

St. Patrick Fine Arts Elementary School

Combined 3-Year Education Plan and Annual Education Results Report
November 2018 (based on 2017-2018 results)
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Learn Actively, Grow Spiritually, Live Creatively

Data to create this report comes from several sources, including Alberta Education Accountability Pillar Survey, AB Ed Provincial Achievement Test results (grade 6), and 'Our School' student survey results (thought bubbles).

Note that participation in the 2017-2018 Alberta Education Accountability Pillar Survey was restricted to grade 4 students (41 respondents), grade 4 parents (15 respondents), and all teachers on staff (0 respondents) this year. This is due to a separation between Alberta Education and the 'Our School' survey from the past, that allowed for a broader range of respondents.

Combined 2018 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	92.6	94.6	95.8	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	95.5	98.7	95.9	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	96.4	96.9	96.5	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	93.3	95.2	88.2	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	28.0	36.2	26.9	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	84.6	87.1	87.7	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	88.9	91.9	92.9	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	95.7	90.9	89.4	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.1	89.5	91.5	80.3	81.4	80.7	Very High	Maintained	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in 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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.0	85.9	83.6	95.2	93.3	90	Very High	Maintained	Excellent			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.3	25.5	19.1	36.2	28.0	30	Very High	Maintained	Excellent			

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 maintained level of success on PATs this year. Teachers combine rigorous instruction with hands-on and exploratory learning opportunities to create deeper understanding. Through a focus on meta-cognition (knowing why I know what I know), teachers also guide students into thinking about their learning, solidifying their involvement in the learning process.

Strategies

We continue to have professional conversations on aspects of subject-based instruction that require attention and pursue professional learning to improve teacher capacity. Teachers are tapping into district resources including Literacy Coaches to hone their skills and are grouping students in creative ways to better utilise instructional time. Parents are relied on as partners to keep student learning going outside of bell times.

Notes:

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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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.1	95.1	91.6	91.9	88.9	93	Very High	Maintained	Excellent	92	92	92
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.	82.6	92.3	83.7	87.1	84.6	90	High	Maintained	Good	85	86	87

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. Students have regular instruction in digital citizenship, as well, and are increasingly aware of the impact of their thinking and decisions.

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.

Our grade 4,5 and 6 students continue to explore many career-oriented topics through LAUNCH classes, and have formalized self-assessment opportunities in that realm, focusing on the metacognition side of critical thinking. These change annually based partially on student interest and the evolving world of work.

Strategies

We continue to look for ways to meet student needs in this area. Our targets were not met, which means we need to explore what the results of our data could mean. Is this based on thoughts around homework? Citizenship opportunities? Leadership opportunities? Staff will explore various possibilities and respond accordingly.

We will look at ways to attend to student wellness and executive function development through both whole class and small group instruction on brain development, operation and self-regulation. These steps will also hopefully give students greater confidence to embrace their individual roles in their learning and community membership.

- Notes:
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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

I would love to see more dance and instruments. Like a LAUNCH class for string instruments, and all the other instrument groups.

[I would like to see] safety classes or ‘how to be a doctor’ classes.

[I would like to see] more LAUNCH classes that have to do with the arts (drama, music, dance.)

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in 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 community since our school is in Blackfoot Territory. We continue to host an annual Heritage Day, where students learn from Blackfoot elders and knowledge keepers in areas of language, tradition, and culture.

We acknowledge our connection to the Blackfoot people by opening every public gathering of this fact, as well as hanging our Blackfoot Confederacy flag full-time alongside our Alberta and Canada flags.

We closely monitor our individual First Nations, Metis and Inuit students' data to ensure they are achieving at levels alongside their peers, and work as teams to explore implementing supports as needed, including consulting with parents as needed to ensure that their needs are met as members of our school community.

Strategies

In anticipation of upcoming legislative changes to the Teaching Quality Standard and Leadership Quality Standard, as well as to strengthen our relationships with the Blackfoot nation, our staff continues to participate in interactive professional development sessions and readings. We are working with our Division Principal for First Nations, Metis and Inuit learning to explore meaningful learning opportunities for our staff, and possibly our parent community. This year, we will conduct an audit of our in-school display info, both in common spaces and in classrooms, to ensure that we are meaningfully representing Blackfoot culture. As well, we are exploring a greater injection of Blackfoot language as well as signage that reflects a welcoming attitude in our school.

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.3	96.8	96.2	94.6	92.6	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 mission projects (Share Our Bounty focus on Chalice) and organizations like Me to We.

The staff at SPFAE 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. It is our faith that guides how we support growing students' needs.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

I like how we are able to practice our religion safely.

Some things that I love about my school is that all of the teachers are very kind, and even if they don't know you, they will be super kind and they want to know more about you. I also love that they help solve problems in a calm way, and they will try to find the best way to resolve it. I also love the kids at my school because it is so easy to make new friends, and I feel special here.

I really like this school because I feel like I fit in and can talk to my friends like I would out of school. I also really like this school because it is a caring environment,

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	96.7	96.4	92.6	98.7	95.5	96	Very High	Maintained	Excellent	96	96	96

Comment on Results

(an assessment of progress toward achieving the target)

Our 2018 results continue to show strength in the depth and breadth of our fine arts program. We have always had rich experiences in the fine arts, but recent years' data solidify the impact that CTF-oriented option classes (LAUNCH) have. Students have a broad selection of learning experiences, and we root much of our work in the arts. Beyond timetabled arts programming, staff guide students through 'artistic thinking' in all areas of their lives.

We place great emphasis on overall wellness, too, and students experience a wide range of activities to support physical and mental wellness.

Strategies

Going forward, we will continue to revisit the strength of our integrated fine arts approach to ensure its depth and breadth for many years to come. The continued fine tuning of the CTF (LAUNCH) program will help us continue growing independent thinking and problem-solving skills that carry over to all areas of a student's life.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	95.2	94.6	90.2	89.5	90.1	92	Very High	Maintained	Excellent	92	93	93
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.7	92.4	84.9	90.9	95.7	91	Very High	Maintained	Excellent	92	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.8	98.3	94.2	96.9	96.4	96	Very High	Maintained	Excellent	96	97	97

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 thanks to newsletters, classroom Reminds, and information School Council shares about events and initiatives. Parents feel very welcome in our school, and have meaningful relationships with their children's teachers for many years. 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 that 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 advisory group is clearly expressing an interest in being involved, and in knowing more about our school system. Our newsletter and parent get together evenings are key ways to speak with parents about their children's learning opportunities. Future topics include supporting students online gaming/YouTube and the KAIROS Blanket Exercise.

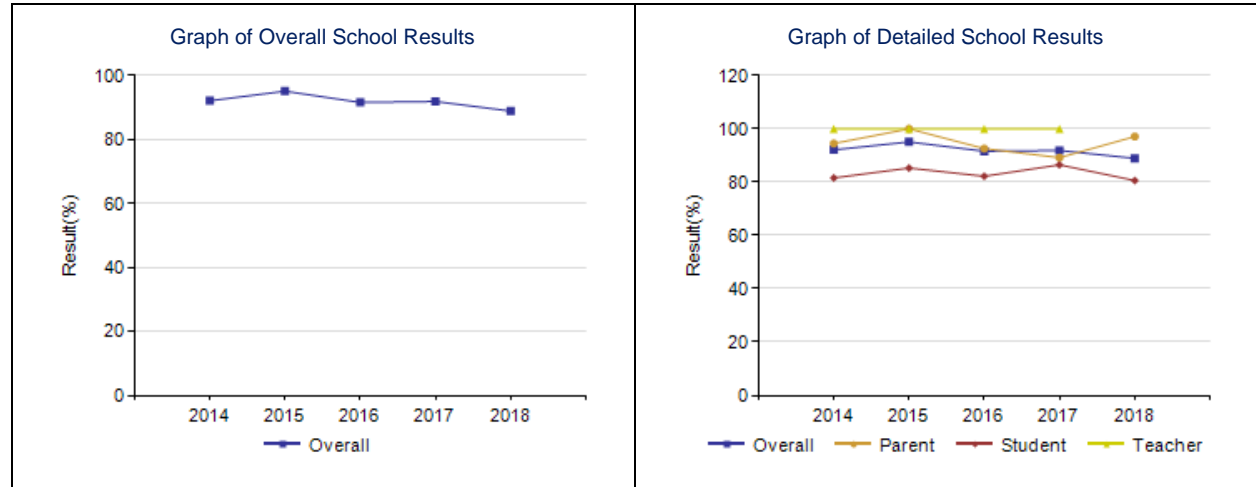
We have also talked about creating parent surveys to learn more about parent experiences, as well, since we tend to get a very high level of respondents when directly encouraged.

Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Citizenship – Measure Details

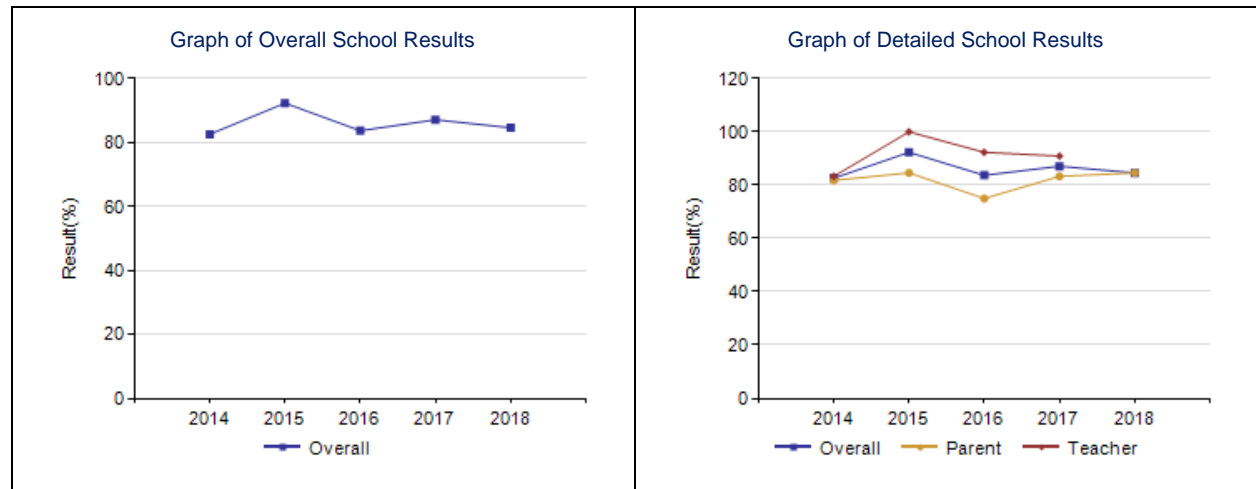
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.1	95.1	91.6	91.9	88.9	85.4	85.3	85.8	87.4	86.5	83.4	83.5	83.9	83.7	83.0
Teacher	100.0	100.0	100.0	100.0	n/a	96.8	98.4	98.4	96.8	96.7	93.8	94.2	94.5	94.0	93.4
Parent	94.5	100.0	92.6	89.2	97.1	85.5	83.2	82.9	86.6	84.4	81.9	82.1	82.9	82.7	81.7
Student	81.6	85.3	82.2	86.5	80.6	73.9	74.2	76.1	78.8	78.5	74.5	74.2	74.5	74.4	73.9



- Notes:
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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.6	92.3	83.7	87.1	84.6	84.5	82.1	83.3	84.6	86.2	81.2	82.0	82.6	82.7	82.4
Teacher	83.3	100.0	92.3	90.9	n/a	92.8	92.0	91.7	92.2	94.1	89.3	89.7	90.5	90.4	90.3
Parent	81.8	84.6	75.0	83.3	84.6	76.2	72.1	74.9	76.9	78.4	73.1	74.2	74.8	75.1	74.6



- Notes:
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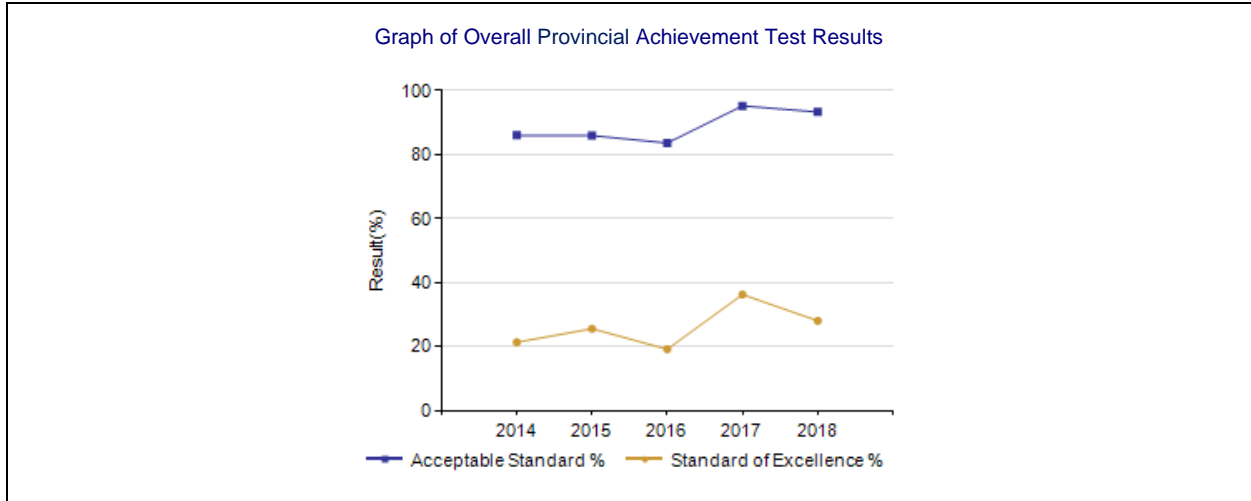
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	92.7	22.0	93.8	25.0	92.1	21.1	97.9	31.9	95.1	26.8		
	Authority	79.5	16.8	82.0	14.9	83.9	19.9	84.8	15.5	86.4	11.6		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
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	96.0	28.0	91.4	11.4	93.3	30.0	89.2	24.3	83.8	8.1		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
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	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	90.2	14.6	81.3	25.0	81.6	10.5	93.6	23.4	90.2	17.1		
	Authority	66.2	9.2	67.9	9.4	68.2	9.2	70.4	9.8	68.0	7.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	87.8	39.0	89.6	29.2	86.8	31.6	95.7	53.2	95.1	46.3		
	Authority	66.8	16.8	71.3	15.4	75.3	15.8	78.0	24.5	70.8	22.7		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	73.2	9.8	79.2	22.9	73.7	13.2	93.6	36.2	92.7	22.0		
	Authority	60.4	9.2	61.9	11.7	66.1	11.9	72.8	17.7	71.7	13.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
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	79.0	11.3	74.7	13.3	78.1	12.5	78.8	13.9	86.5	14.9		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
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	91.4	5.7	88.9	25.9	77.4	25.8	90.5	28.6	84.4	31.3		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	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	84.0	20.0	94.1	17.6	85.7	33.3	85.7	14.3	93.1	13.8		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
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	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	68.9	9.4	61.8	15.0	67.0	14.9	72.2	14.5	57.9	14.6		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
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	72.2	11.1	75.0	31.3	74.3	34.3	90.9	54.5	90.6	37.5		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	78.6	21.7	77.4	22.6	75.9	21.9	76.3	19.2	82.9	23.0		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
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	77.8	25.0	65.5	10.3	61.5	23.1	83.3	12.5	84.4	31.3		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
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	70.0	15.2	71.1	21.5	69.1	17.6	73.8	20.8	80.2	22.6		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
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	81.3	12.5	79.3	13.8	69.2	26.9	90.9	31.8	78.8	39.4		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

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

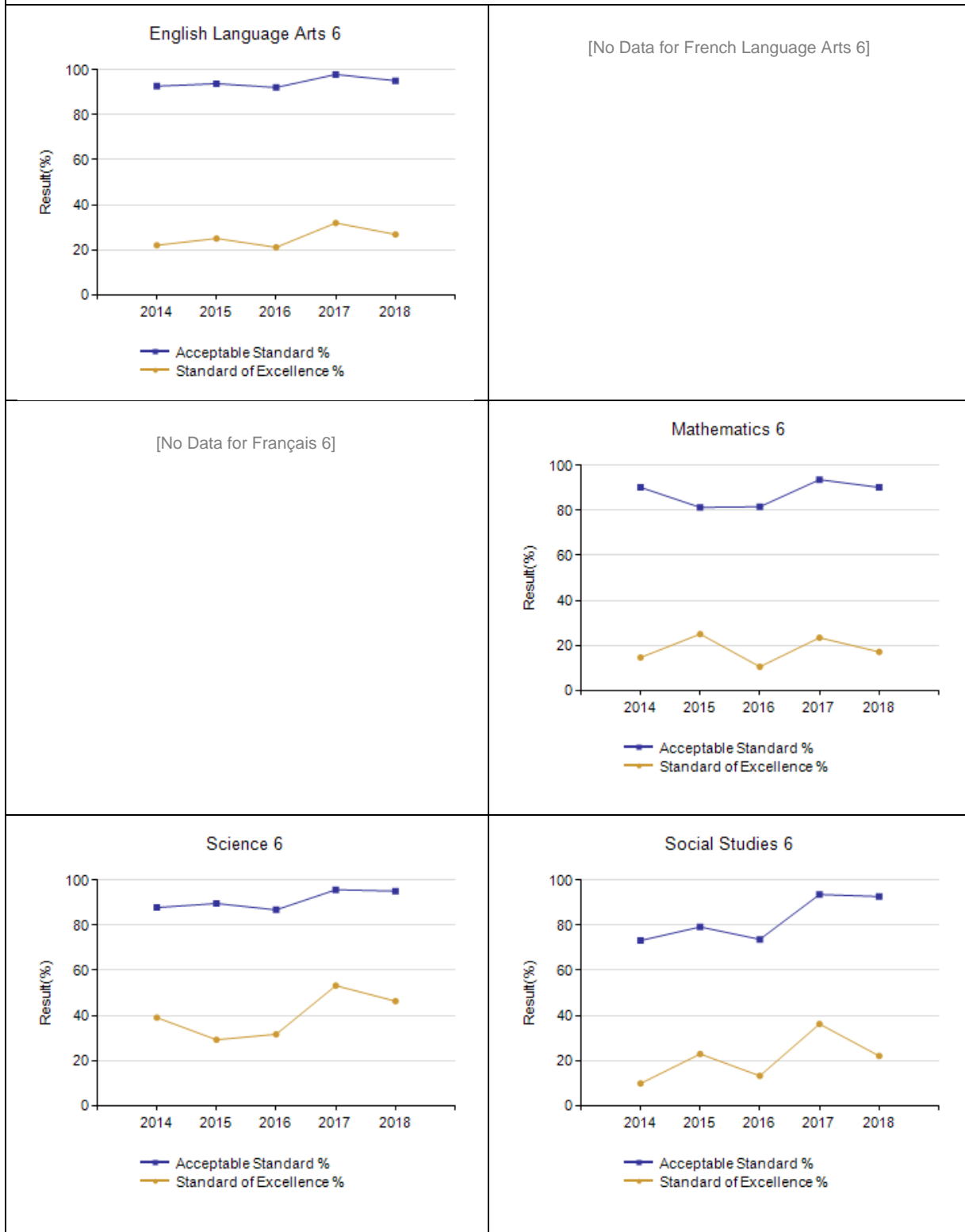
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



Notes:

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

Graph of Provincial Achievement Test Results by Course



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Patrick Fine Arts School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	41	95.1	44	94.6	51,540	83.5	48,248	82.7
	Standard of Excellence	Very High	Maintained	Excellent	41	26.8	44	26.0	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very High	Maintained	Excellent	41	90.2	44	85.5	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	41	17.1	44	19.6	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very High	Maintained	Excellent	41	95.1	44	90.7	51,517	78.8	48,180	77.1
	Standard of Excellence	Very High	Maintained	Excellent	41	46.3	44	38.0	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	41	92.7	44	82.2	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintained	Good	41	22.0	44	24.1	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	43,851	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	44,341	74.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	44,267	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

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. 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

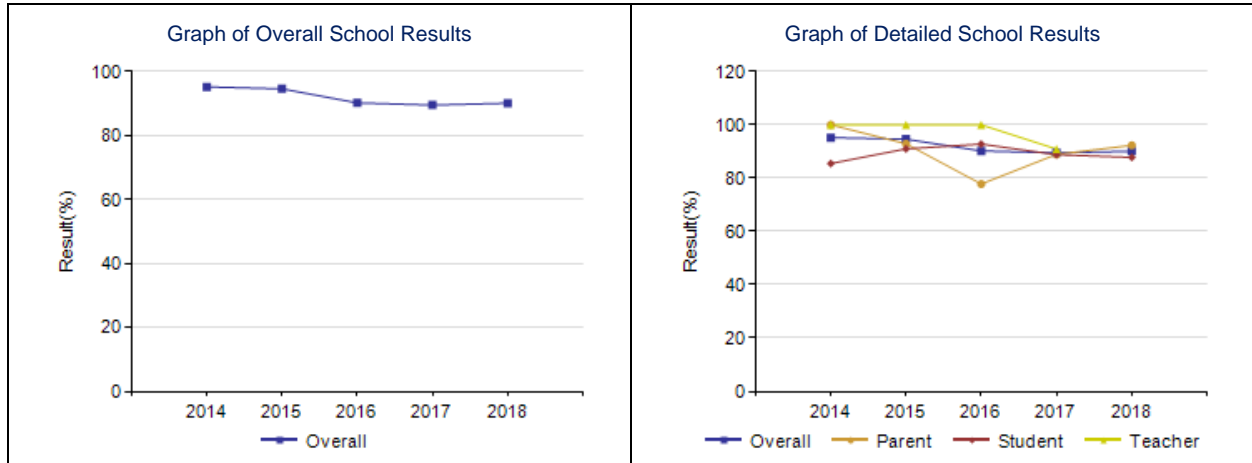
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	95.2	94.6	90.2	89.5	90.1	84.4	84.1	83.9	86.5	84.8	79.8	79.6	81.2	81.4	80.3
Teacher	100.0	100.0	100.0	90.9	n/a	88.3	86.6	91.2	88.8	89.4	81.3	79.8	82.3	82.2	81.5
Parent	100.0	92.9	77.8	88.9	92.3	82.5	81.7	76.4	85.1	78.5	77.0	78.5	79.7	80.8	79.3
Student	85.5	91.0	92.8	88.8	87.8	82.2	84.0	84.3	85.7	86.4	81.2	80.7	81.5	81.1	80.2



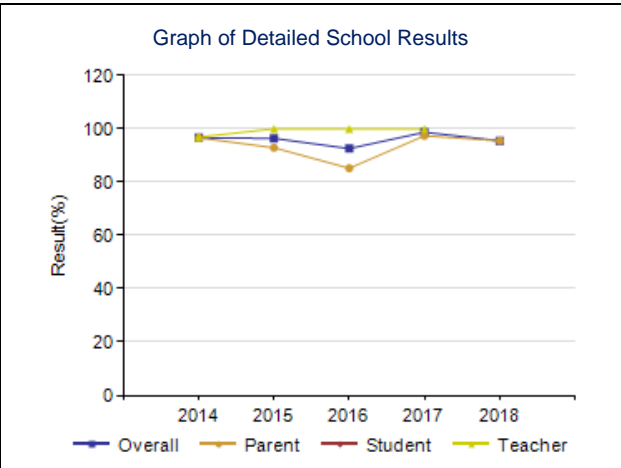
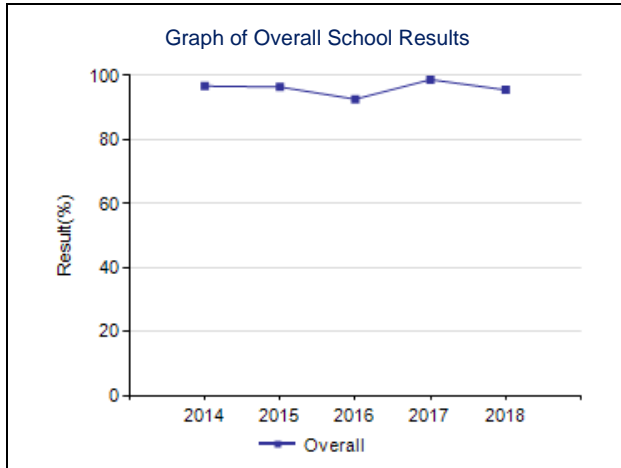
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.7	96.4	92.6	98.7	95.5	84.8	84.0	82.6	83.1	87.3	81.3	81.3	81.9	81.9	81.8
Teacher	96.9	100.0	100.0	100.0	n/a	89.0	91.5	90.7	88.4	91.3	87.5	87.2	88.1	88.0	88.4
Parent	96.6	92.9	85.2	97.4	95.5	83.6	80.0	77.6	80.5	84.5	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	81.7	80.4	79.6	80.6	86.1	76.6	76.9	77.5	77.7	77.2



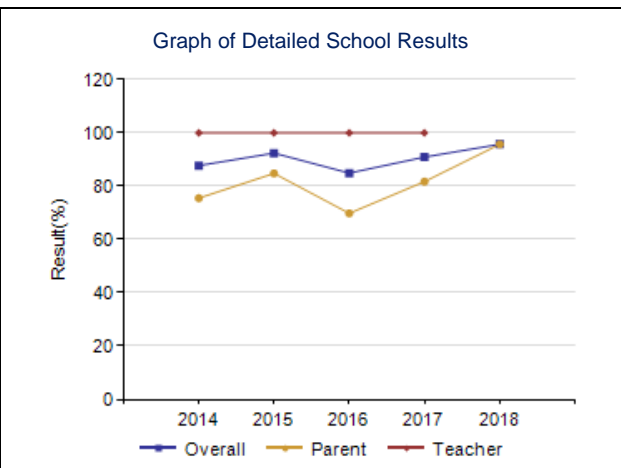
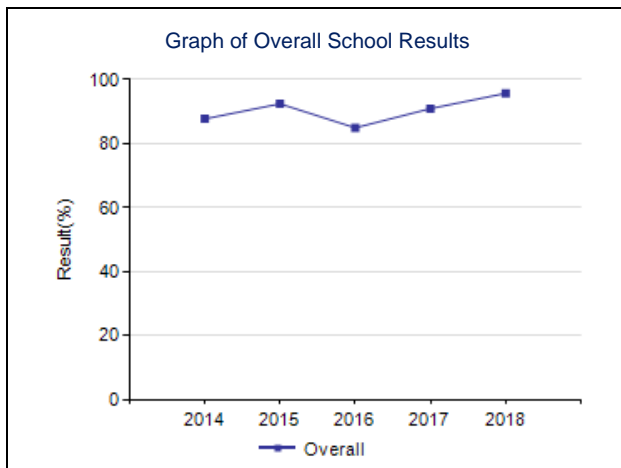
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.7	92.4	84.9	90.9	95.7	83.2	85.3	83.3	82.9	85.0	80.6	80.7	80.9	81.2	81.2
Teacher	100.0	100.0	100.0	100.0	n/a	90.5	94.7	94.3	92.6	93.1	88.0	88.1	88.4	88.5	88.9
Parent	75.5	84.8	69.8	81.7	95.7	75.9	76.0	72.3	73.2	76.9	73.1	73.4	73.5	73.9	73.4



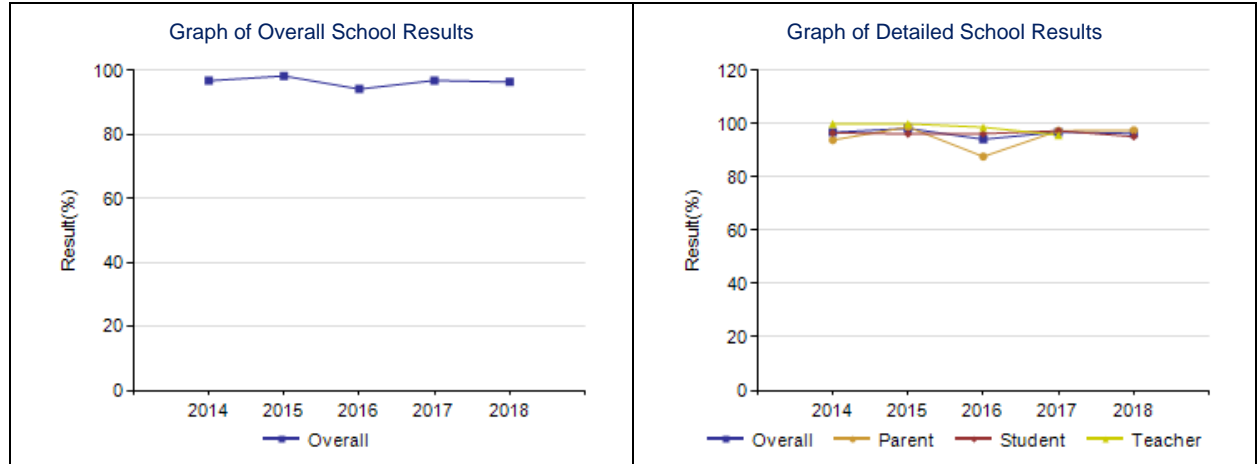
Notes:

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

Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.8	98.3	94.2	96.9	96.4	91.0	90.7	90.4	92.2	93.1	89.2	89.5	90.1	90.1	90.0
Teacher	100.0	100.0	98.7	95.8	n/a	95.7	98.0	98.1	97.0	97.7	95.5	95.9	96.0	95.9	95.8
Parent	93.9	98.8	87.7	97.4	97.6	89.7	85.4	84.5	90.2	89.6	84.7	85.4	86.1	86.4	86.0
Student	96.6	96.2	96.3	97.4	95.2	87.4	88.7	88.5	89.5	91.9	87.3	87.4	88.0	88.1	88.2

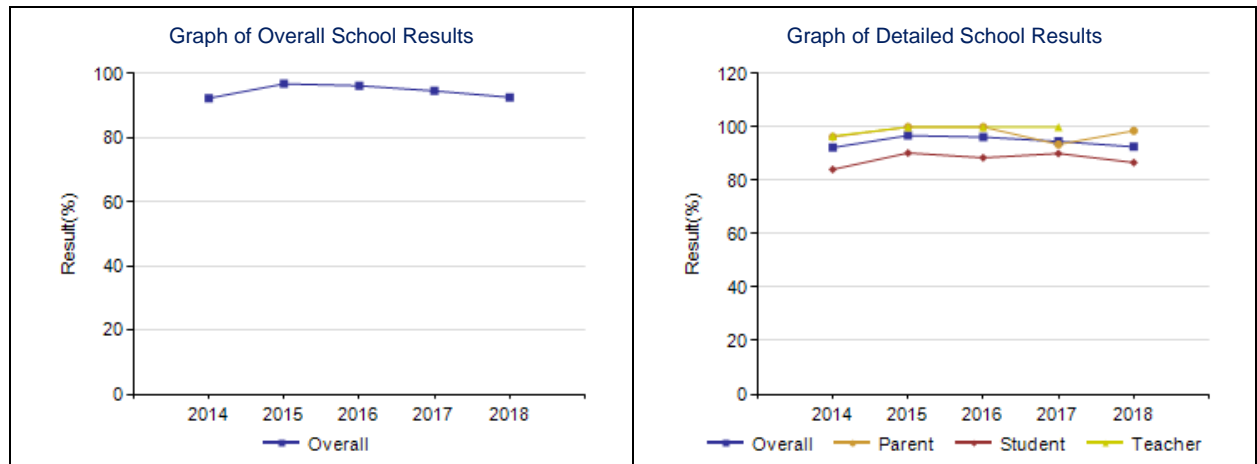


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	92.3	96.8	96.2	94.6	92.6	90.1	90.0	90.9	91.8	92.2	89.1	89.2	89.5	89.5	89.0
Teacher	96.6	100.0	100.0	100.0	n/a	96.3	97.9	98.6	97.4	97.5	95.3	95.4	95.4	95.3	95.0
Parent	96.3	100.0	100.0	93.5	98.6	91.3	88.4	89.2	91.2	92.0	88.9	89.3	89.8	89.9	89.4
Student	84.1	90.3	88.5	90.1	86.7	82.7	83.6	84.8	86.7	87.0	83.1	83.0	83.4	83.3	82.5



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

