

School Education Plan and Results Report Ardrossan Junior Senior High

2018-22

Year 2



Motto:

Dream! Believe! Achieve!

Rêvez! Croyez! Accomplissez!

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 /Fidélité**
Dedication to your goals and to those around you – be true to a positive Ardrossan culture.
- **Commitment/Engagement**
Do your best to reach your goals. Make a plan and follow through with it.
- **Integrity/Intégrité**
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 in the areas of literacy and numeracy. (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: Lonnie Hicks and Paul Schwartz

Counsellors: Ann Boake and Tamia Richardson

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. We are Elk Island Public School'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, assisting students to 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, Band, Jazz Band, Drama, Advanced Theatre, Art and Spanish. 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 Elk Island Public School's French Immersion Diploma, DELF (Diplôme d'Étude en Langue Française-International Diploma of French Language Studies) and a high acceptance rate to Campus St. Jean at the University of Alberta and other Universities. We are distinguished in our Fine Arts Program, including impressive results from numerous music competitions, art shows and drama festivals. We value collaboration with our feeder schools on a staff and student level with curriculum alignment, 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, Mental Health Capacity Building and access to involvement with groups such as Student Council/Leadership, 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 to engage all learners.

SECTION THREE: School Education Results Report (2018-19)

What were the greatest successes/challenges faced in 2018-19?

Successes: Use of the STAR reading assessment and Math Intervention Programming Instrument (MIPI) data to enhance and inform their practice and provide increased information to students and parents for remediation

Increase of formative work

Continued use of the high school planner and accurate placement of students in courses

Collaboration within departments and inter-departmental collaboration

Growth of Mental Health Capacity Building resource with staff

High High school completion rate with greater participation rate in higher level courses

Challenges: Lack of facility space and unusable space for growing programs

Identifying or connecting with our outliers who struggle to create and maintain strong relationships with adults and students. Continuing to build strategies to do so and grow GSA and other strategies for connecting students in junior high and high school

How, and to what degree, did those successes/challenges impact planning for 2019-20?

Multiple learning modalities utilized, teachers using innovative practices and traditional approaches, sharing through Google classroom and supporting their colleagues

Continued support for programs in their second year ie. Esthetics, X-Sport Advantage, Math 20-1

French Immersion, French As A Second Language 9, Health 8 and 9 sections

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

Improving communication and process with parents, students and staff

Budget issues constrained the level of choice within the timetable and areas of expertise

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

Promote growth and success for all students in the areas of literacy and numeracy.

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 that support the development of numeracy and literacy intervention through reading comprehension strategies, various learning groups, peer review, source review and analysis, math help, field trips ie. book buying, genderfication of our Learning Commons

Increased time reading in class

Assist parents and students in selecting the appropriate courses through planning sheet; using diagnostic screeners ie. STAR and MIPI to ensure accurate placement in programs

Offer intervention resource with Math for students that are below grade level to parents by using MIPI results and teacher recommendations

Examine and continue to build the library resource collection so that it reflects interest and lexile abilities of our student population, particularly for indigenous students

Work with division secondary literacy consultant to identify and deploy an effective leveled literacy resource for students who require literacy intervention

Provide opportunities for teachers to participate in division literacy and numeracy working groups

Recognize and capitalize on student's individual potential; develop student skills in setting goals for their educational achievement

Targeted education about post-secondary opportunities ie. Provincially and Nationally

Performance Measures:

High school completion rate - 3, 4, 5 year completion rate will continue to remain high

Diploma test scores – a continued increase of 5% in Social, French Language Arts, English Language Arts in acceptable and excellent categories.

Provincial Achievement Test Scores- above the acceptable and excellent category averages in all subjects compared to EIPS and the Province

Annual high school drop-out rate to be lower than EIPS and the Province

Diploma examination participation rate- above EIPS and the Province in 1 to 6 + writing of exams

School Goal 2:

To improve student learning and 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 technologies ie. Google Classroom - 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 and understand assessment feedback in a timely manner
Provide certificated staff with opportunities to engage in PD and develop cross curricular learning opportunities for students
Ensure pedagogy addresses all student learning strengths such as “hands on, kinesthetic learning”
Students building criteria with teachers
Cross curricular work
Hands on learning
Performance Measures:
High High School completion rate - Higher percentage than EIPS and Province
Diploma examination participation rate- above EIPS and the Province in 1 to 6 + writing of exams

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:

Encourage students to get involved in extra-curricular for the opportunity to develop their skills
Student Council/Leadership
Volunteerism
School Spirit
Invention Convention
Young Scientist Conference
School Virtues and related activities
Awards and Student groups (GSA, First Nation Métis Inuit student group)
Identify disconnected/struggling students and link them to an adult mentor/support
Mental Health Capacity Building Year 2
Weekly communication through Bison Tracks
Consistent use of log notes for staff and administration
Consistent use of School Messenger
Increase use of Social Media via Instagram and Twitter

Performance Measures:

To increase student and parent satisfaction rates on the Accountability Pillar measure for active citizenship
To increase community involvement through partnerships

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	AJS	91.5	16.9	82.6	20.8	93.8	22.6	88.8	21.6	83.3	20.7	85.0	20.0
	EIPS	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
French Language Arts 9	AJS	90.9	15.2	76.7	6.7	82.2	8.9	80.4	13.0	88.4	11.6	85.0	15.0
	EIPS	95.0	8.3	77.2	10.5	83.8	5.4	87.7	11.1	91.0	9.0		
	Province	85.8	10.1	83.0	10.8	77.2	20.9	81.4	9.8	82.9	12.3		
Mathematics 9	AJS	89.5	28.9	82.0	24.1	83.0	28.7	81.1	38.5	78.7	29.4	75.0	25.0
	EIPS	74.2	19.9	75.0	18.1	76.7	19.8	69.3	19.4	69.9	24.4		
	Province	65.3	17.9	67.8	17.5	66.2	18.7	59.2	15.0	60.0	19.0		
Mathematics 9 KAE	AJS	n/a	n/a	89.5	10.5	81.8	18.2	75.0	0.0	92.3	23.1	80.0	15.0
	EIPS	72.9	18.8	82.5	7.0	79.5	15.9	59.7	13.4	82.1	15.4		
	Province	60.9	14.4	61.2	13.0	57.0	13.3	57.4	13.6	59.6	13.2		
Science 9	AJS	89.0	44.1	83.1	26.1	87.1	28.7	90.6	33.6	88.7	36.0	80.0	30.0
	EIPS	84.5	29.3	82.1	28.0	81.7	25.9	83.8	26.8	84.7	33.1		
	Province	74.1	22.8	74.2	22.4	73.2	21.3	75.7	24.4	75.2	26.4		
Science 9 KAE	AJS	n/a	n/a	90.0	10.0	100.0	20.0	83.3	0.0	n/a	n/a	85.0	15.0
	EIPS	87.9	18.2	78.0	24.4	79.3	24.1	80.6	16.7	86.4	4.5		
	Province	64.5	15.1	63.8	14.3	56.3	12.7	64.6	12.3	61.7	10.7		
Social Studies 9	AJS	83.9	31.4	71.0	21.7	84.0	25.7	72.6	26.1	74.5	24.2	75.0	25.0
	EIPS	76.1	25.4	72.7	21.8	75.9	24.6	76.5	25.9	77.5	26.9		
	Province	65.1	19.8	64.7	18.0	66.3	20.2	66.7	21.5	68.7	20.6		
Social Studies 9 KAE	AJS	n/a	n/a	78.6	21.4	100.0	20.0	n/a	n/a	n/a	n/a	100.0	25.0
	EIPS	66.7	12.1	73.9	26.1	65.5	17.2	75.0	21.9	61.5	11.5		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

"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	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	AJS	95.3	7.1	98.1	15.1	96.4	15.5	96.7	22.0	100.0	25.3	95.0	20.0
	EIPS	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	AJS	100.0	11.6	98.0	23.5	100.0	13.2	100.0	20.6	98.1	7.7	95.0	15.0
	EIPS	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	AJS	100.0	4.8	100.0	7.7	100.0	4.0	94.6	5.4	90.9	6.1	95.0	15.0
	EIPS	100.0	4.8	100.0	7.7	100.0	4.0	94.6	5.4	90.9	6.1		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Mathematics 30-1	AJS	90.7	59.3	96.7	43.3	88.6	52.3	94.7	42.1	89.8	33.9	85.0	25.0
	EIPS	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	AJS	89.5	31.6	90.4	30.8	93.0	25.6	88.4	34.9	90.7	16.3	90.0	20.0
	EIPS	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	AJS	92.1	14.3	86.6	8.5	85.9	7.8	91.6	14.5	86.2	12.6	95.0	20.0
	EIPS	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	AJS	91.4	15.5	86.1	16.7	85.4	16.7	86.5	8.1	75.9	5.6	80.0	15.0
	EIPS	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	AJS	89.9	40.3	97.1	37.1	93.1	35.6	97.3	45.9	91.0	36.9	90.0	30.0
	EIPS	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	AJS	94.6	42.9	87.8	56.1	91.9	64.9	85.7	46.2	86.3	45.1	85.0	40.0

	EIPS	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	AJS	87.5	46.9	93.1	62.1	90.3	64.5	94.4	58.3	88.6	45.5	85.0	40.0
	EIPS	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	AJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	91.5	91.9	86.1	97.3	92.7	79.8	82.1	81.2	84.6	83.3	76.5	76.5	77.9	78.0	79.1
4 Year Completion	91.6	96.1	94.2	90.3	97.2	86.4	84.8	86.8	86.5	88.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	93.6	94.1	96.6	94.7	91.1	86.3	87.8	86.8	88.5	88.1	82.0	82.1	83.2	83.4	84.8

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	AJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	1.6	0.8	0.3	1.2	0.8	2.5	2.2	1.9	1.1	1.7	3.5	3.2	3.0	2.3	2.6
Returning Rate	19.8	23.1	46.4	*	15.2	34.1	21.0	19.8	32.5	21.5	20.9	18.2	18.9	19.9	22.7

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	AJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	40.9	42.2	45.8	42.0	47.6	39.1	35.1	39.0	39.4	39.2	38.3	37.0	37.0	39.3	40.1
6 Year Rate	72.8	74.7	66.8	64.4	71.6	62.4	63.0	63.2	60.5	62.6	59.7	59.4	57.9	58.7	59.0

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	AJS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	66.7	69.5	73.0	72.1	81.7	62.0	62.3	60.8	62.5	64.7	61.2	60.8	62.3	63.4	64.8

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	3.4	2.2	4.4	3.5	2.5	12.1	9.6	11.6	9.6	9.3	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	96.6	97.8	95.6	96.5	97.5	87.9	90.4	88.4	90.4	90.7	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	94.7	91.9	93.3	96.5	96.0	85.9	87.4	85.8	88.3	87.9	81.4	81.2	81.9	82.3	83.0
% Writing 3+ Exams	80.5	76.5	76.0	74.4	81.2	67.7	69.3	67.5	68.9	68.8	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	57.3	62.5	58.2	60.1	68.3	56.4	58.3	55.7	56.4	58.1	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	40.6	43.4	38.0	42.7	49.6	36.8	38.8	36.1	36.9	39.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	19.3	19.9	16.6	30.1	32.4	10.9	12.1	14.0	16.1	14.5	13.1	13.8	13.6	13.9	14.2

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.6	82.8	86.6	88.7	83.7	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	97.6	n/a	97.4	97.6	95.2	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	82.9	87.1	78.4	86.3	78.1	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	79.3	78.5	84.0	82.3	77.6	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	AJS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	76.9	70.4	72.0	77.8	71.0	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	99.0	n/a	94.8	90.9	91.4	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	66.1	75.2	54.1	70.8	60.8	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	65.4	65.7	67.1	71.8	60.9	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.8	69.6	75.0	70.1	73.5	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	97.6	n/a	94.9	80.5	81.0	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	70.0	69.6	55.1	59.7	66.0	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	AJS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2007	2018	2019
Overall	87.5	83.2	87.0	86.9	86.1	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	98.4	n/a	97.9	94.4	96.4	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	84.0	84.2	77.4	81.3	80.8	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	80.2	82.1	85.6	84.9	81.2	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.7	81.6	84.4	86.3	82.0	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	99.4	n/a	93.2	89.6	91.3	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	78.6	84.1	73.8	81.0	77.8	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	78.9	79.1	86.1	88.3	77.0	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2014	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.0	77.0	73.0	73.8	71.5	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	88.2	n/a	79.5	76.2	63.4	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	70.0	76.4	60.8	73.3	80.8	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	78.8	77.7	78.8	72.0	70.3	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

Accountability Pillar Overall Summary-Key Measures

PATs: Acceptable 82.7% EIPS 81.2% Province 72.4%
 Excellence 24.4% EIPS 22.1% Province 18.6%

DIPLOMA: Acceptable 89.8% EIPS 84.9% Province 84.1%
 Excellence 23.5% EIPS 19.3% Province 23.7%

High School Completion Rate (3yr) Ardrossan 92.7% EIPS 83.3% Province 79.1%
Rutherford Scholarship Eligibility Ardrossan 81.7% EIPS 64.7% Province 64.8%

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.8	64.0	74.3	73.4	65.5	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	90.2	n/a	92.7	88.0	78.4	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	57.4	64.0	56.0	58.8	52.7	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

School Council Involvement and Communication of Plan 2018-2019

In September, the School Education Plan process was outlined and parents were encouraged to provide input. Although School Council initiated presentations for the upcoming year and 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 administration. Budget, student enrollment, staffing, renovations of the Mechanics, Construction, Learning Commons and Computer Labs were toured. 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. Provincial Achievement Test and Diploma results were shared with the parents in attendance, they were very pleased. Discussion around how the School Council can increase parent engagement through maximizing forms of communication to reach a bigger audience. Process of Results review was also discussed.

In February, school fees for the following year and information on the budget were discussed. Ardrossan is in the middle to lower range of EIPS school fees. The 3-year district school education plan, pre-enrollment process and school calendar information was shared. Results Review process and review of information from the process was discussed.

In May, there was discussion on the Ardrossan SEP for 2019-2020, new course selections, high school planning, technology as a tool for learning and initiatives, Fentanyl Overdose kits, Seatbelts and buses, Out of Country Travel, approximate enrollment for next year and Graduation. Kudos were expressed to the Student Council.

During the year, staff members present on the many activities being run by the school and education topics ie. Learning Clicks, Mental Health Capacity Building. An administration report, Trustee report and Canadian Parents for French report are given at each meeting.

A Weekly newsletter, Bison Tracks goes out to all parents that are subscribed through School Messenger and on to the website.

The ardrossan.ca website is updated weekly and Daily Announcements are posted on the website. Twitter, Instagram and our outside digital signboard are also other means of communication to the public.