



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**SCHOOL:** PINE STREET ELEMENTARY **PRINCIPAL:** MR. TRACEY ARBUTHNOTT

**ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:**

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

**ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:**

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

**2019-2020 School Year**

STAFF FTE		BUDGET	
Certificated	18.44	Salaries	\$2 857 139
Classified	14	SES	\$133 859
		Total	\$2 872 531
		End of Year Surplus/deficit	\$37 372

**SCHOOL PROFILE AND CONTEXT**

**PRINCIPAL:** Tracey Arbuthnott

**ASSISTANT PRINCIPAL:** Kerri Williams (Remeika)

**COUNSELLOR:** Kayla Rusnell – 0.5 full time equivalent (FTE)

**PINE STREET QUICK FACTS:**

- Pine Street Elementary School opened in September 1963.
- Regular programming is offered for students in kindergarten (ECS), and grades 1 through 6.
- We are the designated Play and Learn at School (PALS) site for Sherwood Park. PALS students are between the ages of 3 to 5 years old and receive early intervention programming. Eligibility for PALS is guided by the criteria outlined by our district and Alberta Education. Typically, children registered in PALS have been assessed with mild/moderate to severe disabilities/delays in one or more developmental areas.
- Our 2019-2020 enrolment was approximately 374 students, which included 60 students in the PALS program. Our current enrolment is 334 students with 32 students enrolled in the PALS program. We have 272 in-school learners and 60 out-of-school learners.
- The school staff in 2019-2020 was comprised of 17 certificated teachers and 14 classified support staff.
- We have a strong and active School Advisory Council and Parent Action Society.

**School Motto:**

- “A Tradition of Pride and Excellence”

**Our Mission:**

- Our safe and caring school community is built upon meaningful relationships and is committed to providing quality learning opportunities where students achieve academic excellence and become responsible global citizens.

**Our Vision**

- Pine Street Elementary is a school of dignity and respect for all.
- We act in a manner that models respect, responsibility, and recognizes the inherent dignity and worth of all individuals.
- We endeavor to create confident, caring children through meaningful relationships that are founded upon a belief in empowerment and trust.
- We work collaboratively as a professional learning community building upon a tradition of best practices, so that all students can achieve high standards academically, socially, and behaviorally.
- We interact with students in a manner that promotes creative and critical thinking skills.
- We share and celebrate student, staff, and community accomplishments with pride.
- We welcome students, parents, and community members to be active participants of our learning community.

**Our Beliefs**

- All children can grow and experience success when provided meaningful and engaging ways to learn.
- Children have the best opportunity for growth when home and schoolwork collaboratively.
- The inclusion of 'student voice' contributes to the overall positive learning environment.
- The most successful children are those who take responsibility for their learning and for their actions.
- Focus on a strength-based approach (asset based).

**PROGRAMMING HIGHLIGHTS:**

- The school offers two full-day kindergarten programs on Mondays and Wednesdays, as well as on Tuesdays and Thursdays, and select Fridays.
- Pine Street Elementary School has 4 PALS centers; set up with the support and programming from 2 certificated staff, 6 classified staff, and various consultants, including speech-language pathologists (SLP), occupational therapists (OT), physiotherapists (PT), and an assistive technology consultant (AT).
- All kindergarten to grade 6 classes are inclusive. Support is provided for students with diverse learning needs within the classrooms.

**BUDGET IMPLICATIONS:**

- This School Education Plan reflects a reduction in the school budget by \$217,393 and a reduction in 3.418 FTE certificated and 3 classified staff positions from the 2019-20 school year.

**EIPS PRIORITY: PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS**

**SCHOOL GOAL 1:** More students will achieve a minimum of one year's growth in literacy. (EIPS Priority 1, Goal 2)

**STRATEGIES/ACTIONS IMPLEMENTED:**

- Teachers will use data from the STAR benchmark assessment tool to plan instructional strategies for student strengths and areas of growth.
- Professional development opportunities will be based on the work of George Georgiou and will be centered on literacy assessment and intervention strategies. Screening of students will occur three times throughout the year to provide data on the effectiveness of instructional interventions and allow for course corrections. The professional development will be done collaboratively with other EIPS schools and had already begun in the 2019-20 school year.
- Staff will use the Fountas and Pinnell resources to further support student success in literacy. We have also purchased more levels of the Fountas and Pinnell resource kits to help program for those students with diverse needs.
- Staff will use leveled literacy materials to support diverse reading levels, including at-risk, self-identified students, and English as a Second Language (ESL) students/English Language Learners (ELL).
- Teachers will continue to implement Reader's Workshop in their classes as we proceed through year 3.
- Staff will use the EIPS Writing Continuum with students to allow for conversation with around ways to grow as a writer.

**RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**

- More students will demonstrate one year's growth in reading as indicated by the STAR and other assessment data, as well as teacher awarded classroom marks.
- In English Language Arts more Grade 6 students will meet the acceptable standard and standard of excellence on the Provincial Achievement Tests.
- 5% improved overall student achievement on the STAR in all grades and PAT in Grade 6 over the next 2 years.
- Use the STAR and PAT results as well as classroom assessments to guide teaching practices and programming for our students.
- 5% increase in student engagement via the Alberta Accountability Pillar survey.
- Common school-based practices and procedures throughout the school.
- Build a school culture where all staff feel comfortable actively seeking the advice and expertise of others.
- 3% increase in staff/parent satisfaction performance measure on the Alberta Accountability Pillar survey.
- 100% of staff will create their professional growth plan and meet with administration at the beginning, middle, and the end of the year to review and reflect on ways to enhance their individual professional practice.
- Increase in the use of student self-evaluation, reflection, and feedback on their own academic practice.

**RESULTS ACHIEVED:**

- Pine Street Elementary has enhanced student learning by focusing on Literacy-based teaching practices. This has had a positive impact on our student's achievement via multiple school assessments as well as previous Provincial Achievement results. We will continue to maintain our high level of achievement and improvement in the Accountability Pillar data from students, staff and parents. We will continue to explore and define classroom and school procedures to create consistency for students between classes and throughout the school. We have also used cross grade collaboration such as classroom buddy activities, special events such as subject specific activities; as well as opportunities for teachers to share best

practices through common grade cohort collaboration time each week. We have been involved in and will continue with Sandra Herbst professional development as her educational practices on student learning directly link to this goal. We have utilized real world experiences such as community involvement, curriculum-based field trips, cooperative learning games, and student leadership to enhance student learning and achievement.



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### **EIPS PRIORITY: PRIORITY 1: PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS**

**SCHOOL GOAL 2:** More students will achieve a minimum of one year's growth in numeracy. (EIPS Priority 1, Goal 2)

#### **STRATEGIES/ACTIONS IMPLEMENTED:**

- Professional development opportunities will be centered on numeracy, assessment and differentiated instruction. This includes using the EQUALS math kits to support students who may be struggling in the area of numeracy.
- Staff and administration will meet throughout the year to analyze data and work together to support all students. This will include visiting other teachers' classrooms, reviewing student work and working with consultants.
- Teachers will use data from the MIPI benchmark assessment tool and our district Math benchmarking kits to guide their instruction.
- Time will be set aside at monthly staff meetings to explore numeracy related topics.

**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- More students will demonstrate one year's growth in Math as indicated by the MIPI and other assessment data, as well as teacher awarded marks.
- In Math, more Grade 6 students will meet the acceptable standard and standard of excellence on the Provincial Achievement Tests.
- 5% increase in student achievement as seen through the MIPI, the Grade 6 PATs, as well as teacher awarded marks.
- Promote professional development sessions in mathematical critical thinking, reasoning, and problem solving.
- The students will create and share their inquiry-based math projects in their classrooms and/or school.
- Every class will participate in co-constructing criteria and self-assessment with their students. (Sandra Herbst)

#### **RESULTS ACHIEVED:**

Pine Street Elementary has enhanced student Mathematical thinking and problem solving by implementing the use of mathematical thinking strategies in every classroom. We have made Mathematical terms and strategies accessible to all learners by scaffolding learning opportunities and by focusing on age appropriate language. We have linked real world experiences to the learning objectives being taught using technology and inquiry-based instruction. The staff have structured questions to be open ended evoking more thoughtful and higher-level responses from students. Lesson delivery is focused on increasing student inquiry and critical thought. Students are encouraged to stretch their thinking skills, explore various strategies, and generate individual solutions to enhance their own understanding.



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### **EIPS PRIORITY: PRIORITY 3: ENHANCE PUBLIC EDUCATION THROUGH EFFECTIVE ENGAGEMENT**

**SCHOOL GOAL 3:** More parents/guardians will be engaged partners in their child's education. (EIPS Priority 3, Goal 1)

#### **STRATEGIES/ACTIONS IMPLEMENTED:**

- Various social media channels, such as Twitter and Facebook, will be used to communicate updated information in a timely manner with parents/guardians.
- Parents/guardians will be encouraged to volunteer and become involved by attending School Council and Parent Action Society meetings, parent conferences and other school events.
- All parents/guardians will be invited to attend School Council and Parent Action Society meetings both in-person (when current health measures are lifted) and virtually through Google Meet.
- Teachers will regularly update their teacher microsite on the Pine Street Elementary School website to ensure parents/guardians have access to the most up to date information related to their child's education.
- Teachers will participate in Brightspace professional learning and communicate with families using the new Brightspace platform.
- The school website will be updated regularly to ensure our families are informed and have access to up to date resources about school activities.
- Staff will increase requests for volunteers (when current health measures are lifted) and prepare communications in the form of regularly scheduled emails to identify opportunities for families to be included in their child's education, as well as to assist parents in feeling welcome and informed.

**RESULTS ACHIEVED:** (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)

- Increased parental involvement satisfaction on the Accountability Pillar Survey.
- Increased parental involvement satisfaction on the EIPS Parent Survey.
- 2% increase in staff engagement via the Alberta Accountability Pillar survey.
- 2% increase in student engagement via the Alberta Accountability Pillar survey.
- All staff will have a better understanding of the culture and climate of the school and feel safe in sharing ideas and being actively engaged in the work of education.
- All staff will be active participants in building a positive school climate and culture.
- Promotion of Professional Learning Communities (PLCs), grade cohorts, Google teacher cohorts, and participation in the grade 6 EIPS teacher cohort.
- All staff will feel comfortable in seeking guidance from other staff who may have more experience or expertise.
- 2% increase in performance measure survey results with regards to parent satisfaction via the Alberta Accountability Pillar survey.

### **RESULTS ACHIEVED**

Pine Street Elementary has continued to build on its safe, nurturing and motivating school culture through the use of community and school-based events such as the family dance, family movie nights, volunteer appreciation events, Terry Fox run, and community cleanup (when current health measures are lifted). We continue to build on our positive school atmosphere through character education and student leadership opportunities. As a school community, we have and will continue to implement First Nations, Métis and Inuit culture through FNMI consultant visits, Blanket exercises, learning lunches, PL activities, Artist in Residence, Circle Dances, guest visitors and the Seven Sacred Teachings education. We are examining the possibility of in-servicing the entire staff in Non-Violent Crisis Intervention (NVCS) due to the level of special needs within our building. We have focused on cyber safety not only in classrooms lessons but also through Saffron presentations for our grades 4 thru 6. The philosophy that Pine Street Elementary is a school of dignity and respect continues to be reinforced daily not only in the mantra repeated on our daily announcements but also has been incorporated into a variety of interactions, procedures and physical structures throughout the school.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### **Reflecting on your data, what was your greatest success?**

At Pine Street Elementary School our Grade 6 Provincial Achievement Test scores, STAR results and teacher assessments continue to demonstrate a high level of students meeting the acceptable standard across the four core subject areas. This was a direct result of all staff working collaboratively to support all students. Teachers continued to participate in professional development opportunities with a focus on literacy and numeracy. Specifically, we implemented the Lucy Calkins Reader's Workshop resource and utilized our numeracy consultant to enhance related instructional practices. This included employing numeracy benchmarking kits and incorporating number talks. Using data from the Math Intervention/ Programming Instrument (MIPI), Standardized Test for the Assessment of Reading (STAR), Fountas & Pinnell, as well as teacher awarded marks and staff developed intervention strategies to encourage student achievement. Certificated staff used the STAR benchmark tool to assess students a minimum of five times over the course of the 2019-20 school year. We continued to work in partnership with our School Council to assist with student growth and success, as well as maintain a positive school culture. An example of this is the creation of a series of numeracy videos which were put on our school website to assist our families at home. Other examples include the completion of our library redesign, our Family Math Night, along with the rebranding of our logo which has been updated throughout the school.

We continued to increase our knowledge, awareness, and understanding of Indigenous peoples. This was supported through a 0.1 FTE First Nations, Métis, and Inuit lead teacher position as well as a committee which met monthly to determine how best to assist staff in these endeavors. This allowed adjustments to be made in terms of our instructional practices and school protocols. Staff gained confidence, which was evident by an increase in school and classroom activities which incorporated First Nations, Métis, and Inuit understandings. Our yearlong theme of the Spirit of the Child aligned with our logo rebranding and the Seven Sacred Teachings. Elder Wilson conducted talking circles and 'learning lunches' with students and staff respectively to teach us about the Indigenous people's beliefs surrounding this theme and the teachings. With the intent of having the greatest impact on students, we maximized resources by partnering with Brentwood school on several occasions, such as hosting Circle Dance, Hoop Dancer Dallas Arcand and Indigenous author Jacqueline Guest. Artist in residence, Keith Nolan assisted in the Grade 6 students' creation of a piece of artwork which aligned with our new logo as well. Connie Kulhavy was going to be our artist in residence in April 2020 however schools moved to an online format.

### **Reflecting on your data, what was your greatest opportunity for growth?**

Pine Street is the designated PALS site for Sherwood Park that brought together three sites from different locations. They are a welcome addition to our school community, establishing collaborative, consistent practices within a consolidated Pine Street School program.

Various complex behavioral and mental health needs placed extreme demands on all Pine Street staff. Through ongoing dialogue, as well as transition meetings, staff worked collaboratively with multiple stakeholders to ensure student programming and supports were in place. This presented a significant challenge for our entire school community.

In addition to teachers being provided with resources, we have also committed to supporting staff development in a variety of other ways. For example:



- Three teachers attended additional Lucy Calkins training in August 2019 to deepen their learning as it relates the specific grades they are teaching.
- During our start-up day in August, we invited a mental health nurse to speak to staff about how we can connect families with supports outside of the scope of school. A representative from Sojourn Wellness also presented to staff regarding the services they provide in relation to self-care and staff wellness.
- All staff attended half day professional learning workshops related to the new curriculum.
- In addition, ECS to grade 4 teachers and administrators are attending three days of collaborative planning cohorts.
- School administration will attend 4 supplemental sessions related to the new curriculum to share with school staff.
- Staff will be provided the opportunity to visit other schools, participate in classroom observations and meet with colleagues.
- Building in weekly collaborative time continues to be a challenge especially when dealing Covid and the needed safety procedure that it brings into play.

### **How, and to what degree, did those successes/challenges impact planning for 2020-21?**

Pine Street staff are dedicated to ensuring success for all learners. We believe that all students can be successful and achieve one year's growth in their learning. Staff continue to review and reflect upon instructional and assessment practices. As well, staff continue to take great pride in building strong relationships with students and families, working collaboratively as partners to program for all learners.

Moving forward we will be moving Pine Street staff from a deficient based/reactive (old Medical model) towards an asset-based/proactive approach (strength-based model) in the upcoming year. We will also be focusing on research-based teaching practices with a focus on higher level thinking and problem solving through the implementation of Blooms Taxonomy and student metacognition of their own learning. We will link into the above a focus on brain research linked to improving student achievement and ultimately student future success.

We will continue to use STAR and MIPI benchmark assessment data to track student progress and inform teaching practices. We will maintain our practice of administering the STAR a minimum of three times throughout the year at set intervals, to ensure we have consistent and accurate data that extends over the school year.

We will be providing teachers with direction and support on the following:

- planning and implementation of Reader's Workshop using the Lucy Calkins resource
- implementing numeracy benchmark kits to guide planning and instruction
- developing concept-based lesson and unit plans to prepare for the new curriculum
- analyzing data to inform instructional practices
- working creatively together to support all students
- visiting other teachers' classrooms to model and/or observe lessons
- creating common assessments
- reviewing student work
- working with consultants

We have ensured that teachers have the necessary teaching resources to implement 'best practices' with students.

- Grades 1 and 2 teachers received Phonics Kits to supplement the Lucy Calkins Reader's Workshop resource.
- Professional learning time dedicated for all staff on Literacy assessment and intervention strategies (George Georjou).
- Many staff members signed up for Jody Carrington's online series to complete this year.
- To support student mental health at each grade level, we purchased 6 Wellness Kits and 14 sets of Social & Emotional cards.
- We purchased 30 new Chromebooks to support our desire to have a 1 to 1 student / technology ratio for students in grades 1 to 6. Having these tools accessible, provides teachers flexibility to incorporate technology in daily lesson plans. This also allows students to benefit from regular use of educational programs such as Raz-Kids, Starfall, EPIC, and Prodigy.
- Other technology purchases included 6 C-Pens for our students experiencing difficulty reading independently at grade level; 6 copies of the Pictello app to assist students in demonstrating their learning at a level appropriate for them; 11 projectors; and 4 Phonak systems.
- ECS to grade 4 teachers were given resources related to conceptual understanding and learning transfer to prepare for the new curriculum and to reflect upon and hone their current instructional practices.

We are continuing to make a concerted effort to ensure our school community feels welcome and involved. Again, this year teachers contacted all students in their class prior to the first day of school, welcoming them to the new school year. This initiative was well received and continued to assist with creating a positive home/school relationship. This topic will be revisited with staff and families throughout the year so that we may further strengthen these relationships.

To support the shared vision of our Pine Street PALS program, staff has committed to meeting regularly to discuss, reflect, collaborate, and agree upon best practices. Additional educational assistant time has also provided to support the needs of these students.

**Combined May 2020 Accountability Pillar Overall Summary**

Measure Category	Measure	Pine Street 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	88.5	88.0	89.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.8	83.0	86.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	87.4	91.5	92.1	90.3	90.2	90.1	High	Declined	Acceptable
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	95.0	93.3	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	20.6	25.4	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	75.0	80.8	81.6	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	82.2	85.7	84.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.4	76.5	81.3	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	74.5	84.4	83.2	81.5	81.0	80.9	Intermediate	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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.
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.
9. 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.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

## Ministry Performance Measures 2019-20

### EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.3	87.7	91.7	93.3	95.0
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.1	31.3	27.8	27.8	20.6
Performance Measure	Results (in percentages)				
	2015	2016	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	92.9	*
Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	10.7	*

		Results (in percentages)									
		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	71.4	10.2	93.0	28.2	95.8	19.4	95.5	21.3	95.0	12.5
	Authority	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8
Mathematics 6	School	69.4	14.3	78.9	15.5	81.9	15.3	88.8	14.6	97.5	10.0
	Authority	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0
Science 6	School	63.3	12.2	94.4	46.5	98.6	43.1	95.5	48.3	95.0	40.0
	Authority	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4
	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	57.1	10.2	84.5	35.2	90.3	33.3	93.3	27.0	92.5	20.0
	Authority	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4

Performance Measure	Results (in percentages)				
	2016	2017	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	81.1	80.7	85.7	85.7	82.2
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.	84.0	89.2	89.9	88.0	88.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.7	91.8	92.9	91.5	87.4
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.4	83.3	80.8	80.8	75.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	58.7	59.1	68.3	50.4	64.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.0	81.2	86.3	76.5	83.4
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.	81.3	77.4	87.9	84.4	74.9