

Combined 3-Year Education Plan and Annual Education Results Report (AERR) for Trinity Christian Academy



November 2012

Message from the Principal

Trinity Christian Academy is dedicated to the students, staff, parents and greater community that we serve. With everything that we do, our focus is on making TCA a better place for students to learn.

The Annual Education Results Report for November 2012 encompasses and looks back at the 2011/2012 school year. This report then is one of celebration as well as challenges as we report on the multiple successes and the immediate challenges we face as a school.

We hope that by reviewing our past we can ultimately improve our future through adequate, thoughtful planning and community involved discussion. This document will serve as our three year education plan for the 2012/2013, 2013/2014 and 2014/2015 school years.

Wayne Funk
Trinity Christian Academy Principal
November 2012

Accountability Statement

The *Annual Education Results Report* for Trinity Christian Academy for the 2011/2012 school year was prepared in accordance with the requirements of Alberta Education and Golden Hills School Division. The school is committed to using the results in this report to improve outcomes for students. We use the results to develop sound strategies for our *Three Year Education Plan* to ensure all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

School Profile

Trinity Christian Academy is an alternative faith based program that encompasses kindergarten to grade 9 programming. Our current population is 100 students with the majority of students being town students. Our programs include a kindergarten class, a grade 1 class, a grade 2/3 combined class, a grade 4/5/6 combined class and a grade 7/8/9 combined class. Additionally, the students participate in some Christian Education classes weekly.

Highlights of 2011/2012

Christian Education Programming

During the course of the 2011/2012 school year it became apparent that our relationship with the Lutheran Church of Canada and by extension the Commission that oversaw the spiritual growth and development of our students and staff had become in need of an exhaustive review. At the end of this review, it was decided that Trinity Lutheran Christian Academy would no longer exist and that a new spiritual partnership needed to be established. With this realization came the development of the TCA Society and a spiritual partnership with Strathmore Alliance Church. This partnership is still in its infancy and will need time and space to grow into the positive, supportive relationship we all expect it to become.

Alberta Initiative for School Improvement

Our teachers are moving through the Golden Hills School Division mandated Assessment for Learning focus of this AISI cycle. During this time our teachers are moving through an Understanding by Design project, developing their own sense of how assessment is changing in their classrooms and getting the students to better understand how they are assessed and also giving the students ability to better self-assess. In addition, the teaching staff has been hard at work getting ready to implement a new report card system in the fall of 2012. Being a small school, we have no AISI teacher time allotted, but our dedicated staff takes time during staff meetings and other opportunities to have professional discussions around Assessment for Learning Practices. We are looking forward to working closely with the Instructional Coaches from Golden Hills School Division as we move into our next AISI cycle.

Student Leadership

Our junior high school class takes on the role of student leadership in a very dedicated and supportive way. They are involved in planning school spirit events, running the canteen, deciding on a school mascot along with many other activities.

Trends and Issues

Student Enrollment

As a relatively new school, Trinity Christian Academy continues to work to find students to make the school viable from a strictly financial perspective. At the start of the 2012/2013 school year, we are projecting a balanced budget for the school. This will be the first time TCA has had a balanced budget in the 5 years of its existence. Our student enrollment continues to climb as GHSD has been very supportive in creating some positive changes to our offered programming. These changes include a new spiritual partnership with a local church, funded transportation for any of our students within the Town of Strathmore boundaries and a reduction of Alternative Program fees. Our enrollment has grown from 75 students in June of 2012 to 96 funded students for our September 30, 2012 funding cut-off date. TCA continues to go through many different ways of making the public aware of the alternative program that GHSD offers including; open houses, advertisements in the local newspapers, postcard mail outs and articles written to be included in the Strathmore Times and Strathmore Standard. TCA staff, school council and TCA Society are all dedicated to the growth and sustainability of the school and we will continue to plan for the success of Trinity Christian Academy into the future.

Physical Space

As TCA's student population continues to grow, we are ever cognizant of our physical space limitations. TCA exists in a leased space that is not going to be able to accommodate a large increase in student population without significant infrastructure dollars dedicated to creating new classroom spaces. As it stands currently, we have already moved our staff room and library into smaller physical spaces to accommodate the growth and expansion of our student body. As this is a leased space, the growth potential becomes much more complicated. Ideally, a new school building, offering a Christian Alternative Public Education, would make TCA an incredibly vibrant educational facility.



Facility and Capital

Building Lease

As mentioned earlier, GHSD leases the TCA school building from Encharis (a land holding branch of the Lutheran Church Canada). This lease will expire at the end of the 2012/2013 school year and it will be important to enter into negotiations with Encharis in regards to the extension of this lease at the earliest possible opportunity.

Facility Upgrades

As our student enrollment continued to climb, we found ourselves in a situation where we were unable to house the students in the classrooms that were currently in use. With this in mind, we have moved our staff room into the former Chaplain's Office to allow for the creation of our Pre-Kindergarten Program. As well, we have moved our library into a former storage area to make room for our new Kindergarten classroom. These changes were necessary, but are only short term fixes for our space problems. A long term building plan needs to be put in place to alleviate our short term space issues.

Technology

During the summer of 2012, another ActivBoard was installed in our new kindergarten classroom. This enabled every classroom space at TCA to be outfitted with an ActivBoard to enhance the learning experience for our students. As well, a cart of 30 netbook laptop computers was purchased and is now in use supporting the education of our grade 4 – 9 students.

Transportation

During the first four years of existence, TCA was not able to provide transportation services to students outside of the Westmount Attendance Area. With the advent of the 2012/2013 school year, GHSD has supported free bus transportation for any student to and from TCA school from anywhere within the town boundaries of Strathmore.

Combined 2012 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Trinity Christian Academy			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	Issue	Safe and Caring	80.5	81.5	79.0	88.6	88.1	87.5	Low	Maintained	Issue
Student Learning Opportunities	n/a	Program of Studies	69.2	65.7	64.8	80.7	80.9	80.6	Low	Maintained	Issue
		Education Quality	75.9	83.8	80.3	89.4	89.4	89.3	Very Low	Maintained	Concern
		Drop Out Rate	*	0.0	0.0	3.2	4.2	4.4	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.1	72.6	71.6	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	92.3	94.4	86.9	79.1	79.3	78.9	Very High	Maintained	Excellent
		PAT: Excellence	23.1	22.2	13.1	20.9	19.6	19.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	83.5	82.6	83.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	18.6	18.7	18.7	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.2	54.9	53.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.5	59.6	58.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	58.4	59.3	59.5	n/a	n/a	n/a
		Work Preparation	62.5	76.5	67.2	79.7	80.1	79.9	Very Low	Maintained	Concern
		Citizenship	76.5	78.9	71.7	82.5	81.9	81.2	Intermediate	Maintained	Acceptable
Parental Involvement	Excellent	Parental Involvement	90.0	79.2	82.3	79.7	79.9	80.0	Very High	Maintained	Excellent
Continuous Improvement	Acceptable	School Improvement	71.3	77.3	68.8	80.0	80.1	79.8	Intermediate	Maintained	Acceptable

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 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)

Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target ¹	Evaluation			Targets ²		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	92.6	73.8	94.4	92.3	85.0	Very High	Maintained	Excellent	90.0	92.0	94.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	7.4	9.5	22.2	23.1	20.0	Very High	Maintained	Excellent	22.0	24.0	26.0

Comment on Results

Obviously we are very happy with our academic scores for both the acceptable and excellent standards. However a word of caution is that with our extremely small class sizes on student moving into or out of our school can make a substantial difference in our scores. These scores also reflect only our grade 3 students as our grade 6 and 9 student results were repressed due to only having 3 students in grade 6 and no grade 9 students for the 2011/2012 academic year.

Strategies

Reading

Throughout Trinity Christian Academy, teachers use "Cornerstones" published by Gage Learning as their top resource. Students in Kindergarten and grade 1 also use Animated Literacy as a supplemental resource.

As TCA was not involved in the previous round of AISI strategies, some of the teachers will have missed some of the reading strategies taught by AISI reading Strategy Lead Teachers. During a PD opportunity, it would benefit the teachers at TCA to be a part of a reading strategies PD session.

Writing

All of the students at TCA benefit from the program "Write Traits" published by Great Source Education Group. This resource focusses on 6 writing traits that students use to create top notch narrative and expository writing samples.

A further resource for the teachers at TCA will be the "6 + 1 Traits of Writing" written by Ruth Culham. This resource will act as a supplement to the program already in place for the teachers.

Math

The main math resource at TCA is Math Makes Sense by Pearson. Depending on the teacher, Power of 10 and/or Math for Success can be found as a supplemental resource for our students.

Outcome: *Students achieve student learning outcomes.*

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	0.0	*	0.0	*	*	*	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

With TCA being a K- 9 school we only have students who fit into this age range on occasion.

Strategies

Continue to engage our junior high students with informative, dynamic classes.

Continue to implement technology throughout the school day.

We are working toward implementing some of the course options that junior high students in larger schools are able to participate in.

Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	n/a	n/a	64.6	78.9	76.5	85.0	Intermediate	Maintained	Acceptable	85.0	90.0	95.0
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.	n/a	n/a	57.9	76.5	62.5	80.0	Very Low	Maintained	Concern	80.0	85.0	90.0

Comment on Results

As an alternative program with a Christian focus, we believe strongly that this is an outcome where we should excel. With our Christian Studies, Weekly Chapel times and a Chaplain on staff our results should be outstanding when it comes to "modeling the characteristics of active citizenship." Unfortunately they are not. The TCA Society, TCA School Council and TCA teaching staff will all be working to improve the results of this goal.

As our junior high students continue through the growth process of trying to create a true junior high focus, this area of work preparation becomes even more necessary. Again, as a staff, school council and society, we will see this as an area of much needed growth and improvement.

Additionally, it needs to be mentioned that our results were negatively affected by a very small parent survey return rate. It is our intention to embark on a survey return program to increase the number of parents that take the opportunity to rate our school on these very important goals.

Strategies

- Through our Christian Studies program we will continue to develop students that model active citizenship.
- Each of our classes will have some sort of "giving to the community" project that they will be embarking on in the spring of 2013
- Our Leadership class (grade 7/8/9) will be responsible for planning and implementing a comprehensive school spirit plan. Through this planning and implementation process our oldest students will be encouraged to attain the attitudes and behaviors that will make them successful workers once they have finished school

Goal Two: High Quality Education through Collaboration and Innovation

Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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.	n/a	n/a	63.8	65.7	69.2	70.0	Low	Maintained	Issue	75.0	80.0	85.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	n/a	n/a	76.8	83.8	75.9	85.0	Very Low	Maintained	Concern	85.0	90.0	95.0
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.	n/a	n/a	76.5	81.5	80.5	85.0	Low	Maintained	Issue	85.0	90.0	95.0

Comment on Results

Any time the red or orange colors are shown in the evaluation of a particular performance measure it is obviously a cause for concern. Our goal as a school is to try to increase the scores for each of the performance measures with the strategies you see listed below.

As a staff, our teachers and support staff have taken this outcome as their group area for improvement.

Strategies

To broaden the range of programs our students encounter during the school year the following steps have been taken.

- A music specialist volunteer comes in to teach music to all of our students on a bi-weekly basis. The students learn some basic music theory but also get to practise on class sets of guitars, keyboards and other instruments that have been donated to the school.
- A generous donation has allowed TLCA to initiate the purchase of a partial cart of laptops to be used by our grade 4 – 9 students. This cart of laptops will allow the students to have access to the wireless network that is throughout our school for research and inquiry purposes.

To increase the amount of people who are satisfied with the quality of our basic education the following steps have been taken.

- We have concentrated our teachers where the majority of our students are. The kindergarten class has 10 students and these students are in their own classroom for the entirety of their programming. Our grade 1 students have a class of 20 and are on their own as well. Our largest class is our grade 2/3 class with a size of 28 students. This class has additional classroom support in the form of an Educational Assistant and a small amount of additional teacher time.
- Our grade 4/5/6 and grade 7/8/9 class will have access to technological tools at an increased rate, thus allowing them to become more engaged in their basic education.

To increase the amount of people that feel students are treated fairly at school, that students learn the importance of caring for others and that feel the students are safe at school the following steps have been taken.

- With an increased amount of administrative time, GHSD has pledged to have a discipline process that is fair, prompt and not delayed by an administrator who teaches an inordinate amount of time
- Our Christian Studies classes will focus on virtues of good students as well as Christian values. Things like honesty, respect, truth and wisdom will also be highlighted through weekly Health and Christian Studies programs

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

Outcome: *The education system demonstrates leadership and collaboration.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	n/a	85.4	79.2	90.0	85%	Very High	Maintained	Excellent	92%	94%	96%
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.	n/a	n/a	60.4	77.3	71.3	80%	Intermediate	Maintained	Acceptable	85%	90%	95%

Comment on Results

These results are positive as a new school inevitably goes through growing pains during the initial start-up years. It is imperative to keep the parents involved in their child's education and our goal of continual improvement will never diminish.

Strategies

To increase the number of parents who feel involved in decisions about their child's education the following steps will be taken.

- To make sure that all parents are consulted, in person or over the phone, in regards to a child's Individual Program Plan
- Increase the number of parents that attend the TCA School Council meetings and get them involved in decision making. We hope to do this through increased advertisement, guest speakers and creating an atmosphere of improvement and open dialogue.

To have stakeholders believe that their school has gotten better over time it is imperative to allow for growth and change to occur. At TCA we will do this by taking the following steps.

- Continue to add programming whenever possible – especially at the junior high school level
- Encourage our students to continue to attend TCA after grade 8. TCA has a grade 9 program and for the first time there are students attending this program. Currently we have 6 students in our grade 9 class.
- Continuing to hire staff members who are quality educators but also believe strongly in the mission of an alternative Christian program.

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

Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: *FNMI students are engaged in learning.*

Comment on Results
TCA has no FNMI students attending for the 2012/2013 school year.
Strategies



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.

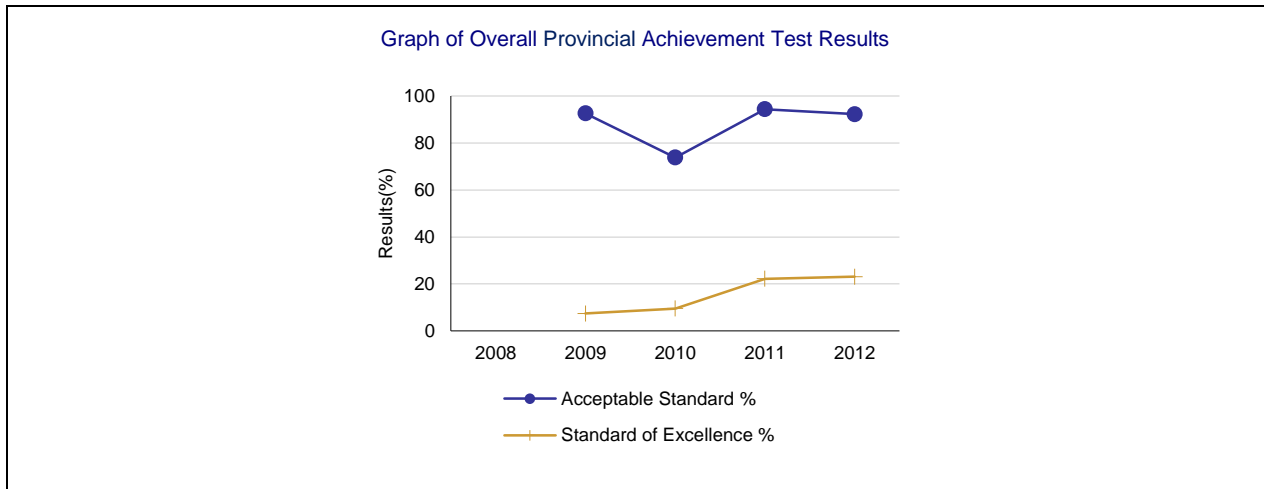
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	n/a	n/a	*	*	*	*	100.0	50.0	100.0	42.9	100.0	40.0
	Authority	87.0	14.9	84.4	18.2	83.9	16.1	87.8	15.7	83.3	18.5		
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
French Language Arts 3	School	n/a	n/a	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	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
Français 3	School	n/a	n/a	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	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	School	n/a	n/a	n/a	n/a	n/a	n/a	100.0	16.7	100.0	42.9	100.0	40.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	82.7	23.2	76.4	25.0		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	School	n/a	n/a	100.0	12.5	100.0	0.0	100.0	16.7	*	*	95.0	25.0
	Authority	82.7	18.9	83.3	16.7	87.4	19.1	86.6	17.1	83.7	15.3		
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
French Language Arts 6	School	n/a	n/a	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	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
Français 6	School	n/a	n/a	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	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 6	School	n/a	n/a	n/a	n/a	n/a	n/a	50.0	16.7	*	*	90.0	25.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	76.8	14.3	73.9	11.5		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	School	n/a	n/a	100.0	0.0	71.4	14.3	83.3	0.0	*	*	90.0	25.0
	Authority	72.4	18.7	78.6	20.0	76.4	21.6	78.1	18.6	76.6	22.5		
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	School	n/a	n/a	n/a	n/a	71.4	0.0	83.3	16.7	*	*	90.0	25.0
	Authority	n/a	n/a	n/a	n/a	65.5	10.9	67.1	12.9	68.2	13.4		
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a	90.0	25.0
	Authority	73.9	10.7	79.7	14.1	79.2	8.9	79.2	12.4	78.6	12.4		
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	School	n/a	n/a	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	59.3	3.7	73.1	0.0	78.8	9.1		
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
French Language Arts 9	School	n/a	n/a	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	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	School	n/a	n/a	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	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	90.0	25.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	57.1	10.6	61.9	10.2		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	School	n/a	n/a	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	64.3	7.1	45.8	4.2	60.7	25.0		

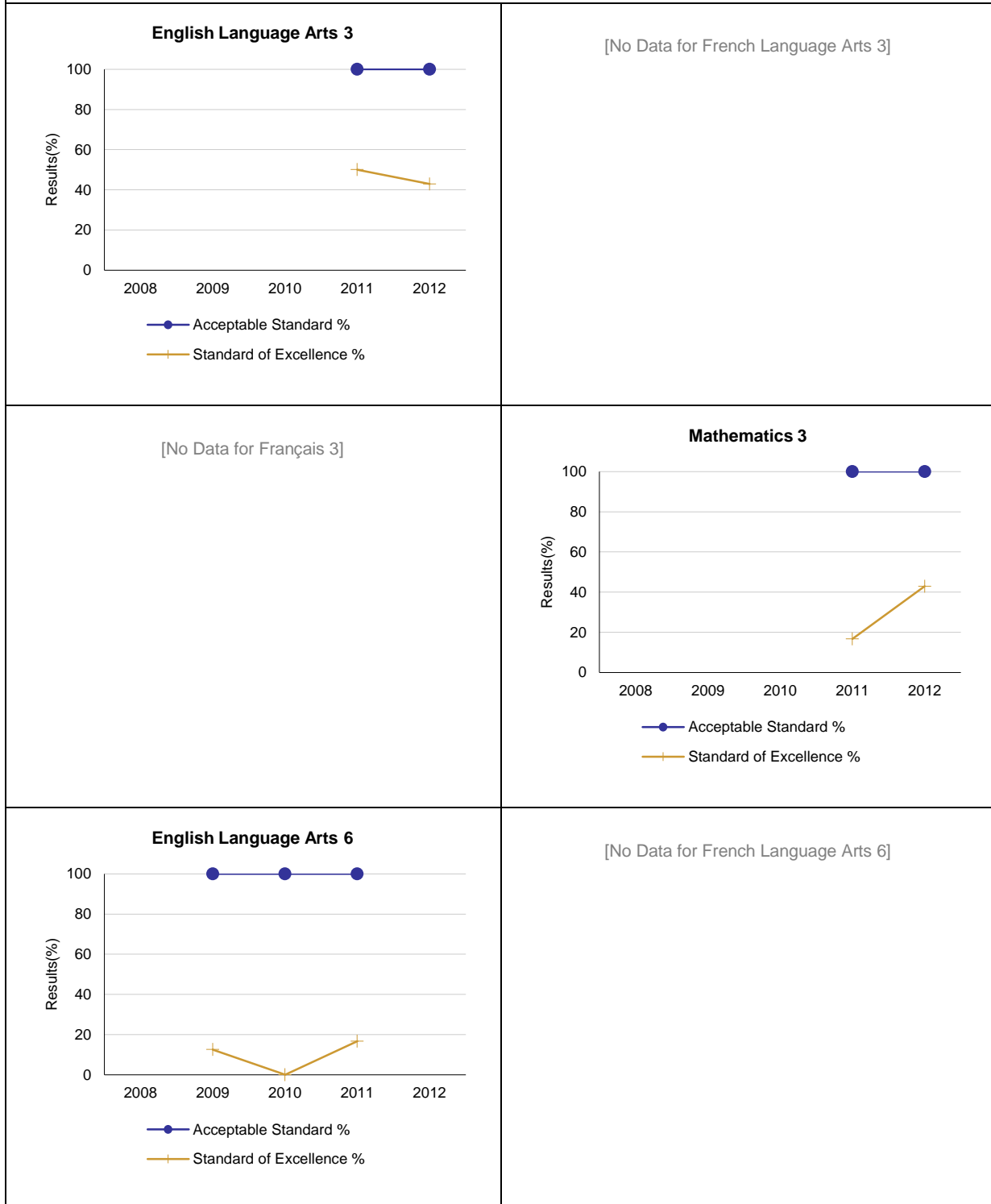
	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a	90.0	25.0
	Authority	63.8	6.0	68.9	12.0	70.3	12.0	68.2	12.9	69.0	10.5		
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	N/A	N/A
	Authority	n/a	n/a	n/a	n/a	71.4	7.1	50.0	8.3	76.7	20.0		
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	90.0	25.0
	Authority	n/a	n/a	n/a	n/a	63.6	13.5	59.9	13.4	68.8	11.5		
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	School	n/a	n/a	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	77.8	7.4	66.7	25.9	47.6	9.5		
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

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

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

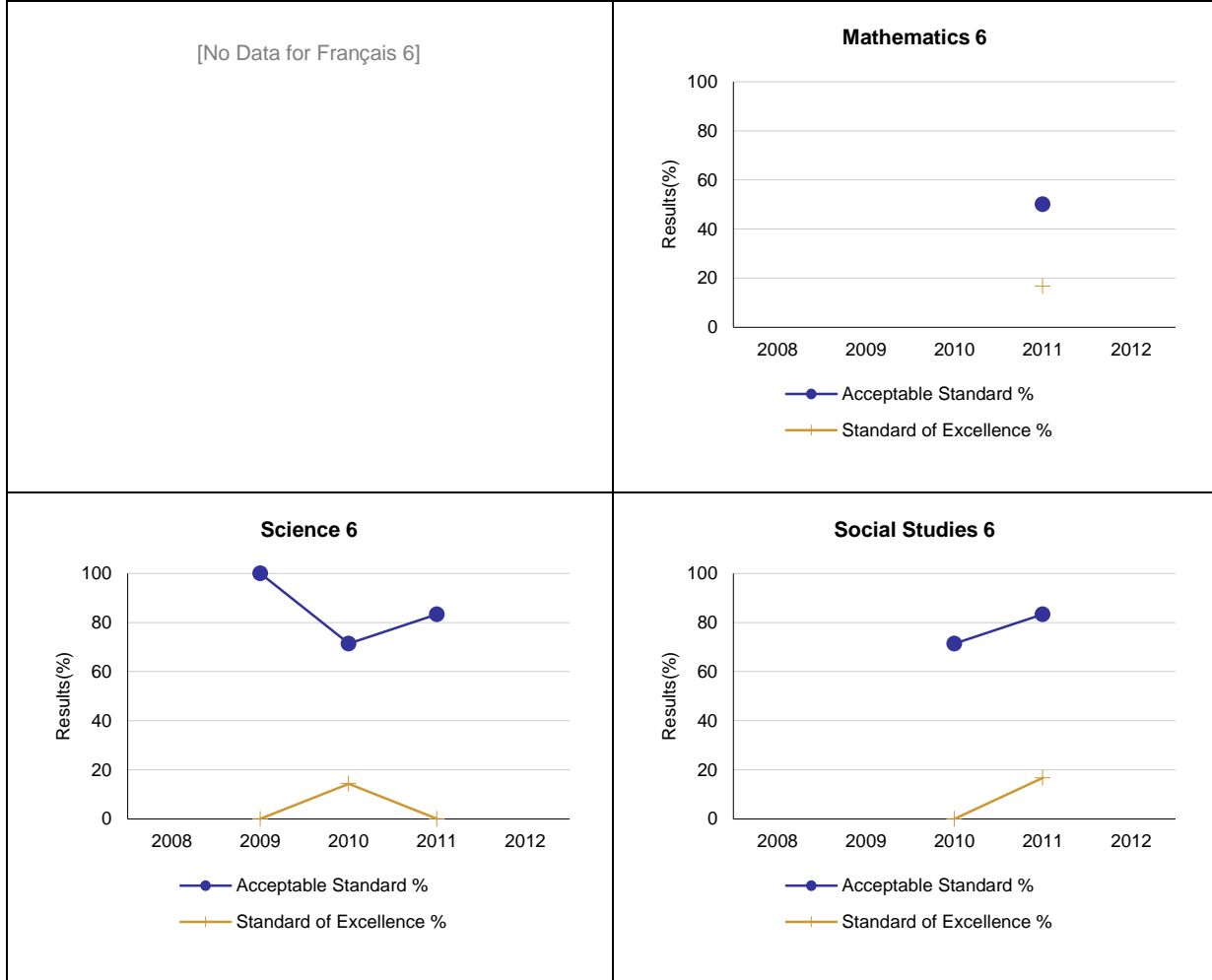


Graph of Provincial Achievement Test Results by Course



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

Graph of Provincial Achievement Test Results by Course



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Trinity Christian Academy							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Very High	Maintained	Excellent	7	100.0	6	100.0	44,689	81.9	42,242	81.6
	Standard of Excellence	Very High	Maintained	Excellent	7	42.9	6	50.0	44,689	20.4	42,242	18.4
French Language Arts 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	82.1	3,091	82.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,378	14.5	3,091	16.0
Français 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	7	100.0	6	100.0	44,689	76.8	42,957	77.4
	Standard of Excellence	n/a	Improved	n/a	7	42.9	6	16.7	44,689	25.5	42,957	26.0
English Language Arts 6	Acceptable Standard	*	*	*	3	*	9	100.0	43,170	82.7	43,453	82.7
	Standard of Excellence	*	*	*	3	*	9	9.7	43,170	17.8	43,453	18.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,592	89.3	2,435	89.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,592	17.2	2,435	16.3
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2
Mathematics 6	Acceptable Standard	*	*	*	3	*	6	50.0	43,170	74.7	43,539	73.7
	Standard of Excellence	*	*	*	3	*	6	16.7	43,170	16.6	43,539	17.8
Science 6	Acceptable Standard	*	*	*	3	*	9	84.9	43,073	77.8	43,389	76.5
	Standard of Excellence	*	*	*	3	*	9	4.8	43,073	28.2	43,389	25.4
Social Studies 6	Acceptable Standard	*	*	*	3	*	10	77.4	43,170	73.2	43,569	71.1
	Standard of Excellence	*	*	*	3	*	10	8.3	43,170	19.5	43,569	17.5
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,309	77.4	43,450	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,309	16.4	43,450	15.3
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	61.4	1,597	67.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,654	5.8	1,597	7.8
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	87.5	2,332	85.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,344	12.2	2,332	12.6
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41,909	66.5	42,538	66.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	41,909	17.8	42,538	17.3
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	62.4	1,915	65.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,941	15.4	1,915	15.1
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,307	74.2	43,288	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,307	22.4	43,288	18.1
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	67.9	1,556	68.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,574	17.3	1,556	14.8
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,429	68.9	43,449	68.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	42,429	19.1	43,449	18.9
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	63.5	1,565	63.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	13.9	1,565	14.6

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

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.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

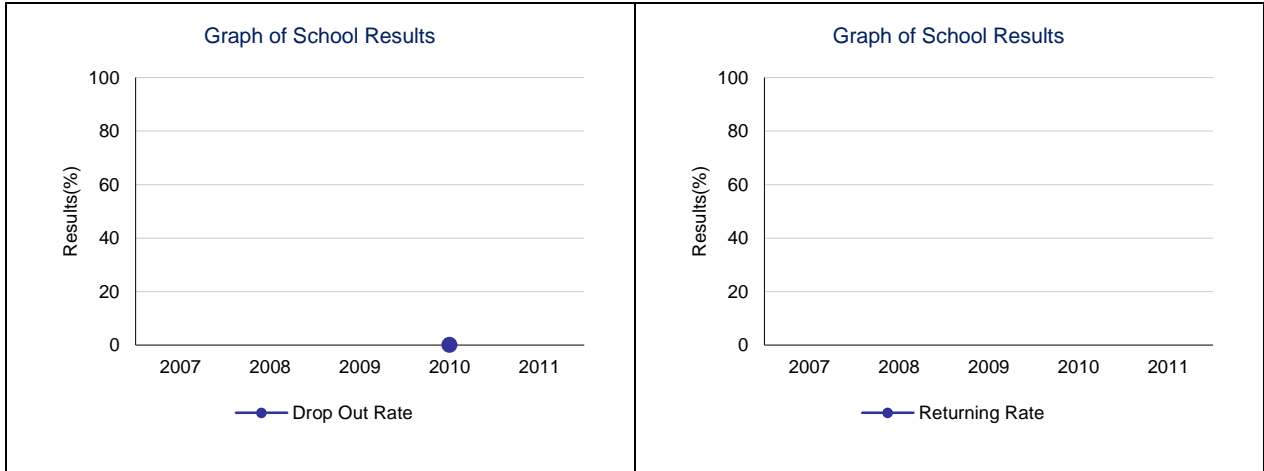
Overall Evaluation Table

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

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	n/a	n/a	n/a	0.0	*	5.2	5.4	4.5	4.7	3.7	5.0	4.8	4.3	4.2	3.2
Returning Rate	n/a	n/a	n/a	n/a	n/a	19.6	19.0	23.8	22.4	21.4	21.3	19.8	23.5	27.9	23.4

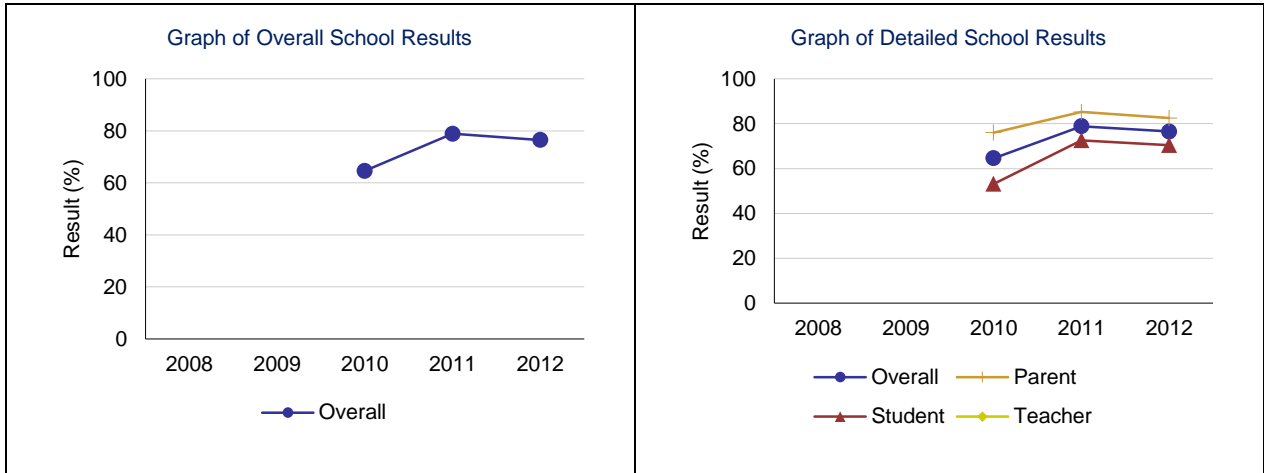


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	64.6	78.9	76.5	77.2	77.7	79.4	80.7	81.8	77.9	80.3	81.4	81.9	82.5
Teacher	n/a	n/a	*	*	*	92.0	93.1	92.7	94.9	93.9	90.6	91.8	93.0	92.7	93.1
Parent	n/a	*	76.0	85.2	82.5	74.0	73.7	74.8	74.7	76.4	74.7	77.4	78.5	78.6	79.4
Student	n/a	n/a	53.2	72.6	70.5	65.6	66.3	70.7	72.5	75.1	68.5	71.8	72.7	74.5	75.0

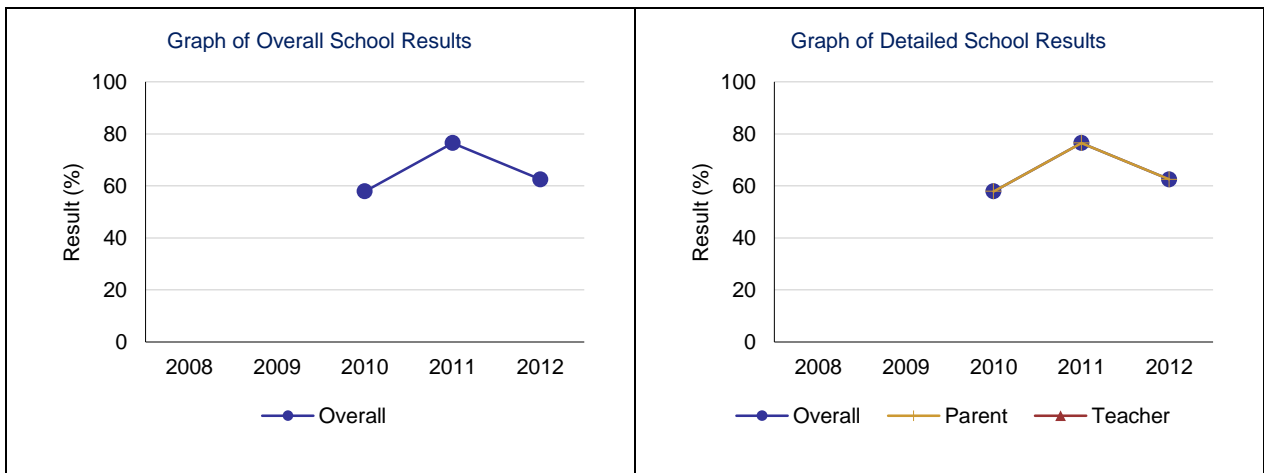


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	57.9	76.5	62.5	83.3	81.0	79.5	82.1	78.2	80.1	79.6	79.9	80.1	79.7
Teacher	n/a	n/a	*	*	*	91.8	91.3	93.8	93.7	91.3	89.3	88.9	90.0	89.6	89.5
Parent	n/a	*	57.9	76.5	62.5	74.8	70.7	65.2	70.6	65.0	70.9	70.2	69.8	70.6	69.9

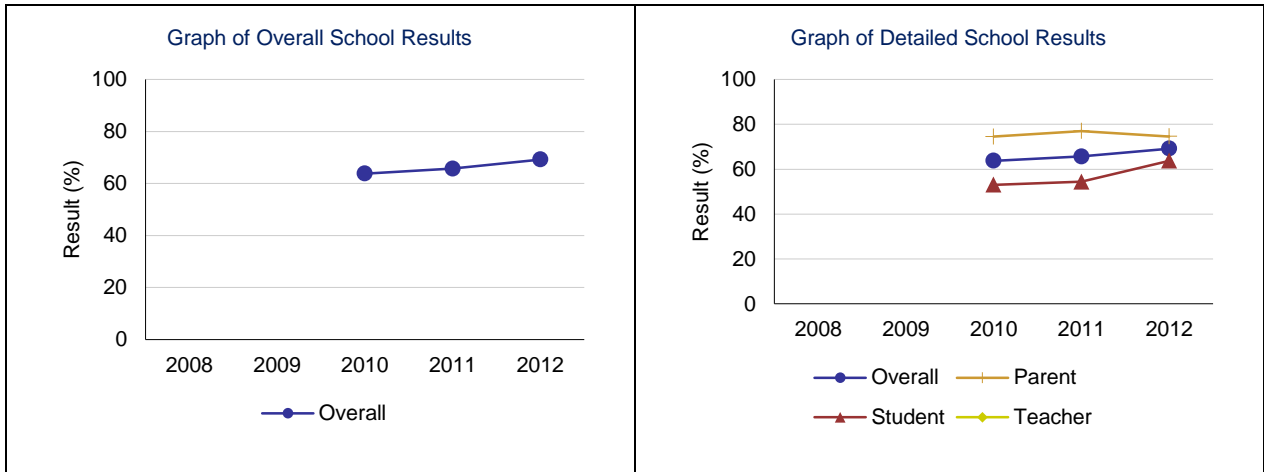


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	63.8	65.7	69.2	76.6	77.3	73.4	76.1	78.6	79.4	80.3	80.5	80.9	80.7
Teacher	n/a	n/a	*	*	*	86.3	85.8	83.1	85.5	86.6	86.4	86.8	87.7	87.6	87.3
Parent	n/a	*	74.5	77.0	74.6	73.1	73.0	69.2	71.4	73.4	77.6	78.7	78.0	78.3	78.1
Student	n/a	n/a	53.1	54.4	63.8	70.4	73.1	68.0	71.6	75.7	74.1	75.3	75.9	76.9	76.9

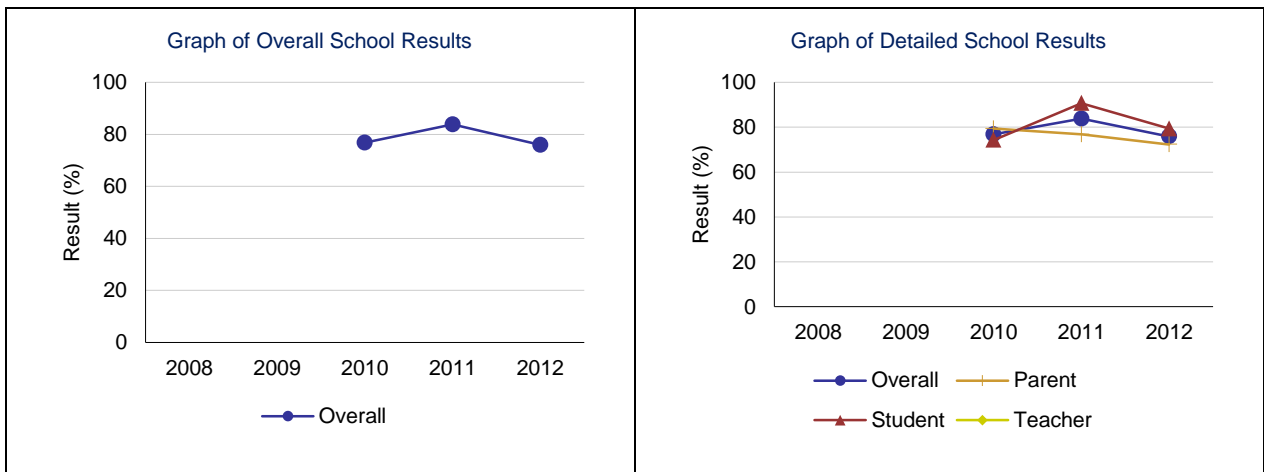


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	76.8	83.8	75.9	89.0	88.6	87.8	88.8	90.5	88.2	89.3	89.2	89.4	89.4
Teacher	n/a	n/a	*	*	*	96.2	95.3	96.9	98.2	97.6	94.9	95.3	95.6	95.5	95.4
Parent	n/a	*	79.4	76.8	72.3	84.4	82.9	79.3	81.4	84.7	83.0	84.4	83.9	84.2	84.2
Student	n/a	n/a	74.3	90.7	79.4	86.4	87.6	87.0	86.7	89.0	86.6	88.3	88.2	88.5	88.6

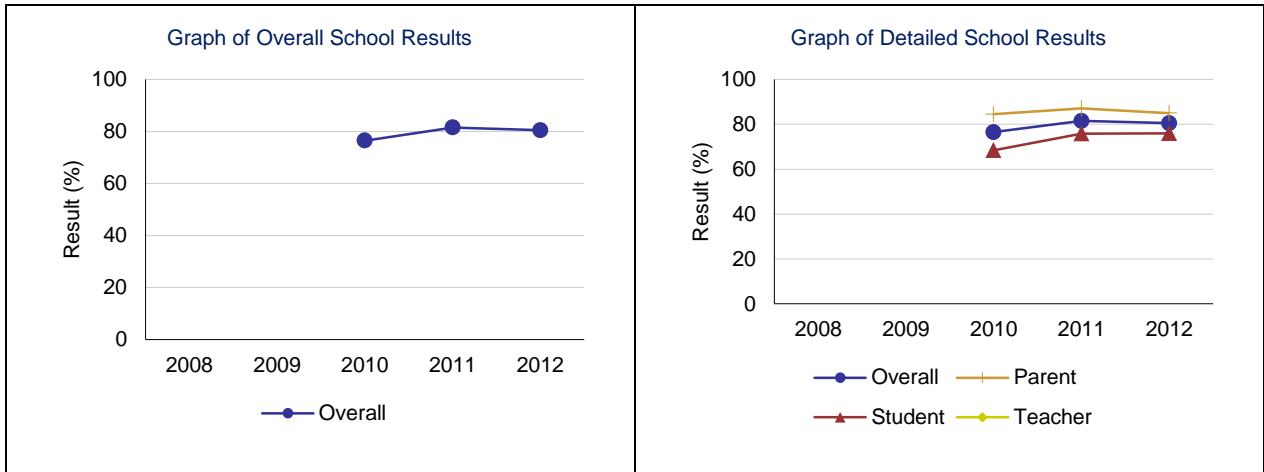


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	76.5	81.5	80.5	85.9	87.4	87.5	88.7	89.1	85.1	86.9	87.6	88.1	88.6
Teacher	n/a	n/a	*	*	*	95.2	95.8	95.4	97.4	95.9	93.1	93.8	94.4	94.5	94.8
Parent	n/a	*	84.5	87.1	85.0	83.7	85.7	85.2	86.4	86.9	83.2	85.3	86.1	86.6	87.4
Student	n/a	n/a	68.5	75.9	76.0	78.7	80.8	82.0	82.4	84.6	79.1	81.7	82.2	83.3	83.7

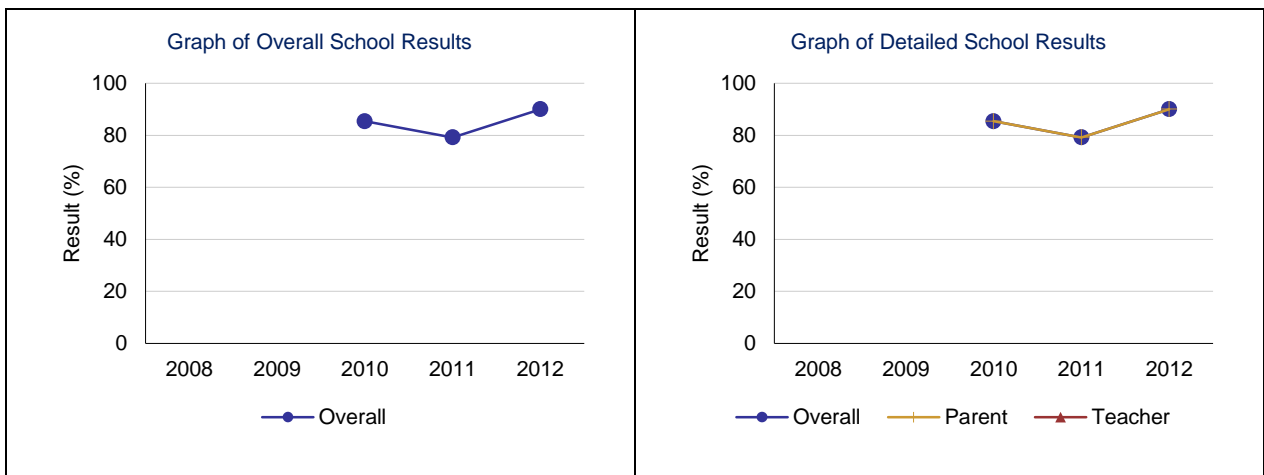


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	85.4	79.2	90.0	78.3	79.4	77.2	77.9	81.4	78.2	80.1	80.0	79.9	79.7
Teacher	n/a	n/a	*	*	*	90.4	90.5	88.4	89.0	89.3	87.5	88.0	88.6	88.1	88.0
Parent	n/a	*	85.4	79.2	90.0	66.2	68.2	66.1	66.7	73.5	69.0	72.2	71.3	71.7	71.4

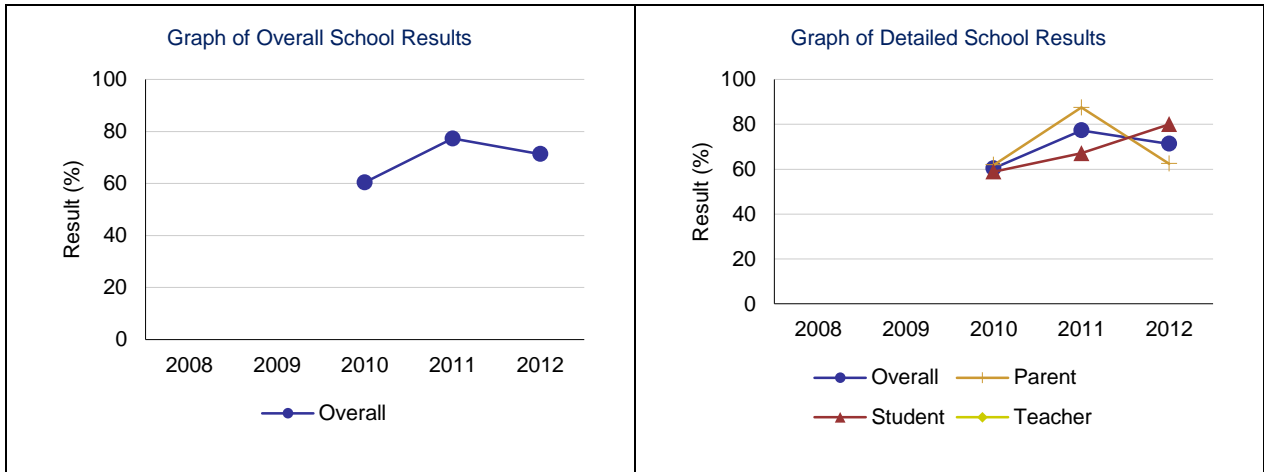


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	n/a	n/a	60.4	77.3	71.3	79.7	79.9	78.8	81.0	81.2	77.0	79.4	79.9	80.1	80.0
Teacher	n/a	n/a	*	*	*	84.7	83.4	85.3	86.1	86.4	75.6	78.2	80.8	80.1	81.1
Parent	n/a	*	61.9	87.5	62.5	76.5	76.6	71.7	75.8	71.6	75.9	78.1	77.0	77.3	76.2
Student	n/a	n/a	58.9	67.1	80.0	77.8	79.7	79.3	81.2	85.7	79.5	81.8	81.8	82.9	82.7



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