

**ANNUAL EDUCATION
RESULTS REPORT
2023-2024**





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MESSAGE FROM THE PRINCIPAL

2023-2024 was a year of learning for all. Students at Nampa Public School have achieved great things with the excellent support of their community, their families, and school staff.

Nampa Public School is a proud part of the community, and will continue to support not only the students in the surrounding area, but other endeavours it can support, from the opening of the new Nampa & District Daycare, to family fun events such as Family Dodgeball night and the Annual Derby Dash.

Through all of the changes, our students remained resilient and adapted. We focused on improving our literacy and numeracy rates while continuing to fill learning losses that occurred because of the pandemic. Every single day, students and staff were working towards improving student learning every day.

This report highlights some of the achievements alongside some areas we can continue to work on over the next few years. Thank you for being part of our learning team as we celebrate Learning together, Success for All.

Hayden Gust
Nampa Public School Principal





ABOUT YOUR SCHOOL

Nampa is a small, rural community with a population of approximately 400. Most students are from the town of Nampa or from the immediate surrounding area. The primary employers are agriculture and resource industries. Nampa Public School is a K-6 school and is the only school in the community. Our students usually move on to either TA Norris Middle School or Glenmary School, both of which are located in Peace River. Local residents are supportive of the school and do considerable fundraising to enhance the school and the programs we offer.

Nampa Public School engages in a number of community partnerships to enhance programming and educational needs. Students are engaged in a core program that emphasizes academics as well as a strong complimentary program offering learning opportunities in leadership, music, swimming lessons, coding and farm safety.

OUR MISSION

It's All About Learning!

OUR VISION

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.

2023-2024 ANNUAL EDUCATION RESULTS REPORT

AUTHORITY: 1070 THE PEACE RIVER SCHOOL DIVISION
SCHOOL: 1510 NAMPA PUBLIC SCHOOL

This report provides an overall summary of the progress made with the three goals in the 3-Year Education Plan. It also identifies priority areas of emphasis for ongoing work. This report shares PRSD, Nampa Public School and Alberta Education data that align with the education plan's performance measures. These measures collectively serve as indicators of success for the three strategic goals centred on literacy development, numeracy development, and inclusionary practices.

The local-level (PRSD/NampaPublic School) data shared in this report include the following:

Literacy: Early Years Assessments to assess for students considered at risk, Fountas & Pinnell (F&P Benchmark Data from Grades 1-6, Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-6, Divisional Report Card Data, and Divisional Survey Results Regarding Literacy Achievement;

Numeracy: Early Years Assessments to assess for students considered at risk, the Elk Island Catholic School Math Assessment (EICS MA) Data for Grades 1-6, Numeracy Common Assessment Tool (NCAT) Data for Grades 1-6, Divisional Report Card Data, and Divisional Survey Results Regarding Numeracy Achievement;

Inclusionary Practices: Divisional Data Regarding Programming for Special Needs students, Divisional Data Regarding Student Absenteeism, and Divisional Survey Results Regarding Inclusionary Practices.

The Provincial-level Alberta Education data in this report include the following:

Literacy: Provincial Achievement Tests (PATs) Results for Grades 6 Results;

Numeracy: Provincial Achievement Tests (PATs) Results for Grades 6 Results;

Inclusionary Practices: Alberta Education Assurance Measures.





SCHOOL GOAL ONE:

ALL STUDENTS ARE LITERATE

OUTCOME:

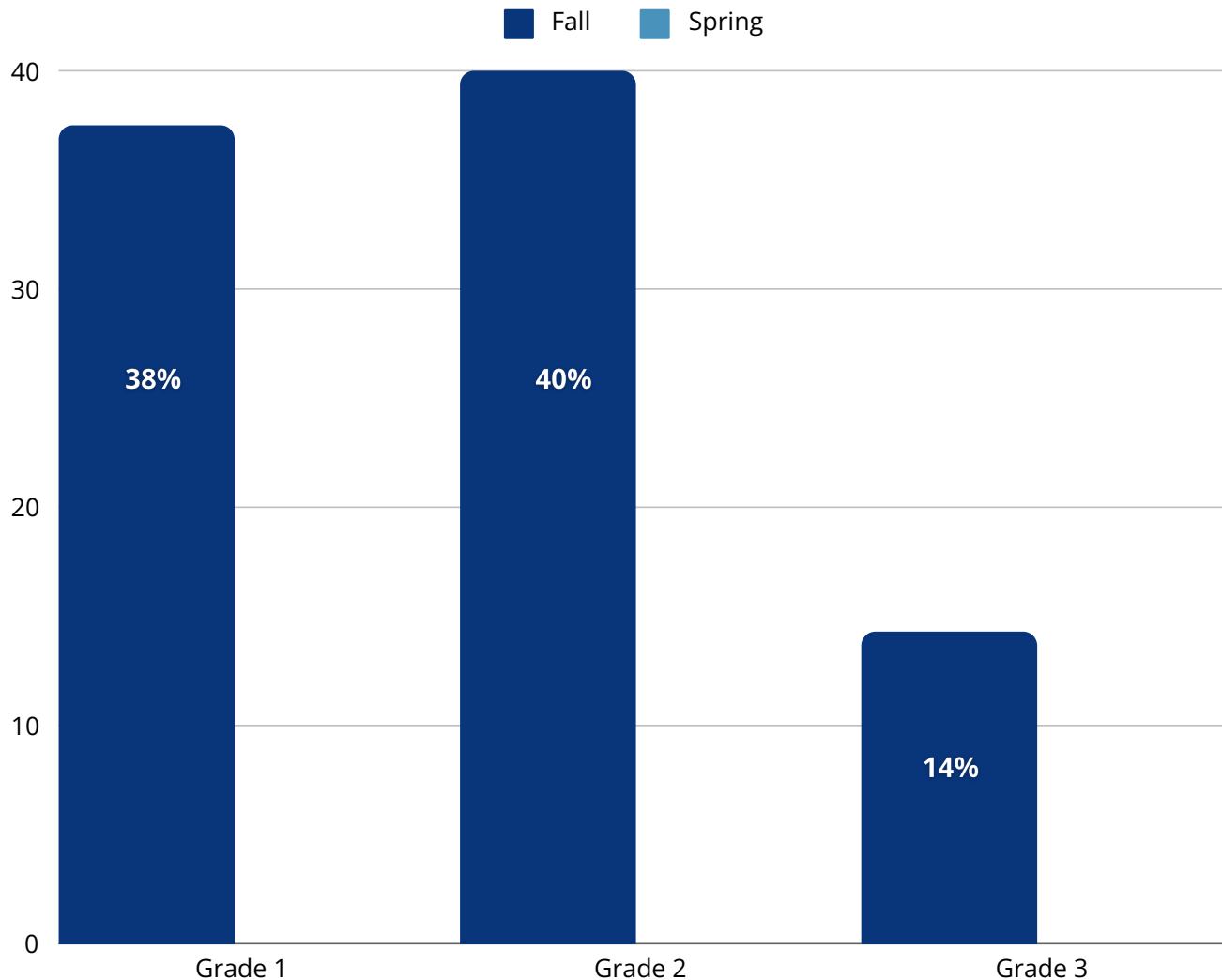
ALL STUDENTS ARE READING AND WRITING AT OR ABOVE GRADE LEVEL OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

Nampa Public School and the Division has invested significantly in the acquisition of Fountas and Pinnell resources for Grades 1-6 to allow teachers to complete Running Records at key times throughout the year to measure students' overall progress in reading and make informed decisions regarding targeted instruction. Nampa Public School also uses the Reading Comprehension Assessment Tool (RCAT) to measure growth over time, and these assessments complement other PRSD and Alberta Education literacy assessments in providing a more comprehensive picture of how well our students are learning to read and write. Through this approach, Nampa Public School is able to identify and implement specific strategies to help narrow any gaps.

Division-level staffing includes a Program Coordinator for Literacy who works collaboratively with other Learning Services team members to provide extensive supports for literacy instruction throughout the Division. Furthermore, the Division's **Literacy Framework** provides excellent guidance, resources and overall supports to teachers in their work to effectively teach reading and writing so that all students are meeting program expectations, hence achieving the Division's Literacy goal.

LITERACY ACHIEVEMENT RESULTS

Early Years Assessments - Percentage of Students Considered at Risk



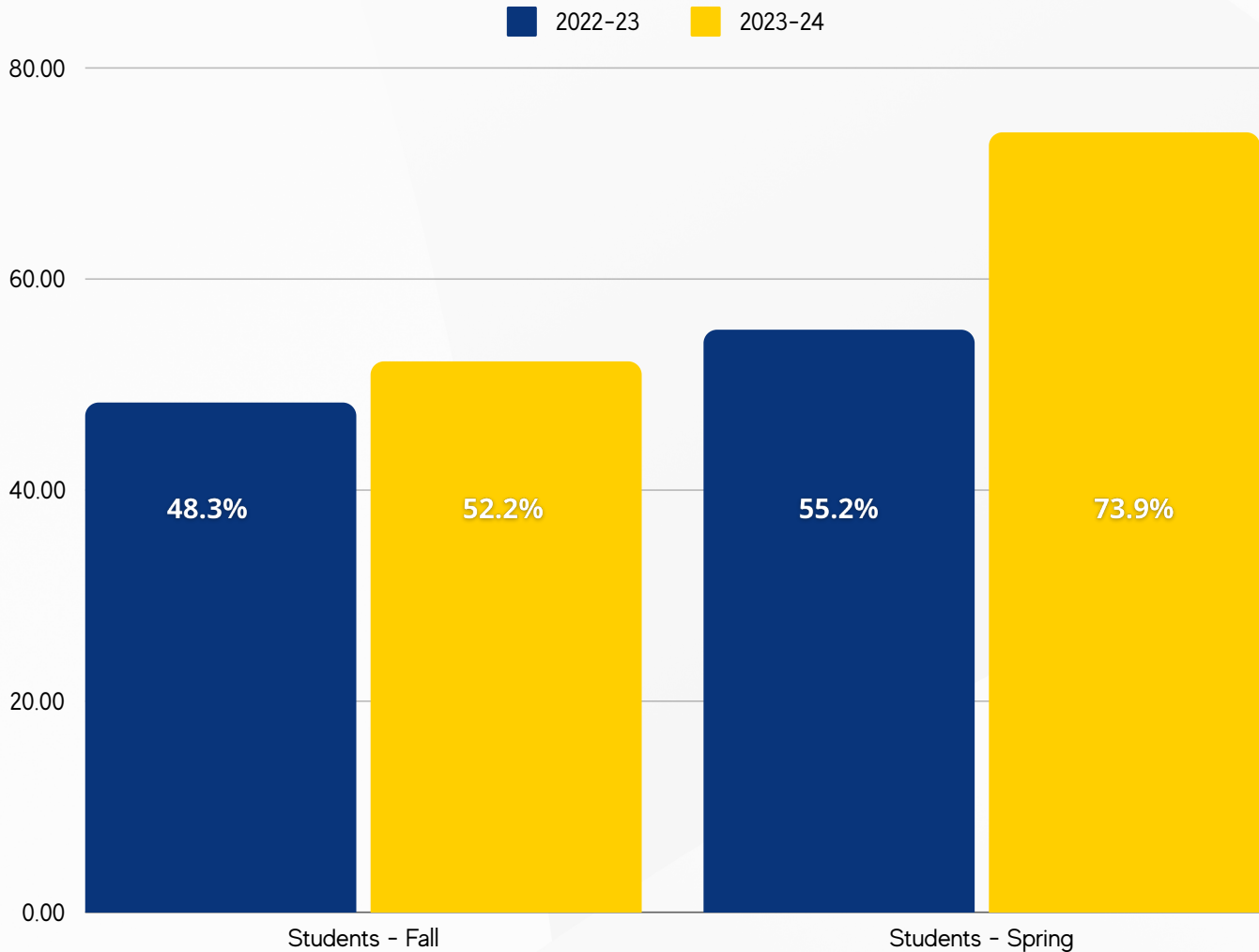
Summary

The Elk Island Catholic Schools Phonological Assessment (EICS PA) is a screening tool that assesses students' knowledge in various areas of phonological awareness and phonics. It was adapted from various assessments, including Heggerty's Phonemic Awareness Skills Screener Assessments, the Letter Name-Sound (LeNS) and Castles and Coltheart 3 (CC3) assessments, the Reading Readiness Screening Tool (RRST), and Kilpatrick's Phonological Awareness Screening Test (PAST).

All students in Grades 1, 2 and 3 identified as at-risk at the start of the 2023-24 school year, completed the EICS PA assessment. Results indicate a significant decrease in the number of students identified as at risk at the end of the 2023-24 school year, with no students being identified as being at risk.

LITERACY ACHIEVEMENT RESULTS

Division Fountas & Pinnell BAS I and II Data



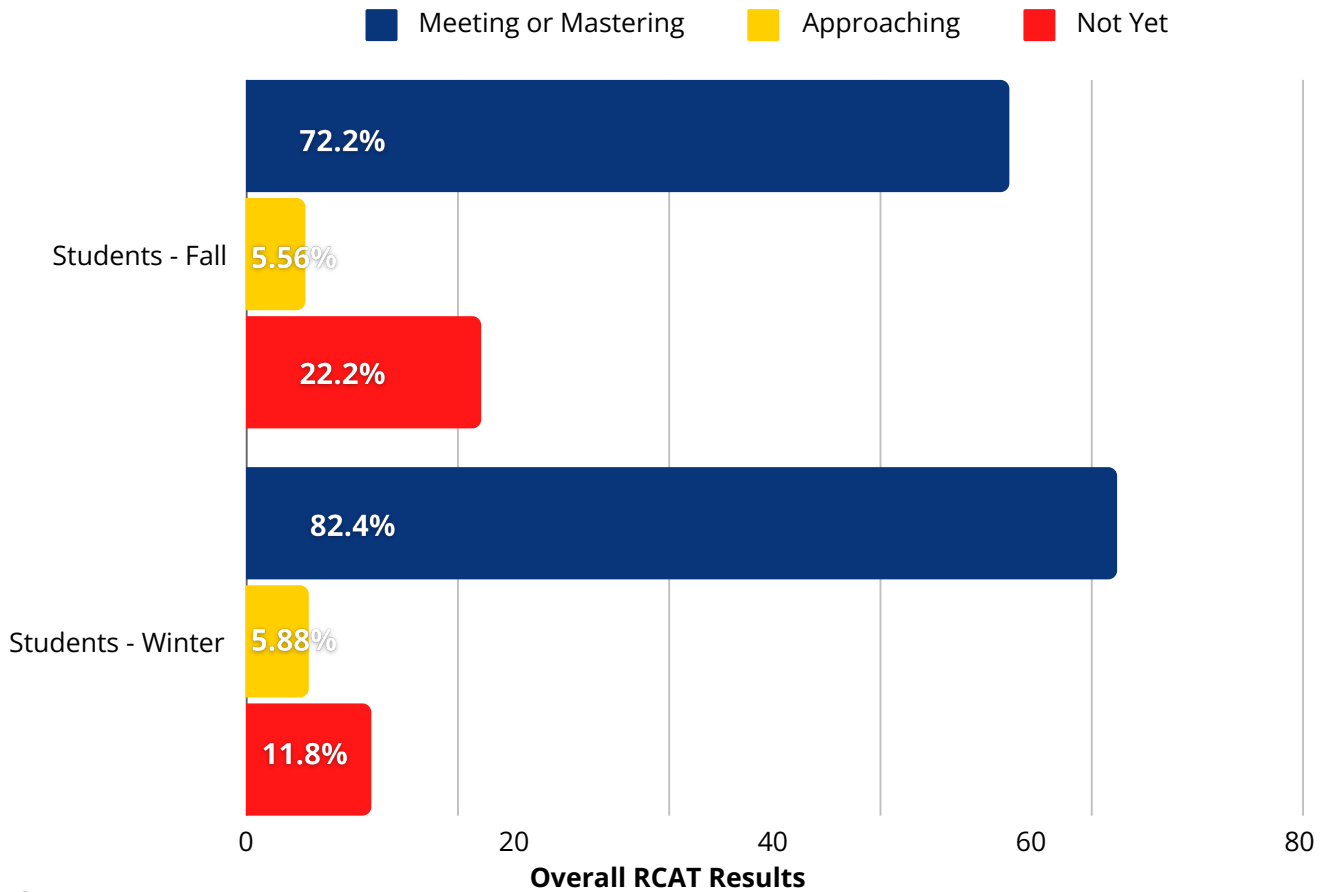
Summary

The F & P Benchmark Assessment System has established expected reading levels at each grade level that increase from the beginning of the school year to the end. As such, any increase in reading performance from the Fall to the Spring represents significant growth. While our students continue to test below desirable levels and there are significant gaps between Indigenous and non-Indigenous students, the data indicate there was significant growth in their reading abilities in the 2022-23 school year, and results have also improved from the previous year. We are committed to continuing our important work in this area.

About Fountas & Pinnell BAS I and II Data

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT)



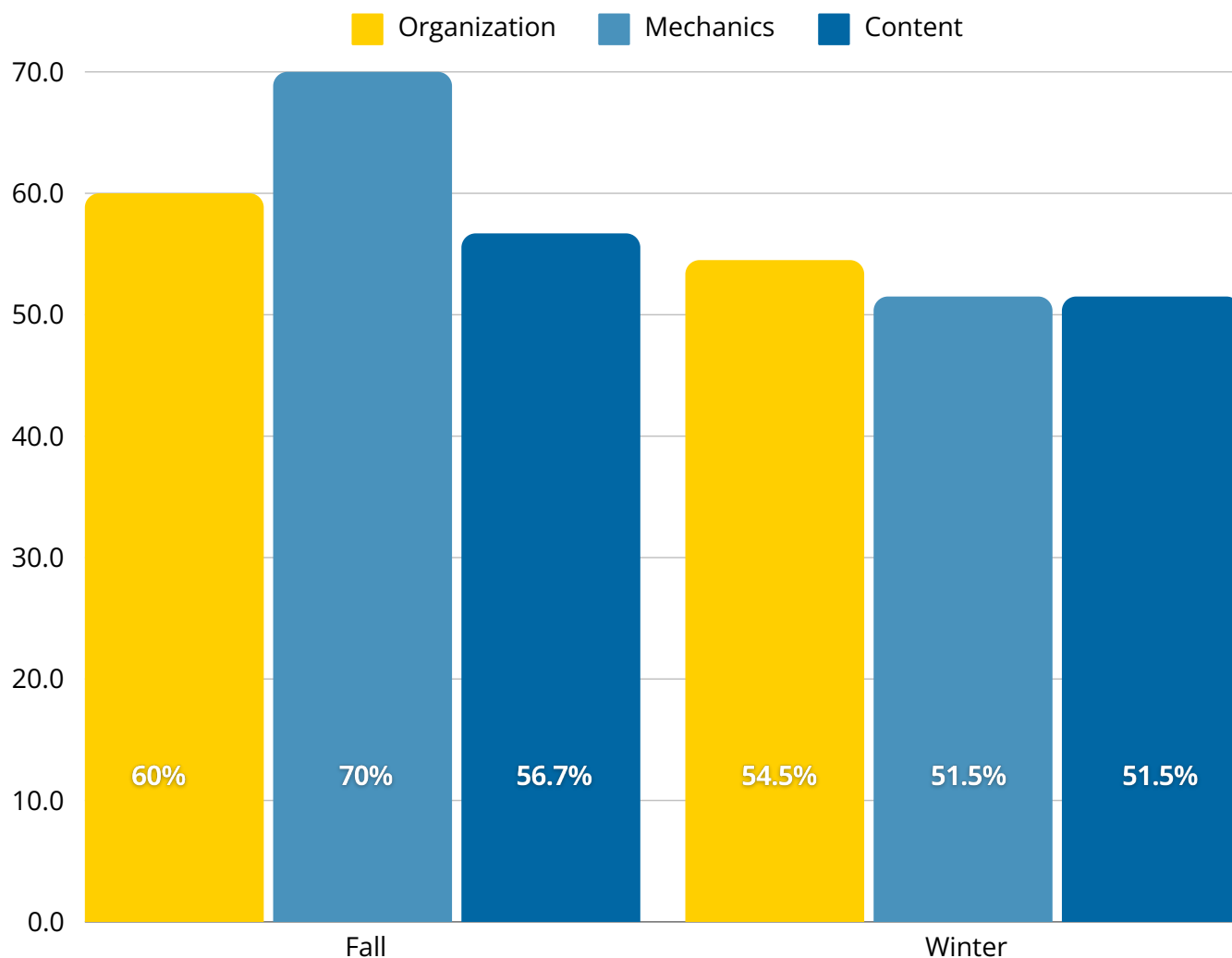
Summary

The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension.

This set of data indicate significant growth for our students from the Fall to Winter assessment periods and a narrowing of the academic achievement gap for our learners. In the Winter assessment period, the percentage of students who were either meeting or mastering grade-level expectations was increased from our Fall assessment period.

LITERACY ACHIEVEMENT RESULTS

Writing Assessment Tool (WAT) Data



Percentage of Grade 1-6 Students Meeting or Mastering Expectations

Summary

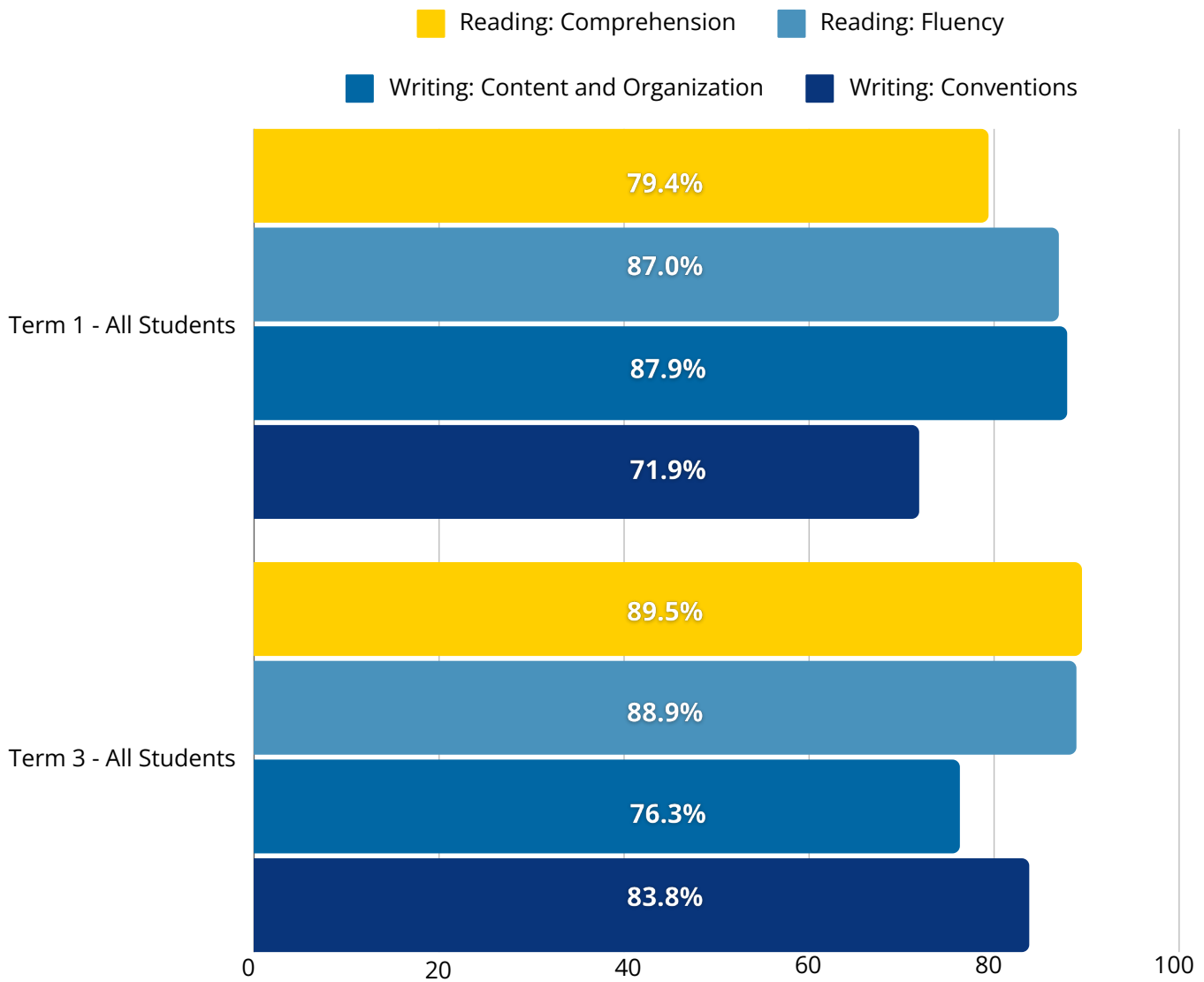
The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes.

The Writing Assessment Tool (WAT) data for 2023-2024 show that more than 50% of all Nampa Public School students were meeting or mastering grade-level expectations in writing during the Fall reporting period. While there were a reduced number of students meeting or mastering grade-level expectations between the fall and winter reporting periods, this only means there remains significant room for improvement. The Fall data exclude the Grade 1 students because they did not complete this assessment at that time. Moving forward, continued efforts will be made to ensure students become more proficient in writing.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations



Summary

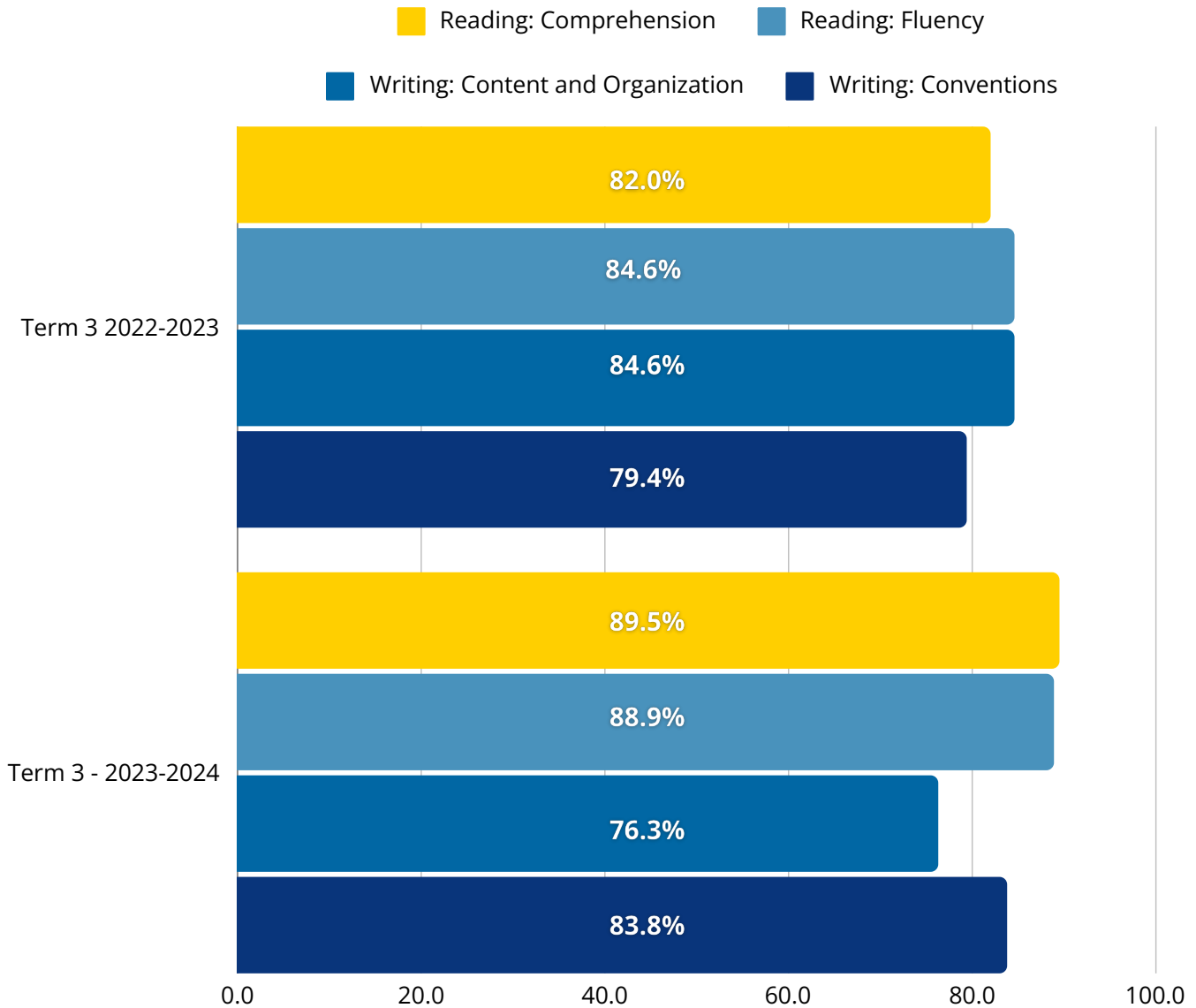
The report card data indicate that from the Term 1 report to the Term 3 report there was an increase in the percentage of Grades 1-6 students meeting grade-level expectations in all areas of Reading and Writing. This is very positive, and with the population of the school, these data can fluctuate depending upon student success from term to term.

LITERACY ACHIEVEMENT RESULTS

Division Report Card Data for Literacy

Percentage of Grades 1-6 students meeting or mastering expectations: Year-end results

Year-over-year comparison



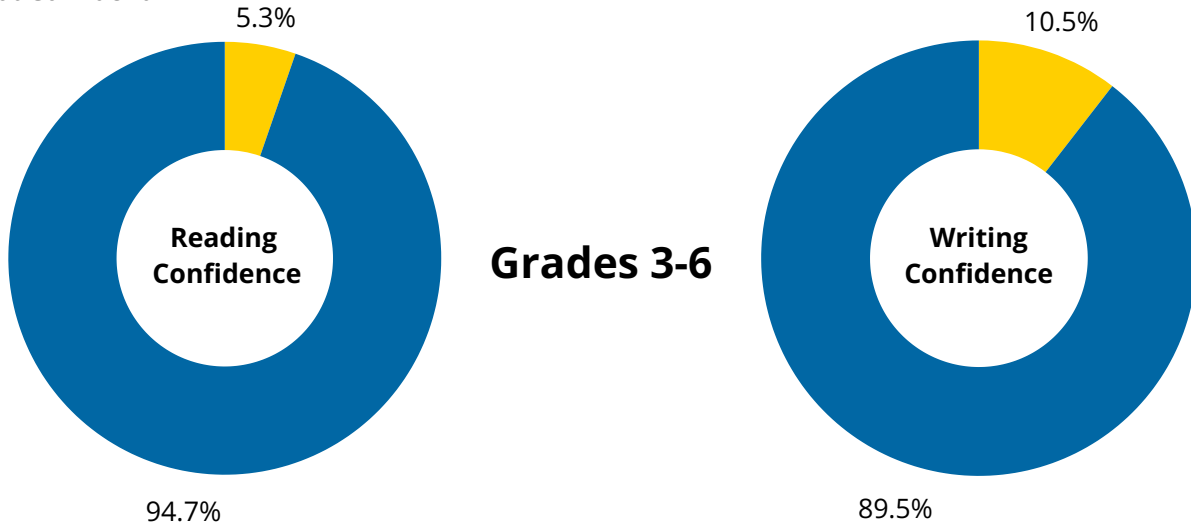
Summary

The year-over-year comparison of report card data indicate there was a significant increase in the percentage of Grades 1 through 6 students meeting grade-level expectations in all areas of Reading and Writing.

LITERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal One - Literacy

- Confident to Very Confident
- Less Confident
- Not Confident



Summary

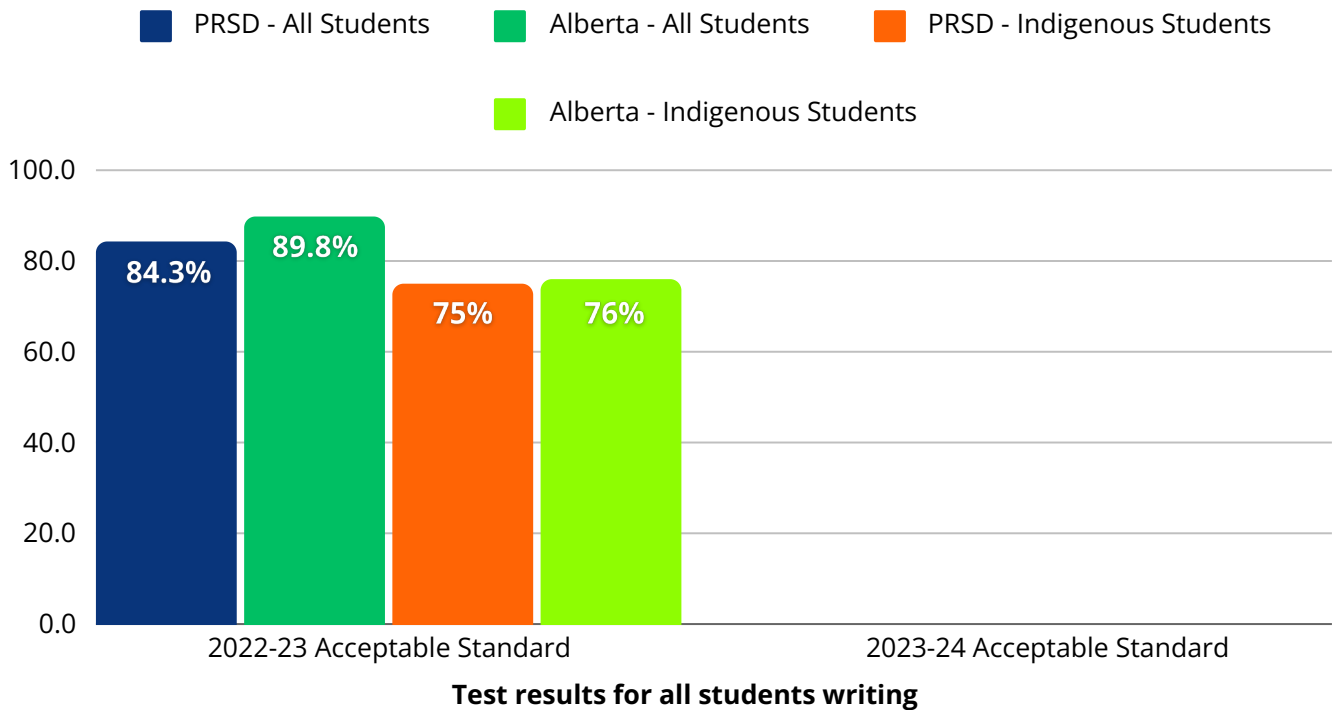
Students were asked to rate their level of confidence in their own reading and writing skills on a scale of 1 to 5, with one being “not confident” and five being “very confident”. Results include responses from 19 students in Grades 3-6, which represents approximately 76 per cent of eligible students. The literacy results from the survey are very positive and show the majority of students are confident in their reading and writing abilities.

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

LITERACY ACHIEVEMENT RESULTS

Grade 6 Provincial Achievement Test (PAT) Acceptable/Excellence

Year over Year Comparison of Grade 6 English Language Arts



Summary

Due to the introduction of a new ELAL curriculum, there was no PAT written in the spring of 2024.

[Click here for all PAT Results](#)

Grade 6 English Language Arts

Division Year-End Report Card Data All Students

Reading 82.8%

Writing 81%

A Comparison

There was no Grade 6 PAT for ELA in 2024, due to the introduction of a new Grade 6 ELAL curriculum. If there had been a PAT in Grade 6 ELAL, the NPS PAT results would be suppressed due to only 5 Grade 6 students eligible to write the PAT, which is too small statistically to properly represent.

The division's year-end report card data indicate 82.8% of our Grade 6 students were either meeting or mastering expectations in Reading Comprehension and Fluency and 81% were either meeting or mastering in Writing Content and Organization, and Conventions, which is 8.7% below their performance on the PAT. Working with our schools regarding assessment practices will continue to be a priority focus moving forward.

Summary of Literacy Achievement Results

General Statement

Local PRSD measures such as Fountas and Pinnell data, RCAT data, and year-end report card data, reveal growth in literacy development across grade levels throughout the division during the school year. This growth was further verified through the division's survey data where the vast majority of students from Grades 3 to 6 reported they felt their reading and writing skills had improved throughout the year. Alberta Education achievement results for PATs in English Language Arts historically reveal that students have made gains in their literacy development; however, the overall growth in literacy development is not yet at the levels desired.

Factors That Affected Results

The PRSD's achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. Consequently, the ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Nampa Public School's focus on literacy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated assessment and instructional practices that foster inclusive classrooms where all students have multiple opportunities to further develop their literacy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' literacy development so that instructional activities can be more purposefully planned and delivered in the best interest of all students. Division-level staff will continue to work with school staff to develop common assessments of core learner outcomes in English Language Arts, and will continue to assist in establishing and maintaining focused literacy instructional blocks within all classrooms throughout the division.



SCHOOL GOAL TWO

ALL STUDENTS ARE NUMERATE

OUTCOME:

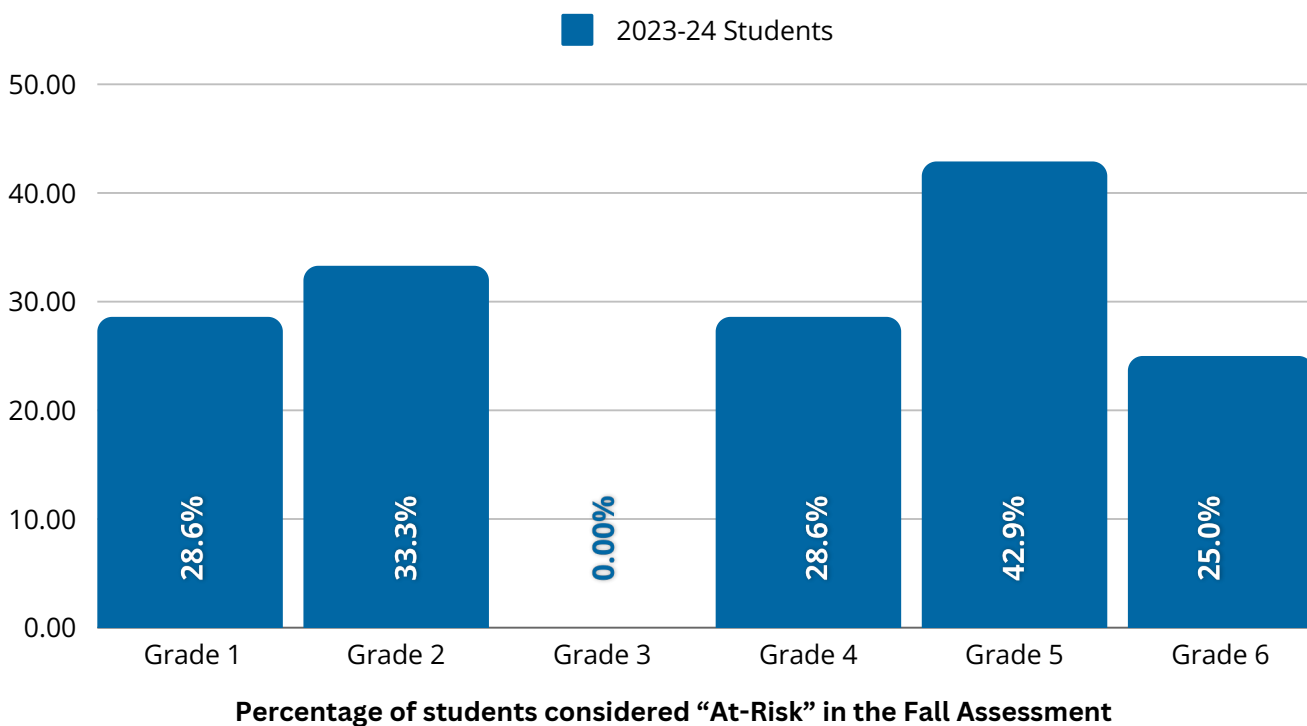
ALL STUDENTS ARE PERFORMING AT OR ABOVE GRADE LEVEL IN NUMERACY OR MEETING THEIR INDIVIDUALIZED PROGRAM GOALS.

The Division, and Nampa Public School have invested significant resources to support numeracy instruction and have worked with Alberta Education to focus on learning loss intervention supports. Nampa Public School used the Elk Island Catholic School Math Assessment (EICS MA) to benchmark student comprehension of core numeracy content at the beginning of the year and also used the Numeracy Common Assessment Tool (NCAT) to assess proficiency in core areas of mathematics, and these assessments complement report card data as well as provincial assessment data.

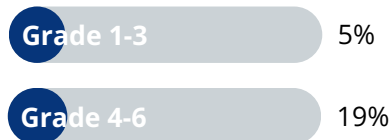
The Division's staffing includes a Program Coordinator for Numeracy who works collaboratively with other Learning Services team members to provide extensive supports to teachers throughout the Division. Furthermore, the Division's **Numeracy Framework** provides excellent guidance, resources and overall supports to teachers in their work to achieve the Division's Numeracy goal.

NUMERACY ACHIEVEMENT RESULTS

Division Elk Island Catholic Schools Math Assessment Data (Grade 1-6)



Spring Results



Summary

The EICS Math Assessment is administered at the beginning of the year to determine how well students understand key concepts from previous year's work, which provides a useful starting point for the current year's instruction. The September 2023 results showed that 76.3% of Grade 1 through 6 students started their school year meeting or mastering the core concepts from the previous grade level.

This data is very useful in helping teachers to identify priority areas for intense instruction in numeracy throughout the year. In 2023, we made the decision to repeat the EICS in the Spring.

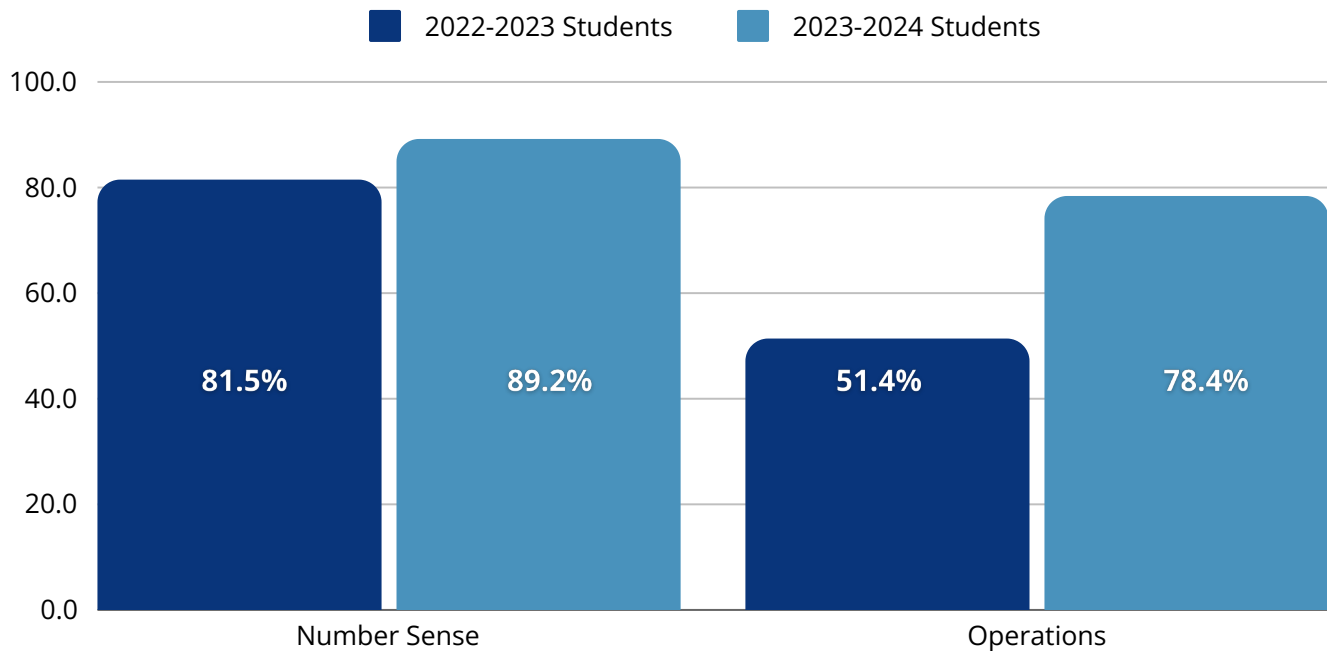
[View the detailed Spring results here.](#)

[Overview of Divisional Literacy and Numeracy Assessments](#)

NUMERACY ACHIEVEMENT RESULTS

Division Numeracy Common Assessment Tool (NCAT) Data

Grade 1-6 year over year comparison of students meeting or mastering expectations



Summary

The NCAT is a summative assessment tool that assesses student proficiency in four core strands of mathematics. The assessments are administered at various points throughout the Grades 1-6 curriculum as key units of work are completed. These assessments provide a snapshot of student progress at points in time throughout the school year.

The 2023-24 NCAT results suggest that 78% to 89% of students had met or mastered the concepts in these two numeracy strands at the time of test administration, and teachers used this information to inform their planning and instruction for the remainder of the year.

The year-over-year comparison indicates that students performed slightly better in the previous school year at the time of test administration. Results may be shift from year over year as the 4-6 students received a new curriculum in 2023-24 school year.

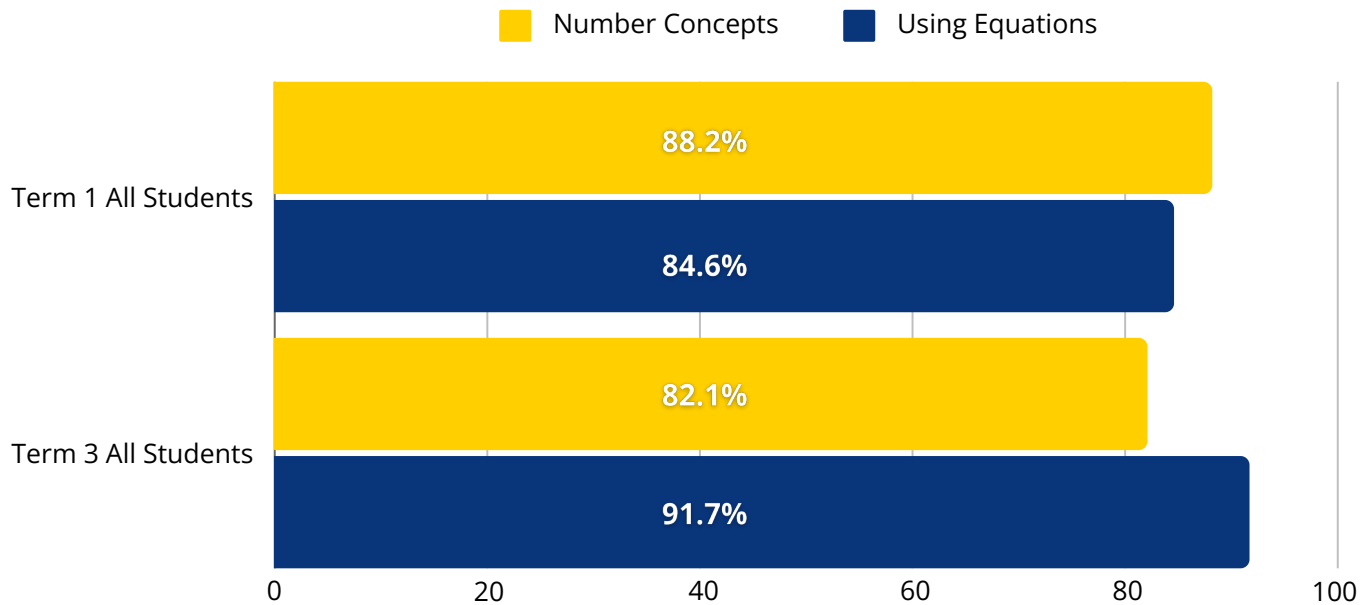
About Numeracy Common Assessment Tool



NUMERACY ACHIEVEMENT RESULTS

Division Year-End Report Card Data for Numeracy

Percentage of Grades 1-6 students meeting or mastering expectations in 2023-24

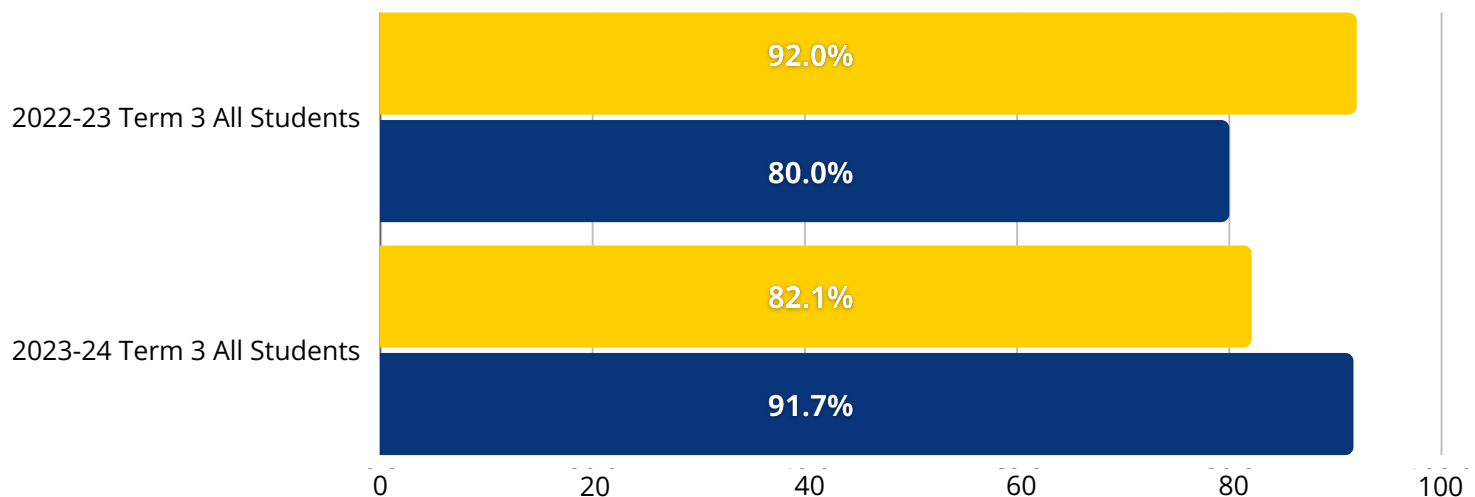


Summary

The Report Card Data for the 2023-24 school year showed some decline in the percentage of Grades 1-6 students who met or mastered the core learning outcomes in the Number Concepts strand of mathematics. This is most likely the result of grade 4-6 students being introduced to a new Mathematics curriculum in the 2023-2024 school year, and the material becoming more difficult for students as the school year progressed.

Year-over-year comparison of the percentage of Grades 1-6 students meeting or mastering expectations in Term 3

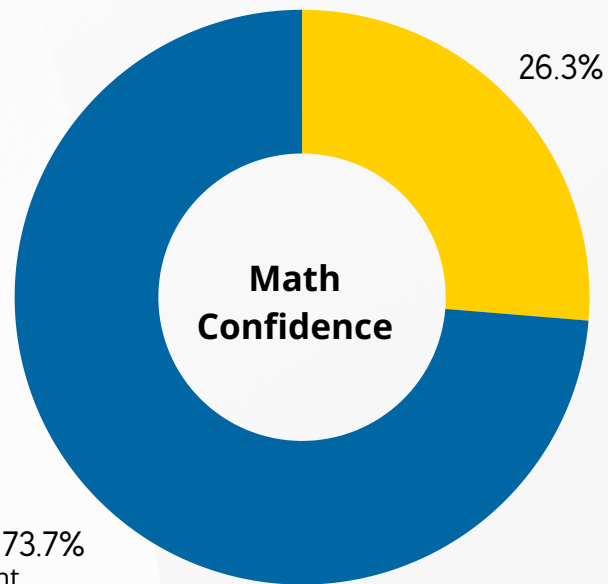
Number Concepts Using Equations



NUMERACY ACHIEVEMENT RESULTS

PRSD Education Assurance Survey Results: Goal Two - Numeracy

Grades 3-6



- Confident to Very Confident
- Less Confident
- Not Confident

Summary

Students were asked to rate their level of confidence in their own math skills on a scale of 1 to 5, with 1 being not confident and 5 being very confident. As you can see in the above graphs, the PRSD Education Assurance Survey data indicated that 73.7% (combined percentages from students who answered either three or greater on the survey) of Grades 3 to 6 Students felt confident in their numeracy skills.

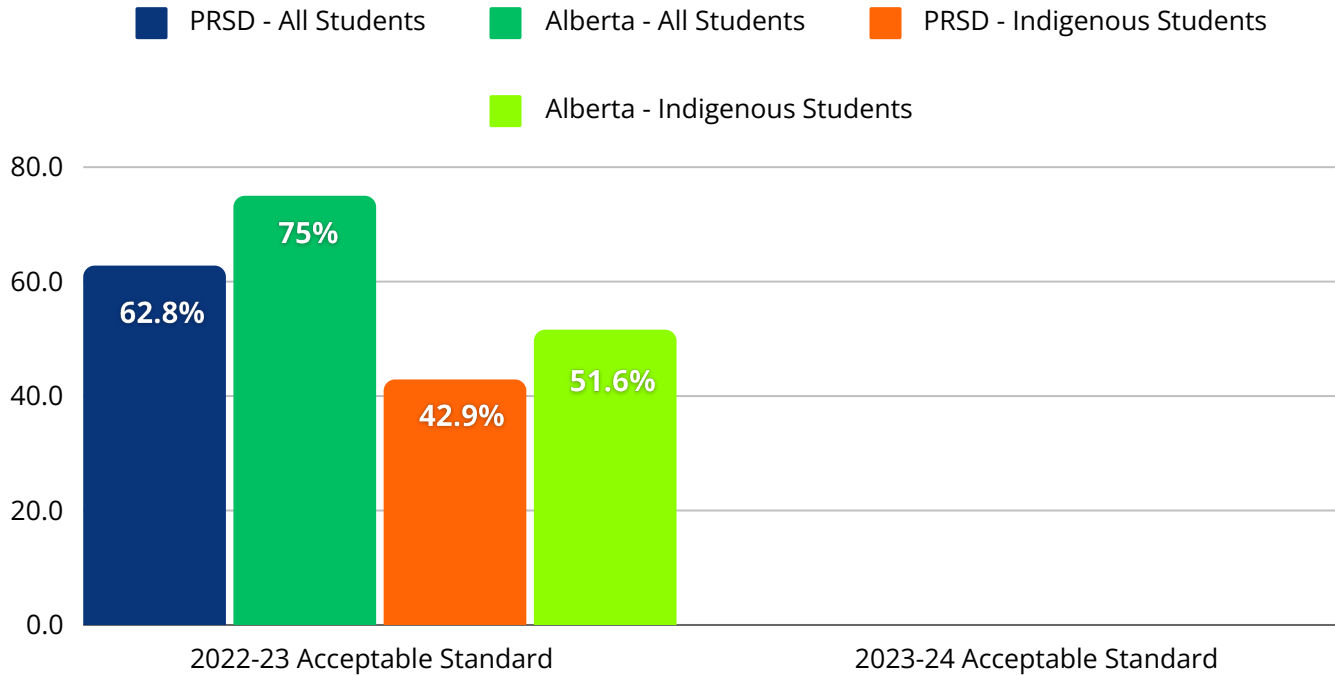
[Link to the PRSD Student Assurance Survey Qualitative Data](#)



NUMERACY ACHIEVEMENT RESULTS

Provincial Achievement Test (PAT) - Grade 6

Year-over-Year Comparison of Grade 6 Mathematics



Test results for all students writing

Summary

The Grade 6 Math PAT was not written in the spring of the 2023-2024 school year due to the implementation of a new Math curriculum.

[Click here for all PAT Results](#)

Grade 6 Mathematics

Division Year-End Report Card Data

All Students

Number Concepts 82.1%

Using Equations 91.7%

Summary

The division's year-end report card data indicate there was over 80% of Nampa Public School students meeting or mastering concepts in Mathematics. Further work to improve Division assessment practices will continue to be a priority focus moving forward.

Summary of Numeracy Achievement Results

General Statement

Local PRSD measures such as the Elk Island Catholic School Math Assessment (EICS MA) data, NCAT data, and year-end report card data, revealed growth in numeracy development across grade levels throughout the division during the school year. Growth in numeracy development was further evidenced through the Nampa Public School's survey data where the vast majority of students from Grades 3 to 6 reported they felt their numeracy skills and abilities had improved throughout the year. The gaps between the division and provincial performance are concerning, during regular school years where the Grade 6 PATs are written. In essence, there is a significant need to intensify the focus on numeracy instruction and assessment to address the overall serious underperformance, particularly as students move forward to the Grades 7 to 9 level.

Factors That Affected Results

The PRSD's achievement data indicate our students are turning a corner in terms of overcoming the learning loss created by the COVID-19 Pandemic. However, we continue to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Nampa Public School's focus on numeracy development will remain a priority for the upcoming school year and beyond. We remain committed to Collaborative Response as the vehicle to continue our reculturation work to ensure differentiated instructional and assessment practices that foster inclusive classrooms where all students have multiple opportunities to further develop their numeracy skills as the foundation for overall academic success. Efforts will continue to support teachers in using a variety of assessment tools to gather critical information about students' numeracy development so that instructional activities can be more purposefully planned and delivered through a common instructional sequence in the best interest of all students. Division-level staff will continue to work with school staff to develop common assessments of core learner outcomes in mathematics, and will continue to assist in establishing and maintaining focused numeracy instructional blocks within all classrooms throughout the division. There is much work to be done to create a solid foundational numeracy base for our students, and we remain committed to doing exactly that.



SCHOOL GOAL THREE

ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME:

ALL STUDENTS' ACADEMIC, PHYSICAL AND SOCIO-EMOTIONAL NEEDS ARE MET WITHIN A CULTURE OF INCLUSION.

In an effort to ensure the needs of all students are met, Learning Services team members support schools with the creation and implementation of educational program plans that are informed by Individual Program Plans (IPPs) and Behaviour Support Plans (BSPs). Through the work of collaborative response, differentiated instruction and partnerships with multiple agencies, efforts are made to ensure all students' needs are met.

INCLUSIVE EDUCATION PRACTICES

Behavioural Support Plans and Individual Program Plans for Special Needs Students - Division Data

Number of BSPs Implemented



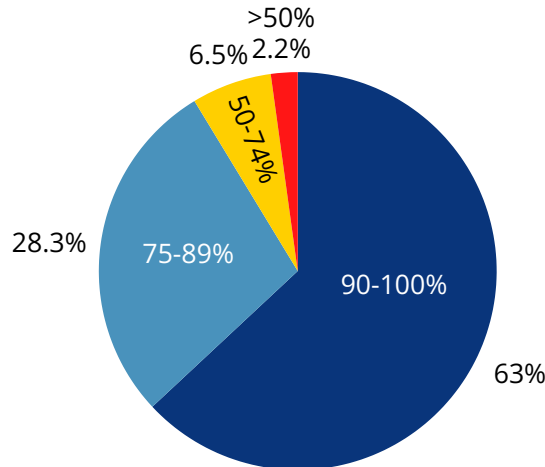
Number of IPPs Implemented



Regarding NPS data for Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs), there was 1 BSP and 7 IPPs implemented in the 2023-24 school year. The total population of students within NPS in the same school year was 46. As such, **approximately 1 in every 6** students in the Nampa Public School required specialized supports during the school year as part of their educational programming.



Attendance Data



Previous Year 90-100% Attendance



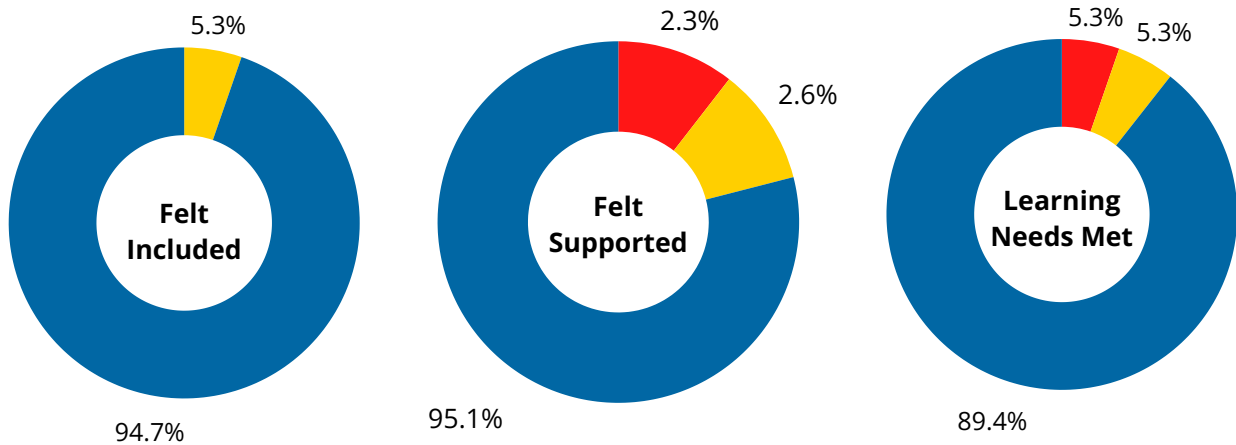
Summary

The 2023-2024 attendance data indicate that 63% of Nampa Public School students attended school over 90% of the time.

The Division's targeted attendance rate is at least 90% as research suggests that an absenteeism rate of 10% or higher results in lower levels of academic achievement. While last year's attendance rates were not where we want them to be, there was a slight decrease over over the 2022-23 school year. Pre-pandemic attendance rates were much higher than current rates of attendance, and efforts to improve attendance will continue.

INCLUSIVE EDUCATION PRACTICES

PRSD Education Assurance Survey Results: Goal Three - Inclusion



Nampa Public School Grades 3-6

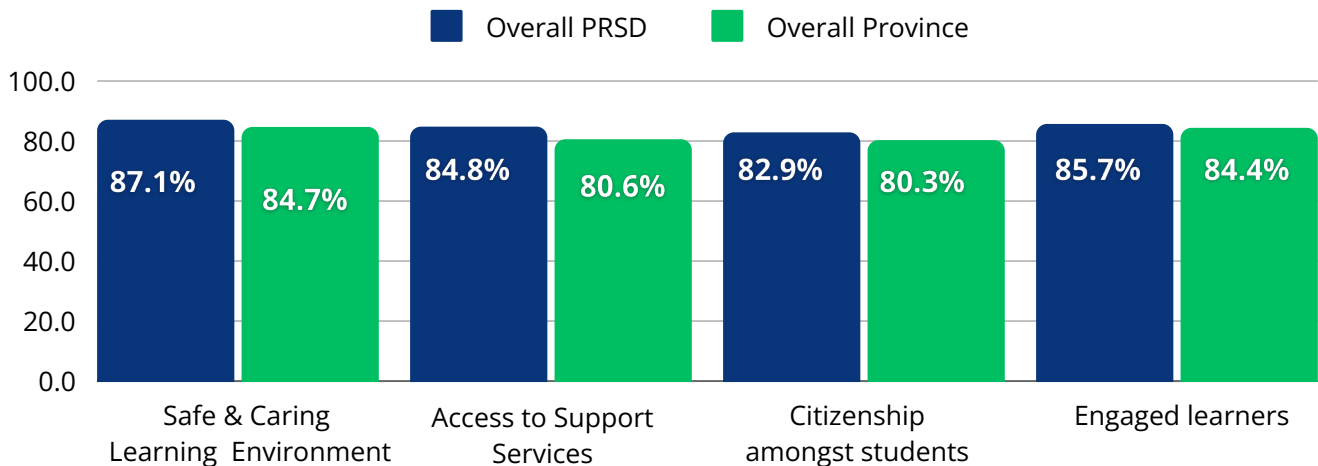
■ Agree ■ Somewhat Agree ■ Disagree

[Link to the PRSD Student Assurance Survey Qualitative Data](#)

INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures - Overall Summary Results

Authority: 1070 The Peace River School Division



Percentage of students, parents and teachers who agree

Summary [Link to Alberta Education Assurance Measures Results](#)

Based on provincial data, the PRSD exceeded the overall provincial percent average in all four categories of safe and caring learning environments, access to support services, citizenship, and engaged learners. In all of these categories, the PRSD either maintained an already high standard, or improved upon last year's results.

Summary of Inclusion Education Practices

General Statement

Overall, based on PRSD and ABED survey data, NPS students felt included, safe and well supported in their schools throughout the 2023-2024 school year. Divisional and Provincial data also showed that a majority of our students felt their learning needs were being met. Internal data also showed that students with specialized academic and behavioural support needs were supported with Individual Program Plans and Behaviour Support Plans. While students and parents have generally expressed a high level of satisfaction with programming and the inclusionary and safe nature of our schools, and gains in literacy achievement, there continues to be challenges in numeracy achievement, particularly at the Grades 7-9 level. At the high school level, the Division's graduation rates in 2023-2024 were slightly higher than both the previous 3-year and 5-year average for both our overall student population and our Indigenous student population. Attendance rates for 2023-2024 improved over the previous year; however, they continue to be lower than our target with only 53.7% of our non-Indigenous students and 29.7% of our Indigenous students attending 90% or more of the time. When student absenteeism is greater than 10%, there is an impact on their academic development, and this matter will need to remain a priority moving forward.

Factors That Affected Results

The PRSD continues to experience significant challenges in the area of regular attendance in addition to coping with serious substitute staff shortages that have resulted in far less than desirable circumstances throughout the year. The ability of teachers to adequately cover course content and for students to adequately learn what was covered was compromised because of overall attendance levels.

Next Steps

Nampa Public School will continue to focus its efforts to improve attendance rates during the 2024-2025 school year as it is recognized that regular attendance is a critical factor in determining the overall experience and success in school. The Division will continue with its commitment to provide meaningful and engaging services for all students in an inclusive environment that is welcoming, safe, and supportive.

SUMMARY OF FINANCIAL RESULTS

As per the August 31, 2024 Financial Statements:

Instructional

Despite the unfunded costs, full-day Kindergarten is offered in some PRSD schools. Through various grants received from Alberta Education and other Government departments, PRSD was able to provide additional certificated staff in schools. The Mental Health in Schools Pilot Project ran for the full year, providing universal supports in every PRSD school.

The North Peace Commercial Driving Academy started offering classes in the summer of 2024 and will continue to operate out of Central Operations in Grimshaw. Classes are open to industry for a fee and to PRSD eligible students as part of their education.

Operations and Maintenance (O&M)

Incurred a deficit of \$610,509 for the 2023/2024 fiscal year.

The cost of inflation and carbon tax continue to be pressures on the O&M budget. Funding for O&M is based on enrollment and building utilization. Our school buildings are significantly underutilized and while PRSD enrollment has been stable for a few years our numbers in the lower grades are less than our numbers in the senior grades.

Transportation

Incurred a surplus of \$89,080 for the 2023/2024 fiscal year.

By the end of the year we were able to recruit some bus drivers, helping with the stability of the bus runs. We are still looking for bus drivers in some communities and would like to have more spare drivers to help when regular drivers have to be away from their routes.

The cost of new school busses has increase about 60% since 2020 making it difficult to replace school buses on the regular schedule.

System Administration

The Board Governance and System Administration financial results were break even for the 2023/2024 fiscal year. However, because of increased costs the Administration budget was not able to absorb as many expenses from the Instructional Department as we have in the past.

Additional Information:

The Peace River School Division's Audited Financial Statement, Unaudited Schedules and Preliminary Spring Budget can be viewed at www.prsd.ab.ca.

For further financial information or questions, please contact Secretary Treasurer, Rhonda Freeman by phone at: 780-624-3601 or email at: FreemanRh@prsd.ab.ca

SUMMARY OF SCHOOL FINANCIAL RESULTS

2023-2024

REVENUES	\$17,782.46	
	<u>Budget</u>	<u>Actual</u>
School Allocation Funding	\$12,000	\$13,346.46
Indigenous Education Funding	\$420	\$420
Nutrition Grant Funding	\$4,021	\$3,280.40
EXPENSES	\$11,171.78	
	<u>Budget</u>	<u>Actual</u>
Instructional (ECS)	\$500	\$500
Instructional - Grades 1 to 6	\$6,611	\$5,230.26
Operations and Maintenance	\$1,000	\$400

\$6,615.68 SURPLUS FOR THE YEAR

BUDGET HIGHLIGHTS

Include a list here:

- Monday Morning Breakfast Program
- Hot Lunch 2x per month for students
- Mathology subscriptions for all Math Teachers to help implement and teach the new Math curriculum



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