

# Selkirk Elementary



## School Growth Plan 2016/2017



*2016 2017 School Growth Plan*



## **PART 1: Context, Priorities, Response to Reviews, Processes, Connections**

### **Context:**

Selkirk Elementary School is located in Riverdale, Whitehorse. The school was first built in 1959, with an addition constructed in 1974. The building and grounds are well maintained and in excellent condition. School facilities are well used by the community on evenings, weekends and holidays. An all-weather play area includes climbing equipment, swings and big toys, as well as paved play areas, a fenced outdoor basketball court, a wooded play area, two soccer pitches and baseball diamonds. Outdoor climbing equipment for the Primary playground was replaced in August 2015. Indoor facilities include a large gym with stage and well equipped adjoining music room/theatre, an up to date computer lab and learning commons, Promethean and interactive white boards in all classrooms, a dental care office and a number of small meeting rooms to provide counselling and a variety of support programs for students. An Early Learning Project for parents with their preschool children serves over 70 families, and a weekly evening Family Night Recreational Program for students and families begun in 2010 continues to evolve and grow. Selkirk became a dual track school in 2016 offering French Immersion K and Grade 1 in August 2016, with successive grades to be added annually to grade 7. Intensive French is offered for grade 5/6 students and a Pre-Intensive Core French program is offered to students in grades 4-7. A Southern Tutchone First Nations Language program is offered to all students K-7.

Most of the 220 K-7 students who attend Selkirk live within a 2 km radius of the school. While the multicultural complexion of the school's student population is growing as immigration to Yukon increases, the largest representation is from FN communities, with the number of students of FN ancestry approaching 50%. A school teaching and administrative staff of 21.3 FTE has been scheduled for the 2016/2017 academic year along with paraprofessional support staff (Educational Assistants, Remedial Tutors), two .5 Reading Recovery teachers, ELL support, a full time Administrative Assistant, a Family Night coordinator and a part time Library clerk. Learning Assistance, Counselling and paraprofessional assistance is available within both English and French programs

Selkirk possesses many strengths within its culturally diverse community, and has made many gains in all areas to provide a well-balanced program for its students. Experiential programming, physical education including physical literacy, swimming and outdoor pursuits, in-school violin, guitar and choral music, dramatic presenting skills, choreographed dance as well as opportunities for family and community involvement are among the school's growing strengths. A continuing focus on virtues education, universal values and the recognition of positive student attributes within daily routines provides the basis to regularly celebrate student performance and citizenship within classrooms, in daily announcements, the school newsletter and through the school's shining star assemblies. Student strengths are also evident in steadily improving participation, overall achievement, and in their growing ability to incorporate instructional technology in their work. Staff strengths include a solid commitment to the ongoing building of relationships and capacity between and among students, staff and parents within our school community and to the ongoing improvement of teaching, learning and student achievement. Taken together, it has been a source of pride for us all to witness the steady growth and positive learning environment that characterizes our work at Selkirk.

## **Priorities:**

At Selkirk, an ongoing priority includes providing each learner with a safe, caring, positive and culturally inclusive learning environment. At Selkirk, we recognize the value of reflective practice, where teachers are aware of learner needs, and can explore and motivate with differentiated approaches to make learning a shared venture with their students. Accordingly, we continue to focus on assessment for learning and the development of meaningful inter-relationships and capacity within our school community, to foster student independence, learning and achievement.

We also recognize that priorities within Yukon Education continue to improve and change. Curriculum redesign based on a Yukon version of BC curriculum remains a work in progress. Importantly, curriculum redesign supports teachers and students as learning partners, where student interests and problem solving are fundamental drivers. Importantly, teachers are encouraged to take on a greater role as facilitators and providers of timely feedback and challenges to students' thinking, while conducting formative assessment to monitor the impact of their teaching on learning and achievement.

Selkirk's School Growth Planning Committee, PLC's, school staff and School Council continue to consider progress made against the goals of our 2015 2016 SGP. While we have been pleased with many obvious positive observations and gains the school has made this year, our collection and analysis of achievement data was not available until after year end. Accordingly adjustments have been made to our 2016 2017 SGP draft during the 2016/2017 academic year to reflect achievement evidence and to make modifications as needed to the final 2016 2017 SGP.

## **Response to Reviews:**

Recommendations from the March 2015 School Review were carefully reviewed in the spring and fall of 2015, and have been incorporated within the goals of the finalized 2015 2016 and 2016 2017 School Growth Plans.

## **Processes and Connections:**

Students, staff, parents, School Council, and YE personnel were engaged in assessing 2015 2016 SGP goals toward setting goals for 2016 2017. This began with our 2016 May SGP Pro-D at which both annual goals and School Review recommendations provided the basis for a 2016 2017 SGP draft. Results were reviewed with all staff August 31<sup>st</sup> and included department support and directives for our joint SGPPT/PLC chairs/Pro-D committee. The joint committee met Sept 9<sup>th</sup> to with recommendations for whole staff participation in PLC meetings, to include Assessment for Learning, Spirals of Inquiry, Mindset and data based learning projects. Student data from our PBIS derived student behavior program was also reviewed. School profile evidence from assessments including attendance, EYE, Boehm, Report Card marks, Reading/Writing/Numeracy for K-3 and K-7) as well as overall, disaggregated and

longitudinal results for FSA's, DART and SWW's for the 2015 2016 academic year was not available until November 2016, with subsequent analysis delayed until January 2017.

Our SGPPT includes PLC chairpersons, FN staff/elders and members of our Pro-D committee: Kim Thompson, Shawna Anderson, Monique Levesque, Cathi Dunham, Laura Orviss, Linda Harvey, Susan Smith, Jeff Cressman and Peter Gubbe, Throughout the year, regular monthly meetings have been scheduled for the SGPPT, PLC's, the whole staff, and the School Parent Council to align ongoing work and keep all informed.

## **PART 2: Focus**

### **Progress and Evidence**

#### **Looking Back**

We have observed through discussion that our SGP goals to build inter-relationships and capacity within our school community have positively influenced student participation and the school's environment for learning this year. This is in keeping with our most recent School Review noting that the atmosphere at SES is positive, cheerful, multicultural and bright, with evidence of stronger ties with our community, high levels of student volunteerism and solid efforts to provide high quality programming. Supporting evidence is found in Appendix I: Selkirk Data Summaries, with highlights noted below:

#### **1. School Profile Results**

- Student attendance was positively impacted in response to funded initiatives supporting music, dance and family programs. Learning outcome gains for students in the attendance initiative were positive. Extracurricular team sports as well as a school-wide ski program are also well attended by students, but not long enough per student to indicate attendance or learning patterns.
- Report cards for K-3 reading, writing and numeracy show solid growth between 2014/2015 and 2015/2016.
- Report card results for grades 4-7 were not compared as criteria used for data were different each year.
- EYE and Boehm results showed few patterns. However, SES results were similar to rural findings, with lower than average results than those for all new Yukon students entering Kindergarten.
- Student Relationship Survey. Overall, a pre/post analysis of student response data disaggregated by grade, gender and FN/non FN, to explore student/student and student/staff inter-relationships was very positive, with the greatest gains made in equalizing perceptions over the year among First Nations and non-First Nations students.

#### **2. FSA results**

skills and abilities results for new students entering Kindergarten received Nov 2016 support positive results vis-à-vis attendance initiatives, extracurricular and Family Night program opportunities. EYE, Boehm, Report Card marks, Reading/Writing/Numeracy for K-3 and K-7 including FSA's, DART and SWW's when compared to 2014/2015 results. a

- A variety of initiatives undertaken to support Part 3: Act
- The SGP goal to develop a learning commons was not achieved; ongoing contributing issues continue to include competing priorities and staffing, rendering this an unrealistic goal to pursue.

**Looking Forward** from a mid-year student survey

**SGP Goal for 2016/2017:** How will the continued strengthening of inter-relationships and capacity within the school community improve the school learning environment and student achievement?

**Rationale for selecting goals, objectives and targets**

Building strong student centered inter-relationships and capacity within the school community is integral to improving the school’s learning environment and student achievement. All facets of student progress within both English and French Immersion programs are supported by the assessment for learning process in which the gathering of evidence and student performance data are used within a cycle of reflective practice to inform instruction and improve the teaching and learning process. AFL applies not only to improving academics but also to all aspects of the school’s learning environment, culture and programs supporting student growth and development.

**Objectives**

- How will experiential, project/inquiry and blended learning opportunities within the redesigned curriculum for Yukon schools assist students become independent learners, responsible for their growth and improvement?
- How can further exploration of flexible timetabling and staffing support the development of core competencies?
- How will student learning and achievement be further supported by a continuing emphasis on AFL and high quality programming opportunities for students and families?

**Targets**

- All staff will combine reflective practice and assessment matrix analysis with AFL steps 1-7 to identify and address teaching and learning targets within their classrooms.
- AFL steps 1-7 will be further explored and developed within PLC’s and supported by coordinated professional development and resourcing for all staff.
- The quality of student/student relationships and the inclusion of First Nations history and culture within curricula and program activities will be further addressed
- Program opportunities for students and families that have been successful in strengthening inter-relationships and capacity within the school community will be continued.

**PART 3: ACT** assessment for learning and

| <b>Objectives</b>   | <b>Actions/Strategies</b>   | <b>Persons Responsible</b>                                 | <b>Evidence</b>  | <b>Monitor &amp; Adjust</b>   |
|---|---|--|--|---|
| Students and staff will further develop and apply AFL criteria (1-7) to improve core competencies/skills within the redesigned YE curriculum. | Classroom teachers and PLC’s combine reflective practice and assessment matrix analysis to develop instructional plans within ongoing teaching and learning cycles.<br>PLC’s, Admin and whole staff regularly review Pre and Post results and plans to direct teaching, ProD, | Classroom Teachers<br>LATs<br>EAs<br>Admin<br>YE personnel | Pre and post AFL results are collected for discussion and analysis to direct teaching/learning priorities and decisions.<br>Students use criteria for self-assessment and goal setting | Monthly PLC/staff and student/staff meetings are scheduled to discuss results and make ongoing adjustments promoting student independence and achievement in the teaching/learning cycle. |

|   |   |   |   |   |
|---|---|---|---|---|
| <p>Expand First Nations history and culture within curricula and program activities.</p>                              | <p>In both English and FI programs, co-plan and co-teach at least one unit of study with all classes integrating FN culture/history within core curricula.<br/>Relate the Southern Tutchone FN Language program to all FN communities and languages represented in the school.<br/>Promote student and family participation in the school: eg singing, dancing, drumming, handgames, regalia making, feasts, seasonal camping, storytelling, etc.</p> | <p>FN language instructor with classroom teachers<br/>Admin<br/>YE FN staff and others as noted in plans for cultural inclusion. (Elders, parents, community members)</p> | <p>against posted continuums of core competency skills.</p> <p>Pre/post student relationship survey results for FN students.<br/>Assess student understanding of culture and language. Assess student and family participation and enthusiasm in FN program opportunities</p> | <p>Seek FN, student, whole staff and family input re evaluation and redesign of programs to support ongoing student progress, parent and family involvement</p> |
| <p><b>Objectives</b></p> <p>Continue to build relationships and capacity among students and the school community.</p> | <p><b>Actions/Strategies</b></p> <p>Promote and teach to the adoption of school-wide pre-determined language that target kind behaviors and that promote pro-social and restorative practices for conflict resolution.<br/>Revisit and provide direct teaching to promote SES values and PBIS derived expectations for student conduct and performance.</p>   | <p><b>Persons Responsible</b></p> <p>All staff</p>  | <p><b>Evidence</b></p> <p>Pre/post student inter-relationship and behavior survey results.<br/>Staff discussion.</p>  | <p><b>Monitor &amp; Adjust</b></p> <p>Continue AFL to review program successes and areas to improve.</p>  |
| <p>Continue to build relationships and capacity via high quality programs for students and families.</p>              | <p>In both English and French Immersion programs, continue to provide school-wide programs re experiential, sports, music, outdoor activities/education, blended learning, music, violin, dance, visual arts, performance skills.</p>   | <p>SGPPT/ProD/PLC committee for Blended Math, YE Pro-D staff, school staff, Family Night Coordinator<br/>Admin</p>  | <p>Assess student relationship and behavior surveys as well as academic achievement results</p>   | <p>Continue AFL to review program successes and areas to improve.</p>   |



|  |  |  |   |   |
|--|--|--|---|---|
| <p>Add IT hardware to facilitate project and inquiry learning.</p> | <p>Continue to expand opportunities for child/family involvement within the Family Night program parent/child programs.</p> <p>Purchase laptops and mobile units to expand access to computers to three areas of the school.</p> | <p>Admin, IT teacher, School Staff, YE</p> | <p>Assess student achievement results indicating the apparent impact of improved IT capacity and flexible time blocks supporting project and inquiry learning</p> | <p>Continue AFL to review program successes and areas to improve.</p> |
|--|--|--|---|---|

## **PART 4: Monitor and Adjust**

As indicated above, our collection and pre/post analysis of achievement data will not be complete until year end. Also as above, combined evidence and data will be used in the fall to adjust draft SGP goals and to identify specific areas for AFL project work within a finalized SGP for 2016 2017. Appendices illustrating survey and data results will be attached and/or included in the AMS portal for SES at that time.

### **Communications Plan:**

A joint SGPPT/PLC Chair/ProD steering committee will be struck again in the fall. We will revisit the draft SGP for 2016 2017 as noted above, and will follow similar timelines over the year for the ongoing review and assessment of progress against Goals.

Communication between and among all stakeholders will incorporate the following:

- |                 |                                |
|-----------------|--------------------------------|
| Newsletters     | School Website                 |
| Staff meetings  | Student planners               |
| YE/Selkirk ProD | Student Progress reports       |
| PLC logs        | School Council Meetings        |
| Community media | SGPPT/ProD/PLC Joint Committee |

## Appendix I. Selkirk Data Summaries

### I School Profile

- **Attendance 2015 2016**

School-wide average absences are slightly lower than Yukon average over four years, with little annual change at SES

- Suzuki music attendance initiative (innovative grant) with practices 4x/week:

SES student participation increased from 12 to 21, including 6 FN students. Of these, 20 students significantly improved their attendance over the 2015 2016 year! Academic achievement improved slightly as report card grades.

3 adults and 14 students joined from other schools including 8 elementary and 6 high school students

Participation included a Fall Recital, performances at Kwanlin Dun, Rotary Music Festival, Super Store, Celebration of Music, SES Festive Follies and the SES Spring Showcase

- Extracurricular Suzuki music teaching time: Minutes Per Week

In School Suzuki Violin

30 minutes/week each for 17 students

Family Night Violin

Beginners Experienced

45 45

String Orchestra

45

Group Suzuki Violin

Beginners Experienced

30 60

Guitar Club (25 members)

60

- Extracurricular After School Dance: Minutes Per Week

Grades Minutes/week

K -3 60

4 to 7 60

-Extracurricular Guitar : Minutes Per Week

|                  |              |
|------------------|--------------|
| Grades           | Minutes/week |
| Mixed 25 Members | 60b          |

-Extracurricular Family Night Attendance Tuesdays 5:30-7:00pm:

Attendance has increased steadily, with average attendance of parents/caregivers and students now 65+ from approximately 30 three years ago.

- **K: EYE** (Kindergarten Early Years Evaluation) awareness of self/environment, social skills and approaches to learning, cognitive skills, language and communication, physical fine and gross motor development:  
2015 to 2016: All areas show a stronger 2016 cohort than 2015
- **K: Boehm** (assesses 50 basic concepts re language comprehension to identify at risk learning factors including speech and language. Results include students from the Child Development Center)  
2015 to 2016: 2016 cohort includes significantly more at risk factors than 2015. 36% indicate interventions needed. 18% are from CDC. Results are comparable to rural results, lower than urban or overall Yukon results

• **Final Report Card Marks**

K-3 Math : % Meeting or exceeding:

|       |    |    |    |    |
|-------|----|----|----|----|
|       | K  | 1  | 2  | 3  |
| 2015: | 78 | 76 | 67 | 47 |
| 2016: | 89 | 83 | 70 | 81 |

K-3 Reading: % Meeting or exceeding:

|      |    |    |    |    |
|------|----|----|----|----|
|      | K  | 1  | 2  | 3  |
| 2015 | 78 | 77 | 60 | 42 |
| 2016 | 86 | 83 | 70 | 81 |

K-3 Writing % Meeting or Exceeding:

|      |    |    |    |    |
|------|----|----|----|----|
|      | K  | 1  | 2  | 3  |
| 2015 | 67 | 76 | 58 | 42 |
| 2016 | 77 | 56 | 48 | 50 |

**II** **FSA 2015:** % Meeting or Exceeding: SES and (Yukon)

|      |        | Reading | Writing | Numeracy |
|------|--------|---------|---------|----------|
| Gr 4 | All    | 59 (71) | 41 (61) | 45 (69)  |
|      | Male   | 46 (66) | 31 (51) | 31 (64)  |
|      | Female | 71 (76) | 50 (73) | 57 (74)  |
|      | FN     | 50 (59) | 33 (50) | 33 (56)  |
| Gr 7 | All    | 49 (69) | 56 (65) | 41 (67)  |
|      | Male   | 33 (62) | 46 (55) | 46 (61)  |
|      | Female | 71 (74) | 71 (75) | 35 (62)  |
|      | FN     | 38 (51) | 50 (49) | 19 (44)  |

**III FSA 2016: % Meeting or Exceeding: SES and (Yukon)**

|      |        | Reading | Writing | Numeracy |
|------|--------|---------|---------|----------|
| Gr 4 | All    | 67 (75) | 50 (74) | 78 (75)  |
|      | Male   | 58      | 42      | 67       |
|      | Female | 83      | 67      | 100      |
| Gr 7 | FN     | 80 (60) | 80 (57) | 80 (57)  |
|      | All    | 52 (75) | 64 (65) | 42 (69)  |
|      | Male   | 62      | 46      | 46       |
|      | Female | 44      | 78      | 39       |
|      | FN     | 22 (47) | 33 (41) | 33 (45)  |

**IV Selkirk Relationship Survey Analysis October 2015 and May 2016**

**KEY:** % = “Always” and “Most of the time” reponses

Purple = Discrepancy from the aggregate Mean (>10%)

BLUE = Discrepancy within the pair (>10%)

Orange = Discrepancy between test administration October to May (- or + 10%)

• **Student/Teacher**

| <b>1</b> | <b>I feel that the teachers respect me as an individual</b> |      |       |         |         |               |        |
|----------|---|------|-------|---------|---------|---------------|--------|
| Cat.     | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October  | 85  | 86   | 83    | 90      | 81      | 78            | 89     |
| Cat.     | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May      | 81  | 75   | 87    | 76      | 87      | 75            | 83     |
| TREND    | -   | -    | +     | -       | +       | -             | -      |

| <b>5</b> | <b>My teacher explains things so that I can understand</b> |      |       |         |         |               |        |
|----------|--|------|-------|---------|---------|---------------|--------|
| Cat.     | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October  | 83   | 79   | 87    | 87      | 79      | 77            | 86     |
| Cat.     | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |

|       |    |    |    |    |    |    |    |
|-------|----|----|----|----|----|----|----|
| May   | 76 | 74 | 79 | 75 | 77 | 80 | 75 |
| TREND | -  | -  | -  | -  | -  | +  | -  |

|           |  |      |       |         |         |               |        |
|-----------|--|------|-------|---------|---------|---------------|--------|
| <b>11</b> | <b>There is an adult at the school I can talk to if I am felling upset</b> |      |       |         |         |               |        |
| Cat.      | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October   | 71   | 59   | 82    | 71      | 71      | 66            | 73     |
| Cat.      | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May       | 73   | 75   | 71    | 76      | 68      | 66            | 77     |
| TREND     | +  | +    | -     | +       | -       | =             | +      |

|           |   |      |       |         |         |               |        |
|-----------|---|------|-------|---------|---------|---------------|--------|
| <b>12</b> | <b>My teachers try to help me when I ask for help</b> |      |       |         |         |               |        |
| Cat.      | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October   | 90  | 86   | 92    | 91      | 86      | 81            | 92     |
| Cat.      | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May       | 84  | 78   | 91    | 82      | 90      | 84            | 83     |
| TREND     | -   | -    | -     | -       | +       | +             | -      |

|           |  |      |       |         |         |               |        |
|-----------|--|------|-------|---------|---------|---------------|--------|
| <b>15</b> | <b>If I get in trouble at school, I am told what I did wrong</b> |      |       |         |         |               |        |
| Cat.      | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October   | 67   | 56   | 79    | 70      | 65      | 62            | 70     |
| Cat.      | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May       | 74   | 70   | 79    | 73      | 77      | 68            | 77     |
| TREND     | +  | +    | =     | +       | +       | +             | +      |

| <b>My teachers care about my feelings</b> |           |      |       |         |         |               |        |
|---|-----------|------|-------|---------|---------|---------------|--------|
| Cat.                                      | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October                                   | 80        | 74   | 87    | 88      | 70      | 71            | 85     |
| Cat.                                      | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May                                       | 81        | 76   | 84    | 83      | 77      | 82            | 80     |
| TREND                                     | +         | +    | -     | -       | +       | +             | -      |

| <b>18 My teachers want to know if something is bothering me</b> |           |      |       |         |         |               |        |
|---|-----------|------|-------|---------|---------|---------------|--------|
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October   | 72        | 72   | 72    | 73      | 70      | 59            | 80     |
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May   | 70        | 75   | 64    | 69      | 72      | 68            | 71     |
| TREND   | -         | +    | -     | -       | +       | +             | -      |

| <b>19 I respect my teachers</b> |           |      |       |         |         |               |        |
|---------------------------------|-----------|------|-------|---------|---------|---------------|--------|
| Cat.                            | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October                         | 87        | 85   | 88    | 90      | 83      | 72            | 94     |
| Cat.                            | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May                             | 90        | 84   | 97    | 91      | 89      | 91            | 90     |
| TREND                           | +         | -    | +     | +       | +       | +             | -      |

| <b>20 My teachers respect me</b> |           |      |       |         |         |               |        |
|----------------------------------|-----------|------|-------|---------|---------|---------------|--------|
| Cat.                             | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October                          | 89        | 85   | 93    | 89      | 91      | 84            | 92     |

| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
|-------|-----------|------|-------|---------|---------|---------------|--------|
| May   | 91        | 88   | 94    | 89      | 93      | 91            | 91     |
| TREND | +         | +    | +     | =       | +       | +             | -      |

| <b>21 My teachers like to hear about things I do outside of school</b> |           |      |       |         |         |               |        |
|--|-----------|------|-------|---------|---------|---------------|--------|
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October  | 48        | 43   | 52    | 57      | 35      | 41            | 52     |
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May  | 53        | 45   | 62    | 50      | 57      | 43            | 57     |
| TREND  | +         | +    | +     | -       | +       | +             | +      |

| <b>22 My teachers give me helpful feedback on my work</b> |           |      |       |         |         |               |        |
|---|-----------|------|-------|---------|---------|---------------|--------|
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October   | 74        | 74   | 70    | 77      | 70      | 62            | 79     |
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May   | 75        | 66   | 84    | 70      | 83      | 68            | 78     |
| TREND   | +         | -    | +     | -       | +       | +             | -      |

| <b>23 My teachers try to help me become a better person</b> |           |      |       |         |         |               |        |
|---|-----------|------|-------|---------|---------|---------------|--------|
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October   | 77        | 81   | 74    | 80      | 72      | 74            | 80     |
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May   | 82        | 82   | 79    | 83      | 79      | 77            | 83     |
| TREND   | +         | +    | +     | +       | +       | +             | +      |

| <b>24 If I am angry about something at school, I can talk to an adult about it.</b> |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
|---|--|--|--|--|--|--|--|

| Cat.    | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
|---------|-----------|------|-------|---------|---------|---------------|--------|
| October | 69        | 76   | 70    | 77      | 68      | 55            | 76     |
| Cat.    | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May     | 61        | 62   | 60    | 70      | 45      | 57            | 63     |
| TREND   | -         | -    | -     | -       | -       | +             | -      |

| 25      | <b>My teachers help me want to learn new things.</b> |      |       |         |         |               |        |
|---------|--|------|-------|---------|---------|---------------|--------|
| Cat.    | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October | 86   | 87   | 84    | 88      | 84      | 74            | 92     |
| Cat.    | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati    | Non FN |
| May     | 94   | 95   | 92    | 96      | 91      | 92            | 93     |
| TREND   | +  | +    | +     | +       | +       | +             | +      |

• **Other Student/Teacher**

| 7       | <b>The other students say good things about their teachers.</b> |      |       |         |         |               |        |
|---------|---|------|-------|---------|---------|---------------|--------|
| Cat.    | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October | 55  | 60   | 53    | 68      | 41      | 50            | 59     |
| Cat.    | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May     | 64  | 62   | 67    | 73      | 51      | 70            | 61     |
| TREND   | +   | +    | +     | +       | +       | +             | +      |

| 8       | <b>When students get in trouble with a teacher they usually deserve it.</b> |      |       |         |         |               |        |
|---------|---|------|-------|---------|---------|---------------|--------|
| Cat.    | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October | 57  | 51   | 63    | 65      | 47      | 57            | 57     |
| Cat.    | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati    | Non FN |
| May     | 63  | 67   | 57    | 61      | 66      | 59            | 64     |
| TREND   | +   | +    | -     | -       | +       | +             | +      |

| 13 | <b>My teacher tries to help other students when they ask for help</b> |  |  |  |  |  |  |
|----|---|--|--|--|--|--|--|
|----|---|--|--|--|--|--|--|



| Cat.    | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
|---------|-----------|------|-------|---------|---------|---------------|--------|
| October | 90        | 88   | 92    | 93      | 85      | 81            | 94     |
| Cat.    | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati    | Non FN |
| May     | 91        | 87   | 97    | 88      | 93      | 89            | 93     |
| TREND   | +         | -    | +     | -       | +       | +             | -      |

| 17      | My teacher cares about other students' feelings. |      |       |         |         |               |        |
|---------|--|------|-------|---------|---------|---------------|--------|
| Cat.    | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October | 88   | 88   | 88    | 94      | 80      | 88            | 89     |
| Cat.    | Aggregate  | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May     | 85   | 83   | 87    | 83      | 87      | 86            | 84     |
| TREND   | -  | -    | -     | -       | +       | -             | -      |

- **Student/Student**

| 4       | Other kids seem to get along with each other |      |       |         |         |               |        |
|---------|--|------|-------|---------|---------|---------------|--------|
| Cat.    | Aggregate                                    | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October | 56   | 51   | 58    | 64      | 41      | 50            | 57     |
| Cat.    | Aggregate                                    | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May     | 52   | 54   | 49    | 49      | 57      | 45            | 55     |
| TREND   | -  | +    | -     | -       | +       | -             | -      |

| 6       | Students respect other students' feelings |      |       |         |         |               |        |
|---------|---|------|-------|---------|---------|---------------|--------|
| Cat.    | Aggregate                                 | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October | 51  | 53   | 50    | 61      | 37      | 45            | 53     |
| Cat.    | Aggregate                                 | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati    | Non FN |
| May     | 48  | 54   | 41    | 55      | 38      | 52            | 46     |
| TREND   | -   | +    | -     | -       | +       | +             | -      |

| <b>26 I look forward to playing with my friends at recess</b> |           |      |       |         |         |            |        |
|---|-----------|------|-------|---------|---------|------------|--------|
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati | Non FN |
| October   | 82        | 79   | 84    | 77      | 88      | 74         | 85     |
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati | Non FN |
| May   | 85        | 82   | 87    | 83      | 89      | 87         | 83     |
| TREND   | +         | +    | +     | +       | +       | +          | +      |

| <b>27 Other kids help me when I ask them to.</b> |           |      |       |         |         |               |        |
|--|-----------|------|-------|---------|---------|---------------|--------|
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati    | Non FN |
| October  | 49        | 52   | 45    | 50      | 46      | 40            | 52     |
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May  | 58        | 51   | 67    | 51      | 70      | 50            | 62     |
| TREND  | +         | -    | +     | +       | +       | +             | +      |

| <b>28 Most of the kids are kind to one another</b> |           |      |       |         |         |               |        |
|--|-----------|------|-------|---------|---------|---------------|--------|
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October  | 52        | 54   | 50    | 61      | 35      | 49            | 52     |
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May  | 56        | 55   | 57    | 61      | 49      | 52            | 58     |
| TREND  | +         | +    | +     | =       | +       | +             | +      |

| <b>29 Most of the kids care about other people's feelings</b> |           |      |       |         |         |               |        |
|---|-----------|------|-------|---------|---------|---------------|--------|
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October   | 53        | 56   | 50    | 65      | 35      | 38            | 61     |
| Cat.  | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May   | 52        | 51   | 52    | 61      | 38      | 55            | 51     |
| TREND   | -         | -    | +     | -       | +       | +             | -      |

- **Teacher/Teacher**

| <b>2 The teachers seem to like each other.</b> |           |      |       |         |         |               |        |
|--|-----------|------|-------|---------|---------|---------------|--------|
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October  | 96        | 93   | 100   | 98      | 95      | 91            | 99     |
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati    | Non FN |
| May  | 91        | 90   | 94    | 89      | 94      | 96            | 90     |
| TREND  | -         | -    | -     | -       | -       | +             | -      |

| <b>3 My teachers seem happy.</b> |           |      |       |         |         |               |        |
|----------------------------------|-----------|------|-------|---------|---------|---------------|--------|
| Cat.                             | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October                          | 79        | 73   | 85    | 81      | 76      | 78            | 80     |
| Cat.                             | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nati    | Non FN |
| May                              | 83        | 78   | 89    | 82      | 85      | 84            | 82     |
| TREND                            | +         | +    | +     | +       | +       | +             | +      |

- **General**

| <b>9 The school is a comfortable/safe place to be.</b> |           |      |       |         |         |               |        |
|--|-----------|------|-------|---------|---------|---------------|--------|
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October  | 83        | 86   | 81    | 92      | 74      | 76            | 87     |
| Cat.   | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May  | 76        | 74   | 79    | 82      | 66      | 77            | 76     |
| TREND  | -         | -    | -     | -       | -       | +             | -      |

| <b>10 I enjoy coming to school.</b> |           |      |       |         |         |               |        |
|-------------------------------------|-----------|------|-------|---------|---------|---------------|--------|
| Cat.                                | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October                             | 75        | 76   | 73    | 78      | 70      | 59            | 82     |
| Cat.                                | Aggregate | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May                                 | 70        | 63   | 78    | 69      | 70      | 59            | 75     |

|       |   |   |   |   |   |   |   |
|-------|---|---|---|---|---|---|---|
| TREND | - | - | + | - | = | = | - |
|-------|---|---|---|---|---|---|---|

|           |   |      |       |         |         |               |        |
|-----------|---|------|-------|---------|---------|---------------|--------|
| <b>14</b> | <b>There is something fun or interesting to do at recess.</b> |      |       |         |         |               |        |
| Cat.      | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| October   | 80  | 80   | 79    | 82      | 76      | 76            | 81     |
| Cat.      | Aggregate   | Boys | Girls | Gr. 3-5 | Gr. 6-7 | First Nations | Non FN |
| May       | 81  | 79   | 83    | 81      | 81      | 77            | 82     |
| TREND     | +   | -    | +     | -       | +       | +             | +      |

## V. SES SCHOOL WIDE WRITE 2014/15, 2015/16,

### School Results – Convention 2014 2015

| School         | 03        |           | 04        |           | 05        |           | 06        |           | 07        |           |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     |
| <b>Total</b>   | <u>15</u> | <u>19</u> | <u>21</u> | <u>22</u> | <u>25</u> | <u>30</u> | <u>40</u> | <u>29</u> | <u>26</u> | <u>34</u> |
| <b>% At or</b> | <b>13</b> | <b>36</b> | <b>19</b> | <b>59</b> | <b>20</b> | <b>53</b> | <b>17</b> | <b>62</b> | <b>15</b> | <b>50</b> |

### School Results – Convention 2015 2016

| School         | 0        |           | 04        |           | 05        |           | 06        |           | 0         |
|----------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                | Fall,    | Spring,   | Fall,     | Spring,   | Fall,     | Spring,   | Fall,     | Spring,   | Fall,     |
| <b>Total</b>   | <u>3</u> | <u>25</u> | <u>19</u> | <u>18</u> | <u>24</u> | <u>20</u> | <u>22</u> | <u>11</u> | <u>8</u>  |
| <b>% At or</b> | <b>1</b> | <b>36</b> | <b>26</b> | <b>33</b> | <b>33</b> | <b>50</b> | <b>22</b> | <b>36</b> | <b>25</b> |

### School Results - Meaning

| School       | 03        |           | 04        |           | 05        |           | 06        |           | 07        |           |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|              | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     |
| <b>Total</b> | <u>15</u> | <u>19</u> | <u>21</u> | <u>22</u> | <u>25</u> | <u>30</u> | <u>40</u> | <u>29</u> | <u>26</u> | <u>34</u> |

|                |           |           |           |           |           |           |           |           |           |           |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>% At or</b> | <b>46</b> | <b>63</b> | <b>19</b> | <b>54</b> | <b>20</b> | <b>66</b> | <b>35</b> | <b>72</b> | <b>23</b> | <b>50</b> |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

**School Results - Meaning**

| <b>School</b>  | 03               |                  | 04               |                  | 05               |                  | 06               |                  | 07              |
|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------------|
|                | Fall,            | Spring,          | Fall,            | Spring,          | Fall,            | Spring,          | Fall,            | Spring,          | Fall,           |
| <b>Total</b>   | <b><u>31</u></b> | <b><u>26</u></b> | <b><u>19</u></b> | <b><u>19</u></b> | <b><u>25</u></b> | <b><u>21</u></b> | <b><u>23</u></b> | <b><u>12</u></b> | <b><u>8</u></b> |
| <b>% At or</b> | <b>29</b>        | <b>50</b>        | <b>21</b>        | <b>42</b>        | <b>28</b>        | <b>71</b>        | <b>30</b>        | <b>50</b>        | <b>37</b>       |

**School Results - Style**

| <b>School</b>  | 03               |                  | 04               |                  | 05               |                  | 06               |                  | 07               |                  |
|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      |                  |
| <b>Total</b>   | <b><u>15</u></b> | <b><u>19</u></b> | <b><u>21</u></b> | <b><u>22</u></b> | <b><u>25</u></b> | <b><u>30</u></b> | <b><u>40</u></b> | <b><u>29</u></b> | <b><u>26</u></b> | <b><u>34</u></b> |
| <b>% At or</b> | <b>26</b>        | <b>47</b>        | <b>14</b>        | <b>54</b>        | <b>16</b>        | <b>56</b>        | <b>30</b>        | <b>79</b>        | <b>15</b>        | <b>50</b>        |

**School Results - Style**

| <b>District</b> | 03         |            | 04         |            | 05         |            | 06         |            | 07         |            |
|-----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
|                 | Fall,      | Spring,    | Fall,      | Spring,    | Fall,      | Spring,    | Fall,      | Spring,    | Fall,      | Spring,    |
| <b>Total</b>    | <b>280</b> | <b>277</b> | <b>248</b> | <b>255</b> | <b>225</b> | <b>218</b> | <b>237</b> | <b>233</b> | <b>218</b> | <b>185</b> |
| <b>% At or</b>  | <b>24</b>  | <b>50</b>  | <b>33</b>  | <b>59</b>  | <b>33</b>  | <b>49</b>  | <b>45</b>  | <b>60</b>  | <b>35</b>  | <b>62</b>  |

**School Results - Form**

| <b>School</b>  | 03               |                  | 04               |                  | 05               |                  | 06               |                  | 07               |                  |
|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
|                | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      | Fall, Sprin      |                  |
| <b>Total</b>   | <b><u>15</u></b> | <b><u>19</u></b> | <b><u>21</u></b> | <b><u>22</u></b> | <b><u>25</u></b> | <b><u>30</u></b> | <b><u>40</u></b> | <b><u>29</u></b> | <b><u>26</u></b> | <b><u>34</u></b> |
| <b>% At or</b> | <b>20</b>        | <b>36</b>        | <b>23</b>        | <b>59</b>        | <b>24</b>        | <b>50</b>        | <b>22</b>        | <b>68</b>        | <b>26</b>        | <b>50</b>        |

**School Results - Form**

| <b>School</b> | 03               |                  | 04               |                  | 05               |                  | 06               |                  | 07              |
|---------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------------|
|               | Fall,            | Spring,          | Fall,            | Spring,          | Fall,            | Spring,          | Fall,            | Spring,          | Fall,           |
| <b>Total</b>  | <b><u>31</u></b> | <b><u>26</u></b> | <b><u>19</u></b> | <b><u>19</u></b> | <b><u>25</u></b> | <b><u>21</u></b> | <b><u>23</u></b> | <b><u>12</u></b> | <b><u>8</u></b> |

|                |           |           |           |           |           |           |           |           |           |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>% At or</b> | <b>12</b> | <b>46</b> | <b>36</b> | <b>52</b> | <b>28</b> | <b>38</b> | <b>30</b> | <b>58</b> | <b>50</b> |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

**VI DART  
School Results - Analysis**

| <b>School</b>  | 03        |           | 04        |           | 05        |           | 06        |           | 07        |           |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     |
| <b>Total</b>   | <u>18</u> | <u>18</u> | <u>22</u> | <u>24</u> | <u>27</u> | <u>30</u> | <u>27</u> | <u>24</u> | <u>39</u> | <u>36</u> |
| <b>% At or</b> | 22        | 38        | 45        | 58        | 7         | 60        | 18        | 83        | 38        | 75        |

**School Results - Analysis**

| <b>School</b>  | 03        |           | 04        |           | 05        |           | 06        |           | 07       |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
|                | Fall,     | Spring,   | Fall,     | Spring,   | Fall,     | Spring,   | Fall,     | Spring,   | Fall,    |
| <b>Total</b>   | <u>26</u> | <u>22</u> | <u>18</u> | <u>18</u> | <u>20</u> | <u>21</u> | <u>23</u> | <u>10</u> | <u>8</u> |
| <b>% At or</b> | 0         | 59        | 50        | 77        | 40        | 52        | 17        | 30        | 100      |

**School Results - Comprehension**

| <b>School</b>  | 03        |           | 04        |           | 05        |           | 06        |           | 07        |           |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     |
| <b>Total</b>   | <u>18</u> | <u>18</u> | <u>22</u> | <u>24</u> | <u>27</u> | <u>30</u> | <u>27</u> | <u>24</u> | <u>39</u> | <u>36</u> |
| <b>% At or</b> | 38        | 38        | 40        | 50        | 3         | 50        | 18        | 70        | 43        | 72        |

**School Results - Comprehension**

| <b>School</b>  | 03        |           | 04        |           | 05        |           | 06        |           | 07       |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
|                | Fall,     | Spring,   | Fall,     | Spring,   | Fall,     | Spring,   | Fall,     | Spring,   | Fall,    |
| <b>Total</b>   | <u>29</u> | <u>25</u> | <u>19</u> | <u>19</u> | <u>26</u> | <u>21</u> | <u>22</u> | <u>10</u> | <u>9</u> |
| <b>% At or</b> | 24        | 56        | 42        | 63        | 26        | 42        | 27        | 40        | 66       |

**School Results - Strategies**

| <b>School</b> | 03        |           | 04        |           | 05        |           | 06        |           | 07        |           |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|               | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     | Fall,     | Sprin     |
| <b>Total</b>  | <u>18</u> | <u>18</u> | <u>22</u> | <u>24</u> | <u>27</u> | <u>30</u> | <u>27</u> | <u>24</u> | <u>39</u> | <u>36</u> |

**School Results - Strategies**

| School         | 03               |                  | 04               |                  | 05               |                  | 06               |                  | 07              |
|----------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-----------------|
|                | Fall,            | Spring,          | Fall,            | Spring,          | Fall,            | Spring,          | Fall,            | Spring,          | Fall,           |
| <b>Total</b>   | <u><b>30</b></u> | <u><b>25</b></u> | <u><b>19</b></u> | <u><b>19</b></u> | <u><b>26</b></u> | <u><b>21</b></u> | <u><b>23</b></u> | <u><b>10</b></u> | <u><b>9</b></u> |
| <b>% At or</b> | <b>43</b>        | <b>64</b>        | <b>68</b>        | <b>73</b>        | <b>46</b>        | <b>57</b>        | <b>30</b>        | <b>40</b>        | <b>100</b>      |