

School Education Plan and Results Report

Ardrossan Junior Senior High

2015-2018

Year 2



Motto

Dream! Believe! Achieve!

Mission

To achieve educational excellence in preparing students for their future. As a community of learners, we are working to make today's dreams, tomorrow's reality.

Philosophy

All students can experience personal success and reach their full potential in a secure and nurturing environment.

School Virtues

- **Respect**
Treat others the way you want to be treated – being present in learning and social environments. Treat yourself and others with dignity.
- **Loyalty**
Dedication to your goals and to those around you – be true to a positive Ardrossan culture.
- **Commitment**
Do your best to reach your goals. Make a plan and follow through with it.
- **Integrity**
Do the right thing even when no one is looking – students exhibit characteristics of responsibility, punctuality and honesty.

SECTION ONE: School and Division Goals

School Goals:

GOAL 1:

Promote growth and success for all students. (EIPS Priority 1: Goal 3)

GOAL 2:

To improve student engagement through a variety of evidence based practices and innovative learning. (EIPS Priority 2: Goal 4)

GOAL 3:

To increase community involvement by developing resilient, empathetic citizens, and encouraging a school culture of social responsibility. (EIPS Priority 2: Goal 1)

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.
Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal:	MJ Nam
Assistant Principals:	Darby Hanson and Rod Leatherdale
Counsellors:	Kevin MacKinnon and Tamia Richardson
Certificated Staff:	41
Classified Staff:	21

AJS Quick Facts:

Less than ten minutes from Sherwood Park and fifteen minutes from Fort Saskatchewan, Ardrossan Jr. Sr. High School exemplifies rural, family values in a progressive learning environment. Our community supports learning at the highest level and effectively prepares students for post-secondary achievement. Ardrossan prides itself as a positive learning environment with high-quality staff and facilities. We are the division's secondary French Immersion site. The school excels in Provincial Achievement Tests and Diploma results in both of Canada's official languages.

Programming Highlights:

Ardrossan is a rural grade 7-12 school focusing on academic excellence, helping students aspire to their highest possible goals and planning appropriately to enable students to reach them. Ardrossan offers a range of programs including: French Immersion, Honors programs, Off-Campus Education, Registered Apprenticeship Program, Green Certificate, Work Experience, CTS Skills Canada, and division-specific special-needs programming. Learning environments at Ardrossan are a mixture of inquiry-based learning initiatives and projects, along with direct instruction and correlating field trips in all subjects. French Immersion is offered at the 30-level in most of the core subjects with a high percentage of students graduating with the French Immersion Diploma, DELF (Diplôme d'Étude en Langue Française - Diploma of French Language Studies) and a high acceptance rate to Campus Saint-Jean at the University of Alberta. We are distinguished in our Fine Arts Program, including impressive results from numerous music competitions, art shows, and drama festivals our students attend. We value collaboration with our feeder schools on a staff and student level for curriculum alignment, Read-In Week, mentorship opportunities, and student transition.

We are proud at Ardrossan to have a high percentage of our students involved in a wide scope of extracurricular activities. Our excellent athletic program affords numerous opportunities to be involved at both developmental and competitive levels. A high percentage of our students participate on school teams and we have significant provincial representation in the major sports, as well as league and division-winning teams. Ardrossan offers a wide scope of leadership opportunities, including Character Education Instruction and access to involvement with groups such as Peer Leadership, the Gay-Straight Alliance and other volunteer initiatives. Numerous excursions provide off-campus enrichment for participating students, including: second language trips to Quebec, Montreal, Ottawa, award winning band trips and tours, the Bamfield marine biology experience and more. The range of programming options at Ardrossan demonstrates our commitment to holistic education that goes beyond the classroom environment and attempts to engage all learners.

SECTION THREE: School Education Results Report (2015-2016)

What were the greatest success/challenges faced in 2015-2016?

- Technology: Slow and inconsistent internet speed, lack of bandwidth, SMART boards not working properly, audio problems, charging issues, and inability to print from Chromebooks.
- Have not adequately identified or connected all of our outliers. Continuing to build strategies to do so. Would like to grow GSA and other group strategies for connecting students.

How, and to what degree, did those success impact planning for 2015-2018?

- Multiple learning modalities utilized. Teachers using innovative practices, and traditional approaches, sharing through google classroom, and supporting their colleagues.

How, and to what degree, did those challenges impact planning for 2015-2018?

- Lack of reliable technology made incorporating technology into lessons difficult. Limited by the network access/permissions for updates. Need teachers to have increased abilities for downloads and not just reliance on tech services people.
- Keeping students motivated and understanding that process matters as much as end result. Removing emphasis on formative vs. summative and rather viewing learning as a whole process or continuum.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1

Promote growth and success for all students.

Division Outcome:

More students are engaged in school, achieve excellence, and are supported in their transition beyond high school. (Priority 1: Goal 3)

Strategies:

- Provide resources and programs for all learning styles, including numeracy and literacy intervention.
- Review our timetable to ensure the necessary courses are available to all students.
- Assist parents and students in selecting the right courses; using diagnostic testing to ensure accurate placement in programs
- Recognize and capitalize on student's individual potential (Strength Based Learning); Develop student skills in setting goals for their educational achievement.

Performance Measures:

- High school completion rate - 3, 4 and 5 year completion rate is to be 8% greater than EIPS and provincial average.

- Diploma test scores - an increase of 5% in Social and English in the acceptable and excellent categories, increase of 10% in excellent category in FLA, maintain Math and Sciences.
- Provincial Achievement Test Scores – above the acceptable and excellent categories averages in all subjects compared to EIPS and the Province.
- Annual high school drop-out rate to be lower than EIPS and the Province.

School Goal 2

To improve student engagement through a variety of evidence based practices and innovative learning.

Division Outcome:

The division uses evidenced-based practices to improve student engagement and achievement. (Priority 2: Goal 4)

Strategies

- Staff and students engage in educational practices using a variety of technology, media, and district supports to enhance student learning.
- Provide opportunities for teachers to teach to their strengths, use innovative or traditional approaches and use team teaching where possible.
- Emphasize process, not only end product or mark.
- Ensure students and parents receive assessment feedback in a timely manner.

Performance Measures

- Stakeholders feel students have the attitudes and behaviors that will make them successful at work when they finish high school. Higher percentage than EIPS and Province in the accountability pillar survey – 84%.
- High level of student engagement by the Tell Them From Me Survey compared to EIPS and Canada – 65%.

School Goal 3

To increase community involvement by developing resilient, empathetic citizens, and encouraging a school culture of social responsibility.

Division Outcome:

Our learning and working environments are welcoming, caring, respectful, and safe. (Priority 2: Goal 1)

Strategies

- Peer leadership and mentoring
- School virtues and related activities
- Bison of the week, Awards, Student groups (like GSA)
- BIONIC, Believe It Or Not I Care, identify disconnected students and link them to an adult mentor/support

Performance Measures

- 3 % increase in student and parent satisfaction rates on the *Accountability Pillar* measure for active citizenship.
- Exceed Canadian average of 2.7 in the number of students who feel they have an advocate at school, based on *Tell Them from Me* survey results.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	AJS	87.9	13.6	90.8	19.1	90.7	21.3	92.2	17.4	82.6	20.8	85	25
	EIPS	87.2	20.1	86.3	18.4	86.8	19.8	85.7	17.8	84.5	18.9		
	Province	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4	77.0	15.2		
French Language Arts 9	AJS	83.3	0.0	84.4	12.5	86.2	3.4	90.6	15.6	76.7	6.7	80	15
	EIPS	89.5	0.0	85.7	12.2	88.0	8.0	94.9	8.5	77.2	10.5		
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1	83.0	10.8		
Mathematics 9	AJS	73.2	15.9	82.7	26.6	89.5	23.8	90.1	28.8	82.0	24.1	85	25
	EIPS	76.1	22.8	73.7	20.6	76.6	21.7	74.4	19.9	75.0	18.1		
	Province	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0	67.8	17.5		
Science 9	AJS	87.1	29.3	88.7	33.1	85.3	39.4	89.6	44.3	83.1	26.1	85	25
	EIPS	83.4	24.4	83.8	26.4	82.3	29.7	84.5	29.4	82.1	28.0		
	Province	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9	74.2	22.4		
Social Studies 9	AJS	77.7	23.7	76.3	18.0	79.4	29.0	85.2	31.3	71.0	21.7	80	25
	EIPS	78.5	24.6	72.9	22.6	74.3	25.4	76.1	25.5	72.7	21.8		
	Province	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8	64.7	18.0		

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

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	AJS	90.4	12.8	91.0	7.9	95.6	12.1	95.3	7.1	98.1	15.1	100	20
	EIPS	87.8	10.7	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0		
	Province	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5	86.8	10.7		
English Lang Arts 30-2	AJS	100.0	13.2	100.0	15.0	96.3	14.8	100.0	11.6	98.0	23.5	100	25
	EIPS	92.5	11.9	94.7	13.3	95.8	16.7	95.1	13.1	95.1	18.9		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3	89.1	12.3		
French Lang Arts 30-1	AJS	100.0	4.8	100.0	17.6	100.0	0.0	100.0	4.8	100.0	7.7	100	15
	EIPS	100.0	4.8	100.0	17.6	100.0	0.0	100.0	4.8	100.0	7.7		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Mathematics 30-1	AJS	n/a	n/a	84.1	30.5	96.7	36.1	90.7	59.3	96.7	43.3	100	45
	EIPS	n/a	n/a	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7	70.7	25.9		
Mathematics 30-2	AJS	n/a	n/a	72.0	12.0	65.1	16.3	89.5	31.6	90.4	30.8	95	35
	EIPS	n/a	n/a	75.5	9.9	72.9	13.3	82.3	15.9	76.9	16.2		
	Province	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	AJS	95.8	25.4	94.0	18.1	88.4	20.3	92.1	14.3	86.6	8.5	90	15
	EIPS	86.7	13.4	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9		
	Province	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2	84.9	14.3		
Social Studies 30-2	AJS	95.2	24.2	98.0	14.0	95.9	14.9	91.4	15.5	86.1	16.7	90	20
	EIPS	88.4	15.1	88.6	14.4	87.8	13.1	88.1	10.0	83.8	8.4		
	Province	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5	81.1	13.1		
Biology 30	AJS	90.4	43.4	88.2	31.9	95.2	34.9	89.9	40.3	97.1	37.1	100	40
	EIPS	85.2	25.0	84.7	29.8	88.4	28.8	88.0	35.0	85.6	30.5		
	Province	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0	85.1	32.4		
Chemistry 30	AJS	95.0	35.0	93.0	26.3	94.1	58.8	94.6	42.9	87.8	56.1	90	45
	EIPS	78.1	24.1	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2	81.5	34.5		
Physics 30	AJS	97.1	40.0	80.0	37.1	94.9	56.4	87.5	46.9	93.1	62.1	95	50

	EIPS	79.4	26.5	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5		
	Province	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8	85.8	39.8		

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

	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	84.1	92.8	87.6	91.5	91.9	77.1	78.8	81.6	79.8	82.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	86.8	90.3	93.6	91.6	96.1	82.5	82.8	84.2	86.4	84.8	78.0	79.2	79.6	79.9	81.0
5 Year Completion	89.0	89.0	91.8	93.6	94.1	86.2	84.3	85.3	86.3	87.8	79.4	80.6	81.5	82.0	82.1

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

	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	0.9	2.4	0.9	1.6	0.8	2.5	3.6	1.9	2.5	2.2	3.8	3.6	3.3	3.5	3.2

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

	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	41.4	45.7	52.8	40.9	42.2	37.0	37.8	40.2	39.1	35.1	38.4	39.4	39.7	38.3	37.0
6 Year Rate	71.3	68.3	63.5	72.8	74.7	64.2	67.3	61.6	62.4	63.0	58.4	59.3	59.0	59.7	59.4

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	60.6	69.2	70.1	66.7	69.5	59.5	61.7	62.2	62.0	62.3	61.5	61.3	60.9	61.2	60.8

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

	AJS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	6.8	2.8	5.1	3.4	2.2	13.6	11.1	11.1	12.1	9.6	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	93.2	97.2	94.9	96.6	97.8	86.4	88.9	88.9	87.9	90.4	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	89.9	97.2	91.7	94.7	91.9	84.0	85.8	86.5	85.9	87.4	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	75.9	81.9	78.1	80.5	76.5	70.3	73.0	71.5	67.7	69.3	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	66.0	70.9	65.2	57.3	62.5	58.8	59.4	59.7	56.4	58.3	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	42.9	54.8	49.6	40.6	43.4	37.3	39.2	40.5	36.8	38.8	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	20.6	24.1	20.4	19.3	19.9	13.2	12.7	11.7	10.9	12.1	13.9	14.3	11.4	13.1	13.8

Student Engagement Measures

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.															
	AJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.2	85.1	87.2	86.6	82.8	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	96.1	97.3	97.4	97.6	n/a	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	85.5	77.3	84.1	82.9	87.1	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	82.9	80.5	80.0	79.3	78.5	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	AJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.6	75.3	78.4	76.9	70.4	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	94.2	96.3	97.4	99.0	n/a	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	68.9	63.1	70.3	66.1	75.2	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	72.8	66.5	67.5	65.4	65.7	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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.															
	AJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	80.1	75.4	76.8	83.8	69.6	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	90.3	91.9	94.6	97.6	n/a	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	69.8	58.8	59.0	70.0	69.6	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Tell Them From Me Survey Results		2013	2014	2015	2016
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	AJS	61	N/A	64	63
	EIPS	60	N/A	61	64
	Canada	50	N/A	50	50
Effort Percentage of students who report they try hard to succeed in their learning.	AJS	75	72	73	70
	EIPS	72	69	70	70
	Canada	69	69	69	69
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	AJS	41	37	41	41
	EIPS	39	36	38	40
	Canada	30	30	30	30
Student that value school outcomes Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	AJS	N/A	62	62	63
	EIPS	N/A	63	64	65
	Canada	N/A	73	73	73
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	AJS	6	5.9	6.1	6.1
	EIPS	5.9	6	6.1	6.2
	Canada	6	6	6	6
Advocacy at School	AJS	2.2	2.3	2.5	2.6
	EIPS	2.7	2.6	2.6	2.7

Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	Canada	2.7	2.7	2.7	2.7
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*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	AJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.3	86.1	86.5	87.5	83.2	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	95.7	98.2	98.7	98.4	n/a	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	83.5	79.7	80.3	84.0	84.2	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	85.9	80.4	80.6	80.2	82.1	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

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.															
	AJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.5	87.5	86.4	85.7	81.6	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	95.5	97.4	96.4	99.4	n/a	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	81.6	83.0	83.7	78.6	84.1	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	82.5	82.3	79.1	78.9	79.1	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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.															
	AJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	81.1	82.9	83.9	79.0	77.0	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	82.8	97.0	94.1	88.2	n/a	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	76.6	67.9	75.0	70.0	76.4	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	83.9	83.9	82.5	78.8	77.7	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

Accountability Pillar Overall Summary – Key Measures

PATs:	Acceptable	Ardrossan 79.1%	EIPS 78.3%	Province 73.3%
	Excellence	Ardrossan 19.8%	EIPS 19.5%	Province 16.8%
Diploma	Acceptable	Ardrossan 93.4%	EIPS 85.9%	Province 83.4%
	Excellence	Ardrossan 30.1%	EIPS 18.8%	Province 20.9%

High School Completion Rate (3yr) **Ardrossan 91.9%** **EIPS 82.1%** **Province 76.5%**

Rutherford Scholarship Eligibility **Ardrossan 69.5%** **EIPS 62.3%** **Province 60.8%**

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	AJS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	77.2	73.6	74.4	73.8	64.0	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	84.3	88.9	88.2	90.2	n/a	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	70.0	58.2	60.6	57.4	64.0	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

SEPTEMBER 2015-2018

School Council Involvement and Communication of Plan

In September, the School Education Plan process was outlined and parents were encouraged to provide input. Although School Council did not initiate any specific strategies, council members were very supportive of the direction of the plan. Parents are continually encouraged to provide feedback, ask questions, and share any concerns they may have about the School Education Plan and school activities with teachers and the administration. Budget, student enrollment, staffing, DELF Exam, Character Education Initiatives and Accountability Pillar results were discussed.

In November, parents were updated regarding issues, progress or concerns related to the School Education Plan. EIPS new district 3 year plan and the framework for student learning were discussed. Provincial Achievement Test and Diploma results were shared with the parents in attendance, they were very pleased. Parents commented on how respectful our students were during the Remembrance Day assembly and our school is a safe and caring place for their children.

In February, school fees for the following year were discussed and information on the budget. Ardrossan is in the middle to lower range of EIPS school fees. New 3 year district school education plan, boundaries discussion, school calendar for next year. Every February the Canadian Parents for French meeting is held in conjunction with the school council meeting.

In May, discussion re Ardrossan new 3 year SEP for 2015-18. Fee costs, technology as a tool for learning and initiatives, results of DELF exam, approximate enrollment for next year, registration procedures for next year.

During the year staff members present on the many activities being run by the school and education topics such as curriculum. An administration report, Trustee report, teacher report, and Canadian Parents for French report are given at each meeting.

Additional Information

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>