

St. Patrick Fine Arts Elementary School

Combined 3-Year Education Plan and Annual Education Results Report
November 2017 (based on 2016-2017 results)

www.holyspirit.ab.ca/st.pat



Data to create this report comes from several sources, including Alberta Education Accountability Pillar Survey and Provincial Achievement Test results (grade 6), and 'Tell Them From Me' student survey results (thought bubbles).

Note that participation in the annual Alberta Education Accountability Pillar Survey is restricted to grade 4-6 students (134 respondents), grade 4 parents (19 respondents), and all teachers on staff (12 respondents) this year.

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	St. Patrick Fine Arts 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	94.6	96.2	95.1	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	98.7	92.6	95.3	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	96.9	94.2	96.5	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	95.2	83.6	85.2	73.4	73.6	73.2	Very High	Improved	Excellent
	PAT: Excellence	36.2	19.1	22.0	19.5	19.4	18.8	Very High	Improved	Excellent
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	87.1	83.7	86.2	82.7	82.6	81.9	Very High	Maintained	Excellent
	Citizenship	91.9	91.6	92.9	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.9	84.9	88.3	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	89.5	90.2	93.3	81.4	81.2	80.2	Very High	Declined	Good

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.

	Achievement
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Improvement	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).	89.1	86.0	85.9	83.6	95.2	85	Very High	Improved	Excellent	90	91	92
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	24.5	21.3	25.5	19.1	36.2	23	Very High	Improved	Excellent	30	31	32

Comment on Results

(an assessment of progress toward achieving the target)

Through continued collaborative efforts and careful attention to the learning needs of our students, St. Patrick Fine Arts teachers have contributed to a marked improvement in student achievement results this year. We will review the results more carefully to determine if part of the growth is cohort-related or truly indicative to adjustments in teaching practice over a number of years.

Strategies

- review the specific PAT blueprint results to strengthen best practices in identifiable areas
- continue to prioritize curricular outcomes and plan quality lessons that allow students to engage fully in their learning
- continue to infuse fine arts activities and thinking into instructional practices to support student learning in all areas

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (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).
4. 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.

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.	89.3	92.1	95.1	91.6	91.9	92	Very High	Maintained	Excellent	93	94	94
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.	75.5	82.6	92.3	83.7	87.1	90	Very High	Maintained	Excellent	90	91	92

Comment on Results

(an assessment of progress toward achieving the target)

Students at St. Patrick Fine Arts have numerous opportunities to grow in citizenship skills, including grade buddies, leading in prayer and liturgies, participating in performing arts events, along with connections to the community via field trips and professional guests to school on various topics. They regularly revisit their knowledge regarding digital citizenship, as well, and are growing in their understanding that online behavior is forever, as well as now.

Our dedication to a rigorous religion program paired with thoughtful self-regulation and social skills education position us well to see students achieve this ‘very high’ level. We know that exposure to the fine arts in all facets of learning strengthen one’s willingness to fail, and to try again, which are key components to growing healthy, active citizens.

With the advent of our LAUNCH approach to grade 4,5 and 6 option programming in 2015-2016, we moved towards more career/hobby (future) language, with formalized assessments in which students and teachers discuss demonstrated abilities to problem solve and to apply knowledge in other domains. This addition should see the adults in our community affirm the program change’s successes.

Each year, we work with our Family School Liaison Counsellor to determine student group needs. Last year did not see the creation of any direction instruction groups but expanding the capacity among staff to support student citizenship skills and work-ready skills continues to be a professional development approach.

With support from the school district, we have also created a student wellness group, which helps kids to recognize their own role in making things better for the larger community. They partake in planning school-wide events around wellness and also regularly share information with the entire community around being well and enjoying life.

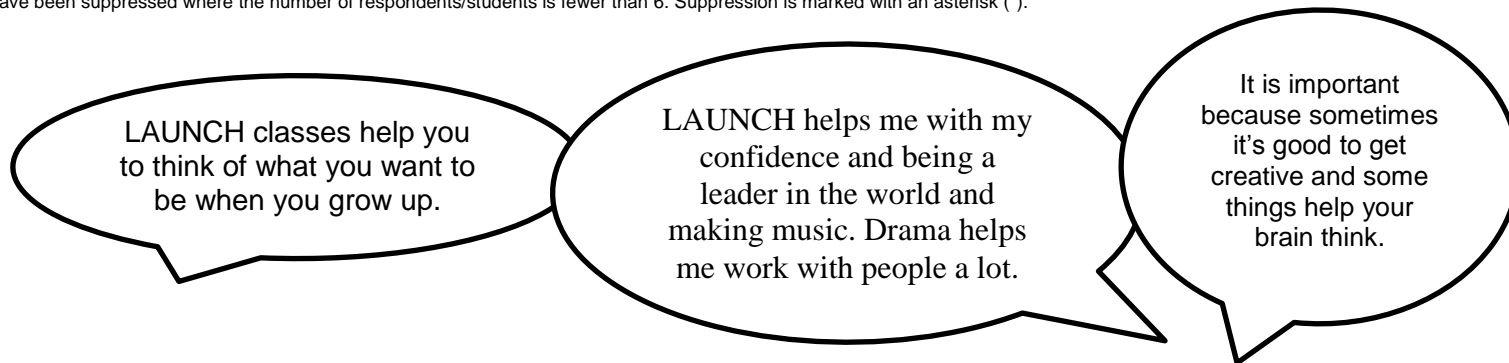
Strategies

Our targets are unchanged from last year’s report.

We will continue to assess our students’ needs in these areas, and make changes where possible. The freedom that comes with our LAUNCH classes and CTF curriculum, in general, make expanding students’ rounded repertoires quite easy to do.

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	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).	*	*	*	*	*		*	*	*			
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).	*	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

At St. Patrick Fine Arts School, our FNMI population is presently such that the results are not reported in this table. We do celebrate our connections to the Blackfoot people since our school is in Blackfoot Territory, and host a Heritage Day annually, which celebrates Blackfoot language, dance, culture, and beliefs. Whenever appropriate, and in consideration of a changing landscape around our responsibility to educate our community about issues that affect First Nations, Metis and Inuit peoples, resources are woven into instruction as part of living the southern Alberta experience and improving our collective understanding.

Starting last year, we began acknowledging our connection to the Blackfoot people by opening every public gathering respectful of this fact, as well as hanging our Blackfoot Confederacy flag full-time alongside our Alberta and Canada flags.

Strategies

To continue to support student and staff ways of knowing around FNMI history, culture, and planning for a future that includes the FNMI community, we work with our senior administration and FNMI workers to individually and collectively meet the needs of our FNMI students as well as non-FNMI students so that achievement is possible for all.

Our staff will continue on a path of dedicated and interactive professional development sessions to strengthen our ways of knowing and responding to First Nations, Metis and Inuit culture, issues, and futures in Alberta. We are currently looking at working with the Native Studies department at the University of Lethbridge, as well, to ensure we are on the best path for our southern Alberta community.

Notes:

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3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (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).
4. 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.

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.	93.3	92.3	96.8	96.2	94.6	97	Very High	Maintained	Excellent	97	97	97

Comment on Results

(an assessment of progress toward achieving the target)

Rooted in our faith, our approach to inclusion insists that all students are God’s perfect creation, and that no person is less important than anyone else. Students explore this worldview in their curricular time, but also in their unstructured time, seeing the benefits of an inclusive attitude when no one is looking.

They are tremendous advocates for one another, and are growing to be advocates for others not so near through service projects and organizations like Me to We.

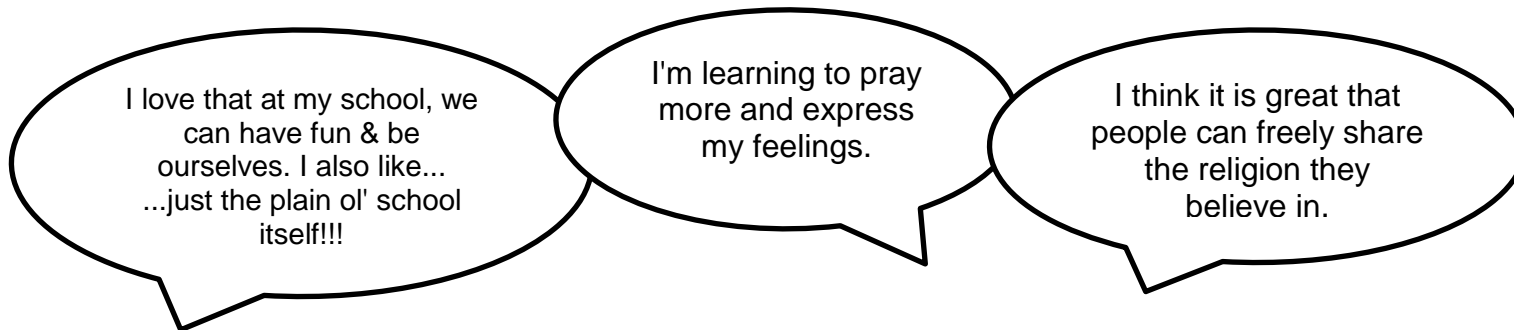
The staff at St. Patrick Fine Arts is vigilant in protecting the best interests of all students, with special attention paid to those who have quieter voices. Parent communication and input are essential to this approach’s success.

Strategies

Going forward, we will continue to implement the strategies we already use, and seek out learning opportunities to continuously address the growing changes in the child development landscape. We recognize the need for ongoing training in this area, and developing innovative ways to keep Catholic teachings above all else.

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.



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.	93.8	96.7	96.4	92.6	98.7	95	Very High	Maintained	Excellent	96	96	96

Comment on Results

(an assessment of progress toward achieving the target)

Our 2017 results are more in keeping with our upward trend in this area. We have always had rich experiences in the fine arts, but this year's results solidify the impact that CTF-oriented option classes we call LAUNCH. I am also hopeful that the rise in results here speaks to more effective sharing of information around our programming and student choice for same. Our timetable is both specific (ie. Clear locks for fine arts, PE and CTF programming) and flexible, attributable to the collaborative nature of our staff.

Strategies

Going forward, we will be revisiting the strength of our integrated Fine Arts approach to ensure its depth and breadth for many years to come. As well, we will continue to refine assessments with CTF design in mind. This program, though optional at this age level, is an important stepping stone to developing independent thinking and problem-solving skills that carry over to all areas of a student's life.

Notes:

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I like that school is a great place for making new friends. Nothing could make my school better!

I love all the different clubs at my school. All of the teachers I have had are very good at explaining and helping us with our assignments.

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.	92.6	95.2	94.6	90.2	89.5	92	Very High	Declined	Good	92	94	95
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	86.5	87.7	92.4	84.9	90.9	86	Very High	Maintained	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.6	96.8	98.3	94.2	96.9	95	Very High	Maintained	Excellent	96	97	98

Comment on Results

(an assessment of progress toward achieving the target)

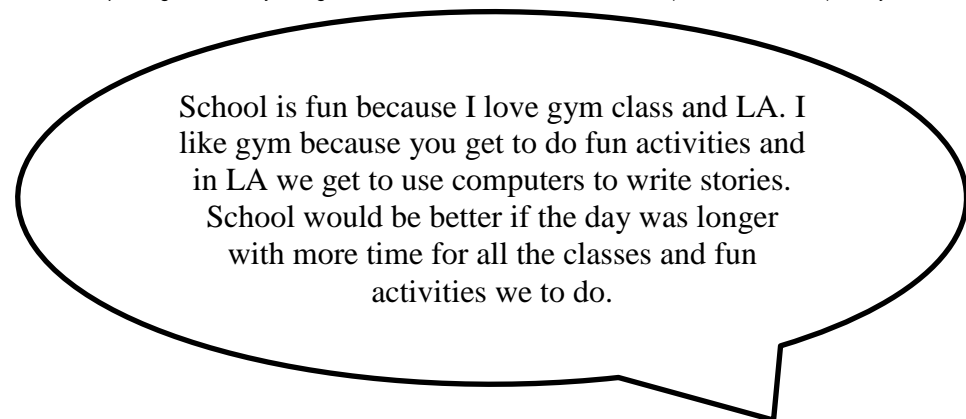
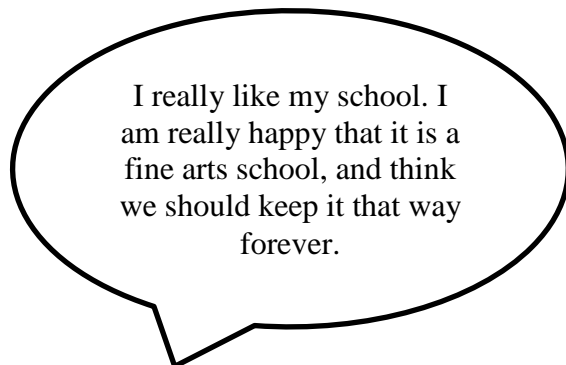
We saw stable results or gains in this outcome due, in part, to effective communication and openness about what we are doing at our school. There is more information available to the public via social media and regular news outlets, as well, and our parents are very engaged. They ask clarifying questions and contribute to calls for input. Our parent volunteer community is second to none, and our parents recognize the importance of their involvement in creating excellent experiences for their children while at school.

Strategies

We continue to explore different ways in which we can engage parents meaningfully in the education of their children. This means arming parents with useful resources around strengthening student resiliency, mental health, student skills, and overall approaches to being students learning in a changing world. School Council is a key place to see this impact, as this volunteer parent group is clearly expressing interest in being involved, and in knowing more about the school system. Our newsletter and parent get together evenings are also key ways to speak with parents about their children’s learning opportunities.

Notes:

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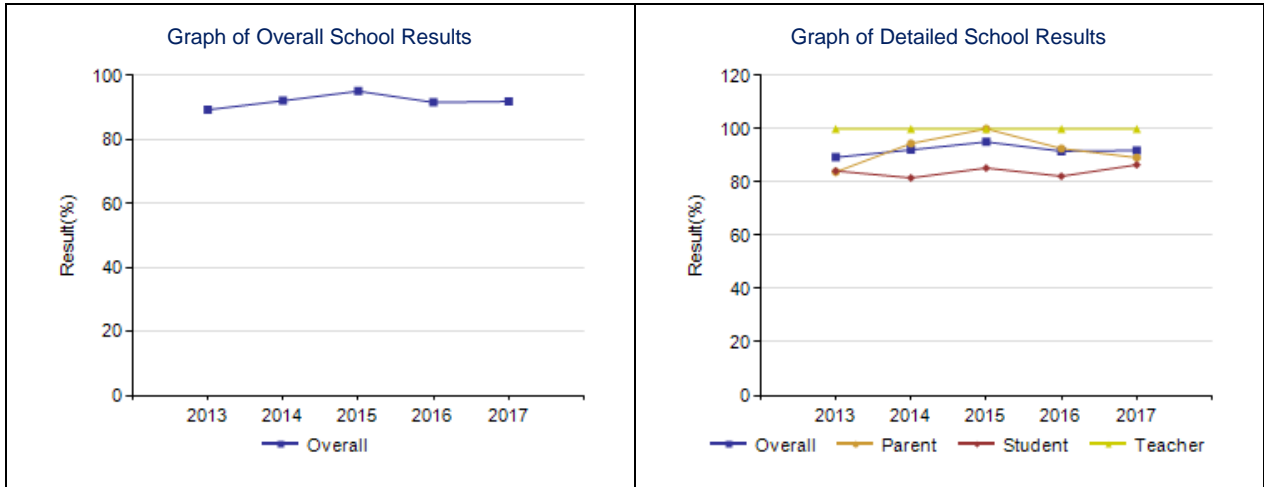


APPENDIX – Measure Details

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

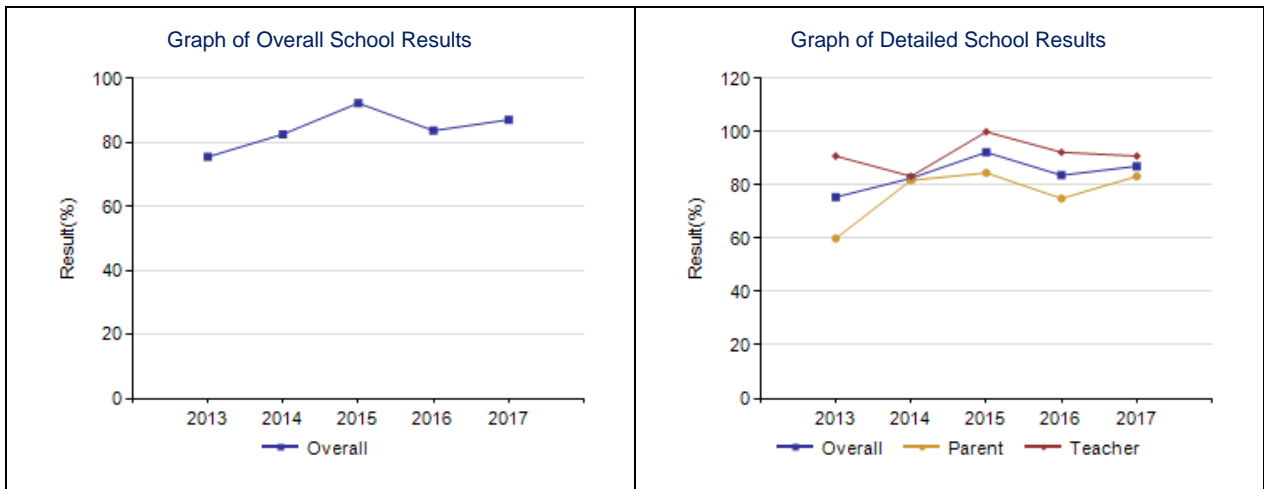
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	89.3	92.1	95.1	91.6	91.9	85.1	85.4	85.3	85.8	87.4	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	100.0	100.0	100.0	100.0	97.4	96.8	98.4	98.4	96.8	93.6	93.8	94.2	94.5	94.0
Parent	83.8	94.5	100.0	92.6	89.2	79.1	85.5	83.2	82.9	86.6	80.3	81.9	82.1	82.9	82.7
Student	84.2	81.6	85.3	82.2	86.5	78.6	73.9	74.2	76.1	78.8	76.2	74.5	74.2	74.5	74.4



- 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.

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	75.5	82.6	92.3	83.7	87.1	80.5	84.5	82.1	83.3	84.6	80.3	81.2	82.0	82.6	82.7
Teacher	90.9	83.3	100.0	92.3	90.9	94.4	92.8	92.0	91.7	92.2	89.4	89.3	89.7	90.5	90.4
Parent	60.0	81.8	84.6	75.0	83.3	66.7	76.2	72.1	74.9	76.9	71.1	73.1	74.2	74.8	75.1



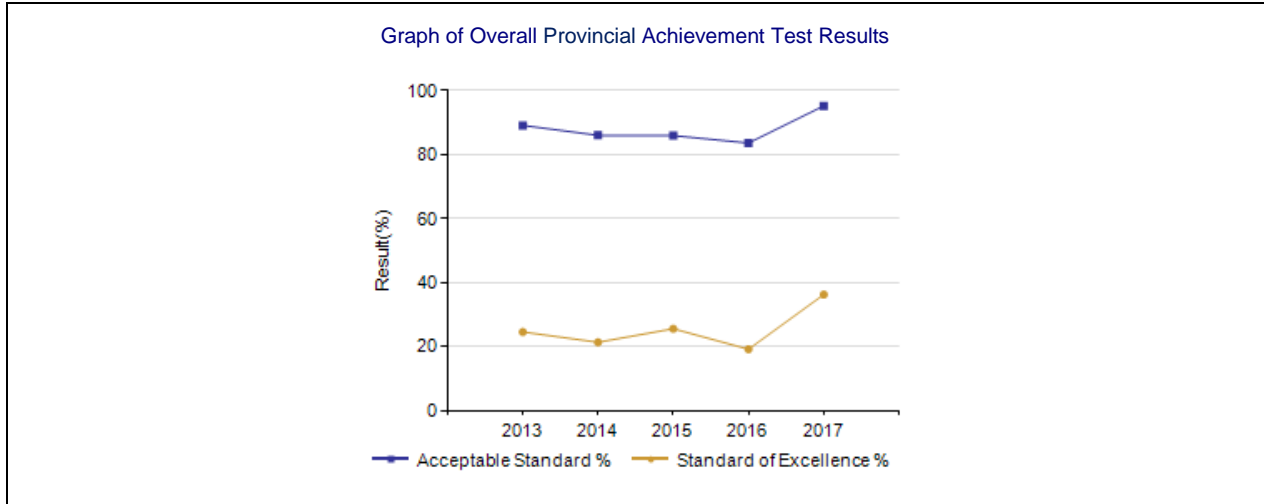
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	95.8	25.0	92.7	22.0	93.8	25.0	92.1	21.1	97.9	31.9		
	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	81.3	20.8	90.2	14.6	81.3	25.0	81.6	10.5	93.6	23.4		
	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	93.8	37.5	87.8	39.0	89.6	29.2	86.8	31.6	95.7	53.2		
	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	85.4	14.6	73.2	9.8	79.2	22.9	73.7	13.2	93.6	36.2		
	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:

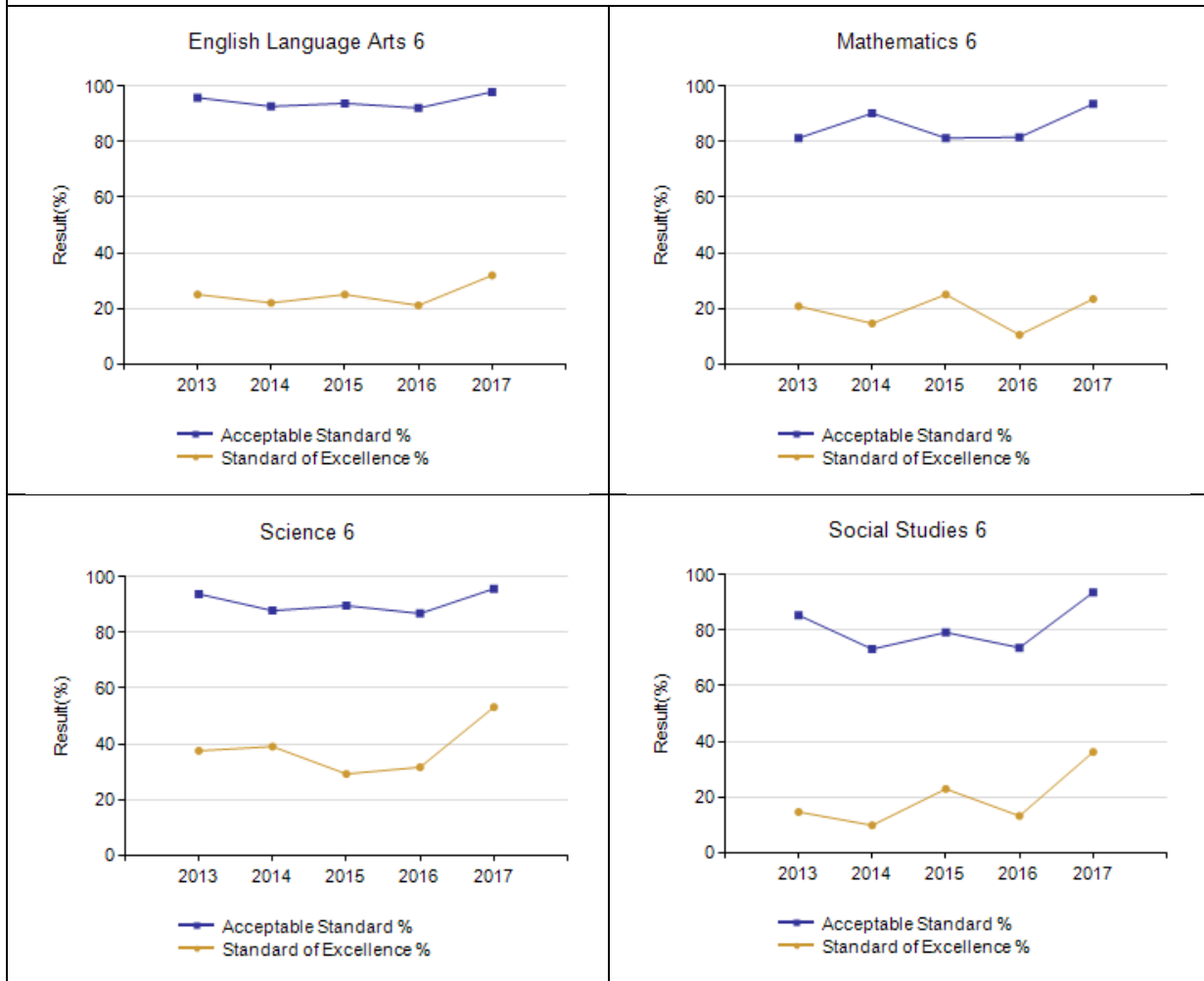
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation 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

		St. Patrick Fine Arts 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	Very High	Improved	Excellent	47	97.9	42	92.8	49,572	82.5	46,989	82.5
	Standard of Excellence	Very High	Maintained	Excellent	47	31.9	42	22.7	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 High	Improved	Excellent	47	93.6	42	84.4	49,507	69.4	46,906	73.0
	Standard of Excellence	High	Maintained	Good	47	23.4	42	16.7	49,507	12.6	46,906	14.5
Science 6	Acceptable Standard	Very High	Improved	Excellent	47	95.7	42	88.1	49,501	76.9	46,914	76.7
	Standard of Excellence	Very High	Improved	Excellent	47	53.2	42	33.3	49,501	29.0	46,914	25.8
Social Studies 6	Acceptable Standard	Very High	Improved Significantly	Excellent	47	93.6	42	75.3	49,485	72.9	46,903	70.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	47	36.2	42	15.3	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:

- 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%.
- 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.
- 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

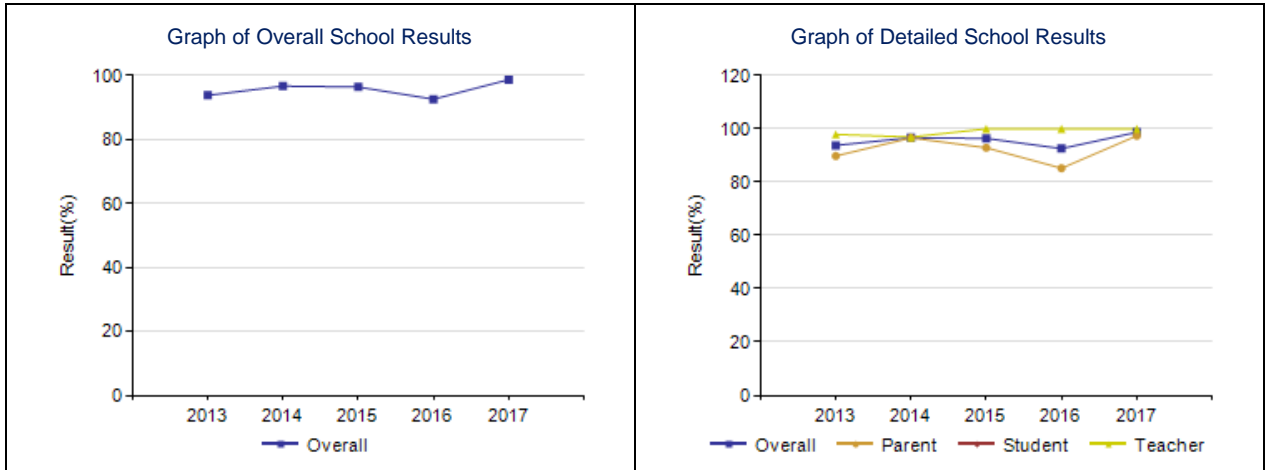
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	93.8	96.7	96.4	92.6	98.7	84.8	84.8	84.0	82.6	83.1	81.5	81.3	81.3	81.9	81.9
Teacher	97.9	96.9	100.0	100.0	100.0	94.3	89.0	91.5	90.7	88.4	87.9	87.5	87.2	88.1	88.0
Parent	89.8	96.6	92.9	85.2	97.4	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

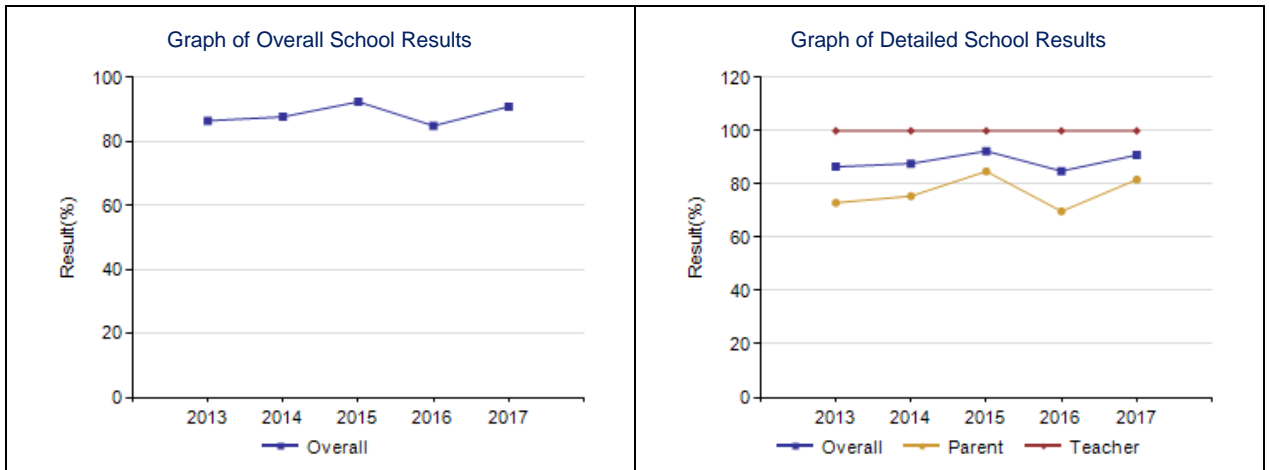


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction 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	86.5	87.7	92.4	84.9	90.9	82.1	83.2	85.3	83.3	82.9	80.3	80.6	80.7	80.9	81.2
Teacher	100.0	100.0	100.0	100.0	100.0	90.8	90.5	94.7	94.3	92.6	88.5	88.0	88.1	88.4	88.5
Parent	73.0	75.5	84.8	69.8	81.7	73.4	75.9	76.0	72.3	73.2	72.2	73.1	73.4	73.5	73.9

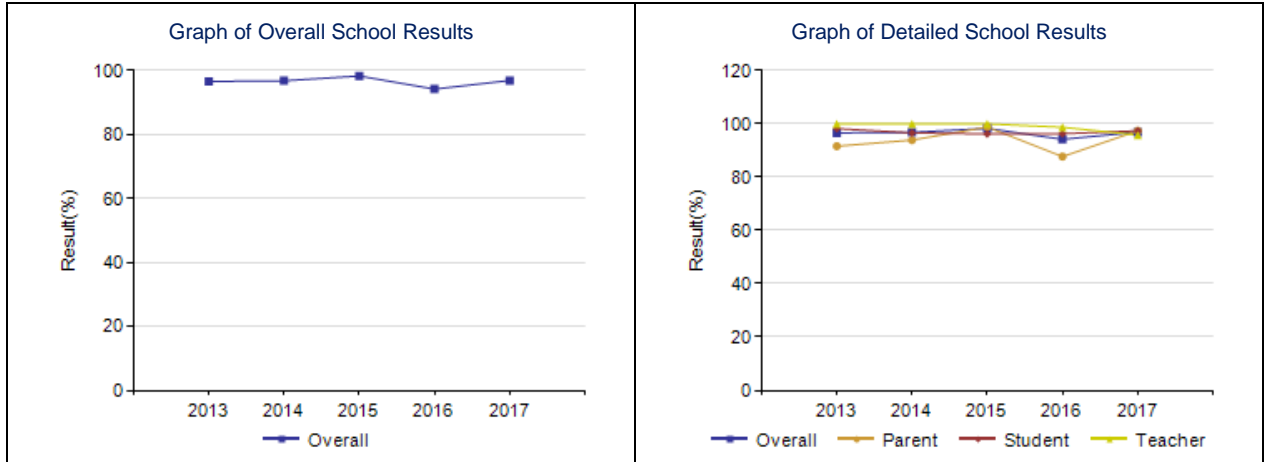


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction 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	96.6	96.8	98.3	94.2	96.9	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	98.7	95.8	97.9	95.7	98.0	98.1	97.0	95.7	95.5	95.9	96.0	95.9
Parent	91.6	93.9	98.8	87.7	97.4	87.8	89.7	85.4	84.5	90.2	84.9	84.7	85.4	86.1	86.4
Student	98.2	96.6	96.2	96.3	97.4	89.3	87.4	88.7	88.5	89.5	88.7	87.3	87.4	88.0	88.1



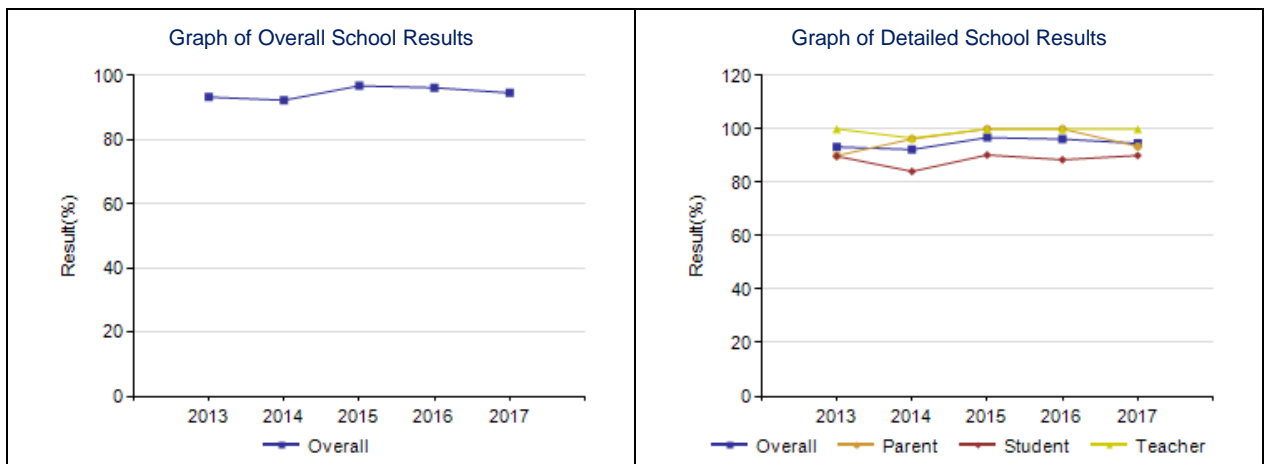
Notes:

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	93.3	92.3	96.8	96.2	94.6	90.1	90.1	90.0	90.9	91.8	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	96.6	100.0	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	96.3	100.0	100.0	93.5	88.6	91.3	88.4	89.2	91.2	87.8	88.9	89.3	89.8	89.9
Student	89.8	84.1	90.3	88.5	90.1	84.8	82.7	83.6	84.8	86.7	84.2	83.1	83.0	83.4	83.3



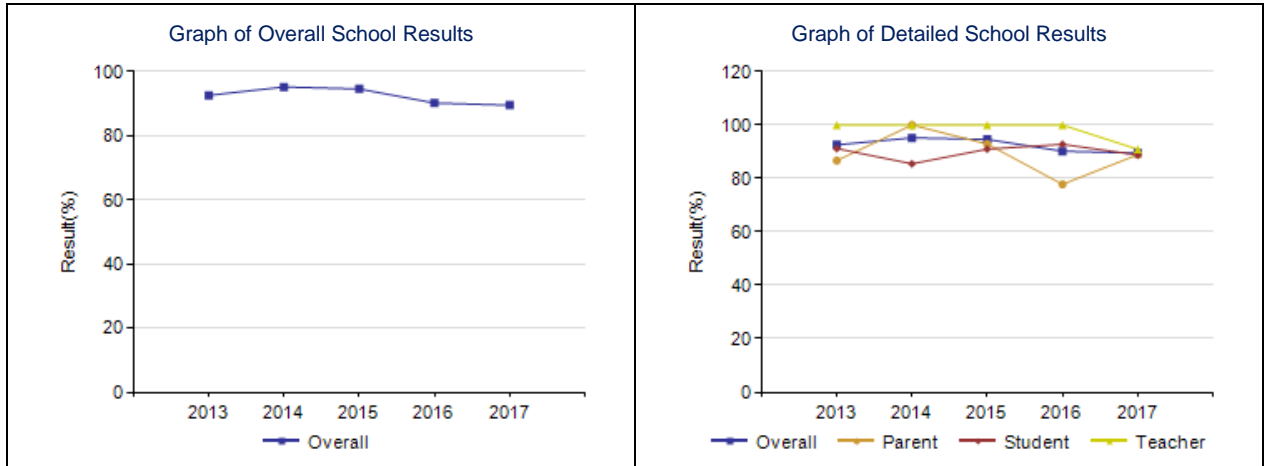
Notes:

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	92.6	95.2	94.6	90.2	89.5	84.8	84.4	84.1	83.9	86.5	80.6	79.8	79.6	81.2	81.4
Teacher	100.0	100.0	100.0	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	86.7	100.0	92.9	77.8	88.9	80.2	82.5	81.7	76.4	85.1	77.9	77.0	78.5	79.7	80.8
Student	91.2	85.5	91.0	92.8	88.8	86.4	82.2	84.0	84.3	85.7	82.9	81.2	80.7	81.5	81.1



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.