



School District 51 (Boundary)
SUPERINTENDENT'S REPORT ON ACHIEVEMENT
December 9, 2008

BACKGROUND

Section 22 of the *School Act* was amended last spring to include the following:

“A board must appoint a superintendent of schools for a school district who, under the general direction of the board...,

(b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year.”

Section 79.3 goes on to say:

“On receipt of a report submitted by a superintendent of schools under section 23(1) (b.1), the board must, on approval of the report,

(a) immediately, and in any event no later than January 31 of the school year in which the board receives the report, submit that report to the minister, and
(b) As soon as practicable, make the report available to the public.”

The annual report on student achievement is intended to serve two main purposes;

- Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement;
- Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels as school plans and district achievement contracts are developed.

Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.
~John Wesley

Areas of ongoing Strength

- What areas of student achievement are established strengths?
- What evidence confirms this as a strength?

AREAS OF ONGOING STRENGTH	EVIDENCE SOURCES
Early Childhood Education	<p>Latest EDI results have SD51 as one of the 10 least vulnerable districts in the province despite a severe economic downturn in the region.</p> <p>Two StrongStart Centers in operation with enrolment exceeding expectations at both locations</p>
Elementary Reading and Writing FSA Results continue to be improving	<p>FSA writing results are at provincial average and reading is approaching the provincial average (2008 baseline)</p> <p>Our ongoing District Assessments in Reading and Writing confirms cohort improvement</p>
The variance between the English 10 Provincial Exam Mark and Course marks continue to be small.	Ministry of Education Data
Transition to a Higher Grade	Ministry of Education Data continues to be above provincial average (2007/08 data not available however local data confirms trend)
Transition rate for all students from grade 11 to a higher grade significantly higher than provincial rate	Ministry of Education data (2002/03 through 2006/07; 2007/08 data not available however local data confirms trend)
Graduation Rate for First-Time Gr. 12 students continues to be high	Ministry of Education data (2002/03 through 2006/07; 2007/08 data not available however local data confirms trend. District 5 year average is 85%, province 76%

Improving areas of student achievement

- What is improving?
- What evidence confirms this area of improvement?

AREAS OF STUDENT ACHIEVEMENT	EVIDENCE SOURCES									
Six Year Completion Rate Improving	Graduation Rate continues to improve: 05-06 80% 06-07 82% 07-08 83%									
Reading and Writing Results are improving	Our ongoing District Assessments in Reading and Writing confirms cohort improvement over a three year period									
More students transitioning from Primary to Intermediate meeting or exceeding in Writing and Reading.	Source District Reading and Writing Assessments <table><thead><tr><th></th><th>Writing</th><th>Reading</th></tr></thead><tbody><tr><td>06/07</td><td>88%</td><td>88%</td></tr><tr><td>07/08</td><td>89%</td><td>92%</td></tr></tbody></table>		Writing	Reading	06/07	88%	88%	07/08	89%	92%
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Challenging Areas

- What trends in student achievement are of concern to you?
- What evidence gives rise to this concern?
- What actions / interventions are in place or under development to address these areas of concern? What results do you expect from your anticipated actions?
- How are the challenges referred to in this report linked to your planning as reflected in your Achievement Contract?

CHALLENGING AREAS	EVIDENCE SOURCES	PLANS TO ADDRESS CONCERNS
Unexpected drop in the number of grade 4 and 7 students who are meeting or exceeding expectations in numeracy	Foundations Skills Assessment Data shows a standing which is 10% lower than the provincial average in 2008 whereas the previous data shows the district at or exceeding the provincial average.	This may be a one year anomaly coupled with the new FSA computer format. Will hold three Power of 10 workshops over the course of the school year. Provide all elementary teachers with Power of Ten teacher guide
Continued concern of the disproportionate number of elementary aboriginal grade 6 & 7 students not meeting expectations in Reading and Writing	District Wide Reading and Writing Assessment	Aboriginal students who do not meet expectations in the District Wide Reading and Writing assessment have an individual learning plan developed by the Aboriginal Education Teacher
Decreasing course completion rates at our largest alternate school	District records from BCeSIS	This program has been re-located, re-staffed and re-configured and is now a separate school for 2008-2009

Other

- What other observations, inferences or conclusions are drawn from district data?
- How does district evidence and data inform planning for improved student achievement?

OTHER OBSERVATIONS	EVIDENCE/DATA SOURCES
Six year Completion rate for Aboriginal Students dropped 16% in 07/08	Ministry Data. Have requested additional information from the Ministry. This is an unusual result. Average completion rate for the district is 73%.
Although the Boundary is one of the least vulnerable districts in the province we struggle to gain ground on the most vulnerable families in our community. We are working with our Community Partners to connect and support these families and to connect them with our Family Centres and StrongStart.	EDI Data Unemployment rates in some communities as high as 33% Over the last 3 years over 500 jobs lost in the resource industries – forestry/mining.

Given continued declining enrolment, the ever worsening economic uncertainties in our area we are anticipating increasing levels of vulnerability and poverty within our communities. Educational staff along with our community partners will have to continue refining and developing intervention strategies used at all levels of the system. The district and school learning initiatives are directed at improving learning outcomes for all students through building capacity and enhancing collaborative practice. It is critical that we continue to work together to strengthen a focus on students, as individuals, and utilize authentic classroom assessment to refine district and school learning as School District No. 51 strives to enable all students to achieve success.

Respectfully submitted,



Michael Strukoff
Superintendent of Schools

Approved by Board of Education

Board Chair

Date