

Gud ad hlgang.gulxa - Working Together - Travailler Ensemble

# SCHOOL PLAN

2011-2012

## **Sk'aadgaa Naay Elementary School**

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Box 1252  
Skidegate, BC  
V0T 1S1  
Ph. (250) 559-8889  
Fax (250) 559-8103

## **Sk'aadgaa Naay Elementary School Goals**

**Goal 1 – To Improve Math Achievement Levels for All Students**

**Goal 2 – To Improve Reading and Writing Achievement Levels for All Students**

**Goal 3 – To Increase Student Social Responsibility throughout the School**

### **School Planning Council (SPC)**

Vicki Ives, Principal

Susan Wright, Vice Principal

Carla Lutner, PAC Treasurer

Michelle Prouty, Parent (Skidegate)

Natalie Stevens, Parent (Skidegate)

Brenda Hanchard, Parent (Queen Charlotte)



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### **Mission Statement**

To provide a caring and stimulating learning environment that challenges all students to achieve their personal best in a multi-cultural and ever-changing world. To achieve this in a manner that honours the past and the enduring tenure of the people of Haida Gwaii.

### **School Motto**

Be Safe

Be Respectful

Be Responsible

Be Ready to Learn

### **School Community Context and Background**

"Sk'aadgaa Naay" is a Haida phrase, which means "House of Learning." Sk'aadgaa Naay Elementary School opened its doors in September of 1999. The School is a Provincial Public Elementary School located on the reserve of Skidegate, which is a member village of the Haida Nation.

Students live in the Village of Skidegate and nearby Village of Queen Charlotte, with a few others travelling from the northern communities of Tlell, Lawn Hill, and Miller Creek. Sk'aadgaa Naay Elementary School relies on two school buses to deliver approximately 90 students to and from Skidegate. The bus company that the district has hired is Far West Bus which is based out of Terrace, BC.

Our School represents the diversity of cultures on Haida Gwaii. There are a total of ni classrooms, two of which are French Immersion classrooms. The entire student body comprised of 195 students, where all students are enrolled in 90 minutes per week of Hai Language and Culture, taught by Joan Moody. The regular grade 6/7 classes are also taug French for 90 minutes per week.

|                            | 2007/08          | 2008/09          | 2009/10          | 2010/11          | 2011/12<br>projected |
|----------------------------|------------------|------------------|------------------|------------------|----------------------|
| <b>Number of Students</b>  | 172              | 172              | 185              | 195              | 181                  |
| <b>Aboriginal Students</b> | 120              | 120              | 124              | 130              | 126                  |
| <b>Principal</b>           | 1.0 FTE          | 1.0 FTE          | 1.0 FTE          | 1.0 FTE          | 1.0 FTE              |
| <b>Vice Principal</b>      | 1.0 FTE          | 1.0 FTE          | 1.0 FTE          | 0.4 FTE          | 1.0 FTE              |
| <b>Number of Teachers</b>  | 12.0 FTE         | 10.8 FTE         | 11.8 FTE         | 11.6 FTE         | 10.8 FTE             |
| <b>Clerical</b>            | 1.0              | 1.0              | 1.0              | 1.0              | 1.0                  |
| <b>SEA</b>                 | 3.64             | 3.37             | 3.76             | 5.49             | 5.49                 |
| <b>Noon Hour</b>           | .57              | .71              | .57              | .57              | .84                  |
| <b>Library</b>             | .140             | .43              | .43              | .14              | .14                  |
| <b>FNSW/HSC</b>            | 1.00             | 1.29             | 1.14             | 1.36             | 1.36                 |
| <b>Support Staff</b>       | 221.90<br>hrs/wk | 238.01<br>hrs/wk | 241.51<br>hrs/wk | 248.99<br>hrs/wk | 295.0<br>hrs/wk      |

For the 2010/2011 school year the staff participated in several different Professional Development In-service:

- First Aid Training – September
- Culturally Relevant Pro D at the Kaay Centre – District Day
- “Walk a Mile in My Shoes” Special Education Pro D workshop – October
- Brain Research – Gary Anaka; facilitated by CCRR – November
- Professional Book Club Sharing Session - February
- “On the Land” lesson plan sharing - May

For the 2011/2012 school year the staff will be participating in District Day on Sept 26<sup>th</sup>. The focus for the day will be on teaching culturally relevant material. The district has set common Pro D days which will be an excellent way to collaborate around the district. More teachers will have the opportunity to take part in Professional Development that is relevant to them and their teaching assignment.

## **Professional Development Initiatives for 2011/2012**

- Meeting of the Minds – hosted by QCSS
- Mathematics
- Using the Arts in Education
- Smart Board Training Refresher
- Technology and the Classroom
- Assessment for Learning
- Inquiry Based Pro D/ Staff Book Club/Action Research
- Smart Learning Refresher – Susan Close

## **Parents and Community Partners**

Parents and community partners are an important and positive aspect of life at Sk'aadga Naay Elementary School. The Parent Advisory Council (PAC) has active participants from both the Haida and non-Haida communities. Here are the partner groups for Sk'aadga Naay Elementary School:

- Parent Advisory Committee (PAC)
- Skidegate Band Council
- Skidegate Health Centre
- Skidegate Haida Immersion Program (SHIP)
- Ministry of Haida Child and Family
- Ministry of Child and Family Development
- Child Care Resource and Referral (CCRR)
- Nystle Society
- Museum
- Kaay Centre (Haida Heritage Centre)
- Kuugin King Naay Library
- RCMP – Dare Program, WITS program, and Bike Rodeo
- One to One Reading Program (community volunteers)
- Oceanview Restaurant
- Role Models (both communities)

Next year we are looking to expand our partnerships in working together for the success of our children.

## **Parent Advisory Council (PAC)**

All parents and guardians of students attending Sk'aadga Naay Elementary School are members of the PAC. The PAC meets approximately once a month. The PAC provides activities for children to participate in if parents are attending the PAC meetings.

## **School Maintenance Projects for the Summer 2011**

1. Removal and reinstallation of two more classroom islands and sinks(Room 5 & 6)
2. Installation of lockers in two classrooms.
3. Remove grates in the kindergarten area and replace with eaves.
4. Remove the library carpet and replace with linoleum.
5. Install a gate in the fence on the north side of the building.
6. Install four basketball hoops in the gym.
7. Install a wall with a door to block in a small courtyard area outside the Haida room for an outdoor classroom experience growing traditional plants.
8. Cement pad around north end basketball hoop.
9. Install corkboards on the inside wall of all classrooms by the door.

# Goal #1

## To Improve Math Achievement Levels for All Students

### Rational:

This year our main focus will be on Mathematics. It is the school's goal to spark curiosity and interest in the discovery and the learning of Mathematics in traditional and non-traditional way. Building classroom practises that include culturally relevant materials is the goal that we would like to achieve. In doing this, it will improve attitudes and achievement levels of all our student: in Mathematics.

### Data:

- FSA results for grades 4 and 7;
- School Wide Assessment from Vancouver Island Network (grade 2-7)
- Wechsler Fundamental Academic Skills (grade K-7 numeracy)

### Target:

- Our target will be a 2% improvement in the number of students meeting or exceeding expectations in Math on the Vancouver Island Network Assessment, the Wechsler Fundamental Academic Skills Assessment and the FSA's.

### Strategies:

- Continue using the Vancouver Island Math Assessment which is a district initiative;
- Purchase Literacy resources for math;
- Non-traditional Math competitions within the school;
- Organize Math Games Night for parents and students;
- Coordinate school wide Math blocks;
- Bookmark good educational math sites or apps for the ipad computers and distribute them to parents and teachers;
- Research Math programs and organize in-service in this area;
- Collaborate with Queen Charlotte Secondary School to create a succession plan and transition plan for students going into grade 8.
- Participate in a south end Professional Development Day where we work together with QCSS to develop strategies to build consistent standards for all students; "Meeting of the Minds" in November.
- Focus on consistent strategies for study skills.
- Encourage use of technology in the classroom when learning Math.

## **Goal #2**

### **To Improve Reading and Writing Achievement Levels for All Students**

#### **Rationale:**

Reading and Writing are fundamental skills for success in all areas of life – thinking, learning and communicating. Language is the foundation on which all academic success is built.

#### **Data:**

- Wechsler Fundamental Academic Skills (grade K-7 reading comprehension; spelling)
- Writing Samples (grade 2 – 7)
- FSA results for grades 4 and 7

#### **Target:**

Our target will be a 2% improvement in the number of students meeting or exceeding expectations in reading and writing, along with our FSA results for grade 4 and 7.

#### **Strategies:**

- Learning Assistance - focus on Reading, Writing, Math, ESD and behaviour support;
- Resource Room in the mornings for modified students;
- SEA's will be provided for students who have been identified with special needs and modified students;
- Literacy resources - ongoing purchase of resources for all grade levels with a focus on French and First Nations resources and materials for classroom use with Smart Learning;
- School Wide Assessments for Reading and Writing;
- Individual student folders for writing, reading and word work;
- Continue home reading programme, and begin a home writing programme similar to home reading;
- Continue PALS with Kindergarten students and parents;
- Homework/Agenda Books; all grade four to seven students will receive an agenda book for parents to assist with homework completion;
- Continuation of Birthday Books sponsored by PAC;
- Red Cedar Club to promote literacy;
- Author or Illustrator visits;
- Develop confidence and skill in oral language through imaginative and culturally inclusive curriculum.
- Continue Library Clerk time to keep the library resources circulating;
- Book Fairs – one Scholastic Book Fair and one Usbourne Book Fair;
- Book Room containing levelled books for use in all classrooms;
- Smart Reading Refresher;

## **Goal #3**

### **To Increase Student Social Responsibility**

#### **Rationale:**

Parents know that academic success is an important measure of overall school success. However, this cannot be achieved without a sense of social responsibility for self and school. Youth who recognize the benefits of being responsible for their actions, understand how to interact positively with people, and learn to appreciate their impact on the world around them and are far more likely to be successful in school, their career, and their community as a whole. Students develop a healthy self-esteem when they are learning and productive.

#### **Data:**

- Parent and Student Satisfaction Surveys
- TLC room data
- Office referrals
- Attendance/Late records
- Participation in student leadership
- Good News Awards and Random Acts of Kindness Awards
- Bus Discipline Referrals

#### **Target:**

We will continue to monitor "month by month" office referrals, attendance records, TLC data (baseline 2010/11), and satisfaction surveys.

#### **Strategies:**

- Friends for Life – school based program targeting anxiety and resilience;
- Neufeld's philosophy of positive attachments between children and adults;
- Training students to be peer mentors;
- Student leadership training;
- Student led morning announcements including a musical component;
- Each class will adopt an area of the school to take care of;
- To increase knowledge of Haida values and culture;
- WITS program (primary);
- DARE program (grade 5);
- Aboriginal Day Celebration;
- Use of Role Model Program;
- First Nations Resource Worker and Home School Coordinator;
- Nutrition programs – breakfast, fruits and vegetable, and milk;
- Anti-Bullying Day Celebration (Pink Shirt Day)
- Library as a central part of the school;
- Increase in Healthy food choices at school events and student lunches;
- Regular newsletters;
- Refresh Program (Dental Health);
- Terry Fox Run, Walk to School Week, Milk Run
- Good News Awards and Random Acts of Kindness Awards;
- Salmonids in the Classroom and Streamer Keepers
- Pitch in Week and Recycling of paper and juice containers
- Jump Rope for Heart 2009/10 alternates with Hoops for Heart 2010/11
- French Immersion class raises money for "wells" in Cambodia

## Initiatives in 2010-2011

1. **Monday Morning Meetings** – initiated by Ms. Ives to create a sense of cohesiveness
2. **100 km Club** – students ran at lunch on Monday to Thursday under the direction of Mrs. Peerless.
3. **Cultural Performances** – Jack Pine (Sept); Project S
4. **Monthly Assemblies** – done by every classroom;
5. **Sports** – lunch hour activities: soccer, volleyball, basketball, badminton, chess, track and field.
6. **Milk Program** – coordinated by Mrs. Engel and Lisa/Kimi
7. **Fruit and Veggie Program** – coordinated by Mrs. Engel and Dolly Cooper
8. **Grade 7 Field Trip to Victoria** – coordinated by Mr. Wahl and Mr. Burton
9. **Art Festival** – organized by Sk'aadgaa Naay committee
10. **Hot Lunch Program** – sponsored by the PAC; it ran for 5 months, every Thursday; in partnership with Oceanview Restaurant.
11. **Hot Lunch Program** – sponsored through Community Links money.
12. **PALS** (Parents as Literacy Supports)
13. **Welcome to Kindergarten**
14. **Scholastic Book Fair** – sponsored by Mrs. Engel
15. **Ready Set Learn** – Alison Gear
16. **Student Leadership** – dances; morning announcements; fun days
17. **Group Counselling** – Barbara Pamment

## Initiatives for 2011 – 2012

### Continue with:

1. **Cultural Performances**
2. **Monthly Assemblies**
3. **Sports**
4. **100 km Club**
5. **Terry Fox Run (fall)**
6. **Walk to School Week (fall)**
7. **Milk Run (spring)**
8. **Milk Program (all year)**
9. **Fruit and Veggie Program (all year)**
10. **School Science Fair (spring)**
11. **Hot Lunch Program** – sponsored by the PAC in partnership with Oceanview Restaurant.
12. **PALS** (Parents as Literacy Supports) – coordinated by Early Learning
13. **Welcome to Kindergarten** – coordinated by Early Learning
14. **Book Fairs** – Scholastic Books and Usborne Books (two fairs)
15. **Ready Set Learn** – coordinated by Early Learning
16. **Student Leadership**
17. **Counselling** – possibly with Targeted Funds
18. **Aboriginal Day**
19. **Resource Room**

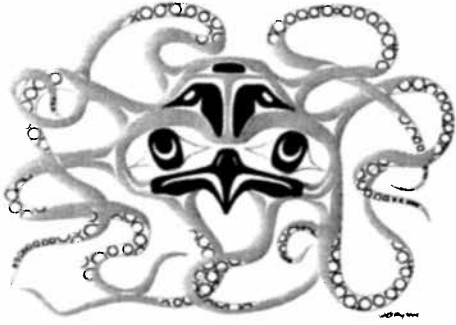
## **New for 2011 - 2012:**

- 1. BCeSIS report cards**
- 2. School Wide Language Arts and Math Blocks**
- 3. Social Responsibility Training and Character Building within all classrooms**
- 4. Winter Concert**
- 5. Talent Show or Dessert Theatre**
- 6. Math Games Night**
- 7. District Arts Fair**
- 8. School Arts Fair**

## **Conclusion**

It is anticipated that this document will continue to be modified and improved as data gathered and stakeholders continue to contribute to the setting of goals, performance targets and strategies for improvement.

The key to improvement of results will be to meet the needs of every student in the school through effective intervention, support and enrichment. In order to achieve these goals teachers must be supported with professional development opportunities as well as professional learning and sharing experiences. Sk'aadgaa Naay has been actively working to achieve success for all students and managed to achieve a level of success on our previous school goals.



**School Planning Council**

\_\_\_\_\_  
Michelle Prouty  
Parent (Skidegate)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Carla Lutner  
Parent (Miller Creek)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Natalie Stevens  
Parent (Skidegate)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Brenda Hanchard  
Parent (Queen Charlotte)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Susan Wright  
Vice Principal

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vicki Ives  
Principal

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Angus Wilson  
Superintendent

\_\_\_\_\_  
Signature

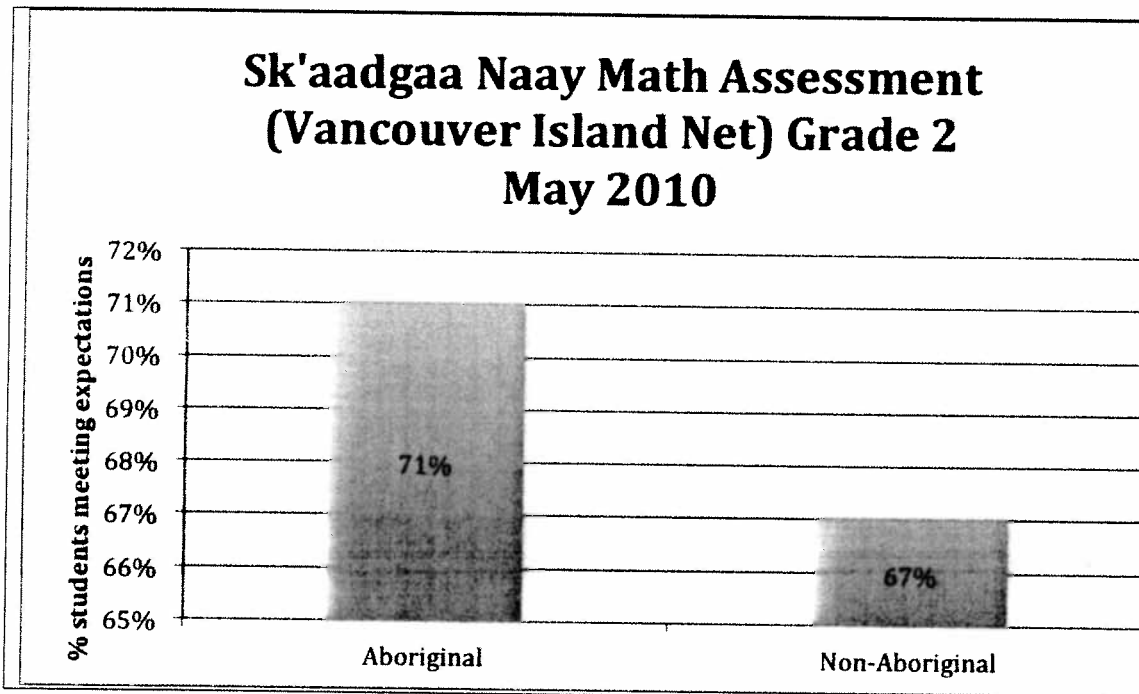
\_\_\_\_\_  
Date

\_\_\_\_\_  
Wayne Wilson  
Board of Trustees Chair

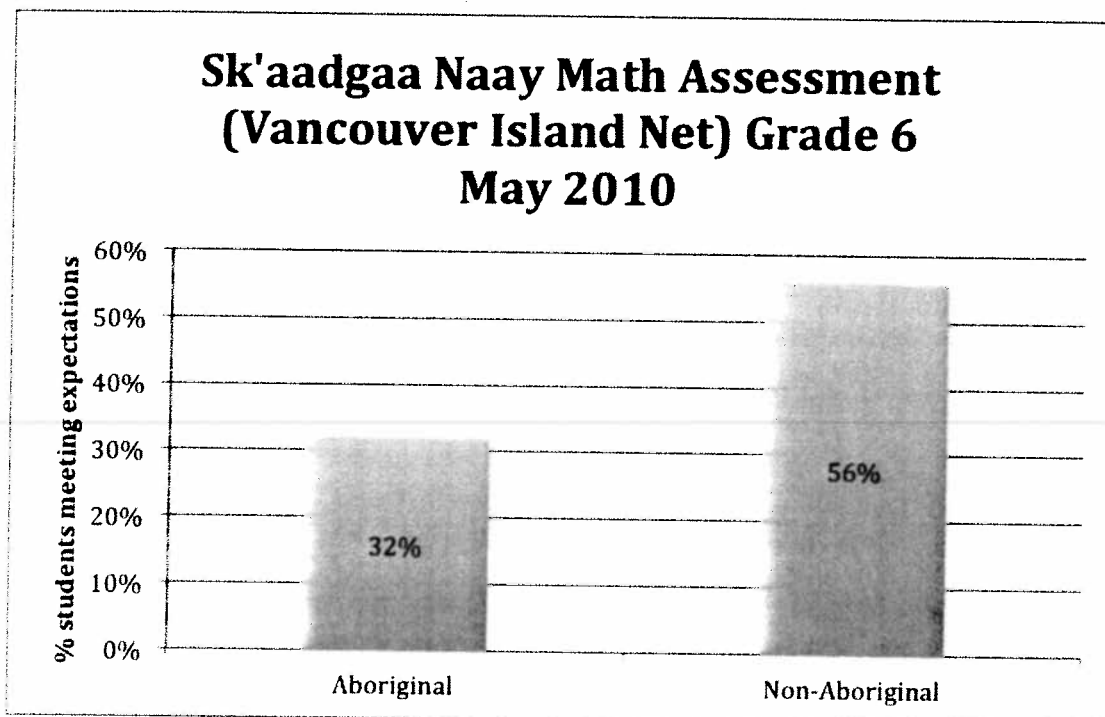
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Date

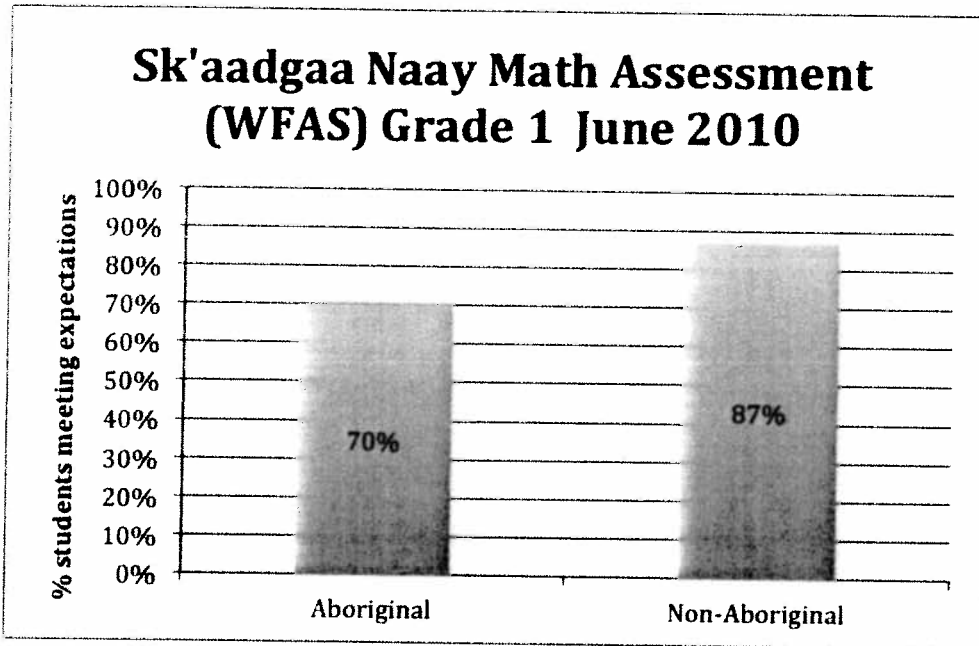
**Appendix A**  
**Data for Goal #1**  
**Vancouver Island Net Assessment**



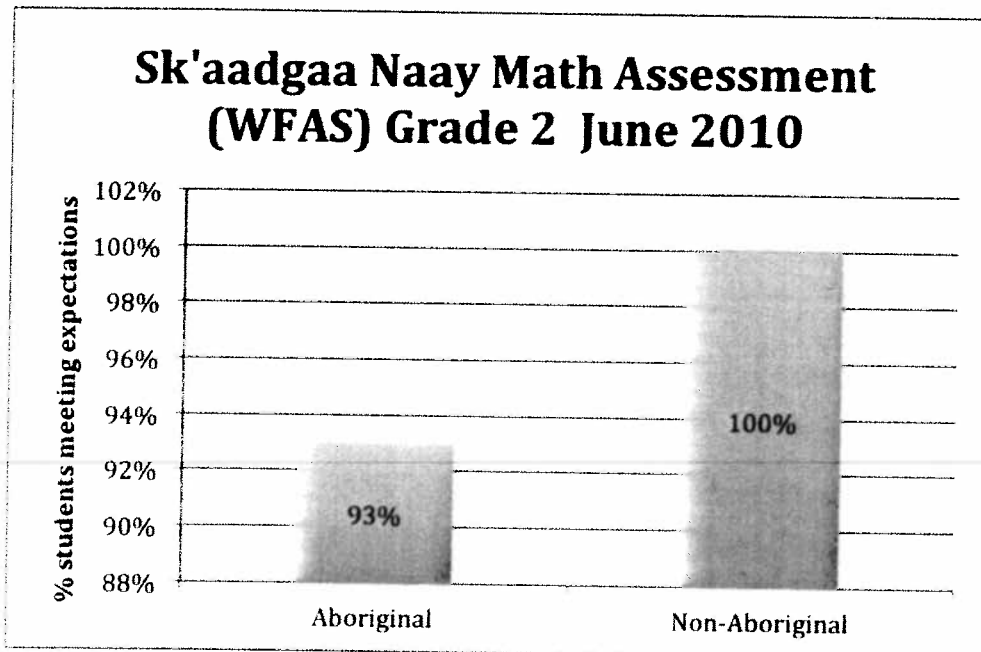
**14 Aboriginal students – 71% meeting expectations**  
**3 Non-Aboriginal students – 67% meeting expectations**



**19 Aboriginal students – 32% meeting expectations**  
**9 Non-Aboriginal students – 56% meeting expectations**  
**Wechsler Fundamental Academic Skills Assessments**

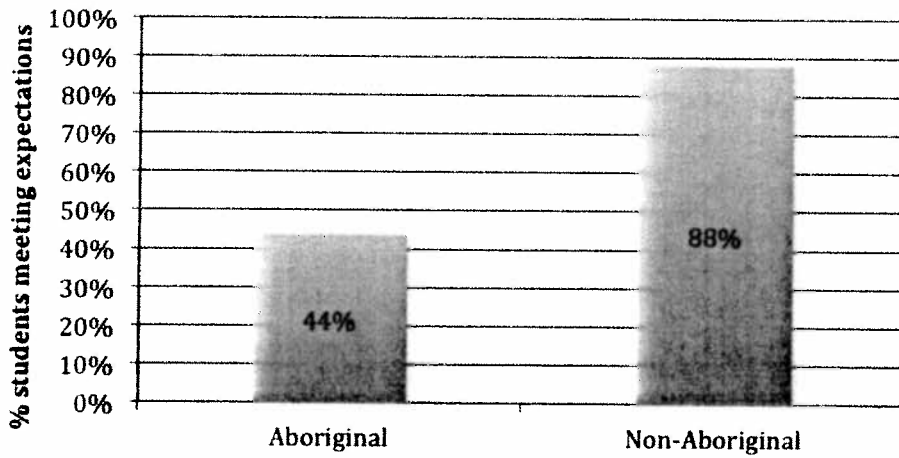


**20 Aboriginal students – 70% meeting expectations**  
**15 Non-Aboriginal students – 87% meeting expectations**



**14 Aboriginal students – 93% meeting expectations**  
**3 Non-Aboriginal students – 100% meeting expectations**

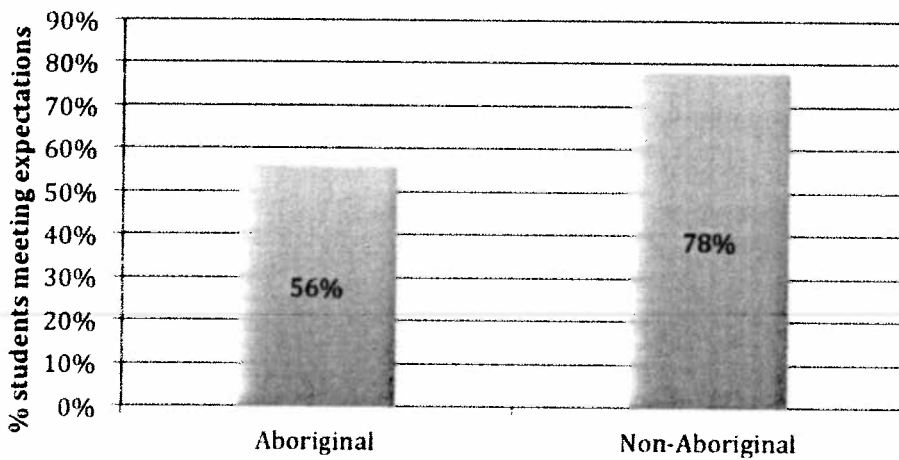
### Sk'aadгаа Naay Math Assessment (WFAS) Grade 3 June 2010



**9 Aboriginal students – 44% meeting expectations**

**8 Non-Aboriginal students – 88% meeting expectations**

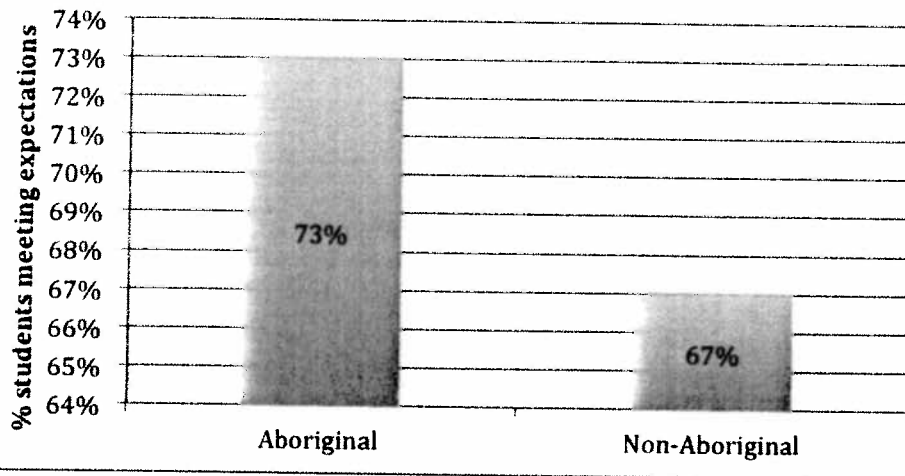
### Sk'aadгаа Naay Math Assessment (WFAS) Grade 4 June 2010



**18 Aboriginal students – 56% meeting expectations**

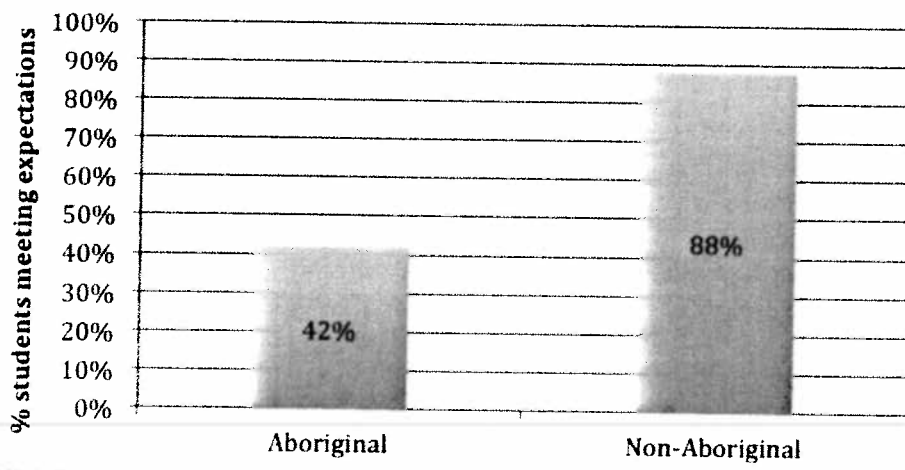
**9 Non-Aboriginal students – 78% meeting expectations**

### Sk'aadгаа Naay Math Assessment (WFAS) Grade 5 June 2010



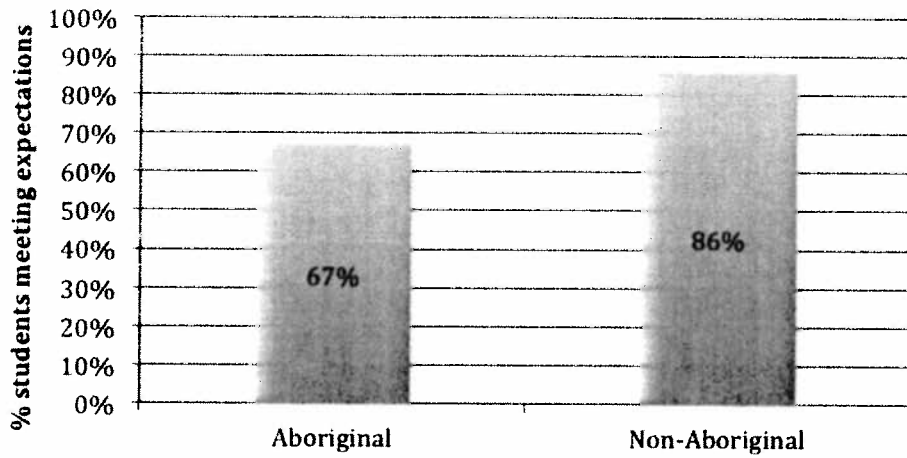
**15 Aboriginal students – 73% meeting expectations**  
**6 Non-Aboriginal students – 67% meeting expectations**

### Sk'aadгаа Naay Math Assessment (WFAS) Grade 6 June 2010



**19 Aboriginal students – 42% meeting expectations**  
**8 Non-Aboriginal students – 88% meeting expectations**

## Sk'aadгаа Naay Math Assessment (WFAS) Grade 7 June 2010

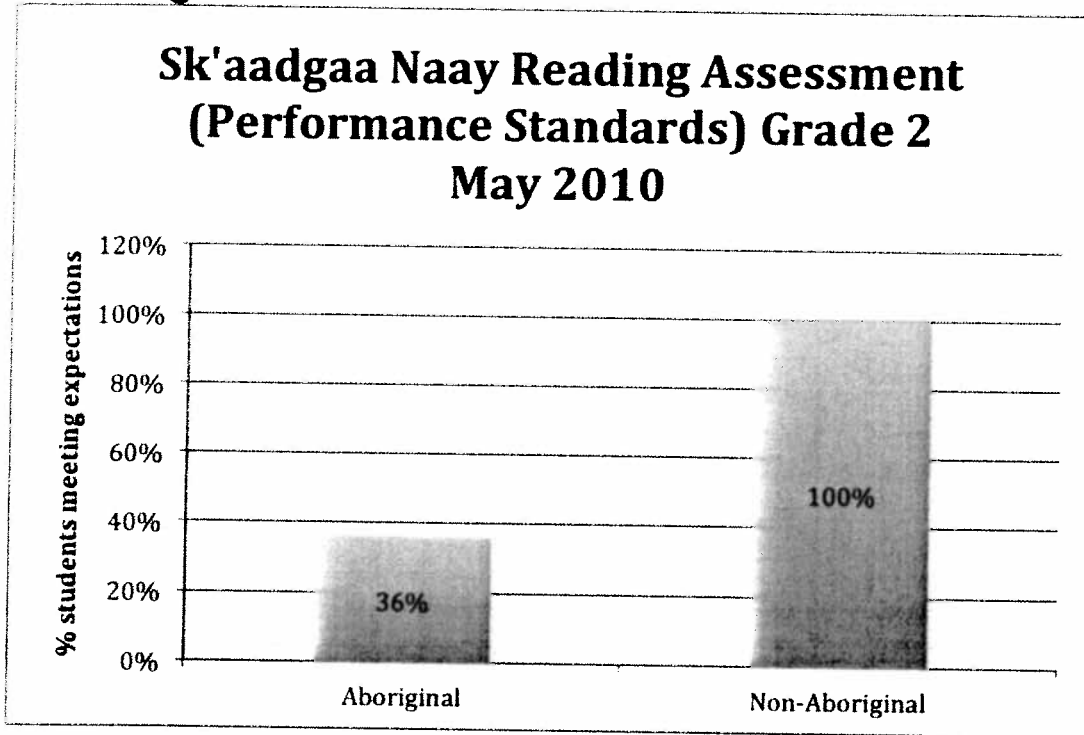


**12 Aboriginal students – 67% meeting expectations**

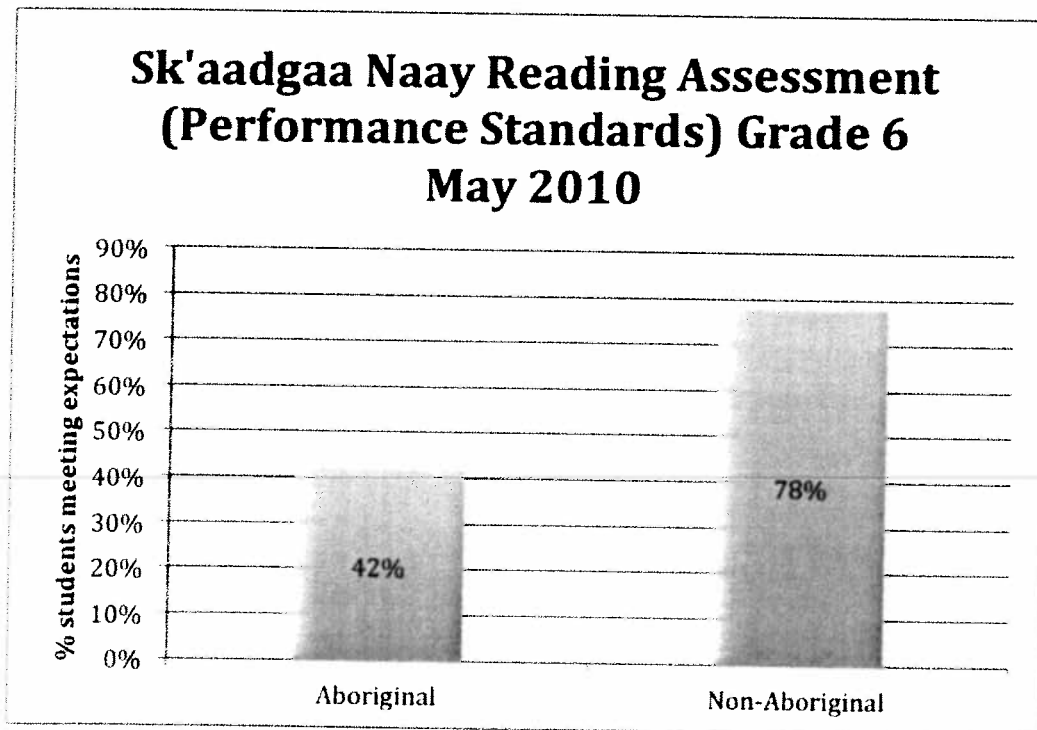
**7 Non-Aboriginal students – 86% meeting expectations**

**Appendix B**  
**Data for Goal #2**

**Reading Data**

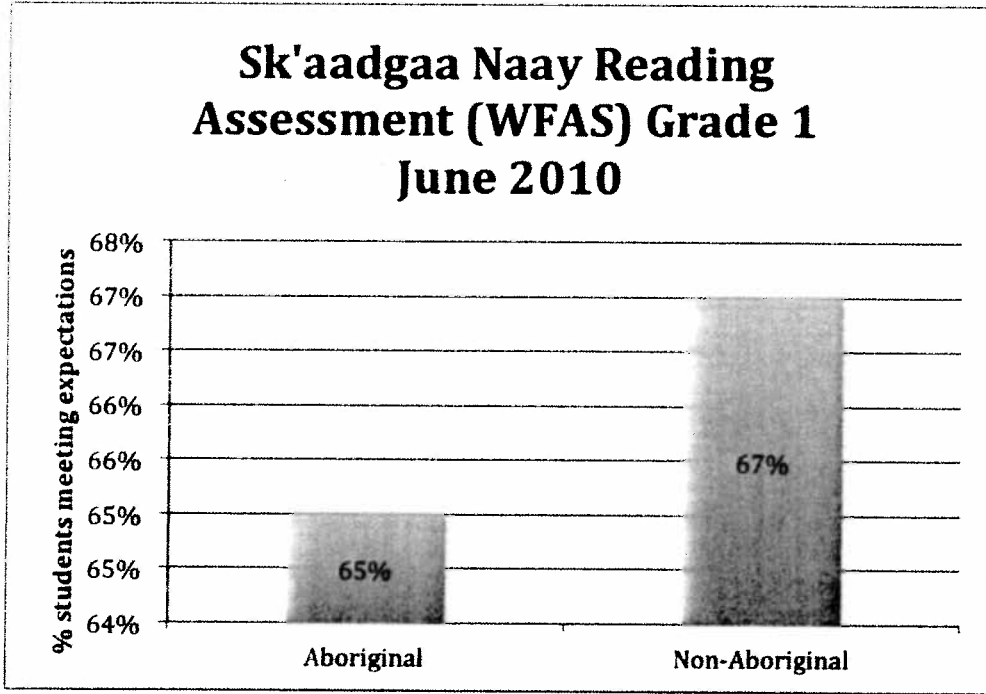


**14 Aboriginal students – 36% meeting expectations**  
**3 Non-Aboriginal students – 100% meeting expectations**



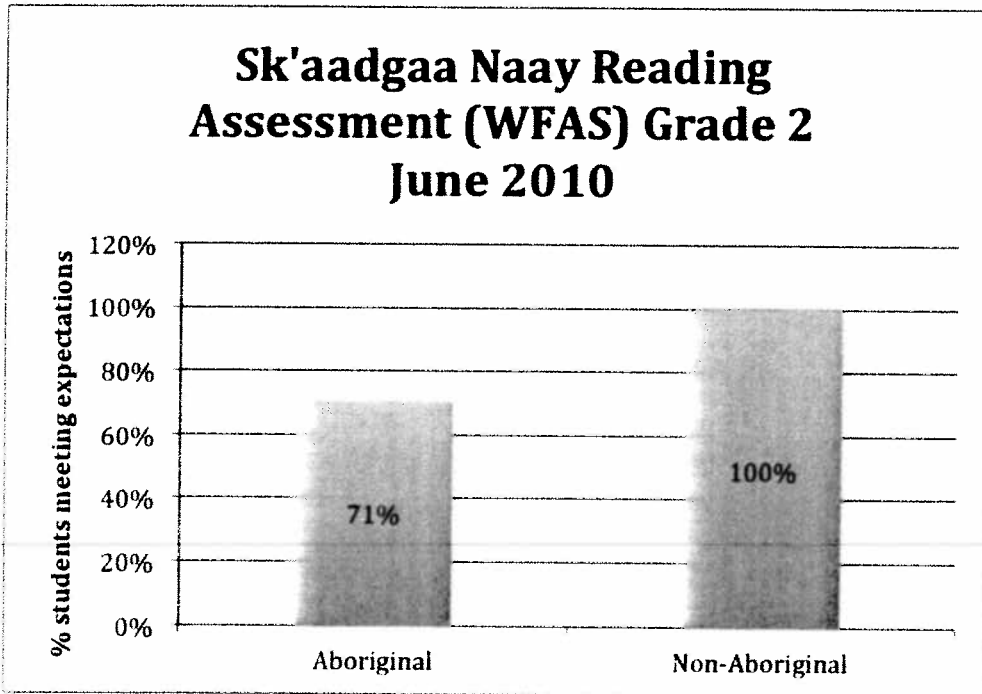
**19 Aboriginal students – 42% meeting expectations**

**9 Non-Aboriginal students – 78% meeting expectations**



**20 Aboriginal students – 65% meeting expectations**

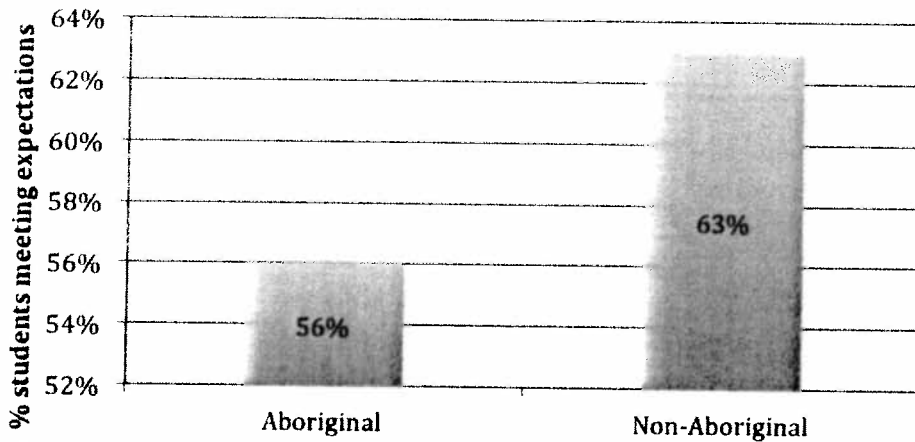
**15 Non-Aboriginal students – 67% meeting expectations**



**14 Aboriginal students – 71% meeting expectations**

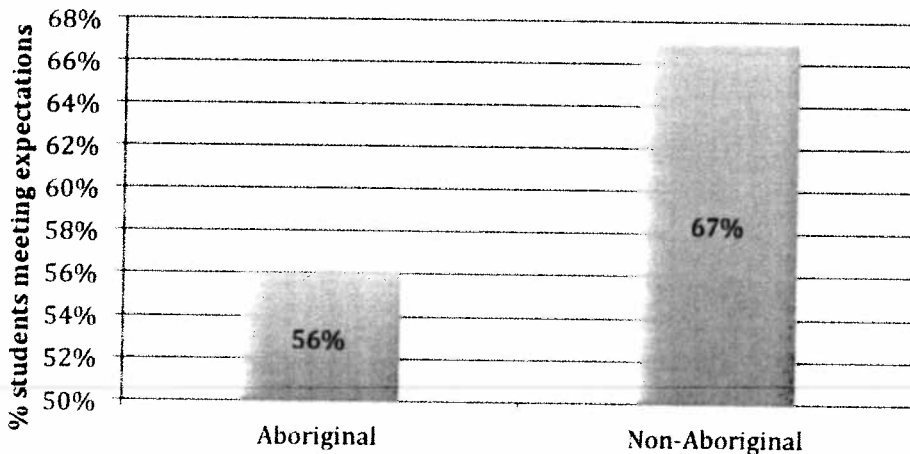
**3 Non-Aboriginal students – 100% meeting expectations**

**Sk'aadga Naay Reading  
Assessment (WFAS) Grade 3  
June 2010**



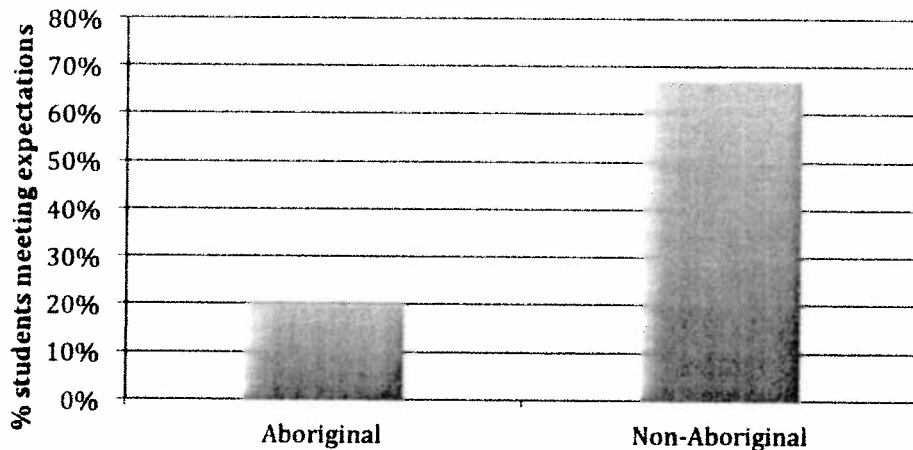
**9 Aboriginal students – 56% meeting expectations**  
**8 Non-Aboriginal students – 63% meeting expectations**

**Sk'aadga Naay Reading  
Assessment (WFAS) Grade 4  
June 2010**



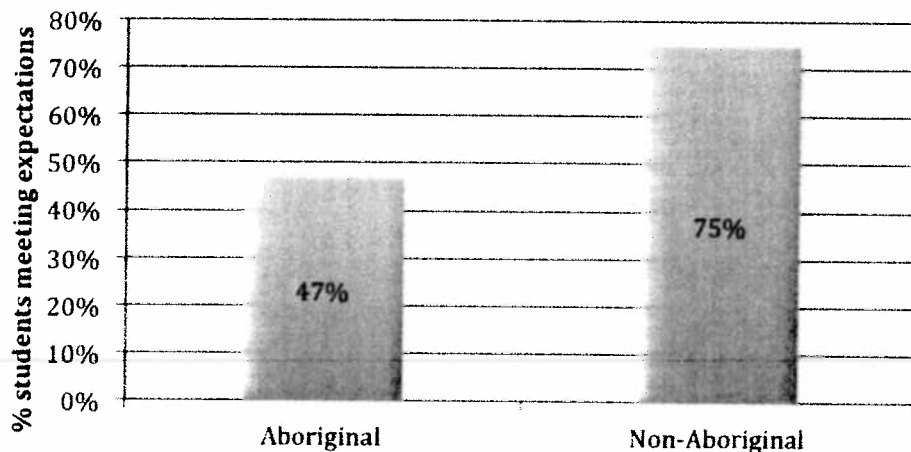
**18 Aboriginal students – 56% meeting expectations**  
**9 Non-Aboriginal students – 67% meeting expectations**

### Sk'aadгаа Naay Reading Assessment (WFAS) Grade 5 June 2010



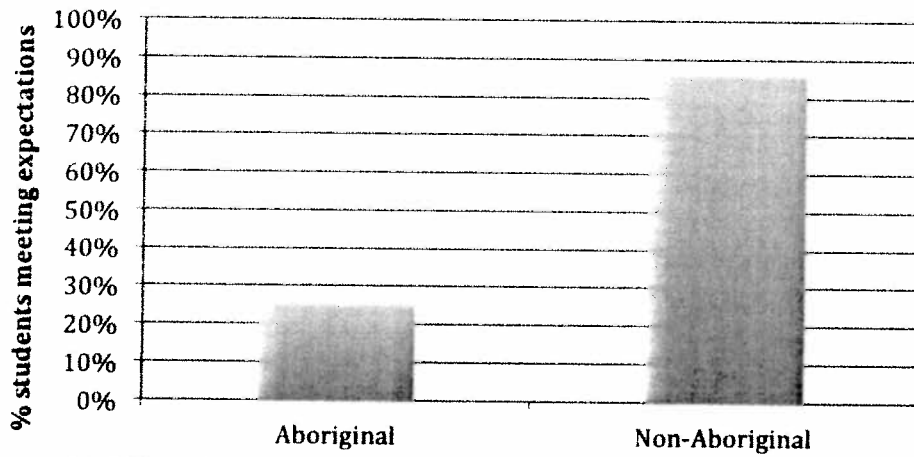
**15 Aboriginal students – 20% meeting expectations**  
**6 Non-Aboriginal students – 67% meeting expectations**

### Sk'aadгаа Naay Reading Assessment (WFAS) Grade 6 June 2010



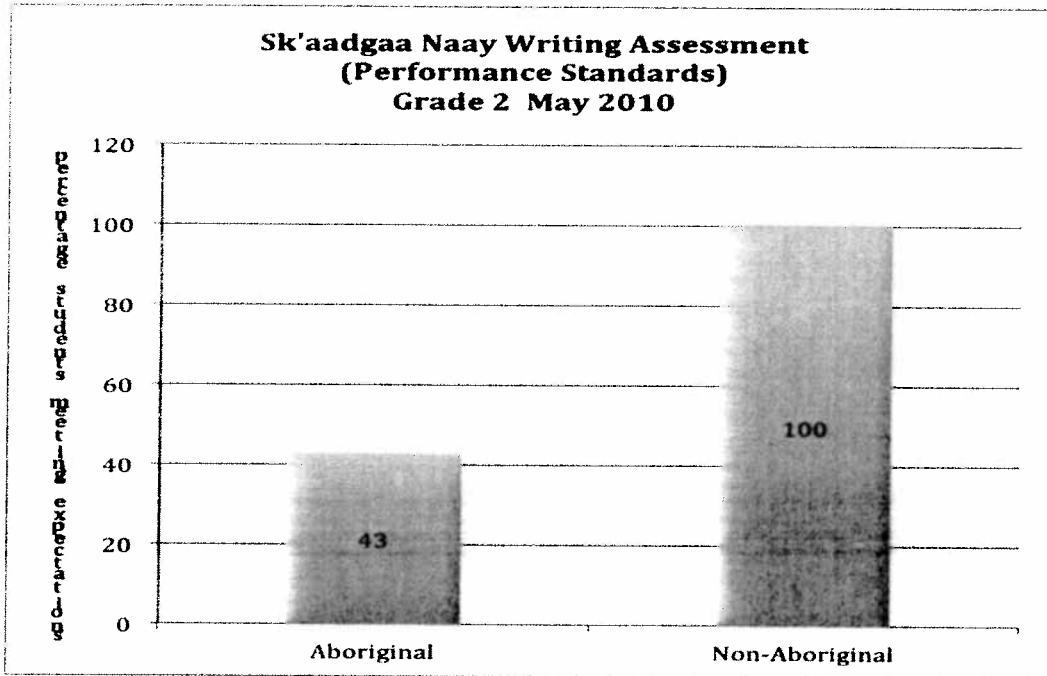
**19 Aboriginal students – 47% meeting expectations**  
**8 Non-Aboriginal students – 75% meeting expectations**

## Sk'aadgaa Naay Reading Assessment (WFAS) Grade 7 June 2010

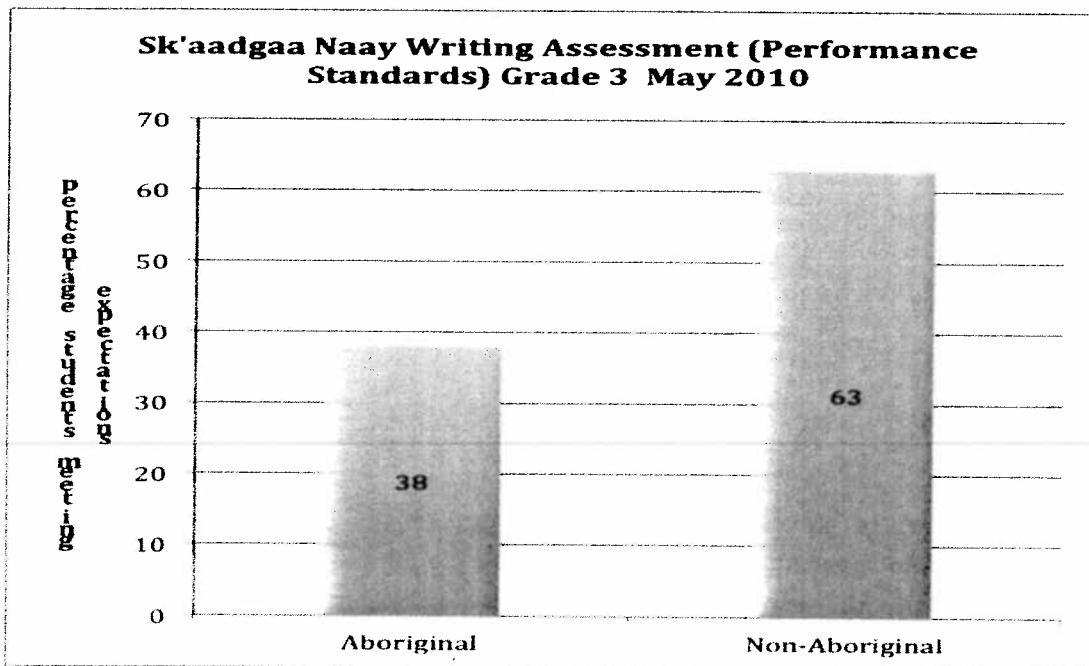


**12 Aboriginal students – 25% meeting expectations**  
**7 Non-Aboriginal students – 86% meeting expectations**

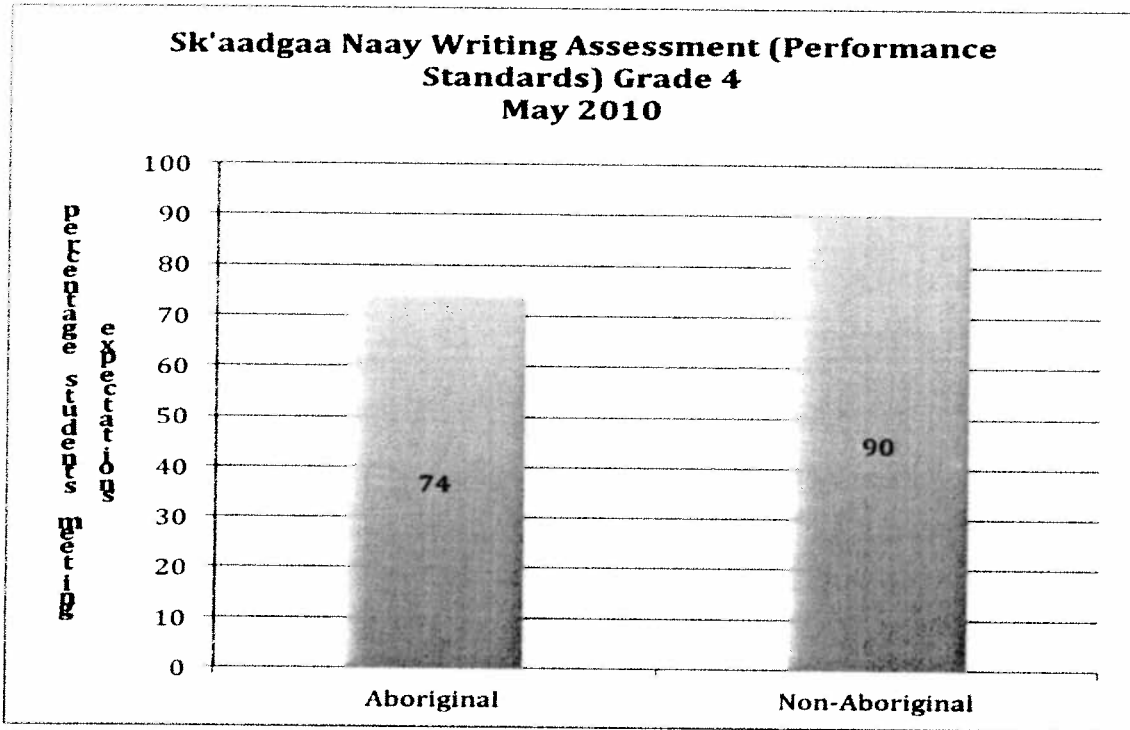
## Writing Data



**14 Aboriginal students – 43% meeting expectations**  
**3 Non-Aboriginal students – 100% meeting expectations**

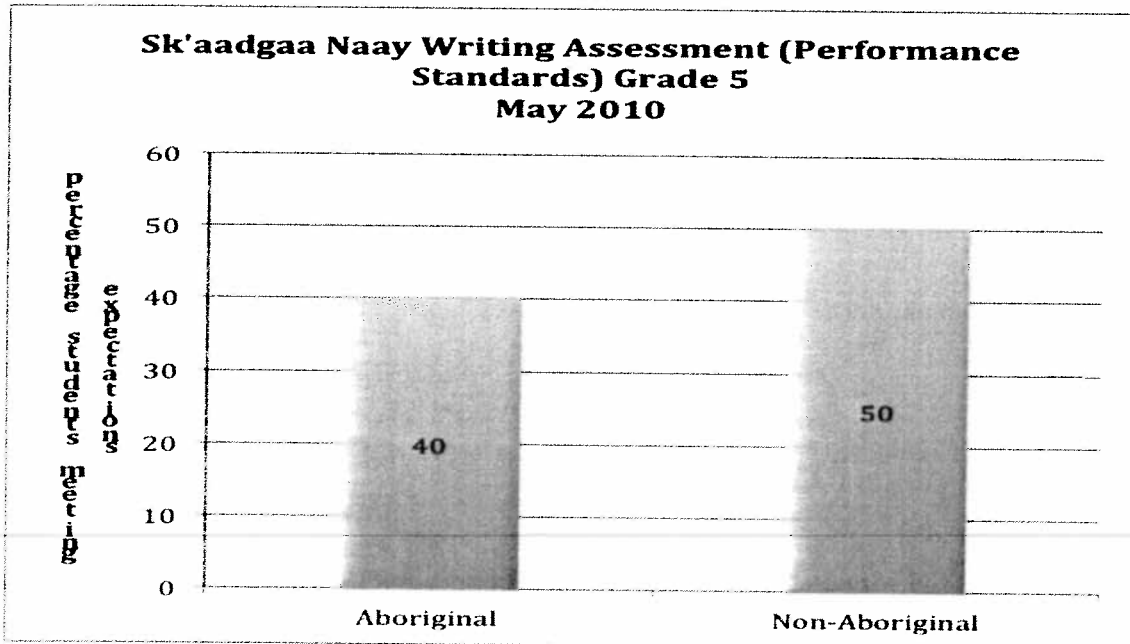


**8 Aboriginal students – 38% meeting expectations**  
**8 Non-Aboriginal students – 63% meeting expectations**



**19 Aboriginal students – 74% meeting expectations**

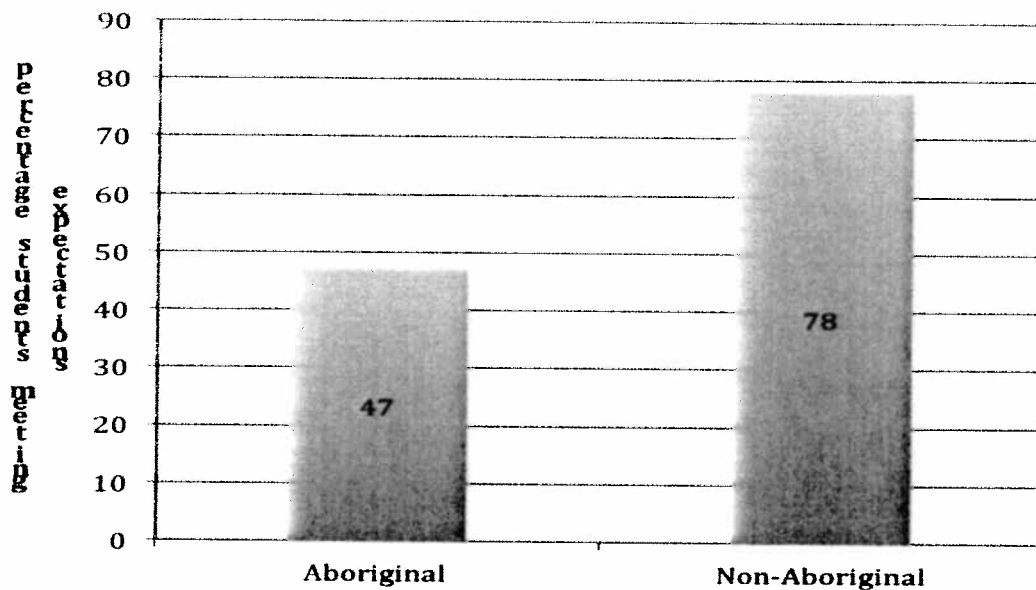
**10 Non-Aboriginal students – 90% meeting expectations**



**15 Aboriginal students – 40% meeting expectations**

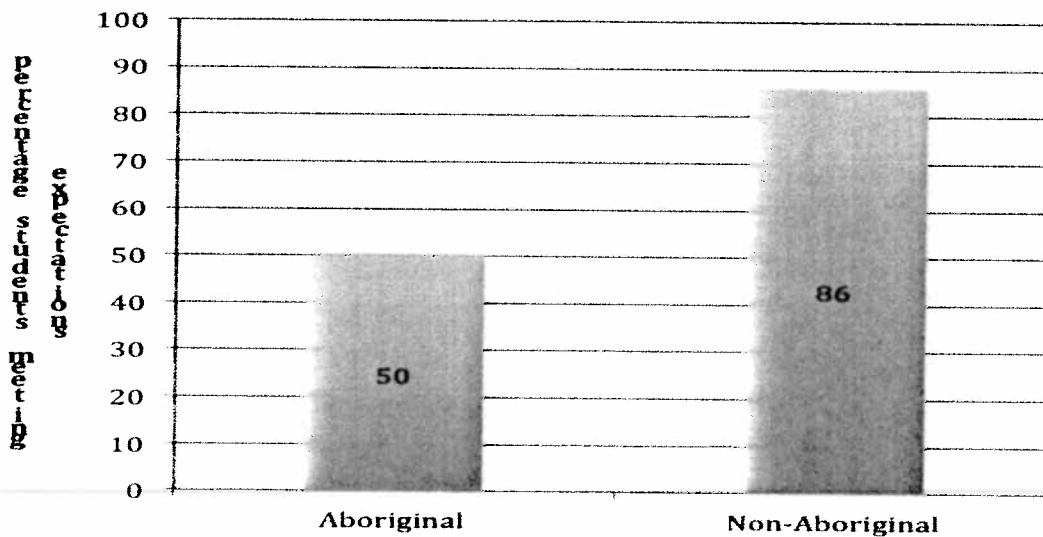
**6 Non-Aboriginal students – 50% meeting expectations**

**Sk'aadgaa Naay Writing Assessment (Performance Standards) Grade 6  
May 2010**



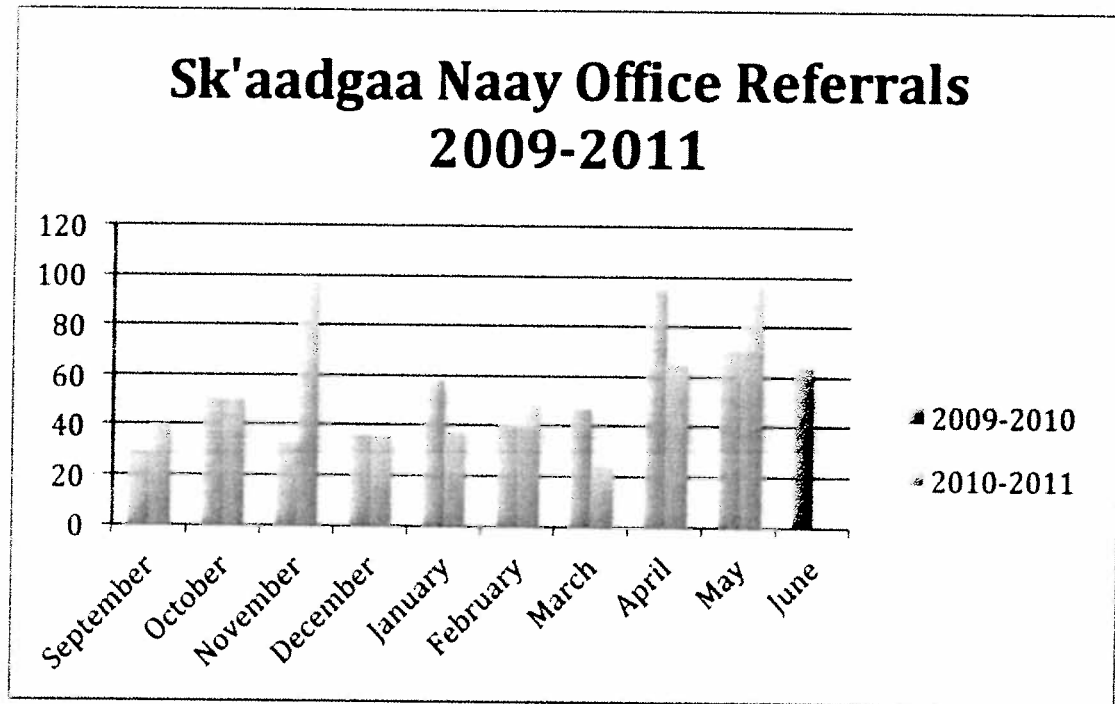
**19 Aboriginal students – 47% meeting expectations  
9 Non-Aboriginal students – 78% meeting expectations**

**Sk'aadgaa Naay Writing Assessment (Performance Standards) Grade 7  
May 2010**



**12 Aboriginal students – 50% meeting expectations  
7 Non-Aboriginal students – 86% meeting expectations**

**Appendix C**  
**Data for Goal #3**





SCHOOL DISTRICT NO. 50  
(HAIDA GWAI)

**Checklist for Acceptance, Rejection or Modification of School Plans by the Board of Trustees** (to be completed by the Superintendent or Designate prior to Board Meeting)

SCHOOL: Sk'aadgaa Naay\_\_\_\_\_ DATE: June 3rd, 2011\_\_\_\_\_

Principal: Vicki Ives \_\_\_\_\_ Vice Principal: Susan Wright\_\_\_\_\_

A) KEY EDUCATIONAL GROWTH

YES NO

The school has met, or is making acceptable progress in meeting the goals of education.

The school has met, or is making acceptable progress in student attainment of the prescribed curriculum.

The school has met, or is making acceptable progress in meeting the educational needs of all students.

The school is using, or is making acceptable use of the principles of learning to guide educational practice in the school.

The school has met, or is making acceptable progress in meeting expectations that the school is a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership.

The school has implemented, or is making acceptable progress toward district initiatives.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B) SCHOOL PLANNING COUNCIL MANDATES

YES NO

Principal, one teacher, three parents or their alternatives have been actively involved.

The Aboriginal community has been consulted and actively involved in the review of evidence related to the aboriginal learners and the plans for intervention.

Data has been examined from a variety of data to make informed decisions

Data showing trends over time have been examined wherever possible.

Performance data for specific groups including aboriginal students has been examined and presented separately for specific academic success rate.

Comments:

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C) CONSULTATION

YES NO

The School Planning Council has presented the school plan to staff.

The School Planning Council has presented the school plan to the Parent Advisory Council.

The School Planning Council has considered the input from staff and the Parent Advisory Council.

Comments:

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D) EDUCATIONAL SERVICES AND PROGRAMS

YES NO

- There are library services provided for the school.
- There are special education services provided for the school.
- There are counselling services provided for the school.
- There is computer technician support provided for the school.
- There is supervision provided in the school.
- There is administrator time.

Comments:

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E) SCHOOL GROWTH PLANS

YES NO

- Principal, staff, parents and secondary students have been actively involved in the process of determining school growth plans.
- A comprehensive action plan is in place for the achievement of the growth plans.
- A rationale has been provided that clearly links the growth plans with an analysis of the data examined to determine success.
- The school growth plan includes a manageable number of goals
- The school growth plan clearly outlines how goals are to be achieved.
- School plans focus directly on student achievement.
- Performance standards specify measurable student achievement targets for meeting objectives.
- A plan has been presented for annual monitoring of progress towards meeting the goals and making adjustments where appropriate.
- The school demonstrates a satisfactory level of commitment and capacity for implementing the strategies of the school growth plan.

Comments:

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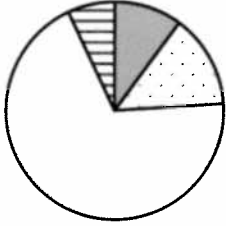
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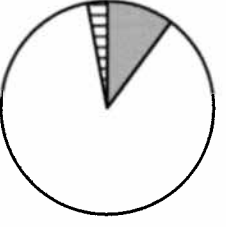
Principal

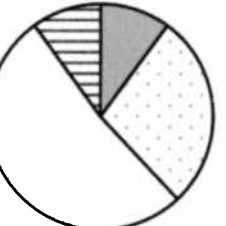
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Superintendent of Schools

Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 29

| Reading        |  | Performance Level Unknown |          | Not Yet Meeting |          | Meeting   |           | Exceeding |          |
|----------------|---|---------------------------|----------|-----------------|----------|-----------|-----------|-----------|----------|
|                |   | #                         | %        | #               | %        | #         | %         | #         | %        |
|                |   | <b>All Students</b>       | <b>3</b> | <b>10</b>       | <b>4</b> | <b>14</b> | <b>20</b> | <b>69</b> | <b>2</b> |
| Male           | 2   | 17                        | 2        | 17              | 8        | 67        | 0         | 0         |          |
| Female         | 1   | 6                         | 2        | 12              | 12       | 71        | 2         | 12        |          |
| Aboriginal     | 3   | 16                        | 4        | 21              | 12       | 63        | 0         | 0         |          |
| ESL            | -   | -                         | -        | -               | -        | -         | -         | -         |          |
| Special Needs* | Msk   | Msk                       | Msk      | Msk             | Msk      | Msk       | Msk       | Msk       |          |

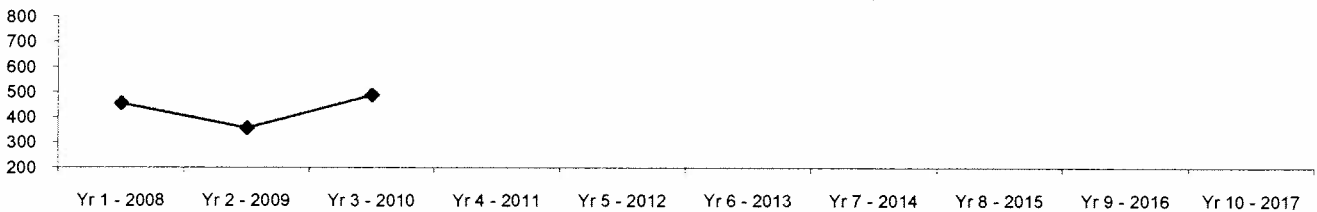
| Writing        |  | Performance Level Unknown |          | Not Yet Meeting |          | Meeting  |           | Exceeding |          |
|----------------|---|---------------------------|----------|-----------------|----------|----------|-----------|-----------|----------|
|                |   | #                         | %        | #               | %        | #        | %         | #         | %        |
|                |   | <b>All Students</b>       | <b>3</b> | <b>10</b>       | <b>0</b> | <b>0</b> | <b>25</b> | <b>86</b> | <b>1</b> |
| Male           | 2   | 17                        | 0        | 0               | 9        | 75       | 1         | 8         |          |
| Female         | 1   | 6                         | 0        | 0               | 16       | 94       | 0         | 0         |          |
| Aboriginal     | 3   | 16                        | 0        | 0               | 16       | 84       | 0         | 0         |          |
| ESL            | -   | -                         | -        | -               | -        | -        | -         | -         |          |
| Special Needs* | Msk   | Msk                       | Msk      | Msk             | Msk      | Msk      | Msk       | Msk       |          |

| Numeracy       |  | Performance Level Unknown |          | Not Yet Meeting |          | Meeting   |           | Exceeding |          |
|----------------|--|---------------------------|----------|-----------------|----------|-----------|-----------|-----------|----------|
|                |  | #                         | %        | #               | %        | #         | %         | #         | %        |
|                |  | <b>All Students</b>       | <b>3</b> | <b>10</b>       | <b>8</b> | <b>28</b> | <b>15</b> | <b>52</b> | <b>3</b> |
| Male           | 2  | 17                        | 4        | 33              | 5        | 42        | 1         | 8         |          |
| Female         | 1  | 6                         | 4        | 24              | 10       | 59        | 2         | 12        |          |
| Aboriginal     | 3  | 16                        | 8        | 42              | 8        | 42        | 0         | 0         |          |
| ESL            | -  | -                         | -        | -               | -        | -         | -         | -         |          |
| Special Needs* | Msk  | Msk                       | Msk      | Msk             | Msk      | Msk       | Msk       | Msk       |          |

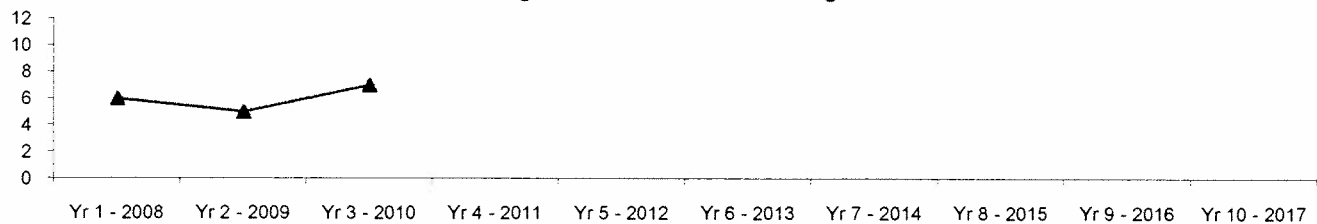
Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

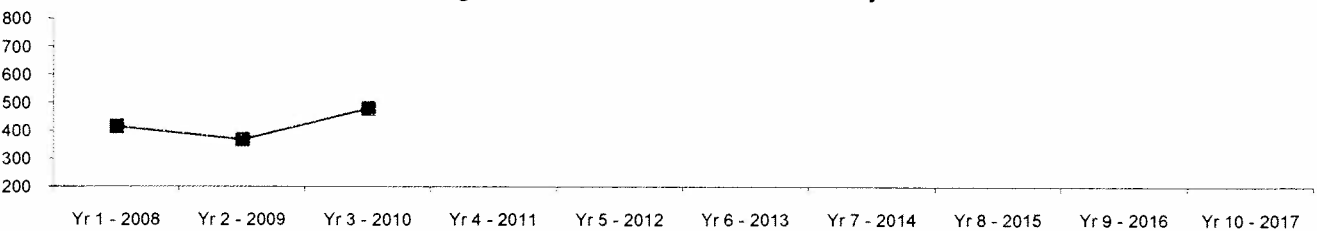
Average FSA Scaled Score - Grade 4 Reading



Average FSA Score - Grade 4 Writing



Average FSA Scaled Score - Grade 4 Numeracy



Your school's FSA Grade 4 Reading results have been aligned with the most recent Progress in International Reading Literacy Study (PIRLS). Your school performed at or above the International Benchmark. More information about PIRLS is available at [www.bced.gov.bc.ca/assessment/nat\\_int\\_assess.htm](http://www.bced.gov.bc.ca/assessment/nat_int_assess.htm)





Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 19

| Reading | Performance Level Unknown |                     | Not Yet Meeting |     | Meeting |     | Exceeding |     |     |
|---------|---------------------------|---------------------|-----------------|-----|---------|-----|-----------|-----|-----|
|         | #                         | %                   | #               | %   | #       | %   | #         | %   |     |
|         |                           | <b>All Students</b> | 0               | 0   | 6       | 32  | 12        | 63  | 1   |
|         | Male                      | Msk                 | Msk             | Msk | Msk     | Msk | Msk       | Msk | Msk |
|         | Female                    | 0                   | 0               | 4   | 36      | 6   | 55        | 1   | 9   |
|         | Aboriginal                | 0                   | 0               | 6   | 46      | 7   | 54        | 0   | 0   |
|         | ESL                       | -                   | -               | -   | -       | -   | -         | -   | -   |
|         | Special Needs*            | -                   | -               | -   | -       | -   | -         | -   | -   |

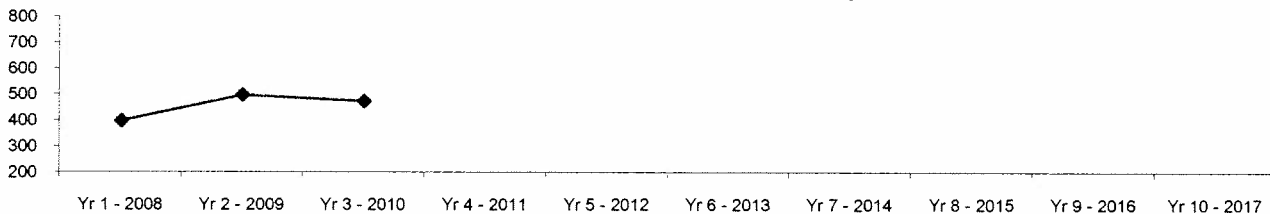
| Writing | Performance Level Unknown |                     | Not Yet Meeting |     | Meeting |     | Exceeding |     |     |
|---------|---------------------------|---------------------|-----------------|-----|---------|-----|-----------|-----|-----|
|         | #                         | %                   | #               | %   | #       | %   | #         | %   |     |
|         |                           | <b>All Students</b> | 0               | 0   | 2       | 11  | 15        | 79  | 2   |
|         | Male                      | Msk                 | Msk             | Msk | Msk     | Msk | Msk       | Msk | Msk |
|         | Female                    | 0                   | 0               | 2   | 18      | 7   | 64        | 2   | 18  |
|         | Aboriginal                | 0                   | 0               | 2   | 15      | 11  | 85        | 0   | 0   |
|         | ESL                       | -                   | -               | -   | -       | -   | -         | -   | -   |
|         | Special Needs*            | -                   | -               | -   | -       | -   | -         | -   | -   |

| Numeracy | Performance Level Unknown |                     | Not Yet Meeting |     | Meeting |     | Exceeding |     |     |
|----------|---------------------------|---------------------|-----------------|-----|---------|-----|-----------|-----|-----|
|          | #                         | %                   | #               | %   | #       | %   | #         | %   |     |
|          |                           | <b>All Students</b> | 0               | 0   | 8       | 42  | 11        | 58  | 0   |
|          | Male                      | Msk                 | Msk             | Msk | Msk     | Msk | Msk       | Msk | Msk |
|          | Female                    | 0                   | 0               | 5   | 45      | 6   | 55        | 0   | 0   |
|          | Aboriginal                | 0                   | 0               | 6   | 46      | 7   | 54        | 0   | 0   |
|          | ESL                       | -                   | -               | -   | -       | -   | -         | -   | -   |
|          | Special Needs*            | -                   | -               | -   | -       | -   | -         | -   | -   |

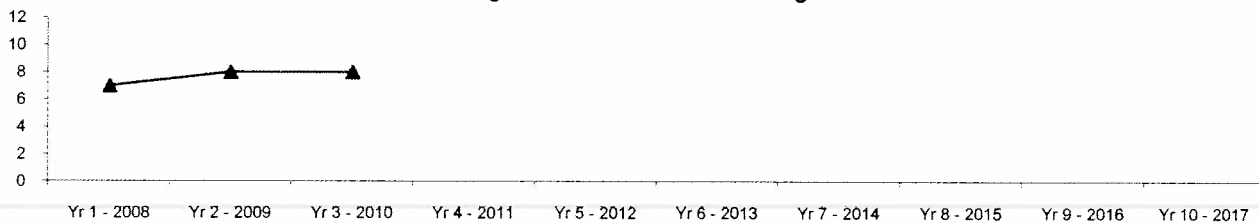
Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

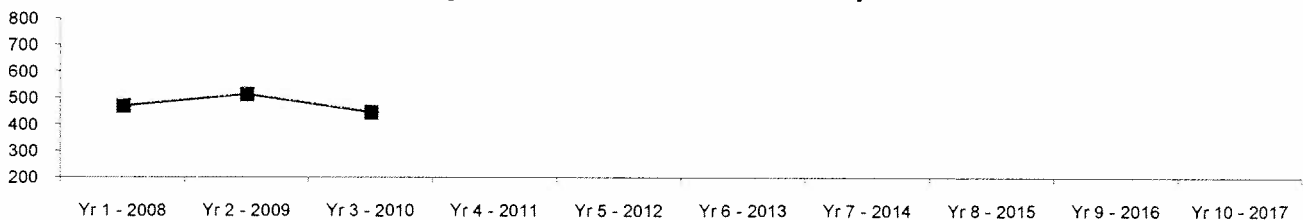
Average FSA Scaled Score - Grade 7 Reading



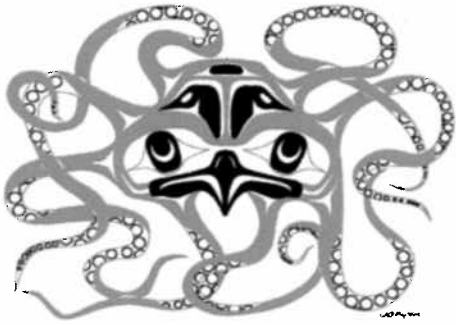
Average FSA Score - Grade 7 Writing



Average FSA Scaled Score - Grade 7 Numeracy







**School Planning Council**

\_\_\_\_\_  
Michelle Prouty  
Parent (Skidegate)

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*[Signature]*  
Signature

\_\_\_\_\_  
*May 16, 2011*  
Date

\_\_\_\_\_  
Carla Lutner  
Parent (Miller Creek)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Natalie Stevens  
Parent (Skidegate)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Brenda Hanchard  
Parent (Queen Charlotte)

\_\_\_\_\_  
*[Signature]*  
Signature

\_\_\_\_\_  
*June 1, 2011*  
Date

\_\_\_\_\_  
Susan Wright  
Vice Principal

\_\_\_\_\_  
*[Signature]*  
Signature

\_\_\_\_\_  
*May 16, 2011*  
Date

\_\_\_\_\_  
Vicki Ives  
Principal

\_\_\_\_\_  
*[Signature]*  
Signature

\_\_\_\_\_  
*May 16/11*  
Date

\_\_\_\_\_  
Angus Wilson  
Superintendent

\_\_\_\_\_  
*[Signature]*  
Signature

\_\_\_\_\_  
*June 3/11*  
Date

*CHRISTINE MARTYNOVIC*  
Wayne Wilson  
Board of Trustees Chair  
VICE CHAIR

\_\_\_\_\_  
*[Signature]*  
Signature

\_\_\_\_\_  
*June 3-11*  
Date

