

Alberta Education Assurance Survey Summaries for: ROSS GLEN SCHOOL

Background: Beginning in the Spring of 2021, Alberta Education moved from the Accountability Pillar Survey (APORI) to the Alberta Education Assurance Survey (AEA).

These surveys were administered to:

- Students in grades four, seven and ten;
- Students in grades four through nine in small schools;
- Parents of students in grades four, seven and ten;
- All teachers

Each year, these results are used by schools and the school division to develop our assurance plans and school goals. These documents can be found on each school's website. Commentary is provided for each measure within the document.

School Survey Response

	2020	2021	2022	2023	2024
	N	N	N	N	N
STUDENTS	136	113	98	102	97
PARENTS	9	3	23	15	11
TEACHERS	18	15	14	18	9

Provincial Survey Response

	2020	2021	2022	2023	2024
	N	N	N	N	N
STUDENTS	193,364	169,813	187,102	193,029	199,823
PARENTS	36,899	30,969	31,694	31,862	33,209
TEACHERS	33,941	30,205	30,944	32,323	32,047

- These are approximate numbers as not every parent, student or teacher answers every question.
- Survey was completed by 11 parents, 9 teachers, and 97 students.
- Academically derived measures are also provided on our school webpage.

Spring 2024 Required Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Ross Glen 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
Student Growth and Achievement	Student Learning Engagement	82.6	83.7	83.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.3	73.0	76.7	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	n/a	75.0	75.0	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	33.3	33.3	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.2	89.7	89.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.1	80.0	83.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.1	67.8	74.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.3	80.3	83.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam 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, Social Studies 30-2.

Commentary and Analysis: Ross Glen School continues to maintain an excellent quality of education and increased in the 2023-2024 school year. As we implement new curriculum in several subject areas, our focus on maintaining a high quality of education is key as we assess students and plan accordingly to improve their learning. During the 2022-2023 school year, we implemented our ROSGO behaviour matrix, which brought extra attention to areas, such as citizenship. During the implementation year, parents perceived a low level of citizenship, while students maintained the same perspective as the previous couple of years. During the 2023-2024 school year, as students and parents are aware of the expectations, the result improved as indicated by increased results by all 3 groups; students, parents and teachers. Parental involvement continued to drop for the second year in a row. However, Ross Glen School Council developed committees to plan events/fundraisers/hot lunch and were successful with recruiting new parents.

Domain: Student Growth and Achievement

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	163	81.0	128	80.1	135	80.3	135	73.0	117	80.3	High	Maintained	Good	3,041	80.0	2,154	77.9	3,921	77.5	3,412	77.2	3,407	76.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
Parent	9	88.9	3	*	23	80.0	15	61.3	11	70.9	Intermediate	Maintained	Acceptable	353	78.1	236	71.7	340	74.7	260	71.2	281	73.1	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
Student	136	62.9	113	63.1	98	63.8	102	63.4	97	69.8	High	Maintained	Good	2,341	71.2	1,599	70.3	3,250	67.4	2,816	68.3	2,821	66.1	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
Teacher	18	91.1	15	97.2	14	97.1	18	94.4	9	100.0	Very High	Maintained	Excellent	347	90.7	319	91.8	331	90.5	336	92.2	305	91.6	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Commentary and Analysis: We saw a dramatic increase in the Citizenship results. In the previous year, parents reported a low achievement which highlighted this area to be an issue. During the 2023-2024 school year, we focused on bringing more awareness to our school community about our ROSGO behaviour matrix to highlight all the great ways students were modeling the characteristics of active citizenship. The response of students also increased from Intermediate to High demonstrating that students could also see and feel the difference within the school. We had a very active Student Leadership group that enhanced our school community by being active citizens and modeling those traits. This area is an area to celebrate as we went from being an Issue to Good overall.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	128	81.8	135	83.1	135	83.7	117	82.6	n/a	Maintained	n/a	n/a	n/a	2,152	85.1	3,915	84.4	3,410	84.7	3,405	83.1	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
Parent	n/a	n/a	3	*	23	92.6	15	95.6	11	87.9	n/a	Maintained	n/a	n/a	n/a	236	89.3	339	88.9	259	86.9	281	86.2	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
Student	n/a	n/a	113	63.6	98	56.6	102	55.7	97	59.8	n/a	Maintained	n/a	n/a	n/a	1,597	69.0	3,245	67.7	2,815	69.4	2,819	66.5	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
Teacher	n/a	n/a	15	100.0	14	100.0	18	100.0	9	100.0	n/a	Maintained	n/a	n/a	n/a	319	96.8	331	96.7	336	97.8	305	96.6	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Commentary and Analysis: The amount of grade 4-6 students engaged in their learning increased. The evaluation by parents decreased. This might have been a result of using EDSBY as a tool to communicate students' learning to parents. Teachers continued to report students as being engaged in their learning.

Domain: Teaching and Learning

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	163	95.2	127	94.1	135	89.6	134	89.7	117	91.2	Very High	Maintained	Excellent	3,043	90.5	2,152	89.8	3,918	89.3	3,413	89.0	3,413	88.1	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6

Parent	9	96.3	3	*	23	85.2	15	84.4	11	86.4	Very High	Maintained	Excellent	353	87.1	236	87.7	340	87.0	260	84.2	281	84.1	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
Student	136	89.3	112	89.2	98	86.2	101	85.6	97	87.1	High	Maintained	Good	2,343	88.7	1,596	85.6	3,247	84.3	2,817	85.8	2,827	84.2	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
Teacher	18	100.0	15	98.9	14	97.6	18	99.1	9	100.0	Very High	Maintained	Excellent	347	95.8	320	96.1	331	96.7	336	97.0	305	95.9	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Commentary and Analysis: All stakeholders continued to be highly satisfied with the overall quality of basic education at Ross Glen School, with all 3 stakeholders results increasing. The teachers' rating increased which could be a result of the increased professional development around new curriculum and research-based teaching strategies. Teachers indicated their professional development opportunities met what they were needing. Our school goal focused on literacy, with small group instruction as a strategy allowing a way to meet individual students' learning needs. The student result also increased, which moved Ross Glen from an Intermediate to High Achievement, which resulted in a Good overall evaluation which increased from Acceptable.

Domain: Learning Supports

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	128	82.0	135	86.6	135	80.0	117	84.1	n/a	Maintained	n/a	n/a	n/a	2,154	85.5	3,923	84.4	3,414	83.3	3,410	83.1	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
Parent	n/a	n/a	3	*	23	89.0	15	73.1	11	79.5	n/a	Maintained	n/a	n/a	n/a	236	83.9	340	85.5	260	81.2	281	82.7	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
Student	n/a	n/a	113	66.8	98	70.8	102	68.5	97	72.7	n/a	Maintained	n/a	n/a	n/a	1,599	77.6	3,252	74.3	2,818	75.6	2,824	73.0	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
Teacher	n/a	n/a	15	97.1	14	100.0	18	98.4	9	100.0	n/a	Maintained	n/a	n/a	n/a	319	95.0	331	93.4	336	93.2	305	93.6	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Commentary and Analysis: Results by all 3 stakeholder groups increased. This could be a result of an increased focus on sense of belonging as a school goal. Our Apple School's facilitator worked to increase a sense of belonging focusing on our school mascot and reminding students "We are ROADRUNNERS!" Parents would have also heard this messaging at school assemblies. In addition, the continued focus on and promotion of our ROSGO behaviour matrix, including highlighting students who demonstrate Respect, Open-heartedness, Safety, a Growth Mindset and Ownership, may have helped to change parent and student perceptions about the school culture.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	127	65.8	135	81.6	135	67.8	117	78.1	n/a	Maintained	n/a	n/a	n/a	2,150	82.4	3,922	83.7	3,410	82.8	3,400	83.5	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
Parent	n/a	n/a	3	*	23	82.3	15	46.6	11	72.7	n/a	Maintained	n/a	n/a	n/a	236	76.4	340	79.8	260	72.9	281	78.4	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
Student	n/a	n/a	112	70.9	98	68.7	102	76.1	97	77.2	n/a	Maintained	n/a	n/a	n/a	1,595	81.5	3,251	80.1	2,814	83.4	2,814	80.7	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	n/a	n/a	15	60.8	14	93.9	18	80.9	9	84.4	n/a	Maintained	n/a	n/a	n/a	319	89.3	331	91.3	336	92.2	305	91.4	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Commentary and Analysis: Although we "Maintained" on this measure, we saw a relative increase reported by all stakeholders. Parents, in particular, showed the greatest increase, rising to 72.7 from 46.6 the previous school year. The Overall measure increased from 67.8 to 78.1. This increase could be the result of teachers and our CST providing increased communication about the supports students are receiving, as well as increased communication provided by the school FSLW. Teacher confidence in providing needed support has also likely increased as a result of targeted professional learning in literacy and numeracy.

Domain: Governance

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	83.8	15	91.7	36	86.3	33	80.3	20	78.3	Intermediate	Maintained	Acceptable	698	81.3	554	77.9	668	77.1	595	78.1	584	78.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5

Parent	9	75.6	3	*	22	84.1	15	69.7	11	78.8	Very High	Maintained	Excellent	351	72.4	235	69.8	339	69.0	259	68.7	280	72.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
Teacher	18	92.1	15	91.7	14	88.6	18	90.9	9	77.8	Very Low	Maintained	Concern	347	90.2	319	86.0	329	85.2	336	87.5	304	84.1	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6

Notes:

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

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Commentary and Analysis: Parents responded that parental involvement increased, which went from 69.7% to 78.8%, which is a very high measure. However, teachers reported a decrease in parent involvement, going from 90.9% to 77.8% resulting in a Very Low achievement and bringing the teacher result to an area of concern. This will be an area that will be investigated with teachers to determine how, in their perspective, this area might improve.

Supplemental AEAMs

Spring 2024 Supplemental Alberta Education Assurance Measures – Overall Summary

Measure	Ross Glen 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	96.3	88.2	90.5	81.1	82.2	83.0	Very High	Maintained	Excellent
Lifelong Learning	76.7	61.4	68.3	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	85.9	81.3	83.7	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	78.6	71.3	75.7	80.6	81.2	81.5	Very Low	Maintained	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	89.0	82.2	85.8	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	71.5	66.6	69.0	71.9	72.9	72.7	Low	Maintained	Issue
School Improvement	64.3	62.4	67.4	75.8	75.2	74.7	Very Low	Maintained	Concern
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	75.0	80.2	84.4	82.8	83.1	84.0	Intermediate	Maintained	Acceptable

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 the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

In-Service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.																																	
	School											Authority								Province													
	2020		2021		2022		2023					2024		2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	18	74.1	15	84.1	14	92.9	17	88.2	9	96.3	Very High	Maintained	Excellent	344	84.7	317	84.5	321	86.6	330	88.8	296	83.3	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1
Teacher	18	74.1	15	84.1	14	92.9	17	88.2	9	96.3	Very High	Maintained	Excellent	344	84.7	317	84.5	321	86.6	330	88.8	296	83.3	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2	31,298	81.1

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	60.6	15	78.3	36	75.2	32	61.4	20	76.7	High	Maintained	Good	687	69.8	543	81.1	657	80.0	576	78.4	558	78.9	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
Parent	9	61.1	2	*	22	68.6	15	42.9	11	76.5	Very High	Improved	Excellent	342	61.8	229	74.6	328	70.9	248	70.1	262	71.3	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
Teacher	18	60.0	15	78.3	14	81.8	17	80.0	9	76.9	Intermediate	Maintained	Acceptable	345	77.9	314	87.6	329	89.1	328	86.8	296	86.5	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.

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									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	90.2	15	69.3	37	86.1	33	81.3	20	85.9	Very High	Maintained	Excellent	1,774	85.7	1,365	83.6	2,747	83.1	2,148	83.6	2,260	83.5	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8
Parent	9	91.7	3	*	23	81.7	15	72.2	11	85.4	Very High	Maintained	Excellent	353	79.9	235	81.0	340	82.1	260	78.0	280	82.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,074	89.9	811	82.3	2,076	79.1	1,552	83.2	1,675	79.0	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7
Teacher	18	88.7	15	69.3	14	90.6	18	90.3	9	86.4	Intermediate	Maintained	Acceptable	347	87.1	319	87.4	331	88.0	336	89.8	305	89.5	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2

Notes:

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Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	162	78.0	127	70.7	135	80.1	135	71.3	117	78.6	Very Low	Maintained	Concern	3,036	85.0	2,150	82.4	3,921	83.7	3,410	83.3	3,400	83.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6
Parent	9	74.1	3	*	23	76.8	15	51.2	11	69.7	Very Low	Maintained	Concern	353	76.0	236	74.2	339	77.8	260	72.2	281	76.2	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5
Student	135	72.8	112	70.9	98	68.7	102	76.1	97	77.2	Very Low	Maintained	Concern	2,336	85.9	1,595	81.5	3,251	80.1	2,814	83.4	2,814	80.7	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
Teacher	18	87.0	15	70.5	14	94.9	18	86.8	9	88.9	Very Low	Maintained	Concern	347	93.1	319	91.5	331	93.2	336	94.3	305	94.3	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5

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										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	162	86.1	128	84.2	135	89.4	135	82.2	117	89.0	Very High	Maintained	Excellent	3,034	89.0	2,152	88.9	3,923	88.6	3,413	87.2	3,407	87.3	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1
Parent	9	91.1	3	*	23	92.0	15	75.7	11	87.3	High	Maintained	Good	353	89.3	236	89.0	340	90.6	260	85.5	281	87.4	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0
Student	135	72.8	113	72.4	98	76.1	102	73.2	97	79.6	High	Maintained	Good	2,334	83.6	1,597	82.4	3,252	80.4	2,817	81.8	2,821	79.9	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4
Teacher	18	94.4	15	96.0	14	100.0	18	97.8	9	100.0	Very High	Maintained	Excellent	347	94.1	319	95.4	331	94.8	336	94.3	305	94.6	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9

Notes:

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Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School													Authority										Province									
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	161	67.1	128	66.5	134	71.3	134	66.6	116	71.5	Low	Maintained	Issue	3,021	76.0	2,137	73.0	3,896	76.0	3,397	77.6	3,388	75.9	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9
Parent	9	77.8	2	*	22	78.3	15	58.6	10	72.7	High	Maintained	Good	349	69.0	233	63.6	326	69.4	256	70.1	271	71.2	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8
Student	134	83.5	113	74.6	98	63.8	102	69.6	97	76.8	Low	Improved	Acceptable	2,325	84.9	1,585	74.1	3,240	75.2	2,807	80.8	2,813	77.0	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0
Teacher	18	40.0	15	58.5	14	71.9	17	71.6	9	64.9	Low	Maintained	Issue	347	73.9	319	81.2	330	83.5	334	82.0	304	79.5	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8

Notes:

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School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.																																	
	School										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	160	83.2	125	74.9	134	72.4	133	62.4	116	64.3	Very Low	Maintained	Concern	3,028	83.2	2,103	80.6	3,874	74.4	3,360	77.0	3,342	74.2	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8
Parent	9	100.0	2	*	23	65.2	15	40.0	11	72.7	Intermediate	Improved	Good	349	81.4	218	77.5	329	66.0	253	69.2	264	70.1	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2
Student	133	77.4	111	71.2	98	67.3	102	59.8	97	57.7	Very Low	Maintained	Concern	2,332	82.4	1,577	80.6	3,228	74.9	2,798	74.3	2,791	69.5	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0
Teacher	18	72.2	14	78.6	13	84.6	16	87.5	8	62.5	Low	Declined	Issue	347	85.9	308	83.8	317	82.3	309	87.7	287	82.9	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2

Notes:

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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										Measure Evaluation			Authority										Province									
	2020		2021		2022		2023		2024					2020		2021		2022		2023		2024		2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	80.6	13	92.3	33	88.5	31	80.2	19	75.0	Intermediate	Maintained	Acceptable	672	82.2	530	82.9	638	83.8	558	84.0	544	83.8	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1	61,407	82.8
Parent	9	77.8	2	*	19	84.2	15	66.7	10	50.0	Very Low	Declined	Concern	333	72.7	222	73.9	312	75.6	236	74.6	252	73.8	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0	30,731	74.8
Teacher	18	83.3	13	92.3	14	92.9	16	93.8	9	100.0	Very High	Maintained	Excellent	339	91.7	308	91.9	326	92.0	322	93.5	292	93.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3	30,676	90.7

Notes:

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