



## Musquodoboit Rural High School

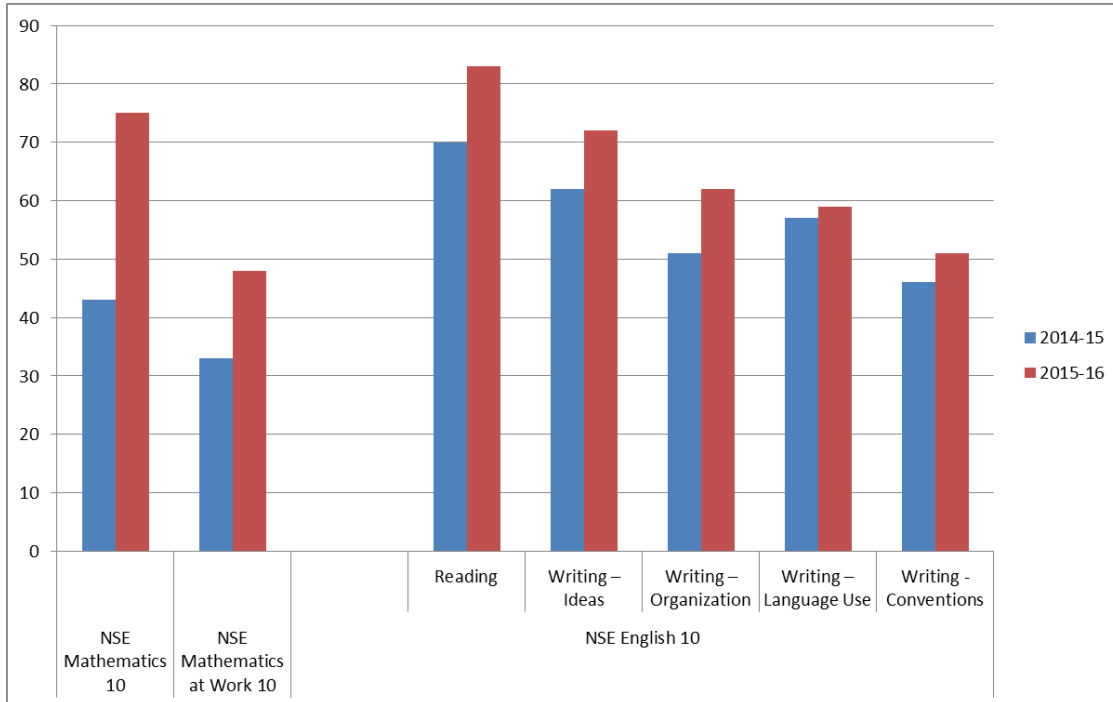
### 2015-16 Community Report

<b>Provincial Assessments</b>		
	<b>School (%) 2015-16</b>	<b>Board (%) 2015-16</b>
<b><u>Literacy Assessments</u></b>		
<b>Grade 8 Provincial</b>		
Reading	65%	76%
Writing - Ideas	79%	91%
Writing - Organization	67%	80%
Writing - Language Use	70%	82%
Writing - Conventions	67%	70%
<b>Grade 10 Provincial</b>		
Reading	83%	78%
Writing - Ideas	72%	69%
Writing - Organization	62%	65%
Writing - Language Use	59%	65%
Writing - Conventions	51%	60%
<b><u>Math Assessments</u></b>		
<b>Grade 8 Provincial</b>		
Mathematics	69%	63%
<b>Grade 10 Provincial</b>		
Mathematics	48%	72%
Mathematics At Work	75%	54%

<b>Graduation Rates</b>	
<b>School Year</b>	<b>Rate</b>
2015-16	100%
<b>Destination after High School</b>	
<b>Rate</b>	
Community College	33%
University	33%
Other Education or Training	7%
Join Workforce	10%
Unknown	5%

When viewing the assessment results above, it's important to note that these are not calculated average scores. Instead, each value represents the percentage of students who achieved a Level 3 or higher. Students with a Level 3 or higher are considered to be performing at or above expectation; Level 2 or lower are considered to be below or approaching expectation.

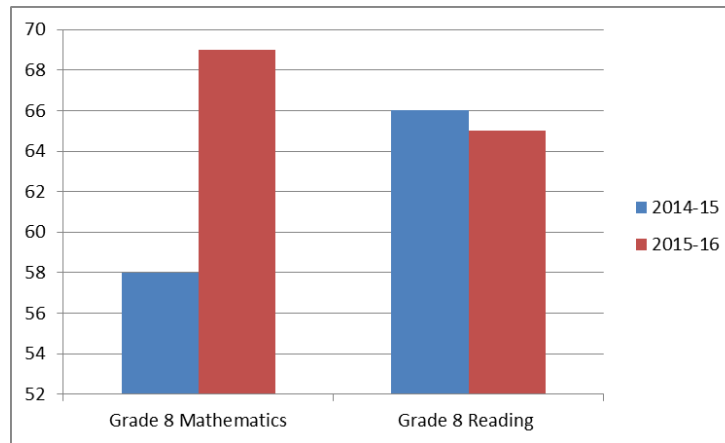
Comparison From Previous Year:



Grade 10 Assessments	2014-15	2015-16
NSE Mathematics 10	43	75
NSE Mathematics at Work 10	33	48
NSE English 10		
Reading	70	83
Writing – Ideas	62	72
Writing – Organization	51	62
Writing – Language Use	57	59
Writing - Conventions	46	51

While there is still room for growth, we are proud of the increased numbers of students achieving at or above the expectation compared to the previous year (please see below). For example, in NSE results for Mathematics at Work 10, there is an increase of 32% compared to 2014-15, which is significantly above the Board average. And while our NSE results for Mathematics 10 are still below the Board average, they have increased by 15%. We see this as an accomplishment. The MRHS Math Department and related subjects will continue their work and expect to see continued improvement.

We also recognized significant gains in our NSE English 10 results this year. In this assessment, Reading results have increased by 13% compared to 2014-15 and is above the Board average. Our Writing results also show improvement: Writing-Ideas increased by 10%, Writing-Organization increased by 11%, and Writing-Conventions increased by 5%.



<b>Grade 8 Assessments</b>	<b>2014-15</b>	<b>2015-16</b>
Grade 8 Mathematics	58	69
<b>Grade 8 Reading &amp; Writing</b>		
Reading	66	65
Writing – Ideas	-	79
Writing – Organization	-	67
Writing – Language Use	-	70
Writing - Conventions	-	67

In terms of our Grade 8 Provincial Assessments, we are pleased to see an 11% increase in the number of students at or above the expectation for Mathematics, which is higher than the Board average. While we did notice a less than one percent drop in the Grade 8 Reading and Writing Assessment levels, we will continue to make adjustments to instruction to improve student achievement in this area. Please note that percentages are not available for Writing results from 2014-15.

The 2015-16 school year marked Year Two of our five-year Student Success Plan (SSP) – formerly known as our Continuous School Improvement (CSI) Plan.

This past year the teachers at MRHS have shared in a number of professional learning opportunities on Professional Development days, in their departments, in collaborative learning groups, and at staff meetings. The aim was to work on the strategies that support the Literacy and Math goals developed in Year One:

- To improve student achievement in comprehension, with a focus on critical thinking.
- To improve student achievement in mathematical problem solving.

Professional Development included working with clear learning goals to develop success criteria in student-friendly language based on learning outcomes; incorporating critical thinking into lessons, using different sources of data to support assessment for and of learning, and Culturally Relevant Pedagogy – where outcomes based learning is paired with activities that are relevant to students' lives.

The PD on different sources of data focused on using conversations and observations – not just products to determine where students are in their learning. In other words, instead of just relying on written work, projects and tests, we tried to find different ways to discover what students know and can do in order to map next steps. This meant developing tools to record what students say and do to demonstrate they are reaching key learning targets.

In the English Language Arts department, teachers began looking at outcomes that clearly link back to critical thinking and then developed lessons that were shared in the Google Classroom for other teachers in the department to see and adapt according to need. This translated into the development of rubrics that use “I can” statements to indicate to students how they can meet outcomes. The use of “I can” statements has been adopted school-wide, not just in language classes, and can be seen posted on whiteboards in all subject areas.

In the Math department, there was a focus on using different strategies to solve problems, including explicit instruction on multiple steps to use the problem solving process. Math teachers worked collaboratively to develop a “Problem Solving Template” to use with students and have them think specifically about different parts of the problem solving process. As the Math department head described, “We want them to see this as developing a set of skills that will enable them to solve any problem, not just as a means to coming up with the right answer.”

Moving forward in 2016-2017, we will continue to develop the strategies that support our Math and Literacy Goals to improve student success.

In terms of Problem Solving, we have identified a number of areas that still need attention, such as encouraging students to use “smart estimation” and then going back to check and see if their work is correct. Another area is choice of strategies to solve problems, and helping students learn to be more independent and not to be afraid of having the wrong answer. We learn by making mistakes!

In terms of Comprehension and Critical Thinking, we have identified areas in effective note taking as well as summarizing strategies in order to further students’ ability to make connections with what they see, hear and read, and to be able to respond critically.