



2014-15

Community Report for Duncan

MacMillan High School

Provincial Assessments		
	School (%) 2014-15	Board (%) 2014-15
Literacy Assessments		
Grade 8 Provincial		
Reading	62%	76%
Grade 10 Provincial		
Reading	60%	79%
Writing - Ideas	57%	72%
Writing - Organization	40%	65%
Writing - Language Use	43%	66%
Writing - Conventions	33%	65%
Math Assessments		
Grade 8 Provincial		
Mathematics	25%	58%
Grade 10 Provincial		
Mathematics	14%	69%
Mathematics At Work	31%	51%

Graduation Rates	
School Year	Rate
2014-2015	100%
Destination after High School	
Community College	36%
University	21%
Other Education or Training	4%
Join Work Force	25%
Unknown	7%

While our numbers, in the chart above, are not positive, our commitment to improving results for our students is strong.

Last year, the staff and school community at Duncan MacMillan High School (DMHS) were involved in the self-assessment process that is required in order to develop the plan for improving student achievement at the school. This process required that teaching staff examine and analyze a wide variety of data, including school-based classroom assessments and external testing that is done by the Halifax Regional School Board (HRSB) and the Department of Education and Early Childhood Development (EECD). The results of the self-assessment process identified the goals on which we need to focus in order to improve the results for our students. The data that are included in this report confirm that the goals that were developed last year are the areas in which we need to focus.

Our school goal in literacy identifies improvement in reading comprehension and the development of critical thinking and problem-solving skills. To achieve this, teachers will use inquiry-based learning to implement reading comprehension strategies that help students to develop critical thinking. Using a variety of assessment strategies, teachers will focus on providing students with feedback that describes what they have done well and identifies how they can improve. Teachers will work together to examine a variety of assessment data so that they can respond to the needs of the students in how they teach, assess and provide students with feedback.

The school mathematics goal is to improve student achievement in mathematical problem-solving. To achieve this, teachers will assess how well students understand the process of solving math problems by using questions that require students to explain their thinking. Teachers will use real world problems to make math relevant and meaningful and will use technology to enhance problem-solving activities for our students.

Last year's self-assessment process was undertaken as part of the Professional Learning Communities (PLCs) for literacy and math. PLCs are the result of teachers who come together to learn from one another and to examine the results of student assessments. Using the information garnered from their examination of the data teachers plan their instruction to make sure that all students are able to receive the level of challenge and support they need in order to learn well. The PLCs focused on developing a common understanding of the strengths and challenges within the school. The teachers used this information to identify the goals and strategies that would have the greatest impact on student achievement if consistently implemented by all teachers at DMHS.

With a clear direction identified for both literacy and math, the teaching staff has been provided with professional development that will help them be intentional and purposeful in their planning. During the 2015-2016 school year they will receive ongoing support in;

- the use of clearly identified learning targets
- high yield instructional strategies
- the inclusion of specific components of planning that have proven to yield percentile gains in learning
- differentiation
- responsive planning and teaching
- Reader's Workshop
- the teaching staff will engage with HRSB program staff to augment their learning to support both their professional learning in effective planning and instructional strategies to more effectively engage all learners in their classrooms
- planning for rigor in the classroom

The teachers at DMHS are committed to improving their planning, instruction, feedback and assessment strategies as they work to be responsive to the learners who are in their classrooms. This work will be ongoing throughout the school year.

As a staff, we look forward to being able to report on significant improvements in student achievement as a result of our targeted focus on those areas in which our students have struggled in the past.

