



Achievement Contract 2009-2010

IMPROVEMENT ONE STUDENT AT A TIME

WHO ARE WE?

- **About the Rocky Mountain District:**

- School District No. 6 (Rocky Mountain) extends from Field in the Yoho Park through Golden and Invermere to Kimberley, with a district population of over 24,000 people.

A 'Quest for Quality' and a commitment to building a 'Culture of Optimism' define the philosophy and vision of School District No. 6 (Rocky Mountain).

- Over the past 10 years enrolment in School District No. 6 has declined by 1479 students from 4512 to the current projected enrolment of 3033 fte. The projection is for continued decline.

- 494fte or 16.3% of our students are of Aboriginal ancestry.

- 286 students (9.4%) have been identified as having designated special needs.

- There is a perception of increased transience with the closure of the Sullivan Mine in Kimberley, the high cost of housing in Invermere and Golden and the down-turn in the forest industry.

- **School District No. 6 offers students and families a wide range of educational options designed to meet the unique learning needs of all students, including:**

- a full array of academic courses which are enhanced through innovative instructional practice, electronic support and a connected learners' program;

- French Immersion K to grade 12 in Golden and the implementation of Intensive French in the Windermere and Kimberley Zones;

- a focus on social responsibility and volunteerism in schools, the community and globally;

- sports schools which offer skiing, snowboarding, hockey, figure skating, and equestrian;

- schools with an embedded environmental focus, including the opportunity to learn through gardening;

- a commitment to healthy nutritional practices and physical activity;

- a Learning@Home Program;

- outstanding Fine Arts and Athletic programs;

- well-developed Career Education programs;

- expansion of international education programs to include all secondary schools as well as the implementation of a Mother-Child program in Kimberley in partnership with the College of the Rockies;

- community partnership with early learning programs provided in numerous schools throughout the district, including the implementation of StrongStart Centres in the Kimberley, Windermere and Golden zones; and

- alternate education programs in Kimberley, Golden and Invermere as well as an adult education program, offered in partnership with industry, and available throughout the district.

• **Areas of Strength:**

- School District No.6 has a clearly demonstrated commitment to learning leadership as evidenced through the District Directions 2013, focused professional growth initiatives, implementation of the 'Learning Coach' model throughout the district, collaborative practice directed at improved outcomes for all students, enhanced leadership development opportunities for staff in all sectors of the district, for students and for parents and strong leadership through regional partnership with the Kootenay-Boundary School Districts.

- Demonstrated commitment to developing and nurturing a strong partnership with parents.

- Commitment to working in partnership with the Aboriginal community and parents to enable continued strong achievement of Aboriginal students.

- Partnerships with the community to expand the early learning programs, career education programs, international program opportunities, community recreation facilities and healthy schools initiatives.

- Improvement one student at a time --- a focus on regular collaborative conversations regarding individual student improvement and how the schools and the district may support student success.

- Highly skilled, dedicated Board of Education and staff throughout all aspects of the district.

WHAT DO WE KNOW?

The Early Development Instrument tells us:

- District wide, 27% of children were vulnerable on at least one scale of development in 2008. This indicates a continuation of the trend towards higher vulnerability that was seen between Wave 1 (17.6%) and Wave 2 (23%).
- Golden had the highest proportion of children vulnerable in both Wave 2 (34.3%) and 2008 (31%). Golden was the only area, however, where there was a decrease in vulnerability from Wave 2.
- 25.4% of children were vulnerable in Kimberley in 2008, an increase of nearly 3% from Wave 2.
- 24.3% of children were vulnerable in Windermere in 2008, the lowest vulnerability rate in the district but the largest increase (+11.2%) in vulnerability between Wave 2 and 2008.
- District wide, the largest proportion of children vulnerable was on the Emotional Maturity scale (15.1%) and the smallest proportion of children vulnerable was on the Language and Cognitive Development scale (7.5%).
- In Golden, the largest proportion of vulnerability was found on the Emotional Maturity scale (21.4%). Only the Physical Health and Well-Being scale had less than 10% of children vulnerable (9.9%).
- Kimberley had over 20% of children vulnerable on the Social Competence scale (20.3%). The lowest proportion of children vulnerable, only 1.7% was found on the Language and Cognitive Development scale. The Communication Skills and General Knowledge scale also had less than 10% of children vulnerable (8.5%).
- Windermere had three scales, Social Competence, Emotional Maturity, and Language and Cognitive Development all with less than 10% of children vulnerable. The highest level of vulnerability was on the Physical Health and Well-Being scale (11.4%).

SMART Write District results tell us:

- 93 – 98% of students in grades 1 to 8 meet or exceed expectations.
- 2006-2007/2008-2009 cohort data shows an increase in success for 'all students' in the grade 2, 5, 6 and 8 cohorts, for 'male students' in the grade 2, 4, 5 and 8 cohorts, for 'female students' in the grade 6 and 8 cohorts and for 'Aboriginal students' in the grade 7 and 8 cohorts.
- 2006-2007/2008-2009 'Aboriginal' student cohort data demonstrates a 5% improvement in success for the students in the grade 7 cohort, and a 9% improvement in success for the students in the grade 8 cohort
- 2006-2007/2008-2009 'male student' cohort data shows a 4% improvement in success for students in the grade 2 cohort, a 5% improvement in success for students in the grade 8 cohort, however, 'male students' show a decline in success of 5% in the grade 3 cohort, and 3% in the grade 7 cohort.
- The District Write trend line continues to be generally positive or flat in all grades.

District Numeracy Assessment tells us:

- Considering Cohort Data (06/07 grade 3, 08/09 grade 5):
 - Tasks (Meeting or Exceeding Expectations):
 - All Students remained at 84%
 - Male Students declined by 3% (5% below All)
 - Female Students improved by 4% (6% above All)
 - Aboriginal Students improved by 10% (11% below All)
 - Multiple Choice (Meeting or Exceeding Expectations):
 - All Students declined by 15% to 76%
 - Male Students declined by 13% (1% below All)
 - Female Students declined by 18% (1% above All)
 - Aboriginal Students declined by 25% (10% below All)
 - Basic Skills (Meeting or Exceeding Expectations):
 - All Students declined by 1% to 85%
 - Male Students declined by 3% (2% below All)
 - Female Students improved by 1% (2% above All)
 - Aboriginal Students improved by 6% (1% below All)
 - Basic Facts (Meeting or Exceeding Expectations):
 - All Students improved by 4% to 92%
 - Male Students declined by 1% (4% below All)
 - Female Students improved by 9% (4% above All)
 - Aboriginal Students improved by 6% (8% below All)

Provincial Data tells us:

- Foundation Skills Assessment Reading

Grade 4

% All Students meeting/exceeding: 1% below Province
% Male st. meeting/exceeding: equal Province
% Female st. meeting/exceeding: 2% below Province
% Aboriginal st. meeting/exceeding: 10% above Prov.

Grade 7

% All Students meeting/exceeding: 5% below Province
% Male st. meeting/exceeding: 5% below Province
% Female st. meeting/exceeding: 5% below Province
% Aboriginal st. meeting/exceeding: 11% below Prov.

- Foundation Skills Assessment Writing

Grade 4

% All Students meeting/exceeding: 8% below Province
% Male st. meeting/exceeding: 18% below Province
% Female st. meeting/exceeding: 2% above Province
% Aboriginal st. meeting/exceeding: 8% below Prov.

Grade 7

% All Students meeting/exceeding: 22% below Province
% Male st. meeting/exceeding: 18% below Province
% Female st. meeting/exceeding: 24% below Province
% Aboriginal st. meeting/exceeding: 15% above Prov.

- Foundation Skills Assessment Numeracy

Grade 4

% All Students meeting/exceeding: 6% below Province
% Male st. meeting/exceeding: 9% below Province
% Female st. meeting/exceeding: 4% below Province
% Aboriginal st. meeting/exceeding: 9% above Prov.

Grade 7

% All Students meeting/exceeding: = Province
% Male st. meeting/exceeding: 19% above Province
% Female st. meeting/exceeding: 1% below Province
% Aboriginal st. meeting/exceeding: equals Province

- Provincial exam results

Required Examinations:

District Pass or Better exceeded the Provincial rate in all subjects other than Ma Essentials 10 (District 86%, Province 92%).

District Good or Better exceeded the Provincial rate in all subjects other than Science 10 (District 54%, Province 60%).

Optional Examinations:

District Pass or Better exceeded the Provincial rate in all subjects.

District Good or Better exceeded the Provincial rate in Francais Langue 12, Applications of Math 12, Principles of Math 12.

- Transition Rates

Grade	District(All)	District(Ab)	Province(All)
8	96%	100%	96%
9	92%	96%	95%
10	89%	94%	90%
11	84%	86%	83%
Completion	86%	55%	78%

- Graduation Rates (2007-2008, 6 year completion)

	District	Province
All students	86%	78%
Aboriginal students	55%	47%

Note: This is the highest district rate in the past 5 years

Note: Female Ab student grad 75% district, 52% province

Male Ab student grad 43% district, 43% province

- Professional judgement tells us that the focus on individual students and improvement one student at a time is the critical focus.

**WHAT DO WE
WONDER
ABOUT?**

- Early Development

- Will the children who have attended the StrongStart and Pre-School programs show improved development as measured by the EDI and the Kindergarten Project Continua?

- Writing Results

- Why are the grade 4 and 7 District FSA Writing results generally below the Provincial results?

- Why are the District SMART Writing results so much better than the FSA results (93 – 98% of students meeting or exceeding)?

- Interesting that the District SMART Write results are comparable to the 2007-2008 Provincial English 12 and Communications 12 exam results (English 12, 100% successful, Communications 12, 100% successful).

- Numeracy Results

- What would account for the improvement in Basic Facts for the Cohort group? Is there something that can be applied to support continued improvement?

- What do we know about why all sub-groups in the Cohort Group declined significantly in Multiple Choice success?

- Graduation Rates

- Graduation rate of 86% in 2007-2008 is the highest in the past 5 years even though the provincial rate of 78% is the lowest provincial average. What are our schools doing differently that could account for this?

- What do we need to do to move the Aboriginal student graduation rate to meet the graduation rate for all students?

- Transience

- Is the perception of increased student transience having a negative impact on achievement/transition/graduation?

**WHAT IS THE
FOCUS IN
SCHOOL PLANS
FOR STUDENT
SUCCESS?**

- Secondary Schools

- o Assessment practices that reflect true performance
- o Connection of work habits and attendance to graduation
- o Engaging vulnerable students in their learning
- o Transitions, course completion, exam results
- o Mentorship
- o Collaboration
- o Classroom practice
- o Student reflections
- o SMART assessment

- Grade 4-7 Schools

- o Mathematics – vulnerability – numeracy
- o Posting learning intentions
- o Learning Coach

	<ul style="list-style-type: none"> o Connections o Instructional practice <p>- Grade K-7 Schools</p> <ul style="list-style-type: none"> o Focus on multiple intelligences o Monitoring the progress of all students o Communication skills o Team approach o Strengthen connections o Vulnerability o Reading support – seniors, one-to-one reading <p>- Grade K-3 Schools</p> <ul style="list-style-type: none"> o Literacy o Changing population o Vulnerability o Intentional support with families o Building community o Connect achievement data o Character development – connection to vulnerable students o Buddies o Performance standards/district write o Behavior/focus on vulnerable students <p>- Overall</p> <ul style="list-style-type: none"> o Use of assessment for learning is wide-spread o Include community to support students o Intentional changes in instructional practice – assessment for learning, grading for success, strengthened focus on oral language o Focus on outcomes – intentional teaching of expectations o Teacher mentorship – learning coaches o Literacy – reading and writing o Numeracy – in some plans but not as much as literacy o Networking and collaboration – collaborative marking, Network of Performance Based Schools, Zones of schools working together, elementary to secondary, SMART collaborative work o Early learning o Focus on success of Aboriginal students
<p>WHERE DO WE WANT TO GO? (TARGETS 2008-2009)</p>	<p>Early Learning: 2008-2009 kindergarten teachers will complete the Early Learning Assessment Framework and District baseline will be established.</p> <p>Literacy Targets: Writing Achievement By 2011: Grade 7 male and Aboriginal students will achieve at the same level as all students as measured by the District SMART Write assessment.</p>

	<p>Reading Achievement 2008-2009: District Wide assessment to be implemented and District baseline established.</p> <p>Numeracy Targets: 2008-2009: Track cohort groups By 2011: 90% of All Students in all grades will meet or exceed expectations as measured by the District Numeracy Assessment.</p> <p>Completion Rate Targets: By 2011: 85% of all students, including 85% of Aboriginal students and 85% of male students will achieve 6 year Dogwood completion. By 2011: 70% of students with special needs will achieve 6 year Dogwood completion.</p> <p>Transition Target: By 2011: 90% of all students will achieve transition from grade 11 to grade 12.</p> <p>Vulnerability of Students Professional judgement, based on research such as the work of Ruby Payne and Martin Brokenleg, will continue to be used to identify students who are vulnerable, develop intervention strategies to support students to remain in school and achieve success.</p>
<p>HOW ARE WE GOING TO GET THERE? (ACTIONS)</p>	<p>District support for vulnerable students:</p> <ul style="list-style-type: none"> - CommunityLINK staff, Aboriginal Education Support Workers, elementary counselors allocated to schools based on student need. - District Principal, Student Services provides direct support to teachers/support staff. - A school completion certificate program has been developed by the district to ensure that students with special needs receive appropriate credit for courses completed. - Learning Coaches in all schools - Networking support for staff/schools - School/Group Grant to provide financial support for school/staff initiatives - Participation in Network of Performance Based Schools - Decentralized budgeting which assists schools to staff/organize with individual student needs in mind - Superintendent and Assistant Superintendent meet with principals, vice-principals and other staff to consider individual students: which students the school is concerned about, why they are concerned, what is making a difference, and how the school knows they are making a difference. - Differentiated Instruction/Grading for Success – professional development support attended by school teams/school staff (some examples)

- Universal Design, Supporting All Students, Leyton Schnellert, Learning Rounds and lesson Study, Intermediate/Secondary focus
- SMART Summer Institute, SMART session for administrators with Susan Close, SMART Learning Rounds
- Assessment; Strategies and Tools to Improve Learning, Damian Cooper (all grade 4 – 12 teachers) and Assessment webcasts
- Oral Language/Pre-Literacy Development (all K and some grade 1 teachers)
- Making Connections/Learning Sequences (all grade 2/3 and some grade 1 teachers)
- Early Learning Framework training sessions were held for StrongStart facilitators in the spring of 2009. In the fall of 2009 these sessions are planned on a regional basis for Early Childhood Development partners, StrongStart facilitators and kindergarten teachers.
- ESL professional development
- Regional Learning Leadership Initiatives, including Grad Conference, Numeracy Summer Institute and Early Learning
- Principal/Vice-Principal Professional Development using “Visible Learning: a synthesis of over 800 meta-analyses relating to achievement”

School Support for Vulnerable students:

- Schools creating wrap-around support for individual students identified.
- School Plans for Student Success implementing specific school initiatives focused on meeting the needs of vulnerable students.

Community support for vulnerable students:

- Implementation of District Literacy Plan
- Early Learning/StrongStart programs and participation in Early Childhood Coalitions
- Children in Care initiative with MCFD
- Participation in regional partnership with MCFD, Ministry of Health and school districts to hire Child and Youth with Special Needs and Children in Care Coordinator
- School Community Connections Grant initiatives in Golden, Kimberley and Invermere
- Working with Bands and Aboriginal community and working toward implementation of Aboriginal Education Enhancement Agreement.

Parent involvement:

- Shared Planning in Schools
- District Parent Advisory Council Leadership in District Planning
- Parent and Elder leadership with Aboriginal Education Enhancement Agreement.
- Parent participation in learning leadership opportunities

HOW WILL WE KNOW IF WE'VE MADE A DIFFERENCE? (MONITOR AND ADJUST)

1. Cycle of District Wide assessment in Writing, Reading, Numeracy and Early Development. Monitor results and make adjustments informed by the results
2. Monitor provincial data including provincial exam results, satisfaction surveys, transition rates and FSA results. Consider disaggregated data in planning and making adjustments
3. School Plans for Student Success, based on an action research question addressing improved outcomes for students, are reviewed and monitored.
4. School Plans for Student Success reviewed in collaborative sessions with participation of Trustees, Senior Staff and School Planning Groups.
5. Collaborative visits to schools by district staff
6. District Directions 2013 to include improvement focus
7. School and District regular achievement-focused reports to the Board on direction/progress in Plans for Student Success, District Literacy Plan and District Achievement Contract
8. District funded Learning Coaches providing learning leadership in all schools
9. District and schools facilitating networking of like-schools, schools with like-focus and schools working together in transition of students
10. Status reports in school newsletters and community newspapers

WHAT WILL OUR NEW TARGETS BE? (MONITOR, ADJUST AND ESTABLISH 2009-2010 GOALS)

Early Learning:

2008-2009 Goal:

Kindergarten teachers will complete the Early Learning Assessment Framework training.

2008-2009 Update:

Framework training was held for StrongStart facilitators in the spring of 2009.

2009-2010 Goal:

By 2011 the vulnerability rate of children as measured by the EDI will be reduced from 27% for the district to 15%.

Framework training will be held for Early Childhood Development partners, StrongStart facilitators and kindergarten teachers in the fall of 2009.

Literacy:

2008-2009 Goals:

By 2011 grade 7 male and Aboriginal students will achieve at the same level as all students as measured by the District SMART Write assessment.

District Wide Reading assessment to be implemented and District baseline established.

2008-2009 Update:

Grade 7 District SMART Write assessment results showed:

- improvement for 'all students' of 1% with 94% of students meeting or exceeding expectations
- improvement for 'male students' of 4% with 92% of male students meeting or exceeding expectations
- improvement of 8% for 'Aboriginal students' with 92% of students meeting or exceeding expectations.

A collaborative working group is reviewing various reading assessments to determine the best assessment for SD6.

2009-2010 Goals:

Continue Goal set in 2008-2009

Implement District Reading Assessment and create district baseline data for grades 2 and 6 by May 2010.

Numeracy:

2008-2009 Goals:

Track district cohort data

2008-2009 Update:

Students in the Cohort Group have shown general improvement or have maintained success in all aspects other than Multiple Choice where decline in success was found with all sub-groups.

In Basic Facts, All Students(92%) and Female Students(96%) have achieved the 90% goal; Male Students(88%) and Aboriginal Students(84%) are close to achieving the goal.

2009-2010 Goals:

Continue Goal set in 2008-2009

By 2011 90% of 'All Students' in all grades will meet or exceed expectations as measured by the District Numeracy Assessment.

Completion Rates:

2008-2009 Goals:

By 2011 85% of all students, including 85% of Aboriginal students and 85% of male students will Achieve 6 year Dogwood completion.

By 2011 70% of students with special needs will achieve 6 year Dogwood completion.

2008-2009 Update:

In 2007-2008 91% of all students achieved 6 year Dogwood completion, 84% of male students and 45% of students with special needs.

2009-2010 Goals:

Continue Goals set in 2008-2009

Transition Target:

2008-2009 Goal:

By 2011 90% of all students will achieve transition from grade 11 to 12.

2008-2009 Update:

In 2007-2008 84% of students achieved transition from grade 11 to grade 12.

2009-2010 Goal:

Continue Goal set in 2008-2009

APPENDICES

SMART District Write Data

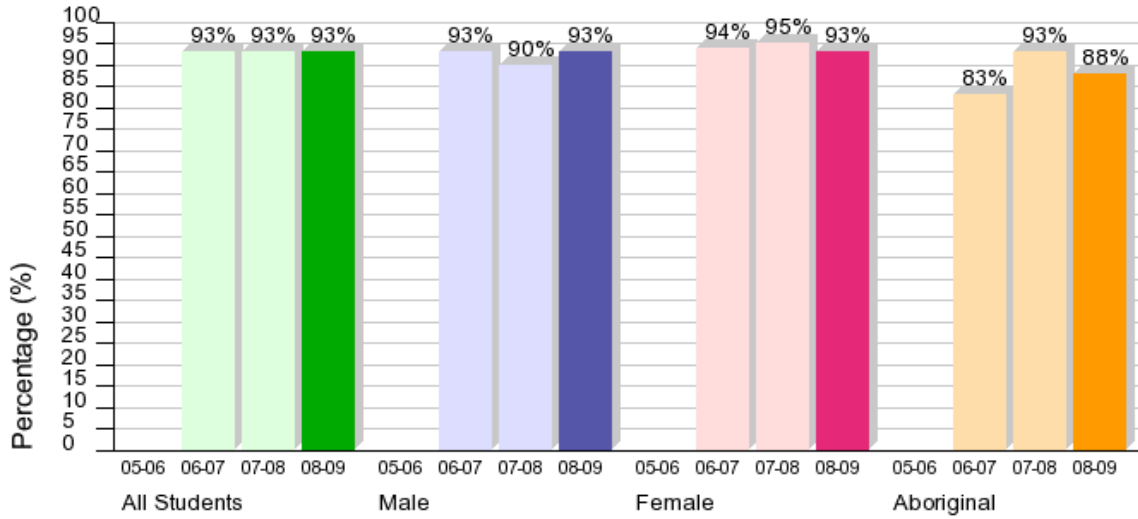
District Numeracy Data

FSA Data (SD6)

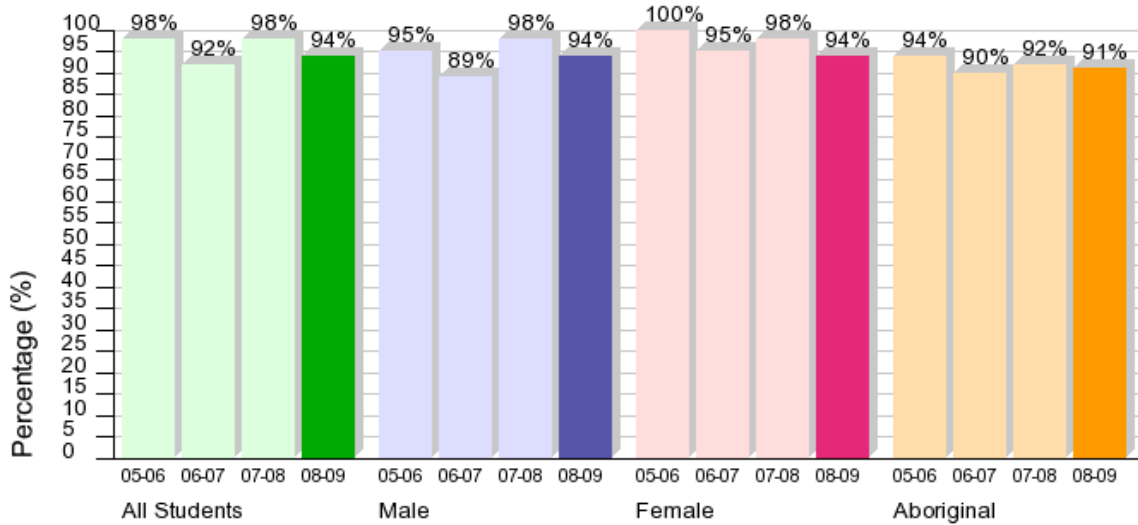
FSA Data (Province)

SMART District Write Data

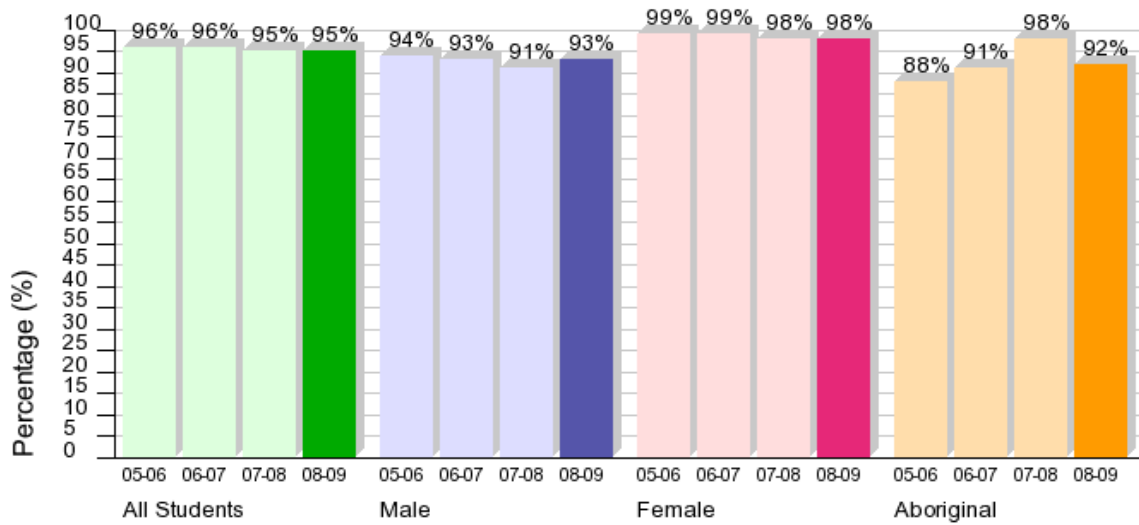
Smart Write District Results, Grade 1



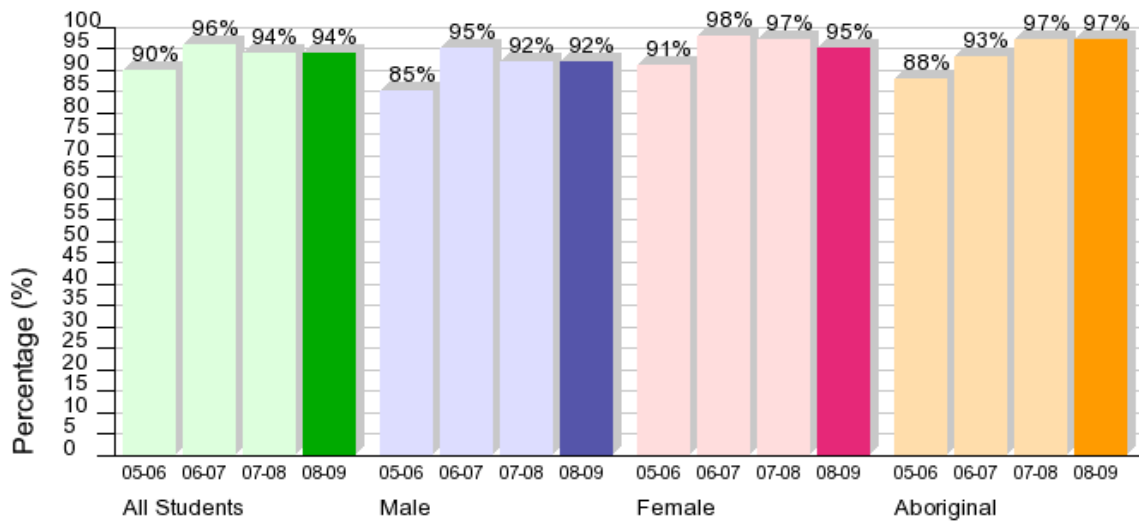
Smart Write District Results, Grade 2



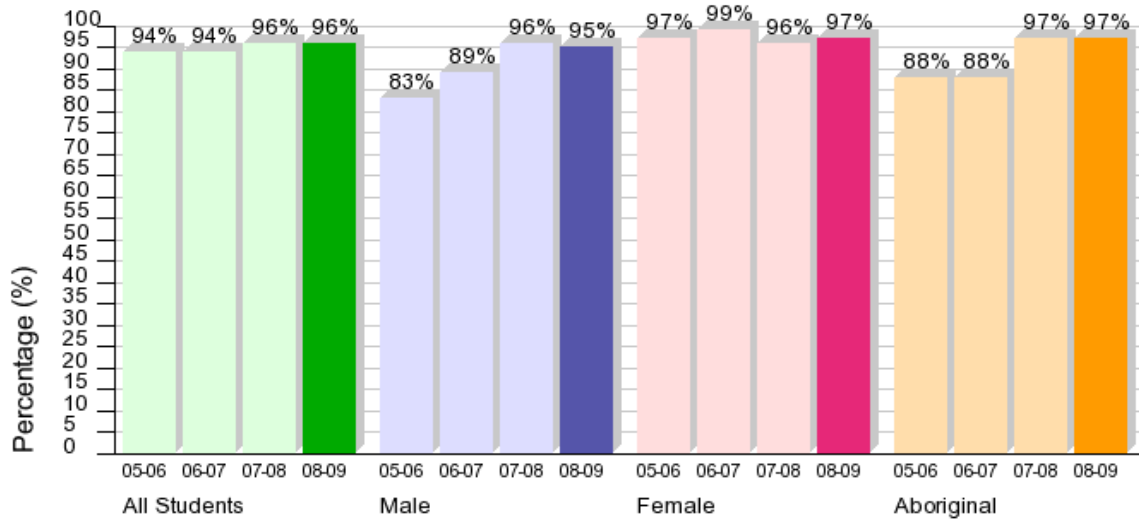
Smart Write District Results, Grade 3



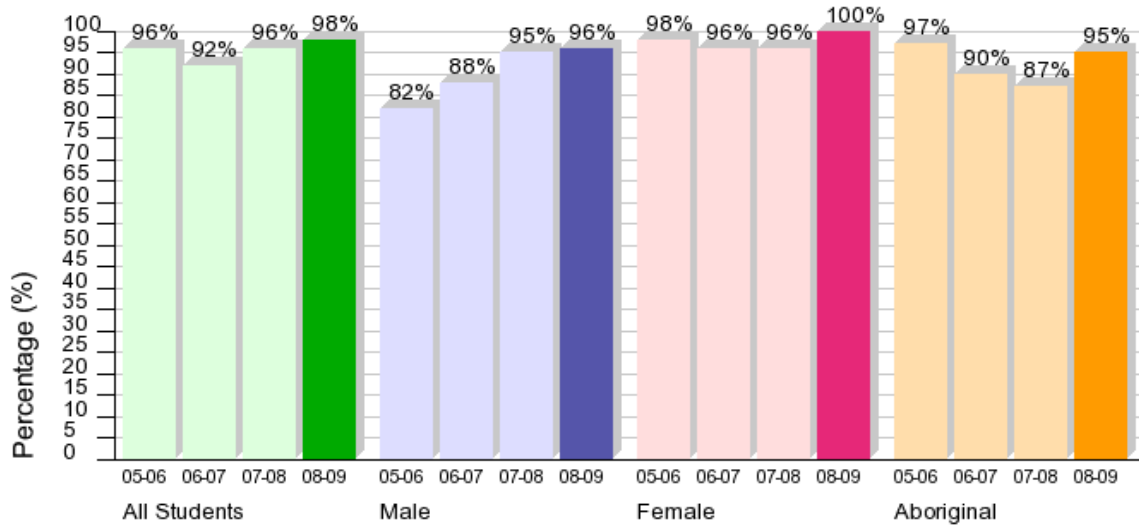
Smart Write District Results, Grade 4



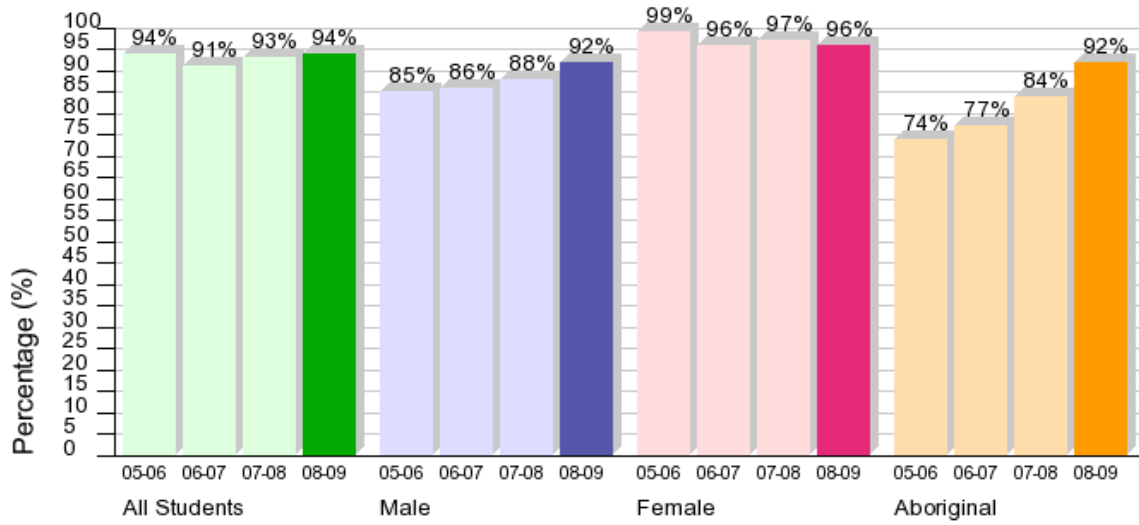
Smart Write District Results, Grade 5



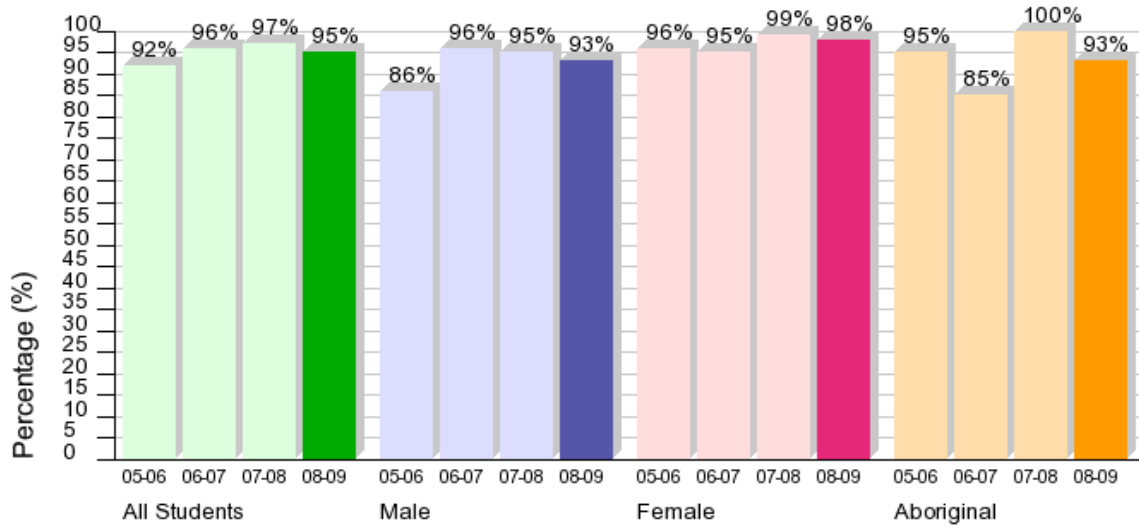
Smart Write District Results, Grade 6



Smart Write District Results, Grade 7

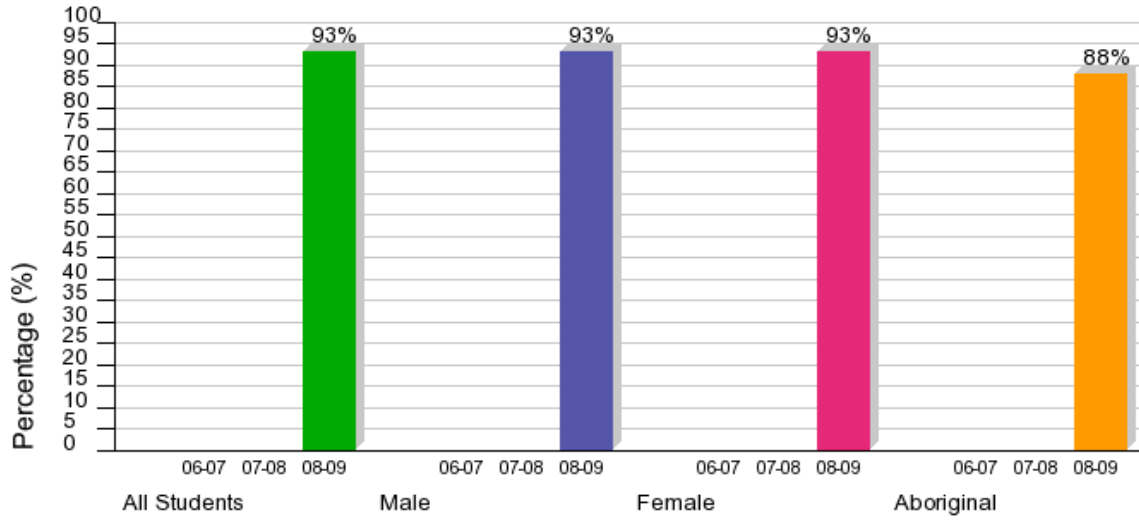


Smart Write District Results, Grade 8

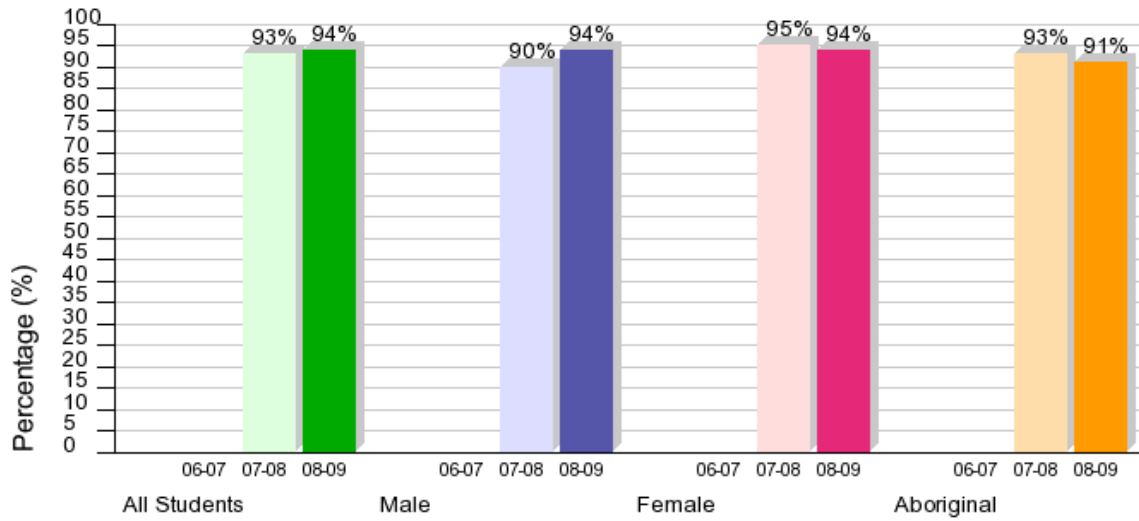


SMART District Write Cohort Data

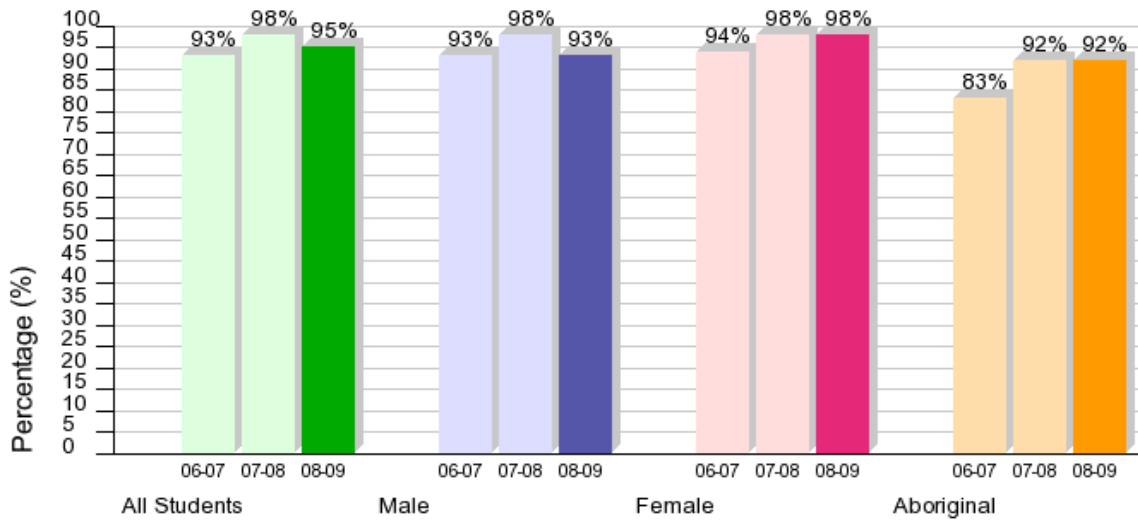
Smart Write District Cohort Results, Grade 1



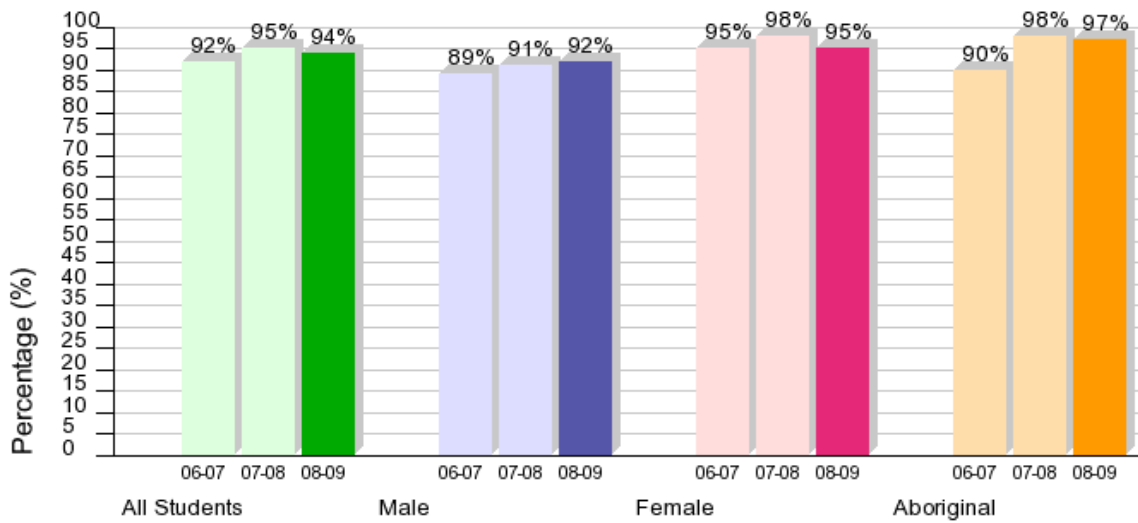
Smart Write District Cohort Results, Grade 2



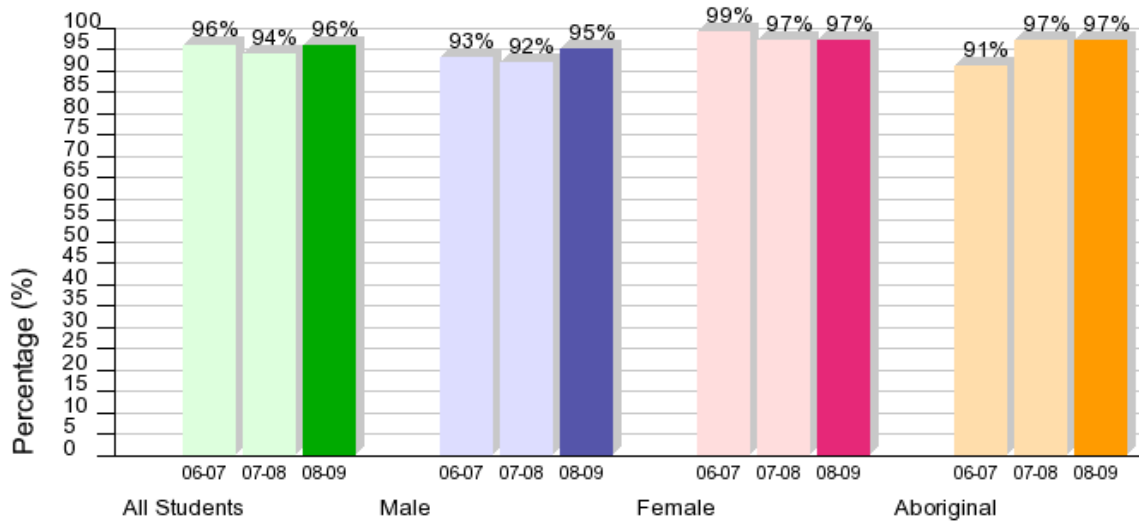
Smart Write District Cohort Results, Grade 3



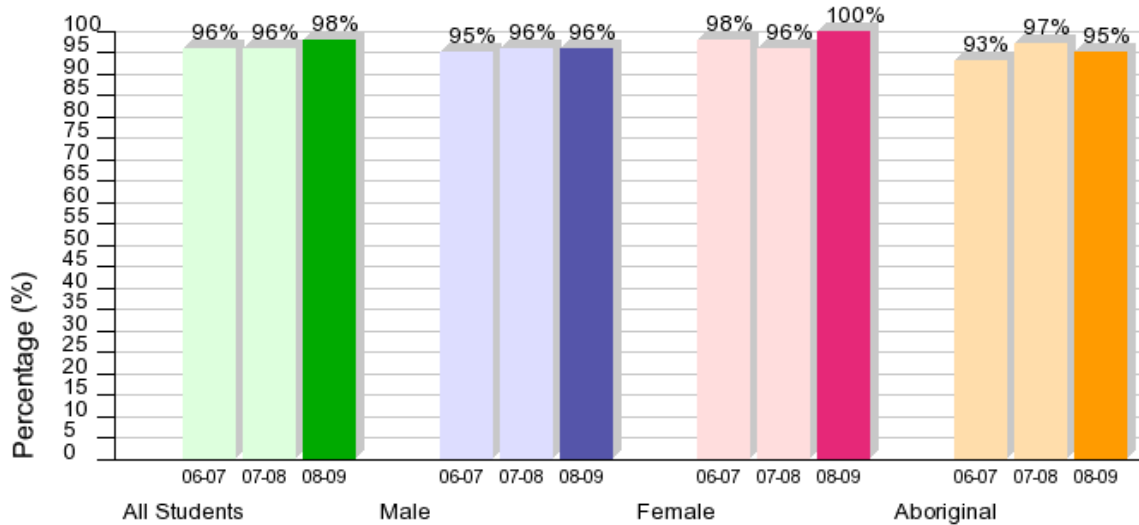
Smart Write District Cohort Results, Grade 4



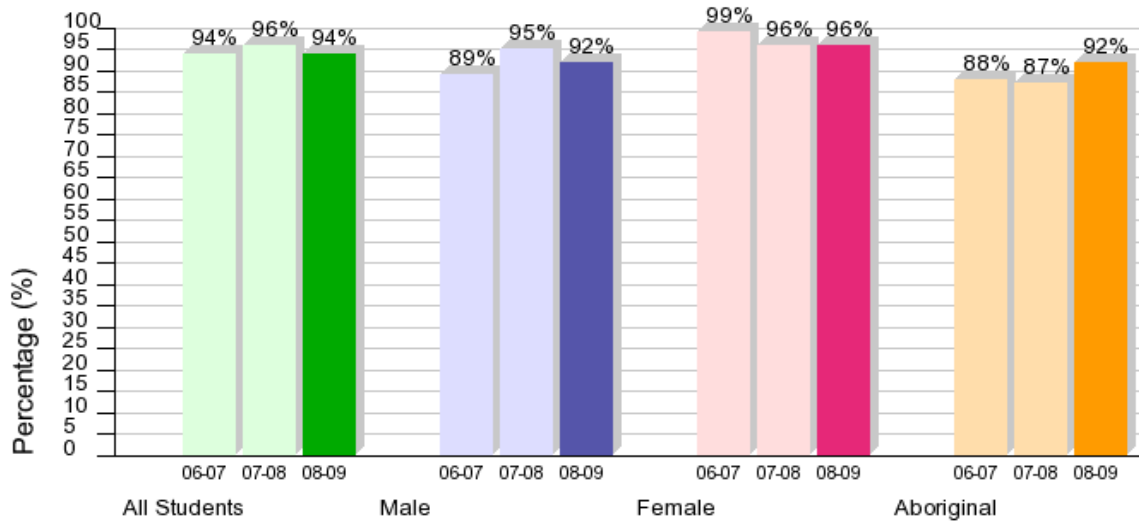
Smart Write District Cohort Results, Grade 5



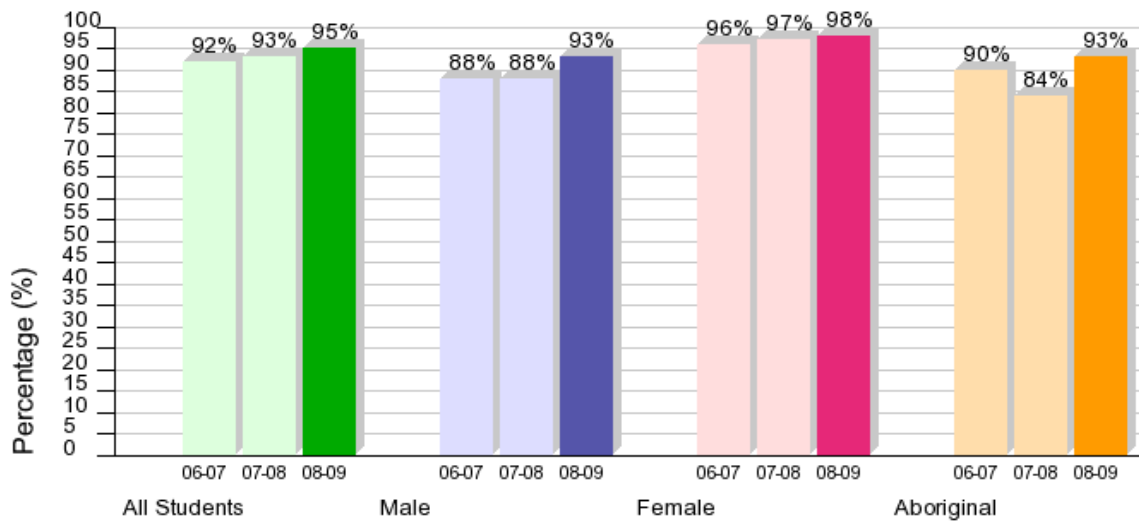
Smart Write District Cohort Results, Grade 6



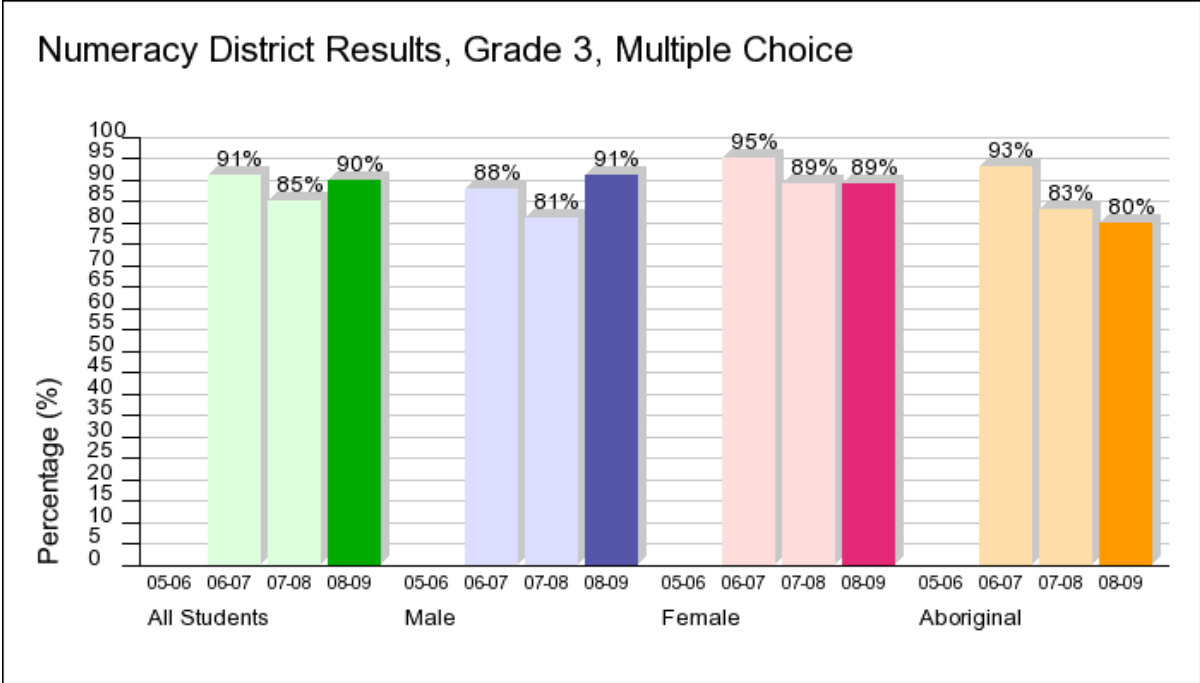
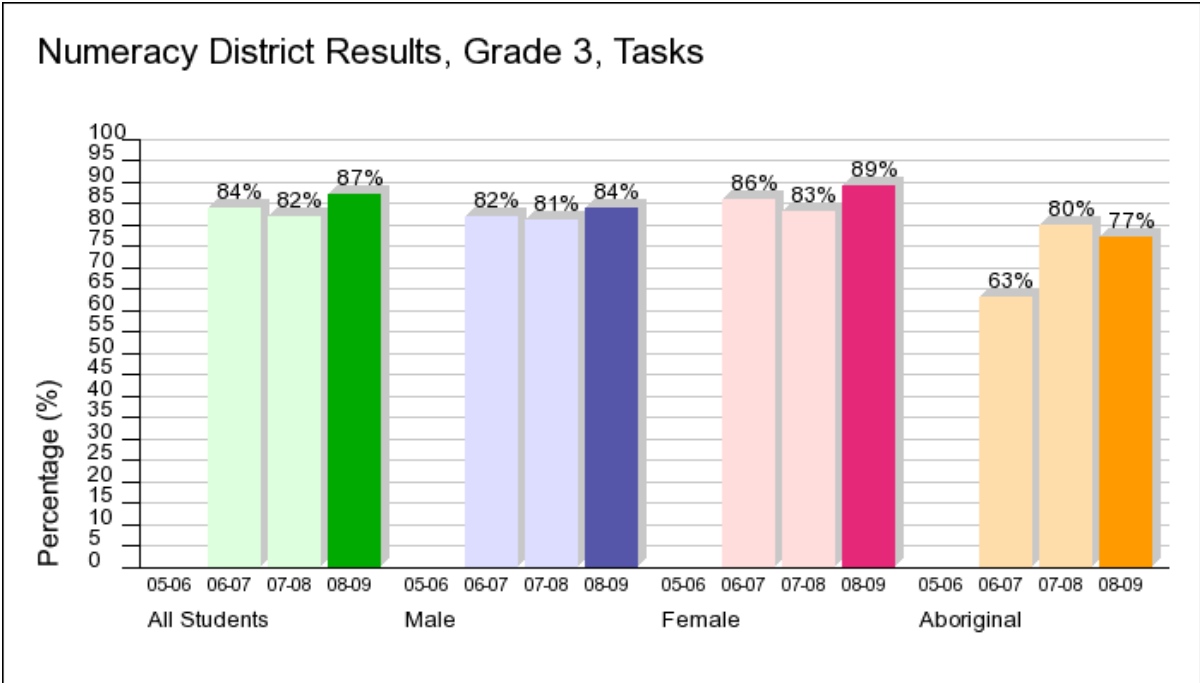
Smart Write District Cohort Results, Grade 7



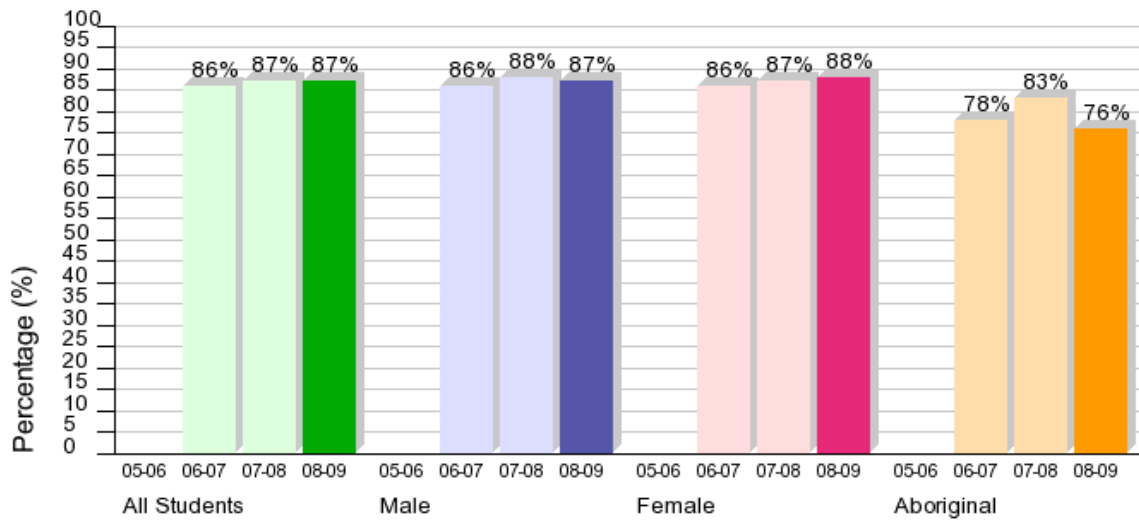
Smart Write District Cohort Results, Grade 8



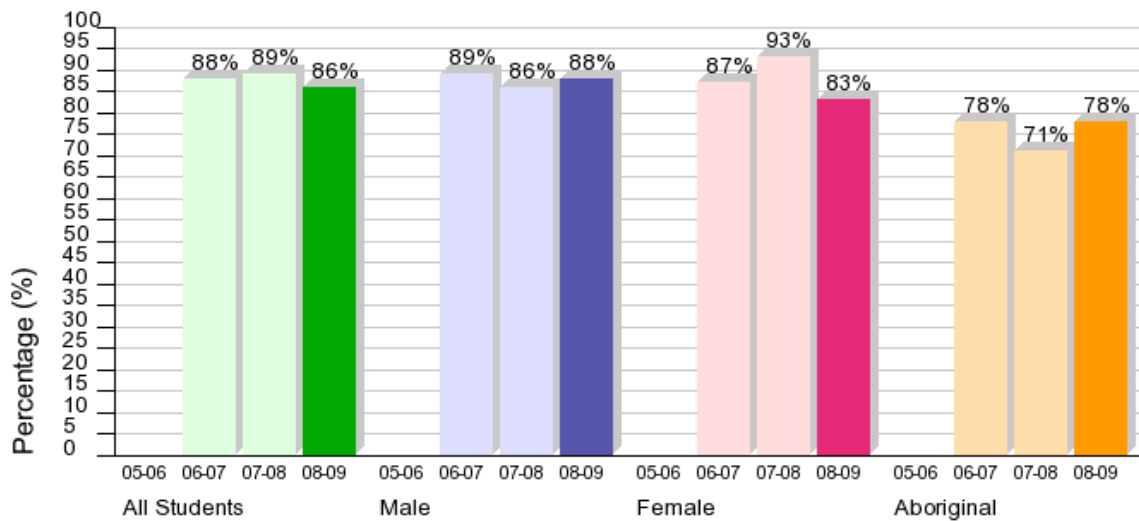
District Numeracy Data: Grade 3



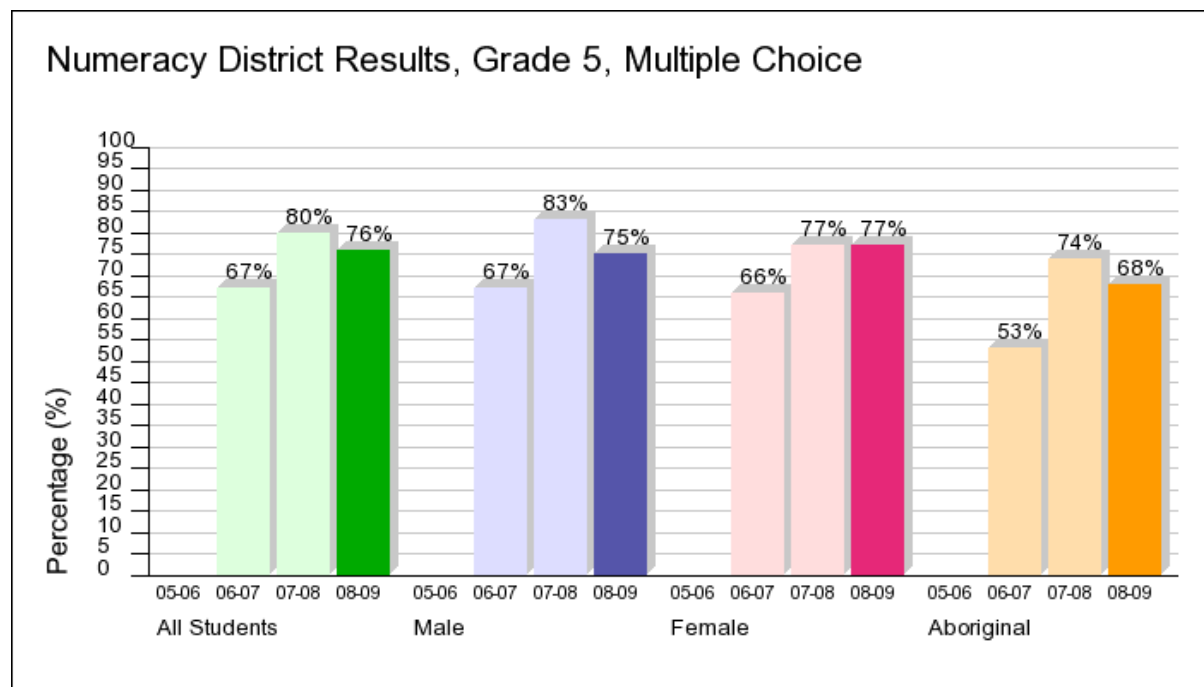
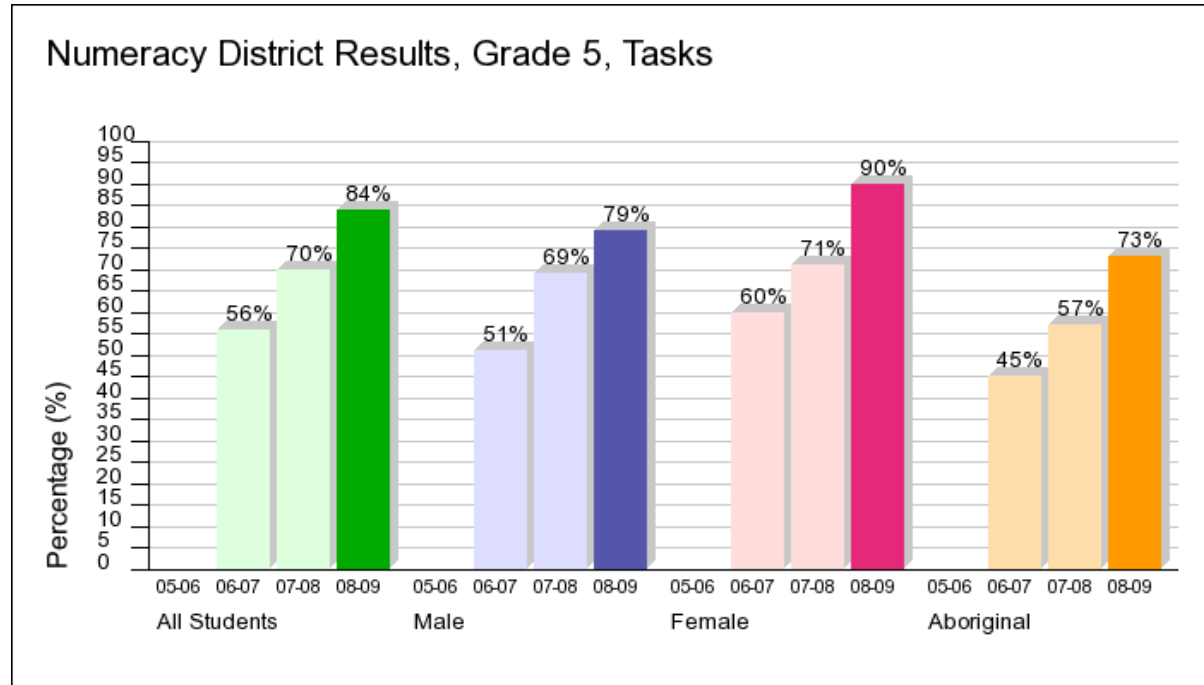
Numeracy District Results, Grade 3, Basic Skills



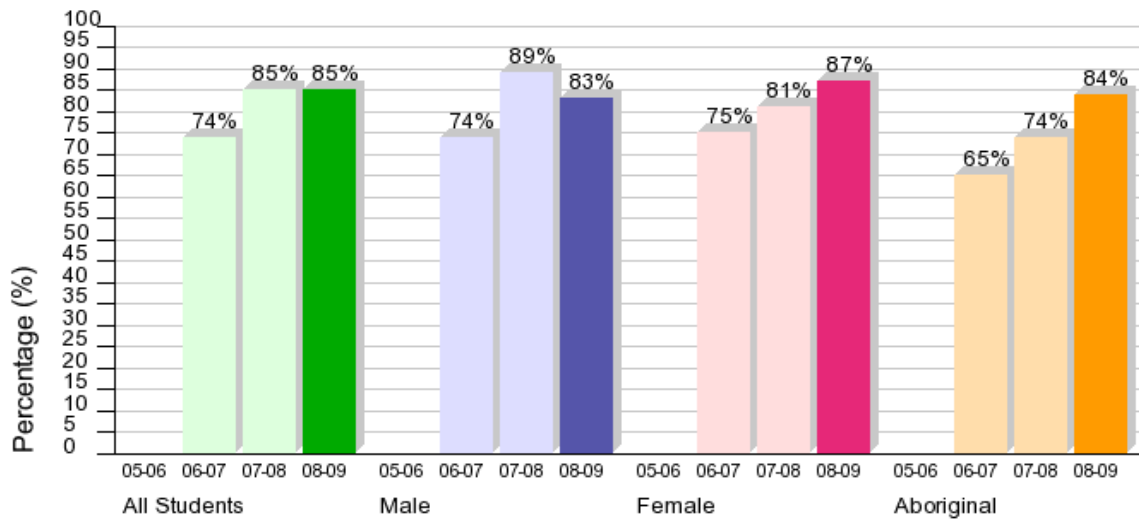
Numeracy District Results, Grade 3, Basic Facts



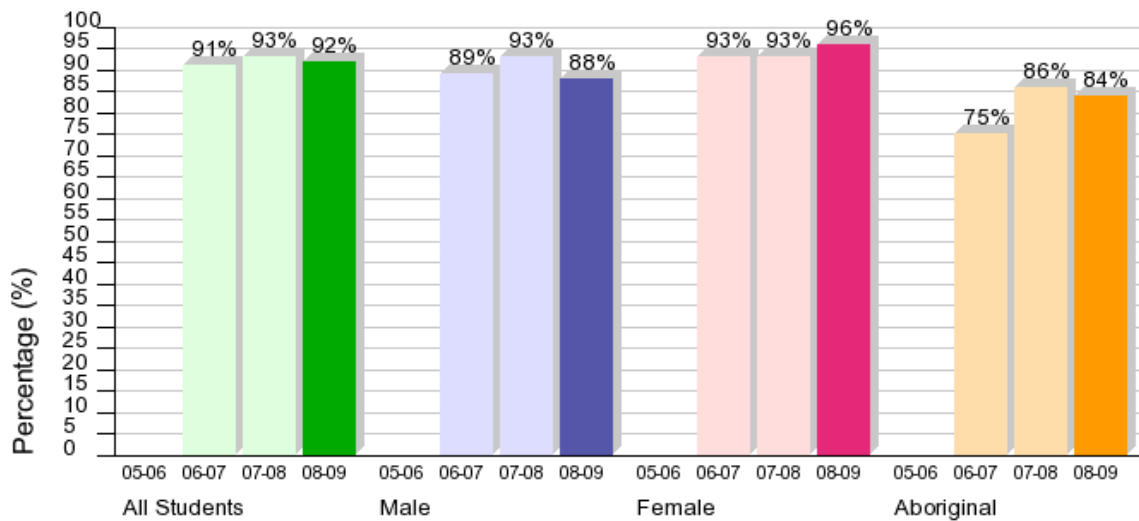
District Numeracy Data: Grade 5



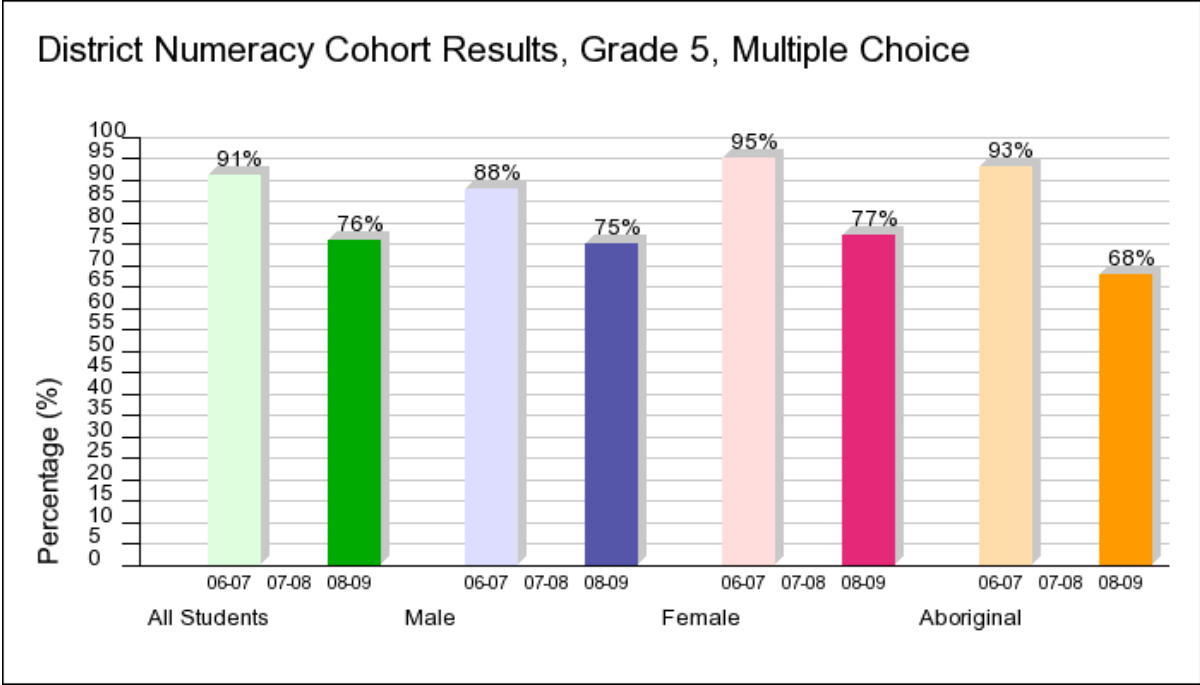
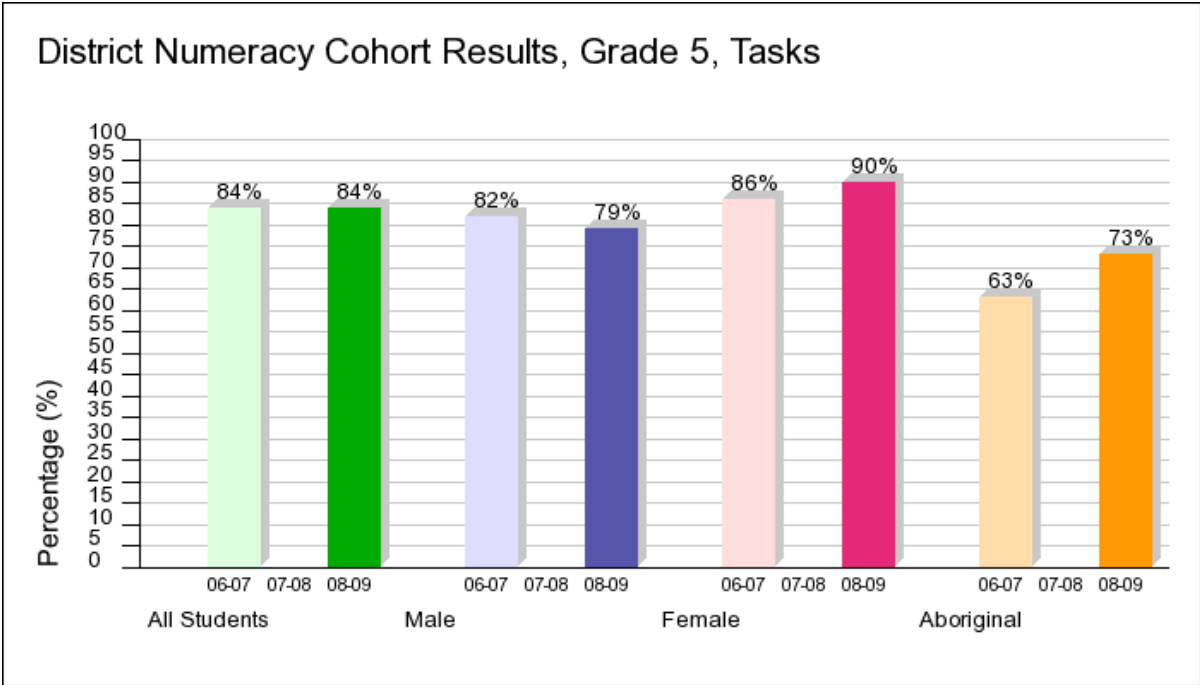
Numeracy District Results, Grade 5, Basic Skills



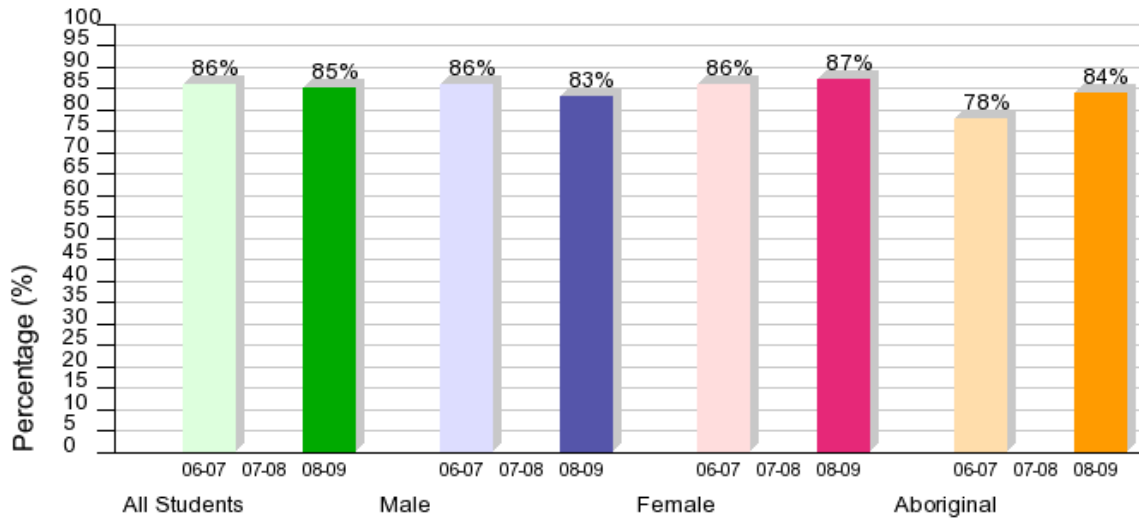
Numeracy District Results, Grade 5, Basic Facts



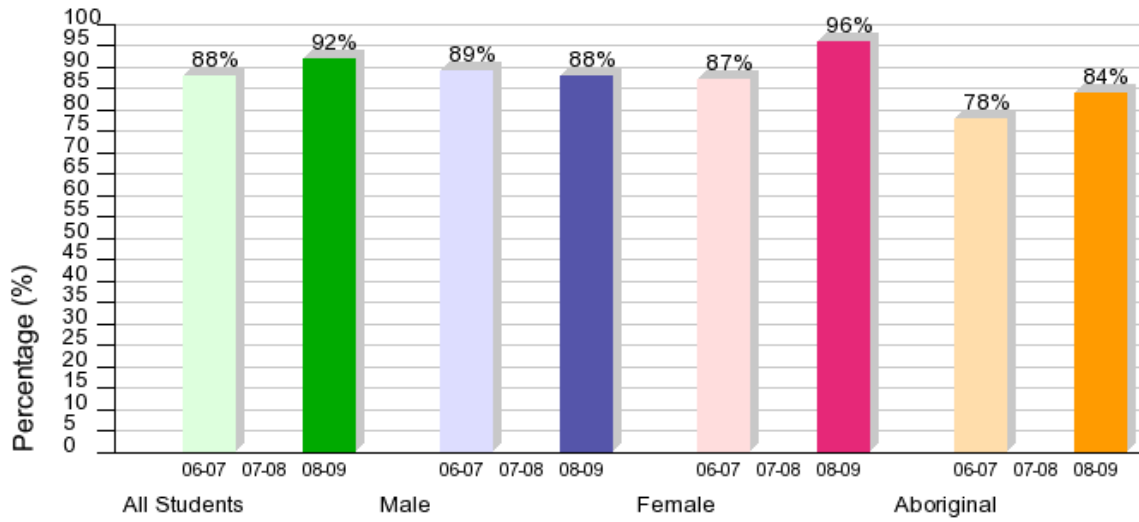
District Numeracy Cohort Data



District Numeracy Cohort Results, Grade 5, Basic Skills



District Numeracy Cohort Results, Grade 5, Basic Facts

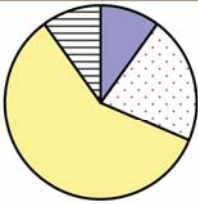


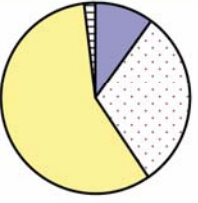
FSA Data (SD6)

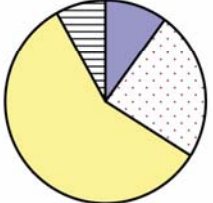
FSA Grade 4, February 2009

006 - Rocky Mountain

Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 227

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	24	10	49	21	133	58	24	10
	Male	16	14	23	20	67	58	10	9
	Female	8	7	26	23	66	58	14	12
	Aboriginal	3	6	16	32	27	54	4	8
	ESL	4	57	0	0	3	43	0	0
	Special Needs*	6	40	5	33	4	27	0	0

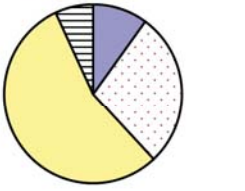
Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	22	10	71	31	133	58	4	2
	Male	14	12	45	39	56	48	1	1
	Female	8	7	26	23	77	68	3	3
	Aboriginal	3	6	20	40	26	52	1	2
	ESL	4	57	0	0	3	43	0	0
	Special Needs*	5	33	8	53	2	13	0	0

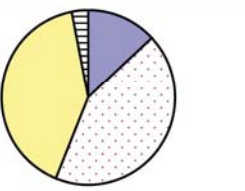
Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	22	10	56	24	134	58	18	8
	Male	14	12	22	19	70	60	10	9
	Female	8	7	34	30	64	56	8	7
	Aboriginal	3	6	20	40	25	50	2	4
	ESL	4	57	0	0	2	29	1	14
	Special Needs*	5	33	6	40	4	27	0	0

Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding





Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 232

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	24	10	65	28	127	55	16	7
	Male	11	10	35	32	56	51	8	7
	Female	13	11	30	25	71	58	8	7
	Aboriginal	12	28	15	35	16	37	0	0
	ESL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Special Needs*	4	29	7	50	2	14	1	7

Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	31	13	99	43	94	41	8	3
	Male	13	12	51	46	44	40	2	2
	Female	18	15	48	39	50	41	6	5
	Aboriginal	12	28	17	40	12	28	2	5
	ESL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Special Needs*	4	29	8	57	2	14	0	0

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
	All Students	30	13	55	24	137	59	10	4
	Male	14	13	25	23	65	59	6	5
	Female	16	13	30	25	72	59	4	3
	Aboriginal	12	28	14	33	15	35	2	5
	ESL	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
	Special Needs*	4	29	6	43	4	29	0	0

 Performance Level Unknown
  Not Yet Meeting
  Meeting
  Exceeding

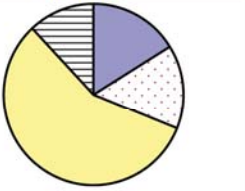
Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

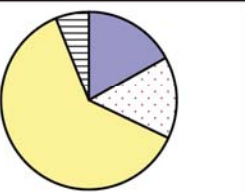
FSA Data (Province)

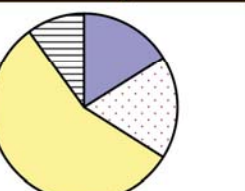
FSA Grade 4, February 2009

Province - Public and Independent Schools

Number of Grade 4 students based on February enrolment (may vary from the numbers shown below): 43,778

Reading		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
		All Students	6,854	16	6,738	15	25,309	57	5,284
Male	3,866	17	3,799	17	12,587	56	2,412	11	
Female	2,988	14	2,939	14	12,722	59	2,872	13	
Aboriginal	902	21	1,180	27	2,068	47	206	5	
ESL	1,905	24	1,677	21	3,970	50	427	5	
Special Needs*	860	40	417	20	787	37	74	3	

Writing		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
		All Students	7,509	17	6,660	15	27,424	62	2,592
Male	4,231	19	4,185	18	13,341	59	907	4	
Female	3,278	15	2,475	12	14,083	65	1,685	8	
Aboriginal	984	23	1,172	27	2,115	49	85	2	
ESL	2,037	26	1,319	17	4,353	55	270	3	
Special Needs*	906	42	521	24	682	32	29	1	

Numeracy		Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
		#	%	#	%	#	%	#	%
		All Students	6,892	16	8,037	18	24,785	56	4,471
Male	3,856	17	3,953	17	12,326	54	2,529	11	
Female	3,036	14	4,084	19	12,459	58	1,942	9	
Aboriginal	922	21	1,383	32	1,915	44	136	3	
ESL	1,850	23	1,823	23	3,724	47	582	7	
Special Needs*	870	41	534	25	674	32	60	3	

Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

FSA Grade 7, February 2009

Province - Public and Independent Schools

Number of Grade 7 students based on February enrolment (may vary from the numbers shown below): 48,736

Reading	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
	#	%	#	%	#	%	#	%	
		All Students	7,714	16	8,810	18	26,554	54	6,168
	Male	4,224	17	5,117	20	13,314	53	2,635	10
	Female	3,490	15	3,693	15	13,240	55	3,533	15
	Aboriginal	1,038	21	1,581	31	2,174	43	232	5
	ESL	1,060	32	874	26	1,277	38	143	4
	Special Needs*	1,159	34	1,060	31	1,151	33	82	2

Writing	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
	#	%	#	%	#	%	#	%	
		All Students	8,577	17	8,197	17	29,082	59	3,390
	Male	4,717	19	5,480	22	14,051	56	1,042	4
	Female	3,860	16	2,717	11	15,031	63	2,348	10
	Aboriginal	1,224	24	1,416	28	2,258	45	127	3
	ESL	1,142	34	607	18	1,528	46	77	2
	Special Needs*	1,271	37	1,038	30	1,107	32	36	1

Numeracy	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding		
	#	%	#	%	#	%	#	%	
		All Students	7,912	16	10,215	21	25,798	52	5,321
	Male	4,314	17	5,011	20	12,997	51	2,968	12
	Female	3,598	15	5,204	22	12,801	53	2,353	10
	Aboriginal	1,116	22	1,933	38	1,886	38	90	2
	ESL	966	29	673	20	1,280	38	435	13
	Special Needs*	1,241	36	1,216	35	944	27	51	1

Performance Level Unknown
 Not Yet Meeting
 Meeting
 Exceeding

Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

The 2009-2010 Achievement Contract, School District No. 6 (Rocky Mountain) has been reviewed and approved by the Board of Education, School District No. 6 (Rocky Mountain).

A handwritten signature in black ink, appearing to read 'Roberta Hall', followed by a period.

Roberta Hall, Board Chair
School District No. 6 (Rocky Mountain)