



St. Joseph
Catholic School

“We Love to Learn, We Learn to Love”

Annual Education Results Report
2015-2016

Three Year Education Plan
2016-2019

Message from the Principal,

St. Joseph Catholic School's plan for the three years commencing September 1, 2016 was prepared by school administration in accordance with the responsibilities under the School Act and the Government Accountability Act. St. Joseph Catholic School is committed to achieving the results laid out in this Education Plan.

In March 2015, St. Joseph Catholic School conducted a School Review which involved surveys and interviews with students, staff and parents. The results of the School Review have provided excellent information to guide our planning and decision making both for last year and the current school year. After reviewing our school's Alberta Education Accountability Pillar 2016 Survey results as well as our 2015 School Review results and Evergreen CSRD Survey, I am pleased to report a continued high level of satisfaction in most areas from the St. Joseph Catholic School stakeholders over the past year. Due to the sustained satisfaction level, we will be continuing with many of our existing goals and strategies. We are also developing strategies to address areas we need to improve.

I believe that St. Joseph staff and the current leadership team will be able to offer different ideas and perspectives, since we have varied and vast experiences in the field of education, including experienced, returning staff members. In conjunction with our team leaders at St. Joseph, including our Counselor, Instructional Coach and Inclusive Education Coordinator, we hope to continue to grow and learn, looking at new initiatives that meet our students' needs.

At St. Joseph Catholic School, we will continue to have teachers self-assess their teaching practices and meet in their Professional Faith Based Learning Communities to continue their professional learning and share best practices with one another. On the following page, I have included our School Improvement Plan Goals.

Mr. Dave Sheehan
Principal

St. Joseph Catholic School Improvement Plan/Goals (2016-2017)

Goal #1 – Review student learning and instructional practices in numeracy.

Strategies:

1. Teachers participate in division wide numeracy P.D in October, November, January and March.
2. Use PFLC meetings to support numeracy P.D. learning and set targeted goals.
3. Participate in Networked Innovation Communities project with other ECSRD schools and 3 networked School Divisions to prototype targeted instructional practices.
4. Access support through **Instructional Coach**.

Goal #2 – Promote the emotional and mental well-being of all students.

Strategies:

1. Use the WITS program as an instructional tool to help students with conflict resolution.
2. Employ Growth Mindset strategies to increase student emotional, social and academic confidence.
3. Coordinate our efforts with other ECSRD schools through the Healthy Schools Initiative and our representative Health Champion with a focus on student mental wellness.
4. Access support through **Instructional Coach**.

Goal #3 – Maintain a strong faith focus within our school and our larger school community.

Strategies:

1. Maintain and foster faith connections between school, home and parish (invitations to liturgies, liturgies/mass at school, visits to the parish, clergy visits to school).
2. Implementation of the new Religious Studies program for Gr. 1-3.
3. Create tangible connections to our school theme “Rejoicing in God’s Mercy”.
4. Foster relationship with Sacramental Preparation coordinator at Holy Trinity Parish.
5. Explore age appropriate service projects at all grade levels within the school and community.

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	St. Joseph Catholic 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	Excellent	Safe and Caring	90.2	94.6	92.6	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	82.8	88.7	87.4	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	91.8	96.4	95.1	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	77.1	76.2	79.7	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	87.1	93.5	90.5	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	76.8	86.6	85.4	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Issue	School Improvement	79.5	91.4	92.2	81.2	79.6	80.0	High	Declined Significantly	Issue

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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.
- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 19.74	19.74 - 24.05	24.05 - 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 (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.4	87.2	90.8	93.5	87.1		Very High	Maintained	Excellent			
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.	84.5	81.6	81.3	76.2	77.1		Intermediate	Maintained	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

- For parents and teachers of primary-aged students, it can be difficult to connect their learning at a young age to preparation for the workplace.
- On these measures, we notice parent satisfaction has decreased from previous years while student and teacher satisfaction have remained the same (high) or improved.
- Only 11 parents responded to these questions. On our Evergreen CSRD survey, which is open to all parents from Kindergarten to Grade four, 54 parents responded. On that survey, 90.7% of parents were satisfied that “students show respect for one another” and 94.6% of parents were satisfied with “opportunities to participate in service projects”.

Strategies

- We are taking time at staff meetings and in our PFLC meetings to learn more about the Cross Curricular Competencies, which are skills and behaviours that students will need to be successful throughout their lives.
- One of our School Goals involves promoting Growth Mindsets with students, which encourages resilience, effort, persistence and risk-taking. Growth Mindset skills are skills students can transfer to situations outside of school and maintain for a lifetime.
- At our School Council meetings and in our Monthly Newsletter, we are explaining Growth Mindsets to parents, giving examples of the instruction their children are experiencing and sharing ideas for how they can encourage at home.

Notes:

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

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

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)

[No Data for Overall FNMI Results]

Comment on Results

(an assessment of progress toward achieving the target)

- Our school does not have evaluation results for FNMI students.

Strategies

- Although we do not have evaluation results, we are providing supports for our FNMI students including:
- ensuring counselling time is available for students and guidance for parents,
- development of a Diversity Tool Kit with our ATA Local for teachers to use as FNMI support.
- Participation in Orange Shirt Day along with lessons and discussion about the effects of residential schools.
- Identifying PD opportunities for staff to learn more about working with FNMI students.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. 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.
6. 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		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.8	91.3	91.9	94.6	90.2		Very High	Maintained	Excellent			

Comment on Results
(an assessment of progress toward achieving the target)

- As a school, we put a priority on creating safe learning environments for students. The results above indicate students, parents and teachers feel our school is safe and continues to address issues positively as they arise.
- Parent satisfaction has declined in this area from the previous two years, however, last year's parent satisfaction was extremely high at 98%.

Strategies

- We will continue providing counselling services through our 0.5 FTE counsellor.
- Our counsellor has expanded the number of students she access by delivering pro-social and problem solving programs in each classroom.
- We are putting a stronger emphasis on our school-wide WITS program to empower students with strategies to resolve conflicts. We will continue to work with our grade 4 students to take a leadership role for our younger students as WITS Leads – helping younger students problem solve on the playground.
- Cst. Nasheim will continue to support us as our School Resource Officer and deliver programs such as Halloween Safety and our WITS assembly.
- We are partnering with AMA to train students as crossing guards for the crosswalk in front of our school.

Notes:
 1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool 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 Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	89.3	84.9	88.6	88.7	82.8		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

- Although the percentage of satisfaction is lower than last year, these are strong results that reflect our efforts to provide a quality education to students in our K-4 school.
- While the percentage of satisfied parents has decreased, 20%-30% responded the “Don’t Know” to questions about opportunities for their children engage in Drama and Health instruction. This appears to be a communication issue between school and home.

Strategies

As a staff, we are taking time to examine these results and consider ways we can improve in these areas. Strategies will come forth from those discussions.

It appears that our parent community is unaware of some of the curricular opportunities their children have. To address this:

- Teachers will use classroom newsletters, student reports and parent conferences as opportunities to make parents aware of the many curricular opportunities their children have at school.
- Areas such as drama and use of technology that are embedded within the program of studies and learning of core subject areas will be given more emphasis. Student projects and achievement with these topics (projects involving technology, demonstrations of student learning through the use of technology, dramatic performances at our Christmas concert, Seniors’ visits, and Volunteer Tea) will be highlighted to parents.
- Our school choir will have an active role in our school liturgies, Christmas concerts, and in our community at the Copper Sky Lodge and in Holy Trinity Parish at our Grade 4 Bible Mass and Catholic Education Sunday.

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool 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 Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	91.0	90.3	95.1	91.4	79.5		High	Declined Significantly	Issue	85%	90%	93%
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	81.8	79.1	90.4	86.6	76.8		Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.7	91.2	97.7	96.4	91.8		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

- These results are a bit confusing due to 91.8% of teachers, parents and students being “satisfied with the overall quality of basic education”, but only 79.5% feeling the school or jurisdiction has improved or maintained its quality.
- Fewer parents are satisfied with their involvement in decisions about their child's education.
- Our Evergreen CSRD Survey (completed by 54 parents of all grades K-4) showed 96.3% of parents were satisfied when responding to... “the school environment is inviting and you see yourself as a valued partner in the education of your child”. I believe the discrepancy in percentages may be partly due to low parent participation in the Accountability Survey (only 15 parents).

Strategies

- We will continue to invite parents to participate in discussions about their children's education and progress. We schedule parent conferences twice each year and parents are also able to schedule appointments with teachers when necessary.
- We are focusing on areas for improvement within our School Improvement Plan, particularly within Numeracy and student emotional and mental well-being. Both of these initiatives are being supported with professional learning opportunities and instructional support.
- Supports in place to help staff improve their instruction include an Instructional Coach (instructional strategies) and Learning With Technology Coach (assisting with student use of technology to support, extend and accelerate learning).
- We are participating in the Networked Innovation Communities (NIC) to learn and practice strategies for implementing meaningful change and improvement in teacher instruction and student learning. The NIC is a group of small, agile school communities being led in the change process by Simon Breakspear and supported by the ATA.

Notes:

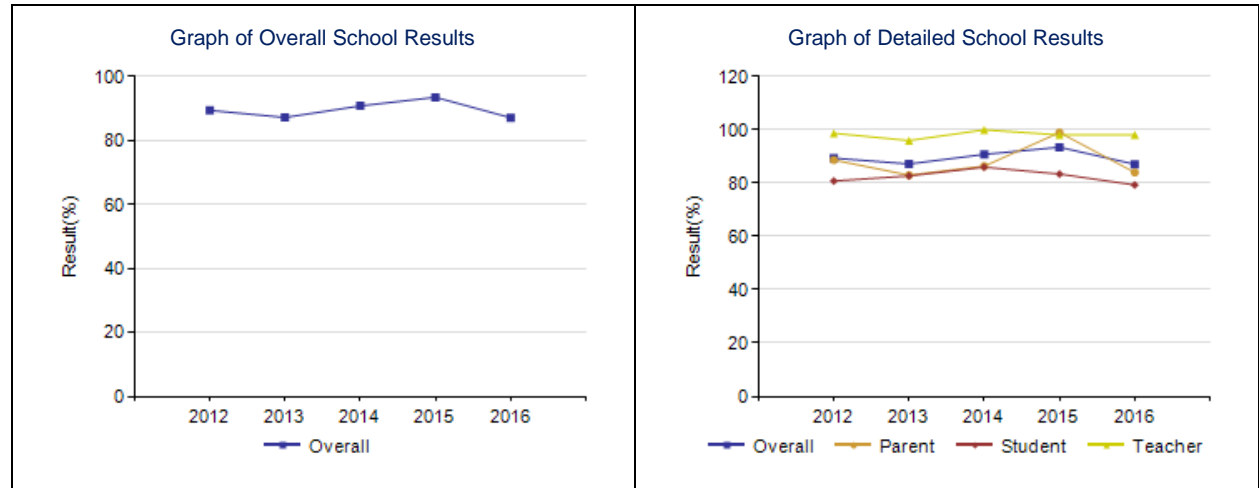
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APPENDIX – Measure Details

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

Citizenship – Measure Details

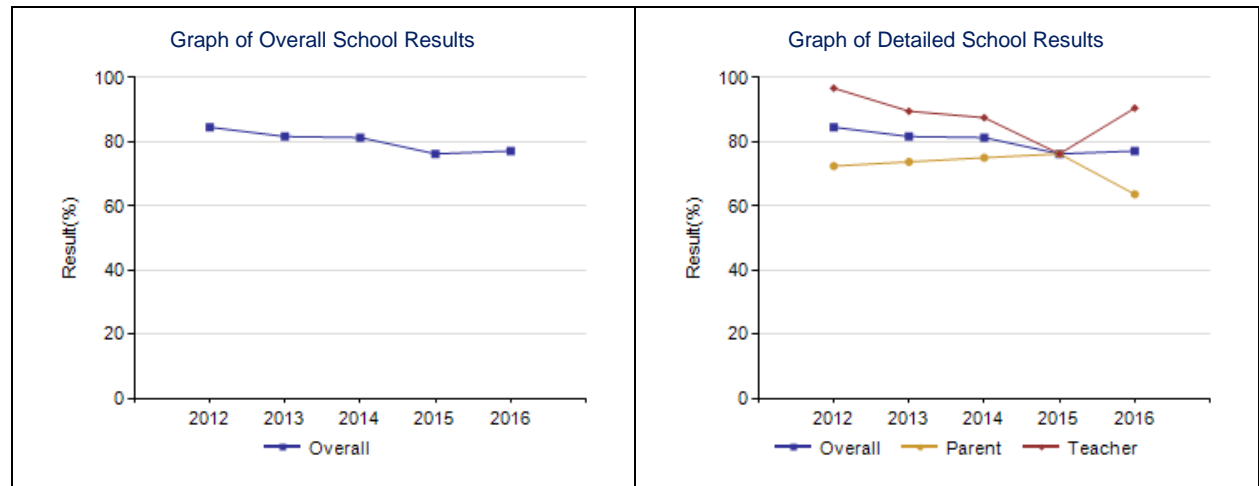
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.4	87.2	90.8	93.5	87.1	82.9	81.6	83.7	84.2	81.6	82.5	83.4	83.4	83.5	83.9
Teacher	98.7	96.0	100.0	98.1	98.1	96.9	96.7	97.5	97.7	98.4	93.1	93.6	93.8	94.2	94.5
Parent	88.7	83.0	86.4	99.0	84.0	78.6	74.8	83.3	83.6	77.6	79.4	80.3	81.9	82.1	82.9
Student	80.8	82.7	86.0	83.4	79.3	73.3	73.3	70.4	71.5	68.8	75.0	76.2	74.5	74.2	74.5



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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.5	81.6	81.3	76.2	77.1	82.3	82.8	85.7	83.0	81.0	79.7	80.3	81.2	82.0	82.6
Teacher	96.7	89.5	87.5	76.2	90.5	94.7	94.6	93.3	91.0	96.1	89.5	89.4	89.3	89.7	90.5
Parent	72.4	73.7	75.0	76.2	63.6	69.8	71.1	78.1	75.0	66.0	69.9	71.1	73.1	74.2	74.8

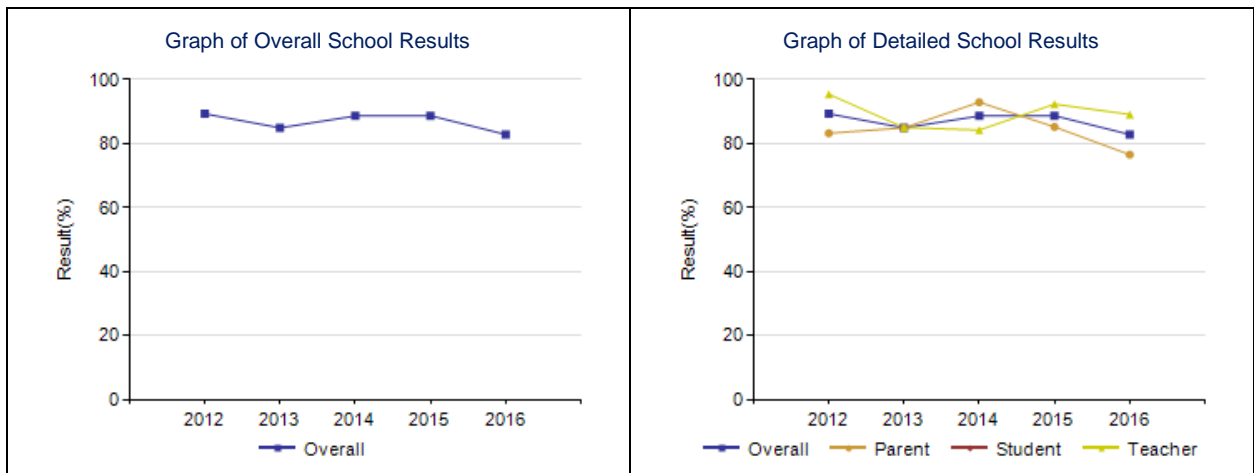


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.3	84.9	88.6	88.7	82.8	85.4	84.8	84.8	84.8	84.8	80.7	81.5	81.3	81.3	81.9
Teacher	95.4	85.0	84.2	92.3	89.1	93.2	91.5	91.5	94.0	94.1	87.3	87.9	87.5	87.2	88.1
Parent	83.2	84.9	92.9	85.2	76.5	80.9	81.6	83.0	79.9	80.3	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	82.3	81.4	79.9	80.6	80.0	76.9	77.8	76.6	76.9	77.5



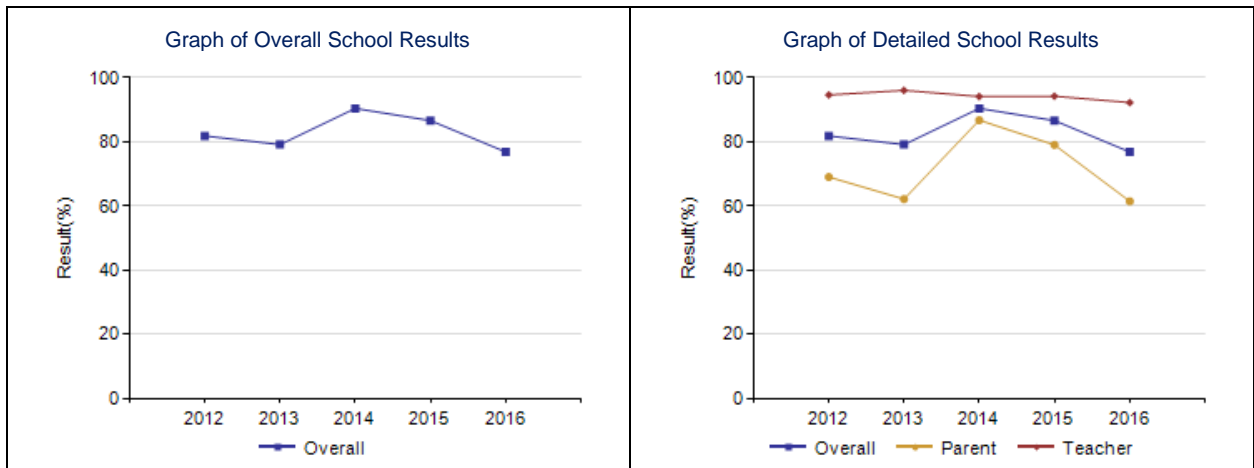
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	81.8	79.1	90.4	86.6	76.8	82.3	79.9	82.6	83.0	75.4	79.7	80.3	80.6	80.7	80.9
Teacher	94.6	96.0	94.1	94.2	92.2	92.0	92.1	93.2	93.4	89.4	88.0	88.5	88.0	88.1	88.4
Parent	69.0	62.1	86.7	79.0	61.4	72.6	67.8	71.9	72.7	61.5	71.4	72.2	73.1	73.4	73.5



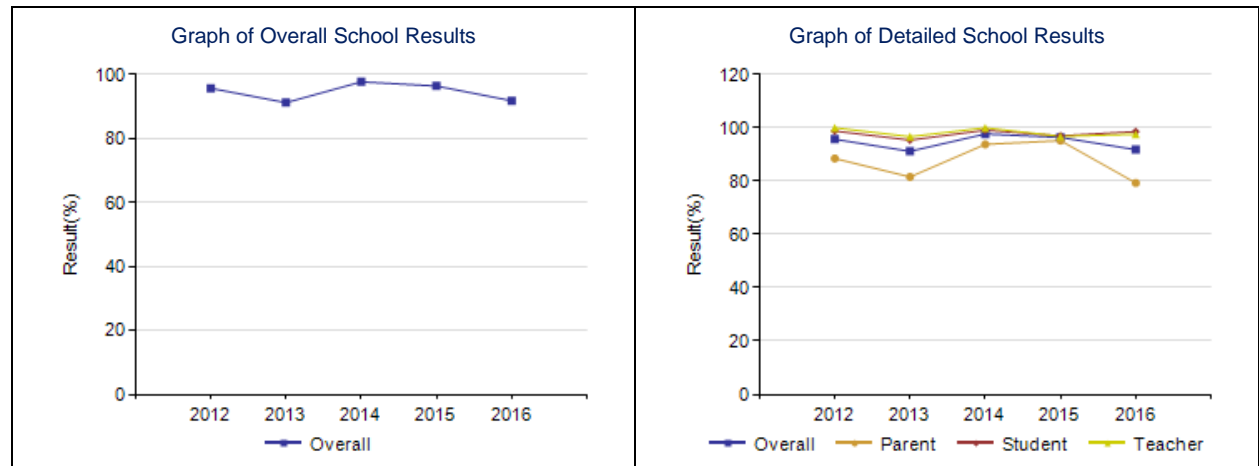
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. 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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	95.7	91.2	97.7	96.4	91.8	91.6	89.1	90.2	91.3	88.7	89.4	89.8	89.2	89.5	90.1
Teacher	100.0	96.7	100.0	96.8	97.6	97.6	97.2	96.8	97.9	97.7	95.4	95.7	95.5	95.9	96.0
Parent	88.5	81.6	93.8	95.2	79.3	86.4	83.4	87.6	88.8	83.5	84.2	84.9	84.7	85.4	86.1
Student	98.8	95.4	99.1	97.0	98.6	90.8	86.8	86.1	87.1	85.0	88.6	88.7	87.3	87.4	88.0

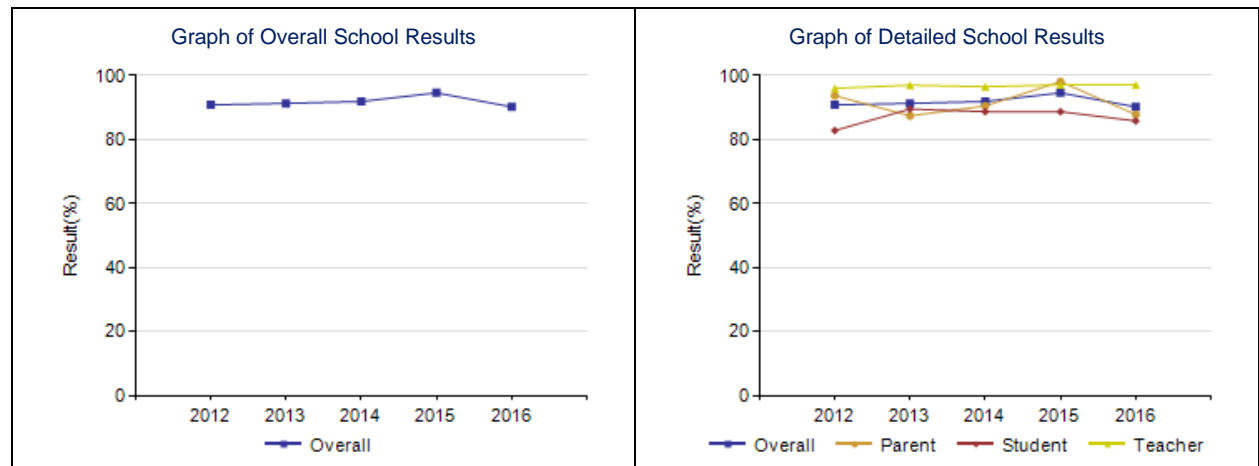


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.8	91.3	91.9	94.6	90.2	89.0	87.5	89.1	89.7	88.2	88.6	89.0	89.1	89.2	89.5
Teacher	96.0	97.0	96.5	97.1	97.1	96.8	95.5	97.2	96.1	97.6	94.8	95.0	95.3	95.4	95.4
Parent	93.7	87.4	90.5	98.1	87.8	86.7	85.1	88.1	90.1	86.9	87.4	87.8	88.9	89.3	89.8
Student	82.8	89.5	88.7	88.7	85.8	83.6	81.9	82.0	82.8	80.1	83.7	84.2	83.1	83.0	83.4

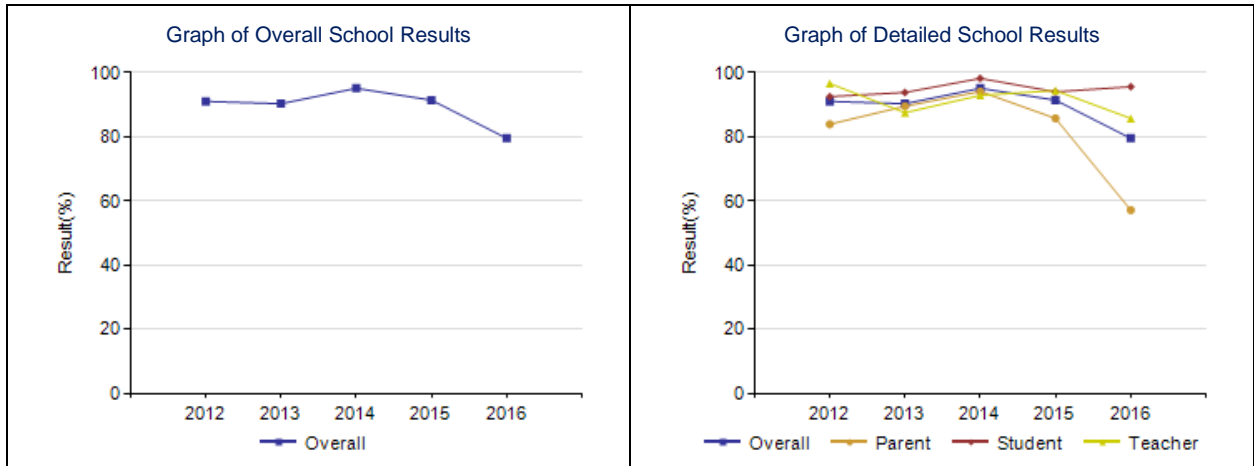


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
 2. Data values have been suppressed where the number of respondents/students is fewer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

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.0	90.3	95.1	91.4	79.5	87.2	83.0	82.8	83.8	81.4	80.0	80.6	79.8	79.6	81.2
Teacher	96.6	87.5	92.9	94.4	85.7	93.8	89.3	87.6	88.4	91.2	81.1	80.9	81.3	79.8	82.3
Parent	83.9	89.5	94.1	85.7	57.1	82.9	79.4	81.5	80.1	73.6	76.2	77.9	77.0	78.5	79.7
Student	92.5	93.8	98.2	94.0	95.6	84.9	80.2	79.2	82.9	79.4	82.7	82.9	81.2	80.7	81.5



Notes:

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