



School Results Report

2022/2023

Central Middle School



The Year in Review

Fast Facts:

Central Middle School
5121 48 Ave.
403-346-4397 (phone)
403-342-3783 (fax)
central.rdpsd.ab.ca

Principal: Amanda Wilson
Vice-Principal(s): Jeff Archer, Nathan Good

Student Profile:

- Grade 6: 221
- Grade 7: 201
- Grade 8: 182
- Total Student Population: 604
- ESL Students: 146
- First Nations; Métis; Inuit Students: 49
- French Immersion Students: 236

Staff Profile:

- Teachers: 31 = 30.92 FTE
- Classified Staff: 13 = 11.57 FTE
- Facility Services Staff: 3 = 3.0 FTE
- Total Staff: 48 (including 1.0 CLW)

New Directions:

In the past few years, we have seen a significant increase in the complexity and diversity of our student population and classrooms. Our primary focus is on supporting each of our students emotionally, as well as academically, in order to help them experience success. We are trying some new things this year including a new timetable format, a new format for our intervention blocks, and the addition of some new option courses for students.

Opportunities and Challenges:

Our student population has increased significantly over the past few years, and space is at a premium. We have new students joining us almost weekly, which is an ongoing challenge. We continue to seek ways to welcome and include our new students, while maintaining current levels of support for our existing students.

A Year of Success:

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: "A culture of respect, inclusion, caring and excellence, where every student succeeds" and the mission of the Red Deer Public Schools: "Striving for excellence by inspiring learning and nurturing hope in every student."

Division Goal

Literacy and Numeracy

Literacy refers to the ability of students to effectively and confidently work with words and numbers.

Outcomes

- Each learner is proficient in the areas of reading, writing, speaking and listening.
- Each learner has the ability to proficiently reason and apply numerical concepts.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Language Arts Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 English Language Arts Provincial Achievement Tests.	79.4	N/A	N/A	86.3	80.3
Overall percentage of students who achieved the standard of excellence on Grade 6 English Language Arts Provincial Achievement Tests.	6.7	N/A	N/A	19.5	16.4

- **Percentage of students who achieved the acceptable standard and the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Grade 6 Mathematics Provincial Achievement Tests.	71.8	N/A	N/A	67.6	59.9
Overall percentage of students who achieved the standard of excellence on Grade 6 Mathematics Provincial Achievement Tests.	9.9	N/A	N/A	8.6	10.8

Division Performance Measures

- **Percentage of Grade 6 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
161	119	73.91

- **Percentage of Grade 7 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
164	113	68.9

- **Percentage of Grade 8 students who were reading/literate within one year of grade level.**

Number of Students	Students reading within one year of Grade Level	Percentage
97	49	50.52

● **Survey result scores for literacy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to read and write what is expected in school.	92.5	N/A	91.78	88.46	92.77
Overall percentage of students who feel they are able to read and write what is expected of them in school.	97.4	N/A	91.67	93.39	88.14
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	92.6	N/A	86.67	87.88	90.91

● **Survey result scores for numeracy measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are able to understand and work with numbers in school.	88.0	N/A	82.19	83.33	93.98
Overall percentage of students who feel they are able to understand and work with numbers in school.	90.3	N/A	89.44	87.39	93.22
Overall percentage of teachers who feel students are provided with appropriate programming and levels of instruction.	96.3	N/A	93.33	93.94	100.00

Anecdotal Results, Analysis and Action

Anecdotal Results:

- Although our PAT results have declined, for the most part, parents, students, and staff feel that student learning is back on track and that students are experiencing success at school.

Analysis:

- Despite the PAT results being lower than normal, when we analyze the data and look at the reasons for this, we are comfortable with what it tells us. We know that as a result of having 25% of our population being designated English Language Learners who are not able to be assessed effectively on an English exam, our results tend to be lower than other schools.

Action:

- We continue to assess and restructure our Literacy and Numeracy intervention block and groups to meet the needs of our students as needed.
- We have created an ESL Math class for Term 2 to help some of our SIFE students close the gaps in their learning that are preventing them from being successful in mainstream Math classes at their grade level.
- Discussions are being had with staff to provide increased opportunities for interventions in numeracy.

Division Goal

Equity

***Equity is fairness for all students through:
excellence in instruction, support for students, and a reduction of barriers..***

Outcomes

- All staff have the ability to meet the diverse needs of all students through excellent instruction.
- Students are supported in their academic, behavioural, social and emotional well-being.
- Students are able to access the supports and services they need to achieve success through the reduction of barriers.

Alberta Education Performance Measures

- **Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	91.2	85.9	89.6	82.2	72.9

- **Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	87.5	83.9	88.0	90.4	80.9

Division Performance Measures

- **Survey result scores for equity measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are learning in ways that are meaningful and appropriate.	91.7	N/A	80.82	88.46	98.80
Overall percentage of students who feel they are learning in ways that are meaningful and appropriate.	96.6	N/A	92.22	93.09	91.53
Overall percentage of teachers who feel they have the skills to support the learning needs of students.	81.5	N/A	100	96.97	81.82

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are cared for, accepted, and usually happy and healthy at school.	90.2	N/A	94.52	83.33	95.18
Overall percentage of students who feel they are cared for, accepted, and usually happy and healthy at school.	89.6	N/A	86.67	85.29	88.14
Overall percentage of teachers who feel students are cared for, accepted, and usually happy and healthy at school.	88.9	N/A	100	93.94	81.82

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children are connected and feel a sense of belonging at school.	87.2	N/A	89.04	80.77	93.18
Overall percentage of students who feel they are connected and feel a sense of belonging at school.	90.3	N/A	82.78	87.39	84.75
Overall percentage of teachers who believe students have a sense of belonging through their involvement in school activities and the people they connect with.	88.9	N/A	90.00	90.91	81.82

Anecdotal Results, Analysis and Action

Anecdotal Results:

- This data is a bit confusing because the parent data on the Alberta Education survey is down, but is up significantly on the District survey.

Analysis:

- We are pleased to see that some of these numbers have increased, indicating that students and parents are starting to feel re-connected to the school after the disconnect of the COVID-19 pandemic. It is concerning to see the teacher survey results. Teachers are dealing with increasingly complex classrooms and it is clear that their confidence in the skills they have to tackle this is waning.

Action:

- We will continue to offer professional development around the complex issues that teachers are facing in order to help teachers feel adequately equipped to meet the needs of their students, including collaboration with the other middle schools in RDPSD.
- We will continue to access community supports, such as CARE and the YMCA, to provide support to our students, families, and staff.
- We will continue to use our Student Support rooms to provide support for students as needed.
- We will continue with weekly LST meetings to discuss targeted supports for students.

Division Goal

Student Success And Completion

Student success and completion is the successful journey students experience from early learning, through all grades, to high school completion, and beyond..

Outcomes

- Children have an excellent start to their learning journey in Pre-K and Kindergarten.
- Students experience effective transitions between grades and between schools.
- Students experience character education programming in Grades 1-9.
- Students in high school will be engaged in personalized and flexible learning environments while being supported by meaningful relationships in the school.

Alberta Education Performance Measures

- **Percentage of students who achieved the acceptable standard and standard of excellence on the cumulative composite scores of all Provincial Achievement Tests:**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	76.3	n/a	n/a	77.3	66.4
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.6	n/a	n/a	16.0	12.3

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.6	77.3	80.8	77.0	69.5

- **Overall agreement that students are taught attitudes & behaviour that make them successful when they finish school.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	72.9	73.2	75.3	82.2	72.9

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	93.1	90.1	90.7	90.4	80.9

Division Performance Measures

- Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement (Less than 90% attendance, and less than 50% achievement level).	86
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- Survey result scores for completion and transition measurements by students, parents, and staff**

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will be prepared for the next grade level.	89.5	N/A	82.19	89.74	97.59
Overall percentage of students who feel they will be prepared for the next grade level.	96.6	N/A	93.33	92.79	88.14
Overall percentage of teachers who feel the students will be prepared for the next grade level.	88.9	N/A	70.00	66.67	72.73

Performance Measure	Results (in percentages)				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children will complete high school.	99.3	N/A	100	94.87	98.80
Overall percentage of students who feel they will complete high school.	96.6	N/A	97.22	98.20	98.31
Overall percentage of teachers who feel that students are supported in the goal of finishing high school.	96.3	N/A	100	90.91	90.91

- Survey result scores for the division's Core Values for Learning and Life by students, parents, and staff**

Performance Measure	Results (in percentages)		
	2020-2021	2021-2022	2022-2023
Overall percentage of parents who feel their children hear about the Red Deer Public Schools' Values for Learning and Life in school.	86.30	78.21	93.98
Overall percentage of students who feel they hear about the Red Deer Public Schools' Values for Learning and Life in school.	67.22	82.28	57.63
Overall percentage of teachers who feel that students hear about the Red Deer Public Schools' Values for Learning and Life in school.	80.00	81.82	72.73

Anecdotal Results, Analysis and Action

Anecdotal Results:

- We feel that our PAT results as presented appear more alarming than in reality.

Analysis:

- We know how our student population impacts these results, and although the good work that is being done in our school will not necessarily be apparent through standardized test results, we feel confident that we are preparing our students to be successful in high school and beyond. When speaking with students about the core values for learning and life, we do not refer to them as such.

Action:

- We have added some new CTF courses for the 2023-24 school year that will be of interest to students and will potentially be vocational possibilities for them moving forward and will continue to examine our course offerings.
- We will continue to work with families who have students with attendance concerns to offer support and try to increase student attendance.
- We will continue to offer interventions (and refine our approach) to support students in literacy and numeracy to help them be successful in their current and future grade levels.
- Our teachers will collaboratively analyze their PAT results and data to make improvements.

Division Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Anecdotal Results, Analysis and Action

- We are providing support to our FNMI students through our Intervention Team. Students are identified that require wrap around support, and then we develop an action plan to address needs with our students and possible families.
- Our counselor, community liaison worker, and mental health worker are all actively involved weekly with our students.
- We are now offering an Indigenous Studies course at each grade level throughout the school year as an option course in the timetable.
- We have increased our resources at CMS to provide Indigenous focused activities and lessons, as well as to provide teaching staff the resources for their classrooms to connect First Nations into the curriculum in all subject areas.
- We have dedicated time on Staff Learning Days to build capacity with our staff in regards to FNMI
- We have created a staff FNMI leadership team which will be attending professional development, sharing their learning with all staff, and forming a committee to address our current needs in this area, as well as develop a comprehensive plan for the future.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Central Middle School**.

As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the **November 21, 2023** meeting of the School Council
- The School Results Report is posted on the school website at:
<https://docs.google.com/document/d/1YA6E5LmT8GRYE8OCWlyxOS3CXr2xJw5k13U6horW0OM/edit?usp=sharing>



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