



Accountability Contract 2007–2008

Context

Demographics

The Fort Nelson School District serves students from the town of Fort Nelson and the Northern Rockies Regional District. The School District has five schools. There are four schools in the township of Fort Nelson, the J.S. Clark Elementary School, the G. W. Carlson Elementary School serving Kindergarten to Grade four students, the R. L. Angus Elementary School serving students in Grades 5 to 7, and Fort Nelson Secondary School serving students in Grades 8 to 12. Our one rural school, Toad River School has one teacher this year with 10.5 FTE students that range from Kindergarten to Grade 12.

According to the Ministry of Education 2006/07 Summary of Key Information, English is spoken in 98.9% in the homes of our students. Aboriginal students made up 33.1% of the total school population. There were 53 students in low and high incidence Special Education categories.

According to the 2001 Census, Fort Nelson population aged 20 and over had a higher percentage of people without a grade 12 or grade 13 certificates or diploma, 24.8%, compared to the provincial average of 17.7%. Fort Nelson had a higher percentage of the population with Trade certificates, diplomas or other non-university education, 42.7%, compared to the provincial 36.7%. This is indicative of the increased gas and oil industry in the area. The percentage of residents with a university degree was 7% compared to the provincial average of 17.6%. The average family income at \$72,308 was higher than the provincial average of \$55,185.

In the 2007/08 school year, Elementary enrollment is 503 FTE and Secondary Enrollment is 396.875 FTE. Total Enrollment for School District #81 is 899.875 FTE. This is a significant decrease from 2006/07 which was 999.125 FTE. The oil and gas industry in the Fort Nelson area was much less active last year and though it is supposed to become more active this year, workers are often flown in from elsewhere in the western provinces for their shifts and do not relocate to Fort Nelson with their families. The roof collapse of the town's Recreation Center may also have resulted in families relocating to provide their children with hockey and ice-skating opportunities.

Unique Characteristics and District Strengths

We have 21 teachers new to School District #81 Fort Nelson this year, many new to the teaching profession. We have 2 new principals, one vacant principal

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position and 2 new vice principals. This is a staff turnover of 37%. Though we are very fortunate to have enthusiastic new and returning staff, the large staff turnover that we have experienced in the last few years, does impact our school system. Recruitment of teachers, principals, and vice-principals takes up a significant amount of time. The senior staff works throughout the summer months to fill vacancies that often occur during this time period. There are more demands on our principals and veteran teachers to support beginning staff members. Many of our Principals are conducting 8 teacher evaluations this year. Staff in-service to introduce and sustain district and school assessments, strategies and programs are challenging. Certain assessments and programs that were introduced and maintained by key staff members who have relocated, are difficult to sustain. We continue to have a shortage of qualified and unqualified Teachers on Call to allow or sustain collaborative time for teachers to discuss assessments or to anchor student work. It is a challenge to offer in-service opportunities during school times and often with staff away for sickness, professional development, authorized leaves, and union business, principals, vice principals, non-enrolling teachers and district staff are needed to cover absences.

In collaboration with the Fort Nelson Teachers' Association, we have introduced a Teacher Mentorship program this year to connect new teachers with experienced colleagues who can provide them with support, guidance, encouragement, and resources to assist them in the many demands of their first year assignments. A principal resource for the Mentorship program is the book, "Tools for Teaching: Discipline, Instruction, and Motivation" by Fred Jones. We have had such a positive response from the introduction of this resource that we have supplied a copy to every staff member who wanted one.

Our schools and district continue to focus on improving our students' achievement in Literacy, Math and Social Responsibility. We are proud of our students' success with the Great Leaps Reading Program and expect to see continued success. This program focuses on improving reading fluency and we saw many students make significant progress in their reading skills and in their enjoyment of reading last year. School staffs began this school year a district in-service day on literacy strategies including: Guided Reading, Literature Circles, Precision Reading and SMART Writing.

We continue to work on improving our students' math skills and this year have expanded our Mathematics department at FNSS to offer a year long Math 8, 9 and 10, a three term Principles of Math 12, and an Introduction to Calculus.

Our second in-service day this year was focused on Anti-Bullying strategies. Lisa Dixon-Wells from Dare to Care presented this one day workshop to all school district staff to expand on the Dare to Care student program. Our industry partner,

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EnCana assists with the cost for this program. We continue to work with the RCMP and other community agencies to enhance our Health and Career objectives through the DARE Program (To Resist Drugs and Violence) for students in grades 5,7, & 9, Project P.A.R.T.Y (Prevent Alcohol and Risk Related Trauma in Youth) in grade 10, the B.R.A.V.E . (Bully Resistance and Violence Education) in grades 3 and 6, Roots of Empathy at the Kindergarten level and the Friends anti-anxiety program in grades 4 and 5. Our highschool is implementing the Ministry of Education’s Crystal Meth program as a preventative education program. Currently, the RCMP have reported that Crystal Meth is not a problem in our community. The Pride Survey that we conducted with our students in 2006/07, indicates that alcohol, cocaine and ecstasy continue to be drugs of choice.

We are very excited to have opened a Strong Start Centre on October 3rd using underutilized space at G.W. Carlson Elementary School. This parent participation early learning center will provide a positive first school experience for caregivers and preschoolers. There were only 3 children in attendance on the first day and the snowy weather may have contributed to this low participation. Attendance has since been increasing every day.

We have expanded our trades programs this year to include Cosmetology and have 8 students in grades 11 and 12 working on their hairdressing certification while gaining graduation credits. This year we have one student enrolled in the dual credit Welding program at Northern Lights College. Northern Lights College is also working with us to offer our students dual credit opportunities through their Early Childhood Certificate and Business Administration programs.

Travel for staff and students can often be a challenge in a northern rural district. Though Pr. George is often selected as a northern site for meetings and professional development opportunities, it is a provincial midpoint for us, with a nine hour drive to Pr. George. We appreciate School District #60 for partnering with us and providing seats at some of their professional development opportunities. As our students often travel long distances to compete with other students for competitive sports opportunities, we encourage other teams to participate in tournaments here like the Senior Girls Basketball Zone Tournament in February 2008. As we are the closest highschool for other northern locations, basketball teams from the Northwest Territories have made this an annual trek, sometimes having to cross ice bridges to get here. It is important that our students experience other places and other cultures and the community is very supportive of student fundraising endeavors for travel opportunities. This year the highschool travel club will be traveling to Spain, while the highschool band will be going to Ottawa.

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We are proud of the many successes of our students and of the opportunities to participate in enriched programs and extra-curricular travel through the support of the Ministry of Education, Industry and Community partners and caring and committed parents and staff.

District Review March 2005

The District underwent a District Review in the spring of 2005. As a result of the review, the Review Team made specific recommendations for the district to address. Progress made toward each of these recommendations is described below:

- That the District continues to prioritize the development and implementation of the Aboriginal Education Enhancement Agreement.

The District signed an Aboriginal Education Enhancement Agreement in a ceremony held in February 2006 and reported on its progress in November 2006.

- The school community capitalizes on the uniqueness of Fort Nelson area First Nations and Aboriginal peoples' traditions and culture in the development of comprehensive goals for student achievement in school growth planning.

The Aboriginal Education Enhancement Agreement reflects the Fort Nelson area First Nations and Aboriginal peoples' priorities for data collection and comprehensive goals for student achievement.

- The District consider the correlation between local school calendars, flexible scheduling, course options, and alternate delivery and assessment methods when responding to local economic and employment impacts on student attendance and achievement.

We are continuing to focus on this area through the development of individual plans for students who are employed during school hours. We continue to expand our Distributed Learning program at our Secondary School to allow students more flexibility and support. We continue to work with industry and post secondary partners through Northern Opportunities to provide more dual credit programs and are currently in discussion with EnCana regarding Stay In School initiatives.. The Board of Education continues its work local businesses to increase community awareness and support in keeping students in school and being aware of academic demands as well as work demands. The District completed an extensive collaboration process for local school calendars to gain a consistent three-year calendar to better meet parent, community and staff needs.

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- The District continues to develop innovative and creative ways to encourage the sharing of effective strategies and structures that include all schools, and that schools continue to fully utilize and contribute to the development of these supports.

On-going work continues in this area. This year we had a Literacy In-service Day as a mechanism to provide information on literacy strategies and assessments. We used veteran teachers who modeled strategies for teachers and support staff. This tied in well with the new Mentorship Program as new teachers had the opportunity to talk to other teachers about best practice and gather answers to questions they were grappling with before the beginning of the school year. Some questions that were asked were, “How do I know if the material is too difficult for the student to read” and “How do I plan novel studies so that all students can participate and practice reading.”

Though impacted by the lack of TOC’s, the District is committed to providing release time to staff wanting to observe or work together on Literacy and/or Math strategies. We have expanded some part-time teaching positions to include paid TOC time to provide release time for teachers to do class observations, group marking and grade level discussions. We are also working on release time so that teachers can participate in eseminars in the areas of literacy and classroom management.

District Literacy and Math committees provide an opportunity for the sharing of strategies and successes.

Increased literacy time was provided for grades 5 to 7, the grade levels where there was the majority of staff turnover.

- The District and schools consider a consistent implementation of their common school growth plan template.

This was in place during the time of the District Review. One school chose not to use the standard template at that time. All School Growth Plans now use the standard District template.

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- School plans reflect an understanding of the differing functions of strategies and structures.

We have been focusing on the differing functions of strategies and structures at School Planning Council training and at Principal meetings. There continue to be grey areas.



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- The District continues to enhance transition processes for some specific groups and/or sub-groups of students such as those students entering school and those moving between schools.

We are continuing to work on our transition processes. We are implementing a Phonemic Awareness Assessment in Kindergarten this year as we were not satisfied that the former Kindergarten Screening tool was a successful instrument in identifying students at risk in reading in grade one so they could receive early intervention support. Increased reading resources have been put in place for students transitioning from the Fountas Pinnell leveled books to books tied to the Developmental Reading Assessment with a greater focus on comprehension. Schools are reviewing the use of the Vancouver IslandNet Diagnostic Math Assessment for the end of grade 2 to the end of grade 8. This assessment was completed in grades 5 to 7 last year.

- The District considers offering multi-cultural awareness training for school staffs and community members.

The Professional Development Committee is offering two workshops on Aboriginal Awareness at our local Pro D days on November 1st and 2nd. The workshops are: Working with aboriginal Youth and Inclusive Schools and Teaching Practices for Aboriginal Students. We have increased the number of Aboriginal support staff and have Aboriginal and First Nations community members work with staff and students on specific projects such as drum making and traditional First Nation Games.

- The District continues to support DPAC.

DPAC was in its initial stages during the last District Review. The Board commits an annual amount to help DPAC with its activities and travel to BCCPAC educational opportunities. The DPAC is included in the District's consultation processes. Communication between DPAC and the District is ongoing, respected, and valued.

- The District considers inviting parents to be part of district professional development and leadership teams.

The District values the input of parents in professional development opportunities. The Fort Nelson Teacher's Association (FNDDTA) feels at this time that teachers are most comfortable at professional development and leadership team meetings without parental input. Parents have been invited to participate with staff during school growth plan goal setting and at some in-district Ministry webcasts. In the past, the FNDDTA has worked with DPAC to provide parent workshops attached to

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their Professional Development Days and the PAC’s have provided BCTF parent workshops to parents. We will continue to seek out opportunities to bring parents and staff together for learning and leadership opportunities.

District and School Connections

The Fort Nelson School District has been informed by the school growth plans at each school. During this transition phase, there may be a need for further data collection and strategy development towards a School Completion Goal.

The process connecting the district and the Accountability Contract with the school growth plans is as follows:

1. **School Planning Council Training** is provided to new School Planning Council members in early December. School Planning Councils are in place at each school.
2. The **School Planning Councils** meet, according to a schedule they have approved at each school site, to review their school growth plans considering data from school, district and Ministry.
3. The **District had a one-day District In Service Day** in May of each year for school staffs and SPC members to review goals and data. Revisions and new goals are drafted for consideration of the SPC’s at this time. This process has been affected by the BCTF asking their members to not be involved in SPC or School Growth Plans. Some schools had teacher input while others did not. This year we decided to review goals and data as much as possible at staff and SPC meetings by May to reflect the new Achievement Contract cycle.
4. Our Policy currently states that a draft **School Growth Plan** for the subsequent school year is completed by May 30th and submitted to the Superintendent. Drafts of the School Growth Plans are usually completed and submitted between May 30th and June 30th.
5. The **Superintendent meets** with each school principal to review the draft school growth plan.
6. **Data received from the Ministry** in the fall has been reviewed by schools in the context of their school growth plans and revisions are completed and reviewed with the Superintendent. The change in FSA marking will allow

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this to be completed in the spring however, June provincial exam results will not be available.

7. A **meeting is set with the Board of School Trustees** in October with each school's Planning Council for discussion and acceptance of their School's Growth Plan for that school year. The Board of School Trustees provides \$5000 per school for strategies the School Planning Councils have approved to meet their school goals. This meeting occurred on October 9th and with the new Achievement Contract cycle will occur again in June.
8. The Superintendent consults with the Board of School Trustees, DPAC, Director of Instruction, Secretary-Treasurer, Principals and Vice-Principals to revise goals, targets and set the **Accountability Contract** by October 30th. Related school, ministry, and district data, links to school growth plans, goals, data-based rationale, and review of specific targets is used to monitor progress and to guide revisions. A list of District strategies which will be used to support schools in achieving the goals is also reviewed and agreed upon. This consultation will need to occur this year in October as well as in June or July.
9. The District entered into an Aboriginal Education Enhancement Agreement (EA) in February 2006. The EA includes goals, key performance indicators and targets where baseline data was available, with accompanying strategies designed to specifically monitor and support Aboriginal students in our District. Although the targets within the EA are currently established for five years, the intent of the District is to visit them annually and adjust the targets accordingly. All schools will have representation on the Aboriginal Enhancement Committee so that SPC are informed and involved. Therefore, rather than create a separate goal focusing on Aboriginal students, all School Growth Plans will segregate Aboriginal data within their goal areas. A copy of the EA progress report is attached to this Accountability Contract.

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Accountability Contract Reporting

- The Annual Accountability Contract will be posted on our district website.
- Progress will be reported regularly to the Board of School Trustees at the Public Board meetings.
- Progress will be communicated at the school level through School Planning Councils, the District and School Parent Advisory Committees, and school newsletters and the Aboriginal Enhancement Committee.



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Changes from the 2006/07 Accountability Contract

We continue to refine our school and district data for greater instructional use, consistency and validity.

Due to the high staff turnover, it has proven difficult to retain assessments that require extensive time and to have confidence in consistency.

Our highschool is currently researching a new reading assessment as the SMART reading assessment is no longer being used. They may develop a format similar to provincial exams to provide a common grade format.

The Vancouver IslandNet Math Diagnostic Assessment was completed for the first time in grades 5 to 7 in 2006/07. We are encouraging its use in grades 2 to 8 to provide teachers with formative assessment information.

Yopp-Singer Test of Phoneme Segmentation will be used for the first time in 2007/08 in Kindergarten as we did not feel that the Kindergarten Screening Instrument was identifying students who were still not being successful in reading and spelling in Grade 1.

We now have Great Leaps Reading Intervention data for Grades 2 to 4 included. This program has now been in place for Grades 1 to 12 for one year and students are experiencing success at all levels. We are using the Great Leaps Reading Program with increased support staffing to work with identified aboriginal students 5x per week and identified non-aboriginal students a minimum of 3x per week.

Our third goal was changed from, “To create and maintain environments that support student achievement” to “Increase school completion”. The Board of Education recognizes the importance of social responsibility goals in successful school completion and will continue to focus on improving the success of all students towards that goal.

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District Goals

Goal 1: To increase all of our students’ literacy achievement

Goal 2: To increase all of our students’ math achievement

Goal 3: To increase school completion



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GOAL 1

To increase all of our students’ literacy achievement

Objective 1: To increase the percentage of Grade 1 to 4 students meeting and/or exceeding grade level expectations in reading and writing.

Objective 2: To increase the percentage of Grade 5 to 12 students meeting and/or exceeding grade level expectations in reading and writing.

Rationale

Students who can read and write are more likely to achieve success in school and achieve a Grade 12 Dogwood Diploma.

Analysis of our reading and writing results, FSA results, numbers of students requiring learning assistance and Provincial Exam results indicate improvement in some areas but also indicate a need for continued progress over time.

We continue to have many students who are at the Not Meeting or Minimally Meeting levels and need to continue to increase the number of students Exceeding expectations at all grade levels.

Our district data is often below provincial averages.

We are seeing some initial success with our Great Leaps Reading Intervention Program and want to track the success of this program through our literacy assessments.

We have opened a Strong Start Centre in October 2007 and look forward to seeing if this early learning program has an impact over time on our students’ early literacy achievement.

Performance Indicators/Evidence

- Early Intervention Kindergarten Screening Tool
- Reading Assessments Gr. 1 to 9

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- Great Leaps Reading Intervention Gr. 2-4
- District-wide writing assessment based on Smart Learning 5 point scale based on B.C. Performance Standards Grades 1 to 11
- FSA Reading and Writing for Gr. 4 and 7
- Percentage of students on Individualized Education Plans Gr. 4 to 12
- Gr. 10 Provincial exam data
- Gr. 12 Provincial exam data

Performance Targets

To increase the percentage of students meeting or exceeding expectations by 3% each year on the Foundations Skills Assessment (FSA) in Gr. 4 Reading and Writing.

To increase the percentage of students meeting or exceeding expectations by 3% each year on the Foundations Skills Assessment (FSA) in Gr. 7 Reading and Writing.

To increase the percentage of students meeting or exceeding expectations by 3% each year on English 10 and 12 Provincial exam results.

To increase the Passing Rate on the Provincial English 10, Communications 12 and English 12 exam by 3%.

To reduce the number of students in grades 4 to 10 on Individual Education Plans (IEPs) to 10% by 2008.

To close achievement gaps in Reading and/or Writing between Aboriginal and non-Aboriginal students.

Objective 1: To increase the percentage of Grade 1 to 4 students meeting and/or exceeding grade level expectations in reading and writing.

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Target: To increase the percentage of students meeting or exceeding expectations by 3% each year on the Foundations Skills Assessment (FSA) in Gr. 4 Reading and Writing.

Target: To close achievement gaps in Reading and/or Writing between Aboriginal and non-Aboriginal students.



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Evidence

Evidence Early Kindergarten Intervention Screening Tool June data	2003/04 Baseline All Students	2003/04 Baseline Aboriginal Students	2004/05 All Students	2004/05 Aboriginal Students
Name Printing	100%	100%	84%	94%
Number Knowledge	97%	100%	92%	100%
Visual Motor	92%	70%	80%	94%
Visual Matching	97%	100%	93%	100%
Draw a Person	97%	70%	84%	88%
Conceptual Grouping	97%	100%	91%	94%
Letter Knowledge	96%	94%	84%	94%
Phonological Awareness	97%	94%	70%	94%

Evidence Early Kindergarten Intervention Screening Tool June data	2005/06 All Students	2005/06 Aboriginal Students	2006/07 All Students	2006/07 Aboriginal Students
Name Printing	98%	94%	96%	100%
Number Knowledge	98%	94%	96%	91%
Visual Motor	89%	87%	79%	73%
Visual Matching	98%	88%	96%	100%
Draw a Person	94%	94%	89%	91%
Conceptual Grouping	95%	94%	100%	100%
Letter Knowledge	81%	87%	86%	82%
Phonological Awareness	85%	88%	75%	82%

Evidence Early Kindergarten Intervention Screening Tool June data	2004/05 Male Students	2005/06 Male Students	2006/07 Male Students	2004/05 Female Students	2005/06 Female Students	2006/07 Female Students
Name Printing	79%	95%	96%	87%	100%	100%
Number Knowledge	92%	98%	86%	92%	97%	88%
Visual Motor	74%	86%	75%	87%	92%	79%
Visual Matching	92%	98%	96%	95%	97%	100%
Draw a Person	79%	88%	89%	90%	100%	100%
Conceptual Grouping	89%	95%	96%	92%	95%	88%
Letter Knowledge	79%	86%	79%	89%	79%	79%
Phonological Awareness	66%	84%	61%	89%	87%	92%

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Grade 1 to 4 Reading Assessments

Evidence Reading Assessment Results for Grade 1	2003/04 Baseline	2004/05 Actual Results	2005/06 Actual Results	2006/07 Actual Results
All	70%	59%	73%	70%
Male	62%	54%	74%	64%
Female	88%	65%	93%	77%
Aboriginal	64%	77%	86%	60%

Evidence Reading Assessment Results for Grade 2	2003/04 Baseline	2004/05 Actual Results	2005/06 Actual Results	2006/07 Actual Results
All	n/a	82%	87%	84%
Male	n/a	80%	82%	85%
Female	n/a	86%	92%	81%
Aboriginal	n/a	84%	89%	80%

Evidence Reading Assessment Results for Grade 3	2003/04 Baseline	2004/05 Actual Results	2005/06 Actual Results	2006/07 Actual Results
All	84%	86%	81%	92%
Male	85%	84%	85%	94%
Female	82%	88%	74%	92%
Aboriginal	80%	80%	80%	100%

Evidence Reading Assessment Results for Grade 4	2003/04 Baseline	2004/05 Actual Results	2005/06 Actual Results	2006/07 Actual Results
All	n/a	89%	80%	93%
Male	n/a	91%	74%	94%
Female	n/a	87%	88%	90%
Aboriginal	n/a	89%	70%	83%

Evidence Reading Assessment Cohort Data Gr. 1-3	2003/04 Grade 1	2004/05 Grade 2	2005/06 Grade 3	2006/07 Grade 4
All	70%	82%	81%	93%
Male	62%	80%	85%	94%
Female	88%	86%	74%	90%
Aboriginal	64%	84%	80%	83%

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Great Leaps Reading Support:

Fountas Pinnell Reading Levels for Students in Grades 2 to 4 Receiving Great Leaps Reading Support:

L is end of Grade 2

2006/07 Grade 2 Before Great Leaps	2006/07 Grade 2 After Great Leaps	# of levels increased
F	G	1
G	L	5
G*	I	2
G	J	3
F	G	1
G	L	5
F	G	1
G	L	5
F	K	5
E	K	6
F	L	6
G	L	5
J	L	2
H*	M	5
F*	J	4
H*	O	7
H*	L	4
I*	N	5
E*	L	7

O is end of Grade 3

2006/07 Grade 3 Before Great Leaps	2006/07 Grade 3 After Great Leaps	# of levels increased
K	Q	6
H	L	4
N	P	2
I*	P	7
F	J	4
E	F	1
L	O	3
K	O	4
L	O	3
I	N	5
J	O	5
L*	O	3
L*	O	3
H*	L	4
M*	P	3
G*	L	5
L*	O	3
M*	O	2

S is end of Grade 4

2006/07 Grade 4 Before Great Leaps	2006/07 Grade 4 After Great Leaps	# of levels increased
O*	R	3
J	M	3
N	T	6
N	T	6
M*	T	7
M	T	7
H*	J	2
P	U	5
L	S	7
G	M	6
C	H	5
O	T	5
O	T	5
L	P	4
L	S	7
M	S	6
P	T	4
P	T	4
P*	T	4
P*	T	4
G*	M	6

*Aboriginal students

FSA Grade 4 Reading Comprehension

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met	2004/05 Target	2004/05 Actual Results
FSA Gr. 4 Reading (All)	67%	69%	73%	yes	72%	72%	yes	75%	67%
Male	61%	63%	72%	yes	66%	62%	no	66%	75%
Female	72%	74%	74%	yes	77%	83%	yes	80%	61%
Aboriginal	56%	58%	82%	yes	61%	59%	no	61%	54%

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Evidence	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target	2006/07 Actual Results	Target Met	2007/08 Target
FSA Gr. 4 Reading (All)	no	75%	79%	yes	78%	55%	no	78%
Male	yes	69%	71%	yes	72%	54%	no	72%
Female	no	80%	87%	yes	83%	55%	no	83%
Aboriginal	no	61%	91%	yes	64%	43%	no	64%

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results	2006/07 District Results	2006/07 Provincial Results
FSA Gr. 4 Reading (All)	67%	79%	79%	79%	55%	75%
Male	75%	78%	71%	76%	54%	72%
Female	61%	81%	87%	82%	55%	79%
Aboriginal	55%	61%	91%	63%	43%	59%

Writing Assessments

Evidence SMART Writing Assessment	2.5 Satisfactorily Meets Expectations			3 Fully Meets Expectations			4 Exceeds Expectations			Total		
	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07
Grade 1	29%	11%	17%	40%	27%	52%	14%	13%	20%	83%	51%	89%
Grade 2	19%	29%	28%	51%	48%	51%	23%	6%	11%	93%	83%	90%
Grade 3	38%	22%	41%	31%	37%	39%	14%	10%	9%	83%	69%	89%
Grade 4	40%	26%	33%	34%	20%	40%	16%	19%	13%	90%	65%	86%

FSA Grade 4 Writing Results

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met	2004/05 Target	2004/05 Actual Results
FSA Gr. 4 Writing (All)	98%	90%	97%	yes	90%	85%	no	90%	90%
Male	96%	90%	97%	yes	90%	73%	no	90%	84%
Female	100%	90%	98%	yes	90%	98%	no	90%	90%
Aboriginal	94%	90%	100%	yes	90%	77%	no	90%	88%

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Evidence	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target	2006/07 Actual Results	Target Met	2007/08 Target
FSA Gr. 4 Writing (All)	yes	90%	75%	no	90%	82%	no	90%
Male	no	90%	61%	no	90%	80%	no	90%
Female	yes	90%	90%	yes	90%	84%	no	90%
Aboriginal	no	90%	70%	no	90%	95%	yes	90%+



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Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results	2006/07 District Results	2006/07 Provincial Results
FSA Gr. 4 Writing (All)	90%	93%	75%	89%	82%	90%
Male	84%	90%	61%	85%	80%	85%
Female	94%	96%	90%	93%	84%	94%
Aboriginal	87%	84%	70%	79%	95%	79%

Target Met: The targets for grade 4 FSA Reading Comprehension and Writing were not met with the exception of grade four aboriginal students in Writing. We expect to see the percentage of students meeting or exceeding expectations in reading and writing increase due to the classroom focus on Guided Reading and the Great Leaps Reading Intervention program as well as early intervention focused on phonemic awareness.

Objective 2: To increase the percentage of Grade 5 to 12 students meeting and/or exceeding grade level expectations in reading and writing.

Target: To increase the percentage of students meeting or exceeding expectations by 3% each year on the Foundations Skills Assessment (FSA) in Gr. 7 Reading and Writing.

Target: To increase the percentage of students meeting or exceeding expectations by 3% each year on English 10 and 12 Provincial exam results.

Target: To increase the Passing Rate on the Provincial English 10, Communications 12 and English 12 exam by 3%.

Target: To close achievement gaps in Reading and/or Writing between Aboriginal and non-Aboriginal students.

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Evidence Reading Assessments

DRA: 1 is the Intervention level (students reading below grade level); 2 is Instructional Level (at grade level with support); 3 is Independent; and 4 is Advanced. Students in category 1 are receiving additional Education Assistance time for intervention with the Great Leaps Reading Program.

Evidence DRA Results Grade 5	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07
	1	1	2	2	3	3	4	4
All	7%	3%	35%	26%	56%	46%	2%	14%
Male	6%	2%	35%	26%	59%	43%	0%	12%
Female	8%	4%	36%	25%	52%	50%	4%	18%
Aboriginal	9%	0%	34%	18%	57%	59%	0%	6%

Evidence DRA Results Grade 6	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07
	1	1	2	2	3	3	4	4
All	12%	1%	54%	17%	31%	58%	3%	14%
Male	7%	3%	52%	26%	37%	53%	4%	15%
Female	18%	2%	57%	9%	25%	61%	0%	14%
Aboriginal	11%	7%	65%	11%	24%	66%	0%	7%

Evidence DRA Results Grade 7	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07
	1	1	2	2	3	3	4	4
All	4%	2%	42%	14%	49%	53%	5%	21%
Male	4%	14%	36%	20%	44%	47%	16%	10%
Female	3%	0%	45%	6%	48%	60%	3%	32%
Aboriginal	0%	17%	36%	12%	50%	58%	14%	12%

FSA Grade 7 Reading Comprehension

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met	2004/05 Target	2004/05 Actual Results
FSA Gr. 7 Reading All	62%	64%	59%	no	64%	75%	yes	67%	49%
Male	56%	58%	50%	no	58%	63%	yes	61%	49%
Female	67%	69%	67%	no	69%	85%	yes	72%	50%
Aboriginal	56%	58%	54%	no	58%	55%	no	55%	33%

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Evidence	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target	2006/07 Actual Results	Target Met	2007/08 Target
FSA Gr. 7 Reading (All)	no	67%	61%	no	67%	59%	no	67%
Male	no	61%	56%	no	61%	51%	no	61%
Female	no	72%	64%	no	72%	65%	no	72%
Aboriginal	no	55%	78%	yes	58%	39%	no	58%

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results	2006/07 District Results	2006/07 Provincial Results
FSA Gr. 7 Reading (All)	49%	77%	61%	72%	59%	71%
Male	49%	73%	56%	68%	51%	67%
Female	50%	80%	64%	75%	65%	75%
Aboriginal	32%	53%	78%	53%	39%	52%

Evidence FSA Reading Assessment Cohort Data Gr. 4 & 7	2001/02 Grade 4	2004/05 Grade 7	2002/03 Grade 4	2005/06 Grade 7	2003/04 Grade 4	2006/07 Grade 7
All	67%	49%	73%	61%	72%	59%
Male	61%	49%	72%	56%	62%	51%
Female	72%	50%	74%	64%	83%	65%
Aboriginal	56%	33%	82%	78%	61%	39%

Evidence SMART Writing Assessment	2.5 Satisfactorily Meets Expectations			3 Fully Meets Expectations			4 Exceeds Expectations			Total		
	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07
Grade 5	52%	32%	33%	19%	15%	19%	6%	2%	16%	77%	49%	68%
Grade 6	36%	28%	33%	29%	21%	22%	2%	11%	10%	67%	60%	65%
Grade 7	60%	29%	31%	16%	31%	29%	0%	8%	16%	76%	68%	76%
Grade 8	25%	47%	20%	6%	26%	48%	0%	3%	10%	31%	76%	78%
Grade 9	44%	29%	46%	16%	20%	26%	0%	4%	0%	60%	53%	72%
Grade 10	n/a	31%	33%	n/a	21%	14%	n/a	10%	10%	n/a	62%	57%
Grade 11	n/a	53%	53%	n/a	12%	25%	n/a	0%	2%	n/a	65%	80%

FSA Grade 7 Writing Results

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met	2004/05 Target	2004/05 Actual Results
FSA Gr. 7 Writing (All)	81%	83%	88%	yes	86%	97%	yes	89%	83%
Male	68%	70%	81%	yes	73%	93%	yes	76%	73%
Female	91%	90%	93%	yes	90%	100%	yes	90%	94%
Aboriginal	75%	77%	92%	yes	80%	100%	yes	83%	79%

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Evidence	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target	2006/07 Actual Results	Target Met	2007/08 Target
FSA Gr. 7 Writing (All)	no	89%	83%	no	89%	76%	no	89%
Male	no	76%	70%	no	76%	56%	no	76%
Female	yes	90%	91%	yes	90%	92%	yes	90%+
Aboriginal	no	83%	95%	yes	86%	90%	yes	89%

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results	2006/07 District Results	2006/07 Provincial Results
FSA Gr. 7 Writing (All)	83%	90%	83%	87%	76%	85%
Male	73%	85%	70%	80%	56%	77%
Female	94%	95%	91%	93%	92%	93%
Aboriginal	79%	75%	95%	73%	90%	72%

Evidence FSA Writing Assessment Cohort Data Gr. 4 & 7	2001/02 Grade 4	2004/05 Grade 7	2002/03 Grade 4	2005/06 Grade 7	2003/04 Grade 4	2006/07 Grade 7
All	98%	83%	97%	83%	85%	76%
Male	96%	73%	97%	70%	73%	56%
Female	100%	94%	98%	91%	98%	92%
Aboriginal	94%	79%	100%	95%	78%	90%

Target Met: The target was not met for grade 7 FSA Reading Comprehension and Writing with the exception of female students and aboriginal students on Writing. We have continued to provide in-service on SMART writing, purchased Write Trait kits for each grade level and added Literacy Coordination time to grades 5 to 7 work with teachers on best practices and incorporate technology into the writing classroom. The Great Leaps Intervention Program has also been implemented at this grade level.

Evidence SMART Reading gr. 8 All Students	2003/04 Baseline	2004/05	2005/06	2006/07
Meeting Satisfactorily	19%	36%	36%	34%
Meeting Fully	6%	3%	4%	24%
Exceeding	0%	0%	0%	5%

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Evidence SMART Reading Assessment	2.5 Satisfactorily Meets Expectations			3 Fully Meets Expectations			4 Exceeds Expectations			Total		
	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07
Grade 8 (All)	36%	36%	34%	3%	4%	24%	0%	0%	5%	39%	40%	63%
Male	26%	10%	44%	3%	5%	0%	0%	0%	11%	29%	15%	55%
Female	47%	66%	20%	3%	7%	47%	0%	0%	7%	50%	73%	74%
Aboriginal	33%	20%	43%	0%	0%	25%	0%	0%	0%	33%	20%	68%



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Evidence SMART Reading gr. 9 All Students	2003/04 Baseline	2004/05	2005/06	2006/07
Meeting Satisfactorily	14%	42%	41%	53%
Meeting Fully	3%	21%	4%	13%
Exceeding	0%	0%	0%	0%

Evidence SMART Reading Assessment	2.5 Satisfactorily Meets Expectations			3 Fully Meets Expectations			4 Exceeds Expectations			Total		
	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07
Grade 9 (All)	42%	41%	53%	21%	4%	13%	0%	0%	0%	63%	45%	66%
Male	30%	30%	43%	22%	0%	14%	0%	0%	0%	44%	30%	57%
Female	64%	64%	56%	20%	8%	19%	0%	0%	0%	80%	72%	75%
Aboriginal	80%	30%	56%	0%	4%	0%	0%	0%	0%	80%	34%	56%

Evidence SMART Reading Assessment	2.5 Satisfactorily Meets Expectations		3 Fully Meets Expectations		4 Exceeds Expectations		Total	
	04/05	05/06	04/05	05/06	04/05	05/06	04/05	05/06
Grade 10 (All)	34%	38%	17%	18%	0%	3%	51%	59%
Male	33%	33%	4%	17%	0%	0%	37%	50%
Female	36%	44%	45%	26%	0%	7%	81%	77%
Aboriginal	33%	35%	22%	6%	0%	0%	55%	41%

Grade 10 Provincial Examination Results

The following table reflect the percentage of our grade 10 students not yet meeting (49.5 % or less or F), minimally meeting (49.5% to 59.4% or C-), meeting expectations (59.5 % to 72.4% or C to C+) and exceeding expectations (72.5%+ or A and B) on the Provincial Grade 10 Exam.

Evidence English 10 Exam	2004/05 Not Yet Meeting	2004/05 Minimally Meeting	2004/05 Meeting	2004/05 Exceeding	2004/05 Participation #	2004/05 Participation %	2004/05 Mean Score
All Writers	21%	22%	46%	11%	68	65%	60
Female	23%	31%	37%	9%	35	74%	58
Male	18%	12%	54%	15%	33	58%	62
Aboriginal	57%	21%	0%	21%	14	44%	54

Evidence English 10 Exam	2005/06 Not Yet Meeting	2005//06 Minimally Meeting	2005/06 Meeting	2005/06 Exceeding	2005/06 Participation #	2005/06 Participation %	2005/06 Mean Score
All Writers	17%	12%	47%	24%	83	100%	64
Female	14%	14%	48%	24%	37	90%	65
Male	20%	11%	45%	24%	46	100%	64
Aboriginal	16%	16%	48%	21%	19	79%	63

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The following chart shows the percentage of students meeting or exceeding expectations as a total:

Evidence English 10	2004/05 Total	2005/06 Target	2005/06 Total	Target Met	2006/07 Target
All Writers	57%	60%	71%	Yes	63%
Aboriginal	21%	24%	69%	Yes	27%

Evidence District Mean Score	2004/05 District	2004/05 BC	2005/06 District Target	2005/06 District	2005/06 BC
English 10 Exam	60	69	63	64	71

Evidence Pass Rate English 10 Exam	2004/05 District	2005/06 District Target	2005/06 District	2005/06 Target Met	2006/07 District Target
All Writers	79%	82%	83%	Yes	85%
Aboriginal	44%	47%	84%	Yes	50%

Grade 12 Provincial Examination Results

The following tables reflect the percentage of our grade 12 students not yet meeting (49.5 % or less or F), minimally meeting (49.5% to 59.4% or C-), meeting expectations (59.5 % to 72.4% or C to C+) and exceeding expectations (72.5%+ or A and B).

Evidence Communications 12 Exam	2004/05 Not Yet Meeting	2004/05 Minimally Meeting	2004/05 Meeting	2004/05 Exceeding	2004/05 Participation #	2004/05 Participation %	2004/05 Mean Score
All Writers	16%	36%	40%	8%	25	31%	60
Female	13%	25%	51%	13%	8	23%	64
Male	18%	41%	36%	6%	17	37%	58
Aboriginal	8%	33%	50%	8%	12	43%	64

Evidence Communications 12 Exam	2005/06 Not Yet Meeting	2005/06 Minimally Meeting	2005/06 Meeting	2005/06 Exceeding	2005/06 Participation #	2005/06 Participation %	2005/06 Mean Score
All Writers	23%	18%	55%	5%	22	29%	58
Female	0%	0%	80%	20%	5	14%	70
Male	29%	24%	48%	0%	17	43%	54
Aboriginal	36%	27%	27%	9%	11	39%	52

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The following chart shows the percentage of students meeting or exceeding expectations as a total:

Evidence Communications 12	2004/05 Total	2005/06 Target	2005/06 Total	Target Met	2006/07 Target
All Writers	48%	51%	60%	Yes	54%
Aboriginal	58%	61%	36%	No	61%

Evidence District Mean Score	2004/05 District	2004/05 BC	2005/06 District Target	2005/06 District	2005/06 BC
Comm. 12 Exam	60	66	63	58	66

Evidence Pass Rate Comm. 12 Exam	2004/05 District	2005/06 District Target	2005/06 District	2005/06 Target Met	2006/07 District Target
All Writers	84%	87%	77%	No	87%
Aboriginal	92%	95%	64%	No	95%

Evidence English 12 Exam	2004/05 Not Yet Meeting	2004/05 Minimally Meeting	2004/05 Meeting	2004/05 Exceeding	2004/05 Participation #	2004/05 Participation %	2004/05 Mean Score
All Writers	5%	10%	56%	30%	40	49%	69
Female	10%	10%	58%	24%	21	60%	68
Male	0%	11%	52%	37%	19	41%	69
Aboriginal	33%	17%	33%	17%	6	21%	61

Evidence English 12 Exam	2005/06 Not Yet Meeting	2005/06 Minimally Meeting	2005/06 Meeting	2005/06 Exceeding	2005/06 Participation #	2005/06 Participation %	2005/06 Mean Score
All Writers	5%	18%	43%	35%	40	53%	70
Female	8%	8%	38%	46%	24	67%	73
Male	0%	31%	50%	19%	16	40%	65
Aboriginal	9%	18%	45%	27%	11	39%	68

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The following chart shows the percentage of students meeting or exceeding expectations as a total:

Evidence English 12	2004/05 Total	2005/06 Target	2005/06 Total	Target Met	2006/07 Target
All Writers	86%	89%	78%	No	89%
Aboriginal	50%	53%	72%	Yes	56%



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Evidence District Mean Score	2004/05 District	2004/05 BC	2005/06 District Target	2005/06 District	2005/06 BC
English 12 Exam	69	70	72	70	70

Evidence Pass Rate English 12 Exam	2004/05 District	2005/06 District Target	2005/06 District	2005/06 Target Met	2006/07 District Target
All Writers	95%	98%	95%	No	98%
Aboriginal	67%	70%	91%	Yes	73%

Target Met: The target to increase the percentage of students meeting or exceeding expectations on the 2005/06 English 10 and Communications 12 exams was met. The target was not met for all students writing the English 12 exam. The target was met for aboriginal students writing English 10 and English 12 but not for Communications 12.

The target to increase the Passing Rate was met on the 2005/06 English 10 exam. It was not met for the Communications 12 and English 12 exams. The target was met for aboriginal students writing the English 10 and English 12 exam but not for Communications 12.

The secondary school is continuing to use and provide staff in-service on SMART Writing. It implemented the Great Leaps Reading Intervention Program in 2006/07 and has tracked anecdotal staff and student responses. Some responses are:

Aboriginal Educational Assistant: "While participating in the Great Leaps Program, I have seen many improvements take place as a result of our daily readings. All of the students in which I read with have made great leaps regarding their reading levels. The Great Leaps program has not only helped to improve the student's pronunciation, grammar, spelling and reading speeds in both the program and in their classes, but it also gives some students that extra bit of confidence that they need."

High school student: "I like the reading program because it is making me reader faster each time I get a new page. I think it is helping me in my classes because I am starting to read my work faster."

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Individualized Education Plans Gr. 4 to 10

Target: To reduce the number of students in grades 4 to 10 on Individual Education Plans (IEPs) to 10% by 2008.

Individualized Education Plans Gr. 4 to 10 – October data

This data reflects I.E.P.s in all special education categories for the District, including those students receiving learning assistance.

Evidence	2003/04 Baseline	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target	2005/06 Actual Results	Target Met
Individual Education Plans for Grades 4 – 10	26%	23%	18%	Yes	15%	17%	No

Evidence	2006/07 Target	2006/07 Actual Results	Target Met	2007/08 Target	2007/08 Actual Results	Target Met
Individual Education Plans for Grades 4 – 10	15%	19%	No	15%	19%	No

Target Met: The target was not met for reducing the number of students on I.E.P.’s. We are continuing with the Great Leaps Intervention program in Grades 1 to 4 which we hope will result in a lower number of students needing learning assistance as students move into higher grades. We are changing out Kindergarten Screening instrument to begin using the Yopp-Singer Test of Phoneme Segmentation to provide early data on students who are having difficulty in phonemic awareness which may impact on reading and spelling success. We would like to focus our data collection on only those students listed as receiving learning assistance beginning in the July Achievement report.

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Strategies & Structures to move forward

- Begin the school year with a district in-service for reading and writing assessments and literacy best practices to familiarize new staff. Teachers and Principals will present to build local capacity.
- Continue District Literacy meetings as a means to analyze data, discuss best practices, share promising practices and continue to collect grade level samples for SMART Learning strategies.
- Create video logs of district-wide promising practices for future in-service.
- Continue to implement Great Leaps Reading Intervention 5x per week for aboriginal students and 3x per week for non-aboriginal students Grade 1 to 12. Data will continue to be collected at grades 2 to 4 as well as at grades 5 to 7 to evaluate effectiveness
- Book Treks guided reading material will be provided for the transition of students at Fountas Pinnell reading level T and above for grades 2 to 6. The use of these will be evaluated through the DRA assessment in grades 5 to 7 as Book Treks are tied to DRA levels and provide a transition for students moving from the On the Mark assessment to the DRA for grade 5.
- Continue Student Services Coordinator position to plan programs for low-incidence special needs students so that other student services personnel can target high incidence special needs and learning assistance students.
- Literacy coordinator time for grades 5 to 7 to assist teachers with best practices in literacy and integrating technology into the writing classroom. Effectiveness will be evaluated through writing and reading results.
- We are implementing the Yopp-Singer Test of Phonemic Segmentation at the Kindergarten level with intervention for identified students with the Speech and Language Pathologist and the Speech and Language Educational Assistant.

Goal 1 is connected to the following school growth plan goals:

J.S. Clark Elementary School

- Goal 1 – All students will improve their ability to read.

G.W. Carlson Elementary School

- Goal 2 – All students will meet or exceed expectations in Reading by the end of grade four

R.L. Angus Elementary School

- Goal 1- All Students will fully meet expectations in literacy by the end of each Grade.

Fort Nelson Secondary School

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- Goal 1 – To have all students meeting or exceeding expectations in literacy

Toad River School

- Goal 2 – To maintain students’ progress in writing skills

Aboriginal Enhancement Agreement

- Goal 1 To Improve Aboriginal Students’ Academic Achievement

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GOAL 2

To increase all of our students' math achievement

Objective 1: To increase the percentage of Grade 2 to 8 students meeting and/or exceeding grade level expectations in Math

Objective 2: To increase the percentage of students participating and meeting and/or exceeding grade level expectations in Essentials of Math 10, Principles of Math 10, and Principles of Math 12

Rationale:

Students who are successful in literacy and math are more likely to achieve success in school and achieve a Grade 12 Dogwood Diploma.

Analysis of our mathematics data, FSA results and Provincial Exam results indicate improvement in some areas but also indicate a need for continued progress over time.

We continue to have many students who are at the Not Meeting or Minimally Meeting levels and need to continue to increase the number of students Exceeding expectations at all grade levels.

Our district data is often below provincial averages.

We are seeing some success our All the Facts and the Problem Solver use in Grades 1 to 4 and would like to extend this to provide a solid foundation for Math 5 and above.

We saw some success with a three term Principles of Math 12 in 2005/06 and were unable to offer it for 2006/07 due to staffing turnover and retention difficulties. We have been able to offer it again in 2007/08 as well as year long Math 8, 9 and Principles of Math 10. We would like to see if this structure makes a difference to student success over time.

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Performance Targets

To increase the percentage of students meeting or exceeding expectations by 3% each year on the Foundations Skills Assessment (FSA) in Numeracy at Grade 4 and 7.

To increase the percentage of students meeting or exceeding expectations by 3% each year on Essentials of Math 10, Principles of Math 10 and Principles of Math 12 Provincial exam results.

To increase the Passing Rate on the Essentials of Math 10, Principles of Math 10 and Principles of Math 12 Provincial exams by 3%.

To close achievement gaps in Math between Aboriginal and non-Aboriginal students.

Performance Indicators/Evidence

- FSA Numeracy for Grades 4 and 7
- Power of Ten “All the Facts You Need to Know” Grades 2 – 5
- Vancouver IslandNet Diagnostic Assessment Grades 5 - 7
- Common Grade 8 and 9 exam
- Gr. 10 Provincial Exam Data
- Gr. 12 Provincial Exam Data

Objective 1: To increase the percentage of Grade 2 to 8 students meeting and/or exceeding grade level expectations in Math

Target: To increase the percentage of students meeting or exceeding expectations by 3% each year on the Foundations Skills Assessment (FSA) in Numeracy at Grade 4 and 7.

Target: To close achievement gaps in Math between Aboriginal and non-Aboriginal students.

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Power of Ten “All the Facts You Need to Know” grades 1 – 5

Evidence All The Facts You Need To Know	2004/05 Baseline	2005/06	2006/07
Gr. 2 Addition (all)	69%	83%	79%
Aboriginal	79%	92%	77%
Gr. 2 Subtraction (all)	44%	51%	58%
Aboriginal	39%	52%	70%
Gr. 3 Addition (all)	92%	89%	89%
Aboriginal	87%	86%	92%
Gr. 3 Subtraction (all)	78%	74%	78%
Aboriginal	80%	71%	96%
Gr. 3 Multiplication (all)	37%	24%	30%
Aboriginal	0%	29%	37%
Gr. 4 Addition (all)	94%	96%	99%
Aboriginal	92%	100%	95%
Gr. 4 Subtraction (all)	92%	91%	85%
Aboriginal	96%	95%	82%
Gr. 4 Multiplication (all)	67%	67%	38%
Aboriginal	65%	53%	32%
Gr. 4 Division (all)	n/a	40%	n/a
Aboriginal	n/a	37%	n/a

FSA Grade 4 & 7 Numeracy

This data presents the percentage of students meeting and/or exceeding expectations.

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met	2004/05 Target	2004/05 Actual Results
FSA Gr. 4 Numeracy (All)	58%	60%	93%	yes	63%	83%	yes	66%	80%
Male	59%	61%	97%	yes	64%	86%	yes	67%	81%
Female	58%	60%	91%	yes	63%	80%	yes	66%	79%
Aboriginal	47%	49%	83%	yes	52%	76%	yes	55%	72%

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Evidence	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target	2006/07 Actual Results	Target Met	2007/08 Target
FSA Gr. 4 Numeracy (All)	yes	69%	82%	yes	72%	74%	yes	75%
Male	yes	70%	81%	yes	73%	72%	no	73%
Female	yes	69%	83%	yes	72%	77%	yes	75%
Aboriginal	yes	58%	92%	yes	61%	58%	no	61%



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Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results	2006/07 District Results	2006/07 Provincial Results
FSA Gr. 4 Numeracy (All)	80%	87%	82%	86%	74%	85%
Male	81%	88%	81%	87%	72%	85%
Female	79%	86%	83%	84%	77%	85%
Aboriginal	74%	72%	92%	73%	58%	73%

FSA Grade 7 Numeracy

This data presents the percentage of students meeting and/or exceeding expectations.

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met	2004/05 Target	2004/05 Actual Results
FSA Gr. 7 Numeracy (All)	66%	68%	65%	no	68%	53%	no	68%	60%
Male	72%	74%	58%	no	74%	50%	no	74%	66%
Female	61%	63%	71%	yes	66%	56%	no	66%	54%
Aboriginal	67%	69%	54%	no	69%	55%	no	69%	58%

Evidence	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target	2006/07 Actual Results	Target Met	2007/08 Target
FSA Gr. 7 Numeracy (All)	no	68%	73%	yes	71%	73%	yes	74%
Male	no	74%	78%	yes	77%	73%	no	77%
Female	no	66%	69%	yes	69%	74%	yes	72%
Aboriginal	no	69%	78%	yes	72%	52%	no	72%

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results	2006/07 District Results	2006/07 Provincial Results
FSA Gr. 7 Numeracy (All)	60%	83%	73%	83%	73%	80%
Male	66%	84%	78%	83%	73%	82%
Female	54%	81%	69%	82%	74%	79%
Aboriginal	57%	62%	78%	67%	52%	63%

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Evidence FSA Numeracy Cohort Data Gr. 4 & 7	2001/02 Grade 4	2004/05 Grade 7	2002/03 Grade 4	2005/06 Grade 7	2003/04 Grade 4	2006/07 Grade 7
All	58%	60%	93%	73%	83%	73%
Male	59%	66%	97%	78%	86%	73%
Female	58%	54%	91%	69%	80%	74%
Aboriginal	47%	58%	83%	78%	77%	52%



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Target Met: The targets for the FSA Numeracy for grade four and seven were met. The aboriginal targets were not met. We will be expanding the use of the Vancouver IslandNet Diagnostic Math Assessment for formative assessment results and implementing Connecting Math Concepts for students receiving learning assistance in Grades 5 to 7.

Vancouver IslandNet Diagnostic Math Assessment for Gr. 5 to 7

Evidence Math Grade 5	2006/07 Not Yet Meeting	2006/07 Minimally Meeting	2006/07 Meeting	2006/07 Exceeding
All	7%	39%	41%	6%
Female	4%	39%	57%	0%
Male	10%	38%	31%	10%
Aboriginal	11%	41%	24%	0%

Evidence Math Grade 6	2006/07 Not Yet Meeting	2006/07 Minimally Meeting	2006/07 Meeting	2006/07 Exceeding
All	12%	50%	27%	3%
Female	14%	59%	23%	0%
Male	18%	38%	32%	6%
Aboriginal	24%	52%	10%	0%

Evidence Math Grade 7	2006/07 Not Yet Meeting	2006/07 Minimally Meeting	2006/07 Meeting	2006/07 Exceeding
All	16%	35%	40%	5%
Female	9%	40%	47%	4%
Male	22%	31%	33%	7%
Aboriginal	25%	42%	21%	4%

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Common Math Assessment – Grade 8 & 9

Evidence Common Math Assessment	2.5 Satisfactorily Meets Expectations		3 Fully Meets Expectations		4 Exceeds Expectations		Total	
	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07
Grade 8 (All)	17%	11%	23%	7%	13%	49%	53%	67%
Male	27%	17%	20%	8%	13%	67%	60%	92%
Female	16%	4%	26%	8%	21%	44%	63%	56%
Aboriginal	11%	25%	21%	0%	5%	38%	37%	63%



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Evidence Common Math Assessment	2.5 Satisfactorily Meets Expectations		3 Fully Meets Expectations		4 Exceeds Expectations		Total	
	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07	2005/06	2006/07
Grade 9 (All)	17%	0%	23%	9%	13%	28%	53%	37%
Male	27%	0%	20%	0%	13%	18%	60%	18%
Female	16%	0%	26%	17%	21%	38%	63%	55%
Aboriginal	11%	0%	21%	0%	5%	13%	37%	13%

Objective 2: To increase the percentage of students participating, meeting and/or exceeding grade level expectations in Essentials of Math 10, Principles of Math 10, and Principles of Math 12

Target: To increase the percentage of students meeting or exceeding expectations by 3% each year on Essentials of Math 10, Principles of Math 10 and Principles of Math 12 Provincial exam results.

Target: To increase the Passing Rate on the Essentials of Math 10, Principles of Math 10 and Principles of Math 12 Provincial exams by 3%.

Target: To close achievement gaps in Math between Aboriginal and non-Aboriginal students.

Math Provincial Examination Results for Grades 10 and 12

The following tables reflect the percentage of our grade 10 and 12 students not yet meeting (49.5 % or less or F), minimally meeting (49.5% to 59.4% or C-), meeting expectations (59.5 % to 72.4% or C to C+) and exceeding expectations (72.5%+ or A and B).

Evidence Essentials of Math 10 Exam	2004/05 Not Yet Meeting	2004/05 Minimally Meeting	2004/05 Meeting	2004/05 Exceeding	2004/05 Participation #	2004/05 %	2004/05 Mean Score
All Writers	28%	17%	39%	17%	18	17%	60
Female	25%	13%	51%	13%	8	17%	60
Male	30%	20%	30%	20%	10	18%	60
Aboriginal	29%	14%	43%	14%	7	22%	54

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Evidence Essentials of Math 10 Exam	2005/06 Not Yet Meeting	2005/06 Minimally Meeting	2005/06 Meeting	2005/06 Exceeding	2005/06 Participation		2005/06 Mean Score
					#	%	
All Writers	26%	21%	32%	21%	19	23%	58
Female	40%	20%	20%	20%	5	13%	53
Male	21%	21%	35%	21%	14	33%	60
Aboriginal	33%	22%	33%	11%	9	38%	55

The following chart shows the percentage of students meeting or exceeding expectations as a total:

Evidence Essentials Math 10	2004/05 Total	2005/06 Target	2005/06 Total	Target Met	2006/07 Target
All Writers	56%	59%	53%	No	59%
Aboriginal	57%	60%	44%	No	60%

Evidence Math District Mean Score	2004/05 District	2004/05 BC	2005/06 District	2005/06 BC
Essentials 10 Exam	60	60	58	60

Evidence Pass Rate Essentials 10 Exam	2004/05 District	2005/06 District Target	2005/06 District	2005/06 Target Met	2006/07 District Target
All Writers	72%	75%	74%	No	75%
Aboriginal	71%	74%	67%	No	74%

Evidence Principles of Math 10 Exam	2004/05 Not Yet Meeting	2004/05 Minimally Meeting	2004/05 Meeting	2004/05 Exceeding	2004/05 Participation		2004/05 Mean Score
					#	%	
All Writers	26%	46%	24%	4%	54	52%	54
Female	28%	60%	8%	4%	25	53%	52
Male	24%	34%	38%	3%	29	51%	55
Aboriginal	11%	56%	33%	0%	9	28%	56

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Evidence Principles of Math 10 Exam	2005/06 Not Yet Meeting	2005/06 Minimally Meeting	2005/06 Meeting	2005/06 Exceeding	2005/06 Participation		2005/06 Mean Score
					#	%	
All Writers	29%	44%	21%	6%	55	67%	55
Female	29%	52%	16%	3%	31	77%	54
Male	29%	33%	29%	8%	24	57%	56
Aboriginal	25%	63%	13%	0%	8	33%	53



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The following chart shows the percentage of students meeting or exceeding expectations as a total:

Evidence Principles of Math 10	2004/05 Total	2005/06 Target	2005/06 Total	2005/06 Target Met	2006/07 Target
All Writers	28%	31%	27%	No	31%
Aboriginal	33%	36%	13%	No	36%

Evidence Math District Mean Score	2004/05 District	2004/05 BC	2005/06 District	2005/06 BC
Principles 10	54	68	55	65

Evidence Pass Rate Principles 10 Exam	2004/05 District	2005/06 District Target	2005/06 District	2005/06 Target Met	2006/07 District Target
All Writers	74%	77%	71%	No	77%
Aboriginal	90%	93%	75%	No	93%

Evidence Principles of Math 12 Exam	2004/05 Not Yet Meeting	2004/05 Minimally Meeting	2004/05 Meeting	2004/05 Exceeding	2004/05 Participation #	2004/05 Participation %	2004/05 Mean Score
All Writers	22%	22%	44%	11%	9	11%	60
Female	Msk	Msk	Msk	0%	Msk	11%	Msk
Male	20%	20%	40%	20%	5	11%	61
Aboriginal	0%	0%	0%	0%	0	0%	0

Female scores masked as less than 5 students were in this sub group.

Evidence Principles of Math 12 Exam	2005/06 Not Yet Meeting	2005/06 Minimally Meeting	2005/06 Meeting	2005/06 Exceeding	2005/06 Participation #	2005/06 Participation %	2005/06 Mean Score
All Writers	15%	0%	31%	54%	13	17%	72
Female	25%	0%	0%	76%	8	22%	73
Male	0%	0%	80%	20%	5	13%	71
Aboriginal	0%	0%	20%	80%	5	18%	80

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The following chart shows the percentage of students meeting or exceeding expectations as a total:

Evidence Principles of Math 12	2004/05 Total	2005/06 Target	2005/06 Total	2005/06 Target Met	2006/07 Target
All Writers	55%	58%	85%	Yes	61%
Aboriginal	0%	3%	100%	Yes	61%+



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Evidence Math District Mean Score	2004/05 District	2004/05 BC	2005/06 District	2005/06 BC
Principles 12	60	72	72	71

Evidence Pass Rate Principles 12 Exam	2004/05 District	2005/06 District Target	2005/06 District	2005/06 Target Met	2006/07 District Target
All Writers	78%	81%	85%	Yes	84%
Aboriginal	0%	3%	100%	Yes	84%+

Target Met: The targets to increase the percentage of students meeting or exceeding expectations and the Passing Rate on the 2005/06 Essentials of Math 10 and Principles of Math 10 exams were not met for all student and aboriginal students. The target for the Principles of Math 12 exam was met for all students and aboriginal students.

We had seen some success with a three-term Principles of Math 12 in 05/06 but were unable to continue this structure due to recruitment difficulties for 2006/07. This year we have been able to once again implement this structure as well as add year long Math 8, Math 9, Principles of Math 10 and an introductory course on Calculus.

Strategies and Structures to move forward

- Continue Power of Ten “All the Facts We Need To Know” at grades 1 to 4 and as an intervention for students identified in grades 5 to 7. Effectiveness will be evaluated through school math data.
- Continue the use of the Problem Solver series in grades 1 to 7. Effectiveness will be evaluated through FSA results.
- Provide in-service for teachers for Math Makes Sense grades 1 to 7. This has been arranged for January 2008. Effectiveness will be evaluated through classroom implementation of Math Makes Sense.
- Implement Connecting Math Concepts for students receiving learning assistance in Grades 5 to 7. Effectiveness will be evaluated through the number of students requiring learning assistance before and after the implementation.
- Implement Vancouver IslandNet Diagnostic Math Assessment for Grades 2 to 8 as a formative assessment tool. Effectiveness will be evaluated through the results over time.

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- Implement 3 term Principles of Math 12 and year long Math 8, Math 9 and Principles of Math 10. Effectiveness will be evaluated on Provincial Exam results.
- Continue the District Math Leadership Team to analyze data and provide district direction in math.

Goal 2 is connected to the following school growth plan goals:

J.S. Clark Elementary School

- Goal 2 – All students will improve their mathematical abilities

G. W. Carlson Elementary School

- Goal 1 – All students will fully meet or exceed expectations in Math by the end of grade four

R.L. Angus Elementary School

- Goal 2 – All Students will Meet or Exceed Expectations in Mathematics by the end of each grade

Fort Nelson Secondary School

- Goal 2 – To have all students meeting or exceeding expectations in mathematics

Toad River School

- Goal 2 – To continue our plan to improve our students’ problem solving ability in math

Aboriginal Enhancement Agreement

- Goal 1 – To Improve Aboriginal Students’ Academic Achievement

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GOAL 3

To increase school completion

Objective 1: To foster safe, caring, and orderly schools

Objective 2: To help students make safe and healthy life choices

Objective 3: To increase the percentage of students who receive a Dogwood Certificate within six years

Rationale:

Our third goal was changed from, “To create and maintain environments that support student achievement” to “Increase school completion”. The Board of Education recognizes the importance of social responsibility goals in successful school completion and will continue to focus on improving the success of all students towards that goal.

The District Satisfaction Surveys have indicated that less than 90% of our students surveyed felt safe at school all the time or many times.

The Pride survey results indicate that a large number of our students use tobacco, drugs and alcohol.

To try to increase student transition and completion rates we have increased student choice by adding a Cosmetology Program and Oil and Gas Technology Modules in the Trades Program.

To increase student transition and completion rates we have begun to track student transitions and are providing more direct service to students to successfully complete “I” plans.

Performance Targets

To increase the percentage of students by 3% reporting many times or all the time on Satisfaction Survey questions, “Do you feel safe at school?”, “Do you like school?”

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To decrease the percentage of students by 3% reporting many times or all the time on the Satisfaction Survey question, “At school are you bullied, teased or picked on?”

To increase the percentage of students by 3% reporting many times or all the time on Satisfaction Survey questions, “At school, are you learning about healthy food and exercise?” for Grade 4, and “At school are you learning about how to stay healthy?” for Grade 7, 10 & 12.

To decrease the percentage of students making unhealthy lifestyle choices as reflected in the Pride Survey.

To decrease the number of student suspensions to the District Discipline Review Committee.

To decrease the number of aboriginal students suspended to the District Discipline Review Committee.

To increase the percentage of Grade 8 students who obtain a Dogwood Certificate in 6 years by 3% per year.

To close school completion gaps between Aboriginal and non-Aboriginal students.

Performance Indicators/Evidence

- Satisfaction Survey Results
- Pride Survey
- District Discipline Review Suspension Data
- Graduation Data
- Six-Year Dogwood Completion Rate
- Transition Rates
- Secondary School Apprentice and Ace-It Data

Objective 1: To foster safe, caring, and orderly schools

Target: To increase the percentage of students by 3% reporting many times or all the time on Satisfaction Survey questions, “Do you feel safe at school?”, “Do you like school?” “At school, are you learning about healthy food and exercise?” for Grade 4, and “At school are you learning about how to stay healthy?” for Grade 7, 10 & 12.

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Target: To decrease the percentage of students by 3% reporting many times or all the time on the Satisfaction Survey question, “At school are you bullied, teased or picked on?”

Satisfaction Survey Results

“Do you feel safe at school?”

Evidence Satisfaction Survey	2003/04 All the Time or Many Times Baseline	2004/05 Target	2004/05 All the Time or Many Times	Target Met	2005/06 Target	2005/06 All the Time or Many Times
Grade 4	77%	80%	80%	yes	83%	87%
Grade 7	81%	84%	77%	no	84%	80%
Grade 10	56%	59%	62%	yes	62%	75%
Grade 12	73%	76%	79%	yes	79%	89%

Evidence Satisfaction Survey	Target Met	2006/07 Target	2006/07 All the Time or Many Times	Target Met	2007/08 Target
Grade 4	yes	86%	83%	no	86%
Grade 7	no	84%	75%	no	84%
Grade 10	yes	65%	71%	yes	68%
Grade 12	yes	82%	88%	yes	85%

“At school are you bullied, teased or picked on?”

Evidence Satisfaction Survey	2003/04 All the Time or Many Times Baseline	2004/05 Target	2004/05 All the Time or Many Times	Target Met	2005/06 Target	2005/06 All the Time or Many Times
Grade 4	13%	10%	10%	yes	7%	7%
Grade 7	4%	1%	22%	no	1%	7%
Grade 10	14%	11%	10%	yes	8%	5%
Grade 12	11%	8%	13%	no	8%	5%

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Evidence Satisfaction Survey	Target Met	2006/07 Target	2006/07 All the Time or Many Times	Target Met	2007/08 Target
Grade 4	yes	4%	11%	no	4%
Grade 7	no	1%	12%	no	1%
Grade 10	yes	5%	17%	no	5%
Grade 12	yes	5%	1%	yes	2%



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“Do you like school?”

Evidence Satisfaction Survey	2003/04 All the Time or Many Times Baseline	2004/05 Target	2004/05 All the Time or Many Times	Target Met	2005/06 Target	2005/06 All the Time or Many Times
Grade 4	65%	68%	79%	yes	71%	68%
Grade 7	59%	62%	36%	no	62%	44%
Grade 10	25%	28%	19%	no	28%	45%
Grade 12	38%	41%	47%	yes	50%	48%

“Do you like school?”

Evidence Satisfaction Survey	Target Met	2006/07 Target	2006/07 All the Time or Many Times	Target Met	2007/08 Target
Grade 4	no	71%	66%	yes	68%
Grade 7	no	62%	39%	no	62%
Grade 10	yes	31%	49%	yes	34%
Grade 12	no	50%	47%	no	50%

Target Met: The targets were met in grades 10 and 12 for “Do You Feel Safe at School”, grade 12 for “At School are you bullied, teased or picked on” and grades 4 and 10 for “Do you like school”.

The targets were not met in grade 4 and 7 for “Do You Feel Safe at School” grades 4, 7 and 10 for “At School are you bullied, teased or picked on” and for grades 7 and 12 for “Do you like school”.

We are pleased with the positive student response to the Roots of Empathy program in Kindergarten and grade 5. Workshops for Dare to Care have taken place for students, parents, staff and the community. Each school has an anti-bullying protocol which they communicate to students. We have increased our support staff on supervision duty and each school has increased their activities for students during “in days” for extreme cold weather.

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Objective 2: To help students make safe and healthy life choices

Target: To increase the percentage of students by 3% reporting many times or all the time on Satisfaction Survey questions, “At school, are you learning about healthy food and exercise?” for Grade 4, and “At school are you learning about how to stay healthy?” for Grade 7, 10 & 12.

Satisfaction Survey Results

“At school, are you learning about healthy food and exercise?” for Grade 4

“At school are you learning about how to stay healthy?” for Grade 7, 10 & 12

Evidence Satisfaction Survey	2003/04 All the Time or Many Times Baseline	2004/05 Target	2004/05 All the Time or Many Times	Target Met	2005/06 Target	2005/06 All the Time or Many Times
Grade 4	41%	44%	40%	no	44%	59%
Grade 7	49%	52%	41%	no	52%	32%
Grade 10	20%	23%	24%	yes	26%	58%
Grade 12	14%	17%	21%	yes	20%	30%

Evidence Satisfaction Survey	Target Met	2006/07 Target	2006/07 All the Time or Many Times	Target Met	2007/08 Target
Grade 4	yes	47%	59%	yes	50%
Grade 7	no	52%	57%	yes	55%
Grade 10	yes	29%	57%	yes	32%
Grade 12	yes	23%	50%	yes	26%

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Target Met: This target has been met. We have implemented Action Schools B.C in each of our elementary schools. We have a new position, Action Schools B.C. Coordinator who works with teachers and students to implement all aspects of the Action Schools program. Our elementary schools PACs have been instrumental in working with our schools to provide Fruit/Vegetable, Milk and Hot Lunch programs.



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PRIDE Survey

Target: To decrease the percentage of students making unhealthy lifestyle choices as reflected in the Pride Survey.

Approximately **575** students were surveyed in grades 4 through 12 to determine the nature of drug use by adolescents in the community. The Pride Survey for 2006/07 was consistent with the 2004/05 survey in students reporting drug use in primarily four locations: in the home of a friend, at home, at “other” places in the community and in vehicles.

Gr. 4 students

2004/05	2006/07	
100%	97%	did not smoke cigarettes within the past year.
18%	5%	drank beer within the past year.
5%	4%	drank coolers within the past year.
4%	3%	drank hard liquor.
0%	1%	smoked marijuana within the past year.
1%	0%	sniffed glue, gas, etc. to get high
0%	0%	used cocaine within the past year.

Gr. 5 students

2004/05	2006/07	
98%	100%	did not smoke cigarettes within the past year
9%	7%	drank beer within the past year.
8%	12%	drank coolers within the past year.
5%	3%	drank hard liquor.
1%	0%	smoked marijuana within the past year.
1%	0%	sniffed glue, gas, etc. to get high.
0%	0%	used cocaine within the past year.

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Gr. 6 students

2004/05 2006/07

4%	4%	smoked cigarettes within the past year.
20%	16%	drank beer within the past year.
23%	21%	drank coolers within the past year.
9%	12%	drank hard liquor.
1%	3%	smoked marijuana within the past year.
1%	1%	sniffed glue, gas, etc. to get high
1%	1%	used cocaine within the past year.
1%	0%	used ecstasy within the past year.
1%	0%	used crystal meth within the past year.

Gr. 7 students

2004/05 2006/07

10%	11%	smoked cigarettes within the past year.
32%	36%	drank beer within the past year.
43%	46%	drank coolers within the past year.
29%	30%	drank hard liquor.
10%	5%	smoked marijuana within the past year.
7%	8%	sniffed glue, gas, etc. to get high
5%	1%	used cocaine within the past year.
1%	1%	used ecstasy within the past year.
3%	1%	used crystal meth within the past year.

Gr. 8 students

2004/05 2006/07

23%	24%	smoked cigarettes within the past year.
39%	45%	drank beer within the past year.
50%	57%	drank coolers within the past year.
35%	52%	drank hard liquor.
12%	25%	smoked marijuana within the past year.
10%	3%	sniffed glue, gas, etc. to get high
3%	3%	used cocaine within the past year.
3%	10%	used ecstasy within the past year.
3%	2%	used crystal meth within the past year.

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Gr. 9 students

2004/05	2006/07	
26%	46%	smoked cigarettes within the past year.
56%	58%	drank beer within the past year.
72%	72%	drank coolers within the past year.
71%	66%	drank hard liquor.
30%	43%	smoked marijuana within the past year.
8%	8%	sniffed glue, gas, etc. to get high.
8%	6%	used cocaine within the past year.
7%	10%	used ecstasy within the past year.
3%	6%	used crystal meth within the past year.

Gr. 10 students

2004/05	2006/07	
44%	31%	smoked cigarettes within the past year.
71%	58%	drank beer within the past year.
75%	66%	drank coolers within the past year.
80%	71%	drank hard liquor.
61%	31%	smoked marijuana within the past year.
3%	7%	sniffed glue, gas, etc. to get high
10%	4%	used cocaine within the past year
9%	9%	used ecstasy within the past year.
1%	0%	used crystal meth within the past year.

Gr. 11 students

2004/05	2006/07	
36%	55%	smoked cigarettes within the past year.
66%	73%	drank beer within the past year.
68%	86%	drank coolers within the past year.
69%	77%	drank hard liquor.
52%	52%	smoked marijuana within the past year.
6%	7%	sniffed glue, gas, etc. to get high
14%	9%	used cocaine within the past year
12%	20%	used ecstasy within the past year.
2%	0%	used crystal meth within the past year.

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SCHOOL DISTRICT 81 FORT NELSON

Accountability Contract 2007–2008

Gr. 12 students

2004/05 2006/07

67%	47%	smoked cigarettes within the past year.
76%	81%	drank beer within the past year.
70%	91%	drank coolers within the past year.
76%	88%	drank hard liquor.
61%	59%	smoked marijuana within the past year.
6%	0%	sniffed glue, gas, etc. to get high
21%	9%	used cocaine within the past year
27%	19%	used ecstasy within the past year.
13%	0%	used crystal meth within the past year.

Target Met: This target has not been met. Alcohol, particularly coolers, remains the “drug of choice” for the students surveyed; beer and liquor consumption of our senior secondary students has increased.

We have provided and will continue to provide educational programs to students and the community including: PARTY (Preventing Alcohol Related Trauma in Youth), DARE, Green Thumb Theatre Performances and Dare to Care.

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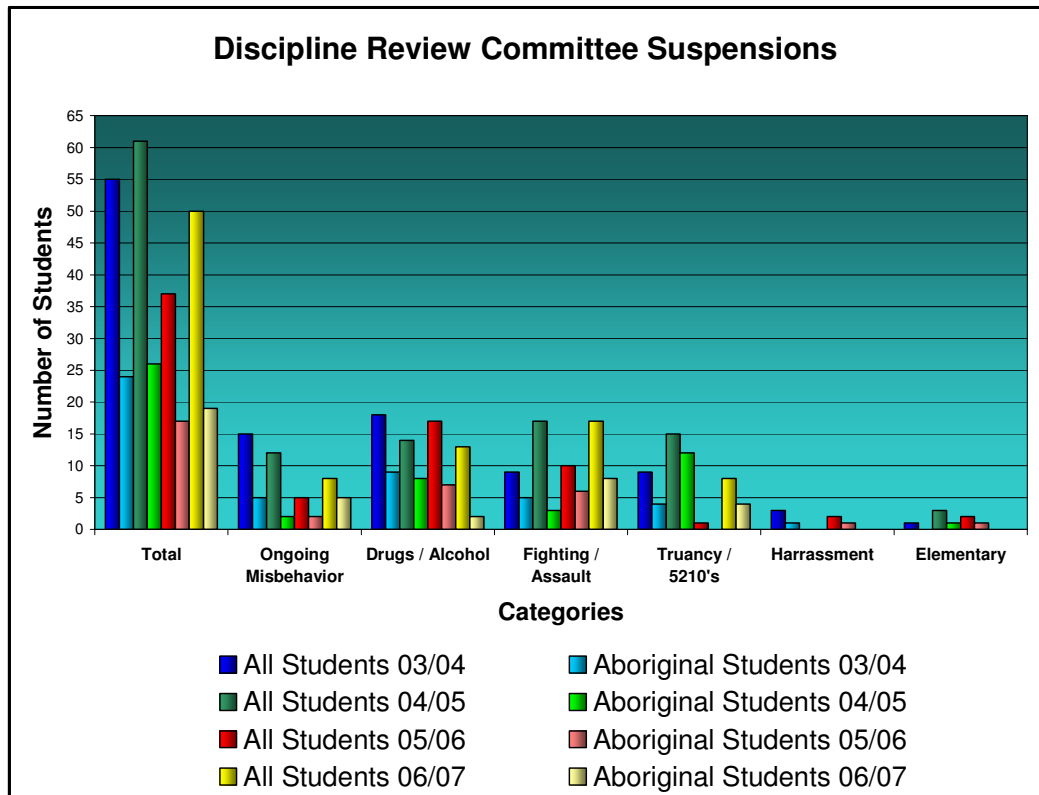
SCHOOL DISTRICT 81 FORT NELSON

Accountability Contract 2007–2008

District Discipline Review Suspension Data

Target: To decrease the number of student suspensions to the District Discipline Review Committee.

Target: To decrease the number of aboriginal students suspended to the District Discipline Review Committee.



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Target Met: This target was not met. The number of students suspended to the District Discipline Review Committee has shown a decrease since 2003/04 but did increase over the number of suspensions in 2005/06 for both aboriginal and non-aboriginal students. The highest number of students in 2006/07, were suspended for fighting/assault.

We continue to offer social responsibility programs to students including: Second Step, Focus on Bullying, Dare to Care and Roots of Empathy.



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SCHOOL DISTRICT 81 FORT NELSON

Accountability Contract 2007–2008

Objective 3: To increase the percentage of students who receive a Dogwood Certificate within six years

Target: To increase the percentage of Grade 8 students who obtain a Dogwood Certificate in 6 years by 3% per year.

Target: To close school completion gaps between Aboriginal and non-Aboriginal students.

Fort Nelson Graduation Rates – Students Receiving Dogwood Certificates

Year	Listed as Grade 12 In Sept.	Eligible for Dogwoods in Sept.	Less Moves/ Death	Receiving Dogwoods in June	Aboriginal Dogwoods	Percentage Graduated	Eligible for School Completion	Receiving School Completion	Returned To Complete
1994/95	69	55	4	27	n/a	53	n/a	n/a	n/a
1995/96	63	54	6	29	n/a	60	n/a	n/a	n/a
1996/97	65	58	2	23	n/a	41	n/a	n/a	n/a
1997/98	74	72	6	54	n/a	73	n/a	n/a	n/a
1998/99	80	72	4	60	n/a	88	n/a	n/a	n/a
1999/00	83	74	4	67	n/a	91	n/a	n/a	n/a
2000/01	75	69	2	56	n/a	88	n/a	n/a	n/a
2001/02	85	79	5	68	n/a	86	n/a	n/a	n/a
2002/03	78	70	3	52	15	78	n/a	n/a	n/a
2003/04	82	75	2	60	16	82	3	3	n/a
2004/05	82	76	3	53	16	73	4	2	5
2005/06	70	68	3	55	23	80	1	0	6
2006/07	73	71	3	59	13	87	1	0	1

We want to increase the number of students receiving Dogwood Certificates to more closely align with the number of students eligible for Dogwood Certificates in September.

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SCHOOL DISTRICT 81 FORT NELSON

Accountability Contract 2007–2008

Aboriginal Graduation Rates

Year	Listed as Gr. 12 In Sept.	Eligible for Dogwoods in Sept.	Eligible for School Completion	Less Moves/Deaths	Receiving Dogwoods In June	Percent Graduated	Receiving School Completion	Returning To School
2003/04	22	18	4	1	16	88%	3	1
2004/05	27	23	4	0	16	70%	2	0
2005/06	25	24	1	0	23	96%	0	1
2006/07	17	16	1	0	13	81%	0	0

Completion Rates

Evidence	2001/02	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met	2004/05 Target	2004/05 Actual Results
All Students	67%	70%	67%	no	70%	52%	no	70%	73%
Female	74%	77%	59%	no	77%	55%	no	77%	79%
Male	61%	64%	73%	yes	67%	49%	no	67%	67%
Aboriginal	49%	52%	48%	no	52%	41%	no	52%	60%

Evidence	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target
All Students	yes	73%	61%	no	73%
Male	yes	80%	63%	no	80%
Female	yes	70%	60%	no	70%
Aboriginal	yes	55%	39%	no	55%

Evidence	2001/02	2002/03	2003/04	2004/05	2005/06
Aboriginal	49%	48%	41%	60%	39%
Non Aboriginal	79%	77%	59%	80%	78%

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Target Met: This target has not been met for all students or aboriginal students. We have begun tracking individual student progress and are implementing a support plan for students who receive ‘I’ plans in core subject areas.



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SCHOOL DISTRICT 81 FORT NELSON

Accountability Contract 2007–2008

Transition Rates

Evidence	2005/6 Gr. 8 to higher	2005/06 Gr. 9 to higher	2005/06 Gr. 10 to higher	2005/06 Gr. 11 to higher
All Students	89%	88%	83%	76%
Female	91%	84%	84%	85%
Male	85%	94%	82%	71%
Aboriginal	91%	87%	75%	68%

Evidence	2005/6 Gr. 8 to higher	2005/06 Gr. 9 to higher	2005/06 Gr. 10 to higher	2005/06 Gr. 11 to higher
Aboriginal	91%	87%	75%	68%
Non Aboriginal	87%	89%	86%	80%

Secondary Student Apprentice

Students on Secondary School Apprentice SSA	Total
2006/07	7
2007/08	5

Ace It – Dual Credit

Students in Ace It – Dual Credit Programs	Total
2006/07	2
2007/08	13

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Strategies and Structures to move forward

- Annually review school student code of conduct with PAC and communicate school student code of conduct with students, parents and staff.
- Increase number of adults on supervision of playgrounds. Effectiveness evaluated at school level for student misbehaviors and satisfaction survey results.



Accountability Contract 2007–2008

- Increase school activities for “in-days” (extreme cold days). Effectiveness evaluated at school level through the monitoring of student behaviors and satisfaction survey results.
- Continue education and social responsibility programs: Second Step and Focus on Bullying programs in Grades K to 7; Roots of Empathy program in Kindergarten and grade 5; Friends Program in grades 4 and 5; DARE program grade 5 and 7; BRAVE program grade 3 and 6; Project PARTY (Preventing Alcohol and Risk-Related Trauma in Youth and other drug and anti drinking initiatives; and Dare To Care. Community Links Coordinator position to liaise with schools, students, parents and community for Drug and Alcohol Prevention education, conduct surveys related to at-risk behaviors and provide student leadership opportunities through student drug and alcohol committee. Effectiveness evaluated by monitoring student behaviors and school and district suspensions.
- Provide Action Schools B.C. support for Primary and Intermediate classrooms through Action Schools B.C, Coordinator and provide training to new staff. Effectiveness will be evaluated through student and teacher involvement.
- Track and provide students on “I” plans additional direct support. Effectiveness will be evaluated through passing rates and increased completion rates.
- Provide career programs to encourage students to stay in school. Increase Career Coordination time to provide more individual student support. Effectiveness will be evaluated through passing rates, increased completion rates, student enrollment in the Cosmetology Program new Sept. 2007, NLC Welding program and Oil and Gas Technology modules.

Goal 3 is connected to the following school growth plan goals:

Aboriginal Enhancement Agreement

- Goal 2- Improve school attendance and extra-curricular participation of Aboriginal students
- Goal 3 – Improve Aboriginal students self-esteem

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**Accountability
Contract
2007–2008**

Appendix A

Aboriginal Education Enhancement Agreement Update

**Aboriginal Education Enhancement Steering
Committee**

Annual Report

November 22nd, 2006

**School
District 81
(Fort Nelson)**

*“As a community of
learners, we embrace
opportunities to build
successful futures”*



Students making drums in the First Nations Humanities class.



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Introduction

In February 20th, 2006, SD 81 signed our first *Aboriginal Enhancement Agreement* along with local First Nations and Societies representing Aboriginal people, and the Ministry of Education.

The Agreement was the result of many years of ongoing dialogue. Although the successful conclusion to this dialogue is a signed agreement, it is actually a formal *beginning* to a working relationship based on our mutual desire to see all Aboriginal students enjoy success in our schools. It is well documented fact that Aboriginal students have not experienced as much success in our schools as have their non-Aboriginal peers. The graduation rate for Aboriginal students is lower than the provincial average as is their participation in many of our academic programs. The Agreement is a formal recognition that all parties want to improve the success of Aboriginal students until it reaches and exceed provincial averages for all students.

This is the first annual report to the Aboriginal Education Enhancement Steering Committee on Aboriginal student progress in SD 81. It is the first such report of progress for our five year *Aboriginal Enhancement Agreement* and will present baseline data for the goals identified and chosen in meetings during the last several school years. We are committed to collecting this data and reporting this information annually to the Steering Committee. Strategies aimed at improving achievement and results will be reviewed and adjusted through dialogue at regularly scheduled meetings throughout the school year.

The Aboriginal Education Enhancement Steering Committee will continue to consist of representatives from all First Nations and Aboriginal groups existing in the traditional territory of the Fort Nelson First Nation in which we operate, and will include Fort Nelson First Nation, Prophet River First Nation, Fort Nelson Aboriginal Friendship Society, and the Northern Rockies Aboriginal Women's Society. In keeping with our focus on students, the Committee will continue to include representation from Aboriginal students attending Fort Nelson Secondary School.

In addition to regular programs aimed at all students in School District 81, we have an organized Aboriginal Education Department consisting of designated staff employed for the express purpose of improving achievement for all Aboriginal students and includes Educational Assistants working in every school to help



students learn and succeed with their courses. As part of this and future reports to the Committee, information about the Department's work will be shared and included in discussions about specific strategies and school structures that support our students.

Purpose The purpose of this Aboriginal Enhancement Agreement is to meet the educational needs of Aboriginal students through the establishment of a collaborative working partnership between all Aboriginal communities, agencies, and the School District involving shared decision making and specific goal setting.

Performance Goals

1. Improve academic achievement
2. Improve school attendance and extra-curricular participation
3. Improve students self-esteem

Principles of Data Collection

The Performance areas selected or improvements are those where there is assurance that data can be:

- Tracked with integrity
- Tracked over time
- Used to design and implement effective educational; programs and services.

Note: we have tracked achievement results in some areas for several years. However, for the purpose of our Enhancement Agreement, the baseline year is 2005-06, except for goals selected during last year's discussions. For new goals, data collected this year will become the baseline data that guides future discussions.

Goal 1 Improving Aboriginal Students' Academic Achievement

The data provided for this section comes from our School District's Accountability Contract and from Ministry of Education reports on student achievement. The analysis is taken largely from the Accountability Contract with revisions as needed for our Agreement. Baseline data is from 2001/02 school year and other from more recent



years. For some performance indicators, data collected this year will form the baseline. Targets from the Accountability Contract are given; most improvement targets are for 2 or 3% higher per year after the baseline.

Our target as expressed in our Enhancement Agreement:

95% of our Aboriginal Students, by the year 2010/2011 will make successful grade to grade transitions leading to a Dogwood Diploma.

Performance Indicator 1

Early Kindergarten Intervention Screening Tool

Our data from the 2005/06 school year indicates that most of our Aboriginal Kindergarten students showed mastery of concepts assessed using the EKI. Students identified as being weak in any of these concepts during the initial screening in September are targeted for early intervention.

Evidence Early Kindergarten Intervention Screening Tool June data	2003/04 Baseline All Students	2003/04 Baseline Aboriginal Students	2004/05 All Students	2004/05 Aboriginal Students	2005/06 All Students	2005/06 Aboriginal Students
Name Printing	100%	100%	84%	94%	98%	94%
Number Knowledge	97%	100%	92%	100%	98%	94%
Visual Motor	92%	70%	80%	94%	89%	87%
Visual Matching	97%	100%	93%	100%	98%	88%
Draw a Person	97%	70%	84%	88%	94%	94%
Conceptual Grouping	97%	100%	91%	94%	95%	94%
Letter Knowledge	96%	94%	84%	94%	81%	87%
Phonological Awareness	97%	94%	70%	94%	85%	88%

The 2005/06 Early Kindergarten Intervention Screening Data indicates a slight drop for Aboriginal students with the exceptions of Letter Knowledge and Phonological Awareness. The achievement gap shows signs of narrowing.

Performance Indicator 2

The data given for FSA results presents the percentage of students meeting and/or exceeding expectations.

FSA Grade 4 Reading Comprehension



School District #81 (Fort Nelson)
 Aboriginal Education Enhancement Agreement:

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met
FSA Gr. 4 Reading (All)	67%	69%	73%	yes	72%	72%	yes
Male	61%	63%	72%	yes	66%	62%	no
Female	72%	74%	74%	yes	77%	83%	yes
Aboriginal	56%	58%	82%	yes	61%	59%	no

Evidence	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target
FSA Gr. 4 Reading (All)	75%	67%	no	75%	79%	yes	78%
Male	66%	75%	yes	69%	71%	yes	72%
Female	80%	61%	no	80%	87%	yes	83%
Aboriginal	61%	54%	no	61%	91%	yes	64%

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results
FSA Gr. 4 Reading (All)	67%	79%	79%	79%
Male	75%	78%	71%	76%
Female	61%	81%	87%	82%
Aboriginal	55%	61%	91%	63%

District FSA scores at the Grade Four level have met the Provincial Results. However, our participation at this level decreased to below the Provincial level. We need to refocus on having all students participate that possibly can.

Evidence FSA Reading Assessment Cohort Data Gr. 4 & 7	2001/02 Grade 4	2004/05 Grade 7	2002/03 Grade 4	2005/06 Grade 7
All	67%	49%	73%	61%
Male	61%	49%	72%	56%
Female	72%	50%	74%	64%
Aboriginal	56%	33%	82%	78%

Though our Grade 7 results have increased over time, there is still a drop between these students achievement in Grade 4 and their achievement in Grade 7. We realize that the entire cohort group does not remain stable over time. We are encouraged that increased schools' focus on Guided Reading and daily reading by and with students as well as the Great Leaps program for at-risk students will result in increased numbers of students meeting and exceeding expectations on the FSA and other Reading Assessments.



FSA Grade 4 Writing Results

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met
FSA Gr. 4 Writing (All)	98%	100%	97%	no	100%	85%	no
Male	96%	98%	97%	no	98%	73%	no
Female	100%	100%	98%	no	100%	98%	no
Aboriginal	94%	96%	100%	yes	99%	77%	no

Evidence	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target
FSA Gr. 4 Writing (All)	100%	90%	no	100%	75%	no	100%
Male	98%	84%	no	98%	61%	no	98%
Female	100%	94%	no	100%	90%	no	100%
Aboriginal	99%	88%	no	99%	70%	no	99%

Our FSA Writing results decreased from the 2004/05 year.

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results
FSA Gr. 4 Writing (All)	90%	93%	75%	89%
Male	84%	90%	61%	85%
Female	94%	96%	90%	93%
Aboriginal	87%	84%	70%	79%

The District FSA writing results are lower than the provincial results.

We are disappointed in our writing results as the success rate has dropped since the baseline year. We are not certain as to why this has occurred, though we recognize that cohort groups vary in ability. This decline has occurred with both Aboriginal and non-Aboriginal students. The District has provided in-service opportunities in the use of SMART strategies and teachers are beginning to see that each year there are more students who know and understand these strategies. We will continue to provide in-service opportunities for our staff in these areas.

FSA Grade 4 Numeracy

This data presents the percentage of students meeting and/or exceeding expectations.



School District #81 (Fort Nelson)

Aboriginal Education Enhancement Agreement:

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met
FSA Gr. 4 Numeracy (All)	58%	60%	93%	yes	63%	83%	yes
Male	59%	61%	97%	yes	64%	86%	yes
Female	58%	60%	91%	yes	63%	80%	yes
Aboriginal	47%	49%	83%	yes	52%	76%	yes

Evidence	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target
FSA Gr. 4 Numeracy (All)	66%	80%	yes	69%	82%	yes	72%
Male	67%	81%	yes	70%	81%	yes	73%
Female	66%	79%	yes	69%	83%	yes	72%
Aboriginal	55%	72%	yes	58%	92%	yes	61%

We continue to meet our targets in Grade 4 Numeracy. We feel that the implementation of the Problem-Solver program has made a difference to our student performance on this assessment.

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results
FSA Gr. 4 Numeracy (All)	80%	87%	82%	86%
Male	81%	88%	81%	87%
Female	79%	86%	83%	84%
Aboriginal	74%	72%	92%	73%

The District FSA Numeracy results while improved since base line data was compiled, remains below the Province's with the exception of our Aboriginal scores. Our Aboriginal students out perform their provincial counterparts.

Evidence FSA Numeracy Cohort Data Gr. 4 & 7	2001/02 Grade 4	2004/05 Grade 7	2002/03 Grade 4	2005/06 Grade 7
All	58%	60%	93%	73%
Male	59%	66%	97%	78%
Female	58%	54%	91%	69%
Aboriginal	47%	58%	83%	78%

FSA Grade 7 Reading Comprehension

We began an annual target of 3% in the 2003/04 school year.

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met
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Aboriginal Education Enhancement Agreement:

FSA Gr. 7 Reading (All)	62%	64%	59%	no	64%	75%	yes
Male	56%	58%	50%	no	58%	63%	yes
Female	67%	69%	67%	no	69%	85%	yes
Aboriginal	56%	58%	54%	no	58%	55%	no

Evidence	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target
FSA Gr. 7 Reading (All)	67%	49%	no	67%	61%	no	67%
Male	61%	49%	no	61%	56%	no	61%
Female	72%	50%	no	72%	64%	no	72%
Aboriginal	55%	33%	no	55%	78%	yes	58%

We are pleased with the increase in our Aboriginal reading results. We are encouraged that increased schools' focus on Guided Reading and daily reading by and with students as well as the Great Leaps program for at-risk students will result in increased numbers of students meeting and exceeding expectations on the FSA and other Reading Assessments.

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results
FSA Gr. 7 Reading (All)	49%	77%	61%	72%
Male	49%	73%	56%	68%
Female	50%	80%	64%	75%
Aboriginal	32%	53%	78%	53%

District FSA reading scores remain below the Provincial results except for our Aboriginal results which with continued intervention we expect to maintain and increase.

FSA Grade 7 Writing Results

We began an annual target of 3% in the 2003/04 school year.

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met
FSA Gr. 7 Writing (All)	81%	83%	88%	yes	86%	97%	yes
Male	68%	70%	81%	yes	73%	93%	yes
Female	91%	93%	93%	yes	96%	100%	yes
Aboriginal	75%	77%	92%	yes	80%	100%	yes

Evidence	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target
FSA Gr. 7	89%	83%	no	89%	83%	no	89%



Writing (All)							
Male	76%	73%	no	76%	70%	no	76%
Female	99%	94%	no	99%	91%	no	99%
Aboriginal	83%	79%	no	83%	95%	yes	86%

We are pleased with the improvement in these results. We have made gains since our baseline year and hope to continue to build on these gains. District-wide we have identified needs in Meaning and Conventions in our students' writing. We will continue to provide in-service opportunities for our staff in these areas and provide copies of Write Traits for each grade level so that teachers have strategies and resources available to provide writing interventions for areas of development identified from students' daily written work.

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results
FSA Gr. 7 Writing (All)	83%	90%	83%	87%
Male	73%	85%	70%	80%
Female	94%	95%	91%	93%
Aboriginal	79%	75%	95%	73%

Our Aboriginal students' results actually exceeded non Aboriginal students for 2005-06 and continue to surpass their provincial counterparts.

Evidence FSA Writing Assessment Cohort Data Gr. 4 & 7	2001/02 Grade 4	2004/05 Grade 7	2002/03 Grade 4	2005/06 Grade 7
All	98%	83%	97%	83%
Male	96%	73%	97%	70%
Female	100%	94%	98%	91%
Aboriginal	94%	79%	100%	95%

There is a drop between these students achievement in Grade 4 and their achievement in Grade 7, particularly for male students. We realize that the entire cohort group does not remain stable over time.

FSA Grade 7 Numeracy

This data presents the percentage of students meeting and/or exceeding expectations.

Evidence	2001/02 Baseline	2002/03 Target	2002/03 Actual Results	Target Met	2003/04 Target	2003/04 Actual Results	Target Met
FSA Gr. 7 Numeracy (All)	66%	68%	65%	no	68%	53%	no



School District #81 (Fort Nelson)

Aboriginal Education Enhancement Agreement:

Male	72%	74%	58%	no	74%	50%	no
Female	61%	63%	71%	yes	66%	56%	no
Aboriginal	67%	69%	54%	no	69%	55%	no

Evidence	2004/05 Target	2004/05 Actual Results	Target Met	2005/06 Target	2005/06 Actual Results	Target Met	2006/07 Target
FSA Gr. 7 Numeracy (All)	68%	60%	no	68%	73%	yes	71%
Male	74%	66%	no	74%	78%	yes	77%
Female	66%	54%	no	66%	69%	yes	69%
Aboriginal	69%	58%	no	69%	78%	yes	72%

We have finally met our annual target for all students including Aboriginal students. With the continued use of the Problem-Solver Program, All The Facts You Need To Know, and the Great Leaps Math Program for at-risk students, we expect to maintain and build on this performance increase.

Evidence	2004/05 District Results	2004/05 Provincial Results	2005/06 District Results	2005/06 Provincial Results
FSA Gr. 7 Numeracy (All)	60%	83%	73%	83%
Male	66%	84%	78%	83%
Female	54%	81%	69%	82%
Aboriginal	57%	62%	78%	67%

Our Aboriginal students' results exceed those of their provincial counterparts, though there is still an achievement gap between Aboriginal and non-Aboriginal students in this area.

Performance Indicator 3

Aboriginal Graduation Rates

Year	Listed as Gr. 12 In Sept.	Eligible for Dogwoods in Sept.	Eligible for School Completion	Less Moves/Deaths	Receiving Dogwoods In June	Percent Graduated	Receiving School Completion	Returning To School
2003/04	22	18	4	1	16	88%	3	1
2004/05	27	23	4	0	16	70%	2	0
2005/06	25	24	1	0	23	96%	0	1

Performance Indicator 4



This graph shows the Six-Year Dogwood Completion Rate, which is the percentage of students completing Grade 12 within six years of entering Grade 8 for the first time.

Rate in SD81	2000/01	2001/02	2002/03	2003/04	2004/05
All students	76	67	67	52	73
Aboriginal students	53	49	48	41	60
Rate in BC	2000/01	2001/02	2002/03	2003/04	2004/05
All students	75	76	78	79	79
Aboriginal Students	42	42	46	47	48

Our Aboriginal students are doing better than their

provincial counterparts in most years, but are not yet as successful as their non-Aboriginal peers in SD 81.

Performance Indicator 5

Enrolment in selected grade 12 courses.

Year	Listed as Gr. 12 In Sept.	#of students in PMA 12	# of students who pass PMA 12 with C- or better	# of students Eng12	# of students who pass Eng12 with C- or better	# of students in pass Chem12	# of students who pass Chem12 with C- or better	# of students in Bio12	# of students who pass Bio12 with C- or better	# of students in Phys12	# of students who pass Phys12 with C- or better
2003/04	22	2	1	13	13	1	1	2	1		
2004/05	27	0	0	6	6			1	0		
2005/06	25	5	5	10	10	3	3	5	4		
2006/07											

Note: not all of these courses are offered every year.

Performance Indicator 6

The percentage of students who enter the grade for the first time and make a transition to a higher grade anywhere in BC in the next school year.



School District #81 (Fort Nelson)
Aboriginal Education Enhancement Agreement:

2004-05	Gr 6 to 7	Gr 7 to 8	Gr 8 to 9	Gr 9 to 10	Gr 10 to 11	Gr 11 to 12
SD 81	100	85	95	82	75	75
Province	75	61	97	96	89	85
SD x	96	91	90	77	60	68

SD x is another northern school district, shown here to illustrate what is happening elsewhere in comparable settings.

Performance Indicator 7

Note: for this graph, graduation statistics refer to all students graduating with either a Dogwood or a School Completion Certificate.

Year	Listed as Gr. 12 In Sept.	All graduates	% of students graduating	Enrolled in post secondary in following September
2003/04	22	19	83	Na
2004/05	27	18	67	Na
2005/06	25	23	96	12

Of these 12 students, 4 have indicated that they required upgrading before being able to pursue their preferred program.



Goal 2 To Improve Aboriginal Students' School Attendance and Extra-curricular Participation

Our target as expressed in our Enhancement Agreement:

Target: To be established with more baseline data

Performance Indicator 1

The attendance rate of Aboriginal students in grades K to 12, compared to their non-Aboriginal peers.

Year	Average attendance of Aboriginal students FNSS	Average attendance of non-Aboriginal students FNSS	Average attendance of Aboriginal students RLA	Average attendance of Non-Aboriginal students RLA	Average attendance of Aboriginal students GWC	Average attendance of Non-Aboriginal students GWC	Average attendance of Aboriginal students JSC	Average attendance of Non-Aboriginal students JSC
2005/06	na	na	89.7	91.9	89.3	91.8	94	95.2
2006/07								



Students preparing bannock at FNSS.

Performance Indicator 2



The number of Aboriginal students in grades 8 to 12 participating in extra-curricular activities.

Year	# of Aboriginal students grade 8-12	# involved in volleyball	# involved in basketball	# involved in grad council	# involved in yearbook	# involved in other extracurricular activities
2005/06	133	4	12	2	n/a	n/a
2006/07						

There are other activities that are not well established. Obtaining data for these is difficult. As well, we do not have established guidelines for counting ‘participation’. For example, how much does a student need to participate in an activity related to any one extra-curricular activity to be counted?



FNSS students on annual hike at Stone Mountain Provincial Park.

Goal 3 To Improve Aboriginal Students’ Positive Self-Esteem

Performance Indicators

The number of positive responses from Aboriginal students and parents on survey question on healthy lifestyle choices, school satisfaction and positive self-esteem.



Our target as expressed in our Enhancement Agreement:

Target: To be established with more baseline data

Survey questions have not yet been developed. We need to agree on what kinds of questions are appropriate. As well, we need to agree on how students should be surveyed.



The annual Terry Fox walk.



Conclusion

This report, being the first, carries real significance for our School District. We have worked for many years with varying amounts of input from our Aboriginal partners; having this process of collaboration formalized through an agreement is our next step forward. We are proud to be working closely with our Aboriginal Education Enhancement Steering Committee in increasing success for our Aboriginal students.

Several challenges arise out of this year's report:

1. Planning specific interventions and strategies to improve areas of weakness.
2. Compiling reliable and valid data related to larger goals.
3. Ensuring that initial gains are maintained.

Successes should be noted. Initial efforts to improve student achievement by carefully targeting interventions are making a difference. Some FSA results show our Aboriginal students exceeding provincial averages and the performance of non-Aboriginal students. The graduation rates of our Aboriginal students *once they have reached grade twelve* actually exceeds those of other students.

We will continue to work towards having all Aboriginal students being successful in our schools so that they may pursue their life and career goals and dreams.



Photo by Linda Dolen

**Accountability
Contract
2007–2008**

Appendix B

Addendum

2007/20087 Accountability Contract Transition Plan

	Yes	No
There is a plan in place to develop and implement codes of conduct that meet the provincial standards.	✓	
There is process to implement, monitor and annually review the code of conduct at each school in the district.	✓	
There is a plan in place to implement daily physical activity in all schools for all students.		✓
Tobacco free schools legislation is implemented with a monitor process in place.	✓	
There is a policy for monitoring and responding to anaphylaxis emergencies at each school in the district.	✓	
The 2005 Guidelines for food and Beverage Sales in BC Schools are fully implemented.	✓	
There is a plan in place to implement the September 2007 Revised Guidelines for Food and Beverage Sales in BC Schools.	✓	
A School Planning Council is in place and functioning each school.	✓	
The board of Education has reviewed school fees for compliance with legislation.	✓	
The board of Education has reviewed their appeals bylaws and procedure for compliance with section 11 of the School Act.	✓	

**School
District 81
(Fort Nelson)**

“As a community of learners, we embrace opportunities to build successful futures”

Oct. 30, 2007
Date
[Signature]
Board Chair

[Signature]
Superintendent