



# Holy Cross Elementary



## 2010-11 School Development Report

## **Our School District's Vision**

To challenge and develop the learning and achievement capabilities of each student in a safe, caring and socially just learning environment.

## **Our School District's Mission**

The Eastern School Board will work with its employees and key partners - Department of Education, school councils, and various other educational and community agencies and organizations - to challenge and develop the learning and achievement capabilities of each student in a safe, caring, and socially just learning environment. In order to achieve its vision, the Board has endorsed organizational and leadership development through the theoretical framework of organizational learning. The Board has adopted this organizational-leadership approach based on considerable research evidence to support the claim that if schools and school systems are to make meaningful improvements to support teaching and learning, they must increase their organizational learning capacity.

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## Message from the Director of Education



*OFFICE OF THE DIRECTOR*

*Chair: Milton Peach, B.A., B.A.(Ed.)  
C.E.O./Director of Education: Ford Rice, B.A., B.Ed., M.Ed.*

In June 2011, Eastern School District concluded 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 2010-2011 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. Keep up the good work!

**FORD RICE, B.A., B.Ed., M.Ed.**  
**C.E.O./DIRECTOR OF EDUCATION**

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## **Message from Principal**

The 2010 – 2011 school year was a year of great accomplishments for Holy Cross Elementary. Student achievement, as evidenced by internal and external evaluations, show that our students are succeeding at a rate above both the District and Provincial levels in many outcome areas. Our use of Instructional Resource Teachers and continued investment in professional development opportunities appear to have been a major contributor to our improvements. Differentiated instruction techniques allowed us to help students thrive as the focus became more on “assessment for learning”, in contrast to the previous goal of “assessment of learning”.

As in years past, our school community partnerships continued and grew in numbers. Contributions from our local communities, both financially and in terms of volunteer efforts, made offering the many different programs that we did, and most at no financial cost to students, a reality. For this, we would like to thank our many parent and community partners for their commitment to Holy Cross. Your support is always there and it is what allows the staff at Holy Cross to maintain a strong and steady focus on increasing student achievement.

It is our belief that our continued commitment to differentiated instruction and inclusion for all will further our efforts towards our academic goals. Holy Cross was announced as one of the Phase 3 schools for an Inclusion pilot project this past year, and the financial resources and professional development opportunities that come along with that will no doubt even better prepare our staff to maximize the learning of all our students. . We believe that the future is very promising for our school. Holy Cross is not only growing in population, but also in the number of successes we experience every year!

Robin McGrath

## **Message from School Council**

### Message from School Council

Another year has passed and the Holy Cross school council is happy to report that the much needed facelift we received last year met or exceeded our expectations. We certainly enjoyed our first year back in our “new” school.

The enrolment at Holy Cross is continuing to climb and we look forward to working with the Eastern School District in the upcoming year to develop a plan to accommodate the growing number of children enrolled at our school. As a school council we have to ensure the quality of education our children receive is not comprised by overcrowding in our classrooms. Our highly qualified teaching staff is committed to the students achieving their fullest potential and this was evident in the CRT’s results again this year. Recycling continues to be a major undertaking at Holy Cross. With the addition of a recycling shed on school grounds over the summer, we hope that recycling grows bigger and better in the years to come.

The School Lunch Program is being introduced into our school in the upcoming school year, we look forward to providing parents with an affordable lunch menu for their children.

Our School Council has begun a “playground facelift project” for our children. The playground equipment will be suitable for children from 4-12 years old and will be wheelchair accessible. This is a major financial undertaking and we will be seeking stakeholders to support this project.

On behalf of School Council, I would like to thank the teachers and staff at Holy Cross for their continued support and commitment to our students. Thank you also to the volunteers who contribute greatly to the success of the many activities and projects we have at our school. From fundraising efforts, to helping out in the library and the breakfast program, your dedication and countless volunteer hours have made these things possible.

As a School Council we hope that we have represented our school’s educational interests and enabled sufficient parent and community involvement.

Sincerely,

Genny Kieley  
Chair, Holy Cross School Council

## Overview of School

### *Our School Community*

Our school, Holy Cross Elementary, is located in Holyrood on the Northside Road and is part of the Eastern School District which has 122 schools with a total enrollment of 43,000 students. For the 2009 – 2010 school year Holy Cross had an enrollment of 207 students and served the communities of Harbour Main, Lakeview, Chapel's Cove and Holyrood. We offered Grades Kindergarten to Six. With the exception of Grades Four and Six, we were a two stream school. At the Grade Six level we offered the choice of Intensive Core French to our students.

### **Our Staff:**

Our school had a total of 16.55 educational staff which included the Principal, 11.5 Regular Classroom Teachers (including the Assistant Principal), 1.9 Special Services teachers, 1 Resources Based Learning teacher, 1.10 Specialist Teachers (Music and Physical Education) and a Guidance Counsellor who is assigned to our school for 0.4 percent time. We also have the support of two student assistants for 7 hours total per day. Holy Cross had one administrative assistant (6 hours per day) and two custodians (total 9.5 hours per day).

In addition to staff based at the school, we have access to the services of District Office staff, including an Educational Psychologist and a Speech Pathologist.

### **Class Size and Enrollment:**

The following table shows the number of males and females in each grade, as well as the size of our classes.

<b>Grade</b>	<b>Female</b>	<b>Male</b>	<b>Class Size</b>
<b>Kindergarten</b>	<b>12</b>	<b>22</b>	<b>34</b>
<b>One</b>	<b>14</b>	<b>17</b>	<b>31</b>
<b>Two</b>	<b>15</b>	<b>13</b>	<b>28</b>
<b>Three</b>	<b>21</b>	<b>17</b>	<b>38</b>
<b>Four</b>	<b>8</b>	<b>14</b>	<b>22</b>
<b>Five</b>	<b>14</b>	<b>16</b>	<b>30</b>

<b>Six</b>	<b>12</b>	<b>11</b>	<b>22</b>
<b>Total</b>	<b>96</b>	<b>110</b>	<b>207</b>

***Key Highlights/Special Projects***

Kids Eat Smart  
 After School Art Program  
 Recycling Program  
 Homework Haven  
 Peer Mentoring  
 Breakfast Program  
 Boys/Girls Basketball  
 Cross-Country Running  
 Grade Six Art Workshop  
 School Beautification  
 Cultural Connections Grant  
 Math Promotion Grant  
 School Christmas Dinner

***Partnerships***

**Town of Holyrood Partnership**

Holy Cross continued its partnership with the Town of Holyrood this school year. Once again our gymnasium and cafeteria were made available for the entire summer period to be used for the Holyrood Recreation program. On any given day upwards of 60 youth, along with their guides, participate in extra-curricular activities at Holy Cross. In addition, we started a very successful Seniors group calendar of events that saw our seniors make maximum use of our gymnasium and physical education equipment.

In return, the Town of Holyrood provides financial support for extra-curricular activities, including our skating and ski trips and Winter Carnival. The Town has been a key player in enhancing our playground area and hopes to play a major role in upgrading our play area over a period of time.

Planning continues in an ongoing basis as to further possibilities of partnerships, and we are excited with the level of commitment evidenced thus far.

**NL Hydro**

Our partnership with NL Hydro has continued to grow. This year Hydro committed \$1500 to our School Breakfast Program. Students of Holy Cross are pleased with the commitment from Hydro to continue supporting our school on a go forth basis. In

addition, Holyrood Hydro dedicated 2 full days to have their manager of Fire Safety and Protection present individual class sessions on fire safety and prevention.

### 3-4 Year School Development Plan

#### School Development Plan 2011-2014

<b>Goal 1:</b> To build upon student achievement across the curriculum in an inclusive environment.		
<b>Objective 1.1:</b> Increase staff knowledge and implementation of differentiated instruction.	<b>Objective 1.2:</b> To use inclusive practices to meet the educational needs of all students.	<b>Objective 1.3:</b> To utilize diverse assessment strategies as an indication of student achievement.
<b>Strategies:</b> 1.1.1 Lead teachers will further avail of professional development opportunities as provided to Phase Two Schools. 1.1.2 To have three scheduled formal Collegial Circle meetings per school year. 1.1.3 To have all teachers contribute to the D.I. school bulletin board. 1.1.4 To update and circulate new inclusive and D.I. literature to staff members in an electronic and binder format. 1.1.5 To share new inclusive strategies at regular scheduled monthly staff meetings.	<b>Strategies:</b> 1.2.1 To provide staff with educational literature on the latest research findings of inclusive practice. 1.2.2 The school will match the Department's financial commitment of \$3000 allotted to purchasing inclusive materials. 1.2.3 The school will use several of their five allotted PD days for inclusive training. 1.2.4 At the conclusion of the 3-year implementation process, all teachers will be trained as lead teachers in D.I. and inclusion.	<b>Strategies:</b> 1.3.1 To explore and implement diversified assessment strategies across the curriculum. 1.3.2 To inform and educate parents of the various assessment strategies used to monitor students' successes. 1.3.3 To familiarize students with various self-assessment strategies. 1.3.4 To pre-assess student knowledge and learning styles.

<p><b>Indicators of Success:</b></p> <p>1.1.1 Introduction of new teaching strategies into our classrooms.</p> <p>1.1.2 Sharing of successful strategies at collegial meetings.</p> <p>1.1.3 All teachers will take one month of the school year and contribute to the D.I. bulletin board.</p> <p>1.1.4 Teachers will become familiar with, and contribute to, the activities in the D.I. binder (electronic or hard copy).</p> <p>1.1.5 Teachers, especially those on the Inclusion Team, will regularly share new strategies with other staff members.</p>	<p><b>Indicators of Success:</b></p> <p>1.2.1 A designated area will be assigned for literature on inclusive practices.</p> <p>1.2.2 Materials purchased</p> <p>1.2.3 Two of the 5 close out days the school has been given will be set aside for inclusion training.</p> <p>1.2.4 There should come a point where all teachers on staff have been trained in inclusion and differentiated instruction, whether the training be the result of inservicing delivered from within or outside the school.</p>	<p><b>Indicators of Success:</b></p> <p>1.3.1 Effective use of diversified assessment strategies by teachers.</p> <p>1.3.2 Parents will have a greater knowledge of assessment strategies.</p> <p>1.3.3 Students will be able to self-evaluate.</p> <p>1.3.4 Students will be familiar with several strategies to self evaluate.</p>
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>1.1.1 Purchase of:</p> <ul style="list-style-type: none"> <li>- card stock</li> <li>- tracing letters</li> <li>-D.I. Literature</li> <li>-storage compartments</li> <li>-filing cabinets</li> <li>-manipulatives and resources to support D.I.</li> </ul>	<p>1.1.1 Every teacher will have the opportunity to avail of board offered PD days and school offered PD days.</p> <p>Teachers will be able to shadow trained DI teachers using the strategies on staff or within Eastern School District.</p>

<b>Goal 2: To foster a safe and caring environment for the school community.</b>		
<b>Objective 2.1:</b> To increase awareness of, and opportunities for, wellness for staff, students, and the community.	<b>Objective 2.2:</b> To continue to ensure a safe and secure school environment.	<b>Objective 2.3:</b> To continue to promote leadership knowledge and opportunities
<b>Strategies:</b> 2.1.1 Formalize a Social Committee. 2.1.2 Coordinate regular wellness activities for staff. 2.1.3 Conduct internal surveys to determine areas of concern (i.e., student wellness). 2.1.4 Coordinate regular wellness activities for students.	<b>Strategies:</b> 2.2.1 Conduct internal surveys to determine areas of concern (i.e. student busing, student wellness). 2.2.2 Analyze incident reports to identify areas and times that are especially troublesome. 2.2.3 P.B.S. 2.2.4 Develop a teacher handbook (policies, procedures, etc.)	<b>Strategies:</b> 2.3.1 Collegial Circles will be active on staff. 2.3.2 Identify/Acknowledge teaching and learning leaders 2.3.3 Continue to use Eastern School District professional development calendar to avail of professional development opportunities. 2.3.4 Administration will make the time and financial investments to make opportunities available to teachers.

<p><b>Indicators of Success:</b>  2.1.1 Formalization of an active Social Committee.  2.1.2 A schedule of regular wellness activities for staff.  2.1.3 Completion of internal surveys to determine areas of concern (i.e., student wellness), analysis of data and development of strategies to address concern.  2.1.4 A schedule of regular wellness activities for students.</p>	<p><b>Indicators of Success:</b>  2.2.1 Reduction in bus incidents.  2.2.2 Reduction in incident reports needed during those particular times and in those areas  2.2.3 All students will adhere to the specifics of the PBS plans  2.2.4 Draft Copy of Teacher Handbook completed and circulated to all staff members.</p>	<p><b>Indicators of Success:</b>  2.3.1 There will be regularly scheduled meetings for sharing.  2.3.2 Teachers will be given an opportunity to share the knowledge they attain in a specific learning area.  2.3.3 Staff will register for opportunities that support their growth and development plan.  2.3.4 A dollar amount will be reflected in the school financial plan that supports professional development opportunities.</p>
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<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
<p>2.2.1 Trained facilitator to present on Bus Safety to students.  2.1.2. Additional purchases for staff fitness facility.  2.1.2. Prize draws for Teacher Wellness.  2.1.2/4 Trained facilitator to visit for wellness activities.  2.2.2 Available funds for P.B.S. prize draws.</p>	<p>2.2.2. Professional Development for P.B.S. Structures.  2.1.2 Provision of wellness activities incorporated into existing PD Days.  2.1.2 Half Days set aside for time worked each month.  2.3.2 A portion of staff meetings will be set aside for regular teacher presentations.</p>

<b>Year</b>	<b>Operational Issue</b>	<b>Intended Action</b>
2011-12	To generate financial support to initiate the upgrading of our playground area, including the play equipment and condition of the grounds.	Holy Cross has been contacted by a local businessman who is willing to partner with the school and other investors in upgrading the current playground with a new \$60 000 playground set. School Council will be seeking the financial assistance of local businesses and government agencies for possible partnerships.
2011-12	Continue with our Beautification Project. The goal is to have an outside area designated for, and suitable to, outside instruction when conditions are favorable.	Holy Cross Elementary will continue its partnership with the Town of Holyrood in further developing our school grounds.
2112-13	Increase the amount and quality of learning resource material we have available for student resources.	Advocate at District level to support our school on a shared cost arrangement to increase the resource material we can offer our students.
2013-14	Increase the amount and quality of music resource material we have available for student resources.	Advocate at District level to support our school on a shared cost arrangement to increase the music resource material we can offer our students.

**Report on School Development Plan for Previous Year (2010 -11)**

<b>Goal 1. To improve overall academic achievement in Math for all learners.</b>		
<p><b>Objective 1.1</b> On a rubric score, all students will achieve level 2 or higher. Students will be able to create and solve higher order critical thinking problems.</p>	<p><b>Objective 1.2</b> Students will express through journal writing, their understanding of concepts taught. Journal entries will be shared with a partner for evaluation.</p>	<p><b>Objective 1.3</b> Teachers will gain an understanding of the math curriculum at different grade levels.</p>
<p><b>Commendations 1.1</b> In-school assessment results and CRT results at the Grade 3 and 6 levels indicate strong growth in this area.</p>	<p><b>Commendations 1.2</b> Journal writing is now a common practice in many of our grades as a weekly routine.</p>	<p><b>Commendations 1.3</b> Teachers took advantage of all professional development opportunities at their particular grade level. Conference sessions were also arranged on a regular basis with the regional Numeracy Support Teacher.</p>
<p><b>Recommendations 1.1</b> There has been a real concentration on communication across the elementary grades and this effort must continue to be filtered down through the primary grades.</p>	<p><b>Recommendations1.2</b> Now that students are journal writing on a regular basis there needs to be further practice on self-evaluation.</p>	<p><b>Recommendations1.3</b> The long term strategy plan for Holy Cross will see “anchor” teachers at each grade level for at least 5 years. These teachers will then work closely with those at their grade level and with IRT teachers to share “best practices”.</p>

**Report on School Development Plan for Previous Year (2010 - 11)**

<p><b>Goal 2. : All students will clearly and effectively express their ideas in oral and written form throughout the curriculum.</b></p>		
<p><b>Objective 2.1</b> Students will begin to communicate orally, utilizing appropriate volume, expressiveness and clarity of voice within other classroom group settings.</p>	<p><b>Objective 2.2</b> Students will now be able to produce Level 3 or 4 responses on a consistent basis, as evidenced by CRT results and school based results.</p>	<p><b>Objective 2.3</b> Students will develop strategies so as to improve their listening skills.</p>
<p><b>Commendations 2.1</b> During 2010-11 students worked on their communication skills in a variety of settings. Students participated in class presentations, buddy reading with other classes, speeches and poetry speak-ups, morning announcements and a variety of assemblies. All of these activities gave children the opportunity to use appropriate volume, voice and expressiveness.</p>	<p><b>Commendations 2.2</b> At the Grade 3 level 88% of Holy Cross students scored at Level 3 or higher on the Constructed Response section of CRT's. At the Grade 6 level 73% of Holy Cross students scored at Level 3 or higher on these same sections of CRT assessments.</p>	<p><b>Commendations 2.3</b> At both the Grade 3 and 6 levels our students performed at least 20 percentage points higher than their peers across the province in the listening portion of CRT assessments. At all classroom levels there is a focus on listening skills and school based assessment results further give evidence to great improvements.</p>
<p><b>Recommendations 2.1</b> Continue to give students opportunities to build on their oral communication skills in various school settings.</p>	<p><b>Recommendations 2.2</b> Continue to model appropriate and expected responses for questions so that students will consistently attain at Level 3 or above.</p>	<p><b>Recommendations 2.3</b> Continue to work on strategies in the classroom and school level so that students can maintain these results.</p>

## Report on School Development Plan for Previous Year (2010 -11)

<b>Goal 3. To maintain a school culture that fosters a safe and caring school environment for all learners.</b>		
<p><b>Objective 3.1</b> By the end of June 2011, the school will develop partnerships with parents and community stakeholders to promote mutual respect in our teaching and learning environment.</p>	<p><b>Objective 3.2</b> By the end of June 2011, parents/guardians and community stakeholders will take a lead role in daily/weekly recycling activities and green school events.</p>	<p><b>Objective 3.3</b> By June 2011, students and parents will initiate community based projects in Holy Cross School which promote Safe and Caring School's policy and initiatives.</p>
<p><b>Commendations 3.1</b> There was an eighty percent turnout of parents to Curriculum Night and an even higher percentage of parents came to meet with teachers during reporting periods.</p>	<p><b>Commendations 3.2</b> Recycling has continued to be a successful initiative at Holy Cross. A new recycling shed measuring 20 feet by 24 feet has been constructed to house our recycling items.</p>	<p><b>Commendations 3.3</b> As part of our partnership with the Town of Holyrood our Seniors program has been a tremendous success. On several occasions Holy Cross students have worked directly with members of the local Seniors group and the positive feedback has encouraged the continuation of this program.</p>
<p><b>Recommendations 3.1</b> Our school community is extremely supportive of our efforts here at Holy Cross, whether they be academic or extra-curricular in nature. With this commitment in mind we must continue to further develop the home-school partnership.</p>	<p><b>Recommendations 3.2</b> Holy Cross school has a very successful recycling partnership with the Town of Holyrood and together we will continue to set our sights on making our school community a truly green environment.</p>	<p><b>Recommendations 3.3</b> There will be an effort to increase the involvement of parents in our safe and caring school initiatives.</p>

***Operational Issues Report 2010 -11***

<b><i>Year</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>
2010 -11	There was no current means to store recycled materials at the school. Not only did this limit the amount of recycling we could handle at any given time, but it also resulted in a littered school yard when bags of recycling became strewn across the school yard in storms.	Much of the furniture that was used for storage in the school library was destroyed in the new construction as a result of the renovations incurred during our move to Roncalli this past year. New furniture was required.	A solution was needed to address the lack of a cafeteria service at the school.
<b><i>Report</i></b>	Funding was made available from recycling efforts to allow for the construction of a 20ft by 24ft garage to house recycled materials. The garage has a large garage door and can also be used to store gardening tools.	New library furniture was ordered and installed.	The school was successful in securing a cafeteria service for the school year.

## Summary Report on the School's Most Current Data

As can be seen in the tables that follow, Holy Cross students outperformed others at their grade level on average in all performance areas on Criterion Reference Testing.

### PRIMARY LANGUAGE ARTS ASSESSMENT

#### Grade 1: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
72.2%	63.5%	70.6%	65.0%	71.4%	62.6%	N/A	63.7%

#### Grade 2: Percentage of Students Performing At or Above Provincial Benchmark

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
N/A	68.9%	80.0%	72.4%	79.4%	72.6%	N/A	73.5%

## CRITERION REFERENCE TESTS

At the Grade 3 level in Language Arts we had 87% of our students perform at Level 3 or above on multiple choice and constructed response indicators. We are especially proud of the improvements we have made in the areas of responding to informational text and on the listening component of the assessment. In all other areas we remained consistent, or slightly above, provincial results.

In Grade 3 Mathematics our school scored 85% of our students at Level 3 or above on the multiple choice and constructed response items as compared to 69% of Grade 3 students across the province at that level. There has been a concentrated effort to improve constructed responses across all our grade levels, and with the support of the Numeracy Support Teacher we are really seeing the benefits of our efforts.

Grade 3 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Reading</b>	82.7%	88.5%	87.8%	88.3%	99.5%	92.1%	84.5%	79.7%
<b>Listening</b>	87.5%	85.0%	92.9%	95.4%	91.0%	80.9%	86.0%	88.0%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
<b>Demand Writing</b>	66.6%	72.6%	74.1%	74.9%	90.0%	73.9%	89.8%	71.9%
<b>Poetic</b>	35.0%	56.1%	66.7%	68.8%	94.7%	71.5%	81.5%	77.9%
<b>Informational</b>	50.0%	70.8%	40.7%	55.1%	94.7%	63.6%	94.3%	52.8%
<b>Listening</b>	89.5%	70.2%	67.9%	70.5%	100.0%	59.9%	86.2%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
<b>Number Operations</b>	86.0%	76.0%	82.6%	85.0%	94.1%	76.0%	82.7%	74.5%
<b>Number Concepts</b>	76.3%	76.3%	55.6%	73.5%	94.3%	77.3%	89.3%	77.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	52.4%	65.7%	18.5%	54.3%	90.5%	62.1%	77.8%	61.2%
<b>Communication</b>	47.6%	59.8%	14.8%	54.2%	90.5%	61.6%	80.6%	60.6%
<b>Connections &amp; Representations</b>	57.2%	61.3%	51.9%	69.0%	90.5%	68.2%	88.9%	65.3%
<b>Problem Solving</b>	76.2%	76.2%	40.7%	68.8%	90.5%	68.3%	91.6%	77.2%

At the Grade 6 level we remained very consistent in the area of Language Arts. Our students performed on average above their peers across the province. It should be noted that Grade 6 Language CRT results were consistently lower across the province as compared to the previous year, and that for the most part, we remained well above the provincial average. We are, however, below the provincial average in the areas of constructed response to poetic and informational text, and these are areas that will need an added focus this year.

In Grade 6 Mathematics our students once again achieved at a level higher than their peers across the province. There has been a major focus on improving the constructed responses of our students and the results indicate that our efforts have been effective. To aid in this cause our school maximized the support of our Instructional Resource teachers and the Numeracy Support teacher. The strategies that were implemented are now being used across the elementary grades and are no doubt better preparing our students for the challenges they are facing.

<b>Grade 6 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Reading</b>	84.8%	84.8%	83.8%	87.1%	89.5%	81.0%	84.5%	79.5%
<b>Listening</b>	92.0%	92.0%	89.1%	87.7%	88.8%	86.7%	75.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	80.5%	85.1%	100.0%	78.7%	90.9%	81.4%	90.5%	74.7%
<b>Poetic</b>	83.0%	81.2%	81.8%	69.6%	90.3%	69.9%	63.1%	66.2%
<b>Informational</b>	77.5%	78.9%	81.8%	68.0%	83.9%	68.4%	55.6%	58.7%
<b>Listening</b>	61.0%	62.6%	63.6%	47.4%	87.1%	66.7%	80.0%	51.8%
<b>Grade 6 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Number Operations</b>	85.0%	78.0%	80.9%	77.1%	85.4%	72.3%	67.5%	67.5%
<b>Number Concepts</b>	70.0%	70.0%	75.3%	67.1%	87.3%	76.9%	72.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	62.7%	48.4%	45.5%	36.5%	90.9%	54.9%	76.1%	52.3%
<b>Communication</b>	62.8%	42.0%	54.6%	30.6%	87.9%	46.5%	71.4%	44.3%
<b>Connections &amp; Representations</b>	53.6%	41.3%	54.6%	36.1%	90.9%	44.0%	80.9%	35.2%
<b>Problem Solving</b>	69.7%	55.4%	72.7%	42.5%	97.0%	55.8%	76.2%	68.1%

While there has been a marked improvement in the area of constructed responses, our students scored lower than the provincial average on multiple choice items. As we continue to develop strategies to improve the progress of our students this will definitely be an area of focus.

## **Appendix A – Summary of School Fundraising**

Last year our school carried out two fund raising events. During the month of November we raised \$5730.67 on a read-a-thon. The purpose of this initiative was to secure the financial support needed to complete the recycling shed which had a total cost of \$8200.00. In the month of April there was a second fund raising event and the total money raised was \$4618.60. This money was used to support the initiative of stocking the school library with current reading material and different kinds of text that are needed to support our literature curriculum.