



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**SCHOOL:** Bev Facey Community High

**PRINCIPAL:** Barclay Spady

**ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:**

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

**2019-2020 School Year**

STAFF FTE		BUDGET	
Certificated	46.63	Salaries	\$6,185,800
Classified	16.75	SES	\$464,298
		Total	\$6,804,493
		End of Year Surplus/deficit	\$11,093

**SCHOOL PROFILE AND CONTEXT**

Our Mission: To provide a supportive learning environment and a comprehensive education by developing adaptable, responsible learners, who are capable of meeting the opportunities of a changing world.

Motto: In Pursuit of Excellence.

The Facey Way Philosophy: Students, staff and parents of Bev Facey Community High School follow The Facey Way, a philosophy that guides all school activities. In keeping with the principles of the Facey Way, students, staff, and parents in our school community accept responsibility for maintaining and representing our positive school image.

BFH opened in 1981 and has a student enrolment of 1034.

**Programming Highlights:**

- In all facets of the school, all students are valued for their contributions, and excellence is celebrated.
- BFH is well recognized as a school of academic rigour, with excellent complementary programs in fine arts, second languages, off campus education and multiple career technology studies.
- Diploma exam results have exceeded provincial averages in several subject areas.
- Drama, concert band, musical theatre, technical theatre, Spanish, French, creative music, singer-songwriting, rock & pop, audio engineering, art, and photography are popular ways for students to develop their creative talents.



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- Advanced Placement Program provides further academic challenge for our exceptional and interested students. Course offerings include: Art History, Biology, Calculus, Chemistry, Computer Science A, English Language and Composition, English Literature and Composition, European History, French Language and Culture, Physics 1, Physics 2, and Statistics.
- Our Career and Technology courses are designed around student interest and include: cosmetology, digital design, Facey productions, construction, computer science, mechanics, horticulture, fabrication, personal fitness, sports medicine, foods, computer works & networking, robotics, culinary foods, and health & wellness.
- BFH supports Elk Island Public Schools (EIPS) system special education programs, Practical Learning and Community Education (PLACE), Generating Occupational, Academic and Life Skills (GOALS) and FOCUS. We pride ourselves on positive integration of our special education students.
- BFH is a 4A school and our student-athletes compete in the Edmonton Metro League. Sports include: golf, cross country running, swimming, football, volleyball, basketball, badminton, curling, team handball, soccer, rugby, archery, ultimate frisbee, and track and field.
- Additional extracurricular activities include: athletic leadership, Facey Leadership Initiative, student voice forum, student grad council, High Performance Advisory, Skills Alberta, Skills Canada, robotics club, gamer club, yearbook, carpentry club, nature club, Model United Nations, Experiences Canada exchange, CrossFit club, Spectrum GSA, CyberPatriot club, Wee Readers, Falcons of Distinction and The Table Christian fellowship; providing a wide variety of activities for students.
- Formation of an Indigenous cultural room for students and families to celebrate their heritage.
- Students now have access to customizing their own learning through flexible learning environments, supported by independent study opportunities where students work at their own pace on course materials.
- Off Campus Education (OCE) provides opportunities for students in agriculture Green Certificate, work experience, Registered Apprenticeship Program (RAP) and dual credit opportunities.
- Students can access internship opportunities within passion areas to gain additional skills.

### **EIPS PRIORITY:**

(Priority 3, Goal 1) Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

### **SCHOOL GOAL #1:**

More students and families are connected and engaged in the school community.

### **STRATEGIES TO BE IMPLEMENTED TO ACHIEVE THE GOAL:**

#### **Strategies:**

1. Regular contact with home via email, positive phone calls, and through online platforms providing class progress, updates and timelines.
2. Promote and advance School Council along with increased parent communication via weekly parent email newsletter (Falcons View).



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3. Continue relationship building with students via ongoing 6 week cycles of engagement and student voice forum.
4. Student Services and Independent Study support centers provide growing student opportunities for learning.
5. Teacher collaborative work focusing on innovative and engaging learning environments through the effective use of technological integration and best instructional practice.
6. Mental Health supports, along with Family Community Social Service partners and community stakeholders, provide classroom, career and student wellness and mentorship support programs.

### Performance Measures:

1. 2% increase in the Accountability Pillar Parent Involvement results.
2. 2% increase in the Accountability Pillar Continuous School Improvement results.
3. 2% increase in the Accountability Pillar overall Education Quality.
4. 85% agreement on EIPS Parent Survey of question related to “How satisfied are you with the opportunity to be involved in decisions at your child's school?”
5. 85% agreement on EIPS Parent Survey of question related to “The school keeps me informed about my child's progress and achievement.”

### RESULTS ACHIEVED:

2% increase in the Accountability Pillar Parent Involvement results.  
2019 77.3%, **2020 79.1% (+1.8%)**

2% increase in the Accountability Pillar Continuous School Improvement results.  
2019 85.5%, **2020 83.0% (-2.5%)**

2% increase in the Accountability Pillar overall Education Quality.  
2019 87.6%, **2020 89.8% (+2.25%)**

85% agreement on EIPS Parent Survey of question related to “How satisfied are you with the opportunity to be involved in decisions at your child's school?”

2019: Strongly Satisfied 27.12%, Satisfied 58.76%, Total 85.88%  
**2020: Strongly Satisfied 35.47%, Satisfied 56.98%, Total 92.45%**

85% agreement on EIPS Parent Survey of question related to “The school keeps me informed about my child's progress and achievement.”  
2019: Strongly Satisfied 50.28%, Satisfied 40.86%, Total 91.14%



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**2020: Strongly Satisfied 63.37%, Satisfied 34.30%, Total 97.67%**

**EIPS PRIORITY:**

(EIPS Priority 2, Goal 3) The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

**SCHOOL GOAL #2:**

More students are engaged in their learning and achieve excellence.

**STRATEGIES/ACTIONS IMPLEMENTED:**

**Strategies:**

1. Flexible and personalized learning environment offered, including early exam writing, course completion and independent study.
2. Flexible Advanced Placement opportunities and resources are formalized and available to more students.
3. Utilization of Brightspace as an online platform to allow students to engage in their learning in a variety of locations.
4. Increased off-campus education program and alternate option intern opportunities available.
5. Formalized Math, Science, English and Social Studies diploma exam analysis via EIPS consultants.
6. Teacher collaborative work focusing on innovative and engaging learning strategies through a focus on best instructional practice.

**Performance Measures:**

1. Increase in the number of students achieving the Standard of Excellence and Acceptable on diploma exams by 2%.
2. 85% agreement on EIPS Parent Survey of question related to “My child is encouraged at school to do his or her best.”
3. 80% agreement on EIPS Parent Survey of question related to “How satisfied are you with the quality of teaching at your child’s school?”
4. Improve Advanced Placement exam participation rates and course offerings available.
5. Diploma exam participation levels remain above EIPS and provincial levels.

**RESULTS ACHIEVED:**

Increase in the number of students achieving the Standard of Excellence and Acceptable on diploma exams by 2%.

**Not able to determine at this time**

85% agreement on EIPS Parent Survey of question related to “My child is encouraged at school to do his or her best.”

2019: Strongly Satisfied 34.76%, Satisfied 56.15%, Total 90.91%

**2020: Strongly Satisfied 56.42%, Satisfied 37.43%, Total 93.85%**



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80% agreement on EIPS Parent Survey of question related to “How satisfied are you with the quality of teaching at your child’s school?”  
2019: Strongly Satisfied 32.78%, Satisfied 55.56%, Total 88.91%  
**2020: Strongly Satisfied 47.13%, Satisfied 46.55%, Total 93.68%**

Improve Advanced Placement exam participation rates and course offerings available.

New course offerings: Art and Design, English Literature and Composition, European History, French Language and Culture, Statistics

Participation rate May 2020: 71% (87 students) of students registered in AP Exam level courses intended to write the AP Exams however, due to Covid-19 only 47% (58 students) actually ended up participating in the modified exam opportunity provided by the College Board. Overall, we had 220 students out of 1029 students (21.4%) registered in one or more AP course at the 10/20/30 levels.

**Previous Advanced Placement exams written**

2018 - 33, 2019 - 35, 2020 - 58

Diploma exam participation levels remain above EIPS and provincial levels.

**Not able to determine at this time**

### **EIPS PRIORITY:**

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

### **SCHOOL GOAL #3:**

Students are empowered to become active citizens who exemplify the virtues of the Facey Way.

### **STRATEGIES/ACTIONS IMPLEMENTED:**

#### **Strategies:**

1. Foster 6 week cycles of engagement and relationship building with staff and students.
2. Continuation of student voice forum to gather student input.
3. Elicit the help of community and post-secondary institutions to provide information and support so students understand the attitudes and behaviours that will make them successful at work when they finish school.
4. Students are provided with broader leadership, community service and off campus education opportunities with feeder school framework and with other stakeholders.
5. Enhance positive role model initiative and celebrate virtues of the Facey Way.



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6. Recognize, appreciate and celebrate student differences through the development of a variety of service clubs and programs such as: GSA, First Nations Métis & Inuit, SCORE, Christian fellowship and special education program inclusion.

### Performance Measures:

1. 2% Increase in Accountability Pillar measure related to Safe and Caring measure.
2. 2% Increase in Accountability Pillar measure related to students modeling the characteristics of active citizenship.
3. 2% Increase in Accountability Pillar measure related Work Preparation.
4. 85% agreement on EIPS Parent Survey of question related to “The school staff care about my child.”
5. 70% agreement on EIPS Parent Survey of question related to “The rights and responsibilities of citizenship are reinforced in my child's school.”

### RESULTS ACHIEVED:

2% Increase in Accountability Pillar measure related to Safe and Caring measure.

2019 89.1%, **2020 90.5% (+1.4%)**

2% Increase in Accountability Pillar measure related to students modeling the characteristics of active citizenship.

2019 76.4%, **2020 80.4% (+4.0%)**

2% Increase in Accountability Pillar measure related Work Preparation.

2019 70.1%, **2020 73.3% (+3.2%)**

85% agreement on EIPS Parent Survey of question related to “The school staff care about my child.”

2019: Strongly Satisfied 44.44%, Satisfied 45.0%, Total 89.44%

**2020: Strongly Satisfied 58.96%, Satisfied 35.85%, Total 94.81%**

70% agreement on EIPS Parent Survey of question related to “The rights and responsibilities of citizenship are reinforced in my child's school.”

2019: Strongly Satisfied 30.73%, Satisfied 48.04%, Total 78.77%

**2020: Strongly Satisfied 52.02%, Satisfied 28.9%, Total 80.92%**

**Reflecting on your data, what was your greatest success?**



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There were many successes and celebrations in the 2019-2020 school year. We continued to see strong growth in our High School Re-design efforts focusing on personalization, flexible learning, meaningful relationships and meaningful connections with home and community.

Students were provided with a wide range of learning options in terms of time and/or structure. Our flexible learning environments adapt to student requirements. For students who work or have other scheduling constraints due to sports or music programs, for example, these environments offer a variety of schedules and paces for student work. The flexible learning environment expands beyond the traditional classroom walls, allowing learning to take place in a variety of environments, including online. This was helpful as we transitioned to remote learning.

A large emphasis was spent on developing meaningful and authentic relationships with students and families. Paying close attention to students and working to get to know them allows staff to connect with students' lives beyond the classroom. The results directly impact what goes on in the classroom. We were able to find and create many opportunities to build meaningful relationships that strengthened the learning experience. From 'Bring Your Parent to Option Day', Meet the Teacher, positive calls home, expanded student celebrations in Academic Awards, Fine Arts, Advanced Placement, Athletics, & Social Media all were designed to foster connections with families. Having authentic relations allows for and encourages strong student voice and allows us to work collaboratively to bring about positive changes within the school. Our Grad Student and Parent Councils were paramount in our efforts to involve all stakeholders in decisions.

Additionally, staff invested significantly in our Advanced Placement program to improve the experience for students, ultimately leading to Advanced Placement becoming recognized as an EIPS Division Alternative Program. As a result, we were able to expand AP course offerings, increase professional development for staff, acquire additional resources for students, provide clear information via Advanced Placement parent and student information sessions, distribute consistent AP information to the greater community and increase exam and class participation rates. Working closely with post-secondary institutions to present at our AP Open House and Parent Information sessions showcased the overall value of being an Advanced Placement student. AP student and family celebrations were planned for May 2020, but unfortunately were cancelled due to COVID-19. Advanced Placement was highlighted and recognized with honour cords in the June 2020 Convocation celebration for the first time. This recognition was highly successful and will be continued.

Math and Science department staff continue using Microsoft Surface Pro tablets for daily instructional use, allowing for greater interaction and mobility in class. As such, these devices have been leveraged to refine instructional practice to better engage students and help limit the anxiety of asking questions in class. Furthermore, the replacement of traditional desks with individual table and chair units has also created significantly more opportunities for collaboration in the classroom. These efforts are supported by our internal data collected from a school wide survey conducted of 552 students. Students were asked 'when are they most comfortable asking questions in class?' and the three highest responses were 'with an elbow partner', 'in table groups', and 'when the teacher was in close proximity'. This supports our work linked to best instructional practice around questioning techniques and creating collaborative learning spaces.



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### EIPS Parent Survey Data

In your opinion, has the quality of education your child has experienced at school improved, stayed the same or declined in the past three years?

2019 improved 35.56% and stayed the same 48.89% or top two 84.45%

**2020 improved 50.87% and stayed the same 38.73% or top two 89.6%**

### **Reflecting on your data, what was your greatest opportunity for growth?**

As a result of the emergency remote learning we have been concerned with the mental health and wellbeing of students, staff and families. Student learning has been impacted on multiple levels as there is a significant increase in anxiety, self-harming and other attention seeking behaviors. To offset this impact our counselling team has been routinely reaching out to identified at-risk students and families. Additionally, students have been emailing the counselling team to set up virtual or in person conversations. This method of connection has increased our numbers of students accessing supports.

Added to the mental health challenges has been an overall reduction in budget and staffing which has increased pressures on the master timetable, resulting in less options and overall core class sections. The result is larger class sizes and less flexibility to adjust student schedules.

Although we have seen continued improvement in our Accountability data linked to work preparation, we remain below the provincial average. As such, we continue to explore innovative ways to create learning opportunities for students. This involves increasing participation in Off-Campus Education programming, creating additional leadership opportunities, connecting with the local business community and seeking other community stakeholders to collaborate with.

### **Work preparation, Preparation for Lifelong Learning, World of Work, Citizenship**

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 Result:** 2018 67.3%, 2019 70.1%, 2020 73.3% (Provincial Result 2020 84.1%)

Another challenge that has resulted from remote learning is the reduced levels of student knowledge from pre-requisite courses. This has been apparent in all core subject areas but seems to have been particularly noticeable in mathematics. We are finding that even though students are working hard, many are finding that they are not able to achieve the same level of understanding of the material their first time through the course. This has created pressure on already full classes as students are repeating the courses to improve their marks.





# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

## Ministry Performance Measures 2019-20

### Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Bev Facey Community High Sch			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	90.5	89.1	84.8	89.4	89.0	89.2	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	84.1	84.7	82.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.8	87.6	85.2	90.3	90.2	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	0.9	1.0	1.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	86.4	89.6	86.6	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	86.9	87.0	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	21.6	24.1	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	65.1	68.5	65.1	56.4	56.3	55.6	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	70.9	73.1	70.1	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	70.7	71.1	70.4	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	73.3	70.1	68.6	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	80.4	76.4	72.3	83.3	82.9	83.2	High	Improved Significantly	Good
Parental Involvement	Parental Involvement	79.1	77.3	71.5	81.8	81.3	81.2	High	Improved	Good
Continuous Improvement	School Improvement	83.0	85.5	75.8	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



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### Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	98.2	14.3	94.5	17.4	96.5	23.9	95.8	19.0	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	98.3	25.2	97.2	19.7	98.2	14.7	90.5	12.4	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		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	100.0	7.7	100.0	4.0	94.6	5.4	90.9	6.1	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	70.9	19.4	76.8	33.7	83.5	31.7	82.9	30.9	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	86.5	18.8	75.2	14.2	82.1	16.2	76.9	16.3	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	92.5	18.8	89.1	21.3	94.4	25.6	87.1	14.2	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	86.0	8.4	89.7	10.3	87.4	11.8	83.3	8.8	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	82.5	27.5	82.8	31.6	88.4	35.3	88.5	36.0	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	82.1	32.1	81.8	43.6	79.6	30.9	84.9	30.3	n/a	n/a		



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Physics 30	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		
	School	80.7	25.3	86.1	37.7	82.4	32.4	84.0	19.8	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	81.4	13.6	70.8	15.3	85.5	23.2	90.1	29.6	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	85.7	84.6	85.6	89.6	86.4	82.1	81.2	84.6	83.3	84.4	76.5	78.0	78.0	79.1	79.7
4 Year Completion	86.9	89.3	91.0	91.2	92.7	84.8	86.8	86.5	88.9	87.6	81.0	81.2	82.6	82.7	83.5
5 Year Completion	91.1	87.8	90.8	92.8	91.7	87.8	86.8	88.5	88.1	90.4	82.1	83.2	83.4	84.8	84.9

### Drop Out Rate – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	1.8	1.3	0.9	1.0	0.9	2.2	1.9	1.1	1.7	1.7	3.2	3.0	2.3	2.6	2.7
Returning Rate	17.8	25.2	28.4	30.6	23.1	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 – 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	38.8	44.2	44.6	43.1	45.5	35.1	39.0	39.4	39.2	39.1	37.0	37.0	39.3	40.1	40.8
6 Year Rate	70.5	72.4	67.8	71.1	70.7	63.0	63.2	60.5	62.6	62.0	59.4	57.9	58.7	59.0	60.1



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### 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	68.1	67.3	70.0	73.1	70.9	62.3	60.8	62.5	64.7	66.6	60.8	62.3	63.4	64.8	66.6

### Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	357	200	56.0	202	56.6	168	47.1	243	68.1
2016	294	162	55.1	164	55.8	138	46.9	198	67.3
2017	403	245	60.8	232	57.6	194	48.1	282	70.0
2018	327	211	64.5	184	56.3	173	52.9	239	73.1
2019	320	201	62.8	202	63.1	176	55.0	227	70.9

### 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	8.3	9.4	7.8	5.6	10.3	9.6	11.6	9.6	9.3	9.8	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	91.7	90.6	92.2	94.4	89.7	90.4	88.4	90.4	90.7	90.2	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	90.3	90.3	90.1	92.2	87.4	87.4	85.8	88.3	87.9	87.8	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	75.7	76.7	73.7	78.3	73.9	69.3	67.5	68.9	68.8	70.9	64.7	65.2	66.1	66.8	66.8
<b>% Writing 4+ Exams</b>	<b>64.6</b>	<b>64.9</b>	<b>61.8</b>	<b>68.5</b>	<b>65.1</b>	<b>58.3</b>	<b>55.7</b>	<b>56.4</b>	<b>58.1</b>	<b>60.9</b>	<b>54.6</b>	<b>54.9</b>	<b>55.7</b>	<b>56.3</b>	<b>56.4</b>
% Writing 5+ Exams	44.3	38.3	40.7	45.7	41.6	38.8	36.1	36.9	39.1	40.3	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	12.3	13.0	16.9	19.2	13.7	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
English Language Arts 30-1	53.1	51.9	57.9	61.8	55.9	53.5	52.8	56.1	57.7	56.2	53.2	54.0	55.0	56.3	55.7





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Overall	65.9	68.4	67.3	70.1	73.3	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	73.0	77.2	76.8	75.5	77.8	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	58.9	59.7	57.7	64.6	68.9	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	72.1	75.0	74.5	75.1	80.8	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	78.4	87.5	79.8	81.1	86.0	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	65.8	62.5	69.2	69.0	75.7	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	84.0	81.5	82.5	84.7	84.1	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	96.6	93.8	93.8	94.0	93.7	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	77.0	75.6	73.1	71.5	70.3	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	78.3	75.1	80.5	88.4	88.2	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	67.9	69.9	67.4	77.3	79.1	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	71.4	78.9	76.7	82.2	89.2	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	64.5	60.9	58.2	72.4	69.0	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### 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	83.6	83.7	84.3	87.6	89.8	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	92.3	94.7	93.0	92.1	96.9	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	82.3	80.1	80.5	85.0	86.6	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	76.3	76.3	79.5	85.7	85.8	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	84.7	81.4	84.1	89.1	90.5	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	91.8	92.5	94.3	94.3	94.8	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	84.8	78.5	79.6	84.6	87.8	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	77.5	73.2	78.3	88.3	89.1	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	69.3	69.7	72.1	85.5	83.0	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	62.2	71.4	77.2	86.8	90.7	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	65.7	64.2	66.7	79.3	69.9	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	80.2	73.5	72.4	90.4	88.3	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

