



**Doing What's
Best for Kids**



École Dickinsfield Public School School Growth Plan



**ÉCOLE DICKINSFIELD
SCHOOL
2019-2020**



**Combined 3 Year Strategic Education Plan (SEP)
& Annual Education Results Report (AERR)**

MISSION STATEMENT



Motto

Together we fly higher. / Ensemble nous volons toujours plus haut.

Profile

- Leadership Team:
Erin Keca, Acting Principal; Mark Dolmont, Vice- Principal; Brian Mullally, Acting Vice-Principal
- Staff- 57
 - ATA- 35.4 (plus one contracted counsellor + one PEAK shared teacher)
 - CUPE – 13 EAs, 3.5 Secretaries, 1 librarian (plus four custodians)
 - Recruitment history- New to staff this year: 6 ATA
- Students (Based on Sept 30 enrolment data)
 - Enrolment- 698 Sept 30 2019
 - Enrolment trends - Steady from last year, with a very small increase (5 students)
 - Grade range in school - ECDP to grade 6

Summary of Accomplishments

- Leader in Me Lighthouse School, Apple School, PEAK school, Dual Program School: English/French Immersion
- Focus on STEM learning: Tech Academy, Coding Club and Lego Robotics, Lego Club, DiscoverE Science presentations, Coding, Little Bits and other technology, Science Fair, Google Classroom, and more.
- Arts: Dickinsfield Musical theatre, great Christmas and spring concerts , choir, handbells and with ORFF instrument instruction and dance embedded in music class
- Athletics: PEAK Hockey, Vista Ridge ski/snowboard program, volleyball, basketball, badminton, and track and field, AMA Youth Running Club, Healthy Cup Recipients in 2019
- Literacy: Strong Reading Program results, Author visits, Family Literacy Nights
- Leadership Roles Such as: DF News, ATB school bank, Birthday card makers, Bucket filling leaders, Bus greeter, Chair setup leaders, Crossing guards, Front sign leaders, Playground Buddies, Gardening leaders, Global team, Greeters, Holiday Decorating, Hot lunch bin leaders, Library leaders, Lost and Found Leaders, Lunch Monitors, O Canada singers, Office Leaders, Photographers, Public Speaking leaders, Recycling, School Tours, Stage Leaders, Student Lighthouse team, Swiffers, Wormologists.
- Social Conscience: Environmental initiatives, Food Bank drive, SPCA, Center of Hope, Terry Fox Run, Jump Rope for Heart, DF Cares for DF, Breakfast program, United Way



School Wide Goals

Our School Goals:

As a staff, we decided to focus on Positive Student Behaviours and Numeracy as our school wide goals. With the introduction of the Collaborative Response Model, we also added a literacy goal as staff felt more comfortable learning the model using an area we have focused in the past and that there is a great deal of collective expertise. Together these three areas formed our school wide goals.

Literacy:

In September, staff received training from Marilyn Schmitke of Jigsaw Learning, for the Collaborative Response model.

- Teams looked at student reading data, focussing on students who were just below grade level targets for that point in the year
- Teams looked at the specific challenges that these groups of students were facing with literacy
- Teams used the collective wisdom in the room to brainstorm strategies that could work for those groups of students
- Teams worked together to research and produce classroom resources to support this work



Numeracy:



In October 2019, grade 2-6 teachers administered the MIPI, an Edmonton Public Schools Math assessment, to all students. The challenge was in using this data to inform instruction. Staff found the data analysis process lengthy and cumbersome and could not find a link to create a measurable goal. It was decided for each grade to use one Number Sense Math outcome to focus on year round, in addition to teaching all outcomes, and discuss student success in this outcome during PLF time. When we instead focussed on Collaborate Response, there was less PLF time for Numeracy. We would like to go back to a focus on basic fact assessment and acquisition for the 2020-2021 school year.

Positive Behaviour:

In August 2019, after analysis of the OurSchool survey data, staff felt that students were not clear on behaviour expectations throughout the school. The staff Lighthouse Team created a behaviour survey for staff and students as pre and post measures. The team worked to establish explicit expectations for a variety of locations in the school, including the classroom, student bootrooms, recess behaviours, assembly expectations, bathroom expectations, and hallway expectations. Each month there was an area of focus and teachers did check-ins with the class at lunch and at the end of the day. Their collective success was recorded as “green” or “red”. The number of “green days” for each class was celebrated at monthly success assemblies as classes achieved “bronze”, “silver” or “gold” status and were entered into a draw for each level of



achievement. Teachers felt that this goal had a tremendous impact on student behaviour.

Accountability Pillar Results

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Ecole Dickinsfield School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	88.5	88.5	87.6	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	91.1	88.0	89.9	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	89.7	91.7	90.4	90.2	90.0	90.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	75.6	81.6	78.7	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	13.0	8.1	10.2	20.6	19.9	19.6	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	75.6	82.8	81.5	83.0	82.4	82.6	Intermediate	Maintained	Acceptable
	Citizenship	79.7	84.4	82.1	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	82.1	74.1	78.6	81.3	81.2	81.1	High	Maintained	Good
Continuous Improvement	School Improvement	75.5	76.9	75.8	81.0	80.3	81.0	Intermediate	Maintained	Acceptable

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target		Evaluation		
	2015	2016	2017	2018	2019	2019	2020	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.1	71.7	75.9	81.6	75.6	85.0	82.0	Intermediate	Maintained	Acceptable
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	22.0	23.9	12.3	8.1	13.0	20.0	20.0	Low	Maintained	Issue

Comment on Results

The subject breakdown for PAT results were as follows (first column is acceptable, second column is excellence):

2019 Provincial Achievement Test Results		Acceptable	Excellence
English Language Arts 6	School	91.4	16.0
	Province	83.2	17.8
French Language Arts 6	School	75.5	13.2
	Province	87.7	15.7
Mathematics 6	School	74.1	12.3
	Province	72.5	15.0
Science 6	School	70.4	13.6
	Province	77.6	28.6
Social Studies 6	School	66.7	9.9
	Province	76.2	24.4

Our grade 6 students improved in their attainment of the Standard of Excellence in every subject as compared to the previous two years, however, the attainment of this standard has decreased since 2015. We don't consider 2016 in our results as not many students took the Achievement test that year as it was the year of the Wildfire evacuation. The percentage of students achieving the acceptable standard was above the provincial average for English Language Arts and on par with Mathematics, perhaps due to our collective school focus in these areas. Areas of concern include our student achievement in French Language Arts, Science and Social Studies. When we analyzed the test results, we noticed that there were no significant drops in achievement in any one particular curricular area for these subjects, rather, the achievement was just slightly below the province across the board. Though we are several years removed from the wildfire, we feel that student's academic achievement continues to be impacted by it. For some, this impact is through anxiety, including, test anxiety. Knowing this cohort of students and recognizing the number of students who were expected to achieve at a higher level, we wonder if some of the reduced test results might have been anxiety around taking tests.

We also recognize that every class is different and there are many factors outside a teacher's control.

Strategies

- Administration is working with teachers to support students in gaining test taking skills. In September, 2020, grade 6 teachers will collaborate with district staff to build student capacity in taking multiple choice tests.
- Using our breakfast program grant and school funds, we provide fruit, yogurt and granola bars for grade 6 students prior to the test administration to ensure they are properly nourished.
- We will communicate with parents the importance of ensuring students are well rested prior to the exam
- Introducing relaxation strategies at the beginning of the year and in grades 4 & 5.
- Friends Youth Program will be implemented in 2020-2021 School Year. This is an anxiety prevention program for all grade 5 students.
- Universal training and implementation of Zones of Regulation, helping students to manage anxiety
- This year we have been using a Collaborative Response (CR) approach. This is a system of structured grade level meetings during our Professional Learning times where teachers identify student learning needs and brainstorm possible classroom supports. Teachers use the collective wisdom of the group to tackle problems.
 - This has been a learning curve – we are starting with using our literacy data to identify student learning needs.
 - We will work towards using these structured times to also do a group analysis of PAT results as we recognize that though the tests are taken in grade 6, they represent one aspect of the students' learning journey.
 - For the 2020-2021 school year, we plan to look at our timetabling more creatively to identify some time in the school week that teachers can meet to have their Collaborative Response team meetings. This will ensure that the PLFs can be used for teacher learning around identified student needs.
 - Many staff are using Guided Reading in their classrooms, however, for next year we will discuss universal implementation as a staff, and include this in our Collaborative Response discussions
- Consideration will be given for the 2020-2021 school year to explore the "SmarterScience" Framework, which is a framework for teaching and learning science that emphasizes the scientific process and develops the skills of inquiry, creativity, and innovation in a meaningful and engaging manner. Administration has contacted them to look for training opportunities.
- Consider "Peer tutoring" programs to support students
 - Reinforces the knowledge of the student "tutoring"
 - Helps the student receiving the tutoring as information is presented in a different way.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target		Evaluation		
	2015	2016	2017	2018	2019	2019	2020	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.5	79.0	82.7	84.4	79.7	87	85.0	High	Maintained	Good

Comment on Results

This is an area that, though evaluated as high on the report, was lower than the previous year. It was particularly low from a student perspective. As a staff, we made the decision at the beginning of the year to focus on school wide behaviour expectations.

Strategies

- Teaching and reinforcing school wide expectation at the classroom level and reflecting on certain areas daily in the classroom.
- Celebrating class successes on behaviour attainment at monthly school wide success assemblies
- Modeling respect in the classroom and throughout the school.
- Explicit instruction of the 7 Habits that teach lifelong characteristics of active citizenship.
- Daily reflection of personal behaviours in student agendas in some classrooms – consider doing this school wide.
- DF Cares for DF school leadership group, which fundraises for school families in need and emphasizes the importance of giving back to the school community.
- Having classroom and schoolwide leadership roles promotes the idea of “having a job” and contributes to active citizenship
 - Emphasizes the importance of attending “to your job” and ensuring responsibilities are met
- On-going recognition of students doing what's right through our “Caught Being a Leaders” slips with a draw for school swag at our monthly assemblies
- Grade 6's participate in the Student Vote program that models what happens in an election.

Things to consider:

- Further communication of our monthly behaviour expectations that we are working on with parents so that this can be reinforced at home.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

Performance Measure	Results (in percentages)					Target		Evaluation		
	2015	2016	2017	2018	2019	2019	2020	Achievement	Improvement	Overall
Overall percentage of self-identified FNMI students who achieved the acceptable standard on PATS	80.8	n/a	*	79.3	70.7		85.0	Intermediate	Maintained	Acceptable
Overall percentage of self-identified FNMI students who achieved the standard of excellence on PATS	11.5	n/a	*	0.0	2.4		10.0	Very Low	Maintained	Concern

Comment on Results

The data is based on small numbers of FNMI students in Gr. 6 which vary in amount from year to year, however, our results indicate that we need to further support our students who identify as First Nation, Metis and Inuit with

their academic achievement. This goes beyond interventions in or out of the classroom and speaks to the need for connection and further understanding of their cultures.

Strategies;

We plan to achieve this by having more connections between home and school for our students who identify as First Nation, Metis and Inuit. We will invite parents and Elders to come into our school to discuss First Nation, Metis and Inuit history and share personal stories. We have students who have committed to being “Elder Keepers” who will greet our Indigenous guests. Our Division First Nation, Metis and Inuit lead teacher has come to our division 2 classrooms to do Truth and Reconciliation lessons with students. Students also learned Dene Hand games that have since been played during DPA. In December this year our staff attended an excellent professional learning opportunity provided by our school division that built our capacity and understanding of First Nation, Metis and Inuit cultures, explored how to infuse the learning in all aspects of curriculum and illustrated how we can better support our students. This year we offered the Full Circle Mentoring program in conjunction with Big Brother Big Sisters which provided experiences to strengthen cultural awareness and pride among Indigenous youth. Here are the strategies that our staff will focus on in the 2020-21 school year:

- Find accurate teacher and student resources (Both English and French).
- Create a Team Drive with Indigenous Resources both vetted and non-vetted
- Utilize resource lists that have been developed by others
- Bring Elders and Knowledge Keepers into our school for presentations on First Nation, Metis and Inuit culture.
- Possibility of infusing Indigenous musical instruments and dances into classes especially music class; Flute, drum, videos of Pow Wows etc.
- Indigenous activities for DPA such as jigging and Inuit games.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target		Evaluation		
	2015	2016	2017	2018	2019	2019	2020	Achievement	Improvement	Overall
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.	85.2	87.2	94.4	88.0	91.1	90	94.0	Very High	Maintained	Excellent

Comment on Results

At École Dickinsfield we offer very diverse programming for our students. As a dual language school, our students have the opportunity to learn in either French or English. We have a Tech Academy for our grade 6 students, coupled with after school technology clubs for grades 4-6 students. A long standing tradition at École Dickinsfield School is our yearly school musical that students, staff and parents thoroughly enjoy. We have a dedicated Music teacher and Physical Education teacher who provide excellent programming for students of all grades. We are fortunate to host the PEAK hockey academy at our school for interested grade 3-6 students. After school clubs such as Running Club and sports teams, along with our yearly participation in the Terry Fox Run, Winter Walk and Jump Rope for Heart, help to contribute to our students' maintenance of a healthy lifestyle. As an Apple School with two Health Champions, we are proud recipients of the 2019 Healthy Cup, where many of our health conscious initiatives were recognized. All of these aspects, along with our excellent educational staff (EA's and teachers) contribute to our high achievement in this area. Our school has a strong focus on the environment. Our school learning garden is thriving, with most classrooms participating in some way, either planting, tending to, or cultivating the garden. Our school gardening leaders take a huge role in

this, as well as in maintaining our Tower Garden, for growing produce in the winter months. Both of these gardens, indoor and outdoor, give our students the opportunity to taste a variety of healthy foods at harvest time. Our school also has a culture of recycling with both classroom and schoolwide Recycling Leaders. They work diligently to collect paper, cardboard, plastic and drink containers. Our Wormologists feed apple cores and banana peels to our thousands of composting worms. In the spring, this compost is used for our learning garden. Last year, our grade 6 students worked in partnership with Stratford Contracting to build an Outdoor Classroom, thus enhancing our students' learning experiences in an excellent alternative environment.

Strategies

Some things we will be working towards to help continue to share the message of what we are doing at École Dickinsfield School to offer a broad program of studies include:

- Continued parent communication regarding our weekly events and what's happening in classrooms
- Sending assessments home for parent acknowledgement of their students' current level of achievement
- Monthly entries in PowerSchool to demonstrate current level of student achievement.
- Week long residency of POUND, an engaging fitness program that uses yoga mats and drumsticks to help students stay healthy.
- Continued messaging of healthy eating habits in our school communication.
- ECDP – grade 3 teachers increase use of See Saw as a digital portfolio.
- Continue practice of Student Led Conferences and Parent Teacher interviews to communicate what's happening in the classroom
- Use of Google Classroom and increased parent knowledge of this tool in grades 4-6
- Continue extra-curricular activities and increase offerings, especially for grades 1-3
- Weekly "Monday Morning Memo" that highlights what is happening in the school that week and Daily messaging in our DF News, which gets posted to our school YouTube and Facebook pages, as well as played daily in classrooms.

Consider:

- "Did you Know" facts and info on what is happening in various classrooms – posted on Facebook.

Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target		Evaluation		
	2015	2016	2017	2018	2019	2019	2020	Achievement	Improvement	Overall
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.	90.3	86.0	88.5	88.5	88.5	-	90.0	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.0	91.6	87.8	91.7	89.7	90.0	91.0	Very High	Maintained	Excellent
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.	83.1	72.9	88.8	82.8	75.6	-	85.0	Intermediate	Maintained	Acceptable

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	85.2	74.1	87.7	74.1	82.1	88.0	85.0	High	Maintained	Good
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.	85.3	72.0	78.6	76.9	75.5	80.0	80.0	Intermediate	Maintained	Acceptable

Comment on Results

(an assessment of progress toward achieving the target)

We are proud that our stakeholders feel that children under our care are safe in our building. Continuing to ensure that all of our students feel physically and emotionally safe at school is a priority at École Dickinsfield. With regards to students being taught attitudes and behaviours that will make them successful at work when they finish school, our lower result this year is something that we will be addressing. Though most of our parents feel they are involved in school decision making, we will continue to make this a priority, while also demonstrating how École Dickinsfield has a growth mindset and we are working to continually improve.

Strategies

Some best practices that we continue to use to ensure the physical and emotional safety of our students include:

- Teaching the 7 Habits of Happy Kids, where the first three are focused on the individual student making good choices, the next three are focused on working and playing with others, and the 7th Habit is about self-care. There is an 8th Habit that encourages students to inspire others. All of these habits contribute to students being physically and emotionally safe at school and in their lives
- Continue teaching WITS for problems solving – Walk away, Ignore, Talk it out, Seek help. This problem-solving system provides students and teachers with a common language
- School Counselor delivers “Chester the Cat” in grade 1 & 2 classrooms. This is a bullying prevention program that incorporates problem solving strategies
- We have two Buddy Benches outside that students can sit on if they feel they don’t have anyone to play with. Students know and understand how to use this, so that children aren’t sitting long before another child comes to invite them to play.
- This year we began to track our “Green Days” as a school. Each month we focus on a different behavioural expectation from in the classroom, to hallways, bathrooms, boot rooms and at recess. Teachers first teach the expectations to students, then they check in as a class twice a day to see how they are doing. A green day means that student behaviours in this area were what they should be. A red day means many students were having challenges with this behaviour. Each month at our success assembly we celebrate class success and have draws for a pizza party, an extra PE class or an extra recess. This has been well received by both students and staff
- Staff take walkie talkies outside for supervision. This helps increase communication at recess and ensures situations requiring administration or first aid attention are dealt with efficiently and effectively. There are some issues to be worked out and more might be needed.
- Our school counselor sees many students and runs a variety of groups that help contribute to student emotional safety. Programs like Full Circle Mentoring, Building Friendships also support this
- Girls Inc presentations on Girl Empowerment, Girls and the Media
- We have started a school GSA, to support a more inclusive school environment

- Our Crossing Guards are out every morning to ensure our families can safely cross at the crosswalk. They will continue to receive training from the AMA.
- One leadership group is Playground Buddies. This group of older students is trained by our school counselor to support younger students on the playground during recess.
- Invite guest speakers from a cross-section of industries to speak to students about job expectations and the school requirements needed for these positions
- Implement a “Research a Career” project in Division 2 which includes students interviewing an adult in a chosen profession.

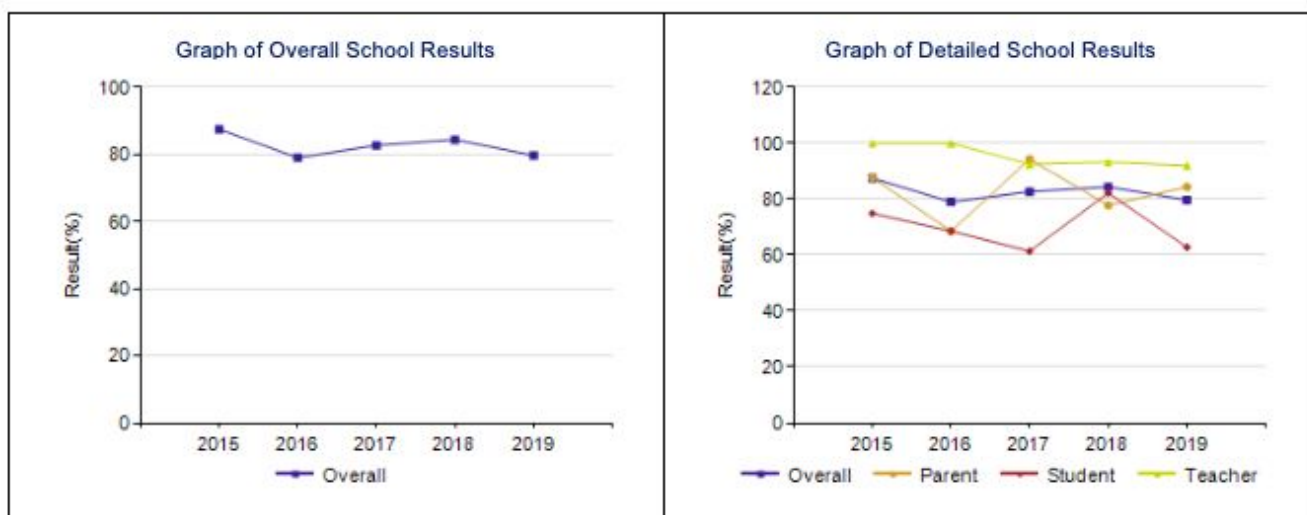
Further strategies we will be implementing:

- Though some classrooms have already begun, in 2020-21 we will be doing school wide training and implementation of the Zones of Regulation. In this program, students learn to match their emotions with various colours: blue, green, yellow and red, and are taught strategies to help them get back to the optimal zone for learning, green. Having students more emotionally regulated will contribute to their feeling safe at school.
- We will collaborate to find strategies for parent communication around their child’s behaviour, both positive and negative. We recognize that parents need this communication in order to follow up with their children at home, however, we also know that too much communication can cause anxiety for parents and students.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.5	79.0	82.7	84.4	79.7	81.8	81.8	84.9	84.5	86.3	83.5	83.9	83.7	83.0	82.9
Teacher	100.0	100.0	92.5	93.3	92.0	95.4	96.4	96.3	94.8	96.1	94.2	94.5	94.0	93.4	93.2
Parent	87.7	68.6	94.3	77.8	84.4	81.0	81.0	84.0	83.2	86.5	82.1	82.9	82.7	81.7	81.9
Student	74.9	68.6	61.4	82.2	62.8	69.1	67.9	74.6	75.4	76.3	74.2	74.5	74.4	73.9	73.5



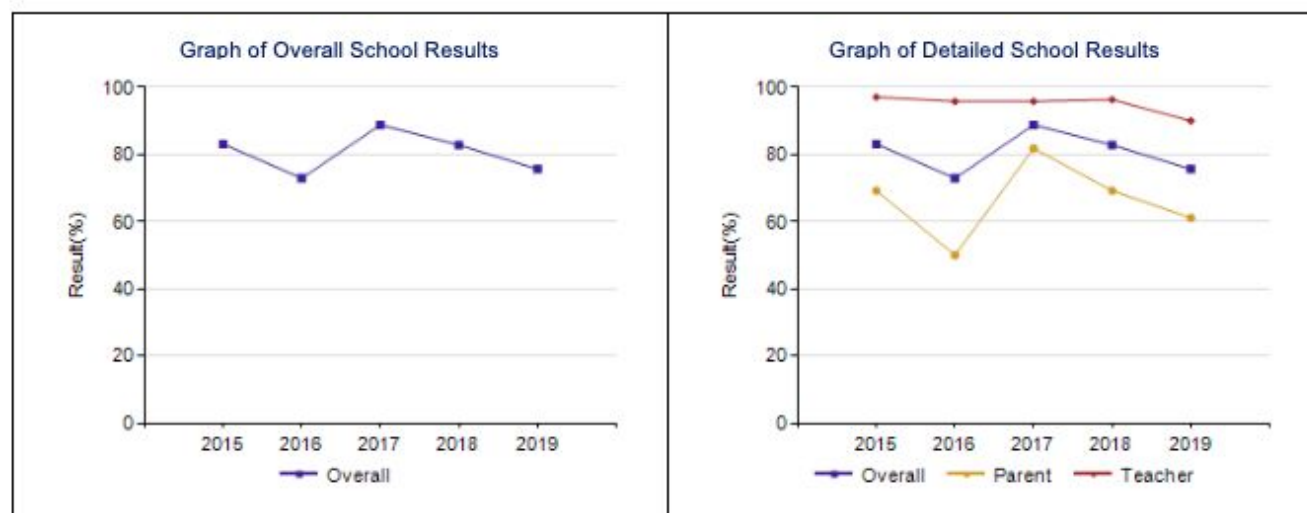
Notes:

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/TFM (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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.1	72.9	88.8	82.8	75.6	80.4	85.4	84.5	83.9	86.8	82.0	82.6	82.7	82.4	83.0
Teacher	97.1	95.8	95.8	96.3	90.0	91.5	93.6	93.9	94.0	96.6	89.7	90.5	90.4	90.3	90.8
Parent	69.2	50.0	81.8	69.2	61.1	69.3	77.1	75.0	73.8	77.1	74.2	74.8	75.1	74.6	75.2



Notes:

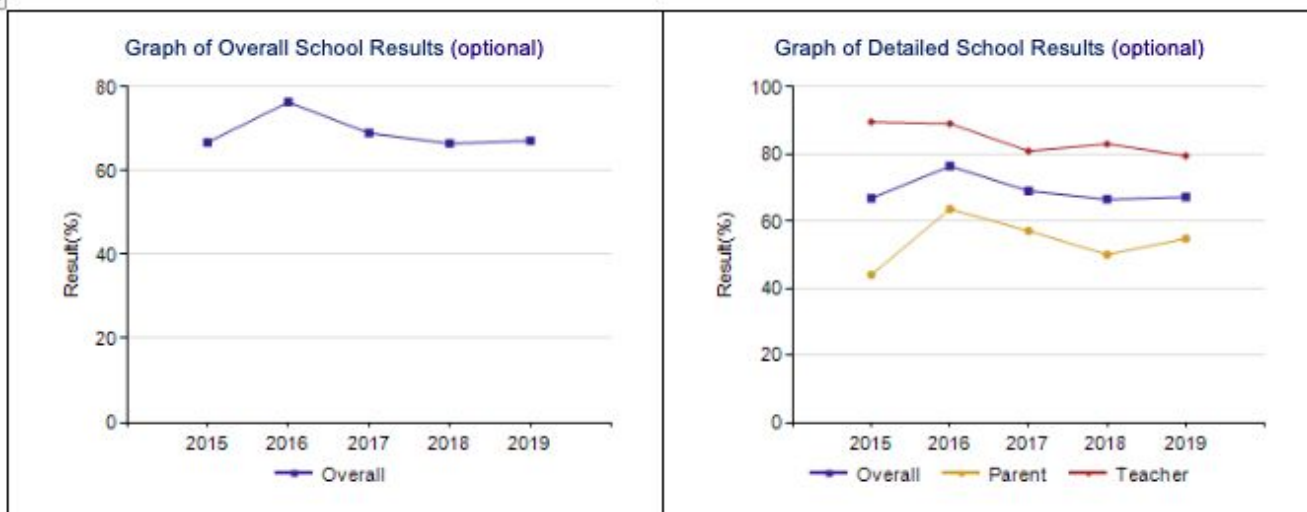
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	66.8	76.4	69.0	66.5	67.2	70.0	74.6	73.2	73.1	75.2	70.0	70.7	71.0	70.9	71.4
Teacher	89.6	89.1	80.9	83.0	79.5	81.1	81.2	83.3	84.6	85.0	76.0	77.3	77.3	77.8	78.8
Parent	44.0	63.6	57.1	50.0	54.8	58.9	68.1	63.1	61.7	65.3	64.0	64.2	64.8	64.0	64.0

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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 (*).

Provincial Achievement Test Results – Measure Details

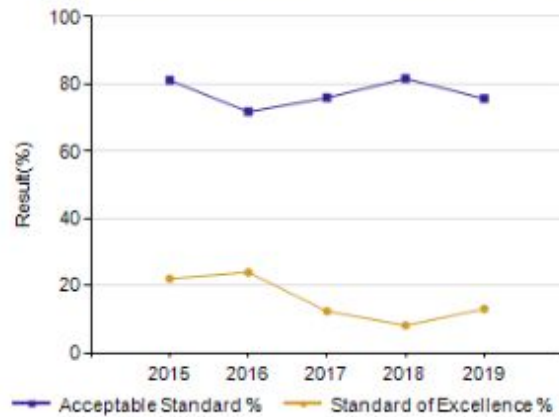
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	94.4	31.9	46.7	20.0	91.2	24.6	91.9	14.5	91.4	16.0	94	20
	Authority	86.1	19.4	42.2	18.8	85.1	14.6	87.9	18.1	85.9	13.9		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	90.0	16.7	*	*	90.9	9.1	88.6	11.4	75.5	13.2	85	20
	Authority	90.0	16.7	*	*	90.9	9.1	88.6	11.4	75.5	13.2		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Mathematics 6	School	84.7	20.8	90.9	27.3	68.4	5.3	80.6	11.3	74.1	12.3	80	15
	Authority	78.7	17.3	90.0	32.5	67.0	9.7	74.1	10.4	68.8	11.5		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	77.8	23.6	100.0	33.3	66.7	15.8	79.0	3.2	70.4	13.6	80	15
	Authority	76.9	21.5	93.9	42.4	72.9	20.2	78.0	19.4	75.3	17.5		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	63.9	13.9	100.0	25.0	68.4	5.3	71.0	1.6	66.7	9.9	75	15
	Authority	70.6	15.2	96.7	33.3	69.8	17.1	72.7	14.1	72.1	14.5		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		

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.

Graph of Overall Provincial Achievement Test Results

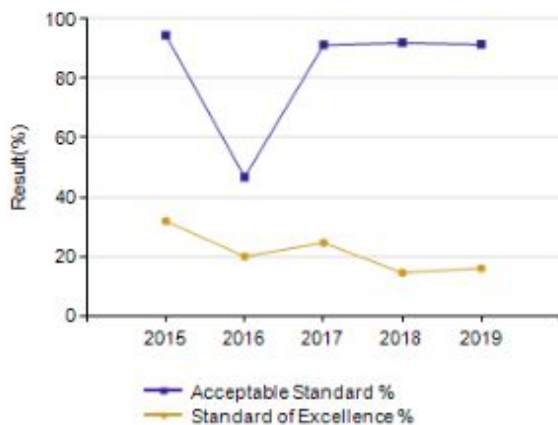


Notes:

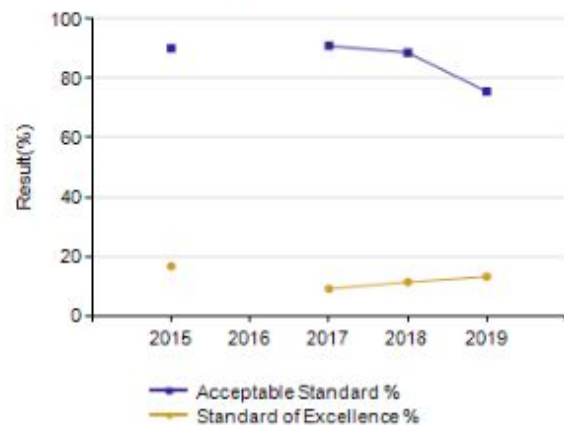
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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Graph of Provincial Achievement Test Results by Course

English Language Arts 6

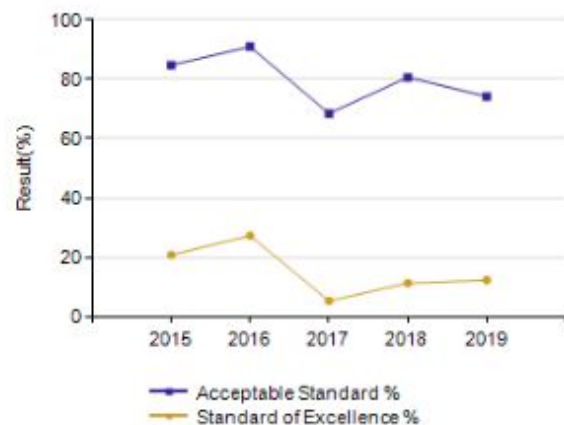


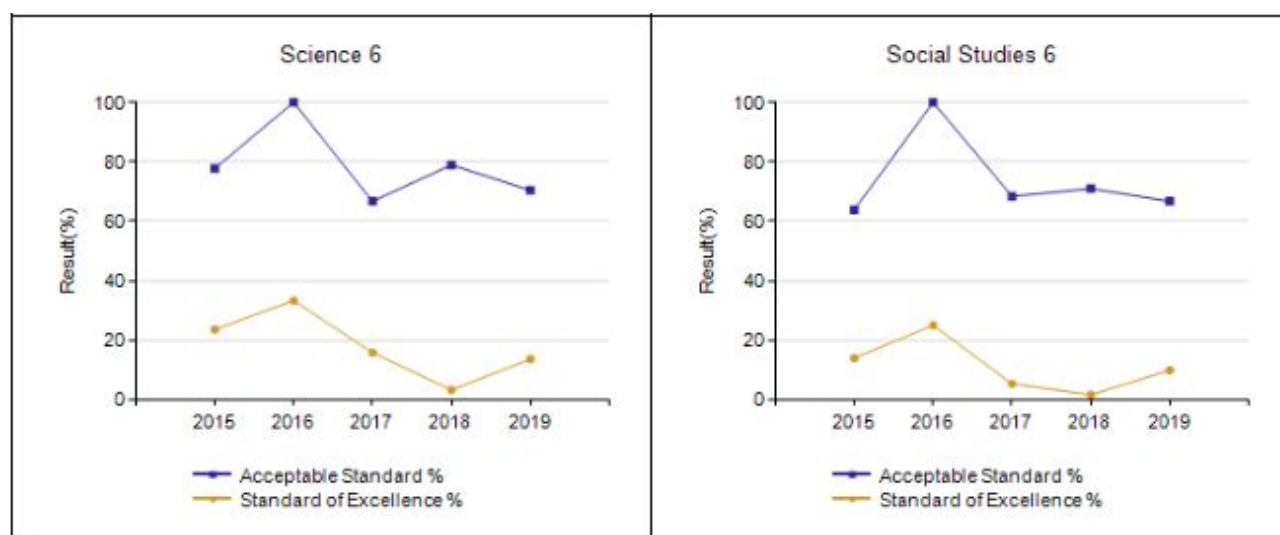
French Language Arts 6 année



[No Data for Français 6]

Mathematics 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. 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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Ecole Dickinsfield School							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	81	91.4	60	91.6	54,820	83.2	49,573	82.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	81	16.0	60	19.5	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	Intermediate	Declined	Issue	53	75.5	34	89.7	3,559	87.7	3,122	86.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	53	13.2	34	10.3	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	81	74.1	60	74.5	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Maintained	Acceptable	81	12.3	60	8.3	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Low	Maintained	Issue	81	70.4	60	72.8	54,879	77.6	49,520	77.9
	Standard of Excellence	Low	Maintained	Issue	81	13.6	60	9.5	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	81	66.7	60	69.7	54,802	76.2	49,511	73.1
	Standard of Excellence	Low	Improved	Acceptable	81	9.9	60	3.4	54,802	24.4	49,511	22.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

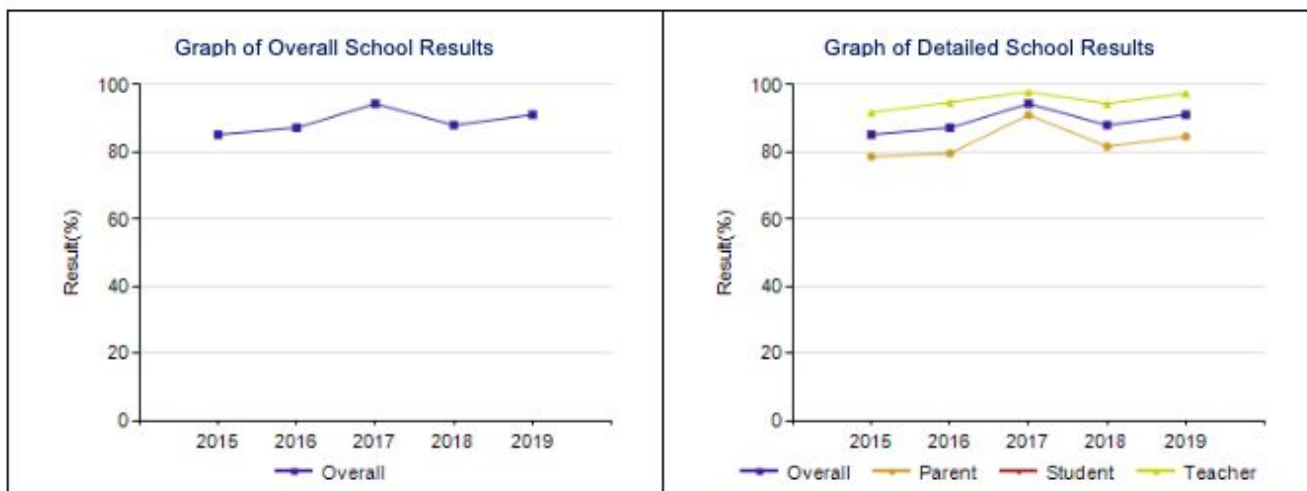
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.2	87.2	94.4	88.0	91.1	81.0	81.4	84.1	83.3	86.3	81.3	81.9	81.9	81.8	82.2
Teacher	91.8	94.8	97.9	94.4	97.5	85.4	88.6	89.7	89.5	90.1	87.2	88.1	88.0	88.4	89.1
Parent	78.6	79.6	91.0	81.6	84.6	82.9	79.3	82.7	77.8	84.9	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	74.6	76.2	79.9	82.6	83.8	76.9	77.5	77.7	77.2	77.4

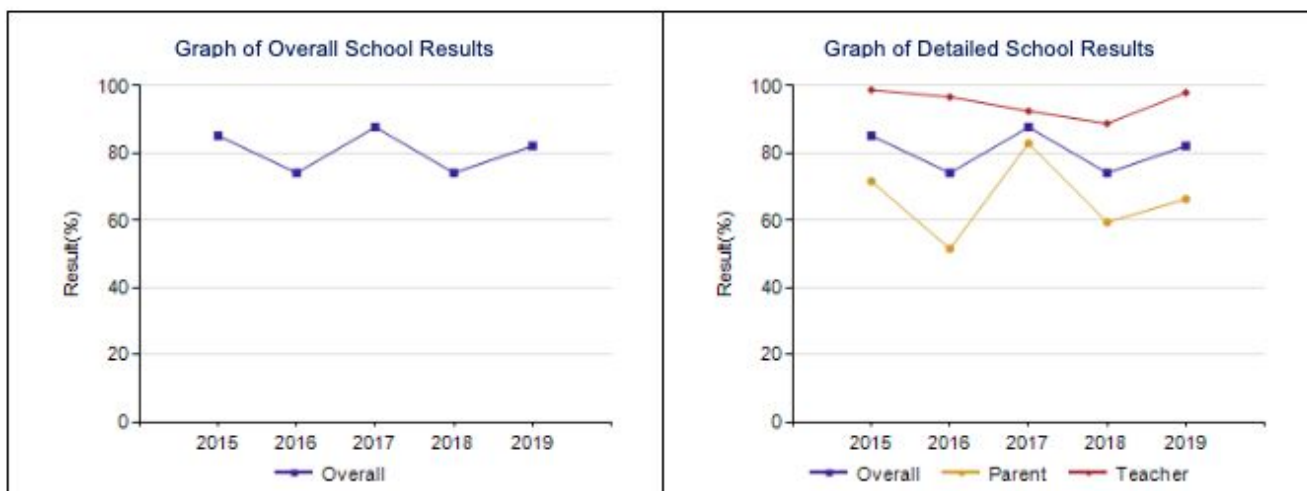
**Notes:**

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.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.2	74.1	87.7	74.1	82.1	82.6	82.2	84.7	81.5	86.6	80.7	80.9	81.2	81.2	81.3
Teacher	98.8	96.7	92.5	88.8	98.0	91.0	91.5	91.5	87.7	94.0	88.1	88.4	88.5	88.9	89.0
Parent	71.6	51.5	82.9	59.4	66.3	74.1	72.9	78.0	75.4	79.3	73.4	73.5	73.9	73.4	73.6

**Notes:**

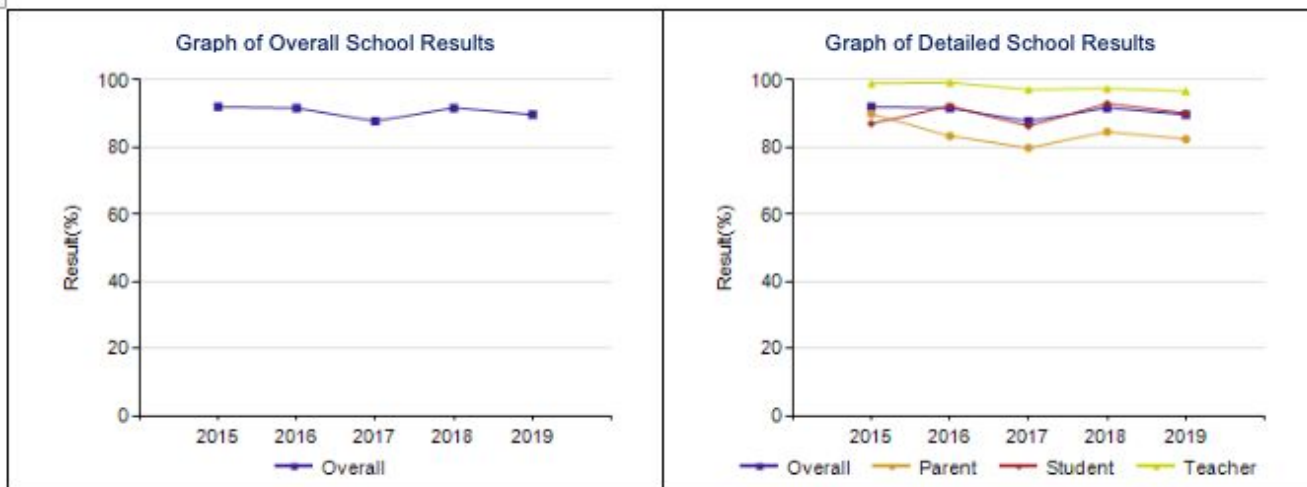
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.0	91.6	87.8	91.7	89.7	88.2	88.5	89.6	89.6	90.8	89.5	90.1	90.1	90.0	90.2
Teacher	99.0	99.3	97.2	97.5	96.7	96.2	97.6	97.6	95.8	96.8	95.9	96.0	95.9	95.8	96.1
Parent	89.9	83.3	79.8	84.6	82.4	85.7	84.5	85.1	84.9	86.7	85.4	86.1	86.4	86.0	86.4
Student	87.0	92.2	86.3	93.0	90.1	82.8	83.5	85.9	88.1	88.9	87.4	88.0	88.1	88.2	88.1

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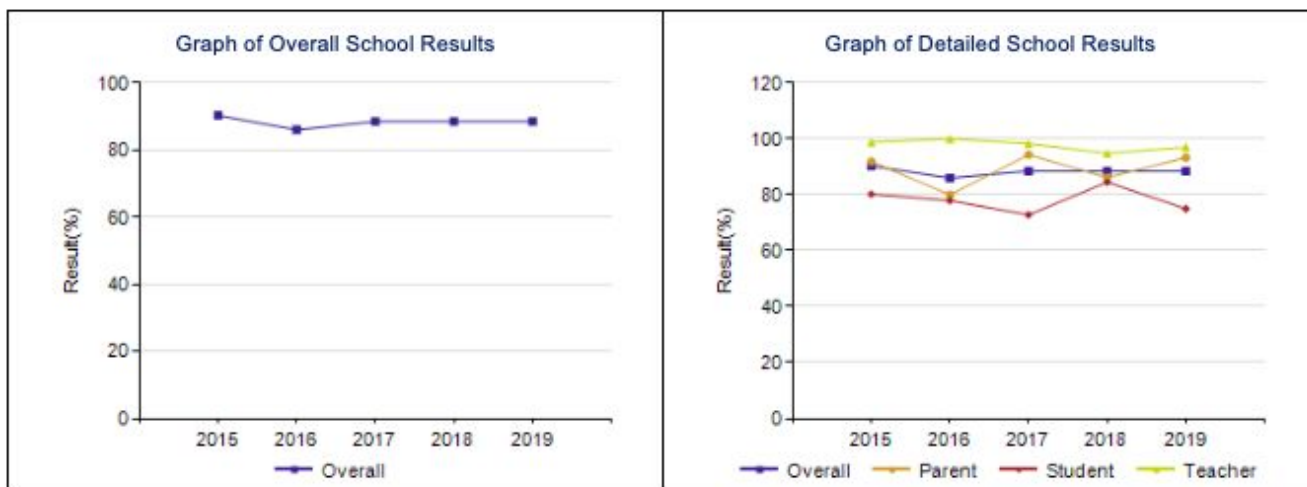
**Notes:**

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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.3	86.0	88.5	88.5	88.5	87.5	88.3	90.6	89.9	91.3	89.2	89.5	89.5	89.0	89.0
Teacher	98.8	100.0	98.3	94.8	97.0	95.6	97.2	97.5	95.1	96.9	95.4	95.4	95.3	95.0	95.1
Parent	91.9	80.0	94.3	86.2	93.3	87.5	88.3	90.8	90.2	92.1	89.3	89.8	89.9	89.4	89.7
Student	80.2	77.9	72.8	84.5	75.0	79.5	79.4	83.5	84.5	85.1	83.0	83.4	83.3	82.5	82.3



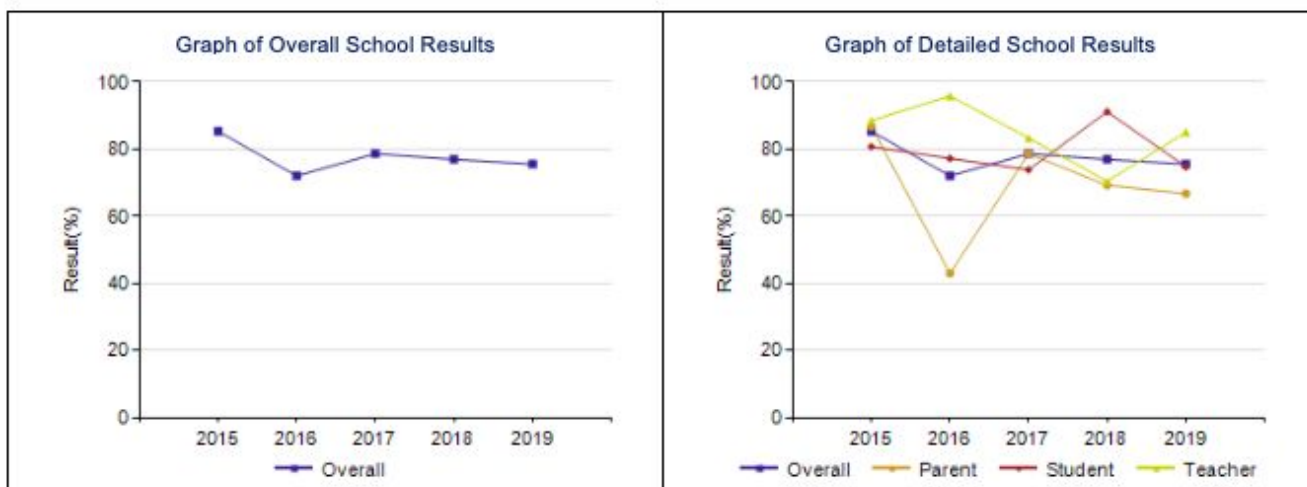
Notes:

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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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.3	72.0	78.6	76.9	75.5	79.9	80.2	82.4	81.6	83.3	79.6	81.2	81.4	80.3	81.0
Teacher	88.5	95.8	83.3	70.4	85.0	80.9	88.0	85.2	82.6	86.0	79.8	82.3	82.2	81.5	83.4
Parent	86.7	42.9	78.6	69.2	66.7	79.3	73.9	79.0	78.3	80.5	78.5	79.7	80.8	79.3	80.3
Student	80.7	77.2	73.8	91.1	74.7	79.6	78.8	82.8	83.8	83.5	80.7	81.5	81.1	80.2	79.4



Notes:

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