

Every Student, Every Day, a Success.



École Camrose Composite School

Annual Education Results Report

2022-23

Education Plan

2023-24



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Alberta Education Assurance Measures

What is Assurance?

The Alberta Education Assurance Framework is one way that the Alberta Government ensures that our education system is working. Each spring school divisions and their schools create education plans that guide us throughout the year as we work to teach your students and to keep current with educational research, manage resources effectively and ensure our schools are excellent places to grow up. You may have completed a survey in the early part of the year where you provided feedback on how our schools were doing. You may also have had students write, or have heard of, our Provincial Achievement Tests or Diploma Exams. These are just a few of the examples of how schools and divisions collect data to let us know how we are progressing.

In the fall schools and divisions are provided with the results of our hard work in the form of an Annual Education Results Report. This is that report.

What is measured?

As you look through this report you will see that there are many different measures including exam results, high school completion rates, Safe and Caring measures, data specific to our First Nations, Metis and Inuit students and our English Language Learners. Financial information is also reported on in this document.

What is “local data”?

Local data is evidence collected by schools and by divisions and used, along with our Alberta Education data, to paint a fuller picture of what is happening in our school. This includes things like results from testing students' reading, or mathematics skills, surveys from schools that ask questions specifically about our school.

2022-2023 Accountability Statement

Whistleblower Protection

Whistleblower Protection Whistleblower Protection: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. For a copy of the legislation or for further information and resources, please visit the Public Interest Commissioner's website at www.yourvoiceprotected.ca

Accountability Statement

The *(Name of School)* Annual Education Results Report for the 2022-2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022-2023 was approved by our Parent Council.



Parent Council Chair

12/1/23

Date



Principal

12/1/23

Date

École Camrose Composite High School

Profile

École Camrose Composite High School (ÉCCHS) is a Grades 9-12 school where around 800 students and 60 staff interact. Teachers encourage students to excel academically as well as establish friendships and participate in many of the wide variety of activities. ECCHS offers an extensive program in Career Technology Foundations (CTF) to about 500 Junior High School students from Hay Lakes, Round Hill, Bawlf and Charlie Killam. ECCHS offers a broad program of academic, physical education, fine arts, and career and technology studies courses. The school offers a Senior Opportunity Room and a Knowledge and Employability Program in support of a diverse student population. The school also offers French Immersion (FIM), an Academic Placement Program (AP), and an extensive Cooperation Education (Work Experience) program. The students benefit from a broad counseling program, a modern media center, extra curricular programs, and cafeteria service.

Our Vision: WE believe... "Every Student, Every Day, Opportunities for Success"

Our Mission: Our mission is to provide the best possible educational opportunities for all of our students.

Our Beliefs or Values: École Camrose Composite High School is dedicated to the cause of providing an atmosphere in which students can develop to their full potential. The school administrators and teachers recognize the need for students to:

- feel important, secure and respected;
- develop an ongoing love for learning;
- be taught the skill of critical evaluation;
- be prepared for life in a rapidly changing, technological society;
- develop an appreciation for aesthetics;
- acquire the characteristics of good sportsmanship and citizenship;
- prepare for lifelong leisure activities;
- be exposed to a wide variety of career information and choices;
- be counseled in the development of individualized programs tailored to their specific interests and abilities; and
- pursue excellence in all aspects of their lives.

Priority 1: Literacy and Numeracy

All students will improve in literacy and numeracy.

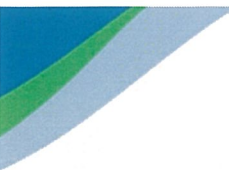
Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

Reading Literacy	School	BRSD
Writing Literacy	School	BRSD
Percentage of students who achieve the acceptable standard in English 30-1 Diploma Exam.	76.1%	76.9%
Percentage of students who achieve the acceptable standard in English 30-2 Diploma Exam.	87.9%	91.0%
Percentage of students who achieve the standard of excellence in English 30-1 Diploma Exam.	0.0%	2.3%
Percentage of students who achieve the standard of excellence in English 30-2 Diploma Exam.	3.0%	6.0%
Percentage of students who achieve the acceptable standard in ELA 9 Provincial Achievement Test.	74.0%	78.6%
Percentage of students who achieve the standard of excellence in ELA 9 Provincial Achievement Test.	5.5%	9.7%
Numeracy	School	BRSD
Percentage of students who achieve the acceptable standard in Math 30-1 Diploma Exam.	59.2%	52.6%
Percentage of students who achieve the acceptable standard in Math 30-2 Diploma Exam.	42.9%	47.7%
Percentage of students who achieve the standard of excellence in Math 30-1 Diploma Exam.	12.2%	7.8%



Percentage of students who achieve the standard of excellence in Math 30–2 Diploma Exam.	6.1%	6.5%
Percentage of students who achieve the acceptable standard in Math 9 Provincial Achievement Test.	49.3%	53.9%
Percentage of students who achieve the standard of excellence in Math 9 Provincial Achievement Test.	11.6%	9.0%

Priority 2: High Quality Teaching and Optimum Learning

All staff are working to create an optimum learning environment for students through high quality teaching.

Assurance Domains:

Student Growth and Achievement- The ongoing progress of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Learning- Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students

Results: Evidence and Measures Used

		School	BRSD
Percentage of students who achieve the acceptable standard on the cumulative composite scores of all course marks.		66.3%	62%
Percentage of students who achieve the standard of excellence on the cumulative composite scores of all course marks.		7.0%	11.3 %
Overall satisfaction with the quality of basic education.		84%	87%
High school completion rates within three, four, and five years of entering grade 10.	3 yrs	74.4	75.6 %
	4 yrs	93%	87.3 %
	5 yrs	91%	90%
High school post-secondary transition rate of students within six years of entering Grade 10.		58.2%	54.4 %
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.		80%	82.3 %
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.		75.1%	75.4 %
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.		76%	79.3 %
Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years.		73.5	73.8 %

Results Analysis:

Achievements and Improvements:

Overall increase in all subject areas of students that feel what they are learning is relevant to them and interesting

- ELA 2022- 69% ——— 2023 83%
- Math 2022- 66% ——— 2023 70%
- Sci 2022- 69% ——— 2023 75%
- SS 2022- 67% ——— 2023 70%

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

2022- Overall- 78% ——— 2023 Overall- 80%

85% of parents feel that their child is encouraged by the school to try their best

- 2022- 72%
- 2021- 64%

4 year and 5 year completion rates are up. Encouraged students to complete Diploma even through covid years.

- 4 year- 93% Province= 86%
- 5 year- 91% Province= 88%
- 3 year average is usually about 5% higher than Province

97% of parents are satisfied or extremely satisfied with the quality of education their children are receiving.

94% of parents feel that ECCHS is a welcoming place to be (up 11%)

84% of students feel welcomed at ECCHS (up 6%)

86% of students feel teachers are available to help them when needed (up 4%)

School: 4545 Camrose Composite High School (FNMI)

Province: Alberta (FNMI)

	Camrose Composite High School (FNMI)						Alberta (FNMI)					
	2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2018 - 2020 Avg		2019 - 2021 Avg		2020 - 2022 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	6	83.3	9	76.6	11	70.0	3,732	58.4	3,845	59.1	3,910	59.5
4 Year Completion	7	88.4	6	86.9	9	78.1	3,549	62.9	3,641	65.5	3,778	66.0
5 Year Completion	8	77.5	7	88.4	6	87.0	3,381	65.8	3,490	67.0	3,594	69.1

Drop out rate

- 1.4% compared to Province = 2.5%

A.1b Program of Studies



Measure History

School: 4545 Camrose Composite High School
Province: Alberta

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Camrose Composite High School										Measure Evaluation			Alberta									
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	205	82.0	240	85.1	155	87.8	153	88.2	259	86.1	Very High	Maintained	Excellent	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	19	73.0	18	75.0	11	89.6	18	89.1	33	80.4	High	Maintained	Good	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,760	82.2
Student	149	78.4	181	84.1	114	76.8	98	77.3	192	78.9	Very High	Maintained	Excellent	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	37	94.6	41	96.3	30	97.1	37	98.3	34	98.9	Very High	Maintained	Excellent	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

ECCHS is well over the Provincial average in % of teachers, parents and students that are satisfied or very satisfied with the opportunities students receive to achieve a broad program of studies including fine arts, career technology, health and PE.

95% of students are very happy with the variety of options available for them at ECCHS

Rutherford Scholarship Eligibility Rate



Measure History

School: 4545 Camrose Composite High School
Province: Alberta

	Camrose Composite High School					Measure Evaluation			Alberta				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Total Gr 12 Students	166	165	186	161	172	n/a	n/a	n/a	60,559	58,970	59,357	58,631	57,307
Percent Eligible for Scholarship	64.5	66.1	66.1	77.6	78.5	Very High	Improved	Excellent	64.8	66.6	68.0	70.2	71.9

79% of students were eligible for Rutherford scholarship compared to Prov average= 72% of students

80% of students at ECCHS feel that other students treat them well (up from 68%)

Priority 3: Equity

All student's unique backgrounds will be fostered and honoured through high-quality teaching and optimum learning.

Assurance Domains:

Learning Supports- Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

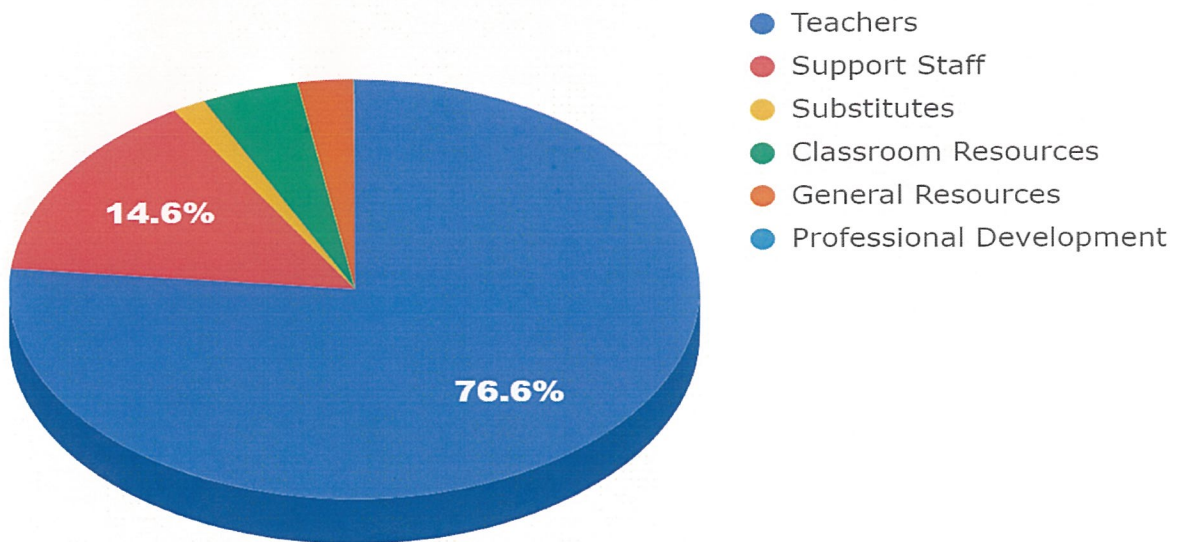
Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

Results: Evidence and Measures Used

Alberta Education Assurance (AEA) survey	School	BRSD
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	77%	86.7%
Overall percentage of teachers, parents and students who agree that students have access to the appropriate support and services at school.	79.2 %	75.2%
Overall percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	77%	83.3%
Overall percentage of students and parents who feel that students at risk have quality programs that are easy to access and timely.	80%	76.5%
Percentage of Grade 12 students eligible for a Rutherford Scholarship	79%	76.6%
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.4%	1.7%
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	77%	69.6%
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education	86%	80.5%
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	66.4 %	76.8%

School Budget Summary 2022-2023

Categories	Amount (\$)
Teachers	4169686.57
Support Staff	795421.19
Substitutes	84429.22
Classroom Resources	246694.87
General Resources	142271.73
Professional Development	3082.73



School Education Plan 2023-2024

Literacy Goal: ECCHS will embody a school culture where all students and staff find success in literacy.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

Increase competency in literacy through employing reading and writing strategies such as:

- Increase writing assessment that is timed
- Increase volume of in-class writing assessments
- Daily exploration of key vocabulary and literary terms through word walls, discussion, quizzes (use previous diploma terms and vocab)
- Provide more sources to explore main idea/central theme of text
- Dissect texts by increasing annotation
- Cloze reading of text concepts and then in-class sharing (begin in Grade 10)
- In Grade 12, students do not see the topic prior to writing the essay
- No access to technology for cloze reading assignments (eg. have them truly demonstrate their comprehension of a soliloquy).
- Scaffold writing assessments to increase thinking on the spot
- Encourage deeper exploration of concepts by students
- Intentional vocabulary development that connects to source analysis
- Continual exploration of terms and key concepts
- Cloze reading of text concepts and then in-class sharing
- Provide graded exemplars for each written assignment
- Reinforce an understanding of vocabulary & historical context before writing task
- Increase writing with formative feedback
- Include sentence prompts and key vocabulary at the bottom of an assignment page for initial course writing tasks
- Common assessment weightings
- Consistent practice with planning for writing
- A greater focus on the seriousness of high stakes exams is needed (learning environment).
- Create opportunities for students to work on resiliency such as writing within a specified snapshot of time (working through frustration will assist with skill development).
- Intentional vocabulary development and continual exploration of terms and key concepts
- Students need skill development in providing specificity in their ideas and supporting evidence. Encourage students to take a risk in their writing by exploring aspects of a text/character that they connect to personally. Encourage them to develop their own voices by asking them “How and Why” questions.

Measures:

Percentage of students who achieve the acceptable standard in English & Social Studies 30-1 & 30-2 is targeted at 100%.

Percentage of students who achieve the standard of excellence in English & Social Studies 30-1 & 30-2 is targeted at 20%.

Percentage of students who achieve the acceptable standard on the Grade 9 PATs will increase by at least 5% when compared to the 2022-23 result.

Maintenance of the ECCHS diploma course mark closely aligning (+/- 5%) with provincial course mark.

Implementation Plan:

- collaborative response sessions with Humanities teachers throughout the school year to share celebrations and identify trends.
- review of results next year to gauge improvement to determine if measure targets have been met
- EAL benchmarking with entire teaching staff to create awareness of EAL literacy needs
- SSP review with staff to collaboratively support student learning

Allocation of Resources:

- EAL support
- collaborative sharing of text studies, activities and assessments

Professional Learning:

- Professional Learning Series with a focus on developing capacity with Artificial Intelligence tools for education.
- Collaboration Day sessions
- Staff Meeting celebrations, presentations, and sharing sessions
- Engage in ongoing literacy discussions with teachers within ECCHS and with subject-specific teachers from across BRSD.

Numeracy Goal: ECCHS will embody a school culture where all students and staff find success in numeracy.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- **Collaborative Response-** work with subject teams focusing on key issues in each area & development of action plans to address the issue.
- **Credit recovery opportunities**
- **WIN for math** offered every day of the year and an after-school math help program this year.
- **Using numeracy screeners** to target numeracy skills that need to be further developed. Teachers are encouraged to analyze screener data and are given time to work in teams.
- **Work on creating common assessments** in subject teams.
- **Strategize** on most effective assessment practices (assessment for learning approach) and how to provide effective feedback.
- **Plan** to focus more on vertical alignment.
- **PD** on *Building Thinking Classrooms*, *Assessment in a Thinking Classroom*, and *Who Teaches the Teacher in a Thinking Classroom?* in mathematics and sharing with one another during our math and science meetings.
- **Build collective teacher efficacy** through opportunities to work together on a consistent basis, share effective evidence based strategies with one another (many of which learned from recent PD, research studies), make plans to implement various strategies into practice.
- **Encourage Math teachers** to attend different PD opportunities
- **Build leadership capacity** among teachers through opportunities such as becoming numeracy leads and representatives of the school and leading discussions during team meetings.

Measures:

- Percentage of students who achieve the acceptable standard in Math 30-1 & 30-2 (Target 70%)
- Percentage of students who achieve the standard of excellence in Math 30-1 & 30-2 (Target 15%)
- Percentage of students who achieve the acceptable standard on the Grade 9 Mathematics PATs will increase by at least 5% when compared to the 2022-23 result.

- The percentage of parents and students who strongly agree/agree that students are engaged in their learning at school, specifically that the numeracy skills that students are learning at school are useful will continue to increase.

-Increased completion rates of all high school math courses offered.

Implementation Plan:

- Collaborative response sessions with Numeracy teachers throughout the school year to share celebrations, identify trends, and strategize.
- Review of results next year to gauge improvement to determine if measure targets have been met.
- SSP review with staff to collaboratively support student learning.

Allocation of Resources:

Ensure budget has adequate resources available for staff

Professional Learning:

- Collaboration Days
- Early Out Days
- Engage in ongoing numeracy discussions with teachers within ECCHS and with subject-specific teachers from across BRSD.
- Professional Learning Series
- Numeracy committee members sharing with the Math and Science team.
- PD on making thinking visible in mathematics. *Building Thinking Classrooms, Assessment in a Thinking Classroom, and Who Teaches the Teacher in a Thinking Classroom? Teaching Mathematics in the Visible Learning Classroom* by Hattie et al., as an additional resource.

Equity Goal: ECCHS will embrace a culture where student diversity will be fostered and honoured through high-quality teaching and optimum learning in an equitable and inclusive environment.

High Quality Teaching involves:

- Intentional Planning
- Responsive Instruction
- Purposeful Assessment
- Positive Classroom Culture
- Engaged Professionalism

Optimum Learning involves:

- Emotionally, Intellectually, & Physically Safe Environments
- Relevant, rigorous & appropriate content
- Learner agency
- Meets diverse needs
- Scaffolded instruction

Strategies:

- **Staff Meetings/Collaboration days will support staff wellness and celebrate teacher/school accomplishments.**
- **Work with BRSD Equity Coordinator/Directors and Administrative Team to monitor student academic progress, CRM support, transitioning support, literacy/numeracy support, and provide any necessary resources for ALL STUDENTS.**
- **School Support Team Meetings: Monthly meetings (including BRSD Equity Coordinator, FSLW, MHCB, School Administration, School Resource Office) discussing most urgent “needs” and developing “mini-lessons” aimed at supporting all students in the areas of mental health and well-being.**
- **“Welcome Back” parent survey provided to all ECCHS parents to allow input around student strengths, interests, successes, challenges, and educational goals.**
- **Revise/refine attendance procedures and supports for students**
- **Equity Coordinator will collaborate with schools in providing ongoing education, professional learning, and support to schools in cultural teachings, historical impacts and instructional strategies.**
- **Indigenous Knowledge Keeper speaks with every grade and a specific course regarding Truth & Reconciliation**
- **Indigenous recruitment booth set up to promote post-secondary opportunities for Indigenous students**
- **Division Office ELL Consultant will work directly with School ELL Coordinator and Educational Assistant around benchmarking ELL learners and goal setting for reading, writing, and listening.**
- **ELL EA has a sign up system to support ELL students (primarily those with a benchmark of 1, 2, or 3). Support is given as equitably as possible.**

- **School (Parent) Advisory meetings will be inviting and allow for opportunities for input by Board Members, Teacher Reps, Admin teams, Students, and Parents around important educational matters.**

Measures:

Parent survey

Assurance Survey

- **Record of the number of celebrations/acknowledgements throughout the year.**
- **Utilize transition notes, academic progress spreadsheets, PAT exams, Diploma exams, MIPI and Assurance Survey Results.**
- **Data gathered will be used to help support the creation of SSP's**
 - **Powerschool will help determine students with poor attendance (Daily and monthly)**
 - **Letters of Concern and phone calls/emails will be made by teachers to help address this issue and to encourage better attendance. (Admin team follow up)**
 - **Record of the number of visits from Indigenous Knowledge Keepers**
 - **Staff meetings are used as an opportunity for staff to speak about the work they are doing in their individual classes around cultural teachings (After every Land Acknowledgment)**
 - **Utilize EAL tracking sheet to benchmark students and track progress**
 - **Utilize Meeting Agendas to track topics and engagement at meetings.**
 - **Examine numbers of school advisory meeting attendees over the course of the school year to see if there is an increase**
 - **Utilize the quantitative and qualitative data gathered through FSLW referrals/meetings, MHCM student groups, Admin/teacher voice to help set direction for supports needed.**
 - **Collaboration Day Staff Check Ins will indicate an increase in overall staff morale and teacher wellness**
 - **Have learning success plans developed for all Indigenous students/ELL learners, and students with learning disabilities.**
 - **Survey results from students continue to indicate a more overall positive experience in our school.**
 - **Survey results from parents continue to indicate a greater satisfaction with our school.**
 - **Utilizing "homerooms", teachers will foster stronger connections and students will indicate this in Assurance/School surveys**

- Teachers develop their capacity in Dossier to better support students in CR work and SSP creation.
- FSLW and MHCB supporting students through referrals.
- Decrease in student absences indicating a sense of belonging.
- Increase in mental health referrals indicating students seeking help to manage wellness.
- Indigenous Learners feel more connected and experience more success in classes (attendance improves)
- EAL students participating in the live morning broadcast sharing ECCHS announcements.
- Action for Healthy Communities in support of our ELL population
- Use of Languages In Motion as a translation resource for ELL and ESL students
- Engaged School Council (Parent Advisory Council)

Implementation Plan:

- Regular recurring Wellness, School Council and Staff Meetings will be used to generate plans to support all students.

Allocation of Resources:

- Nutrition Grant

Professional Learning:

- PLS including presentations from Equity coordinator
- Presentations from the MHCB team to staff