



OSOYOOS SECONDARY SCHOOL

SCHOOL PLAN 2011-2012

May 18, 2011

Introduction and Process

For the past few years, the Osoyoos Secondary School Plan has focused on four areas: Literacy, Numeracy, School Climate and Academic Culture. For the coming year, we have chosen to focus on the last two topics only. This is not to say that literacy and numeracy are not important. Rather, it is a belief that our efforts in academic culture should advance our results in all academic pursuits including numeracy and literacy. In addition, we have the strong belief that less is more. By focusing on only two areas, we hope to make a greater impact. We have been keeping data over the course of the past few years and believe we are having an impact as we recognize and study trends.

All teachers in our building committed themselves to one area of the School Plan and met to discuss their portion of the School Plan at the August, November and January staff meetings. Staff members met in their groups to determine what steps needed to be taken to reach their goals and to gather data and analyze their successes and challenges. Groups also made adjustments to their plan as the year progressed.

Last year, we added a new focus to the School Plan. Unlike the other portions of the School Plan where teachers committed to one area of the School Plan, this area was a focus for the whole staff. This area addressed Sound Grading Practises and Assessment for Learning Strategies (AFL). This has been an area of exploration in our school for the past three years through a study group which consisted of about half of the staff. It has been a challenge to decide what course of action we should take in this regard. It was decided that we would start at the beginning of AFL and create clear learning targets for all students. Each member of the staff was asked to create learning intentions for one course by the end of the first semester. Staff was given about half the staff meeting at the September, October and December staff meetings to complete this task. These learning targets were handed in to the principal at the start of semester two.

Strategically, we decided that the Pyramid of Interventions should be developed before implementing a Grading and Assessment policy. We reasoned that there needs to be a support system in place if we are going to successfully implement the policy. Therefore, the Academic Culture group focused on creating a pyramid of interventions for OSS while administration took on the task of moving AFL forward in the school through a study group and staff meetings.

Our statistics indicate that we are making some progress. The grade point average of every grade cohort has increased this year. The number of students on the honour roll increased in every grade cohort this year. The number of incomplete assignments per grade is sporadic each year but the bigger concern is that the resolution rates are also sporadic. This needs to be increased in the coming years. Failure rates are steady and need to move downward.

Our approach to learning assistance altered this year. We chose to service these students on a pull-out basis rather than schedule them for a block within the timetable.

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In addition, we created a new course for those grade 8 and 9 students who do not take French and taught them reading, writing and study skills. The OSS PIT (Positive Intervention and Tutoring) continues to run after school Monday to Thursday. Many teachers run tutorial times at lunch and after school as well. If a student needs assistance in academics, there is always a way to get it.

The process for issuing "I's" at our school has become streamlined. While an "I" may be issued at any time, "I's" are issued two weeks prior to the end of the reporting period so that they are resolved, or changed to a letter grade, before the report card is issued. Students who have "I's" are tracked by the office and are receiving visitations from office staff to ensure there is a plan in place for completion. Recently, we have implemented a new system which allows teachers to sign up students for individual assignment completion. It is our hope that this will decrease the number of incomplete reports. In addition, we are tracking completion rates.

We changed our year-end academic awards ceremony two years ago as well as some aspects of our awards policy. We recognized more students than ever before and celebrated the event with a barbeque and performances. In addition, many teachers displayed students' work. Furthermore, we had to move the ceremony from the theatre to the gym because so many people attended. It is our belief that the newer format encourages students to strive for academic excellence.

Students have many opportunities for involvement at OSS. Students have had opportunities at every grade level to play on a sports team (soccer, basketball, volleyball, golf) and our school hosted tournaments for each one. Student parliament and Global Awareness clubs are active volunteer organizations that serve the school community. A group of 25 students and three teachers went to Quebec in the fall for a French cultural trip. Our students were represented at the Spaghetti Bridge building competition and Physic Olympics. Our intramural program runs all year at lunch and foosball and ping-pong tables are available all day and the library is a popular stop for students before school, at lunch and after school. We ran an indoor and outdoor track meets, Hoops for Heart fundraiser, Buddy Night, Grade 10 retreat, three separate meetings for parents in grade 7, 8 and 9, talent show, four dances and a French 12 overnight immersion trip. Also, OSS ran a very successful Hockey Academy this past year.

In addition, a growing number of students are being placed in Work Experience and Apprenticeship programs. It is our expectation that these placements continue to grow as we find ways to service students who are entering their careers as well as those heading to post-secondary school. We placed our second student in the ACE-IT program this year. This program allows students to attend college and receive both high school and college credits as they begin their apprenticeship program.

Student discipline problems continue to decline. The administration has actively sought to use restoration and restitution in addressing behavioral concerns rather than punitive measures. This creative approach has given students much more input into the

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discipline process and has resulted in decreased referrals to the office. OASIS, the school's alternate program, is running well and is servicing a greater range of students. We have had two long running programs called ACE (Adolescents Coping with Emotions) and Healthy Relationships which assist students with their social and mental health. Furthermore, we ran a one-day workshop called "Be the Change" for our grade 9 class and a club has formed to continue to support positive change.

Furthermore, staff generated a list of students who were underperforming and staff talked about those kids at several staff meetings and came up with a plan for each one. This has resulted in School Based Team referrals, OASIS placements, Homework Club assignments, office, counselor or outside agency referrals

The staff is working well together and has a positive outlook. In fact, as staff has discussed student concerns, they have often asked administration to have discussions with students about the positive changes they have seen. As a result, students are becoming aware that not all visits to the office are negative.

Furthermore, the school actively seeks input from staff, students and visitors. Staff has been encouraged to look at the school with new eyes and report their suggestions to administration. Students are encouraged to offer suggestions for clubs, programs or changes. In addition, visitors to the building are often asked to report what they see or experience at our school. These insights are openly solicited by administration and assist in making positive changes to the school. Anyone coming to our school will notice the increased number of quotes around the building. Our visitors and TOC's often comment on the positive tone around the school.

While there is still much room for improvement, the school is definitely headed in the right direction. Staff and students interact positively in settings both inside and outside of the school. Students receive the support they need. The school is an energetic and fun place that has an optimistic outlook. The current administration has actively sought to strengthen relationships and create a positive tone in the school. Without jeopardizing this positive tone, the current school plan attempts to specifically address academic achievement and teaching practices.

The following School Plan is intended to keep the school moving forward in its pursuit of excellence.

CLIMATE AND CULTURE:

School Goal: To increase involvement by OSS students in the school community.

Rationale: Low results in student satisfaction surveys initially indicated a sense of a lack of student ‘ownership’ of their school. We wanted to increase involvement of students in school activities so students feel more ownership and connection to Osoyoos Secondary.

Vision: A school where all students are actively engaged in curricular and co-curricular activities and feel they belong.

Short Term Target:

1. To continue to offer the Grade 10 Camp Rattler Outdoor Education experience. To date we have run 5 successful camps since 2005. For the past two years we have invited grade 12 leaders to help facilitate the activities and interact with the grade 10’s as positive role models.
2. To continue to offer the “Be the Change” full day workshop to our grade 9 students (possibly through Link Crew), subsidized by the Osoyoos Soroptimists, and to continue to promote and develop this culture amongst our students and staff.
3. To continue to offer activities through the Global Awareness Club. In the past years we have hosted lottery dinners and Global Awareness Days. Our goal is to promote global citizenship and activism amongst our student body.

Long Term Target:

To continue evaluating these activities and to determine if they improve the culture of Osoyoos Secondary School. That is, are the activities having a positive effect on the students’ enjoyment of school? To make these activities annual events in the Osoyoos Secondary School calendar.

Indicators of Success:

1. Satisfaction survey (ministry):
 - a. At school do you participate in activities outside of class hours?
(% reporting “all of the time” or “many times”)

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Grade 10	N/A	N/A	52	58	49	45	40	50	40
Grade 12	N/A	N/A	48	31	48	53	74	45	40

Note: The data trend indicates that grade 10’s are less involved in the school activities outside of class hours while the grade 12’s are increasingly involved in the school activities outside of class hours.

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b. Do you like school? (% reporting “all of the time” or “many times”)

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Grade 10	33	36	32	41	37	39	46	37	38
Grade 12	24	33	40	41	54	51	55	45	44

Note: The data trend indicates that students are enjoying school more all of the time. The last four years are the highest results the school has ever seen.

2. Student survey created and administered by OSS Staff received positive student responses. We believe these surveys are more reliable and informative than the Satisfaction Survey. The question “Do you like school?” is too general and gives us no specific feedback. Our survey provides specific information that that enables us to evaluate the impact these initiatives have on our school population more effectively. This data will be collected in May and added to this section of the document. Survey Results from 2009/2010 attached.

Strategies and Rationale:

1. Grade 10 “Camp Rattler” Outdoor Experience – it is an accepted fact that classmates have an impact on our exposure to new experiences, as well as assisting in developing a ‘team’ concept and the feeling of belonging. Outdoor group experiences are very well known for their character/team building. This strategy would put these elements together. In our evaluations for the first three camps, support for the camps was overwhelmingly positive from staff, students and parents. Though financially challenging, the camp has brought a heightened enthusiasm from Grade 10 students and their parents. A number of students report that it was their first opportunity to ‘camp out’. We will continue to measure responses on future surveys, as well as holding debriefing sessions with grade 10 students at camp and back at school. Conversations with grade 10 parents at Parent/Teaching meetings will be used to gauge the success of this event also. Grade 12 leaders were invited to help facilitate activities and interact as positive role models for grade 10 students. Student and staff feedback was very positive. Present grade 10 students are already talking about wanting to be a camp leader in their grade 12 year.
2. Global Citizenship is increasingly important in our world. We believe that by sponsoring a Global Awareness Club and by organizing events for students, we can promote global citizenship and activism within our student body, which will enhance our school culture and climate. The Global Awareness Club is available to all students of all ages. Presently there are fifteen members (six grade 8, four grade 9, one grade 10, one grade 11, three grade 12). The Global Awareness Club applied for a grant of \$1800 from the provincial government which it was awarded in 2009.

To date the Global Awareness Club has hosted two annual Global Awareness Days with up to 60 students in attendance. Numerous informative and active workshops were given t-shirts (designed by grade 12 student T. Schnider) were distributed to

participants, and a multicultural luncheon was served – all donated by parents and members of the community.

The Club has also hosted two successful lottery dinners. The money raised was given to a charity of the club members' choice.

The club intends to explore additional initiatives in order to promote global citizenship and believes this will have a positive impact on our school culture and climate.

3. "Be the Change" workshops are vehicles to prompt grade 8 or 9 students to think about positive behaviours that can improve the climate of our school and community. We will include this event in the general Climate and Culture surveys to elicit feedback from students on the effect these specific initiatives are having on our school culture. The following strategies have been or are being employed:
 - a) This year we invited "leaders", grade 10s, 11s and 12s to participate in the program and help facilitate the workshop. This was a positive addition and helps to promote our vision of older students helping younger students.
 - b) This year we plan to follow-up the "Be the Change" workshop with a "Be the Change Afternoon" with the grade 9s and those leaders who are able to attend.
 - c) George Mocchi's grade 9 art classes incorporated the "Be the Change" message into an art project.
 - d) Some grade 10 volunteers who participated in the "Be the Change" workshop formed a committee and collected inspirational quotes which they mounted on brightly coloured paper, laminated, and hung around the school. They also prepared a bank of quotes that are being used to send positive messages on our daily announcements.
 - e) We have purchased "Be the Change" t-shirts that will go on sale in the new year.
4. We continue to work on developing a culture where older students work with younger students. We have established a peer tutoring program where students can work with individual students outside of class and in "The Snake Pit" (Peer Intervention and Tutoring) after school.
5. Display case for art work/woodwork to be built in I.E. building to showcase student projects.

6. Strategies and Activities - ongoing

Athletic-related Activities:

- Senior & Junior Girls Volleyball
- Grade 8 Girls Volleyball
- Senior Girls & Boys Soccer
- Grade 8 Girls & Boys Basketball
- Senior Girls Basketball
- Junior Girls & Boys Basketball

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- Golf
- Basketball “Night Hoops”
- Intramurals
- Lawn Mower Club
- Rattler Rookie Camp
- Indoor/Outdoor Track meets
- Foosball tables
- Ping Pong tables

Arts & Science Related Activities:

- Jazz Band
- Stage Band
- Choir
- Physics Olympics
- Spaghetti “Bridge”
- Global Awareness/Multicultural Club

Field Trips and workshop opportunities:

- Quebec (S.E.V.E.C.)
- Leadership Camp
- Hampton Jazz Festival
- OASIS Experience Field Trip
- Baldy French Excursion
- Geography 12 Field survey
- “Be The Change” workshop (grade 9s)
- Global Aware Lottery Dinner
- Global Awareness Day

Service-Oriented Activities:

- Student Parliament
- Leadership Class
- Rotary Student Involvement
- Hoops for Hearts
- Dry Grad Initiatives
- Dances (4)
- Muffin Breakfast Program
- Global Awareness Club
- Be the Change Committee

ACADEMIC CULTURE AND ACHIEVEMENT:

School Goal: To increase academic achievement at OSS.

Rationale: Based on the professional judgment of staff, many students at OSS are achieving below their potential. AFL strategies and a new, school-wide grading policy and an academic pyramid of interventions, will help students be more successful (decrease fails) and promote higher academic achievement.

Objective: To promote a greater ownership for students' own learning and motivate students to do their best.

Indicators of Success:

1. Increase the rate of successful resolution of I's
2. Increase number of students on the Honour roll and Improvement roll
3. Fewer F/C- on report cards
4. Increase grade wide GPA/Grade distribution improvement (shift up)
5. Increase the number of students on the Vice Principal's List.

See Tables in Appendix A for data.

Assessment Strategies, Pyramid of Interventions, School Grading Policy:

Lead-up to change:

Sept., 2008 – June, 2010.

OSS Assessment for Learning Professional Growth Team – Teachers and administrators meeting six or seven times per year - learning about Assessment for Learning classroom strategies and grading practices.

- Viewed the Assessment for Learning Webcasts – BCELC.
- Shared the book: "A Repair Kit for Grading: 15 Fixes for Broken Grades" – Ken O'Connor.
- Focused on using more descriptive feedback and less numerical feedback.
- Accessed the Alberta Assessment Consortium resources– membership for staff - access to information and resources online.
- Supported one another as we introduce different teaching strategies in the classroom.
- Attended assessment and grading conferences/ workshops: Teachers shared information with the rest of the teachers at a staff meeting.
 - Alberta Assessment Consortium – Edmonton
 - Assessment Training Institute – Portland

3 year plan:

2010-2011

- **Continue school-wide professional development on assessment strategies – focus on learning intentions (learning targets).**
- **Develop a school-wide Pyramid of Interventions to support an increase in student achievement.**
- **Develop an “OSS Grading Policy”.**

2011-2012

- **Continue to implement the teaching strategy, Learning Intentions, school-wide.**
- **Implement “OSS Pyramid of Interventions”.**
- **Develop an “OSS Grading Policy”**
- **Continue school-wide professional development on assessment strategies.**

2012-2013

- **Revisit and evaluate “OSS Pyramid of Interventions” – make changes or adjustments.**
- **Implement the “OSS Grading Policy”.**
- **Continue school-wide professional development on assessment strategies.**

Strategies and Activities:

1. Attend AFL and grading conferences or workshops: Have a couple teachers attend, then share with the rest of the teachers at staff meetings.
 - Alberta Assessment Consortium – Edmonton
 - Assessment Training Institute – Portland
2. Form an OSS working group or committee (teachers and administration) that will meet between staff meetings to:
 - Guide AFL professional development for teachers based on the needs of staff members.
 - Help develop and present materials for a professional growth and development portion of monthly or bimonthly staff meetings.
 - Implement and adopt *pyramid of interventions* – to be brought to whole staff for input, discussion and feedback before approval.
 - Design a draft copy of a *grading policy* – to be brought to whole staff for input, discussion and feedback before approval and adoption.
3. Summer Pro-D and School Plan Day
4. Experienced teachers presenting classroom strategies and techniques (actual lessons that work) to other teachers.
5. The snake PIT (Positive Intervention and Tutoring) for Grades 8, 9 and 10 – *Vice-Principal.*

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6. Improvement recognition – students with .5 GPA improvements are placed on the improvement roll – recognized on report card (stamp) and in the newsletter. – *Administrators and office staff.*
7. Incomplete/Improvement Plan -Students receive an “I” (Incomplete) before a failing grade (as per MOE). “I” form now has a space for “Where” and “When”. “I” Plan is signed by the student, a copy to the office to be reviewed by admin, a copy mailed home, a copy placed in the PIT book in the library.

Budget Considerations:

1. Conferences and Workshops – Staff Development funds
2. Bring in speaker/presenter to OSS – Staff Development funds
3. Staffing the PIT with one supervisor for the year
4. Food and drink for School Plan Day, Staff Meetings, OSS Working Group

Appendix A:

Note: The tables below are read across. The data tracks a specific cohort as it advances through the grade levels. The cohort is identified by the school year that the cohort was in grade eight

INCOMPLETES:

YEAR	GR 8			GR 9			GR 10			GR 11			GR 12		
Sem I	I	R	U	I	R	U	I	R	U	I	R	U	I	R	U
01/02 Gr 8 cohort													64	31 48%	33 52%
02/03 Gr 8 cohort										18	6 33%	12 67%	23	13 62%	8 38%
03/04 Gr 8 cohort							27	10 37%	17 63%	21	8 40%	12 60%	10	4 57%	3 43%
04/05 Gr 8 cohort				37	11 30%	26 70%	49	35 73%	13 27%	25	20 80%	5 20%	14	7 50%	7 50%
05/06 Gr 8 cohort	17	5 31%	11 69%	32	19 60%	13 40%	43	19 50%	19 50%	20	15 75%	5 25%	12	7 58%	4 33%
06/07 Gr 8 cohort	59	32 64%	18 36%	24	12 50%	12 50%	24	11 48%	12 52%	32	19 59%	10 31%	10	8 80%	2 20%
07/08 Gr 8 cohort	52	27 54%	23 46%	55	33 60%	22 40%	39	19 49%	19 49%	44	23 52%	19 43%			
08/09 Gr 8 cohort	57	26 48%	28 52%	66	38 58%	26 39%	33	16 48%	15 45%						
09/10 Gr 8 cohort	38	22 58%	15 39%	59	25 42%	33 56%									
10/11 Gr 8 cohort	24	11 46%	12 50%												

I = issued
R = resolved
U = unresolved

NOTE: typically, where the I's issued do not total the resolved and unresolved, students have withdrawn

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GRADE POINT AVERAGE

YEAR	GR 8		GR 9		GR 10		GR 11		GR 12	
	GPA	F	GPA	F	GPA	F	GPA	F	GPA	F
2001/02 Gr 8 cohort									4.104	15
2002/03 Gr 8 cohort							4.105	6	4.23	0
2003/04 Gr 8 cohort					4.061	11	4.05	5	4.586	1
2004/05 Gr 8 cohort			3.679	12	4.01	4	4.045	2		3
2005/06 Gr 8 cohort	4.472	9	4.56	3	4.431	2		4	3.06	0
2006/07 Gr 8 cohort	4.01	8	4.24	1		6	2.55	9	2.67	3
2007/08 Gr 8 cohort	4.620	5		14	2.54	7	2.59	8		
2008/09* Gr 8 cohort		16	2.41	16	2.50	17				
2009/10 Gr 8 cohort	2.82	11	2.84	11						
2010/11 Gr 8 cohort	2.96	3								

*switched to a 4.0 GPA

Note: The trend of every cohort's GPA is moving up except one (05/06). The switch from Semester One results to Year End results was made to reflect the linear courses in grade 8 & 9.

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HONOUR ROLL

YEAR	GR 8		GR 9		GR 10		GR 11		GR 12	
Sem I	H	VP	H	VP	H	VP	H	VP	H	VP
2001/02 Gr 8 cohort									20	19
2002/03 Gr 8 cohort							20	14	20	16
2003/04 Gr 8 cohort					26	16	23	20	20	23
2004/05 Gr 8 cohort			17	10	21	17	18	14	21	12
2005/06 Gr 8 cohort	28	28	31	26	24	20	23	18	25	10
2006/07 Gr 8 cohort	20	13	18	13	20	13	14	8	21	6
2007/08 Gr 8 cohort	24	21	20	13	14	13	15	12		
2008/09 Gr 8 cohort	21	6	9	8	21	9				
2009/10 Gr 8 cohort	26	20	31	15						
2010/11 Gr 8 cohort	24	17								

H = Honour Roll

VP = Vice Principal List

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Appendix B

NUMERACY

YEAR	Grade District Exam 8				District Exam 9				Provincial Exam 10			District Exam 11				Prov Exam 12 PMa 12 %				
	B	M	F	E	B	M	F	E	Exam	Sch	Pro	Exam	B %	M %	F %	E %	B	M	F	E
2004-05 Gr. 8 cohort	20%	37%	29%	14%	7%	13%	37%	43%												
									EMa10	75	62	EMa11	0	25	75	0				
									AMa10	64	61	AMa11	0	67	28	5				
									PMa10	73	67	PMa11	14	24	41	21				
2005-06 Gr. 8 cohort	16%	25%	40%	19%	23%	44%	21%	12%												
									EMa10	43	61	EMa11	14	0	71	15				
									AMa10	60	60	AMa11	10	60	30	0				
									PMa10	71	66	PMa11	0	33	36	31				
2006-07	22%	33%	28%	17%	11%	40%	42%	7%												
									EMa10	78	65	EMa11	No results							
									AMa10	58	64	AMa11	0	50	41.5	8.5				
									PMa10	72	70	PMa11	4	40	36	20				
2007-08	18%	41%	37%	4%	16%	34%	36%	14%												
									EMa10	70.11	58.89									
									AMa10	59.3	59.5									
									PMa 10	66.95	67.08									
2008-09	13%	46%	30%	11%	20%	52%	24%	4%												
2009-10	17%	23%	43%	17%																

Note: The table above is read across. The data tracks a specific cohort as it advances through the grade levels. The cohort is identified by the school year that the cohort was in grade eight.

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Appendix C

LITERACY

	GR 8				GR 9				GR 10 Prov Eng Exam
	READ	%*	WRITE	%*	READ	%*	WRITE	%*	
2004/05									
Total	55		54		59	-	58	-	<u>Prov</u> 68.7%
Below	3	5.5	1	1.9	1	1.7	0	0.0	
Min at	5	9.1	4	7.4	3	5.1	4	6.9	<u>School</u> 74.8%
At	42	76.4	48	88.9	47	79.7	47	81.0	
Exceed	5	9.1	1	1.9	8	13.6	7	12.1	
2005/06									
Total	59	-	59	-	49	-	48	-	<u>Prov</u> 71.0%
Below	0	0.0	3	5.1	0	0.0	2	4.2	
Min at	3	5.1	3	5.1	7	14.6	1	2.1	<u>School</u> 76.1%
At	36	61.0	38	64.4	35	72.9	35	72.9	
Exceed	19	32.2	12	20.3	4	8.3	5	10.4	
Ab/NS	1	1.7	3	5.1	2	4.2	5	10.4	
Participation Rate		98.3		94.9		95.8		89.6	
2006/07									
Total	57	-	57	-	58	-	58	-	<u>Prov</u> 71.0%
Below	0	0	0	0	3	5.2	6	10.3	
Min at	11	19.3	4	7	8	13.8	6	10.3	<u>School</u> 74.9%
At	36	63.1	35	61.4	30	51.7	21	36.2	
Exceed	7	12.2	14	24.6	9	15.5	17	29.8	
Ab/NS	1/2	1.7/3.5	2/2		4/4		3/4	5.2/6.8	
Participation Rate		94.8		92		86.4		88.3	
2007/08									
Total	51				46				<u>Prov</u> 71.2%
Below	0	0	1	1.9	0	0	0	0	
Min at	11	21.5	6	11.7	5	10.8	3	6.5	<u>School</u> 73.9%
At	23	45	23	45	25	54.3	21	45.6	
Exceed	17	33.3	21	41.1	14	30.4	20	43.4	
Ab/NS	0	0	0	0	2	4.3	2	4.3	
Participation Rate		99.8		99.7		99.8			

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2008/09									
Total	59		59		49		49		Prov
Below	0	0	1	1.7	1	2	0	0	
Min at	13	22	18	30.5	16	32.7	9	18.4	
At	33	55.9	24	40.7	20	40.8	23	46.9	
Exceed	11	18.6	14	23.7	10	20.4	15	30.6	
Ab/NS	2		2		2		2		
Participation Rate		96.5		96.6		95.9		96.9	
	GR 8				GR 9				GR 10
	READ	%*	WRITE	%*	READ	%*	WRITE	%*	Prov Eng Exam
2009/10									
Total	56		56		56		55		56
Below	0	0	0	0	1	1.8	0	0	3.6
Min at	3	5.4	9	16	4	7.2	6	10.7	17.9
At	11	19.6	17	30.4	27	48.2	23	41.8	32.1
Exceed	37	66	25	44.6	22	39.3	24	43.6	46.4
Ab/NS	5	8.9	5	8.9	2	3.6	2	3.6	0
Participation Rate		91		91		96.4		96.4	100

%* - denotes the percentage of those writing

Note: 13 students had a significant discrepancy (more than 4 points) between their reading and writing scores. This indicates either a problem with the test or the testing situation. Validity of these scores is being questioned.