

**School District No. 51 (Boundary)**  
**Superintendent's Report on Student Achievement**  
**December 8, 2009**



Section 22 of the *School Act* includes 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 report 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 subsequent school plans and district achievement contracts are developed.

**Public Education:**

Our task is to teach the kinds of kids we have  
Not the kids we want to have  
Or used to have  
Or the kinds that exist in our dreams....

## Improving Areas of Student Achievement

What is Improving?	EVIDENCE SOURCES
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. Overall, 2009 scores showed improvement over 2008.</p> <p>Aboriginal Student results, in all categories, are higher than the province, and similar-sized districts.</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. For 2008-2009 variance was +2%	Ministry of Education data
Transition to a Higher Grade	Ministry of Education Data confirms SD51 to be above the provincial average.
Transition rate for all students from grade 11 to a higher grade significantly higher than provincial rate	Ministry of Education
Graduation Rate for First-Time Grade 12 students continues to be high	S.D. 51 2008-2009 average is 84%

## Challenging Areas

CHALLENGING AREAS	EVIDENCE SOURCES
EDI Results	The latest EDI trends (08-09) indicate the level of student vulnerability trend is increasing. The region has been suffering massive layoffs and the shrinking of the economy for several years coupled with the decrease in services to families from the provincial and federal governments starting in 1999 is now appearing in our data.
Aboriginal boys transition rates in high school	Ministry of Education data shows that more aboriginal boys are leaving school before graduation than any other group in S.D. 51.

## District 051 - Boundary

### All Students

	2005/06		2006/07		2007/08		2008/09	
Six-Year Completion Rate	81		81		85		84	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	73	73	70	72	71	74	71	73
*FSA Gr. 4 Reading Meeting-Exceeding	84		74		71		72	

The Boundary is proud of our six-year completion rate. This is a small rural district with an average income of \$15,000 below the provincial per capita average and still regularly performing well above the provincial completion rate.

The discrepancy between the provincial examination marks and course marks only range from 0% to 2%. Considering the relatively small cohort range is quite acceptable. The flat results over four years shows stability but an improving trend would be desirable. The pass rate for male and female students continues to be above the provincial and public school average.

Our grade 4 FSA results show some minor improvement. Participation rate was 93%. This is an area of concern but more so in just one area of our district.

### Aboriginal Students

	2005/06		2006/07		2007/08		2008/09	
Six-Year Completion Rate	74		70		60		71	
English 10 Avg. Exam & Course Mark	Exam	Course	Exam	Course	Exam	Course	Exam	Course
	72	74	70	68	67	67	64	70
*FSA Gr. 4 Reading Meeting-Exceeding	71		60		59		64	

\* Beginning in 2007/08 students completed the FSA in February, almost three months earlier than in previous years. Consequently, the 2007/08 and 2008/09 results cannot be compared to those of previous years.

Our Aboriginal student six-year completion rate is 71%. With our small numbers, year to year variations can be quite significant. Nevertheless, our completion rate is above the provincial average by 10%

Of concern is the developing trend of an increasing variance between exam and course results and the downward trend in both results.

## **District Activities**

### **Summary of District Goals**

To improve student achievement in Literacy  
To improve student achievement in Numeracy  
To improve student levels of Social Responsibility

The District goals are woven into the fabric of district action – the budget, professional development, programs with partners, School Growth Plans, Aboriginal Enhancement Agreement and District Literacy Plan. The District has a well-established and funded assessment process for reading and writing and uses a variety of other measurements that are detailed in the various plans listed above. As a district with solid achievement results we are not expecting large gains in any area but steady progress is being made. The very poor regional economy, the financial reality of the province and the shrinking resources of the district will undoubtedly increase the challenges of public education in School District 51 (Boundary).

### **Children & Youth with Special Needs**

Our District has been working well with our local MCFD (Ministry of Children and Family Development) office. The Kootenay Boundary consortium of School District has held two conferences on Children in Care in the last 18 months. Our MCFD office service providers have joined our District team at both conferences. The District and MCFD have had two joint training sessions in the past 18 months to train staff on the requirements of an ICM meeting. School District documentation has been shared with the local MCFD office in 2008-2009 and in 2009-2010. In 2009-2010 the MCFD District Supervisor met with each school principal and his staff with either the Superintendent or Director of Instruction in attendance. The District is providing assistance as MCFD staff prepares education plans for the children in their care.

On November 23, 2009 the District was a co-sponsor of the Boundary Children & Youth with Special Needs Community Planning Day. Eleven community and ministry agencies participated in the planning day to:

- Understand the Child Youth with Special Needs (CYSN) framework
- Set goals for what we want to accomplish over the next year
- Discuss Child and Youth Committee (CYC) as the umbrella for the CYSN community network

I believe we have made a beneficial start in addressing Recommendation #5.

	<b>Yes/No</b>	<b>Comment</b>
Is a person appointed in each school to monitor the success of children in care (CIC) and promote appropriate interventions?	Yes	It is the principal in many of our schools
Have initial rosters of CIC been updated in consultation with local MCFD offices?	Yes	A complete roster for the District has been updated and shared with MCFD
Is information shared between district, schools and MCFD in a manner consistent with the interests of CIC?	Yes	MCFD District Supervisor, school teams and either the Director of Instruction or Superintendent have met at each school to go over the roster of CIC, update lists and share information
Are children in temporary care arrangements, by agreement or in the home of a relative included in monitoring and support functions?	Yes	All these children are identified and the information shared with MCFD

The District is using the “Mapping Current and Future Practices”. The intent was to create a baseline and use this form after every report card. A follow-up meeting with the MCFD District Supervisor is planned for the spring.

The “Mapping Current and Future Practices” document after each report card period will give us evidence of educational attainment.

### **Closing Comments**

Senior management has been concerned over the last several years that the declining economy in the Boundary would have negative impacts on our students. EDI trends are now confirming our fears. Nevertheless, our current high achievement levels continue to defy socio-economic statistical expectations. 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  
School District No. 51 (Boundary)



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Board Chair

December 8, 2009

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Date