

**Nova Central School District**  
**Interim Annual School Development**  
**Summary Report**

**School:**     \_\_\_Leo Burke Academy\_\_\_                    **Year:** 2006-07\_\_\_

**Mission:**    \_The School Community of Leo Burke Academy is committed to maximizing the potential of all students by providing a challenging, caring, and safe environment that respects the rights, needs and differences of all.

**Principal's Signature:**                                    \_\_\_D. Hamlyn\_\_\_

**School Council Chair:**                                    \_\_\_Kim Hannon\_\_\_

**Date Submitted:**    \_\_\_January 28, 2008\_\_\_

**Date Reviewed by:**    \_\_\_\_\_

## 1. Message from Principal and School Council

### Principal's Message

The Annual School Development Report outlines the achievements of students as well as the programs and services that are available at **Leo Burke Academy**.

The 2006-07 year was definitely one of **transition** for the school as it marked the first year that the school was responsible for the delivery of educational services to all Grade 7 – Level III students in Bishop's Falls. Given that this was only one year removed from a period of time that saw considerable public concern expressed over the pending move of Senior High students out of the community, it was definitely a year of new beginnings. From being a Grade 9 – Level III school during 2005-06 to a Grade 7 – Level III school during 2006-07 there was obvious much change in terms of the nature of the student body and the increase in teaching staff necessitated by the increase in student numbers. Being a Grade 7 – Level III school certainly presents a lot of opportunities as students will now have a 6 year period during which to develop an identity and sense of ownership at the school. Students will enter the school as young adolescents and graduate six years later as young men and women ready to take their place in the global economy. Being part of an educational institution that can foster that development is certainly exciting.

Obviously much of the 2006-07 school year was addressing the educational and social issues presented by our new student body. Realizing that we had students who ranged from pre-teens who required considerable guidance, direction, and supervision to young men and women eighteen years old who were responsible and mature young adults was a challenge. It was challenge that I believe the students, staff, and community met head on and we had considerable success with. Even changing the membership of our Student Council to reflect our new demographics was indicative of the school's response and the desire to have the new Grade composition be a success. The way in which our senior students responded and accepted the younger students into the school was encouraging. The younger students are also to be commended as they embraced the new structure and throughout the year made their mark at **LBA** in the classroom, on the sporting field, in music and drama, and many other activities that took place at the school. They are now an important and integral part of **Leo Burke Academy**. This is not to say that there were not challenges, there were, but most challenges found solution through the concern and desire of all parties to keep the interests of students to experience academic success in a caring and safe environment foremost on the agenda.

2006-07 also saw increased emphasis in the province, at the district and at the school level placed on students being placed in academically appropriate programs. I know there has been concern expressed by other educators, as well as myself that students enrolled in general programs should be there because that program challenges them and is academically appropriate. It has been found that there are too many students in the province who are capable of succeeding in an academic program but have chosen to enroll in a general program that does not challenge them. That cannot be the way educational programs are selected for students and we have taken that challenge on at the school in a major way as have the district and province. Ensuring that students are enrolled in courses and programs that challenge them appropriately should in the end provide for improved student success in both academic and general programs. ***The bottom line is that all students should strive to achieve to their potential. When that occurs, everyone is a winner!***

**Leo Burke Academy** witnessed a rare event in June of 2007 with the retirement of four educators who have been part of the education system in Bishop's Falls for a significant period of time. **Mr. David Anthony, Mr. Harry MacDonald, Ms. Jose Budgell, and Mr. Dave Stoodley** have been part of the face of **Leo Burke Academy** and their retirement will spark many memories for not only them, but for many students who have attended school in Bishop's Falls in the past 20-25 years. We wish them well as they take on new challenges and embark on the next phase of their lives.

2006-07 has witnessed a lot of activity at **Leo Burke Academy**. The remainder of this report will endeavour to provide you with some of the specific details as it relates to the academic achievement, accomplishments and school growth and development process at the school. Please contact the school or district personnel should you require further information.

D. Hamlyn, Principal

### **School Council Message**

On behalf of the Leo Burke Academy School Council I would like to extend my sincere *thanks* to all members of the school council who gave of their time and energy ensuring our school is the best that it can be. I would especially like to welcome our newest members; it is nice to see Parents and Community Members taking such an active interest in our school.

This year the school council has been very busy. The Council has taken an interest in forming partnerships with Community members in order to provide extra resources and support for our students and teachers. Both students as well as teachers are working with Central Health in order to apply for Wellness Grants. These grants will hopefully provide programs that will improve the overall well-being of our students. We also have the addition of Cst. Matthew Ingram of the RCMP on our school council. We are looking forward to working with him and utilizing his expertise to support our students.

In conclusion, I would like to thank **all** the parents and especially the teachers for supporting our students. It is you that is the backbone of **our School** and it is the support that you give that helps keep our school strong and vibrant. *Keep up the good work!!!* The School Council looks forward to continuing the support that it provides to our students and staff. We have the students in our best interest and will continue to work together to ensure that they are provided the best education possible.

Sincerely  
Kim Hannon  
Chairperson, Leo Burke Academy School Council

## 2. Overview of School

### Our School Community

**Leo Burke Academy** is part of the Nova Central School District, which has 69 schools with a total of 13,256 students in June of 2007. **LBA** had an enrollment of 292 students in grades 8 – Level III. Of that number, 149 students are male and 143 are female. The average class size is **15.5** compared with a district pupil-teacher ratio (PTR) of **12.3** and a provincial PTR of **13.1**.

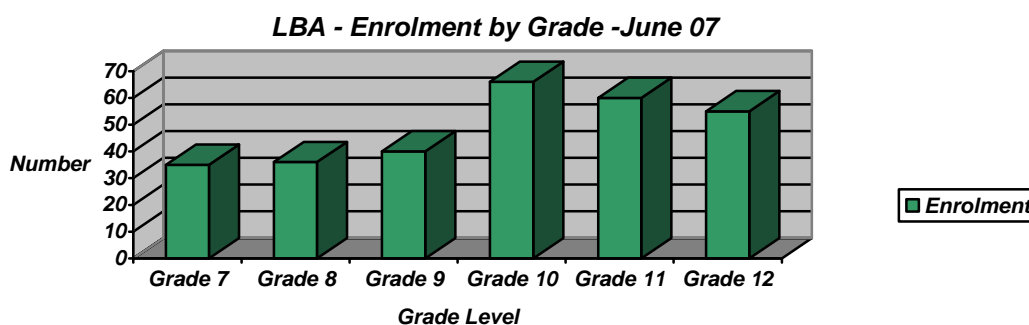
2006-07 also marked the first year that **Leo Burke Academy** delivered education to all students in Bishop's Falls from Grade 7 – Level III. As part of the District Restructuring Plan, Bishop's Falls Academy closed in June of 2006 leaving two schools; **Leo Burke Academy** and **Helen Tulk Elementary** to deliver educational services to the students of Bishop's Falls. It was a change for the school going from a predominantly senior high system to a school that comprised two schools; a junior high school (Grade 7-9) and a senior high school (Level I – III). Overall, it was a change that went quite smoothly and will hopefully be a positive harbinger for the future. As the following table illustrates while our student population during the 2006-07 school year reflects more students in the high school section there will be change in years to come to where our student population will be more evenly dispersed across all grade levels with from 30-40 students per grade level.

#### Leo Burke Academy

##### Enrolment (June 2007)

Grade	Male	Female	Total
7	17	18	35
8	12	24	36
9	20	20	40
10	40	26	66
11	30	30	60
12	30	25	55
	<b>149</b>	<b>143</b>	<b>292</b>

The following graph visually presents the current enrolment and points out the trend that is occurring:



**Sixty-three (63) students, or 21.5% were on ISSP's during the 2006-07 school year** and receiving some degree of individualized attention as required by the Department of Education criteria. There are **51** students or **17.5%** were receiving direct service from Special Education personnel while **12** students or **4%** were being serviced indirectly.

**Leo Burke Academy** has a total of 19 teachers for the 2006-07 school year. Music services are shared with **Helen Tulk Elementary**. **LBA** is fortunate to have specialist teachers in all areas of the curriculum including French, music, art, sciences, mathematics, technology, and physical education. In student support services we have 1.5 non-categorical teaching units. For the 2006-07 school year our Guidance Counsellor also performed the role of ISSP leadership. In addition to school based staff we have access to itinerant services when required in the areas of education psychology, hearing and visual impairment, and speech-language pathology. Secretarial, maintenance, and custodial support services are also provided at **LBA**.

### **Programs Provided**

**Leo Burke Academy** offers the entire prescribed curriculum for students in Grades 7, 8 and 9. At the high school level **62** courses are offered. Currently the school makes use of the **Centre for Distance Learning and Innovation (CDLI)** to offer courses when enrollment is limited. During 2006-07, Physics 2204, Physics 3205, Math 2205, Math 3205, Math 3207 and World History 3201 were offered through the CDLI system. Thirteen students were enrolled in from 1-3 courses through CDLI. We have had a positive experience with CDLI during our first two years as part of the CDLI network. To the students' and school's advantage has been the ability of students to succeed with minimal supervision and taking charge of their learning. Consequently our success rate has been good. With declining enrolments CDLI will continue to be an important vehicle for the delivery of educational programming to students at **LBA**. What courses are offered each year will be dependent on student enrollment? During some years, when demand is limited, students will have to avail of CDLI to access courses, while in other years when student enrollment is larger, courses will be offered in the classroom. A unique advantage that **Leo Burke** enjoys is that we have the specialist teachers at the school to instruct the courses when enrollment warrants while also having those specialist teachers available as resource people when students are accessing the courses through CDLI.

### **Key Highlights/Special Projects**

There are a number of areas in which **Leo Burke Academy** exhibits particular strengths. The ability to offer courses in a variety of fine arts and personal development areas are obvious. Students at the school can access a variety of courses in Music, Art, French, Physical Education, Leadership, Technology Education, and Theatre Arts. There are few schools of comparable size that offer the diversity of programming in those areas that **LBA** currently does. In addition, the school addresses the entire core programming requirements as specified by the Department of Education for high school graduation.

During 2006-07 students and teachers at **LBA** experienced success in a number of areas including:

- **Megan Thompson and Ashley Howse**, graduates of the Class of 207 received **two of the three electoral scholarships for the District of Exploits**. The scholarships were awarded based on their performance on the Public Examinations administered in June.
- In October students at the school hosted a presentation by the **Absolut** group which used music and multimedia to highlight social issues such as drug abuse, bullying, verbal and physical abuse. The presentation was very well received by the staff and students at the school.
- In December **Leo Burke Academy** hosted a presentation by adventurer and motivational speaker **TA Loeffler who made an attempt to climb Mount Everest** in the spring of 2007. Although she did not conquer Everest this time her message of setting and achieving goals was very well received.
- Grade 9 student **Kaitlin Baker** participated in the job interview challenge as part of the **4<sup>th</sup> Annual Skills Canada Intermediate Challenge** hosted by the Eastern School District and received **the gold medal**. As a result of her achievement **Kaitlin** was also invited to participate in the Provincial Skills Challenge in late March..
- The **Senior Girls' Volleyball team** won the Regional Qualifier and earned the right to participate in the Provincial Tournament in Port-Aux-Basques were they posted a 1-3 win-loss record. **Moncia Ford** was awarded the team sportsmanship award.
- In early February, **burn victim and motivational speaker Michael Gaultois** spoke at the school to the student body. Michael was involved in a cabin fire and received burns over 86% of his body. The fire also resulted in the death of a friend.
- The **LBA Scholarship Program** at the school continued for the fourth year. Combined with superb support from individuals, organizations, and businesses, the scholarship program awards **scholarships valued at approximately \$2000** to students for their academic achievement and industry. The fact that our scholarship program is continuing to grow is something that is a source of pride for everyone at the school.
- Under the leadership of **Mr. Lorne Goudie** and **Ms. Kathleen Kearns - Rodgers** a **Heritage Fair** was held at the school in March. **Megan Stewart, Danielle Borland, Miranda Brace, and Marti Brace** were selected to attend the Regional Heritage Fair in May. At the Regional Fair **Miranda Brace** was awarded **the Honorable Laurier L. LaPierre Medal** and **Megan Stewart** was selected to attend the **National Fair in Lethbridge, Alberta**, in July for her project on Terra Nova National Park.
- **Leo Burke Academy** was awarded an **Arts Smarts Grant** for 2007-08 in June to engage 34 Grade 8 students in a matt making project in November. **Ms. Fatima Hammond** made the necessary application and student work was subsequently displayed at the Gordon Pinsent Center for the Arts.
- The **School Breakfast Program** was reintroduced to the school in April after a four year absence due to the lack of volunteer support. Under the **leadership of Level I student, Alan Sutton**, meetings were held with local, district, and provincial officials that resulted in the program once again becoming a regular part of school life.
- In March 80 **students and staff participated in a Fitness Challenge** that saw two teams engage in friendly competition to see who could engage in the most hours of physical activity throughout the month. A celebration for all participants was held at the end of the month.
- **LBA** continued their active involvement in drama. This year their production of **"MMMBETH"** was really well received at the Regional Festival This marked the final year for **Mr. D. Anthony** directing the school Drama Group.
- **LBA** students once again were very involved in the various public speaking competitions held in March and April. Students from the school were involved in speak-offs organized by the Lions Club and Knights of Columbus.

- The Music program remained quite vibrant at the school with one of the highlights being a trip to St. John's for the Rotary Music Festival by both the **Senior Band** and the **Jazz Ensemble**. It was a positive experience for the students as they got to play for other students in a concert setting and also receive a professional adjudication from a variety of adjudicators. **SchoolStock** was another musical venture for students at the school as many individuals and groups made the annual pilgrimage to Buchans.
- Student Leadership remained active at the school. Two students; **Chris Keough** and **Amber Antle** attended the **Encounters with Canada** Program in Ottawa. **Ms. Donna Rose** also attended the Encounters with Canada Program as a chaperone and found the program to be fantastic.
- Students also attended the **Provincial Leadership Conference in Bonavista** where several students facilitated sessions. Students also led spirit and educational activities at the school throughout the year.
- Level III students **April Rideout**, **Megan Thompson** and **Amy Slaney** were offered \$2000 scholarships from Memorial University based on their achieving a 90% average at mid term.
- **Mr. David Anthony** was awarded "**The Arts Work**" **Educator Award** which recognizes a K-12 teacher who has made a significant contribution to arts education within the school community. **Mr. Anthony** was one of five recipients in the province and received his award at the Arts Work Conference in Corner Brook in the spring.
- Level I student **Alan Sutton** attended a week-long **Forum for Young Canadians** in Ottawa. During one part of the week Alan was the Premier of Newfoundland during their rendition of a First Minister's Conference.
- **Leo Burke Academy** received **\$2500 in Creative Sentencing Funding** for the Workplace Safety 3220 course. The funding was made possible through a plea agreement with Crosbie Industrial Services Ltd. It was the result of an incident at the Ultramar Tank Farm in Botwood in June 2002 that resulted in injuries to two workers. **Government Services Minister Diane Whalen** made presentations to the three closest schools to where the incident occurred and offered the Workplace Safety 3220 course.
- The **Youth Action Committee** at the school was very active throughout the year. They made several important contributions to important issues at the school level as well as addressing global issues. They raised money to help sponsor a child in the Dominican Republic and also participated in the 30 Hour famine.
- **Ms. D. Rose** conducted a "**Quit for Life**" program for 6 students during the year with **4 students successfully quitting!!!**
- **The first year with the grounds of the school being "Smoke Free" was a great success.** Thanks to everyone for making the school and grounds a healthier place for everyone!!!!

### Partnerships

**Leo Burke Academy** enjoys a significant degree of community support for its various curricular and co-curricular programs. The school scholarship program is now five years old and has received tremendous support from individuals, community organizations, and the business community. Currently our scholarship program awards over \$2000.00 annually to students at the school. Our current contributors to the program include:

**Newfoundland Hydro**  
**Bishop's Falls Irving**  
**Grand Falls Drug Store**  
**Bishop's Falls Medical Clinic, Dr. H. Bruce**  
**Buddy's Express**  
**Adam's Building Supplies**

**Knights of Columbus**  
**Scott Simms, MP**  
**Bishop's Falls Lions Club**  
**Shopper's Drug Mart**  
**Bank of Montreal**  
**Bishop's Falls Foodland**  
**Leo Burke Academy Student Council**  
**Inglis Memorial Retired Teaching Staff**  
**Stagg Signs**

In 2006-07 **Leo Burke Academy** also partnered with the **College of the North Atlantic** to offer a three-year program called "**Solution Revolution**" to Level I – III students at the school. Solution Revolution is a program developed to target grades 10, 11, and 12 students. The objective is to provide them with valuable skills and information needed to make decisions in order to survive the game of life. The objectives of the program are

- To show the importance of continuing education
- To provide youth with basic life skills
- To teach financial learning
- To provide educated and skilled workers
- To reduce outsourcing of management and skilled positions
- To "Bridge the Gap" from adolescence to independence

Starting with the Level I class of 2007-08, students will be exposed to nine 1-hour sessions over three years that will address various topics including **Budget Preparation, Resumes and Interviews, Financial Literacy, and Customer Service** and the **Work Environment**. At the end of the Program in Level III all participants will receive certificates signifying their completion of the "Solution Revolution" program. In addition, there will be a monetary scholarship presented to one student each year that completes "**Solution Revolution**". This program has received positive feedback from students, staff, and parents during trial runs in 2006-07.

**Leo Burke Academy** also continues to work closely with **Health and Community Services** and **Addictions Central** to provide education to parents and students regarding drug and alcohol abuse. The past three years has also witnessed a close working relationship with the local public health nurse where that individual spends a portion of each week at the school providing services to the students and staff. Our close relationship with the local **Air Cadet Corps** also remains a positive partnership for the school and has provided mutual benefit for both parties.

### **3. Report on School Development 2006-07**

2006-07 saw **Leo Burke Academy** continue to address two areas that have been ongoing areas of concern for the school in recent years. The first area relates to delivery of Special Services at the school; ISSP Management and the Pathways Program are critical areas for schools in today's educational environment. At **Leo Burke Academy** we are responsible for the delivery of educational services to 292 students and a significant number of those students require individualized programs in order to address their educational needs. In the past couple of years addressing this concern has been an ongoing priority for the school and it is an area in which we have made significant strides.

The second area of focus relates to the School Growth and Development process. **Leo Burke Academy** has become actively involved in the process in recent years. We have completed a survey of our stakeholders during 2005-06 and are currently reviewing our data towards the goal of identifying goals and action plans for the future.

In addition **Leo Burke Academy** continues to place a lot of emphasis on student attendance as part of the School Development Plan. Student attendance, as well as student lateness, remain an important factor affecting student achievement and require the vigilant attention of the school and home. During the 2006-07 school year, student attendance, which has also become a more important issue provincially, will continue to be a focus for **LBA**.

Below are the goals and objectives that comprised the 2006-07 School Development Plan followed by a brief analysis.

**Goal #1: By June 2007 the delivery of Special Services will be in accordance with District and Provincial guidelines.**

**Objective 1:** To have the teaching staff become fully trained in the ISSP process and operate according to the Pathways model.

**Actions/Strategies:**

- Provide comprehensive inservice to staff of **Leo Burke Academy** as required during the 2006-07 school year as required.
- Deployment of school Guidance Counsellor for 50% of assigned time at school for responsibility of ISSP leadership.
- Identify most pressing areas of need at Leo Burke Academy to be addressed during the 2006-07 school year.
- Develop a plan of action to address the specific areas of concern identified.
- Develop an effective method of documenting and housing student ISSPs.
- Establish a Special Service Team at the school to provide leadership and direction to delivery of Special Services at the school.
- Monitor the progress of the delivery of Special Services to students and provide feedback through the Special Service Team to the rest of the staff.

**Goal #1: By June 2007 the delivery of Special Services will be in accordance with District and Provincial guidelines.**

- **Objective 2:** Teachers will develop the knowledge base and skills to administer student ISSPs.

**Actions/Strategies:**

- All teachers will have an understanding of the components and process of managing a student ISSP.
- Teachers will be training in the management of student ISSPs.
- Teachers will be expected to be formally engaged in the ISSP process both as ISSP managers when necessary and attendance at ISSP meetings.

**Goal #2: By June 2007 the student attendance rate will show improvement over the attendance rate for 2006-07.**

**Objective 1:** To have the entire teaching staff address attendance as a goal to improving student achievement.

**Actions/Strategies:**

- Collect, display, and analyze student attendance data for the past 3-4 years.
- Share data and the importance of attendance with staff, students, parents, and the community.
- Monitor student attendance on a daily, weekly, and monthly basis and address concerns with students, teachers, and parents.
- Continue the **Attendance Recognition Program** at Leo Burke Academy during the 2006-07 school year.

**Goal # 3:** Leo Burke Academy will continue the School Growth and Development Process towards the goal of developing action plans for the 2007-08 school year.

**Objective #1. Leo Burke Academy will complete the analysis of data as it relates to the criteria statements and identify critical issues.**

**Actions/Strategies**

- Internal school teams will complete collection and analysis of data.
- Internal school teams will identify critical issues as determined by analysis of data.
- School teams will present report on criteria statements and critical issues identified to entire school staff.
- School staff will, in a collaborative process, identify critical issues for the school which will form the basis for goals and action plans in the subsequent school year.

*Analysis*

**Leo Burke Academy** has made significant strides during the 2006-07 school year in respect to the delivery of Student Support Services and the Pathways Model. Through school shutdowns and school staff meetings all of our staff is now quite cognizant of their role and responsibilities in respect to the Pathways Model. In addition, most, if not all staff, are able to manage and facilitate ISSPs and the meetings and documents inherent in that process. Although challenges remain, and other will arise, the delivery of the educational programming as required by the Pathways document is being carried out in line with respective legislation. With the improvements that have been made in the past two years there will no doubt be further growth in this area as staff members become more competent with the document. The current review of the ISSP process and Pathways that has been undertaken by the Department of Educational will hopefully only further serve to improve the process and impact positively on the academic achievement of students.

The school did complete the data analysis as part of the internal review process of School Growth and Development. At the conclusion of 2006-07 the staff did identify approximately 20 critical issues that will form the basis for action plans. The one concern is given the significant changeover in staff at the school for 2007-08 (8 new staff members), and the change in student population in the past two years (from a Grad 9 – Level III student population to one that currently has Grade 7 – Level III), and the fact that the surveys are now 2 years old, *there seems to be a real need to survey our stakeholders again to see if priorities remain the same or have*

*indeed changed.* It would be entirely inappropriate to develop action plans based on priorities that are not now what priorities are for the current stakeholders at **Leo Burke Academy.**

Finally, **student attendance** continues to remain a concern for **Leo Burke Academy.** This is because as educators we see the impact that attendance has on academic achievement; they are inextricably linked. Overall, our attendance consistently is in the 90% range and for most students it is not a concern, but there are too many students who miss too many days unexcused and consequently their achievement is negatively impacted. During the past two years we have become increasingly concerned about those students who exhibit chronic levels of absenteeism. Some students are below the compulsory attendance age, but still are rarely in attendance. Unfortunately, there does not seem to be much that can be done from a school, district or provincial perspective. It is frustrating especially when we see this occur and know the severe limitations these young men and women will face due to their lack of attendance at school and consequently limited options they will have in their future life. The fact that student attendance is becoming more of an issue on a provincial and district basis is encouraging. Attendance is important and, as we have said, impacts academic achievement. **“If you are not in school you do not know what you are missing.”**

#### 4. Analysis of Key Statistics for Current Year

**Leo Burke Academy** utilizes a variety of data to help inform our decision-making. Most of the data is Achievement data, but we also gather cultural and demographic data directly related to the overall development of our school community. Below is a summary analysis of our school's assessment and survey results.

##### Intermediate (7--9)

##### Grade 9 Provincial English Language Arts Assessment, June 2007

	Total Students	Total Test (Items 1-11)	Poetic Reading (Items 1-5)	Informational Reading (Items 6-11)	Level	Constructed Response		
						Demand Writing	Poetry	Information
<b>School</b>								
<b>Leo Burke Academy</b>	30	71.8	75.3	68.9	Level 5	0.0	0.0	0.0
					Level 4	6.7	0.0	3.3
					Level 3	83.3	63.3	66.7
					Level 2	6.7	30.6	23.3
					Level 1	3.3	6.7	6.7
<b>District</b>								
<b>Nova Central School District</b>	1008	74.2	76.8	72.0	Level 5	1.8	2.4	2.6
					Level 4	16.1	11.6	12.8
					Level 3	66.3	49.3	53.9
					Level 2	14.6	28.4	26.8
					Level 1	1.2	8.3	3.9
<b>Province</b>								
<b>Newfoundland &amp; Labrador</b>	5,879	76.7	79.4	74.5	Level 5	2.9	2.4	2.4
					Level 4	19.1	16.2	16.6
					Level 3	61.5	52.5	56.7
					Level 2	14.8	23.4	21.1
					Level 1	1.7	5.5	3.2

**Demand Writing:** 83.3% of students performed at Level 3 or above, 8.3 % performed at Level 4 or above. For the sake of comparison this compares to 2004 results of 60% of students at Level 3 or above and 14.6% at Level 4.

In order to fully appreciate the results remember that the **school results are based on 30 students** while the **District results are based on 1008 students** and the **provincial results are based on 5, 879 students**. At the school 1 student at a Level above or below can result in a change of 3.3% while it takes 33 students to impact the same change and 194 at the provincial level. 1-2 students have a significant percentage impact at the school level when compared with larger samples.

##### **Constructed Response:**

**Poetry** – 63.3% of students scored at Level 3 or above. 0.0% scored at Level # 4 or above.

**Information** – 66.7% of students scored at Level #3 or above as compared to 53.9% for the province and 56.7% for the province.. 26.2% of students scored at Level #4 or above.

The average on all items for students at **Leo Burke Academy** was **71.8%** as compared to a **District** average of **74.2%** and **76.7%** for the **province**.

Level 5 is the highest level a student can achieve.

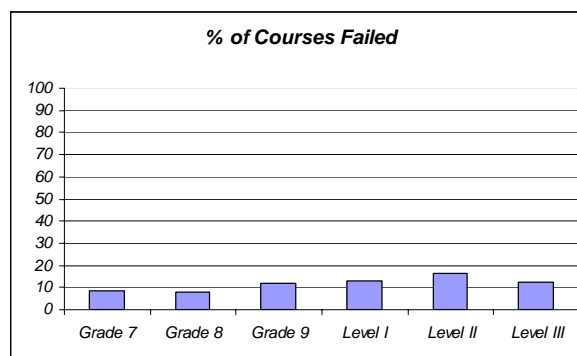
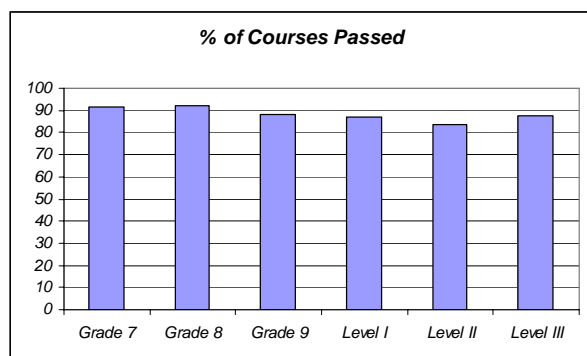
### Grade 9 Provincial Mathematics Assessment, June 2007 (Average Scores)

	Subtest	Leo Burke Academy	Nova Central School District	Province
	<i>Number of Students</i>	28	970	5,705
Non-calculator/Closed Constructed	Number Operations	22.8	28.8	32.5
	Patterns & Relations	48.8	39.2	42.1
	Written Response	47.3	51.8	52.0
	Number Concepts	28.6	41.9	47.1
	Number Operations	52.7	58.8	59.5
	Patterns & Relations	50.0	52.1	55.6
Shape and Space	Measurement	53.6	56.5	55.3
	Geometry	70.2	69.2	69.4
	Data management & Probability	50.0	44.9	48.6

Students at **Leo Burke Academy** were comparable to the results of students at the District and Provincial level on 8 of 9 subtests on the Intermediate Mathematics assessment. The Number concepts subtest(28.6) was the area that students performed significantly below provincial(41.9) and district level (47.1). On three subtests; Patterns and Relations (48.8), Geometry (70.2) and Data Management and Probability (50.0), students at the school performed higher than the district and provincial average scores.

### Mid Term Results (January 2007)

In January Level I – III students at the school complete mid term examinations which provides a good indication of where they stand at that point in the school year. All students from Grade 7 – Level III receive a mid year report that outlines where they are in each of their courses. In order to provide feedback to the teaching staff and consequently students we analyzed how courses students were passing and failing at that point in the year. **Overall the results were good.** With four months of classes left before the end of year evaluations this was an opportune time for students to make adjustments and place emphasis on courses both in class and at home in order to ensure success. To provide some indication of where students at the school stand at this point in the school year, a couple of charts are provided. What the charts show is the percentage of courses currently passed and failed at each grade level. For example, Level III students are completing 420 courses and students are passing 368 of those courses (87.6%) and failing 52 (12.4%). These figures provide some useful feedback both for students and the teaching staff. **Teachers were provided with more specific information in respect to specific courses which would help inform their instruction in those courses.**



**High School (Level I – III)**

**Public Exam Results June 2007** (Note: Final marks and percentage pass are from a 50/50 blend of the school mark and public exam mark.)

**June 2007 Public Examination Results**

<b>French 3200</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment 0</b>
12 Students	School 68	School 68	School 12/12 (100%)	
School Ave 74	Province 70	Province 70	Province (96%)	

<b>Math 3204</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment 0</b>
29 Students	School 62	School 66	School 25/29 (90%)	
School Ave 70	Province 63	Province 64	Province (83%)	

<b>Math 3205 (CDLI)</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment 0</b>
3 Students	School 74	School 75	School 3/3 (100%)	
School Ave 76	Province 74	Province 77	Province (97%)	

<b>World History 3201 (CDLI)</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment +14</b>
3 Students	School 79	School 80	School 3/3 (100%)	
School Ave 66(80)	Province 67	Province 70	Province (92%)	

<b>World Geography 3202</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment -11</b>
27 Students	School 56	School 63	School 26/27 (96%)	
School Ave 81(70)	Province 62	Province 67	Province (92%)	

<b>Biology 3201</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment 0</b>
34 Students	School 54	School 58	School 28/34 (82%)	
School Ave 62	Province 61	Province 64	Province (87%)	

<b>Chemistry 3202</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment 0</b>
15 Students	School 60	School 67	School 13/15 (87%)	
School Ave 74	Province 61	Province 67	Province (91%)	

<b>Physics 3204 (CDLI)</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment +22</b>
2 Students	School 80	School 82	School 2/2 (100%)	
School Ave 61(83)	Province 66	Province 70	Province (90%)	

<b>English 3201</b>	<b>Public Exam</b>	<b>Combined Results</b>	<b>Pass Rate</b>	<b>Adjustment 0</b>
33 Students	School 60	School 66	School 32/33 (97%)	
School Ave 72	Province 59	Province 64	Province (91%)	

### Graduate Report 2006-07

#### Grade 12 Students Eligible Graduates\* Total Graduates\*\*

52                      54                      46

\*Eligible graduates are students who attempted appropriate courses in the term to satisfy all outstanding graduation requirements.

\*\*Students who met the requirements for graduation.

	<b>Leo Burke Academy</b>	<b>District (NCSD)</b>	<b>Province</b>
<b>Graduation Rate – Total</b>	<b>85.2</b>	90.8	89.0
<b>Graduation Rate – Honours</b>	<b>21.7</b>	18.4	23.1
<b>Graduation Rate – Academic</b>	<b>30.4</b>	35.0	40.6
<b>Graduation Rate – General</b>	<b>47.8</b>	46.6	36.3
<b>Retention Rate</b>	<b>73.0</b>	76.8	74.6
<b>Holding Power</b>	<b>82.5</b>	88.6	88.0

**Retention Rate** is found by dividing the total graduates by the number of Grade 10 students two years earlier.

**Holding Power** is found by dividing the number of Grade 12 students by the number of Grade 10 students two years earlier.

### Analysis '06-'07

- **Leo Burke Academy** had a graduation rate of **85.2%** compared to **89.0%** for the **province**.
- **21.76%** of students graduated with **Honours** compared to **18.4%** for the **district** and **23.1%** for the **province**.
- **30.4%** of students graduated with **Academic status** compared to **40.6%** for the **province**.
- **47.8%** of students graduated with **General status** compared to **36.3%** for the **province**.

Most the statistics presented are quite clear and make obvious conclusions regarding student performance. In the public examination courses student performance from the school evaluation to the public examination was fairly consistent as is evident in the fact that 6 courses had no adjustment applied to the student marks. The obvious exception to that is in World Geography 3202 which received an adjustment of -11 applied to student marks. The significant positive

adjustments applied to student marks were in the courses that our students completed through CDLI. The small numbers completing the course through CDLI at the school largely explains the large adjustments and the positive aspect is that the students achieved really well on the public exam itself, necessitating the positive adjustment. All of the information regarding class and individual achievement on the public examinations is shared and analyzed by the teaching staff at our first PD day in the school year. They look at trends, commonalities and concerns and use that information to direct instruction during the current school year. For instance, the areas that students experienced difficulty with last year on World Geography 3202 will provide specific direction for the course instruction during the year.

A second theme that is obvious from the data is the larger number of students at **LBA** that graduated with General status (47.8%) as compared with the District (46.6%) and the Province (36.3%). **As noted in the opening message this is an area of focus for both the school and the district, as we tend to be above the provincial average of students who graduate with General Status.** This tends to point out that we have students completing the General Program who could be completing the academic program but choose to pursue a less challenging route (for them) to Graduation. This is something that the district and school hope to address in coming years. The data seems to provide us with measurable goals to strive towards and during the 2007-08 school year addressing this concern will continue to be a priority.

## Attendance '06-07

**Leo Burke Academy** has placed significant emphasis on students maintaining good attendance rates. Despite that attention and focus there are still particular situations and individuals that are of major concern. This is especially true for situations involving students who are within the compulsory attendance age but still present serious attendance concerns. Overall we feel that we have made attendance a priority at the school and our students are exhibiting better rates of attendance and see attendance as a key factor in respect to academic achievement. That is a fact that we reiterate at every opportunity in newsletters, in class, in parent meetings and during parent-teacher conferences and meetings. **The fact that 8 of 10 months during 2006-07 had school attendance of over 90% is positive.**

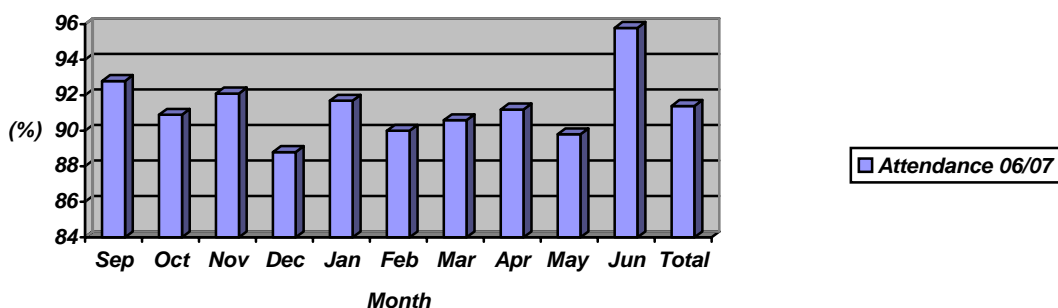
The table below provides the attendance rates for the school overall and per grade for each month during 2006-07. In reading the figures it should be noted that the figures indicate the percentage of students in attendance during a month. **For instance in November 93.8% of Grade 9 students were in attendance during the month. That means that there was a 6.2% absentee rate in Grade 9 during that month. That 6.2% would indicate those who were absent for valid reasons; such as illness or family emergencies, and invalid reasons such as just skipping off school.** During months where there is influenza on the go we would expect to see that reflected in our attendance during the month and throughout the year.

Attendance is a factor we have placed emphasis on and will continue to do so in the future because as the adage goes, *“If you are not in school you do not know what you are missing.”*

**School:** Average student attendance at **Leo Burke** was **91.4%** for the 2006-07 school year ranging from a low of **88.8%** in December to a high of **95.8%** in June.

### Leo Burke Academy Monthly Attendance 2006-07

Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
7	98.6	97.6	98.6	93.4	96.7	95.6	97.1	98.5	97.7	99.5	97.3
8	96.4	95.8	94.6	91.3	93.4	92.0	95.0	95.1	96.5	98.2	94.8
9	96.7	93.6	93.8	91.6	91.5	91.1	90.3	90.3	89.6	96.5	92.5
10	90.0	87.2	88.3	83.4	89.9	87.1	87.9	88.7	86.5	95.3	88.4
11	89.4	86.7	89.4	87.9	90.7	87.0	88.0	87.7	86.7	93.8	88.7
12	93.3	90.4	92.5	88.2	91.0	91.1	89.5	91.3	86.7	94.1	90.8
School Avg	92.8	90.9	92.1	88.8	91.7	90.0	90.6	91.2	89.8	95.8	91.4



## 5. School Development Plan 2007-08

The major goal of the **Leo Burke Academy** School Development Plan is to have a School Development Plan as mandated by the Department of Education and the School District. The school spent a day in June 2005 with school board personnel becoming familiar with the new model for school development. It is an expectation by the Department of Education that all schools will be involved in the process and that process has begun in earnest at **Leo Burke Academy**. The outline that follows addresses goals that are specific to that process. In addition, the school will also continue to address student attendance as that has been identified as a key factor in affecting student achievement. Provincially student attendance is becoming a more of a major concern and at Leo Burke we also realize the significant impact it has on student achievement. It is a factor that has to be addressed by all stakeholders and during 2007-08 it will continue to receive increased attention from school administration and staff.

### School Development Plan 2007-08

**Goal # 1: To complete a Formal School Development Plan**

**Objective # 1: To complete and analyze teacher, student, and parent surveys to ascertain if critical issues identified based on previous data are still priorities given the significant change in student composition due to restructuring and teaching staff turnover due to retirement and transfer.**

<i>Action/Strategies</i>	<i>Resource Allocations Please provide dates</i>					<i>Support Requests</i>	<i>Indicators of Success</i>	
	<i>Sub</i>	<i>Close out</i>	<i>Banked Time</i>	<i>Staff Meeting</i>	<i>Dist/out of dist PD</i>		<i>Measure</i>	<i>Time</i>
<i>Administer student, teacher and staff surveys</i>						<i>Administered by School Growth Committee</i>		<i>mid-February 2008</i>
<i>Analyze survey results</i>		X				<i>School Staff with District facilitation</i>		<i>Mid – late February 2008</i>
<i>Determine Critical issues for school in light of current data</i>		X		X		<i>District resource person/school administration</i>		<i>Mid – Late February</i>
<i>Develop Action plans for 2008-09 school year</i>		X				<i>District Resource person for facilitation and guidance</i>		<i>Late April 2008</i>

**Objective # 2: To determine critical issues and action plans as determined by analysis and review of internal school data.**

<b>Action/Strategies</b>	<b>Resource Allocations Please provide dates</b>					<b>Support Requests</b>	<b>Indicators of Success</b>	
	<b>Sub</b>	<b>Close Out</b>	<b>Banked Time</b>	<b>Staff Meeting</b>	<b>Dist/out of dist PD</b>		<b>Measure</b>	<b>Time</b>
<b>Analysis of Internal School Data</b>		X				<b>School District facilitation</b>		<b>Mid – late February 2008</b>
<b>Identify school goals as identified in data</b>		X		X		<b>District personnel /Administration Department Heads</b>		<b>Mid – late February 2008</b>
<b>Establish action plans/teams in response to goals identified</b>		X		X		<b>School Staff</b>		<b>Mid – Late February 2008</b>
<b>School teams collect and analysis of data</b>		X		X		<b>School Teams</b>		<b>April/May 2008</b>
<b>Presentation of data collected and analyzed by school teams</b>		X*		X		<b>School teams</b>		<b>End May 2008</b>
<b>Establish goals for 2006-07 school year</b>		X*				<b>School staff</b>		<b>End May 2008</b>

**Goal # 2: To ensure students are enrolled in appropriate educational programming especially as it relates to number of students enrolled in academic and basic programming.**

**Objective #1: To continue to reduce the percentage of students enrolled in basic programming to levels comparable with provincial percentages. For 2008-09 it is expected that Level General program enrolment would be within 5% of provincial general enrolment in Level I.**

Action/Strategies	Resource Allocations Please provide dates					Support Requests	Indicators of Success	
	Sub	Close Out	Parent Meeting	Staff Meeting	Dist/out of dist PD		Measure	Time
Analysis of internal school data .				X		School/District/ Provincial achievement data.		October 2007
Review of student cumulative files for general program students.				X		District, Department, and School Documents		October 2007 – March 2008
Establish school guidelines for general/academic program enrolment that adhere to district expectations and strategic plan.				X		School Staff/ Administration		October 2007
Ongoing monitoring of student program choices and concerns.				X		Administration/ Guidance and staff monitoring and guidance		Ongoing March – June 2008
Presentation of data and concerns/expectations during parent and student program meetings.			X			March 2008	Student course selection for 2008	Ongoing culminating in June 2006
Have general program enrolment reflect academic abilities of students as determined by prior achievement and formal assessment.						School/Student course selection process and school-home meetings where necessary.		June 2008

**Goal # 3: To have student attendance at Leo Burke Academy to be at or above provincial attendance rates.**

**Objective # 1: To intensely monitor student attendance at Leo Burke Academy and address attendance concerns in a proactive manner utilizing staff, student, and community involvement.**

Action/Strategies	Resource Allocations Please provide dates					Support Requests	Indicators of Success	
	Sub	Close Out	Banked Time	Staff Meeting	Dist/out of dist PD		Measure	Time
Analysis of current attendance data				X		Attendance data for previous years.		Sept – Oct 2007
Review of roles and responsibilities regarding attendance				X		District, Department, and School Documents		September – Oct 2007
Implement <b>Attendance Recognition Program</b>				X		School Staff/ Administration/ Community Partners		September-June. Awards administered in June 2008.
Feedback/Analysis on Monthly basis				X		Administration tracking of attendance data		Monthly during 2007-08
Continuation of Monthly Attendance data				X		Staff Attendance recognition team		Ongoing culminating in June 2006
Emphasis and feedback regarding attendance throughout 2007-08		X		X		School newsletters, announcements, parent-teacher meetings, home-school contact		Ongoing 2007-08