



# Fatima Academy

2009-10 School Development Report



**HEAR THE ROAR!**



# *Our Vision*

Fatima Academy is committed to continuous growth as a dynamic, student-centered learning community that respects and recognizes the potential and worth of the individual. We promote a strong academic focus, recognize accomplishments, and celebrate success. We value a collaborative and nurturing environment that ensures sustainability by embracing meaningful change.

# *Our Mission*

Fatima Academy aspires to building a highly motivated school community that has high standards and recognizes the importance of continuous improvements to teaching and learning.

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OFFICE OF THE DIRECTOR

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

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

Since Eastern School District's inception in September, 2004 many changes have occurred. Our efforts have now moved beyond structural reform and reorganization to developing our schools as caring, professional and purposeful places of learning and excellence. The School District has engaged in a process designed to accomplish this. Our strategic plan identifies the mission of our District to enhance achievement and success for all students within a healthy, active, safe, caring and socially just learning environment.

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

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

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

## Message from Principal

Fatima Academy is pleased to present this year's Annual School Development Report. Within the pages of this report you will find pertinent information about our school and our on-going efforts towards continuous improvement. This school report will summarize the final year of our 4 year school development plan. It will also provide a look at our new school development plan devised as a result of our internal review last spring. From the review, we confirmed that there are many strengths to this school and very much to celebrate. As well, we identified areas needing improvement. This forms the framework of our new 4 year School Development plan which will be validated during our upcoming external review. This annual school development report outlines our four-year school development plan and provides an overview of the 2009- 2010 school year. We are very proud of the support we have received from our school community, our school development teams, our working groups, our School Council, and the Eastern School District, as we developed this plan. Please take the time to read through the report and feel free to contact us at Fatima Academy for additional information or with any questions that may arise as you peruse the School Development Report.

Darlene Walsh  
Principal

## Message from School Council

As I begin my third year as chairperson of the Fatima Academy School Council, I would like to extend a sincere thank you on behalf of our School Council to parents, educators, administration, support staff, District personnel, and all stakeholders in our children's education for your continued commitment to Fatima Academy.

School Council has made school development a priority. Over the past year, we have worked closely and supported Fatima Academy in the development of Fatima Academy's plan. We continue to give strong support to the efforts of our team as they work toward attaining their goals.

School Council is extremely proud of our students and staff of Fatima Academy for your continued dedication to success and commitment to ensuring a safe and caring environment for our children. We look forward to facing whatever challenges may lie ahead, confident that Fatima will remain on the leading edge of education.

Wanda Careen  
School Council Chairperson

### School Council Members (2009-10):

Wanda Careen – Chairperson	Michelle Careen – Parent Representative
Roslyn Manning – Parent Representative	Monica McGrath – Community Rep.
Angie Power – Community Representative	Crista Ivany – Secretary, Teacher Representative
Darlene Walsh- Teacher Representative	Stephen Nash – Student Council Rep
Barb Leonard-King – ex-officio	

## **Overview of Fatima Academy**

Fatima Academy is a K-12 school situated in St. Bride's on the southwestern tip of the Avalon Peninsula, just a short drive from the world renowned Cape St. Mary's Ecological Reserve. The school serves the educational needs of all students from the communities of: Patrick's Cove, Angel's Cove, Cuslett, St. Bride's, Point Lance and Branch.

The total student enrolment for the 2009-10 school year at Fatima Academy was 99 with enrolments in each grade as follows:

Kindergarten =4	Gr. 1 = 3	Gr. 2 =6	Gr. 3 = 2	Gr. 4 = 7
Gr. 5 = 10	Gr. 6 = 5	Gr. 7 = 3	Gr. 8 = 12	Gr. 9 = 11
Lev.I = 13	Lev. II = 11	Lev. III = 12	(Kinderstart = 6)	

The school has 14 full-time teaching staff and a .4 guidance allocation. In addition, there is a support staff consisting of: 1 student assistant, 1 secretary, 1 care-taker, and 1 janitor, as well as 1 canteen worker who is running the canteen as her own business. Also, itinerant services are provided by a speech-language pathologist and an itinerant teacher for the hearing impaired.

### **Programs Provided**

Fatima Academy has always strived to recruit specialist teachers and to offer a wide and varied curriculum that enables students to receive a well-rounded, quality education. As the school faces the challenges of declining enrolments and reductions in staffing allocations, we have implemented a variety of approaches to teaching and learning that will help us continue to meet student needs as well as to remain sustainable and viable:

#### **Multi-aging/Multi-grading**

In the 2009-10 school year, the most common multi-age groupings at Fatima were: grades K-1, 2-3, 5-6, and 7-8. However, there were also several three-grade combinations occurring for certain subjects, including:

- Primary Physical Education, Music, and Art
- Elementary Physical Education, Music, and Art
- Intermediate Physical Education, Fine Arts, Health, and Religion

#### **CDLI-Distance Learning**

Senior high students at Fatima Academy who wish to complete courses that the school cannot offer can avail of CDLI (Centre for Distance Learning and Innovation) courses.

#### **Technology and ICLT**

A founding member of NIS (Network of Innovative Schools), Fatima Academy has long since been recognized as a leader in technology integration and innovation. The school has a skills continuum developed for every grade; Gr. 7-9 students are scheduled for Technology instruction as part of their regular curriculum; in senior high, several technology courses are offered on rotation annually; Fatima's teachers recognize the value of ICLT integration across the curriculum and throughout the grades.

#### **Senior High Program**

At Fatima, senior high students have access to a wide range of advanced, academic and general courses that address individual needs, enrich areas of strengths and interest, and ensure each student meets both graduation requirements and eligibility requirements for the post-secondary program of their choice. Many of the senior high courses are offered either bi-annually or every third year, on rotation, and are then available to students in Lev. I, & II, or Lev. II & III, or in some cases Lev. I, II & III.

#### **Pathways and Alternate Programming**

Pathway supports are provided to students identified as having special needs. Among these support services are alternate courses (Pathway 4) which are delivered by the Special Needs teacher.

## Key Highlights/Special Projects

Some of the special projects undertaken at Fatima Academy in 2009-2010 included:

- continued promotion of active and healthy living;
- continuation of our Breakfast Program;
- Junior and Senior High Concert Choir perform on the International Stage at Walt Disney World in Florida
- continuation of the Junior High traditional music program;
- Fatima Academy Accordion Group produces first CD “Keen Spurt of Fun”
- holding of a Math Day, and a Science Day from K-12;
- charitable fundraising/drives for: The Janeway, Cancer Foundation, Operation Christmas Child Shoeboxes, UNICEF, Coats for Kids, the local food bank

### Involvements:

<u>Sports</u>	Basketball Teams- sr/jr/elem Cross Country Teams- sr/jr/elem Ball Hockey League Intramural Activities at Lunch Time	<u>Arts</u>	Tole Painting- all ages Guitar Club- all ages Choirs/Choral Groups Voice/Piano lessons Accordion Groups
<u>Other</u>	Student Leadership Conferences (jr. & Sr.) Market Your Thoughts Competition Christmas and Spring Concerts Royal Post/Yearbook Committee Public Speaking- sr., jr., & elementary TWEP (Tutoring Work Experience Prog.) SADD group Walk To Breakfast Career Fair for high school students Ski Trip to White Hills Healthy Living Commotion Kindergarten Graduation Exercises Graduate/Undergraduate Awards Thanksgiving & Remembrance Services Cape St. Mary’s Science Field trips Public Health Presentations Winter Carnival Choral Connections Bike Safety Presentation		Student Leadership Group Create-A-Logo Contest Student Council Heritage Fair Tutoring for Tuition Program Scholastic Challenge 5K Walkathon Participation in LEAP Career Awareness Day K-6 Skating Outing Class of 2009 Graduation Hungry Hearts Cafe Salmon release K-6 Literacy Day Recycling Program Christmas Spirit Week Band Day Workshop Various art & essay contests

### Partnerships:

During the 2009-2010 school year, Fatima continued to work in partnership with the **Cape St. Mary’s Ecological Reserve** as well as the **Friends of Cape St. Mary’s** Organization, the **Stepping Stones Family Resource Center** housed at Fatima, the **Kids Eat Smart Foundation**, as well as the **Eastern Health and Community Services Team**, the **Eastern Regional Wellness Coalition**, and **Placentia Area Primary Health Care**. In addition, we annually work closely with community organizations including: The St. Bride’s Volunteer Fire Department, the Placentia Lions, The Royal Canadian Legion, Branch Heritage Group, Branch Recreation Committee, Point Lance Community Center, and Cuslett Recreation.

**Academic Achievements/Awards:**

Graduation - Honours = 4 of 12 graduates      Graduation - Academic = 3 of 12 graduates  
Level II Honours = 3 of 11 students              Level II Distinction = 2 of 11 students  
Level I Honours = 6 of 13 students              Level I Distinction = 1 of 13 students  
Gr. 9 Honours = 1 of 10 students                Gr. 8 Honours = 4 of 12 students  
Gr. 7 Honours = 2 of 3 students  
Elementary Outstanding Performance of Overall Excellence Awards  
Elementary Performance Awards  
Primary "Let's Celebrate You" Awards  
"Welcome to Kindergarten" Awards

**Other Academic Awards:**

Manning Award for the highest marks over the course of the senior high program  
Governor General's Medal for the graduate with the highest academic standing  
Bridget Power Memorial Award for Academic Accomplishment  
Royal Bank Scholarship for student with highest marks, pursuing an Education (in lieu of Business) Degree  
Vale Inco Scholarships for students pursuing trades in preparation for employment at Vale Inco  
Branch Fire Brigade Award for the highest marks over the course of the Jr. High program  
Art Power Memorial Award for highest marks in Math 3205  
Andy Power Memorial Award for highest marks in English 3201  
Awards for highest marks in each senior high course  
Leonard Power Memorial Awards –High Achievers  
Walter & Mary Corcoran Award for highest marks in each Jr. High course

**Non-Academic Awards:**

Thomas Hagan Memorial Scholarship  
St. Bride's Volunteer Fire Brigade Junior Female Athlete of the Year  
St. Bride's Volunteer Fire Brigade Junior Male Athlete of the Year  
Ricky Careen Memorial Trophy for Senior Male Athlete of the Year  
Cuslett Recreation Female Athlete of the Year Award  
Peter Conway Memorial Certificate for Outstanding Volunteerism  
Certificates of Recognition for Outstanding Service & Leadership  
Awards for 100% Attendance

## **Report on School Development Plan for the School Year 2009-10**

The end of the school year 2008-2009 saw the end of the 4 year School Development plan. In the past school year, we continued work on instructional strategies through collegial circles. We continued to educate ourselves in the areas of Differentiated Instruction and Inclusive Education. During the School Year 2009-10, our school undertook a complete Internal Review involving all stakeholders: staff, students, and parents. This data was analyzed and formulated into a plan that addresses our challenges. The following tables contain the new 4 year plan that resulted from the Internal Review of last year.

### **4 Year School Development Plan**

#### **Goal 1: To enhance student learning in all content areas by June, 2014.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2010-11</i>	By June 2011, students will begin to develop a greater awareness of audience, situation, purpose, and genre in all strands of English Language Arts.	By June 2011, students will continue to improve basic mathematical skills and constructed response.	By June 2011, teachers will continue implementing D. I. strategies and assessment for learning practices as they move towards more inclusive learning environments.
<i>2011-12</i>	By June 2012, students will continue to improve awareness of audience, situation, purpose and genre in all English Language Arts strands.	By June 2012, students will use mathematical skills to begin to develop higher order thinking.	By June 2012, teachers will continue to implement varied teaching practices and assessment techniques that focus on creating a more inclusive school community.
<i>2012-13</i>	By June 2013, students will demonstrate improved reading, writing, comprehension and interpretation skills in all curricular areas.	By June 2013, students will use math skills to enhance higher order thinking.	By June 2013, teachers will continue to refine effective teaching practices to enhance student success in an inclusive learning environment.
<i>2013-14</i>	By June 2014, students will continue to improve their critical interpretation in a variety of text across the curriculum.	By June 2014, students will begin to apply mathematical knowledge to real world situations.	By June 2014, teachers will consistently utilize inclusive teaching practices which promote student learning.

#### **Goal 2: To build a highly motivated, caring and socially just school community by June, 2014.**

<b>Year</b>	<b>Objective</b>	<b>Objective</b>	<b>Objective</b>
<i>2010-11</i>	By June 2011, the school community will better understand the school's academic expectations.	By June 2011, teachers and students will become more aware of individual learning styles in order to enhance the teaching and learning experience for all.	By June 2011, students will begin to understand the impact that their choices have on themselves and others.

2011-12	By June 2012, parents and students will be well informed of the expectations of each high school course and of the expectations of the Primary/Elementary curriculum.	By June 2012, as students become more self-aware, they will begin to take greater responsibility for their own learning.	By June 2012, students will begin to use strategies which promote decision-making that positively shape their learning, lifestyle, and interactions with others.
2012-13	By June 2013, the school community will demonstrate a clear understanding of the benefits of creating a highly motivated school.	By June 2013, students will demonstrate greater independence and self-direction in their learning in all content areas.	By June 2013, students will continue to use new strategies that promote healthy decision-making that positively shape their learning, lifestyle, and interactions with others
2013-14	By June 2014, the entire school community will be actively involved in promoting student success.	By June 2014, students will become self-directed, independent learners.	By June 2014, students will consistently make informed choices that positively impact their learning, lifestyles, and interactions with others.

## School Development Plan for Current Year

### *1 Year School Development Plan*

#### School Development Plan 2010-20 11

<b>Goal 1: To enhance student learning in all content areas by June, 2014.</b>		
<b>Objective 1.1:</b> By June 2011, students will begin to develop an awareness of audience, situation, and purpose in all strands of English Language Arts.	<b>Objective 1.2:</b> By June 2011, students will continue to improve basic mathematical skills and constructed response.	<b>Objective 1.3:</b> By June 2011, teachers will continue implementing D. I. strategies and assessment for learning practices as they move towards more inclusive learning environments.
<b>Strategies:</b> 1.1.1 Expose students to a variety of text. 1.1.2 Model “think aloud” to show what is suitable in various texts. 1.1.3 Use D. I. strategies to allow students to demonstrate knowledge of audience, situation and purpose in text.	<b>Strategies:</b> 1.2.1 Use activities, manipulatives and charts to improve basic math skills. 1.2.2 Model appropriate responses and provide exemplars. 1.2.3 Include material from each unit on cumulative assessments. 1.2.4 Use of D.I. strategies to ensure all students achieve success.	<b>Strategies:</b> 1.3.1 Form collegial circles that will focus on DI. 1.3.2 Avail of PD opportunities 1.3.3 Provide regular feedback to students during the learning process. 1.3.4 Access professional literature and schedule time to collaboratively discuss the material.

<b>Indicators of Success:</b> 1.1.1 Completed yearly continuum of text forms. 1.1.2 Portfolio of student work. 1.1.3 Minutes of Collegial circles/staff meetings.	<b>Indicators of Success:</b> 1.2.1 Track student performance on basic skills. 1.2.2 Samples of student work/internal and external data. 1.2.3 Portfolio of teacher generated tests/assignments portfolio of student results. 1.2.4 Samples of teacher observations/student work.	<b>Indicators of Success:</b> 1.3.1 Collegial Circles/District P.D. held 1.3.2 Recording/documenting student –teacher conferences. 1.3.3 Minutes from meetings and folder of samples.
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<b>Goal 1. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
1.1.1 P. D.	1.1.1 Scheduled collaboration time. 1.1.2 Collegial circles 1.1.3 District P. D.

<b>Goal 2: To build a highly motivated, inclusive school community by June, 2014.</b>		
<b>Objective 2.1:</b> By June 2011, the school community will understand the school’s academic expectations.	<b>Objective 2.2:</b> By June 2011, teachers and students will become more aware of individual learning styles in order to enhance the teaching and learning experience for all.	<b>Objective 2.3:</b> By June 2011, students will begin to understand “choice” and the impact their choices have on themselves and others.
<b>Strategies:</b> 2.1.1 Update parent handbook and awards policy 2.1.2 Continue to promote the importance of setting high standards and improved attendance in weekly newsletters. 2.1.3 Provide detailed course outlines to students and parents. 2.1.4 Hold curriculum parent information sessions for parents.	<b>Strategies:</b> 2.2.1 Encourage teachers to become more familiar with and access professional literature on Multiple Intelligences and learning styles. 2.2.2 Complete various types of multiple intelligence/interest inventories. 2.2.3 Teacher/student conferencing.	<b>Strategies:</b> 2.3.1 Encourage students to take a more academic course route. 2.3.2 Stress importance of regular attendance. 2.3.3 Model and communicate appropriate school expectations/policies conducive to learning. 2.3.4 Provide opportunities to explore issues of social ethics and morality.
<b>Indicators of Success:</b> 2.1.1 Copy of parent handbook and awards policy 2.1.2 Newsletter 2.1.3 Sample of course outlines. 2.1.4 Agenda from Information Sessions.	<b>Indicators of Success:</b> 1.3.1 Record of completed inventories. 1.3.2 Teacher portfolio of readings and reflections. 1.3.3 Records of student/teacher conferences.	<b>Indicators of Success:</b> 2.3.1 Course enrollment 2.3.2 Register 2.3.3 School policies 2.3.4 Motivational speakers/student surveys/course long term planning

<b>Goal 2. Support Plan</b>	
<b>Financial</b>	<b>Professional Development/Time Required</b>
2.1.1 Cost of Guest speakers. 2.1.2 Professional Journals.	2.1.1 P. D. offered by ESDNL. 2.1.2 Scheduled time to collaborate.

### **Operational Issues for 2010-2011**

<b>Year</b>	<b>Issues</b>
2010-11	<p><b>Issue:</b> <i>Limited choice of courses in Senior High</i></p> <p><b>Response:</b> <i>Continue to explore the use of CDLI for course delivery</i></p> <p><b>Issue:</b> <i>One teacher per curricular area makes it difficult for collaboration and sharing</i></p> <p><b>Response:</b> <i>Avail of opportunities to collaborate at District shut down days; avail of curricular conferences set up on First Class</i></p>

## Summary of the School's Most Current Data

### *Please Note:*

Commentary on Primary Language Arts Assessment, Grade 3 and 6 CRT, as well as Mathematics 3204, Mathematics 3205, Physics 3204, Chemistry 3202 and French 3200 is not included in this report. School data with five or fewer students is withheld for reasons of confidentiality.

### Gr. 9 Language Arts CRT

#### Comparison to the District and Province:

- 90% of our students performed at a level 3 or higher in the Demand Writing, almost 10% higher than the Province and District.
- 44% of our students performed at a level 3 or higher in Reading, almost 20% lower than the Province and District.
- Fatima's students scored almost 10% lower than the Province in Poetic Reading (multiple choice).
- Our students scored almost 4% lower than the Province in Informational Reading (multiple choice).
- With 71.4% performing at Level 3 or above, our students performed almost 3% lower than the Province in Poetic Reading (rubric).
- 50.0% of our students performed at Level 3 or above in Informational Reading (rubric), compared to 70.5% of students provincially and 70.2% at the district level.

#### Four Year Trend at Fatima Academy:

- Though our students' performance in Demand Writing remains consistent with, or above, the provincial average, it has fluctuated over the last four years. Our student's performance in Demand Writing has increased by 19% from the previous year.
- In each of the previous four years, student performance has fluctuated in Poetic multiple choice. In 2010, student performance decreased by approximately 4% from the previous year.
- Students have performed consistently in Informational multiple choice over the past four years. In 2010, there was a very slight decrease from the previous year.
- Student performance has been inconsistent over the last four years in Poetic Reading (rubric). While there was a 14% decrease from 2009 to 2010, our students' results were consistent with the district and province, with 71.4% performing at a level 3 or higher.
- There has been a consistent decrease in student performance in Informational Reading (rubric) over the last four years. The most significant decrease was seen between 2008 and 2009 (20%). There has also been a 12% decrease from 2009 and 2010.

#### Class Comparison – 2004 Grade 3 Language Arts CRT, 2007 Grade 6 Language Arts CRT with 2010 Grade 9 Language Arts CRT

- In 2004 this group scored 33% below the provincial mean in Reading. While this same group performed 23% below the provincial mean in 2007, their performance had increased by 10% from 2004. Student performance remained consistent from 2007 to 2010.
- In 2004 this group performed 28% below the provincial mean in Demand Writing. This same group has performed above the provincial mean in 2007 and 2010.

### Summary Comments

- Our CRT results in Gr. 9 Language Arts tend to fluctuate from year to year and from section to section within a given year's test.
- Student performance indicates a need for intense exposure to Informational texts, particularly in the area of constructed response items.
- Students' Demand Writing has shown a significant improvement from the previous year.

## **Gr. 9 Mathematics CRT**

### Comparison to District and Province:

- Our Grade 9 students performed slightly higher (60%) than the Province and district in Number Concepts (59%) and on par with the district in Measurement (66%).
- Due to our low sample size, in Number Operations and Data management & Probability, our students performed without any significant difference.
- In Patterns and Relations (60%) as well as Geometry (50%) our students performed significantly lower than the provincial and district average. (75% and 70%)

### Closed Constructed Responses

- Our Grade 9 students performed significantly lower (30% in Number Operations & 46% in Patterns and Relations) than both the province and district on closed constructed responses. (49% and 60%)

### Four Year Trend

- Student performance has varied up and down from year to year and from section to section over the past four years.
- Our students' performance on number operations has remained consistent in the mid 60s range.

### Class Comparison – 2007 Grade 6 Mathematics CRT with 2010 Grade 9 Mathematics CRT

- The format and grading process of the Gr. 6 Math CRT vary too greatly from that of the Grade 9 Math CRT to make any meaningful comparisons of student performance three years later.
- \*It should be noted that due to the fact that there were 8 students who wrote this CRT, each student accounted for 12.5 % of the data.

## **Public Examinations 2009-2010**

### **English 3201**

- Overall, on the English 3201 public exam, our students scored approximately 15% higher than the Province and District with Fatima students averaging 80.3% while the provincial average was 64.6% and the District average was 65.0%.
- Our students also scored significantly higher on each of the following sub-sections: Poetry, Prose, Connections, Comparison, and Personal Response.
- Our students scored on par with the Province in the Visual Subtest of the 2010 exam.

#### **2009 and 2010 School Comparison Comments**

- There has been an approximate 13% increase in the public exam mark from 2009 to 2010.
- Student performance in the visual subtest increased from 64% to 78%. There was a 20% increase in the prose and poetry subtest, a 35% increase in the connections subtest, a 5% increase in the personal response subtest, with a 2% decrease in the comparison subtest.

#### **4 Year Public Exam Trend 2007 - 2010**

- Our students' final marks have remained fairly consistent between 2007 and 2010, with an increase of 8% in 2010.
- Our students' average Public Exam Subset marks have fluctuated between 2007 and 2010, particularly in the following subtests – visual, prose, and poetry. The connections subtest showed a significant increase this year as compared to the previous three years. As well, the comparison subtest has remained fairly consistent with the exception of 2008. There has been a steady increase in the personal response subtest.

#### **Class Comparison – 2007 Gr. 9 CRT with 2010 Level III Performance**

- While no direct comparison of subtests can be made between the Language Arts CRT from 2007 and the English 3201 Public Exam written by the same group of students in 2010, when this group of students was in Gr. 9, their performance was quite strong on the Language Arts CRT. 83% of this group performed at or above Level 3 in the demand writing, while 75% of these students performed at or above Level 3 on the reading rubric. This group had a final mark of 80% in English 3201.

#### **2010 Final Comments**

- Overall, student performance was significantly higher than the province and district.
- Our students have significantly improved in every subtest of the public exam with students remaining consistent in their Comparative Study performance. The most significant increase was 36% in the connections subtest.

**\*\*\*PLEASE NOTE THAT SCHOOL DATA WITH FIVE OR FEWER STUDENTS IS WITHHELD FOR REASONS OF CONFIDENTIALITY\*\*\***

## **PRIMARY LANGUAGE ARTS ASSESSMENT**

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

<b>07-08</b>		<b>08-09</b>		<b>09-10</b>	
<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
NA	63.5%	100.0%	65.0%	NA	62.1%

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

<b>07-08</b>		<b>08-09</b>		<b>09-10</b>	
<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>	<b>School</b>	<b>Province</b>
33.3%	68.9%	NA	72.4%	83.3%	71.3%

## **CRITERION REFERENCE TESTS**

<b>Grade 3 Language Arts</b>									
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</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>	NA	89.7%	87.3%	88.5%	94.0%	88.3%	NA	92.1%	
<b>Listening</b>	NA	93.3%	82.5%	85.0%	100.0%	95.4%	NA	80.9%	
<b>Constructed Response: Percentage of students achieving Level 3 or above</b>									
<b>Demand Writing</b>	NA	74.5%	80.0%	72.6%	66.7%	74.9%	NA	73.9%	
<b>Poetic</b>	NA	65.8%	20.0%	56.1%	100.0%	68.8%	NA	71.5%	
<b>Informational</b>	NA	74.4%	100.0%	70.8%	60.0%	55.1%	NA	63.6%	
<b>Listening</b>	NA	64.1%	63.6%	70.2%	100.0%	70.5%	NA	59.9%	

Grade 3 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	NA	77.0%	76.0%	76.0%	85.0%	85.0%	NA	76.0%
Number Concepts	NA	71.3%	76.3%	76.3%	81.3%	73.5%	NA	77.3%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	NA	43.6%	63.6%	65.7%	100.0%	54.3%	NA	62.1%
Communication	NA	37.5%	27.3%	59.8%	100.0%	54.2%	NA	61.6%
Connections & Representations	NA	36.3%	27.3%	61.3%	100.0%	69.0%	NA	68.2%
Problem Solving	NA	51.9%	72.7%	76.2%	100.0%	68.8%	NA	68.3%

Grade 6 Language Arts								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Reading	64.7%	78.0%	83.8%	84.8%	NA	87.1%	NA	81.0%
Listening	70.0%	93.3%	94.0%	92.0%	NA	87.7%	NA	86.7%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	80.0%	76.1%	100.0%	85.1%	NA	78.7%	NA	81.4%
Poetic	44.4%	73.3%	100.0%	81.2%	NA	69.6%	NA	69.9%
Informational	44.4%	58.8%	100.0%	78.9%	NA	68.0%	NA	68.4%
Listening	0.0%	58.4%	90.0%	62.6%	NA	47.4%	NA	66.7%

Grade 6 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	57.3%	68.2%	79.0%	78.0%	NA	77.1%	NA	72.3%
Number Concepts	53.6%	62.7%	70.0%	70.0%	NA	67.1%	NA	76.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Reasoning	30.0%	33.2%	40.0%	48.4%	NA	36.5%	NA	54.9%
Communication	30.0%	30.7%	10.0%	42.0%	NA	30.6%	NA	46.5%
Connections & Representations	30.0%	40.2%	20.0%	41.3%	NA	36.1%	NA	44.0%
Problem Solving	50.0%	50.6%	20.0%	55.4%	NA	42.5%	NA	55.8%

Grade 9 English								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Poetic	75.0%	79.4%	69.1%	77.2%	80.0%	71.0%	76.3%	85.1%
Informational	76.4%	74.5%	67.3%	78.1%	80.0%	83.1%	76.3%	79.3%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Demand Writing	83.4%	83.5%	100.0%	86.2%	76.9%	83.0%	90.0%	85.4%
Poetic	58.3%	71.1%	90.9%	73.0%	84.6%	79.5%	71.4%	73.1%
Informational	91.7%	75.7%	81.8%	77.5%	61.5%	75.5%	50.0%	70.1%

Grade 9 Mathematics								
	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Multiple Choice:</b>								
Number Operations	66.7%	59.5%	65.2%	60.3%	69.2%	55.8%	64.1%	69.5%
Number Concepts	77.8%	47.1%	70.5%	68.9%	38.5%	39.3%	60.0%	59.0%
Patterns & Relations	72.9%	55.6%	65.2%	59.3%	76.4%	68.9%	59.8%	75.4%
Measurement	63.3%	55.3%	45.5%	55.1%	68.6%	59.9%	66.0%	67.6%
Geometry	66.7%	69.4%	69.5%	55.4%	81.2%	61.8%	50.0%	69.4%
Data Management & Probability	64.6%	48.6%	75.0%	63.2%	53.9%	53.7%	62.5%	65.9%
<b>Constructed Response: Percentage of students performing at Level 3 or above</b>								
Number Operations	44.4%	32.5%	45.5%	51.0%	65.4%	44.5%	29.7%	48.9%
Patterns & Relations	47.2%	32.5%	56.1%	61.3%	74.4%	57.0%	45.8%	60.4%

## PUBLIC EXAMS

Exam Mark	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
French 3200	NA	70.2%	63.7%	65.1%	NA	68.3%	NA	68.1%
Math 3204	69.3%	62.7%	66.8%	57.4%	56.3%	58.9%	NA	58.0%
Math 3205	NA	73.8%	76.8%	78.9%	61.0%	74.9%	NA	75.3%
World Geography 3202	65.1%	61.8%	NA	63.1%	71.5%	63.2%	NA	58.8%
Biology 3201	63.9%	61.4%	NA	61.2%	60.8%	58.4%	NA	60.7%
Chemistry 3202	72.3%	61.3%	57.5%	64.6%	NA	62.2%	NA	66.4%
Physics 3204	NA	65.8%	68.5%	68.3%	NA	67.2%	NA	65.5%
English 3201	65.3%	59.1%	69.8%	65.3%	66.8%	60.2%	80.3%	64.6%

## GRADUATION STATUS

	06-07		07-08		08-09		09-10	
	School	Province	School	Province	School	Province	School	Province
<b>Honours</b>	38.1%	22.9%	20.0%	25.1%	30.0%	23.1%	33.3%	25.2%
<b>Academic</b>	47.6%	40.4%	60.0%	35.7%	60.0%	40.9%	25.0%	39.5%
<b>General</b>	14.3%	36.7%	20.0%	39.3%	10.0%	36.0%	41.7%	35.2%

### Junior High Year End Results:

*(Comparison of class averages over last four years in subjects used to determine "Honours")*

	Language Arts	Math	Science	French	Social Studies
Grade 9 (2010)	<b>72</b>	<b>68</b>	<b>66</b>	<b>79</b>	<b>81</b>
Grade 9 (2009)	<b>77</b>	<b>74</b>	<b>83</b>	<b>81</b>	<b>84</b>
Grade 9 (2008)	63	64	79	75	80
Grade 9 (2007)	71	74	84	83	83
Grade 8 (2010)	<b>81</b>	<b>76</b>	<b>82</b>	<b>78</b>	<b>83</b>
Grade 8 (2009)	<b>70</b>	<b>69</b>	<b>77</b>	<b>77</b>	<b>80</b>
Grade 8 (2008)	79	78	84	82	84
Grade 8 (2007)	77	72	83	79	82
Grade 7 (2010)	<b>83</b>	<b>85</b>	<b>86</b>	<b>88</b>	<b>85</b>
Grade 7 (2009)	<b>76</b>	<b>81</b>	<b>83</b>	<b>83</b>	<b>88</b>
Grade 7 (2008)	63	68	70	79	70
Grade 7 (2007)	78	81	83	82	82

#### Summary:

- Year-end results in Grade 7 show growth in most areas with a slight decrease in Social Studies. In Grade 8, results also show growth in all areas. These results indicate that students at Fatima Academy are demonstrating continual growth.
- The year-end results in Grade 9, indicate a decrease in performance in all areas. It should be noted here that similar results appear on the Grade 9 CRTs. Please refer to the commentary for Grade 9 Mathematics and Language Arts CRT.

## Performance in Non-Public Exam Courses

(\*) in a block indicates that less than five students were enrolled, in which case data is withheld for reasons of student confidentiality

(-) in a block indicates the course was not offered that year

<i>Senior High Course:</i>	School Aver. 2007	School Aver. 2008	School Aver. 2009	School Aver. 2010	District - Aver. 2010	Province - Aver. 2010
<b>Applied Music 3206</b>	-	-	82	-	83	86
<b>Comm. Technology 2104</b>	-	87	92	87	77	74
<b>Comm. Technology 3104</b>	-	92	90	93	73	73
<b>Math 1204</b>	80	72	77	86	66	67
<b>Math 1206</b>	-	-	-	*	60	58
<b>Math 2204</b>	69	*	*	*	61	62
<b>Math 2205</b>	81	84	74	*	80	80
<b>Math 2206</b>	78	-	81	-	65	63
<b>Math 3206</b>	-	*	-	78	63	64
<b>Math 3103</b>	73	77	81	80	68	68
<b>Physical Education 2100</b>	-	90	87	-	83	82
<b>Physical Education 2101</b>	-	91	81	-	81	81
<b>Healthy Living 1200</b>	-	-	-	90	73	75
<b>Science 1206</b>	83	74	72	81	69	68
<b>Chemistry 2202</b>	66	73	*	81	73	73
<b>Physics 2204</b>	73	-	76	-	71	71
<b>Environ. Science 3205</b>	80	-	75	-	67	67
<b>English 1201</b>	76	67	67	75	68	68
<b>English 1202</b>	-	-	*	*	61	60
<b>English 2201</b>	70	74	76	77	68	68
<b>English 2202</b>	72	-	70	76	63	62
<b>English 3202</b>	-	*	-	76	64	64
<b>Writing 2203</b>	74	-	67	-	69	69
<b>World Religions 3106</b>	74	91	87	93	74	75
<b>Career Development 2201</b>	-	89	94	-	70	72
<b>French 2200</b>	82	-	82	-	73	74
<b>World Geography 3200</b>	62	-	60	-	61	60
<b>Human Dynamics 2201</b>	-	90	-	80	75	74
<b>Work Place Safety 3220</b>	-	85	-	83	74	75
<b>Skilled Trades 1201</b>	-	-	-	91	74	76
<b>Canadian History 1201</b>	-	80	-	84	72	72
<b>Biology 2201</b>	-	81	-	73	65	66
<b>Music 2200</b>	-	-	-	87	75	76

**Summary:** ➤ Fatima Academy students scored higher or significantly higher than the District and Province on all sr. high non-public exam courses offered at the school in 2009-10.

## Summary of School Fundraising

At Fatima Academy, in 2009-10 the following fundraising took place:

- The annual walkathon: Students from Gr. 4 – Level III obtained sponsors for a 5km. walk in September to help support student activities throughout the year such as field trips, theme days, and outings - the biggest of which was the annual ski trip to White Hills.
- The Athletic Fund: All student members of our sports teams sold tickets weekly during their sports’ season to support the cost of registrations and travel expenses associated with tournaments.
- Fatima To Florida: The High School Choir (Grades 7 to 12) and a fundraising team solicited funds to make a dream come true for these students. The Choir was invited to perform on the International Stage in Walt Disney World in Florida. All funds raised were used to realize this trip.

### APPENDIX A

<b>EVENT</b>	<b>REVENUES</b>	<b>EXPENSES</b>	<b>BALANCE FORWARD</b>
Annual Walkathon	\$7901.58	\$7755.93	\$145.65
Athletic Fund	\$10,155.92	\$8948.48	\$1207.44
Fatima to Florida	\$137,968.03	\$141,686.11	-\$3718.08(covered by general school account)