

2014-2015 Annual Engagement and Education Results
Report

Duffield School



EXECUTIVE SUMMARY

As a leading public school division dedicated to the success and well-being of all students, Parkland School Division prepares, engages, and inspires our students to be their best in a quickly changing global community. We believe that Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

This document is Duffield School's Annual Engagement and Education Results Report. Parkland School Division and Duffield School have both the responsibility to ensure effective engagement and the accountability for the results achieved while carrying out the education of all students.

As an analysis, this report provides an assurance narrative that enables a deeper understanding of Duffield School for last year. As an important member within the Parkland School Division family of schools, Duffield School remains committed to an Alberta Education Assurance Model for educational planning.

An Assurance Model means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, should provide a more balanced and complete assessment of progress on priority outcomes and goals. The Engagement Report ensures that Duffield School is both forward-thinking and responsive to stakeholder concerns. Assurance, as a measure of confidence, can be revealed through engagement processes. Duffield School and Parkland School Division share in the recognition of the importance of stakeholder engagement.

Parkland School Division and Duffield School are accountable for results and are therefore required to:

- Demonstrate effective strategies for meaningful engagement in education by all stakeholders;
- Establish and ensure a system of accountability for the Division and school's results;
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

The Annual Engagement and Education Results Report serves as both a useful tool for future education plans, and a historical context of the past year for future analysis.

As a school committed to growth and learning, Duffield School's educational planning is a process without beginning or end. The evolutionary process of analyzing results, and developing strong goals and clear strategies in our education planning and reporting process has enabled us to emerge as one of a family of schools in a transformative school division, well-respected for innovation and excellence in education.

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MESSAGE FROM THE SCHOOL PRINCIPAL

It is evident that Duffield School has a strong sense of family and community. The staff is cognizant of their role in program delivery and set goals to teach to the whole child. There is a strong sense of partnership between parents and staff. The teachers are forward thinking teachers committed to 21st century learning and providing an atmosphere that fosters creativity and the development of ethical citizens.

VISION, MISSION, VALUES AND BELIEFS:

Our Vision:

Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

Our Mission:

Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

Our Values and Beliefs:

- We are a caring and compassionate organization – guided by what’s in the best interest of our students
- We believe learning is the foundation of all we do
- We value trust and mutual respect among all of our education stakeholders
- We embrace open and honest communication
- We value and respect inclusion and diversity within our schools
- We are committed to providing safe and caring places for all students to learn
- We believe integrity and fairness are key pillars for student growth
- We value collaboration and engagement with students, parents and our communities; our successes are not possible without these contributions
- We value excellence, innovation and risk-taking
- We want our students to dream big and reach for the stars
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world
- We believe that confident, adaptable and resilient students are successful students
- We value leadership in all places. Everyone in our Division has the potential to be a leader

SCHOOL PROFILE

School Name:	Duffield School	Student Population:	25
Principal:	Mr. Brian Sydora	Teachers:	19
Address:	#1 Main St.	Support Staff:	12
Phone:	780-892-2644	Grades Served:	K - 9
Fax:	780-892-3344		
Email:	Duffield@psd70.ab.ca		

Duffield School

Features of our Schools.....

Strong sense of family and community

All staff are an integral part of program delivery

Strong partnership between parents and staff

Forward thinking teachers committed to 21st Century learning and providing an atmosphere that fosters creativity and the development of ethical citizens

Quotes from Parent Advocates

“Duffield School is an extension of our home, the hub of our community. Between its walls is a busy, warm and open environment, where learning is paramount, acceptance is a given and fun is around every corner. As a parent it warms my heart to see my children excited about their day ahead and equally excited to race off the bus to tell me about their accomplishments.”

Parent Lareina L

“The entire staff cares about each & every student. I love that everyone there from the secretary, care taker, principal to all the teachers & EA’s-truly cares about my children and their education. I love the atmosphere & learning environment of the school & surroundings.” Parent

SCHOOL COUNCIL

Parental involvement is crucial when it comes to our children’s education. Learning does not stop when the school bell rings and it takes an entire community to set up our students for success. Each year, hundreds of volunteer hours are logged in Duffield School in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

Our school is required to have a School Council according to Provincial legislation. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to Principal Sydora on matters that range from school programs, policies and budgeting. Members of the Board of Trustees attend monthly School Council meetings and send a Trustee representative to the regular Council of School Councils meetings.

Trustee: Ron Heinrichs	Email: theboard@psd70.ab.ca
School Council Chair: Tom Poleck	Email: tpoleck@hotmail.com

Key Initiatives of the School Council during 2014-2015

The School Councils and parent volunteers contributed to a vibrant and active school community. The strong parent-school partnership facilitated the communication process and welcomed and encouraged parents to broach questions regarding school issues or practices. The Duffield School Council actively pursued increasing attendance at their monthly meetings.

Along with being visible at school functions, they sent home monthly invitations and included regular updates in the school newsletter.

The Keephills School Council promoted community involvement with local issues affecting the school, eg. heavy traffic and gravel trucks. The strong school council partnership facilitated conversations and data collection regarding school initiatives. Both of The School Councils supported all fundraising initiatives which allowed our students to reap the benefits of additional technology for our students.

Duffield School Council

As required under Provincial legislation, Duffield School is represented by a School Council consisting primarily of parents and school staff.

School Council Chair: Tom Poleck

ENGAGEMENT

Assurance engagement enables the Division and Duffield School to hear our stakeholders and consider the issues that are of greatest concern in light of changing trends in education.

Notwithstanding the diligence and determination of the School Council, Duffield School collected stakeholder feedback through the following:

- A ThoughtExchange online engagement that themed and evaluated 40 responses
- Parent Conferences on November 17th, November 18th and March 24th, March 25th
- The parents also had opportunities to take part in elementary and junior high assemblies and a Parent Tea was held to celebrate the parent involvement at Duffield School.

RESPONDING TO THE BROADER GOALS OF EDUCATION

There is a growing dependence on Education to provide a solid foundation for society's future, to develop engaged and ethical citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is healthy and active. Expanding the definition of learner success to encompass more than academic goals creates a significant increase in community expectations of the education system and in expectations of educators.

Parkland School Division's Ultimate Goal: **Student Success and Well-Being** encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting.

The Division recognizes the education that teachers have always provided as an integral part of nurturing citizenship and social responsibility. Our educators teach and model an active and healthy lifestyle, respond to the growing issues of drugs and alcohol that have become more prevalent with youth, and prepare students to take their place in a rapidly changing world. The Division also recognizes that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators. This Annual Engagement and

Education Results Report endeavors to capture Duffield School's 2014-2015 school year and, furthermore, to reveal the successes and challenges we encountered as we sought to achieve our Ultimate Goal.

The teachers are making connections with the students and parents. The scores indicate that there is a general satisfaction with the effort on behalf of the teachers at Duffield school to provide the best quality education. There is also reference to support staff as a caring and hardworking group that provided the school with a caring atmosphere. Administration is seen as open to suggestions and working to develop a positive relationship with the community.

STRENGTHS

During the 2014-2015 engagement processes, stakeholders were asked to share their thoughts. Our students, parents, staff and community continue to demonstrate appreciation for Duffield School. Several themes emerged from last year to capture what is working well in our school.

- Quality of Teachers and Staff
- Funding and Budget
- School Culture and Atmosphere

QUALITY OF TEACHERS AND STAFF

During 2014-2015 the community commented that they were impressed with the quality of education that their children were receiving. They commented on the diverse range of opportunities that teachers provided such as hands on approach to learning and that the teachers were focused on the multiple dimensions of their child's lives. They indicated that along with academics there is a concentration on both the physical and emotional aspects of the students. Stakeholders are pleased with the communication and the relationships that have been created at the schools.

FUNDING AND BUDGETS

The results indicate a strong sense of community where the parents rally around fundraising to support the school in every capacity. From Grade level field trips to mass funding for technology, the parents take great pride in supporting their school. Volunteers are easily found for all kinds of activities. The parents are open to suggestions and work hard to fund things that they believe will improve the overall education of their children.

SCHOOL CULTURE AND ATMOSPHERE

The strength of the school stems from the culture that has been developed by the staff at Duffield. They continue to make everyone feel welcome at the school. The results show that there is a real sense of community and that the parents feel that the staff genuinely cares for their child. Comments were made that Duffield has a family feel. They love the size of the school and the fact that they know the staff.

Character education was mentioned as a strength as the students do have an idea of how they are to behave and treat each other. The staff offers a myriad of events on the go throughout the year. Field trips, team sports, talent show, tutti frutti....on and on are all examples of well-rounded opportunities at Duffield School.

CONCERNS

During the 2014-2015 engagement processes, stakeholders shared their thoughts and presented Duffield School with important avenues to consider for future strategic planning. Several themes emerged to capture areas for growth or continued consideration:

- Classroom Behavior Management
- Class Size
- School Culture and Atmosphere

CLASSROOM BEHAVIOR MANAGEMENT

Duffield continues to work with supporting all students. The community continues to see the challenges in meeting the needs of all students. We have tried to address the behavioral issues so that students do not interfere with the learning of others. Parents want us to continue to develop a support system to help the teachers manage the complexity of the classroom. We will continue to focus on meeting the needs of the students by providing an inclusive environment through IEL support and additional counselling time for the school.

CLASS SIZE

An issue arose last year as class size fluctuated due to the Keephills students coming on Tuesday's and Thursday's. This issue is no longer a factor due to all students now attending full time and through items in the accountability pillar. The administration of the school is extremely sensitive to class size and focuses on smaller class sizes for the upcoming year. Feedback with parents is that this issue has been resolved.

SCHOOL CULTURE AND ATMOSPHERE

We worked hard last year to develop a relationship with the Keephills community and students. However, it did cause concern for the school. Many of the comments reflected the difficult decisions that the division had to make regarding the closure of Keephills. We will work hard this year to make sure that Duffield represents all of the communities that it represents. With the closing of Keephills we will now focus on developing an inclusive environment for all.

CONSIDERATIONS

Last year, Duffield School's various stakeholder engagements revealed areas for appreciation and concerns as identified above. We are a learning organization and we respect that engagement processes bring forward other items that are perhaps not strengths or concerns, but are nevertheless important to consider. A few themes emerged that we feel are necessary keep in mind as we generate future plans:

- Communication Student/Teacher
- Facilities

COMMUNICATION STUDENT/TEACHER

Our communication with our community is extremely important. We will continue to work on student and teacher communication and also parent/school communication. There was some concern that we could use better communication throughout the year. So we will be focusing on our new webpage and also REMIND to assist with communication throughout the year.

FACILITIES

Some of the AERR comments suggested that we need to look at the beautification of our grounds and school. We will take those comments into consideration as we move forward in the year. We have already received items from Keephills School that will assist us with providing better equipment for all students. We have also made up a proposal to our division to further upgrade our building.

ACCOUNTABILITY RESULTS

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the annual Accountability Pillar survey. Student and teacher surveys are administered online. The parent survey is mailed to the student’s address on file.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

To increase the survey’s validity, small schools survey all students in 4 through 9.

ONE: EVERY STUDENT IS SUCCESSFUL

The following results from Alberta Education’s Outcome 1 are specific to all students achieving student learning outcomes:

Accountability Pillar Performance Measure A.6 (Citizenship):					Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship			
School Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
81.6	78.8	85.9	80.8	76.6	80	Intermediate	Declined	Issue
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
77.4	77.6	78.8	79.3	77.8	79.5	High	Maintained	Good

This Accountability Pillar Measure (A.6) asks respondents to identify agreement or disagreement on a number of items, including:

- Students at Duffield School follow the rules
- Students at Duffield School help each other when they can
- Students at Duffield School respect each other
- Students are encouraged at Duffield School to be involved in activities that help the community
- Students are encouraged to try their best

Accountability Pillar Performance Measure A.8 (Work Preparation):					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 Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
88.9	70.0	87.5	81.8	79.5	80	High	Maintained	Good
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
74.0	75.5	74.8	72.0	74.3	75.0	High	Maintained	Good

This Accountability Pillar Measure (A.8) asks respondents to identify agreement or disagreement on one item:

- Students at your school are taught attitudes and behaviors to be successful at work when they leave school

TWO: ALBERTA HAS QUALITY TEACHING AND SCHOOL LEADERSHIP

The following results from Alberta Education’s Outcome 2 are specific to teacher preparation and professional growth that centers on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure A1.B: (Program of Studies)					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 Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
81.4	73.1	82.4	70.2	78.4	80	Intermediate	Maintained	Acceptable
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
80.0	78.6	80.1	79.8	78.9	81.0	High	Maintained	Good

This Accountability Pillar Measure (A.1B) asks respondents to identify agreement or disagreement on opportunities to participate in the following seven areas:

- Second languages
- Art
- Computers
- Drama
- Health
- Music
- Physical Education

THREE: ALBERTA’S EDUCATION SYSTEM IS GOVERNED EFFECTIVELY

The following results from Alberta Education’s Outcome 3 are specific to the education system demonstrating collaboration and engagement

Accountability Pillar Performance Measure C.1 (Parental Involvement):					Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education			
School Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
82.1	77.5	82.9	85.2	78.1	78	Intermediate	Maintained	Acceptable
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
78.1	77.3	77.0	77.0	76.9	78.0	Intermediate	Maintained	Acceptable

This Accountability Pillar Measure (C.1) asks respondents to quantify the amount of participation available to them on the following items:

- To what extent are you involved in decisions about your child's education?
- To what extent are you involved in decisions at Duffield School?

Furthermore, this measure (C.1) asks respondents to quantify satisfaction on the following:

- How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?

Accountability Pillar Performance Measure A.4 (Education Quality):					Percentage of teachers, parents and students satisfied with the overall quality of basic education			
School Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
95.0	86.6	94.0	88.6	88.5	85	High	Maintained	Good
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
88.3	86.6	87.5	86.2	86.6	87.0	Intermediate	Maintained	Acceptable

This Accountability Pillar Measure (A.4) asks respondents to identify agreement or disagreement on the following items:

- Does your child clearly understand what he or she is expected to learn at school?
- Does your child find school work challenging?
- Does your child find school work interesting?
- Is your child learning what she or he needs to know?

Furthermore, this measure (A.4) asks respondents to quantify satisfaction on the following:

- How satisfied or dissatisfied are you with the quality of education your child is receiving at school?
- How satisfied or dissatisfied are you with the quality of teaching at Duffield School?

The following results from Alberta Education’s Outcome 3 are specific to students and communities having access to safe and healthy learning environments

Accountability Pillar Performance Measure B.4 (Safe and Caring):					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 Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
89.4	86.8	90.6	86.1	87.5	88	High	Maintained	Good
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
85.8	85.8	86.3	87.0	86.7	88.0	High	Maintained	Good

This Accountability Pillar Measure (B.4) asks respondents to identify agreement or disagreement on the following items:

- Students treat each other well at Duffield School
- Teachers care about your child
- Your child is safe at Duffield School
- Your child is safe on the way to and from Duffield School
- Your child is treated fairly by adults at Duffield School

Accountability Pillar Performance Measure E.2 (School Improvement):					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 Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
89.7	76.1	86.7	79.3	61.9	79	Very Low	Declined Sig.	Concern
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
79.0	76.5	77.5	77.1	74.7	79.0	Intermediate	Declined Significantly	Issue

One measure for this Accountability Pillar Measure (E.2) is provided to parents:

- In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years?

One measure for this Accountability Pillar Measure (E.2) is provided to teachers:

- In your opinion, has the quality of education at Duffield School improved, stayed the same, or declined in the past three years?

Students are asked to respond with agreement or disagreement on two items:

- Are you proud of Duffield School?
- Would you recommend Duffield School to a friend?

DERIVED RESULTS

Whereas Accountability Measures are established through surveys distributed to students, parents and staff, derived results are generated through performance measures or statistical results.

Drop Out Rate:					Annual Drop Out rate of students aged 14 to 18			
School Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
0.0	0.0	0.0	0.0	0.4		Very High	Maintained	Excellent
Parkland School Division Results (in percentages)					Target	Evaluation		
2010	2011	2012	2013	2014	2014	Achievement	Improvement	Overall
4.8	3.4	3.9	3.1	3.4	3.3	High	Maintained	Good

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- A student who was in Alberta’s education system is considered to have dropped out if:
 - There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
 - They did not complete high school (see high school completion measure for details).

PROVINCIAL ACHIEVEMENT TEST RESULTS

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Provincial Achievement Test Results – Acceptable Standard:					Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results)			
School Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
82.3	77.1	77.8	74.2	70.1	75	Low	Maintained	Issue
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
75.3	76.4	74.1	70.7	73.7	77.5	Intermediate	Maintained	Acceptable

Provincial Achievement Test Results – Standard of Excellence					Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results)			
School Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall
14.9	12.3	20.4	6.0	5.7	10	Very Low	Declined	Concern
Parkland School Division Results (in percentages)					Target	Evaluation		
2011	2012	2013	2014	2015	2014	Achievement	Improvement	Overall
15.2	15.8	13.3	13.3	12.9	15.0	Low	Maintained	Issue

Duffield School Provincial Achievement		Results (in percentages)									
		2011		2012		2013		2014		2015	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	81.5	3.7	90.3	0.0	71.9	9.4	92.6	7.4	84.0	8.0
	Authority	83.3	14.9	86.6	15.3	82.6	10.0	82.6	13.1	83.8	14.0
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5
Mathematics 6	School	70.4	3.7	61.3	0.0	62.5	21.9	77.8	7.4	64.0	0.0
	Authority	73.2	12.0	76.6	10.9	71.1	9.9	72.0	10.7	70.3	7.5
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1
Science 6	School	74.1	18.5	77.4	12.9	56.3	21.9	74.1	3.7	60.0	4.0
	Authority	73.5	20.4	81.6	24.1	76.6	18.6	75.9	21.3	77.7	16.8
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3
Social Studies 6	School	70.4	7.4	67.7	0.0	59.4	15.6	63.0	0.0	56.0	0.0
	Authority	67.9	12.3	74.4	15.3	68.4	11.2	67.9	12.0	66.5	10.4
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1
English Language Arts 9	School	88.6	20.0	73.8	16.7	97.6	21.4	67.6	5.9	73.2	0.0
	Authority	84.6	13.4	81.9	13.9	80.8	13.1	74.0	10.2	77.5	9.8
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	85.7	14.3	*	*	n/a	n/a
	Authority	79.5	17.9	44.0	0.0	88.2	2.9	61.5	0.0	91.7	0.0
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6
Mathematics 9	School	93.8	18.8	70.3	16.2	86.0	20.9	67.6	5.9	62.5	2.5
	Authority	70.4	14.2	64.2	12.2	68.6	12.5	63.1	11.1	67.5	11.3
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0
Science 9	School	88.6	28.6	91.7	19.4	95.3	27.9	88.2	8.8	82.5	15.0
	Authority	80.8	21.2	75.2	21.0	78.0	18.2	73.2	16.5	79.3	20.3
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9
Science 9 KAE	School	n/a	n/a	83.3	0.0	*	*	*	*	n/a	n/a
	Authority	81.6	15.8	65.6	6.3	81.8	18.2	69.2	23.1	73.3	20.0
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2
Social Studies 9	School	82.9	11.4	81.1	29.7	78.6	23.8	61.8	8.8	72.5	12.5
	Authority	67.5	14.8	71.5	15.4	64.6	14.8	58.6	13.3	65.7	14.2
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8
Social Studies 9 KAE	School	n/a	n/a	*	*	71.4	0.0	*	*	n/a	n/a
	Authority	72.2	16.7	74.2	19.4	85.3	11.8	61.5	7.7	66.7	13.3
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2

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

“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

RESOURCE STEWARDSHIP

To be discussed...