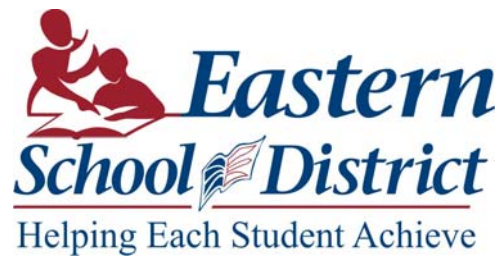




**Annual School Development Report  
2010-2011  
St. Mark's School  
P.O. Box 84**

*King's Cove, NL*

**AOC 1S0**

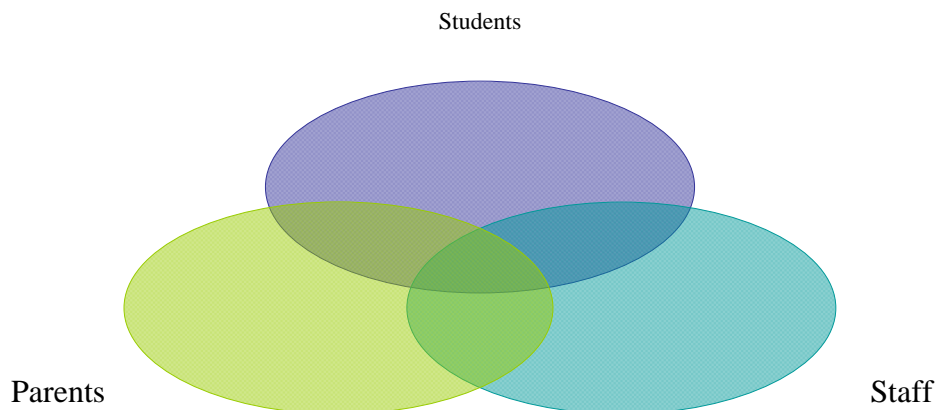


## ***St. Mark's Vision***

***The vision of our St. Mark's Schools community is for all parents, teachers, support staff and students to work together in unity to create a safe and caring school environment where all individuals can learn to the best of their abilities.***

## ***St. Mark's School Mission Statement***

**To provide equal, high quality educational opportunities  
For all learners to develop skills, attitudes,  
Knowledge and values, which prepare them to meet  
The challenges of a diverse and ever-changing society**



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

In June 2011, Eastern School District concluded a three-year strategic planning process which centered on developing our schools as caring, professional and purposeful places of learning and excellence. This school report for 2010-2011 highlights the activities of your school and your efforts to achieve your school-based goals, in keeping with the District's mission and its vision for the future. The information provided is very helpful as we continue to pursue excellence for our District through a planning process which emphasizes continued professional growth and development.

I would like to take this opportunity to congratulate each school on the success achieved to date as evidenced by this report. I acknowledge, with gratitude, the efforts of our teachers, administrators, support staff, parents and community representatives, particularly through schools councils. By working together, we can achieve the best possible learning environment for our students. I encourage you to dialogue with our stakeholders on this document and on our District objectives.

As we move forward with our new Strategic Plan (2011-2014), I look forward to your continued support and cooperation. Keep up the good work!

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

/ms

## **Message from Principal**

### **Principal's Message**

The 2010-2011 school began like others years full of excitement, energy and enthusiasm for a new school year. We were on our way when the unexpected happened in the form of Hurricane Igor. The end result was a 12 day loss of instructional time for students due to the devastation Igor left in its path. One would expect a major impact as a result.

The combined efforts of staff, students, parents and Eastern School District staff the loss of instructional time was minimized significantly. A yearlong plan was developed to ensure the time would be made up not in weeks but throughout the school year thereby reducing the workload on students. Parents, staff and students were behind the efforts assisting at home and understanding the task at hand.

Eastern District staff in Vista and St. John's was only a call away and were utilized as needed. Office staff met with teachers of public Exam courses to examine curriculum outcomes to avoid duplication and helped develop a plan to cover course material. In addition staffs were very receptive to schedule changes throughout the year to maximize time. Any presentations that had to be during class time were scheduled in non-public courses and many guest speakers were slotted into lunchtime sessions.

Students were cognizant of the need to make the most of class time and cooperated fully in achieving our goal. Throughout the entire year extra classes were used in the areas of Math/Chemistry/English and World Geography all at the expense of Physical Education and Skilled trades classes. In efforts to minimize the effect on Phys Ed/Skilled trades classes the students had opportunities such as lunchtime and morning sessions before classes to avail of opportunities.

John Adams-Principal

## **Message from School Council**

### **School Council Message**

Our St. Mark's School Council had a busy year for the past 12 months. Hurricane Igor was certainly an event to remember but through the efforts of staff, board personnel, parents and students we were able to minimize its effect and have a successful school year. The council has been supportive of all school endeavors throughout the year and we value the contributions of our members. Regular meetings were held throughout the year enabling an open line of communication and information to be held with the administration on school issues.

Ms. Sandra Furlong - Chairperson

***St. Mark's School Council Executive***

Chair	Ms. Sandra Furlong	447-6486
Vice Chair	Ms. Sherry Fennell	545-2115
Secretary	Ms. Jennifer Quinton	

**Zone Representatives**

Zone	Representative	Phone Number
Zone 1 - Summerville	Leone Abbott	462-3204
Zone 2 – Plate Cove East/West	Sherry Fennell	545-2115
Zone 3 – Open Hall/Red Cliffe/Tickle Cove	Frances Barker	545-2435
Zone 4 – King's cove/Stock Cove/Knight's Cove	Sandra Furlong	447-6486
Zone 5 – Duntara/Keels	Elizabeth Hobbs	447-3171

**Council Appointments**

Plate Cove East/West/Summerville	Jennifer Quinton	
Plate Cove East/West/Summerville	Rhonda O'Driscoll	545-2252
Open Hall/Red Cliffe/Tickle Cove	Mary Philpott	545-2159
Stock Cove/Knight's Cove/King's Cove/Duntara/Keels	Pauline Fleming	447-3238

**Teacher Representatives**

Primary/Elementary	Brad Monk	447-6211
Junior/Senior High School	Collette Monk	447-6211
Administration	John Adams	447-3129

**Student Representatives**

Student Council President	Ryan Furlong	447-6211
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## Overview of School

### ***Our School Community- "Ora na azu nwa" (African Proverb)***

(It takes a village to raise a child)

Our school, St. Mark's is part of the Eastern School District which, comprised of 4 regions, has 119 schools with a total of approximately 40 000 students. The school currently has an enrolment of 118 students and offers grades Kindergarten to Level III. St. Mark's is truly a community school serving 12 communities. Communities served by St. Mark's includes; Duntara, Keels, Tickle Cove, Open Hall, Red Cliffe, Plate Cove West, Plate Cove East, Summerville, Stock Cove, Knight's Cove, King's Cove and recently the community of Hodderville.

At present St. Mark's School has 13.5 teaching units and three support staff. We also have the services of a speech language and educational psychologist throughout the year. In addition to these services we had access and availed of Eastern School District coordinators to assess with curriculum compacting in the aftermath of Igor. Specialists made a special visit to the school to work with teachers and a plan was formulated to make up loss time. This plan successfully saw the makeup of time not in weeks but throughout the entire school year.

### ***Key Highlights/Special Projects***

The 2010-2011 school year had a hectic start but it did not dampen enthusiasm as we had a number of worthwhile ventures and collaborations. Hurricane Igor inflicted tremendous damage throughout our region and even resulted in a loss of 12 school days for students. Students, parents and staff are to be commended with the commitment, dedication and resolve displayed to make up the lost time throughout the school year. Visiting artist Ms. Pat Hayden Ryan conducted workshops with the elementary students and all enjoyed her visit creating numerous artistic works.

In addition the school received grants for Healthy Commotion, (\$750.00) through which the school conducted a number of Healthy Living initiatives.

St. Mark's once again experienced success in a number of sporting activities with respectable placements including a championship in the Provincial Boys "A" Senior volleyball. .

Our students also participated in non sporting events such as the Intermediate ROV competition and a successful play in the regional Drama Festival winning 4 awards.

### ***Partnerships***

Once again we have had a successful partnership with the Community Access Program (CAP). This program enables our school to supplement the technology lab with up to date equipment and at the same time offer the general public access to our school. Through this partnership we were able to purchase a Smart Board for the computer lab. The visitors to the CAP site do not interfere or infringe on any school activity and the program is beneficial in that public access to the school is readily available. Unfortunately due to funding our site could not be in operation this summer.

The Community Health Team were also actively involved within our school whether through in servicing staff on various allergies or helping students with programs such as the Freedom Group, a post secondary preparation program for grade 12's. The Freedom Group program has been in place for several years now and the students find it an excellent preparation for post secondary.

A focal point of our yearly activities is our Remembrance Day activities and the Legion Branch #7, Bonavista joined us for a memorable Remembrance Day ceremony. This event has become a yearly tradition that students, staff and legion members anxiously await. In addition a number of our students were successful in the regional Remembrance Day contests sponsored by the Legion.

Finally and without question there is a strong bond of community, parents and staff at St. Mark's and it is this bond that helps promote the education for all. Working with our Home & School Association and School Council we were able to accomplish major initiatives this school year that contributed to a greater school atmosphere and culture thereby increasing achievement.

## 4 Year School Development Plan

The 4 year School Development Plan outlines a school's **goals** and **objectives** over the life of the plan.

### Four Year Plan

#### Goal 1: Goal 1: Improve student learning and achievement in Math and ELA from K-Grade 12

Year	Objectives	Objectives	Objectives
2007-08	Improve students' performance on constructed response items on internal and external assessments in all core subject areas K-12.	Improve students' comprehension of Number Concepts	Improve student comprehension and application of number operations
2008-09	Improve students' ability to think critically and demonstrate this ability through writing and speaking.	Increase students' ability to explain mathematical reasoning with respect to number concepts through writing and speaking.	To improve application of number operations in problem solving situations.
2009-10	Improve students' ability to think critically and demonstrate this ability through writing and speaking	Increase students' ability to explain mathematical reasoning with respect to number concepts through writing and speaking.	To improve application of number operations in problem solving situations.
2010-11	(continuation of 2009-10)	(continuation of 2009-10)	(continuation of 2009-10)

#### Goal 2: To improve teaching and learning for "at-risk" students.

<b>Year</b>	<b>Objectives</b>	<b>Objectives</b>
2007-08	Implement all staff members as managers of appropriate percentage of students with ISSPs in place at our school.	Improve teachers' knowledge of "differentiated learning".
2008-09	Retrain teachers on the model of the Coordination of Services to Children and Youth taking into account new developments.	Arrange opportunities for teachers to avail of PD sessions dealing with students in their classes who have been diagnosed with exceptionality.
2009-10	Develop an Inclusion Education Action Plan	To develop the practice of inclusion and pull out as needed as opposed to pull out and inclusion when needed.
2010-11	Initiate Virtues Character Program Grades K-12	

**Goal 3: To promote active and healthy living practices within the school community.**

<b>Year</b>	<b>Objectives</b>	<b>Objectives</b>
2007-08	Implement into the "Kids Eat Smart" program a healthy food tray (veggies and fruits) at least once a week.	Implement "Walk across Canada or The World"
2008-09	Provide healthy food choices in the canteen and eliminate unhealthy food choices, according to the ESDNL Nutritional Policy.	Implement a daily period of supplemental physical activities (20 mins. per day when students are not scheduled in phy. ed. classes)
2009-10	To train all staff in basic First Aid Training (Today's school population has many students with	Enrollment of 90% of staff in a first aid program by December of 2009

	allergies and conditions teachers may experience. Administering first aid is a concern and teachers and staff need the necessary training to respond when the need arises.)	
2009-10	Establish the Virtues Project – To promote and encourage a healthy lifestyle it has been determined students need to focus not just on the healthy eating component but also on healthy relationships.	Virtues promoted at a rate of a virtue per week will be introduced by December 2009.
2010-11	Develop a plan to create a new playground	Obtain financial assistance

### Operational Issues

Year	Issues	Issues	Issues
2008-09			
2009-10	Skilled Trades Room	Guidance room relocation	Multiyear Smart board Plan
2010-11	Playground Plan	Ground enhancement	<i>Financial contributions</i>

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

***St. Mark's School***  
***1 Year School Development Plan September 2010-2011***

<b>Goal 1: Improve student learning and achievement in Math and ELA from K-Grade 12</b>		
<b>Objective 1.1:</b> Improve students' ability to think critically and demonstrate this ability through writing and speaking.	<b>Objective 1.2:</b> Increase students' ability to explain mathematical reasoning with respect to number concepts through writing and speaking.	<b>Objective 1.3:</b> To improve application of number operations in problem solving situations.
<b>Strategies:</b> 1.1.1 Use of Bloom's Taxonomy 1.1.2 Individual & Group Projects 1.1.3 Classroom Projects 1.1.4 Self Check of Work 1.1.5 Modeling Constructed Response 1.1.6 Portfolios 1.1.7 Reading Logs 1.1.8 Differentiated Instruction strategies 1.1.9 Smart board /Technology Integration	<b>Strategies:</b> 1.2.1 Oral explanations of answers 1.2.2 Teacher modeling 1.2.3 Math Journal Writing 1.2.4 Peer Explanations 1.2.5 Graphic Organizers 1.2.6 Technology Integration 1.2.7 Math Centers 1.2.8 Math Warm Ups	<b>Strategies:</b> 1.3.1 Posters created on problem solving steps 1.3.2 Use of journal entries 1.3.2 Cross Curriculum Problem Solving 1.3.3 Modeling appropriate answers 1.3.4 Integrate problem solving into other school/co-curricular activities i.e. House competitions/activities like Math Commotion 1.3.5 Problem Based Learning
<b>Indicators of Success:</b> 1.1.1 CRT Results 1.1.2 Visual Representations in Class 1.1.3 Formative Assessment 1.1.4 Individual Projects (Debates/thinking Questions, Speaking Contests..) 1.1.5 Class work/Projects	<b>Indicators of Success:</b> 1.2.1 Increased scores on Number Concepts subtest of CRT 1.2.2 Math Posters/Visuals made by students(K-6) 1.2.3 Observations 1.2.4 Oral Explanation / Peer Explanation 1.2.5 Formative Assessment 1.2.6 Student Responses/Class work 1.2.7 Portfolios	<b>Indicators of Success:</b> 1.3.1 Visual examples in classroom 1.3.2 Pencil/paper performance 1.3.3 Oral Explanations 1.3.4 1.3.5

<b>Goal 1. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	<b>Communication</b>
1.1.1 Money for prizes i.e. Public Speaking Contests	1.1.1 use of Math Itinerants as needed	1.1.1 School Newsletter 1.1.2 Synervoice Messaging

<b>Goal 2: To implement a School Inclusion Plan</b>		
<b>Objective 2.1:</b> Discuss and revise if needed an Inclusion Education Action Plan	<b>Objective 2.2:</b> To develop the practice of inclusion and pull out as needed as opposed to pull out and inclusion when needed.	<b>Objective 2.3:</b> Implement the 6 Models of team Teaching
<b>Strategies:</b> 2.1.1 Analyze student needs to determine best option 2.1.2 Provide a bank of PD days devoted to inclusion in-servicing for new teachers. 2.1.3 Use Special Needs/Ed Psych personnel as consultants/instructors 2.1.4 Lead teachers to introduce new strategies to staff 2.1.5 Collegial circles/sharing sessions 2.1.6 Sharing Best Practices	<b>Strategies:</b> 2.2.1 In-service on the topic of inclusion 2.2.2 Articles/resources on inclusion 2.2.3 Integrate new strategies into class room practice 2.2.4 Additional class room support from instructional support teacher 2.2.5 Individual & Collective meetings to discuss progress for students in need.	<b>Strategies:</b> 2.3.1 PowerPoint Presentation on six models 2.3.2 Regularly Schedule instructional support in classrooms 2.3.3 2.3.4 2.3.5
<b>Indicators of Success:</b> 2.1.1 All staff in-serviced by December 10 2.1.2 PD days allocated for new staff members. 2.1.3 Divisional Meetings K-6 2.1.4 2.1.5	<b>Indicators of Success:</b> 2.2.1 In-service on inclusion completed by Sept. 7 <sup>th</sup> , 2010 2.2.2 Resource library created - ongoing 2.2.3 2.2.4 2.2.5	<b>Indicators of Success:</b> 2.3.1 PowerPoint held by Sept. 7 <sup>th</sup> , 2010 2.3.2 2.3.3 2.3.4 2.3.5

<b>Goal 2. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	<b>Communication</b>

2.1.1 Money for travel costs associated with Professional Development	2.1.1 PD days as need arises (i.e. Train the Trainer session) 2.1.2 Costs associated with providing Professional Development day i.e. Juice/Water, lunch	2.1.1
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<b>Goal 3: To promote active and healthy living practices within the school community.</b>		
<b>Objective 3.1:</b> Further develop the Virtues Project – To promote and encourage a healthy lifestyle. It has been determined that students need to focus not just on the healthy eating component but also on healthy relationships.	<b>Objective 3.2</b> To develop a long range plan for a new playground	<b>Objective 3.3:</b> Continuance of the House system to promote student activities and school spirit.

<p><b>Strategies:</b>  3.1.1 Communication of plan and establishment of communication board in school by way of electronic or manual means.  3.1.2 Development of Virtues Project  3.1.3 Incorporate into House system  3.1.4 Integrate into classroom setting  3.1.5 Virtue Points are given for Kindness Award  3.1.6 Application for Safe School Grant to promote project  3.1.7 Continue to avail of outside agencies for presentations</p>	<p><b>Strategies:</b>  3.2.1 Playground Committee  3.2.2 Research Playground programs such as Let them Be Kids  3.2.3  3.2.4  3.2.5  3.2.6  3.2.7</p>	<p><b>Strategies;</b>  3.3.1 Incorporate as part of Student Council Activities  3.3.2 Chart Progress on wall  3.3.3 Offer points to house teams  3.3.4 Team Shirts in Team Colors  3.3.5 Individual teachers can award points to teams also.(i.e. curriculum projects that are open to studenta)</p>
<p><b>Indicators of Success:</b>  3.1.1 Weekly PA announcements on Virtue of the week by October 30<sup>th</sup> , 2010  3.1.2 Reduction of negative events and increase of positive events in school  3.1.3 Safe School Grant \$ 600.00 for Virtues Project  3.1.4  3.1.5</p>	<p><b>Indicators of Success:</b>  3.2.1 Playground committee established by Sept. 15<sup>th</sup> , 2010  3.2.2  3.2.3  3.2.4  3.2.5</p>	<p><b>Indicators of Success:</b>  3.3.1 House teams developed by October 15<sup>th</sup>  3.3.2 Increased participations by House Members  3.3.3  3.3.4  3.3.5</p>

<b>Goal 3. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	<b>Communication</b>
3.1.1 Purchase of materials i.e. Virtue color posters 3.1.2	3.1.1 Occasional periods for teachers to organize major events. P.D. Day on 20 minute exercise routine	3.1.1 Update communication center/web page 3.1.2 Newsletter/website

<b>Goal 4: To implement loss instructional time support plan</b>		
<b>Objective 4.1:</b> Develop a plan to maximize instructional	<b>Objective 4.2:</b>	

<p><b>Strategies:</b>  4.1.1 After school tutorial center  4.1.2 Reduction of field trips to strictly curriculum based  4.1.3 Students leaving school to attend sports/event related trips leave in an adequate time to arrive safely but not long before event  4.1.4 Math/Science lunchtime drop in center  4.1.5 Try to avoid affecting core subject areas when presentations being held  4.1.6 Web based notes used where possible  4.1.7 Photocopying of notes/presentations where possible  4.1.8 Analysis of curriculum outcomes to compact outcomes if needed  4.1.9 Outcome sharing across curriculum i.e. data management in other subjects besides math  Student council activities lunchtime</p>	<p><b>Strategies:</b>  4.2.1  4.2.2  4.2.3  4.2.4  4.2.5</p>	
<p><b>Indicators of Success:</b>  2.1.1 Get back on a reasonable timeline  2.1.2 Respectable CRT/Public Results  2.1.3  2.1.4  2.1.5</p>	<p><b>Indicators of Success:</b>  2.2.1  2.2.2  2.2.3  2.2.4  2.2.5</p>	

<b>Goal 4. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	<b>Communication</b>
4.1.1	4.1.1 4.1.2	4.1.1

### Operational Issues for 2010-2011

<b>Operational Issue</b>	<b>Intended Action</b>
<b>Playground</b>	<b>Construction of Phase 1</b>

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

### PRIMARY LANGUAGE ARTS ASSESSMENT

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
25.0%	63.5%	50.0%	65.0%	75.0%	62.6%	100.0%	63.7%

**Grade 7**

**Grade 6**

**Grade 5**

**Grade 4**

**Current Grade Level 2011-2012**

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

07-08		08-09		09-10		10-11	
School	Province	School	Province	School	Province	School	Province
N/A	68.9%	85.7%	72.4%	66.7%	72.6%	80.0%	73.5%

**Grade 7**

**Grade 6**

**Grade 5**

**Grade 4**

## CRITERION REFERENCE TESTS

Grade 3 Language Arts									
	07-08		08-09		09-10		10-11		
	School	Province	School	Province	School	Province	School	Province	
<b>Multiple Choice:</b>									
Reading	96.1%	88.5%	90.0%	88.3%	91.7%	92.1%	80.0%	79.7%	
Listening	77.5%	85.0%	100.0%	95.4%	81.4%	80.9%	67.0%	88.0%	
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>									
Demand Writing	85.7%	72.6%	83.3%	74.9%	100.0%	73.9%	66.7%	71.9%	
Poetic	85.7%	56.1%	75.0%	68.8%	16.7%	71.5%	50.0%	77.9%	
Informational	85.7%	70.8%	58.3%	55.1%	50.0%	63.6%	0.0%	52.8%	
Listening	87.5%	70.2%	100.0%	70.5%	14.3%	59.9%	0.0%	68.9%	
Grade 3 Mathematics									
	07-08		08-09		09-10		10-11		
	School	Province	School	Province	School	Province	School	Province	
<b>Multiple Choice:</b>									
Number Operations	70.0%	76.0%	95.0%	85.0%	70.2%	76.0%	75.5%	74.5%	
Number Concepts	82.5%	76.3%	71.9%	73.5%	62.9%	77.3%	73.6%	77.9%	
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>									
Reasoning	75.0%	65.7%	91.7%	54.3%	28.6%	62.1%	33.3%	61.2%	
Communication	75.0%	59.8%	91.7%	54.2%	14.3%	61.6%	33.3%	60.6%	
Connections & Representations	87.5%	61.3%	100.0%	69.0%	14.3%	68.2%	66.6%	65.3%	
Problem Solving	87.5%	76.2%	91.7%	68.8%	42.9%	68.3%	100.0%	77.2%	
<b>Current Grade Level 2011-2012</b>			<b>Grade 7</b>		<b>Grade 6</b>		<b>Grade 5</b>		<b>Grade 4</b>

<b>Grade 6 Language Arts</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Reading</b>	75.5%	84.8%	91.4%	87.1%	87.8%	81.0%	86.4%	79.5%
<b>Listening</b>	92.0%	92.0%	92.0%	87.7%	83.6%	86.7%	76.0%	67.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Demand Writing</b>	81.8%	85.1%	70.0%	78.7%	90.9%	81.4%	62.5%	74.7%
<b>Poetic</b>	63.6%	81.2%	90.0%	69.6%	77.8%	69.9%	100.0%	66.2%
<b>Informational</b>	30.0%	78.9%	80.0%	68.0%	88.9%	68.4%	100.0%	58.7%
<b>Listening</b>	36.4%	62.6%	40.0%	47.4%	63.6%	66.7%	57.1%	51.8%
<b>Grade 6 Mathematics</b>								
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
<b>Multiple Choice:</b>								
<b>Number Operations</b>	68.0%	78.0%	73.0%	77.1%	73.5%	72.3%	72.5%	67.5%
<b>Number Concepts</b>	44.3%	70.0%	67.1%	67.1%	77.7%	76.9%	84.0%	75.0%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
<b>Reasoning</b>	18.2%	48.4%	30.0%	36.5%	63.6%	54.9%	62.5%	52.3%
<b>Communication</b>	9.1%	42.0%	30.0%	30.6%	60.0%	46.5%	62.5%	44.3%
<b>Connections &amp; Representations</b>	9.1%	41.3%	30.0%	36.1%	45.5%	44.0%	37.5%	35.2%
<b>Problem Solving</b>	9.1%	55.4%	30.0%	42.5%	70.0%	55.8%	75.0%	68.1%

**Current Grade Level 2011-2012**

**Level I**

**Grade 9**

**Grade 8**

**Grade 7**

Grade 9 Language Arts								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Poetic	77.3%	77.2%	65.7%	71.0%	84.3%	85.1%	58.9%	64.7%
Informational	80.0%	78.1%	65.7%	83.1%	76.4%	79.3%	68.9%	71.2%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	100.0%	86.2%	71.4%	83.0%	92.9%	85.4%	72.7%	83.3%
Poetic	73.3%	73.0%	71.4%	79.5%	78.6%	73.1%	88.9%	61.4%
Informational	93.3%	77.5%	71.4%	75.5%	57.1%	70.1%	77.8%	69.2%
Grade 9 Mathematics								
	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
Number Operations	69.4%	60.3%	73.6%	55.8%	72.3%	69.5%	65.6%	59.1%
Number Concepts	84.4%	68.9%	66.7%	39.3%	65.7%	59.0%	67.2%	65.7%
Patterns & Relations	55.6%	59.3%	75.0%	68.9%	69.4%	75.4%	76.3%	62.8%
Measurement	73.4%	55.1%	77.8%	59.9%	70.2%	67.6%	67.2%	65.7%
Geometry	63.7%	55.4%	82.4%	61.8%	71.4%	69.4%	81.8%	79.4%
Data Management & Probability	73.4%	63.2%	66.7%	53.7%	80.4%	65.9%	81.8%	79.4%

**Current Grade Level 2011-2012**

**Graduated**

**Level III**

**Level II**

**Level I**

## PUBLIC EXAMS

Exam Mark	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>French 3200</b>	56.5%	65.1%	72.3%	68.3%	57.7%	68.1%	74.5%	69.6%
<b>Math 3204</b>	N/A	57.4%	71.7%	58.9%	49.0%	58.0%	63.5%	58.2%
<b>Math 3205</b>	N/A	78.9%	87.5%	74.9%	67.3%	75.3%	74.0%	77.9%
<b>World History 3201</b>	N/A	61.7%	N/A	63.6%	N/A	61.5%	63.8%	65.6%
<b>World Geography 3202</b>	N/A	63.1%	69.2%	63.2%	51.0%	58.8%	71.8%	64.4%
<b>Biology 3201</b>	71.5%	61.2%	N/A	58.4%	64.4%	60.7%	N/A	60.5%
<b>Chemistry 3202</b>	N/A	64.6%	66.0%	62.2%	N/A	66.4%	68.8%	66.9%
<b>Physics 3204</b>	75.0%	68.3%	N/A	67.2%	N/A	65.5%	N/A	70.8%
<b>English 3201</b>	69.5%	65.3%	61.2%	60.2%	64.5%	64.6%	61.4%	63.4%

- ✓ **French 3200 – pattern of below/above/below above province in past 4 years**
- ✓ **Math 3204 – above province in past 3/3 school years**
- ✓ **Math 3205 – steady near even achievement with province**
- ✓ **World Geography 3200 – above provincial average past 2/3 years**
- ✓ **Biology 3201 – steadily above provincial average**
- ✓ **Chemistry 3202- above provincial average**
- ✓ **Physics 3204- steady performance**
- ✓ **English 3201 - above or near provincial average for past 4 years**

## GRADUATION STATUS

	07-08		08-09		09-10		10-11	
	School	Province	School	Province	School	Province	School	Province
<b>Honours</b>	30.8%	25.1%	28.6%	23.1%	22.2%	25.2%	25.0%	26.1%
<b>Academic</b>	30.8%	35.7%	57.1%	40.9%	33.3%	39.5%	43.8%	40.6%
<b>General</b>	38.5%	39.3%	14.3%	36.0%	44.4%	35.2%	31.3%	33.3%

➤ **4 YEAR AVERAGE FOR HONORS**

○ **SCHOOL 26.65%      PROVINCE 24.86%      ABOVE PROVINCIAL AVERAGE <1.79%**

➤ **4 YEAR AVERAGE FOR ACADEMIC**

○ **SCHOOL 41.25%      PROVINCE 39.18 %      ABOVE PROVINCIAL AVERAGE <2.07**

➤ **4 YEAR AVERAGE FOR GENERAL**

○ **SCHOOL 32.13%      PROVINCE 35.95%      BELOW PROVINCIAL AVERAGE >3.82**

▪ **NOTE- GENERAL AVERAGE IDEALLY WOULD BE BELOW PROVINCIAL AVERAGE**

## 2010-2011 CRT Result Analyses

### Primary English Language Arts

Please note only two students wrote test, one student exempted

- Primary English Language Arts
  - Multiple Choice
    - – Listening - Below District Province 21.2/21.2%
    - –Reading – Above District/Province 0.2/0.3%
  - Rubric results
    - Demand Writing – Slightly below District <6.5; Province <5.3
    - Informational Reading - Below District <53.1; Province <52.8
    - Poetic Reading- Below District <29; Province <27.8
    - Listening- Below District <69.5; Province <68.9

### Primary Mathematics

**Please note only two students wrote test, one student exempted**

- Primary Mathematics
  - Multiple Choice
    - Number Concepts – Below District <3.7; <4.4 Province
    - Number Operations –above District >1.6; Province >1.2
    - Shape/ Space - –above District >11.5; Province >10.7
  
  - Written Response
    - Number Concepts- above District & Province >16.1
    - Shape/ Space- above District>12.5%; >11.6% Province
    - Mental Math- below District <0.5%; Province >0.6%
  
  - Rubics
    - Number Operations –
      - Reasoning – below District/Province <25.5/27.9%
      - Communications– below District/Province <25.5/27.2%
      - Connections & Representations-- above District/Province >3.0/1.5%

- Problem Solving – above District/Province >22.6/22.3%
- 4 Year Mark Trend
  - Multiple Choice
    - – Number Operations – steady increase in performance but small dip in 2008 to big improvement in 2008 and dip in 2009- 2010 but back up again in 2010-2011
  - –Number Concepts– slightly below
  - Shape & Space – Improvements

### Elementary Mathematics

- Number operations – above Board 9.2%/Province >8.9%
- Multiple Choice
  - Number Operations slightly above
  - Number Concepts - = slightly above
  - Shape/Space above D/P - >10.3 D; > 9.9 P
- Written Response
  - Number Concepts & Shape/Space significantly above ; > 10
- Rubics

- Reasoning – significantly above ; > 11.4
- Communication – significantly above ; > 20.1
- Connections & Representations – slight increase over Prov > 4.3
- Problem Solving- significantly above ; > 7. over Prov.

#### 4 Year trend 2006-2009

- Multiple Choice
  - Number Operations – Very Steady increase
  - Number Concepts – steady pattern
  - Shape & Space – steady increase except for 2008
- Rubric results
  - All areas recorded significant increases in past two years

### Elementary English Language Arts

- Multiple Choice
  - Reading
    - Slightly greater than District/province +6.1%
    - Slight increase- >7.5%District and Province

- Reading above & Listening both above District and Province.
- Rubrics
  - Demand Writing slightly lower - < 73.1 D/P
  - Informational Reading- significant increase over District & Province > 40.2%
  - Poetic reading- significant increase over District & Province >32.1
  - Listening-slightly above District & Province - < 2.7%

#### 4 Year trend 2006-2009

- Steady maintaining or showing improvements in Listening & Reading
- Demand writing- Steady rise
- Informational Reading- significant improvement in 2009 & 2010
- Poetic reading-steady increase over 4 years
- Listening-slight increase below District & Province in previous three years but above last year

### Intermediate Mathematics

- Closed Constructed
  - Number Operations-above District/Province

- Patterns & relations- significantly above District/Province >13.5
- Multiple Choice
  - Number - above District/province, >7.1%%
  - Patterns & Relations- below District/province, <12.8% D; <13.5% P
  - Shape & Space- above District/province, >1.6% D; >1.7% P
  - Statistics & Probability- above District/province, >1.8% D; >2.4% P

#### 4 Year trend 2008-2011

- Number Concepts-significant improvements; steady pattern but slight decrease in 2011
- Patterns & Relations-reasonable performance
- Shape & Space- slight decrease
- Statistics & Probability-strong improvement

### Intermediate English Language Arts-

- Multiple Choice
  - Poetic - Less than District/province -6.5% D; -5.8% P
  - Informational – Less than Province/District – 3.4% D; 4.4 % P
- Rubrics
  - Demand Wring - below < D 10%; < 10.6% /P

- Poetic reading- significantly above District >26.1% & Province >27.5%
- Informational Reading-significantly above District >8.2% & Province >8.6%

#### 4 Year trend 2008-2011

- Increase from last year showing improvements in Poetic Reading & Informational Reading

### What can we learn and use from our data to improve achievement?

Although all grades have identified strengths, the points outlined below focus on areas that are identified as needs and it is through this focus the needs may, after intervention become strengths.

#### **Primary/Elementary**

##### Primary/English Language Arts/Mathematics

- Data must be interpreted with caution as only 2 students completed assessments
- Individual data will be useful; comparison in 2013-2014 recommended

##### Elementary/English Language Arts/Mathematics

- Strong showing in both areas Language & Mathematics

## **Junior/Senior High**

### English Language Arts

#### Current Grade 7 Students

- Focus - Demand Writing and listening skills.

#### Current Grade 8 Students

- Focus - Listening skills.

#### Current Grade 9 Students

- Listening Skills a focus

#### Current Level I Students

- A focus on poetic, informational reading and demand writing is needed.

#### Current Level II Students

- Focus on informational

#### Current Level III Students

- Continued focus on all areas

## Mathematics

### Current Grade 7 students

- Performance strong in all areas

### Current Grade 8 students

- Continued progress on strong progress in all areas

### Current Grade 9 students

- Focus on all areas of constructed response ( reasoning, communication, connections & representations, problem solving)

### Current Grade 10 Students

- Multiple Choice- Number Operations & Number Concepts a concern
- Focus on all areas of constructed response ( reasoning, communication, connections & representations, problem solving)

## Senior High Courses

- Course sequence maintained as much as possible
- Continued support in math/science area

***St. Mark's School***  
***1 Year School Development Plan September 2010-2011***

<b>Goal 1: Improve student learning and achievement in Math and ELA from K-Grade 12</b>		
<b>Objective 1.1:</b> Improve students' ability to think critically and demonstrate this ability through writing and speaking.	<b>Objective 1.2:</b> Increase students' ability to explain mathematical reasoning with respect to number concepts through writing and speaking.	<b>Objective 1.3:</b> To improve application of number operations in problem solving situations.
<b>Strategies:</b> 1.1.1 Use of Bloom's Taxonomy 1.1.2 Individual & Group Projects 1.1.3 Classroom Projects 1.1.4 Self Check of Work 1.1.5 Modeling Constructed Response 1.1.6 Portfolios 1.1.7 Reading Logs 1.1.8 Differentiated Instruction strategies 1.1.9 Smart board /Technology Integration	<b>Strategies:</b> 1.2.1 Oral explanations of answers 1.2.2 Teacher modeling 1.2.3 Math Journal Writing 1.2.4 Peer Explanations 1.2.5 Graphic Organizers 1.2.6 Technology Integration 1.2.7 Math Centers 1.2.8 Math Warm Ups	<b>Strategies:</b> 1.3.3 Posters created on problem solving steps 1.3.4 Use of journal entries 1.3.2 Cross Curriculum Problem Solving 1.3.3 Modeling appropriate answers 1.3.4 Integrate problem solving into other school/co-curricular activities i.e. House competitions/activities like Math Commotion 1.3.5 Problem Based Learning

<b>Indicators of Success:</b> 1.1.1 CRT Results 1.1.2 Visual Representations in Class 1.1.3 Formative Assessment 1.1.4 Individual Projects (Debates/thinking Questions, Speaking Contests..) 1.1.5 Class work/Projects	<b>Indicators of Success:</b> 1.2.1 Increased scores on Number Concepts subtest of CRT 1.2.2 Math Posters/Visuals made by students(K-6) 1.2.3 Observations 1.2.4 Oral Explanation / Peer Explanation 1.2.5 Formative Assessment 1.2.6 Student Responses/Class work 1.2.7 Portfolios	<b>Indicators of Success:</b> 1.3.1 Visual examples in classroom 1.3.2 Pencil/paper performance 1.3.3 Oral Explanations 1.3.4 1.3.5
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<b>Goal 1. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	<b>Communication</b>
1.1.1 Money for prizes i.e. Public Speaking Contests	1.1.1 use of Math Itinerants as needed	1.1.3 School Newsletter 1.1.4 Synervoice Messaging

<b>Goal 2: To implement a School Inclusion Plan</b>		
<b>Objective 2.1:</b> Discuss and revise if needed an Inclusion Education Action Plan	<b>Objective 2.2:</b> To develop the practice of inclusion and pull out as needed as opposed to pull out and inclusion when needed.	<b>Objective 2.3:</b> Implement the 6 Models of team Teaching
<b>Strategies:</b> 2.1.1 Analyze student needs to determine best option 2.1.2 Provide a bank of PD days devoted to inclusion in-servicing for new teachers. 2.1.3 Use Special Needs/Ed Psych personnel as consultants/instructors 2.1.4 Lead teachers to introduce new strategies to staff 2.1.5 Collegial circles/sharing sessions 2.1.6 Sharing Best Practices	<b>Strategies:</b> 2.2.1 In-service on the topic of inclusion 2.2.2 Articles/resources on inclusion 2.2.3 Integrate new strategies into class room practice 2.2.4 Additional class room support from instructional support teacher 2.2.5 Individual & Collective meetings to discuss progress for students in need.	<b>Strategies:</b> 2.3.1 PowerPoint Presentation on six models 2.3.2 Regularly Schedule instructional support in classrooms 2.3.3 2.3.4 2.3.5

<b>Indicators of Success:</b> 2.1.1 All staff in-serviced by December 09 2.1.2 PD days allocated for new staff members. 2.1.3 Divisional Meetings K-6 2.1.4 2.1.5	<b>Indicators of Success:</b> 2.2.1 In-service on inclusion completed by Sept. 7 <sup>th</sup> , 2010 2.2.2 Resource library created - ongoing 2.2.3 2.2.4 2.2.5	<b>Indicators of Success:</b> 2.3.1 PowerPoint held by Sept. 7 <sup>th</sup> , 2010 2.3.2 2.3.3 2.3.4 2.3.5
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<b>Goal 2. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	<b>Communication</b>
2.1.1 Money for travel costs associated with Professional Development	2.1.1 PD days as need arises (i.e. Train the Trainer session) 2.1.2 Costs associated with providing Professional Development day i.e. Juice/Water, lunch	2.1.1

**Goal 3: To promote active and healthy living practices within the school community.**

<p><b>Objective 3.1:</b> Further develop the Virtues Project – To promote and encourage a healthy lifestyle. It has been determined that students need to focus not just on the healthy eating component but also on healthy relationships.</p>	<p><b>Objective 3.2</b> To develop a long range plan for a new playground</p>	<p><b>Objective 3.3:</b> Continuance of the House system to promote student activities and school spirit.</p>
<p><b>Strategies:</b>  3.1.1 Communication of plan and establishment of communication board in school by way of electronic or manual means.  3.1.2 Development of Virtues Project  3.1.3 Incorporate into House system  3.1.4 Integrate into classroom setting  3.1.5 Virtue Points are given for Kindness Award  3.1.6 Application for Safe School Grant to promote project  3.1.7 Continue to avail of outside agencies for presentations</p>	<p><b>Strategies:</b>  3.2.1 Playground Committee  3.2.2 Research Playground programs such as Let them Be Kids  3.2.3  3.2.4  3.2.5  3.2.6  3.2.7</p>	<p><b>Strategies;</b>  3.3.1 Incorporate as part of Student Council Activities  3.3.2 Chart Progress on wall  3.3.3 Offer points to house teams  3.3.4 Team Shirts in Team Colors  3.3.5 Individual teachers can award points to teams also.(i.e. curriculum projects that are open to studenta)</p>
<p><b>Indicators of Success:</b>  3.1.1 Weekly PA announcements on Virtue of the week by October 30<sup>th</sup>, 2010  3.1.2 Reduction of negative events and increase of positive events in school  3.1.3  3.1.4  3.1.5</p>	<p><b>Indicators of Success:</b>  3.2.1 Playground committee established by Sept. 15<sup>th</sup>, 2010  3.2.2  3.2.3  3.2.4  3.2.5</p>	<p><b>Indicators of Success:</b>  3.3.1 House teams developed by October 15<sup>th</sup>  3.3.2 Increased participations by House Members  3.3.3  3.3.4  3.3.5</p>

<b>Goal 3. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	<b>Communication</b>
3.1.1 Purchase of materials i.e. Virtue color posters 3.1.2	3.1.1 Occasional periods for teachers to organize major events.	3.1.1 Update communication center/web page 3.1.2 Newsletter/website

<b>Goal 4: To implement loss instructional time support plan</b>		
<b>Objective 4.1:</b> Develop a plan to maximize instructional time	<b>Objective 4.2:</b>	

<p><b>Strategies:</b></p> <p>4.1.1 After school tutorial center</p> <p>4.1.2 Reduction of field trips to strictly curriculum based</p> <p>4.1.3 Students leaving school to attend sports/event related trips leave in an adequate time to arrive safely but not long before event</p> <p>4.1.4 Math/Science lunchtime drop in center</p> <p>4.1.5 Try to avoid affecting core subject areas when presentations being held</p> <p>4.1.6 Web based notes used where possible</p> <p>4.1.7 Photocopying of notes/presentations where possible</p> <p>4.1.8 Analysis of curriculum outcomes to compact outcomes if needed</p> <p>4.1.9 Outcome sharing across curriculum i.e. data management in other subjects besides math</p> <p>Student council activities lunchtime</p>	<p><b>Strategies:</b></p> <p>4.2.1</p> <p>4.2.2</p> <p>4.2.3</p> <p>4.2.4</p> <p>4.2.5</p>	
<p><b>Indicators of Success:</b></p> <p>2.1.1 Get back on a reasonable timeline</p> <p>2.1.2</p> <p>2.1.3</p> <p>2.1.4</p> <p>2.1.5</p>	<p><b>Indicators of Success:</b></p> <p>2.2.1</p> <p>2.2.2</p> <p>2.2.3</p> <p>2.2.4</p> <p>2.2.5</p>	

<b>Goal 4. Support Plan</b>		
<b>Financial</b>	<b>Professional Development/Time Required</b>	<b>Communication</b>
4.1.1	4.1.1 4.1.2	4.1.1

**Operational Issues for 2010-2011**

<b>Operational Issue</b>	<b>Intended Action</b>
<b>Playground</b>	<b>Construction of Phase 1</b>

***Note: This year, 2011-2012 St. Mark's have embarked on a new 3-4 year School Development plan and will be having an External Review in late March 2012.***

## Appendix A – Summary of School Fundraising

### Fundraising Activities – 2010-11 School Year

Although hectic at times the school's fundraising activities were a success. The chart outlines the total efforts for the school year. Efforts such as the annual cake auction/NorCard Fundraiser accounted for the majority of the inflow. The fundraising efforts for the year have been beneficial to our school in a number of areas. Some of the purchase to improve achievement and school culture include;

- ✓ Continued canteen improvements – new tables purchased
- ✓ Smart board purchased
- ✓ School Trips
- ✓ .Library/Education Week Prizes...

Fundraising is a challenge in a rural setting because all groups are appealing to the same base so the assistance of all who made the year a success are to be commended.

A detailed fundraising report is available upon request.

Fundraising Period: 9/1/2010-6/30/2011

Total Inflows	\$11284.27
Total Outflows	\$9847.10
Net Total	\$ 1437.17







