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

The Children of St. Martha School



2017/2018

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Children of St. Martha 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	93.7	86.6	87.2	89.5	89.5	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	92.6	88.4	90.3	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	93.2	89.5	91.5	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	58.7	45.6	48.0	73.4	73.6	73.2	Very Low	Maintained	Concern
	PAT: Excellence	4.3	5.9	4.0	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	83.3	93.8	93.9	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	87.6	77.6	77.2	83.7	83.9	83.6	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	84.7	86.2	88.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.8	86.0	78.7	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
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 each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and 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 these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 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
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 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 except Drop Out Rate: 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) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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)

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	38.6	51.4	47.1	45.6	58.7	55	Very Low	Maintained	Concern	57	60	60
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	2.4	4.2	1.9	5.9	4.3	6	Very Low	Maintained	Concern	8	8	8

Comment on Results

(an assessment of progress toward achieving the target)

The Provincial Achievement results and academic achievement at the Children of St. Martha Elementary School continues to be an area of concern. A realistic goal of improvement is to achieve a target of 60% in the area of acceptable standard within a three-year time period. This being said, the 2017 results met the acceptable standard projection set in the previous school year’s plan. Academic achievement of our students will continue to be a focal area of review and planning across all grade levels and subject areas. Early Intervention methods and strategies are also strategically being implemented to meet the needs of students. A fundamental priority at CSM will be to continually strengthen student engagement and provide an environment that fosters a genuine passion for learning.

Strategies:

1. To ensure a positive home & school connection is established and maintained:

- A strong emphasis will be placed on engaging parents and students in the journey of learning at CSM.
- Ongoing communication will entice parents to be more actively involved in their child’s learning (fresh grade, remind, newsletters, family evenings).

2. To incorporate Literacy/Numeracy methods and strategies across all grade and subject areas:

- Benchmark all students in October & the end of April (include running records this year) to guide instructional practices
- Provide individual, targeted and universal supports based on assessment data
- Learning coach to observe in classrooms and support teachers in the area of literacy/numeracy
- professional learning opportunities that support effective collaborative planning
- focused PLC time for teachers to review and analyze literacy resources such as Lucy Calkins as well as F & P LLI kits
- In addition to reading buddies, classes will explore writing buddies to promote student to student timely feedback on writing
- Div. II students will take part in writing workshops three times per week to support stamina building in the area of writing
- School wide Literacy Lessons connecting learning across all grade levels (common book study for all students)
- Google drive collection of student writing samples uploaded and assessed based on a common school wide prompt and assessment tool
- Word Work will be present in all classrooms
- Comprehensive literacy to support a balanced literacy approach will be an emphasis
- PBL opportunities that emphasize numeracy and tied to a genius hour approach to learning (div. II)
- “number talks” will be used more fluently in all grade levels (teachers will brainstorm in PLC time how to embed this within their teaching). Resources will be collected, shared and developed to support number talks from grades 1-6 throughout this school year.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	84.8	81.5	72.6	77.6	87.6	83	Very High	Improved	Excellent	83	85	90
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.	91.7	100.0	87.9	93.8	83.3	83% - 94%	High	Maintained	Good	Maintain between 83-94%		

Comment on Results

(an assessment of progress toward achieving the target)

The performance measures in this category outline that students model characteristics of active citizenship as well as attitude and behaviors that prepare them for their future. Teachers and parents of students believe that students have consistently modelled this at The Children of St. Martha Elementary. This is an area that we acknowledge and recognize as “the way we do things” based on our rich Catholic identity.

Over the past five years, the area of attitude and behaviors associated with successful work habits beyond school has fluctuated in results but still remained high. CSM School implemented Career and Technology Foundation courses, last school year, thus allowing our students to experience options that focus on real life experiences. It also encouraged students to make connections between areas of interest and skill development in various occupational areas.

Based on the continual fluctuation of data, further intentional information and communication may need to be shared with parents and students so they fully understand the connections and profession of CTF to CTS options, as well as how both provide positive pathways for future career exploration.

Strategies

1. Our Catholic Faith will be permeated throughout all classes and grade levels:

- District Three year Faith Plan (G.I.F.T.) : Implementation of Year 2: Growing in Spirit
- Staff Faith development- All teachers will be challenged to ensure lesson plans that illustrate permeation within subjects other than Religious Studies.
- Staff Faith development- first year teacher receives mentorship through team teaching opportunity
- each school based Professional Learning Day will include Faith Life development as part of our PD
- Engage in student-led social justice projects
- additional Thursday mass celebrations
- promote and support sacramental preparation by connecting families with St. Martha Parish
- regular communication and invitations to the school from parish staff, youth ministers, sisters of St. Martha, and the Knights of Columbus.
- Focus on weekly Prayer and Gospel readings
- Personal Prayer Journals for all students and staff
- Staff Faith Life Committee to support and ensure direction for the school year

2. Career and Technology Foundation courses offered to Division II students

- Courses offered based on student interest
- Teachers dedicated to offering quality option courses that tie learning to the work place
- Application of an interdisciplinary approach based on student-focused learning opportunities and hands on learning

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	15.6	*	36.7	19.4	50.0	30	Very Low	Improved	Issue	35	55	55
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	*	0.0	0.0	3.6	3	Very Low	Maintained	Concern	5	5	5

Comment on Results

(an assessment of progress toward achieving the target)

The overall percentage of First Nation, Metis, and Inuit students in grade 6 that achieved the acceptable standards on Provincial Achievement Tests improved significantly this school year compared to past data collected. Intentional plans were set to strategically embed cultural aspects of history, tradition and knowledge thus enhancing student interest and engagement throughout the school. Cross – curricular planning and implementation of cultural perspectives in all grades and classes contributed to the substantial improvement in achievement results. All staff at the Children of St. Martha Elementary are committed to their own learning in regards to the History and Tradition of our Aboriginal families. The CSM staff embrace and welcome all students each day.

Strategies

- Intentional teacher preparation and unit planning with focus on incorporating First Nation, Metis, and Inuit perspectives as well as traditions and customs
- scheduled time for First Nation, Metis, Inuit Liaison to collaborate with teachers and provide learning opportunities that link to and include history, tradition, and language instruction for students throughout the school year (not just one unit but embedded within areas of instruction) ex oral story telling and writing
- Family Gatherings, Heritage Days, and celebrations that enrich our knowledge in the area of First Nation Metis and Inuit culture and tradition
- School wide projects: all students design and build their own tipi
- All students design and make their own “Talking Sticks” (both having connections to Literacy/Numeracy objectives as outlined in our Continuous Improvement Plan)
- connect FSLC, FNMI Liaison, and Family First Facilitator with families that struggle bringing their children to school on a regular basis
- recognition of quality attendance through school initiative program
 - Breakfast and Lunch programs maintained and promoted
 - Teacher/Admin. connection and regular communication with parents/guardians
 - Attendance continually monitored for all students.
- A high level of expectations for coming to school daily and on time is something that is essential for student achievement
- Professional Learning sessions where teachers work collaboratively on expectations from grade level below and above to help determine gaps in learning or high achieving students thus opening collaborative dialogue and planning between all teachers.
- Teacher collaboration/sharing units that incorporate First Nation, Metis, and Inuit instruction in order to provide relevancy for our students (ties to Aboriginal culture).

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.4	88.2	86.8	86.6	93.7	90	Very High	Improved	Excellent	90	90	90

Comment on Results

(an assessment of progress toward achieving the target)

The result of this performance measure is Excellent. The Children of St. Martha provides an inclusive environment where all students, staff, and families feel cared for and welcomed as a member of our school community. We pride ourselves in “taking care” of all who enter our building each day. As a Catholic Faith Community, we are committed to providing a trusting environment that follows our beliefs and values with an emphasis on prayer life, liturgical celebrations, and religious education programs. A holistic approach to Wellness must include a balance between the physical, social/emotional, intellectual and spiritual aspects of each individuals wellbeing. This is what is encouraged and cared for on a daily basis at the Children of St. Martha Elementary School.

Strategies

Wellness will be emphasized through:

- Designated Teachers as leader of Wellness or Health Champions to work with students, staff, and community members
- Colour team Cross Grade Collaborative Groupings: Color teams are cross grade teams of students that are linked together to participate in school wide activities. Through collaborating within these teams, students build connections with a variety of other students & staff within the school. Students feel connected to a group and make new friendship connections.
- Positive Playground Initiative: education of students in the area of conflict resolution through health education programs and school wide initiatives
- Support for a Movement-Positive Culture – Recommendations are provided to integrate physical literacy into school culture for long-term impact on health and learning outcomes
- Ever Active Schools Physical Literacy Mentorship to promote active health lifestyles for all

FNMI Liaison, FSLC, and Family First Facilitator work collaboratively to assist students and families of the CSM that struggle financially with housing, transportation, food and clothing.

Emphasis on our Rich Catholic Identity:

- District Three year Faith Plan (G.I.F.T.) : Implementation of Year 2: Growing in Spirit
- Engage in student-led social justice projects
- additional Thursday mass celebrations
- promote and support sacramental preparation by connecting families with St. Martha Parish
- regular communication and invitations to the school from parish staff, youth ministers, sisters of St. Martha, and the Knights of Columbus.
- Focus on weekly Prayer and Gospel readings
- Student led Liturgical Celebrations

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.5	89.4	93.2	88.4	92.6	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

(an assessment of progress toward achieving the target)

Our results in this area remain high and we have exceeded our target for this school year. Implementation of a variety of extra-curricular and co-curricular opportunities have been well received and appreciated at The Children of St. Martha Elementary.

Strategies

There are a variety of opportunities offered to CSM students in the area of fine arts, health, physical education as well as CTF option courses.

These areas will continue to be emphasized and strengthened in order to support our inclusive and welcoming atmosphere.

- Music program: Music specialists offers a quality program in this area. Extra-curricular opportunities for students to take part in music festivals, choir practices, and performances are consistently seen throughout the school year
- Sports programs: volleyball, basketball, running club, skipping club and track are emphasized with instruction of sports being implemented at all grade levels to encourage participation in activities for all students now and in the future
- Wellness Initiatives are consistently embedded within our health and life skills programming
- Fine Arts Showcase, family evenings, friendship clubs, Chess Club, lego club, and a Go Girl running club that is linked to Ever Active Schools
- Career and Technology Foundation option courses are offered to students in Division II such a Photography, Scratch, Community Gardening, Sports Enrichment, Management and Marketing, Health and Wellness & Leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	80.3	78.8	71.2	86.0	91.8	87	Very High	Improved Significantly	Excellent	90	90	90
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	100.0	96.6	83.5	86.2	84.7	86-90	Very High	Maintained	Excellent	Maintain 86-90%		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.6	96.4	88.5	89.5	93.2	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

(an assessment of progress toward achieving the target)

Parental Involvement, overall improvement as well as the quality of Education Is Excellent. This is reflective of the genuine care, concern and hard work seen at The Children of St. Martha Elementary on a daily basis. This is a very unique and diverse school that boasts a culture of “care”. One we would call the “hidden gem of Southern Alberta”. Each staff member meets our children and our families where they are and work tirelessly to develop well rounded students that have a real passion for learning and their future education journey.

Strategies:

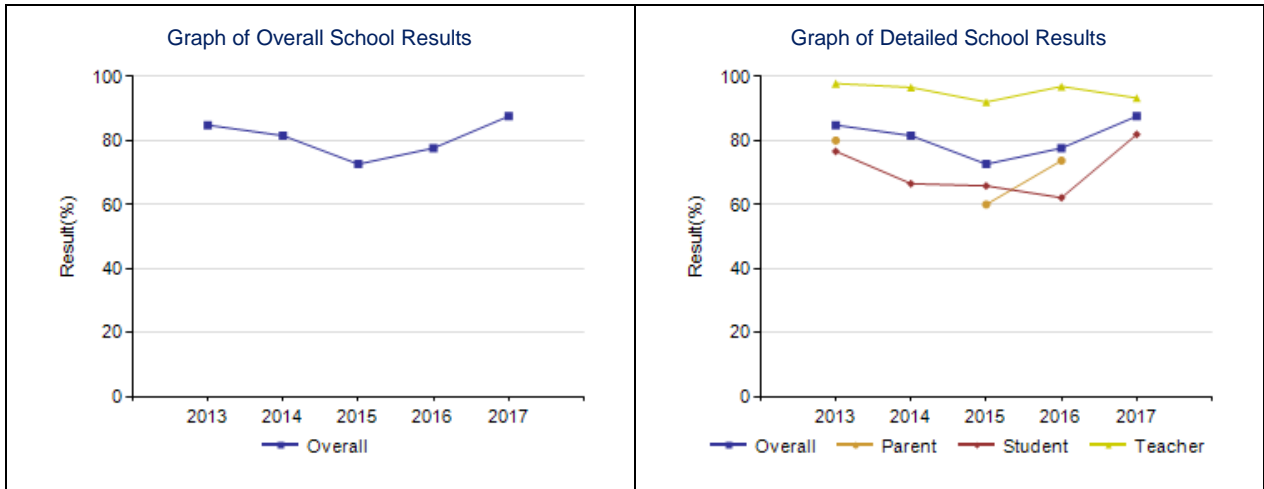
- Continual Communication and connections with our Families
- regularly sharing through technology (remind, fresh grade, email or phone calls home)
- Use of “Tell Them from Me” and “Thought Exchange” survey data to guide future improvement planning
- Professional learning community of practice time guided and maintained with the intention of growth in the area of learning outcomes for students
- Support collaborative planning for all grade levels through levelled intervention as well as team teaching opportunities
 - Cross grade planning
- Continued invitations and welcomes to parents/guardians to be active in our school council
- Continued opportunities for family events (monthly) to provide a connection of families to CSM

APPENDIX – Measure Details

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.8	81.5	72.6	77.6	87.6	85.1	85.4	85.3	85.8	87.4	83.4	83.4	83.5	83.9	83.7
Teacher	97.8	96.6	92.0	96.9	93.3	97.4	96.8	98.4	98.4	96.8	93.6	93.8	94.2	94.5	94.0
Parent	80.0	*	60.0	73.7	*	79.1	85.5	83.2	82.9	86.6	80.3	81.9	82.1	82.9	82.7
Student	76.6	66.5	65.8	62.1	81.9	78.6	73.9	74.2	76.1	78.8	76.2	74.5	74.2	74.5	74.4



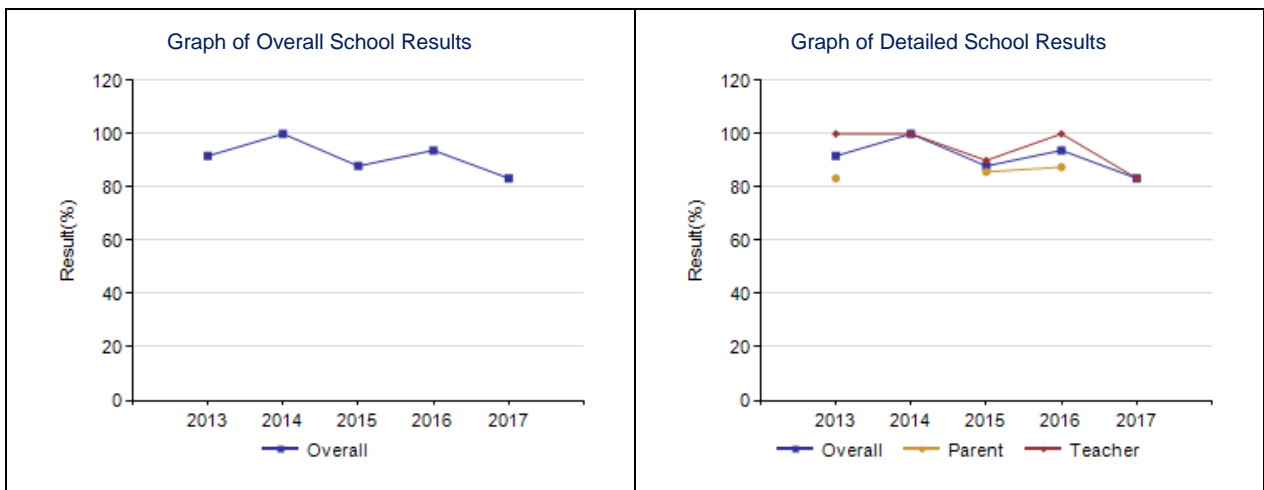
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TFM (Tell Them From Me) survey in 2014.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.7	100.0	87.9	93.8	83.3	80.5	84.5	82.1	83.3	84.6	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	100.0	90.0	100.0	83.3	94.4	92.8	92.0	91.7	92.2	89.4	89.3	89.7	90.5	90.4
Parent	83.3	*	85.7	87.5	*	66.7	76.2	72.1	74.9	76.9	71.1	73.1	74.2	74.8	75.1

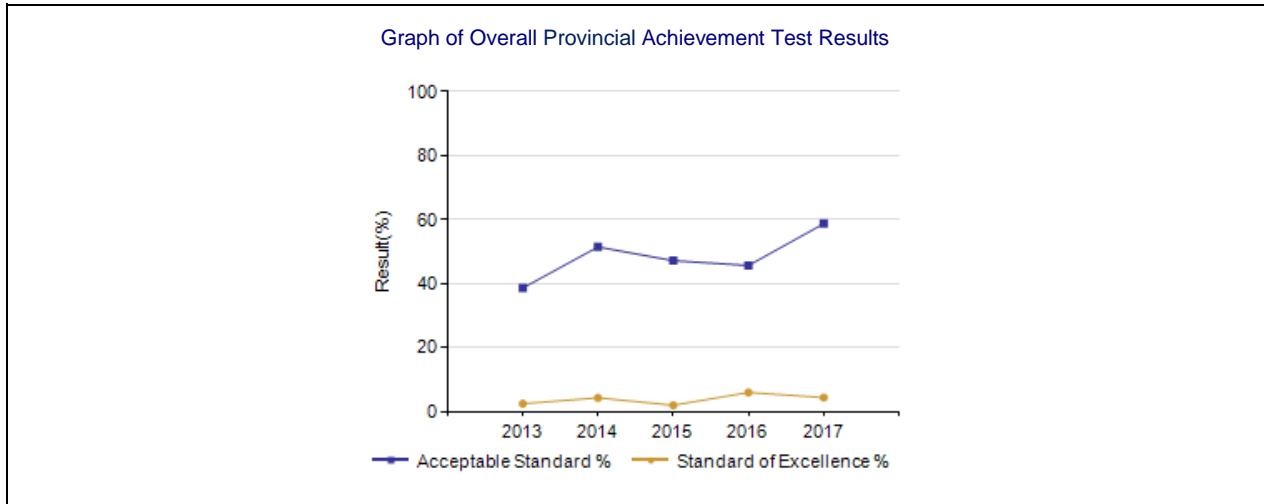


Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	52.4	0.0	72.2	11.1	61.5	0.0	76.5	5.9	82.6	8.7		
	Authority	75.7	13.6	79.5	16.8	82.0	14.9	83.9	19.9	84.8	15.5		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	96.3	14.8	96.0	28.0	91.4	11.4	93.3	30.0	89.2	24.3		
	Province	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6		
Mathematics 6	School	33.3	0.0	50.0	0.0	30.8	0.0	29.4	5.9	43.5	0.0		
	Authority	59.3	10.2	66.2	9.2	67.9	9.4	68.2	9.2	70.4	9.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	38.1	4.8	38.9	5.6	50.0	0.0	47.1	5.9	52.2	4.3		
	Authority	68.6	15.3	66.8	16.8	71.3	15.4	75.3	15.8	78.0	24.5		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	30.0	5.0	44.4	0.0	46.2	7.7	29.4	5.9	56.5	4.3		
	Authority	60.3	12.5	60.4	9.2	61.9	11.7	66.1	11.9	72.8	17.7		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.1	15.6	79.0	11.3	74.7	13.3	78.1	12.5	78.8	13.9		
	Province	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.7	10.8	91.4	5.7	88.9	25.9	77.4	25.8	90.5	28.6		
	Province	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	95.2	14.3	84.0	20.0	94.1	17.6	85.7	33.3	85.7	14.3		
	Province	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.9	18.3	68.9	9.4	61.8	15.0	67.0	14.9	72.2	14.5		
	Province	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.2	17.9	72.2	11.1	75.0	31.3	74.3	34.3	90.9	54.5		
	Province	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	79.0	23.6	78.6	21.7	77.4	22.6	75.9	21.9	76.3	19.2		
	Province	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	54.8	9.7	77.8	25.0	65.5	10.3	61.5	23.1	83.3	12.5		
	Province	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.2	24.1	70.0	15.2	71.1	21.5	69.1	17.6	73.8	20.8		
	Province	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.6	15.2	81.3	12.5	79.3	13.8	69.2	26.9	90.9	31.8		
	Province	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7		

Notes:

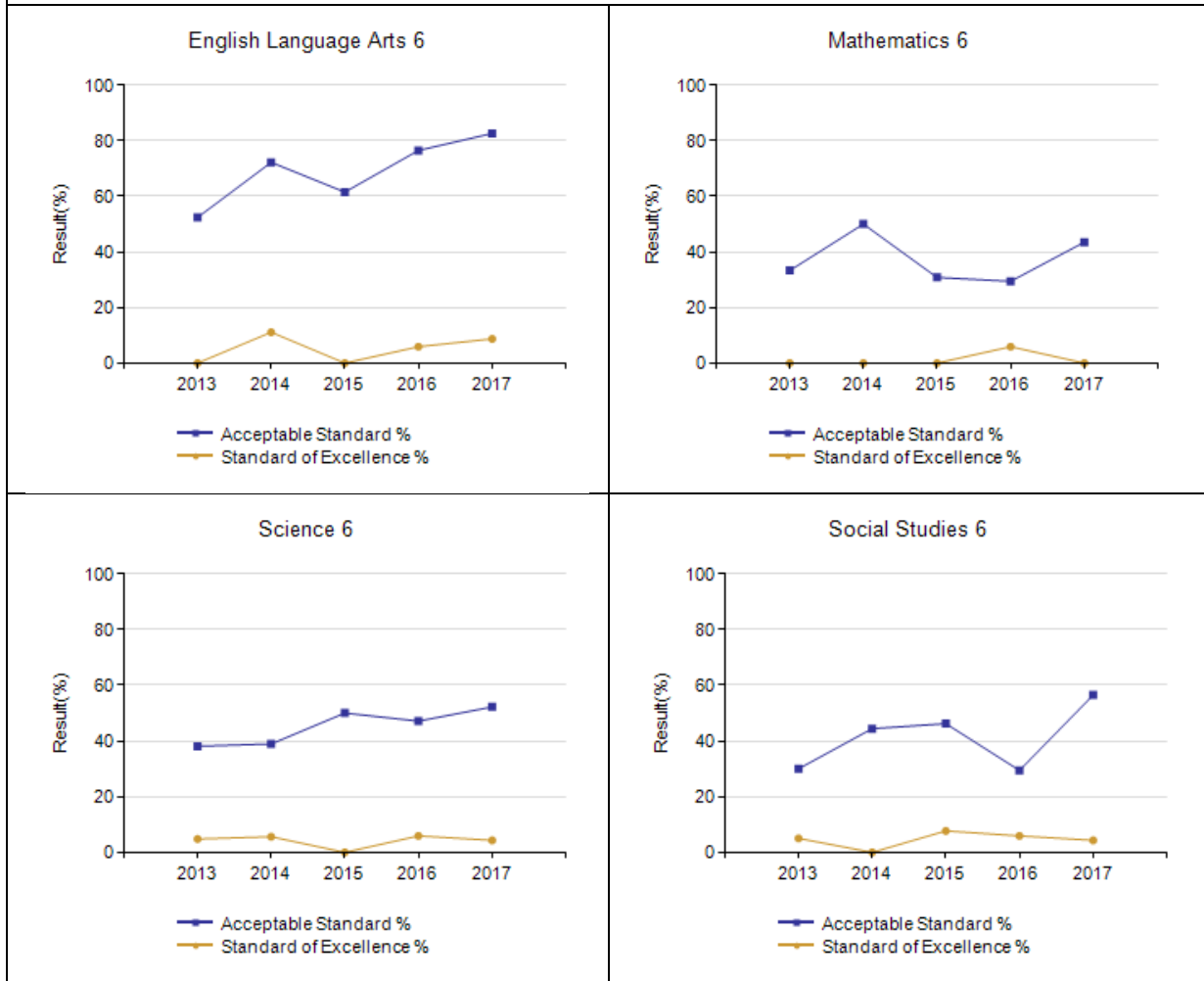
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events



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 flooding in June 2013 (Grade 9 only) and 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 these events.

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 flooding in June 2013 (Grade 9 only) and 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 these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Children of St. Martha School							Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Maintained	Acceptable	23	82.6	20	70.1	49,572	82.5	46,989	82.5
	Standard of Excellence	Low	Maintained	Issue	23	8.7	20	5.7	49,572	18.9	46,989	19.2
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	85.1	2,864	87.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,185	13.5	2,864	14.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	92.1	524	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	542	21.6	524	16.5
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	23	43.5	20	36.7	49,507	69.4	46,906	73.0
	Standard of Excellence	Very Low	Maintained	Concern	23	0.0	20	2.0	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very Low	Maintained	Concern	23	52.2	20	45.3	49,501	76.9	46,914	76.7
	Standard of Excellence	Very Low	Maintained	Concern	23	4.3	20	3.8	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very Low	Improved	Issue	23	56.5	20	40.0	49,485	72.9	46,903	70.5
	Standard of Excellence	Very Low	Maintained	Concern	23	4.3	20	4.5	49,485	21.7	46,903	18.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	76.8	43,746	76.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,487	14.9	43,746	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	58.8	1,576	61.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,428	5.9	1,576	4.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	83.1	2,625	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,763	11.2	2,625	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	88.9	392	87.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	379	26.1	392	21.6
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	67.2	43,295	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,020	19.0	43,295	17.6
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	57.5	2,026	61.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,848	13.3	2,026	14.0
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	74.0	43,808	73.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,445	21.4	43,808	22.4
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	63.9	1,547	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,440	13.3	1,547	14.8
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	67.0	43,722	65.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	45,484	20.2	43,722	19.2
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	56.3	1,533	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 flooding in June 2013 (Grade 9 only) and 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 these events.

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.

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
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 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
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and 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 these events.
3. 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.

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

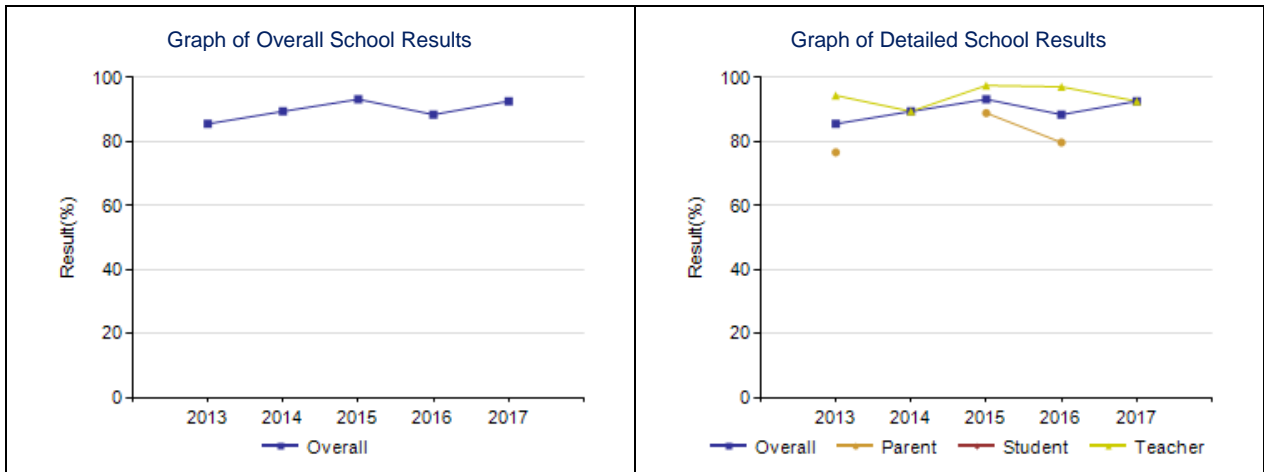
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	85.5	89.4	93.2	88.4	92.6	84.8	84.8	84.0	82.6	83.1	81.5	81.3	81.3	81.9	81.9
Teacher	94.4	89.4	97.5	97.1	92.6	94.3	89.0	91.5	90.7	88.4	87.9	87.5	87.2	88.1	88.0
Parent	76.6	*	88.9	79.7	*	77.9	83.6	80.0	77.6	80.5	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	82.2	81.7	80.4	79.6	80.6	77.8	76.6	76.9	77.5	77.7

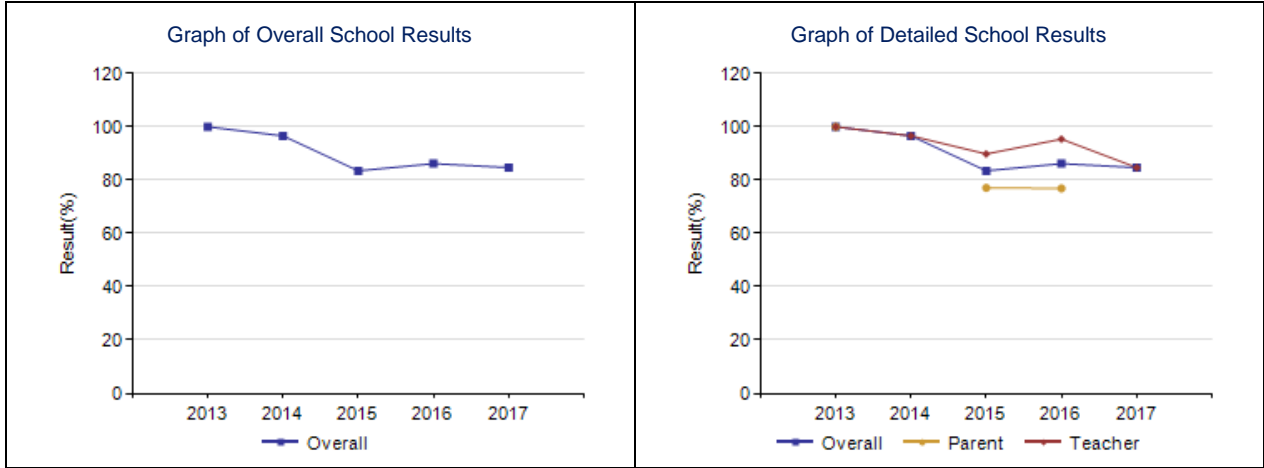


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	100.0	96.6	83.5	86.2	84.7	82.1	83.2	85.3	83.3	82.9	80.3	80.6	80.7	80.9	81.2
Teacher	100.0	96.6	89.8	95.4	84.7	90.8	90.5	94.7	94.3	92.6	88.5	88.0	88.1	88.4	88.5
Parent	100.0	*	77.1	76.9	*	73.4	75.9	76.0	72.3	73.2	72.2	73.1	73.4	73.5	73.9



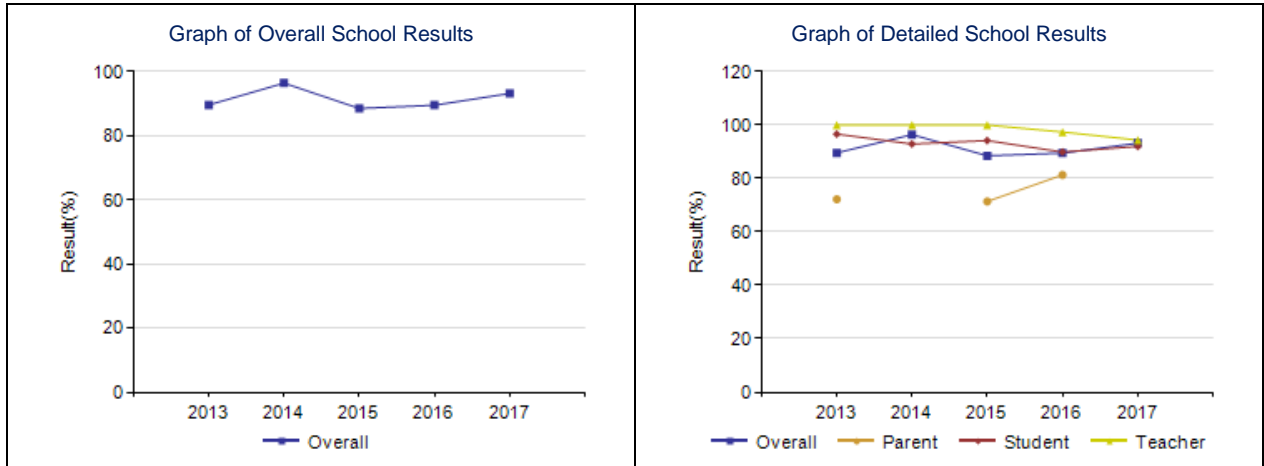
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.6	96.4	88.5	89.5	93.2	91.7	91.0	90.7	90.4	92.2	89.8	89.2	89.5	90.1	90.1
Teacher	100.0	100.0	100.0	97.4	94.4	97.9	95.7	98.0	98.1	97.0	95.7	95.5	95.9	96.0	95.9
Parent	72.2	*	71.4	81.3	*	87.8	89.7	85.4	84.5	90.2	84.9	84.7	85.4	86.1	86.4
Student	96.6	92.9	94.2	89.9	92.0	89.3	87.4	88.7	88.5	89.5	88.7	87.3	87.4	88.0	88.1

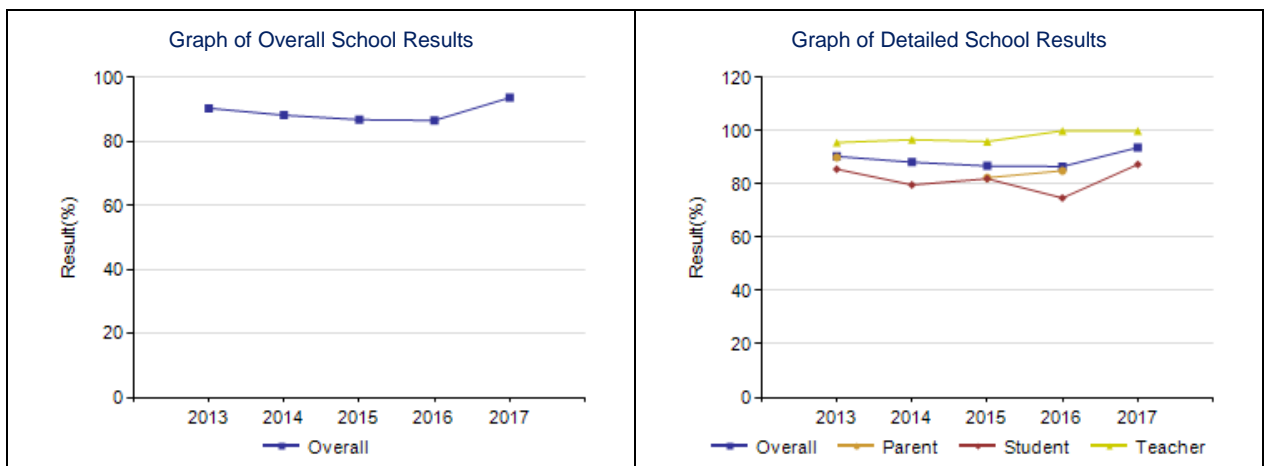


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.4	88.2	86.8	86.6	93.7	90.1	90.1	90.0	90.9	91.8	89.0	89.1	89.2	89.5	89.5
Teacher	95.6	96.7	96.0	100.0	100.0	96.9	96.3	97.9	98.6	97.4	95.0	95.3	95.4	95.4	95.3
Parent	90.0	*	82.4	85.0	*	88.6	91.3	88.4	89.2	91.2	87.8	88.9	89.3	89.8	89.9
Student	85.6	79.7	82.0	74.8	87.4	84.8	82.7	83.6	84.8	86.7	84.2	83.1	83.0	83.4	83.3

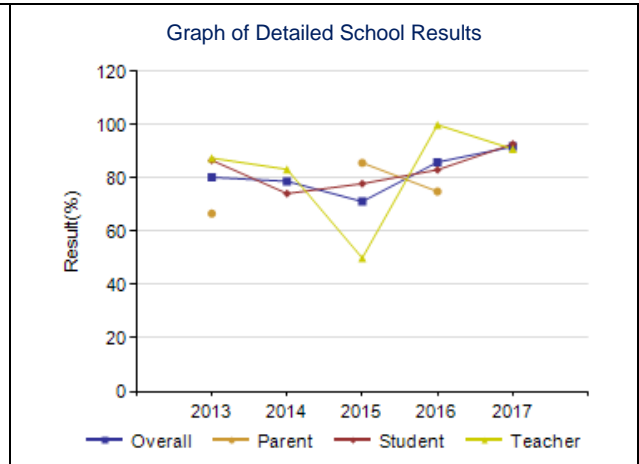
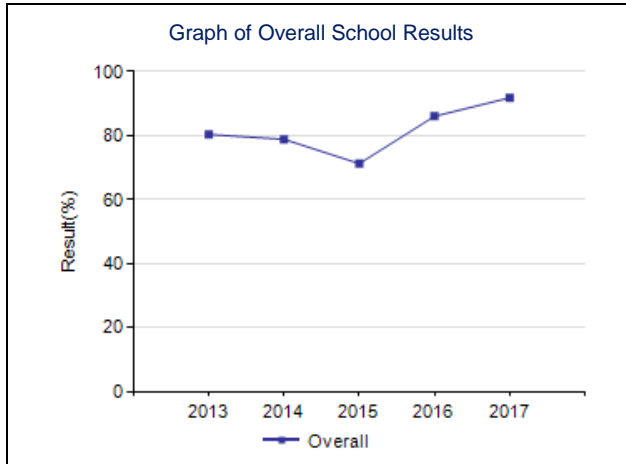


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	80.3	78.8	71.2	86.0	91.8	84.8	84.4	84.1	83.9	86.5	80.6	79.8	79.6	81.2	81.4
Teacher	87.5	83.3	50.0	100.0	90.9	87.8	88.3	86.6	91.2	88.8	80.9	81.3	79.8	82.3	82.2
Parent	66.7	*	85.7	75.0	*	80.2	82.5	81.7	76.4	85.1	77.9	77.0	78.5	79.7	80.8
Student	86.7	74.2	77.9	83.1	92.8	86.4	82.2	84.0	84.3	85.7	82.9	81.2	80.7	81.5	81.1



Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014

