

# LIVING WATERS CATHOLIC REGIONAL DIVISION NO. 42

## VISION 2020

### Holy Redeemer High School

#### PLAN FOR 2015 – 2016

#### CATHOLIC EDUCATION

Students are encouraged to develop their spirituality through classroom and school-wide liturgical celebrations. These will include School Opening, thanksgiving, Remembrance Day, Advent, Ash Wednesday, Lent, Easter and School Closing celebrations. The significance of the liturgical season of Advent and Lent are brought to the attention of the students through classroom discussions and school wide social justice activities.

Our relationships are guided by Gospel values and built upon the fundamental Christian belief in human dignity. We seek to recognize Christ in one another, to encourage one another in following Catholic Christian values and to correct one another with respect. Our Faith is never confined to religion class, rather it informs our every interaction.

#### Section 1: Implement changes to HS Re-Design in 2015/2016

##### For Students

| <b>Change Statement (What will change?)</b>                                     | <b>Strategies that will bring about this change</b>  | <b>Observable Outcomes (How will you know?)</b>   |
|---|--|---|
| Removal of Flex block and implementation of SDL block.                          | Use of Power School to schedule SDL in morning and afternoon. Also, it will be used to track attendance.     | SDL and TA Block will be on the schedule.<br>Attendance will be tracked and mandatory in SDL.   |
| Implementation of Teacher Advisor groups  | Timetable implementation through PowerSchool.  | Students will feel more connected to at least one adult in the building. These results should be evident in the 2016 TTFM (Our School) survey.              |
| Student voice will be used to guide school policy where applicable.             | Student council can be involved in school policies.  | All applicable policies will have student input.  |
| Students will use various technologies in the classroom to facilitate learning. | Teachers, peers and admin will encourage/model the use of technology in coursework. For example: Google Docs | Students will be using a variety of technology in the classroom to do research, complete assessments (formative and summative), presentations and the like. |

## For Teachers

| <b>Change Statement (What will change?)</b>   | <b>Strategies that will bring about this change</b>  | <b>Observable Outcomes (How will you know?)</b>  |
|---|--|--|
| A greater percentage of class time will be instructional.   | Each class is shortened to supplement SDL/TA Block   | Reduced time for working on assignments in class and more time to work collaboratively with teacher/peers.     |
| Each teacher will be assigned a group of students from grade 7 to 12 in the teacher advisor groups.       | PowerSchool will be used. Students can schedule themselves into sessions they would like, but if teachers see they are in need of help in other areas the teachers can override. | Teachers will implement a learning plan for the students assigned to them in their advisor group.              |
| Teachers will actively listen to the student voice and act upon emergent issues                           | Use the TTFM data to offer courses or activities in response to student needs<br>Quarterly Health Days will focus on areas of student needs                                      | TTFM data will change i.e. student will describe lower levels of stress  |
| Teachers will provide/allow/encourage students to use technology in their coursework.                     | Providing teachers with access to laptops/tablets and professional development in this area. School will encourage BYOD.   | Teachers will be using tech and encouraging use of technology in daily lessons.                                |
| Teachers and Teaching assistants will begin to work towards the creation of Collaborative Response Models | Booked PD session with Kurtis Hewson in January  | Teachers in consultation with teaching assistants will begin to create pyramid interventions for their classes |

## For the Classroom

| <b>Change Statement (What will change?)</b>  | <b>Strategies that will bring about this change</b>  | <b>Observable Outcomes (How will you know?)</b>   |
|--|--|---|
| Class length will change.  | Class length will be shortened to accommodate SDL/TA Block.  | Student and teacher timetables will be reworked to fit in the SDL/TA Block.   |
| Classrooms will become flexible learning environments.   | Teachers will set up classrooms in a variety of ways to accommodate project learning.<br>School will purchase different seating for classrooms to be flexible learning environments. | The physical space will change, including going beyond the classroom walls.   |
| Classrooms will adapt to meet student requirements   | Technology will facilitate online learning and one-on-one teacher interaction.<br>Students will provide input to help choose where they learn.                                       | The classroom may occur outside the school walls.<br>Extra-curricular activities may be recognized as part of student learning. |
| Technology will be integrated into the classroom where and when appropriate to help engage/supplement/enrich students in their learning journey. | Access to laptops/tablets and encouraging BYOD to school.  | Flexible learning environments will become more evident as new technology and furniture options become available. .             |

**For the School Leaders**

| <b>Change Statement (What will change?)</b>  | <b>Strategies that will bring about this change</b>  | <b>Observable Outcomes (How will you know?)</b>  |
|--|--|--|
| School leaders will lead and work together with staff in professional development opportunities. moving the staff toward Vision 2020 | Create a professional development plan to reflect the necessary learning for Vision 2020                 | Design and delivery of curriculum reflects the collaborative work of teachers and leaders                        |
| School leaders will provide time and money for teacher collaborative activities  | Subs will be made available for teachers to get together for grade level/subject level project planning. | Teachers build a repertoire of methods to improve design and delivery of curriculum.                             |
| School leaders will make budget money available for the development of new and innovative programming choices.                       | 2015-2016 budget money set aside.  | New programs implemented in the 2015-16 school year.   |
| School leaders will provide opportunities for teachers to participate in Faith Development PD.                                       | Bring in speakers on Catholic Faith such as Stef Michniewski or recommend PD sessions staff can attend.  | School leaders will schedule at least one Faith Development speaker for 2015-2016 school year.                   |
| School leaders will encourage and model the use of technology in the classroom   | School leaders will incorporate new technologies into their growth plan.                                 | At least one school leader will attend LTPF RCOP meetings and school visits on the use of technology in schools. |
| Pyramid of Intervention implementation.  | Provide time with the SDL blocks or the use of substitute teachers.                                      | Staff will identify student issue/area of struggle and implement appropriate tier of intervention.               |

The summary of school results from the Accountability Pillar will be appended to this document after these are available in October.

## Combined 2015 Accountability Pillar Overall Summary

| Measure Category  | Measure Category Evaluation | Measure                                    | Holy Redeemer Catb Jr/Sr High |                  |                     | Alberta        |                  |                     | Measure Evaluation |             |            |
|---|-----------------------------|--|-------------------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
|   |                             |  | Current Result                | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement        | Improvement | Overall    |
| Safe and Caring Schools                                       | Excellent                   | Safe and Caring                            | 89.0                          | 89.2             | 90.1                | 89.2           | 89.1             | 88.9                | Very High          | Maintained  | Excellent  |
| Student Learning Opportunities                                | Good                        | Program of Studies                         | 79.4                          | 80.2             | 83.0                | 81.3           | 81.3             | 81.2                | High               | Declined    | Acceptable |
|   |                             | Education Quality                          | 87.6                          | 87.5             | 89.6                | 89.5           | 89.2             | 89.5                | High               | Maintained  | Good       |
|   |                             | Drop Out Rate                              | 0.6                           | 1.9              | 2.3                 | 3.4            | 3.3              | 3.3                 | Very High          | Improved    | Excellent  |
|   |                             | High School Completion Rate (3 yr)         | 88.3                          | 89.5             | 82.5                | 76.4           | 74.9             | 74.6                | Very High          | Maintained  | Excellent  |
| Student Learning Achievement (Grades K-9)                     | Issue                       | PAT: Acceptable                            | 73.3                          | 77.6             | 84.1                | 73.0           | 73.1             | 73.9                | Intermediate       | Declined    | Issue      |
|   |                             | PAT: Excellence                            | 17.8                          | 19.0             | 22.4                | 18.8           | 18.4             | 18.9                | Intermediate       | Maintained  | Acceptable |
| Student Learning Achievement (Grades 10-12)                   | Acceptable                  | Diploma: Acceptable                        | 82.9                          | 87.3             | 90.5                | 85.2           | 85.5             | 84.6                | Intermediate       | Declined    | Issue      |
|   |                             | Diploma: Excellence                        | 16.2                          | 27.4             | 22.5                | 21.0           | 21.1             | 20.0                | Intermediate       | Maintained  | Acceptable |
|   |                             | Diploma Exam Participation Rate (4+ Exams) | 47.3                          | 61.7             | 51.4                | 54.9           | 50.5             | 54.4                | Intermediate       | Maintained  | Acceptable |
|   |                             | Rutherford Scholarship Eligibility Rate    | 66.2                          | 67.2             | 60.8                | 61.2           | 60.9             | 61.3                | High               | Maintained  | Good       |
| Preparation for Lifelong Learning, World of Work, Citizenship | Good                        | Transition Rate (6 yr)                     | 51.4                          | 50.2             | 45.4                | 59.8           | 59.2             | 59.0                | Intermediate       | Maintained  | Acceptable |
|   |                             | Work Preparation                           | 76.1                          | 79.2             | 79.3                | 82.0           | 81.2             | 80.4                | Intermediate       | Maintained  | Acceptable |
|   |                             | Citizenship                                | 83.2                          | 82.2             | 85.9                | 83.5           | 83.4             | 83.1                | Very High          | Maintained  | Excellent  |
| Parental Involvement  | Issue                       | Parental Involvement                       | 71.8                          | 72.0             | 75.4                | 80.7           | 80.6             | 80.2                | Low                | Maintained  | Issue      |
| Continuous Improvement  | Good                        | School Improvement                         | 79.0                          | 78.8             | 81.1                | 79.6           | 79.8             | 80.1                | High               | Maintained  | Good       |

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Measure Evaluation Reference

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

| Measure                                    | Very Low      | Low           | Intermediate  | High          | Very High      |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring                            | 0.00 - 77.62  | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies                         | 0.00 - 66.31  | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality                          | 0.00 - 80.94  | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate                              | 100.00 - 9.40 | 9.40 - 6.90   | 6.90 - 4.27   | 4.27 - 2.79   | 2.79 - 0.00    |
| High School Completion Rate (3 yr)         | 0.00 - 57.03  | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable                            | 0.00 - 65.90  | 65.90 - 70.33 | 70.33 - 79.81 | 79.81 - 84.65 | 84.65 - 100.00 |
| PAT: Excellence                            | 0.00 - 9.97   | 9.97 - 13.45  | 13.45 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable                        | 0.00 - 73.76  | 73.76 - 81.00 | 81.00 - 86.67 | 86.67 - 90.27 | 90.27 - 100.00 |
| Diploma: Excellence                        | 0.00 - 7.14   | 7.14 - 13.16  | 13.16 - 19.74 | 19.74 - 24.05 | 24.05 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10  | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Rutherford Scholarship Eligibility Rate    | 0.00 - 43.18  | 43.18 - 49.83 | 49.83 - 59.41 | 59.41 - 70.55 | 70.55 - 100.00 |
| Transition Rate (6 yr)                     | 0.00 - 39.80  | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation                           | 0.00 - 66.92  | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship                                | 0.00 - 66.30  | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement                       | 0.00 - 70.76  | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement                         | 0.00 - 65.25  | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

**Improvement Table**

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

| Evaluation Category    | Chi-Square Range                                |
|------------------------|---|
| Declined Significantly | 3.84 + (current < previous 3-year average)      |
| Declined               | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained             | less than 1.00                                  |
| Improved               | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average)      |

### Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| Improvement            | Achievement |            |              |            |            |
|------------------------|-------------|------------|--------------|------------|------------|
|                        | Very High   | High       | Intermediate | Low        | Very Low   |
| Improved Significantly | Excellent   | Good       | Good         | Good       | Acceptable |
| Improved               | Excellent   | Good       | Good         | Acceptable | Issue      |
| Maintained             | Excellent   | Good       | Acceptable   | Issue      | Concern    |
| Declined               | Good        | Acceptable | Issue        | Issue      | Concern    |
| Declined Significantly | Acceptable  | Issue      | Issue        | Concern    | Concern    |

### Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

## Desired Outcome One: Every student is successful

*Specific Outcome: Students achieve student learning outcomes.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |             | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|-------------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 |        | 2015         | Achievement | Improvement | Overall | 2016 | 2017 |
| Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).   | 81.0                     | 92.0 | 92.3 | 87.3 | 82.9 |        | Intermediate | Declined    | Issue       |         |      |      |
| Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).  | 11.3                     | 25.8 | 14.3 | 27.4 | 16.2 |        | Intermediate | Maintained  | Acceptable  |         |      |      |
| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |             | Targets |      |      |
|  | 2010                     | 2011 | 2012 | 2013 | 2014 |        | 2015         | Achievement | Improvement | Overall | 2016 | 2017 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.  | 89.8                     | 80.4 | 77.5 | 89.5 | 88.3 |        | Very High    | Maintained  | Excellent   |         |      |      |
| Drop Out Rate - annual dropout rate of students aged 14 to 18  | 1.0                      | 0.0  | 4.9  | 1.9  | 0.6  |        | Very High    | Improved    | Excellent   |         |      |      |
| High school to post-secondary transition rate of students within six years of entering Grade 10.   | 51.3                     | 37.2 | 48.9 | 50.2 | 51.4 |        | Intermediate | Maintained  | Acceptable  |         |      |      |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship.   | 64.3                     | 61.1 | 54.2 | 67.2 | 66.2 |        | High         | Maintained  | Good        |         |      |      |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10.   | 51.9                     | 49.0 | 43.4 | 61.7 | 47.3 |        | Intermediate | Maintained  | Acceptable  |         |      |      |
| <b>Comment on Results</b><br><i>(an assessment of progress toward achieving the target)</i>  |                          |      |      |      |      |        |              |             |             |         |      |      |
| <b>Strategies</b><br><b>More individualized programming leads to excellent high school completion rates, but also reflect a drop in the diploma participation rates.</b> |                          |      |      |      |      |        |              |             |             |         |      |      |

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

**Specific Outcome: Students achieve student learning outcomes.**

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |             | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|-------------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 |        | 2015         | Achievement | Improvement | Overall | 2016 | 2017 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 81.4                     | 85.1 | 90.5 | 82.2 | 83.2 |        | Very High    | Maintained  | Excellent   |         |      |      |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | 80.7                     | 71.7 | 86.9 | 79.2 | 76.1 |        | Intermediate | Maintained  | Acceptable  |         |      |      |
| <b>Comment on Results</b><br><i>(an assessment of progress toward achieving the target)</i>  |                          |      |      |      |      |        |              |             |             |         |      |      |
| <b>Strategies</b>  |                          |      |      |      |      |        |              |             |             |         |      |      |

**Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).**

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Specific Outcome: Students demonstrate a strong foundation in literacy and numeracy.**

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |             | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|-------------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 |        | 2015         | Achievement | Improvement | Overall | 2016 | 2017 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 80.4                     | 86.6 | 88.0 | 77.6 | 73.3 |        | Intermediate | Declined    | Issue       |         |      |      |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 19.6                     | 22.1 | 26.0 | 19.0 | 17.8 |        | Intermediate | Maintained  | Acceptable  |         |      |      |
| <b>Comment on Results</b><br><i>(an assessment of progress toward achieving the target)</i>  |                          |      |      |      |      |        |              |             |             |         |      |      |
| <b>Strategies</b>  |                          |      |      |      |      |        |              |             |             |         |      |      |
| <i>Grade 9 PLCs have analyzed PAT results to develop strategies for improvement</i>  |                          |      |      |      |      |        |              |             |             |         |      |      |
| <i>Teachers will be working toward implementing the use of the SDL block to increase achievement.</i>  |                          |      |      |      |      |        |              |             |             |         |      |      |

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

## Desired Outcome Two: Alberta has quality teaching and school leadership

*Specific Outcome: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |            | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|------------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall    | 2016    | 2017 | 2018 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.   | 80.4                     | 84.1 | 84.6 | 80.2 | 79.4 |        | High        | Declined    | Acceptable |         |      |      |
| <b>Comment on Results</b><br><i>(an assessment of progress toward achieving the target)</i>  |                          |      |      |      |      |        |             |             |            |         |      |      |
| <b>Strategies</b><br>During Education week we will host a school showcase. In this way parents and students will become aware of the broad spectrum of fine arts, career, technology, and health and physical education that occurs at the school. |                          |      |      |      |      |        |             |             |            |         |      |      |

**Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).**

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Desired Outcome Three: Alberta's education system is governed effectively

*Specific Outcome: The education system demonstrates collaboration and engagement.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |         | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall | 2016    | 2017 | 2018 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | 81.0                     | 73.3 | 80.9 | 72.0 | 71.8 |        | Low         | Maintained  | Issue   |         |      |      |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.                | 92.6                     | 87.9 | 93.4 | 87.5 | 87.6 |        | High        | Maintained  | Good    |         |      |      |
| <b>Comment on Results</b><br><i>(an assessment of progress toward achieving the target)</i>                        |                          |      |      |      |      |        |             |             |         |         |      |      |
| <b>Strategies</b><br>Continue to offer opportunities for parental involvement i.e. parent council.                 |                          |      |      |      |      |        |             |             |         |         |      |      |

**Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).**

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Specific Outcome:** *Students and communities have access to safe and healthy learning environments.*

| Performance Measure  | Results (in percentages) |      |      |      |      | Target | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
|  | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement | Improvement | Overall   | 2016    | 2017 | 2018 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 86.9                     | 87.9 | 93.1 | 89.2 | 89.0 |        | Very High   | Maintained  | Excellent |         |      |      |
| Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.   | 82.6                     | 77.1 | 87.5 | 78.8 | 79.0 |        | High        | Maintained  | Good      |         |      |      |
| <b>Comment on Results</b><br><i>(an assessment of progress toward achieving the target)</i>  |                          |      |      |      |      |        |             |             |           |         |      |      |
| <b>Strategies</b><br><br>We will continue to make our school a welcoming and safe environment.   |                          |      |      |      |      |        |             |             |           |         |      |      |

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

## Desired Outcome Four: First Nations, Métis and Inuit students are successful

**Specific Outcome:** *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

| (Performance Measure)   | Results (in percentages) |      |      |      |      | Target | Evaluation   |             |            | Targets |      |      |
|---|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
|   | 2011                     | 2012 | 2013 | 2014 | 2015 | 2015   | Achievement  | Improvement | Overall    | 2016    | 2017 | 2018 |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 78.6                     | 75.0 | 94.4 | 43.8 | 58.3 |        | Very Low     | Maintained  | Concern    |         |      |      |
| Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 25.0                     | 16.7 | 36.1 | 6.3  | 4.2  |        | Very Low     | Declined    | Concern    |         |      |      |
| Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).                                     | 80.0                     | 84.2 | *    | *    | 84.2 |        | Intermediate | Maintained  | Acceptable |         |      |      |
| Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).                                  | 20.0                     | 31.6 | *    | *    | 15.8 |        | Intermediate | Maintained  | Acceptable |         |      |      |

| Performance Measure  | Results (in percentages) |      |      |       |      | Target | Evaluation |                        |             | Targets |      |      |
|--|--------------------------|------|------|-------|------|--------|------------|------------------------|-------------|---------|------|------|
|  | 2010                     | 2011 | 2012 | 2013  | 2014 |        | 2015       | Achievement            | Improvement | Overall | 2016 | 2017 |
| High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10. | 83.3                     | *    | *    | 100.0 | 81.1 |        | High       | Declined               | Acceptable  |         |      |      |
| Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18   | 2.9                      | 0.0  | 5.7  | 0.0   | 0.0  |        | Very High  | Maintained             | Excellent   |         |      |      |
| High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.                        | 7.8                      | *    | *    | *     | *    |        | *          | *                      | *           |         |      |      |
| Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.  | *                        | *    | 66.7 | 57.1  | 44.4 |        | Low        | Maintained             | Issue       |         |      |      |
| Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.                      | 50.0                     | *    | *    | 71.4  | 10.1 |        | Very Low   | Declined Significantly | Concern     |         |      |      |
| <b>Comment on Results</b><br><i>(an assessment of progress toward achieving the target)</i>  |                          |      |      |       |      |        |            |                        |             |         |      |      |
| <b>Strategies</b><br>One of our school leaders will attend the FNMI conference to look for strategies for improvement.                       |                          |      |      |       |      |        |            |                        |             |         |      |      |

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (\*).

# Professional Development 2015-16

- **Oct 2** - scheduled with Des / at risk IPP / ELL
- **Oct 16** - Parents and Teachers: same goals, different roles - Having parental involvement in your school and classroom enhances cooperation and learning in schools. As a Leadership Team we felt that this presentation to staff would help illuminate opportunities that exist to work more effectively with parents to help achieve the same goal.
- **Nov 6** - TQS - As a Leadership Team, we feel that it is vitally important that we supervise and evaluate staff on the basis of the TQS. As such, it is just as important that we ensure that our staff is up to date on the TQS document and its implications to teachers' classrooms.
- **Jan 22** - Subject Coordination Time
  - Mentorship
  - English
  - Junior Classes term switches (IT / Religion / PE)
  - end with Minute to Win it (*Danielle*)
  - snacks
- **Jan 29** (full day) - Tiers of Intervention - As an admin team, we were very impressed with this presentation and would like to implement ideas presented during this presentation in our school. As a leadership team we feel the best way for staff to see the importance of this strategy is to experience the same presentation that inspired us.
- **Feb 19** - Five Pillars of Catholic Schools - Stef, with his passion and knowledge, will help staff with their journey to becoming the Catholic School we want Holy Redeemer to be. This should be an awesome day!
- **March 18** - Working with Immigrant Students and Families and promoting their success - Our classrooms are becoming more culturally diverse at Holy Redeemer. This has presented unique challenges to teacher and the leadership team. The leadership team felt that this workshop would "...provide teachers the opportunity to strengthen their cultural awareness and competence, deepen their understanding of the challenges immigrant families face, and learn classroom and school wide strategies for working with immigrant students and their parents." (ATA Website)
- **April 29** - Faith Development Day - Local celebration to be determined in consultation with Vanier School.

# Diploma and PAT Analysis

## English 30-1

In January, 19 students wrote the exam, as compared to 11551 provincially. Our average percentage on the exam was **63.2 %** as compared to **62.5%** provincially.

**100%** achieved the acceptable standard and **21.1%** achieved the standard of excellence in the course.

### Areas of Strength

#### Part A Written Response

The average percentage grade was **63.3%** as compared to **60.2%** provincially.

##### **Personal Response to Texts**

**57.9%** of students did better than satisfactory on the Personal Response Ideas and Impressions Component.

**26.4%** of students achieved Proficient to Excellent in the Presentation Component.

##### **Critical Analytical Response to Texts**

**31.6%** of students achieved better than Satisfactory in the Thought and Understanding Component.

**31.6%** of students achieved better than Satisfactory in the Form and Structure Component.

#### **Plans for Improvement**

Students will be provided ample opportunities for practicing the diploma writing components. Students will be familiar with the marking rubrics and exemplars. Students will receive regular feedback and opportunities for one on one assistance with their writing.

Vocabulary building will be emphasized, as will stylistic choices and the development of "voice."

### Areas of Strength

#### Part B Reading

- Consider specific lines in an excerpt from a novel to determine the commonality between two characters (94.7%)
- identify the accusation one character makes regarding another character in specified lines from a Shakespearean play. (89.5%)
- Consider a specified detail in an article to identify the strongest evidence of an opinion regarding a painting's subject. (84.2%)
- Identify the atmosphere created by the last stanza of a poem.(89.5%)
- Identify the implied quality of a character as revealed through a specific situation in a short story. (89.5 %)
- Identify the nature of the relationship between a viewer, an artist, and a work of art about which the authors of both an article and a poem would most likely agree. (94.7%)

## Areas of Weakness

### Part B Reading

- Identify the suggestion made by a writer's use of repetition in specified lines from an excerpt of an essay ( 31.6%)
- Identify the purpose served by specific stage directions in a play. (42.1%)
- Consider context and a specified reference to identify the suggestion one character makes about another in an excerpt from a play. ( 36.8%)
- consider specified lines from a short story to determine the most likely motivation for a particular building design. ( 47.4%)

### **Plans for Improvement**

Students will be provided with a wide variety of texts including visual texts, short stories, poetry, essays, memoirs, and plays. Students will learn to use contextual clues to determine such things as author's intent and the meaning of unfamiliar vocabulary. Students will learn to relate written technique and elements to their effects in literature.

Students will review test taking strategies.

## **English 30-2**

|   |               |
|---|---------------|
| Standard of Excellence HRH:             | 20 %          |
| <b>Standard of Excellence Province:</b> | <b>10.8%</b>  |
| Acceptable Standard HRH:                | 85 %          |
| <b>Acceptable Standard Province:</b>    | <b>90%</b>    |
| HRH Diploma Exam Average:               | 68.1 %        |
| <b>Provincial Diploma Exam Average:</b> | <b>65.1 %</b> |
| Number of Students in Report:           | 20 Students   |

### AREAS OF STRENGTH IN WRITTEN RESPONSE {Excellent and Proficient}

| VISUAL REFLECTION      | SCHOOL | PROVINCE |
|------------------------|--------|----------|
| Presentation:          | 60 %   | 49.7 %   |
| Ideas and Impressions: | 60 %   | 51.7 %   |

| LITERARY EXPLORATION    | SCHOOL | PROVINCE |
|-------------------------|--------|----------|
| Thought and Support:    | 55 %   | 42 %     |
| Form and Structure:     | 60 %   | 42.8 %   |
| Matters of Choice:      | 55 %   | 43 %     |
| Matters of Correctness: | 40 %   | 42.1%    |

| PERSUASIVE WRITING IN CONTEXT | SCHOOL | PROVINCE |
|-------------------------------|--------|----------|
| Thought and Support           | 50%    | 44.8 %   |
| Writing Skills                | 50%    | 43%      |

These are the percentages of students who achieved proficient or greater on their Diploma Exam.

### AREAS OF WEAKNESS IN READING COMPREHENSION (Discrepancy of at least 10%)

- Assess the meaning of a particular phrase in an excerpt from a novel.
- Identify the figure of speech illustrated in several lines of poetry.
- Infer the meaning behind a character's question in an excerpt from a screenplay.
- Identify which literary device is being used in a quotation from an excerpt of a novel.
- Determine which of four rhetorical devices would most effectively address a teacher's comment on a draft text.
- Identify a spelling error not highlighted by a teacher on a draft text.
- Determine the most appropriate point to begin a new paragraph in a draft text.

#### AREAS OF STRENGTH IN READING COMPREHENSION (Discrepancy of at least 10%)

- Identify the result of a character's belief in an excerpt from a novel.
- Infer the meaning of a character's comment to another character in an excerpt from a novel.
- Determine the meaning of a word used in the poem.
- Identify a character's feeling as it affects their motivation in an excerpt from a screenplay.
- Connect the culture of the time with an understanding of the motivation of several characters in an excerpt from a screenplay.
- Determine the essence of one quotation and find the quotation from a related reading that most strongly conveys a similar motivation.
- Consider the thematic thrust of one reading while determining which of the quotations from another reading most clearly conveys a similar sentiment.
- Identify which phrase emphasizes the meaning contained in the first five lines of a poem.
- Identify what the descriptive details contained in two lines highlights in a poem.
- Infer the meaning behind a phrase used in an excerpt from a novel.
- Determine which of four quotations most strongly illustrates the feelings of the characters in an excerpt from a novel.
- Analyze a quotation in order to assess the actions of the characters in an excerpt from a novel.
- Identify which set of lines most directly indicates an important thematic element in an excerpt from a novel.
- Identify which of four quotations most strongly illustrates a particular quality of an individual in a nonfiction excerpt.
- Infer the reason for an individual's specified reaction to a particular experience in a nonfiction excerpt.
- Identify the meaning of a word from context in a nonfiction excerpt.
- Identify the nature of an error highlighted by a teacher in a draft text.
- Determine the problem with a particular literary device used in a draft text.

#### Plans for Improvement

Continue to have students

- Use contextual clues to determine such things as meanings of specific words and attitudes of both characters and authors
- Use a wide variety of texts to interpret; modern plays, poetry, novels, films, essays and short stories
- Develop writing skills with the purpose of all students achieving the acceptable standard
- Develop writing skills with the emphasis on helping students to approach or achieve the standard of excellence

# Math 30-1

## Participation Rates:

School: 100.0%

## Diploma Results Versus Course Mark:

| Standard                     | Diploma Result<br>(Provincial<br>Result) | School Awarded<br>Mark<br>(Provincial Result) | Final Course Mark (Provincial<br>Result) |
|------------------------------|--|---|--|
| Acceptable Standard          | <b>53.8</b><br>(77.4))                   | <b>100</b><br>(96.3)                          | <b>84.6</b><br>(90.8)                    |
| Below Acceptable<br>Standard | <b>46.2</b><br>(22.6)                    | <b>0.0</b><br>(3.7)                           | <b>15.4</b><br>(9.2)                     |
| Standard of Excellence       | <b>15.4</b><br>(30.9)                    | <b>53.8</b><br>(48.4)                         | <b>15.4</b><br>(35.8)                    |

## Areas of Strength:

- In a context involving exponential growth and related data, determine the annual growth rate.
- In a context relating central angles and concentric circles with related information, determine a related distance.
- A point on the unit circle and its related angle in standard position are given along with 7 related statements. Identify the 3 correct statements.
- For a given a trigonometric ratio of an angle and a list of 4 related expressions, identify the related expression that would not satisfy a condition.
- Determine the number of possible outcomes in a context with restrictions
- Determine the number of arrangement of objects in a context with restrictions
- Determine the number of objects in a context, given related information

## Areas of weakness:

- Given a function, a horizontal stretch factor and the value of a translation, determine a possible translation equation.
- Given the equation of a logarithmic function, determine the y-intercept of the graph of the inverse.
- Given the equation of a third-degree polynomial function and one of its zeroes, determine the exact values of the remaining zeroes
- For a given fourth-degree polynomial function in factored form and 4 statements related to the graph of the function, determine the truth of each statement
- Given a logarithmic equation involving a trigonometric ratio, determine the value of related expression
- For a given point on the unit circle involving a parameter, determine the exact value of the parameter
- Given a second-degree trigonometric equation and its general solution involving a parameter, determine the value of the parameter.
- In a context with related information, one trigonometric equation is given. Determine a related second trigonometric equation.
- Determine the values of 2 parameters for a particular term in the expansion of a binomial expression.

### Action items

- administer the 2016 field test for targeted review
- review this document to enhance instruction with respect to areas of weakness
- memorize the unit circle
- continue to do well at what we do well!

### Targets:

Acceptable standard: 100%

Standard of excellence: 15%

## Physics 30

| Grade 12 | Acceptable Standard | Standard of Excellence | Participation            |
|----------|---------------------|------------------------|--------------------------|
|          | School              | 33.3%                  | 22.2%                    |
| Province | 83.5%               | 35.6%                  | 5913(number of students) |

### **Areas of Strength and Weakness:**

#### **Category 1: Momentum and Impulse**

Comparatively speaking, this was a strong category for the students on the exam. Normally we do very well in this category. The score this year was 60%. The provincial average for this category is 78%.

Some areas of strength are:

- Identify the physics significance of graphical features in a force as a function of time graph and a force as a function of distance graph. A1.1k
- Classify a collision given initial and final velocities, masses and time interval. A1.5k

Some areas for improvement are:

- Calculate the impulse given initial and final velocities, masses and interval. A1.2k
- Calculate the magnitude of the momentum of an object given its velocity and mass A1.1k

### **Category 2: Forces and Fields**

Students did relatively well in this category compared to the rest of the exam (55%). The province scored 71%. However, we have had higher scores in the past in this category.

Some areas of strength are:

- a. Calculate the distance from a source charge given the charge and the magnitude of the electric field at that distance. B2.6k
- b. Analyze multiple sources of gravitational, electric and magnetic fields to select those fields that have a particular characteristic. B3.2k

Some areas for improvement are:

- a. Complete a FBD for the forces acting on a charged object in equilibrium B1.3s
- b. Determine the electric potential difference between parallel plates given the mass of the object, the plate separation and the charge. B1. 2s

### **Category 3: Electromagnetic Radiation**

This was the weakest category on the exam. The school scored 38% with the province scoring 58%.

Some areas of strength are:

- a. Interpret a graph of photoelectric effect results to determine the work function of the metal surface. C2.3k
- b. In an STS context, compare two apparatus for their effect on EMR. C1.12k

The areas that need the most improvement are:

- a. Calculate the number of photons of a particular frequency required to produce a given energy. C2.1k
- b. Apply  $y=mx+b$  to analyze experimental data to determine the wavelength of EMR C1.10k

### **GLE4: Atomic Physics**

This was also not the strongest area for HRH students on the physics 30 exam, 47%. The provincial average was 65%.

Some areas of strength are:

- a. Identify the sources of different types of spectra. D2.3k
- b. In an STS context, compare the characteristics of EMR given a description of a technology and an energy level diagram. D2.5k

Suggested areas for improvement are:

- a. Determine the speed of a scattered electron given its initial speed, an energy level diagram of the target atom and the energy level transition that the atom. D2.5k
- b. In an STS context, determine ionization energy of an excited atom given the atom's energy level diagram and its initial state D2.5k

**Strategies:**

1. Give students more opportunities to practice problem solving.
2. Increase amount of assigned questions in the various areas of weakness.
3. Use Access videos to supplement lecture on various areas of weakness at least once a week.
4. Continue or exceed number of practice written response questions done in class.
5. Offer optional help classes at night once per week.

**Targets:**

85% Acceptable Standard

15% Standard of Excellence

## Chemistry 30

**Diploma Results Versus Course Mark:**

| <b>Standard</b>            | <b>Diploma Result</b><br>(Provincial Result) | <b>School Awarded Mark</b><br>(Provincial Result) | <b>Final Course Mark</b><br>(Provincial Result) |
|----------------------------|--|---|---|
| <b>Excellence</b><br>(80%) | <b>33.3</b><br>(29.9)                        | <b>66.7</b><br>(43.9)                             | <b>50.0</b><br>(34.4)                           |
| <b>Acceptable</b><br>(50%) | <b>50.0</b><br>(79.6)                        | <b>100</b><br>(96.4)                              | <b>100</b><br>(92.3)                            |
| <b>Below Acceptable</b>    | <b>16.7</b><br>(20.4)                        | <b>0.0</b><br>(3.6)                               | <b>0.0</b><br>(7.7)                             |

**Areas of Strength:**

Student achieved results higher than the provincial average in all units – especially in Thermochemical Changes.

- Identify the original source of potential energy in a hydrocarbon, and identify the changes in bonding during the combustion of a hydrocarbon.
- Use a potential energy diagram to identify a corresponding chemical reaction and the energy change to the surroundings.
- Calculate the enthalpy change for a given balanced equation.
- In the context of B1.1sts, given the results of an experiment testing four metals and their aqueous solutions, rank the reducing agents in order of their strength.
- In the context of B1.1sts, given the results of an experiment testing four metals and their aqueous solutions, determine the reduction potential for a specified half reaction.
- Predict the possible products for a given organic reaction.
- Determine the net ionic equation that represents the reaction of a weak organic acid and a weak inorganic base.
- Identify the graph that corresponds to the titration of a weak monoprotic base and a strong monoprotic acid.

### Areas of Weakness:

- Given a chemical equation that includes a  $\Delta H$  value, calculate the enthalpy change for the reaction of a given amount of mass.
- In the context of A1.1sts, given a series of chemical equations, calculate the enthalpy change for the overall reaction.
- Calculate the energy change when given calorimetry data.
- Given calorimetry data, determine the molar enthalpy of formation for a compound.
- Given a list of chemical processes, identify the process that involves reduction of a reactant.
- Given a balanced redox titration equation and titration data, determine the concentration of the titrant.
- In the context of B1.1sts, identify a metal as an anode or cathode and the direction of electron transfer.
- In the context of B1.1sts, given a labelled diagram of an electrochemical cell, determine the location of the anode and cathode, and determine the flow of particles in the cell.
- In the context of B1.1sts, given a labelled diagram of an electrochemical cell, determine the equation that represents the reduction half-reaction for an electrochemical cell.
- Given two half-reactions, including relevant reduction potentials that are not on the standard reduction half-reaction table calculate the potential difference of the cell produced.
- Given two half-reactions including relevant reduction potentials that are not on the standard reduction half-reaction table identify the species that reacts at the cathode and a species produced in the cell.
- Given half-reactions for two different electrolytic cells, identify the cell that will transfer the greatest amount of metal and the cell that will plate the greatest mass of metal under the same conditions.
- Given two organic compounds, compare their boiling points and identify the solvent for which both would have high solubility.
- Given an alcohol and a list of reactions involving different conditions, match the reactions with classifications of reaction type.
- By interpreting the results of a test, identify the type reaction undergone and whether a compound is saturated or unsaturated.
- Given line diagrams for a series of organic compounds and a list of organic terms, match selected compounds to the appropriate term. Also assesses C1.4k and C1.5k.
- Given the line diagram for an organic compound, determine its molecular formula.
- Analyze a balanced equilibrium equation, including the relevant energy term, and the value of  $K_c$ , to identify a stress that would produce a specific change in the position of the equilibrium.
- Given the balanced equation for an equilibrium system, identify observations that suggest the system is at equilibrium and the effect of heating on reaction rates.
- Given a balanced equation for an equilibrium system and a list of effects on the system, match the effects to selected changes to the system.
- Identify a value for  $K_c$  that would correspond to an equilibrium reaction shifted toward the reactants.
- Calculate the equilibrium concentration of one component, when given the balanced equilibrium equation, the equilibrium constant, both initial concentrations, and one equilibrium concentration.
- Given the concentration of a solution of an organic compound, calculate the value of  $K_b$  for an ion, and the pOH of the solution. Also assesses D2.2k.
- Analyze the relative concentrations of two components in an equilibrium when given an equilibrium equation for a weak acid.
- Calculate the pH for a known concentration of a weak acid solution. Also assesses outcome D2.3k.
- Given a weak acid, identify the compound added and the conditions necessary to form a buffered solution.

### Plans for Improvement:

- The implementation of the Student Direct Learning block will provide students with an opportunity to seek extra help when needed as well as attend tutorial lessons to supplement their learning from regular classes.
- Use cumulative review throughout the course so students are continually reviewing course concepts through cumulative unit exams.
- Review prior diploma analysis documents to enhance instruction with respect to areas of weakness.
- Provide students with labs to help them better understand skill based questions.

### Targets:

**Acceptable Standard: 100%**  
**Standard of Excellence: 50%**

## Biology 30

### **Total Test**

100% Met Acceptable Standard on exam (6 students)

66.7% Met Standard of Excellence (4 students) (Up 19.6 % from last year woo!)

0% Below Acceptable Standard

### **Table 1: Standards**

Only 6 Holy Redeemer students wrote the June 2014 Biology 30 diploma exam. With such a small sample size, results should not be considered absolute and comparison to provincial averages should be done cautiously. Additionally, it should be noted that one of the six students who wrote the exam had a course attendance rate of less than 50%. In a larger sample group, her results would be less significant. Still, I am satisfied with the students' success because we exceeded our goals for number of students reaching acceptable standard (100%) and standard of excellence (66.7%)

### **Table 2: Percentage Distributions**

When compared with the province, HRH students' average **school awarded mark** was equitable (74.2 compared to 75.0%). Our students' **diploma score** was considerably higher than the provincial average (77.7% compared with 69.2%, a difference of 7.8%). This demonstrates some inflation of school awarded grades provincially.

### **Table 3 & 4: Standards and Averages by Gender**

These results are not statistically significant as all HRH Biology students were female.

### **Table 5: Scores by Item**

HRH students scored higher than the provincial average on both the multiple choice (78.7 % to

67.9 %) and the numerical response (65.0 % to 58.3 %) question sets. Because of the large difference in success between question types, I wonder if the students' lower success rate on the numerical response questions was due to difficulty with question style and not content. I plan to provide many more examples of numerical response questions to the students this year so they are better prepared.

**Table 6: Scores by Unit**

The two types of question sets were distributed over the six major units in Biology 30. Percentages as follows:

Nervous and Endocrine Systems (76%)

Reproduction and Hormones (77%)

Cell Differentiation and Development (89%)

Cell Division and Genetics (77%)

Molecular Biology (64%)

Populations and Community Dynamics (77%)

In all cases, HRH outperformed the provincial average in the six units. Still, there are individual concepts within each unit set of questions in which the provincial average was higher than ours. However, without discussing each question, suffice to say that our students had an outstanding grasp of cell differentiation and development and more attention should be paid to the unit on Molecular Biology at HRH.

In conclusion, I believe we have had a successful 2015 in Biology 30 and we plan to achieve our acceptable standard of 80 % and our standard of excellence of 25 % in the 2015-2016 school year. The unit of molecular biology will be assigned more focus time to strengthen our students' understanding of this unit's concepts.

## Science 30

### Diploma Results Versus Course Mark:

| Standard            | Diploma Result<br>(Provincial<br>Result) | School<br>Awarded Mark<br>(Provincial<br>Result) | Final Course<br>Mark<br>(Provincial<br>Result) |
|---------------------|--|--|--|
| Excellence<br>(80%) | 11.1<br>(26.4)                           | 22.2<br>(34.4)                                   | 22.2<br>(27.4)                                 |
| Acceptable<br>(50%) | 88.9<br>(79.6)                           | 100<br>(95.4)                                    | 100<br>(93.6)                                  |
| Below<br>Acceptable | 11.1<br>(17.2)                           | 0.0<br>(4.6)                                     | 0.0<br>(6.4)                                   |

### Areas of Strength:

Student achieved results that were comparable to the provincial average in all units. Students were most successful in Circulatory and Immune System unit.

- Identify chambers of the heart that contain blood with a relatively high oxygen concentration.
- Identify blood vessels from a given diagram.
- Identify how an ion acts as a buffer given reaction equations involving that ion.
- Identify a pollutant and its source, given its environmental effect.
- Rank selected types of radiation in order of energy per photon.
- Identify an environmental impact of both hydroelectric and tidal generation of electricity.
- Calculate the efficiency of a hydroelectric dam given input and output energy.

### Areas of Weakness:

- Overall – Environmental Chemistry; Energy and the Environment
- Identify chambers of the heart that contract simultaneously during a heartbeat.
- Identify which number in a blood pressure reading represents systolic blood pressure and select a systolic blood pressure value within the normal range for a healthy adult.
- Given a description of a type of organ transplant, identify a method to decrease the likelihood of the organ tissue being rejected in the context of A2.1sts.
- Match genetic terms with their definitions.
- Identify a cell process from its description.
- Calculate current given power, time, and voltage.
- Identify the diagram with a multi-meter that is correctly configured to determine the voltage drop across a resistor
- Given a circuit diagram of a transformer, calculate the voltage across the transformer's secondary coil.
- Calculate the wavelength of an EMR wave given frequency.

**Plans for Improvement:**

- The implementation of the Student Direct Learning block will provide students with an opportunity to seek extra help when needed as well as attend tutorial lessons to supplement their learning from regular classes.
- Use cumulative review throughout the course so students are continually reviewing course concepts through cumulative unit exams.
- Review prior diploma analysis documents to enhance instruction with respect to areas of weakness.
- Provide students with labs to help them better understand skill based questions.

**Targets:**

**Acceptable Standard: 100%**  
**Standard of Excellence: 25%**

**Social Studies 30-1**

|   | <b>Acceptable Standard</b> |          | <b>Standard of Excellence</b> |          | <b>Student Participation</b> |          |
|---|----------------------------|----------|-------------------------------|----------|------------------------------|----------|
|   | School                     | Province | School                        | Province | School                       | Province |
| <b>Student achievement</b><br>(Diploma Exam Mark) | 84.4%                      | 85.4%    | 21.9%                         | 14.4%    | 32                           | 19,875   |
| <b>Student achievement</b><br>(Final Course Mark) | 100%                       | 97.5%    | 31.3%                         | 20.9%    | 32                           | 19,875   |
|   | <b>Average Score</b>       |          |                               |          |                              |          |
|   | School                     | Province |                               |          |                              |          |
| Diploma Exam Part A                               | 62.2%                      | 65.3%    |                               |          |                              |          |
| Diploma Exam Part B                               | 66.8%                      | 66.2%    |                               |          |                              |          |

***Areas of strength***

Written response

- Communication
- Interpretation of sources (Assignment 1)
- Evidence (Assignment 2)
- These areas of strength can vary depending on the sources given.

***Suggested areas for improvement***

Written response

- More students achieving into the proficient and excellent categories on the written portion of the diploma exam.

### ***Plans for improvement***

- Continue to implement position paper writing strategies in grade 10 and 11 Social classes.
- Continue implementing source comparison in grade 10 and 11.
- Increase evaluation standards on practice essays so that students learn earlier in the semester the areas that are in need of improvement.
- Spend more time throughout semester analyzing answer justifications.
- Continue with timed writing assignments throughout the semester, particularly toward the end.
- Offer review classes as the exam date gets closer.
- Use more examples of student writing from previous diploma exams.
- Spend more time analyzing multiple choice questions.

**Projected Targets:** 85% will achieve the acceptable standard.  
20% will achieve the excellence standard.

## **Social Studies 30-2**

|                                   | <b>Acceptable Standard</b> |                 | <b>Standard of Excellence</b> |                 | <b>Participation</b>  |
|-----------------------------------|----------------------------|-----------------|-------------------------------|-----------------|-----------------------|
|                                   | <b>School</b>              | <b>Province</b> | <b>School</b>                 | <b>Province</b> | <b>Total Students</b> |
| <b><i>Student Achievement</i></b> | 95.0                       | 92.3            | 10.0                          | 12.3            | 20                    |

### **Areas of Strength**

#### **Selected Response**

- Understand a proposal to determine why it is unique from the other proposals in a source. (3.6)
- Evaluate a graphic narrative to determine which two developments would have been most strongly opposed by Marxists. (2.7)
- Evaluate a graphic narrative to determine which issue the source most clearly addresses. (3.7)
- Evaluate two photographs to determine why the individuals in the photographs could be considered responsible citizens despite their use of civil disobedience. (4.5)
- Analyze a reaction to a natural disaster to determine a belief underlying the action. (4.6)

#### **Written Response**

- Written Response I: Explanation & Support and Communication
- Written Response II: Interpretation of Sources and Communication

### **Suggested Areas for Improvement**

#### **Selected Response**

- Evaluate four sources to determine which two sources present points of view most critical of classical liberalism. (2.6)
- Synthesize information from two sources to determine which statement from one source is a rejection of the ideas presented in another source. (2.8)
- Overall test, number of students achieving standard of excellence.

