

Strathmore High School

Annual Report



2005-2006

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Strathmore High School Annual Report 2005-2006

I. Introduction

The primary purpose of this report is to outline the degree to which the goals outlined in the Education Plan of Strathmore High School and Golden Hills School Division have been achieved. The evaluation outlined in this report will be based on feedback from stakeholders as reflected in the System Think Tank Satisfaction Survey, Diploma Exam results and other data. This report will highlight other successes and achievements as well as review the budget, instructional program and school-based professional development plan.

II. Satisfaction Survey

The results of the Satisfaction Survey are excellent and indicate a high level of satisfaction with all aspects of the school. There are, however, a few areas for improvement.

A. Highest Levels of Satisfaction

1. Parents

- That your child is being academically challenged in school. 88%
- With the choice of programs available. 87%
- With the way you are welcomed when you visit the school. 96%
- With the way the school recognizes student achievement. 84%
- With the way discipline matters are dealt with by school staff. 84%
- With the safety of the school environment. 88%
- With the overall quality of education your child receives. 92%
- With the extra-curricular activities offered to students. 92%

2. Students

- I am clear on what behaviour is expected of students in my school. 94%
- I am clear on what I am expected to learn. 91%
- I feel welcomed at school. 94%
- I am satisfied with the overall quality of education I receive at this school. 90%
- I feel safe at school. 88%
- Teachers provide the help and support I need to learn. 89%
- I am proud of my school. 85%
- I am encouraged to do my best. 89%

B. Areas for Improvement

1. Parents

- The textbook and learning resource fees are within your financial means. 66%
- With the help and support teachers give your child. 77%
- That the school has a process for improving education. 79%

2. Students

- My school recognizes me when I do well. 72%
- I have sufficient opportunities to be involved in decisions that affect student life. 73%
- I feel other students in school care about me. 79%
- The learning activities given to me are interesting and meaningful. 70%
- Teachers use a variety of approaches to help me learn. 75%

III. Strathmore High School Goals

Goal 1 – High Quality Learning Opportunities For All

All students will have access to a variety of programs that develop their potential and meet their individual needs.
A support structure will be provided for those who struggle.
Implement an Advanced Placement Program.
Acknowledge and support students involved in high level learning beyond the school.

Performance Measures

Our school continued to refine our information and technology program. Teachers added modules that they developed as well as offered new ones from Alberta Learning. Many students are using video and digital photography to demonstrate their learning. All students in Grade 11 were required to register in a full course load.

A major source of support for our students is Ms. Janice Beaton and Mrs. Jennifer Rieger from Family Services. They worked with our counseling department and our Learning Resources Teacher to provide much needed counseling and co-ordination

for our students. They also met with our Learning Resources Team every second week to discuss student issues and to plan interventions.

Our fine arts program continued to develop and involve students in both curricular and co-curricular opportunities. We were able to develop an Advanced Placement Program in Biology, European History, Calculus and English and added regular courses in psychology and forensic science.

A. Satisfaction Survey Results

Student

- I am satisfied with the overall quality of education I receive at my school. 90%
- Teachers provide the help and support I need to learn. 89%
- I feel safe at school. 88%
- I am satisfied with the variety of courses available at my school. 86%
- There are sufficient resources available at school to help me make career decisions. 80%
- I am learning the skills I will need when I leave school. 81 %
- The school is teaching me the technology skills I need to know. 76%
- Teachers use a variety of approaches to help me learn. 75%
- I have sufficient opportunities to be involved in student life. 73%

Parents:

- With the safety of the school environment. 88%
- With the way the school keeps you informed about your child's achievement. 84%
- There is a caring atmosphere at school. 81%
- The School Council plays a meaningful role in the school. 87%
- With the help and support teachers give your child to help him/her learn. 77 %
- With the opportunities you have to be involved in school decision-making. 83%

B. Numerous events and activities to involve and recognize students.

- Two Breakfast of Champions events at which over sixty students were recognized for their special qualities.
- Annual Awards Ceremony recognizing academic, athletic, volunteer and citizenship achievement.
- Continue a Credit Card Program to recognize and reinforce positive choices throughout the school day.
- Over 250 recognition letters were written to students acknowledging their special efforts and qualities.
- Continued a LEO Club with over 30 members.
- Remembrance Day Ceremony written and produced by students
- Monthly student assemblies recognizing student participation and featuring many students' special talents.

- Student representatives at the Futures Conference, System Think Tank, SADD Conference, LEO Conference, Connections, Encounters, and Student Environment Conference
- Spartans Beyond School – a board with photographs to recognize students involved in high level activities beyond school.



Goal 2: Excellence in Learner Outcomes

Enhance all students' literacy skills and improve student achievement in all programs especially the core program.

General Observations

There was complete support of this goal, which was the product of a large group of teachers representing all curriculum areas in our school. In August 2004 each department developed a set of goals to improve literacy skills in their area and also developed a set of instructional strategies for the year. In January, these strategies were reviewed. This is the last year of the project although we hope to develop a related project which focuses more on literacy through reading as opposed to writing.

Students in the Reading 15, English 16 and English 10-2 classes were given pre and post tests to measure their individual gains in reading comprehension. Overall, there was significant improvement. Student reading gains were from one and a half to three grade levels.

Students have done well on the reading comprehension component of English 30-1 and the written-response sections of other Diploma Exams. While these results cannot be directly tied to the focus on literacy, there is reason to believe that particularly in English 30-1 the improvement is related to the literacy project. For the second time in five years our scores equaled or exceeded the provincial averages on the Reading Comprehension section.

Performance Measures

Literacy Across the Curriculum

1. Students scored an average of 25% higher on expository writing pieces (e.g. from 50%-70%).
2. Students scored on average a 0.9 grade level increase in reading comprehension
3. Students scored on average a 1.0 grade level increase in word recognition
4. 95% of students reported that their reading and writing improved because of the program. 95% of parents were very satisfied with the program and 97% of parents reported that their children's reading and writing improved because of the program.

95% of teachers were very satisfied with the program and 95% of teachers reported that their students' reading and writing improved because of the program.

5. General

The library reports that the number of books signed out by students has increased tremendously. As well, teachers report that many students are choosing to read when they have free time during class. Finally, the number of students reading on their spares has increased.

Every teacher has incorporated some literacy strategy into his or her teaching repertoire and in some instances, entire departments have instituted a common focus. The English department has focused extensively on inferential reading skills.

Other

1. Diploma Exam results (see page 9) were excellent especially in June. The number of students who achieved the Standard of Excellence in Biology 30 (32%), Chemistry (43%), Physics 30 (40%), Social 33 (17%) and Pure Math 30 (26.4%) is excellent and exceeds provincial averages. The overall results in Social 33, English 30-1, Chemistry 30, Biology 30 and Pure Math are very good. Hopefully, we can continue these successes.

2. Teachers report success in developing common unit assessments in a number of courses. Because this objective is very time consuming, it will require at least three years to achieve completely. The number of school dropouts was reduced by transitioning students who were experiencing difficulty through the Outreach Schools in Strathmore and Gleichen and through the Virtual School. In addition, Ms. Janice Beaton and Mrs. Jennifer Rieger from Family Services spent two days a week providing support to struggling students. Ms. Marcie Perdue played a key role as well in her role as Stay-in-School Co-ordinator. Students who were in danger of dropping out were transferred to her program.

3. Satisfaction Survey Results

Student:

- I am clear on what behavior is expected of students. 94%
- I am clear on what I am expected to learn. 91%
- I am satisfied with the overall quality of education I receive. 90%
- The school promotes physical activity, health and wellness. 82%
- I feel safe at school. 88%
- My school offers many activities outside school. 86%
- There are sufficient school resources available at school to help me make career decisions. 80%
- I am learning the skills I will need when I leave school. 81%
- The school is teaching me the technology skills I need to know. 76%
- I have sufficient opportunities to be involved in the decisions that affect student life. 73%

Parents:

- With the way discipline matters are dealt with by school staff. 84%
- With the safety of the school environment. 88%
- With the overall quality of education. 92%
- With the opportunity for your child to learn about computers and other technologies at school. 80%
- With the choices of programs available. 89%
- With the extra-curricular activities offered to students. 92%
- That there is a caring atmosphere at school. 81%
- That the school promotes physical education, health and wellness. 85%

Goal 3: Highly Responsive and Responsible Schools

Provide opportunities for stakeholder input, communication of school initiatives and achievement, and develop improvement plans that reflect stakeholder feedback.



Improved results through effective working relationships with stakeholders.

- Ensure broad distribution of information about our Education Plan. Develop and communicate the information-sharing cycle and provide directions regarding stakeholder response opportunities.
- Review and evaluate School Education Plan to ensure that the allocation of resources – fiscal and human – reflects the priority of improving learning as evidenced by measurable achievement outcomes.

- Work with Calgary Health Region on a nutrition and wellness project.

The school demonstrates leadership, continuous improvement, and effective working relationships with stakeholders.

- Evaluate the effectiveness of current budgeting processes.
- Upgrade school website and ensure information is timely and accurate.
- Send copies of newsletters home with students.

Performance Expectations for Goal 3: Highly Responsive and Responsible Schools

Improved results through effective working relationships with stakeholders.

Performance Measures

- Percentage of parents, staff and community members indicating they have timely and meaningful information about education including student achievement, expenditures, from the jurisdiction and its schools.
Actual 05/06 59% Target 06/07 80%
- Percentage of parents, staff and students who feel they have a good relationship with the school administration.
Actual 05/06 80% Target 06/07 80%
- Percentage of stakeholders expressing satisfaction with procedures to maintain the school as an orderly, safe environment for learning.
Actual 05/06 88% Target 06/07 88%
- Percentage of school staff, local community representatives and parents who are satisfied with their involvement in the development and implementation of school goals, objectives and priorities.
Actual 05/06 78% Target 06/07 80%
- Percentage of parents who are satisfied with the level of information about overall student achievement, and with the actual level of student achievement in their school and in their school jurisdiction.
Actual 05/06 84% Target 06/07 85%
- Percentage of parents who are satisfied with the information received from the schools about programs, services and practices.
Actual 05/06 81% Target 06/07 85%

- Percentage of parents who are satisfied with access to useful information about the school system’s performance related to student achievement and how money is spent.
 Actual 05/06 84% Target 06/07 85%

- Percentage of public who agree that enough information is available to confidently assess the quality of education in schools and the jurisdiction.
 Actual 05/06 59% Target 06/07 80%

- Percentage of parents satisfied with programs and special services made available to them to meet the needs of their children.
 Actual 05/06 67% Target 06/07 80%

The school demonstrates leadership and continuous improvement.

Performance Measures:

- Percentage of parents, students and staff who are satisfied that their school or jurisdiction has a process in place for school improvement and are satisfied that these processes are effective.
 Actual 05/06 80% Target 06/07 85%

- Percentage of parents and public who indicate satisfaction with their community schools.
 Actual 05/06 92% Target 06/07 92%

- Percentage of teachers, parents and community stakeholders who are satisfied with their involvement in decision-making at the school level and the jurisdiction level.
 Actual 05/06 77% Target 06/07 80%

- Percentage of parents and staff who are satisfied with their involvement in the development and implementation of school goals and priorities.
 Actual 05/06 77% Target 06/07 80%

IV Student Achievement

A. 2005/2006 Diploma Exam Results

Subject	Diploma Average		Acceptable Standard		Standard of Excellence		Participation rate	
	SHS	Province	SHS	Province	SHS	Province	SHS	Province
English 30-1	67.8	66.4	91.4	88.0	23.4	19.3	59.7	59.8
English 30-2	61.8	62.8	86.4	86.1	4.5	8.1	28.6	26.0
Social 30	64.5	67.1	82.4	85.5	22.7	23.9	55.3	54.0
Social 33	67.3	65.5	86.8	83.5	17.1	19.0	32.5	31.9
Pure Math 30	65.4	66.9	80.2	82.8	26.4	26.5	41.3	46.3
Applied Math 30	62.2	61.1	82.3	77.5	16.1	11.8	27.7	21.6
Biology 30	70.2	66.4	88.0	81.4	32.0	26.4	44.2	43.6
Chemistry 30	73.7	71.4	91.9	88.4	41.9	37.1	37.9	39.1
Physics 30	63.7	68.1	72.0	84.4	40.0	30.0	11.7	24.3

Conclusions

1. Overall, the results are excellent with some significant gains in Physics 30 (Standard of Excellence), Chemistry 30, Pure Math 30, English 30-1 and Biology 30.
2. A major gain in the number of students who have attained the Standard of Excellence.
3. Especially satisfying are the gains in Physics 30, Chemistry 30 and English 30-1.
4. Significant improvement in the participation rate in Chemistry 30, Pure Math 30 and Social 30
5. Areas for improvement:
 - a) The number of students participating in Physics 30
 - b) Overall averages
 - c) The number of student achieving the Acceptable Standard in Physics 30.

B. Advanced Placement

Last year was the first year of our Advanced Placement Program with classes in English Literature, Calculus, European History, and Biology. Although the program is primarily designed to challenge academic and gifted students, no entrance requirements were set. As a consequence, students who were interested in the studies but lacked appropriate background and skills, struggled. However, the first year was a success because we had 50 students registered and a number of students did very well.

Course	#5.s	#4's	Overall Average	Number of students
Calculus	5	4	2.8	27
English Literature	1	3	3.5	8
Biology	2	1	3.5	9
European History	0	1	2.2	6



V School Council

Over the last four years, numerous efforts have been tried to make sure all parents were aware of when our school's School Council was being formed and when meetings were held. In the last three years, notices were mailed to parents. Last year there were from 6 – 8 parents in attendance, one staff member and 1-2 trustees. An informal advisory council was formed and met five times during the year. This group was used as a sounding board for school policies and initiatives as well as a reflection of concerns in the community. As well, this group volunteered to assist with the Breakfast of Champions which is held twice a year. One major area of concern for the Council was the number in International students at Strathmore High School.

VI School/Business/Community Partnerships

The primary connection between Strathmore High School and the community is through the work experience program. Throughout the year over fifty students are involved in the regular and I.O.P. work experience programs, the Registered Apprenticeship Program and the Transitions Program.

VII Organization and Delivery of Instructional Program

Strathmore High School offers a complete academic program and a well-rounded complementary CTS and fine arts program. French and German are the only second languages offered, but students can access other language courses through the Virtual Program with which we have a close working relationship.

The fine arts program has grown tremendously over the past few years. The music program includes band and choral to the 30-level and the dance program is ninety percent full. As well, the drama program has expanded with three sections of senior drama and Performing Art 35A. In addition, dance and drama programs are offered on a co-curricular basis.

The ICT outcomes are embedded in all of the courses particularly the academic program. Over the last three years there has been considerable growth in meeting these outcomes. The information processing and communications programs provide an opportunity for students to specialize in information communication technology and develop high level skills.

The instructional program is offered on a semester and quarter system. The majority of introductory CTS and complementary sources at the Grade 10 level are offered for two and a half months to provide a broad cross section of experience to students. All credits are earned through classroom instruction with the exception of a few credits in music, work experience, and two other off-campus programs: Green Certificate and Registered Apprenticeship Program.

The entire instructional program is supported by an excellent counseling program which provides personal, educational, and career counseling. The school also utilizes the resources of Family Services, Calgary Health Unit, Golden Hills, Wild Rose Futures and ADAAC to supplement the school-based support.

VIII School Based Professional Development

Our primary focus last year was on continuing a school-wide literacy project through AISI. In August a considerable amount of time was devoted to developing department plans. Throughout the year these plans were reviewed and adjusted where necessary. Cross-curriculum reading strategies were examined. Throughout the year teachers were provided with professional articles on various strategies to enhance literacy. Release time was provided for staff to work on the development of common unit assessments in core programs.

IX Success and Celebration

Last year was our fifth complete year in our new school, It was an opportunity to add some warmth to the building itself while developing our school culture. An integral part of the school is the co-curricular program, which provides students with an opportunity to connect with their school beyond the classroom. The opportunities extend beyond sports to include theatre, music, leadership, clubs and volunteerism.

Following is a list of events that reflect a small part of the success of our school program beyond the classroom:

- Welcome Back BBQ in September
- Provincial competition in golf, cross-country, volleyball, badminton, track and field and basketball
- Remembrance Day Ceremony written and produced by students
- Breakfast of Champions in December and May
- Three performances in drama
- Band, choral and dance performances and concerts
- Recognition Ceremonies, Grad Pow Wow
- Awards Day
- Multi-Media review on the school year
- Junior Lions Club (LEO) SADD White Out Day and Wake-a-thon
- Career Expo
- Student Conference on Choices
- SLC Dances
- Three teams in Relay for Life hosted at Strathmore High School



Summary of Budget Information

Budget

STRATHMORE HIGH SCHOOL

2005-2006

Income

2004/2005 Carry-Over	\$71,013.22
School Grant	\$255,675.00
Learning Resources	\$57,380.52
TOTAL	\$ 384,068.74

GL Code	Budget Category	Budget	Actual
1-230-300-000-45	Substitutes (General)	\$26,000.00	\$ 30,246.63
1-410-300-000-45	Professional & Techn. Services (General)	\$ 4,000.00	\$ 2,383.93
1-420-300-000-45	Equipment Repairs & Maint. (General)	\$ 5,000.00	\$ 6,337.90
1-510-300-200-45	Instr. P.D.	\$ 6,300.00	\$ 6,300.00
1-521-300-000-45	Vehicle Insurance	\$ 1,000.00	\$ 1,570.56
1-610-300-000-45	Instr. Supplies (General)	\$15,540.00	\$ 19,094.18
1-610-300-201-45	Supplies (Art)	\$ 5,000.00,	\$ 5,132.45
1-610-300-202-45	Supplies (Band/Choral)	\$ 6,000.00	\$ 7,216.55
1-610-300-203-45	Supplies (Clothing)	\$ 1,500.00	\$ 1,709.27
1-610-300-204-45	Supplies (Communications)	\$ 5,857.00	\$ 7,476.58
1-610-300-205-45	Info Pro Supplies	\$ 2,500.00	\$ 3,236.90
1-610-300-209-45	Supplies (Drama)	\$ 1,500.00	\$ 1,477.24
1-610-300-212-45	Supplies (Food)	\$ 6,000.00	\$ 5,789.54

1-610-300-225-45	Supplies (Phys Ed.)	\$ 8,000.00	\$ 10,675.23
1-610-300-227-45	Supplies (Science)	\$ 6,340.00	\$ 7,068.91
1-610-300-238-45	Supplies (Construction Technology)	\$ 13,963.00	\$ 11,849.95
1-610-300-246-45	Supplies (Dance)	\$ 1,500.00	\$ 975.87
1-610-300-247-45	Supplies (Transition Program)	\$ 1,500.00	\$ 1,547.98
1-610-300-248-45	Supplies (Fabrication Tech)	\$ 14,000.00	\$ 14,644.60
1-610-300-272-45	Supplies (Beauty Culture)	\$ 6,875.00	\$ 7,040.70
1-620-300-000-45	Library Supplies (General)	\$ 4,300.00	\$ 3,761.84
1-625-300-000-45	Library Books (General)	\$ 10,000.00	\$ 10,034.51
1-630-300-000-45	Textbooks (Instruction)	\$ 20,000.00	\$ 27,636.88
1-631-300-000-45	Printing & Binding (General)	\$ 1,000.00	\$ 387.87
1-671-300-000-45	Equipment (General)	\$ 11,950.00	\$ 3,843.97
1-675-300-000-45	Instr. Computers	\$ 5,000.00	\$ 3,264.36
1-700-300-000-45	Staff Travel (General)	\$ 6,000.00	\$ 6,615.90
1-412-305-000-45	Photocopy Costs (Admin)	\$23,000.00	\$ 27,830.65
1-441-305-000-45	Telephone (Admin)	\$ 9,000.00	\$ 8,973.18
1-442-305-000-45	Postage (Admin)	\$ 4,000.00	\$ 2,798.22
1-610-305-000-45	Supplies (Admin)	\$ 6,000.00	\$ 4,528.79
1-610-300-262-4	Supplies (Graphics)	<u>\$ 2,000.00</u>	<u>\$ 2,117.81</u>
TOTAL		\$240,625.00	\$237,534.09