

Learning to be
OUR BEST



School District 72

Accountability Contract

2003/04



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● District Context

Mission Statement:

School District 72 is dedicated to the achievement of personal excellence for all members of its learning community.

School District 72 is recognized for its innovative programs, competent professional staff, and community support. The district is also known for its work in early literacy intervention and aboriginal education.

Located midway on the east coast of Vancouver Island, School District 72 extends north to Sayward, south to Oyster River and west to Strathcona Park. The district also encompasses Cortes, Read, and Quadra Islands.

The district administers a budget of approximately \$46 million and serves over 6,400 students in 23 schools, two provincial programs and a flourishing Continuing Education program.

A lower birthrate and changing economic conditions have led to a pattern of declining enrolment in the district over recent years. Approximately 1,000 fewer students have enrolled in the last five years and demographics predict a similar pattern in the future.

Fewer students and subsequent loss of funding presents a major challenge in maintaining quality educational programs and services in the district.



● District Information

Community Demographics:

According to the 2001 census, Campbell River's population is 33,872 with another 8,376 in surrounding rural areas.

- First Nations population is 2,574 – an increase from the 1996 census of 334.
- 1.75 per cent of the homes are non-English speaking.
- Number of dual parent families: 9,053.
- Number of single parent families: 1,900.
- Average family income: \$59,560.
- 16 per cent of student population is First Nations.
- 5.3 per cent of student population is a visible minority.

School District 72 Profile:

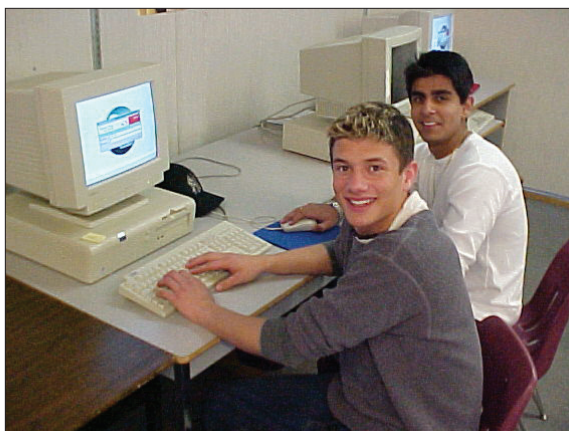
Total population of 6,425 students attending:

- 17 Elementary Schools.
- 3 Middle Schools.
- 2 Secondary Schools.
- 1 Alternate School.

Notable district programs include:

- French Immersion – including Early and Late programs (251 students).
- Career Development Programs – CPP, CO-OP, and Apprentice (881 students).
- English as a Second Language – ESL (104 students).
- English as a Second Dialect – ESD (343 students).

The district offers a Continuing Education program for mature students and two Provincial Programs for young offenders.



● Goals



The goals established by the District Education Leadership Team are:

Goal 1: Our students are literate.

Goal 2: Our students are numerate.

Goal 3: Our students are socially responsible citizens.

● District and School Connections



For the last six years, School District 72 used a school growth-planning model initiated at the individual school level. Teachers, administrators and parents submitted yearly plans to the District Educational Leadership Team, where goals were reviewed and resources and support were allocated.

Recent amendments to the *School Act* now require districts to produce an Accountability Contract, which reports student achievement results to parents and the public.

Each school, in cooperation with its School Planning Council and Parent Advisory Council, reviews school-level data to develop a school growth plan for the year. Some schools incorporate goals to improve aboriginal student achievement as well.

Information from school growth plans continues to determine district-level priorities as resources and support are allocated to schools based on their plans.

However, the Accountability Contract enhances this district-school relationship by measuring whether student achievement is improving as a result.

As in past years, most school growth plans centre on three core goals: *Literacy, Numeracy, and Social Responsibility*. (see Appendix 1 - School Growth Plans).

This focus – consistent with ministry goals of intellectual, human and social, and career development – is aimed at providing the best education for students in the district.

● **Objectives:** Goal 1 - Our students are literate



1. To improve the reading and writing levels of students in K-3.
2. To improve the reading and writing levels of students in Grades 4-6.
3. To improve the reading and writing levels of students in Grades 7-12.

● **Rationale:** Goal 1



- Analysis of district assessments and FSA indicate a need to continue to focus on reading and writing in order to improve student achievement in these areas.
- Analysis of district assessments, FSA, and exam results show a significant gap between the achievement of Aboriginal and non-Aboriginal students in reading and writing.
- Twelve of 14 schools enrolling children in Grades K-6 have reading as a goal.
- Eleven of 14 schools enrolling children in Grades K-6 have writing as a goal.
- All three middle schools have identified reading as a goal.
- Two of the three middle schools have identified writing as a goal.
- Both secondary schools are working on improving writing.
- Both secondary schools have identified increasing the numbers of students participating successfully in English 12 as a goal.

● Achievement of Targets: Goal 1

Target: *To improve the reading skills of all Grade 1 students*

Performance Indicators:

A five-year goal to reduce the percentage of Grade 1 students who are “Not Yet Within Expectations” was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 28 per cent was set using the District 2001/02 Benchmark Reading Levels assessment.

The goal was to reduce the percentage of students “Not Yet Within Expectations” to 13 per cent over five years.

The annual target was calculated to be a 3 per cent reduction a year:

$$\frac{28\% - 13\%}{5 \text{ years}} = 3 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the percentage of Grade 1 students “Not Yet Within Expectations” to 25 per cent.

Results 2002/03: Target Met

25 per cent of students are “Not Yet Within Expectations.”

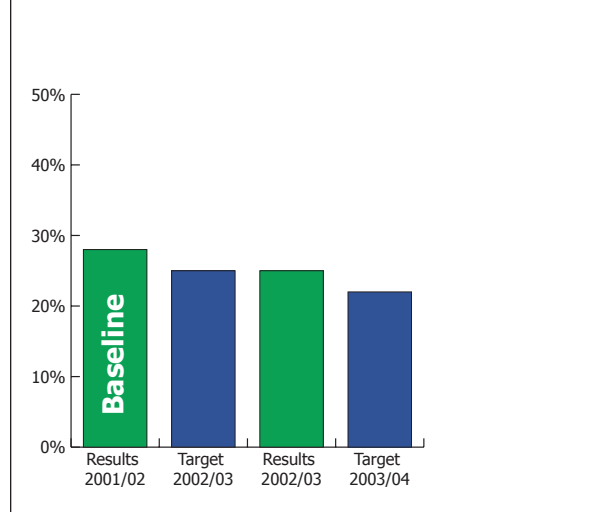
Target 2003/04:

The target is 22 per cent using the 2001/02 baseline.

Grade 1 District Reading Assessments:

Fully Meets	Meets	Not Yet Within
59%	16%	25%

Grade 1 District Reading Assessments: “Not Yet Within Expectations”



Accountability Contract 2003/04

Target: *To improve the reading skills of all Grade 2 students*

Performance Indicators:

A five-year goal to reduce the percentage of Grade 2 students who are “Not Yet Within Expectations” was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 22 per cent was set using the District 2001/02 Benchmark Reading Levels assessment.

The goal was to reduce the percentage of students “Not Yet Within Expectations” to 12 per cent over five years.

The annual target was calculated to be a 2 per cent reduction a year:

$$\frac{22\% - 12\%}{5 \text{ years}} = 2 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the percentage of Grade 2 students “Not Yet Within Expectations” to 20 per cent.

Results 2002/03: *Target Met*

17 per cent of students are “Not Yet Within Expectations.”

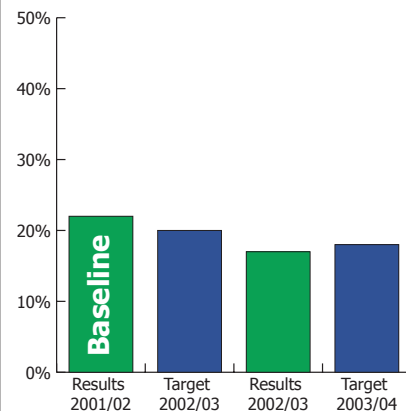
Target 2003/04:

The target is 18 per cent using the 2001/02 baseline.

Grade 2 District Reading Assessments:

Fully Meets	Meets	Not Yet Within
68%	15%	17%

**Grade 2 District Reading Assessments:
“Not Yet Within Expectations”**



Accountability Contract 2003/04

Target: *To improve the reading skills of all Grade 3 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 3 students who "Fully Meet and Exceed Expectations" was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 67 per cent was set using the 2000/01 District Reading Assessment.

The goal was to increase the percentage of students who "Fully Meet and Exceed Expectations" to 92 per cent over five years.

The annual target was calculated to be a 5 per cent increase a year:

$$\frac{92\% - 67\%}{5 \text{ years}} = 5 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 3 students who "Fully Meet and Exceed Expectations" to 77 per cent.

Results 2002/03: Target Met

84 per cent of students "Fully Meet and Exceed Expectations."

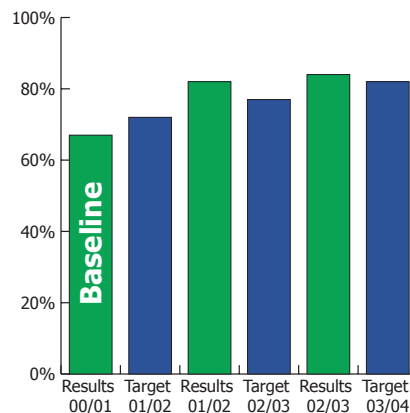
Target 2003/04:

The target is 82 per cent using the 2000/01 baseline.

Grade 3 District Reading Assessments:

Exceeds	Fully Meets	Meets	Not Yet Within
37%	47%	14%	2%

Grade 3 District Reading Assessments: "Fully Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: To improve the reading skills of Grade 3 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 3 Aboriginal and non-Aboriginal students "Not Yet Within Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 9 per cent in the 1998/99 Grade 3 District Reading Assessment.

A 2 per cent reduction in the gap was calculated to be 0.18 per cent a year:

$$9\% \times 2\% = 0.18 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 3 Aboriginal and non-Aboriginal students "Not Yet Within Expectations" to 8.28 per cent.

Results 2002/03: Target Met

The gap is 0 per cent.

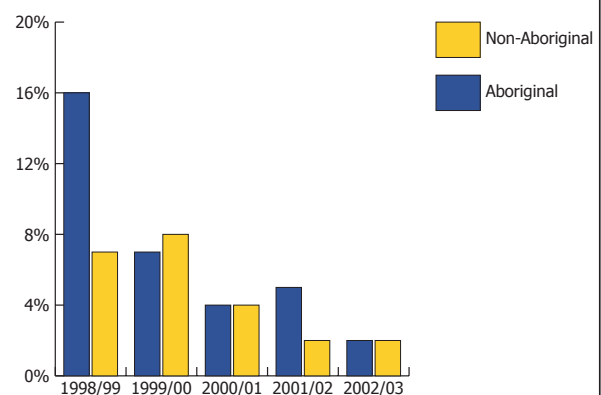
Target 2003/04:

The target is 8.1 per cent using the 1998/99 baseline.

Grade 3 District Reading Assessments: "Not Yet Within Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	16%	7%	
99/00	7%	8%	8.82%
00/01	4%	4%	8.64%
01/02	5%	2%	8.46%
02/03	2%	2%	8.28%

District Grade 3 Reading Assessment: "Not Yet Within Expectations"



Accountability Contract 2003/04

Target: To improve the reading skills of all Grade 4 students

Performance Indicators:

A five-year goal to increase the percentage of Grade 4 students who "Meet and Exceed Expectations" was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 74 per cent was set using the 2000/01 Grade 4 Reading FSA.

The goal was to increase the percentage of students who "Meet and Exceed Expectations" to 85 per cent over five years.

The annual target was calculated to be a 2.2 per cent increase a year:

$$\frac{85\% - 74\%}{5 \text{ years}} = 2.2 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 4 students who "Meet and Exceed Expectations" to 78.4 per cent.

Results 2002/03: Target Not Met*

74 per cent of students "Meet and Exceed Expectations."

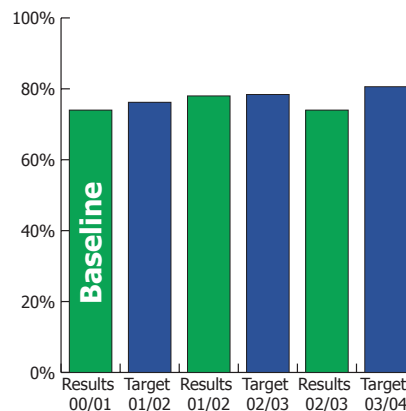
Target 2003/04:

The target is 80.6 per cent using the 2000/01 baseline.

Grade 4 FSA Reading Results:

Exceeds	Meets	Not Yet Within
5%	69%	26%

Grade 4 FSA Reading Assessments: "Meet and Exceed Expectations"



* Scores were down province wide. Continued work in the area of early literacy will help achieve this goal.

Accountability Contract 2003/04

Target: To improve the reading skills of Grade 4 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 4 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 23 per cent in the 1998/99 Grade 4 Reading FSA.

A 2 per cent reduction in the gap was calculated to be 0.46 per cent a year:

$$23\% \times 2\% = 0.46 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 4 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 21.16 per cent.

Results 2002/03: Target Not Met*

The gap is 27 per cent.

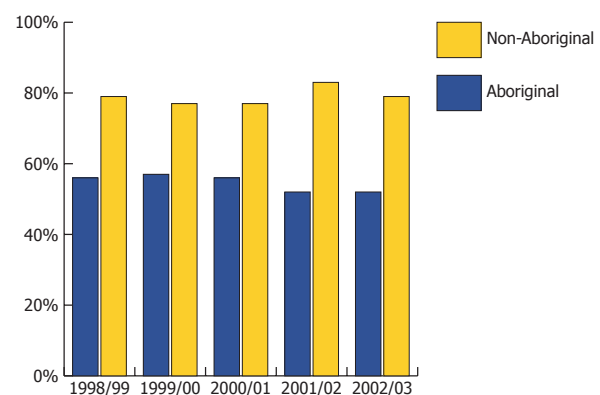
Target 2003/04:

The target is 20.7 per cent using the 1998/99 baseline.

Grade 4 FSA Reading Results: "Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	56%	79%	
99/00	57%	77%	22.54%
00/01	56%	77%	22.08%
01/02	52%	83%	21.62%
02/03	52%	79%	21.16%

Grade 4 FSA Reading Assessment: "Meet and Exceed Expectations"



* Scores were down province wide. Continued work in the area of early literacy will help achieve this goal.

Accountability Contract 2003/04

Target: *To improve the writing skills of all Grade 4 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 4 students who "Meet and Exceed Expectations" was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 83 per cent was set using the 2000/01 Grade 4 Writing FSA.

The goal was to increase the percentage of students who "Meet and Exceed Expectations" to 93 per cent over five years.

The annual target was calculated to be a 2 per cent increase a year:

$$\frac{93\% - 83\%}{5 \text{ years}} = 2 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 4 students who "Meet and Exceed Expectations" to 87 per cent.

Results 2002/03: Target Met

92 per cent of students "Meet and Exceed Expectations."

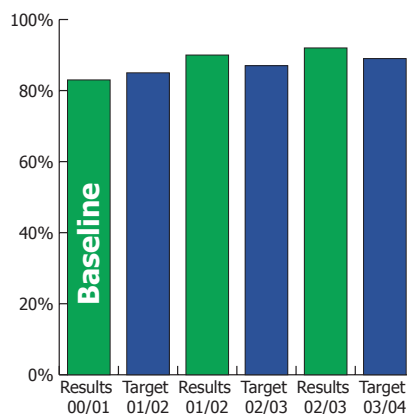
Target 2003/04:

The target is 89 per cent using the 2000/01 baseline.

Grade 4 FSA Writing Results:

Exceeds	Meets	Not Yet Within
2%	90%	9%

Grade 4 FSA Writing Assessments: "Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: To improve the writing skills of Grade 4 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 4 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 11 per cent in the 1998/99 Grade 4 Writing FSA.

A 2 per cent reduction in the gap was calculated to be 0.22 per cent a year:

$$11\% \times 2\% = 0.22 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 4 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 10.12 per cent.

Results 2002/03: Target Met

The gap is 10 per cent.

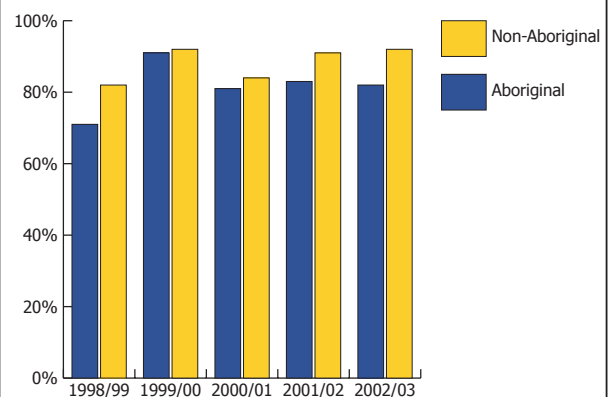
Target 2003/04:

The target is 9.9 per cent using the 1998/99 baseline.

Grade 4 FSA Writing Results: "Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	71%	82%	
99/00	91%	92%	10.78%
00/01	81%	84%	10.56%
01/02	83%	91%	10.34%
02/03	82%	92%	10.12%

Grade 4 FSA Writing Results: "Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: *To improve the reading skills of all Grade 6 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 6 students who "Fully Meet and Exceed Expectations" was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 76 per cent was set using the 2000/01 District Reading Assessment.

The goal was to increase the percentage of students who "Fully Meet and Exceed Expectations" to 86 per cent over five years.

The annual target was calculated to be a 2 per cent increase a year:

$$\frac{86\% - 76\%}{5 \text{ years}} = 2 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 6 students who "Fully Meet and Exceed Expectations" to 80 per cent.

Results 2002/03: Target Met

80 per cent of students "Fully Meet and Exceed Expectations."

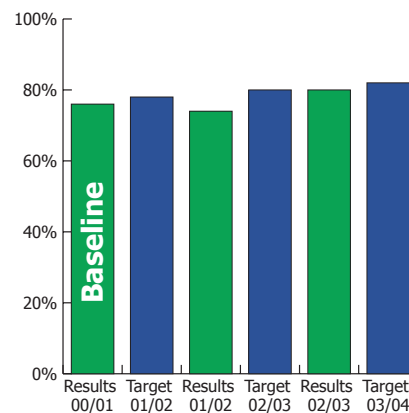
Target 2003/04:

The target is 82 per cent using the 2000/01 baseline.

Grade 6 District Reading Assessment:

Exceeds	Fully Meets	Meets	Not Yet Within
28%	52%	19%	1%

Grade 6 District Reading Assessments: "Fully Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: To improve the reading skills of Grade 6 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 6 Aboriginal and non-Aboriginal students who "Fully Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 39 per cent in the 1998/99 Grade 6 District Reading Assessment.

A 2 per cent reduction in the gap was calculated to be 0.78 per cent a year:

$$39\% \times 2\% = 0.78 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 6 Aboriginal and non-Aboriginal students "Fully Meet and Exceed Expectations" to 35.88 per cent.

Results 2002/03: Target Met

The gap is 19 per cent.

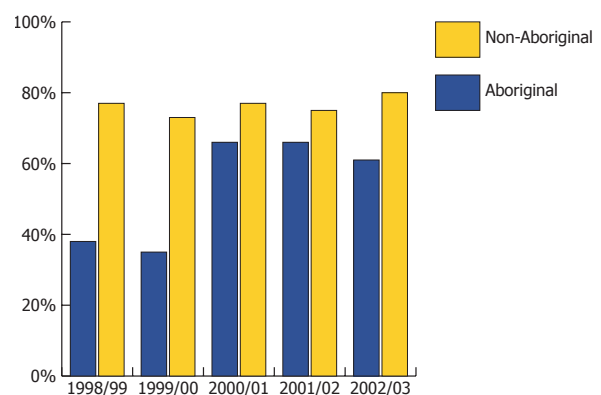
Target 2003/04:

The target is 35.1 per cent using the 1998/99 baseline.

Grade 6 District Reading Assessments: "Fully Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	38%	77%	
99/00	35%	73%	38.22%
00/01	66%	77%	37.44%
01/02	66%	75%	36.66%
02/03	61%	80%	35.88%

Grade 6 District Reading Assessments: "Fully Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: *To improve the reading skills of all Grade 7 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 7 students who "Meet and Exceed Expectations" was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 75 per cent was set using the 2000/01 Grade 7 Reading FSA.

The goal was to increase the percentage of students who "Meet and Exceed Expectations" to 85 per cent over five years.

The annual target was calculated to be a 2 per cent increase a year:

$$\frac{85\% - 75\%}{5 \text{ years}} = 2 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 7 students who "Meet and Exceed Expectations" to 79 per cent.

Results 2002/03: Target Not Met*

74 per cent of students "Meet and Exceed Expectations."

Target 2003/04:

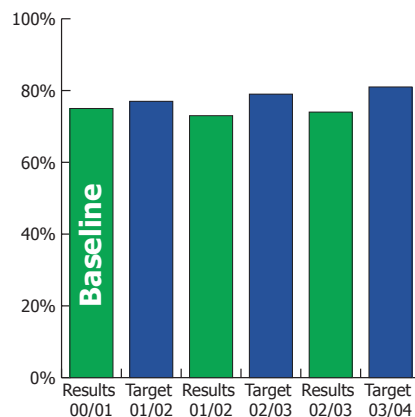
The target is 81 per cent using the 2000/01 baseline.

* With District support, school level data will be analyzed and strategies will be developed to improve scores.

Grade 7 FSA Reading Results:

Exceeds	Meets	Not Yet Within
6%	68%	26%

Grade 7 FSA Reading Assessments: "Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: To improve the reading skills of Grade 7 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 7 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 3 per cent in the 1998/99 Grade 7 Reading FSA.

A 2 per cent reduction in the gap was calculated to be 0.06 per cent a year:

$$3\% \times 2\% = 0.06 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 7 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 2.76 per cent.

Results 2002/03: Target Not Met*

The gap is 26 per cent.

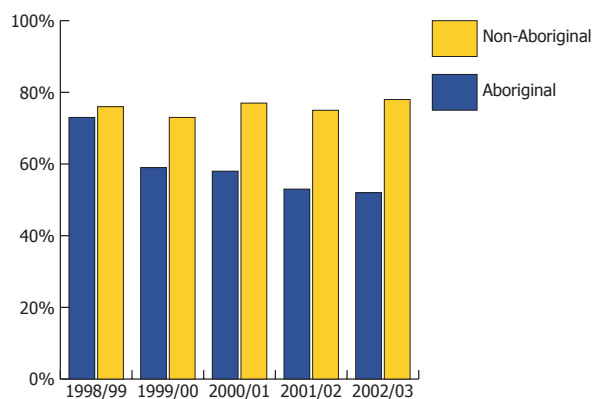
Target 2003/04:

The target is 2.7 per cent using the 1998/99 baseline.

Grade 7 FSA Reading Results: "Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	73%	76%	
99/00	59%	73%	2.94%
00/01	58%	77%	2.88%
01/02	53%	75%	2.82%
02/03	52%	78%	2.76%

Grade 7 FSA Reading Results: "Meet and Exceed Expectations"



* With District support, school level data will be analyzed and strategies will be developed to improve scores.

Target: *To improve the writing skills of all Grade 7 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 7 students who “Meet and Exceed Expectations” was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 69 per cent was set using the 2000/01 Grade 7 Writing FSA.

The goal was to increase the percentage of students who “Meet and Exceed Expectations” to 85 per cent over five years.

The annual target was calculated to be a 3.2 per cent increase a year:

$$\frac{85\% - 69\%}{5 \text{ years}} = 3.2 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 7 students who “Meet and Exceed Expectations” to 75.4 per cent.

Results 2002/03: Target Not Met*

71 per cent of students “Meet and Exceed Expectations.”

Target 2003/04:

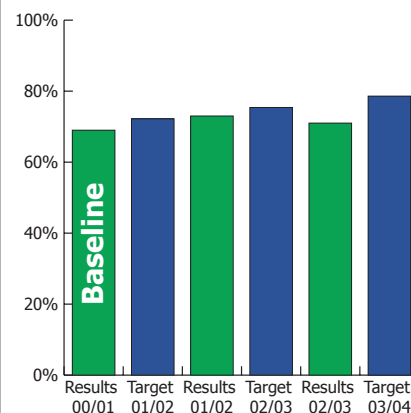
The target is 78.6 per cent using the 2000/01 baseline.

* With District support, school level data will be analyzed and strategies will be developed to improve scores.

Grade 7 FSA Writing Results:

Exceeds	Meets	Not Yet Within
0%	71%	29%

**Grade 7 FSA Writing Assessments:
“Meet and Exceed Expectations”**



Accountability Contract 2003/04

Target: To improve the writing skills of Grade 7 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 7 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 20 per cent in the 1999/00 Grade 7 Writing FSA.

A 2 per cent reduction in the gap was calculated to be 0.4 per cent a year:

$$20\% \times 2\% = 0.4 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 7 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 18.8 per cent.

Results 2002/03: Target Met

The gap is 5 per cent.

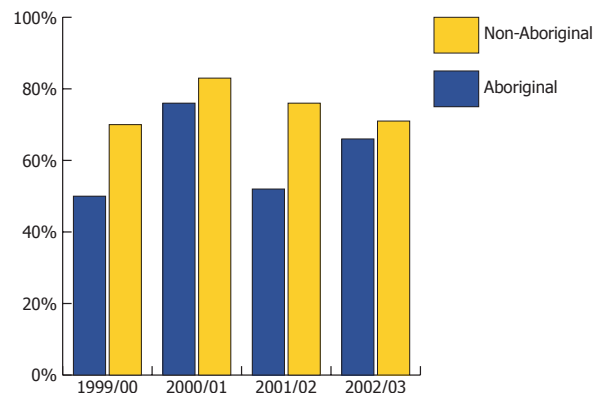
Target 2003/04:

The target is 18.4 per cent using the 1999/00 baseline.

Grade 7 FSA Writing Results: "Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
99/00	50%	70%	
00/01	76%	83%	19.6%
01/02	52%	76%	19.2%
02/03	66%	71%	18.8%

Grade 7 FSA Writing Results: "Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: *To improve the reading skills of all Grade 9 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 9 students who "Fully Meet and Exceed Expectations" was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 78 per cent was set using the 2000/01 District Reading Assessment.

The goal was to increase the percentage of students who "Fully Meet and Exceed Expectations" to 85 per cent over five years.

The annual target was calculated to be a 1.4 per cent increase a year:

$$\frac{85\% - 78\%}{5 \text{ years}} = 1.4 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 9 students who "Fully Meet and Exceed Expectations" to 80.8 per cent.

Results 2002/03: Target Not Met*

69 per cent of students "Fully Meet and Exceed Expectations."

Target 2003/04:

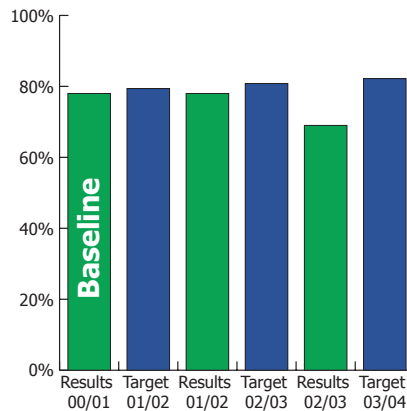
The target is 82.2 per cent using the 2000/01 baseline.

* This was an unexpected decline from last year. Results will be monitored over time.

Grade 9 District Reading Assessments:

Exceeds	Fully Meets	Meets	Not Yet Within
27%	42%	28%	3%

Grade 9 District Reading Assessments: "Fully Meet and Exceed Expectations"



Target: To improve the reading skills of Grade 9 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 9 Aboriginal and non-Aboriginal students who "Fully Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 25 per cent in the 1998/99 Grade 9 District Reading Assessment.

A 2 per cent reduction in the gap was calculated to be 0.5 per cent a year:

$$25\% \times 2\% = 0.5 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 9 Aboriginal and non-Aboriginal students "Fully Meet and Exceed Expectations" to 23 per cent.

Results 2002/03: Target Met

The gap is 11 per cent.

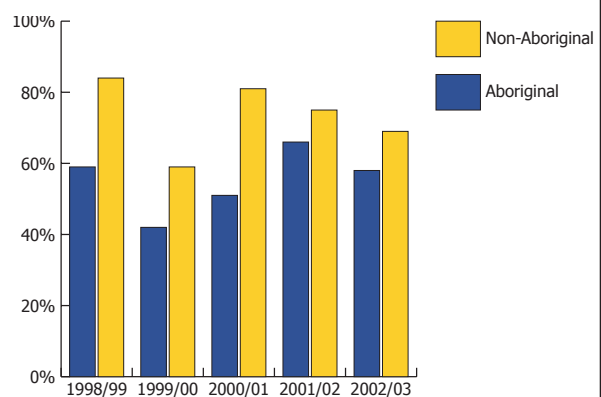
Target 2003/04:

The target is 22.5 per cent using the 1998/99 baseline.

Grade 9 District Reading Assessments: "Fully Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	59%	84%	
99/00	42%	59%	24.5%
00/01	51%	81%	24%
01/02	66%	75%	23.5%
02/03	58%	69%	23%

Grade 9 District Reading Assessments: "Fully Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: *To improve the reading skills of all Grade 10 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 10 students who “Meet and Exceed Expectations” was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 78 per cent was set using the 2000/01 Grade 10 Reading FSA.

The goal was to increase the percentage of students who “Meet and Exceed Expectations” to 82 per cent over five years.

The annual target was calculated to be a 0.8 per cent increase a year:

$$\frac{82\% - 78\%}{5 \text{ years}} = 0.8 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 10 students who “Meet and Exceed Expectations” to 79.6 per cent.

Results 2002/03: Target Not Met*

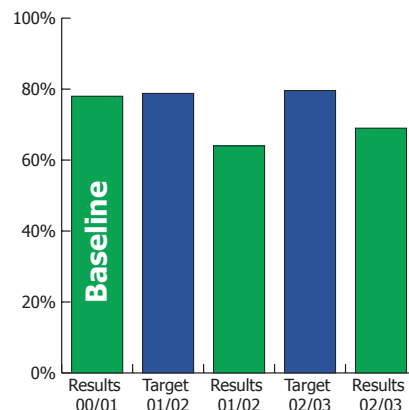
69 per cent of students “Meet and Exceed Expectations.”

Note: Grade 10 FSA will no longer be administered.

Grade 10 FSA Reading Results:

Exceeds	Meets	Not Yet Within
3%	66%	31%

Grade 10 FSA Reading Assessments: “Meet and Exceed Expectations”



* Strategies will be developed with schools to improve success rates on new exams.

Accountability Contract 2003/04

Target: To improve the reading skills of Grade 10 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 10 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 19 per cent in the 1998/99 Grade 10 Reading FSA.

A 2 per cent reduction in the gap was calculated to be 0.38 per cent a year:

$$19\% \times 2\% = 0.38 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 10 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 17.48 per cent.

Results 2002/03: Target Met

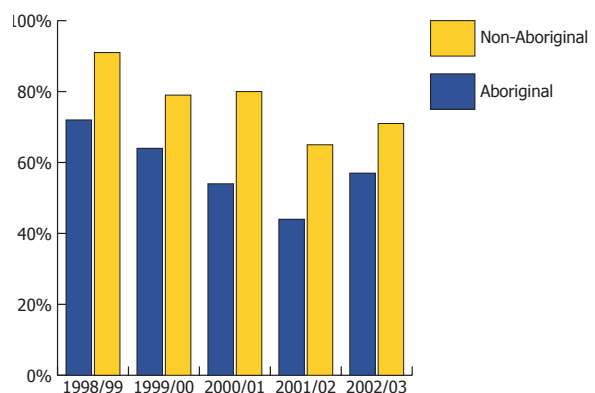
The gap is 14 per cent.

Note: Grade 10 FSA will no longer be administered.

Grade 10 FSA Reading Results: "Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	72%	91%	
99/00	64%	79%	18.62%
00/01	54%	80%	18.24%
01/02	44%	65%	17.86%
02/03	57%	71%	17.48%

Grade 10 FSA Reading Results: "Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: *To improve the writing skills of all Grade 10 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 10 students who “Meet and Exceed Expectations” was established by a careful review of School Growth Plans and District literacy initiatives.

A baseline of 83 per cent was set using the 2000/01 Grade 10 Writing FSA.

The goal was to increase the percentage of students who “Meet and Exceed Expectations” to 86 per cent over five years.

The annual target was calculated to be a 0.6 per cent increase a year:

$$\frac{86\% - 83\%}{5 \text{ years}} = 0.6 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 10 students who “Meet and Exceed Expectations” to 84.2 per cent.

Results 2002/03: Target Not Met*

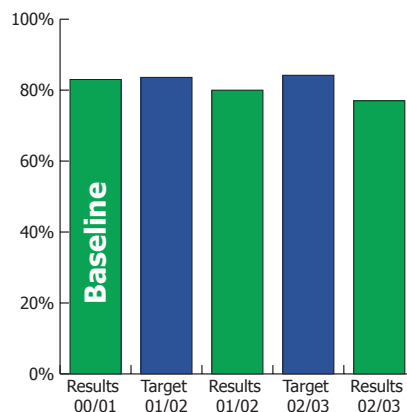
77 per cent of students “Meet and Exceed Expectations.”

Note: Grade 10 FSA will no longer be administered.

Grade 10 FSA Writing Results:

Exceeds	Meets	Not Yet Within
3%	74%	23%

Grade 10 FSA Writing Assessments: “Meets and Exceeds Expectations”



* Strategies will be developed with schools to improve success rates on new exams.

Accountability Contract 2003/04

Target: To improve the writing skills of Grade 10 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 10 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 7 per cent in the 2000/01 Grade 10 Writing FSA.

A 2 per cent reduction in the gap was calculated to be 0.14 per cent a year:

$$7\% \times 2\% = 0.14 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 10 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 6.72 per cent.

Results 2002/03: Target Met

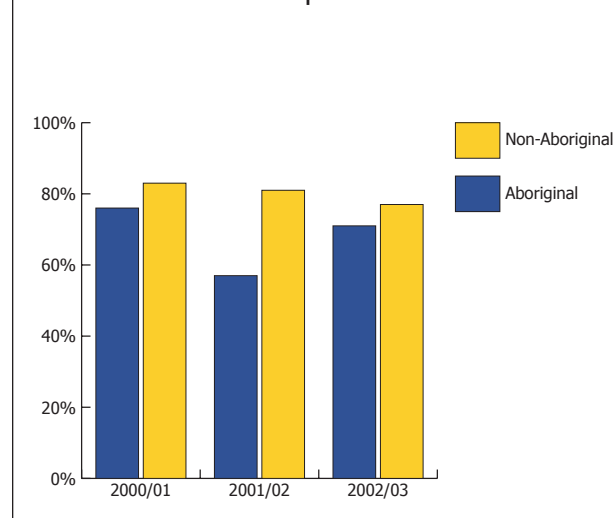
The gap is 6 per cent.

Note: Grade 10 FSA will no longer be administered.

Grade 10 FSA Writing Results: "Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
00/01	76%	83%	
01/02	57%	81%	6.86%
02/03	71%	77%	6.72%

Grade 10 FSA Writing Results: "Meet and Exceed Expectations"



Target: *To improve the reading skills of all Grade 12 students*

Performance Indicators:

A five-year goal to increase the “Participation Rates” in Grade 12 English was established by a careful review of School Growth Plans, Provincial Exam results and Provincial Exam results from school districts of comparable size and composition.

A baseline of 63 per cent was set using the 2001/02 TRAX Report.

The goal was to increase Grade 12 English “Participation Rates” to 80 per cent over five years, while maintaining a success rate of 90 per cent.

The annual target was calculated to be a 3.4 per cent increase a year:

$$\frac{80\% - 63\%}{5 \text{ years}} = 3.4 \text{ per cent a year}$$

Performance Target 2002/03:

To increase Grade 12 English “Participation Rates” to 66.4 per cent.

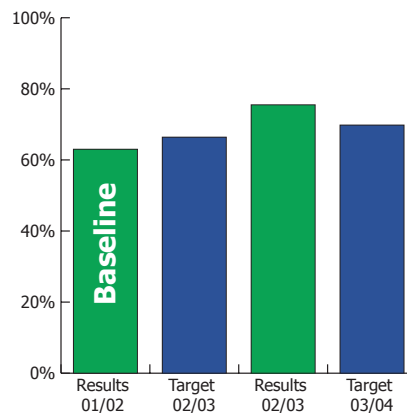
Results 2002/03: Target Met

75.5 per cent of students participated in English 12, while maintaining a success rate of 95 per cent.

Target 2003/04:

The target is 69.8 per cent using the 2001/02 baseline.

**Grade 12 English Results:
“Participation Rates”**



Target: To improve the reading skills of Grade 12 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap in Grade 12 English "Participation Rates" between Aboriginal and non-Aboriginal students by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 43 per cent in 1998/99.

A 2 per cent reduction in the gap was calculated to be 0.86 per cent a year:

$$43\% \times 2\% = 0.86 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the percentage gap in Grade 12 English "Participation Rates" between Aboriginal and non-Aboriginal students to 39.56 per cent.

Results 2002/03: Target Met

The gap is 28 per cent.

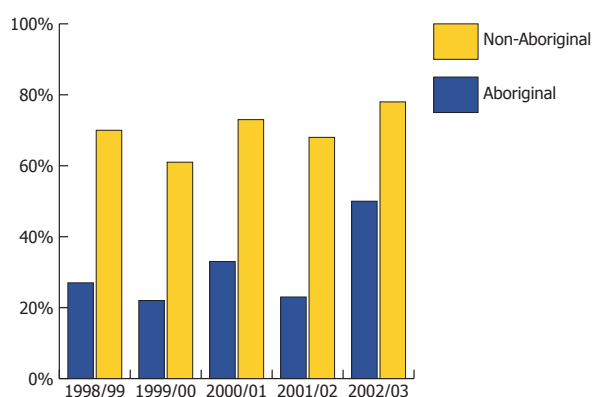
Target 2003/04:

The target is 38.7 per cent using the 1998/99 baseline.

Grade 12 English Results: "Participation Rates"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	27%	70%	
99/00	22%	61%	42.14%
00/01	33%	73%	41.28%
01/02	23%	68%	40.42%
02/03	50%	78%	39.56%

English 12 Results: "Participation Rates"



● Strategies: Goal 1

Objective 1: Improve the reading and writing levels of students in K-3

- Administer district assessments in January and June to monitor growth.
- Identify schools with high numbers of at risk students in January and provide additional support to those schools.
- Review numbers of First Nations Students at risk and provide additional support
- Ensure all schools offer a reading intervention program.
- Target district and school based learning resources to maintain and expand leveled book rooms in all schools.
- Develop leveled First Nations resources.
- Promote best instructional practices that focus on comprehension strategies.
- Provide inservice at the district and school level to support the skill develop of all teachers as teachers of reading.
- Assist schools with the administration of school wide writes to gather data.
- Provide support to schools on improving writing instruction.

Objective 2: Improve the reading and writing levels of students in Grades 4-6

- Develop and implement a district reading assessment at Grades 3-9 linked to the Reading Performance Standards that will provide teachers and schools with useful data for instruction and data collection.
- Target district and school based learning resources to expand and establish intermediate classroom libraries and intervention materials.
- Provide inservice for intermediate teachers on teaching comprehension strategies.
- Identify and promote powerful reading strategies.
- Identify At-Risk First Nations learners and provide extra support.
- Support schools with implementing school wide writes to gather data.
- Provide inservice to schools on improving the teaching of writing.



Objective 3: Improve the reading and writing levels of students in Grades 7-12

- Develop and implement a district reading assessment at Grades 3-9 linked to the Reading Performance Standards that will provide teachers and schools with useful data for instruction and data collection.
- Target district and school based learning resources to expand and establish middle school classroom libraries and intervention materials.
- Establish materials and programs for struggling readers.
- Provide inservice and best practices sessions for middle and secondary teachers on teaching comprehension strategies.
- Identify at risk First Nations Learners and provide extra support.
- Identify, promote and model powerful reading strategies.
- Support schools with implementing school wide writes to gather data.
- Provide inservice to schools on improving the teaching of writing.
- Target district and school based learning resources to expand and establish middle school classroom libraries and intervention materials.

● **Structures: Goal 1**



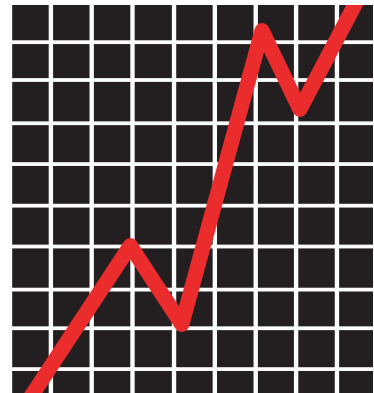
- The District Education Leadership Team sets goals and priorities for supporting schools based on school growth plans.
- The district provides coordinated support through a 0.8 literacy support teacher.
- The district teacher librarian coordinates literacy efforts with teacher librarians.
- There is an established summer school program that enables students to strengthen literacy skills.
- A district reading assessment is administered at Grades 3, 6, and 9 in May.
- The district education centre supports literacy with leveled sets of materials for intervention and literature circles and professional books and videos.
- Core Pro-D and Educational Services coordinate efforts to provide opportunities through “District Series” and the “District Professional Development Day” to support best practices in literacy.
- Principals and Vice-principals participate in professional growth that enables them to access current information and strategies about best literacy practices and data collection.

● **Objectives:** Goal 2 - Our students are numerate

1. To improve the numeracy skills of K-6 students.
2. To improve the numeracy skills of students in Grades 7-12.

● **Rationale:** Goal 2

- Analysis of FSA and Government exam results indicate a need to improve the numeracy level of all our students over the established five-year time frame.
- It is increasingly important for students to be numerate in order to achieve their goals.
- Nine schools with K-6 students have set a numeracy goal.
- One middle and one secondary school have identified numeracy as a goal.
- Participation rates in Principles of Math 12 should be increased.



● Achievement of Targets: Goal 2

Target: *To improve the numeracy skills of all Grade 4 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 4 students who “Meet and Exceed Expectations” was established by a careful review of School Growth Plans and District numeracy initiatives.

A baseline of 85 per cent was set using the 2000/01 Grade 4 Numeracy FSA.

The goal was to increase the percentage of students who “Meet and Exceed Expectations” to 88 per cent over five years.

The annual target was calculated to be a 0.6 per cent increase a year:

$$\frac{88\% - 85\%}{5 \text{ years}} = 0.6 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 4 students who “Meet and Exceed Expectations” to 86.2 per cent.

Results 2002/03: Target Met

88 per cent of students “Meet and Exceed Expectations.”

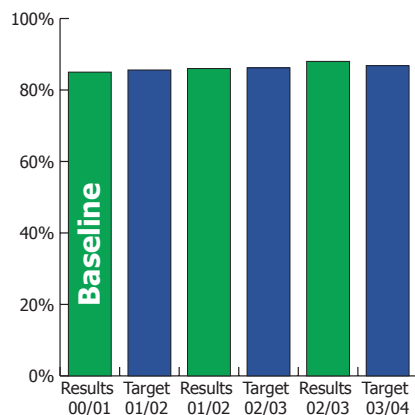
Target 2003/04:

The target is 86.8 per cent using the 2000/01 baseline.

Grade 4 FSA Numeracy Results:

Exceeds	Meets	Not Yet Within
16%	72%	12%

Grade 4 FSA Numeracy Results: “Meet and Exceed Expectations”



Target: To improve the numeracy skills of Grade 4 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 4 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 16 per cent in the 1998/99 Grade 4 Numeracy FSA.

A 2 per cent reduction in the gap was calculated to be 0.32 per cent a year:

$$16\% \times 2\% = 0.32 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 4 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 14.72 per cent.

Results 2002/03: Target Met

The gap is 14.5 per cent.

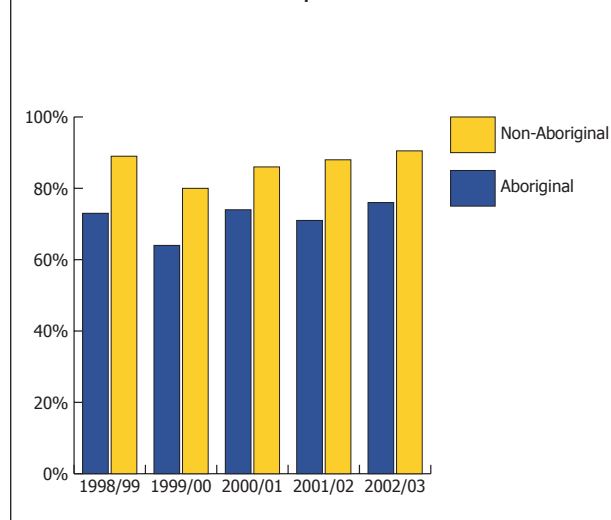
Target 2003/04:

The target is 14.4 per cent using the 1998/99 baseline.

Grade 4 FSA Numeracy Results: "Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	73%	89%	
99/00	64%	80%	15.68%
00/01	74%	86%	15.36%
01/02	71%	88%	15.04%
02/03	76%	90.5%	14.72%

Grade 4 FSA Numeracy Results: "Meet and Exceed Expectations"



Accountability Contract 2003/04

Target: *To improve the numeracy skills of all Grade 7 students*

Performance Indicators:

A five-year goal to increase the percentage of Grade 7 students who "Meet and Exceed Expectations" was established by a careful review of School Growth Plans and District numeracy initiatives.

A baseline of 78 per cent was set using the 2000/01 Grade 7 Numeracy FSA.

The goal was to increase the percentage of students who "Meet and Exceed Expectations" to 85 per cent over five years.

The annual target was calculated to be a 1.4 per cent increase a year:

$$\frac{85\% - 78\%}{5 \text{ years}} = 1.4 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 7 students who "Meet and Exceed Expectations" to 80.8 per cent.

Results 2002/03: Target Met

84 per cent of students "Meet and Exceed Expectations."

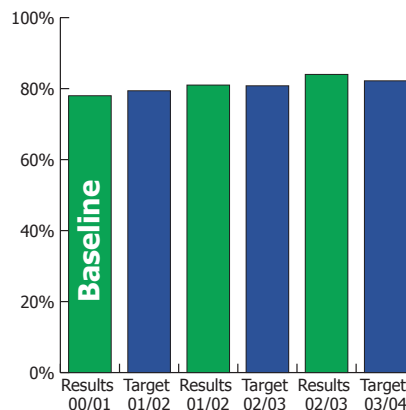
Target 2003/04:

The target is 82.2 per cent using the 2000/01 baseline.

Grade 7 FSA Numeracy Results:

Exceeds	Meets	Not Yet Within
5%	79%	16%

Grade 7 FSA Numeracy Results: "Meet and Exceed Expectations"



Target: To improve the numeracy skills of Grade 7 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 7 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 16 per cent in the 1998/99 Grade 7 Numeracy FSA.

A 2 per cent reduction in the gap was calculated to be 0.32 per cent a year:

$$16\% \times 2\% = 0.32 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 7 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 14.72 per cent.

Results 2002/03: Target Met

The gap is 6 per cent.

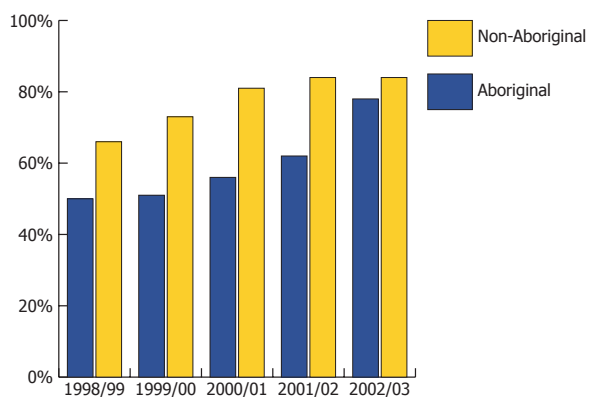
Target 2003/04:

The target is 14.4 per cent using the 1998/99 baseline.

Grade 7 FSA Numeracy Results: "Meets and Exceeds Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	50%	66%	
99/00	51%	73%	15.68%
00/01	56%	81%	15.36%
01/02	62%	84%	15.04%
02/03	78%	84%	14.72%

Grade 7 FSA Numeracy Results: "Meets and Exceeds Expectations"



Accountability Contract 2003/04

Target: To improve the numeracy skills of all Grade 10 students

Performance Indicators:

A five-year goal to increase the percentage of Grade 10 students who "Meet and Exceed Expectations" was established by a careful review of School Growth Plans and District numeracy initiatives.

A baseline of 67 per cent was set using the 1999/00 Grade 10 Numeracy FSA.

The goal was to increase the percentage of students who "Meet and Exceed Expectations" to 70 per cent over five years.

The annual target was calculated to be a 0.6 per cent increase a year:

$$\frac{70\% - 67\%}{5 \text{ years}} = 0.6 \text{ per cent a year}$$

Performance Target 2002/03:

To increase the percentage of Grade 10 students who "Meet and Exceed Expectations" to 68.2 per cent.

Results 2002/03: Target Not Met*

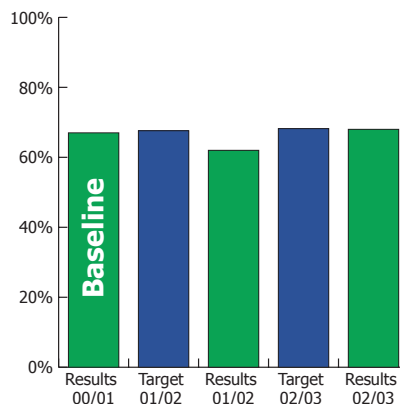
68 per cent of students "Meet and Exceed Expectations."

Note: Grade 10 FSA will no longer be administered.

Grade 10 FSA Numeracy Results:

Exceeds	Meets	Not Yet Within
4%	64%	32%

Grade 10 FSA Numeracy Results: "Meet and Exceed Expectations"



* Strategies will be developed with schools to improve success rates on new exams.

Accountability Contract 2003/04

Target: To improve the numeracy skills of Grade 10 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap between Grade 10 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 23 per cent in the 1998/99 Grade 10 Numeracy FSA.

A 2 per cent reduction in the gap was calculated to be 0.46 per cent a year:

$$23\% \times 2\% = 0.46 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the gap between Grade 10 Aboriginal and non-Aboriginal students who "Meet and Exceed Expectations" to 21.16 per cent.

Results 2002/03: Target Met

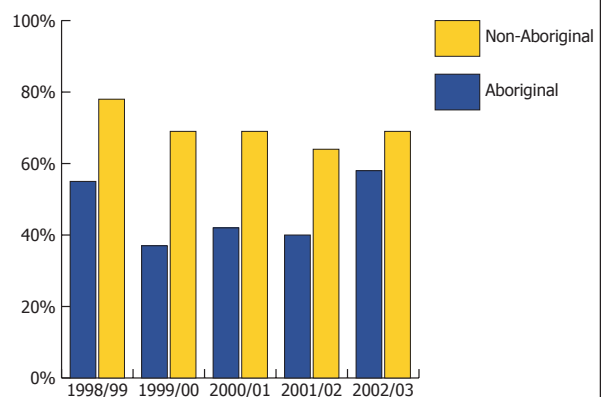
The gap is 11 per cent.

Note: Grade 10 FSA will no longer be administered.

Grade 10 FSA Numeracy Results: "Meet and Exceed Expectations"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	55%	78%	
99/00	37%	69%	22.54%
00/01	42%	69%	22.08%
01/02	40%	64%	21.62%
02/03	58%	69%	21.16%

Grade 10 FSA Numeracy Results: "Meet and Exceed Expectations"



Target: *To improve the numeracy skills of all Grade 12 students*

Performance Indicators:

A five-year goal to increase the “Participation Rates” in Grade 12 Math was established by a careful review of School Growth Plans, Provincial Exam results and Provincial Exam results from school districts of comparable size and composition.

A baseline of 27.1 per cent was set using the 2001/02 TRAX Report.

The goal was to increase Grade 12 Math “Participation Rates” to 30.1 per cent over five years, while maintaining a success rate of 88.9 per cent.

The annual target was calculated to be a 0.6 per cent increase a year:

$$\frac{30.1\% - 27.1\%}{5 \text{ years}} = 0.6 \text{ per cent a year}$$

Performance Target 2002/03:

To increase Grade 12 Math “Participation Rates” to 27.7 per cent.

Results 2002/03: Target Not Met*

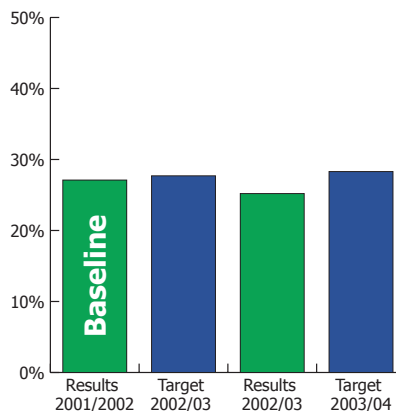
25.2 per cent of students participated in Math 12.

Target 2003/04:

The target is 28.3 per cent using the 2001/02 baseline.

*It is anticipated that work on other math courses will result in the target being met in the future.

**Grade 12 Math Results:
“Participation Rates”**



Target: To improve the numeracy skills of Grade 11 First Nations students

Performance Indicators:

In accordance with School District 72's *First Nations Local Education Improvement Agreement*, a goal was established to reduce the percentage gap in Grade 11 Math "Participation Rates" between Aboriginal and non-Aboriginal students by 2 per cent a year.

Aboriginal and non-Aboriginal performance differed by 22 per cent in 1998/99.

A 2 per cent reduction in the gap was calculated to be 0.44 per cent a year:

$$22\% \times 2\% = 0.44 \text{ per cent a year}$$

Performance Target 2002/03:

To reduce the percentage gap in Grade 11 Math "Participation Rates" between Aboriginal and non-Aboriginal students to 20.24 per cent.

Results 2002/03: Target Not Met*

The gap is 32 per cent.

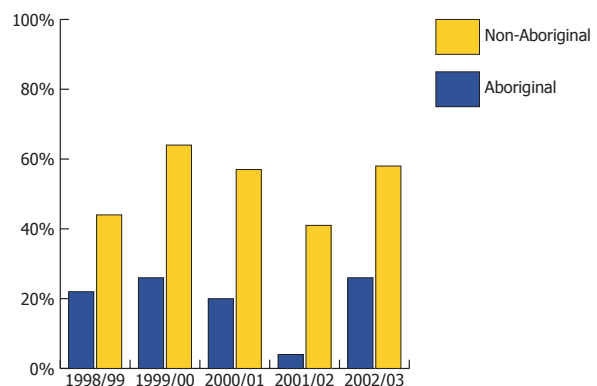
Target 2003/04:

The target is 19.8 per cent using the 1998/99 baseline.

Math 11 Results: "Participation Rates"

	Aboriginal	Non-Aboriginal	Desired Gap
98/99	22%	44%	
99/00	26%	64%	21.56%
00/01	20%	57%	21.12%
01/02	4%	41%	20.68%
02/03	26%	58%	20.24%

Math 11 Results: "Participation Rates"



*Although target was not met, participation increased significantly this year in aboriginal and non-aboriginal groups. Continued effort in this area should result in the target being met in the future.

● Strategies: Goal 2



Objective 1: Improve the numeracy skills of K-6 students

- Implement the Early Numeracy Resource at Grade 1 when available from the ministry.
- Add more math kits based on First Nations themes (Button Blanket Math for K-2 in existence).
- Pilot new resources as they become available.
- Supply schools with problem sets to establish baseline data on problem solving.
- Work with Grade 6 and 7 teachers to improve the transition for students from Grade 6 to 7 math.
- Identify and provide extra support to First Nations students experiencing difficulty with math.

Objective 2: Improve the numeracy skills of students in Grades 7-12

- Provide planning time to grade level teachers to work on common goals and assessment strategies.
- Work with Grade 10 teachers to prepare for the new Grade 10 exams.
- Provide inservice to math teachers to help them link literacy (reading the textbook) to numeracy.
- Provide inservice in the use of manipulatives at the middle school level.
- Work with Grade 9 and 10 teachers on transition issues between the two levels.

● Structures: Goal 2



- The District Education Leadership Team sets goals and priorities for supporting schools based on school growth plans.
- Grant monies are available to schools working on numeracy projects.
- Education Centre provides support through purchasing latest materials, professional books and videos.
- Facilitate groups of schools working with outside presenters.
- Elementary principals and vice-principals working on a study group on the John Van de Walle resource book, "Elementary and Middle School Mathematics."

● **Objectives:** Goal 3 - Our students are socially responsible citizens

1. To acquire the skills needed to become socially responsible citizens.
2. To increase the participation and success rates in district career programs at the Grade 12 level.

● **Rationale:** Goal 3

- Research indicates that positive school culture creates a sense of belonging which in turn promotes academic achievement.
- It is important for our students as Canadian citizens to become contributing members of their communities.
- Twelve district schools identified Social Responsibility as a targeted area in their School Growth Plans.



● Achievement of Targets: Goal 3



Target: *To acquire the skills needed to become socially responsible citizens*

Performance Indicators:

District data was collected using the Social Responsibility Performance Standards in the areas of "Contributing to the Classroom and School Community" and "Solving Problems in Peaceful Ways" in order to establish Grade 5 performance targets in the 2003-2004 school year.

Performance Target:

- To increase the percentage of students "Fully Meeting" social responsibility indicators by 1 per cent.

Next year's "Fully Meeting" targets will be:

- 78 per cent for "Contributing to the Classroom and School Community."
- 82 per cent for "Solving Problems in Peaceful Ways."

Grade 5 Social Responsibility:

"Contributing to the Classroom and School Community"

Fully Meets	Meets	Not Yet Within
77%	21%	2%

Grade 5 Social Responsibility:

"Solving Problems in Peaceful Ways"

Fully Meets	Meets	Not Yet Within
81%	14%	5%

Target: *To acquire the skills needed to become socially responsible citizens*

Performance Indicators:

District data was collected using the Social Responsibility Performance Standards in the areas of "Contributing to the Classroom and School Community" and "Solving Problems in Peaceful Ways" in order to establish Grade 8 performance targets in the 2003-2004 school year.

Grade 8 Social Responsibility:

"Contributing to the Classroom and School Community"

Fully Meets	Meets	Not Yet Within
59%	37%	5%

Performance Target:

- To increase the percentage of students "Fully Meeting" social responsibility indicators for "Contributing to the Classroom and School Community" by 3 per cent.
- To increase the percentage of students "Fully Meeting" social responsibility indicators for "Solving Problems in Peaceful Ways" by 2 per cent.

Grade 8 Social Responsibility:

"Solving Problems in Peaceful Ways"

Fully Meets	Meets	Not Yet Within
65%	30%	5%

Next year's "Fully Meeting" targets will be:

- 62 per cent for "Contributing to the Classroom and School Community."
- 67 per cent for "Solving Problems in Peaceful Ways."

Target: *To increase the skills needed to become socially responsible citizens*

Performance Indicators:

A five-year goal to increase the “Participation Rates” in Grade 12 Career Programs was established by a careful review of School Growth Plans, Provincial Exam results and Provincial Exam results from school districts of comparable size and composition.

A baseline of 42 per cent was set using the 2001/02 TRAX Report.

The goal was to increase “Participation Rates” to 50 per cent over five years.

The annual target was calculated to be a 1.6 per cent increase a year:

$$\frac{50\% - 42\%}{5 \text{ years}} = 1.6 \text{ per cent a year}$$

Performance Target 2002/03:

To increase Grade 12 Career Programs “Participation Rates” to 43.6 per cent.

Results 2002/03: Target Not Met*

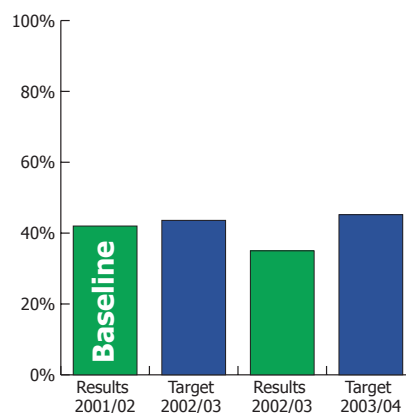
35 per cent of students participated in Grade 12 Career Programs.

Target 2003/04:

The target is 45.2 per cent using the 2001/02 baseline.

* It is anticipated this target will be met in the 2003/04 school year with concentrated effort from staff.

**Grade 12 Career Programs:
“Participation Rates”**



● Strategies: Goal 3



Objective 1: Acquire the skills needed to become socially responsible citizens

- Established a baseline for Social Responsibility at grades five and eight using two sections of the Performance Standards: Contributing to the Classroom and School Community, Solving Problems in Peaceful Ways.
- Professional Development opportunities will continue to be offered to teachers to further develop skills using the Social Responsibility Performance Standards.
- District wide student self-assessment data will be gathered in November and May in the 2003/2004 school year at grades five and eight.
- Effective Behaviour Support (EBS) is provided to all schools wishing to implement a school-wide systems approach to teaching and acknowledging expected student behaviours.
- The district encourages and promotes school participation in community-based events and environmental issues that develop social consciousness. Examples include Cops for Cancer, Terry Fox Run and telephone book recycling.

Objective 2: Increase the participation and success rates in district career programs at the Grade 12 level

- Maintain career program support at the school and district level in order to facilitate participation and success in career program options: Co-op Education, Career Preparation, and Secondary School Apprenticeship.
- Expand community participation and connection to career programs through a variety of opportunities including 'Spotlights', Career Fairs, Take Your Teen To Work, Career Camps, and Skill Development Programs and explore the increased participation in the Secondary School Apprenticeship (SSA) program.

● Structures: Goal 3

- The District Education Leadership Team sets goals and priorities for supporting schools based on school growth plans.
- The district co-ordinates data gathering based on the Social Responsibility Performance Standards and provides training opportunities for teachers and administrators.
- The district Education Centre stocks and distributes resources that support Social Responsibility initiatives.
- The district has four trained EBS coaches who provide ongoing support for EBS implementation.
- The district co-ordinates the implementation of Destination Conservation in twelve participating schools to develop opportunities to conserve energy resources.
- Career Programs staffing consists of a District Career Co-ordinator responsible for community liaison and for placement of all students. Each secondary school has maintained a full time career facilitator position. Career programs are supported by the Director of Instruction.



● Summary of Results



Reading and Writing

• District Reading Assessment Results for Grade 1	Target Met
• District Reading Assessment Results for Grade 2	Target Met
• District Reading Assessment Results for Grade 3	Target Met
• First Nations District Reading Assessment for Grade 3	Target Met
• FSA Reading Results for Grade 4	Target Not Met
• First Nations FSA Reading Results for Grade 4	Target Not Met
• FSA Writing Results for Grade 4	Target Met
• First Nations FSA Writing Results for Grade 4	Target Met
• District Reading Assessment Results for Grade 6	Target Met
• First Nations District Reading Assessment Results for Grade 6	Target Met
• FSA Reading Results for Grade 7	Target Not Met
• First Nations FSA Reading Results for Grade 7	Target Not Met
• FSA Writing Results for Grade 7	Target Not Met
• First Nations FSA Writing Results for Grade 7	Target Met
• District Reading Assessment Results for Grade 9	Target Not Met
• First Nations District Reading Assessment Results for Grade 9	Target Met
• FSA Reading Results for Grade 10	Target Not Met
• First Nations FSA Reading Results for Grade 10	Target Met
• FSA Writing Results for Grade 10	Target Not Met
• First Nations FSA Writing Results for Grade 10	Target Met
• Participation Rates for English 12	Target Met
• First Nations Participation Rates for English 12	Target Met

Numeracy

• FSA Numeracy Results for Grade 4	Target Met
• First Nations FSA Numeracy Results for Grade 4	Target Met
• FSA Numeracy Results for Grade 7	Target Met
• First Nations FSA Numeracy Results for Grade 7	Target Met
• FSA Numeracy Results for Grade 10	Target Not Met
• First Nations FSA Numeracy Results for Grade 10	Target Met
• Participation Rates in Math 12	Target Not Met
• First Nations Participation Rates in Math 11	Target Not Met

Social Responsibility

• Participation Rates for Grade 12 Career Programs	Target Not Met
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● Appendix 1: School Growth Plans Summary



Corresponding with Goal 1's Rationale on Page 4, here is a summary of **Literacy Goals** from each school's School Growth Plan.

Elementary Schools

Campbellton

- improve student development and achievement in reading skills and comprehension.

Cedar

- improve the writing and reading ability of our students.

Cortes

- improve communication skills through a focus on reading, writing and speaking.

Discovery Passage

- increase the numbers of students meeting or exceeding district and provincial expectations in reading and writing.

Ecole Des Deux Mondes

- continue growth in reading comprehension and fluency in French and English.
- improve English and French writing skills.

Ecole Rockland

- improve student performance in reading and writing in both French and English for non-First Nations and First Nations students.

Ecole Willow Point

- improve student achievement in reading and writing.

Evergreen

- improve writing skills of all students.

Georgia Park

- continue to build the knowledge skills and attitudes related to reading.

Ocean Grove

- improve student reading and writing.

Oyster River

- develop powerful independent writers.
- develop powerful independent readers.

Penfield

- improve student performance in reading comprehension.

Pinecrest

- develop powerful thinking skills in all areas in all students using reading scores to measure improvement.

Quadra

- improve reading comprehension skills.

Sandowne

- improve student performance in reading and writing.

Sayward

- improve student writing.

Middle Schools

Ecole Phoenix

- develop successful independent readers.
- develop successful independent writers.

Robron

- improve students reading skills and abilities in all curriculum areas.

Southgate

- continue to improve the knowledge, skills and attitudes related to literacy, reading and writing.

Secondary Schools

Carihi

- improve success rates for students in Social Studies, English and Modern Languages.

Timberline

- raise student achievement by making all staff members more aware of the importance of literacy and by adopting standards of writing acceptance across the curriculum.

Corresponding with Goal 2's Rationale on Page 29, here is a summary of **Numeracy Goals** from each school's School Growth Plan.

Elementary

Cortes

- improve the ability of students to problem solve in mathematics.

Discovery Passage

- establish baseline data in mathematics.

Ecole Des Deux Mondes

- improve in numeracy and problem solving.

Ecole Rockland

- improve achievement in mathematics, especially in problem solving.

Ecole Willow Point

- increase and solidify basic math skills and problem solving from K-6 over the next three years.

Georgia Park

- improve knowledge, skills and attitudes in numeracy.

Ocean Grove

- improve achievement in numeracy.

Sandowne

- improve performance in numeracy with emphasis on problem solving.

Sayward

- improve problem solving.

Middle Schools

Southgate

- improve knowledge, skills and attitudes related to numeracy.

Secondary Schools

Carihi

- improve success rates in math and develop problem solving skills.

Corresponding with Goal 3's
Rationale on Page 39,
here is a summary of
**Social Responsibility
Goals** from each school's
School Growth Plan.

Elementary Schools

Cedar

- improve levels of social responsibility.

Cortes

- ensure students are leaders in social responsibility.

Ecole Willow Point

- establish EBS at Willow Point.

Georgia Park

- enhance mental, physical, and emotional well-being of each child in our care.

Penfield

- improve students' sense of social responsibility.

Pinecrest

- improve safe, helpful, accountable, respectful and positive behaviors at our school.

Quadra

- determine and develop levels of Social Responsibility amongst students.

Sandowne

- improve students' sense of social responsibility in interpersonal relationships.

Sayward

- work toward achieving responsible student behaviour.

Middle Schools

Ecole Phoenix

- promote social responsibility by creating a positive learning environment where everyone feels safe and respected.

Robron

- create a safe, socially responsible learning environment.

Southgate

- continue to improve the knowledge, skills and attitudes related to social responsibility.

Secondary Schools

Carihi

- increase participation rates and develop social responsibility in physical education, drama, career development.

Here is a summary of
Other Goals
from each school's
School Growth Plan.

Elementary

Campbellton

- increase stakeholders' awareness and positive involvement in school.

Cedar

- build a stronger school culture and spirit.

Ecole Rockland

- increase effectiveness of the use of technology.

Ecole Willow Point

- learn to integrate technology in different curriculum areas so students become knowledgeable in using computers as a working and research tool.

Middle Schools

Southgate

- increase parental involvement in school by improving all forms of school-home communication.

Adult Education

Continuing Education

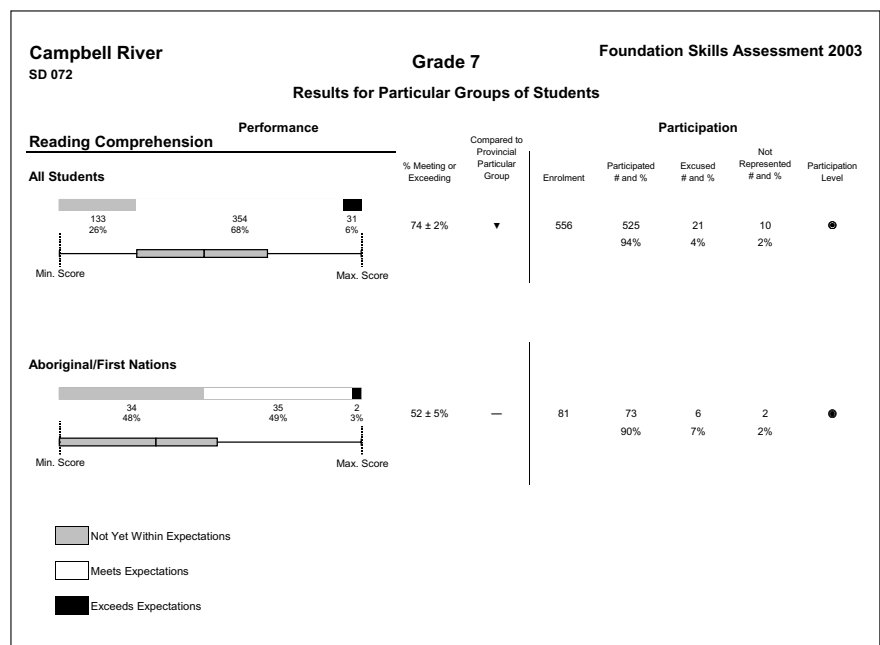
- implement changes in funding, administration, location, staffing and delivery of services.



● Appendix 2: First Nations Calculations

To obtain non-Aboriginal FSA rates from district-wide FSA rates,

- Calculate the number of Aboriginal students “Meeting and Exceeding Expectations.”
- Subtract this number from all students “Meeting and Exceeding Expectations.”
- Subtract Aboriginal students who wrote from all students who wrote the exam.
- Recalculate the percentage of non-Aboriginal “Meeting and Exceeding Expectations.”



Example:

- 37
- $385 - 37 = 348$
- $525 - 73 = 452$
- $348 / 452 = 77$ per cent non-Aboriginal “Meeting and Exceeding Expectations.”