



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Lighting the Way ~ Rejoicing in Our Journey

Accommodation Review Committee – 2008 -09

School Valuation Instrument

St. Patrick's Catholic High School

281 East Street North, Sarnia

This valuation instrument has been created by the senior administration of the St. Clair Catholic District School Board, in keeping with guidelines set out by the Ministry of Education. The considerations used to value a school shall be weighted as follows:

- Value to the Student 45%
- Value to the Board 25%
- Value to the Community 20%
- Value to the Local Economy 10%

If appropriate, the ARC may customize the Board's generic School Valuation as per board policy.

The school valuation instrument is useful as an organizer and summary of information. It is intended to help guide the thinking of individual ARC members. It also introduces a measure of accountability for views and opinions expressed by ARC members. However, the results of the valuation exercise should not in any way be seen as the final conclusions of the committee, nor would it be in the spirit of the accommodation review process to form a recommendation based solely on those results.

As you tour the schools, listen to the presentations, questions and answers, please refer to this instrument. In addition, it is advisable to take notes during the tour.

1.0—Value to the Student

1.1 – Presence and prominence of the Catholic Faith—Mrs. Gray and Mr. Deery

- The school has a chapel.
- The connection between school and parish is evident by the students regularly attending Mass.
- The school and students contribute significantly to the community through works of charity/social justice.
- The school offers students opportunities to pray on a daily basis.
- The Ontario Catholic Graduate Expectations are promulgated in the school and integrated into all courses.
- The school celebrates the seasons of the Liturgical calendar.
- The school encourages students to be active in their parish and community.
- The school encourages students to be good stewards of the earth.
- The school actively promotes the value and dignity of all human life.
- There is a parish representative/liaison on school council.
- The school engages students in retreats on a regular basis.
- The school is a prominent Catholic institution in the community.

1.2 – Quality of the learning environment—Tour

- The temperature is comfortable in the school throughout the year.
- There is fresh, clean air in the school throughout the year.
- There is ample natural lighting in the school and adequate shades and/or curtains to control the lighting.
- Students are able to clearly hear the teacher and classroom dialogue at all times without disruption from other classes in session.
- The foyer, hallways, stairways and cafeteria are bright, spacious and inviting. The hallways are appropriately sized to facilitate movement of staff and students during class changes.
- Healthy food choices are available in the cafeteria and vending machines.
- The change rooms and showers are pleasant, suitably sized and afford privacy to the users.
- The layout of the school allows for an efficient and functional flow of students between classrooms, specialized teaching areas, washrooms, the general office/guidance area and common areas.
- The classrooms have adequate amenities such as storage, display space, a pull-down screen, bookshelves, adequate electrical outlets, network and internet access and cable television access.
- Classes are single grade or single level.

1.3 – Student outcomes—Provided

- Students have met the provincial standard on the grade 9 EQAO math test (academic program).
- Students have met the provincial standard on the grade 9 EQAO math test (applied program).
- Students achieve the grade 10 Ontario Secondary School Literacy Test (OSSLT) on their first attempt.
- Students graduate with an OSSD within four/five years.
- Students have received scholarships of significant monetary value for post-secondary education.
- Students have adequate opportunities within the community to fulfill their 40-hour community service requirement.

	OSSLT First Time Eligible	OSSLT Previously Eligible	Grade 9 Academic Math	Grade 9 Applied Math	Grade 9 Credit Accumulation	Grade 10 Credit Accumulation
2006	84	58	59	18	77.78%	66.93%
2007	84	42	69	39	84.9%	71.9%
2008	71	16	78	65	83%	68.6%

1.4 – Range of program offerings —Mrs. Gray and Mr. Deery

- Students are enrolled in a broad selection of courses within the arts program (e.g., visual arts, media arts, dramatic arts, vocal music, instrumental music, dance).
- Students are enrolled in a broad selection of courses within the technology program (e.g., construction, communications, hospitality, manufacturing, personal services, transportation, technology design).
- Students are enrolled in a broad selection of courses within the Canadian and world studies program (e.g., economics, environmental and resource management, geography, history, law, politics).
- Students are enrolled in a broad selection of courses within the language program (e.g., four years of French, three years of another language such as Spanish).

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1.4 – Range of program offerings—continued—Mrs. Gray/Mr. Deery

- Students are enrolled in a broad selection of courses within the business program (e.g., accounting, business leadership, business technology).
- Students are enrolled in a broad selection of courses within the social science program (e.g., anthropology, parenting, philosophy).
- Students are enrolled in a broad selection of courses in outdoor education and geo-studies.
- Library and guidance services are available to students at all times during the school day.
- All district programs are available to students on site.
- Program enhancements (e.g. school trips); special event assemblies and cultural and social events are scheduled for all students in each semester.
- Students have the opportunity to participate in cooperative education in a broad selection of courses, in programs that reflect employment opportunities in the community and in placements that are within reasonable distance of the school.

1.5 – Extracurricular activities—Mrs. Gray/Mr. Deery

- Students have the opportunity to participate throughout the year in a wide variety of competitive sports.
- Students have the opportunity to participate throughout the year in a wide variety of non-athletic activities, such as public performances and inter-school competitions.
- Students report that they have opportunities for leadership.

1.6 – Adequacy of the school's physical space to support student learning—Tour

- Instructional, washroom and common areas of the school are accessible for persons with disabilities.
- There is adequate space within the main building to support student learning without the need for portables.
- Classrooms are large enough to provide students with a comfortable, non-crowded learning environment with ample room for flexible seating arrangements.
- The library resource centre is large enough to provide work, reading and research areas for a whole class and room for other users (including study carrels and seminar rooms) without the space being overcrowded.
- There is adequate gymnasium space to be able to schedule the curricular physical education program and intramurals during the school day and all extracurricular team sports after school, without unduly inconveniencing any class, team or activity.
- The space in the gym(s) allows students to play team sports on a regulation size court with enough height and perimeter space to allow for uninterrupted activities.
- There is adequate space in the gym(s) for spectator bleachers.
- There is adequate space for a dedicated weight and exercise room.
- There is dedicated stage (either in a gymnasium, cafetorium or auditorium) which is adequate for rehearsals and public performances by music, dance and drama groups. The audience space is adequate to accommodate the entire student body for assemblies and graduation ceremonies.
- The cafeteria is large enough to comfortably accommodate student requirements during lunch periods.
- Classes requiring specialized amenities and equipment (e.g., science, technological, arts, social science) are fully accommodated in specially designed and appropriately sized-spaces, with up-to-date facilities.
- There is adequate space to comfortably support the requirements of special education programs.
- The guidance, general office and a conference area are located together and are easily accessible from both outside and inside the school.
- There is an individual locker for every student.
- There is adequate storage space for supplies and equipment so that dedicated space for student learning (including specialized areas such as the gymnasium and stage) are not compromised.
- There is adequate common space to allow students to gather in small groups during non-classroom time, including lunch periods, without disturbing classes that are in session.

1.7 – Adequacy of the school's grounds for healthy physical activity and extracurricular activities—Tour

- The school grounds include a regulation-size football/rugby/soccer field with goal posts, a half regulation-size practice field, and a 400 meter track with a granular surface, plus amenities for shot put, long jump, etc.
- The school grounds include adequate and well-maintained bleachers for spectators.
- There is a visible shaded area where students may retreat for quiet time and opportunities for passive recreation.
- Playing surfaces are useable during the appropriate season.
- The property is attractive and welcoming.
- The opportunities for healthy physical activity are enhanced by the availability of off-site recreational facilities within reasonable walking distance (e.g., tennis courts, rink and swimming pool).

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1.8 – Safety of the school—Mrs. Gray/Mr. Deery

- There are clear sight lines inside and outside the building (e.g. there are no hiding places).
- Washrooms are located in high traffic areas.
- The parking area and main entrance can be clearly seen from the general office.
- The property is equipped with appropriate security lighting, including lighting in the parking areas.
- There are appropriate security cameras on the premises.
- Vehicle routes and loading areas are safe and separate from pedestrian walkways.

1.9 – Proximity of the school to students/students' length of the bus ride—Mr. McKenzie

- Students in the attendance area live within a reasonable walking distance of the school.
- Students in the attendance area live within a reasonable length bus ride of the school.
- Students have safe, direct routes to walk to school.
- The school is centrally located within the attendance area so that bus rides/walking distances are of a similar length.
- There is adequate, dedicated parking for students in a well-maintained and well-lit parking lot.

1.10 – Student perception about the quality of the learning environment—Mr. Galloway

- Students report that they enjoy coming to the school.
- Students report a sense of belonging at the school.
- Students report that there are many opportunities for them to get involved at the school.
- Students report that there is a comfortable and friendly feeling in the school.
- Students report that adults show respect for students at the school.
- Students report that they feel safe at the school.
- Students report that they have not experienced or witnessed bullying at the school.
- Students report that there is an adult in the school that they can go to for help.
- Classrooms are conveniently located so students can change classes on time.
- Students have convenient access to suitable washrooms between classes.

Total Score: _____

45

2.0—Value to the Community

2.1 – Value of the secondary school in the community—Mrs. Gray/Mr. Deery

- The school is the primary place for residents of the community to meet and enables camaraderie among residents and different generations who attended the school.
- The school is an integral part of the community and provides status to the community.
- The community benefits from students completing their 40-hour community service requirement in local volunteer activities.

2.2 – Facility for community use—Mr. McKenzie

- The building (especially the gymnasium, stage and meeting space) is barrier-free, adequate for use by the community all year, and is within easy access to all areas of the community.
- The community uses the building on a regular basis (e.g., for athletic activities, club meetings, service clubs, community after school programs and special cultural events/performances).
- The school is a venue for social, educational, athletic and artistic events from the community.

2.3 – Range of program offerings at the school that serve both students and community members—Mrs. Gray/Mr. Deery

- A range of community programs are offered at the school outside of school hours and are available to students and members of the community (e.g., breakfast program, ESL, babysitting, continuing education, general interest programs).
- Social/community activities such as fairs and fundraisers are held at the school. These activities provide an opportunity for social contact between students, parents and members of the community.

2.4 – School grounds as green space and/or availability for recreational use—Tour

- The school grounds provide attractive green space which contributes to the image of the local neighbourhood.
- The school grounds are adequate and in good condition for use by the community.
- The community schedules the school grounds for athletic events and other community activities on a regular basis.
- Members of the local neighbourhood regularly take advantage of the opportunities the school grounds provide for unstructured recreational activities (e.g., walking, running, pick-up soccer) outside of school hours.

2.5 – Role of the school in the community—Mr. Galloway

- Students and staff contribute to the community by volunteering in the community.
- The school attracts families (secondary school-aged children) from a wide range of occupations; this contributes to community growth and vitality.
- The school provides the community with role models and a sense of identity.
- Alumni, individuals, school councils and service clubs have long-term interest in the school because of past donations of time and money to improvements, programs and awards/scholarships at the school.
- Alumni, individuals, service clubs and school councils are actively involved in supporting the school.
- The school reflects the nature of the community (e.g., size, culture, diversity).
- The school has historical value to the community.

Total Score: _____

20

3.0 – Value to the Board

3.1 – Presence and prominence of the Catholic faith—Mrs. Gray/Mr. Deery

- The school has a chapel.
- The connection between school and parish is evident by the students regularly attending Mass.
- The school and students contribute significantly to the community through works of charity/social justice.
- The school offers students opportunities to pray on a daily basis.
- The Ontario Catholic Graduate Expectations are promulgated in the school and integrated into all courses.
- The school celebrates the seasons of the Liturgical calendar.
- The school encourages students to be active in their parish and community.
- The school encourages students to be good stewards of the earth.
- The school actively promotes the value and dignity of all human life.
- There is a parish representative/liaison on school council.
- The school engages students in retreats on a regular basis.
- The school is a prominent Catholic institution in the community.

3.2 – Student outcomes at the school—Provided

- Students have met the provincial standard on the grade 9 EQAO math test (academic program).
- Students have met the provincial standard on the grade 9 EQAO math test (applied program).
- Students achieve the grade 10 Ontario Secondary School Literacy Test (OSSLT) on their first attempt.
- Students graduate with an OSSD within four/five years.
- Students have received scholarships of significant monetary value for post-secondary education.
- Students have adequate opportunities within the community to fulfill their 40-hour community service requirement.

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2008	71	16	78	65	83%	68.6%

3.3 – Range of program offerings —Mrs. Gray/Mr. Deery

- All compulsory academic, applied, locally developed and open courses are offered each year.
- There is a broad selection of elective courses available to allow students to choose a course(s) in the arts from each of the visual arts, performing arts and music options.
- There is a broad selection of elective courses available to allow students to choose a course(s) in technology from the communication, construction and manufacturing programs.
- There is a course(s) in introduction to computers, social science and in grade 10 French and/or another language.
- All compulsory university and college preparation courses, workplace courses and open courses are offered each year.

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3.3 – Range of program offerings —continued— Mrs. Gray/Mr. Deery

- A broad selection of course options are offered each year in Canadian and World Studies, English, math, science and social science.
- Students may choose elective courses from a broad selection of subjects, appropriate to their chosen pathway, to allow them to complete at least the minimum 12 optional credits required to earn an OSSD.
- Compulsory courses are not combined in split-grade or split-level classes.
- Elective courses are not combined in split-grade or split-level classes.
- Students may choose a cooperative education course relative to their chosen pathway with a placement in the local community.
- A variety of specialized programs are available at the school including the high skills major program (and ancillary certificates), the dual high school/college credit program, the Ontario Youth Apprenticeship Program.
- A range of programs is available, in special education and student success programs to address the learning needs of individual students.
- Comprehensive special education programs are available at the school.
- A wide variety of athletic and non-athletic programs and special interest clubs are available for all students.
- Environmental stewardship is encouraged through environmental education, including participation by students in “green” projects.

3.4 – Availability of specialized teaching spaces —Mrs. Gray/ Mr. Deery/Mr. Hannah

- The dedicated library/resource centre space is large enough to comfortably accommodate a bank of computers, shelves for books and periodicals, several individual study carrels and a check-out/security system. There is a common area, rooms that can be used as class/seminar rooms and a librarian office/workroom.
- The gym space is large enough to concurrently accommodate three separate activities in three discreet gym areas.
- Male and female change rooms with full washroom and shower facilities exist and are barrier-free.
- An office for each gym area, a weight room, adequate storage space for indoor equipment including a storage space with exterior access for outdoor equipment is existent.
- There are designated resource rooms and spaces that are intended for counselling/testing.
- There are rooms large enough to comfortably accommodate instructional and applied areas for each of the following four technologies: communications, hospitality/cosmetology, manufacturing/construction and transportation. There is adequate storage and office space for each room.
- There are specialized rooms large enough to comfortably accommodate instruction in the performing arts, the visual arts and instructional music. There is adequate storage and office space for each room.
- There is adequate specialized instructional and experimental space to accommodate all science classes. Each lab is deemed to be of a sufficient size, is properly vented, contains sinks, built-in storage and a prep room. Gas connections are also available in labs as required to meet program needs.
- There is adequate space to comfortably accommodate a multi-purpose instructional area and food preparation areas.
- There is a sufficient number of classrooms with appropriate wiring to satisfy the need for computer instruction.
- There is a dedicated classroom for students with physical disabilities, which has appropriate physical accommodations such as residential amenities, barrier-free washroom, high needs washroom (including shower, change table and over head lift) and a storage room.
- The school has an elevator and it therefore fully accessible.
- All areas of the school are barrier-free and thus accessible to all students, staff, parents and the public.
- The guidance area is large enough to accommodate separate offices and an open space to include a career centre, a secretarial work area and a waiting area. There is lockable OSR storage space and/or cabinetry.
- The performance area can be used by the whole student body for assemblies, performances and school dances. The space includes a stage area (with appropriate floor, sound system and lighting gantries).
- There is adequate space for each department to comfortably accommodate teachers in a workroom.
- The school grounds include a regulation-size football/rugby/soccer field with goal posts, a practice field, and a 400 meter track with a granular surface plus amenities for shot put, long jump, etc.
- A dedicated space for a chapel exists, with appropriate office area/storage for chaplaincy usage.

3.5 – Condition of the school building—Mr. McKenzie/Mr. Hannah

- The building requires no major repairs.
- The FCI for the school is less than 20% *Note: an FCI greater than 65% means the building is 'Prohibitive to Repair' (PTR).*
- Cosmetic items (e.g., paint, flooring, trim and ceiling tiles) are in good condition.
- The school is comfortable throughout the year, with efficient heating, cooling and ventilation systems and good quality lighting (natural or artificial).
- All classrooms are appropriate size for designated usage.
- All classrooms have the required amenities to provide an effective teaching environment (e.g., storage, a pull-down screen, bookshelves, electrical outlets, network and internet access).
- The general office is adjacent to the main entrance to the school and overlooks the entrance/foyer.
- There are sufficient dedicated work areas for secretarial staff, including a front desk/reception area.
- There is a separate work room for the photocopier, staff mailboxes, a meeting room; and a barrier-free washroom.
- The offices of the principal and vice principals are appropriately accommodated.
- There is adequate space to comfortably accommodate all students scheduled for a given lunch period, including adequate areas for the preparation and purchase of food and beverages.
- There is a common area, other than the library, to act as a gathering place for groups of students during non-class hours. This area is located where classes in session will not be disturbed.
- The general office, guidance office and conference area are arranged in a complex and located near the foyer.
- There is a dedicated custodial staff room. There is a dedicated custodial storage room and an adequately ventilated slop room on each floor with a floor mounted slop sink and room for at least one custodial cart.
- There are two sets of male and female washrooms on each floor that meet the building code. On each floor there is a barrier-free washroom and one washroom per 30 staff.
- The staff room is a large, pleasant and comfortable space with natural lighting and a full kitchen. There is a barrier-free washroom for every 30 staff in or near the staff room.
- There are adequate book storage rooms on each floor.
- There is adequate space to accommodate the computer network (including wiring, servers, etc.). The space is secure and has adequate air flow, room temperature control and electrical supply.
- The school is safe and secure (e.g., visible entryway, no hiding areas, clear sight lines, locking crash bar exterior doors, locking interior doors, evacuation systems).

3.6 – Site conditions—Mr. McKenzie/Mr. Hannah

- The physical condition of the site is favourable (e.g., no natural hazards, not in a flood plain, relatively flat terrain, non-contaminated soils with adequate bearing capacity for up to a three-storey building, low water table, no major improvements required).
- The site allows for expansion of the building with minimal grading works or site remediation.
- The site is a safe, secure environment (e.g., there are no hiding areas and there are clear sight lines to the neighbours, surrounding community and recreational areas). There is exterior security lighting and cameras.
- Adequate staff, student and visitor parking is provided.
- Vehicle flow design is safe, effective and one-way and allows for emergency vehicle access. There is a sufficient dedicated area to accommodate school buses serving the school. Vehicle access to parking and bus areas are separate from pedestrian walkways so students are not required to walk in front of moving vehicles.

3.7 – Location of the school—Tour

- The school is centrally located within its attendance area.
- The current attendance area of the school is projected to generate sustainable enrolment for each grade for the next 10 years.
- All students live within the walk zone or within a 75-minute bus ride.

3.8 – Fiscal and operational factors—Mr. McKenzie

- 80% or > of student spaces in the school are being utilized.
- 80% or > of student spaces in the school are projected to be utilized for the next ten years.
- Within the group of schools under review, the operational cost per square foot for energy, cleaning and regular maintenance (e.g., snow plowing, grass cutting) is low.

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3.8 – Fiscal and operational factors—continued—Mr. McKenzie

- Within the group of schools under review, the allocation of administrative staff is in accordance with the Ministry of Education funding formula.
- Within the group of schools under review, the allocation of secretarial staff is in accordance with the Ministry of Education funding formula.
- Within the group of schools under review, the cost of bussing at this school is low.
- The school plays an important role in the accommodation of local students because all available student space in neighbouring schools (e.g., within a 75-minute bus ride) is being used.
- There is minimal unfunded space as per the Ministry of Education funding formula.
- Minimal upgrades are required to achieve an optimum learning environment as identified elsewhere in this valuation framework (e.g., accessibility, classroom environment, building code, safety).

Total Score: _____
25

4.0 – Value to the Local Economy

4.1 – School as a local employer—All Sources

- There is an economic spin-off for local businesses such as grocery stores, gas stations and restaurants located near the school.
- Local businesses benefit from an increased customer base when visitors come to the school for special events (e.g. tournaments, festivals, performances).

4.2 – Availability of cooperative education—All Sources

- Local businesses regularly accommodate students from the school in cooperative education placements.
- Post-secondary students are regularly accommodated in cooperative education placements at the school.

4.3 – Availability of training opportunities or partnerships with business—All Sources

- Local businesses sponsor events, teams, programs and awards at the school.
- Students provide an available part-time workforce in the community.

4.4 – Attracts or retains families in the community—All Sources

- The local community has a stable population of families with school-aged children and is not experiencing decline.
- Families are attracted to settle or remain in the community because the presence of the school enhances the desirability of the community.

Total Score: _____
10

SUMMARY

Value to the Student....._____/45
Value to the Board....._____/25
Value to the Community....._____/20
Value to the Local Economy....._____/10
TOTAL....._____/100