

STRATHMORE HIGH SCHOOL

Our mission is to provide students with diverse opportunities within a positive, supportive environment, which encourages the development of lifelong learners.

Golden Hills School Division #75

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ANNUAL REPORTING AND REVISIONS FOR EDUCATION PLANNING

The Annual Education Results Report (AERR) for Strathmore High School focuses on improving student learning over three years. Some components of the report, such as strategies and priorities, are updated annually so that as one year is completed another is added. The plan continues to roll forward, maintaining a three-year time frame. This allows the school to respond to performance results and changes in the operating environment while maintaining continuity from year to year.

Preparing and Updating Plans

School jurisdictions and schools annually update their three-year AERR based on the principle of continuous improvement with a focus on improving student learning. The annual updating takes into account a number of considerations, including:

- ❖ Jurisdiction and school results
- ❖ Input from stakeholders such as school councils, students, parents and the public
- ❖ Alberta Education and Golden Hills School Division's Three-Year Business Plan and Annual performance Results

School jurisdiction and school three-year plans align with and build on Alberta Education's vision, mission, goals, and outcomes for the learning system. School jurisdictions and schools may augment the goals and outcomes *required by the province* by incorporating local goals and outcomes to reflect their unique characteristics and circumstances.

Communication

Three-year AERR's serve as a tool for communicating with school and jurisdiction staff, students, school councils, parents and community groups. The jurisdiction and schools use a variety of means to inform parents and the public of their goals, plans, results, and priorities for improving education for students and for the use of facilities and resources.

STATEMENT OF ACCOUNTABILITY

The AERR of Strathmore High School was prepared in accordance with Board policy and reflects the priorities of the province and Golden Hills School Division. These priorities for the school align with the priorities of the jurisdiction and the unique goals of Strathmore High School.

PRINCIPAL'S MESSAGE

The AERR for Strathmore High School was updated after a review of last year's goals, our annual report, the feedback from the Accountability Surveys and the Golden Hills Education Plan. We will continue to work on our goals for last year especially those dealing with instructional support programs, academic improvement, and literacy.

Our education plan for 2011/2012 – 2013/2014 continues our focus on expanding our school resources program, creating a more positive school climate, improving academic achievement, developing literacy skills across the curriculum, and a major focus on developing and implementing effective assessment strategies.

Mission Statement

Providing diverse opportunities in a positive, supportive environment, encouraging the development of responsible life long learners.

BELIEFS

As a school we believe that:

- ❖ Learning is a lifelong experience.
- ❖ All students should be treated with dignity, and provided with a safe and respectful learning environment.
- ❖ High school students should assume increasing levels of personal responsibility for both their learning and their behavior.
- ❖ It is important to provide students with a diverse selection of courses, instructional techniques and co-curricular options so that they can explore and develop individual interests and talents.
- ❖ The school must maintain a high academic standard if students are to achieve their potential.
- ❖ Education should focus on the whole child not just the intellectual domain.
- ❖ Students are best served when there is a close working relationship between parents, students, and teachers.
- ❖ Parents have an important role to play in the school.

CONTEXTUAL INFORMATION

PROFILE

The Community

There are over 14,000 people in Strathmore which continues to grow rapidly but still reflects a predominant agriculture influence. Many businesses are supportive of our activities, and service groups assist student in travel expenses for youth exchanges and forums. We are always anxious to develop community partnerships with businesses interested in supporting the education of our students.

The Students

Strathmore High School is the largest high school in Golden Hills School Division. Students come from Strathmore, Carseland, Siksika, and other surrounding communities such as Standard, Rockyford, Cluny, and Gleichen, Approximately 40% of our students are bussed, and our main feeder school is Crowther Memorial Junior High School. In addition, we have 55 International Students from countries such as Brazil, Germany, Taiwan, and China.

HISTORY

The School

The original Strathmore High School opened in the fall of 1986 with 364 students. In 2001 a new high school was built as part of a school-community complex. This year we have 695 students enrolled.

PROGRAMS

In addition to our complete academic program, a wide selection of CTS courses including cosmetology, drama, and food studies are also available. Our band course runs all year with Physical Education 10 for Grade 10 students and PE 20/30 for Grade 11 and 12 students. We have Dance 15, 25, and 35, and Contemporary Dance 35 as part of our fine arts program. Our Advanced Placement Program offers Calculus, and English. As well, we introduced a new course for science students, Forensic 15/25. Other new courses are Creative Writing, Jazz Band, Political Thinking, Sports Medicine, Performing Arts 35 A, Contemporary Dance 35, Wood Carving, and Blackfoot Language. Four years ago we introduced our Hockey Academy, a 10 credit program combining physical education and hockey skill development. In addition, we offer the Registered Apprenticeship Program (RAP) for students, Green Certificate, College-level credits in welding and the A+ Computer certificate program. Finally, we offer an incredible range of co-curricular programs that include athletics, fine arts, citizenship, volunteerism, leadership, governance and debate.

ANNUAL EDUCATION
RESULTS REPORT
2011-2012 - 2013-2014

October 2011 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Strathmore High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Acceptable	Safe and Caring	84.4	85.6	83.4	88.1	87.6	86.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Good	Program of Studies	84.2	82.0	81.6	80.9	80.5	80.1	Very High	Maintained	Excellent
		Education Quality	84.9	84.2	85.6	89.4	89.2	88.9	Intermediate	Maintained	Acceptable
		Drop Out Rate	3.1	3.1	4.1	4.2	4.3	4.7	High	Maintained	Good
		High School Completion Rate (3 yr)	75.7	70.7	71.5	72.6	71.5	71.1	High	Improved	Good
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	n/a	n/a	n/a	79.3	79.1	78.0	n/a	n/a	n/a
		PAT: Excellence	n/a	n/a	n/a	19.6	19.4	18.5	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	81.9	86.0	84.7	82.6	83.4	84.0	Low	Maintained	Issue
		Diploma: Excellence	14.7	17.0	16.9	18.7	19.0	18.9	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	40.1	39.4	44.6	54.9	53.5	53.5	Low	Maintained	Issue
		Rutherford Scholarship Eligibility Rate (Revised)	58.2	47.1	54.2	59.6	56.9	57.0	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	48.6	51.8	51.2	59.3	59.8	59.3	Intermediate	Maintained	Acceptable
		Work Preparation	78.5	77.5	80.0	80.1	79.9	79.8	High	Maintained	Good
		Citizenship	74.3	73.6	71.6	81.9	81.4	79.9	Intermediate	Maintained	Acceptable
Parental Involvement	Issue	Parental Involvement	72.3	74.7	75.1	79.9	80.0	79.4	Low	Maintained	Issue
Continuous Improvement	Issue	School Improvement	73.9	78.5	80.5	80.1	79.9	78.8	Intermediate	Declined	Issue

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. 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, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Goal One: High Quality Learning Opportunities

Outcome: Schools environments are safe and caring.

Performance Measure			Results (in percentages)					Target**
			2007	2008	2009	2010	2011	2011
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.	Overall	School	82.5	79.6	85.0	85.6	84.4	85.0
		Authority	84.3	85.9	87.4	87.5	88.7	
		Province	84.2	85.1	86.9	87.6	88.1	
	Teacher	School	89.4	89.4	98.8	95.4	96.4	96.0
		Authority	93.0	95.2	95.8	95.4	97.4	
		Province	92.6	93.1	93.8	94.4	94.5	
	Parent	School	80.4	74.6	74.1	78.7	76.7	80.0
		Authority	81.7	83.7	85.7	85.2	86.4	
		Province	81.7	83.2	85.3	86.1	86.6	
	Student	School	77.9	74.7	82.0	82.6	80.0	80.0
		Authority	78.1	78.7	80.8	82.0	82.4	
		Province	78.5	79.1	81.7	82.2	83.3	

Comment on Results

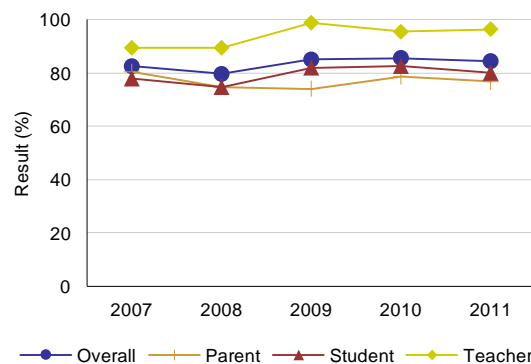
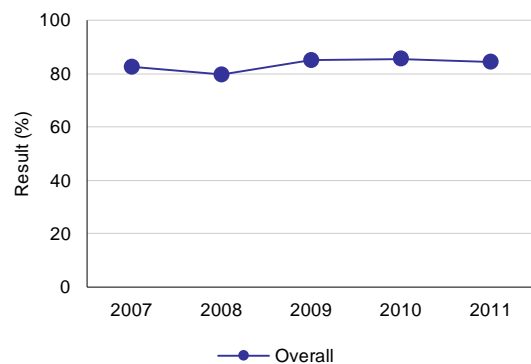
(an assessment of progress in relation to past performance)

Disappointing number of parent responses. We believe the student response is more indicative.

Strategies

- Provide more time with Teacher Advisors to provide support to students and reinforce respectful conduct.
- Continue to timetable and staff the Learning Resource Centre.
- Implement GHSD safety and wellness protocols.
- Practice effective evacuation and lockdown procedures.
- Develop liaison with RCMP and Town Constables.
- Address all forms of bullying and violence.
- Continue to develop teacher advisory capacity of staff to provide support to students.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

** If school had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, it may be included in the space provided.

Outcome: The education system meets the needs of all K–12 students and supports our society and the economy.

Performance Measure	Results (in percentages)						Target	
	2007	2008	2009	2010	2011	2011		
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.	Overall	School	82.6	79.2	83.7	82.0	84.2	85.0
		Authority	72.9	76.6	77.3	73.4	76.1	
		Province	78.5	79.4	80.3	80.5	80.9	
	Teacher	School	89.4	91.9	95.3	97.5	98.4	98.0
		Authority	80.9	86.3	85.8	83.1	85.5	
		Province	85.7	86.4	86.8	87.7	87.6	
	Parent	School	86.0	74.8	79.1	71.5	74.6	80.0
		Authority	70.5	73.1	73.0	69.2	71.4	
		Province	76.9	77.6	78.7	78.0	78.3	
	Student	School	72.4	70.8	76.6	76.9	79.7	80.0
		Authority	67.2	70.4	73.1	68.0	71.6	
		Province	72.9	74.1	75.3	75.9	76.9	

Comment on Results

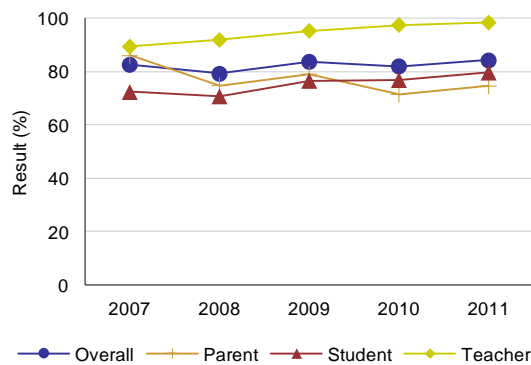
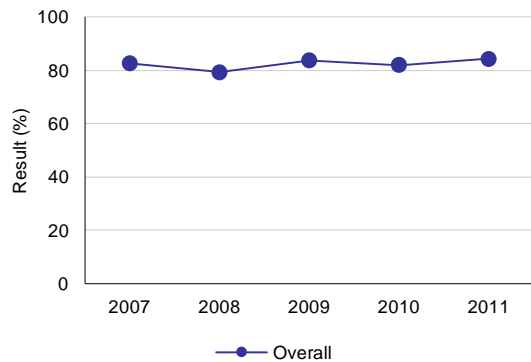
(an assessment of progress in relation to past performance)

We have expanded our programs. We believe the problem is a lack of communication to parents.

Strategies

- Expand Advanced Placement programs.
- Expand course offerings to meet the interests and needs of students.
- Continue GHSD assessment program.
- Expand use of instructional technologies (Active Boards)
- Expand and refine school website for informational and instructional purposes.
- Continue integration of students in Transitions and Knowledge and Employability.
- Expand CTS courses and articulation with post-secondary
- Blackfoot Language Course
- Institute a pyramid of intervention and learning strategies.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system meets the needs of all K–12 students and supports our society and the economy. (continued)*

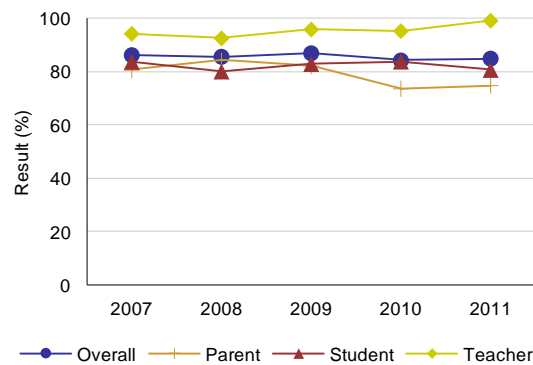
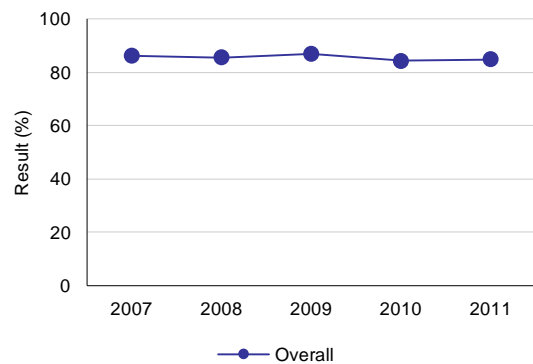
Performance Measure		Results (in percentages)					Target	
		2007	2008	2009	2010	2011	2011	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall	School	86.2	85.6	86.9	84.2	84.9	85.0
		Authority	86.0	89.0	88.6	87.8	88.8	
		Province	87.6	88.2	89.3	89.2	89.4	
	Teacher	School	94.2	92.5	95.8	95.2	99.1	99.0
		Authority	94.7	96.2	95.3	96.9	98.2	
		Province	94.7	94.9	95.3	95.6	95.5	
	Parent	School	80.6	84.2	82.1	73.6	74.8	80.0
		Authority	78.4	84.4	82.9	79.3	81.4	
		Province	81.8	83.0	84.4	83.9	84.2	
	Student	School	83.7	80.1	82.9	83.8	80.7	80.0
		Authority	85.0	86.4	87.6	87.0	86.7	
		Province	86.4	86.6	88.3	88.2	88.5	

Comment on Results

(an assessment of progress in relation to past performance)

We have expanded programs. The issue is that we had a challenging group of Grade 10's.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2011
Drop Out Rate - annual dropout rate of students aged 14 to 18	School	3.9	3.8	5.3	3.1	3.1	3.0
	Authority	4.7	5.2	5.4	4.5	4.7	
	Province	4.7	5.0	4.8	4.3	4.2	
Returning Rate	School	13.7	12.1	7.7	17.3	39.4	
	Authority	19.8	19.6	19.0	23.8	22.4	
	Province	21.2	21.3	19.8	23.5	27.9	

Comment on Results

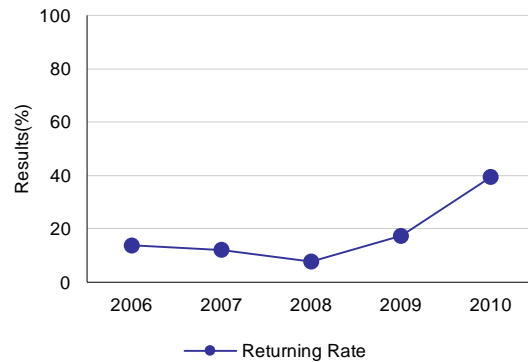
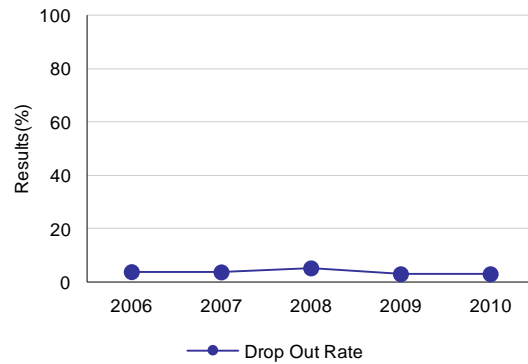
(an assessment of progress in relation to past performance)

We are pleased that our dropout rate is low. We believe the higher return rate is an anomaly.

Strategies

- Expand the dance program and music programs
- Continue to improve the co-ordination of services provided by our Learning Resources Program, school-based counselors, Native Liaison, Family Services, Golden Hills School Division, and Calgary Health Region.
- Refine the learning resources team to deal with behavioral problems in the classroom and to refine intervention strategies.
- Improve protocols in Learning Resource Centre and with counseling program.
- Improve support opportunities in Learning Resource Room.
- Continue to improve RAP, Green Certificate, and Work Experience Programs.
- Provide flexible schedules
- Improve liaison with Outreach Programs
- Increase T.A time

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: High school completion rates are showing continual improvement.

Performance Measure			Results (in percentages)					Target
			2006	2007	2008	2009	2010	2011
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	School	76.8	71.6	72.3	70.7	75.7	75.0
		Authority	73.5	67.8	68.1	67.7	72.6	
		Province	70.6	71.1	70.8	71.5	72.6	
	Within 4 Years	School	80.2	84.7	77.3	76.6	80.4	80.0
		Authority	73.6	77.5	72.7	73.5	74.2	
		Province	76.1	76.1	76.3	76.1	76.9	
	Within 5 Years	School	86.2	80.1	86.0	79.3	79.8	80.0
		Authority	78.3	75.6	79.6	74.6	77.0	
		Province	78.1	78.9	78.7	79.0	79.0	

Comment on Results

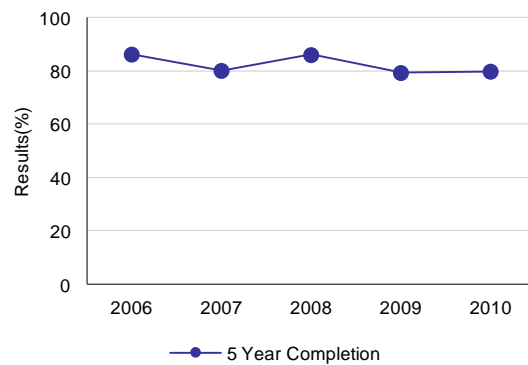
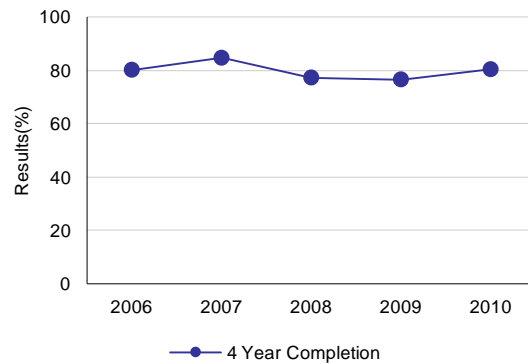
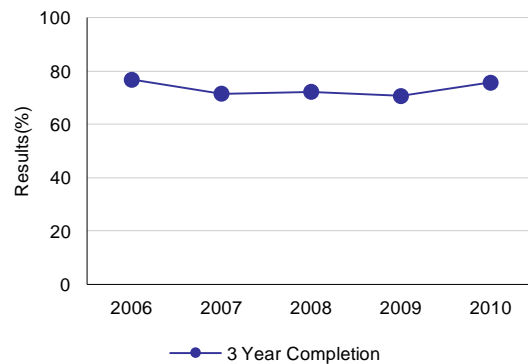
(an assessment of progress in relation to past performance)

We are pleased with our results.

Strategies

- Expand opportunities for Registered Apprenticeship Program (RAP), Green Certificate, and Work Experience so that all high school students have access.
- Provide opportunity and support for all students in the Knowledge and Employability Program (K&E).
- Continue to utilize the Virtual School, and Strathmore and Siksika Outreach Schools.
- Enhance access to counseling and other support services.
- Improve support for First Nations students.
- Enhance our T.A groups to provide guidance and information regarding personal, educational, and career choices and provide strategies for effective decision making.
- Provide flexible program schedules.
- Institute pyramid of intervention and learning strategies.

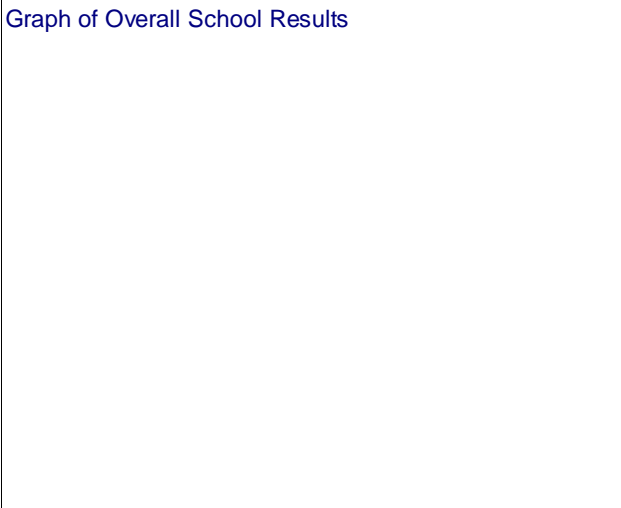
Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

<p>Comment on Results <i>(an assessment of progress in relation to past performance)</i></p> <p>We have an increased number of FNMI and International Students who are impacting our results. We are pleased with our math and science results. We have instituted a pyramid of intervention program.</p> <p>Strategies</p> <ul style="list-style-type: none">• Promote increased teacher implementation of effective assessment practices.• Continue to analyze Diploma Exam and Advanced Placement results and develop action plans to address weaknesses.• Continue to develop common assessments in all courses but especially in core courses and extend data analysis.• Increase opportunities for teachers to attend in-services to enhance their assessment skills• Address impact of International Program through ESL English core courses• Implement learning strategies program with tutorial opportunities.	<p>Graph of Overall School Results</p>  <p>Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).</p>
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Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure: Diploma Exam Results by Students Writing - Overall percentage of students who achieved the acceptable standard and overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).		Results (in Percentages)**										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall	School	89.1	19.8	86.5	17.5	81.5	16.2	86.0	17.0	81.9	14.7	85.0	18.0
	Authority	81.7	18.3	80.9	14.6	77.2	14.2	78.0	14.9	74.9	13.0		
	Province	84.5	20.2	84.1	19.1	84.3	18.5	83.4	19.0	82.6	18.7		

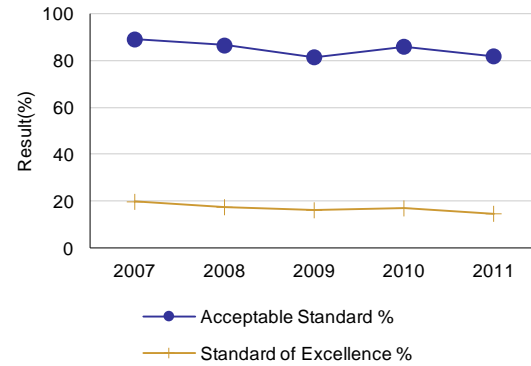
Performance Measure: Diploma Exam Course by Course Results by Students Writing (reporting of authority and province results are optional)		Results (in percentages)										Target	
		2007		2008		2009		2010		2011		2011	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	92.6	19.1	97.3	19.5	84.3	10.2	83.7	5.7	80.7	6.4	85.0	10.0
	Authority	83.7	16.6	85.3	13.8	82.4	9.1	78.3	7.1	76.6	5.8		
	Province	87.7	19.0	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1		
English Lang Arts 30-2	School	88.1	4.5	89.7	7.7	91.3	11.3	93.0	9.0	84.5	4.8	85.0	9.0
	Authority	85.9	5.6	85.5	7.0	79.8	8.3	82.2	7.5	85.5	5.7		
	Province	88.7	9.7	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1		
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	if set	if set
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	23.1	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	97.2	24.6	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1		
Pure Mathematics 30	School	79.8	21.2	75.8	20.0	70.4	22.2	87.2	31.9	78.6	24.5	80.0	25.0
	Authority	77.3	23.4	73.9	18.6	70.7	18.8	78.2	27.3	72.2	24.1		
	Province	81.1	24.6	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7		
Applied Mathematics 30	School	89.8	20.4	76.5	14.7	73.1	5.8	85.1	17.6	86.1	13.9	85.0	15.0
	Authority	77.8	12.8	77.6	11.2	72.7	9.9	80.0	11.3	70.7	9.2		
	Province	77.6	12.1	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8		
Social Studies 30	School	87.6	26.5	89.5	10.5	71.1	14.5	n/a	n/a	n/a	n/a	if set	if set
	Authority	82.8	18.5	88.5	14.6	79.3	15.3	77.1	2.9	*	*		
	Province	86.1	24.6	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	92.7	14.5	78.3	12.3	85.0	15.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	81.1	12.2	75.9	7.8		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9		
Social Studies 33	School	83.7	15.2	83.1	11.7	84.5	14.3	n/a	n/a	n/a	n/a	if set	if set
	Authority	82.6	16.4	79.7	12.9	82.1	17.4	74.5	8.5	75.0	12.5		
	Province	84.8	19.6	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4		
Social Studies 30-2	School	n/a	n/a	n/a	n/a	n/a	n/a	86.2	9.8	86.2	12.8	85.0	15.0
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	78.9	8.0	81.7	12.1		
	Province	n/a	n/a	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9		
Biology 30	School	94.2	29.1	89.0	23.1	84.9	31.5	81.2	28.2	81.3	26.0	85.0	25.0
	Authority	83.0	24.1	80.9	19.5	77.0	23.0	73.0	21.5	70.9	20.0		
	Province	83.5	27.4	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8		
Chemistry 30 Old	School	91.4	37.9	89.6	43.3	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Authority	84.5	31.9	85.4	30.1	*	*	*	*	n/a	n/a		
	Province	89.3	37.9	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a		
Chemistry 30	School	n/a	n/a	n/a	n/a	84.9	35.8	89.0	37.0	78.9	21.1	85.0	25.0
	Authority	n/a	n/a	n/a	n/a	73.3	20.4	75.5	28.3	73.3	20.6		
	Province	n/a	n/a	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7		
Physics 30 Old	School	77.1	14.3	82.9	20.0	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Authority	88.5	29.1	80.8	21.6	*	*	*	*	n/a	n/a		

	Province	86.1	29.3	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a		
Physics 30	School	n/a	n/a	n/a	n/a	85.2	11.1	58.1	11.6	84.0	24.0	85.0	25.0
	Authority	n/a	n/a	n/a	n/a	78.1	9.6	60.9	11.3	71.1	18.9		
	Province	n/a	n/a	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Authority	n/a	n/a	*	*	*	*	*	*	*	*		
	Province	87.1	18.0	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0		

Comment on Results

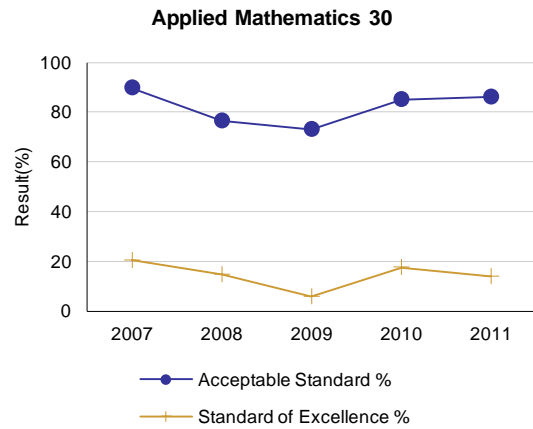
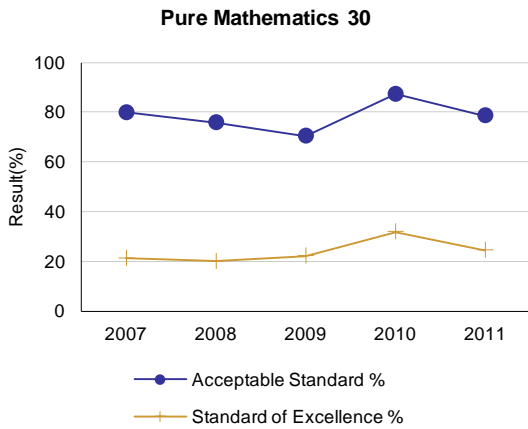
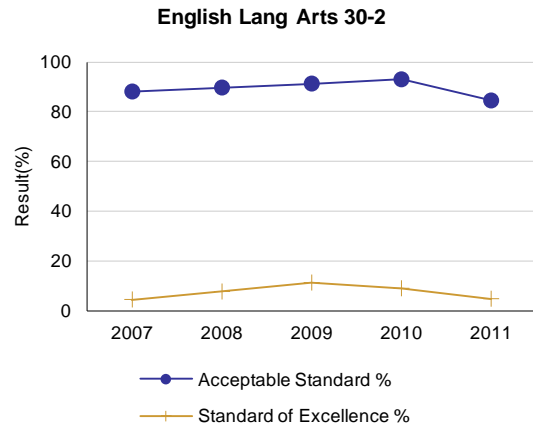
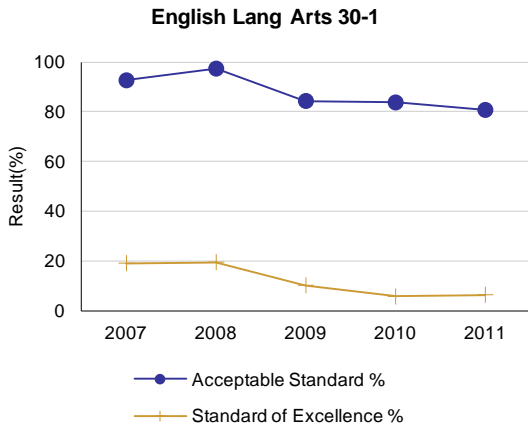
(an assessment of progress in relation to past performance)

Graph of Overall School Results



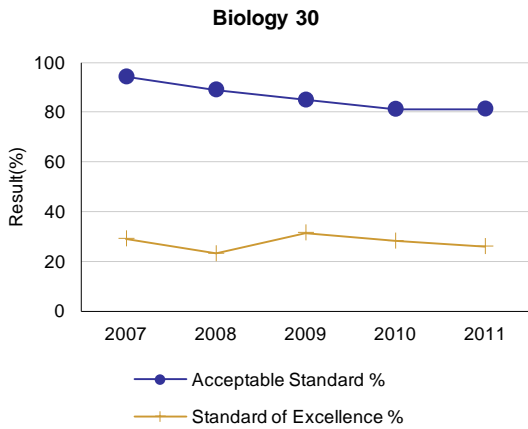
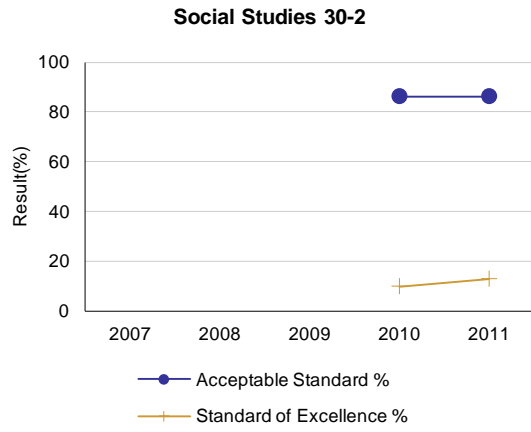
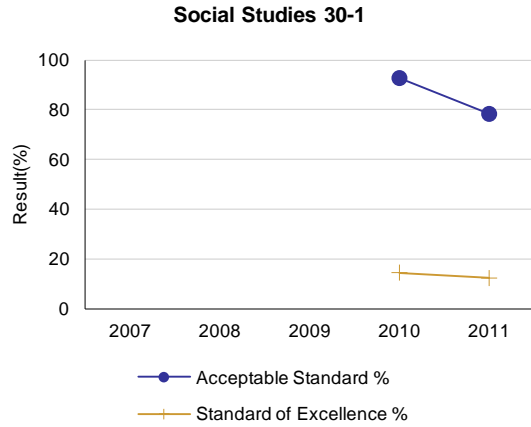
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

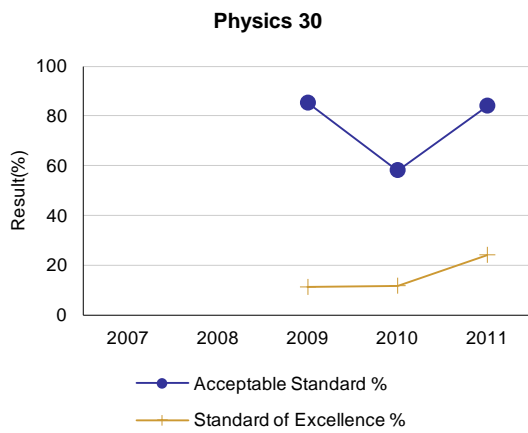
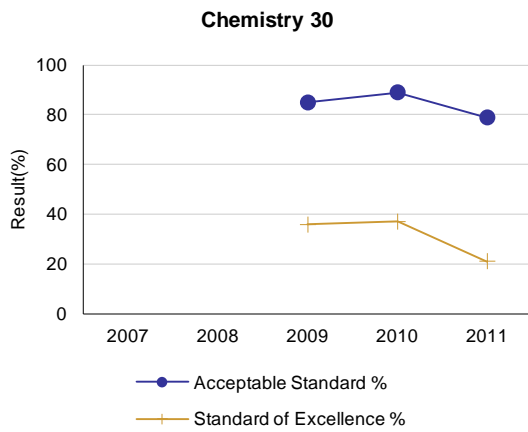
Diploma Examination Results by Course



[No Data for Chemistry 30 Old]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Examination Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary With Measure Evaluation

Course	Measure	Strathmore High School							Alberta			
		Achievement	Improvement	Overall	2011		Prev 3 Yr Avg		2011		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined	Concern	140	80.7	121	88.4	29,063	84.4	28,502	86.1
	Standard of Excellence	Low	Declined	Issue	140	6.4	121	11.8	29,063	10.1	28,502	12.6
English Lang Arts 30-2	Acceptable Standard	Intermediate	Declined	Issue	84	84.5	86	91.3	14,550	88.6	13,676	88.6
	Standard of Excellence	Intermediate	Declined	Issue	84	4.8	86	9.3	14,550	9.1	13,676	9.0
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	95.3	1,262	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,269	14.3	1,262	19.9
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	93.8	139	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	144	20.1	139	24.7
Pure Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	98	78.6	90	77.8	23,033	81.0	22,548	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	98	24.5	90	24.7	23,033	28.7	22,548	27.3
Applied Mathematics 30	Acceptable Standard	Intermediate	Improved	Good	79	86.1	65	78.2	10,807	74.3	10,371	77.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	79	13.9	65	12.7	10,807	9.8	10,371	12.3
Social Studies 30-1	Acceptable Standard	n/a	Declined Significantly	n/a	106	78.3	110	92.7	23,603	82.8	23,484	84.5
	Standard of Excellence	n/a	Maintained	n/a	106	12.3	110	14.5	23,603	14.9	23,484	16.1
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	109	86.2	123	86.2	16,537	85.6	14,903	85.0
	Standard of Excellence	n/a	Maintained	n/a	109	12.8	123	9.8	16,537	15.9	14,903	13.7
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	96	81.3	83	85.0	22,817	81.9	21,372	82.2
	Standard of Excellence	High	Maintained	Good	96	26.0	83	27.6	22,817	29.8	21,372	27.0
Chemistry 30	Acceptable Standard	n/a	Declined	n/a	90	78.9	63	87.0	18,792	75.1	18,152	77.6
	Standard of Excellence	n/a	Declined Significantly	n/a	90	21.1	63	36.4	18,792	27.7	18,152	28.8
Physics 30	Acceptable Standard	n/a	Improved	n/a	25	84.0	35	71.7	10,660	76.7	10,216	76.6
	Standard of Excellence	n/a	Improved	n/a	25	24.0	35	11.4	10,660	27.7	10,216	21.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	80.4	4,450	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,007	21.0	4,450	21.8

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Outcome: *Students demonstrate high standards in learner outcomes. (continued)*

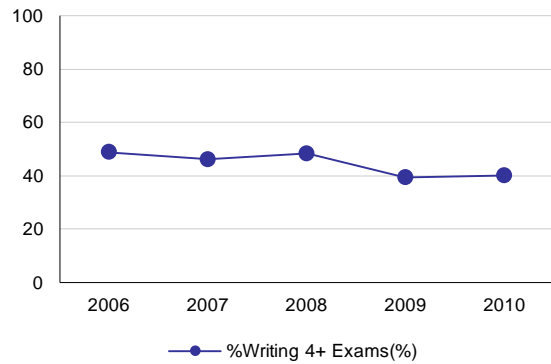
Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2011
Percentage of students writing four or more diploma examinations by the end of their third year of high school.	School	48.9	46.1	48.3	39.4	40.1	45.0
	Authority	51.3	48.0	47.5	44.2	47.8	
	Province	53.7	53.6	53.3	53.5	54.9	

Comment on Results

(an assessment of progress in relation to past performance)

We have a high percentage of First Nations and International Students who choose not to take Grade 12 science and math courses.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school

	Strathmore High School					Alberta				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
N	220	233	236	217	228	43930	44661	45432	45286	45478
% Writing 0 Exams	12.8	16.5	19.4	21.7	16.7	17.8	18.0	18.4	18.0	17.2
% Writing 1+ Exams	87.2	83.5	80.6	78.3	83.3	82.2	82.0	81.6	82.0	82.8
% Writing 2+ Exams	83.9	80.8	77.5	77.4	82.0	78.5	78.6	78.0	78.7	79.6
% Writing 3+ Exams	66.0	62.4	66.6	54.6	60.8	65.6	65.6	64.9	65.2	66.0
% Writing 4+ Exams	48.9	46.1	48.3	39.4	40.1	53.7	53.6	53.3	53.5	54.9
% Writing 5+ Exams	23.5	22.8	27.4	17.6	21.2	34.6	34.7	34.3	34.7	36.1
% Writing 6+ Exams	5.5	5.7	4.4	4.3	5.4	13.0	13.2	12.7	12.9	13.4

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject

	Strathmore High School					Alberta				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
N	220	233	236	217	228	43930	44661	45432	45286	45478
English 30 / English Language Arts 30-1	55.0	54.5	49.2	43.8	49.6	54.7	54.5	53.8	54.0	54.5
English 33 / English Language Arts 30-2	29.1	26.2	28.0	32.3	33.8	23.5	23.6	24.0	24.5	25.1
Total of 1 or more English Diploma Exams	84.1	79.8	76.7	75.1	79.8	77.1	77.0	76.7	77.1	78.0
Social Studies 30	52.7	45.9	48.3	41.5	0.4	49.5	49.3	48.1	48.1	3.7
Social Studies 30-1	n/a	n/a	0.0	0.0	41.2	n/a	n/a	0.0	0.0	45.7
Social Studies 33	32.3	36.1	28.0	34.1	0.4	28.8	28.8	29.5	30.1	2.5
Social Studies 30-2	n/a	n/a	0.0	0.0	39.5	n/a	n/a	0.0	0.0	27.4
Total of 1 or more Social Diploma Exams	83.2	80.3	76.3	74.7	80.3	77.2	77.2	76.7	77.4	78.1
Mathematics 30 / Pure Mathematics 30	38.6	39.9	36.0	30.4	31.1	41.9	41.7	41.1	40.8	41.4
Mathematics 33 / Applied Mathematics 30	25.5	18.5	28.0	19.8	27.2	19.5	19.5	19.1	19.7	19.7
Total of 1 or more Math Diploma Exams	63.2	57.5	64.0	50.2	57.5	60.7	60.7	59.7	59.9	60.6
Biology 30	41.4	41.2	38.6	33.2	30.3	39.6	39.8	39.1	39.8	41.2
Chemistry 30 Old	27.7	22.3	26.7	0.5	0.0	34.2	34.3	34.5	5.0	0.1
Chemistry 30	n/a	n/a	n/a	20.7	23.7	n/a	n/a	n/a	29.7	35.2
Physics 30 Old	10.5	13.3	14.4	0.0	0.4	21.6	21.5	20.4	2.4	0.1
Physics 30	n/a	n/a	n/a	9.2	13.2	n/a	n/a	n/a	17.5	20.0
Science 30	0.5	0.0	0.0	0.0	0.0	7.0	7.0	7.4	8.2	9.0
Total of 1 or more Science Diploma Exams	50.9	48.1	48.3	40.6	41.7	56.7	56.5	56.1	56.1	57.6
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.7	2.9
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.9	2.9	2.9	2.9	3.1

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Outcome: *Students demonstrate high standards in learner outcomes. (continued)*

Performance Measure		Results (in percentages)					Target
		2006	2007	2008	2009	2010	2011
Percentage of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	School	61.2	53.8	61.6	47.1	58.2	60.0
	Authority	56.0	54.4	56.6	52.8	59.3	
	Province	56.1	56.8	57.3	56.9	59.6	

Comment on Results

(an assessment of progress in relation to past performance)

We expect the results to be higher next year.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.

Outcome: Students are well prepared for lifelong learning.

Performance Measure			Results (in percentages)					Target
			2006	2007	2008	2009	2010	2011
High school to post-secondary transition rate of students within four and six years of entering Grade 10.	Within 6 Years	School	55.8	51.3	50.6	51.8	48.6	55.0
		Authority	52.6	48.8	53.6	51.3	51.8	
		Province	58.1	58.8	59.2	59.8	59.3	
	Within 4 Years	School	29.5	25.4	31.1	29.7	21.5	30.0
		Authority	33.9	29.3	31.5	29.5	26.5	
		Province	37.7	38.7	38.9	37.5	37.8	

Comment on Results

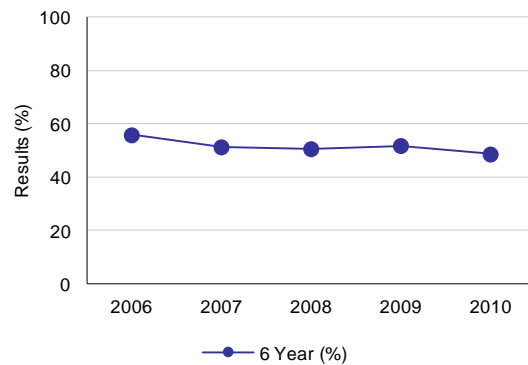
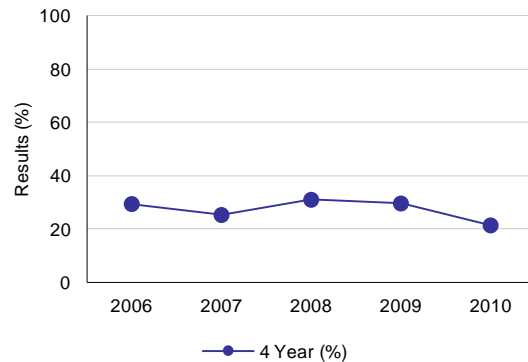
(an assessment of progress in relation to past performance)

We expect a return to 50% or higher in the four year category.

Strategies

- Use T.A's to provide information and guidance about post-secondary programs and requirements.
- Enhance career component of Calm and make Career Portfolio module compulsory.
- Provide opportunities for students to attend open houses and other opportunities to gain first-hand knowledge about post-secondary learning.
- Implement learning strategies
- Enhance knowledge of counselors through in-services.
- Institute a FNMI career day.
- Hire a full time career counselor.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for employment.

Performance Measure		Results (in percentages)					Target	
		2007	2008	2009	2010	2011	2011	
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Overall	School	80.8	79.7	82.9	77.5	78.5	80.0
		Authority	77.7	83.3	81.0	79.5	82.1	
		Province	77.1	80.1	79.6	79.9	80.1	
	Teacher	School	90.6	90.0	100.0	88.2	97.4	97.0
		Authority	92.3	91.8	91.3	93.8	93.7	
		Province	89.2	89.3	88.9	90.0	89.6	
	Parent	School	71.0	69.4	65.9	66.7	59.5	70.0
		Authority	63.0	74.8	70.7	65.2	70.6	
		Province	65.1	70.9	70.2	69.8	70.6	

Comment on Results

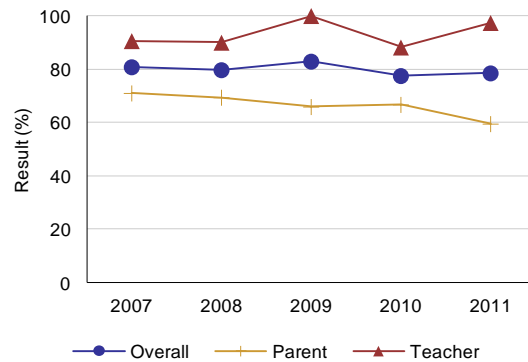
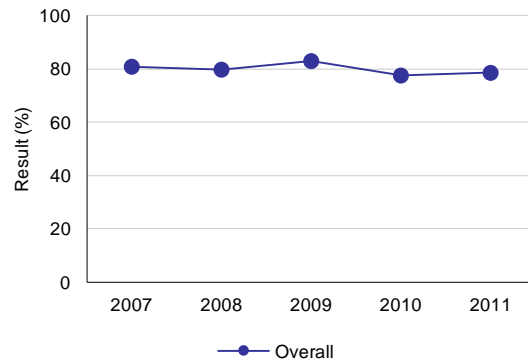
(an assessment of progress in relation to past performance)

A disappointing group of Grade 10 students. We expect a return to 80%.

Strategies

- Reinforce attitudes and behaviors essential for employment success through T.A and school programs.
- Improve our attendance and late policies to make students more accountable.
- Provide, in partnership with Alberta Human Resources and Employment, career centers and career counseling for all high school students. Host a student Support Program in the spring.
- Continue the development of the Employability Skills Portfolio.
- Develop our Transitions Program with a special focus on transitions to community programs.
- Explore articulation opportunities with post-secondary institutes and apprenticeship.
- Continue to promote RAP, Green Certificate and Work Experience courses.
- Implement new CTS curriculum and expand courses.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students model the characteristics of active citizenship.

Performance Measure		Results (in percentages)					Target	
		2007	2008	2009	2010	2011	2011	
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	School	70.6	68.3	73.1	73.6	74.3	80.0
		Authority	74.0	77.2	77.7	79.4	80.7	
		Province	76.6	77.9	80.3	81.4	81.9	
	Teacher	School	85.6	86.0	96.2	95.4	96.9	96.0
		Authority	88.3	92.0	93.1	92.7	94.9	
		Province	89.9	90.6	91.8	93.0	92.7	
	Parent	School	65.2	60.3	56.4	61.2	60.9	70.0
		Authority	69.7	74.0	73.7	74.8	74.7	
		Province	72.6	74.7	77.4	78.5	78.6	
	Student	School	61.1	58.5	66.6	64.1	65.1	70.0
		Authority	64.0	65.6	66.3	70.7	72.5	
		Province	67.1	68.5	71.8	72.7	74.5	

Comment on Results

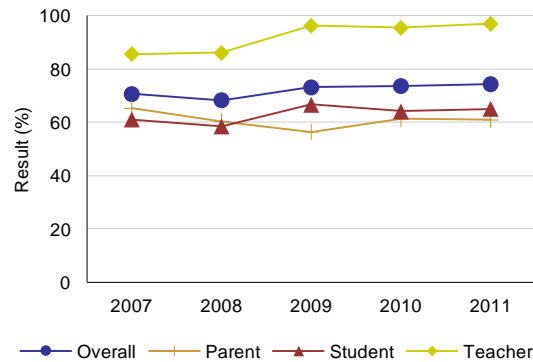
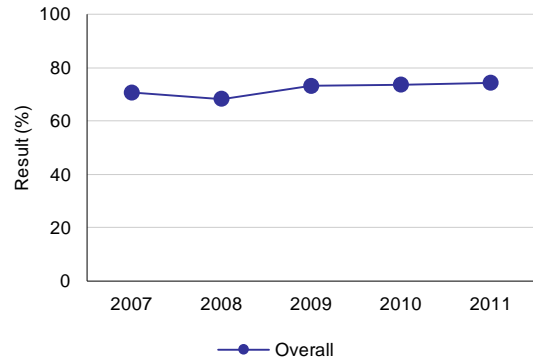
(an assessment of progress in relation to past performance)

Disappointing as we have so many programs that kids are involved in. They are respectful, caring kids.

Strategies

- Use the advisory system to promote study skills, tutoring, citizenship, volunteerism, and counseling.
- Use the advisory system to enhance student skills in decision-making and organization.
- Reinforce characteristics of active citizenship through T.A and school programs.
- Support student participation in conferences to enhance student skills and opportunities for leadership.
- Provide opportunities for students to participate in stop-smoking programs, and reinforce health issues through CALM and Physical Education programs.
- Promote participation in school co-curricular programs like, SLC, Leo Club, SAAD, and others.
- Implement a leadership class.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Four: Highly Responsive and Responsible Jurisdiction

Outcome: The jurisdiction demonstrates effective working relationships.

Performance Measure			Results (in percentages)					Target
			2007	2008	2009	2010	2011	2011
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	School	77.4	71.0	79.7	74.7	72.3	80.0
		Authority	75.6	78.3	79.4	77.2	77.9	
		Province	77.5	78.2	80.1	80.0	79.9	
	Teacher	School	81.8	83.8	84.6	84.5	83.0	85.0
		Authority	88.0	90.4	90.5	88.4	89.0	
		Province	87.1	87.5	88.0	88.6	88.1	
	Parent	School	73.0	58.1	74.8	65.0	61.6	70.0
		Authority	63.1	66.2	68.2	66.1	66.7	
		Province	67.9	69.0	72.2	71.3	71.7	

Comment on Results

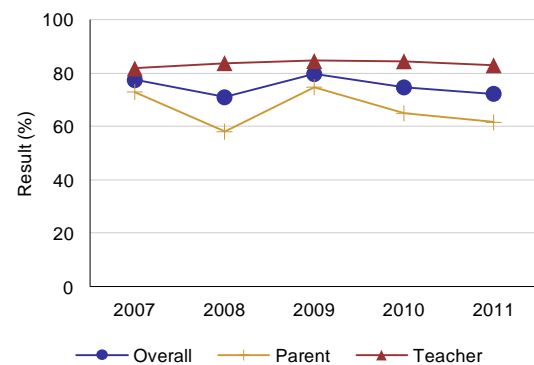
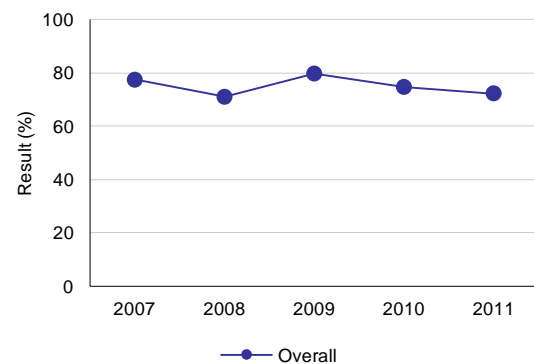
(an assessment of progress in relation to past performance)

We have an open door policy. We need to try a different forum for School Council.

Strategies

- Ensure broad distribution of information of our Annual Report.
- Enhance school website
- Review and evaluate Annual Report to ensure the allocation of resources – fiscal and human – reflects the priority of improving learning as evidenced by measurable achievement outcomes.
- Post goals and results on website.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

Performance Measure			Results (in percentages)					Target
			2007	2008	2009	2010	2011	2011
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Overall	School	72.4	79.6	83.5	78.5	73.9	80.0
		Authority	74.7	79.7	79.9	78.8	81.0	
		Province	76.3	77.0	79.4	79.9	80.1	
	Teacher	School	75.0	80.0	87.5	80.0	84.6	85.0
		Authority	78.0	84.7	83.4	85.3	86.1	
		Province	74.5	75.6	78.2	80.8	80.1	
	Parent	School	64.5	79.6	82.9	76.0	55.8	80.0
		Authority	70.4	76.5	76.6	71.7	75.8	
		Province	75.1	75.9	78.1	77.0	77.3	
	Student	School	77.8	79.3	80.0	79.5	81.3	80.0
		Authority	75.7	77.8	79.7	79.3	81.2	
		Province	79.3	79.5	81.8	81.8	82.9	

Comment on Results

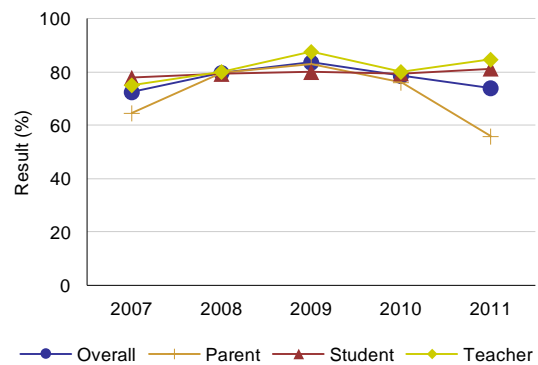
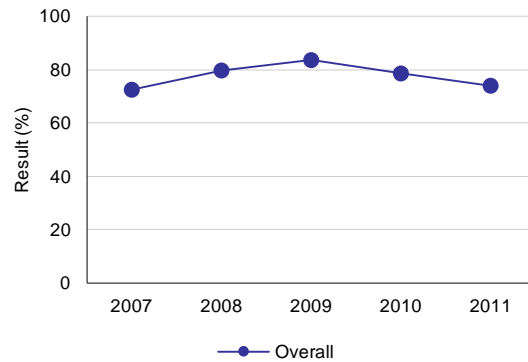
(an assessment of progress in relation to past performance)

This result reflects a poor understanding on the part of parents. We need to communicate better.

Strategies

- Evaluate the effectiveness of current budgeting processes.
- Upgrade school website and ensure information is timely and accurate
- Advocate for a Business Manager position at our school.
- Support staff who wish to enhance access to professional development to deal with implementation of new curriculum and assessment strategies.
- Promote work place safety and wellness.
- Utilize GHSD financial software to improve business procedures.
- Advocate for a full time staff for Alternative Program.
- Continue to modify school program and add courses to meet the needs of students.

Graph of Overall School Results



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Financial Statements 2010-2011

Instructional Budget

Revenue

•	Prior Year Carry Over	\$ 307,366.51
•	Allocation	<u>\$ 4,191,090.44</u>
	<u>Total</u>	\$ 4,498,456.95

Expenditures

•	Staffing	\$ 3,417,607.10
•	Services, Resources, Supplies	\$ 314,000.00
•	Support Staff	<u>\$ 189,249.59</u>
	<u>Total</u>	\$ 3,920,856.69

International Budget

Revenue

•	School Allocation	\$ 290,525.00
•	Prior Year Carry Over	<u>\$ 237,600.50</u>
	<u>Total</u>	\$ 528,125.50

Expenditures

•	Staffing	\$ 284,952.00
•	Other Expenses	<u>\$ 2,987.50</u>
	<u>Total</u>	\$ 287,939.95

AISI

Revenue

•	Prior Year Carry Over	\$ 48,131.74
•	Allocation	<u>\$ 56,260.00</u>
	<u>Total</u>	\$ 104,391.74

Expenditures

•	Contracted Staffing	\$ 48,150.00
•	Supplies and Services	<u>\$ 56,673.54</u>
	<u>Total</u>	\$ 104,823.54

PROGRAMMING

The following are programming issues that impact our school

- ❖ The International Student Program impacts class sizes, ESL, support and regular classroom supports (difficulty of teachers to meet the needs of all students due to increased needs of ESL students.)
- ❖ The increased number of students from our feeder schools who have significant literacy and numeracy deficiencies.
- ❖ The increased number of special needs students
- ❖ Staffing and funding our Advanced Placement program

CURRICULUM CHANGES

The following curriculum changes will have an impact on our school

- ❖ The new Math 20-1 and 20-2 curriculum must be implemented in 2011-2012 and 2012-2013

AI SI

Our school is in the last year of our school-wide, system-wide assessment project. Our project has the following components to it:

- ❖ Teachers are provided with professional development opportunities to help them implement assessment strategies to improve their instruction to students and to improve student learning.
- ❖ A committee of lead teachers are under the direction of Mr. Larson and Mr. Raycroft.
- ❖ The development of the expertise and skills of lead teachers.
- ❖ Prioritizing curriculums and developing common summative assessments.
- ❖ Release time for individual teachers and teams of teachers to develop Curriculum and assessment materials

Professional Development Plan

1. GHSD in service sessions for staff especially for math and CTS teachers
2. Provincial, national and international conferences for staff development in assessment and working with at-risk students.
3. Release time for individual teachers to build common assessments and lesson materials
4. Release time for groups of teachers (PLC) to work together on assessment, curriculum, and lesson materials
5. Other professional development support and resources to enable teachers to meet their personal /professional goals.