

Marystown Central High School 2011-12 School Development Report



Vision

Marystown Central High School endeavours to create a school community that values cooperation, respect, enthusiasm, and diversity while encouraging all of its "citizens" to reach their potential.

Mission

The mission of Marystown Central High School is to provide a safe, caring, socially just, interactive and inclusive environment that supports student achievement across the curriculum.

Table of Contents

Message from the Director of Education	3
Message from Principal	4
Message from School Council	5
Overview of School	6
Our School Community.....	6
Highlights/Special Projects/Partnerships	6
3-4 Year School Development Plan.....	12
Summary Report on the School’s Most Current Data	16
School Development Plan for Current School Year	25
Appendix A – Summary of School Fundraising.....	29

Message from the Director of Education

In December, 2011, Eastern School District approved a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2011-2012 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation in the achievement of the specific goals and objectives listed in this plan. Keep up the good work!

BRUCE VEY, PhD
CEO/DIRECTOR OF EDUCATION (Acting)

Message from Principal

The annual School Report provides an opportunity to highlight the various achievements of students and brings focus to the programs in which our students participate and the services that they receive. It also offers an overview of our School Development Plan and where we are in the school development process.

The school's Development Plan for 2011 -2012 reflected the Eastern School District's focus on achievement, a safe and caring environment, and social justice. In doing so, goals and strategies were developed to enhance student learning, to create a safe and caring environment that supported the learning process, and promoted the concept of social justice.

It is my hope that the 2011-2012 School Report will provide you with some insight into our school community and, perhaps, be a catalyst for further engagement and discussion regarding the education of our students.

David Babb - Principal

Message from School Council

During the past year, the school council for Marystown Central High School continued to work with all stakeholders to enhance the learning environment in our school. Over the past few years, the school council has worked in collaboration with the school administration and Eastern School District, to secure structural improvements to the building in the form of a new roof, new windows, and new plumbing. We are pleased with these improvements as they enable our students to learn in a secure environment with minimal disruption.

The school council also worked in support of the school's Development Plan. We have continued our focus on topics such as drug and alcohol abuse and the promotion of healthy living. In doing so, we continued to bring focus to the challenges facing our youth as they try to prepare for the future. We look forward to working with the school's administrative team and Eastern School District on these and many other issues in the coming year.

Ruby Hoskins - Chairperson

Overview of School

In this section of the Annual School Report, you will find information relating to the composition of our school community and an overview of the various activities in which our students and staff have participated in the past school year.

Our School Community

Marystown Central High School (MCHS) is a part of the Eastern School District and is located in the Burin Region. MCHS services 27 communities on the Burin Peninsula and has 436 students- 152 in Level I; 129 in Level II, 131 in Level III; and 24 enrolled in upgrading. The school's full-time equivalent pupil-teacher ratio (FTE-PTR) is 15.6 as compared to the district's ratio of 12.7 and the province's ratio of 11.9.

MCHS has 28 full-time equivalent teaching units including 1.5 pervasive needs and 3 instructional support special education teachers. The school also has 4 Department Head positions in the areas of Math, Science, Social Studies, and English as well as a full-time Guidance Counselor. MCHS has 2 student assistants, a half-time librarian, and one full-time and one part-time secretary. Students at MCHS also receive special services from itinerant school board staff - speech-language pathology and hearing impairment as well as Educational Psychology. Maintenance and custodial support services are also provided.

Highlights/Special Projects/Partnerships

Our school offers the provincially prescribed High School curriculum including advanced, academic, and general Mathematics, academic and general English and Sciences. This enables all of our students to engage in a wide variety of curricula that is best suited to their needs. In addition, MCHS also offers a broad range of co- and extra-curricular activities that enhance the learning experiences of our students. The following is a synopsis of these programs and projects:

Activists for Change

Activists for Change (AFC) is a school based organization that is involved in the school and surrounding communities. Its purpose is to encourage people to become more environmentally friendly, more active in the community, and to improve tolerance and acceptance of all people.

This year AFC participated in earth hour, where they created posters and displays to inform the school about the important event. Earth Hour started in 2007 in Sydney, Australia when 2.2 million individuals and more than 2,000 businesses turned their lights off for one hour to take a stand against climate change. This year 135 countries took part and each year it proves more and more, the drastic effect that a large group of people can have on the environment.

They also participated in the "Energy Diet Challenge" as a group. For a month, they agreed to not use any plastic bottles in order to help the environment. They also organized and participated in the "30

Hour Famine,” a world vision project designed to raise money and awareness of hunger and poverty in underdeveloped countries.

Members of AFC also attended the annual “Ocean Net Conference” at the Marystown Hotel which was open to all schools on the Burin peninsula with presentations and activities that were associated with the environmental effects on the oceans to date. At this time, they received an award for their participation and impacts they have made on the environment over the years.

Students spent majority of their year raising money via multiple events in which they donated to the Gifts of Hope Project. It is organized by Plan which is a global movement for change, mobilizing millions of people around the world to support social justice for children in developing countries.

It has been an exceptional year and we hope our future continues to be successful.

Drama Club

This year MCHS embarked on their biggest production of the last 10 years with the musical "Grease". This consisted of 48 students and a live band who took part in the musical as well as involvement from our Drama 3220 as part of their overall evaluation. Rehearsal started in September and continued through to April with two shows being produced for April 20th and 21st. These two shows were sold out with over 400 audience members at each show, and each night was met with an outstanding positive response. We are very proud of our students and the fact that over 10% of our MCHS population was involved in a drama production, which undoubtedly made a huge difference in the lives of our students.

Guidance Services

During the 2011-2012 school year guidance services at MCHS included individual and group counselling. Some of the areas focused on in these sessions included peer conflict, addictions, anger management, stress management, bereavement, anxiety, and behavioural issues. Other guidance services included individual assessment, help with study skills, assistance with course selection and post secondary research, promotion of scholarships, and career guidance.

Our Level III students had the opportunity to participate in College Day at the College of the North Atlantic, Burin Campus and to tour the Marine Institute and Memorial University Campus, St. John's. A number of colleges and universities visited our school to provide information to graduating students and their parents. In addition to these career related opportunities, partnerships with community agencies and community members provided students with a wide range of career based information. Sessions that outlined the Career Cruising program and highlighted career options were conducted with Career Development classes throughout the year.

Other classroom presentations were developed and delivered in collaboration with classroom teachers. Some of these presentation topics included mental health promotion, bullying, and healthy relationships.

The service delivery team and other staff members worked together to outline programming for students, to assist in identifying leadership opportunities for students, and to partner with outside agencies in order to best serve our students.

Healthy Living Committee

The Healthy Living Committee is a school based group made up of 10 students. Its purpose is to organize school activities and encourage healthy lifestyles. This year the group organized a “Terry Fox Day.” This was an afternoon of healthy foods and energetic activities including a ping-pong tournament, volleyball tournament and basketball tournament.

They also put up posters and informed the school body about National Non-smoking week. National Non-Smoking Week (NNSW) has been observed for more than 30 years. It is one of the longest running and most important events in Canada’s ongoing public health education efforts.

Mathematics

This year, 18 students from Marystown Central High School participated in the Burin Regional Senior High Mathematics League. Students participated in four rounds of competition in which they competed with teams from St. Lawrence Academy and Holy Name of Mary Academy. While the first three rounds were completed in the individual schools, the final round was held at our school and all participants congregated in the Cafeteria. In total there were 9 senior high teams. The team with the highest cumulative score went on to represent the Burin region at the Provincial Mathematics League Competition in St. John’s. Teams from our school finished in first place and third place. The members of the winning team were Jenika Durnford, Allison Power, Maggie Power, and Darren Stokes. At the Provincial competition, this team performed well, finishing in a tie for fourth place (out of 11 teams). The students had a wonderful trip and were exceptional representatives of our school and region.

Prom

Another successful year for Prom. Planning for 2012 Prom began in the fall of 2011. A date was chosen by administration; Saturday June 2, 2012. The teacher sponsors for this year’s prom were Ms. Renee Walsh and Ms. Carmalice Brushett. Chairs and co-chairs were elected for various committees; these students were responsible for the planning and preparation of this event.

Co Chairs: Maggie Power, Krissy Slaney

Finance: Danielle Pinksen, Amanda Strang

Decorations: Lacey Walsh, Brittany Rose

Facilities: Jenna Kelly, Kelsey Kelly

Ceremony: Amanda Jorgenson, Nancy Clarke

Photos: Meghan Francis, Jenna Adams

Church: Samantha Zinck, Deanna Moulton

Students and teacher sponsors would meet during lunch time to share ideas and discuss any issues. However, such things as theme, colors, songs, etc. were voted on by the grade twelve student body. This year's theme was: Around the World.

The Ecumenical Celebration began at 2:00 pm at the Sacred Heart Parish in Marystown. Father Steve Courtney began the church service with greeting, followed by procession of the senior class. Reverend Bob Winsor provided those in attendance with the message. Student readings were completed by Samantha Zinck, Deanna Moulton, Jonathon Nichol, Jenna Kelly, Maggie Power. This Year's senior class choir consisted of Maggie Power, Nancy Clarke, Danielle Pinksen, Kesley Kelly, Amanda Jorgensen, Amber Murley, Deanna Moulton, and Jenna Kelly.

The Prom Ceremony began at 6:00 pm at the Marystown Arena; with those of the senior class attending prom taking part in the Grand March with Mr. Stephen King and Ms. Helena Lane providing assistance with the grand march. Mr. Babb was the Master of Ceremonies. After the meal, speeches were made and then came the graduate dances. Approximately 560 people attended the event. Following the Prom Ceremony, students participated in a SafeProm back at the school.

Public Speaking

This year has been another successful one for public speaking at Marystown Central High School. We had a variety of students from Level 1 and 2 participate in both the Lion's Club Senior High Speak Out and the Knights of Columbus Speak Off. Teacher sponsor for public speaking is Mrs. Elizabeth Kavanagh.

The first speaking competition of the school year was hosted by the Marystown Lion's Club. Participating in this Senior Speak Out were Ocean Byrde, Victoria Cox, Robyn Cumben, and Kayla Mallay. Kayla, a Level 2 student, won at the Club level and went on to win at the Regional Speak Out as well.

The second speaking competition was the Knights of Columbus 4th Degree Senior High Speak Off, open to students enrolled in senior high all over the Burin Peninsula. Three students from our school – Lindsey Barry, Melissa Hartson, and Sarah Ryan – participated and took the top three awards. Lindsey was the overall winner and went on to represent the Father John Murray Assembly 2436 Knights of Columbus at the provincial level.

The interest displayed amongst the students in both Level 1 and 2 is great encouragement participation in public speaking in the years to come.

Robotics Club

This year the Robotics club participated in the Skills Canada Competition held at the College of North Atlantic in St. John's, March 30, 2012. The consisted of Roger Mallay, Devan Flower, Luke Parrot, and Josh Stacey. They did a great job representing the school and placed 3rd overall in the competition.

Science Competition

This year's Science Competition was conducted as a partnership between MCHS and College of the North Atlantic, (CNA – Burin Campus). CNA funded the entire competition, including materials and prizes. The college also made their lab space and support staff available for Competition Day – March 21st.

This support from CNA allowed our competition to grow to include the largest number of competitors ever. 120 students were registered as thirty teams of 4. The considerable interest in this event is likely a function of the popularity of past events as well as the promise of a day away from school and at the college.

MCHS provided bussing and substitute days for Greg Pittman and David Biggin to accompany the groups. As in previous years, the competition consisted of a four challenges representing the four core science areas in high school – chemistry, biology earth science and physics.

On Day 1, teams rotated through the various challenges, titrating chemicals, dissecting a rat, identifying minerals, rocks and fossils and building a mousetrap-powered race car. At the end of the day, the students were returned to MCHS for dismissal.

The afternoon of Day 2, March 22nd, was reserved for racing the cars and awarding prizes. Stephen Warren, CNA administrator viewed the races and awarded medals to the top three teams. It was announced at that time that part of the prize for the winning team would be a day at the college and in the field with a pair of researchers. Greg Pittman accompanied the winning team on their day out and reported that exposure to wave energy research and aquaculture was a very valuable experience for these young scientists.

As we look forward to next year's Science Competition we have once again partnered with CNA and are in the process of bringing the business development department at the college on board as well. The 2013 Competition is shaping up to be another extraordinary learning experience for our science students.

Special Presentations

MADD Canada visited our school in November with a video presentation titled "Damaged" that highlighted the importance of not drinking and/or doing drugs and driving. The message of making good decisions for yourself and for others was well received by students.

In December, we were fortunate to have Olympic Gold Medalist Gina Kingsbury visit with our students. Ms. Kingsbury played women's ice-hockey and delivered an inspirational message about the importance of hard-work and never giving up on dreams.

Sports

This has been quite a spectacular year for school sports here at MCHS as there has been a lot of success in many of the sports in which we took part.

We kicked off the season by winning both the cross country and girls softball regional banners and then went on to have a good showing at the provincials in both sports. As if this wasn't a great kick off to the season, we had both our boys' and girls' soccer teams capture provincial banners with the boys winning the 4A banner and the girls winning 3A. This is the first time in the history of the school that both the boys and girls won the provincial banner in the same year.

Throughout the fall we also competed in boys and girls volleyball and boys softball. All teams had a good showing at the regional qualifier. Throughout the year we also competed in boys basketball, where we captured the regional banner as host school and lost in a very close game at provincials to Dunn Academy in the semi-finals. We also competed in boys indoor soccer, girls ball hockey, badminton which we hosted and Track and Field where we captured both the boys and girls regional banner as host school and had a great showing at provincials.

This is the sixth year in a row that our school has been recognized by the Newfoundland and Labrador Sports Star program for providing excellence in participation, sportsmanship, and performance in our school. The last few years we have been receiving Silver Star status only missing out each year by a small margin. However, this year, with all of our success at the regional and provincial level and being host to a number of tournaments as well as the countless hours and dedication by coaches, athletes and volunteers, we have finally attained a very much deserved Gold Star Status.

Student Council

The 2011-2012 Marystown Central High School Student Council consisted of the following members: Haley Kirby, Melissa Hartson, Jessica Critchley, Katie Power, Shawna Penney, Sarah Ryan, and Victoria Gaulton. This group put a lot of effort into building school spirit, raising awareness regarding social issues, and supporting community and non-profit agencies.

Various fundraising initiatives were planned throughout the year, with donations being made to The Terry Fox Foundation, Unicef, and Ronald McDonald House. The students also promoted a number of theme days throughout the year, including Stand Up to Bullying Day, as well as an activity day prior to the Christmas break. In addition to this, the council organized two spirit/awareness weeks. These weeks consisted of spirit activities and ideas geared toward identifying important social issues. One week culminated with a mental health walk which raised approximately \$500 for mental health initiatives in the school. The second week was highlighted by a presentation of MADD Canada's "Damaged", a film about the harmful effects of impaired driving.

Yearbook

The Yearbook Committee of 2012 was headed by Cora-Leigh Keating, Elizabeth Kavanagh and Helena Lane. Student committee members consisted of Nancy Clarke, Amanda Jorgensen, Kelsey Kelly, Danielle Pinksen, Deanna Moulton and Jenika Durnford. The yearbook fee of \$35 was included in prom fees, an agreement which graduates voted on and agreed with. This made it convenient for all graduates to pay for and receive yearbooks. This year's edition highlighted our school's achievements, visiting guests, and memoriams to past classmates.

MCHS School Development Plan

The School Development Plan outlines our school's **goals and objectives** over the life of the plan.

Goal 1: To improve student achievement across the curriculum within a positive and interactive learning environment that promotes 21st Century learning.

Year	Objective	Objective	Objective
2010-11	Improve student achievement in five academic domains – English, Science, Math, Social Studies, and French.	Greater recognition of student achievement.	
2011-12	Improve student academic performance in English 3201, specifically the subtest scores for Prose and Personal Response by June 2012	Improve student achievement in Mathematics 3204, World Geography 3202 and Biology 3201 by June 2012.	Improve student engagement through the implementation of interactive activities in academic courses by June 2012.
2012-13	: Improve student academic performance in English 3201, specifically the subtest scores for Prose and Personal Response by June 2013.	Improve student achievement in Mathematics 3204, World Geography 3202 and Biology 3201 by June 2013.	Improve student engagement through the implementation of interactive activities in academic courses by June 2013.
2013-14			

Goal 2: To foster wellness, respect and responsibility for learning in a safe, caring, socially just and inclusive school environment.

Year	Objective	Objective	Objective
2010-11	Develop a promotional package that will make parents aware of the volunteer opportunities available at MCHS.	Promote the three R's – respect for self, respect for others, and respect for school.	To develop an anti-bullying program suited to the needs and age level of a senior high school population.
2011-12	Improve student sense of safety at school and on the school bus by June 2012.	Help students develop a better sense of respect and responsibility for themselves and others in the school environment by June 2013.	Improve communication and collaboration amongst all stakeholders by June 2012.
2012-13	Improve student sense of safety at school and on the school bus by June 2013.	Help students develop a better sense of respect and responsibility for themselves and others in the school environment by June 2013.	Improve communication and collaboration amongst all stakeholders by June 2013.
2013-14			

Operational Issues

Year	Issues	Issues	Issues
<i>2010-11</i>	Improve the physical appearance of the gym.	Improve student safety in the parking lot.	Improve communication with the home.
<i>2011-12</i>	Update technology in school.	Maximize collaborative prep time.	Install cameras on school busses.
<i>2012-13</i>	Phase two of 3-year technology upgrade.	Increase presence of administrators in classrooms (walkthroughs).	Increase collaboration with outside agencies.
<i>2013-14</i>			

Report on School Development Plan for Previous Year (2011 - 2012)

Goal 1 - To improve student achievement across the curriculum within a positive and interactive learning environment.		
Objective 1.1 - Improve student academic performance in English 3201, specifically the subtest scores for Prose and Personal Response by June 2012.	Objective 1.2 - Improve student achievement in Math 3204, World Geography 3202, and Biology 3201 by June 2012.	Objective 1.3 Improve student engagement through the implementation of interactive activities in academic courses by June 2012.
Commendations 1.1 – Our students exceeded the District and the Province in Personal Response items.	Commendations 1.2 – Our students improved in World Geography 3202 and Biology 3201 compared to Public Exam results from 2011.	Commendations 1.3 - Some use of team boards and smart boards occurred.
Recommendations 1.1 – Our students fell just below the District and Province in Prose. Teachers will continue to target this area.	Recommendations 1.2 – Our Math 3204 results fell below those of 2011 and continue to fall below the Province. Continued effort is needed for improvement.	Recommendations 1.3 - Pilot a program of technology integration in Physics and Earth Systems classes. Secure training in the use of team and smart boards (2012-2013).

Goal 2 - To foster wellness, respect and responsibility for learning in a safe, caring, socially just and inclusive school environment.		
Objective 2.1 - Improve student sense of safety at school and on the school bus by June 2012.	Objective 2.2 - Help students develop a better sense of respect and responsibility for themselves and others in the school environment by June 2012.	Objective 2.3 - Improve communication and collaboration amongst all stakeholders by June 2012.
Commendations 2.1 - Safe & Caring Schools Committee for completing the school safety survey.	Commendations 2.2 – Completion of the new Code-of-Conduct.	Commendations 2.3 – Updated website, use of Twitter and Facebook.
Recommendations 2.1 - Conduct strategic supervision in 2012-2013.	Recommendations 2.2 - Initiate a homeroom session in the morning for 2012-2013.	Recommendations 2.3 – Use PowerSchool as a means of improving home-school communication.

Operational Issues Report

<i>Year</i>	<i>Issues</i>	<i>Issues</i>	<i>Issues</i>
2011- 12	Scheduling of gym activities.	Update technology in the school.	Maximize collaborative prep time.
Report	An online gymnasium schedule/calendar was implemented.	Phase 2 of our 3-year plan was implemented (technology lab and library replenished).	As much as possible, teachers with common courses/subject areas were scheduled into common prep periods.

Summary Report on the School's Most Current Data

BIOLOGY 3201

MCHS marks in Biology 3201 were lower than those of the province for the evaluation submitted, the public exam mark and the overall combined average. The difference on the latter was 5% which is an improvement over last year's results where the difference was 9%.

Biology 3201 Public Exam	Number of exam questions	MCHS scored Below District on	MCHS scored Above District on	MCHS scored Below Province on	MCHS scored Above Province on
Part I	75	48	27	49	26
Part II	15	12	3	12	3

The item analysis shows the lower scores were spread across the entire course. Therefore no one part of the curriculum shows more weakness in performance than another. The enrolment for 2012 was 93 students, 32 more than the previous year. The percentage of passes is at 77% compared to 89% for the province.

CHEMISTRY 3202

In Chemistry 3202, the class average entering the public exam was 77%. This class wrote a 72% on the final. While MCHS students dropped 8% on the public exam, the province had a difference of 10%. Our students received an adjustment of +2 and finished with a class average 4% higher than that of the province.

Chemistry 3202 Public Exam	Number of exam questions	MCHS scored Below District on	MCHS scored Above District on	MCHS scored Below Province on	MCHS scored Above Province on
Part I	50	18	32	17	33
Part II	19	3	16	3	16

EARTH SYSTEMS 3209

In 2012, 41 students were enrolled in Earth Systems 3209. A class mark of 62% was submitted to the Department of Education in June. MCHS students wrote a 58%. Across the province, students in Earth Systems 3209 dropped by 5% while MCHS students were 4% lower on the public exam.

Earth Systems 3209 Public Exam	Number of exam questions	MCHS scored Below District on	MCHS scored Above District on	MCHS scored Below Province on	MCHS scored Above Province on
Part I	75	50	25	48	27
Part II	12	7	5	3	9

MCHS pass percentage was 83 compared to 85 for the province. In this course, students wrote a comprehensive exam in late May as preparation for the Public Exam. The class average on the comprehensive exam was 53%. This result is considered quite low, so writing 58% on the final exam was a marked improvement.

Item analysis suggests that for Part I of the exam our students have room to improve in units 3 and 4 of the course. Unit 5 seemed to be the weak point in Part II of the exam.

ENGLISH 3201

A general overview of the public examination results in English 3201 show that students are doing well in many areas of the exam and are performing on a comparable level with the remainder of the province. The Shared Evaluation Statistics Report supplied by the department shows that no adjustment was necessary. Our percentage of passes (90%) was slightly lower than that of the province (92%).

We are pleased with student performance on the exam. On the public examination itself, our school performed comparatively higher than the province, with 83% of our students versus 81% of the province passing the public exam. In addition, 15 of the 100 students enrolled in English 3201 finished with marks above 80% after the public exam.

An analysis of the subtest scores on the exam shows that our students performed quite comparable with that of the district and the province. Our performance on the Sight Passages section (worth 60% of the exam) indicates that our students were – overall – on par with other students.

Our results on the Personal Response Writing section of the examination (worth a total of 15%) demonstrate that our students are performing above both the district and the province in this area. From this we conclude that our continued emphasis on language and writing instruction has met with positive results and must continue. Finally, analysis of our performance on the Comparative Study section of the exam (worth a total of 25%) reveals that this is an area in which we have shown some improvement but one that we must also continue to focus on.

In our continued effort to improve student performance, our focus on language and writing instruction will continue. To implement this plan the English Department is continuing to use Writing Portfolios (for both Personal Response writing and Comparative Study writing) to improve student academic performance in the course, specifically with the subtest scores for these areas. A focus on how to answer a question and the use of student exemplars for shorter Constructed Response questions will help improve student performance in the Sight Passages portion of the examination.

We will continue to make connections in the classroom between the texts students are required to complete and – to create a sense of relevance for students – make connections between these texts and their own lives. Recognizing the value of the other strands of the English curriculum, we will continue to evaluate student performance in these areas as well. Within our department, careful consideration is given to covering the wide range of topics students may encounter to better prepare them for the public examination. We will also continue to structure our school evaluations to reflect the format of the public. As a side note, the format of the public examination has been changed for June 2013 and the longer responses (those with which we've had success this year) have been reduced in value. We will balance our focus on these areas with an increased focus on Selected Response and shorter Constructed Response questions.

On a final note, we will continue to promote literacy within our school and stress the importance of reading the required novels for our English courses. The diversity of the student body means that we will constantly strive to devise instructional strategies to meet the needs of all of our learners while effectively evaluating the outcomes of the English 3201 curriculum.*FRANCAIS 3202*

MCHS students completing Français 3202 experienced a slightly higher average than the province - 74% vs. 73% on the public exam. Our shared evaluation was higher by 4% than the exam mark 78% vs. 74%, but that was exactly the same difference as the province 77% vs. 73%.

Students tend to have an excellent knowledge of all three novels but at times tend not to make the relevant connections when completing the questions in the production écrite section.

We will continue activities encompassing all four areas of comprehension this year: comprehension orale, comprehension écrite, production orale, production écrite.

FRENCH 3200

Results for the public examination in French 3200 of June 2012 show that students did well in all areas of the examination. Our students are performing consistently with the department evaluation. Further examination of the results of the June 2012 public exam shows that students' averages were above those of the province, and students scored consistently with the department evaluation as well.

The Shared Evaluation Statistics Report shows that no adjustment was necessary. 92% of our students passed the exam, with no aberrant students reported. With regard to mark distribution, some students did experience change. Out of 38 students, 27 students went into the exam with an average of 70% or above. The department results show 24 students finishing in that range. Also, while the school only submitted 4 students with an average lower than 60%, department results show 6 students finishing

with marks below 60%. This could be in part due to the large range of vocabulary covered on the exam – students could have easily encountered unfamiliar words or expressions that could have caused confusion. Changes could also be explained by factors such as exam anxiety.

Overall results of the June 2012 examination show that students at MCHS are performing well in all areas of the Core French curriculum. Students continue to experience success in French 3200, and have scored at or above the provincial average the past 5 times this course has been offered at Marystown Central High School.

MATH 3204

Table 1: Pass Rate

	School Evaluation Pass Rate	Public Examination Pass Rate	Combined Evaluation Pass Rate
School	80%	53%	69%
Province	84%	68%	79%

- 51 of 64 students had a passing mark going into the Public Exam.
- 34 of 64 students passed the Public Exam.
- 44 of 64 students passed the course.

Table 2 - Average Grade

	School Evaluation Average Grade	Public Examination Average Grade	Combined Evaluation Average Grade
School	62%	52%	57%
Province	65%	59%	62%

The data above suggests that our students in Mathematics 3204 performed at a level that was below that of students enrolled in this course throughout the province. The correlation between the school-based evaluation and the public examination grades was +0.844. This is a strong positive correlation, which indicates that the school's evaluation was consistent with the provincial evaluation. This suggests that the school's evaluation standards were consistent with the established course standards, as defined by the course outcomes. Of the 64 students who wrote the Public Examination in Mathematics 3204, there were 5 students for whom the school based mark and public exam mark was sufficiently different to be considered an aberrant student.

An analysis of the results for our school for the past four years shows that we have consistently scored in the 50s in both our public exam marks (57%, 52%, 56%, 52%) and the overall course marks (59%, 55%, 57%, and 57%).

An examination of the data on the various subtests for this course (see table below) shows that students from our school are not performing on par with their peers across the province. We scored below the district and the province on ALL subtests. Our students are performing at least 6% lower than the district and the province on all four units – Quadratics, Rate of Change, Exponential Growth, and Circle Geometry. Even more disappointing is that the students received a failing average on one unit and received an average below 55% on the other two main units of the course.

Table 3: Public Exam Subtest Marks – Comparison with District and Province

	School	District	Province
Quadratics	52.9%	60.0%	60.5%
Rate of Change	64.3%	70.2%	70.3%
Exponential Growth	54.1%	60.6%	60.6%
Circle Geometry	45.3%	53.1%	53.6%

An analysis of the six year trend for our school (see table below) shows that students dropped slightly (3%) on Quadratics and remained the same on Exponential Growth when compared to last year, but showed drops of 21% and 8% on Rate of Change and Circle Geometry, respectively. While the decline in the Rate of Change unit is disappointing, it represents only 6% of the course. Perhaps one reason for why this unit was done so poorly was that it was taught at the end of the year. This was a deliberate choice to try to ensure that the Circle Geometry unit, which has typically been the last unit of the course, would not receive a rushed treatment. It did not help that the School Prom was so late in the year, taking student attention away from their academics at such a late time in the school year. Despite the fact that we approached the 2011-2012 school year with a commitment to improving our performance in these areas, the results continue to disappoint.

Table 4: Public Exam Subtest Marks – Six Year Trend

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Quadratics	59%	61%	52%	47%	56%	53%
Rate of Change	64%	80%	70%	72%	85%	64%
Exponential Growth	66%	51%	59%	57%	54%	54%
Circle Geometry	54%	50%	55%	45%	53%	45%

In Mathematics 3204, we have consistently done a good job of evaluating student performance. This is supported by the consistently high level of correlation. Where we need to focus our attention is on improving the results that we are getting.

Table 1: Pass Rates

	School Evaluation Pass Rate	Public Examination Pass Rate	Combined Evaluation Pass Rate
School	97%	94%	94%
Province	98%	92%	97%

- 32 of 33 students had a passing mark going into the Public Exam.
- 31 of 33 students passed the Public Exam.
- 31 of 33 students passed the course.

Table 2: Average Grades

	School Evaluation Average Grade	Public Examination Average Grade	Combined Evaluation Average Grade
School	81%	80%	81%
Province	81%	76%	79%

The data above suggests that our students in Mathematics 3205 performed at a level that was comparable to that of students enrolled in this course throughout the province. The correlation between the school-based evaluation and the public examination grades was +0.918. This is a strong positive correlation, which indicates that the school’s evaluation was consistent with the provincial evaluation. This suggests that the school’s evaluation standards were consistent with the established course standards, as defined by the course outcomes. There were no aberrant students, which indicates that there was a high degree of consistency between the school based grade and the public exam grade for every student.

An analysis of the results for our school for the past four years shows that students from our school maintained a consistently high level of performance over the past four years in both the public exam marks (81%, 82%, 83%, 80%) and the overall course marks (81%, 82%, 82%, 81%). This is especially pleasing when we consider the fact that the enrolment in Mathematics 3205 was higher than it had been for a few years.

An examination of the data on the various subtests for this course (see table below) reveals that our school again outperformed both the district and the province in ALL areas.

Table 3: Public Exam Subtest Marks – Comparison with District and Province

	School	District	Province
Quadratics	83.0%	81.9%	80.7%
Rate of Change	85.9%	81.7%	81.2%
Exponential Growth	75.5%	74.4%	73.1%
Circle Geometry	79.3%	75.3%	73.6%

An analysis of the results of our school for the past six years (see table below) shows:

- Students have held a consistent level of performance in Quadratics over the past four years
- The performance in the Rate of Change unit did drop, but similar results were realized in general. This was likely the result of an increased level of difficulty with the exam items for this unit. It is important to note here that assessment for this unit on the Public Exam consists of two multiple choice items (valued at 1% each) and one constructed response item (valued at 4%).
- While the results in the Exponential Growth unit was down compared to last year, the level of student performance was satisfactory
- Although the results are below those of last year, the overall performance on the Circle Geometry unit was consistent with the general results over the past six years.
- Of greater significance is the fact that our students continue to perform at a level that exceeds the district and the province in EVERY subtest area.

Table 4: Public Exam Subtest Marks – Six Year Trend

School Year	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Quadratics	70%	77%	83%	81%	83%	83%
Rate of Change	77%	94%	98%	96%	97%	86%
Exponential Growth	69%	72%	80%	84%	78%	75%
Circle Geometry	71%	79%	75%	77%	84%	79%

Taken as a whole, this information suggests that students enrolled in the advanced Mathematics program engaged in learning experiences that allowed them to develop competence in the outcomes of the program. Moreover, it suggests that the evaluation standards were consistent with those adopted externally.

PHYSICS 3204

There were 23 MCHS Physics 3204 students in 2011-2012. A class average of 77% was submitted to the Department of Education. As a group, they dropped by 1% on the final, whereas the province dropped by 5%. The combined results show MCHS Physics students at 2% above the provincial average.

Physics 3204 Public Exam	Number of exam questions	MCHS scored Below District on	MCHS scored Above District on	MCHS scored Below Province on	MCHS scored Above Province on
Part I	50	18	32	18	32
Part II	19	6	13	6	13

Items where MCHS students scored lower than the district and the province were spread across the course for Part I and Part II of the exam. The percentage of passes for MCHS was 96% as compared to 93% for the province.

WORLD GEOGRAPHY 3202

Fifty-one students wrote the public exam in World Geography 3202 and forty-nine passed the course. The school percentage of passes for the course was 98% which was 3% higher than the provincial pass rate. However, the average school mark for our students was 69% which was slightly lower than the provincial average of 71%.

The pass rate for our students on the actual public exam was 94% which was 10% higher than the provincial pass rate of 84% and the average mark on the World Geography 3202 exam was 66% for both our students and those of the province.

There was no mark adjustment .

With reference to the item analysis of the public exam, on both the constructed response and multiple choice sections of the exam, the analysis showed a mixed result. Generally our students scored better on the longer answer constructed response questions and slightly worse on the multiple choice section of the test.

Generally the overall pass rate was positive in 2012, and the results of last year reversed a negative trend that had developed over the past five years in this course.

WORLD HISTORY 3201

Forty-six MCHS students wrote the public exam in World History 3201 and forty-two passed. The school percentage of passes was 87% and this was lower than the provincial pass rate of 94%. The pass rate on the actual public exam itself was 85% for the school, and this was slightly lower than with the provincial pass rate of 86%.

The average school mark in the course for our students was 73%, and this was equal to the provincial average mark. The average school mark on the actual public exam was 2% lower for our students compared to the province as a whole, a slight decrease, yet a decrease nonetheless. There was a slight mark adjustment of 1.

Looking over the past six years, generally our students in the World History 3201 course have been equal to or better than the province. This past year was perhaps an anomaly and the results may be due to the calibre of students enrolled in the course. Some were generally weaker academically yet chose to do the more challenging history course as opposed to the less demanding geography course. They chose World History 3201 even though they knew it to be more challenging than World Geography 3202.

With reference to the item analysis of the public exam, our students generally on both the constructed response and the multiple choice sections of the test scored less than the province and district. Whereas in the previous year we did better on both sections of the test. It remains to be seen if there is a new trend developing here.

SUMMARY of RESULTS

The tables below provide an interesting insight into the performance of our students. Generally, over the past 4 years, our students have performed relatively well when compared to the rest of the province on Public Exams. Some areas for particular celebration include Physics 3204 where our students have surpassed the provincial average in each of the past 2 years, Francais 3202 where we have scored higher than the province in the past 3 years, French 3200 where our students have exceeded the province in 2 of the past 3 years, English 3201 where our students have equaled or exceeded the provincial average in 3 of the past 4 years, Chemistry 3202 where our students have exceeded the provincial average in 4 consecutive years, and Math 3205 where our students have exceeded the provincial average on the public exam for 4 consecutive years as well. Indeed, on the June 2012 Public Exams, our students equaled or surpassed the provincial average in 8 out of 11 Public Exams.

While we celebrate our successes, there are some areas in which we need to find ways to improve. Most noteworthy are our Math 3204 scores, which continue to hover in the mid to low 50s, and our Biology 3201 scores that have fallen into the mid-50% range in each of the past 4 years.

From a Graduation Status perspective, we continue to be pleased with the number of students graduating with Honours. In 3 of the past 4 years a full quarter of our students have graduated with

honours status. One concern continues to be the number of students graduating with a general diploma. In 3 of the past 4 years, our general graduation rate has been in the low-40% range. That said, the general trend is towards improvement in this area as our general graduation rate has declined for 3 consecutive years - 43.3% in 2010, 42.3% in 2011, and 40.8% in 2012. Efforts need to continue to ensure that more of our students understand the benefit of graduating with Academic as opposed to General status.

As we move forward, we will use this statistical information to inform decisions related to our School Development Plan as we strive to achieve our goal of “To improve student achievement across the curriculum within a positive and interactive learning environment”.

PUBLIC EXAMS

Exam Mark	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
French 3200	74.6%	68.3%	66.8%	68.1%	N/A	69.6%	70.2%	68.4%
Francais 3202	69.9%	70.1%	76.3%	72.4%	73.8%	69.8%	73.5%	73.1%
Math 3204	56.5%	58.9%	52.2%	58.0%	56.3%	58.2%	52.1%	59.4%
Math 3205	80.7%	74.9%	81.7%	75.3%	82.8%	77.9%	79.9%	76.4%
World History 3201	64.0%	63.6%	60.9%	61.5%	67.3%	65.6%	63.8%	67.1%
World Geography 3202	63.1%	63.2%	55.7%	58.8%	62.1%	64.4%	66.5%	65.7%
Histoire Mondiale 3231	N/A	65.8%	N/A	62.5%	N/A	63.0%	N/A	70.8%
Biology 3201	55.5%	58.4%	54.7%	60.7%	51.3%	60.5%	58.3%	62.4%
Chemistry 3202	65.1%	62.2%	68.7%	66.4%	79.1%	66.9%	71.5%	66.2%
Physics 3204	65.5%	67.2%	55.7%	65.5%	77.6%	70.8%	76.3%	71.6%
Earth Systems 3209	N/A	56.3%	57.6%	56.0%	N/A	57.4%	58.5%	59.6%
English 3201	62.7%	60.2%	65.9%	64.6%	61.9%	63.4%	60.2%	60.5%

GRADUATION STATUS

	08-09		09-10		10-11		11-12	
	School	Province	School	Province	School	Province	School	Province
Honours	26.7%	23.1%	25.0%	25.2%	19.2%	26.1%	25.6%	29.1%
Academic	36.6%	40.9%	31.7%	39.5%	38.5%	40.6%	33.6%	41.1%
General	36.6%	36.0%	43.3%	35.2%	42.3%	33.3%	40.8%	29.8%

1 Year School Development Plan

School Development Plan 2012-2013

<p>Goal 1: To improve student achievement across the curriculum within a positive and interactive learning environment that promotes 21st Century Learning.</p>		
<p>Objective 1.1 Improve student academic performance in English 3201, specifically the subtest scores for Prose and Personal Response by June 2013.</p>	<p>Objective 1.2 Improve student achievement in Math 3204, World Geography 3202, and Biology 3201 by June 2013.</p>	<p>Objective 1.3: Improve student engagement through the implementation of interactive activities in academic courses by June 2013.</p>
<p>Strategies: 1.1.1 Creation of personal response portfolios in English 3201 to provide extra exam prep materials. Folders would include samples of all types of personal response writing covered on the public exam. Folders would be evaluated in June. 1.1.2 Reinforce student knowledge of literary terms on the public exam. Students will work in groups to create slide show presentations that would require defining the term, and applying that knowledge to find real-life examples (eg. songs, comic strips, etc.). 1.1.3 Provide more exemplars of both good and inadequate answers.</p>	<p>Strategies: 1.2.1 Use public exam format to test in courses leading up to public exams . 1.2.2 Continue to use best performance in determining student grades using mid-year/final exam sub scores and "second chance" testing where appropriate. 1.2.3 Promote 21st Century Learning through the use of non-traditional modes of evaluation and instruction (ie teamboards, smartboards, youtube video, learning apps). 1.2.4 Study guides, review classes, and the use of exemplars. 1.2.5 Teaching for learning (differentiated instruction). Variety of learning styles (multiple intelligences). 1.2.6 Provide students with copies of previous public exams and incorporate the material into classroom teaching. 1.2.7 Assessment for learning (use of portfolios and work samples). 1.2.8 Item analysis of Public Exams, mid-year exams, and unit tests used to help guide teaching and learning (use of sub- test scores). 1.2.9 Continue to schedule and promote afterschool Mathematics help center. 1.3.0 Tutorial on how to write constructive responses in both World History 3201 and World Geography 3202.</p>	<p>Strategies: 1.3.1 Display students work both inside and outside of classroom. 1.3.2 Use technology where possible in instruction and evaluation. 1.3.3 Increased use of mimio, multimedia projectors, graphic calculators and other interactive technologies. 1.3.4 Generate a list of guest speakers. 1.3.5 Make use of field trips that are relevant to the curriculum. 1.3.6 Promote the annual MCHS Science Challenge to students in Level One. 1.3.7 Implement an awareness campaign to promote Science competitions to students (school website, bulletin board displays, and announcements). 1.3.8 Promote student involvement in external math competitions. 1.3.9 Promote the annual senior high math league to students. 1.4.0 Promote math awareness (ie pi day, math bulletin board).</p>

<p>Indicators of Success:</p> <p>1.1.1 Increased student use of personal response portfolios to help with exam preparation.</p> <p>1.1.2 Improved student comprehension of literary terms.</p> <p>1.1.3 Improved student scores on written response questions.</p>	<p>Indicators of Success:</p> <p>1.2.1 Increased student familiarity with the format of public exams.</p> <p>1.2.2 Improved student achievement in school based evaluations.</p> <p>1.2.3 Increased opportunities for students to demonstrate their learning.</p> <p>1.2.4 Improved student mastery of concepts over time.</p> <p>1.2.5 Increased student motivation to practice and apply knowledge learned in the classroom.</p> <p>1.2.8 Increased completion of assigned work. Improved school based and public exam results.</p> <p>1.2.9 Increased use of technology to practice and apply knowledge.</p> <p>1.3.0 Increased student attendance at afterschool tutorials.</p> <p>1.3.1 Improved student scores on constructive response questions.</p>	<p>Indicators of Success:</p> <p>1.3.1 Vibrant displays of student work throughout school.</p> <p>1.3.2 Increased technology literacy – teachers and students.</p> <p>1.3.3 Increased student participation and motivation – appealing to diverse learners.</p> <p>1.3.4 Development of guest speaker list.</p> <p>1.3.5 Increased opportunities for field trips.</p> <p>1.3.6 Increased student participation in the Science Challenge.</p> <p>1.3.7 Increased student awareness of opportunities in the field of Science.</p> <p>1.3.8 Increased student participation in external math competitions.</p> <p>1.3.9 Increased student participation in the senior high math league.</p> <p>1.4.0 Increased student awareness of opportunities in the field of Mathematics.</p>
---	---	--

Goal 1. Support Plan	
Financial	Professional Development/Time Required
<p>1.1.1 Plastic storage boxes to store portfolios (\$100.00).</p> <p>1.3.1 Purchase bulletin boards, borders and fadeless paper (\$300.00).</p> <p>1.3.4 Apply for grant/funding to hire individual to develop list of guest speakers.</p> <p>1.3.6 Travel costs.</p> <p>1.3.6 Supplies, prize money and awards (\$500.00)</p>	<p>1.1.1 Professional development session to allow English department to collaborate on the development and implementation of personal response portfolios (1/2 day session).</p> <p>1.2.9. Professional development session on differentiated instruction techniques in the curriculum (1/2 day session).</p> <p>1.2.9 Professional development session on assessment for learning to help improve student learning and raise standards (1/2 day session).</p> <p>1.3.2 Professional development session on how to integrate technology into the curriculum (1 day session).</p>

<p>Goal 2: To foster wellness, respect and responsibility for learning in a safe, caring, socially just and inclusive school environment.</p>		
<p>Objective 2.1 Improve student sense of safety at school and on the school bus by June 2013.</p>	<p>Objective 2.2 Help students develop a better sense of respect and responsibility for themselves and others in the school environment by June 2013.</p>	<p>Objective 2.3 Improve communication and collaboration amongst all stakeholders by June 2013.</p>
<p>Strategies: 2.1.1 Institute strategic supervision practices to discourage problem behaviours (ie verbal intimidation, bullying). 2.1.2 Develop proactive prevention and intervention strategies to address incivility between students (ie insults, verbal intimidation, harassment, threats, and bullying) and promote pro-social behaviours. 2.1.3 Review lockdown procedures on a regular basis (procedures reviewed with students in a homeroom period before scheduled lockdown). 2.1.4 Institute a peer counseling program. 2.1.5 Develop collaborative relationships with outside agencies to address the substance abuse issues present in the school.</p>	<p>Strategies: 2.2.1 Display posters that promote respectful and responsible behaviors. 2.2.2 Implement conflict resolution and character education programs to reduce bullying and improve school climate. 2.2.3 Implement a school spirit program that acknowledges student achievements (spirit days, pep rallies). 2.2.4 Implement extra-curricular and after school activities that promote higher levels of participation from all students (sports teams, school groups, community service projects). 2.2.5 Implement an anti-bullying education program (small group sessions).</p>	<p>Strategies: 2.3.1 Good news column in the local newspaper. 2.3.2 Good news section on the school Twitter and Facebook site. 2.3.3 Daily bulletin section on the school website and PowerSchool student/parent portal. 2.3.4 Institute a morning homeroom period to improve student-staff relationships, school climate, and student connectedness. 2.3.5 Implement the “You are a Star Student” program. 2.3.6 Institute a formal communication process (ie surveys, focus groups, staff meetings, etc) to solicit student, staff, and parent views, concerns and perspectives regarding school climate and safety.</p>
<p>Indicators of Success: 2.1.1 Decreased incidents of bullying behaviour. 2.1.2 Improved school climate. 2.1.3 Increased familiarity with lockdown procedures. 2.1.4 Implementation of peer counseling program or course. 2.1.5 Access to external resources to address the problem of substance abuse among youth.</p>	<p>Indicators of Success: 2.2.1 Improved student behavior (respectful and responsible). 2.2.2 Improved student behavior (mutual respect and mediation skills). 2.2.3 Implementation of conflict resolution and character education program. Improved school climate, restored civility, and prevention of antisocial behaviour. 2.2.4 Improved school climate and student sense of connectedness. 2.2.5 Increased opportunities for students to participate in a group and a positive school experience. 2.2.6 Reduction in antisocial and self-destructive behaviours (proactive assistance to disruptive students).</p>	<p>Indicators of Success: 2.3.1 Monthly good news column in the Southern Gazette and the Telegram.. 2.3.2 Regular Tweets and postings on Facebook. 2.3.3 Improved positive communication between home and school. 2.3.4 Improved student-staff relationships and student connectedness to school. 2.3.5 Improved communication between school and home regarding student accomplishments. 2.3.6 Improved communication regarding school climate and safety becomes a normal part of the school's activities.</p>

Goal 2. Support Plan	
Financial	Professional Development/Time Required
2.1.4 Funding to purchase peer counselling textbooks and workbooks (\$600.00). 2.2.1 Funding to purchase posters (\$200.00). 2.2.3 Yearly registration fee - Virtues Project, funding for guest speakers (\$500.00). 2.2.4 Prize money and plaques/trophies (\$500.00) and money for mental health workshops - safeTALK and CRAPP (\$500.00). 2.2.6 Funding to purchase an anti-bullying education program.	2.1.5 Professional development for staff in the areas of substance abuse detection and prevention. 2.2.2 Professional development for staff on how to implement conflict resolution and character education programs in a senior high school. 2.2.4 Professional development for staff and peer counsellors in the area of mental health awareness and suicide prevention. 2.2.6 Professional development on how to implement an anti-bullying education program in a senior high school. 2.3.5/2.3.6 Professional development for staff on strategies to help motivate students and increase parent/guardian involvement in their child's education .

Operational Issues for 2012-2013

Operational Issue	Intended Action
Update technology in the school.	3 Year plan to upgrade technology – Phase 1 (Spring 2011), Phase 2 (Fall 2011), Phase 3 (Fall 2012).
Maximize collaborative preparation time.	When possible schedule common prep periods
Increase administration presence in the classroom.	More classroom “walk-throughs” to get a snapshot of student learning.
Increase collaboration with outside agencies and organizations.	Build partnerships with local service organizations, businesses and government agencies to improve teaching and learning environment.

Appendix A – Summary of School Fundraising

The table below outlines the fundraising activities undertaken at Marystown Central High School during the 2011-2012 school year. In total, students at MCHS raised \$60,378.98.

School Group	Amount
Student Council	\$106.00
Sports	\$20,611.45
Scholarship Donations	\$7115.22
Prom/Grad Book/Prom Video	\$14,838.90
Terry Fox	\$199.15
LEAP	\$70.00
Mental Health Initiative	\$1157.15
30 Hour Famine	\$777.40
Janeway Day	\$259.05
Drama Club	\$5888.00
Recycling	\$1821.25
School Clothing	\$7230.00
Activists for Change	\$240.41
Stand-Up Day	\$65.00