

# Brandon School Division

## STUDENT ACHIEVEMENT SUMMARY REPORT

2012-2013



*"Accepting the Challenge"*

Research and Evaluation Services July 2013

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# Table of Contents

<b>Executive Summary</b>	8
<b>Section A: Kindergarten Results</b>	10
<b>I. Early Development Instrument: 2010/11 Results</b>	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
<b>II. Phonological Awareness Screening Results</b>	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
<b>III. Brandon School Division Kindergarten Continuum Results</b>	20
June Fine Motor Competencies: % E, M, A, N	20
Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations	20
June Literacy Competencies: % E, M, A, N	21
Difference in Percent of Students Meeting or Exceeding Literacy Expectations	21
June Numeracy Competencies: % E, M, A, N	22
Difference in Percent of Students Meeting or Exceeding Numeracy Expectations	22
Kindergarten Literacy and Fine Motor Competencies: Percent Meeting or Exceeding by School	23
Kindergarten Numeracy Competencies: Percent Meeting or Exceeding by School	24
Summary of Kindergarten Continuum Results	25
<b>IV. The Effect of Full Day Every Day Kindergarten on Student Achievement</b>	26
Kindergarten Schedules: Relative Progress of % of Students Meeting Phonological Awareness Expectations	26
November to June Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations: Comparing Full to Half-Time Kindergarten	27

## Table of Contents (continued)

November to June Difference in Percent of Students Meeting or Exceeding Literacy Expectations: Comparing Full to Half-Time Kindergarten	27
November to June Difference in Percent of Students Meeting or Exceeding Numeracy Expectations: Comparing Full to Half-Time Kindergarten	28
Summary of the Effects of Full Day Every Day Kindergarten	28
<b>Section B: Divisional and Provincial Formative Assessment Results</b>	29
<b>I. Division-Wide Formative Assessment Results: Reading</b>	30
Grade 3 Provincial Reading Assessment: Percent Meeting, Approaching and Not Meeting	30
Grade 3 Provincial Reading Assessment: Two-Year Comparison of % Meeting	30
Grade 5 Divisional Reading Assessment: Percent Meeting, Approaching and Not Meeting	31
Grade 5 Divisional Reading Assessment: Two-Year Comparison of % Meeting	31
Grade 7 Divisional Reading Assessment: Percent Meeting, Approaching and Not Meeting	32
Grade 7 Divisional Reading Assessment: Two-Year Comparison of % Meeting	32
Grade 8 Provincial Reading Assessment: Percent Meeting, Approaching, Not Meeting, and Out of Range	33
Grade 8 Provincial Reading Assessment: Two-Year Comparison of % Meeting	33
Grade 9 Divisional Reading Assessment: % E, M, A, N	34
Summary of Formative Assessment Results in Reading	34
<b>II. Division-Wide Formative Assessment Results: Writing</b>	35
Grade 3 Divisional Writing Assessment: Percent Meeting, Approaching and Not Meeting	35
Grade 3 Divisional Writing Assessment: Two-Year Comparison of % Meeting	35
Grade 5 Divisional Writing Assessment: Percent Meeting, Approaching and Not Meeting	36
Grade 5 Divisional Writing Assessment: Two-Year Comparison of % Meeting	36
Grade 7 Divisional Writing: Percent Meeting, Approaching and Not Meeting	37
Grade 7 Divisional Writing Assessment: Two-Year Comparison of % Meeting	37
Grade 8 Provincial Writing Assessment: Percent Meeting, Approaching, Not Meeting, and Out of Range	38
Grade 8 Provincial Writing Assessment: Two-Year Comparison of % Meeting	38
Grade 9 Divisional Writing Assessment: % E, M, A, N	39
Summary of Formative Assessment Results in Writing	39
<b>III. Division-Wide Formative Assessment Results: Numeracy</b>	40
Grade 3 Provincial Numeracy Assessment: Percent Meeting, Approaching and Not Meeting	40
Grade 3 Provincial Numeracy Assessment: Two-Year Comparison of % Meeting	40
Grade 5 Divisional Numeracy Assessment: Percent E, M, A, N	41
Grade 5 Divisional Numeracy Assessment: Two-Year Comparison of % Meeting/Exceeding	41
Grade 7 Provincial Numeracy Assessment: Percent Meeting, Approaching and Not Meeting	42

## Table of Contents (continued)

Grade 9 Divisional Numeracy Assessment: Average % Scores in Each Competency	42
Summary of Formative Assessment Results in Numeracy	43
<b>IV. Grade 4 Provincial Reading in French Assessment Results</b>	44
Grade 4 Provincial Reading in French Assessment: Percent Meeting, Approaching, and Not Meeting	44
Grade 4 Provincial Reading in French Assessment: Two-Year Comparison of % Meeting	44
Summary of Formative Assessment Results in Reading in French	44
<b>V. Grade 7 Provincial Engagement Assessment Results</b>	45
Grade 7 Provincial Engagement Competencies: % at Each Engagement Level	45
Grade 7 Provincial Engagement Assessment: Two-Year Comparison of % 'Established'	45
Summary of Provincial Engagement Assessment Results	46
<b>VI. School-Site Formative Assessment Results</b>	47
Grade 3 Reading, Writing, and Numeracy: % Meeting or Exceeding by School	47
Grade 5 Reading, Writing, and Numeracy: % Meeting or Exceeding by School	48
Grade 7 Reading, Writing, and Numeracy: % Meeting or Exceeding by School	49
Grade 9 Reading, Writing, and Numeracy: % Meeting or Exceeding by Sending School	50
<b>VII. Grade 9 Formative Assessment Results by Receiving School</b>	51
Grade 9 Reading Competencies: % Meeting or Exceeding by Receiving School	51
Grade 9 Writing Competencies: % Meeting or Exceeding by Receiving School	52
Grade 9 Numeracy: Average Percent Scores in Each Competency by Receiving School	53
<b>VIII. Grade 12 Provincial Standards Tests</b>	54
BSD Percent Point Differential from Manitoba Mean: ELA & Math Tests	54
Grade 12 English Language Arts Provincial Standards Test	55
ELA: Crocus Plains % Difference from Manitoba Mean	56
ELA: Neelin % Difference from Manitoba Mean	56
ELA: Vincent Massey % Difference from Manitoba Mean	56
Grade 12 Pre-Calculus Provincial Standards Test	57
Pre-Calculus: Crocus Plains % Difference from Manitoba Mean	58
Pre-Calculus: Neelin % Difference from Manitoba Mean	58
Grade 12 Applied Mathematics Provincial Standards Test	59
Applied Math: Crocus Plains % Difference from Manitoba Mean	59
Grade 12 Essential Mathematics Provincial Standards Test	60
Essential Math: Crocus Plains % Difference from Manitoba Mean	61
Essential Math: Vincent Massey % Difference from Manitoba Mean	61
Grade 12 Français Langue Seconde Provincial Standards Test	62
Français: BSD % from the Manitoba Mean	62

## Table of Contents (continued)

<b>Section C: Specific Learner Group Achievement</b>	63
<b>I. Comparison of Male and Female Learners</b>	64
Percent Meeting/Exceeding Kindergarten Fine Motor Expectations: Comparison of Male and Female Students	64
Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of Male and Female Students	64
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of Male and Female Students	65
Percent Meeting Expectations in Grade 3, 5, 7 & 9 Reading Competencies: Comparison of Boys and Girls	66
Percent Meeting Expectations in Grade 3, 5, 7 & 9 Writing Competencies: Comparison of Boys and Girls	67
Percent Meeting Expectations in Grade 3, 5, & 7 Numeracy Competencies: Comparison of Boys and Girls	68
Average Percent Score in Grade 9 Numeracy Strands: Comparison of Boys and Girls	69
Summary of the Comparison of Male and Female Learners	69
<b>II. Comparison of Aboriginal and Non-Aboriginal Learners</b>	70
Percent M/E Kindergarten Fine Motor Expectations: Comparison of Aboriginal and Non-Aboriginal Students	70
Percent M/E Kindergarten Literacy Expectations: Comparison of Aboriginal and Non-Aboriginal Students	70
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of Aboriginal and Non-Aboriginal Students	71
Percent Meeting Expectations in Grade 3, 5, 7, & 9 Reading Competencies: Comparison of Aboriginal and Non-Aboriginal Students	72
Percent Meeting Expectations in Grade 3, 5, 7, & 9 Writing Competencies: Comparison of Aboriginal and Non-Aboriginal Students	73
Percent Meeting Expectations in Grade 3, 5, & 7 Numeracy Competencies: Comparison of Aboriginal and Non-Aboriginal Students	74
Average Percent Score in Grade 9 Numeracy Strands: Comparison of Aboriginal and Non-Aboriginal Students	75
Summary of the Comparison of Students with and without Aboriginal Heritage	75
<b>III. Comparison of EAL and Non-EAL Learners</b>	76
Percent Meeting/Exceeding Kindergarten Fine Motor Expectations: Comparison of EAL and Non-EAL Students	76
Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of EAL and Non-EAL Students	76

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## Table of Contents (continued)

Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of EAL and Non-EAL Students	77
Percent Meeting Expectations in Grade 3, 5, 7 & 9 Reading Competencies: Comparison of EAL and Non-EAL Students	78
Percent Meeting Expectations in Grade 3, 5, 7 & 9 Writing Competencies: Comparison of EAL and Non-EAL Students	79
Percent Meeting Expectations in Grade 3, 5 & 7 Numeracy Competencies: Comparison of EAL and Non-EAL Students	80
Average Percent Score in Grade 9 Numeracy Strands: Comparison of EAL and Non-EAL Students	81
Summary of the Comparison of EAL and Non-EAL Students	81
 <b>Appendix A: Historical Demographics for Formative Assessments</b>	 82

## Executive Summary

The purpose of this report is to provide a comprehensive overview of Brandon School Division (BSD) student achievement results for the 2012-13 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 from and 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, two-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 2010-2011 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. There are disproportionately greater numbers of BSD students at both the 'not ready' and 'very ready' ends of the 'readiness continuum.' The developmental area of greatest need is Language and Thinking Skills.
- **Phonological Awareness:** Improvements were seen from fall to spring in Kindergarten students' phonological awareness (from 18 to 38 out of a possible 50 points; and from 28% to 72% of students meeting/exceeding expectations). However, 14% of students entering Grade 1 will require additional supports in order to be successful, especially in reading.
- **Kindergarten Continuum:** At least 70% of students are meeting or exceeding the vast majority of Kindergarten outcomes assessed in June. Most students finish Kindergarten with appropriate fine motor skills. Although the identification of letter sounds continues to be an area of challenge for approximately 25% of students, this skill saw the greatest amount of progress throughout the school year. As in previous years, the areas of greatest challenge for students entering Grade 1 are in 'story retell' and 'word recognition,' two important preliminary reading skills.
- **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 students are either meeting or approaching grade level expectations on all but one reading competency at one grade level. Comprehension is generally the reading competency with the higher percentages 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.
- **Numeracy:** At least 80% of students are either meeting or approaching expectations on all but two numeracy competencies across all grade levels. 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 Language Arts scores. Pre-Calculus scores are strong in one high school and improving in the others. Only Crocus Plains Regional Secondary School had students taking the Applied Mathematics assessment in the fall; however, these results show an improvement over all previous years' results. In Essential Math (previously Consumer Math), the first semester results show considerable improvement over last year at both participating high schools. Finally, BSD results are very similar to the Provincial average 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. With the exception of colour identification in Kindergarten, there are no significant gender differences in numeracy across any grade level.
- **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 expectations in Grades 3, 5, and 7. In numeracy, the gap between EAL and non-EAL students closes more readily than it does in literacy.

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. Once the implementation plan and procedures are complete for Policy 1001.2 Educational Sustainability in Student Achievement, specific percentages of summative student achievement in core learning outcomes will be available on a Divisional aggregate basis in Grades 3, 5, 7 and 9. A pilot study was completed in the 2012-13 school year on the Sustainability Rubrics created at the Grade 3, 5 and 7 levels. A complete report of this pilot is available through Research and Evaluation Services.

**Section A:**

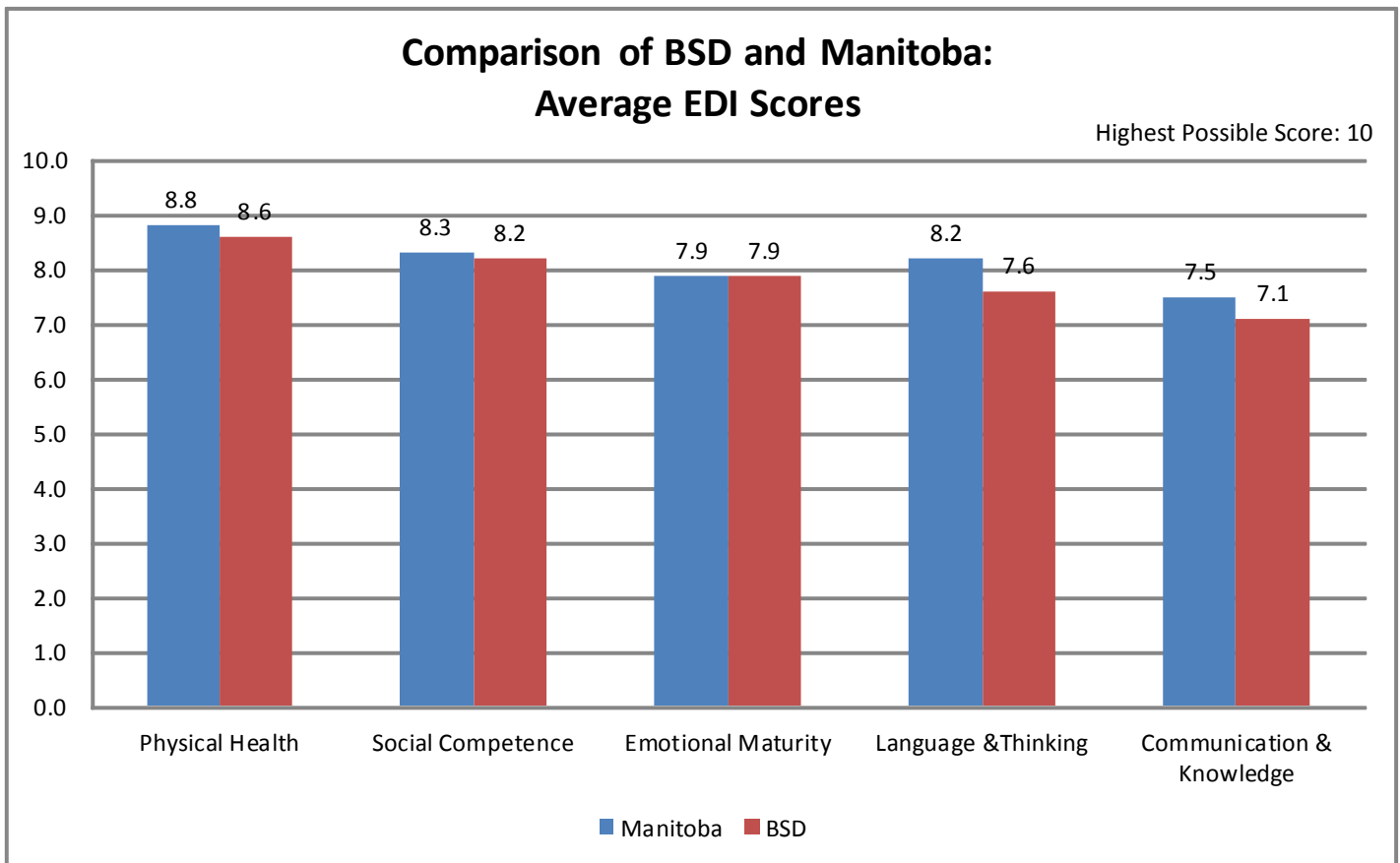
**KINDERGARTEN  
RESULTS**

## Early Development Instrument: 2010/11 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 biennially 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.

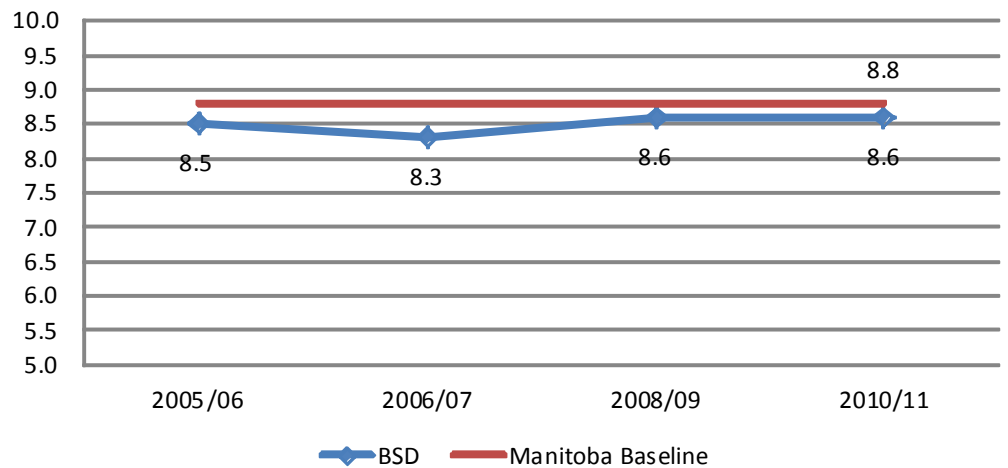
The 2010/11 EDI results were made available in the fall of 2012, and so are summarized here. A complete 2010/11 EDI report is available through Research and Evaluation Services. It is important to note that the students participating in the 2010/11 round of assessment have just completed Grade 2. This past winter, Kindergarten teachers again administered the EDI to their students. A report will be forthcoming when these 2012/13 results are received.



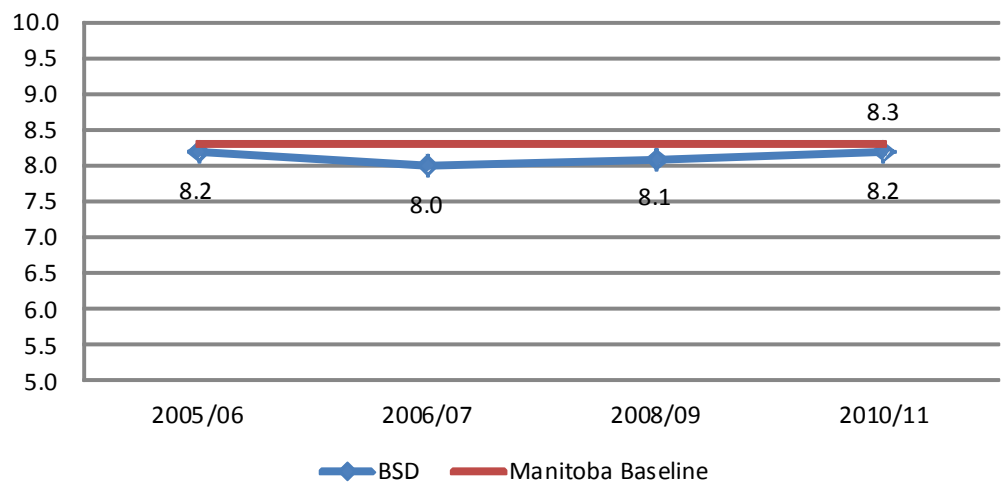
In 4 of the 5 domains, Brandon School Division children scored lower than the Manitoba baseline/comparison. Generally, this indicates that current BSD students are entering Kindergarten with less developed school readiness skills than other Manitoba children.

Over the last 4 EDI measurements, 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.

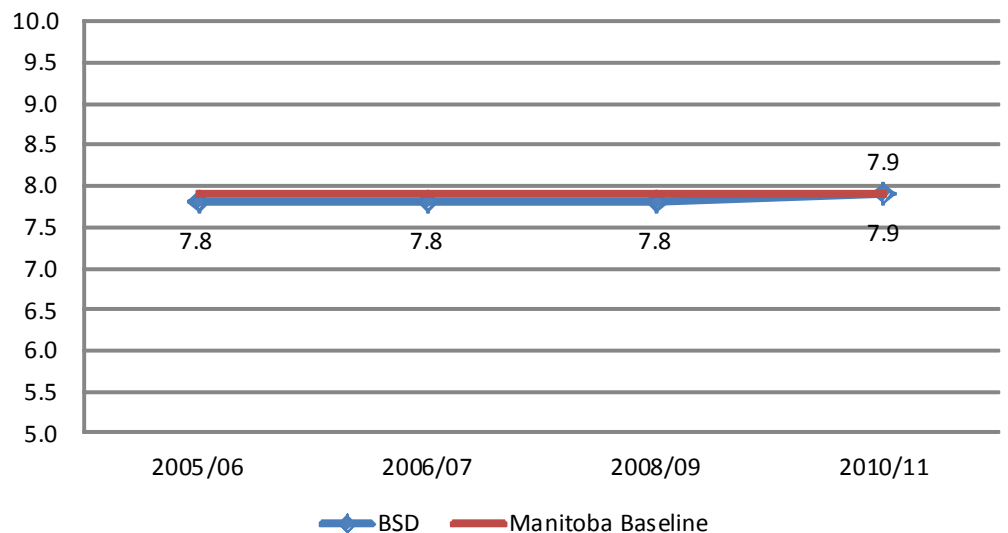
### Average Physical Health Scores



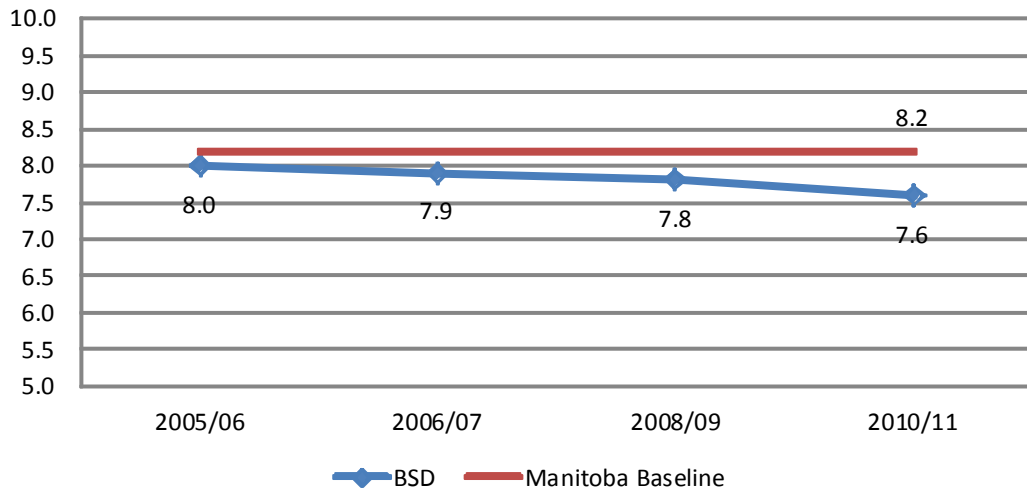
### Average Social Competence Scores



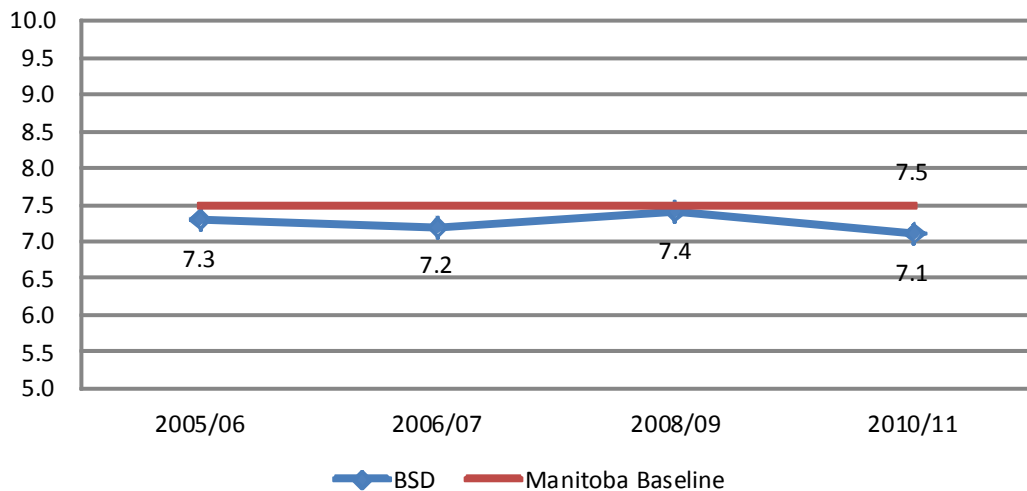
### Average Emotional Maturity Scores



### Average Language & Thinking Skills



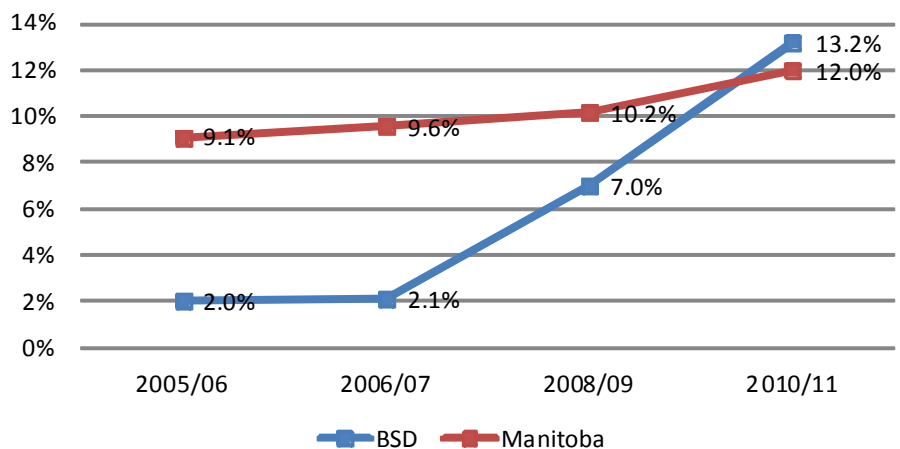
### Average Communication Skills Scores



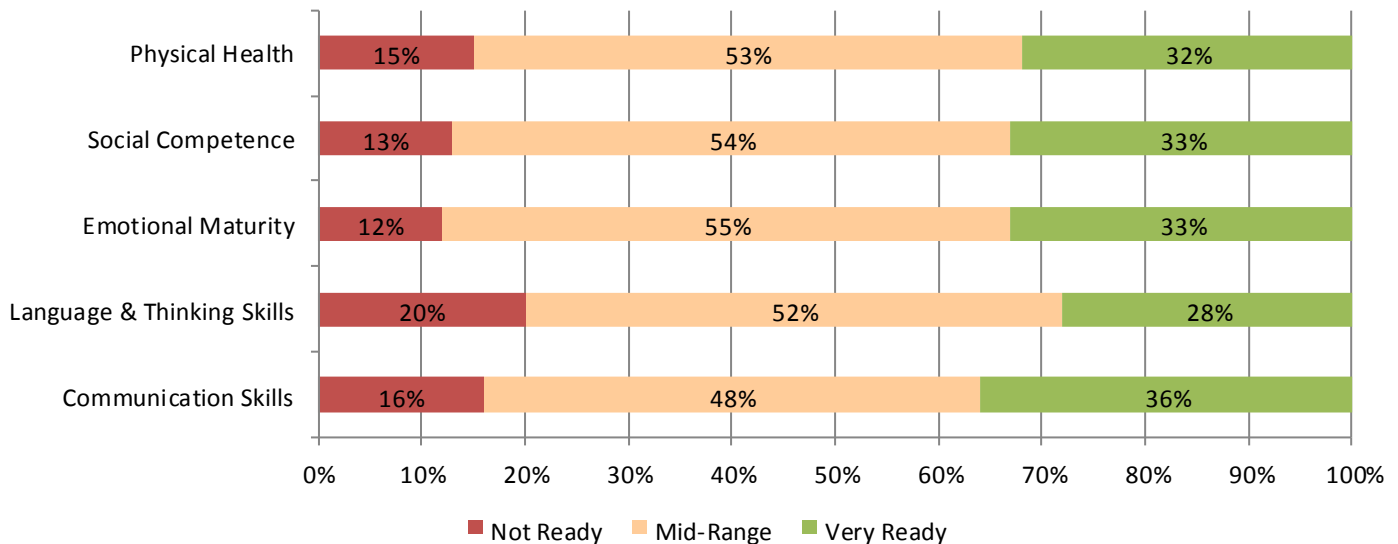
Manitoba students are weakest in the area of Communication Skills, and this trend is evident in the Division.

Despite a significant increase in the proportion of Kindergarten students with EAL in BSD (from 2% in 2005/06 to 13.2% in 2010/11), there has been only a slight decrease in readiness in the areas of language and communication.

### Proportion of Kindergarten EAL Students: BSD versus Manitoba

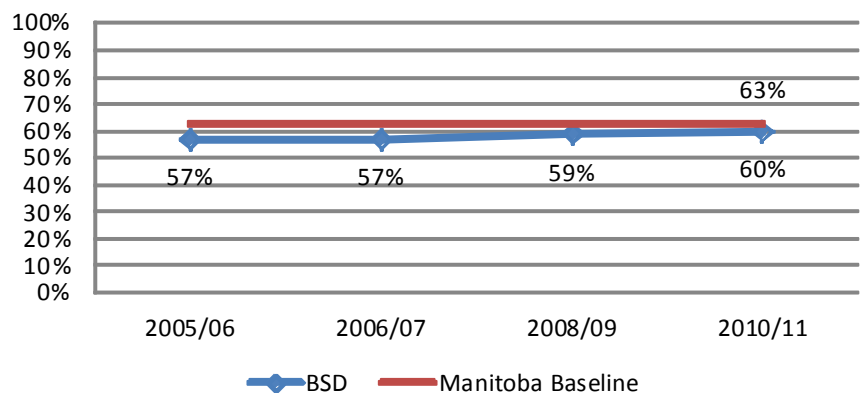


## Percentage of BSD Students 'Not Ready' and 'Very Ready' in Each Domain

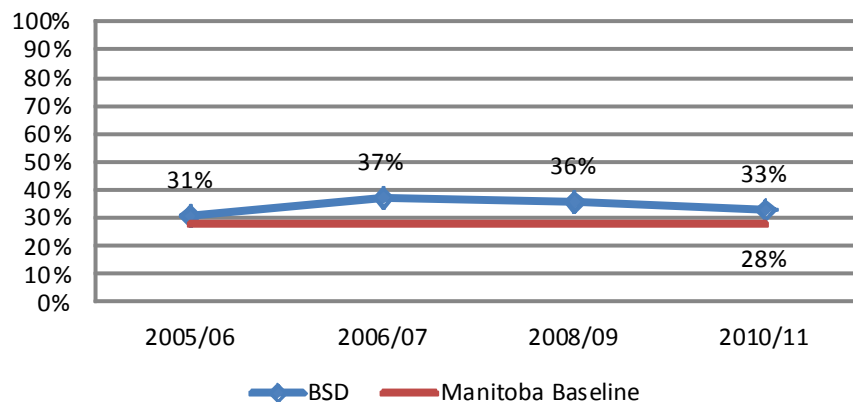


The domain of greatest challenge for BSD students is Language and Thinking Skills. It is the domain with the fewest 'very ready' and the most 'not ready' students. While the Communication Skills domain shows many 'not ready' students, it is also the domain with the most 'very ready students'.

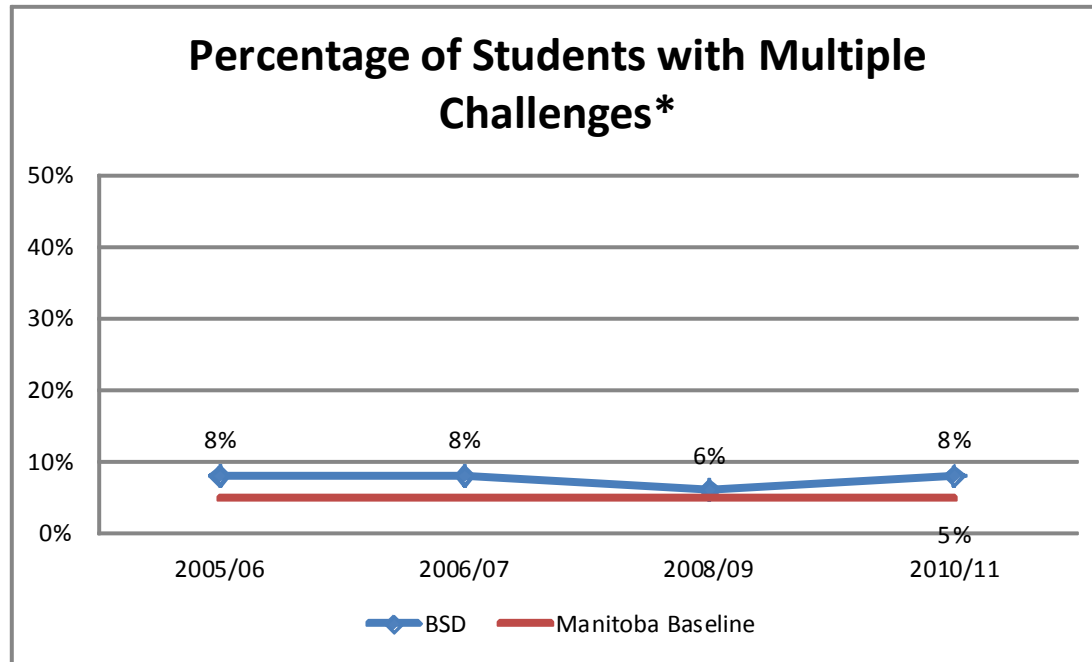
## Percentage of Students 'VERY READY' in One or More Domain



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



Comparing BSD with provincial statistics reveals that there is a similar percentage of students 'very ready' in at least one domain; however, 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.

Eight 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 greater discrepancy between the BSD and the Canadian statistic of only 3.8%.

## Summary of Early Development Instrument Results

The results of the 2010-2011 EDI reveal that Brandon School Division students are entering Kindergarten with, on average, less developed school readiness skills than other Manitoba children. There are disproportionately greater numbers of BSD students at each end of the 'readiness continuum;' meaning that more than 30% of our students are 'very ready' in 4 of the 5 domains, *and* more than 10% of our students are 'not ready' in each domain. The developmental area with the greatest need is Language and Thinking Skills since this is the area with the fewest 'very ready' and the most 'not ready' students. 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 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.

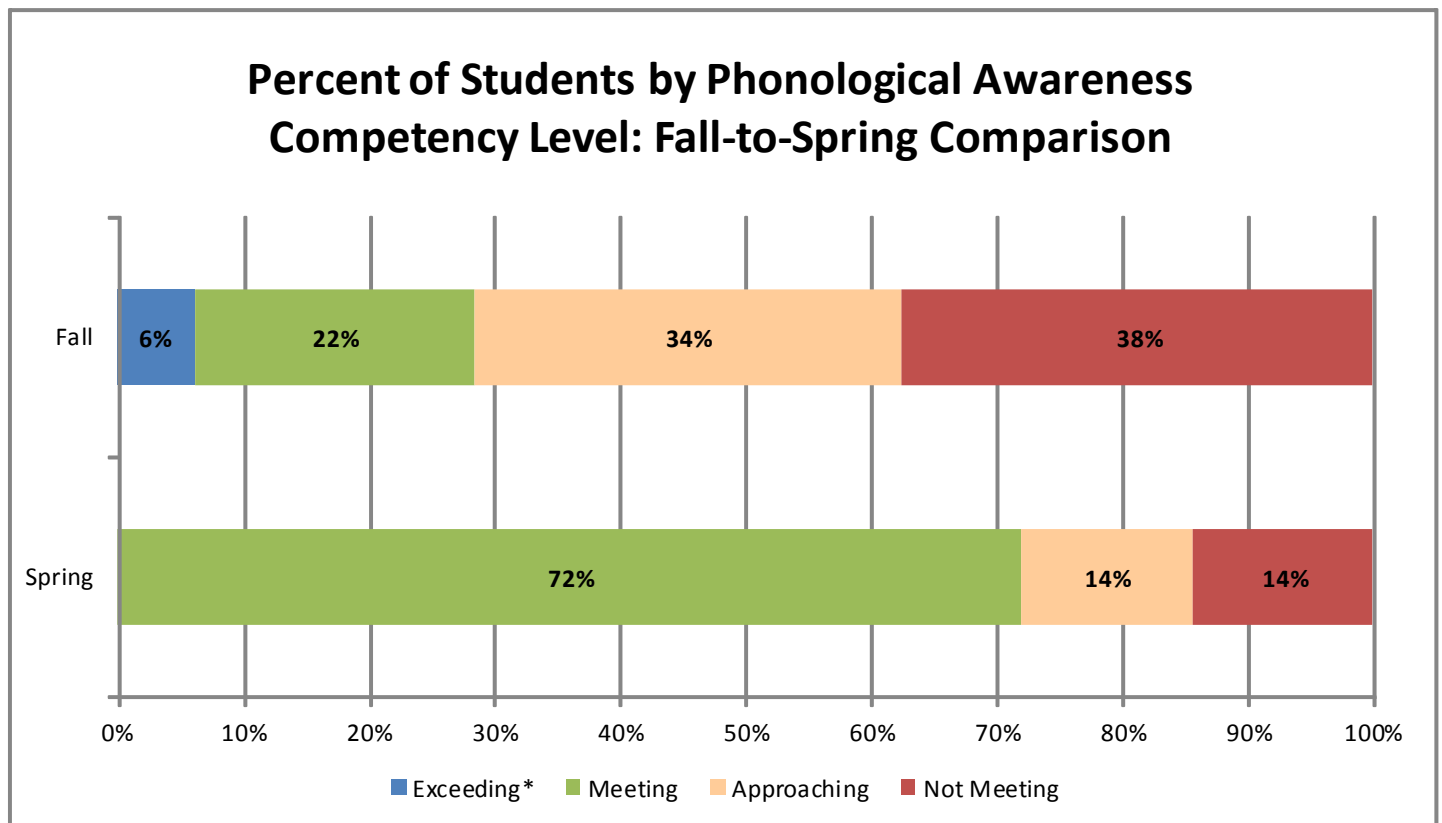
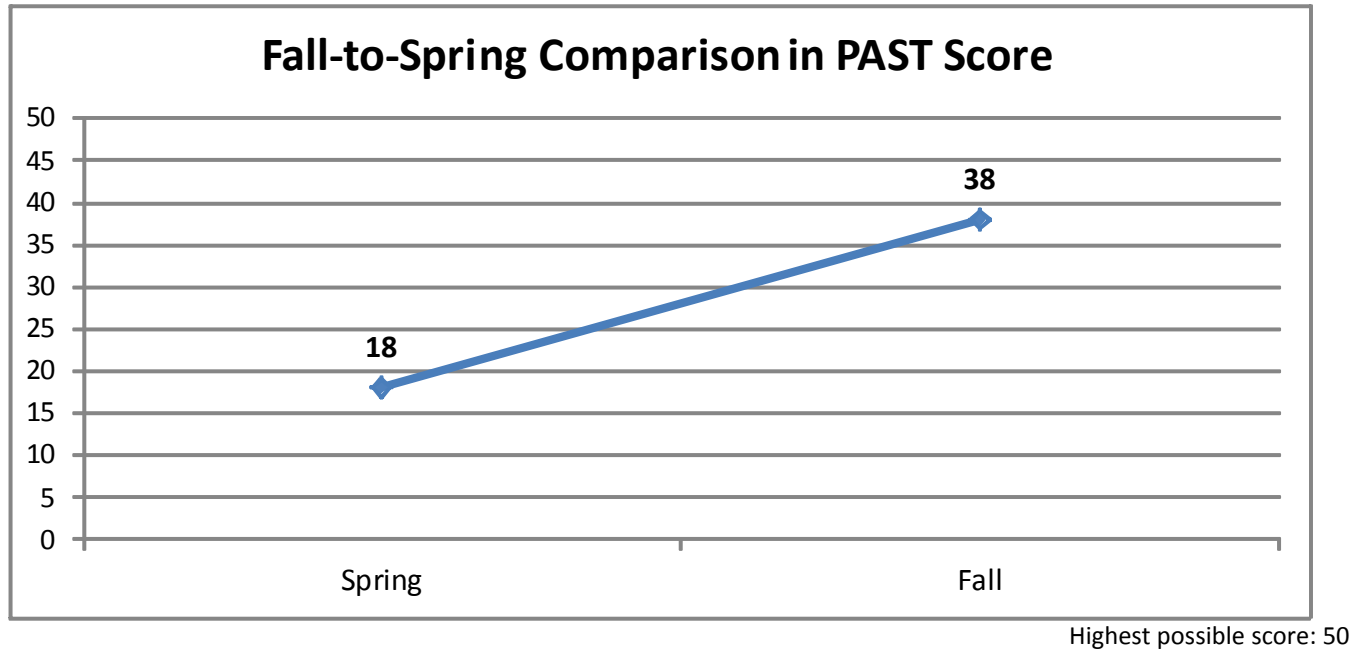
It is important to note that the PAST tool and scoring have not changed; however, the method of categorizing and reporting these results has changed as of June 2013. This is to bring the results more in line with other BSD assessment performance indicators. Together with raw scores, results are now reported on MANE with different raw score ranges used at each of the two screening periods. This new performance indicator reporting format is summarized in the following table.

Level #	Competency Level	Description	Fall Raw Score Range	Spring Raw Score Range
4	<b>Exceeding</b>	Beyond developmentally appropriate skill	38 - 50	
3	<b>Meeting</b>	Developmentally appropriate skill	25 - 37.5	35 - 50
2	<b>Approaching</b>	Some difficulty with developmentally appropriate skill	12.5 - 24.5	25.5 - 34.5
1	<b>Not Meeting</b>	Significant difficulty with developmentally appropriate skill	0 - 12	0 - 25

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



In September 2012, 663 Kindergarten students were registered in Brandon School Division (BSD). Of those, 645 completed the fall screening. As of the end of June 2013, 671 students were registered, 639 of whom were assessed in the spring of 2013.



\* 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
<b>BSD</b>	<b>645</b>	<b>639</b>	<b>603</b>	<b>17.8</b>	<b>38.1</b>	<b>20.8</b>	<b>28%</b>	<b>72%</b>	<b>45%</b>
Alexander School	8	8	8	27.0	40.1	13.1	63%	63%	0%
Betty Gibson School*	32	34	27	17.5	38.5	23.4	16%	77%	74%
Earl Oxford School	19	20	18	15.5	29.7	15.1	37%	40%	6%
École Harrison	42	42	42	28.9	43.7	14.8	69%	93%	24%
George Fitton School*	51	53	46	11.6	37.8	27.1	20%	70%	54%
Green Acres School	22	19	19	17.6	39.8	23.0	32%	79%	47%
J. R. Reid School	36	34	32	20.0	39.5	19.2	25%	77%	53%
King George School	23	22	21	10.5	28.5	18.0	17%	32%	14%
Kirkcaldy Heights School	51	49	49	17.9	38.6	20.4	33%	71%	37%
Linden Lanes School	42	40	39	20.4	39.9	19.8	38%	80%	41%
Meadows School	43	44	42	18.9	37.2	17.4	30%	73%	40%
École New Era School (ENG)*	39	39	35	13.8	37.4	24.6	5%	69%	69%
École New Era School (FR)	33	32	32	21.6	36.0	15.2	36%	53%	19%
École O'Kelly School (ENG)	27	27	26	14.1	38.1	23.8	7%	67%	58%
École O'Kelly School (FR)	12	11	11	23.0	36.0	13.0	33%	55%	18%
Riverheights School*	38	40	37	17.9	39.1	20.8	24%	78%	54%
Riverview School*	41	38	37	10.0	41.3	31.3	15%	84%	70%
St. Augustine School	20	20	20	13.9	42.6	28.7	15%	95%	80%
Valleyview Centennial School	26	24	24	19.5	36.1	17.0	31%	67%	38%
Waverly Park School	40	43	38	21.6	36.2	18.6	38%	74%	47%

\* 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).

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## Summary of Phonological Awareness Screening Results

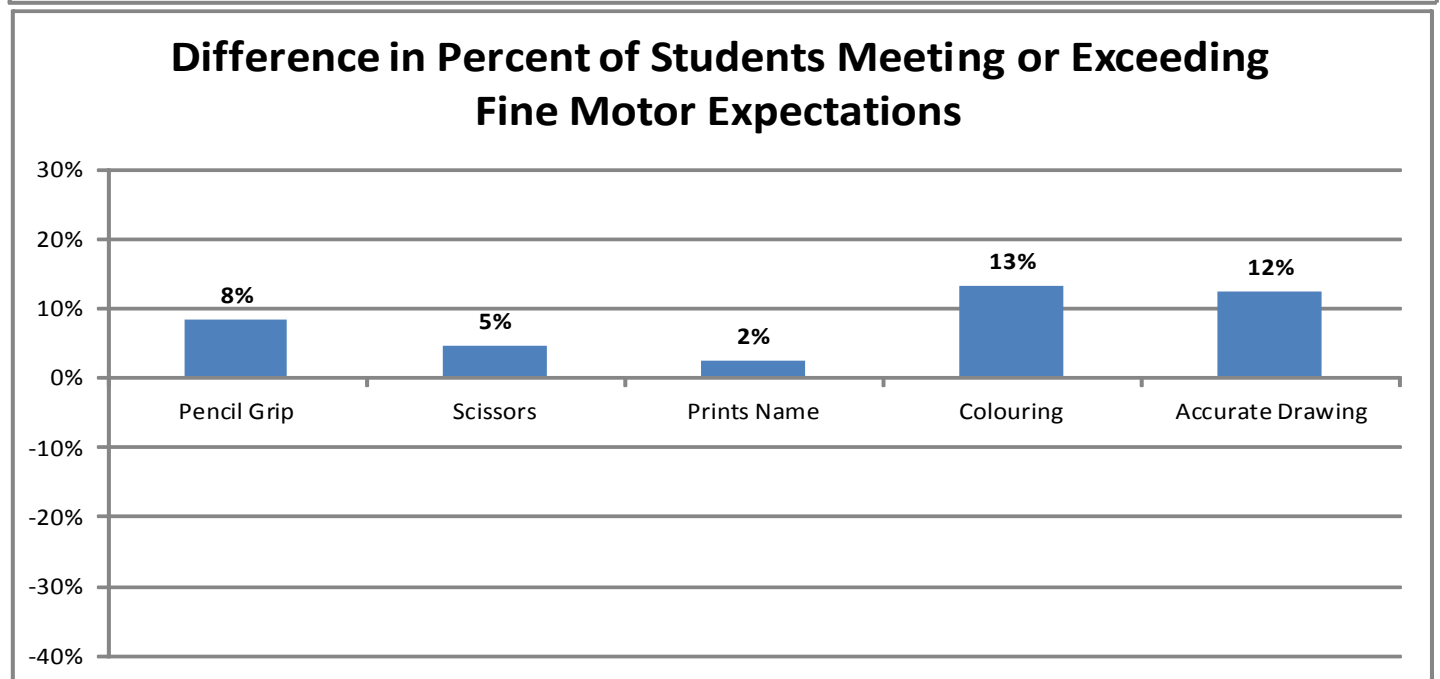
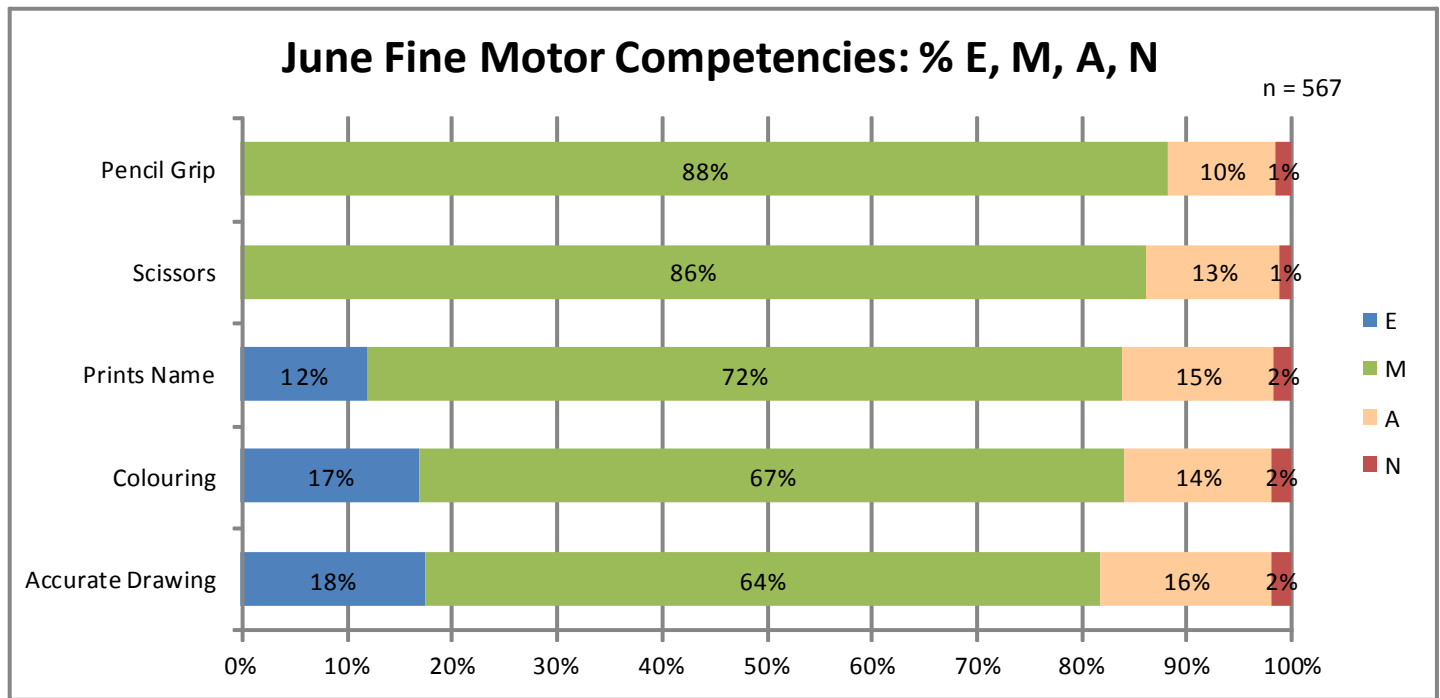
In general, significant improvements were seen over the year in Kindergarten students' phonological awareness. This improvement is evident in the increase of average raw score (from 18 to 38 out of a possible 50 points), and these scores are virtually identical to those collected last year. Improvement is also shown in the increased percentage of students meeting developmentally appropriate phonological awareness skills in the spring (72%) compared with the fall (28%). Furthermore, while 38% of students entering Kindergarten were 'not meeting,' this was true of only 14% 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 14% of students entering Grade 1 will require additional supports in order to be successful, especially in reading.

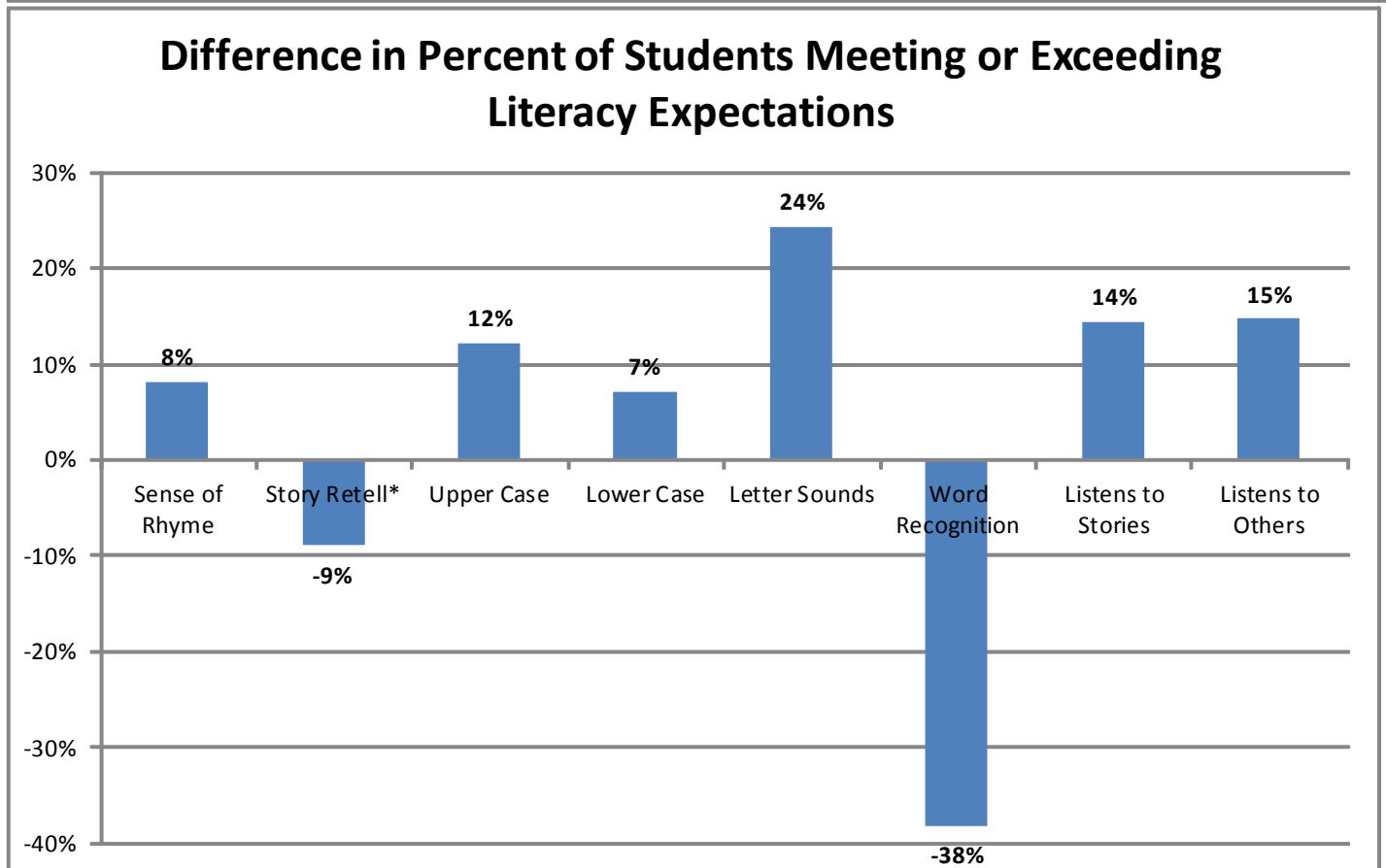
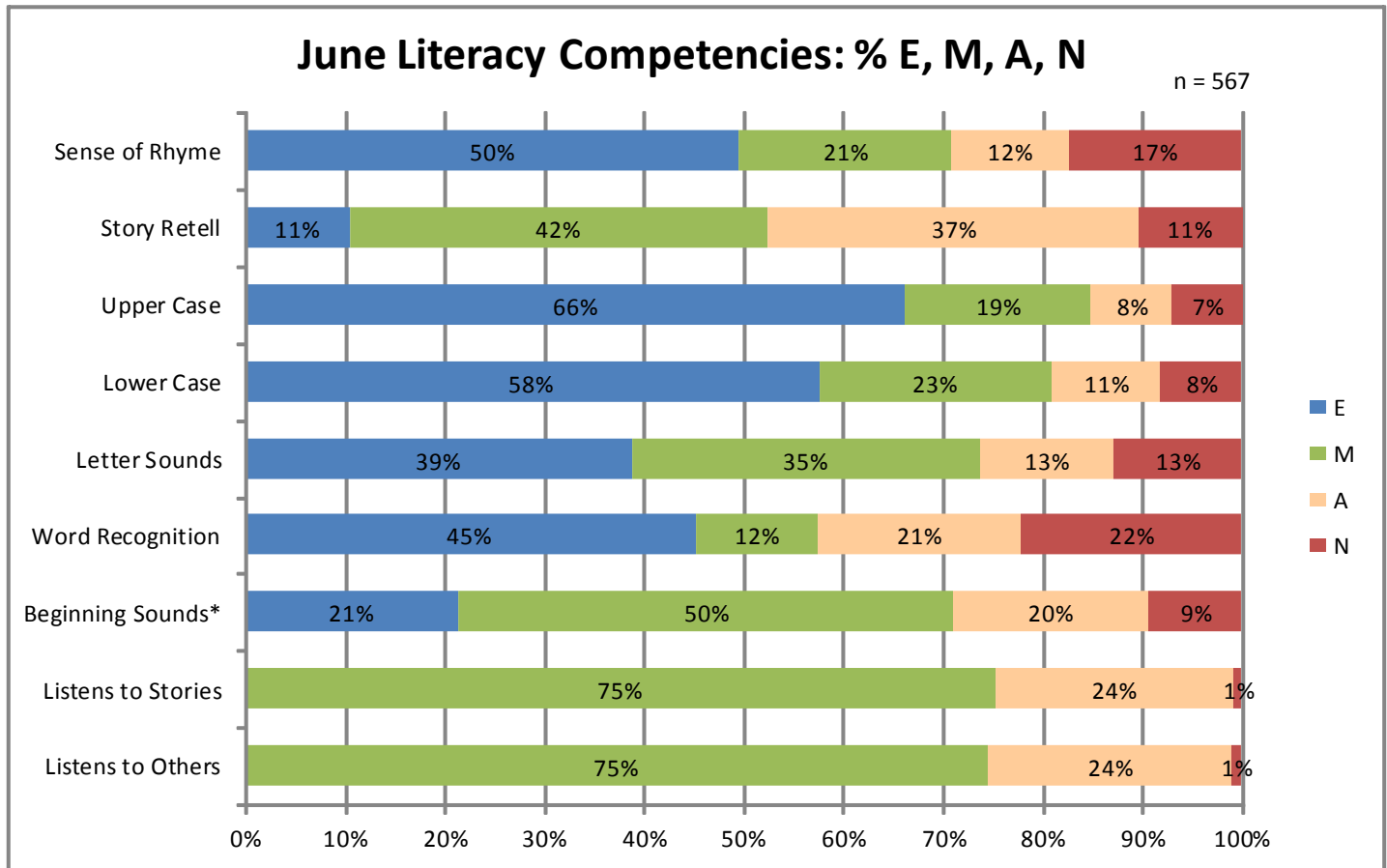
In examining only those students who were screened in both the fall and spring, each school site saw an increase in their students' average scores, with eight schools seeing an increase in more than 20 raw score points. Furthermore, ten schools saw an increase in percentage of students meeting expectations of at least 45%; 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. Last year (2011-2012), this continuum was piloted in 10 BSD schools. In this, the 2012-2013 school year, the Kindergarten 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.

A French Immersion version of the Kindergarten Continuum was piloted and subjected to various revisions throughout the 2012/13 school year, thus it is important to note that current results **do not include** French Immersion students. Full November, March, and June reports are available through Research and Evaluation Services.

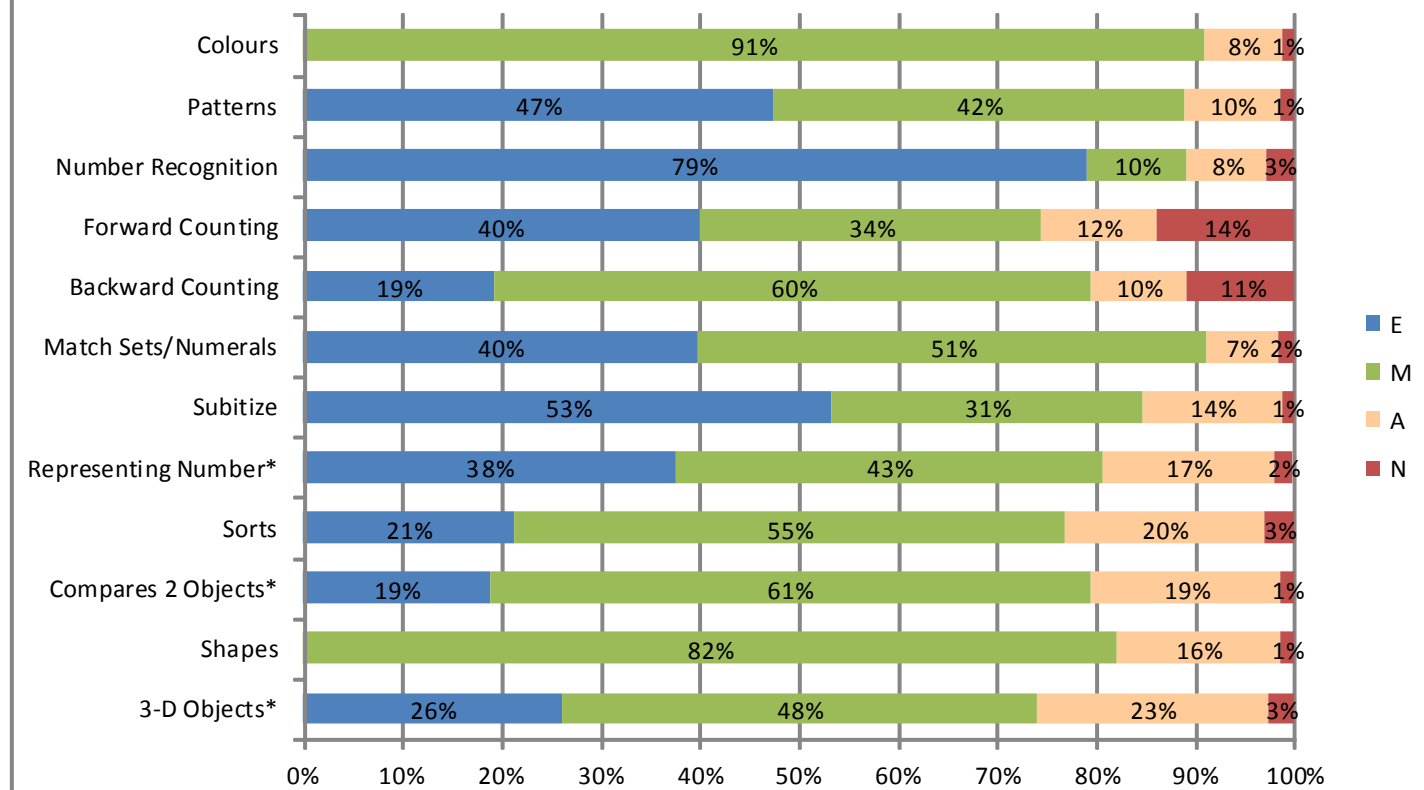




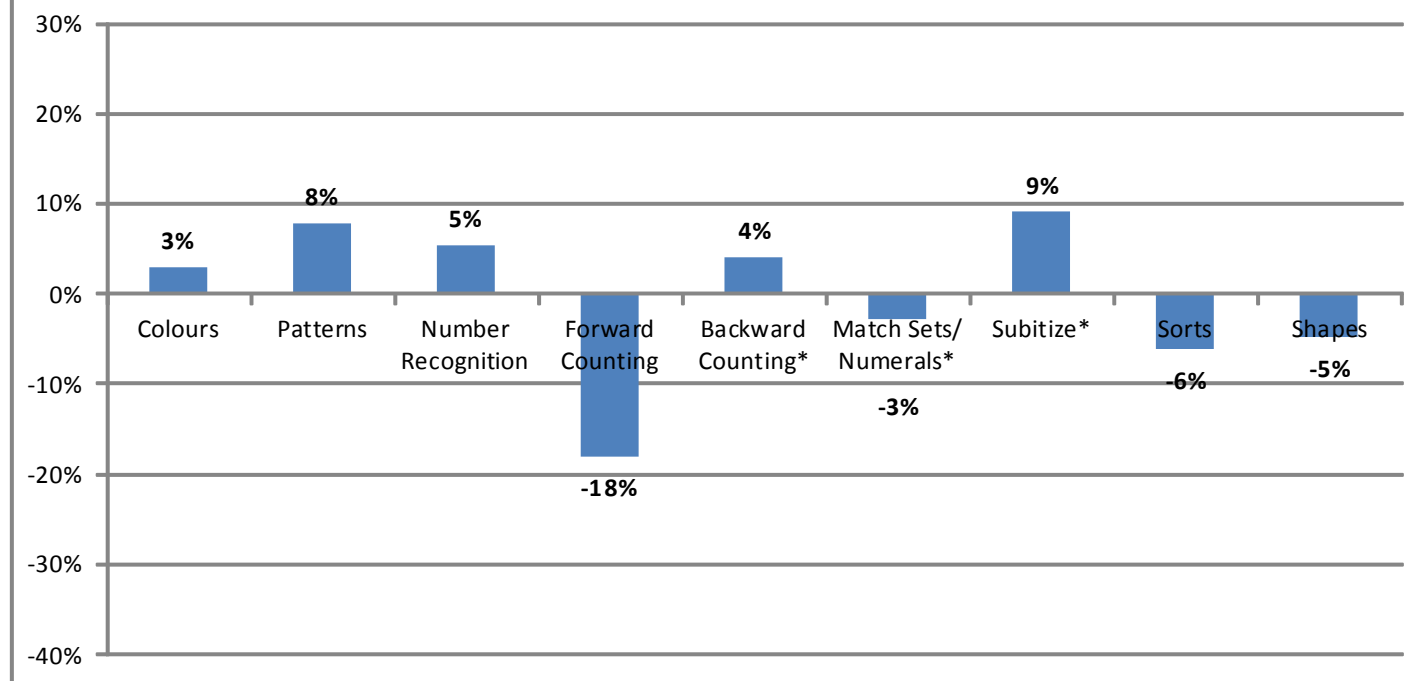
\* Indicates competencies not assessed in November, therefore progress is from March to June.

## June Numeracy Competencies: % E, M, A, N

n = 567



## 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 School\*

School*	n	Literacy										Fine Motor			
		Reading					Writing		Listening		Accurate Drawing	Fine Motor			
		Sense of Rhyme	Story Retell	Upper Case	Lower Case	Letter Sounds	Word Recognition	Beginning Sounds	Listens to Stories	Listens to Others		Pencil Grip	Scissors	Prints Name	Colouring
BSD	567	71%	53%	85%	81%	74%	57%	71%	75%	75%		88%	86%	84%	84%
Alexander School	8	88%	100%	88%	88%	88%	88%	88%	100%	88%		100%	100%	100%	100%
Betty Gibson School	34	65%	38%	91%	88%	82%	71%	82%	74%	65%		82%	79%	100%	94%
Earl Oxford School	20	45%	20%	70%	70%	40%	25%	65%	90%	85%		95%	95%	90%	95%
George Fitton School	55	73%	46%	86%	76%	75%	56%	67%	73%	73%		91%	91%	95%	93%
Green Acres School	21	86%	67%	91%	95%	76%	57%	67%	86%	86%		95%	100%	86%	91%
J. R. Reid School	34	88%	62%	94%	88%	82%	59%	85%	85%	88%		94%	94%	74%	97%
King George School	22	46%	59%	46%	36%	46%	27%	73%	73%	73%		73%	64%	91%	77%
Kirkcaldy Heights School	49	84%	71%	86%	80%	76%	80%	53%	88%	88%		92%	90%	61%	90%
Linden Lanes School	41	78%	51%	88%	81%	63%	42%	56%	42%	44%		93%	98%	83%	81%
Meadows School	44	66%	11%	84%	82%	75%	52%	80%	91%	89%		89%	89%	86%	89%
New Era School (ENG)	41	75%	68%	85%	85%	80%	65%	93%	66%	66%		88%	78%	83%	93%
O'Kelly School (ENG)	28	46%	46%	89%	89%	68%	46%	71%	75%	64%		79%	68%	71%	75%
Riverheights School	41	81%	61%	81%	78%	76%	56%	76%	81%	83%		85%	83%	85%	78%
Riverview School	40	55%	53%	93%	93%	88%	68%	63%	65%	68%		95%	95%	85%	48%
St. Augustine School	20	95%	60%	95%	95%	100%	60%	100%	90%	90%		100%	90%	80%	100%
Valleyview School	23	70%	61%	87%	78%	65%	52%	52%	78%	78%		91%	91%	100%	96%
Waverly Park School	46	65%	57%	80%	74%	67%	61%	64%	65%	67%		72%	72%	80%	64%

\*French Immersion students are not reported. Percentages in red are lower than 80%; bolded red are lower than 50%.

### Kindergarten Numeracy Competencies: Percent Meeting or Exceeding by 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	
BSD	567	91%	89%	89%	74%	80%	91%	85%	81%	77%	80%	82%	74%	
Alexander School	8	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Betty Gibson School	34	94%	97%	94%	68%	74%	100%	77%	77%	82%	68%	79%	71%	
Earl Oxford School	20	70%	80%	70%	55%	65%	70%	75%	55%	60%	65%	65%	45%	
George Fitton School	55	84%	91%	84%	78%	71%	84%	82%	76%	75%	82%	69%	82%	
Green Acres School	21	95%	81%	95%	67%	86%	100%	86%	81%	62%	91%	76%	76%	
J. R. Reid School	34	91%	94%	97%	88%	94%	97%	94%	97%	85%	91%	94%	100%	
King George School	22	91%	86%	86%	73%	41%	96%	91%	96%	68%	82%	73%	91%	
Kirkcaldy Heights School	49	90%	94%	92%	76%	84%	84%	86%	88%	82%	92%	94%	71%	
Linden Lanes School	41	95%	85%	88%	76%	90%	98%	73%	71%	68%	66%	93%	49%	
Meadows School	44	100%	86%	89%	77%	86%	96%	82%	91%	77%	91%	84%	73%	
New Era School (ENG)	41	81%	93%	90%	81%	66%	98%	88%	100%	85%	95%	81%	73%	
O'Kelly School (ENG)	28	93%	93%	86%	57%	79%	89%	86%	57%	57%	57%	64%	32%	
Riverheights School	41	98%	88%	90%	83%	83%	88%	93%	85%	73%	85%	85%	83%	
Riverview School	40	93%	78%	93%	70%	85%	95%	93%	58%	88%	53%	93%	80%	
St. Augustine School	20	100%	100%	100%	95%	95%	100%	80%	100%	100%	100%	95%	100%	
Valleyview School	23	96%	83%	87%	61%	74%	83%	78%	61%	96%	70%	91%	65%	
Waverly Park School	46	87%	89%	84%	67%	82%	84%	84%	84%	64%	76%	70%	81%	

\*French Immersion students are not reported. 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, very few students (less than 3%) are 'not meeting' in each of these fine motor competencies.

### Literacy

More than 80% of students are 'meeting' or 'exceeding' expectations in identifying upper- and lowercase letters. Alternatively, a third or more students are only approaching or 'not meeting' expectations in the areas of word recognition and story retell. Of particular note, a full 22% of students are unable to recognize at least 10 sight words (i.e., not meeting expectations in that domain). There is greater discrepancy of performance level attainment on literacy competencies compared with numeracy.

### Numeracy

In 9 of the 12 math competencies assessed in June, at least 80% of students are 'meeting' or 'exceeding' expectations. Forward and backward counting, are the numeracy competencies with the greatest percentage of students 'not meeting' expectations (14% and 11% respectively).

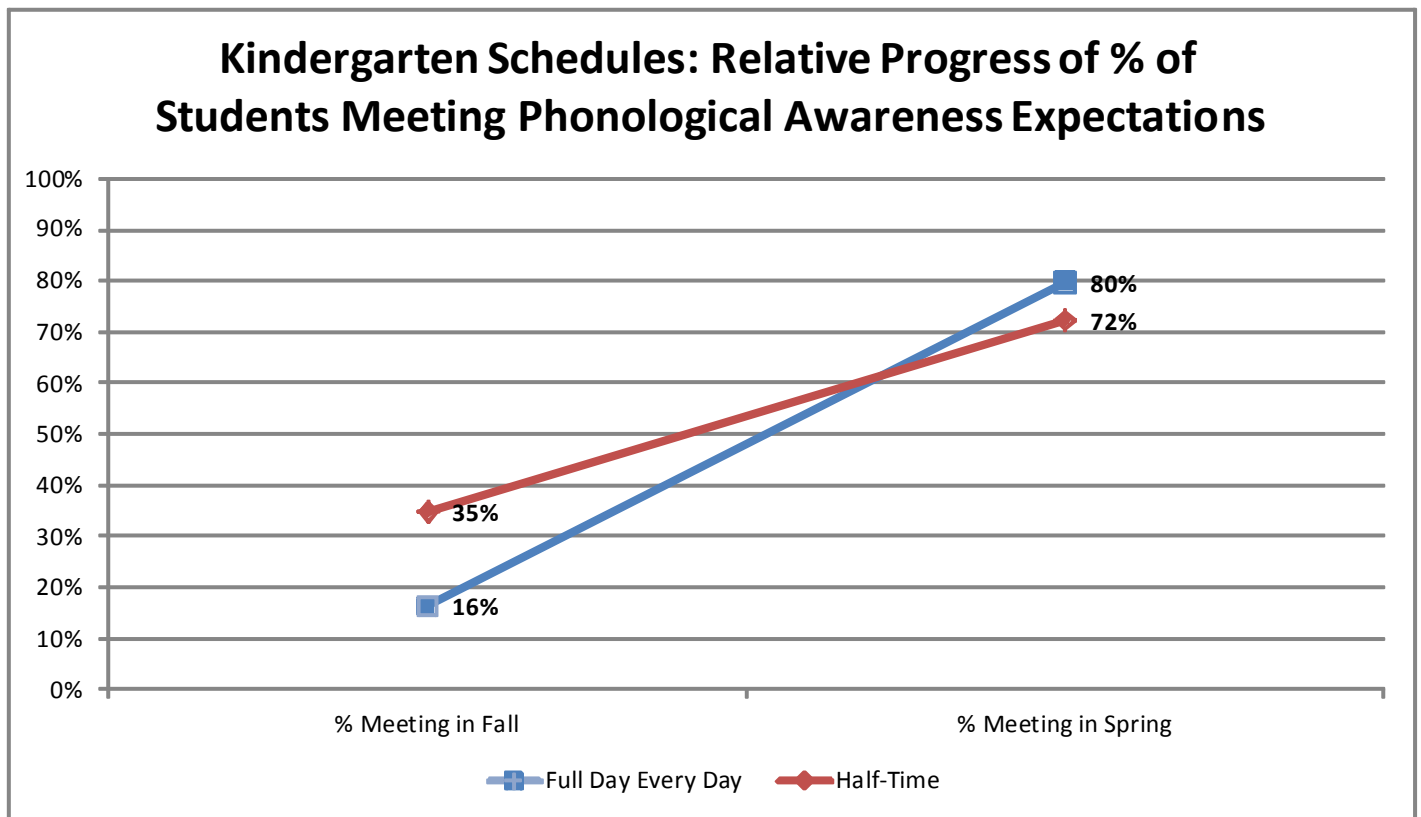
### Year-Long Progress Monitoring in all Domains

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. Although the identification of letter sounds continues to be an area of challenge for about a quarter of students, this skill area saw the greatest amount of progress across the Division (24% *more* students are meeting expectations in this skill in June compared with November). *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.*

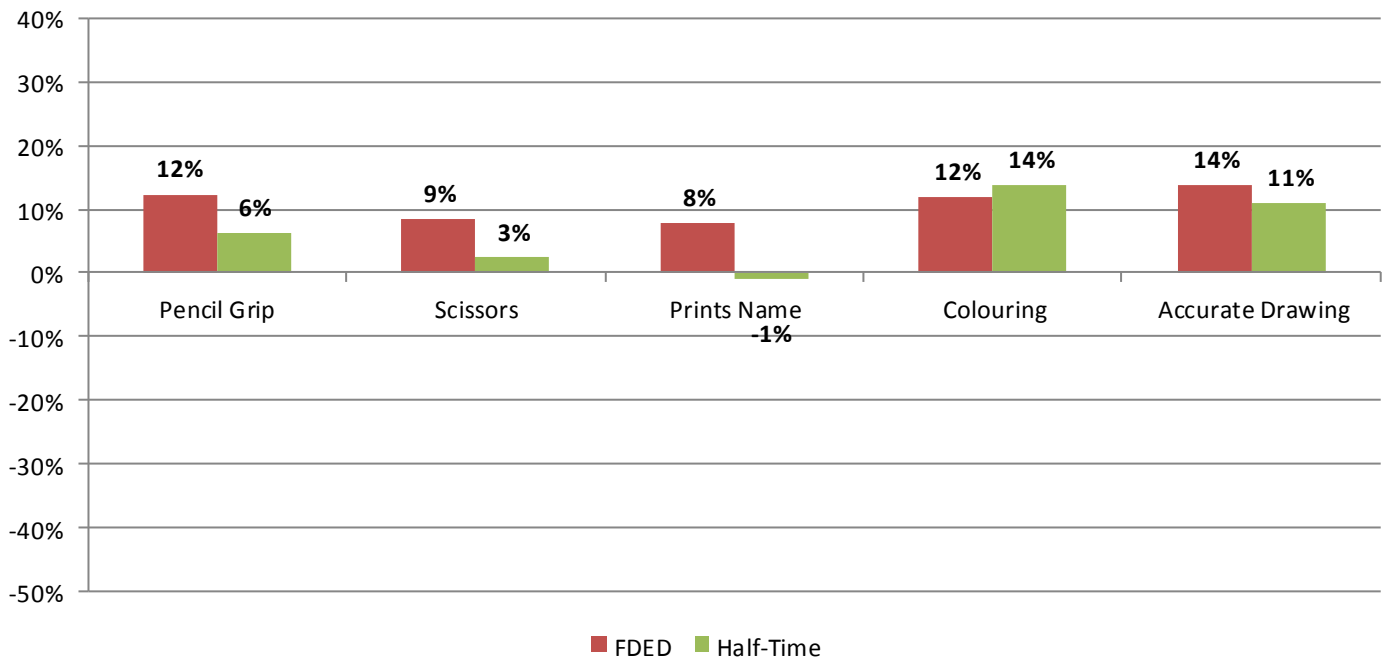
There are only three competencies for which there was a decline in the percentage of students 'meeting' or 'exceeding' expectations. These were forward counting, story retell, and word recognition. These declines signal competencies in which students struggle with the increased level of expectation in June compared with November or March. For instance, in the area of word recognition which saw a 38% 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.

## The Effect of Full Day Every Day Kindergarten on Student Achievement

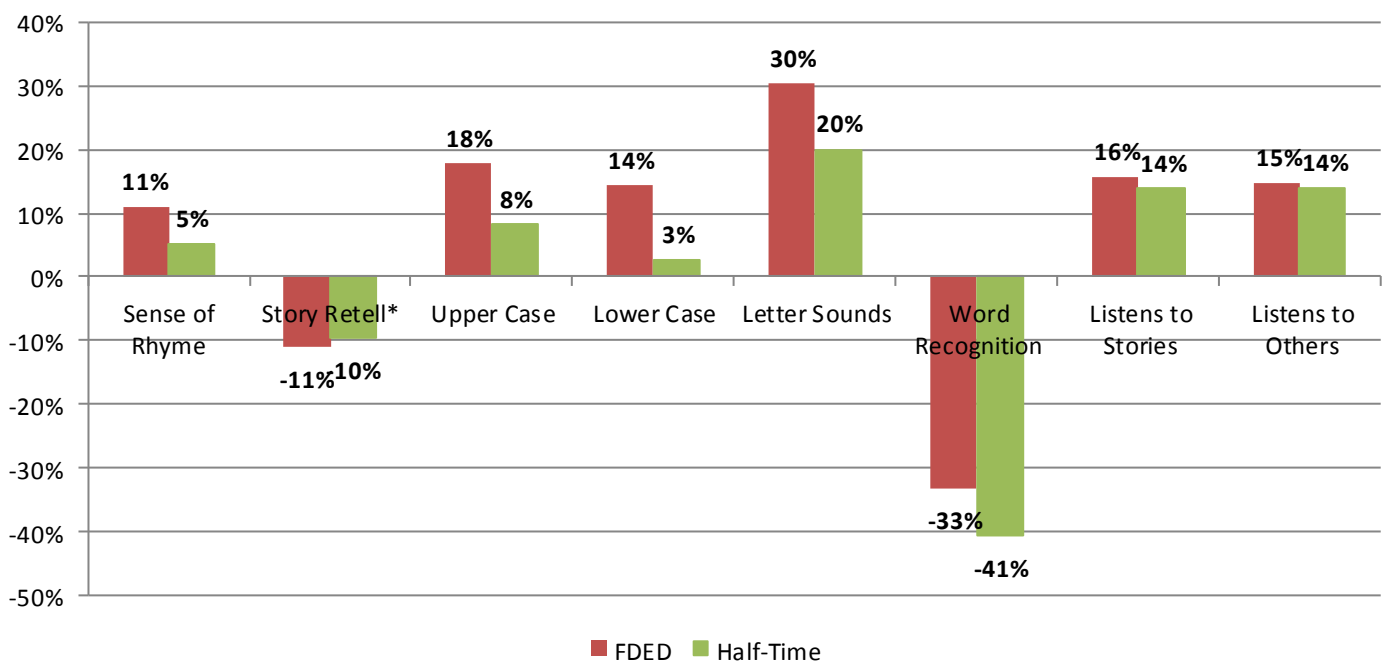
In the 2012/13 school year, five schools offered full day every day (FDED) Kindergarten programs. At thirteen elementary schools, half-time Kindergarten was offered (either every morning, every afternoon, or full day every other day). It In tracking the effect of FDED Kindergarten on student achievement, comparative analyses were conducted on FDED and half-time students' PAST scores and June Continuum scores. Specifically, tracking was done on the *relative progress* made in each of these student groups.



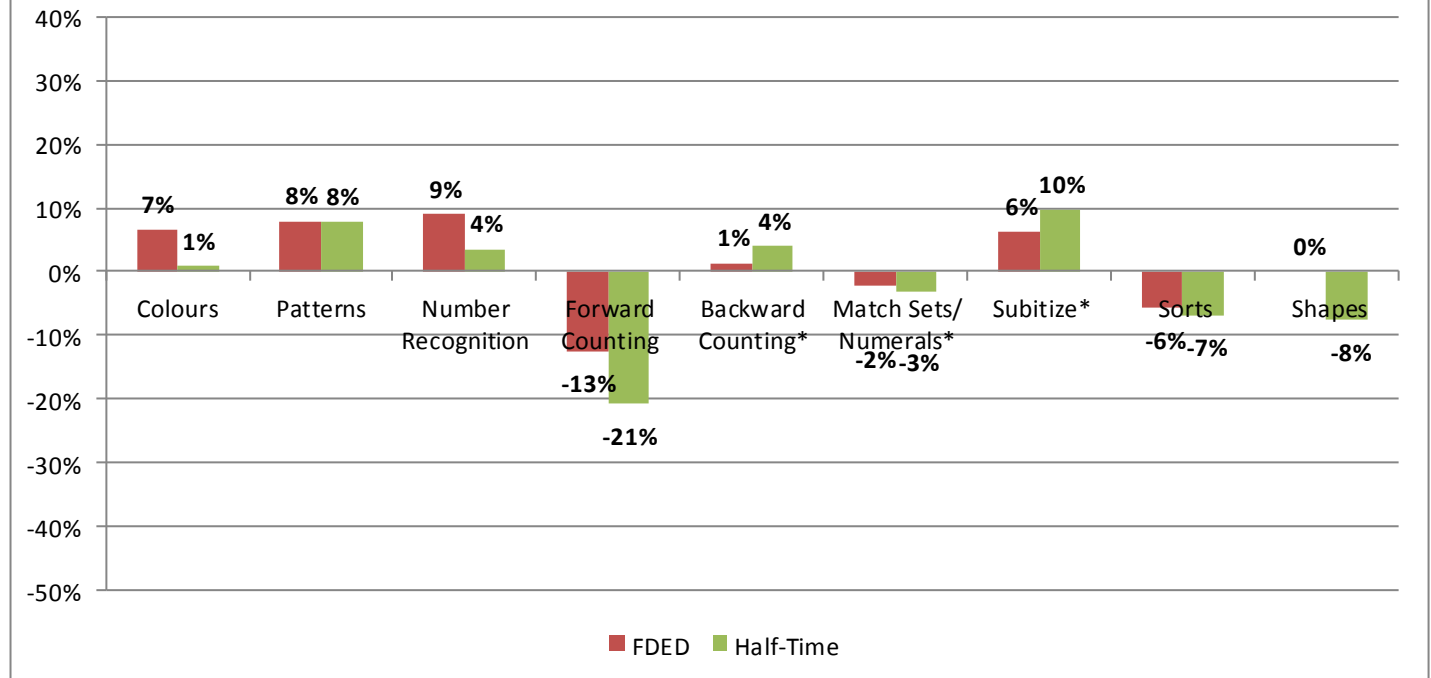
### November to June Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations: Comparing Full to Half-Time Kindergarten



### 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. These statistics suggest that FDED Kindergarten experience is one factor that has contributed to closing the gap in phonological awareness of BSD students.

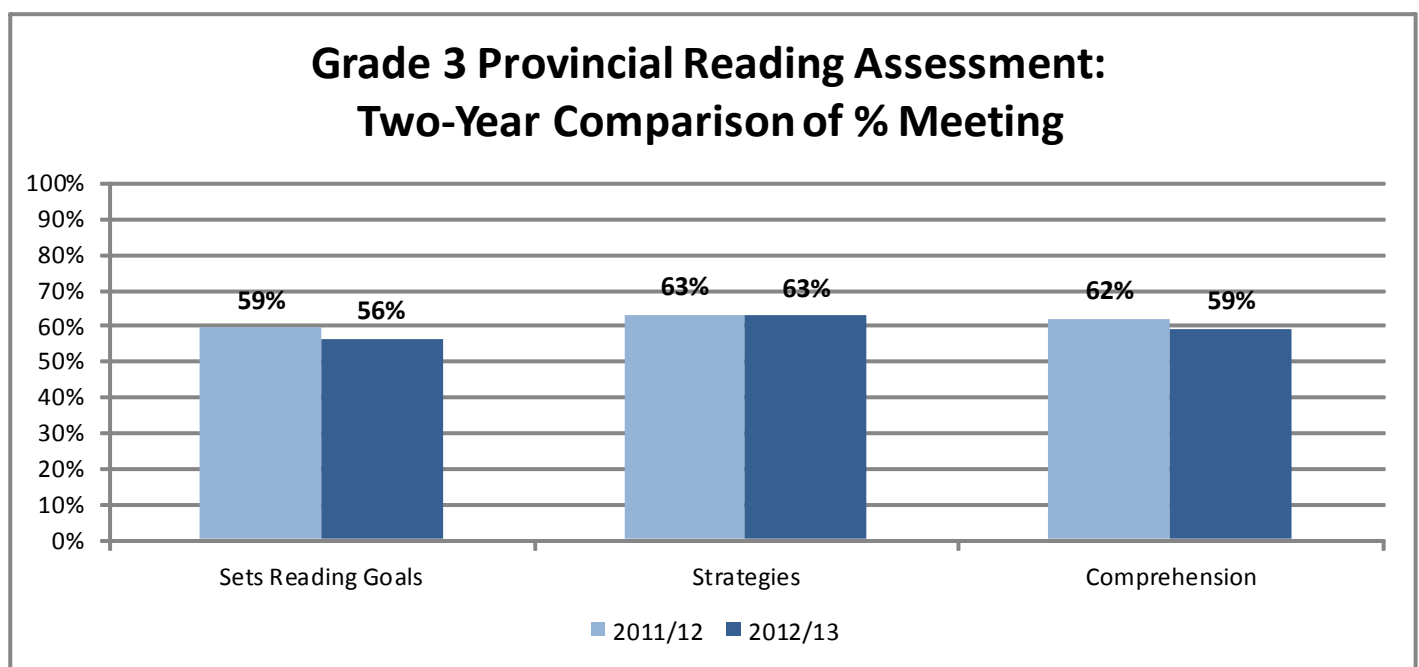
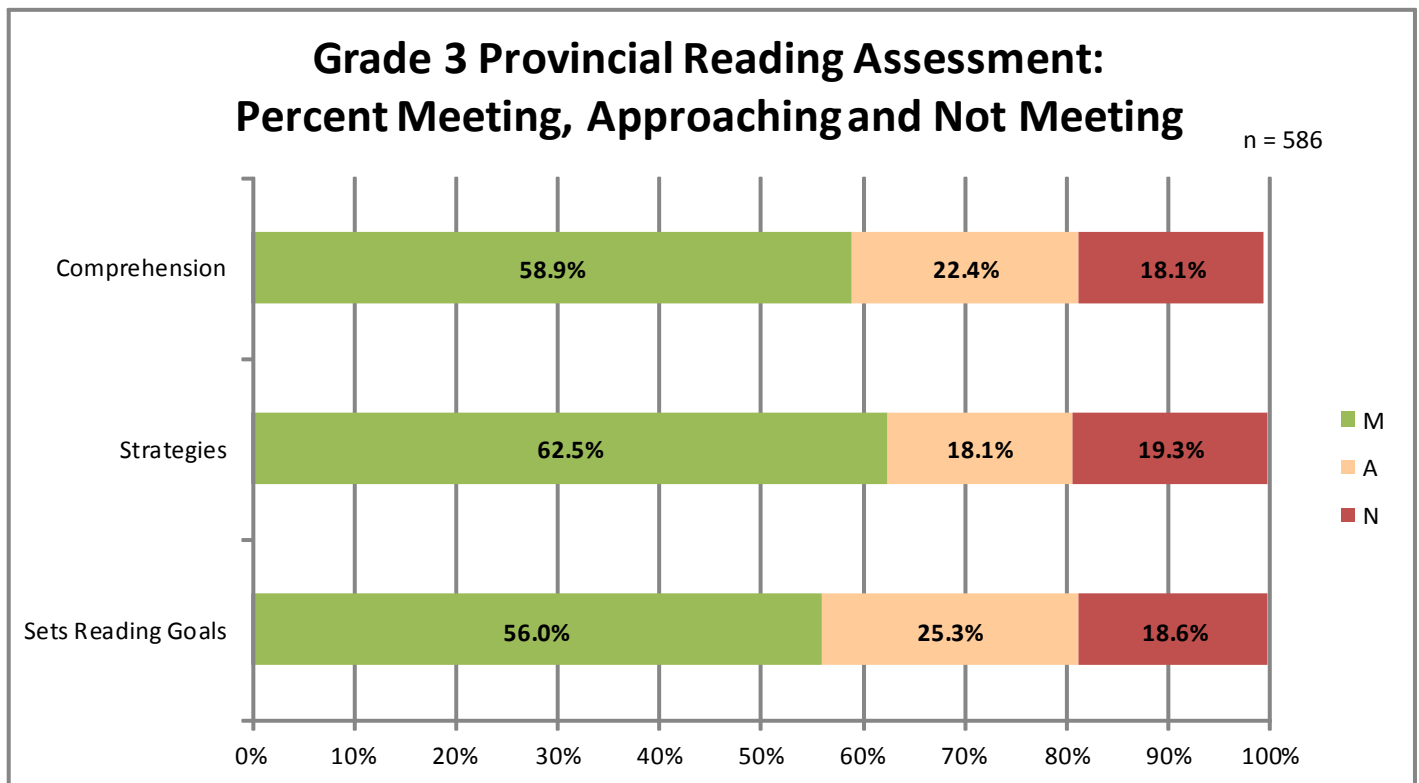
When considering the difference in percentages from November to June of students meeting or exceeding expectations in all Kindergarten outcomes, there is a tendency towards FDED students making greater gains, or showing less loss. For instance, although the percentage of students meeting forward counting expectations went down (again, note the changing/increasing criteria), 13% fewer students in FDED are meeting this outcome in June compared with 21% fewer students in the other schedules. And although 20% more half-time students were meeting expectations in letter sound identification in June compared with November, this was true of 30% of the FDED students.

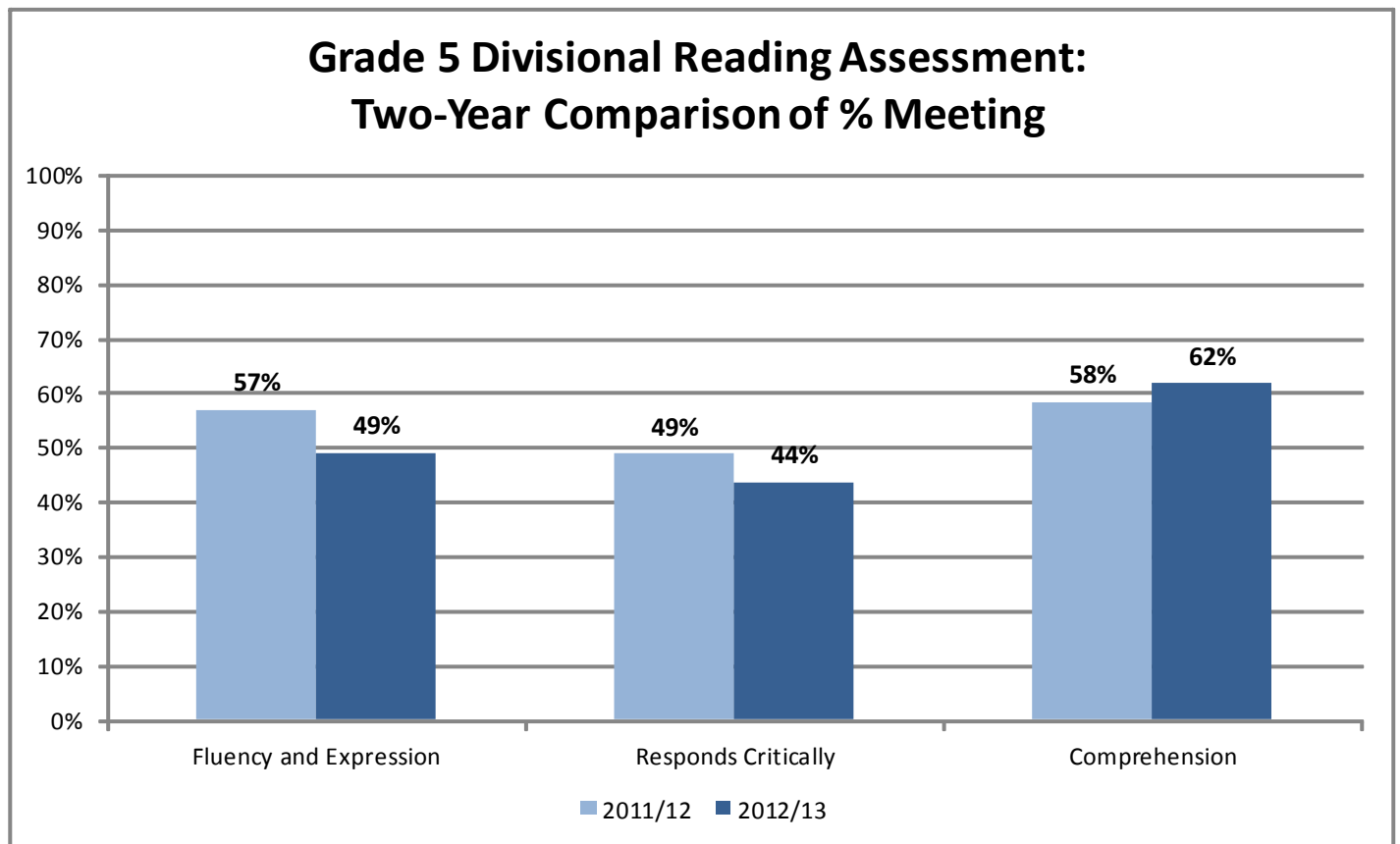
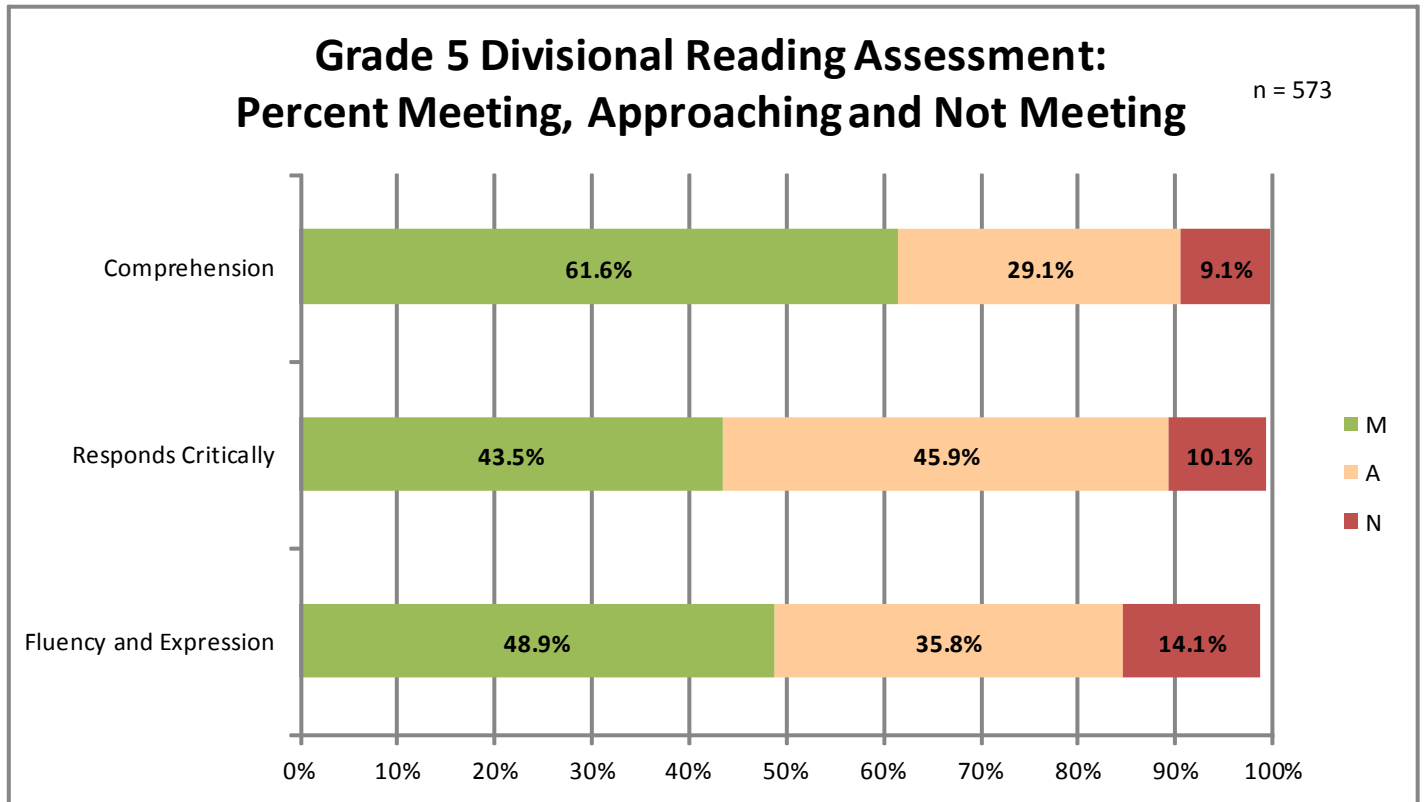
**Section B:**

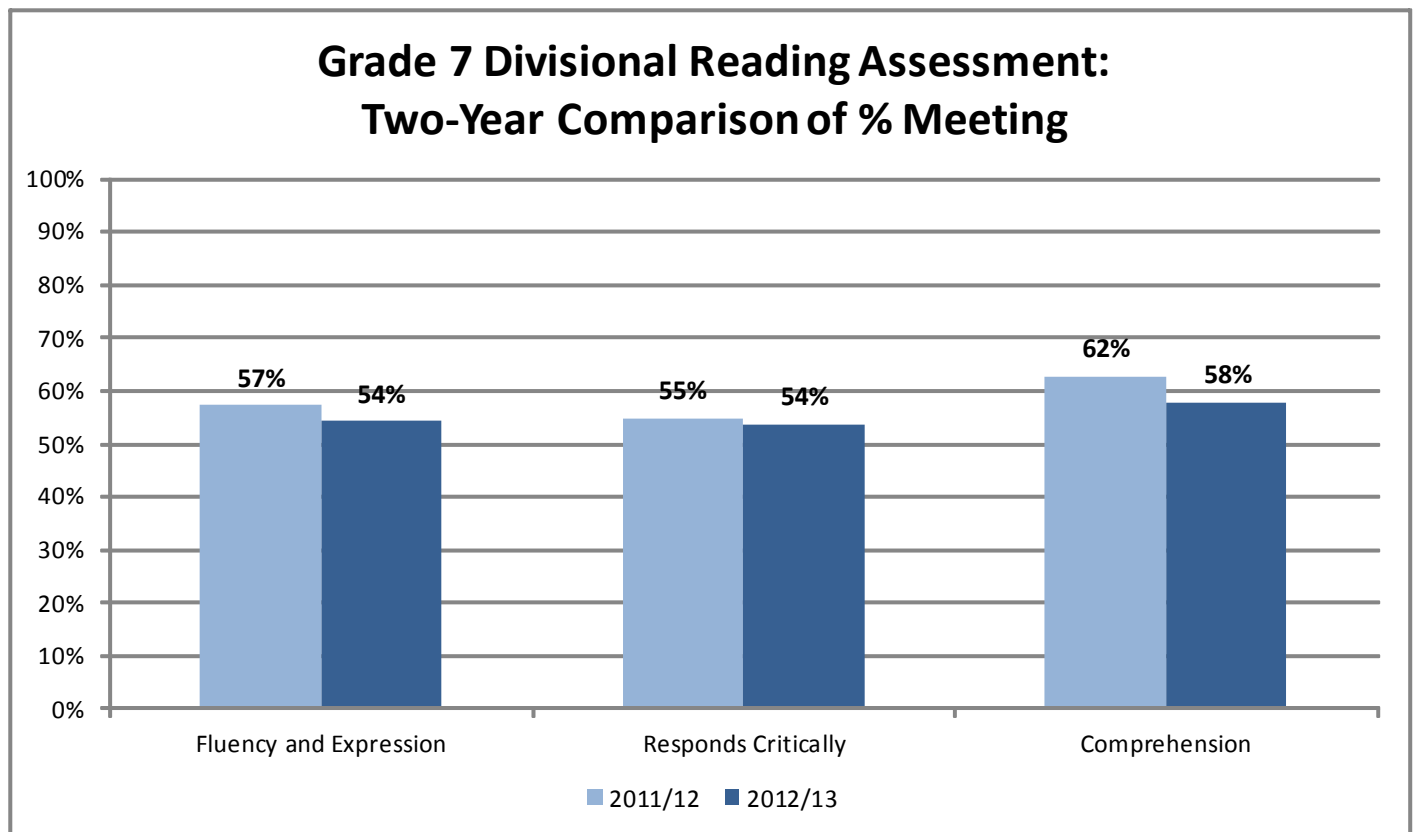
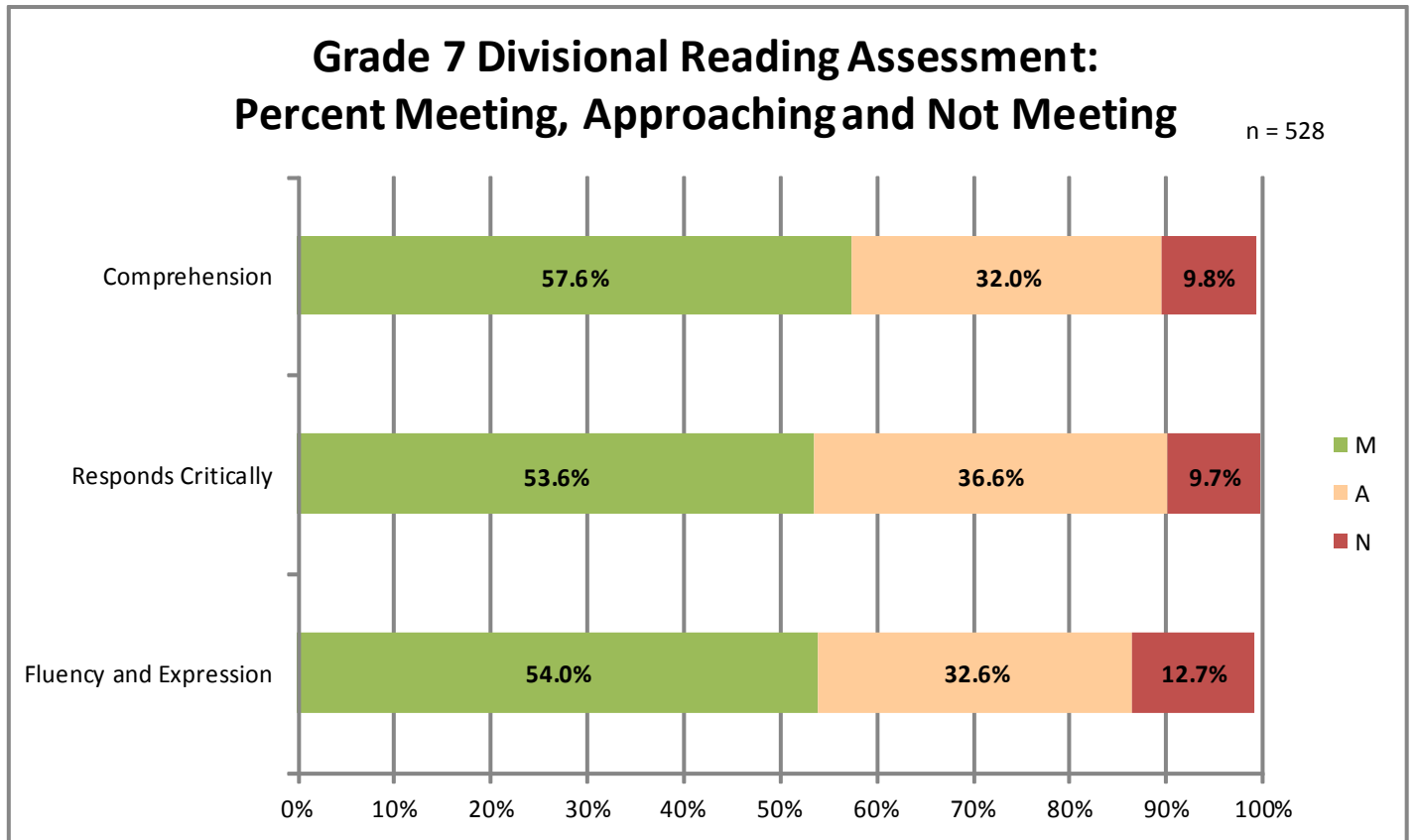
**DIVISIONAL AND  
PROVINCIAL FORMATIVE  
ASSESSMENT RESULTS**

## Division-Wide Formative Assessment Results: Reading

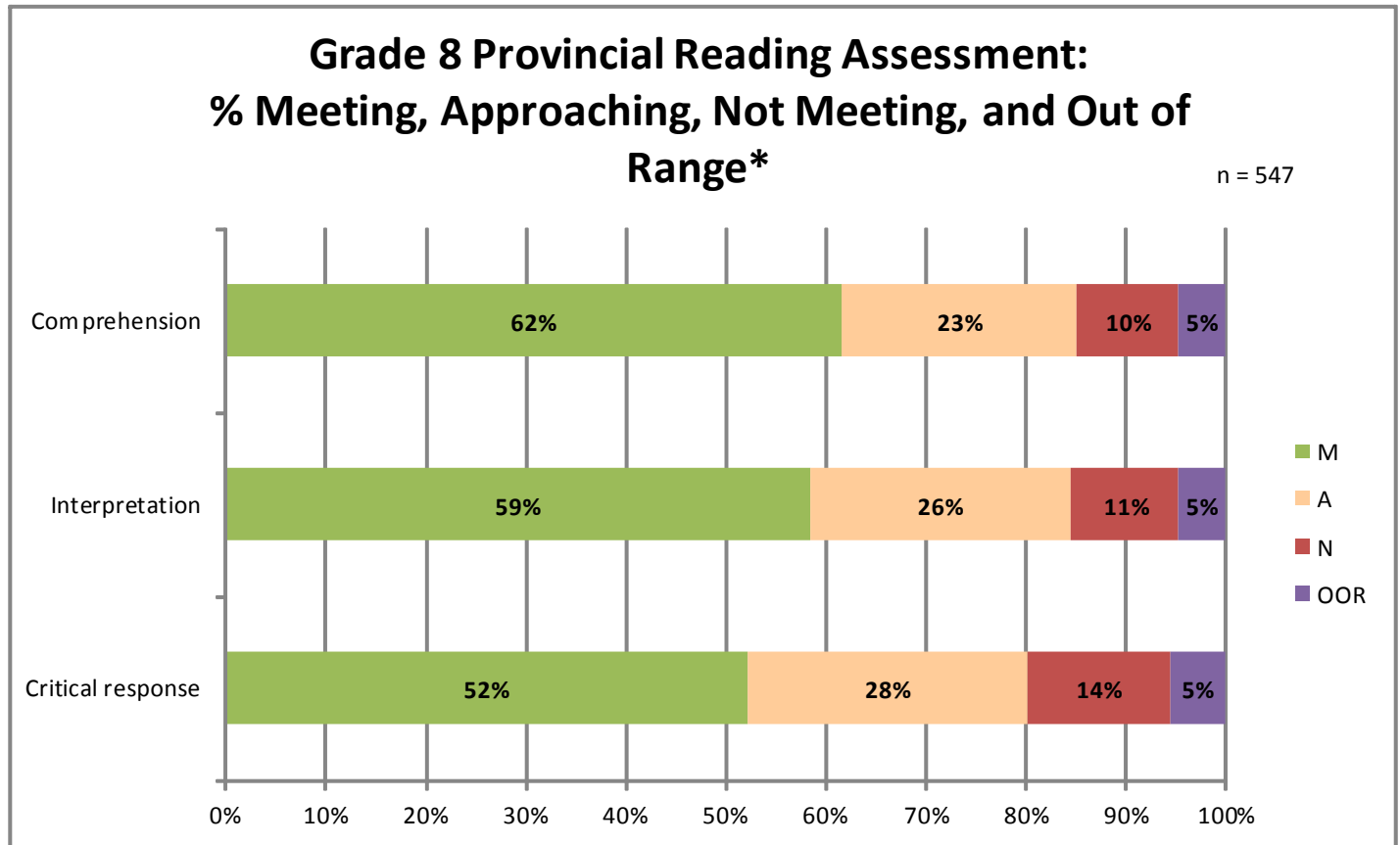
The following graphs show the results of BSD students on all formative assessments in reading. Grade 3 and Grade 8 are Provincial assessments, while Grade 5, 7, and 9 are Divisional assessments. In each graph, percentages are based on the total number of students who completed any part of the assessment. 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.



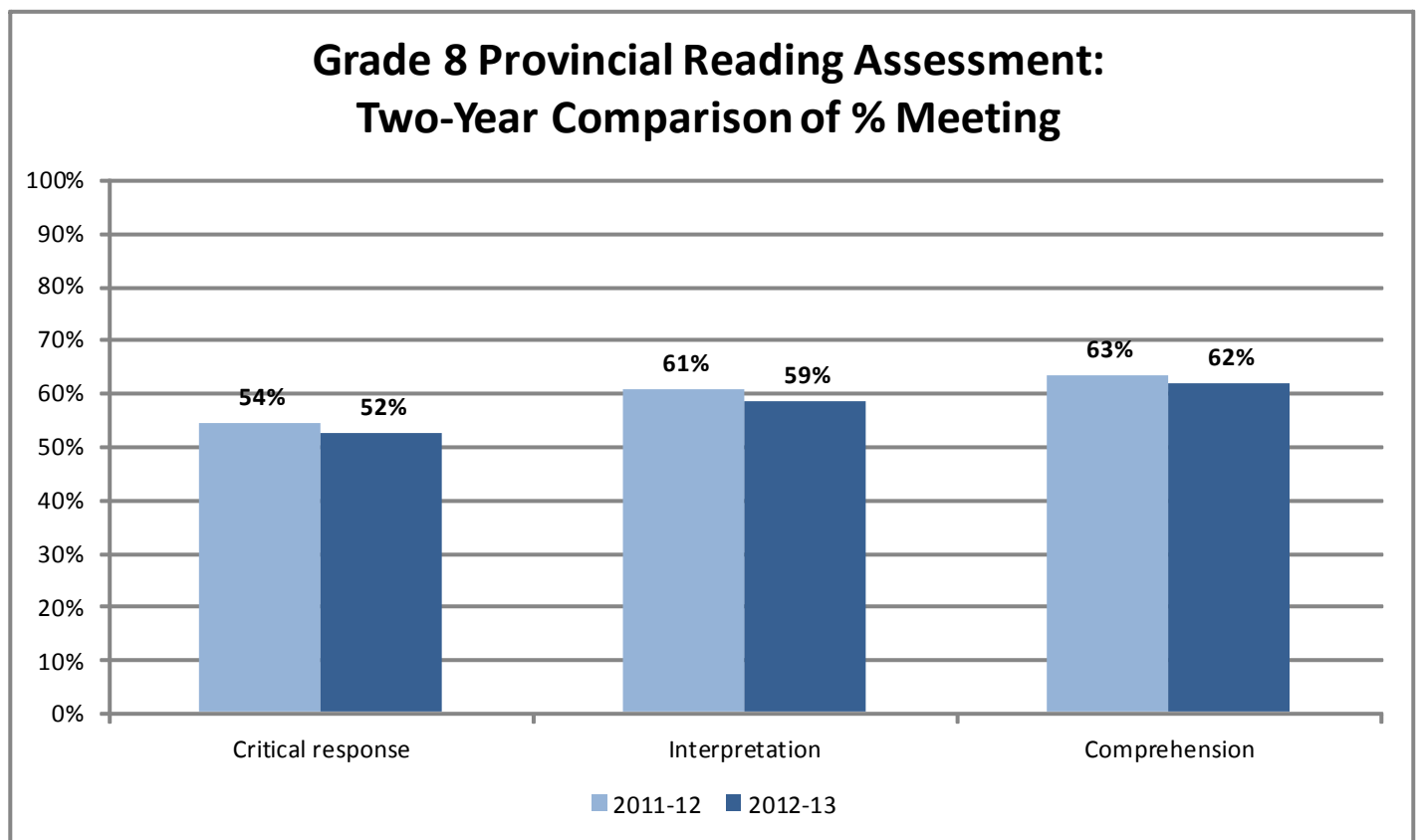


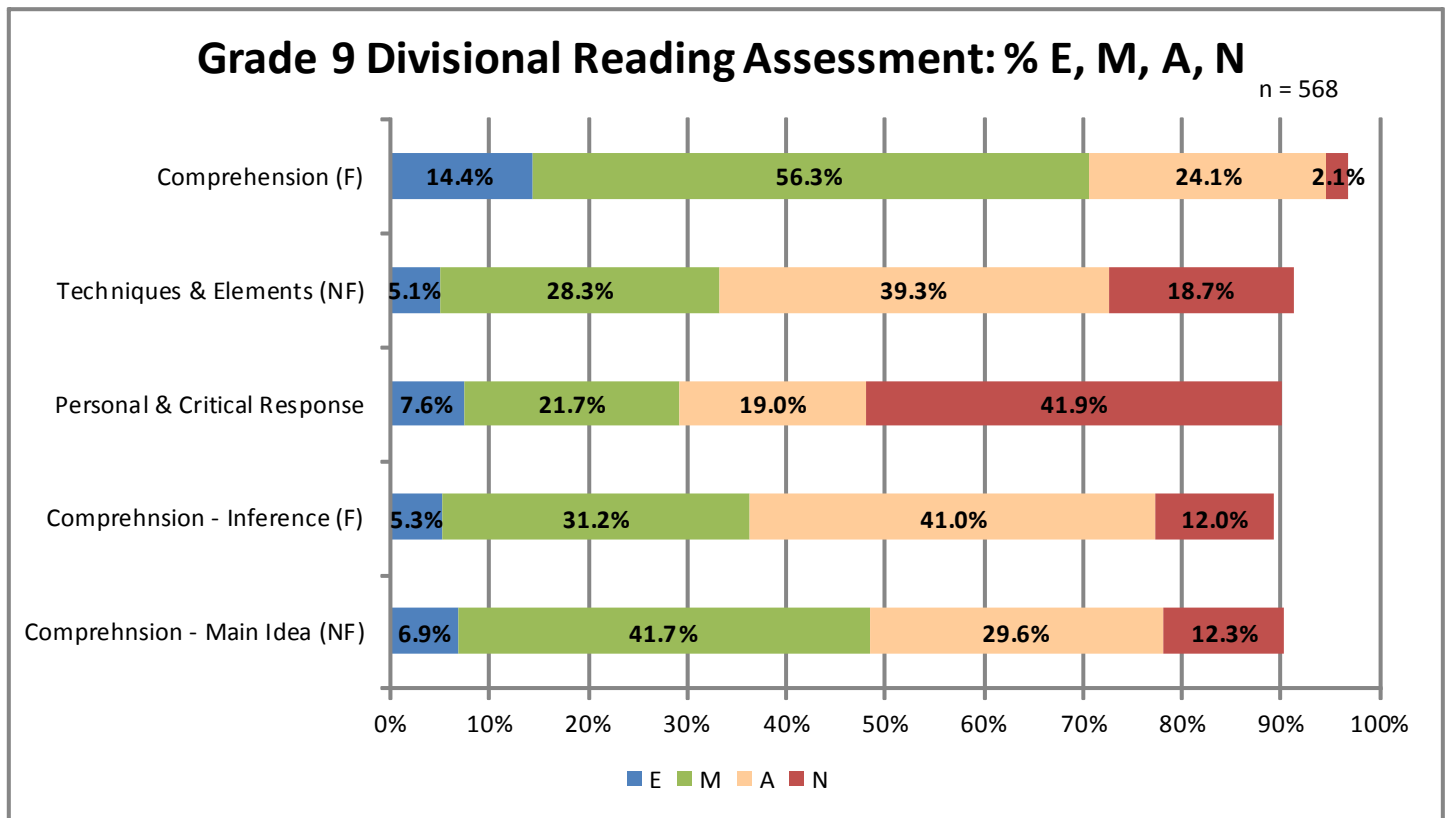






\*According to Manitoba Education, 'Out of Range' is used for students whose "late-January performance level is below the lowest level described in the reporting template."





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

## Summary of Formative Assessment Results in Reading

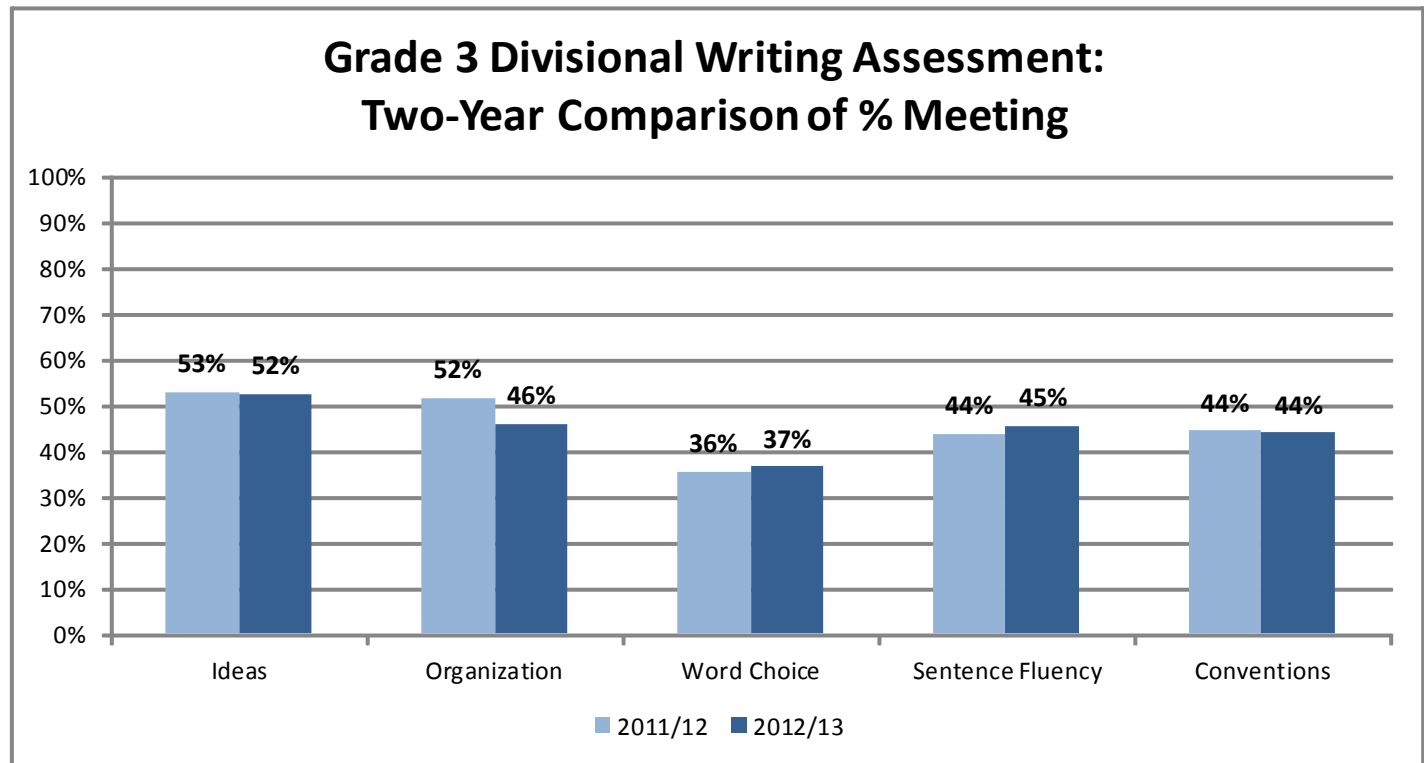
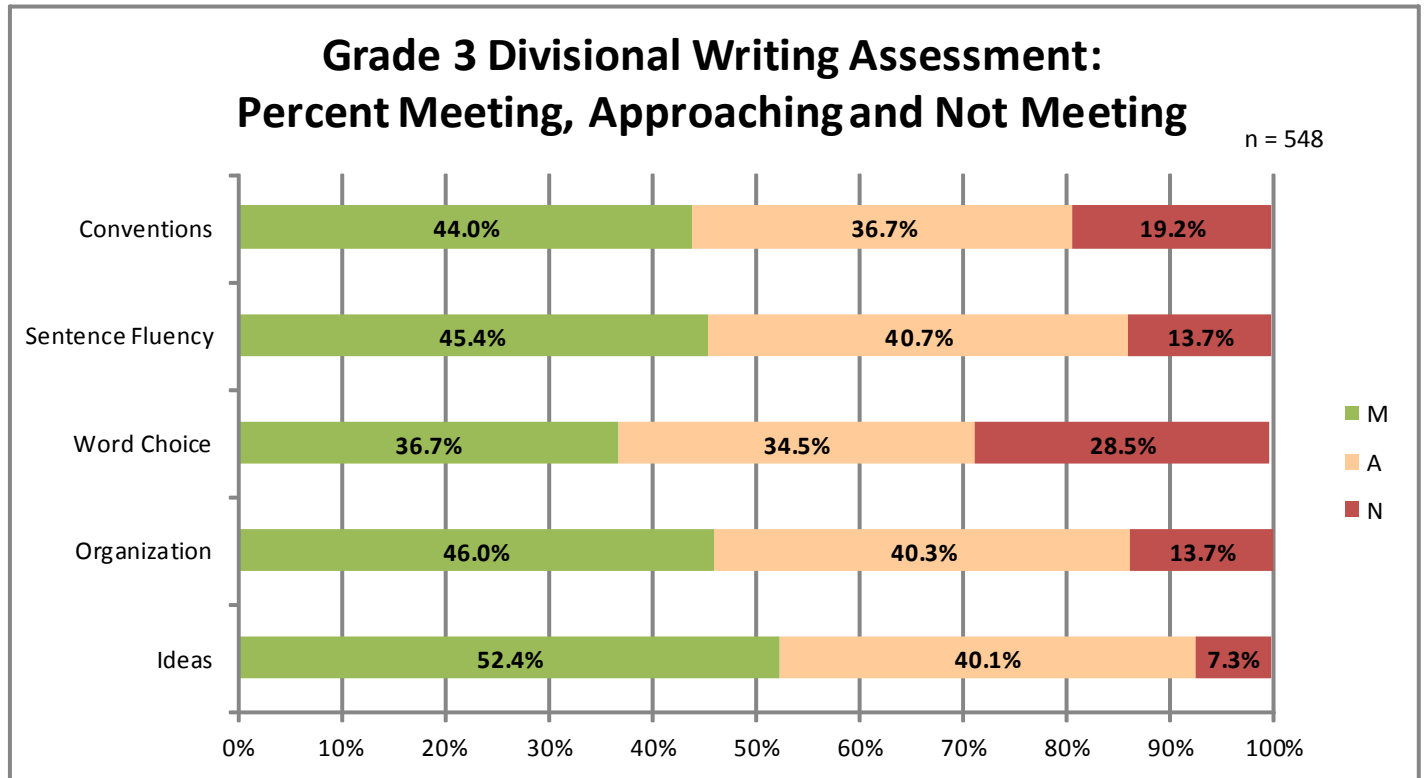
At least 80% of students are either 'meeting' or 'approaching' grade level expectations on these formative assessments in reading. In general, a little more than half of the students are meeting expectations, while approximately 10% of students need ongoing help to meet grade-level expectations. However,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

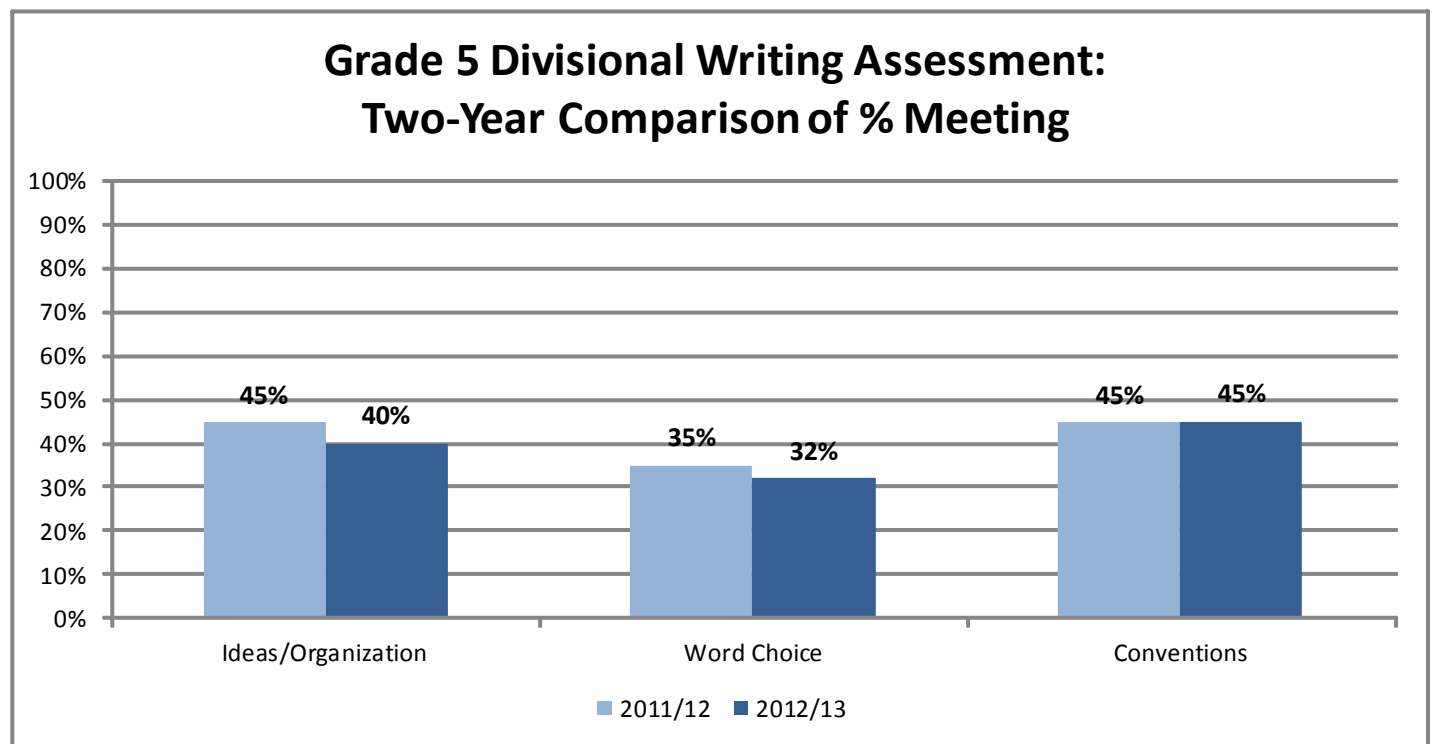
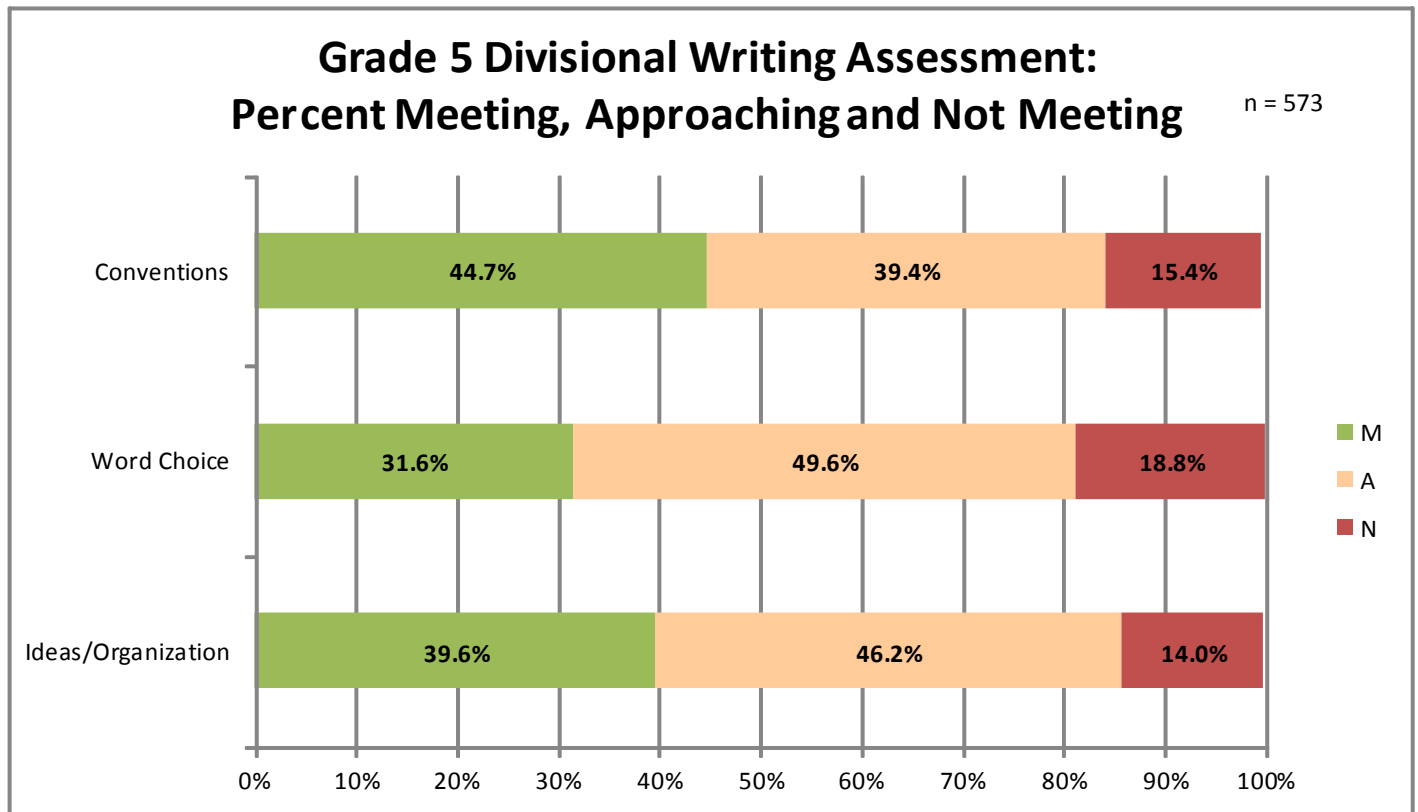
Across grade level assessments, comprehension is generally the reading competency with the higher percentages of students meeting expectations. At the grade 9 level, the majority of students (71%) are meeting expectations in comprehending fiction; however, comprehension of non-fiction and the ability to make inferences from text are two competencies in need for 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.

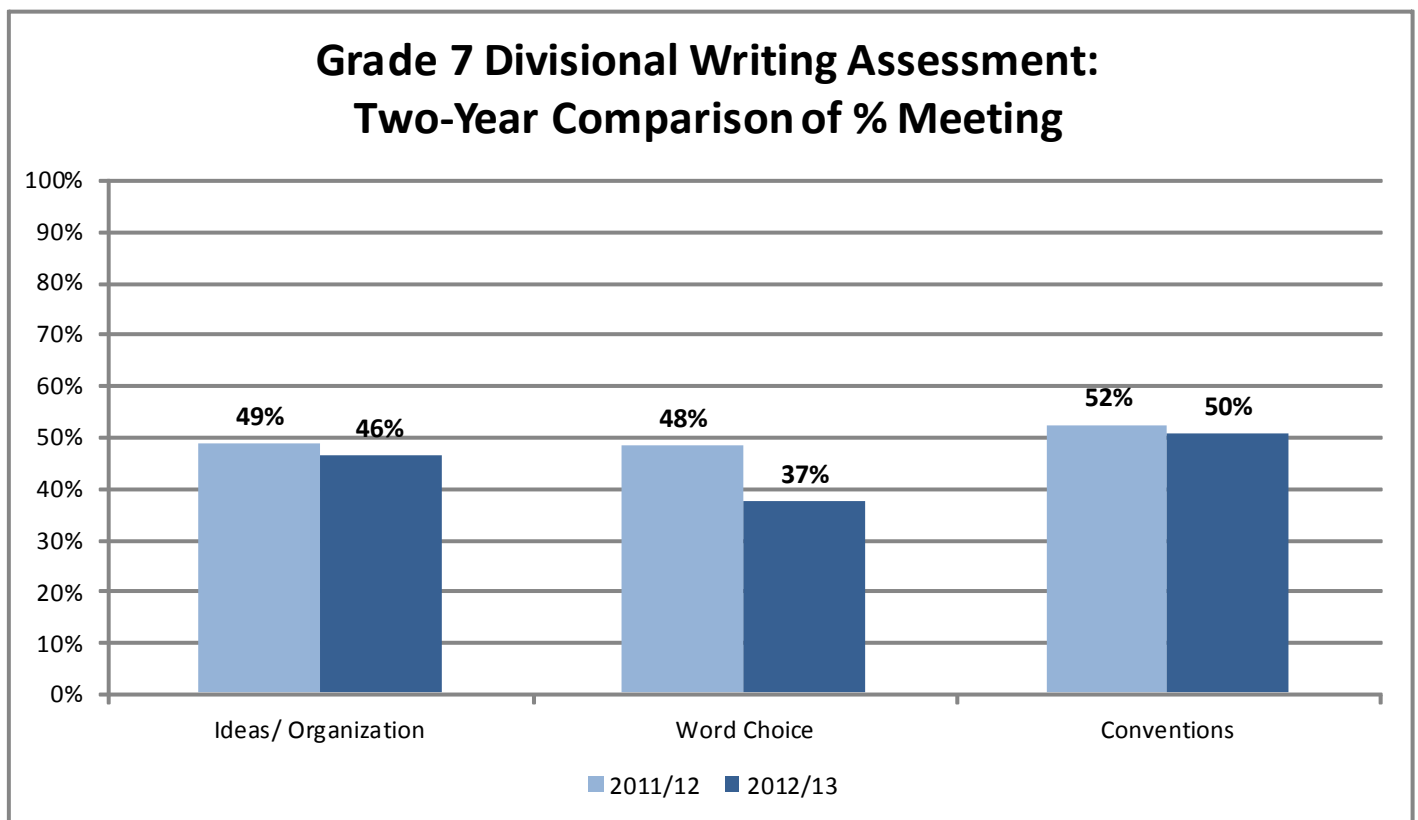
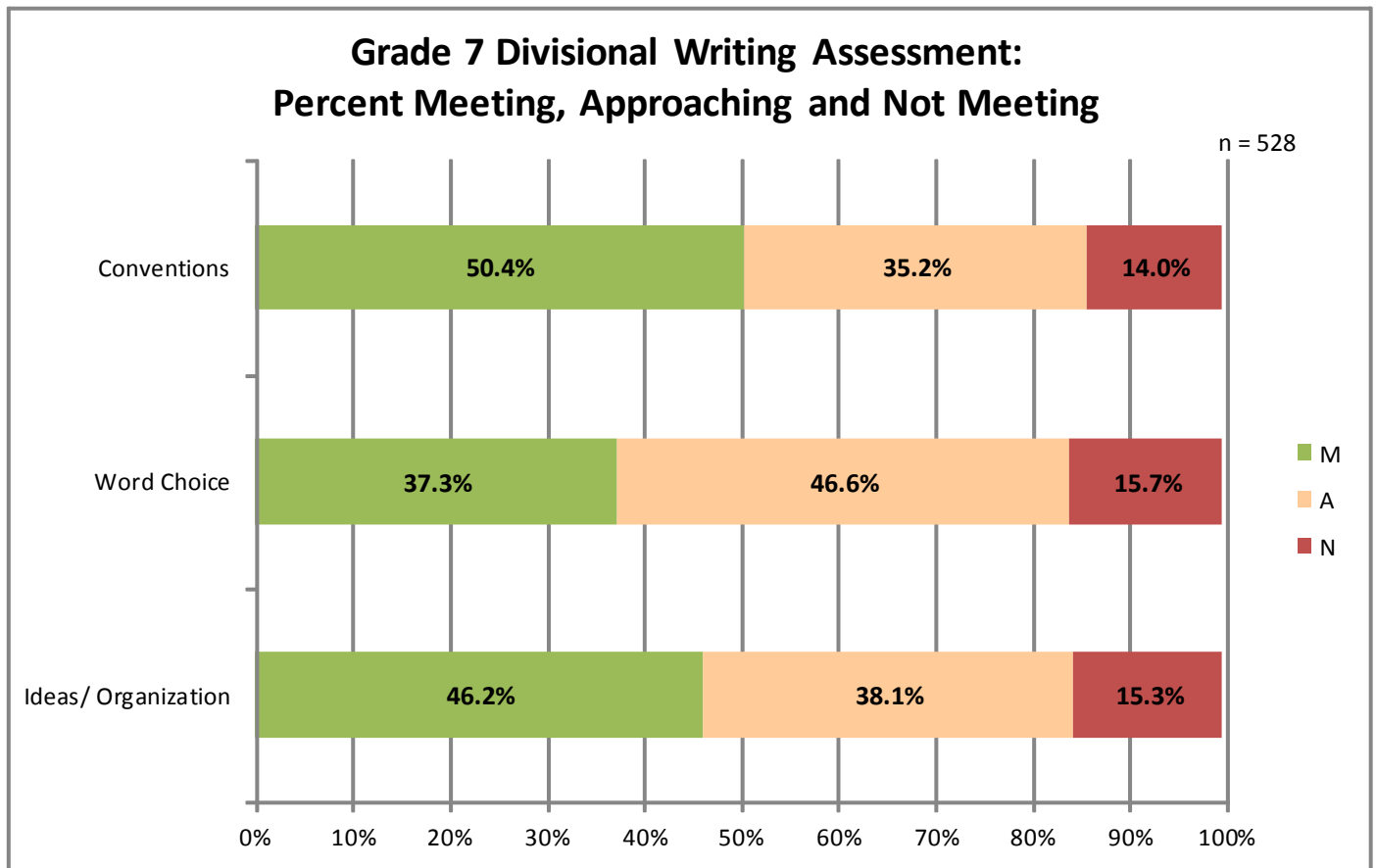
In the coming years, a multiple-year comparison will allow for a more complete analysis of historical trends. Currently, the two-year comparison reveals slightly lower percentages of students meeting expectations in the current year; however, the reading competencies with highest and lowest relative scores remain consistent.

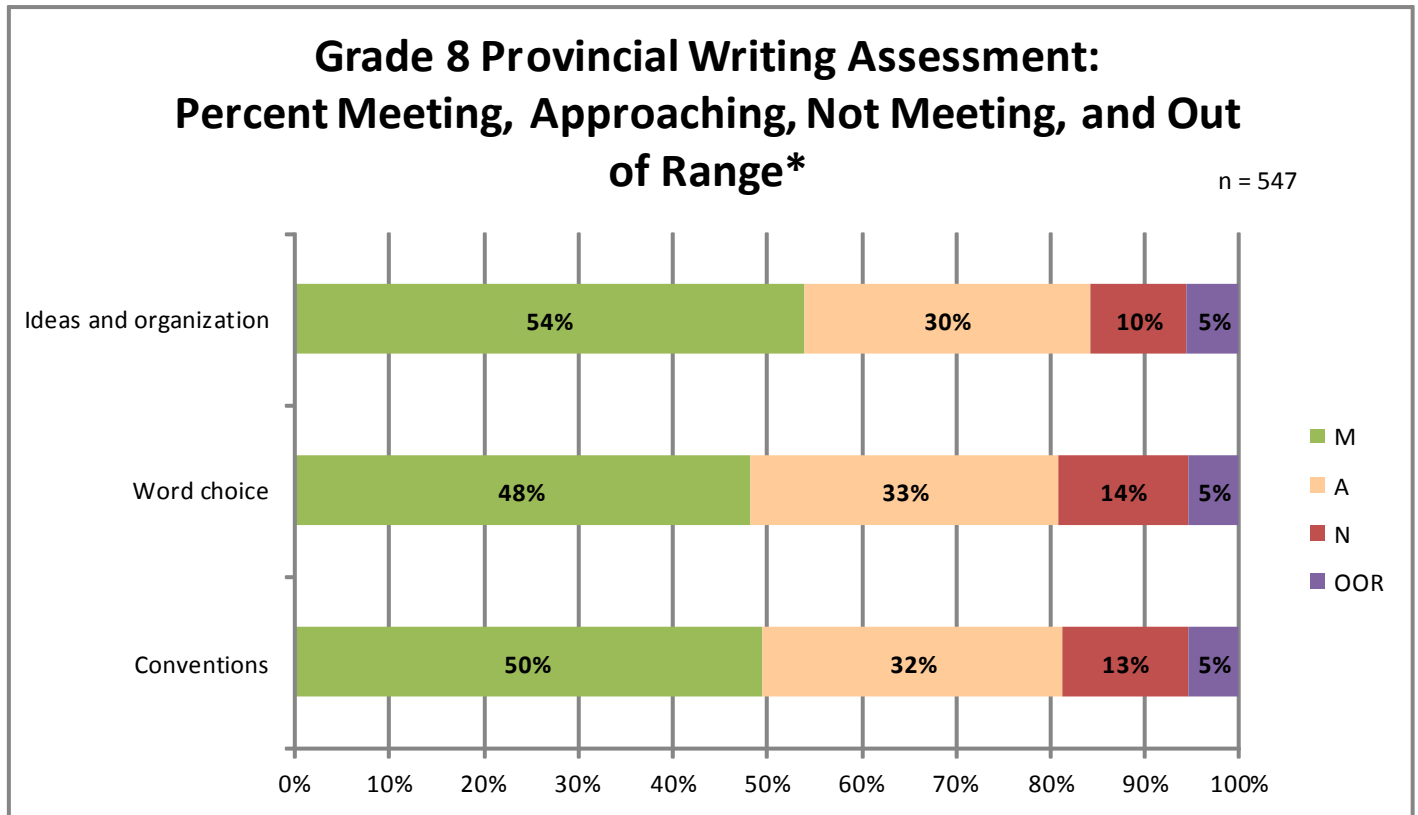
## Division-Wide Formative Assessment Results: Writing

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.

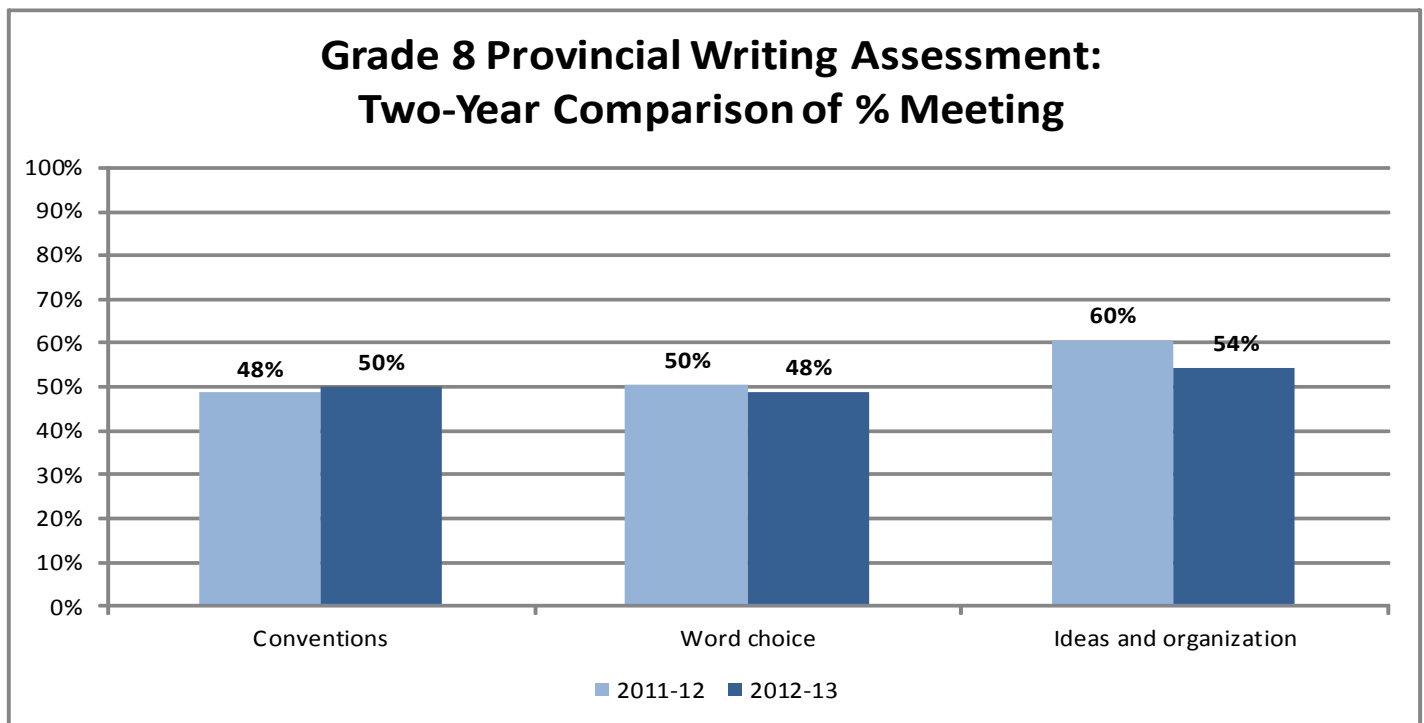


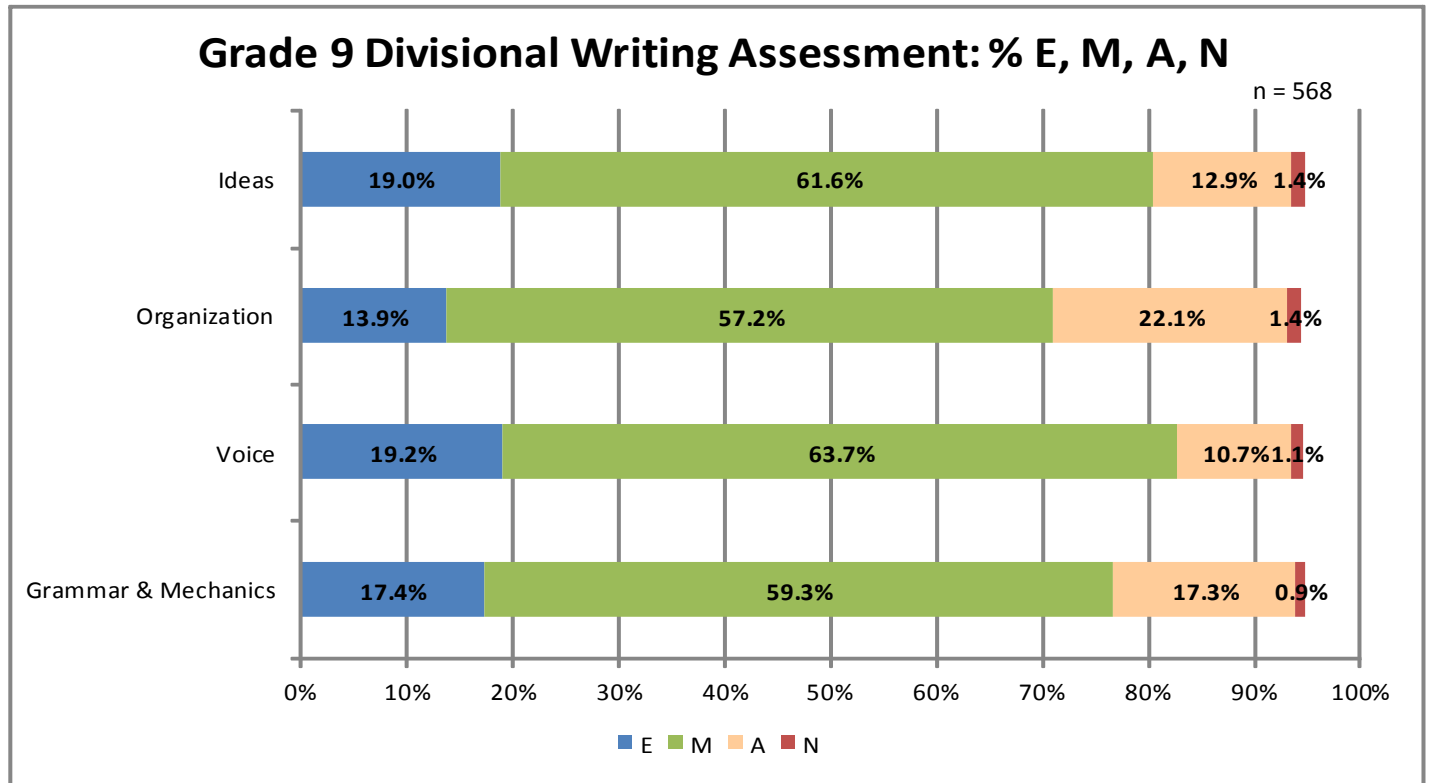






\*According to Manitoba Education, 'Out of Range' is used for students whose "late-January performance level is below the lowest level described in the reporting template."





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

## Summary of Formative Assessment Results in Writing

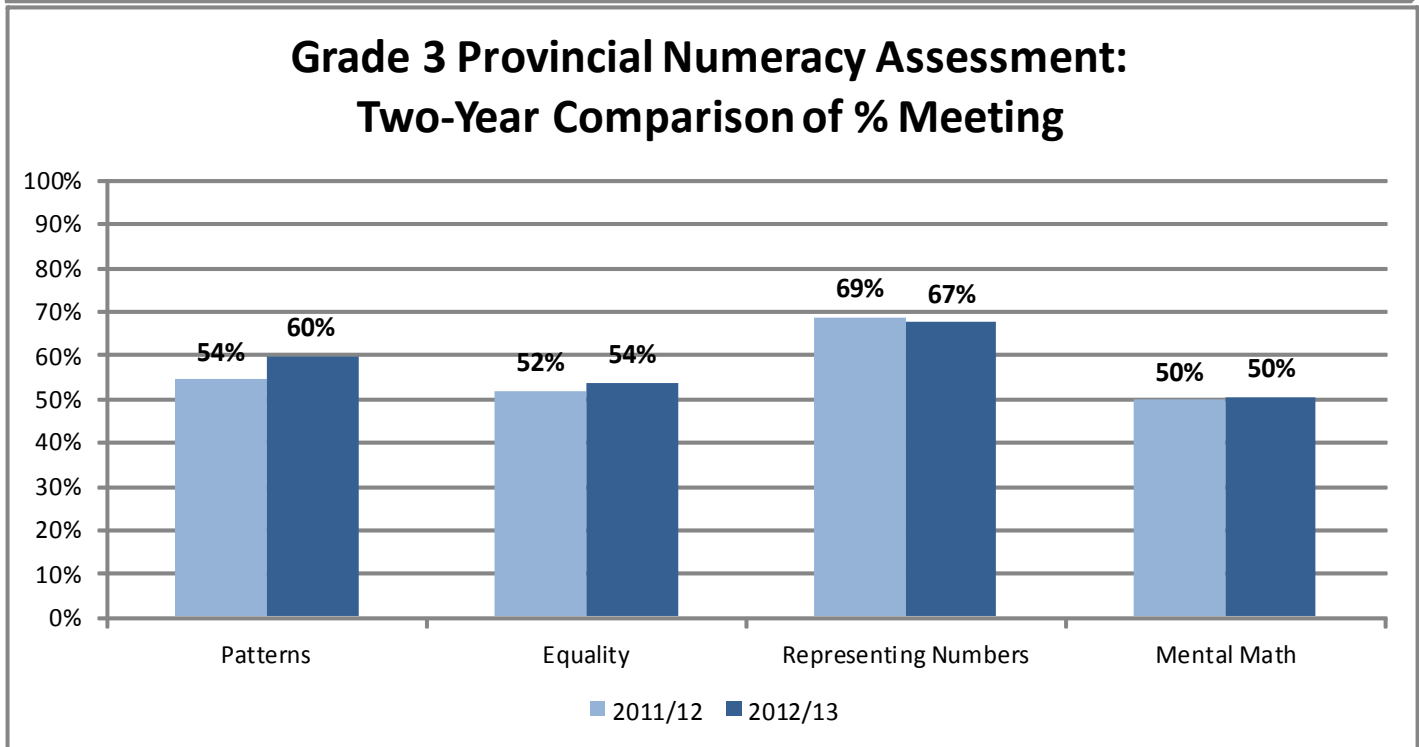
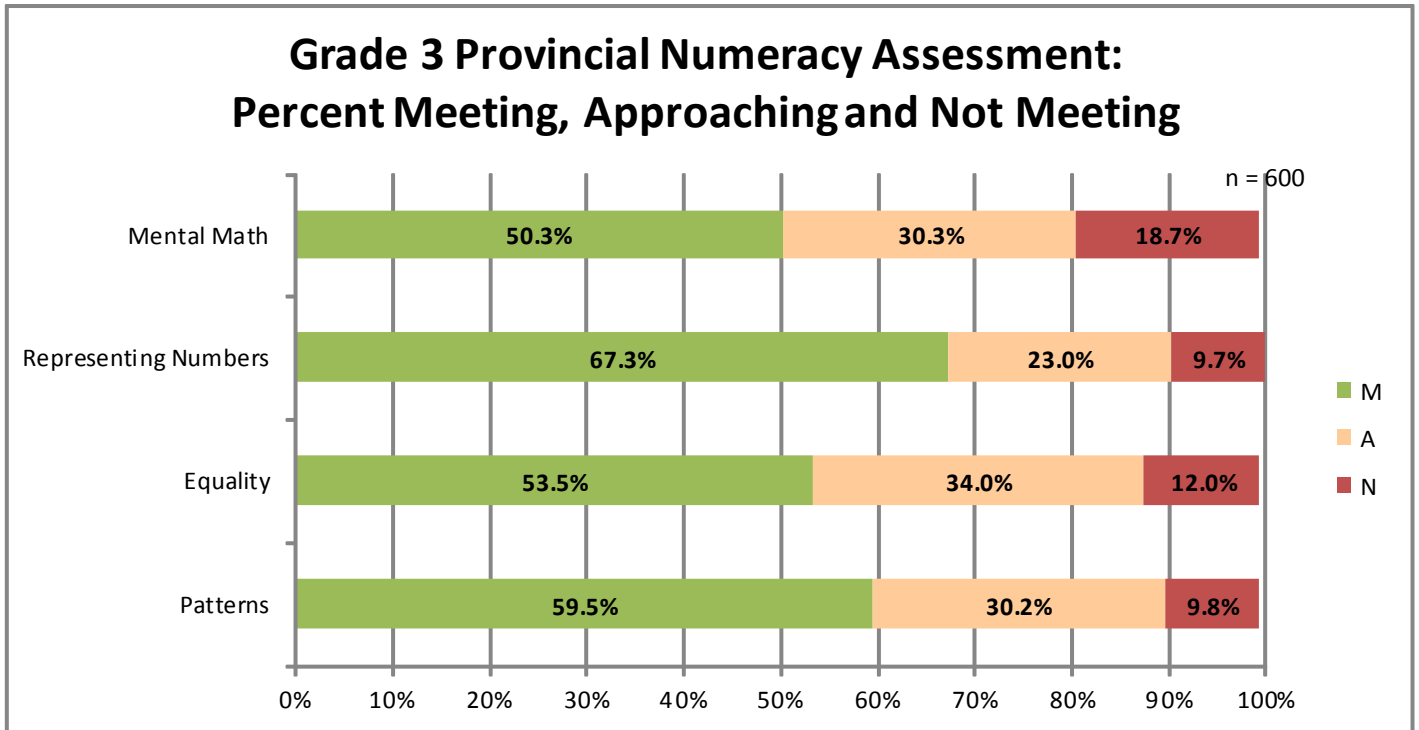
With the exception of one competency at one grade level, at least 80% of students are either 'meeting' or 'approaching' writing expectations on these formative assessments. In general, a little fewer than half of the students are meeting expectations on the Grade 3, 5, and 7 formative assessments in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

Across grades 3, 5, and 7, 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.

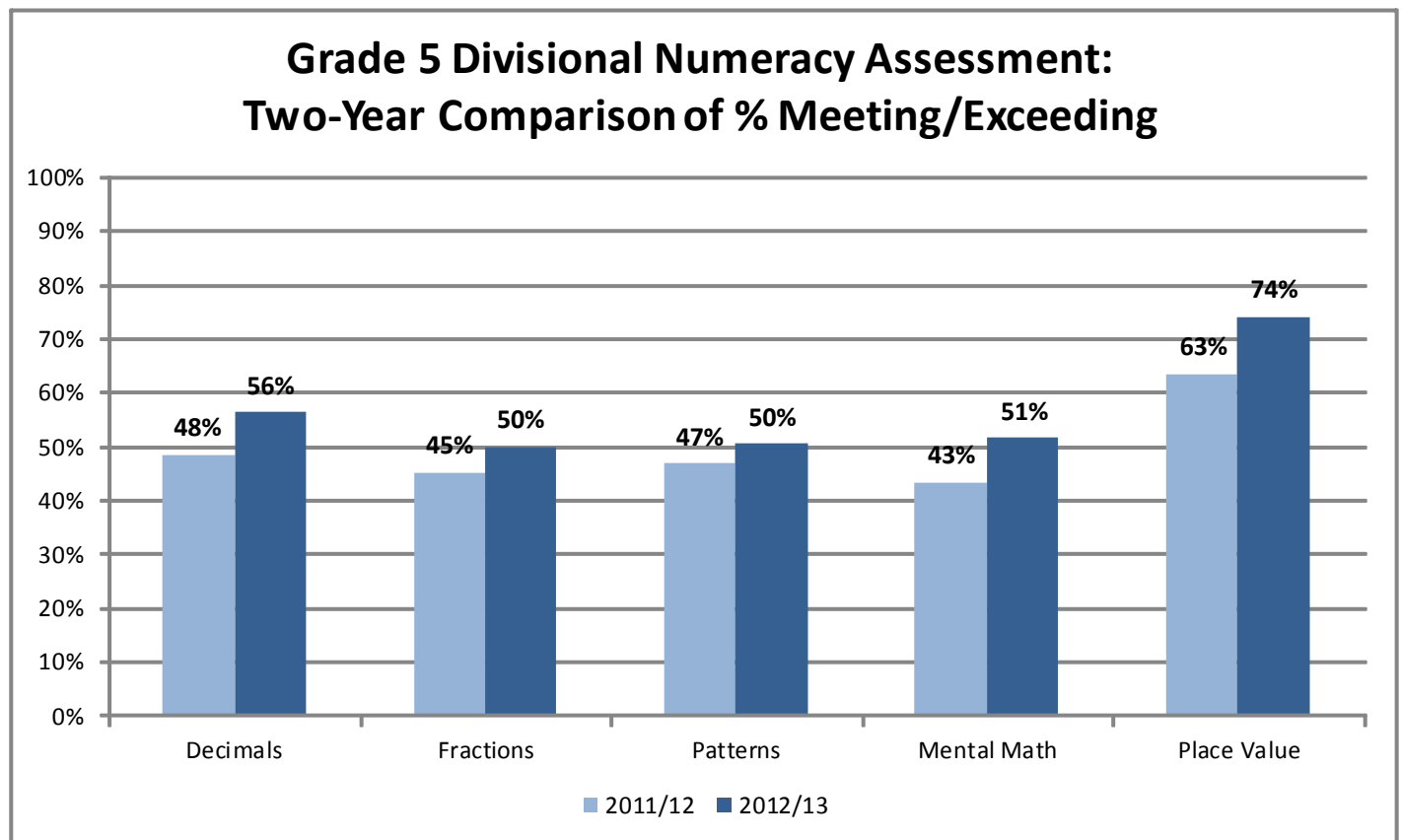
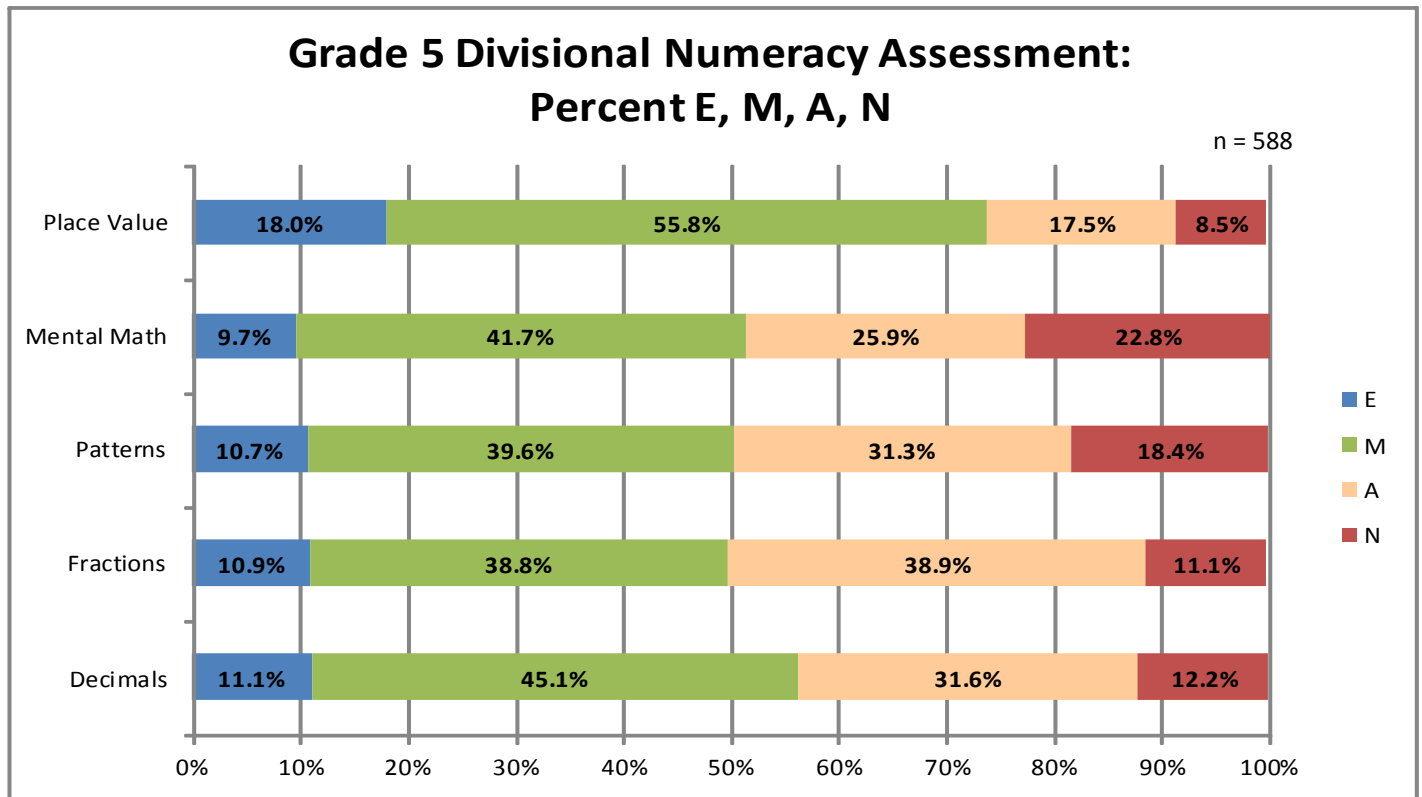
In future years, a multiple-year comparison will allow for a more complete analysis of historical trends. Currently, the two-year comparison generally reveals slightly lower percentages of students meeting expectations in the current year; however the writing competencies with highest and lowest relative scores remains consistent.

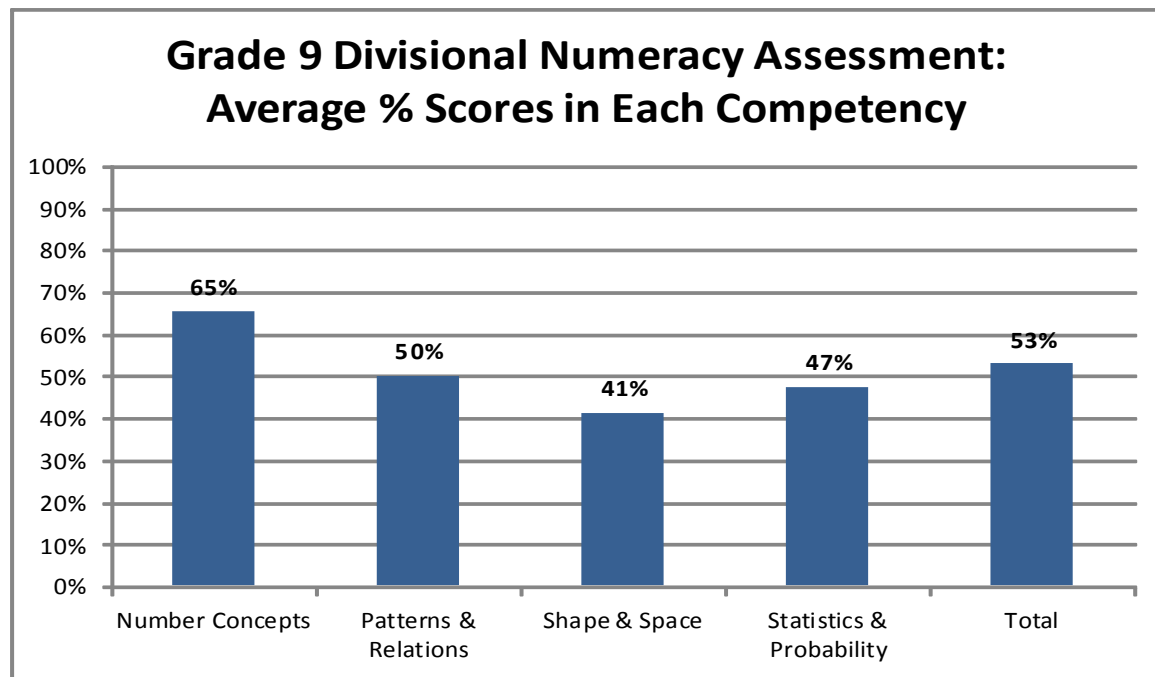
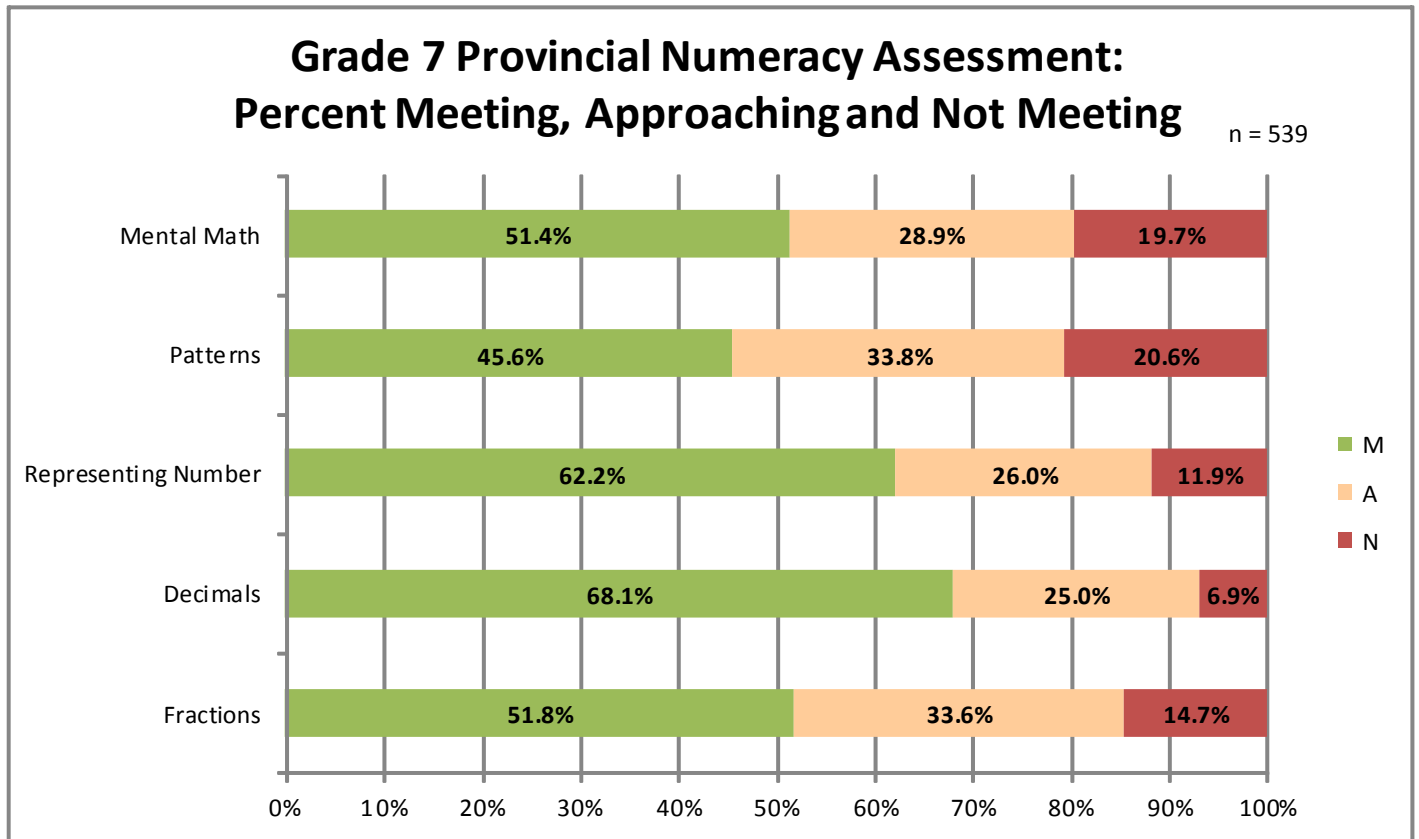
## Division-Wide Formative Assessment Results: Numeracy

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.









n's are different for each strand; see table below

Note: Two-year comparison is not available for these assessments.

	%	n
Number Concepts	65%	577
Patterns & Relations	50%	569
Shape & Space	41%	576
Statistics & Probability	47%	581
Total	53%	*552

\* Those students who completed ALL parts of the assessment.

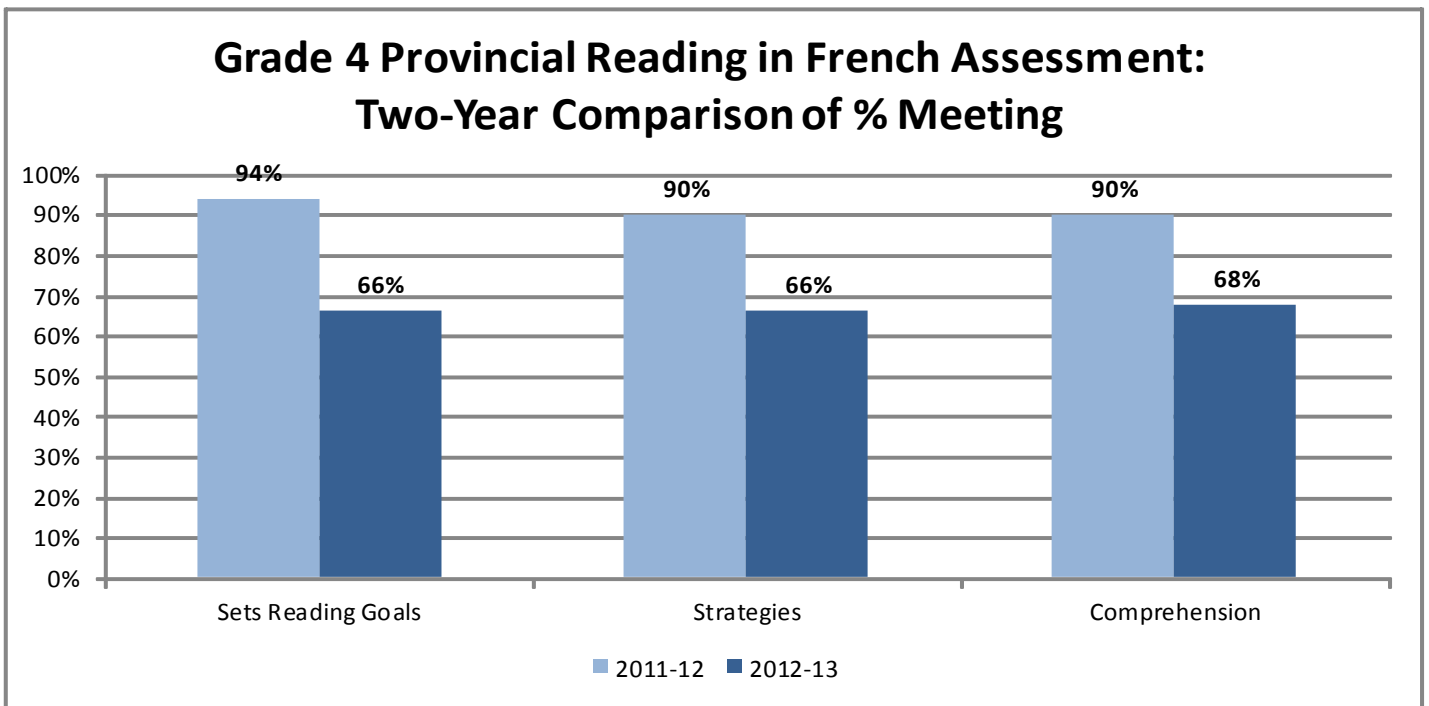
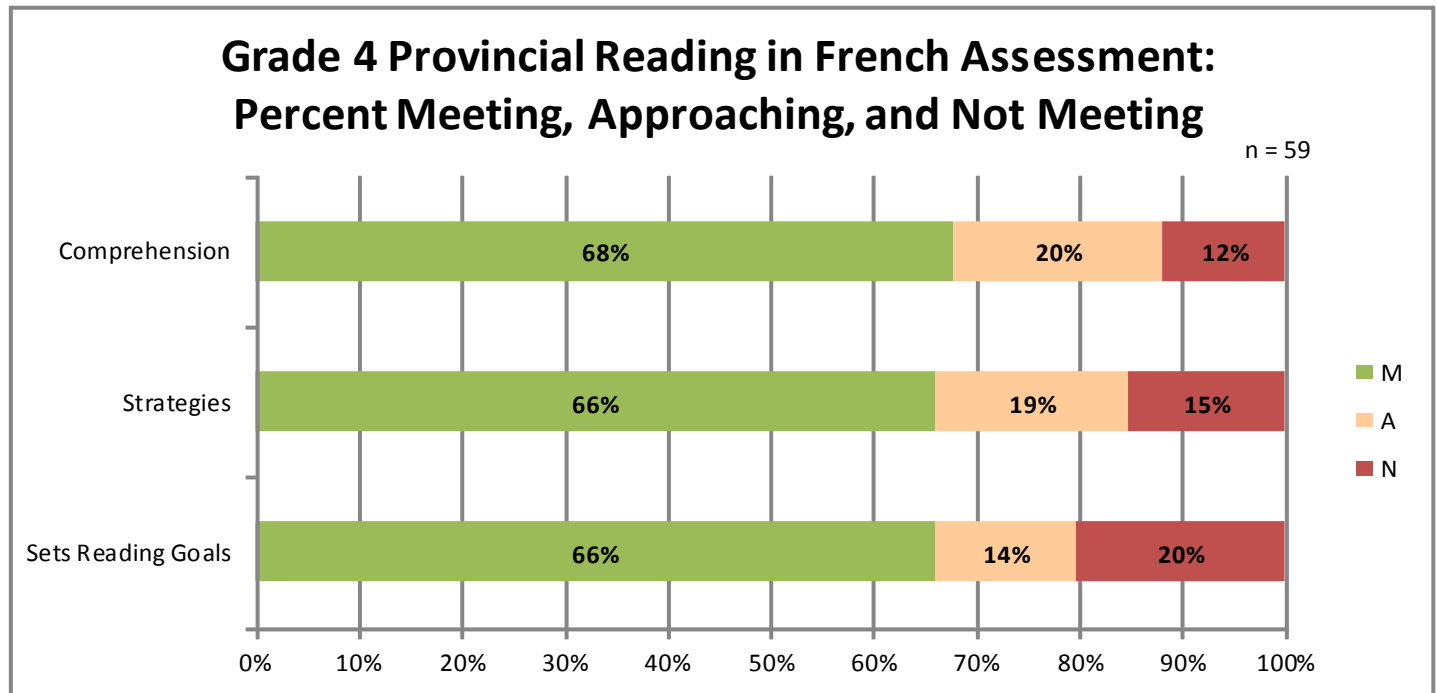
## Summary of Formative Assessment Results in Numeracy

In the majority of numeracy competencies across all grade levels, close to 80% of students or more are either 'meeting' or 'approaching' expectations. Competencies with the highest percentage of students meeting expectations include: Representing Number in Grade 3 (67%), Place Value in Grade 5 (74%), Decimals in Grade 7 (68%) and Representing Number in Grade 7 (62%). 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 on the Grade 9 numeracy assessment. This strand is a relative strength for BSD students.

Across grades 3, 5, and 7, mental math is the numeracy competency of greatest challenge. While approximately 50% of students at each grade are meeting expectations in this competency, approximately 20% of students need ongoing help in this skill. Patterns is also a competency of challenge for BSD students. While 60% of Grade 3 students are meeting expectations in patterning, this rate of competency declines in subsequent grades to 50% in Grade 5 and 45% in Grade 7. Furthermore, 1 in 5 students need ongoing help in patterning at the Grade 5 and 7 levels. Shape and Space as well as Statistics and Probability are included in the Grade 9 assessment only, but these two strands have the lowest average percentage scores of that assessment (41% and 47% respectively).

In the coming years, a multiple-year comparison will allow for a more complete analysis of historical trends. Currently, the two-year comparison generally reveals slightly higher percentages of students meeting expectations in the current year; and the numeracy competencies with highest and lowest relative scores remain consistent.

## Grade 4 Provincial Reading in French Assessment Results

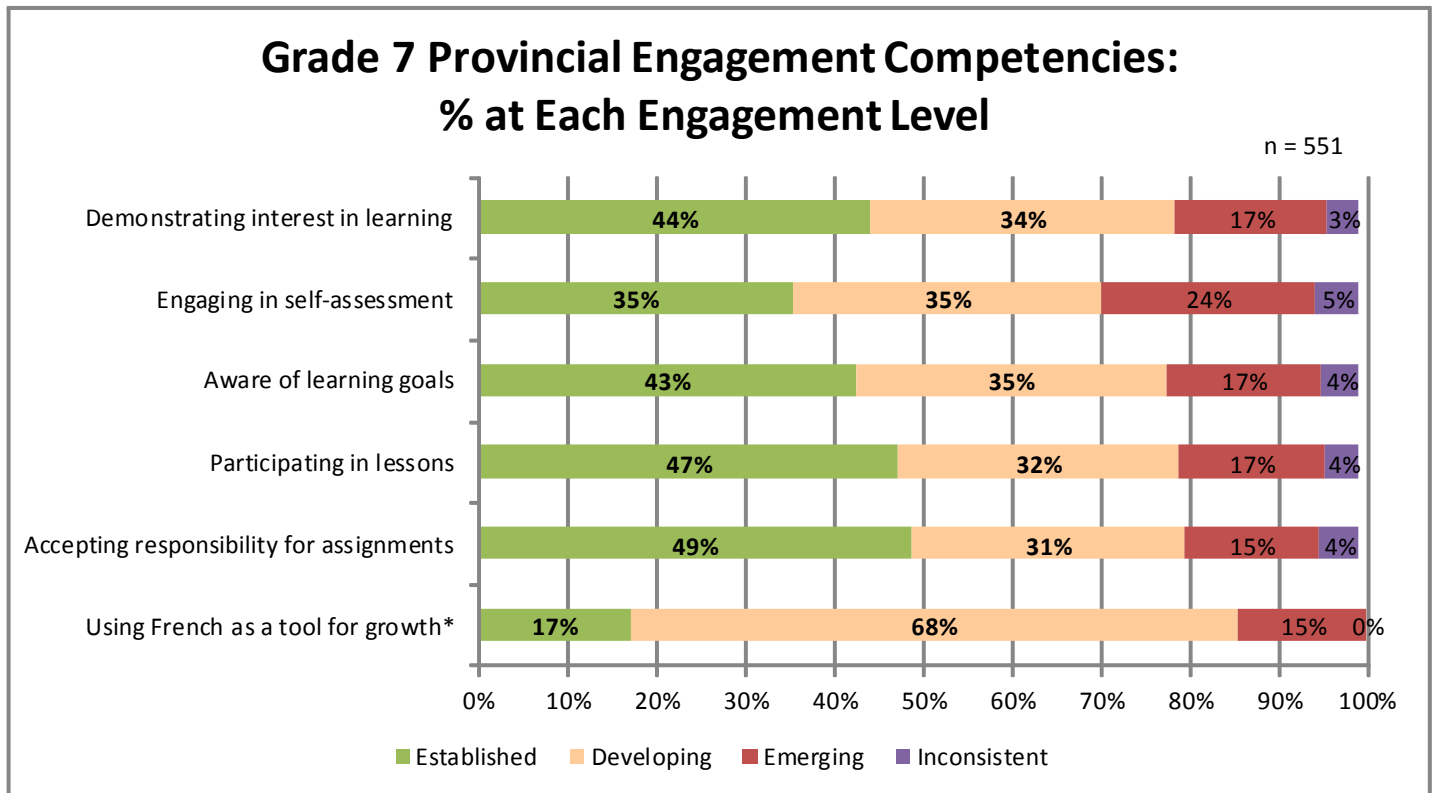


### Summary of Formative Assessment Results in Reading in French

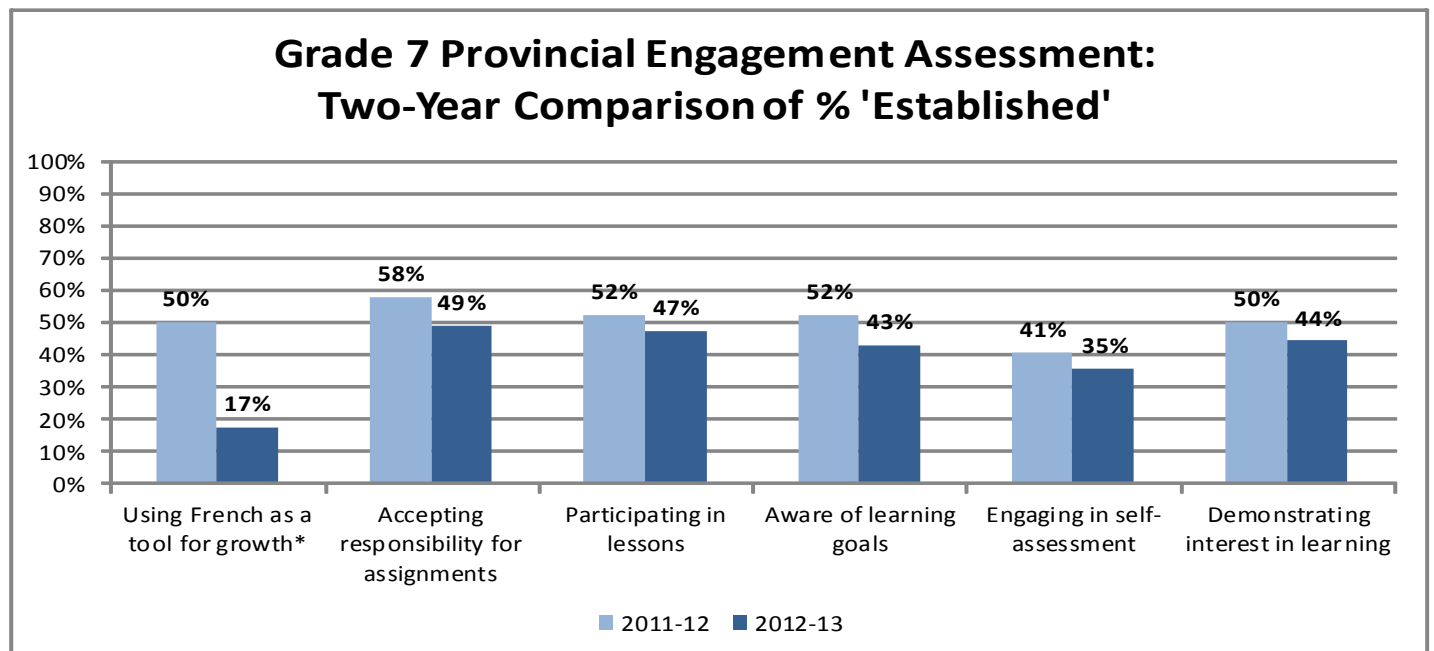
In all competencies assessed, at least 80% of students are meeting or approaching expectations in this assessment. Compared with other provincial and divisional assessments, there is a tendency for there to be fewer students approaching expectations; rather, we see slightly higher percentages of students at both ends of the continuum—meeting *and* not meeting. This year's results have declined from last 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 = 41.



## Summary of Provincial Engagement Assessment Results

The 5 engagement skill areas assessed across both the English and French Immersion programs are considered first. Slightly less than 50% of BSD students are demonstrating established engagement skills, while another third are demonstrating these skills quite often. For 4 of the 5 skills, close to 80% of students are demonstrating the skills very often or even ‘almost always.’ 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.”

“Using French as a tool for personal and social growth” is an engagement skill assessed in the French Immersion program only. In general, this skill is not well established for students in BSD *and* across the province.

## School-Site Formative Assessment Results

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

	Reading				Writing						Numeracy				
School	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	586	59%	63%	62%	548	53%	52%	36%	44%	44%	600	54%	52%	69%	50%
Alexander School	10	100%	100%	100%	10	100%	90%	100%	100%	60%	10	100%	100%	100%	80%
Betty Gibson School	36	31%	31%	31%	24	25%	17%	13%	33%	21%	38	37%	47%	50%	29%
Earl Oxford School	25	32%	32%	28%	23	48%	44%	22%	17%	13%	25	32%	28%	48%	20%
École Harrison	43	88%	84%	86%	42	57%	48%	55%	55%	52%	43	81%	74%	79%	74%
George Fitton School	51	55%	59%	57%	49	51%	37%	29%	28%	41%	54	22%	37%	54%	39%
Green Acres School	17	35%	41%	41%	16	63%	75%	63%	100%	56%	17	41%	59%	77%	53%
J. R. Reid School	27	37%	63%	67%	25	72%	76%	56%	56%	60%	27	70%	70%	85%	70%
King George School	28	64%	57%	50%	28	39%	29%	21%	32%	36%	28	79%	86%	71%	57%
Kirkcaldy Heights School	47	32%	62%	43%	46	28%	17%	11%	17%	33%	47	40%	43%	38%	38%
Linden Lanes School	37	92%	78%	76%	34	82%	79%	77%	68%	65%	37	68%	51%	87%	60%
Meadows School	38	50%	58%	53%	36	53%	39%	36%	50%	42%	40	65%	43%	68%	43%
École New Era School (ENG)	33	3%	33%	27%	22	32%	32%	18%	55%	23%	33	79%	39%	58%	24%
École New Era School (FR)	26	89%	73%	69%	23	44%	39%	26%	48%	48%	26	46%	46%	46%	42%
École O'Kelly School (ENG)	25	80%	80%	80%	25	68%	60%	60%	60%	64%	25	72%	68%	80%	80%
École O'Kelly School (FR)	8	63%	75%	88%	8	63%	75%	50%	63%	63%	8	100%	75%	100%	88%
Riverheights School	25	88%	80%	68%	31	36%	32%	13%	32%	39%	31	71%	71%	77%	65%
Riverview School	23	4%	44%	52%	22	23%	0%	0%	9%	5%	23	48%	17%	39%	30%
Spring Valley Colony School	4				4										
St. Augustine School	24	63%	88%	88%	25	64%	76%	44%	64%	64%	25	92%	36%	88%	36%
Valleyview Centennial School	23	61%	57%	44%	19	68%	58%	32%	63%	74%	23	52%	44%	91%	65%
Waverly Park School	36	81%	78%	81%	36	69%	69%	61%	50%	50%	36	72%	83%	83%	75%

\*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. Percentages in red are lower than the Divisional % for that competency.

### 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	573	49%	44%	62%	573	40%	32%	45%	588	56%	50%	50%	51%	74%
Alexander School	8	75%	63%	75%	8	75%	50%	63%	8	100%	100%	100%	100%	100%
Betty Gibson School	28	50%	25%	64%	28	25%	14%	25%	32	9%	19%	19%	9%	44%
Earl Oxford School	17	47%	35%	71%	17	18%	18%	18%	18	33%	22%	6%	0%	61%
École Harrison	23	83%	83%	91%	23	74%	87%	83%	23	96%	70%	87%	87%	100%
George Fitton School	49	31%	33%	39%	49	33%	16%	37%	51	49%	24%	65%	55%	80%
Green Acres School	14	50%	43%	71%	14	50%	14%	93%	17	59%	47%	29%	59%	71%
J. R. Reid School	20	45%	70%	60%	20	25%	20%	40%	18	61%	56%	50%	39%	56%
King George School	20	35%	40%	60%	20	25%	20%	15%	21	81%	57%	76%	52%	95%
Kirkcaldy Heights School	48	63%	58%	73%	48	48%	33%	40%	48	71%	79%	75%	67%	92%
Linden Lanes School	31	58%	58%	71%	31	65%	36%	32%	34	74%	68%	65%	91%	94%
Meadows School	58	43%	29%	64%	58	53%	43%	41%	61	61%	46%	53%	74%	80%
École New Era School (ENG)	43	19%	12%	23%	43	16%	16%	33%	43	40%	40%	35%	35%	51%
École New Era School (FR)	26	58%	58%	62%	26	54%	31%	50%	25	44%	52%	36%	28%	80%
École O'Kelly School	23	52%	26%	83%	23	39%	35%	44%	23	48%	17%	0%	39%	48%
Riverheights School	41	51%	39%	56%	41	22%	29%	46%	43	19%	21%	35%	30%	56%
Riverview School	23	61%	52%	65%	23	39%	26%	61%	22	36%	36%	27%	32%	55%
Spring Valley Colony School	2				2				2					
St. Augustine School	25	76%	68%	76%	25	56%	56%	60%	25	92%	80%	72%	88%	88%
Valleyview Centennial School	25	48%	52%	52%	25	40%	28%	60%	28	75%	64%	43%	14%	57%
Waverly Park School	49	41%	43%	67%	49	31%	37%	53%	46	72%	83%	72%	65%	91%

\*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. Percentages in red are lower than the Divisional % for that competency.



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

School	Reading				Writing			Numeracy						
	n	Fluency & Expression	Responds Critically	Comprehension	n	Ideas/ Organization	Word Choice	Conventions	n	Fractions	Decimals	Representing	Patterns	Mental Math
BSD	528	54%	54%	58%	528	46%	37%	50%	539	52%	68%	62%	46%	51%
Alexander School	7	86%	86%	100%	7	71%	71%	71%	5					
Betty Gibson School	29	45%	41%	38%	29	41%	28%	48%	30	47%	57%	47%	7%	23%
Earl Oxford School	35	54%	71%	80%	35	71%	51%	26%	37	38%	95%	84%	68%	87%
École Harrison	32	72%	81%	88%	32	63%	81%	69%	32	81%	97%	94%	97%	94%
George Fitton School	51	29%	43%	41%	51	26%	14%	29%	54	44%	61%	46%	48%	26%
Green Acres School	15	53%	40%	47%	15	60%	60%	47%	16	50%	69%	31%	0%	38%
J. R. Reid School	34	47%	71%	79%	34	38%	35%	53%	34	65%	68%	71%	68%	53%
King George School	42	55%	24%	36%	42	33%	33%	55%	46	28%	37%	44%	35%	54%
Kirkcaldy Heights School	32	63%	38%	41%	32	41%	31%	53%	31	42%	77%	71%	52%	61%
Linden Lanes School	33	88%	88%	91%	33	76%	61%	70%	33	79%	73%	85%	73%	85%
Meadows School	37	65%	57%	70%	37	60%	41%	43%	38	66%	66%	97%	29%	61%
École New Era School (ENG)	39	21%	21%	23%	39	23%	8%	23%	39	36%	72%	23%	10%	0%
École New Era School (FR)	9	44%	56%	33%	9	11%	11%	33%	9	56%	100%	78%	22%	44%
École O'Kelly School	18	33%	44%	50%	18	39%	22%	39%	18	11%	28%	11%	0%	6%
Riverheights School	44	46%	48%	52%	44	48%	27%	66%	45	73%	62%	58%	31%	40%
Spring Valley Colony School	2				2				2					
St. Augustine School	25	76%	60%	48%	25	32%	36%	80%	25	32%	88%	68%	60%	56%
Waverly Park School	44	71%	71%	75%	44	57%	55%	61%	45	62%	67%	73%	73%	76%

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. Percentages in red are lower than the Divisional % for that competency.

## 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. Percentages in red are lower than the divisional % for that competency. In this table, 'F' stands for "Fiction" while 'NF' stands for "Non-Fiction."

Sending School	Reading*						Writing*				Numeracy**						
	n	Comprehension (F)	Techniques & Elements (NF)	Personal & Critical Response	Comprehension - Inference (F)	Comprehension - Main Idea (NF)	n	Ideas	Organization	Voice	Grammar & Mechanics	n***	Number Concepts	Patterns & Relations	Shape & Space	Statistics & Probability	Total
BSD	568	71%	34%	29%	36%	49%	568	81%	71%	83%	77%	554	65%	49%	41%	46%	53%
Alexander School	12	92%	58%	67%	50%	83%	12	100%	75%	92%	92%	11	71%	59%	37%	66%	60%
Earl Oxford School	51	65%	39%	28%	35%	61%	51	86%	67%	78%	69%	56	66%	48%	43%	53%	52%
École Harrison	33	70%	39%	21%	24%	33%	33	85%	76%	85%	88%	33	68%	64%	42%	51%	60%
George Fitton School	52	54%	35%	29%	29%	56%	52	77%	69%	81%	73%	51	66%	49%	39%	38%	52%
Green Acres School	10	80%	30%	40%	30%	40%	10	60%	70%	60%	60%	10	61%	47%	44%	45%	51%
J. R. Reid School	23	83%	26%	17%	48%	43%	23	87%	83%	91%	91%	21	70%	56%	51%	42%	57%
King George School	43	61%	21%	33%	40%	40%	43	63%	58%	72%	61%	35	58%	42%	39%	27%	45%
Kirkcaldy Heights School	33	73%	33%	27%	39%	52%	33	88%	73%	88%	85%	32	69%	56%	50%	56%	59%
Linden Lanes School	35	69%	26%	31%	40%	49%	35	77%	71%	86%	77%	26	63%	46%	38%	57%	51%
Meadows School	51	71%	35%	37%	37%	51%	51	82%	73%	82%	77%	57	67%	52%	38%	41%	53%
École New Era School	27	74%	26%	30%	30%	26%	27	74%	70%	78%	67%	27	61%	39%	33%	48%	46%
École O'Kelly School	9	78%	22%	44%	56%	33%	9	89%	67%	89%	89%	9	49%	40%	20%	39%	39%
Riverheights School	53	89%	42%	34%	49%	59%	53	91%	83%	94%	93%	46	76%	57%	56%	58%	63%
St. Augustine School	19	68%	37%	16%	47%	53%	19	95%	84%	95%	79%	21	67%	54%	43%	48%	56%
Waverly Park School	35	74%	46%	23%	46%	51%	35	94%	91%	94%	91%	29	71%	63%	56%	70%	65%
Outside of BSD	48	85%	35%	38%	33%	21%	48	77%	71%	79%	75%	46	65%	49%	39%	45%	52%

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

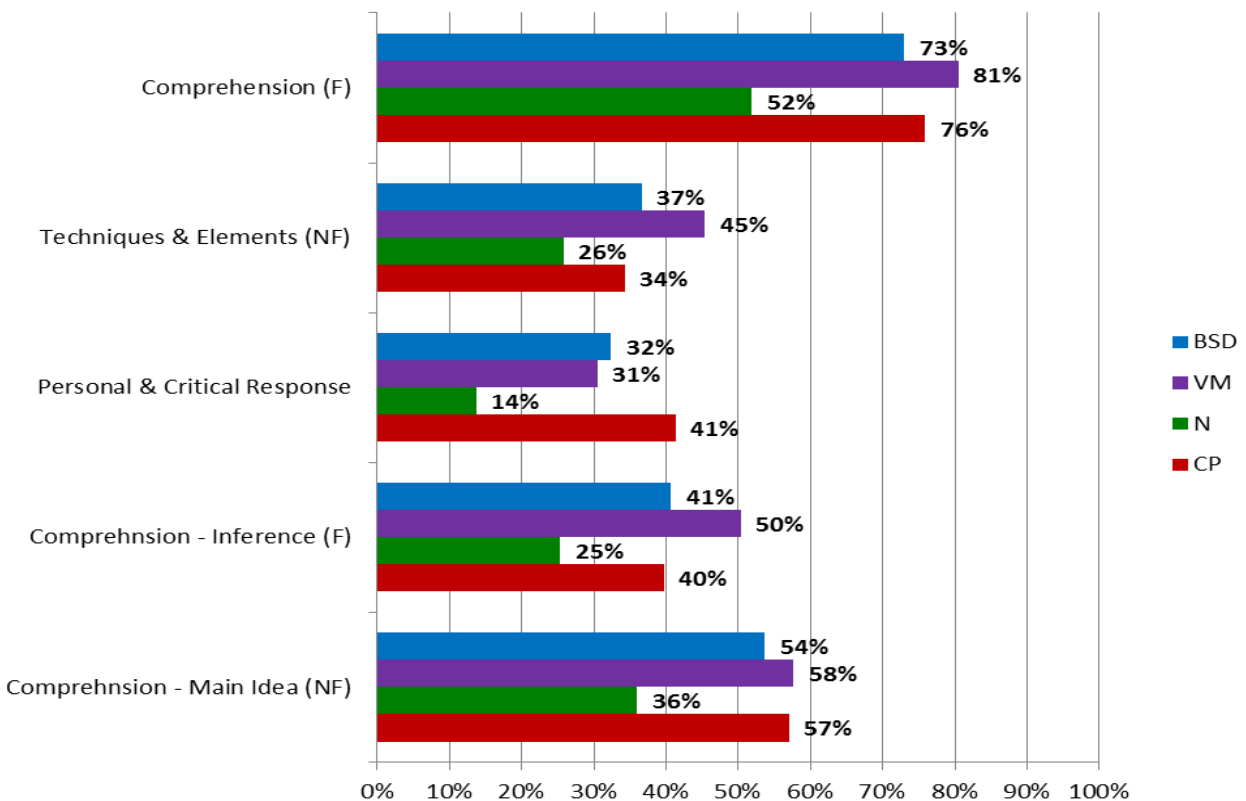
\*\* This section of the table is coloured differently in order to highlight that these % are average scores, not % M or E expectations.

\*\*\* 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)	
		n	% M/E	n	% M/E	n	% M/E	n	% M/E	n	% M/E
CP	268	257	76%	239	34%	240	41%	242	40%	251	57%
N	108	104	52%	97	26%	95	14%	91	25%	86	36%
VM	192	190	81%	183	45%	177	31%	175	50%	177	58%
BSD	568	551	73%	519	37%	512	32%	508	41%	514	54%

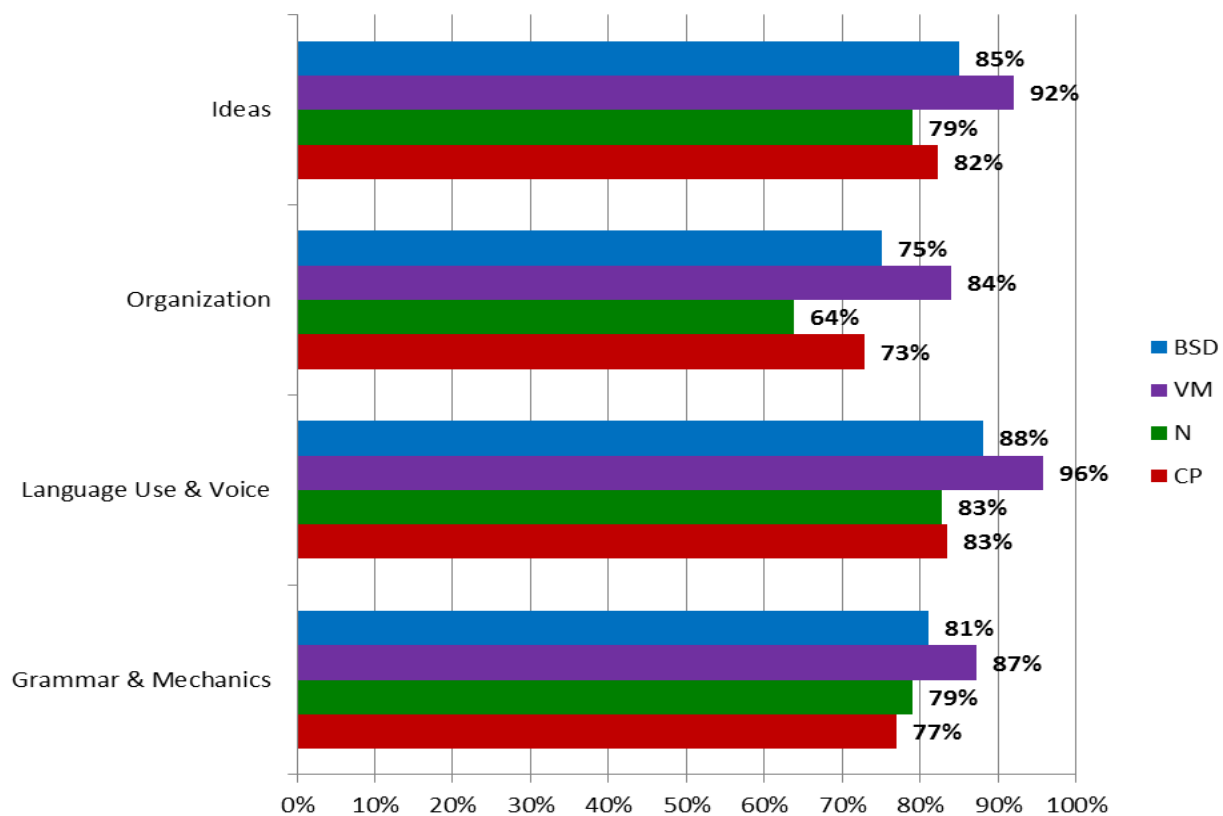


In all but personal, and critical response, there is a greater percentage of students who are meeting expectations entering Vincent Massey than the other schools. Fewer students entering Neelin are meeting expectations in every reading competency. In comparison to Divisional results, fewer of last year's Grade 9 cohort at Crocus Plains were meeting expectations. However, this year, more students entering Crocus Plains are meeting or exceeding expectations in comprehension of fiction, personal and critical response, and n comprehension of non-fiction. It is important to note that Crocus Plains piloted a new, extended and more classroom-based delivery method of the Divisional literacy assessment. At this point it is difficult to say whether Crocus Plains' current scores are cohort-specific, the result of a positive trend, or whether the different delivery method improved students' ability to demonstrate their proficiency.

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

	Total Number of Students	Ideas		Organization		Language Use & Voice		Grammar & Mechanics	
		n	% M/E	n	% M/E	n	% M/E	n	% M/E
CP	268	247	82%	247	73%	247	83%	247	77%
N	108	105	79%	105	64%	104	83%	105	79%
VM	192	187	92%	187	84%	187	96%	187	87%
BSD	568	539	85%	539	75%	538	88%	539	81%

(Valid Percent used: % meeting or exceeding of those who completed that particular competency)



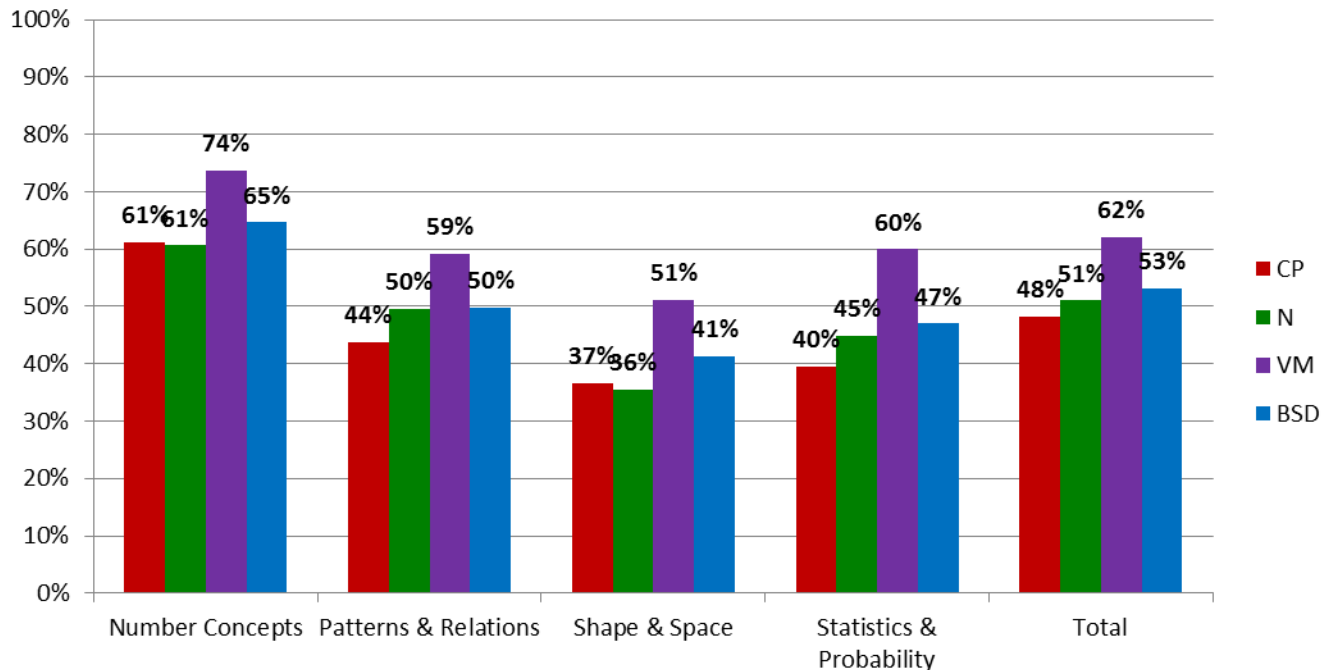
Consistent with last year's results, there is far less between-school discrepancies with respect to incoming students' level of writing proficiency. Consistent with last year, students entering Vincent Massey do so with slightly higher rates of writing competency than students entering the other two high schools. Similar to the reading results, 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		Total**	
		n	Average %	n	Average %	n	Average %	n	Average %	n	Average %
CP	273	272	61%	273	44%	272	37%	272	40%	272	48%
N	115	115	61%	115	50%	115	36%	115	45%	115	51%
VM	194	190	74%	181	59%	189	51%	194	60%	165	62%
BSD	602	577	65%	569	50%	576	41%	581	47%	552	53%

\* Total number of students who attempted/completed at least one component of the assessment.

\*\* Average percent calculated for only those students who completed all parts of the assessment.



Consistent with last year, students entering Crocus Plains have lower scores than the Divisional average in every competency, while student entering Vincent Massey score higher in every competency. While students entering Neelin last year scored above the Divisional average in patterns and relations, this year's cohort is consistent with the Divisional average in this competency.

## 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 3 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.

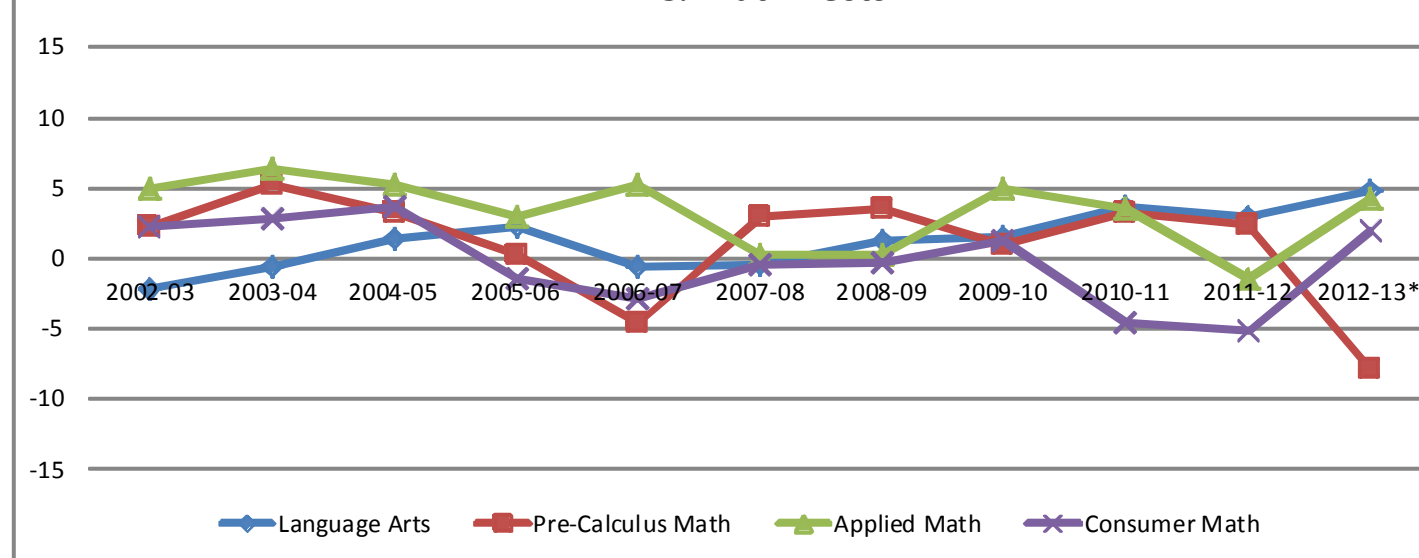
The following results are from the January 2013 assessment. June 2013 assessment results will be available in the fall of 2013. In the tables and graphs that follow, an asterisk(\*) has been used to remind the reader that the results are from the first semester only. Full reports of all Grade 12 results are available through Research and Evaluation Services.

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. 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 notable alteration has been in the format of the Essential Mathematics area, which was previously Consumer Math. Instead of three components of the assessment—a project, portfolio, and written test—the assessment is now composed solely of a written test.

The content of the assessments may be comparable enough that comparisons to previous years' results are valid at this time. However, once multi-year results are available on this updated curriculum assessments, it will become preferable to include only these results in historical trend analyses. For now, a red line appears in the following tables in order to remind the reader of the change in assessments.

BSD Results	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13*
Language Arts	-2.2	-0.6	1.4	2.3	-0.6	-0.5	1.2	1.6	3.7	2.9	4.8
Pre-Calculus Math	2.3	5.3	3.3	0.2	-4.6	3	3.5	1	3.3	2.4	-7.8
Applied Math	4.9	6.4	5.2	3	5.2	0.3	0.3	5	3.5	-1.5	4.3
Essential Math	2.3	2.8	3.7	-1.5	-2.9	-0.5	-0.3	1.2	-4.6	-5.1	1.9

**BSD Percent Point Differential from Manitoba Mean:  
ELA & Math Tests**



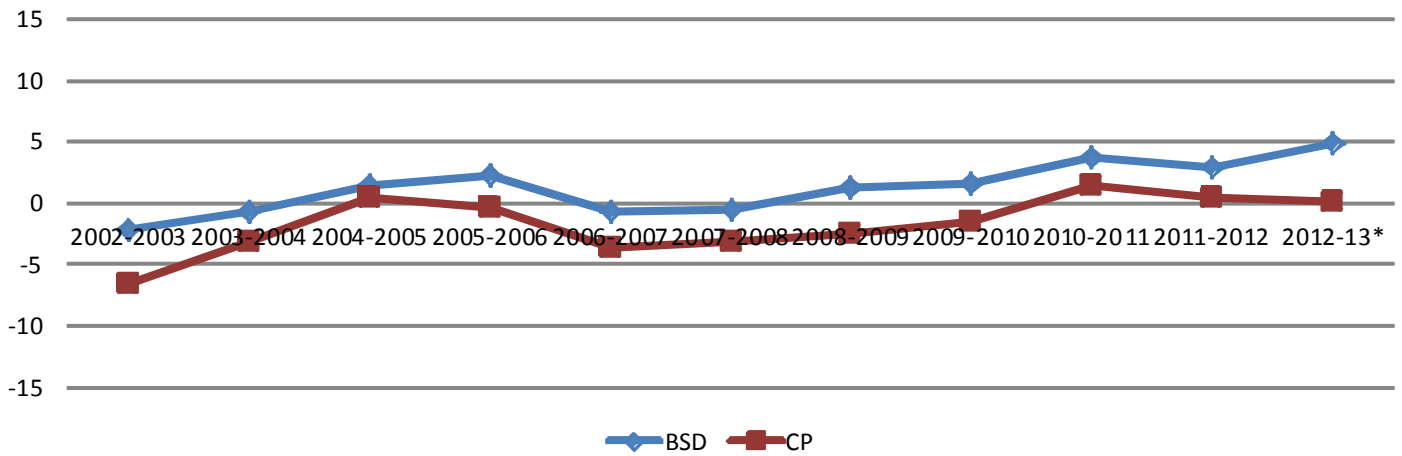
## Grade 12 English Language Arts Provincial Standards Test

Year	BSD	CP	Neelin	VM
2002-2003	-2.2	-6.5	0.4	2.7
2003-2004	-0.6	-3.2	4.1	1.7
2004-2005	1.4	0.5	2.9	1.8
2005-2006	2.3	-0.3	5.9	3.9
2006-2007	-0.6	-3.6	3.6	0
2007-2008	-0.5	-3.2	5.1	0.4
2008-2009	1.2	-2.4	7.7	1.5
2009-2010	1.6	-1.5	5.6	2.7
2010-2011	3.7	1.5	5.2	6.3
2011-2012	2.9	0.4	13.1	0.6
2012-13*	4.8	0.2	10.2	5.2
Mean	1.3	-1.6	5.8	2.4

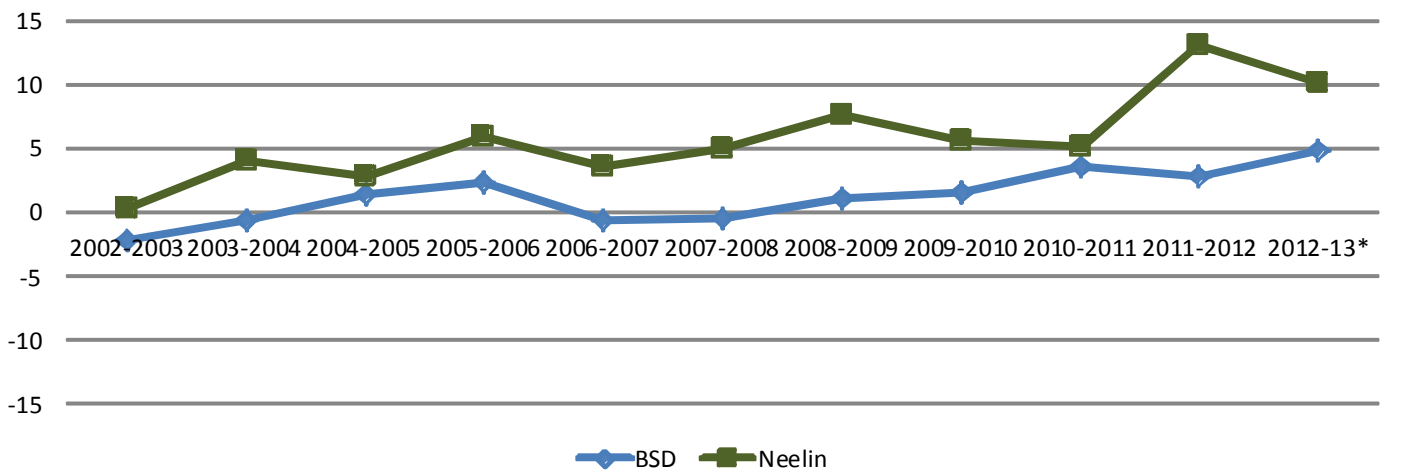
### Summary of Grade 12 ELA Results

Vincent Massey and Neelin high schools have demonstrated strong Language Arts scores consistently . The Language Arts scores from Crocus Plains Regional Secondary School have been improving consistently over the last six years, and have leveled off somewhat in the first semester of this year.

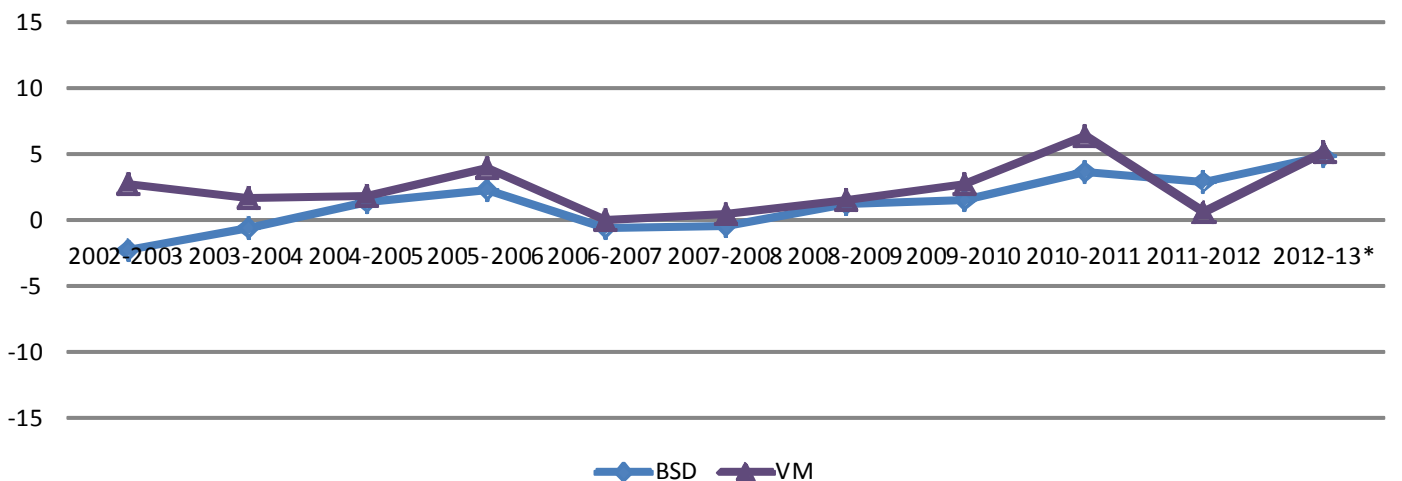
**ELA: Crocus Plains % Difference from Manitoba Mean**



**ELA: Neelin % Difference from Manitoba Mean**



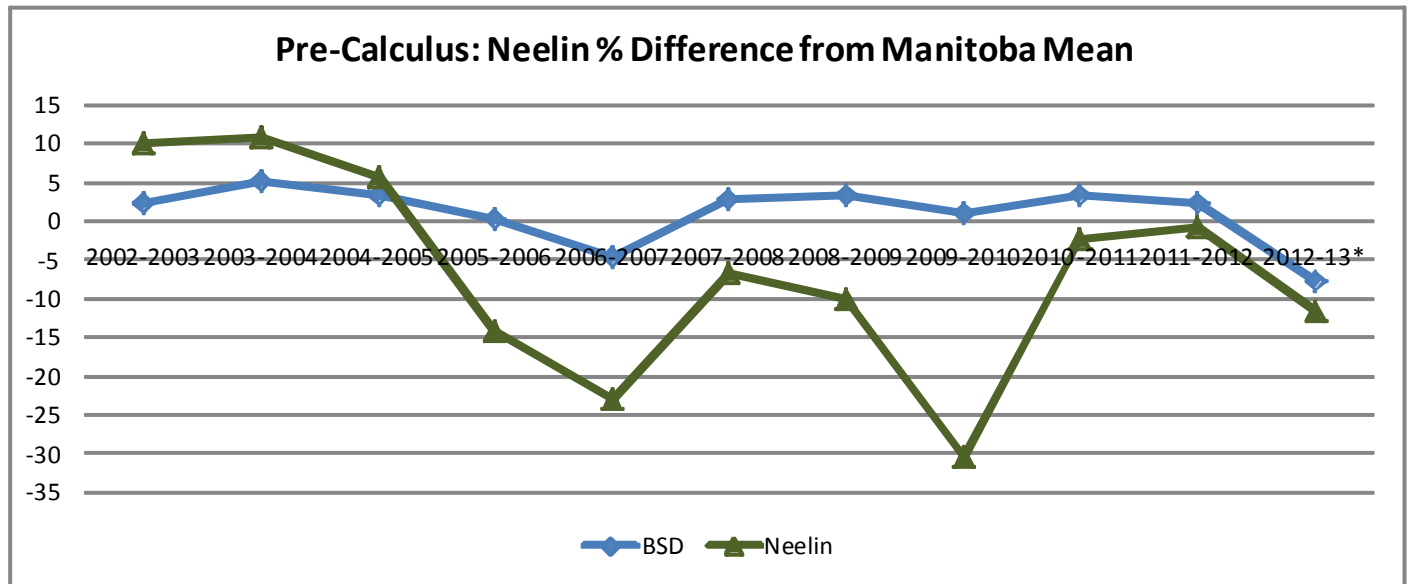
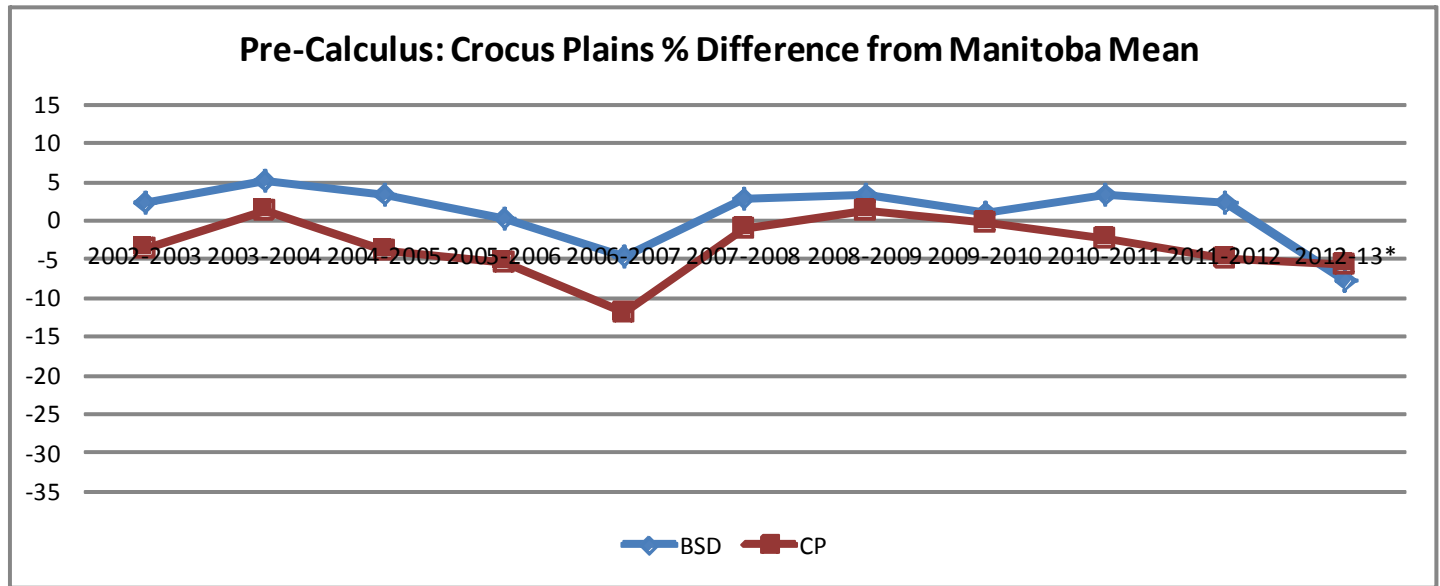
**ELA: Vincent Massey % Difference from Manitoba Mean**





## Grade 12 Pre-Calculus Provincial Standards Test

Year	BSD	CP	Neelin	VM
2002-2003	2.3	-3.5	10	5.6
2003-2004	5.3	1.3	10.9	9.5
2004-2005	3.3	-3.8	5.8	8.2
2005-2006	0.2	-5.4	-14.2	6.3
2006-2007	-4.6	-11.8	-22.9	8.8
2007-2008	3	-1.1	-6.7	9.1
2008-2009	3.5	1.3	-10	9
2009-2010	1	-0.1	-30.4	8.9
2010-2011	3.3	-2.4	-2.3	9.9
2011-2012	2.4	-4.8	-0.7	8.1
2012-13*	-7.8	-5.7	-11.5	
Mean	1.1	-3.3	-6.5	8.3

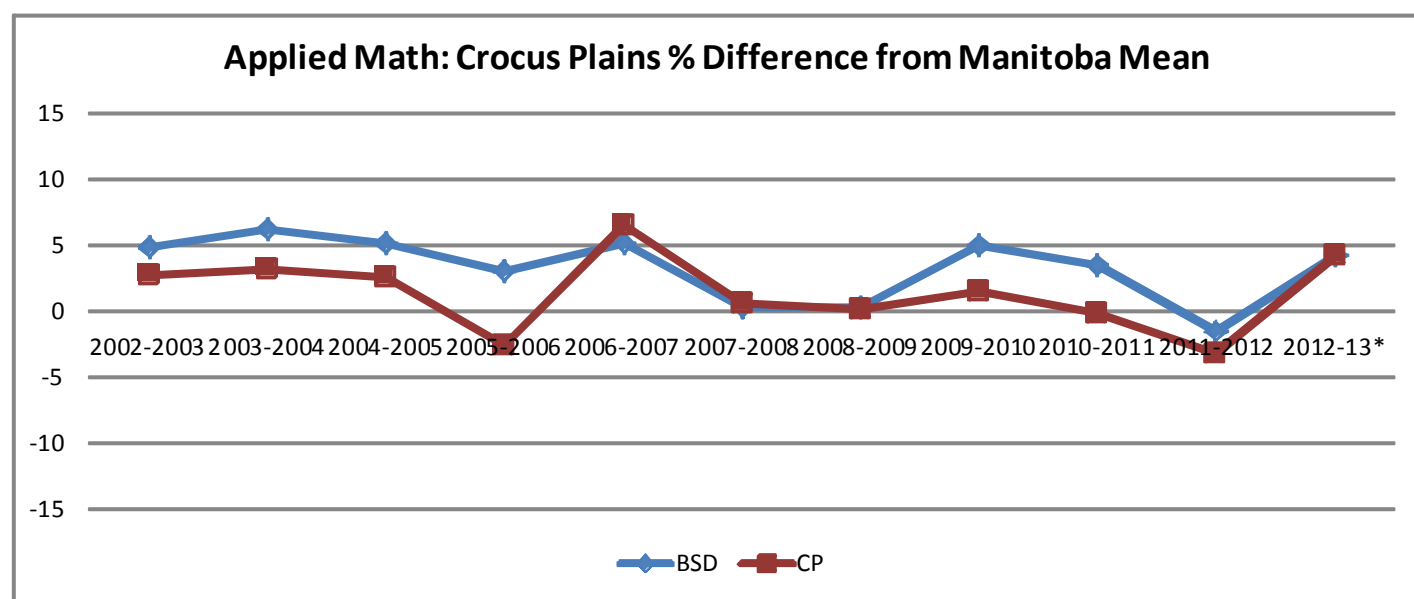


## Summary of Grade 12 Pre-Calculus Results

Vincent Massey has demonstrated a consistent trend of strong Pre-Calculus scores throughout the ten-year period, with score above the provincial mean score in every year since 2002-03. Neelin has shown some marked improvement in its scores over the last two years. Crocus Plains has shown similar improvement over the 2007-2008 to 2009-2010 period, with a slight decrease over the last two years.

## Grade 12 Applied Mathematics Provincial Standards Test

Year	BSD	CP	Neelin	VM
2002-2003	4.9	2.7	8.5	6.7
2003-2004	6.2	3.2	4.6	8.6
2004-2005	5.2	2.6	-3.6	11.1
2005-2006	3	-2.5	5.7	6.8
2006-2007	5.2	6.5	5.1	7
2007-2008	0.3	0.6	-4.7	1.1
2008-2009	0.3	0.2	5.9	-2.4
2009-2010	5	1.5	5.1	9.9
2010-2011	3.5	-0.1	3.9	7.9
2011-2012	-1.5	-3.1	-6.2	5.4
2012-13*	4.3	4.3		
Mean	3.3	1.4	2.4	6.2



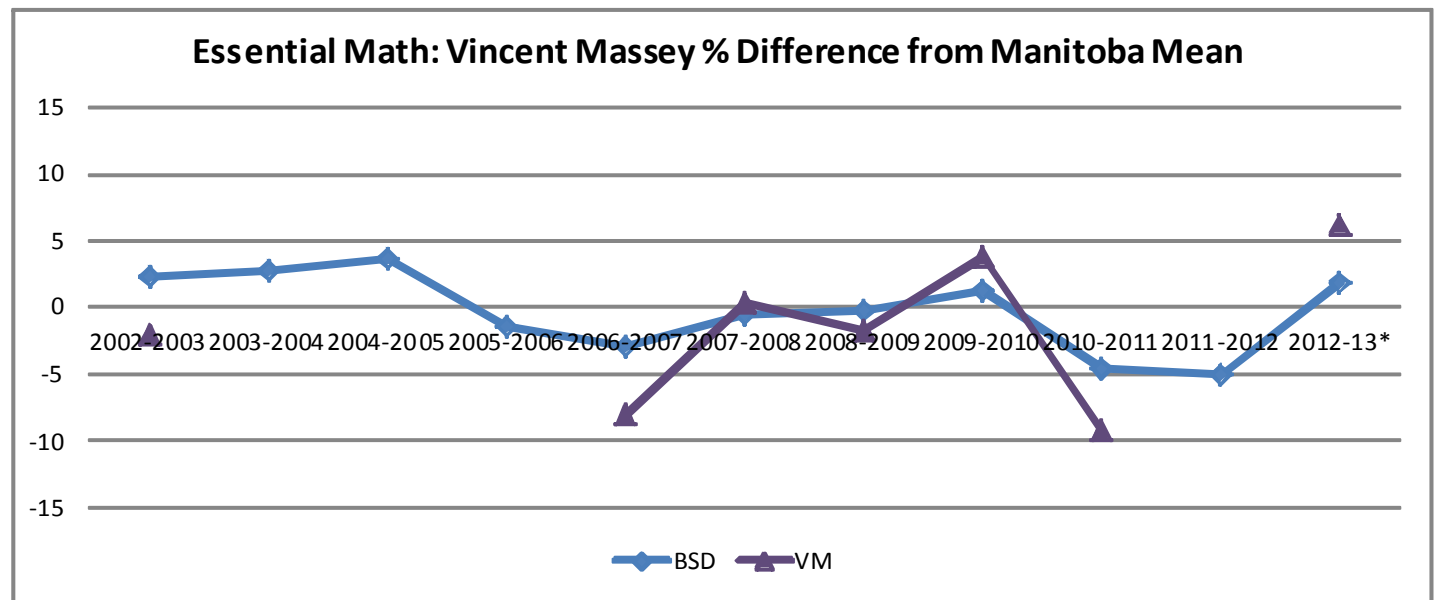
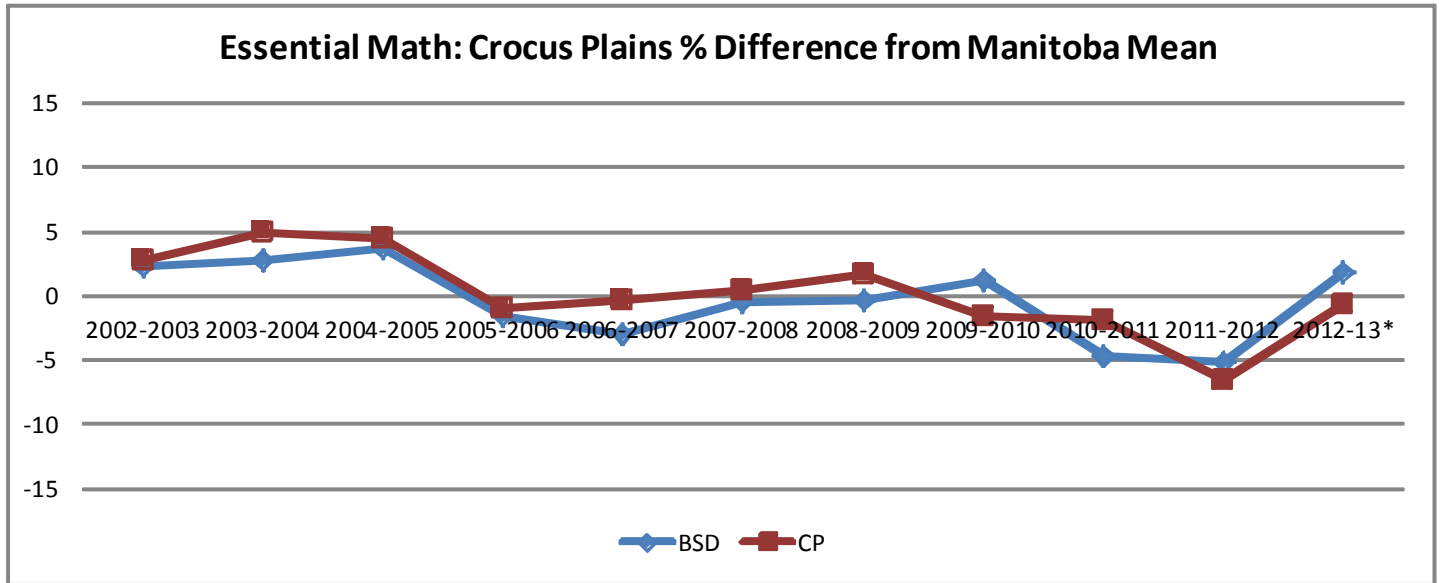
## Summary of Grade 12 Applied Mathematics Results

With the exception of 2011-12, the three high schools have shown strong Applied Mathematics results compared to the Manitoba average. Only Crocus Plains had students taking the Applied Mathematics assessment in the fall semester. These results show an improvement over all previous years' results.

## Grade 12 Essential Mathematics\*\* Provincial Standards Test

\*\*Previously Consumer Mathematics.

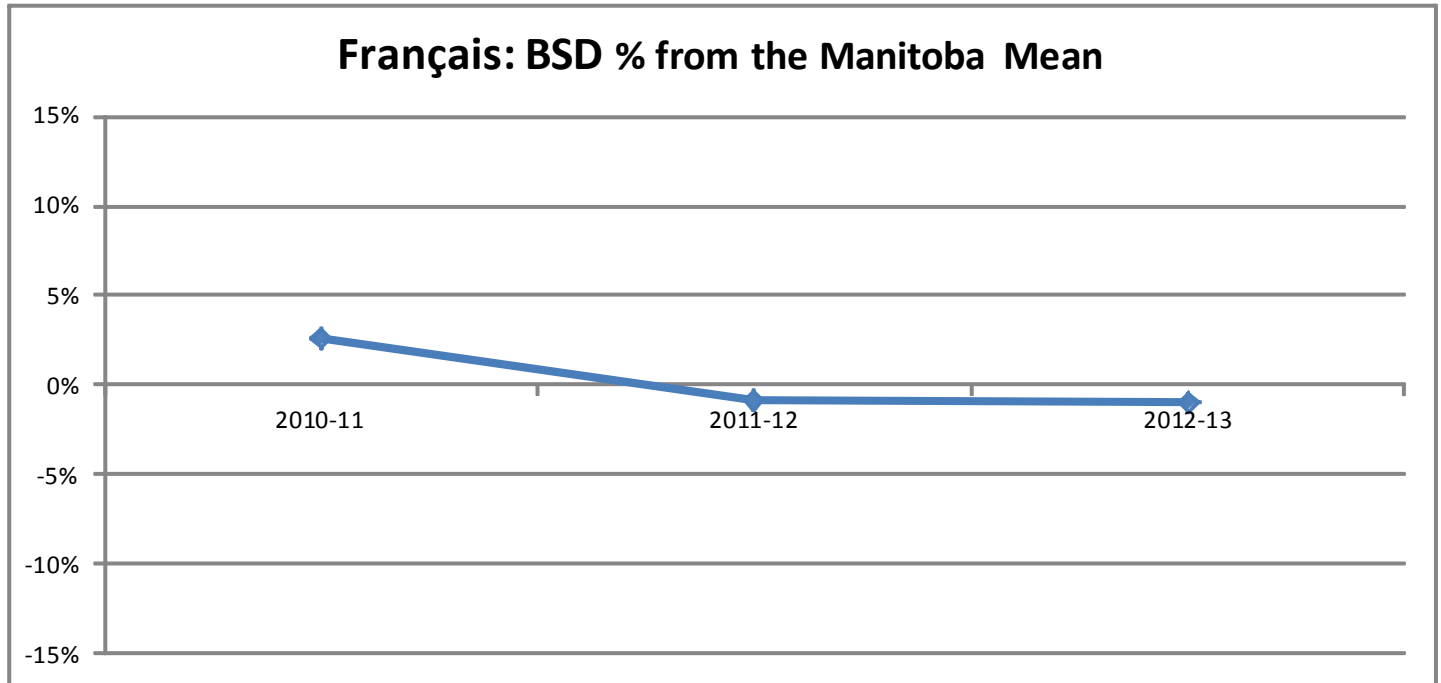
Year	BSD	CP	Neelin	VM
2002-2003	2.3	2.8	4.6	-2
2003-2004	2.8	5	-4.4	
2004-2005	3.7	4.5	1	
2005-2006	-1.5	-0.9	-7	
2006-2007	-2.9	-0.4	-0.7	-8
2007-2008	-0.5	0.4	-3.9	0.3
2008-2009	-0.3	1.7	-5.6	-1.7
2009-2010	1.2	-1.6	3	3.8
2010-2011	-4.6	-1.9	-3.8	-9.3
2011-2012	-5.1	-6.5	-2.1	
2012-13*	1.9	-0.6		6.2
Mean	-0.3	0.2	-1.9	-1.5



## Grade 12 Français Langue Seconde Provincial Standards Test

The Grade 12 Français test results have been tracked for three 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 take this test.

Year	BSD
2010-2011	2.6
2011-2012	-0.8
2012-2013	-1.0
Mean	1.5



### Summary of Grade 12 Français Langue Seconde Results

BSD results are very similar to the Provincial average on the Français langue seconde Provincial standards test.

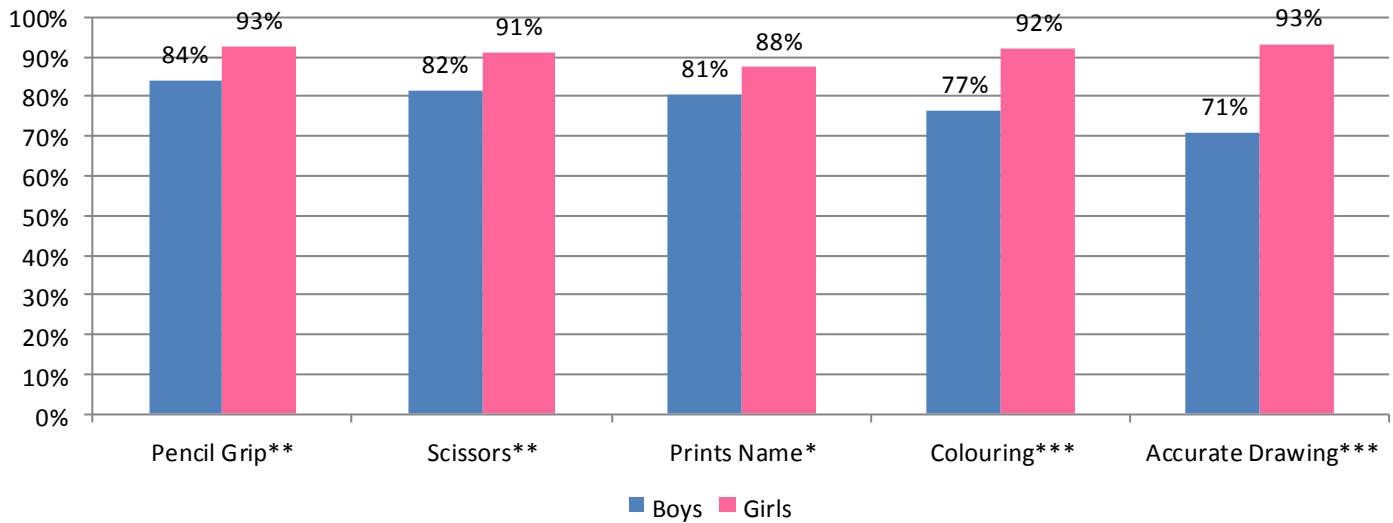
In BSD, as in the Province as a whole, average scores on the Grade 12 French assessment tend to be higher than average scores on all other Grade 12 standards tests.

**Section C:**

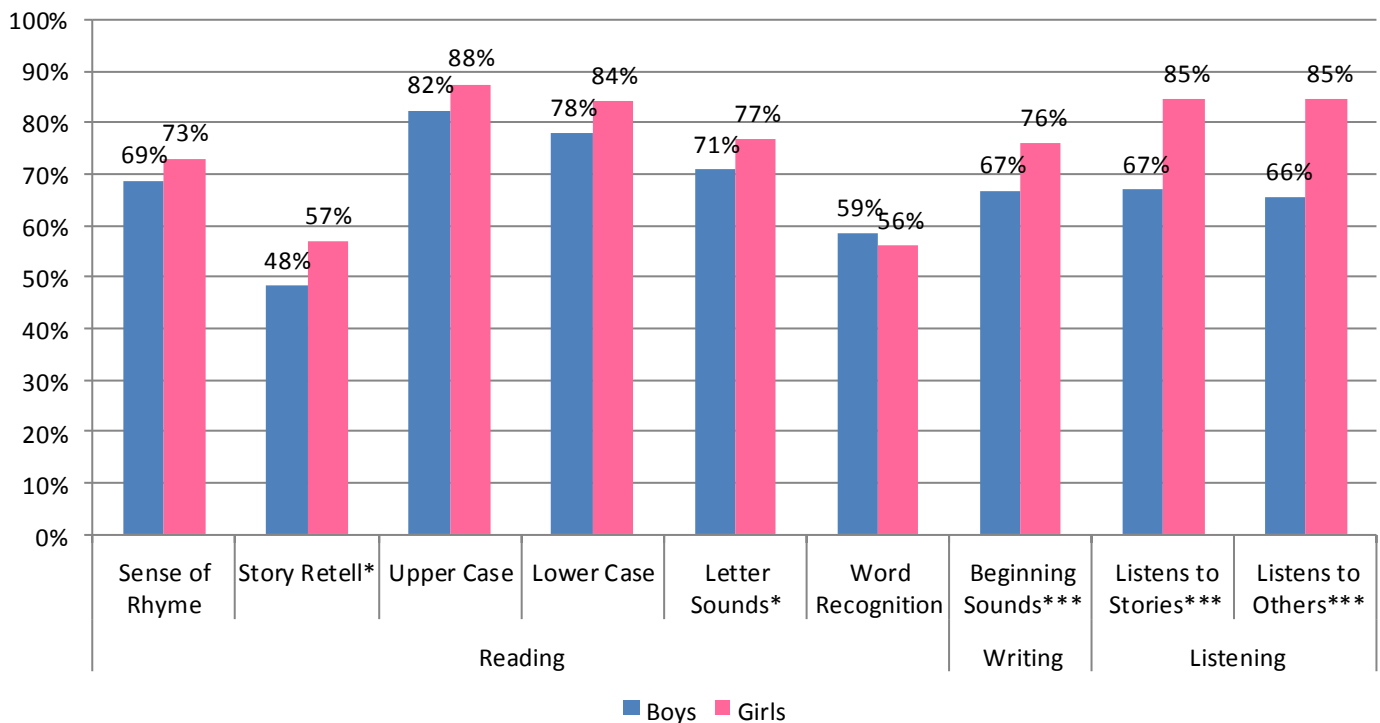
**SPECIFIC LEARNER GROUP  
ACHIEVEMENT**

## Specific Learner Group Achievement: Comparison of Male and Female Learners

### Percent Meeting/Exceeding Kindergarten Fine Motor Expectations: Comparison of Male and Female Students



### Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of Male and Female Students

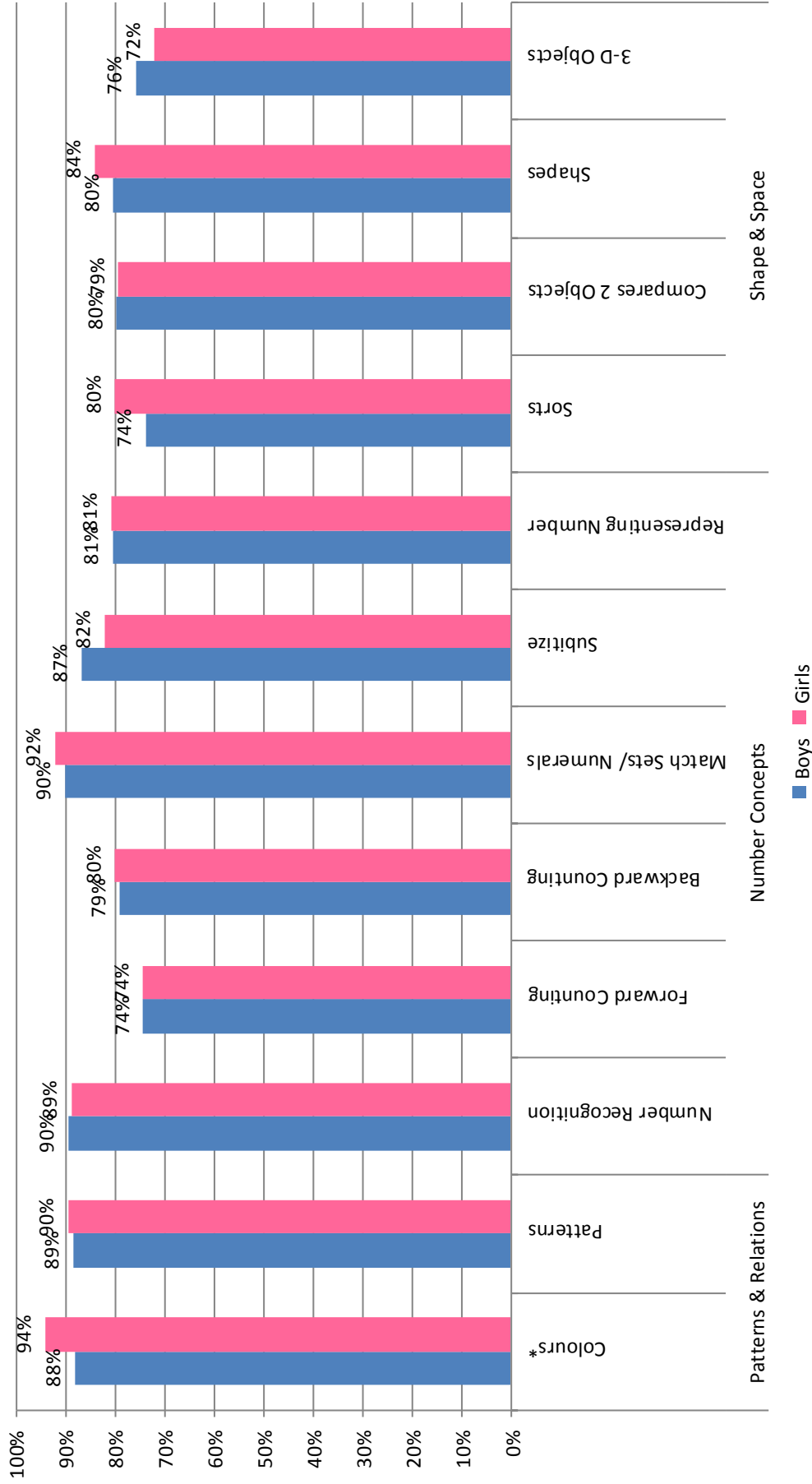


\*Difference is statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level.

\*\*\*Difference is statistically significant at the .001 level.

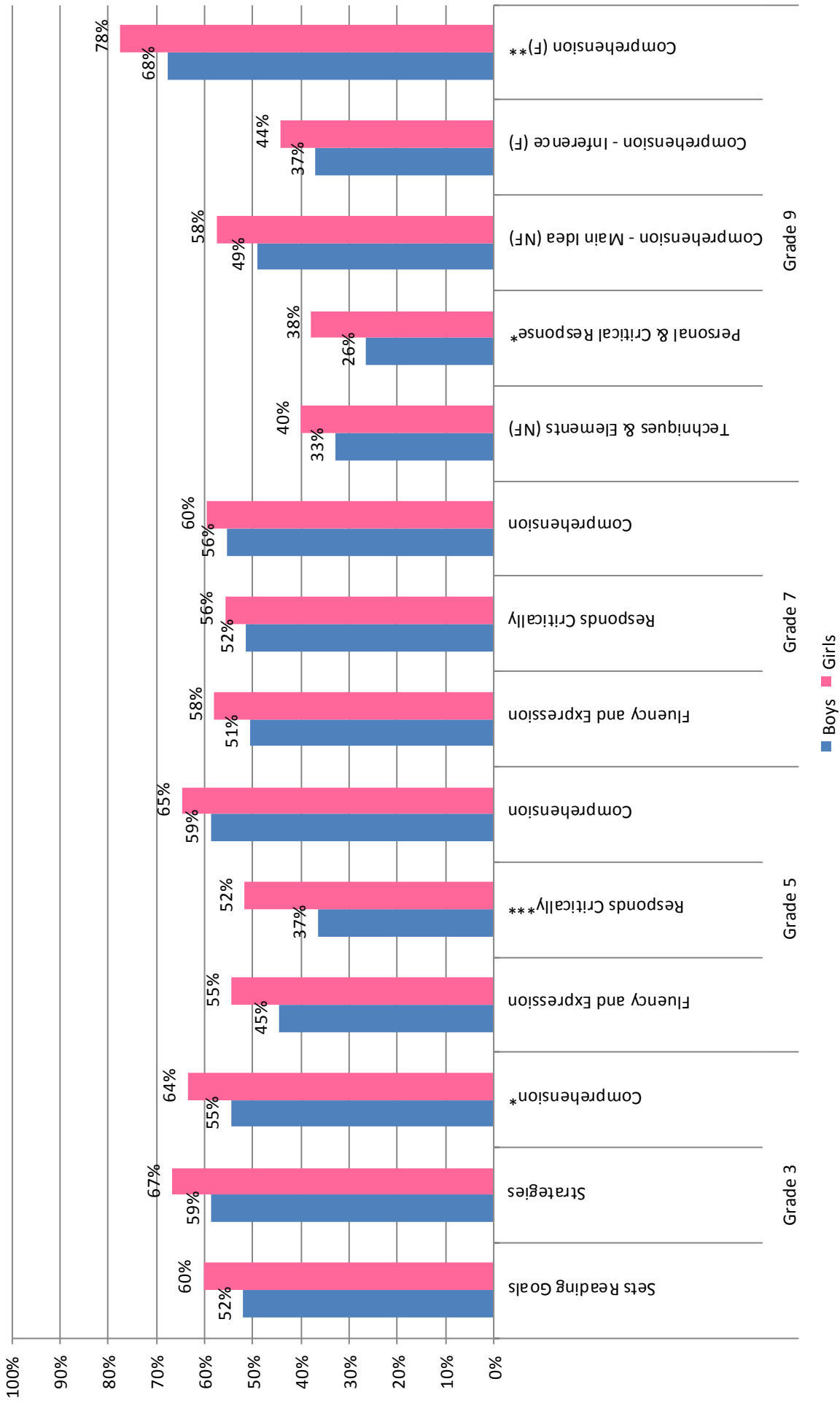


## Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of Male and Female Students



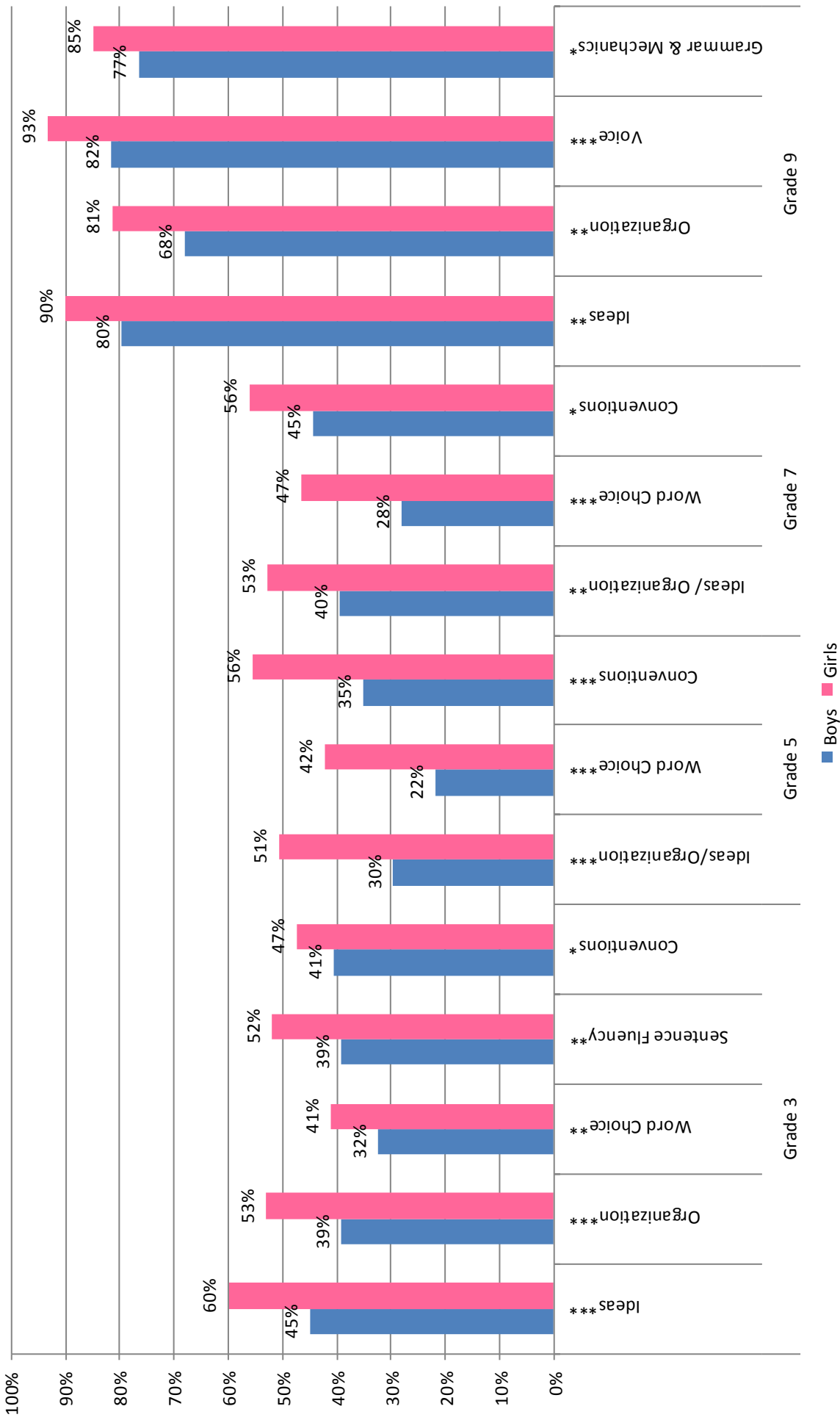
\*Difference in statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

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



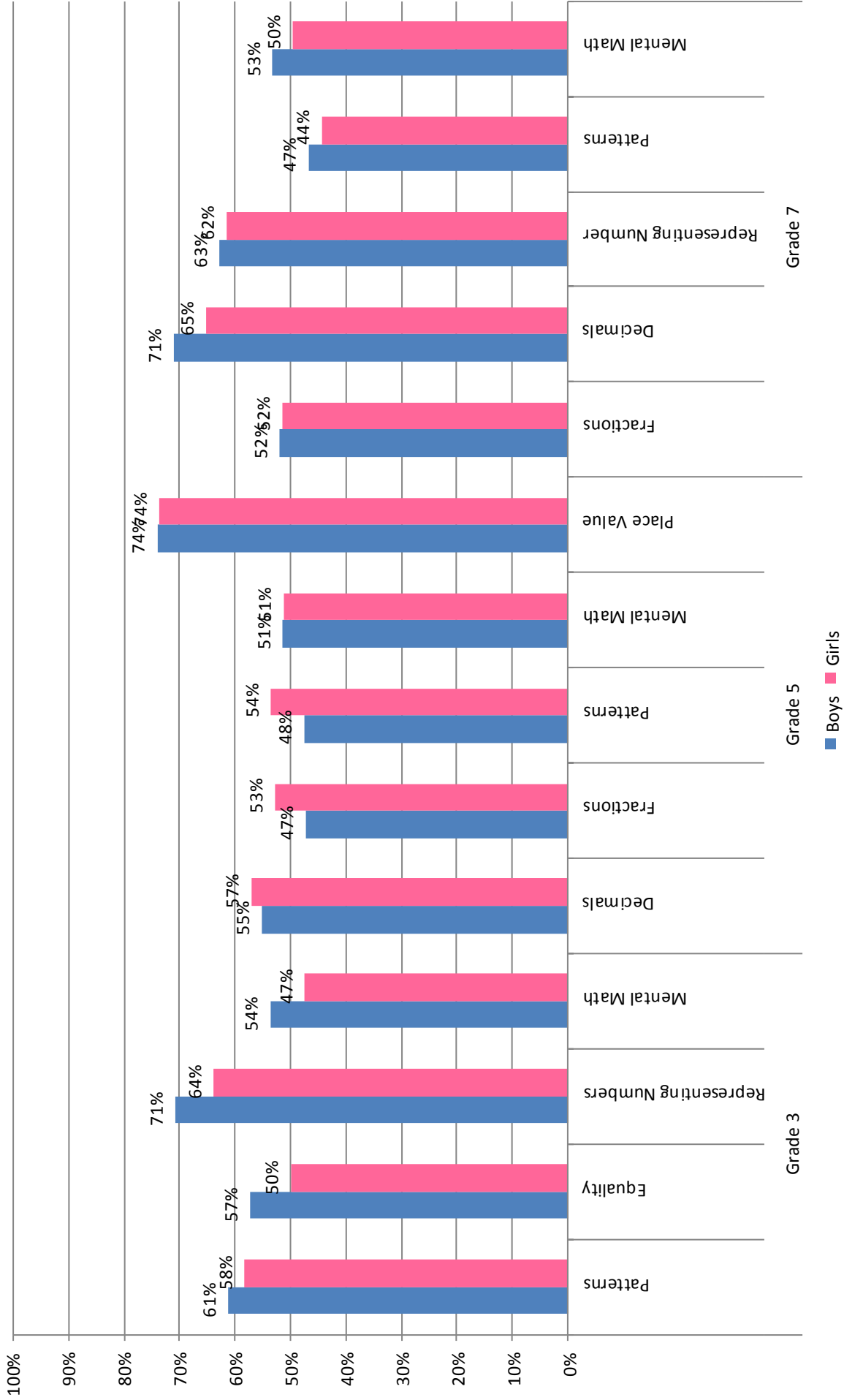
\*Difference in statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

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

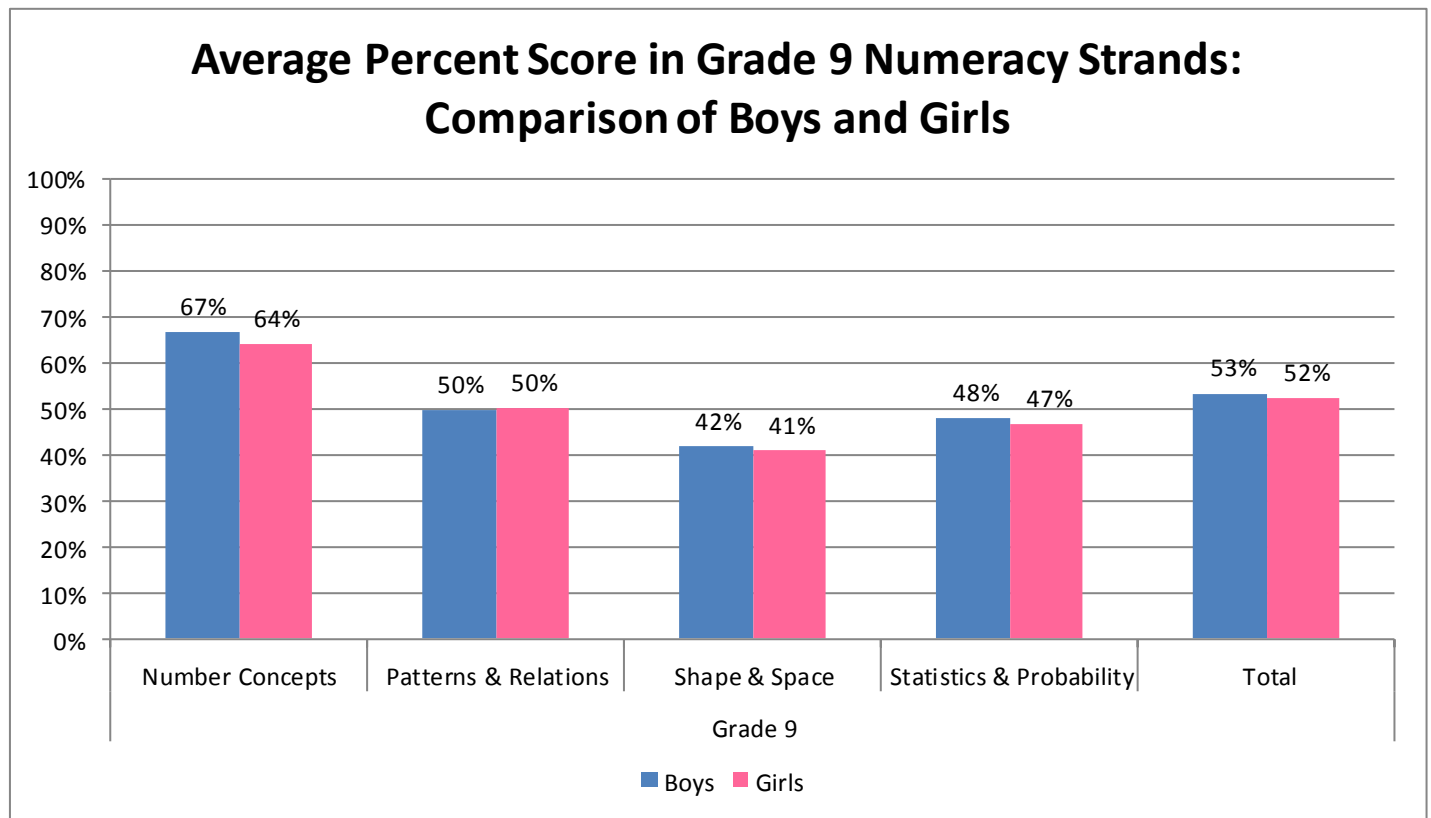


\*Difference in statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

# Percent Meeting Expectations in Grade 3, 5, & 7 Numeracy 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 .001 level.



\*Difference is statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

## Summary of the Comparison of Male and Female Learners

There is a trend towards a greater percentage of girls meeting expectations in every reading competency. However, some of these differences are relatively small and could be occurring by chance (i.e., are not statistically significant). Statistically significant gender differences in reading *are* evident in Story Retell and Letter Sound Identification at Kindergarten, in Comprehension at Grade 3, in Critical Response at Grade 5, and in both Comprehension of Fiction and in Critical Response at Grade 9.

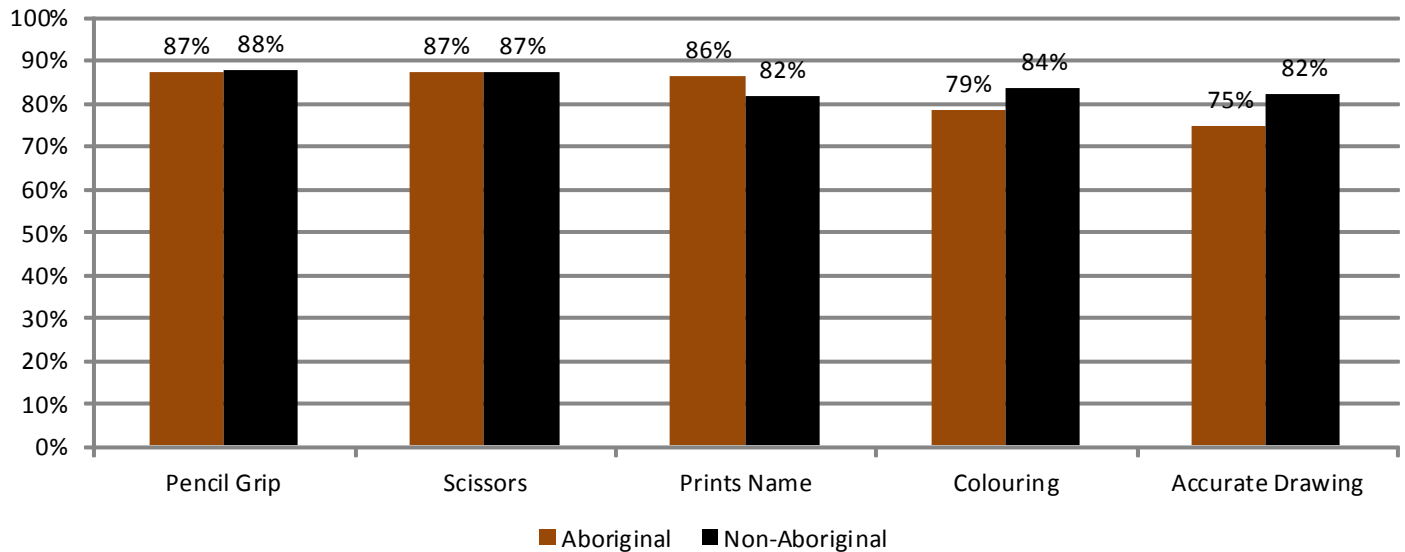
In contrast to reading, there are significant gender differences in *every* writing competency, with a greater percentage of girls meeting grade level writing expectations.

With the exception of colour identification in Kindergarten, there are no significant gender differences in numeracy.

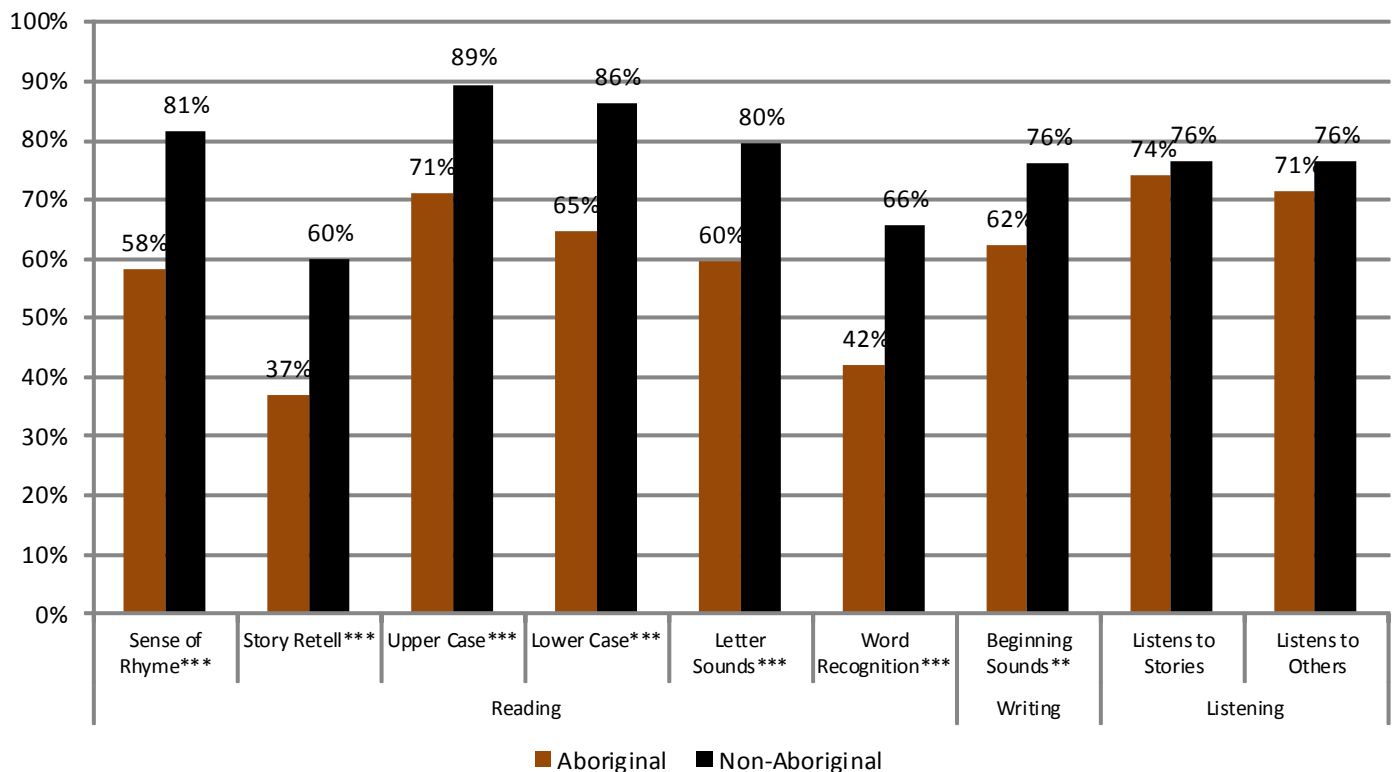
Although fine motor skills are not formally reported beyond the Kindergarten level, a significantly greater percentage of girls finish Kindergarten meeting each of the fine motor competencies assessed.

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

**Percent M/E Kindergarten Fine Motor Expectations:  
Comparison of Aboriginal and Non-Aboriginal Students**

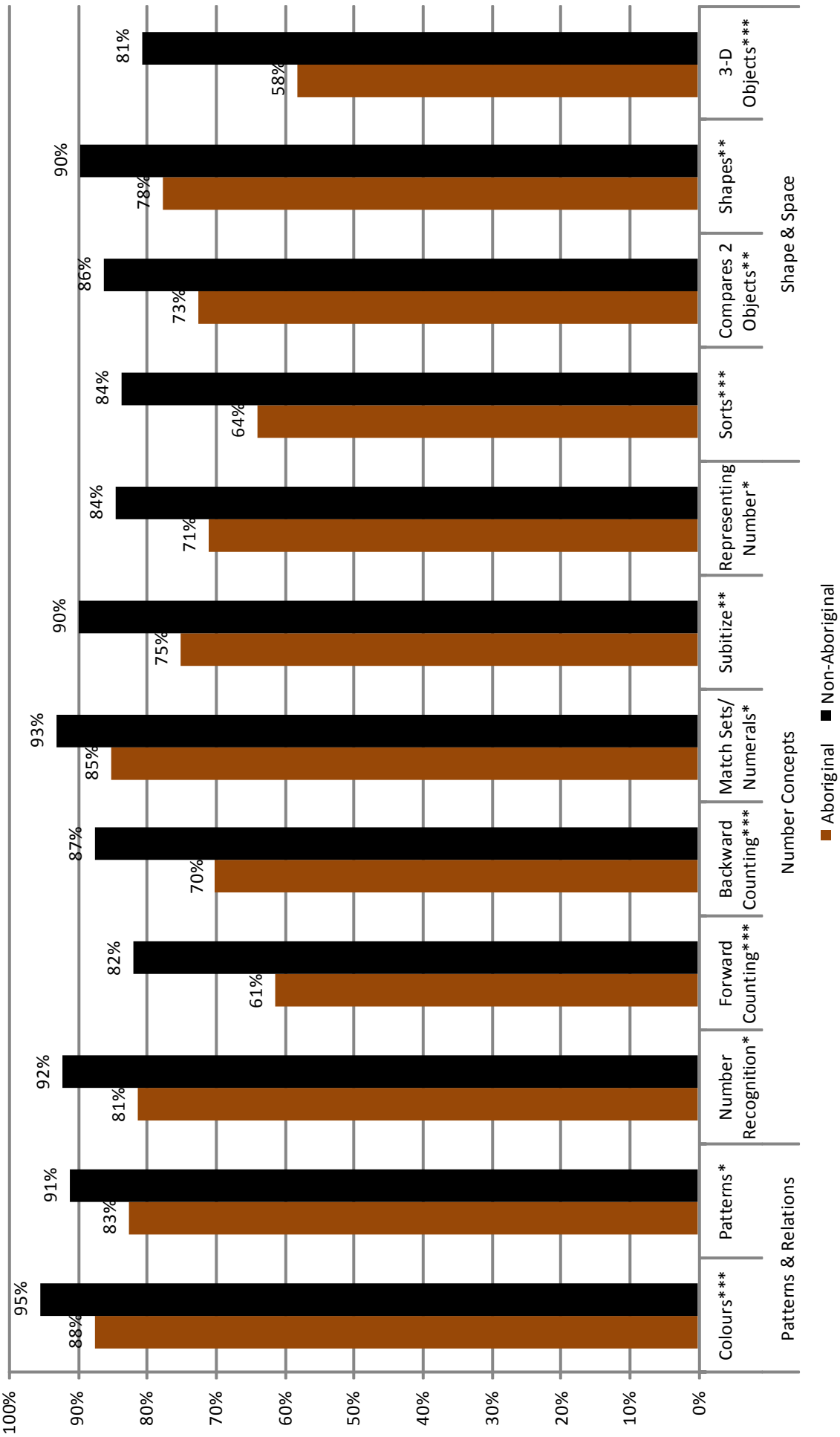


**Percent M/E Kindergarten Literacy Expectations: Comparison of  
Aboriginal and Non-Aboriginal Students**



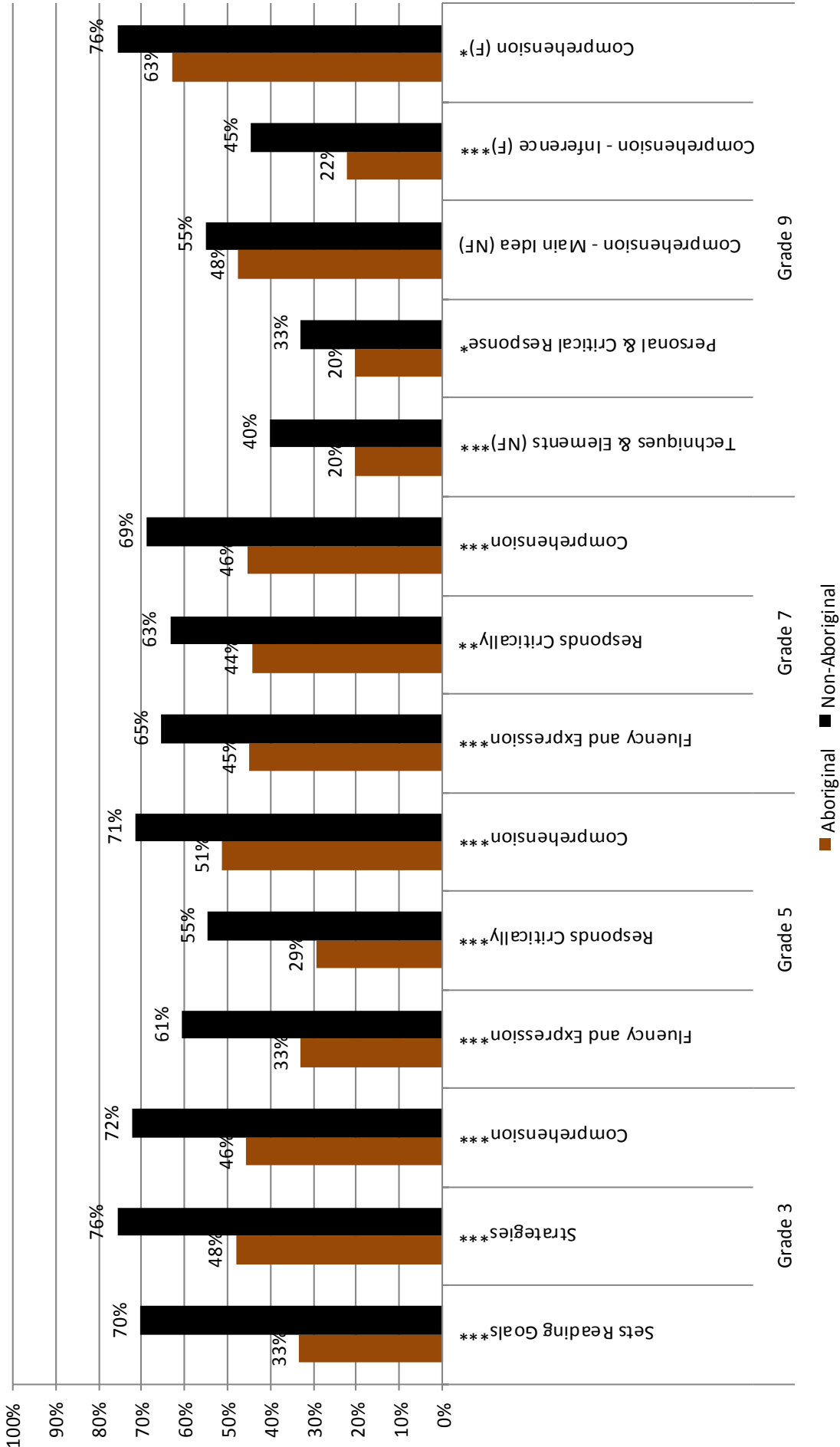
\*Difference is statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level.

# Percent Meeting/Exceeding Kindergarten Numeracy Expectations: 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 .001 level.

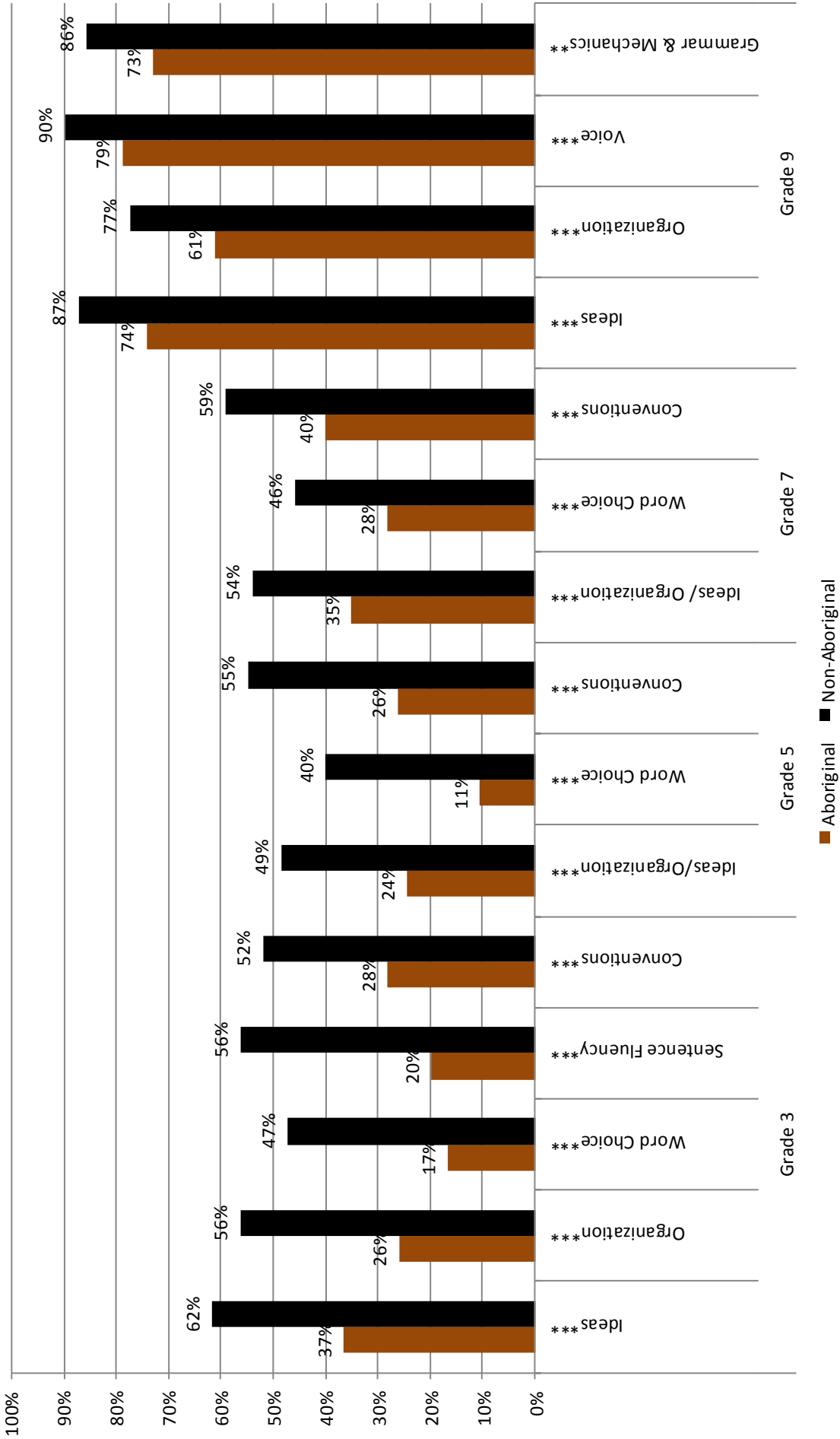
# Percent Meeting Expectations in Grade 3, 5, 7, & 9 Reading Competencies: Comparison of Aboriginal and Non-Aboriginal Students



\*Difference in statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

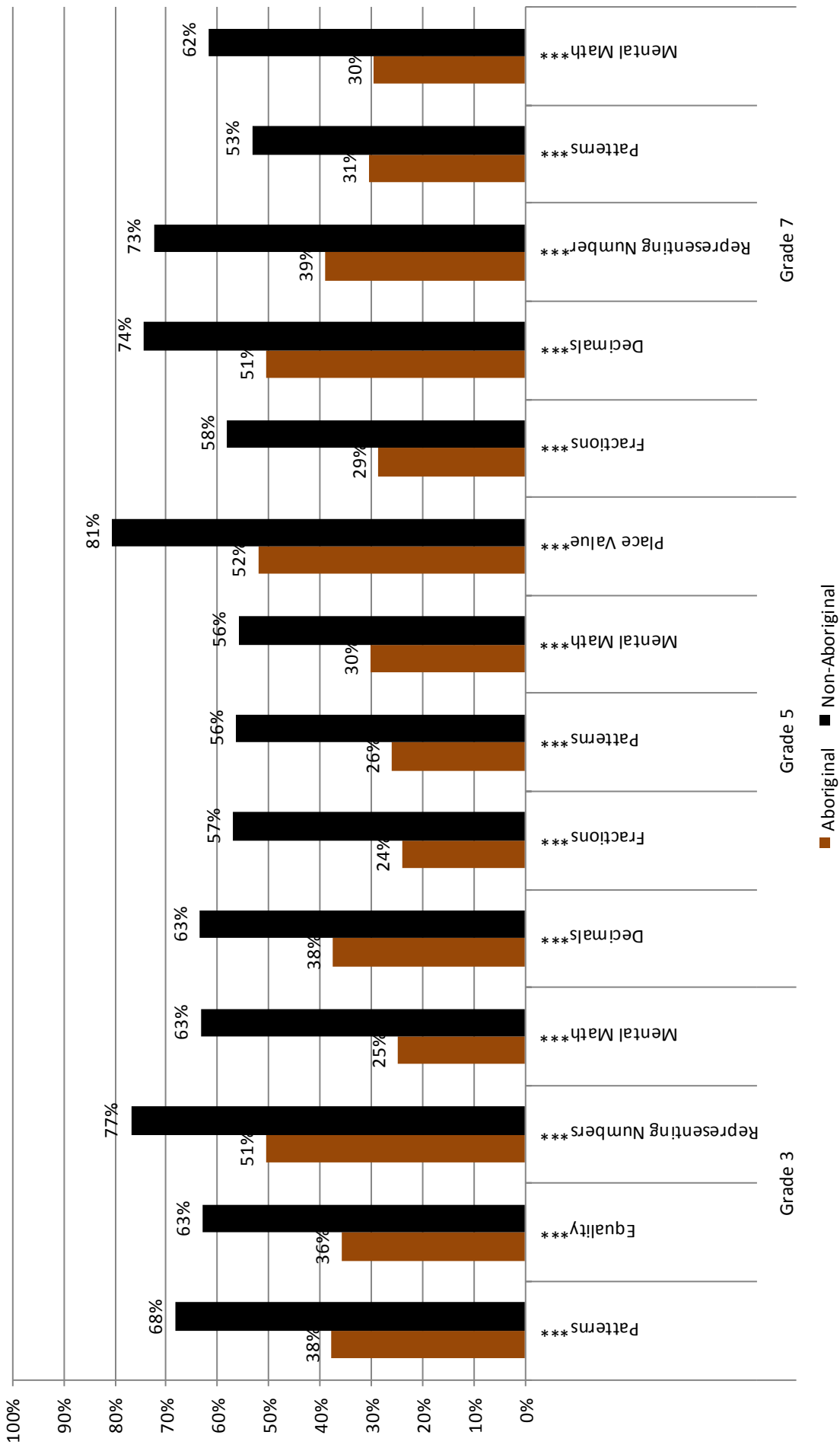


Percent Meeting Expectations in Grade 3, 5, 7, & 9 Writing Competencies:  
Comparison of Aboriginal and Non-Aboriginal Students

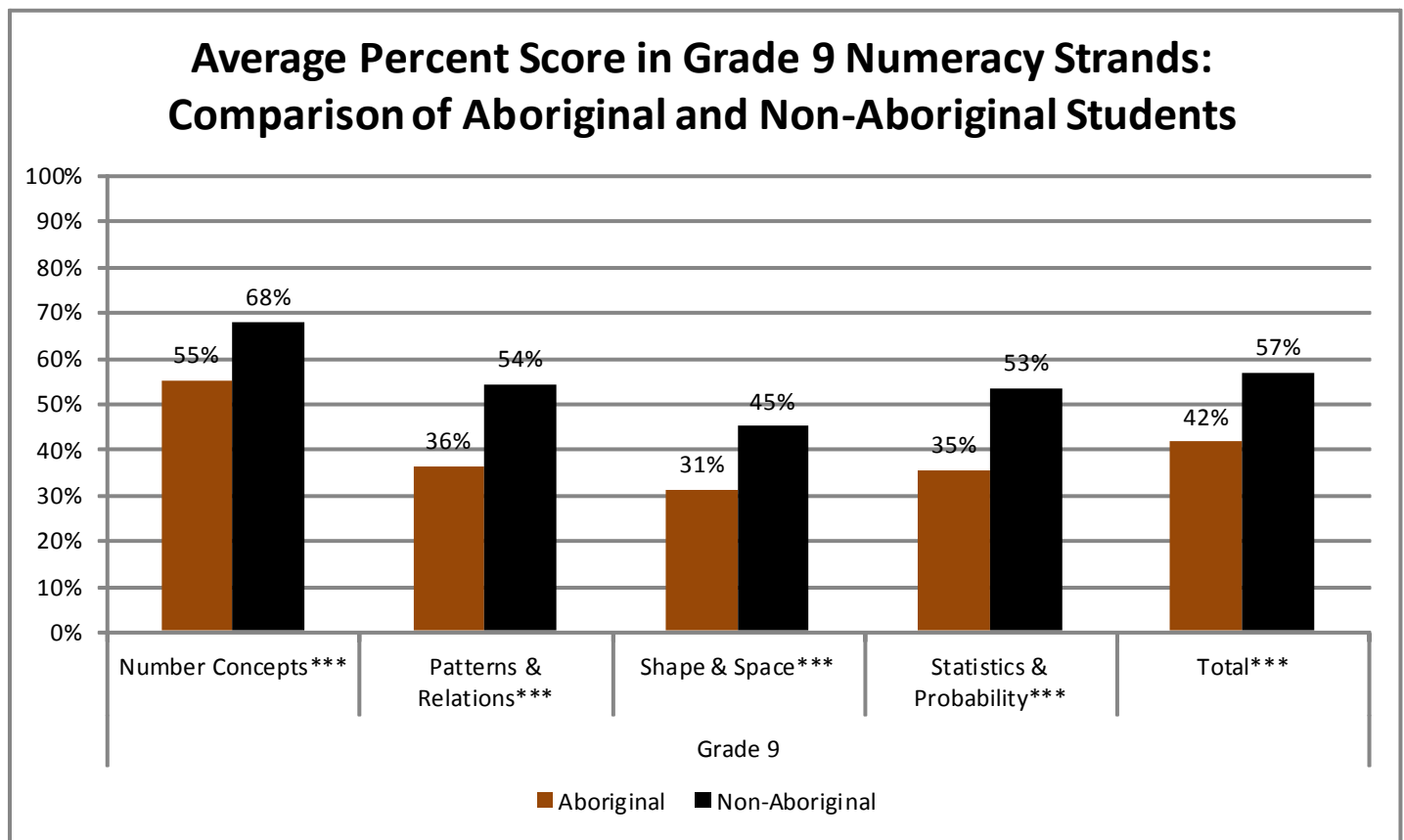


\*Difference in statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

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



\*\*\*Difference is statistically significant at the .01 level. \*\*Difference is statistically significant at the .05 level. \*Difference is statistically significant at the .001 level.



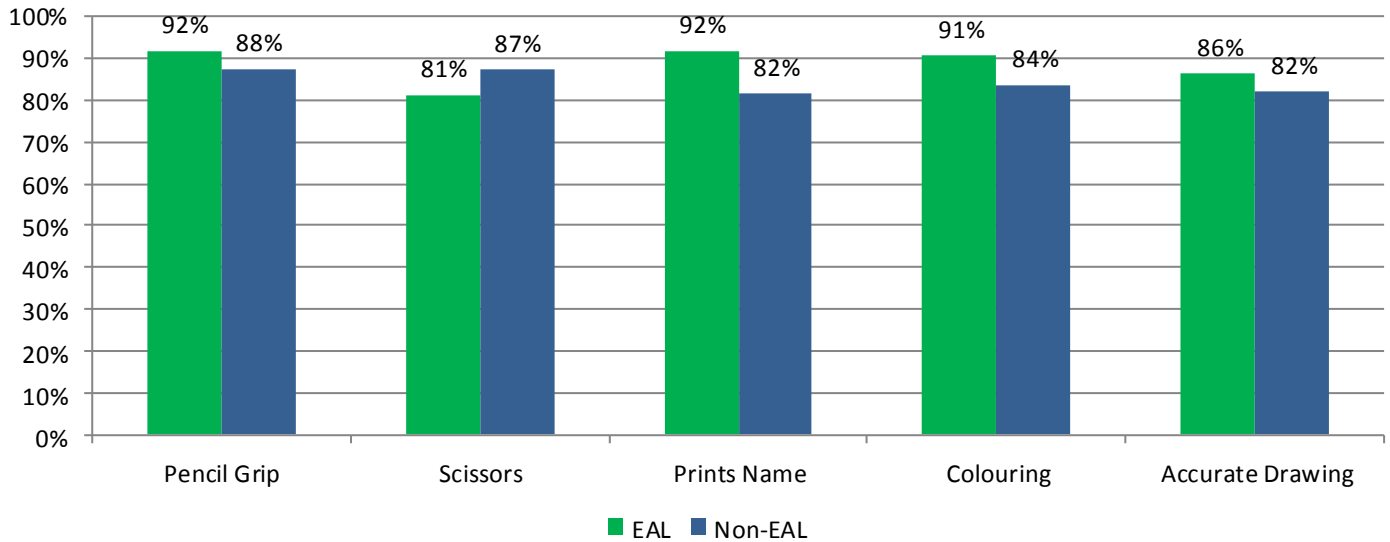
\*Difference is statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

## Summary of the Comparison of Students with and without Aboriginal Heritage

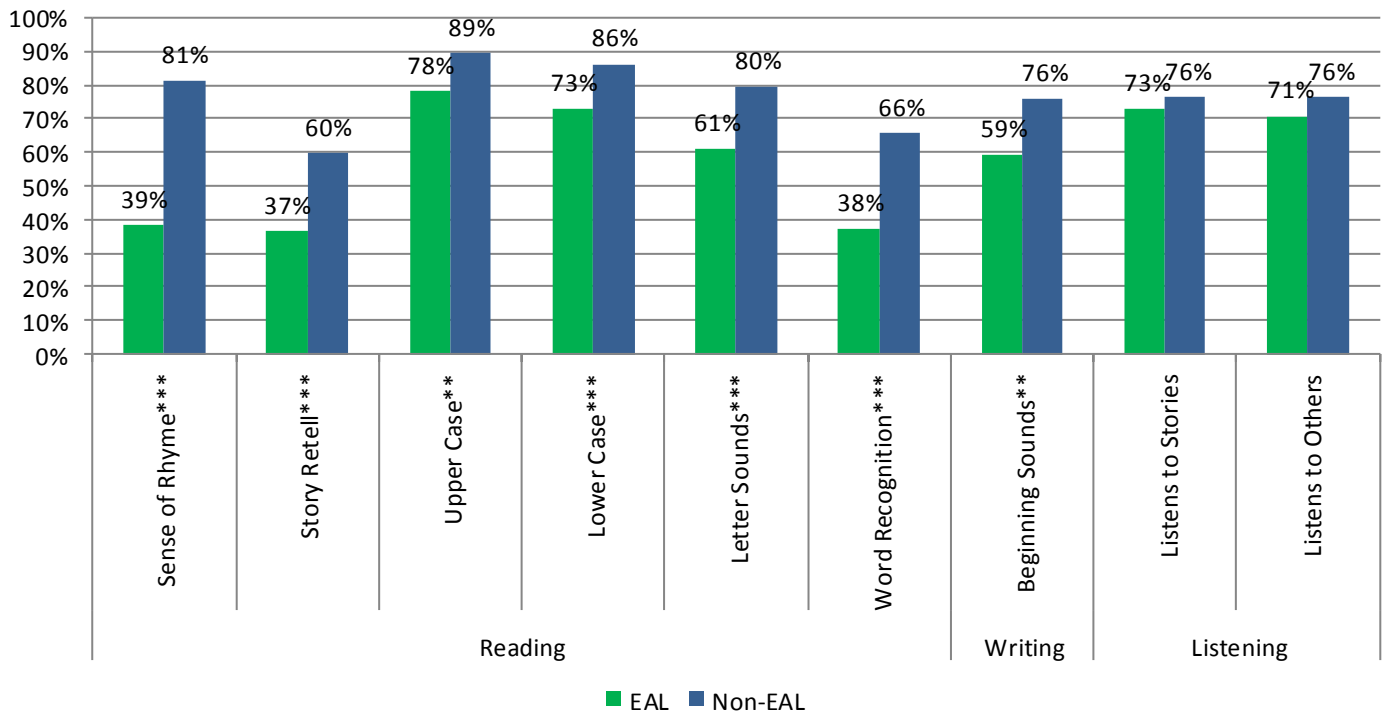
With the exception of listening skills in Kindergarten, in all reading, writing, and numeracy competencies, there is a greater percentage of non-Aboriginal students meeting grade-level expectations, and all but one of these differences are statistically significant. Thus, a smaller percentage of Aboriginal students are meeting expectations at each of the grade levels assessed, and this difference is seen from Kindergarten onward. These differences are especially prominent in writing and in numeracy. Furthermore, this ubiquitous trend replicates what has been seen in previous years.

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

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



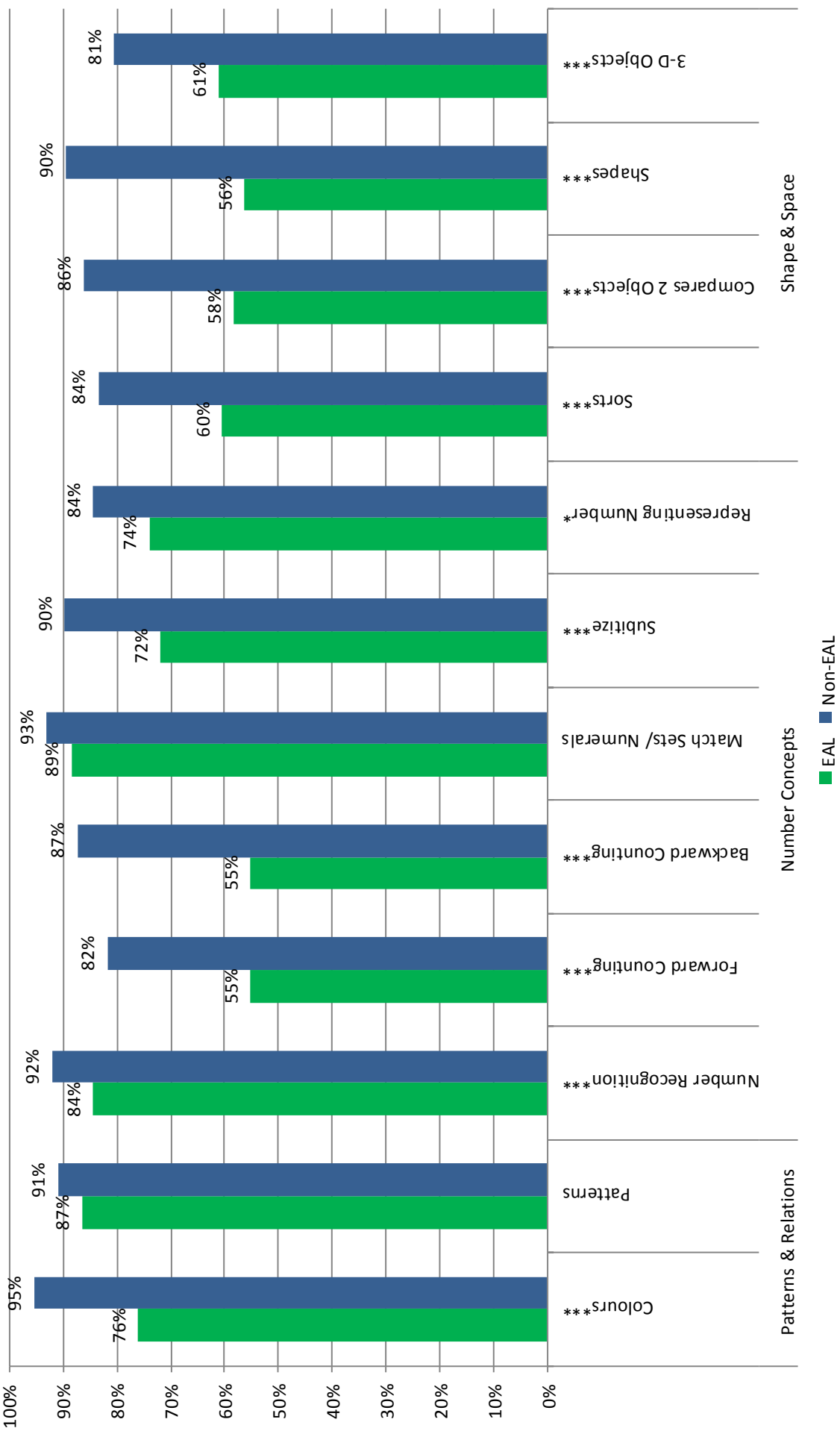
**Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of EAL and Non-EAL Students**



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

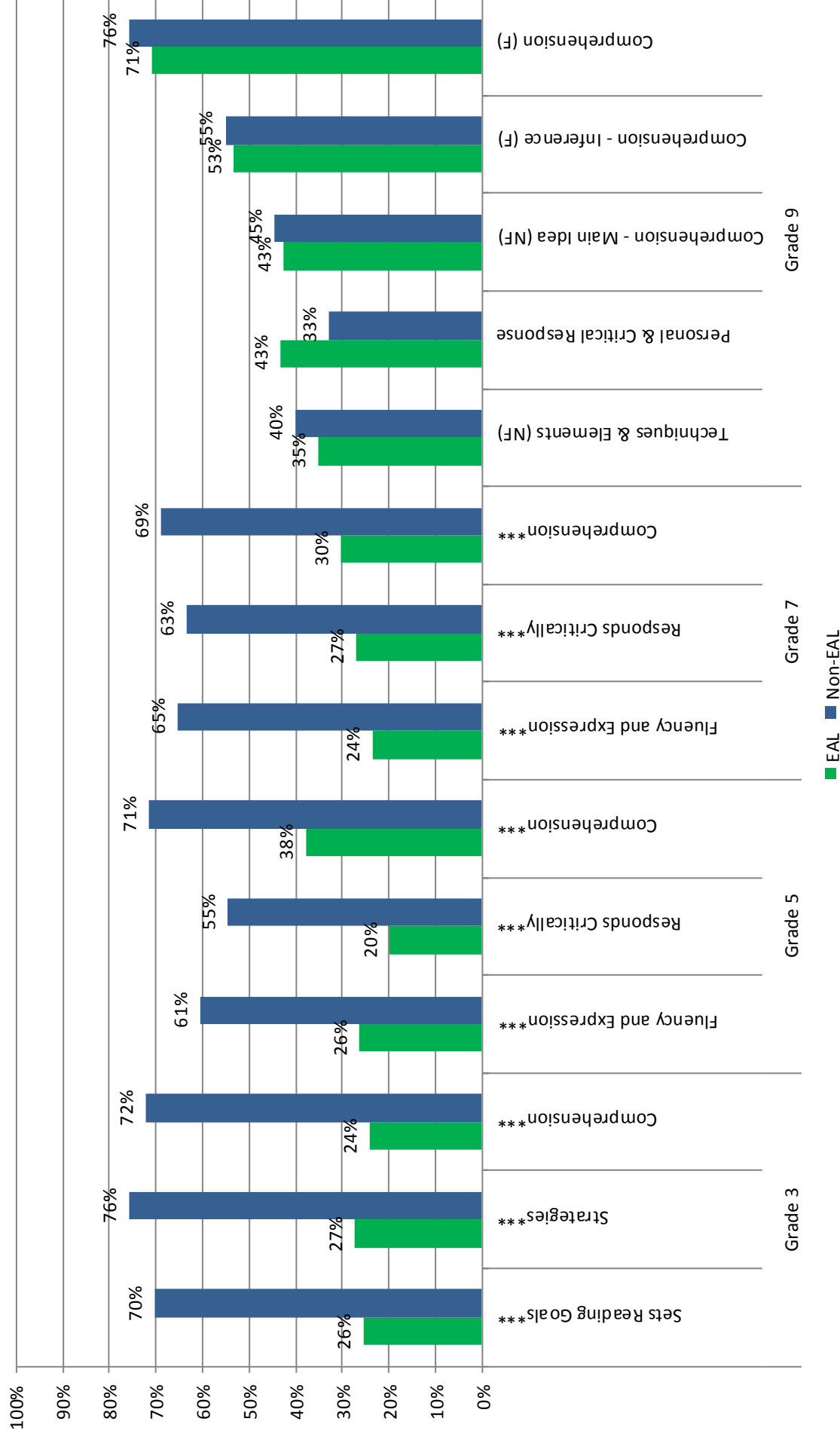
\*\*\*Difference is statistically significant at the .001 level.

# Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of EAL and Non-EAL Students



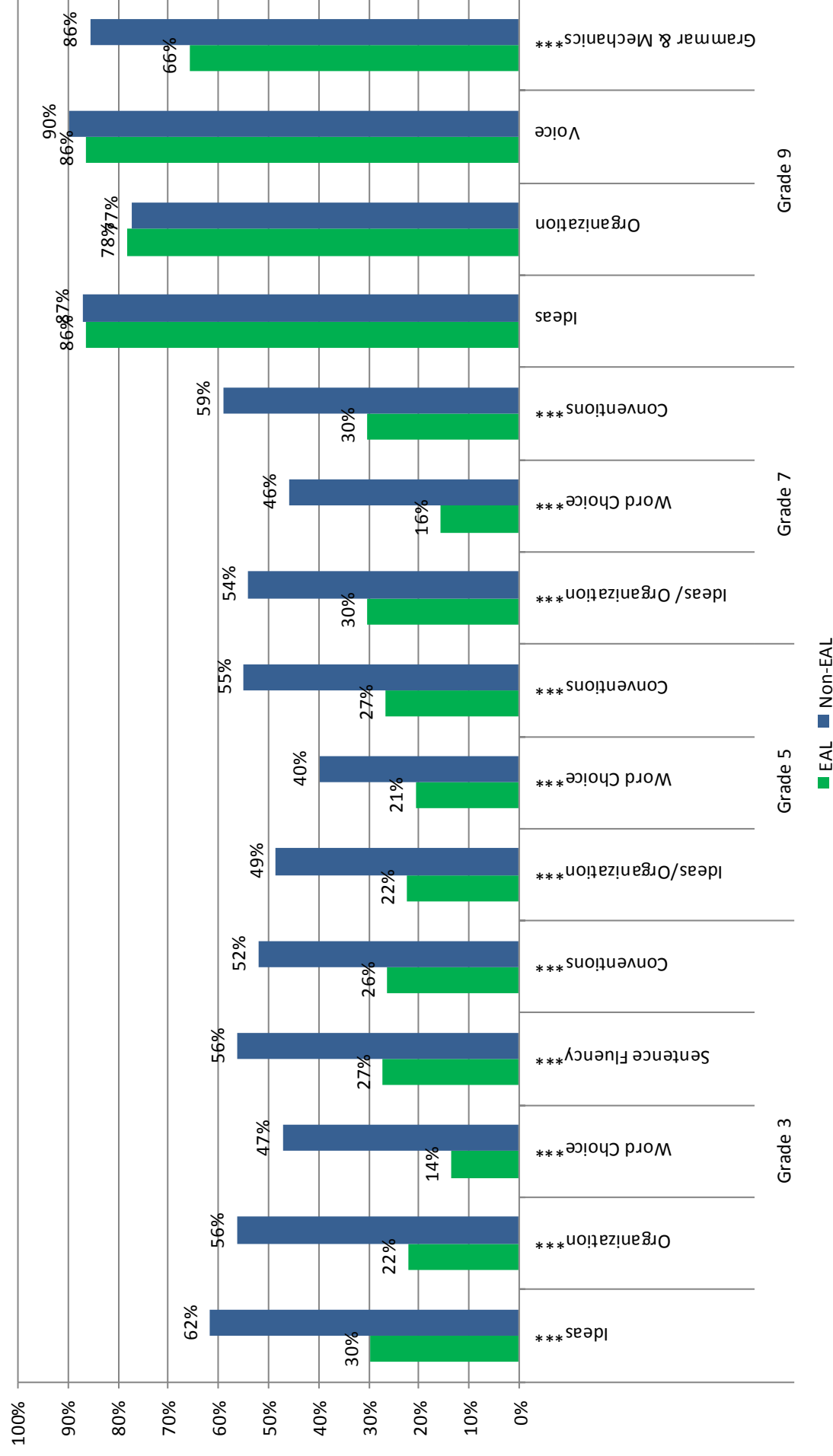
\*Difference in statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

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



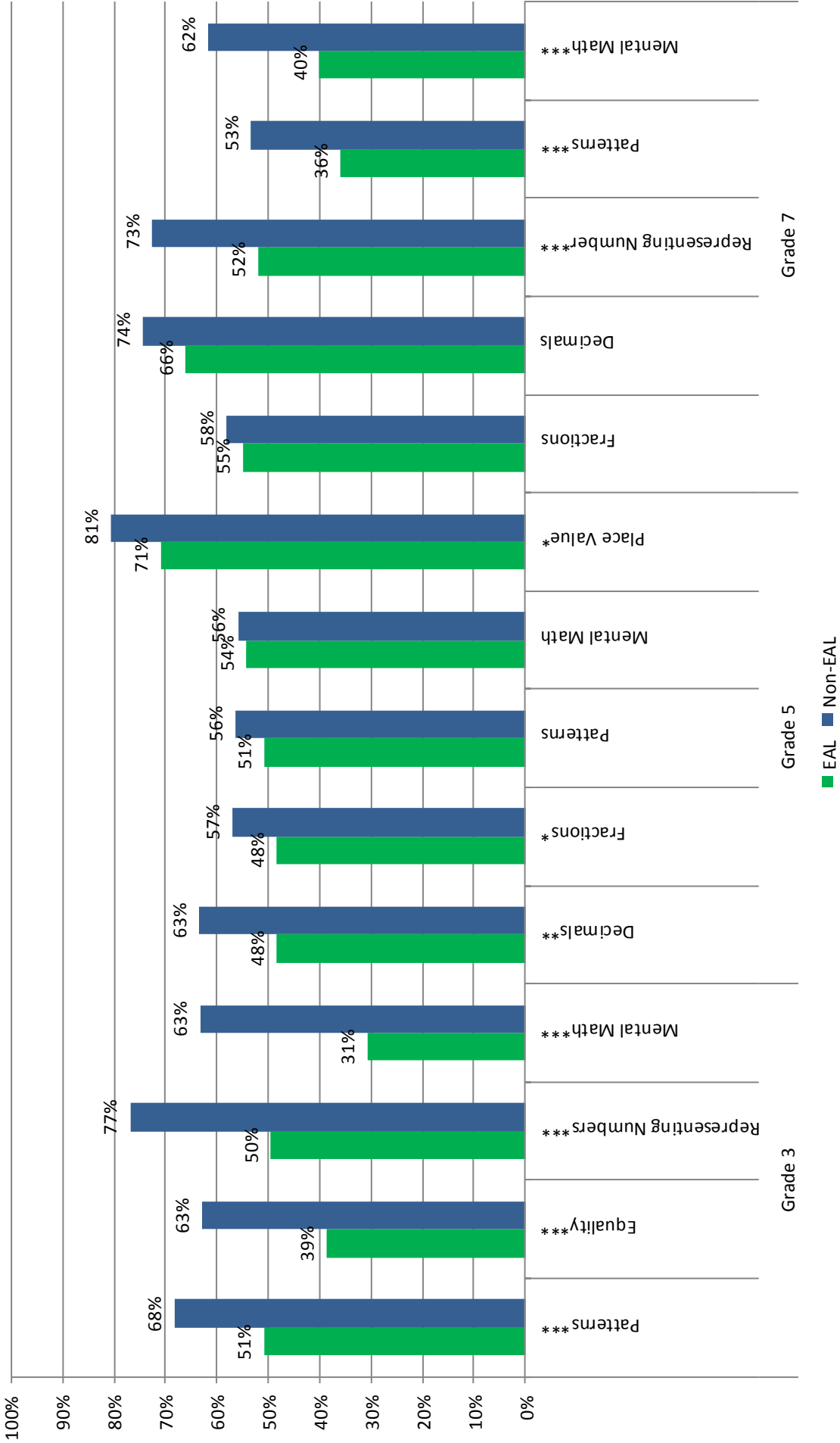
\*Difference in statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

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



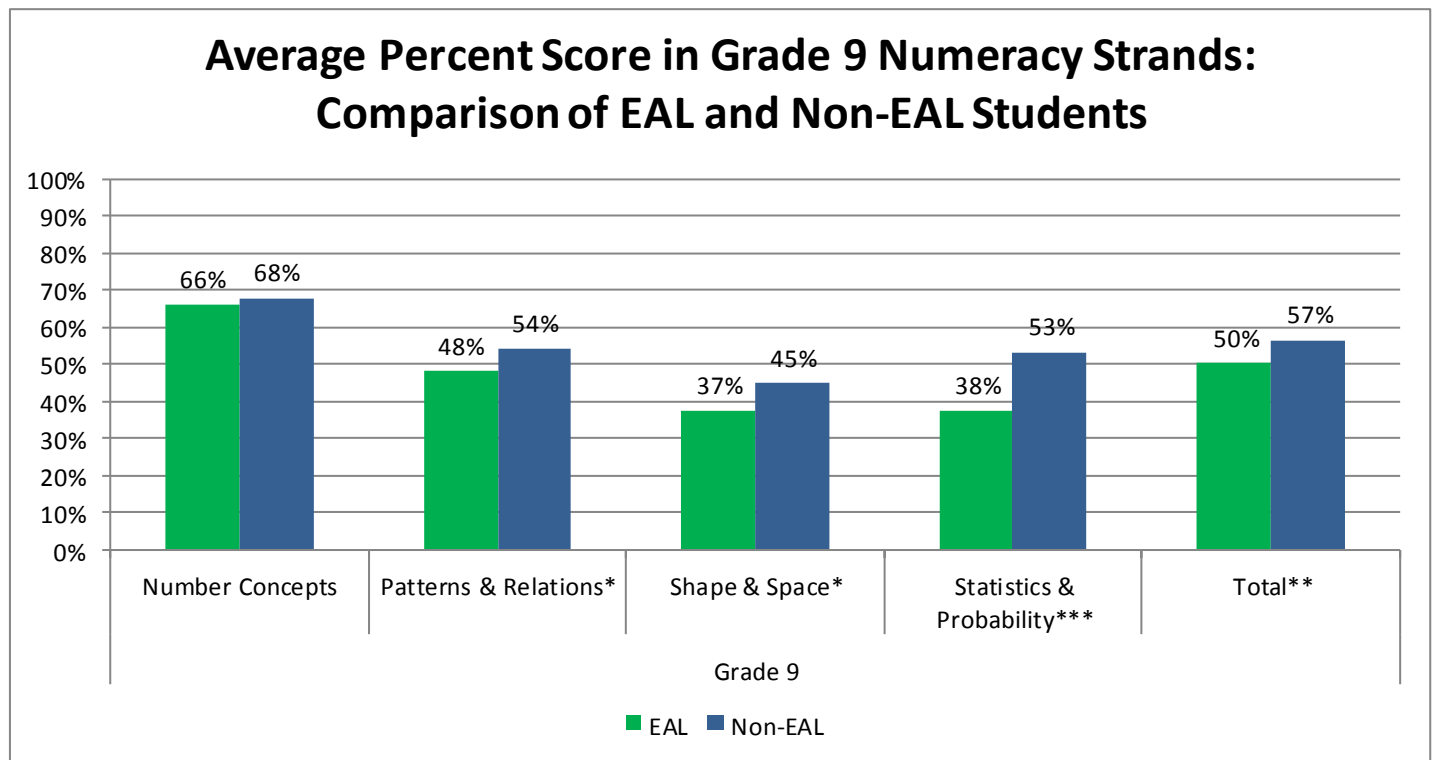
\*Difference in statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 level.

# Percent Meeting Expectations in Grade 3, 5 & 7 Numeracy 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 .001 level.





\*Difference is statistically significant at the .05 level. \*\*Difference is statistically significant at the .01 level. \*\*\*Difference is statistically significant at the .001 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 Personal and Critical Response. 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 differences at the Grade 9 level are not statistically significant. However, these differential results in Grade 9 versus those in lower grades should be interpreted with caution at this time. Formative assessment results were submitted for almost all EAL students at the Grade 3, 5, and 7 levels, while the Grade 9 results are based on only 38% of the Grade 9 EAL population. Thus, the greater equality in results at the Grade 9 level could be due to an anomaly of data submission.

In numeracy, the gap between EAL and non-EAL students closes more readily than it does in literacy. While there is a significantly greater percentage of non-EAL students meeting all Grade 3 mathematics expectations, there is no significant difference between at least some of the Grade 5, 7, and 9 scores. It is noteworthy, however, that despite only 38% of the Grade 9 EAL population being represented in these results, EAL students still have significantly lower average scores in 3 of the 4 math strands assessed.

## **Appendix A:**

# **HISTORICAL DEMOGRAPHICS**

## Appendix A:

### Historical Demographics for Formative Assessments

This table includes the number of students who successfully completed all parts of each formative assessment for the last seven years.

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