



School District 19
(Revelstoke)

Revelstoke Board of Education Superintendent's Annual Report on Student Achievement

December 2009

Introduction

Section 22 of the School Act requires that the Superintendent of Schools prepare and submit a report on student achievement for the previous year. It is with a great deal of pride and pleasure that I provide this report for the Board of Education, parents, community partners and citizens of Revelstoke.

Our Goals Are Being Realized and Sustained – Student Success At Highest Levels

Literacy – To Increase Students' Reading Achievement

<p><i>Target: 90% of our students reading at grade level by the end of Grade 3</i></p> <p><i>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</i></p>	<p>At the end of the 2008/2009 school year, 92% of all grade 3 students met or exceeded our district reading benchmark. This is the sixth successive year that over 90% of our students left grade 3 with the reading skills they need for continued success.</p> <p>As a result of the success of our district's early identification and intervention processes, it came as no surprise to us that 99% of students who wrote the 2009 Foundation Skills Assessment met or exceeded expectations. In total, including seven students who were excused, 89% of all students met or exceeded expectations. 57% of Aboriginal students met or exceeded expectations (inclusive of 2 students who were excused).</p>
<p><i>Target: 90% of our students reading fluently by the end of Grade 7</i></p> <p><i>All students not reading at grade level will be identified and supported with an Individual Education Plan, learning assistance and/or individualized literacy interventions.</i></p>	<p>In June of 2009, 96% of our grade 6 students and 92% of our grade 7 students met or exceeded the district benchmark for reading fluency (ability to read text with speed and accuracy). This is the third successive year we have met our targets at both these grade levels.</p> <p>2009 Foundation Skills Assessment results indicate that 91% of Revelstoke's grade 7 students met or exceeded expectations with 83% of our Aboriginal students successful. This represents the highest ever achievement at this grade level in our district.</p>

<p><i>Target: 90% of our students are reading fluently at grade level by the end of Grade 9</i></p>	<p>In 2007/2008, the groundwork was laid to extend our literacy goal beyond K – 7. As a result, the Gray Oral Reading Test is administered to grade 8 and 9 students who are not reading fluently and any new students to Revelstoke Secondary School. Students not meeting the district benchmarks are supported individually so they may reach higher levels of fluency and success. In 2008/2009, 90% of grade 9 students met our benchmarks, achieving our target. We anticipate sustaining our high levels of success on the English 10 provincial exam with increased reading fluency.</p>							
	<p>English 10 Avg. Exam & Course Mark – All Students</p>							
	2005/06		2006/07		2007/08		2008/09	
	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	72%	65%	70%	67%	74%	67%	71%	68%
	<p>English 10 Avg. Exam & Course Mark – Aboriginal Students</p>							
	2005/06		2006/07		2007/08		2008/09	
	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	66%	57%	64%	59%	69%	62%	70%	67%

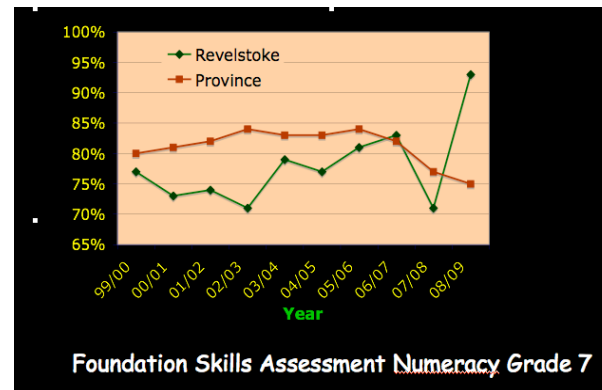
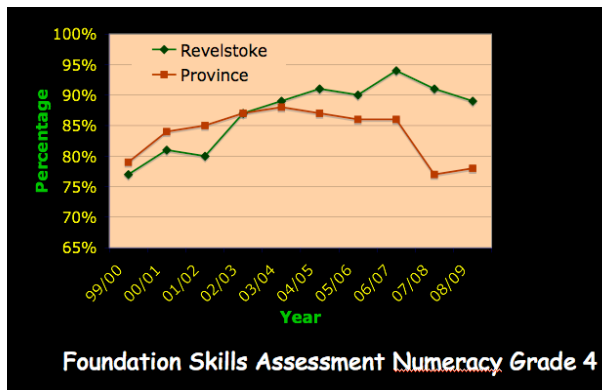
Graduation – To Increase the Numbers of Students Who Graduate

<p><i>Target: 90% of our students graduating</i></p>	<p>Six-year Dogwood completion rates in our school district have shown steady improvement over the last decade; rising from 67.5% in 97/98. In 2008/2009 a new target was set to have 90% of our students achieve a Dogwood Diploma. Our aboriginal students' six-year Dogwood completion rate is an area receiving our attention. It is anticipated that our recently developed Aboriginal Enhancement Agreement will support our improvement work in this area.</p>			
	<p>Six-Year Completion Rate – All Students</p>			
	2005/06	2006/07	2007/08	2008/09
	84%	83%	81%	88%
	<p>Six-Year Completion Rate – Aboriginal Students</p>			
	2005/06	2006/07	2007/08	2008/09
	52%	63%	66%	53%
<p><i>Target: 90% of our Grade 11 students transitioning to Grade 12</i></p>	<p>Grade to grade transition rates to grade 12 within five years has risen to 91% in 2007/2008; data not yet available for 2008/2009.</p>			

A School System To Be Proud Of – Goals Achieved

Numeracy

As a result of steady improvement annually in the area of numeracy at both grade 4 and grade 7, the district set aside its numeracy goal at the end of the 2006/2007 school year. The charts below describe our success in numeracy.



Social Responsibility

Over the past eight years the district has worked very successfully to enhance the social responsibility of our students. Evidence from the Social Responsibility Performance Standards, our school based data regarding incidences of misbehaviour and student and parent satisfaction levels all indicate that we have made the improvements that we had set out to accomplish. As a result, this goal was set aside at the end of the 2007/2008 school year. We continue all of the strategies and structures necessary to maintain our achievements in this area.

Comprehensive codes of conduct have been kept current at each school using the provincial standards. Our most recent data indicated that record levels of grade 4 students feel safe at school and know how their school expects them to behave

A School System Committed to Support All Learners

Secondary Student Academic Success

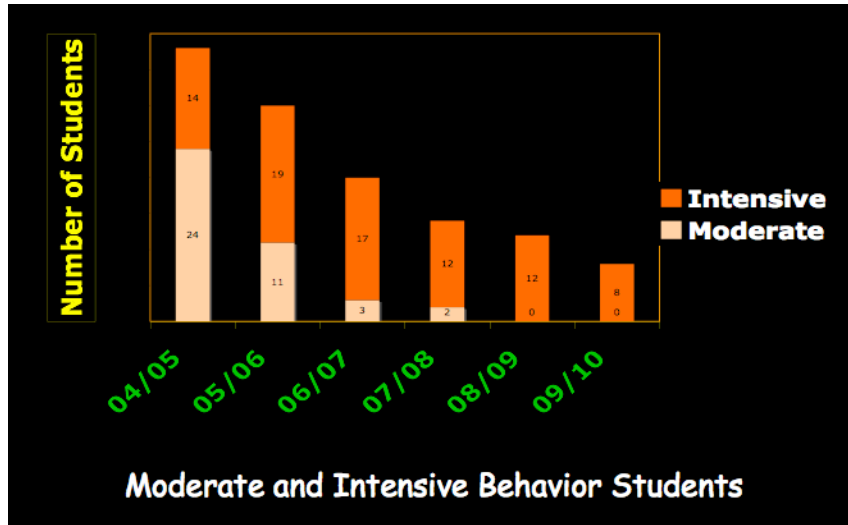
We are focusing on secondary students' day-to-day success. We aim to make it difficult for students to fail or perform at lower levels of achievement than they are capable. As a result, we are seeing very small numbers of students experience a lack of success; for example, on the 2009 English 10 provincial exam, 98% of girls and 97% of boys passed the exam. This represents the smallest ever gender gap in this subject area.

Supporting Students Who Are Gifted and Talented

Over the last two years The Board has supported additional staff resources at the school and district level to develop and then implement a comprehensive identification and programming plan in the area of gifted and talented. This has included establishing a clear criteria, implementing a district-wide screening process at grade three and grade seven and developing gifted programming in each of our schools that both assists students in working towards their potential and is inclusive in its delivery.

Supporting Students With Special Needs

We are implementing a well-researched problem solving model to support students who are not experiencing success. We have record levels of Educational Assistant staff supporting a wide range of student needs using a variety of intervention strategies. School, district and community teams work with high levels of collaboration to identify and further support students' needs.



Due to our success supporting students we have seen significant reductions in students with moderate or intensive behavioral needs.

Supporting Students in Care

Ministry Expectations of Districts		Comment
Is a person appointed in each school to monitor the success of children in care and promote appropriate interventions?	Yes	In each of our elementary schools the principal has been appointed to fulfill this role. The vice-principal fulfills this role at our secondary school.
Have initial rosters of children in care been updated in consultation with local MCFD offices?	Yes	Changes have been made in consultation with our local MCFD office. They have been tremendously helpful in this regard.
Is information shared between district, schools and MCFD in a manner consistent with the interests of children in care?	Yes	This is done on an ongoing basis as new information arises. We have established regular monthly communication between the MCFD and the district.
Are children in temporary care arrangements, by agreement or in the home of a relative included in monitoring and support functions?	Yes	Children in both permanent and temporary care are being monitored.

What further steps and activities is the district planning to undertake to make effective the Representative's recommendation?

- Monthly meetings with designated monitors.
- Review of our district templates to collaborate and revise best practices in working with Children in Care.

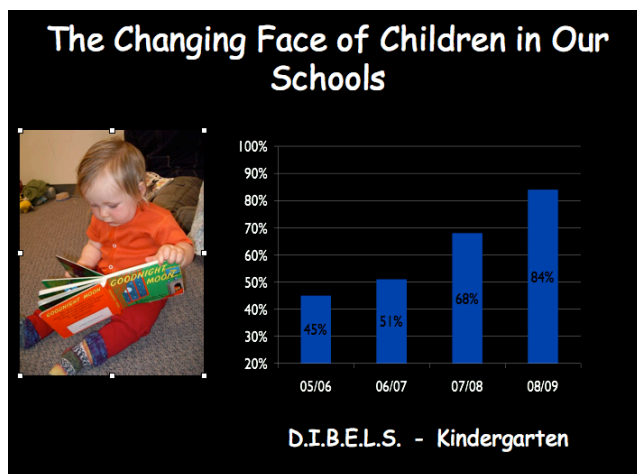
What measures and evidence will be used to monitor the educational attainment of Children in Care in your School District?

We have developed a district template to help with this monitoring process. District literacy benchmarks, report card information, provincial exam marks and attendance will be used.

The Board of Education's Expanded Mandate

Early Learning

We continue to enjoy significant success in early learning, highlighted by the most recent Early Development Instrument data from the Human Early Learning Partnership indicating that the community of Revelstoke has the lowest young children's vulnerability in the province. We credit this success to the strength of our inter-sectoral coalition supporting young children in our community. The Early Childhood Development Committee remains committed to supporting all of Revelstoke's children, one student at a time. The district continues to provide support and leadership wherever possible to the Early Childhood Development Committee, to other districts in the province and in Pan-Canadian initiatives.



The decreased vulnerability is positively impacting literacy in Kindergarten as evidenced by this graph.

Our StrongStart program is an overwhelming success. It was the first centre to open in the province and we continue to enhance the facility's use for other early learning programs and services, most notably the Revelstoke Community Child Care Society pre-school, Leap and Learn.

Our Early Learning grant, generously provided by the Ministry, has supported a large number of initiatives in our community. Leap Land, an indoor play space supporting gross motor development, opened in 2007/2008 at Mountain View Elementary School. We have worked in partnership with the Revelstoke Community Child Care Society to open 20 new school aged childcare spaces in our community. Further, we have partnered with the Revelstoke Community Child Care Society to support the opening of eight infant and toddler childcare spaces in our Farwell hub.

Community Literacy

Our Board of Education was selected as one of ten demonstration districts for literacy planning. We have refined, enhanced and updated our District/Community Literacy Plan to incorporate the ReadNow BC strands and to reflect our current successes and challenges. The Community Outreach coordinator plays a significant role to ensure we are implementing our plan and working towards each of the goal areas in a meaningful way.

Screen Smart

The District plays a large role in a community wide initiative entitled, “Screen Smart - Helping Families Manage Media”. We are currently sharing resources throughout the province and have released our Screen Smart website for parents to use as a resource <http://www.screensmart.ca>. We know that too much time involved with screens represent many lost opportunities for healthy physical activity, play and literacy.

Planning for Student Success

The annual Achievement Contract summarizes the efforts of the school district’s work on goals to enhance the success of students. This Superintendent’s Annual Report on Student Achievement is intended to convey the success that we are experiencing and highlight the areas that we continue to work on.

In addition, our district has successfully concluded a number of District/Community Literacy Plans which also describe our work in the area of literacy and where the school district is supporting community wide literacy initiatives. A new important document that we are using to guide improvement for Aboriginal students’ education is our recently completed Aboriginal Education Enhancement Agreement. Similar to an Achievement Contract, it identifies the key goals and strategies to support Aboriginal learners to higher levels of success. Lastly, the district contributes to the Early Childhood Development Strategic Plan that supports our very youngest learners and families of children prior to entry into school.

All of these plans are integrated as much as possible and are available on the school district website <http://www.sd19.bc.ca>.

Respectfully submitted,

Anne Cooper
Superintendent of Schools