

District Literacy Plan 2008-2009

SD59 Peace River South



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TRANSITIONAL DISTRICT LITERACY PLAN

Defining Literacy:

For the purposes of this document, we accept the broad definition of literacies provided by Literacy Now.

Literacy is an essential cultural, social and academic practice that involves, not only reading, writing and numeracy, but also a variety of abilities including viewing and representing, aural literacy including lingual, musical and listening skills, cultural literacy including civic skills

Literacies enable us to communicate, represent and evaluate knowledge in multiple ways. The more literacies we learn, the greater our understanding of the world. Literacy is a continuum of skills. We can all become more literate (Source: Literacy Now Planning Guide, p. 4, 2004.)

Context:

School District 59 (Peace River South) is located in the northeastern corner of the province. The school district encompasses the communities of Dawson Creek, Chetwynd, and Tumbler Ridge, as well as a number of rural communities. The economy of the area is varied and comprised of agriculture, tourism, manufacturing, petroleum exploration and development, hydro-electric power generation, forestry and mining. Presently, we are experiencing an economic boom. While the employment opportunities have dramatically increased over the past three years, this has not translated to an overall increase in the student population. Tumbler Ridge is experiencing a slight increase.

UNIQUE CHARACTERISTICS:

School District 59 (Peace River South) is largely a rural district with a fairly dispersed population and a resource-based economy. The District is proud of its developing partnerships with local industry and with post-secondary institutions, including BCIT and Northern Lights College. These partnerships are resulting in expanded career education opportunities for students.

Community Literacy Planning:

In November 9th of 2006 Dawson Creek and community began the task of expanding literacy work in the community. By June of 2007, a plan was developed stating long term direction for enhancing Literacy across the community. The attached plan outlines the goals, community resources and community services. There is also an update of the progress of the activities outlined in the plan to June of 2008.

In May of 2008, the community of Chetwynd began the work toward a Community Literacy Plan. The process has begun and the school district will continue to be a partner throughout the development of the plan.

The community of Tumbler Ridge has not yet begun the process of Literacy planning in the community.

Partnerships are also being explored with School District #60 in providing the best opportunities in Literacy for our school communities and general communities.

The four goals established by the community partners are:

1. Improved skill levels in all sectors of the community
2. Caregivers and educators will be equipped to support learning
3. Increased collaboration and partnerships throughout the community
4. Establish safe and accessible neighborhood centres

Please see:

Appendix A: Community Literacy Plan and Summary of the time-line

BOARD OF EDUCATION ROLE:

With the joint participation in the development of the Community Literacy Plan, the school has woven the district literacy plan to reflect the gaps and needs of the community with linkages to the Four Pillars of ReadNow BC. A plan was presented to the Board of Education with an addition to the four pillars of a fifth pillar representing the literacy need of English language learners and outlining the goals of our district which reaches out into the community.

PROGRESS IN SD 59 TO DATE:

School District #59 has been focusing on Literacy from the early 1990's. At that time we began to examine our practices and focused on Early Reading Intervention. Thus the seeds were planted to what is now a deliberate focus on Intervention and Balanced Literacy across the grades in the district. Data collection through the DRA/DRAT, FSA, Achieve Data, School Wide Writes etc. occur every year producing cohort data that serves in inform instruction in the classroom. Structures have been developed to support Literacy through helping teachers, initiative, professional development, release time for data collection, Foundation groups, Support for Growth, etc.

Programs used in the district are many and varied with school-wide initiatives being implemented around Literacy. Dual credit programs work with students to ensure literacy development where necessary. Many Schools in the district are taking on Action Research Projects dealing with Literacy. The secondary schools are introducing Work Place Essential Skills programs, which focus on literacy in the work place.

Early Learning has been an emphasis for many years in our district with P.A.L.S and Ready, Set, Learn programs in place. For the 2008/09 school year our district will be involved with the Welcome to Kindergarten program the last few years has found us working closely with community in the area of Early Learning. SD#59 will have 3 StrongStart Centers operating for 2008/09. The Words on Wheels Bus will be providing Early Learning opportunities for parents in our more rural areas and those families who have difficulty reaching an Early Learning program. Working with parents and our early learners, we are providing opportunities for literacy long before the beginning of school.

Please See:

Appendix B: SD #59 Literacy Journey (more detailed)

Moving Forward with Vision:

SD 59 is committed to supporting our community through all 5 areas identified:

EARLY LEARNERS:

The Present: We currently operate 3 StrongStart programs, Words on Wheels Bus and are community partners with Success by 6, CCR&R, Public Libraries in all 3

communities.

Our vision: To provide children and caregivers with academic, social, emotional and behavioural skill opportunities (0-5 years) to optimize their success.

Our Challenge: To be able to fund programs for early learners and to provide the outreach necessary to all of our catchment area

SCHOOL AGE LEARNERS:

The Present: Our district literacy goal demonstrates our commitment to Literacy. Our Literacy Helping Teacher provides collaborative support for all teachers in determining the best practice to meet the needs of their students. The programs or best practice include but are not limited to Guided Reading, Content Area Reading, SMART Reading, Fluency Building, Literature Circles, Words Their Way, Oral Language Development, Six Traits of Writing and topics in Assessment.

Our Vision: To enable each individual to reach his/her full personal potential.

Our Challenge: To continue to be responsive with programs and structures in order to meet the needs of each individual.

ADULT LEARNERS:

Our Vision: That adult learners have access to basic and beyond education in our community.

Our Challenge: To continue to work with community partners in making sure that all adults have access to education especially those who are English Language Learners.

ABORIGINAL LEARNERS:

The Present: The district is disaggregating the data for Aboriginal students in order to be able to set the most relevant goals for this group. Support programs include Family Support Workers, Aboriginal Support Workers and Aboriginal Intervention Workers.

Our vision: That all aboriginal students have access to and support to achieve their personal potential.

Our challenge: To provide responsive programming that meets their needs in the academic, emotional, social and spiritual areas.

ENGLISH LANGUAGE LEARNERS:

The Present: At present we provide relevant programs for ESL/ESD students and

sometimes their families. We have a helping teacher to ensure that appropriate programs are in place for school age learners. Dawson Creek Literary Society provides ESL opportunities for adults.

Our vision: As a community that we are responsive to the needs of the English Language Learners in our community.

Our challenge: To ensure that all families have the information they need in order to best access the supports in our community.

Further directions for SD#59:

- ❖ We will continue to assess and meet the needs of students and community. We will continue to be working with the community in exploring and providing Literacy initiatives. We will be further involved with community groups in assessing the gaps in our community and how we can work together to address the need.
- ❖ Helping teachers will continue to provide mentoring, team teaching opportunities and Professional Development for teachers and support staff. A Children’s Literature Book club has been established in order to broaden our literary base
- ❖ Schools have identified Literacy goals including more school-wide guided reading, more school-wide language development programs, more work in reading/writing in the content areas and more focus on middle and secondary school classes being engaged in strong literacy practices.
- ❖ As a district, we will continue to be curious, assess the needs of students through data collection and find what we need to increase student achievement in literacy.

Please see:

Appendix C: District Literacy Plan connection to the 4 Pillars of ReadNow BC. Additional 5th Pillar reflects English Language Learners (ESL/ESD)

Appendix:

APPENDIX A: COMMUNITY LITERACY ACTION PLAN:

Community Literacy Action Plan Summarized – Time Line

Specific Activities

Date of Activity	Activity	Involved in doing	Person to gather info (if different)	Progress
June 07	Acquire office space for CLC/central location	CKK – Task Group		Done. Shared space CCRR office Co-op Mall
June – July 07	Develop, distribute and assess survey for employers to assess their ability to hire skilled local employees	JSSS	Report back to Task Group	
July 07	Meet and advertise for CLC position	CKK – Task Group		Done
Aug 07	Interview and hire a Community Literacy Coordinator	CKK – Task Group		Done. Hired Sandrina Harwood September 2007
Sept 07 – ongoing update	Develop/obtain resource list of computer access and training – forward to READ234 Website and distribute list to community	KEC	RLC - CLC	List complete, will update as required

	community organizations			
Sept 07 – ongoing update	Finalize community literacy resource list - forward to READ234 website and distribute list to community organizations	CLC - RLC		<p>Many lists already available I.e.:</p> <p>KEC Community Resource list,</p> <p>Tourism DC's website</p> <p>Literacy DC website http://literacy.dc.googlepages.com</p> <p>Specific resources:</p> <p>School District 59 Dawson Creek Literacy Society Chiron Learning Centre Childcare Resource and Referral Job Search and Support Service Obair Dawson Creek Library Nawican Friendship Centre DCAFRS Kiwanis Enterprise Centre Kiwanis Performing Arts Centre Child Development Centre</p>
Sept 07- Oct 07 – ongoing	Develop and implement a marketing/media campaign plan for raising community awareness of literacy and its importance including sponsorship and volunteer opportunities	CLC Task Force ECD Coalition SB6 Media	CLC to implement	<p>SB6 magazine input for winter edition</p> <p>FASD Awareness Day</p> <p>RLC and CLC presented submission to the all-party finance & gov't Budget 2008 Consultation. Oct 19/07</p> <p>National Literacy Day – Co-op Mall</p> <p>Science Fair - NLC</p> <p>National Child Day Co-op Mall</p> <p>Attended Kindergarten Screening</p> <p>Presentation to Sunrise Rotary</p> <p>Presentation to Kiwanis Club</p>

				<p>Presentation to Kiwanis Club</p> <p>Newspaper articles weekly, beginning Jan 25/08 (Northeast News)</p> <p>SB6 movement and learning article</p> <p>SPIRIT of LITERACY DAY</p> <p>http://literacy.dc.googlepages.com</p> <p>(ongoing updates and maintenance)</p>
Sept 07 - ongoing	<p>DC Lit Society & Job Search to research partnership with IMSS of PG to expand immigrant settlement services</p> <p>DC Lit Society to expand levels of ESL training</p> <p>SD 59 to look at expanding support for English Language Learning opportunities</p>	<p>DC Lit Society, JSSS</p> <p>DC Lit Society</p> <p>SD 59</p>	Report back to Task Group	<p>DCLS delivered tutor training.</p> <p>Looking into Settlement Services, (Martin B.</p> <p>DCLS basic English class</p>
Oct 07	Create a lending resource list and distribute list to community organizations	<p>CLC</p> <p>Community organizations</p>	RLC - CLC	<p>CCRR - resource lending list, books and toys (available to child care providers only)</p> <p>CDC - lending library of books and toys (Kiwanis)</p> <p>Literacy BC - lending library</p>
Sept 07 - ongoing	CLC will attend Community Service Network meetings and other related community	CLC		<p>CSN Sept 18/07</p> <p>CSN Presented PowerPoint Oct 16</p>

ongoing	other related community meetings to establish relationships and will track numbers of organizations participating in literacy discussions/partnerships			16 CSN Nov 20/07 CSN Jan 15/08
Sept 07 – Oct 08	Inventory Existing Assessment Tools	CLC – Community organizations		NLC – Test of Workplace Essential Skills (TOWES) NLC – Canadian Adult Achievement Test (CAAT) \$20+ DCLS – CAAT (free for clients) Ft St John Lit Soc. – Canadian Language Benchmark (Katherine) DCLS – Canadian Adult Reading Assessment (CARA) DCLS – Plato DCLS – Reading Horizons DCLS – Pre-Test for GED Merrill Flewelling (private) CDC – developmental assessments S.D.59 – various Aboriginal? Acquired Brain Injury Support Group? DCSociety for Com Living? M.C.F.D.?
Oct 07	Recruit student volunteers from South Peace to work with adults as part of the school curriculum	KEC	CLC	

Sept 07 – ongoing	Target employees/businesses re: Workplace Essential Skills workshops	NLC – RLC JSSS/Obair	Report back to Task Group	NLC waiting on proposal to OLES Delivered info session & PP to Trades Programs in Ft St John Developed outreach WES program to deliver on work site Partnered with Nawican to deliver WES
Sept 07 – ongoing	WOW bus, StrongStart Centres, existing youth and pre-school programs to provide outreach to ensure every EDI neighbourhood has available program	Community organizations	CLC	City map 3' X 4' Posted in CCRR office, provides visual reference. Donated by City Hall - Done
Oct 07 On-going update	Create a resource list of tutors and distribute list to community organizations	CLC – Community organizations	RLC - CLC	1. DCLS tutors 2. Carol Taylor (private) 3. Joanne Folk (private) 4. Monique - French (private) 5. Sahar – Math 8 - 10 (private) 6. Chantelle – French, English, Science & Math 10 (private)
Oct 07	Develop a Power point presentation and a package of literacy information and materials, including sponsorship possibilities , to take/send to businesses	CLC - RLC		1. Plain language 2. Movement & Brain development 3. Literacy awareness 4. Plain language workshop (Powerpoint and Materials)
Oct 07 - ongoing	Offer Literacy Audits/training to businesses and service providers in the community	RLC	Report back to Task Group	*Ongoing planning to develop "Best Practices." Also working to develop relationships and awareness with municipal gov't

Oct 07 - ongoing	Provide training/orientation sessions for volunteer tutors	Tutor Trainer – DC Lit Society	CLC	DCLS offered tutor training
Jan 08 – Feb 08	Begin meeting and working with organizations such as school district, SC, MCFD, MEIA and public health on developing protocols and a package of literacy information and materials to facilitate the referral process to community literacy programs	CLC – RLC - Task Force		Developed and delivered plain language PP presentation to CSN Attended staff meeting at Mental Health and Addictions to discuss literacy and plain language Attended the SD Literacy Planning workshop in Prince George Met with Child Development Centre re: assessments Met with Nawican to discuss and support Aboriginal Literacy Proposal. *Ongoing planning to develop "Best Practices"
March 08	Look for sustainable options for continued success in coordinating and promoting literacy	CLC – Task Force		Unofficial confirmation of funding for 2008-2009 for CLC from Lit Now
June 08	Redistribute and assess employer survey results	JSSS	Report to Task Group	
June 08	Collect data from post assessment	CLC – Community organizations		
June 08 July/Aug 08 Sept 08	Collect data of workshop participation/evaluation Facilitate sharing of best practices of workshops Implement new approaches	Workshop facilitators	CLC Task Force	1. Aboriginal Asset Mapping – KEC 2. Women in Business -- KEC 3. "Homelessness," at Nawican 4. Spirit of Literacy Day – NLC 5. City of Dawson Creek Social Planning with SPARC

				Planning with SPARC
Sept 08 – Oct 08	Report on # of referrals from organizations such as school district, SC, MCFD, MEIA and public health (Also received requests for information from the Salvation Army, the Legal Advocate, and Private Citizens.)	Community based programs	CLC	Referral and questions regarding access to literacy programs <ul style="list-style-type: none"> • pre-school? day care? • Strongstart? • tutors for school kids? • post-secondary, trades, ABE? • youth under 18? Assessments? • Support programs? • Older adults with very basic (or near 0) written language skills. • Support for children with speech impediments?

On-going Supporting Activities

Date of Activity	Activity	Person Responsible	
Start Fall 07	Advocate and support the use of reliable literacy assessment tools in ECD services Support parents/caregivers on how to assess progress	Community Literacy Coordinator /task force SB6, CCRR, SD59, CDC, Public Libraries, Public Health	<ol style="list-style-type: none"> 1. Met with CDC re: assessments 2. Ongoing collaboration with CCRR 3. Referrals 4. Advise parents to foster good relations with SD 59 teachers and resources 5. Encourage Kindergarten screening
On-going	Support DC Literacy Society to advocate for a full range of ESL services available for employees Support coordination of service delivery between agencies to ensure employees and employers are aware of such resources	Literacy Task Force, DC Literacy Society, Job Search	Collaboration between Northern Lights College and Dawson Creek Literacy Society to work with Essential Skills program development

	are aware of such resources and services		program development
On-going	Support KEC in e-growth sustainability	Task Group	KEC has written a proposal and is waiting for a response from OLES
On-going	Enhance community's awareness of literacy based workshops	CLC – RLC – Workshop facilitators	KEC - Women in business KEC - Facilitators workshop Daybreak Rotary (lifelong learning and literacy support) Kiwanis – Literacy awareness and Plain Language Toastmasters - Plain Language and Literacy awareness Spirit of Literacy Day CCRR delivering literacy workshops

APPENDIX B: LITERACY JOURNEY

The Literacy Journey of SD#59

The journey began early in the 1990's. Being curious by nature, professional staff looked around and realized that there were students who were struggling as soon as they crossed the threshold into the public education system. Those struggling readers caused some people to wonder and reflect on the practices in SD#59 and this raised even more questions. The big question asked was "Which direction shall we go?"

We began to self-reflect on current practice and ask questions about who the students were and what they needed. At the same time we began exploring the research that highlighted new information and programs that could maybe meet the needs of students. Evening meetings were held and discussions took place. They discussed Reading Recovery™. They discussed practice with their neighbours in SD#60. Together we decided to train teachers in "Early Reading Intervention" and eventually decided to go down the Reading Recovery™ road and share the costs of sending one of the teachers to be trained. The journey had begun.

Two years had passed and the road of Reading Recovery™ needed some maintenance. Support was needed to maintain the results of our efforts and so district literacy teachers were enrolled. In fact, four new positions were created in response to the needs of the students. The focus for the literacy people was on Gr. 1 and 2. What the research and self-reflection told us was that Balanced Literacy and Reading Recovery™ could work well together and maintain the road.

Some other teachers of older students (Gr. 7 – 9) asked about similar programs for older readers who were struggling. And thus the work started with older students in the area of literacy.

Questions began to arise around measuring the success of our efforts in literacy. The teachers found an instrument (Developmental Reading Assessment – up to Grade 2) that could gather data on the success of the program. The helping teachers also developed a tool to assess grades 4 and up. Training is provided to teachers and release time is given to assess and record the information

In our first year of gathering district data, we collected information from Grade 1 students. That cohort is now in Grade 8 and we continue to collect data on their progress as well as all other cohorts following this group. Currently the testing is done in September and June with the January data collection occurring only on those students who were below expectations in September. We built capacity and confidence for the teachers to collect the data and then to use it to inform instruction in the classroom.

Programs and data collection have expanded over the years to include Language Development, Reading Recovery™, Balanced Literacy, Core 44, Guided Reading, Literature circles, P.A.L.S, Ready, Set, Learn, Reading Across the Content Area, SMART Reading and many other programs delivered at different schools based on student need. We now also use, K-Screening, FSA, Achieve Data (BCPS), School Wide Writes, and EDI etc. to direct instruction and inform our practice. Our Early Learning focus has expanded to include 2 StrongStart sites and the Words on Wheels bus

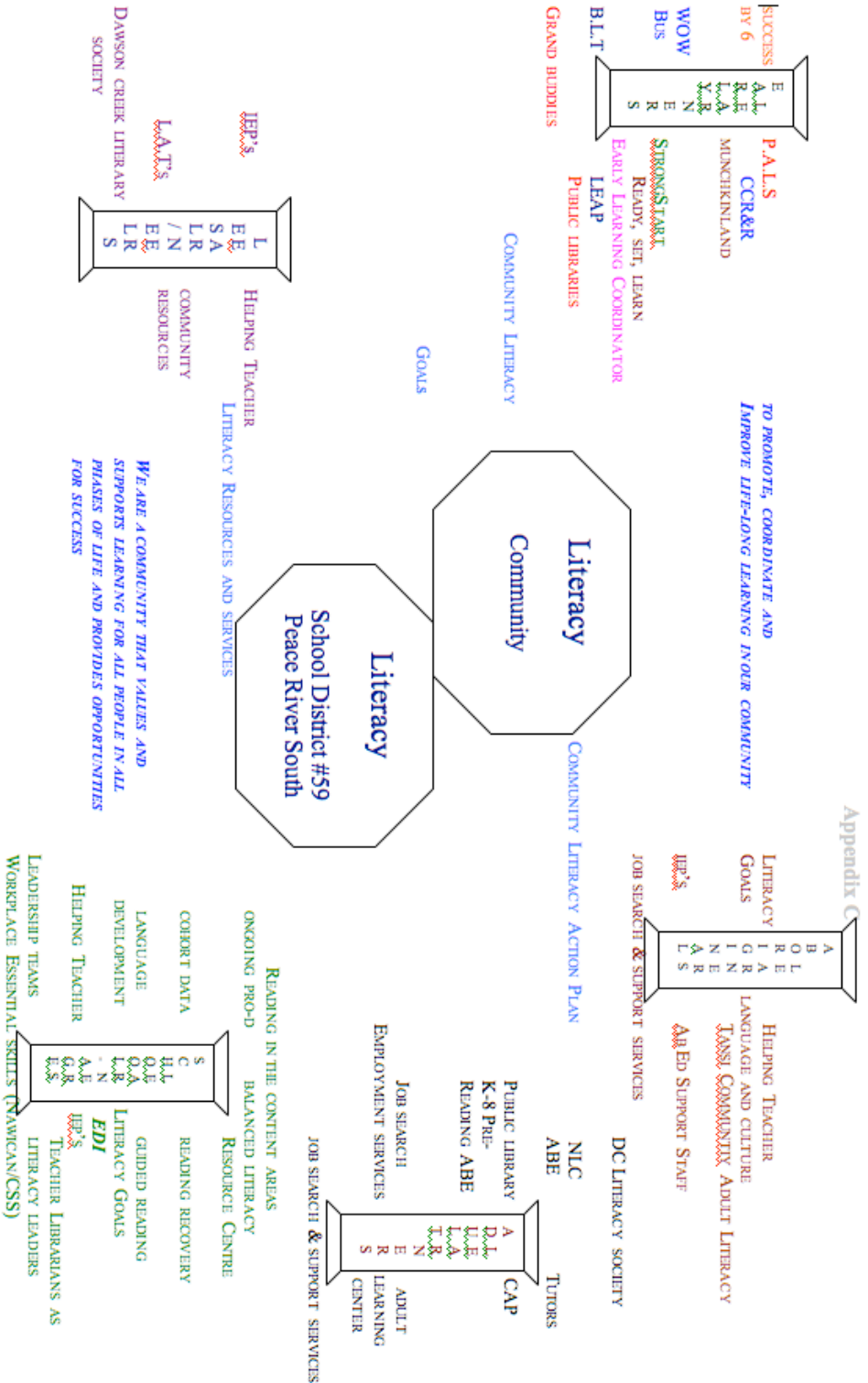
We continue to provide the structures that support Literacy in our district, including:

- ❖ Literacy Helping Teachers
- ❖ District Resource Center
- ❖ Data Collection infrastructure
- ❖ LAT's provide pull out around literacy (where deemed in the best interests of the child)
- ❖ Teacher-Librarian providing a leadership role in literacy
- ❖ Continued Professional Development at all levels (Teachers, Principals, Support Staff)
- ❖ "Foundation" Groups
- ❖ "Support for Growth"
- ❖ District Planning Committee

We now have a "literacy literate" district with data that tracks cohorts and shows student growth and teachers/principals who have clear understandings about literacy. We know what reading levels are, how to assess them, how to apply the assessment into our teaching practices and to teach reading strategies from elementary through secondary (still a work in progress). We have seen changes in practice and continue to see the movement expand at the secondary level.

As a district, we will continue to be curious, assess the needs of students and find what we need to increase student achievement in literacy.

APPENDIX C: 5 PILLARS



APPENDIX D: DISTRICT DATA

2007-2008 District Reading Assessment Data:

Reading Assessment Data by Year for School District 59 Page 1

School District 59 - All Students

Grade	September			June			Relative to Expected Level (June)						Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	-2yr+		
End of cohort data for students scheduled to graduate in 2012.													
Grade 8	90	333	58%	90	297	65%							2007/2008
Grade 7	77	320	49%	84	330	63%							2006/2007
Grade 6	69	316	49%	76	326	80%							2005/2006
Grade 5	60	324	47%	70	328	79%							2004/2005
Grade 4	49	295	58%	60	294	81%							2003/2004
Grade 3	34	285	51%	50	292	77%							2002/2003
Grade 2	18	276	25%	34	278	77%							2001/2002
Grade 1	2	284	2%	18	282	59%							2000/2001
End of cohort data for students scheduled to graduate in 2013.													
Grade 7	76	336	45%	85	339	73%							2007/2008
Grade 6	70	336	57%	76	351	80%							2006/2007
Grade 5	60	337	53%	67	350	78%							2005/2006
Grade 4	48	336	57%	57	344	81%							2004/2005
Grade 3	35	278	44%	46	284	78%							2003/2004
Grade 2	19	286	28%	35	289	69%							2002/2003
Grade 1	2	304	2%	18	288	56%							2001/2002
End of cohort data for students scheduled to graduate in 2014.													
Grade 6	67	321	55%	75	328	79%							2007/2008
Grade 5	58	318	50%	66	326	81%							2006/2007
Grade 4	47	309	58%	55	321	85%							2005/2006
Grade 3	34	309	44%	44	321	76%							2004/2005
Grade 2	19	284	27%	34	284	73%							2003/2004
Grade 1	2	267	2%	19	275	57%							2002/2003
End of cohort data for students scheduled to graduate in 2015.													
Grade 5	57	316	50%	64	326	78%							2007/2008
Grade 4	45	324	56%	55	334	86%							2006/2007
Grade 3	33	320	43%	43	329	79%							2005/2006
Grade 2	18	271	22%	32	281	72%							2004/2005
Grade 1	3	254	5%	18	262	59%							2003/2004
End of cohort data for students scheduled to graduate in 2016.													
Grade 4	42	281	46%	52	294	76%							2007/2008
Grade 3	30	281	38%	41	288	72%							2006/2007
Grade 2	17	235	21%	29	249	67%							2005/2006
Grade 1	3	229	3%	17	237	59%							2004/2005
End of cohort data for students scheduled to graduate in 2017.													
Grade 3	31	271	37%	41	295	78%							2007/2008
Grade 2	16	248	21%	30	264	70%							2006/2007
Grade 1	3	234	3%	15	254	55%							2005/2006
End of cohort data for students scheduled to graduate in 2018.													
Grade 2	16	216	16%	28	224	70%							2007/2008
Grade 1	2	218	0%	16	230	57%							2006/2007
End of cohort data for students scheduled to graduate in 2019.													
Grade 1	2	214	1%	14	222	40%							2007/2008

Reading Level Expected at the End of Each Grade			
Grade 1.....	16	Grade 4.....	49
Grade 2.....	28	Grade 5.....	59
Grade 3.....	38	Grade 6.....	69
Grade 7.....	79	Grade 8.....	89
Grade 10.....	109	Grade 11.....	119
Grade 9.....	99	Grade 12.....	129

Reading Assessment Data by Year for School District 59

School District 59 - Students With Aboriginal Ancestry

Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 8	78	94	35%	79	83	46%						2007/2008
Grade 7	70	86	34%	75	89	44%						2006/2007
Grade 6	61	88	33%	69	92	66%						2005/2006
Grade 5	52	88	36%	60	86	66%						2004/2005
Grade 4	41	86	43%	52	89	71%						2003/2004
Grade 3	28	86	34%	43	85	64%						2002/2003
Grade 2	14	81	19%	27	81	59%						2001/2002
Grade 1	1	76	1%	14	77	38%						2000/2001

End of cohort data for students scheduled to graduate in 2012.

Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 7	69	90	34%	77	89	57%						2007/2008
Grade 6	61	102	42%	69	107	64%						2006/2007
Grade 5	54	99	43%	61	104	68%						2005/2006
Grade 4	43	100	50%	53	100	68%						2004/2005
Grade 3	30	92	32%	40	92	66%						2003/2004
Grade 2	16	92	22%	31	94	55%						2002/2003
Grade 1	2	91	1%	15	86	45%						2001/2002

End of cohort data for students scheduled to graduate in 2013.

Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 6	65	82	44%	70	84	64%						2007/2008
Grade 5	54	85	40%	63	87	72%						2006/2007
Grade 4	44	86	50%	52	88	72%						2005/2006
Grade 3	28	89	36%	40	94	62%						2004/2005
Grade 2	15	85	16%	29	84	58%						2003/2004
Grade 1	2	84	0%	16	83	48%						2002/2003

End of cohort data for students scheduled to graduate in 2014.

Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 5	54	95	47%	61	97	69%						2007/2008
Grade 4	42	101	50%	52	105	77%						2006/2007
Grade 3	30	100	35%	40	104	70%						2005/2006
Grade 2	15	91	14%	29	92	61%						2004/2005
Grade 1	3	83	4%	15	88	43%						2003/2004

End of cohort data for students scheduled to graduate in 2015.

Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 4	37	69	33%	49	72	67%						2007/2008
Grade 3	27	70	30%	38	72	67%						2006/2007
Grade 2	14	64	9%	25	68	53%						2005/2006
Grade 1	2	63	2%	13	63	52%						2004/2005

End of cohort data for students scheduled to graduate in 2016.

Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 3	28	81	31%	39	86	66%						2007/2008
Grade 2	14	76	14%	27	81	53%						2006/2007
Grade 1	3	74	5%	12	76	36%						2005/2006

End of cohort data for students scheduled to graduate in 2017.

Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 2	12	67	6%	24	71	54%						2007/2008
Grade 1	2	74	1%	13	75	40%						2006/2007

End of cohort data for students scheduled to graduate in 2018.

Grade	September			June			Relative to Expected Level (June)					Assessment Year
	Avg	Count	%Meet	Avg	Count	%Meet	-2yr+	-1yr	At	+1yr	+2yr+	
Grade 1	2	59	0%	12	62	32%						2007/2008

End of cohort data for students scheduled to graduate in 2019.

Reading Level Expected at the End of Each Grade

Grade 1.....16	Grade 4.....49	Grade 7.....79	Grade 10.....109
Grade 2.....28	Grade 5.....59	Grade 8.....89	Grade 11.....119
Grade 3.....38	Grade 6.....69	Grade 9.....99	Grade 12.....129

School District 59 Achievement Data - Reading

School District 59 - All Students												
Grade	READING			Reading Points				Points Graphic				Year Assessed
	Avg	Count	%Meet	1	2	3	4	1	2	3	4	
Grade 10	2.4	288	80%	20%	32%	34%	14%					2003
End of cohort data for students scheduled to graduate in 2005.												
Grade 10	2.5	377	83%	17%	34%	35%	15%					2004
Grade 9	2.4	291	80%	20%	32%	37%	10%					2003
End of cohort data for students scheduled to graduate in 2006.												
Grade 10	2.4	377	82%	18%	39%	35%	8%					2005
Grade 9	2.7	374	89%	11%	30%	43%	17%					2004
Grade 8	2.3	351	74%	26%	35%	26%	13%					2003
End of cohort data for students scheduled to graduate in 2007.												
Grade 10	2.2	370	77%	23%	44%	26%	7%					2006
Grade 9	2.4	389	78%	22%	33%	31%	13%					2005
Grade 8	2.6	391	83%	17%	34%	31%	19%					2004
Grade 7	2.3	386	77%	23%	40%	26%	10%					2003
End of cohort data for students scheduled to graduate in 2008.												
Grade 10	2.4	366	76%	24%	30%	34%	11%					2007
Grade 9	2.5	372	84%	16%	37%	32%	15%					2006
Grade 8	2.4	381	76%	24%	34%	30%	12%					2005
Grade 7	2.5	381	83%	17%	34%	31%	19%					2004
Grade 6	2.4	350	80%	20%	37%	26%	17%					2003
End of cohort data for students scheduled to graduate in 2009.												
Grade 10	2.4	366	78%	22%	33%	35%	11%					2008
Grade 9	2.2	396	79%	21%	47%	26%	6%					2007
Grade 8	2.5	405	82%	18%	36%	29%	17%					2006
Grade 7	2.6	383	86%	14%	34%	27%	24%					2005
Grade 6	2.5	371	83%	17%	30%	37%	16%					2004
Grade 5	2.3	365	78%	22%	40%	28%	10%					2003
End of cohort data for students scheduled to graduate in 2010.												
Grade 9	2.6	339	87%	13%	32%	37%	17%					2008
Grade 8	2.5	365	81%	19%	38%	33%	10%					2007
Grade 7	2.4	356	81%	19%	36%	30%	15%					2006
Grade 6	2.6	350	89%	11%	34%	36%	18%					2005
Grade 5	2.5	353	81%	19%	30%	39%	13%					2004
Grade 4	2.3	347	81%	19%	39%	31%	10%					2003
End of cohort data for students scheduled to graduate in 2011.												
Grade 8	2.8	291	88%	12%	32%	37%	19%					2008
Grade 7	2.5	337	78%	22%	28%	33%	18%					2007
Grade 6	2.5	318	84%	16%	31%	38%	15%					2006
Grade 5	2.5	333	86%	14%	40%	31%	15%					2005
Grade 4	2.5	338	81%	19%	28%	35%	18%					2004
Grade 3	2.4	335	83%	17%	37%	33%	13%					2003
End of cohort data for students scheduled to graduate in 2012.												
Grade 7	2.6	349	81%	19%	25%	30%	26%					2008
Grade 6	2.6	353	86%	14%	27%	40%	19%					2007
Grade 5	2.5	342	86%	14%	32%	39%	14%					2006
Grade 4	2.5	343	84%	16%	35%	32%	16%					2005

School District 59 Achievement Data - Reading

School District 59 - All Students												
Grade	READING			Reading Points				Points Graphic				Year Assessed
	Avg	Count	% Meet	1	2	3	4	1	2	3	4	
Grade 3	2.5	332	84%	16%	35%	37%	12%					2004
Grade 2	2.5	331	81%	19%	31%	34%	15%					2003
End of cohort data for students scheduled to graduate in 2013.												
Grade 6	2.7	327	81%	19%	20%	34%	28%					2008
Grade 5	2.6	326	87%	13%	32%	34%	21%					2007
Grade 4	2.6	314	83%	17%	29%	33%	21%					2006
Grade 3	2.5	320	83%	17%	31%	39%	13%					2005
Grade 2	2.6	337	83%	17%	27%	39%	17%					2004
Grade 1	2.4	309	83%	17%	38%	32%	14%					2003
End of cohort data for students scheduled to graduate in 2014.												
Grade 5	2.6	321	84%	16%	32%	33%	19%					2008
Grade 4	2.6	337	87%	13%	33%	37%	18%					2007
Grade 3	2.6	322	87%	13%	27%	44%	16%					2006
Grade 2	2.7	316	84%	16%	27%	31%	26%					2005
Grade 1	2.5	310	84%	16%	34%	34%	16%					2004
End of cohort data for students scheduled to graduate in 2015.												
Grade 4	2.5	289	80%	20%	29%	34%	17%					2008
Grade 3	2.5	287	83%	17%	30%	35%	17%					2007
Grade 2	2.5	275	78%	22%	25%	35%	18%					2006
Grade 1	2.6	277	84%	16%	34%	31%	20%					2005
End of cohort data for students scheduled to graduate in 2016.												
Grade 3	2.6	291	85%	15%	27%	42%	16%					2008
Grade 2	2.6	298	83%	17%	24%	39%	19%					2007
Grade 1	2.4	287	78%	22%	32%	34%	13%					2006
End of cohort data for students scheduled to graduate in 2017.												
Grade 2	2.5	270	80%	20%	24%	42%	14%					2008
Grade 1	2.5	280	81%	19%	26%	39%	16%					2007
End of cohort data for students scheduled to graduate in 2018.												
Grade 1	2.4	273	78%	22%	31%	30%	18%					2008
End of cohort data for students scheduled to graduate in 2019.												
	4.0	1	100%	0%	0%	0%	100%					2008
End of cohort data for students scheduled to graduate in 2020.												

School District 59 Achievement Data - Reading

School District 59 - Students With Aboriginal Ancestry												
Grade	READING			Reading Points				Points Graphic				Year Assessed
	Avg	Count	%Meet	1	2	3	4	1	2	3	4	
Grade 10	2.1	52	62%	38%	25%	25%	12%		2003			
End of cohort data for students scheduled to graduate in 2005.												
Grade 10	2.1	107	70%	30%	37%	25%	7%		2004			
Grade 9	1.9	72	57%	43%	32%	21%	4%		2003			
End of cohort data for students scheduled to graduate in 2006.												
Grade 10	2.2	84	74%	26%	36%	31%	7%		2005			
Grade 9	2.4	75	77%	23%	25%	43%	9%		2004			
Grade 8	1.9	68	59%	41%	37%	16%	6%		2003			
End of cohort data for students scheduled to graduate in 2007.												
Grade 10	1.9	85	68%	32%	51%	16%	1%		2006			
Grade 9	1.9	99	65%	35%	39%	21%	4%		2005			
Grade 8	2.2	95	74%	26%	41%	24%	8%		2004			
Grade 7	1.9	93	59%	41%	34%	22%	3%		2003			
End of cohort data for students scheduled to graduate in 2008.												
Grade 10	2.0	89	64%	36%	36%	24%	4%		2007			
Grade 9	2.2	96	74%	26%	41%	25%	8%		2006			
Grade 8	2.0	100	61%	39%	35%	21%	5%		2005			
Grade 7	2.3	106	75%	25%	36%	29%	10%		2004			
Grade 6	2.1	92	72%	28%	39%	23%	10%		2003			
End of cohort data for students scheduled to graduate in 2009.												
Grade 10	2.0	76	63%	37%	34%	25%	4%		2008			
Grade 9	1.9	94	61%	39%	41%	17%	2%		2007			
Grade 8	1.9	101	65%	35%	44%	17%	5%		2006			
Grade 7	2.3	93	70%	30%	32%	15%	23%		2005			
Grade 6	2.1	89	73%	27%	42%	28%	3%		2004			
Grade 5	1.9	88	63%	38%	38%	19%	6%		2003			
End of cohort data for students scheduled to graduate in 2010.												
Grade 9	2.2	85	73%	27%	35%	24%	14%		2008			
Grade 8	2.0	97	66%	34%	42%	20%	4%		2007			
Grade 7	2.0	98	65%	35%	39%	17%	9%		2006			
Grade 6	2.3	102	79%	21%	41%	29%	9%		2005			
Grade 5	2.0	107	64%	36%	32%	28%	5%		2004			
Grade 4	1.9	104	65%	35%	41%	20%	4%		2003			
End of cohort data for students scheduled to graduate in 2011.												
Grade 8	2.5	81	78%	22%	40%	27%	11%		2008			
Grade 7	2.0	94	66%	34%	36%	22%	7%		2007			
Grade 6	2.1	89	70%	30%	38%	21%	10%		2006			
Grade 5	2.1	90	76%	24%	46%	22%	8%		2005			
Grade 4	2.2	92	67%	33%	28%	28%	11%		2004			
Grade 3	2.2	88	78%	22%	44%	25%	9%		2003			
End of cohort data for students scheduled to graduate in 2012.												
Grade 7	2.1	95	64%	36%	29%	23%	12%		2008			
Grade 6	2.2	108	69%	31%	27%	31%	11%		2007			
Grade 5	2.3	102	76%	24%	33%	31%	12%		2006			
Grade 4	2.1	101	72%	28%	40%	26%	7%		2005			

School District 59 Achievement Data - Reading

School District 59 - Students With Aboriginal Ancestry												
Grade	READING			Reading Points				Points Graphic				Year Assessed
	Avg	Count	%Meet	1	2	3	4	1	2	3	4	
Grade 3	2.1	101	71%	29%	41%	23%	8%		2004			
Grade 2	2.2	100	71%	29%	34%	28%	9%		2003			
End of cohort data for students scheduled to graduate in 2013.												
Grade 6	2.3	83	65%	35%	20%	28%	17%		2008			
Grade 5	2.4	87	82%	18%	37%	36%	9%		2007			
Grade 4	2.2	87	68%	32%	28%	26%	14%		2006			
Grade 3	2.2	94	71%	29%	33%	27%	12%		2005			
Grade 2	2.3	95	73%	27%	31%	28%	14%		2004			
Grade 1	2.3	87	80%	20%	43%	29%	9%		2003			
End of cohort data for students scheduled to graduate in 2014.												
Grade 5	2.3	92	74%	26%	29%	30%	14%		2008			
Grade 4	2.4	107	78%	22%	33%	29%	16%		2007			
Grade 3	2.5	102	79%	21%	25%	43%	12%		2006			
Grade 2	2.3	95	74%	26%	27%	32%	15%		2005			
Grade 1	2.2	97	72%	28%	34%	30%	8%		2004			
End of cohort data for students scheduled to graduate in 2015.												
Grade 4	2.2	68	72%	28%	34%	26%	12%		2008			
Grade 3	2.3	71	75%	25%	28%	38%	8%		2007			
Grade 2	2.2	70	69%	31%	27%	31%	10%		2006			
Grade 1	2.3	68	78%	22%	32%	35%	10%		2005			
End of cohort data for students scheduled to graduate in 2016.												
Grade 3	2.4	82	76%	24%	28%	34%	13%		2008			
Grade 2	2.2	87	69%	31%	29%	26%	14%		2007			
Grade 1	2.1	86	66%	34%	34%	26%	7%		2006			
End of cohort data for students scheduled to graduate in 2017.												
Grade 2	2.2	84	67%	33%	26%	32%	8%		2008			
Grade 1	2.2	92	73%	27%	35%	32%	7%		2007			
End of cohort data for students scheduled to graduate in 2018.												
Grade 1	2.2	74	65%	35%	23%	27%	15%		2008			
End of cohort data for students scheduled to graduate in 2019.												

