
Ecole St. Mary School AERR 2020 - 2021

A Holy Spirit Catholic School - A Christ-centered learning community where students are cherished and achieve their potential.



Mission Statement: Ecole St. Mary School Community will provide a quality Catholic education meeting the spiritual, educational and emotional needs of all students.

Measure Category	Measure	Ecole St. Mary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.2	84.4	91.8	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	90.6	81.9	85.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	99.3	89.4	94.3	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	68.2	72.9	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	15.7	18.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	90.9	90.9	87.0	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	93.9	81.9	87.7	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	94.5	75.2	76.8	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	95.7	85.0	89.6	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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.
7. 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.
8. 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.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. 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.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.4	85.8	64.7	68.2	n/a					n/a	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	20.2	31.1	9.4	15.7	n/a					n/a	25

Comment on Results

As a result of the pandemic, PATs were not completed. Our Division has also announced that our grade 6 students will not be participating in PATs this year.

Strategies

Continue to investigate and implement high quality instruction practices particularly within the domains of literacy and numeracy.
Develop effective assessment practices that encourage growth for all learners.
Continue to investigate the competencies and connect these to student learning.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 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.

Outcome One: Alberta's students are successful (continued)

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.9	88.8	92.4	81.9	93.9	Very High	Improved	Excellent	90	90	90

Comment on Results

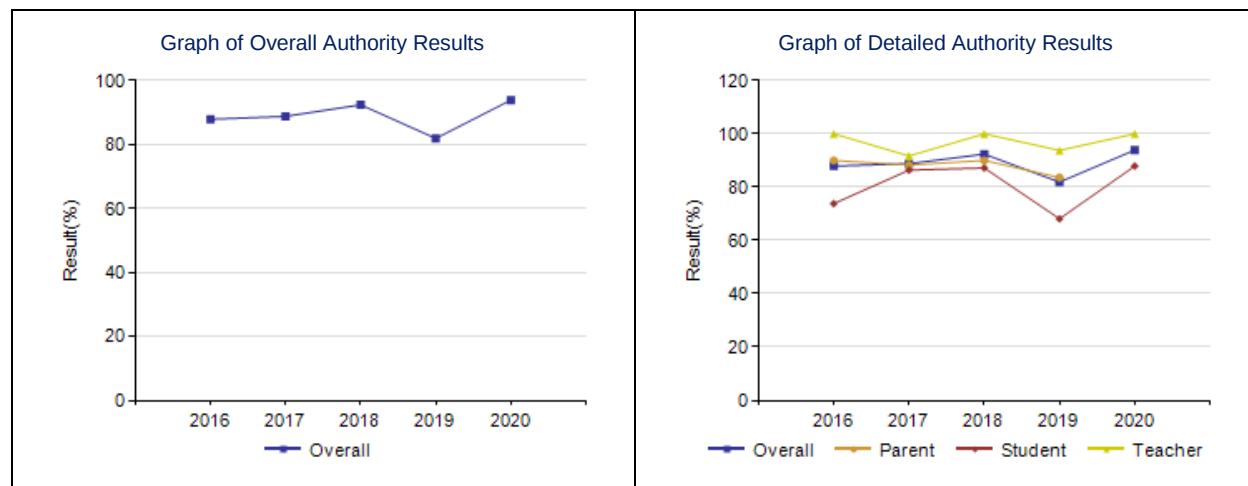
I have often commented that I believe this performance measure might be a greater indicator of success as opposed to achievement on a provincial achievement test. I am very pleased to see that there has been a growth of 12% in this measure in one academic year, taking into account that approximately 2/3 of the student population participated in last year's survey as well. Unfortunately, not enough parents participated to allow their responses to be included, but there was a significant improvement in the percentage of students who were satisfied from the previous year (68.1% to 87.9%).

Strategies

While we are no longer recognized as a 'Leader in Me' school, we will still continue to create leadership opportunities for all. We are also hoping to create a common framework/language centered around the Fruits of the Spirit. We will continue to offer weekly assembly to preview the gospel, albeit virtual, and will also continue to include components from the previous faith theme as well as introducing students to the new theme, while focusing on "Graciousness" as well as "Gratitude". Samaritan Stars will continue to be recognized on a weekly basis – announced over the intercom, recognizing the specific activity a student did.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.9	88.8	92.4	81.9	93.9	85.8	87.4	86.5	85.1	86.9	83.9	83.7	83.0	82.9	83.3
Teacher	100.0	91.7	100.0	93.8	100.0	98.4	96.8	96.7	94.6	96.4	94.5	94.0	93.4	93.2	93.6
Parent	90.0	88.3	90.0	83.6	*	82.9	86.6	84.4	81.4	84.5	82.9	82.7	81.7	81.9	82.4
Student	73.8	86.4	87.2	68.1	87.9	76.1	78.8	78.5	79.2	79.7	74.5	74.4	73.9	73.5	73.8



Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	47.5	63.6	27.6	35.6	n/a	n/a	n/a	n/a			60
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	12.1	17.2	11.1	n/a	n/a	n/a	n/a			20
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

Comment on Results

As a result of the pandemic, PATs were not completed. Our Division has also announced that our grade 6 students will not be participating in PATs this year. Beyond PATs as a performance measure, we believe that we need to create an environment that is welcoming/ receptive to all.

Strategies

Strategies specific to the academic component are listed in Outcome 1.

Our Division has developed a priority that states, "First Nations, Metis & Inuit education for all." Taking this into consideration as well as the new TQS, our school has developed a goal: "By the end of the year, staff, students and our community will have come to a better understanding of the foundational knowledge about First Nations, Metis and Inuit." Within our Continuous Improvement Plan, we have also listed several strategies:

- o Establishing culturally relevant events within the school, both during the instructional day and non-instructional time. Orange Shirt Day – September 30, 2019.
- o Continue to examine the importance of Heritage Days, specific to the region in which we live.
- o Homeroom teachers to contact First Nations, Métis and Inuit families to offer assistance in booking interviews.
- o Offer a Blackfoot Language and Culture class, opposite FSL, to all students who wish in grades 4-6. Within our present circumstance, all students in our grades 4 & 5 English programs are getting both FSL and Blackfoot Language and Culture.
- o Utilize the First Nations, Métis and Inuit worker to present to all classes. Develop bi-weekly topics that any teacher can sign up for.
- o Staff to continue to incorporate knowledge from participation in ATA workshops. In addition, ESM will participate in the Dr. Louie presentation on Nov. 20 (one of four PD days).
- o Utilize the First Nations, Métis and Inuit worker in conjunction with the Family First Facilitator and Divisional principal to create a link with the homes and ensure that students are in attendance.
- o Continue to investigate ways to celebrate students as they complete their grade 6 year and make their way to junior high.
- o Utilize the talents of the Division principal to assist in the development of ideas and plan of action.
- o Continue to expand on the knowledge of staff, students and our greater community in relation to the new TQS standards.
- o FNMI worker has been asked to include a component of First Nations spirituality for our staff retreat.
- o Staff participation in the completion of the Inventory – intentional revisiting of the conditions.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
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.	85.7	85.4	89.6	81.9	90.6	Very High	Maintained	Excellent	90	90	90

Comment on Results

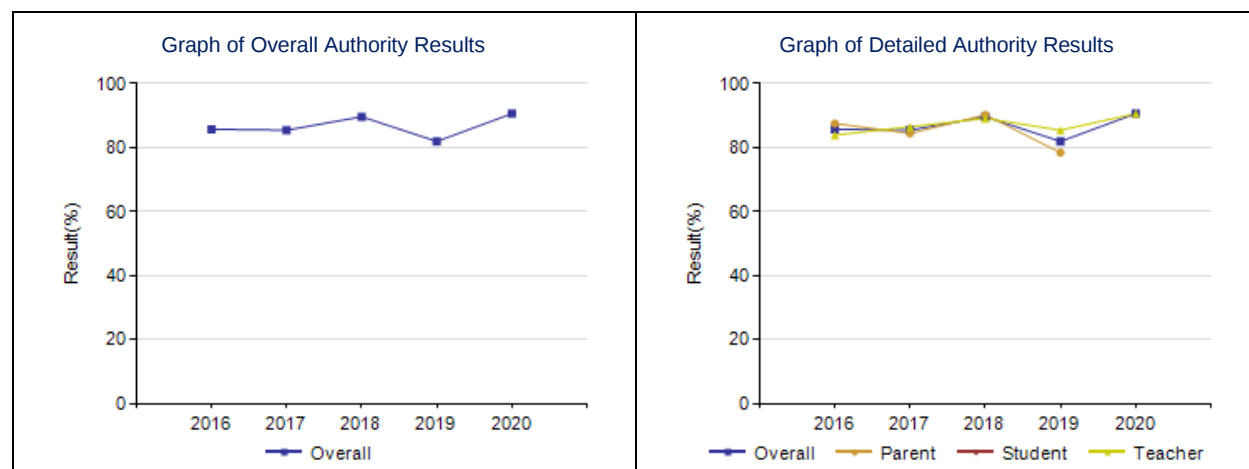
While this may not have been a focal point of last year's Continuous Improvement Plan, there has been much discussion on what more we can offer our students. Last year's strategies outlined the many additional activities offered to complement the regular instruction, whether these were imbedded within the regular class or were extracurricular in nature. It was nice to see that our community recognized our endeavors.

Strategies

The ability to offer extracurricular opportunities or to have outside agencies present within our classes has become very restricted, as has the ability to have 'expert teachers' assist within particular subject areas (limitations of Zones). However, all staff will be encouraged to continue to offer to students a broad range of programming. Learning coaches can still be accessed for support.

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	85.7	85.4	89.6	81.9	90.6	82.6	83.1	87.3	86.0	86.6	81.9	81.9	81.8	82.2	82.4
Teacher	83.9	86.5	89.1	85.4	90.6	90.7	88.4	91.3	92.7	91.1	88.1	88.0	88.4	89.1	89.3
Parent	87.5	84.4	90.2	78.4	*	77.6	80.5	84.5	79.9	82.6	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	79.6	80.6	86.1	85.5	86.2	77.5	77.7	77.2	77.4	77.8



Outcome Four: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Evaluation			Targets		
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2020	2021	2022
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.	93.2	94.1	97.0	84.4	92.2	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.7	95.0	98.6	89.4	99.3	Very High	Improved	Excellent	90	90	90
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.	91.7	77.3	92.9	90.9	90.9	Very High	Maintained	Excellent	92	92	92
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	67.4	55.5	78.4	77.5	n/a	n/a	n/a	n/a	80	82	85
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	93.0	71.6	83.8	75.2	94.5	Very High	Improved	Excellent	85	90	90
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.	92.0	92.3	91.7	85.0	95.7	Very High	Improved	Excellent	90	90	90

Comment on Results

Perhaps the first comment that comes to mind is that the results would suggest we have done an excellent job in all of the performance measures, showing growth from the previous academic year in all categories except for the third, "Percentage of teachers and parents who agree that students are taught..." (the result remained constant at 90.0%). However, further analysis would show that due to the lack of parents who chose to respond (4), the data has been suppressed. This is truly unfortunate, particularly as one of our focal areas last year was on parental involvement. However, the following graphs would show that there has been an increase in the satisfaction rates of students and teachers from the previous year.

Strategies

In light of our current situation (pandemic), being safe at school and learning respect for others might very well be at the forefront. Much of this is addressed in our CIP under the fourth of the Board's priorities, "Foster a culture of wellness that is foundational to support learning." The following are the strategies we have identified:

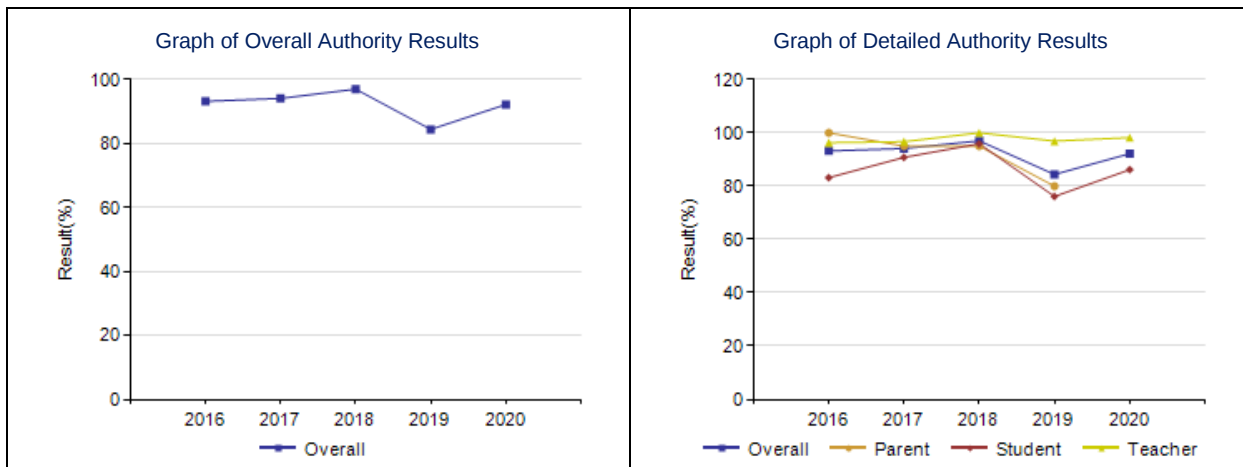
- Share with our community the re-entry plan that focuses on the safety of all, as well as the efforts to mitigate risks and allows for appropriate measures in regards to contact tracing.
- Continue to investigate entrance and exits to At Home Learning as demanded by the parents/guardians. Investigate alternatives for those who do not 'qualify' for AHL.
- Utilize the support services offered within the school and the Division: FSLC, FNMI Support Worker, FFF (will need to hire for this position), Director of Health and Wellness, and various services as an extension of both the Mental Health Capacity Grant (BREATHE presentations), and Nutrition Grant (breakfast program).
- Ensure staff is also aware of the various resources available to them.
- Keep the lines of communication between Division, School and Alberta Health Services as open as possible.
- Place 'compassion' before curriculum, particularly as many of our students had varying experiences to complete the previous school year.
- Continue to provide instruction at a student's 'just right level', and define success based upon individual advancement.

We are also hoping to continue to offer the variety of means by which to communicate and actively involve our community.

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	93.2	94.1	97.0	84.4	92.2	90.9	91.8	92.2	91.2	92.0	89.5	89.5	89.0	89.0	89.4
Teacher	96.3	96.7	100.0	96.9	98.2	98.6	97.4	97.5	97.5	98.1	95.4	95.3	95.0	95.1	95.3
Parent	100.0	95.0	95.0	80.0	*	89.2	91.2	92.0	88.7	90.5	89.8	89.9	89.4	89.7	90.2
Student	83.2	90.8	95.9	76.1	86.2	84.8	86.7	87.0	87.5	87.4	83.4	83.3	82.5	82.3	82.6



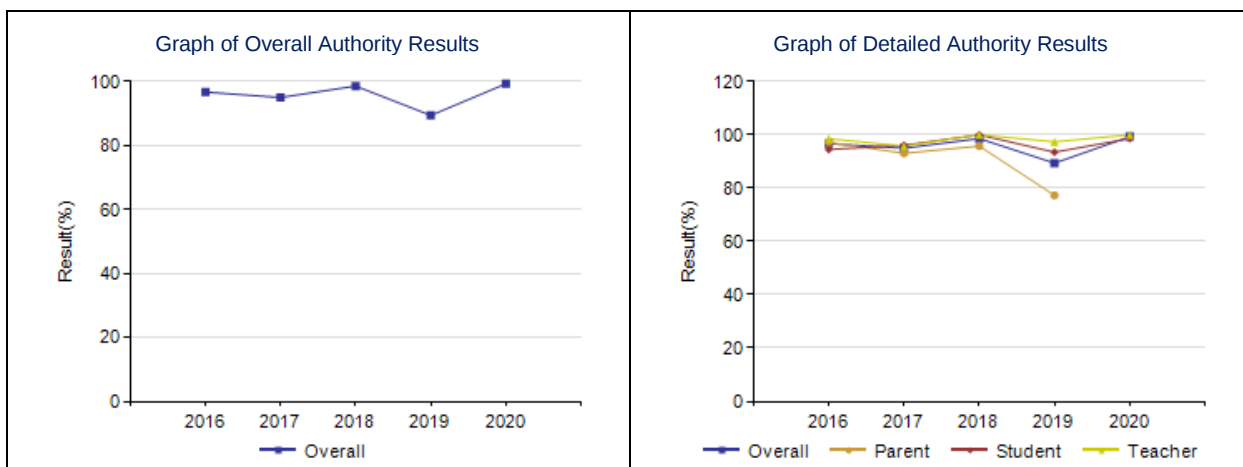
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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	96.7	95.0	98.6	89.4	99.3	90.4	92.2	93.1	91.7	92.8	90.1	90.1	90.0	90.2	90.3
Teacher	98.5	95.8	100.0	97.4	100.0	98.1	97.0	97.7	96.2	97.2	96.0	95.9	95.8	96.1	96.4
Parent	97.2	93.1	95.8	77.3	*	84.5	90.2	89.6	87.8	90.2	86.1	86.4	86.0	86.4	86.7
Student	94.5	96.1	100.0	93.5	98.6	88.5	89.5	91.9	91.0	91.1	88.0	88.1	88.2	88.1	87.8

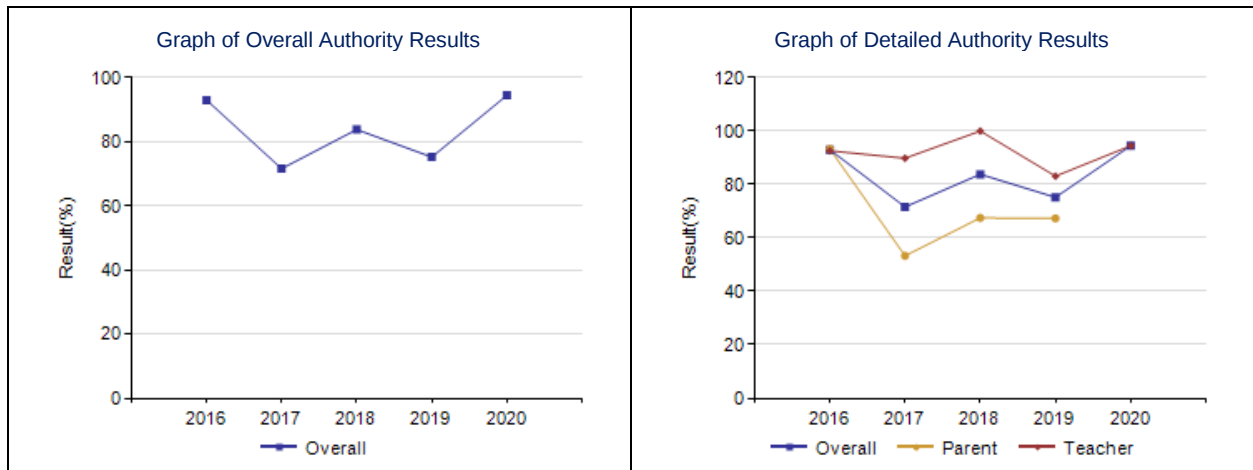


Notes:

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	93.0	71.6	83.8	75.2	94.5	83.3	82.9	85.0	80.6	84.6	80.9	81.2	81.2	81.3	81.8
Teacher	92.6	89.8	100.0	83.1	94.5	94.3	92.6	93.1	91.6	93.5	88.4	88.5	88.9	89.0	89.6
Parent	93.3	53.3	67.5	67.3	*	72.3	73.2	76.9	69.6	75.6	73.5	73.9	73.4	73.6	73.9



Notes:

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