



Golden Hills School Division

Education Plan 2020-21 – 2022-2023



Acme School

Vision

To continue to be the exemplary model for community-based education in Canada.

Mission

Committed to *Powerful Learning* in our community-based schools.

Values

Engagement, collaboration, flexibility, positive, caring, relationships, citizenship

Acme School has a deeply rooted history of innovation and excellence, producing proud, engaged citizens. We believe that creative thinking, critical inquiry, collaborative group processes, and the ability to navigate dynamic work environments are the foundational skills of a prosperous marketplace.

Through strong community partnerships with local businesses and organizations, our students are engaged in authentic, real-world, meaningful experiences. Strong communities, such as ours, have healthy, reciprocal, collaborative partnerships which positively impact the success of our students.

These strong partnerships foster the development of valuable transferable skills, habits of mind, and competencies that are in high demand in diversified global economies.

When educational and career pathways align, the entire community benefits. Stronger bonds between school and community are mutually beneficial and result in connected, caring, competent citizens.

Goal 1: Every Student is Successful

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Acme 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	82.5	91.2	91.4	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	62.1	48.2	65.9	82.4	82.2	82.0	Very Low	Maintained	Concern
	Education Quality	81.3	75.6	88.8	90.3	90.2	90.1	Low	Maintained	Issue
	Drop Out Rate	5.0	4.2	4.7	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	94.1	79.7	78.5	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	67.1	65.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	15.8	10.4	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	77.9	78.4	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	10.5	10.7	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	38.2	38.1	49.8	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	64.7	50.0	61.9	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	62.6	81.1	70.1	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	78.6	100.0	97.1	84.1	83.0	82.7	High	Declined	Acceptable
	Citizenship	67.5	82.9	83.9	83.3	82.9	83.2	Low	Declined	Issue
Parental Involvement	Parental Involvement	63.8	88.6	87.9	81.8	81.3	81.2	Very Low	Declined	Concern
Continuous Improvement	School Improvement	75.0	100.0	84.7	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

Strategies:

1. Collaborative PD: Grade level and subject level
2. Data analysis of PAT and Diploma results leading towards instructional improvement, as guided by principal with assistance from instructional coaches.
3. Continued emphasis on LLI, ELI, and ENI programs
4. Instructional coaches to assist in building capacity for high school teachers
5. Personalized Learning Programs – student choice/student voice
6. Introduction of Math 10 PREP into timetable to assist in transition from JH to SH math program

Courses regularly timetabled or offered in after school programs or internship programs:

- 7. Co-curricular programs for 2019-20: Ski lessons for grades 1 – 6, Karate unit for PE 1-6, 10-12, yoga sessions for PE 1-6, 10-12, Hip-Hop Dance residency for grades 1 – 6**
- 8. After school drama program**
- 9. CTS (Cosmetology, Photography, Shop)**
- 10. Daily Physical Education**
- 11. Career Connections – Off Campus Programs**
- 12. Art**
- 13. French**
- 14. Agriculture, HCA, Accounting Internships**

15. Community-Based Model of Education

Our local area provides the perfect context to intentionally maximize learning for all. Because our location is both diverse and accessible, learning pathways can be uniquely tailored to meet the needs of individuals. While working alongside industry leaders and community partners on real-world challenges, students develop a deeper appreciation for the opportunities available locally.

Our students are lifelong learners and entrepreneurial thinkers. They are encouraged to actively seek out and embark on learning opportunities beyond the school day and outside of the school building. Through these partnerships, our students understand that innovation comes from a place of discomfort and inconvenience. Without a doubt, graduates of Acme School know that greatness takes hard work and commitment over time.

Introducing these challenges throughout K-12 schooling fosters the growth of value-added strategic solutions in all sectors of the economy. Our students play an integral role in designing homegrown solutions related to processing, producing and marketing goods and services internationally. As well, community-based training highlights educational and career pathways that will help to meet the growing need for a professional, highly trained, skilled labour force.

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Our programming is:

- Fully integrated supporting current technologies.
- Lively, spirited, robust; our entrepreneurial spirit through networking opportunities, and the art resources that our students community partnerships.
- Flexible and easily reconfigured interests.
- Accessible to our entire honors a healthy community-based understanding that effective, partnerships are reciprocal, collaborative, and clearly articulated.
- Technologically rich, encouraging meaningful connections to local, provincial, national, and international community partners regardless of where they are located.
- Adaptive to changing times, needs, technologies, and lives.
- Promotes excellence through healthy competition through motivating, high performance academic, athletics, and career programming.
- Supports personal growth with access to a wide variety of resources and equipment for all ages, abilities, and interests.
- Promotes well-being by providing tools for individuals to explore their personal pathways to better align educational and career pathways for success beyond school.



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community in a way that
model of education by

Goal 2: We have excellent teachers, school leaders and school authority leaders



- **GHSD and Grande Prairie Regional College partner to expand trades training to high school students**
- Golden Hills School Division (GHSD) is proudly partnering with Grande Prairie Regional College (GPRC) to provide an innovative and transformational learning experience for students through the development of the Acme High School Tri-Campus Community Innovation Centre.
- GHSD and GPRC have signed a Memorandum of Understanding (MOU) to collaborate and provide a modern virtual learning opportunity with the intention to expand the vision and scope of rural technical and trades training within Alberta.
- “The goal of the Acme High School Tri-Campus Community Innovation Centre is to create virtual learning spaces through the collaboration with businesses and post-secondary institutions to support the development of a visionary shift in the delivery of both practical and theoretical trades training,” said Bevan Daverne, GHSD Superintendent of Schools. “We are so pleased to work with GPRC to meet our local student and industry needs.”
- The GHSD encompasses a large geographical area across rural mid-eastern Alberta. The recently signed MOU provides GPRC the opportunity to cultivate future students by directly instructing skill and trade development at the high school level while developing new opportunities for GPRC students.

- “This collaboration with GHSD provides us with the opportunity to further our leadership role in Alberta’s educational and economic development at a time when innovative solutions to labour and skills gaps are most needed,” said Dr. Robert Murray, GPRC President and CEO. “This initiative aligns with our strategic goals of modernization, innovation and enhances our role as a community builder through K-12 and industry partnership. We are proud to highlight GPRC’s proven trades expertise and to collaborate towards a brighter future through enhanced opportunities for students across the province.”
- By supporting and investing in this important initiative, GPRC will proudly aid in the creation of an innovative educational model for rural viability and provincial economic development. The Acme High School Tri-Campus Community Innovation Centre, once completed, will serve as an exemplar for career, skill and apprenticeship programming in rural and urban schools across Alberta.
- **About GHSD**
 - GHSD is an urban/rural public school district serving approximately 7500 students in communities east of Calgary. Golden Hills schools include resident students as well as international students from over 20 other countries. To learn more about how our schools Golden Hills Schools power hope and possibilities visit www.ghsd75.ca.
- **About GPRC**
 - GPRC is a comprehensive community institution, publicly supported to provide opportunities in post-secondary education in northwestern Alberta. Established in 1966 in Grande Prairie, GPRC includes campuses in Fairview and Grande Prairie. GPRC offers a wide variety of career certificates and diplomas, pre-employment and apprenticeship trades, university transfer studies, and several opportunities for on-campus degree completion at baccalaureate and master levels through collaborations with four-year universities.

Goal 3: Our Education System is Well Managed

Financial:

Budgeted Operating Expense 2020-2021			
			%
Allocation (includes prior year carry-over)		\$1,240,091.00	
Staffing			
	Certificated (Substitutes & Certificated Staffing)	\$1,131,968.00	91%
	Non-Certificated (Support & Other Staffing)	\$81,651.00	7%
Supplies & Services		\$26,472.00	2%

Facilities Plan:

SUMMARY

Acme School has demonstrated innovation and leadership in the development of a programming model that effectively bridges the gap between business, community and the school in support of career and skills programming for students.

By supporting the proposed renovations, this model can be further enhanced and serve as a benchmark for career, skill and apprenticeship programming in rural and urban schools across Alberta.

Considering the condition of the school and deferred maintenance amount, the physical facility challenges and the substantial financial commitment of the community, this project presents an outstanding business case and an excellent example of partnership to leverage community investment in our public schools.

PROJECT DESCRIPTION

Three areas of focus for this project:

1. Repurposing of existing gymnasium and entryway to accommodate a community-based rural innovation and learning centre.
2. Modernization to develop a safe, secure and accessible entrance for all students, staff, parents and community partners.
3. Construction of a new gymnasium, in partnership with community, to improve athletic programming and afford improved community use of the facility.

The Acme area businesses and community members have come together in a strong and unified show of support for this project.

. The Acme Alumni Association has already raised **\$1,250,000** dollars to enhance this project.

. Fund raising efforts will continue and momentum is building.

WHY IS THIS IMPORTANT?

This school has developed a unique approach to support career and skills education through business and community partnership.

Acme School already has numerous, robust community partnerships (100 businesses). This is an established, exemplary model of community-based education in Canada, and Acme School is a model for other Alberta schools. Students need opportunities to experience a range of trades in a cost effective environment.

- Acme School needs a space that supports current partnerships and allows the school in partnership with community and business to offer the following: Training and support for students and community in job specific skills including agriculture, manufacturing and a range of trades and apprenticeships.
 - Provides a hub that will interface with community and business inside the school environment to support entrepreneurship, business connections and seminars, broader global connections, interview spaces and opportunities to continue to develop virtual reality applications.
 - To develop career opportunities in rural areas that attract and retain students to live and work in rural communities.
- We have a competitive sports program achieving excellence in an outdated gymnasium.
- 72 South Central Zone Championships (Combined Volleyball, Basketball, Track and Field)
- 7 Provincial Championships (3 Basketball, 4 Volleyball)
- 17 Provincial Bronze and Silver medals (Volleyball and Basketball combined)

ADDITIONAL INFORMATION

This programming and partnership model is both effective and sustainable and a model for rural and urban partnership between school community and business.

Click here to listen to a podcast and here the Acme School Principal talk about the impacts of this program: <http://bit.ly/tricampus2019>

Acme School has experienced significant and positive improvements to key measures as observed through the Alberta Education Accountability Pillar

Notable Statistics Supporting Community and Business Partnership and Excellence: **100%:** Students involved in community-based learning opportunities

2.3%: Reliably low drop-out rate

71.1%: Students transitioning to post-secondary within six years of entering Grade 10: **An increase of 17.7% since 2009.**

82.6%: Consistently high completion rate percentage of students who finished high school within three years of entering Grade 10

91.2%: 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: **An increase of 16.2% since 2009.**

6.8%: Percentage of individuals between the ages of 15-24 in Kneehill County who reported to Statistics Canada that they are self-employed: **This is significantly higher than the national rate of 2.5% and Alberta's provincial rate of 2.8%.**

100%: Percentage of students who took at least one credit in Agriculture during three years of high school since 2015.

- **87.8%:** Percentage of teachers and parents who are satisfied that students model the characteristics of active citizenship: **An increase of 5.7% since 2009**

- **66%:** Percentage of students earning credits off-campus through Registered Apprenticeship Program, Work Experience, Special Projects, and Internships

- **60%:** Percentage of students who earned credits in Career and Technology Studies including finances, management, business education, or entrepreneurship.

"Westview Care Community welcomes Acme High School students for the young energy, and enthusiasm they bring. They work in our casual pool while studying and once school is finished, and the HCA course is complete they are ready to fill a position with confidence. While feeding the 'young tree' we hope the roots will grow deep into our facility and community."

*Donna Loewen, Nurse Manager
Westview Care Community*

"Community Futures Wild Rose supports this project as we believe it will make a positive and lasting difference to the residents of Acme, Carbon and Linden many years into the future. We foresee the concept of an innovation centre as a driver of future economic growth helping to maintain and grow rural economies while providing a new gymnasium to support healthy individuals."

Ron Cox, Manager ,Community Futures Wild Rose

APPENDIX – Measure Details (OPTIONAL)

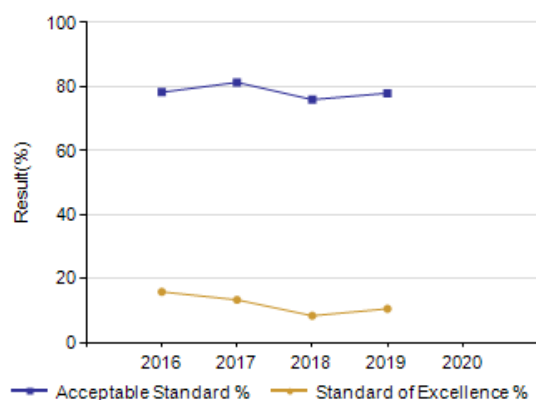
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

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Diploma Examination Results – Measure Details

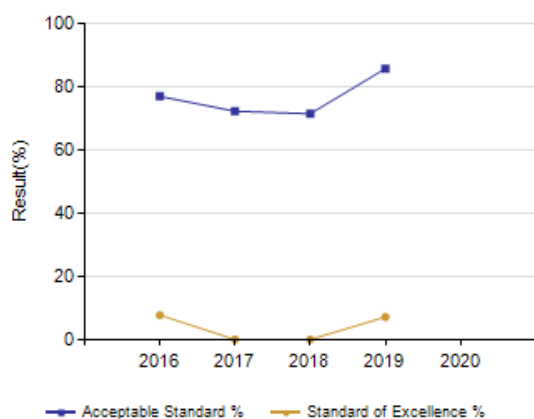
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	76.9	7.7	72.2	0.0	71.4	0.0	85.7	7.1	n/a	n/a		
	Authority	84.5	8.5	85.4	10.6	79.6	8.4	79.8	9.2	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	100.0	45.0	93.1	37.9	93.5	22.6	94.7	0.0	n/a	n/a		
	Authority	92.3	15.0	89.3	13.2	79.2	13.7	83.3	11.0	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	28.6	14.3	50.0	0.0	25.0	0.0	42.9	14.3	n/a	n/a		
	Authority	57.5	16.6	62.6	18.7	67.4	23.8	72.3	20.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	83.3	0.0	66.7	16.7	42.9	0.0	54.5	18.2	n/a	n/a		
	Authority	69.6	6.8	73.8	14.9	73.4	10.7	73.0	16.3	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	80.0	0.0	92.9	0.0	100.0	0.0	90.9	9.1	n/a	n/a		
	Authority	86.4	8.2	80.4	12.3	79.4	11.6	78.9	13.5	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	100.0	8.3	76.9	0.0	84.8	0.0	85.7	0.0	n/a	n/a		
	Authority	82.0	7.3	78.6	6.6	69.3	3.5	73.1	5.5	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	70.6	5.9	88.9	16.7	85.7	14.3	60.0	20.0	n/a	n/a		
	Authority	83.3	31.7	82.6	26.8	78.1	22.9	78.7	31.8	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	37.5	25.0	81.8	0.0	52.6	10.5	*	*	n/a	n/a		
	Authority	75.8	30.8	81.7	25.8	70.5	24.7	83.5	27.4	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	*	*	*	*	n/a	n/a	100.0	20.0	n/a	n/a		
	Authority	83.0	35.0	88.0	45.7	88.7	43.7	93.9	37.8	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	*	*	*	*	*	*	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Graph of Diploma Examination Results – Overall

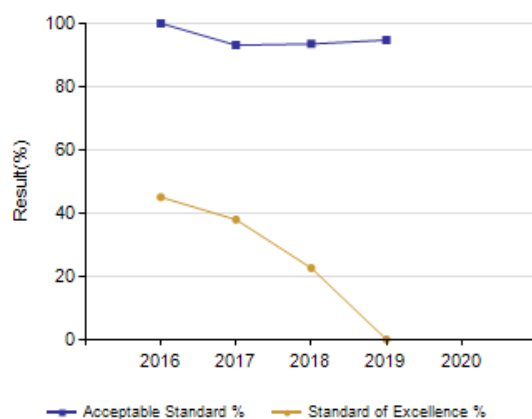


Diploma Examination Results by Course

English Lang Arts 30-1

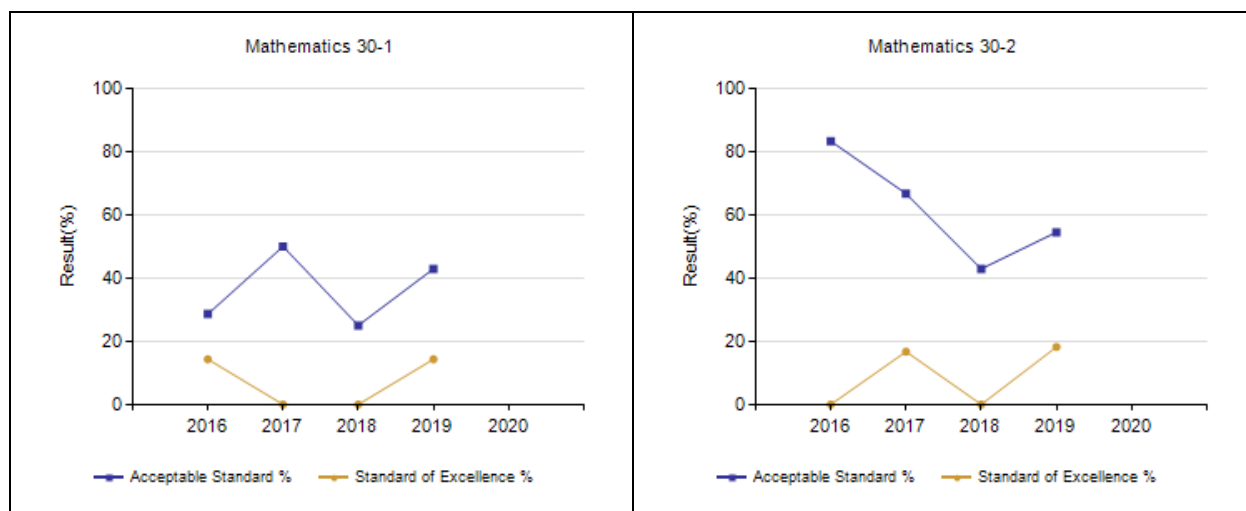


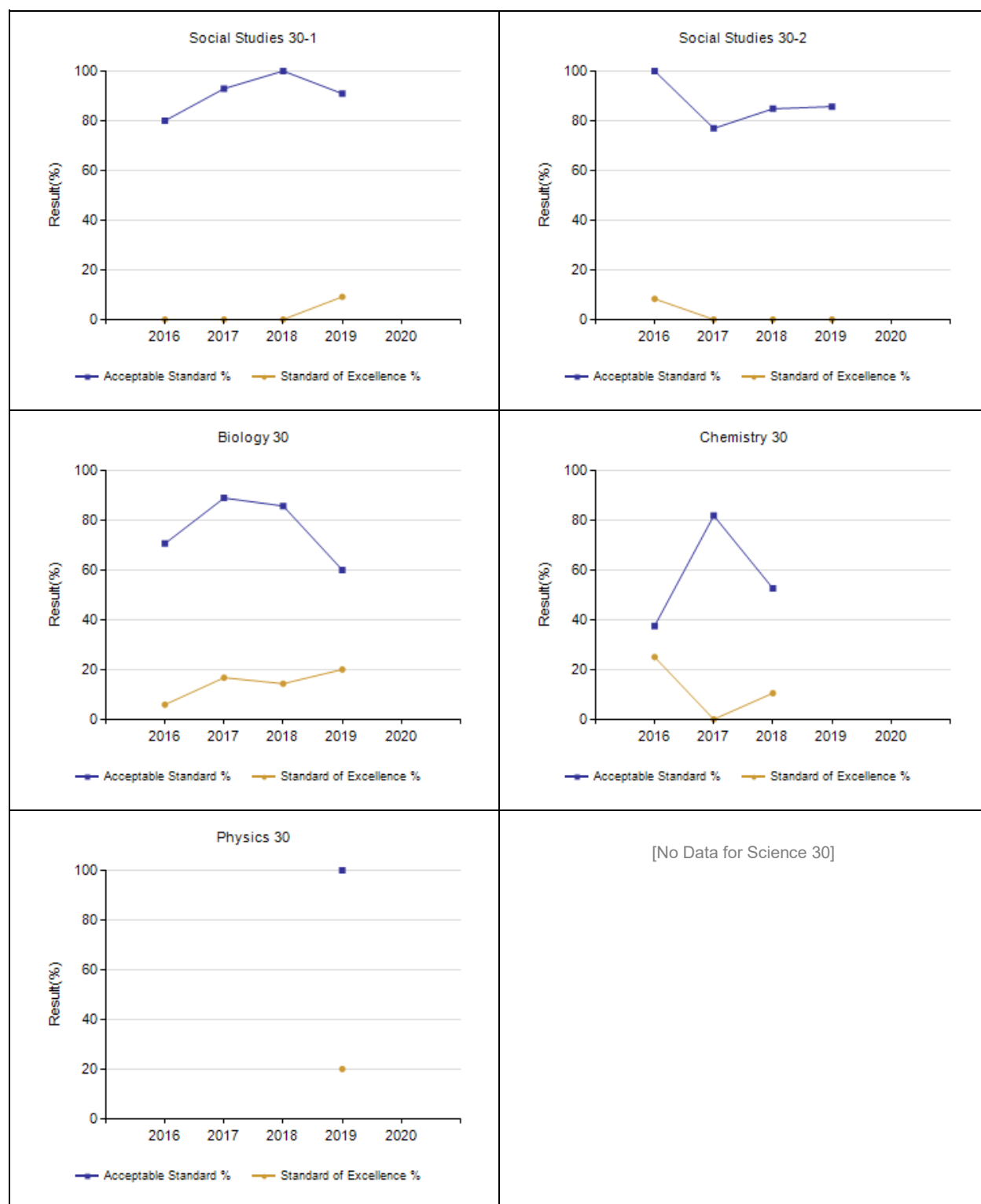
English Lang Arts 30-2



[No Data for French Lang Arts 30-1]

[No Data for Français 30]





Diploma Examination Results by Course

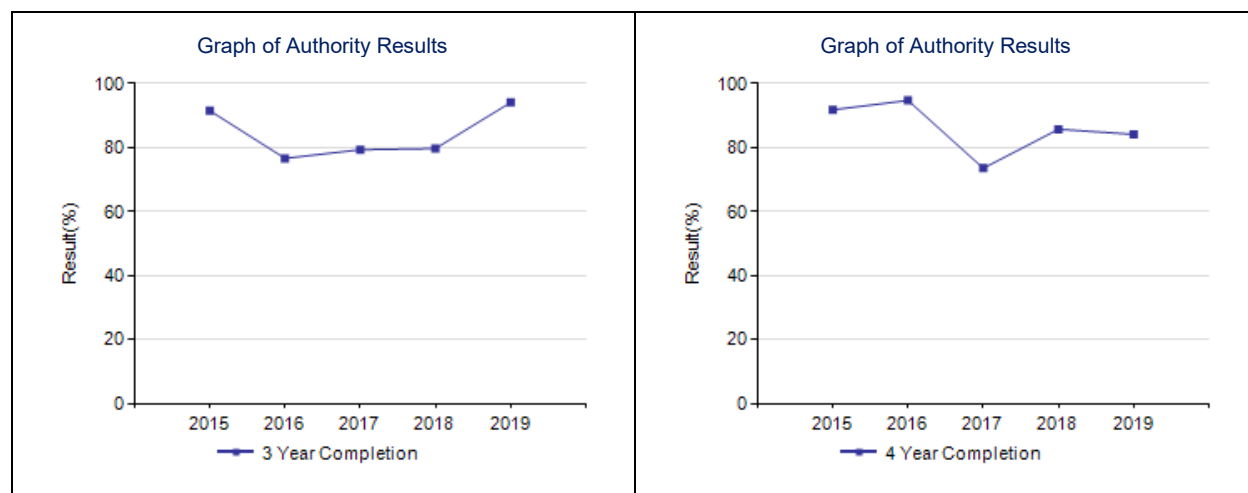
Diploma Examination Results Course By Course Summary With Measure Evaluation

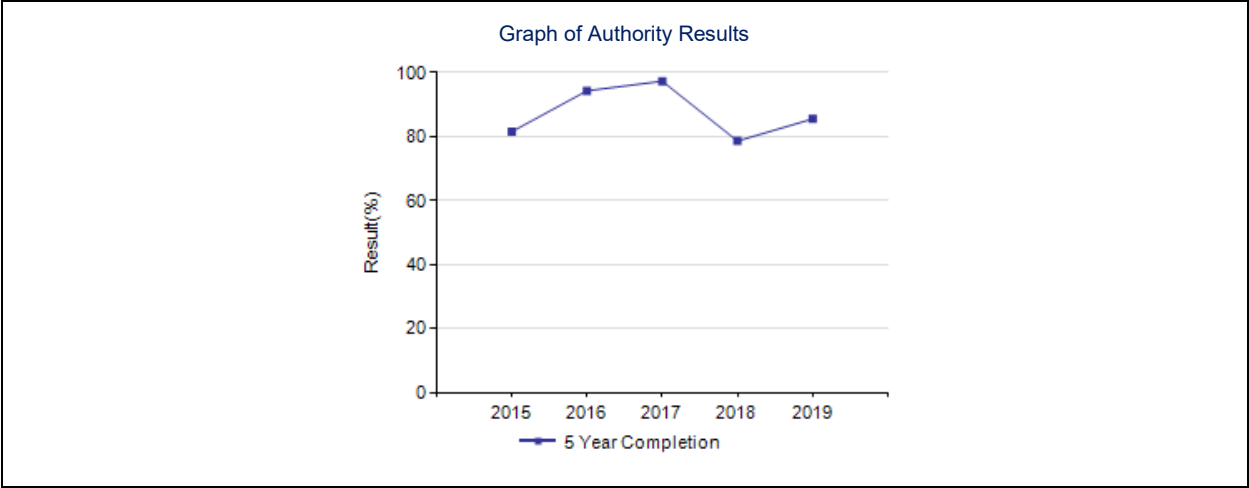
		Acme School							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	76.5	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	2.4	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	26	93.8	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	26	20.2	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	39.3	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	4.8	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	54.7	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	11.6	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	94.6	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	3.0	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	18	82.5	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	18	0.0	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	16	78.2	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	16	17.0	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	15	67.2	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	15	5.3	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	100.0	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	20.0	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,475	30.4

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	91.5	76.6	79.3	79.7	94.1	72.1	74.4	74.1	74.1	76.5	76.5	78.0	78.0	79.1	79.7
4 Year Completion	91.8	94.7	73.5	85.7	84.1	79.6	79.4	79.3	80.5	82.0	81.0	81.2	82.6	82.7	83.5
5 Year Completion	81.5	94.3	97.3	78.6	85.5	76.3	80.2	82.4	81.5	82.9	82.1	83.2	83.4	84.8	84.9

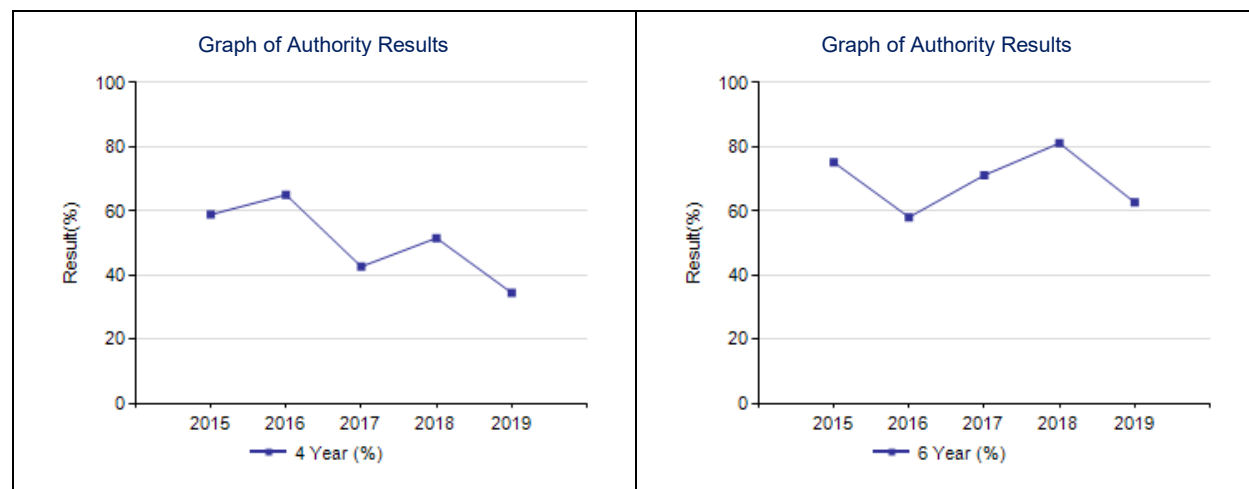




High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	58.8	65.0	42.6	51.5	34.4	33.8	35.3	33.7	34.2	34.5	37.0	37.0	39.3	40.1	40.8
6 Year Rate	75.1	58.0	71.1	81.1	62.6	50.9	48.4	50.7	53.7	50.5	59.4	57.9	58.7	59.0	60.1



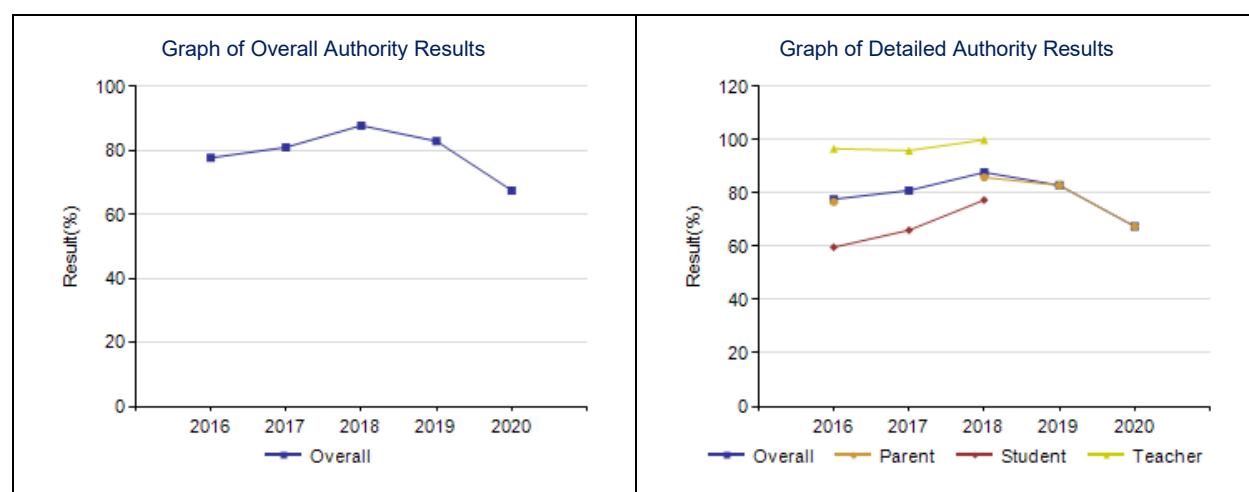
Notes:

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

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	77.7	81.0	87.8	82.9	67.5	84.0	86.0	85.6	84.8	83.3	83.9	83.7	83.0	82.9	83.3
Teacher	96.7	96.0	100.0	n/a	n/a	94.5	96.3	96.7	95.6	94.9	94.5	94.0	93.4	93.2	93.6
Parent	76.7	*	85.9	82.9	67.5	80.1	82.8	82.1	82.9	79.0	82.9	82.7	81.7	81.9	82.4
Student	59.7	66.1	77.4	n/a	n/a	77.4	78.9	77.9	75.9	76.1	74.5	74.4	73.9	73.5	73.8



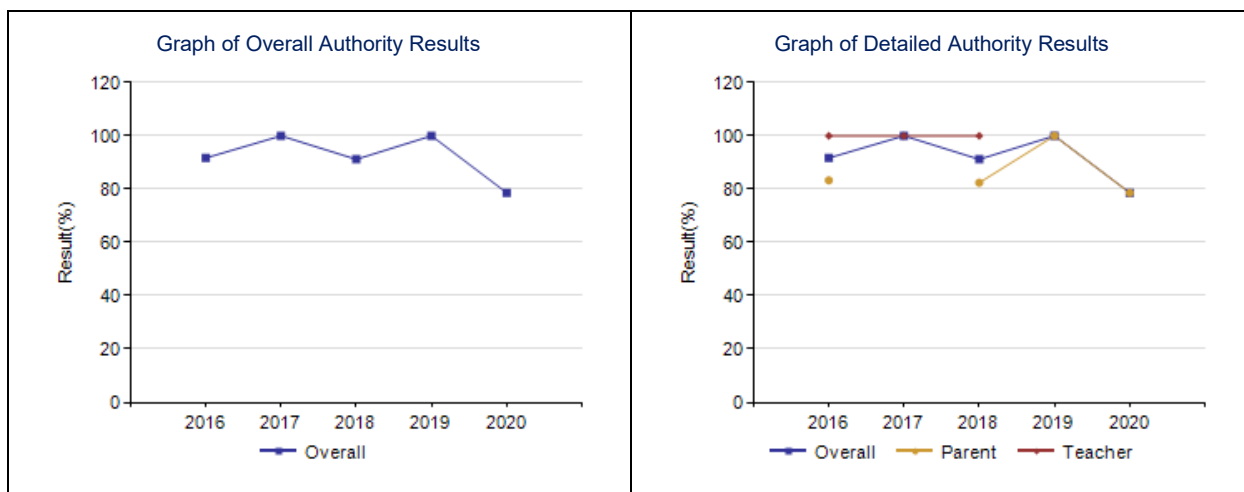
Notes:

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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.7	100.0	91.2	100.0	78.6	85.5	82.3	85.1	86.0	86.0	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	100.0	n/a	n/a	94.4	92.2	94.0	95.7	99.3	90.5	90.4	90.3	90.8	92.2
Parent	83.3	*	82.4	100.0	78.6	76.6	72.5	76.3	76.4	72.6	74.8	75.1	74.6	75.2	76.0



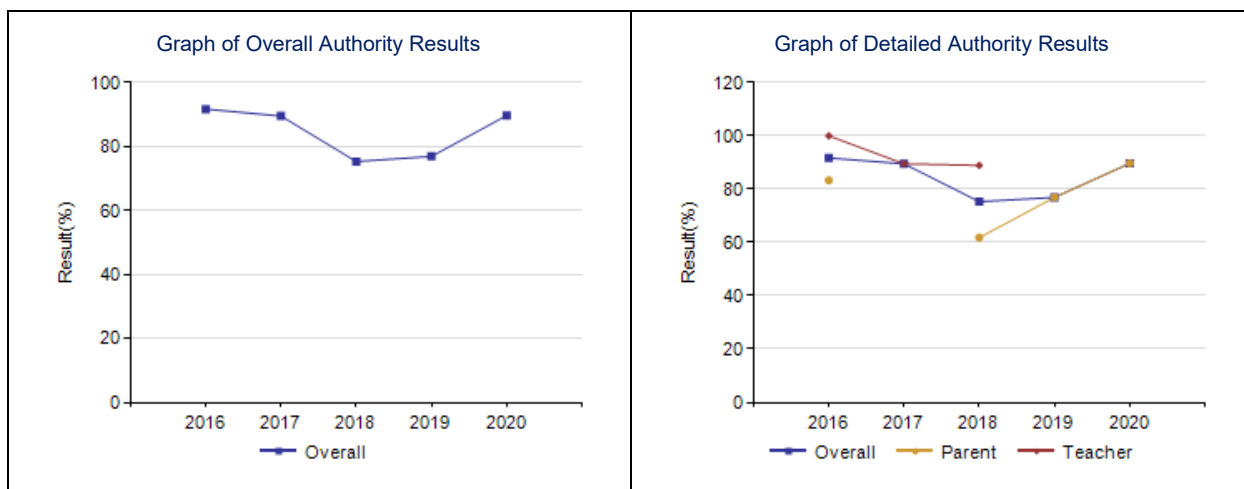
Notes:

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

Lifelong Learning – Measure Details

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	91.7	89.5	75.3	76.9	89.7	74.6	75.1	73.6	74.2	74.0	70.7	71.0	70.9	71.4	72.6
Teacher	100.0	89.5	88.9	n/a	n/a	82.2	81.6	83.2	84.1	84.5	77.3	77.3	77.8	78.8	80.6
Parent	83.3	*	61.8	76.9	89.7	67.1	68.5	64.1	64.3	63.5	64.2	64.8	64.0	64.0	64.6



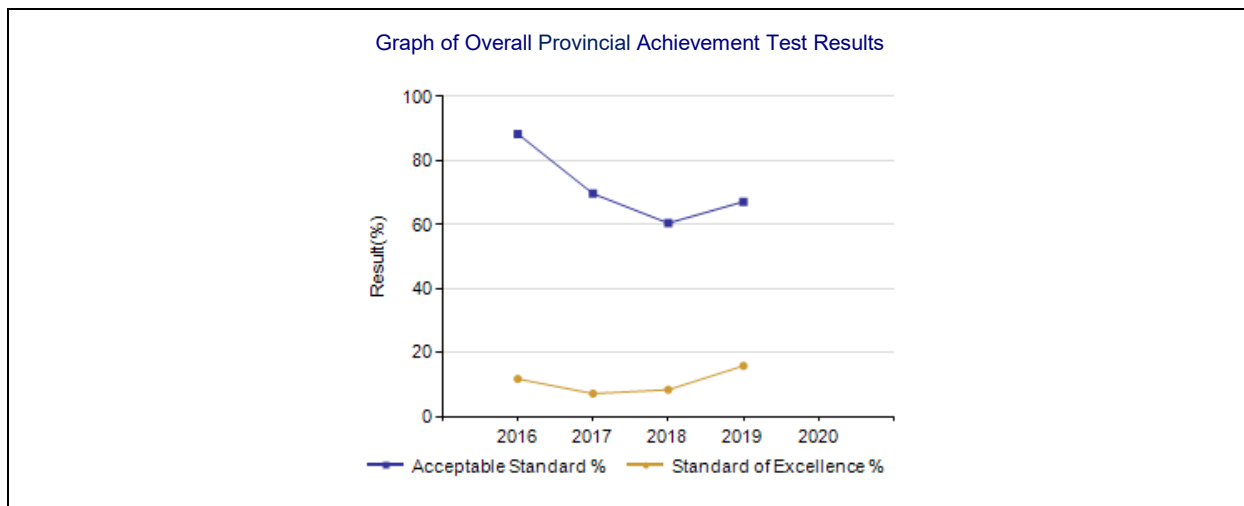
Provincial Achievement Test Results – Measure Details

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	86.7	13.3	85.7	7.1	66.7	0.0	68.4	10.5	n/a	n/a		
	Authority	84.8	14.0	83.9	14.8	82.0	10.6	83.3	13.6	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		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	86.7	6.7	57.1	0.0	58.3	8.3	68.4	10.5	n/a	n/a		
	Authority	73.9	11.7	64.6	8.4	73.3	11.2	72.2	12.1	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	93.3	26.7	92.9	7.1	75.0	16.7	68.4	15.8	n/a	n/a		
	Authority	76.6	22.6	77.6	24.6	76.2	21.8	77.8	27.0	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	86.7	0.0	42.9	14.3	41.7	8.3	63.2	26.3	n/a	n/a		
	Authority	70.6	15.0	67.4	17.9	68.1	13.4	70.4	16.3	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		
	Authority	76.1	15.8	74.9	12.9	75.7	10.3	73.1	9.2	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		
	Authority	73.3	10.0	65.9	9.8	69.0	5.2	66.7	3.0	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		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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		
	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		
	Authority	65.1	12.6	65.8	16.1	56.7	10.9	54.0	13.4	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		
	Authority	60.3	25.9	71.4	38.1	70.2	29.8	68.4	34.2	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		
	Authority	73.9	15.4	68.5	16.0	73.3	20.7	69.5	20.0	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		
	Authority	70.7	10.3	74.4	20.5	82.8	8.6	75.9	6.9	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		
	Authority	62.6	13.8	66.4	18.2	64.8	15.9	61.0	14.2	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		
	Authority	58.6	8.6	58.5	12.2	70.9	12.7	62.1	13.8	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		
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Notes:

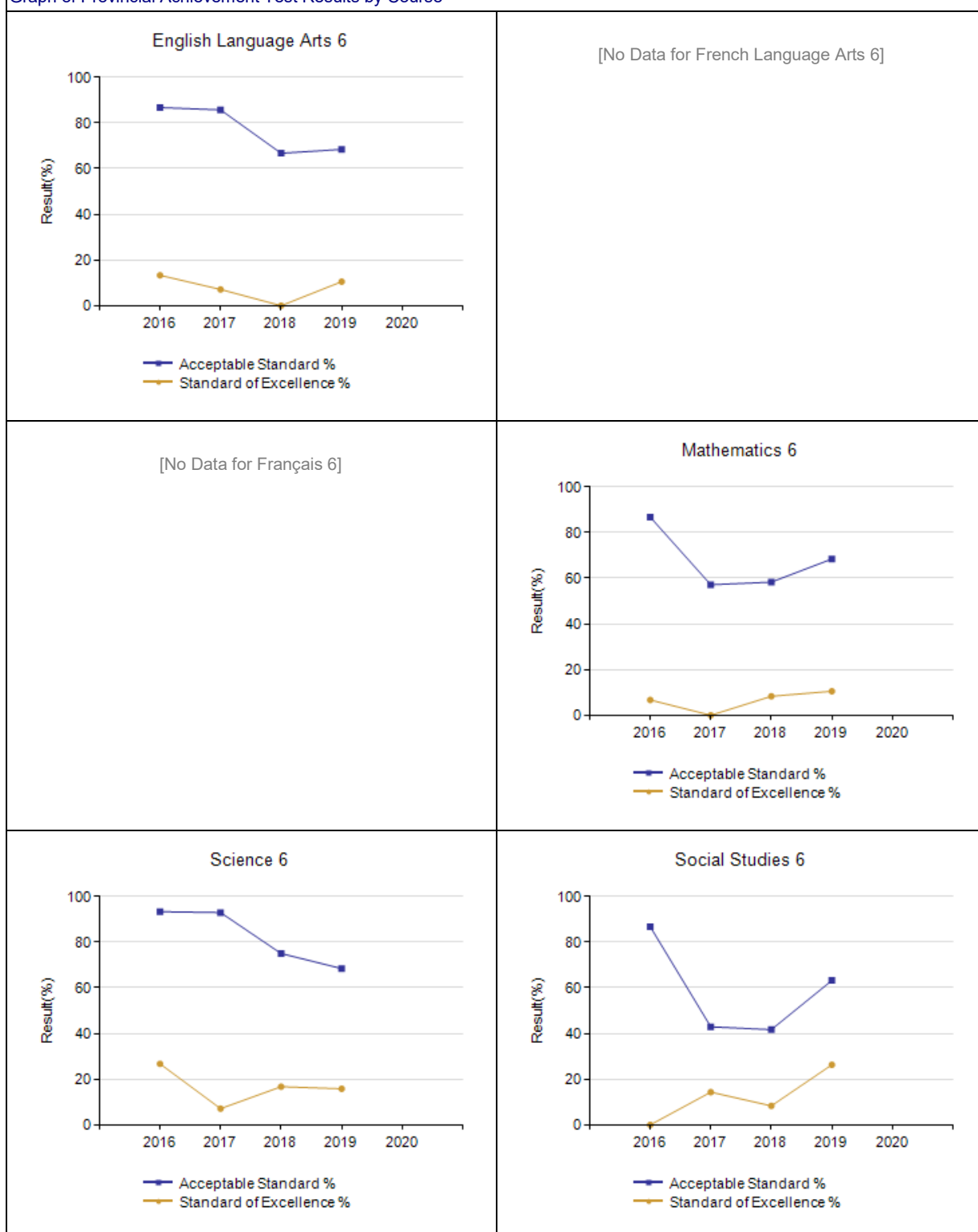
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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



Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course



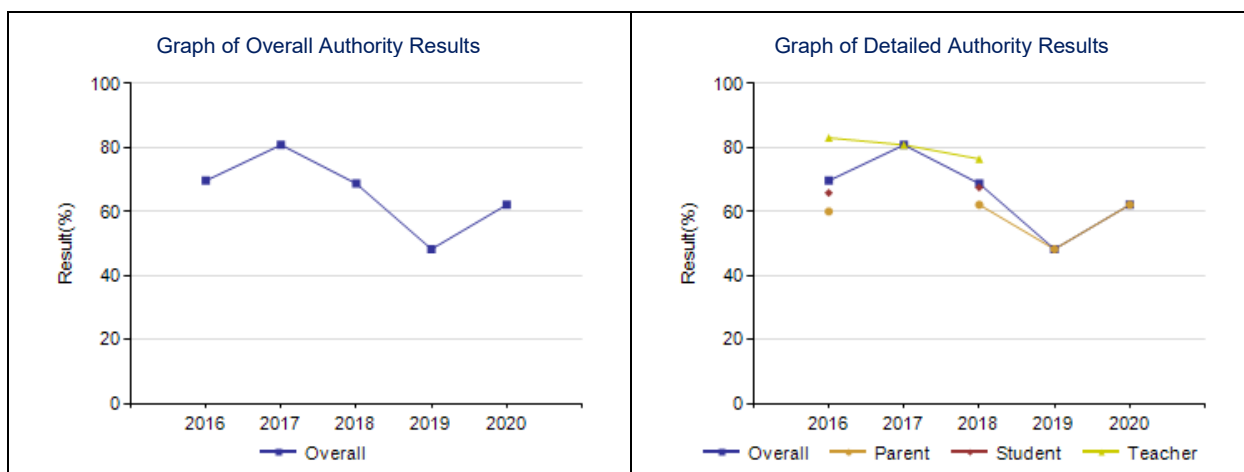
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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3.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

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	69.6	80.8	68.7	48.2	62.1	79.6	81.1	79.0	81.0	81.2	81.9	81.9	81.8	82.2	82.4
Teacher	83.0	80.8	76.4	n/a	n/a	84.5	87.8	88.0	85.7	89.7	88.1	88.0	88.4	89.1	89.3
Parent	60.0	*	62.1	48.2	62.1	77.3	77.7	76.0	79.2	75.4	80.1	80.1	79.9	80.1	80.1
Student	65.8	n/a	67.5	n/a	n/a	77.1	77.7	73.1	78.2	78.4	77.5	77.7	77.2	77.4	77.8

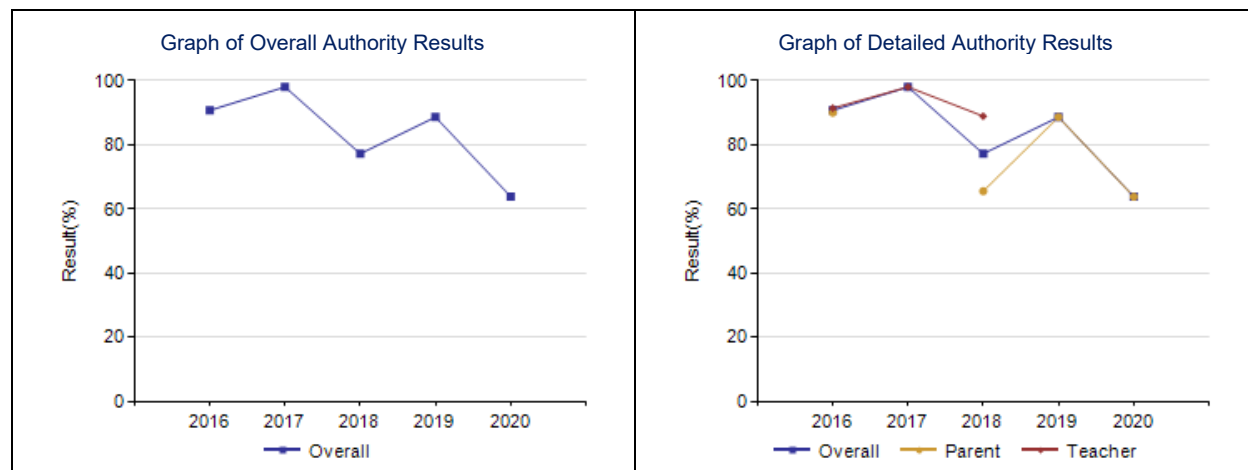


Notes:

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

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	90.7	98.0	77.2	88.6	63.8	80.3	84.4	81.6	82.5	80.5	80.9	81.2	81.2	81.3	81.8
Teacher	91.4	98.0	88.9	n/a	n/a	87.8	91.5	90.0	92.1	90.2	88.4	88.5	88.9	89.0	89.6
Parent	90.0	*	65.5	88.6	63.8	72.8	77.3	73.1	72.8	70.7	73.5	73.9	73.4	73.6	73.9

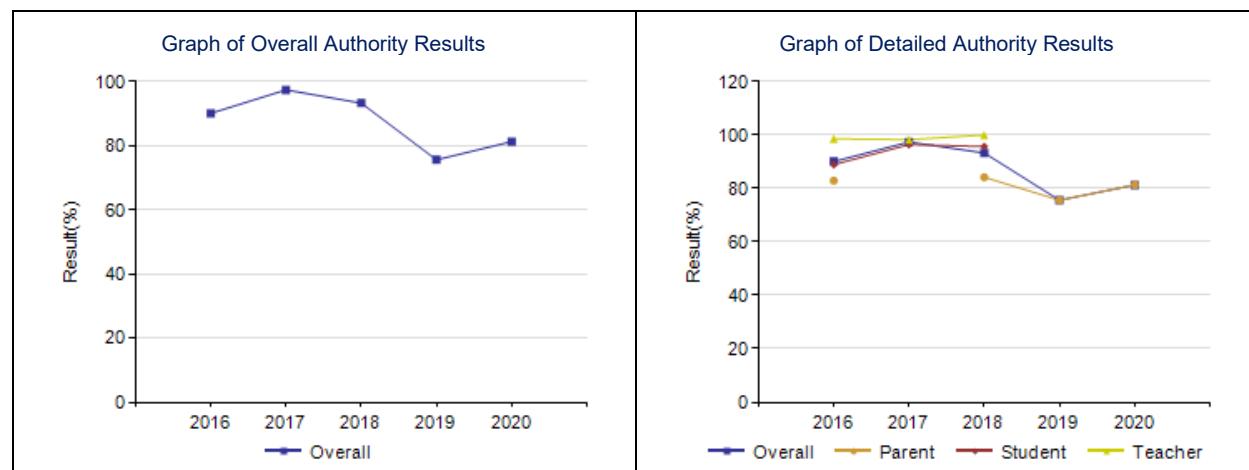


Notes:

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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.1	97.4	93.3	75.6	81.3	92.1	92.4	92.0	92.1	91.4	90.1	90.1	90.0	90.2	90.3
Teacher	98.6	98.3	100.0	n/a	n/a	98.0	98.3	97.8	98.1	97.8	96.0	95.9	95.8	96.1	96.4
Parent	82.9	*	84.2	75.6	81.3	87.9	88.4	87.8	88.7	86.6	86.1	86.4	86.0	86.4	86.7
Student	88.9	96.4	95.7	n/a	n/a	90.5	90.5	90.3	89.6	89.8	88.0	88.1	88.2	88.1	87.8



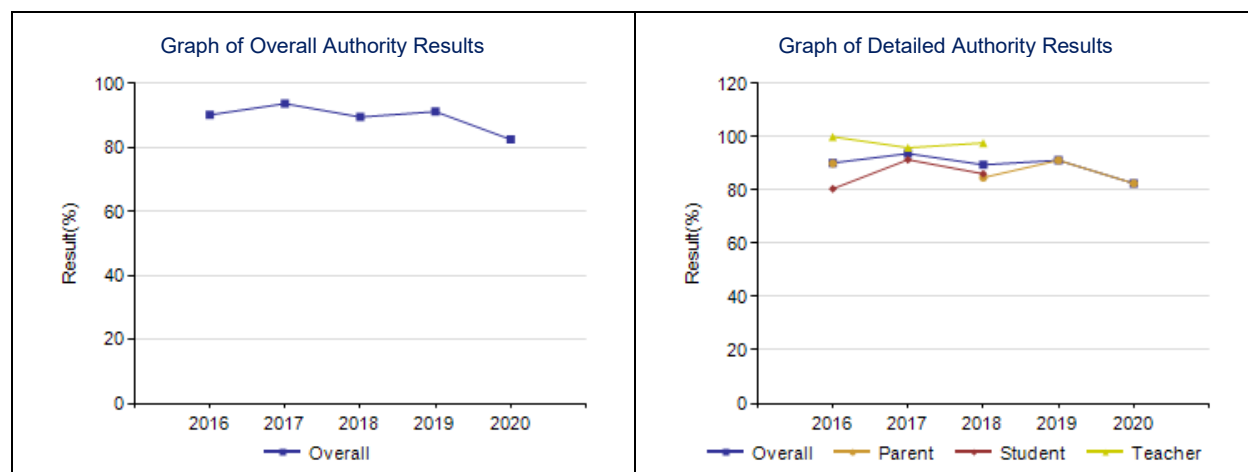
Notes:

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

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.2	93.7	89.5	91.2	82.5	90.9	91.2	90.6	90.6	90.0	89.5	89.5	89.0	89.0	89.4
Teacher	100.0	95.9	97.7	n/a	n/a	96.7	96.9	97.5	96.8	96.9	95.4	95.3	95.0	95.1	95.3
Parent	90.0	*	84.7	91.2	82.5	89.2	90.3	89.8	91.5	87.7	89.8	89.9	89.4	89.7	90.2
Student	80.5	91.4	86.1	n/a	n/a	86.8	86.5	84.6	83.6	85.5	83.4	83.3	82.5	82.3	82.6



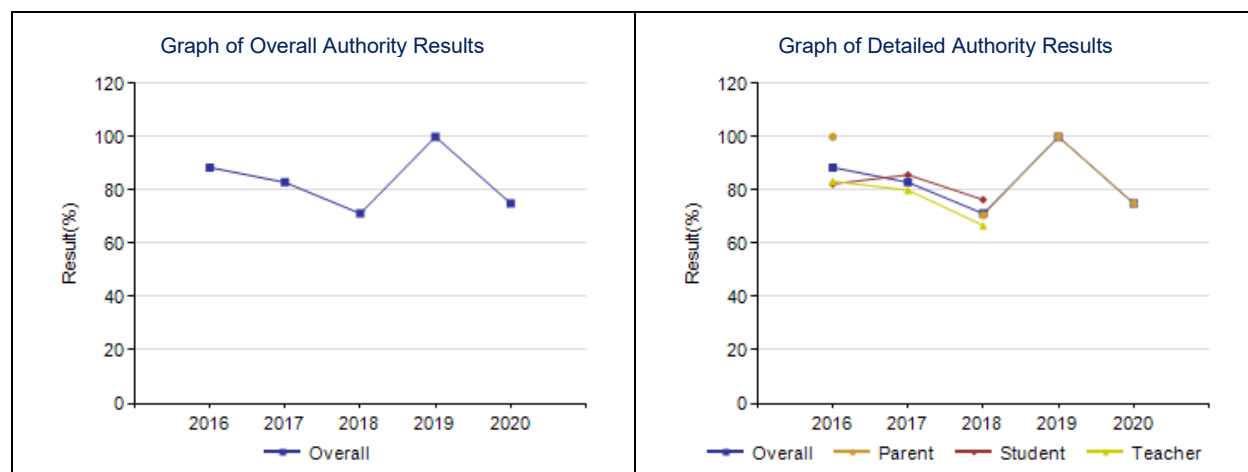
Notes:

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

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	88.5	82.9	71.2	100.0	75.0	86.3	88.0	83.0	84.7	84.3	81.2	81.4	80.3	81.0	81.5
Teacher	83.3	80.0	66.7	n/a	n/a	90.3	88.5	86.2	85.5	90.1	82.3	82.2	81.5	83.4	85.0
Parent	100.0	*	70.6	100.0	75.0	81.7	88.5	79.3	84.0	77.5	79.7	80.8	79.3	80.3	80.0
Student	82.3	85.7	76.4	n/a	n/a	86.8	86.9	83.4	84.4	85.4	81.5	81.1	80.2	79.4	79.6



Notes:

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