

School Education Plan and Results Report Ardrossan Junior Senior High

2018-21

Year 3



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: Safety and well-being for students and staff and to continue to have student engagement at school. (EIPS Priority 2: Goal 1)

GOAL 2: Promote growth and success for all students in the areas of literacy and numeracy. (EIPS Priority 1: Goal 3)

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, General Music, Drama, Art and Spanish. Learning environments at Ardrossan are a mixture of inquiry-based learning initiatives and projects, along with direct instruction 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 and drama performances and art shows. 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 activities. 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, Social Justice and other volunteer initiatives. The range of programming options at Ardrossan demonstrates our commitment to holistic education that is in and beyond the classroom environment to engage all learners.

SECTION THREE: School Education Results Report (2019-20)

What were the greatest successes/challenges faced in 2019-20?

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, Student Council and other strategies for connecting students in junior high and high school

Closure of school and on-line learning

How, and to what degree, did those successes/challenges impact planning for 2020-21?

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

Continued support for programs in the third year ie. Esthetics, Math 20-1 French Immersion to Math 30-1 FI, French As A Second Language 7, 8 and 9

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

The switch to the online platform with 100% of the instruction, assessment at home.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1:

Safety and well-being for students and staff and to continue to have student engagement at school.

Division Outcome:

Enhance high quality learning and working environments (Priority 2: Goal 1)

Strategies:

A focus on wellbeing including student citizenship and staff engagement

Cohorting of classes and teachers

Quarter schedule

PPE usage and hand sanitizer and student routine for cleaning

Scheduled breaks

AJS Weekly Bison Tracks reminders to families

Staff breaks through substitute time

Planned out Quarter sessions

Multiple one on one conversations with students and staff

Mental Health Capacity Building Year 3

Supporting student initiatives i.e. Student Council, Social Justice and GSA

School Goal 2:

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, virtual field trips ie. book buying, gendrication of our Learning Commons

Educational Assistant and teacher pull out of small groups

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

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:

Utilization of STAR and MIPI data to monitor growth

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

Diploma test scores – a continued increase 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 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, Social Justice)

Identify disconnected/struggling students and link them to an adult mentor/support

Mental Health Capacity Building Year 3

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

Engaging parents through phone calls and surveys

Performance Measures:

To increase student and parent satisfaction rates on the Accountability Pillar measure for active citizenship

To increase community involvement through partnerships, work placements and scholarships

SECTION FIVE: Summary of Performance Measures

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Ardrossan Jr Sr High 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	86.0	83.7	86.3	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	83.1	82.0	84.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	87.0	86.1	86.7	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	0.7	0.8	0.7	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	96.2	92.7	92.1	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	82.1	84.5	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	26.4	25.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	90.1	91.7	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	24.6	28.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	63.4	68.3	62.2	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	77.3	81.7	75.6	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	66.1	71.6	67.6	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	78.5	73.5	72.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	72.6	71.0	73.6	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	79.4	65.5	71.1	81.8	81.3	81.2	High	Improved	Good
Continuous Improvement	School Improvement	72.9	71.5	72.8	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

Student Learning Measures

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

	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0
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"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)									
		2015		2016		2017		2018		2019	
		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
	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
	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
	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
	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
	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
	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
	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
	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
	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
	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	91.9	86.1	97.3	92.7	96.2	82.1	81.2	84.6	83.3	84.4	76.5	77.9	78.0	79.1	79.7
4 Year Completion	96.1	94.2	90.3	97.2	96.0	84.8	86.8	86.5	88.9	87.6	81.0	81.2	82.6	82.7	83.5
5 Year Completion	94.1	96.6	94.7	91.1	98.4	87.8	86.8	88.5	88.1	90.4	82.1	83.2	83.4	84.8	84.9

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	AJS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	0.8	0.3	1.2	0.8	0.7	2.2	1.9	1.1	1.7	1.7	3.2	3.0	2.3	2.6	2.7
Returning Rate	23.1	46.4	*	15.2	0.0	21.0	19.8	32.5	21.5	12.4	18.2	18.9	19.9	22.7	18.2

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	AJS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	42.2	45.8	42.0	47.6	56.9	35.1	39.0	39.4	39.2	39.1	37.0	37.0	39.3	40.1	40.8
6 Year Rate	74.7	66.8	64.4	71.6	66.1	63.0	63.2	60.5	62.6	62.0	59.4	57.9	58.7	59.0	60.1

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	AJS					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019

Rutherford Scholarship Eligibility Rate	69.5	73.0	72.1	81.7	77.3	62.3	60.8	62.5	64.7	66.6	60.8	62.3	63.4	64.8	66.6
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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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	2.2	4.4	3.5	2.5	3.8	9.6	11.6	9.6	9.3	9.8	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	97.8	95.6	96.5	97.5	96.2	90.4	88.4	90.4	90.7	90.2	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	91.9	93.3	96.5	96.0	95.5	87.4	85.8	88.3	87.9	87.8	81.2	81.9	82.3	83.0	83.0
% Writing 3+ Exams	76.5	76.0	74.4	81.2	74.1	69.3	67.5	68.9	68.8	70.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	62.5	58.2	60.1	68.3	63.4	58.3	55.7	56.4	58.1	60.9	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	43.4	38.0	42.7	49.6	49.4	38.8	36.1	36.9	39.1	40.3	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	19.9	16.6	30.1	32.4	29.4	12.1	14.0	16.1	14.5	15.3	13.8	13.6	13.9	14.2	13.6

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.																
	AJS					EIPS					Province					
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	
English Language Arts 30-1	61.0	60.0	64.6	71.4	58.3	53.5	52.8	56.1	57.7	56.2	53.2	54.0	55.0	56.3	55.7	
English Language Arts 30-2	33.8	31.2	32.3	23.6	35.8	34.1	32.5	33.0	30.0	31.0	28.7	28.7	28.8	27.8	28.8	
Total of 1 or more English Diploma Exams	94.9	90.6	96.1	95.0	93.4	86.9	84.3	87.2	86.5	86.3	79.5	80.1	80.9	81.1	81.3	
Social Studies 30-1	52.2	51.2	55.1	65.0	57.6	49.5	48.1	51.2	52.3	52.5	43.5	45.1	44.9	45.0	44.1	
Social Studies 30-2	41.9	42.9	40.9	30.0	38.4	37.0	37.0	36.2	34.5	35.0	36.7	35.8	36.4	37.1	37.8	
Total of 1 or more Social Diploma Exams	94.1	93.5	96.1	93.6	94.7	85.8	84.7	87.1	86.1	86.8	79.5	80.3	80.7	81.4	81.3	
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Mathematics 30-1	33.8	36.5	33.1	39.3	42.4	36.1	34.9	34.0	34.5	37.0	37.1	36.4	35.5	36.5	35.3	
Mathematics 30-2	30.9	30.6	31.5	32.9	28.5	26.7	26.3	27.6	28.9	27.7	22.4	23.7	25.1	24.9	25.9	
Total of 1 or more Math Diploma Exams	64.7	67.1	64.6	72.1	68.9	62.0	59.3	60.5	61.6	63.3	57.6	58.3	58.6	59.3	59.1	
Biology 30	60.3	55.9	55.1	69.3	51.0	44.4	44.1	42.8	46.2	43.6	40.6	40.7	41.7	42.7	42.3	
Chemistry 30	43.4	35.9	44.1	49.3	50.3	37.6	33.3	33.6	35.2	37.0	35.7	35.6	35.1	35.8	35.1	
Physics 30	21.3	17.1	26.0	27.9	30.5	21.0	19.2	22.7	20.0	20.9	19.9	19.3	18.6	18.7	17.6	
Science 30	0.7	2.4	0.0	0.0	1.3	10.7	15.6	16.8	14.9	18.9	14.1	15.7	16.9	17.0	18.1	
Total of 1 or more Science Diploma Exams	72.8	66.5	68.5	77.1	66.2	63.4	62.0	63.4	63.3	64.9	59.8	60.5	61.2	61.8	61.8	
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3	
French Language Arts 30	14.0	14.7	19.7	26.4	21.2	1.6	1.9	2.0	3.0	2.7	2.8	2.8	3.0	2.7	2.6	
Total of 1 or more French Diploma Exams	14.0	14.7	19.7	26.4	21.2	1.7	1.9	2.0	3.0	2.7	3.0	3.1	3.3	3.0	2.9	

Student Engagement Measures

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	AJS					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	70.4	72.0	77.8	71.0	72.6	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	n/a	94.8	90.9	91.4	92.5	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	75.2	54.1	70.8	60.8	65.3	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	65.7	67.1	71.8	60.9	59.9	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	69.6	75.0	70.1	73.5	78.5	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	n/a	94.9	80.5	81.0	90.0	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	69.6	55.1	59.7	66.0	67.0	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

Overall School Culture Performance Measures

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	AJS					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	67.6	71.5	70.7	75.6	83.4	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	n/a	93.5	88.1	84.5	96.3	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	67.6	49.5	53.3	66.7	70.5	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.6	84.4	86.3	82.0	83.1	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	n/a	93.2	89.6	91.3	90.3	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	84.1	73.8	81.0	77.8	80.7	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	79.1	86.1	88.3	77.0	78.3	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	AJS					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.2	87.0	86.9	86.1	87.0	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	n/a	97.9	94.4	96.4	97.5	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	84.2	77.4	81.3	80.8	84.2	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	82.1	85.6	84.9	81.2	79.2	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.8	86.6	88.7	83.7	86.0	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	n/a	97.4	97.6	95.2	94.5	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	87.1	78.4	86.3	78.1	85.5	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	78.5	84.0	82.3	77.6	78.2	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.0	73.0	73.8	71.5	72.9	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	n/a	79.5	76.2	63.4	72.5	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	76.4	60.8	73.3	80.8	73.6	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	77.7	78.8	72.0	70.3	72.6	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

Accountability Pillar Overall Summary-Key Measures

High School Completion Rate (3yr)	Ardrossan 96.2%	EIPS 84.4%	Province 79.7%
Rutherford Scholarship Eligibility	Ardrossan 77.3%	EIPS 66.6%	Province 66.6%

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						
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	64.0	74.3	73.4	65.5	79.4	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	n/a	92.7	88.0	78.4	95.0	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	64.0	56.0	58.8	52.7	63.9	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

School Council Involvement and Communication of Plan 2019-2020

In September, the role of School Council was reviewed and the resource of www.albertaschoolcouncils.ca was shared. 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 and staffing was shared. Character Education initiatives and Accountability Pillar results were discussed. Mental Health Capacity Building with Strathcona County also provided resources.

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. DELF report was also shared. Student Council report was also shared and celebrated. Discussion around how the School Council can increase parent engagement through maximizing forms of communication to reach a bigger audience. Canadian Parents for French report was also shared.

In January, a special meeting for feedback on School Fees for the upcoming year was held. A request for feedback for Jr. High and Sr. High curricular and extra-curricular was discussed and noted 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 April online, there was discussion on alternate learning, phone call PST and temporary layoffs. Perspective from a teacher and a student were also presented.

June 1st, 2020, we held a final virtual meeting for the year. Updates of budget cuts and staff reduction were reported. Also, the increase in class sizes. Grade 12 Red Carpet Recognition and feedback for Awards next year were discussed. Spares for Grade 11 were also discussed.

During the year, staff members present on the many activities being run by the school and education topics i.e. 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.

Phone calls, e-mail and digital surveys were also a key tool to keep families connected to the school.

References: [ASCA School Council Resource Guide](#) and *School Act*