

Achievement Contract

School District No. 73 (Kamloops/Thompson)

2009/2010

Apendix 12

**Superintendent's Annual
Report on Achievement to
the Board of Education**

The Superintendent's Annual Report on Student Achievement

School District #73

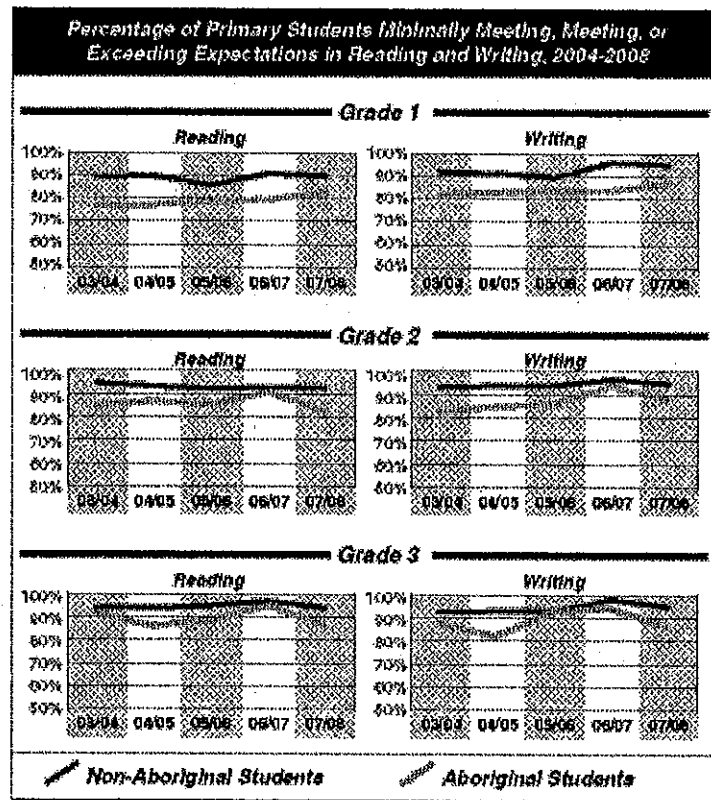
District Primary Benchmarks: Reading and Writing, Grades 1-3

District schools measure the achievement of primary students in reading and writing using a variety of evaluation instruments. The results (called District Benchmarks) are gathered for the total school population of students in Grades 1 to 3 and separately for Aboriginal students in these grades.

For non-Aboriginal students, the 2007/08 results were similar to the results for previous years in both reading and writing at all three grade levels. In both reading and writing, students in all three grades met the district target of having 90 percent of students meet expectations.

The results for Aboriginal students improved at the Grade 1 level in both reading and writing, and met the district target of an annual improvement of 1 to 2 percent. Results for Grades 2 and 3 in both reading and writing declined in comparison with the previous year, returning to achievement levels seen in earlier years.

The district will continue to examine the results for both groups of students to determine what type of early intervention is needed to ensure that all students get the foundation they need for future academic success and to continue to reduce the achievement gap between Aboriginal and non-Aboriginal students in the district.



Challenging Areas

In School District #73, we are working with the Aboriginal community to develop stronger literacy skills in our Aboriginal learners. One example is the Recreation and Reading program that was held on one of the reserves in Chase, B.C., this summer. Elders participated and other members of the Aboriginal community worked with the First Nations teacher to improve the reading skills of Aboriginal students. In October of this school year, we hosted the conference "Visions in Aboriginal Education." This helped teachers better understand Aboriginal learners.

2008 Foundation Skills Assessment Results: Reading and Writing

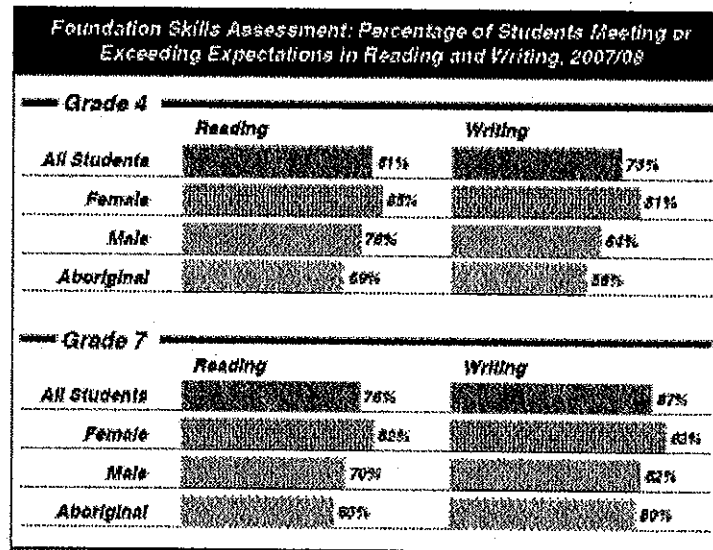
The Foundation Skills Assessment (FSA) is a province-wide assessment of the basic skills of students in Grades 4 and 7. In 2008, a number of changes were introduced to the FSA process. As a result, the 2008 assessment provides a new baseline of data, meaning that comparisons with previous FSA results cannot be accurately made. The results from the 2009 FSA will allow the district to see whether results are improving over time.

District results for 2008 met or exceeded provincial averages for both reading and writing at both grade levels. As in the province as a whole, district students in Grade 4 did best on the reading portion of the assessment, with 81 percent of district Grade 4 students meeting expectations, compared with 74 percent provincially. Achievement on the writing portion of the assessment was lower at both district and provincial levels, with 73 percent of district Grade 4 students meeting expectations for their grade, compared with 71 percent provincially. At the Grade 7 level, district students did best on the writing portion of the assessment, with 87 percent of district Grade 7 students meeting expectations, compared with 75 percent provincially. On the reading portion of the assessment, 76 percent of district Grade 7s met expectations, compared with 69 percent provincially.

The results for district female students were significantly higher than those for male students. The achievement gap between the two groups ranged from 9 percentage points (Grade 4 reading) to 17 percentage points (Grade 7 writing). In reading, 24 percent of Grade 4 boys and 30 percent of Grade 7 boys did not meet expectations. In writing, 36 percent of Grade 4 boys but only 18 percent of Grade 7 boys failed to meet expectations for their grade level.

Among district Aboriginal students, the 2008 FSA results were lower than the results for non-Aboriginal students in both reading and writing at both grade levels. The gap ranged from a low of 2 percentage points in Grade 7 writing to a high of 7 percentage points for Grade 4 reading.

Schools in the district have received their own assessment results to use in examining how their students performed and setting goals for maintaining or improving student achievement in these important skills.



Challenging Areas

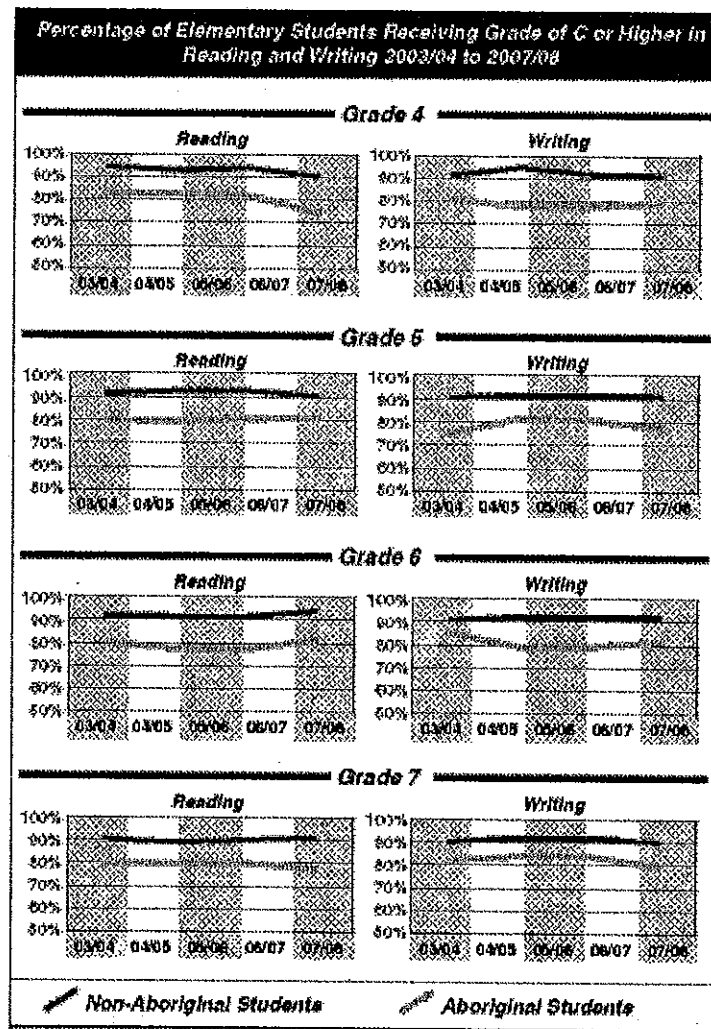
The district continues to explore ways to close the achievement gap between male and female students. In December of this year, five schools attended a session on "How Boys Learn." This has resulted in some new strategies, and we continue to work towards improved achievement levels for our male students.

Letter Grades in Reading and Writing, Grades 4-7

Students' final letter grades in reading and writing are an additional indicator of their literacy skills. The percentage of students receiving grades of C or higher (that is, passing grades) adds to the district-wide picture of student performance in these important skills and provides a baseline for comparison.

In 2007/08, at least 90 percent of non-Aboriginal students in Grades 4 to 7 received a final letter grade of C or higher in both reading and writing. While the results for 2007/08 are positive overall, only the results for Grade 6 and Grade 7 reading met the district target of continuous growth and improvement. Other results for non-Aboriginal students were the same as in the previous year or had declined.

Among Aboriginal students, letter grade results for Grades 4 to 7 had stayed the same or had declined in comparison with the previous year's results, with the exceptions of Grade 6 reading. The biggest declines were seen in Grade 4 reading and Grade 7 writing. While results for Aboriginal students in Grades 4 to 7 have stayed relatively steady over the past five years, the gap between their results and those of non-Aboriginal students in the same grades has also remained relatively unchanged.



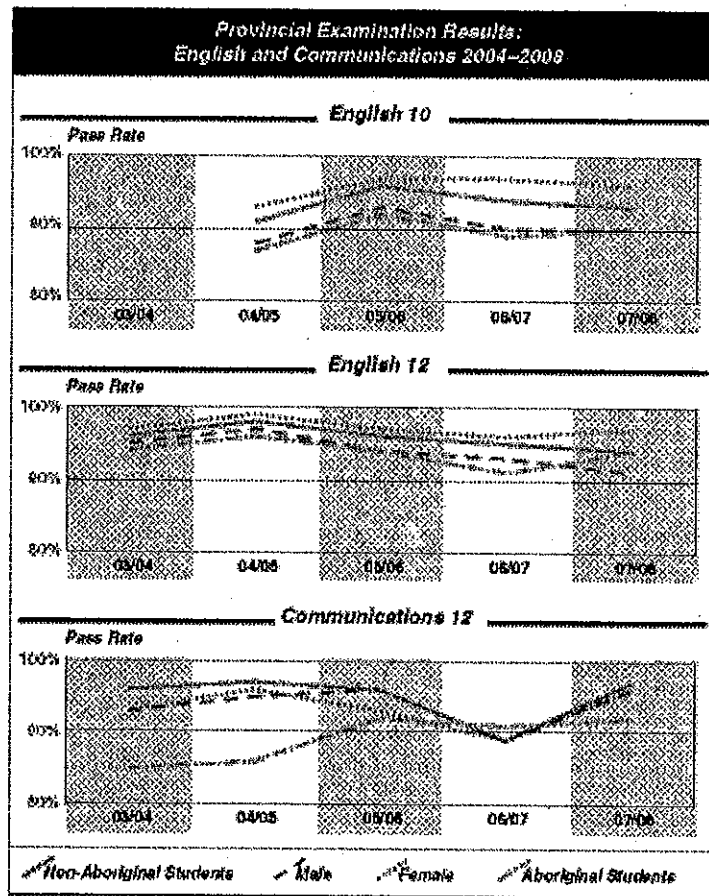
2008 Provincial Examination Results: English 10 and 12, and Communications 12

The provincial examination results for English 10, English 12, and Communications 12 are important indicators of the literacy skills of secondary and graduating students.

On the Grade 10 English exam, the success rate for district non-Aboriginal students was 93 percent, down slightly from 2006. The success rate for district female students was 96 percent, for district male students 90 percent, and for district Aboriginal students 90 percent. The results for all groups were very similar to the previous year's results.

On the English 12 exam, the success rate for district non-Aboriginal students was 94 percent, similar to the success rates of the past five years. The success rate of district Aboriginal students was also 94 percent, a return to the success rate of previous years.

On the Communications 12 exam, the success rate for non-Aboriginal district students was 97 percent, up from 89 percent in 2006/07 and a return to the success rate of previous years. The success rate for both district male and female students was 96 percent. The success rate for Aboriginal students was 92 percent, an improvement that has held steady over the past three years.



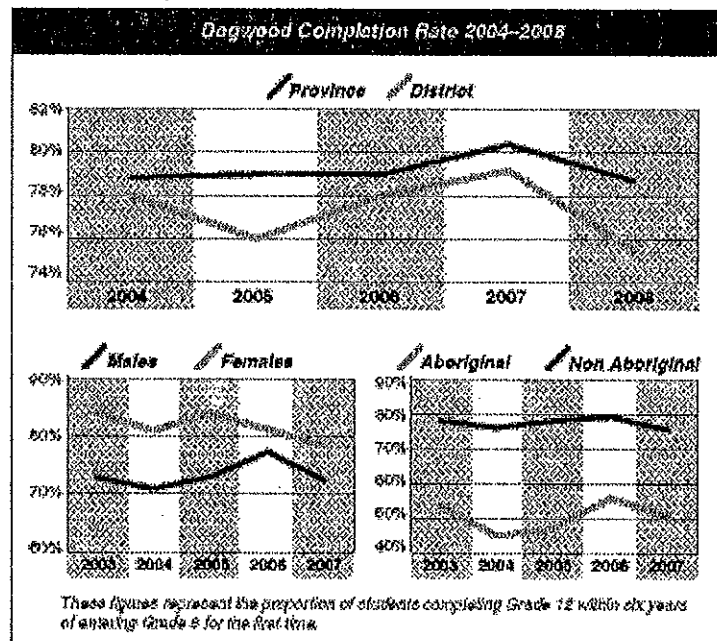
Challenging Areas

District secondary schools will examine the provincial exam results to determine how to sustain the success seen in 2007/08. The schools will also look at ways to continue the positive trend line for Aboriginal performance in Communications 12 and to engage more Aboriginal learners in English 12. As the First People's course is introduced, it will be interesting to see the success rate of our Aboriginal learners.

Dogwood Completion Rate

The Dogwood Completion Rate is the percentage of all students who start Grade 8 in the district and graduate with a Dogwood Diploma within six years. In 2007/08, the Dogwood Completion Rate for all students in the district was 75.5 percent, down from 79.2 percent in 2006/07 and lower than the provincial average of 78.7 percent. The 2008 graduates represented 78.5 percent of the district female students, the lowest percentage in many years, and 72.5 percent of the district male students.

Among district Aboriginal students, the Dogwood Completion Rate was 50.5 percent, down considerably from the previous year's rate of 55.8 percent. The Dogwood Completion Rate for Aboriginal students has varied considerably over the past five years, but continues to be about 25 percentage points below the rate for non-Aboriginal students.



Challenging Areas

The completion rates for the 2007/08 year are under scrutiny in our district. We will be looking at the name of every student who is listed as a non-completer in the six-year time frame to determine where they are. We are hoping that this will yield data on the number of students who have left school to work or for other reasons. School administrators are examining completion rates and looking at what other interventions we could try in order to improve the rates.

