***SCHOOL*: Strathcona Christian Academy Secondary School *PRINCIPAL*: Jon Elzinga**

***ELK ISLAND PUBLIC SCHOOLS* MISSION STATEMENT: 2019-2020 School Year**

To teach students how to learn, to prepare each student to achieve his/her best and to assist

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| **STAFF FTE** |  | **BUDGET** |  |
| Certificated | *30.727* | Salaries | $ *3,554,512.00* |
| Classified | *7.319* | SES | *$ 216, 687.00* |
|  |  | Total | $ 3,771,199.00 |
|  |  | End of Year Surplus/deficit | $ 43,298.69 |

students in becoming contributing members of society.

**ELK ISLAND PUBLIC SCHOOLS*’* PRIORITIES:**

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

***SCHOOL* PROFILE AND CONTEXT**

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| * Strathcona Christian Academy Secondary School (SCS) follows the provincial curriculum, interpreted from a Christian perspective, and accepts students who support its educational philosophy. * In the 2019-2020 school year, SCA Secondary’s student enrolment was 590. * SCS is well recognized as a school for its academic excellence, competitive athletic teams, exceptional musical theatre productions and strong off campus education programs. * SCS High School student athletes compete in the Metro Edmonton League and compete at the 3A level through the Alberta School Athletic Association. Students have the opportunity to participate in badminton, basketball, cross country, flag football, golf, indoor co-ed soccer, outdoor soccer, track and field and volleyball. * SCS Junior High student athletes compete in the EIPS Athletics league. Students have the opportunity to compete in badminton, basketball, cross country, golf, track and field and volleyball. * A key component to the building at SCS is the common area known as The Link. This is a very popular area in the school where students can gather together and build community. From The Link, students can access The Learning Commons, Gyms and school Canteen “The Eagles Nest”. This area of the school is the hub for many things that occur and is a critical component to the strong community feeling at SCS |
| **EIPS PRIORITY:** More students achieve a minimum of one year’s growth in literacy and numeracy.  **SCHOOL GOAL:** More students achieve a minimum of one year’s growth in literacy and numeracy. |
| **STRATEGIES/ACTIONS IMPLEMENTED:**   * English Department collaboration with Brad Smilanich (Elk Island Public Schools (EIPS) Literacy Consultant) * Teaching specific reading comprehension strategies and building vocabulary by teaching it in context. * Continued emphasis in Social Studies on writing position papers in all grades to develop deeper level of thinking by Grade 12. * Junior High Reading Program – grade 7-9 reading competition that encourages students to read to earn a class prize. * Providing release time for collaborative marking for core teachers to ensure consistent assessment practices. * Continue Learning Strategies class for those students who are academically challenged in literacy/numeracy. * Providing release time for departments to collaborate and blueprint to create a consistent scope and sequence through grade 7-12. * Continued use of After School Math Help separated into cohorts which is available in in all our classes for students that are struggling or who just want extra review. * Centre for Education in Mathematics and Computing (CEMC) from the University of Waterloo Contests - Pascal, Cayley and Fermat Contests for grades 9 – 11 and Gauss Contests for grades 7 and 8. The Contests are designed to inspire students to get excited about math and computer science, stretch their limits and grow valuable problem solving skills. Contest participation is optional but is open to all students and is designed to challenge even the most gifted students. * Continue scheduling Honours Math Classes in High School. Extra math is completed in these classes from Grade 11-12 to challenge stronger students and give them supplemental questions. |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**  Literacy   * STAR Results   + Average Growth in Grade Equivalent = +0.98 (+1.0 - one year’s growth)   Specific Grades STAR Results (Fall 2020)   |  |  | | --- | --- | | **Grade** | **Grade Equivalent Growth** | | 7 | +0.7 | | 8 | +1.2 | | 9 | +1.0 | | 10 | +1.4 | | 11 | +0.7 | | 12 | +0.9 |  * + Grade Level Benchmark Reading Scores  |  |  |  |  | | --- | --- | --- | --- | | **School Totals** | **Category** | **Students** | **Percent** | | At/Above Benchmark | 382 | 72% | | On Watch | 83 | 16% | | Intervention | 46 | 8% | | Urgent Intervention | 20 | 4% | | Total Below Benchmark | 149 | 31% |   Numeracy   * + MIPI Results  |  |  |  | | --- | --- | --- | | **Grade** | **2019-20 Class Average** | **2020-21 Class Average Q1** | | 7 | 78.3% | 69.5% | | 8 | 76.5% | 65% | | 9 | 74.1% | 635 | | 10 - 3 | 61.6% | n/a | | 10 - C | 77.9% | 85.5 % (Honours class) |  * + - 34/137 (25%) → < 50%     - 60/137 (44%) → > 70%     - Remaining students (31%) were between 50%-70% |
| **EIPS PRIORITY:** Our learning and working environments are welcoming, caring, respectful, and safe. (Priority 2, Goal 1)  **SCHOOL GOAL:** Create a welcoming, caring, respectful and safe environment for students and staff through the implementation of the Show LOVE Program. |
| **STRATEGIES/ACTIONS IMPLEMENTED:**   * Implementation of our school goal for the year: Show Love 2.0. Show Love 2.0 built on the character training students received in 2018-2019 on how to be active citizens and positive leaders in the community. Show Love 2.0 gave the opportunity for all students to see the value of giving back to their community, increase their awareness of their citizenship role and provide opportunities for transformation through service. Every student had the opportunity to be involved in a half or full day humanitarian project. * Expansion of Missions Local course in High School where students were involved in organizing and running various missions/service projects in the community. Many of these service projects were also done in partnership with Sherwood Park Alliance Church Justice and Compassion Ministries. * Our new student welcoming program was improved to ensure new students have a connection in the school. Every new student was paired up with a classmate to help with orientation around the school. * Administration phoned each new family within the first month to ensure a positive start up to the school year. * Encounter Days were expanded to Encounter Weeks where there was a strong spiritual focus placed throughout the week and allowed students to “taste and see that God is good!” These Encounter Weeks will occur 5 times throughout the year. * Professional development focused on teaching from a biblical worldview for staff was organized to help fulfill the mission of SCS. * Ongoing training of staff and students on “Go To Educator Training” as promoted by EIPS Supports for Students |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**   * Increase from 80.9% in 2019 to 89.5% in 2020 of students who feel that they are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school as tabulated in the Accountability Pillar. * Increase from 67.8% in 2019 to 73.7% in 2020 of students that feel SCS students model the characteristics of active “Citizenship” as indicated in the Accountability Pillar * Two spiritual professional development sessions involving 9 staff members were organized to increase staff’s understanding of teaching from a Biblical Worldview * All School Thanksgiving Food Drive for Strathcona Food Bank. * Grade 9 students also served at the Strathcona Food Bank 8 times throughout the year to help sort and organize throughout the year. * Warm Winter Wishes – a student lead group that fundraised and organized a winter clothing drive for The Mustard Seed in Edmonton. In addition to the gently used clothing that was donated, $1200 of new winter apparel was purchased and donated to The Mustard Seed * Linking Generations – High School Students volunteered with Linking Generations and had 18 weekly visits to develop relationships with seniors at Capital Care Strathcona. * A Safe Place Women’s Shelter – Students in construction class built 30 bunk beds for underprivileged families so that children do not have to sleep on the floor. * If COVID had not closed schools in the Spring, there were plans for the School of Worships Arts class to lead worship and share faith stories with junior high students at Sherwood Heights Junior High School as part of chapel in Logos program. Our Grade 10 Bible Classes were also going to package 8000 meals for local and international families in need through Emmanuel Foundation. |
| **EIPS PRIORITY:** Increase student engagement in junior high and high school through diverse and individual programming options.  **SCHOOL GOAL:** Increase student engagement in junior high and high school through diverse and individual programming options. |
| **STRATEGIES/ACTIONS IMPLEMENTED:**   * Continue to examine the availability of junior high options and strategically schedule the options so that students have a variety of choices. * Individualized meetings with each high school student and the SCS registrar to ensure that student timetables accurately reflected their plans beyond high school. * Bring Your Own Device – continuation of BYOD program in grade 9-12. The BYOD goals continued to be integrating new technologies into teaching practices to increase student engagement and increase access to educational tools. * Ongoing Implementation of a new Bible scope and sequence for grades 7-12. * Continued to offer test anxiety and study skills classes. These are optional classes open for junior high and high school classes that teach students how to study, how to write an exam and how to reduce anxiety around exam time. * Increased implementation and communication of Instructional Support Plan (ISP) strategies and accommodations. * Classified FTE dedicated to digitally record exams in all core subjects to support students requiring accommodations. * Junior High ROC (Reaching our Capabilities) Room to meet the needs of diverse learners who require additional support. * Continued to develop a Learning Strategies class in High School for those students who are academically challenged in literacy/numeracy or who require additional support in their core classes. * Continued promoting the SCS mentorship program to support our Grade 7 students. * A student advisory group was formed that met regularly with administration and campus pastor team. * Increased emphasis on parent teacher communication, ensuring that all families are signed up for Google classroom reminders. * Strong advocacy and advertisement for students to take courses through Next Step as a shared student. * Use of Google classroom as a learning management system to supplement the organization and instruction occurring in the classroom. |
| **RESULTS ACHIEVED: (Please refer to qualitative and quantitative data such as anecdotal, STAR, MIPI, Accountability Pillar Data, EIPS or School Surveys etc. that best demonstrates attainment or progress towards achieving this goal.)**   * Mentorship Enrolment – 17 High School students served as mentors, mentoring 17 grade 7 students helping with the transition to junior high. * Junior High ROC Room Enrolment – 18 students grade 7-9 * High School Learning Strategies Enrolment – 29 students were enrolled over two semesters * Increased Number of Students in Next Step Courses * When schools were closed in March 2020 our teachers had to quickly transition to online learning. Our staff’s proficiency with Google Classroom made this transition easier than at many schools. Although there were challenges, our teachers were able to set up Google Meets and distribute content to our students in a very easy and proficient manner. * Early on during school shutdown, it became apparent that school communication was going to be critical to ensuring that our school community had a clear direction and purpose through the pandemic. Therefore, administration made the decision to send out weekly videos and email updates, providing students, staff and parents with the latest information and decisions that impacted education. These videos have continued in the 2020/2021 school year. |
| **Reflecting on your data, what was your greatest success?**   * Literacy Growth – The Average Growth in Grade Equivalent was very close to the school goal of one year’s growth for every student. These results are tremendous and speak to the hard work of our English Department. Significant work has been put into getting students to read and enjoy reading. From our school wide reading challenges to teaching specific reading comprehension strategies, student’s literacy growth is benefiting from these targeted strategies. * Student Service Projects – even though COVID-19 closed schools in the spring, most of our students were able to participate in a service project. These projects were integral in helping students understand the world that they live in and how they can help use their gifts to help those around them. Over the last two years, SCS has been focusing on teaching our students concrete leadership and citizenship skills and providing them with opportunity to use those leadership skills. The training and opportunities that students received is reflected in our Accountability Pillar as there is growth in both the Citizenship and Safe and caring categories. * High School Students continue to choose many different paths to complete High School. Being a small high school, the SCS timetable is quite limited and therefore many students have chosen to use Next Step as a viable course choice when there are conflicts with the SCS timetable. More students than ever before are now choosing to take courses through Next Step when it is best for their learning. * The staff at SCS staff showed tremendous resiliency when they had to transition to online learning. SCS has always been a school that has been a leader in technology use, and the proficiency that already existed with Google Classroom prior to COVID-19 made the transition to online learning manageable. * High School graduation in 2020 was an incredible highlight of the year. Considering that at one point in the spring we were not sure we would be able to do any type of celebration for our graduates, the graduation ceremony in the parking lot was a bright spot in a difficult spring. We successfully accommodated 100 physically distanced cars in the school parking lot and had a celebration where all the graduates could safely participate together and were even able to include a live valedictorian speech. In addition to the event on site, we also streamed the ceremony online and had each of the graduates’ pictures on the digital signage on the corner of the parking lot. This event was designed based on input from parents and students. |
| **Reflecting on your data, what was your greatest opportunity for growth?**   * Literacy Gaps   + Based on our STAR data some students are reading below grade level and some are at risk on falling into that category. To assist those students, the following strategies are in place:     - 10/11 Urgent Intervention JH students are receiving EA support     - High School Students identified as urgent are encouraged to sign up for Learning Strategies course at the same they are taking their English class.     - Communicated with staff regarding the On-Watch students as they often get lost in shuffle between the high achievers and those requiring significant support     - LLI Reading Intervention – SCS purchased a LLI Kit this year to help our struggling readers. Using the STAR data to know which students to work with, our educational assistants and our library technician will be spending dedicated time helping our struggling readers become more successful.   + To challenge our students above grade level:     - Honours English Classes (High School) – Students in the honours classes explore texts to a deeper level and strengthen their writing skills in these accelerated courses.     - Visual Literacy – A strong focus in our English classes will be on film and still images to improve student’s vocabulary and perspectives. A scope and sequence of visual literacy has been written for grades 7-12 for commonality throughout the grades.     - Deconstructing the Traditional Essay – Our English teachers are teaching our students to think beyond the traditional 5 paragraph essay and embrace more organic forms of writing. * Numeracy Gaps   + Based on our MIPI data there are some gaps in achievement. Some of this is from students not taking the test seriously. Some is rust from not being in school for 5 months. Some are possibly a result of weaker classes taking Math in Q1. However, our PAT results from years past indicate that the gaps do get filled, as can be seen from the results at the end of this document. These students will continue to be monitored throughout the year to ensure that the learning gaps are filled. Specifically, the following strategies are in place to help those students who have gaps in their learning:     - All the students who scored below 50% on the MIPI have EA time in the classroom for support     - Staff have been informed about the students who scored between 50-70% as they often get lost in shuffle between the high achievers and those requiring significant support     - Equals Math Kit – SCS purchased the Equals Math Kit to assist a new special needs student this year. Although it is designed for students with significant intellectual disabilities, the kit will be used to assist other students, through Educational Assistant support, who are below grade level as well.   + To challenge students above grade level:     - Centre for Education in Mathematics and Computing (CEMC) from the University of Waterloo Contests - Pascal, Cayley and Fermat Contests for grades 9 – 11 and Gauss Contests for grades 7 and 8. The Contests are designed to inspire students to get excited about math and computer science, stretch their limits and grow valuable problem solving skills. Contest participation is optional but is open to all students and is designed to challenge even the most gifted students.     - Honours Math Classes (High School) – Extra math is completed from grade 11 & 12 to challenge stronger students and give them supplemental questions. Students enjoy the challenge of completing math questions from higher grade levels. * When SCS had to transition to online learning, it became evident that SCS did not have adequate resources to supplement Bible classes. The SCS Bible Department connected with ADLC and have gained access to the ADLC resources for Bible classes. These resources are now being provided to the online learners in the 2020-2021 school year. * Even though it is SCS’ desire to provide many opportunities for students to complete high school, the timetable continues to have significant limitations. With these limitations in mind, in 2020-2021, students can now take CALM online through SCS. A few students have also been able to enroll in courses at Bev Facey High School when SCS does not have those specific courses in the timetable (e.g. Math -3 and Cosmetology). These enrollments at Bev Facey are dependent on space being available and the absence of timetable conflicts. SCS has also had to expand its High School Study Skills class to any students who wish to receive additional help. Previously it has been limited to students who were on an ISP, however it is now open to all students who require some additional support in their core classes. |

Combined **May 2020** Accountability Pillar Overall Summary

Table

Description automatically generated

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
5. 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).
6. 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.
7. 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.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. 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.
10. 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.
11. 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.

**Ministry Performance Measures 2019-20**

EIPS Priority: Promote Growth and Success for All Students

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Results (in percentages)** | | | | | | | | | |
|  | | **2015** | | **2016** | | **2017** | | **2018** | | **2019** | |
| **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** |
| English Language Arts 9 | School | 94.7 | 35.1 | 94.7 | 25.5 | 97.9 | 34.7 | 98.8 | 42.0 | n/a | n/a |
| Authority | 84.5 | 18.9 | 86.1 | 17.6 | 85.6 | 18.0 | 83.0 | 17.3 | n/a | n/a |
| Province | 77.0 | 15.2 | 76.8 | 14.9 | 76.1 | 14.7 | 75.1 | 14.7 | n/a | n/a |
| Mathematics 9 | School | 90.4 | 40.4 | 94.7 | 36.2 | 90.5 | 35.8 | 92.6 | 60.5 | n/a | n/a |
| Authority | 75.0 | 18.1 | 77.5 | 19.4 | 69.3 | 19.4 | 69.9 | 24.4 | n/a | n/a |
| Province | 67.8 | 17.5 | 67.2 | 19.0 | 59.2 | 15.0 | 60.0 | 19.0 | n/a | n/a |
| Science 9 | School | 92.6 | 56.4 | 95.7 | 46.8 | 94.7 | 45.3 | 97.5 | 56.8 | n/a | n/a |
| Authority | 82.1 | 28.0 | 82.4 | 26.0 | 83.8 | 26.8 | 84.7 | 33.1 | n/a | n/a |
| Province | 74.2 | 22.4 | 74.0 | 21.4 | 75.7 | 24.4 | 75.2 | 26.4 | n/a | n/a |
| Social Studies 9 | School | 84.0 | 40.4 | 86.2 | 28.7 | 90.5 | 45.3 | 96.3 | 63.0 | n/a | n/a |
| Authority | 72.7 | 21.8 | 76.4 | 24.7 | 76.5 | 25.9 | 77.5 | 26.9 | n/a | n/a |
| Province | 64.7 | 18.0 | 67.0 | 20.2 | 66.7 | 21.5 | 68.7 | 20.6 | n/a | n/a |
| English Lang Arts 30-1 | School | 100.0 | 20.2 | 100.0 | 27.3 | 94.8 | 19.5 | 98.6 | 31.9 | n/a | n/a |
| Authority | 92.6 | 11.0 | 92.3 | 13.1 | 90.4 | 15.2 | 93.8 | 15.4 | n/a | n/a |
| Province | 86.8 | 10.7 | 86.5 | 11.7 | 87.5 | 13.2 | 86.8 | 12.3 | n/a | n/a |
| English Lang Arts 30-2 | School | 100.0 | 38.9 | 100.0 | 31.3 | 93.3 | 26.7 | 100.0 | 40.0 | n/a | n/a |
| Authority | 95.1 | 18.9 | 94.6 | 14.8 | 94.3 | 14.0 | 91.2 | 12.1 | n/a | n/a |
| Province | 89.1 | 12.3 | 89.5 | 11.4 | 88.0 | 13.1 | 87.1 | 12.1 | n/a | n/a |
| Mathematics 30-1 | School | 87.7 | 29.8 | 80.4 | 32.6 | 87.5 | 35.4 | 87.2 | 33.3 | n/a | n/a |
| Authority | 69.2 | 19.4 | 74.0 | 30.0 | 75.9 | 30.3 | 76.5 | 24.7 | n/a | n/a |
| Province | 70.7 | 25.9 | 73.1 | 30.7 | 77.8 | 35.3 | 77.8 | 35.1 | n/a | n/a |
| Mathematics 30-2 | School | 77.3 | 22.7 | 86.4 | 18.2 | 78.0 | 17.1 | 74.4 | 18.6 | n/a | n/a |
| Authority | 76.9 | 16.2 | 78.0 | 17.7 | 77.7 | 17.0 | 78.3 | 17.6 | n/a | n/a |
| Province | 75.4 | 16.8 | 74.7 | 15.9 | 74.2 | 16.4 | 76.5 | 16.8 | n/a | n/a |
| Social Studies 30-1 | School | 86.5 | 12.4 | 86.7 | 12.2 | 83.1 | 12.0 | 83.3 | 15.2 | n/a | n/a |
| Authority | 89.5 | 13.9 | 85.4 | 14.2 | 85.8 | 14.8 | 84.9 | 11.7 | n/a | n/a |
| Province | 84.9 | 14.3 | 86.0 | 14.8 | 86.2 | 17.7 | 86.6 | 17.0 | n/a | n/a |
| Social Studies 30-2 | School | 88.2 | 23.5 | 90.9 | 22.7 | 75.0 | 6.3 | 90.9 | 18.2 | n/a | n/a |
| Authority | 83.8 | 8.4 | 86.5 | 8.4 | 81.6 | 8.4 | 78.8 | 8.3 | n/a | n/a |
| Province | 81.1 | 13.1 | 80.6 | 12.6 | 78.8 | 12.2 | 77.8 | 12.2 | n/a | n/a |
| Biology 30 | School | 97.4 | 50.6 | 95.8 | 48.6 | 93.9 | 44.9 | 85.7 | 42.9 | n/a | n/a |
| Authority | 85.6 | 30.5 | 85.8 | 33.5 | 90.9 | 33.9 | 86.0 | 34.1 | n/a | n/a |
| Province | 85.1 | 32.4 | 84.2 | 32.3 | 86.6 | 36.6 | 83.9 | 35.5 | n/a | n/a |
| Chemistry 30 | School | 89.4 | 34.0 | 98.1 | 44.2 | 83.3 | 31.0 | 97.9 | 52.1 | n/a | n/a |
| Authority | 82.2 | 29.6 | 82.9 | 41.0 | 81.9 | 32.0 | 82.3 | 31.3 | n/a | n/a |
| Province | 81.5 | 34.5 | 83.1 | 38.6 | 83.6 | 38.3 | 85.7 | 42.5 | n/a | n/a |
| Physics 30 | School | 83.3 | 29.2 | 94.4 | 47.2 | 81.3 | 50.0 | 91.7 | 45.8 | n/a | n/a |
| Authority | 84.4 | 32.5 | 87.7 | 44.5 | 84.4 | 41.5 | 86.4 | 32.0 | n/a | n/a |
| Province | 85.8 | 39.8 | 85.7 | 41.8 | 86.2 | 43.6 | 87.5 | 43.5 | n/a | n/a |
| Science 30 | School | 92.3 | 41.0 | 95.2 | 28.6 | 94.6 | 35.1 | 95.0 | 55.0 | n/a | n/a |
| Authority | 84.6 | 25.7 | 83.4 | 26.1 | 87.1 | 31.3 | 93.1 | 40.4 | n/a | n/a |
| Province | 84.4 | 27.6 | 84.9 | 28.4 | 85.4 | 31.5 | 85.7 | 31.2 | n/a | n/a |
|  |  |  |  |  |  |  |  |  |  |  |  |

### High School Completion Rate – Measure Details

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10. | | | | | | | | | | | | | | | |
|  | **School** | | | | | **Authority** | | | | | **Province** | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| 3 Year Completion | 94.5 | 94.3 | 96.6 | 93.4 | 91.9 | 82.1 | 81.2 | 84.6 | 83.3 | 84.4 | 76.5 | 78.0 | 78.0 | 79.1 | 79.7 |
| 4 Year Completion | 94.8 | 95.9 | 94.3 | 96.6 | 95.4 | 84.8 | 86.8 | 86.5 | 88.9 | 87.6 | 81.0 | 81.2 | 82.6 | 82.7 | 83.5 |
| 5 Year Completion | 94.8 | 94.9 | 97.2 | 95.8 | 98.2 | 87.8 | 86.8 | 88.5 | 88.1 | 90.4 | 82.1 | 83.2 | 83.4 | 84.8 | 84.9 |

### High School to Post-secondary Transition Rate – Measure Details

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| High school to post-secondary transition rate of students within four and six years of entering Grade 10. | | | | | | | | | | | | | | | |
|  | **School** | | | | | **Authority** | | | | | **Province** | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| 4 Year Rate | 41.7 | 54.8 | 53.3 | 51.7 | 50.8 | 35.1 | 39.0 | 39.4 | 39.2 | 39.1 | 37.0 | 37.0 | 39.3 | 40.1 | 40.8 |
| 6 Year Rate | 88.6 | 78.6 | 76.7 | 78.2 | 84.6 | 63.0 | 63.2 | 60.5 | 62.6 | 62.0 | 59.4 | 57.9 | 58.7 | 59.0 | 60.1 |

### Rutherford Eligibility Rate – Measure Details

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | | | | | | | | | | | | | | | |
|  | **School** | | | | | **Authority** | | | | | **Province** | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Rutherford Scholarship Eligibility Rate | 90.4 | 83.9 | 86.9 | 87.5 | 87.1 | 62.3 | 60.8 | 62.5 | 64.7 | 66.6 | 60.8 | 62.3 | 63.4 | 64.8 | 66.6 |

### Diploma Examination Participation Rate – Measure Details

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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. | | | | | | | | | | | | | | | |
|  | **School** | | | | | **Authority** | | | | | **Province** | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| % Writing 0 Exams | 3.0 | 3.9 | 2.4 | 2.5 | 4.9 | 9.6 | 11.6 | 9.6 | 9.3 | 9.8 | 15.7 | 15.0 | 14.8 | 14.2 | 14.3 |
| % Writing 1+ Exams | 97.0 | 96.1 | 97.6 | 97.5 | 95.1 | 90.4 | 88.4 | 90.4 | 90.7 | 90.2 | 84.3 | 85.0 | 85.2 | 85.8 | 85.7 |
| % Writing 2+ Exams | 97.0 | 95.2 | 96.6 | 96.4 | 93.8 | 87.4 | 85.8 | 88.3 | 87.9 | 87.8 | 81.2 | 82.0 | 82.3 | 83.0 | 83.0 |
| % Writing 3+ Exams | 93.3 | 89.0 | 93.8 | 91.3 | 89.2 | 69.3 | 67.5 | 68.9 | 68.8 | 70.9 | 64.7 | 65.2 | 66.1 | 66.8 | 66.8 |
| **% Writing 4+ Exams** | **87.2** | **82.7** | **86.1** | **87.2** | **81.8** | **58.3** | **55.7** | **56.4** | **58.1** | **60.9** | **54.6** | **54.9** | **55.7** | **56.3** | **56.4** |
| % Writing 5+ Exams | 62.6 | 61.4 | 60.3 | 60.5 | 58.8 | 38.8 | 36.1 | 36.9 | 39.1 | 40.3 | 37.1 | 37.5 | 37.8 | 38.7 | 38.1 |
| % Writing 6+ Exams | 19.6 | 16.0 | 23.0 | 18.5 | 9.2 | 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. | | | | | | | | | | | | | | |
| **School** | | | | | **Authority** | | | | | **Province** | | | | |
| **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| 76.8 | 75.7 | 81.0 | 78.2 | 73.9 | 53.5 | 52.8 | 56.1 | 57.7 | 56.2 | 53.2 | 54.0 | 55.0 | 56.3 | 55.7 |
| 17.1 | 15.7 | 14.3 | 14.9 | 18.0 | 34.1 | 32.5 | 33.0 | 30.0 | 31.0 | 28.7 | 28.7 | 28.8 | 27.8 | 28.8 |
| **93.9** | **91.3** | **94.3** | **92.1** | **91.0** | **86.9** | **84.3** | **87.2** | **86.5** | **86.3** | **79.5** | **80.1** | **80.9** | **81.1** | **81.3** |
| 78.0 | 76.5 | 77.1 | 75.2 | 72.1 | 49.5 | 48.1 | 51.2 | 52.3 | 52.5 | 43.5 | 45.1 | 44.9 | 45.0 | 44.1 |
| 19.5 | 15.7 | 20.0 | 16.8 | 19.8 | 37.0 | 37.0 | 36.2 | 34.5 | 35.0 | 36.7 | 35.8 | 36.4 | 37.1 | 37.8 |
| **96.3** | **92.2** | **97.1** | **92.1** | **91.9** | **85.8** | **84.7** | **87.1** | **86.1** | **86.8** | **79.5** | **80.3** | **80.7** | **81.4** | **81.3** |
| 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 |
| 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 |
| 53.7 | 45.2 | 47.6 | 43.6 | 40.5 | 36.1 | 34.9 | 34.0 | 34.5 | 37.0 | 37.1 | 36.4 | 35.5 | 36.5 | 35.3 |
| 37.8 | 38.3 | 43.8 | 42.6 | 47.7 | 26.7 | 26.3 | 27.6 | 28.9 | 27.7 | 22.4 | 23.7 | 25.1 | 24.9 | 25.9 |
| **89.0** | **83.5** | **89.5** | **86.1** | **84.7** | **62.0** | **59.3** | **60.5** | **61.6** | **63.3** | **57.6** | **58.3** | **58.6** | **59.3** | **59.1** |
| 68.3 | 64.3 | 57.1 | 58.4 | 56.8 | 44.4 | 44.1 | 42.8 | 46.2 | 43.6 | 40.6 | 40.7 | 41.7 | 42.7 | 42.3 |
| 50.0 | 41.7 | 48.6 | 53.5 | 39.6 | 37.6 | 33.3 | 33.6 | 35.2 | 37.0 | 35.7 | 35.6 | 35.1 | 35.8 | 35.1 |
| 31.7 | 22.6 | 31.4 | 18.8 | 19.8 | 21.0 | 19.2 | 22.7 | 20.0 | 20.9 | 19.9 | 19.3 | 18.6 | 18.7 | 17.6 |
| 24.4 | 34.8 | 38.1 | 34.7 | 36.0 | 10.7 | 15.6 | 16.8 | 14.9 | 18.9 | 14.1 | 15.7 | 16.9 | 17.0 | 18.1 |
| **92.7** | **86.1** | **89.5** | **87.1** | **83.8** | **63.4** | **62.0** | **63.4** | **63.3** | **64.9** | **59.8** | **60.5** | **61.2** | **61.8** | **61.8** |

### 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 | 87.6 | 89.5 | 84.0 | 86.2 | 79.8 | 80.1 | 80.5 | 80.0 | 80.3 | 83.9 | 83.7 | 83.0 | 82.9 | 83.3 |
| Teacher | 97.1 | 96.4 | 99.3 | 96.2 | 97.8 | 94.1 | 94.1 | 94.1 | 93.0 | 93.8 | 94.5 | 94.0 | 93.4 | 93.2 | 93.6 |
| Parent | 91.9 | 90.3 | 95.5 | 88.1 | 87.3 | 75.0 | 75.4 | 75.4 | 75.1 | 76.8 | 82.9 | 82.7 | 81.7 | 81.9 | 82.4 |
| Student | 74.6 | 76.0 | 73.7 | 67.8 | 73.7 | 70.3 | 70.6 | 72.0 | 71.7 | 70.2 | 74.5 | 74.4 | 73.9 | 73.5 | 73.8 |

### Work Preparation – Measure Details

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | | | | | | | | | | | | | | | |
|  | **School** | | | | | **Authority** | | | | | **Province** | | | | |
|  | **2016** | **2017** | **2018** | **2019** | **2020** | **2016** | **2017** | **2018** | **2019** | **2020** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Overall | 95.2 | 92.2 | 90.2 | 90.4 | 87.2 | 77.8 | 79.0 | 77.8 | 80.7 | 81.2 | 82.6 | 82.7 | 82.4 | 83.0 | 84.1 |
| Teacher | 100.0 | 96.4 | 92.9 | 96.2 | 92.3 | 89.0 | 90.7 | 89.4 | 89.4 | 91.0 | 90.5 | 90.4 | 90.3 | 90.8 | 92.2 |
| Parent | 90.5 | 87.9 | 87.5 | 84.7 | 82.1 | 66.6 | 67.3 | 66.2 | 72.1 | 71.4 | 74.8 | 75.1 | 74.6 | 75.2 | 76.0 |

### Lifelong Learning – Measure Details

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | | | | | | | | | | | | | | | |
|  | **School** | | | | | **Authority** | | | | | **Province** | | | | |
|  | **2016** | **2017** | **2018** | **2019** | **2020** | **2016** | **2017** | **2018** | **2019** | **2020** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Overall | 87.3 | 88.5 | 88.6 | 87.4 | 82.9 | 64.9 | 65.7 | 65.5 | 67.6 | 68.1 | 70.7 | 71.0 | 70.9 | 71.4 | 72.6 |
| Teacher | 92.7 | 100.0 | 92.9 | 94.0 | 96.2 | 72.7 | 75.0 | 74.1 | 75.4 | 78.1 | 77.3 | 77.3 | 77.8 | 78.8 | 80.6 |
| Parent | 81.9 | 77.0 | 84.4 | 80.9 | 69.6 | 57.0 | 56.3 | 56.9 | 59.8 | 58.1 | 64.2 | 64.8 | 64.0 | 64.0 | 64.6 |

### 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 | 86.4 | 86.9 | 84.8 | 82.7 | 82.6 | 83.4 | 83.3 | 82.7 | 82.9 | 83.2 | 81.9 | 81.9 | 81.8 | 82.2 | 82.4 |
| Teacher | 90.2 | 92.8 | 85.7 | 92.3 | 89.4 | 91.0 | 90.4 | 90.0 | 90.7 | 90.9 | 88.1 | 88.0 | 88.4 | 89.1 | 89.3 |
| Parent | 90.7 | 87.6 | 89.6 | 84.6 | 81.7 | 81.0 | 80.0 | 79.0 | 78.4 | 79.0 | 80.1 | 80.1 | 79.9 | 80.1 | 80.1 |
| Student | 78.4 | 80.3 | 79.1 | 71.3 | 76.8 | 78.3 | 79.5 | 79.2 | 79.6 | 79.8 | 77.5 | 77.7 | 77.2 | 77.4 | 77.8 |

### 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 | 84.3 | 77.3 | 82.1 | 78.5 | 81.1 | 78.1 | 78.1 | 78.4 | 77.7 | 78.9 | 80.9 | 81.2 | 81.2 | 81.3 | 81.8 |
| Teacher | 94.3 | 87.1 | 94.2 | 89.2 | 95.6 | 88.2 | 89.2 | 89.7 | 88.7 | 90.3 | 88.4 | 88.5 | 88.9 | 89.0 | 89.6 |
| Parent | 74.3 | 67.6 | 70.1 | 67.8 | 66.7 | 67.9 | 67.0 | 67.2 | 66.7 | 67.6 | 73.5 | 73.9 | 73.4 | 73.6 | 73.9 |

### 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 | 91.4 | 92.7 | 93.7 | 90.7 | 90.9 | 88.5 | 89.3 | 88.9 | 89.9 | 89.5 | 90.1 | 90.1 | 90.0 | 90.2 | 90.3 |
| Teacher | 96.4 | 99.4 | 99.4 | 97.4 | 98.1 | 95.9 | 96.4 | 96.2 | 96.4 | 96.8 | 96.0 | 95.9 | 95.8 | 96.1 | 96.4 |
| Parent | 92.5 | 93.3 | 93.4 | 92.6 | 90.9 | 84.1 | 85.7 | 83.6 | 85.7 | 85.7 | 86.1 | 86.4 | 86.0 | 86.4 | 86.7 |
| Student | 85.4 | 85.4 | 88.3 | 82.2 | 83.7 | 85.4 | 85.8 | 86.8 | 87.6 | 86.1 | 88.0 | 88.1 | 88.2 | 88.1 | 87.8 |

### 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 | 91.6 | 92.9 | 90.7 | 93.5 | 87.7 | 88.1 | 88.1 | 88.2 | 88.6 | 89.5 | 89.5 | 89.0 | 89.0 | 89.4 |
| Teacher | 94.3 | 89.2 | 97.1 | 96.1 | 96.3 | 94.8 | 95.1 | 95.8 | 94.6 | 94.7 | 95.4 | 95.3 | 95.0 | 95.1 | 95.3 |
| Parent | 96.2 | 96.5 | 96.2 | 95.2 | 94.7 | 87.4 | 87.3 | 86.9 | 87.1 | 89.1 | 89.8 | 89.9 | 89.4 | 89.7 | 90.2 |
| Student | 89.0 | 89.1 | 85.2 | 80.9 | 89.5 | 81.0 | 81.8 | 81.6 | 82.9 | 82.0 | 83.4 | 83.3 | 82.5 | 82.3 | 82.6 |

### School Improvement – Measure Details

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | | | | | | | | | | | | | | | |
|  | **School** | | | | | **Authority** | | | | | **Province** | | | | |
|  | **2016** | **2017** | **2018** | **2019** | **2020** | **2016** | **2017** | **2018** | **2019** | **2020** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Overall | 83.4 | 82.4 | 87.2 | 75.8 | 81.1 | 80.0 | 80.2 | 79.5 | 81.0 | 80.2 | 81.2 | 81.4 | 80.3 | 81.0 | 81.5 |
| Teacher | 92.6 | 89.3 | 96.4 | 73.1 | 85.2 | 82.9 | 84.3 | 81.8 | 80.8 | 84.4 | 82.3 | 82.2 | 81.5 | 83.4 | 85.0 |
| Parent | 81.0 | 82.8 | 84.5 | 81.8 | 78.9 | 77.5 | 76.7 | 76.1 | 79.5 | 74.9 | 79.7 | 80.8 | 79.3 | 80.3 | 80.0 |
| Student | 76.7 | 75.2 | 80.8 | 72.5 | 79.2 | 79.5 | 79.5 | 80.7 | 82.7 | 81.3 | 81.5 | 81.1 | 80.2 | 79.4 | 79.6 |