

T.A. Norris Middle School's

2020-2023

Annual Education Results Report/ Three Year Education Plan



Our Vision:

We Focus on Learning

Our Mission Statement:

We aim to be the school of choice.

Our School Motto:

We Celebrate Success

Our Values:

Safe and caring environment.

Respect throughout our learning Community.

Continuous improvement.

Success for all.

Principal: Wade Johnson

Staff Representative: ALL STAFF

School Council Representative: Discussed and reviewed at the November meeting.

School Profile

T.A. Norris Middle School serves the town of Peace River and surrounding district in a well-equipped building. The school boasts a viewing gallery in our double gymnasium, new open concept washrooms, an art room, music room, industrial arts shop, a home economics lab, a traverse climbing wall, artificial ice surface, a fitness area, one full-class computer lab, 10 mobile Chromebook stations, and a beautiful library, built around a leafy green Ficus, housing an excellent selection of English and French materials.

Our school enrollment is unique, encompassing both in class and online learning options. We have 13 core-based classrooms; 9 English based and 4 that are French immersion



We have continued our instructional model called Response to Intervention (RTI), to meet the needs of all learners. We have created an opportunity for all students to receive targeted instruction during a 'Success Block' daily. This model is very similar to that of Peace River High School as we continue to prepare our students for the transition to grade 9. During the Success block, teachers and support staff can work with targeted groups of students with a focus on literacy and other foundational skills. This time can

also be used for students to catch up on assignments and work collaboratively with their classmates on projects

All Grade Five and Six students receive a standard set of introductory courses, while Grade Six students receive standard intermediate level training. Courses include Home Economics (cooking and sewing), Industrial Arts (wood working), Art and Drama. Our Grade Five and Six students also take a second language (French) and Music. Grade Six students can also register for an introductory Band program. Our Grade Seven and Eight students may choose their exploratory courses and these classes are cross-graded.

We have had to postpone our Hockey/Dance and Gymnastics Academy's due to COVID restrictions. The students would normally go on the ice twice a week for one hour. We have partnered with the Peace Dance Society to offer a grade five/six program. We normally use their facilities and instruct on Tuesday and Thursday for Term 1 and 2 for one hour.



T.A. Norris and Springfield Elementary School are working together to offer a Healthy Buddies Program. This is a transition program set up by the staff of the two schools. Our Gr. 7 students go to Springfield once for one hour to teach Health to Gr. 4. During the following five weeks, the Gr. 4 students come to T.A. Norris. This builds leadership skills with our Gr. 7 students while helping with the transition of the Gr. 4 students into Gr. 5 at T.A. Norris. When students come to T.A. Norris in September they will already have spent a significant amount of time at the school and will know many of the new Gr. 8 students very well. We are currently looking into creative ways to make this program happen where students are safe while still receiving the same support and mentoring. Staffing has been made available through the Peace River Mental Health Capacity Building Project, including one full-time youth support worker whose focus is on a wide variety of issues surrounding student mental and physical health.



T.A. Norris offers a Band Program and French as a Second Language (FSL). There are forty students in Grades 5 - 8 studying in our French Immersion program. Students enrolled in this program receive instruction in French for 70% of the day. Though expensive and difficult to staff, French Immersion and our Band program provides additional choices for our students and enhances our marketing to maintain our student enrolment.

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	T A Norris Middle School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	87.7	86.1	86.8	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	91.3	89.4	88.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.1	84.2	87.3	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	*	*	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	72.3	68.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	8.3	7.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	86.4	68.8	72.6	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	83.1	78.4	79.9	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.0	75.8	82.2	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	78.7	78.6	83.8	81.5	81.0	80.9	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.7	63.2	68.6	72.3	N/A	74%	75%
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	12.1	7.4	6.9	8.3	N/A	9%	10%

Comment on Results

This is an area of growth for our school. We are continuing to use half of our Professional Development days towards literacy and numeracy goals. We have developed Professional Learning Communities (PLC's) for frequent and ongoing development of instructional best practices that are subject and grade based. Each group has analyzed the PAT results and has developed areas of focus and goals.

Strategies

- Examine the PAT results and utilize that information to focus our PLC's groups to see about areas for improvement
- Monthly grade-specific PLC meetings to focus on literacy needs and teaching strategies
- Scheduling of targeted instruction literacy for all grades.
- Common unit timelines for all core subject areas.
- Common coverage of essential LA concepts throughout the year
- Common literacy calendars for all grades (i.e. all grades cover poetry at the same time)
- Teacher professional development on assessing reading and writing
- Increased focus and common approach to problem solving skills, strategies, and assessment in mathematics
- Targeted teacher support on essential behaviour management strategies via Collaborative Meetings
- Common guided reading approach to instruction using reading and writing assessment to determine student needs and provide a differentiated approach to reading and writing skills, strategies and assessments
- Ensure equitable student access to devices, other technologies and to assistive technologies to support student learning.



Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.7	79.6	81.6	78.4	83.1%	84%	85%

Comment on Results

- Citizenship
 - We believe students need to be more explicitly educated on the positive aspects of citizenship they are already displaying and learning
- Entrepreneurship
 - We will continue last year's strategy of more explicitly educating students on the skills they are learning and displaying that will make them successful in the workplace.

Strategies

- Classes will provide students opportunities to take an active part in their education and develop cooperative learning skills through:
 - Involvement in the assessment process through the construction of projects and assessments
 - Peer evaluation
 - Group work opportunities
- Students will have the opportunity to assist in the operation of the school:
 - Volunteer opportunities throughout the school year (Track Meet workers; tour guides)
- Healthy Buddy Program – Our grade 7 students teach health curriculum and active lifestyle to grade 4's from our feeder school (Springfield)
- Team Active NERDs (school council)
- Student Mentoring – organized through Project Peace.
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Routinely refer students to the citizenship qualities reinforced by school activities and behaviours.
- Routinely refer students to job/career skills school learning can be applied to.
- Use of Class Dojo (classroom management software) to specifically recognize and celebrate Citizenship
- Mentorship programs
- Direct social skills instruction
- Cultural programming for our at risk FNMI students provided in conjunction with the Sagitawa Friendship Centre



Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	
	2016	2017	2018	2019	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	58.6	55.6	53.0	65.1	N/A	66%	68%
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	9.2	6.2	0.0	3.2	N/A	5%	8%

Comment on Results

While the percent of FNMI students achieving an Acceptable standard on PATs has gone up 12.1%. Last year's strategies will be continued

Strategies

- Maintain time for Inclusive Education Coach to organize and implement programming for students
- Inclusive Education Coaches continue to support classroom teachers in core subject instruction
- Build relationships:
 - Contact with families to provide information on community organizations for support.
 - Contact with families to increase student attendance, student participation and parental involvement.
- Continue to provide Success Blocks that target literacy instruction.
- Ensure that students in need are referred to, Project Peace success coach, Youth Support Team, Family School Liaison, FNMI Family Support Worker, and outside agencies as necessary.
- Examine the PAT results and utilize that information to focus our PLC's groups to see about areas for improvement
- Cross grade PLC meetings to focus on learner outcomes.
- Parental involvement.
- FNMI approaches to learning.
- Cultural awareness for teachers, i.e. examining FNMI cultural backgrounds and experiences
- Celebrating FNMI culture in the school.



Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
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.	90.1	84.7	90.5	89.4	91.3%	92%	92.5%

Comment on Results

Overall, our performance has been very strong in recent years. We believe the recent dip represents a need to better educate students on the depth and breadth of academic and extracurricular opportunities at our school.

Strategies

- Core Class teachers keeping in contact with parents on a regular basis, answering questions, inviting them to upcoming events and explaining various aspects of the school.
- Teachers will update Class Dojo/email with upcoming assessments and units.
- Weekly emails will include upcoming events, safety information, and important dates and forms.
- Staff will outline what is being covered then review at the end of the unit for understanding.
- Student centered learning is supported through a Blended Learning model that includes variations of time, place, path or pace based on google classroom platform for all classes.
- Create learning events and competitions to inspire students to pursue further studies and careers in the fields of science, technology and engineering virtually if necessary.
- Develop co-constructed assessments so that the students are involved in the process
- School-wide consistent classroom management system.
- Building of exemplars for performance tasks.
- More frequent recognition of true academic excellence/improvement. (E.g. virtual if necessary, monthly assemblies).
- Maintaining/improving access to technology (one to one Chromebooks, classroom streaming for at home learners)
- Offer a broad range of exploratories (woodworking, leadership, band, art, sports performance, etc)



Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Targets	
	2016	2017	2018	2019	2020	2021	2022
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.	86.6	87.4	86.9	86.1	87.7	88	89
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.4	89.9	87.8	84.2	89.1	90	90.5
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.	76.7	78.6	70.4	68.8	86.4	87	87.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.2	87.1	83.8	75.8	81	82	83
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.	79.7	89.8	82.9	78.6	78.7	80	82

Comment on Results

We believe the climate of care and respect for others has continued to improve. We believe our performance here indicates the need to better inform/educate students and parents on the relevant programming in place.

Strategies

Core teachers will invite parents to attend virtual events such as:

- Awards Nights (Extra-curricular, Academic)
- Meet the Teacher night
- Concerts (Christmas/band)
- Extra-curricular events
- Opportunities for parents to be involved in school events virtually or in person:
 - Parent Advisory Council
 - Hot lunch program
 - Extra-curricular events
 - Fundraising for French Immersion, grade 6 Social Studies and grade 8 excursions.
- The school will continue to be innovative and responsive to needs of the students and community (evolving exploratory program, Olweus / EBS program).
- Frequent posting of academic and extracurricular events on ClassDojo
- More invites to parents to visit the school and attend special events, circulated via ClassDojo
- Remain committed to maintaining effective professional development and a thriving professional learning community
- The school will continue to take the lead on offering extracurricular events for inter-school participation (tournaments, track meets, etc.) once restrictions due to COVID are lifted.
- Continue to participate in the Gr. 6 conference in Edmonton, and Gr. 8 trip to camp YoWoChAs once restrictions for COVID are lifted.
- Send messages home through class dojo and weekly email updates with important events happening at the school.
- Encouraging practicum students to complete their time at our school
- Continue the Team Active Nerds student leadership program
- Keep parents informed about the school and their children through the newsletter, website, direct conferences, and case conferences
- Maintain working relationships with organizations and persons within the greater school community



RCMP (D.A.R.E. programming; school liaison officer).

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Desired Outcome Six: Positive Safety Attitudes

Outcome: Communicate and Celebrate the Importance of Safety to all Stakeholders

Performance Measures	Result		Targets			
	2017	2018	2019	2020	2021	2022
All Hazard Assessments for identified positions shall be completed by June 30, 2018	100%	100%	100%	100%	100%	100%
Percentage of Sites that show an increase in reported incidents and near misses on PSW						
Target of 80% of sites that successfully provided safety education/activities monthly between the months of August through June.	100%	100%	100%	100%	100%	100%
Target of 80% of sites that successfully incorporate key safety messages into communication plan.	100%	100%	100%	100%	100%	100%

Comment on Results

Number of sites that successfully provided safety education activities throughout the school year exceeded targets and rests at 92.6%.
 Number of sites that successfully incorporated key safety messages into communication plan exceeded targets and rests at 96.0%.

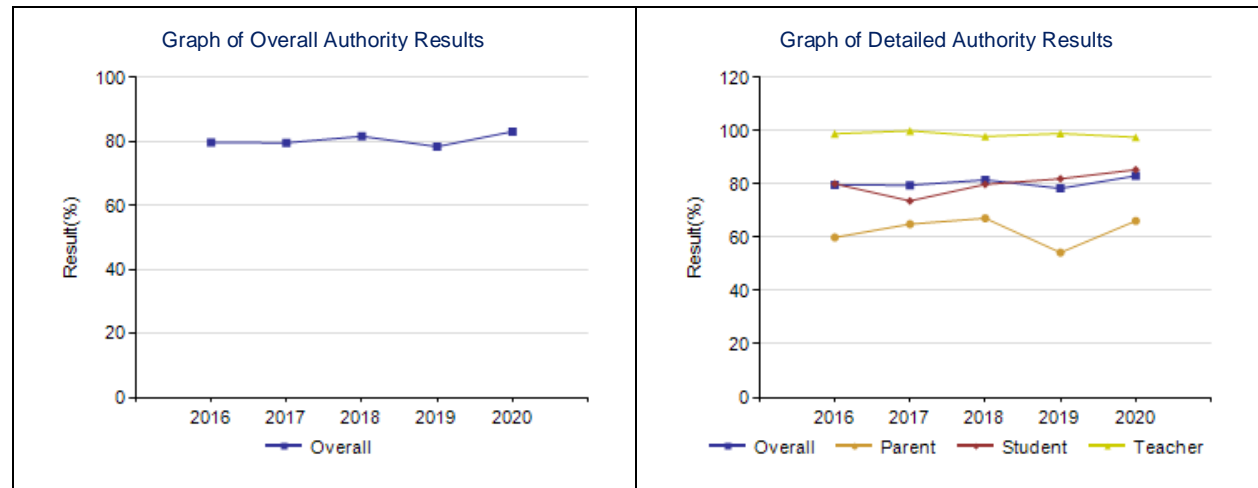
Strategies

- TA Norris will provide meaningful, on-going education/activities for students and staff on a monthly basis with direction, support, and resources from the division that are incorporated into staff PD and align with student activities.
- Promote and communicate the value of Public School Works as a tool for Health and Safety at our staff meetings.
- Monthly safety messages from September through June will be divisionally developed for sites. We will pass these onto parents via Email and on our website.
- TA Norris will incorporate key safety messages into our communications and activities.
- Safety and Wellness Coordinator will meet with Jeremy MacIver (safety coordinator for TA Norris Middle School) to provide support and direction on safety matters.

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.7	79.6	81.6	78.4	83.1	84.3	82.0	86.2	85.7	85.2	83.9	83.7	83.0	82.9	83.3
Teacher	98.9	100.0	97.9	99.0	97.6	96.0	95.1	95.5	96.8	96.3	94.5	94.0	93.4	93.2	93.6
Parent	60.0	65.0	67.2	54.3	66.2	82.8	78.3	80.4	77.9	79.5	82.9	82.7	81.7	81.9	82.4
Student	80.1	73.7	79.9	82.0	85.4	74.2	72.6	82.7	82.5	79.9	74.5	74.4	73.9	73.5	73.8

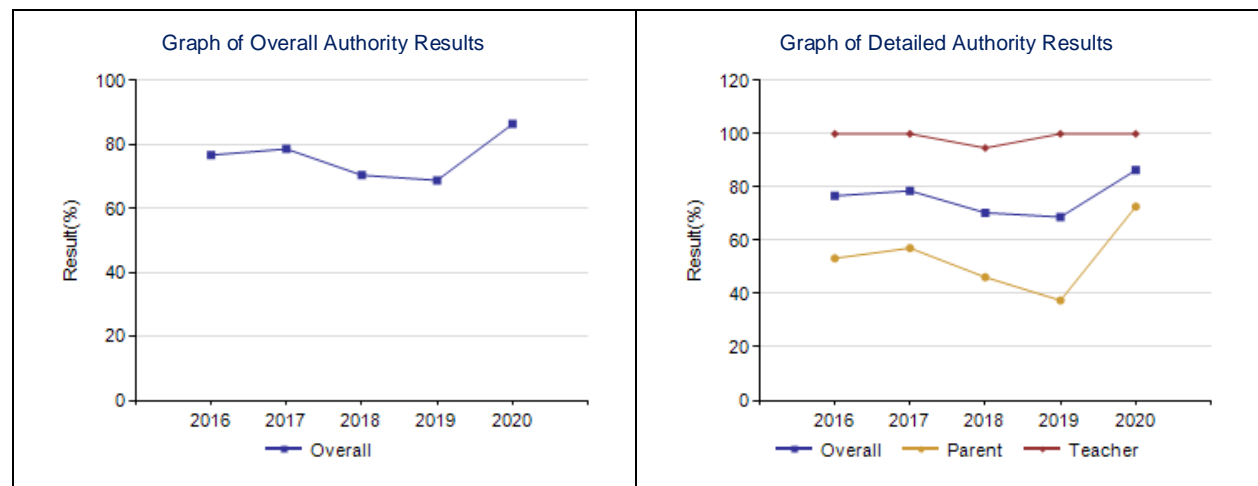


Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	76.7	78.6	70.4	68.8	86.4	85.6	82.7	84.7	84.0	82.5	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	94.7	100.0	100.0	96.0	94.3	95.0	96.6	94.3	90.5	90.4	90.3	90.8	92.2
Parent	53.3	57.1	46.2	37.5	72.7	75.2	71.1	74.5	71.3	70.6	74.8	75.1	74.6	75.2	76.0



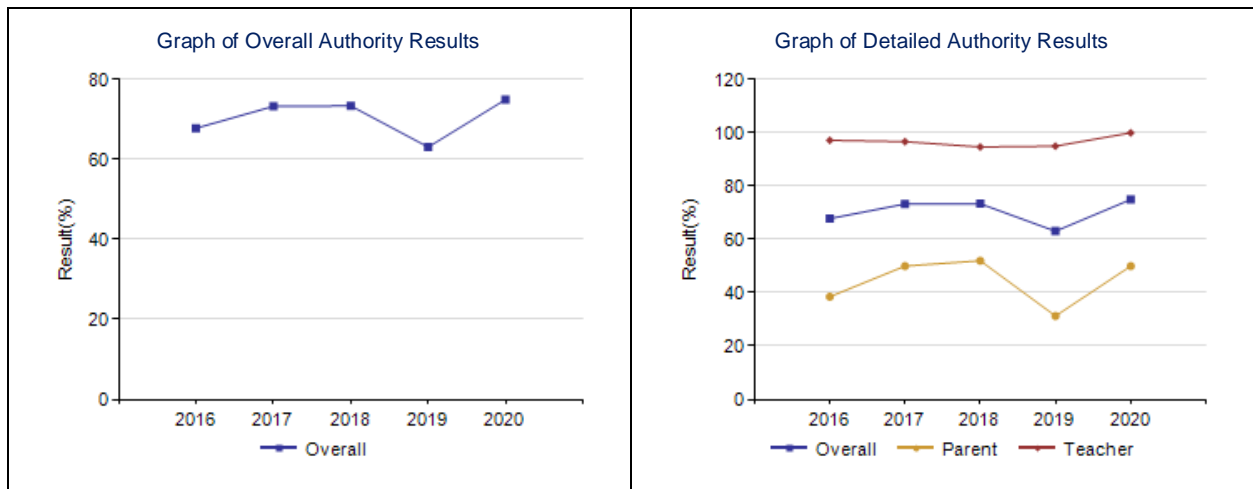
Notes:

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Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	67.8	73.3	73.4	63.1	75.0	77.2	75.5	77.5	76.2	78.3	70.7	71.0	70.9	71.4	72.6
Teacher	97.2	96.7	94.7	95.0	100.0	87.2	86.3	91.1	92.7	93.6	77.3	77.3	77.8	78.8	80.6
Parent	38.5	50.0	52.0	31.3	50.0	67.2	64.8	64.0	59.7	63.1	64.2	64.8	64.0	64.0	64.6



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

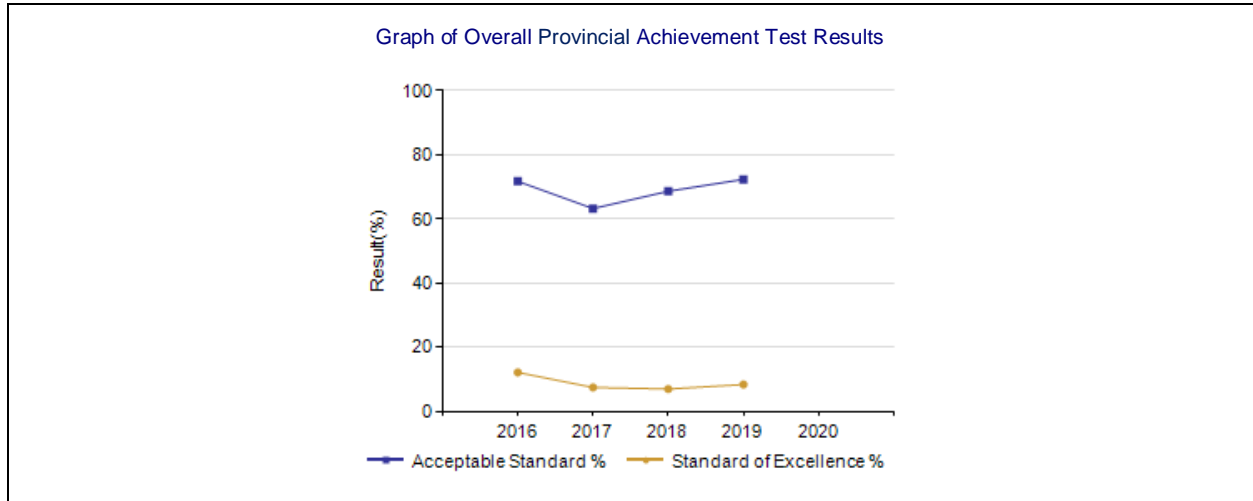
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	82.8	17.2	73.0	12.7	89.9	7.6	83.3	14.6	n/a	n/a		
	Authority	85.2	11.3	79.0	11.2	88.7	10.1	82.2	6.9	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	83.3	8.3	70.6	5.9	55.6	0.0	92.9	14.3	n/a	n/a		
	Authority	83.3	8.3	70.6	5.9	55.6	0.0	92.9	14.3	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	69.8	6.3	58.7	0.0	55.7	6.3	62.5	2.1	n/a	n/a		
	Authority	69.3	8.4	68.1	4.7	62.6	9.2	60.7	4.5	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	71.4	17.5	65.1	7.9	70.9	10.1	64.6	10.4	n/a	n/a		
	Authority	74.3	18.3	75.6	18.8	71.8	17.6	67.7	13.4	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	60.3	7.9	54.0	9.5	60.8	5.1	72.9	4.2	n/a	n/a		
	Authority	66.3	10.9	68.1	17.4	64.7	8.8	66.2	8.5	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

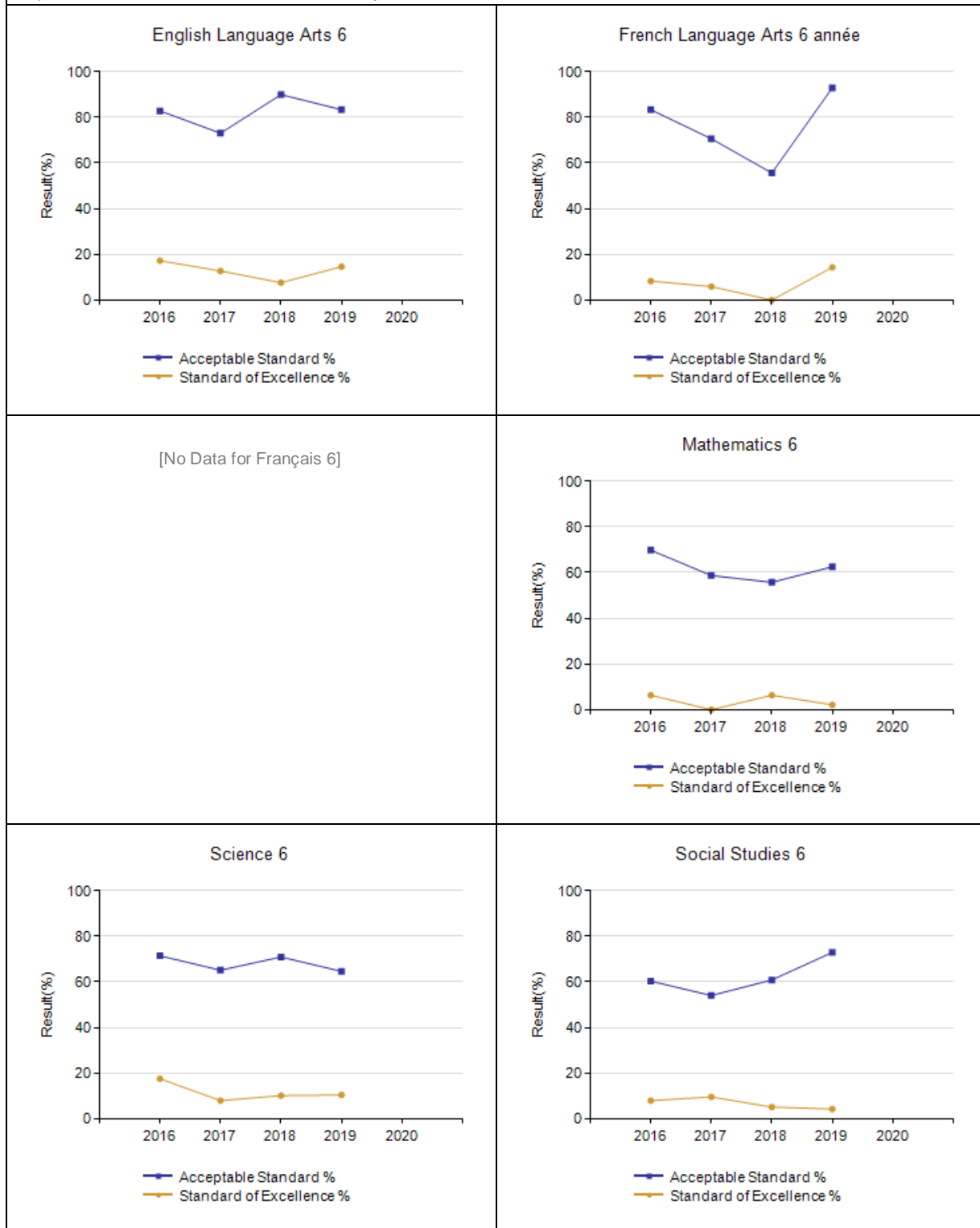
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	T A Norris Middle School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	63	82.1	n/a	n/a	51,977	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	63	11.6	n/a	n/a	51,977	18.2
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	73.0	n/a	n/a	3,357	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	6.7	n/a	n/a	3,357	13.8
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	91.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	23.1
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	63	59.0	n/a	n/a	51,924	71.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	63	2.8	n/a	n/a	51,924	13.9
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	63	66.8	n/a	n/a	51,966	77.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	63	9.5	n/a	n/a	51,966	29.4
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	63	62.5	n/a	n/a	51,937	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	63	6.3	n/a	n/a	51,937	23.1

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6 année	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

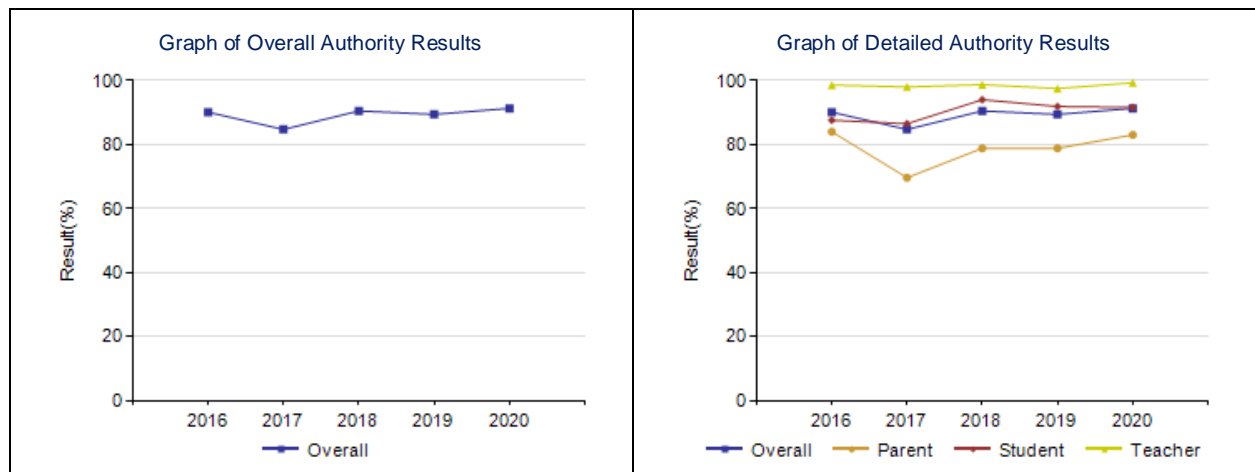
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Program of Studies – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.1	84.7	90.5	89.4	91.3	80.4	78.6	82.5	81.1	79.7	81.9	81.9	81.8	82.2	82.4
Teacher	98.6	98.0	98.7	97.5	99.3	88.2	89.5	92.4	90.7	90.0	88.1	88.0	88.4	89.1	89.3
Parent	84.0	69.6	78.8	78.8	83.0	82.8	76.5	76.3	76.0	76.2	80.1	80.1	79.9	80.1	80.1
Student	87.6	86.5	94.0	91.9	91.6	70.1	69.7	78.9	76.6	73.0	77.5	77.7	77.2	77.4	77.8



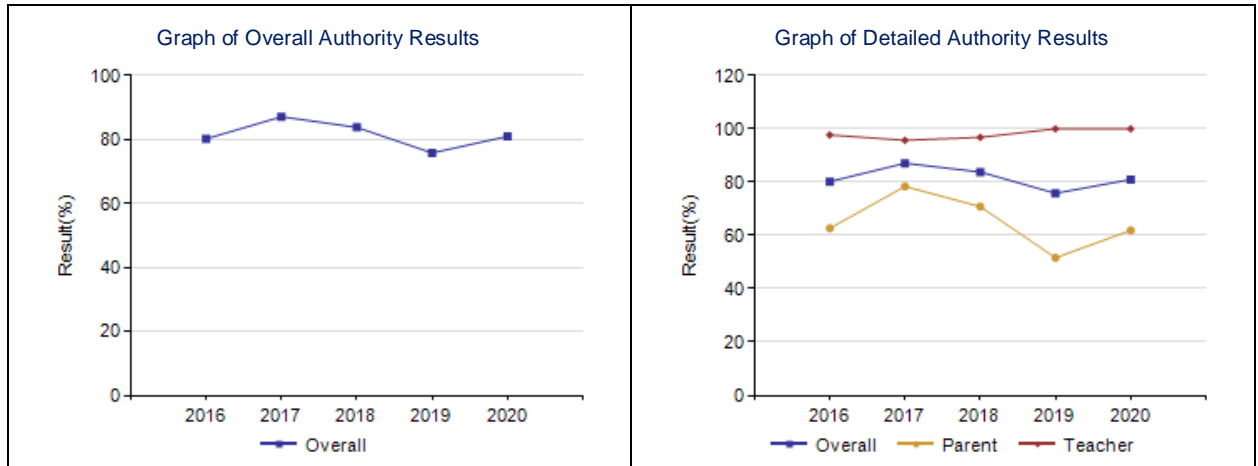
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.2	87.1	83.8	75.8	81.0	86.0	83.6	84.2	83.3	84.3	80.9	81.2	81.2	81.3	81.8
Teacher	97.7	95.7	96.8	100.0	100.0	91.7	92.4	93.0	94.0	94.4	88.4	88.5	88.9	89.0	89.6
Parent	62.7	78.4	70.8	51.6	61.9	80.2	74.9	75.4	72.6	74.3	73.5	73.9	73.4	73.6	73.9



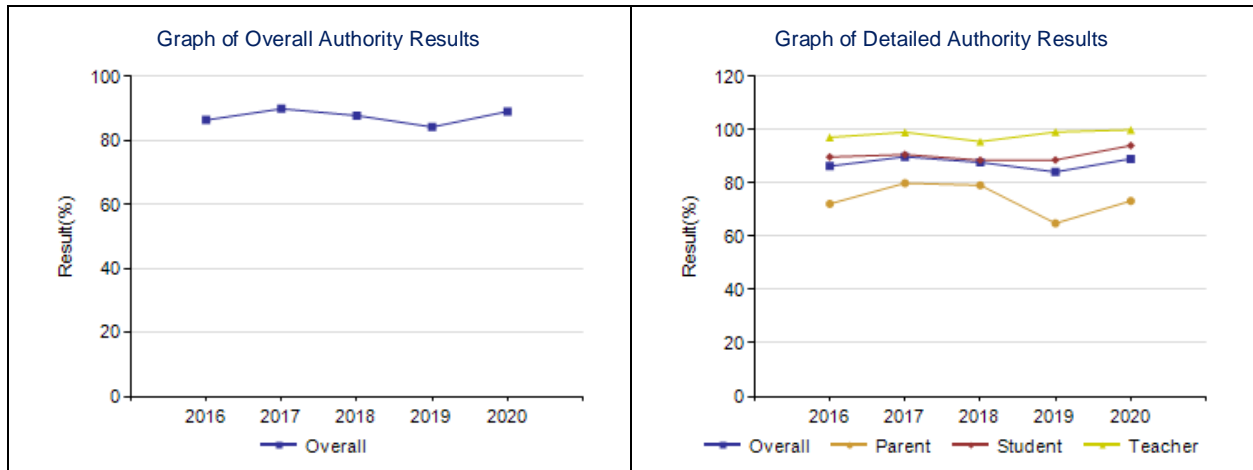
Notes:

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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.4	89.9	87.8	84.2	89.1	90.0	87.9	91.0	89.9	89.8	90.1	90.1	90.0	90.2	90.3
Teacher	97.2	99.1	95.6	99.2	100.0	97.2	96.5	97.3	97.7	96.8	96.0	95.9	95.8	96.1	96.4
Parent	72.2	80.0	79.2	64.9	73.3	86.9	82.2	84.7	81.0	83.0	86.1	86.4	86.0	86.4	86.7
Student	89.8	90.7	88.6	88.7	94.1	86.0	85.1	90.9	90.9	89.5	88.0	88.1	88.2	88.1	87.8



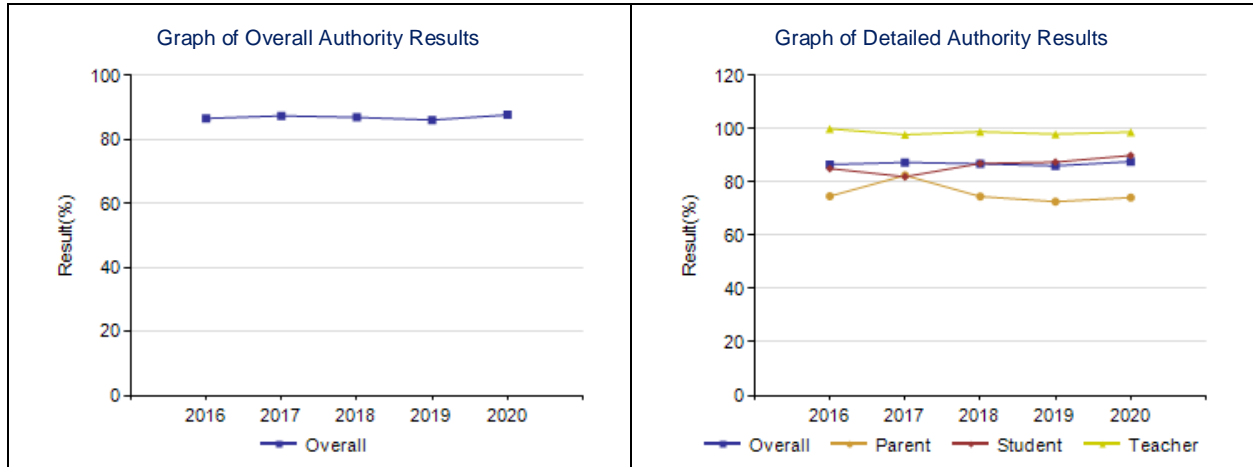
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.6	87.4	86.9	86.1	87.7	89.5	86.9	90.4	90.1	90.8	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	97.8	98.9	98.0	98.8	95.7	95.6	95.6	97.1	97.6	95.4	95.3	95.0	95.1	95.3
Parent	74.7	82.5	74.6	72.7	74.2	89.8	84.9	87.6	85.6	87.8	89.8	89.9	89.4	89.7	90.2
Student	85.1	82.0	87.0	87.5	90.0	83.1	80.2	88.2	87.6	87.0	83.4	83.3	82.5	82.3	82.6



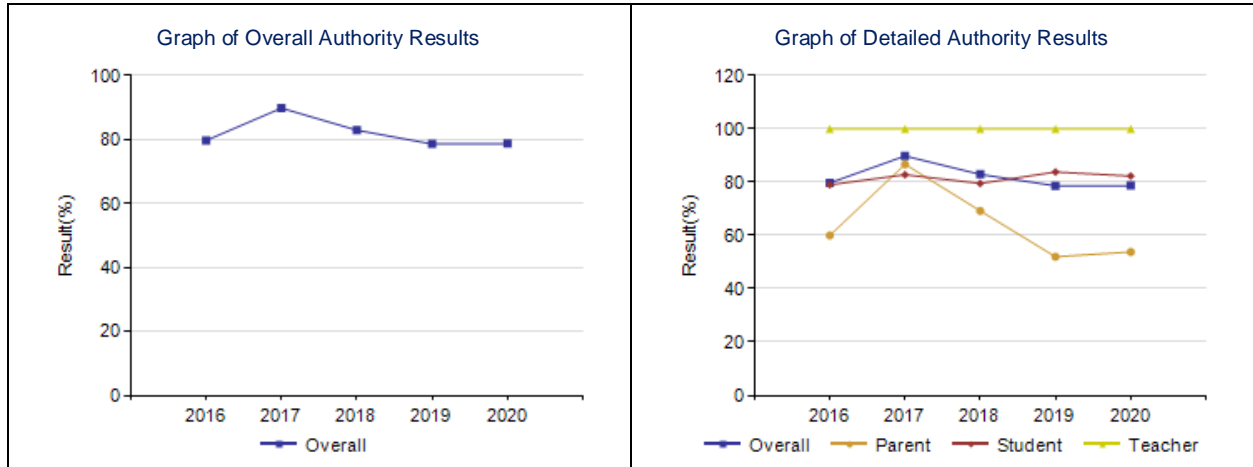
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.7	89.8	82.9	78.6	78.7	84.7	82.5	87.5	84.4	86.6	81.2	81.4	80.3	81.0	81.5
Teacher	100.0	100.0	100.0	100.0	100.0	90.3	86.5	93.8	93.8	91.7	82.3	82.2	81.5	83.4	85.0
Parent	60.0	86.7	69.2	52.0	53.8	82.5	80.9	81.4	74.3	82.4	79.7	80.8	79.3	80.3	80.0
Student	79.0	82.8	79.5	83.8	82.3	81.5	80.2	87.5	85.1	85.7	81.5	81.1	80.2	79.4	79.6



Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Budget Report

Peace River School Division No. 10

2020-2021 Spring Budget

SCHOOL: TA Norris Middle

Revenue And Allocations To Budget Center

AB ED: Service & Supports	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Service & Supports	\$119,850	
% of Revenue And Allocations To Budget Center	96%	
AB ED: Base Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total AB ED: Base Funding	\$0	\$130,482
% of Revenue And Allocations To Budget Center	0%	98%
AB ED: Differential Cost Funding	2020-2021 Spring Budget	2019-2020 Fall Update Budget
FNMI Allocation: School: Current Year	\$5,100	\$5,100
FNMI Allocation Per Student: Current Year	\$60	\$60
FNMI and Aboriginal Enrolment: Grade 1-12	85Student	85Student
Total AB ED: Differential Cost Funding	\$5,100	\$5,100
% of Revenue And Allocations To Budget Center	4%	4%
Transfers	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Transfer: Un-certificated PD	\$0	(\$2,820)
Total Transfers	\$0	(\$2,820)
% of Revenue And Allocations To Budget Center	0%	-2%

Total Revenue And Allocations To Budget Center	\$124,950	\$132,762
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Expenditures

Other Staffing Costs	2020-2021 Spring Budget	2019-2020 Fall Update Budget
School Based Certificated Sub Cost	\$9,990	\$9,990
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	45.00Days	45.00Days
School Based Certificated Sub Benefits	\$999	\$999
School Based Certificated Sub Cost	\$9,990	\$9,990
Sub Teacher Benefit Rates	0.1000Factor	0.1000Factor
Uncertified Subs and Additional Hours	\$2,000	\$2,000
Total Other Staffing Costs	\$12,989	\$12,989
% of Expenditures	10%	10%
Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Certificated Inservice/Reg Fees	\$6,000	\$6,000
Uncertificated Inservice/Reg Fees	\$1,000	\$1,000
Postage & Phone	\$1,500	\$1,500
Advertising	\$2,500	\$2,500
Expense Reimbursement	\$3,000	\$3,000
Field Trips	\$5,500	\$5,500

* - See the notes section for details about Line Item notes on this page

SCHOOL: TA Norris Middle - Budget Report

2020-2021 Spring Budget

Contracted Services	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Contracted Building Grounds Maintenance	\$2,000	\$2,000
Contracted Equipment & Vehicle Maintenance	\$2,000	\$2,000
Total Contracted Services	\$23,500	\$23,500
% of Expenditures	19%	18%
Supplies	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Supplies	\$68,461	\$68,730
Library Supplies (Minimum Standard)	\$0	\$3,666
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	0.00Students	282.00Students
Library Supplies	\$7,000	\$7,000
Furniture & Equipment	\$13,000	\$13,000
Total Supplies	\$88,461	\$92,396
% of Expenditures	71%	72%
Total Expenditures	\$124,950	\$128,885

Summary

	2020-2021 Spring Budget	2019-2020 Fall Update Budget
Total Revenues and Allocations To Budget	\$124,950	\$132,762
Total Expenditures	\$124,950	\$128,885
Variance	\$0	\$3,877

Notes