



School District 19
(Revelstoke)

The Board of Education of School District No. 19 (Revelstoke)

Superintendent's Annual Report on Student Achievement December 2007

Introduction

Section 22 of the School Act requires that a Superintendent of Schools prepare and submit to the Board of Education a report on student achievement in the district for the previous year.

Our Goals Are Being Realized – Improving Student Achievement

Literacy – To Increase Students' Reading Achievement

- ✓ *90% of our students reading at grade level by end of Grade 3*

Evidence from our annual district reading assessment indicates that for the 4th successive year, over 90% of our students are reading at grade level. In 2006/2007, 92% of all Grade 3 students met or exceeded our benchmarks. None of our Aboriginal Students were considered “at risk” by the end of Grade 3.

- ✓ *90% of our students reading fluently by the end of Grade 7*

In 2006/2007, 92% of our Grade 7 students met or exceeded the benchmark for fluency in the annual district reading assessment. Within this cohort, 100% of our Aboriginal students met or exceeded expectations.

Foundation Skills Assessment results indicate that 79% of students met or exceeded expectations. Male student performance is significantly less than female performance, 69% vs. 93% and 60% of our aboriginal students met or exceeded expectations. Our male students' performance will be receiving further analysis.

Social Responsibility – To Increase the Numbers of Students Who Practice Socially Responsible Behaviour

- ✓ *Increased student satisfaction regarding school and personal safety*

As reported in the Provincial Satisfaction Survey, 90% of Grade 4 students feel safe at school and 78% of Grade 7 students indicate they feel safe at school.

In both Grades 10 and 12, 84% of students respond that they feel safe at school, which indicates a significant improvement at the secondary level.

✓ *Increased parent satisfaction regarding elementary student safety*

87% percent of the parents indicate that they are satisfied regarding school safety. This sustains the previous years results of 89% and is improved from previous years.

✓ *Increased numbers of elementary students exhibiting socially responsible behaviour*

80% of our students in elementary schools practice socially responsible behaviour as indicated by the Social Responsibility Performance Standards. Positive changes in school culture at each of our elementary schools are recognized throughout the community.

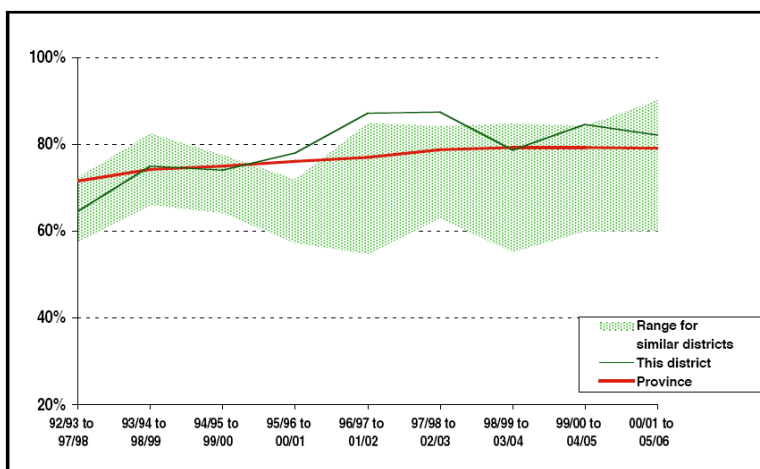
✓ *Increased numbers of students who practice Internet safety.*

Supported by the work of the Screen Smart Committee, we are seeing the first glimmers of success with 54% of our Grade 5 students indicating that they are supervised when online. This is increased from the previous years' results of 32%. At the Grade 7 level, previously 8% of students indicated that they were supervised while online, while now 30% indicate same.

Graduation – To Increase the Numbers of Students Who Graduate

✓ *90% of our students graduating*

Dogwood completion rates in our school district have shown steady improvement. The graph below reflects the significant improvement from 1997/1998 (64.6%) to 2005/2006 (82.1%). For 2007/2008 a new goal has been set to have 90% of our students achieve a dogwood diploma.



In 2006/2007:

- completion rate was 84%, significantly above the provincial average.
- Aboriginal students' Dogwood completion rate was 66%
- students graduating, as a percent of those eligible to graduate, has averaged 98% over the past three years.

.... for the three years ending in 05/06, male completion rates have been lower than female rates. This area will be analyzed more closely when the 06/07 gender data is received.

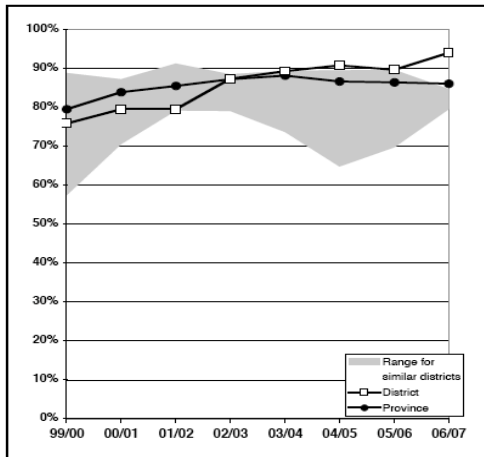
✓ *Increased grade to grade transition rates*

Grade to grade transition rates for Grade 11 students have risen from the mid 70's to the 80's over the past five years.

A School System To Be Proud Of – Success in 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 for 2007/2008.

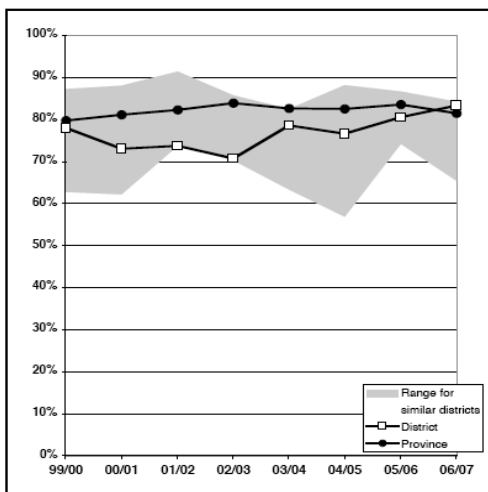
As the graph below summarizes, the percentage of students meeting or exceeding expectations on the Foundation Skills Assessment in Grade 4 has risen from 76% in the 1999/2000 school year to 94% in the 2006/2007 school year.



Within this data:

- a very small gap in performance between girls and boys (5%)
- 100% of our Aboriginal students meeting or exceeding expectations

In Grade 7 we again see significant improvement with 83% of our students now meeting or exceeding expectations on the Foundations Skills Assessment.



Within this data:

- the gender gap at the Grade 7 level is somewhat larger than at the Grade 4 level (8%) and will be monitored through the district diagnostic math assessment
- 100% of our Aboriginal students met expectations

A School System Always Seeking Improvement – Future Directions

Grade 8 Student Success

Work has been completed this fall to move our literacy goal beyond K - 7. All new students in Grade 8, and all Revelstoke students who left Grade 7 not reading fluently, have had the Gray Oral Reading Test administered with a view to ensuring that they are appropriately supported in Grade 8.

Grade 10 Student Success

Having achieved considerable success at elementary in supporting individual students and seeing higher levels of performance, we are turning our attention to our Grade 10 students, focusing on their day-to-day school achievements as well as the success that they are experiencing on the Grade 10 provincial exams. Some areas for consideration are:

English 10:

- Lower than desired success rates for Aboriginal students
- Lower than anticipated numbers of male students achieving a C⁺ or better

Principles of Math 10:

- Significantly higher percentages of female students achieving a C⁺ grade or better over their male counterparts
- Aboriginal students' success rates (88%) are very encouraging

Essentials of Math 10:

- Higher than expected failure rates
- 100% of special needs students achieved a pass or better

Supporting Students Who Are Gifted and Talented

The Board of Education has allocated additional personnel resources at the district level to review and set a direction for the referral, identification and support of gifted students K - 12.

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 students using a variety of intervention strategies that target students' specific areas of need as identified during our district-wide diagnostic identification processes. School, district and community teams work with high levels of collaboration to identify and further support students in need.

Update On the Board of Education's Expanded Mandate

Early Learning

We are enjoying significant success in early learning, highlighted by the most recent Early Development Indicators data from the Human Early Learning Partnership. The district continues to provide support and leadership wherever possible to the Early Childhood Development Committee in Revelstoke and to other districts in the province.

Our StrongStart program is an overwhelming success. It was the first centre to open in the province and we continue to enhance the facilities use for other early learning programs and services. We have implemented a second program, "Baby Steps" in partnership with Community Connections' Infant Development Consultant and we have made use of the facility, in partnership with the Revelstoke Community Child Care Society, to open 20 new pre-school spaces in our community.

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, has opened this fall at Mountain View Elementary School and has met with rave reviews.

Community Literacy

Our Board of Education was selected as one of ten to be a demonstration district for district/community literacy planning. We have been working diligently this fall to refine and enhance our Community Literacy Plan to incorporate the ReadNow BC strands and to reflect on our current successes and challenges. We will be presenting our District/Community Literacy Plan at a Provincial Literacy Forum in January, where we hope that our work will support other Boards in this area of their mandate.

Respectfully submitted,



Anne Cooper
Superintendent of Schools