



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

SCHOOL: Lakeland Ridge

PRINCIPAL: Jeff Huculak

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 Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

2019-2020 School Year

STAFF FTE		BUDGET	
Certificated	35.27	Salaries	\$4 307 727
Classified	8.35	SES	\$267 388
		Total	\$4 575 115
		End of Year Surplus/deficit	\$16 884

SCHOOL PROFILE AND CONTEXT

Lakeland Ridge School is located in Sherwood Park. Our school provides programming for students in kindergarten to grade 9 that focuses on academic excellence, the arts, technology, fitness and recreation, and community involvement. Lakeland Ridge prides itself in the culture of community that has been created by students, staff, and parents since opening in 2004. Students learn in a safe and stimulating school environment where individual differences are celebrated, uniqueness is valued, and a sense of belonging is created. Each student is integral to the school's fabric. A full complement of elementary and junior high core courses is supplemented by a broad range of complementary courses which include: App Savvy, Art, Band, Design Studies, Drama, Construction, Fashion, Fast and Convenient Foods, Foods, French, Leadership, Learning Strategies, Outdoor Education, Performing Arts, Pottery, Recreational Fitness, Snacks and Appetizers, Sports Acceleration, and World Foods. As a K-9 school, Lakeland Ridge offers older students numerous and varied opportunities to nurture, mentor, and lead younger students. Parents, as partners, are vital contributors to Lakeland Ridge's success and reputation for excellence.

Lakeland Ridge School's motto: "Pride in our Pack"



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

EIPS PRIORITY: Promote growth and success for all students

SCHOOL GOAL: Improve student achievement in literacy (EIPS Priority 1, Goal 2)

STRATEGIES/ACTIONS IMPLEMENTED:

Teachers integrated high quality instructional strategies to support literacy, which included:

- STAR (Standardized Test for the Assessment of Reading) reading assessment three times a year
- Levelled Literacy Intervention
- Reader's Workshop
- Writer's Workshop
- Small group instruction (conferencing, book clubs, book bistros, workshops) to meet all learning needs
- Visuals (word walls, anchor charts, literacy art, student work)
- Classroom libraries (levelled and non-levelled series, book clubs, non-fiction)
- Writing Continuum is used as a self-assessment and common assessment tool

RESULTS ACHIEVED:

1. Maintain the percentage

Grade	# of Students	Fall Urgent Intervention	Winter Urgent Intervention
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 of students who achieve the acceptable standard and increase the percentage of students who achieve the standard of excellence on the language arts and social studies Provincial Achievement Tests.
 - a. Due to COVID-19, students did not complete PATs in June. Therefore, no data is available.
2. Improve reading scores by a minimum of one grade level for all students.
 - a. Students only completed the fall and winter screening sessions because schools were closed in March due to COVID-19. As a result, we were not able to determine if one year's growth occurred. However, we were able to see growth from the fall assessment to the winter assessment, in terms of how many students fell within the urgent intervention category.
 1. The following data illustrates the number of students at each grade level who fell within the urgent intervention in the fall and winter screening sessions:

1	50	13	2
2	64	15	6
3	81	10	12
4	91	10	7
5	72	4	4
6	82	4	3
7	118	12	13
8	97	8	8
9	84	7	5

3. Increased circulation of books signed out from our library.

a. Library circulation increased compared to last year.

i. The table below illustrates the number of books signed out from the library the last two years. Although in-school classes were suspended in March, 1085 books were signed out from March 16-31 and additional 189 books were signed out in April.

Library Circulation		
	2018-19	2019-20
August	38	20
September	4480	5035
October	4634	3672
November	3089	3534
December	3035	3244
January	3846	4234
February	2176	2249
March	2965	2981
April	3695	189
May	4128	0
June	1812	0
Total	33 898	25 158

4. Evidence of literacy is visible throughout the school.

a. Classrooms and hallways are regularly updated with literacy rich content. This includes words walls, literacy-rich art, and school-wide reading initiatives (i.e. March Madness).

5. Growth in literacy, as demonstrated using Fountas & Pinnell, Levelled Literacy Intervention (LLI) and running records.

a. We hired an educational assistant to provide LLI instruction. Thirty-six students, from grades 1-3, received LLI from September to mid-March. Throughout their time in LLI, our students made several gains. Within our 6-8 week cycles, most students progressed a full level, with some students able to move up three levels through the program. Looking at the average change in standard scale points where +100 is equal to one year's growth, we saw an average change of +82.8 points with participants.

i. In addition to this supplemental EA support, classroom teachers also provided LLI instruction.



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

EIPS PRIORITY: Promote growth and success for all students

SCHOOL GOAL: Improve student achievement in numeracy (EIPS Priority 1, Goal 2)

STRATEGIES/ACTIONS IMPLEMENTED:

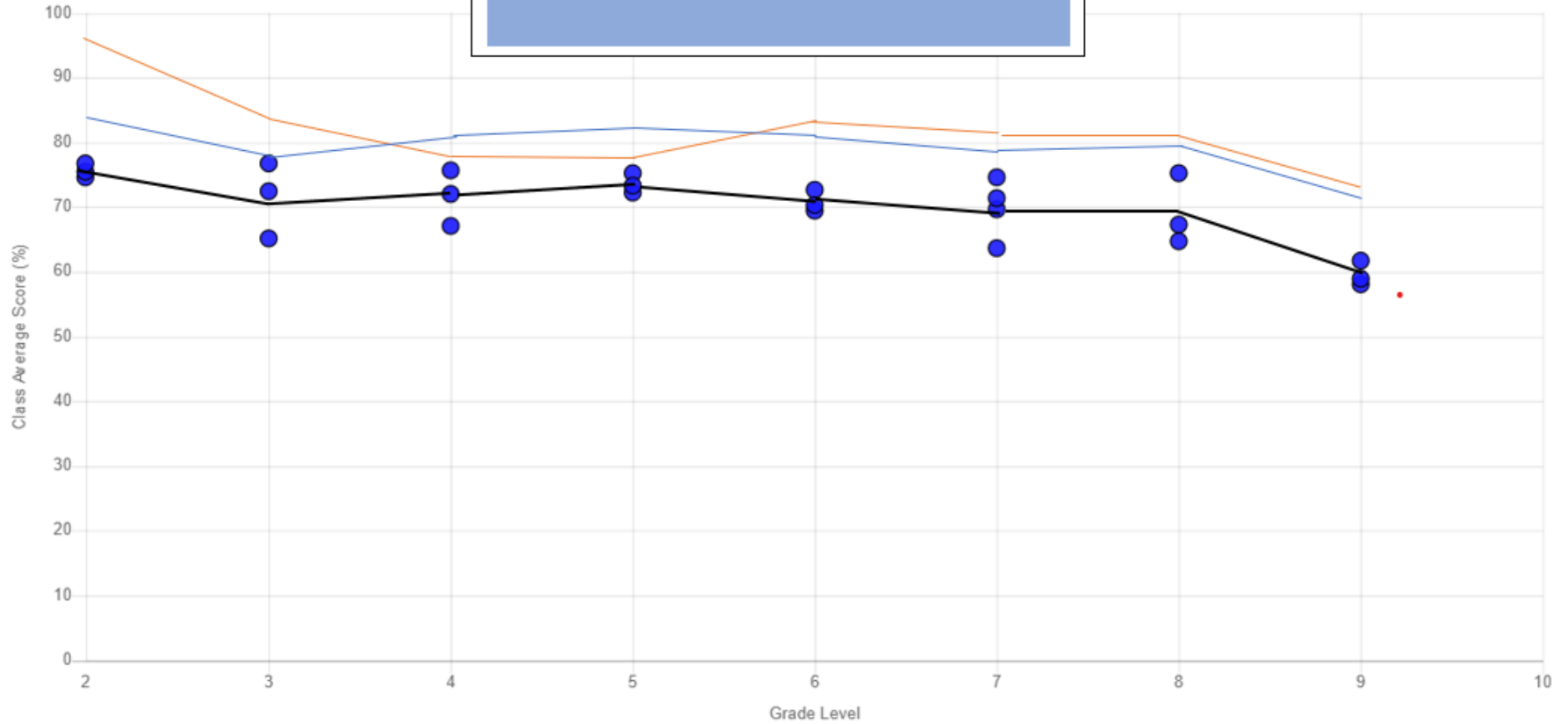
Teachers integrated high quality instructional strategies to support numeracy, which included:

- Math Intervention Programming Instrument (MIPI) used to guide instruction
- Number Talks used to support foundational math skills
- Regular use of problem-solving tasks across the multiple strands to meet curricular outcomes
- Small group instruction
- Use of Math Benchmarking tool kit
- Visuals (word walls, number lines, anchor charts, geometric art, maps/graphs, student work)
- Classroom manipulative kits
- Math support provided during the noon hour
- Varied assessment practices (numerical response, performance tasks, short and long answer, multiple choice, rubrics)

RESULTS ACHIEVED:

1. Increase the percentage of students who achieve the acceptable standard and the percentage of students who achieve standard of excellence on the math Provincial Achievement Tests.
 - a. Due to COVID-19, students did not complete PATs in June. Therefore, no data is available.
 - b. Data collected from the MIPI over the past three years suggests the break in the year had an impact on student retention from the previous year. A significant decrease can be seen in the COVID shortened year. If MIPI measures grade level readiness, it would appear the break in the year had an impact on student retention from the previous year. This is represented on the following graph.

YEARLY MIPI AVERAGE FROM 2018-2020



- 2018-19
- 2019-20
- 2020-21

The data in this graph represents the average score by grade/class on the MIPI over a three-year period. The evidence the data represents is a decrease in overall average on the MIPI. Specifically, a significant decrease can be seen in the COVID shortened year. If MIPI measures grade level readiness, it would appear the break in the year had an impact on student retention from the previous year.

2. Evidence of numeracy is visible throughout the school.
 - a. Classrooms and hallways are regularly updated with numeracy rich content. This includes words walls, numeracy-rich art, and numeracy bulletin boards.
3. Staff and students used common numeracy vocabulary. This was developed in consultation with Lakeland Ridge teachers and EIPS numeracy consultants.



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

EIPS PRIORITY: Enhance high-quality learning and working environments
Enhance public education through effective engagement

SCHOOL GOAL: Promote and strengthen positive school culture and enhance relationships within the school (EIPS Priority 2, Goal 1 and Priority 3, Goal 1)

STRATEGIES/ACTIONS IMPLEMENTED:

- Students and staff started the school year with an intentional focus on “The 7 Habits”. All staff and students spent time on the first 8 days to reinforce this character education program.
- All classes developed a class mission statement
- Teachers welcomed all families with a phone call prior to the start of the school year
- Hosted a *Meet the Staff and Welcome Back Barbeque* event in September to bring our school community together
- Continued to improve communication by further improving our school website, athletics calendar and teachers’ pages
- Created opportunities for students to build relationships with each other (buddy activities, wolf pack activities, The Student Lighthouse team)
- Maintained the buddy bench program at recess time
- Continued to work with the school’s Mental Health Capacity Builder to engage our students in positive mental health initiatives

RESULTS ACHIEVED:

- Increase in the percentage of teachers, parents and students that feel students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (Accountability Pillar)
 - Percentage of teachers increased from 97.4% to 98.4%
 - Percentage of students increased from 80.5% to 85.1%
 - Percentage of parents increased from 89.9% to 91.8%
- Increase in the percentage of teachers and parents that feel students are taught attitudes and behaviours that will make them successful at work when they finish school (Accountability Pillar)
 - Percentage of teachers decreased from 95.2% to 89.5%
 - Percentage of parents increased from 59.9% to 69.0%
- Increase in the 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 (Accountability Pillar)
 - Percentage of teachers increased from 81.6% to 90.6%
 - Percentage of students increased from 82.7% to 85.6%
 - Percentage of parents increased from 70.3% to 82.4%
- Integrated positive mental health strategies into health lessons and interactions within the school environment

- Worked in collaboration with our Mental Health Capacity Builder
- School counselor time was made available to students
- Students and staff modeled the 7 Habits and used common Leader in Me language
- Examples of 7 Habits/Leader in Me are visible throughout the office, hallways, classrooms and common areas
- Maintained our strong relationship with Linking Generations (a charitable organization that offers an intergenerational program intended to create caring partnerships between teens and seniors, living in a senior's facility)
- The Student Lighthouse Team continued to implement various school-wide initiatives
 - Substitute Teacher Appreciation Week
 - The Food Drive for Strathcona County
 - Fundraising initiatives for Hope Mission



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

Reflecting on your data, what was your greatest success?

- While the 2019-20 school year provided all schools with unique challenges, Lakeland Ridge was able to strengthen our relationship with our school community and create a sense of belonging for all stakeholders. In August, teachers called all families to let them know which class they were in. This was followed by a *Meet the Staff and Welcome Back Barbeque* event in September to bring our school community together. We maximized our resources to meet the needs of all students and worked hard to create a positive environment where staff, students and parents are respected. In preparation for the potential of a new K-4 curriculum, our staff attended several Division workshops and devoted time to develop new pedagogy and professional learning networks. The transition our staff made during COVID-19 to online learning in the spring was exceptional. Staff quickly adapted to a new platform and teaching style, while keeping students connected to their school and classroom.
- As indicated on the Accountability Pillar Survey, we saw an increase in every category.
 - Safe and Caring Schools
 - The percentage of teachers, students, and parents that believe that students are safe at school, are learning the importance of caring for others, are learning respect for others and are being treated fairly at school increased from 89.2% to 91.8%.
 - Student Learning Opportunities
 - Program of Studies - The percentage of teachers, students, and parents that are satisfied with the opportunity for students to receive a broad program of studies including career, technology, health, and physical education increased from 84.4% to 87.4%.
 - Education Quality - The percentage of teachers, students, and parents that are satisfied with the overall quality of basic education increased from 90.0% to 93.4%.
 - Preparation for Lifelong Learning, World of Work, Citizenship
 - Work Preparation - The 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 increased from 82.5% to 83.2%.
 - Citizenship - The percentage of teachers, students, and parents that are satisfied that students model the characteristics of active citizenship increased from 82.1% to 86.3%.
 - Parental Involvement
 - The percentage of teachers and parents who are satisfied with parental involvement in decisions about their child's education increased from 77.6% to 79.3%.
 - Continuous Improvement
 - The percentage of parents, students and teachers that indicated that their school and schools in their jurisdictions have improved or stayed the same the last three years increased from 78.2% to 86.2%.

Reflecting on your data was your greatest opportunity for growth?

- The interruption created by the pandemic has had an impact on student learning. After analyzing the STAR reading data from our fall screening, teachers have noticed that this year we have a greater number of students that are below the benchmark compared to previous years.
 - According to the data from the fall and winter STAR assessments last year, students were on pace to demonstrate one year's growth. However, evidence from the fall STAR assessment suggests that students are below where we would anticipate they would have scored.

Section	Reporting Period	On Watch	Intervention	Urgent Intervention	Below Benchmark
1-1	Fall	4	7	3	67%
1-2	Fall	7	5	2	74%
2-1	Fall	5	3	8	70%
2-2	Fall	2	5	4	55%
3-1	Fall	7	0	4	61%
3-2	Fall	1	5	2	44%
4-1	Fall	5	2	3	43%
4-2	Fall	4	4	1	39%
4-3	Fall	2	3	2	29%
5-1	Fall	6	3	4	52%
5-2	Fall	3	4	2	33%
5-3	Fall	2	6	1	38%
6-1	Fall	4	2	0	26%
6-2	Fall	3	5	2	42%
6-3	Fall	5	5	1	55%
7-1	Fall	2	4	3	31%
7-2	Fall	3	4	2	29%
7-3	Fall	5	4	1	34%
7-4	Fall	9	3	1	45%
8-1	Fall	4	3	1	35%
8-2	Fall	4	1	2	33%
8-3	Fall	4	4	4	43%
8-4	Fall	5	3	2	40%
9-1	Fall	4	5	1	37%
9-2	Fall	7	3	4	47%
9-3	Fall	5	5	0	37%

- As a result, we have hired a full-time educational assistant to work with students, specifically in LLI. School administration is working closely with teachers to identify students who require supplemental literacy support. Students will receive daily LLI lessons in 6-8 weeks cycles.
- Although students did not complete PATs in June 2020, math 9 continues to be an area of focus. In 2019, the province's acceptable standard results stayed nearly the same (60.0% in 2019 compared to 59.2% in 2018). However, our results dropped 14.2% from 81.7% to 67.5%. With respect to the standard of excellence, the province's results increased by 4.0 % (15.0% in 2018 to 19.0% 2019), while our achievement decreased by 11.8% (29.3% to 17.5%).
- Strategies we will focus on:
 - Junior high math teachers will engage in professional learning opportunities and develop a grade 7-9 plan to support an increase in math
 - Common vocabulary work will continue to move forward
- The 2020-21 school year will look different from past years. We currently have approximately 13% of our students who have opted for out of school learning. Over the course of the year, this number will continue to change as families navigate through the pandemic.



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

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Lakeland Ridge School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.8	89.2	90.3	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	87.4	84.4	88.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.4	90.0	91.8	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.0	0.0	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	87.9	87.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	30.2	30.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (8 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	83.2	82.5	83.2	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	86.3	82.1	83.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	79.3	77.6	81.2	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	86.2	78.2	82.0	81.5	81.0	80.9	Very High	Improved	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.

Provincial Achievement Test Results – Measure Details

		Results (in percentages)									
		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	93.2	18.6	93.9	24.4	95.1	36.6	96.8	33.3	n/a	n/a
	EIPS	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a
Mathematics 6	School	88.1	13.6	86.6	19.5	86.6	17.1	90.3	23.7	n/a	n/a
	EIPS	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a
Science 6	School	88.1	30.5	91.5	43.9	92.7	31.7	95.7	51.6	n/a	n/a
	EIPS	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a
Social Studies 6	School	79.7	16.9	90.2	46.3	89.0	42.7	93.5	46.2	n/a	n/a
	EIPS	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a
English Language Arts 9	School	87.5	19.3	93.0	28.2	92.9	32.1	87.5	16.3	n/a	n/a
	EIPS	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	79.5	12.5	76.1	14.1	81.7	29.3	67.5	17.5	n/a	n/a
	EIPS	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	85.2	19.3	80.3	16.9	86.9	31.0	88.8	26.3	n/a	n/a
	EIPS	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	69.3	22.7	78.9	32.4	84.5	38.1	78.8	21.3	n/a	n/a
	EIPS	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

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	81.1	82.5	85.8	82.1	86.3	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	91.8	95.9	94.4	97.9	97.3	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	78.1	78.2	76.4	77.2	80.0	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	73.3	73.5	86.4	71.2	81.7	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					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	73.6	87.3	79.8	82.5	83.2	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	78.6	89.5	88.9	94.7	93.5	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	68.6	85.2	70.7	70.3	72.9	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					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	55.9	63.5	61.8	64.3	70.6	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	64.1	70.1	67.1	76.3	90.0	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	47.6	56.9	56.5	52.3	51.1	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					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.6	87.3	88.1	84.4	87.4	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	92.7	93.2	93.7	90.4	93.1	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	86.3	85.0	82.6	84.7	83.5	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	80.6	83.6	88.1	78.0	85.7	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					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	77.8	83.8	82.3	77.6	79.3	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	81.7	94.8	93.3	95.2	89.5	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	73.9	72.8	71.4	59.9	69.0	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					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	87.8	92.2	92.6	90.0	93.4	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	93.7	97.8	100.0	96.5	97.2	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	83.1	90.8	84.5	81.8	93.5	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	86.7	87.8	93.4	91.7	89.4	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					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.3	90.4	91.2	89.2	91.8	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	93.8	96.4	96.6	97.4	98.4	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	90.1	92.1	85.1	89.9	91.8	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	81.1	82.8	91.7	80.4	85.1	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					EIPS					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	78.9	79.7	88.2	78.2	86.2	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	71.4	79.5	91.7	81.6	90.6	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	86.5	80.6	81.0	70.3	82.4	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	78.9	78.9	91.9	82.7	85.6	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

