



***School Continuous Improvement
Plan for 2015-16
and
2014-15 Results Report***

Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Jasper Elementary 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	92.6	94.8	94.3	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	82.4	82.1	83.3	81.3	81.3	81.2	Very High	Maintained	Excellent
		Education Quality	86.8	91.3	92.9	89.5	89.2	89.5	Intermediate	Declined	Issue
		Drop Out Rate	n/a	n/a	n/a	3.4	3.3	3.3	n/a	n/a	n/a
		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)	Excellent	PAT: Acceptable	83.0	68.2	69.3	73.0	73.1	73.9	High	Improved	Good
		PAT: Excellence	27.7	12.7	12.2	18.8	18.4	18.9	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.2	85.5	84.6	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	21.1	20.0	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	81.5	82.9	81.8	82.0	81.2	80.4	High	Maintained	Good
		Citizenship	87.7	91.5	90.0	83.5	83.4	83.1	Very High	Maintained	Excellent
Parental Involvement	Issue	Parental Involvement	73.6	77.7	81.5	80.7	80.6	80.2	Low	Maintained	Issue
Continuous Improvement	Excellent	School Improvement	82.0	84.2	82.4	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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE)..
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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 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:

- 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%.
- 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	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	92.4	87.9	90.5	91.5	87.7		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.	72.4	78.8	83.8	82.9	81.5		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

- Creating Community links – Running, Hiking, Clubs– Community Special Resources , good relationship with Fitzhugh, Carnaval with École Desrochers and Jasper Jr/Sr High School – grade 6 leaders, hiking club, etc
- Field Trips within the community
- EBS – Effective Behaviour Supports
- Recycling
- KHK
- Grade 6 Monitors
- Classroom Responsibilities
- Safety Patrol
- Student Council
- Cross-grade buddies
- Community Service
- Grade 6 Announcers
- Implementation of the School Communication Plan
- D.A.R.E.
- Roots of Empathy
- Guest speakers who spoke about their careers/field trips to local places of employment
- Job Shadow program from the High School (CALM) and University
- Community dinners, school and community garbage clean up, Food Bank collections
- Participate in Volunteer Appreciation Celebrations
- Moral Intelligence Strategies and Daily Education – Character Education as outlined by the Learning Commission, Becky Bailey - Conscious Discipline
- Fundraising for Charitable organizations (gr 6 English)
- Leaps and Bounds – grade 4 and 5
- Use of Technology in the classroom
- Chain of Solidarity – Food Bank drive
- Increase usage of Accountability Pillar verbage on Newsletters ie: “Prepared for the World of Work” etc.
- Anti-Bullying sessions
- Volunteering in the community, Day Care, Senior Lodge

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).	70.1	70.1	69.7	68.2	83.0		High	Improved	Good			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	4.6	10.8	13.1	12.7	27.7		Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

- Leveled Literacy and GB+ remedial.
- English Language Learners: PD opportunities for all staff as they come available
- Protection of small class sizes for core subjects
- Address remedial time for low to moderate students (Div I) LLI, Lunch Bunch
- Continue to provide enrichment opportunities – Utilization of SMART Board Technologies, classroom enrichment activities, iPad Project
- Academy of Reading Grades 4, 5, 6
- Accelerated Reader
- Remedial for severe/special needs
- Embedded PLC for Teachers
- Read, Right, Gold
- Field Schools
- Peer Reading
- Parent Involvement – Right to Read Society, reading with students, paired reading, classroom volunteers
- Teachers monitoring choice of resources/books purchased at the library
- Lunchtime or after school remedial help, French, Reading and Math clubs
- Homework Club
- Continue ‘Super 6 Reading Comprehension Strategies’.
- Continued development of Response to Intervention Framework
- Rosetta Stone
- Literacy Support time
- Staff and Student iPads
- Establishment of Literacy resource spaces
- Running Records – inservice/review for staff
- Read Live
- Reading A-Z
- Classroom libraries being labeled for Reading A-Z
- Home Reading Programs
- Math Games 4,5,6
- Math Games for Home

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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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.	93.5	82.9	84.9	82.1	82.4		Very High	Maintained	Excellent			

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

- Strategies**
- PRTI – Pyramid Response to Intervention – Development of Mathematics, Language Arts “I Can/Je peux” statements . Identifying essential outcomes for LA
 - Collaborative Response Model – Interventions for Tier 2,3,4 students. Universal supports for Tier 1
 - Support for English Language Learners, developing resources and support from Learning Services
 - Identify GAN (Greatest Area of Need)
 - Continue to implement Betty Weibe – Writing Strategies – Structure and Style
 - Levelled Literacy, GB+, Super Six Comprehension Strategies, First Steps, Daily 5
 - 6+1 Writing Traits Levelled
 - Full Day Kindergarten Programming
 - La Roue – French Literacy Program
 - Continuation of Daily Physical Activity – Sports Day, hiking club, cup stacking, skipping club, intramurals, running club etc.
 - Outdoor Physical Education – skiing, cross country, skating, running club, Hiking, Field Trips, snow shoes
 - Read, Write, Gold, Remedial Reading Instruction, Academy of Reading for Mild to Moderate Students, Book Fairs, Growth of French Materials for Immersion, Remedial time during Library Book exchange times. Pull out for Tier 3 students, Accelerated Reader program, Reading A-Z , Essential Skills
 - Safe and Caring School programs – EBS, Moral Intelligence, Character Development, KHK (Kids Helping Kids)– Conflict Mediation Training, Safety Patrol, Classroom and Reading Buddies, Monitors, Safe Arrival, Grade 1 Roots of Empathy, Grade 2 - Mindfulness
 - Continue to provide co-curricular and extra-curricular programs, DARE program, Nerd Nights – teacher collaboration, Home Alone, Leaps and Bounds (grades 4,5 and 6), Homework Help, Kidstuff, Educational Assistants PD, Bullying Program, Babysitting course.
 - French Computer Programs for staff and students: TFO, Tap Touche, Antidote, GB+
 - Morning Brain Boost Program
 - Promote Community/Parks Programs, CN, VIA – Santa Express and Museum,
 - Palisade Centre programming
 - Aboriginal Flute Ensemble, Recorder Club, Games Club, Ukulele Club, Percussion Club, Hiking Club, HHH – Health Champions
 - Mental Health Therapist – Katie Byford Richardson
 - Continue Community Outreach Services (COS) involvement
 - Swim Program, Animal Safety education, Farm Safety
 - Coordination of Services with Alberta Health Services– Occupational therapy, Speech Therapy for PUF
 - Early identification and screening of student with special needs
 - Roots of Empathy
 - Kindergarten – Early Years Evaluation “EYE”
 - Telus World of Science
 - AIMSweb and Testonline universal assessments

- LSST meetings – Learning Services Support Team
- Video Conferencing opportunities
- Friends of Jasper National Park activities
- Le Carnaval
- Communicating to parents and community members what programs we offer that make our school a safe and caring school. Using the terminology of the Alberta Education surveys to parents, students and teachers.
- Continuation of the Jasper Elementary School Communication plan, to address communications with parents, students, staff and community.
- EBS – Effective Behaviour Supports
- Functional Behavioural Analysis – BOATS document
- Collaborative Problem Solving – “Lost at School”
- Marzano ‘Effective Teaching Strategies’
- Moral Intelligence Strategies and Daily Character Education as outlined by the Learning Commission, Conscious Discipline
- Continuation of Daily Physical Activity – Sports Day, swimming, cup stacking, skipping club, Terry Fox run, Jump Rope For Heart, HHH – recess equipment
- Classroom Buddies, Peer Reading Groups, Monitors, High School reading buddies, Kindergarten recess Buddy System
- Conscious Discipline
- COS – Homework Help
- Inclusive – Student Council Elections
- Care Kit – K,2
- KidStuff
- Foster Child Coin Collection
- Mother Hubbard’s Cupboard
- Christmas family collection – Jeans Fund
- Office check-in of guests
- Side doors locked when needed.
- Parent Council – ‘Welcome Wagon’ packages and “Welcome Tea for new families”
- Fire Safety, Hour Zero protocols and training
- Occupational Health and Safety training
- Lunch Program
- Morning Announcements (Character Development quotes)
- Family Literacy Day Activities
- ‘Fitzhugh/Jasper Local’ Communications
- Community engagement – Veterans and seniors in classrooms (eg: talking about experiences of being a child during war time). Support Legion Art contest. Visit to Seniors’ Home
- Mentorship Programs – formal and informal
- LSST team – Learning Services Support Team
- Bicycle Safety

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	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	81.2	81.6	85.1	77.7	73.6		Low	Maintained	Issue			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.9	91.7	95.7	91.3	86.8		Intermediate	Declined	Issue			

Comment on Results

(an assessment of progress toward achieving the target)

- Increase dialogue with parents regarding what is happening at the school.
- Increase their understanding of the funding structures in place

Strategies

- Active School Council (see appendix)
- CPF –Canadian Parents for French
- Parent/Community Volunteers
- Spotlight and other Assemblies
- Parent Teacher Interviews
- Student Led Conferences
- Report Cards
- IPP development
- Student Agenda Communications
- Open House/ Curriculum Night/Meet the Teacher Night/Welcome Tea event for new families to the school with Welcome packages
- Parent Information on testing and results. Kindergarten assessment reviews. Testonline year-end summary.
- Class website, Classroom Blogs, newsletters
- Make contact once per month with each student/through agendas, phone calls, email, newsletters, blogs, notes home
- Parents have the option of pulling their child from certain things such as field trips and sex ed.
- Thought Exchange - survey
- Explore more P.D. activities for E.A.s, input for EA’s
- Share time after attending conferences and workshops
- Mentoring within the school (formally and informally)
- CST, Leveled Literacy and Lead teachers train others
- GYPSD committees
- Extra-Curricular activities
- Use data to support the initiatives of staff in relation to conference leaves and professional development.
- Track PD of staff
- Share and report back to staff on PD.
- Mentor student teachers from universities
- Mentor E.A.s with PGPs – midyear and yearend review of the plan
- Right to Read
- Field School – Grade 3 classes
- Accessing local supports for SLP, OT and Mental Health
- Summer Reading Program
- CPF camps
- Attendance at Teachers’ Conventions/ Institute

APPENDIX: Jasper Elementary School Advisory Council Goals and Strategies 2009

Council’s Mission: The council is a liaison between parents, teachers, administration, community, and School Board to

encourage communication, involvement, and cooperation with the goal of maximizing individual student learning and enhancing school life.

Goal 1: Maintain Excellent Communication

- a. Between Council and Parents / Inform Parents of school advisory council activities, events and issues through the use of the Jasper Elementary School website and the monthly newsletter. / Maintain the roles of Key Communicator and Class Representatives.
- b. Between Council and School Administration and Teachers / Provide input at School Council information and planning meetings. / Advocate for additional resources to assist and enhance student learning. / Solicit regular feedback regarding Council activities/priorities from teachers and administration.
- c. Increase communication with the GYRD Board and Provincial Associations / Invite Board Trustee and/or School Superintendent to Council meetings as required. / Advocate for special school issues and for the rights of JES students and parents. / Maintain membership in Alberta School Councils Association. / Communicate concerns and provide input directly to ASCA. / Respond to initiatives directed by Alberta Education and the Alberta Government.
- d. Maintain communication between JES SAC and the other GYRD School Councils / Encourage and attend divisional council meetings

Goal 2: Support Educational Enrichment

- a. Through the support of supplemental Educational Resources / Provide financial support for student participation in activities identified by administration and school staff. / Provide financial support for the purchase of novels for the grade 6 graduating class. Rosetta Stone – program. Telus world of Science residency.

By Organizing Fundraising Activities that support the goals of Council and JES / Identify fundraising activities/priorities for this school year in collaboration with the administration and teachers. / Ensure fundraising activities are aligned with the Division operating guidelines and are allowable under the insurance liability parameters. / Ensure fundraising activities benefit the broad school population and reflect the priorities identified by administration, while maintaining the transparency of our fundraising efforts.

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.	96.3	92.4	95.7	94.8	92.6		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.	86.0	81.9	81.0	84.2	82.0		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

Strategies

- PRTI – Pyramid Response to Intervention and Collaborative Response Model
- Support for English Language Learners, developing resources and support from Learning Services. Rosetta Stone and Academy of Reading
- Continue to implement Betty Weibe – Writing Strategies – Structure and Style
- Levelled Literacy, GB+, Super Six Comprehension Strategies, First Steps, Daily 5
- 6+1 Writing Traits Levelled
- Full Day Kindergarten Programming
- La Roue – French Literacy Program
- Continuation of Daily Physical Activity – Sports Day, hiking club, cup stacking, skipping club, intramurals, etc.
- Outdoor Physical Education – skiing, cross country, skating, running club, Hiking, Cycling, Field Trips
- Read, Write, Gold, Remedial Reading Instruction, Reading Academy for Mild to Moderate Students, Book Fairs, Growth of French Materials for Immersion, Remedial time during Library Book exchange times, Pull out for Tier 3 students
- Safe and Caring School programs – EBS, Moral Intelligence, Character Development, KHK (Kids helping Kids)– Conflict Mediation Training, Safety Patrol, Classroom and Reading Buddies, Monitors, Safe Arrival
- Continue to provide co-curricular and extra-curricular programs, DARE program, Nerd Nights – teacher collaboration, Home Alone, Leaps and Bounds (grades 4,5 and 6), Homework Help, Kidstuff, Educational Assistants PD, Babysitters course.
- French Computer Programs for staff and students. Read, Write Gold, Antidote, Tap Touche
- Morning Brain Boost Program
- Promote Community/Parks Programs, CN, VIA – Santa Express and Museum,
- Palisade Centre programming
- Art Club, Recorder Club
- Family School Therapist: Katie Richardson
- Continue Community Outreach Services (COS) involvement
- Swim Program, Animal Safety education – Parks Canada
- Coordination of Services with Alberta Health Services– Occupational therapy, Speech Therapy
- Early identification and screening of student with special needs
- Roots of Empathy
- Farm Safety Presentations
- Kindergarten Early Years Evaluation “EYE”
- AIMSweb and Testonline universal assessments
- Video Conferencing opportunities
- Friends of Jasper National Park activities
- Le Carnaval
- Communicating to parents and community members what programs we offer that make our school a safe and caring school. Using the terminology of the Alberta Education surveys to parents, students and teachers.
- Development and growth of the Jasper Elementary School Communication plan, to address communications with parents, students, staff and community.

- EBS – Effective Behaviour Supports
- Functional Behavioural Analysis – BOATS document
- Collaborative Problem Solving – “Lost at School”
- Moral Intelligence Strategies and Daily Character Education as outlined by the Learning Commission, Conscious Discipline
- Continuation of Daily Physical Activity – Sports Day, swimming, cup stacking, skipping club, Terry Fox run
- Classroom Buddies, Peer Reading Groups, Monitors, High School reading buddies, Kindergarten recess Buddy System
- FCSS – Homework Help
- Inclusive – Student Council
- Care Kit – K,2
- Foster Child Coin Collection
- Mother Hubbard’s Cupboard
- Santa’s Anonymous – Jeans Fund
- Office check-in of guests
- Side doors locked when needed.
- Parent Council – ‘Welcome Wagon’ packages and “Welcome Tea”
- Fire Safety
- Lunch Program
- Morning Announcements (Character Development quotes)
- Family Literacy Day Activities
- ‘Fitzhugh/Jasper Local’ Communications
- Community engagement – Veterans and seniors in classrooms (eg: talking about experiences of being a child during war time)
- Books for Babies
- Dark Skies Festival
- ATCO presentation – Power Team: Origin of Power Woman

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)

[No Data for Overall FNMI Results]

[No Data for Overall FNMI Results]

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i></p>
<p>Strategies</p> <ul style="list-style-type: none">-FNMI awareness through presentations to the school community-Integrate FNMI cultural materials into curriculum areas. <i>Classroom teachers, Librarian , FNMI liaison with Parks -??</i>-Attend sessions offered within the division-Jasper Historical Museum visits, moccasin making, aboriginal displays-Palisades programs – aboriginal components-Partnership with Parks Canada – Aboriginal Day exhibits, planning and school activities, Aboriginal Flute Ensemble-Incorporate throughout the year – SS curriculum links. Integrate FNMI content into the school tradition including an aboriginal game into Sports Day , Carnaval-Staff rep attended FNMI session; learning to utilize the FNMI resources purchased by the Division in the curriculum-Highlighting FNMI Library purchases-Participation in FNMI Teacher Camp-Students performing at National Aboriginal Day with Parks Canada-FNMI Teacher Camp - Palisades

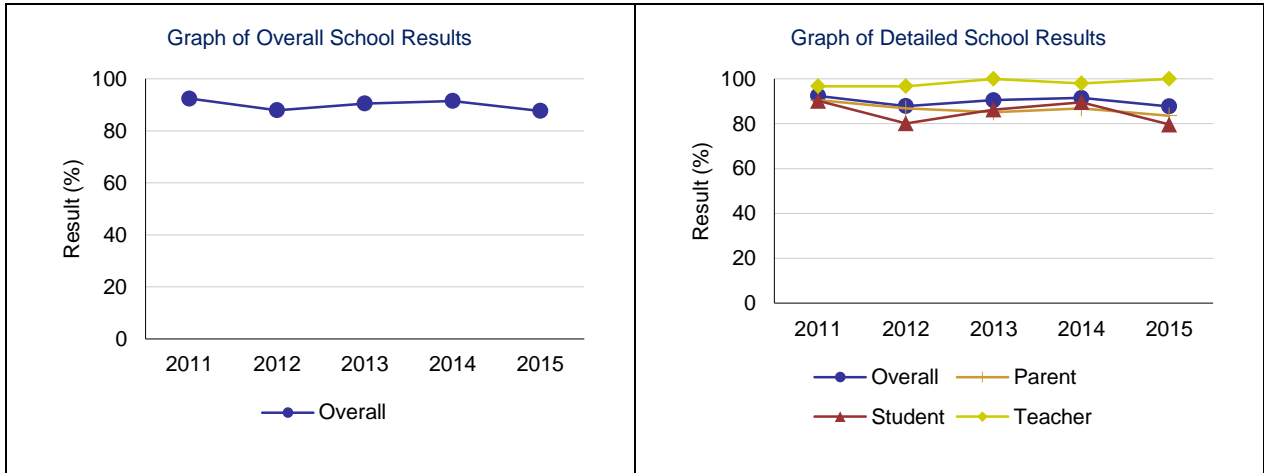
Notes:

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 (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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. Current and historical Diploma results have been adjusted to reflect change in data source system.
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

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	92.4	87.9	90.5	91.5	87.7	82.2	82.1	80.5	77.5	77.1	81.9	82.5	83.4	83.4	83.5
Teacher	96.7	96.7	100.0	98.0	100.0	94.8	93.9	92.3	91.5	92.0	92.7	93.1	93.6	93.8	94.2
Parent	90.5	86.8	85.1	86.9	83.6	74.7	78.2	76.1	72.7	74.6	78.6	79.4	80.3	81.9	82.1
Student	90.2	80.2	86.3	89.6	79.7	77.1	74.3	73.0	68.3	64.8	74.5	75.0	76.2	74.5	74.2

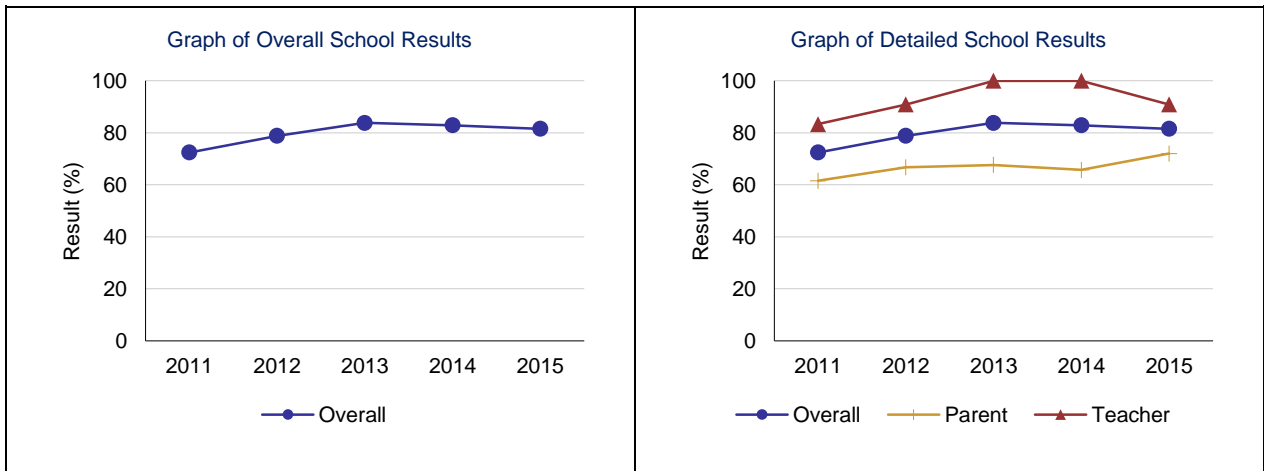


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction 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	72.4	78.8	83.8	82.9	81.5	79.9	81.9	79.5	77.3	81.1	80.1	79.7	80.3	81.2	82.0
Teacher	83.3	90.9	100.0	100.0	90.9	95.1	94.4	92.7	92.5	92.8	89.6	89.5	89.4	89.3	89.7
Parent	61.5	66.7	67.6	65.7	72.0	64.6	69.3	66.3	62.1	69.3	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 (*).

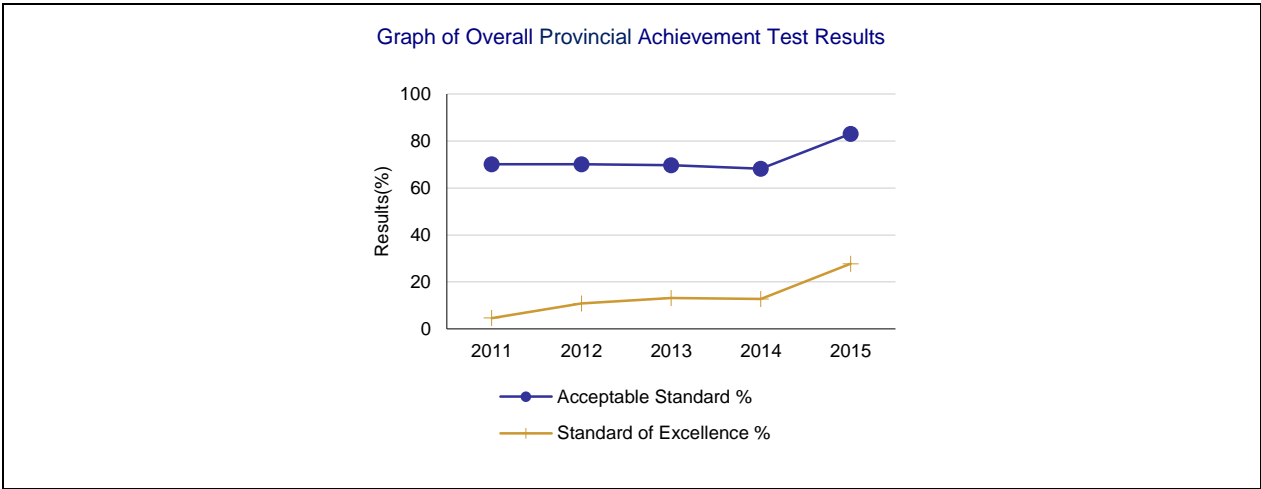
Provincial Achievement Test Results – Measure Details

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 6	School	81.8	6.8	78.4	8.1	66.7	11.1	91.4	17.1	93.3	33.3		
	Authority	84.3	17.1	84.2	11.1	86.5	11.2	88.0	13.0	88.1	14.2		
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	School	81.0	9.5	78.9	15.8	57.1	0.0	70.6	11.8	85.7	28.6		
	Authority	92.5	16.4	82.0	13.1	75.7	10.8	86.7	15.0	83.6	12.7		
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Mathematics 6	School	72.7	2.3	67.6	5.4	74.1	18.5	62.9	14.3	83.3	20.0		
	Authority	70.1	12.5	73.0	11.1	68.9	8.0	70.3	9.8	69.5	10.3		
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	School	59.1	4.5	67.6	18.9	74.1	14.8	57.1	20.0	76.7	33.3		
	Authority	72.8	15.1	72.9	18.5	80.4	16.7	73.0	15.3	73.8	15.9		
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	School	61.4	2.3	62.2	8.1	70.4	14.8	60.0	0.0	76.7	23.3		
	Authority	65.1	14.7	69.5	10.0	73.1	13.8	65.9	10.4	67.5	11.6		
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		

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

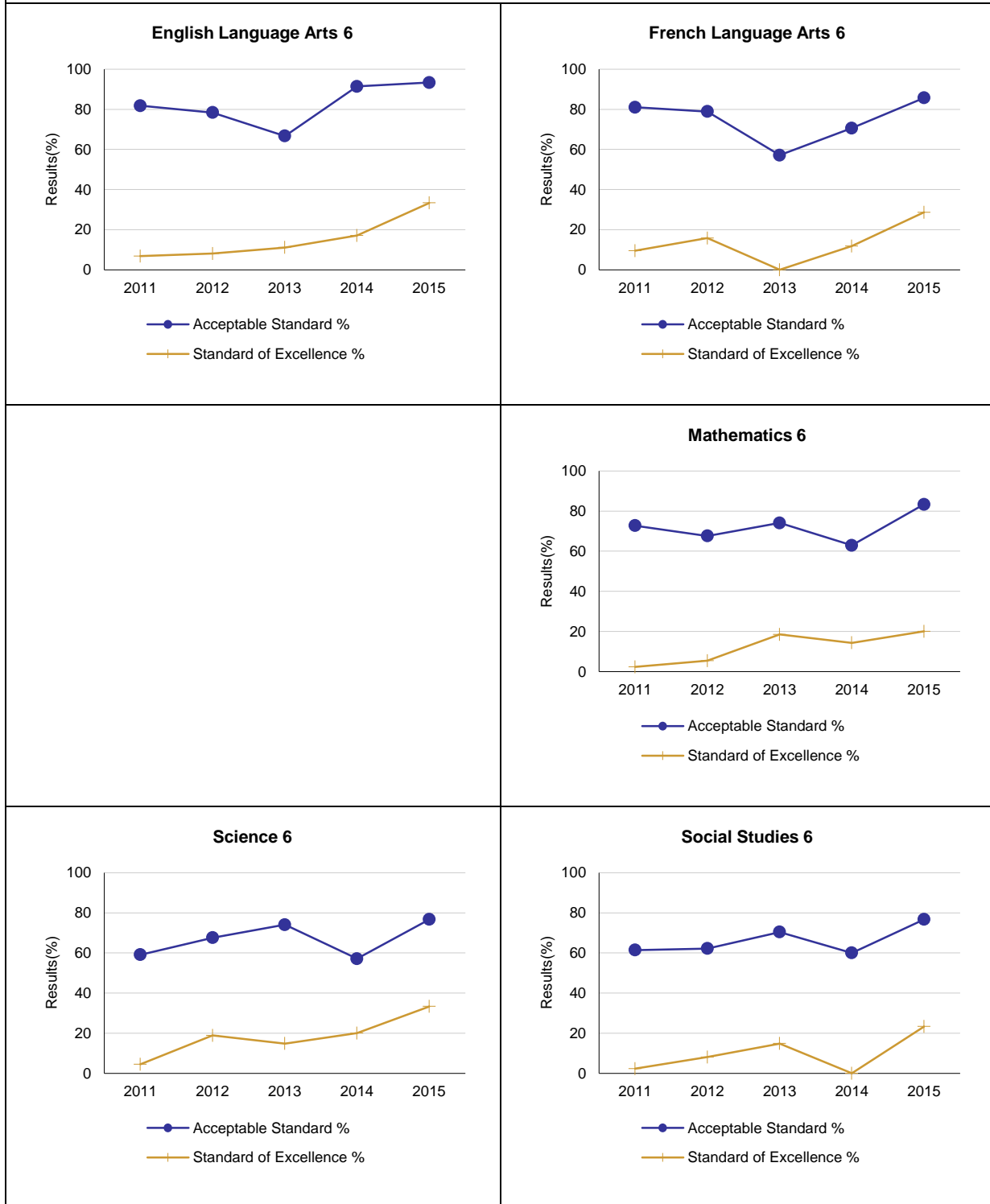
"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

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.



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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.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Jasper Elementary School							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	30	93.3	33	78.8	47,446	82.8	44,338	82.4
	Standard of Excellence	Very High	Improved Significantly	Excellent	30	33.3	33	12.1	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	21	85.7	17	68.9	2,972	87.5	2,648	88.6
	Standard of Excellence	Very High	Improved	Excellent	21	28.6	17	9.2	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	High	Improved	Good	30	83.3	33	68.2	47,377	73.3	44,292	73.8
	Standard of Excellence	High	Maintained	Good	30	20.0	33	12.7	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Low	Maintained	Issue	30	76.7	33	66.3	47,379	76.4	44,273	77.1
	Standard of Excellence	High	Improved	Good	30	33.3	33	17.9	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	High	Improved	Good	30	76.7	33	64.2	47,385	69.8	44,226	72.1
	Standard of Excellence	High	Improved	Good	30	23.3	33	7.6	47,385	18.1	44,226	18.4

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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.

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Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

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

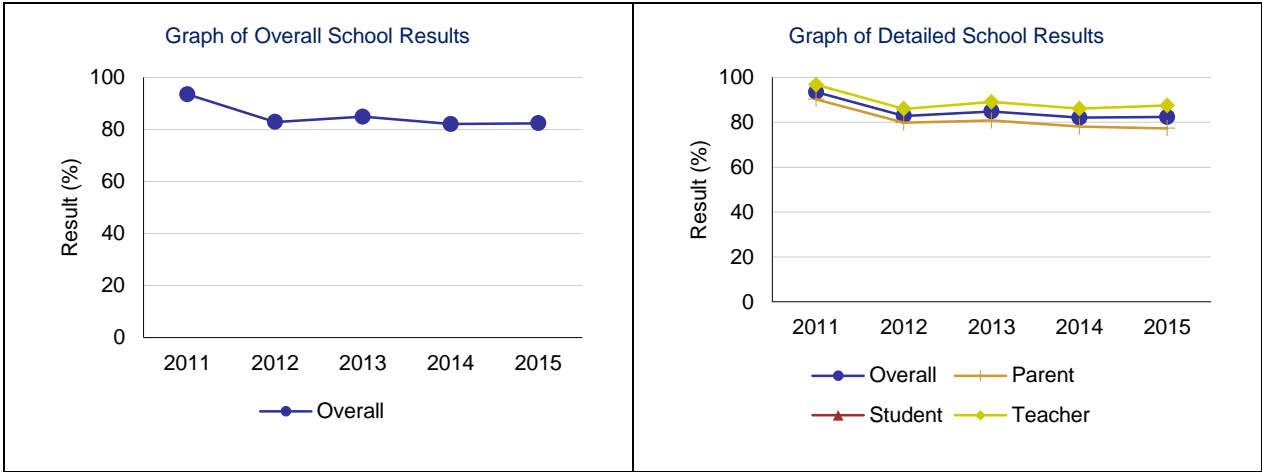
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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	93.5	82.9	84.9	82.1	82.4	82.7	81.4	81.5	78.5	78.8	80.9	80.7	81.5	81.3	81.3
Teacher	96.8	86.0	89.1	86.1	87.5	89.0	89.8	90.1	88.8	89.7	87.6	87.3	87.9	87.5	87.2
Parent	90.3	79.8	80.8	78.1	77.3	77.8	77.6	79.0	75.8	75.8	78.3	78.1	78.9	79.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	81.2	76.7	75.4	70.8	70.9	76.9	76.9	77.8	76.6	76.9

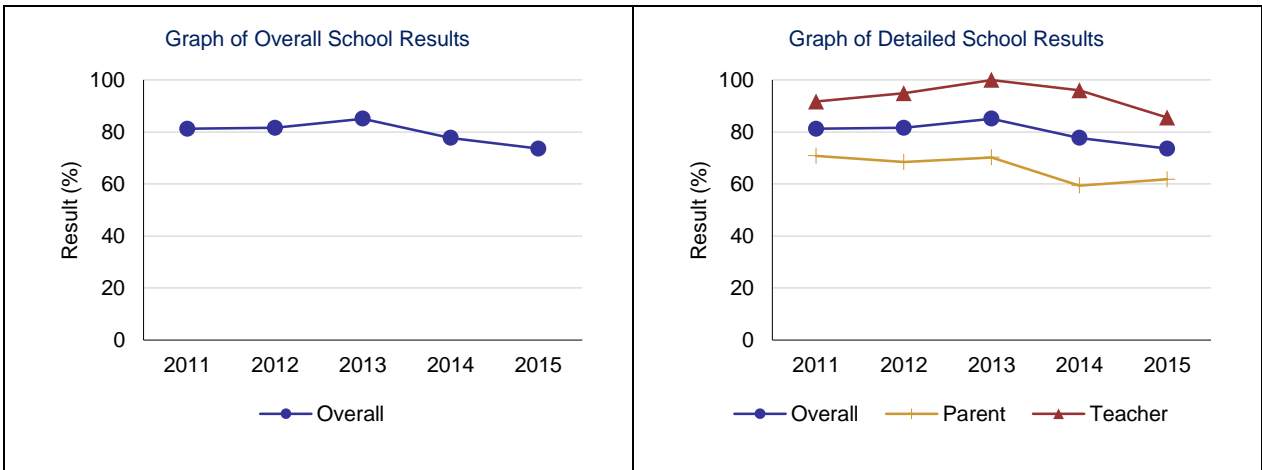


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Parental Involvement – Measure Details

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	81.2	81.6	85.1	77.7	73.6	80.4	83.1	82.7	78.2	80.7	79.9	79.7	80.3	80.6	80.7
Teacher	91.7	94.9	100.0	96.0	85.5	92.1	92.3	93.1	90.6	91.4	88.1	88.0	88.5	88.0	88.1
Parent	70.8	68.4	70.2	59.4	61.8	68.7	74.0	72.2	65.9	70.0	71.7	71.4	72.2	73.1	73.4

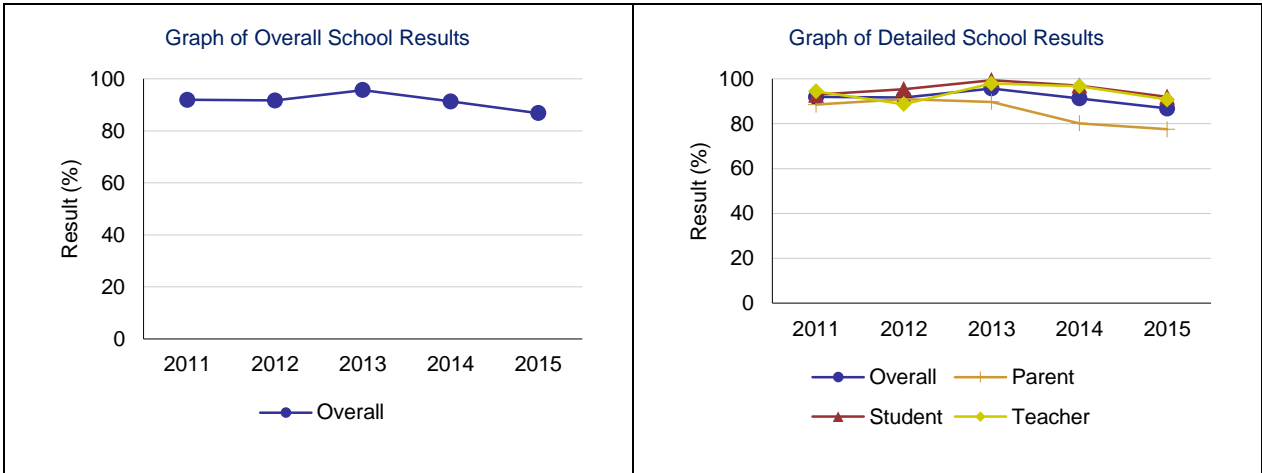


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Education Quality – Measure Details

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	91.9	91.7	95.7	91.3	86.8	87.9	89.3	88.6	85.6	86.7	89.4	89.4	89.8	89.2	89.5
Teacher	94.4	88.7	97.9	96.7	90.8	95.6	96.4	96.1	95.0	96.5	95.5	95.4	95.7	95.5	95.9
Parent	88.5	90.9	89.7	80.2	77.5	79.2	83.2	81.4	77.3	80.0	84.2	84.2	84.9	84.7	85.4
Student	92.9	95.4	99.4	97.0	92.0	88.9	88.4	88.2	84.3	83.7	88.5	88.6	88.7	87.3	87.4

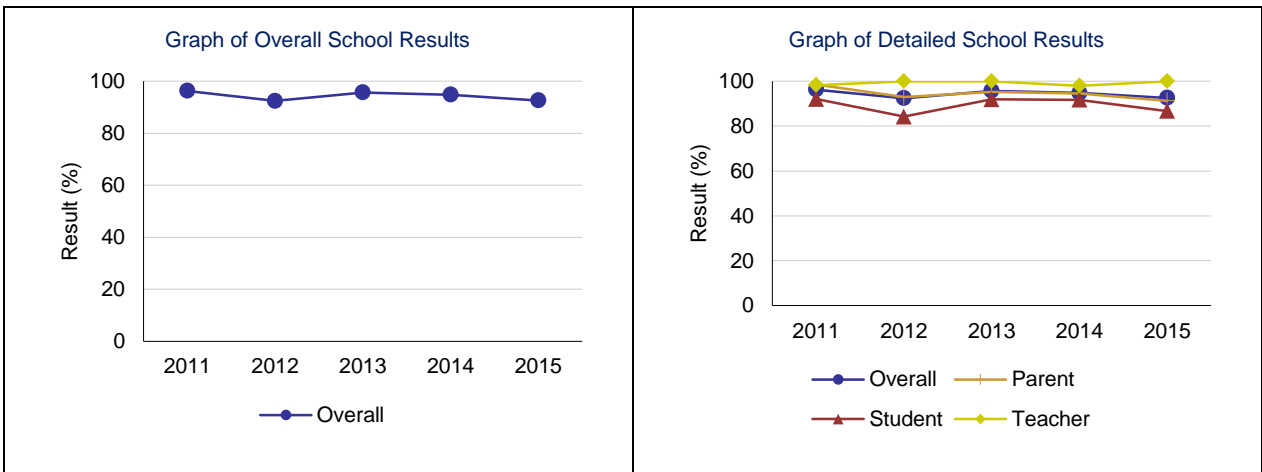


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Safe and Caring – Measure Details

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	96.3	92.4	95.7	94.8	92.6	88.9	88.8	88.4	86.2	86.1	88.1	88.6	89.0	89.1	89.2
Teacher	98.3	100.0	100.0	98.0	100.0	96.6	95.4	95.4	95.8	96.0	94.5	94.8	95.0	95.3	95.4
Parent	98.5	92.9	95.3	94.6	91.3	83.9	87.1	85.3	81.8	83.4	86.6	87.4	87.8	88.9	89.3
Student	92.1	84.2	91.9	91.7	86.7	86.2	84.0	84.4	80.9	78.9	83.3	83.7	84.2	83.1	83.0

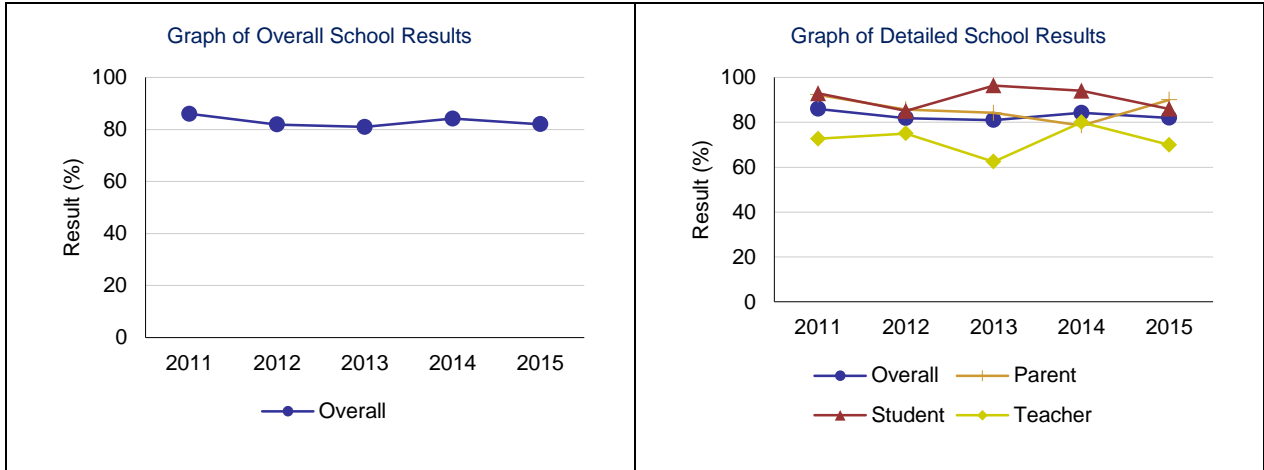


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School Improvement – Measure Details

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	86.0	81.9	81.0	84.2	82.0	81.0	81.1	80.7	78.8	79.2	80.1	80.0	80.6	79.8	79.6
Teacher	72.7	75.0	62.5	80.0	70.0	87.8	88.1	87.0	89.5	87.0	80.1	81.1	80.9	81.3	79.8
Parent	92.3	85.7	84.2	78.6	90.0	74.0	75.4	76.3	73.9	78.5	77.3	76.2	77.9	77.0	78.5
Student	92.9	85.1	96.4	94.1	86.0	81.3	79.6	78.8	73.0	72.1	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.