

# SPT Combined 3-Year Education Plan and Annual Education Results Report (AERR) 2019-2020



St. Patrick's Elementary School is located in Taber, Alberta. We have been serving Taber since 1953. We are a Leader in Me school that offers educational 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 174 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 supportive 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 2019 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	<b>89.5</b>	86.3	88.7	<b>89.0</b>	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	<b>85.8</b>	86.9	85.5	<b>82.2</b>	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	<b>93.7</b>	95.1	93.1	<b>90.2</b>	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	<b>2.6</b>	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	<b>79.1</b>	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	<b>73.8</b>	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	<b>20.6</b>	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	<b>83.6</b>	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	<b>24.0</b>	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	<b>56.3</b>	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	<b>64.8</b>	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	<b>59.0</b>	58.7	58.7	n/a	n/a	n/a
	Work Preparation	<b>81.7</b>	85.4	81.5	<b>83.0</b>	82.4	82.6	High	Maintained	Good
	Citizenship	<b>81.2</b>	77.6	82.2	<b>82.9</b>	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	<b>92.7</b>	91.2	89.1	<b>81.3</b>	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	<b>88.9</b>	91.6	84.7	<b>81.0</b>	80.3	81.0	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. 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 fires in May to June 2016 and May to June 2019. 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 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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 that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.6	83.9	85.1	77.6	81.2	82	Very High	Maintained	Excellent	84	86	88

### Comment on Results

We are pleased with these results considering our target for the school year 2018 was 80%. We have been working really hard in building Leadership in our student body and distributing responsibilities in the school. Reinforcing strong problem solving through Kelso's choices and holding students accountable for their own actions with our revamped Student Code of Conduct allows everyone to be part of a positive and healthy community.

### Strategies

- *Continue to visit and revamp our Student Code of Conduct that has been signed by student and one parent. We will continue to review it with staff, in order to provide consistent language and expectations around behaviour outcomes and interventions*
- *Introduced a Wellness Block in the second part of the day. The purpose of this 45-minute block is for the student to eat properly and choose activities that allow them to promote their own wellness. where there is consistent expectations and supervision.*
- *Continue our Rock Time on a weekly basis and teach the kids life lessons rooted in the Gospel.*
- *Continue to teach and model Kelso choices for problem solving*
- *Continue to build teacher capacity and student leadership capacity in the Leader in Me and continue to change the school culture and build leadership capacity in all stakeholders.*
- *Continue Sharpen the Saw Fridays so that we will be nurturing the whole child: body, mind, spirit and community*
- *Continue to 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. And now share our knowledge with the greater community through culture transformation.*

### 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.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

Currently we have no data for this outcome at St. Patrick School.

### Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	87.2	85.1	84.4	86.9	85.8	87	Very High	Maintained	Excellent	87	89	90

#### Comment on Results

Our 2018 target was 87%. We seem to be falling away from our target. Although our percentage is still excellent the results will allow outreaching staff to review what is we offer at SPT. Competent teaching practices and efficient program execution happen in our school; especially with the implementation of multiage learning. Team teaching and planning allows for teachers who are specialized in certain areas to teach and develop great programs in these subject areas. Our Grade 5 and 4 students receive French as a Second Language classes and leadership opportunities. All of our students receive music class with our music lead teachers. Our connections with the community allows us to provide a Best Academy Physical Literacy Program to all our students. We are also introducing Career Technology Foundation classes in the spring for our older students.

#### Strategies

- *Re introduce Career Technology Foundational classes to our 4/5 students.*
- *Continue to offer FSL learning to our 4/5 multiage students.*
- *Continue to schedule music classes with our music specialists*
- *Continue to partner with Best Academy to set personal physical goals which will encourage students to become more active and improve their Physical Literacy.*
- *Continue to 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 Energy Challenges, Polar Bear Adoption, Terry Fox Run, Holy Childhood, Making our Mark Nomination draw, visit the senior citizens of our community, etc.*
- *Continue to provide leadership roles for students throughout the school and a build a leadership culture*
- *Continue to support team teaching so that 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.*
- *Continue in our journey of STEM Education*

#### Notes:

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
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.	87.4	90.8	89.1	86.3	89.5	90	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	97.5	90.6	93.5	95.1	93.7	94	Very High	Maintained	Excellent	94	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.	70.8	69.6	89.5	85.4	81.7	86	High	Maintained	Good	86	86	86
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	51.7	48.1	74.6	65.8	59.8	-	n/a	n/a	n/a	-	-	-
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.4	86.3	90.0	91.2	92.7	90	Very High	Maintained	Excellent	92	92	92
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.	72.2	83.3	79.2	91.6	88.9	90	Very High	Maintained	Excellent	90	90	90

### Comment on Results

This is an area that is always an area of attention. 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 and we are always monitoring how to make this communication better.

We are currently building a strong learning paradigm called the Collaborative Response Model in collaboration with JigSaw Learning. It will provide interventions so that all needs of our diverse learners are met. 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. We have imbedded PLC time and are looking at ways to bring our parent population in to the school to learn about the current curriculum and what it is their children need to know at this age level. We will be introducing the Numeracy and Literacy progressions to our parents.

**Strategies**

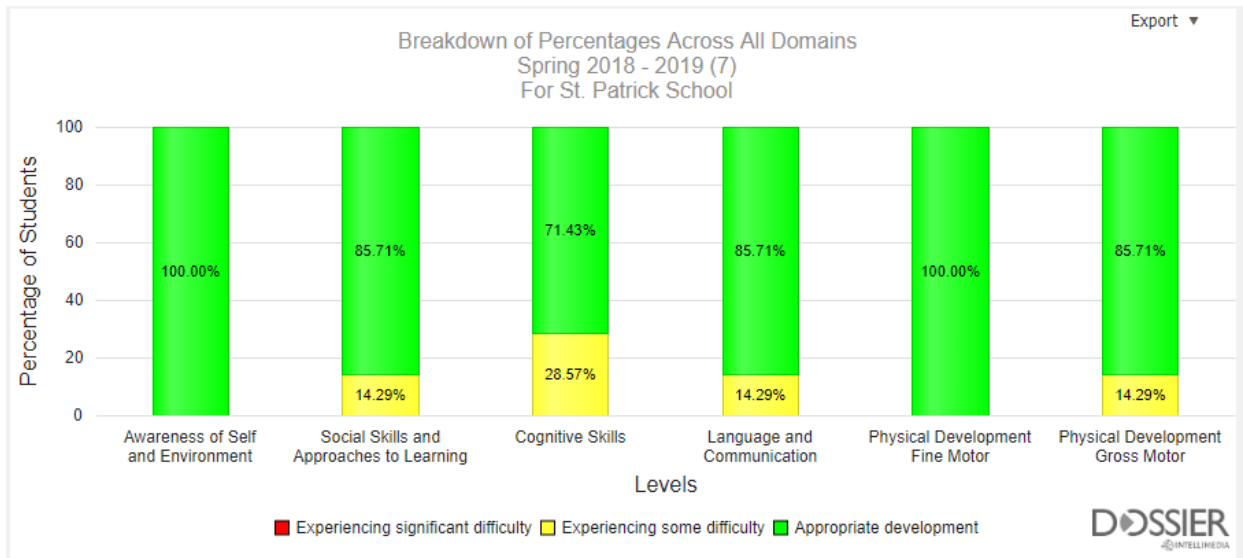
- *Build a multitude of specialty committees such as curriculum committee, STEM Committee and Student Leadership Committee within our professional and non-professional staff that will provide good education programming*
- *Provide support to building teacher capacity in the Numeracy and Literacy Progressions and the new Alberta Curriculum*
- *Provide support for teachers in collaborative teaching and planning*
- *Continue to work with Kurtis and Lorna Hewson and Jig Saw Learning in order to build a comprehensive Collaborative Response Model in our school.*
- *Continue to communicate regularly with our parents and community through social media, email and newsletters*
- *Continue to build capacity in and implement the Fountas and Pinnell Literacy Intervention System and Benchmark Assessments*
- *Continue to provide regular teacher PLC time that will focus on student learning and intervention planning*
- *Continue to implement and respond to our Common Math Assessment*

Notes:

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**What Our Data is Telling Us**

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 Reading Assessments to inform instruction and provide appropriate interventions in numeracy and literacy respectively.

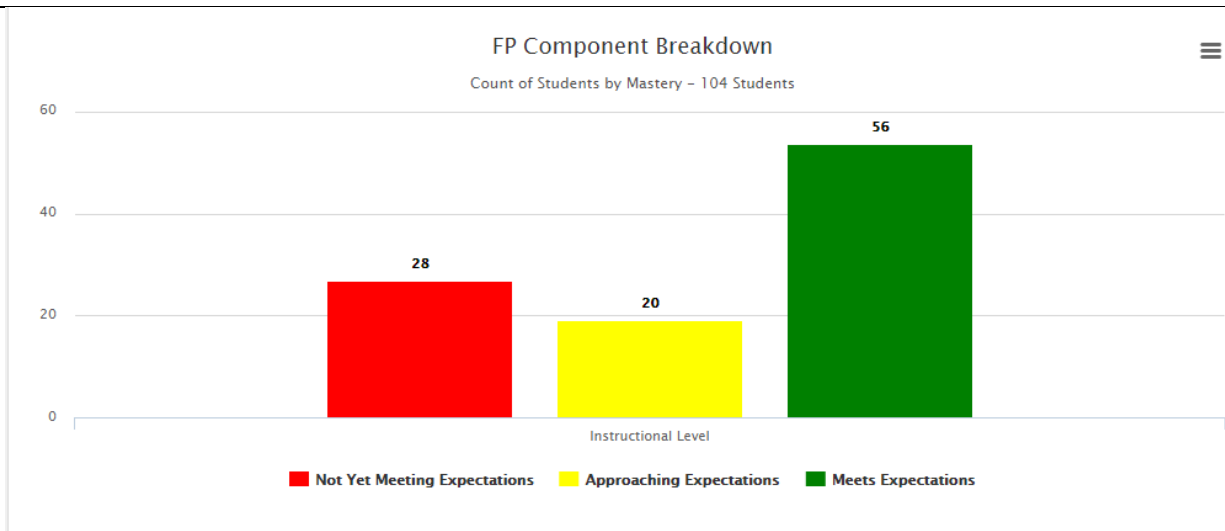


**Response to EYE-TA Results:**

In response to the needs of our kindergarten students there will be a focus on the cognitive skills of our students. Higher levels of thinking and time to process thoughts will be addressed in our classrooms by the incorporation of play, diverse assessment practices and exploration through STEM.

## Fountas and Pinnell (F&P) Standardized Reading Assessment:

### Results for SPT 2018-2019



#### In Literacy:

53% of our students are meeting expectations, a 3% increase from last year  
19.2% of our students are approaching expectations, a 6% increase from last year  
27% of our students are not yet meeting expectations, a 9% decrease from last year

#### Response to Results:

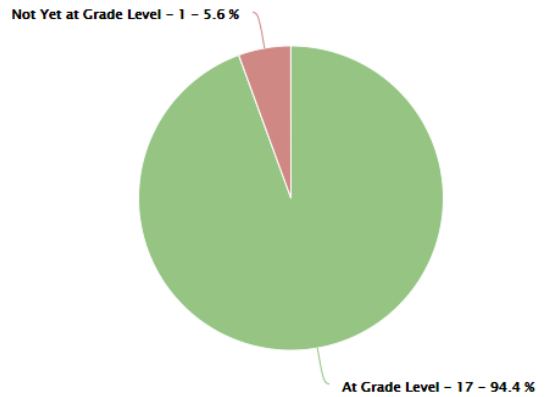
Last year we began the journey of Jig Saw Learning's Collaborative Response Model. We imbedded LLI designated time led by teacher professionals. It was important to keep the Learning Intervention Time untouched and consistent. We also introduced Collaborative Team Meetings where our teachers review the data and talk about practices that will impact the students learning. These new practices are positively impacting our student's literacy skills.



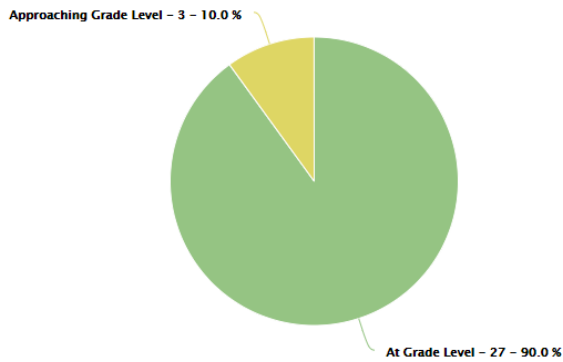
# Holy Spirit Catholic Schools Common Math Assessments (CMA):

## Results for SPT 2018-2019

Common Math Assessment for Grade 1  
Aggregate Overall Results for 18 students

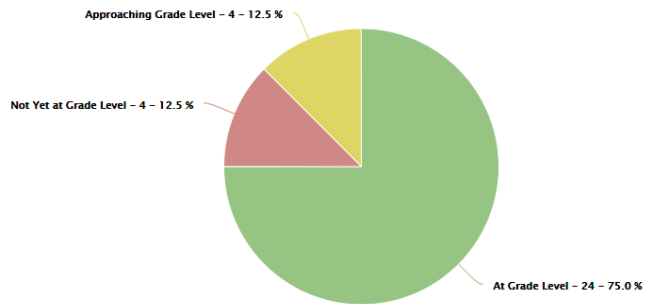


Common Math Assessment for Grade 2  
Aggregate Overall Results for 30 students

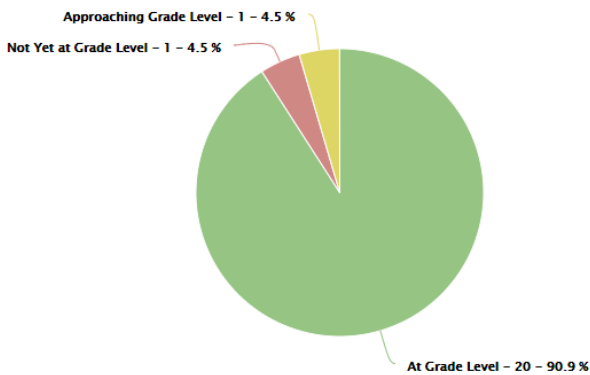


Common Math Assessment for Grade 3

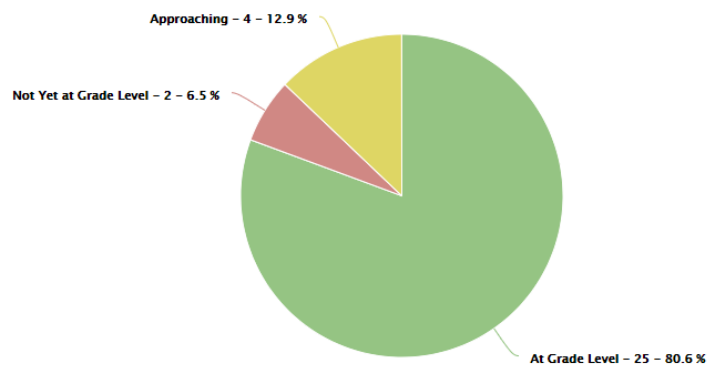
Aggregate Overall Results for 32 students



Common Math Assessment for Grade 4  
Aggregate Overall Results for 22 students



Common Math Assessment for Grade 5  
Aggregate Overall Results for 31 students



### In Numeracy:

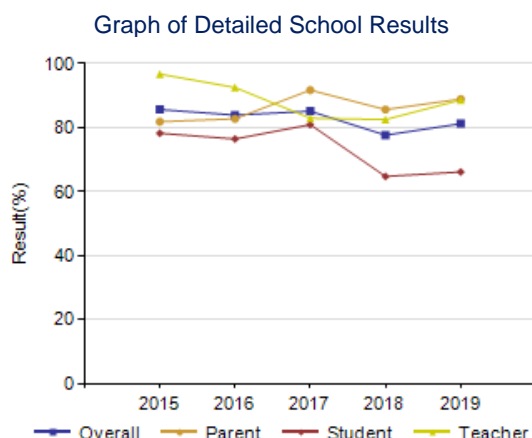
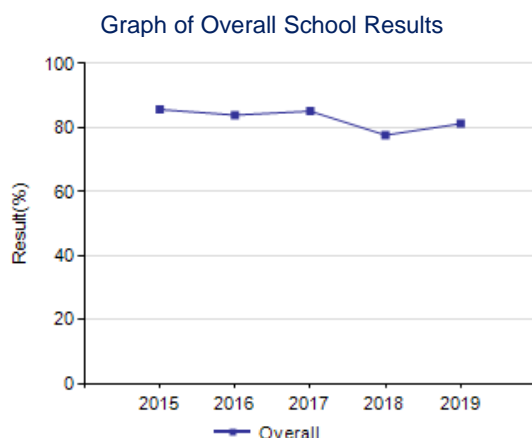
Total # of students assessed = 133  
 84% of our students are performing at grade level  
 9% of our students are approaching grade level  
 7% of our students are not yet at grade level

Compared to the previous year we had a 4% decrease in our students performing at grade level in mathematics. This has moved us into action by moving our CTM (Collaborative Team Meetings) to numeracy. There is a call for common language and resources, all of which we will be building as a staff. We will continue our focus on STEM and play which will help with mathematical thinking.

**Citizenship – Measure Details**

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.6	83.9	85.1	77.6	81.2	85.3	85.8	87.4	86.5	85.1	83.5	83.9	83.7	83.0	82.9
Teacher	96.7	92.5	82.9	82.5	88.6	98.4	98.4	96.8	96.7	94.6	94.2	94.5	94.0	93.4	93.2
Parent	81.8	82.7	91.7	85.6	88.9	83.2	82.9	86.6	84.4	81.4	82.1	82.9	82.7	81.7	81.9
Student	78.2	76.4	80.9	64.7	66.1	74.2	76.1	78.8	78.5	79.2	74.2	74.5	74.4	73.9	73.5



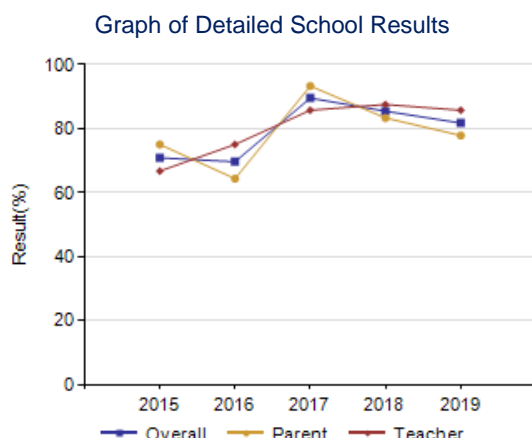
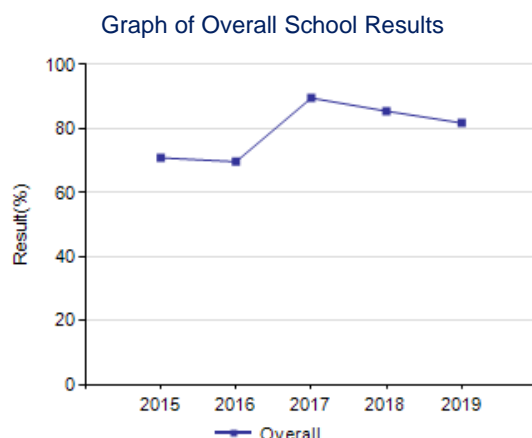
Notes:

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**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	70.8	69.6	89.5	85.4	81.7	82.1	83.3	84.6	86.2	83.7	82.0	82.6	82.7	82.4	83.0
Teacher	66.7	75.0	85.7	87.5	85.7	92.0	91.7	92.2	94.1	94.5	89.7	90.5	90.4	90.3	90.8
Parent	75.0	64.3	93.3	83.3	77.8	72.1	74.9	76.9	78.4	73.0	74.2	74.8	75.1	74.6	75.2



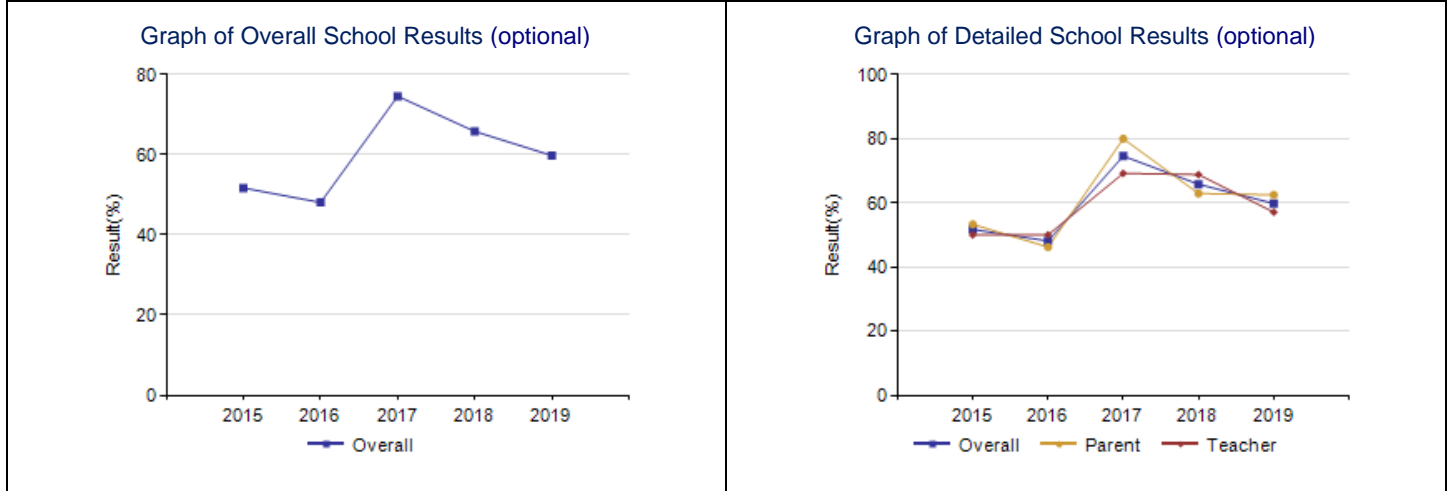
Notes:

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**Lifelong Learning – Measure Details (OPTIONAL)**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	51.7	48.1	74.6	65.8	59.8	70.2	73.0	77.6	75.6	76.4	70.0	70.7	71.0	70.9	71.4
Teacher	50.0	50.0	69.2	68.8	57.1	78.8	82.8	86.1	86.5	85.7	76.0	77.3	77.3	77.8	78.8
Parent	53.3	46.2	80.0	62.9	62.5	61.5	63.3	69.0	64.7	67.1	64.0	64.2	64.8	64.0	64.0



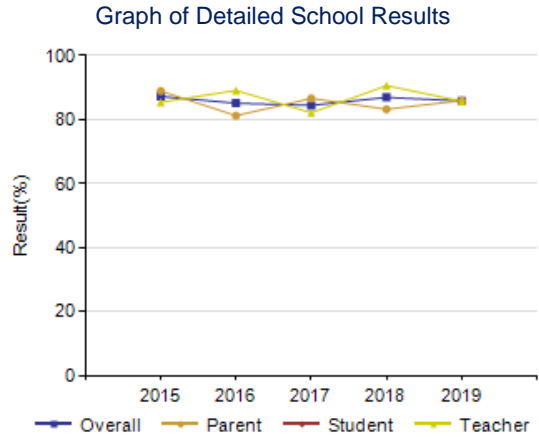
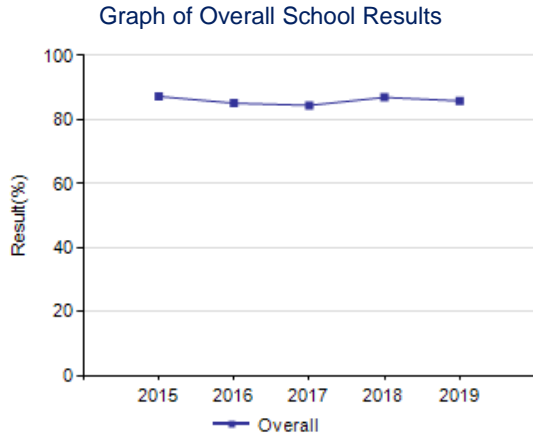
Notes:

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.2	85.1	84.4	86.9	85.8	84.0	82.6	83.1	87.3	86.0	81.3	81.9	81.9	81.8	82.2
Teacher	85.4	89.1	82.1	90.6	85.7	91.5	90.7	88.4	91.3	92.7	87.2	88.1	88.0	88.4	89.1
Parent	88.9	81.2	86.6	83.2	85.9	80.0	77.6	80.5	84.5	79.9	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	80.4	79.6	80.6	86.1	85.5	76.9	77.5	77.7	77.2	77.4



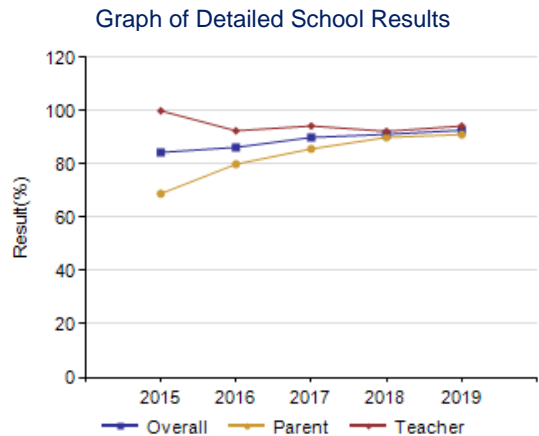
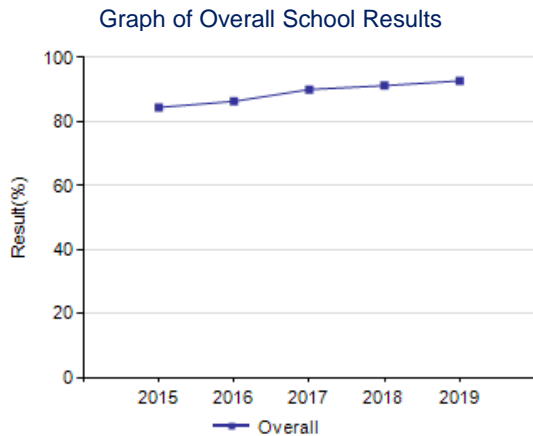
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	84.4	86.3	90.0	91.2	92.7	85.3	83.3	82.9	85.0	80.6	80.7	80.9	81.2	81.2	81.3
Teacher	100.0	92.5	94.3	92.3	94.3	94.7	94.3	92.6	93.1	91.6	88.1	88.4	88.5	88.9	89.0
Parent	68.9	80.0	85.7	90.0	91.1	76.0	72.3	73.2	76.9	69.6	73.4	73.5	73.9	73.4	73.6



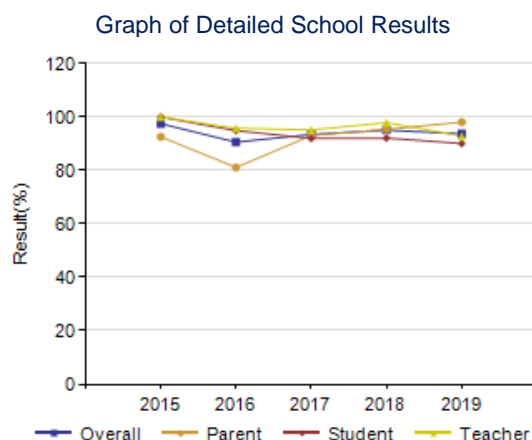
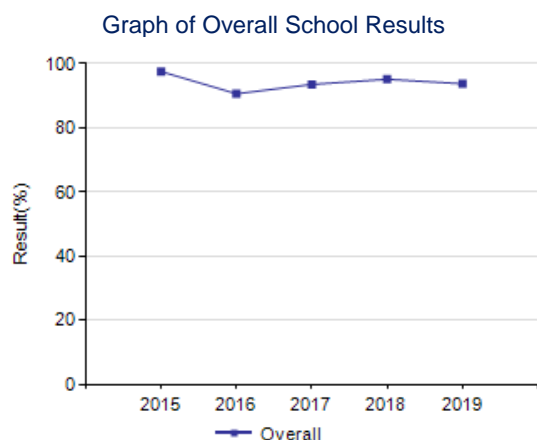
Notes:

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	97.5	90.6	93.5	95.1	93.7	90.7	90.4	92.2	93.1	91.7	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	95.8	95.2	97.9	92.9	98.0	98.1	97.0	97.7	96.2	95.9	96.0	95.9	95.8	96.1
Parent	92.6	81.1	93.1	95.4	98.1	85.4	84.5	90.2	89.6	87.8	85.4	86.1	86.4	86.0	86.4
Student	100.0	94.9	92.0	92.1	90.1	88.7	88.5	89.5	91.9	91.0	87.4	88.0	88.1	88.2	88.1



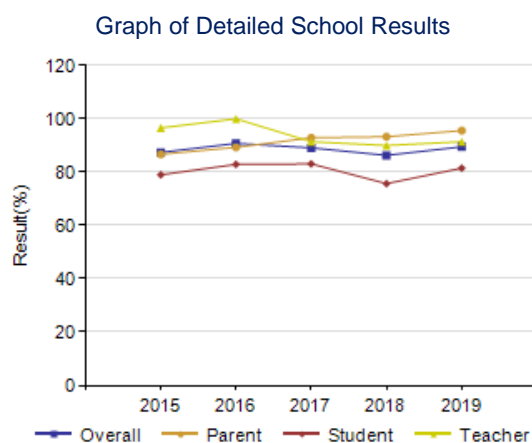
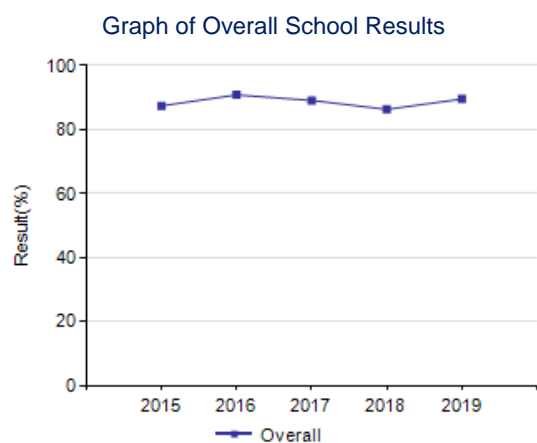
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.4	90.8	89.1	86.3	89.5	90.0	90.9	91.8	92.2	91.2	89.2	89.5	89.5	89.0	89.0
Teacher	96.6	100.0	91.4	90.0	91.4	97.9	98.6	97.4	97.5	97.5	95.4	95.4	95.3	95.0	95.1
Parent	86.7	89.3	92.9	93.3	95.6	88.4	89.2	91.2	92.0	88.7	89.3	89.8	89.9	89.4	89.7
Student	79.0	82.9	83.1	75.7	81.5	83.6	84.8	86.7	87.0	87.5	83.0	83.4	83.3	82.5	82.3



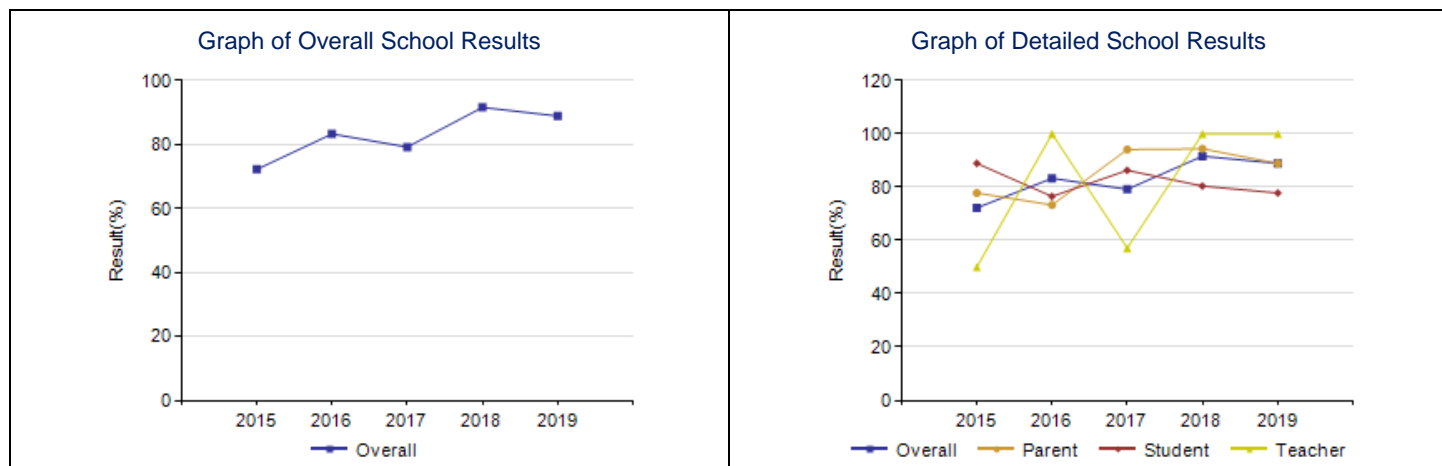
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	72.2	83.3	79.2	91.6	88.9	84.1	83.9	86.5	84.8	83.9	79.6	81.2	81.4	80.3	81.0
Teacher	50.0	100.0	57.1	100.0	100.0	86.6	91.2	88.8	89.4	88.9	79.8	82.3	82.2	81.5	83.4
Parent	77.8	73.3	94.1	94.4	88.9	81.7	76.4	85.1	78.5	76.8	78.5	79.7	80.8	79.3	80.3
Student	88.9	76.5	86.3	80.4	77.8	84.0	84.3	85.7	86.4	86.0	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.