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



St. Patrick's Elementary School is located in Taber, Alberta. We have been serving Taber since 1953. We currently offer programs in Early Learning, and Kindergarten to Grade 5. We are part of the greater community of Holy Spirit Catholic Schools. As of September 30, our enrollment from Kindergarten to Grade 5 was 170 students. Within our K to 5 programs, our staff includes 10 FTE teachers, 2.6 FTE educational assistants, and 3.0 FTE support staff. We also have an active parent community, which includes a vibrant School Council.

We are proud to offer excellent Catholic Education. At St. Patrick School, we are guided by our Mission/Vision/Motto statements:

Mission:

St. Patrick's School, in partnership with our community, empowers, nurtures and challenges our students to be proactive learners and responsible citizens who live and share faith.

Vision:

St. Patrick's students are creative and critical thinkers who embody Catholic values as they become responsible, global citizens who strive for personal excellence.

Motto:

Learning to Love

Loving to Learn

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	St. Patricks RCS 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	89.1	90.8	90.7	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.4	85.1	85.9	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	93.5	90.6	95.2	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	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
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	89.5	69.6	76.3	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	85.1	83.9	86.9	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	90.0	86.3	86.2	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.2	83.3	82.5	81.4	81.2	80.2	High	Maintained	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.

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.6	91.2	85.6	83.9	85.1	87	Very High	Maintained	Excellent	88	89	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	88.8	88.5	70.8	69.6	89.5	90	Very High	Improved	Excellent	90	90	90

Comment on Results

It is good to see improvement in these results. We have been implementing school programs that are meant to enhance these areas for our students. Through weekly Rock Time, solving problems with the help of Kelso Choices, Exploratory Fridays and building a culture under the umbrella of Leader in Me we are preparing our students to be better citizens and to be good people when they leave our school.

Strategies

This year we will continue to permeate our faith in all we do and specifically we will:

- Continue our Rock Time on a weekly basis and teach the kids different forms of prayer
- Continue to teach and model Kelso choices for problem solving
- We build teacher capacity in the Leader in Me and continue to change the school culture and build leadership capacity in all stakeholders.
- Moved from Exploratory Fridays to Sharpen the Saw Fridays so that we will be nurturing the whole child: body, mind, spirit and community
- We will develop the teacher's/ staff foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, and support the process of reconciliation.

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 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.	93.7	93.9	87.4	90.8	89.1	90	Very High	Maintained	Excellent	90	90	90

Comment on Results

We have been working really hard on building connections within our community. We teach the students to solve small problems with Kelso's Choices, and we make sure they know the difference between small and large problems. Large problems need an adult to intervene immediately.

Our Faith allows us to teach the Golden Rule on so many levels; not only is it the right thing to do but it is written in the holy Scripture. We enrich our students in weekly Rock Time assemblies, where we root our minds, body and spirits in Jesus's words, lay down the big rocks (important events) of the week and review our school rules so that we know what is expected of our behaviours.

We take pride in being an Inclusive Community built on the belief that positive relationships based on trust and understanding make a difference in every child's world. Every situation is treated according to context and the needs of each individual student. Our motto is Learning to Love then Loving to Learn. Understanding and accepting one another is very important.

Strategies

- Continue to build positive connections within our community by encouraging parent involvement, teaching the power of prayer, continue Kelso's Choices, building teacher capacity to become a Leader in Me school, and celebrating Bright Light Assemblies and Kindness challenges.
- Implementation of multiage classrooms, where we view positive relationships as foundational to all student's learning.
- Making strong connections with the larger community and health agencies in order to provide the best interventions for our high need students.
- Become the SPT Kindness Squad and will taking on monthly kindness challenges
- Planning and inquiring about a breakfast program for the next school year
- Work with many community members in order to provide the best support for all our students

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.	84.9	85.4	87.2	85.1	84.4	87	Very High	Maintained	Excellent	87	87	87

Comment on Results

We are very proud to provide French as a Second Language to our grade 4 and 5 students. Every year we build on our Physical Literacy component through a weekly DPA period where kids are encouraged to better their physical skills, and they are encouraged to move in free play in order to build their skills. On top of this DPA program, students get Phys. Ed 3 times a week. We provided Exploratory Fridays where students could explore different topics of choice and learn about them. I would like to see our school reach our target in the

Strategies

- Partner with Best Academy to set personal physical goals which will encourage students to become more active and improve their Physical Literacy.
- Provide Sharpen the Saw Fridays once a month where students will learn emotional, physical, and spiritual well being.
- Partake in social justice projects such as the Terry Fox Run, Holy Childhood, Random Acts of Kindness challenges, visit the elderly, etc.
- Provide many clubs during the week such as choir, art club, friendship club, and prayer group.
- Provide leadership roles for students throughout the school.
- Initiating multiage age learning and team teaching. Students will be exposed to the strengths of the educators in the school, therefor able to learn a wide variety of skills and subject matter.

Notes:

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

Outcome 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.	92.9	92.0	72.2	83.3	79.2	85	High	Maintained	Good	85	85	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.8	87.9	84.4	86.3	90.0	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.6	97.4	97.5	90.6	93.5	94	Very High	Maintained	Excellent	94	94	94

Comment on Results

Our administration and staff have worked hard over the past year to improve communication between home and school. We have made student agendas our top priority along with Facebook pages, Twitter accounts, Blog Spots, and websites. Reaching out to our parent community is very important to us. We have encouraged community and parent volunteers to help with our reading interventions. In terms of the quality of basic education we are building a Comprehensive Literacy Program and looking to improve our numeracy program through building capacity in our professional staff.

Strategies

- Continue to communicate regularly through social media, email and newsletters
- Use and implement the Fountas and Pinnell Literacy Intervention System and Benchmark Assessments
- Regular PLC time will focus on student learning and intervention planning
- School Based Professional Development will be based on Building a Comprehensive Literacy Program
- Support in building Teacher Capacity in the Numeracy and Literacy Progressions
- Purchase of literacy resources that support our new programming
- Implement and respond to our Common Math Assessment
- Build capacity on the administration of SPT in order to lead and develop a strong literacy program.

Notes:

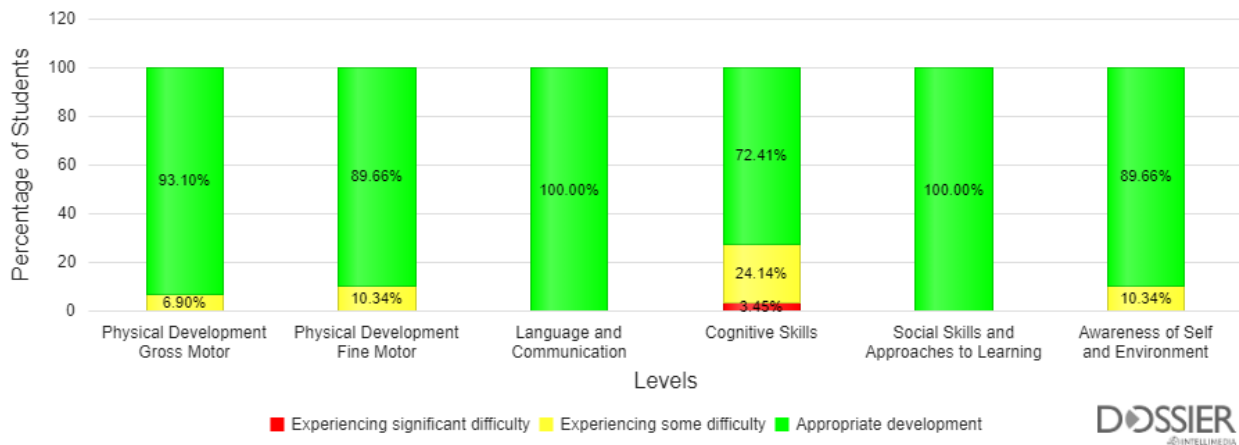
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

How does SPT Measure?

The following pages include tables and graphs that provide detailed data for the performance measures at different grade levels in SPT. At the kindergarten level our children are measured according to developmental ability with the EYE-TA (Early Years Evaluation- Teacher Administered). From grade 1- 5 we use Common Math Assessments and Fountas and Pinnell Benchmark Assessments to inform instruction and provide appropriate interventions in numeracy and literacy respectively. From grade 3-5 we also administer the CAT 4 (Canadian Achievement Test version 4) for reading and writing. This is a large scale assessment that provides comparative data to a greater norm.

EYE-TA Report and Analysis

Breakdown of Percentages Across All Domains
Pre 2016 - 2017 (29)
For St. Patrick School



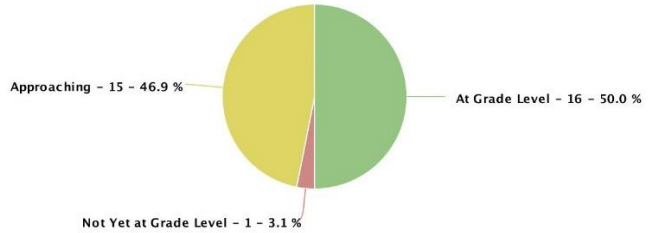
Comments on EYE-TA results:

The vast majority of our kindergarten students of 2016/2017 school year are at the appropriate development level. This particular peer group is very strong in their expressive language (Language and Communication) and in their Social Skills and Approaches to Learning. With 9 students experiencing difficulty in cognitive skills, there will be a need for these students to be taught to think about their learning. In response to the needs in Physical Development Gross Motor, Physical Development Fine Motor and the Awareness of Self and Environment we are building a Physical Literacy program with the help of Best Academy. This improvement in programing will have a significant impact on the development of these particular skills.

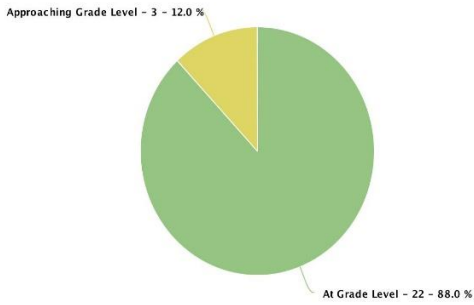
Holy Spirit Catholic Schools Common Math Assessments (CMA):

Results for SPT

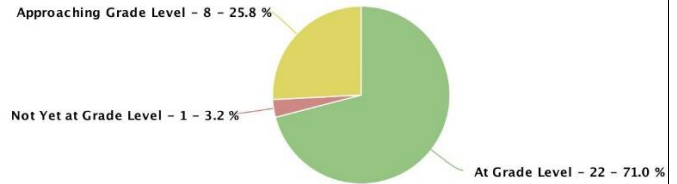
Common Math Assessment for Grade 1
Aggregate Overall Results for 32 students



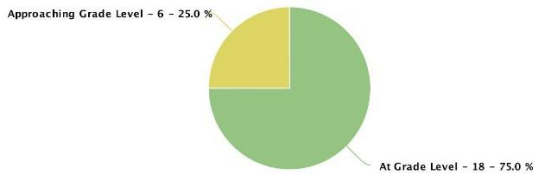
Common Math Assessment for Grade 2
Aggregate Overall Results for 25 students



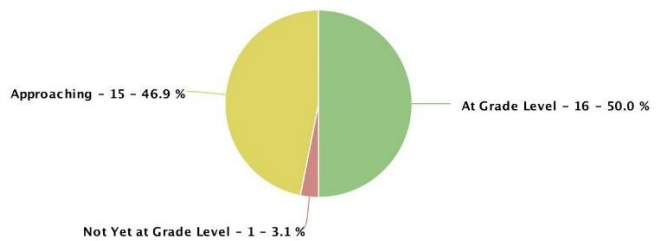
Common Math Assessment for Grade 3
Aggregate Overall Results for 32 students



Common Math Assessment for Grade 4
Aggregate Overall Results for 27 students



Common Math Assessment for Grade 5
Aggregate Overall Results for 32 students

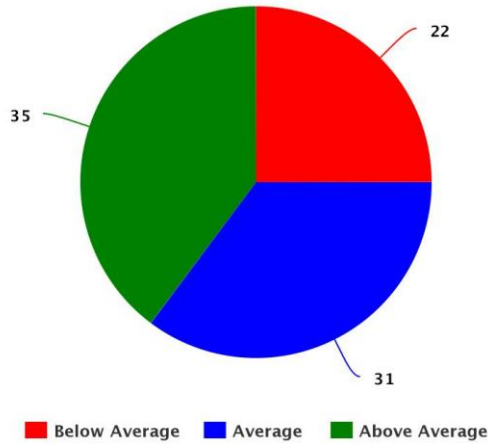


In Numeracy:

66% of our students are performing at grade level
32% of our students are approaching grade level
2% of our students are not yet at grade level

CAT 4 Results for Grades 3-5, 88 students
Total Reading Results

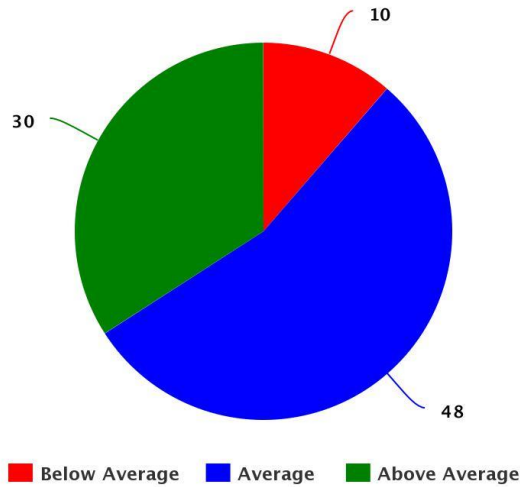
Student Level Breakdown



25% of our grade 3-5 students are reading below average
35% of our grade 3-5 students are reading at an average
40% of our grade 3-5 students are reading above average

CAT 4 Results for Grades 3-5, 88 students
Total Writing Conventions Results

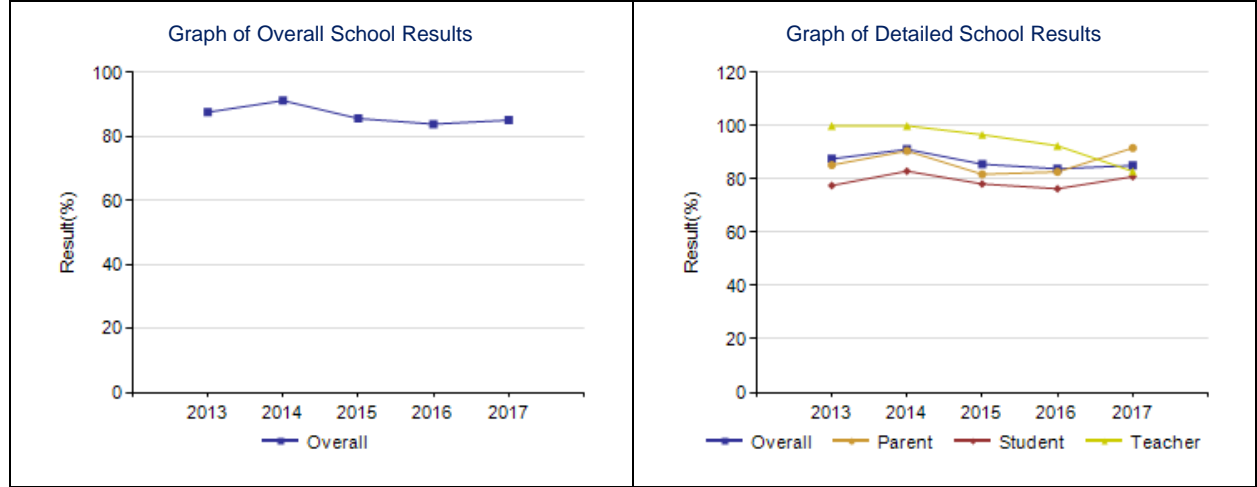
Student Level Breakdown



11% of our grade 3-5 students are below average in understanding writing conventions
55% of our grade 3-5 students are average at understanding writing conventions
34% of our grade 3-5 students are above average at understanding writing conventions

Citizenship – Measure Details

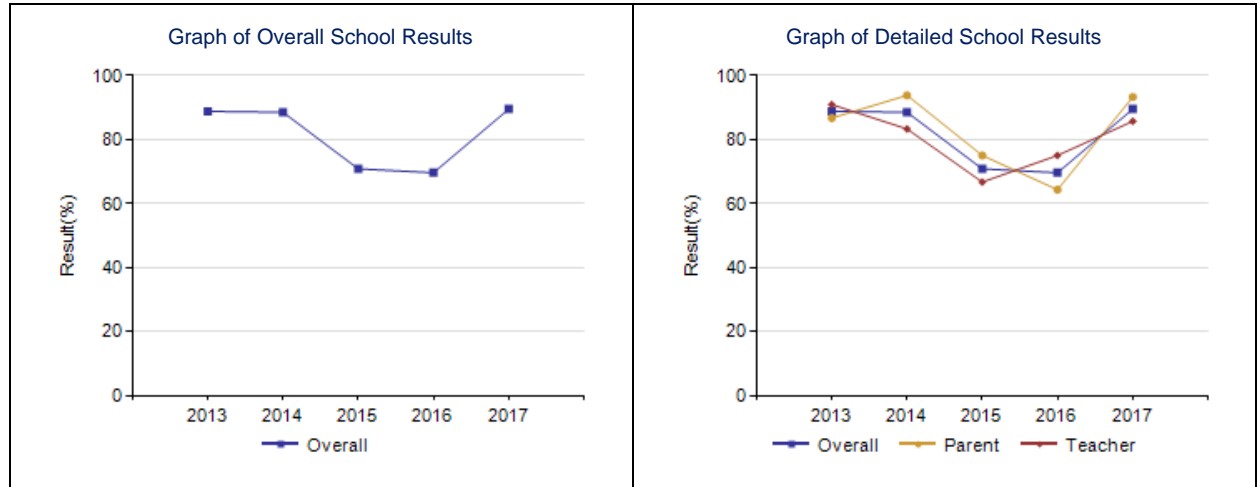
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.6	91.2	85.6	83.9	85.1	85.1	85.4	85.3	85.8	87.4	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	100.0	96.7	92.5	82.9	97.4	96.8	98.4	98.4	96.8	93.6	93.8	94.2	94.5	94.0
Parent	85.3	90.6	81.8	82.7	91.7	79.1	85.5	83.2	82.9	86.6	80.3	81.9	82.1	82.9	82.7
Student	77.6	83.0	78.2	76.4	80.9	78.6	73.9	74.2	76.1	78.8	76.2	74.5	74.2	74.5	74.4



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/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	88.8	88.5	70.8	69.6	89.5	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	66.7	75.0	85.7	94.4	92.8	92.0	91.7	92.2	89.4	89.3	89.7	90.5	90.4
Parent	86.7	93.8	75.0	64.3	93.3	66.7	76.2	72.1	74.9	76.9	71.1	73.1	74.2	74.8	75.1

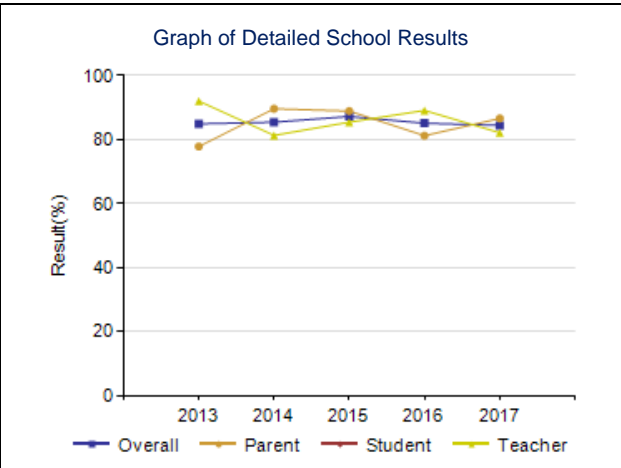
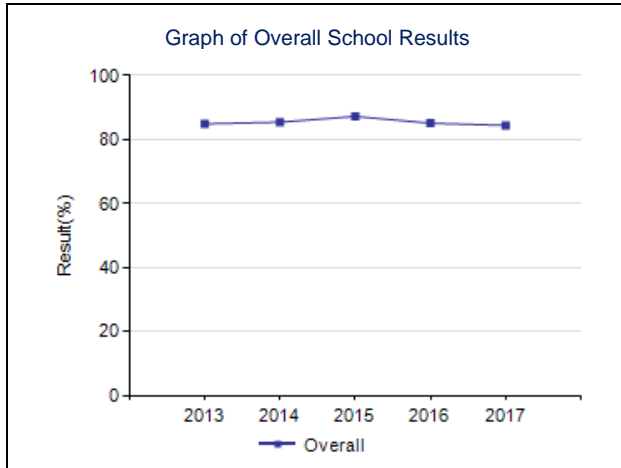


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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	84.9	85.4	87.2	85.1	84.4	84.8	84.8	84.0	82.6	83.1	81.5	81.3	81.3	81.9	81.9
Teacher	92.0	81.3	85.4	89.1	82.1	94.3	89.0	91.5	90.7	88.4	87.9	87.5	87.2	88.1	88.0
Parent	77.8	89.6	88.9	81.2	86.6	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



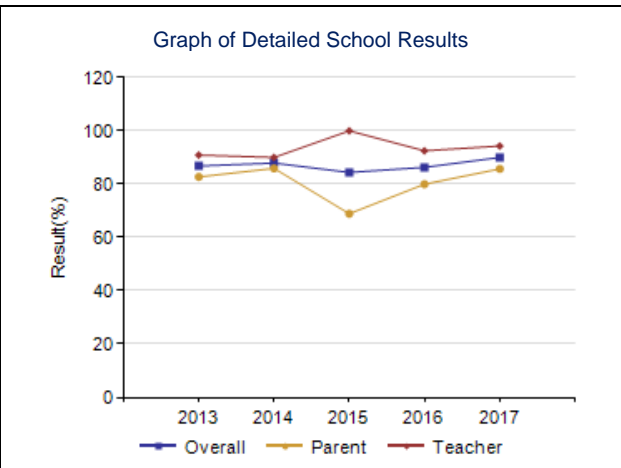
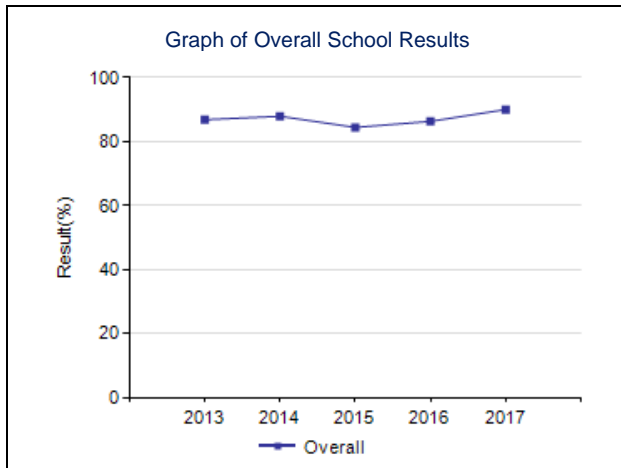
Notes:

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	86.8	87.9	84.4	86.3	90.0	82.1	83.2	85.3	83.3	82.9	80.3	80.6	80.7	80.9	81.2
Teacher	90.9	90.0	100.0	92.5	94.3	90.8	90.5	94.7	94.3	92.6	88.5	88.0	88.1	88.4	88.5
Parent	82.7	85.9	68.9	80.0	85.7	73.4	75.9	76.0	72.3	73.2	72.2	73.1	73.4	73.5	73.9



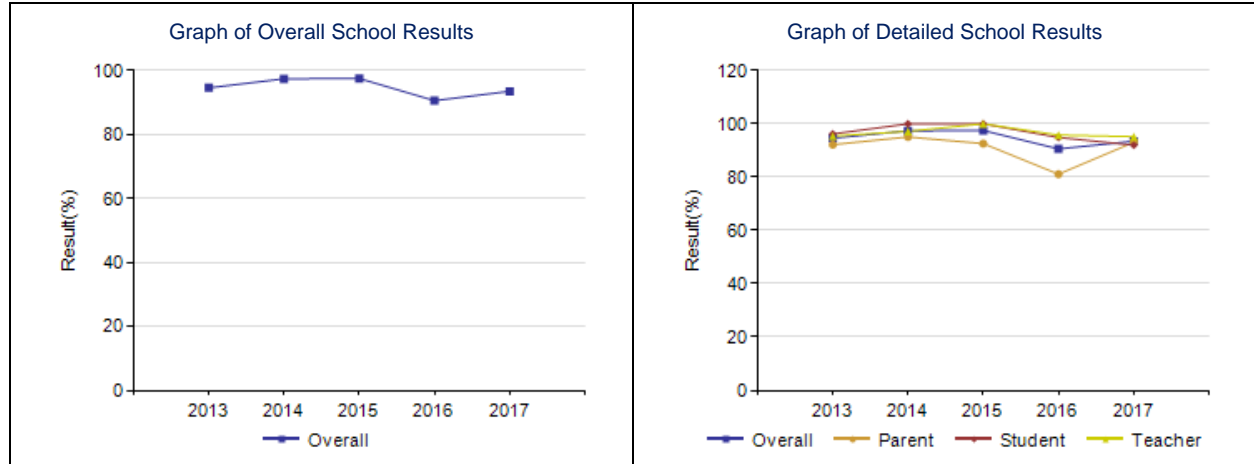
Notes:

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	94.6	97.4	97.5	90.6	93.5	91.7	91.0	90.7	90.4	92.2	89.8	89.2	89.5	90.1	90.1
Teacher	95.4	97.2	100.0	95.8	95.2	97.9	95.7	98.0	98.1	97.0	95.7	95.5	95.9	96.0	95.9
Parent	92.2	95.1	92.6	81.1	93.1	87.8	89.7	85.4	84.5	90.2	84.9	84.7	85.4	86.1	86.4
Student	96.2	100.0	100.0	94.9	92.0	89.3	87.4	88.7	88.5	89.5	88.7	87.3	87.4	88.0	88.1

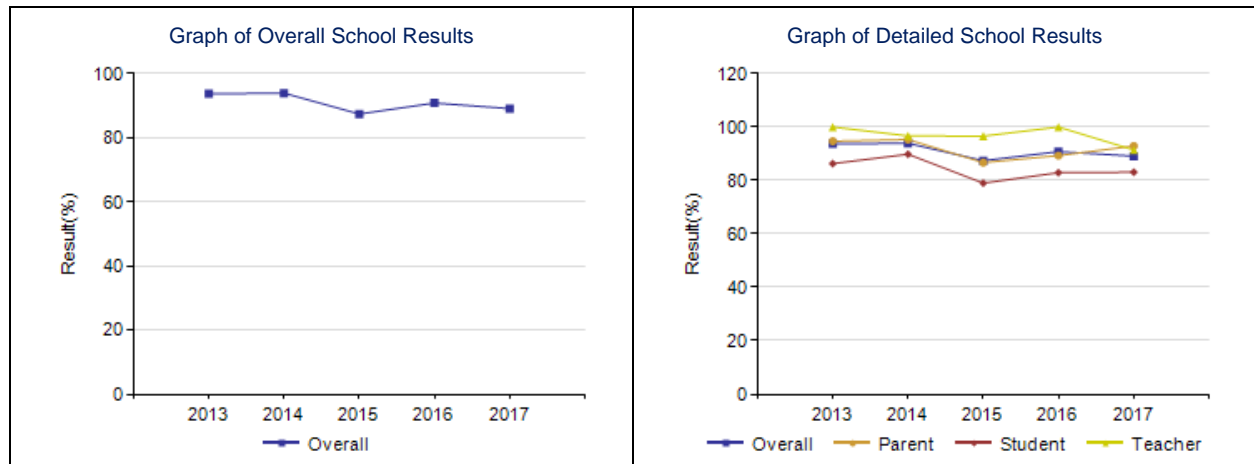


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction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

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	93.7	93.9	87.4	90.8	89.1	90.1	90.1	90.0	90.9	91.8	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	96.7	96.6	100.0	91.4	96.9	96.3	97.9	98.6	97.4	95.0	95.3	95.4	95.4	95.3
Parent	94.7	95.3	86.7	89.3	92.9	88.6	91.3	88.4	89.2	91.2	87.8	88.9	89.3	89.8	89.9
Student	86.3	89.8	79.0	82.9	83.1	84.8	82.7	83.6	84.8	86.7	84.2	83.1	83.0	83.4	83.3

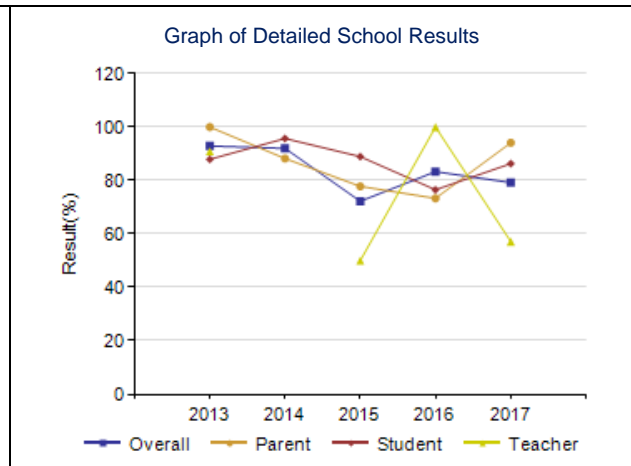
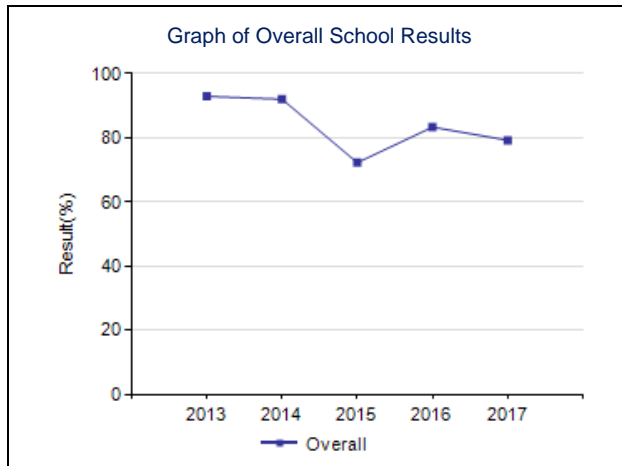


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction 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	92.9	92.0	72.2	83.3	79.2	84.8	84.4	84.1	83.9	86.5	80.6	79.8	79.6	81.2	81.4
Teacher	90.9	*	50.0	100.0	57.1	87.8	88.3	86.6	91.2	88.8	80.9	81.3	79.8	82.3	82.2
Parent	100.0	88.2	77.8	73.3	94.1	80.2	82.5	81.7	76.4	85.1	77.9	77.0	78.5	79.7	80.8
Student	87.9	95.7	88.9	76.5	86.3	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.