



Superior-Greenstone District School Board

2009-2010

Director's Annual Report

Director's Message

This report is a celebration of the accomplishments of our Board of Trustees, our dedicated staff, supportive parents and proud community members. It is the evidence of the accomplishments of the ones we are working together for; our students.

Together we have faced many challenges over the past several years and together we have turned each challenge into an opportunity. Declining enrolment and unemployment have impacted our system. When we consider that twenty years ago the population of Marathon Public School was over 800 students and that currently our elementary enrolment is slightly over 700 spread throughout our twelve elementary schools it is clear to see that the way we educate students has changed. The majority of our elementary schools have 50 or fewer students which means that multi-age groupings are quite common. Our teachers and support staff have embraced this unique learning environment. Their expertise and experiences were recognized provincially and as a result they contributed to an Elementary Teachers' Federation of Ontario resource on multi-age groupings

Our five secondary schools have felt the impact of enrolment decline as well. Our Board of Trustees have given strong direction to provide full paths to graduation for students at the secondary panel. Our smallest high school has 90 students and it takes collaboration, creativity and flexibility to ensure that students are engaged in rich learning experiences! Innovative programming including the Specialist High Skills Major program in partnership with Confederation College have resulted in courses where students earn qualifications that will help them in their future career experiences and reach ahead toward credits that give them the self confidence to take the next step to post secondary learning.

I feel particularly privileged to have the opportunity to travel to each of our twelve communities and visit our schools. Each school has a unique culture and every school delights in these visits and eagerly shares the accomplishments of students and staff. Our buildings are beautifully maintained and are the hub of student and community activities throughout the school day, in the evenings and on weekends. The resiliency of our school communities is absolutely outstanding! Many of our elementary schools have only four teachers and still, students have a full slate of



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Director's Message

activities in which to participate. We applaud community partners who have donated their talents and time to become coaches, chaperones and volunteers.

Student leadership is very important in Superior-Greenstone! We are delighted to have three Student Trustees who bring a student perspective to every Board meeting. Our students make presentations to the Board, sit on community committees who have requested a student voice, volunteer and many give over and beyond the required volunteer hours! Turtle Concepts returned to the Board to build student leaders in each geographic region of the Board and those secondary student leaders will reach out to elementary students to sustain the cycle of leadership development. It is wonderful to get student letters in

examine student work to ensure that it reflects a high level of thinking. Safe Schools are critical to student engagement, health and well-being. Each school has a Code of Conduct designed to support a safe learning environment for every student. Schools focus on character building activities and programs to build empathy and compassion. The Roots of Empathy Program is an example of a high impact program with lasting impact on students. Partnerships with local agencies to support safe schools are critical. The local OPP, Integrated Services for Northern Children, North of Superior Counselling Programs, Children's Aid Society and Dilico Anishinabek Family Care are examples of partner agencies that support our students. Our students demonstrate incredible

system and at a recent Student Senate meeting, senior elementary students vigorously suggested that Smart Board be provided in every classroom. Schools are communicating through Skype, Facebook, Wiki's, web pages, email and the Board Portal. Technology is integrated into every aspect of the curriculum. We are proud of our award winning teachers and students whose video productions have garnered provincial awards. Congratulations to Angie Bolt and her class and Rob Haslam and his classes for putting our Board on the map repeatedly!

David Bouchard toured the schools and presented teachings about Aboriginal culture. Bruce Rousseau, retiring Superintendent of Business ensured that

"Students have grown up in a digital world and we have a moral imperative to provide the technology they need to learn."

response to school visits. Their suggestions, questions and the opinions they share are highly valued!

Parental Involvement is critical to the success of our schools. Our Parental Involvement Committee meets at least three times throughout the school year with a focus on sharing ideas and strategies to increase the involvement of parents in schools. An annual Superior-Greenstone Student Art Calendar is produced by this committee. The calendar is proudly displayed not only in our schools and homes but also in many local businesses. The Parental Involvement Committee provides feedback on Board policy and communicates important parent and community perspectives.

The Superior-Greenstone DSB prides itself on being a community of learners. School administrators engage in learning opportunities on a regular basis and establish professional learning communities in their schools. Together with teachers and staff, the school administrators

compassion and a sense of global responsibility when they raise funds to support disaster relief in other parts of the world.

Students in our Board have grown up in a digital world and we have a moral imperative to provide the technology they need to learn. We have expanded the number of Smart Boards throughout our

each elementary student received a book from the author. As well, teachers and staff worked with the students to connect the visit to the teachings and lessons in the classroom. The connection students made by having a "real live" author in their school was magical!

The Superior-Greenstone DSB, in partnership with the Council of Directors of Education piloted a Summer Literacy in Marathon. Designed to maintain or improve literacy skills over the summer months, the five-week program saw 27 students participate. The program was held at the Marathon Public Library and was the beginning of an excellent partnership with the Library! The students enjoyed active, exciting literacy activities and many special guests attended throughout the summer.

I began this message with the idea of transforming challenges into opportunities. Declining enrolment does bring with it significant challenges but it also makes our Board unique.



What sets us apart is the personal relationship we have with our students. Our students feel that they can email the senior staff with their concerns and questions and they know they will get a response. Our Board of Trustees are accessible and responsible to our communities and care deeply for our students. Our staff are long term employees with a deep sense of loyalty and commitment to students.

Collectively, the Board of Trustees, staff, parents and community members of the Superior-Greenstone DSB work to provide the best possible programming, learning environments and experiences for our students. We know that together we will continue to positively impact student achievement and that when we collectively believe in our students, they can and do succeed.

Congratulations to all and take time to celebrate the many accomplishments of the 2009-2010 school year!

I am proud to serve the students of this Board, they are our future!



Director of Education

Education~It's What we Do!

School Effectiveness Framework

The student achievement agenda continues to be a focal point for this Board as a core priority for the foundation of the Board Improvement Plan for Student Achievement, 2010-2011. To a greater extent this year, School Improvement Plans have been crafted based upon this document thus ensuring a high degree of alignment throughout the district. Schools have determined goals that reflect their specific areas of greatest student learning need and the Board Improvement Plan has been written to provide multiple entry points for schools to set goals that are within the parameters of the Board Improvement Plan. Initiative funds have been aligned to ensure that teachers and leaders can maintain a clear focus on the actions contained within their School Improvement Plan.

A high level of student achievement is our district's first priority. To accomplish this, specific high yield strategies have been outlined in the plan that direct the areas of focus and action for school leaders and teachers to foster improvement in student achievement. These high yield strategies include professional learning communities and networks for teachers and school leaders; in an effort to not only provide job-embedded professional learning and collaboration, but also to develop leadership throughout the entire system. To this end, a system-wide Leadership Learning Team comprised of every school principal and one teacher-leader from each school will meet six times throughout the year. Learning will be reflective of the Board Improvement Plan. While the elementary and secondary panels meet separately, the teams will merge when appropriate. The goal of our system is to have leaders at all levels functioning towards increasing student achievement.

Further to this, a number of Ministry initiatives have been embraced by our schools. The district has maintained the belief that each initiative must align with the specific goals of the school; thus schools have been carefully approached about participation in initiatives.







Several schools have embraced mathematics learning. Two of these schools are involved in the Teaching Learning Leadership Program in association with the Lakehead District School Board. Further to this, the Collaborative Inquiry into Learning in Mathematics has expanded from the initial two schools to four willing schools. The Early Primary Collaborative Inquiry has grown to



Information

Technology

In 2009-2010, the Information Technology department accomplished several assignments including:

-  The expansion of SMART technology with SMART Boards going into more classrooms around the system providing an enhanced opportunity to engage student learners,
-  Completion of a full e-mail system upgrade,
-  Replacement of three school servers,
-  Installation of new redundant firewalls,
-  Full implementation of school websites to improve communication and the flow of information that is available on the Board website,
-  A pilot project where teacher/classrooms have access to streaming video, i.e. YouTube and TeacherTube which, is being well-received is continuing.

Student access to computers was maintained at an incredible 2.5 to 1 ratio and a 98% success rate and uptime was maintained for all the computer systems in the Board.



School Effectiveness Framework

include an additional school and two additional teachers from grades one and two; thus allowing our research around natural writing in play-based centers to impact students from grades one and two. The Literacy Leaders Collaborative Inquiry involves two principals, the math facilitator and the School Effectiveness Lead. Having this area merged with the Managing Information for Student Achievement research project, an inquiry around enhancing the use of Developmental Reading Assessment in schools is being conducted. The Northern Ontario Education Leaders Oral Language Self-Identification Project continues to be a focus for schools allowing more exploration into student data so as to embed rich instructional practices into our daily language from kindergarten through grade 8.

Closing the gap in achievement for equity groups such as boys, Aboriginal students and students who possess special needs is another priority. Instructional practices that address the learning needs of these groups continue to be a focus. This includes strategies such as using descriptive feedback, embedding cultural awareness, developing student leaders, increasing parental involvement, offering specialized programming, and improving student engagement.

As we continue to collaborate with stakeholders (i.e. community partners, parents, First Nation communities, etc.) by increasing student achievement and closing the gap for our learners, we believe that public confidence will continue to grow. We recognize the need to continue to expand upon these partnerships as with this communication, high expectations for student achievement will continue to grow.

The School Effectiveness Framework has expanded to include the secondary schools. Increasingly, these schools have been engaged in strategic school improvement planning and adopting the strategies necessary to increase student achievement. As a result of the School Effectiveness Framework becoming a kindergarten to grade 12 documents, the secondary schools will be supported by both the Student Success Lead and the School Effectiveness Lead.



Student Success Initiative

Student success is the goal that all our teachers, parents and community members strive toward within Superior District School Board. Student success not only means student achievement but also the development of young people who strive for independence and develop those life-long skills to pursue whatever path they choose. However, the 2009-2010 school year was the beginning of the transition period for the Student Success Initiatives with the mandate of Student Achievement Division directing us to move toward aligning all our educational priorities from K-12.

Geography, as one of the challenges for our system, ushered in the expansion of E-Learning and our involvement in the Blended Learning Project. E-Learning courses offered at the grade 12 level through Manitouwadge High School were made available to all senior students throughout

our Board. In addition, a reciprocal agreement with school boards in north eastern Ontario enabled our students to access their courses and their students ours. This partnership is set to expand in 2010-2011.

As a spin-off of E-Learning, a Blended Learning project was begun involving the Dorion, Red Rock and George O'Neill Public School, as well as the Nipigon-Red Rock District High School. The grade 7/8 teachers and the grade 9/10 teachers of Applied Math were involved in the project. The goal of the project was to facilitate teacher use of on-line learning opportunities to increase student engagement and achievement in math. The Student Success Initiative also enabled the alignment of a math coaching position that supports the schools involved in blended learning in the Nipigon Red Rock area. Although not

specifically linked to the Blended Learning project, there is a second math coach in the Geraldton, Longlac and Nakina who supported intermediate teachers with integrating technology into the math program.

In the past year, both the Geraldton Composite and the Marathon High School focused on differentiated instruction through the Student Success Support Initiative. Karen Hume worked with teams of grade 9 and 10 teachers in subject-specific areas helping them understand how to differentiate formative and summative assessments. As the first year of a two-year project, grade 9 and 10 students are continuing to receive intensive support and intervention to improve achievement.

Student's opportunities to earn both high school and college credits through the Dual

Student Success Initiative



Credit Program continued to expand last year with three high schools (Manitouwadge, Marathon and Nipigon-Red Rock District) involved. The Dual Credit courses are designed to ease students' transition from secondary to post secondary programming with a focus on math and literacy. Courses at the Manitouwadge and Marathon High Schools were team taught

Co-op/OYAP participants because of a clear commitment to communicate and market the program within our communities (e.g. regional career fairs, skills competition such as the cardboard boat races etc.). Another key component is the ongoing professional development for teachers that provides current information on skilled trades, apprenticeship training employment

A mainstay in secondary education for many years now is the Co-operative Education (Co-op) and Ontario Youth Apprenticeship Program (OYAP). It continued to be very well received by students and communities throughout our Board. The past year has seen increased numbers in

Journey" and presentations by David Bouchard). Within professional learning communities, teachers have spent time incorporating an Aboriginal focus into curriculum and a wide variety of literary resources was purchased to support this implementation. Attendance at the Circle of Light Conference also helped teachers and senior administration to gain further knowledge from the broader educational community's best practices, current research and how to enhance and build partnerships using the First Nations Métis and Inuit Framework as the foundation. The teachers who attended this are now a direct link in our secondary school to disseminate this information.

Aboriginal student leadership and leadership development continued to be expanded within our Board. Students developed their leadership skills by learning how to design and successfully implement an activity for their school or

"The Cree Opera "Pimootewin " and presentations by David Bouchard expand awareness of the diversity of the cultures..."

by a college instructor and a secondary teacher. Teaching staff from all three secondary schools also participated in a number of workshops with college staff. There was also an information session on College programming for new teachers and guidance counsellors which staff attended. In addition, two Specialist High Skills Major projects, Environmental Studies and Information and Communication Technology, provided hands on learning for the students in these programs.

trends to assist students in career planning. The expansion of the new computer software, Co-Op Writer is also proving helpful.

In the area of Aboriginal Education our work continues as we strive to increase achievement and engagement of Aboriginal students throughout our Board. Notably, we have expanded upon creating awareness of the diversity of the cultures within our communities by offering students access to a variety of cultural activities (e.g. the first Cree Opera *"Pimootewin: The*

Community". Specifically, they planned and developed transition activities for the incoming grade 8 students. Teachers observed students who were not normally engaged in leadership roles become active participants. This is the third year we have had leadership training for our Aboriginal students. This capacity building has seen Board success in recruiting a First Nation Student Trustee on the Board for the past two consecutive years.













Our Education Facts and Figures

The total primary enrolment (FTE) for Superior-Greenstone District School Board has a total primary enrolment of 244.0 full time equivalent students, (FTE), with the total junior intermediate enrolment at 518 FTE.

We are pleased to announce that 90.9% of all primary classes are at, or below 20 pupils, while primary class sizes fewer than 23 students is 100%. The average class size of junior/intermediate classes is 16.2 FTE students.

In January 2010, the Ministry of Education announced that Margaret Twomey Public School was one of 600 schools across the province selected to participate in the first year implementation of the Early Learning Program (ELP). A survey of parents was conducted to determine the need and feasibility for the before and after school components of the ministry's Extended Day Early Learning Kindergarten Program. Survey results lead to a decision not to offer the extended day program. Within the Board's ELP, 100% of classes are under 26 pupils. The current enrolment in our ELP is 21 pupils.

To ensure Superior-Greenstone District School Board is on track to achieve the government's target of 75% in Grade 6 Reading, Writing and Mathematics, the Director has implemented the following measures to achieve the targets by 2011:

-  Identifying areas for improvement and equipping teachers with "best practice strategies" at all levels,
-  Focusing on specific strategies aimed at improving boys' literacy,
-  Continuing to implement intervention strategies for students who are struggling through embedded Early Intervention,
-  Continuing to implement Professional Learning Communities model of professional development in the areas of literacy and numeracy,
-  Implementing a system-wide Professional Learning Community for administrators,
-  Supporting schools in math and literacy through an at-the-elbow coaching model,
-  Improving electronic data collection at the Board level,
-  Improving skills with respect to data-driven decision making at all levels,
-  Continuing to focus resources on improved student achievement,
-  Increasing student participation in extra-curricular activities offered through the schools.

The Education Quality and Accountability Office (EQAO) have administered provincial assessments in Reading, Writing and Mathematics for grade 3 since 1998, for grade 6 since 1999 and grade 9 Mathematics since 2001. Each year EQAO provides reports on the assessment results for schools and boards.

The EQAO data is used by the Student Achievement Team in the development of improvement plans at both the school and Board level. These reports help boards/schools to identify areas for improvement. This data is essential to planning strategy for improving student achievement. The Professional Learning Communities in our board, the Student Effectiveness and Student Success Leaders use these indicators to determine areas where professional development for teachers and educational assistants can derive optimum results of student achievement.

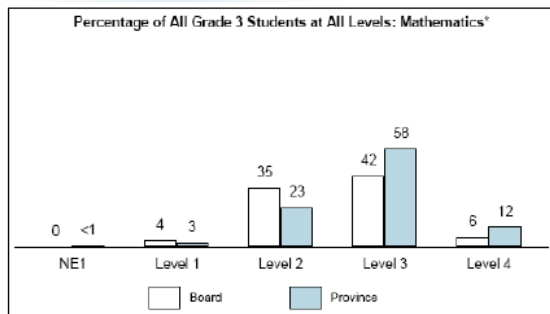
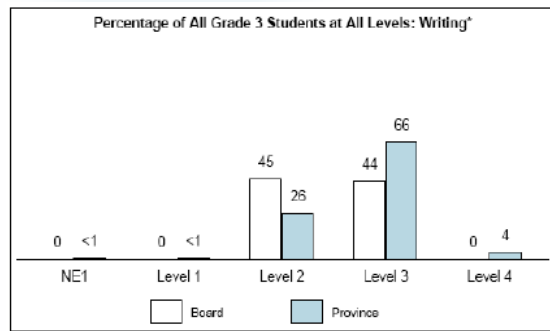
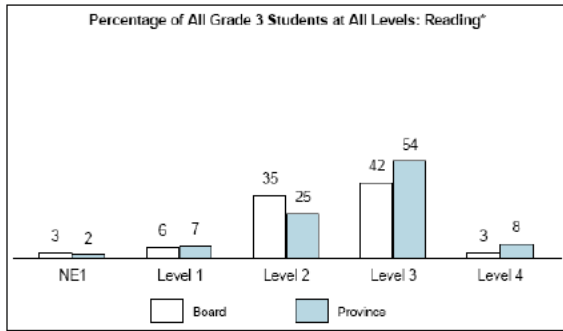


On the next several pages the EQAO results for Superior-Greenstone District School Board are illustrated in bar graphs. These can be compared to the Provincial Results shown on page 11 of this Annual Report. The provincial results are based on the percentage of students at Levels 3 and 4.

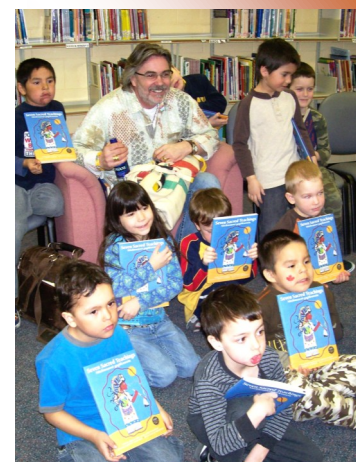
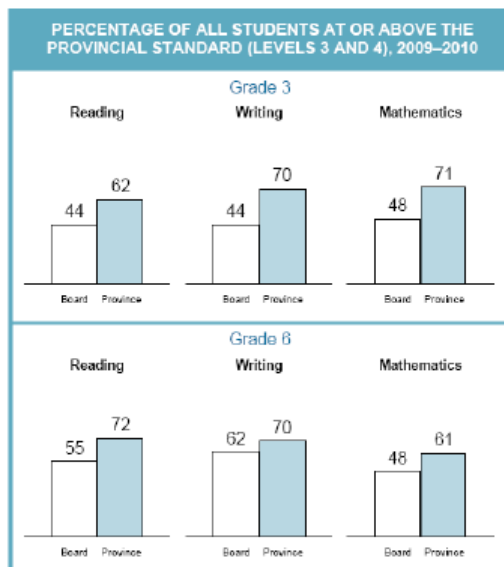
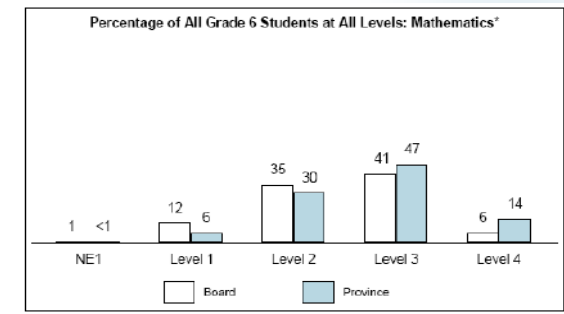
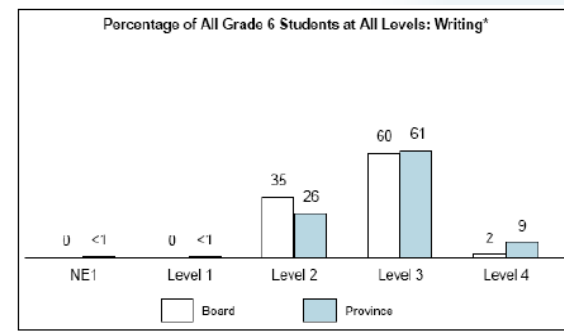
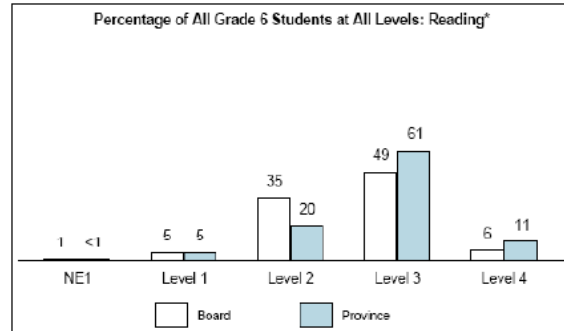
There is no board data available for indicating the number of English Language Learners for grade 3. Only one student is identified as an English Language Learner in grade 6. This student achieved Level 2 in Reading, Writing and Mathematics.

EQAO Results for Superior-Greenstone DSB

Grade 3: Reading Writing and Mathematics

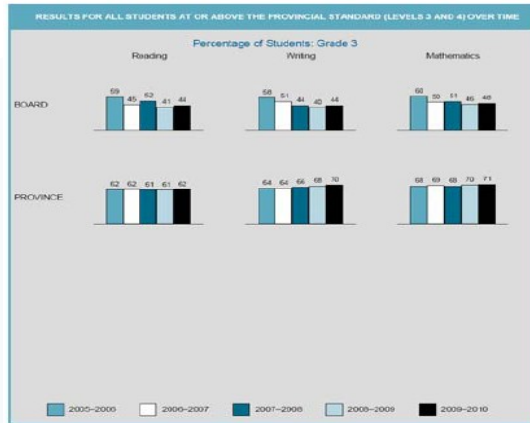


Grade 6: Reading Writing and Mathematics



EQAO Board Results Grade 3 & 6

All Grade 3's At or Above Provincial Standard (Level 3 & 4) Over Time



Grade 3 by Results by Gender Reading, Writing, Mathematics

Grade 3: Board*	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	30	47	30	47	30	47
Level 4	0%	4%	0%	0%	0%	11%
Level 3	60%	30%	63%	32%	53%	34%
Level 2	27%	40%	30%	55%	37%	34%
Level 1	3%	9%	0%	0%	3%	4%
NEI**	3%	2%	0%	0%	0%	0%
<i>Participating Students</i>	93%	85%	93%	87%	93%	83%
No Data	0%	0%	0%	2%	0%	2%
Exempt	7%	15%	7%	11%	7%	15%
At or Above Provincial Standard (Levels 3 and 4)†	60%	34%	63%	32%	53%	45%

Grade 3 Special Needs Students (excludes gifted)

Students with Special Education Needs**
Reading

Number of Students	Board 16		Province 19 234	
	#	%	#	%
Level 4	0	0%	2	2%
Level 3	2	12%	25%	13%
Level 2	4	25%	32%	17%
Level 1	1	6%	18%	9%
NEI**	1	6%	6%	3%
<i>Participating Students</i>	8	50%	84%	43%
No Data	0	0%	1%	1%
Exempt	8	50%	15%	8%
At or Above Provincial Standard (Levels 3 and 4)†	12%	75%	27%	14%

Students with Special Education Needs**
Writing

Number of Students	Board 16		Province 19 232	
	#	%	#	%
Level 4	0	0%	1%	1%
Level 3	5	31%	44%	23%
Level 2	4	25%	41%	21%
Level 1	0	0%	<1%	<1%
NEI**	0	0%	<1%	<1%
<i>Participating Students</i>	9	56%	86%	45%
No Data	1	6%	1%	1%
Exempt	6	38%	13%	7%
At or Above Provincial Standard (Levels 3 and 4)†	31%	191%	45%	23%

Students with Special Education Needs**
Mathematics

Number of Students	Board 16		Province 19 338	
	#	%	#	%
Level 4	0	0%	3%	2%
Level 3	3	19%	33%	17%
Level 2	3	19%	39%	20%
Level 1	1	6%	9%	5%
NEI**	0	0%	1%	1%
<i>Participating Students</i>	7	44%	86%	44%
No Data	1	6%	1%	1%
Exempt	8	50%	13%	7%
At or Above Provincial Standard (Levels 3 and 4)†	19%	118%	37%	19%

All Grade 6's At or Above Provincial Standard (Level 3 & 4) Over Time



Grade 6 Results by Gender Reading, Writing, Mathematics

Grade 6: Board*	Reading		Writing		Mathematics	
	Female	Male	Female	Male	Female	Male
<i>Number of Students</i>	47	47	47	47	47	47
Level 4	6%	6%	4%	0%	9%	4%
Level 3	68%	30%	79%	40%	53%	30%
Level 2	21%	49%	17%	53%	32%	38%
Level 1	2%	9%	0%	0%	2%	21%
NEI**	2%	0%	0%	0%	2%	0%
<i>Participating Students</i>	100%	94%	100%	94%	98%	94%
No Data	0%	2%	0%	2%	2%	2%
Exempt	0%	4%	0%	4%	0%	4%
At or Above Provincial Standard (Levels 3 and 4)†	74%	36%	83%	40%	62%	34%

Grade 6 Special Needs Students (excludes gifted)

Students with Special Education Needs**
Reading

Number of Students	Board 19		Province 24 813	
	#	%	#	%
Level 4	0	0%	2%	2%
Level 3	3	16%	32%	13%
Level 2	9	47%	36%	15%
Level 1	4	21%	16%	6%
NEI**	0	0%	2%	1%
<i>Participating Students</i>	16	84%	89%	36%
No Data	1	5%	1%	1%
Exempt	2	11%	11%	4%
At or Above Provincial Standard (Levels 3 and 4)†	16%	84%	34%	14%

Students with Special Education Needs**
Mathematics

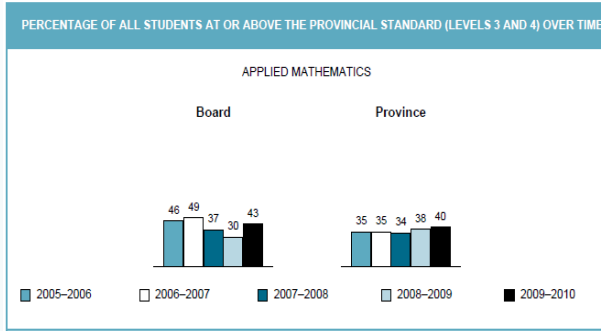
Number of Students	Board 19		Province 24 812	
	#	%	#	%
Level 4	0	0%	2%	2%
Level 3	5	26%	21%	8%
Level 2	6	32%	43%	17%
Level 1	3	20%	20%	8%
NEI**	0	0%	1%	1%
<i>Participating Students</i>	16	84%	87%	35%
No Data	1	5%	1%	1%
Exempt	2	11%	12%	5%
At or Above Provincial Standard (Levels 3 and 4)†	26%	137%	24%	10%

Students with Special Education Needs**
Writing

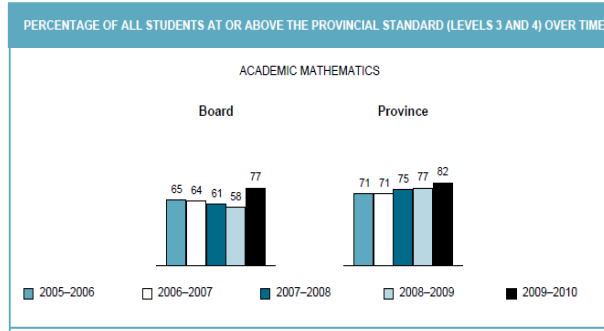
Number of Students	Board 19		Province 24 827	
	#	%	#	%
Level 4	0	0%	1%	1%
Level 3	2	11%	30%	12%
Level 2	14	74%	55%	22%
Level 1	0	0%	2%	1%
NEI**	0	0%	<1%	<1%
<i>Participating Students</i>	16	84%	89%	36%
No Data	1	5%	1%	1%
Exempt	2	11%	10%	4%
At or Above Provincial Standard (Levels 3 and 4)†	11%	58%	31%	13%

EQAO Board Results Grade 9 Mathematics

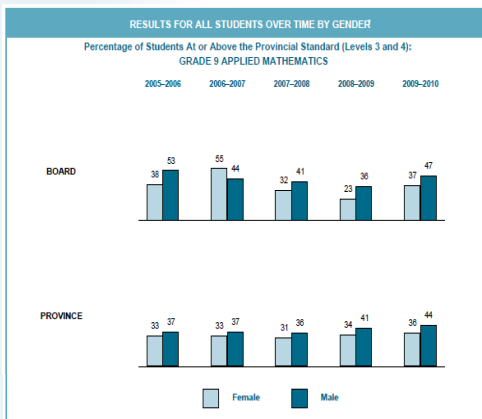
Grade 9 Applied Math—Percentage At or Above Provincial Standard (Level 3 & 4) Over Time



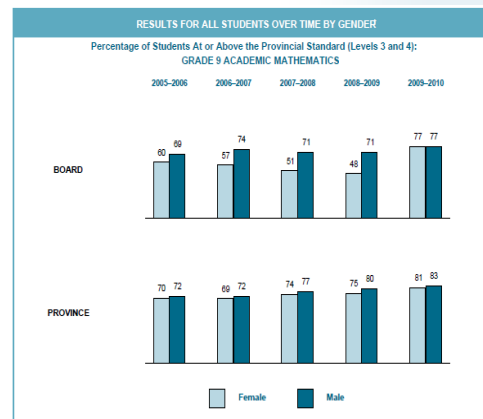
Grade 9 Academic Math—Percentage At or Above Provincial Standard (Level 3 & 4) Over Time



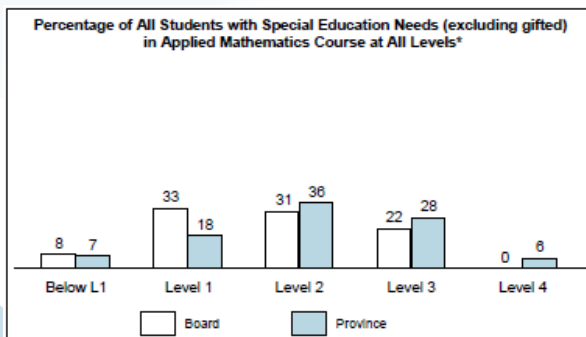
Grade 9 Applied Math—Over Time By Gender (Level 3 & 4)



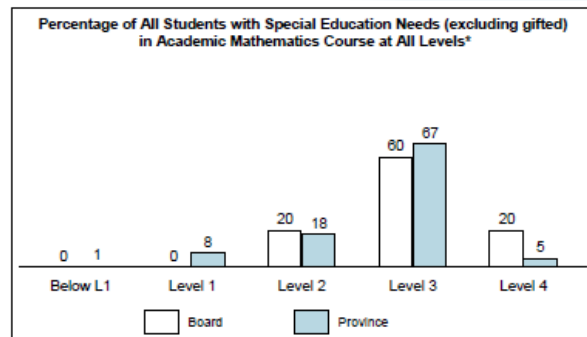
Grade 9 Academic Math—Over Time By Gender (Level 3 & 4)



Grade 9 Applied Math Special Needs Students (excludes gifted)

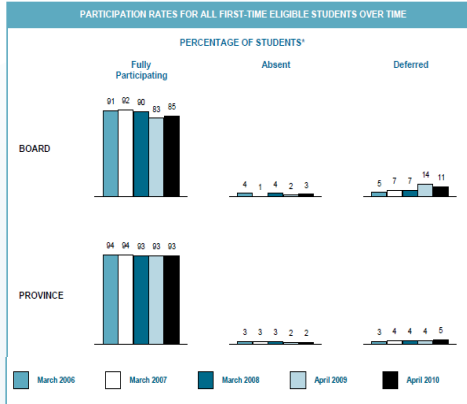


Grade 9 Academic Math Special Needs Students (excludes gifted)

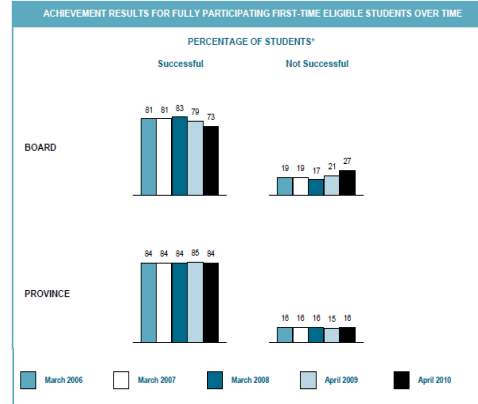


EQAO Board Results OSSLT Grade 10 Mathematics

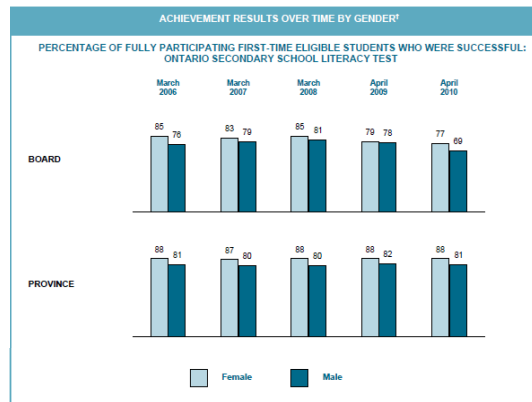
Grade 10 OSSLT Participation Rates First Time Eligible Over Time



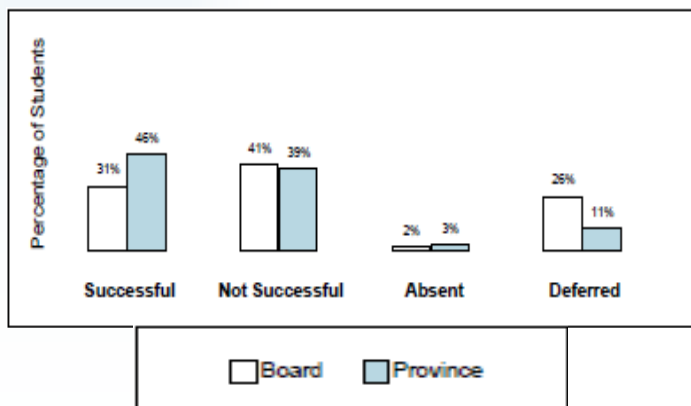
Grade 10 OSSLT Achievement Fully Participating First Time Eligible Over Time



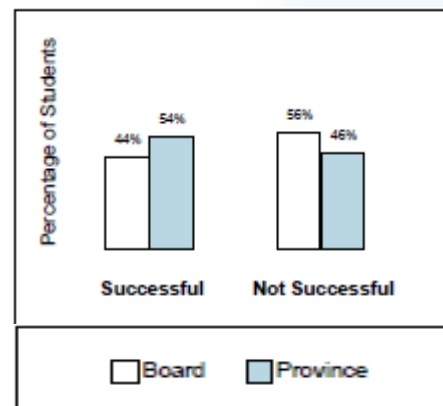
Grade 10 OSSLT Achievement By Gender Over Time



Grade 10 OSSLT All First Time Eligible Special Needs Students (excludes gifted)



Grade 10 OSSLT Fully Participating First Time Eligible Special Needs Students (excludes gifted)



Education Quality & Accountability Office

Highest, Lowest & Provincial Average

Grade Three, Six and Nine

The following are the provincial, English Language Board-Level Results, based on the percentage of students at Levels 3 and above.

Source: Data for Grades 3,6 and 9 is sourced from Education Quality and Accountability Office (EQAO) and is based on suppressed data. *Percentages are represented as a % of all students (method 1) within the context as per EQAO with suppression rules applied.

Grade 3 Reading	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	79%	73%	73%	75%	75%
Provincial Average	62%	62%	61%	61%	62%
Lowest	49%	45%	49%	41%	41%
Grade 3 Writing	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	78%	79%	79%	82%	85%
Provincial Average	64%	64%	66%	68%	70%
Lowest	41%	46%	44%	40%	44%
Grade 3 Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	80%	81%	80%	84%	83%
Provincial Average	68%	69%	68%	70%	71%
Lowest	55%	50%	51%	46%	48%
Grade 6 Reading	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	77%	74%	77%	79%	82%
Provincial Average	64%	64%	66%	69%	72%
Lowest	46%	54%	53%	53%	55%
Grade 6 Writing	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	76%	74%	79%	78%	83%
Provincial Average	61%	61%	67%	67%	70%
Lowest	44%	49%	52%	50%	46%
Grade 6 Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	80%	71%	76%	76%	76%
Provincial Average	61%	59%	61%	63%	61%
Lowest	45%	46%	41%	47%	43%
Grade 9 Academic Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	81%	83%	88%	86%	90%
Provincial Average	71%	71%	75%	77%	82%
Lowest	46%	32%	50%	31%	53%
Grade 9 Applied Math	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	58%	64%	53%	67%	63%
Provincial Average	35%	35%	34%	38%	40%
Lowest	18%	7%	15%	23%	25%

Grade Ten

English Language Board-Level Results, -based on % of student that successfully passed the OSSLT

Source: Data for Grade 10 OSSLT is sourced from EQAO and is based on suppressed data. * Percentages are represented as a percent of all participating students (method 2) within the context as per EQAO with suppression rules applied.

Grade 10 OSSLT (First-Time Eligible)	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Highest	92%	91%	92%	92%	92%
Provincial Average	84%	84%	84%	85%	84%
Lowest	74%	73%	75%	72%	69%

Highlights of EQAO Data Results








Student Achievement ~ At our secondary schools our student success teams, guidance counsellors, teachers and administrators worked together to improve student achievement and to help students clarify their goals as they approached their graduation day. This combined effort supported students in grade 9, 10 and 11 who were at risk of not graduating or falling behind their classmates. Measures of student success involve student credit accumulation in all secondary grades, pass/fail rates in compulsory courses, EQAO assessment data for Grade 9 Mathematics and the Grade 10 Ontario Secondary School Literacy Test.

Ontario Secondary School Literacy Testing ~ The student pass rate on the OSSLT was 73% in contrast to the provincial pass rate of 84%. Of our Special Education students who were first time eligible to write the OSSLT, 31% were successful, 41% were not but 26% had the test deferred. There was an increase in the success rate of the girls who were first time eligible for the OSSLT from 66% to 70% but boys decreased from 65% to 55%. The provincial results for 2009-2010 showed that 82% of the girls and 74% of the males were successful

EQAO Grade 9 Math ~ The percentage of Applied Math student scores at Level 3 or above increased by 15% from 30% in 2008-2009 to 43% in 2009-2010. The percentage of Academic Math student scores at Level 3 or above, increased by 19% from 58% in 2008-2009 to 77% in 2009-2010. In 2009-2010, there was an overall increase in the percentage of Applied and Academic Math students scoring at Level 3 or above in our Board. In comparing our results provincially, our Board is exceeding the provincial level at the Applied Level and narrowing the gap in achieving provincial results at the Academic Level. In 2009-2010 the Academic Math results show that 77% of grade 9 girls scored Level 3 or above, the same percentage as our grade 9 boys. Both groups increased their scores; the girls by 29% and the boys by 6% since 2008-2009. In Applied Math, results show that 47% of the boys scored at Level 3 and 4 compared to 36% of the grade 9 girls. In 2008-2009, there were 36% of our grade 9 boys scored at Level 3 and 4 and 23% of our grade 9 girls.

Graduation Rates ~ for the 2009-2010 school year, 231 of 302 students graduated which is a 76.4% rate as compared to 71% in 2008-2009. The provincial goal for students acquiring their Ontario Secondary School Diploma is 85% and we are gaining on that target.

Learning Strategies ~ Learning strategies continued to be implemented to help improve outcomes for secondary school students who are not achieving the provincial standards.

-  An increase in experiential and hands on learning programs specifically dual credit programs, SHSM, and co-operative education placements within our schools accompanied by school to school networking and regional networking to share and learn across the system and across the region,
-  System -led differentiated instruction training for teams of intermediate educators continued with a cross panel workshop including hands on, interactive activities designed to enhance teacher understanding and application of meeting the needs of diverse learners,
-  Subject-specific teams at the secondary level led and designed mini-action research projects that incorporated high yield teaching strategies and equitable assessment practices,
-  SMART board purchases and training to focus on increasing student engagement and achievement, especially boys,
-  Math Coaches at the intermediate level to provide "at the elbow" coaching to intermediate teachers of mathematics,
-  The movement of our Board towards e-learning and the introduction of the Blended Learning Project into our Grade 7 and 8 teachers,
-  Focusing on student engagement of our Aboriginal students by developing their leadership skills, and have teachers gain a deeper understanding of their learning styles and weave a cultural focus into their daily teachings.

With the implementation of the K-12 Framework and Growing Success in 2010-2011, the alignment of Student Success and Effectiveness will be developed.

Credit accumulation ~ the rate for students achieving eight credits in grade 9 increased from 72% in 2008-2009 to 73.2% in 2009-2010. By the end of grade 10, there were 67.8% of our students earning 16 credits; an increase of just over 4% from the previous year. The success rate for Special Education students achieving eight credits in grade 9 was 54%, an increase of 3% from 2008-2009. However, Special Education students receiving 16 credits by the end of Grade 10 decrease in 2009-2010 from 47.6% to 33%.

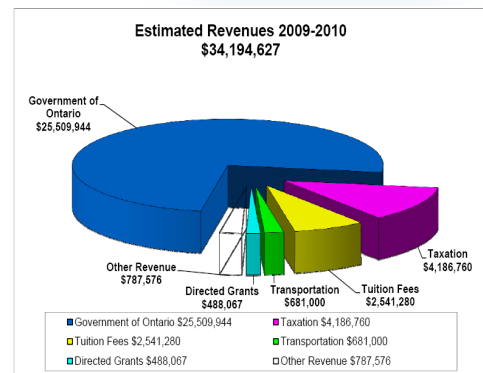
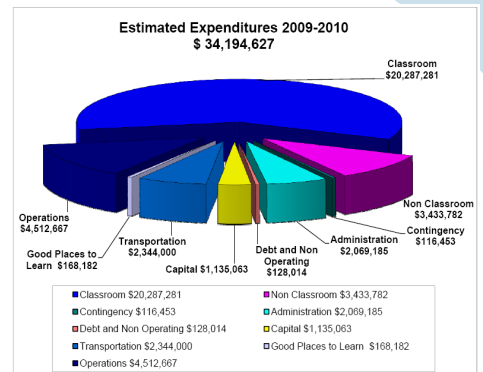
Credit Accumulation							
	Board Results 2007-2008	Provincial Results 2007-2008	Board Results 2008-2009	Provincial Results 2008-2009	Preliminary Board Results 2009-2010		
Secondary	% of students with 8 or more credits				Total # of Students	# of Students with 8 or more credits	% of students with 8 or more credits
Grade 9 (Year 1)	74.3%	79.8%	72.0%	80.9%	239	175	73.2%
Special Education	61.7%	63.5%	51.7%	65.0%	46	25	54.3%
	% of students with 16 or more credits				Total # of Students	# of Students with 16 or more credits	% of students with 16 or more credits
Grade 10 (Year 2)	62.0%	69.1%	63.3%	71.2%	183	124	67.8%
Special Education	42.6%	49.9%	47.6%	52.4%	51	22	43.1%

Equity / Inclusive Education

This Board believes improvement in our system requires that we create and maintain a safe, fair, positive, supportive and respectful learning community.. The Board supports quality education that is equitable, inclusive for all and builds on the diversity of the cultures present in its school communities.


In Phase I of the Equity and Inclusive Education implementation strategy, consultation with stakeholder groups was imperative and included both the Special Education and the Native Education advisory groups. Phase II involves embedding this strategy into board policies, programs and practices. The principles of equity, valuing diversity and inclusion must be incorporated into the development, implementation and review of goals, policies, practices, programs and personal and professional interactions. Professional development for staff will reflect and support equity and inclusion in school communities. Contributions from our diverse communities to school life and to the promotion of equity and inclusive education are valued and encouraged. The school curriculum reflects the rich diversity of our communities in meeting and supporting the learning needs of all students. Students are provided with equitable opportunities for success in that institutional barriers that hinder are identified and removed. In meeting the needs of a diverse student population and ever-changing society the respectful treatment of all people is the rule, with education based on the principles of acceptance and inclusion of all students. Equity and inclusivity in schools helps students develop the skills, knowledge and citizenship to contribute to both a strong economy and a cohesive society as adults.

2009-2010 Budget




School Plant and Operations


The following outlines some of the major items or accomplishments that were achieved in the 2009/2010 Budget Year:


 Along with a number of Renewal projects totaling approximately \$675,000, the Plant Department carried out almost \$1.6 million of high and urgent work under the Good Places to Learn Grant (also referred to as RECAPP), and a further \$15 million of work on the BA Parker Public School replacement project.

Some of the larger projects are as follows:

 The BA Parker PS replacement project was bought through the final design stages, whereby the architect began the task of creating the blueprints and specification book that would serve as the construction documents. Contractor prequalification was carried out and the project went to tender in the spring of 2010. Quinan Construction Limited was awarded the tender and work began on the project in July 2010.

It is anticipated that the project will be completed in September 2011.


 Energy efficiency upgrade work continued to further expand the use of automated controls and occupancy sensors so that energy consumption is reduced at times that the buildings are not in use. Interval meters were installed in many schools so that the Plant Department can accurately measure the instantaneous energy consumption at any given time and plan accordingly to reduce peaks in demand.


 Nipigon Red Rock High School underwent another year of renovation work. The projects this year included completion of the replacement of windows, heating ventilators, lighting, underground utilities, and building heat controls. Savings in energy costs will be further enhanced by these important improvements.

Lake Superior HS underwent major window replacement work, and a complete

renovation of the Family Studies/Food Services lab.

Playground equipment was replaced at Marjorie Mills PS and Nakina PS.

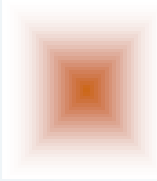
 In addition, various other projects involving: roof replacement, electrical upgrades, heating upgrades, flooring replacement, painting, door replacement, and millwork replacement; were carried out at many schools across the Board, to make the learning environment the best we can for students.

 The use of the Wellnet computer based training system continues to serve the Board well. Record keeping by the Wellnet System helps the board manage the many training requirements required by the various acts and regulations. The program has the ability to create custom training programs as needed by the board.

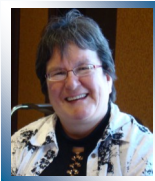
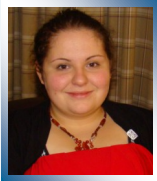
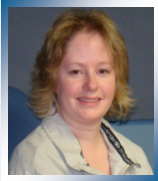


Superior-Greenstone District School Board

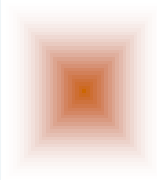
Trustees of the Board



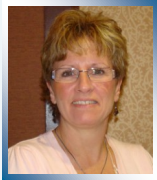
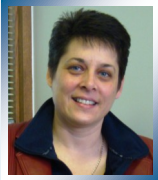
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 Bette Bartlett, Nipigon —807.887.2605



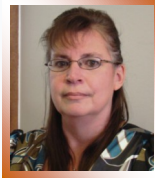
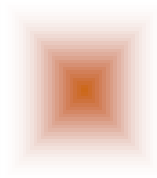
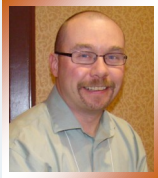
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 Cindy Fisher, First Nation —807.229.0136



Daniela Carlino, Student Trustee —807.825.3271
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Darlene Keenan, Manitowadge —807.826.3890
 Pauline (Pinky) McRae, Marathon —807.229.3417
 Fred Simonaitis, Greenstone —807.854.1646



Mark Mannisto, Greenstone —807.876.2927
 Tina Simmons, Red Rock/Dorion/Hurkett —807.886.2394

Board Administration

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 Superintendent of Business and Treasurer.....Cathy Tsubouchi
 Assistant to the Director of Education.....David Tamblyn
 Student Effectiveness Lead.....Nicole Morden Cormier
 Student Success Leader.....Barbara Willcocks
 Accounting Services Manager.....Dianne Williams
 Manager of Plant Services / Transportation.....Wayne Chiupka
 Coordinator of Plant Services.....Marc Paris
 Coordinator of Human Resource Services.....Barbara Draper
 Coordinator of Information Technology.....Bradley Ross
 Administrative Assistant / Communications.....RM Joannette

We Welcome Comments

The Director's Annual Report is produced and designed by Superior-Greenstone District School Board.

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