

Ashmont Elementary

COMBINED THREE-YEAR EDUCATION PLAN AND ANNUAL EDUCATION RESULTS REPORT 2018 – 2021



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**THREE YEAR EDUCATION PLAN
2018 – 2021**

Mission:

Together we enter,
Together we leave,
Helping each other grow and succeed.

Vision:

We envision a unified school and community where everyone grows academically, socially, and morally.

Values:

At Ashmont Elementary School we value:

Respect	Acceptance	Belonging
Achievement	Lifelong Learning	Accountability
Communication	Celebrating Success	Holistic Education

Beliefs:

In conjunction with the beliefs outlined by the Division, Ashmont Elementary School believes:

- Education is a lifelong process.
- Education is a collaborative effort among students, parents, staff, and community.
- Creating an atmosphere of belonging will help foster feelings of security, confidence, pride and happiness.
- In broadening the experiences of our students in all areas, while allowing for differences in backgrounds.
- In providing children with a sound, academic education, in a safe, happy, and caring learning environment.
- In helping students to work towards becoming independent adults, committed to learning and excellence.
- In fostering a feeling of harmony and trust, through acceptance and understanding of differences among one another.

Profile:

Ashmont Elementary School is located in the hamlet of Ashmont, Alberta (approximately 200 kilometers north east of Edmonton) and is under the jurisdiction of the St. Paul Education Regional Division # 1.

The school serves approximately 267 students from Kindergarten to Grade 6. There is a certified staff of 22 FTE and 17 educational assistants. We have support staff in the following areas – secretaries, custodians, librarian, Cree Instructor/Liaison, computer technician, FSLW, Success Coach, nutrition/cafeteria personnel. Administration is comprised of a Principal (1.0 FTE) and 2 Assistant Principals (0.5 FTE x2). The school staff includes 2 Coordinators of Student Supports (0.5 FTE x 2). Specialized teachers in Physical Education, Music, and Cree provide all students with instruction. We also have access to community advocates from the Saddle Lake and Whitefish Lake Cree Nations.

Due to the rural nature of Ashmont’s school setting, upwards of 89% of the students that attend our school require bussing services. The St. Paul Division provides bussing services for provincial students, while various independent contractors provide bussing services for Aboriginal Affairs and Northern Development students in partnership with individual First Nation Band Councils.

Indigenous and Northern Affairs Canada funds approximately 79% of the student population. These students are from the Saddle Lake and Goodfish Lake (Whitefish Lake First Nation) First Nation, which lie in close proximity to Ashmont Elementary School. 85% of students are of declared Aboriginal ancestry and include First Nations, Métis and Inuit heritage.

Issues and Trends

Trends within the demographics of the school population have seen a number of declared FNMI students moving off reserve land onto provincial land. In addition, Ashmont Elementary School continues to have a positive rapport and reputation with families from both the Saddle Lake and Goodfish Lake First Nations. The Goodfish Lake First Nations Band Council does not bus their ECS to Gr. 3 students to Ashmont; however, some parents are choosing to provide their own transportation.

Ashmont Elementary is a school that attracts a tremendously high ratio of students with diverse needs. This, most certainly, can be attributed to the highly dedicated and supportive staff in exemplifying a truly holistic approach to education. Ashmont Elementary has a wide range of exceptionalities, such as superior intelligence (gifted), but also emotional, behaviours, and physical challenges. In addition, our school provides a variety of supports for students that may be working below grade level.

Like many other schools, Ashmont Elementary realizes that there are students that may come from challenging circumstances. A high populace of our students are “Children in Care” and may live in group, foster, or kinship homes. Ashmont Elementary School focuses on the high

incidence of absenteeism as a challenge that must continue to be addressed. Percentages of transfers in and out continue to remain high. Approximately 80 students per year were not in our school the previous year.

Ashmont Elementary continues to maintain a strong and effective discipline policy to address inappropriate behaviors. The use of Restorative Justice and Learning Circles has created a more consistent and balanced discipline process. We believe in being very proactive and have many social skill programs and personnel in place. We have high expectations for our students to create a community where everyone feels safe and welcome. Visitors to our school regularly praise our students and when on field trips our students often outshine other groups.

Summary of Accomplishments

- **Strong student support system utilizing many wrap-around services (whole class, small group, and individual)**
 - Success Coach, FSLW, OT, PT, Hearing Consultant, Speech, Language Enrichment, and Relaxation Coach
 - Proactive indoor supervised recess activities (Recess Support Group, Floor Hockey, Intramurals, Choir, Recorder/Band, Violin Club, Yoga)
 - Life skills programming
 - Healthy Lifestyles Initiatives
- **Advancing 21st Century Academic Learning**
 - Developing a strong literacy program that incorporates daily non-negotiable best practices in the classroom and daily small guided reading groups specific to individual needs
 - Learning – Inquiry/Project based learning; Read to Succeed; Guided Math Focus and Pedagogy; Collaboration and goal setting through Professional Learning Communities (PLC); Accelerated Reader Program; fulltime ECS
 - Technology – integration of laptops, Chromebooks, and iPads to support student learning (1:1 – in Grades 2 – 6); smart boards in every instructional space; use of social media to improve communication and feedback (Blogging, Google Education, Facebook, Website, Twitter); each teacher has a laptop and iPad
 - Assessment – Outcomes based report cards; common assessments, student portfolios, common long range plans, school assessment plan
 - Goal Setting Evenings with parents/students 2x a year (replacing Parent Teacher Interviews); school-wide goals every month
 - Sharing of Best Practices throughout the year
- **Embedding Cree culture into our school community**
 - Cree Classes
 - Cree cultural teachings used within different curricular subjects

- Elder Programs, Daily Smudging, Traditional Craft Program, Indigenous Knowledge Studies (small group; 1:1; circles) Feast, sweat, story-telling, Blue Quills Visits
- Discipline using Circle of Courage
- Recognition and participation in cultural ceremonies; increased cultural PD for staff
- Yearly Aboriginal Day activities; commitment to Truth and Reconciliation (Orange Shirt Day); Winter Solstice
- **Many opportunities to experience programs that promote the growth of our students to become active citizens in our society**
 - Remembrance Day Ceremony, Christmas Concert, Spring Concert, Winter Carnival, Aboriginal Day
 - Year End Awards
 - Week long fine arts programs – Quest Theatre, Mile 0, Artist in Residence (Art and Dance focus)
 - Week long Science program through DiscoverE Education
 - Student Council, Recycling, Choir, Band, Intramurals, Violin, Yoga
 - Extensive field trips for all ages
 - Motivational Speakers
- **Collaboration and communication with outside agencies and parents/guardians**
 - Goal Setting Evening, Awards, Grade 4 Show and Share
 - Parent Advisory Council
 - Eye See, Eye Learn, Dental Screening, Health Unit services, Child Welfare, RCMP school liaison, County of St. Paul FCSS and Fire Department, Public Library, Whitefish and Saddle Lake Community Advocates, Alberta Farm Safety
 - School website, Facebook, Twitter

Future Challenges

- To ensure academic success for all students
- To maintain enriched Cree language and culture program that provides opportunities for students and staff to build cultural awareness and acceptance
- To improve student attendance rates
- To encourage families to stay with one school throughout their child's education
- To build levels of trust between parents and the school where parents feel very welcome and have a voice in their child's education
- To improve students' access to healthy snacks and meals
- To continue to improve literacy and numeracy rates.
- To meet the demands of supporting students with exceptionalities (\$, time, staff,)

-
- To maintain a counselor, success coach, relaxation coach, OT, and speech/language coaches within the school to aid students with personal and academic issues and to aid in crisis intervention.
 - Successful transition in our replacement school (ECS – Grade 12)
 - Maintain a consistent enrollment
 - Completion of our replacement school (interior and exterior)

Priorities for Improvement

- Increase levels of student literacy, numeracy, Science, and Social at all grade levels – using teacher expertise to help build programs and offer support
- Increase FNMI initiatives within the school
- Continue to enhance exceptional student support services
- Increase student awareness and participation in healthy lifestyles
- Improve learning through Technology Integration to foster 21st Century learning skills
- Increase the level of parental involvement with student success and school decisions
- Build strong relationships between staff, students, and parents
- Increase student attendance and parental accountability

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Ashmont Elem Community School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.1	90.3	84.7	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	87.4	85.3	77.9	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	91.1	92.5	89.9	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	40.7	41.0	56.4	73.6	73.4	73.3	Very Low	Declined	Concern
	PAT: Excellence	1.0	0.5	2.9	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	75.8	70.4	72.3	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	86.0	82.8	76.8	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	70.5	76.4	64.1	81.2	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	87.1	84.3	79.2	80.3	81.4	80.7	Very High	Improved	Excellent

Notes:

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

Outcomes

Outcome One: Alberta's students are successful

(2 parts)

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

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

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

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

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	51.2	61.8	66.2	41.0	40.7	50	Very Low	Declined	Concern	52	54	56
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	2.0	6.1	0.5	1.0	1.5	Very Low	Maintained	Concern	2	2.5	3

Comment on Results

(an assessment of progress toward achieving the target)

- We want to start to see a positive increase in our student results – so we have focused on implementing consistent programming in literacy and math.
- We are continuing on this journey by prioritizing non-negotiables in literacy and math.

Strategies

- Intensive Literacy PD to rebuild a solid literacy program to create a consistent literacy program between grade levels
- Utilize literacy coaches to plan and implement our school-wide literacy program and to provided targeted interventions
- Guided Reading blocks for all students focusing on specific literacy skills
- Literacy programs – Guided Reading, Words Their Way, Fry Words, Reading Readiness Screening Tool, Reciprocal Teaching, Accelerated Reader
- Recognize and teach to the diverse needs of our students
- Specific, ongoing Math PD, collaboration, and modeling (continuity between all grade levels)
- Using specific assessment data for literacy and numeracy to guide instruction
- Increase student progress with clear communication between parents, students, and teachers
- Encourage school-based professional learning communities (PLC) to focus on high performance, a positive learning environment, common assessments, and differentiated instruction
- Yearly analysis of PAT exams, as well as other assessment data to guide teaching practices
- Use student Goal Setting as a tool for students to create a personal awareness and accountability for their academic growth
- Set clearly defined, measureable goals (Three-Year Education plan) to guide school improvement.

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.8	68.5	79.0	82.8	86.0	87	Very High	Improved	Excellent	89	91	91
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.2	69.2	77.3	70.4	75.8	77	Intermediate	Maintained	Acceptable	79	81	83

Comment on Results

(an assessment of progress toward achieving the target)

- Staff continues to explore and implement 21st Century Skills, inquiry, and critical thinking within our school. Staff are feeling very comfortable using technology effectively across the curriculum. New avenues and ideas are constantly being explored to engage students in responsible citizenship in their local and global communities.
- Through various programs and strong school culture, we foster respect, acceptance, and a sense of belonging enabling students to become responsible citizens.
- Use student/parent Goal Setting as a tool for students to create an awareness and accountability for their personal strengths and challenges.

Strategies

- Continue to develop partnerships between communities, schools, organizations and other government departments
- Use of technology, Smart Boards, laptops/computers, iPads, Chromebooks to develop critical thinking skills
- Focus on 21st Century skills - encourage the use of inquiry, research and inductive approaches for improved teaching and learning (teach digital citizenship)
- Active Student Council
- Provide health education programs
- Continue social skills and character education programs in school within the classroom and with the support of our FSLW and Success Coach (Lions Quest, Zones of Regulation, Rainbows, Mentorship, Boys Groups, Girls Groups, Healthy Living, Cultural Teaching Opportunities, Circle of Courage...)
- Develop global awareness and citizenship through field trips
- Fundraising for people in other communities and at home – global perspectives
- Foster and promote an atmosphere of respect and courtesy for students, parents, and colleagues
- Foster positive school culture and mutual respect
- Increase parent, student and teacher involvement and accountability for student progress (Goal Setting)
- Encourage students to set goals for their future
- Promote student study and organizational strategies at the classroom and school levels
- Bring in community members to share their after high school success stories
- Include community resources and educational programs during our Goals Setting evening

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	51.2	60.8	64.7	42.0	39.5	50	Very Low	Declined	Concern	52	54	56
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	1.4	3.7	0.5	1.0	1.5	Very Low	Maintained	Concern	2	2.5	3

Comment on Results

(an assessment of progress toward achieving the target)

- We are continuing on this journey and prioritizing academics in our core subjects.
- Our school is incorporating many indigenous teachings into our programs and school culture; assisting students to develop a stronger sense of identity where students are confident to take risks, and as a result, grow in their learning.

Strategies

- Provide learning opportunities for **students** that validates student identity:
 - Cree Program in our school with each grade receiving 2 classes in a 6 day cycle
 - Provide extra opportunities for students to participate in cultural teachings - Elders/Community members have presented on various cultural teachings to students in our school (Rights of Passage, Drumming, Legends, Crafts...)
 - Provide more direct land-based teaching through Indigenous Knowledge Studies Program (small group and homeroom presentations)
 - We have an extensive library of FNMI Literature to incorporate into our Language Arts program
 - Continue to provide programming for the diverse needs of our students
 - Continue to strive for academic excellence
 - Focus on improving attendance (daily attendance calls; attendance programs)
 - Continue full time ECS programming
 - Smudging every morning for students and staff
 - Hosting Annual Indigenous Day Celebrations in both Ashmont schools utilizing several parents and community members
- Provide learning opportunities for **staff**
 - PD for staff on cultural teachings, Truth and Reconciliation, and cultural sensitivity
 - Participation and collaboration by school staff in Aboriginal Education Workshops, meetings, and community events (sports activities, Pow Wows, funerals and wakes, Round Dances...)
- Provide learning opportunities for **parents**
 - Provide “Ages and Stages” and literacy programs for pre-school students
 - Share information with parents about our academic programming
 - Invite parents into the school to see student showcase
- **Global emphasis**
 - We are incorporating Cree protocol when asking honored guests to share their gifts
 - Utilize goal setting with students and parents instead of Parent Teacher Interviews
 - FNMI Coordinator provides education and support to the Division schools
 - Continue to participate in the Division Pow-Wow, and in cultural activities on Aboriginal Day/Orange Shirt Day
 - Most special events are opened with our Cree Prayer, song, address from an elder, and acknowledgement of Treaty 6
 - Utilize our Community Advocate to bridge the gap between the nations and our school
 - Continue to develop relationships (students, staff, parents, community members, outside agencies)

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
- 5.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	90.7	75.1	88.9	90.3	92.1	93	Very High	Improved	Excellent	94	95	95

Comment on Results

(an assessment of progress toward achieving the target)

- Our school culture focuses on the “whole child” and embraces each individual story. For this reason the environment becomes conducive to learning because the students feel safe and supported.
- We continue to work hand in hand with the division, using their two goals of increasing student achievement and quality relationships, to guide our school goals.
- Our staff and community advocates have improved communication between school and home.

Strategies

- Maintain a safe and caring school environment in our new school
- Continue to foster and promote an atmosphere of respect and courtesy for students, parents, and colleagues
- Encourage a high degree of involvement of other agencies in the school
- Implement character education and moral intelligence programs through the Circle of Courage and Lions Quest
- Maintain a strong discipline policy that is proactive, consistent and fair – using the Circle of Courage model and Restorative Justice
- Continue with part time FNMI Liaison Worker, FSLW, Success Coach, Student Council Group, Mindfulness, and various other groups
- Develop lockdown, fire-drill, evacuation, and risk/threat procedures in the event of a crisis
- Enhance communication and involvement with parents (utilizing our Community Advocate positions and Parent Advisory Council)
- Set clearly defined, measureable goals (Three-Year Education plan) to guide school improvement
- Continue to support the Central Office School review process to support school improvement (Accountability, Division and school surveys)
- Continue to establish a culture of collaborative leadership within the Division
- Recognize teachers as leaders; facilitate leadership training opportunities (e.g., assistant principal and succession team cohort)
- Set up opportunities for teachers to visit other classrooms or collaborate with other teachers in their school or other Division schools
- Continue having school-based PD days in Division calendar

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.5	73.1	75.4	85.3	87.4	90	Very High	Improved	Excellent	91	92	93

Comment on Results

(an assessment of progress toward achieving the target)

- We continue to ensure our students are given ample opportunity to receive exceptional programming in fine arts, health and physical education. Our programs have a very strong and solid foundation that are continually growing and progressing.
- Many staff are volunteering time to provide extra-curricular group choices for our students (Intramurals, Choir, Recorder/Band, Yoga/Stretching; Floor Hockey, Violin Club, Student Council, Grade 5/6 Basketball, Drawing Club)

Strategies

- Continue to provide programming for the diverse needs/skills of our students
- Use technology as support for effective teaching and learning
- Incorporate programming that embraces cultural projects
- Use of outside programming to provide intensive multi-day learning in drama, dance, and art (Quest Theatre, Mile 0, DiscoverE, and artist in residency, indigenous theatrical performers)
- Provide opportunities to showcase fine art and physical education learning and development (Christmas Concert, Spring Concert, Choir, Track and Field, Winter Carnival, Intramurals...)
- Use outside agencies to provide support and programming in a variety of health related issues (Eye See Eye Learn, Dental Screening, Sexual Assault, Health Unit Nurses...)
- Engage parents in discussions about education programs
- Encourage Goal Setting at a young age to support life-long learning
- Continue to promote awareness and choices for Healthy Living (Breakfast Program, Hot Lunch, Canteen, Vending Machines, Nutrition Program, Yoga, Stretching, Relaxation, Boys/Girls Group, Rainbows, Anger and Anxiety Groups)

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	90.6	70.1	83.0	84.3	87.1	88	Very High	Improved	Excellent	89	90	91
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	67.4	56.9	59.1	76.4	70.5	77	Very Low	Maintained	Concern	78	79	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.2	85.0	92.3	92.5	91.1	92	Very High	Maintained	Excellent	93	94	95

Comment on Results

(an assessment of progress toward achieving the target)

- We continue to look for and implement new strategies to improve parental involvement in our school.
- We continue to foster the philosophy that we will do whatever it takes for students to have success. We provide them with a wide variety of programs and supports that meet the diverse needs that enable students to learn.

Strategies

- Provide school staff and the community with timely, accurate and relevant information (school programming, provincial curriculum, Division initiatives/programs)
- Maintain a high degree of involvement of other agencies in the school
- Continue to invite parents to school events and celebrations
- Continue to make daily calls and encourage parental contact regarding attendance
- Encourage School Council involvement
- Continue to encourage staff to have effective and positive communications with parents (via letter, phone, meetings, texting, emails, etc.)
- Continue to publish the school newsletter and keep our website up to date
- Embrace social networking as a way to communicate with parents, including a school Facebook page and some classroom Twitter accounts or websites
- Yearly analysis of PAT exams, as well as other assessment data to guide teaching practices
- Continue to implement and refine student support systems and/or programming
- Infuse cultural understanding and knowledge with academic content
- Continue to be responsive to student achievement and care needs as per the two Division goals of improving student achievement and building quality relationships
- Continue to monitor allocation of financial and human resources in school to enhance teaching and learning (timetabling, counseling, SST(Literacy Leads), FSLW, administration time, learning teams, time for coordinators of student supports, etc.)
- Remain responsive to the emerging profile of the 21st century learner
- Continue to support teacher, administrative, and educational assistant professional development
- Continue to focus on school wide PD on Math and Literacy
- Continue PLC/PD growth in common planning and assessment

Notes:

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

School Budget Highlights:

The school’s budget philosophy is to provide the best possible education with the available resources. As resources are limited and the needs are many, the school strives to develop an efficient and effective budget that maximizes benefits to students. The 2018 - 2019 projected budget has the following breakdown:

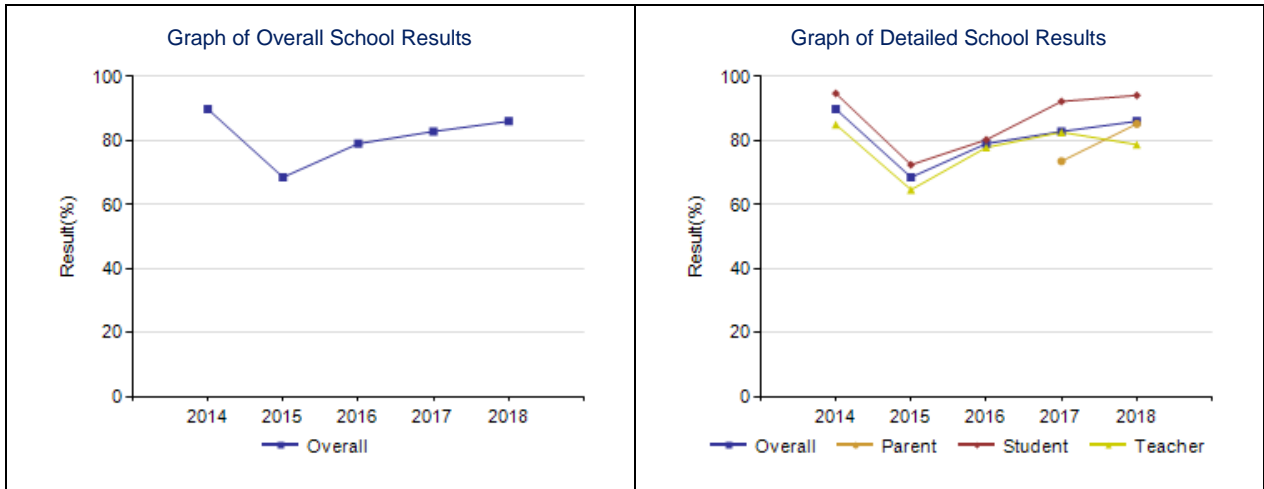
2018 – 2019 Projected Budget	
ECS	\$3 600
Instruction Budget	\$132 962
School Based Admin	\$10 750
Total Basic Allocations	\$147 312
<u>Assigned Allocations</u>	
Severe Disabilities	\$20 000
FNMI Program	\$4 000
PUF	\$27 450
JP Early Years	\$18 530
Nutrition Program	\$42 000

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 result

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.8	68.5	79.0	82.8	86.0	82.3	81.1	79.6	78.9	79.8	83.4	83.5	83.9	83.7	83.0
Teacher	85.0	64.6	77.8	82.6	78.7	91.7	92.0	89.6	90.8	90.9	93.8	94.2	94.5	94.0	93.4
Parent	n/a	*	*	73.5	85.2	79.7	76.0	77.4	73.6	76.8	81.9	82.1	82.9	82.7	81.7
Student	94.7	72.4	80.2	92.2	94.1	75.4	75.2	71.8	72.3	71.9	74.5	74.2	74.5	74.4	73.9

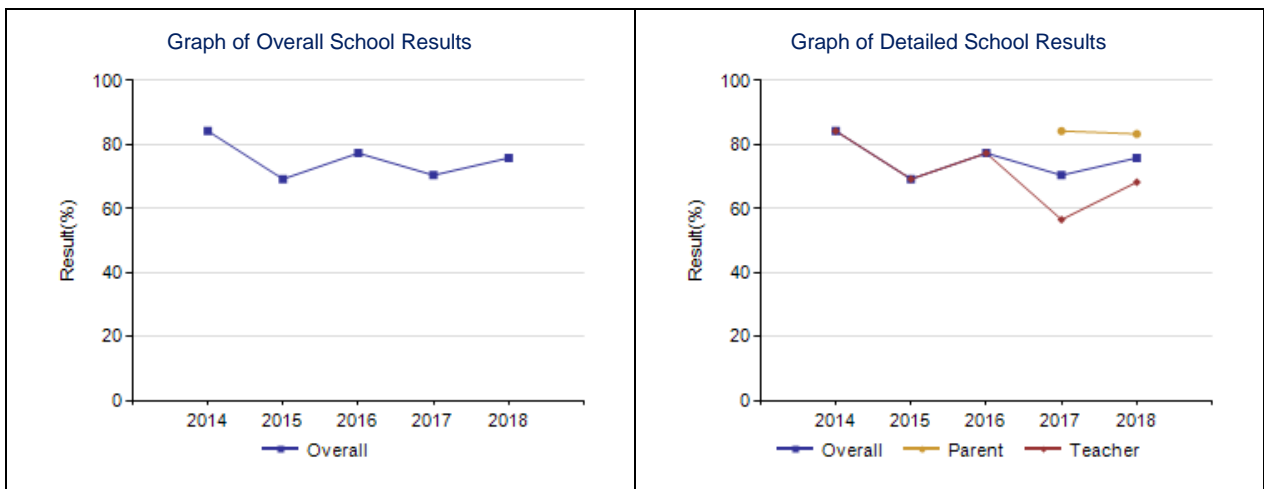


Notes:

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

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	84.2	69.2	77.3	70.4	75.8	81.6	78.4	80.3	76.1	81.9	81.2	82.0	82.6	82.7	82.4
Teacher	84.2	69.2	77.3	56.5	68.2	86.7	87.2	86.2	84.3	87.7	89.3	89.7	90.5	90.4	90.3
Parent	n/a	*	*	84.2	83.3	76.5	69.6	74.4	67.9	76.2	73.1	74.2	74.8	75.1	74.6



Notes:

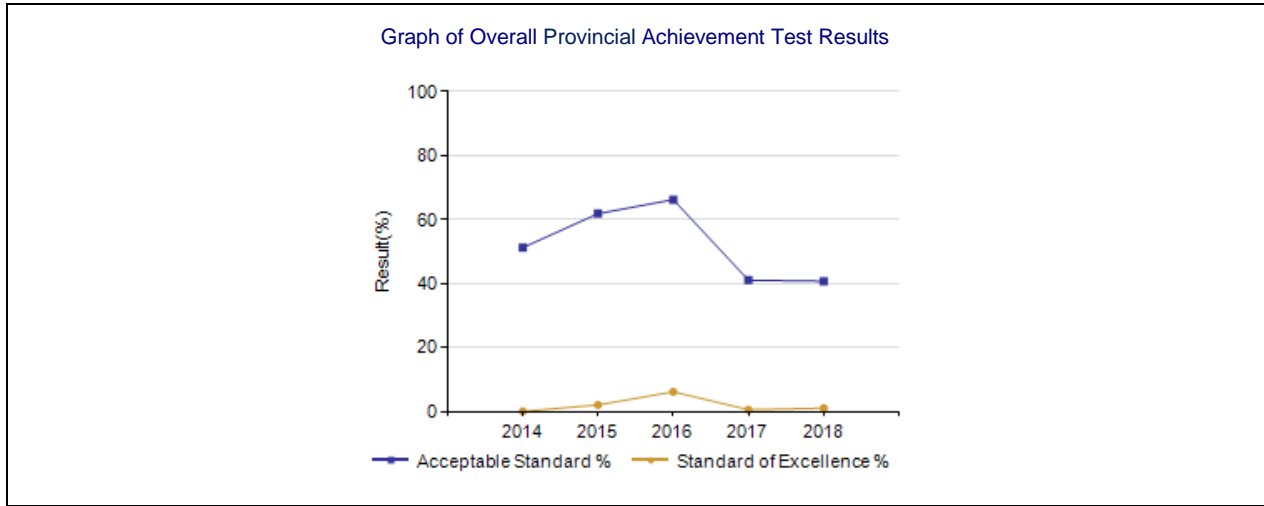
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	87.8	0.0	84.2	2.6	81.1	8.1	58.0	2.0	58.8	2.0		
	Authority	78.1	9.6	82.9	8.4	75.7	9.5	79.5	12.0	78.0	10.1		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	School	39.0	0.0	63.2	0.0	59.5	5.4	24.0	0.0	27.5	0.0		
	Authority	55.3	5.0	69.2	5.9	61.0	7.9	59.9	7.6	59.0	6.4		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	41.5	0.0	55.3	5.3	64.9	2.7	42.0	0.0	35.3	2.0		
	Authority	66.2	14.8	75.1	19.6	70.8	17.8	71.9	23.7	67.9	23.5		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	36.6	0.0	44.7	0.0	59.5	8.1	40.0	0.0	41.2	0.0		
	Authority	57.0	8.3	53.3	9.3	58.4	14.3	63.4	12.9	63.3	15.0		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		

Notes:

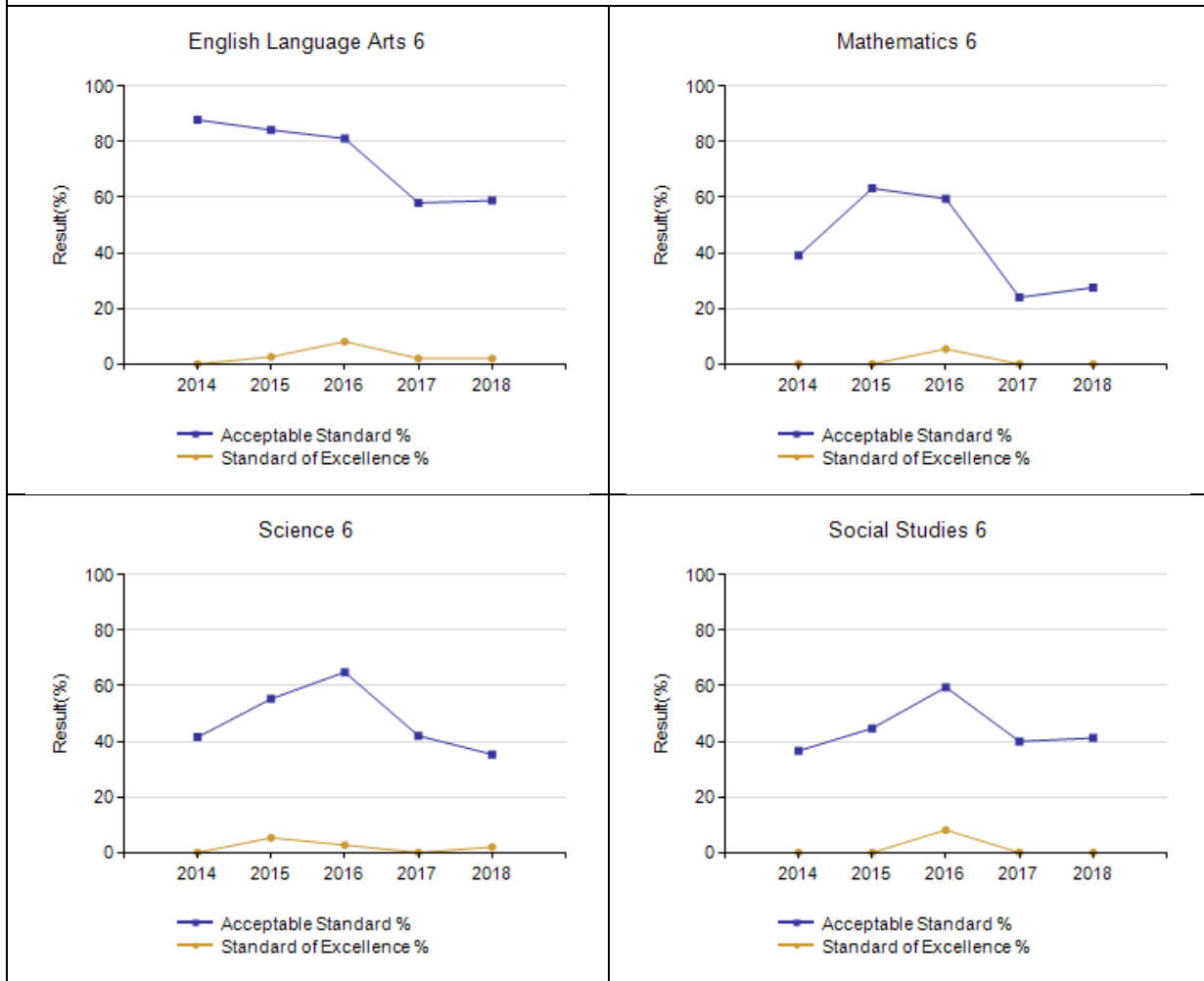
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation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



Notes:

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

Graph of Provincial Achievement Test Results by Course



Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Ashmont Elem Community School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Declined	Concern	51	58.8	42	74.4	51,540	83.5	48,248	82.7
	Standard of Excellence	Very Low	Maintained	Concern	51	2.0	42	4.2	51,540	17.9	48,248	19.6
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	51	27.5	42	48.9	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Maintained	Concern	51	0.0	42	1.8	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very Low	Declined	Concern	51	35.3	42	54.0	51,517	78.8	48,180	77.1
	Standard of Excellence	Very Low	Maintained	Concern	51	2.0	42	2.7	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	51	41.2	42	48.1	51,525	75.1	48,170	71.4
	Standard of Excellence	Very Low	Declined	Concern	51	0.0	42	2.7	51,525	23.2	48,170	20.6

Notes:

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

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

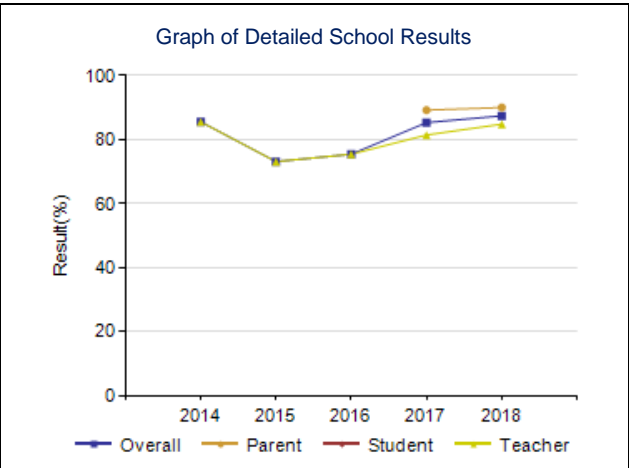
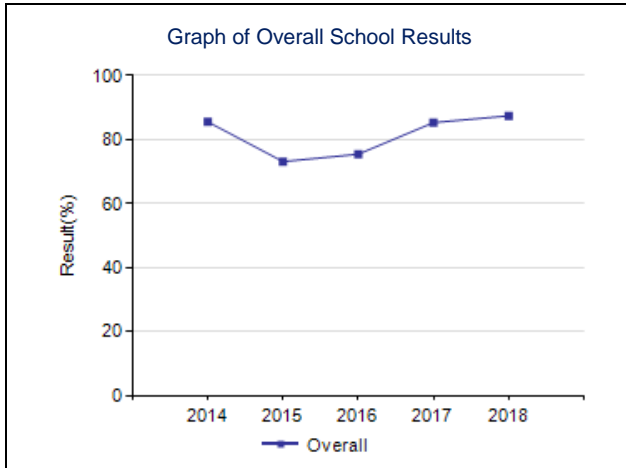
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	85.5	73.1	75.4	85.3	87.4	78.3	77.5	77.9	78.6	76.9	81.3	81.3	81.9	81.9	81.8
Teacher	85.5	73.1	75.4	81.4	84.8	83.5	81.7	83.9	82.9	84.2	87.5	87.2	88.1	88.0	88.4
Parent	n/a	*	*	89.2	90.0	76.3	77.1	77.0	79.3	75.5	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.0	73.8	72.9	73.6	71.1	76.6	76.9	77.5	77.7	77.2



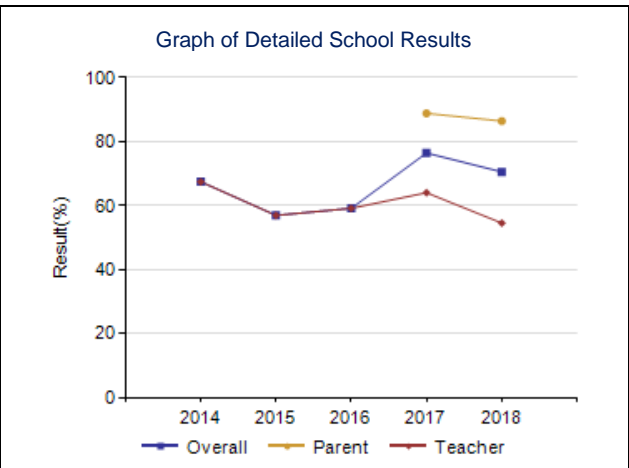
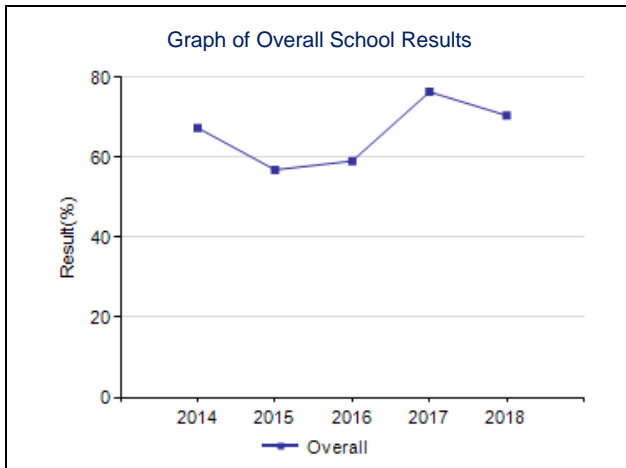
Notes:

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

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	67.4	56.9	59.1	76.4	70.5	78.9	78.0	79.5	77.4	76.2	80.6	80.7	80.9	81.2	81.2
Teacher	67.4	56.9	59.1	64.0	54.5	81.6	83.7	81.6	82.6	82.9	88.0	88.1	88.4	88.5	88.9
Parent	n/a	*	*	88.8	86.4	76.3	72.2	77.4	72.1	69.5	73.1	73.4	73.5	73.9	73.4



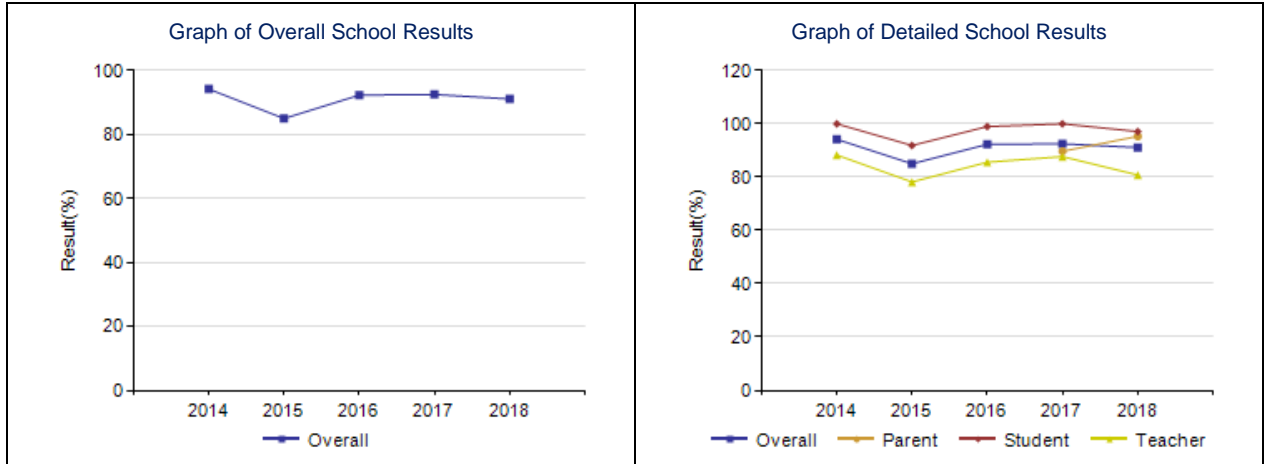
Notes:

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

Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	94.2	85.0	92.3	92.5	91.1	89.1	88.4	89.3	89.5	90.0	89.2	89.5	90.1	90.1	90.0
Teacher	88.3	78.2	85.6	87.7	80.8	94.1	93.4	94.4	94.5	93.6	95.5	95.9	96.0	95.9	95.8
Parent	n/a	*	*	89.7	95.3	84.4	82.5	85.5	84.1	87.6	84.7	85.4	86.1	86.4	86.0
Student	100.0	91.9	99.0	100.0	97.1	88.8	89.5	88.1	89.8	88.7	87.3	87.4	88.0	88.1	88.2



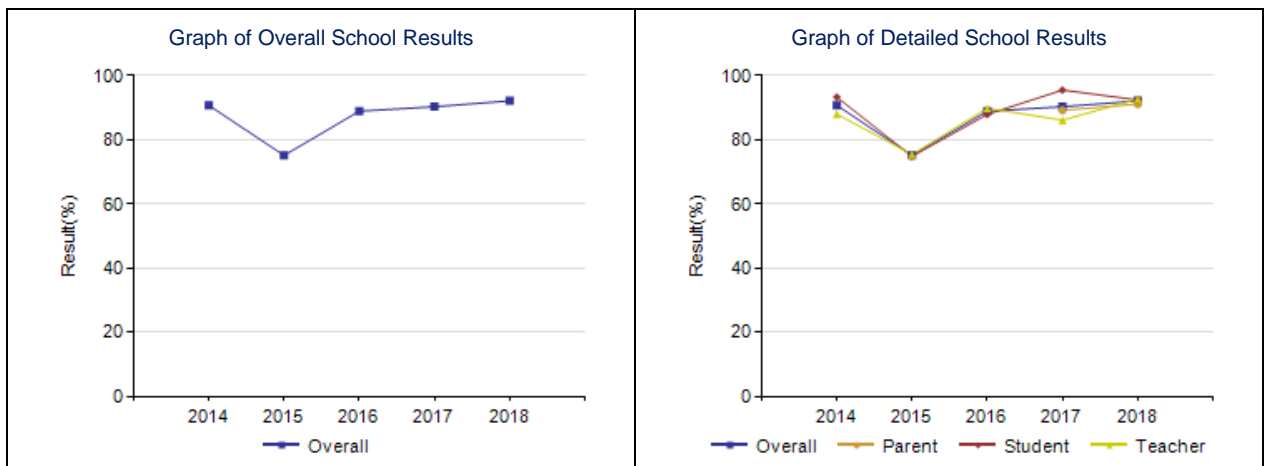
Notes:

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

Safe and Caring – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.7	75.1	88.9	90.3	92.1	87.5	87.4	87.4	85.6	86.9	89.1	89.2	89.5	89.5	89.0
Teacher	88.0	75.4	89.8	86.1	92.7	93.8	94.8	93.6	94.1	94.5	95.3	95.4	95.4	95.3	95.0
Parent	n/a	*	*	89.2	91.1	84.7	85.0	87.0	82.4	84.4	88.9	89.3	89.8	89.9	89.4
Student	93.3	74.8	87.9	95.5	92.4	84.1	82.6	81.6	80.2	81.7	83.1	83.0	83.4	83.3	82.5



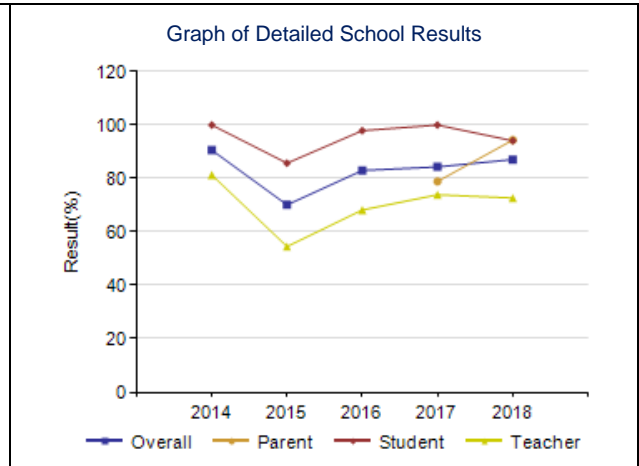
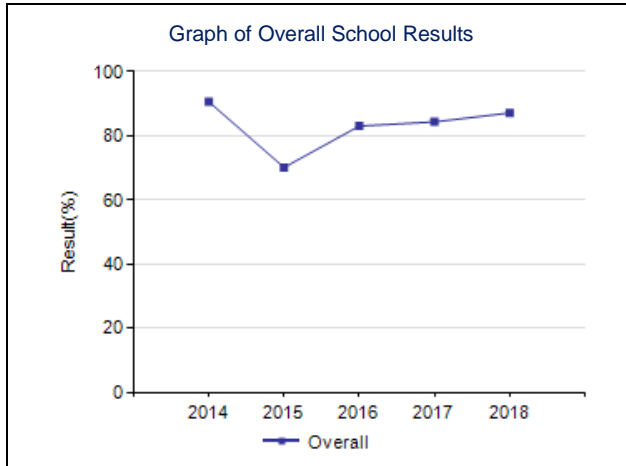
Notes:

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

School Improvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	90.6	70.1	83.0	84.3	87.1	82.7	82.1	81.9	82.6	84.3	79.8	79.6	81.2	81.4	80.3
Teacher	81.3	54.5	68.2	73.9	72.7	81.2	79.7	80.2	84.6	83.5	81.3	79.8	82.3	82.2	81.5
Parent	n/a	*	*	78.9	94.4	81.6	82.6	83.1	77.8	85.6	77.0	78.5	79.7	80.8	79.3
Student	100.0	85.7	97.9	100.0	94.1	85.4	84.1	82.4	85.2	83.9	81.2	80.7	81.5	81.1	80.2



Notes:

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