

# 2015-16 Community Report Cole Harbour District High School



Graduation Rates	
School Year	Rate
2015-16	98%
Destination after High School	
Destination	Rate
Community College	22%
University	43%
Other Education or Training	5%
Join Workforce	12%
Unknown	9%

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
<u>Grade 10 Provincial</u>		
Reading	73%	78%
Writing - Ideas	59%	69%
Writing - Organization	53%	65%
Writing - Language Use	53%	65%
Writing - Conventions	47%	60%
<u>Math Assessments</u>		
<u>Grade 10 Provincial</u>		
Mathematics	51%	72%
Mathematics At Work	57%	54%

In 2015-16, Cole Harbour District High School, through professional development sessions, has further developed its repertoire of skill-sets to build the quality of deliverables that will impact leadership, student engagement, & achievement in an equitable positive manner. The Staff at Cole Harbour District High School through their extended CLG/CLT (PLC's) have an increased understanding that the quality of instruction will advance the achievement in their classroom. CHDHS staff has become extremely sufficient at increasing creative, innovative ways to move students beyond expectations, where they become immersed in a high quality learning environment, where students & staff members work together in a caring, vibrant learning community that fosters personal and intellectual growth. Evidence for this is demonstrated in the above data where 98% of our students graduate on time and 92 % move on to post- secondary education. Our challenges are to continually support staff members in developing the empathy required to deal with some of the challenges students face at 47% Writing conventions & 51% for math. These challenges are being supported with professional development which will foster that shift in thinking to further develop the cultural competencies required to address individual student's needs through a different lens.

Our Instructional Staff continues to be provided opportunities to attend PD on effective questioning techniques which are unbiased to encourage critical analysis, divergent thinking, estimation/predictions, and inquiry based thinking. These processes foster opportunities for a classroom culture can be established where students take risks to communicate their learning. Best practices are fostered through differentiated instruction and a school climate that fosters a more effective means of student communication. Disaggregated data provided from formative and summative assessments have provided instructional leaders with a greater appreciation for the cultural competencies and culturally responsive teaching practices required to meet the needs of students. It is all about educating in the risk free environment.

Some of the highlights for our students have either initiated or continue to be involved in the use of Google Docs, Relay for Life (raising \$19 000), National student Council Leadership Summit hosted by HRM High Schools, NSSSA – students Antigonish, Best buddies, KD Lunch, Anxiety Team student sponsored visiting local Junior Highs, Jack.org Mental Health (Blue Shoelaces), Skin cancer Rugby game, Goat Dance (for students in Africa), Imhotep Legacy, Youth summit, Black male summit, Africentric Conference, the Musical Annie, Quebec 2016, the Drama Fest productions, Food Drive: Stuff-a-Bus 2015, CHDHS Memorial Invitational, and the Girls Basketball team (Girls 2nd place finish in Provincials 2016) & the boys Rugby won the Capital Region banner. We were also at our best during Celebration of Communities, Youth summit, African Heritage quiz for high schools, Teens Now Talk, Washington Trip, Hosting SAC committees for HRSB, MADD Canada presentation, RCMP Liaison activity, and Fight Against Skin Cancer (Melanoma Awareness) campaign, the Black Male summit, the Cole Harbour Memorial Invitational and the grade nine orientation day. These initiatives demonstrate our quality and would not be possible without devoted young people and the caring, hardworking staff at Cole Harbour District High School.