

# St. Augustine's Elementary School

## 2009-2010 School Development Report



Staff and students taking part in our annual Walk to Breakfast in support of the Kids eat Smart Foundation

### **Mission Statement:**

*St. Augustine's Elementary School is committed to improving student learning, achievement well being through high quality instruction in a culture that fosters leadership, respect, collaboration, safety, and healthy living.*

### **Vision Statement:**

*To improve student achievement and well being through a focus on literacy and numeracy skills and healthy living.*

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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**

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 increases. 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.**

**C.E.O./DIRECTOR OF EDUCATION**



## St. Augustine's Elementary School

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### ***Our Mission:***

*St. Augustine's Elementary School is committed to improving student learning, achievement and well being through high quality instruction in a culture that fosters leadership, respect, collaboration, safety, and healthy living.*

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**Principal: Mr. R. Glavine**

**Assistant Principal: Mr. R. Durdle**

## Message from Administration

St. Augustine's Elementary is a K-6 school in the community of Wabana, Bell Island. This school year marked the final phase of our three year School Development Plan. Our school goals focused on Literacy, Numeracy, and Active and Healthy Living. School Council members were apprised of progress in the area of school development throughout the school year.

Staff participated in professional development events in St. John's as well as here on the Island. We continued to invest in technology this year with upgrades in our computer lab as well as acquiring an additional *Smartboard* bringing our total to four. Our goal is to equip each classroom with a Smartboard by June 2011.

We continued our efforts to improve our Literary Resource Center. We ordered items to enhance students' comfort while in the LRC such as bean bags, and added books to complement resources currently in LRC. We invested in a subscription to *TumbleBooks*, allowing teachers, students, and parents/guardians to access this resource in school and at home.

Safe and Caring School Initiatives were visible at our school throughout this year. Over the summer our school invested in signage, displaying the School colour system and Positive Behaviour Supports Matrix. Assemblies were held at the Primary and Elementary levels to review the colour system and PBS Matrix. Peace themes and fun days promoted the values of Peaceful Schools International. We also participated in literacy and numeracy activities in our count-up to 100<sup>th</sup> Day Celebrations.

This was the third year for the election of a Student Council here at St. Augustine's. Leadership development and organizational skills were enriched with our student representatives through activities sponsored and supported by the council.

During the spring, we were delighted to host our Family of School's closeout. Administrators, teachers, support staff, and District personnel within Senior Education Officer Ron Smith's Family converged on Bell Island to engage in this Professional Development opportunity.

In June, our grade three and six students completed Criterion Reference Testing (CRTs) and the results are included in this Annual School Development Report (ASDR).

School year 2009-2010 was indeed an enjoyable and productive year for St. Augustine's Elementary.

Sincerely,

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Ronald Glavine

---

Reg Durdle

## Message from School Council

The School Council at St. Augustine's Elementary has had a very busy and productive year. We have been vigilant in attendance at our monthly meetings and industriously involved in initiatives at the school. The children continue to enjoy the school dances that serve a two fold purpose. Dances of this nature provide children, who are not of the normal age to attend functions of this kind, the opportunity to experience camaraderie, hone social skills and engage in a physical activity that is just simply fun. Dances also provide our council with much needed funding to carry out the activities that we sponsor in the school.

The "Role Model" award that is presented in June of each year continues to be a very important project for our council. This award is presented to a student, from each grade, who displays attributes which make this child a well rounded individual academically, socially and physically.

In December of 2008, our school was most saddened when three of our students were the tragic victims of a fire. At that time, we lost Jasmine Taylor, Cody Taylor and Michael Taylor. In conjunction with the administration and staff, a special Memory Service was held on Friday, October 23rd, to honor our former students and to dedicate a special space in our building as a Memory Wall. A plaque with the pictures of Jasmine, Cody, and Michael is hanging in the main foyer with the following inscription, *"Forever in our Hearts"*. To compliment these words we planted three fruit trees directly in front of our school in honor of each of the children.

In September 2009, two new school council members were elected to serve. They are Angela Kitchen, a teacher at St. Michael's High School and Melissa Skehans, a nurse with Eastern Health.

In closing, as of September 2010 we will have two vacant positions on our council. I will be stepping back this year, however I have thoroughly enjoyed my two term with the school council at St. Augustine's Elementary. I would like to encourage our parents and guardians to consider offering themselves to serve. The school council is one very tangible way that we can work to assist the school staff in ensuring that our children have the best possible education available.

I want to thank the members of the school council for their invaluable help. I would also like to thank Mr. Ron Glavine our principal, Mr. Reg Durdle our assistant principal, Ms Lori Yetman our staff representative and the staff of St. Augustine's for their help and guidance.

Teresita E. McCarthy

Chair

## Overview of School

### Our School Community

St. Augustine's Elementary is a K-6 school in the community of Wabana, Bell Island. This year we offered a half-day Kindergarten program to two groups of children. We had one group of the following grades, One, Two, Three, and Five, and Six and two groups of grade Four.. In addition to our 16.25 teaching units, we have three student assistants, a maintenance janitor, a custodian, and a cleaner. We also benefited from the services A Literacy/Numeracy unit shared by two individuals, and as well a district Numeracy Itinerant and Speech-Language Pathologist.

### Key Highlights/Special Projects

#### **Family of Schools Professional Development Day:**

At a family of schools meeting in the fall of 2009, our school agreed to host the annual family of schools professional development day. We realized the challenge of getting 150 plus educators to Bell Island during the spring but were eager to take it on. An organizing committee, chaired by Reg Durdle VP, was put in place which worked closely with our SEO, Mr. Ron Smith, during the winter months to finalize the details for the day. Teachers participated in a variety of sessions on topics such as integrating technology into the curriculum, differentiated instruction and inclusion. An opportunity was provided in the afternoon session for teachers to meet with colleagues and share resources and best practices. Visitors were also treated to a performance from our elementary choir, local entertainment and a catered lunch at the local parish Hall. Feedback from the formal evaluation forms, emails we received and other anecdotal reports indicated that the day was a great success and enjoyed by all.

#### **Literacy Numeracy:**

Two of our School Development goals focus on improving our students literacy/numeracy levels. This year we had one teaching unit dedicated to literacy/numeracy. Most of this resource was applied to the primary grades. A variety of strategies and activities were implemented. (Please see summary report on the school's most current data.)

#### **Kids Eat Smart Program:**

This year we continued to partner with the Kids Eat Smart Foundation which enabled our school to offer a hot healthy lunch each day for our students at a cost of \$2.00. This cost includes a hot meal, milk and fruit each and every day. Without the assistance of the Kids Eat Smart Foundation, we would not be able to offer such a quality lunch for such a low price.

#### **Morning Nutrition Program**

This marked the second year for our morning nutrition program. Snacks are placed in each classroom and are available to any student who wishes to take them. While we have no hard data on the impact this has had on instruction or behavior anecdotal comments from teachers indicated that students are

more settled in the morning and attention is improved. From an administrator's perspective we have noticed fewer referrals to the office prior to recess.

### **Rug Hooking Project**

This project was well received by our elementary school students. A teacher at our school and a member of the Rug-Hooking Guild of NL, instructed students in grades 4,5,AND 6 in the art of rug-hooking.

### **Technology:**

Last year we continued with our technology initiative. This included the purchase of one more SmartBoard, giving us four now in total. Several workstations in our computer lab were upgraded. Teachers were provided with in-service and support to integrate technology into their classrooms and curriculum.

### **DARE:**

Grade 6 students participated in the Drug Awareness Resistance Education (D.A.R.E.) offered by the RCMP. During this 10 week program students learned about drugs, peer pressure and decision making skills. The program culminated with a graduation attended by students, parents and members from the RCMP and local community. Education Minister, Darrin King also addressed the students.

### **Canadian Coast Guard - Alumni Visit and Artist Workshop for Grade 5**

For the past five years Grade five students have received a visit from the Coast Guard Alumni who share information on life as a lighthouse keeper years ago. Students also learn about communicating with Morse Code. Newfoundland artist, Mr. Les Noseworthy, leads a workshop with the students where they learn drawing and painting techniques. During the afternoon session Mr. Noseworthy works with the full class helping them paint picture related to his presentation. All five paintings are framed and proudly hang in our school corridors.

## **Other Events / Highlights**

The following, while not exhaustive, gives an overview of the many events and activities which took place at St. Augustine's School during the 2009-2010 School Year.

- Commotion Day
- Walk to Breakfast
- Visiting Authors
- Thanksgiving Celebration
- Remembrance Day Celebration
- Coats for Kids
- Christmas Concert
- Volunteer Appreciation Dinners

- Spring Concert
- October Penny Drive in support of Bell Island Breast Cancer Support Group
- Talent Show
- Kindergarten Graduation
- Field Trips
- Choral Connections
- Bullying Awareness Campaign
- Student Awards
- 100th Day Celebrations

## Partnerships

Our school has established a variety of Community Partnerships which contribute to the success of many of the programs at our school.

These include, Community Health Services, RCMP, Kiwanis, Town of Wabana, Wabana Boys and Girls Club, Kids' Eat Smart Foundation, Parent Volunteers, Bell Island Family Drug Mart Jr. Blues Hockey Team, G.D. Byrne, Foodland, Clarke's Home Hardware, Gosine's Trucking.

## Guidance Report

During the 2009-2010 school year St. Augustine's continued with several Safe and Caring initiatives. Over the summer the administration invested in signage, displaying the School colour system and Positive Behaviour Supports Matrix. Assemblies were held at the Primary and Elementary levels to review the colour system and PBS Matrix.

Positive behaviors were reinforced from the beginning of the school year with our "Gotcha" awards. At the end of each week winners were announced over the P.A. and received small prizes. As well, in order to give attention to our PBS Matrix, we had students "Go for Green". Students would earn a special green "Gotcha" for demonstrating positive behaviors in a specific environment during a specific period of time. Class incentives were put in place throughout the year as well.

Presentations from outside agencies were scheduled as well. In December, two Social Work students gave presentations to our Kindergarten, Primary, and Elementary students on bullying. In June, an individual with Planned Parenthood provided our Grade 5 and Grade 6 students with an information session on the topic of Puberty and sexual health. This session was in line with the Elementary Health program.

In February we had a designated "Anti-Violence Week". Classroom sessions during this week focused on respect and anti-bullying. A poster contest was held, and pink "Bullying Stops Here" bracelets were ordered for staff and students, and a "Friendship" dance was held. Students were encouraged to wear pink at the dance and throughout the week.

Grade Six Guidance classes were a part of the weekly schedule. Sessions focused on topics such as bullying, respect, empathy, gossip, and developing positive relationships. Sessions were schedule at other grade levels throughout the year as well.

In addition to these services and programs, the guidance program provided individual and group counselling, mediation, formal and informal assessments, consultation with students and parents/guardians, Recess "drop-in" groups, the development of Behaviour Management Plans, monitoring of students with particular learning and/or behaviour needs, and direct involvement in IEP and ISSP meetings. Referrals and consultation with outside agencies were made on an as needed basis.

# School Development Goals

## **Goal 1:**

To improve student learning and achievement in Language Arts across all Grade levels by June 2010

## **Goal 2:**

To improve student learning and achievement in Mathematics across all grade levels by June 2010

## **Goal 3:**

To promote overall education of health and wellness through physical fitness/activity and healthy eating/living to achieve a healthy lifestyle for the overall school community.

The following tables outline our goals, the specific objectives for each goal, indicators of success and the specific strategies used to accomplish each objective.

## Report on School Development Plan 2007 - 2010

<b>Goal 1: To improve student learning and achievement in Language Arts across all Grade levels by June 2010</b>		
<b>Objective 1.1:</b> Improve student achievement in critical thinking and constructed response.	<b>Objective 1.2:</b> Identify and improve basic writing skills.	<b>Objective 1.3:</b> To improve students individual ability to read and comprehend at/or above grade level.
<b>Indicators of Success:</b> Improved CRT's and school based examinations, and classroom observations.	<b>Indicators of Success:</b> Increased achievement measured by school based assessment, work samples, rubrics, and portfolios.	<b>Indicators of Success:</b> Running records, TORC-R, CAMET, teacher constructed evaluation, student-peer conferencing.
<p><b>Strategies:</b></p> <p>1.1.1 Use exemplars of student writing and a prescribed rubric to evaluate students writing. (Samples of student writing or previous CRT examples) to show students voice, word choice, etc).</p> <p>1.1.2 Identify weaknesses in basic skills CRT, CAMET, teacher based assessment, progress reports, and guidance assessments.</p> <p>1.1.3 Use of cross-curricular approach to promote higher order thinking.</p> <p>1.1.4 Implement a peer editing program in Language Arts.</p> <p>1.1.5 Implement school wide initiatives such</p>	<p><b>Strategies:</b></p> <p>1.2.1 Use of writing portfolios to show collection of student writing samples.</p> <p>1.2.2 Teaching/Modeling basic sentence construction.</p> <p>1.2.3 Word of the week activities.</p> <p>1.2.4 Use of Word walls to help students enhance their writing pieces.</p> <p>1.2.5 Use writing samples in each text type to use as a teaching tool and model of writing at each developmental level.</p> <p>1.2.6 Develop a structured spelling program.</p>	<p><b>Strategies:</b></p> <p>1.3.1 Guided reading should be on-going every week for 30-60 minutes.</p> <p>1.3.2 Students should be assessed and identified prior to grouping for guided reading.</p> <p>1.3.3 Obtain baseline data for reading levels . Data will be collected and analyzed every (3) years.</p> <p>1.3.4 Increase reading fluency and accuracy by teaching student s to use reading strategies such as: i) cueing systems- semantics, syntax, graphophonics, and pragmatics) ii) context clues iii) activating prior knowledge iv) predicting v) rereading, etc.</p>

<p>as Poetry Exhibitions, L. Arts Fair, Reading Buddies, Literacy Day, Science Fair, Art Exhibition, Newspapers in Education, Read Poetry on P.A., Public Speaking.</p> <p>1.1.6 Implement instructional teaching strategies to promote multiple intelligences and relevance to student life. (drama, art)</p>		<p>1.3.5 Using various means of getting information from a variety of visual and text forms. (i.e multimedia, computers, art, diagrams, listening)</p>
<p><b>Goal 2: . To improve student learning and achievement in Mathematics across all Grade levels by June 2010</b></p>		
<p><b>Objective 2.1:</b> To improve students' understanding of number sense in order to increase computational skills.</p>	<p><b>Objective 2.2:</b> To improve student's skills in Geometry and Measurement.</p>	<p><b>Objective 2.3:</b> Increase student's critical thinking and problem solving skills to increase overall achievement in mathematics.</p>
<p><b>Indicators of Success:</b> Increased student achievement in number sense and operations on internal evaluations and CRT results</p>	<p><b>Indicators of Success:</b> Increased student achievement in the areas of geometry and measurement on internal evaluations and CRT results.</p>	<p><b>Indicators of Success:</b> Increased student achievement problem solving on internal evaluations and CRT results.</p>
<p><b>Strategies:</b></p> <p>2.1.1. Provide exemplars and increased tutorials (e.g Destination Success) to ensure increased achievement and interest in</p>	<p><b>Strategies:</b></p> <p>2.2.1. Provide exemplars and increased tutorials (e.g Destination Success) to ensure increased achievement and interest in Mathematics.</p>	<p><b>Strategies:</b></p> <p>2.3.1. Provide exemplars and increased tutorials (e.g Destination Success) to ensure increased achievement and interest in Mathematics.</p>

<p>Mathematics.</p> <p>2.1.2 Elaborations &amp; suggestions in the math curriculum guides should be revisited often.</p> <p>2.1.3 Utilize a variety of student assessment in Mathematics. (e.g. CAMET)</p> <p>2.1.4 Utilize a variety of Mathematical teaching/learning strategies.</p> <p>2.1.5 Construct/Organize Math games/centers to reinforce concepts.</p> <p>2.1.6 Use math journals to reinforce concepts.</p> <p>2.1.7 Implement math rewards system (school/classroom).</p> <p>2.1.8 Increased use of manipulatives in the mathematics classroom.</p> <p>2.1.9 Collaboration with numeracy specialist (school &amp; board level).</p>	<p>2.2.2 Elaborations &amp; suggestions in the math curriculum guides should be revisited often</p> <p>2.2.3 Utilize a variety of student assessment in Mathematics. (e.g. CAMET)</p> <p>2.2.4 Utilize a variety of Mathematical teaching/learning strategies.</p> <p>2.2.5 Construct/Organize Math games/centers to reinforce concepts.</p> <p>2.2.6 Use math journals to reinforce concepts.</p> <p>2.2.7 Implement math rewards system (school/classroom).</p> <p>2.2.8 Increased use of manipulatives in the mathematics classroom.</p> <p>2.2.9 Collaboration with numeracy specialist (school &amp; board level).</p>	<p>2.3.2 Elaborations &amp; suggestions in the math curriculum guides should be revisited often</p> <p>2.3.3 Provide teachers with inservices on the topic of student assessment in Mathematics. (e.g. CAMET)</p> <p>2.3.4 Provide teachers with inservices in the areas of Mathematical teaching/learning strategies.</p> <p>2.3.5 Construct/Organize Math games/centers to reinforce concepts.</p> <p>2.3.6 Use math journals to reinforce concepts.</p> <p>2.3.7 Implement math rewards system (school/classroom)</p> <p>2.3.8 Increased use of manipulatives in the mathematics classroom.</p> <p>2.3.9 Collaboration with numeracy specialist (school &amp; board level)</p>
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**Goal 3: Active / Healthy Living: To promote overall education of health and wellness through physical fitness/activity and healthy eating/living to achieve a healthy lifestyle for the overall school community.**

**Objective 3.1:** Improve Healthy Eating among student population

**Objective 3.2** Increase physical activity

**Objective 3.3:** Increase awareness of Healthy Lifestyle and Living

**Indicators of Success:** Food diaries, worksheets, healthy choice quizzes and games to assess student understanding

**Indicators of Success:** Fitness appraisal, physical activity journals

**Indicators of Success:** Journals, discussion, presentations

**Strategies:**

- 3.1.1 Modify the school lunch program to include healthier choices
- 3.1.2 Implement a school breakfast program
- 3.1.3 Offer healthy recess snacks such as yogurts and fruit snacks rather than ice cream and cookies
- 3.1.4 Educate teachers with PD with a registered dietician or nutritionist
- 3.1.5 Familiarize parents and students with the 2007 Canada Food Guide. Also teach families how to use this guide at home and as part of the instructional day.

**Strategies:**

- 3.2.1 Incorporate the rural active school program which includes 20 minute consecutive activity on non-physical education days.
- 3.2.2 Assess student fitness levels by using fitness appraisals 4x per year. This will help determine physical improvement levels
- 3.2.3 Utilize lunch-time intramurals program
- 3.2.4 Utilize gymnasium for activity during recess time
- 3.2.5 Implement an after school sports program

**Strategies;**

- 3.3.1 To provide opportunities for healthy living education
- 3.3.2 Healthy living coordinator presentation
- 3.3.3 Students share experiences of active living activities during evening, weekends, and holidays.
- 3.3.4 Develop an outdoor recreation area
- 3.3.5 Students can use journal writing to discuss

		their individual experiences with healthy living  3.3.6 Physical education fair with family involvement and presentations/booths with information from health professionals, physical Education teacher, Dietician, etc.
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***Operational Issues Report 2009-10***

<b><i>Year</i></b>	<b><i>Issues Goal 1</i></b>	<b><i>Issues Goal 2</i></b>	<b><i>Issues Goal 3</i></b>
<i>2009-10</i>	<b>To improve student learning and achievement in Language Arts across all Grade levels by June 2010</b>	<b>To improve student learning and achievement in Mathematics across all Grade levels by June 2010</b>	<b>Healthy Living: To promote overall education of health and wellness through physical fitness/activity and healthy eating/living to achieve a healthy lifestyle for the overall school community.</b>
<b><i>Report</i></b>	Cost associated with purchasing materials for guided reading program.	There were no operational issues associated with this goal for the 2009-2010 year.	Costs associated with providing free nutritional snack program on a daily basis.

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

Primary Language Arts Assessment conducted at Grade 1 indicates a significant drop in the percentage of students performing at or above provincial benchmark from 2008-09.

The data gathered from the running reading records in grade two point towards a significant increase during 2008-09, and again this year in 2009-2010, in the percentage of students performing at or above the provincial benchmark compared to 2007-08. We attribute this significant growth to our deployment of our numeracy/literacy resources to the primary level. Many new initiatives and strategies, like guided reading, jolly phonics, and work centers strengthened the achievement levels of our students in grades one and two.

Criterion Reference Tests (CRTs) were administered to our grade three and six students in June, 2010 in English Language Arts and Mathematics. The Primary English Language Arts School Results show strength in the reading, listening, and visual reading skill areas. Areas that require additional attention include listening and areas under Constructed Response.

The Primary Mathematics School Results highlight significant strength in practically every topic tested. In fact our school results compared favorably to the district and province.

The Elementary English Language Arts School Results identify needs in the areas of reading and writing. Listening in both Multiple Choice and Constructed Response sections of testing showed improved results.

Significant needs were evident in practically all topics and concepts in the Elementary Mathematics School Results.

### PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
33.3%	63.5%	72.0%	65.0%	40.9%	62.1%

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

07-08		08-09		09-10	
School	Province	School	Province	School	Province
76.9%	68.9%	79.2%	72.4%	91.7%	71.3%

## CRITERION REFERENCE TESTS

Grade 3 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	94.4%	89.7%	88.8%	88.5%	89.6%	88.3%	89.0%	92.1%
Listening	100.0%	93.3%	77.5%	85.0%	97.0%	95.4%	66.2%	80.9%
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>								
Demand Writing	94.4%	74.5%	58.8%	72.6%	60.9%	74.9%	69.6%	73.9%
Poetic	77.8%	65.8%	29.4%	56.1%	47.8%	68.8%	66.7%	71.5%
Informational	83.4%	74.4%	88.3%	70.8%	47.8%	55.1%	61.9%	63.6%
Listening	95.0%	64.1%	63.2%	70.2%	68.0%	70.5%	59.1%	59.9%

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	88.0%	77.0%	97.0%	76.0%	87.3%	85.0%	79.7%	76.0%
Number Concepts	90.0%	71.3%	86.3%	76.3%	81.3%	73.5%	83.2%	77.3%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	55.0%	43.6%	94.5%	65.7%	76.9%	54.3%	91.3%	62.1%
Communication	55.0%	37.5%	88.9%	59.8%	80.8%	54.2%	91.3%	61.6%
Connections & Representations	50.0%	36.3%	100.0%	61.3%	80.8%	69.0%	91.3%	68.2%
Problem Solving	84.2%	51.9%	100.0%	76.2%	87.5%	68.8%	95.7%	68.3%

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	64.8%	78.0%	63.1%	84.8%	71.2%	87.1%	74.1%	81.0%
Listening	90.0%	93.3%	88.0%	92.0%	83.8%	87.7%	87.8%	86.7%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	35.3%	76.1%	64.0%	85.1%	45.5%	78.7%	62.5%	81.4%
Poetic	61.8%	73.3%	36.0%	81.2%	47.1%	69.6%	61.9%	69.9%
Informational	58.8%	58.8%	44.0%	78.9%	36.4%	68.0%	52.4%	68.4%
Listening	21.2%	58.4%	26.9%	62.6%	25.0%	47.4%	69.6%	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	46.4%	68.2%	55.0%	78.0%	50.0%	77.1%	55.8%	72.3%
Number Concepts	44.5%	62.7%	58.6%	70.0%	38.2%	67.1%	59.5%	76.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	12.2%	33.2%	30.8%	48.4%	9.1%	36.5%	9.1%	54.9%
Communication	9.1%	30.7%	7.7%	42.0%	3.0%	30.6%	9.1%	46.5%
Connections & Representations	15.1%	40.2%	7.7%	41.3%	9.1%	36.1%	9.1%	44.0%
Problem Solving	33.4%	50.6%	26.9%	55.4%	12.1%	42.5%	13.6%	55.8%

## Appendix A – Summary of School Fundraising—2009-2010

December 11<sup>th</sup>---Christmas Concert----- \$1211.25

December 19<sup>th</sup>---Christmas Ticket Draw---- \$1910.25

Mother's Day Cold Plate-----\$2490.00

May/10, Spring Concert----- \$791.14

June 26<sup>th</sup>/10, Proceeds from Read-a-thon----\$2875.55

### **Some Initiatives Supported by Fundraising**

\* Funds raised supported the purchase of technology needs within our school, as well as upgrades to our Literary Resource Center including books, subscription to Tumble Books, support for our Nutritional Snacks Program, sponsoring a day-long visit by Newfoundland Insectarium, and subsidizing the extensive transportation costs for school fieldtrips.