



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

SCHOOL: Fort Saskatchewan Elementary School (FSE) **PRINCIPAL:** Jacqueline Holmes

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	17.080	Salaries	\$ 2 377 548
Classified	6.953	SES	\$ 117 307
		Total	\$ 2 494 855
		End of Year Surplus/deficit	\$ 24 188 or (\$)

SCHOOL PROFILE AND CONTEXT

Our Mission: Building a community dedicated to growing and learning together.

Our Vision: Providing opportunities for our school community to discover and share their gifts. By deepening connections, we provide learning experiences that emphasize exploration, connection, and collaboration.

Our Motto: “Rooted in Our Community”

Fort Elementary Facts:

- Fort Saskatchewan Elementary School (FSE) opened in 1954
- Located in the northeastern part of the city of Fort Saskatchewan
- FSE was renovated/rebuilt and reopened in 2010, with Fort Saskatchewan Christian School (FSC) remaining in the renovated building and FSE moving into the new building
- FSE is attached to FSC and share the main entrance and outdoor activity spaces
- FSE rebranded in 2018-2020 to reflect indigenous teachings



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

- For the 2020-2021 school year FSE has 270 students (13 students in LINKS), 17 certificated staff members and 11 classified staff members
- Total School Budget is \$2,295,662 with a 95% allocation to staffing

Programming Highlights:

- FSE Indigenous branding that is incorporated into daily school activities such as daily announcements,
- Positive Referrals linked to indigenous ways of knowing and being with a focus on The Circle of Courage and Seven Sacred Teachings
- Outdoor classroom built in 2020
- Learning Coach Model - coordinating ISPs and learning supports
- Support focused on targeted, profiled individual students and small groups
- Ongoing staff training and discussion about literacy, numeracy, and social/emotional intervention
- Readers and writers workshop model for literacy and numeracy
- Coordinated community resources with Family and Community Support (FCS), Families First, Fort High School, and Fort Saskatchewan businesses
- FSE School Clubs focused on staff and student interests, beginning with a virtual Circle of Courage Club for 2020-21
- Grade 6 Leadership Community Connection Team
- FSE healthy habits focus is supported by the FSE Parent Association and local businesses such as Cobs, the Food Bank, Families First and Superstore - Fort Saskatchewan High School Foods Class provides fresh, healthy snacks weekly
- EIPS special education programs (LINKS)

Budget Implications:

The 2019-20 fall school budget was \$2,494,855. The 2020-21 fall budget is \$2,295,662. A difference of \$199 193. The 2020-21 fall school budget includes the federal allotment. Supports for students with higher needs was increased in the 2019-20 school year,



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

therefore 2 additional educational assistants were hired. 1 for the LINKS program and 1 for Kindergarten. The 2019-20 school year ended with 270 students (13 LINKS students). The 2020-21 school year has begun with 270 students (13 LINKS).

EIPS PRIORITY: Promote Growth and Success for All Students
Enhance High-Quality Learning and Working Environments
Enhance Public Education Through Effective Engagement

SCHOOL GOAL: Achieve academic growth for all students.

STRATEGIES/ACTIONS IMPLEMENTED:

- Learning Coach/FSLW model implemented to assist with identifying and delegating tasks to address student and family needs
- Professional learning guided by student needs
- Smaller class sizes were prioritized with strategic timetabling
- Implementation of literacy and numeracy best practices, including interventions - what do students need specifically to move ahead?
- Implementing data tracking for targeted integration of educational assistant support
- Implementation of a “push-in to classroom” learning intervention model, where possible
- Identify, clarify, and use common learning language for staff, students and parents
- Phoneme work in DIV 1
- Teacher Librarian to work on promoting reading culture
- Planned, ongoing targeted purchase of literacy and numeracy materials
- Collaborative planning and assessment
 - ISP Process and Meetings, including PAT readiness
 - Weekly Grade Group Meetings
- Begin process of centralizing and categorizing numeracy and literacy resources
- Explore Equals kit as intervention material

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 2019-2020 Measures used to determine above strategies



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

- Anecdotal data
 - Levelled Literacy Intervention (LLI) - ran several LLI groups last year and years past - 30% student repeat rate in LLI term over term or year over year
 - Correlating comments to assigned grades (reading specifically) - discrepancy between numerical grades on the report card and anecdotal report comments
 - Comments on ISPs focused on students instead of efficacy of strategies used with the student to address learning gaps
 - Several students did not write the P.A.T. exams in 2018-2019
- Accountability Pillar Survey results, specifically Program of Studies and Education Quality
 - Improvement for all stakeholders, except teachers
 - In Safe and Caring, teachers remained the same as previous years
- P.A.T. data - student performance, and number of students writing on 2019 PATs
 - Drop in all subject areas
 - Math lowest scores
 - Excellence is low
 - Zig zag pattern for achievement
 - 12 zeros scored for 2019 (exempted)
- STAR data - student growth for 2019-2020 year
 - Median scores to show student growth percentile
 - Moving score to 50, which is the expected growth
- MIPI data - Sept 2019
 - Results highlight mathematical concepts are an area for growth
- 2020-21 Measures used for assessing 2020-21 goals:
 - Small group targeted sessions data
 - Accountability Pillar Survey results
 - P.A.T. data - performance and number of students writing



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

- STAR data
- MIPI data
- Number of literacy and numeracy resources purchased.
- Tracking task completion for centralizing resources
- Anecdotal measures: Report card and ISP data, weekly grade group meeting

EIPS PRIORITY: Promote Growth and Success for All Students

Enhance High-Quality Learning and Working Environments

Enhance Public Education Through Effective Engagement

SCHOOL GOAL: Continue to improve upon the respectful and safe learning environment at FSE

STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:

- Dedicated focus to COVID-19 guidelines for all aspects of programming and school operation
- Positive referrals incorporating indigenous philosophy of the “Circle of Courage”
- Demonstrate the classified, certificated and leadership Quality Practice Standards
- Maintain open communication with stakeholders by communicating in a variety of ways with stakeholders – Brightspace, regular email, phone calls, agenda, conferences, newsletter, website, meetings, discussions, etc.
- Collaborative FSE council and Parent Association work
- Implementing consistent language for social, emotional, behavioural, and academic learning
 - Clarification of Fountas and Pinnell text characteristics in addition to grade level
 - Reader profiles
 - Behaviour descriptors
 - Incident report writing
 - FSE physical restraint and seclusion documents
- Targeted small groups for social, emotional, behavioural areas of focus
- Targeted Wellness Programming – nutrition, mental health, social interaction and connections to home
- Continue to celebrate a connected community



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

- Connect and collaborate with families, community, and businesses for learning opportunities, where possible
- Integration of FSE Family School Liaison (FSLW) into grade meetings
- Ongoing connection with FSE indigenous families
- Continued multi-agency meetings to support students with complex needs
- Clubs chosen from student and staff interests
- Highlight culture and diversity through the FSE classrooms, website, announcements, emails, meetings, discussions, etc.

MEASURES THAT WILL BE USED TO ASSESS PROGRESS IN ACHIEVING THE GOAL: (Please refer to qualitative and quantitative data that best demonstrates attainment or progress towards achieving this goal: such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc.)

- 2019-2020 Measures used to determine above strategies
 - Anecdotal data
 - “Un-be-leaf-able” - consistent positive referrals from homeroom teachers, even when we shifted online
 - School Behavioural Expectations (Discipline) - by December 2019 observably calmer atmosphere in the halls and classes noted by parents, school visitors (principals from other schools), and staff
 - Data from short term and long term behaviour plans.
 - Notes from Staff and Learning Meetings demonstrated a focus on emotional needs rather than learning
 - Social/Emotional targeted small groups
 - partnered with FCSS (limited impact)
 - Boys and Girls Club for Peace Circles
 - Grade 6 class booked YMCA for human sexuality (cancelled due to COVID)
 - “Circle of Courage” Leadership Spirit Activities – 3 school wide activities in the 2019-20 school year
 - Notes from multi-agency meetings to discuss complex needs and implement plans for supporting students and their families – families successfully connected to resources
 - Seclusion room statistics from previous year to current year show a decrease in use
 - EIPS Staff Survey
 - Materials and opportunities are available for teaching and learning



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

- Connected collegial group
- Improvement is needed in communication and boundaries
- Accountability Pillar results, specifically Safe and Caring, Citizenship, and Parental Involvement
 - Improvement in all areas for all stakeholders
 - Teachers for safe and caring stayed the same with a slight decrease in parental involvement
- 2020-21 Measures used for assessing 2020-21 goals:
 - “Un-be-leaf-able” student tracking
 - Office Discipline logs - Data from short term and long term behaviour plans and supports, including small group pull outs for social emotional work
 - Seclusion room statistics
 - Notes from Staff and Learning Meetings
 - FSLW data
 - Grade 6 Leadership Spirit Activities – more prevalent in school culture
 - Collaborative ISP and BSP process/tracking
 - Attendance/engagement in community connection and whole school activities, as possible
 - Collaboration with community partners data
 - Professional Development focused on community, culture, learning, and mental health data
 - Accountability Pillar Survey results
 - Parent, student, and staff surveys (EIPS and FSE) data

EIPS PRIORITY: Promote Growth and Success for All Students

Enhance High-Quality Learning and Working Environments

Enhance Public Education Through Effective Engagement

SCHOOL GOAL: Continue to engage with parents, guardians, and the greater community



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

STRATEGIES/ACTIONS IMPLEMENTED:

- ZOOM for FSE Council and Parent Association Meetings – increased access and collaboration
- Family Nights
- Collaborative Meetings for students with complex needs
- Development of process for behavioural supports with families
- Regular student attendance phone calls and celebrations
- Family School Liaison – supports to families
- Fort Saskatchewan Family Community Services (FCS) collaborations
- Implement community programming through FSE families, Fort High School, Boys and Girls Club, public library, Families First and businesses
- Community Grant Applications
- Participate in a Mental Health study/initiative with AHS

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.)

- 2019-2020 Measures used to determine above strategies
 - EIPS Parent survey
 - Strong, positive results in most areas
 - Discipline handled in a fair and reasonable manner (56 Yes and 27 I don't know)
 - Monthly School Council and Parent Association meetings – attendance consistent with increased attendance when we went online
 - Anecdotal FCSS small group data - limited success
 - Anecdotal Family Night data
 - School Council commented to high frequency of family night events
 - Some events were attended by students unaccompanied by parents
 - High attendance of staff and their families



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

- Decreased in attendance after Christmas
- 2020-21 Measures used for assessing 2020-21 goals:
 - Documentation of consistently shared information with parents/guardians, staff and students
 - Monthly FSE School Council and Parent Association Activities and Meetings
 - FSE Family School Liaison (FSLW) data
 - Parent and community communication data
 - Community connection programming and resource data
 - Attendance data
 - Discipline Data
 - Individualized family support data
 - Accountability Pillar Survey results

Reflecting on your data, what was your greatest success?

FSE showed strong improvement in citizenship, as well as safe and caring schools for all stakeholders, except for teachers, who stayed the same in safe and caring schools. Safe and caring was also highlighted as areas of growth in the EIPS surveys. Parents thanked us for work on behavioural expectations and were pleased with their involvement. Staff noted the changes in student behaviours. Staff worked with parents as integral team members. There was a noticeable calm in the building, along with a decrease in office referrals. Student recognition remained consistent throughout the school year. There was a decrease in seclusion room statistics from the 2019-20 school year. Behaviour plans (BSPs) were implemented to provide families with a foundation for positive behaviour. FSE staff connected with community and worked with the Boys and Girls Club to implement a “Peaceful Circles” session with grade 5 students. Our School Counsellor ran a social skills group. Families were successfully connected to supportive resources for their physical, social, and mental health needs.

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

Our greatest opportunities for growth are focused on academic growth for all students. The P.A.T. data identify 12 exempted students, which resulted in zeros. FSE staff, are focusing on all students writing the P.A.T. exams. The P.A.T. data also shows a drop in student achievement for all subject areas, highlighting the need to focus on student performance. Math has the lowest P.A.T. scores. FSE Excellence scores are also low. Over the 5 years, a zigzag pattern is noticed; outcomes rose and dipped between each year. The FSE STAR data show low student growth over the 2019-20 school year. FSE is focused on moving scores to 50, which is the expected growth. The FSE MIPI data for September 2019 highlight mathematical concepts as an area for growth.



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

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Fort Saskatchewan Elem. Sch.			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	90.3	82.3	85.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	94.8	88.4	90.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	95.1	92.5	91.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	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	56.6	66.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	10.8	12.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	80.2	95.0	93.3	84.1	83.0	82.7	High	Declined	Acceptable
	Citizenship	87.0	70.3	77.0	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	89.9	89.6	85.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	86.8	78.1	78.1	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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

Measures below are cut and pasted from Alberta E Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	93.6	27.7	79.1	14.9	93.0	4.7	72.6	6.5	n/a	n/a	80	20
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A	N/A
	Authority	83.3	7.8	90.1	13.9	90.5	10.8	93.3	23.3	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A	N/A
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	73.9	8.7	53.7	6.0	66.7	7.1	41.3	9.5	n/a	n/a	80	20
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	87.0	30.4	68.7	20.9	78.6	23.8	55.6	15.9	n/a	n/a	80	20
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	69.6	23.9	61.2	13.4	73.8	16.7	57.1	11.1	n/a	n/a	80	20
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
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	N/A	N/A
	Authority	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
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	N/A	N/A
	Authority	71.1	13.2	62.5	9.4	65.1	4.7	73.9	0.0	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
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	N/A	N/A
	Authority	77.2	10.5	83.8	5.4	87.7	11.1	91.0	9.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	School	n/a	n/a	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	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A	N/A
	Authority	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
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	N/A	N/A
	Authority	82.5	7.0	80.0	15.6	59.7	13.4	82.1	15.4	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A	N/A
	Authority	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
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	N/A	N/A
	Authority	78.0	24.4	80.6	22.6	80.6	16.7	86.4	4.5	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A	N/A
	Authority	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
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	N/A	N/A
	Authority	73.9	26.1	64.5	16.1	75.0	21.9	61.5	11.5	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Notes:

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.6	88.3	72.5	70.3	87.0	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	98.9	99.0	99.0	84.7	96.5	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	65.7	94.4	48.6	70.0	91.4	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	80.1	71.5	69.9	56.3	73.2	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.6	85.0	100.0	95.0	80.2	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	94.4	100.0	100.0	100.0	93.8	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	66.7	70.0	*	90.0	66.7	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	60.3	56.7	77.8	53.9	69.3	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	70.6	63.4	77.8	65.6	71.9	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	50.0	50.0	*	42.1	66.7	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	93.8	92.7	91.3	88.4	94.8	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	93.0	95.8	98.7	91.9	98.5	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	94.5	89.7	83.9	85.0	91.1	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.8	87.2	78.4	89.6	89.9	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	96.2	93.9	95.3	94.0	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	57.6	78.2	62.9	84.0	85.7	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	96.4	96.6	86.0	92.5	95.1	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	99.1	100.0	99.2	98.0	97.0	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	92.9	95.4	66.7	88.1	97.6	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	97.4	94.5	92.2	91.4	90.6	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.9	90.6	83.2	82.3	90.3	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	98.9	98.1	98.0	97.6	97.6	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	85.7	90.7	77.1	88.0	97.1	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	82.0	82.9	74.4	61.2	76.3	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.0	87.9	68.4	78.1	86.8	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	77.8	85.7	73.7	76.5	76.5	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	83.3	88.9	57.1	80.0	100.0	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	90.9	89.1	74.5	77.8	83.9	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6