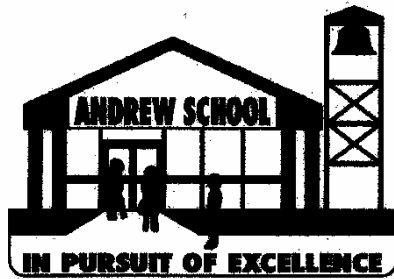




Andrew School

2005 - 06



School Education Plans
May 2005

School Education Results Reports
October 2006

School: **Andrew Elementary/Secondary School**

School Education Plan and School Education Results Report

Section A	School Profile
Section B	Provincial and District Goals
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School: **Andrew Elementary/Secondary School**

SECTION A - School Profile

School Education Plan (completed in May 05)

School: : *Andrew School*

PRINCIPAL: *Mr. Leonard M. Cholak*

Andrew School is a school whose students, parents, teachers, and community are extremely proud of not only because of its unique physical structure but because of its rich educational history. The physical structure is aesthetically pleasing and functional and is unique in that it is part of a complex that has a civic and recreational component to it. As a result of cooperation with the village, we are able to share facilities and enhance opportunities for our students greatly.

Andrew School has existed since 1929: much change in both structure and curriculum has been experienced during these many years of providing quality education to students of the Andrew area. We reflect upon Andrew School's history with pride; we strive to continue the success and achievement of the past into the present; and we prepare, plan, and adapt to meet the challenges of the future. Andrew School's motto, **In Pursuit of Excellence**, refers to the academic, personal, artistic/creative, social, and athletic dimensions of each student.

Andrew School is not regarded as the private domain nor preserve of educators or elected officials; it is a school for the students, parents, and community of the area and its ultimate success depends on the involvement, participation, and concerted contributions of all constituent parts of the educational arena. Suggestions and ideas from all are most welcome and encouraged most wholeheartedly.

Andrew School currently houses approximately 225 students and almost 15 full time teachers. The administration consists of a principal and assistant principal. A part-time school counsellor is on staff and is available to students and parents. The classified staff consists of an administrative secretary, a library assistant, and educational assistants. The custodial services are the responsibility of an independent contractor. Transportation to rural students is provided by five independent contractors. In addition, there is a very supportive and active School Council and volunteer group whose contributions are very significant, indeed.

Andrew School Statement of Philosophy

Andrew School, situated in a typically rural and agrarian setting, consists of students who are enrolled from Early Childhood Services to Grade 12. The school has traditionally and presently continues to provide an education that attempts to develop individuals who, upon graduation, are able to enter into society as useful and functioning members and who are equipped with necessary skills, attitudes, and appreciations that will enable them to cope with and overcome the many challenges in the immediate future and adapt and succeed in the ever-changing future. It is to this end that Andrew School dedicates its existence.

We, the staff of Andrew School, are committed to fulfill our areas of responsibility in the educational process. We believe, however, that the responsibility for the total educational process of the child extends beyond the confines of the school and must be shared by the school, the parents, and agencies and organizations with the community.

School: *Andrew Elementary/Secondary School*

Insofar as each child in our school is an individual with diverse needs and abilities, our responsibility extends to facilitating and maximizing the learning process for each individual student. In so doing, the resultant will be an appropriate program that enhances the learning of each student and enables each student to fully realize his/her potential.

The journey in **The Pursuit of Excellence** is as important as the attainment of that standard that is only attainable by a minority. However, the striving and attempting to do one's best to reach that standard is as important and as laudable as achieving it. As long as one maximizes his or her own potential, then the journey toward excellence is indeed successful.

Mission Statement

Andrew School is dedicated to encourage, promote, and assist students in their quest for excellence in all school-related endeavors.

SCHOOL PROGRAMS

Early Childhood Services

The Andrew School ECS Program consists of 475 hours. The program is supported by a 0.534 FTE teacher and a very active volunteer roster. The program could have students who have been diagnosed as Moderate and Severely Disabled students. If any students qualify for PUF Grants, additional aide time is provided in order that individual needs are met at a very early stage of the student's development.

Elementary

The students of Andrew School receive a staple of basic courses - language arts, mathematics, science, social studies, physical education and health- and optional courses- art and music. At the Division II level, students also are enrolled in French as a Second Language. Mathematics, language arts, science, & social studies are taught as individual courses in all grades while the optional courses, FSL, physical education and health are combined courses.

The focus in the elementary grades is placed upon a sound foundation in language arts and mathematics. A great deal of emphasis in language arts is placed upon reading, writing, and spelling. Most classes in elementary are part of a school-wide DEAR Program (Drop Everything and Read) that attempts to promote reading. In addition a Reading Month and Reading Week with related activities which attempt to motivate students to read has been declared. Teachers attempt to improve and emphasize spelling in a number of ways including Sitton's Spelling Program (high frequency /spelling within a writing context) and McCracken Spelling Through Phonics Program. Children's Literature becomes a basis of the Writers' and Readers' Workshops that most of the teachers employ. A balanced approach to the language arts program at Andrew is the key to its implementation.

Balanced Literacy provides a framework for early literacy instruction. It is designed to meet a range of students' instructional needs within a regular classroom. There are eight instructional practices which emphasize reading and writing.

In mathematics, problem-solving and basic facts are integral components. Many of the teachers use a "Problem of the Day" approach to problem solving. All teachers use timed drill in basic facts; the Mad Minute or variations of it are common place.

School: **Andrew Elementary/Secondary School**

The introduction of technology to the elementary grades is an important goal at Andrew School. Students are introduced in kindergarten to computers and how they are used. The use of computers increases at each grade level. Students are expected to be able to generate written reports on the computer in language arts and social studies at various proficiency levels. The use of computers is introduced through subject areas and is not dealt with as an individual, isolated subject.

All students from ECS-Grade 6 have a swimming component to the Physical Education Program. The students are enrolled in six forty minute lessons during the early fall. The Vegreville Aquatic Centre is the facility used by the students and instruction is given by trained instructors. This is a program which has been in existence at Andrew School for many years and is well supported by students, parents, and community.

Students are recognized in a number of ways. The annual Awards Night recognizes academic achievement of students. All students who achieved a standard of excellence in all subjects are acknowledged on a certificate which is presented.

Each month students are celebrated by means of Photo/Bulletin Board Displays and recognition in the school newsletter for their many other outstanding qualities and achievements. All students between ECS-Grade 6 by the end of the year are recognized and celebrated.

Furthermore, throughout the year students are referred to the office for commendations. These students are invited to the Principal's Office and are commended verbally and in writing for their behavior and/or achievement.

In Grades 3 to 6 students who have attained a standard of excellence in their progress reports are placed on the Principal's Honor Roll which is displayed prominently in the school, awarded a certificate to indicate such, and published in the newsletter. Special events and performances are planned throughout the year. Author visitations and performing artists are regular features at the school.

Students who are having learning difficulties are candidates for the Learning Assistance/Enhanced Learning Assistance Program. The Learning Assistance program is one which uses an integrated approach. Students are identified for the program, their difficulties are diagnosed, and program plans which meet the needs of the students are developed. These students are part of the regular class but receive additional help either from an Educational Assistant, or volunteer parent. The teacher of the regular class works closely with the above individuals.

Secondary

•Junior High

Students in junior high school register in the core subjects which include language arts, mathematics, social studies, science, and physical education and health; and in the complementary courses which include FSL, CTS (Fabrics & Design, Food Studies, Information Processing, Construction & Technology), and another option. All courses except physical education, health, and the additional option are single courses while the above noted courses are combined.

•Senior High

Students have an opportunity in most disciplines to register in the 10-1,20-1, 30-1 (10, 20,. 30) level or the 10-2, 20-2, or 30-2 (13-23-33) level. All courses necessary for meeting Alberta Learning requirements for a high school diploma and to meet most university entrance

School: ***Andrew Elementary/Secondary School***

requirements are available at the school. Classes tend to be smaller in numbers but almost every class is a combined class; e.g. Physics 20 and 30, Social Studies 30 and 33 are taught in the same class.

In addition, students have an opportunity to enroll in the Distance Learning Program at Andrew. This program affords students to have a larger selection of courses to enroll in. Courses are completed in school under the supervision of a teacher but are marked by a tutor marker. The program is an attempt to allow students in a small high school to have equal access to programming.

The program has been in existence for some time and has been a huge success. Completion and success rates in the program range from the 80-95%.

•General

At the secondary level students have an opportunity to enroll in Career & Technology Studies (CTS) courses. At Andrew each junior high student has an opportunity to enroll in a CTS course related to the Home Economics Lab, the Industrial Education Lab, and the Computer Lab. The senior high students enroll in similar strands for credits from 1 to 6 in value.

Computer technology is emphasized at the junior/senior high level. Social Studies and language arts teachers have their students generate reports and/or essays on the word processing program. A coordinated effort between the junior high social studies and language arts teachers and the computer studies teacher allows for actual projects to be generated during computer studies time.

Students at the secondary level have an opportunity to join activities of an extracurricular nature. School sports teams for boys and girls in volleyball, curling, badminton, and track are available. This year a computer and drama club was organized for the students as well. An intramural program during lunch is also available.

Students' achievements and efforts are recognized in a manner similar to that of the elementary students. However, in addition, students are recognized for being first, second, or third in a grade.

All students in the school have an opportunity to access the counseling services of a part-time counselor. Her/His focus is on personal, program, and career counseling.

School: ***Andrew Elementary/Secondary School***

SECTION B

Provincial and District Goals

The School Education Plan builds upon the educational goals of Alberta Learning and Elk Island Public Schools.

PROVINCIAL GOALS

1. High Quality Learning Opportunities for All
2. Excellence in Learner Outcomes
3. Highly Responsive and Responsible School

DISTRICT PRIORITIES

1. Differentiation of Instruction
2. Character and Citizenship Education
3. Effective Programs

Schools are encouraged to adopt goals for all three of the EIPS Priorities, but at a minimum must include goals, outcomes and strategies for at least **two** of the three.

School: ***Andrew Elementary/Secondary School***

SECTION C School Goals

SECTION C - 1 Part 1 - School Education Plan (completed in May 05)

Provincial Goal: High Quality Learning Opportunities for All

EIPS Priority: Differentiation of Instruction

SECTION C - 1 Part 1 - School Education Plan (completed in May 05)

School Goal: Differentiation			
Elk Island Goal: Differentiation of Instruction			
Outcomes	Performance Measures/Targets	Strategies	Timeline
1. The learning needs of all students are addressed through differentiated instruction	Percentage of students, parents and teachers who agree that school is useful, interesting and challenging (Current questions on AED Survey)	1.1 - Identify and communicate a common understanding of “differentiated learning” for staff and students 1.2 - Take advantage of bodies of knowledge (or research) such as: <ul style="list-style-type: none"> • Caring for Learning (Levine) • Differentiated Learning (Don Green) • Multiple Intelligences (Gardner) 1.3 - Investigate (different) methodologies around <ul style="list-style-type: none"> • Process of Inquiry • Higher level Thinking Skills • Motivational Techniques 1.4 - Establish procedures for early	Gradual implementation during years 1 to 3.

School: **Andrew Elementary/Secondary School**

		<p>identification of gifted and talented students.</p> <p>1.5 - articulate, coordinate and consolidate IPP's especially at the secondary level</p> <p>1.6 - Actively involve parents in differentiated educational programs, eg.</p> <ul style="list-style-type: none"> • Sharing of student objectives • Use of a variety of media • Monthly sharing • Positive Phone calls <p>1.7 - Encourage mentorship and visitations with experienced teachers.</p> <p>1.8 - Build teacher's capacity through staff meeting PD and individual PGP's.</p> <p>1.9 - Focus school-based PD on differentiated learning.</p> <p>1.10 - Extend IPP inservicing for teachers.</p>	
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School Goal: Differentiation

Elk Island Goal: Differentiation of Instruction

Outcomes	Performance Measures/Targets	Strategies	Timeline
2. Assessment is the basis of instruction and accurately reflects student learning.	Percentage of teachers and principals who agree that classroom assessments are accurate and form the basis of instruction. (Question to be added to local survey)	2.1 – Teachers implement a wide array of methods of assessment for and of learning. <ul style="list-style-type: none">• Make assessment varied, flexible and negotiable to meet the needs of the learner.• Utilize flexible assessment practices, for example, by reducing assignments, extending timelines 2.2 – Access resources for assessing at-risk students and providing strategies for teachers including AISI, ATA PD programs, Alberta Assessment Consortium 2.3 – Provide opportunities for teachers to plan instruction upon assessment 2.4 – Analyze term results and develop action plans based on them to address the	Gradual implementation Years 1 to 3

School: **Andrew Elementary/Secondary School**

		needs of those students who are not progressing.	
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School: **Andrew Elementary/Secondary School**

School Goal: Differentiation			
Elk Island Goal: Differentiation of Instruction			
Outcomes	Performance Measures/Targets	Strategies	Timeline
3. Differentiated instruction is enhanced through literacy.	Percentage of staff who agree that individual needs are being met through literacy strategies. (Question to be added to local survey)	3.1 – Define and share best practices for literacy learning assessment. 3.2 – Continue and extend current literacy initiatives. (Gr. K-12)	

School: **Andrew Elementary/Secondary School**

SECTION C:

School Goal: Students will be encouraged to take responsibility for their behaviour in a safe and caring environment.

Elk Island Goal: Character and Citizenship Education

Outcomes	Performance Measures/Targets	Strategies	Timeline
<p>1. Character and citizenship are intentional and integrated throughout all school activities in Andrew School.</p>	<p>Percentage of students and teachers who agree that students are safe in school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (Current AED survey measure)</p>	<p>1.1 – Develop and communicate a common understanding of character and citizenship education. 1.2 – Provide all school staff with the opportunity for PD and involvement in character and citizenship education. 1.3 – Create a school environment where character education is emphasized, modeled, and practiced. 1.4 – Staff teams, with assistance from staff facilitators, will contribute to the organization and implementation of activities that deal with a single virtue (e.g. virtue celebration assemblies) 1.5 – Look at restitution models, for example, Community Conferencing. 1.6 – Infuse virtues in discipline, rewards, special events, announcements and teams within the school. 1.7 – Where possible, build character education into curriculum.</p>	<p>By the end of 2008 Andrew School will have a very refined, well established character education program.</p>

School: **Andrew Elementary/Secondary School**

		<p>1.8 – Share and communicate best practices.</p> <p>1.9 – Provide opportunities for students to engage in a service component as an element of character education in the local and global community. (Operation Christmas Child, Tsunami Relief, Helping Seniors)</p>	
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School Goal: Students will be encouraged to take responsibility for their behaviour in a safe and caring environment.

Elk Island Goal: Character and Citizenship Education

Outcomes	Performance Measures/Targets	Strategies	Timeline
<p>2. Families and community groups are involved in character and citizenship education.</p>	<p>-Percentage of parents who agree that students model the characteristics of active citizenship. -Percentage of parents satisfied with their involvement in decisions about their child’s education (Current AED survey measure)</p>	<p>2.1 – Develop and communicate a common understanding of character and citizenship. 2.2 – Bring in speakers/educators from the global community to present to our students. 2.3 – Schools may provide professional development opportunities for parents and community groups. 2.4 – Offer orientation/awareness sessions to school/home/community 2.5 – Provide opportunities for students volunteering in the community. 2.6 – Identify and involve a comprehensive group of potential community partners (FCSS, Mental Health, FSLW, AADAC, SHIP)</p>	<p>Year 1: Planning Year 2: Continued development/Partial Implementation Year 3: Full Implementation</p>

School: **Andrew Elementary/Secondary School**

School: ***Andrew Elementary/Secondary School***

Revised April 4 2005

Elk Island Public Schools SEP/SERR

Guidance and Counselling Program Plan

Resources:

0.5 F.T.E. Counsellor
Family Liaison Worker - Weekly
Mental Health Therapist – Bimonthly
Occupational Therapist – Monthly
Speech Language Pathologist – Weekly
Psycho-educational Assessor
Central Services Consultants
Youth Connections Counsellor – Weekly

Desired Results/Expectations

Co-ordinate team development of IPP's for students identified with exceptional needs.
Ascertain programming supports and/or treatment services for students with exceptional needs.
Provide programming support/assistance for students identified as “gifted”.
Provide support in “differentiation” of instruction to staff.
Assist students in career planning.
Provide student's with a program to develop positive attitudes toward themselves and others.
Provide students with services and/or referrals to assist students to develop coping skills.
Refine local Crisis Response Manual.

Strategic/Program Components

IPP's reflect a team approach (including parental input).
Conduct psycho-educational assessments and/or outside agency referrals as required.
Registration of senior and junior high students in appropriate programs (courses).
Dissemination of information regarding high school programs, post-secondary institutions, scholarships/awards, careers and occupations.
Provide students with opportunities to develop positive interpersonal skills: building healthy relationships, conflict resolution, peer support.
Facilitate and provide expertise in character education/virtues program.
Guide and support for anti-bullying, self-esteem and peer support information/programs.
Implement Solution Focussed approach to personal/behavioral counselling.
Coordinate emergency school evacuation drills.

School: **Andrew Elementary/Secondary School**

Evaluation Framework

“Team” meeting in early September to review student records and identify students with exceptional needs.

IPP goals completed by all team members.

Parent signatures on IPP’s obtained by first reporting period.

“Team” follow-up/review of IPP’s at mid-point of year and year-end, or as need arises.

Following debrief with “team,” assessment recommendations are put into place.

Regular progress reports/updates from treatment service personnel.

High school student timetables finalized by September 20th/February 20th.

Student use of the Career Corner and access to Youth Connections Counsellor.

Grade 12 student applications for post-secondary institutions, scholarships and awards completed by deadline dates.

Coordinate a high school orientation/registration for grade 9 students and parents in April.

Elementary/Jr./Sr. High will be exposed to anti-bullying and peer-support programs, and virtues programs.

An increased number of students and parents will feel that Andrew School is a safe and caring school.

Students will enjoy an increased number of theme presentations.

Emergency drills will be evaluated re: time, efficiency

Part 2 - School Education Results Report (completed in October 06)

Results Achieved:

Further Directions:

School: *Andrew Elementary/Secondary School*

SECTION E – School Education Plan (completed in May 05)

School Council Involvement

(Please indicate how your School Council was involved in the development of this plan, and what strategies, if any, were initiated by the School Council.)

Our staff went through the school initiatives from Elk Island Public Schools and provided input as to what outcomes and strategies they felt were appropriate and applicable. Staff took time at a staff meeting to brainstorm ideas and suggestions for the plan. These were then put together into a raw document.

Subsequently four members of the school council met with administration to provide parental input to the ideas and suggestions. Once this meeting was finished, then the final document was created.

The final document was made available to all parents upon request and a copy was forwarded to the chair. School Council Executive was informed that the plan, upon its request, could be discussed at a School Council meeting if so desired.

School: ***Andrew Elementary/Secondary School***

SECTION F

Student Achievement Results and Targets: Grade 1 - 3

(Cohort results)

PAT GRADE 3	PAT Historical Trend				PAT 2005-08				
	2001-02 Achieved	2002-03 Achieved	2003-04 Achieved	2004-05 Achieved	2005-06 Target May 04	2005-06 Achieved Oct 06 SERR	2003-06 Average Oct 06 SERR	2006-07 Target May 05 SEP	2007-08 Target May 05 SEP
<i>Language Arts</i>									
Acceptable Standard	100	92	86		91			83	78
Standard of Excellence	25	15	7		36			41	33
Participation Rate	100	93	93		92			100	100
<i>Mathematics</i>									
Acceptable Standard	91	100	86		91			100	78
Standard of Excellence	33	46	7		36			47	44
Participation Rate	100	93	93		92			100	100

(Standard of Excellence is included in the Acceptable Standard)

School Education Results Report (Completed in October 06)

(Analysis could include such things as areas of strength, areas for improvement, strategies for improvement, and special considerations)

School: **Andrew Elementary/Secondary School**

SECTION F

Student Achievement Results and Targets: Grade 4 - 6

(Cohort results)

PAT GRADE 6	PAT Historical Trend				PAT 2005-08				
	2001-02 Achieved	2002-03 Achieved	2003-04 Achieved	2004-05 Achieved	2005-06 Target May 04	2005-06 Achieved Oct 06 SERR	2003-06 Average Oct 06 SERR	2006-07 Target May 05 SEP	2007-08 Target May 05 SEP
<i>Language Arts</i>									
Acceptable Standard	100	95	90		80			85	89
Standard of Excellence	25	10	11		20			15	21
Participation Rate	95	100	100		94			93	95
<i>Mathematics</i>									
Acceptable Standard	95	95	90		87			85	89
Standard of Excellence	15	5	11		27			15	16
Participation Rate	95	95	100		94			93	95
<i>Science</i>									
Acceptable Standard	100	100	90		80			85	89
Standard of Excellence	35	26	21		20			15	21
Participation Rate	95	91	100		94			93	95
<i>Social Studies</i>									
Acceptable Standard	100	100	95		93			85	95
Standard of Excellence	40	21	26		13			15	26
Participation Rate	95	91	100		94			93	95

(Standard of Excellence is included in the Acceptable Standard)

School Education Results Report (Completed in October 06)

(Analysis could include such things as areas of strength, areas for improvement, strategies for improvement, and special considerations)

School: **Andrew Elementary/Secondary School**

SECTION F

Student Achievement Results and Targets: Grade 7 -9

(Cohort results)

PAT GRADE 9	PAT Historical Trend				PAT 2005-08				
	2001-02 Achieved	2002-03 Achieved	2003-04 Achieved	2004-05 Achieved	2005-06 Target May 04	2005-06 Achieved Oct 06 SERR	2003-06 Average Oct 06 SERR	2006-07 Target May 05 SEP	2007-08 Target May 05 SEP
<i>Language Arts</i>									
Acceptable Standard	90	78	91		82			77	94
Standard of Excellence	20	11	14		18			29	13
Participation Rate	100	90	100		95			100	100
<i>Mathematics</i>									
Acceptable Standard	74	53	62		76			70	81
Standard of Excellence	26	6	14		24			25	31
Participation Rate	100	85	100		89			100	100
<i>Science</i>									
Acceptable Standard	100	94	71		73			82	75
Standard of Excellence	21	6	10		0			18	25
Participation Rate	100	85	100		100			100	100
<i>Social Studies</i>									
Acceptable Standard	95	77	76		82			77	77
Standard of Excellence	21	12	14		0			32	29
Participation Rate	100	85	100		100			100	100

(Standard of Excellence 14s included in the Acceptable Standard)

School Education Results Report (Completed in October 06)

(Analysis could include such things as areas of strength, areas for improvement, strategies for improvement, and special considerations)

School: **Andrew Elementary/Secondary School**

SECTION F

Student Exam Results and Targets: Grade 10 - 12

(Percentages - Diploma Exam Marks only)

Diploma Examinations Historical Trend					Diploma Exams 2005-08			
DIPLOMA Grade 12	2001-02 Achieved	2002-03 Achieved	2003-04 Achieved	2004-05 Achieved	2005-06 Achieved Oct 06 SERR	2003-06 Average Oct 06 SERR	2006-07 Target May 05 SEP	2007-08 Target May 05 SEP
English 30/30-1								
Acceptable Standard	83	100	88				N/A	N/A
Standard of Excellence	8	70	0					
Participation Rate	75	56	79					
English 33/30-2								
Acceptable Standard	Fewer than 6 students	Fewer than 6 students	Fewer than 6 students				N/A	N/A
Standard of Excellence								
Participation Rate								
Social Studies 30								
Acceptable Standard	90	100	60				81	83
Standard of Excellence	0	57	20				19	25
Participation Rate	63	56	63					
Social Studies 33								
Acceptable Standard	100	83	Fewer than 6 students				100	71
Standard of Excellence	33	17					0	14
Participation Rate	31	38						
Applied Math 30								
Acceptable Standard		Fewer than 6 students	100				N/A	N/A
Standard of Excellence			14					
Participation Rate			37					
Pure Math 30								
Acceptable Standard	Fewer than 6 students	88	50				N/A	100
Standard of Excellence		25	13					40
Participation Rate		50	42					
Biology 30								
Acceptable Standard	100	70	87				N/A	N/A
Standard of Excellence	20	50	27					
Participation Rate	56	63	79					
Chemistry 30								
Acceptable Standard	89	88	100				N/A	71
Standard of Excellence	11	25	13					0
Participation Rate	56	50	47					
Physics 30								
Acceptable Standard	83	83	Fewer than 6 students				N/A	100
Standard of Excellence	0	17						0
Participation Rate	38	38						
Science 30								
Acceptable Standard							N/A	N/A
Standard of Excellence								
Participation Rate								

(Standard of Excellence is included in the Acceptable Standard)

Note - schools need enter targets only in the blank cells for those subjects in which anchor items have been established to make results comparable year over year. By 2006-07 all subjects will require targets.

School: **Andrew Elementary/Secondary School**

School Education Results Report (Completed in October 06)

(Analysis could include such things as areas of strength, areas for improvement, strategies for improvement, and special considerations)

School: **Andrew Elementary/Secondary School**

SECTION G - Provincial Results and Targets for Provincial Achievement Tests

Provincial Achievement Test Results for Student Cohort and Provincial Targets

Subject	Standard	Actuals 1999/00	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Actuals 2003/04	Targets 2004/05	Targets 2005/06	Targets 2006/07
Grade 3:									
Language Arts	Excellence	17.9%	16.1%	14.9%	15.7%	15.1%	18%	18%	19%
	Acceptable	84.3%	82.8%	81.2%	82.4%	81.7%	83%	83%	84%
Mathematics	Excellence	25.7%	23.8%	26.7%	29.8%	27.4%	31%	31%	32%
	Acceptable	82.1%	81.8%	81.2%	82.3%	81.8%	83%	84%	84%
Grade 6:									
Language Arts	Excellence	19.4%	14.9%	15.1%	17.3%	15.5%	18%	18%	19%
	Acceptable	80.3%	78.7%	80.8%	81.2%	79.1%	82%	83%	83%
Mathematics	Excellence	16.5%	17.9%	18.1%	17.7%	21.2%	19%	20%	20%
	Acceptable	78.9%	79.3%	78.3%	78.3%	78.5%	80%	80%	81%
Science	Excellence	24.7%	25.3%	22.6%	24.1%	26.2%	25%	26%	26%
	Acceptable	79.0%	82.0%	79.5%	80.0%	80.6%	81%	82%	82%
Social Studies	Excellence	19.9%	18.7%	19.4%	20.3%	19.7%	21%	21%	22%
	Acceptable	78.7%	78.6%	78.3%	79.0%	78.6%	80%	80%	81%
Grade 9:									
Language Arts	Excellence	13.6%	13.1%	14.6%	13.5%	12.4%	15%	16%	16%
	Acceptable	80.1%	78.8%	78.5%	78.0%	77.6%	80%	81%	82%
Mathematics	Excellence	14.4%	16.3%	16.7%	17.6%	18.9%	19%	19%	20%
	Acceptable	66.9%	66.5%	64.5%	63.5%	66.1%	68%	68%	69%
Science (Form A)	Excellence	12.6%	11.9%	11.4%	13.0%	--	--	--	--
	Acceptable	72.0%	71.7%	71.6%	71.1%	--	--	--	--
Science (Form B)	Excellence	--	--	--	11.4%	12.1%	--	TBS	TBS
	Acceptable	--	--	--	68.5%	66.6%	--	TBS	TBS
Social Studies	Excellence	16.2%	16.0%	18.0%	18.7%	20.0%	20%	20%	21%
	Acceptable	73.4%	72.8%	73.8%	72.6%	73.1%	75%	75%	76%
Overall (all subjects and grades combined):									
	Excellence	18.1%	17.4%	17.8%	18.8%	19.6%	20.7%	21.0%	21.7%
	Acceptable	77.6%	77.3%	76.8%	76.8%	77.5%	79.1%	79.6%	80.2%

Notes:

1. TBS = Target to be set in future years when trend data are available.
2. Overall results are the unweighted averages for all grades and subjects for acceptable and for excellence results and targets, excluding grade 9 Science, Form B in 2002/03 and 2003/04.

Provincial and School Participation Rates for Provincial Achievement Tests

School: **Andrew Elementary/Secondary School**

(SEP May 2005)

Subject	1999/2000		2000/2001		2001/2002		2002/2003		2003/04	
	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch
Grade 3										
Language Arts	93.0%	100%	92.6%	100%	90.6%	100%	91.5%	93%	90.6%	93%
Mathematics	93.4%	100%	93.4%	100%	91.6%	100%	92.1%	93%	91.7%	93%
Grade 6										
Language Arts	93.0%	100%	92.1%	100%	91.2%	95%	91.0%	100%	90.9%	100%
Mathematics	93.7%	100%	92.9%	100%	91.8%	95%	91.4%	95%	91.1%	100%
Science	93.1%	100%	93.1%	100%	91.6%	95%	91.0%	90%	91.2%	100%
Social Studies	93.6%	100%	92.8%	100%	91.2%	95%	91.4%	90%	91.0%	100%
Grade 9										
Language Arts	89.6%	100%	88.3%	96%	87.5%	100%	87.4%	90%	87.3%	100%
Mathematics	89.9%	100%	88.4%	91%	87.5%	100%	87.4%	85%	87.7%	100%
Science (Form B)	--		--		--		90.5%	--	88.6%	100%
Social Studies	90.7%	100%	89.3%	96%	88.7%	100%	87.7%	85%	88.6%	100%

School: **Andrew Elementary/Secondary School**

Provincial Diploma Examination Results and Targets (SEP May 2005)

		Actuals 1999/00	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Actuals 2003/04	Target 2004/05	Target 2005/06	Target 2006/07
English 30	Acceptable	89%	89%	88%	92%	----		----	
	Excellence	16%	19%	19%	24%	----		----	
English 33	Acceptable	88%	87%	87%	85%	----		----	
	Excellence	8%	8%	7%	7%	----		----	
English 30 - 1	Acceptable	--	--	--	--	92% --		----	
	Excellence	--	--	--	--	19% --		----	
English 30 - 2	Acceptable	--	--	--	--	85% --		----	
	Excellence	--	--	--	--	7% --		----	
French L.A. 30	Acceptable	--	--	--	95%	95% --		----	
	Excellence	--	--	--	15%	17% --		----	
Social Studies 30	Acceptable	84%	85%	86%	87%	86% --		--TBS	
	Excellence	16%	19%	21%	22%	24% --		--TBS	
Social Studies 33	Acceptable	81%	81%	81%	82%	83% --		--TBS	
	Excellence	13%	13%	12%	13%	15% --		--TBS	
Pure Math 30	Acceptable	--	77%	82%	85%	84% --		----	
	Excellence	--	20%	28%	27%	32% --		----	
Applied Math 30	Acceptable	--	--	--	85%	86% --		----	
	Excellence	--	--	--	14%	14% --		----	
Biology 30	Acceptable	81%	81%	84%	81%	82% --		----	
	Excellence	23%	27%	26%	22%	27% --		----	
Chemistry 30	Acceptable	84%	79%	82%	85%	86% --		----	
	Excellence	24%	22%	24%	25%	28% --		----	
Physics 30	Acceptable	83%	79%	84%	82%	87% --		----	
	Excellence	28%	24%	33%	25%	30% --		----	
Science 30	Acceptable	78%	83%	82%	88%	84% --		----	
	Excellence	11%	14%	12%	20%	17% --		----	

Provincial and School Participation Rates in Diploma Examinations (SEP May 2005)

Participation Rates	1999/00		2000/01		2001/02		2002/03		2003/04	
	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch
English 30	55%	57%	55%	50%	57%	75%	58%	56%		
English 33	29%	32%	28%	44%	27%	19%	26%	38		
English 30 - 1	--		--		--		--		56%	79%
English 30 - 2	--		--		--		--		25%	16%
French L.A. 30	--		--		--		3%		3%	
Social Studies 30	49%	57%	49%	63%	51%	63%	53%	56%	53%	63%
Social Studies 33	35%	36%	34%	31%	33%	31%	33%	38%	34%	26%
Pure Math 30	--		33%	38%	42%	31%	44%	50%	44%	42%
Applied Math 30	--		--		--		22%	25%	22%	37%
Biology 30	38%	61%	39%	44%	41%	56%	43%	63%	43%	79%
Chemistry 30	36%	32%	35%	56%	36%	56%	38%	56%	38%	47%
Physics 30	22%	29%	22%	31%	23%	38%	24%	38%	24%	21%
Science 30	6%		7%		7%		7%		8%	

School: **Andrew Elementary/Secondary School**

SECTION H - Average Class Sizes
 School Education Results Report (October 06)

Average Class Size	K - 3	4 - 6	7 - 9	10-12
EIPS September 2004	19.5	22.7	23.3	22.8
School	18.1	18.8	22.8	19.3
EIPS September 2005				
School				
EIPS September 2006				
School				

A complete class size report for each school in EIPS may be viewed at
http://ei.educ.ab.ca/aboutus/class_size.htm

Footnotes

- All subjects including CTS have been included
- 3/4 combined classes are included in the Gr. 4 to 6 average
- 6/7 combined classes are included in the Gr. 7 to 9 average
- 9/10 combined classes are included in the Gr. 10-12 average
- Special education classes are included
- Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25)
- Colony/Hutterite schools have been excluded
- Outreach/alternative schools have been excluded
- Home Ed/Distance Learning schools have been excluded

School: **Andrew Elementary/Secondary School**

SECTION I - School Financial Summary (School Generated Funds and RIS)

School Education Results Report (completed in October 2006)

SCHOOL GENERATED FUNDS (SGF) (monies generated and collected at the school or in the community that come under the control and responsibility of the school principal)	
Section A: SGF SURPLUS (DEFICIT) 2005/06	
Ending Reserve Balance as at Aug. 31, 2005	0
Current Year Surplus (Deficit) 2005/06	0
Total Accumulated SGF Surplus (Deficit) as at Aug. 31, 2006	0
Section B: RESTRICTED SGF SURPLUS (DEFICIT)	
Complete this section if any of the above surplus is restricted for specific purposes versus being available for general school purposes. Example: grants, oversea trips, parent council, staff funds)	
<i>Restricted SGF Funds (specify):</i>	<u>Restricted Amount</u>
_____	0
_____	0
_____	0
_____	0
Total Unrestricted SGF Surplus (Deficit) as at Aug. 31, 2006	0
Section C: UNRESTRICTED SGF SURPLUS/DEFICIT	
Summarize future plans for Unrestricted SGF Surplus funds:	0
_____	0
_____	0
_____	0
_____	0
Total Unrestricted SGF Surplus (Deficit) as at Aug. 31, 2006	0

RIS BUDGET FUNDS (annual budget allocations approved by the School Board)
Section D: RIS Budget Funds

School: **Andrew Elementary/Secondary School**

Ending Accumulated Surplus (Deficit) as at Aug. 31, 2005	0
Reduction of 2005/06 Budget Allocation (2% Debt application)	0
Actual Surplus (Deficit) 2005/06	0
Total Accumulated RIS Surplus (Deficit) as at Aug. 31, 2006	0
Section E: ACCUMULATED SURPLUS and/or DEFICIT REPAYMENT PLAN	
Summarize future use of Surplus, or Deficit repayment plan (including terms):	
_____	0
_____	0
_____	0
_____	0
Total Unrestricted RIS Surplus (Deficit) as at Aug. 31, 2006	0

TOTAL SGF & RIS SURPLUS (DEFICIT), Aug. 31, 2006	0
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NOTE:

Schools should complete the Excel worksheet located on the EIPS Info Server at Eips-bdc/EIPSinfo/SEP Manual/Section I Template

Principals may submit the Excel worksheet with the SEP, or may choose to transcribe the information into this document.

School: **Andrew Elementary/Secondary School**

SECTION K - Staff/Student Accomplishments

School Education Results Report (completed in October 06)

School: ***Andrew Elementary/Secondary School***