



**SEP &
AERR
2018 - 2021**



Combined 3 Year Strategic Education Plan (SEP)
& *Annual Education Results Report (AERR)*

School Profile 2018-2019

Updated April, 2019

Frank Spragins has a current enrollment of 336 students – up 41 students from this time last year:

On campus (132),
Off campus (114),
Upgrading (49),
Adults (41) and
Dual enrollment (80)

There are currently 57 students identified with special needs at our school; 20 code 40's and 37 code 50's.*

Thirty-two percent of our students are of First Nations, Metis, or Inuit descent.*

Frank Spragins staff consists of 8.0 Full Time Equivalency (FTE) ATA staff, 1.5 Full Time Equivalency Counselling staff, 2.0 Full Time Equivalency (FTE) Educational Assistants, 1.0 Full Time Equivalency (FTE) Food Services Assistant , and 2.0 (FTE) School Secretaries.

**These numbers do not include adult learners.*

Highlights, Trends and Challenges:

Frank Spragins High School continues to operate in a mode of continuous improvement as is evidenced in the results of the 2017-2018 Accountability Pillar.

Highlights:

- Frank Spragins High School continues to score extremely well in Safe and Caring, Programs of Studies, Educational Quality, Work Preparation, Citizenship, Parental Involvement and School Improvement.
- Frank Spragins High School graduated 56 students in June 2018, and we are anticipating at least 70 graduates this year.

Trends:

- Our enrollment increases throughout the school year.
- Students choose Frank Spragins for a variety of reasons including; more personalized instruction and support, flexible scheduling and timetabling, mode of curriculum delivery, evening instructional hours, a nursery classroom for student parents, as well as the mental health and wellness supports that we offer.
- Students at Frank Spragins High School continue to complete a large number of courses
- The addition of the Dual-Enrollment program at Frank Spragins has opened us up to a whole new demographic of students and is driving our growth.

Challenges:

- Increasing numbers of students are presenting with mental health issues that hinder their learning which necessitates more intervention and support for students in this area before they are ready to engage in their studies.
- Homelessness, substance abuse, and troubled home lives are issues for a number of our students.
- Student engagement and participation.
- Local relevant professional development and opportunity for collaboration is limited as we are the only Outreach High School in Fort McMurray.



Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Frank Spragins High 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	97.0	98.0	97.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.5	88.5	78.9	81.8	81.9	81.7	Very High	Improved	Excellent
	Education Quality	97.5	97.5	96.4	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	5.2	4.5	10.5	2.3	3.0	3.3	Intermediate	Improved	Good
	High School Completion Rate (3 yr)	24.9	25.1	29.3	78.0	78.0	77.0	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.6	73.4	73.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.9	19.5	19.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	59.6	50.7	55.6	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	6.1	3.5	2.9	24.2	22.2	21.7	Very Low	Improved	Issue
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	55.7	54.9	54.7	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	36.3	26.0	23.2	63.4	62.3	61.5	n/a	Improved Significantly	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	10.8	3.1	5.9	58.7	57.9	59.0	Very Low	Maintained	Concern
	Work Preparation	100.0	100.0	96.3	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	94.2	96.8	92.3	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	91.4	100.0	91.1	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	97.7	100.0	97.7	80.3	81.4	80.7	Very High	Maintained	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.

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)

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
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	68.5	60.6	61.9	50.7	59.6	55	Very Low	Maintained	Concern	60	65	70
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	5.6	2.2	11.9	3.5	6.1	5	Very Low	Improved	Issue	7	8	9

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	9.2	28.2	34.6	25.1	24.9	30	Very Low	Maintained	Concern	30	35	40
Drop Out Rate - annual dropout rate of students aged 14 to 18	8.9	22.0	5.0	4.5	5.2	7	Intermediate	Improved	Good	5	4	3
High school to post-secondary transition rate of students within six years of entering Grade 10.	*	14.7	0.0	3.1	10.8	5	Very Low	Maintained	Concern	15	20	25
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	20.3	26.0	36.3	30	n/a	Improved Significantly	n/a	40	45	50
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	1	Very Low	Maintained	Concern	1	2	3

Comment on Results

(an assessment of progress toward achieving the target)

- The percentage of students who achieved the standard of excellence was higher than the target.
- The percentage of students who achieved the acceptable standard was also higher our goal of 55%.
- Maintaining our results in the high school completion rate and the improvement in the dropout rate aligns with our primary goal of removing barriers to high school completion for outreach students. Our Professional Learning Fridays are centered on developing strategies to assist students in meeting their education goals. Further, we actively track both on and off campus students for assignment and course completion.
- There are various factors to be considered when looking at Completion Rates, Dropout Rates, Transition to Postsecondary, Rutherford Scholarship eligibility and students writing more than the 2 required diploma exams. The availability of well-paying jobs and increase in cost of living competes with our Outreach Program for students. Students leave school to pursue employment in order to provide for their own basic needs, or to help their families with the tremendous costs of living in our community.
- Many of our students are returning to complete high school requirements after being away from, or unsuccessful in, traditional high schools. They do not always graduate on time and, therefore, do not write their diploma examinations by the end of their third year of high school. Some of our students write diplomas at another schools and come here to upgrade from dash 2 to dash 1 - therefore, if they did write 4 exams it would not be reflected in our

data. Many of our students are also dual-enrolled with another high school, which also impacts these performance measures.

- A factor to consider when looking at acceptable and excellent standards is the increase in number of students who are now coming to Frank Spragins beginning in their grade 10 year; thereby not having the advantage that classroom instruction and exam preparation offers. Frank Spragins' dual-enrollment program should help us to see improvements in this performance measure.

Strategies

Utilize student intake meetings to:

- Develop graduation plans.
- Create course completion goals.
- Stagger diploma exam completion, utilizing the November and April sessions when possible.
- Counsel students on post-secondary options as it relates to course selection.
- Make decisions about time of daily attendance.
- Determine if student would benefit from On or Off Campus programming.
- Schedule any wrap around services such as personal or career counselling, academic accommodations, Educational Assistant support.

Creation of curriculum materials that respond to the diversity of needs of our student population:

- Infuse differentiated strategies into the curriculum materials as appropriate in our context.
- Infuse subject based literacy activities in modules at all levels to increase student understanding of concepts and ideas.
- Redesign our current K&E course materials to meet the needs of our students.
- Develop bridging units to assist students who may have identified gaps in a particular subject area.
- Introduction of Trauma-Informed Practice and Talk Tuesday program to address student wellness and mental health needs – better enabling our students to be academically successful.

Offer courses in traditional classroom settings where appropriate:

- Continue to offer Social 30-2 and English 30-2 in class.
- Continue offering Math 10-3, 20-3.
- Continue offering a Science 10 and Science 20 class.
- Enhancing our Physical Education program with guest instructors and trainers.
- Continue to incorporate Wellness Wednesdays into the Physical Education programming.
- Added Oh Baby course once a week for all students who express need.
- Evening hours added to increase access to school for more students.
- Offer math 10-3 and 20-3 in September and may to accommodate more students who may require classroom structure.

Prepare students to transition to postsecondary programs:

- Work on strengthening our partnership with Keyano College.
- We have three staff members who contribute to assisting our students in this area.
- Work to continuously revise course materials, mode of delivery, and teaching strategies to reflect the needs of our students.
- The FMPSD Cultural Navigator comes to work with our students and promote FNMI-infused teachings once per week.
- Friendship center tutoring now offered out of Frank Spragins after hours once per week.

Staff professional development and initiatives:

- Staff trained in assisting students with anxiety, as well as Trauma-Informed practice.
- Offer diploma exam review sessions and tutorials.
- Participate in diploma marking sessions.
- Staff now trained Trauma-Informed Practice and Assisting Students with Anxiety.
- Staff also completed a five-session Mental Health Caregiver training program from CMHA Wood Buffalo.
- Extended evening hours from Tuesday to Thursday to provide more opportunity to those students who work or are parents.
- Focus on improved formative and summative assessments to prepare students better for the Diploma exams.

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. 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. 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.
5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

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.	86.7	83.2	97.0	96.8	94.2	98	Very High	Maintained	Excellent	98	99	100
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.	100.0	88.9	100.0	100.0	100.0	100	Very High	Maintained	Excellent	100	100	100

Comment on Results

(an assessment of progress toward achieving the target)

- We are pleased that our results remain high in the area of active citizenship.
- We continue to work at improving our students understanding of active and participatory citizenship – particularly through our Wellness Wednesdays program.

Strategies

Foster a deeper understanding of the characteristics of productive and active citizenship with staff and students:

- Involve students and staff in community service projects and volunteering.
- Support staff and students in the continued growth of Student Council.
- Continually look for opportunities for students to assume leadership roles at school.
- Involve students in community experiences such as the FNMI Advisory Council, FNMI Career Expo and The Mayor's Advisory Council on Youth.

Emphasize work related skills, knowledge and attributes with the student body:

- Begin offering more Career and Technology courses such as Finance, Photography and Foods
- Promote student participation in Registered Apprenticeship Program (RAP) and Work Experience.
- Model a work-like and professional atmosphere at Frank Spragins High School.
- Have students sign in, sign out, and be respectful to staff and each other as in a workplace.
- Ensure all relevant students complete HCS 3000 Workplace Safety Systems, HCS 3010 Workplace Safety Practices, CSTS and, where appropriate Workplace Readiness 10-4.
- Work with Careers the Next Generation to insure our students have equitable access to their programming and support.
- Promote Work Experience where appropriate, and dedicate a staff member to this area.
- Flexible scheduling that is conducive to student working while finishing high school.

- Staff to coordinate work experience, offer workplace readiness and other job related skills training such as interview skills, getting and keeping a job, workplace safety and HR concerns, and workers' rights.
- Encourage counselling staff to avail of professional development and strategic partnerships so that they are aware of the current trends in the labour market.
- Post job opportunities on student information board.

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).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	72.2	67.4	88.9	48.1	51.7	50	Very Low	Maintained	Concern	60	70	80
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	2.3	44.4	7.4	3.4	5	Very Low	Maintained	Concern	10	15	20

Comment on Results

(an assessment of progress toward achieving the target)

- Our FNMI committee liaison is actively pursuing opportunities to support FNMI learners.
- Our partnership with the Nistawayou Friendship Centre as proven very successful in infusing FNMI cultural events and activities at Frank Spragins High School. We look forward to the continued development of this partnership for the benefit of staff and students.

Strategies

Promote a school culture of understanding, respect and acceptance of student’s individual educational and cultural needs:

- Continue to develop our partnership with the Nistawayou Friendship Centre.
- Encourage students to avail of the tutoring program offered through the friendship center, which is now housed at Frank Spragins.
- Investigate further opportunities through Instruments of Change to infuse artistic and musical endeavours to engage all students in their learning.
- Explore professional development opportunities for staff in the area of First Nations, Metis and Inuit cultural awareness.
- In conjunction with Aboriginal Awareness Week, arrange for students and staff to participate in aboriginal awareness events and activities such as creating talking sticks and dream catchers.
- Display aboriginal themed posters and artifacts in a designated area.

- Ensure that all eligible graduates attend the Traditional Celebration of Achievement (TCOA).
- Explore opportunities for students to attend Dream Catchers conference and other similar events.
- FMPSD Cultural Navigator works with our students once a week at Frank Spragins.
- Increase wellness activities outside of Frank Spragins through our Wellness Wednesdays program.
- Build the capacity of staff by providing professional learning opportunities to support understanding of historical, social economic and political implications of treaties with First Nations, legislation and agreements negotiated with Métis and residential schools and their legacy through professional development and accessing local Indigenous resources.
- Celebrate achievements of FNMI students through the Traditional Celebration of Achievement (TCOA) and nominations to the Regional Aboriginal Recognition Awards (RARA) and the Honouring Spirit Awards.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.



Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' SUCCESS (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	0.0	13.5	46.2	7.5	0.0	10	Very Low	Declined	Concern	10	15	20
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	7.9	37.6	2.8	1.6	5.3	5	Intermediate	Improved	Good	4	3	2
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	0.0	0.2	0.5	1	Very Low	Maintained	Concern	1	2	3
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	23.8	26.3	34.1	25	n/a	Maintained	n/a	30	35	40
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	0.0	0.0	0.0	0.0	0.0	1	Very Low	Maintained	Concern	1	2	3

Comment on Results

(an assessment of progress toward achieving the target)

- Our FNMI committee liaison is actively pursuing opportunities to support FNMI learners.
- Our partnership with the Nistawayou Friendship Centre as proven very successful in infusing FNMI cultural events and activities at Frank Spragins High School. We look forward to the continued development of this partnership for the benefit of staff and students.

Strategies

Promote a school culture of understanding, respect and acceptance of student's individual educational and cultural needs:

- Continue to develop our partnership with the Nistawayou Friendship Centre.
- Encourage students to avail of the tutoring program offered through the friendship center which is now housed at Frank Spragins.
- Investigate further opportunities through Instruments of Change to infuse artistic and musical endeavours to engage all students in their learning.
- Explore Professional Development opportunities for staff in the area of First Nations, Metis and Inuit cultural awareness.
- In conjunction with Aboriginal Awareness Week, arrange for students and staff to participate in aboriginal awareness events and activities such as creating talking sticks and dream catchers.
- Display aboriginal themed posters and artifacts in a designated area.
- Ensure that all eligible graduates attend the Traditional Celebration of Achievement (TCOA).

- Explore opportunities for students to attend Dream Catchers conference and other similar events.
- FMPSD Cultural Navigator works with our students once a week at Frank Spragins.
- Increase wellness activities outside of Frank Spragins through our Wellness Wednesdays program.
- Partnerships with organizations such as CAREERS Next Generation and NAABA (Northern Alberta Aboriginal Business Association) to provide information and opportunities for students after high school.

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. 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. 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.
5. 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.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 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.



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.	96.9	94.3	99.8	98.0	97.0	100	Very High	Maintained	Excellent	100	100	100

Comment on Results

(an assessment of progress toward achieving the target)

- Again we are thrilled to have scored high in these performance measures.
- This can be attributed to the fact that we place much emphasis on forging relationships with our students. We believe these relationships are paramount to success in school.
- We are an inclusive school supporting a diverse range of students, and we have a high awareness of at-risk students and their needs.
- We work diligently to coordinate community and educational services to ensure that students feel safe.
- We treat all students with respect and expect the same in return toward staff and other students.

Strategies

- Model fair and equitable treatment of others as a standard of conduct that is acceptable at our school.
- Provide wrap around support for students to remove the barriers that impede school completion.
- Developing community partnerships that can aid in gaining access to community services with agencies such as Careers Next Generation, YMCA Wood Buffalo, Alberta Health Services-Addictions education and counseling, Stepping Stones Youth Services, Canadian Mental Health, STI counselling and testing.
- Exploring community supports with initiatives such as Housing First, Supports for Transitional Housing, Learner Benefits from Service Alberta.
- Continue utilizing the School Counselor to do conflict and anger management, conflict resolution, stress-anxiety reduction, and the like with students.
- Utilize our RCMP liaison to do presentations and drop in sessions on crime and violence prevention.
- Continue to employ a Food Services support person to run the food program. We are actively enhancing our food service program for our students by improving our kitchen facilities and forming partnerships with the private sector for additional funding. Menus are preplanned and focus on providing healthy and hearty meals for students.
- Provide toques, mittens and scarves to ensure that students are adequately dressed for cold weather.

- Seek additional funding partners and grants to help provide food, warm clothing, and other basic necessities for students in need.
- Healthy snacks available to our students throughout the day.

- Implement additional programming to promote healthy lifestyles.
- Wellness Wednesday initiative continues this year involves staff and students participating in physical activities together to promote relationship building, physical and mental health.
- School participation in the P.A.R.T.Y. Program to promote sober driving and smart decision-making with our student body.
- Staff continues to keep current on Hour Zero training to ensure efficient and appropriate action in the event of an emergency.
- Nursery Classroom added to Frank Spragins in order to provide a “child safe” space for expecting mothers and student parents who are pursuing their education.
- Build on healthy meal planning with the help of Tyler Smith to coordinate with Frank Spragins kitchen staff.
- Active Gay Straight Alliance and added Rainbow Day as a day of celebration, compassion, and inclusion.
- Introduction of Fish-Out-Of-Water student tracking system to ensure that each student has a trusting relationship with at least one staff member at Frank Spragins.
- Staff now trained Trauma-Informed Practice and Assisting Students with Anxiety.
- Staff also completed a five-session Mental Health Caregiver training program from CMHA Wood Buffalo.
- Introduction of Talk Tuesday program to increase student wellness and teaching healthy coping techniques.

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.



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.	53.3	56.7	91.3	88.5	89.5	90	Very High	Improved	Excellent	90	95	100

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

- We continue to explore opportunities to provide a broad program of studies for our students.
- As staff becomes more experienced at Outreach, their ability to explore programs of study in fine arts, Career and Technology Studies and other options increases as they have a greater understanding of the outcomes of the core classes they have been assigned.
- Hiring additional professional staff will increase capacity to offer a wider array of courses for our students.

Strategies

- Continue to explore opportunities to expand the courses offered at Frank Spragins High School, including a possible GED Prep program.
- Partnering with other FMPSD high schools to provide dual-enrollment opportunities to access CTS and fine arts courses for our students.
- Continue to develop and offer courses such as Construction Safety Training Systems, Foods, Body Systems, Finance, Photography, Natural Resources and Outdoor Education.
- Sign in sheet for Physical Education class to ensure students reach required hours for Physical Education credits.
- Staff now trained Trauma-Informed Practice and Assisting Students with Anxiety.
- Staff also completed a five-session Mental Health Caregiver training program from CMHA Wood Buffalo.
- Four staff members trained in Risk Assessment this year, with additional staff trained in Mental Health First Aid and Suicide Intervention.
- Staff attended professional development opportunities that the BCAE Challenge & Change Conference as well as the Students at Risk Conference.

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.

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.	88.4	93.1	100.0	100.0	97.7	100	Very High	Maintained	Excellent	100	100	100
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	77.1	82.2	91.1	100.0	91.4	100	Very High	Maintained	Excellent	100	100	100
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.4	94.9	96.7	97.5	97.5	100	Very High	Maintained	Excellent	100	100	100

Comment on Results

(an assessment of progress toward achieving the target)

- We maintained excellent results in all three performance measures; we are thrilled with these results.
- As a school, we are continuously looking for ways to improve what we do by upgrading our modules and looking for new opportunities for students.
- Parents are traditionally not as involved in Division IV. Compounding this issue at Frank Spragins is the fact that many of our students are living independent of their parents, and many of their parents themselves have mental health, substance abuse, and poverty related issues in their lives. In future, perhaps the Accountability survey will address this issue by offering the opportunity to complete to Independent students.
- Our continuing and ongoing efforts to establish a School Council have not been successful; we are utilizing student council as an advisory body to fill this void.
- We work with various community agencies that support our work on an ongoing basis.
- We continue to place high in the satisfaction of quality of basic education. We believe this is due in large part to our emphasis on developing and sustaining relationships with our students, and between staff who work in a collegial team environment.
- Emphasis on continuous improvement and promoting a growth mindset are two factors that contribute to the consistently high results in that area.

Strategies

- Emphasize communication with parents and students:
- Utilize Social Media such as Twitter, Instagram and Facebook and our school website to communicate with students and staff.
 - Continue supporting the Off Campus Student Advisor as the role involves communicating and coordinating students who avail of at home learning opportunities.
 - Host a Christmas family lunch and a year-end lunch to encourage parents to visit the school
 - Staff to make calls to invite parents and families to school events.

- Frank Spragins has introduced a Credit Incentive Celebration night as a way of welcoming parents into the school to celebrate the success of their children.

Continue to promote an environment conducive to meeting the needs of the students who attend Frank Spragins:

- Encouraging team members to meet the individualized needs of students by building relationships, utilizing one on one facilitation and creation of differentiated learning and assessment materials.
- Encourage students to work together in the model of peer coaching and peer tutoring.
- Friendly and inviting environment.
- Foster a culture of mutual respect.
- Continue to develop partnerships and relationships with outside organizations that can provide wrap-around supports and services for our students.

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.



APPENDIX – Measure Details

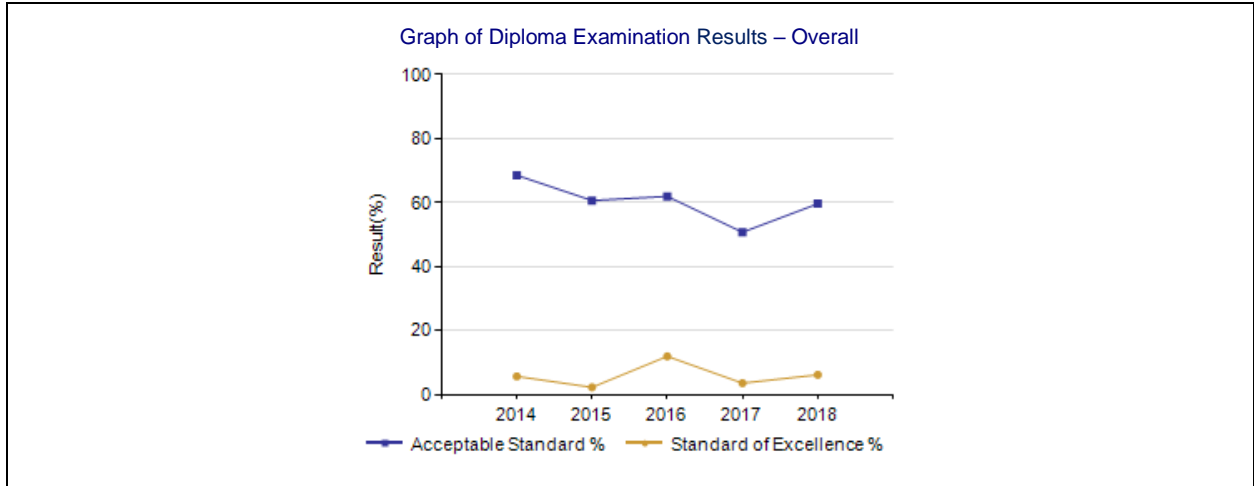
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	*	*	*	*	*	*	46.7	0.0		
	Authority	82.6	10.9	81.3	9.9	82.5	9.5	79.9	3.9	86.2	9.9		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	87.2	10.6	84.5	5.2	76.5	23.5	73.2	3.6	82.6	21.7		
	Authority	92.4	13.2	88.7	4.3	80.3	16.4	78.0	4.9	78.7	10.2		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	0.0	81.8	9.1	87.5	0.0	*	*	81.8	0.0		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	*	*	*	*	*	*	*	*	57.1	0.0		
	Authority	62.4	17.9	71.3	36.0	70.2	19.0	59.8	25.2	64.1	28.2		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	*	*	*	*	n/a	n/a	*	*	50.0	12.5		
	Authority	52.9	5.7	51.3	1.3	64.3	9.5	55.4	6.8	53.4	6.9		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	*	*	*	*	*	*	*	*	0.0	0.0		
	Authority	78.8	12.9	77.8	12.7	71.1	5.8	84.7	13.1	80.2	10.4		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	60.9	2.2	43.3	0.0	66.7	0.0	35.0	3.3	59.4	0.0		
	Authority	77.2	7.3	67.2	3.1	64.0	5.3	62.8	4.7	64.8	4.8		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	*	*	*	*	*	*	*	*	*	*		
	Authority	87.6	31.8	71.4	36.5	90.9	59.1	74.4	29.9	88.4	41.1		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	n/a	n/a	*	*	n/a	n/a	*	*	*	*		
	Authority	74.3	30.9	75.4	29.4	76.9	48.1	69.7	25.7	78.5	33.3		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	*	*	*	*	*	*	*	*	*	*		
	Authority	80.0	32.6	73.5	30.6	83.6	38.8	77.6	31.3	75.5	34.0		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	*	*	*	*	*	*	*	*	n/a	n/a		
	Authority	77.8	11.1	46.4	0.0	70.0	12.5	73.2	9.8	68.4	0.0		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

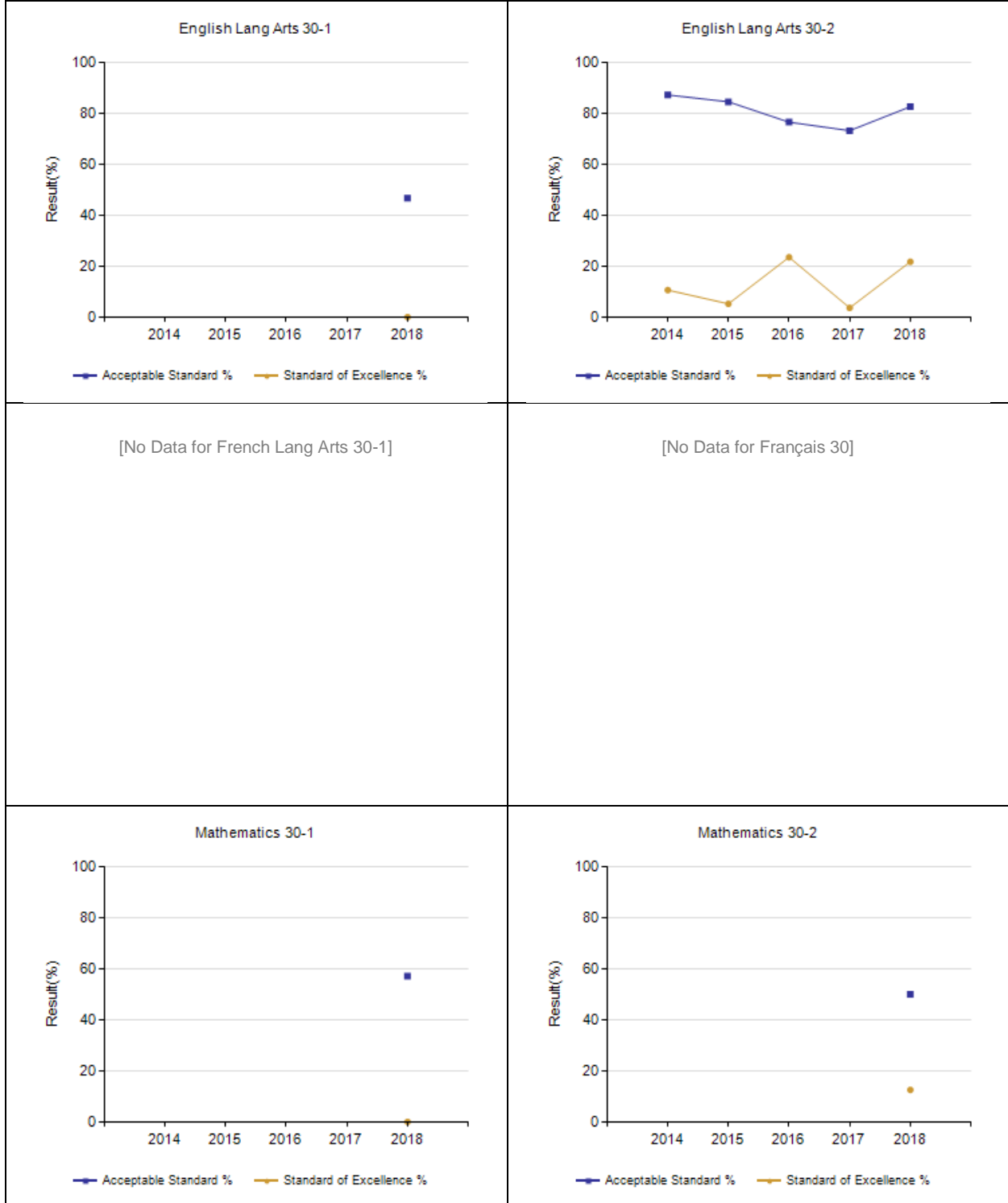
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution 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.
4. 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.



Notes:

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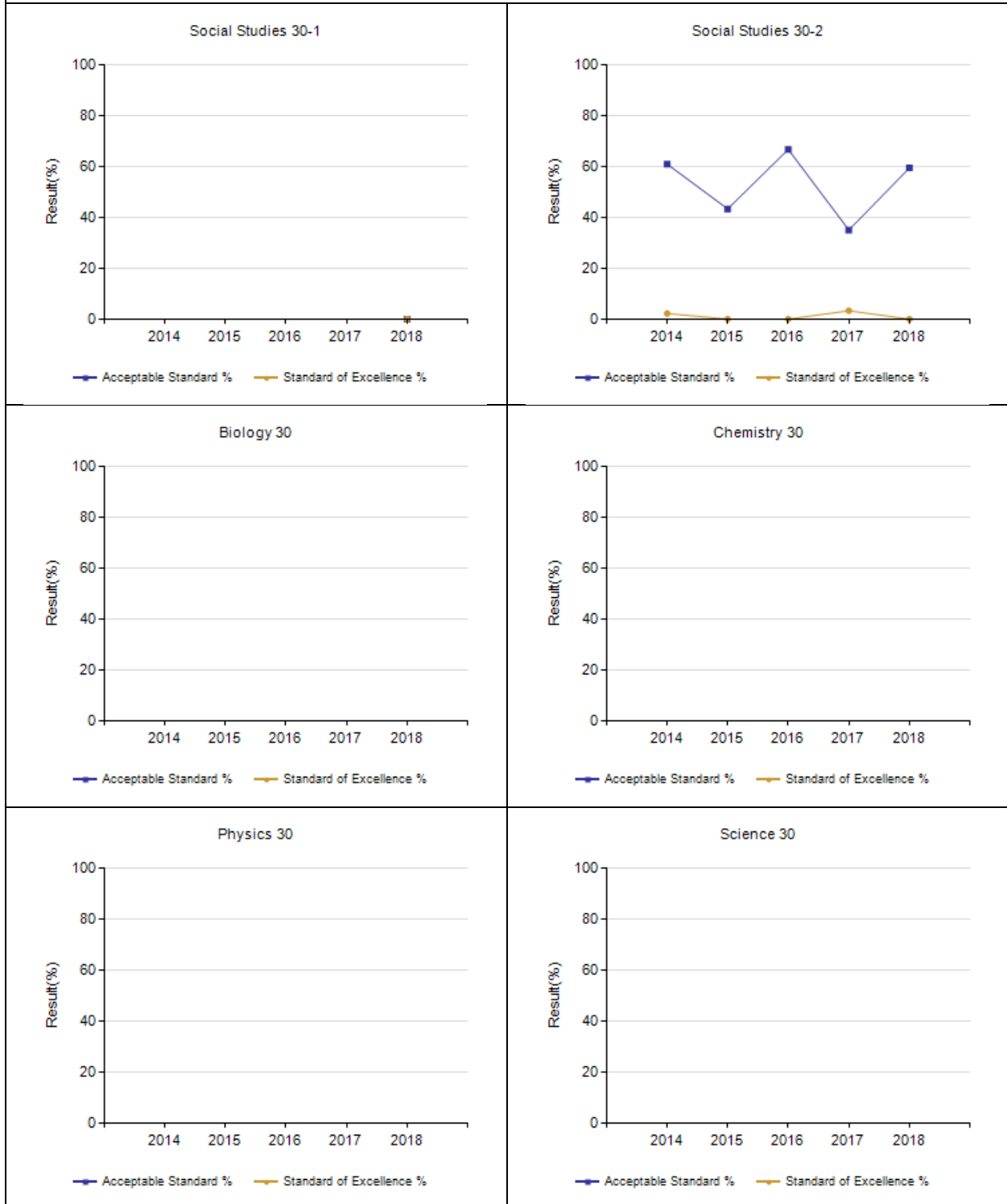
Diploma Examination Results by Course



Notes:

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Diploma Examination Results by Course



Notes:

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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Measure		Frank Spragins High School						Alberta				
				Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	n/a	n/a	15	46.7	n/a	n/a	30,393	87.5	29,349	86.6		
	Standard of Excellence	Very Low	n/a	n/a	15	0.0	n/a	n/a	30,393	13.2	29,349	11.3		
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	23	82.6	57	78.8	16,184	88.0	16,632	89.1		
	Standard of Excellence	Very High	Improved Significantly	Excellent	23	21.7	57	4.4	16,184	13.1	16,632	11.7		
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	7	57.1	n/a	n/a	20,148	77.8	20,605	73.3		
	Standard of Excellence	n/a	n/a	n/a	7	0.0	n/a	n/a	20,148	35.3	20,605	29.4		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	8	50.0	n/a	n/a	14,362	74.2	13,516	74.7		
	Standard of Excellence	n/a	n/a	n/a	8	12.5	n/a	n/a	14,362	16.4	13,516	16.1		
Social Studies 30-1	Acceptable Standard	Very Low	n/a	n/a	6	0.0	n/a	n/a	21,793	86.2	21,941	86.0		
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a	21,793	17.7	21,941	15.1		
Social Studies 30-2	Acceptable Standard	Very Low	Improved	Issue	32	59.4	60	39.2	20,391	78.8	19,847	81.0		
	Standard of Excellence	Very Low	Maintained	Concern	32	0.0	60	1.7	20,391	12.2	19,847	12.7		
Biology 30	Acceptable Standard	*	*	*	3	*	n/a	n/a	23,026	86.6	22,263	85.0		
	Standard of Excellence	*	*	*	3	*	n/a	n/a	23,026	36.6	22,263	32.6		
Chemistry 30	Acceptable Standard	*	*	*	4	*	n/a	n/a	18,770	83.6	19,031	82.3		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	18,770	38.3	19,031	35.8		
Physics 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	9,679	86.2	10,276	85.1		
	Standard of Excellence	*	*	*	1	*	n/a	n/a	9,679	43.6	10,276	39.1		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	85.4	8,651	84.4		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	31.5	8,651	27.6		

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 examinations.
3. 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.
4. 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.

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 Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 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 examinations.

Improvement Table

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

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

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

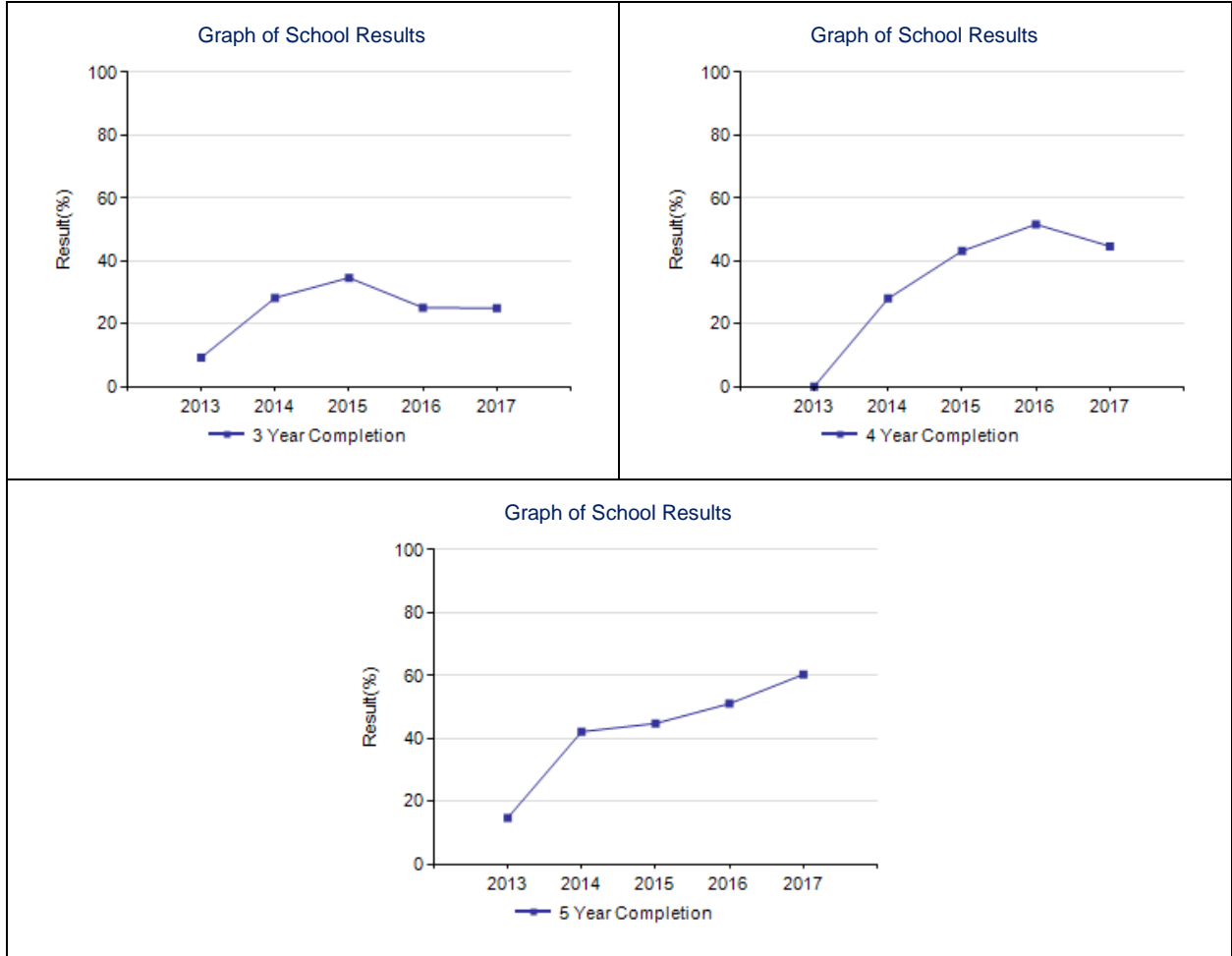
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	9.2	28.2	34.6	25.1	24.9	72.8	70.9	77.0	70.1	72.8	75.3	76.5	76.5	78.0	78.0
4 Year Completion	0.0	28.0	43.1	51.6	44.6	84.5	79.2	78.8	85.3	83.4	79.6	79.9	81.0	81.2	82.6
5 Year Completion	14.7	42.1	44.7	51.0	60.3	84.2	86.1	82.1	80.8	85.9	81.5	82.0	82.1	83.2	83.4



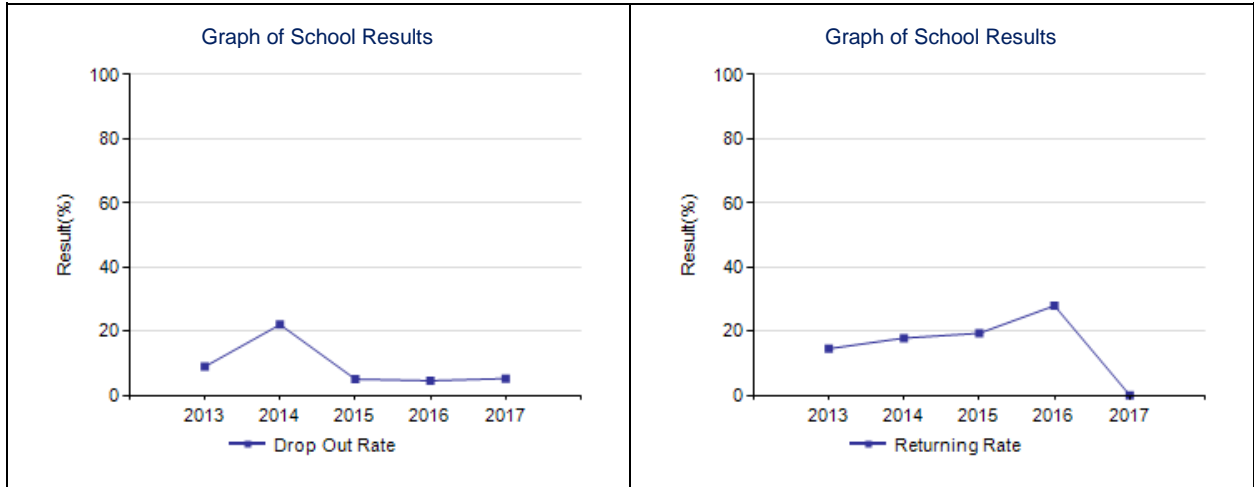
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	8.9	22.0	5.0	4.5	5.2	1.5	3.6	2.5	0.3	1.6	3.3	3.5	3.2	3.0	2.3
Returning Rate	14.5	17.8	19.3	27.9	0.0	39.6	28.9	26.8	21.9	9.4	20.7	20.9	18.2	18.9	19.9



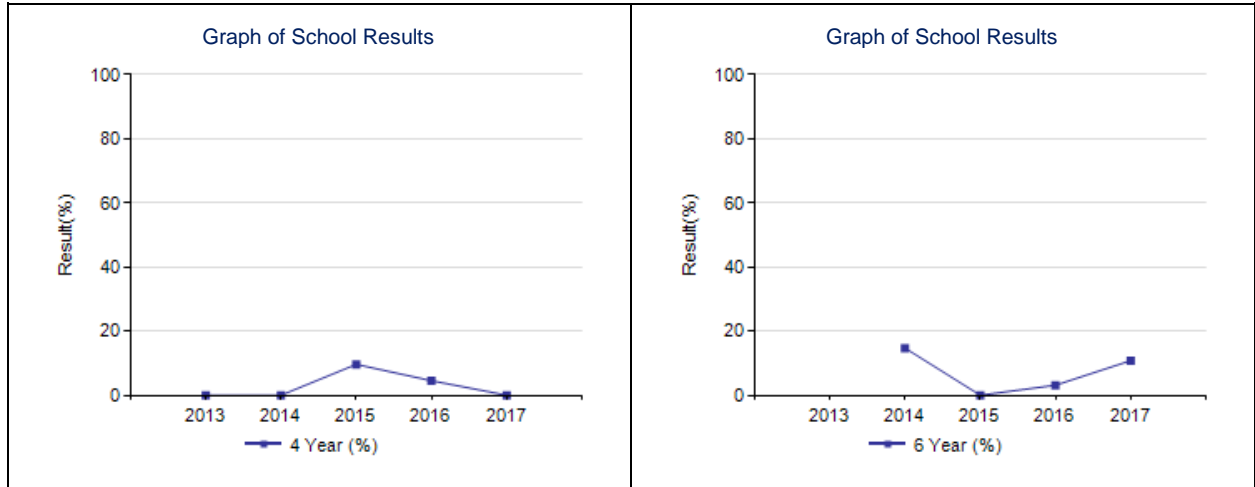
Notes:

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

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	0.0	0.0	9.6	4.5	0.0	42.8	31.8	31.2	30.0	33.9	39.7	38.3	37.0	37.0	39.3
6 Year Rate	*	14.7	0.0	3.1	10.8	51.1	56.9	59.1	48.0	47.7	59.0	59.7	59.4	57.9	58.7



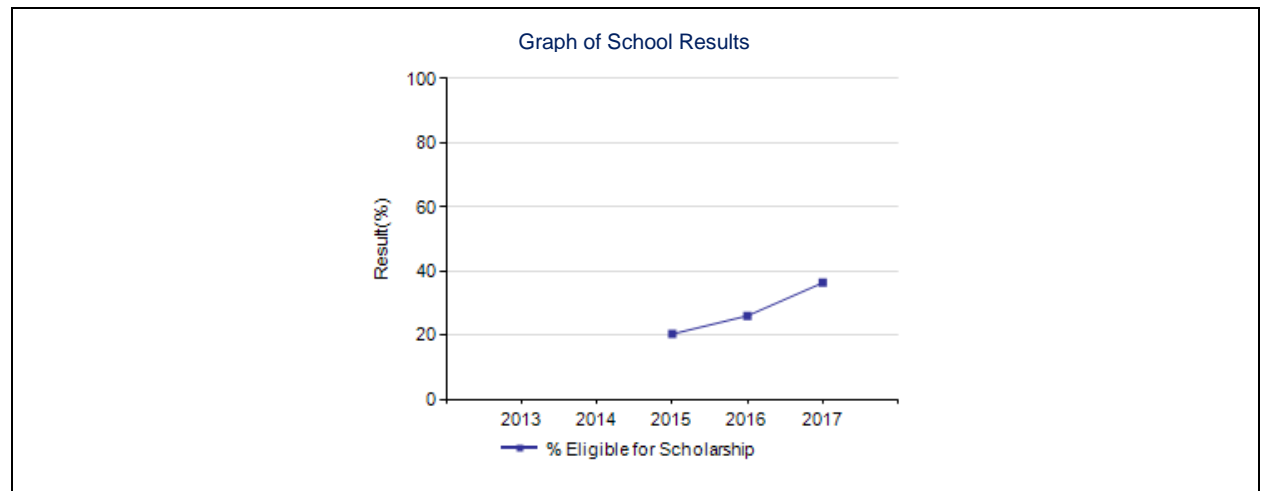
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	20.3	26.0	36.3	n/a	n/a	47.9	53.0	56.3	n/a	n/a	60.8	62.3	63.4

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	138	24	17.4	15	10.9	4	2.9	28	20.3
2016	123	29	23.6	14	11.4	6	4.9	32	26.0
2017	135	41	30.4	27	20.0	6	4.4	49	36.3



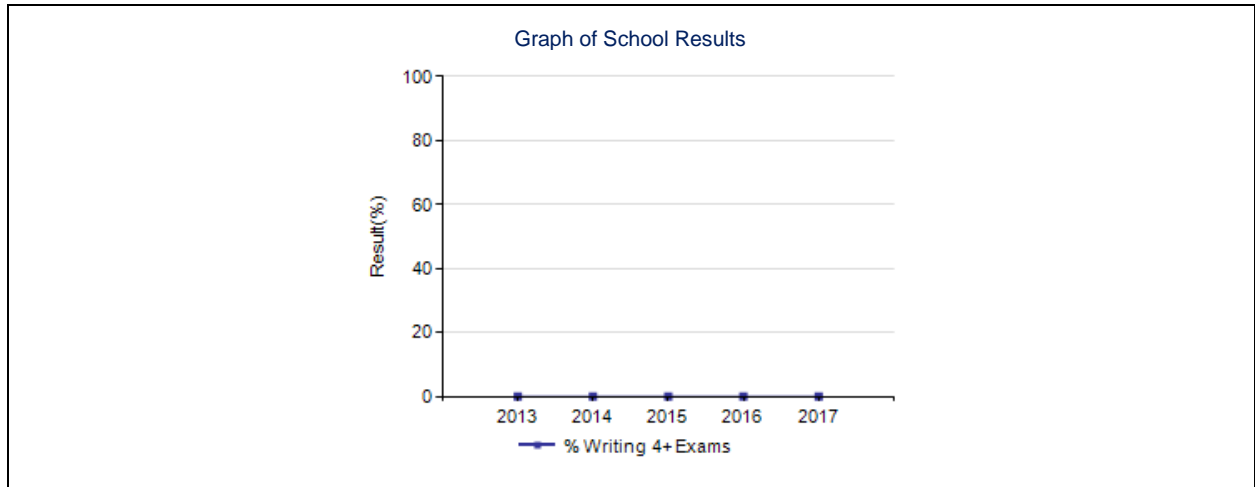
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	90.8	71.8	60.5	77.7	68.8	17.5	21.8	15.6	26.0	18.1	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	9.2	28.2	39.5	22.3	31.2	82.5	78.2	84.4	74.0	81.9	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	9.2	28.2	37.1	8.4	24.9	80.7	76.2	82.3	55.8	75.8	80.3	81.4	81.2	82.0	82.3
% Writing 3+ Exams	0.0	0.0	0.0	0.0	0.0	54.4	48.8	56.8	36.7	48.4	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	0.0	0.0	0.0	0.0	0.0	43.2	39.3	47.4	17.0	36.8	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	0.0	0.0	0.0	0.0	0.0	31.6	27.7	31.2	6.3	25.6	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	14.7	11.9	15.6	1.5	8.5	11.4	13.1	13.8	13.6	13.9



Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
English Language Arts 30-1	0.0	0.0	0.0	2.5	0.0	46.1	42.4	45.9	18.6	39.9	53.9	54.0	53.2	54.0	55.0
English Language Arts 30-2	8.7	27.1	35.6	17.5	25.0	33.7	32.7	34.9	13.0	33.5	27.1	28.0	28.7	28.8	
Total of 1 or more English Diploma Exams	8.7	27.1	35.6	20.0	25.0	76.6	73.1	79.9	31.3	72.3	78.7	79.7	79.5	80.1	80.9
Social Studies 30-1	0.0	0.0	0.0	2.5	0.0	42.2	39.9	43.8	31.3	33.5	45.8	45.1	43.5	45.1	44.9
Social Studies 30-2	8.7	27.1	33.3	5.0	25.0	37.0	33.7	36.4	13.5	39.9	33.7	35.2	36.7	35.8	36.4
Total of 1 or more Social Diploma Exams	8.7	27.1	33.3	7.5	25.0	77.5	72.8	78.1	44.8	73.1	78.8	79.6	79.5	80.3	80.7
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	5.4	0.2	0.0	0.0	0.0	7.2	0.1	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mathematics 30-1	0.0	0.0	0.0	0.0	0.0	27.2	25.7	29.0	28.2	18.2	29.7	37.3	37.1	36.4	35.5
Mathematics 30-2	0.0	0.0	0.0	0.0	0.0	16.2	15.0	18.6	7.9	13.9	16.7	21.4	22.4	23.7	25.1
Total of 1 or more Math Diploma Exams	0.0	0.0	0.0	0.0	0.0	47.5	40.4	46.7	36.1	32.1	52.1	57.0	57.6	58.3	58.6
Biology 30	0.0	0.0	0.0	0.0	0.0	33.5	26.2	34.6	16.6	29.8	42.2	41.4	40.6	40.7	41.7
Chemistry 30	0.0	0.0	0.0	0.0	0.0	31.4	30.4	31.7	25.9	27.2	31.5	34.7	35.7	35.6	35.1
Physics 30	0.0	0.0	0.0	0.0	0.0	23.4	19.0	22.5	17.2	17.6	17.3	20.0	19.9	19.3	18.6
Science 30	0.0	0.0	0.0	0.0	0.0	2.1	3.2	5.3	6.5	10.7	9.8	12.8	14.1	15.7	16.9
Total of 1 or more Science Diploma Exams	0.0	0.0	0.0	0.0	0.0	46.4	40.6	49.7	40.8	44.5	57.3	59.4	59.8	60.5	61.2
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.2	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	1.9	2.2	3.6	2.3	1.2	2.7	2.7	2.8	2.8	3.0
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	1.9	2.2	3.6	2.3	1.2	3.0	2.9	3.0	3.1	3.3

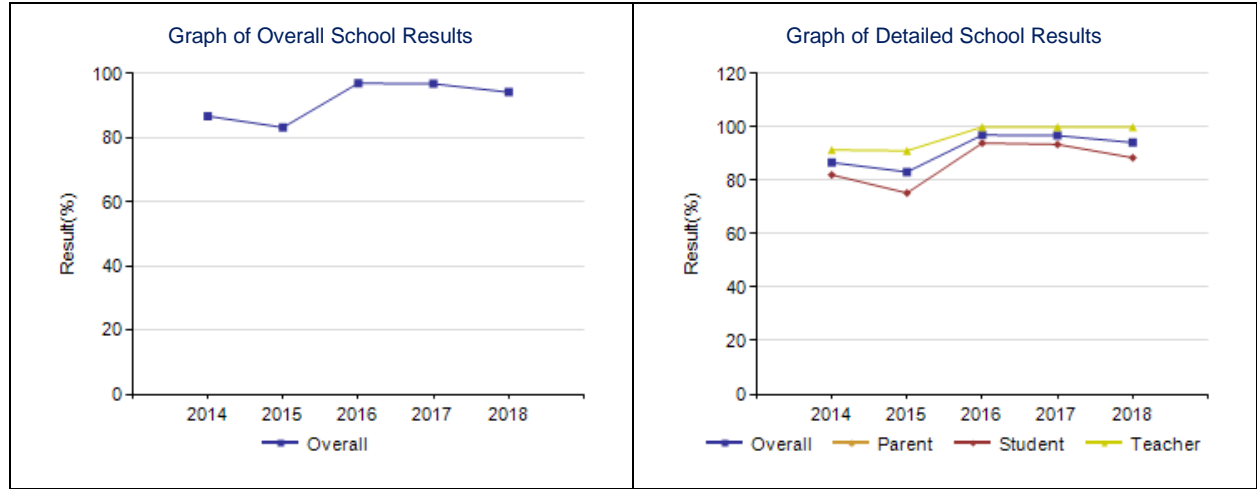
Notes:

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 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.
3. 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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort caused by one authority.

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	86.7	83.2	97.0	96.8	94.2	80.9	81.8	81.8	84.9	84.5	83.4	83.5	83.9	83.7	83.0
Teacher	91.4	91.1	100.0	100.0	100.0	95.6	95.4	96.4	96.3	94.8	93.8	94.2	94.5	94.0	93.4
Parent	*	*	n/a	*	n/a	80.7	81.0	81.0	84.0	83.2	81.9	82.1	82.9	82.7	81.7
Student	82.1	75.3	94.0	93.5	88.5	66.5	69.1	67.9	74.6	75.4	74.5	74.2	74.5	74.4	73.9



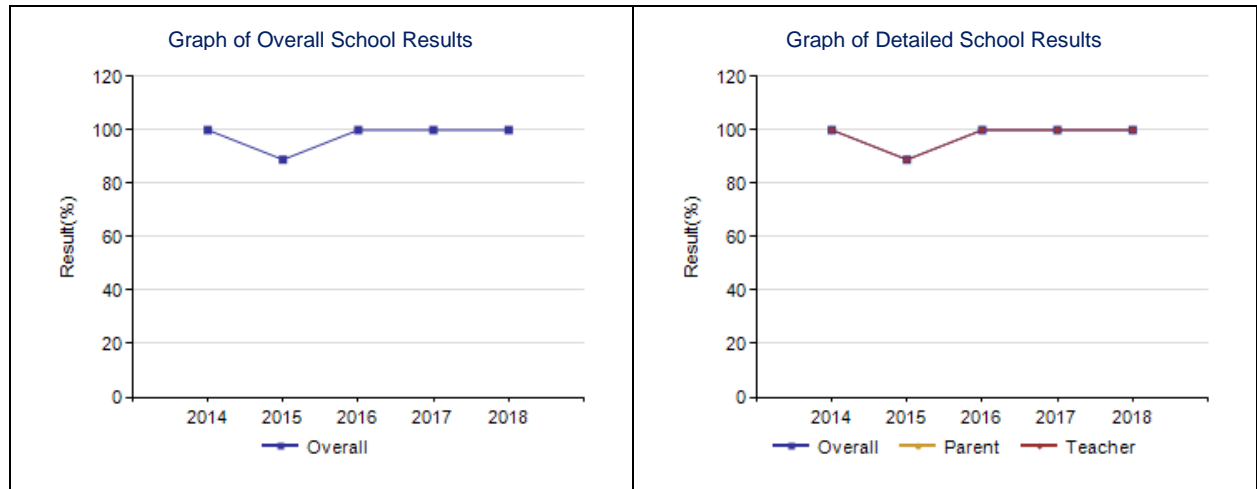
Notes:

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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/TTFM (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	100.0	88.9	100.0	100.0	100.0	83.0	80.4	85.4	84.5	83.9	81.2	82.0	82.6	82.7	82.4
Teacher	100.0	88.9	100.0	100.0	100.0	89.3	91.5	93.6	93.9	94.0	89.3	89.7	90.5	90.4	90.3
Parent	*	*	n/a	*	n/a	76.8	69.3	77.1	75.0	73.8	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

[No Data for PAT Results by Number Enrolled]

Notes:

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

Graph of Overall Provincial Achievement Test Results

[No Data for PAT Results by Number Enrolled]

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

<p>[No Data for English Language Arts 6]</p>	<p>[No Data for French Language Arts 6]</p>
<p>[No Data for Français 6]</p>	<p>[No Data for Mathematics 6]</p>
<p>[No Data for Science 6]</p>	<p>[No Data for Social Studies 6]</p>

Notes:

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

Graph of Provincial Achievement Test Results by Course

<p>[No Data for English Language Arts 9]</p>	<p>[No Data for English Lang Arts 9 KAE]</p>
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>
<p>[No Data for Mathematics 9]</p>	<p>[No Data for Mathematics 9 KAE]</p>

Notes:

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

Graph of Provincial Achievement Test Results by Course

[No Data for Science 9]	[No Data for Science 9 KAE]
[No Data for Social Studies 9]	[No Data for Social Studies 9 KAE]

Notes:

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

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

[No Data for PAT Results]

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

[No Data for PAT Achievement Evaluation Reference]

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.

[No Data for PAT Improvement Reference]

Overall Evaluation Table

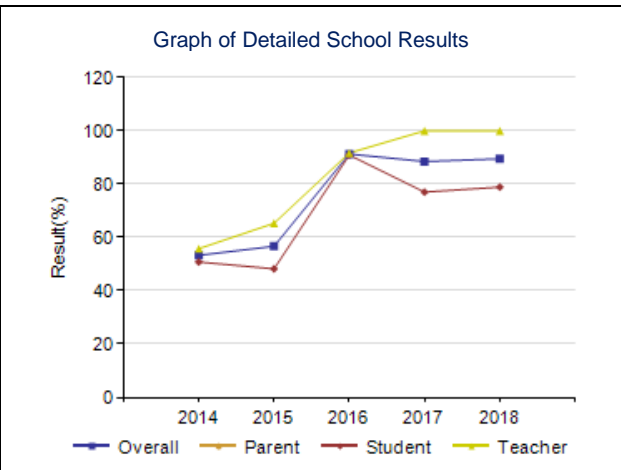
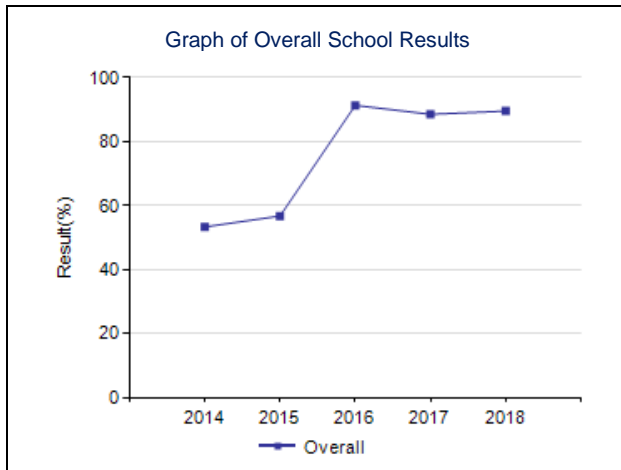
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

[No Data for PAT Overall Evaluation Reference]

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	53.3	56.7	91.3	88.5	89.5	79.2	81.0	81.4	84.1	83.3	81.3	81.3	81.9	81.9	81.8
Teacher	55.8	65.3	91.7	100.0	100.0	87.0	85.4	88.6	89.7	89.5	87.5	87.2	88.1	88.0	88.4
Parent	*	*	n/a	*	n/a	76.1	82.9	79.3	82.7	77.8	79.9	79.9	80.1	80.1	79.9
Student	50.8	48.2	90.9	77.0	78.9	74.5	74.6	76.2	79.9	82.6	76.6	76.9	77.5	77.7	77.2



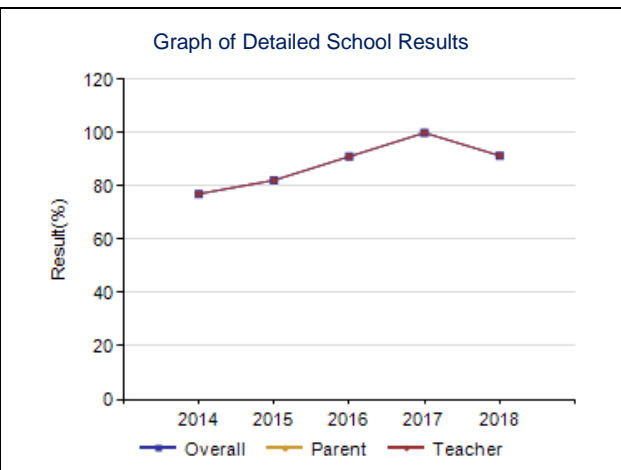
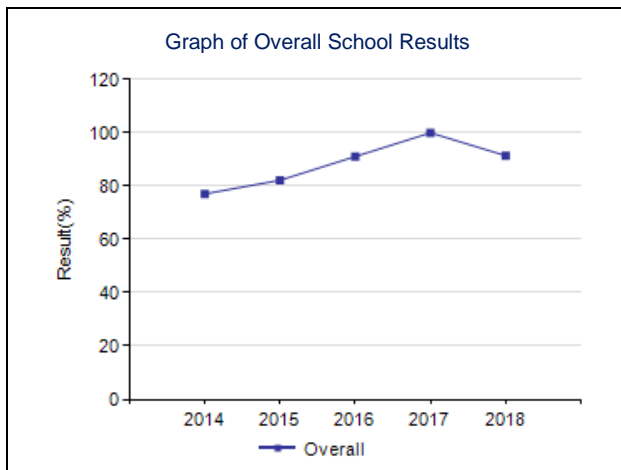
Notes:

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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	77.1	82.2	91.1	100.0	91.4	84.3	82.6	82.2	84.7	81.5	80.6	80.7	80.9	81.2	81.2
Teacher	77.1	82.2	91.1	100.0	91.4	90.6	91.0	91.5	91.5	87.7	88.0	88.1	88.4	88.5	88.9
Parent	*	*	n/a	*	n/a	78.1	74.1	72.9	78.0	75.4	73.1	73.4	73.5	73.9	73.4



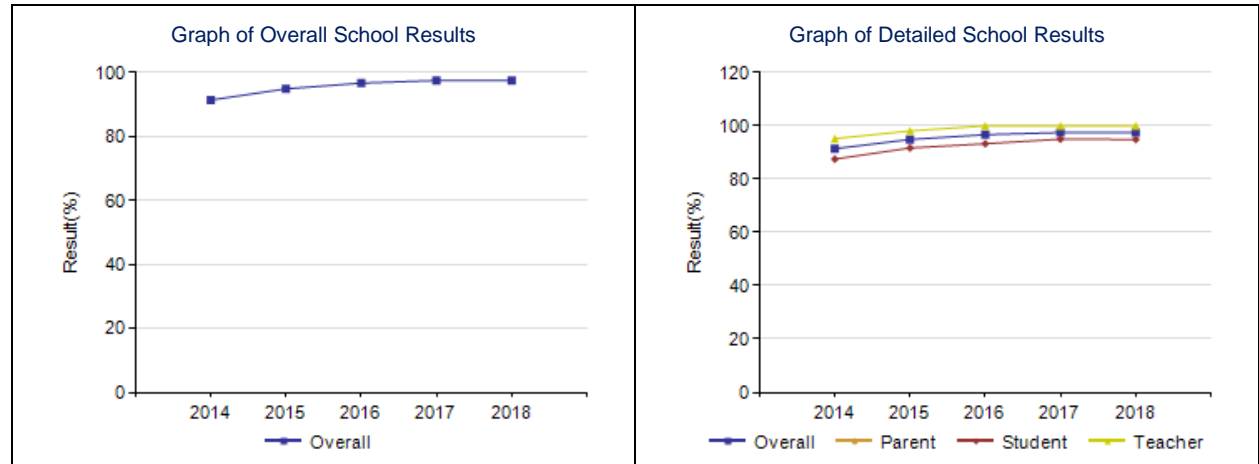
Notes:

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

Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.4	94.9	96.7	97.5	97.5	88.2	88.2	88.5	89.6	89.6	89.2	89.5	90.1	90.1	90.0
Teacher	95.2	98.1	100.0	100.0	100.0	97.1	96.2	97.6	97.6	95.8	95.5	95.9	96.0	95.9	95.8
Parent	*	*	n/a	*	n/a	83.9	85.7	84.5	85.1	84.9	84.7	85.4	86.1	86.4	86.0
Student	87.5	91.7	93.3	95.0	94.9	83.7	82.8	83.5	85.9	88.1	87.3	87.4	88.0	88.1	88.2

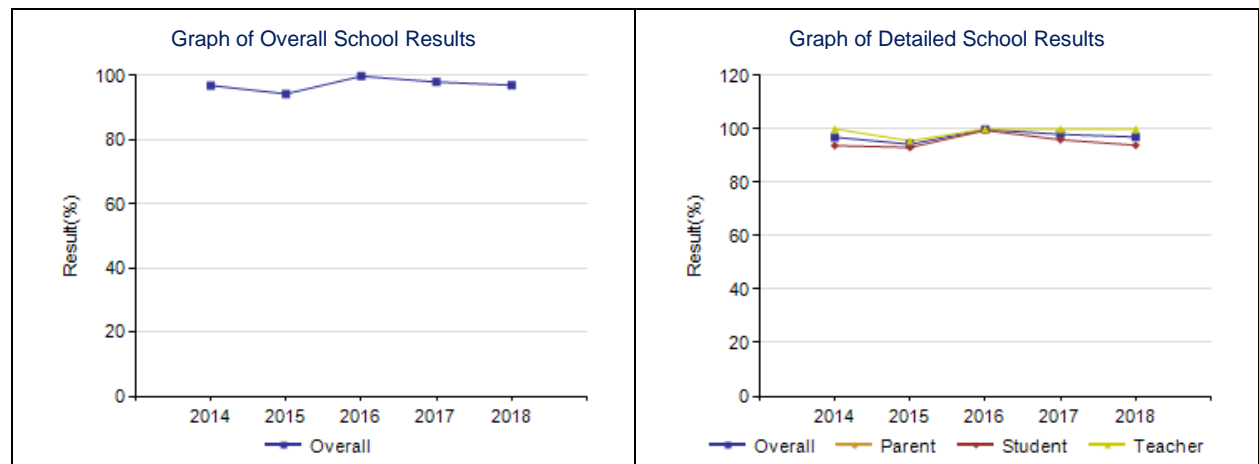


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From 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	96.9	94.3	99.8	98.0	97.0	86.8	87.5	88.3	90.6	89.9	89.1	89.2	89.5	89.5	89.0
Teacher	100.0	95.6	100.0	100.0	100.0	96.9	95.6	97.2	97.5	95.1	95.3	95.4	95.4	95.3	95.0
Parent	*	*	n/a	*	n/a	86.0	87.5	88.3	90.8	90.2	88.9	89.3	89.8	89.9	89.4
Student	93.8	93.1	99.5	96.0	93.9	77.5	79.5	79.4	83.5	84.5	83.1	83.0	83.4	83.3	82.5

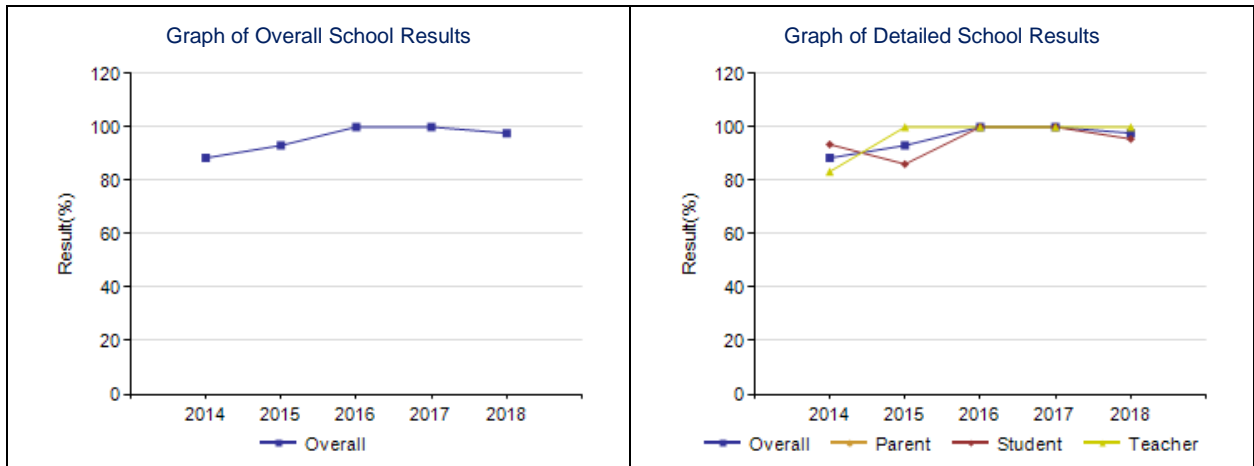


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From 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	88.4	93.1	100.0	100.0	97.7	81.7	79.9	80.2	82.4	81.6	79.8	79.6	81.2	81.4	80.3
Teacher	83.3	100.0	100.0	100.0	100.0	84.3	80.9	88.0	85.2	82.6	81.3	79.8	82.3	82.2	81.5
Parent	*	*	n/a	*	n/a	81.6	79.3	73.9	79.0	78.3	77.0	78.5	79.7	80.8	79.3
Student	93.5	86.1	100.0	100.0	95.5	79.2	79.6	78.8	82.8	83.8	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.