



Combined 3-Year Strategic Education Plan (SEP) and Annual Education Results Report (AERR)

Timberlea Public School 2018-2021



Timberlea Public School Profile

A New Journey

Timberlea School continues to transition from being the only public elementary and junior high school option, to being one of many options for families north of the Thickwood area. Christina Gordon and Dave McNeilly elementary schools are nearby and now serving many students and their families who attended Timberlea School for many years. Two large Catholic elementary schools are also nearby, offering other options to parents and students in our vicinity. We continue to share our building with Fort McMurray Christian School, collaborating in many ways that benefit both school communities.

With a focus on our revised school vision and mission, and having decided to pursue a new school-wide education model, we will be better able to distinguish ourselves as a very attractive choice for students and their families. Having explored in depth the [MicroSociety](#) education model, we will embark on a new journey beginning September 2019.

Vision

Timberlea Public School is a safe and caring community striving for excellence in learning

Mission

We are dedicated to supporting every child in becoming a successful and responsible citizen. We will achieve this by:

- motivating students to achieve academic excellence
- promoting healthy eating and active living
- nurturing creativity and imagination
- encouraging critical thinking
- honouring student diversity
- promoting respect and care for the natural world

Timberlea School aims to respond to the intellectual, social, emotional, and physical needs of all students. We aim to nurture a love of learning and to provide numerous opportunities for all students to achieve their goals within the FMPSD framework of instruction, leadership, and learning supports. These goals can only be achieved with the support of all stakeholders placing student learning and wellness as their number one priority.

Timberlea Public School will continue to work towards realizing our school vision by implementing programs that support our mission goals:

Mission Goal #1 – Motivating Students to Achieve Academic Excellence

- Collaborative Response Model for interventions
- MicroSociety education model
- Fountas and Pinnell running records
- Levelled Literacy Intervention (LLI)
- Learning Assistance Centre (LAC) teacher
- Educational Assistant support in each classroom
- Speech and Occupational Therapy
- School counselor
- Mental Health supports through FSLW, CMHA, and SOS
- French as a Second Language (Grades 4-6)
- Words Their Way spelling program
- Athletics
- Technology and Trades Academy (Gr. 4-6)
- Science Fair
- Student operated fundraising activities (Gr. 6 year-end trip fundraisers, special event canteens)

- Timberwolf Awards focusing on school mission goals
- Howler prizes awarded daily focusing on school mission goals
- Monthly Howler prizes, and pizza lunch with the principal
- Reading Buddies with Division 1 and 2 students
- Year-end academic, environmental, citizenship, fine arts, and sports awards
- University of Alberta DiscoverE Science program

Mission Goal #2 – Promoting Healthy Eating and Active Living:

- School Health and Wellness Guidelines
- Daily Physical Activity (DPA)
- Terry Fox Walk
- Jump Rope for Heart
- Lunchtime intramural sports and games
- Girls Inc., Girl Power & Mega Boyz
- Archery Club
- Golf Club
- Breakfast cart snacks each morning
- Apples available to students each day
- Healthy hot lunch program
- Floor hockey team
- Gr. 5-6 volleyball
- Grade 5-6 basketball
- Winter Walk
- Family Fun Day (May)
- Year-end Sports Day
- Snowshoeing
- Tubing trips to Vista Ridge
- Skiing trips to Vista Ridge
- Taste Tests

Mission Goal #3 – Nurturing Creativity and Imagination

- MicroSociety education model
- Technology and Trades Academy (gr. 4-6)
- Drama Club
- Evergreen Theatre Artist in Residency
- Gr. 2&3 Art Club
- Family Fun Night
- Knitting club
- Multimedia Club grades 5-6
- Talent Show
- Lego Robotics Club
- FNMI displays
- Celebration of Aboriginal Awareness Week
- Gr. 4 Attendance at Metis Days
- Monthly virtue assemblies recognizing student achievement and exemplary character
- Destination Conservation team
- Student Council (Gr. 5 & 6)
- Christmas Concert
- Science Fair
- Multicultural Week and Evening event
- Art Gallery of Alberta Travelling Exhibition Program
- Remembrance Day assembly,
- Guitar Club

-
- Words in Motion
 - Learning Through The Arts Program (LTTA)

Mission Goal #4 – Encouraging Critical Thinking

- MicroSociety education model
- Technology and Trades Academy (Gr. 4-6)
- Learning Through The Arts Program (LTTA)
- Student Council
- Physical Activity Leaders (PALs)
- Earth Rangers presentation
- Virtue of the Month promoted in class activities
- Fundraising – Terry Fox Run, Jump Rope for Heart, Centre of Hope/Toque Tuesday, Wood Buffalo Food Bank, Salvation Army Angel Tree, and supporting school community members in need
- School Wide Recycling

Mission Goal #5 – Honouring Student Diversity

- WITS Anti-bullying program
- French as a Second Language (Grades 4-6)
- 7 Sacred Teachings incorporated into classroom lessons and virtue assemblies
- Inclusion of major religious and cultural holidays in school calendar
- Celebration of Aboriginal Awareness Week
- Multicultural Week celebrations
- Christmas concert
- Cultural awareness presentations at PLF

Mission Goal #6 – Promoting Care and Respect for the Natural World

- Plants in every classroom
- Planters in the school atrium and front entrance
- Garden at front entrance
- Filtered water refill station
- Destination Conservation team
- Aquarium in main office
- Bottle and paper recycling

Facility

Maintenance: Accommodation of FMCS interests for space required modification of old TL staff room back to original blueprints and access to former Infirmary washroom into classroom floor plan.

Utilization: Fort McMurray Christian School currently occupies 2 entire wings of portable classrooms. Two dedicated classroom spaces in Timberlea School serve as lunch rooms, 1 classroom space serves as a gross motor development room. We have one computer lab that serves as a STEAM (Science, Technology, Engineering, Arts, Math) room. With an increased reliance on mobile devices and wireless access to the internet, this lab space has not been utilized as much as in the past. The gymnasium and stage/music room are also learning spaces shared by both schools. Our multi-purpose room doubles as a Science, Art, and meeting room. The gymnasium stage has a removable wall that allows for uses as a music classroom as well as a performance space for assemblies and concerts. The YMCA currently occupies 2 portable classrooms for their out of school and “Kindercare” programs.

Staff

Administration 0.8 FTE Waleed Najmeddine

ATA 10.3 FTE Principal, teachers, LAC
 CUPE 6.0 FTE Educational Assistants
 2.0 FTE Office and Library Support

Professional Learning

Timberlea School continues to participate in professional learning activities as part of our yearly district calendar. Staff maintains a cordial and collaborative work environment to establish goals, share teaching and learning strategies, and openly offer feedback in discussions. 2018-19 will see teachers planning and leading team building activities for each Collaborative Learning Network day.

Our main focus in professional learning activities will be to continue to learn best practices in literacy, numeracy, student mental health, and effective use of digital technologies.

Students

Current enrolment (April 2019) – 208 students (Projected – 185)

Projected enrolment (September 2019) – 199

We currently offer 1 KEEP class and 1 ECDP/K class. ECDP to grade 6 students are served by 8.0 FTE teachers. Class sizes are as follows:

Grade	Students	Grade	Students
ECDP	27	Kindergarten	26
Grade 1	25	Grade 2	28
Grade 3	27	Grade 4	23
Grade 5	21	Grade 6	30

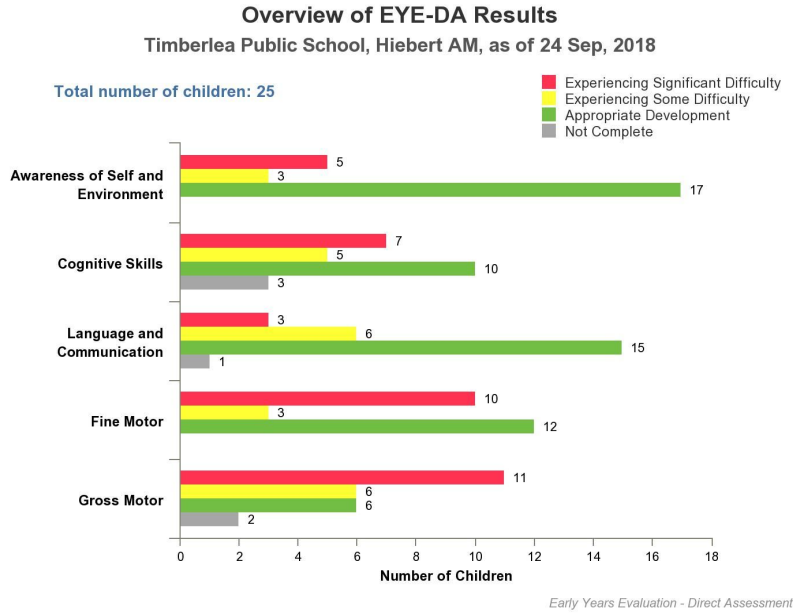
First Nations Metis Inuit (FNMI)

13 students are self-identified FNMI. The principal’s duties include FNMI Liaison for the school.

Special Education

0.4 FTE has been dedicated to a Learning Assistance Centre teacher (LAC) with 0.3 FTE support serving 21 English Language Learners (ELL) students. 7 students are identified with severe learning disabilities (code 40), 12 students identified with mild/moderate learning disabilities (code 50).

Early Years Evaluation (EYE) Kindergarten



Research shows that children’s EYE scores in Kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Fine Motor skills, Awareness of Self and Environment, Social Skills and Approaches to Learning. Thus, we can use the EYE data to discern which children are most likely to require extra support developing their reading skills during the primary school years.

All children receive Tier 1 instruction in the classroom, which means they receive research-based, quality instruction using universal strategies and a variety of approaches. Children with Tier 2 learning needs also receive targeted, small group instruction that can be provided in or outside the classroom. Children with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs.

Strategies:

- Students in tier three on the EYE results will receive support from teacher/educational assistants/Speech pathologists/occupational therapists/Physical Therapists through 1:1 interventions. This may be highlighted in the Individual Program Plan.
- Jolly Phonics program Kindergarten to grade 2 to support development of cognitive skills.
- Incorporating music and movement into daily activities and lessons through the incorporation of movement songs and activities during circle time, gross motor movements during transition times and daily routines.
- Modelling appropriate social interactions throughout the class during play and work times.
- Including targeted literacy, gross motor, fine motor, and math centres each week.
- Targeted whole group instruction during daily circle time.
- The EYE will be repeated in the spring (students ranked Tier 2 and 3 at first EYE) to display student growth and development in Kindergarten.

2018 Provincial Achievement Tests (PAT)

We are very proud of the PAT results from June 2018 as we continue to exceed provincial results. Overall, 84% of grade 6 students achieved the acceptable standard, with 23% achieving the standard of excellence. The provincial percentage of students achieving the acceptable standard was 74%, with 20% achieving the standard of excellence.

We will continue to use PAT results to inform our practice. We will also continue to seek ways to have as many students as possible performing at the standard of excellence.

Grade 3 Student Learning Assessments (SLA's)

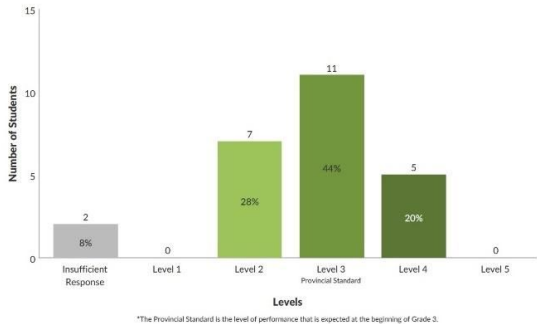
Student Learning Assessments are digitally-based tests administered at the beginning of the school year in grade 3 to help parents and teachers identify student strengths and areas for growth. It is available to teachers to use at their discretion and aims to improve student learning with a focus on literacy and numeracy.

SLA's contain 4 components:

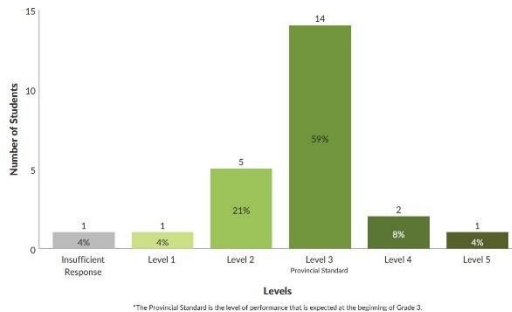
- digital interactive literacy (45 questions)
- literacy performance task (4 activities)
- digital interactive numeracy (39 questions)
- numeracy performance task (2 activities)

Teachers can administer any or all of the SLA components at any time throughout the school year. Grade 3 students at our school completed the tests in Fall 2018.

English Literacy 3 - Class Report - Grade 3 SLA Assessment 2018-19



Numeracy 3 - Class Report - Grade 3 SLA Assessment 2018-19



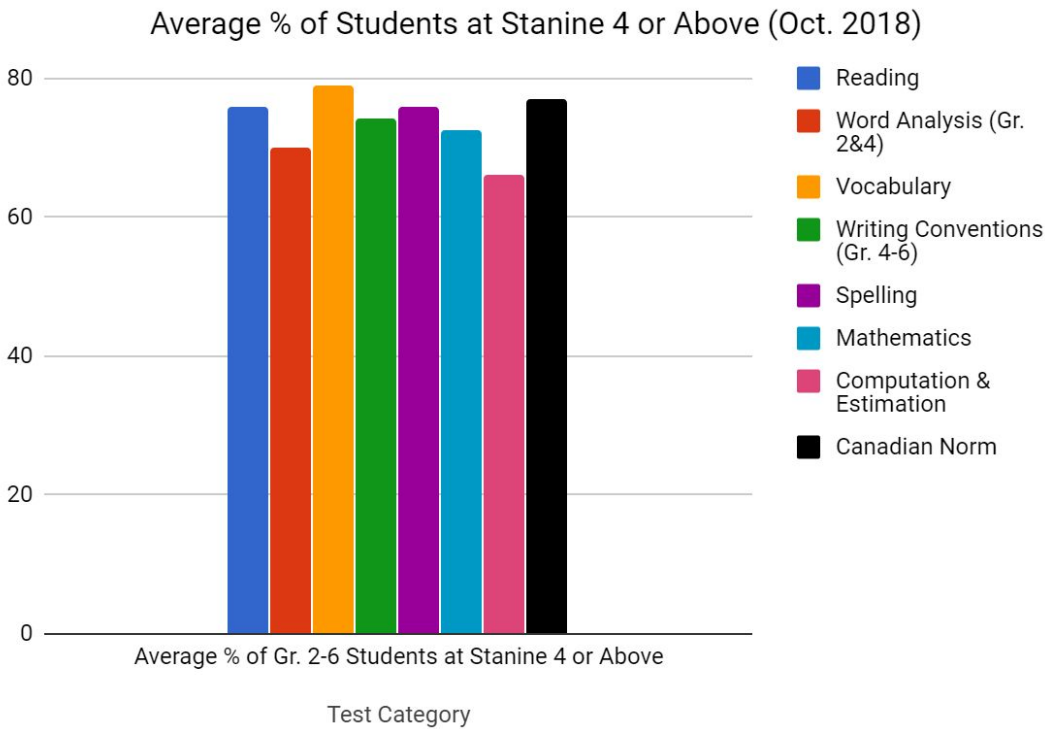
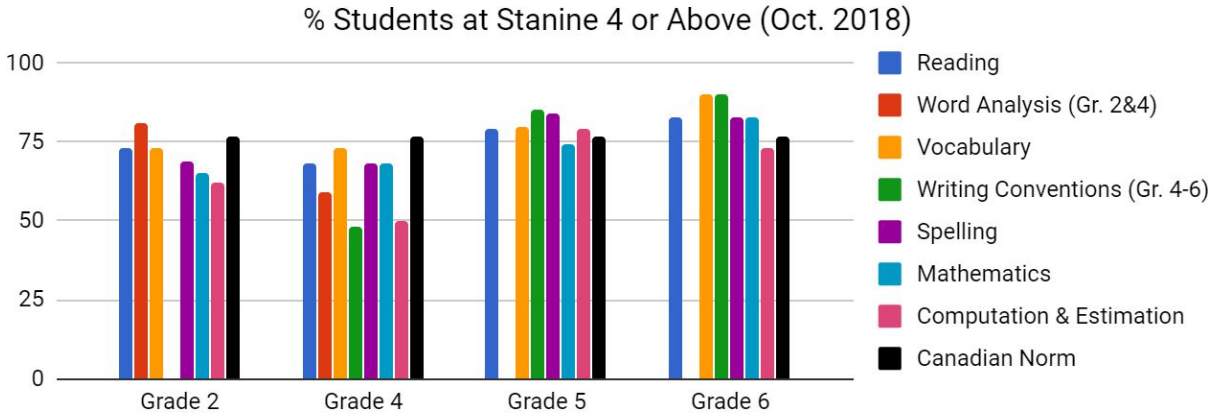
Results:

Literacy – 16 students (67%) achieved the level of performance expected at the beginning of Grade 3

Numeracy – 17 students (71%) achieved the level of performance expected at the beginning of Grade 3

Canadian Achievement Tests – Version 4 (CAT-4)

CAT-4 assessments were administered to grades 2, 4, 5, and 6 over a 2-week period in October 2018. Grade 3 students did not complete CAT-4 assessments as they completed provincial SLA's instead as a diagnostic tool. In order to maintain consistency going forward, however, Grade 3 students will complete CAT-4 assessments for Fall 2019, but the classroom teacher will continue to have the option of using SLA's. The following charts depict performance of students with reference to National Stanines. Students scoring 4 or above on a test category are considered to be “ahead of the curve” in comparison to students across the country. (Note: Word Analysis is only part of tests for grades 2&4; likewise for Writing Conventions grades 3-6).



Note: Writing Conventions is not an assessment category on Gr. 2 tests; Word Analysis is not an assessment category on Gr. 5&6 tests.

CAT4 Results – Fall 2018

Grade 5 students scored higher than Canadian norms on all test categories except Mathematics. Grade 6 students scored higher than Canadian norms on all test categories except Computation and Estimation. Grade 2 students scored lower than Canadian norms on all test categories except for Word Analysis. Grade 4 students scored lower than Canadian norms on all test categories.

CAT4 Goals – Fall 2019

Continuous improvement for all students is always the goal. Fall 2018 results indicate a need to apply especially focused efforts on improving basic skills for grades 2 and 4 students. Skill building in Computation/Estimation continues to be an area for growth for most students grades 3-6.

Student Learning and Assessment

Timberlea School staff applies a wide variety of formative and summative assessment strategies to assess student learning within a framework of differentiated instruction. This includes written and performance-based tasks, student-teacher conferences, observation, and peer coaching/feedback. Teachers work to engage students in learning activities that consider individual learner profiles, student interest, and student readiness.

Fountas and Pinnell Benchmark System is used to determine independent and instructional reading levels and for placing students on the *Fountas & Pinnell A-Z Text Gradient*.

Literably

Literably is a digitally scanned reading assessment designed for K-8 students. Students record their reading out loud into a device and answer several comprehension questions and a short retell. The software then identifies student reading levels along the A-Z continuum, diagnoses skill gaps, screens students for reading difficulties, and monitors progress using a web and iOS app to establish a running record of students reading.

Leveled Literacy Intervention (LLI) materials for early literacy and reading intervention are used with individual students and in small groups to help struggling readers to reach grade-level expectations.

Google Read and Write, Lexia Core5, and a variety of other software applications are employed to support struggling readers reach their goals of greater proficiency.

Google Apps For Education (GAFE) will continue to be the software programs in use by Timberlea School staff. With parental consent received, we have acquired GAFE accounts for all students in grades 4-6. Teachers in Division 2 will develop their own skills and strategies in making these applications part of their everyday practice, as well as help students to develop skills they will need to succeed as they progress into junior and senior high schools in our district.

School Growth Goals 2019-20

These goals were developed with input from students, staff and parents, and informed by data from Accountability Pillar Surveys, PAT results, CAT-4 results, OurSchool student survey results, and teacher administered literacy and numeracy assessments:

1. Improvement of student literacy and numeracy skills as measured by performance on CAT4, PAT's, benchmarks, and teacher formative and summative assessments.
 - o Core strategies – test preparation, basic skills development, daily/monthly/yearly recognition of achievement of school mission goals
2. Increasing student and staff engagement through the implementation of the *MicroSociety* education model.
 - o Core strategies – Focus on drawing connections of Alberta curriculum to the main strands of *MicroSociety* curriculum - Technology, Economy, Academy, Citizenship and Government, Humanities and the Arts, and HEART
3. Nurturing mental and physical health of students.
 - o Core strategies – application of district health policy and APPLE Schools program, student access to school counselor, student access to quality extracurricular activities

School Council

Timberlea Public School Council is committed to supporting student learning. School Council members act in an advisory role to the school principal and are highly dedicated to supporting student learning, school programs and staff. School Council continues to support our school and district health and wellness guidelines, coordinate volunteers, and encourage increased participation at monthly council meetings.

Timberlea School Parent Association (TSPA)

Timberlea School Parent Association provides significant financial support in the form of classroom, library, music, and physical education resources. There is open dialogue and cooperation between staff and the Timberlea Public School Parent Association working to identify needs, and finding solutions, which contributes to our positive school culture.

National Archery in the Schools Program (NASP)

Our NASP Archery Club was established in September 2017 with the purpose of being an activity that does not discriminate based on popularity, athletic skill, gender, size, or academic ability. It is a different kind of team sport that is open to any student. School staff received training in May 2017 and became certified NASP instructors.

NASP is an extra-curricular program aimed at improving educational performance among students in grades 4 to 6. Through our archery program students are learning focus, self-control, discipline, patience, and the life lessons required to be successful in and out of the classroom. Students compete in school and district wide tournaments, with the goal of participating in provincial tournaments in the spring of 2020.

Technology and Trades Academy

Timberlea School students in grades 4-6 began participating in weekly after school Tech and Trades clubs in Pre-Engineering and Multimedia streams. Students engage in a range of activities including coding, inventing, robotics, photography, movie-making and broadcasting. Student teams also participate in district wide competitions with other district schools throughout the school year.

Kindergarten Expanded Education Program (KEEP)

Timberlea School is one of 5 FMPSD schools that began offering this new program in September 2018. KEEP supplements our existing half-day Kindergarten program. Those wishing to register for Timberlea KEEP 2019-20 but living outside our attendance area will be added to a waiting list. YMCA offers before and after school care at our school, as well as a "Kindercare" program (child care for half-day Kindergarten students). These programs will continue to be available to families at Timberlea School for 2019-20.

MicroSociety Education Model 2019-20

Beginning September 2019, Timberlea School community will be embarking on a new journey to incorporate the *MicroSociety* education model.

A *MicroSociety*® school is a thriving, modern-day, mini-metropolis, complete with a government center, entrepreneurial hub, non-profit organizations, consumer marketplace, University and community gathering spaces. They are created and managed by students and facilitated by teachers and community mentors. Students are empowered to engage in activities aimed at reaching the highest levels of Bloom's Taxonomy learning objectives – application, synthesis, analysis and creativity. Student responsibilities

and activities occur within seven *MicroSociety* Strands, each intentionally designed to connect societal activity and real-world endeavours to outcomes-correlated academic content while making school relevant to kids’ lives. The main strands – Technology, Economy, Academy, Citizenship and Government, Humanities and the Arts, and HEART, are based on the professions and create a practical relationship between knowledge and experience.

A handful of schools in Alberta are currently running *MicroSociety*, but Timberlea School will be the first in Fort McMurray to offer this unique educational model.

[MicroSociety International](#) is a non-profit organization based in Philadelphia, Pennsylvania.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Timberlea Public 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	91.6	94.9	90.5	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	71.8	87.9	85.3	81.8	81.9	81.7	Low	Declined	Issue
	Education Quality	92.7	92.4	91.3	90.0	90.1	89.9	Very High	Maintained	Excellent
Student Learning Achievement (Grade 6)	PAT: Acceptable	84.1	92.4	91.7	73.6	73.4	73.3	High	Declined	Acceptable
	PAT: Excellence	22.7	37.5	31.7	19.9	19.5	19.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	90.0	88.3	84.1	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	82.3	90.8	86.7	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	88.3	88.7	85.7	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.4	86.2	84.7	80.3	81.4	80.7	High	Declined	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in English Language Arts, Mathematics, Science, and Social Studies
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	81.1	91.1	81.6	92.4	84.1	93	High	Declined	Acceptable	85	86	87
Overall percentage of students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	23.5	25.8	50.0	37.5	22.7	28	High	Maintained	Good	24	25	26

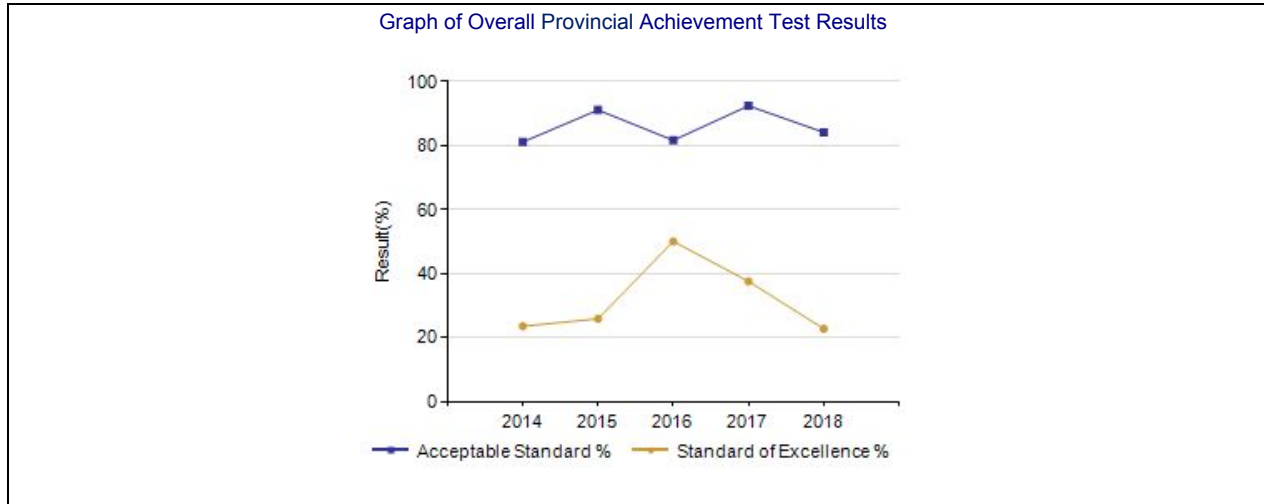
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	91.9	17.4	94.9	20.3	53.8	30.8	94.4	25.0	87.9	15.2	95	26
	Authority	84.5	15.2	86.1	19.4	42.2	18.8	85.1	14.6	87.9	18.1		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	School	77.9	31.4	91.5	20.3	100.0	55.6	88.9	30.6	84.8	18.2	90	32
	Authority	73.8	15.0	78.7	17.3	90.0	32.5	67.0	9.7	74.1	10.4		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	79.1	29.1	91.5	33.9	88.9	66.7	94.4	52.8	84.8	30.3	95	53
	Authority	72.3	15.6	76.9	21.5	93.9	42.4	72.9	20.2	78.0	19.4		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	75.6	16.3	86.4	28.8	100.0	57.1	91.7	41.7	78.8	27.3	93	43
	Authority	62.8	8.4	70.6	15.2	96.7	33.3	69.8	17.1	72.7	14.1		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		

Notes:

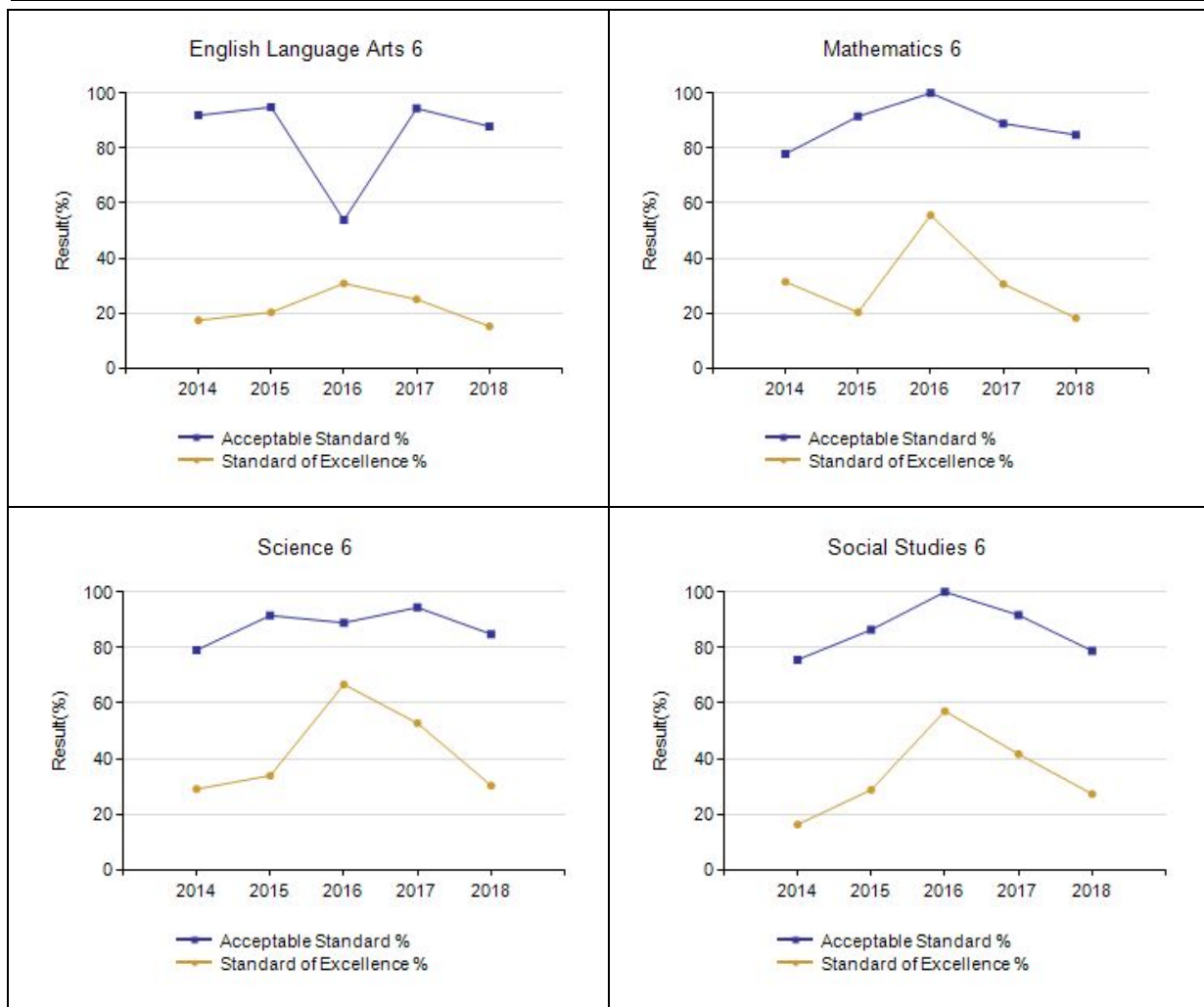
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Graph of Provincial Achievement Test Results by Course



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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Measure		Timberlea Public School						Alberta				
				Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable	High	Declined	Acceptable	33	88	48	94.7	51,540	83.5	48,248	82.7		
	Excellence	Intermediate	Maintained	Acceptable	33	15	48	22.7	51,540	17.9	48,248	19.6		
Mathematics 6	Acceptable	High	Maintained	Good	33	85	48	90.2	51,486	72.9	48,172	71.6		
	Excellence	High	Maintained	Good	33	18	48	25.4	51,486	14.0	48,172	13.6		
Science 6	Acceptable	Intermediate	Declined	Issue	33	85	48	93.0	51,517	78.8	48,180	77.1		
	Excellence	High	Declined	Acceptable	33	30	48	43.3	51,517	30.5	48,180	27.1		
Social Studies 6	Acceptable	High	Declined	Acceptable	33	79	48	89.1	51,525	75.1	48,170	71.4		
	Excellence	High	Maintained	Good	33	27	48	35.2	51,525	23.2	48,170	20.6		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017.

Comment on Results

- The average percentage on all PAT's of Timberlea students achieving the acceptable standard (84%) exceeded the provincial average (76%)
- The average percentage on all PAT's of Timberlea students achieving the standard of excellence (23%) exceeded the provincial average (21%)

We will continue to conduct yearly PAT item analysis, examine PAT blueprints, and analyze individual student results to determine which knowledge, skills and attitudes require further attention. We will continue to seek ways to increase the number of students performing at the standard of excellence for as long as these tests are in use.

Teachers' professional learning is driven by students' needs. To determine the needs and areas of growth for Timberlea students, teachers analyze PAT, and CAT-4 data, classroom observations, Fountas and Pinnell Benchmarks in Reading, and analysis of student writing samples. Informed by this data, teachers establish clear learning focuses with the support of school administration:

PAT Test Item Analysis – Areas for Growth

Science – Identifying responding and controlled variables; making inferences, aerodynamics, chromatographs

Social Studies – primary source recognition, intercardinal directions, wampum belts, municipal governments and school boards

Math – fractions and percentages, volume, tables of value

Language Arts – drawing inferences, identification of literary devices

CAT-4 Basic Skills – Areas for Growth 2018-19

- Word Analysis (Gr. 2&4)
 - Rhyming words
 - Compound words
 - Contractions
 - Roots and affixes
 - Syllables
- Writing Conventions (Gr. 4-6)
 - Capitalization and punctuation
 - Sentence structure
 - Paragraph structure
- Computation and Estimation (Gr. 4-6)
 - Whole number operations
 - Decimal operations
 - Estimation and number operations

Learning Support Strategies

- Collaborative Response Model strategies, including monthly team meetings, organization of student reading and writing data into colour-coded spreadsheets to track individual student progress.
- Implementation of MicroSociety education model to build real-world skills in government, business, and interpersonal communication
- Literacy - Words their Way, Lexia Core5, Levelled Literacy Intervention, Key Links, Writing Prompt samples, CAT-4, running records
- Numeracy - Mathletics, CAT-4, PAT preparation

Notes:

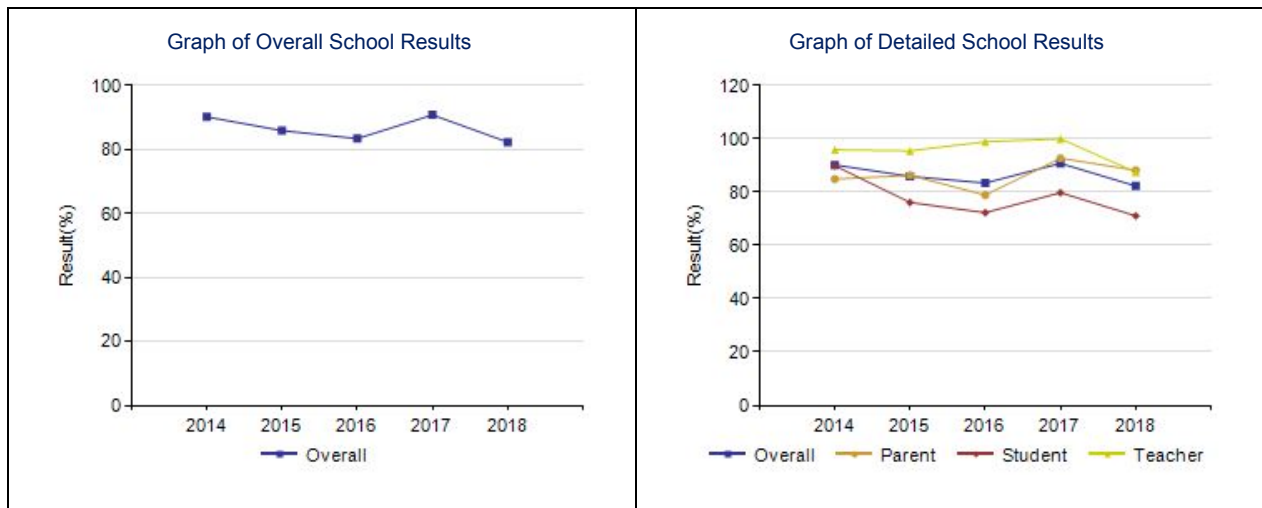
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts, Mathematics, Science, and Social Studies 6.
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.2	85.9	83.4	90.8	82.3	85	Very High	Declined	Good	85	86	87
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.	81.9	74.8	89.0	88.3	90.0	90	Very High	Maintained	Excellent	90	92	95

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.2	85.9	83.4	90.8	82.3	80.9	81.8	81.8	84.9	84.5	83.4	83.5	83.9	83.7	83.0
Teacher	95.9	95.5	98.9	100.0	87.5	95.6	95.4	96.4	96.3	94.8	93.8	94.2	94.5	94.0	93.4
Parent	84.9	86.3	78.9	92.7	88.2	80.7	81.0	81.0	84.0	83.2	81.9	82.1	82.9	82.7	81.7
Student	89.9	76.1	72.3	79.8	71.1	66.5	69.1	67.9	74.6	75.4	74.5	74.2	74.5	74.4	73.9

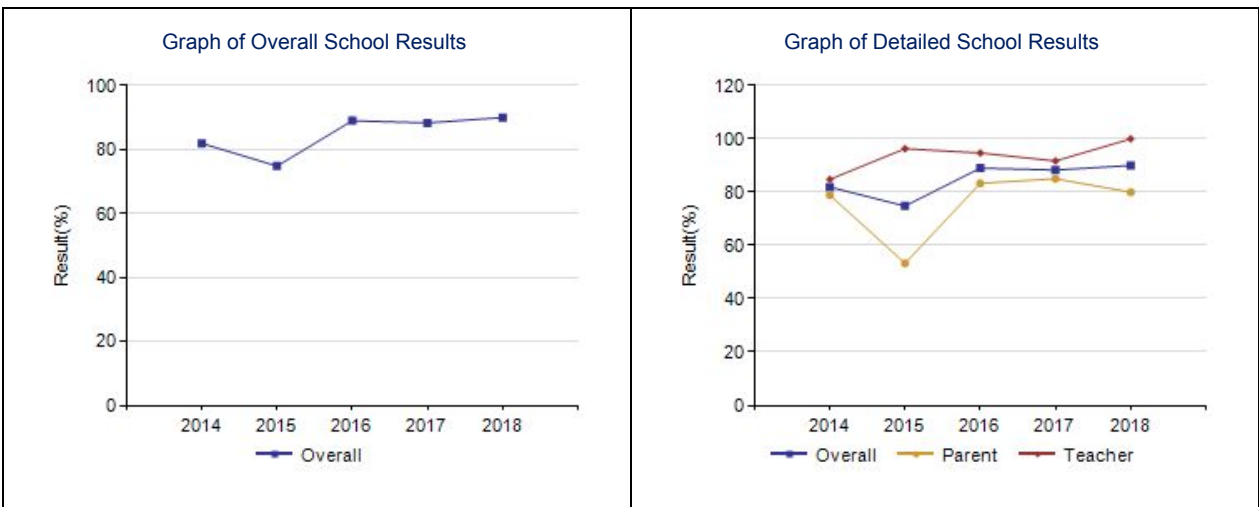


Notes:

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	81.9	74.8	89.0	88.3	90.0	83.0	80.4	85.4	84.5	83.9	81.2	82.0	82.6	82.7	82.4
Teacher	84.8	96.3	94.7	91.7	100.0	89.3	91.5	93.6	93.9	94.0	89.3	89.7	90.5	90.4	90.3
Parent	78.9	53.3	83.3	85.0	80.0	76.8	69.3	77.1	75.0	73.8	73.1	74.2	74.8	75.1	74.6



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

Comment on Results

- Percentage of those satisfied that students model the characteristics of active citizenship has been consistently very high and maintained over the last 3 years. Timberlea School results for this performance measure were near Provincial results.
- Percentage of those satisfied that students are taught the attitudes and behaviours that will make them successful at work in the future has been consistently very high and maintained. Timberlea School results for this performance measure were higher than Provincial results over the last 3 years.

- Implementation of MicroSociety education model to build real-world skills in government, business, and interpersonal communication
- Frequent and effective communication between school and home via weekly parent emails from the principal, regular posts to social media (Facebook, Twitter, Instagram), regular posts on school website, numerous teachers using Remind app to communicate with parents, electronic sign, radio spots, and regular maintenance of teacher webpages
- Continue to encourage among Timberlea students and staff support for Terry Fox Foundation, MS read-a-thon, Stuff-A-Bus food bank drives, Jump Rope for Heart, Centre of Hope, SPCA, Choices Fort McMurray fundraiser for the Homeless, Angel Tree fundraiser for the Salvation Army, to name a few
- Encouragement of students to participate in Student Council, and to meet with school administration to solicit ideas, and to address student concerns
- Zones of Regulation strategies will continue to be employed across all grade levels to help students express their emotions in simple, yet meaningful language
- Lunch time intramurals lead by grade 5 and 6 PAL trained students under teacher supervision.
- Library helpers at lunch and indoor recess breaks
- Buddy reading programs connecting Division 2 with Division 1 students

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.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grade 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grade 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	n/a	*	*		*	*	*			

Comment on Results

- Current FNMI enrollment at Timberlea School:
 - Kind – 1 student
 - Gr. 1 – 2 students
 - Gr. 2 – 1 student
 - Gr. 3 – 1 student
 - Gr. 4 – 1 student
 - Gr. 5 – 2 students
 - Gr. 6 – 3 students
- Attendance of school liaison at district FNMI meetings, Walking Together sessions, and other relevant professional learning opportunities to learn strategies and share with Timberlea staff
- Promote adoption of FNMI ways of learning into all classrooms
- Acquisition, organization, and maintenance of FNMI teaching and learning resources
- Invitation of local elders to meet with staff and students to share knowledge, experiences, and stories
- Celebration of Aboriginal Awareness Week, and Metis Fest each year
- School-wide commemoration of Orange Shirt Day to acknowledge the trauma experienced in residential schools
- Posting of FNMI community events on school social media accounts and website

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts, Mathematics, Science, and Social Studies 6.
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

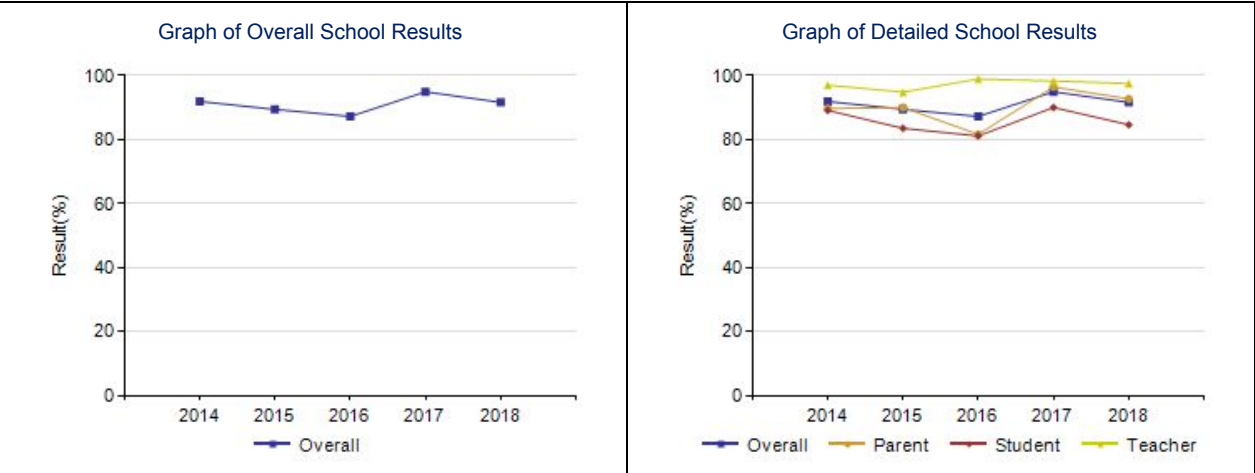
Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	91.9	89.4	87.2	94.9	91.6	88	Very High	Maintained	Excellent	92	94	96

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.9	89.4	87.2	94.9	91.6	86.8	87.5	88.3	90.6	89.9	89.1	89.2	89.5	89.5	89.0
Teacher	97.0	94.8	98.9	98.3	97.5	96.9	95.6	97.2	97.5	95.1	95.3	95.4	95.4	95.3	95.0
Parent	89.7	90.0	81.6	96.4	92.7	86.0	87.5	88.3	90.8	90.2	88.9	89.3	89.8	89.9	89.4
Student	89.1	83.5	81.1	90.0	84.6	77.5	79.5	79.4	83.5	84.5	83.1	83.0	83.4	83.3	82.5



- 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/TTFM (Tell Them From Me) survey tool.

Comment on Results

- Timberlea School results for this performance measure were on par or above Provincial results over the last 3 years.
- One of the top priorities of Timberlea School is to provide emotional and psychological support to all students. We continue to employ the services of a contracted counselor at 0.4 FTE. This counselor is also employed at Fort McMurray Christian School.

- Continuation of WITS program. Visitors from RCMP and Canadian Mental Health Association read anti-bullying related books once a month.
- Continued promotion of “The Zones of Regulation” program which is “a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones (which) provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts” <http://www.zonesofregulation.com/index.html>
- As part of our desire to shrink the achievement gap between FNMI students and others, Seven Sacred Teachings continue to be the focus of “Monthly Virtue” assemblies. These are student-led activities that incorporate anti-bullying messages, physical activity and recognition of students displaying good character. Prizes are awarded as well as a draw for a pizza lunch with the principal.
- Monthly Collaborative Team Meetings to include the school principal, teachers, EA’s, LAC teacher, counselor, and FSLW to assess needs for supports and to monitor progress of students and families at risk.
- Friends and Fun Friends program will be continued, along with a number of other emotional health and safety programs such as Be Safe
- “Who do you Tell” program provided by WayPoints
- Continue to promote our Multicultural Night/Week, and Aboriginal Awareness Week, student talent shows of which major components are student performances.

- 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.

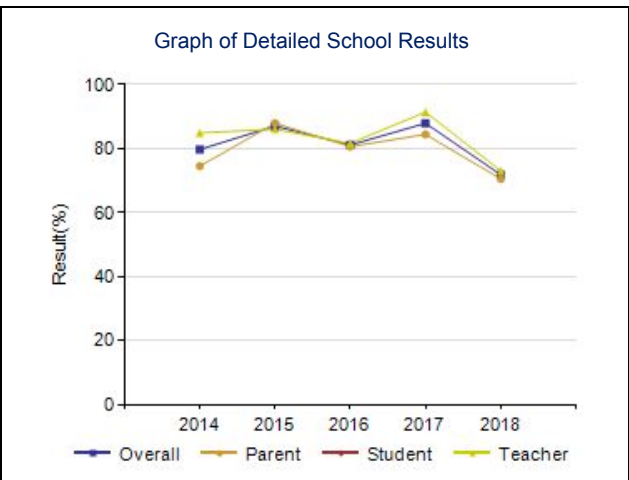
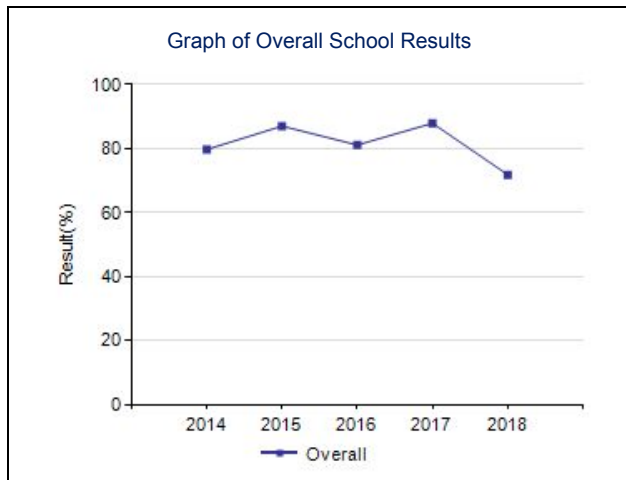
Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	79.7	87.0	81.1	87.9	71.8	88	Low	Declined	Issue	75	77	80

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	79.7	87.0	81.1	87.9	71.8	79.2	81.0	81.4	84.1	83.3	81.3	81.3	81.9	81.9	81.8
Teacher	84.9	86.0	81.6	91.4	73.0	87.0	85.4	88.6	89.7	89.5	87.5	87.2	88.1	88.0	88.4
Parent	74.5	87.9	80.6	84.4	70.5	76.1	82.9	79.3	82.7	77.8	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	74.5	74.6	76.2	79.9	82.6	76.6	76.9	77.5	77.7	77.2



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.

Comment on Results

- Results for this performance measure were quite unexpected, considering that there were more curricular and extracurricular activities offered (STEAM, Archery, Golf, etc.) some of them unique to our school.
- Review of survey data with parents and students revealed that the Music program suffered as a result of inability to hire a teacher specialist for that subject.

- Archery Club to continue for 2019-20
- KEEP to continue for 2019-20
- Tech and Trades Academy to continue for 2019-20
- Guitar Club will continue for 2019-20
- Volleyball, basketball teams
- Knitting Club will continue for 2019-20
- Art Club to continue for 2019-20
- Multicultural Night/Week, traveling Alberta Art Exhibit, Literacy Week, Spirit Weeks, and Aboriginal Awareness Week

- Virtue assemblies with 7 Sacred Teachings as the focus (Respect, Love, Wisdom, Courage, Honesty, Truth, Humility)
- Integration of Google Apps for Education grades 4-6
- Continue communicating what is happening at Timberlea School through PowerSchool parent portal, teacher webpages, Facebook, Twitter, Instagram, SeeSaw web app, local radio spots, and electronic sign.
- Field trips and community-based awareness and fundraising (Citizenship): skiing, tubing, swimming, stuff-the-bus, Raise the Roof (Centre of Hope), United Way, UNICEF, SPCA, etc

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.

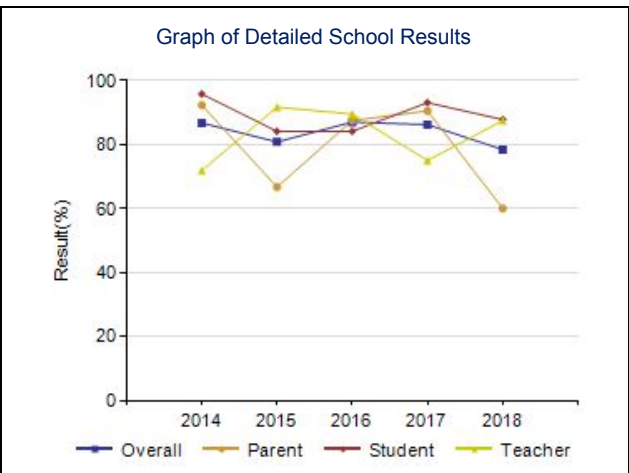
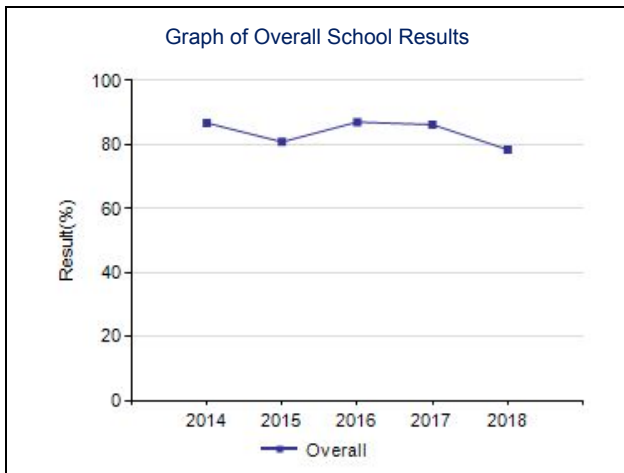
Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	86.7	80.8	87.0	86.2	78.4	87	High	Declined	Acceptable	80	82	84
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	85.0	83.5	84.9	88.7	88.3	88	Very High	Maintained	Excellent	89	90	92
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.7	89.1	92.2	92.4	92.7	92	Very High	Maintained	Excellent	92	93	94

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.7	80.8	87.0	86.2	78.4	81.7	79.9	80.2	82.4	81.6	79.8	79.6	81.2	81.4	80.3
Teacher	71.9	91.7	89.5	75.0	87.5	84.3	80.9	88.0	85.2	82.6	81.3	79.8	82.3	82.2	81.5
Parent	92.3	66.7	87.5	90.5	60.0	81.6	79.3	73.9	79.0	78.3	77.0	78.5	79.7	80.8	79.3
Student	95.8	84.1	84.1	93.1	87.8	79.2	79.6	78.8	82.8	83.8	81.2	80.7	81.5	81.1	80.2



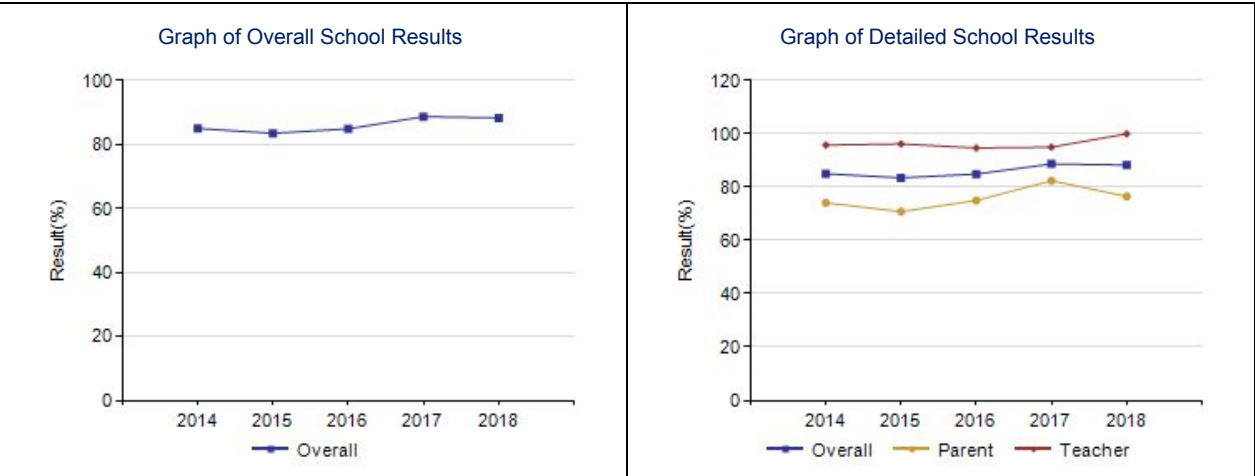
Notes:

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.0	83.5	84.9	88.7	88.3	84.3	82.6	82.2	84.7	81.5	80.6	80.7	80.9	81.2	81.2
Teacher	95.8	96.2	94.7	95.0	100.0	90.6	91.0	91.5	91.5	87.7	88.0	88.1	88.4	88.5	88.9
Parent	74.1	70.8	75.0	82.4	76.5	78.1	74.1	72.9	78.0	75.4	73.1	73.4	73.5	73.9	73.4

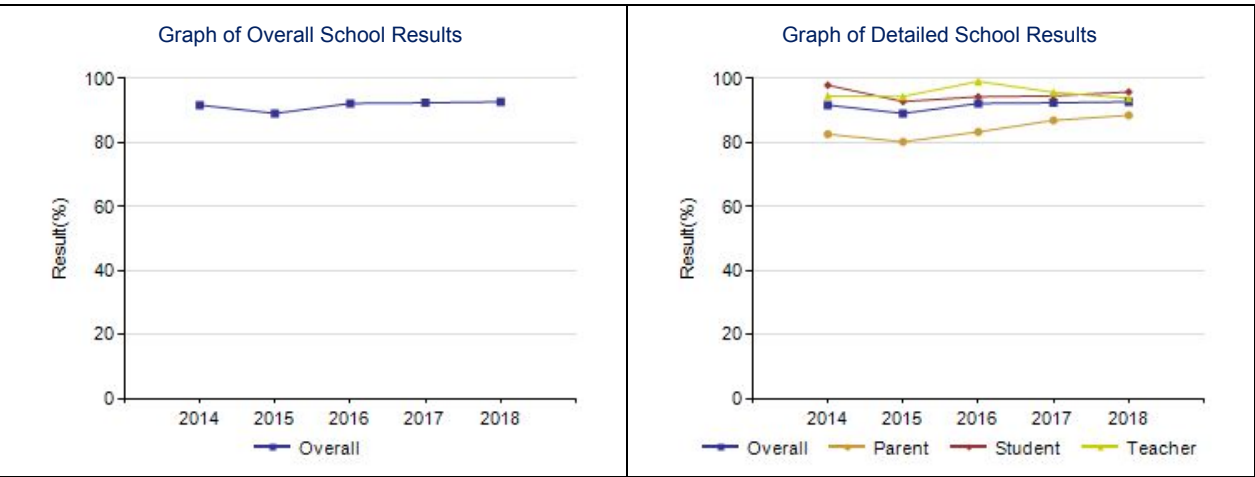


Notes:
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.7	89.1	92.2	92.4	92.7	88.2	88.2	88.5	89.6	89.6	89.2	89.5	90.1	90.1	90.0
Teacher	94.6	94.4	99.1	95.7	93.8	97.1	96.2	97.6	97.6	95.8	95.5	95.9	96.0	95.9	95.8
Parent	82.6	80.2	83.3	86.9	88.5	83.9	85.7	84.5	85.1	84.9	84.7	85.4	86.1	86.4	86.0
Student	97.9	92.8	94.3	94.6	95.8	83.7	82.8	83.5	85.9	88.1	87.3	87.4	88.0	88.1	88.2



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.

<p>Comment on Results</p> <ul style="list-style-type: none"> • Very high results maintained in all three measures over the last 4 years. • Timberlea School results for parental involvement, school improvement, and quality of basic education were on par or higher than Provincial results.
<ul style="list-style-type: none"> • Continue to keep school website and social media accounts up to date, with frequent publicizing of classroom activities and special events. • Incorporation of the Seven Sacred Teachings into monthly “Virtue Assemblies”. • OurSchool survey results shared with students, staff and parents to solicit meaningful feedback, establish areas for growth and to plan for meaningful changes to school culture. • Continue to work with School Council and Timberlea School Parent Association to explore ways to increase meaningful parental involvement in the school.

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.

APPENDIX – Measure Evaluation

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures, the range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Achievement Evaluation By Subject

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
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.