



*“We shall build a student focused education by living & sharing our faith”*

### **School Address**

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**Principal:** Russ Snoble

### **Superintendent of Schools**

Karl Germann  
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### **Our School**



**Combined 2015 Accountability Pillar Overall Summary**

| Measure Category  | Measure Category Evaluation | Measure                                    | St. Patrick Catholic School |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |           |
|---|-----------------------------|--|-----------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|-----------|
|   |                             |  | Current Result              | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall   |
| Safe and Caring Schools                                       | Excellent                   | Safe and Caring                            | 90.7                        | 86.3             | 88.2                | 89.2           | 89.1             | 88.9                | Very High          | Maintained  | Excellent |
| Student Learning Opportunities                                | n/a                         | Program of Studies                         | 84.8                        | 80.4             | 83.3                | 81.3           | 81.3             | 81.2                | Very High          | Maintained  | Excellent |
|   |                             | Education Quality                          | 96.1                        | 89.6             | 91.0                | 89.5           | 89.2             | 89.5                | Very High          | Improved    | Excellent |
|   |                             | Drop Out Rate                              | *                           | *                | n/a                 | 3.4            | 3.3              | 3.3                 | *                  | *           | *         |
|   |                             | High School Completion Rate (3 yr)         | n/a                         | n/a              | n/a                 | 76.4           | 74.9             | 74.6                | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades K-9)                     | n/a                         | PAT: Acceptable                            | n/a                         | 50.0             | 68.9                | n/a            | 74.0             | 75.0                | n/a                | n/a         | n/a       |
|   |                             | PAT: Excellence                            | n/a                         | 2.6              | 10.2                | n/a            | 19.0             | 19.5                | n/a                | n/a         | n/a       |
| Student Learning Achievement (Grades 10-12)                   | n/a                         | Diploma: Acceptable                        | n/a                         | n/a              | n/a                 | n/a            | 85.4             | 84.4                | n/a                | n/a         | n/a       |
|   |                             | Diploma: Excellence                        | n/a                         | n/a              | n/a                 | n/a            | 21.0             | 19.9                | n/a                | n/a         | n/a       |
|   |                             | Diploma Exam Participation Rate (4+ Exams) | n/a                         | n/a              | n/a                 | 54.9           | 50.5             | 54.4                | n/a                | n/a         | n/a       |
|   |                             | Rutherford Scholarship Eligibility Rate    | n/a                         | n/a              | n/a                 | 61.2           | 60.9             | 61.3                | n/a                | n/a         | n/a       |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a                         | Transition Rate (6 yr)                     | n/a                         | n/a              | n/a                 | 59.8           | 59.2             | 59.0                | n/a                | n/a         | n/a       |
|   |                             | Work Preparation                           | 87.5                        | 77.3             | 82.3                | 82.0           | 81.2             | 80.4                | Very High          | Maintained  | Excellent |
|   |                             | Citizenship                                | 88.8                        | 79.8             | 84.9                | 83.5           | 83.4             | 83.1                | Very High          | Maintained  | Excellent |
| Parental Involvement  | Excellent                   | Parental Involvement                       | 93.8                        | 76.6             | 86.1                | 80.7           | 80.6             | 80.2                | Very High          | Maintained  | Excellent |
| Continuous Improvement  | Excellent                   | School Improvement                         | 85.0                        | 86.6             | 86.8                | 79.6           | 79.8             | 80.1                | Very High          | Maintained  | Excellent |

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

### 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 - 66.22  | 66.22 - 72.00 | 72.00 - 81.95 | 81.95 - 85.72 | 85.72 - 100.00 |
| PAT: Excellence                            | 0.00 - 10.93  | 10.93 - 14.38 | 14.38 - 20.26 | 20.26 - 26.17 | 26.17 - 100.00 |
| Diploma: Acceptable                        | 0.00 - 72.08  | 72.08 - 78.77 | 78.77 - 85.43 | 85.43 - 89.96 | 89.96 - 100.00 |
| Diploma: Excellence                        | 0.00 - 7.77   | 7.77 - 11.90  | 11.90 - 18.63 | 18.63 - 22.99 | 22.99 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10  | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Rutherford Scholarship Eligibility Rate    | 0.00 - 43.18  | 43.18 - 49.83 | 49.83 - 59.41 | 59.41 - 70.55 | 70.55 - 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)

## Desired Outcome One: Every student is successful

*Specific Outcome: Students achieve student learning outcomes.*

[No Data for Diploma Exam Results]

| Performance Measure   | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|   | 2010                     | 2011 | 2012 | 2013 | 2014 | 2015   | Achievement | Improvement | Overall | 2016    | 2017 | 2018 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| Drop Out Rate - annual dropout rate of students aged 14 to 18   | *                        | *    | *    | *    | *    |        | *           | *           | *       |         |      |      |
| High school to post-secondary transition rate of students within six years of entering Grade 10.                        | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.  | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10.                      | 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)*

### Strategies

#### Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*Specific Outcome: Students achieve student learning outcomes.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target<br>2015 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 |                | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 89.9                     | 86.5 | 88.4 | 79.8 | 88.8 |                | Very High   | Maintained  | Excellent |         |      |      |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 92.3                     | 78.6 | 90.9 | 77.3 | 87.5 |                | Very High   | Maintained  | Excellent |         |      |      |

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

*Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall | 2016    | 2017 | 2018 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 71.3                     | 81.3 | 75.5 | 50.0 | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 7.4                      | 21.1 | 6.9  | 2.6  | n/a  |        | n/a         | n/a         | n/a     |         |      |      |

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Desired Outcome Two: Alberta has quality teaching and school leadership**

*Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 87.1                     | 82.6 | 86.9 | 80.4 | 84.8 |        | Very High   | Maintained  | Excellent |         |      |      |

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

**Strategies**

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

**Desired Outcome Three: Alberta’s education system is governed effectively**

*Specific Outcome: The education system demonstrates collaboration and engagement.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target<br>2015 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 |                | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 87.4                     | 86.8 | 94.8 | 76.6 | 93.8 |                | Very High   | Maintained  | Excellent |         |      |      |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.                | 93.3                     | 89.6 | 93.9 | 89.6 | 96.1 |                | Very High   | Improved    | Excellent |         |      |      |

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

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



**Specific Outcome:** *Students and communities have access to safe and healthy learning environments.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| 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. | 92.8                     | 86.4 | 91.7 | 86.3 | 90.7 |        | Very High   | Maintained  | Excellent |         |      |      |
| 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.   | 90.6                     | 81.5 | 92.1 | 86.6 | 85.0 |        | Very High   | Maintained  | Excellent |         |      |      |

**Comment on Results**

*(an assessment of progress toward achieving the target)*

**Strategies**

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

## Desired Outcome Four: First Nations, Métis and Inuit students are successful

*Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

**(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)**

| Performance Measure   | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|   | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall | 2016    | 2017 | 2018 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 42.9                     | *    | 52.4 | 28.6 | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| 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). | 0.0                      | *    | 0.0  | 0.0  | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| 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     |         |      |      |

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013 | 2014 | 2015   | Achievement | Improvement | Overall | 2016    | 2017 | 2018 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18   | n/a                      | n/a  | n/a  | *    | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.                        | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.  | n/a                      | n/a  | n/a  | n/a  | n/a  |        | n/a         | n/a         | n/a     |         |      |      |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.                      | 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)*

**Strategies**

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

### **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.

## Diploma Examination Results – Measure Details

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

“A” = Acceptable; “E” = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Diploma Examination Results – Overall

[No Data for Diploma Exam Results]

Note: Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

| Diploma Examination Results by Course |                                      |
|---------------------------------------|--------------------------------------|
| [No Data for English Lang Arts 30-1]  | [No Data for English Lang Arts 30-2] |
| [No Data for French Lang Arts 30-1]   | [No Data for Français 30]            |
| [No Data for Pure Mathematics 30]     | [No Data for Mathematics 30-1]       |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

| Diploma Examination Results by Course |                                   |
|---------------------------------------|-----------------------------------|
| [No Data for Applied Mathematics 30]  | [No Data for Mathematics 30-2]    |
| [No Data for Social Studies 30]       | [No Data for Social Studies 30-1] |
| [No Data for Social Studies 33]       | [No Data for Social Studies 30-2] |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



| Diploma Examination Results by Course |                                |
|---------------------------------------|--------------------------------|
| [No Data for Biology 30]              | [No Data for Chemistry 30 Old] |
| [No Data for Chemistry 30]            | [No Data for Physics 30 Old]   |
| [No Data for Physics 30]              | [No Data for Science 30]       |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
 Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Diploma Examination Results Course By Course Summary With Measure Evaluation

[No Data for Diploma Exam Results]

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).  
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 examinations.  
Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

### 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.

[No Data for Diploma Achievement Evaluation Reference]

#### Notes:

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%.

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 examinations.

### 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.

[No Data for Diploma Improvement Reference]

### 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.

[No Data for Diploma Overall Evaluation Reference]

**High School Completion Rate – Measure Details**

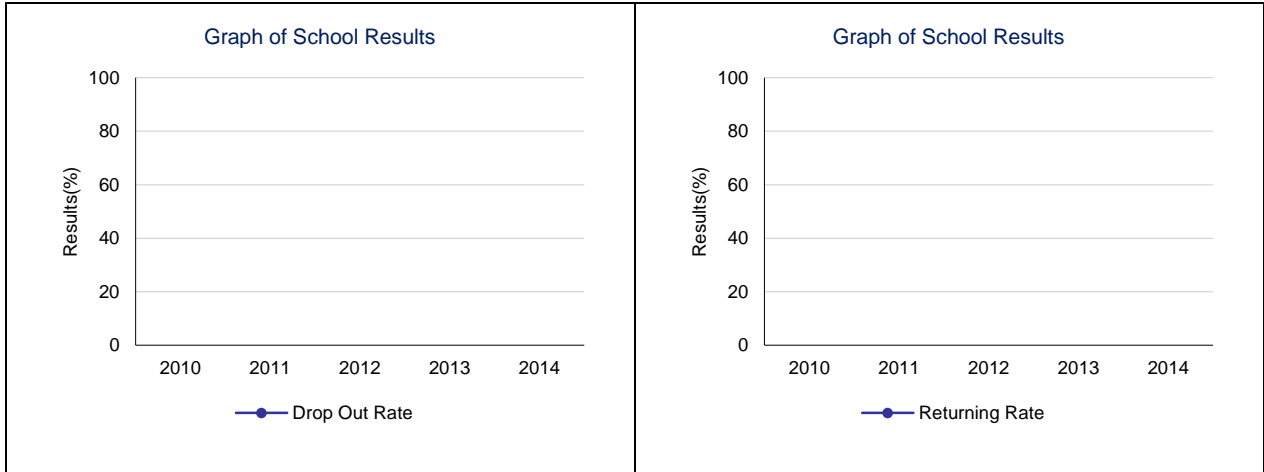
[No Data for High School Completion Rate]

|   |   |
|---|---|
| <p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p> | <p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p> |
| <p>Graph of School Results</p> <p>[No Data for High School Completion Rate]</p> |   |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Drop Out Rate – Measure Details**

| Drop Out Rate - annual dropout rate of students aged 14 to 18 |        |      |      |      |      |           |      |      |      |      |          |      |      |      |      |
|---|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|   | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2010   | 2011 | 2012 | 2013 | 2014 | 2010      | 2011 | 2012 | 2013 | 2014 | 2010     | 2011 | 2012 | 2013 | 2014 |
| Drop Out Rate   | *      | *    | *    | *    | *    | 3.5       | 1.8  | 2.8  | 3.0  | 3.0  | 4.2      | 3.2  | 3.5  | 3.3  | 3.4  |
| Returning Rate  | n/a    | n/a  | n/a  | n/a  | *    | 46.8      | 25.4 | 29.8 | 18.4 | 21.8 | 27.9     | 23.4 | 23.0 | 21.1 | 20.3 |



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**High School to Post-secondary Transition Rate – Measure Details**

[No Data for High School to Post-Secondary Transition Rate]

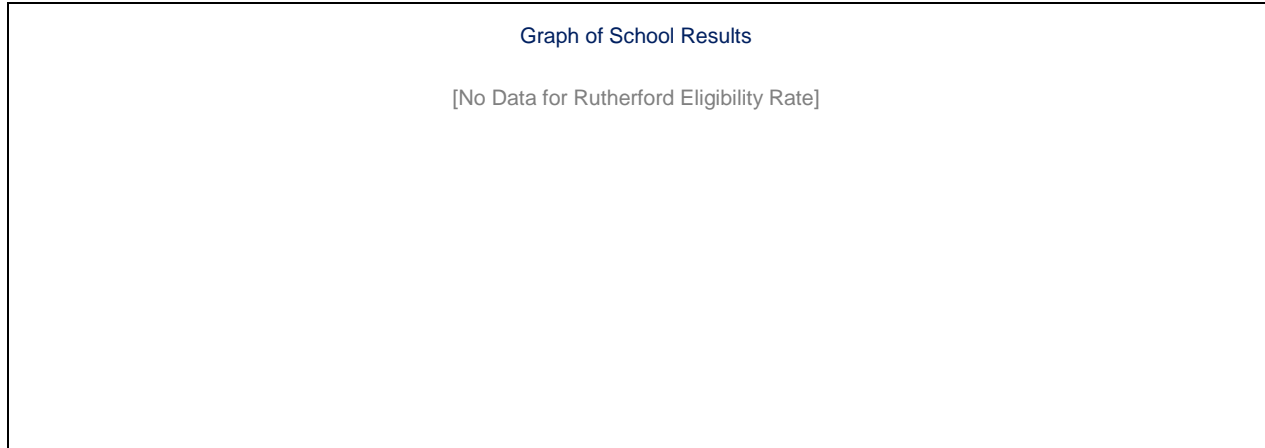
|   |   |
|---|---|
| <p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p> | <p style="text-align: center;">Graph of School Results</p> <p>[No Data for High School to Post-Secondary Transition Rate]</p> |
|---|---|

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Rutherford Eligibility Rate – Measure Details**

[No Data for Rutherford Eligibility Rate]

[No Data for Rutherford Eligibility Rate]



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

**Diploma Examination Participation Rate – Measure Details**

[No Data for Diploma Exam Participation Rate]

**Graph of School Results**

[No Data for Diploma Exam Participation Rate]



[No Data for Diploma Exam Participation Rate]

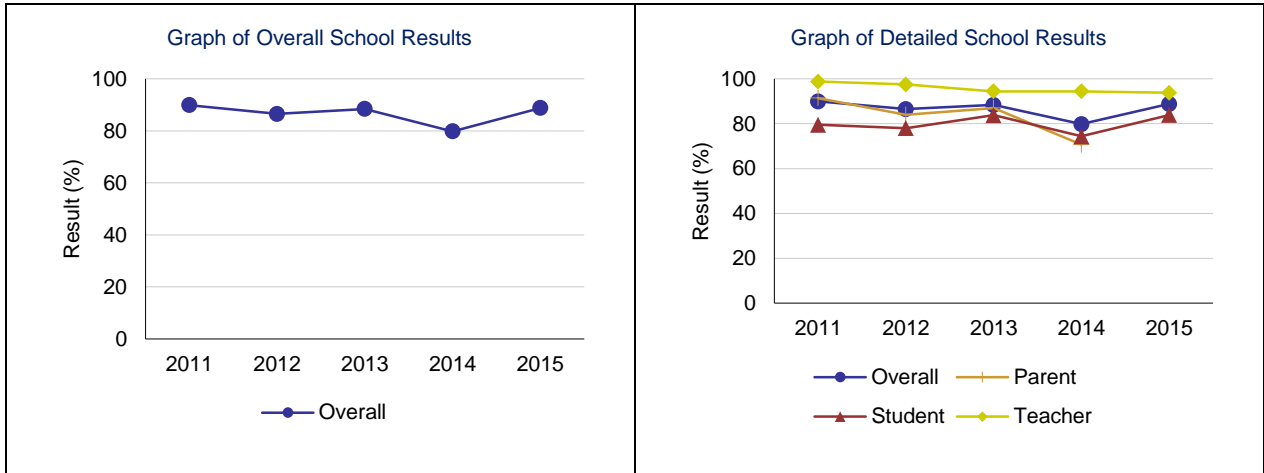
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Citizenship – Measure Details**

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

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 89.9   | 86.5 | 88.4 | 79.8 | 88.8 | 84.9      | 83.9 | 85.1 | 86.5 | 87.6 | 81.9     | 82.5 | 83.4 | 83.4 | 83.5 |
| Teacher | 98.8   | 97.5 | 94.4 | 94.4 | 93.8 | 94.9      | 94.9 | 95.9 | 96.1 | 96.3 | 92.7     | 93.1 | 93.6 | 93.8 | 94.2 |
| Parent  | 91.4   | 84.0 | 87.0 | 70.7 | *    | 82.4      | 78.5 | 80.3 | 85.3 | 86.4 | 78.6     | 79.4 | 80.3 | 81.9 | 82.1 |
| Student | 79.5   | 78.0 | 83.8 | 74.4 | 83.9 | 77.4      | 78.2 | 79.0 | 78.1 | 80.1 | 74.5     | 75.0 | 76.2 | 74.5 | 74.2 |

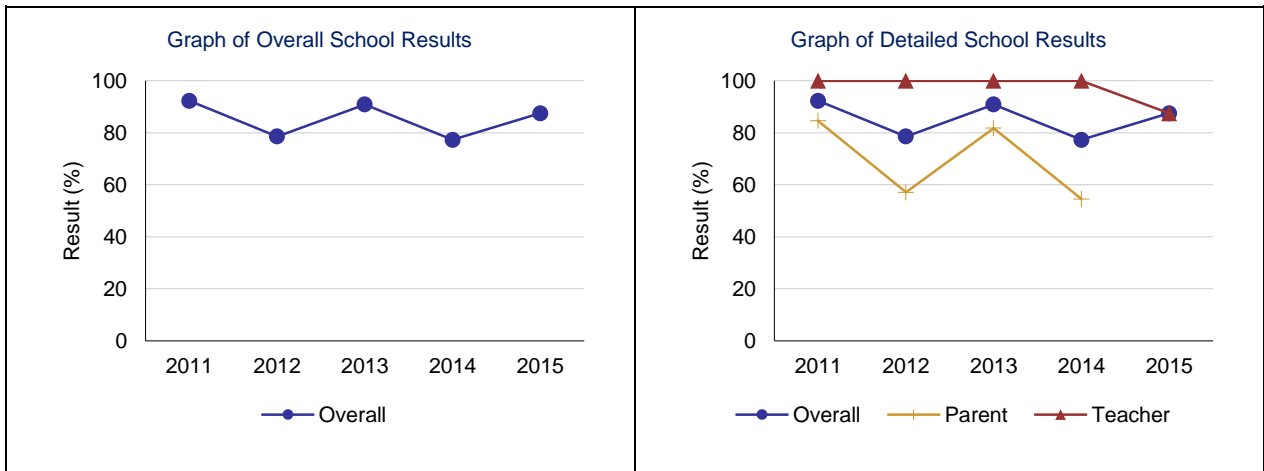


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**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 |      |      |      |      |
|---------|--------|-------|-------|-------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012  | 2013  | 2014  | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 92.3   | 78.6  | 90.9  | 77.3  | 87.5 | 81.2      | 78.9 | 81.7 | 82.6 | 82.1 | 80.1     | 79.7 | 80.3 | 81.2 | 82.0 |
| Teacher | 100.0  | 100.0 | 100.0 | 100.0 | 87.5 | 94.3      | 94.4 | 94.2 | 93.6 | 93.1 | 89.6     | 89.5 | 89.4 | 89.3 | 89.7 |
| Parent  | 84.6   | 57.1  | 81.8  | 54.5  | *    | 68.2      | 63.4 | 69.2 | 71.6 | 71.1 | 70.6     | 69.9 | 71.1 | 73.1 | 74.2 |



Note: Data values have been suppressed where the number of students or respondents is less 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 |   |
|  |           | 2011                     |      | 2012 |      | 2013  |      | 2014 |      | 2015 |     | 2015   |   |
|  |           | A                        | E    | A    | E    | A     | E    | A    | E    | A    | E   | A      | E |
| English Language Arts 3*                         | School    | 84.6                     | 19.2 | 79.2 | 8.3  | 86.4  | 0.0  | 81.3 | 6.3  | n/a  | n/a |        |   |
|  | Authority | 94.2                     | 22.4 | 91.2 | 21.9 | 92.9  | 19.4 | 88.0 | 13.2 | n/a  | n/a |        |   |
|  | Province  | 81.8                     | 17.5 | 81.9 | 20.4 | 81.5  | 17.8 | 78.0 | 15.3 | n/a  | n/a |        |   |
| French Language Arts 3*                          | School    | n/a                      | n/a  | n/a  | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | 93.6                     | 19.2 | 93.8 | 16.9 | 100.0 | 16.9 | 88.6 | 10.0 | n/a  | n/a |        |   |
|  | Province  | 80.6                     | 15.8 | 82.1 | 14.5 | 79.7  | 12.4 | 74.6 | 10.4 | n/a  | n/a |        |   |
| Français 3*                                      | 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  | 84.2                     | 18.6 | 82.3 | 12.5 | 82.8  | 14.1 | 78.2 | 7.0  | n/a  | n/a |        |   |
| Mathematics 3*                                   | School    | 65.4                     | 19.2 | 70.8 | 8.3  | 63.6  | 9.1  | 68.8 | 15.6 | n/a  | n/a |        |   |
|  | Authority | 88.4                     | 33.3 | 85.9 | 28.3 | 80.3  | 28.0 | 80.1 | 24.6 | n/a  | n/a |        |   |
|  | Province  | 77.4                     | 26.0 | 76.8 | 25.5 | 76.5  | 25.5 | 74.0 | 25.1 | n/a  | n/a |        |   |
| English Language Arts 6                          | School    | 94.4                     | 8.3  | 85.4 | 12.2 | 88.7  | 7.5  | 61.5 | 7.7  | n/a  | n/a |        |   |
|  | Authority | 91.3                     | 15.4 | 91.6 | 14.2 | 86.3  | 11.1 | 88.1 | 14.2 | n/a  | n/a |        |   |
|  | Province  | 83.0                     | 18.5 | 82.7 | 17.8 | 82.5  | 16.3 | 81.9 | 17.6 | n/a  | n/a |        |   |
| 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 | 96.1                     | 11.8 | 89.6 | 14.9 | 93.0  | 23.3 | 85.3 | 10.7 | n/a  | n/a |        |   |
|  | Province  | 89.4                     | 17.1 | 89.3 | 17.2 | 88.6  | 16.3 | 88.0 | 15.6 | n/a  | n/a |        |   |
| 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  | 92.2                     | 17.6 | 91.0 | 21.9 | 94.0  | 21.6 | 90.6 | 17.1 | n/a  | n/a |        |   |
| Mathematics 6                                    | School    | 55.6                     | 8.3  | 75.6 | 12.2 | 75.5  | 0.0  | 53.8 | 0.0  | n/a  | n/a |        |   |
|  | Authority | 76.8                     | 13.8 | 80.6 | 16.1 | 74.8  | 12.4 | 76.6 | 11.2 | n/a  | n/a |        |   |
|  | Province  | 73.7                     | 17.8 | 74.7 | 16.6 | 73.0  | 16.4 | 73.5 | 15.4 | n/a  | n/a |        |   |
| Science 6  | School    | 61.1                     | 5.6  | 82.9 | 26.8 | 81.1  | 3.8  | 50.0 | 0.0  | n/a  | n/a |        |   |
|  | Authority | 79.0                     | 17.5 | 83.9 | 23.5 | 80.9  | 15.3 | 77.2 | 15.2 | n/a  | n/a |        |   |
|  | Province  | 76.2                     | 25.0 | 77.8 | 28.2 | 77.5  | 25.9 | 75.9 | 24.9 | n/a  | n/a |        |   |
| Social Studies 6                                 | School    | 58.3                     | 8.3  | 75.6 | 24.4 | 56.6  | 9.4  | 38.5 | 0.0  | n/a  | n/a |        |   |
|  | Authority | 70.4                     | 13.8 | 79.7 | 13.2 | 73.2  | 15.0 | 68.0 | 11.6 | n/a  | n/a |        |   |
|  | Province  | 71.1                     | 18.5 | 73.2 | 19.5 | 72.7  | 19.0 | 70.4 | 16.6 | n/a  | n/a |        |   |
| 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 | 82.4                     | 15.9 | 79.5 | 18.7 | 83.8  | 16.6 | 76.0 | 16.6 | n/a  | n/a |        |   |
|  | Province  | 79.1                     | 16.3 | 77.4 | 16.4 | 76.7  | 14.8 | 76.3 | 15.1 | n/a  | n/a |        |   |
| 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 | 87.5                     | 0.0  | *    | *    | n/a   | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Province  | 67.2                     | 7.9  | 61.4 | 5.8  | 62.4  | 4.3  | 62.9 | 3.5  | n/a  | n/a |        |   |
| 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 | 95.6                     | 11.1 | 85.7 | 14.3 | 94.2  | 19.2 | 96.1 | 9.8  | n/a  | n/a |        |   |
|  | Province  | 88.8                     | 15.0 | 87.5 | 12.2 | 87.2  | 13.9 | 86.5 | 11.1 | n/a  | n/a |        |   |
| 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  | 90.2                     | 15.8 | 84.6 | 16.1 | 84.0  | 14.5 | 86.1 | 17.8 | n/a  | n/a |        |   |
| Mathematics 9                                    | School    | n/a                      | n/a  | n/a  | n/a  | n/a   | n/a  | n/a  | n/a  | n/a  | n/a |        |   |
|  | Authority | 66.4                     | 15.0 | 67.4 | 13.0 | 72.5  | 20.3 | 62.8 | 13.1 | n/a  | n/a |        |   |
|  | Province  | 66.1                     | 17.3 | 66.5 | 17.8 | 66.9  | 18.3 | 67.1 | 17.3 | n/a  | n/a |        |   |
| 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 | 14.3                     | 0.0  | *    | *    | *     | *    | *    | *    | n/a  | n/a |        |   |
|  | Province  | 64.9                     | 14.9 | 62.4 | 15.4 | 65.9  | 14.7 | 63.4 | 14.5 | n/a  | n/a |        |   |

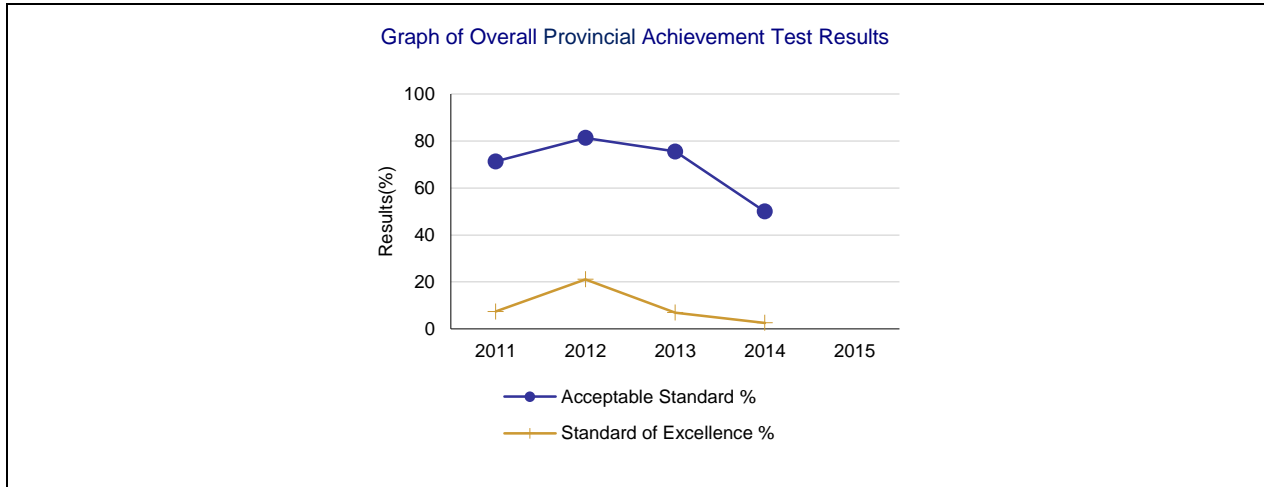
|                      |           |      |      |      |      |      |      |      |      |     |     |  |  |
|----------------------|-----------|------|------|------|------|------|------|------|------|-----|-----|--|--|
| Science 9            | School    | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a  | n/a | n/a |  |  |
|                      | Authority | 80.0 | 20.0 | 74.0 | 14.5 | 76.3 | 18.7 | 76.2 | 22.0 | n/a | n/a |  |  |
|                      | Province  | 74.9 | 20.8 | 74.2 | 22.4 | 73.0 | 20.0 | 73.2 | 22.1 | n/a | n/a |  |  |
| 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 | 66.7 | 22.2 | *    | *    | n/a  | n/a  | n/a  | n/a  | n/a | n/a |  |  |
|                      | Province  | 69.5 | 15.3 | 67.9 | 17.3 | 68.4 | 17.1 | 64.1 | 14.9 | n/a | n/a |  |  |
| 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 | 68.4 | 18.6 | 68.8 | 15.4 | 71.5 | 15.5 | 65.3 | 14.0 | n/a | n/a |  |  |
|                      | Province  | 67.2 | 19.0 | 68.9 | 19.1 | 65.6 | 18.8 | 65.5 | 19.9 | n/a | n/a |  |  |
| 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 | 77.8 | 11.1 | *    | *    | n/a  | n/a  | n/a  | n/a  | n/a | n/a |  |  |
|                      | Province  | 61.9 | 13.6 | 63.5 | 13.9 | 64.6 | 13.0 | 61.8 | 10.7 | n/a | n/a |  |  |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

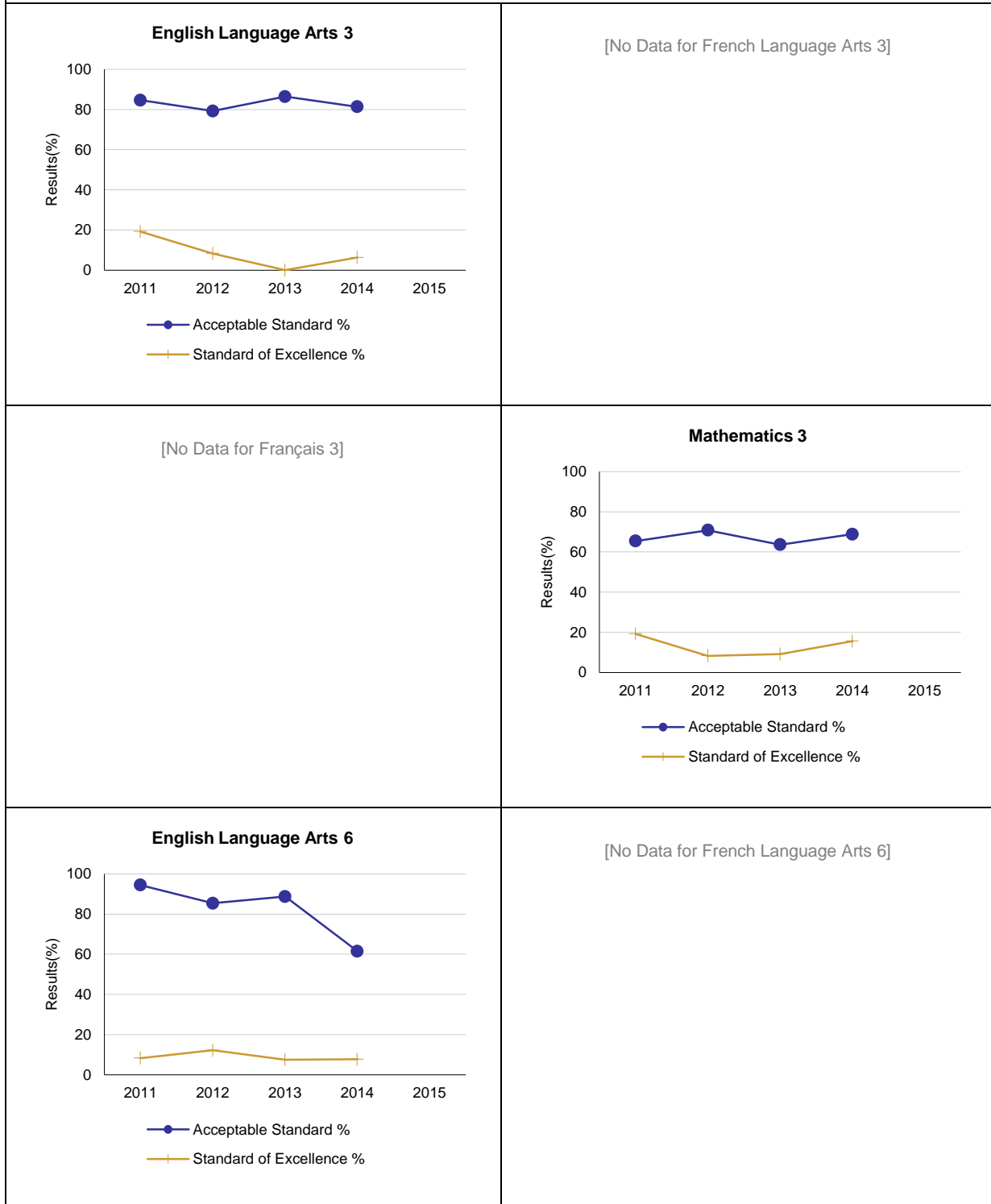
Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Provincial Achievement Test Results by Course

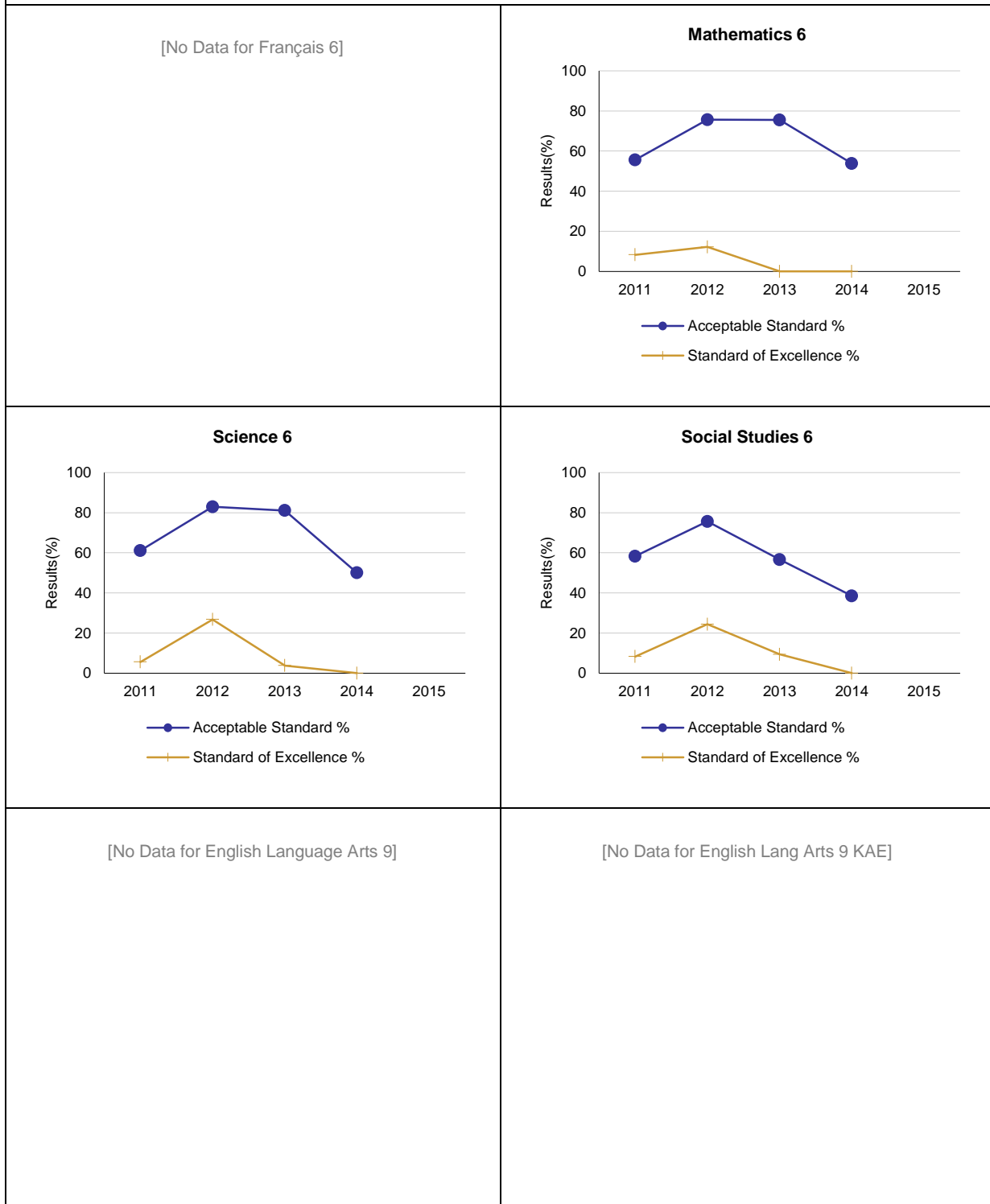


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

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Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

| Graph of Provincial Achievement Test Results by Course |                                 |
|--|---------------------------------|
| [No Data for French Language Arts 9]                   | [No Data for Français 9]        |
| [No Data for Mathematics 9]                            | [No Data for Mathematics 9 KAE] |
| [No Data for Science 9]                                | [No Data for Science 9 KAE]     |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Graph of Provincial Achievement Test Results by Course

|                                |                                    |
|--------------------------------|------------------------------------|
| [No Data for Social Studies 9] | [No Data for Social Studies 9 KAE] |
|--------------------------------|------------------------------------|

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course                   | Measure                | St. Patrick Catholic School |             |         |      |     |               | Alberta |      |     |               |      |
|--------------------------|------------------------|-----------------------------|-------------|---------|------|-----|---------------|---------|------|-----|---------------|------|
|                          |                        | Achievement                 | Improvement | Overall | 2015 |     | Prev 3 Yr Avg |         | 2015 |     | Prev 3 Yr Avg |      |
|                          |                        |                             |             |         | N    | %   | N             | %       | N    | %   | N             | %    |
| English Language Arts 3* | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | 26            | 82.3    | n/a  | n/a | 35,673        | 80.5 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | 26            | 4.9     | n/a  | n/a | 35,673        | 17.8 |
| French Language Arts 3*  | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 2,581         | 78.8 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 2,581         | 12.4 |
| Français 3*              | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 482           | 81.1 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 482           | 11.2 |
| Mathematics 3*           | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | 26            | 67.7    | n/a  | n/a | 35,644        | 75.8 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | 26            | 11.0    | n/a  | n/a | 35,644        | 25.4 |
| English Language Arts 6  | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | 40            | 78.5    | n/a  | n/a | 44,338        | 82.4 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | 40            | 9.1     | n/a  | n/a | 44,338        | 17.2 |
| French Language Arts 6   | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 2,648         | 88.6 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 2,648         | 16.4 |
| Français 6               | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 497           | 91.8 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 497           | 20.2 |
| Mathematics 6            | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | 40            | 68.3    | n/a  | n/a | 44,292        | 73.8 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | 40            | 4.1     | n/a  | n/a | 44,292        | 16.2 |
| Science 6                | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | 40            | 71.4    | n/a  | n/a | 44,273        | 77.1 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | 40            | 10.2    | n/a  | n/a | 44,273        | 26.3 |
| Social Studies 6         | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | 40            | 56.9    | n/a  | n/a | 44,226        | 72.1 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | 40            | 11.3    | n/a  | n/a | 44,226        | 18.4 |
| English Language Arts 9  | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 38,021        | 76.8 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 38,021        | 15.4 |
| English Lang Arts 9 KAE  | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 1,543         | 62.3 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 1,543         | 4.6  |
| French Language Arts 9   | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 2,496         | 87.1 |
|                          | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a     | n/a  | n/a | 2,496         | 12.4 |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

| Course               | Measure                | St. Patrick Catholic School |             |         |      |     |               |     | Alberta |     |               |      |
|----------------------|------------------------|-----------------------------|-------------|---------|------|-----|---------------|-----|---------|-----|---------------|------|
|                      |                        | Achievement                 | Improvement | Overall | 2015 |     | Prev 3 Yr Avg |     | 2015    |     | Prev 3 Yr Avg |      |
|                      |                        |                             |             |         | N    | %   | N             | %   | N       | %   | N             | %    |
| Français 9           | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 345           | 84.9 |
|                      | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 345           | 16.2 |
| Mathematics 9        | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 37,734        | 66.8 |
|                      | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 37,734        | 17.8 |
| Mathematics 9 KAE    | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 1,858         | 63.9 |
|                      | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 1,858         | 14.8 |
| Science 9            | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 38,253        | 73.4 |
|                      | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 38,253        | 21.5 |
| Science 9 KAE        | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 1,503         | 66.8 |
|                      | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 1,503         | 16.4 |
| Social Studies 9     | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 38,374        | 66.7 |
|                      | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 38,374        | 19.3 |
| Social Studies 9 KAE | Acceptable Standard    | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 1,489         | 63.3 |
|                      | Standard of Excellence | n/a                         | n/a         | n/a     | n/a  | n/a | n/a           | n/a | n/a     | n/a | 1,489         | 12.5 |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

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.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

\*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.

**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 3 | Acceptable Standard    | 0.00 - 72.53 | 72.53 - 80.49 | 80.49 - 89.12 | 89.12 - 93.04 | 93.04 - 100.00 |
|                         | Standard of Excellence | 0.00 - 6.06  | 6.06 - 11.35  | 11.35 - 16.93 | 16.93 - 20.27 | 20.27 - 100.00 |
| French Language Arts 3  | Acceptable Standard    | 0.00 - 60.68 | 60.68 - 77.74 | 77.74 - 88.22 | 88.22 - 94.87 | 94.87 - 100.00 |
|                         | Standard of Excellence | 0.00 - 3.31  | 3.31 - 8.38   | 8.38 - 17.31  | 17.31 - 25.31 | 25.31 - 100.00 |
| Mathematics 3           | Acceptable Standard    | 0.00 - 65.67 | 65.67 - 76.54 | 76.54 - 84.30 | 84.30 - 89.88 | 89.88 - 100.00 |
|                         | Standard of Excellence | 0.00 - 14.73 | 14.73 - 21.19 | 21.19 - 30.01 | 30.01 - 39.19 | 39.19 - 100.00 |
| 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:

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%.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods

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**

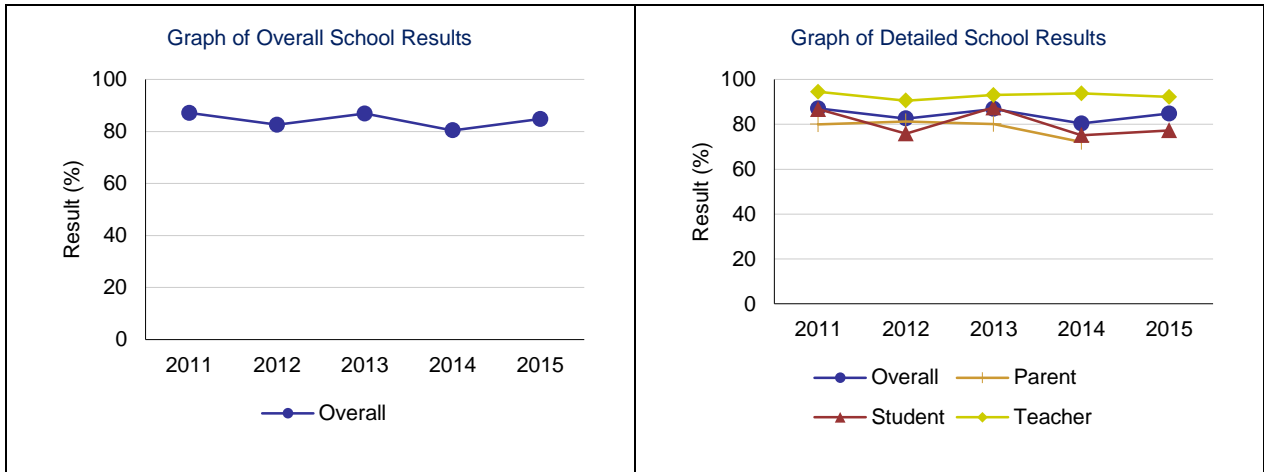
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

|                        | 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 |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 87.1   | 82.6 | 86.9 | 80.4 | 84.8 | 80.9      | 79.0 | 83.0 | 80.6 | 81.0 | 80.9     | 80.7 | 81.5 | 81.3 | 81.3 |
| Teacher | 94.5   | 90.6 | 93.1 | 93.8 | 92.2 | 87.3      | 85.9 | 89.0 | 89.3 | 90.8 | 87.6     | 87.3 | 87.9 | 87.5 | 87.2 |
| Parent  | 80.0   | 81.2 | 80.2 | 72.2 | *    | 76.9      | 75.6 | 79.4 | 78.1 | 76.4 | 78.3     | 78.1 | 78.9 | 79.9 | 79.9 |
| Student | 86.8   | 75.9 | 87.5 | 75.2 | 77.3 | 78.5      | 75.3 | 80.6 | 74.4 | 75.7 | 76.9     | 76.9 | 77.8 | 76.6 | 76.9 |

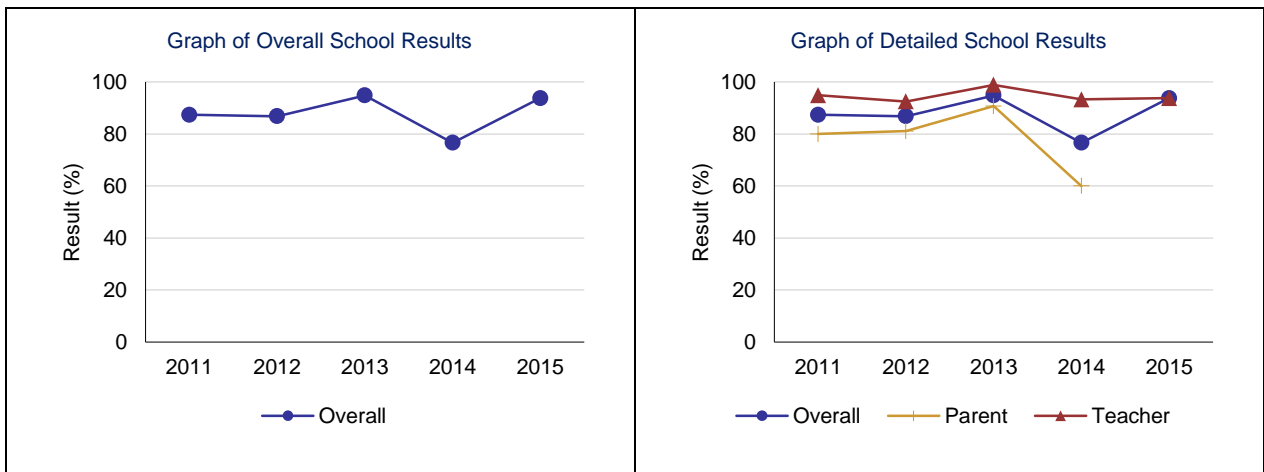


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**Parental Involvement – Measure Details**

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

|         | School |      |      |      |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 87.4   | 86.8 | 94.8 | 76.6 | 93.8 | 81.2      | 80.3 | 82.0 | 81.5 | 81.8 | 79.9     | 79.7 | 80.3 | 80.6 | 80.7 |
| Teacher | 94.9   | 92.5 | 98.9 | 93.3 | 93.8 | 91.0      | 89.6 | 94.5 | 91.4 | 94.9 | 88.1     | 88.0 | 88.5 | 88.0 | 88.1 |
| Parent  | 80.0   | 81.1 | 90.7 | 60.0 | *    | 71.5      | 71.1 | 69.5 | 71.7 | 68.6 | 71.7     | 71.4 | 72.2 | 73.1 | 73.4 |

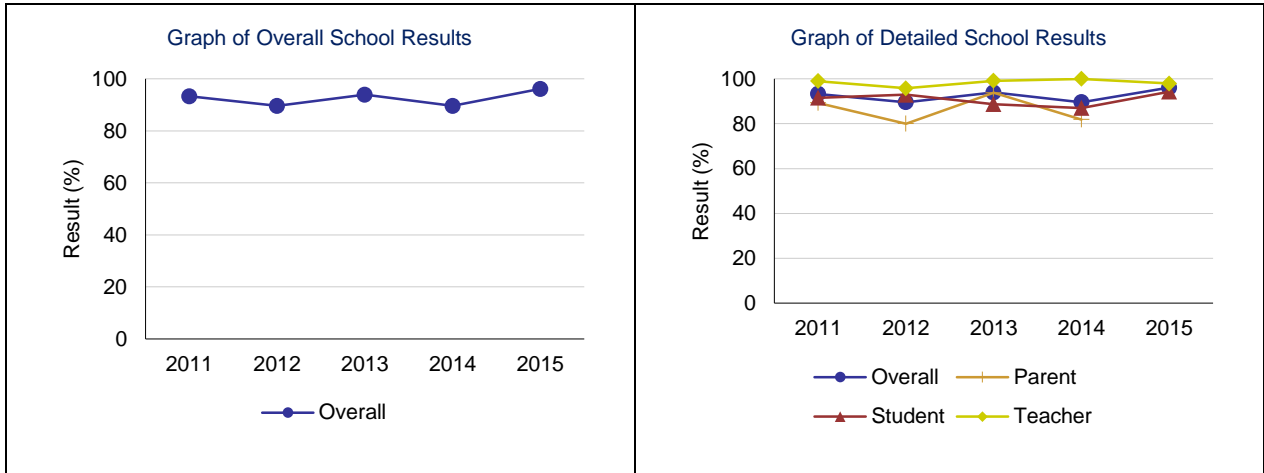


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**Education Quality – Measure Details**

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

|         | School |      |      |       |      | Authority |      |      |      |      | Province |      |      |      |      |
|---------|--------|------|------|-------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014  | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 93.3   | 89.6 | 93.9 | 89.6  | 96.1 | 89.4      | 88.4 | 90.7 | 89.9 | 91.4 | 89.4     | 89.4 | 89.8 | 89.2 | 89.5 |
| Teacher | 99.0   | 95.8 | 99.1 | 100.0 | 97.9 | 96.0      | 95.0 | 97.9 | 96.3 | 97.3 | 95.5     | 95.4 | 95.7 | 95.5 | 95.9 |
| Parent  | 89.3   | 80.0 | 93.8 | 81.9  | *    | 82.1      | 81.1 | 85.4 | 85.1 | 86.3 | 84.2     | 84.2 | 84.9 | 84.7 | 85.4 |
| Student | 91.6   | 92.9 | 88.7 | 87.0  | 94.3 | 90.2      | 89.1 | 88.7 | 88.3 | 90.5 | 88.5     | 88.6 | 88.7 | 87.3 | 87.4 |

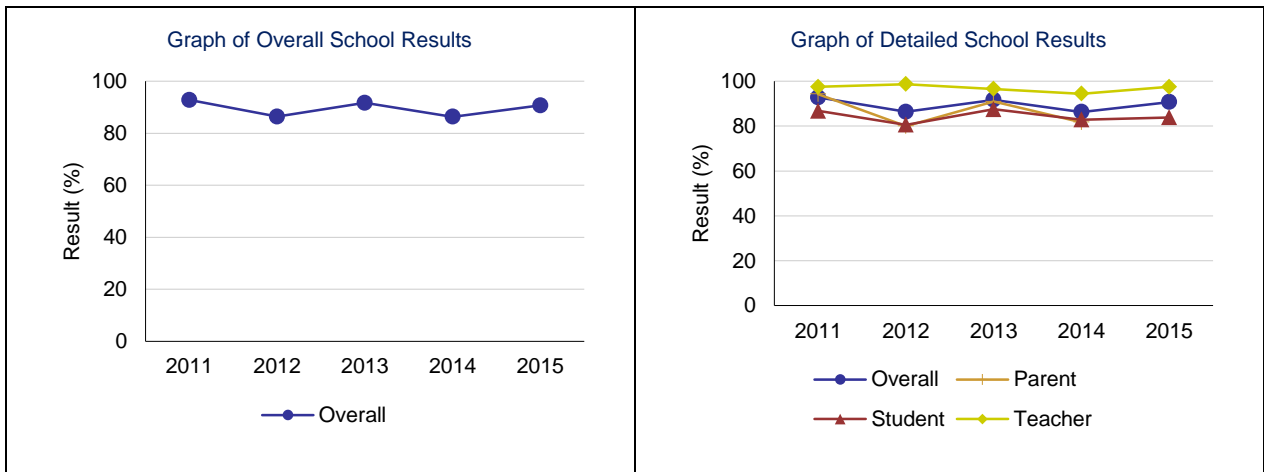


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**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 |      |      |      |      |
|---------|--------|------|------|------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013 | 2014 | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 92.8   | 86.4 | 91.7 | 86.3 | 90.7 | 89.2      | 87.2 | 90.8 | 90.8 | 91.1 | 88.1     | 88.6 | 89.0 | 89.1 | 89.2 |
| Teacher | 97.5   | 98.7 | 96.6 | 94.4 | 97.5 | 95.6      | 95.9 | 96.5 | 97.2 | 97.3 | 94.5     | 94.8 | 95.0 | 95.3 | 95.4 |
| Parent  | 94.3   | 80.0 | 90.9 | 81.7 | *    | 84.9      | 80.6 | 88.0 | 88.7 | 89.2 | 86.6     | 87.4 | 87.8 | 88.9 | 89.3 |
| Student | 86.8   | 80.6 | 87.5 | 82.9 | 83.9 | 87.2      | 84.9 | 87.8 | 86.5 | 86.7 | 83.3     | 83.7 | 84.2 | 83.1 | 83.0 |

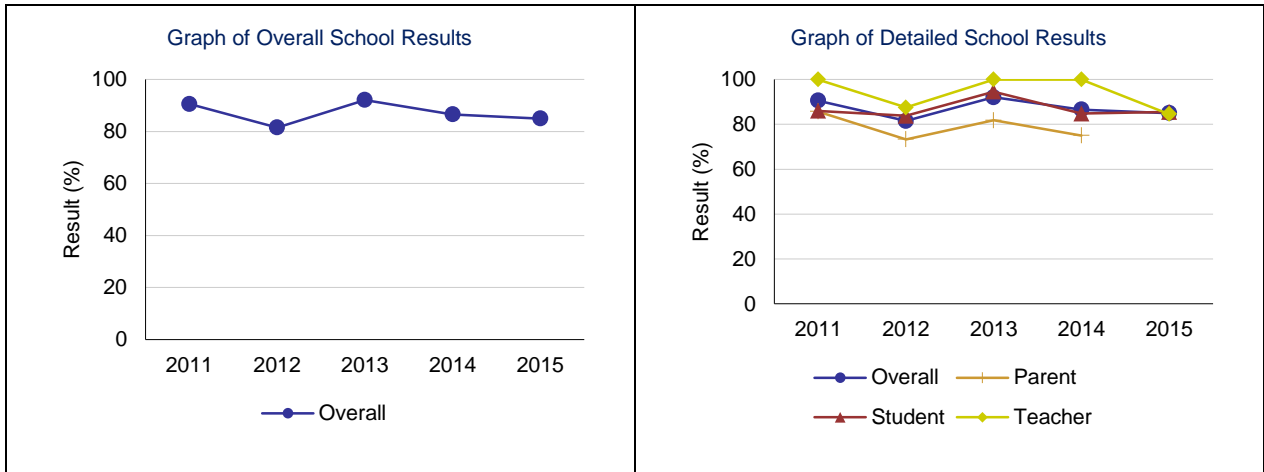


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction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

**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 |      |      |      |      |
|---------|--------|------|-------|-------|------|-----------|------|------|------|------|----------|------|------|------|------|
|         | 2011   | 2012 | 2013  | 2014  | 2015 | 2011      | 2012 | 2013 | 2014 | 2015 | 2011     | 2012 | 2013 | 2014 | 2015 |
| Overall | 90.6   | 81.5 | 92.1  | 86.6  | 85.0 | 85.5      | 83.3 | 87.3 | 86.0 | 88.3 | 80.1     | 80.0 | 80.6 | 79.8 | 79.6 |
| Teacher | 100.0  | 87.5 | 100.0 | 100.0 | 84.6 | 90.0      | 89.1 | 94.0 | 90.0 | 89.6 | 80.1     | 81.1 | 80.9 | 81.3 | 79.8 |
| Parent  | 85.7   | 73.3 | 81.8  | 75.0  | *    | 80.7      | 77.8 | 81.3 | 82.4 | 87.9 | 77.3     | 76.2 | 77.9 | 77.0 | 78.5 |
| Student | 86.0   | 83.8 | 94.6  | 84.8  | 85.5 | 85.8      | 83.0 | 86.7 | 85.6 | 87.5 | 82.9     | 82.7 | 82.9 | 81.2 | 80.7 |



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