

North Vancouver School District
SCHOOL PLAN
2009-2010

School: Handsworth
Address: 1044 Edgewood Road
North Vancouver, BC V7R 1Y7
Phone: 604 903-3600

Principal: Peter Ewens

School/Community Context:

1. School/Community Context

Handsworth Secondary School is one of the North Vancouver School District's largest schools with a current enrolment of 1369 students. Situated in the North Shore community of Edgemont Village, the school's catchment area consists largely of affluent, highly educated professionals. Many residents within the Handsworth neighbourhood are business executives, private business owners, doctors, lawyers, educators, public and private sector executives and administrators. Located in the gateway to Grouse Mountain, the current housing market dictates an average price range of one million to two million dollars.

Handsworth Secondary students have experienced first-hand a multitude of factors that contribute to the strength of the school's community. Handsworth showcases successful drama, music and athletics programs. In the 2008/2009 school year Handsworth was the winner of three Provincial Championships in Senior Boys Soccer, Senior Girls Volleyball and Senior Girls Basketball.

Handsworth has a very strong reputation for its high levels of student achievement within its academic program. Students continue to excel and exceed the Provincial averages on all Grade 10, 11 and 12 Provincial Exams. As an indication of the strength of our French Immersion Program, during the 2008/2009 school year we had 68 students Challenge French 12: 65 students achieved an "A" standing. As well, the school offers a number of Advanced Placement courses for students who seek the benefits and challenges of higher academic learning.

Our graduates attend a wide variety of post-secondary institutions;

Provincial:

UBC, SFU, Capilano U, Quest U, UNBC, Trinity Western, Emily Carr, UVIC, Thompson Rivers BCIT, Van Community College, Langara, Camosun, Selkirk College and Kwantlen U

National:

Calgary , U Alberta, SAIT, Alberta College of Art and Design, Queens, Toronto, West Ontario, Carleton, Ryerson, Wilfrid Laurier, U of Ottawa, York, Waterloo, Ontario College of Art and Design, McGill, Bishop's, Guelph, Concordia, Acadia, Dalhousie, St Francis Xavier and St Mary's Memorial



International:

U Of Oregon, Gonzaga, U of Utah, U of Washington, Columbia, Stanford Center for Creative Studies in Detroit, Bucknell, U Of Iowa, Rhode Island School of Design, Parsons, School of Visual Arts-New York, Pasadena Art Center, University of Pennsylvania, Cornell University (New York), U of Lethbridge, U of Freiburg, Humbolt University-Berlin, London School of Economics.

In addition, clubs such as the Environmental Club, United Nations Club and Student Council allow further student involvement within the school. What really makes Handsworth unique is the wide array of different cultures integrated within the student body. Celebrations such as Persian New Year and Multicultural Night highlight this aspect of diversity. Handsworth maintains a supportive and safe environment that encourages students to be socially responsible within the school and community.

The parents of Handsworth participate and assist within the school community serving to enrich student academic achievement, enhance the Fine Arts programs and athletic endeavours and develop volunteerism and support for the community at large. The Handsworth PAC, in addition to its own agenda, works to communicate and liaise with and support the various parental groups established to meet the needs of specific areas of interest such as French Immersion, music, football, basketball, and numerous charitable efforts.

The generous and active parent community affords Handsworth the opportunity to provide a wide breadth and depth of extra-curricular opportunities to its students. The athletics program at Handsworth is expansive, with 38 teams competing from grade eight to twelve in the North Shore Secondary School's Athletic Association. Over eight hundred athletes represent the school, which has a province-wide reputation for excellence. Handsworth students annually excel in the Fine Arts programs, representing the school in music, drama and dance in festivals and competitions across the country. The Fine Arts program culminates with the annual student-written theatre and dance production held each spring with over two hundred students participating.

The close relationship between Handsworth and the Edgemont Village community extends beyond the financial support that many businesses provide to Handsworth's extra-curricular programs. In the Spring of 2009, Handsworth held a "Spring Fair" which had the support and participation of the Handsworth school and business community.

The school facility itself is a showcase for many community events such as the Strachan Hartley Legacy Foundation's annual 5km run held at the school each fall and the various Quinn Keast Foundation basketball events held annually at the school. The strength of the relationship between the school and the community is highlighted during school based Parent-Teacher conferences, the annual Grade Eight Parent – Teacher dinner and at the annual course-planning evenings attended by over 50 percent of the parent community.

With a welcoming program for international students, extensive extra-curricular programs and a bond with the community that is now multi-generational, Handsworth Secondary School has developed into a desirable educational institution not only locally but internationally.

Demographics:

***September 2008:** Total number of students: 1380 Male: 700 Female: 669

Grade	8	9	10	11	12	Total
English	212	188	263	235	224	1122
Fr. Imm.	71	57	32	45	53	258
Total	283	245	295	280	277	1380

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
65.7	.43%	11%	4%	2%
Number	6	158	56	21

***As reported on the Ministry 1701 Report as of September 30, 2008.**

**** Includes 101 gifted students.**

***September 2007: Student Demographics: Headcount**

Source: School Data Summary 2003/04 – 2007/08

	Number	Percentage
Total Students in the School	1369	
Aboriginal	8	1%
French Immersion	241	18%
Special Needs (*includes Gifted)	166	12%
*Gifted	99	7%
Students whose Home Language is Not English	309	23%
*Non-English Home Languages (*Top 3 Homes of Non English Languages)	Korean 106 Persian 78 Chinese 28	8% 6% 2%

***2008 Data not available at time of printing**



Progress Analysis of 2008/2009 School Growth Plan

SCHOOL PLAN GOAL 1: To improve reading and writing proficiency of students in grade 8.

- In summary, and as per the 2008/2009 School Planning Document, our analysis of Report Card data for Term 1, 2 and the June Final, shows that the strategies and structures have been effective in improving student success in reading and writing.

SCHOOL PLAN GOAL 2: To improve proficiency in mathematics of students in grade 8.

- In summary, and as per the 2008/2009 School Planning Document, our analysis of Report Card data for Term 1, 2 and the June Final, shows that the strategies and structures have been effective in improving student success in mathematics.

SCHOOL PLAN GOAL 3: To provide a safe and caring learning environment for all students

- In summary, and as per the 2008/2009 School Planning Document, our analysis of the qualitative evidence shows that the strategies and structures have been implemented effectively. The quantitative data of the surveys indicate areas that need to be addressed on an on-going basis.

Opportunities for Further Development:

- To build upon the success of the Peer Tutoring Program and its impact on improving student achievement in both English and Math as evidenced in the 2008/2009 school year.
- To implement strategies/structures that will improve upon Safe and Caring Survey results as discussed at the SPC meetings and as evidenced by measures taken. Documentation describing strategies and measures taken include, but are not limited to, the following:
 - Safe and Caring Schools Audit data
 - Safe and Caring Audit Committee Minutes
 - Professional Day/School Improvement Committee Minutes
 - Professional Day Activities, Friday, April 24, 2009
 - School Improvement Summaries
 - Staff Meeting Minutes
 - Department Head Meeting Minutes
 - PAC Meeting Minutes



School Goals:

Based on the review of student achievement using the Provincial, District and school evidence, the goals set out in the Handsworth School Plan for the 2009/2010 school year are:

School Goal #1. : To improve reading and writing proficiency of students in grade 8.

Goal Rationale:

ANALYSIS/RATIONALE:

Reading and writing are the foundation of student learning in all areas of the curriculum. The Handsworth community has high expectations for student achievement in reading and writing and data indicates a strong performance by Handsworth students in these areas. Based on the performance data of the Peer Tutoring program established in September 2008, it is clear that this program is effective in broad based support for the learner. See graph in Appendix B.

Objective 1.1:

To maintain or improve reading and writing proficiency of students in grade 8 as measured by report card data.

Strategies/Structures:

- Collect Grade 7 Report Card data for incoming Grade 8s
- Collect report card data for Term 1 and Term 2 in the respective school year
- Identify students who do not meet expectations using:
 - the notes from the grade 7 transition meetings
 - the results from the grade 7 FSA assessments
 - the Term and Final Report card marks
 - both formal and informal classroom assessments
- Collect and review student-writing samples to monitor student progress
- Support identified students through the Learning Centre and the Peer Tutoring program
- Discuss and share strategies regarding students “at risk” at grade 8 team meetings, School Based Resource Team (SBRT) meetings, department meetings, and information sharing sessions
- Adapt classroom instruction for grade 8 students who do not meet expectations
- Co-ordinate instructional in-service focused upon student vocabulary acquisition in all subject areas
- Provide in-service for Dept Heads on the circumstances which warrant the use of the Standing Granted (SG) letter grade
- Continue to provide cross-curricular reading in-service, employing the Reading 44 Program and strategies with an emphasis on reading comprehension skills
- Support all grade 8 students by providing an overview of effective organizational and study skills through their regular classroom teachers
- Establish and enhance the home/school partnership through actively liaising with the parents



Objective 1.1:

To maintain or improve reading and writing proficiency of students in grade 8 as measured by report card data.

Strategies/Structures: (Con't)

- Review and enhance students' understanding and use of Reading 44 and Writing 44 strategies
- Provide writing strategies for students to respond to a wide variety of purposes and to communicate in a variety of written styles
- Maintain the current status and continued upgrading of trained English teachers

Evidence: Key Performance Measure: Term Reports: <50%

Identify Grade 8 students based on the Term and Final Report Card Marks who are not meeting expectations ie, less than 50% on their Term One and/or Term Two Report Cards.

Grade 8: 2007/2008

Key Performance Measure: <50%	Eng	En/Hum	Total	Target
Term One Report Card Marks (Dec 2007)	0	2	2	<2
Term Two Report Card Marks (March 2008)	1	1	2	<2
*Total Number of students	1	3	*4	<4

* For purposes of interpreting this data, it is important to note that a student who had a mark of less than 50% in Term One may not necessarily be the same student who had a mark of less than 50% in Term Two. Therefore, the cumulative total of *4 indicates that in total, 4 students had marks of less than 50%.

Grade 9: 2008/2009 (Grade 8 Cohort)

Key Performance Measure: <50%	Eng		Total	Target
Term One Report Card Marks (Dec 2008)	1		1	<2
Term Two Report Card Marks (March 2009)	1		1	<2
*Total Number of students	2		*2	<2

Grade 8: 2008/2009

Key Performance Measure: <50%	Eng	En/Hum	Total	Target
Term One Report Card Marks (Dec 2008)	0	2	2	<2
Term Two Report Card Marks (March 2009)	1	1	2	<2
*Total Number of students	1	3	*4	<4

Evidence: Key Performance Measure: Term Reports: 50 - 59%

Identify Grade 8 students based on the Term Two Report Card who are meeting expectations with marks between 50% and 59%, but who may be in need of support.

Grade 8: 2007/2008

Key Performance Measure: 50%-59%	Eng	En/Hum	Total	Target
Term Two Report Card Marks (March 2008)	7	8	15	<15

Grade 9: 2008/2009 (Grade 8 Cohort)

Key Performance Measure: 50%-59%	Eng		Total	Target
Term Two Report Card Marks (March 2009)	2		2	<15

Grade 8: 2008/2009

Key Performance Measure: 50%-59%	Eng	En/Hum	Total	Target
Term Two Report Card Marks (March 2009)	4	16	20	<15

* This data represents those students who have a mark between 50% and 59% on their Term Two Report Card.

Evidence: (Qualitative)

June 2009: Identify Grade 8 students based on the 2008/2009 Report Card data for Grade 8s who are not meeting expectations and create a cohort group to be tracked throughout their Grade 9 year. For purposes of this document, code each student for anonymity, tracking and monitoring.

Evidence: Key Performance Measure: Final Report: < 50%

Grade 8: 2007/2008

Key Performance Measure: <50%	Eng	En/Hum	Target
June 2008 Report Card Marks	1	0	<4

Target is to have fewer than 4 students in total who receive marks of less than 50% as their Final Report Card mark in English 8 or English/ Humanities 8.

Grade 9: 2008/2009 (Grade 8 Cohort)

Key Performance Measure: <50%	Eng		Target
June 2009 Report Card Marks			<4

Target is to have fewer than 4 students in total who receive marks of less than 50% as their Final Report Card mark in English 9.

Evidence: Key Performance Measure: Final Report: 50 - 59%

Grade 8: 2007/2008

Key Performance Measure: 50%-59%	Eng	En/Hum	Target
June 2008 Report Card Marks	1	4	<15
Key Performance Measure: >59%	Eng	En/Hum	
June 2008 Report Card Marks	4	2	

Target is to have fewer than 15 students in total who receive marks between 50% and 59% as their Final Report Card mark in English 8 or English/ Humanities 8.

Grade 9: 2008/2009 (Grade 8 Cohort)

Key Performance Measure: 50%-59%	Eng		Target
June 2009 Report Card Marks			<15
Key Performance Measure: >59%	Eng		
June 2009 Report Card Marks			

Grade 8: 2008/2009

Key Performance Measure: 50%-59%	Eng	En/Hum	Target
June 2009 Report Card Marks			<15
Key Performance Measure: >59%	Eng	En/Hum	
June 2009 Report Card Marks			

School Goal # 2 : To improve proficiency in mathematics of students in grade 8.

Goal Rationale:

Mathematics is a critical foundation of a student academic and learning profile. The Handsworth community has high expectations for student achievement in the area of mathematics. Some students have more difficulty than others at understanding and applying principles and concepts of mathematics.

Overall, provincial exam data indicates a strong performance by Handsworth students in the area of mathematics. A review of the data provided by FSA results, term marks, and final report cards indicates that there are a small percentage of students that do not meet expectations. Focusing the school's resources on identifying and supporting students who struggle with mathematics, is consistent with the District goal of improving proficiency in the area of mathematics.

Objective 2.1 :

To maintain or improve proficiency in mathematics of students in grade 8.

Strategies/Structures:

- Using the notes from the grade 7 transition meetings, identify students who do not meet expectations
- Using the results from the grade 7 FSA assessments, identify students who do not meet expectations
- Analyze all of the FSA feeder school results to identify a focus group of students needing support
- Using the Term and Final Report card marks, identify students who do not meet expectations
- Using both formal and informal classroom assessments, identify students who do not meet expectations
- Implement procedures based on the principles of a "pro-active intervention model" that will enhance the "home/school" partnership by encouraging parents of "at risk" students to attend Parent/ Teacher Interviews
- Implement a Math Skills Development Program: A program focused on Grade 8 and Grade 9 students, which provides "one-on-one" support in an effort to improve student numeracy skills.
- Analyze North Vancouver Mathematics Assessment for Grade 8s and implement support strategies to improve the success rates of these students
- Review strategies for differentiated instruction, such as Math 44 initiatives, and Instructional Integration
- Encourage students to attend optional tutorials offered by the Math teachers before, during, and after school
- Make study guides available to all students

Objective 2.1 :

To maintain or improve proficiency in mathematics of students in grade 8.

Strategies/Structures: (Con't)

- Discuss and share strategies regarding students “at risk” at grade 8 team meetings, department meetings, and information sharing sessions
- Provide a Study Skills Workshop in the Fall for parents and students facilitated by the Special Education teacher who has the expertise of providing such workshops
- Consider providing Independent Directed Study (IDS) credits for Peer Tutors
- Provide in-service for Dept Heads on the circumstances which warrant the use of the Standing Granted (SG) letter grade
- Support identified students through the Learning Centre
- Adapt classroom instruction for grade 8 students who do not meet expectations
- Support all grade 8 students by providing an overview of effective organizational and study skills through their regular classroom teachers
- Connect and maintain home support from parent partners and their children
- Maintain the current status and continued upgrading of trained Mathematics teachers

Evidence: Key Performance Measure: Term Reports: <50%

Identify Grade 8 students based on the Term and Final Report Card Marks who are not meeting expectations ie, less than 50% on their Term One and/or Term Two Report Cards.

Grade 8: 2007/2008

Key Performance Measure:	Baseline	Target
Term One Report Card Marks (Dec 2007)	16	<16
Term Two Report Card Marks (March 2008)	19	<19
Total Number of students	*35	<35

- For purposes of interpreting this data, it is important to note that a student who had a mark of less than 50% in Term One may not necessarily be the same student who had a mark of less than 50% in Term Two. Therefore, the cumulative total of *35 indicates that in total, 35 students had marks of less than 50%.

Grade 9: 2008/2009 (Grade 8 Cohort)

Key Performance Measure:	Baseline	Target
Term One Report Card Marks (Dec 2008)	4	<16
Term Two Report Card Marks (March 2009)	12	<19
Total Number of students	*16	<35



Grade 8: 2008/2009

Key Performance Measure:	Baseline	Target
Term One Report Card Marks (Dec 2008)	13	<16
Term Two Report Card Marks (March 2009)	10	<19
Total Number of students	*23	<35

Evidence: *(Qualitative)*

June 2008: Identify students based on the 2007/2008 Report Card Marks for Grade 8s who are not meeting expectations and create a cohort group to be tracked throughout grade 8 to a point determined by the respective School Planning Council of any given year. For purposes of this document, code each student for anonymity, tracking and monitoring.

Evidence: Key Performance Measure: Final Report: < 50%**Grade 8: 2007/2008**

Key Performance Measure:	Baseline	Actual	Target
June 2008 Report Card Marks	18	18	<35

Target is to have fewer than 36 students in total who receive marks of less than 50% as their Final Report Card mark in Math 8.

Grade 9: 2008/2009 (Grade 8 Cohort)

Key Performance Measure:	Baseline	Actual	Target
June 2009 Report Card Marks	18		<18

Target is to have fewer than 36 students in total who receive marks of less than 50% as their Final Report Card mark in Math 9.

Grade 8: 2008/2009

Key Performance Measure:	Baseline	Actual	Target
June 2009 Report Card Marks	18		<18

Connections:

Connections to Family of School's School Plans and/or District Achievement Plan:

Goal 1 To achieve high success rates or proficiency in Reading (and or Writing)

Objectives

- Use the Test of Phonological Awareness as well as other indicators to identify at risk Kindergarten students and improve their reading ability
- Identify students at risk at all grade levels (elementary and secondary) and improve their Reading/Writing ability
- Focus on quality Reading practices and programs (Reading 44) that improve Reading and Writing and develop student interest in these subjects

Goal 2 To maintain or improve success rates in Mathematics

Objectives

- To identify students at risk in Mathematics (elementary and secondary), improve their performance and monitor their progress
- Improve the transition from elementary to secondary
- To maintain or exceed current levels of achievement in Mathematics at elementary and secondary
- To continue to implement Math 44 and best teaching practice
- To foster interest, self confidence and positive attitudes toward Mathematics

Family of Schools Meetings

- Five principals meet regularly to discuss, issues, ideas and school plans
- Benefit from each others experience and bring new ideas back to our school or identify a common area of need
- Learning Centre teacher attends the FOS meeting to provide an overview of Handsworth's special education services
- Peer Tutoring teacher attends the FOS meeting to provide an overview of Peer Tutoring program and its effectiveness in improving student achievement.

Consultation Process of Handsworth's School Planning Council:

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved Handsworth School Plan will be posted on the school web site by October 31, 2009.

School Planning Council Approval of Proposed School Plan:

Date: May 1, 2008

	Name	Signature
Chairperson (Principal)	Mr. Peter Ewens	<i>Original Document signed by SPC Members</i>
Teacher	N/A	
Parent	Dawn Strong	
Parent	Gwen Goberman	
Parent	Mike McGraw	
Student	Sylvia O'Conner	

Board Approval of School Plan:

Approved by:

Bryn Roberts, Assistant Superintendent
June 15, 2009



APPENDIX A

Opportunities for Further Development:

The Handsworth community values the opportunity to view data which illustrates the achievement and transition trends over time. This data is obtained from a variety of sources and will serve as a benchmark for future reference:

*GRADE-TO-GRADE TRANSITION

Transition Rates

Transition to a Higher Grade From:	School Year	Total Students in Grade #	School #	School %	District %	Province %
Grade 8	06/07	300	296	99	96	95
Grade 9	06/07	281	271	96	95	95
Grade 10	06/07	288	285	99	94	90
Grade 11	06/07	280	267	95	91	83

Transition to a Higher Grade From:	School Year	Total Students in Grade #	School #	School %	District %	Province %
Grade 8	07/08			98	98	96
Grade 9	07/08			99	97	95
Grade 10	07/08			98	96	93
Grade 11	07/08			96	91	87

- Source: School Examination Trends/ Section 27: Grade-to-grade Transition/only Percentages provided
- Transition rates describe the number of students from Handsworth who made a transition to a higher grade anywhere in the BC School System.
- Data shows the percentage of students who carried on to the next grade level.

**GRADE-TO-GRADE TRANSITION
MALE (M) / FEMALE (F)**

Transition Rates

Transition to a Higher Grade From:	School Year	Total Students in Grade M #	Total Students in Grade F #	School		School		District	
				M#	M %	F#	F%	M%	F%
Grade 8	06/07	153	147	151	99	145	99	97	96
Grade 9	06/07	119	162	118	99	153	94	96	94
Grade 10	06/07	145	143	142	98	143	100	93	97
Grade 11	06/07	149	131	141	95	126	96	85	90

Transition to a Higher Grade From:	School Year	Total Students in Grade M #	Total Students in Grade F #	School		School		District	
				M#	M %	F#	F%	M%	F%
Grade 8	07/08			98		97		98	98
Grade 9	07/08			98		99		96	97
Grade 10	07/08			96		99		95	97
Grade 11	07/08			96		95		90	93

***GRADUATION: FIRST-TIME GRADE 12 STUDENTS**

School Year	Number of Graduates	Eligible to Graduate	School %	District %	Province %
06/07	233	239	97.5	94.4	86.6
07/08	257	262	98.1	94.4	89.7

Transition Rates

*The data indicates those students who met requirements for graduation in the same school year.

****GRADE 12 GRADUATION PROGRAM EXAMINATIONS SCHOLARSHIP**

Transition Rates

School Year	Sept/Feb Grade 12 Students #	Scholarship Recipients (\$1000) #	Handsworth	District	Province
06/07	233	39	16.7%	10.3%	9.8%
07/08	257	24	9.3%	8.0%	6.9%

** The provincial government awards \$1,000 to a student who meets basic eligibility, is qualified to graduate and meets specified Grade 12 provincial exam achievement. \$2,000 (\$2,500) in 2006/2007) is awarded when a student ranks in the top twenty among those who were awarded these scholarships.

***PASSPORT TO EDUCATION (STAMP)**

School Year	Grade 10		Grade 11		Grade 12		Students Eligible for Stamp
	School Sept/Feb Grade 10 Students	School Students Eligible for Stamp	School Sept/Feb Grade 11 Students	School Students Eligible for Stamp	School Sept/Feb Grade 12 Students	School Students Eligible for Stamp	
	#	#	#	#	#	#	
06/07	289	49	284	45	252	47	141
07/08	269	45	296	47	271	47	139

*The provincial government distributes 9,000 Passport stamps among eligible schools based on enrolment in each of Grade 10, 11 and 12. Beginning 2006/07, a student in Grade 10 and Grade 11, who meet eligibility criteria, may be awarded a stamp worth \$250 in each of these years. In Grade 12, a student may be awarded a stamp worth \$500.

***TRANSITION TO BC PUBLIC POST-SECONDARY
Transition Within 1 Year After Graduation**

School Year	School Graduates #	Transition Rates			
		School #	School %	District %	Province %
04/05	258	169	64	57	50
05/06	247	141	57	56	51

*Post-secondary transition rates presented here represent only those graduates who make a transition

Achievement Data-Literacy

Evidence: Key Performance Measure: Term Reports: <50%

Identify Grade 8 students based on the Term and Final Report Card Marks who are not meeting expectations ie, less than 50% on their Term One and/or Term Two Report Cards.

Key Performance Measure: <50%	Eng	En/Hum	Total	Target
Term One Report Card Marks (Dec 2007)	0	2	2	<2
Term Two Report Card Marks (March 2008)	1	1	2	<2
*Total Number of students	1	3	*4	<4

- For purposes of interpreting this data, it is important to note that a student who had a mark of less than 50% in Term One may not necessarily be the same student who had a mark of less than 50% in Term Two. Therefore, the cumulative total of *4 indicates that in total, 4 students had marks of less than 50%.

Evidence: Key Performance Measure: Term Reports: 50 - 50%

Identify Grade 8 students based on the Term Two Report Card who are meeting expectations with marks between 50% and 59%, but who may be in need of support.

Key Performance Measure: 50%-59%	Eng	En/Hum	Total	Target
Term Two Report Card Marks (March 2008)	7	8	15	<15

- This data represents those students who have a mark between 50% and 59% on their Term Two Report Card.
-

Evidence: Key Performance Measure: Final Report: < 50%

Key Performance Measure: <50%	Eng	En/Hum	Target
June 2008 Report Card Marks	1	0	<4

Target is to have fewer than 4 students in total who receive marks of less than 50% as their Final Report Card mark in English 8 or English/ Humanities 8.

Evidence: Key Performance Measure: Final Report: 50 - 59%

Key Performance Measure: 50%-59%	Eng	En/Hum	Target
June 2008 Report Card Marks	1	4	<15

Key Performance Measure: >59%	Eng	En/Hum	
June 2008 Report Card Marks	4	2	

Target is to have fewer than 15 students in total who receive marks between 50% and 59% as their Final Report Card mark in English 8 or English/ Humanities 8.

Achievement Data-Math

Evidence: Key Performance Measure: Term Reports: <50%

Identify Grade 8 students based on the Term and Final Report Card Marks who are not meeting expectations ie, less than 50% on their Term One and/or Term Two Report Cards.

Key Performance Measure:	Baseline	Target
Term One Report Card Marks (Dec 2007)	16	<16
Term Two Report Card Marks (March 2008)	19	<19
Total Number of students	*35	<35

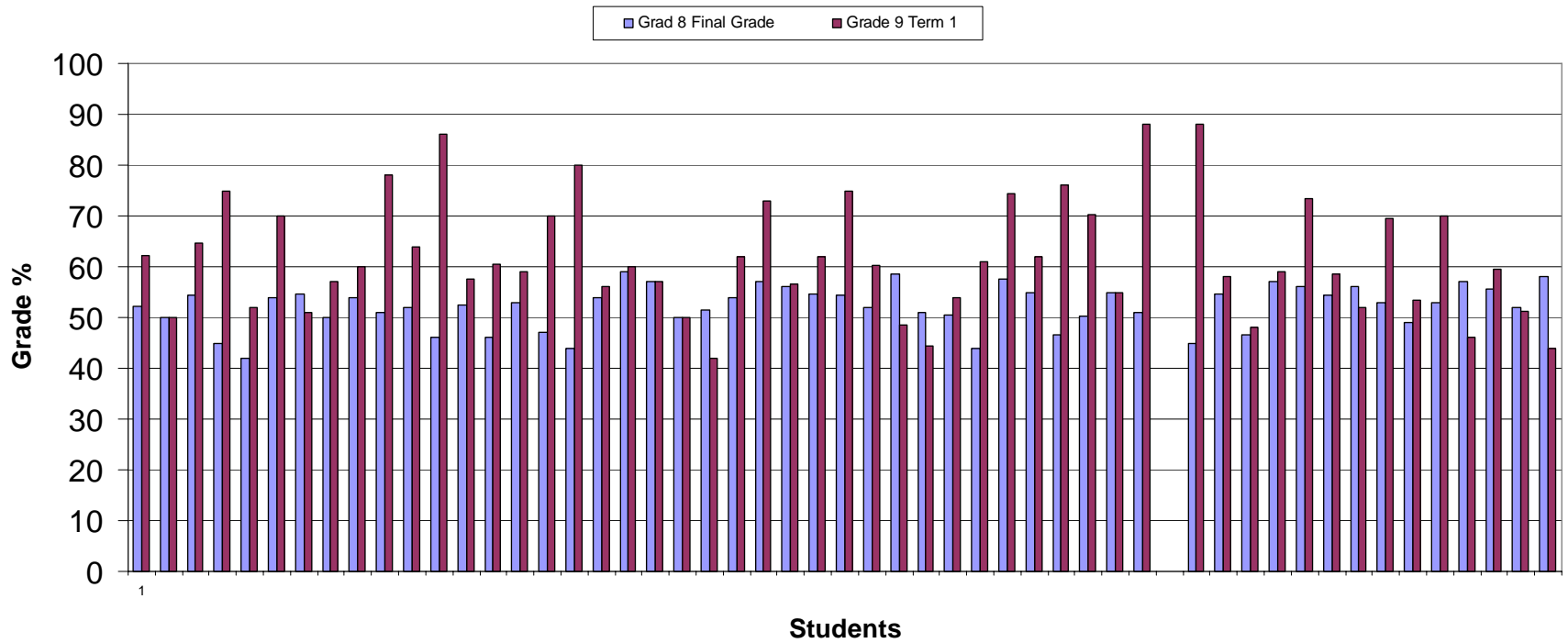
- For purposes of interpreting this data, it is important to note that a student who had a mark of less than 50% in Term One may not necessarily be the same student who had a mark of less than 50% in Term Two. Therefore, the cumulative total of *35 indicates that in total, 35 students had marks of less than 50%.

Evidence: Key Performance Measure: Final Report: < 50%

Key Performance Measure:	Baseline	Actual	Target
June 2008 Report Card Marks	19	18	<35

Target is to have fewer than 35 students in total who receive marks of less than 50% as their Final Report Card mark in Math 8.

Grade 8 / Grade 9 Comparison



Final Grade 8 & First Term Grade 9

