

St. Thomas Aquinas Catholic Middle School

Evergreen CSR No. 2



Annual Education Results Report 2017-18

Three Year Education Plan 2018 - 2021

We believe...

St. Thomas Aquinas Catholic School is a community rooted in the risen Jesus. We embrace the gospel in a learning environment permeated with faith. St. Thomas inspires us to integrate faith and reason in developing students who are fully alive human beings.

Foundational Statement

St. Thomas Aquinas Catholic School's plan for the three years commencing September 1, 2018 was prepared by school administration in accordance with responsibilities under the School Act and the Government Accountability Act. St. Thomas Aquinas Catholic School is committed to achieving the results laid out in this Education Plan.

After reviewing Alberta Education's Accountability Pillar Survey results, the Evergreen CSR No. 2 Site-Based Survey results and the Provincial Achievement Testing results, I am pleased to report a continued level of satisfaction from the St. Thomas Aquinas Catholic School stakeholders over the past year. Due to the sustained satisfaction level and current achievement test results, we will be continuing with many of our existing goals and strategies. We will endeavor to continue developing a quality Catholic middle school educational program for the community of Spruce Grove and area.

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	St. Thomas Aquinas Catholic Sc			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	87.0	86.9	88.4	89.0	89.5	89.4	High	Maintained	Good
Student Learning Opportunities	Program of Studies	90.6	91.5	91.3	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	88.9	93.6	92.1	90.0	90.1	89.9	High	Declined	Acceptable
	Drop Out Rate	*	0.0	0.0	2.3	3.0	3.3	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	39.4	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.5	80.8	80.2	73.6	73.4	73.3	High	Maintained	Good
	PAT: Excellence	22.4	19.5	17.4	19.9	19.5	19.2	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	31.5	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	40.9	64.7	66.8	58.7	57.9	59.0	Low	Declined	Issue
	Work Preparation	80.6	88.5	88.3	82.4	82.7	82.4	High	Declined	Acceptable
	Citizenship	82.5	81.7	82.2	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	77.9	78.6	79.0	81.2	81.2	81.0	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	80.1	85.3	85.8	80.3	81.4	80.7	High	Declined Significantly	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.9	79.4	80.4	80.8	83.5		High	Maintained	Good	84	85	86
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.8	14.1	18.5	19.5	22.4		High	Improved	Good	23	24	25

Comment on Results

(an assessment of progress toward achieving the target)

- STA has experienced significant growth in the standard of excellence over the past 4 years
- Much of this improvement can be attributed to a focus on providing a wide range of learning opportunities for all students; particularly those who are strong academically, but can be stretched to the excellence standard.
- Teachers were challenged to use embedded "tutorial" time in a non-traditional model. That is, instead of always focusing on struggling students, teachers also focused on cementing concepts for "average" learners so they were more likely to achieve excellence.
- Consistency in Gr. 6 staffing is a significant factor in these results
- Growth in English Language Arts is attributable to the recent work completed in the teacher scoring of Part A (written component) and the professional development earmarked to teachers in this regard

Strategies

- STA will continue to focus on equitable distribution of teacher tutorial time to meet the needs of a wide range of learner needs
- Continued careful examination of PAT results to identify target areas for teacher growth and curricular emphasis
- Provision of teacher collaboration time. This collaborative teacher time is done in conjunction with Instructional Coach to provide direction and useable strategies to address identified target areas.
- Integration of "Learning Sprints" within teacher PLC's as a form of instructional improvement to identify and target specific learner outcomes
- Continue to establish the culture that success on PAT's is not a stand alone Gr. 6 accomplishment or responsibility, but rather one shared by all staff
- Continuation of a multi-tiered new teacher mentorship program to further enhance the effectiveness of teachers

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	83.0	80.3	84.6	81.7	82.5		Very High	Maintained	Excellent	83	84	85
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.	90.2	90.6	85.7	88.5	80.6		High	Declined	Acceptable	83	85	87

Comment on Results

(an assessment of progress toward achieving the target)

These impressive results speak to the overall cohesive nature of citizenship and relationship building at STA.

There are multiple opportunities for students to apply concepts of citizenship to existing curriculums

There are multiple opportunities for all student to display leadership and mercy through social justice initiatives focusing on local, national, and international needs

The decline in attitudes and behaviors that will make students successful when they finish school suggest more emphasis on lifelong learning and growth is required. The decline in these results were primarily driven by parent input; staff and students' response were positive with this outcome

Strategies

Intentional and purposeful communication of CTF outcomes to parents to better articulate how what is learned in school can have an impact on their lives at work.

A focus on Intentional use of communication tools to highlight how STA helps prepare students for the work world. A series of hallway posters/parent communication called "Did you Know" will be utilized to inform parents of the many educational initiatives that occur at STA.

Youth Co-coordinator for the city of Spruce Grove, to come in and present an eight session lesson on stress and coping strategies to all of our grade 6 classes. These lessons will identify what stress is, how to identify stressors, and how to cope. It is providing our students with the tools they will need, and finding out what works for them, when dealing with stress or anxiety.

Provide opportunities for students to investigate Career options through the UofA program "Learning Clicks"

Commitment to meaningful social justice opportunities rooted in action and awareness, rather than simply fundraising. Student leaders can have a meaningful impact on the citizenship of their peers through participation in local, national, and international social justice initiatives.

We will continue to provide a wide variety of student leadership initiatives that allow students to become positive forces in social change. The 'Zones of Regulation' Programs for Gr. 5 students and the 'Be Cool' Program for Gr. 6 as an increased awareness anti-bullying programs

Utilization of RCMP School Liaison officer in providing assemblies on bullying, cyberbullying, substance abuse, sexting, dating and domestic violence, and internet safety

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.1	67.0	68.8	91.1	70.0		Low	Maintained	Issue	85	87	89
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	21.4	9.1	16.7	23.2	20.0		High	Maintained	Good	21	22	23
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

We feel that based on the number of respondents in this area, we can naturally expect an significant variance in these results from year to year.

Less than 5% of our Gr. 6 students are self-identified FNMI learners, making some of these results statistically irrelevant.

We will continue to provide opportunities to celebrate and understand aboriginal cultures may indicate positive results. We will continue to incorporate several events including: guest speakers, in-school presentations, Orange Shirt Day, and National Aboriginal Day

Based on new TQS and potential curriculum changes, Aboriginal Learning is a targeted and specific area of professional development for our staff this year

Strategies

Identify Indigenous students at grade five level to ensure supports are in place in a timely manner

Identify learner outcomes specific to the history and culture of Canadian Indigenous communities, continue to develop strategies to address these outcomes.

Continue to invite guest speakers into Social Studies classrooms to create cultural awareness of Indigenous culture and the impact of residential schools on their culture

Continue to provide differentiation and student supports to increase achievement of literacy and numeracy outcomes, especially through supports of Counselor and Inclusive Education Coordinator, and L.A.P. program.

Utilization of District Ingenious Education district liaison in building capacity within staff to address the needs of Aboriginal learners.

Continue to build staff and student understanding and awareness of aboriginal spirituality, values and beliefs, with a focus on the legacy of residential schools, through the Blanket Exercise.

Continue to monitor attendance to ensure that low attendance is not negatively impacting achievement.

Notes:

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4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	87.6	87.5	90.9	86.9	87.0		High	Maintained	Good	88	89	90

Comment on Results

(an assessment of progress toward achieving the target)

- STA is proud of the high level of satisfaction reported by stakeholders in the area of Safe and Caring Schools
- We predict that high levels of satisfaction will continue based on the ongoing presence of numerous effective strategies
- Leadership opportunities for students help promote a strong school culture rooted in caring and respect for others

Strategies

- Increase provision of school budget towards school counsellor (from 0.95 to 1.1 FTE)
- Creation and provision of additional school budget of a new counselling position to allow for shared leadership and mentoring of a new student resource
- Various counselling programs such as Rainbows, Zones of Regulation and Be Cool to instill safe and caring attitudes amongst students
- Continue to bring Safe and Caring opportunities to students through community involvement with RCMP Liaison officer and City of Spruce Grove
- Intentional connection between Social Justice and Religious Education to develop empathy, compassion and understanding for all students
- As a result of the work being done through Sacramental Education Initiative, we will see an increase in the frequency of classroom based visits by our Parish clergy in creating meaningful connection between students and their local Parish.
- We have again increased the amount of supervision during unstructured recess, lunch, and after school student transition times to assist students who may exhibit difficulties regulating impulsive behaviours

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	93.1	91.5	90.7	91.5	90.6		Very High	Maintained	Excellent	91	92	93

Comment on Results

(an assessment of progress toward achieving the target)

- This outcome has maintained a high standard of satisfaction
- STA continues to strive to offer a broad range of Junior High Career and Technology Foundations courses; balanced between Fine Arts, Health and Physical Education, Career Technology, and Student Leadership.
- STA offers a wide range of opportunities in Physical Education; including access to outdoor equipment and an abundance of dedicated gymnasium time

Strategies

- Continue to make purposeful ties between Physical Education and Health curriculums to help students understand the importance of health lifestyles and physical activity levels ie) Health and PE are timetabled and taught as one course for junior high students
- Continued staff professional development on the integrated use of CTF concepts within current options
- Continue to provide opportunities for students to investigate Career options though the UofA program "Learning Clicks"

Notes:

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

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.9	84.6	87.7	85.3	80.1		High	Declined Significantly	Issue			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.8	81.3	77.0	78.6	77.9		Intermediate	Maintained	Acceptable			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.0	91.3	91.3	93.6	88.9		High	Declined	Acceptable			

Comment on Results

(an assessment of progress toward achieving the target)

- STA was disappointed to see the general decline in this area
- The decline in these results were primarily driven by parent input; staff and students were very positive with this outcome
- More than ever, STA needs to become more effective at intentionally communicating opportunities for parents to be more involved in the education of their children

Strategies

- Continue to invite parents to be active volunteers in St. Thomas Aquinas Catholic School.
- Continue process of active parent participation in the development of student individual program plans.
- Support Parent Council Executive Members initiatives and collaborate with to create new ideas that School Council can sponsor new programs that get parents involved in their children’s learning.
- Continue to invite parent participation/input through weekly emails, monthly newsletter, and various surveys
- A focus on Intentional use of communication tools to highlight opportunities for parental input and to celebrate new initiatives and programs. A series of hallway posters/parent communication called “Did you Know” will be utilized to inform parents of the many educational initiatives that occur at STA.
- Continue to communicate student learning effectively to parents using technological mediums
- Invite the local media and community groups to more school activities; developing a more comprehensive public relations strategy.

Notes:

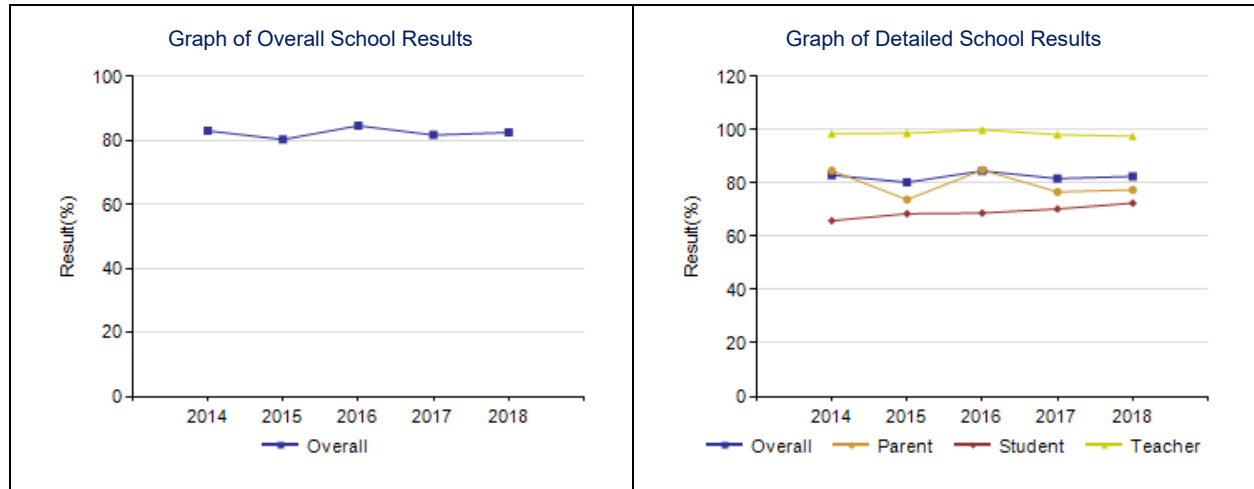
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APPENDIX – Measure Details

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

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	83.0	80.3	84.6	81.7	82.5	83.7	84.2	81.6	84.2	85.2	83.4	83.5	83.9	83.7	83.0
Teacher	98.6	98.7	100.0	98.2	97.6	97.5	97.7	98.4	98.0	98.1	93.8	94.2	94.5	94.0	93.4
Parent	84.7	73.8	84.9	76.7	77.5	83.3	83.6	77.6	84.0	83.6	81.9	82.1	82.9	82.7	81.7
Student	65.9	68.5	68.8	70.3	72.5	70.4	71.5	68.8	70.6	73.8	74.5	74.2	74.5	74.4	73.9

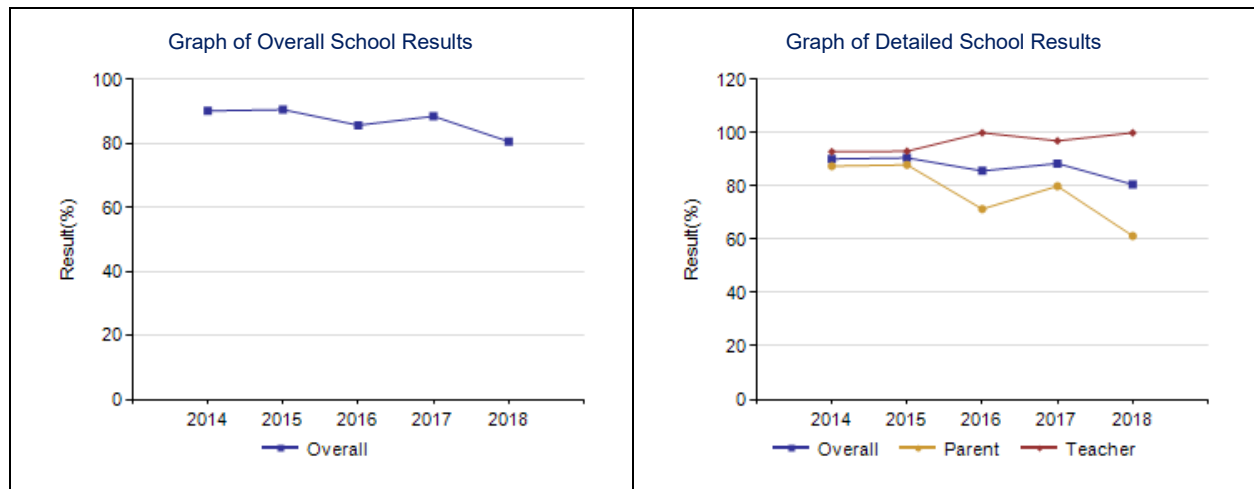


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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.2	90.6	85.7	88.5	80.6	85.7	83.0	81.0	86.0	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	92.9	93.1	100.0	97.0	100.0	93.3	91.0	96.1	94.7	94.3	89.3	89.7	90.5	90.4	90.3
Parent	87.5	88.0	71.4	80.0	61.3	78.1	75.0	66.0	77.3	75.0	73.1	74.2	74.8	75.1	74.6



- Notes:
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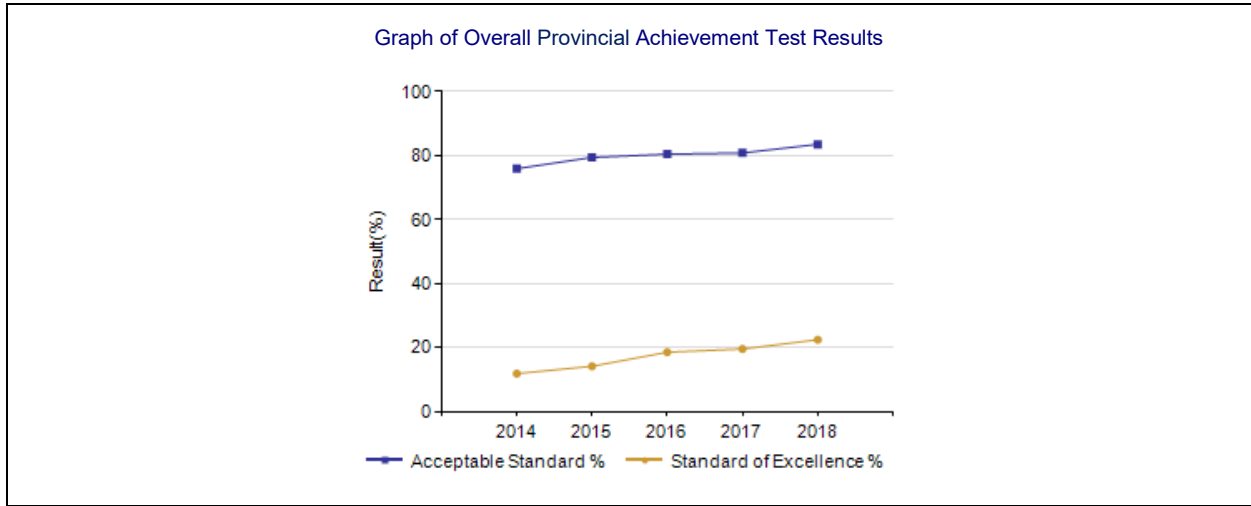
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	85.3	11.8	83.2	11.5	85.1	17.9	84.8	11.5	89.1	19.0		
	Authority	89.0	17.8	89.7	15.4	89.8	17.9	85.8	10.4	88.0	15.6		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	69.9	6.6	77.1	8.4	75.4	9.7	73.3	12.1	76.2	8.8		
	Authority	76.1	13.3	78.8	11.5	78.3	11.2	72.9	8.8	79.1	9.6		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	77.2	18.4	80.2	21.4	87.3	28.4	84.8	33.3	85.7	32.7		
	Authority	80.9	23.6	83.3	21.8	87.5	27.2	85.2	25.9	86.4	33.2		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	71.3	10.3	77.1	15.3	73.9	17.9	80.0	21.2	83.0	29.3		
	Authority	74.8	14.9	74.4	13.8	74.4	18.8	79.8	17.0	79.7	22.9		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.3	14.6	82.1	9.7	84.1	11.1	82.9	11.8	79.0	10.7		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	0.0	84.6	0.0	65.2	0.0	90.9	0.0	50.0	8.3		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.8	14.8	67.8	13.0	64.4	10.9	65.6	12.4	56.0	9.7		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	8.3	71.4	19.0	62.5	4.2	82.4	0.0	53.8	7.7		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.4	25.0	78.6	18.5	79.6	19.2	77.3	19.3	82.6	20.7		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	*	*	81.8	27.3	77.8	22.2	90.9	0.0	25.0	0.0		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.7	28.1	70.5	19.9	64.3	15.4	73.8	21.2	67.7	17.2		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.0	10.0	70.0	40.0	76.5	5.9	70.0	10.0	44.4	11.1		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		

Notes:

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

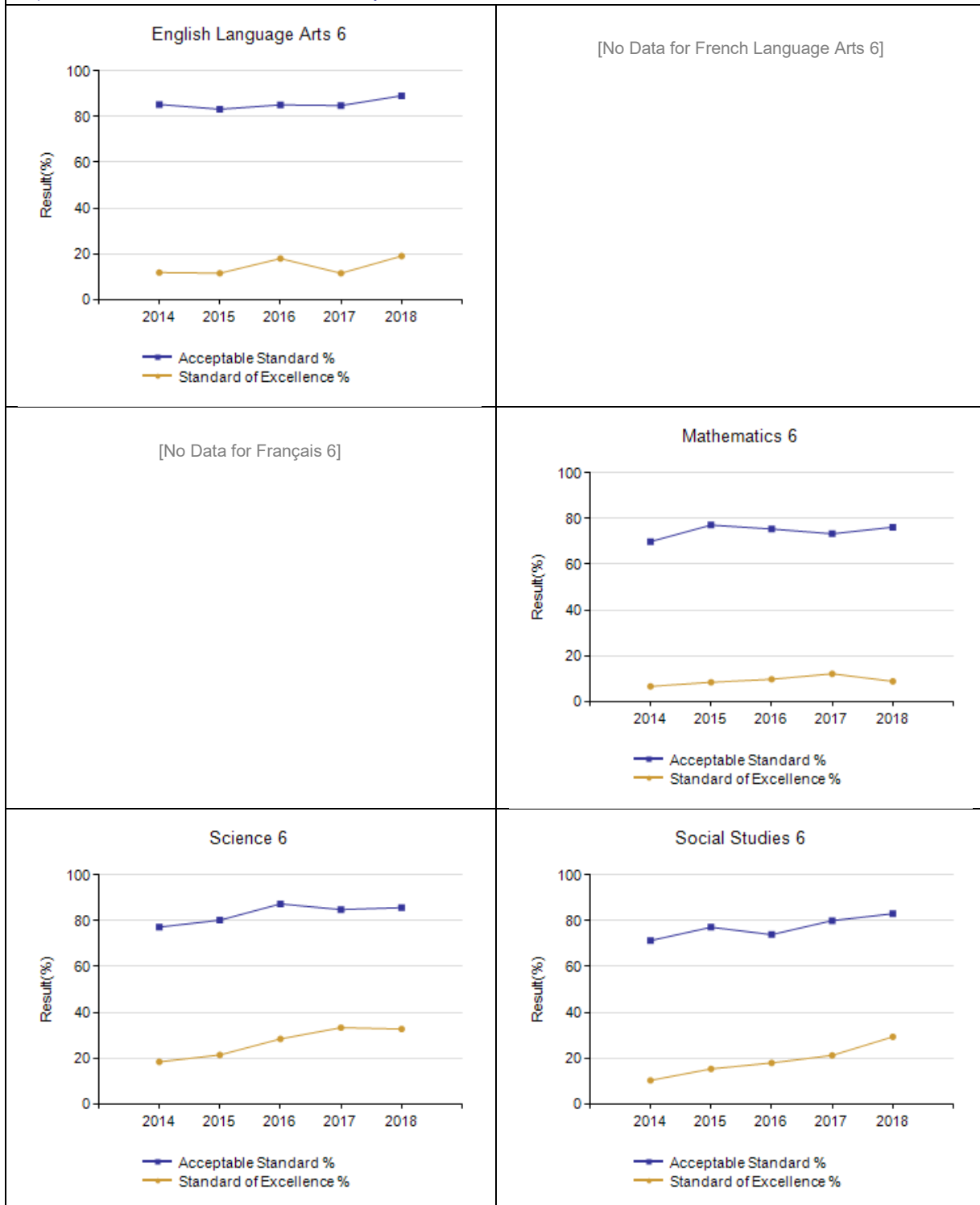
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over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



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	St. Thomas Aquinas Catholic Sc								Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average		
					N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	High	Improved	Good	147	89.1	143	84.4	51,540	83.5	48,248	82.7	
	Standard of Excellence	High	Improved	Good	147	19.0	143	13.6	51,540	17.9	48,248	19.6	
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0	
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	147	76.2	143	75.3	51,486	72.9	48,172	71.6	
	Standard of Excellence	Low	Maintained	Issue	147	8.8	143	10.1	51,486	14.0	48,172	13.6	
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	147	85.7	143	84.1	51,517	78.8	48,180	77.1	
	Standard of Excellence	High	Maintained	Good	147	32.7	143	27.7	51,517	30.5	48,180	27.1	
Social Studies 6	Acceptable Standard	High	Improved	Good	147	83.0	143	77.0	51,525	75.1	48,170	71.4	
	Standard of Excellence	High	Improved Significantly	Good	147	29.3	143	18.1	51,525	23.2	48,170	20.6	
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9	
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6	
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4	
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	43,851	66.8	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	43,851	18.1	
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6	
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	44,341	74.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	44,341	22.2	
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3	
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	44,267	65.6	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	44,267	19.4	
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8	

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

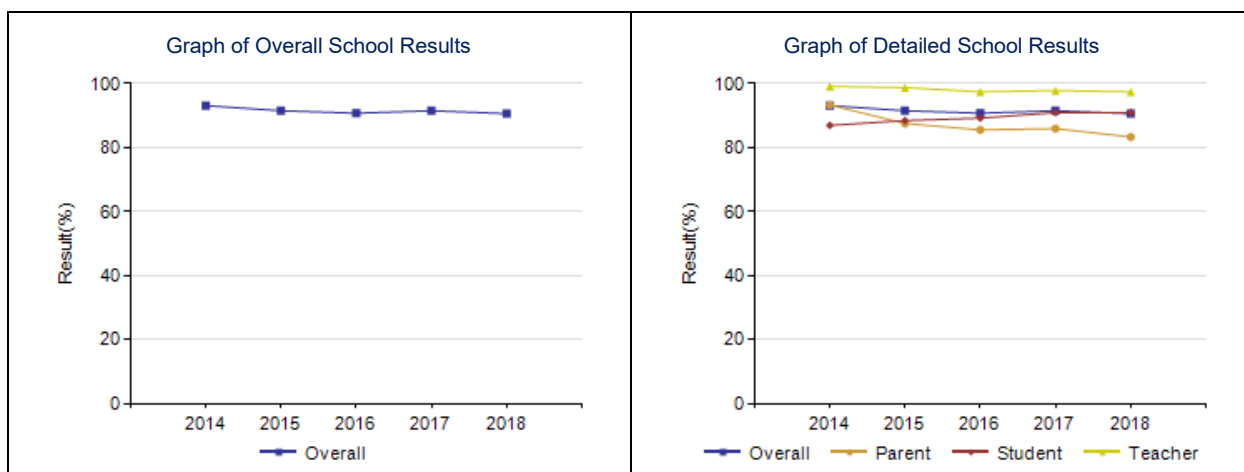
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	93.1	91.5	90.7	91.5	90.6	84.8	84.8	84.8	83.6	85.7	81.3	81.3	81.9	81.9	81.8
Teacher	99.1	98.7	97.4	97.8	97.4	91.5	94.0	94.1	92.6	91.9	87.5	87.2	88.1	88.0	88.4
Parent	93.3	87.5	85.5	85.9	83.3	83.0	79.9	80.3	81.8	82.6	79.9	79.9	80.1	80.1	79.9
Student	86.9	88.4	89.2	90.9	90.9	79.9	80.6	80.0	76.3	82.5	76.6	76.9	77.5	77.7	77.2



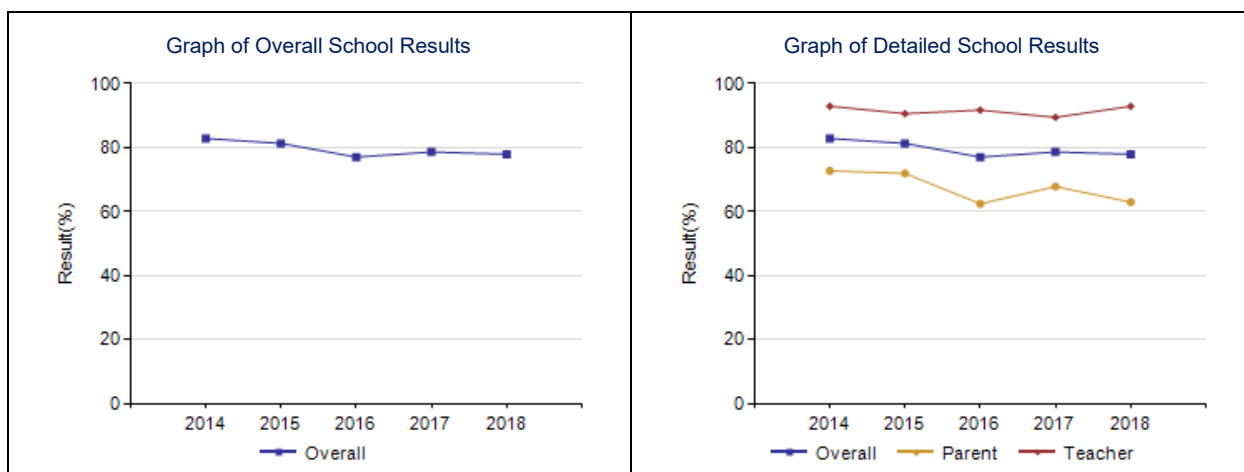
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.8	81.3	77.0	78.6	77.9	82.6	83.0	75.4	82.5	82.0	80.6	80.7	80.9	81.2	81.2
Teacher	92.9	90.6	91.7	89.4	92.9	93.2	93.4	89.4	91.4	89.7	88.0	88.1	88.4	88.5	88.9
Parent	72.7	71.9	62.4	67.8	62.9	71.9	72.7	61.5	73.6	74.3	73.1	73.4	73.5	73.9	73.4



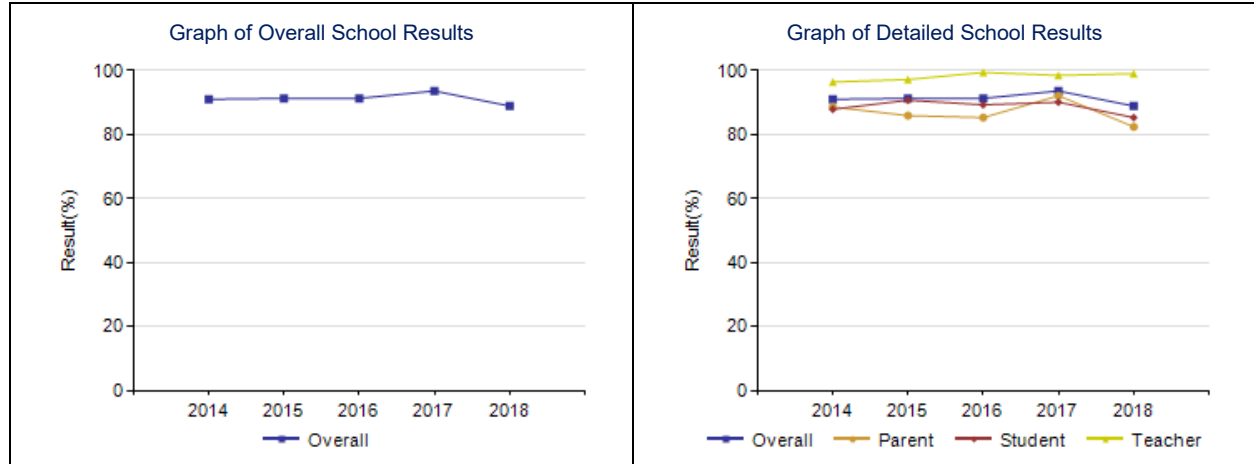
Notes:

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

Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.0	91.3	91.3	93.6	88.9	90.2	91.3	88.7	91.3	91.8	89.2	89.5	90.1	90.1	90.0
Teacher	96.4	97.2	99.4	98.5	99.0	96.8	97.9	97.7	97.8	98.2	95.5	95.9	96.0	95.9	95.8
Parent	88.6	85.9	85.3	92.1	82.4	87.6	88.8	83.5	89.4	88.7	84.7	85.4	86.1	86.4	86.0
Student	87.9	90.7	89.3	90.1	85.3	86.1	87.1	85.0	86.7	88.6	87.3	87.4	88.0	88.1	88.2

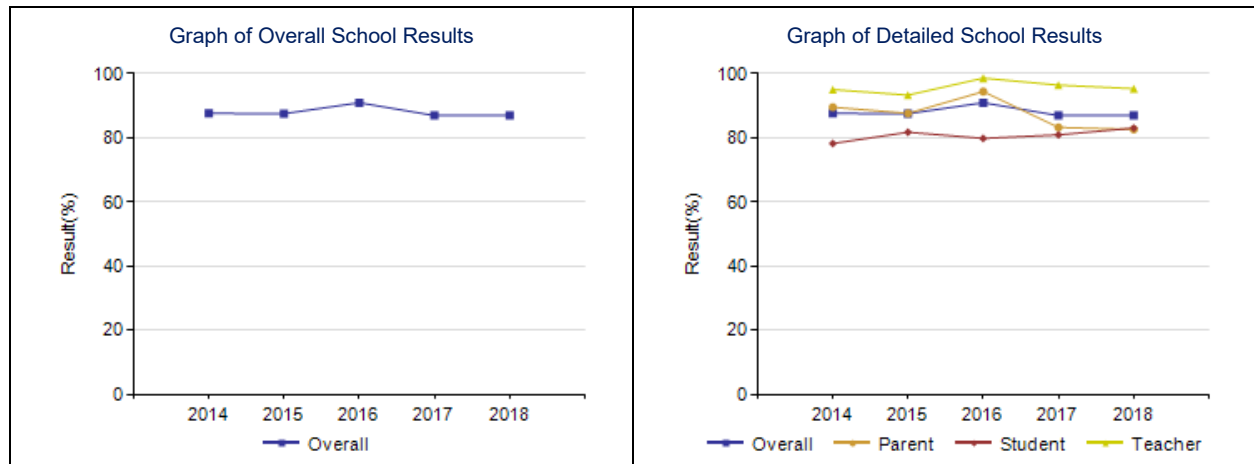


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.6	87.5	90.9	86.9	87.0	89.1	89.7	88.2	89.4	90.6	89.1	89.2	89.5	89.5	89.0
Teacher	95.0	93.3	98.6	96.4	95.3	97.2	96.1	97.6	96.9	97.9	95.3	95.4	95.4	95.3	95.0
Parent	89.5	87.6	94.4	83.2	82.6	88.1	90.1	86.9	90.6	90.4	88.9	89.3	89.8	89.9	89.4
Student	78.2	81.7	79.8	80.9	83.0	82.0	82.8	80.1	80.7	83.4	83.1	83.0	83.4	83.3	82.5

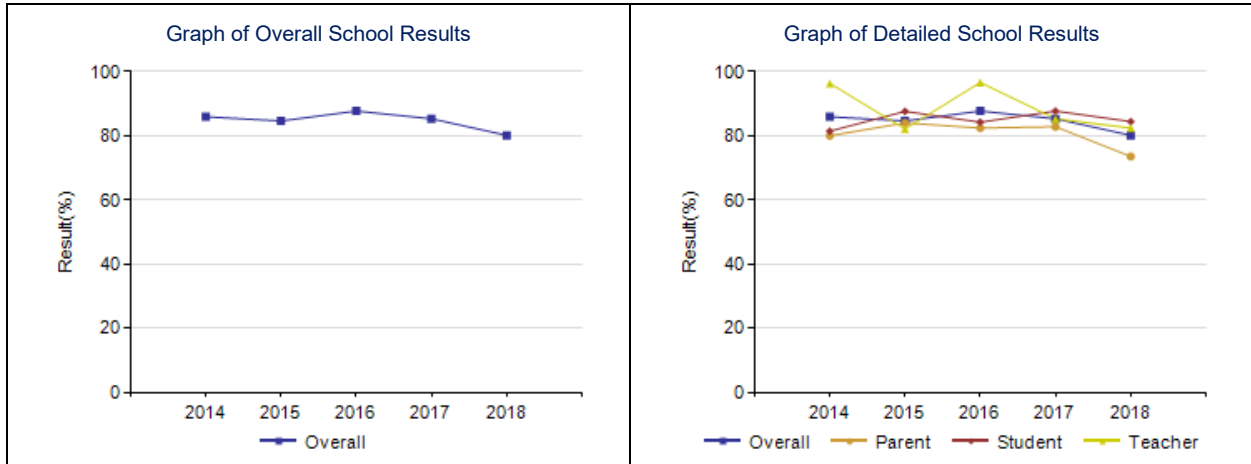


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From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

School Improvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.9	84.6	87.7	85.3	80.1	82.8	83.8	81.4	81.9	85.0	79.8	79.6	81.2	81.4	80.3
Teacher	96.3	82.1	96.6	85.3	82.4	87.6	88.4	91.2	82.8	87.3	81.3	79.8	82.3	82.2	81.5
Parent	80.0	84.0	82.4	82.8	73.5	81.5	80.1	73.6	81.1	83.4	77.0	78.5	79.7	80.8	79.3
Student	81.4	87.6	84.2	87.7	84.4	79.2	82.9	79.4	81.7	84.4	81.2	80.7	81.5	81.1	80.2



Notes:

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