

School Education Plan and Results Report

2015-2018

Year 2



OUR MISSION

To challenge students through Christ-centered education, to know Jesus Christ as Saviour and Lord in order to pursue a life of godly character, personal and academic excellence and service to others.



OUR MOTTO:

"... whatever is true ... noble ... right ... pure ... lovely ... admirable - if anything is excellent or praiseworthy - think about such things."

Philippians 4:7

SECTION ONE – School and Division Goals

School Goals:

GOAL 1: Students achieve a minimum of one year’s growth in literacy and numeracy.
(EIPS Priority 1, Goal 2)

GOAL 2: More students are engaged in school, achieve excellence, and are supported in their learning.
(EIPS Priority 1, Goal 3)

GOAL 3: Our learning and working environments are welcoming, caring, respectful, and safe.
(EIPS Priority 2, Goal 1)

GOAL 4: Student learning is supported and enhanced through parent engagement.
(EIPS Priority 3, 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: Steve Schaar

Assistant Principals: Wes Merta and Jon Elzinga

Counsellors: Nadine Lennox and Michelle Waddell

Strathcona Christian Academy Secondary Facts:

- Strathcona Christian Academy Secondary School follows the provincial curriculum, interpreted from a Christian perspective, and accepts students who support its educational philosophy.
- Strathcona Christian Academy was founded in 1980 as a K-12 private school as a ministry of Sherwood Park Alliance Church.
- The school became an Alternative Program School of Elk Island Public Schools in 1998.
- In September 2007 Strathcona Christian Academy expanded to two schools: SCA-Elementary (K-6) and SCA-Secondary (7-12)
- These two schools function as one Christian program as directed by the SCA Society Board. All teachers are committed Christians who support the school's mission and philosophy.
- In the 2016-2017 school year, SCA Secondary's student enrolment is 598.
- 33 teachers (31.113 FTE) and 12 support staff serve the SCA school community.

Programming highlights:

- Strathcona Christian Academy Secondary School provides students with many experiences and opportunities to enrich and deepen their faith. These experiences include, but are not limited to: Encounter weeks (chapel program), Missions (Jamaica, Belize, Saddle Lake), Missional Living (local missions), SOWA (School of Worship Arts), and Bible classes.
- Strathcona Christian Academy is also very proud of its Fine Arts Program. The Band and Choral program has seen a staggering increase in enrolment over the past few years. In May of 2016, the students who entered into this program competed in a National Competition in Ottawa. In February of 2016, our Musical Theater program performed *The Little Mermaid*. In 2017, *Beauty and the Beast* will make a re-appearance. These top-notch performances are a highlight for the SCA community every year.

- Strathcona Christian Academy has experienced a tremendous amount of success in athletics from grades 7-12 (basketball, volleyball, soccer, track and field, badminton, and golf). At the High School level, SCA competes in the 3A category. In 2015-2016, our Varsity Boys Volleyball and Basketball teams were silver provincial medallists.

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

What were the greatest challenges faced in 2015-2016?

1. Bring Your Own Device (BYOD) – In September of 2014-2015, SCA (after undergoing a pilot project), implemented BYOD for students in grades 10-12. The objectives behind SCA’s BYOD program can be found at <https://sites.google.com/a/scasecondary.ca/sca-byod/philosophy>.
2. Bill 10, Policy 19 and, AP 311 continue to be topics of discussion.
3. Teacher devices in need of repair and replacement (technology).
4. Growing need to meet the spiritual needs of our students and staff.

What were the greatest successes in 2015-2016?

1. Strathcona Christian Academy Secondary School is well recognized for its academic excellence. In 2015, 90.4% of SCA students were eligible for Rutherford Scholarships compared to 60.8% in the Province. In addition, SCA had a 0.3% drop out rate compared to 3.4% for the Province and 94.5% of students at SCA in 2015 completed high school within 3 years.
2. Strathcona Christian Academy also boasts a strong Mentorship Program. 27 grade 7 students, which make up 29% of the grade seven population, have a high school mentor. They meet weekly and are engaged in a variety of different activities selected by the mentor and the student.
3. Strathcona Christian Academy continues to place great emphasis and resources on the spiritual growth of its community. The switch from a very traditional chapel program to “Encounter” continues to be incredibly successful.

How, and to what degree, did those successes/challenges impact planning for 2016-2017?

1. BYOD – The 2015-2016 school year was used to solidify our BYOD program and attempt to reduce and eliminate bandwidth and connectivity challenges. It was deemed essential to solve these issues before we expanded our BYOD program into grade 9. This year, the BYOD program has expanded into grade 9. Student distraction will be the next issue we will be looking to mitigate.

2. Bill 10, Policy 19, AP 311 – SCA will continue working on this issue to come to a workable solution that attempts to satisfy all its stakeholders. It is recognized that this is a very divisive issue and paramount is the safety of our students.
3. Teacher devices – It was identified that our teacher devices (computers, laptops, tablets) were in desperate need of replacement for the school year. Over the summer, new devices were purchased to ensure teachers had the equipment they needed to provide an optimal learning environment.
4. Spiritual Needs of our Students – It was also identified that the size of SCA has grown to a point that it was becoming increasingly difficult to minister to all of our students effectively. Pastor Shaun has done tremendous work! However, the scope of this work has exceeded his time and resources. In recognizing this, we have hired Pastor Jordie to assume the Campus Pastor role for the high school and Pastor Shaun will focus his energies on the junior high.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

Students achieve a minimum of one year's growth in literacy and numeracy.

Division Outcome:

More students achieve a minimum of one year's growth in literacy and numeracy.

English Department Strategies:

- Meetings with Janice Sundar (EIPS Literacy Consultant) regarding research and strategies about literacy improvement and then implement selected ideas.
- Mapping how writing (and reading) is being taught to ensure a consistent approach.
- Establishing commonly used rubrics for reading, writing, speaking, listening, viewing and representing.
- Collaborative marking for ELA teachers to ensure consistent assessment practices.
- Students are provided with opportunities to improve their performance on summative tasks.
- Explore ways to meaningfully use technology to improve student learning.
- Develop and implement a Learning Strategies class for those students who are academically challenged in literacy.
- Creating specific writing tasks that are built upon for students moving from grade-to-grade.
- Creating shared documents for rubrics, benchmarks, and student exemplars.
- Securing two (or more) days per year for teacher collaborative marking.
- Select one or two ways to use and develop technology within a given grade or course and sharing the results of such usage with colleagues.

Performance Measures:

- Tracking student's growth through cumulative assessments from grades 7 through 11.
- Teacher recording of students who have taken advantage of opportunities to improve their performance and following up with these students.
- Utilization of district wide literacy assessment tool (STAR).

Math Department Strategies:

- Mathematics department will to create yearly goals that are reviewed and revised as necessary. One of our main goals this year is to provide an enjoyable math experience for each student. We don't want them to just learn math; we want them to actually enjoy what they are learning and be inspired to dig deeper into mathematical concepts. Another goal is to ensure that our students are in the stream that will bring them the most success, both now and in the future. We want to make sure they are taking the course that best suits their needs and the post-secondary schooling they are interested in.
- Provide students with extra tutorial sessions for those in need or in want (afterschool and lunch hour).
- Utilize district consultant for numeracy. Our district consultant will be invited to assist in future department meetings.
- Provide multiple opportunities for students to be reassessed on curricular outcomes (mathematics). In high school, the students have the opportunity to write retests on concepts they struggled with. Students are also exempt from lower marks on certain assignments if they demonstrate better understanding at a later date. In Grade 8 and 9, they also have the potential to rewrite a test.
- Explore ways in which technology can be utilized to enhance student learning (further training in Google classroom and teacher tutorial videos. We will continue to use our tablets, smart board and graphing calculators to enhance the student learning experience.

Performance Measures:

- Utilize district wide assessment tool for numeracy for grades 7-10 to track one year's growth.

School Goal 2:

More students are engaged in school, achieve excellence, and are supported in their learning.

Division Outcome:

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

Strategies:

Social Studies

- Apply real-world elements to student learning to increase student engagement. These may include, but are not limited to: simulations and games, guest speakers, field trips, student vote, and blogging.
- Engage the learning process by revisiting assignments over time, implementing a feedback cycle, providing multiple opportunities to demonstrate skills and knowledge, and enabling student choice in assessment.

Science ... explore the following:

- Teachers to provide extra after school help.
- Students are given an opportunity to replace a maximum of two summative assessments during the course of the semester (e.g. one retest, practise final exam, alternative quiz, performance assessment, etc...). The exception would be senior general science courses where a maximum of three opportunities would be given.
- Tutoring Pool created and made known. A folder and document have been placed in

the Science Department Shared Folder for teachers to put down the names and contact information for tutors that teachers have used. Collaboration with Student Services.

- Student goal setting and self evaluations. (Start of the year, mid-term and before final). More details: Beginning of the year students fill out an exit slip setting a goal for the year, considering their previous years achievement and what they hope to achieve. Prior to midterms students are reminded of their original goal, and assess how they performed in each unit thus far. Lastly, going into their finals students evaluate their goals and assess what units they should spend more time reviewing.
- Science Fairs - Cross-curricular and Jr./Sr. mentorship and collaboration.
- Making known the grade level "Cognitive Expectations for Science."
- PLC - An annual Professional Learning Community day for professional growth of all teachers in the Science department. This could involve formal training, group discussion, group activities etc.
- Investigate our Scope and Sequence.
- Attempting to use additional outside resources and people - SEM, guest speakers and presenters from e.g. APEGGA, U of A
- Field trips
- Field testing (grade 12 and presumably grade 9).

Other Strategies

- BYOD – advancement of the BYOD Program – Year 2. Integrating new technologies into teaching practices to increase student engagement. Expand to grade 9.
- Review of School Assessment Policy both in implementation and communication.
- Implementation of a new Bible Curriculum for grades 7-12.
- Development of test anxiety classes.

Performance Measures

- Conduct entrance/exit interviews for Social Studies.
- 5% increase in students achieving acceptable standard and standard of excellence in PAT and Diploma results.
- Increase in students achieving acceptable standard and standard of excellence over 5 years in Diplomas and Provincial Achievement Tests.
- Increase in the overall percentage of parents, students, and teachers that believe the overall "Educational Quality" has improved at SCA as tabulated by the Accountability Pillar.
- Increase in the overall percentage of parents, students, and teachers that believe SCA has "Improved" over the last three years as tabulated by the Accountability Pillar.
- Increase in students who find classroom instruction relevant to their everyday lives as tabulated by the "Tell Them From Me" survey.
- Increase in "students who report they are interested and motivated in their learning" as tabulated by the "Tell Them From Me" survey.

School Goal 3: Our learning and working environments are welcoming, caring, respectful, and safe.

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

Strategies:

- Development of Missional Living – students serving locally.
- Investigate and explore the expansion of the SCA mentorship program.
- Evaluate, revise and improve our new student welcoming program.
- Increase school allotted counselling time from 0.8 to 1.2 FTE.
- Continued expansion and improvement of our Encounter Weeks – allowing students to “taste and see that God is good!”
- Formation of “ACE” – All Created Equal – to support students in need.

Performance Measures:

- Increase in the percentage of students, parents, and teachers that feel SCA is a “Safe and Caring School” as tabulated in the Accountability Pillar.
- Increase in the percentage of students, parents, and teachers that feel SCA students model the characteristics of active “Citizenship” as indicated in the Accountability Pillar.
- Increase in “students who report they have someone at school who consistently provides encouragement and can be turned to for advice” as tabulated by “Tell Them From Me” survey.

School Goal 4: Student learning is supported and enhanced through parent engagement.

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

Strategies:

- Development of “Parent Connect.” Once a month parents will have an opportunity to gather within the school (Legato), connect with one another, connect with admin, and build community. It will also be an opportunity to hear parent concerns and suggestions on how to improve the quality of education at SCA.
- Activate School Council as a council that engages into the school community.

Performance Measures:

- Attendance at “Parent Connect” is strong and feedback about the continuation of this opportunity is positive.
- Feedback and suggestions from parents are implemented.
- Increase in “Parent Involvement” as indicated in the Accountability Pillar.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	SCS	98.9	42.9	97.7	35.2	95.5	27.3	85.6	28.9	94.7	35.1	100	35
	EIPS	87.2	20.1	86.3	18.4	86.8	19.8	85.7	17.8	84.5	18.9		
	Province	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4	77.0	15.2		
Mathematics 9	SCS	92.3	38.5	94.3	38.6	92.0	40.9	87.8	40.0	90.4	40.4	100	35

	EIPS	76.1	22.8	73.7	20.6	76.6	21.7	74.4	19.9	75.0	18.1		
	Province	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0	67.8	17.5		
Science 9	SCS	97.8	41.8	96.6	48.9	95.5	45.5	88.9	34.4	92.6	56.4	100	40
	EIPS	83.4	24.4	83.8	26.4	82.3	29.7	84.5	29.4	82.1	28.0		
	Province	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9	74.2	22.4		
Social Studies 9	SCS	95.6	29.7	92.0	42.0	89.8	43.2	73.3	23.3	84.0	40.4	100	40
	EIPS	78.5	24.6	72.9	22.6	74.3	25.4	76.1	25.5	72.7	21.8		
	Province	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8	64.7	18.0		

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	SCS	95.2	30.6	98.6	20.3	98.8	21.3	98.6	24.6	100.0	20.2	100	25
	EIPS	87.8	10.7	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0		
	Province	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5	86.8	10.7		
English Lang Arts 30-2	SCS	*	*	100.0	16.7	100.0	33.3	100.0	38.5	100.0	38.9	100	35
	EIPS	92.5	11.9	94.7	13.3	95.8	16.7	95.1	13.1	95.1	18.9		
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3	89.1	12.3		
Mathematics 30-1	SCS	n/a	n/a	85.4	41.7	81.7	20.0	87.0	46.3	87.7	29.8	100	35
	EIPS	n/a	n/a	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4		
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7	70.7	25.9		
Mathematics 30-2	SCS	n/a	n/a	76.0	0.0	69.6	13.0	86.7	10.0	77.3	22.7	100	30
	EIPS	n/a	n/a	75.5	9.9	72.9	13.3	82.3	15.9	76.9	16.2		
	Province	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	SCS	93.2	22.0	88.7	12.9	92.0	13.3	94.2	31.9	86.5	12.4	100	15
	EIPS	86.7	13.4	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9		
	Province	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2	84.9	14.3		
Social Studies 30-2	SCS	100.0	18.2	100.0	23.5	66.7	0.0	100.0	6.3	88.2	23.5	100	20
	EIPS	88.4	15.1	88.6	14.4	87.8	13.1	88.1	10.0	83.8	8.4		
	Province	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5	81.1	13.1		
Biology 30	SCS	90.9	38.2	97.0	41.8	94.1	33.8	93.3	53.3	97.4	50.6	95	40
	EIPS	85.2	25.0	84.7	29.8	88.4	28.8	88.0	35.0	85.6	30.5		
	Province	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0	85.1	32.4		
Chemistry 30	SCS	73.5	23.5	78.7	38.3	66.7	11.1	84.1	31.8	89.4	34.0	85	30
	EIPS	78.1	24.1	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6		
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2	81.5	34.5		
Physics 30	SCS	84.6	15.4	82.6	30.4	78.6	21.4	90.0	36.7	83.3	29.2	85	30
	EIPS	79.4	26.5	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5		
	Province	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	SCS	n/a	n/a	n/a	n/a	n/a	n/a	100.0	26.1	92.3	41.0	100	30
	EIPS	79.7	20.3	88.5	26.1	87.4	27.7	91.1	22.6	84.6	25.7		
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7	84.4	27.6		

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	SCS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	94.3	92.8	90.6	89.7	94.5	77.1	78.8	81.6	79.8	82.1	74.2	74.8	75.3	76.5	76.5

4 Year Completion	93.3	94.9	96.1	91.9	94.8	82.5	82.8	84.2	86.4	84.8	78.0	79.2	79.6	79.9	81.0
5 Year Completion	95.8	93.4	96.4	96.4	94.8	86.2	84.3	85.3	86.3	87.8	79.4	80.6	81.5	82.0	82.1

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	SCS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	0.2	0.7	0.4	0.5	0.3	2.5	3.6	1.9	2.5	2.2	3.8	3.6	3.3	3.5	3.2

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	SCS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	64.3	46.6	47.2	59.1	41.7	37.0	37.8	40.2	39.1	35.1	38.4	39.4	39.7	38.3	37.0
6 Year Rate	71.1	89.3	87.2	75.4	88.6	64.2	67.3	61.6	62.4	63.0	58.4	59.3	59.0	59.7	59.4

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	SCS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	86.8	84.7	83.3	88.0	90.4	59.5	61.7	62.2	62.0	62.3	61.5	61.3	60.9	61.2	60.8

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.															
	SCS					EIPS					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	3.0	3.1	4.4	4.9	3.0	13.6	11.1	11.1	12.1	9.6	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	97.0	96.9	95.6	95.1	97.0	86.4	88.9	88.9	87.9	90.4	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	97.0	95.5	95.6	95.1	97.0	84.0	85.8	86.5	85.9	87.4	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	97.0	94.1	91.8	89.7	93.3	70.3	73.0	71.5	67.7	69.3	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	85.0	83.2	84.3	83.3	87.2	58.8	59.4	59.7	56.4	58.3	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	59.8	53.2	57.9	52.4	62.6	37.3	39.2	40.5	36.8	38.8	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	13.3	16.4	17.6	7.5	19.6	13.2	12.7	11.7	10.9	12.1	13.9	14.3	11.4	13.1	13.8

Student Engagement Measures

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	SCS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	91.0	90.2	89.6	92.5	93.2	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	92.8	93.1	93.5	95.7	94.3	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	94.8	93.4	93.1	96.4	96.2	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	85.3	84.2	82.1	85.4	89.0	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	SCS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016

Overall	79.4	83.9	82.3	85.1	87.9	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	91.4	97.9	95.2	98.8	97.1	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	83.3	85.7	85.8	88.2	91.9	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	63.4	68.2	66.0	68.3	74.6	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	SCS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.4	90.4	89.3	90.2	95.2	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	89.3	100.0	91.7	100.0	100.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	75.5	80.8	87.0	80.4	90.5	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Tell Them From Me		2013	2014	2015	2016
Survey Results					
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	SCS	50	N/A	62	69
	EIPS	60	N/A	61	64
	Canada	50	N/A	50	50
Effort Percentage of students who report they try hard to succeed in their learning.	SCS	68	66	70	71
	EIPS	72	69	70	70
	Canada	69	69	69	69
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	SCS	29	31	31	41
	EIPS	39	36	38	40
	Canada	30	30	30	30
Student that value school outcomes Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	SCS	N/A	62	63	71
	EIPS	N/A	63	64	65
	Canada	N/A	73	73	73
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	SCS	5.4	5.9	6.2	6.3
	EIPS	5.9	6	6.1	6.2
	Canada	6	6	6	6
Advocacy at School Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	SCS	2.4	2.3	2.3	2.5
	EIPS	2.7	2.6	2.6	2.7
	Canada	2.7	2.7	2.7	2.7

*EIPS data is for Grades through 12

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	SCS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.6	91.1	87.6	91.0	91.4	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	94.6	98.3	94.7	99.0	96.4	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	92.2	91.3	88.4	92.3	92.5	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1
Student	82.0	83.7	79.6	81.8	85.4	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	SCS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	80.7	83.3	84.2	84.6	86.4	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	87.5	95.2	95.0	93.9	90.2	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	84.9	82.9	85.1	84.7	90.7	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	69.8	71.9	72.6	75.3	78.4	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	SCS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.0	81.5	81.4	81.4	83.4	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	88.0	96.4	95.8	87.5	92.6	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	83.3	76.5	78.3	83.6	81.0	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	74.7	71.6	70.0	73.1	76.7	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

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.															
	SCS					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.4	79.5	80.9	85.5	84.3	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	96.4	94.4	92.0	98.2	94.3	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	68.4	64.6	69.9	72.8	74.3	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

In October of 2015, SCA Secondary initiated “Parent Connect” to be held once a month throughout the school year. This is an opportunity for parents to connect with both the administration of the school and other parents. These sessions are an opportunity for parents to speak into the life of the school, offer suggestions and seek clarification. SCA is very blessed to have a strong and supportive parent community and their voice is vital to the ongoing success of the school.

In October of 2016, SCA administration will present the School Education Plan to our School Council. The School Council has indicated they would love to be part of the School Education Plan and in particular Goal #4 – “Student learning is supported and enhanced through parent engagement.” As the School Education Plan is a working document, we look forward to adding our School Council input.

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