



"Accepting the Challenge"

STUDENT ACHIEVEMENT SUMMARY REPORT

2013—2014

Research, Assessment, and
Evaluation Services

September, 2014

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Table of Contents

Executive Summary

Section A: Kindergarten Results

I. Early Development Instrument: 2010/11 Results	11
Comparison of BSD and Manitoba: Average EDI Scores	11
Average Physical Health Scores	12
Average Social Competence Scores	12
Average Emotional Maturity Scores	12
Average Language & Thinking Skills	13
Average Communication Skills Scores	13
Proportion of Kindergarten EAL Students: BSD versus Manitoba	13
Percentage of BSD Students 'Not Ready' and 'Very Ready' in Each Domain	14
Percentage of Students 'VERY READY' in One or More Domain	14
Percentage of Students 'NOT READY' in One or More Domain	14
Percentage of Students with Multiple Challenges	15
Summary of Early Development Instrument Results	15
II. Phonological Awareness Screening Results	16
Fall-to-Spring Comparison in PAST Score	17
Percent of Students by Phonological Awareness Competency Level: Fall-to-Spring Comparison	17
Fall-to-Spring Comparisons of Raw Scores and Percent Meeting Expectations by School	18
Summary of Phonological Awareness Screening Results	19
III. Brandon School Division Kindergarten Continuum Results	20
English Program June Fine Motor Competencies: % E, M, A, N	20
Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations	20
English Program June Literacy Competencies: % E, M, A, N	21
Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Literacy Expectations	21
English Program June Numeracy Competencies: % E, M, A, N	22
Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Numeracy Expectations	22
FI Program June Fine Motor Competencies: % E, M, A, N	23
FI Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations	23
FI Program June Literacy Competencies: % E, M, A, N	24
FI Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Literacy Expectations	24

Table of Contents (continued)

FI Program June Numeracy Competencies: % E, M, A, N	25
FI Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Numeracy Expectations	25
Kindergarten Literacy and Fine Motor Competencies: Percent Meeting or Exceeding by English Program School	26
Kindergarten Numeracy Competencies: Percent Meeting or Exceeding by English Program School	27
Kindergarten Competencies: Percent Meeting or Exceeding by French Immersion School	28
Summary of Kindergarten Continuum Results	29
IV. The Effect of Full Day Every Day Kindergarten on Student Achievement	30
Comparison of Kindergarten Schedules in Phonological Awareness Progress	30
November to June Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations: Comparing Full to Half-Time Kindergarten	31
November to June Difference in Percent of Students Meeting or Exceeding Literacy Expectations: Comparing Full to Half-Time Kindergarten	31
November to June Difference in Percent of Students Meeting or Exceeding Numeracy Expectations: Comparing Full to Half-Time Kindergarten	32
Summary of the Effects of Full Day Every Day Kindergarten	32
Section B: Divisional and Provincial Assessment Results	
I. Division-Wide Formative Assessment Results: Reading	34
Grade 3 Provincial Reading Assessment: Percent Meeting, Approaching and Not Meeting	34
Grade 3 Provincial Reading Assessment: Three-Year Comparison of % Meeting	34
Grade 5 Divisional Reading Assessment: Percent Meeting, Approaching and Not Meeting	35
Grade 5 Divisional Reading Assessment: Three-Year Comparison of % Meeting	35
Grade 7 Divisional Reading Assessment: Percent Meeting, Approaching and Not Meeting	36
Grade 7 Divisional Reading Assessment: Three-Year Comparison of % Meeting	36
Grade 8 Provincial Reading Assessment: Percent Meeting, Approaching, Not Meeting, and Out of Range	37
Grade 8 Provincial Reading Assessment: Three-Year Comparison of % Meeting	37
Grade 9 Divisional Reading Assessment: % E, M, A, N	38
Grade 9 Divisional Reading Assessment: Two-Year Comparison of % Meeting	38
Summary of Formative Assessment Results in Reading	39
II. Division-Wide Formative Assessment Results: Writing	40
Grade 3 Divisional Writing Assessment: Percent Meeting, Approaching and Not Meeting	40
Grade 3 Divisional Writing Assessment: Three-Year Comparison of % Meeting	40
Grade 5 Divisional Writing Assessment: Percent Meeting, Approaching and Not Meeting	41
Grade 5 Divisional Writing Assessment: Three-Year Comparison of % Meeting	41
Grade 7 Divisional Writing: Percent Meeting, Approaching and Not Meeting	42

Table of Contents (continued)

Grade 7 Divisional Writing Assessment: Three-Year Comparison of % Meeting	42
Grade 8 Provincial Writing Assessment: Percent Meeting, Approaching, Not Meeting, and Out of Range	43
Grade 8 Provincial Writing Assessment: Three-Year Comparison of % Meeting	43
Grade 9 Divisional Writing Assessment: % E, M, A, N	44
Grade 9 Divisional Writing Assessment: Two-Year Comparison of % Meeting	44
Summary of Formative Assessment Results in Writing	45
III. Division-Wide Formative Assessment Results: Numeracy	46
Grade 3 Provincial Numeracy Assessment: Percent Meeting, Approaching and Not Meeting	46
Grade 3 Provincial Numeracy Assessment: Three-Year Comparison of % Meeting	46
Grade 5 Divisional Numeracy Assessment: Percent E, M, A, N	47
Grade 5 Divisional Numeracy Assessment: Three-Year Comparison of % Meeting/Exceeding	47
Grade 7 Provincial Numeracy Assessment: Percent Meeting, Approaching and Not Meeting	48
Grade 7 Provincial Numeracy Assessment: Two-Year Comparison of % Meeting/Exceeding	48
Grade 9 Divisional Numeracy Assessment: Average % Scores in Each Competency	49
Summary of Formative Assessment Results in Numeracy	49
IV. Grade 4 Provincial Reading in French Assessment Results	50
Grade 4 Provincial Reading in French Assessment: Percent Meeting, Approaching, and Not Meeting	50
Grade 4 Provincial Reading in French Assessment: Two-Year Comparison of % Meeting	50
Summary of Formative Assessment Results in Reading in French	50
V. Grade 7 Provincial Engagement Assessment Results	51
Grade 7 Provincial Engagement Competencies: % at Each Engagement Level	51
Grade 7 Provincial Engagement Assessment: Two-Year Comparison of % 'Established'	51
Summary of Provincial Engagement Assessment Results	52
VI. School-Site Formative Assessment Results	53
Grade 3 Reading, Writing, and Numeracy: % Meeting or Exceeding by School	53
Grade 5 Reading, Writing, and Numeracy: % Meeting or Exceeding by School	54
Grade 7 Reading, Writing, and Numeracy: % Meeting or Exceeding by School	55
Grade 9 Reading, Writing, and Numeracy: % Meeting or Exceeding by Sending School	56
VII. Grade 9 Formative Assessment Results by Receiving School	57
Grade 9 Reading Competencies: % Meeting or Exceeding by Receiving School	57
Grade 9 Writing Competencies: % Meeting or Exceeding by Receiving School	57
Grade 9 Numeracy: Average Percent Scores in Each Competency by Receiving School	57

Table of Contents (continued)

VIII. Grade 12 Provincial Standards Tests	59
2013-2014 Semester 1 ELA Standards Test Pass Rate	59
2013-2014 Semester 1 ELA Standards Test Average Scores	59
ELA: Historical % Difference from MB Mean	60
2013-2014 Semester 1 Pre-Calculus Pass Rate	61
2013-2014 Semester 1 Pre-Calculus Average Scores	61
2013-2014 Semester 1 Applied Math Pass Rate	62
2013-2014 Semester 1 Applied Math Average Scores	62
2013-2014 Semester 1 Essential Math Pass Rate	63
2013-2014 Semester 1 Essential Math Average Scores	63
Français langue seconde Pass Rate	64
Français langue seconde Average Scores	64
Français langue seconde: Historical % Difference from MB Mean	64
Summary of Grade 12 Provincial Standards Results	65

Section C: Specific Learner Group Achievement

I. Comparison of Male and Female Learners	67
Percent Meeting/Exceeding Kindergarten Fine Motor Expectations: Comparison of Male and Female Students	67
Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of Male and Female Students	67
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of Male and Female Students	68
Percent Meeting Expectations in Grade 3, 5, 7 & 9 Reading Competencies: Comparison of Boys and Girls	69
Percent Meeting Expectations in Grade 3, 5, 7 & 9 Writing Competencies: Comparison of Boys and Girls	70
Percent Meeting Expectations in Grade 3, 5, & 7 Numeracy Competencies: Comparison of Boys and Girls	71
Average Percent Score in Grade 9 Numeracy Strands: Comparison of Boys and Girls	72
Summary of the Comparison of Male and Female Learners	72
II. Comparison of Aboriginal and Non-Aboriginal Learners	73
Percent M/E Kindergarten Fine Motor Expectations: Comparison of Aboriginal and Non-Aboriginal Students	73
Percent M/E Kindergarten Literacy Expectations: Comparison of Aboriginal and Non-Aboriginal Students	73
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of Aboriginal and Non-Aboriginal Students	74
Percent Meeting Expectations in Grade 3, 5, 7, & 9 Reading Competencies: Comparison of Aboriginal and Non-Aboriginal Students	75
Percent Meeting Expectations in Grade 3, 5, 7, & 9 Writing Competencies: Comparison of Aboriginal and Non-Aboriginal Students	76

Table of Contents (continued)

Percent Meeting Expectations in Grade 3, 5, & 7 Numeracy Competencies: Comparison of Aboriginal and Non-Aboriginal Students	77
Average Percent Score in Grade 9 Numeracy Strands: Comparison of Aboriginal and Non-Aboriginal Students	78
Summary of the Comparison of Students with and without Aboriginal Heritage	78
III. Comparison of EAL and Non-EAL Learners	79
Percent Meeting/Exceeding Kindergarten Fine Motor Expectations: Comparison of EAL and Non-EAL Students	79
Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of EAL and Non-EAL Students	79
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of EAL and Non-EAL Students	80
Percent Meeting Expectations in Grade 3, 5, 7 & 9 Reading Competencies: Comparison of EAL and Non-EAL Students	81
Percent Meeting Expectations in Grade 3, 5, 7 & 9 Writing Competencies: Comparison of EAL and Non-EAL Students	82
Percent Meeting Expectations in Grade 3, 5 & 7 Numeracy Competencies: Comparison of EAL and Non-EAL Students	83
Average Percent Score in Grade 9 Numeracy Strands: Comparison of EAL and Non-EAL Students	84
Summary of the Comparison of EAL and Non-EAL Students	84
Appendix A: Historical Demographics for Formative Assessments	86
Appendix B: Historical Demographics for Grade 12 Standards Tests	87

Executive Summary

The purpose of this report is to provide a comprehensive overview of Brandon School Division (BSD) student achievement results for the 2013-14 school year: Kindergarten, Grades 3, 5, 7, 9 and 12 in both Literacy and Numeracy. Included are other relevant data that provide important contextual information necessary for an in-depth understanding of the key factors that influence student achievement.

This report encompasses results from Brandon School Division divisional formative assessments as well as provincially mandated standards tests in Grade 12, formative assessments in earlier grades and the Early Development Instrument. Furthermore, this report covers results of the Divisional Kindergarten Phonological Awareness Screening and the Divisional Kindergarten Continuum. All formative assessments and Kindergarten Continuum assessments are criterion referenced (or outcome-based) to the particular curricula.

Unless otherwise stated within the report, MANE performance indicators (Meeting, Approaching, Not Meeting or Needs Ongoing Help, and Exceeding) are used to show students' level of achievement in critical competencies. Teachers use a collection of evidence to determine the performance indicator which best describes each student's level of competency according to pre-established curricular rubrics. In addition to descriptive statistics on the sheer percentage of students at each level of performance, three-year or historical trend comparisons are included where possible. Furthermore, the impact of full day every day Kindergarten is briefly reported. Finally, this report includes detailed examinations of the achievement of specific learner groups.

Summary of Results

- **Early Development Instrument:** The results of the 2012-2013 EDI indicate that BSD students enter Kindergarten, on average, with less developed school readiness skills than other Manitoba children. More children enter this Division with multiple challenges compared with the Province as a whole. Communication and Knowledge is the domain with the lowest average score, however physical health is the domain with the highest percentage of 'not ready' children. Although 20%-28% of BSD students are 'very ready' in each of the domains, there are at least 15% of students 'not ready' in each domain.
- **Phonological Awareness:** Improvements were seen from fall to spring in Kindergarten students' phonological awareness (from 20 to 39 out of a possible 50 points; and from 30% to 74% of students meeting/exceeding expectations). However, 10% of students entering Grade 1 will require additional supports in order to be successful, especially in reading.
- **Kindergarten Continuum:** At least 80% of students are meeting or exceeding many of the Kindergarten outcomes assessed in June. Most students finish Kindergarten with appropriate fine motor skills. As in previous years, the areas of greatest challenge for students entering Grade 1 are 'story retell' and 'word recognition,' two important preliminary reading skills. Despite the difficulty many students have with story retell, however, there was a significantly greater percentage of students who mastered this skill at the end of this year compared with last.
- **Full Day Every Day Kindergarten:** Compared with half-time students, a greater percentage of FDED Kindergarten students ended the year meeting phonological awareness expectations, despite having started the year with lower average scores. This tendency for closing the achievement gap with FDED students was seen also on the Kindergarten Continuum assessments, in which FDED students tended to make greater gains or less loss than their half-time counterparts.
- **Reading:** At least 80% of BSD students are either meeting or approaching grade level expectations in reading. Comprehension is generally the reading competency with the higher percentage of students meeting expectations, while critical response to text is the reading competency of greatest challenge.

- **Writing:** At least 80% of students are either meeting or approaching writing expectations on all but one writing competency at one grade level, however, there is a general tendency toward poorer performance in writing compared with reading. Word choice is the writing competency of greatest challenge overall.
- **Numeracy:** At least 80% of students are either meeting or approaching expectations on all but one numeracy competency at one grade level. Competencies within the Number Strand are generally those of relative strength for BSD students; however, mental math continues to be the competency of greatest challenge.
- **Reading in French:** At least 80% of students are meeting or approaching expectations in the Provincial Reading in French assessment.
- **Engagement:** For 4 of the 5 engagement skills assessed across both English and French Immersion students, close to 80% of students are demonstrating the skills 'very often' or even 'almost always.' Students find self-assessment the most challenging area of engagement.
- **Grade 12 Provincial Standards Tests:** BSD students continue to demonstrate strong Grade 12 Language Arts scores, with a greater percentage of students passing the test and a higher average score than the provincial statistics. In terms of Mathematics, BSD pass rates and average scores were very similar to those seen across the province, with highest pass rates and average scores seen on the Applied Math test. Finally, BSD results are very similar to the Provincial average and pass rate on the Français langue seconde provincial standards test.
- **Gender:** There are significantly greater percentages of girls meeting expectations in some reading competencies, in every writing competency, and in Kindergarten fine motor skills. New this year, some gender differences were found in math, with a greater percentage of girls meeting some Kindergarten math expectations, but with more boys meeting Grade 3 math expectations. These gender differences do not appear, however, at later grades.
- **Learners of Aboriginal Heritage:** A smaller percentage of Aboriginal students are meeting expectations in all reading, writing, and numeracy competencies compared with non-Aboriginal students. This difference is seen from Kindergarten onward. These differences are especially prominent in writing and in numeracy.
- **English as an Additional Language Learners:** Significantly lower percentages of EAL students are meeting all Kindergarten literacy and numeracy outcomes. Significantly lower percentages of EAL students are meeting reading and writing expectations in Grades 3, 5, and 7. In numeracy, the gap between EAL and non-EAL students exist, but the statistical significance of these differences is more inconsistent.

As this report indicates, student achievement continues to be progressively positive in the major areas of measurement: Literacy and Numeracy in Kindergarten and in Grades 3, 5, 7, 9 and 12. Areas of greatest challenge are monitored continuously and utilized to inform School Development Planning and Division-wide Strategic Planning.

Due to the work toward full implementation of Policy 1001.2 Educational Sustainability in Student Achievement, next year's Student Achievement Summary Report will include the summative evaluations of student achievement in core learning outcomes at the Grade 3, 5, and 7 levels.

SECTION A

Kindergarten Results

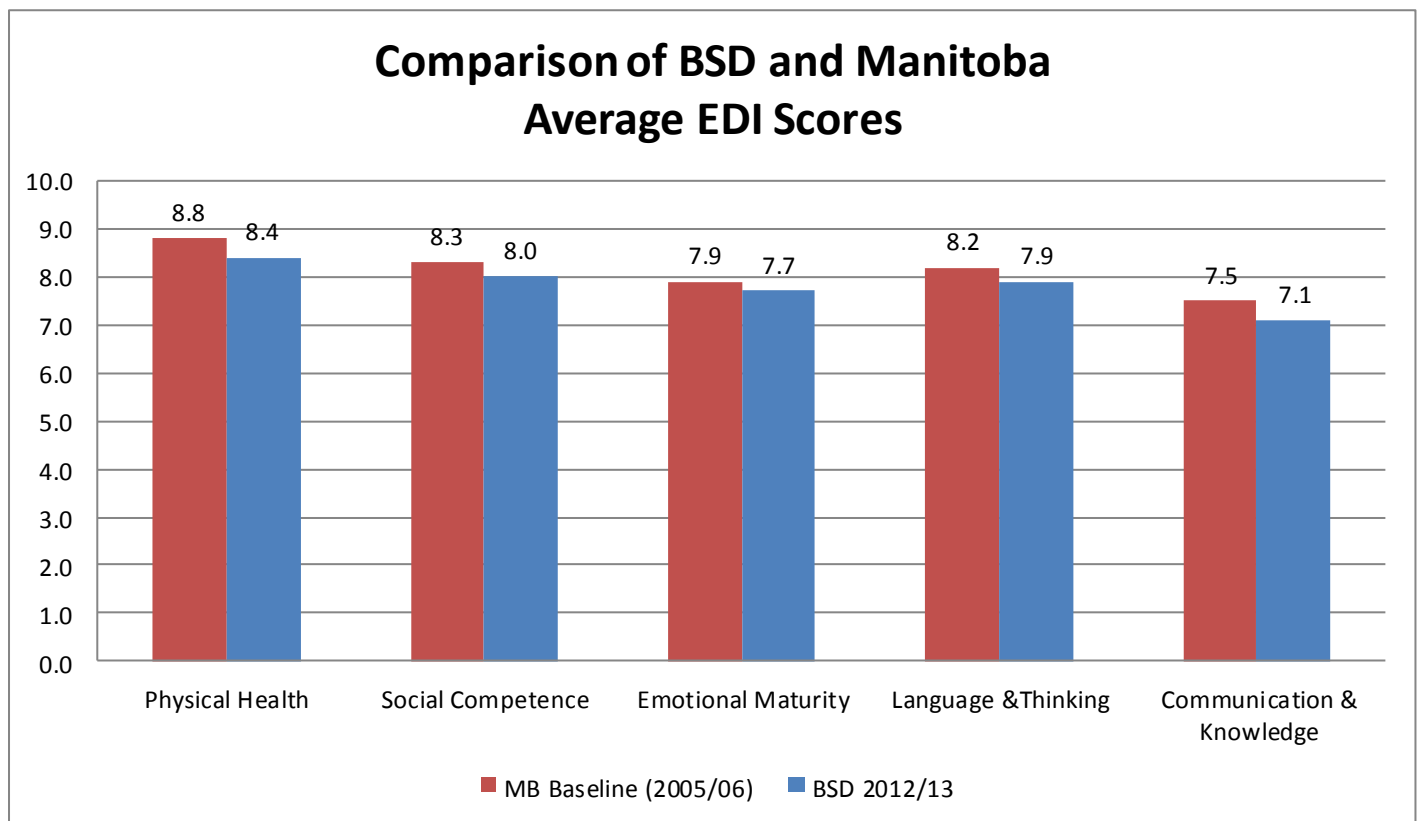
Early Development Instrument: 2012/13 Results

The Early Development Instrument (EDI) was developed by the Offord Centre for Child Studies out of McMaster University. It is a measurement of developmental health of children who are about to enter Grade one. The objectives of the EDI are to assess the strengths and needs of Kindergarten children and to predict how children will do in school. It is used across Canada and internationally and is administered every second year to all Kindergarten students in Manitoba. The instrument itself is a teacher-completed checklist that assesses children's readiness in five developmental areas (or domains):

- physical health and well-being,
- social competence,
- emotional maturity,
- language and cognitive development, and
- communication skills and general knowledge.

The 2012/13 EDI results were made available in the fall of 2013, and so are summarized here. The 2012/13 year was the fifth administration of this assessment. According to the Offord Centre, 690 EDI questionnaires were completed, and 634 (or 915) were used in the analyses.

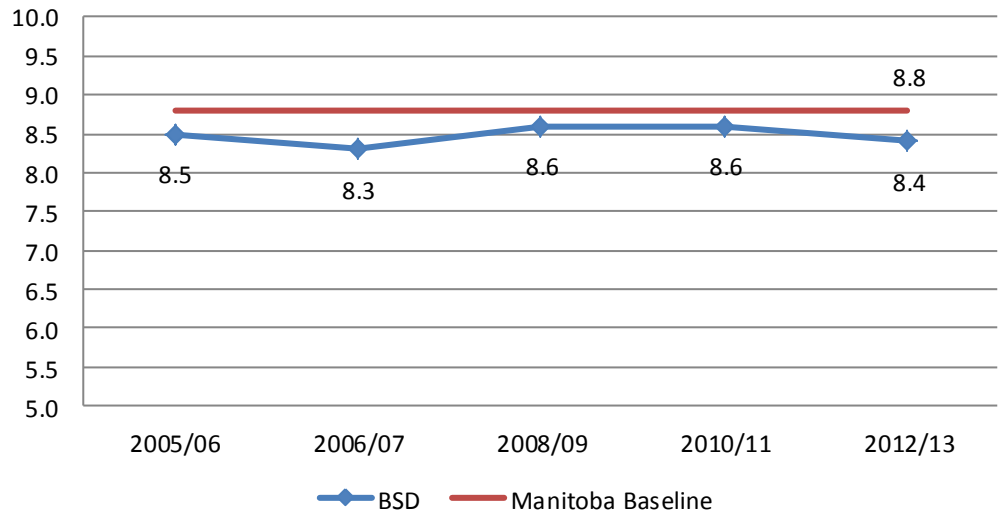
Although the 2012/13 Brandon School Division results are available, the wider community and provincial results were not available at the time of preparing this report. Therefore, Manitoba results shown here are actually 2005/06 'baseline' comparisons provided in previous provincial reports.



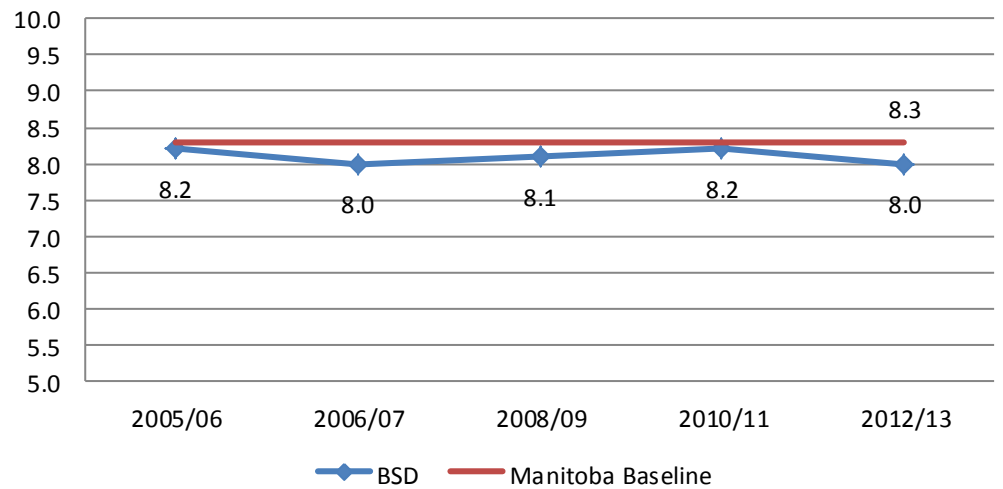
In all domains, Brandon School Division children scored lower than the Manitoba baseline comparison. Generally, this indicates that BSD students are entering Kindergarten with less developed school readiness skills than other Manitoba children.

BSD has had consistent results in the areas of physical health and well-being, social competence, and emotional maturity. In these domains, BSD scores have been only slightly lower than the Provincial baseline scores; however the differences are statistically significant at the .05 level.

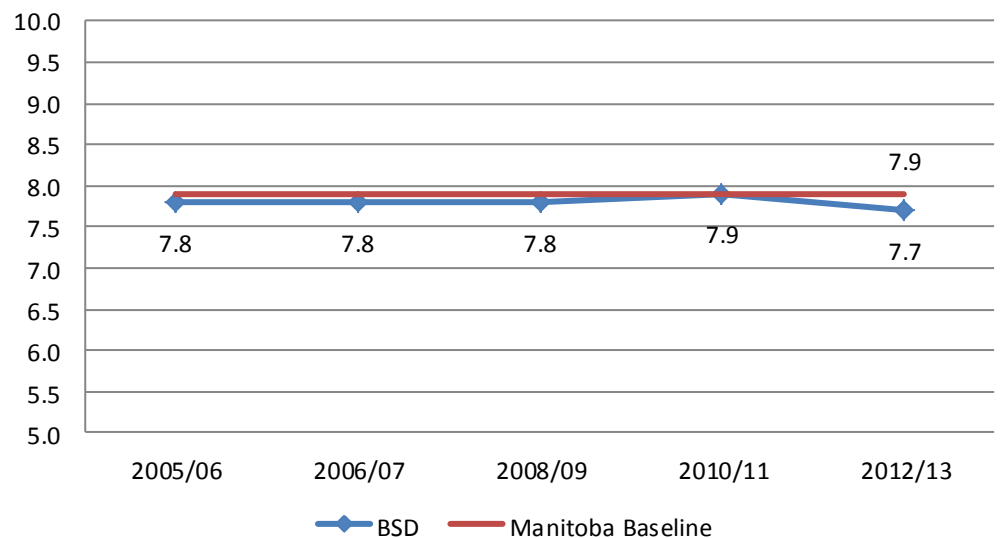
Average Physical Health Scores



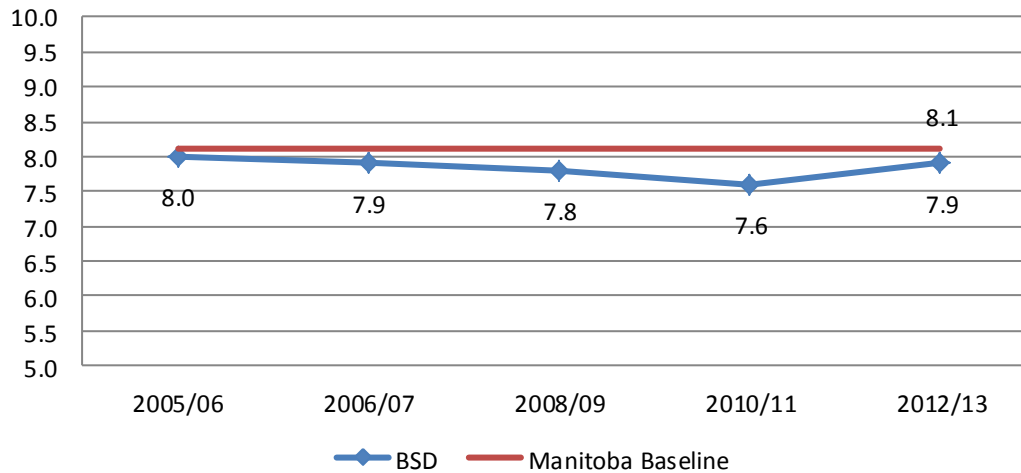
Average Social Competence Scores



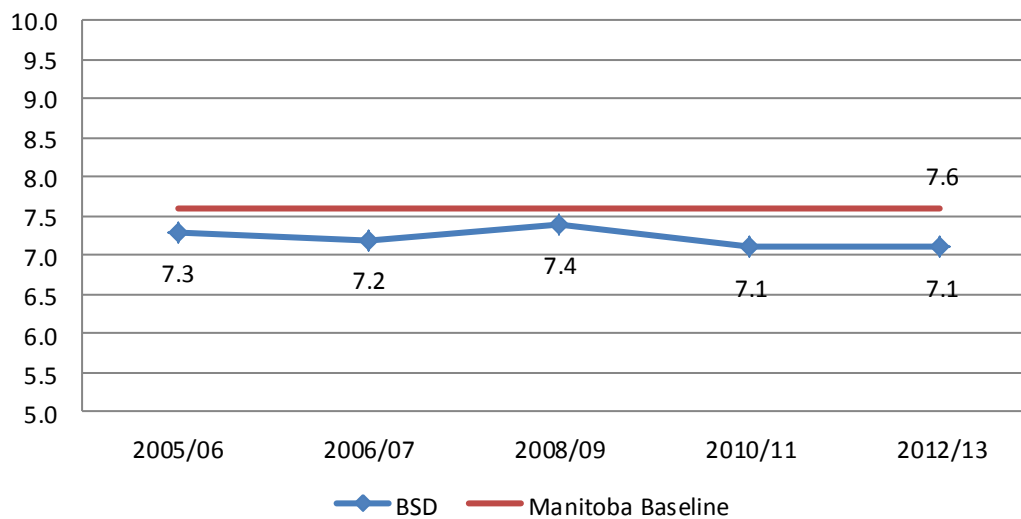
Average Emotional Maturity Scores



Average Language & Thinking Skills



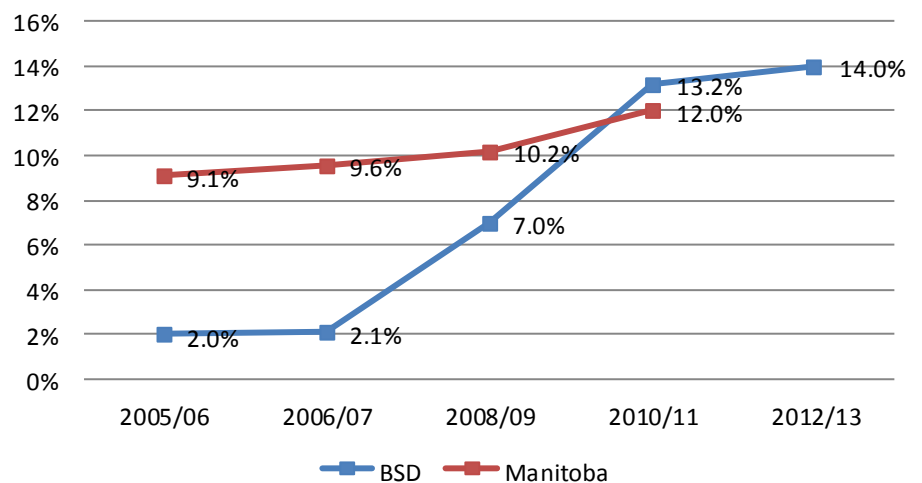
Average Communication Skills Scores



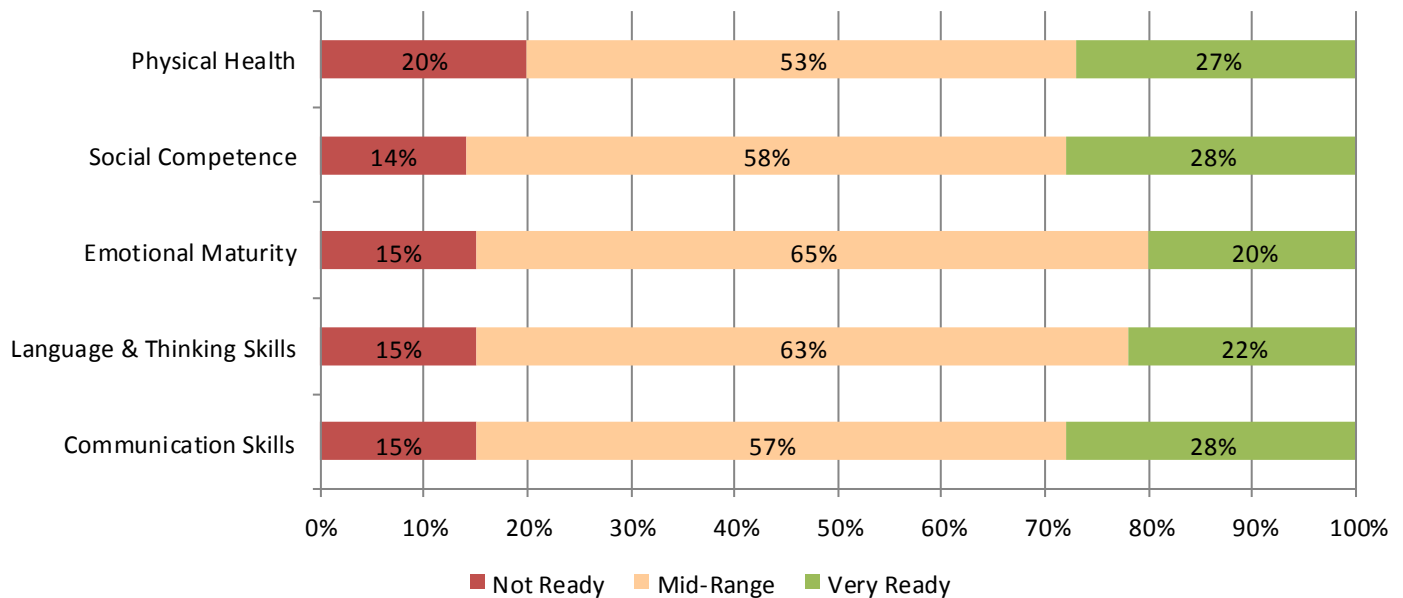
Manitoba students are weakest in the area of Communication Skills, and this trend is evident in the Division.

Despite a significant increase in the proportion of Kindergarten students with EAL in BSD (from 2% in 2005/06 to 14% in 2012/13), Language and Thinking scores have remained steady overall, and there has been only a slight decrease in Communication Skills scores.

Proportion of BSD Versus Manitoba Kindergarten EAL Students

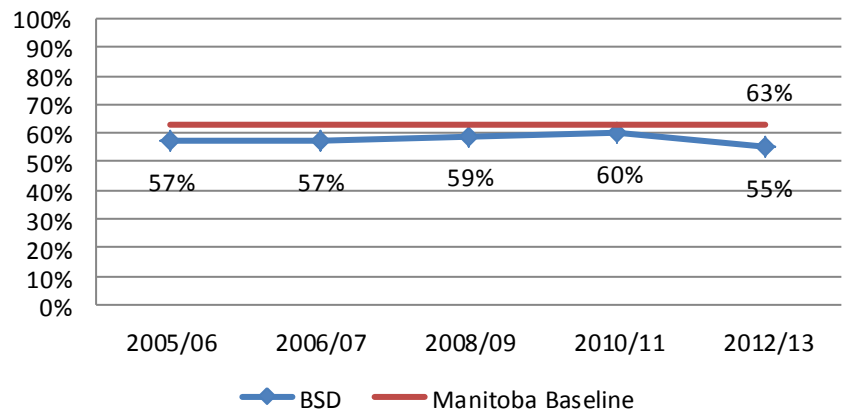


Percentage of BSD Students 'Not Ready' and 'Very Ready' in Each Domain

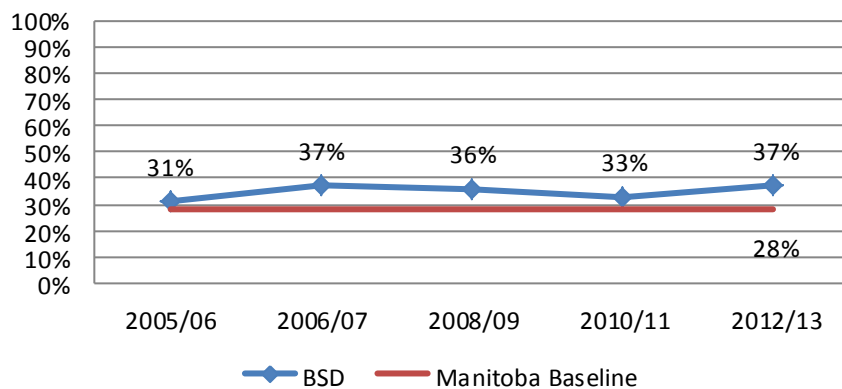


The Offord Centre suggests that there is *a need* in any domain for which there is greater than 10% of students 'not ready.' The Offord Centre also suggests that any domain with greater than 30% 'very ready' students represents *a strength*. By these definitions, BSD does not have a strength in any domain, and there is a need in each of the 5 domains.

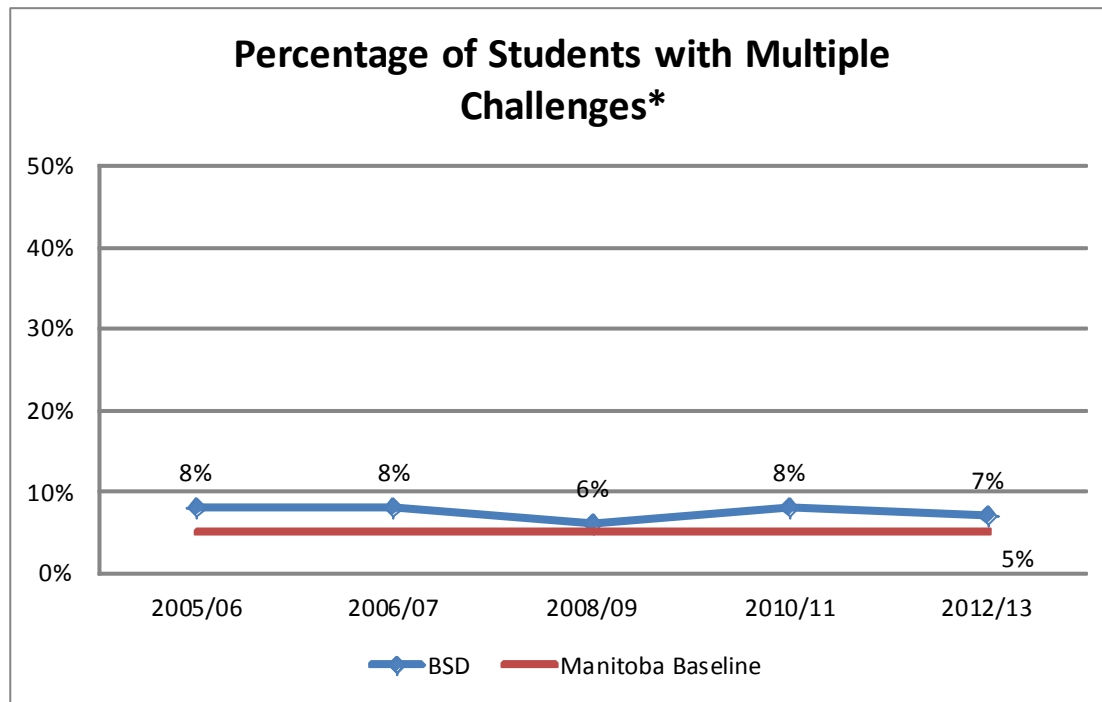
Percentage of Students 'VERY READY' in One or More Domain



Percentage of Students 'NOT READY' in One or More Domain



Comparing BSD with provincial statistics reveals that there is a smaller percentage of students 'very ready' in at least one domain; and there is a greater percentage of students at BSD who are 'not ready' in at least one domain.



*Multiple Challenge Index: the proportion of children who have multiple challenges in 9 or more of the 16 sub-domains assess on the EDI.

Seven percent of BSD Kindergarten students are classified as having 'multiple challenges.' This is significantly higher than the Province's baseline of 5%. Furthermore, there is an even greater discrepancy between the BSD and the Canadian statistic of only 3.8%.

Summary of Early Development Instrument Results

The results of the 2012-2013 EDI reveal that Brandon School Division students are entering Kindergarten with, on average, less developed school readiness skills than other Manitoba children. Communication and Knowledge is the domain with the lowest average score, however physical health is the domain with the highest percentage of 'not ready' children. Although 20%-28% of BSD students are 'very ready' in each of the domains, there are at least 15% of students 'not ready' in each domain. Furthermore, significantly more children entering BSD schools do so with multiple challenges when compared with the Manitoba and the national data. In almost all areas, these most recent results extend the consistent pattern of results over the previous four EDI administrations, pointing to consistent negative trends.

Phonological Awareness Screening Results

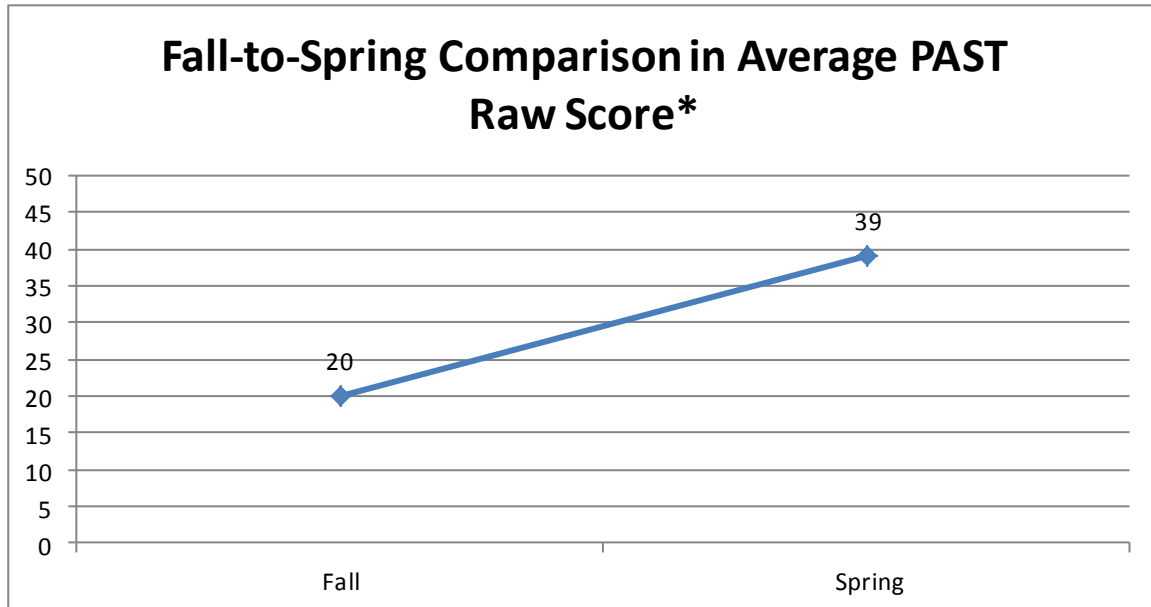
BSD Kindergarten students are screened during the first and last six weeks of school by a team of Speech and Language Pathologists and Speech and Language Educational Assistants using the BSD-developed Phonological Awareness Screening Test (PAST). The screening consists of ten tasks relating to developmentally appropriate phonological awareness skills including rhyming, letter sounds, word counting and syllable counting.

Together with raw scores (out of 50), results are reported on MANE with different raw score ranges used at each of the two screening periods. This performance indicator reporting format is summarized in the following table.

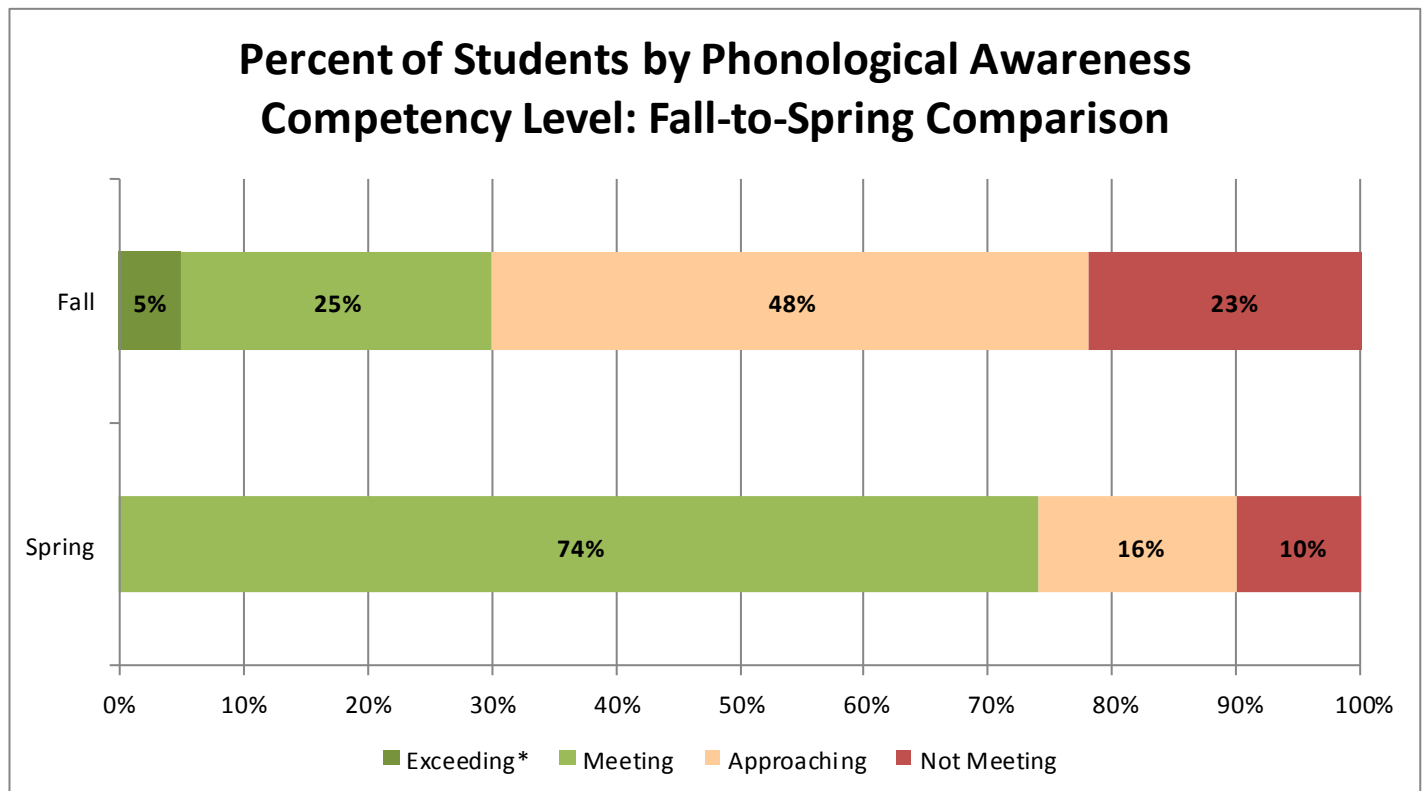
Competency Level	Description	Fall Raw Score Range	Spring Raw Score Range
Exceeding	Beyond developmentally appropriate skill	38 - 50	
Meeting	Developmentally appropriate skill	25 - 37.5	35 - 50
Approaching	Some difficulty with developmentally appropriate skill	12.5 - 24.5	25.5 - 34.5
Not Meeting	Significant difficulty with developmentally appropriate skill	0 - 12	0 - 25

A complete PAST report is available through Research, Assessment, and Evaluation Services.

In September 2013, 612 Kindergarten students were registered in Brandon School Division (BSD). Of those, 556 completed the fall screening. As of the end of June 2014, 625 students were registered, 602 of whom were assessed in the spring of 2013.



Highest possible score: 50



* Performance indicator expectations increase for the spring screening (see table on previous page); therefore the exceeding level is eliminated in the spring screening.

Fall-to-Spring Comparisons of Raw Scores and Percent Meeting Expectations by School

School	Fall n	Spring n	Number of Students Included in Comparison	Fall: Average Raw Score	Spring: Average Raw Score	Average Difference in Raw Score**	Fall: % Meeting or Exceeding	Spring: % Meeting	% Difference Meeting/ Exceeding**
BSD	556	602	523	20.0	39.0	19.7	30%	74%	49%
Alexander School	13	12	12	25.7	43.9	19.1	62%	100%	42%
Betty Gibson School*	25	37	23	18.4	40.5	24.2	20%	76%	61%
Earl Oxford School	26	29	26	17.0	35.7	18.2	12%	52%	39%
École Harrison	41	41	40	28.0	43.1	15.2	61%	93%	33%
George Fitton School*	43	47	39	17.0	39.7	24.4	19%	83%	72%
Green Acres School	15	16	12	20.8	38.3	17.8	40%	75%	33%
J. R. Reid School	29	29	28	24.1	42.2	19.0	48%	83%	36%
King George School*	24	33	21	15.4	34.6	22.8	8%	55%	57%
Kirkcaldy Heights School	29	33	28	22.2	39.5	19.4	41%	73%	39%
Linden Lanes School	38	39	37	22.5	39.6	16.9	37%	77%	41%
Meadows School	46	46	40	17.7	36.1	20.1	22%	59%	45%
École New Era School (ENG)*	28	29	24	15.3	39.3	24.6	11%	76%	71%
École New Era School (FR)	28	31	28	23.6	38.8	15.0	39%	74%	32%
École O'Kelly School (ENG)	20	19	19	17.9	39.2	20.5	25%	74%	47%
École O'Kelly School (FR)	9	9	9	20.8	32.7	11.9	22%	44%	22%
Riverheights School*	34	35	33	21.4	40.6	19.6	32%	80%	52%
Riverview School*	27	32	26	13.9	39.3	27.1	7%	72%	77%
St. Augustine School	19	18	17	23.6	40.8	16.7	47%	83%	35%
Valleyview Centennial School	19	20	18	18.2	33.3	17.1	16%	60%	50%
Waverly Park School	43	47	43	21.1	40.8	19.7	30%	83%	54%

* Denotes schools with full day everyday Kindergarten.

**The difference score includes only those students for whom a comparison could be made (i.e., they were assessed in fall AND spring at the same school).

Summary of Phonological Awareness Screening Results

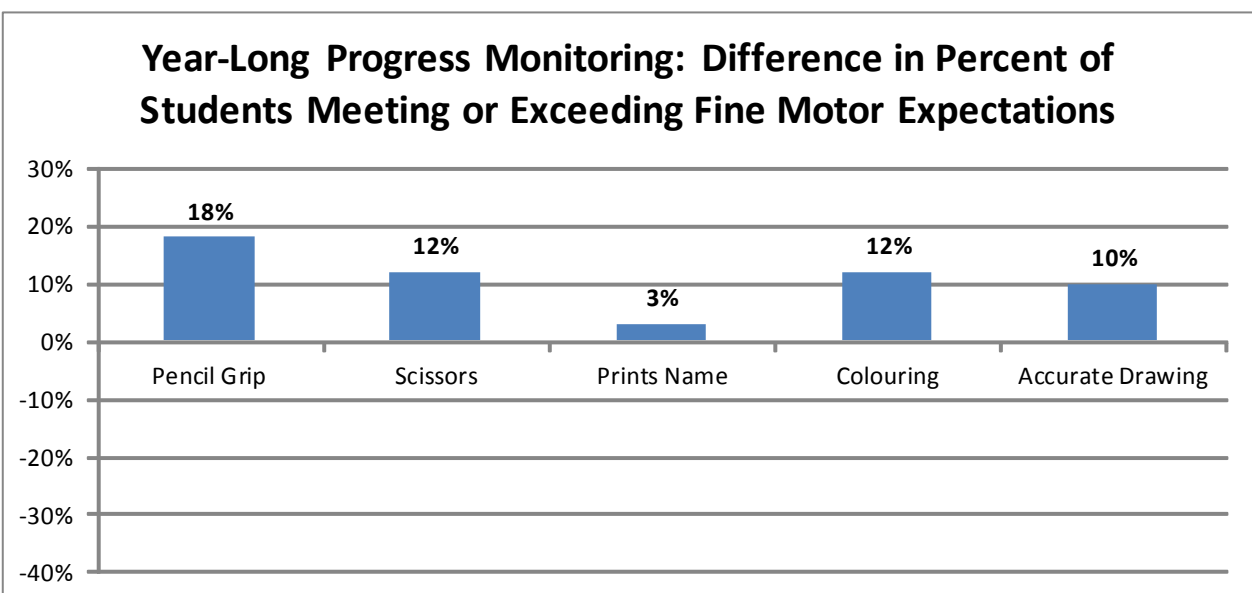
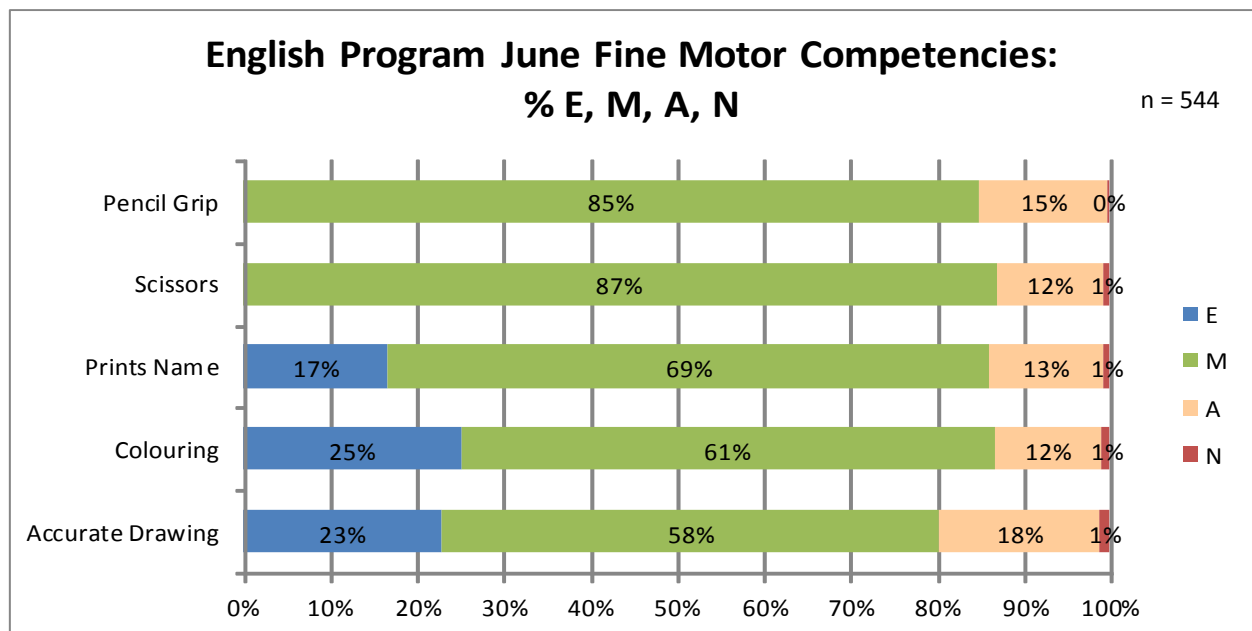
In general, significant improvements were seen over the year in Kindergarten students' phonological awareness. This improvement is evident in the increase of average raw score (from 20 to 39 out of a possible 50 points), and these scores are virtually identical to those collected in the last two years. Improvement is also shown in the increased percentage of students meeting developmentally appropriate phonological awareness skills in the spring (74%) compared with the fall (30%). Furthermore, while 23% of students entering Kindergarten were 'not meeting,' this was true of only 10% of students at the end of the year. These changes are especially noteworthy considering that the performance indicator expectations *increase* for the end-of-year screening. Despite the improvement, it should be noted that 10% of students entering Grade 1 will require additional supports in order to be successful, especially in reading.

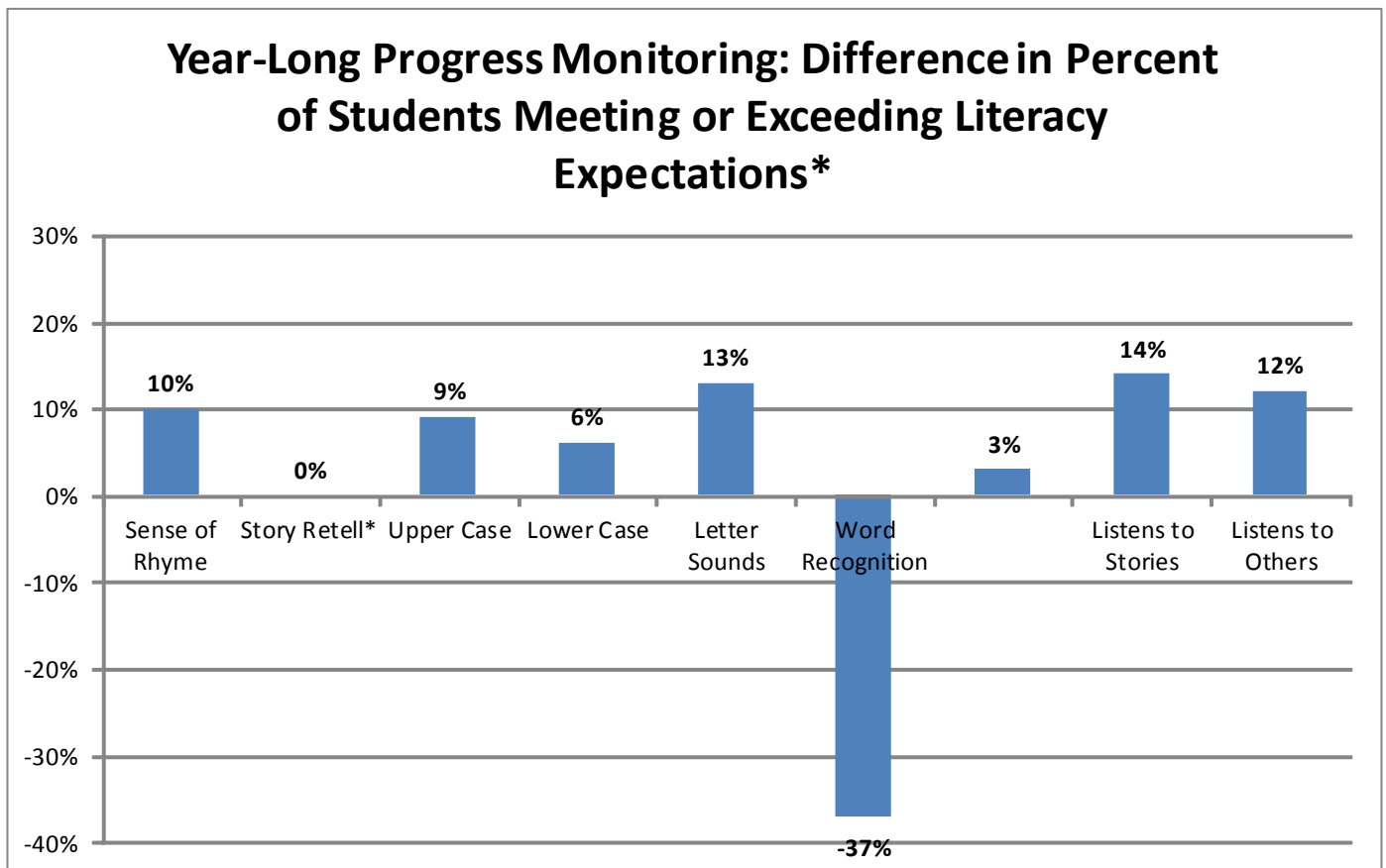
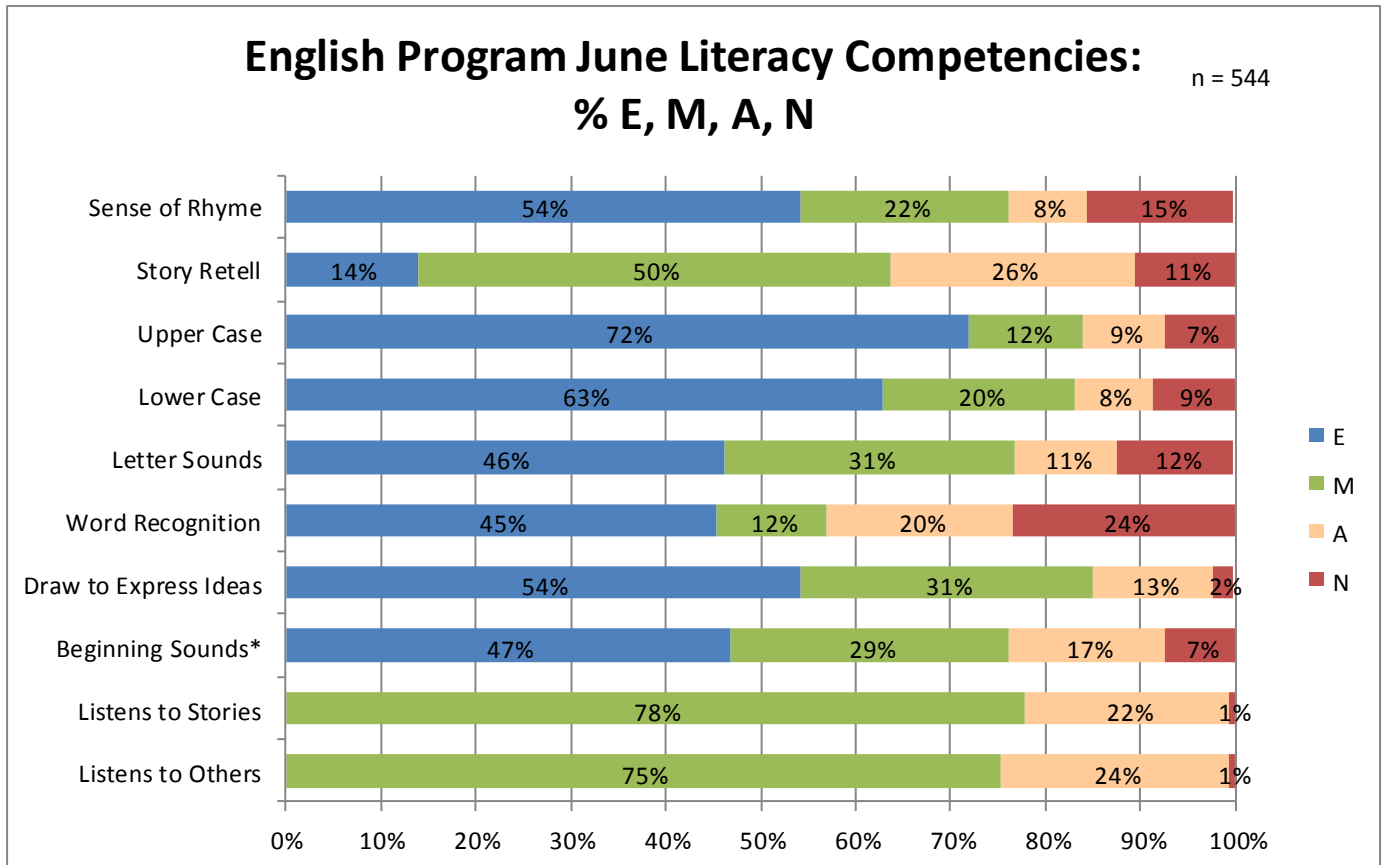
In examining only those students who were screened in both the fall and spring, each school site saw an increase in their students' average scores, with seven schools seeing an increase in more than 20 raw score points. Furthermore, eight schools saw an increase in the percentage of students meeting expectations of at least 50%; three of which experienced an increase of more than 70% of students. At a few schools, however, lower rates of growth are evident *despite* low scores in the fall.

Brandon School Division Kindergarten Continuum Results

The Best Practices Kindergarten Continuum was developed by a team of Brandon School Division teachers and administrators. For the second consecutive year, this continuum was utilized by all Kindergarten teachers in the reporting of student achievement in November, March and June reports. The Kindergarten Continuum assesses the extent to which each student is achieving expectations in literacy, numeracy, and fine motor skills. Expected skills increase in each subsequent reporting period. Thus, a child is meeting the counting expectations in November if she can count to 10 starting from 1. However, in order to be meeting expectations in March, that same child must demonstrate the ability to count to 10 starting from any number; and in June must count to 30 starting from any number.

After piloting a French Immersion version of the Kindergarten Continuum, the French Continuum was utilized for the first time in this, the 2013-14 school year. Importantly, the competencies assessed in the English program and French Immersion program are identical (with the addition of an oral comprehension component on the French Continuum); however, French Immersion students are acquiring language alongside the literacy and numeracy skills. For instance, while all English and French program students are asked to recognize eight shapes, French students are asked to perform this skill in French. Thus, most of the skills assessed within a French Immersion setting are embedded with second-language (and something third-language) oral comprehension and production skills. For this reason, results for French Immersion students are reported separately.

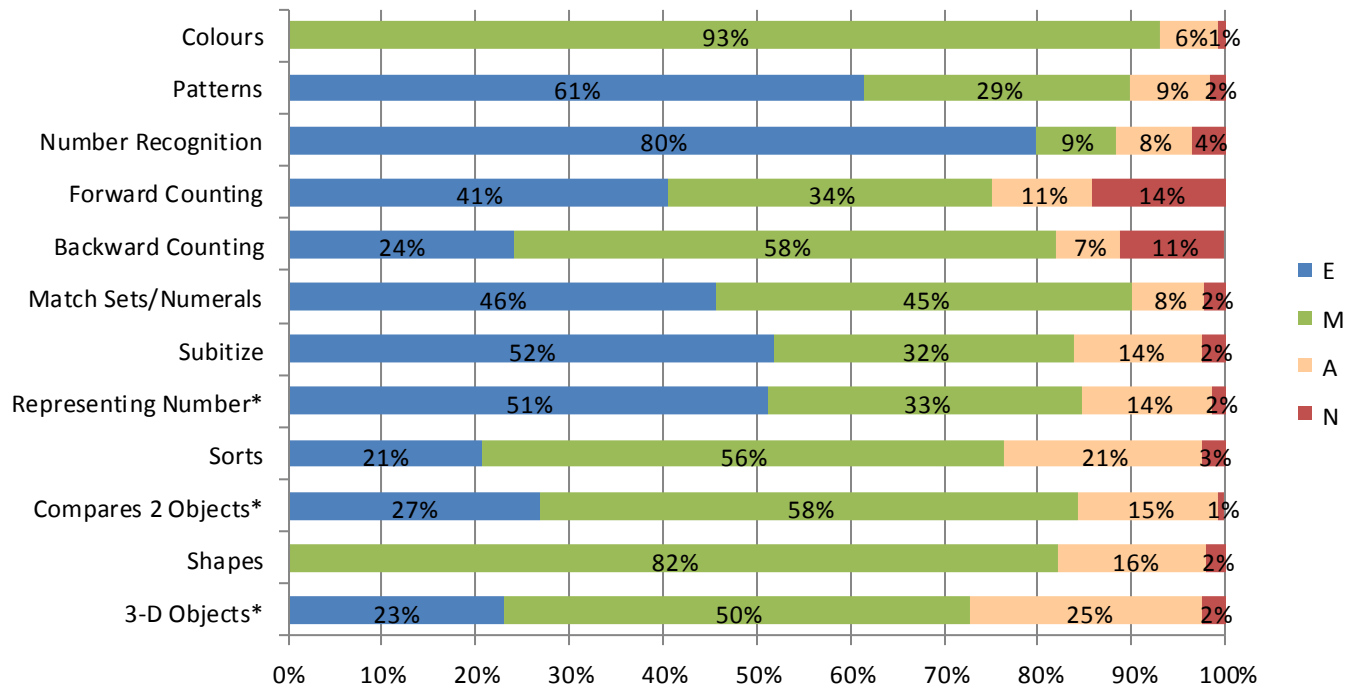




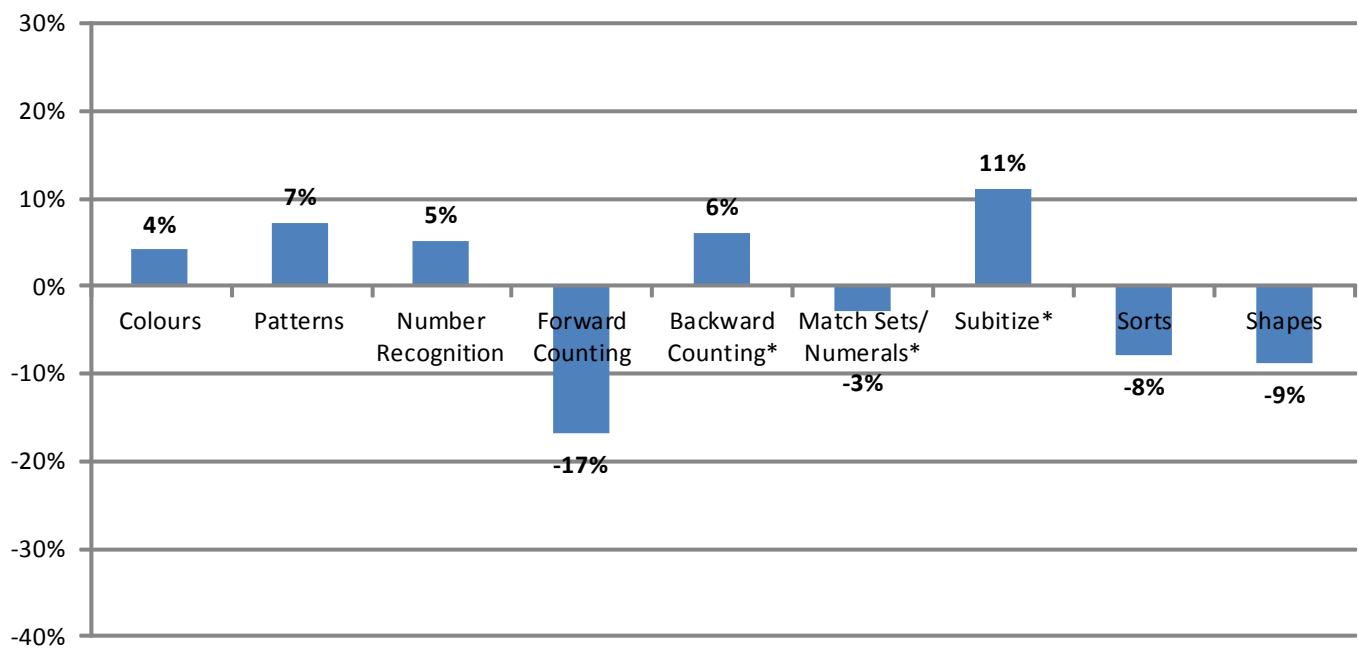
* Indicates competencies not assessed in November, therefore progress is from March to June.

English Program June Numeracy Competencies: % E, M, A, N

n = 544

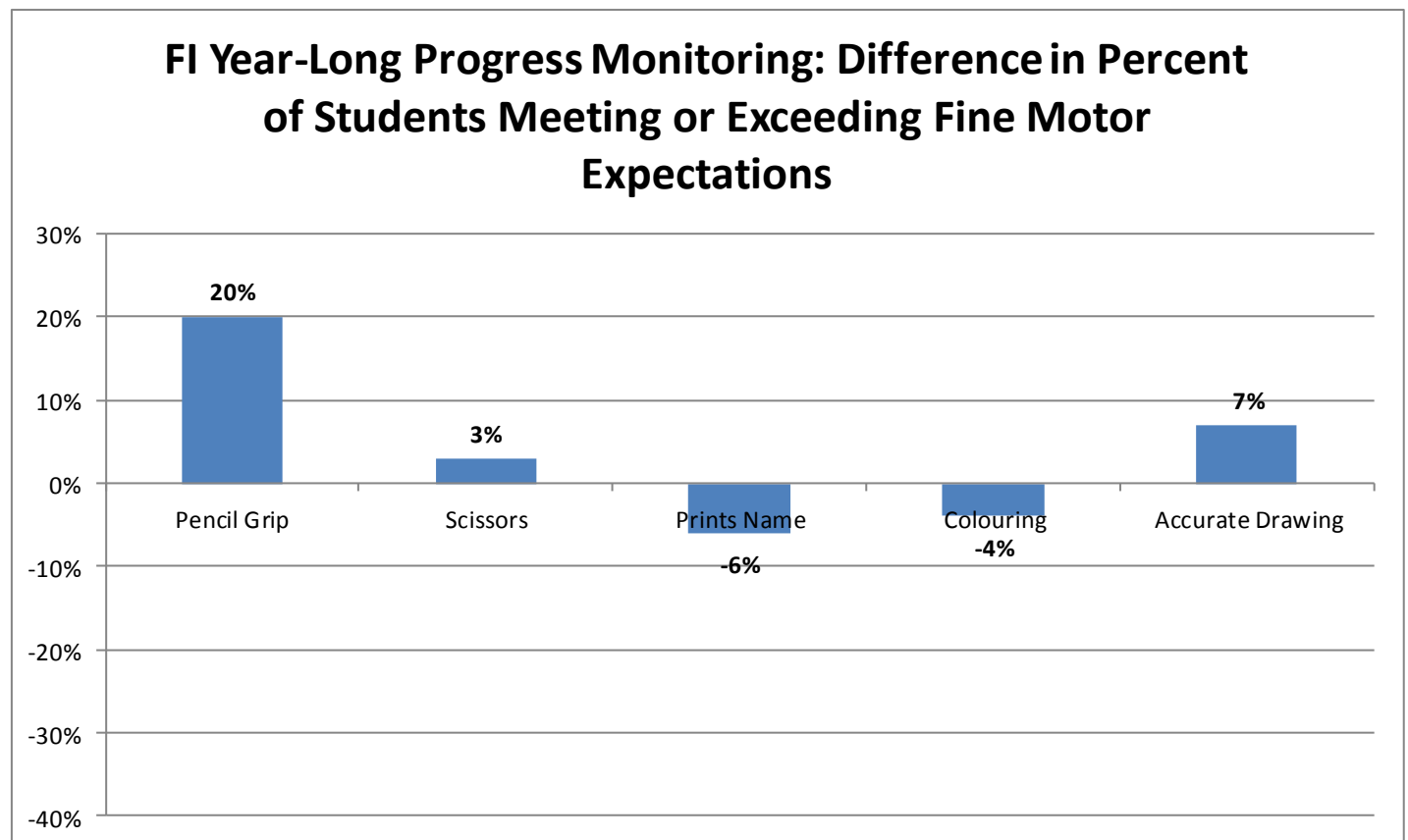
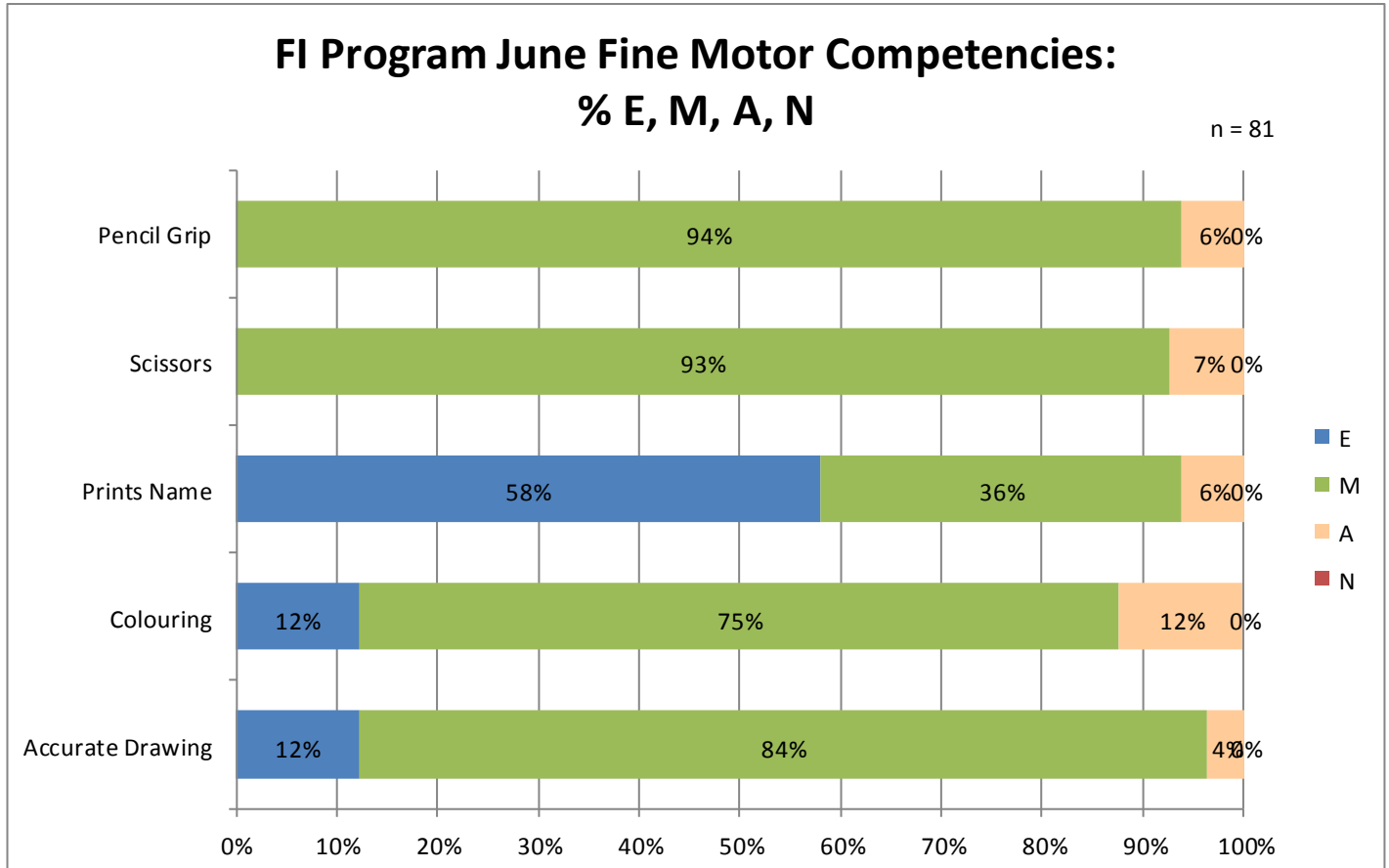


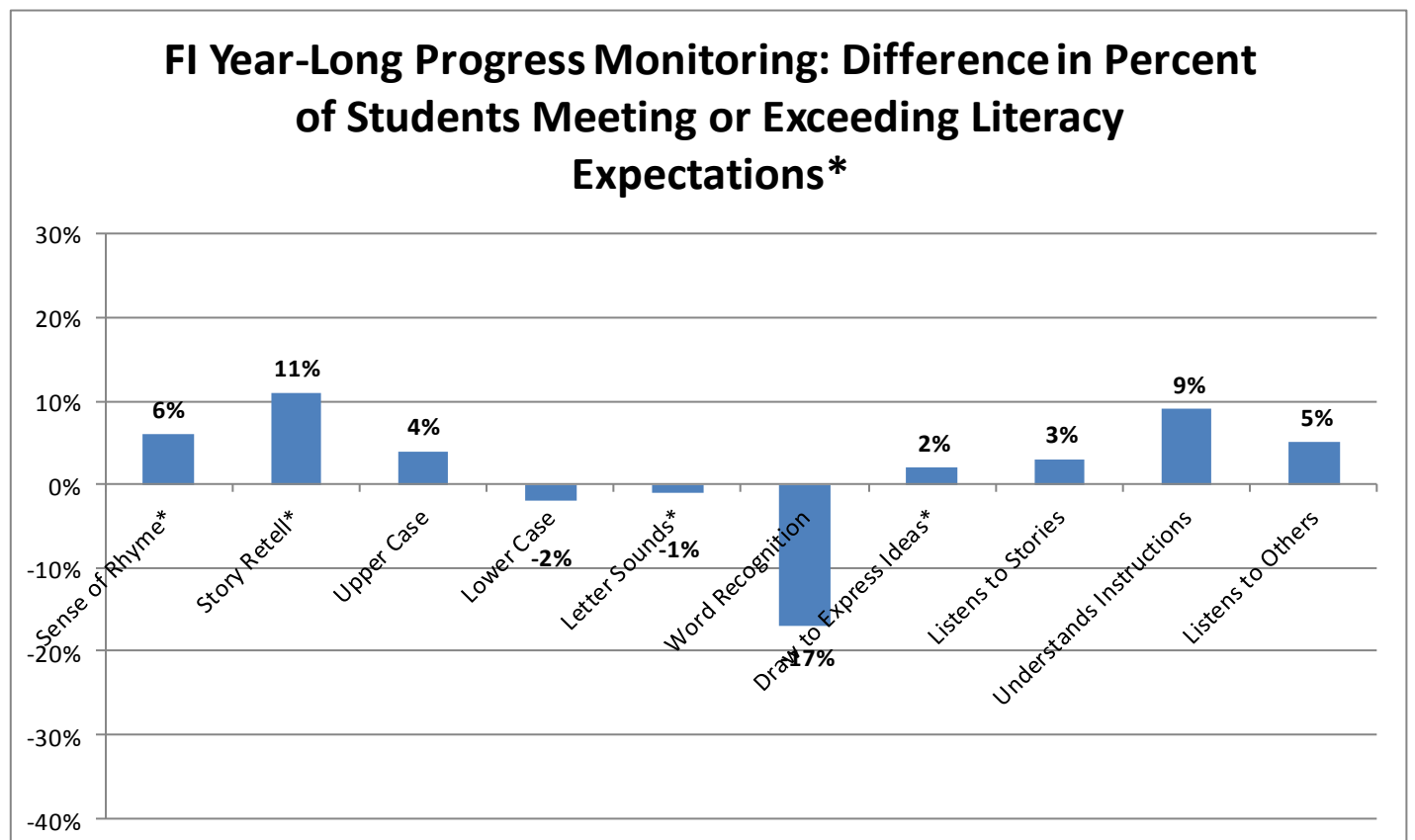
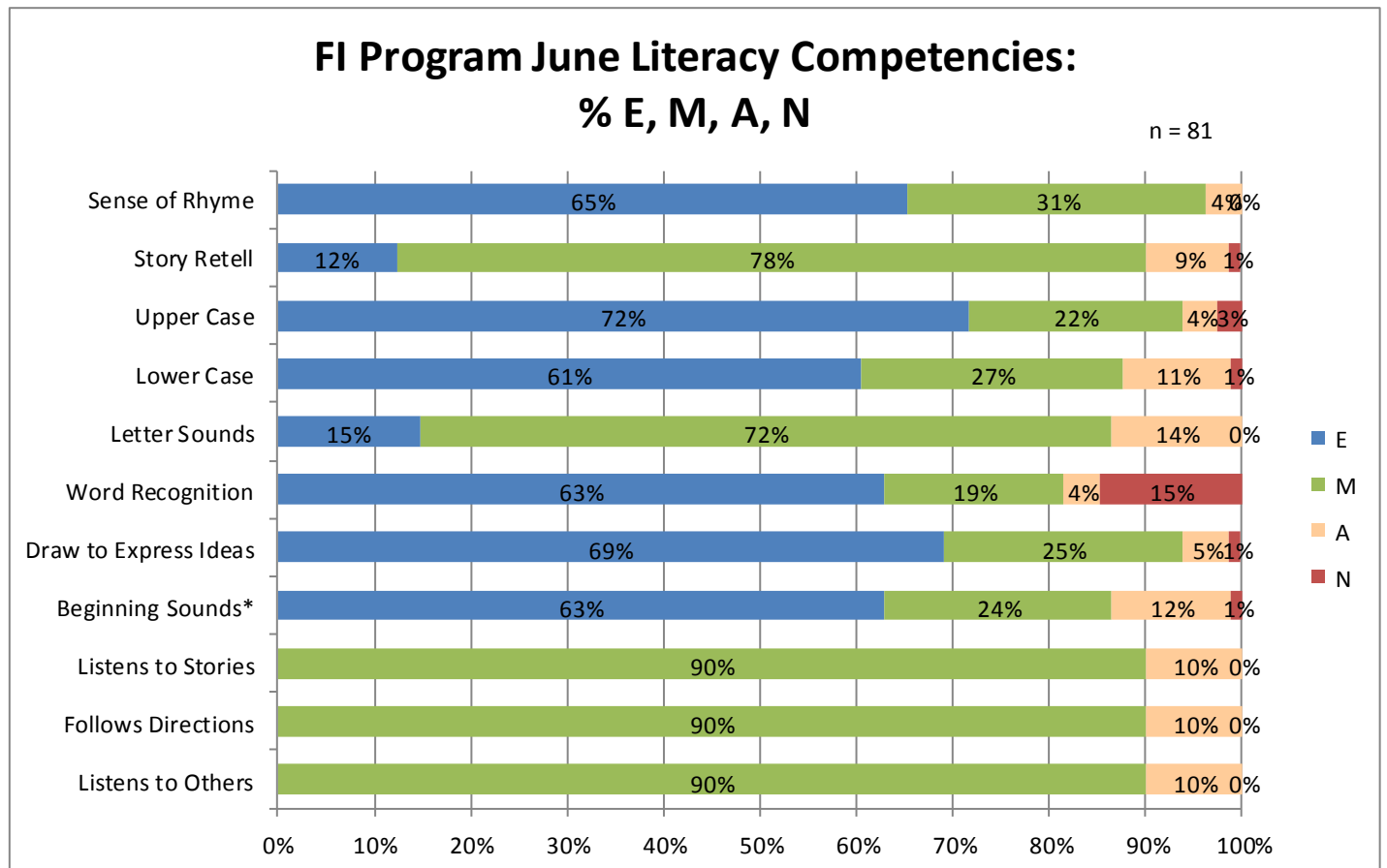
Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Numeracy Expectations*



* Indicates competencies not assessed in November, therefore progress is from March to June.

The following six graphs depict the results of the Kindergarten Continuum for all French Immersion students.

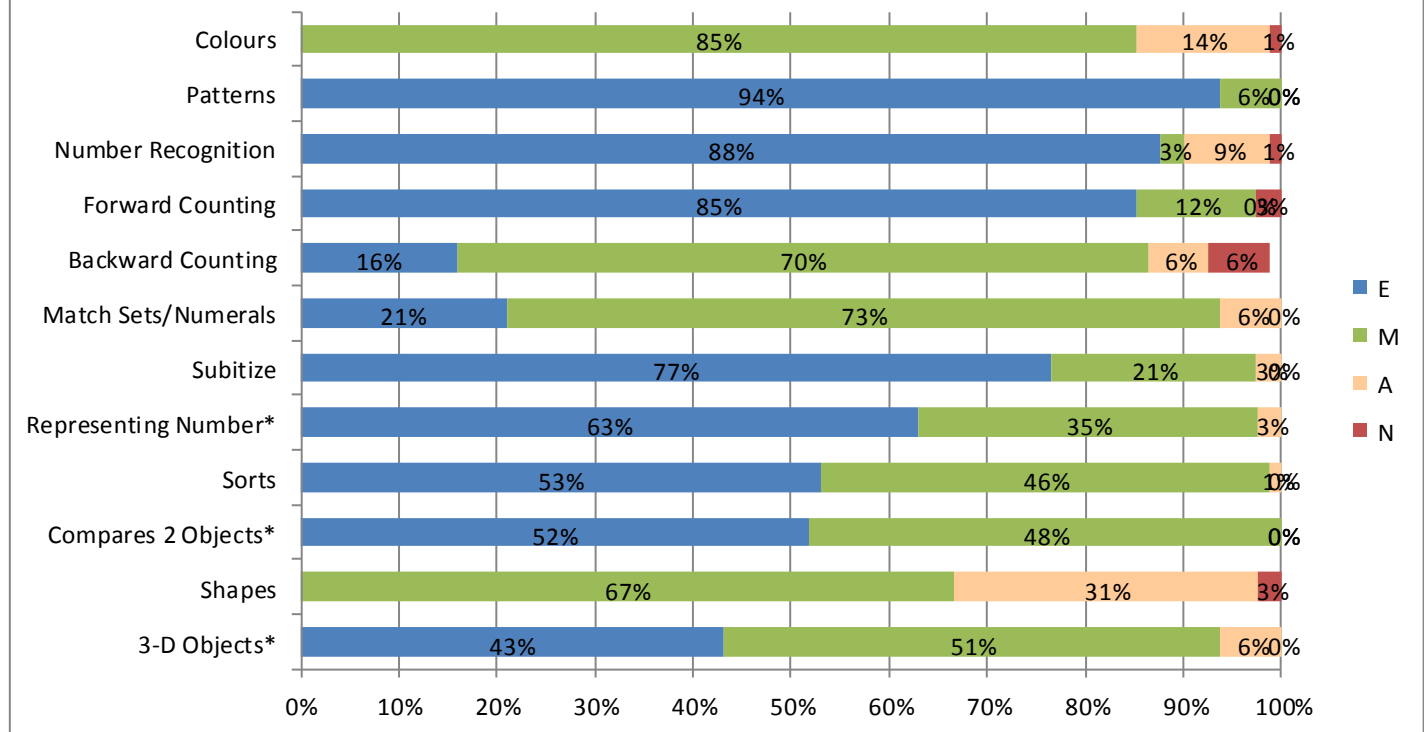




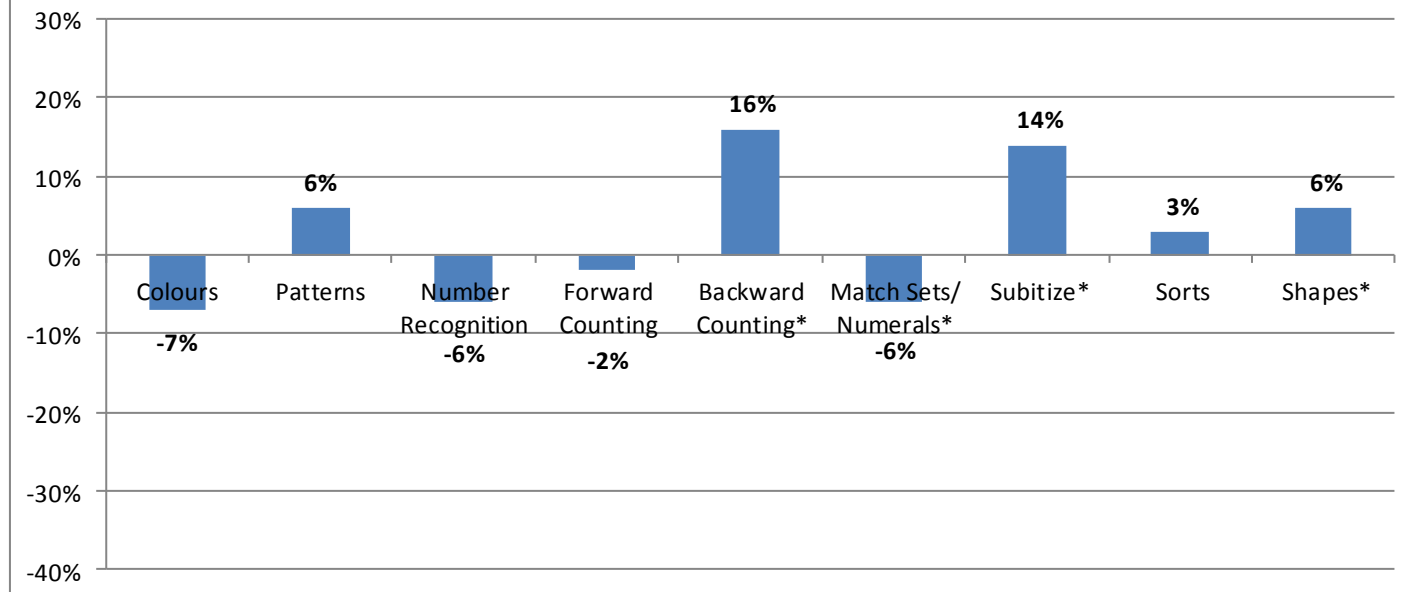
* Indicates competencies not assessed in November, therefore progress is from March to June.

FI Program June Numeracy Competencies: % E, M, A, N

n = 81



FI Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Numeracy Expectations*



* Indicates competencies not assessed in November, therefore progress is from March to June.

Kindergarten Literacy and Fine Motor Competencies: Percent Meeting or Exceeding by English Program School*

		Literacy										Fine Motor										
		Reading					Writing			Listening		Fine Motor										
School*	n	Sense of Rhyme		Story Retell	Upper Case	Lower Case	Letter Sounds		Word Recognition	Draw to Express Ideas		Beginning Sounds		Listens to Stories		Listens to Others		Pencil Grip	Scissors	Prints Name	Colouring	Accurate Drawing
		Rhyme	Story Retell	Upper Case	Lower Case	Letter Sounds	Word Recognition	Draw to Express Ideas	Beginning Sounds	Listens to Stories	Listens to Others											
BSD	544	76%	64%	84%	83%	77%	57%	85%	76%	78%	75%							85%	87%	86%	87%	80%
Alexander School	12	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%							100%	92%	100%	92%	100%
Betty Gibson School	37	68%	38%	92%	95%	92%	68%	97%	97%	81%	73%							84%	81%	97%	92%	87%
Earl Oxford School	29	83%	52%	59%	62%	52%	28%	62%	55%	83%	86%							90%	83%	62%	90%	86%
George Fliton School	49	86%	65%	78%	80%	78%	55%	84%	74%	80%	80%							59%	78%	94%	98%	92%
Green Acres School	18	72%	83%	78%	78%	61%	33%	89%	78%	100%	100%							83%	94%	89%	100%	100%
J. R. Reid School	29	90%	83%	100%	97%	93%	72%	97%	97%	86%	86%							90%	100%	76%	100%	90%
King George School	35	63%	51%	71%	69%	60%	54%	80%	51%	60%	60%							77%	60%	91%	49%	43%
Kirkcaldy Heights School	34	77%	65%	77%	77%	62%	44%	77%	79%	91%	91%							97%	100%	85%	100%	97%
Linden Lanes School	40	68%	81%	90%	83%	85%	45%	83%	65%	40%	38%							98%	83%	55%	73%	63%
Meadows School	52	67%	48%	79%	83%	64%	56%	62%	67%	79%	79%							94%	94%	87%	83%	79%
New Era School (ENG)	33	85%	73%	91%	88%	91%	82%	100%	94%	76%	73%							79%	88%	85%	100%	76%
O'Kelly School (ENG)	20	55%	10%	95%	95%	75%	55%	100%	80%	65%	65%							75%	90%	100%	85%	75%
Riverheights School	36	94%	86%	89%	89%	83%	50%	89%	75%	75%	69%							92%	89%	94%	81%	83%
Riverview School	33	70%	58%	82%	73%	97%	46%	94%	88%	82%	79%							94%	94%	100%	79%	79%
St. Augustine School	20	95%	85%	95%	95%	95%	80%	100%	95%	90%	90%							95%	95%	100%	100%	95%
Valleyview School	20	65%	65%	65%	60%	40%	65%	60%	50%	75%	65%							95%	100%	95%	90%	65%
Waverly Park School	47	72%	66%	96%	96%	81%	64%	94%	72%	87%	77%							68%	81%	77%	83%	79%

*Percentages in red are lower than 80%; bolded red are lower than 50%.

Kindergarten Numeracy Competencies: Percent Meeting or Exceeding by English Program School*

		Numeracy											
School*	n	Patterns & Relations			Number Concepts						Shape & Space		
		Colours	Patterns	Number Recognition	Forward Counting	Backward Counting	Match Sets/ Numerals	Subitize	Representing Number	Sorts	Compares 2 Objects	Shapes	3-D Objects
BSD	544	93%	90%	88%	75%	82%	90%	84%	85%	76%	84%	82%	73%
Alexander School	12	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Betty Gibson School	37	95%	97%	87%	78%	81%	92%	84%	89%	70%	84%	89%	73%
Earl Oxford School	29	97%	83%	83%	76%	86%	83%	69%	76%	79%	90%	90%	72%
George Fitton School	49	92%	94%	84%	69%	76%	86%	84%	82%	80%	90%	71%	71%
Green Acres School	18	100%	89%	83%	67%	67%	94%	89%	94%	89%	56%	83%	72%
J. R. Reid School	29	97%	100%	100%	100%	100%	97%	97%	100%	100%	100%	97%	100%
King George School	35	77%	77%	83%	51%	63%	86%	83%	77%	80%	77%	60%	57%
Kirkcaldy Heights School	34	100%	91%	91%	68%	71%	85%	85%	82%	62%	74%	85%	71%
Linden Lanes School	40	100%	88%	90%	83%	93%	85%	85%	88%	85%	85%	93%	28%
Meadows School	52	85%	87%	89%	73%	75%	94%	83%	71%	64%	90%	73%	83%
New Era School (ENG)	33	88%	94%	94%	82%	88%	94%	82%	100%	79%	100%	82%	79%
O'Kelly School (ENG)	20	95%	90%	90%	60%	90%	95%	95%	45%	60%	50%	70%	35%
Riverheights School	36	100%	94%	92%	83%	92%	89%	89%	97%	83%	86%	94%	92%
Riverview School	33	91%	97%	79%	79%	91%	97%	73%	85%	52%	76%	82%	73%
St. Augustine School	20	100%	100%	100%	100%	100%	100%	95%	100%	100%	100%	100%	100%
Valleyview School	20	90%	75%	70%	55%	55%	70%	70%	65%	90%	70%	75%	65%
Waverly Park School	47	92%	81%	92%	68%	81%	92%	81%	89%	66%	87%	77%	81%

*Percentages in red are lower than 80%; bolded red are lower than 50%.

Kindergarten Competencies: Percent Meeting or Exceeding by French Immersion School*

		Numeracy											
		Patterns & Relations		Number Concepts						Shape & Space			
School	n	Colours	Patterns	Number Recognition	Forward Counting	Backward Counting	Match Sets/ Numerals	Subitize	Representing Number	Sorts	Compares 2 Objects	Shapes	3-D Objects
All Eng	544	93%	90%	88%	75%	82%	90%	84%	85%	76%	84%	82%	73%
All FI	81	85%	100%	90%	98%	86%	94%	98%	98%	99%	100%	67%	94%
Harrison	42	88%	100%	83%	95%	91%	88%	98%	98%	100%	100%	76%	98%
New Era	30	90%	100%	100%	100%	87%	100%	97%	100%	100%	100%	63%	100%
O'Kelly	9	56%	100%	89%	100%	67%	100%	100%	89%	89%	100%	33%	56%

Literacy																	Fine Motor							
Reading																	Listening				Fine Motor			
School	n	Sense of Rhyme				Letter Sounds		Word Recognition	Draw to Express Ideas		Beginning Sounds	Listens to Stories		Under-stands Instructions	Listens to Others		Pencil Grip	Scissors	Prints Name	Colouring	Accurate Drawing			
		Story Retell	Upper Case	Lower Case																				
All Eng	544	76%	64%	84%	83%	77%	57%	76%	85%	76%	78%	N/A	75%	85%	87%	86%	87%	80%						
All FI	81	96%	90%	94%	88%	86%	82%	87%	94%	87%	90%	90%	90%	94%	93%	94%	88%	96%						
Harrison	42	98%	95%	98%	95%	100%	69%	100%	100%	98%	83%	86%	83%	86%	86%	100%	79%	93%						
New Era	30	93%	97%	90%	83%	70%	93%	83%	83%	83%	100%	100%	100%	97%	100%	83%	100%	100%						
O'Kelly	9	100%	44%	89%	67%	78%	100%	100%	100%	44%	89%	78%	89%	100%	100%	100%	89%	100%						

*Percentages in red are lower than 80%; bolded red are lower than 50%.

Summary of Kindergarten Continuum Results

Fine Motor

In each of the 5 fine motor competencies, 80% of students or more are meeting or exceeding expectations. Furthermore, only 1% of students are 'not meeting' each of the fine motor competencies.

Literacy

More than 80% of students are meeting or exceeding expectations in identifying upper- and lowercase letters, and in using drawing to express their ideas. Consistent with last year's results, there is greater discrepancy of performance level attainment on literacy competencies compared with numeracy. In particular, English Program students continue to find word recognition and story retell particularly challenging. It is noteworthy, however, that 64% of English Program students are 'meeting' or 'exceeding' story retell expectations this year, while only 53% were meeting these same expectations last year.

Numeracy

In 9 of the 12 math competencies assessed in June, at least 80% of students are 'meeting' or 'exceeding' expectations. Students continue to find forward counting, sorting, and identifying 3-D objects relatively more challenging than the other numeracy skills.

Year-Long Progress Monitoring in all Domains

For the majority of competencies assessed at multiple points throughout the year, there is a greater percentage of students 'meeting' or 'exceeding' expectations in June compared with earlier in the year. *All of the percentage gains are indicative of strong growth considering that, for most of the competencies assessed, the expectations have increased in complexity for obtaining each of the MANE indicators.*

There are five competencies for which there was a decline in the percentage of students 'meeting' or 'exceeding' expectations. These were forward counting, matching sets to numerals, sorting, identifying shapes, and recognizing words. These declines signal competencies in which students struggle with the increased level of expectation in June compared with November or March. For instance, in the area of word recognition which saw a 37% decline over the year, students meet November expectations if they are able to recognize their own name, whereas in June they must recognize 10 sight words.

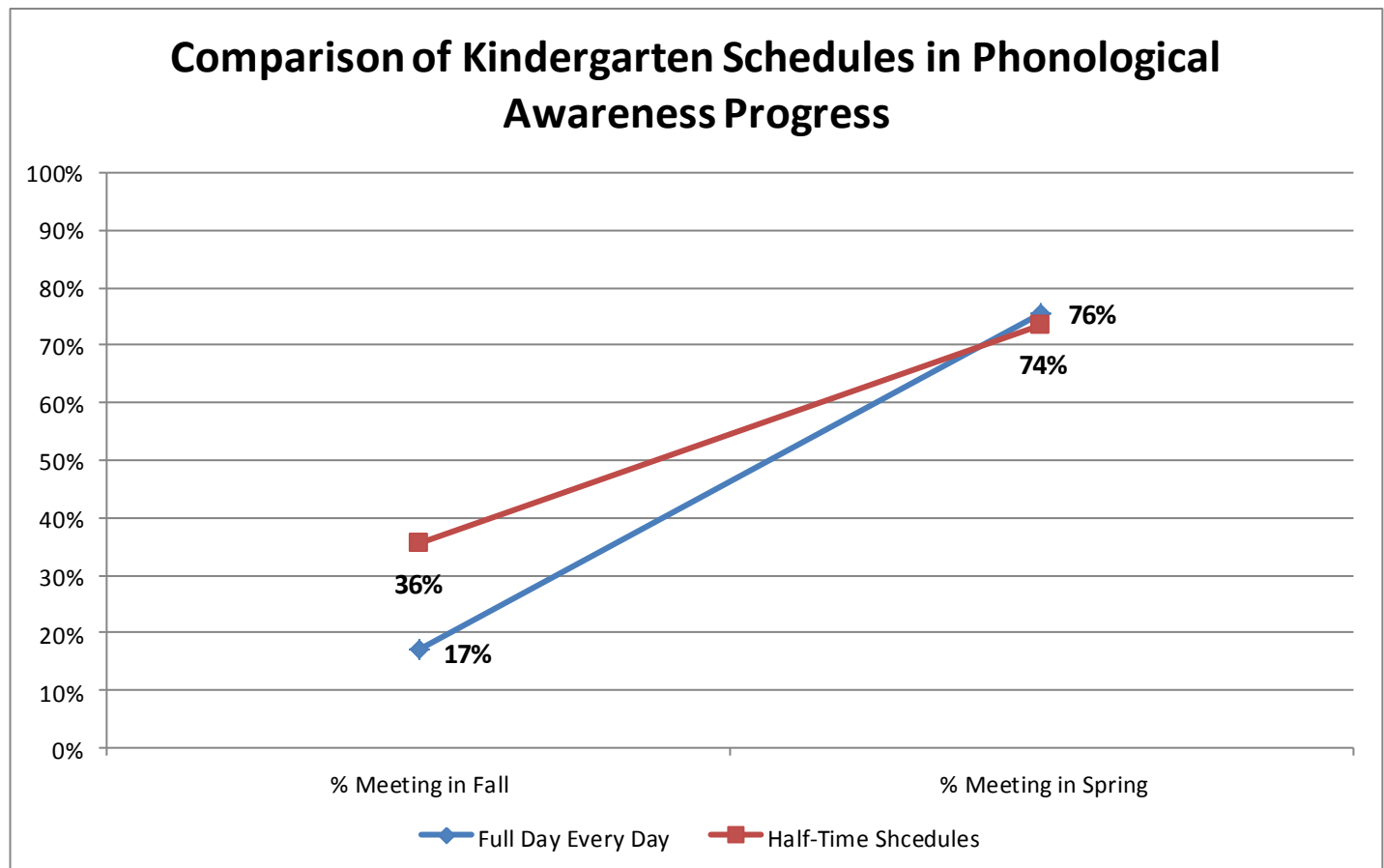
French Immersion Students

At least 80% of French Immersion students are meeting or exceeding expectations in all but shape identification. Also, although 82% of French Immersion students were 'meeting' or 'exceeding' in word recognition, a full 15% were 'not meeting' this skill, a relatively greater percentage than in all other skills assessed.

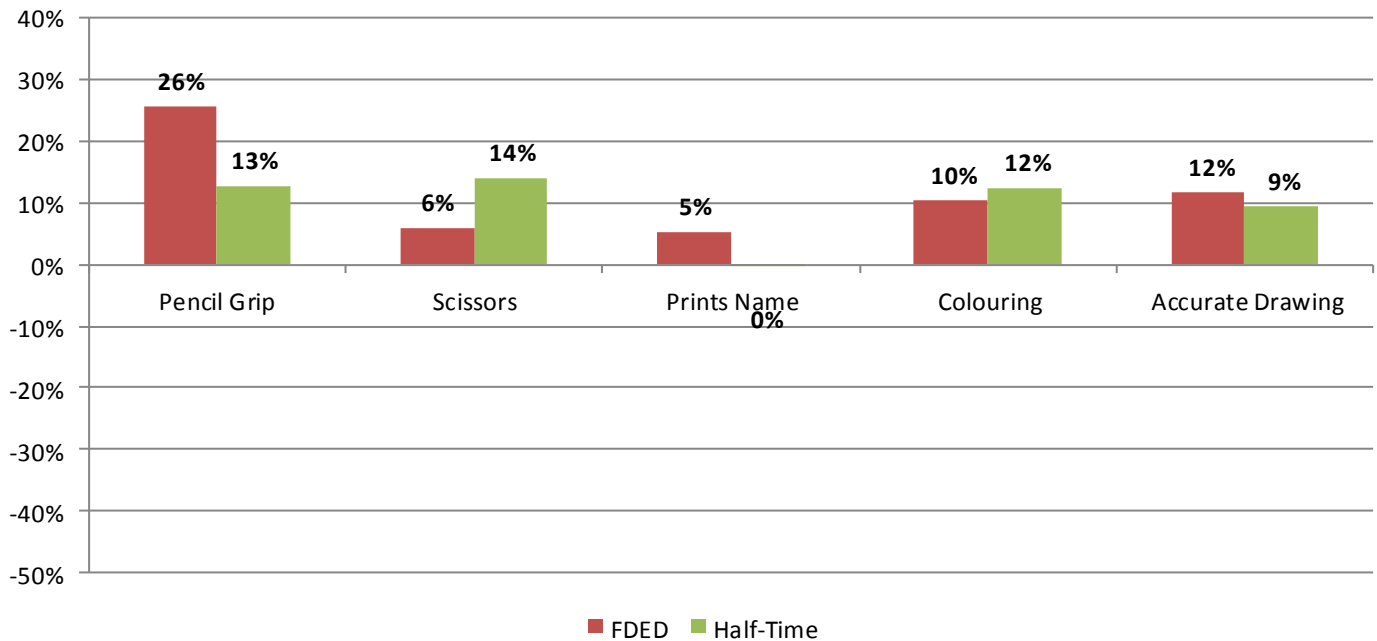
The Effect of Full Day Every Day Kindergarten on Student Achievement

In the 2013/14 school year, six schools offered full day every day (FDED) Kindergarten programs (with one of those schools offering it in one of its two classrooms). At the remaining twelve elementary schools, half-time Kindergarten was offered (either every morning, every afternoon, or full day every other day). In June 2014, 211 Kindergarten students were involved in full-time programs, while 333 students attended half-time Kindergarten.

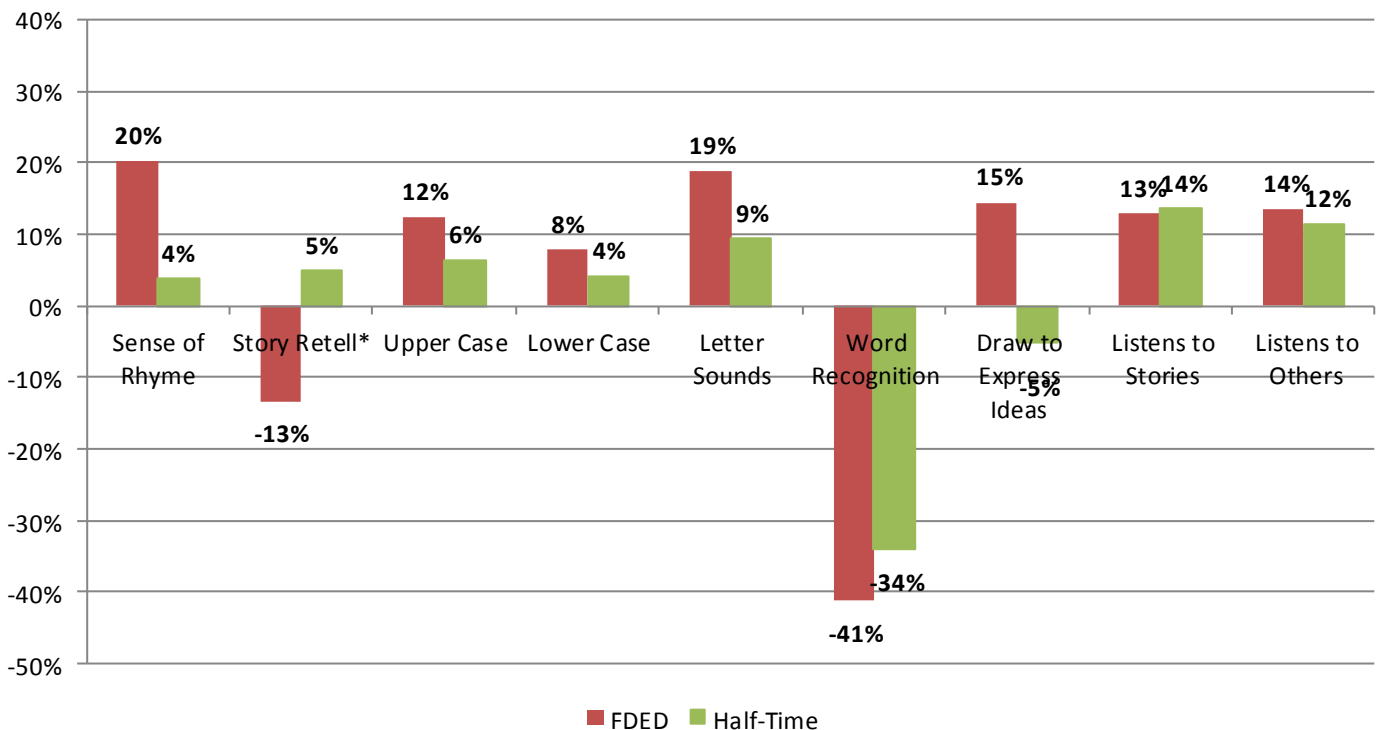
In tracking the effect of FDED Kindergarten on student achievement, comparative analyses were conducted on FDED and half-time students' PAST scores and Kindergarten Continuum scores. Specifically, tracking was done on the *relative progress* made in each of these student groups.



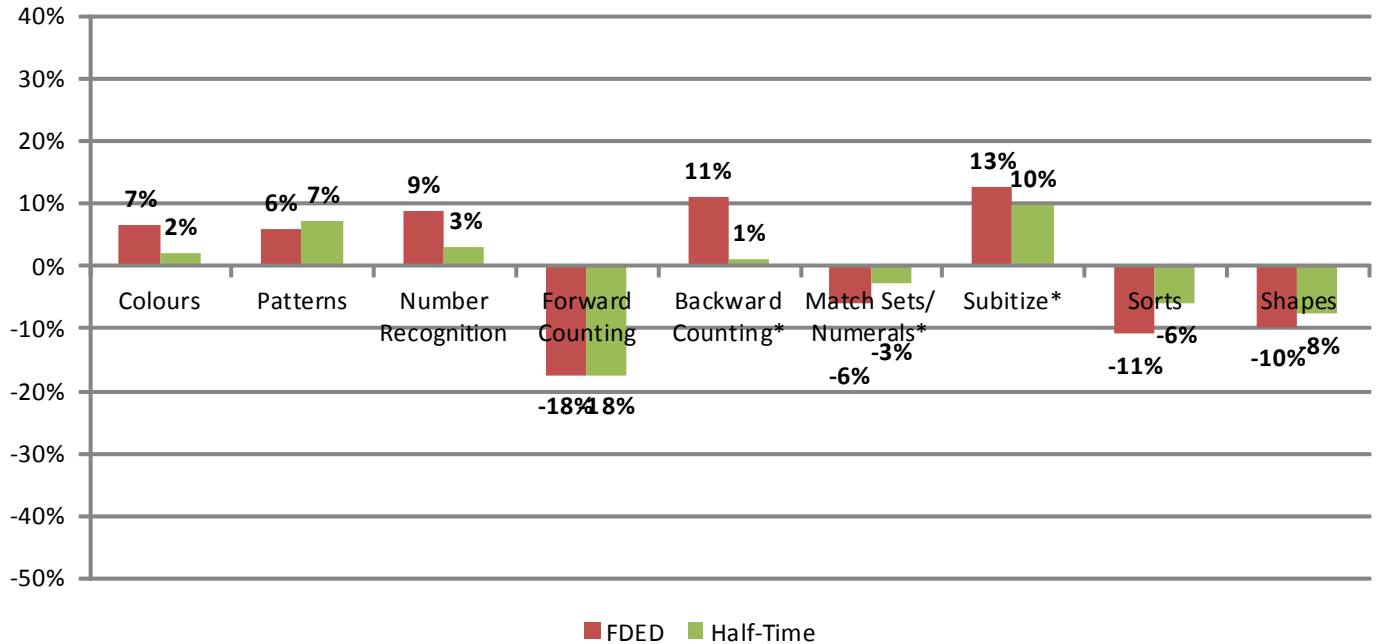
November to June Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations: Comparing Full to Half-Time Kindergarten



November to June Difference in Percent of Students Meeting or Exceeding Literacy Expectations: Comparing Full to Half-Time Kindergarten



November to June Difference in Percent of Students Meeting or Exceeding Numeracy Expectations: Comparing Full to Half-Time Kindergarten



Summary of the Effects of Full Day Every Day Kindergarten

Despite starting the year with a smaller percentage of students meeting expectations compared with students on half-time schedules, a greater percentage of FDED Kindergarten students ended the year meeting phonological awareness expectations. Also, as seen in the table on page 18, each of the FDED schools saw the greatest increase in the percentage of students meeting developmentally appropriate phonological awareness skills. These statistics suggest that FDED Kindergarten experience is one factor that has contributed to closing the gap in phonological awareness of BSD students.

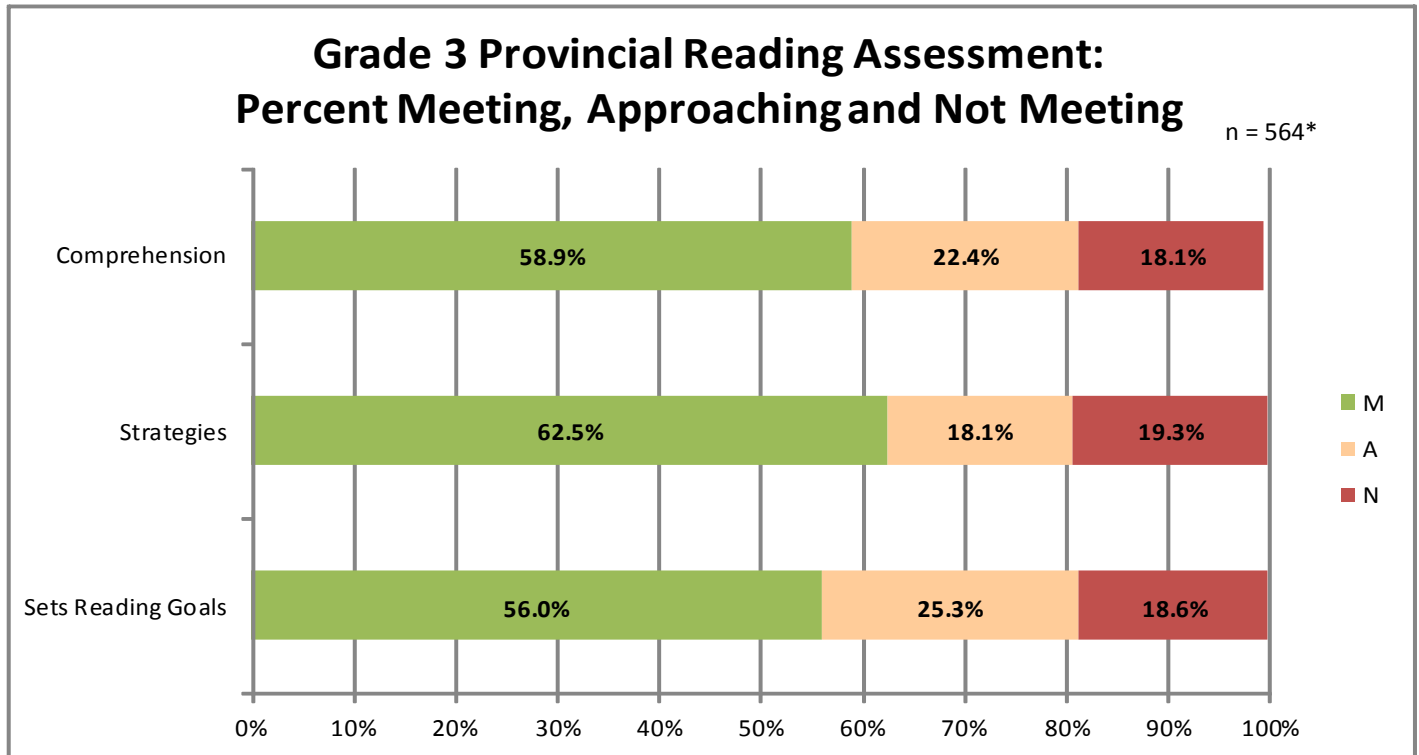
When considering the difference in percentages from November to June of students meeting or exceeding expectations in all Kindergarten outcomes, there is a tendency towards FDED students making greater gains, or showing less loss. This trend is especially true in literacy. For instance, although 4% more half-time students were meeting expectations in rhyming in June compared with November, this was true of 20% of the FDED students.

SECTION B

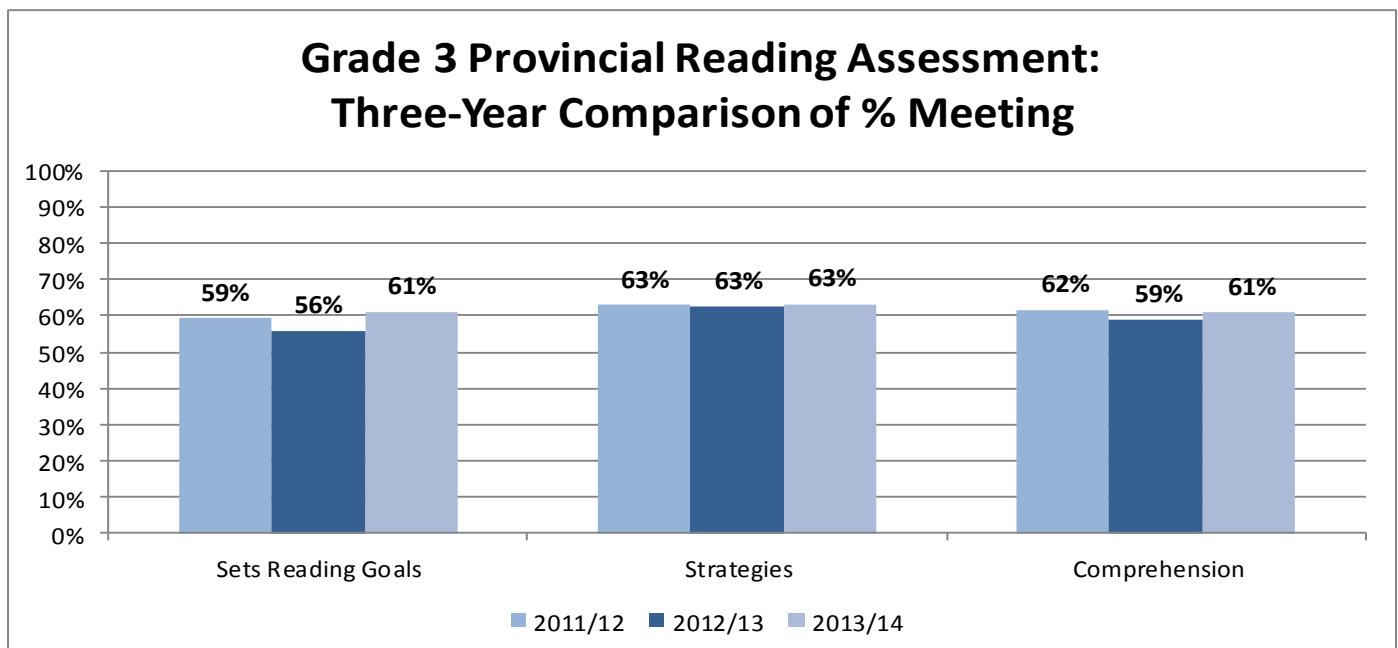
Divisional and Provincial Assessment Results

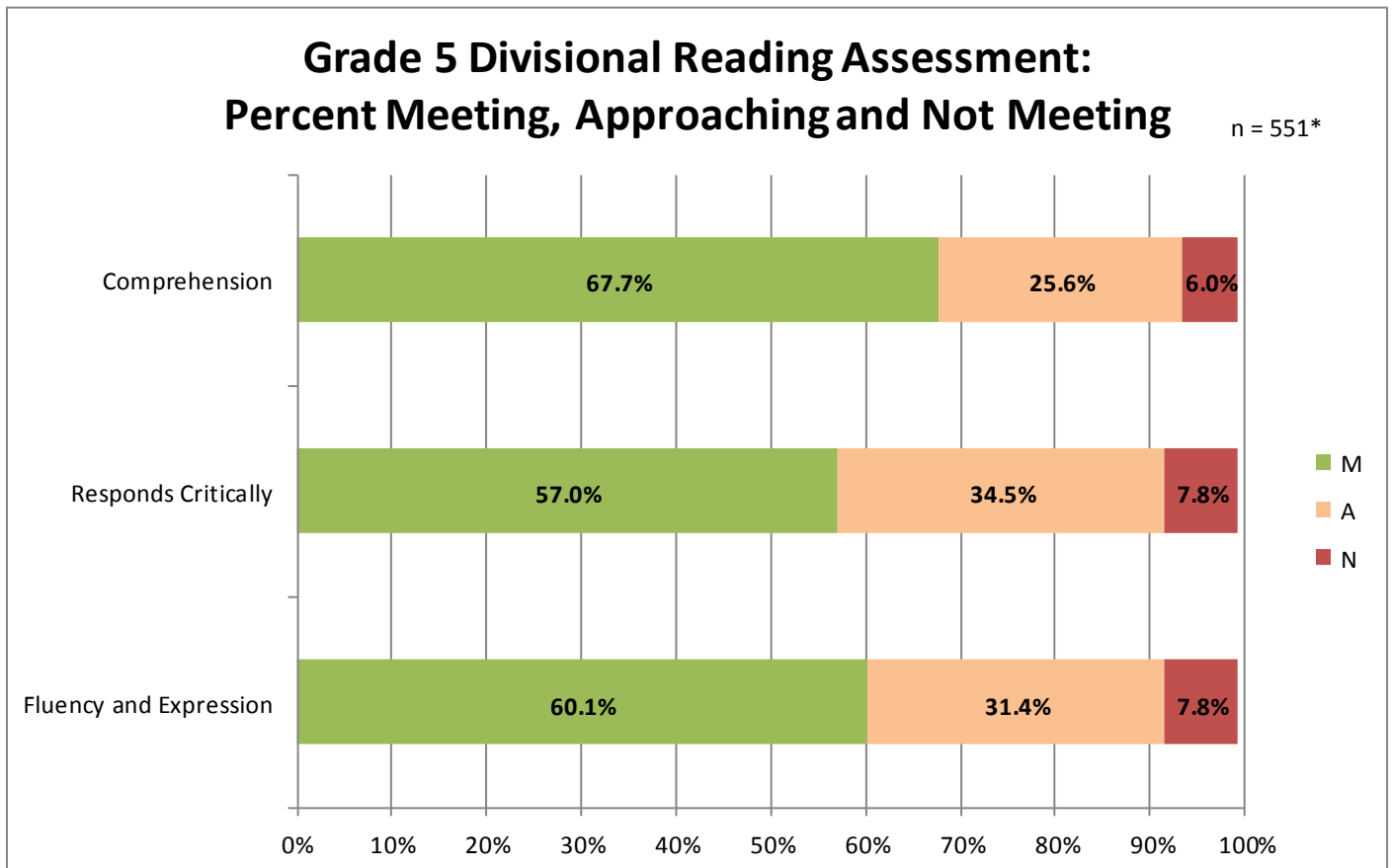
Division-Wide Formative Assessment Results: Reading

The following graphs show the results of BSD students on all formative assessments in reading. Grade 3 and Grade 8 are Provincial assessments, while Grade 5, 7, and 9 are Divisional assessments. In each graph, percentages are based on the total number of students who completed any part of the assessment. Therefore, stacked bars do not always add up to 100%. The remaining (empty) portion of the bar represents the proportion of students for whom data is not available. In addition, a certain number of students was exempt from each assessment. This number (indicated below the graph) includes low-stage EAL students, and some students with significant special needs. *It is important to consider these assessment results in light of the fact that higher need (or greater percentages of 'not meeting')* would almost certainly be present should this group of students be included in the population who were assessed.

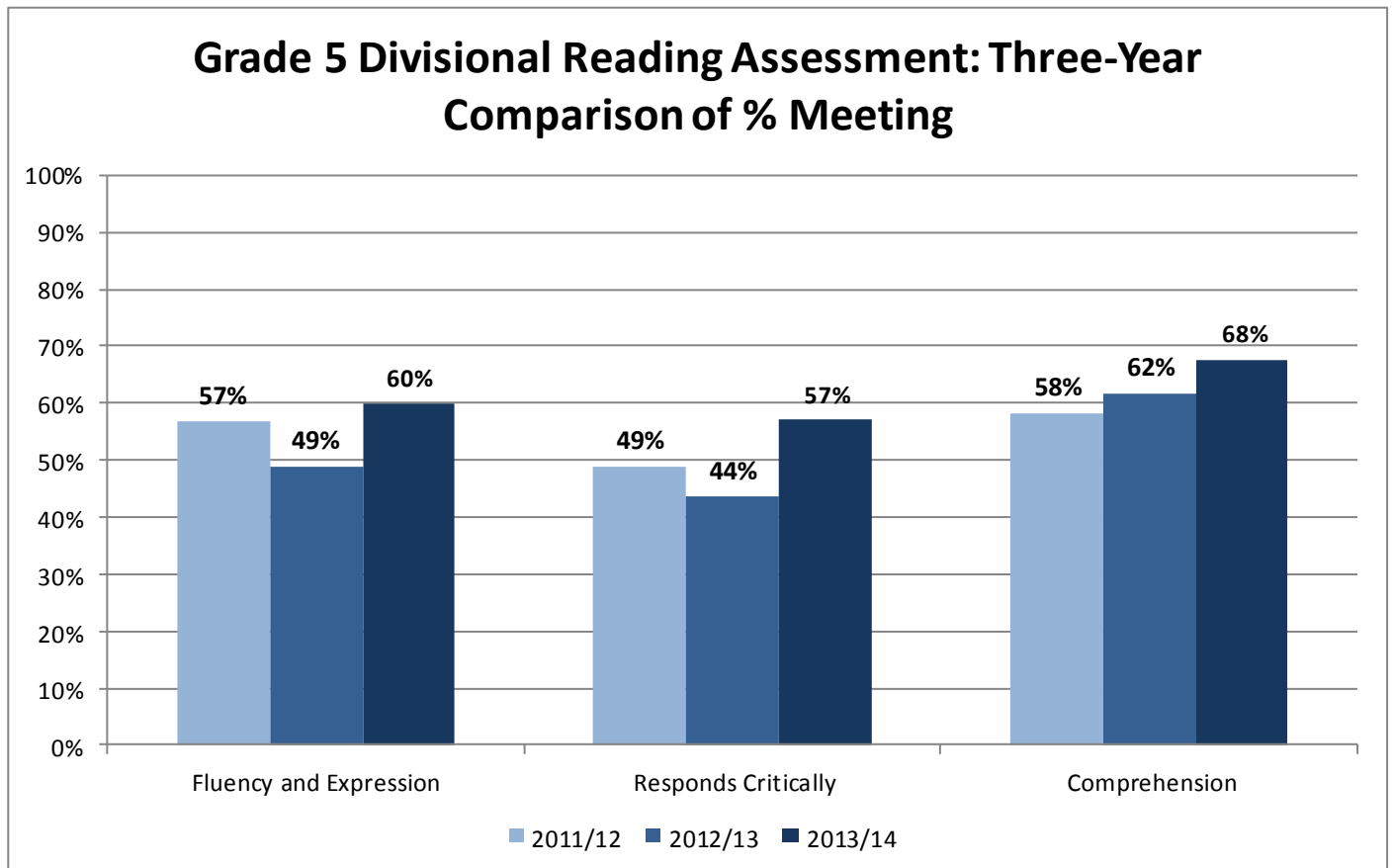


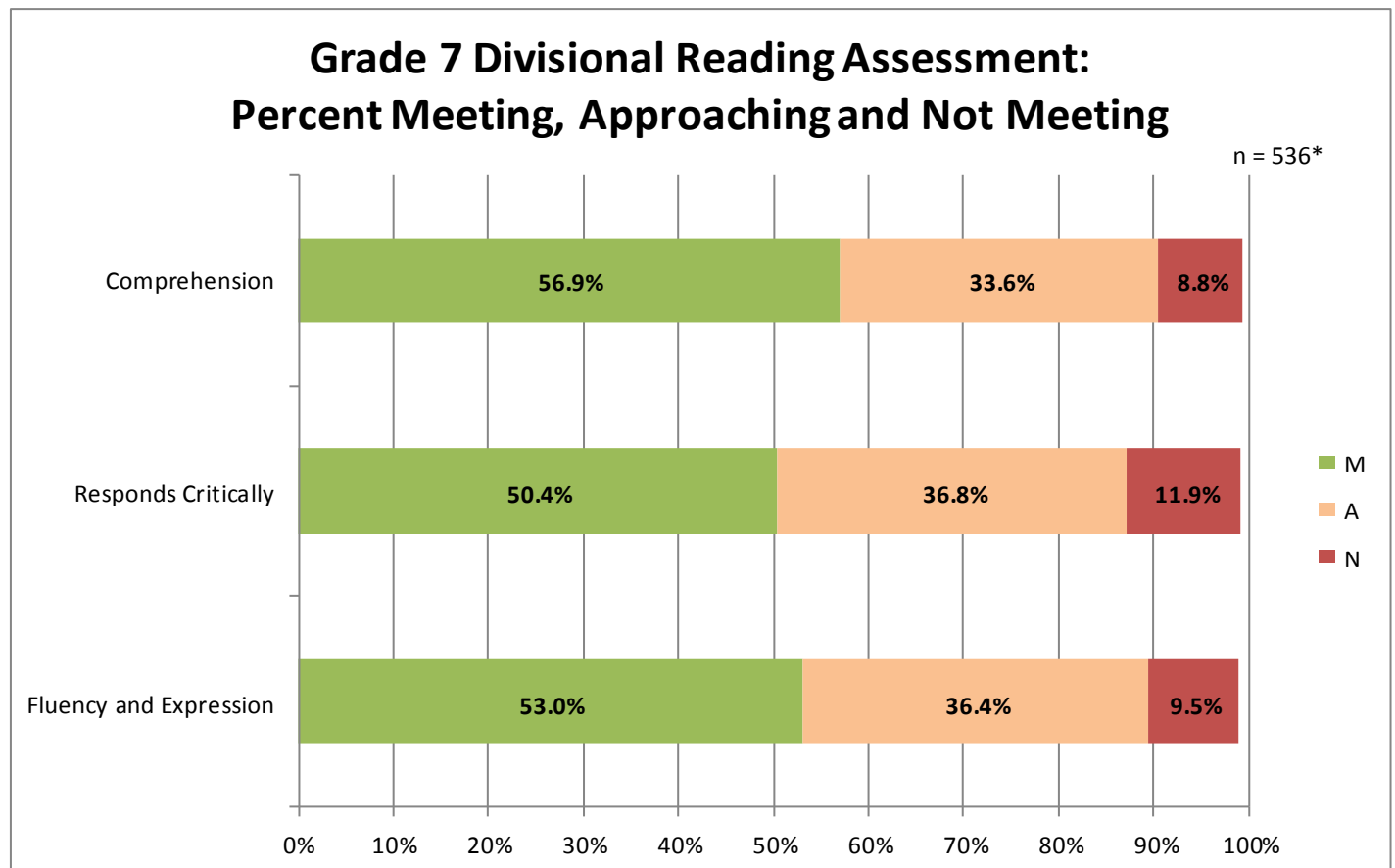
* 32 students were exempt from this assessment.



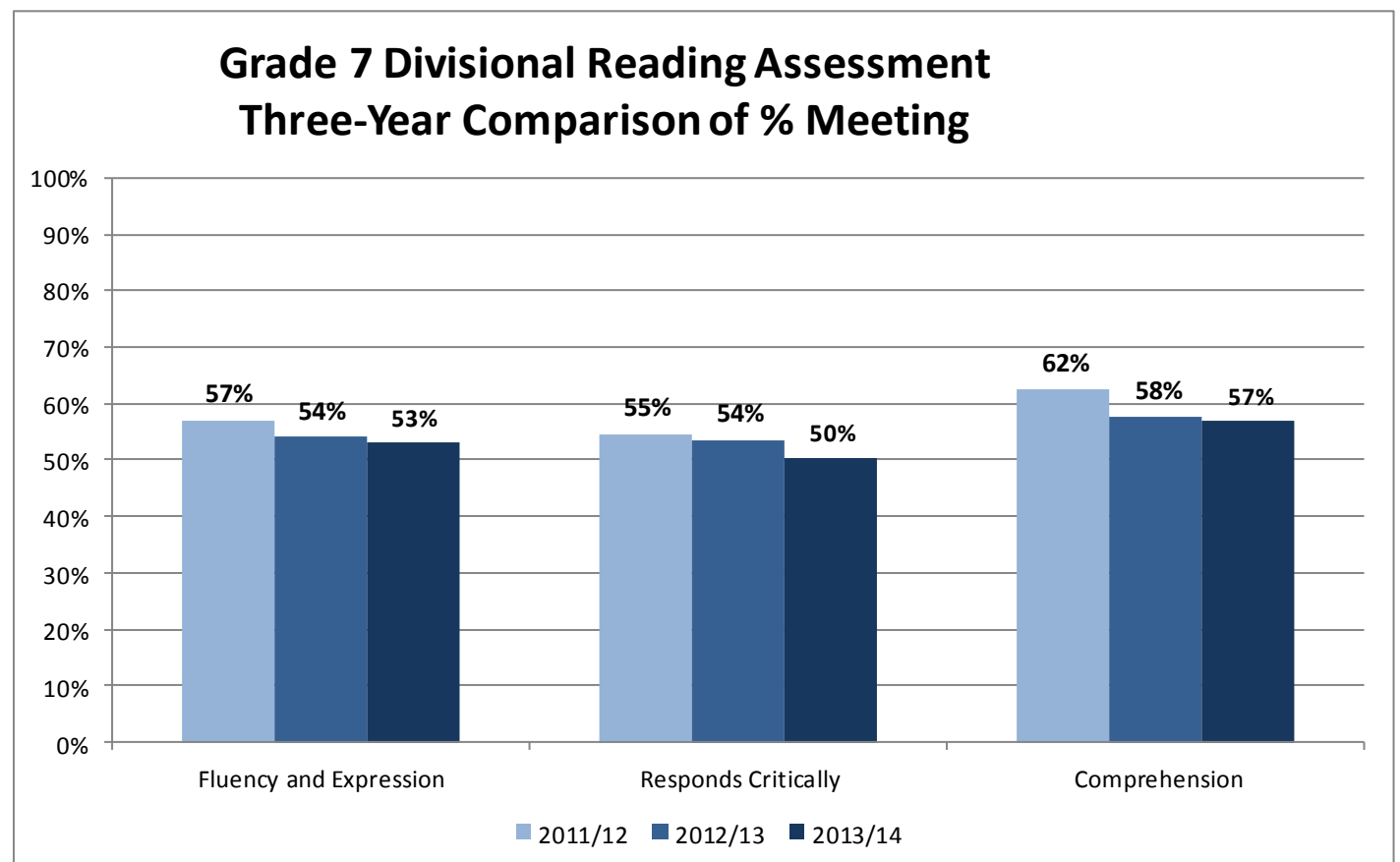


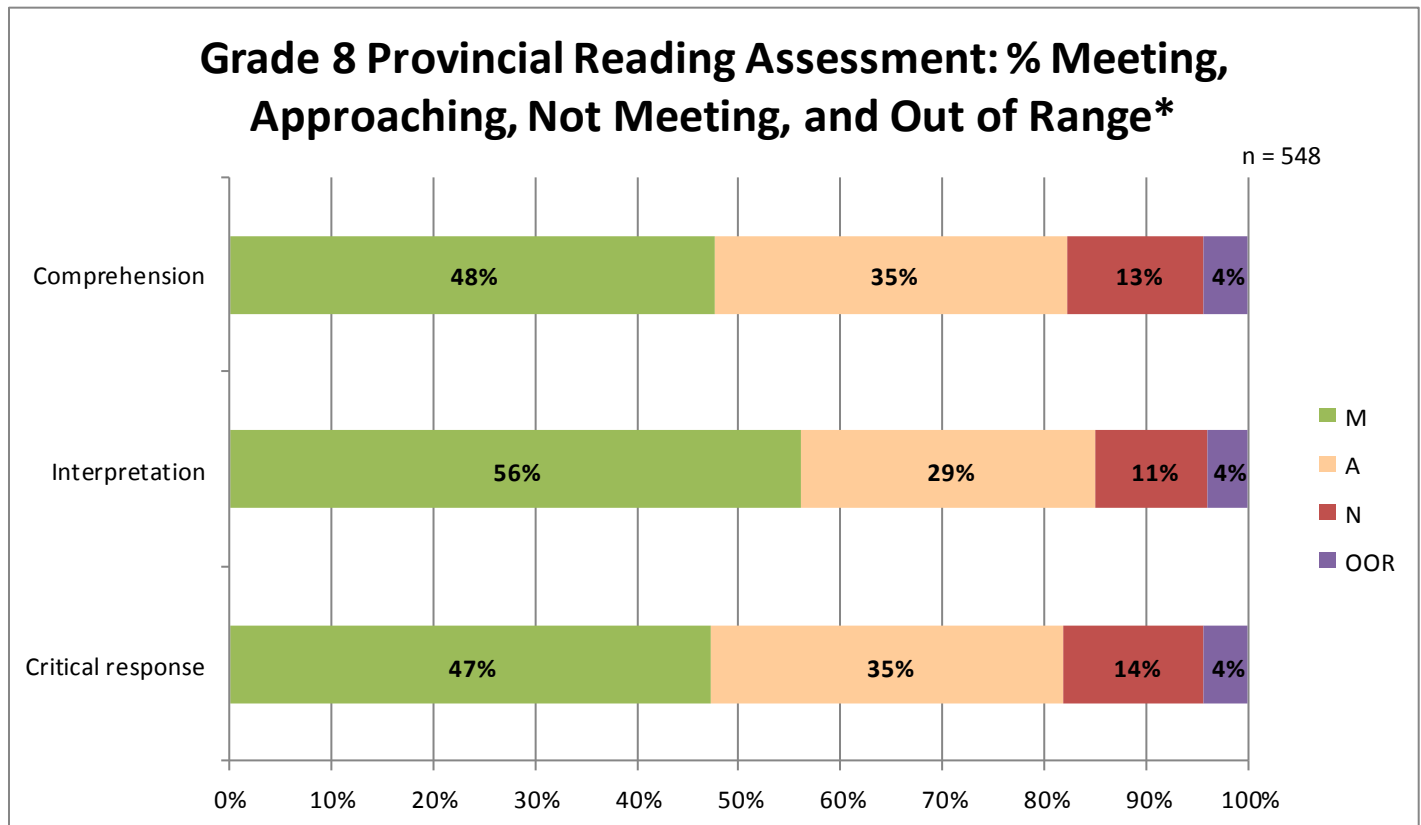
* 36 students were exempt from this assessment.



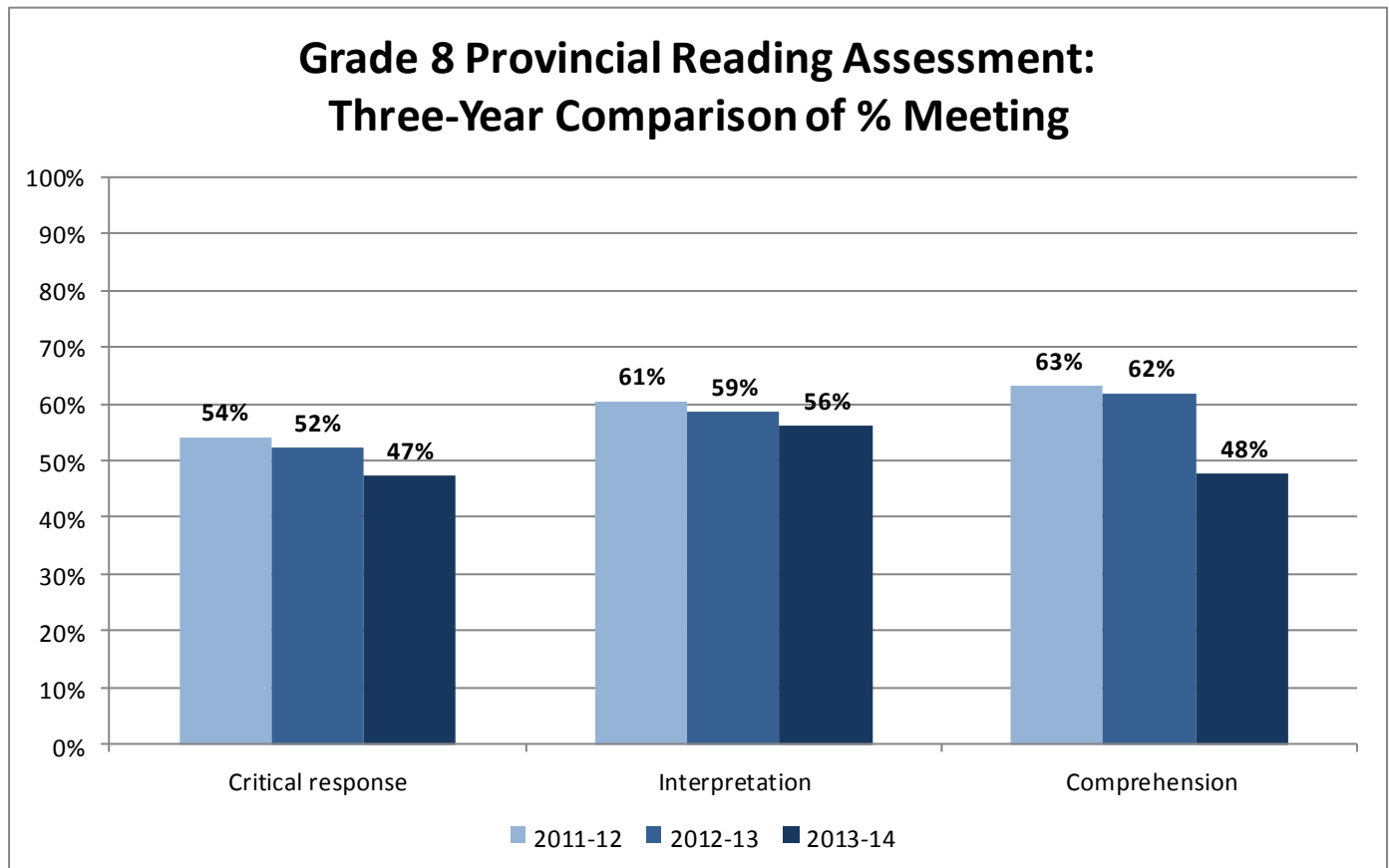


* 16 students were exempt from this assessment.

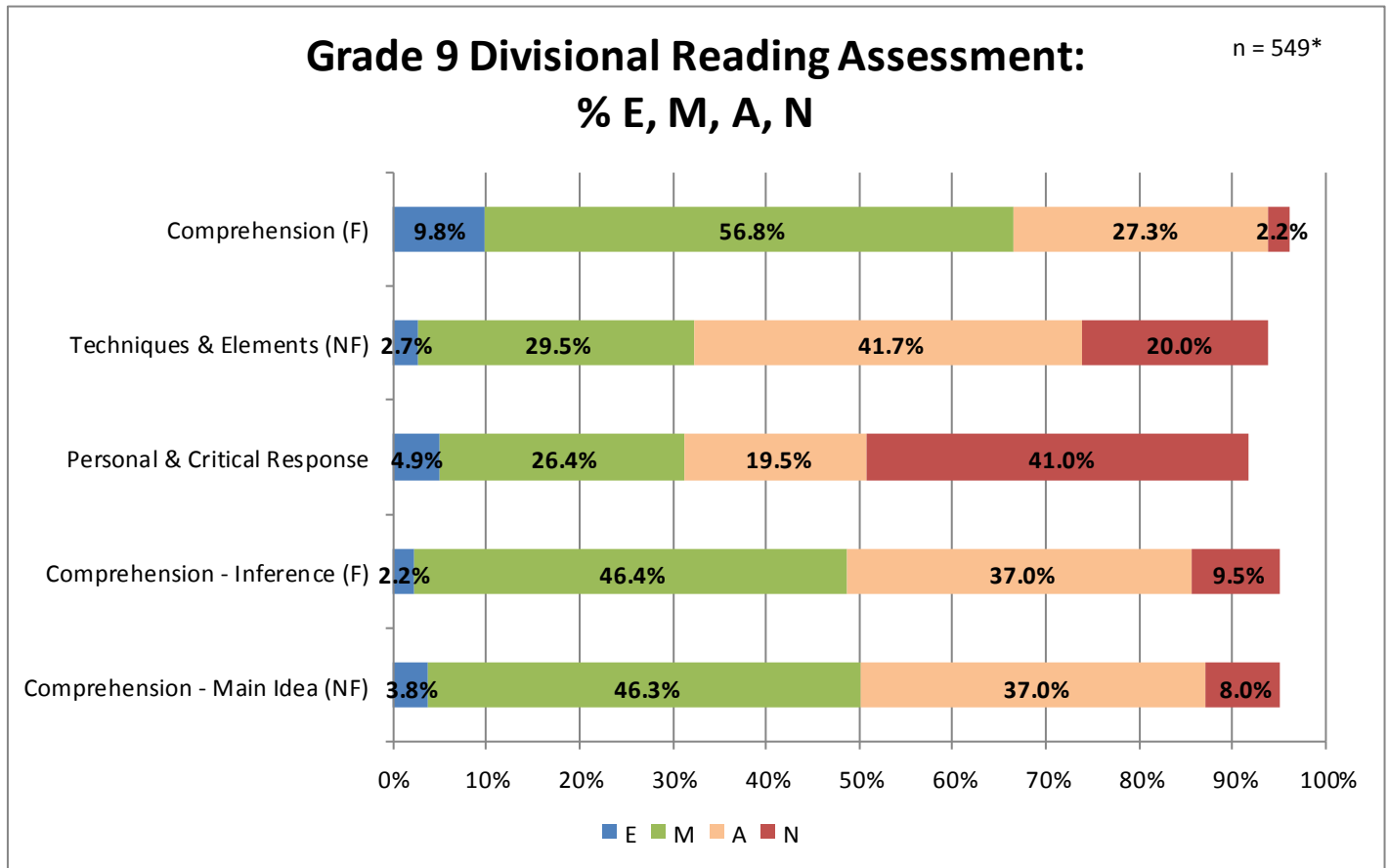




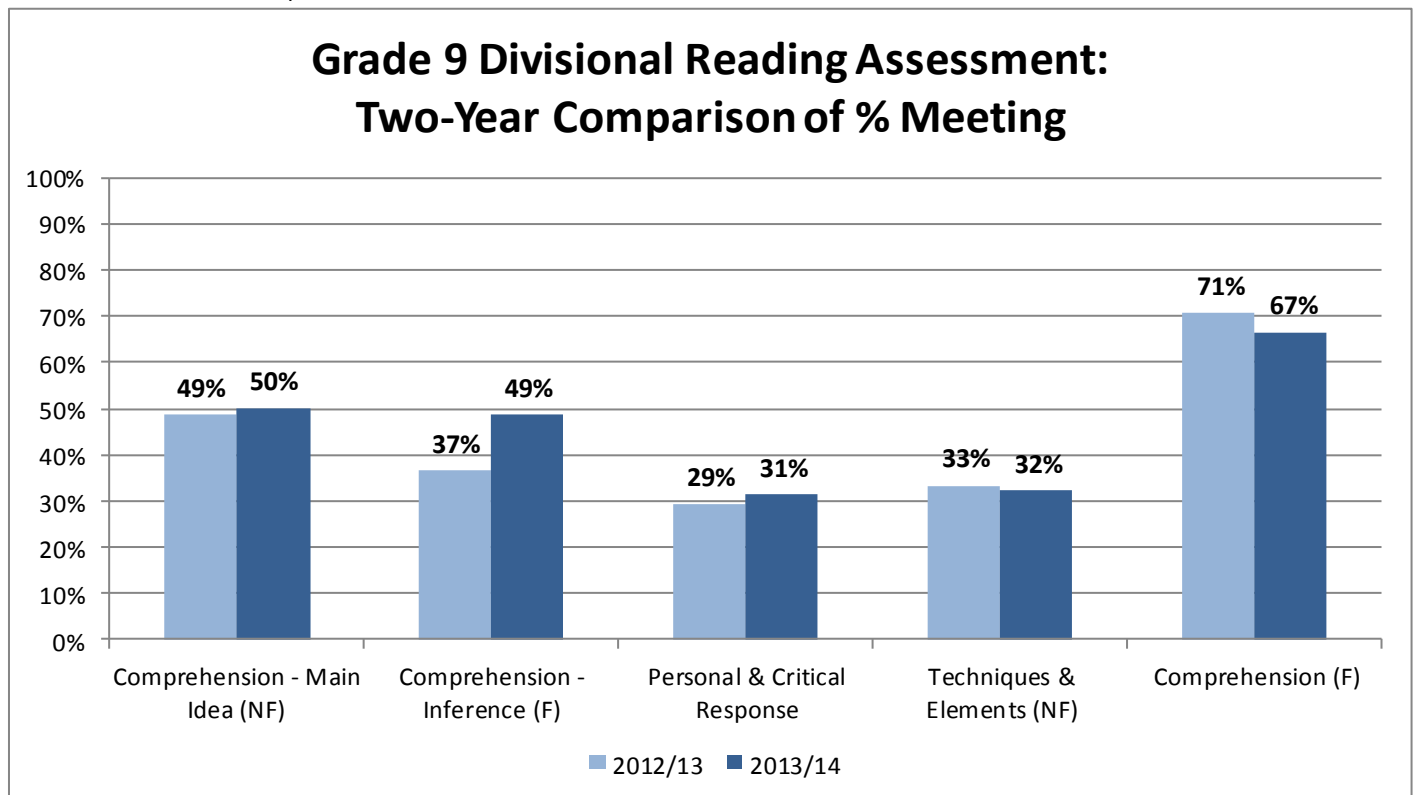
*According to Manitoba Education, 'Out of Range' is used for students whose "late-January performance level is below the lowest level described in the reporting template."



In the following graph, 'F' stands for "Fiction" while 'NF' stands for "Non-Fiction."



* 35 students were exempt from this assessment.



Summary of Formative Assessment Results in Reading

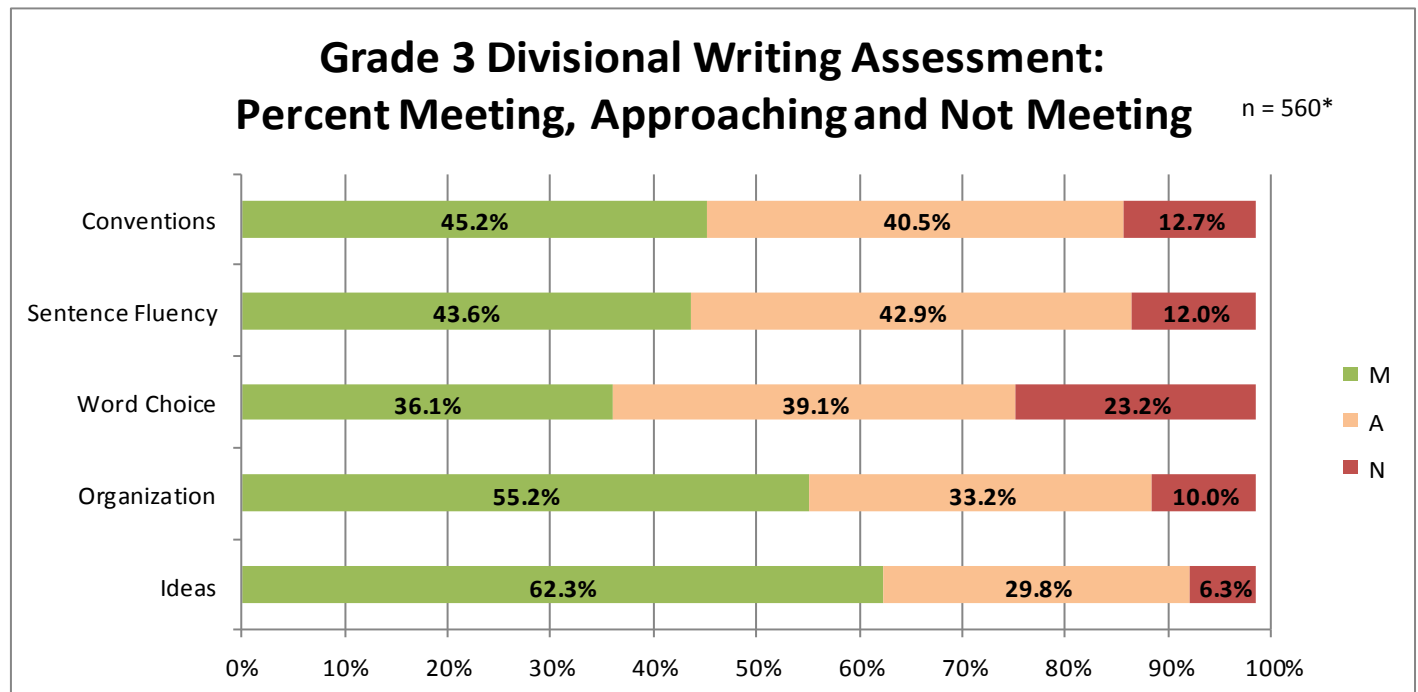
At least 80% of students are either 'meeting' or 'approaching' grade level expectations on these formative assessments in reading. In general, a little more than half of the students are meeting expectations, while approximately 10% of students need ongoing help to meet grade-level expectations. However, there are slightly higher percentages of Grade 3 and Grade 9 students who need ongoing help in reading.

Across grade level assessments, comprehension is generally the reading competency with the higher percentages of students meeting expectations. At the grade 9 level, the many students (67%) are meeting or exceeding expectations in comprehending fiction; however, comprehension of non-fiction and the ability to make inferences from text are two competencies in need of more development. Across all grade levels, critical response to text is the competency with consistently fewer students meeting expectations compared with the other reading competencies.

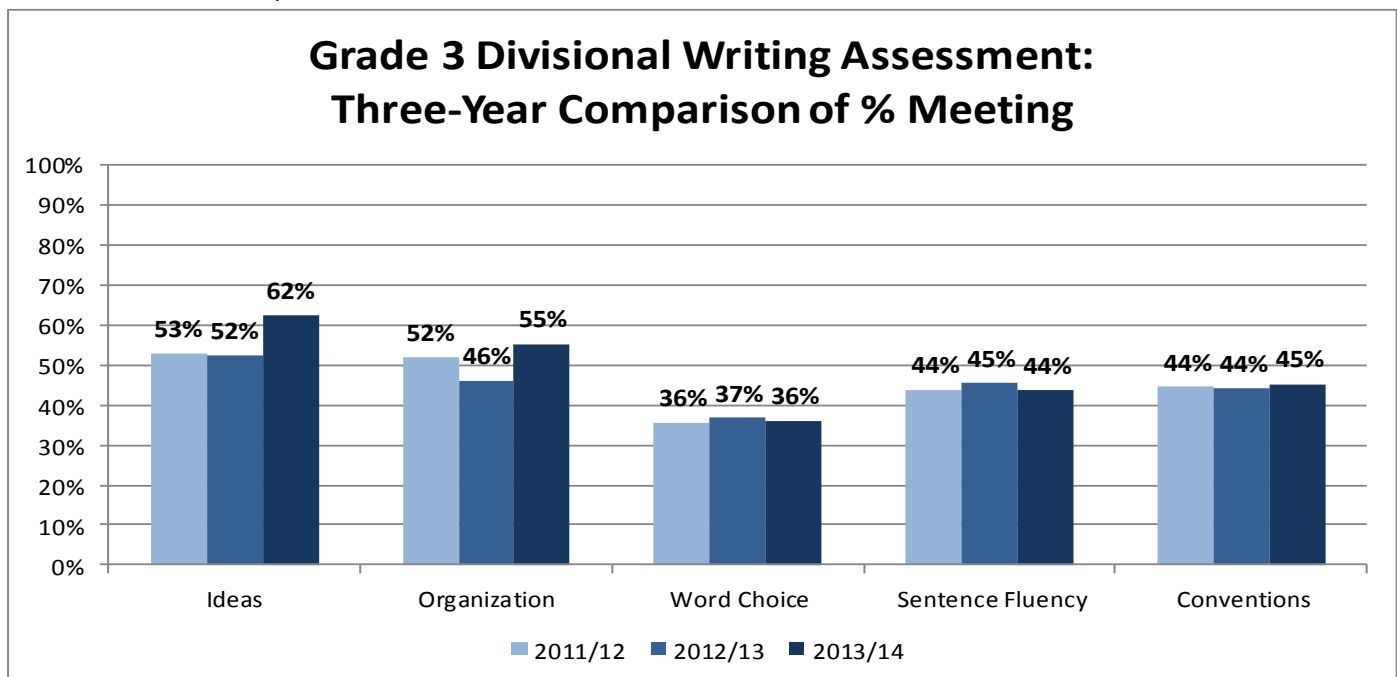
Multi-year comparisons of reading results reveal certain trends that warrant further monitoring. First, compared with the previous two years, there was a substantial improvement in the percentage of students meeting all reading competencies in Grade 5. There was also a sharp increase in the percentage of students meeting and/or exceeding one Grade 9 comprehension task. Specifically, a greater percentage of Grade 9 students demonstrated comprehension of text through their insightful inferences. On the other hand, there has been a slow but steady decline in the percentage of students meeting reading expectations at the Grade 7 level. Furthermore, this year saw a sharp decline in reading comprehension at the Grade 8 level (63% in 2011, 62% in 2012, and then 48% in 2013).

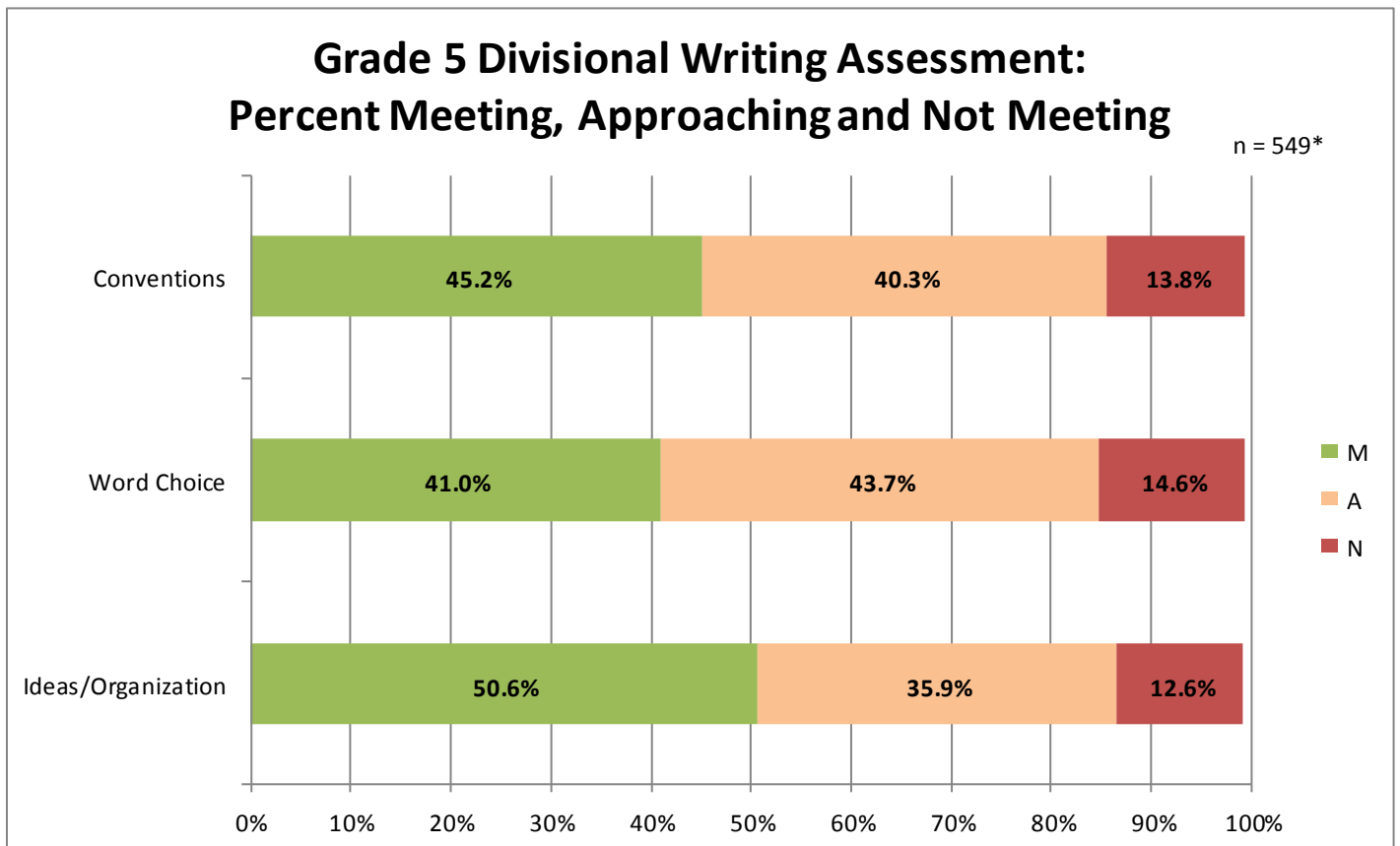
Division-Wide Formative Assessment Results: Writing

The following graphs show the results of BSD students on all formative assessments in writing. Grade 3, 5, 7, and 9 are Divisional assessments while Grade 8 is a Provincial assessment. In each graph, percentages are based on the total number of students who completed any part of the assessment. Therefore, stacked bars do not always add up to 100%. The remaining (empty) portion of the bar represents the proportion of students for whom data is not available. In addition, a certain number of students was exempt from each assessment. This number (indicated below the graph) includes low-stage EAL students, and some students with significant special needs. *It is important to consider these assessment results in light of the fact that higher need (or greater percentages of 'not meeting') would almost certainly be present should this group of students be included in the population who were assessed.*

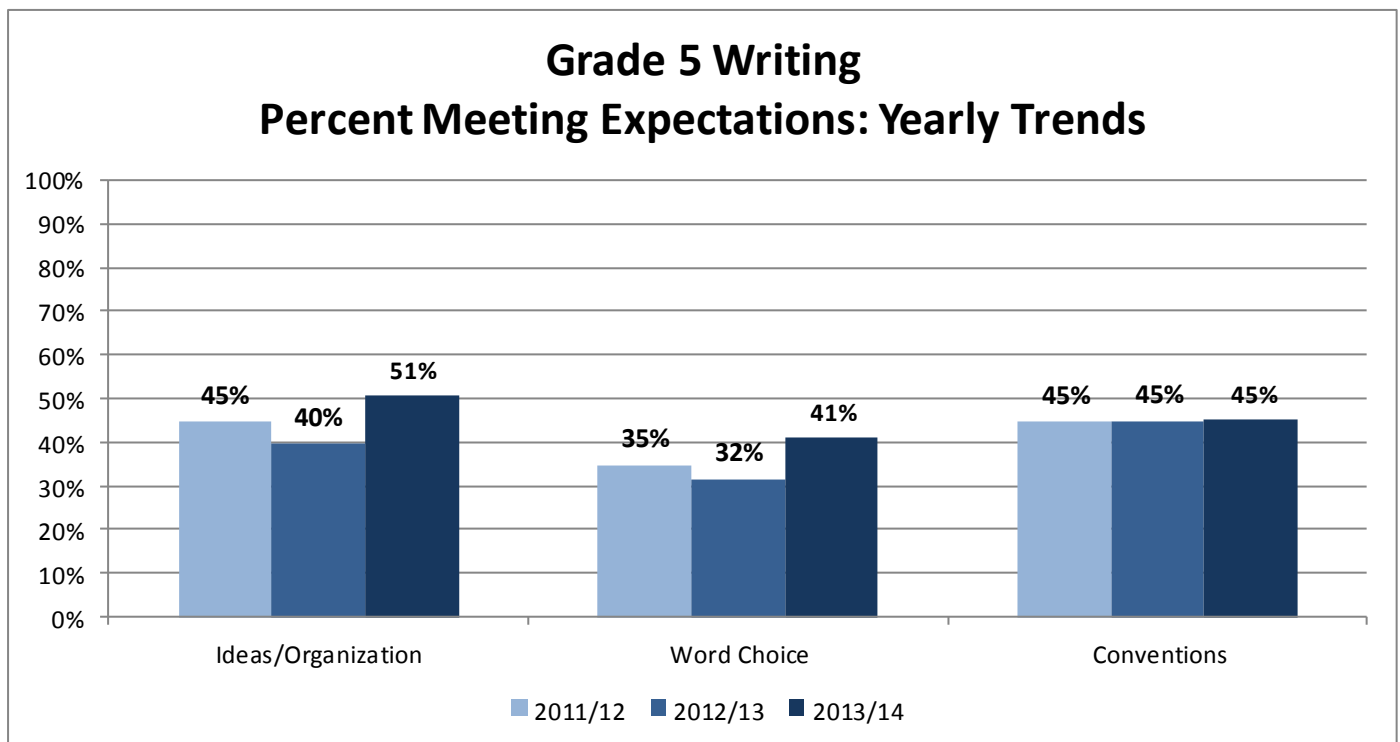


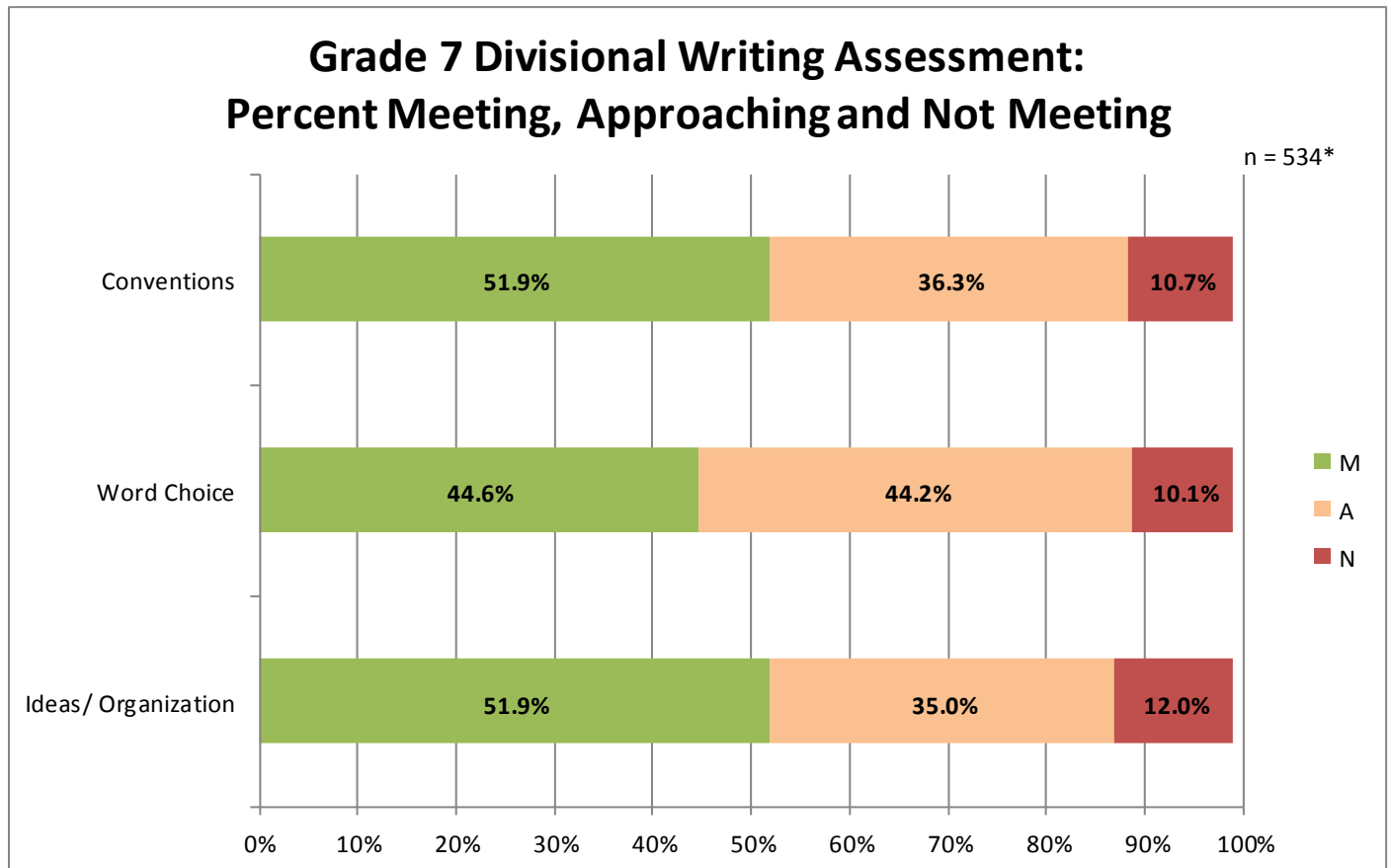
* 36 students were exempt from this assessment.



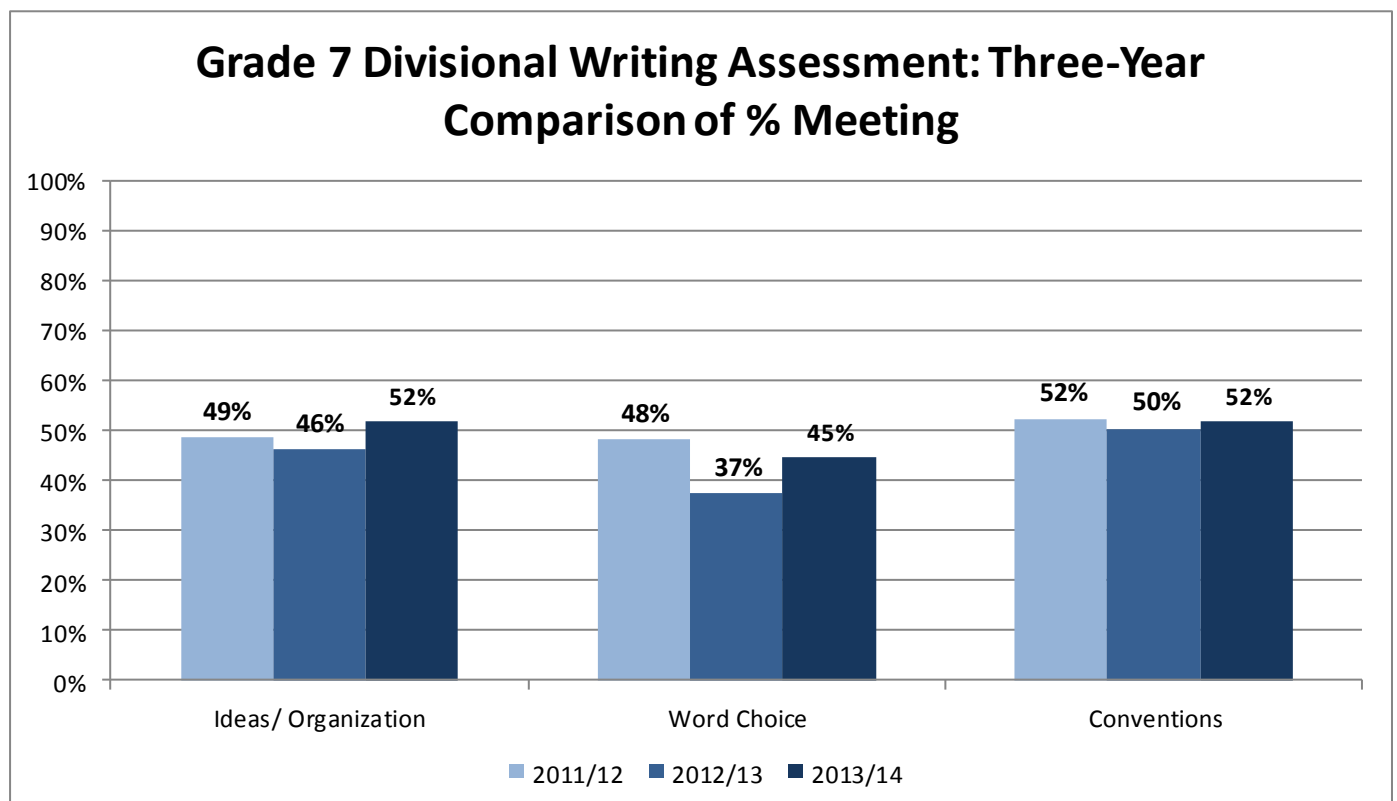


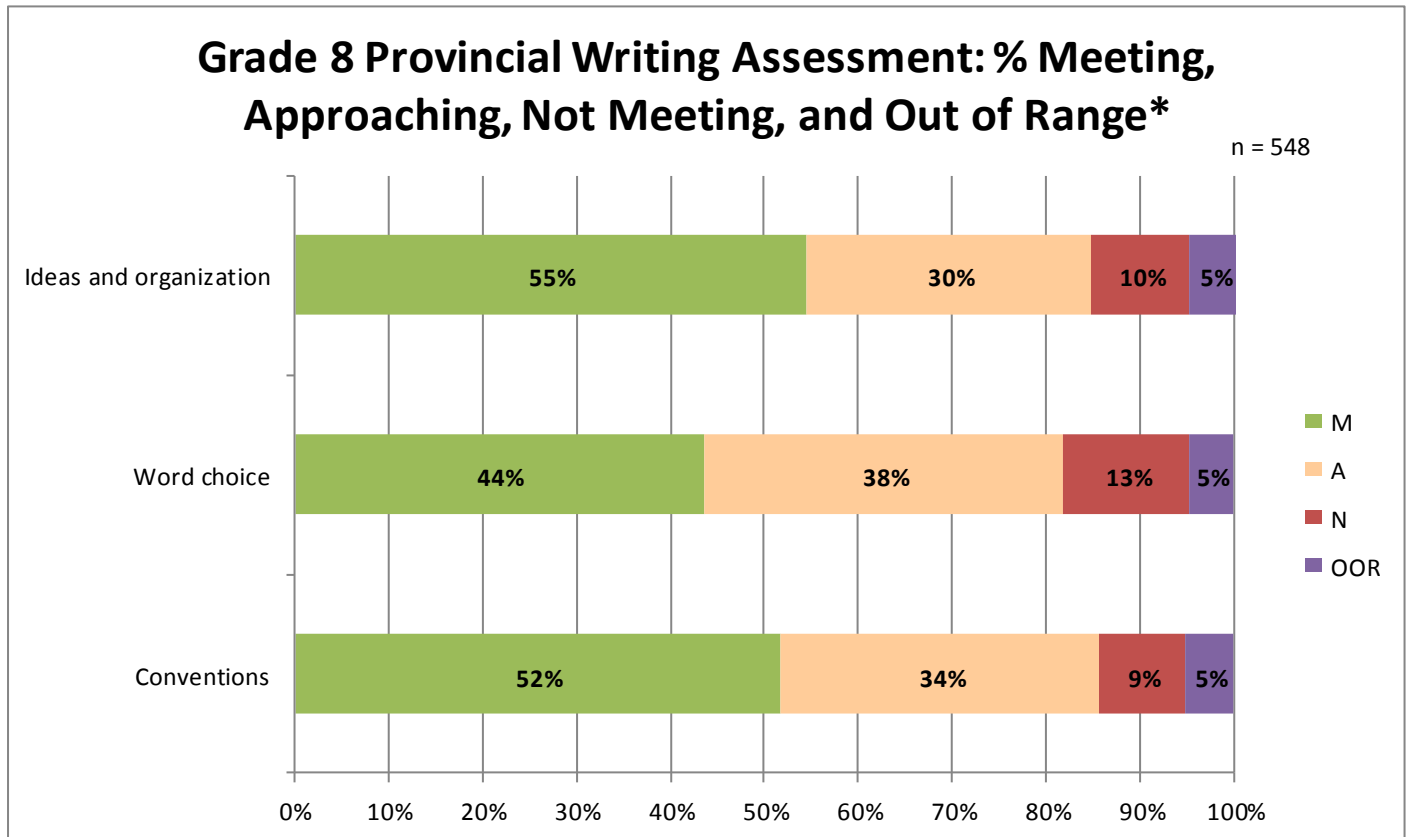
* 38 students were exempt from this assessment.



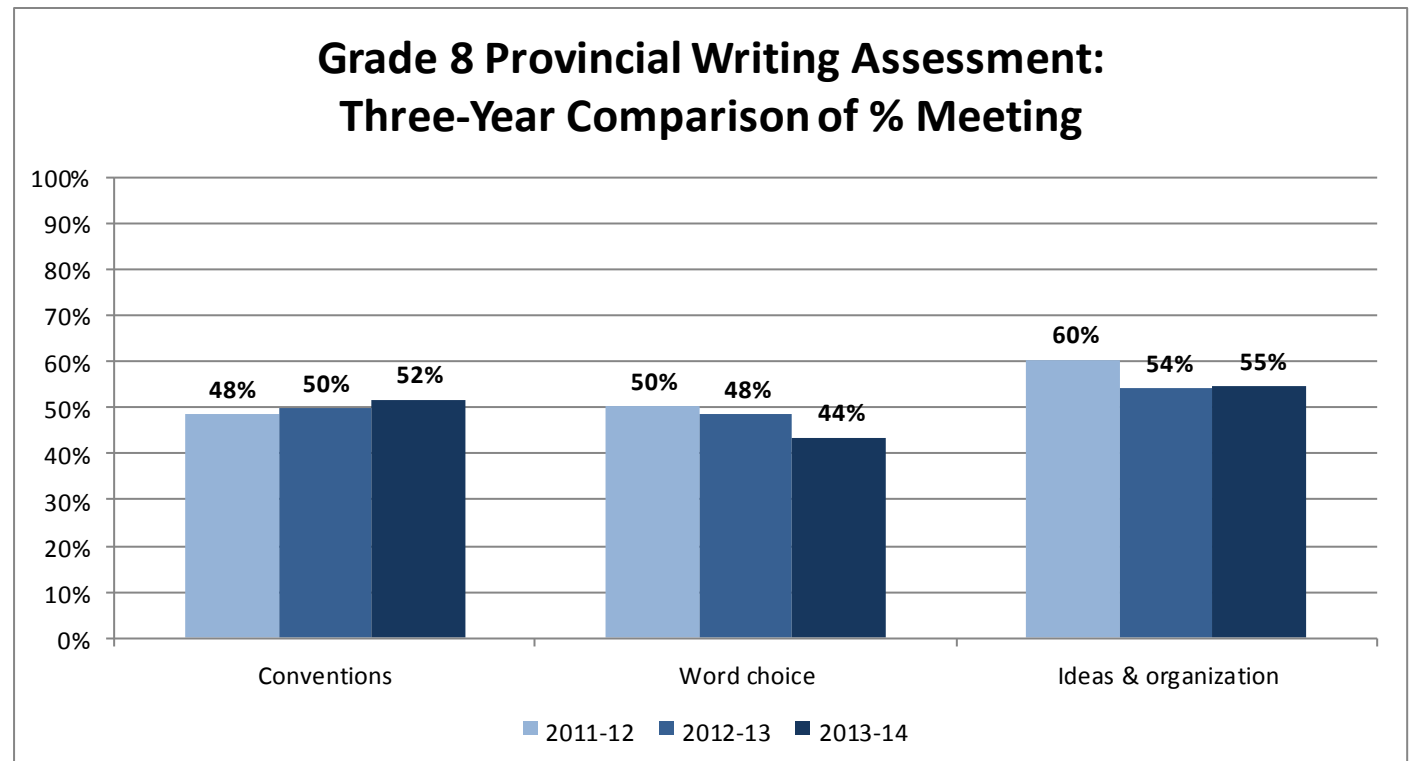


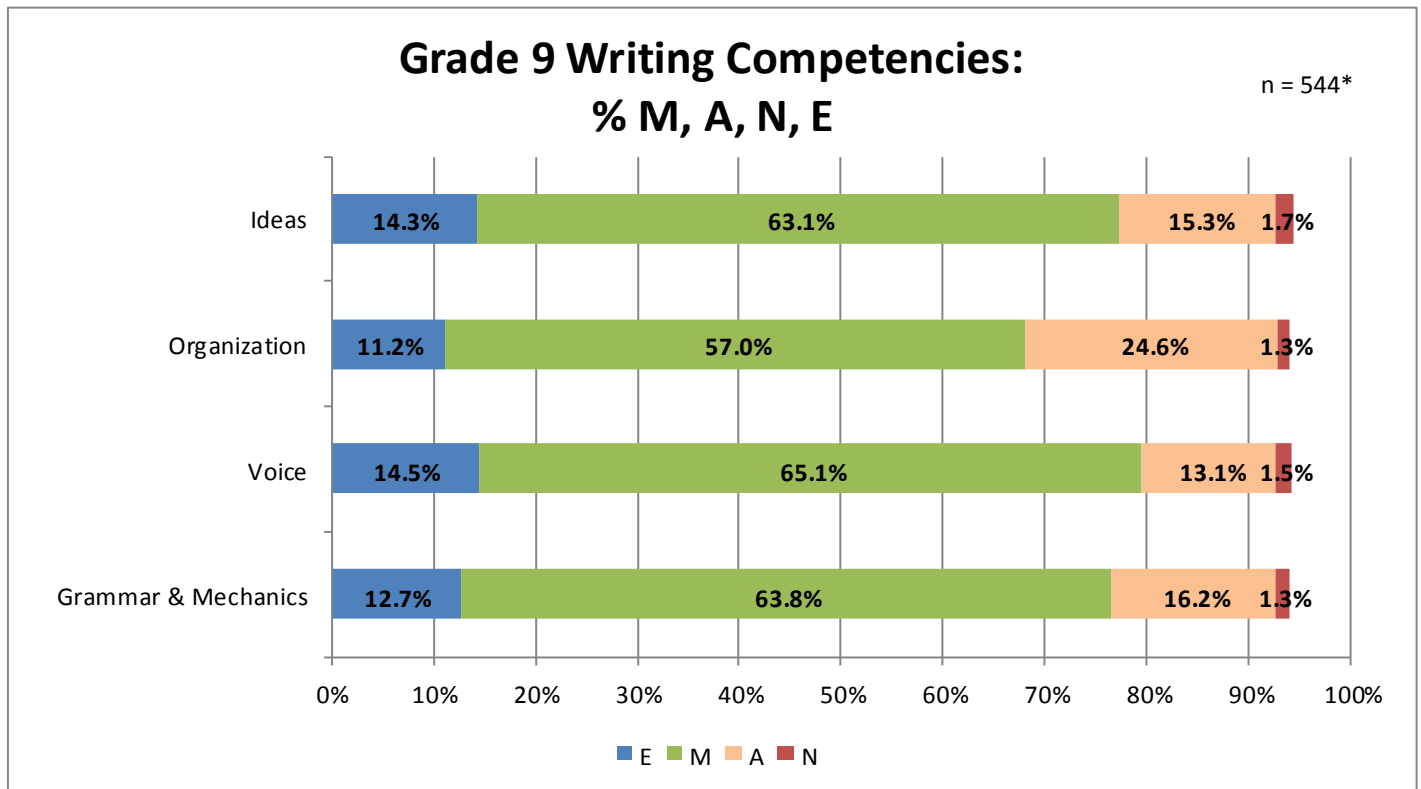
* 18 students were exempt from this assessment.



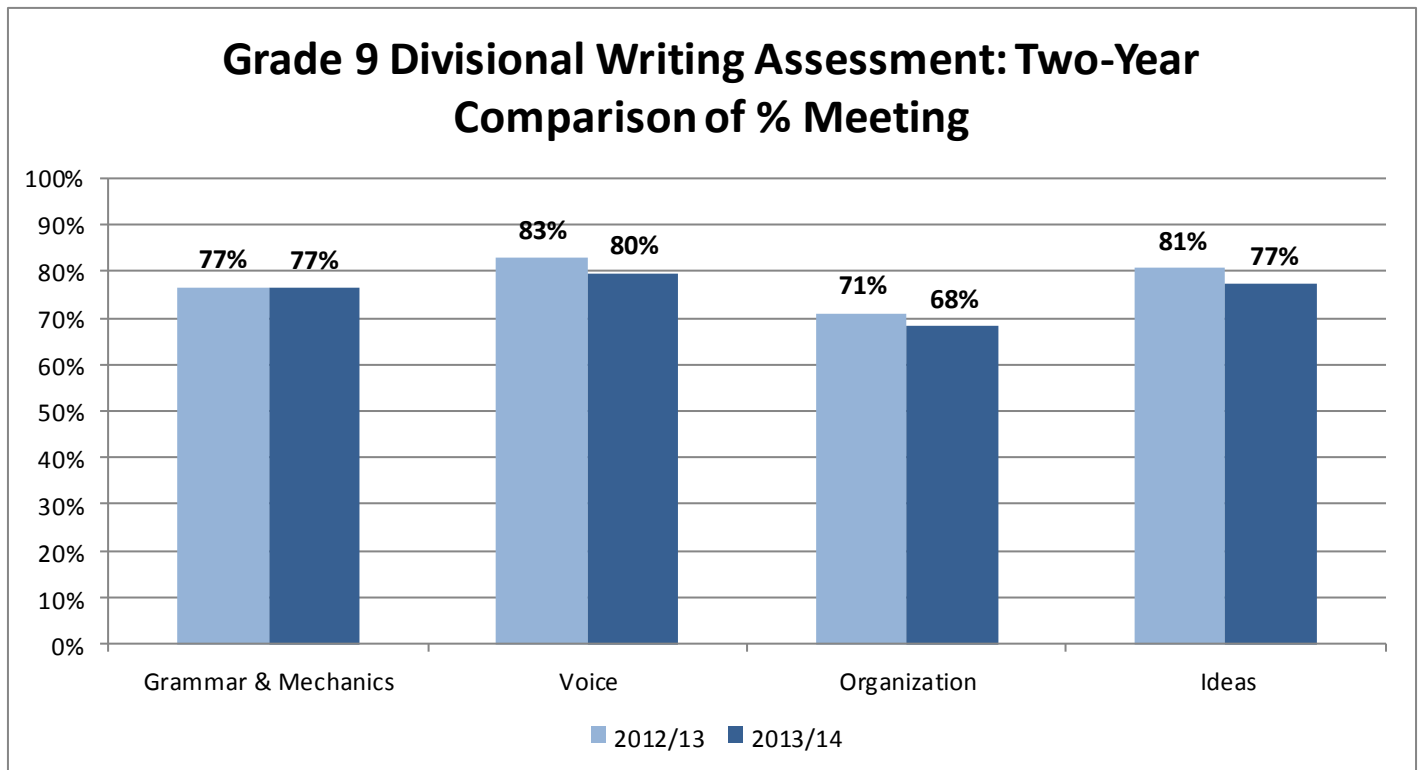


*According to Manitoba Education, 'Out of Range' is used for students whose "late-January performance level is below the lowest level described in the reporting template."





* 40 students were exempt from this assessment.



Summary of Formative Assessment Results in Writing

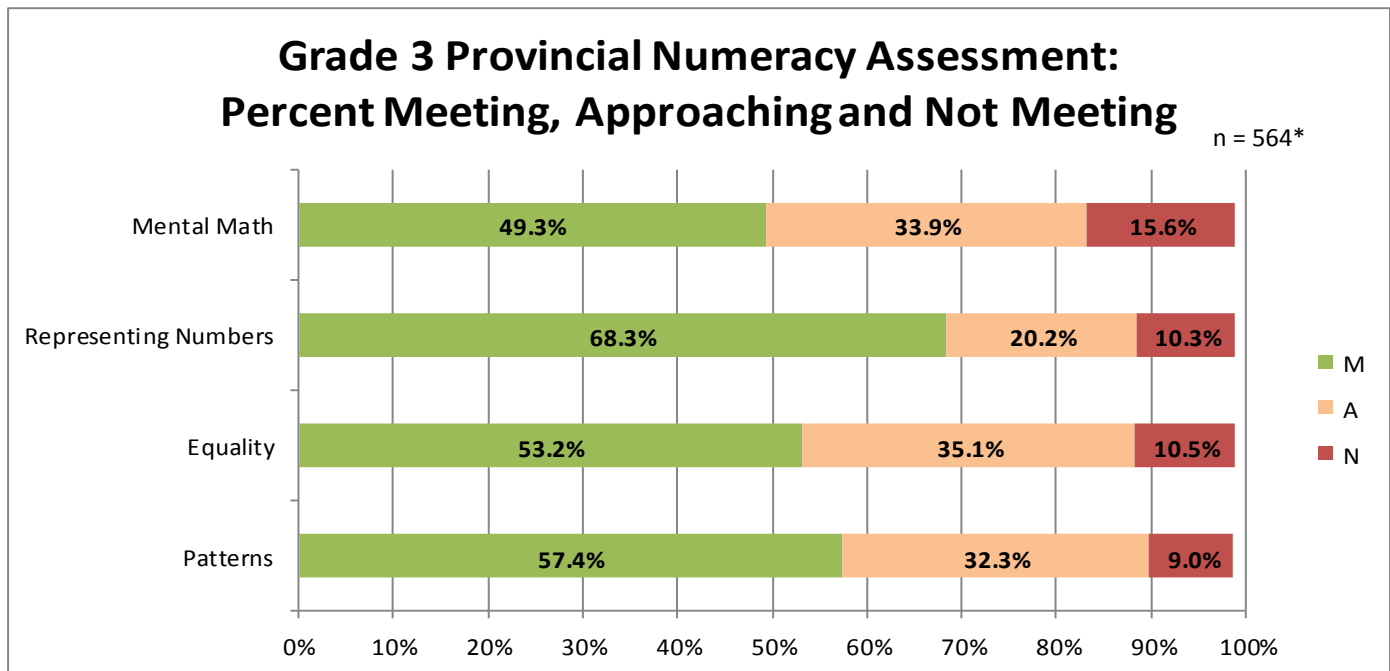
With the exception of word choice in Grade 3, at least 80% of students are either 'meeting' or 'approaching' writing expectations on these formative assessments. In general, a little fewer than half of the students are meeting expectations on the Grade 3, 5, 7, and 8 formative assessments in writing, while 10-15% of students need ongoing help to meet grade-level expectations.

Across grades 3, 5, 7, and 8, word choice is the writing competency of greatest challenge. At these grade levels, word choice is consistently the writing competency in which the smallest percentage of students is meeting expectations.

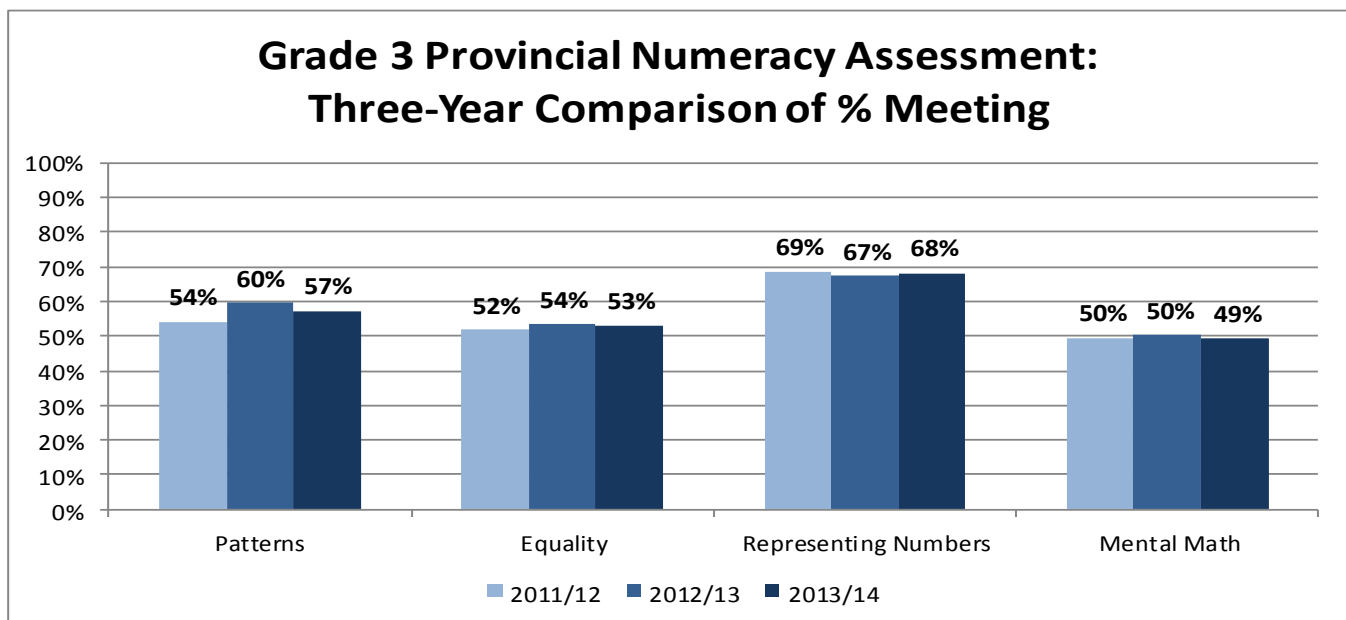
Multi-year comparisons reveal some positive trends in writing results. First, compared with the previous two years, there was marked improvement in the percentage of students meeting expectations in both ideas and organization in Grade 3. There was also an increase over the previous two years in the percentage of students meeting expectations in ideas/organization and word choice at the Grade 5 level. Finally, 2012/13 saw a drop in Grade 7 writing results, while this year saw small gains to bring the results more in line with the 2011/12 school year.

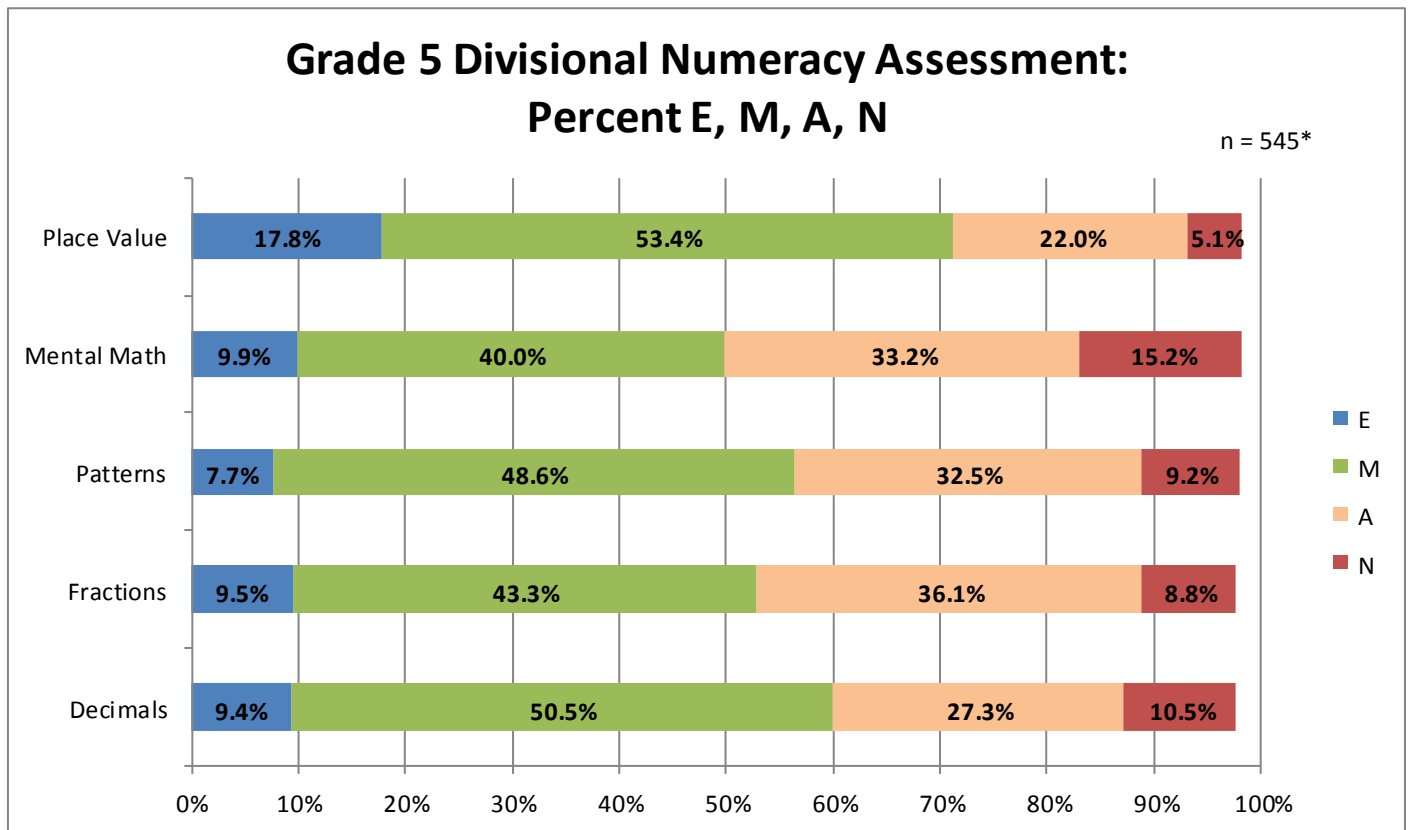
Division-Wide Formative Assessment Results: Numeracy

The following graphs show the results of BSD student achievement on all formative assessments in numeracy. Grades 3 and 7 are Provincial assessments, while Grades 5 and 9 are locally developed assessments. While the assessments in Grades 3, 5, and 7 use the MANE indicators, the Grade 9 numeracy assessment is scored using traditional percentage scores. In each graphical representation of MANE, percentages are based on the total number of students who completed any part of the assessment. Therefore, stacked bars do not always add up to 100%. The remaining (empty) portion of the bar represents the proportion of students for whom data was not available. In addition, a certain number of students was exempt from each assessment. This number (indicated below the graph) includes low-stage EAL students, and some students with significant special needs. *It is important to consider these assessment results in light of the fact that higher need (or greater percentages of 'not meeting') would almost certainly be present should this group of students be included in the population who were assessed.*

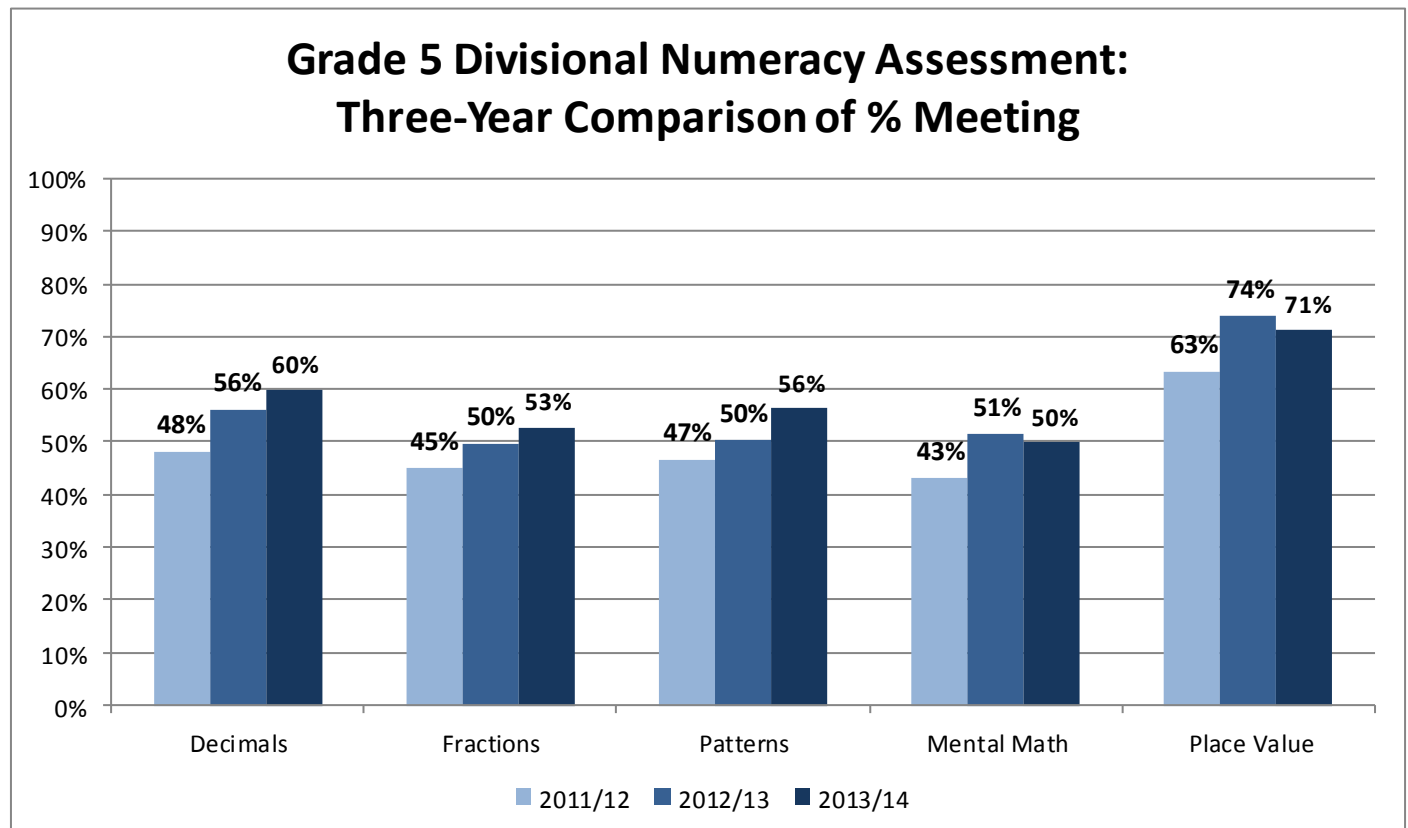


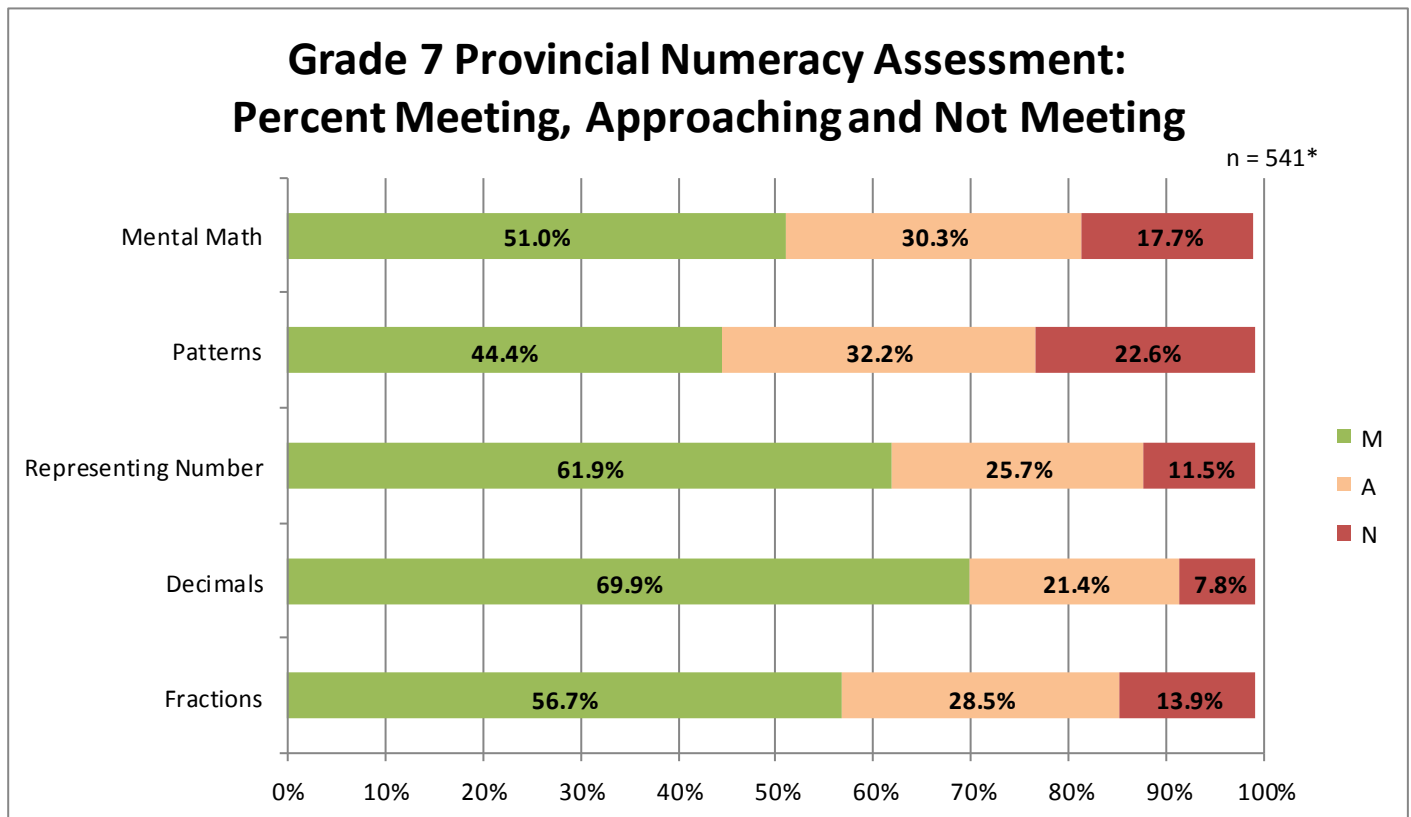
* 32 students were exempt from this assessment.



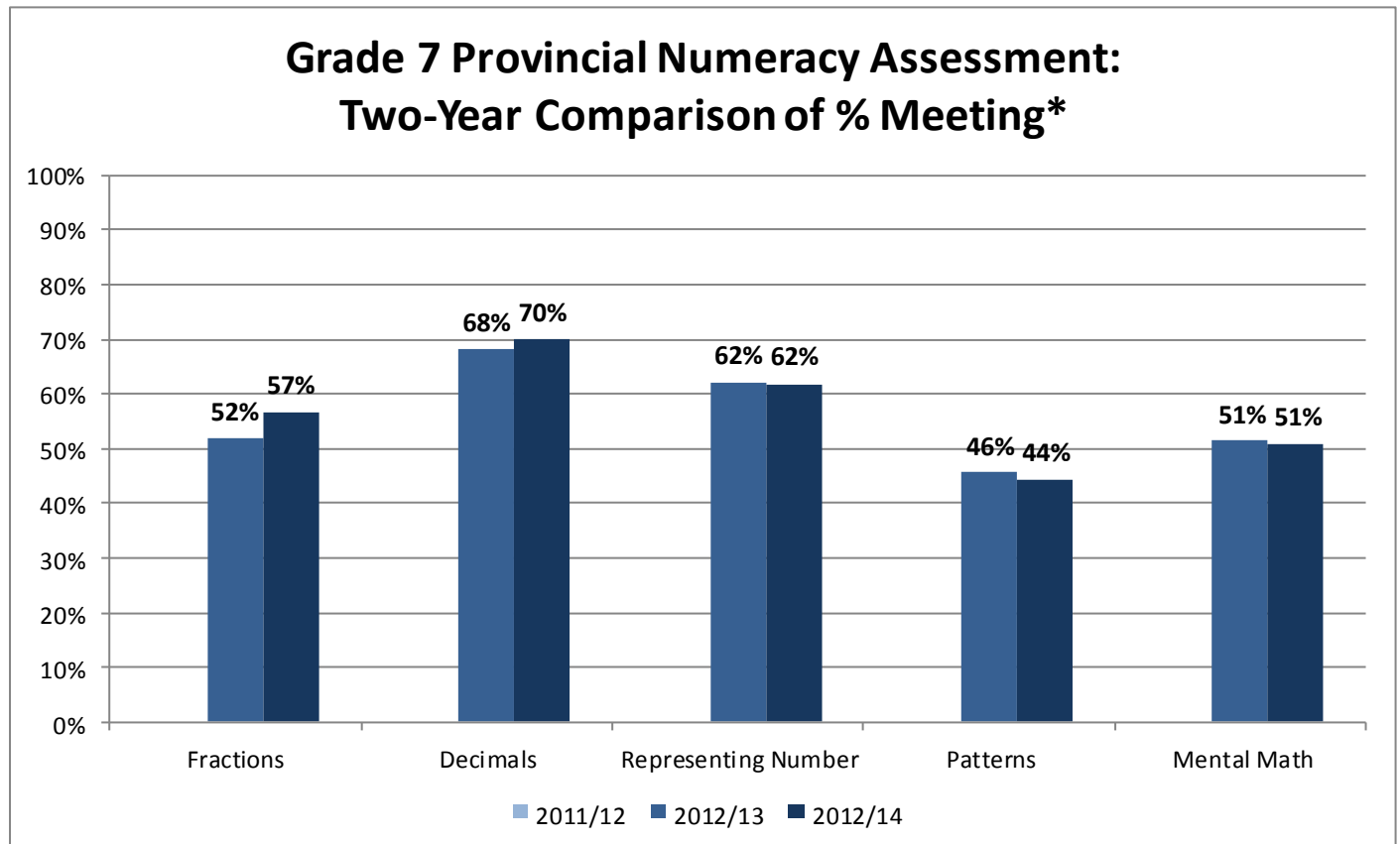


* 39 students were exempt from this assessment.

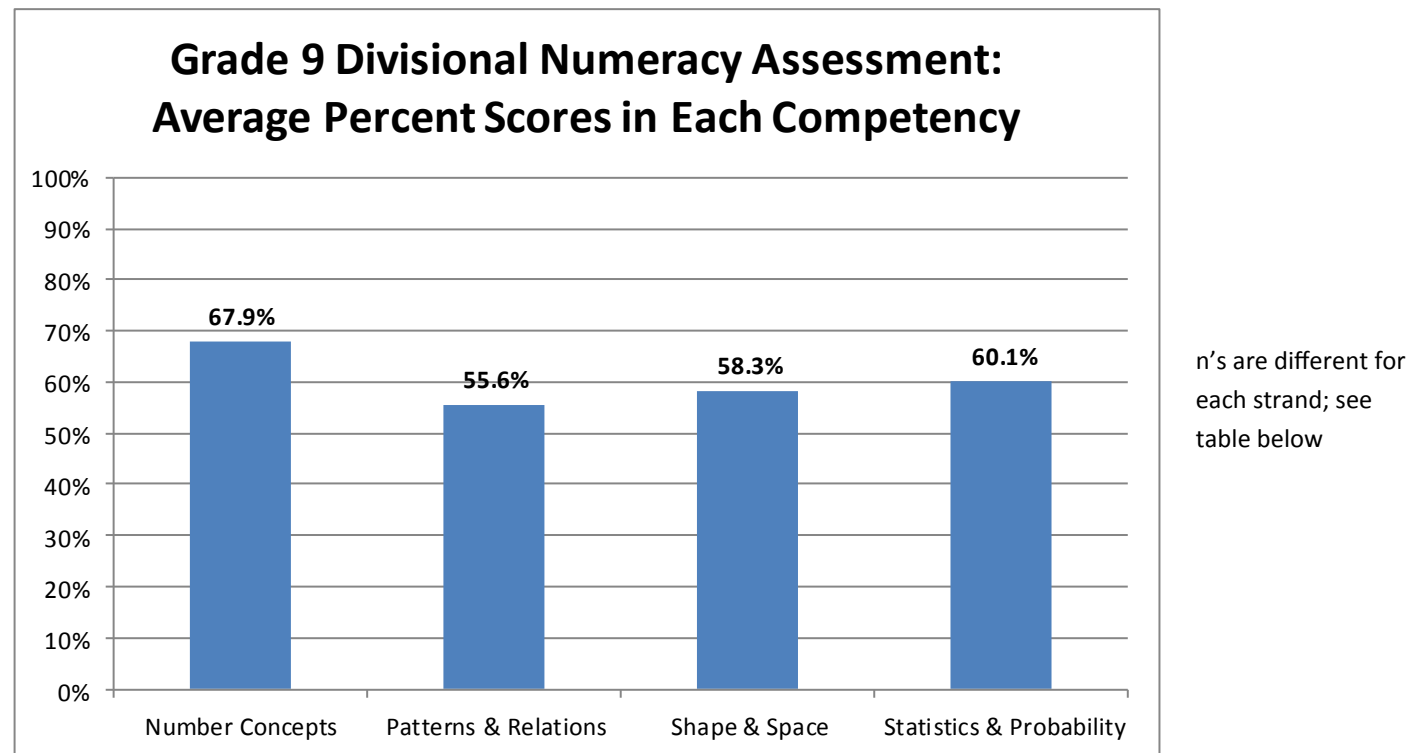




* 13 students were exempt from this assessment.



* 2012/13 was the first year of this assessment



Note: A two-year comparison is not available for this assessment.

	%	n
Number Concepts	67.9%	572
Patterns & Relations	55.6%	560
Shape & Space	58.3%	573
Statistics & Probability	60.1%	564

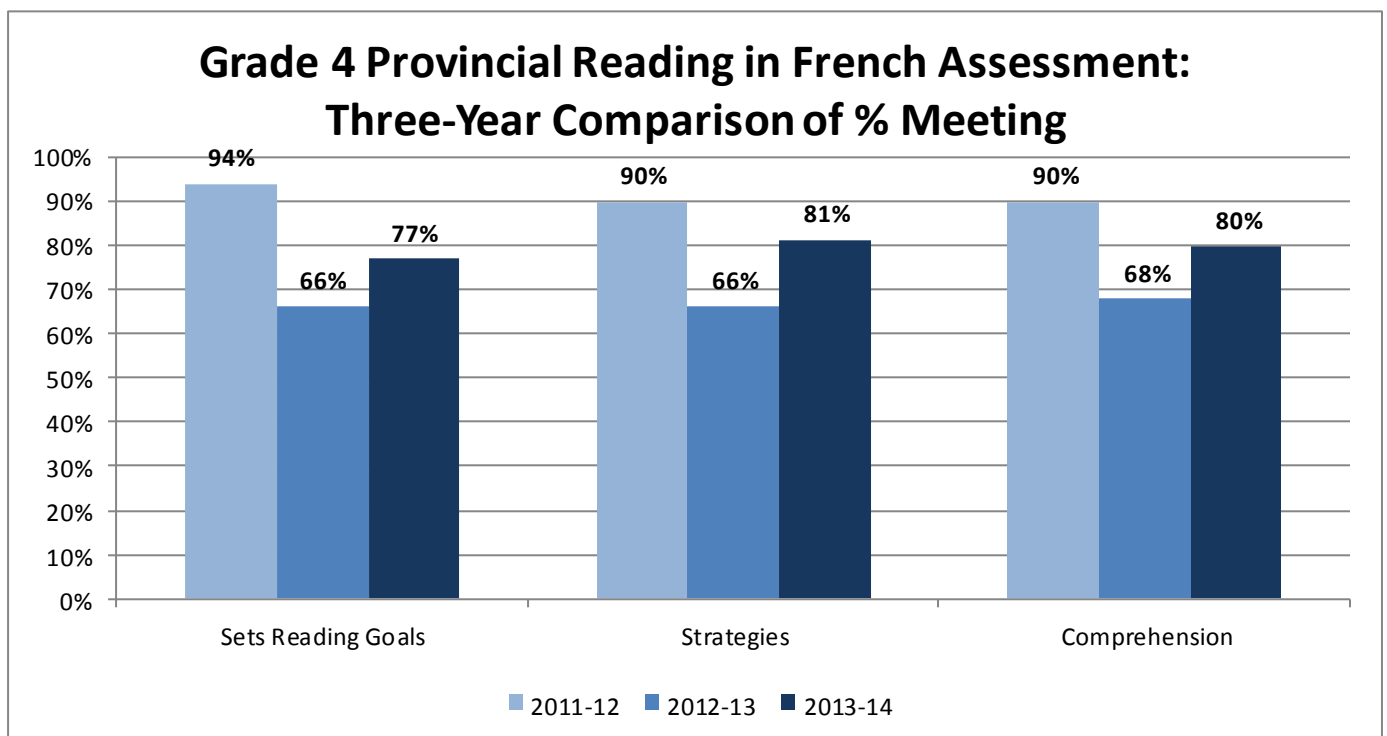
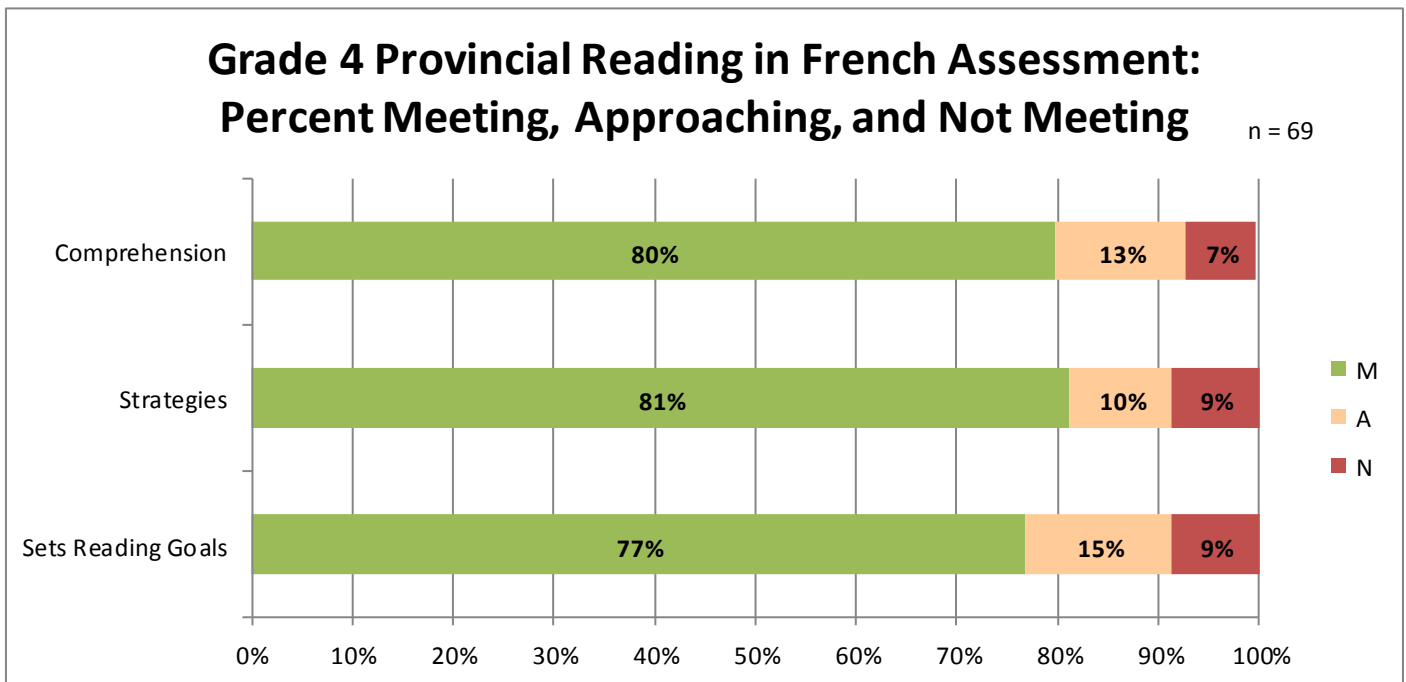
Summary of Formative Assessment Results in Numeracy

With the exception of patterning in Grade 7, at least 80% of students are either ‘meeting’ or ‘approaching’ expectations. Competencies with the highest percentage of students meeting expectations include: Representing Number in Grade 3 (68%), Place Value in Grade 5 (71%), and Decimals in Grade 7 (70%). Each of these competencies is from the Number Strand of the Manitoba Mathematics Curriculum. Number Concepts is also the strand with the highest average percentage (68%) on the Grade 9 numeracy assessment.

Across grades 3, 5, and 7, mental math continues to be a challenge for many students, with only around 50% meeting expectations in this skill. Patterning is also a competency of challenge for BSD students. While 57% of Grade 3 students and 56% of Grade 5 students are meeting expectations in patterning, this rate of competency declines in Grade 7 to only 44%. Furthermore, Patterns and Relations is the strand with the lowest average percentage (56%) on the Grade 9 numeracy assessment.

Multi-year comparisons reveal that, similar percentages of students are meeting expectations in all numeracy competencies. Furthermore, the competencies with highest and lowest relative scores remain consistent. Despite this similarity at the higher end of the competency scale, improvements in numeracy at the Grade 3 and 5 levels are evident when we examine the percentage of students who are ‘not meeting’ or ‘needing ongoing help’ in various numeracy skills. Overall, there are noticeably fewer students ‘not meeting’ Grade 3 and 5 numeracy competencies compared with last year. In other words, there is a trend toward seeing fewer students ‘not meeting’ and more students ‘approaching’ expectations.

Grade 4 Provincial Reading in French Assessment Results

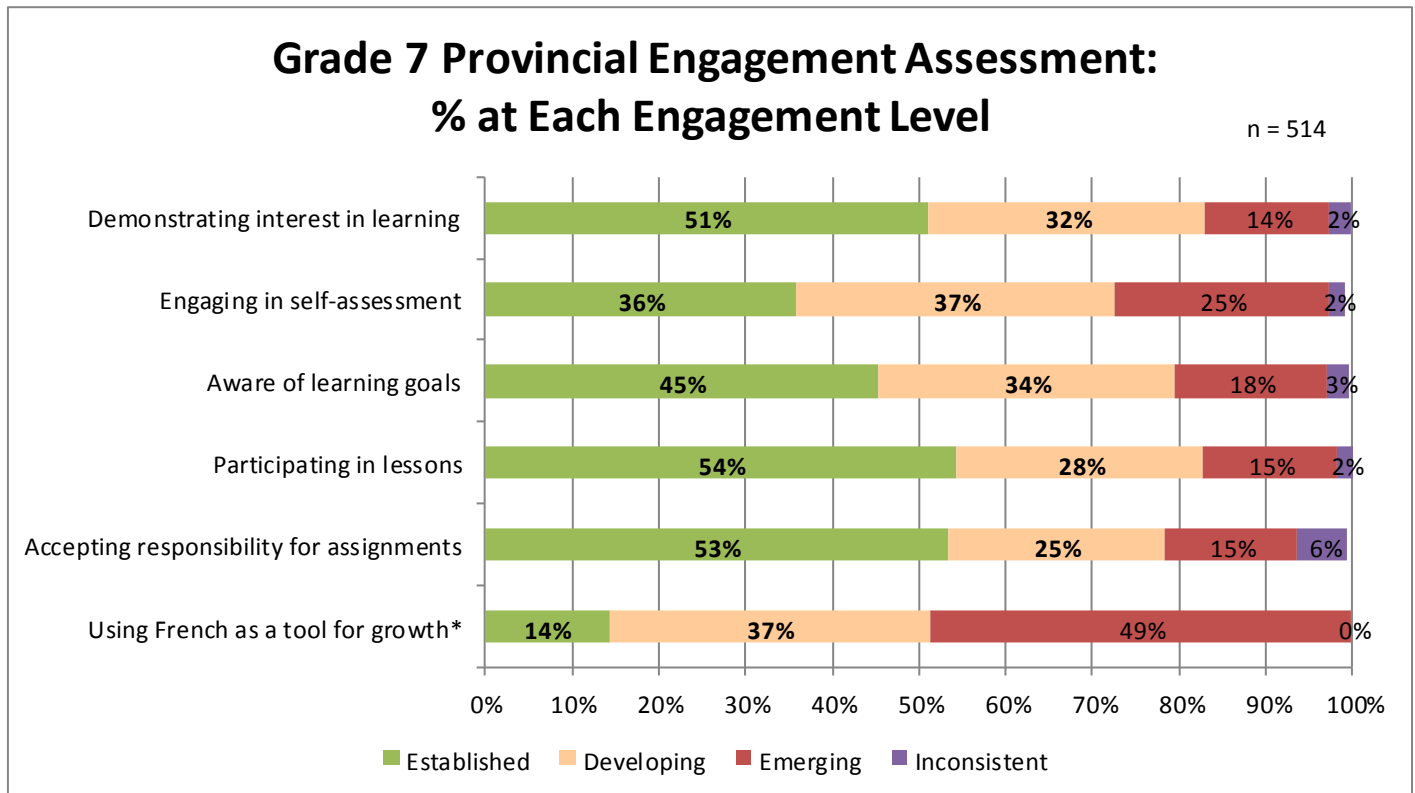


Summary of Formative Assessment Results in Reading in French

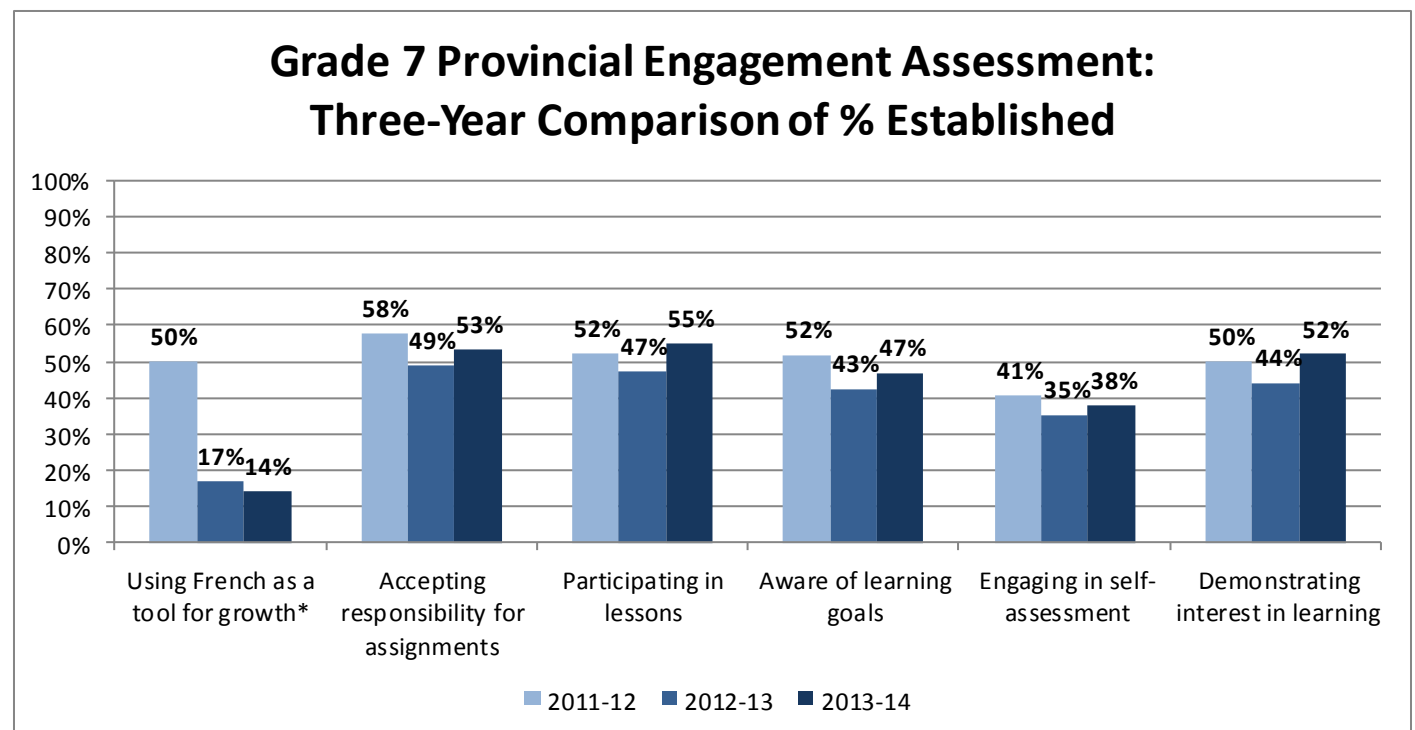
In all competencies assessed, at least 80% of students are meeting or approaching expectations in this assessment. In fact, in two of the three competencies, 80% of students are meeting expectations. While last year saw a drastic decline in this assessment, this year's results have revealed a marked improvement, bringing the results closer to the 2011/12 school year.

Grade 7 Provincial Engagement Assessment Results

The following graph depicts the results of BSD students in the Grade 7 Provincial Engagement assessment. Students in both the English and French Immersion programs are assessed on 5 engagement skill areas, and students in the French Immersion program are assessed on one additional skill relating to their use of the French language. Teachers assess students using the following indicators: Establish (nearly always), Developing (quite often), Emerging (only sometimes), and Inconsistent.



* Only assessed for students in the French Immersion Program; n = 35.



Summary of Provincial Engagement Assessment Results

The 5 engagement skill areas assessed across both the English and French Immersion programs are considered first. Slightly more than 50% of BSD students are demonstrating established engagement skills, while another third are demonstrating these skills quite often. Students find self-assessment the most challenging skill—only a third of students are established in this skill while a full quarter are emerging. The data also shows that the second lowest percentage of ‘established’ students is in “being aware of learning goals of a unit of study and/or personal learning goals.” In each of the engagement skills assessed, there were slight improvements this year in the percentage of established skills compared with last year.

“Using French as a tool for personal and social growth” is an engagement skill assessed in the French Immersion program only. In general, this skills continues to be ‘emerging’ for students in BSD *and* across the province.

School-Site Formative Assessment Results

Grade 3 Reading, Writing, and Numeracy: % Meeting or Exceeding by School*

School	Reading				Writing						Numeracy				
	n	Sets Read- ing Goals	Strategies	Compre- hension	n	Ideas	Organiza- tion	Word Choice	Sentence Fluency	Conven- tions	n	Patterns	Equality	Repre- senting Numbers	Mental Math
BSD	564	61%	63%	61%	560	62%	55%	36%	44%	45%	564	57%	53%	68%	49%
Alexander School	9	78%	78%	78%	9	78%	67%	78%	67%	67%	9	56%	67%	78%	78%
Betty Gibson School	26	31%	31%	31%	26	27%	19%	15%	27%	15%	26	73%	62%	65%	54%
Earl Oxford School	36	47%	50%	42%	36	58%	47%	17%	28%	42%	36	28%	39%	47%	31%
École Harrison	35	83%	86%	81%	36	86%	75%	78%	81%	69%	36	78%	75%	78%	75%
George Fitton School	49	42%	54%	48%	50	44%	44%	26%	26%	38%	50	52%	28%	50%	44%
Green Acres School	18	83%	78%	78%	18	72%	83%	44%	78%	39%	18	67%	83%	78%	78%
J. R. Reid School	31	58%	74%	65%	31	87%	71%	65%	58%	48%	31	81%	65%	97%	71%
King George School	29	97%	52%	79%	29	66%	52%	24%	35%	52%	29	79%	83%	79%	45%
Kirkcaldy Heights School	37	46%	54%	46%	37	73%	62%	27%	43%	43%	37	32%	41%	54%	43%
Linden Lanes School	36	89%	78%	81%	36	75%	72%	69%	61%	47%	36	75%	53%	83%	44%
Meadows School	47	43%	57%	53%	46	39%	44%	17%	28%	26%	47	47%	38%	57%	32%
École New Era School (ENG)	24	38%	29%	29%	22	41%	36%	9%	36%	32%	24	50%	50%	33%	17%
École New Era School (FR)	21	81%	81%	48%	21	86%	67%	57%	48%	43%	21	52%	48%	57%	14%
École O'Kelly School (ENG)	25	80%	84%	84%	25	68%	44%	24%	40%	32%	25	84%	56%	92%	68%
École O'Kelly School (FR)	2				2						2				
Riverheights School	34	62%	62%	62%	34	53%	56%	18%	35%	41%	34	56%	59%	71%	50%
Riverview School	17	59%	77%	77%	17	65%	47%	12%	29%	24%	17	77%	71%	82%	71%
Spring Valley Colony School	0			55%	0						0				
St. Augustine School	22	41%	68%	13%	22	59%	59%	46%	55%	77%	22	18%	32%	41%	9%
Valleyview Centennial School	16	50%	56%	75%	16	69%	44%	13%	31%	44%	16	25%	63%	81%	31%
Waverly Park School	48	79%	75%	75%	47	70%	66%	55%	51%	77%	48	65%	56%	92%	85%

*Percentages in this table should be read as the percentage of students meeting expectations in each competency. In cases where a performance level of 'Exceeding' is possible, the percentages in this table refer to the combination of students who are meeting OR exceeding expectations.

Grade 5 Reading, Writing, and Numeracy: % Meeting or Exceeding by School*

	Reading				Writing				Numeracy					
School	n	Fluency & Expression	Responds Critically	Comprehension	n	Ideas/ Organization	Word Choice	Conventions	n	Decimals	Fractions	Patterns	Mental Math	Place Value
BSD	547	61%	57%	68%	547	51%	41%	45%	545	60%	53%	56%	50%	71%
Alexander School	10	90%	80%	80%	10	80%	70%	70%	10	100%	100%	60%	60%	100%
Betty Gibson School	26	42%	54%	65%	26	39%	27%	46%	29	28%	17%	21%	41%	45%
Earl Oxford School	32	56%	41%	53%	32	50%	34%	25%	30	57%	20%	33%	3%	50%
École Harrison	40	90%	85%	93%	40	68%	75%	80%	39	82%	77%	77%	72%	92%
George Fitton School	52	52%	50%	56%	52	39%	31%	29%	53	59%	40%	68%	47%	72%
Green Acres School	21	52%	48%	57%	21	38%	29%	29%	21	29%	29%	43%	52%	62%
J. R. Reid School	35	29%	37%	51%	34	24%	24%	21%	35	40%	40%	23%	43%	60%
King George School	19	42%	37%	37%	19	21%	26%	21%	16	50%	50%	44%	44%	75%
Kirkcaldy Heights School	32	72%	50%	63%	32	59%	28%	56%	32	44%	50%	53%	50%	81%
Linden Lanes School	37	76%	65%	76%	37	73%	49%	46%	37	73%	73%	76%	87%	87%
Meadows School	43	49%	51%	63%	43	58%	49%	40%	43	63%	63%	58%	37%	70%
École New Era School (ENG)	13	77%	62%	85%	13	46%	39%	54%	14	36%	36%	43%	43%	57%
École New Era School (FR)	17	53%	53%	77%	17	41%	29%	24%	20	55%	35%	50%	50%	55%
École O'Kelly School	21	52%	48%	67%	20	75%	25%	55%	21	67%	43%	33%	19%	81%
Riverheights School	41	54%	49%	59%	41	42%	37%	42%	41	56%	59%	66%	63%	61%
Riverview School	12	100%	67%	83%	12	58%	58%	67%	12	100%	83%	92%	42%	100%
Spring Valley Colony School	4				4				4					
St. Augustine School	24	88%	58%	92%	24	67%	67%	67%	21	86%	71%	76%	71%	100%
Valleyview Centennial School	19	53%	79%	68%	19	32%	16%	53%	20	85%	55%	65%	55%	85%
Waverly Park School	53	60%	77%	81%	53	55%	53%	55%	51	63%	73%	69%	51%	61%

*Percentages in this table should be read as the percentage of students meeting expectations in each competency. In cases where a performance level of 'Exceeding' is possible, the percentages in this table refer to the combination of students who are meeting OR exceeding expectations.

Grade 7 Reading, Writing, and Numeracy: % Meeting or Exceeding by School*

	Reading				Writing			Numeracy						
School	n	Fluency & Expression	Responds Critically	Comprehension	n	Ideas/ Organization	Word Choice	Conventions	n	Fractions	Decimals	Representing Number	Patterns	Mental Math
BSD	536	53%	50%	57%	534	52%	45%	52%	541	57%	70%	62%	44%	51%
Alexander School	11	64%	73%	100%	11	82%	82%	46%	11	82%	82%	82%	82%	82%
Betty Gibson School	44	23%	23%	36%	44	46%	14%	46%	46	20%	24%	28%	7%	9%
Earl Oxford School	26	65%	50%	58%	26	65%	39%	42%	27	48%	93%	82%	59%	70%
École Harrison	28	61%	64%	89%	28	79%	54%	64%	28	64%	86%	71%	54%	79%
George Fitton School	42	26%	33%	36%	42	38%	17%	24%	43	37%	61%	35%	35%	28%
Green Acres School	22	55%	50%	50%	22	59%	64%	64%	20	45%	75%	65%	60%	60%
J. R. Reid School	27	37%	63%	67%	27	44%	22%	63%	27	67%	59%	56%	26%	52%
King George School	45	56%	22%	40%	45	33%	31%	44%	48	42%	46%	42%	46%	56%
Kirkcaldy Heights School	37	76%	65%	70%	37	62%	76%	49%	36	58%	92%	83%	64%	67%
Linden Lanes School	35	86%	89%	97%	35	83%	91%	71%	35	80%	91%	74%	66%	83%
Meadows School	43	51%	47%	44%	43	35%	37%	49%	43	54%	67%	70%	16%	35%
École New Era School (ENG)	18	39%	22%	39%	16	33%	19%	38%	19	63%	58%	47%	32%	16%
École New Era School (FR)	7	57%	14%	71%	7	71%	0%	14%	7	43%	100%	71%	0%	57%
École O'Kelly School	18	67%	50%	61%	18	22%	67%	6%	17	71%	82%	65%	47%	41%
Riverheights School	68	53%	44%	43%	68	53%	35%	65%	68	71%	78%	69%	37%	41%
Spring Valley Colony School	1				1				1					
St. Augustine School	23	52%	65%	74%	23	48%	57%	48%	22	64%	73%	68%	64%	64%
Waverly Park School	41	59%	85%	68%	41	71%	71%	85%	43	79%	79%	79%	79%	77%

Percentages in this table should be read as the percentage of students meeting expectations in each competency. In cases where a performance level of 'Exceeding' is possible, the percentages in this table refer to the combination of students who are meeting OR exceeding expectations.

Grade 9 Reading, Writing, and Numeracy: % Meeting or Exceeding by Sending School

In this table, Grade 9 results are broken down in to results for each 'sending school.' Sending school is defined as the K-8 school the student attended in the previous year. Students repeating Grade 9 are therefore excluded from this table. Percentages in the blue portion of this table should be read as the percentage of students meeting (or exceeding) expectations in each competency. Percentages in the orange portion of this table should be read as traditional percentage scores. In this table, 'F' stands for "Fiction" while 'NF' stands for "Non-Fiction."

Sending School	Reading*						Writing*			Numeracy**						
	Compre- hension (F)		Tech- niques & Personal Elements (NF)		Compre- hension & Critical Inference (F)		Compre- hension - Main Idea (NF)		Grammar & Me- chanics			n***	Number Concepts	Patterns & Relations	Shape & Space	Statistics & Proba- bility
	n	67%	32%	31%	49%	50%	n	Ideas	Organiza- tion	Voice						
BSD	549	67%	32%	31%	49%	50%	544	77%	68%	80%	77%	595	68%	56%	58%	60%
Alexander School	7	86%	29%	29%	57%	29%	7	71%	86%	86%	86%	7	58%	54%	59%	60%
Earl Oxford School	55	60%	13%	24%	49%	46%	53	87%	72%	77%	68%	51	62%	49%	62%	51%
École Harrison	26	69%	54%	15%	54%	42%	26	81%	73%	85%	89%	26	81%	60%	54%	60%
George Fitton School	46	54%	15%	30%	33%	41%	46	67%	54%	70%	70%	44	65%	52%	52%	55%
Green Acres School	13	54%	23%	23%	23%	31%	12	58%	58%	67%	75%	14	72%	56%	54%	63%
J. R. Reid School	30	77%	43%	37%	60%	63%	30	63%	70%	87%	83%	27	63%	54%	61%	55%
King George School	23	57%	30%	26%	44%	26%	23	78%	61%	83%	74%	24	51%	41%	50%	45%
Kirkcaldy Heights	37	73%	49%	51%	60%	65%	37	87%	81%	84%	84%	35	79%	70%	75%	80%
Linden Lanes School	43	67%	33%	21%	65%	40%	43	81%	65%	84%	81%	44	67%	53%	51%	56%
Meadows School	47	83%	19%	43%	55%	53%	47	89%	85%	94%	94%	53	72%	59%	64%	63%
École New Era School	24	63%	17%	25%	29%	25%	23	65%	48%	74%	70%	28	63%	48%	51%	51%
École O'Kelly School	9	56%	33%	22%	44%	44%	9	89%	78%	78%	78%	7	54%	48%	40%	58%
Riverheights School	43	74%	49%	42%	51%	70%	43	77%	72%	74%	67%	47	77%	61%	70%	66%
St. Augustine School	23	87%	39%	35%	61%	57%	23	83%	78%	91%	87%	20	83%	67%	74%	79%
Waverly Park School	42	83%	62%	52%	71%	88%	42	91%	88%	95%	91%	39	82%	72%	72%	77%
Outside of BSD	56	52%	30%	21%	34%	41%	56	70%	54%	73%	63%	57	63%	52%	46%	56%

* Percentages are based on total number of students who completed any part of the assessment.

** This section of the table is coloured differently in order to highlight that these % are average scores, not % M or E expectations.

*** This n refers to students who completed ALL parts of the assessment, so certain sub-sections of the numeracy assessment have slightly different n's.

Grade 9 Formative Assessment Results by Receiving School

Grade 9 Reading Competencies: % Meeting or Exceeding by Receiving School

	Total Number of Students*	Comprehension (Fiction)	Techniques & Elements (Non-Fiction)	Personal & Critical Response	Comprehension - Inference (Fiction)	Comprehension - Main Idea (Non-Fiction)
		% M/E	% M/E	% M/E	% M/E	% M/E
CP	225	60%	18%	31%	34%	45%
N	120	55%	33%	10%	42%	29%
VM	204	81%	47%	45%	69%	68%
BSD	549*	67%	32%	31%	49%	50%

* 35 students were exempt from this assessment; so the total population is 584.

Summary:

In all competencies, there is a greater percentage of students who are meeting expectations entering Vincent Massey than the other schools.

Grade 9 Writing Competencies: % Meeting or Exceeding by Receiving School

	Total Number of Students	Ideas	Organization	Voice	Grammar & Mechanics
		% M/E	% M/E	% M/E	% M/E
CP	225	75%	62%	74%	72%
N	115	65%	52%	71%	73%
VM	204	87%	84%	90%	83%
BSD	544	77%	68%	80%	77%

* 40 students were exempt from this assessment; so the total population is 584.

Summary:

Consistent with last year, students entering Vincent Massey do so with slightly higher rates of writing competency than students entering the other two high schools. This cohort of students entering Crocus Plains has performed slightly better than in previous years.

Grade 9 Numeracy: Average Percent Scores in Each Competency by Receiving School

	Total Number of Students*	Number Concepts		Patterns & Relations		Shape & Space		Statistics & Probability	
		n	Average %	n	Average %	n	Average %	n	Average %
CP	246	232	62%	225	50%	232	56%	223	58%
N	121	117	67%	117	52%	118	51%	117	55%
VM	228	223	75%	218	63%	223	65%	224	65%
BSD	595*	572	68%	560	56%	573	58%	564	60%

* 23 students were exempt from this assessment; so the total population is 618.

Summary:

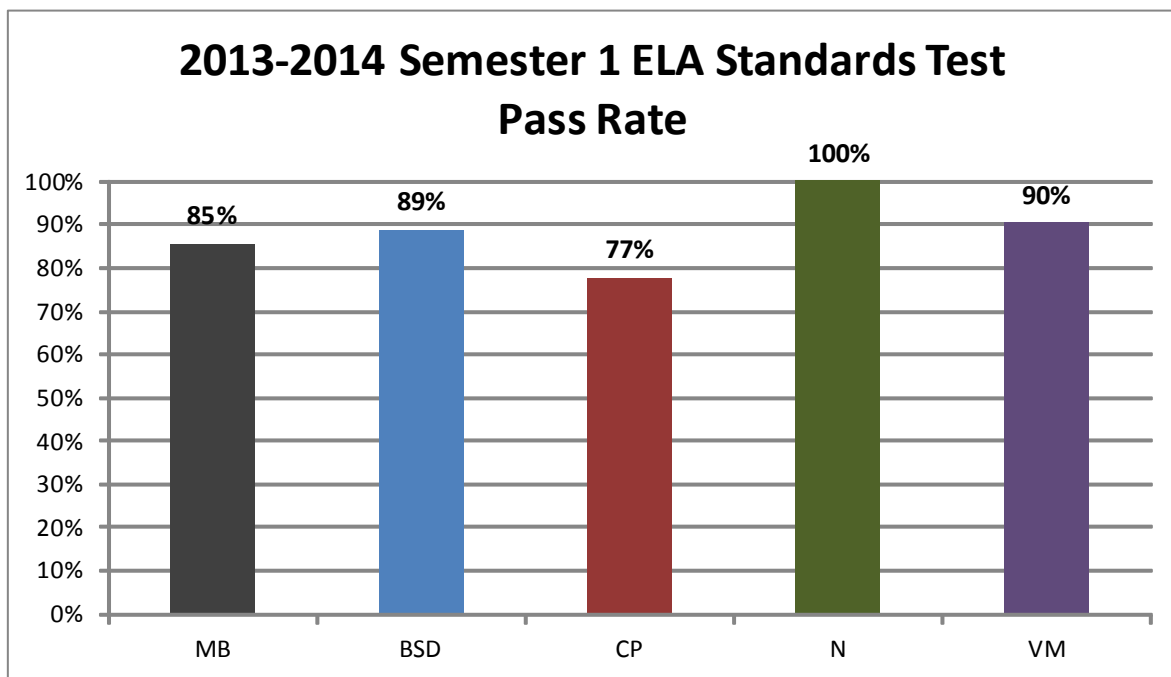
Students entering Vincent Massey score higher in every competency. Students entering Crocus Plains and Neelin do so with similar averages on this numeracy assessment.

Grade 12 Provincial Standards Tests

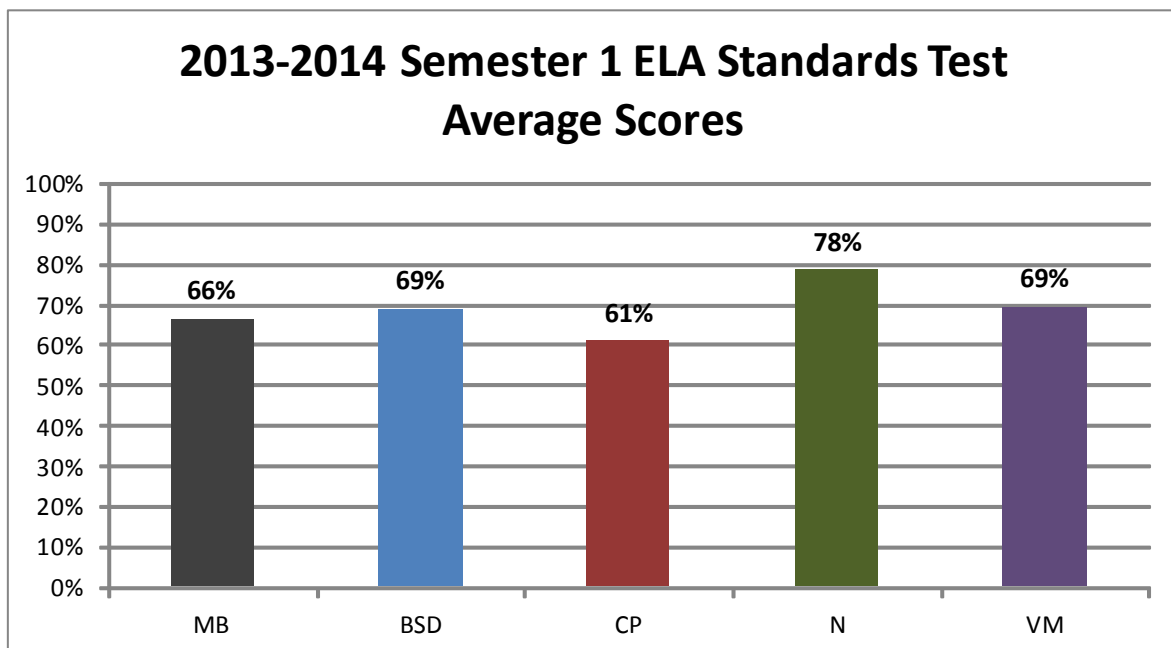
Grade 12 Provincial (Manitoba) Standards Tests completed in the Brandon School Division have been monitored closely and analyzed since the 2002-03 school year. (The French test has been monitored for the last four years; see the next section of this report.) The tests are administered in January and June of each school year to accommodate the semester schedule and include the Grade 12 Language Arts, Pre-Calculus Mathematics, Applied Mathematics, and Essential Mathematics assessments developed by Manitoba Education.

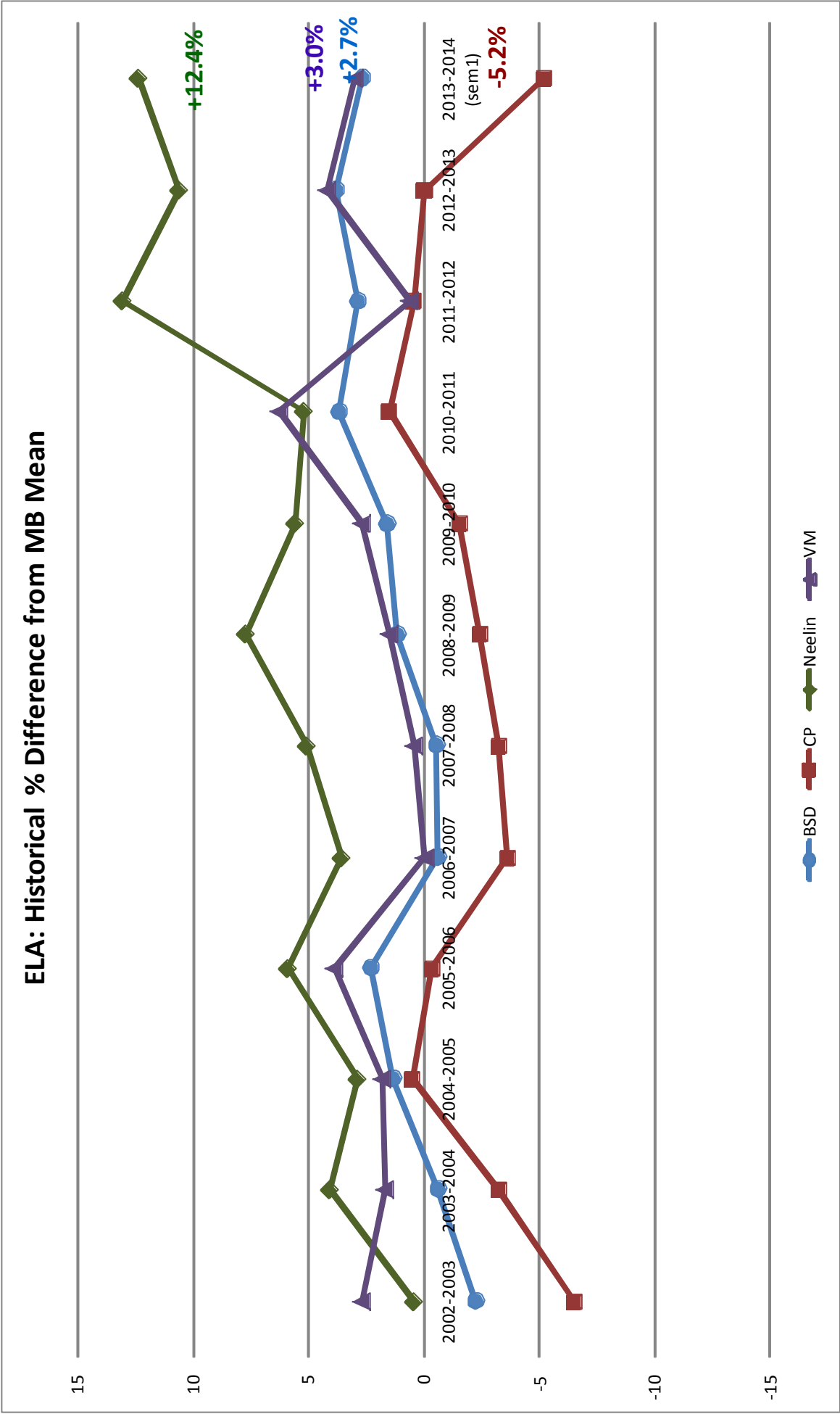
The following results are from the January 2014 assessment (therefore, semester 1 only). June 2014 assessment results will be available in the fall of 2014. Full reports of all Grade 12 results will be available through Research and Evaluation Services by December 2014.

Grade 12 English Language Arts Provincial Standards Test



	n
BSD	313
CP	106
N	83
VM	124

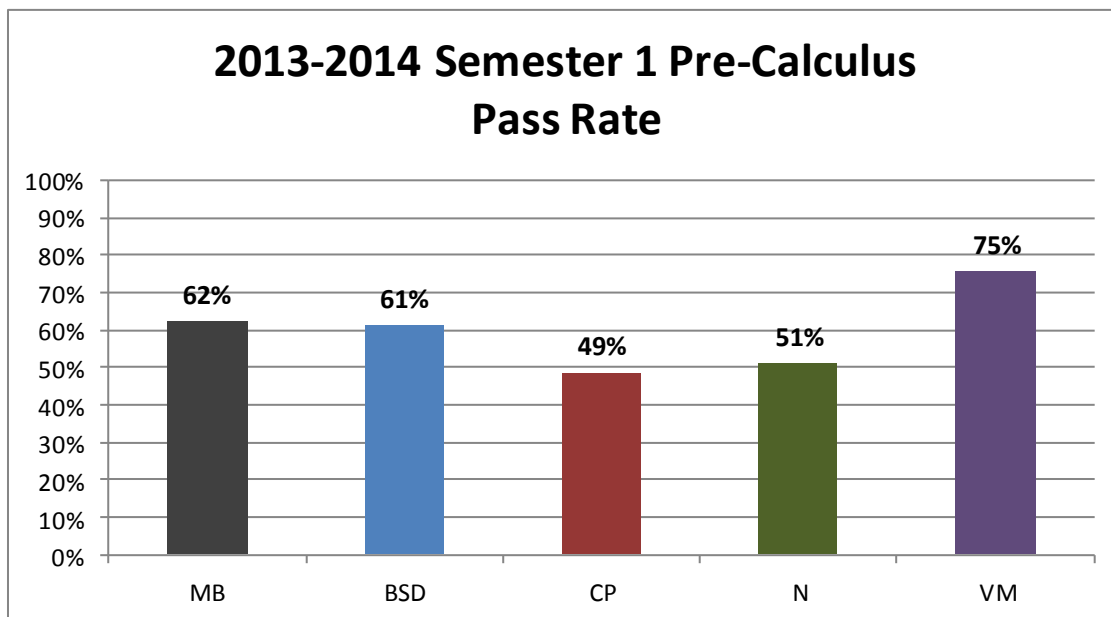




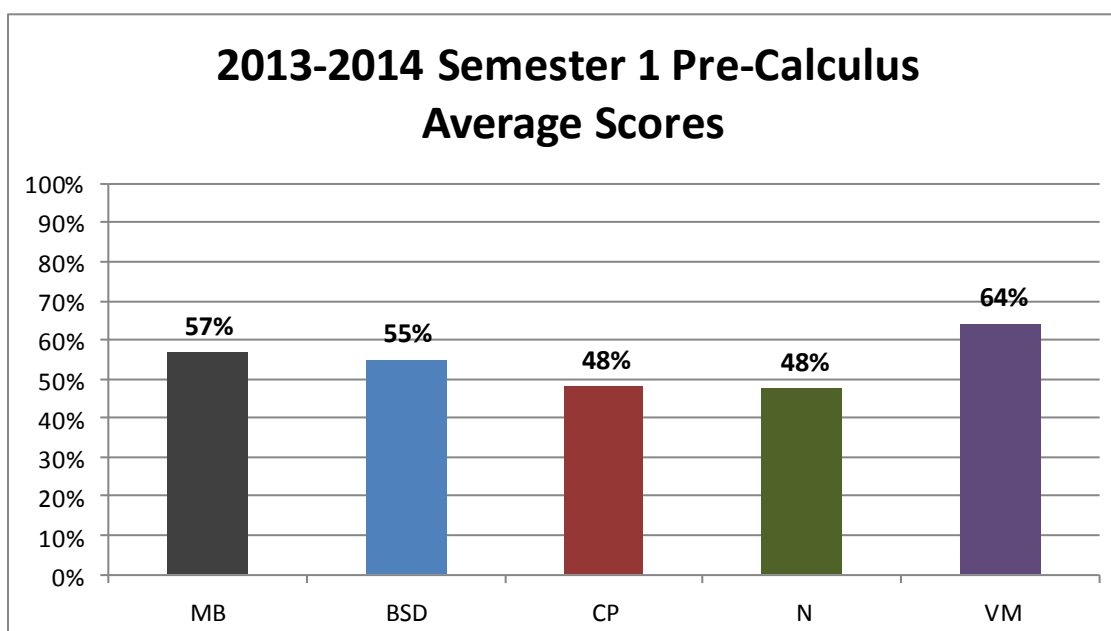
It is important to note that as of 2012-2013 there has been a change in the Manitoba Mathematics curricula, resulting in changes to the Grade 12 Mathematics Provincial Standards Tests. In the 2012-2013 year, new standards tests in Mathematics were Pi- loted, and 2013-2014 is the first year of full implementation. While the majority of the outcomes have remained in the same strand (i.e., pre-calculus versus applied), some outcomes have been switched between the Grade 11 and Grade 12 levels. These changes will have resulted in some content differences within the tests. The most significant alteration has been in the format of the Essential Mathematics area, which was previously Consumer Math. Instead of three components of the assessment—a pro- ject, portfolio, and written test—the assessment is now composed solely of a written test. Due to these notable changes, multi- year trend analysis of the three Math tests are halted at the 2011-2012 year and this current year represents the first collection of data within the new curriculum and standards tests.

As with ELA, the following Mathematics results are from the January 2014 assessment. June 2014 assessment results will be avail- able in the fall of 2014. Full reports of all Grade 12 results will be available through Research and Evaluation Services by December 2014.

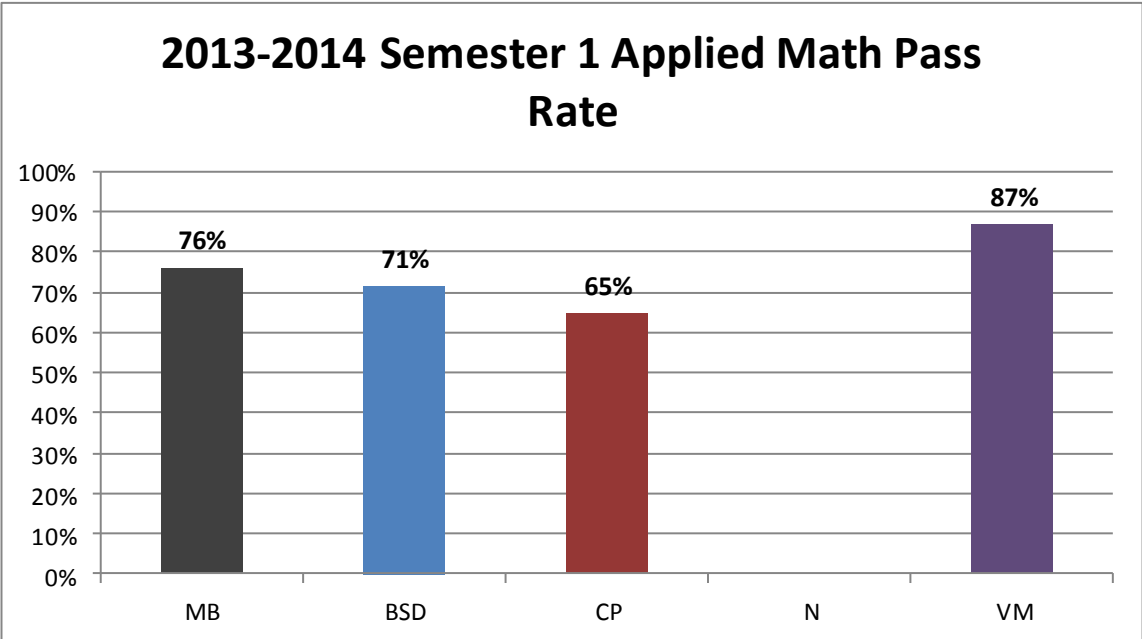
Grade 12 Pre-Calculus Provincial Standards Test



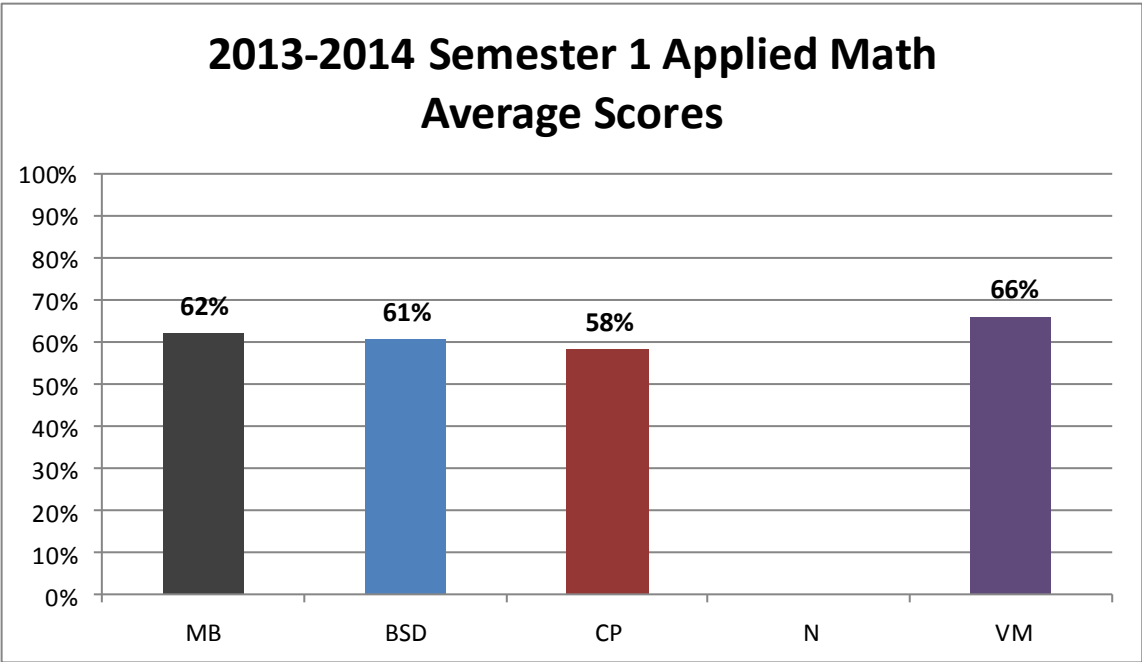
	n
BSD	100
CP	29
N	34
VM	37



Grade 12 Applied Mathematics Provincial Standards Test

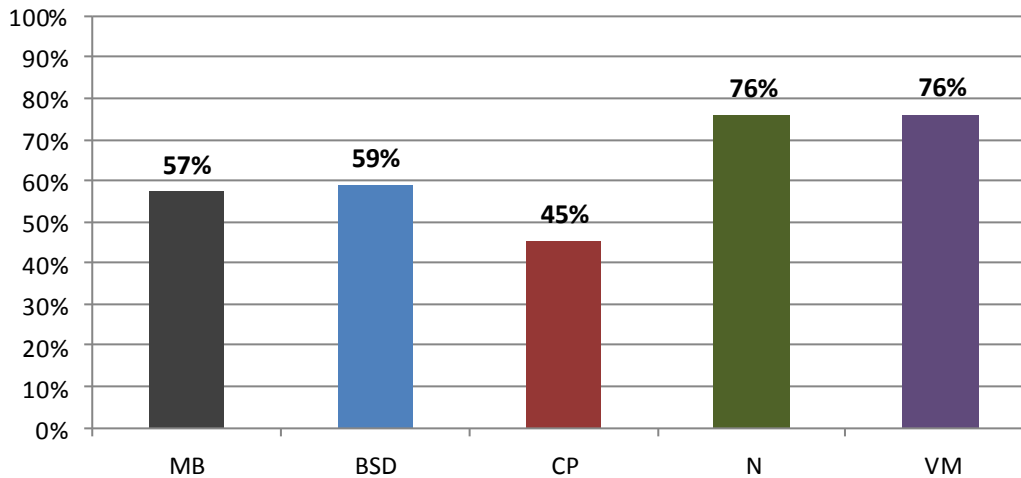


	n
BSD	49
CP	34
N	0
VM	15



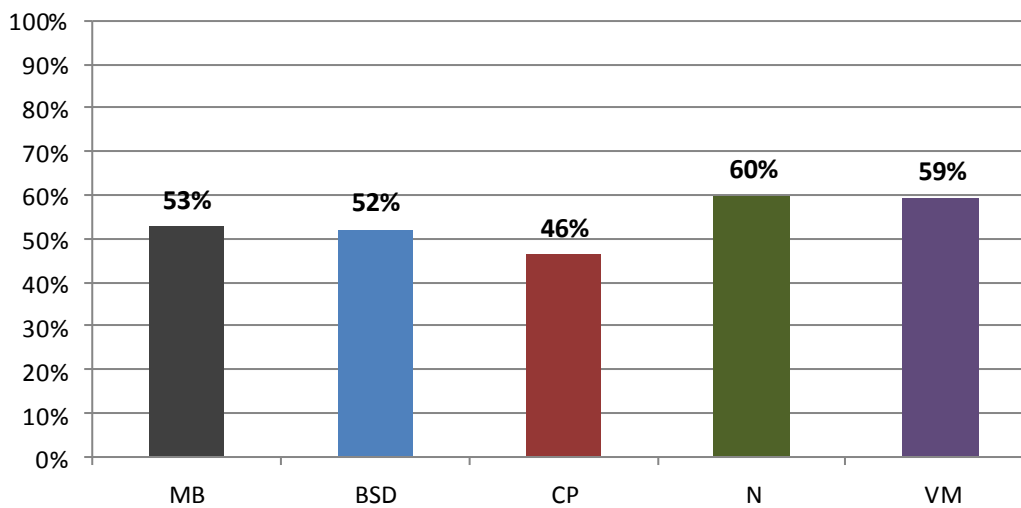
Grade 12 Essential Mathematics Provincial Standards Test

2013-2014 Semester 1 Essential Math Pass Rate



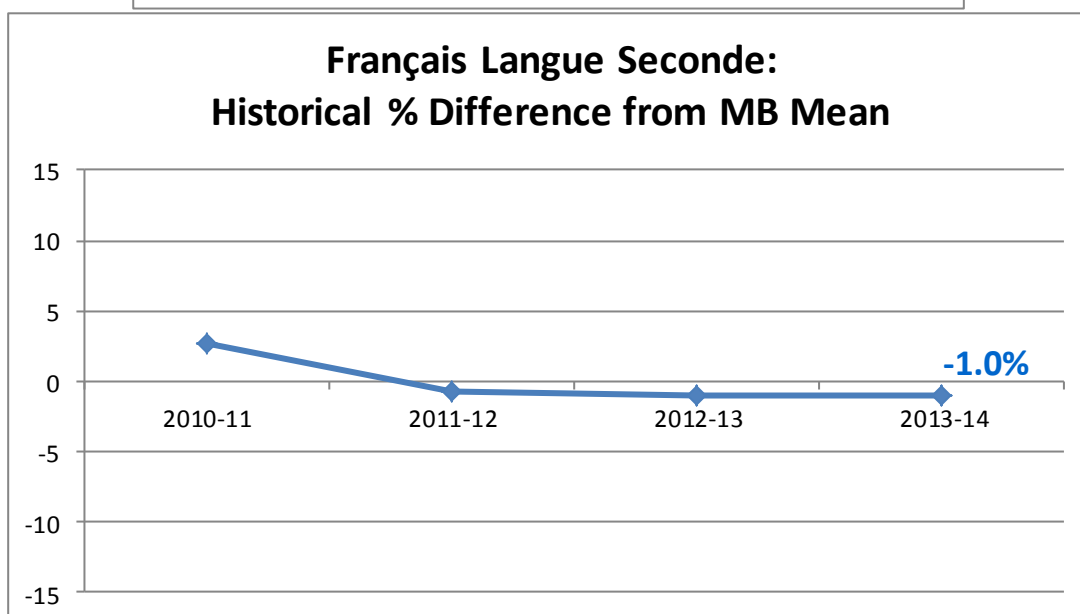
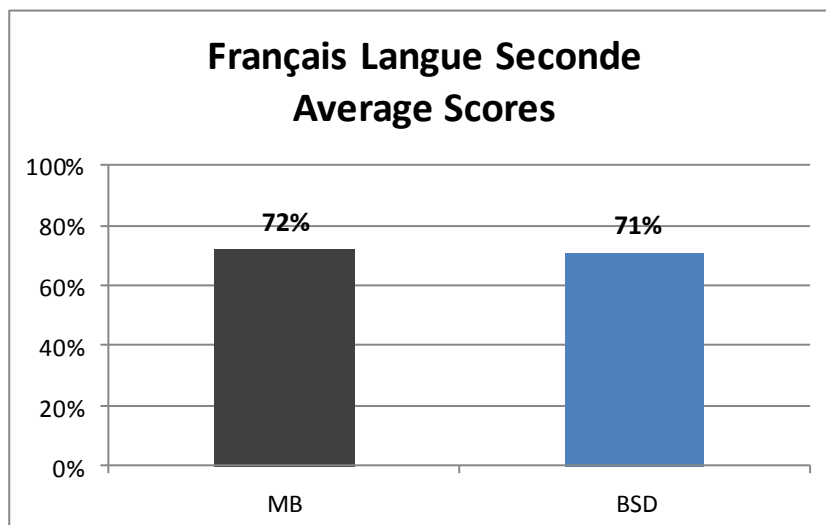
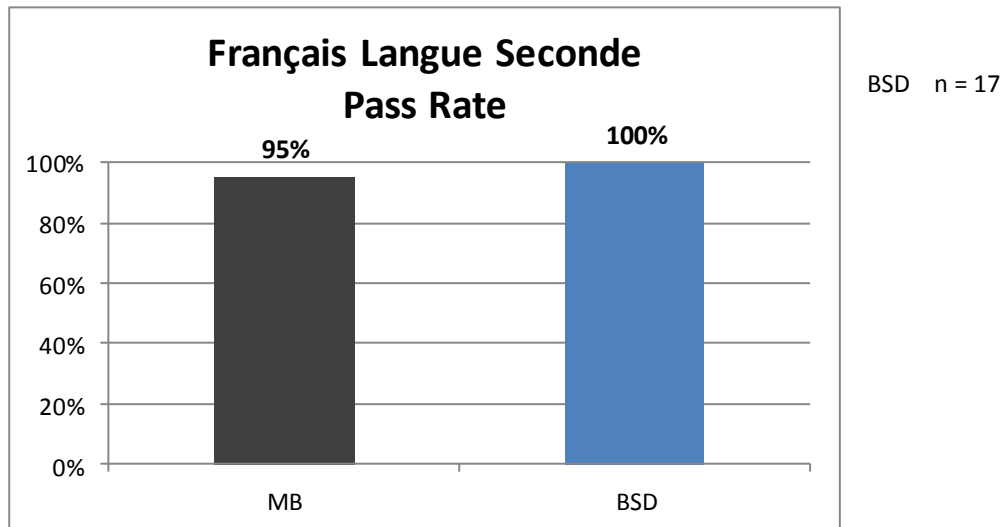
	n
BSD	89
CP	45
N	16
VM	28

2013-2014 Semester 1 Essential Math Average Scores



Grade 12 Français Langue Seconde Provincial Standards Test

The Grade 12 Français test results have been tracked for four years. The results shown here are noted as BSD results, however in the case of the French test, only students from École Secondaire Neelin High School complete this test.



Summary of Grade 12 Provincial Standards Results

English Language Arts

Vincent Massey and Neelin high schools have demonstrated strong Language Arts scores consistently across the last several years. The Language Arts scores from Crocus Plains Regional Secondary School have been improving consistently over the previous six years, but have shown a decline in the first semester of this year.

Pre-Calculus

As was seen in previous Pre-Calculus results, students at Vincent Massey Collegiate have a higher pass rate and higher average score than the province as a whole. Both Neelin and Crocus Plains are below the Manitoba pass rate and average score.

Applied Mathematics

In Manitoba as well as in BSD, students fared better on the Applied Mathematics test than on either the Pre-Calculus or Essential Mathematics tests. In BSD, 71% of students passed the Applied Math test, and the average score was 61%. Students at Vincent Massey had the highest average score (66%), and had a far greater percentage of students pass the test (87%) compared with the province as a whole. Neelin did not have students taking Applied Math in Semester 1.

Essential Mathematics

As a whole, BSD students performed similarly to Manitoba students on the Essential Mathematics test. However, both Neelin's and Vincent Massey's pass rates were much higher than Manitoba's rate. Their average scores were higher as well.

Français langue seconde

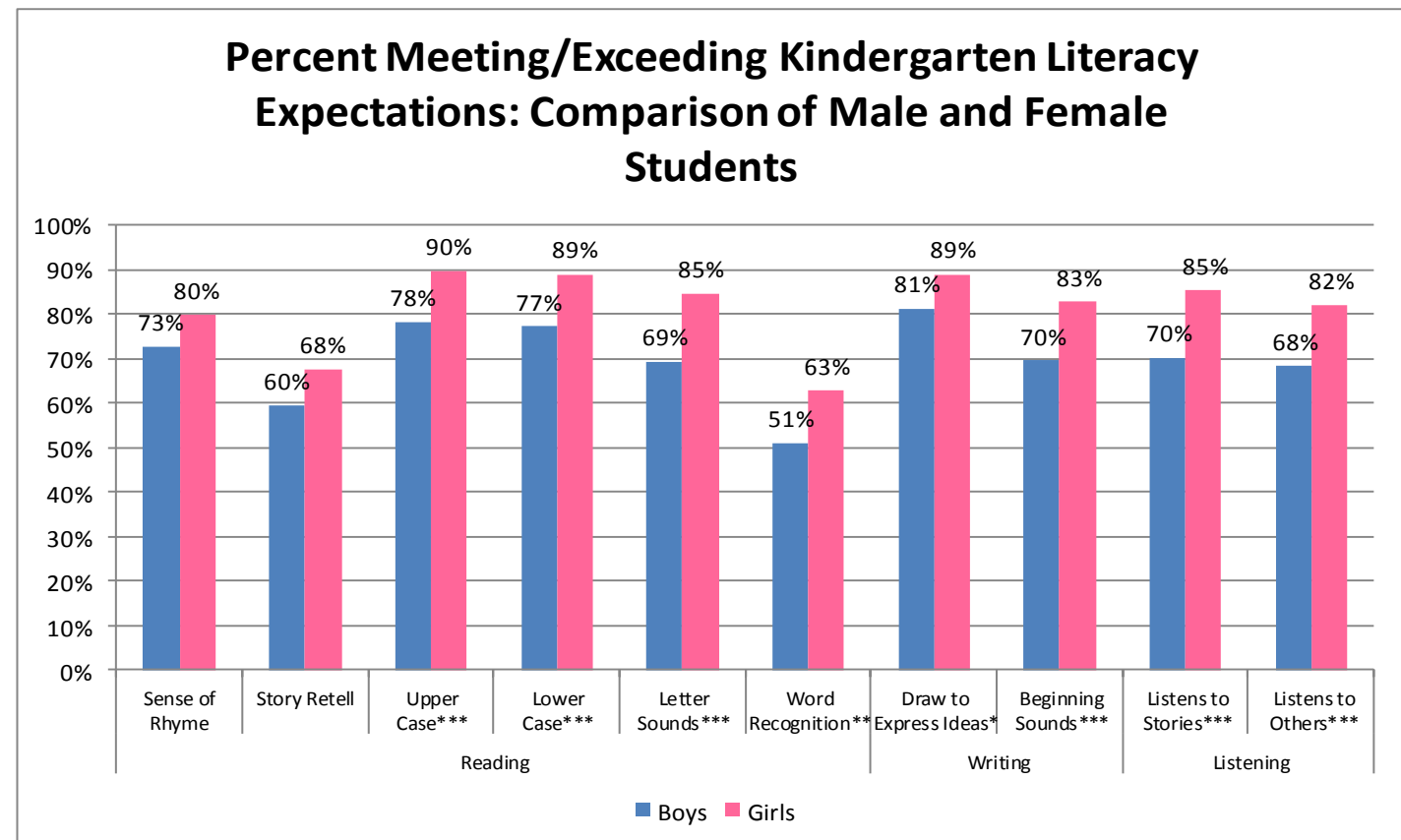
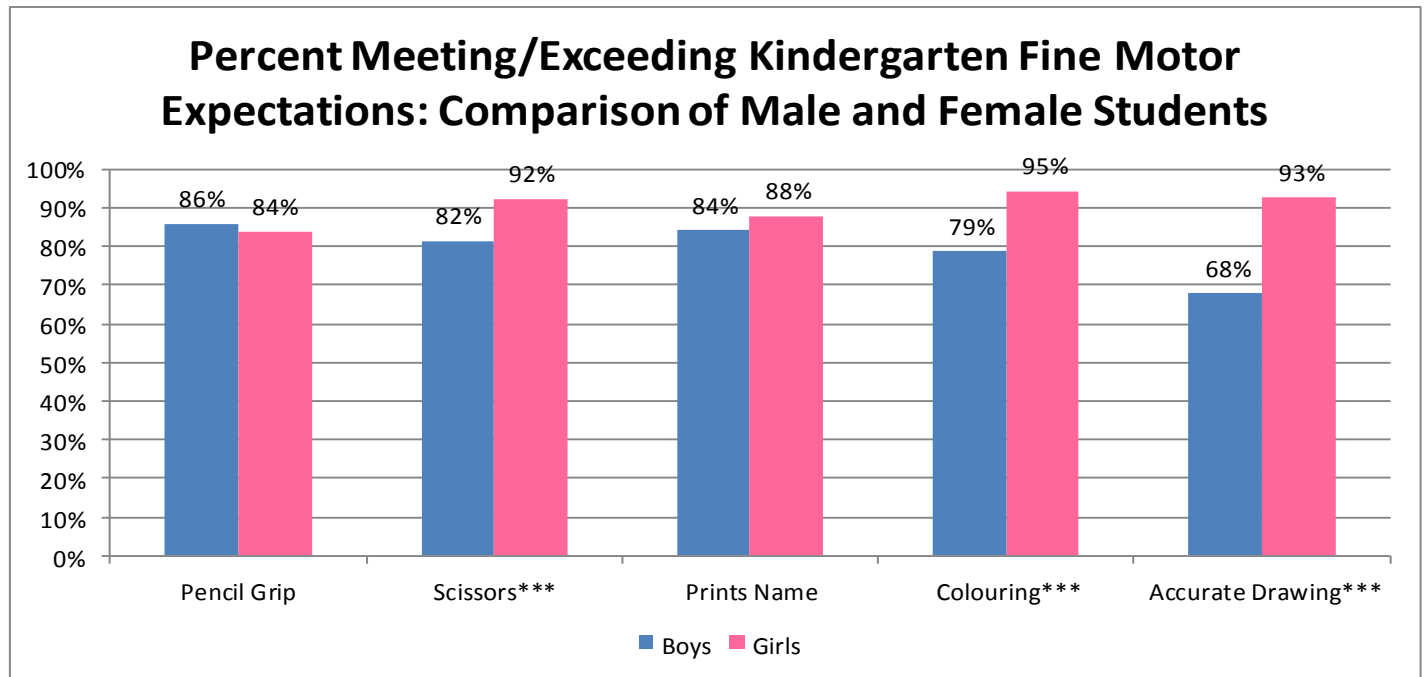
The BSD average is very similar to the Provincial average on the Français langue seconde Provincial standards test. Furthermore, 100% of the BSD students who took this test passed it. In BSD, as in the Province as a whole, average scores on the Grade 12 French assessment tend to be higher than average scores on all other Grade 12 standards tests.

SECTION C

Specific Learner Group Achievement

Specific Learner Group Achievement: Comparison of Male and Female Learners

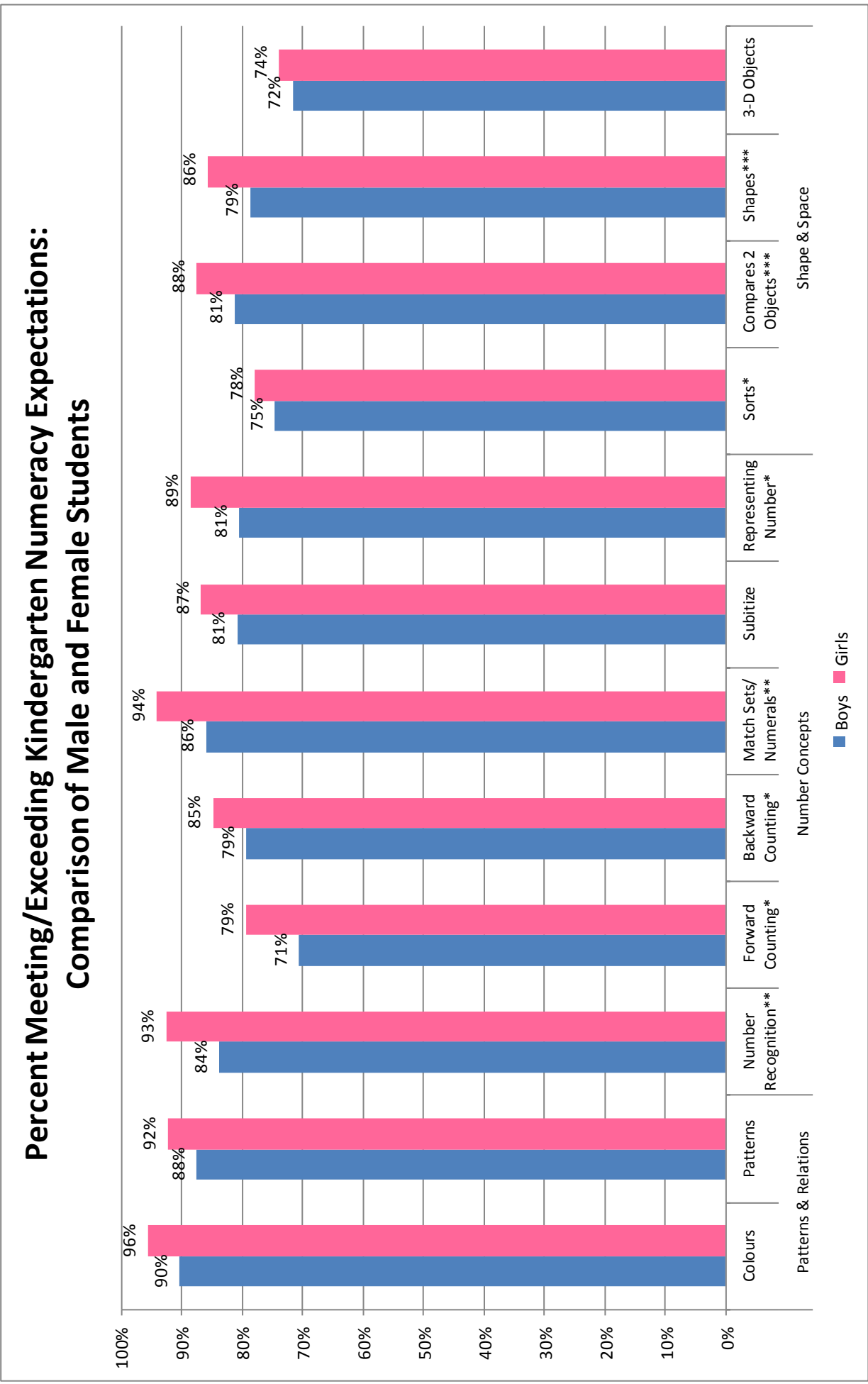
Note that comparisons of specific learner groups on Kindergarten competencies include English program students only.



*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level.

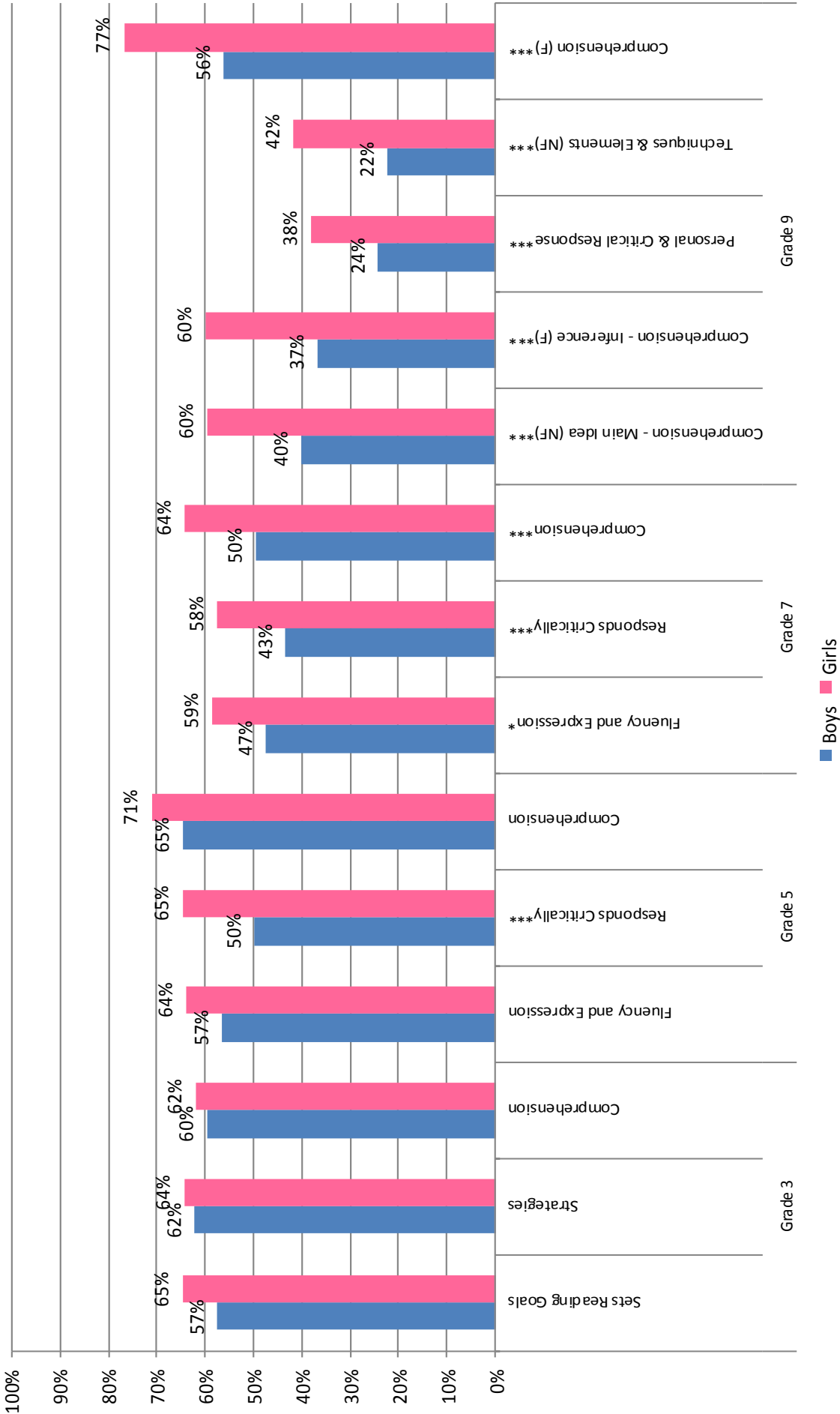
***Difference is statistically significant at the .005 level.

Note that comparisons of specific learner groups on Kindergarten competencies include English program students only.



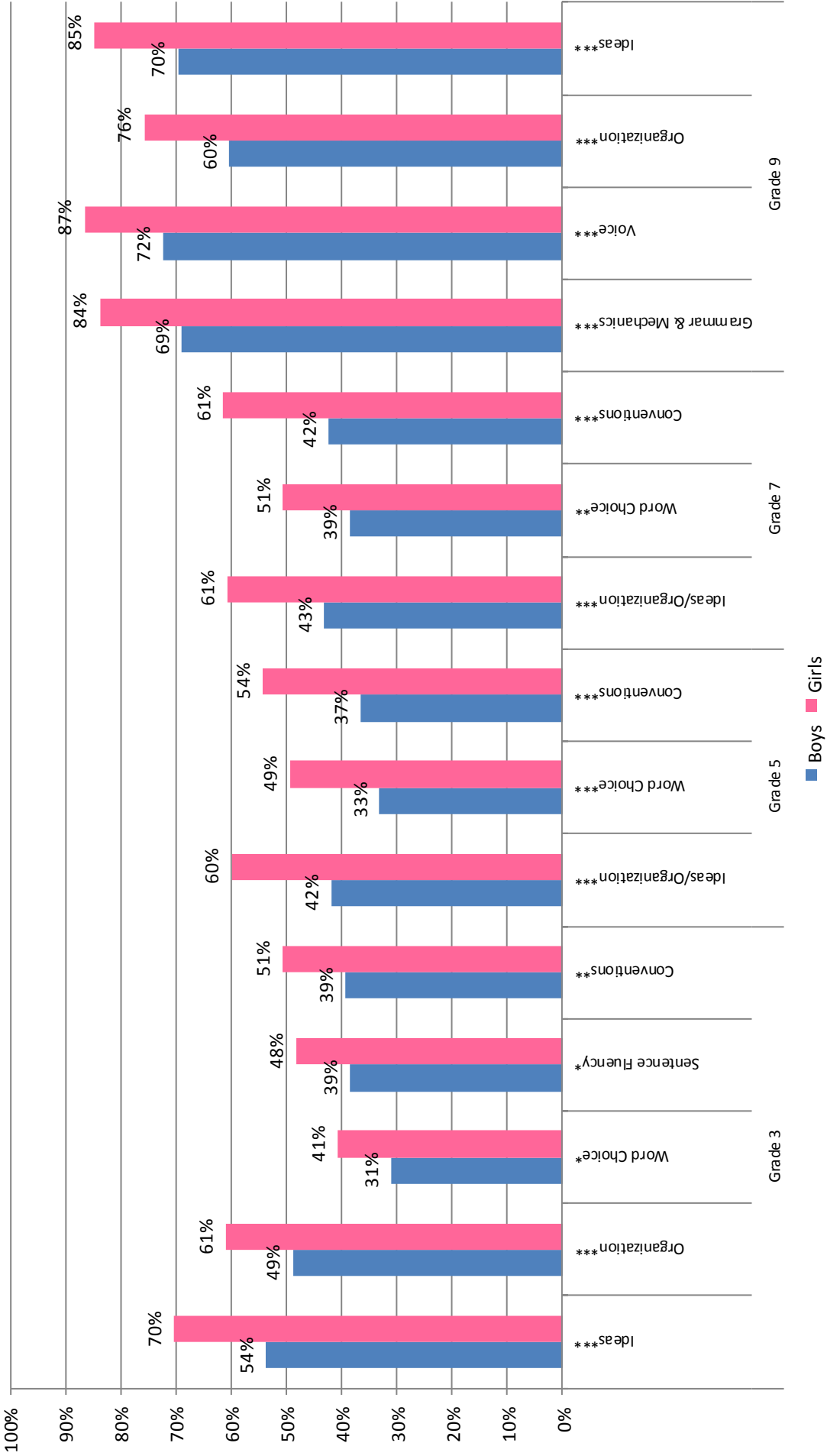
*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Percent Meeting Expectations in Grade 3, 5, 7 & 9 READING Competencies: Comparison of Boys and Girls

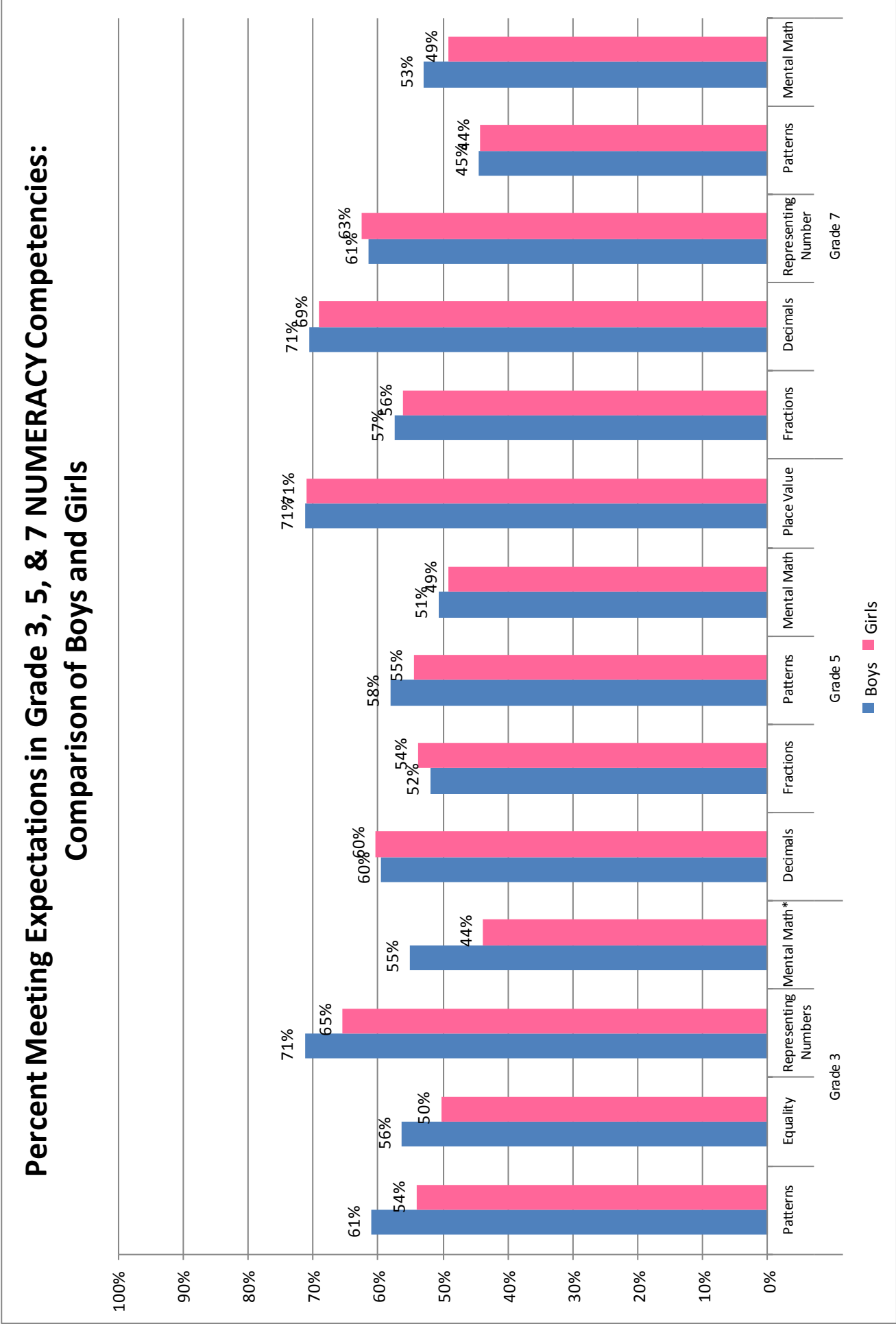


***Difference is statistically significant at the .01 level. **Difference is statistically significant at the .05 level. *Difference is statistically significant at the .005 level.

Percent Meeting Expectations in Grade 3, 5, 7 & 9 WRITING Competencies: Comparison of Boys and Girls

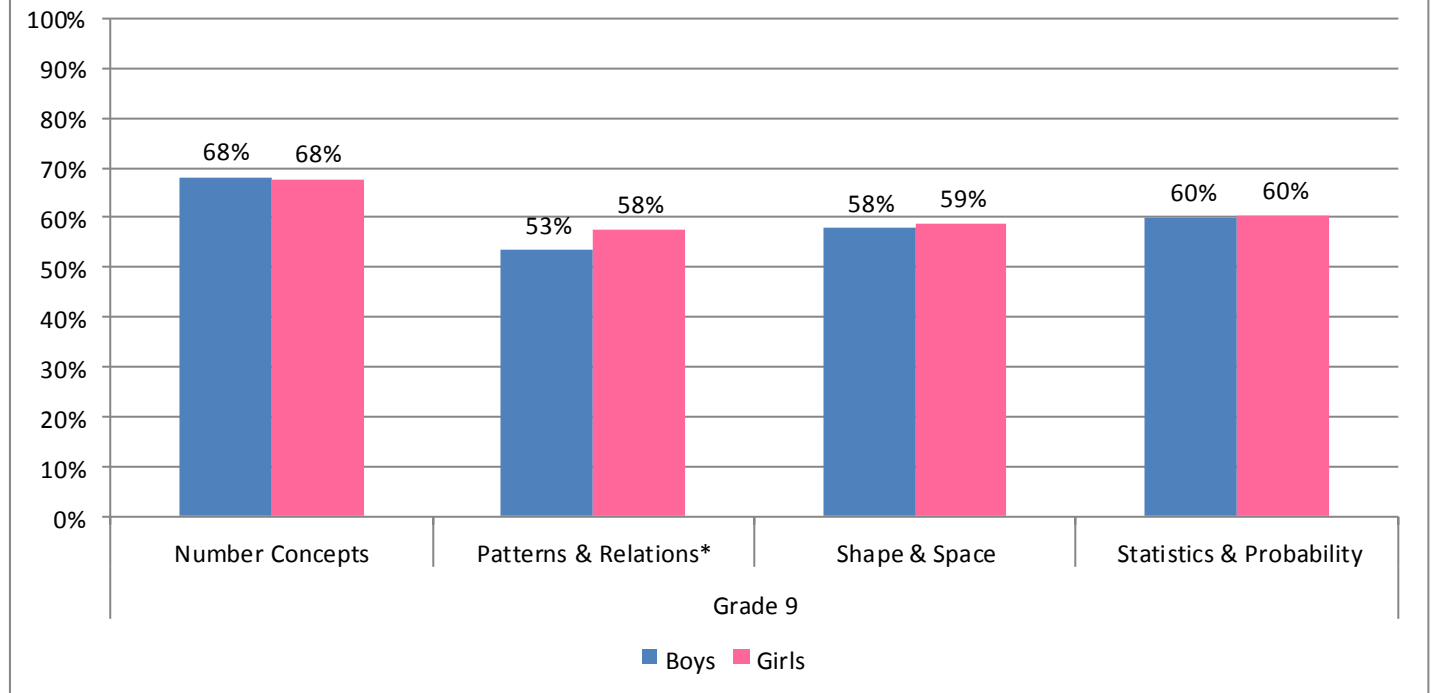


*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.



*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Average Percent Score in Grade 9 NUMERACY Strands: Comparison of Boys and Girls



*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Summary of the Comparison of Male and Female Learners

At all grade levels, girls are more likely to be meeting literacy expectations than boys. Statistically significant differences begin in Kindergarten in reading, writing, and listening skills. Although the differences seen in Grade 3 reading expectations are not statistically significant, this significance re-emerges at the Grade 5, 7, and 9 levels. Notably, there are significant gender differences in *every* writing competency at each grade, with a greater percentage of girls meeting grade level writing expectations. These gender differences in reading and a pronounced difference in writing are proving consistent across multiple years of assessment.

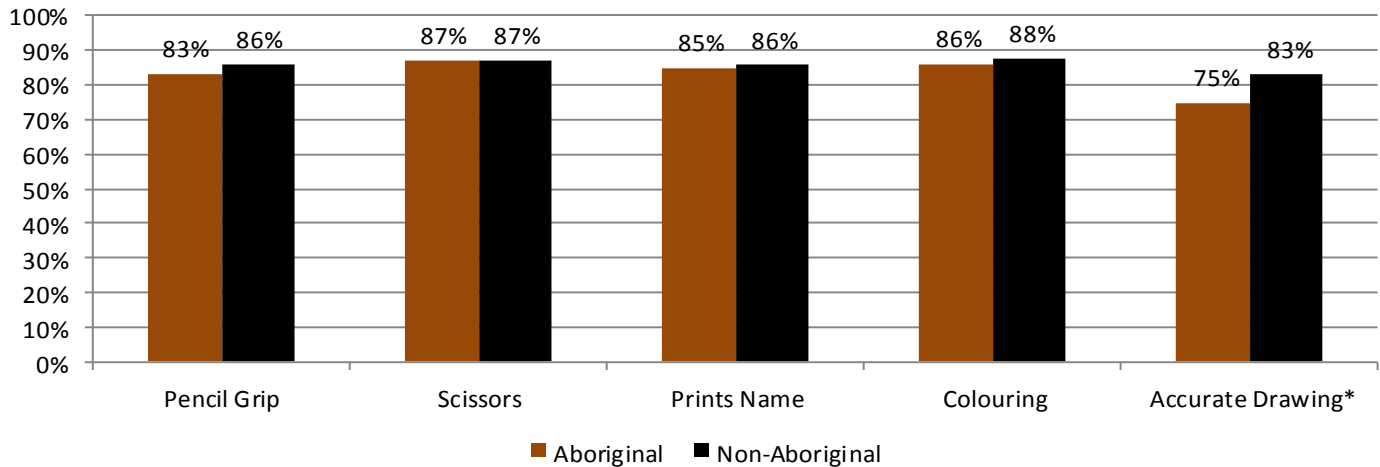
Historically, there have been few statistically significant differences found between girls and boys in math. In fact, last year, the only significant gender difference was for colour identification in Kindergarten. However, this year, significantly more girls than boys performed many of the Kindergarten numeracy tasks. In contrast, more boys met every Grade 3 numeracy competency. Yet another change appears on Grade 5 and 7 numeracy skills, with boys and girls performing similarly at these levels. One statistical difference appeared on the Grade 9 numeracy assessment, with girls outperforming boys in patterns and relations. As some of these findings have not previously been encountered, more data is needed to confirm these results.

Although fine motor skills are not formally reported beyond the Kindergarten level, a significantly greater percentage of girls finish Kindergarten meeting three of the five fine motor competencies assessed.

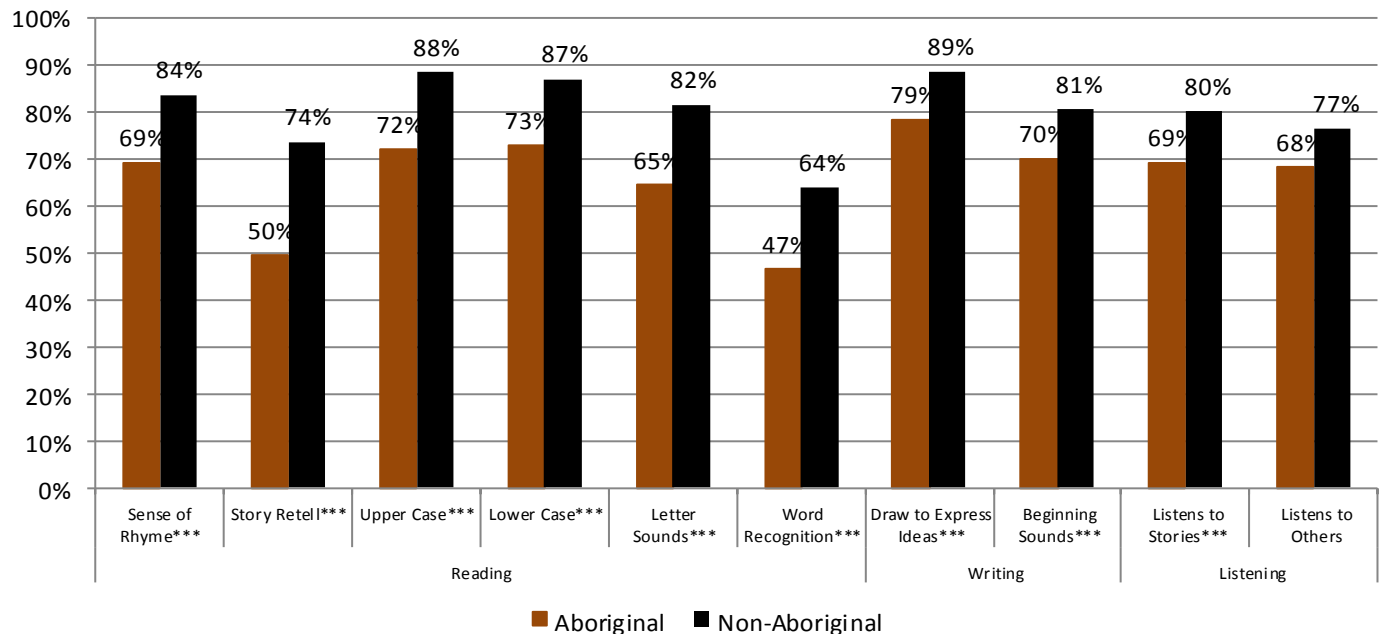
Specific Learner Group Achievement: Comparison of Aboriginal and Non-Aboriginal Learners

Note that comparisons of specific learner groups on Kindergarten competencies include English program students only.

Percent Meeting/Exceeding Kindergarten Fine Motor Expectations: Comparison of Aboriginal and Non-Aboriginal Students



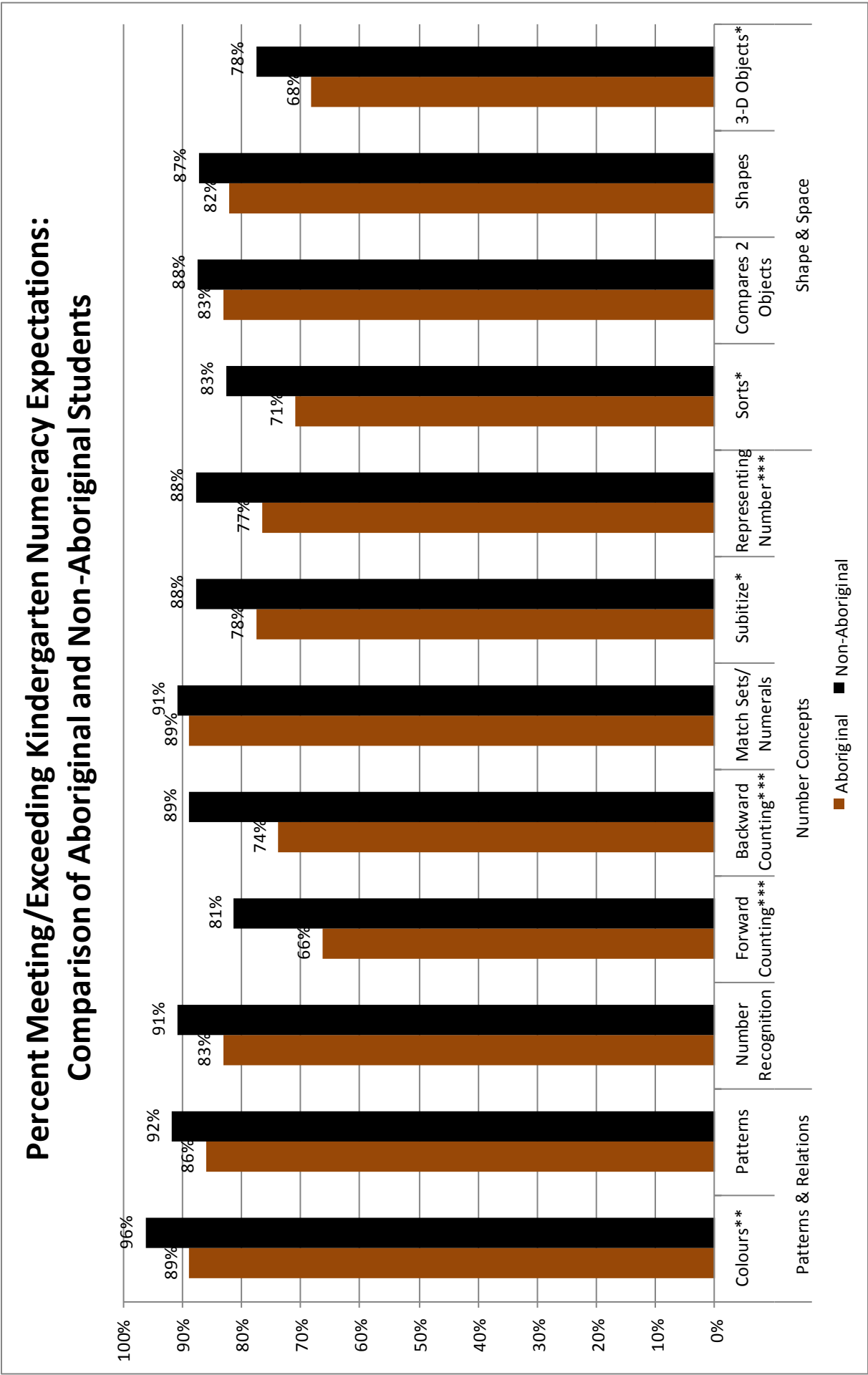
Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of Aboriginal and Non-Aboriginal Students



*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level.

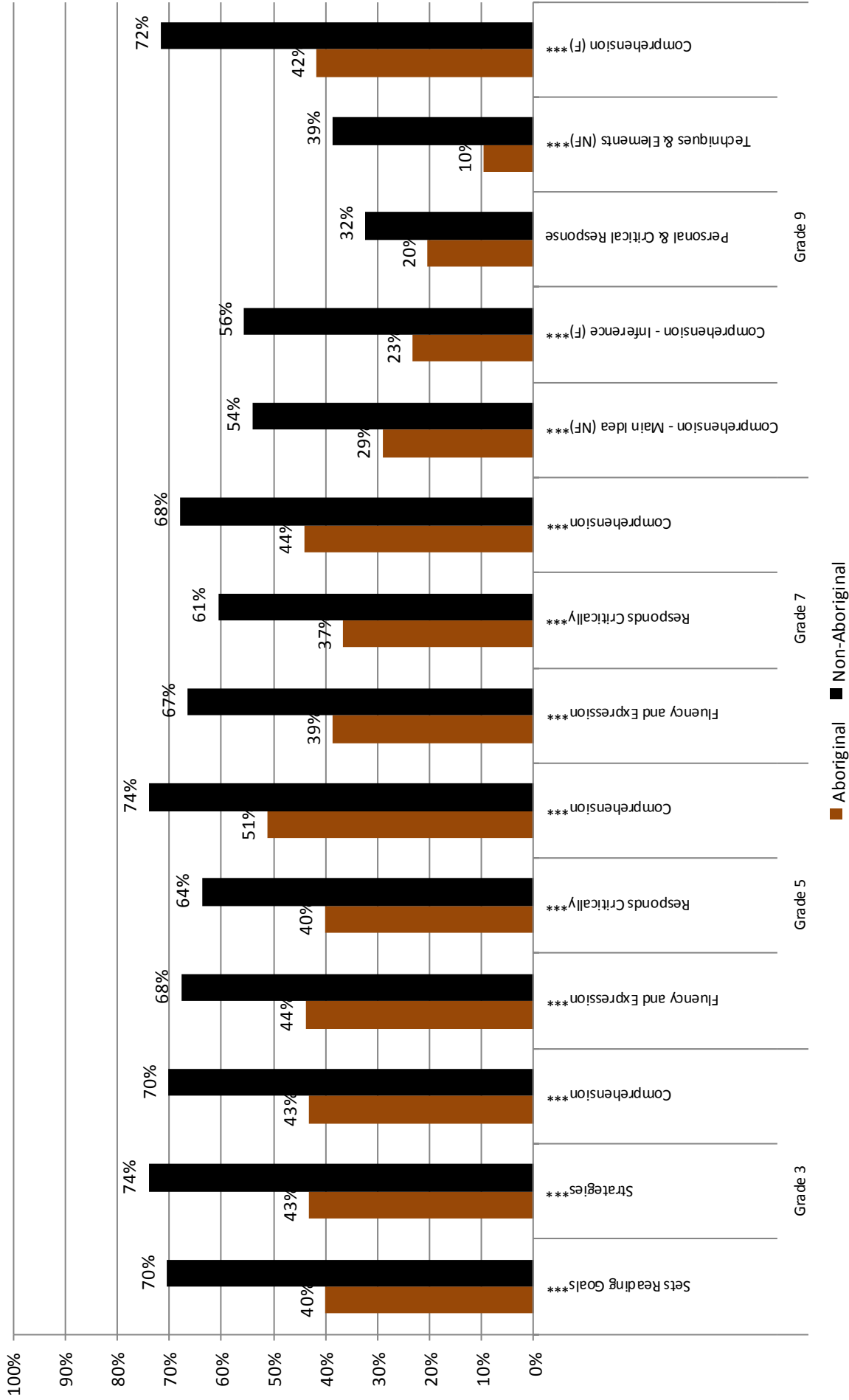
***Difference is statistically significant at the .005 level.

Note that comparisons of specific learner groups on Kindergarten competencies include English program students only.



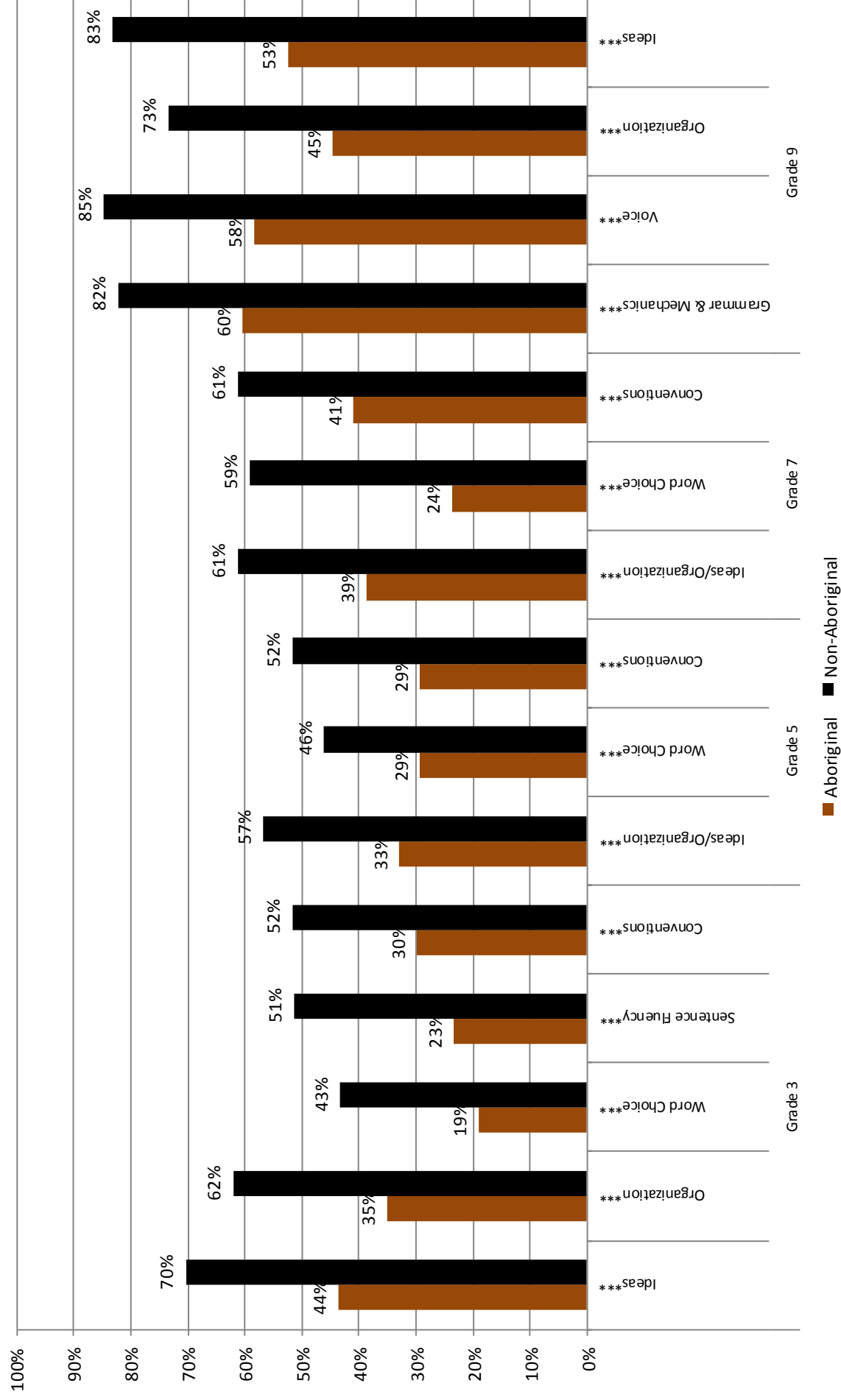
*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Percent Meeting Expectations in Grade 3, 5, 7, & 9 Reading Competencies: Comparison of Aboriginal and Non-Aboriginal Students



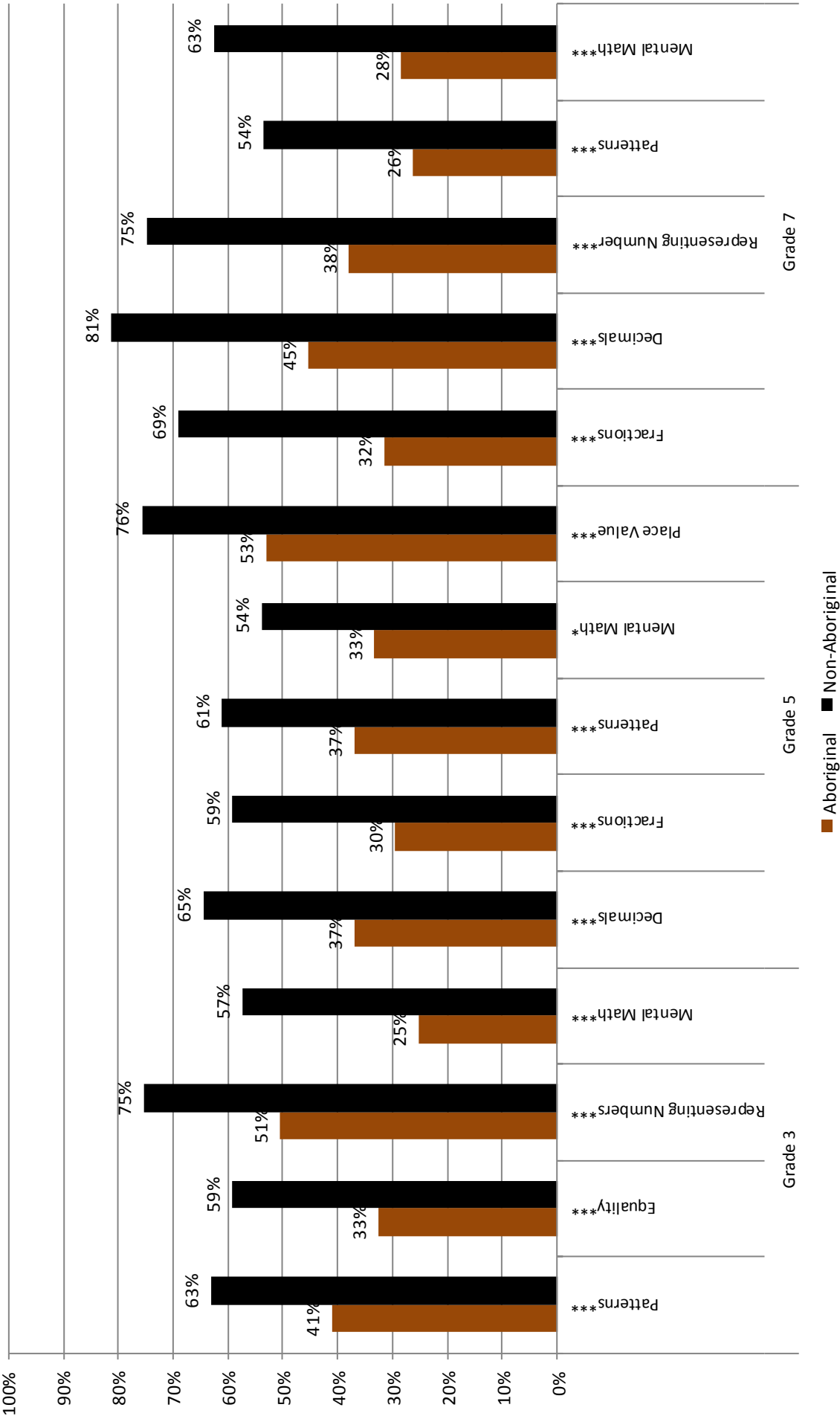
*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Percent Meeting Expectations in Grade 3, 5, 7, & 9 Writing Competencies: Comparison of Aboriginal and Non-Aboriginal Students

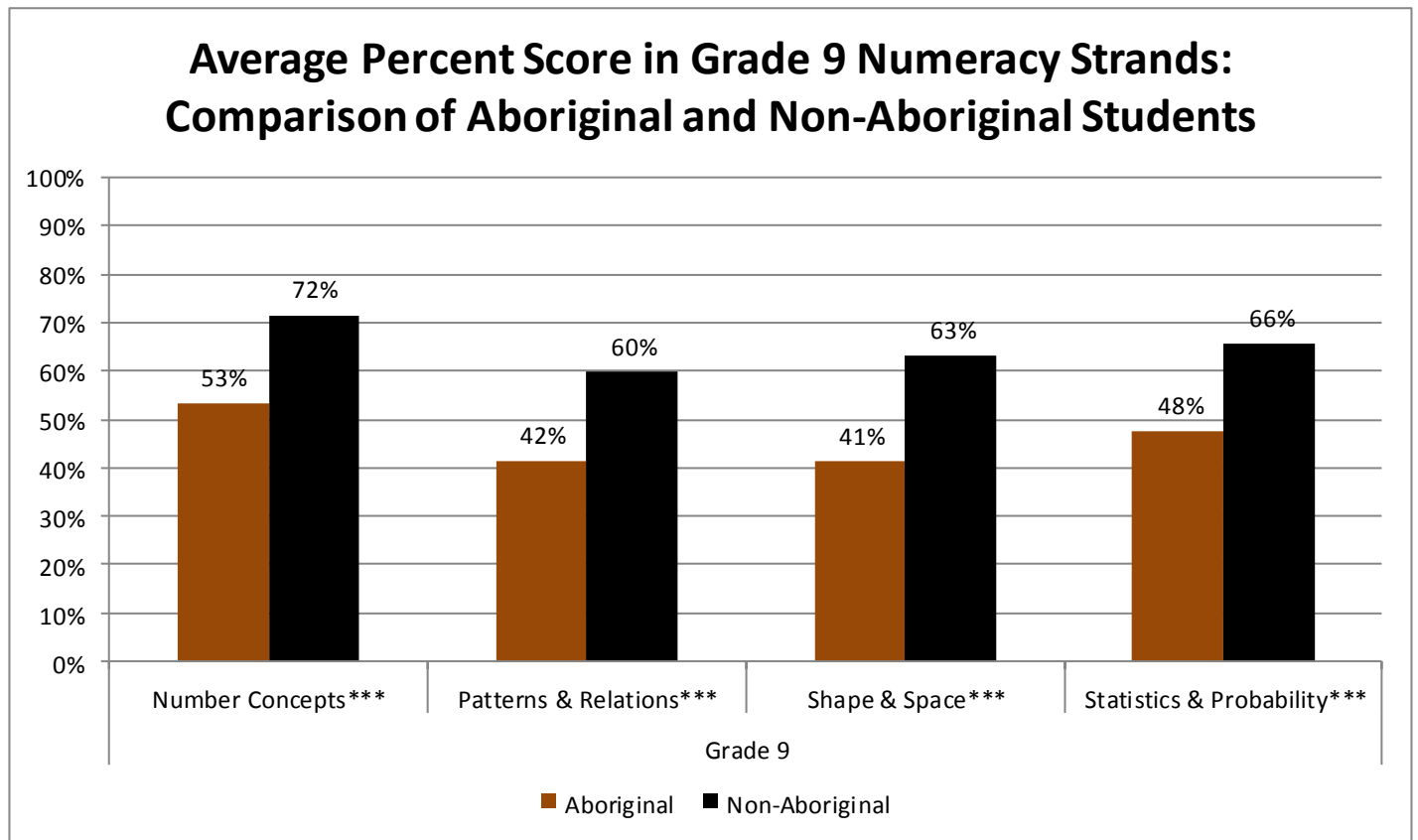


*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Percent Meeting Expectations in Grade 3, 5, & 7 Numeracy Competencies: Comparison of Aboriginal and Non-Aboriginal Students



*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.



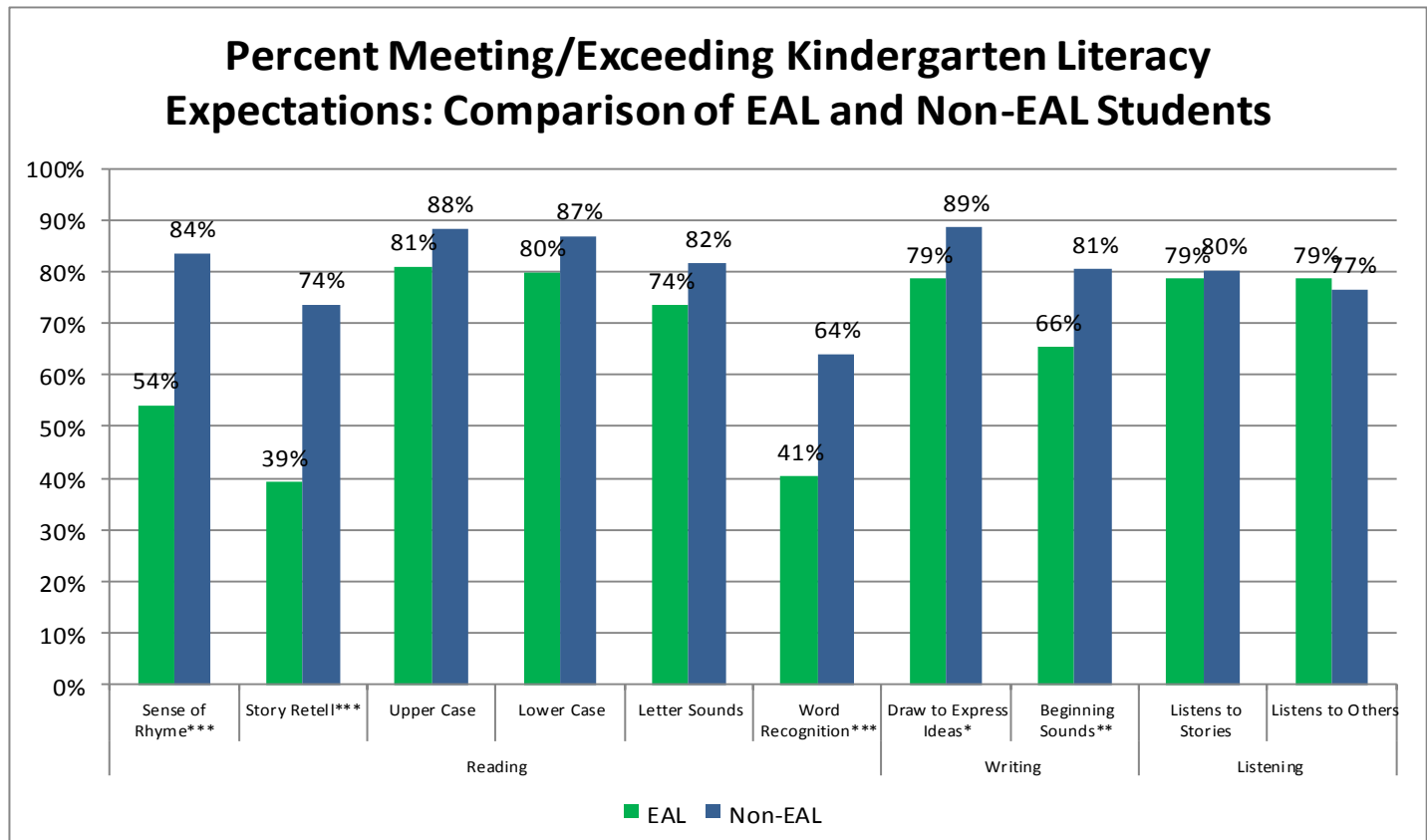
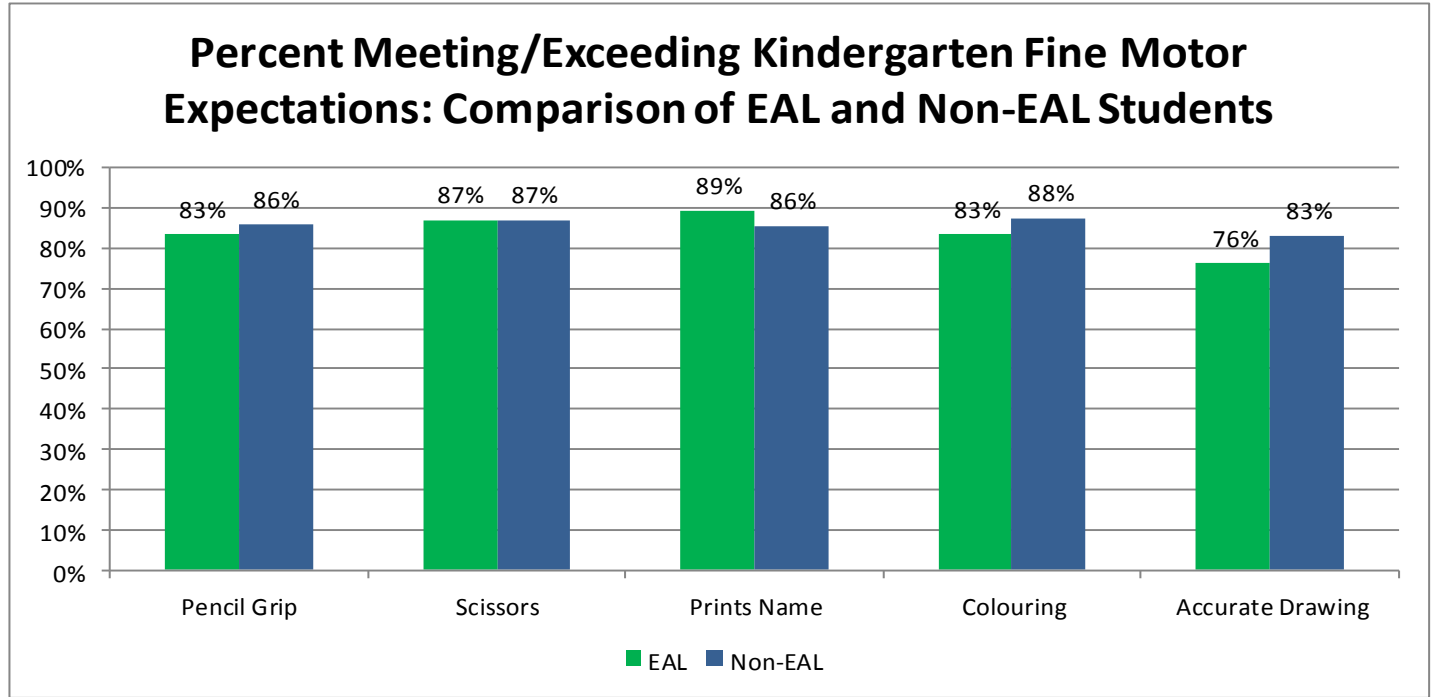
*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Summary of the Comparison of Students with and without Aboriginal Heritage

In all reading, writing, and numeracy competencies, there is a greater percentage of non-Aboriginal students meeting grade-level expectations, and almost all of these differences are statistically significant. Thus, a smaller percentage of Aboriginal students are meeting expectations at each of the grade levels assessed, and this difference is seen from Kindergarten onward. In 13 of the 14 reading competencies assessed in Grades 3, 5, 7, and 9, there are at least 20% fewer Aboriginal students meeting expectations. Similarly, there are more than 20% fewer Aboriginal students meeting 14 of the 15 writing competencies. These differences are especially prominent in numeracy. Specifically, in each of the fourteen numeracy competencies assessed at Grades 3, 5, and 7, there is a greater than 20% difference in the percentage of Aboriginal students meeting the expectations; and for six of these competencies, the difference is over 30%. This ubiquitous trend replicates what has been seen in previous years.

Specific Learner Group Achievement: Comparison of EAL and Non-EAL Learners

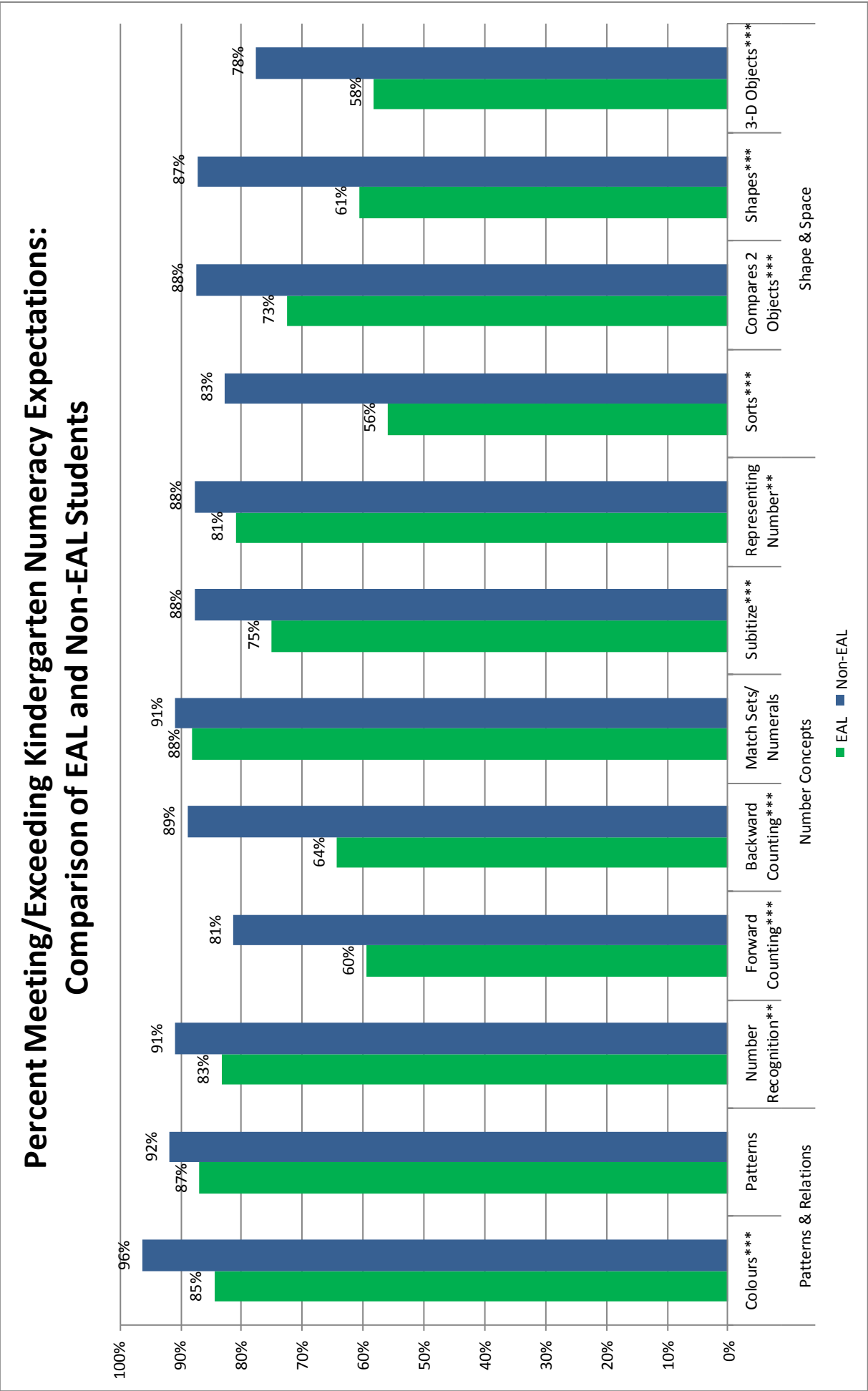
Note that comparisons of specific learner groups on Kindergarten competencies include English program students only.



*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level.

***Difference is statistically significant at the .005 level.

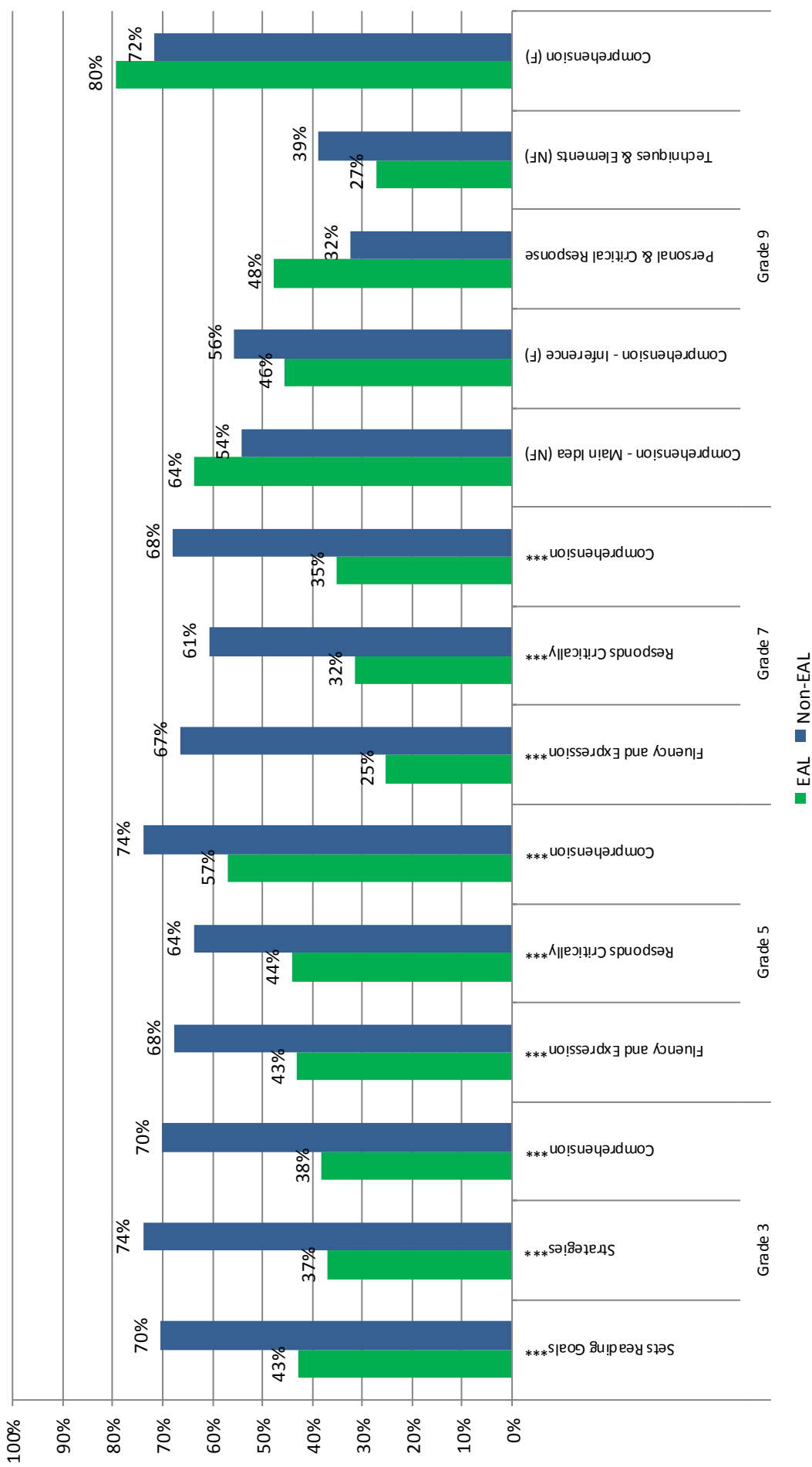
Note that comparisons of specific learner groups on Kindergarten competencies include English program students only.



*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

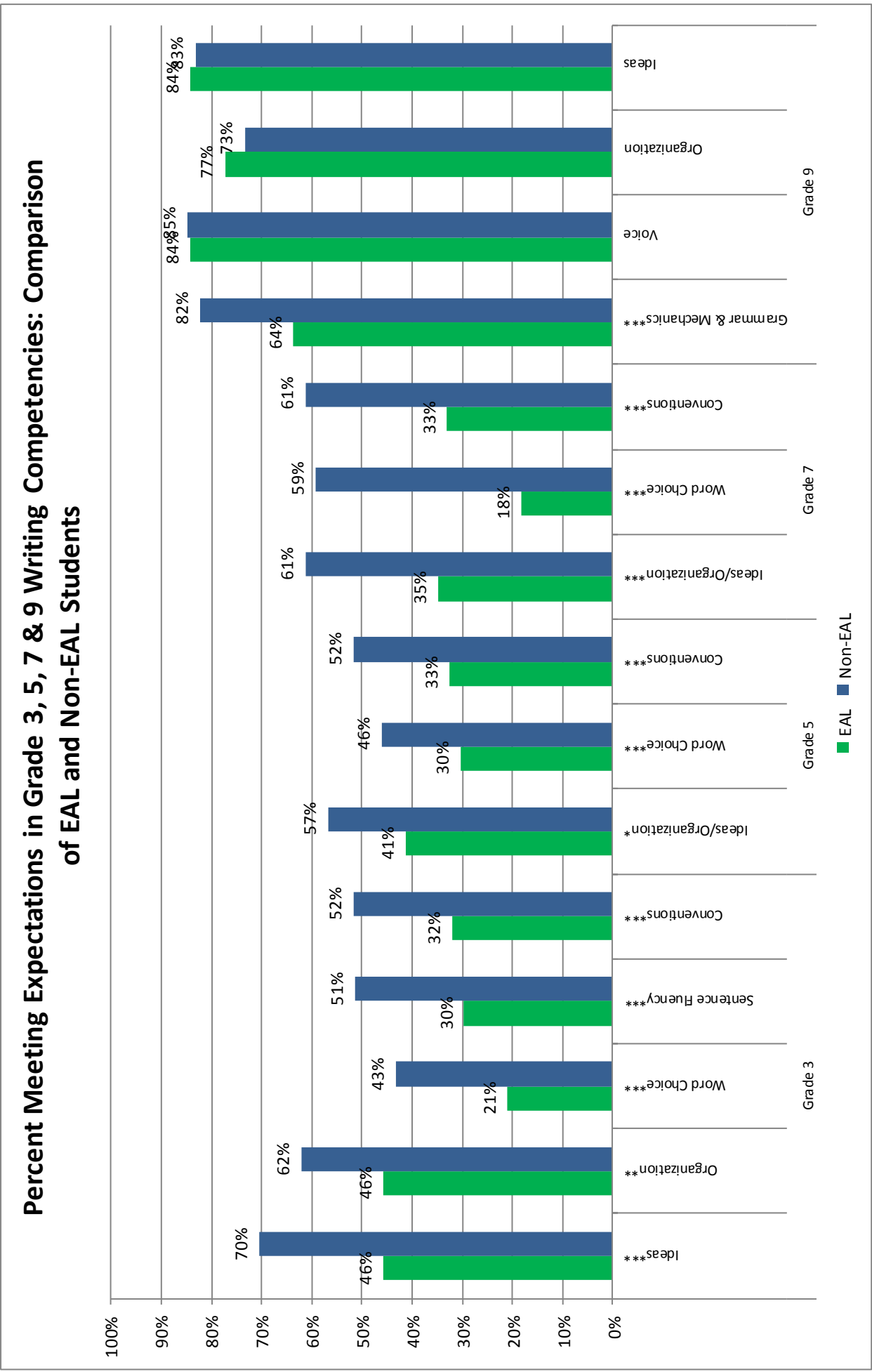
Note that stage 1 and some stage 2 EAL learners were exempt from these assessments. Therefore, comparisons are between non-EAL students and higher-staged EAL students.

Percent Meeting Expectations in Grade 3, 5, 7 & 9 Reading Competencies: Comparison of EAL and Non-EAL Students



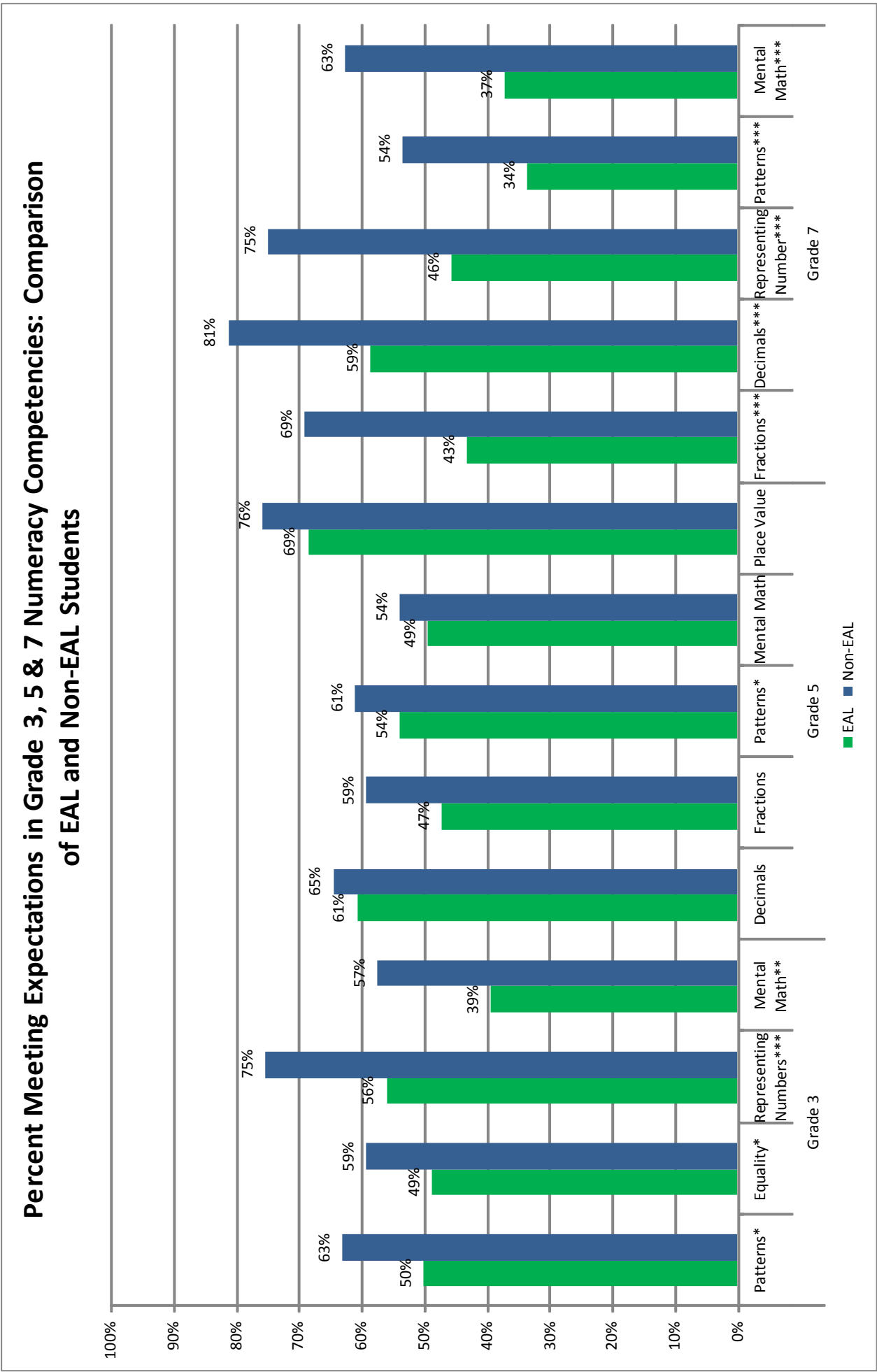
*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Note that stage 1 and some stage 2 EAL learners were exempt from these assessments. Therefore, comparisons are between non-EAL students and higher-staged EAL students.



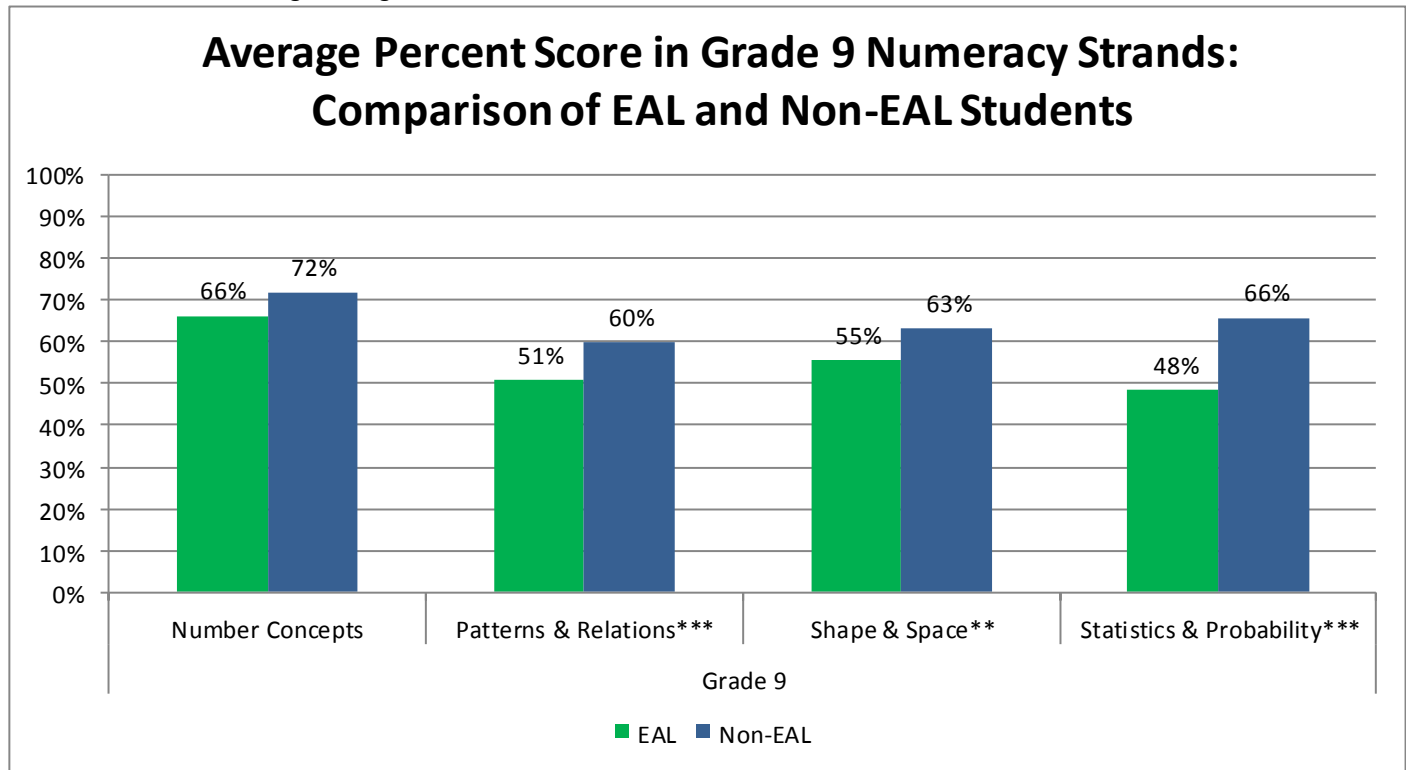
*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Note that stage 1 and some stage 2 EAL learners were exempt from these assessments. Therefore, comparisons are between non-EAL students and higher-staged EAL students.



*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Note that stage 1 and some stage 2 EAL learners were exempt from these assessments. Therefore, comparisons are between non-EAL students and higher-staged EAL students.



*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

Summary of the Comparison of EAL and Non-EAL Students

At the Kindergarten level, there are no significant differences between EAL and non-EAL learners in listening skills or in any fine motor skill. However, almost all differences between these two groups in Kindergarten literacy and numeracy skills are statistically significant, with a smaller percentage of EAL students meeting end-of-Kindergarten expectations.

Significantly lower percentages of EAL students are meeting reading expectations in Grades 3, 5, and 7. But in Grade 9, the differences are negligible; in fact, EAL students outperformed non-EAL students in three of the five competencies. A similar trend is seen in the writing assessments; significantly lower percentages of EAL students are meeting Grade 3, 5, and 7 writing expectations, but with the exception of 'grammar and conventions' these differences at the Grade 9 level are not statistically significant.

In numeracy, the gap between EAL and non-EAL students exists, but the statistical significance of these differences is more inconsistent. While there is a significantly greater percentage of non-EAL students meeting all Grade 3 mathematics expectations, there is only one significant difference between at the Grade 5 level. However, statistically significant differences reappear in all Grade 7 numeracy competencies, and in three of the four strands at the Grade 9 level.

Any statistically significant differences are especially noteworthy considering that a procedure change was implemented for the first time this year such that stage 1 and some stage 2 EAL learners were officially exempt from the assessments. (However, this procedure was not enacted in Kindergarten.) Thus, the differences seen in Grades 3, 5, 7, and 9 are primarily between higher-stage EAL students and their non-EAL counterparts.

APPENDICES

Historical Demographics

Appendix A:

Historical Demographics for Formative Assessments

This table includes the number of students included in the formative assessment results over the last eight years.

Grade	Content Area	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Grade 3	Reading	486	455	479	463	546	561	586	564
	Writing						536	548	560
	Numeracy	489	461	485	466	546	568	600	564
Grade 4	Reading in French	N/A	N/A	N/A	49	46	49	59	69
Grade 5	Reading	478	417	434	505	518	510	573	551
	Writing						510	573	549
	Numeracy	488	447	454	503	501	512	588	545
Grade 7	Reading	446	444	455	456	519	518	528	536
	Writing						513	528	534
	Numeracy	490	414	491	456	520	513	539	541
	Engagement	N/A	N/A	N/A	N/A	N/A	477	551	514
Grade 8	Reading	N/A	511	476	521	498	537	547	548
	Writing								
Grade 9	Reading	490	493	572	501	468	527	508	549
	Writing						499	539	544
	Numeracy	524	506	583	442	572	536	552	560-573

Appendix B:

Historical Demographics for Grade 12 Standards Tests

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	431	194	84	153
2012-2013	405	163	82	160
2013-2014*	313	106	83	124

* Semester 1 only

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	61	12	23	27
2012-2013	171	74	36	61
2013-2014*	100	29	34	37

* Semester 1 only

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	141	68	34	39
2012-2013	90	45	31	14
2013-2014*	49	34	0	15

* Semester 1 only

GRADE 12 Consumer / Essential 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	100	67	33	0
2012-2013	159	98	13	48
2013-2014*	89	45	16	28

* Semester 1 only

