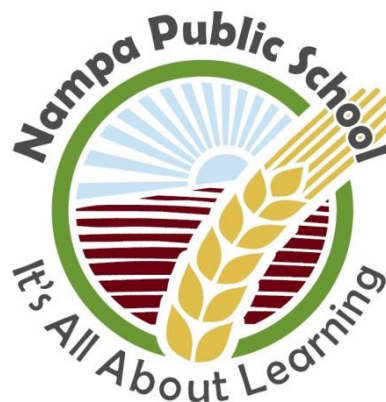


Nampa Public School

Annual Education Results Report Three Year Education Plan 2019 - 2020



Peace River School Division

Accountability Statement

Peace River School Division subscribes to a combined 3 Year Education Plan and Annual Education Results Report. This report is a summary of Nampa Public School's achievements for the 2019-20 school year. It serves as a tool to continue monitoring improvement in the school and provides accountability to stakeholders.

Foundation Statements

Our Mission

It's All About Learning!

Vision Statement

Our community, parents, staff, and students will work together to achieve high academic success for each child. With the involvement of all these parties and an "I can do it!" attitude, we will maximize learning for all.

Values

I will have high expectations and will create rich learning experiences where everyone actively pursues their full potential.

I will maintain a healthy, safe environment that has mutual respect and honesty.



School Profile

Community Profile:

Nampa is a small, rural community with a population of approximately 500. The primary employers are agriculture and resource industries. Nampa Public School is the only school in the community and our students primarily move on to either TA Norris Middle School or Glenmary School, both of which are in Peace River. Local residents are supportive of the school and do considerable fund raising to enhance the school and the programs we offer.

Student Profile:

The majority of students are from the town or the immediate surrounding area. Approximately 48% (22) of the students are bussed to the school. Students come from a variety of SES situations and population transience is low to moderate. Of our student population, 17% (8) identify as FNMI.

Enrolment Trend Profile (September 30 counts):

2015/16 K to 6	59
2016/17 K to 6	56
2017/18 K to 6	51
2018/19 K to 6	45
2019/20 K to 6	46

Enrolment has shown decline over the last 5 years. This year's ECS enrolment is again high (12 – 10 + 2 PUF) compared to the previous 5 years. Assuming we retain the majority of these ECS students and grade 1 to 5 students, we predict our enrolment will increase. Promotion of our small class sizes, individualized programming, and a focus on individual student success has had a significant impact on our growth.

Nampa Public offers programmes to students in grades K through 6 students. Kindergarten is offered on site 3 days a week (MWF). Pre-kindergarten (age 4 PUF students) is offered on site in conjunction with our ECS. We have three multi-grade classrooms that provide programming to students in grades 1/2, 3/4, and 5/6. Programming is supported by a 0.3 FTE iCoach, a 0.3 FTE administrator, 3 - 0.5 FTE inclusive education EAs (1 regular classroom, 2 in ECS), a 0.1 FTE information specialist, and a 1.0 FTE office support.

Nampa Public accesses services available through the PRSD student services, such as testing for grades K-6, as well as accessing Peace Collaborative services.

Programme Highlights:

Besides offering the basic curriculum that all schools offer, our school offers a variety of enrichment opportunities. Examples include:

- Leadership Programs: student council and grade 1/2 and ECS mentors
- Citizenship opportunities such as the Terry Fox Run, Remembrance Day services, and recycling
- French grades 4-6
- Public Speaking / Drama / Christmas Concert
- Music / Choir
- Daily Physical Education
- Inter-school basketball, volleyball, and badminton leagues
- Swimming lessons
- Archery Club
- Grade 3-6 1 to 1 Chromebook Project
- Lego Robotics Club
- Coding Club
- Farm Safety program

Nampa Public School celebrates the achievements and accomplishments of its students both academically and socially. Besides the individual class awards, we annually honour academic, personal, social growth and positive learner attributes that have been made by our students. We also have a Special Events Day each month along with Spirit Days and Fun Days throughout the year.

Each year, at Christmas time, the entire student body and staff does a large drama production, which includes the entire school. Every student who requests a speaking part gets one. This is a very big event in the village of Nampa.

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Nampa Public 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	93.6	78.9	83.1	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	83.3	98.2	91.2	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	98.2	86.3	93.3	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	*	82.5	82.7	73.8	73.6	73.6	*	*	*
	PAT: Excellence	*	10.0	9.9	20.6	19.9	19.6	*	*	*
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	n/a	100.0	100.0	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	84.3	74.6	77.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.2	97.1	93.4	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	100.0	85.0	91.4	81.0	80.3	81.0	Very High	Improved	Excellent

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations 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.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.5	82.1	83.3	82.5	*	85	*	*	*	90	90	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.8	7.1	12.5	10.0	*	15	*	*	*	15	15	15

Comment on Results

While our results were suppressed for the 2018/19 school year, the following comments can be made:

- English Language Arts:
 - o 2 out of 2 students (100%) achieved acceptable standard (divisional average is 82.2% / provincial average is 83.2%)
 - o 0 out of 2 students achieved standard of excellence over the total test (divisional average is 6.9% / provincial average is 17.8%)
- Mathematics:
 - o 2 out of 2 students (100%) achieved acceptable standard (divisional average is 60.7% / provincial average is 72.5%)
 - o 1 out of 2 students (50%) achieved standard of excellence over the entire test (divisional average is 4.5% / provincial average is 15.0%)
- Science:
 - o 2 out of 2 students (100%) achieved acceptable standard (divisional average is 67.7% / provincial average is 77.6%)
 - o 1 out of 2 students (50%) achieved standard of excellence (divisional average is 13.4% / provincial average is 28.6%)
- Social Studies:
 - o 2 out of 2 students (100%) achieved acceptable standard (divisional average is 66.2% / provincial average is 76.2%)
 - o 0 out of 2 students achieved standard of excellence (divisional average is 8.5% / provincial average is 24.4%)
 - o 2 students were excused

Strategies

Continued Strategies

- Current teaching practices are yielding very good results and these strategies will be maintained.
- Teachers will continue to review PAT results along with classroom assessment results. Staff will identify and focus on the areas that need to be improved.
- Focusing as a school team on essential outcomes (long term strategy)
- Continue to attend local marking sessions for grades 6 divisional English Language Arts (ELA) PATs to inform teaching practice.
- Continue to create and facilitate the use of learner-focused profiles that are accessible by all staff to identify student needs as a part of our Collaborative Response Model (CRM).
- Use divisional Professional Learning Communities (PLCs) to focus on the development of best practices and essential outcomes in instruction and assessment.

New Strategies

**As last year's data population was 2, targeted areas from the previous analysis will be maintained.

Implement divisional Scope and Sequence for reading assessment in grades 1 -6

Targeted areas for improvement will be:

- Grade 6 LA – literary devices (poetry and prose), making inferences and identifying meaning in context, purpose of illustrations and source of humour in cartoons
- Grade 6 Math – multiplication and division facts, space and shape, statistics and probability
 - problem solving and multiplication / division involving decimals
 - analyzing / interpreting / problem solving using graphs
 - multiplication and division of whole numbers and applying to problem solving
 - algebra – equations with missing numbers
 - determining unknown angles in triangles
 - theoretical probabilities
- Grade 6 Science – inquiry and problem solving, sky science
- Grade 6 Social Studies – ancient Athens

Strategies will include:

- **Implement math screeners (MIPI) and assessments similar to what we currently use in language arts**
- **Implement math interventions for students that are identified as having foundational concerns in patterning and numeration**
- Staff will participate in a weekly Collaborative Response Meeting (1 period a week per staff member – 2 total) to analyze teacher data, discuss strategies, evaluate effectiveness, and plan accordingly.
- Poetry PD options and resources will be explored along with greater exposure to various poetic forms and poetry analysis.
- Ensure that adequate time is given to decimals and graphing – look at vertical alignment and make sure fundamental concepts are being taught at the appropriate level.
- Extra focus on multiplication and division (whole number and decimals) and foundations of algebra
- Use divisional funds and resources in conjunction with our iCoach to try new instructional strategies to improve numeracy.
- Increase review time when the cycled curriculum taught is not the grade 6 curriculum (ie. more review of grade six material when the cycle is on grade five).
- Ensure equitable student access to devices, other technologies and to assistive technologies to support student learning.

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. 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).
4. 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.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.3	81.3	77.0	74.6	84.3	85	Very High	Maintained	Excellent	90	90	90

Comment on Results

Our current result of **84.3%** of teachers, parents, and students that are satisfied that NPS students are active and good citizens is higher than the previous year's result of 74.6% and goes against the trend of decline over the last 4 years. Detailed analysis of survey results showed the following:

1. Parents are saying:
 - a. Students follow the rules (100%)
 - b. Students help each other (100%)
 - c. Children are encouraged to try their best (100%)
 - d. 43% said students don't respect each other – although 93% of students say they do...
 - e. 43% said they didn't know if students are encouraged to take part in activities that help the community
2. Students are saying:
 - a. They are encouraged to try their best (86%)
 - b. They follow the rules (79%)
 - c. They help each other (86%)
 - d. They respect each other (93%)

Targeted citizenship instruction and supervision have resulted in improved overall culture of Nampa Public School. Citizenship will continue to play an important role at NPS and staff will continue to look for ways to improve our citizenship programming and offer more opportunities for students to show aspects of good citizenship.

Strategies

Good citizenship, being a team player, and the realization of how people in rural communities are very much committed to the welfare of all, are concepts that are emphasized at Nampa Public School. Current strategies for promoting citizenship include:

- Student council – all students run for a position and the council is actively involved in promoting school spirit
- Senior students assist and are active role models for the younger students (lunch room supervision in lower grades)
- Citizenship focused activities (Remembrance Day, Terry Fox Day, Parents Matter Week, Jump Rope for Heart) are embedded into the calendar and the importance of these community activities is specifically taught

Ongoing Strategies

- Provide more opportunities for older students to mentor younger students – ex. Reading buddies.
- Continue our Virtue of the Month program that was implemented last year – data is showing we are getting good results.
 - o Improved communication about this program to parents and ways to incorporate in the home.
- Target and reinforce existing good behaviour and identifying it as “good citizenship.”
- Using vocabulary around good citizenship so students can identify when good citizenship is happening.
- Using visuals around the school to show students the behaviours tied to the idea of good citizenship.
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.
- Establish community and post-secondary partnerships to assist with global digital responsibilities.

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/TFM (Tell Them From Me) survey tool.

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

Comment on Results
<ul style="list-style-type: none"> - No data available
Strategies
<ul style="list-style-type: none"> - Focus on early learning opportunities for FNMI students. - Enhance teacher capacity with the knowledge, skills, and attributes necessary to improve FNMI student success. <ul style="list-style-type: none"> - The majority of teachers have FNMI goals in their PGP this year and it is goal 2 for the school's PD plan. - Develop strategies to assist FNMI students with their transition between grade levels, between schools and communities, from elementary school to jr/sr high school. - Inclusion and promotion of cultural identities on a classroom (through the social studies curriculum), a school wide (FNMI cultural days and hand games tournament) and, where possible, a community level. - Explore opportunities to use resources that celebrate FNMI culture. - Continue to focus on literacy to improve/enhance the literacy skills of FNMI students. - Increase staff awareness/knowledge of patterns in Aboriginal languages while building a strong English skill set. - Monitor FNMI student data to meet and/or align with CRM intervention goals. - Provide training/resources on Indigenous cultures, language development, learning styles, etc. to acquire greater skills in working with Indigenous students.

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. 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).
4. 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.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations 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.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	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.	n/a	n/a	84.1	98.2	83.3	85	Very High	Maintained	Excellent	90	90	90

Comment on Results

While this year's result of 83.3% is a decline from last year (98.2%) our school community remains very satisfied with the broad range of programs offered at Nampa Public School. Analysis of the data revealed the following:

1. Parents are saying:
 - a. Satisfied with Art (100%)
 - b. Satisfied with Computers (100%)
 - c. Satisfied with Music (100%)
 - d. Satisfied with Physical Education (100%)
 - e. Satisfied with variety of subjects (100%)
 - f. They don't know about our FSL (50%), Drama (43%), or Health (43%) programs
 - g. 43% didn't know if teachers were available to help their children, if their child could access programs to get help with school work / not related to school work
2. Students are saying
 - a. It's easy to get help with school work (93%)
 - b. Teachers are available to help them (100%)
 - c. 28% either didn't know or said they couldn't get help with problems not about school work

Our extra-curricular activities for last year (and will continue into the current year):

1. Fine Arts programming (drama – Christmas play, ukuleles)
2. Sports programming (basketball, volleyball, badminton)
3. Lego Robotics
4. Archery
5. Coding Club
6. Choir

Staff consistency and involvement with the parent community has also played a significant role in our high results.

Strategies

Continued Strategies

- Continue to maximize the use of available resources to offer as broad a program of studies as possible while continuing our focus on emphasizing the importance of core subjects.
- We will explore options to enhance our programs while working within the confines of our budget constraints.
- Continue archery program.

New Strategies

- Communication with parents to help them realize what we offer (ex. Christmas concert is drama and music).
- Participate in PD opportunities provided through innovative approaches and technologies to support learning.
- Participate in learning events and competitions to inspire students to pursue further studies and careers in the fields of science, technology and engineering (Lego Robotics competition, science fair).

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.

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	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.	88.9	88.3	82.0	78.9	93.6	95	Very High	Improved	Excellent	95	95	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.6	100.0	93.5	86.3	98.2	95	Very High	Maintained	Excellent	95	95	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	89.7	97.1	86.2	90	Very High	Maintained	Excellent	90	90	90
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.	88.9	100.0	89.1	85.0	100.0	90	Very High	Improved	Excellent	90	90	90

Comment on Results

Results for the first performance measure have improved since last year's report and are at a 5 year high (93.6%).

Parents said the following:

- Teachers care about their children (100%)
- Their children are safe at school and to and from school (100% for both)
- Adults treat their children fairly (100%)
- Students don't treat each other well at school (only 57% said they are)

Students said the following:

- Adults treat them fairly (100%)
- They feel safe (100%)
- Teachers care about them (100%)
- They feel safe to and from school (93%)
- Other students treat them well (86%)
- 14% said they weren't sure if other students treat them well

Teacher responses were suppressed due to less than 6 responses.

School improvement saw a marked increase from 85.0% to 100% satisfaction as did overall quality of basic education with result of 98.2% vs 86.3% the previous year. Analysis of the data revealed the following:

1. Parents are saying:
 - a. The quality of education has improved (17%) or stayed the same (83%)
 - b. Children understand what they are expected to learn (100%)
 - c. Children find school work challenging (100%)
 - d. Children find school work interesting (100%)
 - e. Children are learning what they need to know (100%)
 - f. Are satisfied with the quality of education at NPS (100%)
 - g. Are satisfied with the quality of teaching at NPS (100%)
2. Students are saying:
 - a. They are proud of their school (100%)
 - b. Teachers are **very good** or good (79%/21%)
 - c. Our school is very good or good (43%/50%)

Nampa Public School has always had a high degree of parental involvement. While our result of 86.2% is a decrease from 2018, it is still in the very high category and indicative of parental satisfaction with their involvement in the decision making process. Our goal will be to maintain this level (with an increase in %) of parental satisfaction. Analysis of the data revealed the following:

1. Parents are saying:

a. They are satisfied with their involvement in their child's education and decisions at school (83%)

Strategies

- Continue to implement our Virtue of the Month program – saw success last year and have improved upon the program this year.
- With the assistance of divisional youth support services, develop universal and targeted supports that will address any identified behavioural and social interaction issues.
- Review key rules at monthly assemblies and ensure all supervising staff are maintaining consistency.
- Focused conversations with grade 3-6 students with respect to student interactions. Why are students unsure with respect to being treated well by other students?
- Focused conversations with parents (school council, focus groups) about why they think students aren't treating each other fairly.
- We will continue to emphasize the values and strategies that have met with success in creating a safe and caring environment.

Continued Strategies

Both the School Council and the NSES [Nampa School Enhancement Society] have always played very important roles in our school. These groups are genuinely concerned and involved with the school planning and goals. Our school has an 'open door' policy, which encourages parents who have concerns, or who just want to help, to come and sit with the staff to discuss and air their views. The staff is open to parental involvement and suggestions.

Home-school communications at our school are very effective. Teachers and parents use the students 'agenda' for daily communications. School Information Sheets are sent out on an 'as needed' basis along with the School Events Calendar. We continue to use Facebook and our website as our primary way to communicate with parents and we are experiencing a high level of satisfaction with this strategy. Staff are using Class Dojo not only to communicate student behavior to parents but also to communicate about class events, homework, etc.

Continue to maximize the use of available resources to offer as broad a program of studies as possible while continuing our focus on emphasizing the importance of core subjects.

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.

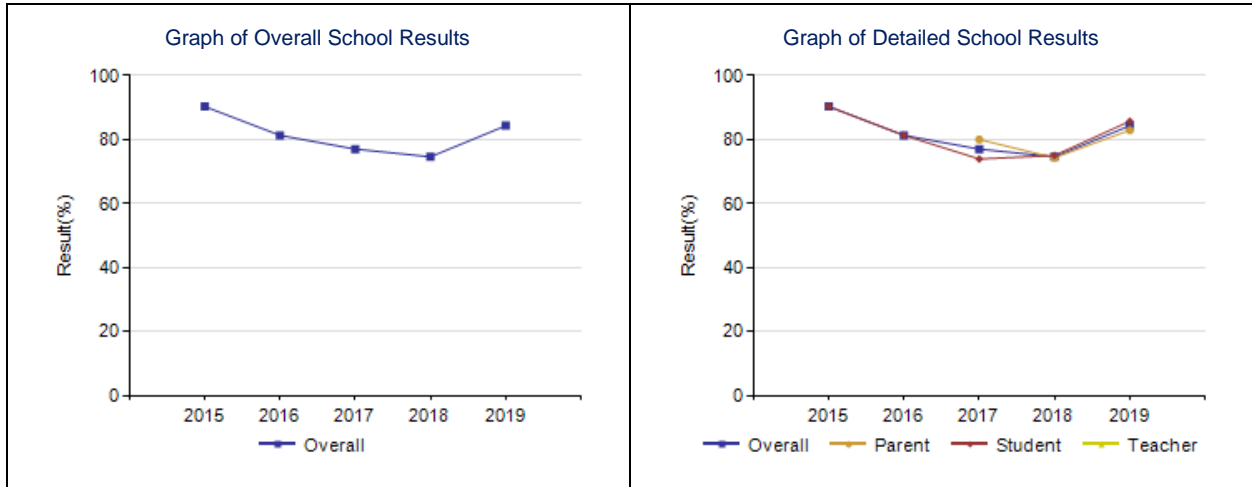
APPENDIX – Measure Details (OPTIONAL)

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.3	81.3	77.0	74.6	84.3	83.0	84.3	82.0	86.2	85.7	83.5	83.9	83.7	83.0	82.9
Teacher	n/a	n/a	*	n/a	n/a	96.1	96.0	95.1	95.5	96.8	94.2	94.5	94.0	93.4	93.2
Parent	*	*	80.0	74.3	82.9	80.3	82.8	78.3	80.4	77.9	82.1	82.9	82.7	81.7	81.9
Student	90.3	81.3	73.9	75.0	85.7	72.6	74.2	72.6	82.7	82.5	74.2	74.5	74.4	73.9	73.5



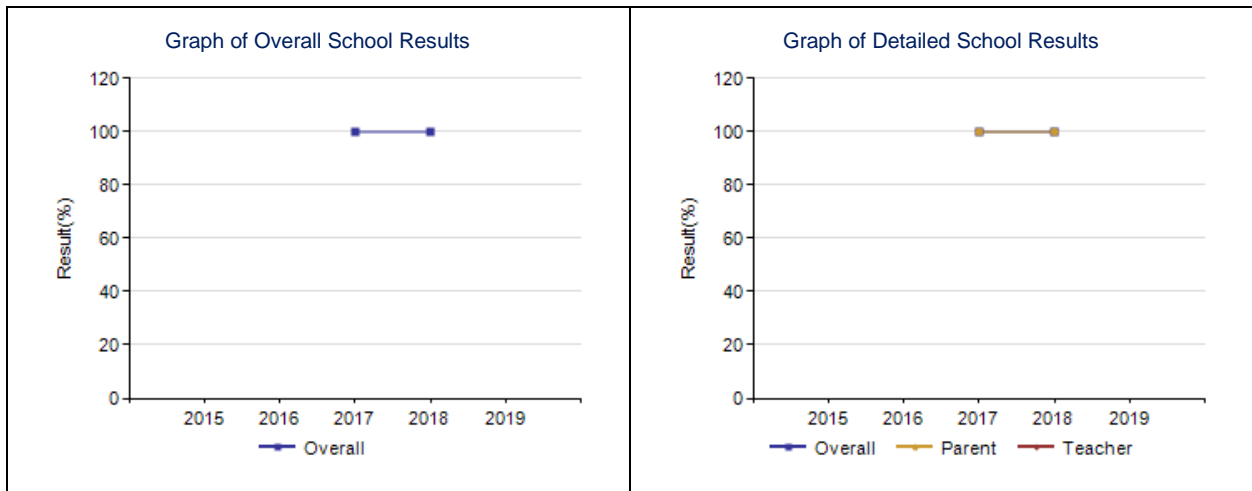
Notes:

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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	100.0	100.0	n/a	85.3	85.6	82.7	84.7	84.0	82.0	82.6	82.7	82.4	83.0
Teacher	n/a	n/a	*	n/a	n/a	93.5	96.0	94.3	95.0	96.6	89.7	90.5	90.4	90.3	90.8
Parent	*	*	100.0	100.0	*	77.1	75.2	71.1	74.5	71.3	74.2	74.8	75.1	74.6	75.2



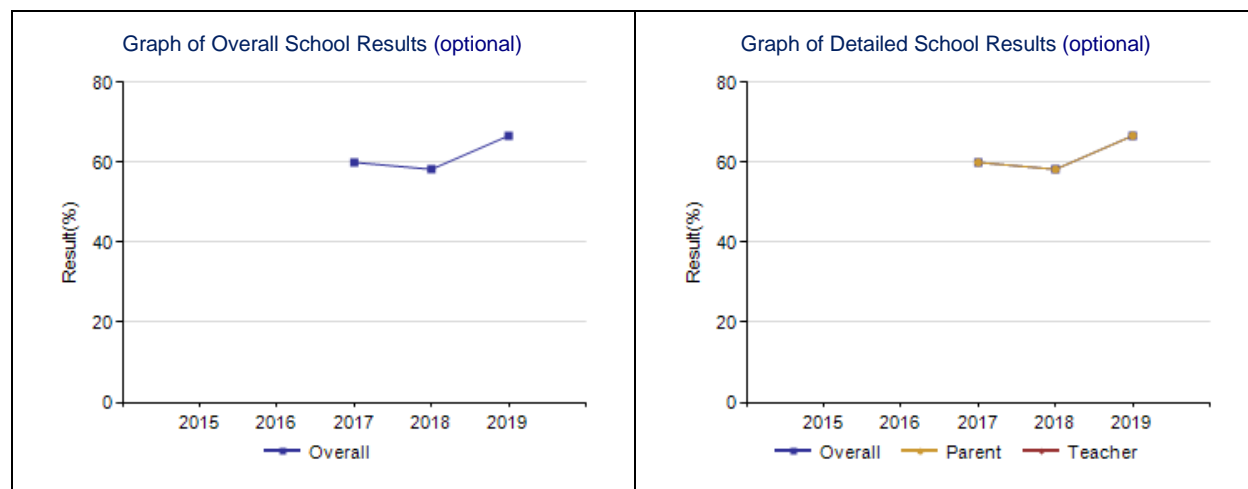
Notes:

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

Lifelong Learning – Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	60.0	58.3	66.7	74.7	77.2	75.5	77.5	76.2	70.0	70.7	71.0	70.9	71.4
Teacher	n/a	n/a	*	n/a	n/a	81.9	87.2	86.3	91.1	92.7	76.0	77.3	77.3	77.8	78.8
Parent	*	*	60.0	58.3	66.7	67.5	67.2	64.8	64.0	59.7	64.0	64.2	64.8	64.0	64.0



Notes:

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

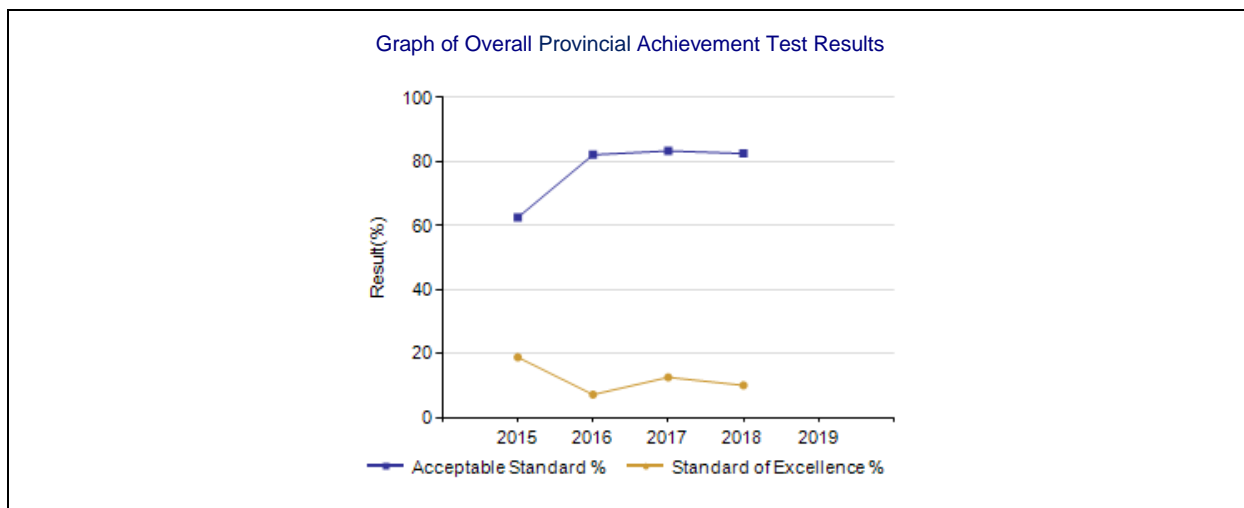
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.														
		Results (in percentages)										Target		
		2015		2016		2017		2018		2019		2019		
		A	E	A	E	A	E	A	E	A	E	A	E	
English Language Arts 6	School	62.5	12.5	100.0	0.0	83.3	16.7	100.0	20.0	*	*			
	Authority	88.1	14.6	85.2	11.3	79.0	11.2	88.7	10.1	82.2	6.9			
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8			
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Authority	87.5	0.0	83.3	8.3	70.6	5.9	55.6	0.0	92.9	14.3			
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7			
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	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6			
Mathematics 6	School	62.5	25.0	71.4	0.0	83.3	0.0	70.0	0.0	*	*			
	Authority	75.7	6.9	69.3	8.4	68.1	4.7	62.6	9.2	60.7	4.5			
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0			
Science 6	School	62.5	37.5	71.4	28.6	*	*	80.0	20.0	*	*			
	Authority	77.5	19.7	74.3	18.3	75.6	18.8	71.8	17.6	67.7	13.4			
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6			
Social Studies 6	School	*	*	85.7	0.0	83.3	0.0	80.0	0.0	*	*			
	Authority	66.5	6.4	66.3	10.9	68.1	17.4	64.7	8.8	66.2	8.5			
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4			
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Authority	70.4	9.1	68.6	6.3	74.3	6.9	69.3	8.0	64.4	5.4			
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7			
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
	Authority	30.0	0.0	70.6	17.6	66.7	11.1	*	*	*	*			

	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	50.0	10.0	83.3	0.0	37.5	0.0	85.7	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 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	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.3	12.3	56.7	8.7	61.8	8.0	41.5	5.2	47.2	7.5		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	29.4	5.9	64.3	7.1	66.7	11.1	44.4	0.0	*	*		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	64.0	8.1	61.0	8.3	61.0	6.3	64.6	9.1	61.4	11.9		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	33.3	0.0	*	*	*	*	*	*	*	*		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	56.5	7.6	48.8	12.2	56.8	11.6	53.6	9.2	55.0	8.5		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	41.7	0.0	76.5	11.8	44.4	11.1	*	*	25.0	12.5		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

Notes:

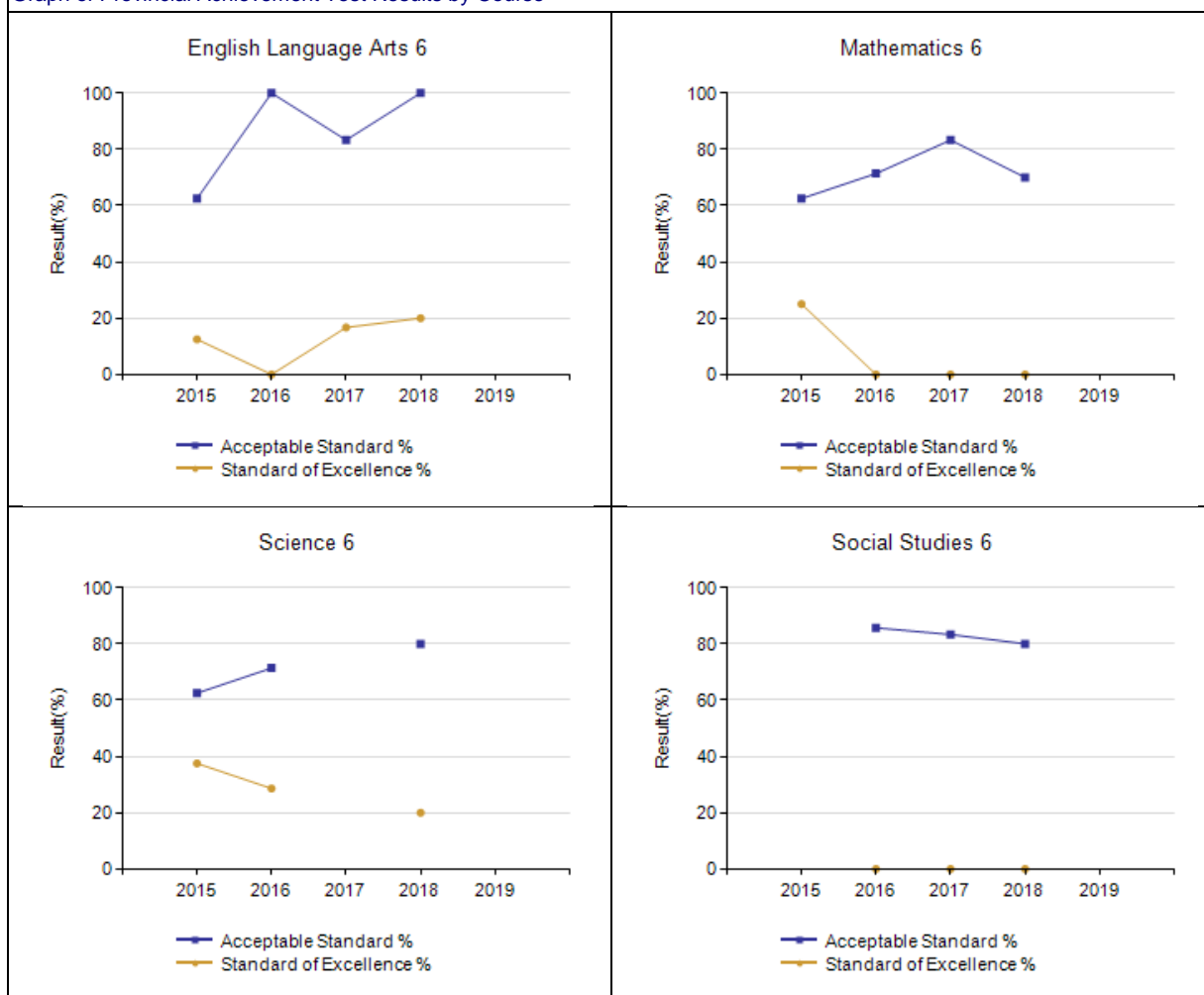
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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

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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:

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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

		Nampa Public School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	2	*	8	94.4	54,820	83.2	49,573	82.9
	Standard of Excellence	*	*	*	2	*	8	12.2	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	*	*	*	2	*	8	74.9	54,778	72.5	49,502	71.5
	Standard of Excellence	*	*	*	2	*	8	0.0	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	*	*	*	2	*	9	75.7	54,879	77.6	49,520	77.9
	Standard of Excellence	*	*	*	2	*	9	24.3	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	*	*	*	2	*	8	83.0	54,802	76.2	49,511	73.1
	Standard of Excellence	*	*	*	2	*	8	0.0	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	75.1	45,363	76.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	60.0	44,959	64.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	75.2	45,363	74.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	68.7	45,366	66.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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

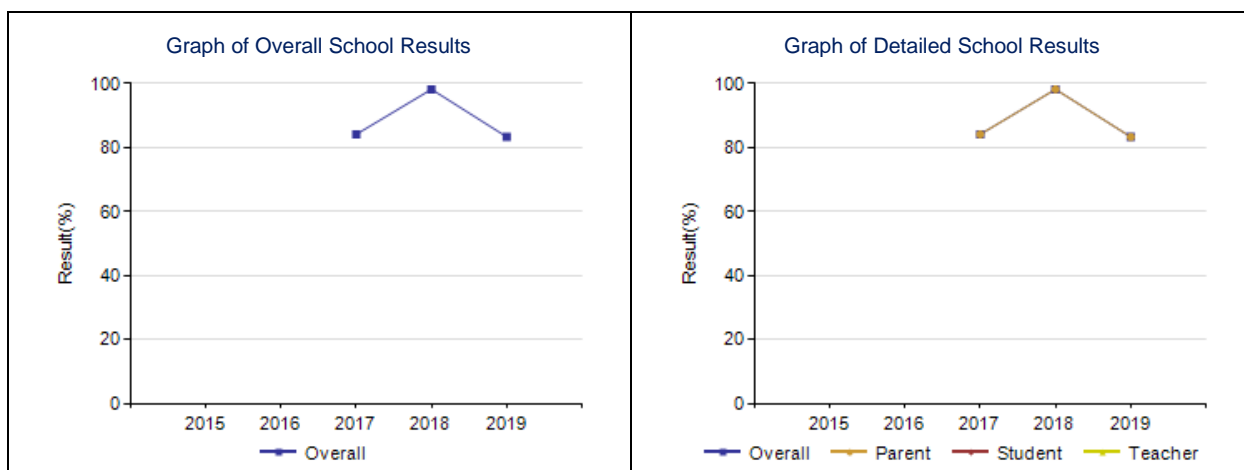
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	84.1	98.2	83.3	77.9	80.4	78.6	82.5	81.1	81.3	81.9	81.9	81.8	82.2
Teacher	n/a	n/a	*	n/a	n/a	86.2	88.2	89.5	92.4	90.7	87.2	88.1	88.0	88.4	89.1
Parent	*	*	84.1	98.2	83.3	79.8	82.8	76.5	76.3	76.0	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2	77.4



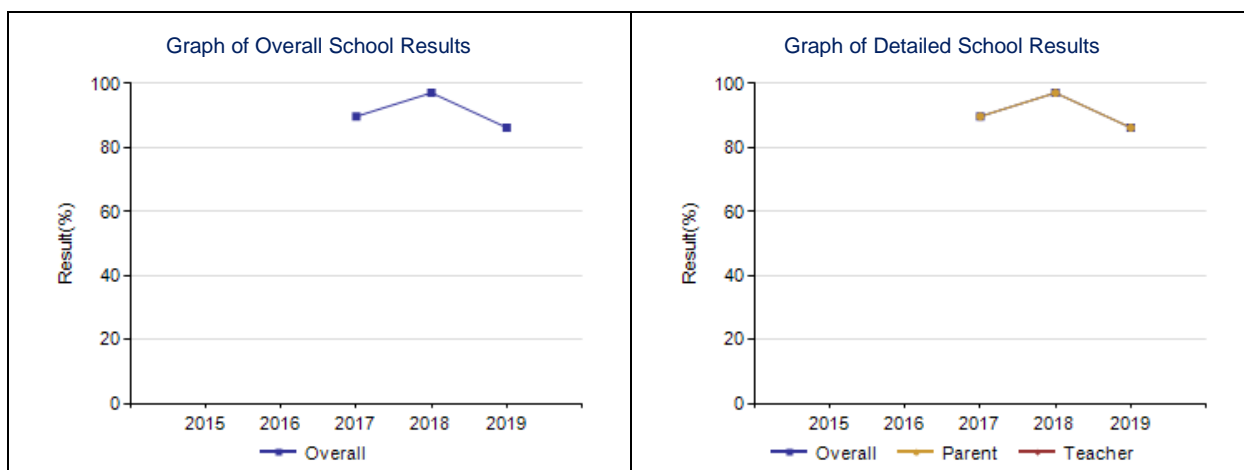
Notes:

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/TFM (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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	89.7	97.1	86.2	84.7	86.0	83.6	84.2	83.3	80.7	80.9	81.2	81.2	81.3
Teacher	n/a	n/a	*	n/a	n/a	88.4	91.7	92.4	93.0	94.0	88.1	88.4	88.5	88.9	89.0
Parent	*	*	89.7	97.1	86.2	80.9	80.2	74.9	75.4	72.6	73.4	73.5	73.9	73.4	73.6

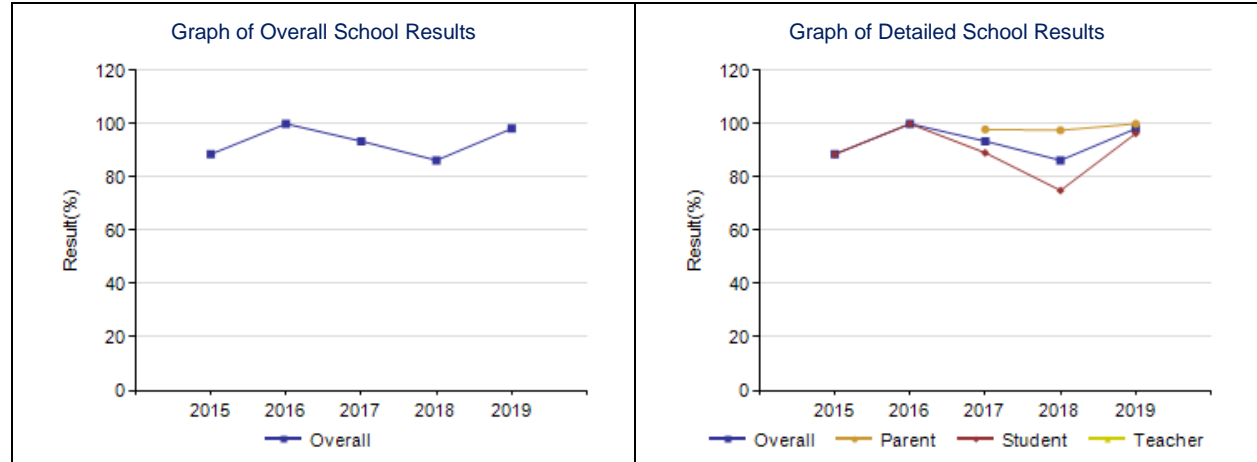


Notes:

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

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.6	100.0	93.5	86.3	98.2	89.0	90.0	87.9	91.0	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	n/a	n/a	*	n/a	n/a	97.5	97.2	96.5	97.3	97.7	95.9	96.0	95.9	95.8	96.1
Parent	*	*	97.9	97.6	100.0	82.5	86.9	82.2	84.7	81.0	85.4	86.1	86.4	86.0	86.4
Student	88.6	100.0	89.1	75.0	96.4	86.9	86.0	85.1	90.9	90.9	87.4	88.0	88.1	88.2	88.1

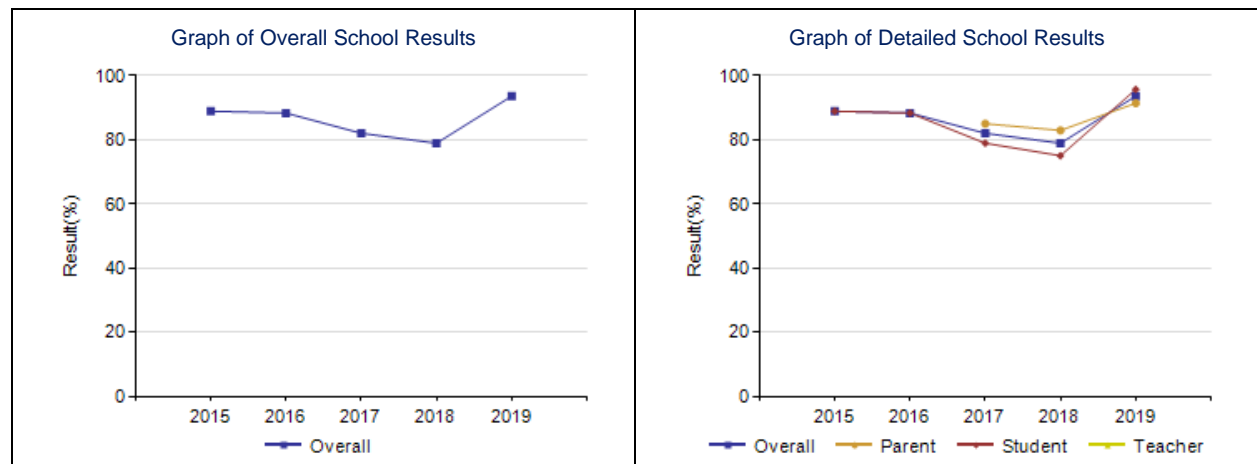


Notes:

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/TFM (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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.9	88.3	82.0	78.9	93.6	89.5	89.5	86.9	90.4	90.1	89.2	89.5	89.5	89.0	89.0
Teacher	n/a	n/a	*	n/a	n/a	97.0	95.7	95.6	95.6	97.1	95.4	95.4	95.3	95.0	95.1
Parent	*	*	85.0	82.9	91.4	89.1	89.8	84.9	87.6	85.6	89.3	89.8	89.9	89.4	89.7
Student	88.9	88.3	78.9	75.0	95.7	82.3	83.1	80.2	88.2	87.6	83.0	83.4	83.3	82.5	82.3



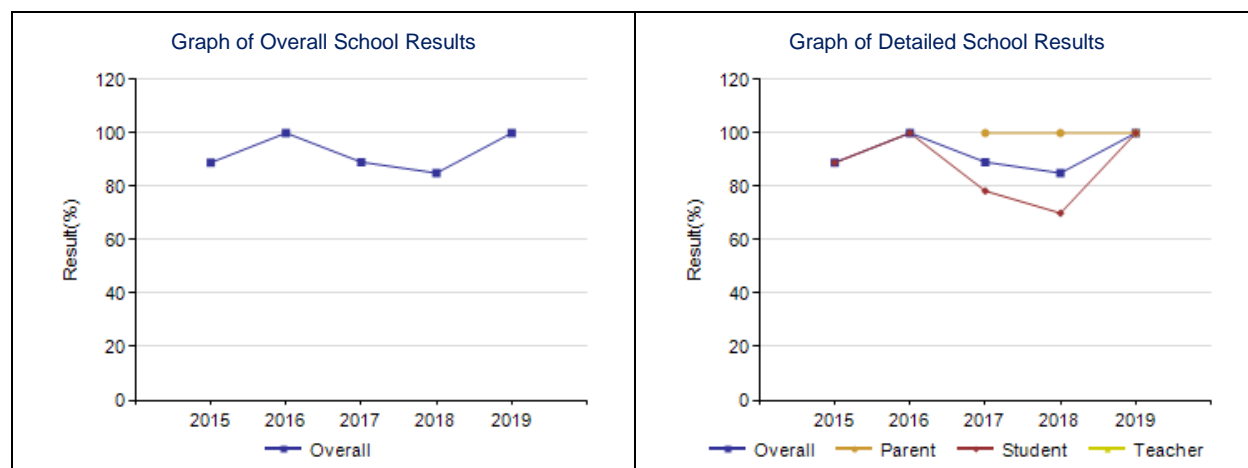
Notes:

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/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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.9	100.0	89.1	85.0	100.0	82.3	84.7	82.5	87.5	84.4	79.6	81.2	81.4	80.3	81.0
Teacher	n/a	n/a	*	n/a	n/a	85.8	90.3	86.5	93.8	93.8	79.8	82.3	82.2	81.5	83.4
Parent	*	*	100.0	100.0	100.0	80.7	82.5	80.9	81.4	74.3	78.5	79.7	80.8	79.3	80.3
Student	88.9	100.0	78.3	70.0	100.0	80.4	81.5	80.2	87.5	85.1	80.7	81.5	81.1	80.2	79.4



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.

Budget Report

Peace River School Division No. 10
2019-2020 Fall Update Budget

SCHOOL: Nampa Public

Revenue And Allocations To Budget Center

AB ED: Base Funding	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total AB ED: Base Funding	\$17,383	\$17,050
% of Revenue And Allocations To Budget Center	100%	100%

AB ED: Differential Cost Funding	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$480	\$390
% of Revenue And Allocations To Budget Center	3%	2%

Transfers	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total Transfers	(\$460)	(\$450)
% of Revenue And Allocations To Budget Center	-3%	-3%

Total Revenue And Allocations To Budget Center	\$17,403	\$16,990
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Expenditures

Other Staffing Costs	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total Other Staffing Costs	\$5,128	\$4,884
% of Expenditures	29%	29%

Contracted Services	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total Contracted Services	\$4,250	\$4,650
% of Expenditures	24%	27%

Supplies	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total Supplies	\$8,025	\$7,456
% of Expenditures	46%	44%

Total Expenditures	\$17,403	\$16,990
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Summary

	2019-2020 Fall Update Budget	2019-2020 May Preliminary Budget
Total Revenues and Allocations To Budget	\$17,403	\$16,990
Total Expenditures	\$17,403	\$16,990
Variance	\$0	\$0

Notes

Parental Involvement

Principal: Kevin Munch

School Council and Enhancement Society Representatives: Doug Campbell (president of both)

This report will be summarized and presented to the NPS School Council (using the 3YEP presentation) during the November 6, 2019 meeting. Staff will be provided with the first draft of this report prior to this (October 28, 2019) and parental input along with staff concerns will be discussed. The final report will then be submitted for the January 15, 2020 deadline.

Deadlines and Communication

This report will be available to parents and the public on the Nampa Public School website at <http://www.nampapublicschool.ca> by January 15, 2020.

Paper copies are available at the school office upon request. Individual school results reports are communicated to the School Council and are made available to parents and the public.