

Annual School Development Report 2010-2011

Holy Redeemer Elementary



P.O. Box 905
Spaniard's Bay, NL
A0A 3X0

Our School's Vision

To maximize learning opportunities for all students in an environment that is safe and just.

Our School's Mission

Holy Redeemer School is an active partnership of students, staff, parents, and community dedicated to providing a safe, secure, and enjoyable learning environment which maximizes student potential intellectually, emotionally, morally, physically and socially to allow them to function effectively in our global community.

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1. Messages**Principal's Message****Parents, Teachers and Students of Holy Redeemer:**

It seems like such a short time ago our doors opened for the 2010 – 2011 school year and it is hard to believe that the 2010-2011 school year has so quickly come to an end. So many wonderful things have been achieved over the past year. Our students and staff have worked very hard together over the last 'ten month' period resulting in a very successful year in all respects. From mostly positive results from the various Criteria Reference Tests to the tremendous involvement and success in our various extra-curricular programs. There is no doubt that Holy Redeemer has been both a busy and yet fun place to be. Through the hard work of a committed staff, the school council, the immense support from various community organizations and the support of individual parents/guardians, we have been able to deliver a full program that met the high expectations of our teachers and students once again.

I would especially like to thank all our community partners for the support they have provided Holy Redeemer School. Through the fantastic work and commitment of the members of our present and past school councils, the Royal Canadian Legion, the Heritage Committee, and the Spaniard's Bay Fire Department, have made our work and efforts here at school all the more rewarding making Holy Redeemer School a wonderful community school for all.

On behalf of all stakeholders, I would like to sincerely congratulate all students of Holy Redeemer School who have achieved success academically and in all other non-academic areas. We hope we have enriched your lives as you have ours. I would like to also offer a special welcome to our new first time Kinderstart and Kindergarten students and special wishes to our outgoing Grade IX students who have come to the end of their journey at Holy Redeemer School, I wish you all the best in your future endeavors.

I want to thank the Holy Redeemer school community for allowing me the privilege of working with you all over the past year and I look forward to the upcoming school year.

Sincerely,

Lisa King,
Principal

Message from the Director of Education

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

**Annual Report 2010-2011
Holy Redeemer School Council**

Council Members:

Anna Norman	Chair (Parent Rep.)
Marie Sheppard	Community Representative
Kim Crane	Parent Rep.
Sheila Hayes	Community Rep.
Iris Follett	Parent Rep.
Shelley Smith	Community Rep.
Mary Mercer	Teacher Rep.
Dave Dawe	Teacher Rep.
Robert Bishop	Vice Principal
Lisa King	Principal

The Holy Redeemer School Council has held regular meeting during this reporting period and is pleased to report a very successful 2010 - 2011 school year.

The Council continued to operate on five core themes (Public Education, Fundraising, Breakfast Program, Staff Appreciation and Safe and Caring Schools). The overview of each of them is reflected below:

Public Education: Efforts continued to inform parents as well as the community on the role of school councils through our weekly tribunes, assemblies and all other social events.

Fundraising: Fundraising efforts through council has been in support of the Breakfast Program. We are happy to report that ticket sales for gas and grocery vouchers was a success again this year as well as Norcard during Christmas. A continued effort is needed with our Recycling Blitz. This has the potential of being such a great opportunity for our school community and environment.

Staff Appreciation: As a school council, we take great pride in ensuring each and every staff member of Holy Redeemer School understands how much we appreciate the vital role they play in our children's lives. Staff Appreciation Week gives us the opportunity to thank them for all they have done and continue to do.

Safe and Caring Schools: This initiative has been strongly supported by the school administration and the school council for a number of years.

Initiatives undertaken this year include:

- Positive reinforcement posters
- Participation in the DARE Program

- Terry Kelly Presentation..... This presentation was well received with the

- anything is possible message.
- Smartboards were installed
 - New PA System
 - New computers
 - New desks and chairs

Holy Redeemer School Council continues to be a member of the Eastern Regional Wellness Coalition. This initiative helps promote wellness and healthy lifestyle choices for our children. Some Wii Systems were introduced.

On behalf of the School Council for Holy Redeemer, I would like to thank all council members, students, staff, parents and the community in whole for their support, both financially and in kind during our 2010 - 2011 school year. It has been a privilege being your School Council Chair during the past three years. All the best to future council members and always remember it is only through a shared voice and commitment that we gain success to ensure the best possible future for our children.

Submitted by,

Anna Norman, Chair
Holy Redeemer School Council
June 20, 2011

2. Overview of School

Our School Community

Holy Redeemer Elementary, is part of the Eastern School District. The school currently has an enrolment of 310 students and offers grades kindergarten to nine. Additionally we also offer a free Breakfast Program as well as a low cost prepared hot lunch five days a week by Traditional Meals and Snacks Limited.

Our school has a total of 24.7 educational staff units, which includes seventeen classroom teachers and three and one-half units special services personnel. We have one guidance counselor (shared with one other school), specialist teachers in the areas of music, physical education, technology education, as well as the support of 3 student assistants. The school also has the services of secretarial and janitorial personnel. Our staff and their respective positions are listed below;

Sharon Giles	Kindergarten
Mary Rankin	Grade 1
Marjorie Taylor	Grade 2
Marion Sheppard	Grade 3
Lorna Dwyer	Grade 3 / Elementary Resource
Dave Dawe	Grade 4 & Pervasive
Robert Pike	Grade 4 & Elem. Science
Kristen Daniels/Terrilynn Tuttle	Grade 5 & Elem./ Int. Music
Norma Jean Burden/Terri-lynn Hurley	Grade 5
Bobbi Harrington	Grade 6
Deanne Deering/Jim Mercer	Grade 6 & Elem. French
Ron Fagan	Grade 7 & Science/Technology
Pauline Bishop	Grade 7 & Int. French
Ken Yetman	Grade 8 & Int. Mathematics
Cory Lynch	Grade 8 & Technology
Selby Lynch	Grade 9
Paul Sheppard	Grade 9
Lewis Dawe	Physical Education
Danielle Doyle	Pervasive
Deanne Drover	Primary Instructional Resource
Dave Dawe	Pervasive
Keith Rowsell	Elem./Int. Instructional Resource
Leona Gillard	Guidance Counselor
Andrew Mercer	CDLI
Brenda Hunt/Allison Higdon	Primary Music
Robert Bishop	Vice-Principal
Lisa King	Principal

Student Assistants:

Yvette Bradbury

Shelly Drover

Gloria Peddle

Secretary: Jean Drover

Caretakers: Wes Baggs , Robert Walsh

Special Services

Our Special Education Program spans all ages and grade levels and has two main components: (a) Challenging Needs support through Ms. Danielle Doyle who works with several students who need extensive support, including an alternate curriculum to meet their needs; and (b) Instructional Resource support. This component is designed to support students who need support over and above the regular class through modifications to courses or programs, (Pathway 3) or alternate courses (Pathway 4) especially in the areas of Language Arts and Mathematics. We offer this support through Ms. Deanne Drover in Grades K-4, Mrs. Lorna Dwyer in Grade 4, Mr. Dave Dawe in Elementary, and Mr. Keith Rowsell in grades 5 - 9.

In addition, at the Primary level we offer an Intervention Program designed to get beginning readers off to a good start. This program is offered by all primary teachers and is having great success.

District Based Support

In addition to our school based staff we also have access to specialist personnel from our district office. These include (but are not limited to) an Educational Psychologist, an itinerant for Speech Language, and an itinerant for the Hearing Impaired.

Programs Provided

Our school offers the entire provincially prescribe curriculum in Kindergarten through Grade 9. The following table shows the number and the percentage of eligible students enrolled in some selected programs offered at Holy Redeemer Elementary. Number (percentage of eligible students enrolled*)

Program	Number (percentage of eligible students enrolled*)
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	2005-2006	2006-2007	2007-2008	2008-2009	2009-10	2010-11
French Immersion	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Technology Education	335 (100%)	310(100%)	332 (100%)	325(100%)	313(100%)	310(100%)
Art	335 (100%)	310 (100%)	332 (100%)	325(100%)	313(100%)	310(100%)
Music	335 (100%)	310 (100%)	332 (100%)	325(100%)	313(100%)	310(100%)
Science	335 (100%)	310 (100%)	332 (100%)	325(100%)	313(100%)	310(100%)
Religion	335 (100%)	310 (100%)	332 (100%)	325(100%)	313(100%)	310(100%)
Special Education	53 (15.8%)	52 (16.8%)	72 (21.7%)	58(17.8%)	46(14.7%)	66(21.3%)
Social Studies	335 (100%)	310 (100%)	332 (100%)	325(100%)	313(100%)	310(100%)

*Percentage refers to the percentage of students who were eligible to take the courses or programs specified. For example, the percentage of students taking Music in 2010-11 (100%) represents a percentage of all the students in the all grades in our school. The percentage of students receiving special education for the year (21.3%) is a percentage of the entire school population. This represents a decrease based on the change in the way the Department of Education is allocating resources through the Pathways to Graduation Program.

Key Highlights/Special Projects

What special distinctions have been awarded to our students?

The primary focus of Holy Redeemer School is academic achievement. We are dedicated to helping students develop to their full potential. In an effort to meet these objectives, we believe that a comprehensive program of awards and recognition will encourage students to develop both academically and socially. Included in this document are primarily academic/citizenship awards. Our Athletic awards have been in place for quite a number of years. Our staff makes every effort to ensure that all awards are allocated on the basis of strict adherence to the established criteria. Students who have an average of 90 % in the core subjects of Math, Science, Language, French and Social Studies would qualify for the honor roll. Parents will be informed in the opening edition of our Thursday Tribune in September 2011. The names of the award winners will be published.

Partnerships

Holy Redeemer School is quite proud of the partnerships fostered within the school community. Special mention and appreciation for all the support given by the Corporal Matthew Brazil Branch, Royal Canadian Legion, Spaniard's Bay. This partnership is ongoing with the school and their annual monetary contribution to the School's awards program is in excess of four thousand dollars. The Spaniard's Bay Fire Department continues to provide services to our school over and above the regular fire protection. Our firemen are routinely providing extensive educational/safety presentations, traffic control, Christmas decorations, etc, on a regular basis. Kids Eat Smart Foundation offer support for our very effective breakfast program.

The Town Council, Recreation Committee, and Heritage Committee work closely with the school to provide and share services that assist in the education of our children and the betterment of our community.

3. School Development Plan - Holy Redeemer Elementary

Below are the goals of our initial 4 year plan with the objectives for each school year identified up to 2010. For the 2010 – 2011 school year, we extended our 4 year plan 1 extra year. Please refer to section 5 to view our goals and objectives for the 2011 - 2012 school year.

School Development Plan 2006 - 2011

Goal 1: Students in Grades K to 9 will improve their overall level of academic achievement by June 2011.

Year	Objectives	Objectives	Objectives
2006-07	In the academic area of mathematics, students in Grades K to 9 will improve their ability to solve routine and non-routine word problems.	Students in grades K to 3 will improve their literacy skills.	In the area of science, students in Grades 4 to 9 will improve and demonstrate their knowledge of the scientific method.
2007-08	In the area of mathematics, students in Grades K to 6 will develop strategies and improve their ability to complete activities focused on mental math.	In the area of language arts, students in grades K to 9 will improve their engagement and motivation in the writing process.	Across the curriculum, students in grades 7 to 9 will improve their critical thinking skills and be able to demonstrate support for their thoughts, ideas and answers.
2008-09	Across the curriculum, students in grades K to 6 will improve their critical thinking skills and be able to demonstrate support for their thoughts, ideas and answers.	In the area of science, students in grades K to 3 will improve and demonstrate their knowledge of the scientific method.	
2009-10	Across the curriculum, students in grades K to 9 will improve their communication, reasoning, and critical thinking skills and be able to demonstrate support for their thoughts, ideas and answers especially in the area of mathematics.	In the area of science, students in grades K to 3 will improve and demonstrate their knowledge of the scientific method.	
2010 -11	All students will improve their communication, reasoning, critical thinking, problem solving and creativity skills in order to have enhanced academic achievement and success.	To improve skills in literacy and language based subjects.	

Goal 2: Maintain and enhance a safe and caring culture that encourages ALL students to take a healthy and active role in their personal development. (2010 -2011)

Goal 2: To create an environment that will encourage each student to take an active role in the development of him/herself as a whole person. (2006 – 2010)

Year	Objectives	Objectives	Objectives
2006-07	By June 2007, K-9 students will demonstrate improved levels of fitness.	By June 2007, K-9 students will increase participation levels in co-curricular activities (non-traditional).	By June 2007, K-9 students will demonstrate an increased awareness of a healthy lifestyle.
2007-08	By June 2008, all students will be involved in activity-based sessions once per cycle (i.e. aerobics, line dancing, etc.).	By June 2008, the current formal fitness program will be expanded to include grade 7.	
2008-09	By June 2009, we will develop a low fat/low calorie/low sugar standard for foods sold in the canteen.	By June 2009, there will be opportunities for primary students to become physically active in extra-curricular activities.	
2009-10	By June 2010, we will continue with a low fat/low calorie/low sugar standard for foods sold in the canteen.	By June 2010, there will be more opportunities for primary students to become physically active in extra-curricular activities.	
2010-11	By June 2011, continue to meet the standards of Eastern School District’s Healthy Living Policy and provide more opportunities for primary students to become physically active in extra-curricular activities.	To build on and expand the success of the technology buddy program into other program areas that include the buddy reading program, peer tutoring program, and the recess prefect program.	By June 2011 staff will have implemented and evaluated the success of the Positive Behavioral Support’s program school wide.

Goal 3: To foster a school culture that promotes and supports Inclusion for ALL students through differentiated instructional practices. (2010 -2011)

Goal 3: To maintain a school culture that fosters a safe and caring school environment. (2006 – 2010)

Year	Objective 1	Objective 2	Objective 3
2006 - 2007	By the end of June 2007 the number of fighting and bullying incidents will decrease.	By June 2007 there will be improvements made to create an aesthetically pleasing environment	By the end of June 2007 parents will become more contributing partners in ensuring our school has a more safe and caring environment.
2007 - 2008	By the end of June 2008 students will develop more positive attitudes about school	By the end of June 2008 students will avail of a variety of resources to use at lunch time and recess time.	
2008 - 2009	By the end of June 2009 the student population will be more cohesive through participation in initiatives such as -buddy reading, technology buddies, peer tutoring, art/ music/ drama program.	By the end of 2009 the staff will be familiarized/inserviced on positive behavioural supports	
2009-2010	By the end of June 2010 the student population will continue to build cohesion through participation in initiatives such as -buddy reading, technology buddies, peer tutoring, art/ music/ drama program.	By June 2010 staff will have developed and implemented the Positive Behavioral Support’s program and as well as a school wide poster on the “Three R’s”.	
2010-2011	Explore professional development options in the area of inclusion practices.	Expand on the co-teaching practices within our school to include all divisions.	

4. Report on Most Current Data and Last Year’s School Development Plan (2010-11) .

Summary Analysis of Most Current School Data

Our school’s most current data is a summary of school, district, and provincial results. It reflects progress made in our 3 goal areas and identifies areas we need to address. We used this data to determine success in some of our strategies and to adjust the objectives for the coming year.

Report on School Development Plan for 2010 - 11.

The school year 2010 - 2011 was the fifth year and final year for our 2006-2011 School Development Plan. Over the past year we addressed the objectives in the final year of our plan through identified strategies and actions. Our data indicates that we have been successful in meeting our intended outcomes. This year we have begun the process of developing a new plan for 2011 - 2014. As indicated in the report below we will be carrying forward the successful strategies and recommendations from last year. We will continue to monitor progress in each goal area to ensure continued implementation of best practices. The goals and objectives of the plan for the 2010 - 2011 school year, along with an evaluation of each objective, are outlined below.

Goal 1: Students in K to 9 will improve their overall level of academic achievement by June 2011.	
Objective 1.1: All students will improve their communication, reasoning, critical thinking, problem solving and creativity skills in order to have enhanced academic achievement and success.	Objective 1.2: To improve skills in literacy and language based subjects.
<p>Evaluation 1.1: Grade 3 Math CRT results at or above the province in all areas.</p> <p>Grade 6 Math CRT results were below the province in all areas.</p> <p>Grade 9 Math CRT results were above the province in all areas.</p>	<p>Evaluation 1.2: Grade 3 Language Arts CRT were at or above the province in all areas except for Listening.</p> <p>Grade 6 Language Arts CRT were at or above the province in all areas except for Poetic.</p> <p>Grade 9 Language Arts CRT were at or above the province in all areas except for Demand Writing and Poetic.</p>

Recommendations 1.1:

Continue to provide opportunities through instruction for elementary and intermediate students in the area of Reasoning, Communication, Connections & Representations, and Problem Solving.

Installation of additional Smartboards throughout the school.
Professional development opportunities to be provided to all staff members.

Continue with the utilization of problem solving techniques and support for routine and non-routine problem solving, creativity, and effective communication.

Continue to avail of District Numeracy Itinerant to help instruct elementary students on expected rubric responses in elementary math.

To continue to provide Dept. of Ed. Mathematics Exemplars through class instruction in elementary.

Will continue to increase the use of visuals across the curriculum.

Provide opportunities for center work activities(ex: games , smart board activities, etc). Will continue to expand Smartboard activities where possible.

Recommendations 1.2:

Continue to provide weekly opportunities to practice reading comprehension skills for both independently read and orally presented reading passages.

Continue to increase the number of opportunities for students to participate in listening and speaking activities.

Continue to increase differentiated instructional practices in the classroom to include all students.

Continue to provide more opportunities in intermediate for demand writing.

Continue to increase overall comprehension in poetic reading and line meaning in poetry through poem analysis and focus on words and meaning.

Goal 2: Maintain and enhance a safe and caring culture that encourages ALL students to take a healthy and active role in their personal development.		
<p>Objective 2.1: By June 2011, continue to meet the standards of Eastern School District’s Healthy Living Policy and provide more opportunities for primary students to become physically active in extra-curricular activities.</p>	<p>Objective 2.2: To build on and expand the success of the technology buddy program into other program areas that include the buddy reading program, peer tutoring program, and the recess prefect program.</p>	<p>Objective 2.3: By June 2011 staff will have implemented and evaluated the success of the Positive Behavioral Support’s program school wide.</p>
<p>Evaluation 2.1:</p> <p>Fruit Frenzy day occurred only once.</p> <p>Vegetable Frenzy Day did not occur.</p> <p>Skipping program did not occur.</p> <p>Dance of the Day occurred however not on a consistent basis.</p> <p>Christmas skating party occurred.</p> <p>Snow shoeing did occur in the Phys. Ed program but needs to be offered throughout all grades.</p> <p>Containers were placed under the stairs in the west wing with outdoor play equipment.</p>	<p>Evaluation 2.2:</p> <p>The buddy reading and technology program was implemented.</p> <p>Inclusion initiatives were implemented.</p> <p>Drama Club was implemented.</p> <p>Art club was not formed.</p> <p>Junior High Choir was organized for the Remembrance Day Assembly.</p>	<p>Evaluation 2.3:</p> <p>Consequences charts were printed and distributed.</p> <p>Families have been informed about the PBS code.</p> <p>Assemblies were held for the students regarding the implementation of the PBS program.</p> <p>Divisional meetings were held for staff on PBS program.</p> <p>Ongoing discussions with classes regarding the PBS program.</p>
<p>Recommendations 2.1:</p>	<p>Recommendations 2.2:</p>	<p>Recommendation 2.3:</p>

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<p>That there be a school wide calendar with a schedule of events so that teachers are reminded and are aware of the events that should be taking place.</p> <p>Fruit Frenzy Day will occur once a month. (Family/ Student Provided)</p> <p>Vegetable Frenzy Day will occur once a month. (Family/ Student Provided)</p> <p>Cookies will be available on Friday only and students will be limited to maximum of two.</p> <p>Implementation of class fruit/vegetable of the month contest.</p> <p>Purchase skipping ropes to implement skipping program. (Necessary length for primary children)</p> <p>Dance of the day (On school PA system) will take place during homeroom period on the last Friday of the month. (1-2 songs)</p> <p>Organize a Skate Swap at the school in the Fall.</p> <p>Change the snow shoe program for primary children to Intermediate students.</p> <p>To purchase more outdoor play equipment for the primary children.</p>	<p>Continue with Buddy Reading and technology program.</p> <p>Continue with inclusion initiatives and practices.</p> <p>Continue with Drama Club.</p> <p>Attempt to initiate an art club. Invite a visiting artist.</p> <p>Attempt to implement a junior high choir.</p>	<p>Keep the Consequences charts posted throughout the school.</p> <p>Continue to promote the PBS program.</p> <p>Annual discussion with students regarding PBS program.</p> <p>Reinforcement of the PBS program.</p> <p>Continue with discussions regarding PBS programs.</p>
<p>Commendations 2.1:</p>	<p>Commendations 2.2:</p>	<p>Commendations 2.2:</p>

<p>Successful fruit frenzy day.</p> <p>Children enjoyed using equipment during outdoor days.</p>	<p>Buddy Reading and Technology program is going very well.</p> <p>Inclusion Initiatives are positive experiences for the students.</p> <p>Drama club was successful.</p>	<p>Positive feedback from all stakeholders on the PBS posters.</p> <p>Positive feedback from students regarding PBS discussions.</p>
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Goal 3: To foster a school culture that promotes and supports Inclusion for ALL students through differentiated instructional practices.

<p>Objective 3.1: Explore professional development options in the area of inclusion practices.</p>	<p>Objective 3.2: Expand on the co-teaching practices within our school to include all divisions.</p>
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<p>Evaluation 3.1:</p> <p>Vivian Rose was unavailable to schools outside the pilot configurations.</p> <p>Some teachers availed of PD session with Vivian Rose.</p> <p>Bulletin board and emails continue to be updated, but could have more.</p> <p>Administration visited pilot schools.</p>	<p>Evaluation 3.2:</p> <p>Making some gains in the area of co-teaching.</p> <p>Co-teaching has occurred in all divisions, but not necessarily in all classes.</p>
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<p>Recommendations 3.1:</p>	<p>Recommendations 3.2:</p>
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<p>Avail of DI facilitators for school based PD.</p> <p>More updates needed on bulletin board and emails.</p> <p>All teachers need to be inserviced on inclusionary practices.</p> <p>More resources needed ie. Staff support, paper resources, supplies.</p> <p>Avail of go and grow.</p>	<p>Continue to work toward more co-teaching.</p> <p>Explore scheduling issues to allow for co-teaching opportunities.</p>
<p>Commendations 3.1: -</p> <p>DI Strategies Booklet distributed to staff.</p> <p>Many teachers are successfully using DI strategies.</p> <p>More staff awareness of inclusionary practices.</p> <p>Inclusionary and DI Strategy PD sessions have occurred.</p> <p>Staff communication regarding inclusionary websites and resources.</p> <p>Administration visited pilot schools and encouraged teachers to do the same.</p>	<p>Commendations 3.2:</p> <p>Co-teaching has occurred in all divisions.</p> <p>Some teachers have had successful experiences.</p>

Criterion Test Results - How Well do our Students Achieve the Objectives of the Curriculum.

Criterion-referenced tests (CRTs) show how well students are doing in certain areas of the school curriculum. In different years, students in Grades 3, 6, and/or 9 have been tested in Mathematics, Science, and Language Arts. Each test is made up of subtests that focus on different parts of the programs.

Unlike the Canadian Tests of Basic Skills (CTBS) which provide a ranking of students’ performance compared to other students across the country, criterion-referenced tests provide a measure of how well students are performing compared to provincial curriculum outcomes. Results show where schools have been effective and where additional attention is required.

The results for Mathematics, Science, and Language Arts are shown in the following tables for 2010 / 11 and previous school years.

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
36.4%	63.5%	64.3%	65.0%	47.4%	62.6%	87.0%	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
78.8%	68.9%	80.0%	72.4%	82.1%	72.6%	76.2%	73.5%

CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	92.0%	88.5%	90.4%	88.3%	89.8%	92.1%	82.6%	79.7%
Listening	92.5%	85.0%	94.8%	95.4%	84.2%	80.9%	87.0%	88.0%
Constructed Response: Percentage of students achieving Level 3 or above								
Demand Writing	88.5%	72.6%	83.3%	74.9%	76.0%	73.9%	86.7%	71.9%
Poetic	92.3%	56.1%	78.6%	68.8%	77.3%	71.5%	92.9%	77.9%
Informational	96.2%	70.8%	64.3%	55.1%	87.0%	63.6%	66.6%	52.8%
Listening	100.0%	70.2%	75.0%	70.5%	73.1%	59.9%	75.0%	68.9%
Grade 3 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	85.0%	76.0%	81.0%	85.0%	88.7%	76.0%	82.7%	74.5%
Number Concepts	83.8%	76.3%	77.2%	73.5%	87.2%	77.3%	79.3%	77.9%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	50.0%	65.7%	72.4%	54.3%	92.0%	62.1%	79.3%	61.2%
Communication	65.4%	59.8%	72.4%	54.2%	88.0%	61.6%	82.8%	60.6%
Connections & Representations	61.5%	61.3%	72.4%	69.0%	96.0%	68.2%	79.3%	65.3%
Problem Solving	80.8%	76.2%	82.8%	68.8%	100.0%	68.3%	100.0%	77.2%

Grade 6 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Reading	97.8%	84.8%	95.8%	87.1%	91.6%	81.0%	86.9%	79.5%
Listening	98.0%	92.0%	91.0%	87.7%	94.1%	86.7%	74.0%	67.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	100.0%	85.1%	94.5%	78.7%	100.0%	81.4%	100.0%	74.7%
Poetic	100.0%	81.2%	100.0%	69.6%	84.2%	69.9%	60.9%	66.2%
Informational	97.1%	78.9%	97.4%	68.0%	81.6%	68.4%	79.2%	58.7%
Listening	100.0%	62.6%	62.5%	47.4%	83.3%	66.7%	64.0%	51.8%
Grade 6 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Number Operations	84.0%	78.0%	78.5%	77.1%	72.6%	72.3%	53.8%	67.5%
Number Concepts	81.4%	70.0%	80.2%	67.1%	81.8%	76.9%	66.0%	75.0%
Constructed Response: Percentage of students performing at Level 3 or above								
Reasoning	51.5%	48.4%	10.3%	36.5%	52.6%	54.9%	21.8%	52.3%
Communication	38.9%	42.0%	7.7%	30.6%	47.4%	46.5%	17.4%	44.3%
Connections & Representations	52.8%	41.3%	7.7%	36.1%	34.2%	44.0%	13.0%	35.2%
Problem Solving	63.9%	55.4%	18.4%	42.5%	75.7%	55.8%	34.7%	68.1%

Grade 9 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Multiple Choice:								
Poetic	80.0%	77.2%	70.6%	71.0%	93.6%	85.1%	86.6%	64.7%
Informational	68.6%	78.1%	70.6%	83.1%	77.8%	79.3%	76.6%	71.2%
Constructed Response: Percentage of students performing at Level 3 or above								
Demand Writing	85.8%	86.2%	71.9%	83.0%	75.0%	85.4%	78.9%	83.3%
Poetic	78.6%	73.0%	71.9%	79.5%	77.8%	73.1%	60.5%	61.4%
Informational	82.2%	77.5%	68.8%	75.5%	69.4%	70.1%	81.6%	69.2%
Grade 9 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	70.4%	60.3%	53.3%	55.8%	76.5%	69.5%	74.1%	59.1%
Number Concepts	72.2%	68.9%	37.5%	39.3%	58.4%	59.0%		
Patterns & Relations	63.3%	59.3%	67.4%	68.9%	78.0%	75.4%	76.9%	62.8%
Measurement	72.7%	55.1%	60.7%	59.9%	74.3%	67.6%	70.4%	65.7%
Geometry	59.8%	55.4%	59.9%	61.8%	68.9%	69.4%		
Data Management & Probability	65.7%	63.2%	56.3%	53.7%	71.0%	65.9%	82.2%	79.4%

Summary of Criterion Referenced Tests: What do our results tell us? What can our School do to Improve Achievement Results?

Over the last several years students at our school have consistently scored at or above the provincial average and often above the district average on a wide range of CRT's over all school division levels. Within these results, however we have found areas that need further development which have been included in the new School Development Plan.

All staff members have been very focused on ensuring all Learning Outcomes are appropriately completed, especially in the subjects of Mathematics, Language Arts, French and Science. Many of our staff members have benefited from District and Provincial Learning Opportunities and registered and participated in similar events in the 2010-2011 school year and are looking ahead to the 2011-2012 school year for similar professional development opportunities.

5. School Development Plan for 2011-12.

Holy Redeemer is currently embarking on what can be described as our transition year as we work through the process of the internal and external review. Keeping the integrity of the school development process we continue to remain focused as we work through the recommendations brought forth at the end of the school year. These recommendations can be found in this report in section 4 - Report on Most Current Data and Last Year's School Development Plan (2010-11).

Please note: Quick goal summary can be found in section 3. Our goals for this year will focus on last years in relation to the recommendations and commendations bought forward. This emphasis will remain in place until the goals are indentified at the end of the Internal Review Process which is currently taking place.

Appendix A – Summary of School Fundraising

Fundraising continues to be an area which provides us the opportunity to move forward with many of our initiatives. The 2010-2011 school year can be highlighted by the following fundraising endeavors.

Fundraising initiatives for the 2010/2011 school year

September-Walk-a-Thon

October- Norcard

November-Recycling Blitz#1

December- Grocery Voucher

January-Recycling Blitz #2

March- Cold Plate in partnership with Spaniard's Bay legion

April- Recycling Blitz #3

May- Gas Voucher

May- Recycling Blitz #4