

2010



WEST VANCOUVER  
SCHOOL DISTRICT  
*The premier place for learning.*

# West Vancouver School District #45 Annual Report on Student Achievement

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# SUPERINTENDENT'S REPORT ON ACHIEVEMENT

*December 7, 2010*

Section 22 of the *School Act* was amended in 2008 to include 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 annual report on student achievement is intended to serve two main purposes:

- Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement by providing a public vehicle for the superintendent of schools to annually comment on student achievement in their district;
- Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels as school plans and district achievement contracts are developed.

This report highlights many of the same areas covered in detail, in our 2010-11 Achievement Contract, including several areas where new data has become available since the Contract's approval, by the Board of Education, in June 2010. This document also answers specific questions regarding Recommendation #5 of the *Representative of Children and Youth regarding Children in Care*.

## AREAS OF STRENGTH /IMPROVEMENT

### Graduation Rates

West Vancouver Graduation Rates and six-year Dogwood Completion Rates continue to be among the strongest in the province. The most recent data indicates the Six-Year Completion Rate is 91%. While it has been holding steady, the population of West Vancouver School District continues to become increasingly diverse. There has been an increase in the number of students with a special education designation, and an increase in the number of English Language Learners. Both of these populations have grad rates similar to the graduation rates of the entire population in the West Vancouver School District.

### Performance in District and Ministry Literacy Assessments

West Vancouver students continue to regularly perform at the 100<sup>th</sup> percentile on Reading and Writing Foundation Skills Assessment (FSA) exams and Graduation Program exams in English.

The district results on the FSA exams are consistent. In some communities, there have been increasing numbers of students not participating in the exams; this is not true in West Vancouver.

The Performance Standards Based District Reading Assessment also indicates over 95% of students, in Grades 3 – 7, are meeting or exceeding expectations. These results are consistent with previous results and are in line with the results on the FSA exams.

Performance on all Graduation Program exams has been consistent, with pass rates on required exams well above 95%.

While there is little to distinguish pass rates on Graduation Program exams, when one examines the number of students earning a C+ or greater, there is a widening gap between the performance of students in West Vancouver and those in the rest of the province.

## EVIDENCE SOURCES

### Ministry of Education – Six-Year Grad Rate

#### Dogwood Graduation Rates

*(internally disaggregated)*

2001	2005	2007
94%	97%	98.5%

#### Six-Year Completion Rate

*(public data – non disaggregated)*

2007	2008	2009	2010
85%	93%	93%	91%

**FSA Reports - 2010 Results**

*+ /- in brackets is compared to 2009*

	<b>Meet or Exceed</b>	
<b>Grade 4</b>	<b>District</b>	<b>Prov. Avg</b>
<b>Reading</b>	95% (-)	80%
<b>Writing</b>	94% (- 3)	84%
<b>Grade 7</b>	<b>District</b>	<b>Prov. Avg</b>
<b>Reading</b>	94% (-3)	78%
<b>Writing</b>	99% (+1)	84%

**District Reading Assessment - 2010 Results**

	<b>Meet or Exceed</b>
<b>Gr. 3</b>	96% (-)
<b>Gr. 4</b>	96% (+1)
<b>Gr. 5</b>	97% (-1)
<b>Gr. 6</b>	98% (-)
<b>Gr. 7</b>	99% (+1)

**Graduation Program exams (2009)**

**C+ or Better Mark**

	<b>District</b>	<b>Prov.</b>
<b>English 10</b>	72%	65%
<b>English 12</b>	74%	69%

**Pass Rate**

	<b>District</b>	<b>Prov.</b>
<b>English 10</b>	99%	96%
<b>English 12</b>	99%	98%

## AREAS OF STRENGTH /IMPROVEMENT

### Substance Misuse

As part of the larger commitment to Comprehensive School Healthy, the school district has continued to monitor data both internally collected, and collected through the McCreary Centre Society regarding substance misuse. The McCreary data indicates a slight decrease in use over the last five years, and finds their West Vancouver data to be largely consistent with data on the North Shore and throughout Metro Vancouver.

Efforts have been made to improve the collection of data on the internal, District Comprehensive School Health Survey, which, in part, may account for some of the reductions in those indicating the use of specific substances. For the first time in 2009, the district also surveyed Grade 6 and 7 students on similar questions -- 22% of Grade 6 and 7 students indicated they had tried alcohol, and 2% indicated they had tried marijuana.

### EVIDENCE SOURCES

**Percentage of Secondary Students who have indicated they have tried the following drugs:**

	School District (2007)	McCreary (2008)	School District (2009)
<b>alcohol</b>	63%	57%	58%
<b>marijuana</b>	30%	29%	25%
<b>cocaine</b>	8%	4%	5%
<b>hallucinogens</b>	NA	5%	NA
<b>ecstasy</b>	11%	9%	7%
<b>crystal meth</b>	7%	2%	4%
<b>heroin</b>	NA	1%	NA
<b>steroids</b>	NA	2%	NA

**Satisfaction with Non-Academic Core Areas**

With a focus on 21<sup>st</sup> Century Learning, and with various experts indicating the importance of valuing the non-core academic areas, the district is taking a closer review of satisfaction levels in a variety of areas.

In some of these areas, we have provincial comparables, which are largely favourable for West Vancouver results. That said, our students will routinely indicate they are “getting better at” core academic skills like reading, writing and math, than they will these other areas.

As our students continue to excel in their literacy and numeracy skills, these areas remain important to maintain and highlight.

**EVIDENCE SOURCES**

**Satisfaction Surveys - 2010**

**At school, are you getting better at?**

	<b>Grade 4</b>	<b>Grade 7</b>
<b>Staying Healthy</b>	57%	60%
<b>Exercise</b>	81%	79%
<b>Art</b>	63%	60%
<b>Music</b>	72%	59%
<b>Care for Environment</b>	85%	72%

	<b>Grade 10</b>	<b>Grade 12</b>
<b>Staying Healthy</b>	54%	34%
<b>Exercise</b>	76%	36%
<b>Art</b>	25%	23%
<b>Music</b>	15%	12%
<b>Care for Environment</b>	49%	44%

**OTHER INFORMATION**

This is an area of increased data collection and interventions. This past year, the district has focused particular attention on inactive girls in secondary schools and has adopted a series of initiatives intended to increase their activity levels.

The district has also maintained its commitment to music specialist teachers, and supported professional development in the area of sustainability and environmental stewardship.

**Aboriginal Education**

The district has a number of new initiatives linked to building relationships with the Squamish Nation that should ultimately result in an Enhancement Agreement for the school district.

While a key piece of these efforts is supporting First Nations students in the school district, it is also about supporting all students to better understand First Nations issues.

**EVIDENCE SOURCES**

**At school, are you learning about?**

*(% Reporting "All of the Time" or "Many Times")*

	Grade 4	Grade 7
Aboriginal Peoples	73%	43%

	Grade 10	Grade 12
Aboriginal Peoples	48%	16%

**OTHER INFORMATION**

This is new data for the district and has first been collected in the spring of 2010. The district has implemented professional development to support this area, and intends to expand this in the New Year.

## **1. Provide Commentary or Explanatory Notes Regarding These Results.**

West Vancouver Students continue to perform at, or near, the 100% percentile on all ministry indicators of achievement including Reading FSA, Grade 10 English, and on the Six-Year Completion Rate. These results mirror our internal results, and also carry over to numeracy and other core academic areas.

- While the Six-Year Completion Rate is consistently around 90-93%, when the data is disaggregated and short-term International students are excluded, (students that do not intend to reach graduation in B.C.) the rate is between 96-99%
- Some of the changes in FSA results have made it more difficult to compare year-to-year results. The participation rate in West Vancouver remains very strong and all changes are within the margin of error.
- While we are always looking for improvement, there is little room to improve on the outside measures. Our focus has to be on moving students from “minimally meeting” to “fully meeting”, and from “fully meeting” to “exceeding expectations”.
- It is difficult to use percentage data as a measure for Aboriginal achievement. In any given cohort there are often 3 or 4 students. This fall, we are tracking these students individually, and have put new energies into supporting Aboriginal students and Aboriginal education.
- Results in areas outside core academics are of particular interest to the district as we embrace personalized learning and 21<sup>st</sup> century learning skills – we recognize that our graduates increasingly require skills beyond traditional core academics. Our satisfaction levels are above provincial averages, but below the levels we see in the district’s core subject areas.

## **2. Comment on Progress made with Respect to Goals and Targets set out in your Last Achievement Contract citing Evidence of this Progress**

Since the submission of the 2010 District Achievement Contract, we have received the following data which has helped inform our progress:

- Foundation Skills Assessment Grades 4 and 7 (2010)
- Ministry of Education Satisfaction Surveys (2010)
- Ministry of Education Six-Year Graduation Rates (2010)



Our District Achievement Contract is intended to track data over three years, and this is the second year of this information. The following new data is directly related to targets in the most recent District Achievement Contract.

### **GOAL 1 – Literacy (Objectives 1 – 3)**

Increase to 60% the percentage of Grade 10 and 12 students who report they are getting better at reading “All” or “Many Times”

**2010 Data:**    *Grade 10*    *60% (+12)*                      *Grade 12*    *58% (-2)*

Continue to monitor and maintain current school graduation rates

**2010 Data:**    *91% (-2)*

### **GOAL 2 – Foundations for Learning (Objectives 1 -2)**

Increase the number of students who report they are learning to stay healthy at schools to 70% at Grades 3, 4, 7 and 10 levels by 2011

**2010 Data:**

*Grade 3/ 4*    *69% (+12)*                      *Grade 7*    *59% (-1)*                      *Grade 10*    *68% (+4)*

Increase the number of students reporting they respect people who are different from themselves to 95% at Grades 3, 4, 7, and to 90% at Grades 10 and 12 by 2011

**2010 Data:**

*Grade 3/4*    *90% (-2%)*                      *Grade 7*    *92% (-)*  
*Grade 10*    *85% (+2)*                      *Grade 12*    *88% (+2%)*

### **3. Discuss the Connectedness of the Achievement Contract, Superintendent’s Report, District Literacy Plan, Early Learning Plan, and Aboriginal Enhancement Agreement**

The District Achievement Contract is the primary, student-achievement focused document for the West Vancouver School District. The Superintendent’s Report gives a report on district level data and reports out on data related to the District Achievement Contract since its publication. The Early Learning Plan helps to inform the District Achievement Contract, particularly the Early Development Instrument, which provides data for use in planning with the district and larger

community. The West Vancouver School District is moving towards completing its first Aboriginal Enhancement Agreement. The success of Aboriginal students is included as part of the Achievement Contract and it is also part of this document.

#### **4. Report on the Implementation of Recommendation #5, on the Representative of Children and Youth regarding Children in Care**

What categories of Children in Care have been successfully identified and are being monitored?

- Children in Continuing Care
- Children in Temporary Care
- Children in Voluntary Care
- Children in Extended Family Care
- Children in Special Needs Agreement

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

At the district level, the SD45 District Contact for Children in Care is in regular contact with personnel at MCFD offices discussing the status and progress of children in care as outlined above.

At the school level, the principals and classroom teachers take the lead in communicating with the individual child's social workers and foster parents. This would include both regular day-to-day updates with foster parents, as well as inviting both social workers and foster parents to attend school meetings regarding student achievement, and IEP meetings where applicable.

What evidence and data is being collected to determine if monitoring and structures are having an impact?

- Report Cards
- IEP progress (when applicable)
- District Reading Assessment Results
- School Wide Writes
- FSA results (when applicable)
- School-Based Team minutes