

School District No. 60 (Peace River North)
2003-04 Progress Report

General Area	Goal	Data Based Rationale	Target	Data to Monitor Progress	Summary of Progress
<u>Improving Student Achievement in Reading</u>	<ul style="list-style-type: none"> ▪ Ensure all K students have foundation skills in phonological processing. 	<ul style="list-style-type: none"> • Report of the National Reading Panel and related literature shows that phonemic awareness can be developed through instruction and that doing so significantly accelerates reading and writing achievement. • Last year the percentage of K students in district scoring in quartiles 3 and 4 of phonological processing post-test dropped from 70% to 68%. 	<ul style="list-style-type: none"> ▪ Increase the percentage of K students scoring in quartiles 3 and 4 of phonological processing post-test from 68% to 80%. 	<ul style="list-style-type: none"> • Data collected from district-wide phonological processing screen: Pre-test in October and post-test in April of each school year. • Type and length of intervention offered to students identified at-risk. 	<ul style="list-style-type: none"> ▪ We met our target. The percentage of K students in district scoring in quartiles 3 and 4 of phonological processing post-test increased from 68% to 84%. ▪ Intervention was more consistent and began in January, rather than waiting for post-test results in April.
	<ul style="list-style-type: none"> ▪ Ensure equal opportunity for success in all schools by closing the gap between lowest and highest performing K student cohorts on the phonological processing assessment. 	<ul style="list-style-type: none"> • Last year five schools rose above the district score (ranging from 83% to 100%) and increased from their previous year's performance while four schools fell below the district score (ranging from 42.5% to 64.5%) and dropped from their previous year's performance. • Last year our Aboriginal K population improved significantly, from 59% to 68% scoring in quartiles 3 and 4, no gap between Aboriginal and Non-Aboriginal populations. • A gap of 6 percentage points remains between the performance of boys and girls, with boys scoring lower. 	<ul style="list-style-type: none"> • Bring lowest performing schools with 40% - 50% of K population scoring at target into the 65% range. • Maintain performance of Aboriginal K students at par with their Non-Aboriginal peers. • Eliminate the performance gap between between boys and girls. 	<ul style="list-style-type: none"> • Data collected from district-wide phonological processing screen: Pre-test in October and post-test in April of each school year. 	<ul style="list-style-type: none"> ▪ This year the number of school cohorts with less than 65% of students meeting target was reduced from 4 to 2. ▪ The district early literacy monitoring initiative has been tracking K student performance in phonological processing and adjusting instructional practice for the past five years. A positive trend in improved student performance has been achieved. While the district will continue to monitor progress in this area and analyze contextual factors contributing to the success of school cohorts, this goal will be removed from the district accountability contract. ▪ While our Aboriginal K population improved from 68% to 71% scoring in quartiles 3 and 4, they scored 13 percentage points below the general population. ▪ A gap of 8 percentage points remains between the performance of boys and girls, with boys scoring lower.

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	<ul style="list-style-type: none"> ▪ Ensure all students exit Grade 1 with strong beginning reading skills. 	<ul style="list-style-type: none"> • Widely published literature supporting early intervention suggests there is a high probability that students who read poorly at the end of Grade 1 will remain poor readers throughout their educational history. • Last year the percentage of Grade 1 students in the district reading at target (level 16) increased from 77% to 80%. • District Reading Recovery results remain very strong with 81% discontinued and 14% referred, no gap between Aboriginal and Non-Aboriginal populations. 	<ul style="list-style-type: none"> • Increase the percentage of Grade 1 students in the district reading instructionally at level 16 from 80% to 85%. • Identify students at-risk for intense early intervention. • Maintain Canadian National standards for reading recovery rates in district Reading Recovery program with, Aboriginal students performing at par with their Non-Aboriginal peers. 	<ul style="list-style-type: none"> • Data collected from the district-wide Grade 1 reading assessment in June of each school year, using Checkpoints and PM Benchmarks I. • Data collected from the Observation Survey, administered in all Grade 1 classrooms. 	<ul style="list-style-type: none"> ▪ The percentage of students in district reading instructionally at level 16 increased from 80% to 82%. ▪ Site discontinuing rate remained strong, at 80%. The referred rate increased slightly from 14% to 19%. Aboriginal performance dropped; the discontinuing rate from 80% to 68% and the referral rate increased from 14% to 29%.
	<ul style="list-style-type: none"> ▪ Ensure equal opportunity for success in all schools by closing the gap between lowest and highest performing Grade 1 student cohorts. 	<ul style="list-style-type: none"> • Last year, all schools found 70% or more of their Grade 1 population scoring at target for reading, with the exception of two sites. • A 19 percentage point gap exists between performance of Aboriginal and Non-Aboriginal students. • A 13 percentage point gap exists between performance of girls and boys, with boys performing lower. 	<ul style="list-style-type: none"> • Ensure that 70% or more of Grade 1 populations score at target for reading at ALL school sites. • Eliminate the performance gap between Aboriginal/Non-Aboriginal populations, and between boys/girls. 	<ul style="list-style-type: none"> • Data collected from district-wide year end Grade 1 reading assessment. 	<ul style="list-style-type: none"> ▪ All but one school site achieved 70% or more of the Grade 1 population reading at target. ▪ The district early literacy monitoring initiative has been tracking Grade 1 exit reading performance and adjusting instructional practice for the past five years. While our target has not quite yet been reached, a positive trend in improved student performance has been achieved. While the district will continue to monitor progress in this area and analyze contextual factors contributing to the sources of school cohorts, this goal will be removed from the district accountability contract. ▪ The gap between performance of Aboriginal and non-Aboriginal students increased this year from 19 to 27 percentage points. ▪ The gap between performance of girls and boys decreased from 13 to 10 percentage points.

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	<ul style="list-style-type: none"> ▪ Maintain achievement gains realized through early reading intervention on into the later primary years. 	<ul style="list-style-type: none"> • Instructional practice in balanced literacy and guided reading is not yet consistent throughout the later primary Grades (2-3). • Seven schools improved their cohort performance from Grade 1 to Grade 2 in reading at target, but six schools decreased. 	<ul style="list-style-type: none"> • Ensure that students meeting the target for year end reading in Grade 1 continue to meet target for year end reading in Grade 2 in all school sites. • Establish an appropriate year end reading target for Grade 3 and check cohort data to ensure that early literacy gains extend to the end of third grade. 	<ul style="list-style-type: none"> • Data collected from the district-wide Grade 2 reading assessment in June of each school year, using Checkpoints and PM Benchmarks II. • Data collected from the district-wide Grade 3 reading assessment in June of each school year, using Checkpoints and PM Benchmarks II. 	<ul style="list-style-type: none"> ▪ At the district level, apparent cohort data shows that the percentage of students meeting the target for year end reading in Grade 1, has been maintained in meeting targets for Grades 2 and 3. ▪ Seven schools improved their cohort performance from Grade 1 to Grade 2 in reading at target, but six schools decreased. <i>Please see Appendix Table 1.</i> ▪ Ten schools improved their cohort performance from Grade 2 to Grade 3 in reading at target, but three schools decreased.
	<ul style="list-style-type: none"> ▪ Improve reading vocabulary and comprehension in the intermediate grades (4-7). 	<ul style="list-style-type: none"> • Instructional practice in balanced literacy, guided reading, and literature circles are not consistent throughout the intermediate grades. • District Reading FSA data in Grades 4 and 7 reading shows a downward trend over the past three years. • FSA cohort data for intermediate reading shows a decrease in performance. 	<ul style="list-style-type: none"> • Increase the percentage of students meeting or exceeding expectations on the Grade 4 Reading FSA from 72% to 85%. • Increase the percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA from 71% to 85%. • Increase the percentage of Grade 4 students achieving report card marks of “C+” or better in reading from 76% to 85%. • Increase the percentage of Grade 7 students achieving report card marks of “C+” or better in reading from 76% to 85%. 	<ul style="list-style-type: none"> • Grades 4 and 7 Reading FSA results. • Aggregated report card marks. • Common assessment to be developed. 	<ul style="list-style-type: none"> ▪ We made progress toward our target as follows: <ul style="list-style-type: none"> ▪ The percentage of students meeting or exceeding expectations on the Grade 4 Reading FSA increased from 72% to 77%. ▪ The percentage of students meeting or exceeding expectations on the Grade 7 Reading FSA increased from 71% to 77%. <i>Please see Appendix Table 2.</i> ▪ The percentage of Grade 4 students achieving report card marks of “C+” or better in reading increased from 76% to 80%. ▪ The percentage of Grade 7 students achieving report card marks of “C+” or better in reading decreased from 76% to 69%.

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	<ul style="list-style-type: none"> ▪ Ensure that all students at the junior and senior secondary levels have the basic literacy skills to allow them to read successfully in the content areas. 	<ul style="list-style-type: none"> ▪ Literature suggests that later literacy models for improving reading outcomes with secondary aged students can be successful. ▪ Local later literacy initiatives at the Grade 8 and 9 levels have shown some promise in raising reading scores on a standardized test: 80% of Dr. Kearney later literacy students gains 0.2 to 3.9 grade levels. ▪ Students must have adequate reading skills in order to be successful in content area courses. 	<ul style="list-style-type: none"> ▪ Improve student performance on a standardized reading test from below 20th percentile to 40th – 50th percentile range. 	<ul style="list-style-type: none"> ▪ Gates McGinitie reading test administered at the beginning and end of the course. ▪ This year, data will be reported in percentiles rather than grade equivalent scores. 	<ul style="list-style-type: none"> ▪ At Bert Bowes School, 11 of 19 students in the reading intervention class improved on reading vocabulary, and 15 of 19 students improved the reading comprehension as measured by Gates McGinitie. Four students were able to bring their post intervention scores into the 40th percentile range. ▪ Data is not available from Dr. Kearney School. 												
<p><u>Improve Student Achievement in Writing</u></p>	<ul style="list-style-type: none"> ▪ Improve writing skills across all grade levels. 	<ul style="list-style-type: none"> • Writing FSA data for 2003 indicates an improvement in the percentage of students meeting/ exceeding expectation at the elementary level while there was a decline at the secondary level. • 2002-03 district aggregated final report card data indicates that the percentage of students achieving “C+” or better in English were as follows: <table style="margin-left: 20px;"> <tr> <td>Grade 4 students</td> <td style="text-align: right;">77%</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: right;">70%</td> </tr> <tr> <td>Grade 10</td> <td style="text-align: right;">45%</td> </tr> </table> 	Grade 4 students	77%	Grade 7	70%	Grade 10	45%	<ul style="list-style-type: none"> • Increase percentage of students meeting or exceeding expectations on the Grade 10 provincial writing assessment from 69% to 90%. • Increase percentage of students meeting or exceeding expectations on the Grade 4 FSA from 93% to 95% , and Grade 7 FSA from 77% to 90%. ▪ Increase the percentage of students achieving a grade of “C+” or better as follows: <table style="margin-left: 20px;"> <tr> <td>Grade 4</td> <td style="text-align: right;">77% to 90%</td> </tr> <tr> <td>Grade 7</td> <td style="text-align: right;">70% to 90%</td> </tr> <tr> <td>Grade 10</td> <td style="text-align: right;">45% to 70%</td> </tr> </table> ▪ To reduce the percentage of English 10 students who receive a mark of “F” or “I” from 16% to 2%. 	Grade 4	77% to 90%	Grade 7	70% to 90%	Grade 10	45% to 70%	<ul style="list-style-type: none"> • Grades 4 and 7 FSA Writing results and the Language Arts 10 Exam (as per new Graduation Program). • District Grade 10 English aggregated report card marks. ▪ District Grade 4 and 7 aggregated report card marks. ▪ We recognize the potential for a discrepancy between the meaning of a letter grade from one classroom to another. Therefore, we plan to develop a process to calibrate classroom assessments with the B.C. Performance Standards in order to ensure more reliable data. 	<ul style="list-style-type: none"> ▪ Grade 4 Writing FSA results decreased from 93% meeting or exceeding to 85%, Grade 7 results increased by 13% (from 77% to 90%). <i>Please see Appendix Table 3.</i> ▪ Grade 10 FSA was discontinued. ▪ The number of students in Grade 4 achieving “C+” or better in Writing declined slightly fro 77% to 76%. The number of students in Grade 7 achieving “C+” or better declined from 70% to 66%. ▪ At the Grade 10 level, 10% more students achieved “C+” or higher in English (45% up to 55%). The number of Grade 10 English students receiving marks of ‘I’ or ‘F’ dropped from 16% to 9% (7% short of our 2% target).
Grade 4 students	77%																
Grade 7	70%																
Grade 10	45%																
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		<ul style="list-style-type: none"> • Pilot project results in the Wireless Writing Program at the Grade 7 level indicates that the integration of technology increases use of performance standards by students and teachers and improves writing performance as follows: 92% of the approximately 100 Grade 7 students who were part of the Wireless Writing Project pilot produced writing samples that met expectations on the BC Performance Standards compared with 70% on the pretest (a 22% gain); further, students whose writing exceeded expectations increased from 0% in September to 18% in May. 		<ul style="list-style-type: none"> ▪ Provincial satisfaction surveys. 	<ul style="list-style-type: none"> ▪ Collaborative meetings continue to take place in an effort to standardize the meaning of letter grades from one classroom/school to the next. ▪ The Provincial Satisfaction Survey indicates that students in Grades 4 and 7 felt better about their writing achievement against both the provincial average and last year's results (Grade 4 from 82% up to 84%; Grade 7 from 80% up to 82%). ▪ Elementary parents and Grade 10 students both felt slightly less satisfied (parents from 62% to 61%; Grade 10 students from 61% to 58%).
<p><u>Improve Student Achievement in Numeracy</u></p>	<ul style="list-style-type: none"> ▪ Ensure that all primary students have necessary foundation skills for success in Numeracy. 	<ul style="list-style-type: none"> • Strong teaching of foundation skills in early primary grades and early intervention for identified students at-risk will better prepare students for future success in Numeracy. • The district is currently investigating how selected sub-tests from the UBC Early Numeracy Project assessment tools might be used to monitor student performance at the district level. 	<ul style="list-style-type: none"> • Develop a screening tool to track student performance in foundation math skills at the K/1 level and provide intervention for students identified at risk. • Target to be established once the screening tool has been developed. 	<ul style="list-style-type: none"> • To be determined. 	<ul style="list-style-type: none"> ▪ Work on developing a district screening tool for math at the K/1 level has been suspended while implementation of the new math program (Math Makes Sense) takes place. ▪ Use of common assessments for math in the primary grades will be established as part of the implementation plan for the new Math Makes Sense program.
	<ul style="list-style-type: none"> ▪ Improve mathematics skills across all grade levels. 	<ul style="list-style-type: none"> • Numeracy FSA data for 2003 indicates an increase in the percentage of students meeting/exceeding expectations at both the elementary and secondary levels. 	<ul style="list-style-type: none"> • Increase percentage of students meeting or exceeding expectations on the Grade 4 FSA from 84% to 90%, and the Grade 7 FSA from 83% to 90%. 	<ul style="list-style-type: none"> ▪ Grade 4 and 7 FSA Numeracy results and the Math 10 exam (as per the new Graduation Program) results. 	<ul style="list-style-type: none"> ▪ Grade 4 FSA Numeracy results indicates an increase in the percentage of students meeting or exceeding from 84% to 87%. At the Grade 7 level, there was a 3% decrease from 83% to 80%. <i>Please see Appendix Table 4.</i>

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		<p>The district is still below the provincial average in Grades 4 and 10.</p> <ul style="list-style-type: none"> • 2002-03 district aggregated final report card data indicates that the percentage of students achieving “C+” or better in Mathematics were as follows: <ul style="list-style-type: none"> Grade 4 students 77% Grade 7 75% Grade 10 54% • The data also indicates that 10% of Grade 10 students received failing grades in Mathematics in 2002-03. • Newly available Cohort Data trends showed district improvement in numeracy over the past 3 years. Students who were in Grade 4 in 1999/2000 earned an average FSA score of 67.9% and as Grade 7 students their average rose to 71.7%. Students who were in Grade 7 in 1999/2000 earned an average FSA score of 63.4% and as Grade 10 students their average rose to 64.5%. The data indicates progress that we wish to build upon. 	<ul style="list-style-type: none"> • Increase percentage of students meeting or exceeding expectations on the Grade 10 Provincial Math Exam from 75% (last FSA average) to 85%. • Increase the percentage of students achieving a grade of “C+” or better as follows: <ul style="list-style-type: none"> Grade 4 77% to 90% Grade 7 75% to 90% Grade 10 54% to 75% 	<ul style="list-style-type: none"> • Grade 4, 7 and 10 aggregated Math report card marks. • Cohort Data. 	<ul style="list-style-type: none"> • Grade 10 FSA was discontinued (• Aggregated report card marks indicate that the number of Grade 4 and Grade 10 students achieving “C+” or higher in Mathematics has increased (Grade 4 from 77% to 83%; Grade 10 from 54% to 58%). The number of Grade 10 students receiving a mark of ‘I’ or ‘F’ decreased from 10% to 5.2%. • At the Grade 7 level, the number of students achieving “C+” or higher in Mathematics decreased from 75% to 70%. • Cohort data indicates that students who were in Grade 4 in 2000/01 earned an average FSA score in Numeracy of 68.8%, and as Grade 7 students, dropped in average to 67.8%. We did not meet our target.
<p><u>Improving Aboriginal Student Performance</u></p>	<ul style="list-style-type: none"> • To improve Aboriginal student academic performance on a K – 12 basis. 	<ul style="list-style-type: none"> • Grade to grade transitions for Aboriginal students who enter Grade 8 show that 51% graduate with a Dogwood diploma after 6 years. While this exceeds the 	<ul style="list-style-type: none"> • To increase the number of Aboriginal students receiving Dogwoods to 80% and to reduce the gap between Aboriginal male and female completion rates by 5%. 	<ul style="list-style-type: none"> • Six year transition rates and Dogwood completion rates. 	<ul style="list-style-type: none"> • The Dogwood completion rate for Aboriginal students increased by 1% from 51% to 52%. We did not meet our goal. This rate is 6% above the provincial average of 46%.

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		<p>provincial rate of 43% it is still significantly lower than the Non-Aboriginal student rate of 82%. Within this group there is a gap of 15% between males and females (males – 45%, females --58%).</p> <ul style="list-style-type: none"> • The gap between Aboriginal and Non-Aboriginal student attendance rates increased minimally from 2.13 percentage points to 2.47 percentage points. Regular attendance, and an increased sense of belonging and support, are critical if Aboriginal students are to experience success. It is recognized and respected that many Aboriginal students enter our system with emotional pain. • Foundational Skills Assessment Results indicate that district Aboriginal students scored above the provincial Aboriginal student average on 7 of 9 FSA exams administered to Grade 4, 7 and 10 students. There is still a significant discrepancy between Aboriginal and Non-Aboriginal student FSA results. ▪ Anecdotal comments with respect to the Dr. Kearney program indicate success. 	<ul style="list-style-type: none"> • To increase Aboriginal student attendance rates by 10%. ▪ To score above the provincial Aboriginal student performance rates on all FSA exams. ▪ To close the gap between Aboriginal and Non-Aboriginal student performance on FSA exams by 5% each year over the next three years. 	<ul style="list-style-type: none"> ▪ Attendance data. ▪ FSA results. ▪ Develop a framework for evaluating the success of the Aboriginal Program at Dr. 	<ul style="list-style-type: none"> ▪ We did not reach our goal to reduce the gap between Aboriginal female and male completion rates. The gap of 9% increased to 12%. ▪ While Aboriginal absenteeism increased slightly from 10.05% last year to 10.96% this year, the difference between Aboriginal attendance was reduced to 2.13% from 2.44%. We did not meet our target. ▪ Grade 4 Aboriginal students scored above the provincial average on the Reading FSA exam. ▪ Grade 7 Aboriginal students scored above the provincial average on the Reading and Writing FSA exams. ▪ Grade 7 Writing performance improved by 26% (59% to 85%), and is 11% above the provincial average. ▪ The Grade 7 FSA Writing exam was the only exam where we met our goal of closing the gap between Aboriginal and non-Aboriginal student FSA scores by 5%. <i>Please see Appendix Table 5.</i> ▪ A number of measures, including pass rate, report card grades and Grade 10 exam marks, are currently used to monitor the success of the program.

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<p><u>Improving Student Transitions and Final Examination Results</u></p>	<ul style="list-style-type: none"> ▪ Ensure effective student transitions between Grades 7 and 12. 	<ul style="list-style-type: none"> ▪ 2002 Ministry district profile documents indicate that the district generally enjoys a favorable transition rate (Dogwood completion rate over six years). However, we have noticed a downward trend for the sub-group males. When available, we will examine 2003 data to track the sub-group. 	<ul style="list-style-type: none"> ▪ To improve transitions rates for males. ▪ We will set a target when we have been able to analyze the 2003 grade progression data. ▪ To continue to exceed provincial transition rates. 	<p>Kearney Jr. Secondary.</p> <ul style="list-style-type: none"> ▪ Grade progression and Dogwood Completion rates over 6 years. 	<ul style="list-style-type: none"> ▪ <u>Ministry of Education transition data is not available to us at this time.</u>
	<ul style="list-style-type: none"> ▪ To improve district performance on Grade 12 final examinations. 	<ul style="list-style-type: none"> ▪ Final examination average scores based on 2002/03 data indicate that we increased the number of subjects scoring at or above the provincial average from three to five. Overall there was sound improvement in a number of areas. ▪ Our district average GPA for graduates has consistently fallen below the Provincial average GPA for graduates for a number of years. 	<ul style="list-style-type: none"> ▪ To have district average scores in all Grade 12 final examinations meet or exceed the provincial average . ▪ To meet the provincial average GPA for graduates. 	<ul style="list-style-type: none"> ▪ Final examination marks. ▪ Provincial GPA for graduates. 	<ul style="list-style-type: none"> ▪ In 2001-02 three out of eleven final examination mean scores were at or above the provincial mean score. In 2002-03 five out of eleven final examination scores were at or above the provincial mean score. In 2003-04 four out of eleven final examination scores referenced last over the last two years, are at or above the provincial mean score ▪ Examination scores are at or above the provincial mean score in Communications, Geology, English, Geography. Applied Mathematics (not referenced last year) was also above the provincial average ▪ Mean scores in Chemistry, and Geography* are the highest in ten years. (asterisk indicate very low participation rates, thus the mean score must be viewed with some caution) ▪ Principles of Math, has maintained its gains of last year and is within four points of the provincial mean. French is within three points of the provincial mean but its very small participation rate 1.2 % means that this score must be viewed with great caution and is a matter of concern. Physics and Chemistry are within two point of the provincial mean. ▪ Mean scores in Biology, Francais Langue, History and German are more than four points below the provincial mean. History and Biology are on going areas of concern. ▪ The average GPA of our graduates has declined

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					<p>marginally from 2.79 to 2.78 and is below the provincial average of 2.97. Since this number represents the best thirteen courses which each student needs for graduation, the low average needs to be addressed.</p> <ul style="list-style-type: none"> ▪ The percentage of Provincial Graduate scholarships awarded has decreased from 3.5% to 3.2% against a provincial average of 10.6%. This percentage is low in comparison to the province and other similar districts.
<p><u>Human and Social Development</u></p>	<ul style="list-style-type: none"> • Improve student social responsibility levels district-wide. 	<ul style="list-style-type: none"> ▪ Formal suspensions district-wide were reduced from 473 last year to 372 this year (a 12% reduction). ▪ Provincial Satisfaction Survey results on the following six questions relating to Social Responsibility indicate that the district has made gains at the elementary level. Grade 4 and 7 student satisfaction increased on 4 of 6 and 5 of 6 questions, respectively. Elementary parent satisfaction levels increased on 5 of 5 questions. ▪ Satisfaction Survey Data based on the following six questions: <ol style="list-style-type: none"> 1. <i>At school are you bullied, teased or picked on?</i> 2. <i>Do you feel safe at school?</i> 3. <i>At school, do you get the chance to help others or set a good example for others?</i> 4. <i>At school, do you respect people who are different from you?</i> 5. <i>At school, do you learn about other cultures?</i> 6. <i>At school, do you learn about</i> 	<ul style="list-style-type: none"> • Continue to reduce the number of formal suspensions that are assigned to students by 15%. ▪ To increase the number of students who feel safe at school, and reduce the number of students who report being bullied. • Currently about 13% of our students report being bullied. Our goal is to reduce that number to 0%. • 79% of elementary students, and 66% of secondary students, say they feel safe at school. Our goal is to increase that number to 100%. 	<ul style="list-style-type: none"> ▪ Suspension data. ▪ Provincial Satisfaction Survey. 	<ul style="list-style-type: none"> ▪ Formal suspension numbers increased by 12% to the same level as the year before last (2002/03 from 372 suspensions; 2003-04 from 473 suspensions). We are concerned that we did not reach our goal. We will be developing a database to better track information (reasons, locations, etc.) that will assist us in addressing the issue. Please see Appendix Table 6. ▪ Three of the six survey questions we were tracking have been discontinued. Our data is based on the following questions: <ol style="list-style-type: none"> 1. At school are you bullied, teased or picked on? 2. Do you feel safe at school? 3. At school do you respect people who are different from you? ▪ This year the number of students reporting that they had been bullied stayed virtually the same. We did not meet our goal. While 5% fewer students in Grade 7 said they felt safer at school, 3% more Grade 4 students and 9% more Grade 10 students said they felt safe. Please see Appendix Table 7.

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		<p style="text-align: center;"><i>getting along with others?</i></p> <ul style="list-style-type: none"> ▪ Secondary students in Grades 10 and 12 indicate that they felt less safe at school this year than last year. 			
<p><u>Career Development</u></p>	<ul style="list-style-type: none"> • To expand the scope of career programs available to students in our district which reflect the diversity of the Fort St. John and global economy. 	<ul style="list-style-type: none"> ▪ Based on the need for skilled trades and technical personnel in our region. ▪ The current three year apprenticeship completion/ continuing average is at 92%. ▪ “Knowledge Matters” Government of Canada statistics. ▪ Current BC Labor force statistics. ▪ The current amount of student participation in career preparation in District as a percentage of Grade 11 and 12 student numbers is 18.8%. The provincial average is 34.6%. 	<ul style="list-style-type: none"> ▪ Increase the number of active student apprenticeships from 46 to 55 students in 2003-04. ▪ Increase the three-year completion and continuing average from 92% to 95%. ▪ Increase the amount of student participation in career preparation in District as a percentage of Grade 11 and 12 numbers from 18.8% to 28%. 	<ul style="list-style-type: none"> ▪ Number of active apprenticeships in each school year (this number includes new and continuing apprenticeships on a yearly basis). ▪ District apprenticeship data on three-year average completion/ continuing rates. ▪ Ministry data does not reflect three-year average completion/ continuing rates because the Ministry data is restricted to a single snapshot in September each year. The average apprenticeship cycle usually requires two years. ▪ Ministry data on Career Preparation programs as a percentage of Grade 11 and 12 students. ▪ Data on completion of 120 hour work experience. 	<ul style="list-style-type: none"> ▪ The number of currently apprenticed students has increased from 46 to 55. We met our target. ▪ We made progress toward our target. Our completion rate moved from 92 % to 93%. Considering the small group of students (55) this is not a statistically significant drop. We will, however, monitor this closely. ▪ The amount of Career Preparation in the district as a percentage of Grade 11 and 12 numbers has decrease from 18.8% to 17.0% We need to give added emphasis to ensuring that more students participate in this program. It is clear that we have made significant progress as a district in increasing the range of articulated career courses, and we have increased student participation in these programs significantly. However, this should not preclude more students from participating in Career Preparation.
	<ul style="list-style-type: none"> • To develop a range of special projects that will give students extended and deep experience 	<ul style="list-style-type: none"> ▪ A response to needs expressed by students and industry. ▪ Anecdotal comments from students, industry partners, parents and community indicate great satisfaction with Project 	<ul style="list-style-type: none"> ▪ Implement Project Heavy Duty in 2003-04. 	<ul style="list-style-type: none"> ▪ Number of students enrolling in Project Heavy Duty. ▪ Satisfaction survey responses from all stakeholders in Project Heavy Duty. ▪ An additional project to be operating by June 2005. 	<ul style="list-style-type: none"> ▪ We enrolled 40 students in Project Heavy Duty. We do not have the latitude to move significantly upward on this number in order to ensure student and operator safety on the project site. ▪ Sixty business/heavy duty industry firms contributed to the project.

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	in different career areas.	Heavy Duty. We want to build on the success of this project and extend the concept to other industries.	<ul style="list-style-type: none"> ▪ Within two years, add an additional project in either forestry, agriculture or transportation. 		<ul style="list-style-type: none"> ▪ A survey completed by all student participants confirmed a very high degree of satisfaction with all aspects of this program. ▪ We did not add an additional Forestry, Agriculture or Transportation project in the past year. We did, however complete the ground work to add two new areas for the 2004/05 school year These courses are a School based Professional Cook Training Program at North peace Secondary school and a district Residential Construction Program.
	<ul style="list-style-type: none"> • In partnership with the Northern Opportunities Council and Northern Lights College, continue to build opportunities for secondary students to obtain dual credit or advanced standing in career and technical trades areas. 	<ul style="list-style-type: none"> ▪ The success of Career Technical Centres across the province. ▪ The increased relevance of programs that enable students to successfully complete secondary school with advance standing or dual credit into a trades and technical training program. ▪ Our success in increasing the number of articulated Pathways from 3 to 7 Programs. ▪ The positive responses from the 12 students who did participate in the articulated programs this past year. ▪ Six of the seven articulated programs have been developed over the course of this past year. ▪ We believe that the twelve students that did enroll represent a small portion of the total number of students who will enter these programs due to their timeliness and relevance for career transitions. 	<ul style="list-style-type: none"> ▪ Increase the number of students who are enrolled in the articulated programs from 12 to 22 across seven programs. 	<ul style="list-style-type: none"> ▪ The number of articulated programs. ▪ The number of student participants. ▪ Benchmark data, including student survey data to be gathered in the program review component of the Northern Opportunities project. 	<ul style="list-style-type: none"> ▪ We met our target. The number of articulated programs has increased from seven to ten. The new programs are noted in italics <ul style="list-style-type: none"> • Industrial Instrumentation Mechanic • Automotive Service Technician • Heavy Duty/Commercial Transport Mechanic • Oil and Gas Processor Operator • Welding • Electrician • Pipe Trades • <i>Aircraft Maintenance</i> • <i>Chef Training</i> • <i>Residential Construction Program</i> ▪ We exceeded our target by increasing the number of students who are enrolled in the articulated programs from 12 to 23 across ten programs.
<u>Expanding Pathways to Success</u>	<ul style="list-style-type: none"> • Provide our students with a range of learning options that 	<ul style="list-style-type: none"> ▪ A number of our students are required to board in town if they wish to obtain a secondary program. 	<ul style="list-style-type: none"> ▪ Increase the number of secondary students who are enrolled in our rural elementary schools from 13 to 20. 	<ul style="list-style-type: none"> ▪ 1701 Ministry data. ▪ Survey students who are involved with hybrid learning environments to determine 	<ul style="list-style-type: none"> ▪ We have six secondary students enrolled in our rural elementary schools. The number is driven by family demographics and the location of the school. We will continue to encourage our rural secondary students to

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	<p>respond to differences in student needs, learning styles and access requirements.</p>	<ul style="list-style-type: none"> ▪ Some of our students who can bus to town wish to access secondary services in their community. ▪ The need to maintain a robust range of electives at our rural secondary schools that overcomes limitations of adequate class size and access to specialized instructional personnel. ▪ Some parents would like their students to be able to combine learning at home with computer mediated and print resources with attendance in traditional classes on a scheduled basis. This led us to explore the concept of a hybrid-learning program at Clearview School. Our experience at Clearview over the past two years indicates that parents will take up this option, dependent on the specific learning needs of their child. In addition to Clearview we had secondary students “attending school” on a part time basis at Upper Halfway Elementary. They did this to work on their distributed learning courses from our DES school and to receive assistance from the teachers at their local elementary school. 	<ul style="list-style-type: none"> ▪ To maintain a range of electives. Introduce a minimum of one distributed learning /mentorship course at Prespatou and or Hudson Hope by September 2004. Such a course to be offered by a local teacher. ▪ To continue the work of developing hybrid models of instructional delivery that wraps services around students in our rural schools and explore ways to integrate these models into our urban schools. 	<p>needs and satisfaction levels.</p> <ul style="list-style-type: none"> ▪ Examine student achievement in relation to the hybrid learning environments referencing FSA scores, and report card marks. ▪ The number of distributed/learning mentorship courses being offered. 	<p>enroll in our small rural elementary schools. We will not use this measure in the 2004-05 Accountability contract.</p> <ul style="list-style-type: none"> ▪ We have not met our target of introducing one distributed learning /mentorship course at Hudson’s Hope or Prespatou by September 2004. We have, however, made progress. Our district has received a \$75,000 grant to develop an e-learning program at a minimum of two of our schools. We expect the first course offering to take place in February 2004. This date will be contingent on the required bandwidth upgrades being actioned by the Ministry of Education. ▪ A number of students in our rural schools continue to work on additional electives through the use of correspondence courses and some digital delivery from our Distance Education School. The e-learning project referred to above will enhance our capacity to offer a broader range of electives with teacher delivery using video and video over internet. ▪ We do not have a large number of students who are working in hybrid environments. A number of our secondary students in the small rural schools combine working at school with working at home. We have established that hybrid environments are acceptable ways of delivering service to our students because they allow for maximum flexibility in meeting the learning needs of students independent of traditional school delivery models and access requirements. We anticipate that a trend to flexible learning environments will be accelerated by the new Graduation Program. This item will not appear on the 2004/05 Accountability Contract.
		<ul style="list-style-type: none"> ▪ Our concept of Hybrid delivery is evolving into one that allows for maximum flexibility in meeting the learning needs of students 			

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		<p>independent of traditional school delivery models and access requirements. Additionally, we see this concept as having increasing application to students in urban as well as rural environments.</p> <ul style="list-style-type: none"> ▪ A number of our students leave school to work in the “Oil Patch”. Traditional secondary schools access and program elements are not flexible enough to accommodate the work cycle of the “Oil Patch”. In order for these students to graduate from secondary school, we need to wrap our services around the program and access requirements of these students. ▪ A number of our students leave secondary school before graduating. This is often due to life circumstances that thrust our young adults into roles and responsibilities, which are demanding and difficult to fulfill and still carry on with traditional schooling. If we are to ensure that these students graduate then we must wrap our educational services around their unique needs access requirements and learning styles. 	<ul style="list-style-type: none"> ▪ Complete a feasibility study on developing a community learning centre which will make it possible for all young adults who have left school to access learning opportunities in a learning environment that wraps education services around their unique needs access requirements and learning styles by February 2003. 		<ul style="list-style-type: none"> ▪ Moving forward on the development of a community-learning centre will be dependent on sufficient financial resources. Addressing this matter will be a priority in our next budget cycle.

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