# School Education Plan and Results Report 2019-20

**Year 2**



### Our Mission:

To provide a stimulating child-centered educational environment that models life-long learning where every person is provided with the opportunity to reach his or her own personal potential.

### Our Motto:

Fort High **“Sting Style”**

### Philosophy:

Sting Style - encompassing a life-long character foundation of Courtesy, Respect, Commitment, Dedication, Tolerance, Teamwork, and Sportsmanship.



**SECTION ONE: School and Division Goals**

### School Goals:

**GOAL 1:** Use evidence-based practices to improve student engagement (EIPS Priority 2, Goal 4)

**GOAL 2:** Increase student achievement of Diploma exams. (EIPS Priority 1, Goal 3)

**GOAL 3:** More students achieve a minimum of one year’s growth in literacy. (EIPS Priority 1, Goal 2)

### 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: Curtis Starko

**Assistant Principal:** D’Anne Bennett

**Success Team:** Glen Christenson, Kathryn Maier

### Fort Saskatchewan High (FHS) Quick Facts:

* FHS has an enrollment of 435 students
* FHS is served by 24 teachers and 14 support staff
* FHS opened in 1958
* The total school budget is $3,185,161 which includes 94% of total budget dedicated to staffing.

### Programming Highlights:

* Our school provides a wide range of academic, athletic, fine arts and Career and Technology programs.
* Students can access opportunities to be involved in Student Leadership, Theatre Appreciation, Group, Gay Straight Alliance, Athletics, Advanced Computer and Outdoor Club.
* Elk Island Public Schools (EIPS) system special education program – LINKS (Learning, - Individual Needs, Knowledge, and Skills)
* Excellent sports program with numerous opportunities to participate.
* Fort High is a 3A school and our student athletes compete in Division 3 of the Edmonton Metro League.
* Partnership with Shell to provide Shell Skills center
* Performing Arts program that demonstrates excellence in music and dramatic arts.
* Off Campus runs year-round, for students in RAP (registered apprenticeship program) and Work Experience

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

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

**Successes**:

* Based on the data on student learning achievement, Fort Saskatchewan High School improved by 4% in the acceptable range for Diploma exams.
* A higher percentage of students are writing diploma exams at Fort High which opens more opportunities in transitioning to post-secondary high school.
* Our high school completion rate has continued to slightly increase again last year.
* According to the data results surrounding Continuous Improvement, Fort Saskatchewan High School saw a 20% increase than the previous year’s results.
* Based on the data on parental involvement, Fort Saskatchewan High School improved by 11% from the previous year.
* Our STAR reading assessment data which is an indicator of literacy levels saw student growth over the last year. School went up 1.4 Grade Equivalency over a calendar year.
* Our First Nations Métis and Inuit data now has a total of 47 students who are self-identifying, yet our school population has remained relatively the same. Upon further analysis, the conclusion is that due to safe and caring nature of the school, the students are more comfortable with the identification process.

**Successes**:

* FinAl (Finland Alberta partnership) has been incredibly successful in pushing innovative ideas in the School.
* We, along with Smiles from Spencer, a community non-profit organization, ran Spinning for Smiles Gear 4, which has raised over $100,000 for the Smiles from Spencer foundation in Support of the Kids with Cancer Foundation.

**Challenges**:

* Our diploma results did see an increase from the previous years results, however collectively we are still not at the provincial average.
* Fort Saskatchewan high school saw our dropout rate increase from 0.5% to 2.8%, as such this will be area of focus moving forward.
* Even though our overall accountability results have improved over the last year, in many areas we are not at provincial average.

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

* The data had a major impact on the planning for the 2019-20 school year. Our literacy data based on the STAR assessment improved and we will continue with it as one of our goals.
* Our Drop-out rate regressed in comparison to last year, as a result, we have increased our counselor time and have continued with providing student access to our success coach in the hopes of creating more connections with our high school students so they can achieve all their goals.
* Finally, our Diploma Exam acceptable standard did increase from last year, but we have still not met our target to get on par with the province’s data, therefore we will still continue to focus on collaboration time, profession development, exam blueprinting, long range planning and accessing our consultants for specialized support.

##  SECTION FOUR: School Goals, Strategies and Performance Measures

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| **School Goal 1:** Use evidence-based practices to improve student engagement and achievement.**Division Outcome:** The division uses evidence-based practices to improve student engagement and achievement.**Strategies**:* Continue with the new bell schedule and the elements of High School Redesign, which includes a flexible learning period for students and weekly professional learning for staff.
* Targeted professional development, through the Fort Saskatchewan Feeder School Pilot Project around best practice in literacy and numeracy to improve student engagement.

**Performance Measures:*** An increase in data of 5% from staff, students, and parents in relation to the Accountability Pillar Survey.
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| **School Goal 2:** Increase student achievement on Diploma exams.**Division Outcome:** More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.**Strategies:** * Through weekly professional development opportunities and support from division consultants, staff will collaborate on exam preparation, exam blueprinting, long range plans, course outlines and best practices regarding instructional leadership.

**Performance Measures:*** To increase in the area of Excellence by 3% and Acceptable levels by 3%.
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| **School Goal 3:** More students achieve a minimum of one year’s growth in literacy.**Division Outcome:** More students achieve a minimum of one year’s growth in literacy and numeracy.**Strategies:*** Professional Development days dedicated to literacy in subject specific areas which are facilitated by our Central Office EIPS Learning team.
* Continue with teacher visits by our consultant team dedicated to giving feedback on subject specific literacy strategies.
* Continue to provide a full year Grade 10 English class supplemented by the Reading 15 course.

**Performance Measures:** * More students achieve one year’s growth in literacy according to the STAR Results.
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 **SECTION FIVE: Summary of Performance Measures**

Student Learning Measures

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|  |  | **Diploma Exam Course by Course Results by Students Writing.** |
|  | **Results (in percentages)**  **Target** |
| **201** | **15** | **201** | **16** | **201** | **17** | **201** | **18** | **20** | **19** | **2020** |
| **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** | **A** | **E** |  |  |
| **English Lang Arts 30-1** | FHS | 82.8 | 3.4 | 77.3 | 1.3 | 73.0 | 2.7 | 77.5 | 8.8 | 92.7 | 7.3 | 90 | 10 |
| EIPS | 91.9 | 11.6 | 92.6 | 11.0 | 92.3 | 13.1 | 90.4 | 15.2 | 93.8 | 15.4 |  |  |
| Province | 86.5 | 11.4 | 86.8 | 10.7 | 86.5 | 11.7 | 87.5 | 13.2 | 86.8 | 12.3 |  |  |
| **English Lang Arts 30-2** | FHS | 94.7 | 3.5 | 94.7 | 5.3 | 80.0 | 2.2 | 89.6 | 14.6 | 68.1 | 2.1 | 80 | 10 |
| EIPS | 95.2 | 13.0 | 95.1 | 18.9 | 94.6 | 14.8 | 94.3 | 14.0 | 91.5 | 12.1 |  |  |
| Province | 88.6 | 11.2 | 89.1 | 12.3 | 89.5 | 11.4 | 88.0 | 13.1 | 87.1 | 12.1 |  |  |
| **French Lang Arts 30-1** | FHS | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |  |  |
| EIPS | 100.0 | 4.8 | 100.0 | 7.7 | 100.0 | 4.0 | 94.6 | 5.4 | 90.9 | 6.1 |  |  |
| Province | 95.5 | 9.9 | 93.8 | 8.7 | 94.7 | 9.4 | 93.8 | 11.0 | 91.5 | 10.1 |  |  |
| **Mathematics 30-1** | FHS | 65.6 | 6.3 | 58.8 | 2.9 | 64.3 | 17.9 | 58.1 | 29.0 | 80.0 |  20.0 | 83 | 20 |
| EIPS | 78.7 | 28.2 | 69.2 | 19.4 | 74.0 | 30.0 | 75.9 | 30.3 | 76.5 | 24.7 |  |  |
| Province | 76.1 | 31.6 | 70.7 | 25.9 | 73.1 | 30.7 | 77.8 | 35.3 | 77.8 | 35.1 |  |  |
| **Mathematics 30-2** | FHS | 78.1 | 12.5 | 70.4 | 11.1 | 83.3 | 25.0 | 65.9 | 13.6 | 88.5 |  19.2 | 90 | 20 |
| EIPS | 82.1 | 15.8 | 76.9 | 16.2 | 78.0 | 17.7 | 77.7 | 17.0 | 78.3 | 17.6 |  |  |
| Province | 73.9 | 15.5 | 75.4 | 16.8 | 74.7 | 15.9 | 74.2 | 16.4 | 76.5 | 16.8 |  |  |
| **Social Studies 30-1** | FHS | 97.4 | 5.1 | 82.0 | 4.9 | 87.8 | 4.1 | 80.0 | 12.3 | 86.0 |  2.3 | 90 | 5 |
| EIPS | 90.3 | 16.1 | 89.5 | 13.9 | 85.4 | 14.2 | 85.8 | 14.8 | 84.9 | 11.7 |  |  |
| Province | 87.1 | 16.2 | 84.9 | 14.3 | 86.0 | 14.8 | 86.2 | 17.7 | 86.6 | 17.0 |  |  |
| **Social Studies 30-2** | FHS | 89.6 | 2.6 | 82.7 | 5.3 | 84.6 | 3.1 | 79.0 | 3.2 | 64.7 |  7.8 | 70 | 10 |
| EIPS | 87.9 | 10.1 | 83.8 | 8.4 | 86.5 | 8.4 | 81.6 | 8.4 | 78.8 | 8.3 |  |  |
| Province | 81.3 | 12.5 | 81.1 | 13.1 | 80.6 | 12.6 | 78.8 | 12.2 | 77.8 | 12.2 |  |  |
| **Biology 30** | FHS | 92.9 | 40.5 | 87.0 | 23.9 | 81.0 | 21.4 | 87.2 | 23.1 | 90.2 |  36.6 | 90 | 30 |
| EIPS | 88.0 | 35.0 | 85.6 | 30.5 | 85.8 | 33.5 | 90.9 | 33.9 | 86.0 | 34.1 |  |  |
| Province | 85.8 | 33.0 | 85.1 | 32.4 | 84.2 | 32.3 | 86.6 | 36.6 | 83.9 |  35.5 |  |  |
| **Chemistry 30** | FHS | 68.4 | 18.4 | 73.5 | 0.0 | 82.1 | 57.1 | 77.6 | 24.5 | 86.2 | 31.0 | 88 | 30 |
| EIPS | 81.1 | 27.3 | 82.2 | 29.6 | 82.9 | 41.0 | 81.9 | 32.0 | 82.3 | 31.3 |  |  |
| Province | 82.1 | 34.2 | 81.5 | 34.5 | 83.1 | 38.6 | 83.6 | 38.3 | 85.7 | 42.5 |  |  |
| **Physics 30** | FHS | 89.5 | 21.1 | 72.0 | 4.0 | 64.3 | 21.4 | 38.5 | 23.1 | 66.7 | 8.3 | 70 | 10 |
| EIPS | 86.3 | 31.5 | 84.4 | 32.5 | 87.7 | 44.5 | 84.4 | 41.5 | 86.4 | 32.0 |  |  |
| Province | 83.9 | 35.8 | 85.8 | 39.8 | 85.7 | 41.8 | 86.2 | 43.6 | 87.5 |  43.5 |  |  |
| **Science 30** | FHS | 100.0 | 30.0 | 78.9 | 31.6 | 88.9 | 44.4 | 100.0 | 20.0 |  85.7 | 14.3 | 85 | 15 |
| EIPS | 91.1 | 22.6 | 84.6 | 25.7 | 83.4 | 26.1 | 87.1 | 31.3 | 93.1 | 40.4 |  |  |
| Province | 83.9 | 26.6 | 84.4 | 27.6 | 84.9 | 28.4 | 85.4 | 31.5 | 85.7 | 31.2 |  |  |

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| **High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade****10.** |
|  | **FHS** | **EIPS** | **Province** |
| **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| **3 Year Completion** | 82.1 | 79.3 | 74.6 | 78.5 | 79.0 | 79.8 | 82.1 | 81.2 | 84.6 | 83.3 | 76.5 | 76.5 | 78.0 | 78.0 | 79.1 |
| **4 Year Completion** | 87.0 | 83.0 | 85.8 | 85.6 | 86.7 | 86.4 | 84.8 | 86.8 | 86.5 | 88.9 | 79.9 | 81.0 | 81.2 | 82.6 | 82.7 |
| **5 Year Completion** | 83.9 | 88.6 | 85.1 | 88.3 | 87.5 | 86.3 | 87.8 | 86.8 | 88.5 | 88.1 | 82.0 | 82.1 | 83.2 | 83.4 | 84.8 |

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| **Drop Out Rate - annual dropout rate of students aged 14 to 18** |
| **Drop Out Rate** | **FHS** | **EIPS** | **Province** |
| **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| 3.6 | 2.1 | 2.2 | 0.5 | 2.8 | 2.5 | 2.2 | 1.9 | 1.1 | 1.7 | 3.5 | 3.2 | 3.0 | 2.3 | 2.6 |
| **Returning Rate** | 30.2 | 25.5 | 22.2 | 43.5 | 33.0 | 34.1 | 21.0 | 19.8 | 32.5 | 21.5 | 20.9 | 18.2 | 18.9 | 19.9 | 22.7 |

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| **High school to post-secondary transition rate of students within four and six years of entering Grade 10.** |
| **4 Year Rate** | **FHS** | **EIPS** | **Province** |
| **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| 34.2 | 26.3 | 29.9 | 29.1 | 23.2 | 39.1 | 35.1 | 39.0 | 39.4 | 39.2 | 38.3 | 37.0 | 37.0 | 39.3 | 40.1 |
| **6 Year Rate** | 57.8 | 57.0 | 54.4 | 50.7 | 46.2 | 62.4 | 63.0 | 63.2 | 60.5 | 62.6 | 59.7 | 59.4 | 57.9 | 58.7 | 59.0 |

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| **Percentage of Grade 12 students eligible for a Rutherford Scholarship.** |
|  | **FHS** | **EIPS** | **Province** |
| **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| **Rutherford Scholarship****Eligibility Rate** | n/a | 53.4 | 49.0 | 49.6 | 57.3 | n/a | 62.3 | 60.8 | 62.5 | 64.7 | n/a | 60.8 | 62.3 | 63.4 | 64.8 |

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| **Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year****of high school.** |
| **% Writing 0 Exams** | **FHS** | **EIPS** | **Province** |
| **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** | **2014** | **2015** | **2016** | **2017** | **2018** |
| 14.6 | 10.9 | 14.4 | 11.8 | 9.2 | 12.1 | 9.6 | 11.6 | 9.6 | 9.3 | 15.7 | 15.7 | 15.0 | 14.8 | 14.2 |
| **% Writing 1+ Exams** | 85.4 | 89.1 | 85.6 | 88.2 | 90.8 | 87.9 | 90.4 | 88.4 | 90.4 | 90.7 | 84.3 | 84.3 | 85.0 | 85.2 | 85.8 |
| **% Writing 2+ Exams** | 85.4 | 87.4 | 80.8 | 84.4 | 84.9 | 85.9 | 87.4 | 85.8 | 88.3 | 87.9 | 81.4 | 81.2 | 82.0 | 82.3 | 83.0 |
| **% Writing 3+ Exams** | 63.9 | 54.7 | 49.0 | 59.0 | 56.8 | 67.7 | 69.3 | 67.5 | 68.9 | 68.8 | 65.0 | 64.7 | 65.2 | 66.1 | 66.8 |
| **% Writing 4+ Exams** | **54.1** | **40.9** | **39.4** | **41.1** | **48.0** | **56.4** | **58.3** | **55.7** | **56.4** | **58.1** | **54.4** | **54.6** | **54.9** | **55.7** | **56.3** |
| **% Writing 5+ Exams** | 35.9 | 29.4 | 25.6 | 23.2 | 31.7 | 36.8 | 38.8 | 36.1 | 36.9 | 39.1 | 36.3 | 37.1 | 37.5 | 37.8 | 38.7 |
| **% Writing 6+ Exams** | 11.1 | 5.7 | 7.6 | 10.5 | 4.4 | 10.9 | 12.1 | 14.0 | 16.1 | 14.5 | 13.1 | 13.8 | 13.6 | 13.9 | 14.2 |

Student Engagement Measures

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| **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.** |
|  | **FHS** | **EIPS** | **Province** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **Overall** | 84.1 | 88.9 | 87.5 | 83.7 | 87.7 | 88.0 | 87.7 | 88.1 | 88.1 | 88.2 | 89.2 | 89.5 | 89.5 | 89.0 | 89.0 |
| **Teacher** | 92.8 | 93.6 | 91.6 | 91.3 | 93.8 | 95.6 | 94.8 | 95.1 | 95.8 | 94.6 | 95.4 | 95.4 | 95.3 | 95.0 | 95.1 |
| **Parent** | 85.7 | 86.0 | \* | 85.0 | 82.5 | 87.7 | 87.4 | 87.3 | 86.9 | 87.1 | 89.3 | 89.8 | 89.9 | 89.4 | 89.7 |
| **Student** | 73.7 | 87.1 | 83.4 | 74.8 | 86.9 | 80.7 | 81.0 | 81.8 | 81.6 | 82.9 | 83.0 | 83.4 | 83.3 | 82.5 | 82.3 |

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| **Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.** |
|  | **FHS** | **EIPS** | **Province** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **Overall** | 71.9 | 77.8 | 78.7 | 74.1 | 81.3 | 79.8 | 79.8 | 80.1 | 80.5 | 80.0 | 83.5 | 83.9 | 83.7 | 83.0 | 82.9 |
| **Teacher** | 93.5 | 95.5 | 88.4 | 95.7 | 96.2 | 94.1 | 94.1 | 94.1 | 94.1 | 93.0 | 94.2 | 94.5 | 94.0 | 93.4 | 93.2 |
| **Parent** | 67.0 | 67.3 | \* | 65.0 | 72.5 | 76.5 | 75.0 | 75.4 | 75.4 | 75.1 | 82.1 | 82.9 | 82.7 | 81.7 | 81.9 |
| **Student** | 55.0 | 70.8 | 69.0 | 61.6 | 75.3 | 68.8 | 70.3 | 70.6 | 72.0 | 71.7 | 74.2 | 74.5 | 74.4 | 73.9 | 73.5 |

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| **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.** |
|  | **FHS** | **EIPS** | **Province** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **Overall** | 76.5 | 65.9 | 78.9 | 75.5 | 86.8 | 79.0 | 77.8 | 79.0 | 77.8 | 80.7 | 82.0 | 82.6 | 82.7 | 82.4 | 83.0 |
| **Teacher** | 88.0 | 81.8 | 78.9 | 85.7 | 92.3 | 89.8 | 89.0 | 90.7 | 89.4 | 89.4 | 89.7 | 90.5 | 90.4 | 90.3 | 90.8 |
| **Parent** | 65.0 | 50.0 | \* | 65.2 | 81.3 | 68.1 | 66.6 | 67.3 | 66.2 | 72.1 | 74.2 | 74.8 | 75.1 | 74.6 | 75.2 |

Overall School Culture Performance Measures

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| **Percentage of teachers, parents and students satisfied with the overall quality of basic education.** |
|  | **FHS** | **EIPS** | **Province** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **Overall** | 84.2 | 83.0 | 85.6 | 82.8 | 86.0 | 88.5 | 88.5 | 89.3 | 88.9 | 89.9 | 89.5 | 90.1 | 90.1 | 90.0 | 90.2 |
| **Teacher** | 96.7 | 90.9 | 89.5 | 89.9 | 96.8 | 96.3 | 95.9 | 96.4 | 96.2 | 96.4 | 95.9 | 96.0 | 95.9 | 95.8 | 96.1 |
| **Parent** | 83.1 | 73.2 | \* | 80.4 | 76.0 | 84.5 | 84.1 | 85.7 | 83.6 | 85.7 | 85.4 | 86.1 | 86.4 | 86.0 | 86.4 |
| **Student** | 73.0 | 84.9 | 81.8 | 78.0 | 85.1 | 84.6 | 85.4 | 85.8 | 86.8 | 87.6 | 87.4 | 88.0 | 88.1 | 88.2 | 88.1 |

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| **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.** |
|  | **FHS** | **EIPS** | **Province** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **Overall** | 78.2 | 79.8 | 77.4 | 70.3 | 76.6 | 82.8 | 83.4 | 83.3 | 82.7 | 82.9 | 81.3 | 81.9 | 81.9 | 81.8 | 82.2 |
| **Teacher** | 85.9 | 88.5 | 82.2 | 83.2 | 89.4 | 91.2 | 91.0 | 90.4 | 90.0 | 90.7 | 87.2 | 88.1 | 88.0 | 88.4 | 89.1 |
| **Parent** | 74.7 | 76.3 | \* | 63.5 | 54.0 | 79.8 | 81.0 | 80.0 | 79.0 | 78.4 | 79.9 | 80.1 | 80.1 | 79.9 | 80.1 |
| **Student** | 74.0 | 74.7 | 72.6 | 64.3 | 86.4 | 77.6 | 78.3 | 79.5 | 79.2 | 79.6 | 76.9 | 77.5 | 77.7 | 77.2 | 77.4 |

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| **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.** |
|  | **FHS** | **EIPS** | **Province** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **Overall** | 68.5 | 70.3 | 75.1 | 61.8 | 81.0 | 79.1 | 80.0 | 80.2 | 79.5 | 81.0 | 79.6 | 81.2 | 81.4 | 80.3 | 81.0 |
| **Teacher** | 90.9 | 81.8 | 73.7 | 52.5 | 88.5 | 83.1 | 82.9 | 84.3 | 81.8 | 80.8 | 79.8 | 82.3 | 82.2 | 81.5 | 83.4 |
| **Parent** | 60.0 | 50.0 | \* | 65.2 | 68.8 | 74.6 | 77.5 | 76.7 | 76.1 | 79.5 | 78.5 | 79.7 | 80.8 | 79.3 | 80.3 |
| **Student** | 54.5 | 79.0 | 76.6 | 68.0 | 85.7 | 79.5 | 79.5 | 79.5 | 80.7 | 82.7 | 80.7 | 81.5 | 81.1 | 80.2 | 79.4 |

## SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

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| **Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.** |
|  | **FHS** | **EIPS** | **Province** |
|  | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** | **2015** | **2016** | **2017** | **2018** | **2019** |
| **Overall** | 68.7 | 66.2 | 80.0 | 67.4 | 78.4 | 77.1 | 78.1 | 78.1 | 78.4 | 77.7 | 80.7 | 80.9 | 81.2 | 81.2 | 81.3 |
| **Teacher** | 81.3 | 77.8 | 80.0 | 70.4 | 89.7 | 88.0 | 88.2 | 89.2 | 89.7 | 88.7 | 88.1 | 88.4 | 88.5 | 88.9 | 89.0 |
| **Parent** | 56.0 | 54.5 | \* | 64.3 | 67.1 | 66.2 | 67.9 | 67.0 | 67.2 | 66.7 | 73.4 | 73.5 | 73.9 | 73.4 | 73.6 |

Communication of Plan: