

# Holy Spirit High School

## 2008-2009 School Development Report



### ***Vision***

The vision at Holy Spirit High School is a partnership between home, school, and community where education is a shared responsibility, and together we '*strive for excellence*' with the ultimate goal of helping each of us become '*the very best that we can be*'.

### ***Mission***

The mission of Holy Spirit High School is to create a safe, caring and socially just learning environment where students aspire to high standards of personal and academic achievement, and lifelong learning, while developing respect for self and others.

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OFFICE OF THE DIRECTOR

*Chairperson: Milton Peach, B.A., B. A. (Ed.)*  
*CEO/Director of Education: Ford Rice, B.A., B.Ed., M. Ed.*

## **Message from the Director of Education**

The strategic plan of the Eastern School District identifies the mission of our District to enhance achievement and success for all students, within a healthy, active, safe, caring and socially just learning environment. A strong team of professionals, both at the school and district level, work diligently to support us and achieve the goals of our individual school plans.

This report is an opportunity for schools to highlight the challenges and successes experienced over the past year. It celebrates the accomplishments of the school as it works to achieve its stated goals. Success is possible when teachers, parents, and community members work together in a supportive and collaborative manner.

I encourage you to review this report, reflect upon the information and discuss with your school's administrators and teachers items of interest. It is the ongoing dialogue and engagement that maintains the commitment to our goal of enhanced learning for all.

I would like to congratulate each school for their dedication to learning and teaching as evidenced by this Annual School Report.

**FORD RICE**



### **Message from the Principal**

Holy Spirit High School delivers high quality programs under the jurisdiction of the Eastern School District. After reorganization in 1997, Holy Spirit High quickly became entrenched as a 'neighborhood school' aspiring to the principles of academic excellence, co-curricular participation, life-long learning and community partnerships.

Our school remains committed to excellence in English and French literacy, mathematics, science and technology, social/cultural studies, and the fine arts. Our aim is to allow each individual student to achieve his/her personal best in a safe, caring and socially just learning environment.

The past school year has seen much progress in academics, student involvement and parental participation. Our students were recognized for academic achievement at the district, provincial and national levels in many curriculum areas. Our Student Council organized student activities, and Interact Junior Rotary Club initiated many successful community outreach projects. This year saw the further building of a successful, positive school-community relationship, with efforts spearheaded by the School Council.

This school report has been compiled from a variety of sources. It supplies some demographic information about our school population and gives an indication of the school's performance as measured by a variety of indicators. The report is a synopsis of our program offerings and student achievements. In addition, it attempts to identify areas where improvement may be needed.

**SCOTT CROCKER**

## Message from the School Council

The specific purpose of the School Council is defined as follows:

“To develop, encourage and promote policies, practices and activities which will enhance the quality of school programs and the level of student achievement in the school.”

The School Council has met regularly since its inception. There are usually eight meetings scheduled per year, and they are held in the Learning Resources Center. All regular School Council meetings are open to the public. Meetings are held at 6:00 p.m. on the first Monday of the month, when school is in session. All meeting agendas and minutes are posted on the school’s website.

During the past year, the efforts of the Holy Spirit High School Council focused on the following:

- Liaison with the school’s administration and the professional staff of the Eastern School District regarding the following issues:
  - Better accommodation of the Grade 9 students at Holy Spirit High, commencing September 2007
  - Safety concerns related to the highway entrance/exit to the school, and the student parking lot
- Enhancement of school programs through specific initiatives:
  - Dinner Cabaret/Auction netted \$25 000 for immediate investment in the Fine Arts and Technology Departments, and the Learning Resource Center

One major school development goal that the Council continues to fully support is the growth and improvement of the Fine, Visual and Performing Arts Department and its educational service to students and the community.

The School Council Membership during 2008-09 was as follows:

Position	Name
Chair/Parent Rep.	Const. Brad Butler
Vice-Chair/Community Rep.	Mr. Noel Andrews
Treasurer/Community Rep.	Mr. Allan English
Community Rep.	Mr. John Hicks
Secretary/Parent Rep.	Ms. Cathy Downton
Parent Rep.	Ms. Cindy Styles
Parent Rep.	Ms. Rhonda Kenny
Student Council Rep.	Pres. Jordan Duinker
Teacher Rep.	Mr. Kim Bourgeois
Teacher Rep.	Mr. David Locke
Teacher Rep.	Ms. Cecilia Kennedy
Principal	Mr. Scott Crocker

## An Overview of Holy Spirit High School

### Our School Community

Our school, Holy Spirit High School, is part of the Eastern School District, which operates 122 schools. The Board employs a total of 4000 teachers and support, secretarial and maintenance personnel, delivering programs and services to 40,000 students.

Our school has an enrollment of 711 students and offers programs in Grade 9 and Levels I-II-III-IV. Prescribed programs are presently offered in English and French Immersion.

Students who are performing at grade level and who are meeting success with core learning objectives are taught the **prescribed curriculum (Pathway 1)**. Student abilities may result in performance below the prescribed curriculum so that program objectives need to be **modified (Pathway 3)**. Students who have difficulty meeting basic objectives may require instruction in any one or more of the core subject areas in the regular classroom or in smaller groups with modification of the learning objectives and teaching provided by a **special services** teacher. If success is not realized with modified objectives, students may require an **alternate (Pathways 4-5)** course or program. Exceptionally able students, who perform above and beyond grade level, are considered for **enriched activities (Pathway 2)** such as those provided in Accelerated/Honors Mathematics and Advanced Placement courses. One of the greatest needs within the school is providing **supports and accommodations** for students who are within two years of performing at grade level. This type of intervention is referred to as **tutorial help and/or remediation (also called Pathway 2)** and the regular classroom teacher provides the teaching.

### Encouraging Student Excellence

#### 1. Student Incentives Program

Our Student Incentives Program was developed and implemented to encourage and promote good attendance, responsible student behavior in the school and classroom, increased participation in co-curricular activities, and academic excellence. Its main purpose is to improve student achievement as measured by several indicators, both internal and external.

It incorporates individual rewards through a lottery draw at the end of Term 1 and also rewards those students with perfect attendance at the Student Recognition and Awards Program in June. Other initiatives include pizza parties, recreational activities and gift certificates.

Opting out of eligible final examinations is the reward for students who have achieved different levels of overall academic achievement and also achieved exceptional attendance (missed 5 days or less). Students must write all formal exams in Mathematics, English, Français, any Public Examinations, and CRT's in Grade 9. Final exams in other subject areas comprise the 'eligible list' as long as there is at least an achievement level of 65% in the chosen subject area and there is no failing grade in any subject.

Visit the school website for details on our '**Academic Merit Program**'.

## 2. Student Recognition Program

Student involvement in activities and student achievement of academic excellence is also recognized through the presentation of certificates throughout the year.

A lottery draw for 50 prizes at midyear rewards perfect and/or exceptional attendance and 'opting out' of final exams is the reward for exceptional attendance and academic excellence at year-end. Gift certificates are given to students in June who had perfect attendance during the school year.

Honors students have their accomplishments posted in September of the following year, after student transcripts and final grades are received. They receive medals at Awards Night.

## 3. Student Awards Program (June and November)

The annual Student Recognition and Awards programs offer cash awards and/or trophies/plaques/certificates to students for achieving excellence in many academic/co-curricular areas.

Presentations are made at a June assembly just prior to final examinations and/or during our Annual Awards Night in November – approximately \$15 000 to 30-40 students, thanks to scholarship donations from many community partners.

## 4. Community Outreach Program

Students at Holy Spirit High School were provided opportunities to become involved in many important and worthwhile projects in the community as a result of initiatives taken by the Student Council and the Interact Junior Rotary Club, including: Run for the Cure, Shave for The Brave, National Day Against Homophobia, Walk for Juvenile Diabetes, Aid for Africa, Child Sponsorship, etc.

### Our 3 – Year School Development Plan

The 3- year School Development Plan outlines our school’s goals and objectives for the near future. The plan is flexible and adjusted on a yearly basis, but it is the blueprint for growth within the school.

**Goal 1: Promote an orderly, respectful, safe learning environment**

Year	Objectives	Objectives	Objectives
2007-08	<b>Implement awareness campaign that promotes personal safety</b>	Implement measures to increase school security	Implement Positive Behavior strategies
2008-09	<b>Implement strategies to allow for increased teacher collaboration and wellness</b>	Implement measures to increase school security	<b>Implement Positive Behavior strategies</b>
2009-10	Increase opportunities for students to voice their opinions	Implement measures to increase school security Increase opportunities for teacher leadership	Explore opportunities to engage students in character education Increase opportunities for student leadership

**Goal 2: Create a positive, interactive learning community that increases student achievement**

Year	Objectives	Objectives	Objectives
2007-08	<b>Implement awareness campaign that promotes the importance of academic achievement</b>	<b>Maximize instructional focus</b>	
2008-09	<b>Explore opportunities descriptive student feedback</b>	<b>Increase opportunities for teachers and students to use a variety of technology to improve student learning</b>	Develop action plans to address challenges in all subject areas
2009-10	Increase teacher awareness of Assessment for Learning and implement appropriate strategies	Increase opportunities for students to connect with adults in the learning environment	Develop action plans to address challenges in all subject areas

### Operational Issues

Year	Issues	Issues	Issues
2007-08	Window installed in office door nearest main office, ban use of blog sites in school setting	Practice emergency response plan	Monthly call re unexcused absences by student advisors
2008-09	Regular washroom checks, entrance doors locked and checked <b>twice per period</b> , install 6 additional security cameras in designated corridor areas	Increase administrator visibility in classrooms, corridors, and on grounds, consult with students on school maintenance issues	
2009-10	Resource availability		

Holy Spirit High School went through the process of values, vision and goals exercise, and an internal review, during 2006-2007 in an attempt to identify **two core goals**, each with **three objectives**. Students, staff and parents helped identify areas of strength and weakness, and developed **indicators of success** for each goal and its objectives. **Five strategies** were developed to help achieve each of the six core objectives over a **three-year period**, commencing in September 2007, complete with specific **support plans** for each strategy, to enable measurement of progress and achievement.

In the spring of 2008 a team of professionals outside the school conducted an external review to determine progress and success with our School Development Plan, and to identify any areas that needed improvement.

**Report on School Development Plan for 2007-08: Year 1**

<b>Goal 1. Promote an orderly, respectful, safe learning environment</b>		
<b>Objective 1.1</b> Implement awareness campaign that promotes personal safety	<b>Objective 1.2</b> Implement measures to increase school security	<b>Objective 1.3</b> Implement Positive Behavioral Supports system
<b>Commendations 1.1</b> - Conducted personal development sessions and focus groups for students	<b>Commendations 1.2</b> - Revised and finalized emergence response plan - Established a liaison with RNC to support school initiatives	<b>Commendations 1.3</b> - Implemented Bravo program - Expanded Athletics Awards Program to Student Recognition Banquet
<b>Recommendations 1.1</b> - Conduct guidance counselor visits with all classes to introduce guidance program and personal advocacy	<b>Recommendations 1.2</b> - Conduct teacher and student information sessions relating to social networks, internet safety, privacy and harassment	<b>Recommendations 1.3</b> - Explore further PD around PBS

<b>Goal 2. Create a positive, interactive learning community that increases student achievement</b>		
<b>Objective 2.1</b> Implement an awareness campaign that promotes the importance of academic achievement	<b>Objective 2.2</b> Maximize instructional focus	
<b>Commendations 1.1</b> - Conducted 4 quarterly meetings with student advisors - Increased use of K12 planet for communication with home and students	<b>Commendations 1.2</b> - Increased application of online calendar for notice of tests, field trips, guest speakers and assemblies	
<b>Recommendations 1.1</b> - Generate resource list of speakers willing to visit school and discuss various careers	<b>Recommendations 1.2</b> - Conduct teacher PD on motivational strategies	

## School Development Plan for the Current Year – 2008-2009: Year 2

<b>Goal 1: Promote an orderly, respectful, safe, learning environment.</b>		
<b>Objective 1.1:</b> Implement strategies to allow for increased teacher collaboration and wellness	<b>Objective 1.2:</b> Implement strategies to increase school security	<b>Objective 1.3:</b> Implement Positive Behavioral Supports system
<b>Indicators of Success:</b> <b>Agenda item at Staff Meetings, Department Meetings, Leadership and PD Meetings</b> <b>Use of First Class Conferences</b> <b>Cross-Curricular Assignments</b> <b>Regular Teacher Wellness Activities</b>	<b>Indicators of Success:</b> <b>Regular police presence in school</b> Use of online tip center <b>Formal adoption of emergency response plan</b>	<b>Indicators of Success:</b> Increased teacher consistency in enforcement of expectations and policies Fewer unexcused late arrivals, fewer missed tests, fewer suspensions <b>Tickets with monthly prize draws</b>
<b>Strategies:</b> 1.1.1 Use HSH & ESDNL conferences on First Class for each department. 1.1.2 Create a bank of teacher resources 1.1.3 Include PD at staff meetings 1.1.4 Instructional focus at department meetings 1.1.5 Cross Curricular approach for major assignments in grade 9. 1.1.6 Develop an active teacher wellness committee 1.1.7. Increase parent/senior volunteers.	<b>Strategies:</b> 1.2.1 Setup online anonymous tip center to report inappropriate actions <b>1.2.2 Revise and finalize emergency response plan</b> 1.2.3 Conduct teacher PD on social networks, internet safety, privacy and harassment <b>1.2.4 Conduct student information session related to internet safety and issues identified in 1.2.3</b> <b>1.2.5 Establish liaison with RNC to support school initiatives</b> 1.2.6 <i>Explore School Crime Stoppers Program</i> 1.2.7 <i>Increase monitoring of unstructured areas, i.e., bathrooms</i>	<b>Strategies:</b> <b>1.3.1 Create awareness of positive descriptors in WinSchool Conduct Module</b> <b>1.3.2 Implement Bravo Program</b> 1.3.3 Promote Academic Merit Program 1.3.4 Review code of conduct for non instructional times and areas 1.3.5 Conduct teacher refresher session on cooperative discipline <b>1.3.6 Expand Athletic Awards Banquet</b> 1.3.7 Promote and encourage teacher consistency 1.3.8 <i>Explore further PD around PBS – Behavior Matrix and Consequence Guide</i>

<p><b>Objective 1.1a: Implement awareness campaign that promotes personal safety</b></p>		
<p><b>Indicators of Success:</b>  - 8 monthly meetings with homerooms  - Visuals promoting safety are prominent in school  - Analysis of survey data  - Focus group data  - Feedback from students and staff</p>		
<p><b>Strategies:</b>  1.1.1 Plan MADD presentation  1.1.2 Prepare/ provide info for homeroom pairings  1.1.3 Prepare and complete student surveys on personal safety, relate relevant info to homeroom pairings  1.1.4 Host focus group discussion representing student body to gather info on personal safety  1.1.5 Conduct Guidance Counselor visits to all students to introduce guidance program and personal advocacy  1.1.6 Ensure visuals promoting personal safety are prominent in school  1.1.7 Conduct personal development sessions (drugs and alcohol, AIDS, sexual assault, motivation) and gather feedback from these sessions</p>		

Goal 1. Support Plan		
Financial	Professional Development Sessions/Close- out Time	Communication & Time
1.2.3 \$200.00 1.3.2 \$500.00 1.3.3 \$500.00	1.2.3 .5 day blogs 1.3.3 1 staff meeting 1.3.4 2 staff meeting 1.3.5 .5 day	1.2.1 PA, newsletters, website 1.2.4 PA, newsletter, web, 1 hour 1.3.2 PA, newsletter, web 1.3.3 PA, newsletter, web, 2 hours

Goal 2: Create a positive, interactive learning community that maximizes student achievement		
<b>Objective 2.1:</b> Develop an awareness campaign about the importance of academic achievement Explore opportunities for descriptive student feedback	<b>Objective 2.2:</b> Maximize instructional focus Increase opportunities for teachers and students to use a variety of technology to improve student learning	<b>Objective 2.3:</b> <i>Develop action plans to address challenges in all subject areas</i>
<b>Indicators of Success:</b> fewer students in general courses pass rates that meet or exceed 80% more homework completed, fewer tests missed, fewer late assignments	<b>Indicators of Success:</b> 20% increase in opt-out program, improved attendance rates, fewer unexcused late arrivals, fewer missed tests, increased pass rates, increased course averages	<b>Indicators of Success:</b> <i>Subject areas submit action plans, data collected from student, minutes from department and subject meetings, PD</i>

<p><b>Strategies:</b>  <b>2.1.1 Conduct 4 quarterly meetings with advisors</b>  2.1.2 Educate parents on the importance of academic achievement  2.1.3 Generate resource list of speakers willing to visit school and discuss various careers  <b>2.1.4 Increase use of K12 planet for communication with home and student</b>  <b>2.1.5 Conduct student conferences on day of parent conferences</b></p>	<p><b>Strategies:</b>  <b>2.2.1 Develop strategies to lessen impact of non-instructional activities that impact on instructional time</b>  <b>2.2.2 Establish school supplies store</b>  <b>2.2.3 Increase application of online calendar for notice of tests, field trips, guest speakers and assemblies</b>  2.2.4 Conduct teacher PD on motivational strategies and integration of technology  2.2.5 Increase availability of data projectors, smartboards and software</p>	<p><b>Strategies:</b>  2.3.1 <i>Review internal and external assessment data</i>  2.3.2 <i>Gather student feedback on teaching and learning – types of evaluation, instructional practices</i>  2.3.3 <i>Increase reflective practice by teachers and students – test performance, study skills, articulation around strengths and needs, feedback</i>  2.3.4 <i>Collaborate by department and subject area to identify areas of need and actions to address these</i>  2.3.5 <i>Explore PD on Differentiated Learning</i>  2.3.6 <i>Explore PD on Assessment for Learning</i></p>
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<b>Goal 2. Support Plan</b>		
<b>Financial</b>	<b>Professional Development Sessions/Close- out Time</b>	<b>Communication &amp; Time</b>
	2.2.4 1 day	2.1.2 Newsletter, web, 3 hours Newsletter, web Newsletter, web, 1 hour

### Operational Issues, 2008-09

<b>Operational Issue</b>
Regular washroom checks, entrance doors locked and checked twice per period
Install 6 additional security cameras in designated corridor areas
<b>Practice emergency response plan</b>
Increase administrator visibility in classrooms, corridors, and on grounds
<b>Monthly call re unexcused absences by student advisors</b>
Continue collaboration with gr. 9's and Sr. High
Continue with lead teachers, consistency with testing and pace.
Teacher liaison to give voice to those who feel they can't bring up issues themselves
Evening in gym available if teachers want to start a team sport
Consult with students re maintenance issues

## Summary Report on Current Data and Efforts to Improve Student Achievement

### CRITERION REFERENCE TESTS

Grade 9 Language Arts								
	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Poetic	62.6%	63.5%	85.1%	79.4%	83.7%	77.2%	76.6%	71.0%
Informational	81.6%	72.7%	78.5%	74.5%	84.1%	78.1%	88.3%	83.1%
<b>Constructed Response: Percentage of students achieving at Level 3 or above</b>								
Demand Writing	90.7%	80.3%	87.1%	83.5%	91.1%	86.2%	84.1%	83.0%
Poetry	75.5%	51.8%	85.7%	71.1%	82.2%	73.0%	88.8%	79.5%
Informational	79.2%	60.5%	92.1%	75.7%	89.4%	77.5%	84.7%	75.5%
Grade 9 Mathematics								
	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	NA	57.4%	61.4%	59.5%	64.0%	60.3%	57.4%	55.8%
Number Concepts	NA	51.7%	46.5%	47.1%	71.0%	68.9%	35.3%	39.3%
Patterns & Relations	NA	72.3%	59.0%	55.6%	56.5%	59.3%	68.4%	68.9%
Measurement	NA	66.2%	58.0%	55.3%	54.9%	55.1%	61.0%	59.9%
Geometry			71.4%	69.4%	53.5%	55.4%	61.4%	61.8%
Data Management & Probability	NA	73.0%	55.9%	48.6%	67.2%	63.2%	48.9%	53.7%
<b>Constructed Response: Represents scores out of 100</b>								
Number Operations	NA	NA	28.2%	32.5%	51.3%	51.0%	50.2%	44.5%
Patterns & Relations	NA	NA	38.4%	42.1%	63.5%	61.3%	60.3%	57.0%
Composite Score	NA	60.0%	NA	NA	60.0%	59.0%	57.2%	56.9%

Grade 9 Science						
	02-03		05-06		08-09	
	School	Province	School	Province	School	Province
Environmental Quality	70.0%	64.7%	NA	57.5%	65.4%	66.7%
Chemical Changes	60.9%	58.3%	NA	57.8%	61.3%	65.3%
Electricity	63.9%	56.7%	NA	63.4%	65.8%	67.8%
Heat Transfer	68.7%	69.7%	NA	67.8%	76.9%	78.3%
Diversity of Living Things	63.0%	60.1%	NA	67.3%	72.6%	71.8%
Total Test	63.0%	60.0%	NA	63.1%	68.0%	69.6%

### PUBLIC EXAMS

Exam Mark	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
French 3200	75.1%	67.8%	77.9%	70.2%	71.0%	65.1%	75.9%	68.3%
Francais 3202	63.9%	66.3%	68.9%	66.6%	72.5%	68.6%	74.9%	70.1%
Math 3204	48.0%	56.0%	55.6%	62.7%	52.6%	57.4%	53.8%	58.9%
Math 3205	65.6%	72.4%	74.4%	73.8%	82.6%	78.9%	74.4%	74.8%
World History 3201	57.5%	62.2%	64.9%	66.9%	57.6%	61.7%	57.8%	63.6%
World Geography 3202	60.2%	61.1%	58.5%	61.8%	60.7%	63.1%	62.7%	63.2%
Histoire Mondiale 3231	58.4%	63.5%	58.7%	66.9%	63.1%	67.4%	65.9%	66.0%
Biology 3201	64.4%	61.8%	66.2%	61.4%	58.6%	61.2%	57.3%	58.4%
Chemistry 3202	67.2%	60.4%	67.2%	61.3%	58.3%	64.6%	68.3%	62.2%
Physics 3204	63.4%	65.9%	62.3%	65.8%	66.1%	68.3%	72.0%	67.2%
Earth Systems 3209	61.4%	58.1%	74.6%	61.8%	61.0%	61.1%	53.5%	56.3%
English 3201	62.2%	60.5%	62.7%	59.1%	66.1%	65.3%	64.5%	60.2%

### GRADUATION STATUS

	05-06		06-07		07-08		08-09	
	School	Province	School	Province	School	Province	School	Province
Honours	25.7%	21.6%	26.3%	23.1%	25.0%	25.1%	30.7%	23.1%
Academic	38.5%	41.9%	50.7%	40.6%	34.6%	35.9%	42.1%	40.9%
General	35.8%	36.5%	23.0%	36.3%	40.4%	38.9%	27.1%	36.0%

COURSE	INSTRUCTIONAL STRATEGIES TO IMPROVE STUDENT ACHIEVEMENT		
	STRENGTHS	WEAKNESSES	FOCUSED STRATEGIES
<b>English 9</b>	Performance on Poetry demonstrated strong mastery of concepts	Performance on Demand Writing continues to be challenging for many students	Develop model answers and collection of exemplars for discussion and demonstration purposes for areas needing improvement
	Informational Reading section should good comprehension and interpretative skills	Use of technology as an instructional aid in the English Language classroom is rare	Development English faculty website to post terms, models, exemplars; incorporate technology in classroom
<b>Mathematics 9</b>	Patterns and Relations	Numeracy which consists of number operations and number concepts	Providing students more in-class time to work on assigned questions, rather than homework; will enable students to ask more questions, gain better understanding
	Geometry	Data Management	More multiple choice questions in lessons, on review sheets, tests; provides more practice at picking out key words in multiple choice questions; review sheets same format as tests
<b>Science 9</b>	Good comprehension and performance on Heat Transfer	Poor understanding of Environmental Quality concepts	Practice and evaluations interpreting multiple choice questions
	Good comprehension and performance on Electricity	Poor understanding of Chemical Change concepts	Better introduction to core labs; completion of core labs in timely manner; provide frequent and greater feedback on lab reports
<b>French 3200</b>	Good depth of thought and strong writing skills	Listening comprehension through use of images	Practice listening sections from previous public exams, and group discussions about what is seen and heard; use of this style in all listening evaluations
	Reading comprehension was very strong	Listening comprehension based on a dialogue	Listen to a variety of passages from text and workbook, previous public exams, and Internet websites such as CBC radio, with multiple choice questions; use of francophone videos to further develop listening skills
<b>Français 3202</b>	Strong writing skills in the comparative essay	Listening comprehension through use of images	Practice exercises from previous public exams, and use image formats for evaluations; use of class discussions to develop interpretive skills.
	Good writing and thinking skills in personal response	Reading comprehension	Present variety of reading texts throughout the year with multiple choice questions only; required readings evaluated in same way
<b>Mathematics 3204</b>	Rate of Change	Quadratics	Break Quadratics into two smaller units, and give two tests; topics that were done poorly will be reviewed and then tested again in next unit

	Exponential Growth	Circle Geometry	Student attendance is a concern late in the year, so teachers will post notes on the website; trigonometry; trigonometry will be taught at the beginning of the unit rather than at the end; providing journals involving multiple choice questions, with the goal of helping students understand math terms; continue with tutorials
<b>Mathematics 3205</b>	Rate of Change	Exponential Growth	Teachers give open book assessments; teachers will show examples of students' answers from last years public to emphasize common errors; homework assignments
	Quadratics	Circle Geometry	Student attendance is a concern late in the year, so teachers will post notes on the website; trigonometry; trigonometry will be taught at the beginning of the unit rather than at the end; providing journals involving multiple choice questions, with the goal of helping students understand math terms; continue with tutorials
<b>World History 3201</b>	Students performed above provincial average on units: multiple-choice items and constructed response	Some students complete the incorrect optional section on the exam, thus scoring low.	Students provided with copies of outcomes for each unit, including the cognitive level at which each is assessed.
	Achievement was consistent with assessment scores throughout year; grades did not drop on the public exam	Students were below provincial average in 2 sections worth 10 marks each, negatively affecting overall average	The "key verbs for assessment" outlined on the Department of Education's website highlighted and reviewed
<b>World Geography 3202</b>	Good student performance in Physical Features, Weather and Climate, Resource Use and Population Studies	Performance in Case Studies/Written Responses remains low	Student use of a highlighter to mark important material that may be used in potential answers
	Marks on the overall average improved each of last 4 years	Multiple Choice responses in Ecosystems area are below provincial average	Development of a bank of 'case studies' for students to use as practice items
<b>Histoire mondiale 3231</b>	Good, overall knowledge in Multiple Choice section	Answering questions requiring reference to a source	More practice with source questions, in both multiple choice and written response format

	Significant improvement in Written Response section	Decline on two topics covered in Written Response section	Mediums used to transfer information to be varied, and include Power Point presentations, photocopied notes, video, film
<b>Biology 3201</b>	Students demonstrate good functional knowledge of biological concepts	Public exam scores were low on the constructed response section in comparison to unit tests	Have students read instructions as much as possible without guidance; develop evaluation rubrics that ensure comprehension is a component; demonstrate reading for comprehension in lab and exam settings.
	Good 'hands-on' skills for lab based activities	Poor performance on multiple choice section	Use review program to ensure students are re-exposed to main outcomes of each unit
<b>Chemistry 3202</b>	Students performed better on all units except electrochemistry	Students continued to have most difficulty with electrochemistry unit	Improve lab instruction through use of smart board to provide interactive lab activities or demonstrations
	Students' overall average was 6% above the provincial average and 5% above the district average.	Knowledge of rules, definitions, and formulae was lacking; unable to answer level one multiple-choice questions	Use technology that promotes student management with keypad technology that provides real time feedback to them
<b>Physics 3204</b>	Constructed response questions done well for all units	Many multiple choice questions were slightly below district and provincial averages	Use online resources (in conjunction with the Smartboard) to enhance student learning (e.g. simulation for projectile motion, PHET simulations).
	Significant increase in school's average mark	Some Constructed Response answers slightly below district and provincial averages	Regular tutorial time set aside for extra help (once per cycle) in addition to tutorials by appointment and before tests.
<b>Earth Systems 3209</b>	Performance on Unit 2 was positive	Results in other areas of the course were below provincial average	Comprehensive exam in May, and provision of a variety of shorter, ongoing assessments in the form of marked worksheets
	Students completed questions on Radioactive Decay as well as others	Students registered for course tend to be 'below average' academic students	Use of a course website to provide supplementary review materials
<b>English 3201</b>	Demonstrated good understanding of comparison essays	Insufficient understanding demonstrated of linking questions	Development of presentation/student workshop/lessons to introduce requirements and strategies for critical/comparative demand essays
	Personal response essay results improved	Poetry remains the weakest performance area	Develop model answers and collection of exemplars for discussion and demonstration; post on English faculty website

## Appendix A – Summary of School Fundraising

### Holy Spirit High School

2008-2009

<b>Net Proceeds</b>	<b>Event</b>
25 000.00	Cabaret
2 900.00	Vegetable Fundraiser
650.00	Sobeys & Dominion Tape Saver Program
12 550.00	Facility Rentals
14 200.00	Cafeteria Commission
820.00	Parsons Shield
1 930.00	Squires Shield
1 000.00	10-Year Reunion Seed Fund (Senior Prom)
<b>TOTAL</b>	<b>\$66 000.00</b>