



**ÉCOLE**  
**CORINTHIA PARK**  
**SCHOOL**

**Excellence, Commitment, Perseverance, Success**



# **Strategic Plan for Success**

## **2016-2019**



**BLACK GOLD**  
**REGIONAL**  
**DIVISION NO. 18**

**School Profile:**

École Corinthia Park School offers a dual-track learning environment with programs in both English and French Immersion. We strive to inspire success through a collaborative learning approach based on the values of respect, trust and integrity. Our Pre-K to Grade 6 community nurtures healthy relationships, provides opportunity and celebrates diversity. With a student population of 485 and high ratio of staff, we are able to support the diverse needs and abilities of our students. We are a school family built on years of rich tradition and history. We are the Cougars!

**Celebrations & Challenges:**

Academics at ÉCPS are top-notch and we accept nothing less than our student's best effort. In recognizing the varying academic abilities of our pupils, staff at ÉCPS provide strategic and targeted instruction by focusing on differentiated strategies, Early Literacy Interventions, English as a Second Language assistance, individual support plans, prescribed adaptations, specialized programming, and specific resource support. Our Division 1 and 2 staff assessment specialists and additional Division 1 math support, strengthen our programming and target areas that require extra attention.

Our new Makerspace area and Learning Commons, are designed to allow for and encourage creative thinking as students are challenged to become innovative and engaged thinkers with an entrepreneurial spirit. Creating patterns on the Lego Wall, exploring green screen capabilities, working with the 3-D printer, working on designing programs and building objects from a variety of materials, has become another exciting way to engage our learners.

Alongside academics, the staff at ÉCPS provide additional activities outside of the classroom setting to keep our students active and engaged. These extra-curricular opportunities and events are intended to support and enhance student confidence, self-esteem, friendship skills while building high levels of resiliency. These clubs take place during recess breaks and/or after school hours and are supervised and lead by teacher volunteers. These activities include: Art Club, Choir, Colouring Club, Crocheting Club, Drawing Club, French Club, "I am Girl" Club, Intramurals, Outdoor Education, Science Club, Ski Club, Soccer Club, Track Club, X-Country Club, Gigabytes Technology Club and Volleyball Club.

Our sports teams continue to be a large part of who we are at ÉCPS, and we pride ourselves in maintaining and enforcing fair play, respect and dignity as we represent our Cougar family. Students have the opportunity to become involved in track, cross-country, basketball and floor hockey. Although our teams are competitive, sportsmanship and team morale are a large focus for our Cougar athletes.

The addition of four Pre-Kindergarten programs to ÉCPS this year has meant a lot of shifting of classrooms, resources and staff. A substantial amount of time has been devoted to ensuring that this particular program is met with success. Adequate funding and professional learning opportunities have positively impacted the realization and fruition of this program.

Providing leadership opportunities for our learners at ÉCPS, has become an important part of our daily focus this year. Clubs and activities such as the Junior Health Champions, Empower Rangers, ÉCPS Leadership Group, Buddy Readers, Technology Buddies and our Milk Delivery Group, provide students with the chance to mentor younger students through positive role modeling. Through these activities, our students are able to make positive connections with others, build self-confidence and gain skills in order to become ethical citizens.

### **School Council Message**

For the 2016-2017 school year, our school council's goals is to continue to work closely with the Parents Association to make it a great year by supporting enhancements within the school that benefit the students and staff. In addition, we hope to continue helping staff and students with the new transitions this year brought by continuing to make Corinthia Park a welcoming environment and a great place for learning. We will continue supporting and advising school administration in decisions made for the school. We hope for a great year.

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Lindsay Weir  
École Corinthia Park School Council Chair

**School Goal 1:** To expand the knowledge, skills and attributes of ÉCPS teachers in regards to teaching and assessment practices

**Timeline:** 1-3 Year Goal

**Alignment with Division Goals:** Student-Focused Learning, Relationships, Supportive Environment

**Rationale:**

- Corinthia Park teachers will examine their planning, teaching, and assessment practices with the main objective of improving student learning. The changes will lead to greater student engagement and improved results on Provincial Achievement Testing.

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> <li>• 1-3 Years</li> </ul>	Assessments will be used to generate grades. (Report Cards and PATs)	<ul style="list-style-type: none"> <li>• Data from teacher assessment and Provincial Achievement tests will be examined.</li> </ul>
<ul style="list-style-type: none"> <li>• 1-3 Years</li> </ul>	Teachers will use Fountas & Pinnell, Words Their Way, and GB+ where appropriate as tools to assess student reading levels.	<ul style="list-style-type: none"> <li>• Students will receive additional support as identified by the assessment results.</li> </ul>
<ul style="list-style-type: none"> <li>• 1-3 Years</li> </ul>	As grade level groups, examine the scope and sequence of the Alberta Program of Studies in all subjects. <ul style="list-style-type: none"> <li>• Grade level groups will participate in a curriculum mapping project.</li> <li>• Time will be provided during professional development days to allow for collaboration on examining the Program of Studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Data from teacher assessment and Provincial Achievement tests will be examined.</li> <li>• Teachers long-range and daily plans will reflect a link to the curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• 1-3 Years</li> </ul>	Assessment for learning will be used to support learning and teaching. Students will be provided with engaging learning opportunities. Using self-assessment and formative assessment, and teacher feedback; students will be provided with opportunities for improvement and learning from feedback.	<ul style="list-style-type: none"> <li>• Data from teacher assessments, student self-reflection, portfolios, journals, and surveys will be analyzed.</li> </ul>

**Review & Reflection:**

**School Goal 2:** Increase capacity for school based staff to address diverse learning and social/emotional/behavioural needs of our students.

**Alignment with Division Goals:** Inclusive Education, Student- Focused Learning, Relationships, Supportive Environment and Passion

**Timeline:** 1 - 3 year goal

Rationale:

**MindUP™:** This year our counselor and teachers will collaborate to implement the MindUP™ program to help promote social and emotional learning skills that link cognitive neuroscience, positive psychology and mindful awareness training utilizing a brain centric approach.

**Collaborative & Proactive Solutions (CPS):** Traditional school discipline procedures such as depriving children of recess, detentions, suspensions, don't solve the problems that are affecting the lives of students. These interventions just push children away toward alienation and disenfranchisement. What to do instead? Start solving problems and teaching skills... collaboratively and proactively!

•

Timeline	Strategies	Supporting Data
<ul style="list-style-type: none"> <li>1-3 Years</li> </ul>	<p>Staff have been trained in MindUP™ for mindful awareness and social/emotional learning. Ongoing training with the BGRS Mental Health Team, Alberta Health Services (AHS), ÉCPS counselors, FSLW and LST, creates a proactive and productive partnership which benefits our students.</p> <ul style="list-style-type: none"> <li>Monthly Character Education topics are taught to build capacity within students to build resiliency, responsibility, etc.</li> <li>AHS School and Parent Night focused on building resiliency in children.</li> </ul>	<ul style="list-style-type: none"> <li>Results from student surveys.</li> <li>Reduction in the number of office and counsellor referrals.</li> <li>Reduction in discipline entries in PowerSchool.</li> <li>Anecdotal records collected from teachers twice a year.</li> <li>Accountability Pillar Results.</li> <li>Fewer FSLW and LMH referrals.</li> </ul>
<ul style="list-style-type: none"> <li>1-3 Years</li> </ul>	<p>Teachers will deepen their understanding of the use of UDL, PBL, Differentiated Instruction, assessment for/as of learning and questioning techniques that help students take ownership for learning.</p>	<ul style="list-style-type: none"> <li>Teachers' completion of Professional Development surrounding the subjects.</li> </ul>
<ul style="list-style-type: none"> <li>1-3 Years</li> </ul>	<p>Introduce staff to Dr. Ross Greene's Collaborative &amp; Proactive Solutions model. Support the implementation through meaningful professional development and training in using the Assessment of Lagging Skills and Unsolved Problems (ALSUP) and the Problem Solving Plan. Adopting the belief that kids do well if they can.</p>	<ul style="list-style-type: none"> <li>Reduction in the number of office referral, detentions and suspensions.</li> </ul>

**Review & Reflection:**

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.0	82.1	88.7	76.5	70.7	Intermediate	Declined	Issue
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	17.2	12.5	16.8	13.9	10.2	Low	Maintained	Issue

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	95.2	91.7	91.3	88.1	87.8	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.	89.3	75.4	74.6	87.5	83.3	High	Maintained	Good

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

### Strategies:

Insufficient data was available to show in a chart.

We pride ourselves on being an inclusive school and welcoming and respecting all cultures.

The school strives provide quality learning opportunities and to celebrate Aboriginal culture through social media, music, dance, sports, special days, cultural presentation, displays around the school, and resources in our library.

## Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
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.	95.0	96.5	92.7	92.6	91.9	Very High	Maintained	Excellent

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

Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
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.	92.7	89.8	90.8	93.9	95.8	Very High	Maintained	Excellent

## Outcome Five: The education system is well governed and managed

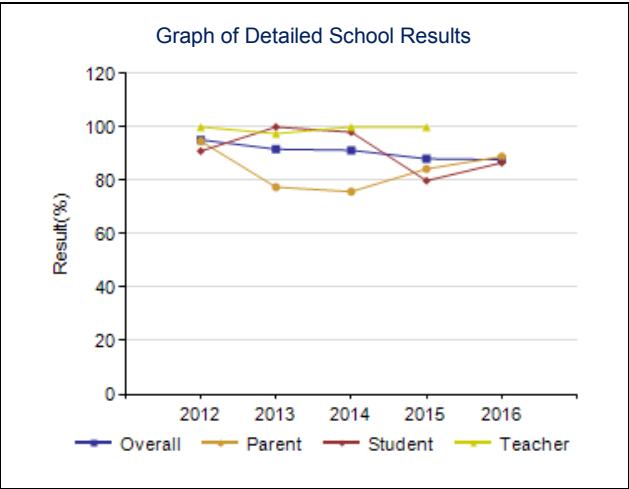
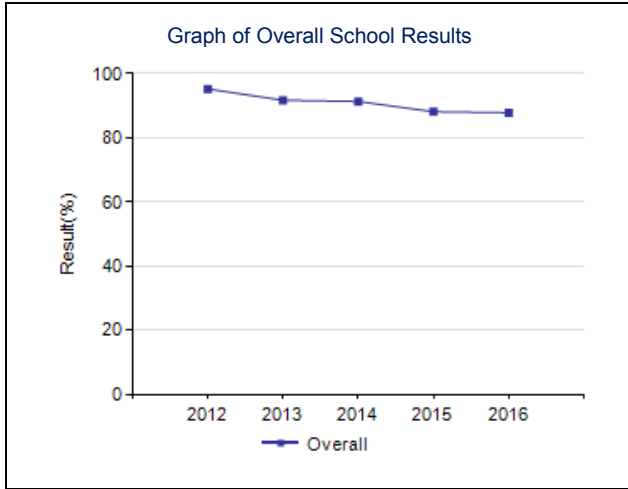
Performance Measure	Results (in percentages)					Evaluation		
	2012	2013	2014	2015	2016	Achievement	Improvement	Overall
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	93.3	85.6	85.8	86.9	94.4	Very High	Improved	Excellent
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.2	73.1	79.1	90.9	93.2	Very High	Maintained	Excellent
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	98.5	92.4	93.2	97.9	92.8	Very High	Maintained	Excellent



**APPENDIX – Measure DetailsCitizenship – Measure Details**

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	95.2	91.7	91.3	88.1	87.8	80.1	82.5	78.9	78.6	80.6	82.5	83.4	83.4	83.5	83.9
Teacher	100.0	97.5	100.0	100.0	n/a	95.2	96.7	95.7	94.2	94.1	93.1	93.6	93.8	94.2	94.5
Parent	94.7	77.5	75.8	84.3	88.9	71.3	74.7	68.0	73.4	74.7	79.4	80.3	81.9	82.1	82.9
Student	91.0	100.0	98.1	79.9	86.6	73.9	76.1	73.0	68.1	72.9	75.0	76.2	74.5	74.2	74.5



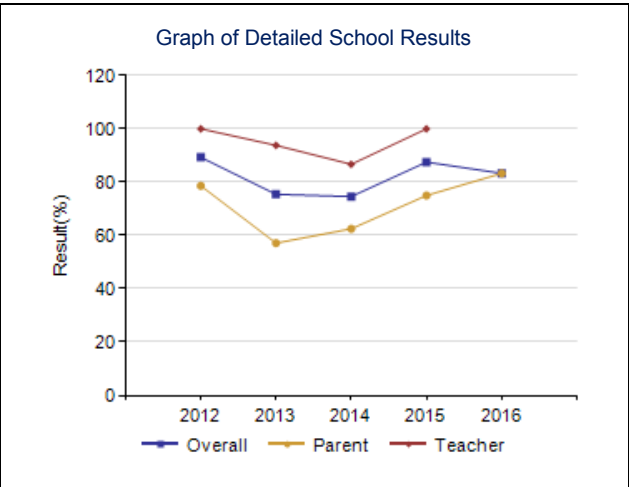
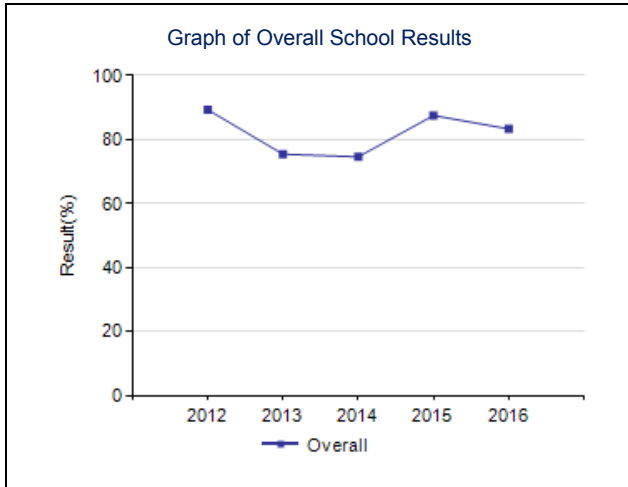
Notes:

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

**Work Preparation – Measure Details**

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.3	75.4	74.6	87.5	83.3	77.6	77.3	74.5	78.0	76.8	79.7	80.3	81.2	82.0	82.6
Teacher	100.0	93.8	86.7	100.0	n/a	92.7	91.8	89.1	92.1	89.6	89.5	89.4	89.3	89.7	90.5
Parent	78.6	57.1	62.5	75.0	83.3	62.4	62.7	59.9	64.0	64.0	69.9	71.1	73.1	74.2	74.8



Notes:

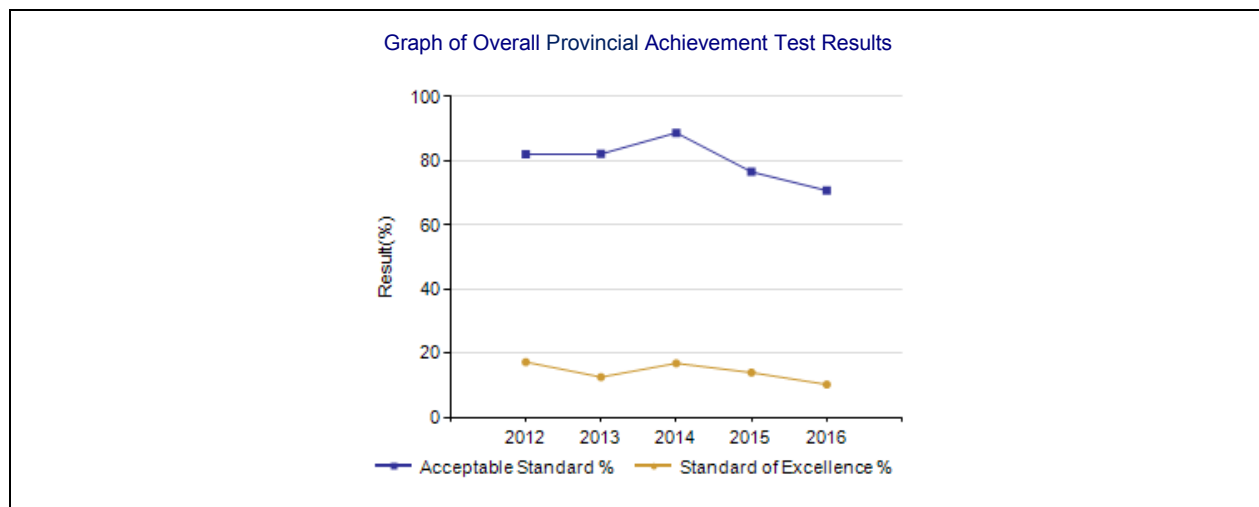
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Provincial Achievement Test Results – Measure Details**

PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)									
		2012		2013		2014		2015		2016	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	76.8	14.3	89.5	19.3	95.2	15.9	83.9	17.9	90.7	21.3
	Authority	87.8	20.6	87.6	18.9	86.5	17.7	86.6	19.6	87.8	19.8
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4
French Language Arts 6	School	76.9	3.8	86.2	10.3	100.0	17.5	77.8	11.1	78.8	11.5
	Authority	87.0	12.0	93.4	6.6	95.2	17.3	91.7	9.3	84.4	11.1
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2
Mathematics 6	School	83.9	17.9	84.2	10.5	79.4	11.1	73.2	14.3	60.0	4.0
	Authority	81.7	17.0	80.5	13.5	79.5	14.2	75.9	11.1	73.9	11.9
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0
Science 6	School	83.9	28.6	86.0	15.8	93.7	28.6	76.8	17.9	66.7	8.0
	Authority	85.0	33.4	84.1	25.4	82.9	26.0	79.4	24.1	81.5	26.5
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1
Social Studies 6	School	85.7	14.3	66.7	5.3	79.4	11.1	71.4	7.1	60.0	6.7
	Authority	83.1	22.3	79.5	19.5	74.7	16.9	74.2	19.3	74.0	18.2
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0

Notes:

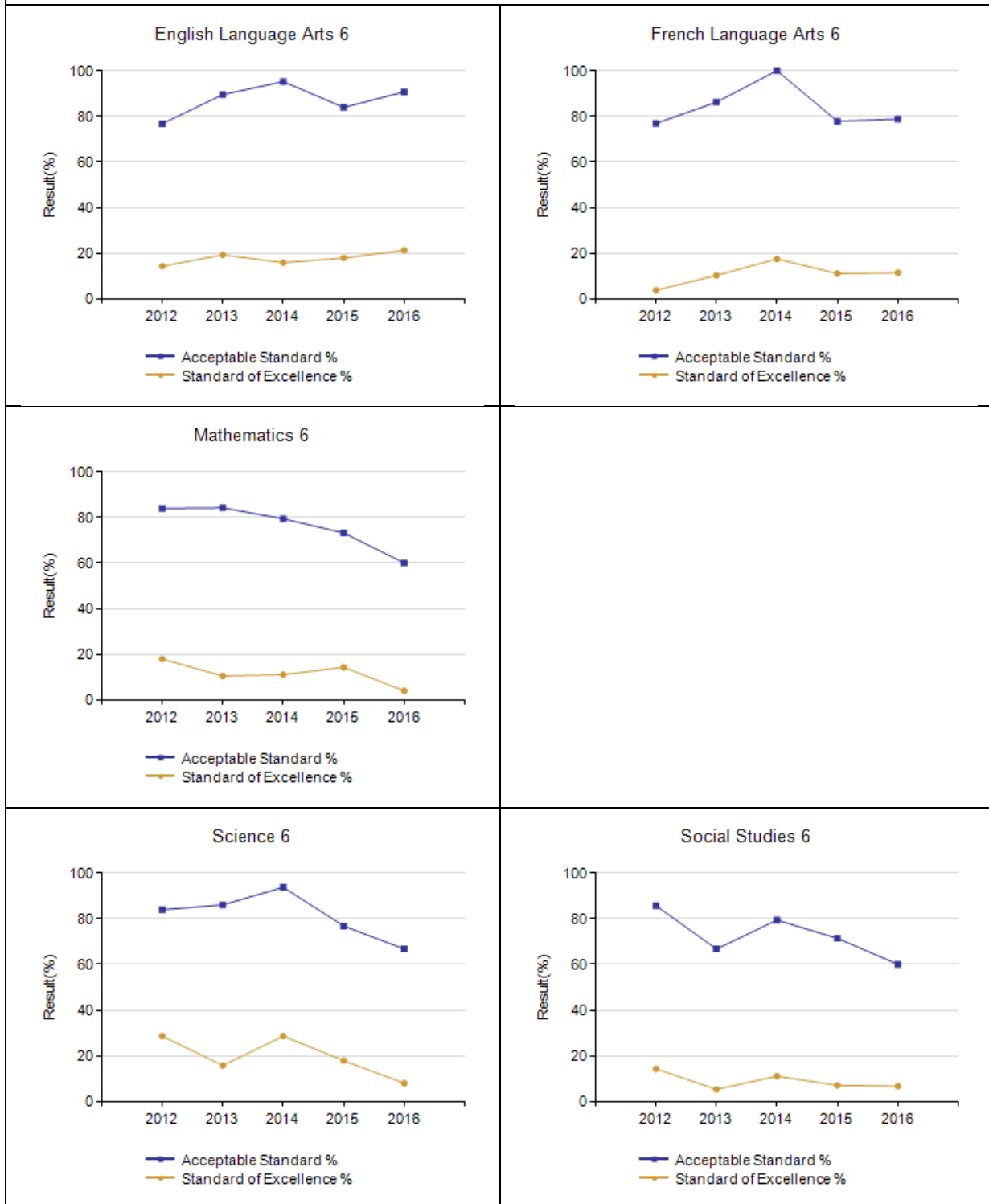
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Graph of Provincial Achievement Test Results by Course



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Ecole Corinthia Park Sch.							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	75	90.7	59	89.5	47,606	82.9	45,843	82.4
	Standard of Excellence	High	Maintained	Good	75	21.3	59	17.7	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	52	78.8	32	88.0	2,854	87.7	2,780	88.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	52	11.5	32	13.0	2,854	14.2	2,780	15.1
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	75	60.0	59	78.9	47,512	72.2	45,774	73.2
	Standard of Excellence	Very Low	Declined	Concern	75	4.0	59	12.0	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Low	Declined Significantly	Concern	75	66.7	59	85.5	47,543	78.0	45,788	76.6
	Standard of Excellence	Very Low	Declined Significantly	Concern	75	8.0	59	20.7	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Low	Declined	Issue	75	60.0	59	72.5	47,522	71.4	45,710	71.0
	Standard of Excellence	Very Low	Maintained	Concern	75	6.7	59	7.8	47,522	22.0	45,710	17.9

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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 flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

Measure Evaluation Reference - Achievement Evaluation

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

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

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

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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. 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

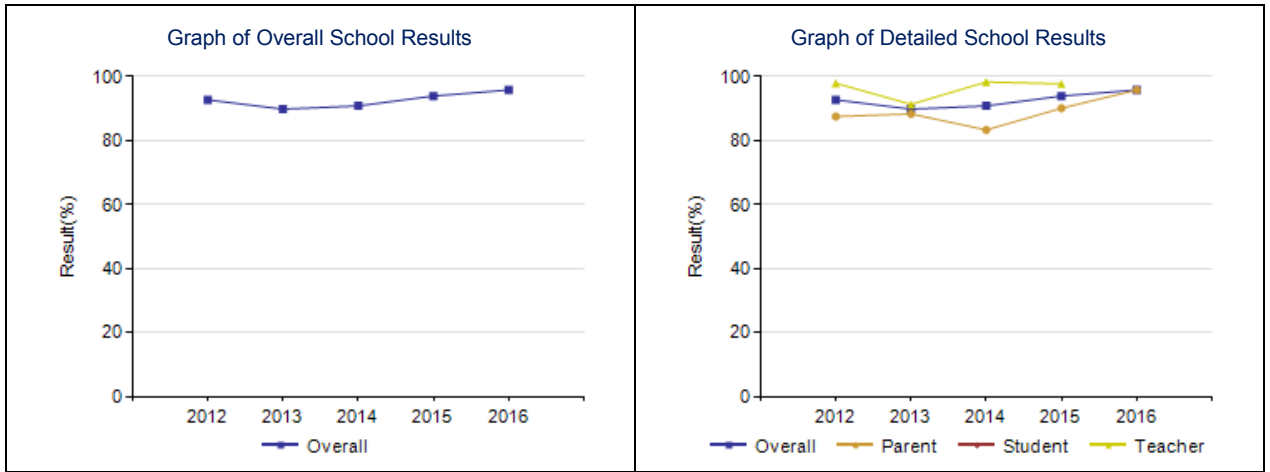
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.7	89.8	90.8	93.9	95.8	82.6	82.6	81.8	80.3	81.3	80.7	81.5	81.3	81.3	81.9
Teacher	97.9	91.3	98.3	97.7	n/a	90.2	90.0	90.1	89.0	87.8	87.3	87.9	87.5	87.2	88.1
Parent	87.5	88.3	83.3	90.1	95.8	77.0	75.4	75.7	78.2	77.2	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	80.7	82.3	79.8	73.7	78.9	76.9	77.8	76.6	76.9	77.5

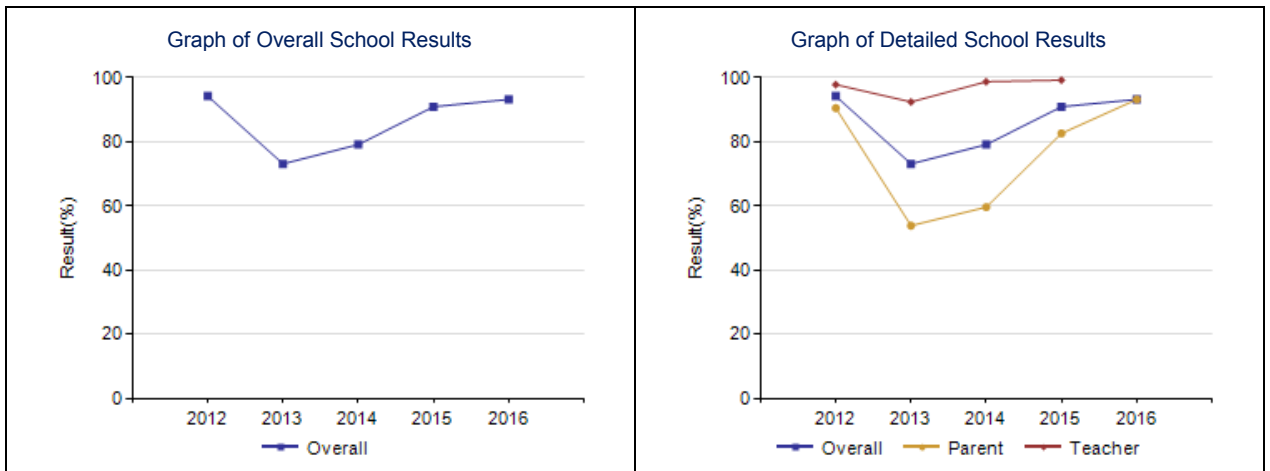


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is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

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	94.2	73.1	79.1	90.9	93.2	79.8	82.0	77.0	78.9	78.6	79.7	80.3	80.6	80.7	80.9
Teacher	97.8	92.4	98.7	99.2	n/a	92.4	93.6	91.6	90.4	89.8	88.0	88.5	88.0	88.1	88.4
Parent	90.5	53.8	59.6	82.6	93.2	67.3	70.3	62.4	67.3	67.4	71.4	72.2	73.1	73.4	73.5

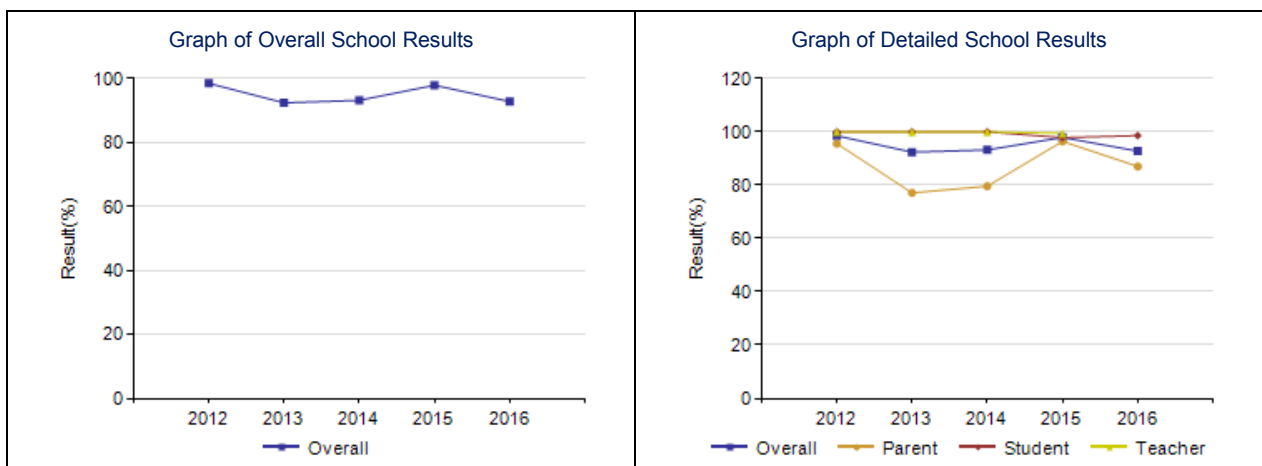


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is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

### Education Quality – Measure Details

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	98.5	92.4	93.2	97.9	92.8	88.7	89.1	86.9	87.5	87.8	89.4	89.8	89.2	89.5	90.1
Teacher	100.0	100.0	100.0	99.4	n/a	96.8	97.4	97.2	96.6	95.9	95.4	95.7	95.5	95.9	96.0
Parent	95.6	77.1	79.6	96.4	87.0	81.4	82.4	76.7	82.0	80.7	84.2	84.9	84.7	85.4	86.1
Student	100.0	100.0	100.0	97.8	98.6	87.8	87.5	86.7	84.0	86.9	88.6	88.7	87.3	87.4	88.0

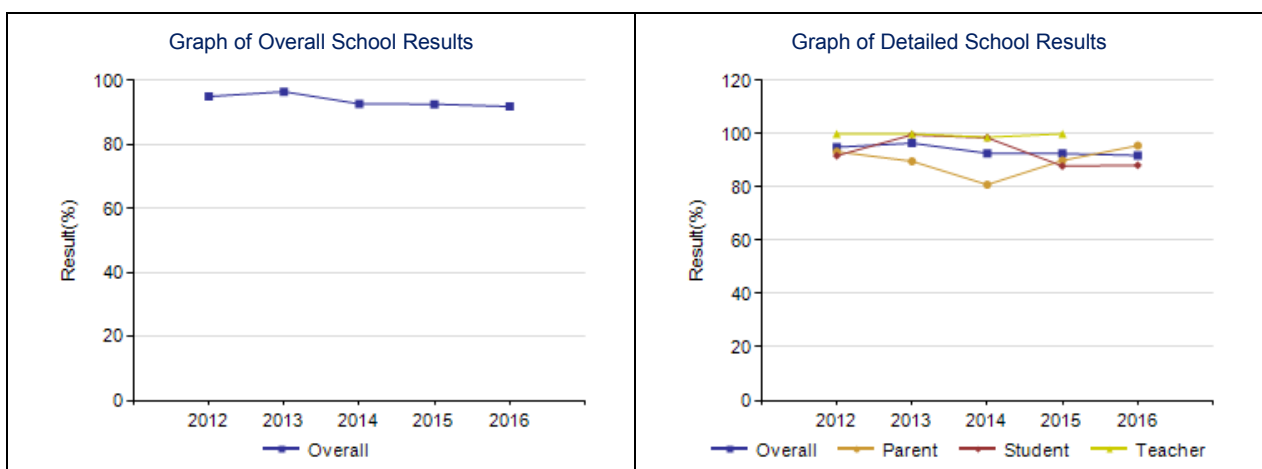


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is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

### Safe and Caring – Measure Details

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	95.0	96.5	92.7	92.6	91.9	88.0	88.4	86.9	87.2	87.5	88.6	89.0	89.1	89.2	89.5
Teacher	100.0	100.0	98.7	100.0	n/a	96.8	96.6	96.9	96.3	95.9	94.8	95.0	95.3	95.4	95.4
Parent	93.3	89.7	80.9	90.0	95.6	83.1	85.3	81.3	84.9	84.9	87.4	87.8	88.9	89.3	89.8
Student	91.8	99.6	98.5	87.9	88.2	84.0	83.3	82.4	80.5	81.8	83.7	84.2	83.1	83.0	83.4

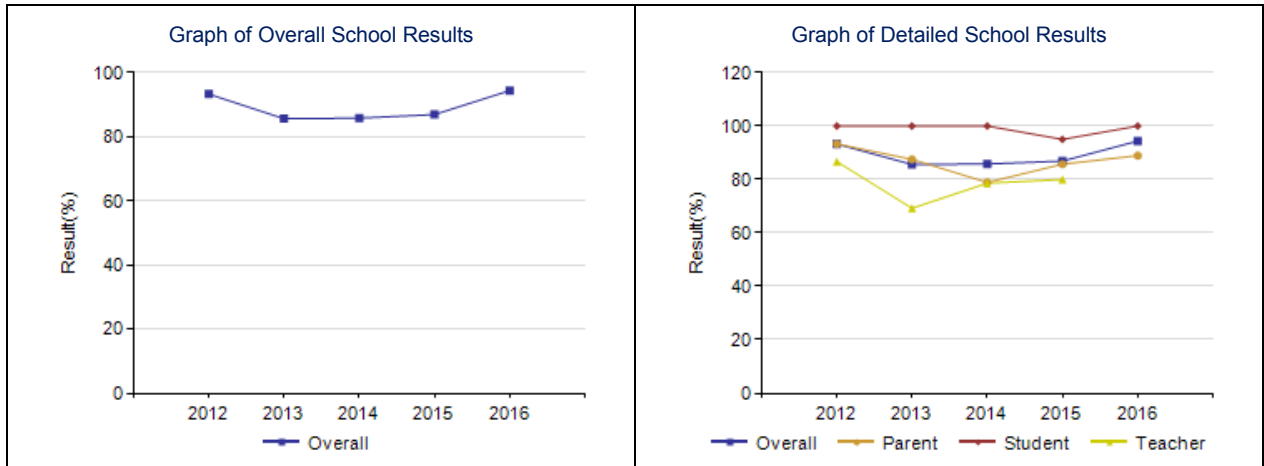


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
  2. Data values have been suppressed where the number of respondents/students is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

**School Improvement – Measure Details**

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

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	93.3	85.6	85.8	86.9	94.4	79.8	82.0	76.5	75.7	79.5	80.0	80.6	79.8	79.6	81.2
Teacher	86.7	69.2	78.6	80.0	n/a	87.2	86.5	82.3	78.3	81.4	81.1	80.9	81.3	79.8	82.3
Parent	93.3	87.5	78.9	85.7	88.9	70.9	76.2	67.0	73.9	74.7	76.2	77.9	77.0	78.5	79.7
Student	100.0	100.0	100.0	95.0	100.0	81.1	83.3	80.1	75.0	82.5	82.7	82.9	81.2	80.7	81.5



Notes:

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