

# Marystown Central High School

## 2009-10 School Development Report



### ***Vision***

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

### ***Mission***

*The mission of Marystown Central High School is to provide a caring, safe, orderly and equitable environment that supports student achievement in all learning domains.*

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

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan 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.

On behalf of Eastern School District, I acknowledge the many efforts of our teachers, administrators, support staff, parents and community representatives, particularly through School Councils. I encourage you to review this document and to converse with your school representatives. It is in this conversation that the school's goals and expectations come to life, in an atmosphere of support and accountability. When a community is better informed about its school, participation and ownership increase. The value of this report lies not only in what it says, but also in what it does.

I wish to congratulate each school for their commitment to achieving success as evidenced by this Annual School Report. Keep up the good work!

Ford Rice – B.A., B.Ed., M.Ed.  
CEO/Director of Education

## **Message from Principal**

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

The school's Development Plan for 2009 -2010 reflected the school board's focus on achievement, a safe and caring environment, and social justice. In doing so, goals and strategies were developed to enhance student learning and to create an environment that supported the learning process.

It is my hope that the 2009-2010 School Report will provide you with some insight into our school community and, perhaps, be a catalyst for further engagement and discussion regarding the education of our students.

David Babb - Principal

## **Message from School Council**

During the past several years, the school council for Marystown Central High School continued to work with all stakeholders to enhance teaching and learning in our school. In collaboration with the school administration and Eastern School District, structural improvements were made to the building in the form of a new roof, windows, and plumbing. In addition, funding was approved to replace the front facing of the school beginning in the Fall of 2010.

The school council also worked in support of the school's Development Plan. In particular, the School Council is pleased to have supported the school as it conducted its first ever Health Day. We are also pleased to have initiated a workshop for parents on the topic of drug use and prevention in coordination with our local RCMP detachment. I would like this opportunity on behalf of the school council to thank Mr. Babb and Mr. Strang for their continued support of our school council.

John Moore - Chairperson

## **Overview of School**

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

### ***Our School Community***

Marystown Central High School (MCHS) is a part of the Eastern School District and is located in the Burin Region. MCHS services 27 communities on the Burin Peninsula and has 442 students- 189 in Level I; 129 in Level II, 108 in Level III; and 16 enrolled in upgrading. The school's full-time equivalent pupil-teacher ratio (FTE-PTR) is 15.4 as compared to the district's ratio of 12.7 and the province's ratio of 12.1.

MCHS has 28.75 full-time equivalent teaching units including 2 pervasive needs and 3 instructional support special education teachers. The school also has 4 Department Head positions in the areas of Math, Science, Social Studies, and English as well as a full-time Guidance Counselor. MCHS has 3 student assistants, a half-time librarian, and one full-time and one part-time secretary. Students at MCHS also receive special services from itinerant school board staff - speech-language pathology, visual impairment, and hearing impairment as well as Educational Psychology. Maintenance and custodial support services are also provided.

### ***Highlights/Special Projects/Partnerships***

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

#### *Art*

We had approximately 150 students complete an Art course this year with a highlight being the continuation of the pinhole camera project that saw students build their own cameras. In the Art Club, students learned how create their own graphic designs for t-shirts. Students in the Art Club also completed a mini course in digital photography. Art students were able to enter the Regional Art Exhibit in the Peninsula Mall again this year. This is an annual event that showcases student work of all abilities and this past year was no exception. Our own artist's gallery continues to expand. Student art is proudly displayed on our corridor walls and in the library where large sculptures by our Art 3200 students are on display.

### *Music and Theatre*

This year MCHS embarked on its second musical titled, "Disco Inferno". Sixty-Five students auditioned for roles in many different areas of drama, such as acting, backstage and set design. Forty-Eight students were successful in their auditions, and in the end we took on 36 actors, 6 backstage, and 6 set design. We expanded this year's musical to 2 performances on April 16th and 17th with the first show selling out and the second show had over 300 in attendance. Our focus over the past 2 musicals was on inclusion and allowing as many people involved as possible. This, however, disqualified us from competition at the regional drama festival but all 48 of these students still got the opportunity to attend the festival and experience it first hand. The collaboration between all aspects of fine arts within our school has been outstanding and we look forward to much growth and success in the future.

### *An Evening with the Arts*

In addition to the other activities that engaged our students in the arts, in mid-May we held our third annual "Evening with the Arts" event that showcased our students and their varied artistic talents. The drama troupe performed their play and our art students displayed and sold their creations in a "silent auction" at the end of the event. It was a very successful evening with all proceeds going to the Fine Arts Department.

### *Clothes for Kids*

Once again this year, EAL student Jonathan Rose organized a very successful "Clothes for Kids" Christmas drive. All articles were presented to the Salvation Army and distributed to needy families in the local area.

### *Prom*

Early in the school year students voted for co-chairs of the Prom Committee and elected Kaela Walsh and Susan Baker. Subsequently, sub-committee co-chairs were nominated and elected for the following committees:

Church: Suella Hannam and Carolyn Penton  
Ceremony: Keara Lundrigan and Jonelle Coady  
Decorations: Jasmine Antle and Brittany Martin  
Facilities: Shyla Wheaton and Andrea Edwards  
Finance: William Short and Tyler Moore  
Photos: Kia Power and Samantha Warren

Teacher moderators volunteered to assist in each of the sub-committees. The success of the prom, as with any school sponsored activity, is due in no small part to the valuable contribution of staff and we thank them.

After initial meetings to establish committee roles and select the theme, Hollywood Red Carpet, Our Night in the Spotlight, the committee met regularly at lunchtime every day 2 in the schedule to report on progress made in the planning. This year saw the introduction of a new prom policy in which attendance at the prom is based on eligibility to graduate. Only Level III students with 22 credits, and therefore able to graduate in June, could attend the prom. This year there were 114 senior students with 104 attending the prom. In total, there were 484 in attendance. This included students, guests, parents, staff and clergy.

The ecumenical service was held at Sacred Heart Parish. Students worked with the clergy of the ministerial association for the peninsula to create a service that was relevant and meaningful for all. With such a large number, the ceremony was held at the Marystown Arena.

We found that the planning process and the prom itself ran very smoothly with minimal interferences of instructional time. Senior students of 2010 should be proud of their dedication, work ethic and leadership skills. We enjoyed working with them and commend them for a job well done.

### *AFC*

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

This year, AFC participated in many activities: a food drive for the international red cross day; a "Community Clean-up Project", where students picked up garbage around the local schools and encouraged others to do so; a "Community Tree Planting Event" at the community garden in Burin; a leadership conference regarding "Memorial University's Rights and Development High School Outreach Coalition"; a presentation by an Al Gore trained speaker, Mr. Carl Duvencooden, on "Climate Change"; a presentation based on the "Two Villages Project"; "30 Hour Famine"; a teleconference concerning "Engineers without Borders"; a motivational program conference called "R.E.A.L School (reality, education and applied life skills)".

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

### *Short Circuit Dream Fund*

Our school partnered with this charitable foundation, established by one of our students, to host the first ever Improvincials - a province wide Improv competition. This event helped raise awareness and funds for the charity.

### *Operation Christmas Child*

In October, students contributed daily to Operation Christmas Child - we had anticipated being able to fill 20 shoe boxes, but through the students' generosity (approximately \$450) we filled a total of 45 boxes. Many students weren't aware of this program and were excited to be a part of the endeavor.

### *Healthy Living Committee School Report*

The Healthy Living Committee is a school based group made up of 10 students. Its purpose is to organize school activities and encourage healthy lifestyles.

This year the group organized a "Terry Fox Day" which included trivia on Terry Fox, a short video on Terry Fox's life story, an active walk around the schools, a Tug-of-War game against house teams, and fresh snacks. They also helped organize the "Olympic Commotion Day/Anti-Bullying Day" alongside the student council. The day consisted of sessions involving, drug abuse presentations, hip-hop dance classes, sex education classes, skating, house activities, and more.

These events helped improve school spirit amongst the students and staff. They were motivational and an excellent way to encourage healthy living.

## **Department Reports**

Below is a brief description of some of the activities and happenings that occurred within various departments in MCHS.

### ***EAL Program***

The **Exceptionally Able Learner** (EAL) program completed another successful year. Students can be involved in EAL in two ways – either through the EAL/AFC club or through the ISSP process.

Along with their teacher sponsor and EAL facilitator, Ms. Wanda Skinner, students participate in many events which allow students to give something back to their school and community.

This year there were eight identified **Exceptionally Able Learners** at Marystown Central High school. Our school screening committee, which is comprised of our school principal, guidance counselor, and our school department heads, screen referred students. Our school EAL facilitator, Ms. Wanda Skinner, chairs this committee. Students are

profiled and screened for their intellectual, athletic, leadership, artistic and music abilities. All identified students have active ISSP's in place.

In total, we had 5 EAL students pursue AP courses. Four students completed AP Psychology and one completed AP Chemistry through the College Board's Advanced Placement Program. AP provides motivated and academically prepared students with the opportunity to earn college credit or placement and helps them stand out in the college admissions process.

In addition, students in the EAL club were instrumental in bringing a number of guest speakers to address the greater student body. These included – Dr. Phillip Riteman and MP Justin Trudeau. Three EAL students – William Short, Tyler Strang, and Chelsea Cumby – won the SpeakOut NL video competition with a video about teenage drug addiction.

### ***English***

This year has been a successful one for Public Speaking at Marystown Central High School.

We had students participate in the Lion's Club Senior High Speak Out, the Eastern School District Speak Off, and the Knights of Columbus Speak Off. Mark Browne, a Level II student, went on to win both the Club Speak Out and the Regional Speak Out for the Lion's Club. Mark then went on to represent the local Lion's Club in the District Speak Out. In addition, Mark competed in the Eastern School District Speak Off and represented the school quite well in this competition also. Two students also competed in the Knights of Columbus Speak Off. Chiedza Mkondo, another Level II student, placed second in this competition.

### ***Guidance Services***

During the 2009-2010 school year guidance services at MCHS included individual and group counselling. Some of the areas focused on were peer conflict, addictions, anger management, stress management, bereavement and emotional/behavioural issues. Other guidance services included help with study skills, assistance with post secondary research, scholarship promotion and individual assessment.

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

This year our students had the opportunity to visit three post secondary campuses. Level III students participated in College Day at the College of the North Atlantic. Level II students spent a night in St. John's and toured Memorial University and The Marine

Institute. A number of colleges and universities visited our school this year to provide information to graduating students.

In partnership with the Student Council, guidance services planned a Health Fair to celebrate International Stand Up to Bullying Day and Olympic Commotion Day. Students had the opportunity to sign up for presentations and activities that highlighted healthy life choices. The surrounding communities were very supportive in this initiative. There were presenters from a number of community based organizations here to participate in our day.

### ***Math***

Our school competed in the Senior High Mathematics League, with teams from our school finishing first and second. This year, we were able to run four competitions. In total, there were 30 students who participated in at least one of these competitions. Of these, eight students attended all sessions – Mark Bennett, Nick Scott, William Short, Tyler Moore, Tyler Strang, Ryan Pittman, Ope Dehinbo, and Chiedza Mkondo.

In April, eight (8) students participated in the Euclid Mathematics Contest, a national contest administered by the University of Waterloo. Mark Bennett received the highest score from our school, and was invited to attend a two-day seminar hosted by the Department of Mathematics and Statistics at MUN. Overall, our school finished 7<sup>th</sup> in the province.

Students also participated in various Mathematics challenges that were put forward in celebration of Pi-Day (March 14) events. We hope to build on the success of this through a greater variety of challenges and through greater student involvement.

### ***Science***

Throughout the year students had a number of opportunities to participate in a variety of activities which promoted science in our school.

#### ***Science Competition***

As in past years, students were given the opportunity to participate in the MCHS annual science challenge. Forty-Five students participated in this challenge. Students were grouped into 15 teams of three and had to compete in three separate challenges. Each challenge represented a different discipline of science (Biology, Chemistry and Physics) and provided an opportunity for students to display their skills and knowledge. As usual, students enjoyed the challenges immensely and eagerly look forward to next year's competition. While everyone who participated is considered to be a winner, the school recognized the top three teams with medals and cash prizes.

### *Cardboard Boat Race*

Again this year 7 of our students had the opportunity to compete in the cardboard boat race. This competition provides students with a unique opportunity to display their skills in boat design and construction. The seven students competed as two separate teams. Both teams did well, constructing boats which survived all three grueling challenges. All students had a great time.

### *Sports*

Our school competed very well this year at both the regional and provincial level. This year our school was fortunate to generate interest in sports that we did not have in recent years which included girls ball hockey, boys volleyball, and badminton. We also participated in boys indoor soccer both at the regional and provincial level which was a new demonstration sport this year.

Through the efforts of athletes and coaches our school had great success in these sports as we captured the boys volleyball regional banner, we had several 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place finishes at the badminton regionals, girls ball hockey captured silver at the regionals, and the boys competed very well in indoor soccer both regionally and provincially.

Other sports our school participated in were boys and girl soccer, boys and girls softball (with our boys winning regionals), boys and girls x country (our boys captured this regional as well), girls volleyball, boys basketball, boys ball hockey, and track and field (our girls captured that regional banner). Through our participation in these events we were fortunate enough to have the opportunity to host a few of them including: Boys Regional Softball, Boys and Girls Regional Volleyball, regional X-Country, and the Regional Track and Field meet.

## School Development Plan

**Goal 1:** To improve student achievement in all learning domains.

Year	Objective	Objective	Objective
2007-08	Students will become proficient at their level of ability in academic subjects accordance with district and provincial standards emphasizing literacy, numeracy, technology and citizenship.	Teachers will work individually and collaboratively to create conditions that promote student success and their own growth as professional educators.	Parents/guardians and community members will be encouraged to play an active role in the education of their children, monitor their children's performance, and understand the importance of their children's attainment of proficiency in all subjects.
2008-09	Students will develop essential life skills to become self-directed and life-long learners.	Teachers will model the importance of lifelong learning and commit to the continual search for improvements and innovations in their own instructional practices.	Parents/guardians will be encouraged to participate in and support curricular and co-curricular activities through personal investment of time and talent while working cooperatively with school staff.
2009-10	Students will improve their problem-solving and critical thinking skills.	Staff members will work together to establish and maintain strong links between the business community and education through programs such as internships, job shadowing, service learning, sponsorships, and classroom visitations.	Students will develop the skills needed to explore and research educational and career opportunities.
2010-11			

**Goal 2:**

To maintain a safe, orderly and equitable environment to support student learning.

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
2007-08	Students will learn to conduct themselves in a way that contributes to a safe and orderly atmosphere and that ensures the rights of others.	Teachers will develop rigorous expectations for purposeful student achievement and proficiency in all subjects while being compassionate and approachable to all individuals.	Students will take pride in their successes and have a true sense of community and respect for all.
2008-09	Students will develop the skills, knowledge, and attitudes to be productive and responsible citizens	Students will learn to broaden their perspectives in order to respect and appreciate diverse cultures/view points within their school as well as their community.	Teachers will promote the importance of extra and co-curricular programs in the academic, emotional and social development of their students.
2009-10	Staff members will support and enhance a climate of respect and belonging by seeking out and implementing school wide approaches to foster respectful and responsible behaviors in the school.	To develop a peer mediation program to help resolve conflicts that may arise between the student populations.	To develop an anti-bullying program suited to the needs and age level of a senior high school population.
2010-11			

### Operational Issues

<b>Year</b>	<b>Issues</b>	<b>Issues</b>	<b>Issues</b>
<i>2007-08</i>	To schedule regular maintenance of the fitness equipment in the gymnasium and fitness room.	To hire a guidance office assistant to increase student access to career resources in the school.	Minimize the number of interruptions during the instructional day (i.e. announcements, presentations, etc)
<i>2008-09</i>	Schedule for student-administration roundtable.	Communication with public for various endeavours such as multi-cultural event.	Schedule time for PD on web page design using First Class.
<i>2009-10</i>	Scheduling time for classroom presentations.	Student selection for peer mediation and scheduling.	Scheduling time for implementation and review of various programs.
<i>2010-11</i>			

## Report on School Development Plan for 2009 - 2010

<p><b>Objective 1.1</b> Improve student achievement in four domains – English, Science, Math, and Social Studies.</p>	<p><b>Objective 1.2</b> Greater recognition of student achievement.</p>
<p><b>Evaluation 1.1</b> This objective was generally met. Our pass rate in courses related to these subject areas increased by approximately 2%. Much success was realized in Public Exam courses as well where we exceeded the Province in 5 exams.</p>	<p><b>Evaluation 1.2</b> This objective met with general success. The Principal’s List for achievement was on display and promoted.</p>
<p><b>Commendations 1.1</b> Teachers made a concerted effort to bring more focus on achievement. More tutorials were given than in previous years and more contact home. Department Heads worked with their colleagues to develop strategies for success.</p>	<p><b>Commendations 1.2</b> Mr. Ryan and Mrs. Peach who undertook this endeavour.</p>
<p><b>Recommendations 1.1</b> Continue with increased tutorials and home contact. Continue with cross-curricular assignments.</p>	<p><b>Recommendations 1.2</b> Host a reception at mid-year to recognize these students. Send home a letter to parents.</p>

<b>Objective 2.1</b> Develop a promotional package that will make parents aware of the volunteer opportunities at MCHS.	<b>Objective 2.2</b> Promote the 3 Rs – respect for self, others, and school.
<b>Evaluation 2.1</b> This objective was met with some success. While information was developed and posted on the school’s website, it was generally agreed by staff that we should be sending it home.	<b>Evaluation 2.2</b> This objective was met. More posters were purchased and displayed as well as the promotion of the school’s behavior code. A Health Day focused on positive relationships.
<b>Commendations 2.1</b> The teachers and students who developed the information package.	<b>Commendations 2.2</b> Student council for promoting inclusion of all students. The Guidance Counselor for promoting positive interaction through our health day.
<b>Recommendations 2.1</b> Connect this objective to our Student Volunteer Bureau and send information home or use synrvoice.	<b>Recommendations 2.2</b> Health Day was very positive. Invest time in seeking out other opportunities like this one.

***Operational Issues Report 2009-10***

<b><i>Year</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>	<b><i>Issues</i></b>
<i>2009-10</i>	Schedule class presentations.	Student selection for peer mediation and scheduling.	Scheduling time for implementation and review of various programs.
<b><i>Report</i></b>	This was done through CD 2201 classes and larger group presentations in the library and gym.	The Guidance Counselor selected students in consultation with administration. Time was found in non-core subjects.	We used the Targa Rally civic holiday for this purpose. Great timing as it was early in the year.

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

### *BIOLOGY 3201*

MCHS marks in Biology 3201 were slightly lower than those of the province and the district. The lower scores were from across the course where all four units were marginally lower when compared to the province and district. The enrolment for 2010 was 81 students, almost identical to the previous year. This large class has a population with a wide range of abilities, including weaker students which may explain the slightly low overall average. The percentage of passes is up from last year from 77% to 81%. There is nothing unusual in these results.

### *CHEMISTRY 3202*

In Chemistry 3202, the school average was 8% lower than that of the province. However, where the provincial mark dropped by 9%, MCHS students went up by 2% on the final exam. This resulted in MCHS students receiving an adjustment of +6. Once all results were combined our students had an average chemistry mark of 71% - identical to that of the province. Our percentage of passes was 90% where the province saw 92% pass the course. MCHS students performed well in the course. In three of four units our students outperformed the province and the district by ~2%. Over the past four years there has been a gradual and steady increase in the MCHS chemistry overall average – from mid 60's in 2007 to low 70's in 2010.

### *EARTH SYSTEMS 3209*

The Earth Systems class had good results for 2010. The class average submitted was 64% compared to the province with 66%. MCHS students wrote 58% on the final, a drop of 6%, while the provincial mark dropped by 10%. With no adjustment, MCHS combined results were 67%, the same as the province. In three of four units, MCHS were above the province and the district. The exception was in Unit 3 – The Geosphere. A detailed item assessment will reveal any areas which should be focused upon this year. The school pass rate was 78%, a drop from 83% before the final. As in physics, students in the 50-59% range fell below 50% once the final exam was averaged in.

## *ENGLISH 3201*

A general overview of the public examination results in English 3201 show that students are doing well in most areas of the exam and are performing on a comparable level with the remainder of the province. The Shared Evaluation Statistics Report supplied by the department shows that no adjustment was necessary. Our percentage of passes (95%) was higher than that of the province (94%).

We are very pleased with student performance on the exam. On the public examination itself, 92% of our students passed as opposed to the provincial average of 88%. In addition, 22 of the 86 students enrolled in English 3201 finished with marks above 80% after the public exam.

An analysis of the subtest scores on the exam shows that our students performed quite comparable with that of the district and the province. We did quite well on the Seen Passages section (worth a total of 60%) of the exam. Our school results for the both the visual and the poetry were equivalent with that of both the district and the province. Our connections question was again higher (by more than 5%) than that of both the district and the province. Our mark on the prose section shows a trend of declining marks over the past three years which is an area of concern for us. However, we still performed above the district and the province (by 3% and 5% respectively) on this subtest. Our performance on the Personal Response Writing section of the examination (worth a total of 15%) is comparable with both the district and the province, demonstrating that our continued emphasis on language and writing instruction must continue. Finally, analysis of our performance on the Comparative Study section of the exam (worth a total of 25%) reveals that this is an area on which we must focus in the coming school year.

In our effort to improve student performance, we will continue to focus on language and writing instruction. We will also continue an initiative began last year to promote more accountability for the independent novels that students are responsible for completing. We will continue to make connections in the classroom between the texts students are required to complete and – to create a sense of relevance for students – make connections between these texts and their own lives. Recognizing the value of the other strands of the English curriculum, we will continue to evaluate student performance in these areas as well. Within our department, careful consideration is given to covering the wide range of topics students may encounter to better prepare them for the public examination. We will also continue to structure our school evaluations to reflect the format of the public.

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

### *FRANCAIS 3202*

Our students completing Français 3202 experienced a slightly higher average than the province on the public exam - 76% vs 72%.

Their comprehension of written articles was quite good. We need, however, to concentrate again this year on both the listening and writing sections of the exam. In spite of activities and practice during the year, students still had some difficulty with the photos and descriptor sentences in question #1. In question #2, our students also experienced some problems. Again this year we will need to concentrate on this area with further listening activities and practice.

With regard to the writing section, we still have to make improvements. Students continue to have a good understanding of the novels but need to make the necessary/relevant connections required - there was however, an improvement from last year. We also need to continue with more writing activities - quality vs. quantity.

I believe that our students will continue to make progress as we continue to work on all aspects - listening, reading, and writing.

### *FRENCH 3200*

Results for the public examination in French 3200 of June 2010 show that students did well in all areas of the examination. Our students are performing consistently with the department evaluation. Further examination of the results of the June 2010 public exam shows that while students' averages were below those of the province, students at MCHS scored more consistently with the department evaluation than shown by other students in the province.

The Shared Evaluation Statistics Report shows that an adjustment of one mark was necessary. 96% of our students passed the exam, with no aberrant students reported. With regard to mark distribution, some students did experience change. Out of 16 students, 10 students went into the exam with an average of 70% or above. The department results show 9 students finishing in that range. Also, while the school only submitted 1 student with an average lower than 60%, department results show 3 students finishing with marks below 60%. This could be in part due to the large range of vocabulary covered on the exam – students could have easily encountered unfamiliar words or expressions that could have caused confusion. Changes could also be explained by factors such as exam anxiety.

Overall results of the June 2010 examination show that students at MCHS are performing well in all areas of the Core French curriculum.

Table 1 - Pass Rate

	School Evaluation Pass Rate	Public Examination Pass Rate	Combined Evaluation Pass Rate
School	67%	64%	71%
Province	84%	68%	80%

Table 2 - Average Grade

	School Evaluation Average Grade	Public Examination Average Grade	Combined Evaluation Average Grade
School	58%	53%	56%
Province	65%	58%	62%

The data above suggests that our students in Mathematics 3204 performed at a level that was below that of students enrolled in this course throughout the province. The correlation between the school-based evaluation and the public examination grades was +0.904. This is a strong positive correlation, which indicates that the school’s evaluation was consistent with the provincial evaluation. This suggests that the school’s evaluation standards were consistent with the established course standards, as defined by the course outcomes. Only one of the 58 students who wrote the Mathematics 3204 public exam, there was only one student for which the school based mark and public exam mark was sufficiently different to be considered an aberrant student. On a student by student basis, then, there was a high level of consistency between the school based mark and the public exam mark.

An analysis of the results for our school for the past four years shows that we have generally declined over this period in both our public exam marks (60%, 56%, 57%, 53%) and the overall course marks (59%, 62%, 59%, and 56%).

An examination of the data on the various subtests for this course (see table below) shows that students from our school are not performing on par with their peers across the province. We scored below the district and the province on ALL subtests. Our students

are performing at least 6% lower than the district and the province on the three main units – Quadratics, Exponential Growth, and Circle Geometry. Even more disappointing is that, on average, we have received a failing grade on two of these units.

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

	School	District	Province
Quadratics	46.8%	54.1%	54.3%
Rate of Change	71.7%	75.3%	75.6%
Exponential Growth	56.6%	63.1%	63.2%
Circle Geometry	44.8%	50.3%	51.0%

An analysis of the four year trend for our school (see table below) shows that students dropped slightly (2%) on Exponential Growth and gained slightly (2%) on Rate of Change when compared to last year, but showed drops of 5% and 10% on Quadratics and Circle Geometry, respectively. While we would like to realize increases in all areas, it is the Quadratics unit and the Circle Geometry unit that give the greater cause for concern. This was also noted in last year’s report. Despite the fact that we approached the 2009-2010 school year with a commitment to improving our performance in these areas, the results continue to disappoint.

Table 4: Public Exam Subtest Marks – Four Year Trend

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

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

Table 1 - Pass Rate

	School Evaluation Pass Rate	Public Examination Pass Rate	Combined Evaluation Pass Rate
School	95%	95%	95%
Province	98%	91%	97%

Table 2 - Average Grade

	School Evaluation Average Grade	Public Examination Average Grade	Combined Evaluation Average Grade
School	79%	82%	82%
Province	80%	75%	78%

The data above suggests that our students in Mathematics 3205 performed at a level that was comparable to that of students enrolled in this course throughout the province. The correlation between the school-based evaluation and the public examination grades was +0.919. This is a strong positive correlation, which indicates that the school's evaluation was consistent with the provincial evaluation. This suggests that the school's evaluation standards were consistent with the established course standards, as defined by the course outcomes. There were no aberrant students. This indicates that there was a high degree of consistency between the school based grade and the public exam grade for every student.

There was an adjustment of +3, which indicates that the school evaluation was slightly more difficult than the rest of the province. Despite this, or perhaps because of this, students from our school outperformed students from other districts in **all** content areas. An analysis of the results for our school for the past four years shows that we either remained the same or improved in each of the four years in both the public exam marks (72%, 77%, 81%, 82%) and the overall course marks (76%, 76%, 81%, and 82%).

An examination of the data on the various subtests for this course (see table below) reveals that our school again outperformed both the district and the province in ALL areas. This was also the case for the 2008-2009 school year.

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

	School	District	Province
Quadratics	80.6%	77.2%	75.4%
Rate of Change	95.8%	93.4%	92.2%
Exponential Growth	83.8%	78.6%	77.1%
Circle Geometry	76.6%	69.0%	68.2%

An analysis of the four year trend for our school (see table below) shows that students dropped slightly (2%) on Quadratics and Rate of Change when compared to last year, but realized gains of 4% and 2% in Exponential Growth and Circle Geometry, respectively. Of greater significance is the fact that our students continue to perform at a level that exceeds the district and the province in EVERY subtest area.

Table 4: Public Exam Subtest Marks – Four Year Trend

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

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

### *PHYSICS 3204*

MCHS physics students entered the final exam with a 69% class average, while the provincial average was 76%. Our students dropped by 13% on the final exam and students in the province as a whole dropped by 10%. There was no adjustment of marks and the combined average was 63% for MCHS and 71% for the province. This 8% difference is unusual. It is typical for our students to be within a few percentage points of the province. While our class of 22 students was not a large group, it was slightly larger than that of previous years and had a number of students that bordered on passing through the year. This resulted in a very low pass rate in physics. 92% of students in the province passed the course, while only 64% of MCHS students passed. This is a concern. It can be partially explained by the spread of marks for our group. Before writing the final we had 4 students out of 22 with less than a 50% average – that's 18% failing. The final exam saw 4 more students drop to below 50%, so 8 out of 22 gave a pass rate of 64%. A cluster of students in the 50's were caught up in the drop from school mark to final grade.

Consideration is being given to administering a comprehensive exam in physics at the end of the year and before the public. This may give a better picture of each student's understanding and allow them to address areas of weakness. With review time, the class may show improved overall results.

### *WORLD GEOGRAPHY 3202*

Twenty-five students wrote the public exam, and all twenty-five passed. The percentage of passes for the school was higher than the province, however, the percentage of students who passed the actual public exam was lower.

In terms of the average mark for the course, both the school and the province were the same at 70%, however, the average mark for our school for the actual public exam was 3% lower than the province. There was an adjustment of three marks and this could possibly be attributed to the number of projects that a course of this nature uses in its evaluation scheme.

Of the six units tested our students scored better on three units and worse on three. However, the margin of average difference ranged from 2% to 5%.

In terms of the four year trend, the difference in marks averaged 6% for the exam and 8% for the course.

### *WORLD HISTORY 3201*

Fifty-six students wrote the public exam; forty-eight students passed and seven failed; yet all seven scored between 40% and 49%. The percentage of passes was 95% for the school, which was 2% higher than the provincial pass rate of 93%.

The percentage of students who passed the actual public exam was 79% and once again this was 2% higher than the provincial pass rate of 77%.

In terms of average marks, the average school mark was 75% and this was 3% higher than the provincial average of 72%.

As for the average mark on the public exam, our students scored 61% and this was 1% lower than the provincial average. There was no mark adjustment.

On the actual public exam, our students scored higher than the province on two of the six units and on those we scored lower on there was only an average difference of 2%.

In terms of the four year trend from 2007-2010, the range varies by only 2% on the actual exam and 3% on the final mark for the course. This is a very small margin of difference.

## *SUMMARY of RESULTS*

The tables below provide an interesting insight into the performance of our students. Generally, over the past 4 years, our students have performed relatively well when compared to the rest of the province on Public Exams. Some areas for particular celebration include French 3200 where we have scored higher than the province in 3 of the past 4 years, English 3201 where our students have exceeded the provincial average in each of the past 3 years, and our students have exceeded the province in Math 3205, Chemistry 3202, and Earth Systems 3209 in 2 consecutive years. Indeed, on the June 2010 Public Exams, our students surpassed the provincial average in 5 exams (Francais 3202, Math 3205, Chemistry 3202, Earth Systems 3209, and English 3201). In 2 other exams (French 3200 and World History 3201) our students were less than 2% below the province.

While we celebrate our successes, there are some areas where we need to continue to find ways to improve. Of note, our Math 3204 scores, still hover in the mid-50% range (and below the province in 4 straight years) and our World Geography 3202 scores have been below the provincial average in 3 of the last 4 years.

From a Graduation Status perspective, we continue to be pleased with the number of students graduating with honours. In 3 of the past 4 years we have equaled or exceeded the province in the honours category and, in the past 3 years, our honours rate has been at or above 25%. One trend that has been of concern is the increase in the number of students graduating with a general diploma. In 3 out of the past 4 years, over 40% of our students have graduated with a general diploma while the provincial average has hovered around 37%.

As we move forward, we will use this statistical information to inform decisions related to our School Development Plan as we strive to achieve our goal of “improving student achievement in all learning domains”. One example of how this information assists our teachers in this respect is reflected in the objectives for our 2010 - 2011 School Development Plan that sees all teachers develop at least one new type of evaluation for each of their courses, many of which will be cross-curricular.

## PUBLIC EXAMS

Exam Mark	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>French 3200</b>	77.8%	70.2%	76.1%	65.1%	74.6%	68.3%	66.8%	68.1%
<b>Francais 3202</b>	62.7%	66.6%	59.1%	68.6%	69.9%	70.1%	76.3%	72.4%
<b>Math 3204</b>	60.0%	62.7%	55.8%	57.4%	56.5%	58.9%	52.2%	58.0%
<b>Math 3205</b>	71.9%	73.8%	77.1%	78.9%	80.7%	74.9%	81.7%	75.3%
<b>World History 3201</b>	66.7%	66.9%	67.6%	61.7%	64.0%	63.6%	60.9%	61.5%
<b>World Geography 3202</b>	54.6%	61.8%	53.4%	63.1%	63.1%	63.2%	55.7%	58.8%
<b>Biology 3201</b>	59.5%	61.4%	60.7%	61.2%	55.5%	58.4%	54.7%	60.7%
<b>Chemistry 3202</b>	57.8%	61.3%	61.6%	64.6%	65.1%	62.2%	68.7%	66.4%
<b>Physics 3204</b>	62.1%	65.8%	71.7%	68.3%	65.5%	67.2%	55.7%	65.5%
<b>Earth Systems 3209</b>	55.8%	61.8%	69.9%	61.1%	NA	56.3%	57.6%	56.0%
<b>English 3201</b>	58.2%	59.1%	66.1%	65.3%	62.7%	60.2%	65.9%	64.6%

## GRADUATION STATUS

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Honours</b>	17.8%	22.9%	27.2%	25.1%	26.7%	23.1%	25.0%	25.2%
<b>Academic</b>	38.4%	40.4%	28.1%	35.7%	36.6%	40.9%	31.7%	39.5%
<b>General</b>	43.8%	36.7%	44.7%	39.3%	36.6%	36.0%	43.3%	35.2%

## School Development Plan for 2010 – 2011

**NOTE -** *The 2010-2011 school year will see MCHS involved in both an internal and external review. While this will take some focus, as we renew our school development plan, we will continue our efforts on the elements of the 2009-2010 plan that did not get completed or meet with as much success as we would have liked. A summary is below:*

### . School Development Plan 2010 – 2011

<b>Goal 1: To improve student achievement in all learning domains.</b>		
<b>Objective 1.1:</b> Improve student achievement in five academic domains – English, Science, Math, Social Studies, and French.	<b>Objective 1.2:</b> Greater recognition of student achievement.	
<b>Strategies:</b> 1.1.1 Dept. Heads in coordination with teachers will conduct an analysis of pass rates for the 2008-2009 school year that will serve as a benchmark for the current school year. 1.1.2 Develop strategies to improve pass rates in each domain. 1.1.3 Develop a one year plan aimed at improving pass rates in all 5 domains. 1.1.4 Teachers will incorporate at least one new form of evaluation in their evaluation scheme in each course. 1.1.5 Teachers will incorporate interdisciplinary projects and cross-curricular assignments into their instruction.	<b>Strategies:</b> 1.2.1 Promote the Principal’s List amongst all stakeholders in the school community. 1.2.2 Hold a reception and awards ceremony after mid-year reports to recognize students who are on the Principal’s List. 1.2.3 Purchase a newspaper ad in the Fall to recognize the Principal’s List from June 2009.	
<b>Indicators of Success:</b> 1.1.1 Improved pass rate in 5 learning domains.	<b>Indicators of Success:</b> 1.2.1 Increased frequency and scope of recognition of student achievements (i.e. Principal’s List).	

<b>Goal 1 - Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1 Certificates, food, and refreshments for reception. 1.1.2 Purchase a newspaper ad (approx. cost \$200.00).	1.1.1 PD on the various forms of assessment techniques including interdisciplinary projects and cross-curricular assignments.

<b>Goal 2:</b> To maintain a safe, orderly and equitable environment to support student learning.	
<b>Objective 2.1:</b> Develop a promotional package that will make parents aware of the volunteer opportunities at Marystown Central High School.	<b>Objective 2.2:</b> Promote the 3 R's – respect for self, others, and school.
<b>Strategies:</b> 2.1.1 Student Volunteer Bureau (consisting of students and staff) established with the mandate to achieve this goal. 2.1.2 Student Volunteer Bureau will act as a liaison between the community and school to promote opportunities for students to volunteer within the community. 2.1.3 Dedicate a phone line for SVB. 2.1.4 Bulletin board display in the main hallway next to the cafeteria promoting the SVB and volunteering opportunities.	<b>Strategies:</b> 2.2.1 Assembly that promotes the tolerance of others. 2.2.2 Teacher review rules and regulations at the beginning of each semester (twice a year). 2.2.3 Initiate a program called “Caught Doing Something Nice”. 2.2.4 Develop criteria for the “Caught Doing Something Nice” program. 2.2.5 Determine prizes/awards for the program.
<b>Indicators of Success:</b> 2.1.1 Increased parent recognition of volunteer opportunities.	<b>Indicators of Success:</b> 2.2.1 Positive character development and reinforcement of the value of respect.
<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 Dedicated phone line for SVB. 2.1.2 Purchase bulletin board and decorative supplies.	2.2.1 Promotional materials (posters, markers, etc.). 2.2.2 Prizes and awards (to be determined).

### Operational Issues for 2010 - 2011

Operational Issue	Intended Action
Improve the physical appearance of the gymnasium.	Paint gymnasium using school colours – blue and red.
Improve student safety in parking lot.	Traffic plan to be developed to address safety concerns during specific times in the school day.
Improve communication between home and school.	Redesign the school website to increase communication between home and school.

## Appendix A – Summary of School Fundraising

The table below outlines the fundraising activities undertaken at Marystown Central High School during the 2009-2010 school year. In total, students at MCHS raised \$23687.41.

<b>School Group</b>	<b>Amount</b>
Student Council	\$218.00
Haiti Relief Fund	\$1726.00
Sports	\$7940.75
Scholarship Donations	\$5535.00
Prom	\$3270.00
Two Villages	\$1095.83
Terry Fox	\$189.00
Unicef	\$201.83
Shave for the Brave	\$3511.00

