

Dartmouth North Association

Pathways Eligibility Project

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EXECUTIVE SUMMARY

The Dartmouth North Association (DNA) was established in February, 2011 with the purpose of coming together to celebrate and affect change to build a stronger, healthier community. Education was identified by the DNA as an area for action: to learn more about our community and the current education experiences within Dartmouth North, and to expand and improve upon the education of our children, for today and into the future. Through the United Way's Action for Neighbourhood Change (Action) initiative, a Knowledge Grant was secured to conduct the research needed for this project.

Pathways to Education is a national program helping youth in low-income communities graduate from high school and successfully transition into post-secondary education. The Pathways program provides a comprehensive set of academic, financial and social supports to youth. The results of this unique program have been ground-breaking, reducing high school drop-out rates by over 70 per cent, and increasing the rate at which youth go on to college or university by as much as 300 per cent. Founded in 2001, Pathways operates in eleven communities across Canada with programs in Ontario, Quebec, Nova Scotia (Spryfield) and Manitoba.

With this in mind, the Pathways Eligibility Project Team was formed to determine if Dartmouth North, in whole or in part, meets the eligibility requirements to apply for the Pathways to Education program.

Dartmouth North for the purposes of this report is defined to be the same as the Dartmouth North provincial electoral district. In 2006, the total population was 19,000. Similar to other areas, the population is aging. The youth, under 20 years of age, are declining at a much greater rate than that experienced for HRM. Average household income of \$50,468 in 2005, was 76% of the HRM average. Family structure has changed dramatically over the last 15 years. People living alone represent 43% of households while married couples have dropped to 31% of households.

In 2006, almost 53% of people aged 15 to 24, living in Dartmouth North, were not attending school compared to 31% for HRM. The percentage point difference between Dartmouth North and Halifax has increased from 15 points in 1991 to 21 points in 2006.

In Dartmouth North, in 2006, just over 52% of the population 15 years and older had a post-secondary certificate, diploma or degree which is well below the Halifax rate of 62%. Twenty-two percent of those living in Dartmouth North had not

received a High School Certificate or equivalent compared to 15% for Halifax. Neighbourhoods within Dartmouth North show a wide variation in these numbers from a low of 4% to a high of 47%.

A number of education indicators show that students from Dartmouth North are not achieving at the same level as other students in HRM. Graduation rates are lower, senior high school withdrawal rates are higher and the number of students dropping out, or at risk of dropping out, are at levels that cause concern.

Students in schools in Dartmouth North are achieving at lower levels than most of HRM. Based on the information received to date it appears that a large part of Dartmouth North meets the basic eligibility requirement of a 40% dropout rate for the Pathways program.

Previous studies on education indicators found that one factor stood out from all others in achieving success in school:

Someone, somewhere expected them to do better and they did.

This expectation of success could apply to an individual student, a class or a whole school. The expectation could be from a parent, friend, minister, teacher, principal or benefactor. Success is achieved in spite of such things as socio-economic background, health, and resources.

Educators, parents and community members working together will be critical to improving the education experience of children in Dartmouth North. Keeping them in school and encouraging each student to reach, perhaps surpass, their own expectations will allow them to be healthy, well-educated and successful Nova Scotians.

The Dartmouth North Association wants the children of Dartmouth North to achieve assessment scores at the levels of the rest of HRM, to lower the dropout rate from High School, and encourage students to pursue post-secondary education. We want all children in our community to have a positive educational experience and achieve success.

1. INTRODUCTION

"teachers are all working hard to keep our children in school"

The Dartmouth North Association (DNA) was established in February, 2011 with the purpose of coming together to celebrate and affect change to build a stronger, healthier community. The DNA consists of community members with a keen interest in making our community better. By identifying what is working in our community, bringing folks together to learn more about services and successes in our community, and then taking action to change things for the better, we believe Dartmouth North will become a community filled with pride and strong connections.

Education was identified by the DNA as an area for action; to learn more about our community and the current education experiences within Dartmouth North, and to expand and improve upon the education of our children, for today and into the future. The Department of Education, the Halifax Regional School Board and individual teachers are all working hard to keep our children in school. In spite of their best efforts, it seems that the young people of Dartmouth North are achieving at lower levels and are dropping out of school at greater rates than most other parts of Halifax.

With this in mind, the Pathways Eligibility Project Team was formed to determine if Dartmouth North, in whole or in part, meets the eligibility requirements to apply for the Pathways to Education program. Through the United Way's Action for Neighbourhood Change (Action) initiative, a Knowledge Grant was secured to conduct the research needed for this project.

This grant has been used to contract Dennis Pilkey, under D.W. Pilkey Consulting, to lead and conduct the research efforts for this project. Mr. Pilkey's experience includes working closely with the United Way of Halifax Region developing a series of statistical reports and profiles in support of several Action initiatives. In addition, he worked in the provincial government to provide leadership in the development of major education and government statistical systems. The grant also provides for the costs incurred by the team as well as sharing and communicating the results with the community.

The Knowledge Grant allows relevant statistical data to be compiled, analyzed and reported with the following focus:

- to support an application for Pathways and,
- to educate our community on current school achievement levels occurring within Dartmouth North and,
- to identify other factors that may be impacting the success of our children in school.

2. PATHWAYS TO EDUCATION

2.1. What is it?

Every year, too many Canadian students make the life-altering decision to drop out of high school. In some of the country's most vulnerable neighbourhoods, more than 50 per cent of students do not graduate high school, taking a dramatic toll on our communities, our health and justice systems, and our economy.

Pathways to Education is helping youth in low-income communities graduate from high school and successfully transition into post-secondary education. Pathways addresses systemic barriers to education by providing leadership, expertise and a community-based program proven to lower dropout rates.

The Pathways program provides a comprehensive set of academic, financial and social supports. The results of this unique program have been ground-breaking, reducing high school dropout rates by over 70 per cent, and increasing the rate at which youth go on to college or university by as much as 300 per cent.

Founded in 2001, Pathways operates in eleven communities across Canada with programs in Ontario, Quebec, Nova Scotia and Manitoba.

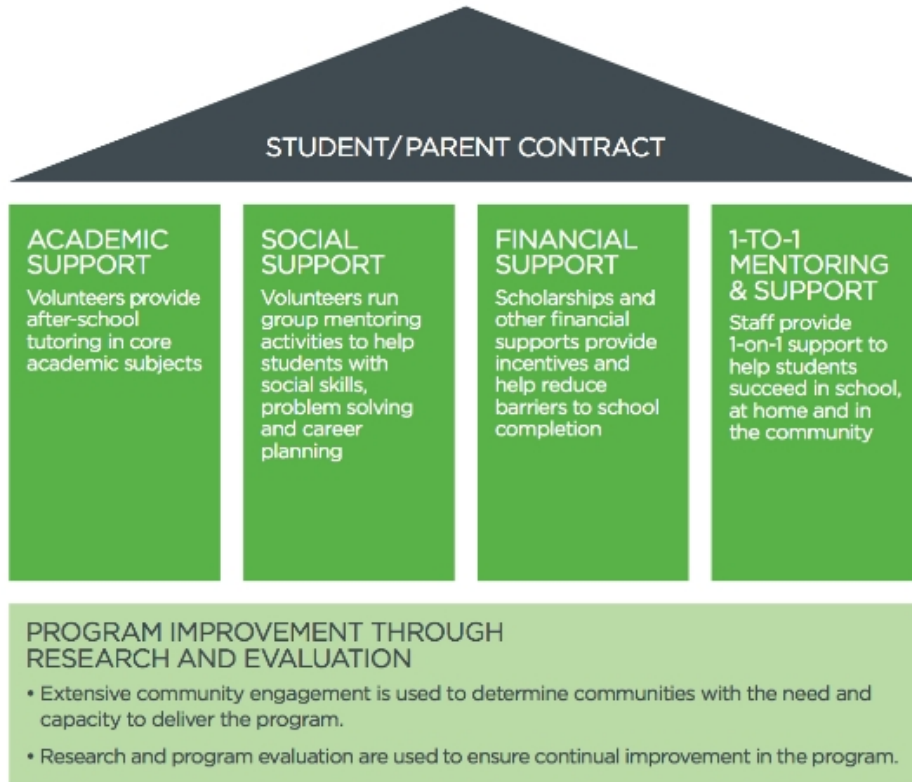
"reducing high school drop-out rates by over 70 per cent"

2.2. The Pathways Model

Pathways' innovative, community-based program has been helping youth in low-income communities stay in school and graduate to post-secondary for more than ten years. Working in partnership with governments, social welfare agencies, and hundreds of diverse volunteers who share their talent and wisdom, Pathways is helping to break the cycle of poverty and enable strategic, long-term social change.

Pathways works alongside the school system, providing after-school tutoring, mentoring and financial assistance to address the barriers that can stand in the way of education. Each student benefits from a personal relationship with their Student Parent Support Worker – part counsellor, advocate, confidante, social worker, and mediator – who motivates and guides students and their families, brings insight that can't be found on report cards, and holds students accountable to the contract they sign in order to participate in the program.

Embedded within trusted local organizations, and dedicated to equality, inclusion and accessibility, the program is available to all students of high school age within the communities Pathways serves. With average sign-up rates of 85 per cent, Pathways is a collective movement of the community for education.



2.3. Why is it important to Dartmouth North?

Dartmouth North is a diverse community that has many strengths as well as major challenges. The situation is exacerbated by perceptions of Dartmouth North as a troubled community with high crime rates. The reality is that the majority of people are trying to do their best to improve their community.

If we are eligible, the Pathways program will provide both a key approach and assistance in engaging the community in actively supporting the education of the children of Dartmouth North. By building on the successful Pathways experience and support in the early years of school, children are encouraged to continue their education through high school and learn the value of post-secondary education. The Dartmouth North Association (DNA) recognizes the importance of this investment in our youth as one way to build a stronger, healthier community.

"recognizes the importance of this investment in our youth"

3. RESEARCH APPROACH

The Dartmouth North Association began its research by meeting in May and June, 2011 with local representatives of the Pathways to Education program. Pathways Spryfield was in its first full year of operation and showing positive results towards changing the education outcomes in their community. DNA learned about the structure of the Pathways program and gained an understanding of the requirements for their possible inclusion in this community-based program.

By sharing their own experiences with us, members of this community, parents and caregivers of school age children and those involved in School Advisory Councils (SACs) provided valuable insight into the opportunities, challenges and barriers to parent and community involvement in education at the individual school level.

The “Pathways Eligibility Project” was established to determine if Dartmouth North was eligible to apply for the Pathways program. The ability to carry out this work, as stated above, was supported by a United Way Knowledge Grant.

Meetings were held with the principal of Dartmouth High School and representatives of the Halifax Regional School Board administration to determine what data might be available to inform our project. Board staff were helpful in providing the needed data in a timely manner and responding quickly to additional data requests.

Selected statistical summary reports were requested from the Nova Scotia Department of Education. The information from these requests assisted in providing a detailed picture of education outcomes for Dartmouth North. The Minister's Report to Parents and Guardians about the school assessment program and results complemented this data and was accessed from the Department's web site.

Socio-economic data based on Statistics Canada's Census of Population was taken from the Nova Scotia Community Counts web-based statistical system.

Compilation of statistical information about Dartmouth North as well as education outcomes occurring at individual schools and at the community level began in the Fall of 2011 and is ongoing. This report provides an in-depth overview of education outcomes within a socio-economic perspective of Dartmouth North.

See Appendix B - Data Sources for a detailed list of data and information used.

4. DARTMOUTH NORTH¹ PERSPECTIVE

See Appendix D - Demographic Data for more details of the information presented in this section.

4.1. Population

In the 2006 Census of Population, Dartmouth North's population was shown as 19,024 which was a decrease of 11% from the 1991 population of 21,367. The closure of Shannon Park and related military operations in Dartmouth was a major contributor to this decline. This compares to an increase in population of almost 13% for Halifax over the same period. On February 8, 2012 Statistics Canada released population and dwelling counts for the 2011 Census of Population. The increase in population for Halifax from 2006 to 2011 is another 4.7%. Dartmouth North's population is estimated to be 19,300 which is an increase of 1.6% since 2006.

The population changes of various age groups are dramatic. In Dartmouth North the population under the age of 35 has declined by slightly over 35% since 1991 compared to Halifax with an 11% decline. For the 35 to 64 age groups it has increased by 25% compared to Halifax which is up 43%. There are 85% more people over the age of 75 in Dartmouth North compared to Halifax's increase of 60% in this age group.

4.2. Households

In 2006, there were 9,563 households in Dartmouth North. This is an increase of 6% since 1991 which compares to the overall HRM increase of 27%. The average number of persons per household has declined from 2.1 in 1991 to 2.0 in 2006. HRM continues to have more people per household at 2.4. Dartmouth North has relatively more people living alone.

Average Household Income was \$50,468 in 2005 which is 42% higher than 1995. Even though HRM's household income increased at a slightly lower rate of 39%, Dartmouth North's average household income is only 76% of the

"Dartmouth North's average household income is only 76% of the overall HRM average"

¹ DNA has chosen the current Provincial Electoral Boundary for Dartmouth North as their area of interest. This area is very similar to HRM District 9. However, it seems that the revised municipal boundaries will divide Dartmouth North as a community. Most of the statistics used in this section of the report have been taken from Nova Scotia Community Counts web site. The data is modelled from Statistics Canada's Census of Population data. Data for smaller geographic areas are directly from the Statistics Canada Census.

overall HRM average household income. Forty percent of Dartmouth North households earned less than \$30,000 in 2005 compared to HRM at 26%.

4.3. Family Structure²

The formal structure of families has shown dramatic changes over the last few decades. In 1991, 59% of HRMs households were married couples and 23% lived alone. Common-law couples (7.3%), lone male parents (1.5%) and lone female parents (9.2%) comprised the balance of households. This was substantially changed in 2006 with married couples dropping to 42% and the number of persons living alone tripled and are now 40% of total households. The number of common-law couples has almost doubled and now make up 8.6% of family units. The number of lone female parents (8.3%) grew at a slower rate than the number of lone male parents (1.7%) but are still at a ratio of five to one for this family arrangement. Lone female parents also tend to be at a far greater economic disadvantage than lone male parents.

The family dynamics for Dartmouth North are quite different than for HRM. Married couples have declined from 47% of households in 1991 to 31% in 2006. People living alone now comprise 43% of households. The number of lone female parents has risen from slightly less than 12% to over 13% of households, while lone male parent families have dropped from 1.8% to 1.5%. The ratio of the number of lone female parents to the number of lone male parents is almost nine to one.

4.4. Mobility Status

People who have lived in their community longer are more likely to feel connected to it and have formed more relationships with their neighbours. The Census, as a snapshot, is a measure of those living in an area as of the Census. It can report those who have moved into, or moved within, the area, but does not measure those who have moved out. Communities with a higher percentage of non-movers are more likely to have a higher level of social capital³ than those with a more mobile population.

² The percentages presented here are different than Statistics Canada's treatment of this data. They usually present these numbers with persons living alone considered separately from "Census Families". For comparative purposes, people living alone are considered part of a family consisting of one person. While this may be an arguable use of words, it does present a better overall perspective of community population dynamics.

³ Social capital is a concept that recognizes the importance of people-to-people relationships in a community. Social support networks can help with many elements of maintaining a sense of control in life as well as dealing with hardships.

"family dynamics for Dartmouth North are quite different than for HRM"

In 1991, Dartmouth North had a highly mobile population with only 37% of its population not moving in the previous five years. One third of the residents had moved from within the area or from other parts of HRM. Fourteen percent came from other parts of Nova Scotia while 13% came from elsewhere in Canada and 1% from outside of Canada. In 2006, 51% of residents had not moved in the previous five years. This higher number would be partly because of the population being less mobile, as well as a much slower pace of development compared to the time when Highfield Park and Lancaster were built. The existence, closure and related changes of Shannon Park, a military residence community, would have contributed to the dynamics of this measure.

4.5. Education

Attendance at School

"53% of people aged 15 to 24, living in Dartmouth North, were not attending school"

Attendance at school was collected in the 2006 Census, but was not included as part of the standard profile release. Recently, Statistics Canada has provided free online access to standard 2001, 2006 and 2011 Census products. This includes information to the Census Tract level but not for the smaller Dissemination Areas. As a result the Census Tract information was used to estimate Dartmouth North Attendance at School for 2006. In addition, Statistics Canada changed the education questions in 2006, making the information not truly comparable to prior years. For the age group, 15 to 24, it is believed that the reported data is more accurate for this question than in prior years. In 2006, almost 53% of people aged 15 to 24, living in Dartmouth North, were not attending school. This compares with just over 31% for Halifax and 33% for Nova Scotia. The percentage point difference between Dartmouth North and Halifax has increased from 15 points in 1991 to 21 points in 2006. There are many reasons why people are not attending school. Many of these may have graduated and are now working. Those not attending would also include a disproportionate number of at risk individuals, e.g. lone parents (especially female, for this age group), unemployed, socially disadvantaged, economically challenged, various mental and physical challenges. Higher numbers of students of this age group not attending school are a strong indication of higher dropout rates.

Education Attainment

Education Attainment measures the highest level of education received by an individual. In Dartmouth North, in 2006, just over 52% of the population 15 years and older had a post-secondary certificate, diploma or degree. This is close to the Nova Scotia rate of 55%, but well below the Halifax rate of 62%.

Twenty-two percent of those living in Dartmouth North had not received a High School Certificate or equivalent compared to 15% for Halifax.

Looking at neighbourhoods within Dartmouth North shows a wide variation in these numbers. Dissemination Area⁴ (DA) data shows the percentage of people in the 15 to 64 age group with no high school certificate ranging from a low of 4% to a high of 47%. Nine of the DAs have more than 25% of this age group with no high school certificate.

4.6. Implications for Education

Socio-economic status has long been linked with success in education. Higher levels of education are strongly linked with improved socio-economic outcomes.

Dartmouth North is a mixed community with some areas being more challenged than others. However it is at the individual level that differences count the most. Lower levels of income increase the chance that a child will go to school hungry, or may be missing some of the key supplies and resources they need for school. Lower levels of education mean that parents may be less able to help, or even encourage, their children with their schooling. Further, lower levels of education may affect the willingness or even ability of parents to communicate effectively with the teachers and administrators of their schools.

A shrinking, aging population with major changes in the traditional family structure add to the threat of maintaining local schools with acceptable achievement results.

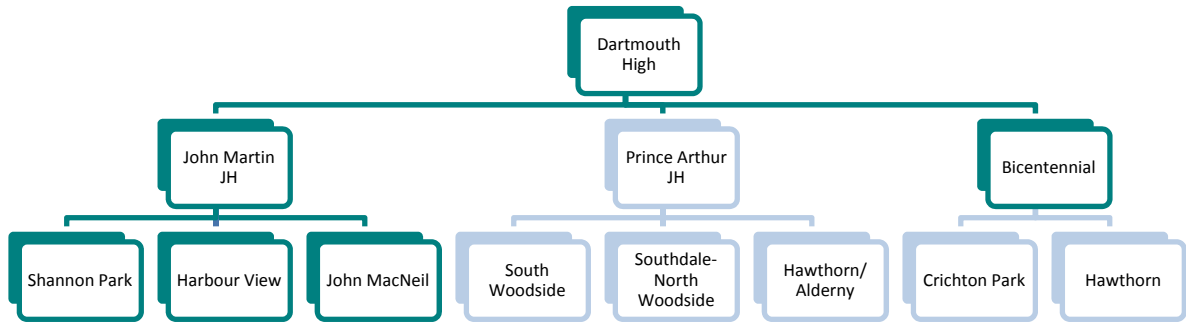
Research has clearly shown that socio-economic circumstances are not a barrier to doing well. They are too often used to excuse less than adequate performance. In the next section of this report, the education indicators show there are some real differences that need to be understood and fairly dealt with.

"Socio-economic status has long been linked with success in education."

⁴ Dissemination Area is the smallest geographical area at which Statistics Canada releases data. Dartmouth North has 34 Dissemination Areas within it. One of them is Shannon Park with no population. The other 33 range in size from 340 to almost 1200 people (2006 Census).

5. DARTMOUTH NORTH SCHOOLS

The Halifax Regional School Board has a system of families of schools. The Dartmouth Family is centred on Dartmouth High School.



The DNA is primarily interested in the students that are or have been part of the John Martin JH branch as shown above as well as those students from Dartmouth North that are attending Bicentennial Elementary and Junior High and Dartmouth High.

5.1. School Advisory Councils

As stated in the Education Act (see Appendix E), School Advisory Councils (SACs) have a voice in the development of school policies and they are expected to advise school staff on curriculum and programs, school practices, student discipline, fundraising, student support services and parent-school communication. SACs advise at the school level as well as at the school board level and are accountable to establish and recommend a school improvement plan, in consultation with school staff.

"increase understanding of the full challenges facing each school"

It is the experience of this project team and others in the community that School Advisory Councils do not fulfill their duties as detailed in the Education Act. While SAC meetings provide an opportunity for parents and other members of the community to meet with school staff, communication tends to be largely informational from school staff and not participative.

Barriers to communication need to be overcome and a good working relationship with senior school staff developed to increase understanding of the full challenges facing each school. Many parents are intimidated by the formality of encounters with teaching staff and special efforts need to be made to bridge this gap. Meaningful parental involvement must be encouraged.

Recognizing that SACs should not interfere with the day to day operation of a school, parents and community members need to work with education professionals in the critical role of demonstrating accountability and commitment to the community for the education of its children.

5.2. Recent Historical Enrolments

	Dartmouth High	John Martin JH	Harbour View	John MacNeil	Shannon Park	Bicentennial
2010-11	974	206	239	184	581	252
2009-10	1025	205	244	183	583	278
2006-07	1090	220	255	221	491	398

5.3. Achievement Test Results

The Evaluation Services Division of the Nova Scotia Department of Education is responsible for the Program of Learning Assessment for Nova Scotia (PLANS). PLANS includes an integrated series of international, national, and provincial assessments and examinations. The following table provides an overview:

Grade/Age	Assessment Type	Subject
Grade 3	Provincial Student Assessment	Literacy, Mathematics
Grade 4	International Assessment (PIRLS)	Reading
Grade 6	Provincial Student Assessment	Literacy, Mathematics
Grade 8	National Assessment (PCAP)	Mathematics, Reading, Science
Grade 8	Provincial Student Assessment	Mathematics (in development)
15-year-old students	International Assessment (PISA)	Mathematics, Reading, Science
Grade 9	Provincial Student Assessment	Literacy
Grade 12	Nova Scotia Examination	Mathematics, English language arts

Source: 2010 Minister's Report to Parents and Guardians

In addition, boards and schools also carry out student and school level assessments. For the purposes of this overview, the Provincial level assessments as shown in the Minister's annual reports are used.

"provides a context for community engagement and action"

Not all students in a grade being tested actually write the assessment or examination. They may be excluded for one of the following reasons:

- students may be on an individual program plan (IPP) which has different learning expectations
- student was exempted
- student was absent during assessment period.

See the following appendices for details of recent assessment results:

- Appendix C1 - Elementary Assessment Results
- Appendix C2 - Junior High Assessment Results
- Appendix C3 - Dartmouth High School
- Appendix C4 - Comparative Assessment Results

The Minister's Report includes a caution for the responsible use of the assessment results. The report says that the results should not be used alone to rank teachers, schools or boards. We agree with this statement. At the same time, comparing results with other schools and the overall board results, combined with several other education indicators discussed below, provides a context for community engagement and action.

Appendix C4 shows the percentage of total students enrolled who met expectations in addition to the officially published percentage of writers who met expectations. This additional information gives a larger perspective on all students in the grades assessed. The detailed results generally show the Dartmouth North schools performing below the board average. The province has expressed concerns about overall results, especially for mathematics, and the numbers for these schools are even lower. Appendix C includes a graphic presentation of the latest provincial assessment results demonstrating the starkness of the differences.

5.4. **Modal⁵ Age Comparison**

The vast majority of students in grade 1 are 6 years of age. In HRSB in 2010-11, over 99% of females and just under 98% of males were 6 or younger. Most students progress at one grade level each year and are registered as 17 years of age in Grade 12. For HRSB, 87% of females and 81% of males were 17 or younger in Grade 12. In Dartmouth High, 85% of females and 75% of males were 17 or younger. There are many factors contributing to students not

⁵ In statistics "mode" refers to the value occurring most often. The modal age for a given grade is the age that is most frequent for that grade.

progressing through the system one year each year. Social, economic, health and home influences can all have an impact. Some students drop out and return to complete school at a later age.

The large difference between males and females as well as the higher numbers for Dartmouth High should be an area of concern that needs to be addressed. In addition, students who are older than their peers are at higher risk of dropping out of school. Appendix C5 - Modal Age Review of Enrolment by Grade shows this data in much more detail for each of the schools. The figures shown for Dartmouth High, John Martin, Harbour View (males), and John MacNeil (changes) all need to be understood and any underlying issues fully explored.

5.5. Dropout Rates

"students who are older than their peers are at higher risk of dropping out of school"

For many years, schools have been reporting the number of students who were enrolled on September 30 and withdrew prior to the end of the school year.⁶ In the absence of a direct drop-out rate, this student withdrawal information has been used by some as a proxy drop-out indicator. In the mid 1990s, the Nova Scotia Department of Education started to develop the Provincial Student Module, with the ability to track students through the Nova Scotia public education system as one of the design principles. The system is being maintained and has the technical capability to calculate drop-out rates. This potential is being pursued. The temptation to use the non-graduation rates, described in the next section, as a proxy drop-out indicator must also be resisted. They are only part of the concern and seriously underestimate the actual number and rate of drop-outs. In the meantime, the student withdrawal rates provide some degree of insight into the issue of drop-outs.

Appendix C6 - Student Withdrawals by Selected School shows the senior high pupil withdrawals for Grades 10 to 12 for HRSB and Dartmouth High. Prince Andrew High and Flexible Learning and Education Centres are included for comparative purposes. 2010-11 data is not yet available.

At an overall student withdrawal rate of 12.5% in 2009-2010, Dartmouth High's loss of students is almost double that of Prince Andrew and more than two and a half times the rate of HRSB as a whole. At the individual grade level and over the five years shown, DHS rates are consistently two to more than three times that of the HRSB rates and significantly higher than Prince Andrew. Anecdotal reports suggest that Dartmouth High has a tendency to refer their

⁶ These numbers do not include students who complete a year but do not return the following year.

lower performing students to the Flexible Learning and Education Centres (FLECs). While this is to be commended it causes additional concerns about the real drop-out rate for Dartmouth North students. The student withdrawal rates for FLECs have ranged from 20% to 27% over the last five years.

HRSB provided detailed data on DHS students for each of grades 10 to 12 with their withdrawal status comparable to that of the data they provided for graduates. It has been used to allocate the withdrawals to each of the DAs in Dartmouth. In 2008-09, just over 12% of Dartmouth North Students withdrew from DHS compared to 9% of other DHS students. In 2009-10, Dartmouth North students withdrew at a rate of almost 16% compared to 10% for other DHS students. The corresponding HRSB rates were close to 5% for both years.

The Department of Education is exploring the potential of providing the project consultant with information to determine the drop-out rate for all students attending John Martin and Bicentennial junior high schools over a period of several years. This information may soon be available.

"Dartmouth North Students attending DHS had a graduation rate of 69.6%"

5.6. Graduation Rates

The Halifax Regional School Board (HRSB) provided the project consultant with detailed records of Dartmouth High School (DHS) Grade 12 students who were eligible to graduate for each of 2008-09, 2009-10 and 2010-11 school years. The records were summarized and showed the number of students that graduated and the number that did not graduate by postal code. The postal codes were then linked to Statistics Canada's 2006 Dissemination Areas to determine the graduation rate for each area. The overall graduation rates for Dartmouth High are shown in the following table:

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Students Eligible to Graduate	368		316		331	
Graduated	321	87.2	252	79.7	251	75.8
Did not Graduate	47	12.8	64	20.3	80	24.2

The graduation rate has dropped from 87.2% in 2008-09 to 75.8% in 2010-11. This is quite a drop and the reasons for it should be explored. The 2010-11 graduation rates were explored in more detail. The Dartmouth North Students attending DHS had a graduation rate of 69.6% compared to 86.7% for DHS students not from Dartmouth North. When all three years were combined, the Dartmouth North students had a three year average graduation rate of 76.8% compared to 84.1% for DHS students not from Dartmouth North.

6. EDUCATION IN CONTEXT

6.1. Nova Scotia Department of Education

In February, 2012 the Nova Scotia Department of Education released its latest education strategy: *Kids and Learning First - A Plan to Help Every Student Succeed*. The plan is based on the recommendations of an external education expert as well as input from students, parents, teachers, school boards and other community members. In spite of spending more on education with declining enrolments, student test results are generally below the national average. The Plan recognizes the need to do things differently. The provincial "vision is for every student in every classroom to become well-educated, confident, responsible adults—with the skills they need to create and work in good jobs, ready to build a life for families of their own. "

"vision is for every student in every classroom to become well-educated, confident, responsible adults"

Kids and Learning First presents four goals:

- Put students first
- Support effective teaching in every classroom
- Prepare young people for good jobs, citizenship
- Strengthen links between schools, parents, and the community

The province outlines a wide range of objectives and actions in this plan and includes a three year timetable which is included in Appendix G.

Among their concerns is the increase in Individual Program Plans (IPPs) as well as the need to inform and engage parents in a more meaningful way with more supports. These concerns are shared by the parents of Dartmouth North.

6.2. Halifax Regional School Board

The vision of Halifax Regional School Board (HRSB) is "By 2013, every school in the Halifax Regional School Board will demonstrate improvement in student learning. Every student can learn. Every school will improve." The 2011 Superintendent's Annual Report focuses on student achievement test results. It notes the challenge of reduced budgets while trying to improve overall student achievement. The Superintendent states " This year I am proud to report some significant increases in the number of students who are meeting expectations in math and literacy (reading and writing). I also have concerns about some results that point to decreases in student achievement." For the year ahead, two key strategies for HRSB are outlined:

- We will respond quickly and effectively to students' needs.
- We will continue to invest in teacher learning.

While these two strategies parallel the province's first two goals above, the supporting information and actions are generalized and do not have the depth of detail in the provincial plan. The board is striving to make better use of current resources.

6.3. Dartmouth Learning Network⁷

Based on information provided by the Dartmouth Learning Network, it is known that:

"Of the children who do not develop good literacy skills by the end of Grade 2, 70% will not complete high school"

- Parents who struggle with literacy and numeracy are
 - less likely to be able to help their children to be ready for school and to develop the skills they will need for their own success
 - more likely to have had bad experiences during their own school years, and may shy away from their child's school.
- Children who develop basic abilities in terms of school readiness will develop strong literacy, numeracy and problem solving skills
- When reading is an everyday part of a family's life, children are more likely to develop and maintain a strong interest in reading.
- Of the children who do not develop good literacy skills by the end of Grade 2, 70% will not complete high school.

See Appendix F - Dartmouth Learning Network for additional information provided at a workshop for DNA members.

⁷ The Dartmouth Learning Network (DLN) is a non-profit organization that addresses adult learning for life by providing one-to-one tutoring and small group facilitation for adults who want help with basic reading, writing, spelling, math, pre-GED preparation and/or computer skills.

7. OBSERVATIONS

Students in schools in Dartmouth North are achieving at lower levels than most of HRM. Based on the information received to date it appears that a large part of Dartmouth North meets the basic eligibility requirement of a 40% dropout rate for the Pathways program. Achievement results for Elementary and Junior High schools in Dartmouth North are generally below levels of other schools and clearly below those of overall HRSB results. Both school board and provincial officials are concerned about the published board and provincial level results.

Students at risk of dropping out are at levels that cause concern.

There are higher relative withdrawal rates and decreasing graduation rates for Dartmouth High. Gender differences, school to school differences and changes over time all need to be better understood. For example, it is known that older students in a class are more likely to drop out. What are the implications for graduating when students progress based on age rather than on meeting basic literacy requirements? What effect do Individual Program Plans (IPPs) have on the long term success of students?

A number of education indicators show that students from Dartmouth North are not achieving at the same level as other students in HRM. Graduation rates are lower, senior high school withdrawal rates are higher and the number of students dropping out, or at risk of dropping out, are at levels that cause concern.

Based on studies of education indicators⁸, there was one factor that stood out from all others in achieving success in school:

Someone, somewhere expected them to do better and they did.

This expectation of success could apply to an individual student, a class or a whole school. The expectation could be from a parent, friend, minister, teacher, principal or benefactor. Success is achieved in spite of such things as socio-economic background, health, and resources.

For several years, the Department of Health and Wellness has used socio-economic status (SES) information to allocate funding for new programs based on need. This approach, supported by population health research, has been well accepted by the health community. It uses evidence to direct funds to where

⁸ This was an observation of the project consultant and not necessarily directly supported by a formal study or series of studies.

they will be most helpful. Expansion of this approach for health and wellness funding is being considered. Level of education is one of the indicators used in this approach.

According to the SES Backgrounder report taken from the Nova Scotia Community Counts web site, "In the education field, the Annapolis Valley School Board used SES measures to analyze the living conditions of its student population and to target extra resources to schools in higher risk communities (where SES indicators are relatively low). Other school boards have also used SES in conjunction with the Early Development Index (EDI) to focus resources where they may be needed."

Exploring the allocation of resources to each school was considered beyond the scope of this current project. It may be worth reviewing this aspect of school life to determine if there is either a resource deficit relative to the challenges, or more importantly if there are resource opportunities.

As noted in the Department of Education plan, it is time to do things differently. Rather than try to explain away what the education indicators are suggesting, we need to understand them. Simply improving is not good enough, we must close the gap and expect success.

Educators, parents and community members working together is a critical approach to ensure that our children prosper and remain in our schools. Keeping them in school and encouraging each student to reach, and perhaps surpass, their own expectations will allow them to be healthy, well-educated and successful Nova Scotians.

The Dartmouth North Association wants the children of Dartmouth North to achieve assessment scores at the levels of the rest of HRM, to lower the dropout rate from High School, and encourage students to pursue post-secondary education. We want all children in our community to have a positive educational experience and achieve success.

A better future for our children!

8. APPENDIX A - MEMBERS OF DARTMOUTH NORTH ASSOCIATION

Dartmouth North Association Members

Roseanna Cleveland

Sylvia Anthony

Doris Buffett-MacDonald

Lyssa Peters

Charlene Duguay

Allana Loh

Amy Russell

Gavin McCombie

Darren Hirtle – Community Developer, HRM

Linda Rowe – United Way, Action for Neighbourhood Change

Pathways Eligibility Project Team

Allana Loh

Roseanna Cleveland

Lyssa Peters

Charlene Duguay

Amy Russell

9. APPENDIX B - DATA SOURCES

Statistics Canada

- Census of Population 1991 to 2006 Dissemination Area level
- Geography - Road network file, Dissemination area outlines

Nova Scotia Community Counts

- Dartmouth North Provincial Electoral District and Halifax level data modelled from Statistics Canada Census data

Nova Scotia Department of Education

- Enrolments by age, grade and gender for each school
- Student withdrawal data by school for junior and senior high
- Achievement test results from Minister's Report to Parents and Guardians
- Kids & Learning First – A plan to help every student succeed
- Education Act of Nova Scotia

Halifax Regional School Board

- Graduation data for Dartmouth High School 2008-09 to 2010-11
- Student Withdrawal data for Dartmouth High School 2008-09 and 2009-10
- School Annual Reports for Dartmouth High Family of Schools serving Dartmouth North 2008-09 to 2010-11
- Superintendent's Annual Report to the Community for 2011

10. APPENDIX C - EDUCATION DATA

Appendix C1 - Elementary Assessment Results

Appendix C2 - Junior High Assessment Results

Appendix C3 - Dartmouth High School

Appendix C4 - Comparative Assessment Results

Appendix C5 - Modal Age Review 2006-07, 2009-10, 2010-11

Appendix C6 - Student Withdrawals by Selected School

Elementary Assessment Results

	Shannon Park Elementary						John MacNeil Elementary							
	Baseline	2008-09		2009-10		2010-11		Baseline	2008-09		2009-10		2010-11	
		School	Board	School	Board	School	Board		School	Board	School	Board	School	Board
Literacy Assessments														
Grade 2 Board														
English Reading Accurately	14%	14%	74%	50%	76%	56%	71%	57%	57%	74%	76%	76%	53%	71%
English Reading Fluently	14%	14%	67%	46%	69%	31%	62%	54%	54%	67%	65%	69%	57%	62%
Fl Reading Accurately	40%	40%	46%	51%	56%	33%	46%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fl Reading Fluently	40%	40%	46%	40%	52%	46%	53%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 3 Provincial														
Reading	61%	61%	81%	31%	75%	42%	80%	53%	53%	81%	52%	75%	69%	80%
Writing (Information/Non-Fiction)	61%	61%	82%	85%	86%	54%	84%	62%	62%	82%	76%	86%	81%	84%
Writing (Narrative/Fiction)	61%	61%	82%	54%	77%	31%	75%	62%	62%	82%	60%	77%	75%	75%
Grade 5 Board														
Fl Writing-Ideas	74%	n/a	n/a	74%	77%	67%	68%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fl Writing-Organization/Correctness	60%	n/a	n/a	60%	64%	39%	55%	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Reading	64%	64%	81%	57%	82%	79%	85%	79%	79%	81%	90%	82%	86%	85%
Writing-Ideas	29%	n/a	n/a	29%	64%	38%	63%	88%	n/a	n/a	88%	64%	57%	63%
Writing-Organization/Correctness	36%	n/a	n/a	36%	60%	29%	58%	75%	n/a	n/a	75%	60%	38%	58%
Grade 6 Provincial														
Reading	95%	95%	88%	91%	87%	94%	86%	67%	67%	88%	86%	87%	73%	86%
Writing	93%	93%	94%	100%	92%	96%	90%	92%	92%	94%	81%	92%	80%	90%
Math Assessments														
Grade 2 Board														
Mathematics Concepts	99%	99%	95%	95%	97%	95%	97%	93%	93%	95%	100%	97%	100%	97%
Grade 3 Provincial														
Mathematics Concepts	75%	75%	71%	72%	70%	71%	73%	36%	36%	71%	48%	70%	48%	73%
Grade 5 Board														
Communicating Math Thinking	47%	n/a	n/a	47%	51%	48%	58%	70%	n/a	n/a	70%	51%	48%	58%
Mathematics Concepts	81%	81%	84%	79%	83%	79%	85%	84%	84%	84%	91%	83%	75%	85%
Problem Solving	47%	n/a	n/a	47%	53%	49%	59%	60%	n/a	n/a	60%	53%	48%	59%
Grade 6 Provincial														
Mathematics Concepts	61%	n/a	n/a	61%	64%	60%	62%	35%	n/a	n/a	35%	64%	68%	62%

Elementary Assessment Results

	Harbour View Elementary							Bicentennial School P-9						
	Baseline	2008-09		2009-10		2010-11		Baseline	2008-09		2009-10		2010-11	
		School	Board	School	Board	School	Board		School	Board	School	Board	School	Board
Literacy Assessments														
Grade 2 Board														
English Reading Accurately	60%	60%	74%	39%	76%	67%	71%	55%	55%	74%	n/a	n/a	43%	71%
English Reading Fluently	55%	55%	67%	32%	69%	52%	62%	45%	45%	67%	n/a	n/a	38%	62%
Fl Reading Accurately	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fl Reading Fluently	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 3 Provincial														
Reading	83%	83%	81%	71%	75%	67%	80%	55%	55%	81%	40%	75%	75%	80%
Writing (Information/Non-Fiction)	87%	87%	82%	86%	86%	71%	84%	64%	64%	82%	80%	86%	62%	84%
Writing (Narrative/Fiction)	87%	87%	82%	76%	77%	46%	75%	73%	73%	82%	80%	77%	62%	75%
Grade 5 Board														
Fl Writing-Ideas	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Fl Writing-Organization/Correctness	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Reading	74%	74%	81%	95%	82%	89%	85%	38%	38%	81%	90%	82%	82%	85%
Writing-Ideas	50%	n/a	n/a	50%	64%	36%	63%	82%	n/a	n/a	82%	64%	50%	63%
Writing-Organization/Correctness	41%	n/a	n/a	41%	60%	42%	58%	45%	n/a	n/a	45%	60%	30%	58%
Grade 6 Provincial														
Reading	48%	48%	88%	70%	87%	75%	86%	86%	86%	88%	12%	87%	75%	86%
Writing	71%	71%	94%	87%	92%	90%	90%	100%	100%	94%	75%	92%	92%	90%
Math Assessments														
Grade 2 Board														
Mathematics Concepts	95%	95%	95%	93%	97%	94%	97%	55%	55%	95%	n/a	n/a	94%	97%
Grade 3 Provincial														
Mathematics Concepts	53%	53%	71%	52%	70%	60%	73%	46%	46%	71%	45%	70%	38%	73%
Grade 5 Board														
Communicating Math Thinking	37%	n/a	n/a	37%	51%	21%	58%	88%	n/a	n/a	88%	51%	50%	58%
Mathematics Concepts	83%	83%	84%	68%	83%	67%	85%	62%	62%	84%	67%	83%	75%	85%
Problem Solving	47%	n/a	n/a	47%	53%	21%	59%	75%	n/a	n/a	75%	53%	50%	59%
Grade 6 Provincial														
Mathematics Concepts	32%	n/a	n/a	32%	64%	40%	62%	14%	n/a	n/a	14%	64%	11%	62%

Junior High Assessment Results

	Bicentennial School P-9						
	Baseline	2008-09		2009-10		2010-11	
		School	Board	School	Board	School	Board
Literacy Assessments							
Grade 8 Board							
Reading	91%	91%	81%	94%	83%	95%	85%
Writing-Ideas	76%	n/a	n/a	76%	77%	84%	74%
Writing-Organization/Correctness	80%	n/a	n/a	80%	77%	85%	76%
Grade 9 Provincial							
Reading	95%	95%	84%	78%	81%	84%	79%
Writing	99%	99%	96%	92%	94%	89%	91%
Math Assessments							
Grade 8 Board							
Communicating Math Thinking	51%	n/a	n/a	51%	39%	52%	52%
Mathematics Concepts	74%	74%	72%	81%	73%	75%	75%
Problem Solving	51%	n/a	n/a	51%	41%	46%	53%

	John Martin Junior High						
	Baseline	2008-09		2009-10		2010-11	
		School	Board	School	Board	School	Board
Literacy Assessments							
Grade 8 Board							
Reading	61%	61%	81%	94%	83%	79%	85%
Writing-Ideas	74%	n/a	n/a	74%	77%	54%	74%
Writing-Organization/Correctness	77%	n/a	n/a	77%	77%	46%	76%
Grade 9 Provincial							
Reading	69%	69%	84%	62%	81%	68%	79%
Writing	90%	90%	96%	89%	94%	89%	91%
Math Assessments							
Grade 8 Board							
Communicating Math Thinking	38%	n/a	n/a	38%	39%	33%	52%
Mathematics Concepts	40%	40%	72%	59%	73%	61%	75%
Problem Solving	31%	n/a	n/a	31%	41%	30%	53%

Dartmouth High School

	Baseline	2008-09		2009-10		2010-11			
		School	Board	School	Board	School	Board		
Literacy Assessments									
Grade 12									
English Exam	94%	94%	45%	92%	91%	88%	92%		
English Course	98%	98%	83%	98%	96%	97%	97%		
English Communication Exam	82%	82%	88%	29%	74%	80%	88%		
English Communication Course	91%	91%	95%	57%	93%	90%	92%		
Math Assessments									
Grade 12									
Mathematics Exam	30%	30%	45%	49%	56%	27%	46%		
Mathematics Course	77%	77%	83%	90%	86%	83%	89%		
Advanced Mathematics Exam	63%	63%	62%	59%	78%	62%	64%		
Advanced Mathematics Course	100%	100%	93%	96%	96%	97%	93%		
Graduation Rates									
		2008-09		2009-10		2010-11			
		#	%	#	%	#	%		
Students Eligible to Graduate		368		316		331			
Graduated		321	87.2	252	79.7	251	75.8		
Did not Graduate		47	12.8	64	20.3	80	24.2		
Student Withdrawal Rates									
	2008-09			2009-10			2010-11		
	Sept 30 Enrolment	Withdrew	Withdrawal Rate	Sept 30 Enrolment	Withdrew	Withdrawal Rate	Sept 30 Enrolment	Withdrew	Withdrawal Rate
Grade 10	363	45	12.4%	349	32	9.2%	322	Not yet available	
Grade 11	346	44	12.7%	361	40	11.1%	322		
Grade 12	355	20	5.6%	307	55	17.9%	329		
Total	1064	109	10.2%	1017	127	12.5%	973		

Comparative Assessment Results

Academic Years: 2009-10 and 2010-11

Early Elementary Mathematical Literacy Assessment (June, 2010 - Grade 3)

	Number of Students			Met Expectations		
	Sept 30	In Minister's	Wrote	#	As % of	As % of
	Enrolment	Report			Writers	enrolled
Halifax Regional School Board	3517	3513	3308	2514	76	72
Harbour View	43	38	35	21	60	55
John MacNeil	27	26	23	11	48	42
Shannon Park	72	73	71	51	72	70
Bicentennial	10	10	8	3	38	30

Early Language Literacy Assessment (September, 2010 - Grade 3)

	Number of Students				Met Expectations											
	Sept 30	In Minister's	Wrote	#	Reading		Listening		Information Writing		Narrative Writing					
					As % of	As % of	As % of	As % of	As % of	As % of						
Enrolment	Report	Wrote	#	Writers	enrolled	#	Writers	enrolled	#	Writers	enrolled	#	Writers	enrolled		
Halifax Regional School Board	3409	2909	2789	2203	79	76	2315	83	80	2371	85	81	2120	76	73	
Harbour View	28	27	24	16	67	60	19	79	70	17	71	63	11	46	41	
John MacNeil	22	21	16	11	69	53	10	63	48	13	81	62	12	75	57	
Shannon Park	73	26	26	11	42	42	21	81	81	14	54	54	8	31	31	
Bicentennial	7	9	8	6	75	67	6	75	67	5	63	56	5	63	56	

French first language and French Immersion students are not included

Elementary Mathematical Literacy Assessment (May, 2010 - Grade 6)

	Number of Students			Met Expectations		
	Sept 30	In Minister's	Wrote	#	As % of	As % of
	Enrolment	Report			Writers	enrolled
Halifax Regional School Board	3783	3790	3454	2314	67	61
Harbour View	34	33	25	8	32	24
John MacNeil	28	29	23	8	35	28
Shannon Park	47	48	44	27	61	56
Bicentennial	10	9	7	1	14	11

Comparative Assessment Results
Academic Years: 2009-10 and 2010-11

Elementary Literacy Assessment (October, 2010 - Grade 6)

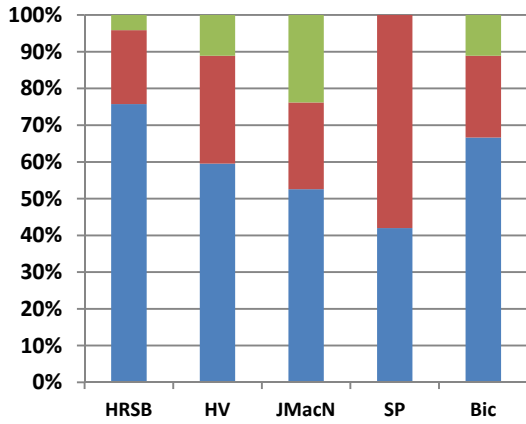
	Number of Students				Met Expectations					
	Sept 30 Enrolment	In Minister's Report	Wrote	#	Reading		#	Writing		
					As % of Writers	As % of enrolled		As % of Writers	As % of enrolled	
Halifax Regional School Board	3764	3739	3456	3041	88	81	3145	91	84	
Harbour View	30	30	20	15	75	50	18	90	60	
John MacNeil	19	19	15	11	73	58	12	80	63	
Shannon Park	66	64	54	51	94	79	52	96	81	
Bicentennial	14	14	12	9	75	64	11	92	79	

Junior High Literacy Assessment (February, 2010 - Grade 9)

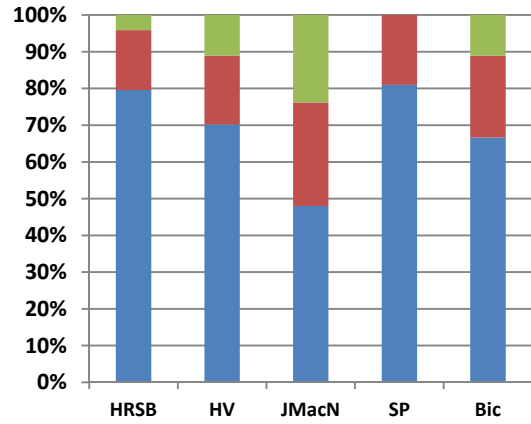
	Number of Students				Met Expectations					
	Sept 30 Enrolment	In Minister's Report	Wrote	#	Reading		#	Writing		
					As % of Writers	As % of enrolled		As % of Writers	As % of enrolled	
Halifax Regional School Board	4092	4074	3742	3143	84	77	3517	94	86	
John Martin Junior High	70	77	61	38	62	49	54	89	71	
Bicentennial	71	71	65	51	79	72	60	92	84	

Grade 3 Assessments

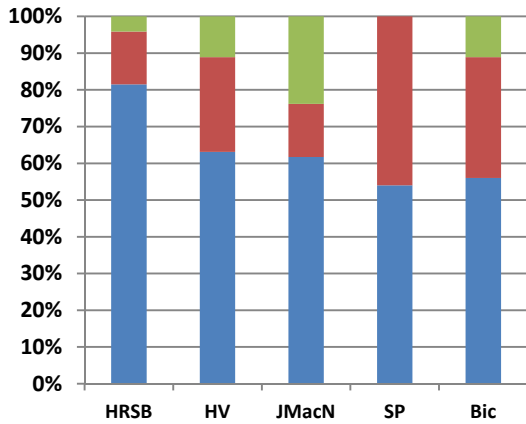
Reading



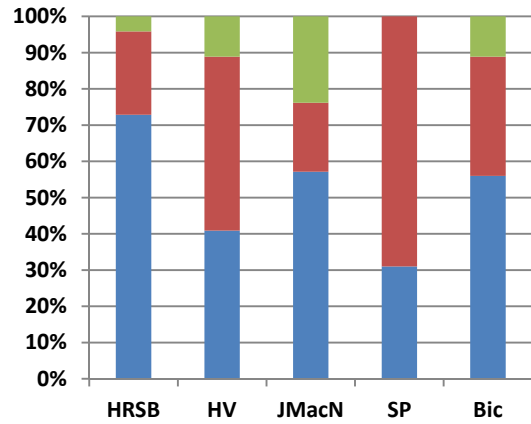
Listening



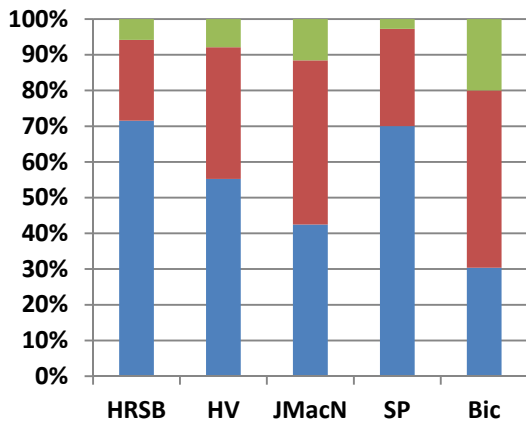
Information Writing



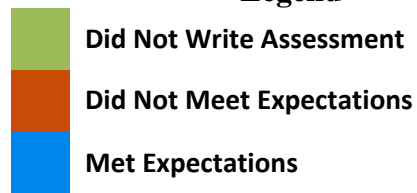
Narrative Writing



Mathematics

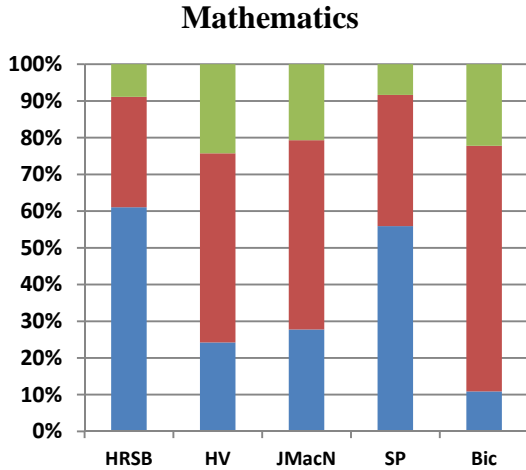
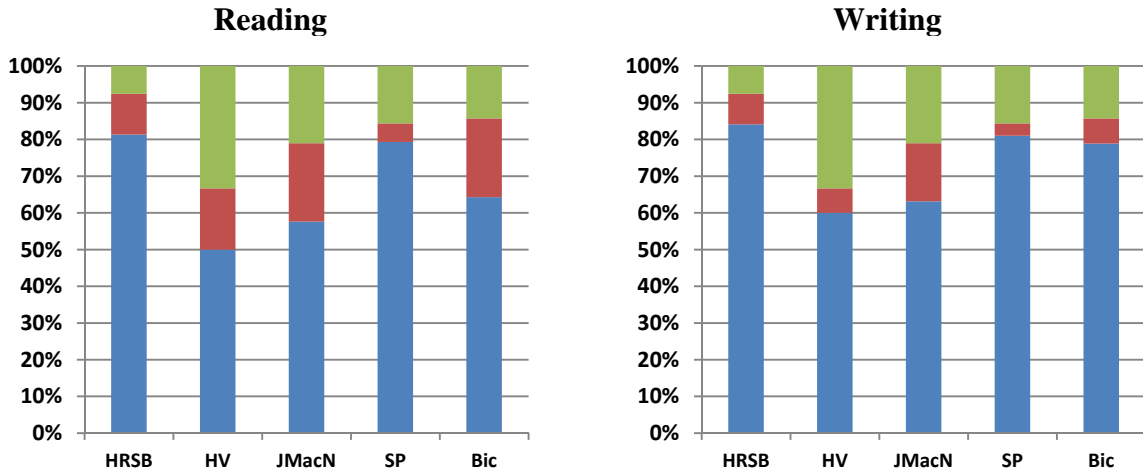


Legend

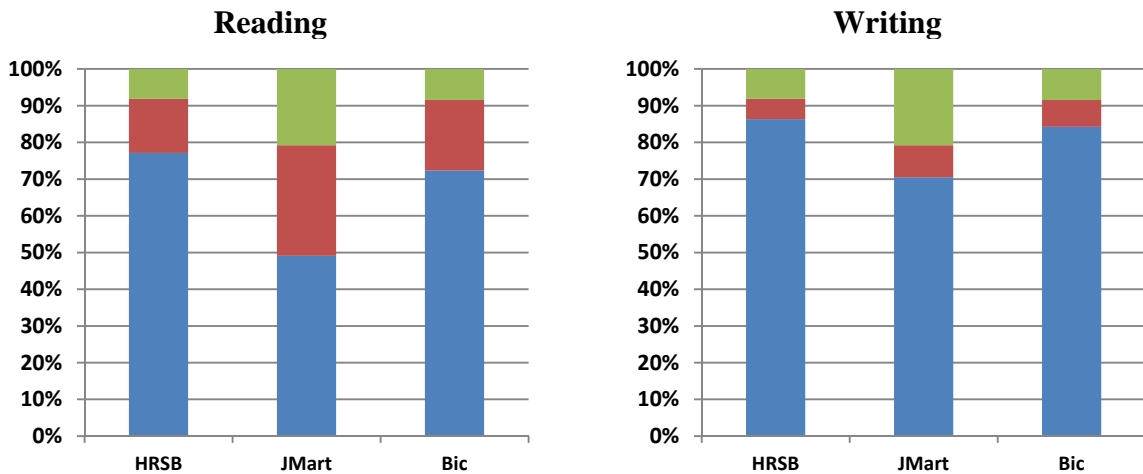


- HRSB Halifax Regional School Board
- HV Harbour View
- JMacN John MacNeil
- SP Shannon Park
- Bic Bicentennial

Grade 6 Assessments



Grade 9 Assessments



Modal Age Review of Enrolment by Grade (Grades 1 to 12 only)

2006-2007 2009-2010 2010-2011

Halifax Regional School Board

Grade	Modal Age	Total		% Older		Total		% Older		Total		% Older	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	1710	1767	2.0	3.5	1933	2144	0.6	1.8	1909	1771	0.6	2.2
2	7	1838	1843	2.4	4.0	1688	1722	1.4	2.8	1933	2130	0.7	1.9
3	8	1864	1891	3.5	5.0	1716	1801	1.9	3.3	1687	1722	1.6	2.6
4	9	1753	2002	3.5	5.3	1736	1827	2.3	4.2	1715	1829	1.9	3.2
5	10	1957	2033	3.0	5.9	1880	1880	2.7	4.4	1744	1835	2.1	4.3
6	11	2040	2015	2.9	6.7	1885	1898	3.9	5.6	1898	1866	2.7	4.1
7	12	1996	2146	3.8	7.0	1772	1977	4.2	5.5	1877	1883	4.4	6.4
8	13	2055	2170	5.5	10.0	1966	2073	3.5	6.9	1786	1975	4.4	5.8
9	14	2168	2271	6.2	11.8	2043	2049	4.5	8.8	1973	2093	4.3	7.2
10	15	2270	2404	8.7	15.8	2069	2277	8.2	10.2	2125	2128	6.7	11.0
11	16	2371	2583	12.4	18.8	2263	2367	12.3	18.3	2151	2344	11.7	14.2
12	17	2170	2278	15.0	22.3	2172	2304	13.1	19.8	2147	2211	13.1	18.7

Dartmouth High

Grade	Modal Age	Total		% Older		Total		% Older		Total		% Older	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
10	15	175	198	13.7	19.2	172	177	16.9	19.8	179	143	11.7	15.4
11	16	187	155	17.6	14.2	186	175	12.9	31.4	161	161	16.1	15.5
12	17	189	178	14.3	32.0	174	133	17.8	19.5	176	153	15.3	24.8

John Martin Junior High

Grade	Modal Age	Total		% Older		Total		% Older		Total		% Older	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
7	12	33	45	9.1	37.8	32	30	12.5	16.7	28	35	17.9	22.9
8	13	30	43	13.3	41.9	35	38	17.1	18.4	28	32	14.3	18.8
9	14	41	28	19.5	17.9	38	32	5.3	18.8	38	45	21.1	24.4

Bicentennial

Grade	Modal Age	Total		% Older		Total		% Older		Total		% Older	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	6	9	0.0	0.0	11	11	0.0	0.0	7	10	0.0	0.0
2	7	6	11	0.0	9.1	1	6	0.0	0.0	12	9	0.0	0.0
3	8	7	9	0.0	11.1	3	7	0.0	0.0	1	6	0.0	0.0
4	9	11	16	0.0	6.3	1	9	100.0	0.0	4	4	0.0	0.0
5	10	6	8	0.0	0.0	5	7	20.0	0.0	1	10	0.0	0.0
6	11	11	14	9.1	7.1	5	5	0.0	0.0	4	10	25.0	0.0
7	12	43	49	11.6	4.1	25	43	4.0	11.6	19	25	15.8	12.0
8	13	28	42	10.7	11.9	27	26	0.0	7.7	25	40	8.0	12.5
9	14	53	54	7.5	11.1	32	39	3.1	10.3	26	25	0.0	12.0

Modal Age Review of Enrolment by Grade (Grades 1 to 12 only)

2006-2007

2009-2010

2010-2011

Harbourview

Grade	Modal Age	Total		% Older		Total		% Older		Total		% Older	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	11	16	18.2	6.3	25	12	8.0	0.0	18	10	0.0	10.0
2	7	10	21	0.0	14.3	12	17	0.0	5.9	22	13	9.1	7.7
3	8	15	20	6.7	10.0	24	19	0.0	5.3	11	17	0.0	5.9
4	9	13	17	0.0	23.5	16	17	0.0	17.6	20	17	0.0	17.6
5	10	15	24	13.3	4.2	9	17	0.0	11.8	11	22	0.0	18.2
6	11	23	16	0.0	12.5	11	23	9.1	17.4	12	18	0.0	16.7

Shannon Park

Grade	Modal Age	Total		% Older		Total		% Older		Total		% Older	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	48	43	0.0	4.7	73	50	0.0	2.0	57	39	0.0	0.0
2	7	49	26	0.0	7.7	43	37	2.3	0.0	67	47	1.5	2.1
3	8	38	29	5.3	10.3	39	33	2.6	6.1	40	33	2.5	0.0
4	9	30	20	3.3	5.0	42	34	2.4	2.9	36	29	2.8	3.4
5	10	31	25	0.0	0.0	41	28	2.4	7.1	37	34	0.0	2.9
6	11	32	20	3.1	0.0	29	18	0.0	5.6	39	27	2.6	7.4

John MacNeil

Grade	Modal Age	Total		% Older		Total		% Older		Total		% Older	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	18	26	5.6	23.1	12	18	8.3	0.0	13	7	0.0	0.0
2	7	12	13	8.3	23.1	5	14	0.0	0.0	13	19	0.0	0.0
3	8	12	16	25.0	43.8	15	12	0.0	8.3	7	15	0.0	0.0
4	9	14	14	21.4	21.4	15	24	13.3	16.7	14	11	0.0	0.0
5	10	18	9	16.7	11.1	7	8	14.3	25.0	15	23	13.3	13.0
6	11	19	16	15.8	18.8	13	15	15.4	40.0	9	10	11.1	30.0

Modal age is the age of the majority of students in a grade

Source: NS Department of Education, Statistics and Data Management

2006-2007 Modal Age Review of Enrolment by Grade (Grades 1 to 12 only) Appendix C5

Halifax Regional School Board

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	3477	21	21	1654	1685	35	61	1710	1767	2.0	3.5
2	7	3681	57	33	1737	1736	44	74	1838	1843	2.4	4.0
3	8	3755	47	46	1752	1751	65	94	1864	1891	3.5	5.0
4	9	3755	61	57	1631	1838	61	107	1753	2002	3.5	5.3
5	10	3990	66	50	1832	1863	59	120	1957	2033	3.0	5.9
6	11	4055	93	60	1887	1819	60	136	2040	2015	2.9	6.7
7	12	4142	83	73	1838	1922	75	151	1996	2146	3.8	7.0
8	13	4225	94	61	1849	1891	112	218	2055	2170	5.5	10.0
9	14	4439	110	75	1924	1927	134	269	2168	2271	6.2	11.8
10	15	4674	96	90	1976	1934	198	380	2270	2404	8.7	15.8
11	16	4954	99	81	1979	2016	293	486	2371	2583	12.4	18.8
12	17	4448	92	86	1753	1683	325	509	2170	2278	15.0	22.3

Dartmouth High

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
10	15	373	4	4	147	156	24	38	175	198	13.7	19.2
11	16	342	9	2	145	131	33	22	187	155	17.6	14.2
12	17	367	5	1	157	120	27	57	189	178	14.3	32.0

John Martin Junior High

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
7	12	78	0	0	30	28	3	17	33	45	9.1	37.8
8	13	73	0	0	26	25	4	18	30	43	13.3	41.9
9	14	69	0	1	33	22	8	5	41	28	19.5	17.9

Bicentennial

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	15	0	0	6	9	0	0	6	9	0.0	0.0
2	7	17	0	0	6	10	0	1	6	11	0.0	9.1
3	8	16	0	1	7	7	0	1	7	9	0.0	11.1
4	9	27	0	1	11	14	0	1	11	16	0.0	6.3
5	10	14	0	0	6	8	0	0	6	8	0.0	0.0
6	11	25	0	0	10	13	1	1	11	14	9.1	7.1
7	12	92	2	1	36	46	5	2	43	49	11.6	4.1
8	13	70	1	1	24	36	3	5	28	42	10.7	11.9
9	14	107	2	0	47	48	4	6	53	54	7.5	11.1

2006-2007 Modal Age Review of Enrolment by Grade (Grades 1 to 12 only) Appendix C5

Harbourview

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	27	0	1	9	14	2	1	11	16	18.2	6.3
2	7	31	0	0	10	18	0	3	10	21	0.0	14.3
3	8	35	1	0	13	18	1	2	15	20	6.7	10.0
4	9	30	1	0	12	13	0	4	13	17	0.0	23.5
5	10	39	0	0	13	23	2	1	15	24	13.3	4.2
6	11	39	0	0	23	14	0	2	23	16	0.0	12.5

Shannon Park

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	91	3	0	45	41	0	2	48	43	0.0	4.7
2	7	75	2	0	47	24	0	2	49	26	0.0	7.7
3	8	67	0	2	36	24	2	3	38	29	5.3	10.3
4	9	50	3	1	26	18	1	1	30	20	3.3	5.0
5	10	56	0	1	31	24	0	0	31	25	0.0	0.0
6	11	52	2	0	29	20	1	0	32	20	3.1	0.0

John MacNeil

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	44	0	0	17	20	1	6	18	26	5.6	23.1
2	7	25	0	0	11	10	1	3	12	13	8.3	23.1
3	8	28	0	1	9	8	3	7	12	16	25.0	43.8
4	9	28	1	0	10	11	3	3	14	14	21.4	21.4
5	10	27	0	0	15	8	3	1	18	9	16.7	11.1
6	11	35	0	0	16	13	3	3	19	16	15.8	18.8

Modal age is the age of the majority of students in a grade

Source: NS Department of Education, Statistics and Data Management

2009-2010 Modal Age Review of Enrolment by Grade (Grades 1 to 12 only) Appendix C5

Halifax Regional School Board

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	4077	340	310	1581	1795	12	39	1933	2144	0.6	1.8
2	7	3410	74	47	1590	1627	24	48	1688	1722	1.4	2.8
3	8	3517	58	53	1626	1689	32	59	1716	1801	1.9	3.3
4	9	3563	43	46	1653	1704	40	77	1736	1827	2.3	4.2
5	10	3760	75	61	1755	1736	50	83	1880	1880	2.7	4.4
6	11	3783	71	59	1741	1733	73	106	1885	1898	3.9	5.6
7	12	3749	61	62	1637	1806	74	109	1772	1977	4.2	5.5
8	13	4039	84	78	1813	1851	69	144	1966	2073	3.5	6.9
9	14	4092	98	82	1854	1786	91	181	2043	2049	4.5	8.8
10	15	4346	107	93	1792	1951	170	233	2069	2277	8.2	10.2
11	16	4630	118	66	1867	1869	278	432	2263	2367	12.3	18.3
12	17	4476	112	83	1776	1764	284	457	2172	2304	13.1	19.8

Dartmouth High

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
10	15	349	3	3	140	139	29	35	172	177	16.9	19.8
11	16	361	5	2	157	118	24	55	186	175	12.9	31.4
12	17	307	8	2	135	105	31	26	174	133	17.8	19.5

John Martin Junior High

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
7	12	62	1	1	27	24	4	5	32	30	12.5	16.7
8	13	73	0	0	29	31	6	7	35	38	17.1	18.4
9	14	70	0	0	36	26	2	6	38	32	5.3	18.8

Bicentennial

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	22	3	1	8	10	0	0	11	11	0.0	0.0
2	7	7	0	0	1	6	0	0	1	6	0.0	0.0
3	8	10	0	0	3	7	0	0	3	7	0.0	0.0
4	9	10	0	0	0	9	1	0	1	9	100.0	0.0
5	10	12	0	0	4	7	1	0	5	7	20.0	0.0
6	11	10	0	1	5	4	0	0	5	5	0.0	0.0
7	12	68	1	1	23	37	1	5	25	43	4.0	11.6
8	13	53	1	0	26	24	0	2	27	26	0.0	7.7
9	14	71	3	0	28	35	1	4	32	39	3.1	10.3

2009-2010 Modal Age Review of Enrolment by Grade (Grades 1 to 12 only) Appendix C5

Harbourview

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	37	3	0	20	12	2	0	25	12	8.0	0.0
2	7	29	0	0	12	16	0	1	12	17	0.0	5.9
3	8	43	0	0	24	18	0	1	24	19	0.0	5.3
4	9	33	0	1	16	13	0	3	16	17	0.0	17.6
5	10	26	0	2	9	13	0	2	9	17	0.0	11.8
6	11	34	1	1	9	18	1	4	11	23	9.1	17.4

Shannon Park

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	123	15	8	58	41	0	1	73	50	0.0	2.0
2	7	80	0	0	42	37	1	0	43	37	2.3	0.0
3	8	72	1	0	37	31	1	2	39	33	2.6	6.1
4	9	76	3	1	38	32	1	1	42	34	2.4	2.9
5	10	69	2	1	38	25	1	2	41	28	2.4	7.1
6	11	47	1	0	28	17	0	1	29	18	0.0	5.6

John MacNeil

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	30	4	2	7	16	1	0	12	18	8.3	0.0
2	7	19	1	0	4	14	0	0	5	14	0.0	0.0
3	8	27	0	0	15	11	0	1	15	12	0.0	8.3
4	9	39	0	0	13	20	2	4	15	24	13.3	16.7
5	10	15	0	0	6	6	1	2	7	8	14.3	25.0
6	11	28	0	0	11	9	2	6	13	15	15.4	40.0

Modal age is the age of the majority of students in a grade

Source: NS Department of Education, Statistics and Data Management

2010-2011 Modal Age Review of Enrolment by Grade (Grades 1 to 12 only)

Appendix C5

Halifax Regional School Board

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	3680	428	337	1470	1395	11	39	1909	1771	0.6	2.2
2	7	4063	340	314	1580	1775	13	41	1933	2130	0.7	1.9
3	8	3409	81	57	1579	1620	27	45	1687	1722	1.6	2.6
4	9	3544	66	66	1616	1704	33	59	1715	1829	1.9	3.2
5	10	3579	52	47	1656	1709	36	79	1744	1835	2.1	4.3
6	11	3764	84	61	1762	1728	52	77	1898	1866	2.7	4.1
7	12	3760	75	59	1719	1704	83	120	1877	1883	4.4	6.4
8	13	3761	67	69	1640	1792	79	114	1786	1975	4.4	5.8
9	14	4066	85	78	1804	1864	84	151	1973	2093	4.3	7.2
10	15	4253	104	90	1878	1804	143	234	2125	2128	6.7	11.0
11	16	4495	120	94	1780	1918	251	332	2151	2344	11.7	14.2
12	17	4358	110	62	1756	1735	281	414	2147	2211	13.1	18.7

Dartmouth High

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
10	15	322	8	3	150	118	21	22	179	143	11.7	15.4
11	16	322	3	3	132	133	26	25	161	161	16.1	15.5
12	17	329	5	2	144	113	27	38	176	153	15.3	24.8

John Martin Junior High

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
7	12	63	1	1	22	26	5	8	28	35	17.9	22.9
8	13	60	1	1	23	25	4	6	28	32	14.3	18.8
9	14	83	1	0	29	34	8	11	38	45	21.1	24.4

Bicentennial

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	6	1	3	6	7	0	0	7	10	0.0	0.0
2	7	7	2	1	10	8	0	0	12	9	0.0	0.0
3	8	8	0	0	1	6	0	0	1	6	0.0	0.0
4	9	9	0	0	4	4	0	0	4	4	0.0	0.0
5	10	10	0	1	1	9	0	0	1	10	0.0	0.0
6	11	11	0	0	3	10	1	0	4	10	25.0	0.0
7	12	12	1	0	15	22	3	3	19	25	15.8	12.0
8	13	13	1	1	22	34	2	5	25	40	8.0	12.5
9	14	14	2	0	24	22	0	3	26	25	0.0	12.0

2010-2011 Modal Age Review of Enrolment by Grade (Grades 1 to 12 only)

Harbourview

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	28	7	2	11	7	0	1	18	10	0.0	10.0
2	7	35	2	0	18	12	2	1	22	13	9.1	7.7
3	8	28	0	0	11	16	0	1	11	17	0.0	5.9
4	9	37	0	0	20	14	0	3	20	17	0.0	17.6
5	10	33	0	0	11	18	0	4	11	22	0.0	18.2
6	11	30	0	1	12	14	0	3	12	18	0.0	16.7

Shannon Park

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	96	9	4	48	35	0	0	57	39	0.0	0.0
2	7	114	15	8	51	38	1	1	67	47	1.5	2.1
3	8	73	0	0	39	33	1	0	40	33	2.5	0.0
4	9	65	0	0	35	28	1	1	36	29	2.8	3.4
5	10	71	2	1	35	32	0	1	37	34	0.0	2.9
6	11	66	2	1	36	24	1	2	39	27	2.6	7.4

John MacNeil

Grade	Modal Age	Total Students	Younger		Modal		Older		Total		% Older	
			Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	6	20	2	1	11	6	0	0	13	7	0.0	0.0
2	7	32	4	4	9	15	0	0	13	19	0.0	0.0
3	8	22	1	0	6	15	0	0	7	15	0.0	0.0
4	9	25	0	1	14	10	0	0	14	11	0.0	0.0
5	10	38	0	0	13	20	2	3	15	23	13.3	13.0
6	11	19	0	0	8	7	1	3	9	10	11.1	30.0

Modal age is the age of the majority of students in a grade

Source: NS Department of Education, Statistics and Data Management

HRSB Student Withdrawals by Selected School												
Year	Gr 10			Gr 11			Gr 12			Senior High Total		
	Enrol	Wthdr	%	Enrol	Wthdr	%	Enrol	Wthdr	%	Enrol	Wthdr	%
Halifax Regional School Board												
2009-10	4,346	159	3.7%	4,630	254	5.5%	4,476	232	5.2%	13,452	645	4.8%
2008-09	4,869	301	6.2%	4,505	204	4.5%	13,771	670	4.9%	23,145	1,175	5.1%
2007-08	4,577	184	4.0%	4,834	348	7.2%	4,765	286	6.0%	14,176	818	5.8%
2006-07	4,674	271	5.8%	4,954	405	8.2%	4,448	320	7.2%	14,076	996	7.1%
2005-06	4,840	216	4.5%	4,639	380	8.2%	4,591	248	5.4%	14,070	844	6.0%
Dartmouth High School												
2009-10	349	32	9.2%	361	40	11.1%	307	55	17.9%	1,017	127	12.5%
2008-09	363	45	12.4%	346	44	12.7%	355	20	5.6%	1,064	109	10.2%
2007-08	345	43	12.5%	398	47	11.8%	332	35	10.5%	1,075	125	11.6%
2006-07	373	50	13.4%	342	38	11.1%	367	38	10.4%	1,082	126	11.6%
2005-06	360	42	11.7%	345	51	14.8%	346	54	15.6%	1,051	147	14.0%
Flexible Learning and Education Centres												
2009-10	28	11	39.3%	62	12	19.4%	123	19	15.4%	213	42	19.7%
2008-09	31	6	19.4%	66	22	33.3%	93	15	16.1%	190	43	22.6%
2007-08	42	2	4.8%	92	41	44.6%	121	20	16.5%	255	63	24.7%
2006-07	54	14	25.9%	69	34	49.3%	133	21	15.8%	256	69	27.0%
2005-06	101	20	19.8%	113	56	49.6%	155	6	3.9%	369	82	22.2%
Prince Andrew High School												
2009-10	383	19	5.0%	335	28	8.4%	348	27	7.8%	1,066	74	6.9%
2008-09	335	24	7.2%	343	35	10.2%	383	37	9.7%	1,061	96	9.0%
2007-08	324	16	4.9%	383	32	8.4%	433	50	11.5%	1,140	98	8.6%
2006-07	408	26	6.4%	432	40	9.3%	370	45	12.2%	1,210	111	9.2%
2005-06	420	12	2.9%	375	28	7.5%	438	14	3.2%	1,233	54	4.4%
Source: NS Department of Education, Statistics and Data Management												

11. APPENDIX D - DEMOGRAPHIC DATA

Population by Selected Age Groups

Number of Households

Average Household Income

Distribution of 2006 Household Income

Family Structure

Mobility Status

Education Attainment

Attendance at School

Demographic Data

Population by Selected Age Groups

Dartmouth North	1991		1996		2001		2006		Percent Change
	#	%	#	%	#	%	#	%	
Total Population	21,367	100	19,891	100	20,145	100	19,024	100	-11.0
Preschool Age (less than 5 yrs)	1,771	8.3	1,565	7.9	1,179	5.9	1,034	5.4	-41.6
Elementary (5-19 yrs)	3,540	16.6	3,294	16.6	3,150	15.6	2,548	13.4	-28.0
Labour Force Ages									
20-34 yrs	7,568	35.4	5,842	29.4	5,418	26.9	4,739	24.9	-37.4
35-54 yrs	4,766	22.3	5,456	27.4	6,337	31.5	5,998	31.5	25.8
55-64 yrs	1,758	8.2	1,516	7.6	1,588	7.9	2,141	11.3	21.8
Seniors									
65-74 yrs	1,299	6.1	1,368	6.9	1,407	7	1,325	7	2.0
75+ yrs	647	3	802	4	1,030	5.1	1,203	6.3	85.9
Halifax County	1991		1996		2001		2006		Percent Change
	#	%	#	%	#	%	#	%	
Total Population	330,845	100	342,965	100	359,185	100	372,855	100	12.7
Preschool Age (less than 5 yrs)	23,710	7.2	22,455	6.5	19,935	5.6	18,210	4.9	-23.2
Elementary (5-19 yrs)	64,325	19.4	66,950	19.5	68,995	19.2	66,355	17.8	3.2
Labour Force Ages									
20-34 yrs	96,635	29.2	86,770	25.3	80,600	22.4	80,005	21.5	-17.2
35-54 yrs	89,185	27	104,980	30.6	118,110	32.9	119,980	32.2	34.5
55-64 yrs	24,970	7.5	26,610	7.8	32,020	8.9	43,340	11.6	73.6
Seniors									
65-74 yrs	19,115	5.8	20,075	5.9	21,555	6	24,255	6.5	26.9
75+ yrs	12,930	3.9	15,135	4.4	17,980	5	20,725	5.6	60.3

Demographic Data

	Number of Households			Average Household Income		
	Halifax	Dartmouth North	Nova Scotia		Halifax	Dartmouth North
1991	122,120	9,009	324,375	1996	\$ 47,674	\$ 35,551
1996	131,520	8,963	342,500	2001	\$ 56,361	\$ 40,281
2001	144,435	9,774	360,020	2006	\$ 66,325	\$ 50,468
2006	155,135	9,563	376,830			
% change	27.0	6.1	16.2			

Distribution of 2006 Household Income

Income Level	Halifax		Dartmouth North	
	No. of Households	%	No. of Households	%
Under \$30,000	39,915	25.7	3,628	40.0
\$30,000 - 49,999	31,930	20.6	2,121	23.4
\$50,000 - 79,999	37,325	24.1	1,939	21.4
\$80,000 and over	45,945	29.6	1,393	15.3
Total Households	155,115		9,081	

Family Structure

	Halifax				2006 as % of 1991
	1991	1996	2001	2006	
Married couples	65,815	67,085	71,385	72,880	121.8
Common-law couples	8,075	9,400	12,550	14,950	203.7
Lone male parent	1,690	1,785	2,390	2,900	188.8
Lone female parent	10,265	12,720	14,325	14,470	155.1
Persons living alone	25,355	29,630	61,920	69,520	301.6

	Dartmouth North				2006 as % of 1991
	1991	1996	2001	2006	
Married couples	3,973	3,248	2,994	2,628	72.8
Common-law couples	884	827	1,060	972	121.0
Lone male parent	149	141	172	130	96.0
Lone female parent	1,000	1,315	1,448	1,126	123.9
Persons living alone	2,382	2,909	3,669	3,658	168.9

Demographic Data

Mobility Status

	Halifax				Dartmouth North			
	1991	1996	2001	2006	1991	1996	2001	2006
Non-movers	152,445	170,260	181,860	207,360	7,193	7,356	7,746	8,746
Movers								
Within Municipality	76,910	85,635	99,145	95,925	6,617	6,554	7,387	6,235
From within Province	37,290	29,375	16,525	13,330	2,812	2,078	1,280	828
From within Canada	29,080	26,200	31,560	26,435	2,630	1,960	2,227	1,258
From outside Canada	5,675	6,030	6,575	7,970	246	309	315	200

Education Attainment - 2006

	Nova Scotia		Halifax		Dartmouth North	
	#	%	#	%	#	%
No certificate	158,885	22.9	43,740	15.4	3,230	21.8
High school certificate	156,955	22.6	65,385	22.9	3,831	25.9
Post-secondary						
Certificate/Diploma	255,375	36.7	101,700	35.7	4,996	33.8
Bachelors degree or higher	123,950	17.8	74,115	26.0	2,740	18.5
Total	695,165		284,940		14,797	

The collection and reporting of Education Attainment changed in the 2006 Census. Comparable historical data is not available.

Demographic Data

Attendance at School

(Population 15 to 24 Years of Age)

	Dartmouth North							
	1991		1996		2001		2006	
	#	%	#	%	#	%	#	%
Total Reporting	3465		2803		2783		2588	
Not Attending	1903	54.9	1508	53.8	1482	53.3	1360	52.5
Attending full-time	1377	39.7	1173	41.8	1200	43.1	1226	47.4
Attending part-time	160	4.6	91	3.2	105	3.8		

	Halifax							
	1991		1996		2001		2006	
	#	%	#	%	#	%	#	%
Total Reporting	50650		46720		49200		52405	
Not Attending	20120	39.7	16705	35.8	18430	37.5	16410	31.3
Attending full-time	28085	55.4	27540	58.9	28525	58.0	36000	68.7
Attending part-time	2445	4.8	2475	5.3	2250	4.6		

	Nova Scotia							
	1991		1996		2001		2006	
	#	%	#	%	#	%	#	%
Total Reporting	134590		123555		117350		117770	
Not Attending	54440	40.4	45700	37	43770	37.3	39305	33.4
Attending full-time	75270	55.9	73100	59.2	69345	59.1	78465	66.6
Attending part-time	4880	3.6	4755	3.8	4235	3.6		

Note: Attendance at school was collected but not released in the standard 2006 Census profile. Census Tract data was used to estimate the attendance rates for Dartmouth North in 2006.

Source: Nova Scotia Community Counts web page - data modeled from Statistics Canada, Census of Population, 1991, 1996, 2001, 2006.

12. APPENDIX E - SCHOOL ADVISORY COUNCILS

The following extract from the Education Act outlines the establishment, composition and duties of School Advisory Councils.

Establishment of councils

- 20 (1) A school board shall establish a school advisory council for a public school where
- (a) eight or more parents of students attending the public school;
 - (b) a home and school association, parent-teacher association or similar organization for the public school; or
 - (c) the principal of the public school,
- requests, by a petition in writing to the school board, that a school advisory council be established for the school.
- (2) A school board may establish one school advisory council for more than one school where requested by the persons referred to in clause (1)(a) for each school.
- (3) Upon the establishment of a school advisory council for a school pursuant to subsection (1),
- (a) subject to Section 21, the initial composition of the school advisory council shall be determined in the manner prescribed by the Minister; and
 - (b) the school advisory council, the school board and the Minister shall enter into an agreement setting out, subject to this Act, the composition and responsibilities of the school advisory council pursuant to Section 22 and additional advisory duties, if any.
- (4) The school advisory council, the school board and the Minister may, from time to time, amend the agreement made pursuant to subsection (3).
- (5) A school advisory council established pursuant to the former Act is continued in accordance with this Act and, for the purpose of this Act, is deemed to be established pursuant to this Act. *1995-96, c. 1, s. 20 .*

Composition of Council

- 21 (1) A school advisory council for a public school shall have at least five and not more than eighteen members consisting of
- (a) at least one parent of a child attending the school, elected by the parents of the children attending the school;
 - (b) where the school is a school with students in grade seven or a higher grade, at least two students attending the school, elected by the students attending the school;
 - (c) where the school is an elementary school, at least two students attending the school if the agreement made pursuant to subsection 20(3) so provides, elected by the students;
 - (d) at least one person from the teachers employed at the school, elected by the teachers, and at least one person from the support staff employed at the school, elected by the support staff;
 - (e) the principal of the school; and

- (f) at least one representative of the community in which the school is situated, appointed by the school advisory council or, where the school advisory council so determines, elected by the community.
- (2) Unless the agreement made pursuant to subsection 20(3) otherwise provides, a school advisory council shall not have more than one third of its members from any of the clauses referred to in subsection (1).
- (3) A person shall not be a member of a school advisory council and a member of a school board for the school district or school region in which the school is situate.
- (4) A principal is a non-voting member of a school advisory council unless the agreement otherwise provides.
- (5) A vacancy on a school advisory council does not impair the authority of the remaining members to act. *1995-96, c. 1, s. 21.*

Duties of council

22 A school advisory council for a public school shall

- (a) after consultation with the staff of the school, develop and recommend to the school board a school improvement plan;
- (b) prepare an annual report in such form and containing such information as the Minister determines;
- (c) advise on the development of school policies that promote academic excellence and a positive learning environment;
- (d) advise the principal and staff of the school on curriculum and programs, school practices, student discipline, fund-raising and parent-school communication and similar matters;
- (e) advise the school board on curriculum and programs, student-support services, policy development, funding, communication strategies and similar matters;
- (f) participate in the selection of the principal of the school by representation on the school board's selection committee;
- (g) subject to the approval of the school board, make by-laws respecting the election of its members, the conduct of its meetings and the operation of the school advisory council; and
- (h) perform such other duties and have such powers of the school board as the agreement made pursuant to subsection 20(3) provides and the Governor in Council transfers to the school advisory council pursuant to Section 23. *1995-96, c. 1, s. 22.*

Transfers from school boards to councils

- 23 (1) The Governor in Council, on the recommendation of the Minister and in accordance with an agreement made pursuant to Section 20, may transfer duties and powers of a school board to a school advisory council for a public school and, upon such transfer, the school board ceases to have those powers and duties with respect to that school and those powers and duties are powers and duties of the school advisory council.
- (2) Notwithstanding subsection (1), the power to hire, suspend, dismiss or discipline an employee of a school board shall not be transferred to a school advisory council. *1995-96, c. 1, s. 23.*

13. APPENDIX F - DARTMOUTH LEARNING NETWORK

On November 17, 2011, Sunday Miller, Executive Director of the Dartmouth Learning Network made a presentation to the Dartmouth North Association. The following are highlights from that presentation.

The Dartmouth Learning Network (DLN) is a community-based, volunteer, non-profit organization directed by a Board of Directors and managed by an Executive Director, which addresses adult learning for life.

DLN provides one-to-one tutoring and small group facilitation for adults who want help with basic reading, writing, spelling, math, pre-GED preparation and/or computer skills. The small group facilitation includes levels 1 & 2 of the Adult Learning Program as well as Employment Readiness classes.

What is literacy?

- The ability to read
- The ability to comprehend what one has read
- The ability to write
- The ability to articulate one's thoughts or ideas verbally and in writing
- The ability to critically analyze information
- Understand abstract ideas

What is numeracy?

- The ability to add, subtract, multiply and divide
- The ability to use percentages and fractions
- The ability to analyze graphs

Levels of literacy

- Level 1 – severe difficulty in understanding simple written material and relies heavily on sight vocabulary (grades 1-6)
- Level 2 – has a functional vocabulary with difficulty in reading and writing (grades 7-8)
- Level 3 – can understand and use the information they need for daily life (grades 9-10)
- Level 4 – can understand complex ideas and has strengthened writing skills (grades 11-12)
- Level 5 – can understand and use increasingly complex written material (post-secondary)

Experts believe Level 3 is what people need to get and keep a job. Ideally, the average literacy score should be level 3 or above.

Literacy and Numeracy Facts

- 42% of Canadians have low literacy levels.
- 55% of Canadians aged 16-65 do not have levels of health literacy adequate to read nutrition labels, follow medication directions, understand safety precautions or make informed adequate decisions for their health.
- 1.6 million people in Atlantic Canada have low literacy skills.
- 38% of working age Nova Scotians are below the level needed to function in the economy.
- 48% of Nova Scotians (age 16-65) have low literacy levels.
- 50 % of Nova Scotians (age 16-65) have a numeracy skill level below what is needed to function in a modern knowledge-information based economy.
- Literacy and numeracy skills decline with age
- Parents who struggle with literacy and numeracy are less likely to be able to help their children to be ready for school and to develop the skills they will need for their own success.
- Parents who struggle with literacy and numeracy are more likely to have had bad experiences during their own school years, and may shy away from their child's school.
- Children who develop basic abilities in terms of school readiness will develop strong literacy, numeracy and problem solving skills
- When reading is an everyday part of a family's life, children are more likely to develop and maintain a strong interest in reading.
- Of the children who do not develop good literacy skills by the end of Grade 2, 70% will not complete high school.

14. APPENDIX G - KIDS AND LEARNING FIRST TIMETABLE

Source: Department of Education Report

New - New Action Exp - Expanding Action

	2011-12	2012-13	2013-14
Put Students First			
Early childhood program linkages		New	
Childhood obesity prevention plan	New		
Provincial assessment plan		New	
Math curriculum	New		
Grade 9 review	New		
Closer monitoring of progress of students with special needs		New	
Individual program plan, student-to-teacher assistant ratio review		New	
Mental health and addictions strategy	New		
Student registration information (French first-language)		New	
Support for isolated schools, best use of school space	New		
School board performance reviews		New	
iNSchool (student information system)		Exp	
Succeeding in Reading	Exp		
School mental health framework	Exp		
Virtual school		Exp	
Support Effective Teaching in Every Classroom	2011-12	2012-13	2013-14
Provincial teaching standards			New
Teacher paperwork reduction		New	
Teacher qualifications and courses taught			New
Teacher certification upgrading criteria			New
Discussion on use and amount of time		New	
Professional learning communities			
Mobile technology centres (literacy)	Exp	Exp	
Prepare Young People for Good Jobs, Citizenship	2011-12	2012-13	2013-14
High school course review		New	
Personal development credit		New	
Discovering Opportunities		New	
Manufacturing trades, shipbuilding		New	
Co-op education marketing plan			New
CSAP Francisation	New		
CSAP cultural development support		New	
French second-language programs		New	
Options and Opportunities	Exp		
Skilled trades		Exp	
Career development programs		Exp	
Strengthen Links between Schools, Parents, and the Community	2011-12	2012-13	2013-14
Cyberbullying	New		
Community use of schools grants	New		
SchoolsPlus	Exp		
Programs for at-risk youth		Exp	
Real-time information for parents		Exp	
Parent workshops		Exp	