



Student Achievement Summary Report 2011-12

Kindergarten Data: P.A.S.T. and Full Day Every Day Pilot
Grades 3, 5, 7, 9 Literacy Formative Assessment Data
Grades 3, 5, 7, 9 Numeracy Formative Assessment Data
Learner Group Trends
Grade 12 Provincial Assessment Results
Neelin High School Off Campus Report

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Executive Summary

The purpose of this report is to provide a comprehensive overview of student achievement results for the 2011-12 school year, in Kindergarten as well as Grades 3, 5, 7, 9 and 12 in both Literacy and Numeracy. Included are other relevant data that provide important contextual information that is necessary for an in depth understanding of the key factors that influence student achievement.

In the Brandon School Division divisional assessments in Kindergarten were revised in the 2011-12 school year. Grades 3, 5, 7 and 9 were instituted in the 2002-03 school year, although some assessment formats have changed during that time. These assessments are criterion referenced to the particular curricula. The Grade 12 assessments are provincially established standards tests, of a criterion referenced nature. Historically the province has provided provincial statistics which enable us to do a comparative analysis of our Grade 12 results in relation to provincial results.

With respect to Grade 3, Grade 7 and Grade 8, an additional source of data has been provided by the province with respect to Reading and Numeracy assessments. This information is essentially basic in its deductive purposes.

In Grades 3, 5 and Grade 7 Literacy we report scores using the MANE indicators to show student progress in critical competencies. Teachers use a collection of evidence to determine if students are Meeting, Approaching, Need Ongoing Help or Exceeding expectations according to pre-established rubrics. This reporting method accounts for each individual student and their performance is clearly evident in aggregate reporting at the school site or Divisional level.

In Grades 7 Numeracy and 9 we have developed a normalized score for analytical purposes. The normalized score has been determined through a statistical procedure designed to compare independent test results. The normalized score uses the Brandon School Division mean score and determines the relationship to this mean for each school site. This means that the number of schools above and below the mean can differ for each assessment. The BSD mean is *translated* to a normalized score of fifty (50) for *all* assessments. All other scores are reported in relation to fifty, with scores above fifty representing school sites with mean scores higher than the BSD mean and those with scores below fifty representing school sites with mean scores lower than the BSD mean. Please see Appendix I for details, including the formulae utilized.

This report provides results for the 2011-12 school year. Historical patterns are not being reported for those assessments reporting with MANE for the first time. These patterns will be reported beginning in 2012-13 which will be the second school year reporting using MANE indicators.

- Reading: Reading for literal comprehension is a strength across all grades assessed. However, continued efforts need to focus on comprehension to infer, make predictions and draw conclusions.

- Writing: Increased focus on the development of Ideas in student's writing has resulted in positive student results in this competency. Word and Sentence Choice continues to be the competency that students consistently found most challenging, across grade levels.
- Numeracy: Development of skills in the Number strand continues to be an area of strength for students. In upper grades the focus shifts from Number to Patterns and Relations and this transition continues to be an area of challenge for students.
- Gender: Gender gaps are smallest in Numeracy, with no appreciable differences and no trends noted between grade levels or competencies. Female students consistently outperform their male peers in Writing tasks, across all competencies at all grade levels.
- Learners of Aboriginal Heritage: Students with Aboriginal heritage make up between 12-20% of the BSD population depending on grade level. At all grade levels, in all subject areas and all competencies the population of Aboriginal learners continues to show a learning gap compared to their non-Aboriginal heritage peers. This gap had previously been identified starting in Grade 5, but is now evident in earlier grades and careful attention should be paid to this information over the next several years to determine if it is evidence of an emerging trend. The newly -funded Aboriginal specialist position could be used to help address these learning gaps.
- English as an Additional Language learners: Students who have English as an Additional language make up 11-20% of the BSD population depending on grade level. EAL learners consistently have learning gaps compared to their non-EAL peers. It is difficult to examine trends in this population due to the fluctuation in the composition of this group of learners from year to year. However, this continues to be a student-group very capable of closing learning gaps and continued support of existing programming is essential to accelerate both cultural and academic learning for this group of students.
- French Immersion: Students in the French immersion programs continue to show strong academic performance across all grades and outperform their English program peers in the majority of competencies. Traditionally the student population in French Immersion programming has been less diverse than the rest of BSD, although the diversity is slowly increasing.
- Provincial Standards Exams: First semester results from January 2012 showed BSD results were higher than the provincial results in English Language Arts and Pre-Calculus math and lower than provincial results in Applied and Consumer math. Results from June 2012 will be combined with the January results to provide a full year analysis, which will be forthcoming.

As this report indicates, student achievement continues to be progressively positive in the major areas of measurement: Literacy and Numeracy in Kindergarten and Grades 3, 5, 7, 9 and 12. Where improvement is required reference is made in the School Development Plans for 2011-2014. Once the implementation plan and procedures are complete for *Policy 1001.2 Educational Sustainability in Student Achievement* specific percentages of student competency in core learning outcomes (Literacy and Numeracy Grades 3, 5, 7, 9 and 12) will be available on a Divisional aggregate basis. The Brandon School Division is in the process of developing these core competency assessments.

Kindergarten Results

Early Development Instrument

In the 2010-11 school year, the EDI was completed. Results will be provided by Offord Center for Child Studies in conjunction with Manitoba Education and are now expected in the summer of 2012. A report will be forthcoming when the results are received.

P.A.S.T. Phonological Awareness Screening Test

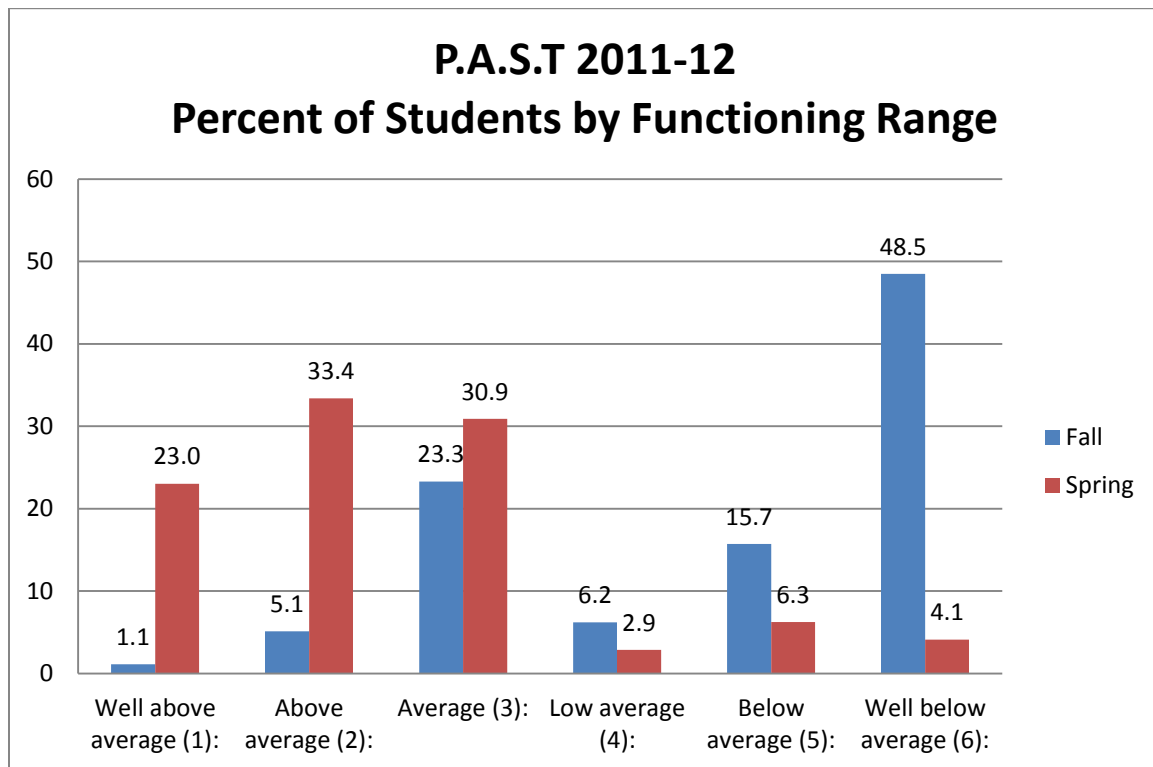
625 Kindergarten students were registered in September 2011. All students in attendance completed the P.A.S.T. with 610 test scores valid for inclusion in the Fall summary. In the spring 663 students were screened with 560 test scores valid for inclusion in this summary. All Kindergarten students were screened during the first and last six weeks of school by a combination of Speech-Language Pathologists, Speech-Language Educational Assistants, resource teachers and classroom teachers. The screening consists of ten tasks relating to phonological awareness skills: rhyme, letter sounds and word/syllable counting. After the September screening students received one of three levels of service: classroom, phonological (small) group or individual. The services were delivered as follows:

	Count of Students	Percent of Students
Classroom	274	48.9%
Small group	280	50.0%
Individualized	6	1.1%

The screening results for the division were as follows:

Functioning Range	Percent of Students - Fall	Percent of Students - Spring
Well above average (1):	1.1%	23.0%
Above average (2):	5.1%	33.4%
Average (3):	23.3%	30.9%
Low average (4):	6.2%	2.9%
Below average (5):	15.7%	6.3%
Well below average (6):	48.5%	4.1%

The mean score for BSD in the fall was 19/50 points or 38% while the mean score for BSD in the spring was 38/50 points or 76%.



It is important to note that the P.A.S.T. was originally normalized with results from screenings done in January and February. This four/five month difference represents a significant learning opportunity at the Kindergarten level. If the P.A.S.T will continue to be administered in September and June a new normalization should be considered. Please refer to Appendix III for details on the development of this instrument.

Full Day Every Day Kindergarten Pilot

Full day every day Kindergarten was piloted in four elementary schools in Brandon School Division during the 2011-12 school year, Betty Gibson, New Era, Riverheights and Riverview. A locally developed continuum was used to assess student's progress toward desired learning outcomes, as provided in the Provincial Kindergarten curriculum.

A full report of Kindergarten student achievement was presented to the BSD Board of Trustees on June 11, 2012 and a short summary of that report is included here. June continuum results will be available at the end of June 2012 and will be published in a supplemental report shortly thereafter.

Numeracy

Overall growth in Numeracy was exceptional with an increase in the percentage of student Meeting or Exceeding expectations in five out of six competencies assessed in November and March. Exceptional growth was seen in both the Colours and Shapes competencies (increase of 28.5% and 32.0% Meeting or Exceeding). In addition, Matching Sets, which is first introduced in March, had 92% of students Meeting or Exceeding. Counting forward is a challenging skill for students as they move through the school year and are asked to count from starting numbers other than one. Counting backwards is first assessed in March and also proves to be a challenging skill with 69% of students Meeting or Exceeding in this competency. Having all competencies above 69% of students Meeting or Exceeding, with a high of 93%, shows excellent student achievement.

Literacy

Literacy showed areas of great growth but there are also competencies that continue to prove challenging. One competency that showed exceptional growth was letter sounds. Letter sounds showed an increase of 39.8% in students Meeting or Exceeding expectations from November until March. Students are also doing an excellent job of letter recognition with high percentages Meeting or Exceeding expectations with both lower case letters (89.1%) and with upper case letters (84.5%). Meanwhile, listening to stories (60% Meeting or Exceeding) and to others (57%) are challenging skills and both remained relatively stable between the assessment periods. Retelling a story is a competency that is first assessed in March and 45% of students were Meeting or Exceeding expectations. The competencies with ongoing challenges include Recognizing Words and Expressing Ideas. In Recognizing Words, students are asked to move beyond recognizing their name (the November outcome) to recognizing other words in their environment and this is a challenge for many students, as only 53.5% of students were Meeting or Exceeding this expectation in March, as opposed to 98.4% who could recognize their name in November. Expressing Ideas was also a competency that saw a decrease in the percentage of students Meeting or Exceeding expectations, when the expectation changes from drawing and explaining (November) to include explaining with letters or words (March).

Fine Motor

Students made strong gains in all four fine motor competencies. Scissor use had the highest percentage of students Meeting or Exceeding expectations at 91.5%, followed by Pencil Grip at 87.6% and Prints Name at 84.5%. All three of these competencies had full day every day students outperforming their peers in other schedule settings. Colouring had the lowest percentage of students Meeting or Exceeding with 67.4% but closed the gap compared to other schedule settings between November and March. A strong and consistent improvement was seen in this set of competencies.

2011-12 Full Day Every Day Kindergarten Pilot – Continuum Results

	Colours	Patterns	Numerical Recognition	Counting Forward	Counting Backwards	Matching Sets Numerals	Subitize	Sorts	Shapes	Rhyme	Retell Story	Upper Case	Lower Case	Letter Sounds	Recognize Words	Express Ideas	Listens_Stories	Listens_Others	Pencil Grip	Scissors	Prints Name	Colouring
Nov % N	8.8	7.2	8.0	4.0				8.0	19.2	28.8	0.0	28.0	23.2	12.8	0.8	3.2	6.4	7.2	5.6	4.8	7.2	8.8
Mar % N	0.8	3.1	4.7	2.3	12.4	5.4	7.8	0.0	2.3	10.9	13.2	6.2	7.0	9.3	10.1	2.3	3.1	4.7	1.6	1.6	2.3	4.7
Difference (March - Nov)	-8.0	-4.1	-3.3	-1.7				-8.0	-16.9	-17.9		-21.8	-16.2	-3.5	9.3	-0.9	-3.3	-2.5	-4.0	-3.2	-4.9	-4.1
Nov % A	36.8	13.6	12.0	8.0				20.8	38.4	16.0	0.0	11.2	8.8	47.2	0.8	19.2	32.8	40.8	24.0	25.6	39.2	49.6
Mar % A	16.3	10.1	7.5	10.5	15.1	4.6	20.7	15.0	26.7	23.8	46.8	9.5	5.9	11.7	26.1	29.6	27.1	34.5	17.6	13.4	23.8	25.4
Difference (March - Nov)	-20.5	-3.5	-4.5	2.5				-5.8	-11.7	7.8		-1.7	-2.9	-35.5	25.3	10.4	-5.7	-6.3	-6.4	-12.2	-15.4	-24.2
Nov % M	53.6	79.2	66.4	80.0				65.6	42.4	52.8	4.0	44.0	54.4	34.4	97.6	76.8	60.8	52.0	70.4	69.6	53.6	41.6
Mar % M	82.2	75.2	51.2	73.6	66.7	68.2	76.0	67.4	74.4	42.6	44.2	54.3	60.5	56.6	48.8	51.9	58.1	54.3	84.5	88.4	81.4	64.3
Difference (March - Nov)	28.6	-4.0	-15.2	-6.4				1.8	32.0	-10.2		10.3	6.1	22.2	-48.8	-24.9	-2.7	2.3	14.1	18.8	27.8	22.7
Nov % E	0.8		13.6	8.0				5.6		2.4		16.8	13.6	5.6	0.8	0.8						
Mar % E	0.8	17.8	34.9	10.9	3.1	23.3		8.5		16.3	0.8	30.2	28.7	23.3	4.7	11.6	2.3	2.3	3.1	3.1	3.1	3.1
Difference (March - Nov)	0.0	17.8	21.3	2.9				2.9		13.9		13.4	15.1	17.7	3.9	10.8	2.3	2.3	3.1	3.1	3.1	3.1
Nov % M & E	54.4	79.2	80.0	88.0				71.2	42.4	55.2		60.8	68.0	40.0	98.4	77.6	60.8	52.0	70.4	69.6	53.6	41.6
Mar % M & E	82.9	93.0	86.0	84.5	69.8	91.5	76.0	76.0	74.4	58.9	45.0	84.5	89.1	79.8	53.5	63.6	60.5	56.6	87.6	91.5	84.5	67.4
Difference (March - Nov)	28.5	13.8	6.0	-3.5				4.8	32.0	3.7		23.7	21.1	39.8	-44.9	-14.0	-0.3	4.6	17.2	21.9	30.9	25.8

Grade 3 Literacy Formative Assessment

Summary of Results: 2011-12

This report summarizes the performance of BSD students on the Grade 3 Literacy Formative Assessment, November 2011. This is the sixth year of administration of this assessment in a standardized format. The Reading portion of the Literacy assessment is a Provincial assessment, while the Writing portion was developed locally.

Scores reported in 2011-12 will use the MANE indicators for the first time. Divisional data will be reported as a percentage of students Meeting expectations (M) at each school site and as a percentage of students in each of the four indicators for the Division as a whole.

561 Grade 3 students in the BSD participated in the Grade 3 Reading Formative Assessment in fall 2011. 536 Grade 3 students participated in the Writing Formative Assessment.

546 Grade 3 students in the BSD were evaluated by the Grade 3 Literacy Formative Assessment in November 2010-11. 546 test score sheets were determined valid for inclusion in this summary.

479 Grade 3 students in the BSD were evaluated by the Grade 3 Literacy Formative Assessment in November 2009-10. 463 test score sheets were determined valid for inclusion in this summary.

486 Grade 3 students in the BSD were evaluated by the Grade 3 Literacy Formative Assessment in November 2008-09. 479 test score sheets were determined valid for inclusion in this summary.

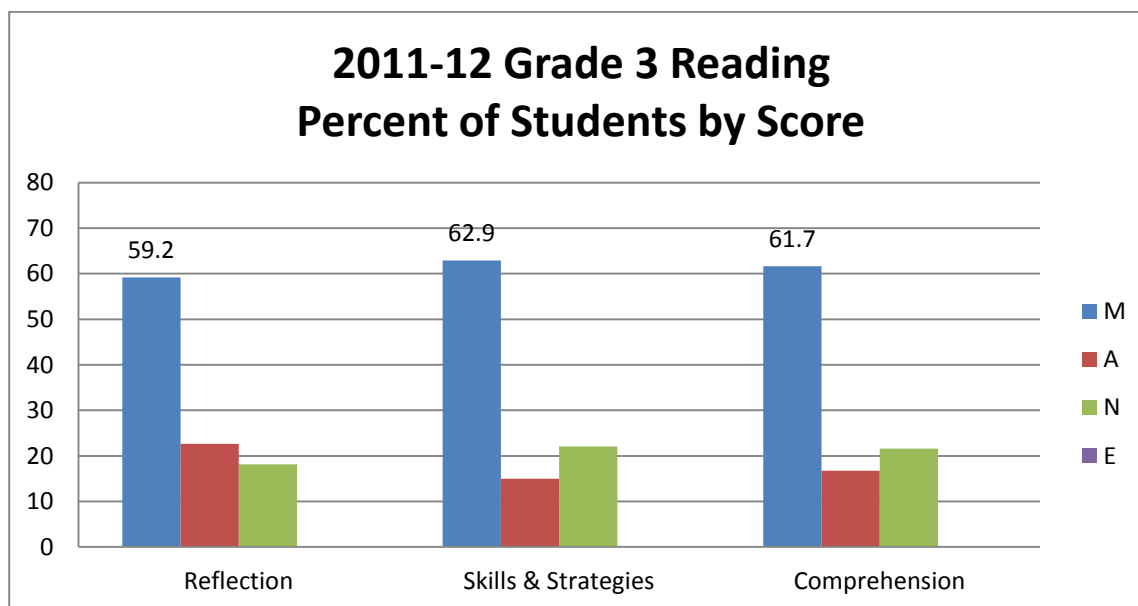
466 Grade 3 students in the BSD were evaluated by the Grade 3 Literacy Formative Assessment in November 2007-08. 455 test score sheets were determined valid for inclusion in this summary.

488 Grade 3 students in the BSD were evaluated by the Grade 3 Literacy Formative Assessment in November 2006-07. 486 test score sheets were determined valid for inclusion in this summary.

Issues related to the *validity* and *reliability* of the Standards Test is considered in the Appendix section at the end of the report. A *Glossary* of terms and explanation of how calculations were completed are included in the final portion of this report.

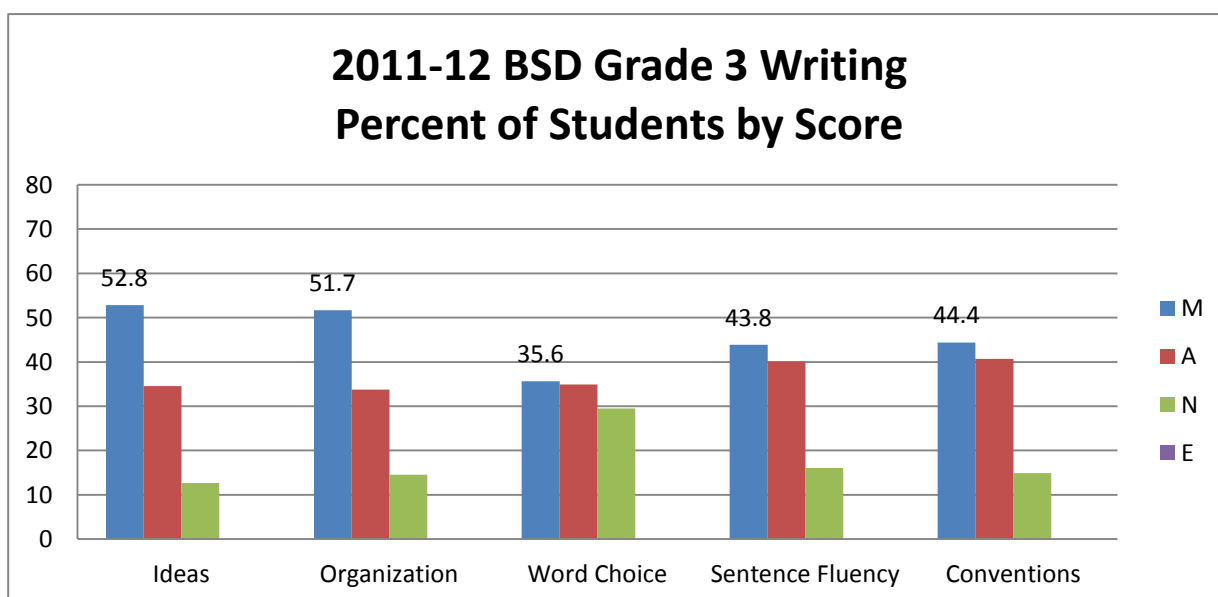
2011-12 Grade 3 Literacy Formative Assessment: Reading

	Total Number of Students	% M in Reflection	% M in Skills & Strategies	% M in Comprehension	% M in all competencies
AL	8	87.5	100.0	100.0	87.5
BG	31	41.9	41.9	41.9	41.9
EO	23	69.6	56.5	52.2	52.2
GA	22	50.0	50.0	59.1	36.4
GF	52	44.2	51.9	51.9	36.5
HA	40	87.5	77.5	77.5	77.5
JR	31	61.3	74.2	71.0	48.4
KG	19	84.2	42.1	52.6	36.8
KH	34	41.2	61.8	50.0	32.4
LL	36	97.2	75.0	75.0	69.4
ME	43	39.5	67.4	53.5	34.9
NE_E	31	0.0	35.5	35.5	0.0
NE_FI	23	73.9	73.9	73.9	73.9
OK	24	75.0	75.0	83.3	70.8
RH	27	70.4	74.1	74.1	66.7
RV	22	27.3	36.4	36.4	27.3
SA	20	70.0	75.0	75.0	60.0
SV	4	75.0	75.0	75.0	75.0
VV	26	53.8	53.8	61.5	50.0
WP	45	77.8	80.0	73.3	71.1
Grand Total	561	59.2	62.9	61.7	50.1



2011-12 Grade 3 Literacy Formative Assessment: Writing

	Total Number of Students	% M in Ideas	% M in Organization	% M in Word Choice	% M in Sentence Fluency	% M in Conventions	% M in all competencies
AL	8	75.0	75.0	75.0	75.0	62.5	62.5
BG	26	34.6	30.8	19.2	23.1	34.6	15.4
EO	23	52.2	52.2	43.5	39.1	26.1	17.4
GA	22	54.5	59.1	40.9	63.6	18.2	13.6
GF	51	31.4	31.4	13.7	19.6	37.3	7.8
HA	39	59.0	64.1	59.0	64.1	69.2	56.4
JR	30	70.0	70.0	43.3	73.3	56.7	33.3
KG	18	38.9	38.9	33.3	22.2	44.4	16.7
KH	33	39.4	42.4	24.2	45.5	54.5	24.2
LL	35	82.9	77.1	62.9	60.0	60.0	42.9
ME	43	32.6	34.9	27.9	32.6	39.5	20.9
NE_E	16	56.3	56.3	25.0	37.5	25.0	12.5
NE_FI	22	59.1	45.5	18.2	50.0	36.4	9.1
OK	23	56.5	56.5	39.1	43.5	60.9	34.8
RH	31	35.5	35.5	16.1	32.3	41.9	12.9
RV	22	27.3	22.7	0.0	4.5	4.5	0.0
SA	22	77.3	72.7	50.0	72.7	50.0	40.9
SV	4	50.0	50.0	50.0	25.0	25.0	25.0
VV	23	60.9	60.9	34.8	39.1	47.8	17.4
WP	45	80.0	73.3	60.0	55.6	53.3	37.8
Grand Total	536	52.8	51.7	35.6	43.8	44.4	25.0



All three Reading competencies had higher percentages of students Meeting expectations than the Writing competencies. The Reading competency *Skills & Strategies* had the highest percentage of students Meeting expectations (62.9%), while the Writing competency *Word Choice* had the lowest percentage of students Meeting expectations at 35.6%. All Writing competencies show a clear step-pattern with the highest percentages of students Meeting expectations and the smallest percentages of students Needing Ongoing Help to meet expectations. The patterns in the Reading competencies are not as clear with higher percentages of students Needing Ongoing Help in *Skills & Strategies* and *Comprehension* as compared to those Approaching expectations.

Grade 3 Numeracy Formative Assessment

Summary of Results: 2011-12

This report summarizes the performance of BSD students on the Grade 3 Numeracy Formative Assessment, November 2011. This is the sixth year of administration of this assessment in a standardized format. The Numeracy assessment is a Provincial assessment.

Scores reported in 2011-12 will use the MANE indicators for the first time. Divisional data will be reported as a percentage of students Meeting expectations (M) at each school site and as a percentage of students in each of the four indicators for the Division as a whole.

568 Grade 3 students in the BSD participated in the Grade 3 Numeracy Formative Assessment in fall 2011.

546 grade three students in the BSD were evaluated by the Grade 3 Numeracy Formative Assessment in November 2010-11. 546 test score sheets were determined valid for inclusion in this summary.

472 grade three students in the BSD were evaluated by the Grade 3 Numeracy Formative Assessment in November 2009-10. 466 test score sheets were determined valid for inclusion in this summary.

486 grade three students in the BSD were evaluated by the Grade 3 Numeracy Formative Assessment in November 2008-08. 485 test score sheets were determined valid for inclusion in this summary.

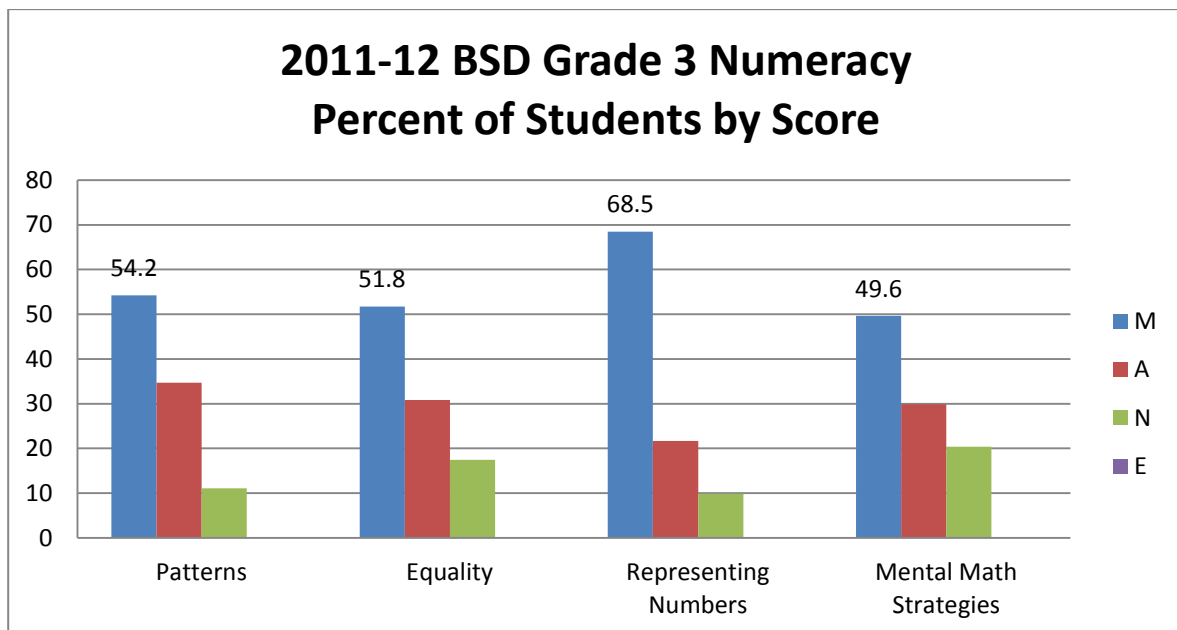
471 grade three students in the BSD were evaluated by the Grade 3 Numeracy Formative Assessment in November 2007. 461 test score sheets were determined valid for inclusion in this summary.

489 grade three students in the BSD were evaluated by the Grade 3 Numeracy Formative Assessment in November 2006. 489 test score sheets were determined valid for inclusion in this summary.

Issues related to the *validity* and *reliability* of the Standards Test is considered in the Appendix section at the end of the report. A *Glossary* of terms and explanation of how calculations were completed are included in the final portion of this report.

2011-12 Grade 3 Numeracy Formative Assessment

	Total Number of Students	% M in Patterns	% M in Equality	% M in Representing Numbers	% M in Mental Math Strategies	% M in all competencies
AL	8	75.0	87.5	75.0	87.5	75.0
BG	31	45.2	61.3	71.0	51.6	29.0
EO	23	52.2	30.4	65.2	39.1	8.7
GA	22	31.8	59.1	86.4	54.5	18.2
GF	52	38.5	32.7	57.7	48.1	15.4
HA	40	85.0	75.0	90.0	75.0	67.5
JR	31	64.5	80.6	87.1	74.2	51.6
KG	19	36.8	42.1	52.6	21.1	15.8
KH	34	44.1	41.2	64.7	35.3	17.6
LL	36	72.2	63.9	75.0	52.8	50.0
ME	42	26.2	35.7	42.9	33.3	14.3
NE_E	31	35.5	16.1	45.2	9.7	6.5
NE_FI	23	73.9	60.9	52.2	47.8	39.1
OK	24	79.2	66.7	79.2	58.3	41.7
RH	35	65.7	65.7	82.9	48.6	37.1
RV	22	22.7	27.3	31.8	22.7	4.5
SA	22	72.7	18.2	68.2	31.8	13.6
SV	4	75.0	75.0	75.0	75.0	75.0
VV	25	76.0	56.0	84.0	72.0	52.0
WP	44	52.3	70.5	84.1	75.0	43.2
Grand Total	568	54.2	51.8	68.5	49.6	31.3



All four Numeracy competencies show a clear step-pattern with the highest percentages of students Meeting expectations and the smallest percentages of students Needing Ongoing Help to meet expectations. The *Representing Numbers* competency had the highest percentage of students Meeting expectations (68.5%), while *Mental Math* had the lowest percentage of students Meeting expectations at 49.6%.

Grade 5 Literacy Formative Assessment

Summary of Results: 2011-12

This report summarizes the performance of BSD students on the Grade 5 Literacy Formative Assessment, September 2011. This is the eighth year of administration of this locally developed assessment. Scores reported in 2011-12 will use the MANE indicators for the first time. Divisional data will be reported as a percentage of students Meeting expectations (M) at each school site and as a percentage of students in each of the four indicators for the Division as a whole.

510 Grade 5 students in the BSD were administered the Grade 5 Reading Formative Assessment in September 2011. 510 Grade 5 students also completed the Writing Formative Assessment.

528 grade students in the BSD were administered the Grade 5 Literacy Formative Assessment in September 2010. 518 test score sheets were determined valid for inclusion in this summary.

516 grade students in the BSD were administered the Grade 5 Literacy Formative Assessment in September 2009. 505 test score sheets were determined valid for inclusion in this summary.

458 grade students in the BSD were administered the Grade 5 Literacy Formative Assessment in September 2008. 434 test score sheets were determined valid for inclusion in this summary.

443 grade students in the BSD were administered the Grade 5 Literacy Formative Assessment in September 2007. 417 test score sheets were determined valid for inclusion in this summary.

504 grade students in the BSD were administered the Grade 5 Literacy Formative Assessment in September 2006. 478 test score sheets were determined valid for inclusion in this summary.

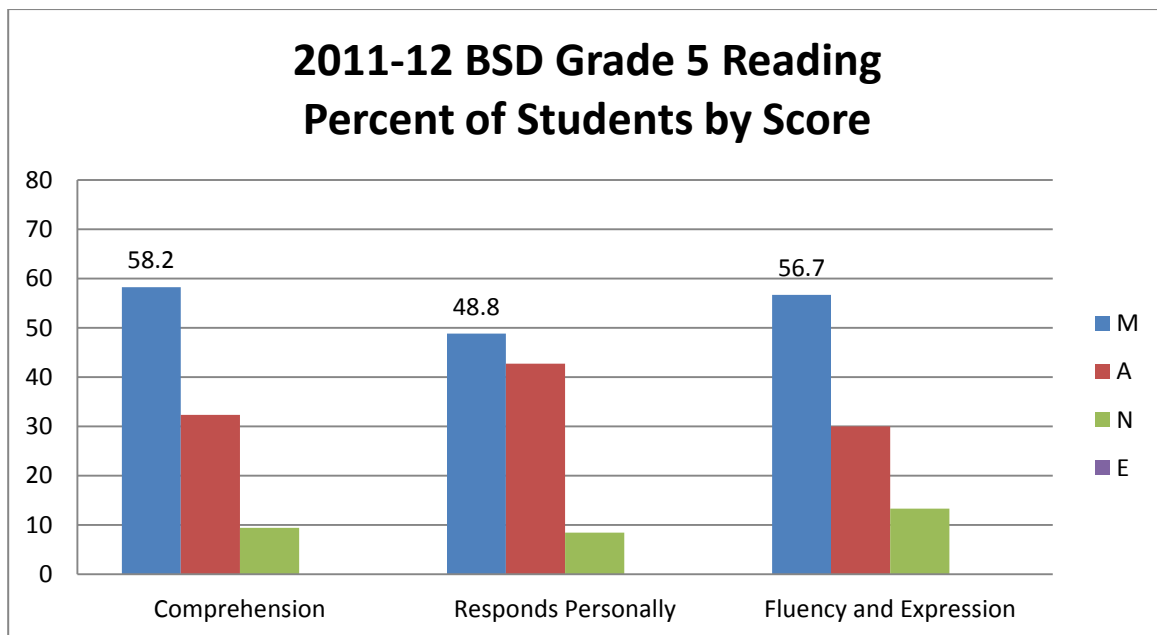
511 grade students in the BSD were administered the Grade 5 Literacy Formative Assessment in September 2005. 486 test score sheets were determined valid for inclusion in this summary.

556 grade students in the BSD were administered the Grade 5 Literacy Formative Assessment in September 2004. 543 test score sheets were determined valid for inclusion in this summary.

Issues related to the *validity* and *reliability* of the assessment is considered in the Appendix section at the end of the report. A Glossary of terms and explanation of how calculations were completed is also included in the final section of this report.

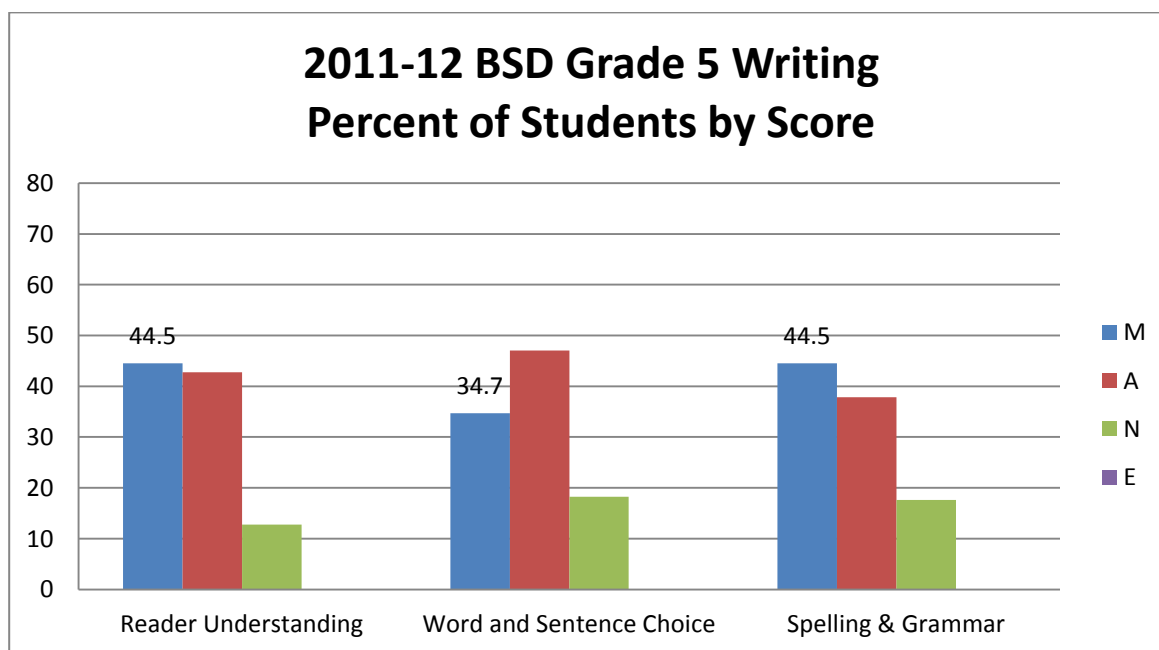
2011-12 Grade 5 Literacy Formative Assessment: Reading

	Total Number of Students	% M in Comprehension	% M in Responds Personally	% M in Fluency	% M in all competencies
AL	8	75.0	87.5	62.5	62.5
BG	42	50.0	40.5	47.6	26.2
EO	19	31.6	31.6	52.6	10.5
GA	19	52.6	47.4	57.9	47.4
GF	38	47.4	44.7	44.7	28.9
HA	32	78.1	75.0	75.0	75.0
JR	21	57.1	47.6	38.1	38.1
KG	22	54.5	45.5	45.5	40.9
KH	35	60.0	51.4	74.3	45.7
LL	33	48.5	45.5	72.7	39.4
ME	38	68.4	31.6	42.1	28.9
NE_E	27	51.9	48.1	18.5	14.8
NE_FI	9	55.6	55.6	66.7	44.4
OK	14	21.4	21.4	57.1	14.3
RH	40	70.0	57.5	65.0	47.5
RV	26	53.8	34.6	42.3	26.9
SA	24	83.3	45.8	79.2	41.7
VV	21	66.7	71.4	66.7	61.9
WP	42	61.9	59.5	69.0	45.2
Grand Total	510	58.2	48.8	56.7	38.6



2011-12 Grade 5 Literacy Formative Assessment: Writing

	Total Number of Students	% M in Reader Understanding	% M in Word & Sentence Choice	% M in Spelling & Grammar	% M in all competencies
AL	8	62.5	50.0	75.0	50.0
BG	42	31.0	7.1	23.8	2.4
EO	19	15.8	10.5	5.3	0.0
GA	19	31.6	36.8	31.6	26.3
GF	38	31.6	18.4	26.3	15.8
HA	32	56.3	43.8	84.4	43.8
JR	21	28.6	28.6	42.9	28.6
KG	22	40.9	31.8	40.9	27.3
KH	35	60.0	51.4	54.3	31.4
LL	33	42.4	45.5	51.5	36.4
ME	38	42.1	23.7	23.7	15.8
NE_E	27	33.3	14.8	33.3	11.1
NE_FI	9	88.9	77.8	88.9	77.8
OK	14	35.7	64.3	42.9	21.4
RH	40	50.0	45.0	65.0	37.5
RV	26	38.5	23.1	42.3	23.1
SA	24	54.2	54.2	45.8	37.5
VV	21	57.1	38.1	52.4	28.6
WP	42	64.3	47.6	52.4	38.1
Grand Total	510	44.5	34.7	44.5	26.7



All three Reading competencies had higher percentages of students Meeting expectations than the Writing competencies. The Reading competency *Reading Comprehension* had the highest percentage of students Meeting expectations (58.2%), while the Writing competency *Word & Sentence Choice* had the lowest percentage of students Meeting expectations at 34.7%. The same strengths and weaknesses were seen in the 2011-12 Grade 7 results. All Reading competencies show a clear step-pattern with the highest percentages of students Meeting expectations and the smallest percentages of students Needing Ongoing Help to meet expectations. The patterns in the Writing competencies are not as clear, with *Word and Sentence Choice* having the greatest percentage of students at the Approaching expectations indicator.

Grade 5 Numeracy Formative Assessment

Summary of Results: 2011-12

This report summarizes the performance of BSD students on the Grade 5 Numeracy Formative Assessment, completed prior to January 2012. This is the first year of administration of this locally developed assessment. Scores reported in 2011-12 will use the MANE indicators for the first time. Divisional data will be reported as a percentage of students Meeting expectations (M) at each school site and as a percentage of students in each of the four indicators for the Division as a whole.

512 Grade 5 students in the BSD participated in the Grade 5 Numeracy Formative Assessment prior to January 2012.

528 Grade 5 students in the BSD were administered the Grade 5 Numeracy Formative Assessment and 501 students successfully completed the assessment in September 2010.

503 Grade 5 students in the BSD were administered and successfully completed the Grade 5 Numeracy Formative Assessment in September 2009.

454 Grade 5 students in the BSD were administered and successfully completed the Grade 5 Numeracy Formative Assessment in September 2008.

447 Grade 5 students in the BSD were administered and successfully completed the Grade 5 Numeracy Formative Assessment in September 2007.

488 Grade 5 students in the BSD were administered and successfully completed the Grade 5 Numeracy Formative Assessment in September 2006.

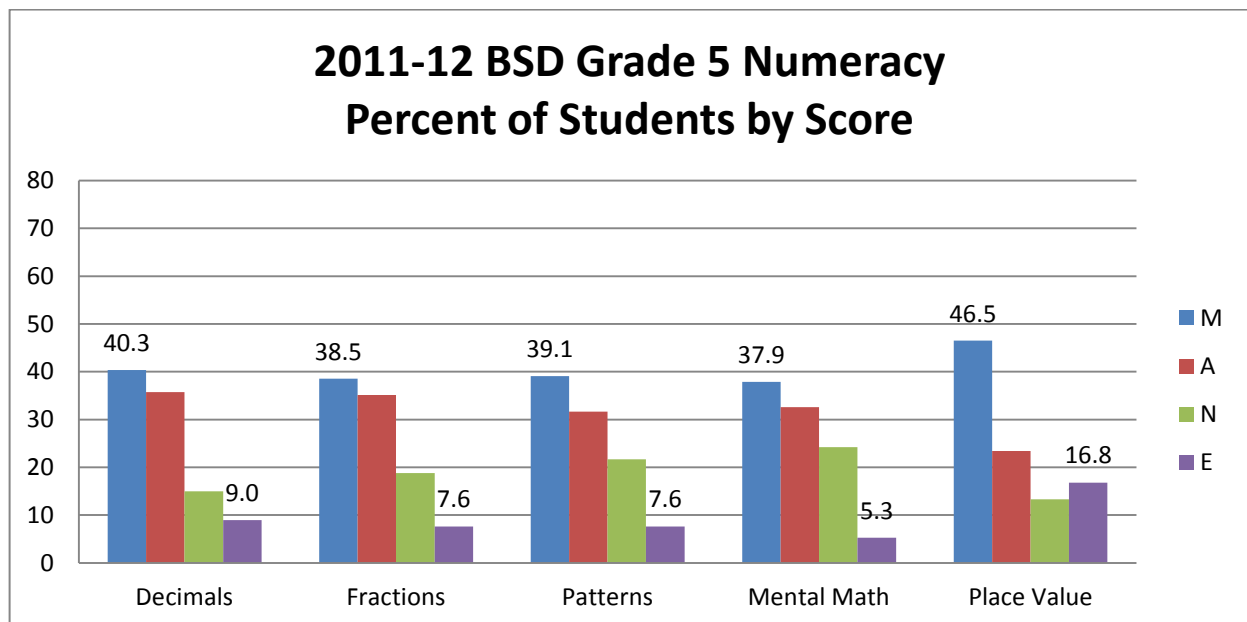
493 Grade 5 students in the BSD were administered and successfully completed the Grade 5 Numeracy Formative Assessment in September 2005.

556 Grade 5 students in the BSD were administered and successfully completed the Grade 5 Numeracy Formative Assessment in September 2004.

Issues related to the *validity* and *reliability* of the assessment is considered in the Appendix section at the end of the report. A Glossary of terms and explanation of how calculations were completed is also included in the final section of this report.

2011-12 Grade 5 Numeracy Formative Assessment

	Total Number of Students	% M or E in Decimals	% M or E in Fractions	% M or E in Patterns	% M or E in Mental Math	% M or E in Place Value	% M or E in all competencies
AL	8	87.5	87.5	87.5	75.0	87.5	75.0
BG	38	13.2	31.6	0.0	7.9	42.1	0.0
EO	19	63.2	15.8	31.6	15.8	52.6	10.5
GA	20	40.0	25.0	20.0	30.0	55.0	15.0
GF	40	17.5	2.5	5.0	5.0	15.0	0.0
HA	31	74.2	83.9	100.0	96.8	100.0	74.2
JR	22	54.5	54.5	54.5	54.5	68.2	54.5
KG	23	60.9	65.2	65.2	65.2	73.9	52.2
KH	36	77.8	50.0	55.6	27.8	80.6	8.3
LL	33	0.0	15.2	78.8	78.8	81.8	0.0
ME	37	75.7	81.1	64.9	78.4	67.6	51.4
NE_E	28	17.9	14.3	39.3	25.0	53.6	10.7
NE_F	9	55.6	33.3	44.4	33.3	66.7	33.3
OK	14	42.9	42.9	28.6	28.6	50.0	21.4
RH	42	45.2	42.9	28.6	21.4	50.0	21.4
RV	26	15.4	15.4	11.5	15.4	26.9	11.5
SA	24	66.7	100.0	70.8	70.8	87.5	58.3
VV	22	86.4	50.0	59.1	27.3	68.2	22.7
WP	40	72.5	67.5	70.0	72.5	95.0	52.5
Grand Total	512	48.2	45.1	46.7	43.2	63.3	27.5



All five Numeracy competencies show a clear step-pattern with the highest percentages of students Meeting expectations and the smallest percentages of students Needing Ongoing Help to meet expectations. A notable percentage of students were Exceeding expectations in all five competencies (5.3-16.8). The *Place Value* competency had the highest percentage of students Meeting or Exceeding expectations (63.3%), while *Mental Math* had the lowest percentage of students Meeting or Exceeding expectations at 43.2%.

Grade 7 Literacy Formative Assessment

Summary of Results: 2011-12

This report summarizes the performance of BSD students on the Grade 7 Literacy Formative Assessment, September 2011. This is the seventh year of administration of this locally developed assessment. Scores reported in 2011-12 will use the MANE indicators for the first time. Divisional data will be reported as a percentage of students Meeting expectations (M) at each school site and as a percentage of students in each of the four indicators for the Division as a whole.

518 Grade 7 students in the BSD were administered the Grade 7 Reading Formative Assessment in September 2011, while 513 Grade 7 students completed the Writing Formative Assessment.

534 Grade 7 students in the BSD were administered the Grade 7 Literacy Formative Assessment in September 2010. 519 of 534 test score sheets were determined valid for inclusion in this summary.

479 Grade 7 students in the BSD were administered the Grade 7 Literacy Formative Assessment in September 2009. 456 of 479 test score sheets were determined valid for inclusion in this summary.

501 Grade 7 students in the BSD were administered the Grade 7 Literacy Formative Assessment in September 2008. 455 of 501 test score sheets were determined valid for inclusion in this summary.

444 Grade 7 students in the BSD were administered the Grade 7 Literacy Formative Assessment in September 2007. 444 of 444 test score sheets were determined valid for inclusion in this summary.

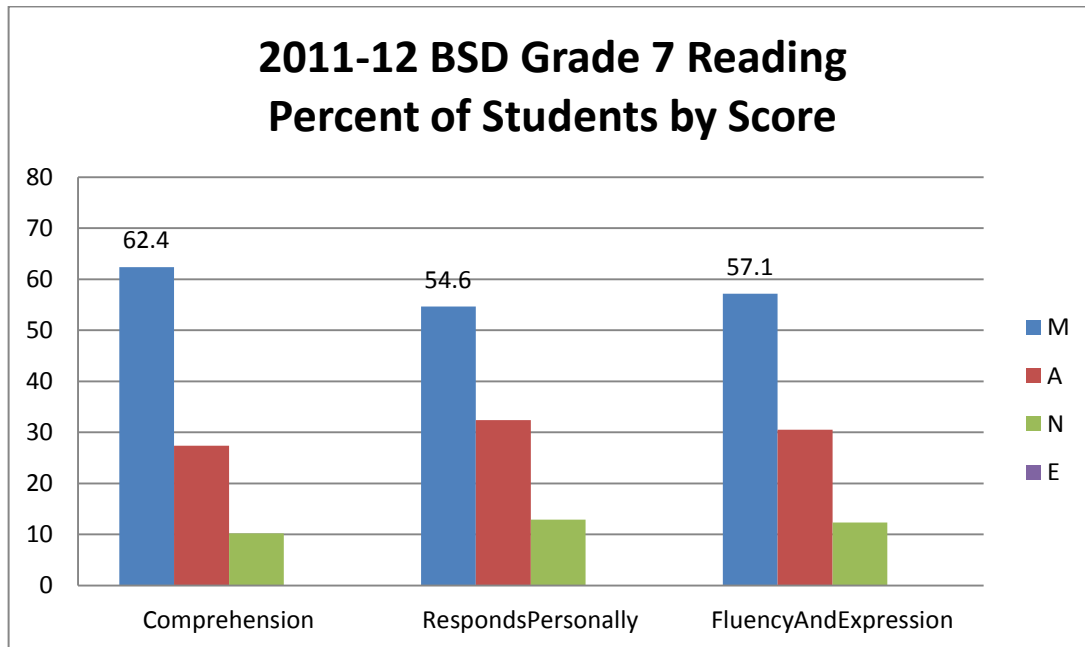
461 Grade 7 students in the BSD were administered the Grade 7 Literacy Formative Assessment in September 2006. 446 of 461 test score sheets were determined valid for inclusion in this summary.

447 Grade 7 students in the BSD were administered the Grade 7 Literacy Formative Assessment in September 2005. 441 of 447 test score sheets were determined valid for inclusion in this summary.

Issues related to the *validity* and *reliability* of the assessment is considered in the Appendix section at the end of the report. A Glossary of terms and explanation of how calculations were completed is also included in the final section of this report.

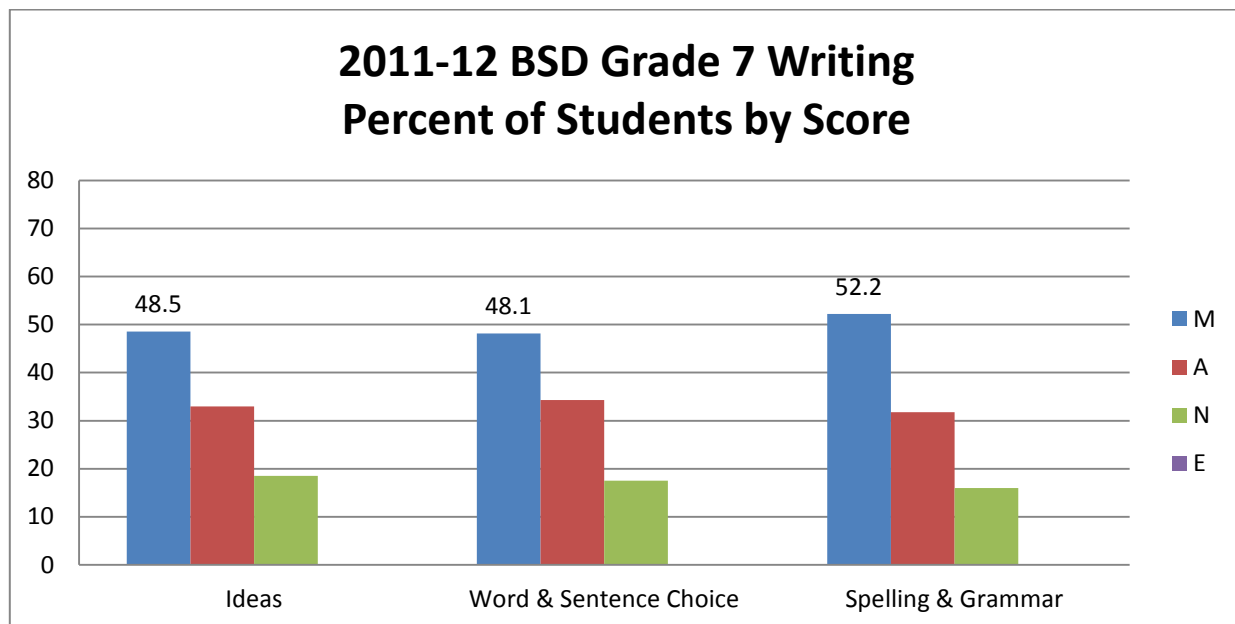
2011-12 Grade 7 Literacy Formative Assessment: Reading

	Total Number of Students	% M in Comprehension	% M in Responds Personally	% M in Fluency	% M in all competencies
A	5	80.0	80.0	100.0	80.0
EO	72	61.1	55.6	54.2	44.4
GA	13	38.5	38.5	30.8	23.1
GF	55	45.5	40.0	45.5	30.9
HA	26	96.2	69.2	61.5	53.8
JR	29	69.0	58.6	48.3	44.8
KG	32	50.0	43.8	43.8	25.0
KH	39	61.5	59.0	69.2	53.8
LL	42	78.6	61.9	71.4	50.0
ME	56	55.4	50.0	62.5	39.3
NE_E	28	32.1	25.0	25.0	14.3
NE_FI	7	57.1	57.1	57.1	42.9
OK	10	80.0	50.0	40.0	30.0
RH	40	55.0	40.0	52.5	30.0
SA	25	76.0	84.0	84.0	72.0
WP	39	87.2	84.6	76.9	71.8
Grand Total	518	62.4	54.6	57.1	43.1



2011-12 Grade 7 Literacy Formative Assessment: Writing

	Number of Students	% M in Ideas	% M in Word Choice	% M in Spelling & Grammar	% M all competencies
A	4	100.0	100.0	100.0	100.0
EO	73	56.2	56.2	50.7	38.4
GA	13	53.8	30.8	23.1	15.4
GF	55	49.1	32.7	30.9	20.0
HA	26	76.9	84.6	42.3	38.5
JR	29	17.2	24.1	41.4	13.8
KG	28	21.4	21.4	53.6	17.9
KH	39	41.0	53.8	59.0	41.0
LL	42	50.0	52.4	76.2	42.9
ME	55	49.1	41.8	47.3	30.9
NE_E	28	21.4	17.9	25.0	14.3
NE_FI	7	57.1	57.1	57.1	42.9
OK	10	40.0	40.0	20.0	20.0
RH	40	37.5	45.0	55.0	35.0
SA	25	76.0	76.0	72.0	72.0
WP	39	69.2	74.4	89.7	69.2
Grand Total	513	48.5	48.1	52.2	35.7



All three Reading competencies had higher percentages of students Meeting expectations than the Writing competencies. The Reading competency *Reading Comprehension* had the highest percentage of students Meeting expectations (62.4%), while the Writing competency *Word & Sentence Choice* had the lowest percentage of students Meeting expectations at 48.1%. All Reading and Writing competencies show a clear step-pattern with the highest percentages of students Meeting expectations and the smallest percentages of students Needing Ongoing Help to meet expectations.

Grade 7 Numeracy Formative Assessment

Summary of Results: 2011-12

This report summarizes the performance of BSD students on the locally developed Grade 7 Numeracy Formative Assessment for the September 2011 administration. This is the sixth year of administration of this locally developed assessment.

The overall BSD and individual school results are analyzed in this report to determine:

- Score differences between BSD as a whole and individual school sites
- Comparisons to previous Numeracy assessments

522 Grade 7 students in the BSD were administered the assessment. 513 students successfully completed the assessment in September 2011.

534 Grade 7 students in the BSD were administered the assessment. 520 students successfully completed the assessment in September 2010.

479 Grade 7 students in the BSD were administered the assessment. 456 students successfully completed the assessment in September 2009.

514 Grade 7 students in the BSD were administered the assessment. 491 students successfully completed the assessment in September 2008.

474 Grade 7 students in the BSD were administered the assessment. 414 students successfully completed the assessment in September 2007.

510 Grade 7 students in the BSD were administered the assessment. 490 students successfully completed the assessment in September 2006.

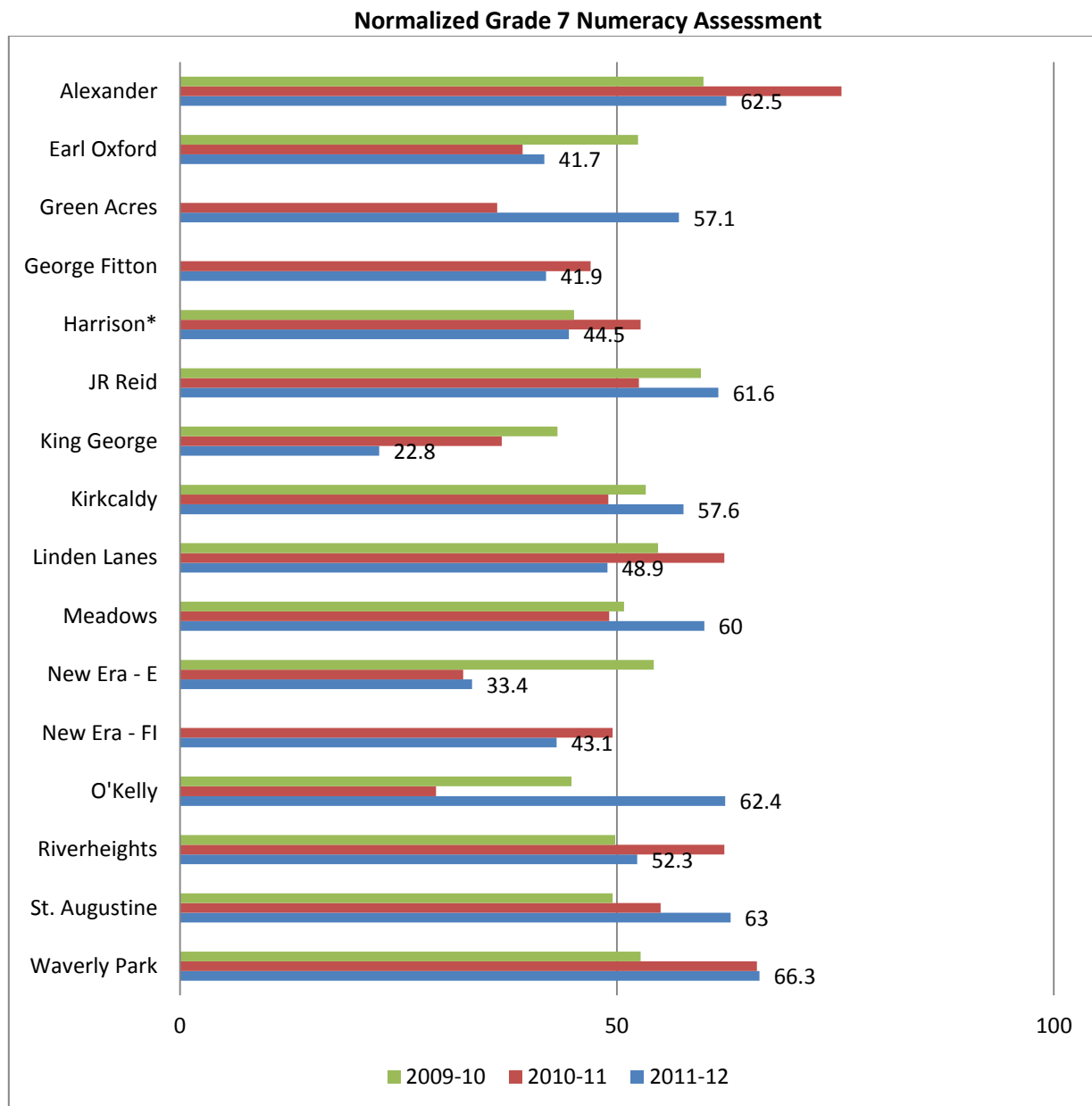
Issues related to the *validity* and *reliability* of the assessment is considered in the Appendix section at the end of the report. A Glossary of terms and explanation of how calculations were completed is also included in the final section of this report.

2011-12 Grade 7 Numeracy Formative Assessment

(Normalized Scores; BSD Mean=50.0)

	Number of Students	Number	Shape & Space	Patterns & Relations	Statistics & Probability	Total Numeracy
AL	5	68.9	60.6	52.3	66.3	62.5
EO	70	35.8	47.6	43.5	38.3	41.7
GA	19	56.6	57.4	58.9	55.3	57.1
GF	55	42.0	41.0	44.0	41.3	41.9
HA	27	38.7	40.1	60.4	46.1	44.5
JR	28	63.4	53.2	64.1	72.6	61.6
KG	36	24.1	23.5	25.4	15.8	22.8
KH	40	56.6	60.1	56.6	55.2	57.6
LL	42	57.0	39.2	49.3	53.0	48.9
ME	56	58.6	62.6	55.4	62.9	60.0
NE_E	24	33.3	33.8	38.1	27.1	33.4
NE_FI	7	51.5	33.9	44.1	44.7	43.1
OK	10	65.3	66.8	48.6	63.8	62.4
RH	40	55.3	51.1	44.2	58.6	52.3
SA	24	57.4	71.0	61.2	59.1	63.0
WP	39	70.1	66.1	62.3	64.1	66.3
Grand Total	522	50	50	50	50	50

Six of the sixteen sites reported showed normalized scores higher than the mean in all four competencies, while five sites reported normalized scores lower than the mean in all four competencies. The remaining five sites showed a mixture of normalized scores above and below the mean.



* 2009-10 data from Harrison prior to school reconfigurations.

St. Augustine and Waverly Park showed strong positive three year trends in their normalized Numeracy assessment scores. Three year declines in normalized scores are noted at King George.

Grade 9 Literacy Formative Assessment

Nine-Year Summary of Results: 2002-03 to 2011-12

This report summarizes the performance of BSD students on the locally developed Grade 9 Literacy Formative Assessment for the September 2011 administration. Where possible, the results are compared to previous administrations.

The overall BSD and individual school results were analyzed to determine:

- Score differences between BSD as a whole and individual school sites
- Comparisons to previous Literacy assessments

527 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2011.

468 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2010.

501 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2009.

572 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2008.

493 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2007.

490 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2006.

554 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2005.

551 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2004.

559 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2003.

Issues related to the *validity* and *reliability* of the assessment is considered in the Appendix section at the end of the report. A Glossary of terms and explanation of how calculations were completed is also included in the final section of this report.

Grade 9 Literacy: Reading

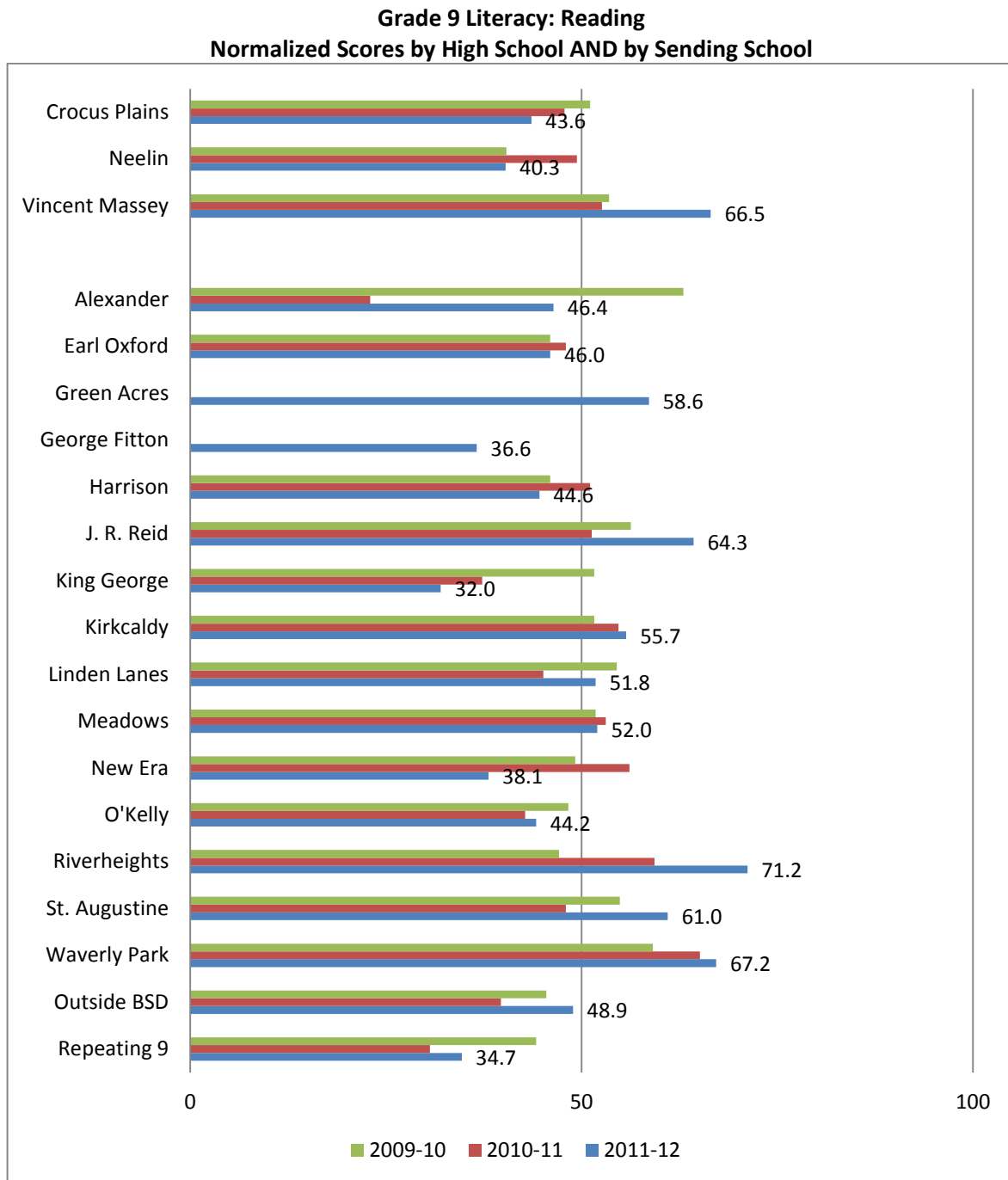
Grade 9 School: Includes all students who completed any part of the Reading assessment.

	Number of Students	Comprehension (F)	Techniques & Elements (NF)	Personal & Critical Response	Artistry of Texts (F)	Comprehension - Inference (F)	Comprehension - Main Idea (NF)	Total Reading
CP	264	45.6	40.6	51.8	30.2	29.7	24.6	43.6
N	101	47.4	33.1	29.4	31.9	30.0	27.4	40.3
VM	162	58.8	60.0	45.8	56.5	55.7	61.6	66.5
Grand Total	527	50.0	45.2	45.6	38.6	37.8	36.5	50.0

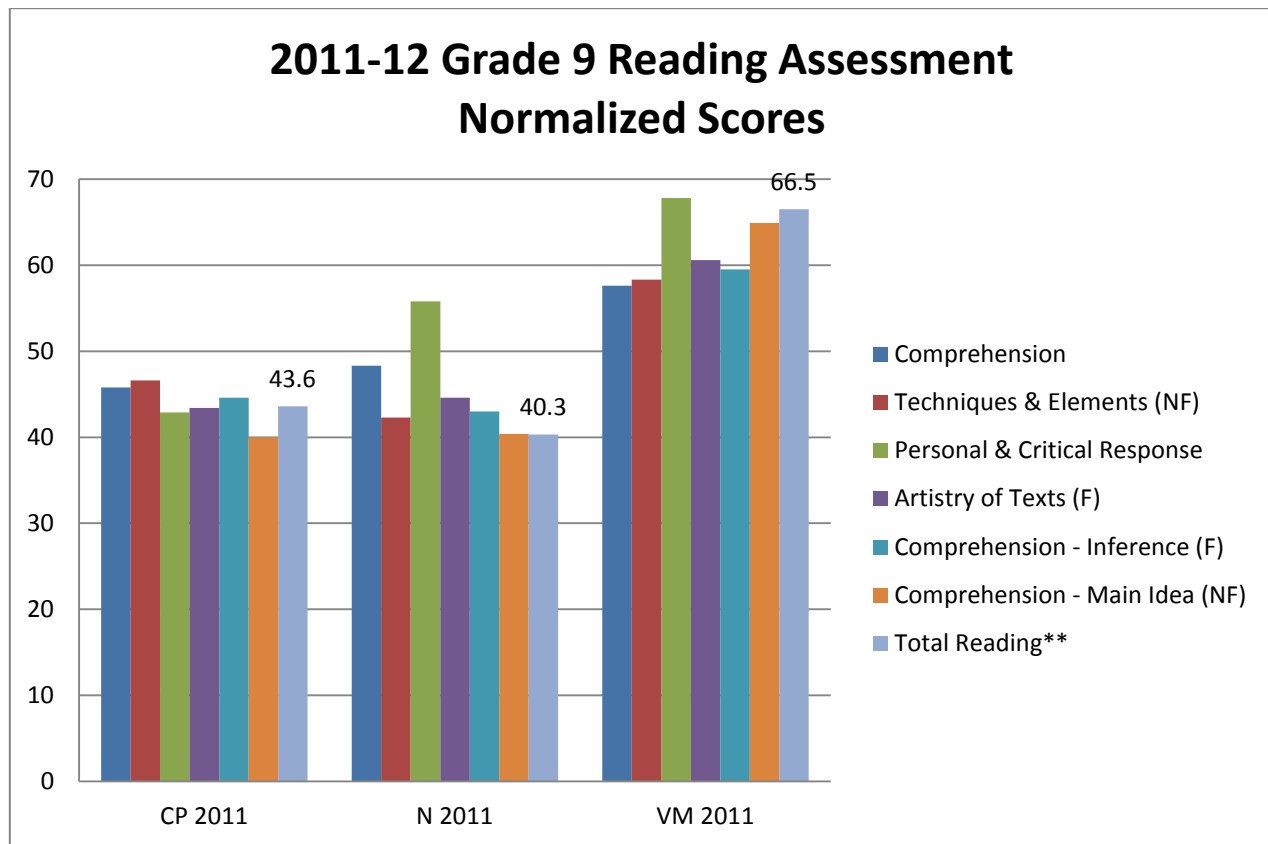
Grade 9 School: Includes students who completed each specific competency of the Reading assessment.

	Comprehension (F)		Techniques & Elements (NF)		Personal & Critical Response		Artistry of Texts (F)		Comprehension - Inference (F)		Comprehension - Main Idea (NF)	
	<i>n</i>		<i>n</i>		<i>n</i>		<i>n</i>		<i>n</i>		<i>n</i>	
CP	254	45.8	160	46.6	204	42.9	145	43.4	152	44.6	128	40.0
N	96	48.3	55	42.3	34	55.8	57	44.6	61	43.0	54	40.4
VM	160	57.6	116	58.3	70	67.8	119	60.6	131	59.5	121	64.9
Grand Total	510	50.0	331	50.0	308	50.0	321	50.0	344	50.0	303	50.0

	Number of Students	Comprehension	Techniques & Elements (NF)	Personal & Critical Response	Artistry of Texts (F)	Comprehension - Inference (F)	Comprehension - Main Idea (NF)	Total Reading
AL	8	46.9	19.0	49.2	52.0	34.7	31.5	46.4
CP	25	39.5	18.2	39.9	18.7	13.9	13.1	29.0
EO	54	48.3	34.9	42.0	32.2	37.3	35.9	46.0
GA	17	55.1	53.6	58.7	36.7	47.6	47.4	58.6
GF	41	43.6	37.8	42.8	18.4	25.4	16.6	36.6
HA	27	53.0	46.2	44.8	35.6	24.0	21.5	44.6
JR	26	58.3	74.8	52.4	51.0	47.2	47.5	64.3
KG	35	40.9	26.1	33.7	19.3	19.2	19.4	32.0
KH	41	55.3	48.9	53.1	46.3	41.8	37.5	55.7
LL	38	48.0	36.0	34.2	43.8	48.7	49.1	51.8
ME	44	53.1	44.9	55.0	38.4	42.1	30.4	52.0
N	3	56.8	40.5	80.7	86.6	69.4	58.8	76.2
NE	11	46.5	30.4	27.5	18.9	25.2	38.9	38.1
OK	11	44.9	24.9	55.0	40.2	37.9	20.6	44.2
Other	60	46.6	44.1	45.9	42.0	36.3	34.9	48.9
RH	32	60.7	69.3	62.4	56.9	52.1	65.4	71.2
SA	25	51.8	71.7	32.7	50.9	49.1	56.4	61.0
VM	3	56.8	40.5	0.0	17.3	30.9	50.4	41.3
WP	26	56.4	72.5	48.9	60.0	53.4	55.2	67.2
Grand Total	527	50.0	45.2	45.6	38.6	37.8	36.5	50.0



Normalized scores have shown a decline at Crocus Plains and have shown a notable increase at Vincent Massey this year. Kirkcaldy Heights, Riverheights and Waverly Park sent students with increasing normalized scores over the past three years. King George has sent students with decreasing normalized scores over the past three years.



*individual competencies include only those students with answers to that specific task

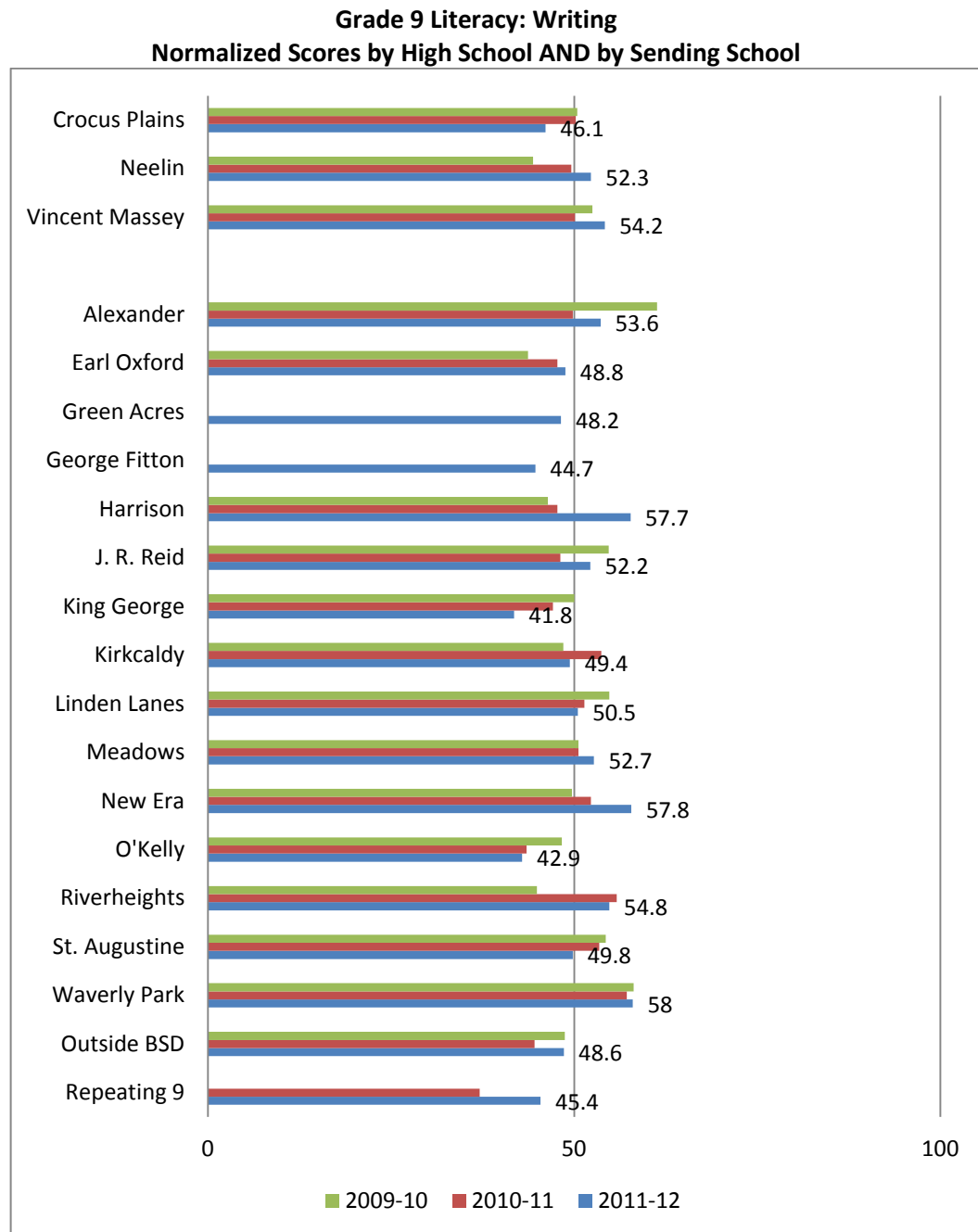
**Total reading includes all students who answered at least one task

Vincent Massey showed the highest overall Reading score and Neelin showed the lowest overall Reading score. High school sites showed some inconsistency in student responses to specific types of questions and this is compounded by the high variability of the number of students answering each question.

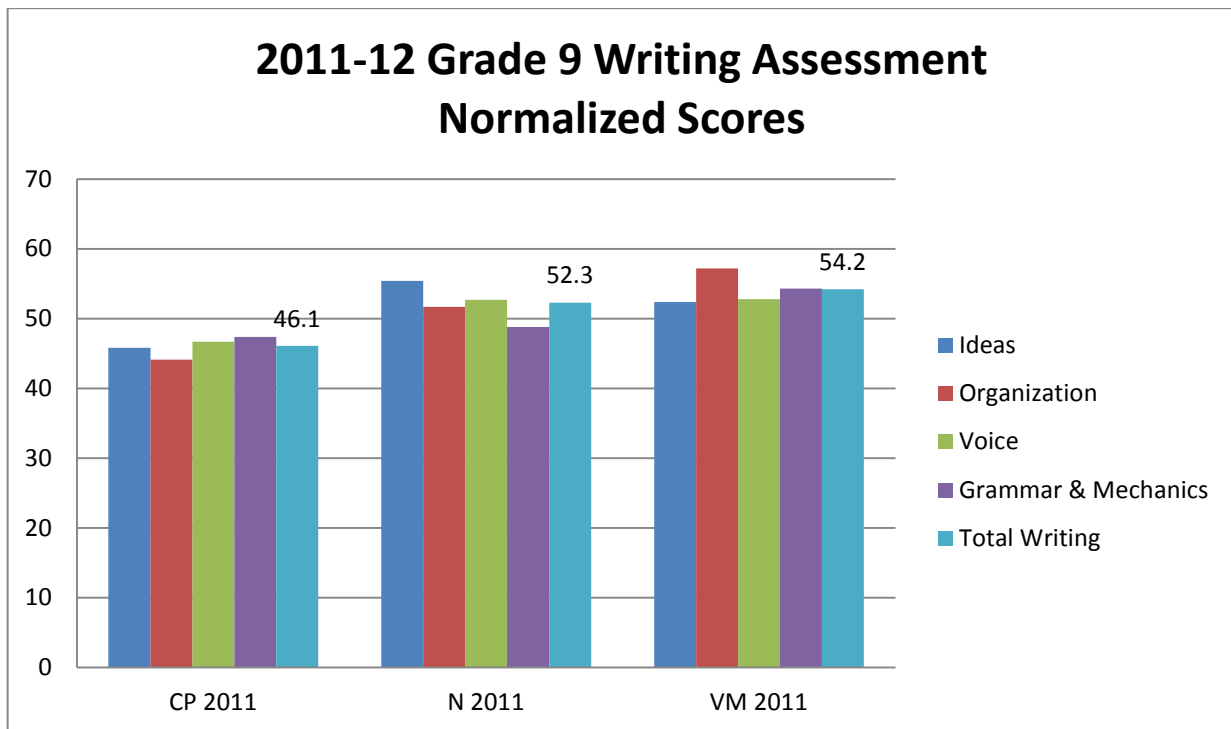
Grade 9 Literacy: Writing

	Number of Students	Ideas	Organization	Voice	Grammar & Mechanics	Total Writing
CP	235	45.8	44.1	46.7	47.4	46.1
N	103	55.4	51.7	52.7	48.8	52.3
VM	161	52.4	57.2	52.8	54.3	54.2
Grand Total	499	50	50	50	50	50

	Number of Students	Ideas	Organization	Voice	Grammar & Mechanics	Total Writing
AL	8	46.9	53.6	58.8	54.5	53.6
CP	20	43.7	42.0	44.7	45.2	44.0
EO	53	49.8	48.2	49.2	47.6	48.8
GA	16	45.9	49.4	45.5	51.6	48.2
GF	37	46.0	43.2	46.3	42.9	44.7
HA	28	60.3	55.9	58.5	55.6	57.7
JR	26	48.7	55.8	50.2	53.9	52.2
KG	30	43.2	39.0	41.4	43.1	41.8
KH	39	48.1	48.6	48.6	51.9	49.4
LL	34	48.2	53.3	49.1	51.3	50.5
ME	41	51.4	53.1	53.6	52.4	52.7
N	3	57.3	54.9	50.5	46.7	52.4
NE	10	59.4	59.3	56.1	56.1	57.8
OK	11	46.9	40.4	44.1	39.6	42.9
Other	61	50.2	47.5	48.7	47.5	48.6
RH	30	52.6	57.1	54.1	55.0	54.8
SA	24	48.8	49.4	48.7	51.9	49.8
SV	1	31.2	33.0	30.3	46.7	35.4
VM	2	46.9	49.4	53.1	46.7	49.1
WP	25	59.4	59.3	57.6	55.4	58.0
Grand Total	499	50	50	50	50	50



Neelin is showing strong trends of students with increasing normalized scores over the past three years, while a slight decline has been seen at Crocus Plains. Earl Oxford, Harrison, Meadows and New Era have sent students with increasing normalized scores over the past three years. King George, Linden Lanes, O'Kelly and St. Augustine have sent students with decreasing normalized scores over the past three years.



Each of the high schools showed a very high degree of consistency amongst the four competencies being assessed. There is also an extremely high degree of consistency amongst buildings compared to other subject assessments.

Grade 9 Numeracy Formative Assessment

Nine-Year Summary of Results: 2002-03 to 2011-12

This report summarizes the performance of BSD students on the locally developed Grade 9 Numeracy Formative Assessment for the September 2011 and February 2012 administration. Where possible, the results are compared to the previous administrations.

The overall BSD and individual school results are analyzed in this report to determine:

- Score differences between BSD as a whole and individual school sites
- Comparisons to previous Numeracy assessments

536 Grade 9 students successfully completed the entire assessment in September 2011 and/or February 2012.

572 Grade 9 students successfully completed the entire assessment in September 2010 and/or February 2011.

466 Grade 9 students in the BSD were administered and 442 students successfully completed the entire assessment in September 2009.

583 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2008.

506 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2007.

524 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2006.

580 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2005.

551 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2004.

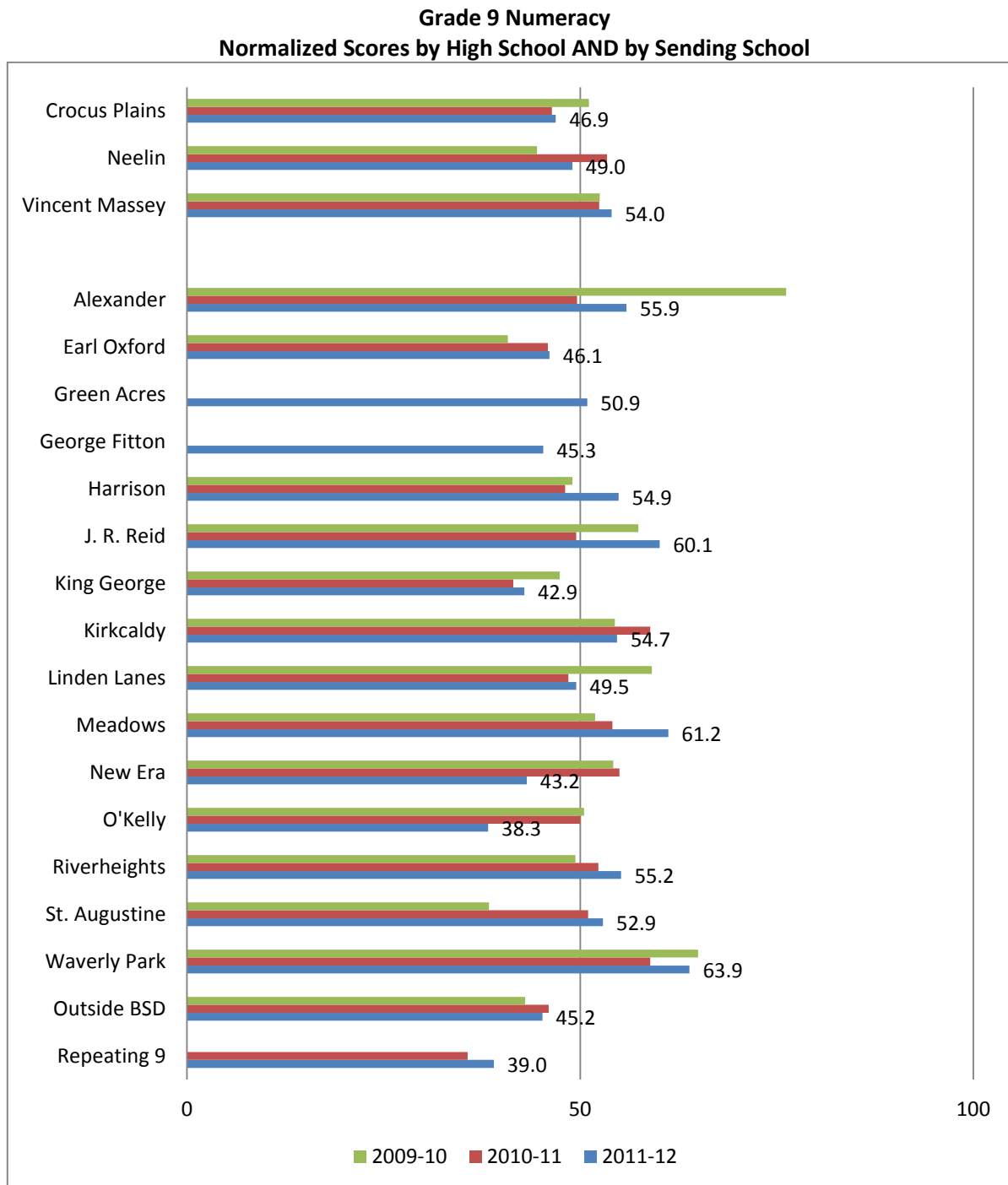
559 Grade 9 students in the BSD were administered and successfully completed the entire assessment in September 2003.

Issues related to the *validity* and *reliability* of the assessment is considered in the Appendix section at the end of the report. A Glossary of terms and explanation of how calculations were completed is also included in the final section of this report.

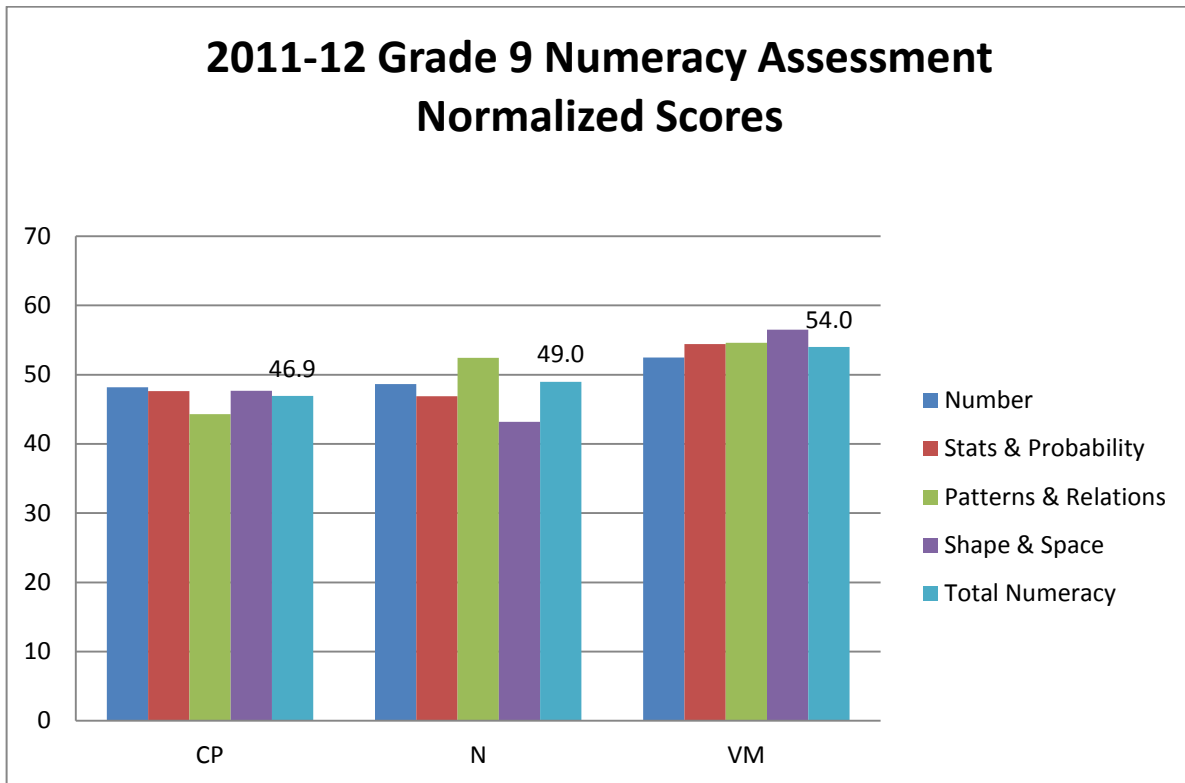
Grade 9 Numeracy

	Number of Students	Number	Stats & Probability	Patterns & Relations	Shape & Space	Total Numeracy
CP	219	48.2	47.6	44.3	47.7	46.9
N	117	48.6	46.9	52.5	43.2	49.0
VM	200	52.5	54.4	54.6	56.5	54.0
Grand Total	536	50	50	50	50	50

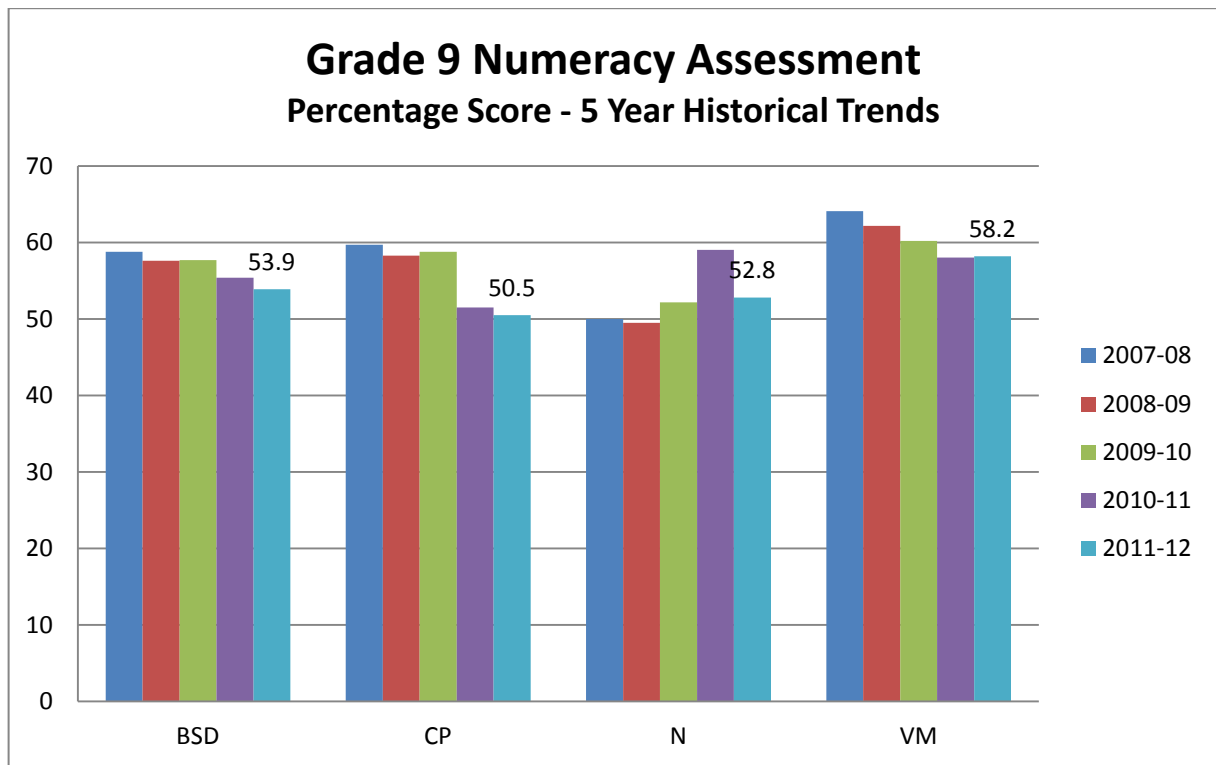
	Number of Students	Number	Stats & Probability	Patterns & Relations	Shape & Space	Total Numeracy
AL	7	51.3	66.4	63.1	45.9	55.9
CP	14	42.8	42.7	39.5	34.0	40.6
EO	58	48.3	43.4	44.3	44.5	46.1
GA	14	49.5	54.6	48.6	56.2	50.9
GF	38	44.8	35.0	47.5	47.8	45.3
HA	27	54.6	62.4	57.4	44.8	54.9
JR	26	54.8	64.5	59.5	72.9	60.1
KG	37	46.5	32.3	43.8	37.2	42.9
KH	34	54.1	59.8	52.6	57.1	54.7
LL	35	45.5	58.6	48.8	56.1	49.5
ME	44	59.8	62.8	58.5	68.8	61.2
N	16	44.4	35.3	48.1	24.9	41.9
NE	9	45.4	46.1	40.1	40.6	43.2
OK	9	43.7	44.3	34.1	27.1	38.3
Other	69	45.7	44.2	45.9	42.4	45.2
RH	35	52.6	56.7	55.8	62.7	55.2
SA	23	52.5	44.8	51.4	61.7	52.9
VM	16	41.7	33.2	28.4	25.3	34.2
WP	25	60.4	70.1	68.8	58.1	63.9
Grand Total	536	50	50	50	50	50



Normalized scores have shown mixed results at all three high schools, with a slight increase at Vincent Massey over the past three years`. Meadows, Riverheights and St. Augustine sent students with slightly increasing normalized scores over the past three years. O'Kelly showed a decreasing trend normalized scores over the past three years, with the drop in the most recent year being significant compared to the nominal drop between 2009-10 and 2010-11.



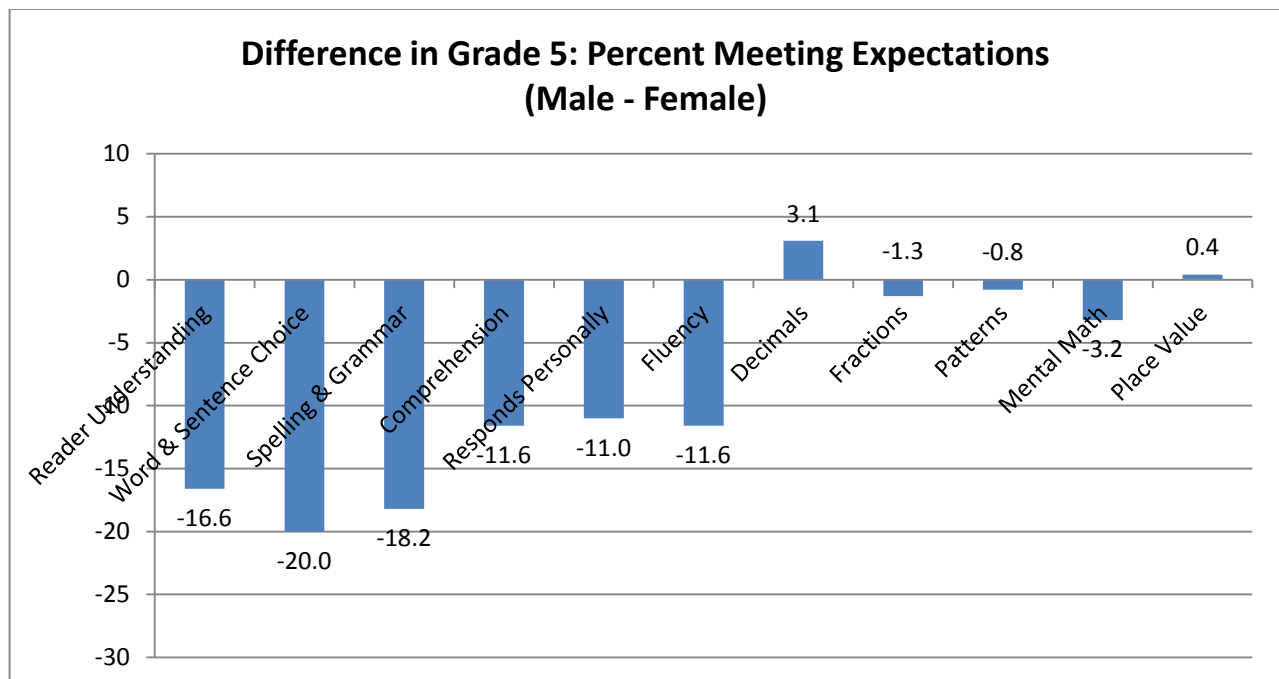
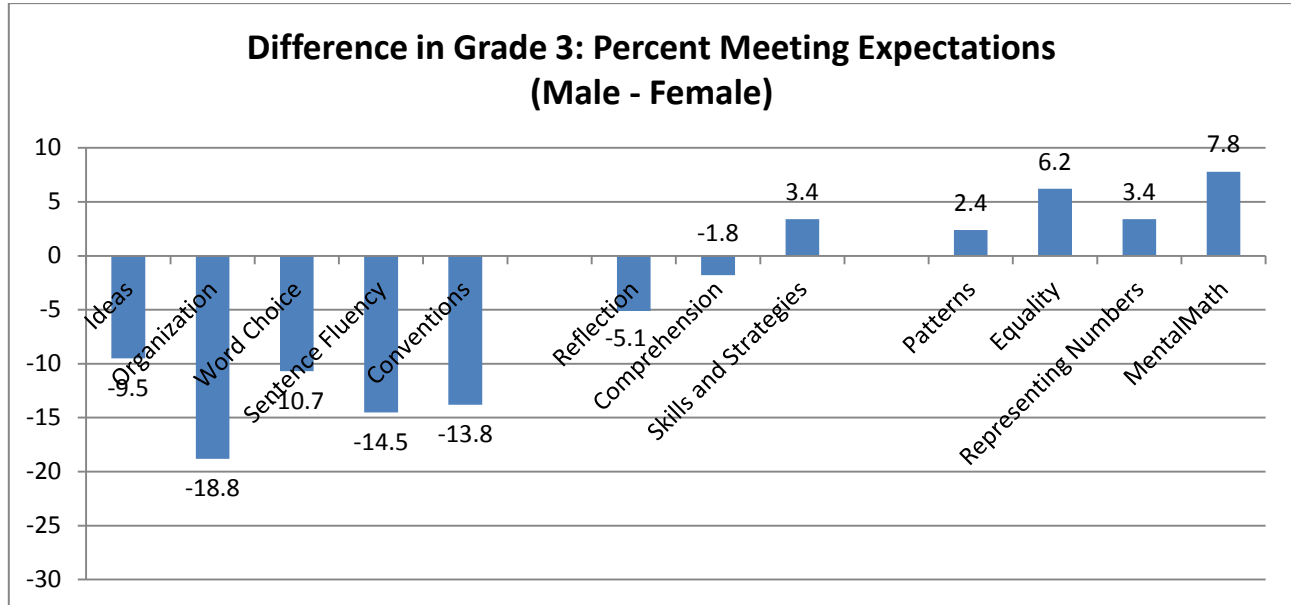
Vincent Massey showed the highest overall Numeracy score and Crocus Plains showed the lowest overall Numeracy score. Neelin showed the least consistency amongst the four competencies, while both Vincent Massey and Crocus Plains showed very small ranges in the scores by competency.

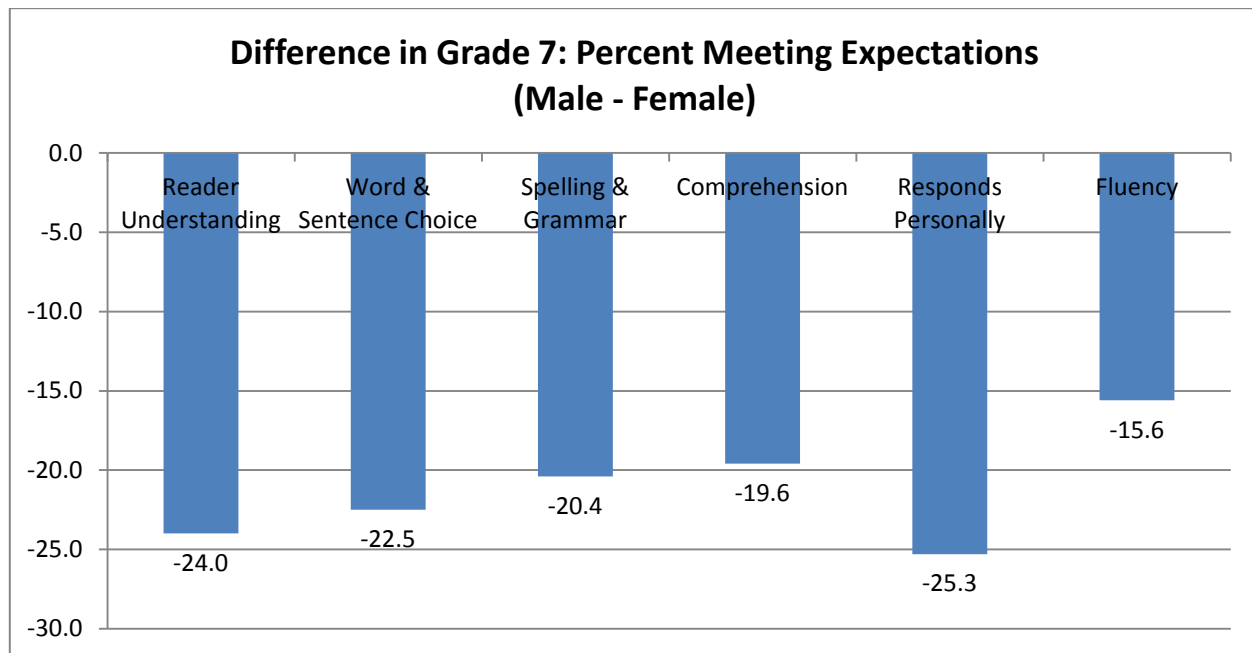


BSD shows a consistent downward trend in the percentage score on the Grade 9 Numeracy assessment over the past five years. This trend is consistent with that seen at Crocus Plains. Neelin showed positive gains in recent years, but dipped again in this year's results. Vincent Massey scores have decreased over the past five years, but this year's scores were essentially the same as last year's performance.

Specific Learner Group Achievement

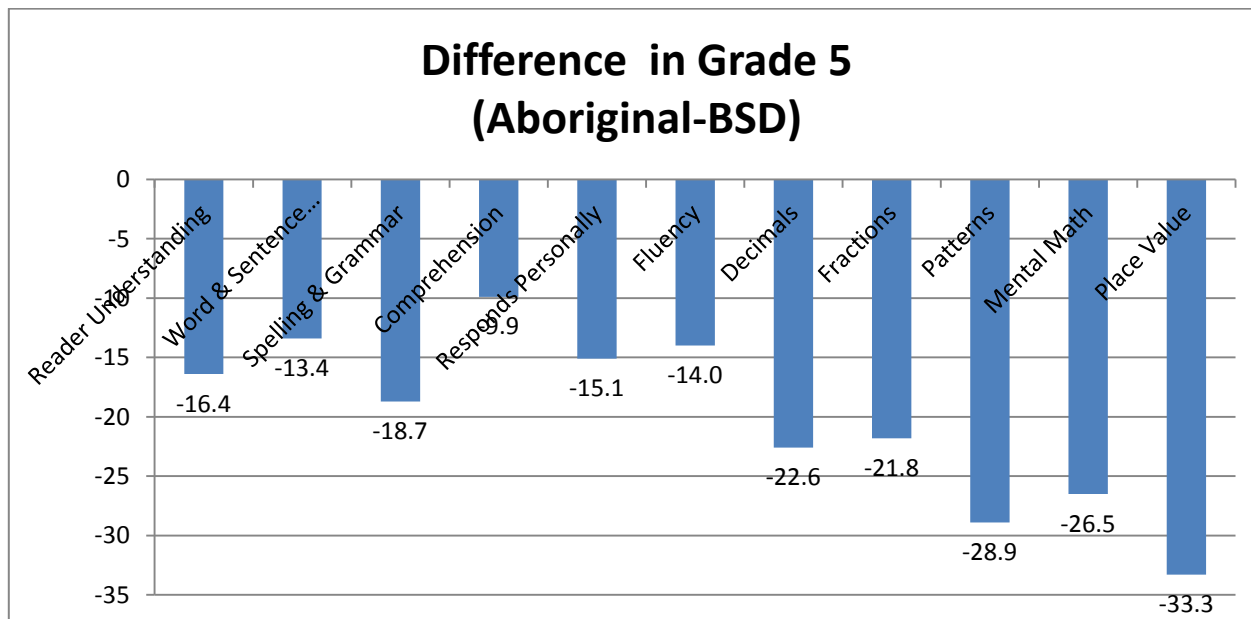
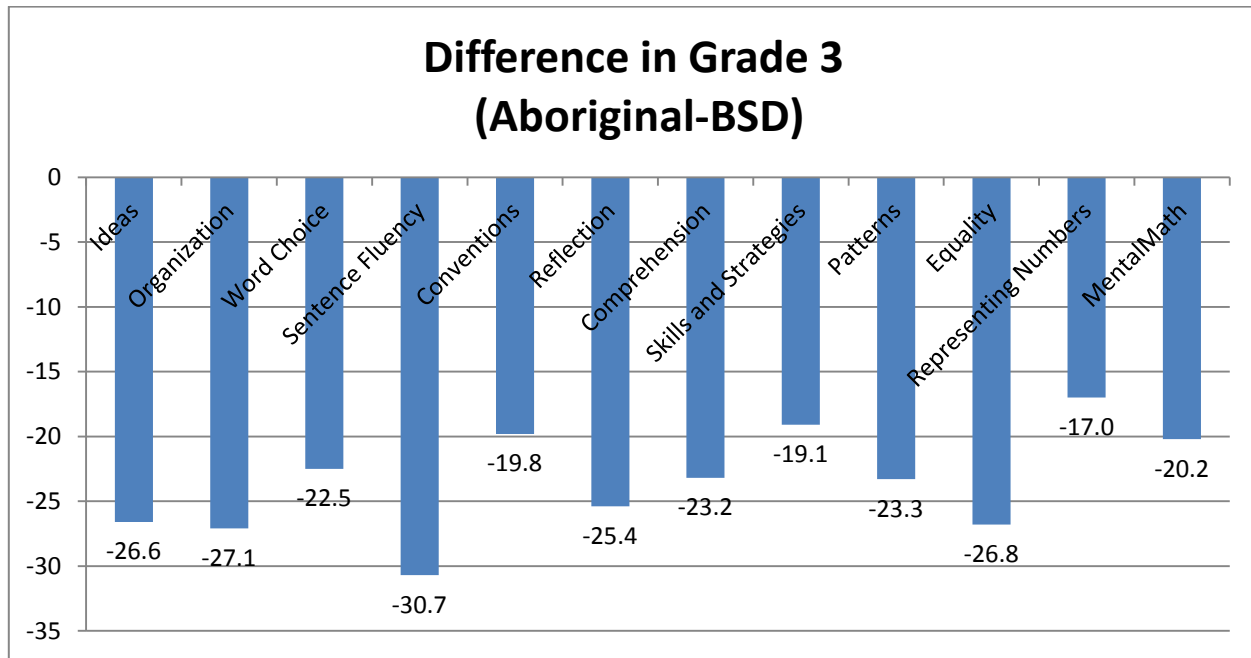
Gender Differences of Learners

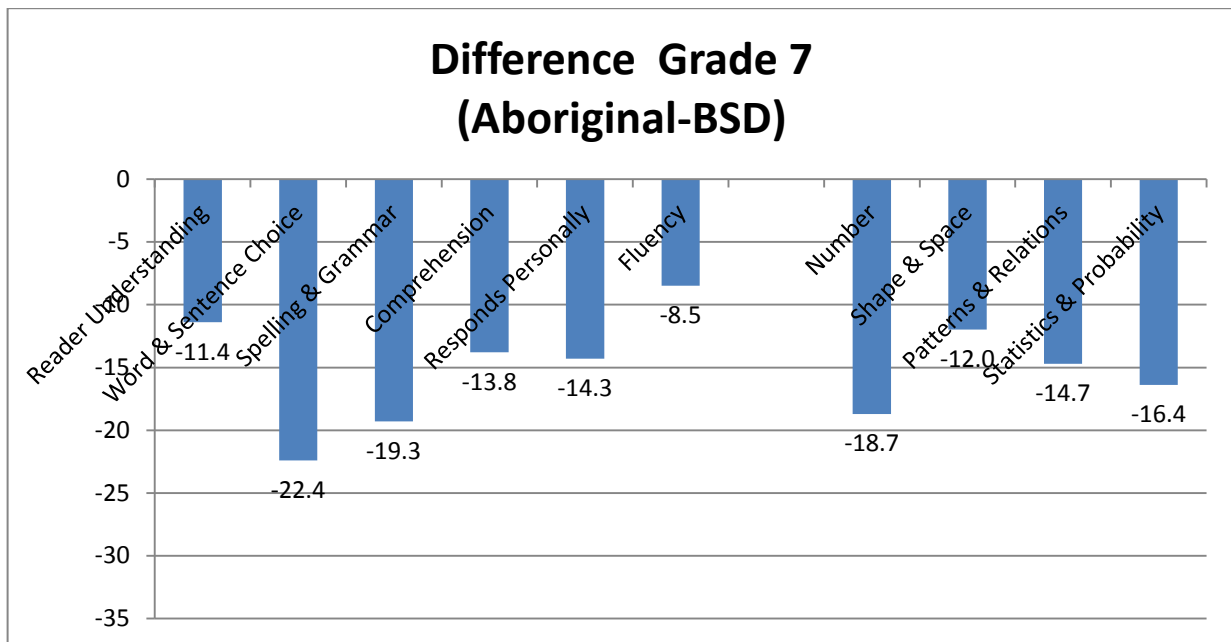




During the 2011-12 school year there is a notable difference in the percentage of male students Meeting expectations compared to their female peers. Fewer males are Meeting expectations in all Writing competencies at grades 3, 5 and 7. This difference is not noted to the same extent in Reading or Numeracy where the difference in percentage of students Meeting, when sorted by gender, is mixed. Grade 9 scores are reported with normalized points. Reading shows the biggest gender gap in Grade 9, with males 17.1 normalized points lower than females while there is essentially no difference in Numeracy scores by gender (0.8 normalized points).

Learners with Aboriginal Heritage

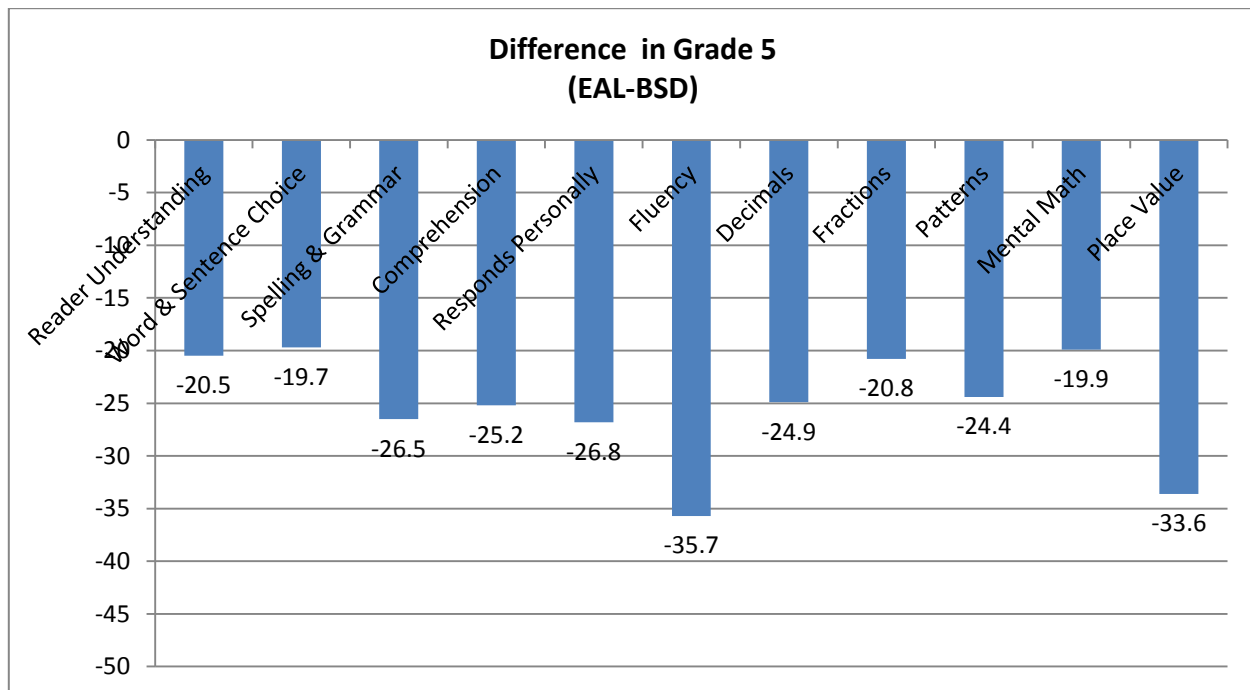
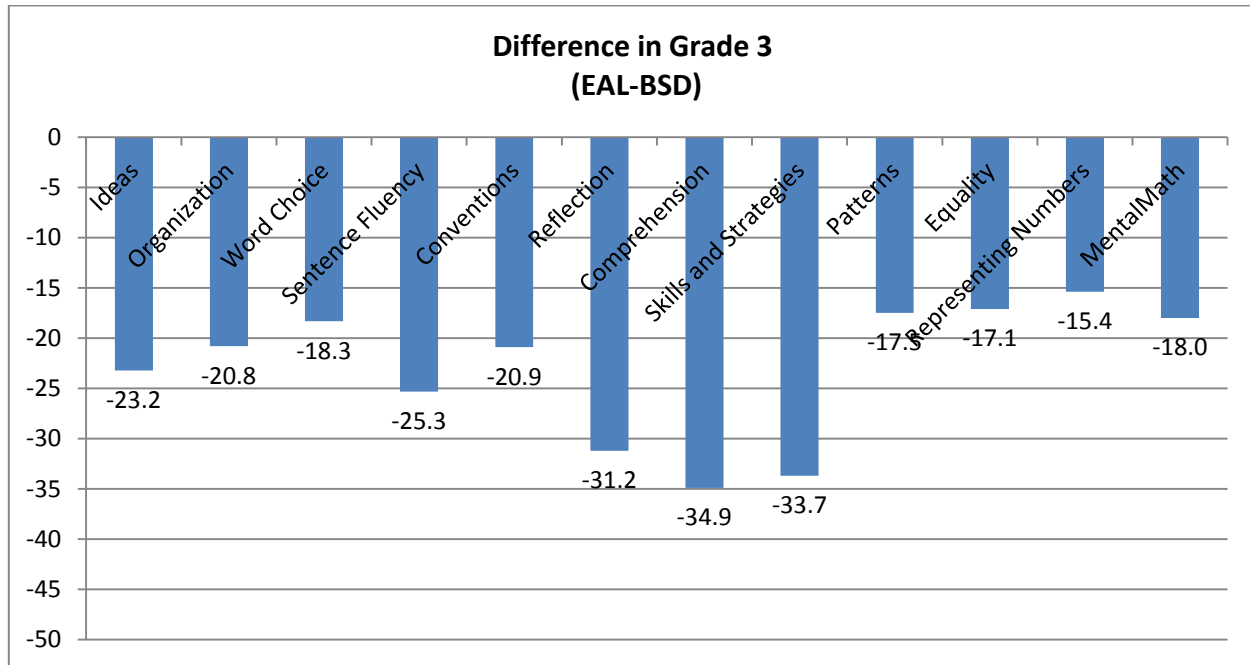


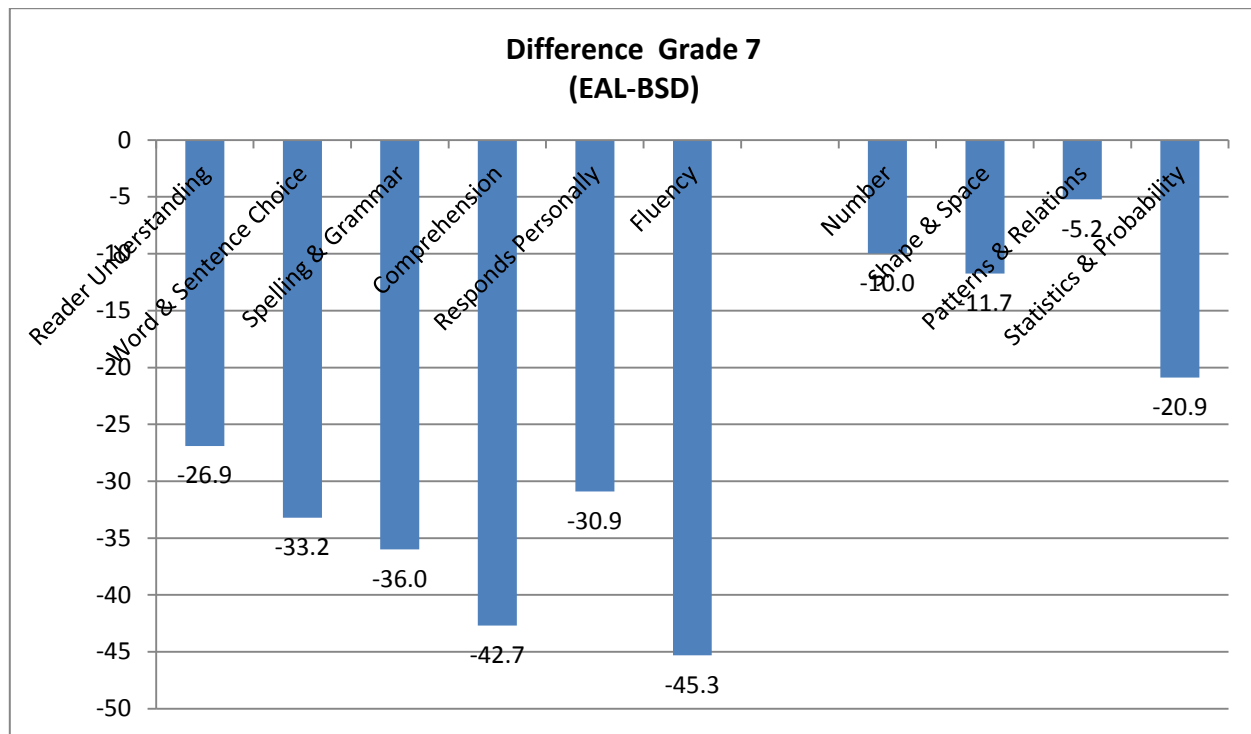


*Note: Grade 7 Numeracy is reported in normalized scores and does not use MANE indicators.

Students with Aboriginal heritage scored lower than their non-Aboriginal peers at all grade levels and in all subject areas. There are significantly lower percentages of students with Aboriginal heritage Meeting grade level expectations than the percentages for the Division as a whole. In the past this gap has not been noted until Grades 5 and 7, however the MANE indicators revealed that the challenges may be starting much earlier. This area will need to be reviewed in the coming years to identify if the use of MANE indicators has revealed this information because of the new collection methods or if this Grade 3 student group is an anomaly rather than a trend.

Learners with English as an Additional Language

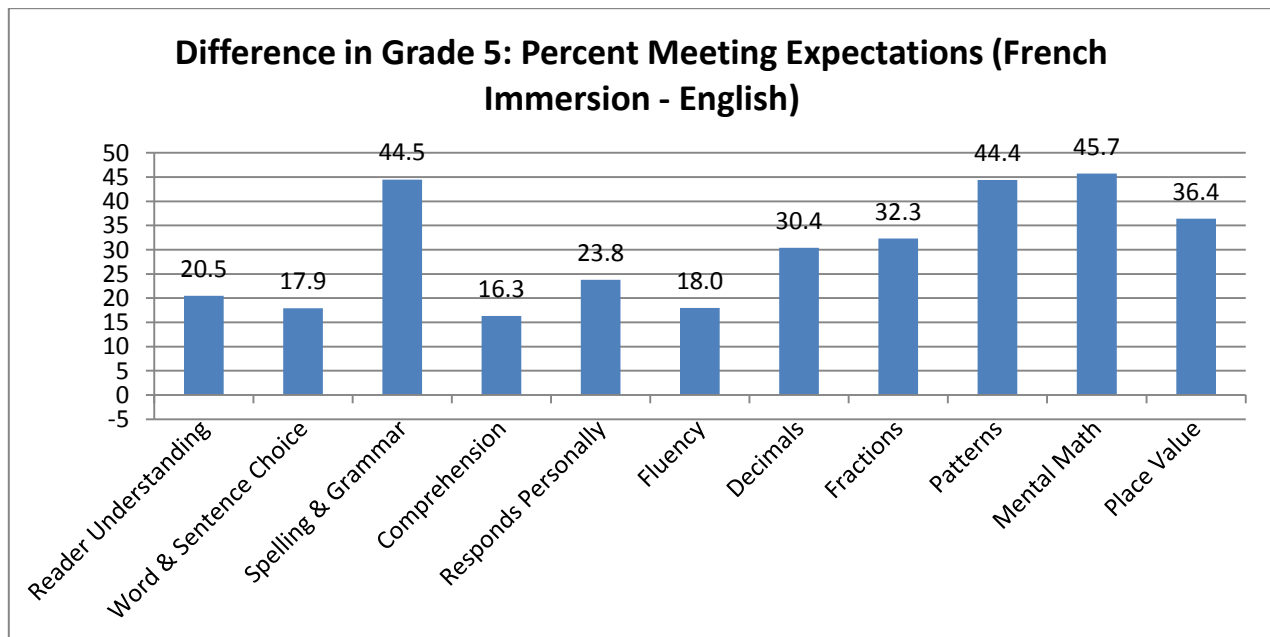
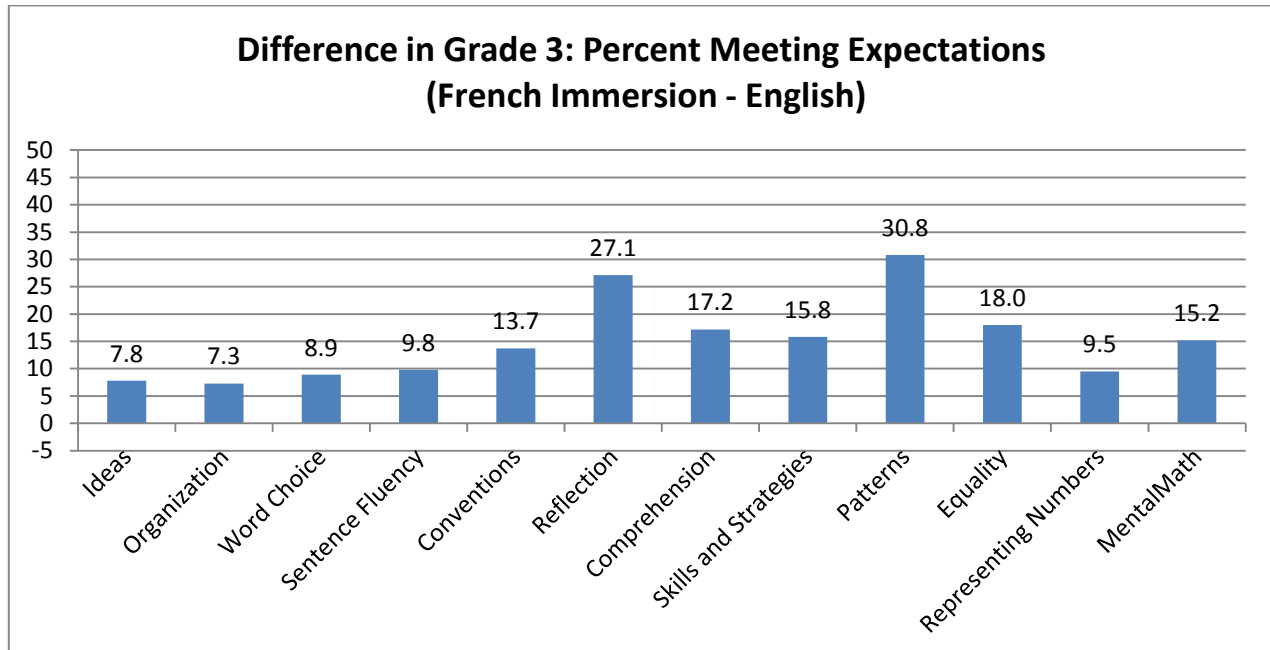


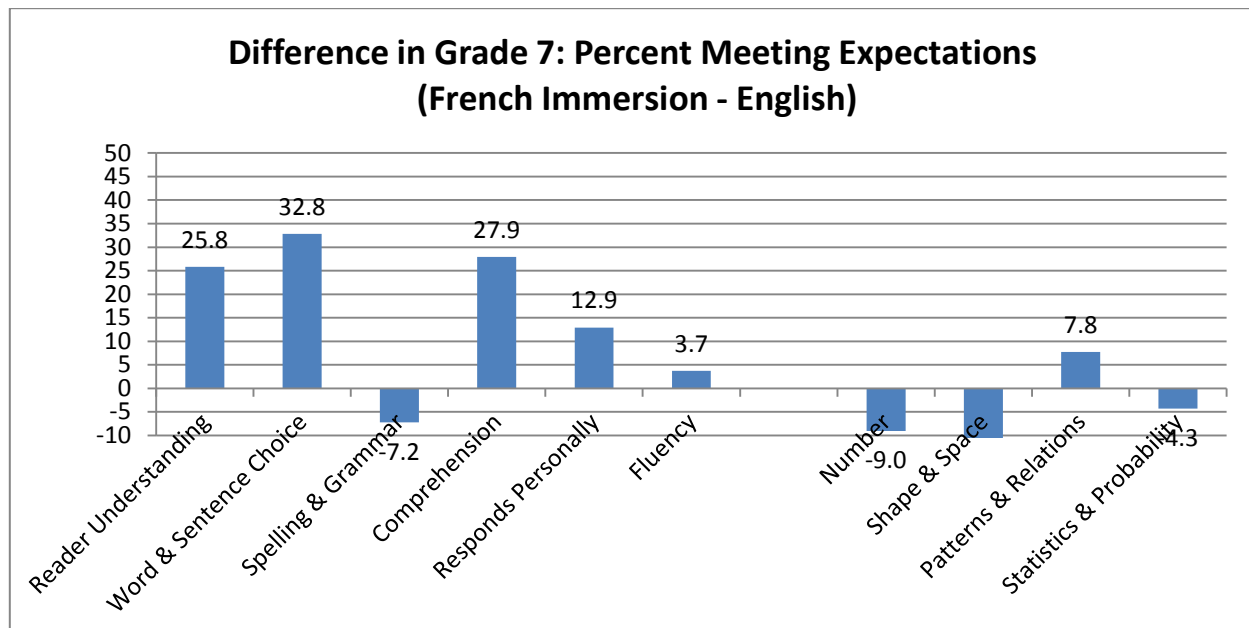


*Note: Grade 7 Numeracy is reported in normalized scores and does not use MANE indicators.

Students with English as an Additional Language (EAL) learners scored lower than their peers who have English as their first language, in every grade level and every subject. The gap was smallest in Numeracy at each of the grade levels, although significant gaps exist there too. In general the gap was larger for this year's Grade 7 students than for any other grade level, which matches last years distribution.

Learners in French Immersion





*Note: Grade 7 Numeracy is reported in normalized scores and does not use MANE indicators.

French Immersion students in BSD had higher percentages of students Meeting expectations than their English program peers in every subject area in Grades 3 and 5. In Grade 7 they had higher percentages of students Meeting expectations in the majority of Reading and Writing competencies. In Grade 9 the gap was largest in Writing with French Immersion students scoring 10.2 normalized points higher. In Numeracy French Immersion students 4.5 normalized point higher, while they showed negligible difference in Reading (1.3 standardized points).

Grade 12 Provincial Standards Tests

Multi-Year Summary of Results: 2002-03 to 2011-12*¹

Executive Summary

Grade 12 Provincial (Manitoba) Standards Tests completed in the Brandon School Division have been closely monitored and analyzed since the 2002-03 school year. They are administered in January and June of each school year to accommodate the semester schedule and include the Grade 12 Language Arts, Pre-Calculus Mathematics, Applied Mathematics, and Consumer Mathematics assessments developed by Manitoba Education.

Brandon School Division results have, on average, demonstrated at, or better than, provincial mean scores over the past nine years on all assessments.

English Language Arts

Vincent Massey and Neelin high schools have demonstrated consistently strong Language Arts scores.

Pre-Calculus Mathematics

Vincent Massey has demonstrated a very strong trend of high Pre-Calculus scores throughout the nine-year period, with score above the provincial mean score in every year since 2002-03.

Applied Mathematics

All 3 high schools show strong Applied Mathematics results compared to the Manitoba average across the nine-year period of analysis. This trend was not seen in the 2011-12 first semester results. Results from both semesters will provide a more complete understanding of any potential shift in overall achievement trends and further analysis will be completed once the June 2012 achievement results are available.

Consumer Mathematics

Consumer Mathematics scores were initially quite strong compared to the provincial average, however more students were encouraged to register for the more demanding Applied and Pre-Calculus courses when these trends were noted. This was an intentional initiative beginning in 2003-04 carried out by all three Senior High schools. In the first semester of 2011-12, BSD students were scoring below the provincial average as an aggregate and at each individual school site. The first semester gap between BSD and the provincial average is the largest seen since 2001-03.

¹ This report included results from the January 2012 assessment. June 2012 assessment results will be available in the fall of 2012. In the pages that follow, a * has been used to remind the reader that the results are from one semester.

Number of BSD Students with Valid Test Score Results

GRADE 12 Language Arts	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	479	213	79	187
2003-2004	525	237	80	208
2004-2005	487	207	67	213
2005-2006	475	215	53	207
2006-2007	464	182	92	190
2007-2008	409	174	55	180
2008-2009	410	155	71	184
2009-2010	396	154	79	163
2010-2011	381	146	81	154
2011-2012*	294	124	69	101

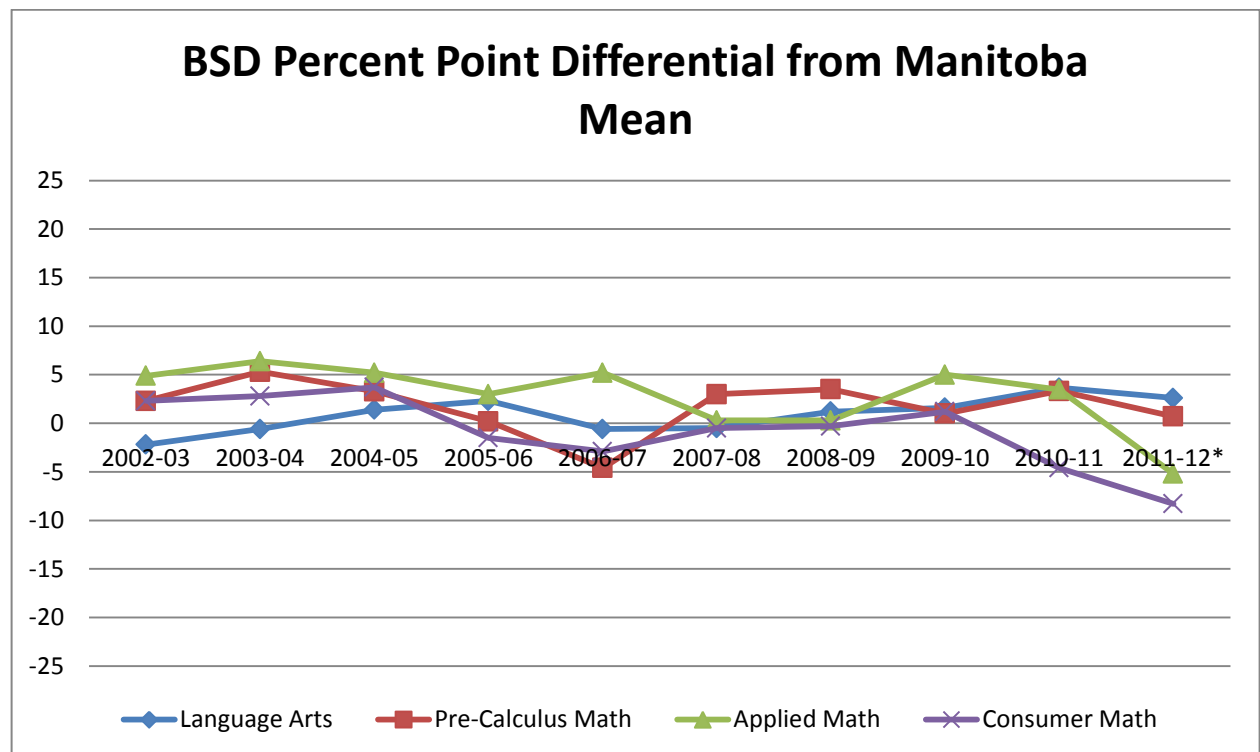
GRADE 12 PreCalculus	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	148	53	7	88
2003-2004	187	84	13	90
2004-2005	163	65	6	92
2005-2006	176	57	20	99
2006-2007	185	70	23	92
2007-2008	176	64	26	26
2008-2009	157	50	18	89
2009-2010	131	45	16	70
2010-2011	158	68	17	73
2011-2012*	42	12	21	9

GRADE 12 Applied Math	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	135	63	12	60
2003-2004	188	69	22	97
2004-2005	210	89	32	89
2005-2006	190	73	40	76
2006-2007	210	71	36	103
2007-2008	192	78	30	84
2008-2009	204	73	42	89
2009-2010	186	88	35	63
2010-2011	170	80	28	62
2011-2012*	67	33	19	15

GRADE 12 Consumer Math	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	185	115	40	30
2003-2004	184	137	47	0
2004-2005	118	90	28	0
2005-2006	124	101	23	0
2006-2007	148	73	27	48
2007-2008	143	73	32	38
2008-2009	122	80	15	27
2009-2010	153	68	32	53
2010-2011	120	60	23	37
2011-2012*	51	32	19	0

Grade 12 Provincial Standards Test Mean Score Results: All BSD Schools (2002-2012*)

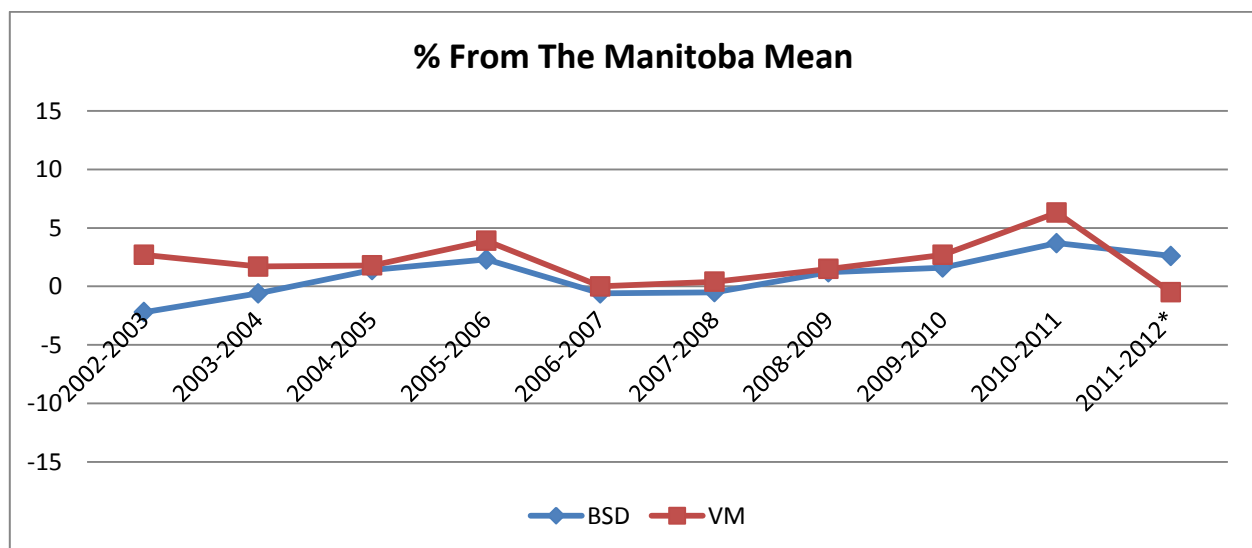
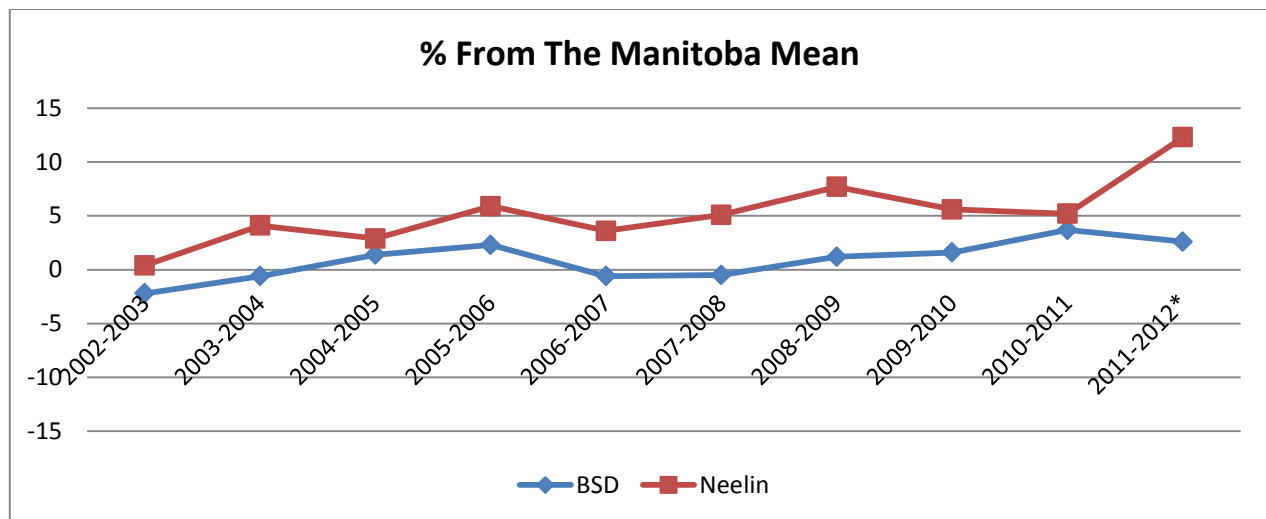
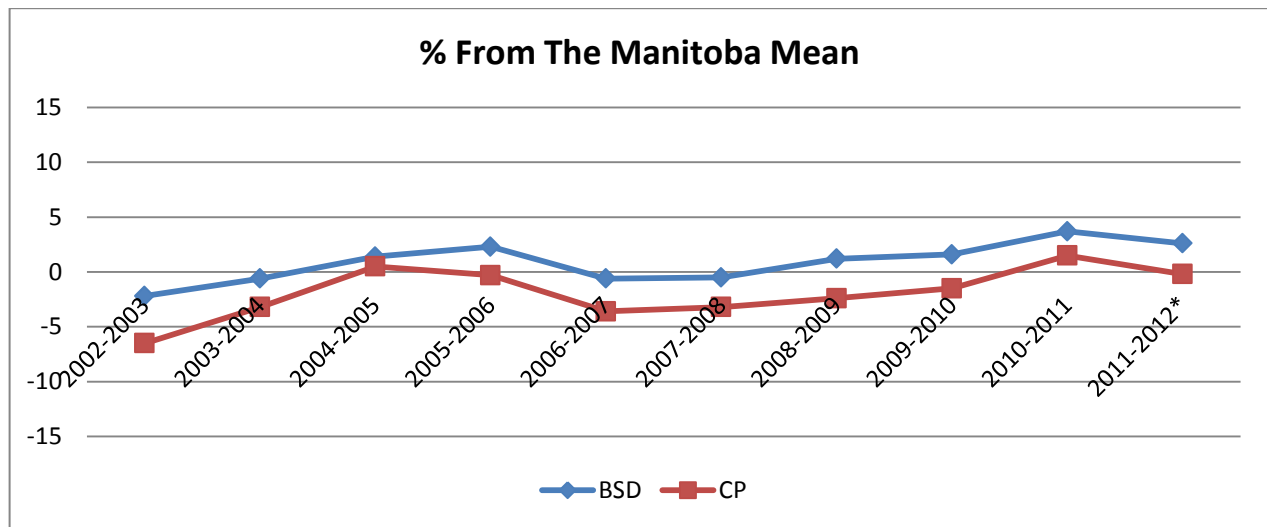
BSD Results	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12*
Language Arts	-2.2	-0.6	1.4	2.3	-0.6	-0.5	1.2	1.6	3.7	2.6
Pre-Calculus Math	2.3	5.3	3.3	0.2	-4.6	3	3.5	1	3.3	0.7
Applied Math	4.9	6.4	5.2	3	5.2	0.3	0.3	5	3.5	-5.2
Consumer Math	2.3	2.8	3.7	-1.5	-2.9	-0.5	-0.3	1.2	-4.6	-8.3



Grade 12 Language Arts Provincial Standards Test

Summary of Mean Test Score Results

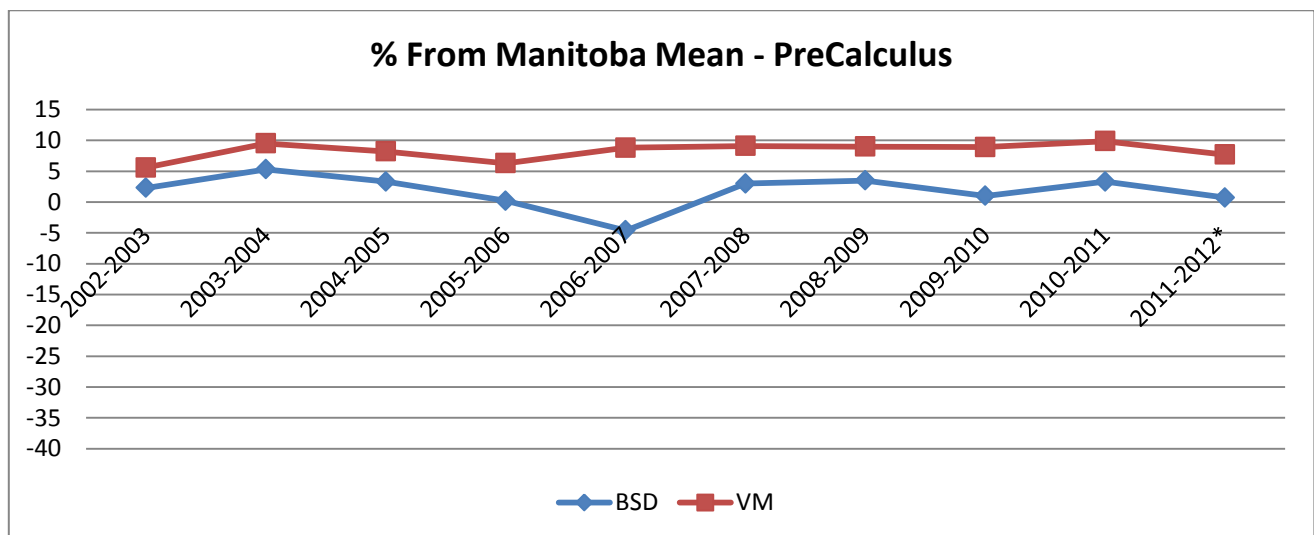
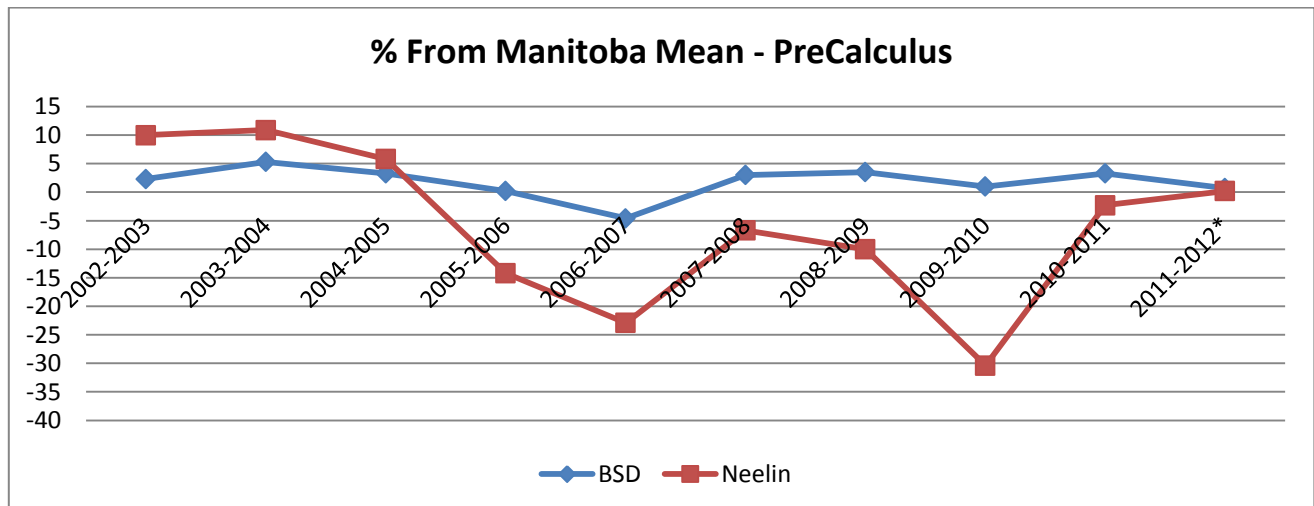
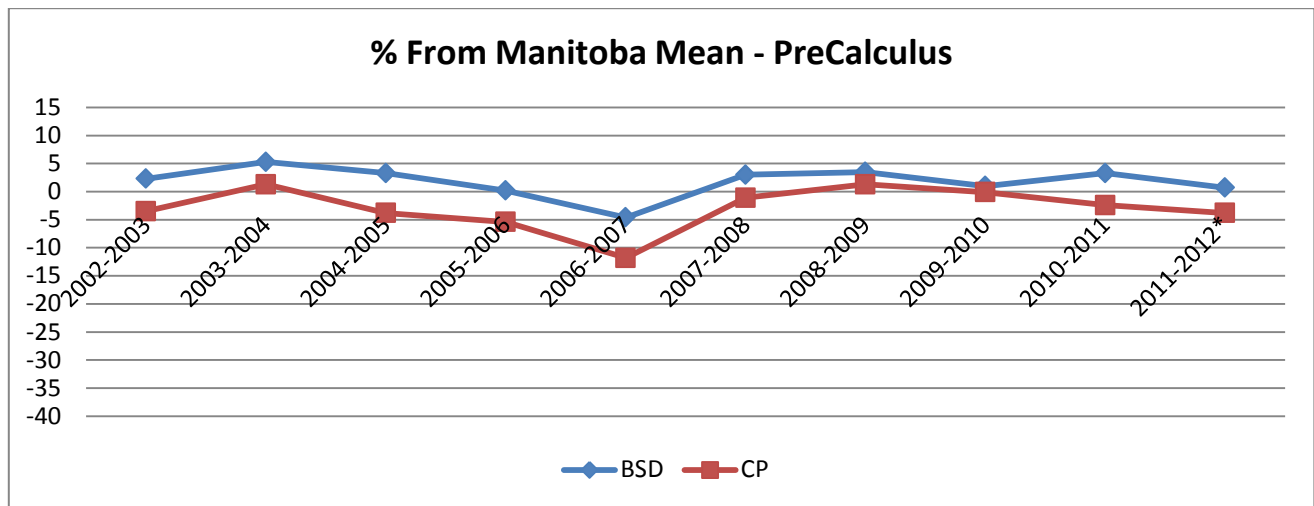
Year	BSD	CP	Neelin	VM
2002-2003	-2.2	-6.5	0.4	2.7
2003-2004	-0.6	-3.2	4.1	1.7
2004-2005	1.4	0.5	2.9	1.8
2005-2006	2.3	-0.3	5.9	3.9
2006-2007	-0.6	-3.6	3.6	0.0
2007-2008	-0.5	-3.2	5.1	0.4
2008-2009	1.2	-2.4	7.7	1.5
2009-2010	1.6	-1.5	5.6	2.7
2010-2011	3.7	1.5	5.2	6.3
2011-2012*	2.6	-0.2	12.3	-0.5
Mean	0.9	-1.9	5.3	2.1



Grade 12 Pre-Calculus Provincial Standards Test

Summary of Mean Test Score Results

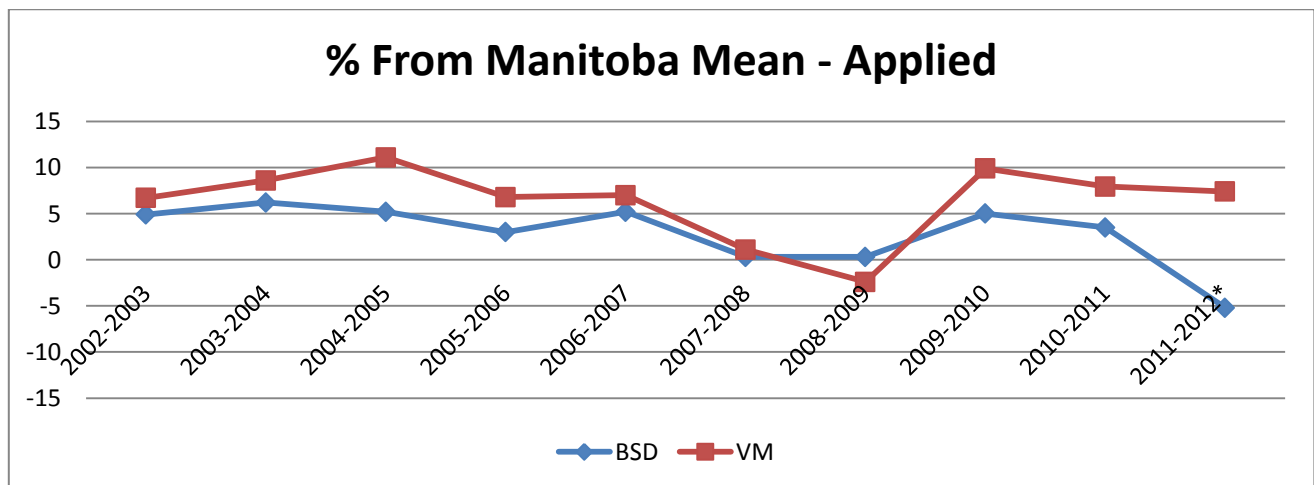
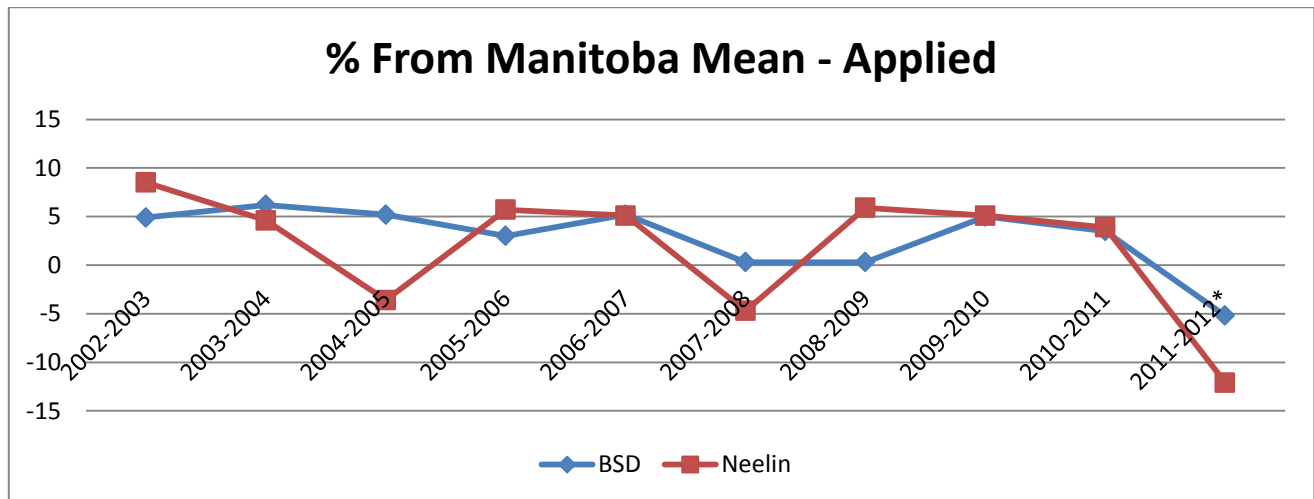
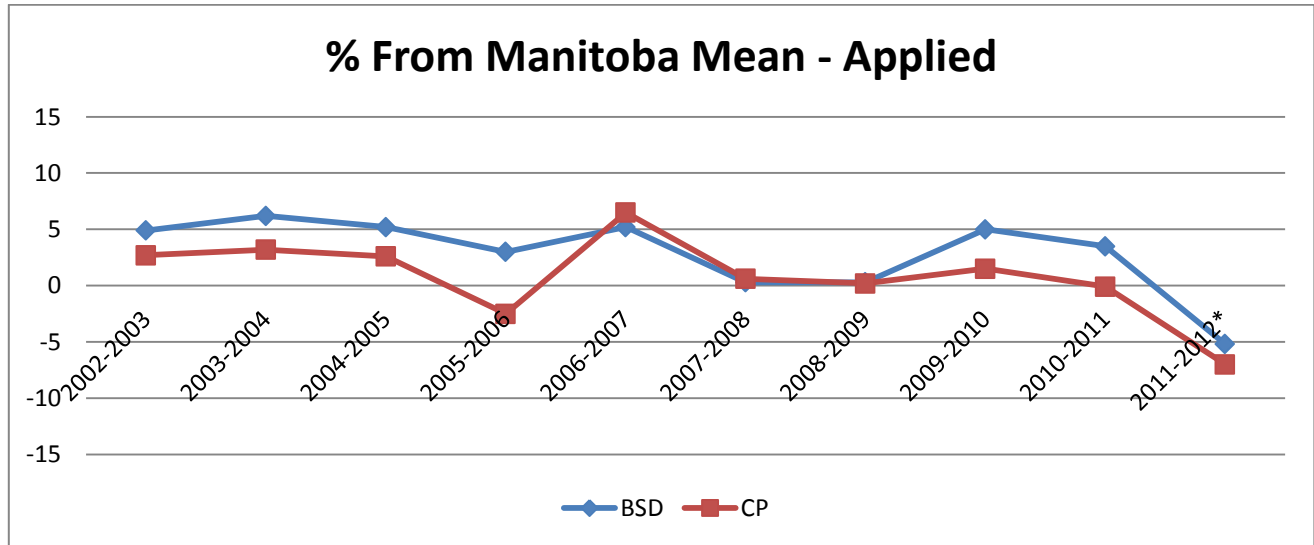
Year	BSD	CP	Neelin	VM
2002-2003	2.3	-3.5	10.0	5.6
2003-2004	5.3	1.3	10.9	9.5
2004-2005	3.3	-3.8	5.8	8.2
2005-2006	0.2	-5.4	-14.2	6.3
2006-2007	-4.6	-11.8	-22.9	8.8
2007-2008	3.0	-1.1	-6.7	9.1
2008-2009	3.5	1.3	-10.0	9.0
2009-2010	1.0	-0.1	-30.4	8.9
2010-2011	3.3	-2.4	-2.3	9.9
2011-2012*	0.7	-3.8	0.2	7.7
Mean	1.8	-2.9	-6.0	8.3



Grade 12 Applied Mathematics Provincial Standards Test

Summary of Mean Test Score Results

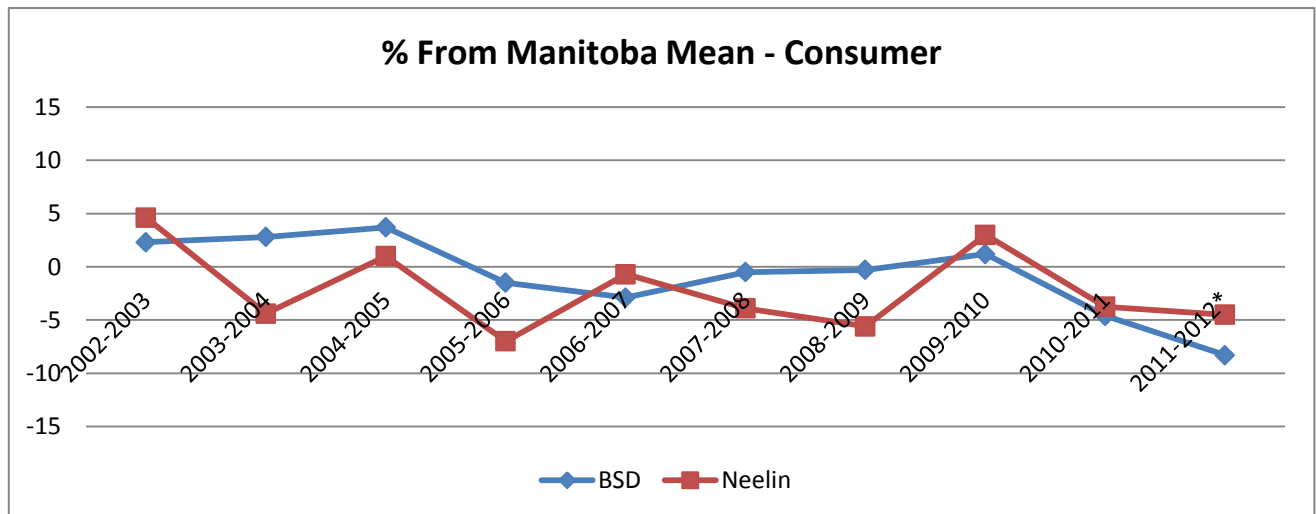
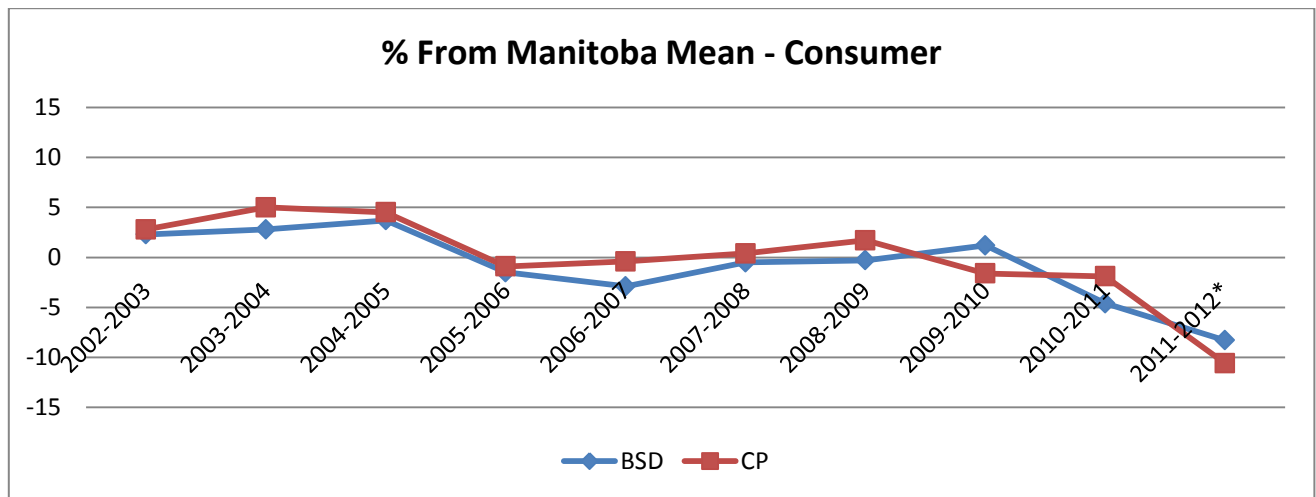
Year	BSD	CP	Neelin	VM
2002-2003	4.9	2.7	8.5	6.7
2003-2004	6.2	3.2	4.6	8.6
2004-2005	5.2	2.6	-3.6	11.1
2005-2006	3.0	-2.5	5.7	6.8
2006-2007	5.2	6.5	5.1	7.0
2007-2008	0.3	0.6	-4.7	1.1
2008-2009	0.3	0.2	5.9	-2.4
2009-2010	5.0	1.5	5.1	9.9
2010-2011	3.5	-0.1	3.9	7.9
2011-2012*	-5.2	-7.0	-12.1	7.4
Mean	2.8	0.8	1.8	6.4

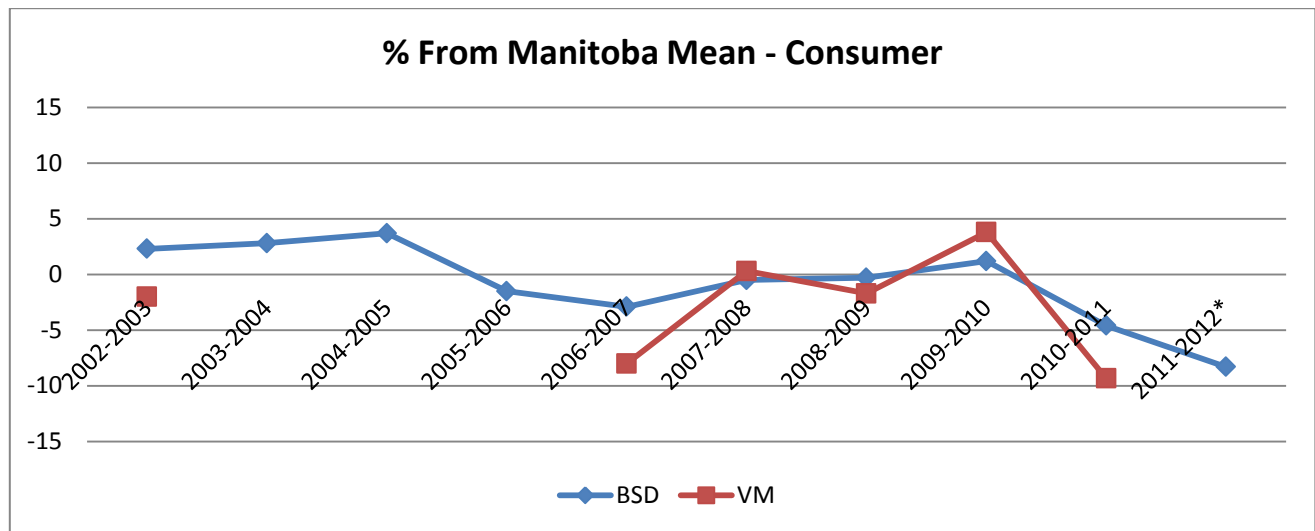


Grade 12 Consumer Mathematics Provincial Standards Test

Summary of Mean Test Score Results

Year	BSD	CP	Neelin	VM
2002-2003	2.3	2.8	4.6	-2.0
2003-2004	2.8	5.0	-4.4	
2004-2005	3.7	4.5	1.0	
2005-2006	-1.5	-0.9	-7.0	
2006-2007	-2.9	-0.4	-0.7	-8.0
2007-2008	-0.5	0.4	-3.9	0.3
2008-2009	-0.3	1.7	-5.6	-1.7
2009-2010	1.2	-1.6	3.0	3.8
2010-2011	-4.6	-1.9	-3.8	-9.3
2011-2012*	-8.3	-10.6	-4.5	
Mean	0.0	1.1	-1.9	-2.8





Neelin High School Off-Campus (NHSOC)

History and Development of the Neelin High School Off Campus (NHSOC)

In the Fall 2001, community forums and initial conversations began among Senior Years administrators and Senior Administration about a model to respond to the apparent need for an alternative model for the delivery of Senior Years programming for a growing number of Brandon School Division Students. There was a significant lack of hard data on the nature, scope and depth of the needs of this group of students.

The Manitoba Child Health Atlas (Manitoba Centre for Health Policy, 2004) and the Graduation Outcomes, 2003-2005: Action Research in the Brandon School Division (2006) proved to be seminal pieces of work in that the data reported provided insight into the number, nature and needs of disenfranchised students within Brandon School Division at large.

The research suggested that a population of near 400 students between 17 and 19 years of age resided within the boundaries of the Brandon School Division having not received their high school graduation diploma. A large majority of these students were from outside the City of Brandon, but had come to live in search of jobs, opportunity or other required social supports. The Graduation Outcomes study highlighted the fact that though Brandon students had left school for a wide variety of reasons, many, if not most of these young adults still held out hope that they would, if they could, return to school if the right opportunity presented itself.

Working from this solid research context, the Board of Trustees approved funds and directed the establishment of an alternative model, the "Off-Campus Program" to open in September 2007. Under the direction of the administration of Neelin High School, staffing was completed and the fundamental program model was developed. Students, over the age of 17 and who had been out of school between 6 and 18 months, were invited to register over the summer of 2007 for the September start-up.

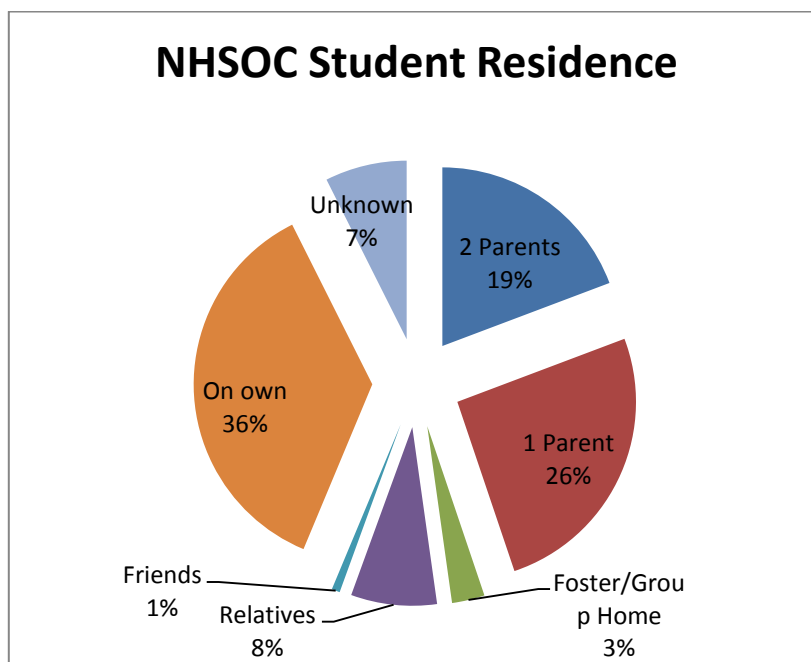
A Description of the NHSOC Students: Student Demographics

Year	Number of Students Attending
2007-08	111
2008-09	195
2009-10	318
2010-11	270

There were 345 students who contacted NHSOC at some point during the academic year. Of those, 270 attended one or more days at the NHSOC site. The average attendance was 11.5 times, with a minimum of one time and a maximum of 91 times. The average age of those students who attended NHSOC during the 2010-11 academic year was 18.6 years old with a minimum age of 15.7 years and a maximum age of 25 years old. The traditional high schools have essentially the same number of female and male students (51.0% female and 49.0% male). However, NHSOC had 59.3% female and 40.7% male students in the 2010-11 academic year.

Students attending the program this current year (2010-11) had been out of school for an average of 13.7 months at the time of registration at NHSOC, which is up from 10.2 months the year before. The maximum gap before returning to NHSOC was 72 months (six years) and sixteen students reported coming to NHSOC directly from another high school (a gap of zero months).

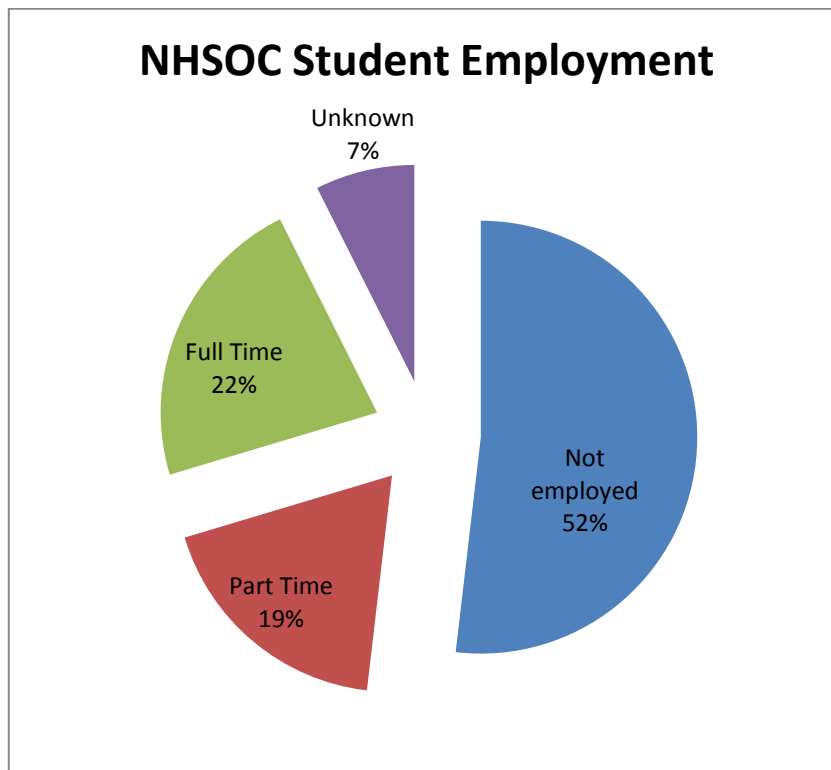
Self-declared Aboriginal students make up a greater proportion of NHSOC students (23.3%) compared to BSD high schools (18.3%). Parenting (14.4% of students) and pregnant students (15.6% of female students) are more common at NHSOC than in the other BSD high school sites.



NHSOC students most commonly live at home with both parents or a single parent (45%), however a sizeable portion live on their own (36%).

12% of students reported living with relatives, in foster homes, group homes or with friends.

At the time of registration 7% of NHSOC students did not list any information about their residence.

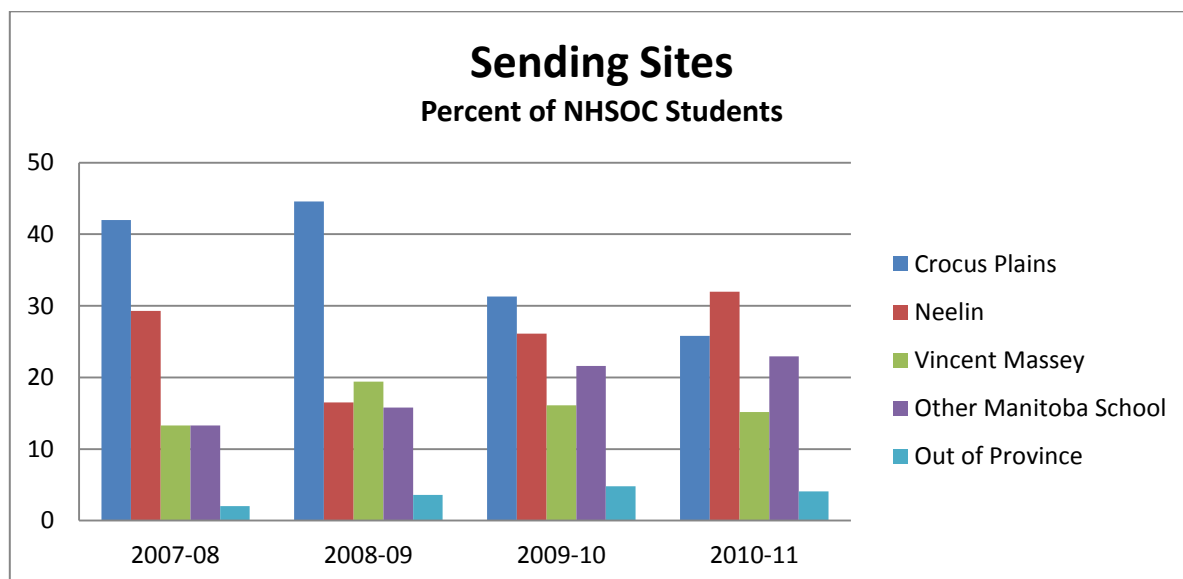


The majority of NHSOC students (52%) reported that they were not employed while studying at the off-campus site.

However, almost a quarter (22%) of students reported that they were working full time while pursuing their studies.

10% of students reported that they had some part time work while studying at NHSOC.

At the time of registration 7% of NHSOC students did not list any information about their employment.



For the first four years of NHSOC's operation the largest percentage of students had been most recently attending Crocus Plains Regional Secondary School in Brandon. However, during the 2010-11 school year this

trend shifted and the largest percentage of students had been most recently attending École Secondaire Neelin High School. The numbers of students coming to NHSOC from other Manitoba schools has been increasing steadily over the past four years, with slower growth shown in the most recent year. Each year, less than 5% of NHSOC students have come from out of province.

It is important to note that some of the students represented in this chart have attended a number of high schools before attending NHSOC, and that this data reflects the site attended immediately prior to enrolling at the off-campus site.

Student Credits Obtained before Attending NHSOC

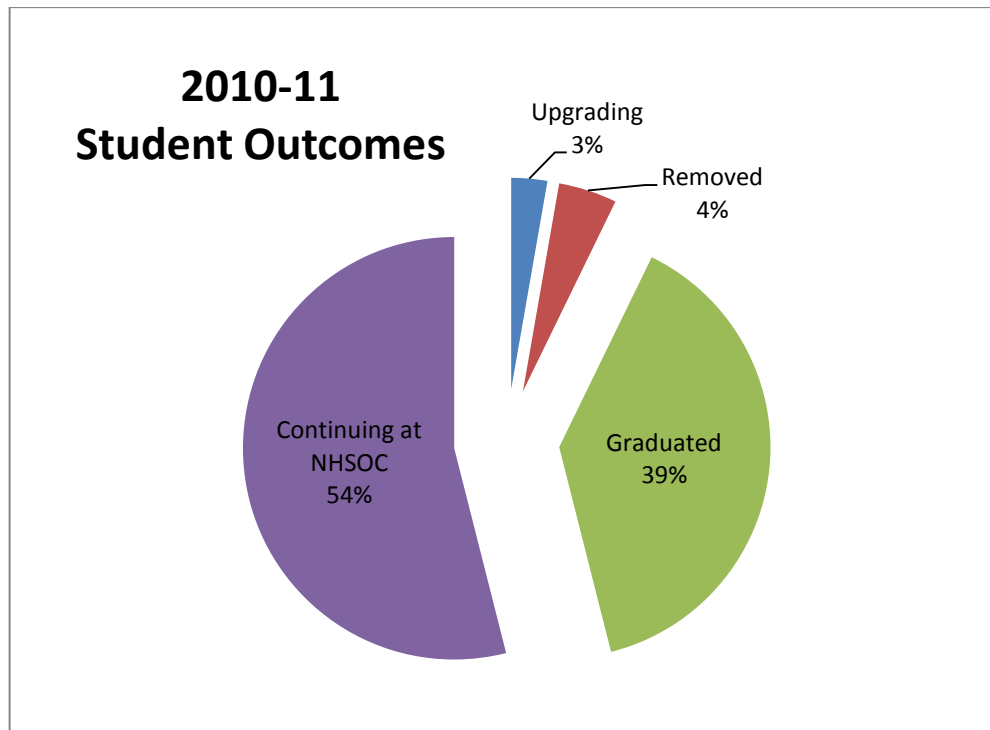
High school graduation is generally achieved in Manitoba through earning subject credits, grouped in specific academic and non-academic areas. A total of 30 credits are required to graduate as a regular student. Graduation is also possible by earning a number of Grade 12 credits if the student is designated as a *mature student*, meeting specific criteria outlined by Manitoba Education.

Credits completed before NHSOC	n	2010-11
Students with complete records		
All students	270	13.6
NHSOC successful graduates	106	17.0
Not yet graduated	157	10.8
Male students	110	13.9
Female students	160	13.3
Students with Aboriginal heritage	63	8.5
Non-Aboriginal students	207	15.2

The above table details the (average) number of credits that students had already achieved in other high school settings before registering at NHSOC. There is no significant difference in the number of previous credits based on gender (0.6 credits). However, there is a significant difference in the number of credits obtained prior to attending NHSOC between students with Aboriginal heritage and their non-Aboriginal peers (6.5 credits). The group of students who graduated from NHSOC in the 2010-11 school year started their work at the off-campus site with more credits than the population as a whole and their peers who have yet to graduate.

Student Outcomes

During the 2010-11 academic year, 39% of the students registered at NHSOC graduated. In addition, slightly more than half of NHSOC students indicated that they will be continuing their studies at NHSOC (54%). A small group of students chose to attend NHSOC with the goal of upgrading their current skills in a specific area in order to meet other career or academic goals, and such this group was not working towards graduation, but rather obtaining specific credits. Finally, 4% of students registered in the 2010-11 school year were removed from the NHSOC program.

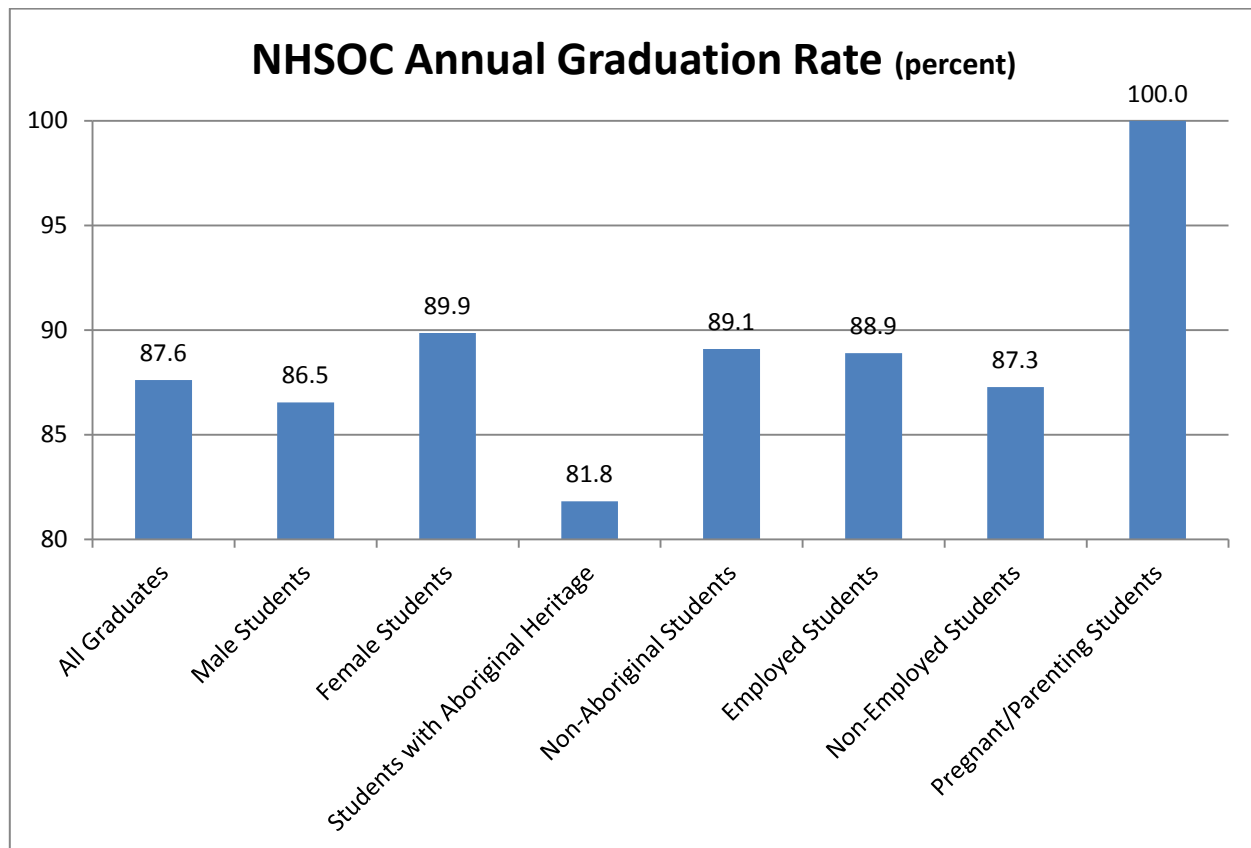


The 39% of NHSOC students who graduated during the 2010-11 academic year is not an indication of the overall graduation rate. Due to the varied circumstances of these students, many are a number of years away from completing the number of credits required for graduation. The “incoming class” based model is not appropriate for the off-campus setting, nor is the typical timeframe for completing the required number of credits to graduate.

Graduation Outcomes

Measuring Grade 9-12 cohort graduation rates is a complex process. Most students complete their high school studies in 4 consecutive years. Some may require 5 or more years to graduate. In addition, some students achieve credits at one high school and then move on to others to eventually graduate. As such, tracking students to determine accurate graduation rates is difficult to accomplish. In practice, high school administrators often use a graduation eligibility criterion to measure *annual graduation* rates. That is, if a student is within 8 credits of graduation at the start of a school year or if the student is registered as a mature student, that student is designated as eligible to graduate. The proportion of those students who graduate is calculated as the annual graduation rate.

The annual graduation rate works well for students in transition programs like NHSOC and assists in making graduation outcome comparisons both with other high school systems and with specific student groups within NHSOC (ex. comparing the graduation results of female and male students). Since NHSOC students register at varying times of the year, a 12 month calendar approach is substituted for a school year, and the one-year graduation eligibility criteria is, in this way, individualized for each student.



Of the 53 NHSOC students who required 8 or less credits to graduate in their current calendar year, 36 (67.9%) completed programming and were successful graduates. Of the 121 students eligible to graduate, 106 (87.6%) completed programming and were successful graduates. This result can be compared with both the regular 2010-11 BSD graduation rate of 91.9% (417 of 454) and provincial graduation rates of 82.7% (June 2010).

The highest annual graduation rate from NHSOC was attained by pregnant/parenting subgroup and this is consistent with previous years. In addition, females had high graduation rates, which is also consistent with previous years. In contrast, students with Aboriginal heritage showed the lowest subset graduation rate, which is inconsistent with previous years. This is the only subgroup whose graduation rate falls below the most recent provincial graduation rate.

It should be noted that Aboriginal students at NHSOC have shown significantly higher annual graduation rate (81.8%) compared to the overall divisional average for students with Aboriginal heritage (58%), and to the provincial Aboriginal student graduation results (67% for those attending school off of the reserve).

Tables of NHSOC Student Data

NHSOC Student Mobility Information Students with complete records	Registered in 2007-08	Registered in 2008-09	Registered in 2009-10	Registered in 2010-11
Student registrations	111	195	318	345
Registered but did not attend beyond 4 weeks	20	18	17	38
Attended but then removed by NHSOC	7	12	13	13
Students who left NHSOC for another school	5	7	8	0
Regular NHSOC students – not eligible to graduate	44	104	212	224
Regular NHSOC students – eligible to graduate	39	54	106	121

NHSOC Student Demographic Information Students with complete records	Registered in 2007-08	Registered in 2008-09	Registered in 2009-10	Registered in 2010-11
Mean student age	19.1 yrs	18.3 yrs	18.6yrs	18.6 yrs
Female students	52.5%	51.3%	55.7%	59.3%
Male students	47.5%	48.7%	44.3%	40.7%
Aboriginal students	31.3%	32.9%	26.2%	23.3%
Mean months out of school before NHSOC	7.9 mos.	11.5 mos.	12.2 mos.	13.7 mos.
Mature student designation	36.7%	22.2%	25.6%	30.7%
Shared NHSOC and another school site	1.3%	2.5%	2.1%	0.0%
Parenting student	21.8%	9.3%	13.7%	14.4%
Pregnant student (% of female students)	17.4%	16.0%	8.6%	15.6%
Employment – full time	26.6%	24.7%	21.2%	24.6%
Employment – part time	21.5%	28.5%	29.8%	25.5%
Employment – none	51.9%	46.8%	49.0%	49.9%
Residence – with parents	22.7%	28.1%	24.8%	19.3%
Residence – with one parent	28.0%	28.1%	26.5%	25.6%
Residence – foster/group	1.3%	5.2%	4.2%	3.6%
Residence – relatives	10.7%	5.2%	7.1%	7.8%
Residence – friends	0.0%	1.5%	1.0%	0.7%
Residence – on own	37.3%	31.9%	37.1%	36.3%

Time of Study to Graduate by Student Groups: 2010-11		
Students with complete records	n	Months of Study
Mean time of study of all successful graduates	106	13.6
Mean time of study of non-Aboriginal graduates	97	12.7
Mean time of study of Aboriginal heritage graduates	9	25.6
Mean time of study of male graduates	44	12.9
Mean time of study of female graduates	62	14.4

Credits Completed by Student Groups: 2010-11		
Students with complete records	n	Credits
Credits completed (per graduate)	106	3.9
Credits completed (per male student)	110	3.2
Credits completed (per female student)	160	3.2
Credits completed (Aboriginal heritage students)	63	2.8
Credits completed (non-Aboriginal students)	207	3.3

NHSOC Graduation Rates			
Students with complete records	Number of Students Eligible to Graduate	Number of Students who Graduated	Graduation Rate
2007-2008	39	32	82.1%
2008-2009	54	43	79.6%
2009-2010	105	86	81.9%
2010-2011	121	106	87.6%
Cumulative	319	267	83.7%

NHSOC Graduation Rates			
2010-2011	Number of Students Eligible to Graduate	Number of Students who Graduated	Graduation Rate
Students with complete records			
Male students	52	45	86.5%
Female students	69	62	89.9%
Non-Aboriginal students	110	98	89.1%
Aboriginal heritage students	11	9	81.8%
1-12 months out of school before NHSOC	65	59	90.8%
13+ months out of school before NHSOC	24	22	91.7%
Employed while attending NHSOC	63	56	88.9%
Not-employed while attending NHSOC	55	48	87.3%
Parenting/pregnant students	30	30	100%

APPENDIX I: A Procedure to Compare Independent Test Results

Scores from broad tests of achievement are often standardized in a norm-referenced manner. This approach yields *standard scores* such as T-scores and Z-scores that can be compared across different administrations and tests. In this way, for example, IQ scores and achievement scores (which measure very different skills) can be compared to determine if there is a discrepancy between *ability* and *achievement*.

The Manitoba Provincial Standards Tests and BSD Formative Assessments are not, however, norm-referenced and the necessary information for this calculation is not available. For our purposes, we seek a method to compare previous Standards Test results to current Standards Test results. In addition, we wish to compare different subject areas (ex. S1 Math to S4 ELA) to determine *real* change in each, such that an *X* change in one standards test is equivalent to an *X* change in a different standards test. In this way, tests from any year of administration, and from any subject area, can be compared.

Without resorting to a standard score conversion, which is the preferred but unavailable process, the following algebraic formula achieves the general purpose.

$$\mu_N = (\beta / X_{MB} * \mu_{BSD}) * d$$

Where:

- * μ_N is the “normalized” BSD or school score for a specific standards test administration
- * X_{MB} is the provincial mean for a specific standards test administration
- * β is a forced score agreed to be the consistent provincial mean for **all** standards test administrations. A score of “50” was adopted for the purpose of the calculations.
- * μ_{BSD} is the BSD or school mean for a specific standards test administration
- * d is a fluid variable that may be used to correct the score distributions of two separate test administrations. This allows the option of an *estimation of normal curve skew* to compare two independent tests when the scores form notably different normal curve) distributions, described by the standard expressions²:

Normal Curve formula	$p(X) = \frac{1}{\sqrt{2\pi\sigma^2}} e^{-\frac{(X-\mu)^2}{2\sigma^2}}$
Curve Skew formula	$s(X) = (\sum (\mu - X)^3 / \sigma)) * 1/n$

² Stockburger, D. W. (1998). Statistics: concepts, models and applications – Third Revision. Available online at <http://www.psychstat.smsu.edu/introbook/sbk00.htm>

APPENDIX II: Glossary

N	Total number of students who attempted the test.
<i>n</i>	Total number of usable tests. A few students who wrote the test did not complete the minimum required questions and were not included in the sample.
Mean	Average score of <i>n</i> (usable tests).
SD	<p>Standard Deviation of <i>n</i> (usable tests). <i>SD</i> measures the variability of a list of scores and is an important measure in interpreting the meaning of the group test scores.</p> <p>Example: Linden Lanes school had an overall average (mean) score of 70.3 with a <i>SD</i> of 13.0. This indicates that the majority (68%) of test scores at that school fell in the range of 70.3 +/- 13.0 (or between 57.3 and 83.3).</p> <p>A smaller <i>SD</i> indicates that the students' scores were typically close to the school mean, while a larger <i>SD</i> indicates that the students' scores were wide ranging and often far from the school mean.</p>
<i>p</i>	A statistical test (in this case a <i>T-test</i>) used to determine if the BSD or BSD school score showed a significant difference from the provincial mean. <i>ns</i> indicates that there is little likelihood that a meaningful difference exists between the score and the provincial mean. <i><.05</i> indicates that there is a 95 percent likelihood of a meaningful difference between the score and the provincial mean.
Validity	<i>Concerned with whether the test measured what it was intended to measure.</i>
Reliability	Concerned with whether the test scores can both be trusted and accurately replicated.

APPENDIX III: P.A.S.T. Scoring

Background Information about P.A.S.T.

In 1999, the Brandon School Division developed the Phonological Awareness Screening Test (P.A.S.T.) to measure early phonological skills of Grade 1 students within the school division³. Over 95% of Grade 1 students that year (n=526), from all BSD schools which offered Grade 1 programming were administered the P.A.S.T. and the completed assessment results were analyzed and developed into norm-referenced data.

During this same period, a small sample of Kindergarten students (n=43) from one school site were also administered the P.A.S.T. Temporary norms for Kindergarten students were developed from that limited sample.

Normative Study Information

In 2009, a much larger and representative sample (n=279) of BSD Kindergarten students' P.A.S.T. test administrations were randomly selected from 12 BSD schools over a 6 year period (2004-2009). Raw score data was collated and analyzed to develop more complete and representative norm-referenced comparisons for Kindergarten students.

TABLE 1 below compares the 1999 Kindergarten and Grade 1 P.A.S.T. results to the 2009 Kindergarten results.

TABLE 1

Sample	Number of Subjects	Mean P.A.S.T. Score	Standard Deviation
1999 Grade 1	526	30.4	8.4
1999 Kindergarten	43	26.7	8.2
2009 Kindergarten	279	33.3	10.7

It is important to note that after a 10 year period of 1999-2009, current Kindergarten students demonstrate significantly⁴ stronger phonological awareness skills than both Kindergarten and Grade 1 students did in 1999. This suggests that the 1999 normative results require re-norming for the Grade 1 population.

Determining P.A.S.T. Scores⁵

After the scoring of P.A.S.T. for an individual Kindergarten student is complete, there will be the option to determine four unique types of scores for interpretation: namely the *raw score*, the *standard score*, the *percentile score*, and the *functioning range*. The interpretation of the scores should be a team process involving the classroom teacher, resource teacher, and speech/language clinician.

³ Please refer to the 1999 P.A.S.T. manual for details on the development of this instrument, including a list of the 43 professional contributors. P.A.S.T. Manual (1999). Brandon School Division.

⁴ $p < .01$, using the two-tailed T-test procedure.

⁵ P.A.S.T. Manual (1999). Brandon School Division.

Raw Score

The *raw score* (the number of correct answers that the student completes) is not directly used when interpreting the child's performance. *Raw scores* are instead used to determine the child's *standard score*, *percentile score*, and the *functioning range*. Once you have determined these 3 scores for the child, you need not refer to the *raw score* again. The maximum raw score for Kindergarten PAST is 50.0.

Standard Score

The *standard score* is a statistically derived number which compares an individual child's score to all the scores obtained from the norming study. This score has an average of 100 and a standard deviation of 15. The *standard score* is useful when comparing a child's test result to other tests which use a similar *standard score*. It is also a good score to use when a child is given a second PAST administration later in the school year to, for example, measure the amount of growth after a child receives extra phonological awareness assistance. A growth of 15 *standard score* points is considered to be a significant improvement.

Percentile Score

The *percentile score* is a statistically derived number which ranks an individual child's score with all the scores obtained from the norming study. A *percentile score* of, for example, 34 indicates that the child scored as well or better than 34 percent of children who took this test (in the norming study). Similarly, a *percentile score* of 79 suggests that the child scored as well or better than 79 percent of children. While the *percentile score* is more easily understood than the *standard score*, it should not be used to measure amount of growth when the child is retested later in the school year.

Functioning Range

The *functioning range* is a descriptive, rather than a numerical, way to compare an individual child's performance on PAST with other children who have taken the test. Test results are described here as, for example, *below average*, *average*, *above average*, etc. The *functioning range* is easily understood and is a useful score to use with parents or educators who may not be familiar with numerical scores. The *functioning ranges* are based on the numerical scores and have as high statistical validity as the numerical scores. The *functioning range* can be useful for test/retest purposes when the amount of growth is considerable, for example, when you note that a child's performance on P.A.S.T. has moved from the *below average* range (before s/he received extra help) to the *average* range (after intervention).

WELL BELOW AVERAGE RANGE

P.A.S.T. RAW SCORE	STANDARD SCORE	PERCENTILE
0-6.5	<70	1
7-11	70	2
12-14.5	72	4
15-16.5	74	6
17	75	7

BELOW AVERAGE RANGE

P.A.S.T. RAW SCORE	STANDARD SCORE	PERCENTILE
17.5	76	8
18-19.5	78	10
20-21.5	81	13
22	83	14
22.5	84	15

LOW AVERAGE RANGE

P.A.S.T. RAW SCORE	STANDARD SCORE	PERCENTILE
23	85	16
23.5	86	18
24	87	20
24.5	88	22
25	89	24

AVERAGE RANGE

P.A.S.T. RAW SCORE	STANDARD SCORE	PERCENTILE
25.5	90	25
26-27.5	92	29
28-30	95	38
30.5-32.5	98	46
33	100	50
33.5-35.5	103	59
36-37.5	105	64
38-39	110	75

ABOVE AVERAGE RANGE

P.A.S.T. RAW SCORE	STANDARD SCORE	PERCENTILE
39.5	111	77
40-40.5	112	79
41-43	115	84
44-45	120	89

WELL ABOVE AVERAGE RANGE

P.A.S.T. RAW SCORE	STANDARD SCORE	PERCENTILE
45.5-47	125	92
47.5-48	130	98
49-50	>130	99