LLOYD GARRISON SCHOOL

"LEARNING, GROWING, SUCCEEDING TOGETHER"

Annual Education Results Report/Three Year Education

A proud member of Peace River School Division

Lloyd Garrison School
3 Year Education Plan 2019-2022

Principal: Laura Krumpholz

Accountability Statement

Learning, Growing, Succeeding Together

Peace River School Division subscribes to a combined Annual Education Results Report (AERR) and Three Year Education Plan (3YEP).
This report is a summary of Lloyd Garrison School's achievements for the 2017-18 school years and a Three Year Education Plan for 2018-2021. The school has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve students learning and results.

Lloyd Garrison School is the Best Choice for Education.

Mission Statement: Learning, Growing, Succeeding Together
Vision Statement: To provide opportunities for learning that foster growth and success for each individual learner.
Principal Vision Statement- To create a positive and mindful learning community in which all students can collaborate, learn and grow.

At Lloyd Garrison School we value:

Belonging: Creating mutually beneficial relationships amongst students, staff, parents and community members unites us with common goals.
Excellence in learning: Setting high expectations within a positive environment will lead to high levels of achievement.
Accountability: Ownership and accountability for one's learning and behaviour results in academic success
Respect: Treating others with kindness and dignity and caring for the learning.
Safety: We believe that a safe and caring environment creates emotional and physical safety for all.

Beliefs:
Learning: Setting high expectations within a positive environment will lead to high levels of achievement.
Safety: A safe and caring environment ensures emotional and physical safety for all.
Responsibility: Ownership and accountability for one's learning and behaviour results in continuous growth.
Respect: Treating others with kindness and dignity and caring for the learning environment fosters positive relations.
Success: Recognizing and celebrating success and achievement promotes self-confidence and self-efficacy.
Belonging: Creating mutually beneficial relationships amongst students, staff, parents and community members unites us with common goals.

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Lloyd Garrison School Staff

Laura Krumpholz – Principal, Teacher- LA 1/2/3, Math 6

Kaydee Wyness- Teacher- Math 7/8/9/10/11, Options 7/8/9, Science 5/6/9/10/11, ADLC, Flex Block
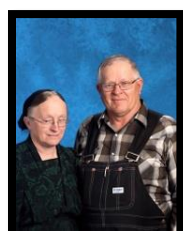
Laurie Carnegie- Office Manager, SB Tech

Andrew Gunderson- Teacher – LA 7/8/9/10/11, Social 7/8/9/10/11, Science 7/8, PE 7-11, Health 7/8/9, Flex Block

Suzanne McCann- Teacher K/1, Social 4

Aganetha & Wilhelm Peters German Teacher- Grades K-11,

Helen Wevik- Teacher Grade 2/3, Inclusive Education Coach.

Educational Assistant- Grade K-1, PUF

Dayna Buck – Teacher Grade 4/5/6

Corinne Vervoort- Caretaker

Ron Vervoort- Caretaker

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School Profile

Lloyd Garrison School is located in the northern community of Berwyn, Alberta. The population of Berwyn is approximately 200.

Enrollment (as of September 30, 2019)
Grade Level Student Population: 93

Kindergarten - 9
Grade One - 6
Grade Two – 4
Grade Three- 3
Grade Four - 10
Grade Five - 9
Grade Six – 6
Grade Seven - 5
Grade Eight - 9
Grade Nine – 4
Grade Ten- 2
Grade Eleven- 4
Homeschool- 22

LGS takes pride in its strong mission and vision statements and principle beliefs that guide instruction and school based decision making.

Lloyd Garrison School (LGS) offers progressive programming for kindergarten to grade twelve students. We specialize in offering German Language instruction. Lloyd Garrison School supports and promotes community partnerships through the use of the gym, as well as use of the PRSD meeting room which offers students and community members' access to state-of-art VC opportunities.

Lloyd Garrison students are leaders. Students are undertaking activities that are both rewarding and challenging and our school places a high priority on nurturing character development. Through various activities and programs our students are experiencing a character education, with a focus on values, leadership, respect and global awareness.
Every effort is made in creating a culture where all students have options, support and dedication to succeed.

New initiatives for 2019-2020:

- 1) Home education- With support from PRSD and the home school coordinator, we have students registered through LGS for homeschooling. Some of these students are previous LGS students, and some are surrounding community members. They are invited to use gym space and attend our field trips.
- 2) High School- We are continuing our high school programming at LGS. We are encouraging post secondary by visits to GPRC Fairview and we are in works of organizing a trip to Edmonton to see NAIT, Grant MacEwan and U of A.
- 3) Adult ESL/Wrap around services- Adult ESL classes are being offered in LGS during the day for parents. This is funded through the Grimshaw/Berwyn Area Adult Learning Center. Parents are encouraged to bring their younger children. With support from the Adult Learning Center, the Berwyn Playschool Society was able to continue to run, and offer pre-school programming to children aged 3-5.
- 4) Foyer Re-design- Last spring the foyer was redesigned with 'learning commons' in mind. New furniture was purchased for accommodating student and teacher needs.
- 5) Student Mentorship- As a school, we are focusing on Mentorship. Students will be placed in mentorship teams, and will complete activities as a group throughout the year.

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Measure Category	Measure	Lloyd Garrison 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	88.1	89.0	89.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	58.5	73.2	80.4	82.2	81.8	81.9	Very Low	Declined	Concern
	Education Quality	95.5	94.5	94.3	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	*	n/a	n/a	2.6	2.3	2.9	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	15.6	40.0	30.0	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	0.0	0.0	0.0	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	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	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	n/a	n/a	72.8	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	81.9	80.1	83.0	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	n/a	n/a	86.9	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	80.2	86.6	85.3	81.0	80.3	81.0	High	Maintained	Good

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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.

	Achievement				
Improvement	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)

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Outcome One: Alberta's students are successful

Measure Category	Measure	Lloyd Garrison 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
Student Learning Achievement (Grades K-9)	PAT: Acceptable	15.6	40.0	30.0	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	0.0	0.0	0.0	20.6	19.9	19.6	Very Low	Maintained	Concern

Comment on Results

- Lloyd Garrison School has a population of ninety five percent English Language Learners.
- Only three students completed grade six PAT's in 2019
- Only three students completed grade nine PAT's in 2019
- 2016-2017 is the first year in which a junior high (gr. 7-9) program has been offered since 2013, offering grade nine
- Teaching staff have been working hard to teach vocabulary that students will see on exams ie describe. Analyze

Strategies

- Focus on divisional goals of the Collaborative Response Model.

- Teaching to the students level and ability

- Ensure formative and summative assessment is being completed to best utilize the RTI framework.

- Implementing Leveled Literacy Intervention in accordance with the Benchmark Assessment System to target reading levels and improve skills to be better prepared in test questions

- Continue 6 week evaluation check-in through utilizing grade 1 – 9 literacy and numeracy assessment tools to provide benchmarks for student programming. Working with the schools I-Coach to develop student programming.
- Incorporate Instructional Coach to assist teachers in continuing with learner profiles to identify student needs as part of a continuum of supports through the Student Services Department.
- Continued development of a culture of learning within the school through collaborative learning opportunities and within the school community
- Utilizing ESL Benchmarks to guide instruction

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.

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

Measure Category	Measure	Lloyd Garrison 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
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	n/a	n/a	72.8	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	81.9	80.1	83.0	82.9	83.0	83.5	Very High	Maintained	Excellent

Comment on Results

Lloyd Garrison promotes leadership and community through 'house teams'

Lloyd Garrison school implements 'Bear Paw' awards that credit students for achievement and being a LGS school community member.

In May 2019 the school foyer was redesigned to promote a welcoming space.

In May 2017 the school library was redesigned to feature a 'learning commons' perspective.

Strategies

Teaching staff model lifelong learning skills through PD.
Students encouraged to identify career possibilities and to complete school through tours to post secondary's.
Within mixed grade setting, students are learning how to engage and work alongside multi-age peers, building long-term relationships.
Students involved in various citizenship activities: leadership skills developed through Healthy Active Schools and multi-age activities, identifying career interests with options (cooking, sewing, art).
Monthly Assemblies to highlight student achievement and community involvement.
Monthly Assemblies include a "Golden Sneaker" award which is an award given to a teacher from a teacher for their educational leadership.

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.

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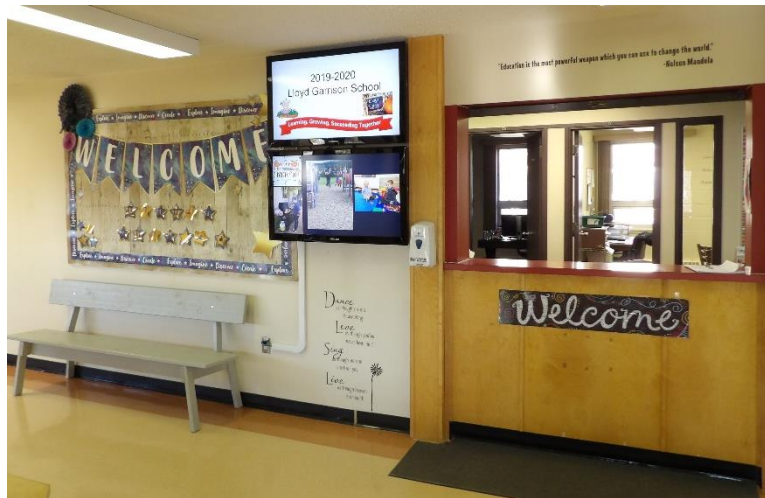
Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

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

Comment on Results
The school considers the success of FNMI students to be of great importance and we will make every effort to promote success for all students at Lloyd Garrison School, within achieving and promoting lifelong learning through attaining optimal academic and social skills.

Strategies

- Differentiating Instruction – Students are taught at their level, regardless of grade placement
- Response to Intervention (RTI) – frequent assessments and individualizing instruction based on the assessment results
- Collaborative Response Model
- Work with Alberta Health Services to connect with community
- Implement culturally relevant literature and activities (Orange Shirt Day, Handgames, FNMI Day)

Tie-in with Western Cree, Duncan First Nations Elders, YES Workers and FNMI Steering Committee

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.
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.

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

		All	Grade 4-6	Grade 7-9	Grade 10-12
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.	2015	84.0	84.0	n/a	n/a
	2016	83.3	83.3	n/a	n/a
	2017	85.9	84.5	87.4	n/a
	2018	89.0	83.7	94.2	n/a
	2019	88.1	79.3	88.4	96.7

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

Increase in student population at Lloyd Garrison School, implementation of junior high program (grades 7-9)
Many strategies were used to ensure high levels of success.

Strategies

- Monthly assemblies to highlight student achievement, community involvement, leadership. Promote positive school culture.
- LGS House teams, promotes leadership and caring for others.
- Communicate key messages in the school newsletter
- Focusing on Steven Covey's '7 Habits of Happy Kids' to promote problem solving skills
- School wide focus on growth mindsets and the power of positive thinking
- Junior High leadership class-in charge of planning many school wide events such as the winter carnival, track meet and bake sales.
- Some staff trained in VTRA (Violence Risk Threat Assessment)
- Some staff trained in NVCI (Non Violent Crisis Intervention)

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.

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

		All	Grade 4-6	Grade 7-9	Grade 10-12
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.	2015	n/a	n/a	n/a	n/a
	2016	n/a	n/a	n/a	n/a
	2017	34.7	n/a	34.7	n/a
	2018	73.2	n/a	73.2	n/a
	2019	58.5	n/a	61.6	55.3

Comment on Results

Increase in student population at Lloyd Garrison School, starting September 2016.
With the increase in population, many of the students do not have access technology due cultural parameters that have been expressed by the Mennonite community. There may still be dissatisfaction within the community regarding access to technology and program of studies.
In 2018-2019, high school programming returned to Lloyd Garrison School. Many courses are completed through the Alberta Distance Learning Center. Due to the makeup and layout of our school, we cannot offer carpentry or shop classes.

Strategies

- Embedded PLC time within the school day for Collaborative Team Meetings for all staff.
- Provide a broad range of learner-center programming and supports that best meet learning needs.
- The junior high program has implemented an options program. Their key focus is Leadership which will include planning school events, organizing, and fundraising efforts. Their options will also include textiles, STEAM and art. A continued effort to expand students' option opportunities will be explored.
- Continuing to access more community members and their expertise will enhance the broad program of studies. ie sewing
- Increase parent communication through weekly e-mail, Facebook/Twitter, phone calls, newsletters, workshops and invitations for parents to be included in assemblies and classroom activities.
- Teachers will engage in many professional development activities.
- Provide teachers will professional learning time.
- Continue to provide collaborative supports for staff such as mentor coaches, divisional intervention coaches, site based inclusive education coaches and learning services teams.

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.

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

		All	Grade 4-6	Grade 7-9	Grade 10-12
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	2015	90.0	90.0	n/a	n/a
	2016	97.1	97.1	n/a	n/a
	2017	88.5	98.3	78.8	n/a
	2018	94.5	96.2	92.9	n/a
	2019	95.5	93.8	98.2	94.4
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.	2015	100.0	100.0	n/a	n/a
	2016	94.4	94.4	n/a	n/a
	2017	86.1	93.3	78.9	n/a
	2018	86.6	84.0	89.3	n/a
	2019	80.2	70.6	78.4	91.7

Comment on Results

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

Strategies

- Open door policy welcoming parents into school.
- Communication of academic achievement within the school in the newsletter on a regular basis and inviting parents to attend assemblies.
- Increased parent and community interaction through weekly e-mail updates, phone calls and increased communication through website/Facebook/newsletter.
- Adult ESL classes offered in the building
- Playschool offered within school space.
- Continue utilizing learning coach as capacity builder for supporting inclusive education
- LGS Christmas Dinner and Silent Auction will bring in member from the community
- Continue to participate in "Parents Matter" appreciation week.

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

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Outcome Six: Positive Safety Attitudes

Local Outcome Six: Positive safety attitudes

Outcome: Communicate and Celebrate the Importance of Safety to all Stakeholders

Comment on Results
Strategies • The divisional Health and Safety Manual which includes awareness and compliance of occupational Health and Safety Legislation will be reviewed by the Safety Advisory Committee and maintained annually. • Provide resources to focus and guide reaching compliance with the Health and Safety Manual. • Sites will provide meaningful, on-going education/activities for students and staff on a monthly basis with direction, support, and resources from the division that are incorporated into staff PD and align with student activities. • Promote and communicate the value of Public School Works as a tool for Health and Safety. • Monthly safety messages from September through June will be divisionally developed for sites. • *S*ites will incorporate key safety messages into their communications and activities, as appropriate for their context and audience. • Safety and Wellness Coordinator will meet with principals to provide support and direction on safety matters.

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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 t

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Citizenship – Measure Details

	School					Authority					Province				
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	80.0	85.1	83.9	80.1	80.0	83.0	84.3	82.0	86.2	83.4	83.5	83.9	83.7	83.0
Teacher	*	*	*	100.0	*	94.2	96.1	96.0	95.1	95.5	93.8	94.2	94.5	94.0	93.4
Parent	*	*	88.6	73.1	*	77.4	80.3	82.8	78.3	80.4	81.9	82.1	82.9	82.7	81.7
Student	n/a	80.0	81.7	78.7	80.1	68.4	72.6	74.2	72.6	82.7	74.5	74.2	74.5	74.4	73.9
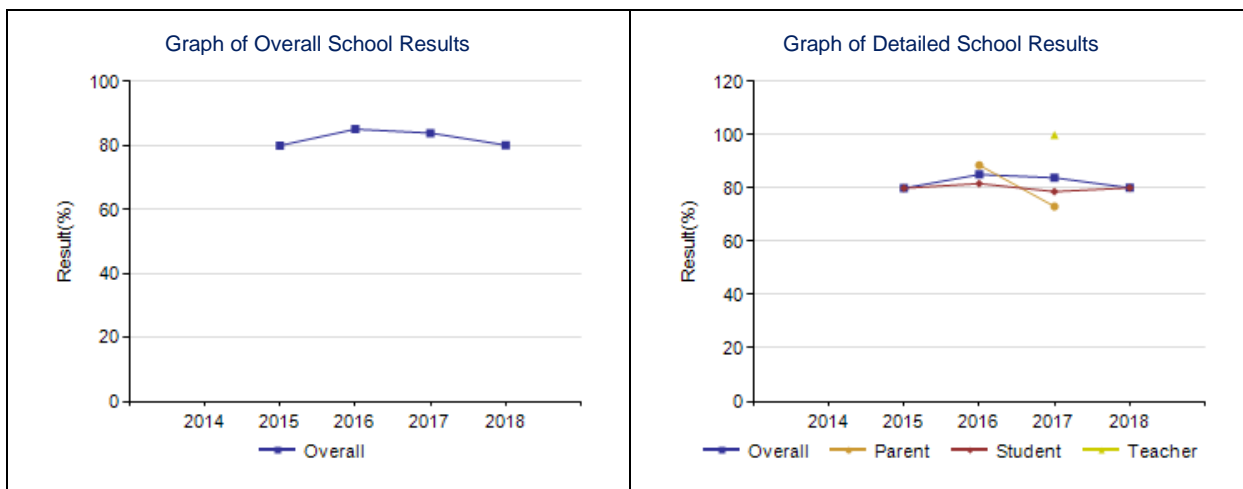
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

	School					Authority					Province				
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.															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	50.0	95.7	n/a	84.2	85.3	85.6	82.7	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	*	*	*	100.0	*	95.0	93.5	96.0	94.3	95.0	89.3	89.7	90.5	90.4	90.3
Parent	*	n/a	50.0	91.3	*	73.4	77.1	75.2	71.1	74.5	73.1	74.2	74.8	75.1	74.6

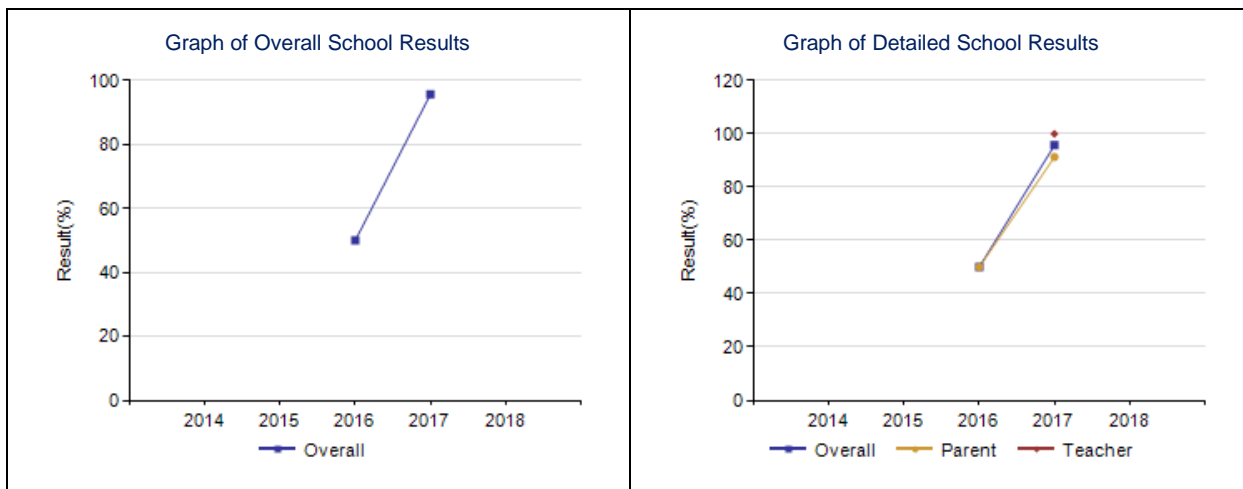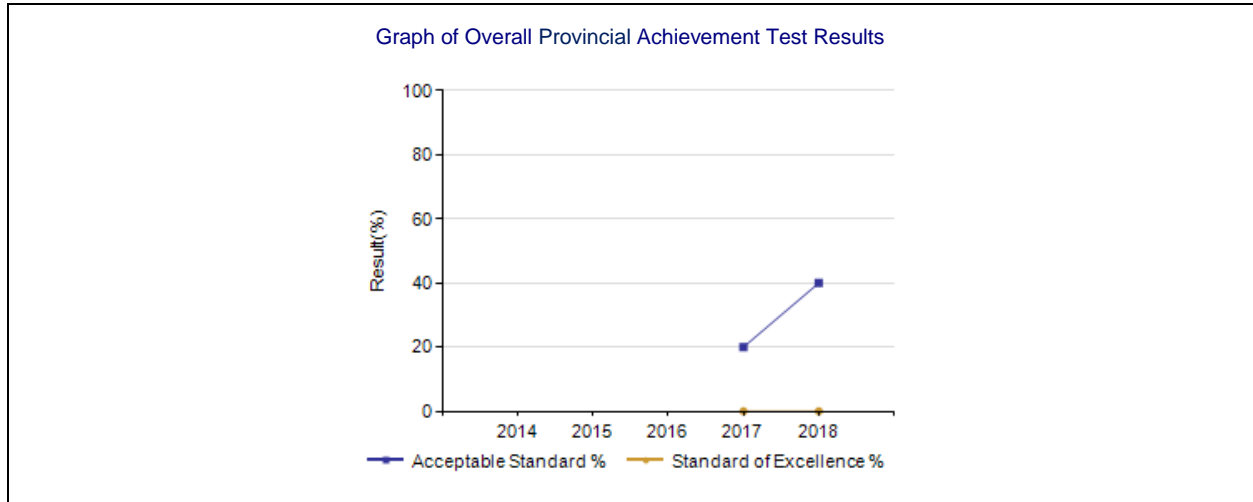Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

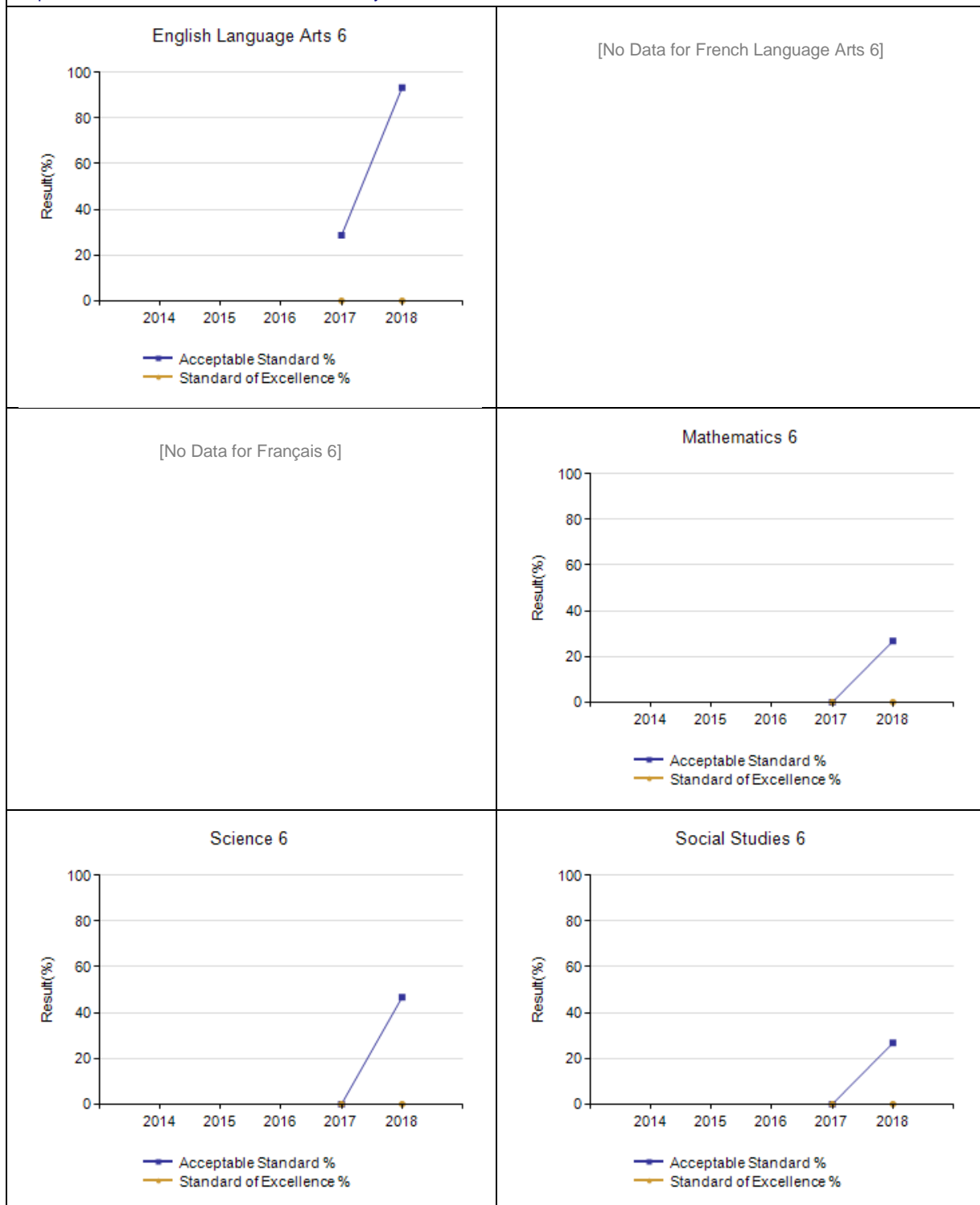| PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	*	*	*	*	*	*	28.6	0.0	93.3	0.0		
	Authority	80.6	11.0	88.1	14.6	85.2	11.3	79.0	11.2	88.7	10.1		
	Province	81.9	17.6	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	90.0	20.0	87.5	0.0	83.3	8.3	70.6	5.9	55.6	0.0		
	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	*	*	*	*	*	*	0.0	0.0	26.7	0.0		
	Authority	72.9	13.8	75.7	6.9	69.3	8.4	68.1	4.7	62.6	9.2		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	*	*	*	*	*	*	0.0	0.0	46.7	0.0		
	Authority	72.9	16.4	77.5	19.7	74.3	18.3	75.6	18.8	71.8	17.6		
	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	*	*	*	*	*	*	0.0	0.0	26.7	0.0		
	Authority	67.1	11.1	66.5	6.4	66.3	10.9	68.1	17.4	64.7	8.8		
	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	*	*	*	*		
	Authority	77.5	8.4	70.4	9.1	68.6	6.3	74.3	6.9	69.3	8.0		
	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	53.8	0.0	30.0	0.0	70.6	17.6	66.7	11.1	*	*		
	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	77.8	11.1	*	*	50.0	10.0	83.3	0.0	37.5	0.0		
	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	*	*	*	*		
	Authority	64.1	7.1	60.3	12.3	56.7	8.7	61.8	8.0	41.5	5.2		
	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	56.3	18.8	29.4	5.9	64.3	7.1	66.7	11.1	44.4	0.0		
	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	*	*	*	*		
	Authority	69.6	8.9	64.0	8.1	61.0	8.3	61.0	6.3	64.6	9.1		
	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	61.5	7.7	33.3	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	*	*	*	*		
	Authority	57.6	8.9	56.5	7.6	48.8	12.2	56.8	11.6	53.6	9.2		
	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	45.5	0.0	41.7	0.0	76.5	11.8	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.

Graph of Overall Provincial Achievement Test Results

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

English Language Arts 6

[No Data for French Language Arts 6]

[No Data for Français 6]

Mathematics 6

Science 6

Social Studies 6

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

Graph of Provincial Achievement Test Results by Course

English Language Arts 9

[No Data for English Lang Arts 9 KAE]

[No Data for French Language Arts 9]

[No Data for Français 9]

Mathematics 9

[No Data for Mathematics 9 KAE]

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

Graph of Provincial Achievement Test Results by Course

Science 9

[No Data for Science 9 KAE]

Social Studies 9

[No Data for Social Studies 9 KAE]

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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Lloyd Garrison School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved Significantly	Excellent	15	93.3	7	28.6	51,540	83.5	48,248	82.7
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	7	0.0	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very Low	Improved	Issue	15	26.7	6	0.0	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	6	0.0	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very Low	Improved Significantly	Acceptable	15	46.7	6	0.0	51,517	78.8	48,180	77.1
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	6	0.0	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very Low	Improved	Issue	15	26.7	6	0.0	51,525	75.1	48,170	71.4
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	6	0.0	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	*	*	*	5	*	n/a	n/a	46,822	76.1	44,296	76.5
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	46,603	59.2	43,851	66.8
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	46,810	75.7	44,341	74.1
	Standard of Excellence	*	*	*	5	*	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	*	*	*	5	*	n/a	n/a	46,840	66.7	44,267	65.6
	Standard of Excellence	*	*	*	5	*	n/a	n/a	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

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

Measure Evaluation Reference - Achievement Evaluation

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

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

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

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

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	n/a	n/a	100.0	67.8	73.2	76.7	77.9	80.4	78.6	82.5	81.3	81.3	81.9	81.9	81.8
Teacher	*	*	*	87.5	*	85.2	86.2	88.2	89.5	92.4	87.5	87.2	88.1	88.0	88.4
Parent	*	*	100.0	81.4	*	76.8	79.8	82.8	76.5	76.3	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	34.7	73.2	68.0	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2
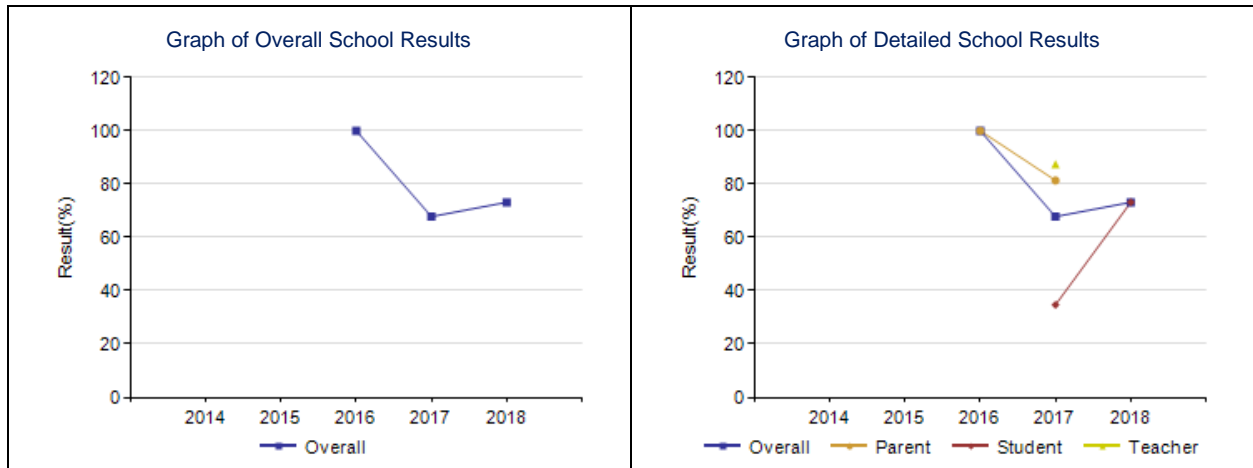
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	n/a	91.2	82.6	n/a	83.6	84.7	86.0	83.6	84.2	80.6	80.7	80.9	81.2	81.2
Teacher	*	*	*	90.0	*	91.4	88.4	91.7	92.4	93.0	88.0	88.1	88.4	88.5	88.9
Parent	*	n/a	91.2	75.2	*	75.9	80.9	80.2	74.9	75.4	73.1	73.4	73.5	73.9	73.4
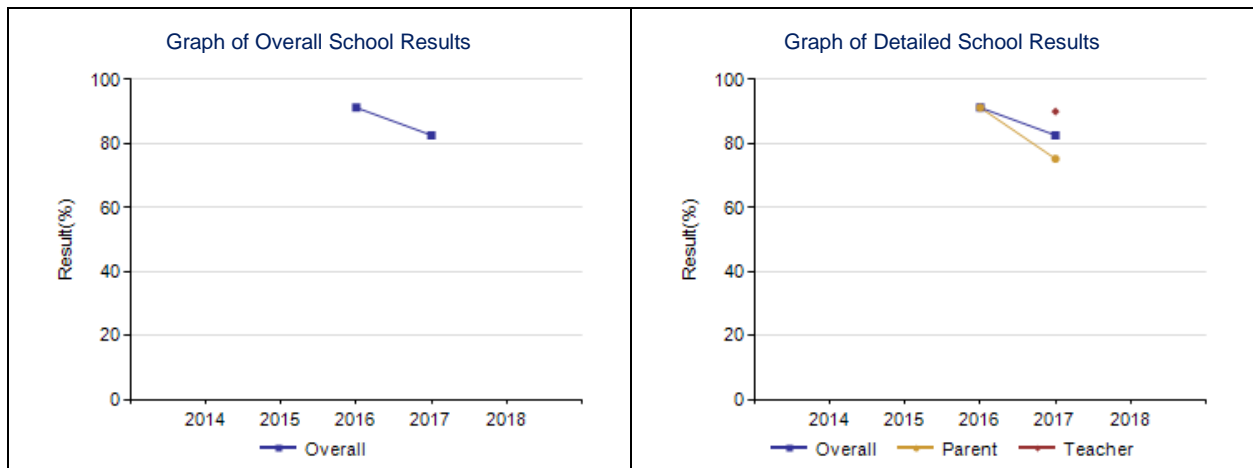
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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	n/a	90.0	98.5	89.8	94.5	88.1	89.0	90.0	87.9	91.0	89.2	89.5	90.1	90.1	90.0
Teacher	*	*	*	100.0	*	96.6	97.5	97.2	96.5	97.3	95.5	95.9	96.0	95.9	95.8
Parent	*	*	100.0	80.8	*	82.5	82.5	86.9	82.2	84.7	84.7	85.4	86.1	86.4	86.0
Student	n/a	90.0	97.1	88.5	94.5	85.1	86.9	86.0	85.1	90.9	87.3	87.4	88.0	88.1	88.2
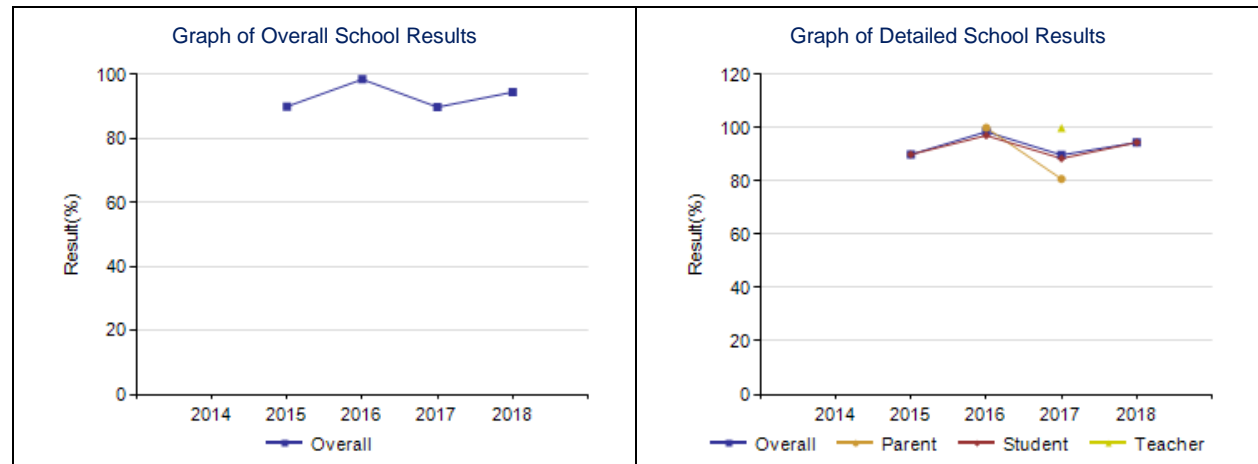
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

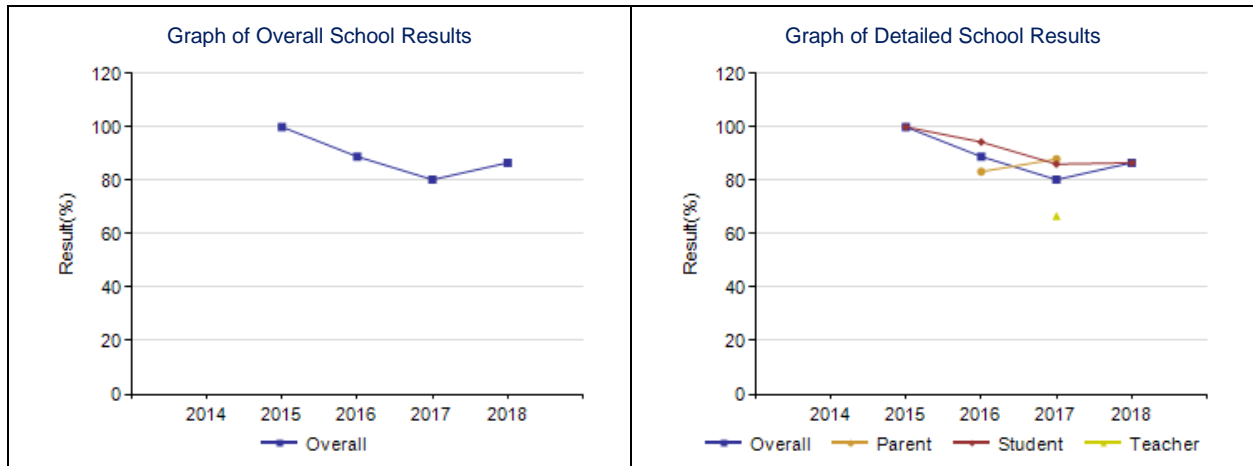| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					**Authority**					**Province**				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	n/a	84.0	90.2	88.2	89.0	88.2	89.5	89.5	86.9	90.4	89.1	89.2	89.5	89.5	89.0
Teacher	*	*	*	96.6	*	96.1	97.0	95.7	95.6	95.6	95.3	95.4	95.4	95.3	95.0
Parent	*	*	97.1	82.2	*	87.5	89.1	89.8	84.9	87.6	88.9	89.3	89.8	89.9	89.4
Student	n/a	84.0	83.3	85.9	89.0	81.0	82.3	83.1	80.2	88.2	83.1	83.0	83.4	83.3	82.5
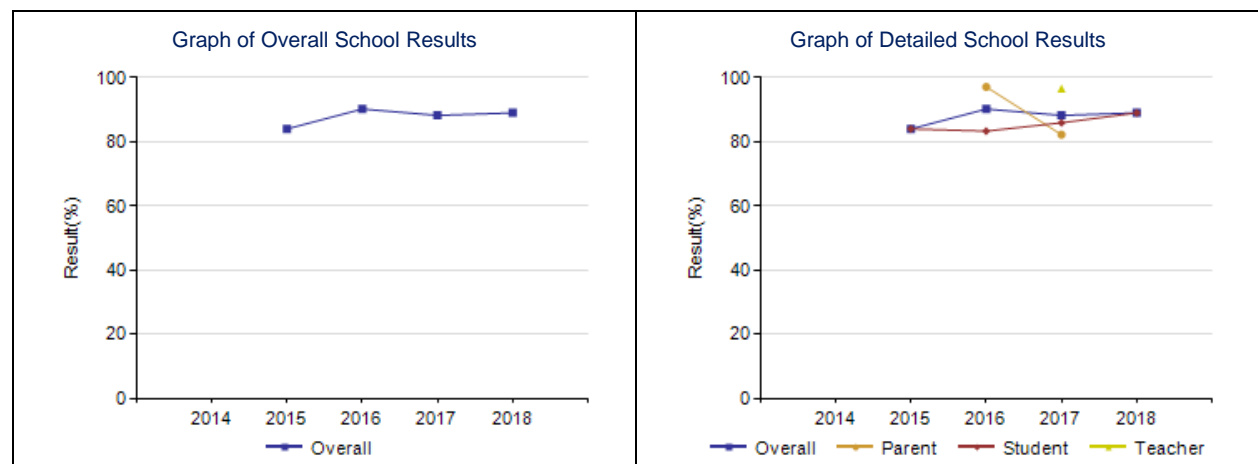
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	100.0	88.9	80.3	86.6	78.0	82.3	84.7	82.5	87.5	79.8	79.6	81.2	81.4	80.3
Teacher	*	*	*	66.7	*	82.1	85.8	90.3	86.5	93.8	81.3	79.8	82.3	82.2	81.5
Parent	*	n/a	83.3	88.0	*	74.9	80.7	82.5	80.9	81.4	77.0	78.5	79.7	80.8	79.3
Student	n/a	100.0	94.4	86.1	86.6	77.1	80.4	81.5	80.2	87.5	81.2	80.7	81.5	81.1	80.2

Graph of Overall School Results

Graph of Detailed School Results

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.