



Student #	Semester	Reporting Period	Date
348849456	1	Midterm	2023/11/22

**STUDENT:** Fagan, Liam Robert Kevin      **OEN:** 417741873      **Grade:** 10      **Homeroom:** HR244      **Principal:** Ziegler, Debbie

**Address:** 400 Flanagan Crt NEWMARKET ON L3X 2E9      **School Council Chair:** Kelly Broome

**SCHOOL:** Sir William Mulock Secondary School      **Telephone:** (905)967-1045      **BOARD:** York Region District School Board      **Email/Website:** www.yrdsb.ca

**Address:** 705 COLUMBUS WAY Newmarket ON L3X 2M7      **Fax:** 9059671054      **Address:** 60 Wellington St W Aurora ON L4G3H2

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits							Comments Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Classes Missed		Times Late	
Course Title: Civics and Citizenship Course Code: CHV2O1 - 3 Teacher: C Basciano <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First										Liam has learned to identify different viewpoints to develop a personal opinion. Liam uses the success criteria to guide the writing process and as a result produces higher quality work. Liam is encouraged to take on a leadership role in class.  <b>Teacher requests an interview</b> <input type="checkbox"/>	7	0	
	Final	90	81.0	.5	E	E	G	E	E	G		44		
Course Title: Principles of Mathemati Course Code: MPM2D1 - 2 Teacher: G Panesar <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	63	82.0	0	G	S	S	N	S	G	Liam determines slope and y-intercept using a variety of methods to solve problems involving linear change. Liam's completion of regular quizzes and homework has enhanced learning. Liam is encouraged to use class time more effectively.  <b>Teacher requests an interview</b> <input type="checkbox"/>	2	8	
	Final											44		
Course Title: Healthy Active Living E Course Code: PPL1OI - 01 Teacher: B Loria <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	95	80.0	0	E	E	E	E	E	E	Liam understands the training and educational requirements related to the HPA program. This is evident in training logs. They demonstrates commitment to the training and the High Performance Athlete program requirements. This is evident through the coaches meetings. Liam is encouraged to use coaches and teacher feedback to set individual goals at school and in practice. First coaches' assessment is now due.  <b>Teacher requests an interview</b> <input type="checkbox"/>	1	0	
	Final											44		
Course Title: Science Course Code: SNC2D1 - 2 Teacher: C Kane <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	70	79.0	0	G	G	S	G	S	G	Liam identifies different types of chemical reactions. Liam uses the microscope to examine cells and cell division and to draw and label biological diagrams. This is based on laboratory investigations. Liam is encouraged to seek clarification or assistance when needed.  <b>Teacher requests an interview</b> <input type="checkbox"/>	2	1	
	Final											44		

Principal's Signature ➡

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.

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# Learning Skills and Work Habits

E – Excellent    G – Good    S – Satisfactory    N – Needs Improvement

Responsibility	Organization
<ul style="list-style-type: none"> <li>• Fulfills responsibilities and commitments within the learning environment.</li> <li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>• Takes responsibility for and manages own behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks.</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>• Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
Independent Work	Collaboration
<ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time appropriately to complete tasks.</li> <li>• Follows instructions with minimal supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group.</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>• Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
Initiative	Self-Regulation
<ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning.</li> <li>• Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>• Demonstrates curiosity and interest in learning.</li> <li>• Approaches new tasks with a positive attitude.</li> <li>• Recognizes and advocates appropriately for the rights of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> <li>• Assesses and reflects critically on own strengths, needs, and interests.</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>

✂ \_\_\_\_\_ *(Please complete, sign, and detach the form below, and return it to your child's teacher.)* \_\_\_\_\_ ✂

Student: Fagan, Liam Robert Kevin	OEN: 417741873	Grade: 10	Homeroom: HR244
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### Student's Comments

- My best work is:

- My goal for improvement is:

Student's Signature: \_\_\_\_\_

X

### Parent's/Guardian's Response

- I have received this report card.     I would like to discuss this report card. Please contact me.

Parent's/Guardian's Name *(please print)*: \_\_\_\_\_

Signature: \_\_\_\_\_

X

Date: \_\_\_\_\_

2023/1/22

Telephone (day): \_\_\_\_\_

Telephone (evening): \_\_\_\_\_

Achievement of the Provincial Curriculum Expectations	
<b>Percentage Mark</b>	
<b>80–100</b>	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
<b>70–79</b>	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
<b>60–69</b>	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
<b>50–59</b>	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
<b>Below 50</b>	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
<b>I</b>	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
<b>W</b>	The student has withdrawn from the course.
<b>ESL/ELD</b> – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.	
<b>IEP</b> – Individual Education Plan	
<b>FRENCH</b> – The student receives instruction in French for the course.	
<b>SHSM</b> – Specialist High Skills Major (for Grade 11 and 12 courses only)	
<b>Course Median</b> – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.	