

Edwin Parr Composite School



Education Plan 2020-2021

Accountability Statement

Edwin Parr Composite School education plan for the three years commencing September 1, 2020 was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. The school is committed to achieving the results laid out in this education plan. The data and strategies that form the foundation of this plan will be provided to the school council and will be referenced on Edwin Parr Composite's Webpage.

Foundation Statements

School Mission

School Mission

Edwin Parr Composite School will be recognized for its excellence using a research based approach in constructing learning environments for all students

School Vision

Edwin Parr Composite School prepares all students with the necessary knowledge, skills and character attributes for future success.

School Motto

“Be a part of Edwin Parr Excellence”

Core Beliefs

- * All students should have appropriate educational opportunities.
- * Education of the whole child is vital.
- * Learning occurs best in a respectful, safe, caring and stimulating environment.
- * Each student’s critical thinking skills must be developed.
- * An effective staff participates in ongoing professional development.
- * Education should be flexible and continuously improved.

Student Enrolment

As of Sept 30, 2020

Grade 7	120
Grade 8	119
Grade 9	113
Grade 10	111
Grade 11	100
Grade 12	119
Total	682

Staff

Teachers	39
Office Staff	5
Librarian	1
Educational Assistants	11
Other Support Staff	4

Administrative Team

Principal	Desmond Nolan
Assistant Principal	Sean Morrison
Assistant Principal	Brenna Liddell

Programs

Edwin Parr Composite School is a Grade 7 – 12 school that offers a full range of programming options including:

- Construction Technology/Industrial Arts/Design/ Mechanics /Welding
- Cosmetology/Esthetics
- Fine Arts
- Foods
- French Immersion Grade 7, 8 and 9
- Sr. French Challenge
- Outreach Programming
- Tourism
- Sports in Society
- Wide variety of CTS
- Work experience & RAP
- Virtual Program Delivery
- Advanced Acting
- Fantasy and Science Fiction
- Technical Theatre
- European & Outdoor Learning
- Inclusive Education Programs
- FNMI
- High School Redesign

EPC is committed to:

1. The development of excellent, competent, well trained and innovative staff that hold high expectations for student achievement.
2. School wide professional development program that focuses on continuous improvement and best practices focusing on outcomes based instructional practices.
3. Meeting the need of all children.
4. Utilizing technology to expand and enhance program offerings and services to students.
5. Inform and develop working relationships with parents and other stakeholders.
6. Endeavoring to maintain programming while possible government funding changes occur.
7. Availability of trained staff to support diverse programming.
8. Partnerships with local businesses and industry particularly for RAP and Work Experience and potentially the Paul Martin Entrepreneurial program.
9. Developing partnerships with post-secondary institutions.
10. Expanding learning opportunities through virtual school, video conferencing, and locally developed courses.
11. Developing relationships inter-agency cooperation and fostering inclusive education practices.
12. Adapting to changing demographics
13. Maintaining a safe and caring learning environment.
14. Refinement of High School Redesign programming.

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Edwin Parr Composite Comm. Sch			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	88.3	89.1	84.6	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	85.2	84.2	76.1	82.4	82.2	82.0	Very High	Improved Significantly	Excellent
	Education Quality	85.9	87.6	85.4	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	2.0	2.1	2.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	81.8	82.8	81.1	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	67.0	63.8	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	12.9	10.2	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	80.6	77.3	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	22.1	18.2	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	40.9	48.5	44.9	56.4	56.3	55.6	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	59.0	65.8	62.1	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	53.4	51.2	57.3	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	75.0	74.7	73.6	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	77.8	78.3	74.3	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	78.6	76.0	76.2	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	84.9	86.0	76.1	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Outcome One: Alberta's students are successful

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.3	12.2	83.0	8.0	87.7	19.3	81.6	12.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	80.0	4.0	96.4	14.3	87.5	25.0	100.0	23.8	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	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	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	69.2	10.0	63.2	4.7	66.0	9.9	70.9	13.0	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.8	24.9	76.9	22.2	75.9	34.4	74.9	24.2	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	62.9	13.6	70.3	12.3	73.1	26.4	70.9	18.8	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	70.6	4.7	76.6	5.4	80.8	10.1	82.8	5.7	n/a	n/a		
	Authority	64.9	4.7	71.2	4.9	75.4	9.6	77.8	6.7	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	School	50.0	0.0	71.4	0.0	25.0	0.0	77.8	44.4	n/a	n/a		
	Authority	42.9	0.0	70.0	0.0	41.2	5.9	55.0	20.0	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	School	83.3	8.3	58.8	0.0	92.9	0.0	52.6	0.0	n/a	n/a		
	Authority	83.3	8.3	58.8	0.0	92.9	0.0	52.6	0.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	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	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	School	63.5	10.6	59.5	10.8	37.6	5.0	52.9	11.5	n/a	n/a		
	Authority	61.7	12.0	53.4	8.8	33.5	5.8	49.1	9.4	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	School	50.0	0.0	85.7	28.6	12.5	0.0	55.6	33.3	n/a	n/a		
	Authority	40.6	6.3	66.7	9.5	16.7	0.0	65.5	37.9	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	School	74.1	14.1	73.0	9.0	74.7	13.1	74.7	14.9	n/a	n/a		
	Authority	66.3	15.7	68.1	10.3	71.0	11.3	71.4	14.8	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	School	66.7	8.3	71.4	0.0	25.0	12.5	66.7	33.3	n/a	n/a		
	Authority	60.0	10.0	66.7	0.0	41.2	5.9	50.0	16.7	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	School	58.8	10.6	54.1	9.9	49.5	13.1	60.9	10.3	n/a	n/a		
	Authority	52.7	11.8	54.0	12.9	51.4	10.3	57.2	9.4	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		

K&E Social Studies 9	School	16.7	0.0	42.9	0.0	25.0	0.0	66.7	55.6	n/a	n/a		
	Authority	33.3	6.7	65.2	8.7	47.6	4.8	45.0	25.0	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Comment on Results

(an assessment of progress toward achieving the target)

- Looking at PAT results to ensure progress
- Trend is moving upward in most subject areas
- No results last year due to cancellation of PAT's

Strategies

- Due to cancellation of PAT's for the 20 and 21 years we will continue to work with our collaboration teams on the follow procedure to ensure continue academic growth.
- Complete Grade 9 exam analysis with all junior high teachers to evaluate strengths and area to develop
- Increase amount of time for review prior to writing of PAT's, with greater focus on exam writing strategies. This includes a common review process that is created by all subject area cohort teachers.
- Ensure any students using accommodations throughout the year receive and use the same accommodations for writing their PATs.
- Continue to support EPC's collaboration teams in subject areas that allow for teachers to work together to ensure progress for our students.

1.

1. 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)
Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	78.0	6.0	80.0	10.0	87.2	6.4	93.3	10.0	n/a	n/a		
	Authority	81.6	3.1	74.8	6.1	83.3	6.0	86.2	6.2	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	92.5	15.0	87.5	0.0	82.4	11.8	86.0	14.0	n/a	n/a		
	Authority	88.4	12.8	89.5	1.2	81.0	6.9	90.1	7.7	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
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	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	31.9	8.5	51.2	9.8	52.8	11.1	67.7	9.7	n/a	n/a		
	Authority	45.8	9.7	49.3	13.4	54.5	14.5	64.0	16.0	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	35.3	0.0	58.8	5.9	44.0	4.0	38.1	0.0	n/a	n/a		
	Authority	42.1	2.6	56.8	11.4	53.8	3.8	43.5	6.5	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	68.3	4.8	68.8	2.1	72.7	13.6	80.8	3.8	n/a	n/a		
	Authority	68.6	6.9	71.4	3.6	73.7	14.5	80.0	9.2	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	63.8	2.1	66.7	0.0	54.5	0.0	66.7	4.4	n/a	n/a		
	Authority	65.7	4.8	71.7	3.3	55.8	1.3	64.0	2.3	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	94.9	23.1	95.6	40.0	90.9	36.4	96.4	53.6	n/a	n/a		
	Authority	83.6	20.5	87.4	26.4	87.5	35.9	92.6	40.7	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	80.4	30.4	86.4	31.8	87.8	29.3	92.0	56.0	n/a	n/a		
	Authority	69.1	24.5	78.9	23.9	77.1	27.1	80.0	40.0	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	85.0	25.0	76.2	33.3	100.0	30.0	92.9	50.0	n/a	n/a		
	Authority	82.9	25.7	72.7	27.3	93.8	31.3	73.7	34.2	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	81.8	18.2	66.7	33.3	94.1	29.4	95.8	54.2	n/a	n/a		
	Authority	68.2	13.6	78.9	47.4	81.8	24.2	90.0	32.5	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

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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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comment on Results

(an assessment of progress toward achieving the target)

With Diplomas not being written in both the 2020 and June 2021, we will continue to work on the following measures to ensure academic growth.

Strategies

- Working with all teachers from gr. 7-12 to go over curricular objectives and ensuring that all important objectives are being prioritized and scaffolded through their 7-12 academic career.
- Promoting and educating our parents and students on the importance of diploma prep courses and encouraging them to attend.
- Use same/similar testing formats throughout school year so students have familiarity with the process (use multiple choice questions with bubble fill in answer sheets, use numerical response items with a bubble fill in portion).
- Supporting teachers in reviewing their classroom assessment practices and look for areas of growth.
- Ensure that students are in the appropriate program through evidence in assessment and teaching professional judgement

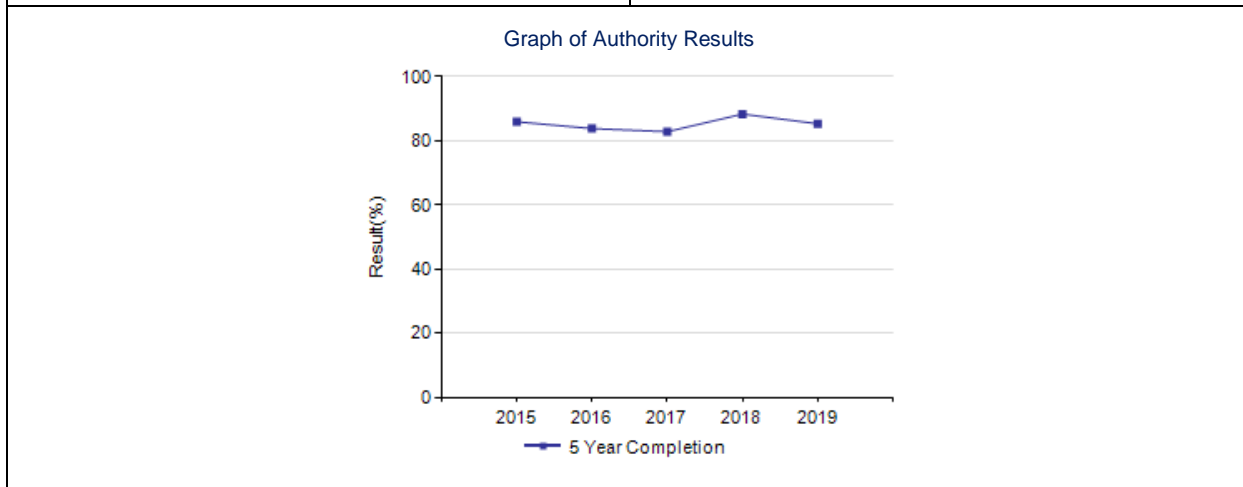
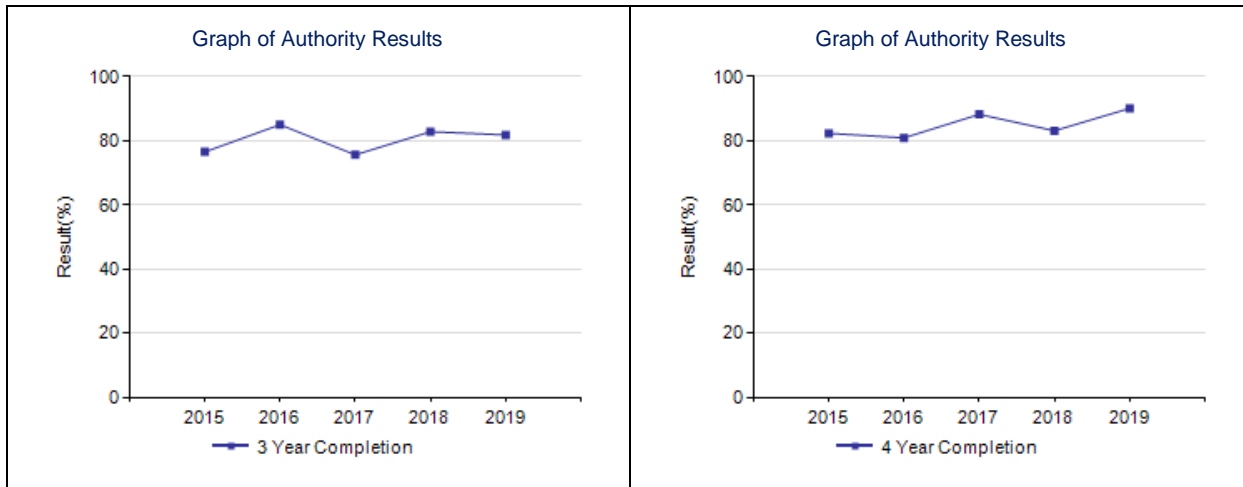
Notes:

4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. 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.
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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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), historical Rutherford Scholarship Eligibility Rate results 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.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	76.5	85.0	75.6	82.8	81.8	69.5	72.9	71.5	72.0	74.0	76.5	78.0	78.0	79.1	79.7
4 Year Completion	82.3	80.9	88.2	83.1	90.1	77.2	73.9	75.9	78.2	77.2	81.0	81.2	82.6	82.7	83.5
5 Year Completion	85.9	83.8	82.8	88.3	85.3	80.5	78.1	76.4	77.7	79.8	82.1	83.2	83.4	84.8	84.9



Notes:

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2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 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.

Comment on Results

(an assessment of progress toward achieving the target)

Our results in the area are very good. We will continue to support our students through the below strategies.

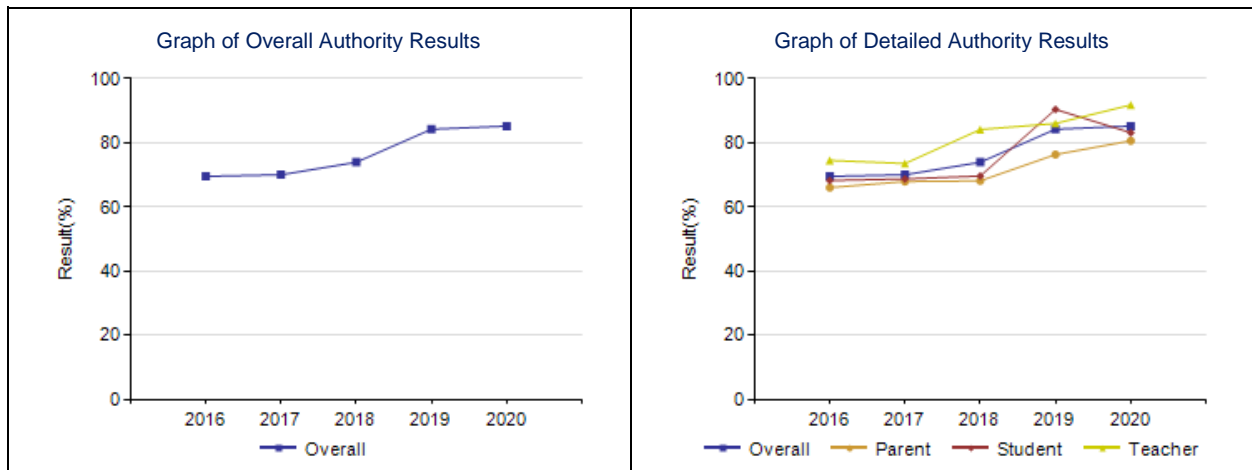
Strategies

- Continue to have Mrs. Holdis and Mr. Morrison meet with every high school student at least once during the school year to ensure of positive progress.
- Grade 11's and 12's will meet much more often and support will be offered with regards to post secondary education, RAP programs etc.

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	69.5	70.0	73.9	84.2	85.2	73.0	76.6	75.2	79.4	80.1	81.9	81.9	81.8	82.2	82.4
Teacher	74.5	73.5	84.1	86.0	91.8	81.8	86.3	86.1	87.4	89.1	88.1	88.0	88.4	89.1	89.3
Parent	66.0	67.9	68.1	76.3	80.6	73.6	74.7	69.9	74.0	76.2	80.1	80.1	79.9	80.1	80.1
Student	68.2	68.7	69.6	90.4	83.1	63.6	68.8	69.5	76.6	75.1	77.5	77.7	77.2	77.4	77.8



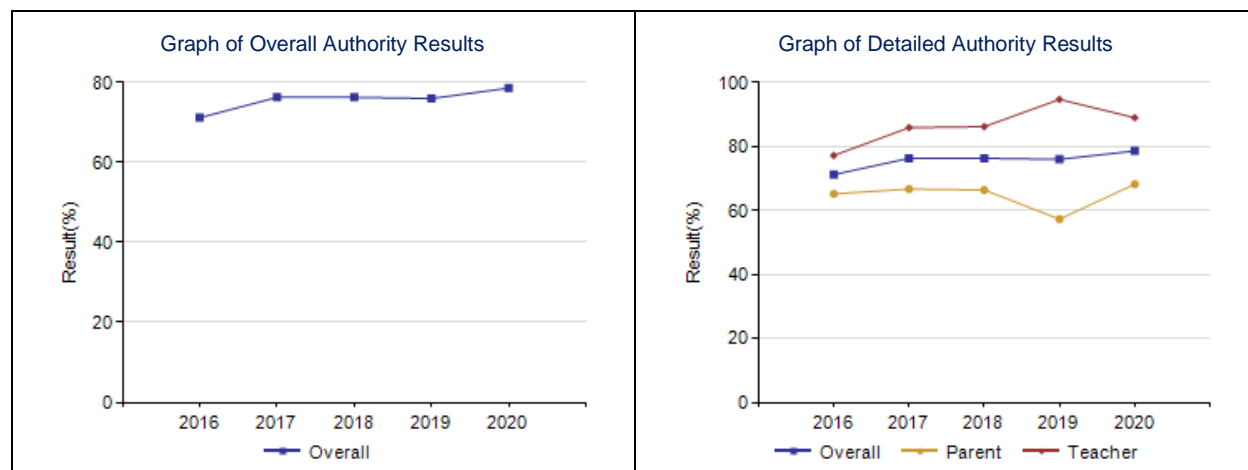
Notes:

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.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	71.2	76.3	76.3	76.0	78.6	77.0	81.3	78.5	82.0	84.0	80.9	81.2	81.2	81.3	81.8
Teacher	77.2	85.9	86.2	94.7	89.0	86.6	91.0	89.0	93.6	95.3	88.4	88.5	88.9	89.0	89.6
Parent	65.2	66.7	66.4	57.3	68.2	67.5	71.7	68.0	70.3	72.6	73.5	73.9	73.4	73.6	73.9



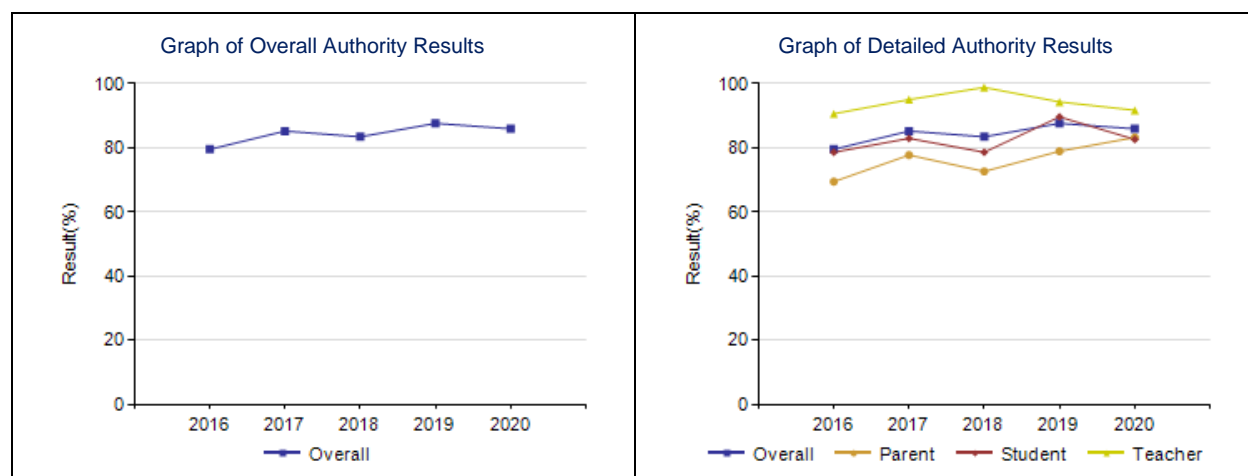
Notes:

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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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	79.5	85.2	83.4	87.6	85.9	84.4	87.0	88.7	90.0	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	90.6	95.0	98.8	94.3	91.7	94.7	96.3	97.6	97.0	96.7	96.0	95.9	95.8	96.1	96.4
Parent	69.4	77.7	72.6	78.9	83.2	75.5	77.2	80.2	82.8	82.8	86.1	86.4	86.0	86.4	86.7
Student	78.6	82.9	78.6	89.6	82.6	83.0	87.4	88.2	90.4	89.0	88.0	88.1	88.2	88.1	87.8



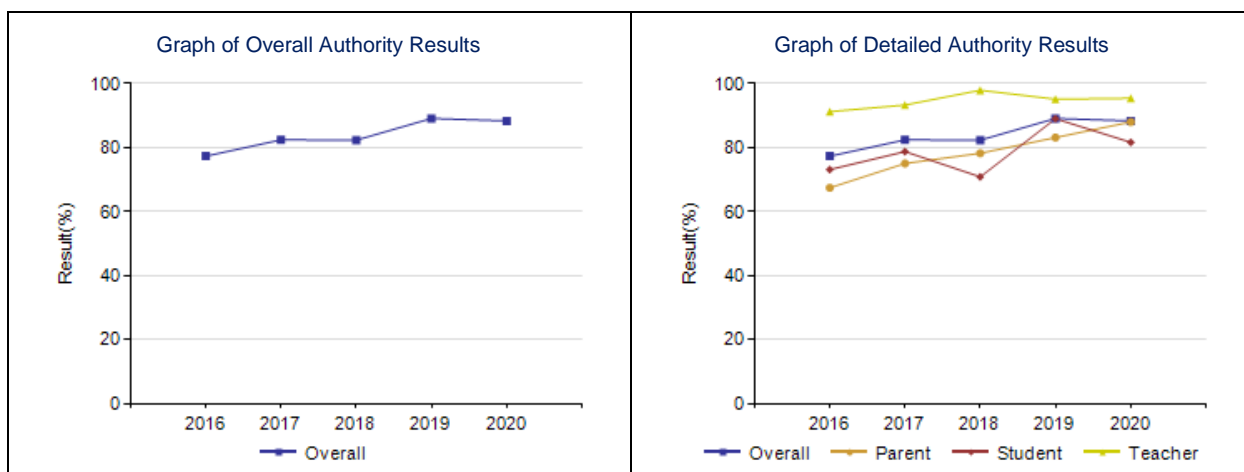
Notes:

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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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.3	82.4	82.3	89.1	88.3	85.0	86.6	87.5	89.8	89.5	89.5	89.5	89.0	89.0	89.4
Teacher	91.2	93.3	97.9	95.1	95.4	94.6	96.2	97.3	97.4	97.4	95.4	95.3	95.0	95.1	95.3
Parent	67.4	75.0	78.2	83.1	88.0	83.3	83.1	83.4	84.2	86.3	89.8	89.9	89.4	89.7	90.2
Student	73.1	78.7	70.8	89.0	81.6	77.0	80.6	81.7	87.8	84.9	83.4	83.3	82.5	82.3	82.6



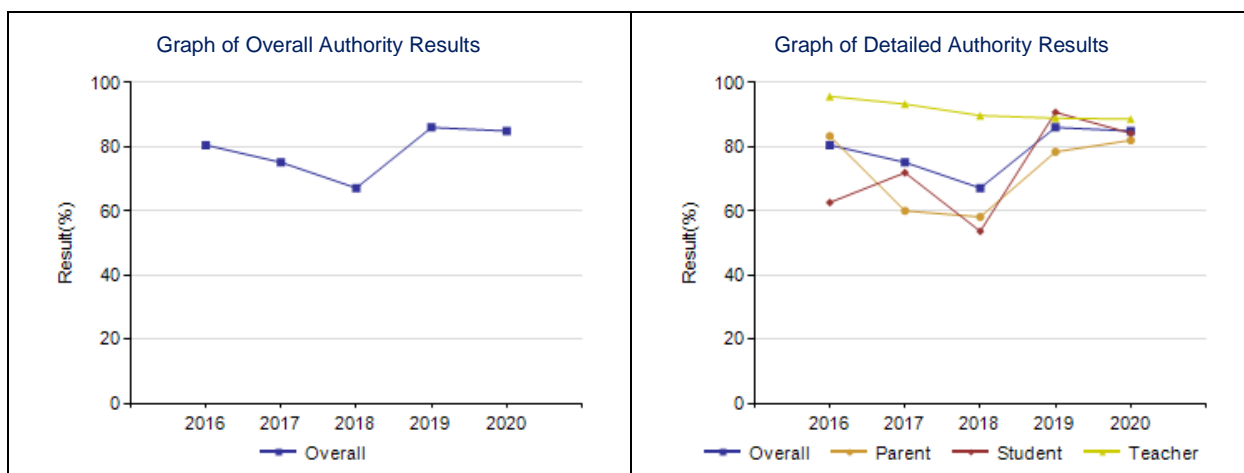
Notes:

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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.

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.5	75.1	67.1	86.0	84.9	76.8	81.2	78.8	84.3	85.5	81.2	81.4	80.3	81.0	81.5
Teacher	95.7	93.3	89.7	88.9	88.6	82.6	91.5	86.9	91.1	92.9	82.3	82.2	81.5	83.4	85.0
Parent	83.3	60.0	58.1	78.4	82.0	77.9	75.4	73.8	78.0	81.0	79.7	80.8	79.3	80.3	80.0
Student	62.6	71.9	53.6	90.7	84.2	69.8	76.6	75.6	83.9	82.5	81.5	81.1	80.2	79.4	79.6

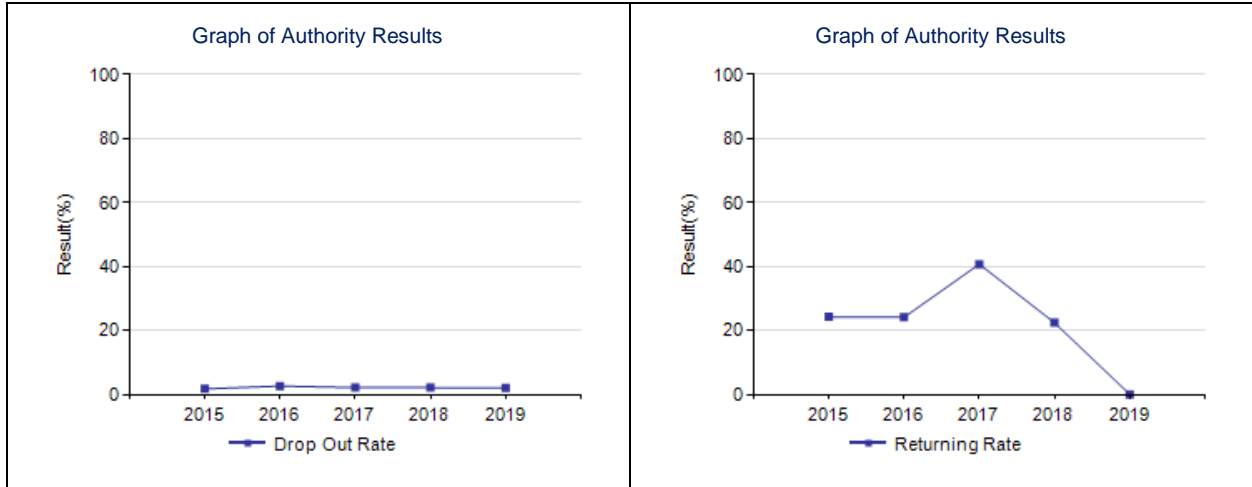


Notes:

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Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	1.7	2.6	2.1	2.1	2.0	4.8	3.9	3.6	3.2	4.2	3.2	3.0	2.3	2.6	2.7
Returning Rate	24.2	24.1	40.7	22.4	0.0	20.6	19.4	31.0	22.6	0.0	18.2	18.9	19.9	22.7	18.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.