

SCHOOL INFORMATION PROFILE

Lambton Central Collegiate & Vocational Institute
Revised February 4, 2010

LAMBTON CENTRAL COLLEGIATE & VOCATIONAL INSTITUTE PROFILE

PETROLIA FAMILY OF SCHOOLS:

Lambton Central Collegiate & Vocational Institute (LCCVI)
Hillcrest Public School
Queen Elizabeth II Public School (Petrolia)
Lambton Central Centennial School

Lambton Kent District School Board Schools

Every school under the jurisdiction of the Lambton Kent District School Board will have a clear and focused mission, strong instructional leadership, a safe and orderly environment, a climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, opportunities to learn and time on task. Our schools will offer programs that will enable our graduates to be successful in their life choices and to be happy and productive members of society.

To ensure these goals for all students, secondary schools will provide:

- Core programming in every school
- Remedial and enrichment programs
- Guidance and career education programs
- A full range of technical education programs
- Partnerships with business and industry
- Culturally inclusive programs
- Facilities that support effective programming, including physical education facilities, playing fields, science labs, modern technical shops, modern arts facilities and cafeterias
- Universally accessible facilities

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School Information Profile

School: Lambton Central Collegiate & Vocational Institute

School Vision Statement: LCCVI's mission is to provide: access for all students, a safe learning environment, quality educational opportunities, high professional standards and fiscal responsibility. We encourage all students to reach their individual potential with a focus on tradition, excellence, community and growth.

Programs: Regular X French Immersion X Specialized X Native Language

Grade configuration	9 - 12			
Age of Facility (original construction year)	1927			
Property Size (in acres)	11.0			
Ministry Rated Capacity	1218			
Current Enrolment	1073			
Enrolment By Grade	9-224	10-249	11-255	12-324
	Special Education - 21			
Utilization Percentage	88.1%			
Enrolment past five years	Appendix A			
Enrolment projections next five years	Appendix A			
Staffing	Principal 1, Vice-principal 2, Clerical 5, Teachers 71, EA/CYW 5, Custodian 9, Library Clerk 1, Library Supervisor 1, Study Room Supervisor 1.			
Student/teacher ratios	21.1			
Percentage of Students Bussed	67.6			
Number of out of boundary students (Sept. 09)	91			
Students from this area going elsewhere (Oct. 08)	14			
Maximum distance for bused students (km)	49.5			
Maximum time for bused students (minutes)	74			
Demographics for area	Appendix B			
First Nation Partnerships				

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Value to Students

Student Success in Secondary

Does the school have full composite program in Grade 9-12?

LCCVI offers the following programs:

- Developmentally Delayed/Medically Fragile: all grades
- French Immersion
- Grade 9: Applied, Academic, Locally Developed (Math only)
- Grade 10: Applied, Academic, Locally Developed (Math only)
- Grade 11: Workplace, College Bound, University Bound
- Grade 12: Workplace, College Bound, University Bound

Note: Technical Programs include Communications, Design, Manufacturing, Construction, Transportation, Horticultural

Does the school have sufficient numbers of students to run the courses necessary in each subject area for all four student pathways (university, college, apprenticeship and workplace)? **yes**

Student Achievement Data including Grades 9 & 10 Mathematics & Literacy results

<i>2008-2009</i>		<i>LCCVI</i>	<i>Board</i>	<i>Province</i>
<i>Grade 9 Math Assessment</i>	<i>Academic</i>	<i>80%</i>	<i>76%</i>	<i>77%</i>
	<i>Applied</i>	<i>53%</i>	<i>42%</i>	<i>38%</i>
<i>OSSLT</i>	<i>First Time Eligible</i>	<i>85%</i>	<i>79%</i>	<i>85%</i>
	<i>Previously Eligible</i>	<i>52%</i>	<i>50%</i>	<i>54%</i>

Drop out rates: Currently, 14% of the students starting in grade 9 will not complete a diploma within 5 years

Graduation success rates currently, 86% of students starting in grade 9 graduate within 5 years

How many courses were cancelled this year? *Why?*

7 courses were cancelled due to insufficient requests.

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<p><i>What types of courses were cancelled?</i></p> <p><i>Locally Developed: 1</i></p> <p><i>Workplace: 0</i></p> <p><i>Applied: 0</i></p> <p><i>Academic: 0</i></p> <p><i>Open: 2</i></p> <p><i>College: 3</i></p> <p><i>University: 1</i></p>	
<p><i>What different courses are being offered?</i></p> <ul style="list-style-type: none"> • <i>Musical Course</i> • <i>Peer Tutoring at both grade 11 Open and 12 University Bound</i> • <i>Yearbook Course</i> • <i>Horticulture</i> • <i>Learning Strategies</i> • <i>Locally Developed Math</i> 	
<p>Describe community support partnerships</p> <ul style="list-style-type: none"> • Health Unit supports programs such Wellness and Nutritional Assistance • The Town helps support Music Nights and Musical with facility use at Victoria Hall 	
<p>Describe community support/success of Co-operative Education Program.</p> <ul style="list-style-type: none"> • The Co-op Program is vibrant in the town of Petrolia and beyond • We traditionally place 120 students into the community per year (in traditional placements) • We also place 5-10 DD students as well 	
<p>How many multi-level/combined courses does your school offer?</p>	<p>3</p>
<p>How may multi-grade courses doe your school offer?</p>	<p>14</p>
<p>Does the school offer a cluster of courses that are tied to locally available learning/work place opportunities?</p>	<p>No</p>
<p>Identify the secondary school's</p> <p>Special programs that enhance curriculum?</p> <ul style="list-style-type: none"> • IDC4O1 (Musical Course) - 3 classes produce a Musical (Vocals, Acting, Set Design) • TGG3M1 (Yearbook Course) - 2 classes produce the school yearbook 	

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<ul style="list-style-type: none"> • 1PD Courses - clustered groups of students with extensive tutor support
<p>Guidance and career education programs?</p> <ul style="list-style-type: none"> • GLE (Learning Strategies) - 3 classes of student identified as at risk in grade 8 to 9 transition • GLS (Learning Strategies with Credit Recovery) - 2 classes of students who are behind in credit totals • Careers - compulsory course • GPP (Peer Tutoring) - 3 classes of students who assist in other classes • IDC4UD (Peer Tutoring) - 1 class of students who assist in at-risk classes • GLD (Discovering the Workplace) - one credit work experience course
<p>Partnerships which enhance and support students?</p> <ul style="list-style-type: none"> • relationship with Community Centre • relationship with Victoria Playhouse • involvement with PAIRS program (Imperial Oil)
<p>Information technology to support the curriculum?</p> <ul style="list-style-type: none"> • We have 5 computer labs for the teaching of computer based courses and for Computer Assisted Instruction • We have approximately 50 multimedia projectors and 20 Smart Boards • We are in the process of setting up a Video Conference Room
<p>Does your school offer E-learning and/or virtual learning?</p> <ul style="list-style-type: none"> • Individual schools do not offer e-Learning, but the Board does. • That being said, one of our teachers does teach one e-Learning course both semesters.
<p>The ability to offer language and other programs that mirror the culture of the communities?</p> <ul style="list-style-type: none"> • Spanish is offered from grades 10 to 12
<p>First Nation Programs Offered?</p> <ul style="list-style-type: none"> • NDA3M1 and NDW4M1
<p>How will the culture of the school impact student success?</p> <ul style="list-style-type: none"> • The more students attending this school will give the students more course selection, as well as access to more teachers and resources to help students. • Strong sense of community and tradition encourages student success and community involvement

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<ul style="list-style-type: none"> • Focus on individual needs via Resource and Student Success positively influences achievement
Additional Comments:
Supports
Identify funding generated for staffing to sustain itself without drawing funding from other budget lines in the following areas:
<i>Administration: 2.67 persons</i>
<i>Student Services/Special Education/Library Staff: 2.83 persons</i>
<i>Library Technicians: 1 person</i>
<i>Social Workers: 0</i>
<i>Secretarial: 5</i>
<i>Custodial: 2 daytime and 4 afternoon</i>
Does the school have programs that support student success? Yes (programs listed later in the report)

Does the school have remedial programs onsite during the day and after-school? Yes
<ul style="list-style-type: none"> • Credit Recovery at lunch • Math Remediation at lunch • Peer Tutors organized via Resource • Homestretch to Success • Heads Up, Head Start • Literacy Camps
Identify the following facilities? Is the space for these facilities appropriate? What is the overall condition of the facility?
Arts facilities (Music ✓ Drama ✓ Visual Arts ✓)
Science labs ✓
Family Studies area: Foods X Fashion X
Technology area: ✓
Information Technology lab ✓
Outdoor athletic facilities ✓
Gymnasiums X (plans are in place to create a Fitness Room to alleviate pressure)
Library ✓
Auditorium - does not exist

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Meeting rooms ✓
Regular Classrooms ✓
Resource Rooms ✓
Cafeteria X
Is the school universally accessible? No
Transportation
Proximity of the school to students/length of bus ride to school: maximum 1 hour
Additional Comments:
Safety and Security
<p>What was the result of the Safe School Survey?</p> <ul style="list-style-type: none"> • Response rates varied from parent to staff to student • Tendency for the following were demonstrated: <ul style="list-style-type: none"> ○ Participants usually feel safe at LCCVI ○ Participants recognize the value of being involved in extracurricular activities ○ Participants feel like they belong to a community
<p>Comment on the safety and security within your school environment.</p> <ul style="list-style-type: none"> • <i>we have 6 surveillance cameras (provides some coverage, but not sufficient)</i>
Extracurricular
Identify the variety of opportunities for extra and co-curricular activities in:
<p>Athletics: Football, Hockey, Soccer, Cross-Country, Badminton, Track & Field, Volleyball, Rugby, Curling, Swimming, Wrestling, Baseball, Basketball, Golf</p>
<p>Arts: Junior, Intermediate, Senior Bands, Jazz Attack, Intermediate and Senior Jazz Bands, Art Club</p>
<p>Clubs: Art, Athletic Association, Beyond Ourselves, Bully Busters, Dart Club, Debate Club, Diversity Club, Drama Club, Environmental Club, Knitting Club, Lunch Buddy Club, OSAID, Peer Tutors, Prom Committee, Save the Children, School Council, Senate, Student Community Awareness, Student Council, Student Newspaper, Students Outreach to Seniors, Student Wellness Committee, Teens Need Truth (TNT), Video Club, Wellness Committee, World Wide Friends, English</p>

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What opportunities are available due to the location of the school to existing community facilities?

- use of Victoria Playhouse for Music Nights and Musical
- use of Community Centre for Swimming
- use of Greenwood Arena and Park for Phys Ed Classes
- use of Curling Rink for Phys Ed Classes
- use of Bridgeview Park for Phys Ed Classes

Why do students choose this school?

- French Immersion Program
- Reputation of solid academics
- Student Success Initiatives
- Reputation of solid athletics
- Reputation of solid music program
- Breadth of Extracurricular Programs
- Nicol Scholarship (\$10,000 USD to about 15 graduating students)

What is unique about this school?

- *125 years of history*
- *Athletic programs*
- *Musical*
- *Rubberized track*
- *Nicol Scholarships*
- *Late Bus Transportation funded by school*
- *Japanese Exchange Tradition*

Other value to students?

- LCCVI has a unique tradition that involves exchanges between our school and a similar school in Japan.
- LCCVI's central location provides access for smaller communities in outlying areas.

Additional Comments:

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Value to School Board

What would be the impact on the capacity of the system to offer programs in the following areas if this school closes?

Program

Enhanced programs: Example – Language Programs

Grades 9-12?

- French Immersion students would need to be relocated
- We offer 38 lines of Tech Courses – the majority of these students could not be relocated as there wouldn't be room at other schools (most facilities are already running near full capacity)
- Similar issues would arise with Family Studies, Phys Ed, and Music

Specialized Education :

Grades 9-12?

- 20 DD Students would need to be relocated

Effective Intervention programs:

Grades 9-12?

Extracurricular activities:

Grades 9-12?

- Many of the extracurricular activities would be on the verge of collapse. For example, football would be down to 4 teams (2 of which are at risk of folding)
- LIT would not exist

Effective partnerships:

Grades 9-12?

How many students does the Board estimate it will lose as a result of the closure of this school?

*50???? From the Watford Area to Strathroy
 50???? To the Catholic Board for Program*

What would the impact be on other schools by this school closing?

They would have to try to fit our students in, but this would be a big issue in specialized programs

Additional Comments:

The Nicol Scholarship principal which sits at approximately \$1,000,000 would be disbanded. This scholarship benefits 6-15 graduates (\$10,000usd) annually.

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Facilities
<p>How would a closure impact transportation costs?</p> <p>Any students outside of the walk zone distance from home to school would be eligible for a bus ride. Additional transportation costs would be determined from the bus routing needs, loading on the buses and the increase in total kilometers travelled.</p>
<p>How would closing the school help the school board avoid incurring significant repair costs that are not covered by targeted renovation programs?</p> <p>There are no items in this category.</p>
<p>Is it more cost effective to place the existing facility rather than making major repairs?</p>
<p>What is the impact of this school's closure on facility operating and capital budgets?</p> <p>Reducing surplus system empty classroom spaces can increase the efficiency of utilizing operating budgets. Several large capital upgrade projects have been completed at this facility in the past 15 years including: new boiler plant and associated piping components, science labs rebuilt and a new library addition, energy improvement measures, partial replacement of roofing systems, windows and doors partial replacements and asphalt repaving work.</p> <p>The future capital work needed for the school are: complete replacement of the older roof sections, complete window replacement program, replace final phase of older heating pipes and ventilation equipment and continue repaving worn of asphalt surfaces.</p> <p>The Board has submitted a major capital project to the Ministry of Education for funding to upgrade the schools Family Studies and Music program facilities estimated budget in the amount of \$0.6M dollars.</p>
<p>How would closing the school impact the enrolment of neighbouring schools?</p>
<p>Based on school location what are the options for reassignment of students in neighbouring schools?</p>
<p>How would reassignment effect the safety and security of the receiving schools?</p>
<p>How would the school utilization be impacted at the receiving school?</p>

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Additional Comments:

School Culture

How will the school culture be impacted by the reassignment of students?

It depends on whether we are increasing or decreasing the student population. Both involve change. Not as many sports teams available to students versus an abundance of sports being offered. Same with music and other extra-curricular activities, i.e. clubs.

Value of the School to the Community

Identify the communities: Petrolia, Brigden, Brooke, Alvinston, Dawn, Oil Springs, Corunna (FI), Wyoming

Describe programs and service offerings that serve both school and communities.

Daycare/Best Start

Youth Activities - Various Athletics, Bands, Clubs, etc.

Cultural Events and Observances

Social and Recreational

Adult Learning Program

Other

Identify any plans for local partnerships for delivering daycare and other community and social services.

If the school was to close, what alternate uses could the building and grounds accommodate that would complement the surrounding neighbourhood?

- Seniors retirement housing, nursing home

Describe any historical attributes that are significant to the communities?

- much community fundraising for the track facility
- library was designed with public access in mind

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How many hours per week is this school used for other community activity (e.g., sports, recreation and fitness; non-profit and community groups for youth and adults; community meetings):	
Fall	10 hours/week
Winter	10-12
Spring	10-12
Summer	minimal
If the school were to close, what is the local capacity to accommodate those currently using the school for community purposes?	
<ul style="list-style-type: none"> • Local facilities that could be used instead include the Oil Heritage Community Centre, New Life Assembly Church, the Petrolia Lions Hall and the Petrolia Legion. 	
Describe significant upgrades to the school in the past five years completed in partnership with the communities? None	
Does our school offer adult learning programs? No	
Other value to the communities.	
<ul style="list-style-type: none"> • Local businesses greatly benefit from student patronage at lunch and after school • Students are very beneficial in assisting with local community events 	
Value to community as a single school community.	
<ul style="list-style-type: none"> • Real estate values seem to benefit positively from having a community secondary school 	
Additional Comments:	

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Value to the Local Economy

Comment on each of the following areas in relation to the local economy.

A. Attracting and retaining families in the communities.

- Secondary school in a community is a significant factor in attracting and retaining families
- School is well established and includes next generation of families

B. Economic spin-offs

- Students and families patronize the local businesses and restaurants
- Schools attract industry, part of the municipal package
- Local Bussing provides transportation for students

C. Real estate values

- Real estate and property values are affected by having a school in the community
- Quality of schools important

D. To what extent is the school a significant employer?

- 100 staff employed including custodial, educational assistant/ child & youth worker, study room supervisor, library clerk, library supervisor, teachers, secretary, vice principals and principal who spend money in the community
- Approximately half of the above employees reside in the Petrolia Area

E. Co-operative Education opportunities?

- 120 students participating in the Co-op programs throughout the community
- Placement opportunities for approximately 12 student teachers from Faculties of Education
- Co-op student placements for Educational Assistants and Child & Youth Workers from Lambton College
- Host several International exchange students who recognize the school's exceptional reputation and provide positive feedback

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F. Training opportunities or partnerships with business?

- School Partnerships with Imperial Oil through Partners Active in Resource Sharing (PAIRS) sharing resources and working together on special projects

G. Other value to the local economy?

- School provides a venue for spring concerts, musicals and sporting events
- Students provide volunteer hours throughout the community while completing Community Service hours
- Several local scholarships, including the Nichols Scholarship made available to students encourage graduates to return to community

H. Value to community as a single school community?

- Facilities provide polling stations during Federal and Provincial elections
- Community Use of Facilities for Blood Donor Clinics

I. How do these plans fit in with the long term plan of the Municipality of Chatham-Kent, City of Sarnia and County of Lambton?

ENROLMENT HISTORY AND PROJECTIONS LAMBTON CENTRAL C.V.I.

1218	Oct. 2004	Oct. 2005	Oct. 2006	Oct. 2007	Oct. 2008	Oct. 2009	Proj. 2010	Proj. 2011	Proj. 2012	Proj. 2013	Proj. 2014
Gr. 9	250	266	258	249	248	224	222	228	217	216	213
Gr. 10	290	256	263	260	251	249	231	224	230	219	219
Gr. 11	282	297	260	266	253	255	247	230	224	230	219
Gr. 12	373	367	379	358	332	324	320	317	300	294	300
SPEC.	17	18	17	18	18	21	20	20	20	20	20
Totals	1212	1204	1177	1151	1102	1073	1040	1019	991	979	971
F.T.E.	1210.00	1203.00	1174.50	1147.00	1099.50	1073.00	1040.00	1019.00	991.00	979.00	971.00
%Full	99.34%	98.77%	96.43%	94.17%	90.27%	88.10%	85.39%	83.66%	81.36%	80.38%	79.72%

HISTORY AND PROJECTION OF CHILDREN LIVING IN THE L.C.C.V.I. CATCHMENT AREA - AGES 1 TO 18



