

SUPERINTENDENT’S REPORT ON ACHIEVEMENT

December 15, 2010

School District No. 53 (Okanagan Similkameen)

This report is provided as per Section 22 and Section 79.3 of the *School Act* to reflect on the goals and objectives as set out in the District Achievement Plan.

Goal #1: To improve student success in literacy

Objective #1: To increase the number of students who fully meet/exceed expectations in reading.

IMPROVEMENTS AND CHALLENGES	EVIDENCE/COMMENTS
<p>Grade 4 FSA reading results have increased from 76% to 80% from 2008-09 to 2009-10 for students meeting and/or exceeding expectations. This is a 4% increase from last year to this and a 6% increase from 2007-08. Our target goal is 85% so we are steadily increasing and getting closer to our target.</p> <p>Our grade 7 reading results for students meeting and/or exceeding expectations is 73% and has slipped by 2% - not a significant amount however we will monitor this as our target is 85%</p> <p>English/Language Arts 10 and English 12 <u>overall</u> success rates – students with C – or better on their blended mark (exam and class) continue to be very high. The majority of our students complete English 12 with a high rate of success, while this past year fewer than 5 students completed Communications 12 – therefore the blended results are not provided.</p>	<ul style="list-style-type: none"> • These results are 12% higher than the province which sits at 68%. • In reviewing comparator size districts, these results are substantively higher. • Our grade 4 Aboriginal rate has slipped to 63% - this is a smaller cohort group than the previous year therefore results may be slightly skewed as a result. • In reviewing comparator size districts, these results are substantively higher. • Our grade 7 Aboriginal rate has slipped to 57% from 66%. • Both the grades 4 and 7 Aboriginal results are being reviewed by the Aboriginal Education Advisory Counsel 2008-09 Provincial Exam results C- or better: <ul style="list-style-type: none"> • English 10 - 94% • Communications 12 – masked as fewer than 5 students wrote the exam. • English 12 – 95%

Goal #1: To improve student success in literacy.

Objective #2: To increase the number of students who fully meet/exceed expectations in writing.

IMPROVEMENTS AND CHALLENGES	EVIDENCE/COMMENTS
<p>Grade 4 FSA writing results increased this year for meeting and/or exceeding to 73%.</p> <p>Grade 7 FSA writing for meeting and/or exceeding decreased by 2% to 72%.</p>	<ul style="list-style-type: none"> • Provincial results in this area remain at 69%. • The Provincial average is 68%. <p>District targets for grades 4 and 7 are 85% so there is still work to be done on this goal. Results for Aboriginal students dropped and are being reviewed by the Aboriginal Education Advisory Committee.</p>

Goal #2: To improve student success in numeracy.

IMPROVEMENTS AND CHALLENGES	EVIDENCE/COMMENTS
<p>Grade 4 results are at 80%, a 6% increase over last year. This is a full 17% over the province results! We are very pleased with these results as they more closely meet our achievement plan targets.</p> <p>Grade 7 results for meeting and/or exceeding are at 66%, a slight decline from last year, although we continue to be above the provincial average.</p> <p>Principles of Math 10 results for blended mark meeting and/or exceeding is 87%. Our results have slipped a bit from 91% last year.</p>	<ul style="list-style-type: none"> • Grade 4 results – Province 63% • Trevor Calkins and other supportive workshops with teaching staff appear to be having a positive effect on student outcomes in this area. • Grade 7 results – Province 63% • Results for Aboriginal students dropped and are being reviewed by the Aboriginal Education Advisory Committee. • Principles of Math 10 Province – 93%

Goal #3: To improve the culture and climate in each school.

IMPROVEMENTS AND CHALLENGES	EVIDENCE/COMMENTS
<p>Each school continues to have different culture and climate goals individually tracked at the school level.</p>	<p>Planned SPC meetings for May 2011 school visits to review/discussion individual school progress will be held with Board/senior staff.</p>

Goal #4: 10's to 2010 Leading and Learning with Hope... Building Student Success.

IMPROVEMENTS AND CHALLENGES	EVIDENCE/COMMENTS
<p>OSS</p> <p>Original Sept 2007 cohort = 63 Total original cohort attending at June 2010 = 43 with 35 graduated.</p> <p>During the three years:</p> <ul style="list-style-type: none"> • 9 moved out of district , 1 deceased - leaving 53 with 35 graduated = 66.0% • 9 moved, 1 deceased, 3 @ Outreach, 1 @ OSLC - leaving 49 with 35 graduated = 71.4% • 9 moved, 1 deceased, 3 @ Outreach, 1 @ OSLC and 6 dropped out leaving 43with 35 graduated = 81.4% <p>Aboriginal Cohort</p> <ul style="list-style-type: none"> • 5 Aboriginal students, 4 graduated = 80.0% • one student dropped out 	<ul style="list-style-type: none"> • 10's to 2010 data base • The sub-analysis provided tracks the students who left the district, moved to another location in SD 53 or who dropped out and through extensive calling/follow-up we were unable to determine where they had moved. • Students who are still in the SD but not in the original school were considered for the Six Year Completion Rate and were therefore included in the data. • Analysis shows that students we retain do very well in meeting graduation requirements in the first year they are in Grade 12. • Further examination of next year's data would provide more information on the Six Year Completion Rate for this cohort. • Analysis of this year's data indicates the first time in grade 12 graduation rate in this cohort has increased.
<p>SOSS</p> <p>Original Sept 2007 cohort = 122 Total original cohort attending at June 2010 = 85 with 77 graduated</p> <ul style="list-style-type: none"> • 8 moved out of district leaving 114 with 77 graduated = 67.5% • 8 moved and 16 are @ LC/Outreach leaving 98 with 77 graduated = 78.6% • 8 moved and 16 @ LC/Outreach and 13 dropped out leaving 85 with 77 graduated = 90.6% <p>Aboriginal Cohort</p> <ul style="list-style-type: none"> • 17 Aboriginal students, 7 graduated = 41.2% • 2 moved out of the district, 4 enrolled at LC/Outreach, 2 dropped out = 9 still enrolled - 52.9% • of the 9 still enrolled, 7 graduated = 77.8% 	
<p>SESS</p> <p>Original Sept 2007 cohort = 56 Total of original cohort still attending at June 2010 = 43 with 37 graduated</p> <ul style="list-style-type: none"> • 6 moved out of district leaving 50 with 37 graduated = 74.0% • 6 moved and 4 are @ LC/Outreach leaving 46 with 37 graduated = 80.4% • 6 moved and 4 @ LC/Outreach and 3 dropped out leaving 43 with 37 graduated = 86.0% 	

SESS (continued)	
Aboriginal Cohort <ul style="list-style-type: none"> • 10 aboriginal students, 3 graduated = 30.0% • 1 moved out of the district, 1 dropped out and 3 enrolled at LC/Outreach leaving 5 enrolled - 50%. 	

OTHER OBSERVATIONS	EVIDENCE/COMMENTS
<p>Achievement trends and assessment results are reviewed with administrators, the Board, and SPC's during the year. Identified areas of concern are reviewed and options for establishing new processes to better meet student needs are developed.</p> <p>The district has moved over the past two years to assessment for learning practises.</p>	<ul style="list-style-type: none"> • Review and updates to the Board and administrative staff • Discussions at School Planning Council meetings

School District No. 53 (Okanagan Similkameen)

All Students

	2006/2007		2007/2008		2008/2009		2009/2010	
Six-year completion rate	76		75		73		70	
English 10 avg exam & course mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	71	68	69	71	69	70	69	72
*FSA grade 4 reading meeting-exceeding	64		74		76		80	

Aboriginal Students

	2006/2007		2007/2008		2008/2009		2009/2010	
Six-year completion rate	48		44		45		60	
English 10 avg exam & course mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	63	58	59	61	61	60	62	63
*FSA grade 4 reading meeting-exceeding	43		73		72		63	

*Beginning in 2007/08 students completed the FSA in February, almost three months earlier than in previous years. Consequently, the 2006/07 results cannot be compared to future years.

Children in Care

In consultation with our local MCFD offices and our District Principal of Student Support Services, we have identified a small number of students who meet the guidelines as children in care. Some of these students have special education designations (50%) while the remaining students do not. Both district and school level structures are used to monitor and track student progress.

A district level database tracking system has been established which outlines students' progress and includes: FSA results, letter grades for English (Language Arts), Math, Science and Socials as well as absenteeism. Principals are charged with the responsibility of establishing and continuing ongoing communication between and amongst the supporting members of the student's team. The District Principal of Student Support Services provides direct support to the school teams.

This Superintendent's report is a direct reflection on the District's Achievement Plan and information contained in the Aboriginal Enhancement Agreement. A concerted effort focussing on literacy for the 0 to 6 years through our StrongStarts and early learning programs has been undertaken over the past 3 years as part of our District Literacy Plan. Anecdotal reports from kindergarten teachers and principals indicate that this work is showing promise. We have seen reductions in our EDI vulnerability in some areas which also looks very promising.

Respectfully submitted,
Juleen McElgunn, Superintendent of Schools
School District No. 53 (Okanagan Similkameen)