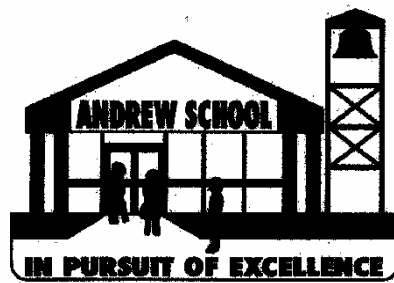




Andrew School

2006 - 07



School Education Plans

October 2006

School: Andrew School

TEMPLATES

School Education Plan and School Education Results Report

Section A	School Profile
Section B	Provincial and District Goals
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SECTION A - School Profile

School Education Plan (completed in September, 2006)

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 190 students and almost 13 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.

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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.

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. In addition a Reading Month and Reading Week with related activities which attempt to motivate students to read has been declared. 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.

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

School: Andrew School

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.

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.

•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 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

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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 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.

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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.

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SECTION C School Goals

SECTION C - 1 Part 1 - School Education Plan (completed in September 2006)








PROVINCIAL GOAL: High Quality Learning Opportunities for All
EIPS PRIORITY: Differentiation

SCHOOL GOAL 1: *Assessment is the basis of instruction and accurately reflects student learning.*

Desired Outcomes:

- A. Staff will develop a common understanding and vocabulary surrounding assessment that includes current best practices and theory.
- B. Staff will begin to put into practice some of the best practices and theory relating to assessment.
- C. Staff will take opportunities to extend its knowledge about assessment.
- D. Review of the process and results will be conducted.

Performance Measures:

-  A School Assessment Team will be formed and functioning.
-  The number of times AISI Assessment Consultants will visit with lead team, staff as a whole, and individual/groups of teachers.
-  The number of “book studies” that are held.
-  The number of staff who have partook in assessment professional development opportunities
-  The number of staff that feel informed and knowledgeable about assessment practices and theory.
-  The number of staff that have begun to incorporate some of the practices and theory into their work.
-  A review of the year’s activities will be conducted and a revised plan for the next year in place.

Strategies:

- 1. An Assessment Team representing all divisions will be created that will take a lead role in this project.
- 2. An AISI Assessment Consultant will meet with the lead team to help to develop a plan for informing staff of the best practices and theory in assessment.
- 3. The Assessment Team and the AISI consultant will meet during the early part of the year with the goal of developing a common understanding of best practices and theory and the vocabulary dealing with assessment.
- 4. The AISI consultant will meet with the staff as a whole to give it a broad overview of assessment.

School: *Andrew School*

5. The Assessment Team will at various times and occasions (e.g. dedicated times at staff meetings, local pd days) disseminate information about assessment.
6. Staff will be engaged in a book study of assessment using Ken O'Connor's "Making the Grade" as the source.
7. The AISI consultant will present a few models and examples of good assessment practices to the Assessment Team that could include an exemplary yearly evaluation example and test design.
8. The Assessment Team will inform staff of these practices.
9. Members of the Assessment Team will act as resource personnel to teachers who are attempting to implement new assessment practices.
10. The AISI consultant will make visitations to the schools and teachers to observe current assessment practices and help teachers progress to new assessment practices.
11. Staff meeting presentations by AISI consultant and Assessment Team members.
12. In school professional develop days will have a segment devoted to assessment.
13. Staff will be encouraged to attend inservices/workshops relating to assessment.
14. Toward the end of the year the Assessment Team along with the AISI consultant will review what has been done and achieved.
15. Successes will be celebrated as well as plans to meet an inadequacy developed.
16. A plan will developed for the next year that is a continuation and progression towards good assessment practices that incorporates the EIPS Assessment Policy.







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SCHOOL GOAL 2: *The learning needs of all students are addressed through differentiated instruction..*

Desired Outcomes:

- A. Staff will develop a common understanding and vocabulary surrounding differentiated instruction that includes current best practices and theory.
- B. Staff will begin to put into practice some of the best practices and theory relating to assessment.
- E. Staff will take opportunities to extend their knowledge about differentiated instruction.
- F. Review of the process and results will be conducted

Performance Measures:

-  A Differentiated Instruction Team (DIT) will be formed and functioning.
-  The number of times AISI Differentiated Consultants will visit with lead team, staff as a whole, and individual/groups of teachers.
-  The number of staff who have partook in differentiated instruction professional development opportunities
-  The number of staff that feel informed and knowledgeable about differentiated instruction practices and theory.
-  The number of staff that have begun to incorporate some of the practices and theory into their work.
-  A review of the year's activities will be conducted and a revised plan for the next year in place.

Strategies:

1. A DIT representing all divisions will be created that will take a lead role in this project.
2. An AISI DI Consultant will meet with the lead team to help to develop a plan for informing staff of the best practices and theory in assessment.
3. The staff will continue with the use of previously developed literacy strategies) to support DI techniques and practices.
4. The DIT and the AISI consultant will meet during the early part of the year with the goal of developing a common understanding of best practices and theory and the vocabulary dealing with assessment.
5. The AISI consultant will meet with the staff as a whole to give it a broad overview of DI.
6. The DIT will at various times and occasions (e.g. dedicated times at staff meetings, local pd days) disseminate information about assessment.
7. The AISI consultant will present a few models and examples of DI practices to the DIT.
8. The DIT will inform staff of these practices.

School: *Andrew School*

9. Members of the DIT will act as resource personnel to teachers who are attempting to implement new assessment practices.
10. The DIT consultant will make visitations to the schools and teachers to observe current assessment practices and help teachers progress to new assessment practices.
11. Staff meeting presentations by AISI consultant and DIT members.
12. In school professional development days will have a segment devoted to DI.
13. Staff will be encouraged to attend inservices/workshops relating to DI.
14. Toward the end of the year the DIT along with the AISI consultant will review what has been done and achieved.
15. Successes will be celebrated as well as plans to meet an inadequacy developed.
16. A plan will be developed for the next year that is a continuation and progression towards good DI practices.

Part 2 - School Education Results Report (completed in October 2007)

Results Achieved:

Further Directions:

School: Andrew School

SECTION C - 2 **Part 1 - School Education Plan** (submission October 10 2006)

PROVINCIAL GOAL: Excellence in Learner Outcomes
EIPS PRIORITY: Character and Citizenship Education

SCHOOL GOAL 2: *Students will be encouraged to take responsibility for their behavior in a safe and caring environment.*

Desired Outcomes:

1. Develop a common understanding of citizenship and character education that will be achieved by promoting ‘virtues’ as outlined by Borba.
2. Create a school environment where character education is emphasized, modeled, and practiced.
3. Commit to work with cross-graded house league groups to organize, implement, and participate in activities promoting various virtues.
4. Encourage leadership in the development and implementation of character education from various sources: teachers, students, parents, and community.

Performance Measures:

- 🚩 A Character and Citizenship Committee (CCC) is formed and functioning.
- 🚩 House Leagues are formed and functioning.
- 🚩 Various activities have been held that promote the designated virtues.
- 🚩 A review of anti-bullying practices has been held with individual classes.
- 🚩 Classes have been introduced to “Good Citizenship and Character” qualities.
- 🚩 Activities have been spearheaded by students, teachers, and community.
- 🚩 The number of activities that go beyond the school level.
- 🚩 Percentage of students and teachers who feel that students are safe in school, are learning the importance of caring for others, and are treated fairly in school.

Strategies:

- 🚩 Form a committee from staff that take a lead role and act as facilitators and resource personnel.
- 🚩 Promote four virtues for the year: Co-Operation, Respect, Kindness, and Perseverance.
- 🚩 Form House Leagues that are cross-graded; activities that will be engaged in will introduce, model, reinforce, and infuse the various virtues.
- 🚩 Have sessions with individual classes to review anti-bullying practices and introduce “Good Citizenship and Character” qualities that will be emphasized during the year through modeling.
- 🚩 Organize activities such as a School Winter Fun Day, Intramural Program, Cross-Graded Reading, Jeopardy Tournaments that will have a cross graded component.
- 🚩 Have teachers, students, and community take a lead role in developing some aspect of the Character and Citizenship program, thereby promoting ownership and buy in from each of the groups.

School: *Andrew School*

- 📌 Build character education into the various curricula and use it in teachable moments.
- 📌 Identify and involve community partners such as the following: FCSS, Mental Health, FSLW, AADAC.
- 📌 Take the program into the community and beyond; e.g. having school groups visit seniors at various times of the year, supporting various events or charities that are beyond the community.

Part 2 - School Education Results Report (completed in October 2007)

Results Achieved:

Further Directions:

School: Andrew School

OTHER SCHOOL INITIATIVES

Goal:

- ✚ To develop a professional development focus that all staff members will become involved in, contribute to, participate in, and practice.

Objective:

- ✚ To have staff members develop a common understanding, vocabulary, best practices, and theory dealing with “Assessment” and “Differentiated Instruction”
- ✚ To have teachers put into practice their learnings.

Implementation Strategies

- ✚ Use the school teams that are organized for the above topics as a resource and facilitator.
- ✚ Encourage and promote key lead teachers to attend related conventions or workshops.
- ✚ Use the AISI consultants as resources and facilitators.
- ✚ Have the school team’s inservice staff as to information pertaining to the above topics at opportune times which would include local professional development days, staff meetings, after school meetings, and ‘teachable’ moments.
- ✚ To use a ‘book study’ of Ken O’Connor’s *Making the Grade* to inform and discuss relevant issues dealing with assessment.
- ✚ To have both lead teachers and AISI consultants provide assistance to either a teacher or a group of teachers in implementing some of the best practices that have been discussed.

Time Line

- ✚ Very brief ‘tidbit’ items, as needed, will be given to staff either by email, weekly memo, or hard copy that might generate brief discussion at some staff meetings.
- ✚ Book studies on the following proposed dates where a more intensive discussion and understanding of O’Connor’s book will be the focus:
 - *Week of November 20-24, 2006 (after school)
 - *January 31, 2007 (Semester Break)
 - *Week of February 12-15, 2007 (after school)
 - *April 27, 2007 (School Site PD)

School: Andrew School

SECTION D

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 high school program and 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.
Provide students with services and/or referrals for post-secondary and/or apprenticeship training programs.

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 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

“Virtues” program will be redefined and implemented through Citizenship and Character Education approach.

All Grade 9 students will begin career investigations by participating om TOKTW program.

Grade 9-11 volunteer student participation in Leadership Programs; i.e. Traffic Safety and ADAAC BLAST

Part 2 - School Education Results Report (completed in October 2007)

Results Achieved:

Further Directions:

School: Andrew School

SECTION E – School Education Plan (submission of October 10 2006)

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.

School Council was made aware early in the spring of the school's intent to develop a 2006-07 School Education Plan. It was provided with various involvement levels including (1) council as a whole providing input into the plan, (2) representatives from council providing input, or (3) representatives of School Council providing feedback to a proposed and developed plan.

The only option that seemed workable for the SC was the third option. Therefore, when the SEP was completed, the representatives from SC were contacted. The SEP was introduced to the representatives and the main thrusts were emphasized. The SC representatives provided input which was considered by administration and integrated when possible.

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SECTION F

Student Achievement Results and Targets: Grade 1 - 3

Cohort Results:
English

PAT GRADE 3	PAT Historic Performance				PAT 2006-08				
	2001-02 Achieved	2002-03 Achieved	2003-04 Achieved	2004-05 Achieved	2005-06 Target May 05 SEP	2005- 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	74	91	75	78	83	78
Standard of Excellence	25	15	7	16	36	8	10	41	33
Participation Rate	100	93	93	95	92	100	96	100	100
<i>Mathematics</i>									
Acceptable Standard	91	100	86	74	91	75	78	100	78
Standard of Excellence	33	46	7	16	36	17	13	47	44
Participation Rate	100	93	93	95	92	100	96	100	100

(Standard of Excellence is included in the Acceptable Standard)

School Education Results Report (Completed in October 2007)

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

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SECTION F

Student Achievement Results and Targets: Grade 4 - 6

Cohort Results:
English

PAT GRADE 6	PAT Historic Performance				PAT 2006-08				
	2001-02 Achieved	2002-03 Achieved	2003-04 Achieved	2004-05 Achieved	2005-06 Target May 05 SEP	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	81	80	92	88	85	89
Standard of Excellence	25	10	11	19	20	8	13	15	21
Participation Rate	95	100	100	100	94	93	98	93	95
<i>Mathematics</i>									
Acceptable Standard	95	95	90	94	87	92	92	85	89
Standard of Excellence	15	5	11	31	27	8	17	15	16
Participation Rate	95	95	100	100	94	86	95	93	95
<i>Science</i>									
Acceptable Standard	100	100	90	100	80	92	94	85	89
Standard of Excellence	35	26	21	50	20	33	35	15	21
Participation Rate	95	91	100	100	94	86	95	93	95
<i>Social Studies</i>									
Acceptable Standard	100	100	95	63	93	92	83	85	95
Standard of Excellence	40	21	26	25	13	31	27	15	26
Participation Rate	95	91	100	100	94	93	98	93	95

(Standard of Excellence is included in the Acceptable Standard)

School Education Results Report (Completed in October 2007)

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

School: Andrew School

SECTION F

Student Achievement Results and Targets: Grade 7 -9

Cohort Results:
English

PAT GRADE 9	PAT Historic Performance				PAT 2006-2008				
	2001-02 Achieved	2002-03 Achieved	2003-04 Achieved	2004-05 Achieved	2005-06 Target May 05 SEP	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	94	82	81	89	77	94
Standard of Excellence	20	11	14	28	18	0	14	29	13
Participation Rate	100	90	100	95	95	89	95	100	100
<i>Mathematics</i>									
Acceptable Standard	74	53	62	61	76	63	62	70	81
Standard of Excellence	26	6	14	11	24	6	10	25	31
Participation Rate	100	85	100	95	89	89	95	100	100
<i>Science</i>									
Acceptable Standard	100	94	71	61	73	81	71	82	75
Standard of Excellence	21	6	10	11	0	6	9	18	25
Participation Rate	100	85	100	95	100	89	95	100	100
<i>Social Studies</i>									
Acceptable Standard	95	77	76	89	82	81	82	77	77
Standard of Excellence	21	12	14	6	0	19	13	32	29
Participation Rate	100	85	100	95	100	89	95	100	100

(Standard of Excellence is included in the Acceptable Standard)

School Education Results Report (Completed in October 2007)

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

School: Andrew School

SECTION F

Student Exam Results and Targets: Grade 10 - 12

(Percentages - Diploma Exam Marks only)

Diploma Examinations Historic Performance					Diploma Exams 2006-08			
DIPLOMA Grade 12	2001-02 Achieved	2002-03 Achieved	2003-04 Achieved	2004-05 Achieved	2005-06 Achieved	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	100	77	88		
Standard of Excellence	8	70	0	17	0	6	N/A	
Participation Rate	75	56	79	73	71	74		
English 33/30-2								
Acceptable Standard	Fewer than 6 students	Fewer than 6 students	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	91	89	80	81	
Standard of Excellence	0	57	20	36	11	22	19	
Participation Rate	63	56	63	67	59	65		
Social Studies 33								
Acceptable Standard	100	83	Fewer than 6 students	Fewer than 6 students	Fewer than 6 students	N/A	100	
Standard of Excellence	33	17					0	
Participation Rate	31	38						
Applied Math 30								
Acceptable Standard		Fewer than 6 students	100	83	Fewer than 6 students	92		
Standard of Excellence			14	33		24	N/A	
Participation Rate			37	33		35		
Pure Math 30								
Acceptable Standard	Fewer than 6 students	88	50	90	43	61		
Standard of Excellence		25	13	40	14	22	N/A	
Participation Rate		50	42	67	41	50		
Biology 30								
Acceptable Standard	100	70	87	92	55	78		
Standard of Excellence	20	50	27	31	9	22	N/A	
Participation Rate	56	63	79	80	59	73		
Chemistry 30								
Acceptable Standard	89	88	100	71	71	81		
Standard of Excellence	11	25	13	29	29	24	N/A	
Participation Rate	56	50	47	60	35	47		
Physics 30								
Acceptable Standard	83	83	Fewer than 6 students	Fewer than 6 students	Fewer than 6 students	N/A	N/A	
Standard of Excellence	0	17						
Participation Rate	38	38						
Science 30								
Acceptable Standard							N/A	
Standard of Excellence								
Participation Rate								

(Standard of Excellence is included in the Acceptable Standard)

School: Andrew School

School Education Results Report (Completed in October 2007)

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

School: Andrew 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	Actuals 2004/05	Targets 2005/06	Targets 2006/07
Grade 3:									
Language Arts	Excellence	17.9%	16.1%	14.9%	15.7%	15.1%	16.2%	18%	19%
	Acceptable	84.3%	82.8%	81.2%	82.4%	81.7%	82.2%	83%	84%
Mathematics	Excellence	25.7%	23.8%	26.7%	29.8%	27.4%	26.2%	31%	32%
	Acceptable	82.1%	81.8%	81.2%	82.3%	81.8%	80.0%	84%	84%
Grade 6:									
Language Arts	Excellence	19.4%	14.9%	15.1%	17.3%	15.5%	15.5%	18%	19%
	Acceptable	80.3%	78.7%	80.8%	81.2%	79.1%	77.3%	83%	83%
Mathematics	Excellence	16.5%	17.9%	18.1%	17.7%	21.2%	18.0%	20%	20%
	Acceptable	78.9%	79.3%	78.3%	78.3%	78.5%	77.6%	80%	81%
Science	Excellence	24.7%	25.3%	22.6%	24.1%	26.2%	26.4%	26%	26%
	Acceptable	79.0%	82.0%	79.5%	80.0%	80.6%	79.6%	82%	82%
Social Studies	Excellence	19.9%	18.7%	19.4%	20.3%	19.7%	21.8%	21%	22%
	Acceptable	78.7%	78.6%	78.3%	79.0%	78.6%	78.1%	80%	81%
Grade 9:									
Language Arts	Excellence	13.6%	13.1%	14.6%	13.5%	12.4%	14.0%	16%	16%
	Acceptable	80.1%	78.8%	78.5%	78.0%	77.6%	77.9%	81%	82%
Mathematics	Excellence	14.4%	16.3%	16.7%	17.6%	18.9%	19.1%	19%	20%
	Acceptable	66.9%	66.5%	64.5%	63.5%	66.1%	67.0%	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%	12.9%	TBS	TBS
	Acceptable	--	--	--	68.5%	66.6%	66.9%	TBS	TBS
Social Studies	Excellence	16.2%	16.0%	18.0%	18.7%	20.0%	18.5%	20%	21%
	Acceptable	73.4%	72.8%	73.8%	72.6%	73.1%	70.6%	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.

School: Andrew School

**Provincial and School Participation Rates for Provincial Achievement Tests
(SEP September 2006)**

Subject	2000/2001		2001/2002		2002/2003		2003/2004		2004/05	
	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch
Grade 3										
Language Arts	92.6%		90.6%		91.5%		90.6%		90.6%	
Mathematics	93.4%		91.6%		92.1%		91.7%		91.7%	
Grade 6										
Language Arts	92.1%		91.2%		91.0%		90.9%		90.9%	
Mathematics	92.9%		91.8%		91.4%		91.1%		91.1%	
Science	93.1%		91.6%		91.0%		91.2%		91.2%	
Social Studies	92.8%		91.2%		91.4%		91.0%		91.0%	
Grade 9										
Language Arts	88.3%		87.5%		87.4%		87.3%		87.3%	
Mathematics	88.4%		87.5%		87.4%		87.7%		87.7%	
Science (Form B)	--		--		90.5%		88.6%		88.6%	
Social Studies	89.3%		88.7%		87.7%		88.6%		88.6%	

Note: schools may enter their participation data on the previous results charts or on this chart.

School: Andrew School

Provincial Diploma Examination Results and Targets (SEP September 2006)

		Actuals 1999/00	Actuals 2000/01	Actuals 2001/02	Actuals 2002/03	Actuals 2003/04	Actuals 2004/05	Actuals 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%	89%		
	Excellence	--	--	--	--	19%	18%		
English 30 - 2	Acceptable	--	--	--	--	85%	89%		
	Excellence	--	--	--	--	7%	10%		
French L.A. 30	Acceptable	--	--	--	95%	95%			
	Excellence	--	--	--	15%	17%			
Social Studies 30	Acceptable	84%	85%	86%	87%	86%	85%		
	Excellence	16%	19%	21%	22%	24%	24%		
Social Studies 33	Acceptable	81%	81%	81%	82%	83%	85%		
	Excellence	13%	13%	12%	13%	15%	18%		
Pure Math 30	Acceptable	--	77%	82%	85%	84%	81%		
	Excellence	--	20%	28%	27%	32%	26%		
Applied Math 30	Acceptable	--	--	--	85%	86%	88%		
	Excellence	--	--	--	14%	14%	22%		
Biology 30	Acceptable	81%	81%	84%	81%	82%	82%		
	Excellence	23%	27%	26%	22%	27%	27%		
Chemistry 30	Acceptable	84%	79%	82%	85%	86%	88%		
	Excellence	24%	22%	24%	25%	28%	33%		
Physics 30	Acceptable	83%	79%	84%	82%	87%	84%		
	Excellence	28%	24%	33%	25%	30%	28%		
Science 30	Acceptable	78%	83%	82%	88%	84%	88%		
	Excellence	11%	14%	12%	20%	17%	22%		

School: Andrew School

Provincial and School Participation Rates in Diploma Examinations (SEP September 2006)

Participation Rates	2000/01		2001/02		2002/03		2003/04		2004/05		2005/06	
	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch	Prov	Sch
English 30	55%		57%		58%		---	---	---	---	---	---
English 33	28%		27%		26%		---	---	---	---	---	---
English 30 - 1	---	---			---		56%		59%			
English 30 - 2	---	---	---		---		25%		26%			
French L.A. 30	---	---	---		3%		3%		3%			
Social Studies 30	49%		51%		53%		53%		54%			
Social Studies 33	34%		33%		33%		34%		32%			
Pure Math 30	33%		42%		44%		44%		46%			
Applied Math 30	---		---		22%		22%		22%			
Biology 30	39%		41%		43%		43%		43%			
Chemistry 30	35%		36%		38%		38%		39%			
Physics 30	35%		23%		24%		24%		24%			
Science 30	22%		7%		7%		8%		8%			

School: Andrew School

SECTION H - Average Class Sizes, All Subjects
 School Education Results Report (October 2007)

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	20.6	23.9	24.5	24.2
School	14.9	22.8	21.6	17.6
EIPS September 2006				
School	Not available	Not available	Not available	Not available

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 School

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

School Education Results Report (completed in October 2007)

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) 2006/07	
Ending Reserve Balance as at Aug. 31, 2006	0
Current Year Surplus (Deficit) 2006/07	0
Total Accumulated SGF Surplus (Deficit) as at Aug. 31, 2007	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, overseas 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, 2007	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, 2007	0

School: Andrew School

RIS BUDGET FUNDS (annual budget allocations approved by the School Board)

Section D: RIS Budget Funds

Ending Accumulated Surplus (Deficit) as at Aug. 31, 2006	0
Reduction of 2006/07 Budget Allocation (2% Debt application)	0
Actual Surplus (Deficit) 2006/07	0
Total Accumulated RIS Surplus (Deficit) as at Aug. 31, 2007	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, 2007	0

TOTAL SGF & RIS SURPLUS (DEFICIT), Aug. 31, 2007 **0**

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 School

SECTION K - Staff/Student Accomplishments

School Education Results Report (completed in October 2007)

School: Andrew School