



Student Achievement Summary Report

2014-2015

© 2015 Brandon School Division
All Rights Reserved

Website: www.bsd.ca

Contact: Research, Assessment and Evaluation Services
Brandon School Division
1031 6th St.
Brandon, Manitoba
R7A 5Y1
(204) 729-0349 or (204) 729-3100
wilson.marnie@bsd.ca

Table of Contents

Executive Summary	7
Section A: Kindergarten Results	9
I. Phonological Awareness Screening Results	10
Fall-to-Spring Comparison in PAST Score	11
Percent of Students by Phonological Awareness Competency Level: Fall-to-Spring Comparison	11
Fall-to-Spring Comparisons of Raw Scores and Percent Meeting Expectations by School	12
Summary of Phonological Awareness Screening Results	13
II. Brandon School Division Kindergarten Continuum Results	14
English Program June Fine Motor Competencies: % E, M, A, N	14
Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations	14
English Program June Literacy Competencies: % E, M, A, N	15
Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Literacy Expectations	15
English Program June Numeracy Competencies: % E, M, A, N	16
Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Numeracy Expectations	16
Three-year Comparison of Kindergarten Fine Motor Results	17
Three-year Comparison of Kindergarten Literacy Results	18
Three-year Comparison of Kindergarten Numeracy Results	19
Kindergarten Literacy and Fine Motor Competencies: Percent Meeting or Exceeding by English Program School	20
Kindergarten Numeracy Competencies: Percent Meeting or Exceeding by English Program School	21
FI Program June Fine Motor Competencies: % E, M, A, N	22
FI Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations	22
FI Program June Literacy Competencies: % E, M, A, N	23
FI Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Literacy Expectations	23
FI Program June Numeracy Competencies: % E, M, A, N	24
FI Year-Long Progress Monitoring: Difference in Percent of Students Meeting or Exceeding Numeracy Expectations	24
Two-year Comparison of FI Fine Motor Results	25
Two-year Comparison of FI Literacy Results	26
Two-year Comparison of FI Numeracy Results	27

Table of Contents (continued)

Kindergarten Competencies: Percent Meeting or Exceeding by French Immersion School	28
Summary of Kindergarten Continuum Results	29
III. The Effect of Full Day Every Day Kindergarten on Student Achievement	30
Comparison of Kindergarten Schedules in Phonological Awareness Progress	30
November to June Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations: Comparing Full to Half-Time Kindergarten	31
November to June Difference in Percent of Students Meeting or Exceeding Literacy Expectations: Comparing Full to Half-Time Kindergarten	31
November to June Difference in Percent of Students Meeting or Exceeding Numeracy Expectations: Comparing Full to Half-Time Kindergarten	32
Summary of the Effects of Full Day Every Day Kindergarten	32
 Section B: Divisional Summative Assessment Results	 33
Grade 3 Summative Literacy Competencies: % E, M, A, N	34
Grade 5 Summative Literacy Competencies: % E, M, A, N	35
Grade 7 Summative Literacy Competencies: % E, M, A, N	35
Grade 3 Summative Math Competencies: % E, M, A, N	36
Grade 5 Summative Math Competencies: % E, M, A, N	36
Grade 7 Summative Math Competencies: % E, M, A, N	37
Summary of Summative Assessment Results	37
 Section C: Provincial Assessment Results	 38
I. Provincial Formative Assessment Results: English Literacy	39
Grade 3 Provincial Reading Assessment: % Meeting, Approaching, Not Meeting, and Out of Range	39
Grade 3 Provincial Reading Assessment: Four-Year Comparison of % Meeting	39
BSD to MB Difference in % Meeting Grade 3 Reading Expectations	40
Grade 8 Provincial Reading Assessment: % Meeting, Approaching, Not Meeting, and Out of Range	41
Grade 8 Provincial Reading Assessment: Four-Year Comparison of % Meeting	41
BSD to MB Difference in % Meeting Grade 8 Reading Expectations	42
Grade 8 Provincial Writing Assessment: % Meeting, Approaching, Not Meeting, and Out of Range	43
Grade 8 Provincial Writing Assessment: Four-Year Comparison of % Meeting	43
BSD to MB Difference in % Meeting Grade 8 Writing Expectations	44
Summary of Provincial Assessment Results for English Literacy	45
II. Provincial Formative Assessment Results: Numeracy	46
Grade 3 Provincial Numeracy Assessment: % Meeting, Approaching, Not Meeting, and Out of Range	46
Grade 3 Provincial Numeracy Assessment: Four-Year Comparison of % Meeting	46
BSD to MB Difference in % Meeting Grade 3 Numeracy Expectations	47

Table of Contents (continued)

Grade 7 Provincial Numeracy Assessment: % Meeting, Approaching, Not Meeting, and Out of Range	48
Grade 7 Provincial Numeracy Assessment: Four-Year Comparison of % Meeting	48
BSD to MB Difference in % Meeting Grade 7 Numeracy Expectations	49
Summary of Provincial Assessment Results in Numeracy	50
III. Provincial Formative Assessment Results: French Literacy	51
Grade 4 Provincial French Reading Assessment: Percent Meeting, Approaching, and Not Meeting	51
Grade 4 Provincial French Reading Assessment: Four-Year Comparison of % Meeting	51
BSD to MB Difference in % Meeting Grade 4 French Reading Expectations	52
Grade 8 Provincial French Reading Assessment: % Meeting, Approaching, Not Meeting, and Out of Range	53
Grade 8 Provincial French Reading Assessment: Four-Year Comparison of % Meeting	53
BSD to MB Difference in % Meeting Grade 8 French Reading Expectations	54
Grade 8 Provincial French Writing Assessment: % Meeting, Approaching, Not Meeting, and Out of Range	55
Grade 8 Provincial French Writing Assessment: Four-Year Comparison of % Meeting	55
BSD to MB Difference in % Meeting Grade 8 French Writing Expectations	56
Summary of Provincial Assessment Results for French Literacy	57
IV. Provincial Formative Assessment Results: Engagement	58
Grade 7 Provincial Engagement Competencies: % at Each Engagement Level	58
Grade 7 Provincial Engagement Assessment: Four-Year Comparison of % 'Established'	58
BSD to MB Difference in % 'Established' Grade 7 Engagement Expectations	59
Summary of Provincial Engagement Assessment Results	60
V. Grade 12 Provincial Standards Tests	61
2014-2015 Semester 1 ELA Standards Test Pass Rate	61
2014-2015 Semester 1 ELA Standards Test Average Scores	61
ELA: Historical % Difference from MB Mean	62
2014-2015 Semester 1 Pre-Calculus Pass Rate	63
2014-2015 Semester 1 Pre-Calculus Average Scores	63
Pre-Calculus: Historical % Difference from MB Mean	64
2014-2015 Semester 1 Applied Math Pass Rate	65
2014-2015 Semester 1 Applied Math Average Scores	65
Applied Math: Historical % Difference from MB Mean	65
2014-2015 Semester 1 Essential Math Pass Rate	66
2014-2015 Semester 1 Essential Math Average Scores	66
Essential Math: Historical % Difference from MB Mean	66
Français langue seconde Pass Rate	67
Français langue seconde Average Scores	67

Table of Contents (continued)

Français langue seconde: Historical % Difference from MB Mean	67
Summary of Grade 12 Provincial Standards Results	68
Section C: Specific Learner Group Achievement	69
I. Comparison of Male and Female Learners	70
Percent Meeting/Exceeding Kindergarten Fine Motor Expectations: Comparison of Male and Female Students	70
Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of Male and Female Students	70
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of Male and Female Students	71
Grade 3 Boys to Girls Difference in % Meeting Expectations	72
Grade 5 Boys to Girls Difference in % Meeting Expectations	72
Grade 7 Boys to Girls Difference in % Meeting Expectations	72
II. Comparison of Aboriginal and Non-Aboriginal Learners	73
Percent M/E Kindergarten Fine Motor Expectations: Comparison of Aboriginal and Non-Aboriginal Students	73
Percent M/E Kindergarten Literacy Expectations: Comparison of Aboriginal and Non-Aboriginal Students	73
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of Aboriginal and Non-Aboriginal Students	74
Grade 3 Aboriginal to Non-Aboriginal Difference in % Meeting Expectations	75
Grade 5 Aboriginal to Non-Aboriginal Difference in % Meeting Expectations	75
Grade 7 Aboriginal to Non-Aboriginal Difference in % Meeting Expectations	75
III. Comparison of EAL and Non-EAL Learners	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
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of EAL and Non-EAL Students	77
Grade 3 EAL to Non-EAL Difference in % Meeting Expectations	78
Grade 5 EAL to Non-EAL Difference in % Meeting Expectations	78
Grade 7 EAL to Non-EAL Difference in % Meeting Expectations	78
Summary of Specific Learner Group Comparisons	79
Appendix A: Historical Demographics for Grade 12 Standards Tests	80

Executive Summary

The purpose of this report is to provide a comprehensive overview of Brandon School Division (BSD) student achievement results for the 2014-15 school year. This report encompasses results from Brandon School Division divisional summative assessments as well as provincially mandated formative assessments at various grade levels and standards tests in Grade 12. This report also covers results of the Divisional Kindergarten Phonological Awareness Screening and the Divisional Kindergarten Continuum. All divisional 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, 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

- **Phonological Awareness:** Improvements were seen from fall to spring in Kindergarten students' phonological awareness (from 19 to 38 out of a possible 50 points; and from 37% to 73% of students meeting/exceeding expectations). However, 13% of students entering Grade 1 will require additional supports in order to be successful, especially in reading.
- **Kindergarten Continuum:** Within both the English program and French Immersion program, 80% of students or more are meeting or exceeding expectations on five of the ten literacy skills, eleven of the twelve numeracy skills, and all of the fine motor skills assessed in June. As in previous years, the area of greatest challenge for students entering Grade 1 is in 'word recognition,' an important preliminary reading skill. Compared with the previous two years, there are slightly greater percentages of students meeting or exceeding most of the numeracy expectations this year.
- **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.
- **Divisional Summative Assessments:** For each of the literacy and numeracy skills assessed at the end of Grades 3, 5, and 7, no fewer than 85% of students are either 'exceeding,' 'meeting' or 'approaching' grade level expectations. At each grade level, reading comprehension is the literacy skill with the highest percentage of students exceeding expectations, and representing number is the numeracy skill with a relatively higher percentage of students meeting or exceeding expectations.
- **English Literacy:** Of the students assessed on the Grade 3 and Grade 8 provincial reading and writing assessments, 80% or greater are either 'meeting' or 'approaching' grade level expectations. Compared with the previous two years, there has been a slight increase in the percentage of students meeting the literacy skills assessed at both grade levels.

- **Numeracy:** On the Grade 3 provincial numeracy assessment, between 84% and 91% are 'meeting' or 'approaching' expectations on the four competencies assessed. On the Grade 7 provincial numeracy assessment, results range from 79% of students 'meeting' or 'approaching' patterning expectations to 88% and 89% 'meeting' or 'approaching' in 'representing number' and 'decimals' respectively. Relative to the other math skills assessed on the provincial Grade 3 and 7 formative assessments, students have greatest success with 'representing number,' yet find 'mental math' and 'patterning' more challenging. These areas of strength and challenge are appearing consistently from year-to-year and are consistent with trends seen across the province.
- **French Literacy:** On each of the French literacy competencies assessed at Grades 4 and 8, between 84% and 96% of French Immersion students are either 'meeting' or 'approaching' grade level expectations. 'Critical response to text' is the competency with fewer students meeting expectations compared with the other reading competencies. Following conventions is the writing competency with fewest students meeting grade level expectations.
- **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. "Using French as a tool for personal and social growth" is an engagement skill assessed in the French Immersion program only. While we have seen some improvements, in general, this skill continues to be 'emerging' for students in BSD and across the province.
- **Grade 12 Provincial Standards Tests:** BSD students continue to demonstrate strong Grade 12 Language Arts scores, with a greater percentage of students passing the test and a higher average score than seen in the provincial statistics. BSD results in Applied and Essential Mathematics are on par with results seen across the province, while Pre-Calculus scores are slightly lower within the Division as a whole compared with the province. On the Français langue seconde provincial standards test, BSD students had slightly higher average scores than the provincial average.
- **Gender:** In general, there are greater percentages of girls meeting literacy expectations, with statistically significant differences in every writing competency at each of the summative assessment grades. While there are similar percentages of girls and boys meeting numeracy expectations in Grades 3 and 5, there are some significant gender differences in Kindergarten numeracy skills and one significant difference in Grade 7.
- **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 reading and numeracy outcomes. Significantly lower percentages of EAL students are meeting reading and writing expectations in Grades 3, 5, and 7. In numeracy, the gap between EAL and non-EAL students exist, but the statistical significance of these differences is more inconsistent.

As this report indicates, student achievement continues to be progressively positive in the major areas of measurement from Kindergarten onward. Areas of greatest challenge are monitored continuously and utilized to inform School Development Planning and division-wide Strategic Planning.

Due to the division-wide use of an electronic gradebook at the Grade 1 through 8 levels starting in the 2015-2016 year, future year-end reports will include summative results from each of these grades.

SECTION A

Kindergarten Results

Phonological Awareness Screening Results

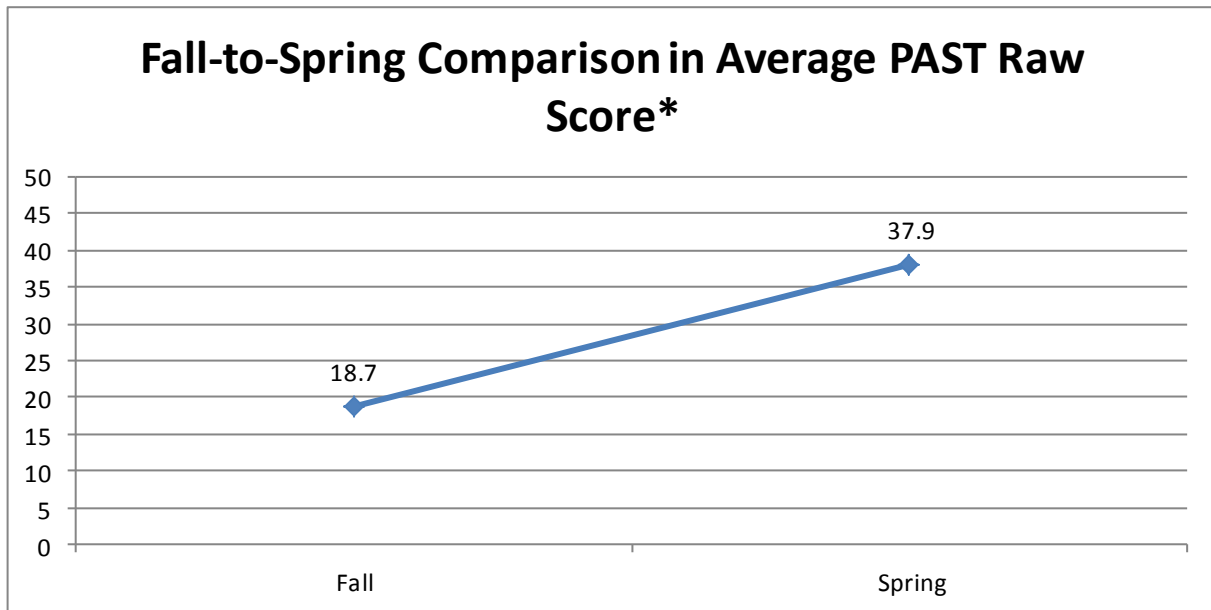
Each year BSD Kindergarten students are screened during the first and last six weeks of school by a team of Speech and Language Pathologists and Speech and Language Educational Assistants using the BSD-developed Phonological Awareness Screening Test (PAST). The screening consists of ten tasks relating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

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

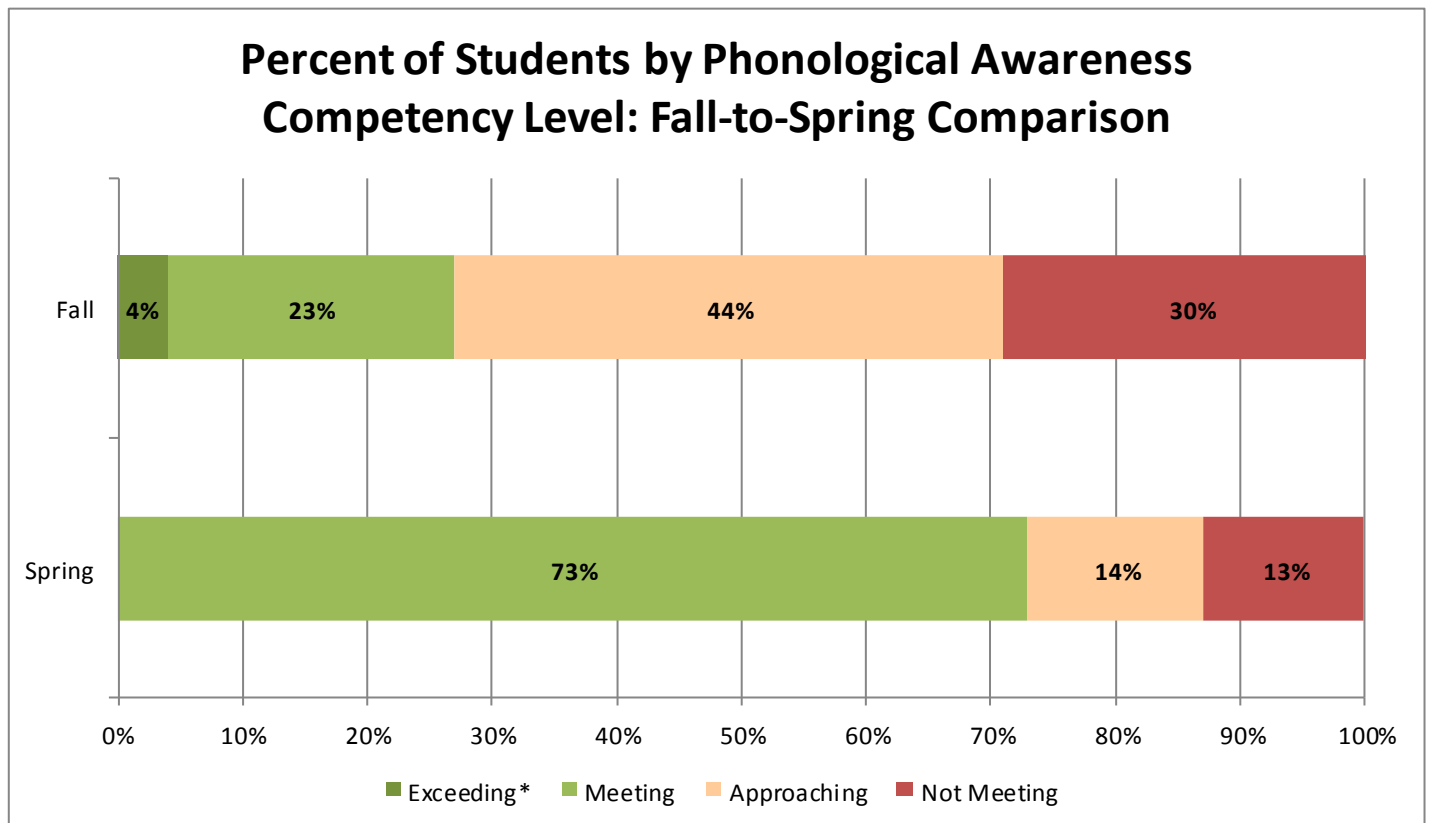
Competency Level	Description	Fall Raw Score Range	Spring Raw Score Range
Exceeding	Beyond developmentally appropriate skill	38 - 50	
Meeting	Developmentally appropriate skill	25 - 37.5	35 - 50
Approaching	Some difficulty with developmentally appropriate skill	12.5 - 24.5	25.5 - 34.5
Not Meeting	Significant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

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

In September 2014, phonological awareness screening was completed on 650 Kindergarten students. Towards the end of the 2014-2015 school year, the phonological awareness assessment was completed on 681 students. Six hundred sixteen students were assessed in both fall and spring.



Highest possible score: 50



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

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

School	Fall n	Spring n	Number of Students Included in Comparison	Fall: Average Raw Score	Spring: Average Raw Score	Average Difference in Raw Score**	Fall: % Meeting or Exceeding	Spring: % Meeting	% Difference Meeting/ Exceeding**
BSD	650	681	616	18.7	37.9	19.6	27%	73%	49%
Alexander School	13	13	12	27.2	41.4	13.5	46%	85%	33%
Betty Gibson School*	28	35	25	14.8	38.0	25.3	4%	71%	80%
Earl Oxford School	33	36	30	15.3	32.7	18.2	18%	50%	33%
École Harrison	41	40	40	27.3	41.6	14.2	61%	85%	23%
George Fitton School*	49	52	46	16.6	39.6	24.1	14%	79%	70%
Green Acres School	18	21	18	22.6	39.1	17.5	39%	76%	44%
J. R. Reid School	41	42	39	20.8	41.1	19.8	34%	86%	49%
King George School	23	25	21	13.6	32.9	19.1	9%	48%	38%
Kirkcaldy Heights School	45	47	43	16.3	36.2	19.4	18%	66%	44%
Linden Lanes School	34	35	34	23.8	41.8	18.2	47%	94%	47%
Meadows School	59	57	56	17.2	33.2	15.7	27%	56%	29%
École New Era School (ENG)*	22	23	19	12.4	39.3	29.4	46%	83%	95%
École New Era School (FR)	40	42	38	20.5	36.2	15.8	30%	64%	34%
École O'Kelly School (ENG)	31	30	28	20.2	36.8	16.9	23%	73%	50%
École O'Kelly School (FR)	8	7	7	20.4	33.9	13.7	25%	57%	29%
Riverheights School*	52	55	51	18.6	41.4	23.8	27%	87%	63%
Riverview School*	36	37	34	13.5	39.0	25.5	8%	78%	74%
St. Augustine School	19	20	19	22.0	39.6	17.6	42%	70%	26%
Valleyview Centennial School	26	28	25	13.5	31.6	19.0	15%	50%	40%
Waverly Park School	32	36	31	23.3	40.6	20.6	38%	89%	65%

* 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).

Summary of Phonological Awareness Screening Results

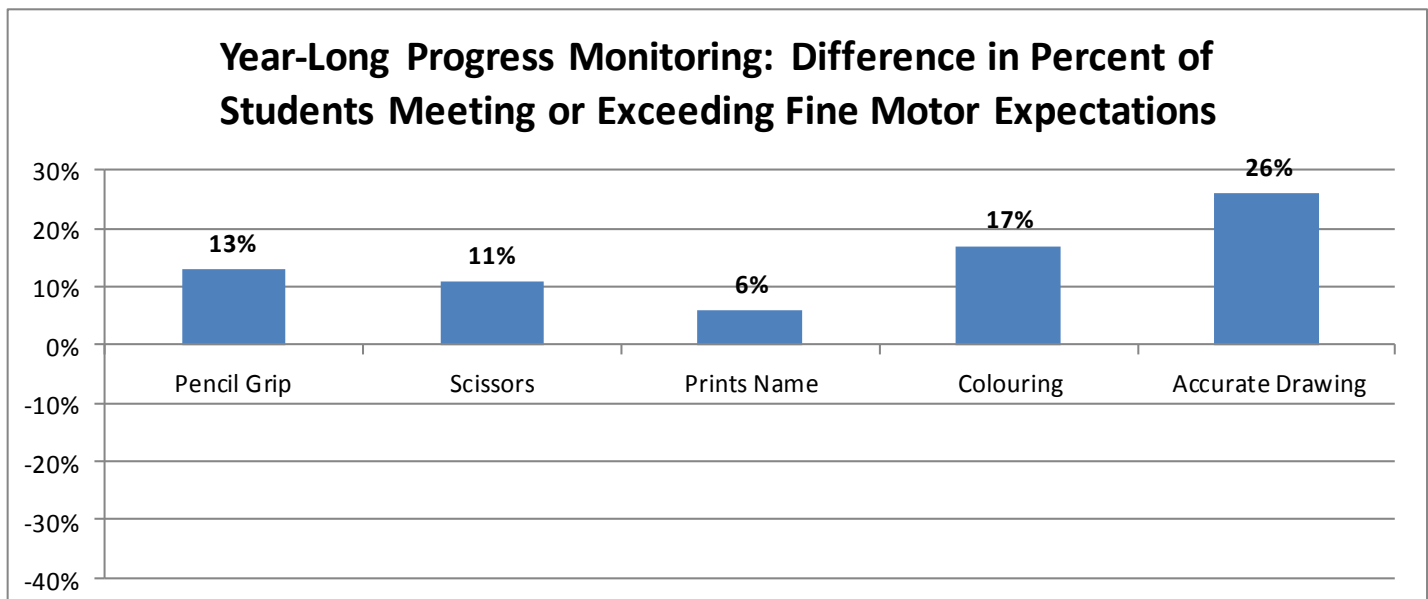
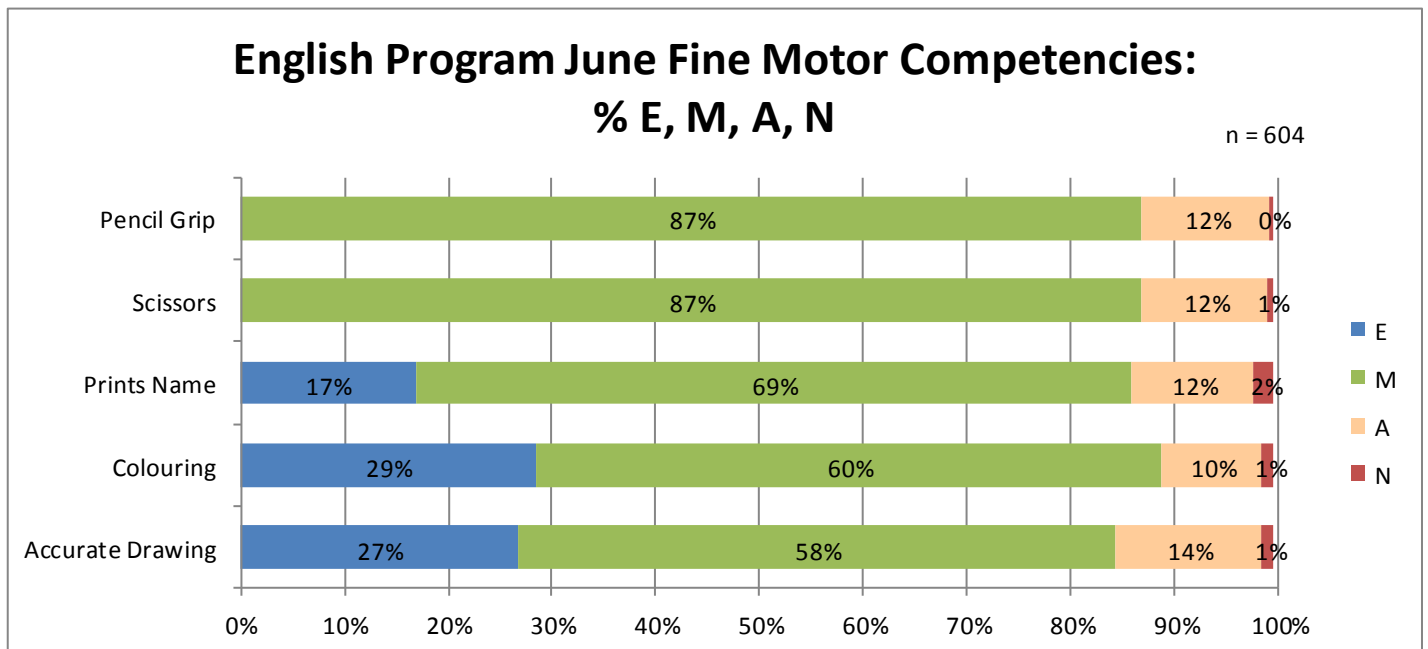
In general, significant improvements were seen over the year in Kindergarten students' phonological awareness. This improvement is evident in the increase of average raw score (from 19 to 38 out of a possible 50 points), and these scores are virtually identical to those collected in the last three years. Improvement is also shown in the increased percentage of students meeting developmentally appropriate phonological awareness skills in the spring (73%) compared with the fall (27%). Furthermore, while 30% of students entering Kindergarten were 'not meeting,' this was true of only 13% 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 overall improvement in phonological awareness skills throughout the Kindergarten year, it should be noted that 13% of students entering Grade 1 will require additional supports in order to be successful, especially in reading.

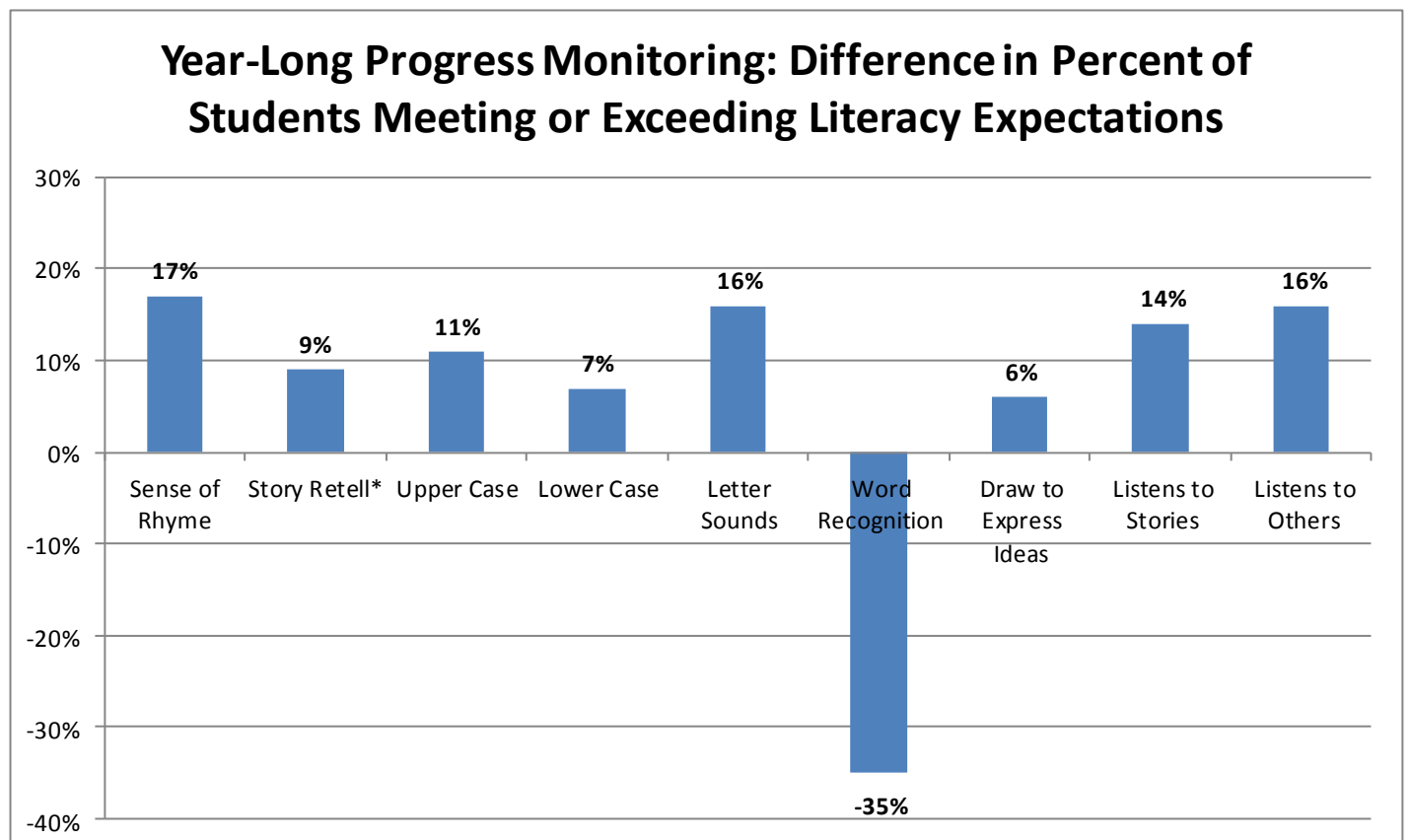
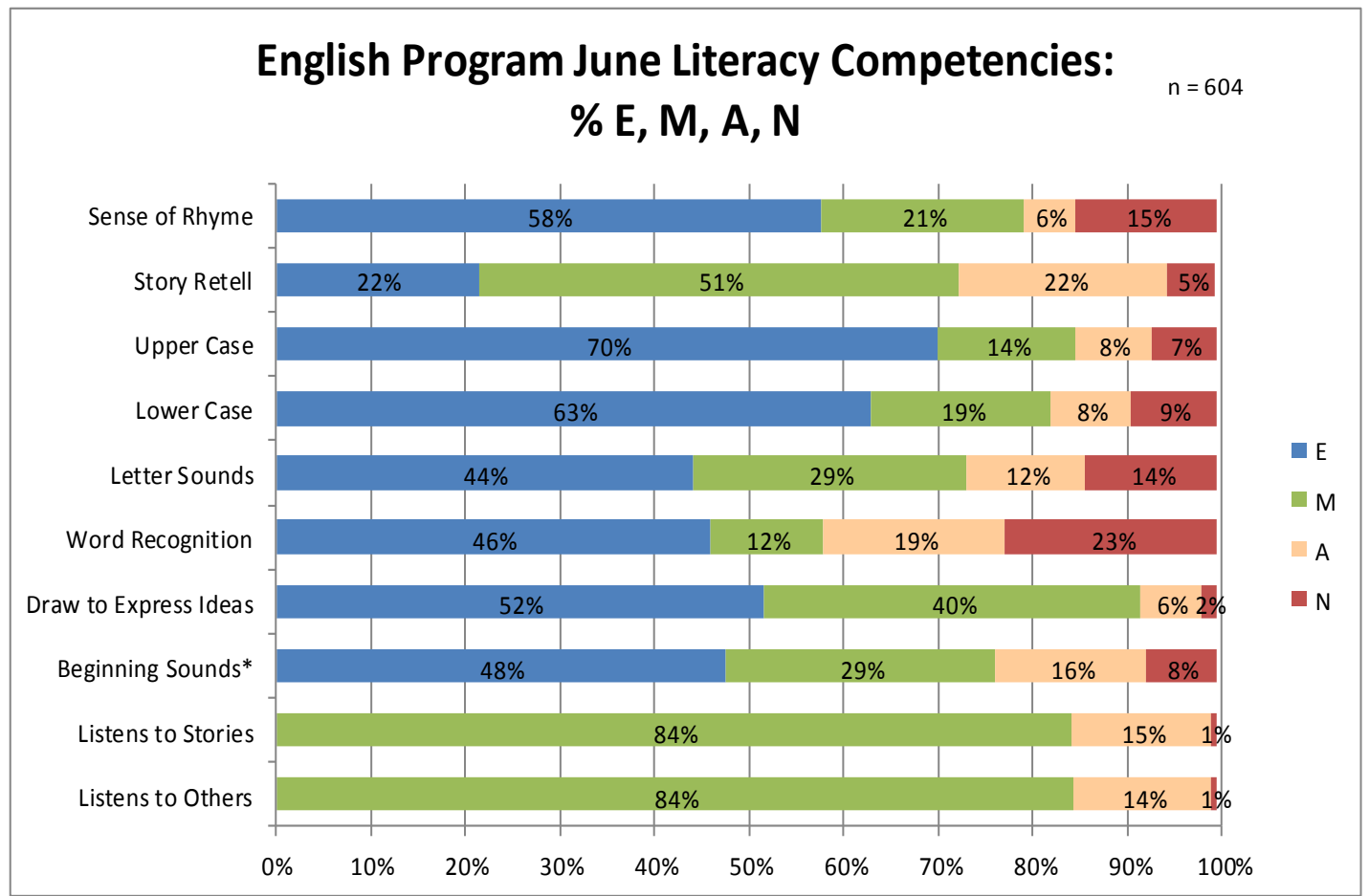
In examining only those students who were screened in both the fall and spring, each school site saw an increase in their students' average scores, with ten schools seeing an increase of more than 19 raw score points. Furthermore, seven schools saw an increase of at least 50% in the percentage of students meeting expectations, four 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. Thus, for a few schools, around half of the students are leaving Kindergarten without fully meeting phonological awareness expectations.

Brandon School Division Kindergarten Continuum Results

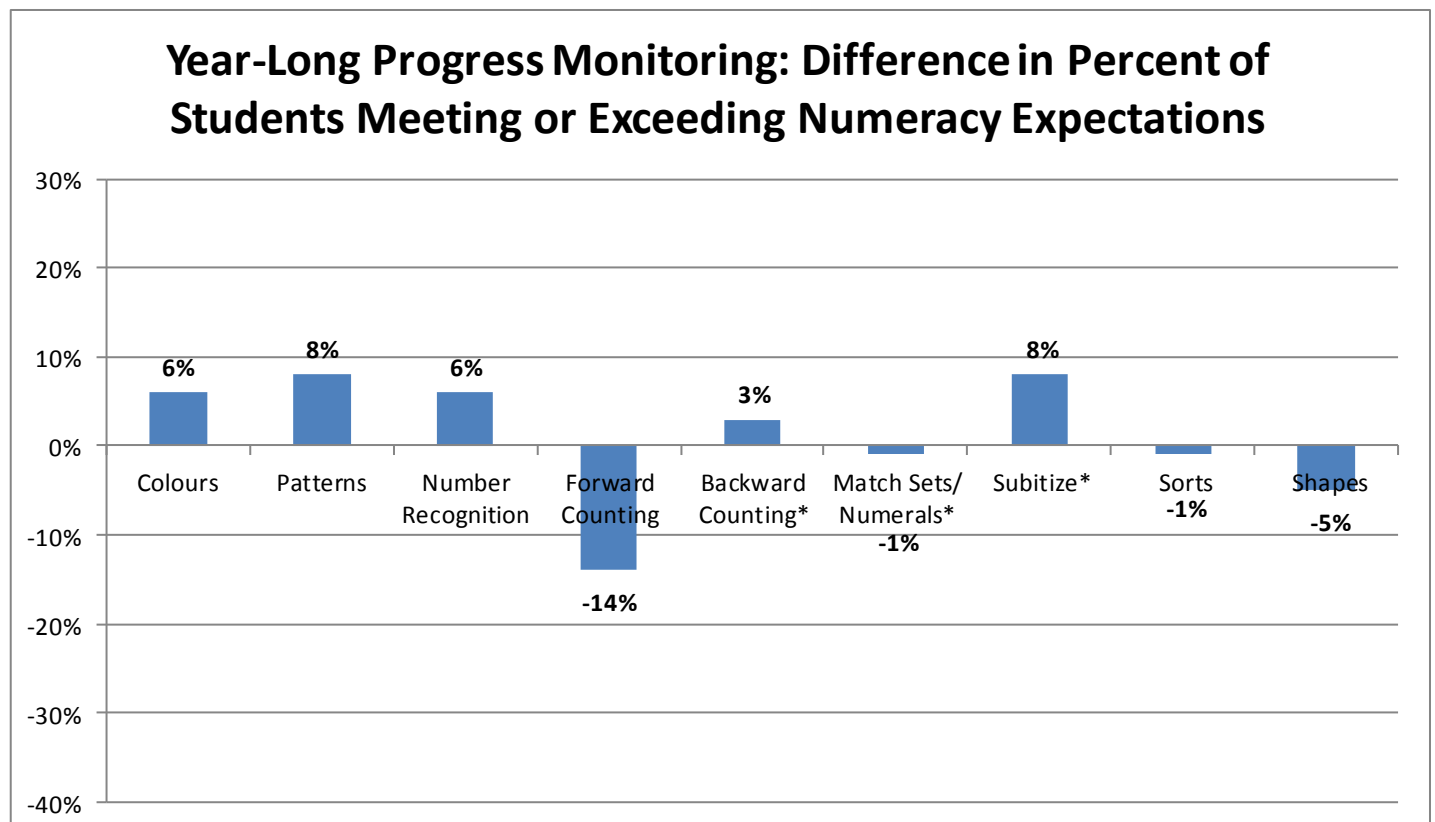
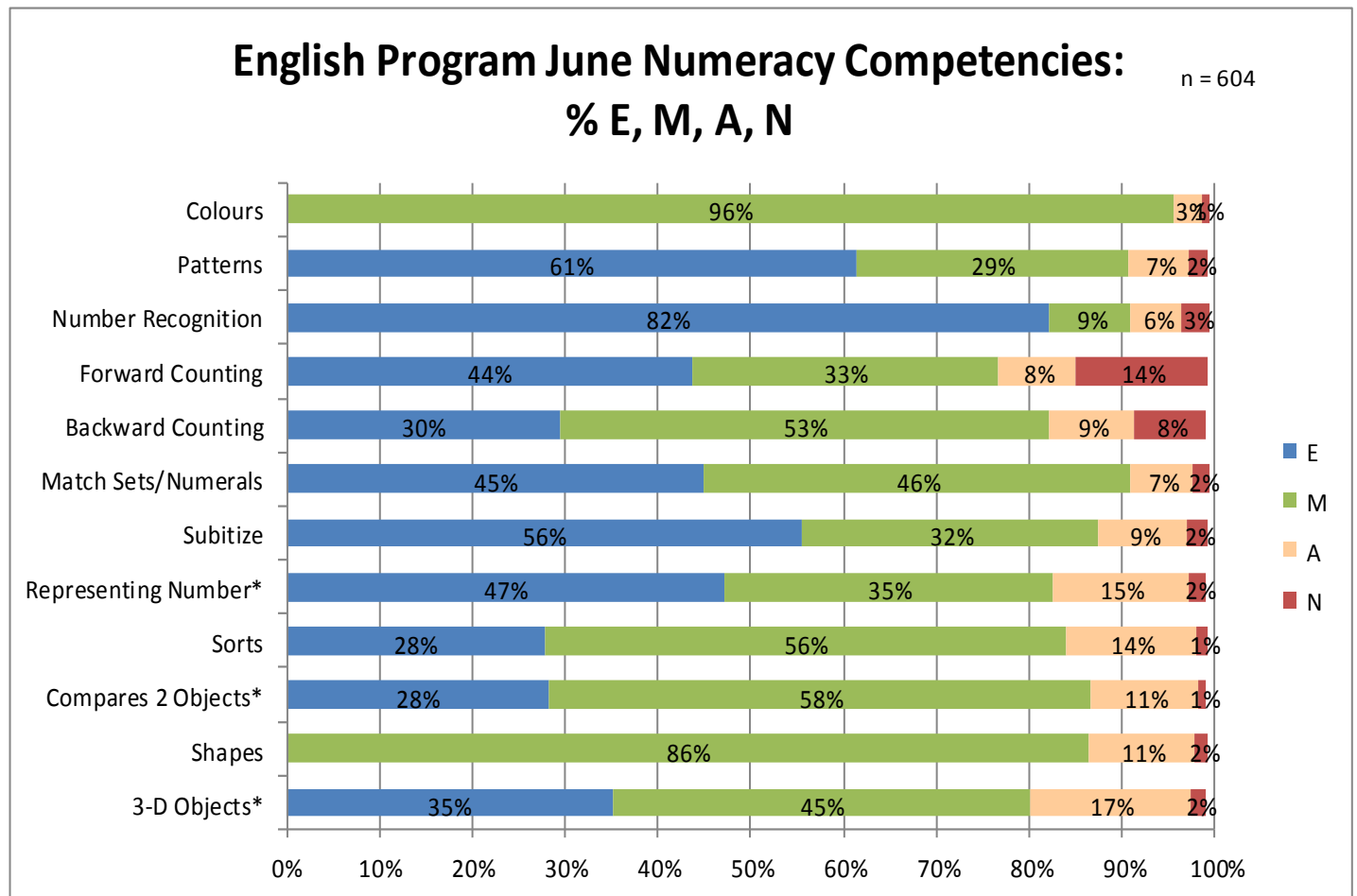
The Best Practices Kindergarten Continuum was developed by a team of Brandon School Division teachers and administrators. For the third consecutive year, this continuum was utilized by all Kindergarten teachers in the reporting of student achievement in November, March and June reports. The Kindergarten Continuum assesses the extent to which each student is achieving expectations in literacy, numeracy, and fine motor skills. Expected skills increase in each subsequent reporting period. Thus, for instance, 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.

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





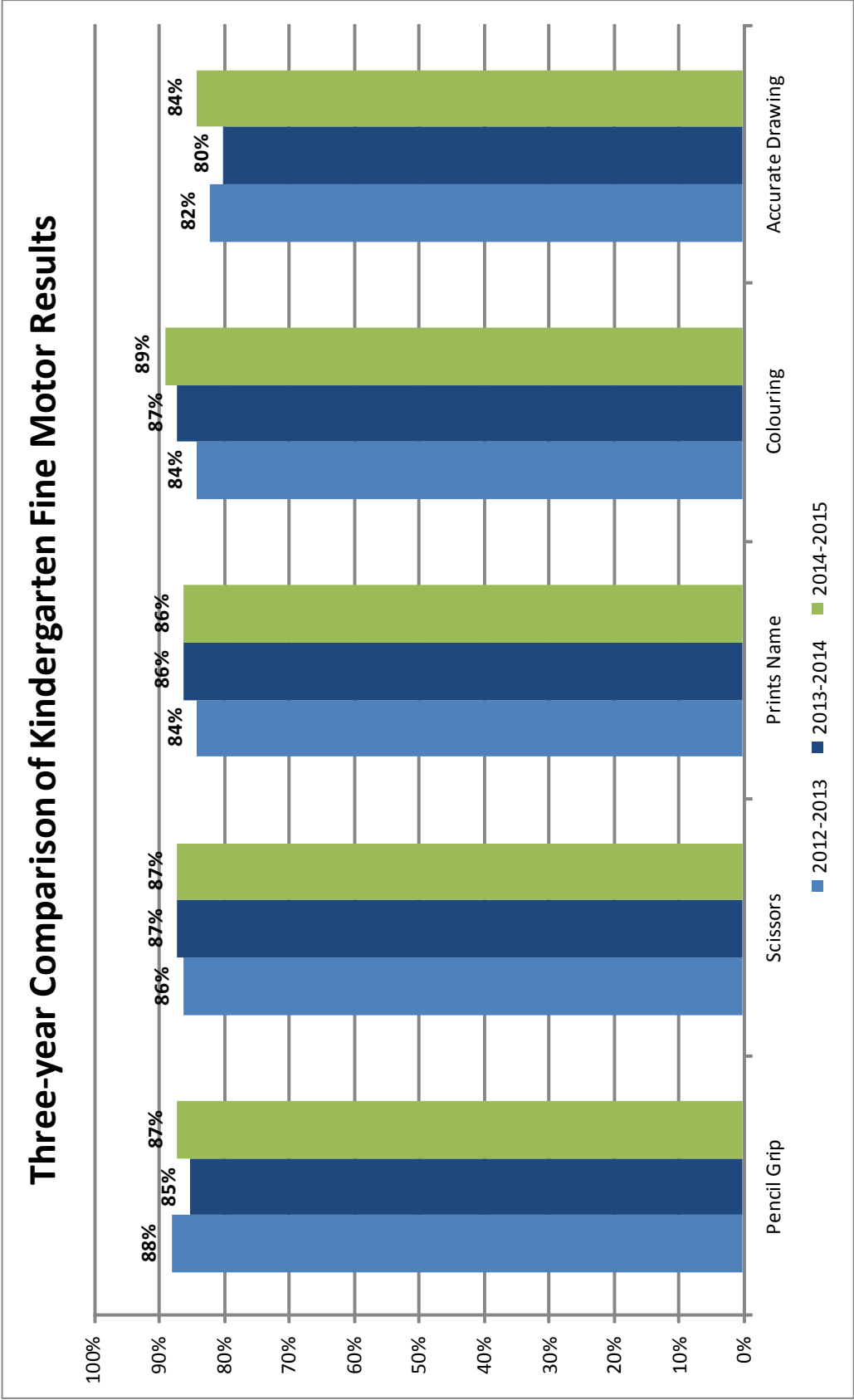
* Indicates competencies not assessed in November, therefore progress is from March to June.



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

2012-13 n = 567
2013-14 n = 544
2014-15 n = 604

Three-Year Comparisons of English Program June Kindergarten Continuum Results

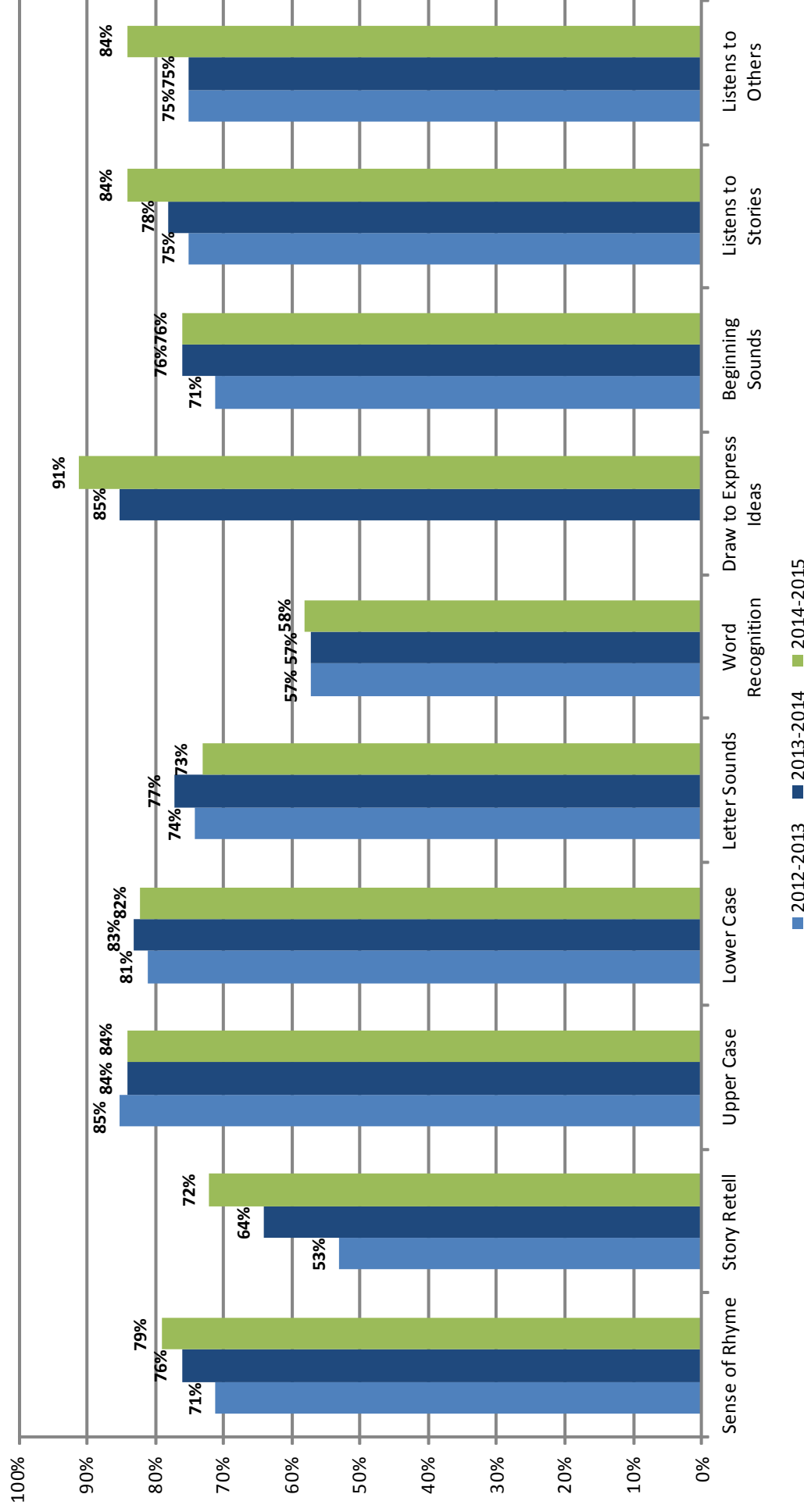


2012-13 n = 567

2013-14 n = 544

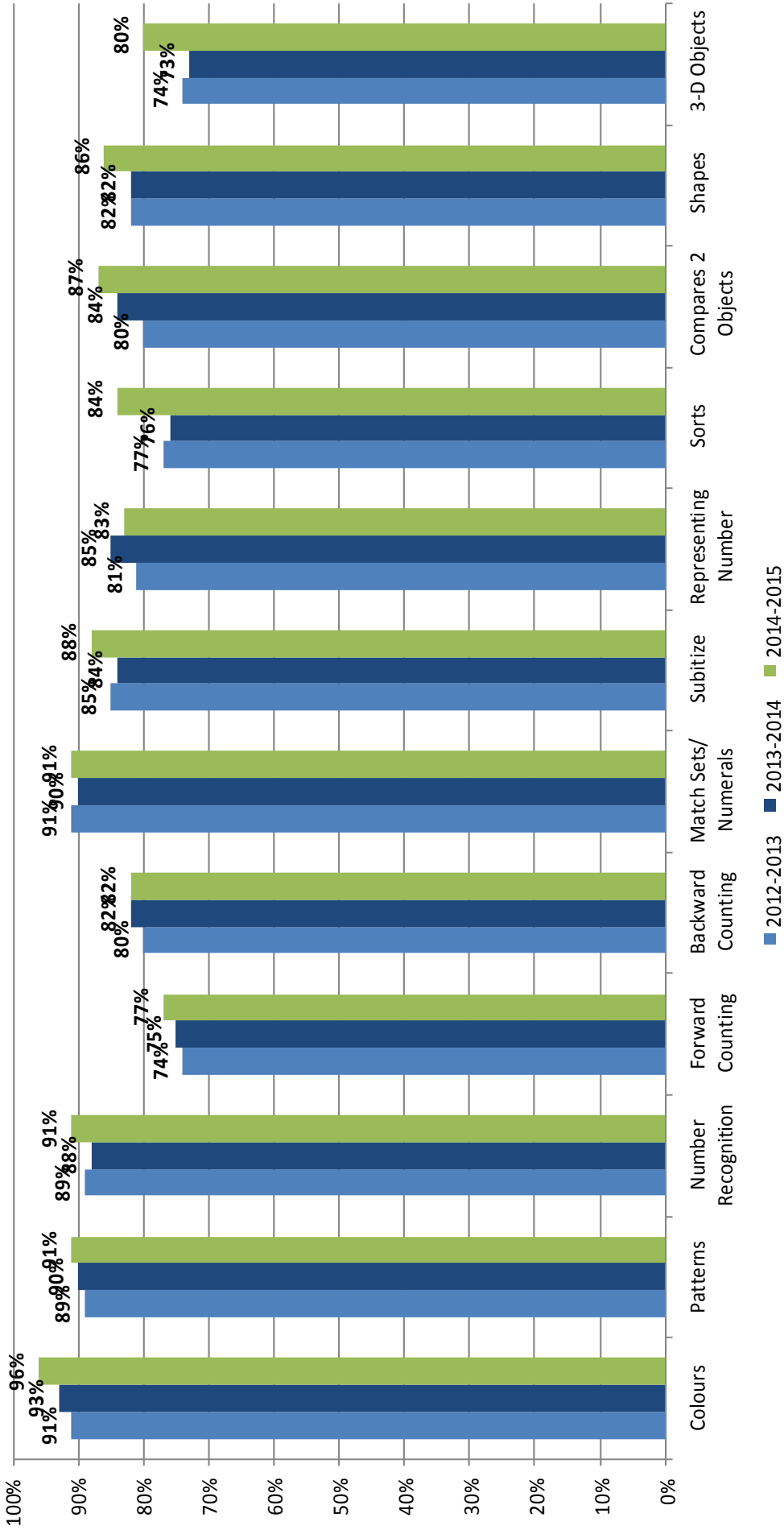
2014-15 n = 604

Three-year Comparison of Kindergarten Literacy Results



2012-13 n = 567
2013-14 n = 544
2014-15 n = 604

Three-year Comparison of Kindergarten Numeracy Results



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

School#		Literacy										Fine Motor			
		Reading					Writing					Listening			
		Sense of Rhyme		Letter Sounds		Word Recognition	Draw to Express Ideas		Beginning Sounds	Listens to Stories		Listens to Others		Pencil Grip	Scissors
	n	Story Retail	Upper Case	Lower Case	Letter Sounds	Word Recognition	Draw to Express Ideas	Beginning Sounds		Listens to Stories	Listens to Others				
BSD	604	79%	72%	84%	82%	73%	58%	91%	76%	84%	84%	87%	87%	86%	89%
Alexander School	13	92%	100%	100%	100%	100%	77%	100%	100%	100%	100%	100%	100%	100%	92%
Betty Gibson School	36	72%	39%	83%	83%	83%	67%	97%	94%	72%	69%	78%	83%	94%	89%
Earl Oxford School	37	60%	54%	73%	65%	43%	30%	78%	38%	81%	87%	84%	78%	78%	70%
George Fitton School	50	84%	64%	76%	78%	76%	54%	82%	72%	78%	78%	58%	76%	92%	96%
Green Acres School	21	81%	100%	81%	81%	57%	48%	100%	81%	76%	76%	100%	100%	76%	100%
J. R. Reid School	45	82%	51%	93%	89%	78%	64%	100%	91%	78%	78%	91%	100%	80%	96%
King George School	25	80%	44%	84%	76%	76%	60%	72%	60%	76%	88%	96%	68%	88%	72%
Kirkcaldy Heights School	48	75%	65%	83%	75%	60%	48%	81%	65%	88%	90%	90%	75%	56%	83%
Linden Lanes School	35	91%	94%	80%	80%	86%	69%	97%	83%	86%	77%	97%	94%	89%	97%
Meadows School	59	63%	70%	76%	73%	61%	51%	90%	63%	86%	85%	92%	88%	90%	81%
New Era School (ENG)	24	83%	71%	83%	83%	75%	50%	92%	71%	88%	83%	92%	79%	92%	92%
O'Kelly School (ENG)	30	90%	93%	87%	87%	73%	60%	97%	87%	97%	93%	97%	97%	63%	87%
Riverheights School	58	91%	88%	95%	91%	90%	74%	97%	90%	86%	85%	86%	90%	97%	93%
Riverview School	37	92%	87%	95%	95%	84%	60%	100%	89%	87%	84%	97%	95%	89%	92%
St. Augustine School	20	70%	95%	95%	95%	90%	65%	100%	85%	90%	90%	70%	90%	90%	95%
Valleyview School	28	68%	68%	68%	68%	39%	50%	82%	43%	89%	93%	89%	75%	100%	86%
Waverly Park School	38	76%	82%	92%	90%	82%	63%	97%	92%	84%	92%	82%	97%	95%	84%

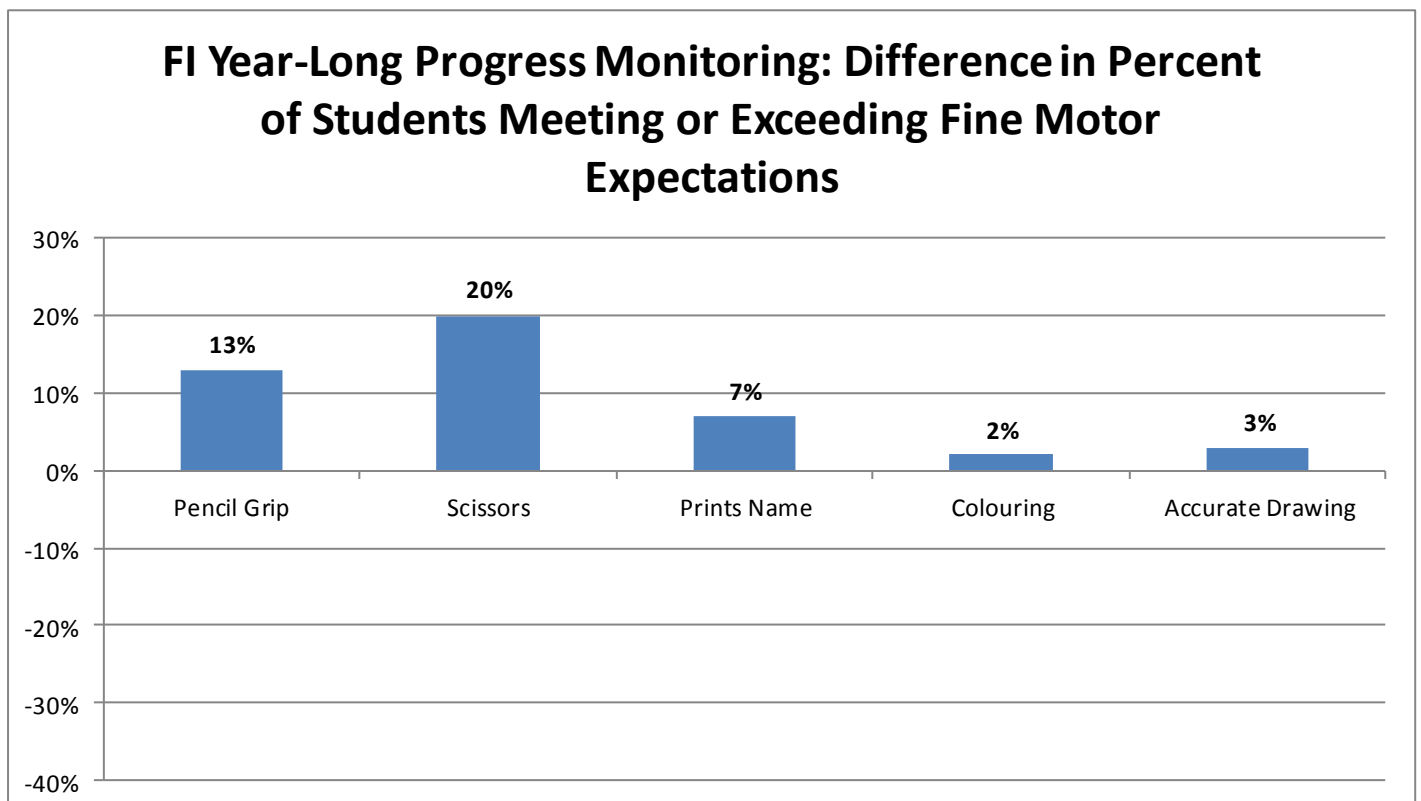
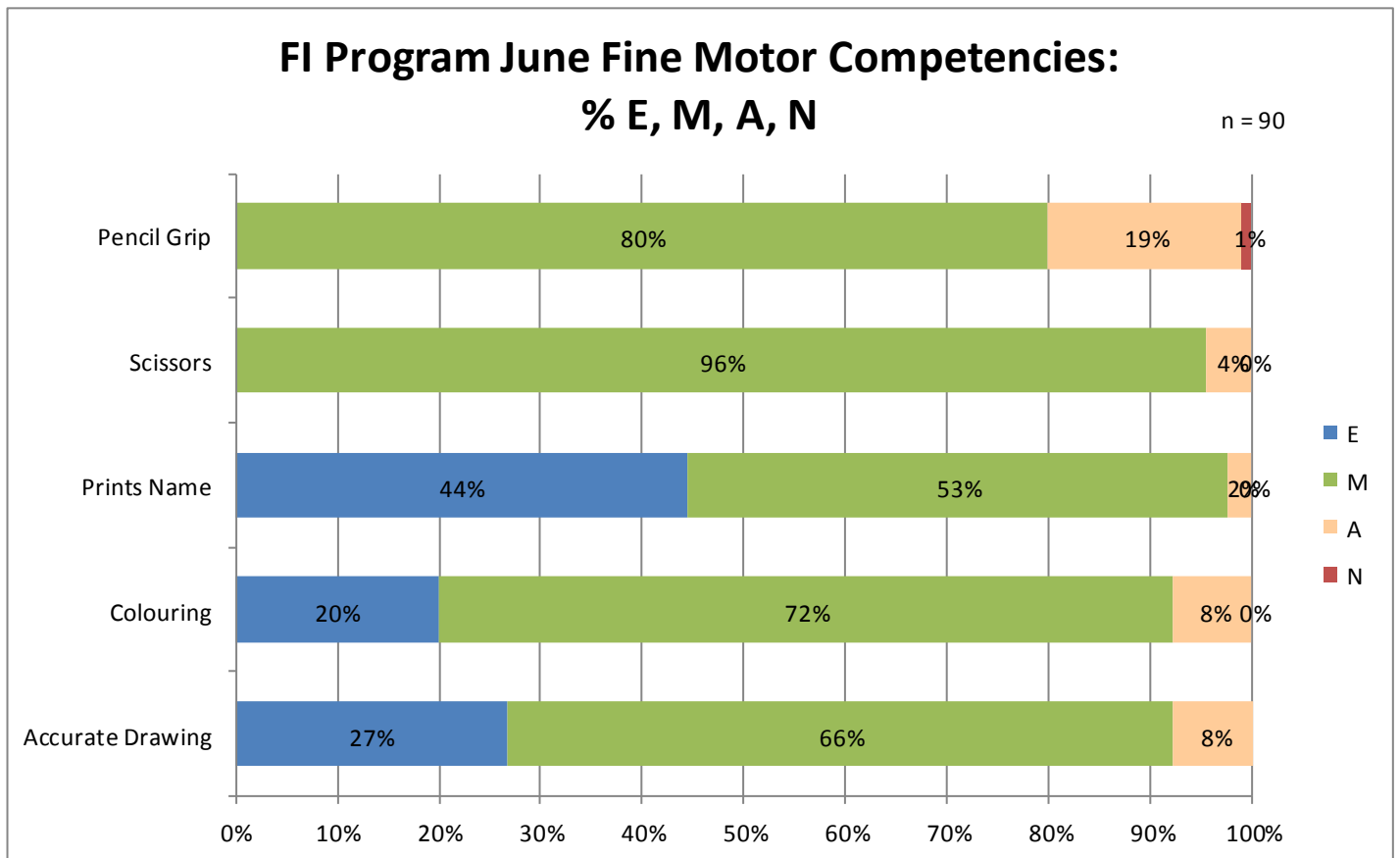
*Percentages in red are lower than 80%; bolded red are lower than 50%.

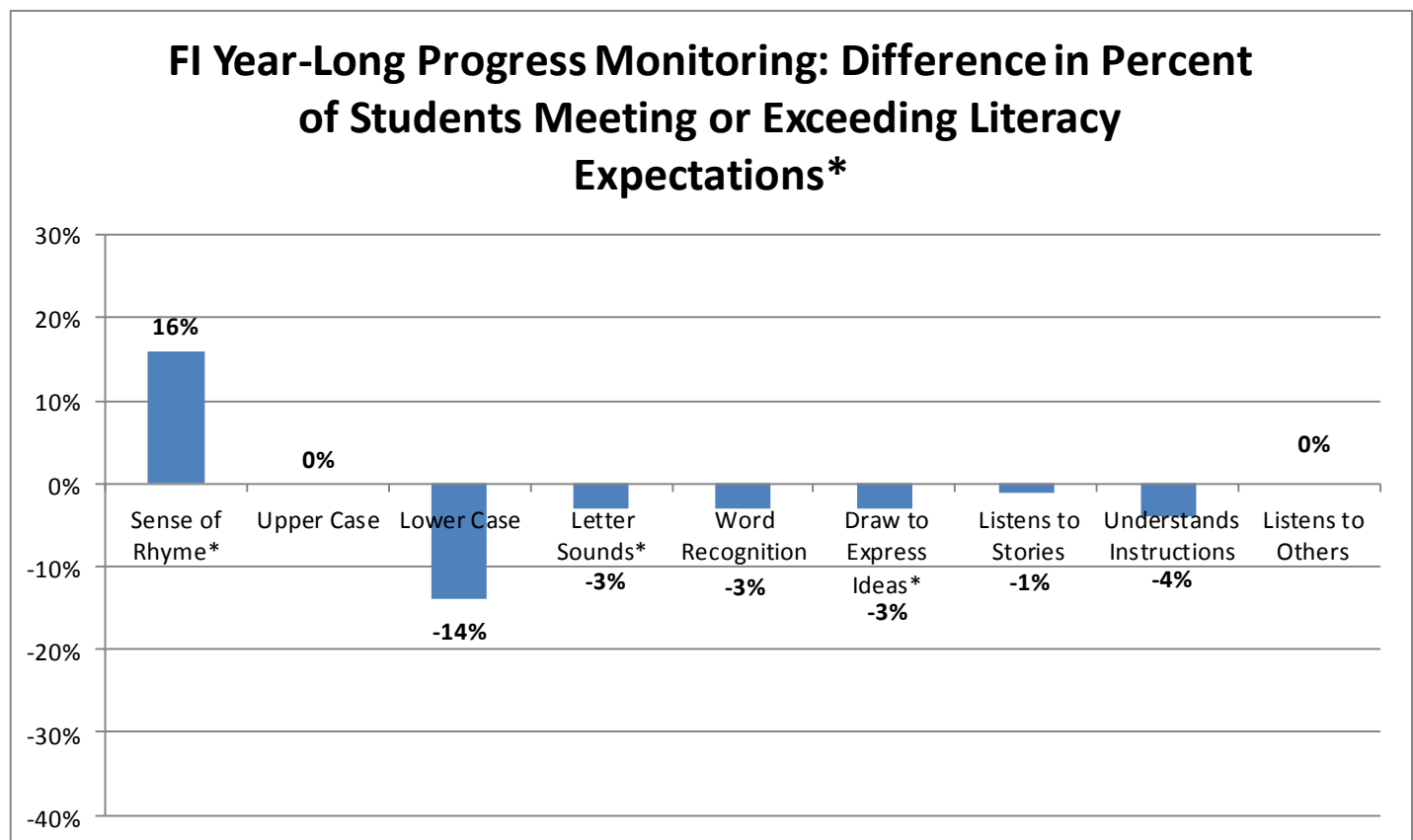
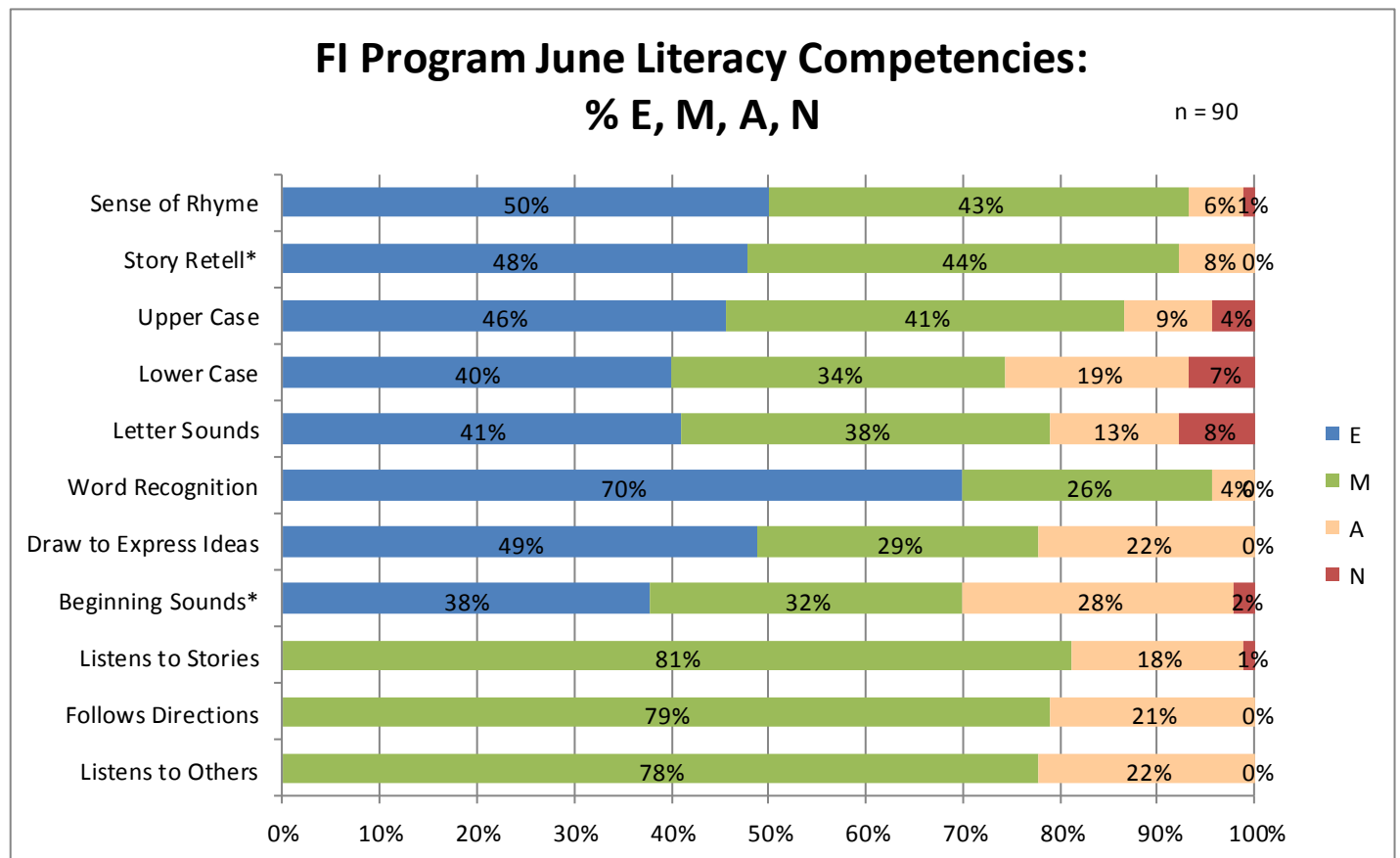
Kindergarten Numeracy Competencies: Percent Meeting or Exceeding by English Program School*

		Numeracy											
School*	n	Patterns & Relations			Number Concepts						Shape & Space		
		Colours	Patterns	Number Recognition	Forward Counting	Backward Counting	Match Sets/ Numerals	Subitize	Representing Number	Sorts	Compares 2 Objects	Shapes	3-D Objects
BSD	604	96%	91%	91%	77%	82%	91%	88%	83%	84%	87%	86%	80%
Alexander School	13	100%	100%	100%	92%	100%	100%	100%	100%	100%	100%	100%	100%
Betty Gibson School	36	94%	97%	92%	81%	78%	92%	83%	81%	78%	69%	83%	78%
Earl Oxford School	37	97%	76%	84%	60%	60%	76%	76%	70%	54%	65%	87%	73%
George Filton School	50	90%	92%	82%	68%	74%	84%	82%	80%	78%	88%	70%	70%
Green Acres School	21	100%	100%	100%	86%	81%	100%	100%	81%	95%	100%	100%	100%
J. R. Reid School	45	96%	89%	96%	76%	82%	93%	84%	96%	89%	100%	89%	100%
King George School	25	100%	92%	80%	76%	84%	80%	80%	88%	84%	100%	84%	76%
Kirkcaldy Heights School	48	88%	77%	85%	60%	81%	81%	73%	75%	88%	75%	81%	54%
Linden Lanes School	35	100%	97%	94%	89%	94%	97%	97%	94%	89%	91%	97%	97%
Meadows School	59	95%	81%	85%	71%	78%	90%	80%	68%	63%	68%	81%	53%
New Era School (ENG)	24	92%	96%	96%	83%	92%	96%	96%	79%	75%	92%	83%	79%
O'Kelly School (ENG)	30	97%	97%	93%	73%	80%	100%	97%	63%	93%	97%	97%	90%
Riverheights School	58	98%	95%	95%	91%	90%	95%	98%	97%	95%	93%	95%	93%
Riverview School	37	100%	100%	100%	89%	87%	100%	89%	84%	89%	100%	92%	92%
St. Augustine School	20	100%	95%	100%	70%	85%	100%	95%	95%	95%	100%	100%	85%
Valleyview School	28	93%	82%	86%	68%	79%	82%	82%	64%	96%	71%	82%	71%
Waverly Park School	38	95%	95%	95%	84%	90%	95%	97%	97%	95%	97%	74%	90%

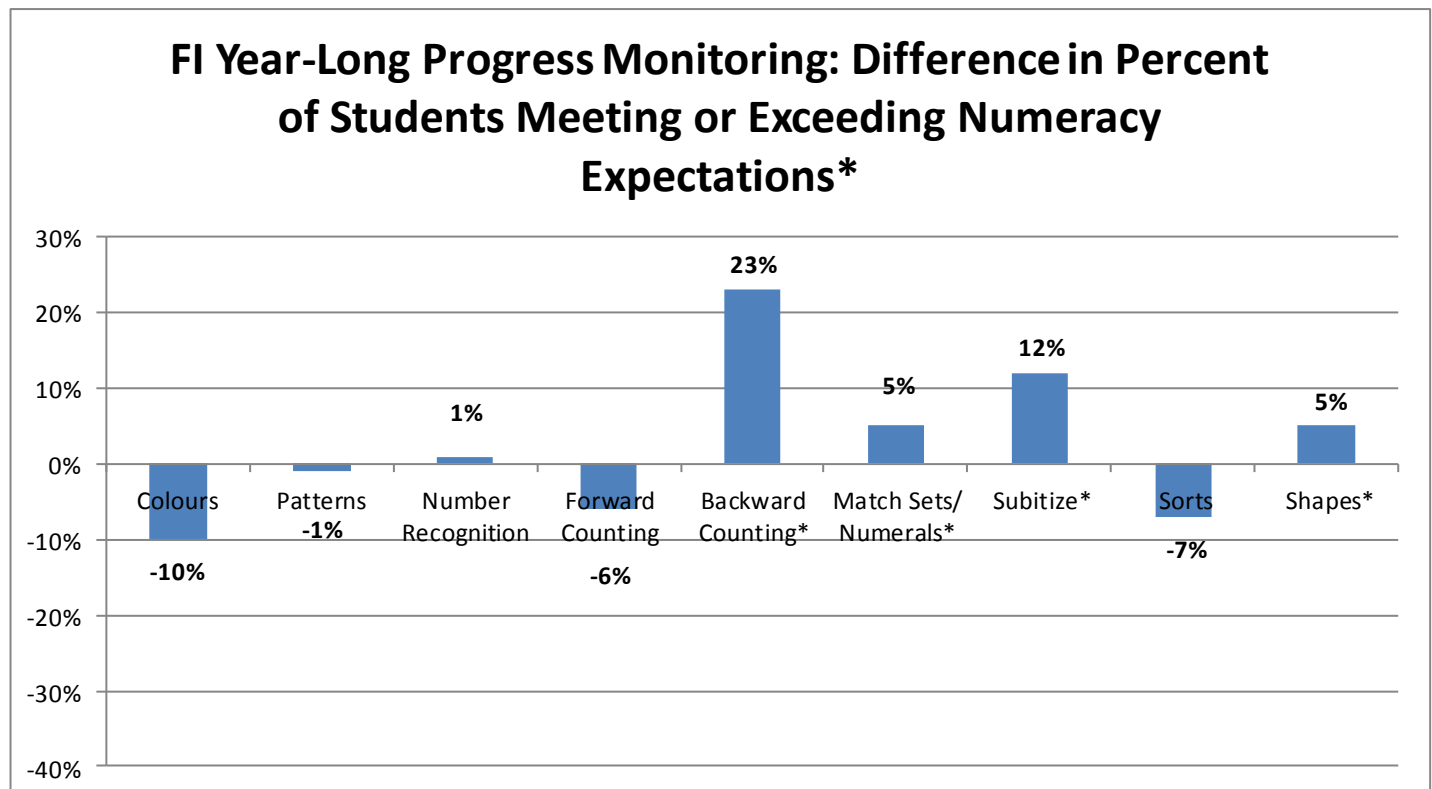
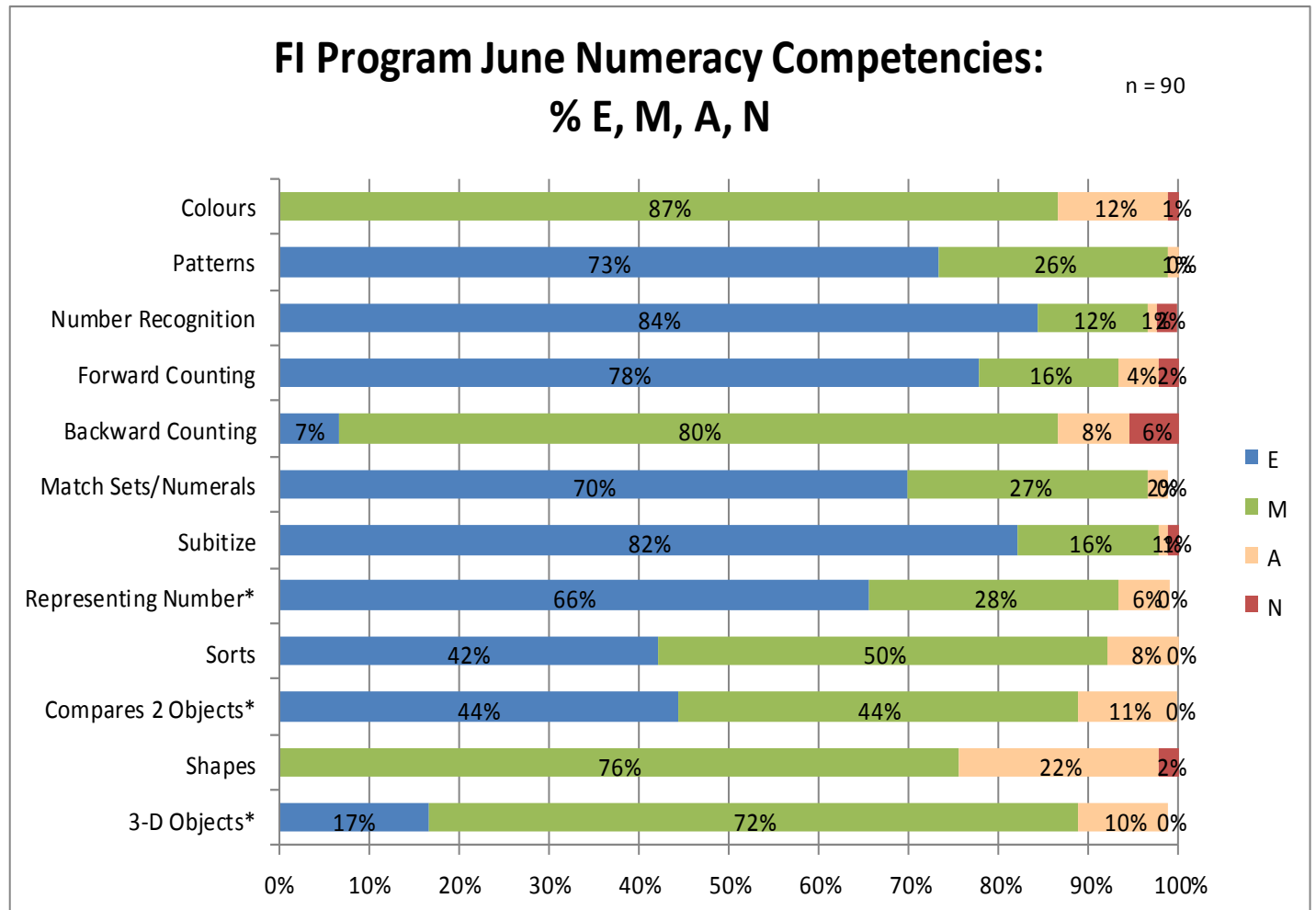
*Percentages in red are lower than 80%; bolded red are lower than 50%.

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





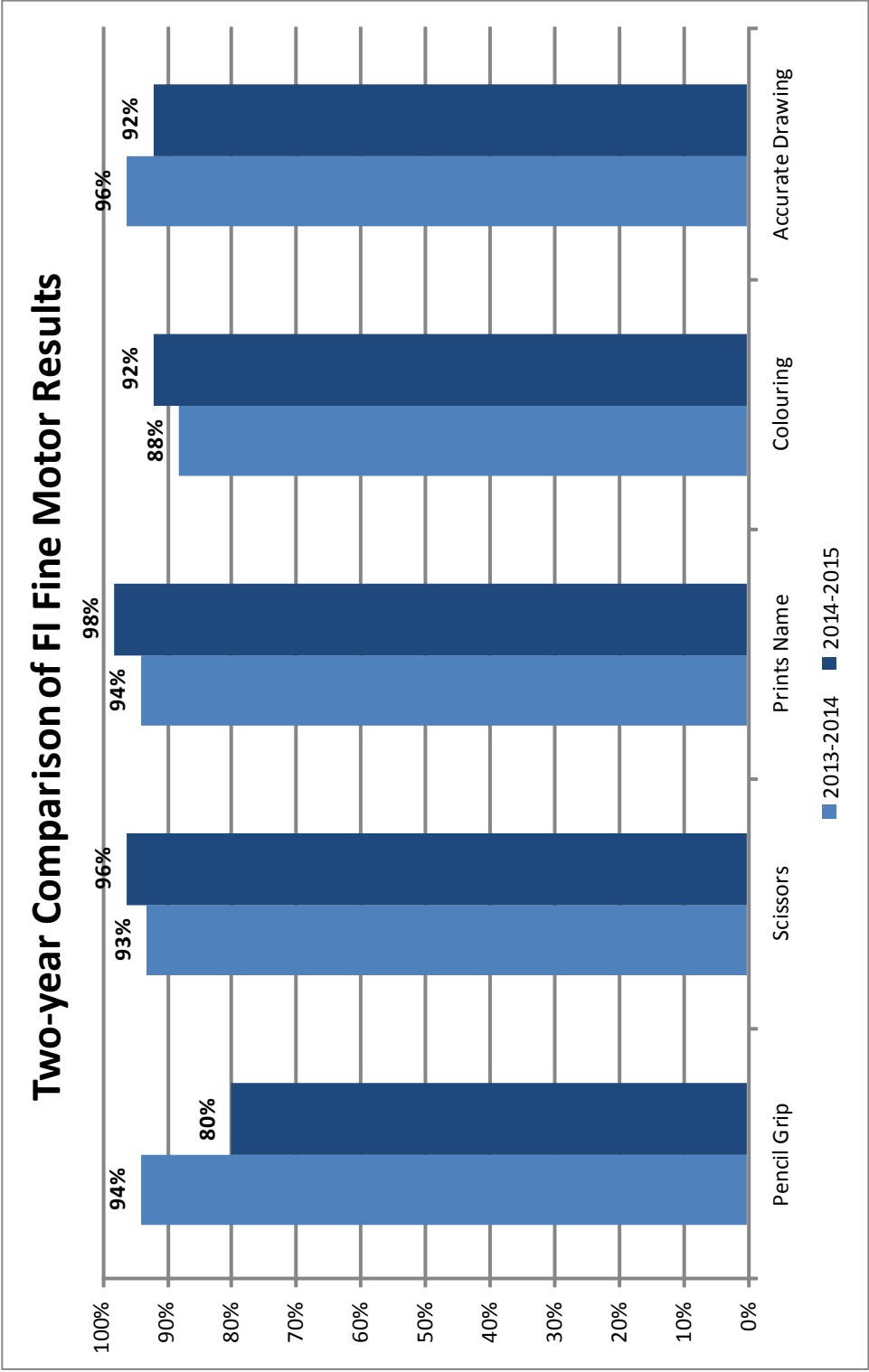
* Indicates competencies not assessed in November, therefore progress is from March to June.



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

Two-Year Comparisons of French Immersion June Kindergarten Continuum Results

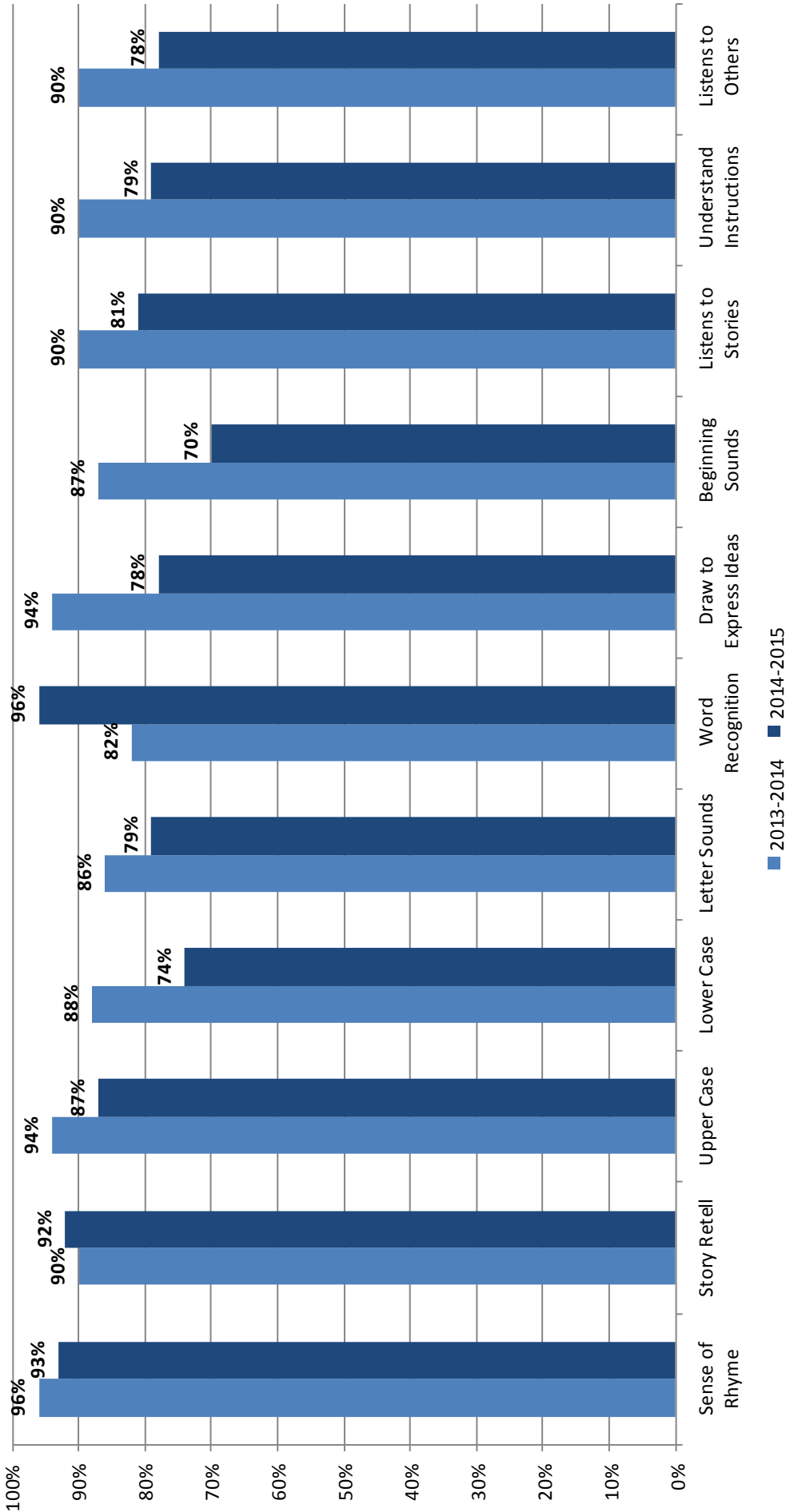
2013-14 n = 81
2014-15 n = 90



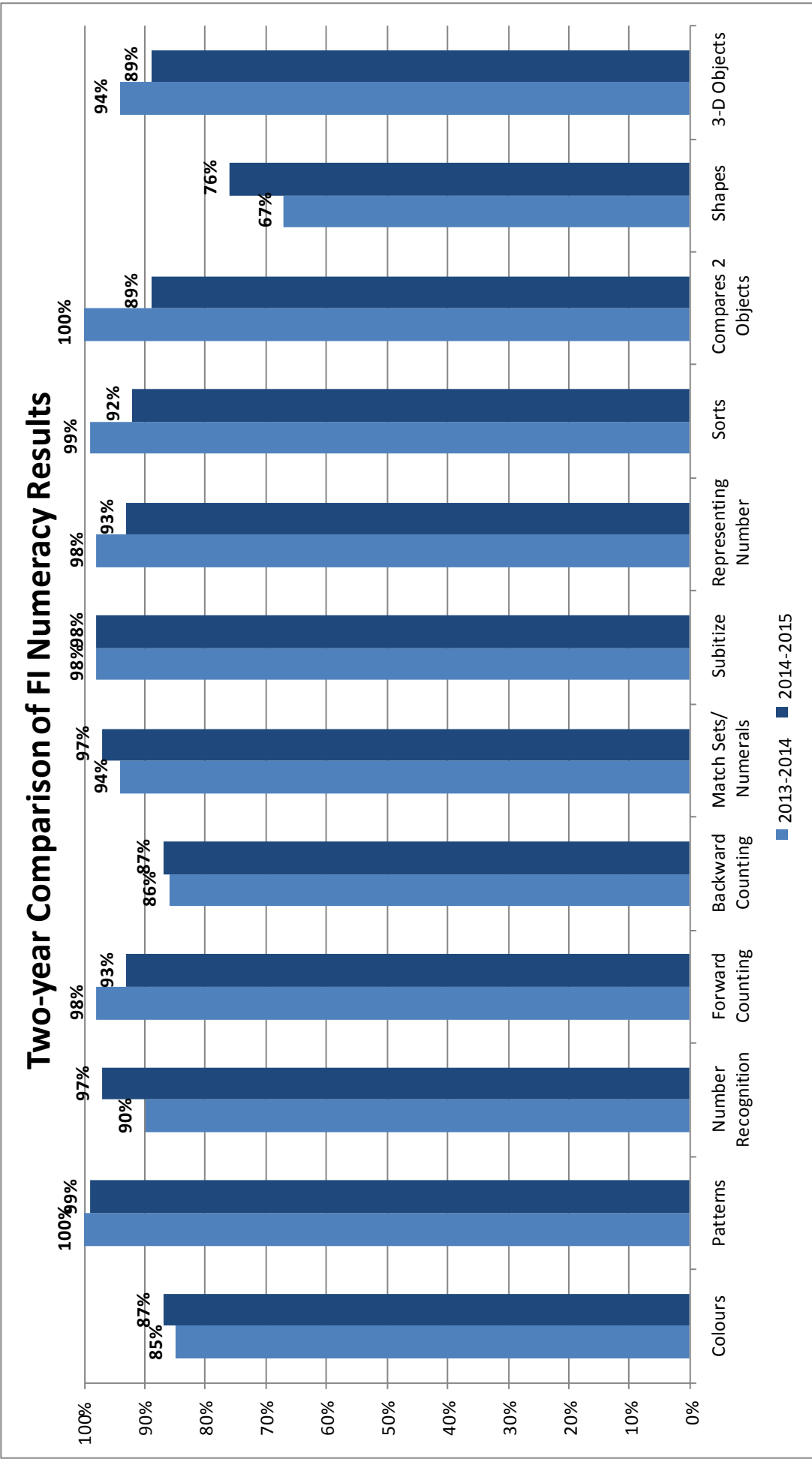
2013-14 n = 81

2014-15 n = 90

Two-year Comparison of FI Literacy Results



2013-14 n = 81
2014-15 n = 90



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

Literacy													
Reading							Writing				Listening		
School	n	Sense of Rhyme		Letter Sounds		Word Recognition	Draw to Express Ideas		Beginning Sounds	Listens to Stories		Understands Instructions	Others
		Story Retell	Upper Case	Lower Case	Sound	Recognition	Express	Draw to Express	Beginning Sounds	Listens to Stories	Understands Instructions	Others	
All FI	90	93%	92%	87%	74%	79%	96%	78%	70%	81%	79%	78%	
Harrison	40	100%	100%	93%	93%	100%	100%	100%	100%	88%	83%	80%	
New Era	43	88%	84%	86%	65%	67%	91%	54%	40%	79%	77%	77%	
O'Kelly	7	86%	100%	57%	29%	57%	100%	100%	86%	57%	71%	71%	

Numeracy													
Patterns & Relations				Number Concepts						Shape & Space			
School	n	Colours		Patterns	Number Recognition		Forward Counting	Backward Counting	Match Sets/ Numerals	Subitize	Representin g Number		
		Colours	Patterns	Number Recognition	Forward Counting	Backward Counting	Match Sets/ Numerals	Subitize	Representin g Number	Sorts	Objects	Shapes	3-D Objects
All FI	90	87%	99%	97%	97%	93%	87%	97%	98%	93%	92%	89%	89%
Harrison	40	95%	100%	100%	100%	100%	95%	100%	100%	100%	100%	75%	100%
New Era	43	88%	98%	95%	91%	84%	93%	98%	88%	84%	77%	77%	77%
O'Kelly	7	29%	100%	86%	71%	57%	100%	100%	86%	100%	100%	71%	100%

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

Summary of Kindergarten Continuum Results

Fine Motor (English Program Students)

In each of the 5 fine motor competencies, more than 80% of students are 'meeting' or 'exceeding' expectations. Furthermore, a very small percentage of students are 'not meeting' each of the fine motor competencies (0%-2%).

Literacy (English Program Students)

More than 80% of students are 'meeting' or 'exceeding' expectations in identifying upper- and lowercase letters, in using drawing to express their ideas, and in listening. Consistent with last year's results, there is greater discrepancy of performance level attainment on literacy competencies compared with numeracy. In particular, English Program students continue to find word recognition particularly challenging. A comparison of results over the last three years reveals a steady increase in the percentage of students meeting or exceeding expectations in listening, drawing to express ideas, having a sense of rhyme, and in story retell. However, it must be noted that the huge improvement in story retell results is likely partly due to a change in the method of gathering evidence of this skill.

Numeracy (English Program Students)

With the exception of forward counting, more than 80% of students are 'meeting' or 'exceeding' expectations in each of the math competencies assessed in June. Compared with the previous two years, there are slightly greater percentages of students meeting or exceeding most of the numeracy expectations this year.

Year-Long Progress Monitoring in all Domains (English Program Students)

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

There were five competencies for which there was a decline in the percentage of students 'meeting' or 'exceeding' expectations. These were forward counting, matching sets to numerals, sorting, identifying shapes, and recognizing words. These declines signal competencies in which students struggle with the increased level of expectation in June compared with November or March. For instance, in the area of word recognition which saw a 35% decline over the year, students meet November expectations if they are able to recognize their own name, whereas in June they must recognize 10 sight words.

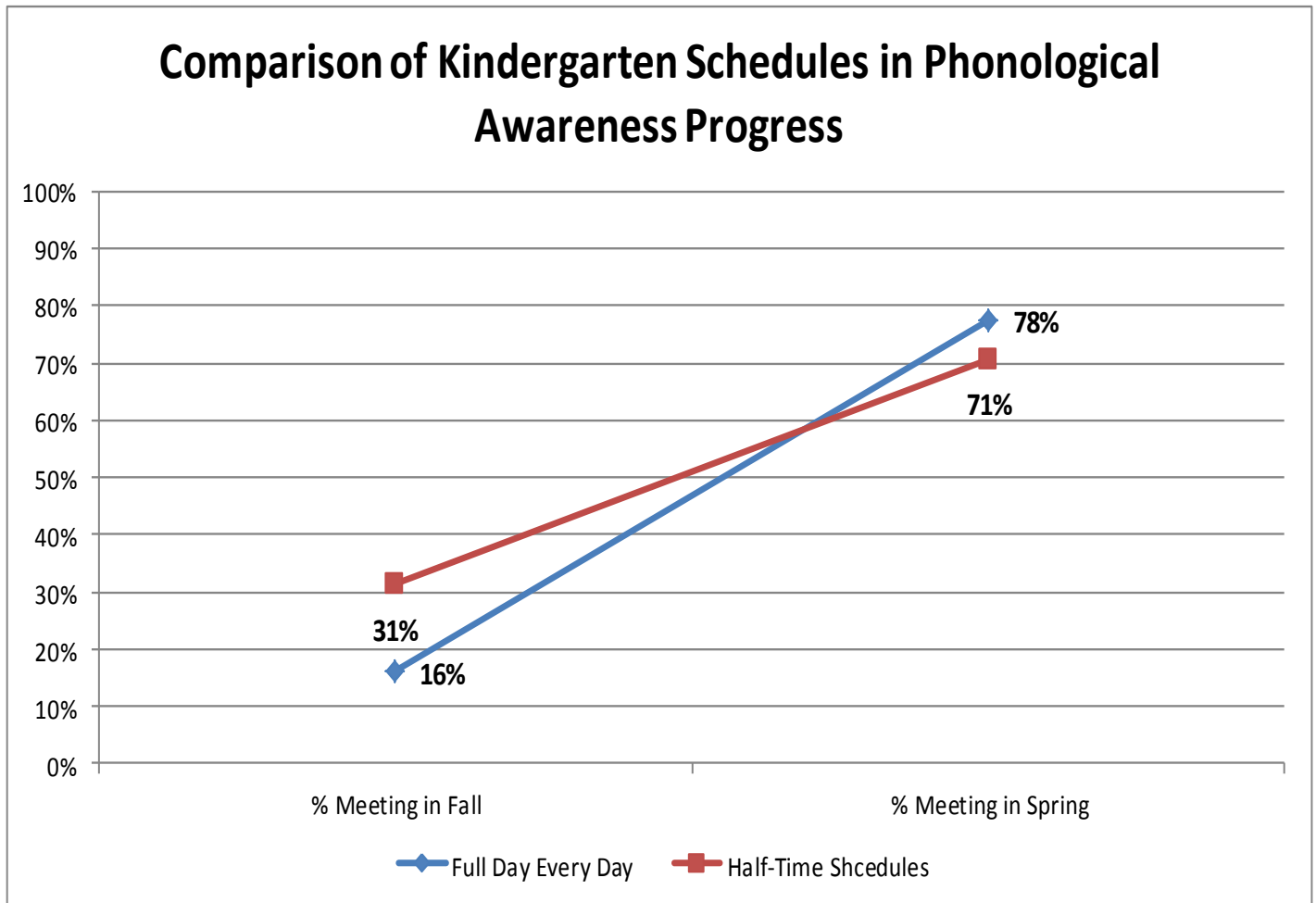
French Immersion Students

In general, similar patterns, strengths, and areas of challenge are seen in the French Immersion as in English program results. Although similar percentages of French Immersion and English program students are meeting June expectations, there has been a fairly significant decrease in the percentage of French Immersion students meeting or exceeding expectations for many literacy and numeracy competencies this year compared with last. Close inspection of next year's results is warranted in order to determine whether these relatively lower results are specific to this cohort, or represent a trend.

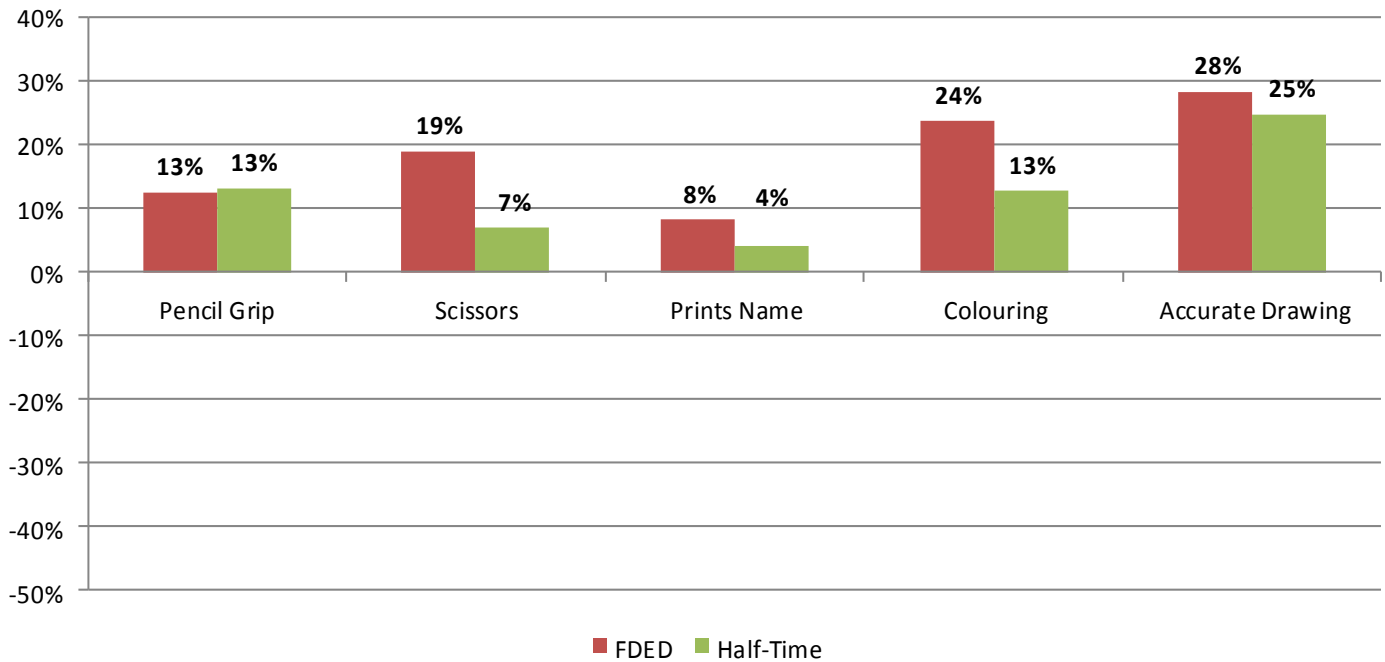
The Effect of Full Day Every Day Kindergarten on Student Achievement

As of the end of the 2014/15 school year, five schools offered full day every day (FDED) Kindergarten programs to a total of 202 students. At the remaining elementary schools, half-time Kindergarten was offered (either every morning, every afternoon, or full day every other day) to 479 more students.

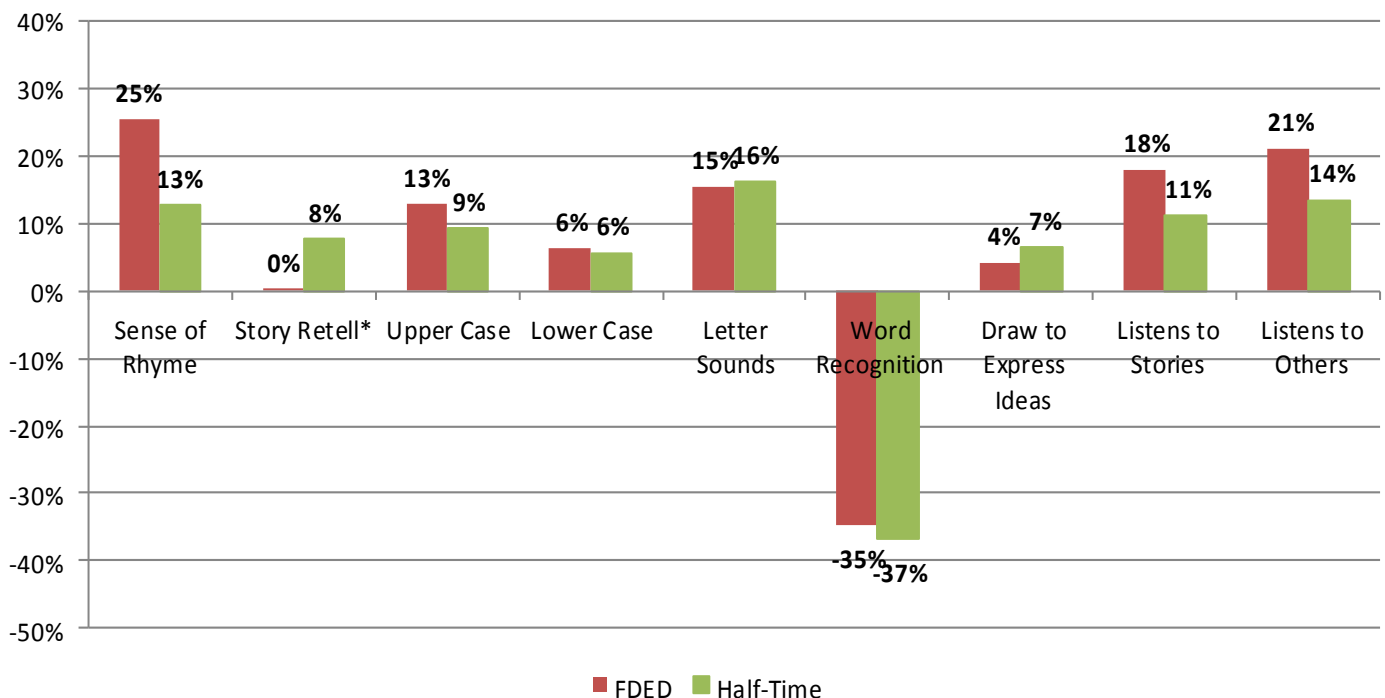
In tracking the effect of FDED Kindergarten on student achievement, comparative analyses were conducted on FDED and half-time students' PAST scores and Kindergarten Continuum scores. Specifically, tracking was done on the *relative progress* made in each of these student groups.



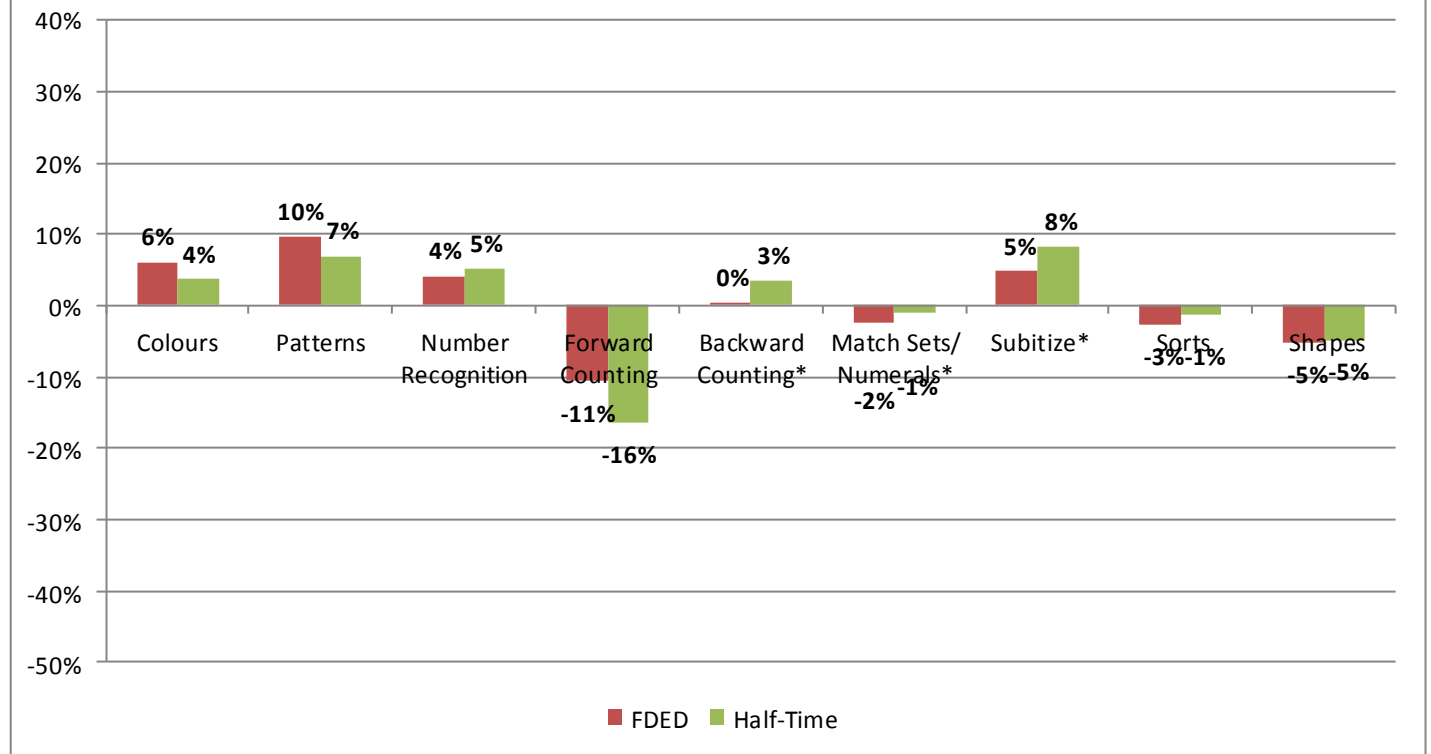
November to June Difference in Percent of Students Meeting or Exceeding Fine Motor Expectations: Comparing Full to Half-Time Kindergarten



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



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



Summary of the Effects of Full Day Every Day Kindergarten

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

When considering the difference in percentages from November to June of students meeting or exceeding expectations in all Kindergarten outcomes, there is a tendency towards FDED students making greater gains, or showing less loss. This trend is especially true in fine motor and literacy skills. For instance, although 13% more half-time students were meeting expectations in rhyming in June compared with November, this was true of 25% of the FDED students. Also, while 7% more half-time students were using scissors appropriately in June compared with November, this was true of 19% of the FDED students.

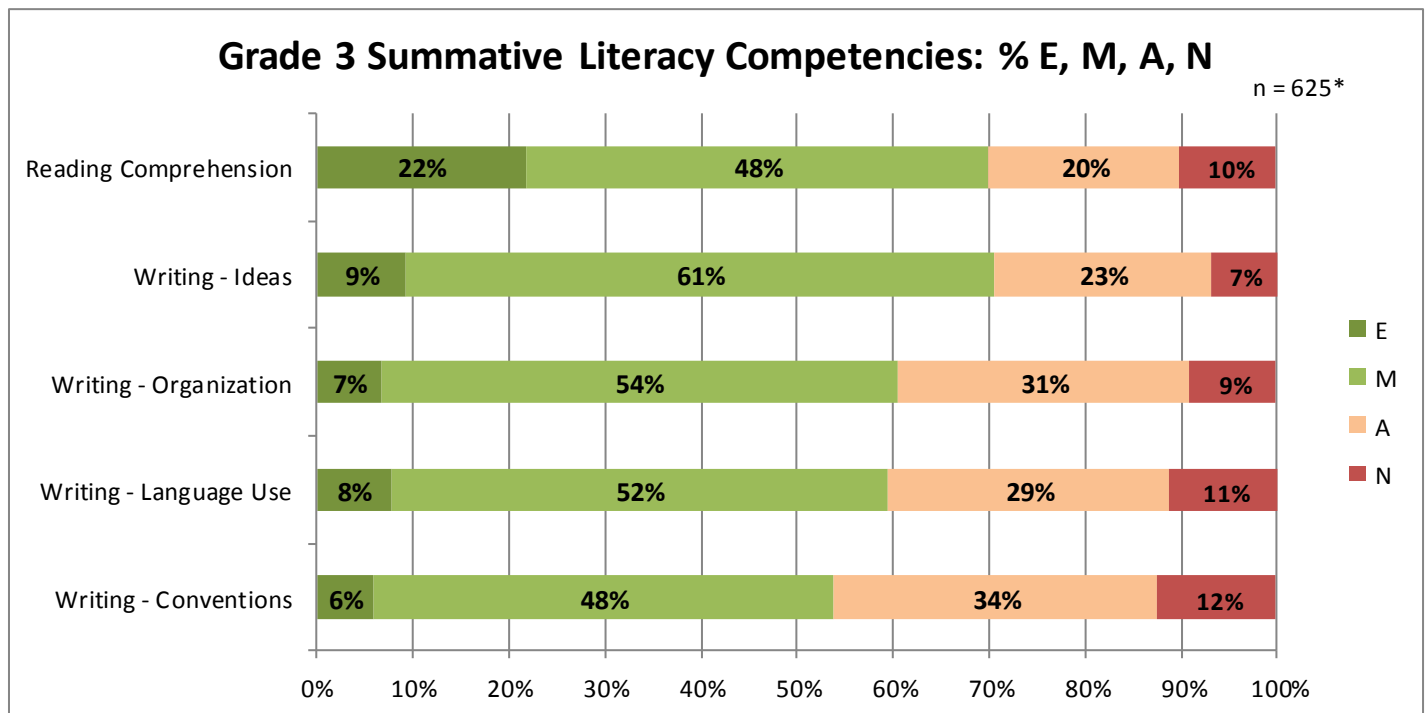
SECTION B

Divisional Summative Assessment Results

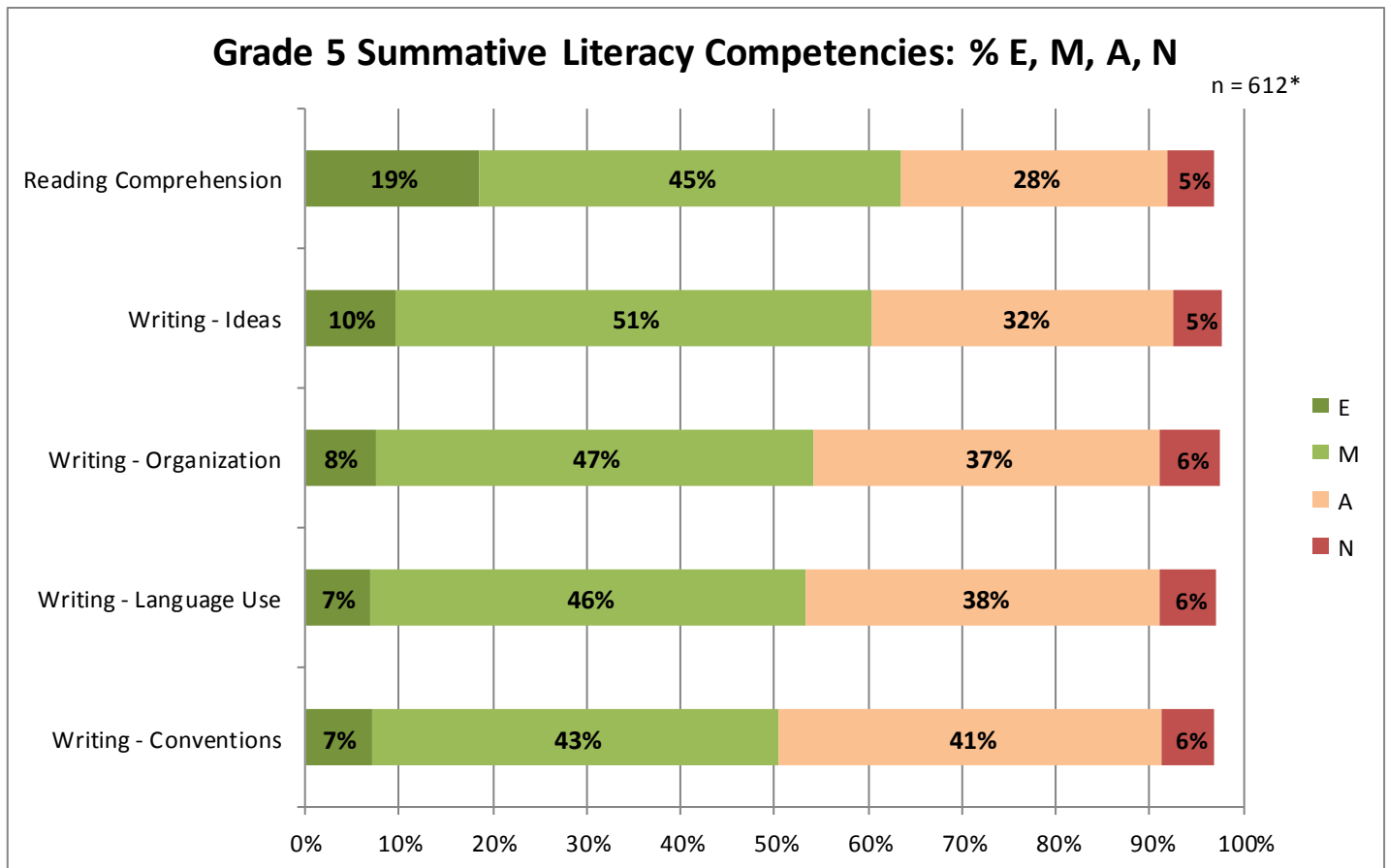
Divisional Summative Assessment Results

In June 2010, the Brandon School Division (BSD) Board of Trustees adopted Policy 1001.2 *Educational Sustainability in Student Achievement*. This policy holds that 80% of BSD students should be meeting grade-level reading comprehension and numeracy expectations by the end of grades 3, 5, 7, 9, and 12. For the past several years, the Division worked towards establishing an assessment and evaluation process to determine the percent of students who are meeting end-of-year grade-level standards. Based on provincial curricula in English Language Arts and in Mathematics, Grade 3, 5, and 7 year-end rubrics were created on which teachers were to base their judgements about individual student achievement. For two years, the summative evaluation was piloted with a subset of schools. The Grades 3, 5 and 7 'Sustainability Evaluation' was first conducted division-wide in this, the 2014-2015 school year. Literacy results for each of these grade levels is followed by the grade-specific numeracy results.

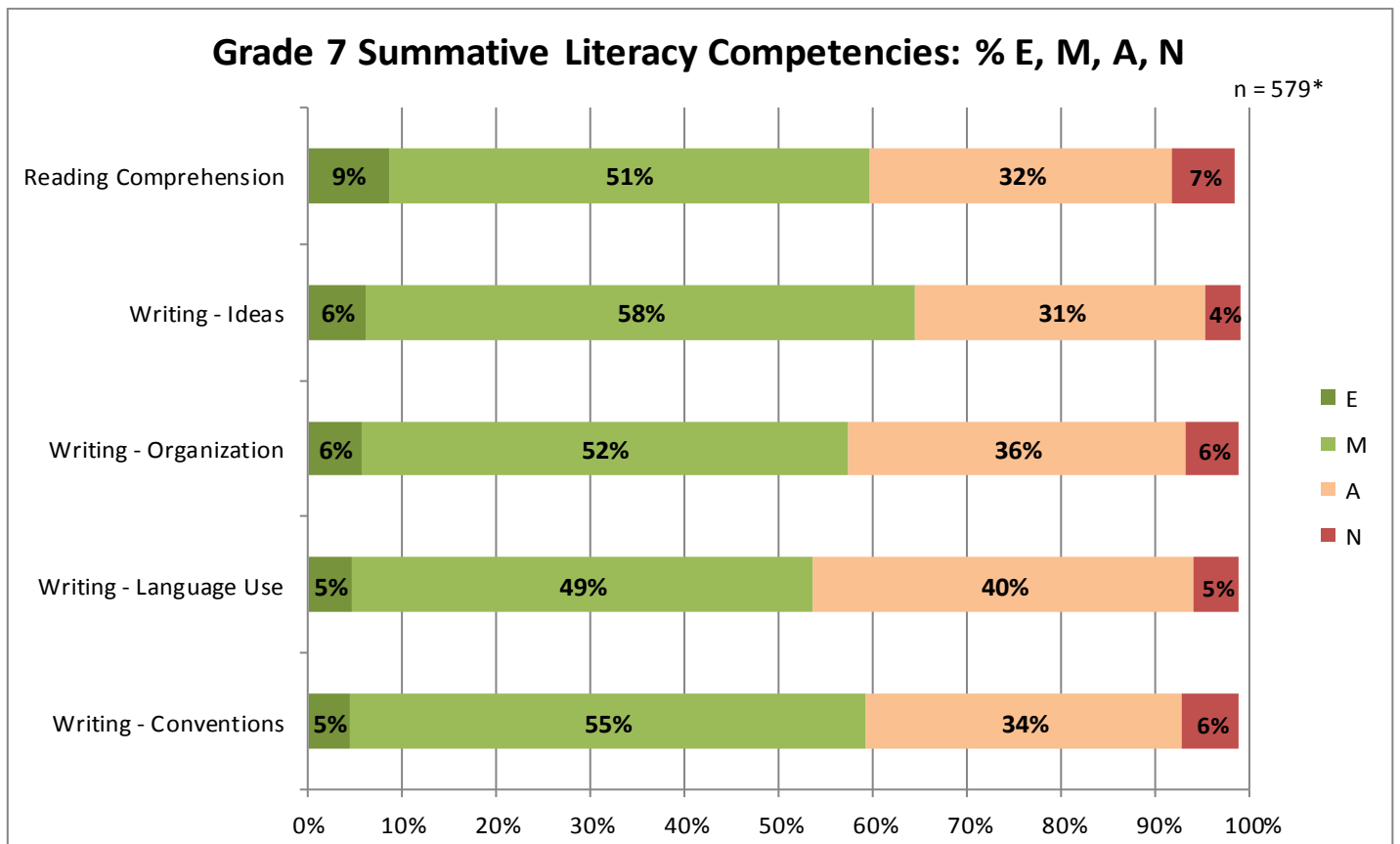
In each graph, percentages are based on the total number of students who completed any part of the assessment. Therefore, stacked bars do not always add up to 100%. The remaining (empty) portion of the bar represents the proportion of students for whom data is not available. In addition, a certain number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



* 16 students were exempt from this assessment.

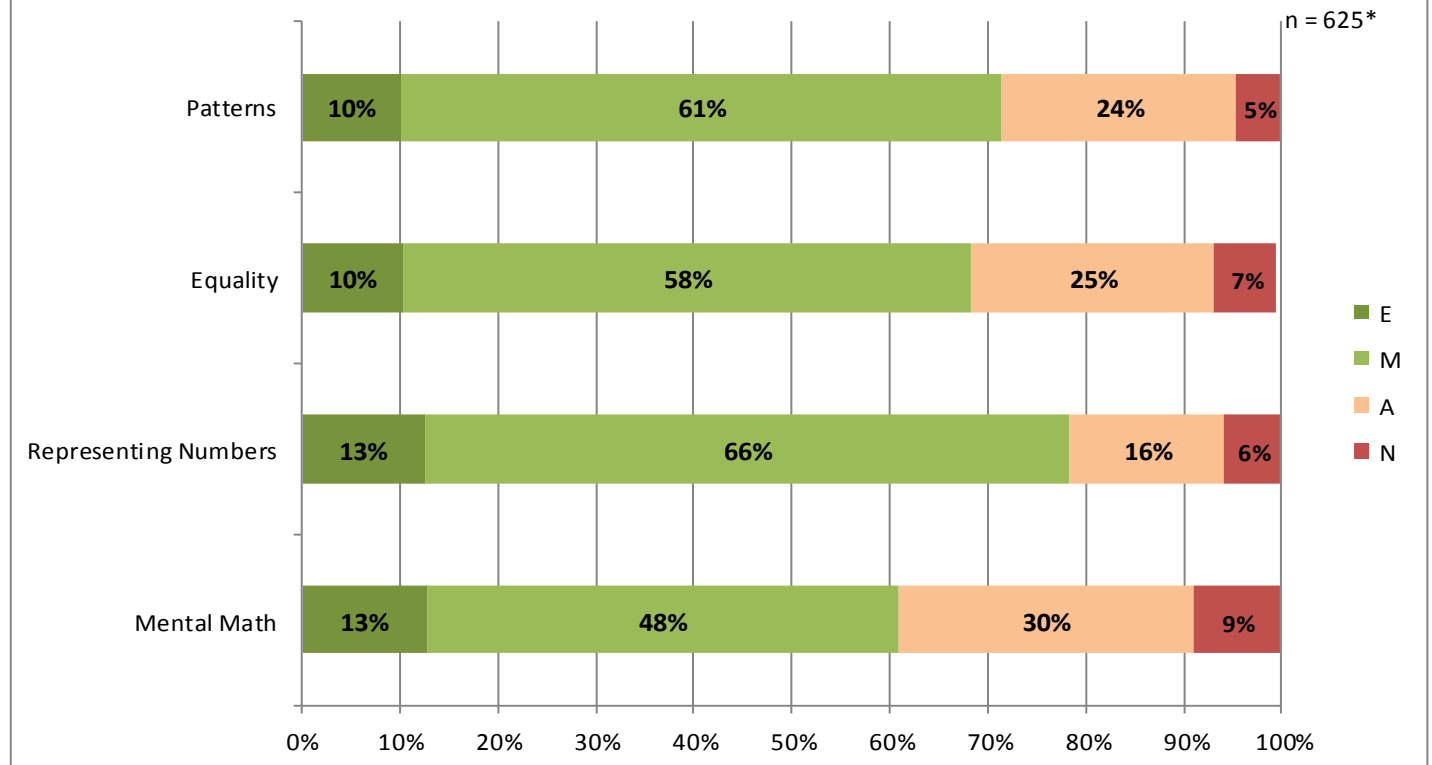


* 11 students were exempt from this assessment.



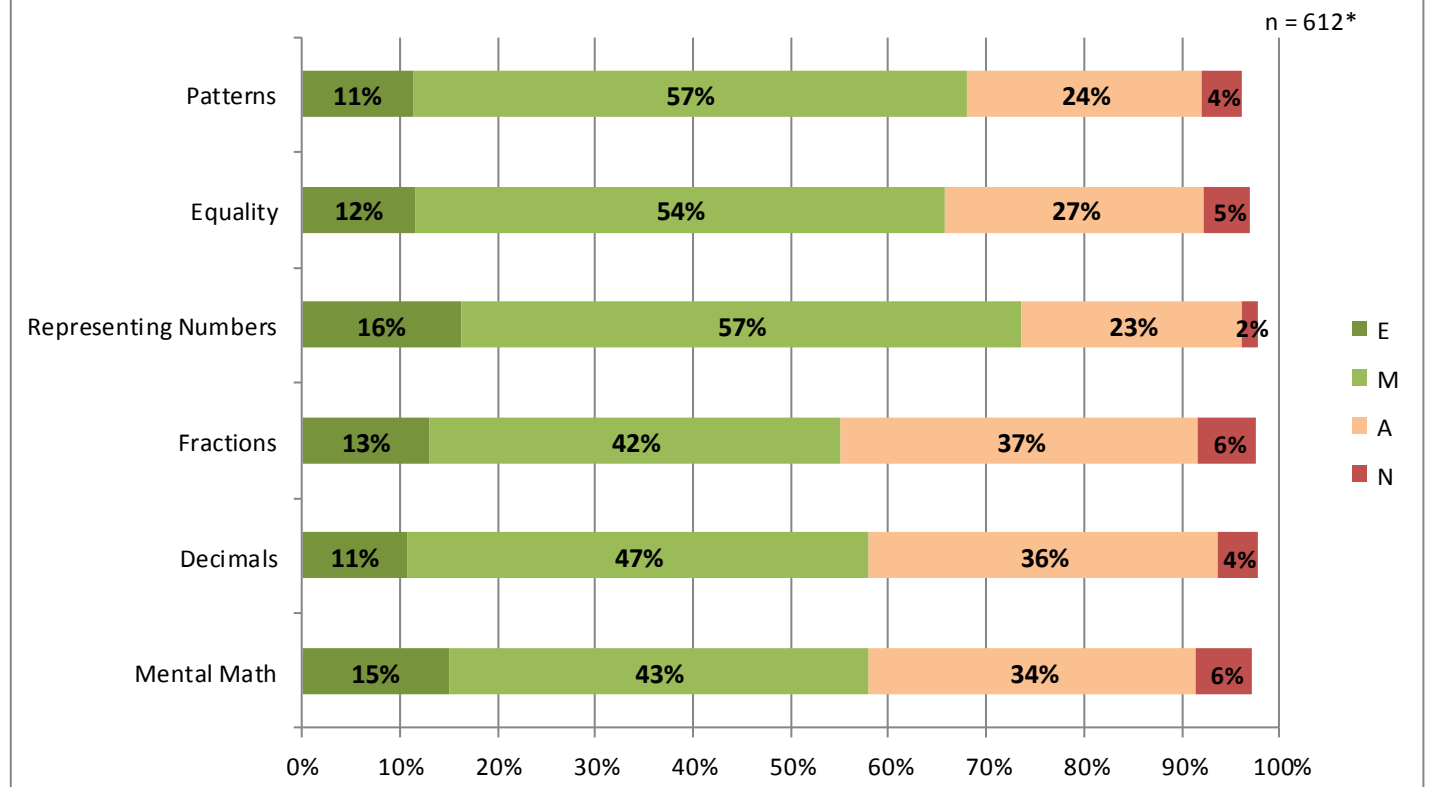
* 14 students were exempt from this assessment.

Grade 3 Summative Math Competencies: % E, M, A, N

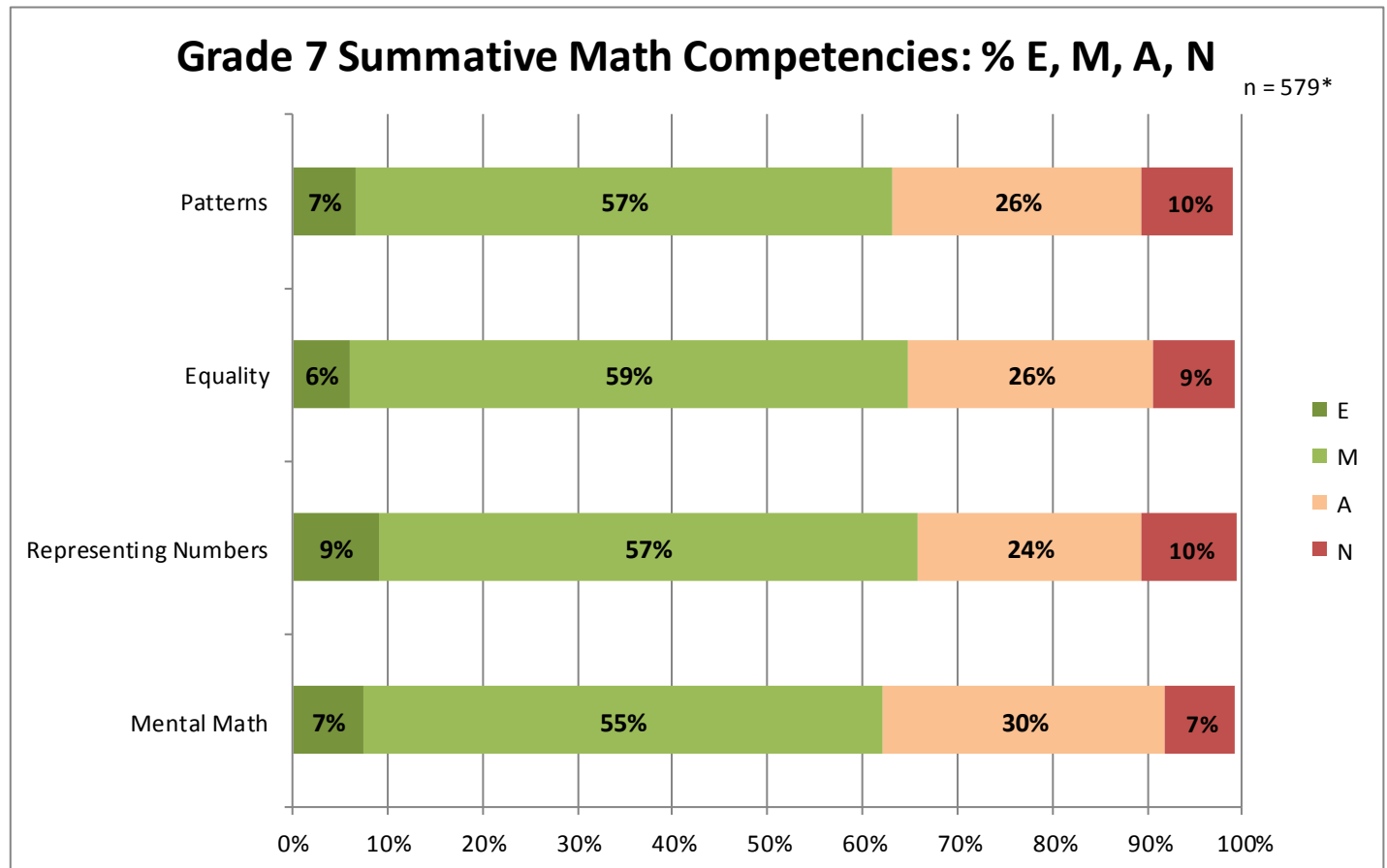


* 16 students were exempt from this assessment.

Grade 5 Summative Math Competencies: % E, M, A, N



* 11 students were exempt from this assessment.



* 14 students were exempt from this assessment.

Summary of Summative Assessment Results

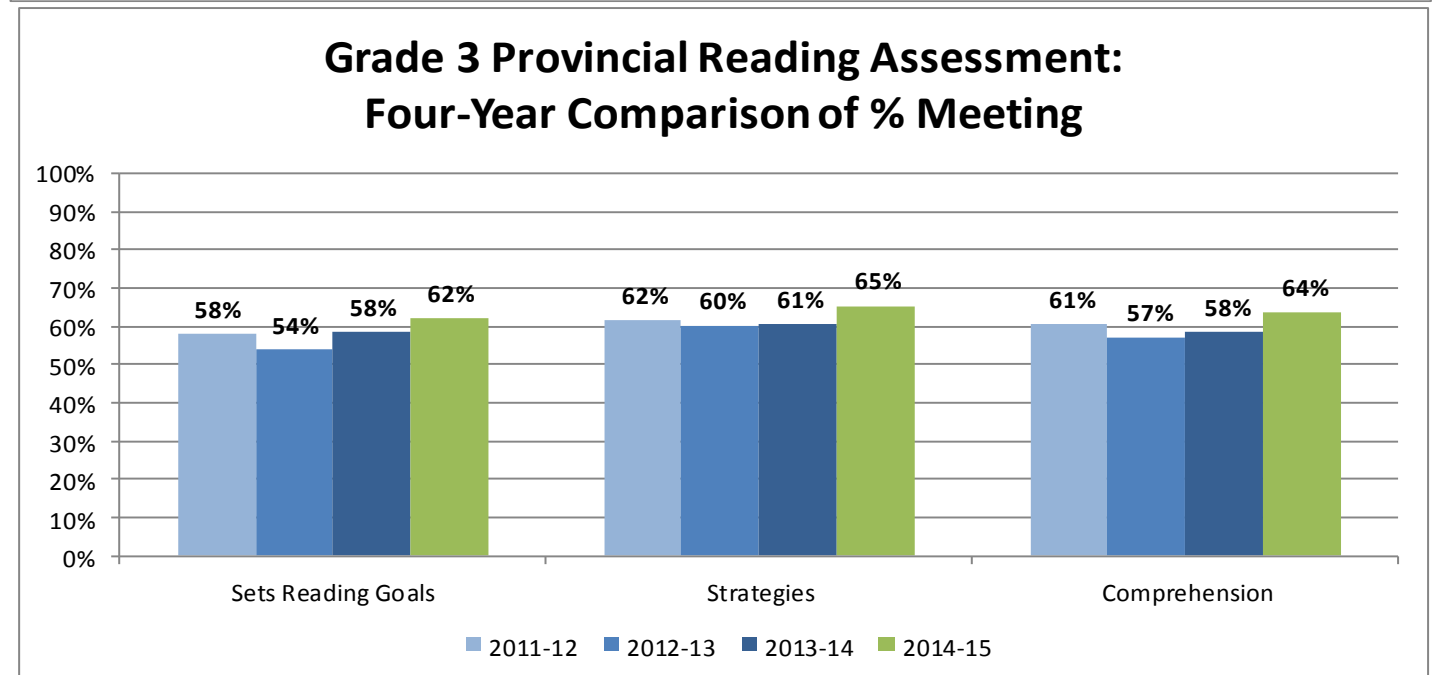
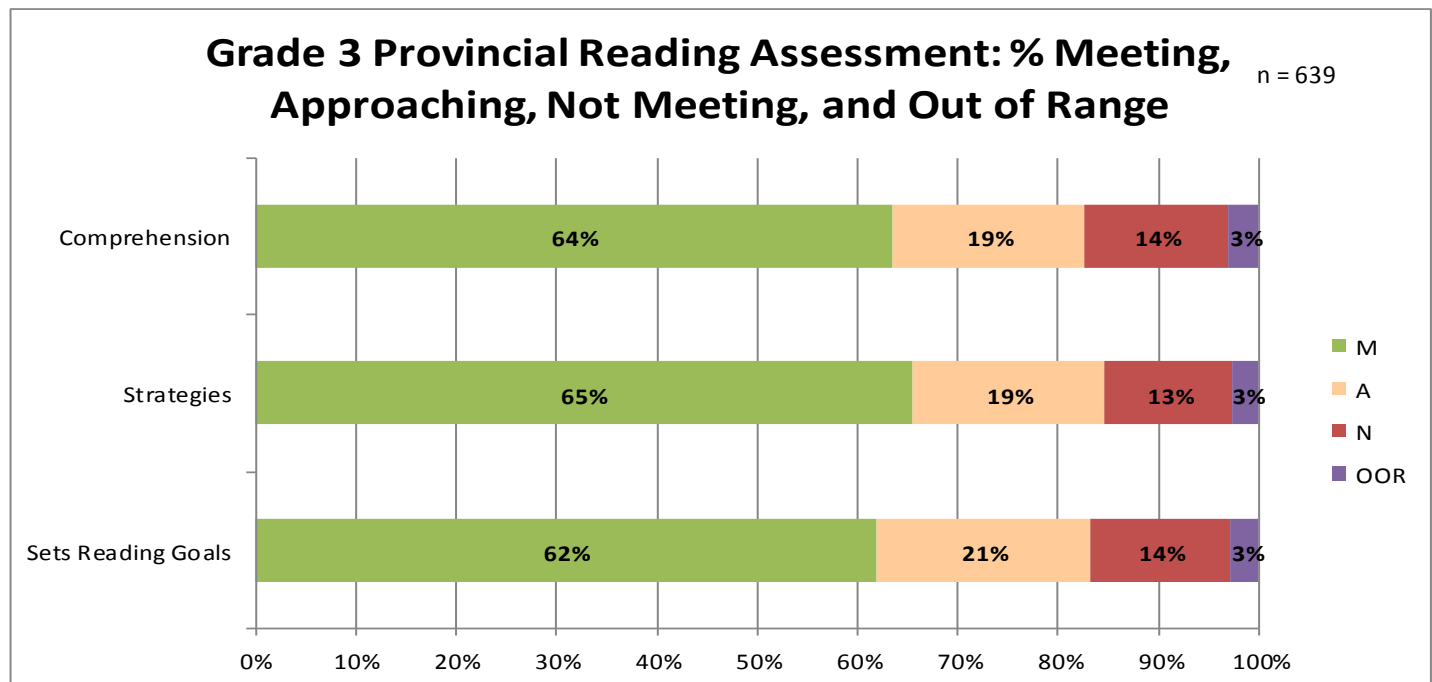
For each of the literacy and numeracy skills assessed at the end of Grades 3, 5, and 7, no fewer than 85% of students are either 'exceeding,' 'meeting' or 'approaching' grade level expectations. There is a very consistent trend across competencies and grade levels, with 5-10% of students exceeding expectations, just over half meeting expectations, around one third approaching, and 10% or less needing ongoing help. At each grade level, reading comprehension is the literacy skill with the highest percentage of students exceeding expectations. As was historically evident on formative assessments, representing number is the numeracy skill with a relatively higher percentage of students meeting or exceeding expectations. Subsequent year-end evaluation results will help track trends and improvements in core literacy and numeracy skills.

SECTION C

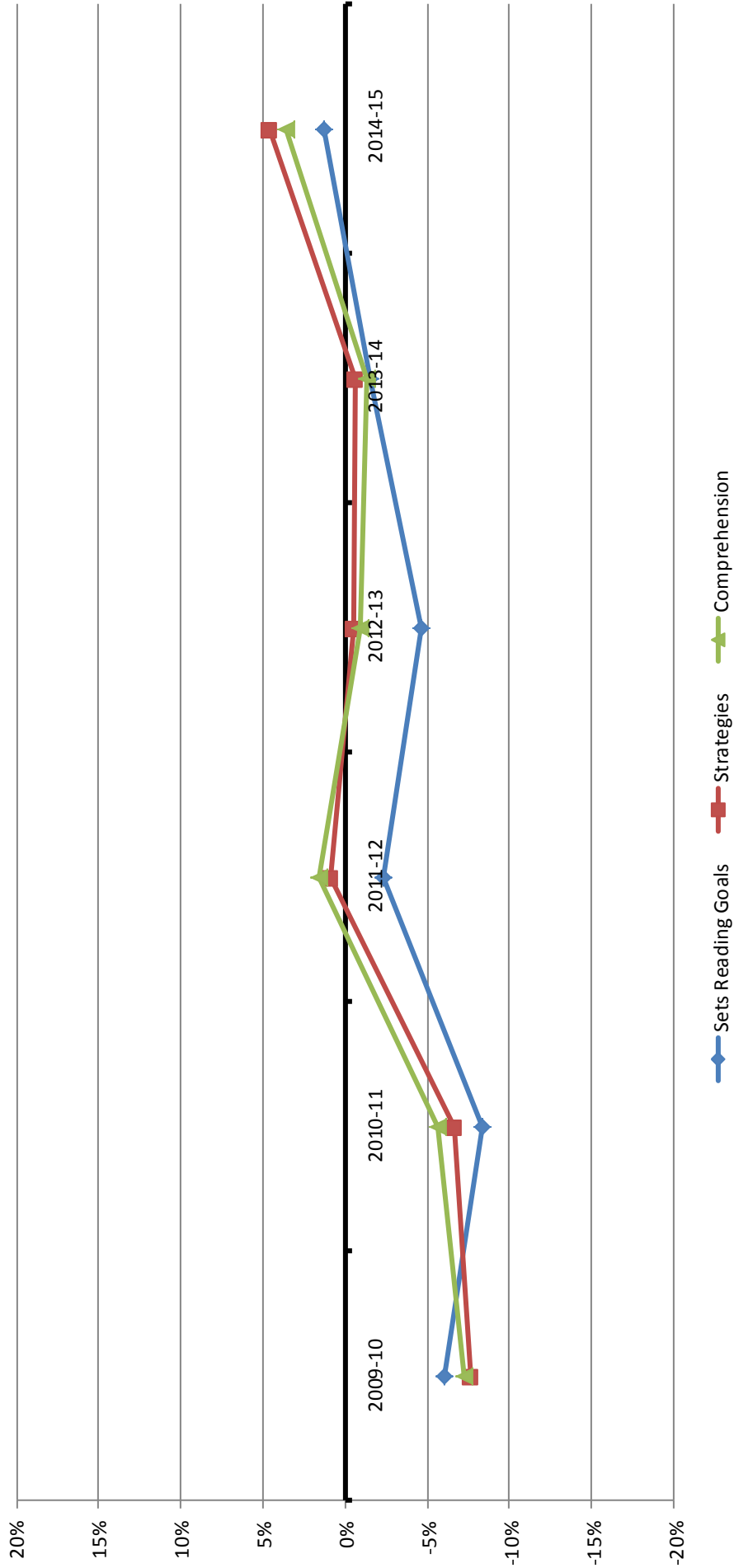
Provincial Assessment Results

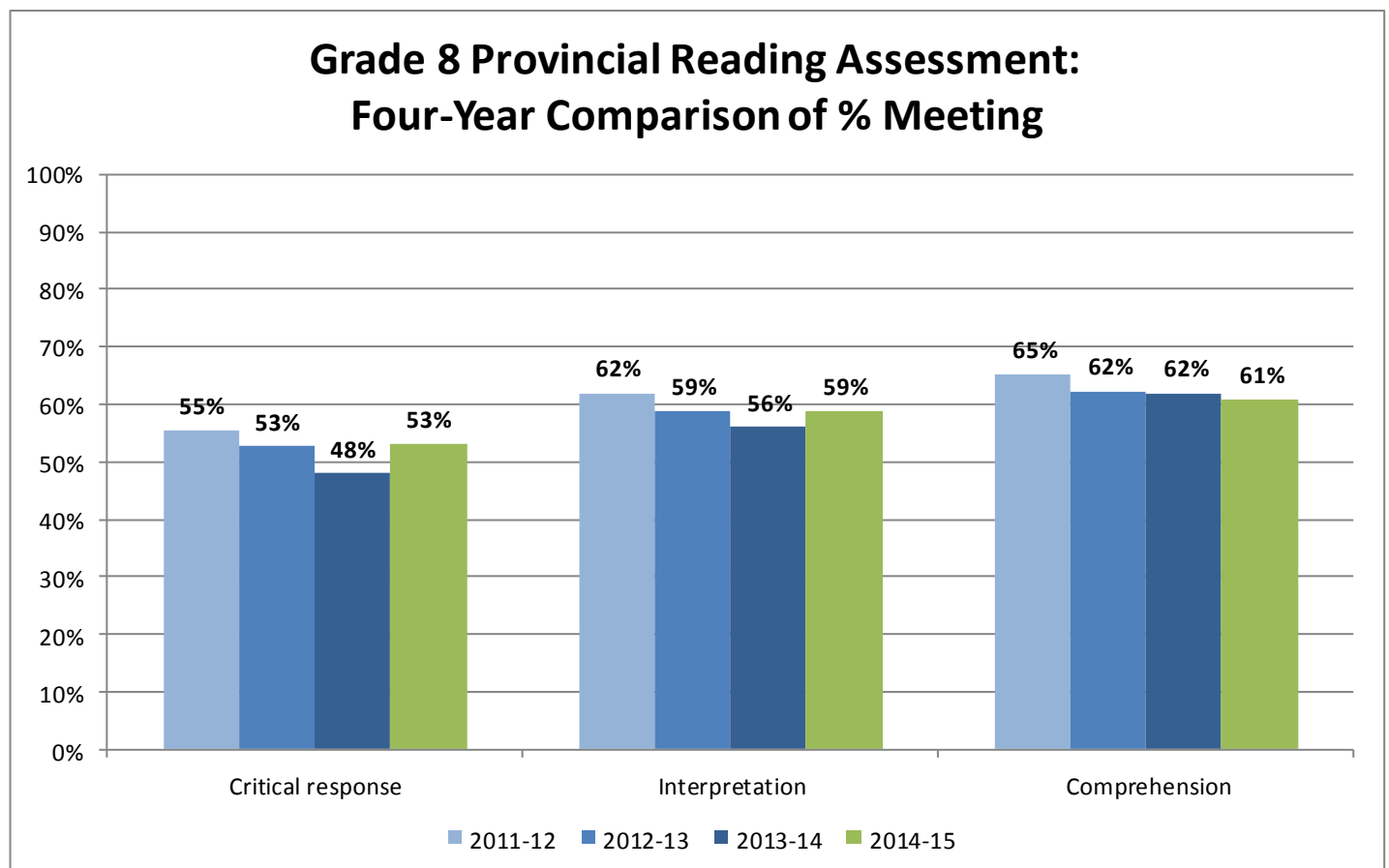
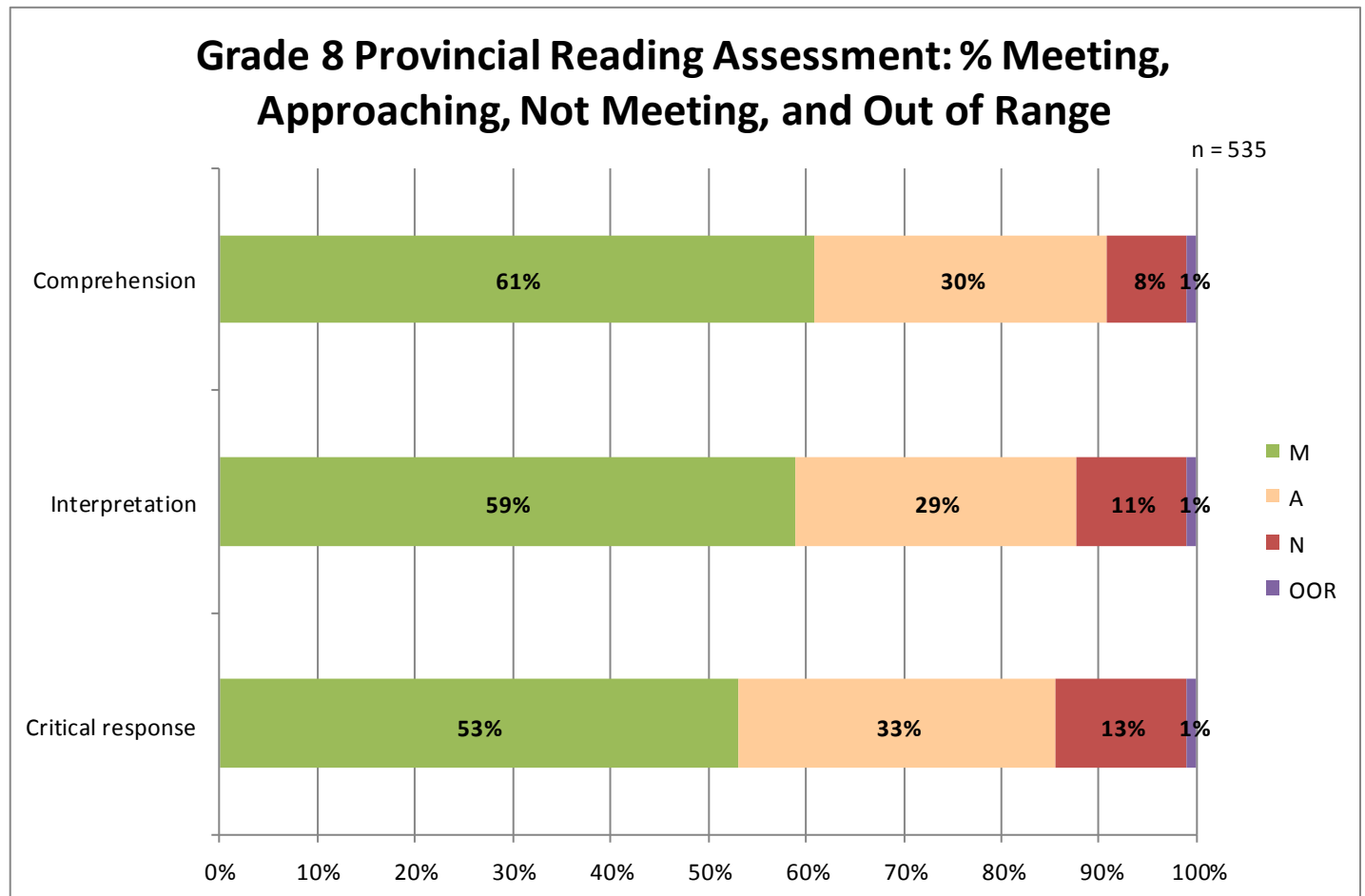
The following section shows the results of BSD students on all provincial formative assessments of English Literacy (Grades 3 & 8), Numeracy (Grades 3 & 7), French Literacy, (Grades 4 & 8), and Engagement (Grade 7). For each assessment, the first graph depicts the percentage of BSD students who were meeting, approaching, and not meeting expectations. According to Manitoba Education and Advanced Learning, "Out of Range" is used for students whose "performance level is below the lowest level described in the reporting template." For each assessment, the second graph depicts a four-year comparison of BSD results on the same assessment, allowing for a trend analysis. The final graph for each assessment compares the percentage of BSD students with the overall percentage of students in the province who were meeting expectations in the 2014-2015 year. Data points above the zero line denote competencies for which a greater percentage of BSD students were meeting expectations compared with Manitoba as a whole.

Provincial Formative Assessment Results: English Literacy

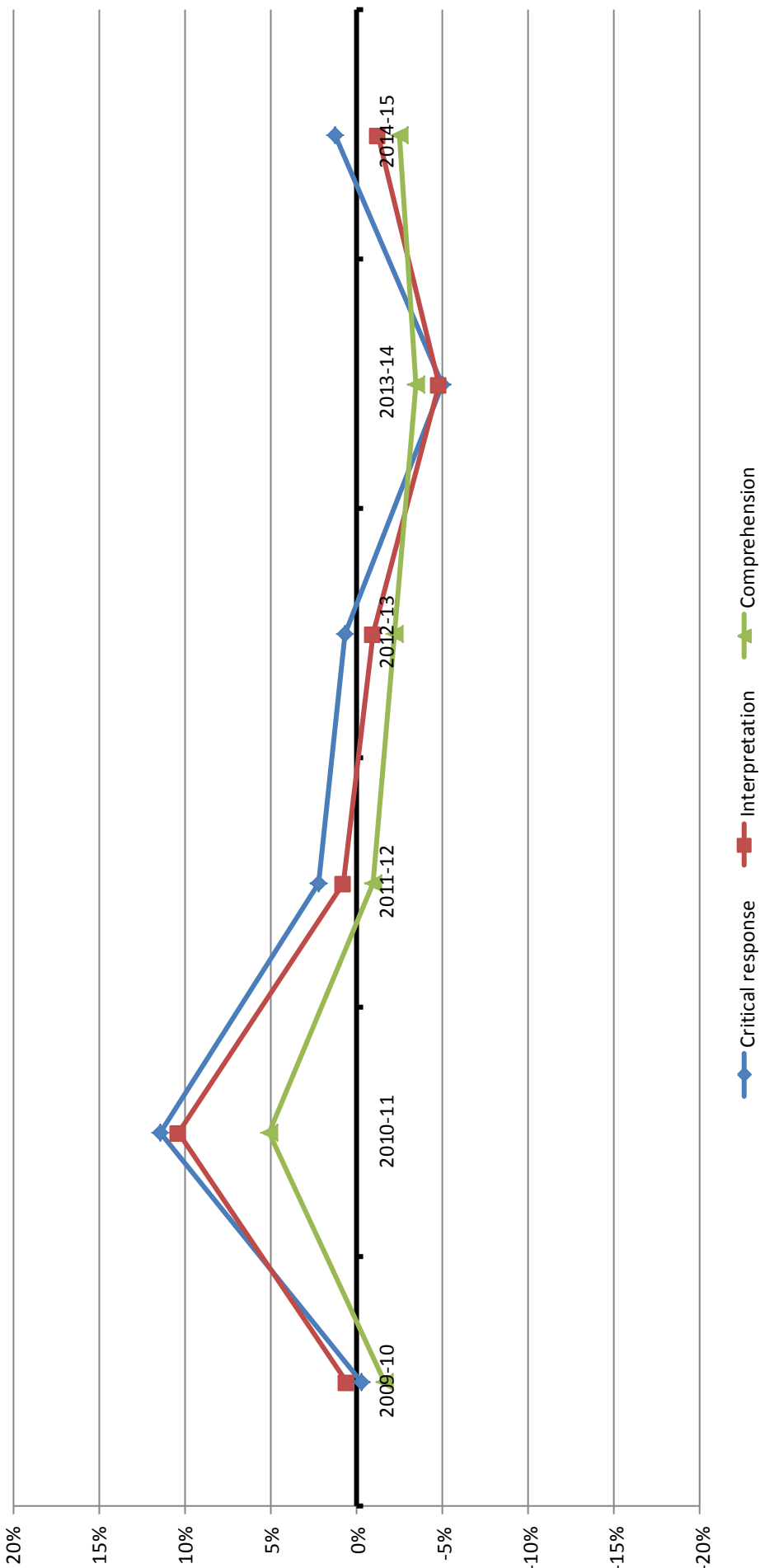


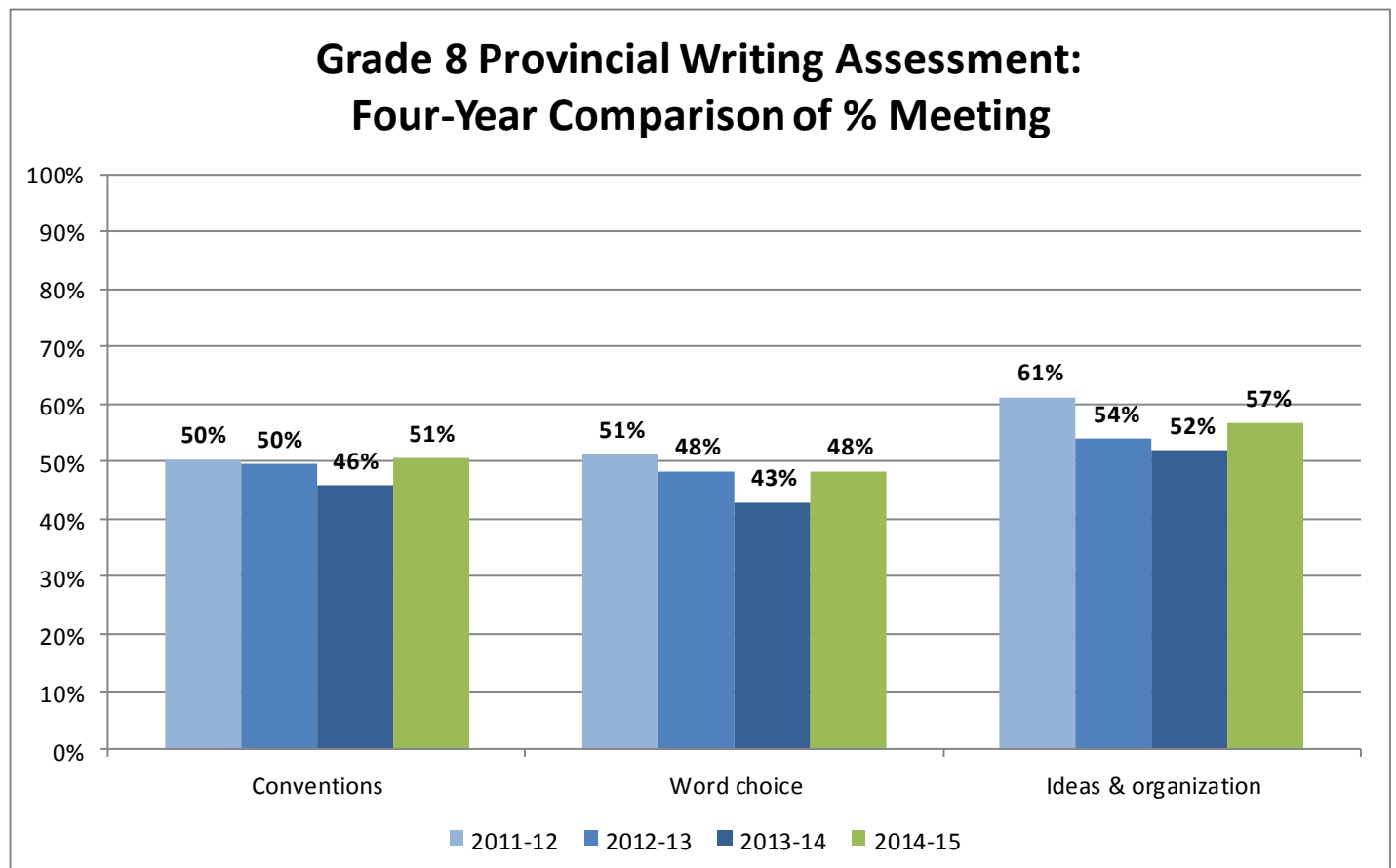
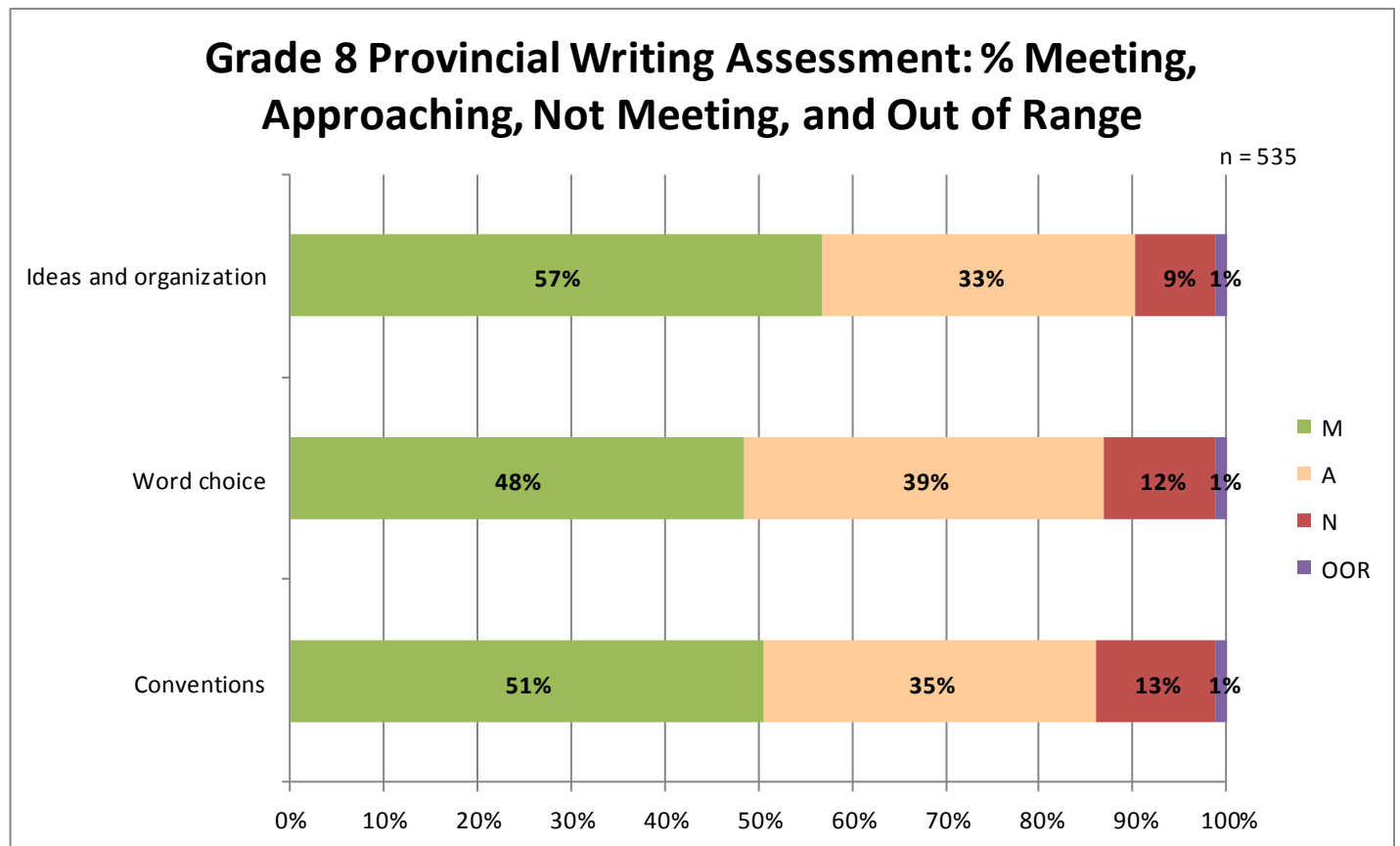
BSD to MB Difference in % Meeting Grade 3 Reading Expectations



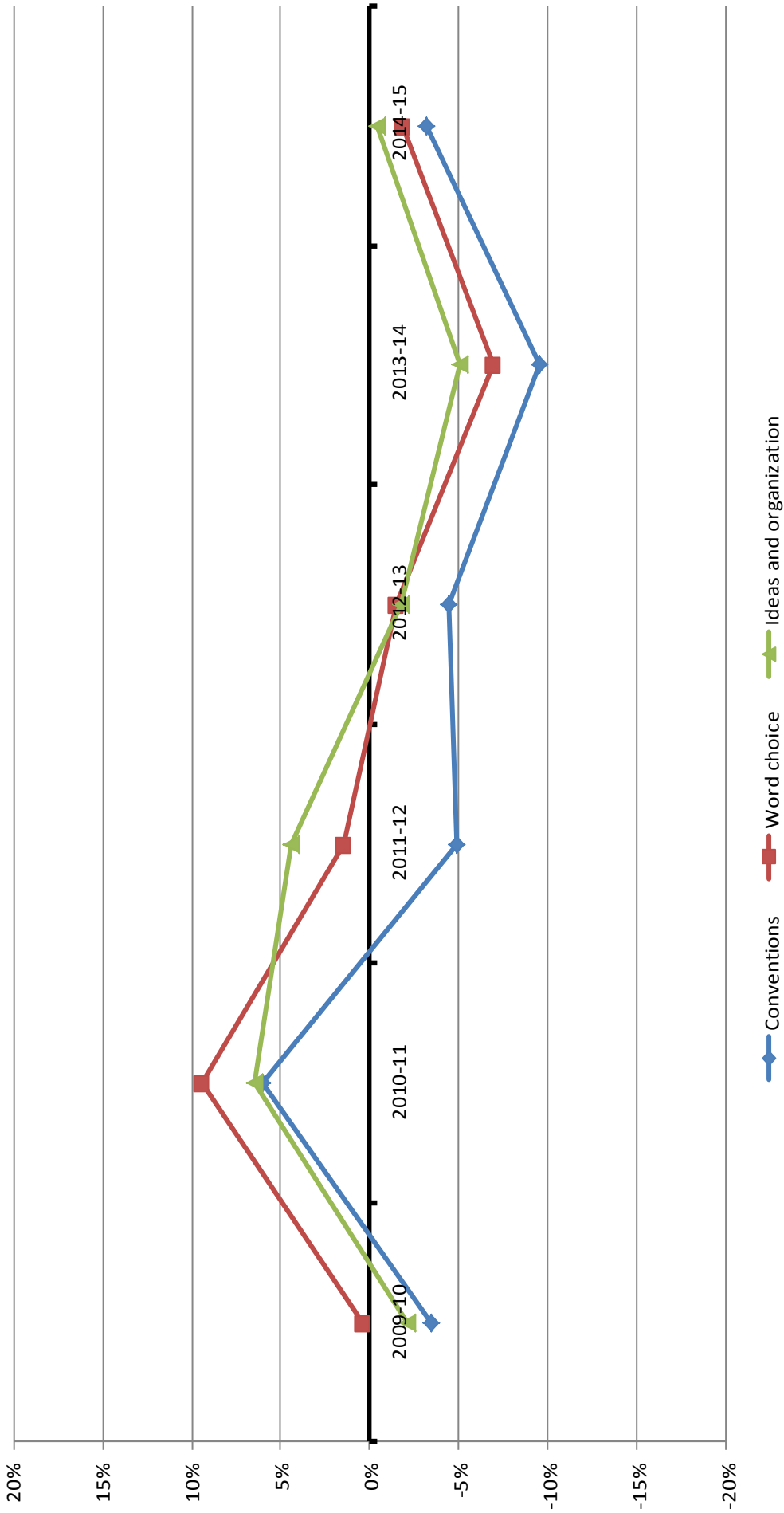


BSD to MB Difference in % Meeting Grade 8 Reading Expectations





BSD to MB Difference in % Meeting Grade 8 Writing Expectations

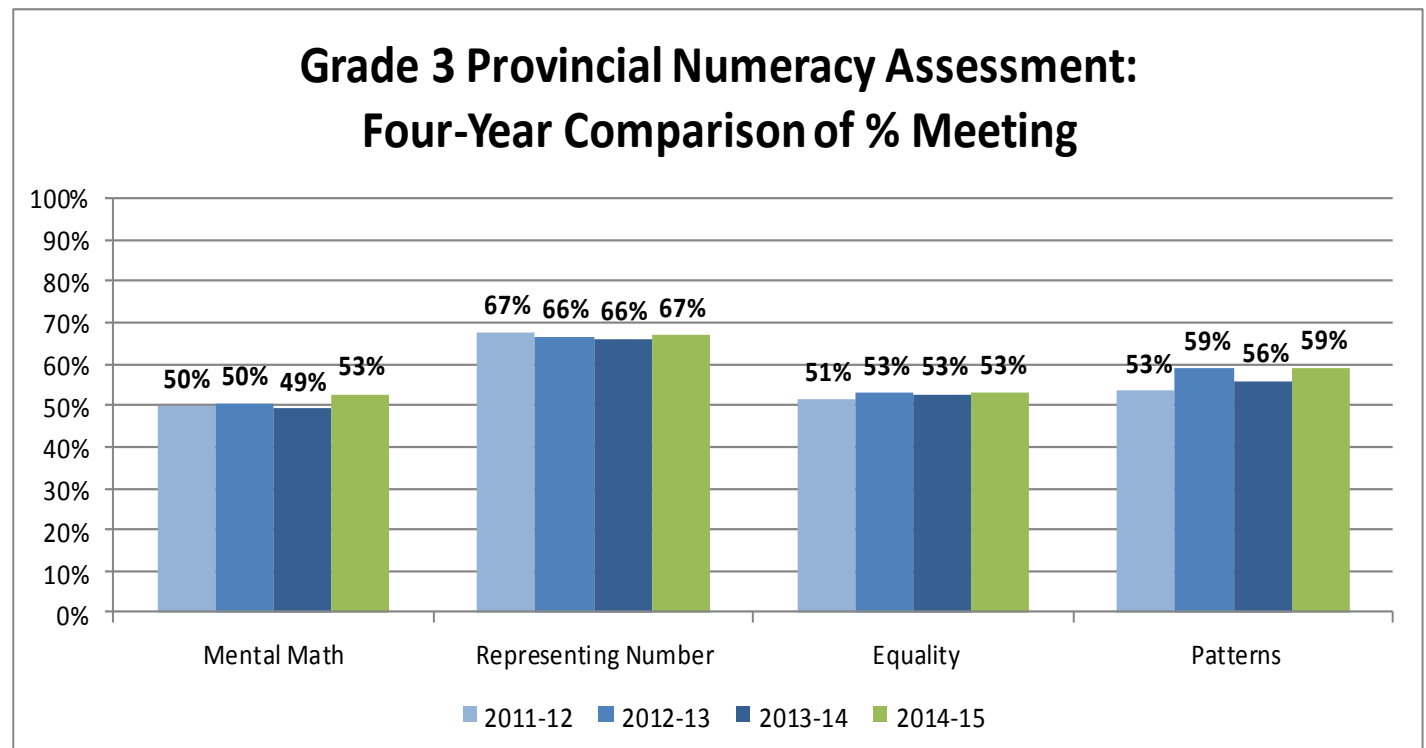
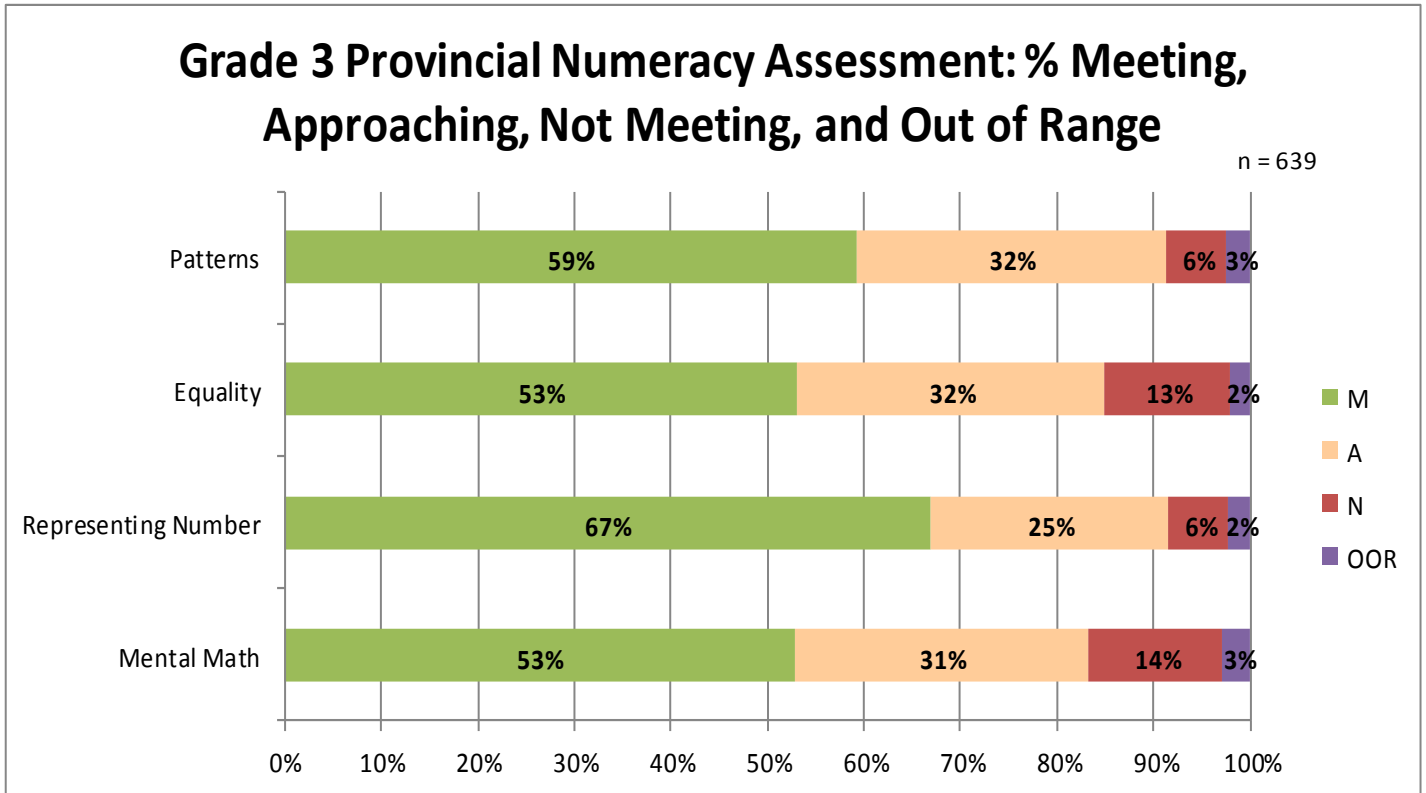


Summary of Provincial Assessment Results for English Literacy

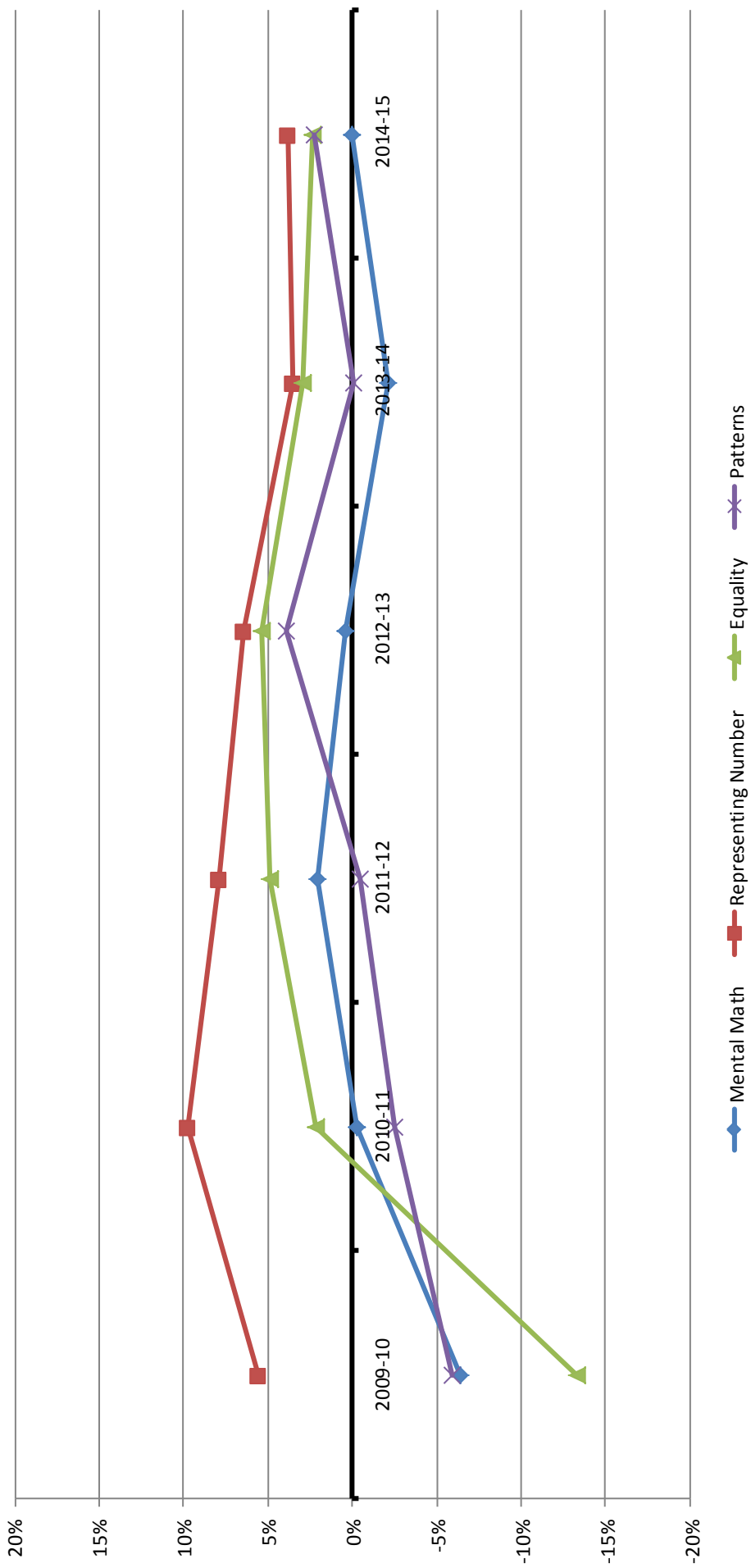
Of the students assessed on the Grade 3 and Grade 8 provincial reading and writing assessments, 80% or greater are either 'meeting' or 'approaching' grade level expectations. In general, a little more than half of the students are meeting expectations, while approximately 10% - 15% of students are not meeting or are out of range. Grade 8 writing results are slightly lower overall than reading results.

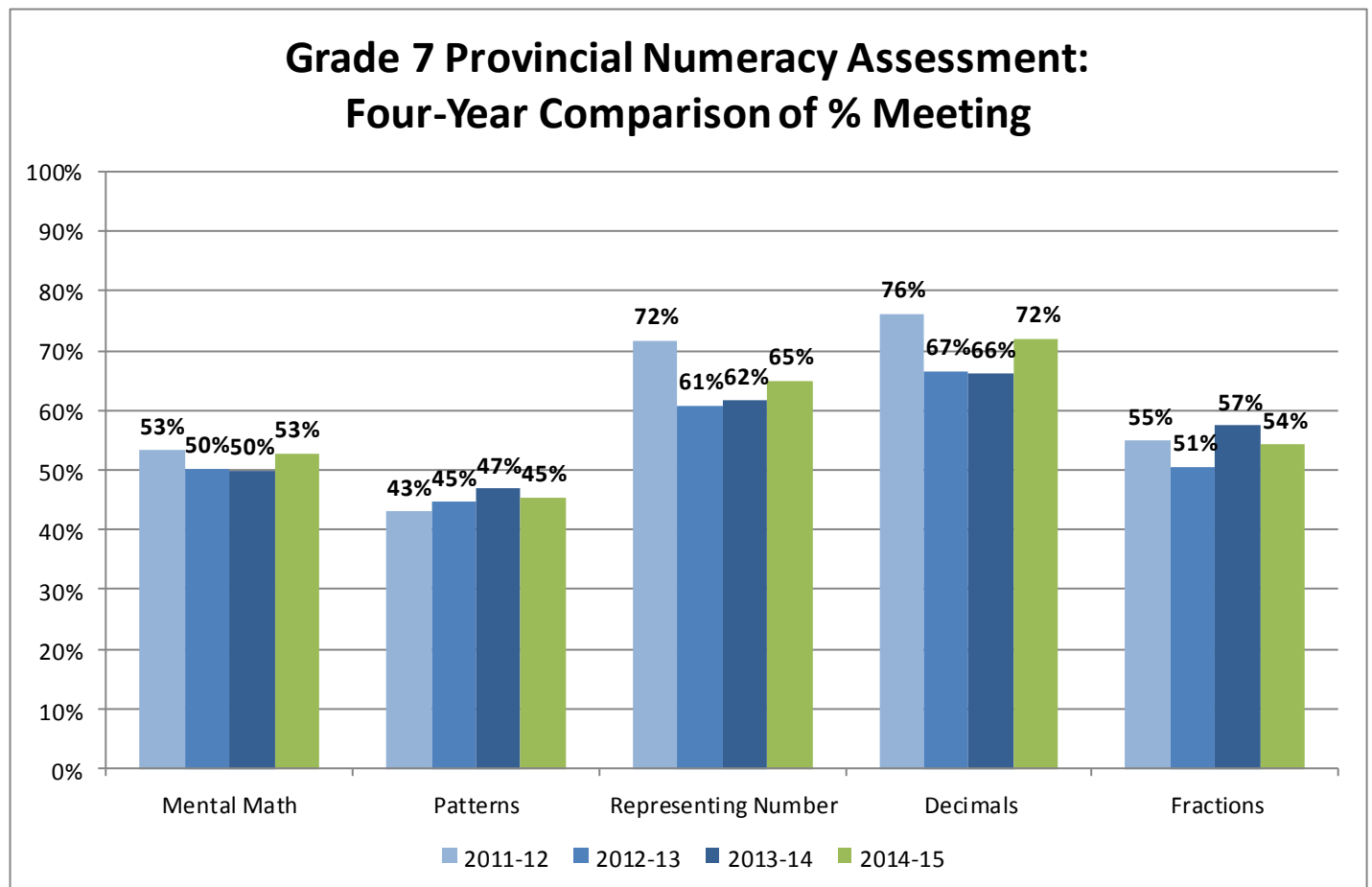
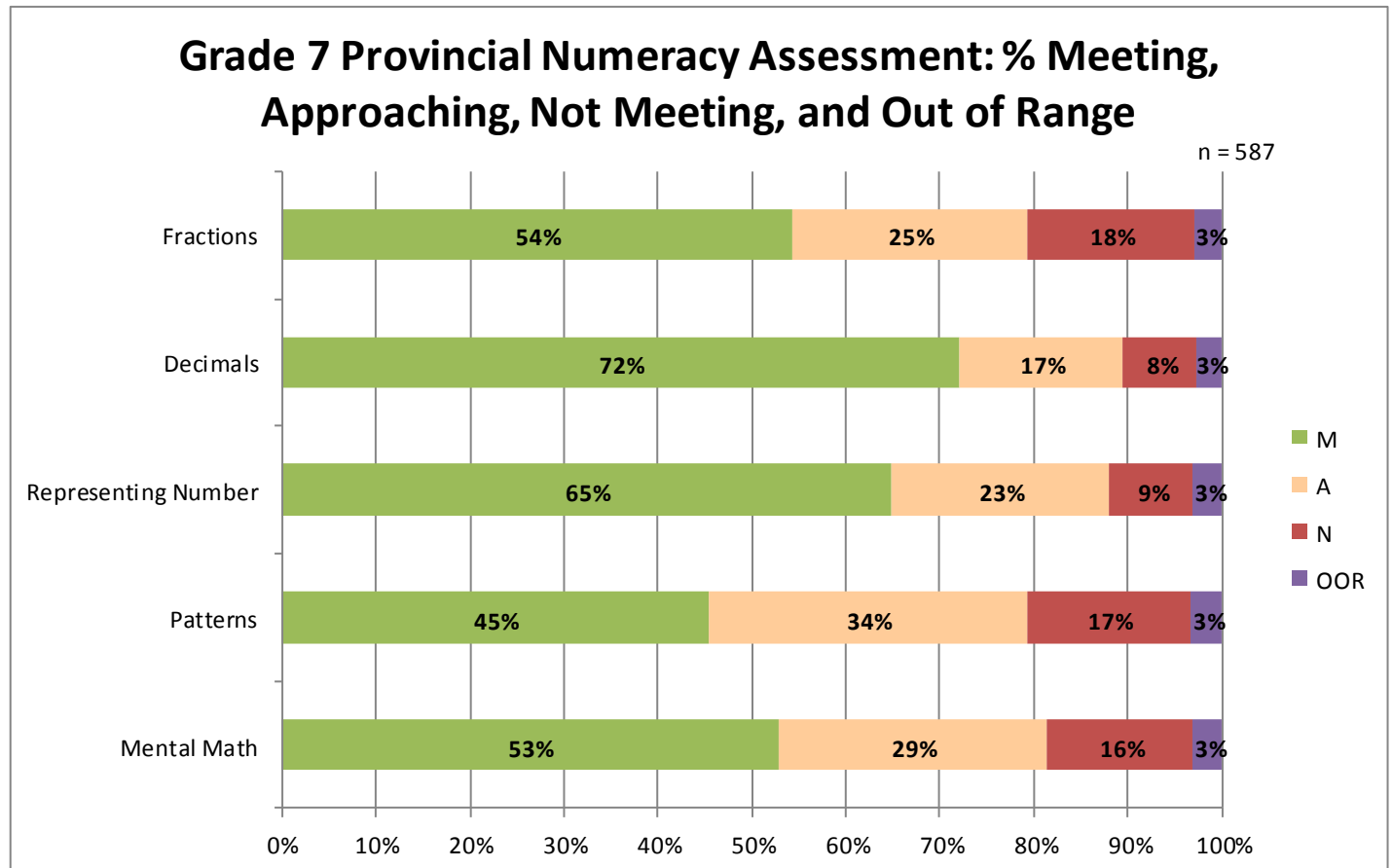
Compared with the previous two years, there has been a slight increase in the percentage of students meeting the literacy skills assessed at both the Grade 3 and 8 levels. Compared with provincial results, a slightly greater percentage of Grade 3 BSD students are meeting reading expectations, while a slightly smaller percentage of Grade 8 students are meeting five of the six literacy competencies.

Provincial Formative Assessment Results: Numeracy

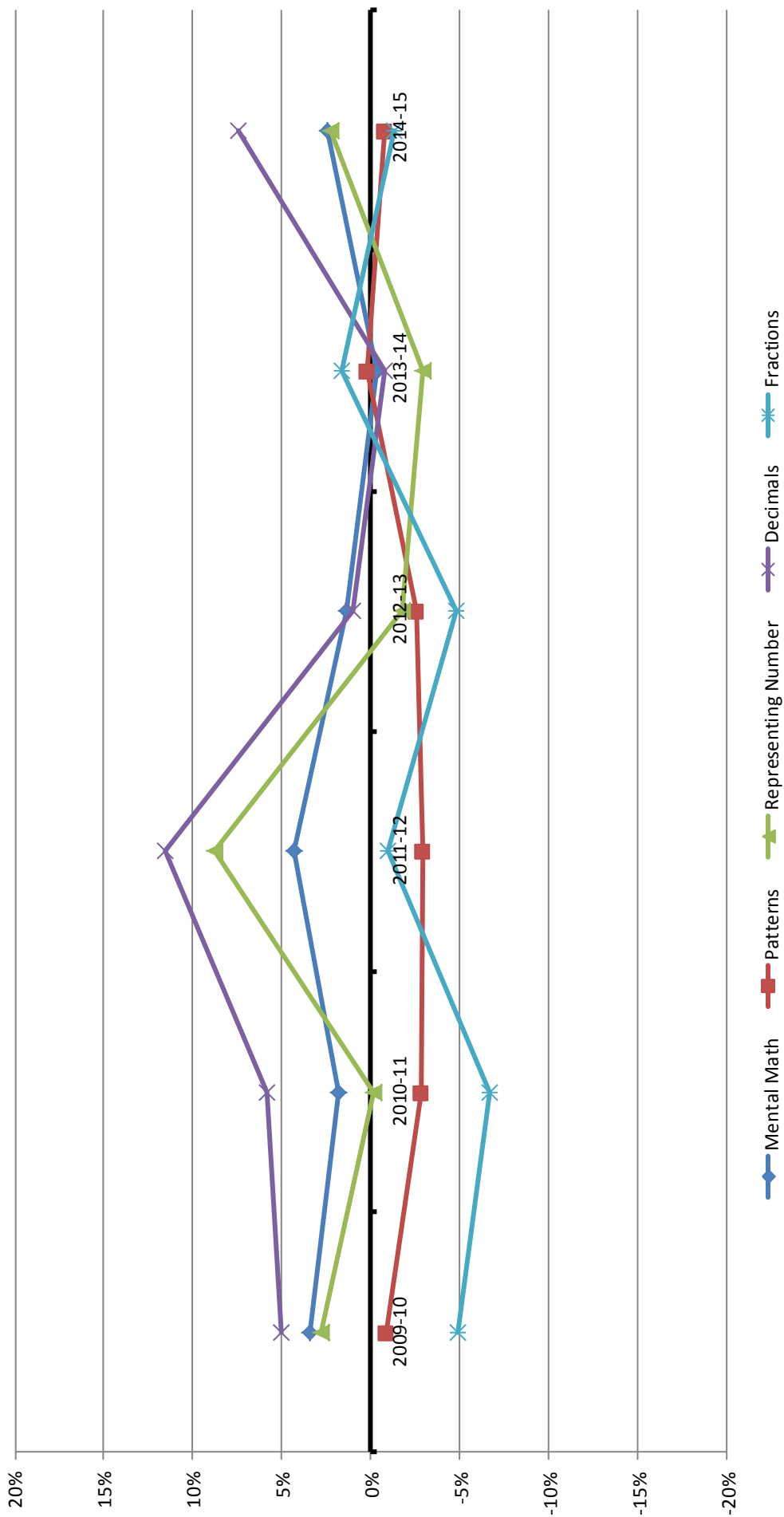


BSD to MB Difference in % Meeting Grade 3 Numeracy Expectations





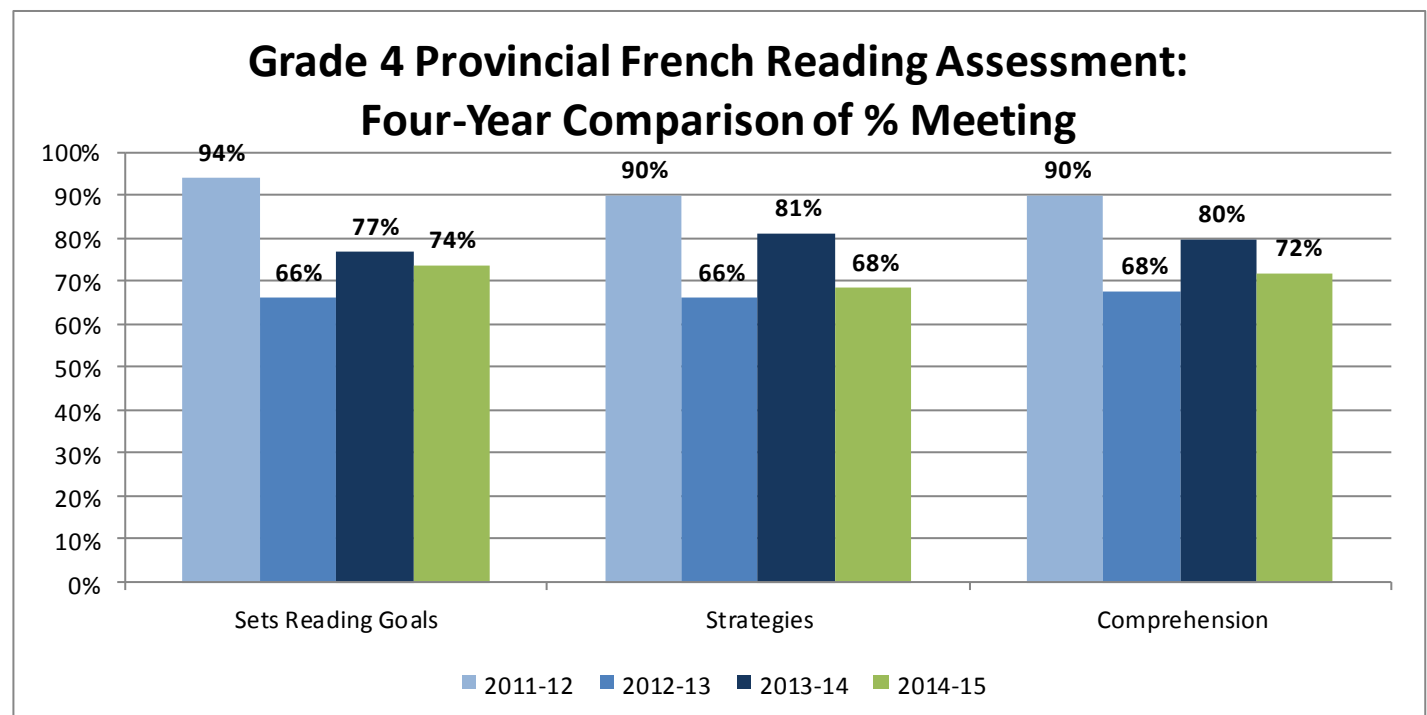
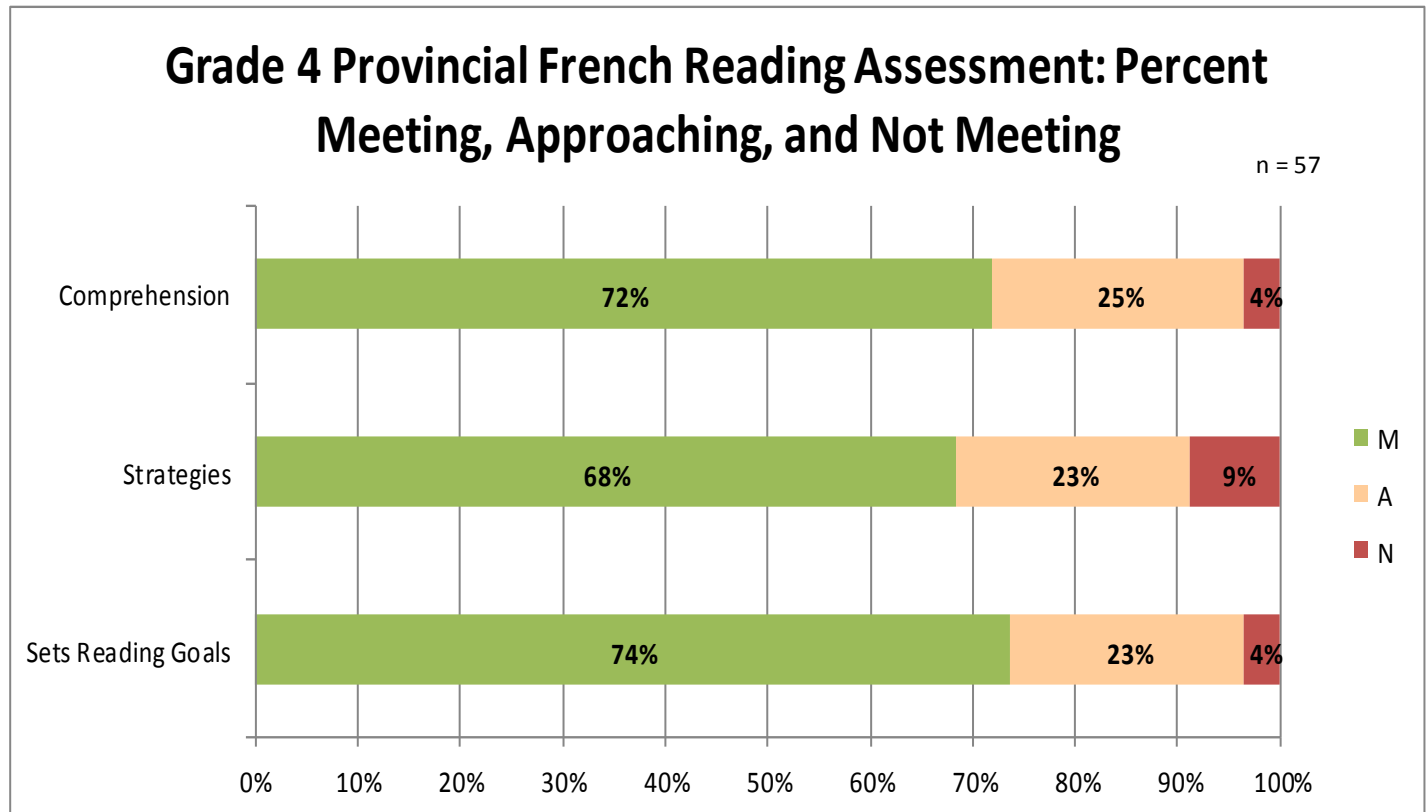
BSD to MB Difference in % Meeting Grade 7 Numeracy Expectations



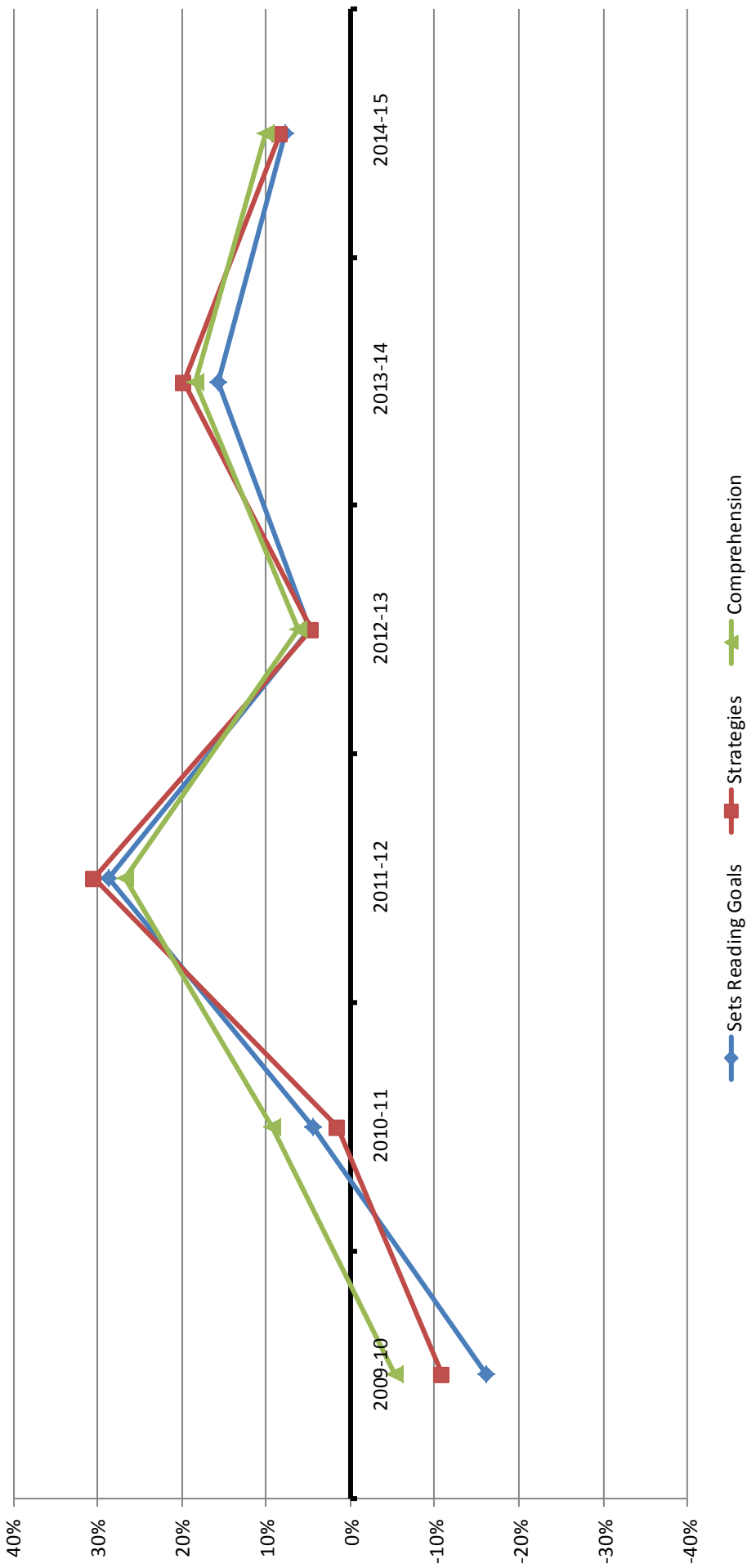
Summary of Provincial Assessment Results in Numeracy

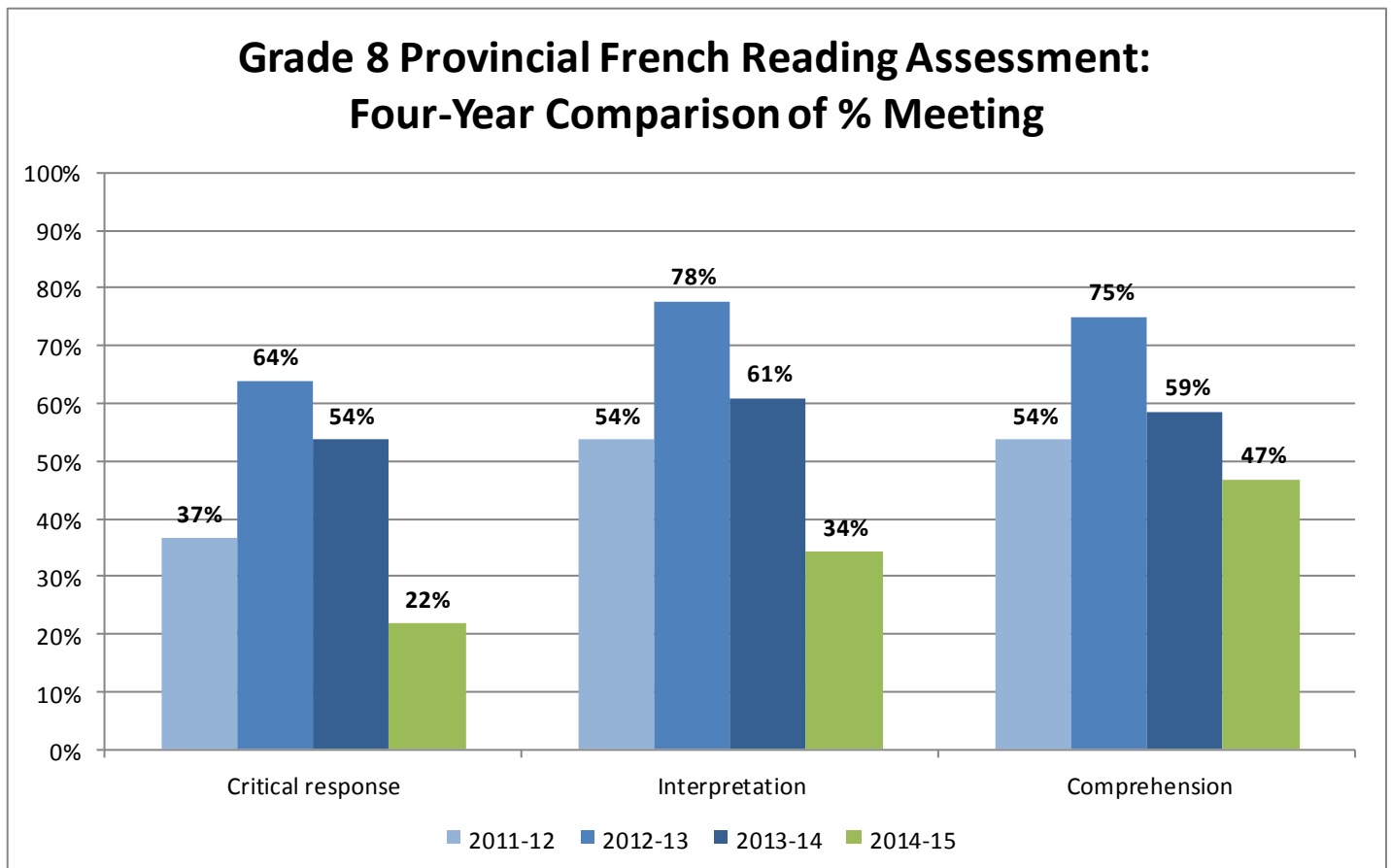
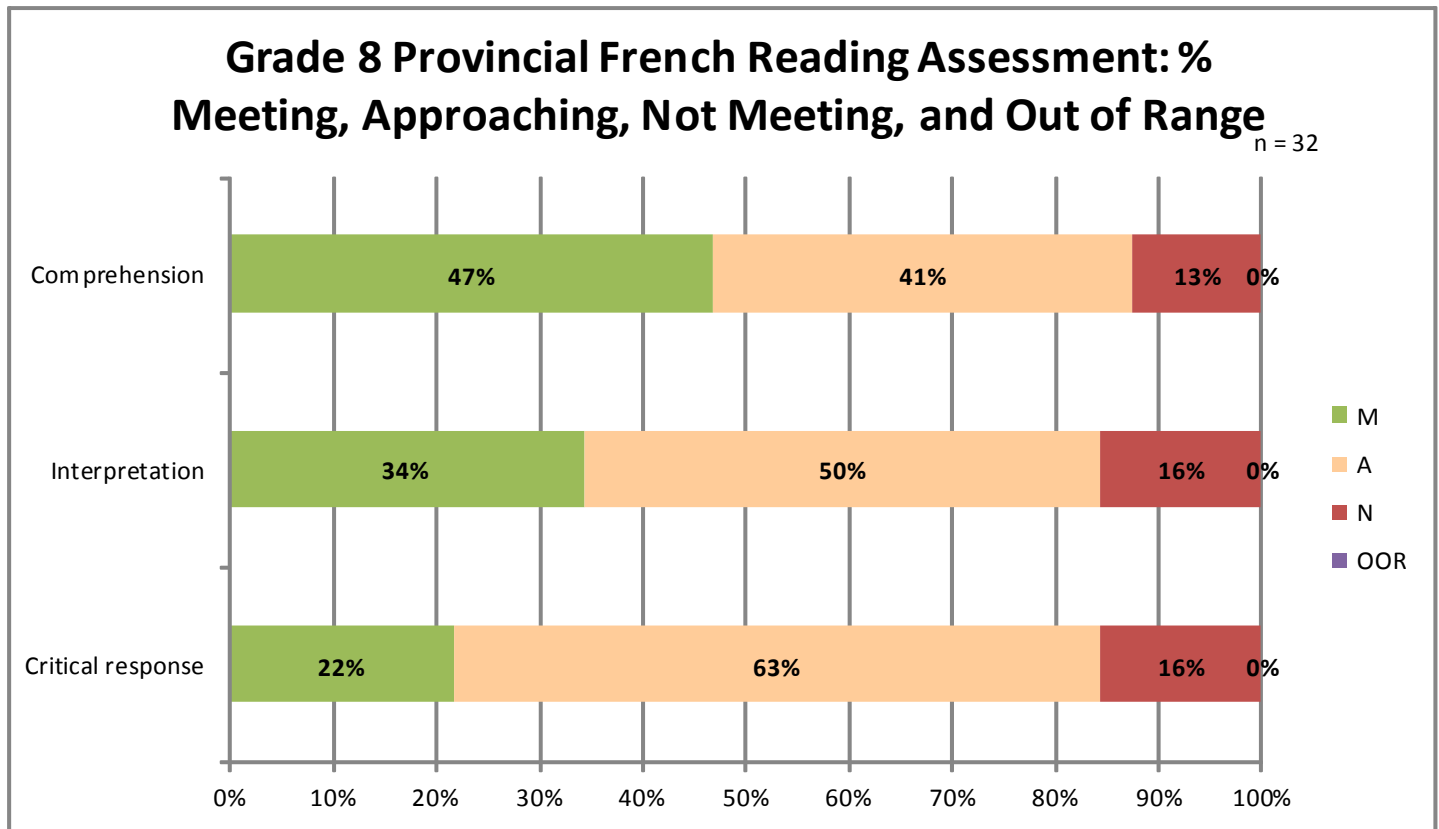
While the trend of performance level results in literacy is fairly consistent, there is much greater variability in success with the various math skills assessed. On the Grade 3 provincial numeracy assessment, between 84% and 91% are 'meeting' or 'approaching' expectations on the four competencies assessed. On the Grade 7 provincial numeracy assessment, results range from 79% of students 'meeting' or 'approaching' patterning expectations to 88% and 89% 'meeting' or 'approaching' in 'representing number' and 'decimals' respectively. Relative to other math skills, students have greatest success with 'representing number,' with 67% of Grade 3 students and 65% of Grade 7 students meeting expectations. At both Grade 3 and 7, 'mental math' is a challenge for many students, with only 53% of students at both grade levels meeting expectations. 'Patterning' is also an area of challenge, with only 59% of Grade 3 students and 45% of Grade 7 students meeting expectations in these skills. There is also a relatively higher percentage of students needing ongoing help in both 'mental math' and 'patterning.' These areas of strength and challenge are appearing consistently from year-to-year and are consistent with trends seen across the province.

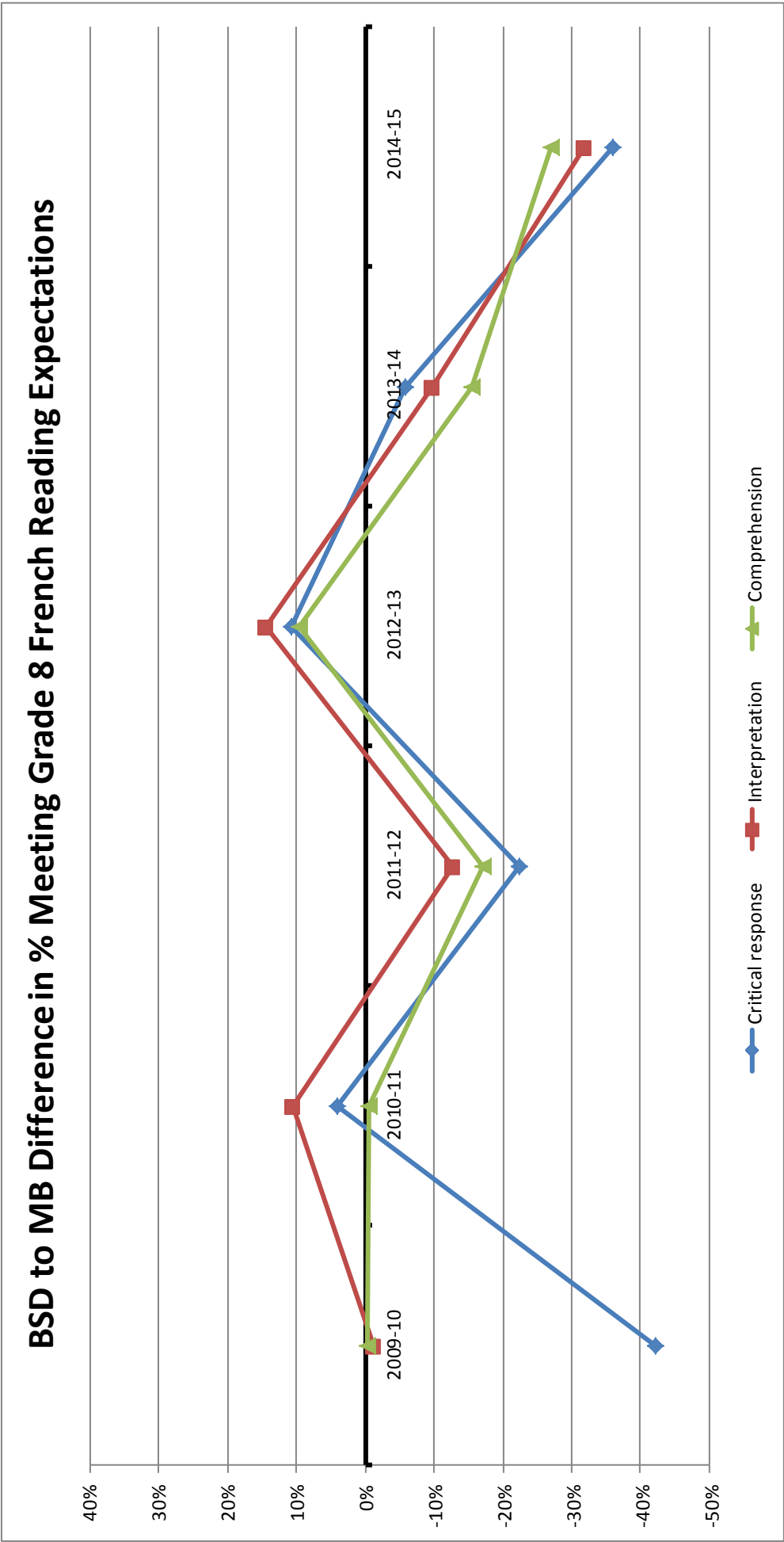
Provincial Formative Assessment Results: French Literacy

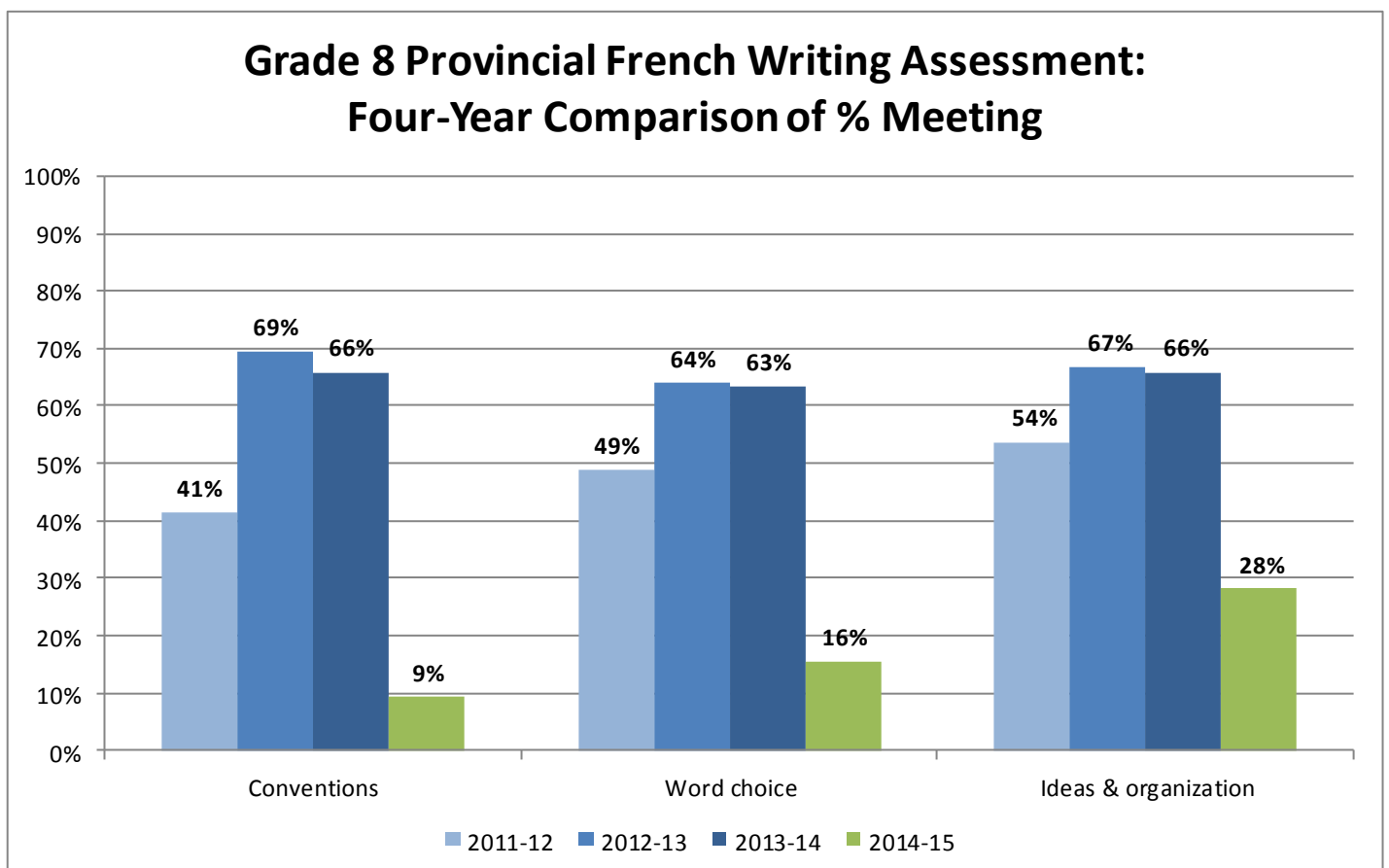
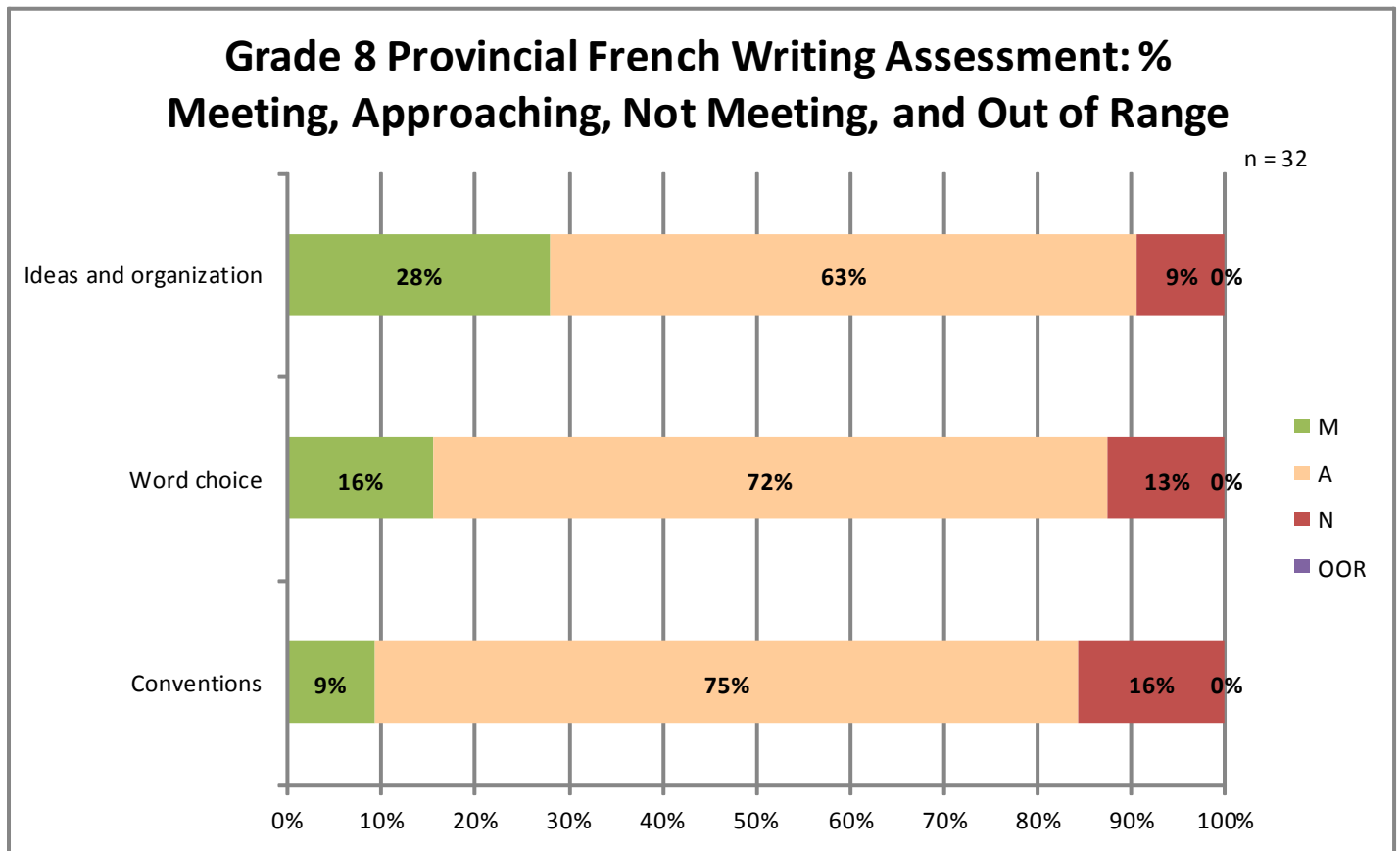


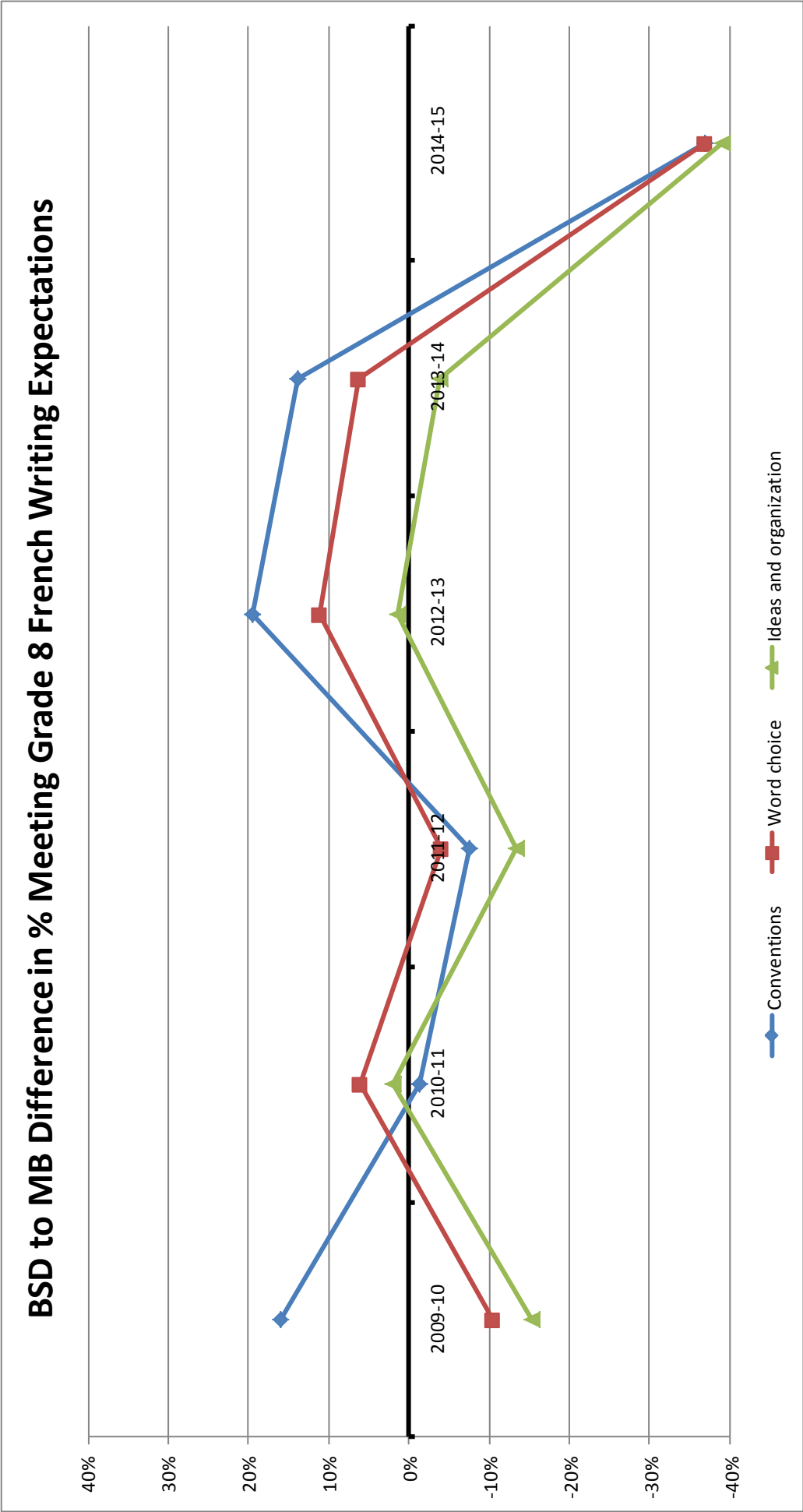
BSD to MB Difference in % Meeting Grade 4 French Reading Expectations











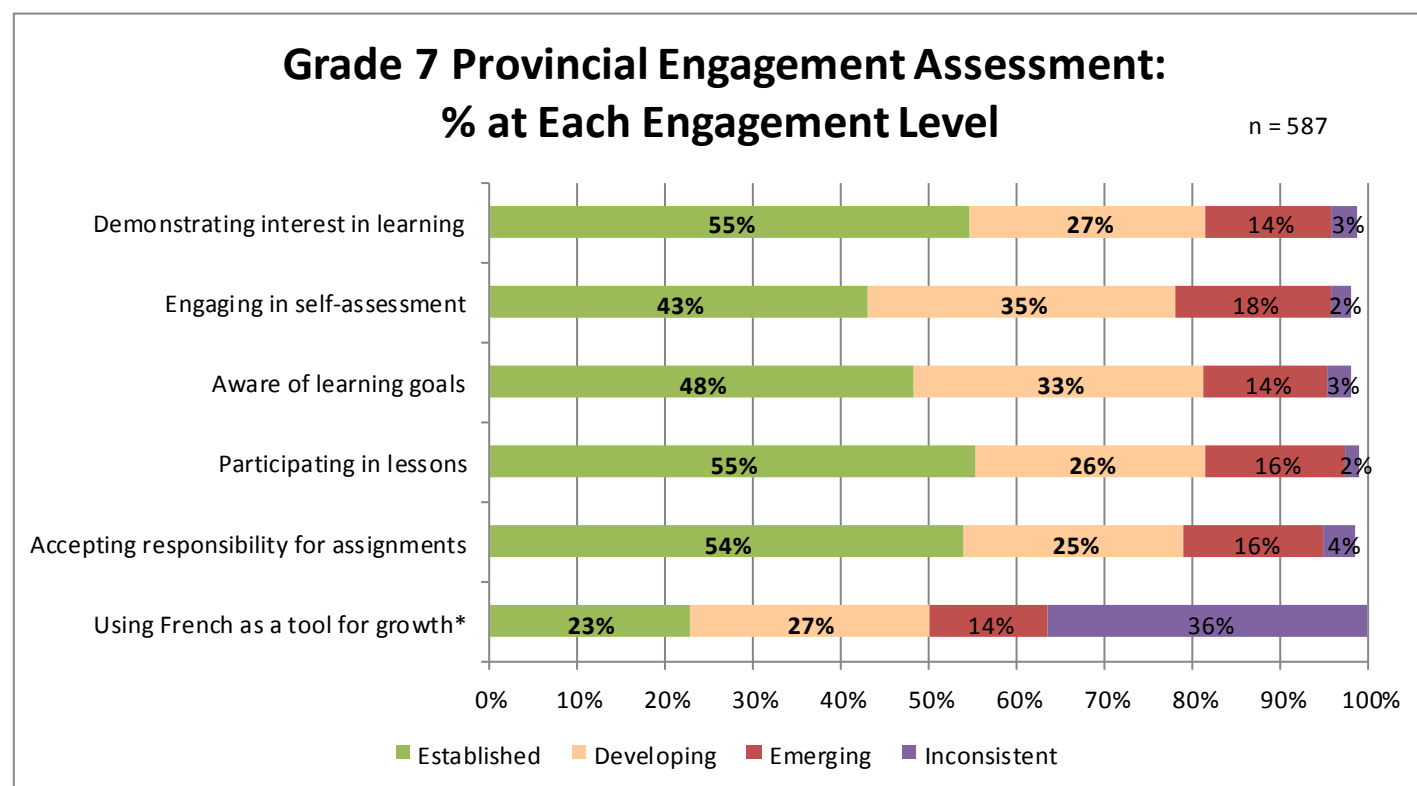
Summary of Provincial Assessment Results for French Literacy

On each of the French literacy competencies assessed at Grades 4 and 8, between 84% and 96% of French Immersion students are either 'meeting' or 'approaching' grade level expectations. 'Critical response to text' is the competency with fewer students meeting expectations compared with the other reading competencies.

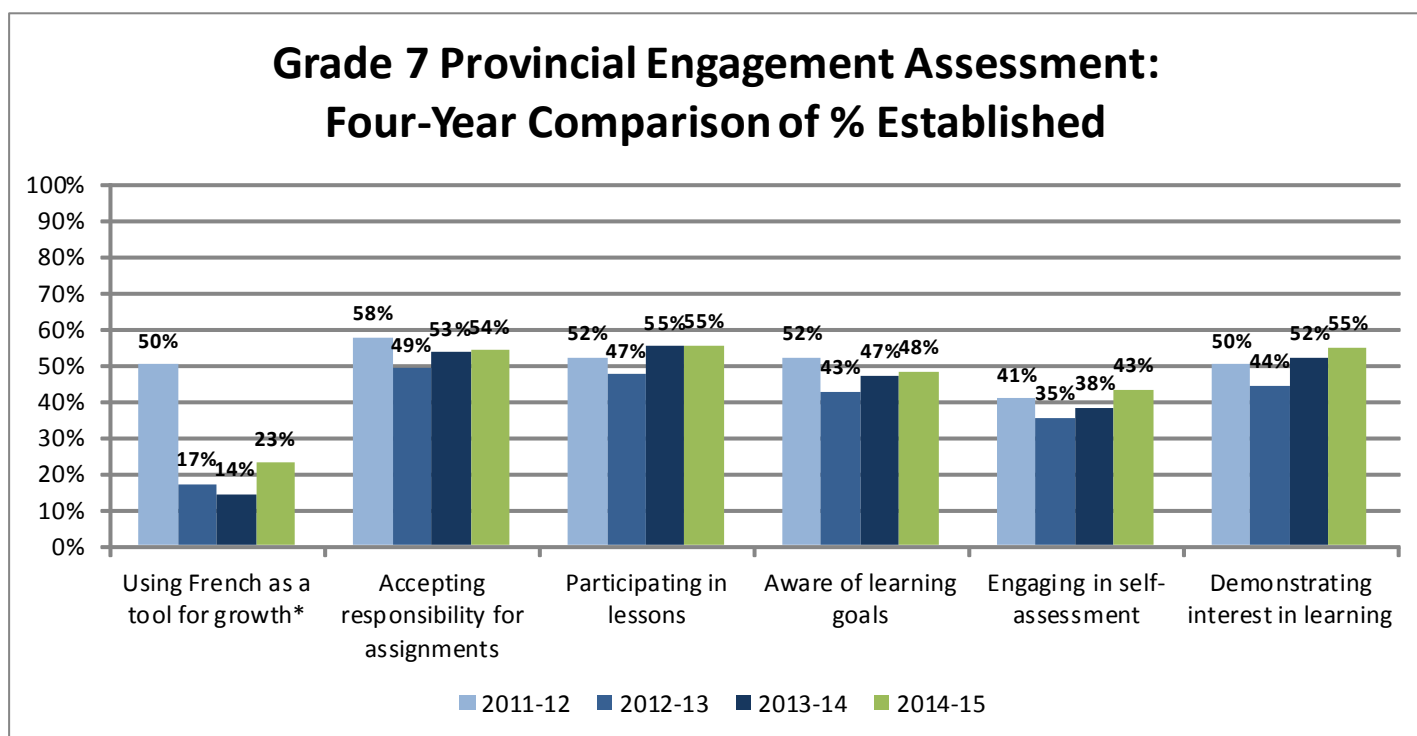
Multi-year comparisons reveal great variability in French literacy results from year to year. While the smaller number of students assessed in French literacy compared with English literacy may be a contributing factor to this inconsistency, this phenomenon warrants close examination over a longer period of time. Despite the inconsistency, this year saw a considerable decrease in the percentage of students meeting all French literacy competencies compared with the year before. While Grade 4 students in BSD maintained results similar to those seen across the province, a considerably smaller percentage of Grade 8 students in BSD are meeting French literacy expectations this year compared with Grade 8 students across the province.

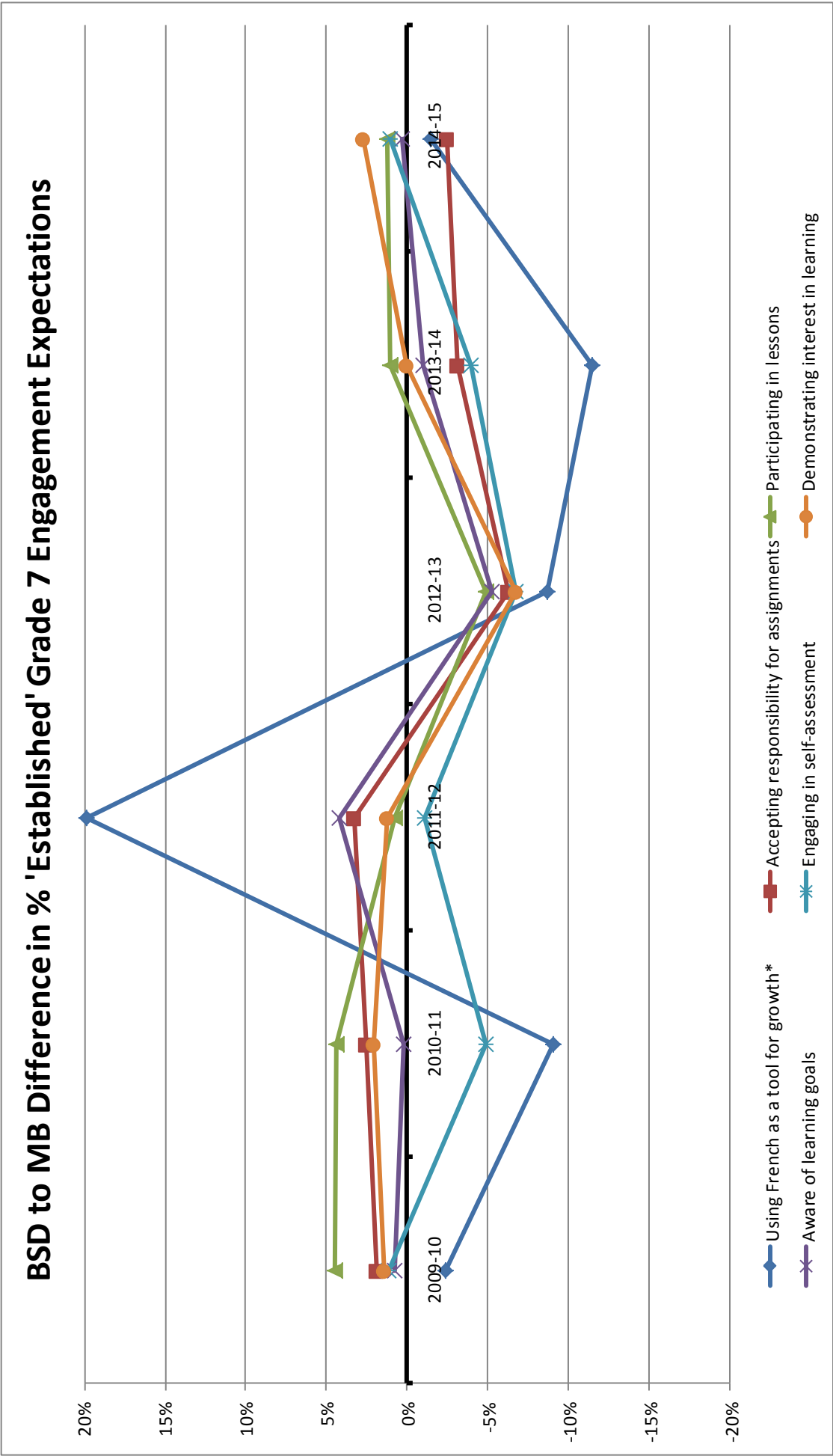
Provincial Formative Assessment Results: Engagement

The following graphs 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 = 44.





Summary of Provincial Engagement Assessment Results

The 5 engagement skill areas assessed across both the English and French Immersion programs are considered first. In general, around 50% of BSD students are demonstrating established engagement skills, while another third are demonstrating these skills quite often. Students find self-assessment the most challenging skill. The data also shows there were slight improvements this year in the percentage of established engagement skills compared with last year. With the exception of 'accepting responsibility for assignments,' a similar if not greater percentage of BSD students have 'established' engagements skills compared with the provincial results.

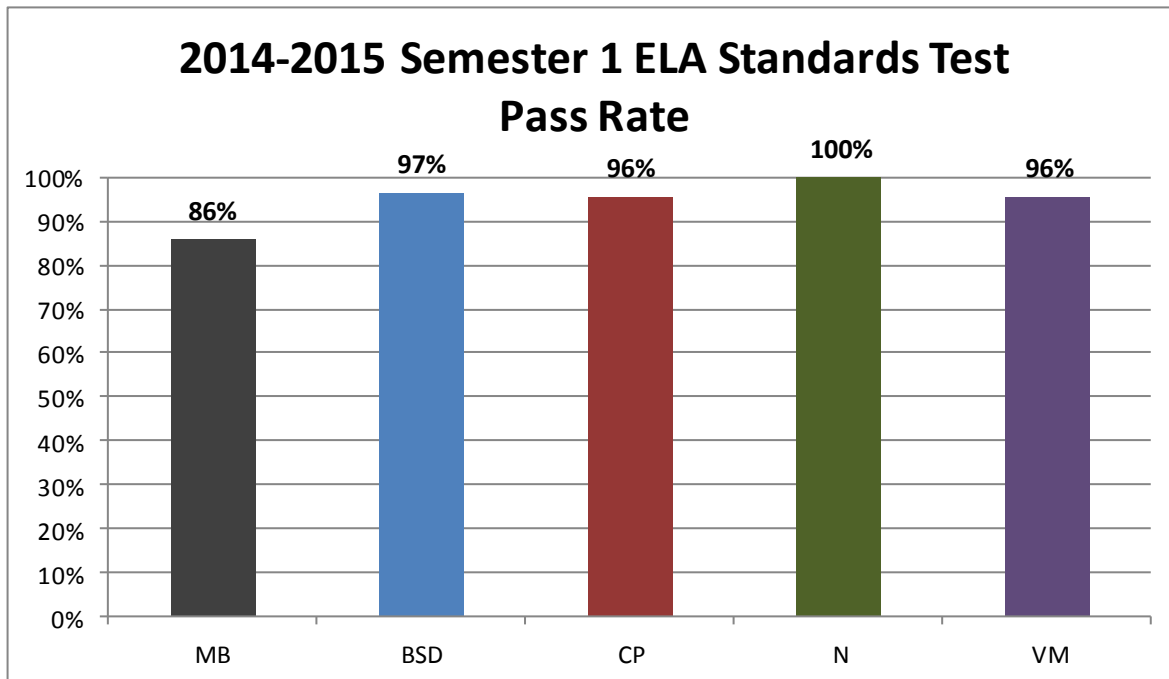
'Using French as a tool for personal and social growth' is an engagement skill assessed in the French Immersion program only. While we have seen some improvements, in general, this skills continues to be 'emerging' for students in BSD *and* across the province.

Grade 12 Provincial Standards Tests

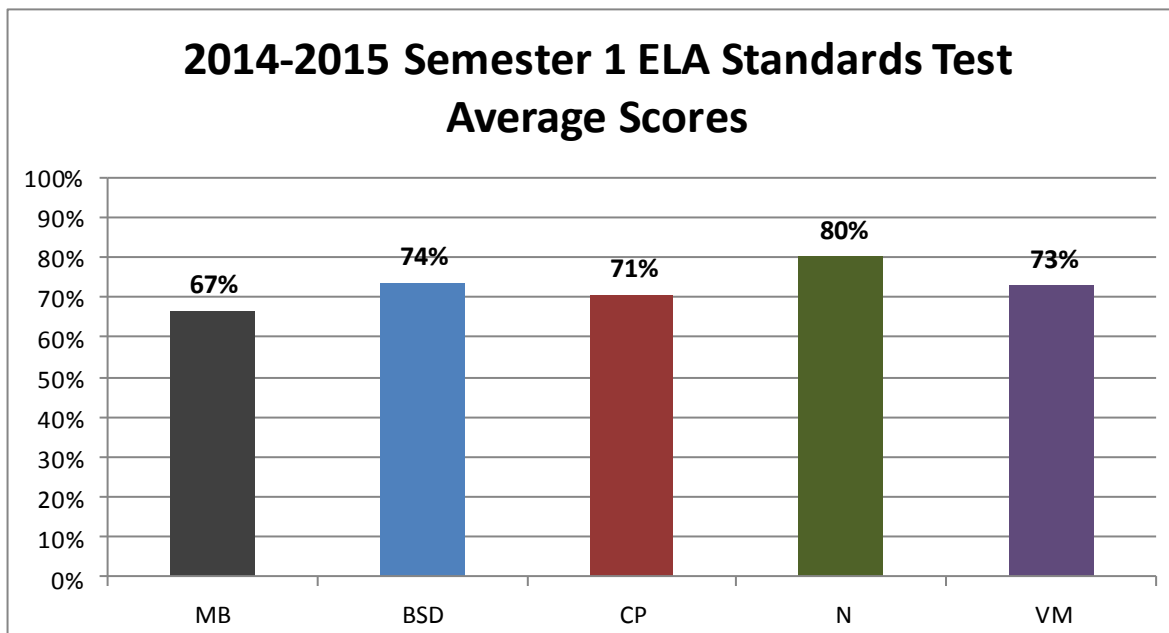
Grade 12 Provincial (Manitoba) Standards Tests completed in the Brandon School Division have been monitored closely and analyzed since the 2002-03 school year. (The French test has been monitored for the last five years.) The tests are administered in January and June of each school year to accommodate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

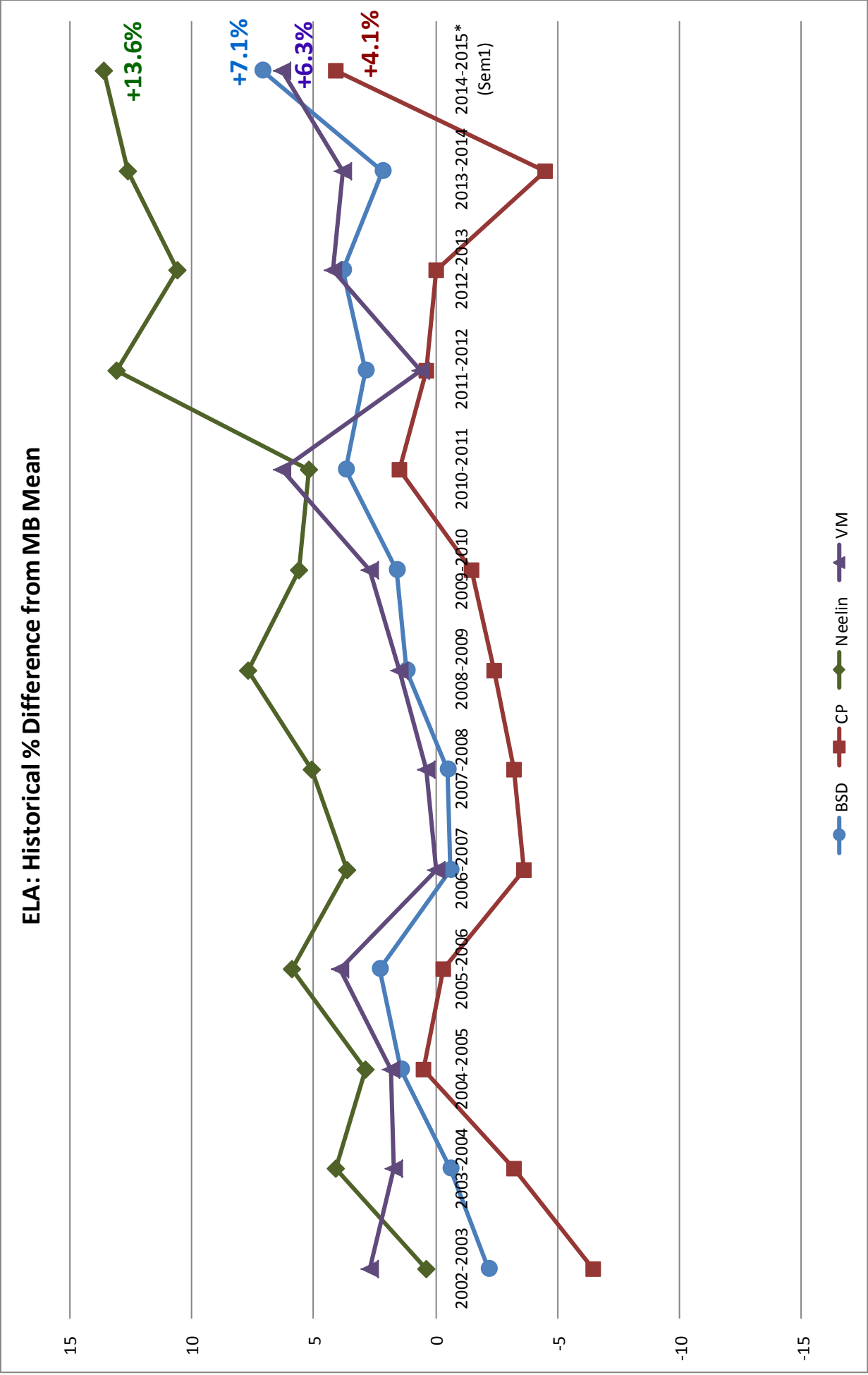
The following results are from the January 2015 assessment (therefore, semester 1 only). June 2015 assessment results will be available in the fall of 2015. Full reports of all Grade 12 results will be available through Research, Assessment and Evaluation Services by December 2015.

Grade 12 English Language Arts Provincial Standards Test



	n
BSD	240
CP	92
N	53
VM	95

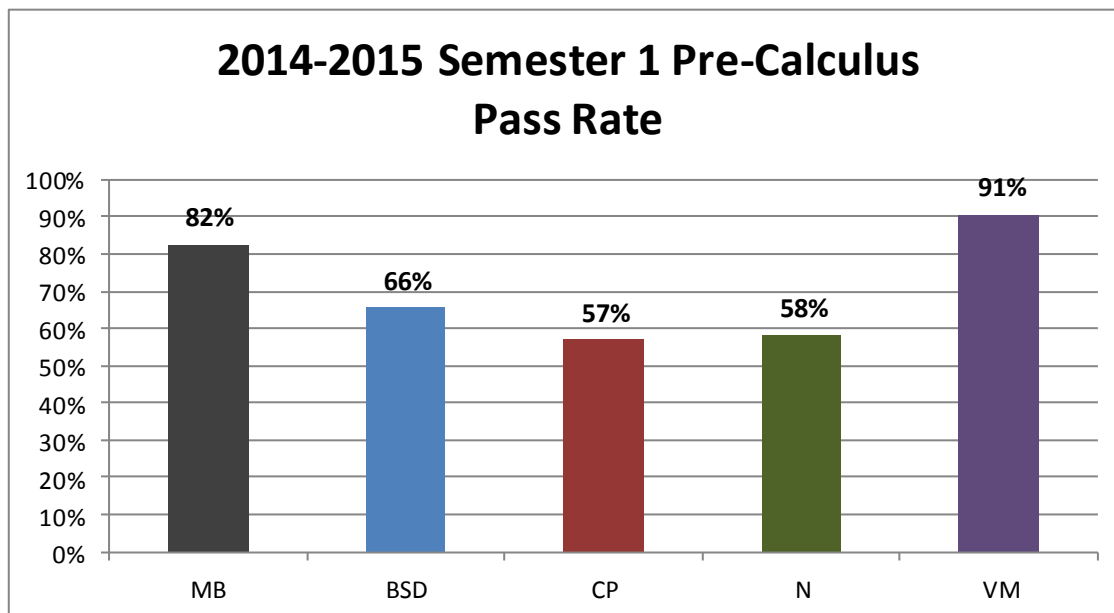




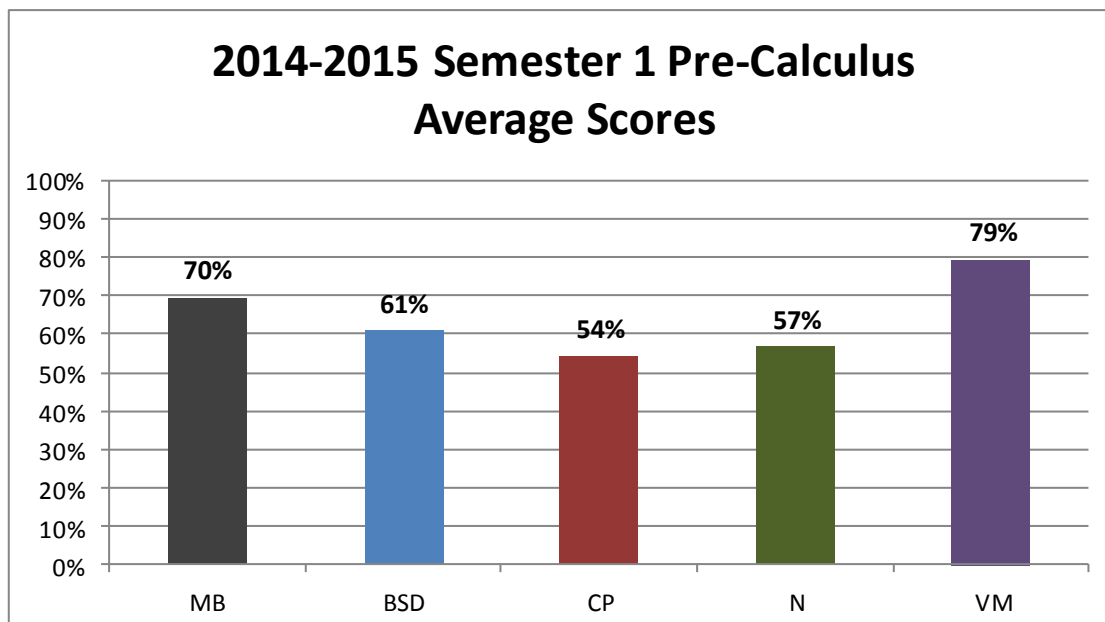
It is important to note that as of 2012-2013 there has been a change in the Manitoba Mathematics curricula, resulting in changes to the Grade 12 Mathematics Provincial Standards Tests. In the 2012-2013 year, new standards tests in Mathematics were Piloted, and 2013-2014 was the first year of full implementation. While the majority of the outcomes remained in the same strand (i.e., pre-calculus versus applied), some outcomes have been switched between the Grade 11 and Grade 12 levels. These changes will have resulted in some content differences within the tests. The most significant alteration has been in the format of the Essential Mathematics area, which was previously Consumer Math. Instead of three components of the assessment—a project, portfolio, and written test—the assessment is now composed solely of a written test. Due to these notable changes, multi-year trend analysis of the three Math tests were halted at the 2011-2012 year. In this, the 2014-2015 year, we have only the second collection of data within the new curriculum and standards tests.

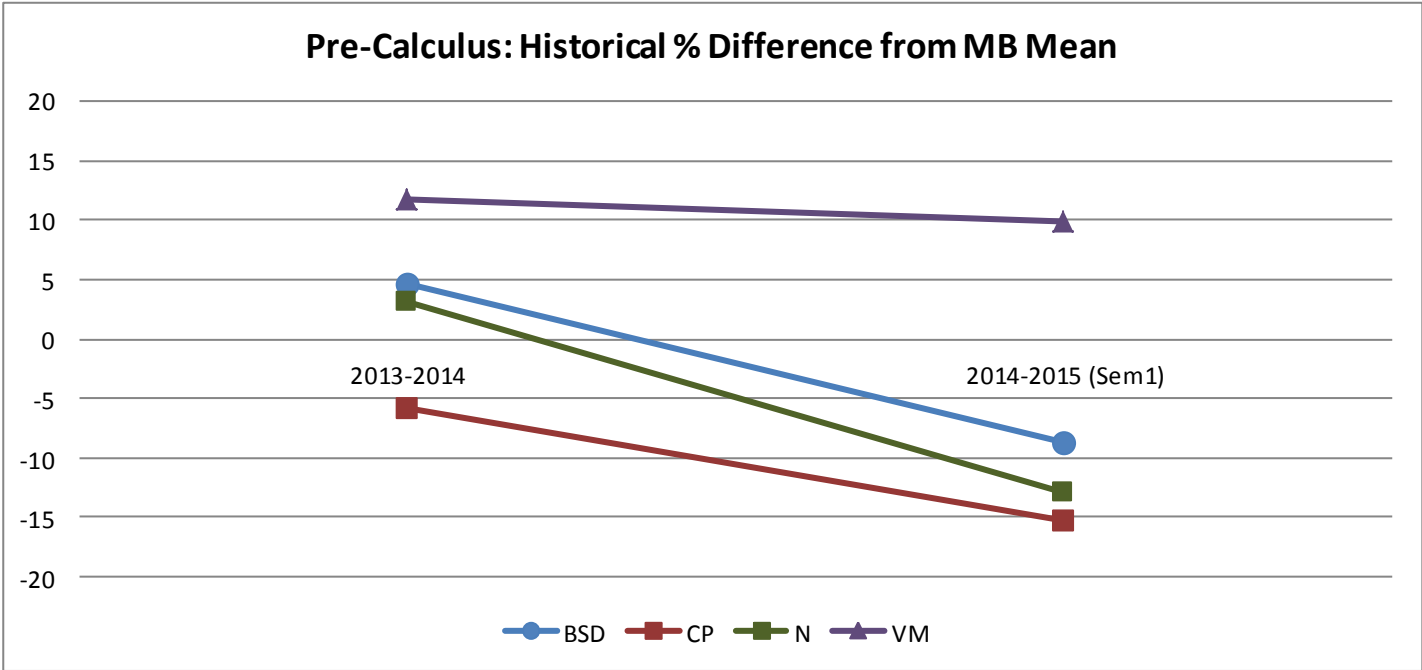
As with ELA, the following Mathematics results are from the January 2015 assessment. June 2015 assessment results will be available in the fall of 2015. Full reports of all Grade 12 results will be available through Research and Evaluation Services by December 2015.

Grade 12 Pre-Calculus Provincial Standards Test

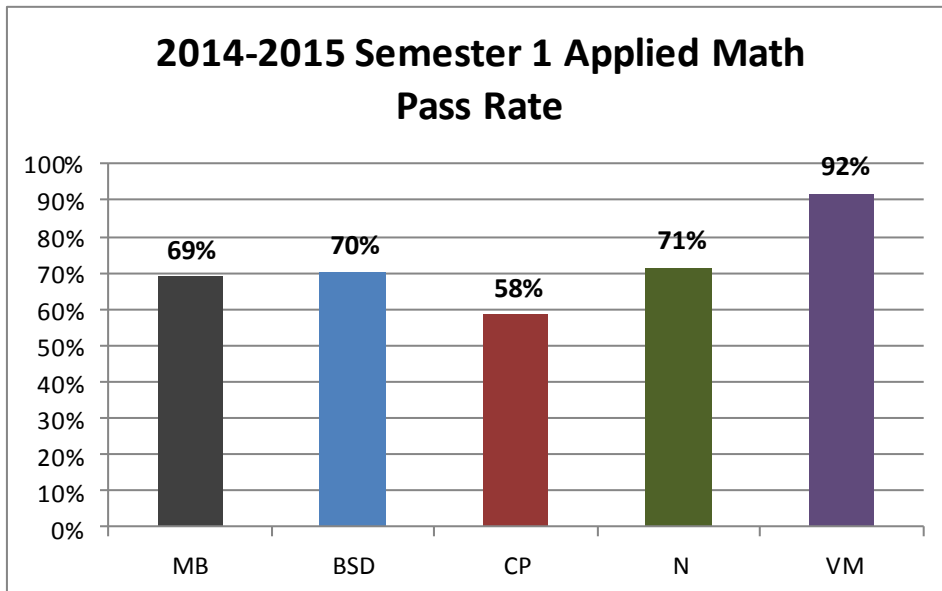


	n
BSD	84
CP	51
N	12
VM	21

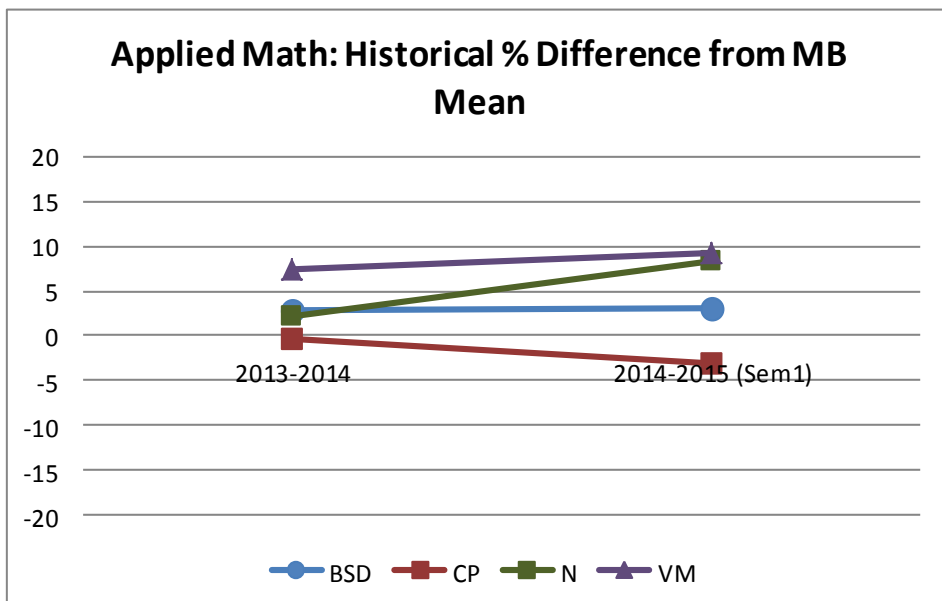
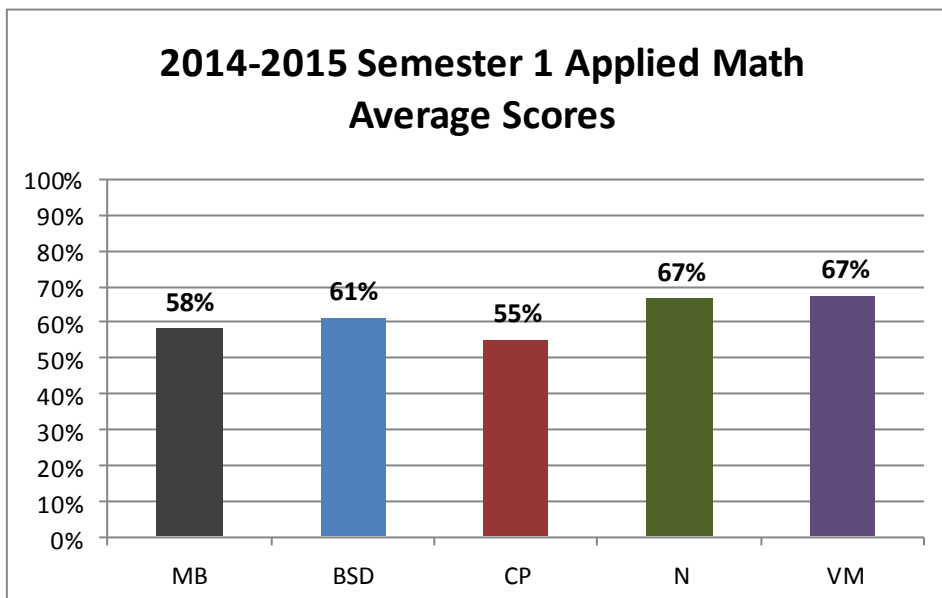




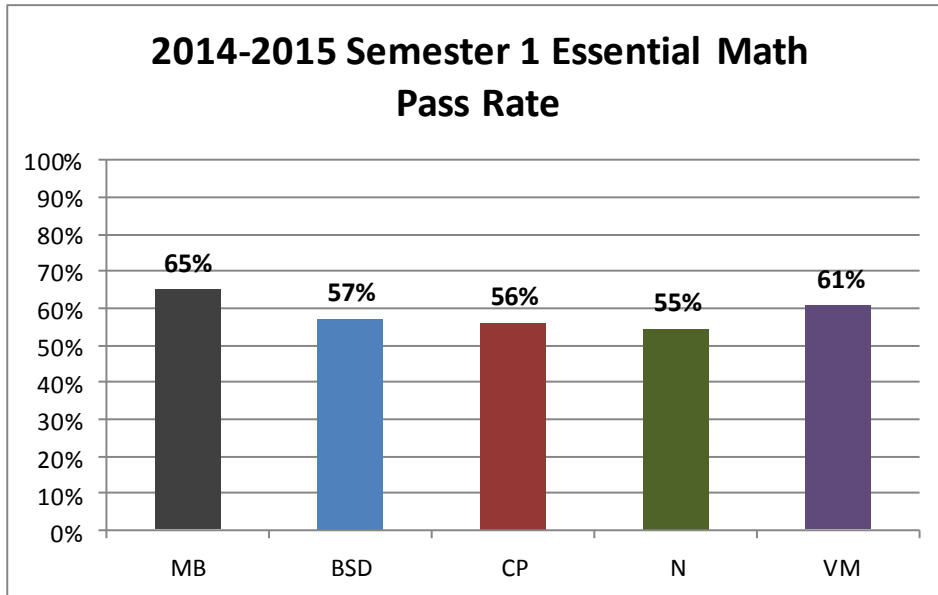
Grade 12 Applied Mathematics Provincial Standards Test



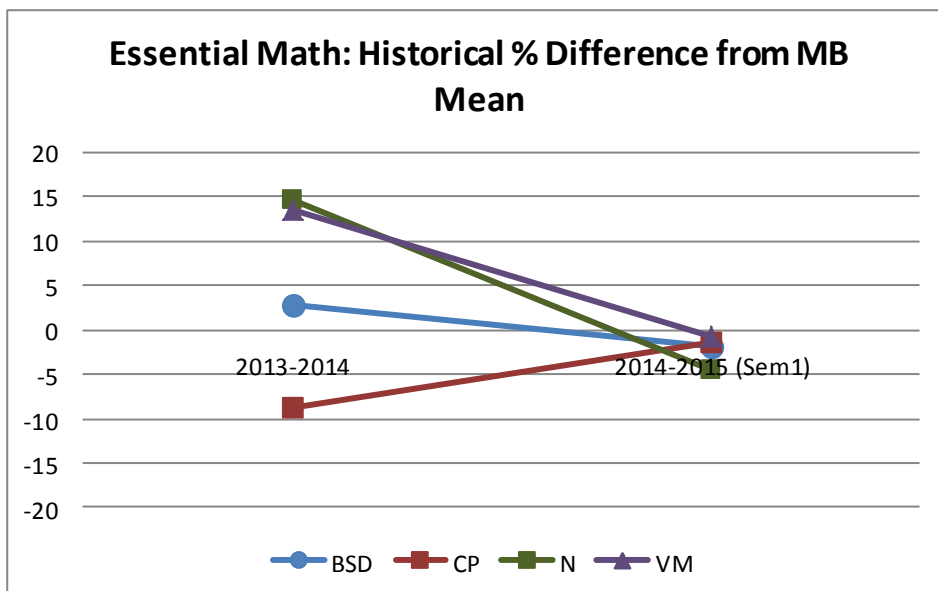
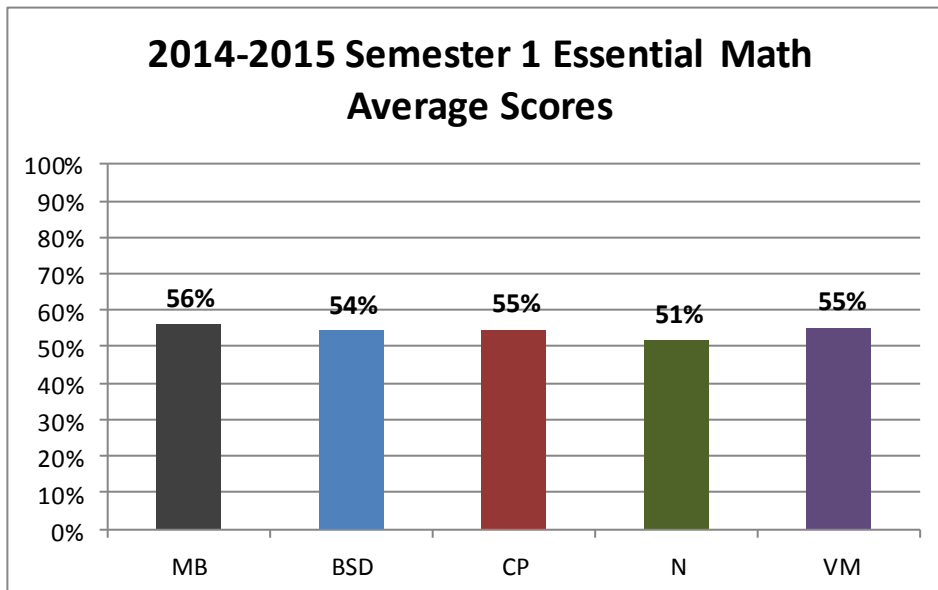
	n
BSD	50
CP	24
N	14
VM	12



Grade 12 Essential Mathematics Provincial Standards Test

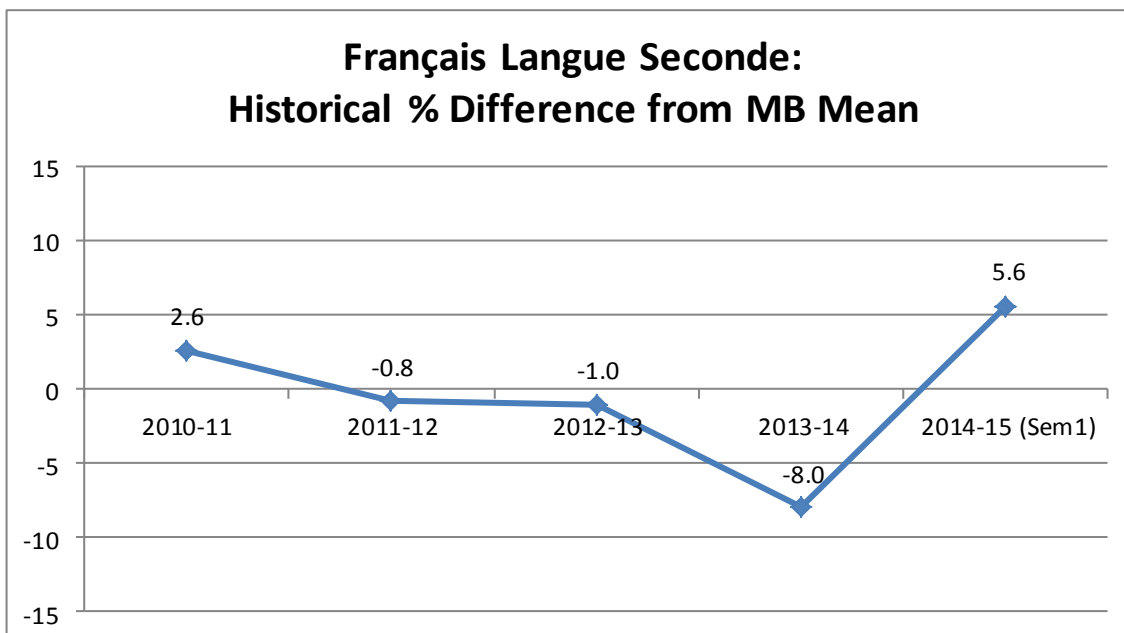
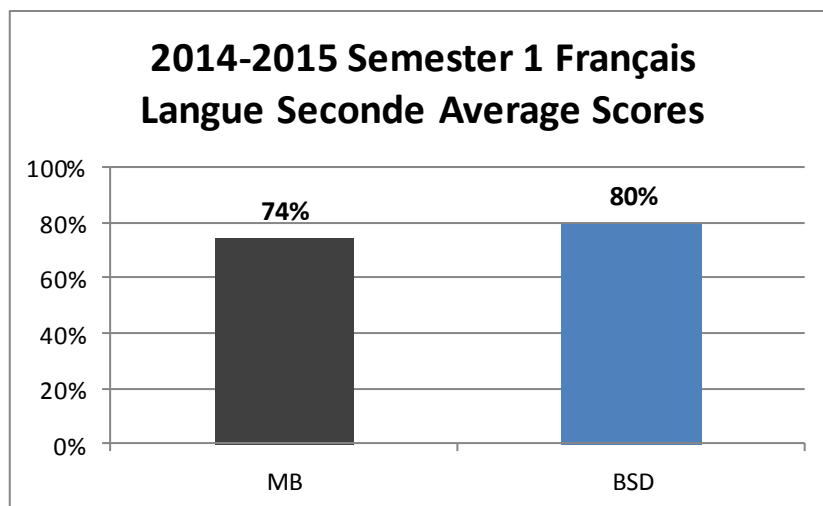
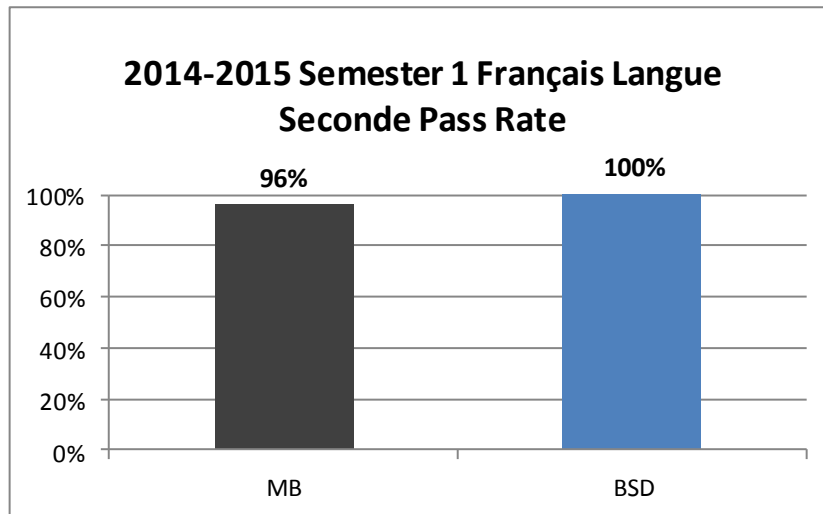


	n
BSD	105
CP	50
N	22
VM	33



Grade 12 Français Langue Seconde Provincial Standards Test

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



Summary of Grade 12 Provincial Standards Results

English Language Arts

BSD students consistently perform well on the Grade 12 Provincial test. As seen in previous years, BSD students had a higher pass rate than Manitoba students (97% compared with 86%) and a higher average score (74% compared with 67%).

Pre-Calculus

Compared with Manitoba, a lower percentage of BSD students passed the Pre-Calculus test, and BSD saw lower average scores as well. As was seen in previous Pre-Calculus results, however, this trend is reversed at Vincent Massey Collegiate in which students had a higher pass rate and higher average score than the province as a whole.

Applied Mathematics

The pass rates and average scores of BSD students on the Applied Math Test were on par with provincial results. While Crocus Plains students scored lower than the provincial average, students at Neelin and Vincent Massey had average scores 9% above the Manitoba mean.

Essential Mathematics

Although the pass rate on the Essential Math test was slightly lower in BSD than for Manitoba, average scores in this Division were on par with the provincial results. Unique to this math assessment, all BSD schools performed similarly on this assessment.

Français langue seconde

In BSD, 100% of the students who took the Français langue seconde test passed this test. Unlike last year, the BSD average score of 80% was above the Manitoba average of 74%.

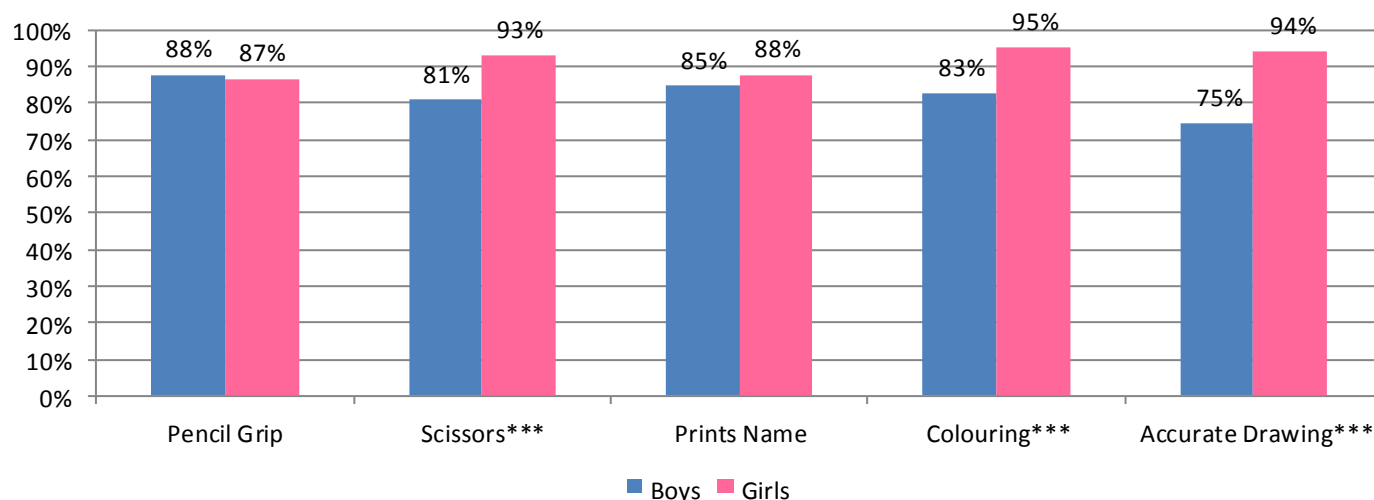
SECTION D

Specific Learner Group Achievement

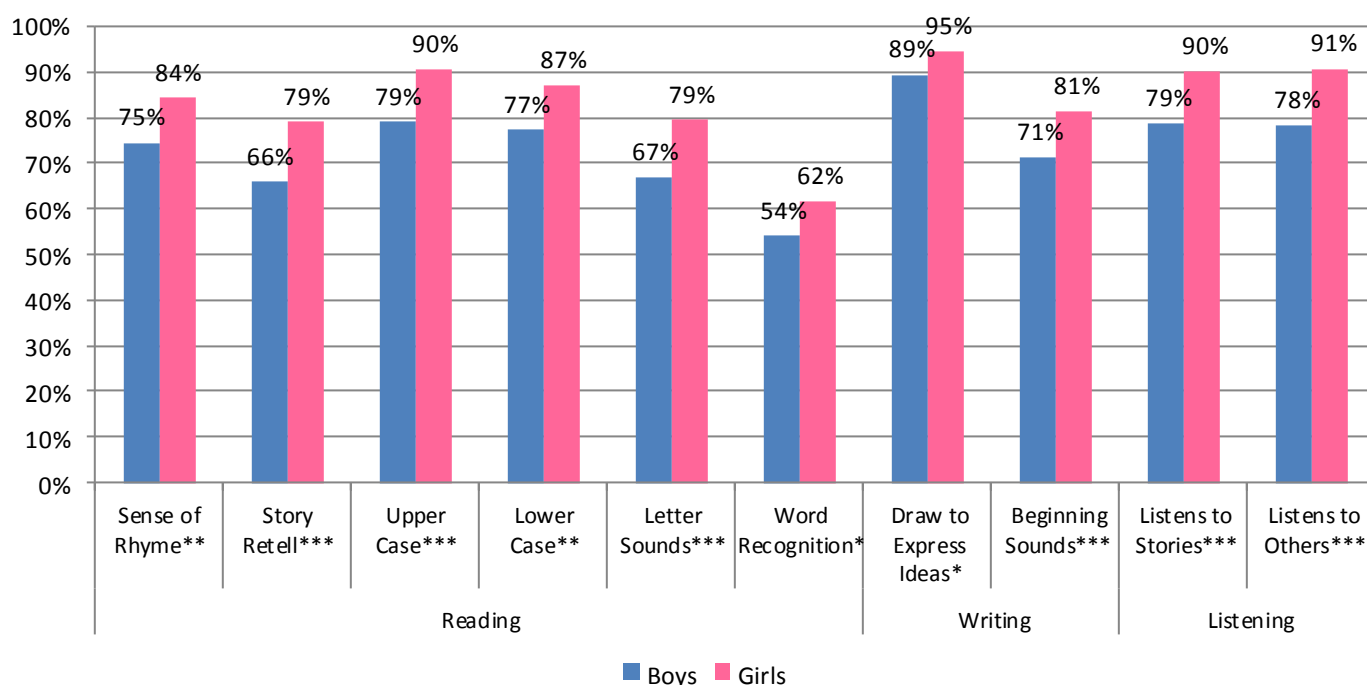
Comparison of Male and Female Learners

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

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

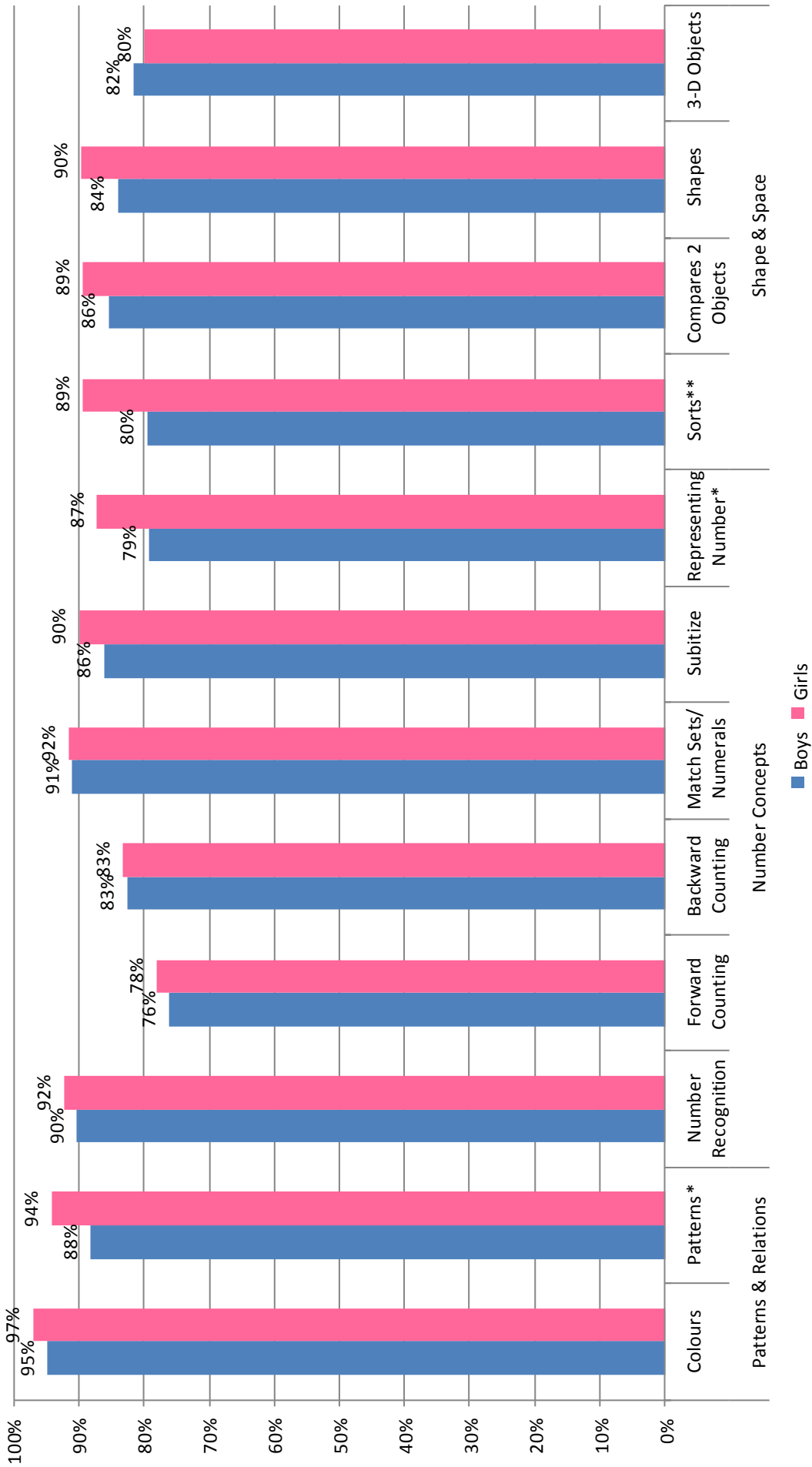


*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level.

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

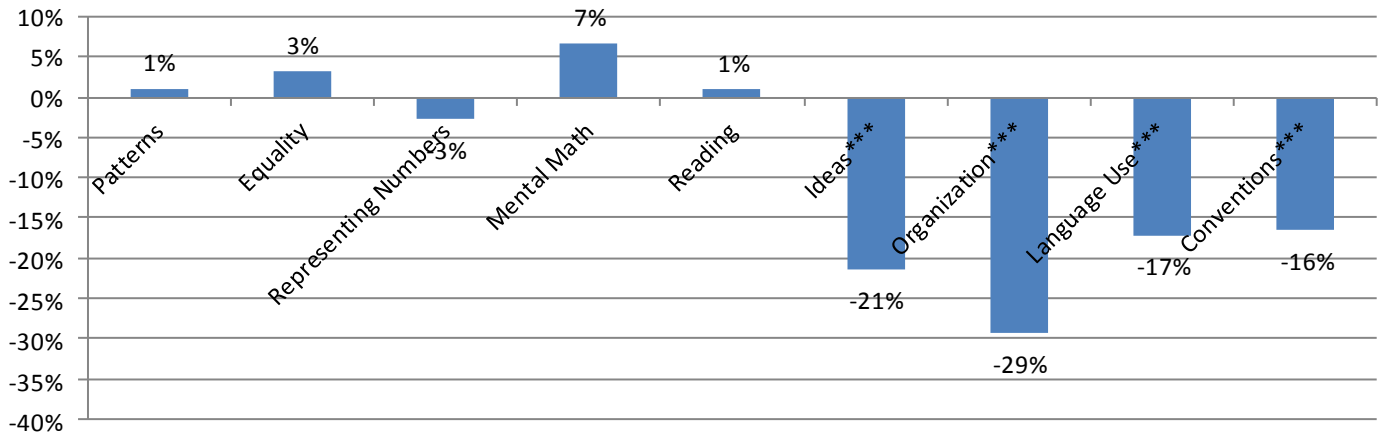
Note that comparisons of specific learner groups on Kindergarten competencies include English program students only.

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

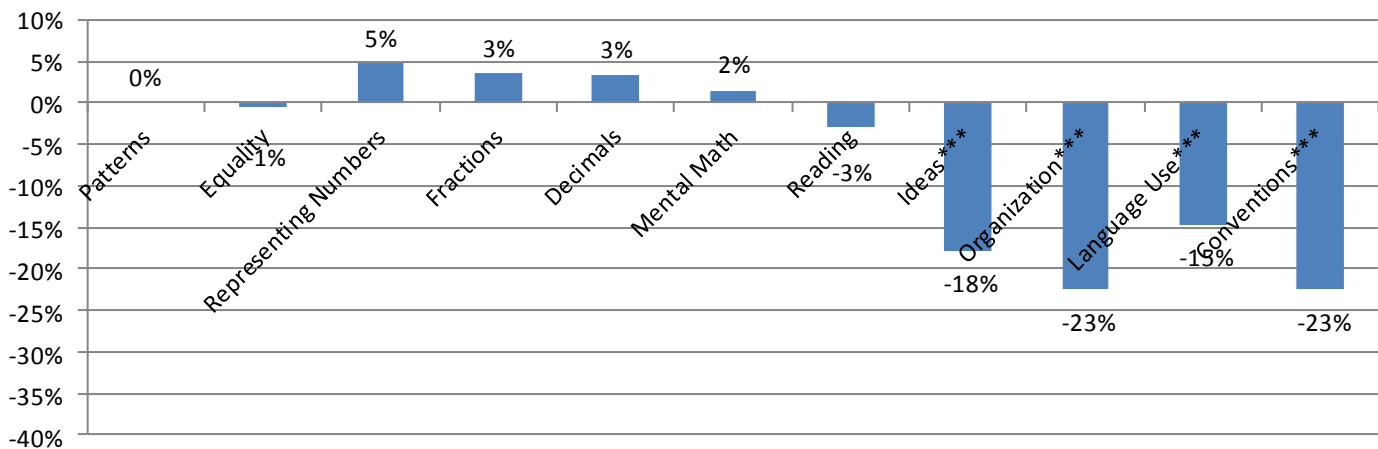


*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

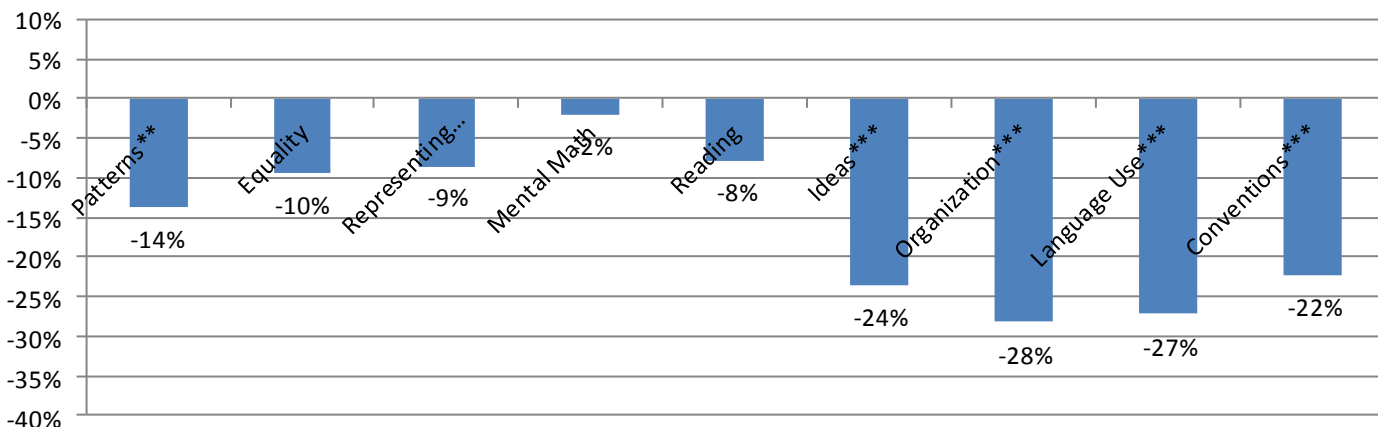
Grade 3 Boys to Girls Difference in % Meeting Expectations



Grade 5 Boys to Girls Difference in % Meeting Expectations



Grade 7 Boys to Girls Difference in % Meeting Expectations

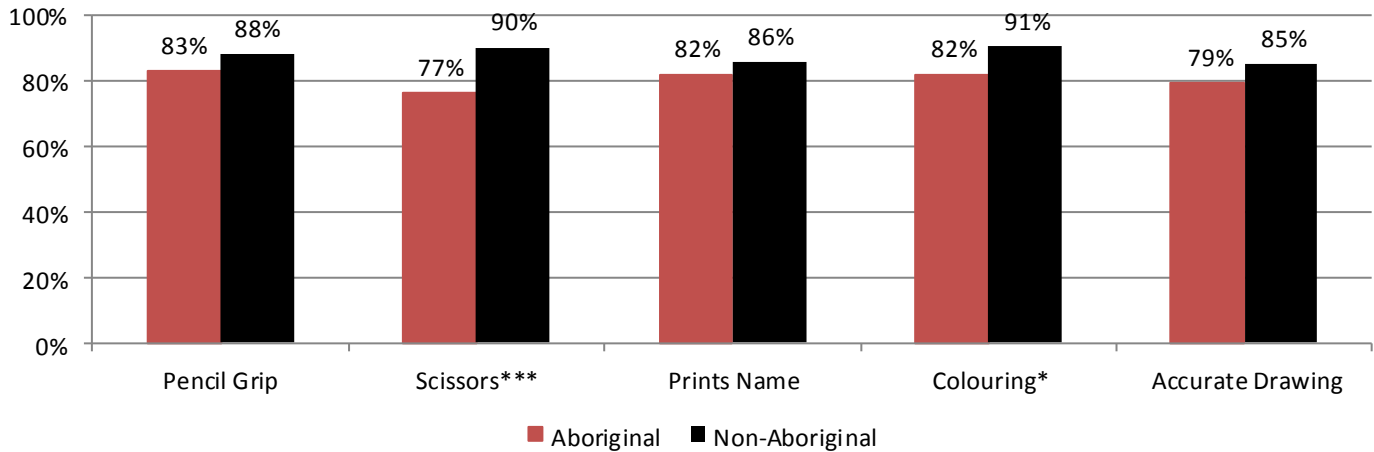


*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level. ***Difference is statistically significant at the .005 level.

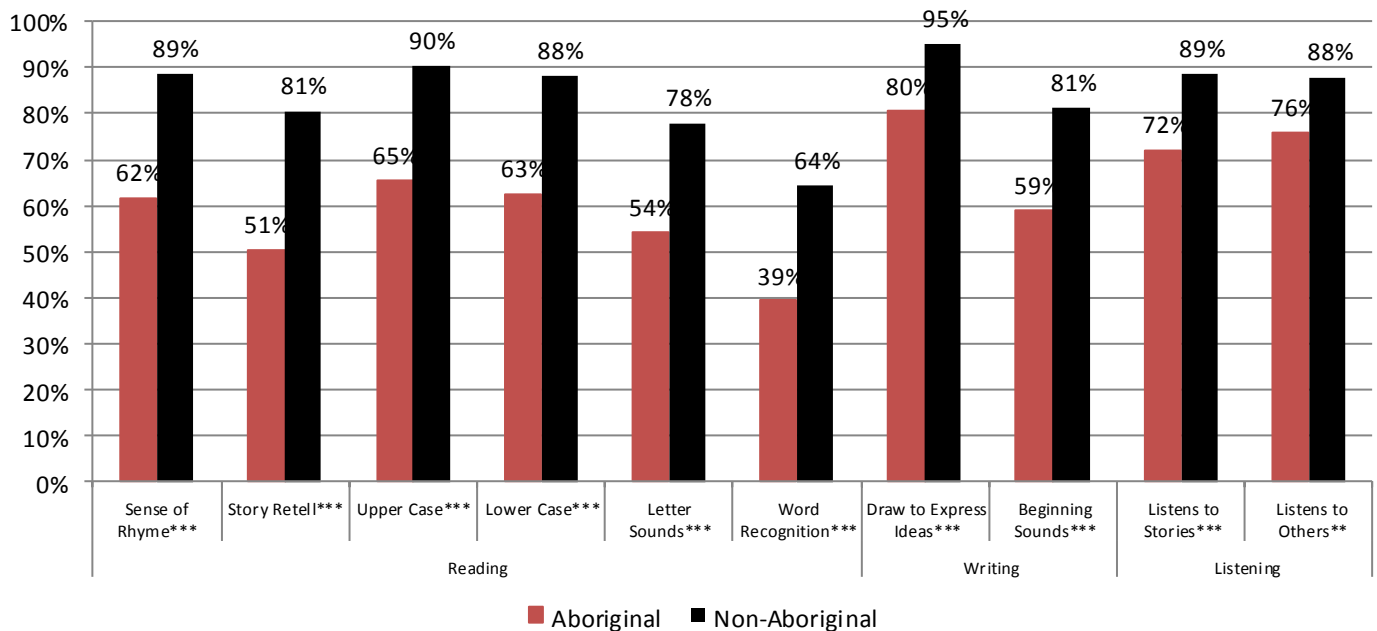
Comparison of Aboriginal and Non-Aboriginal Learners

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

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



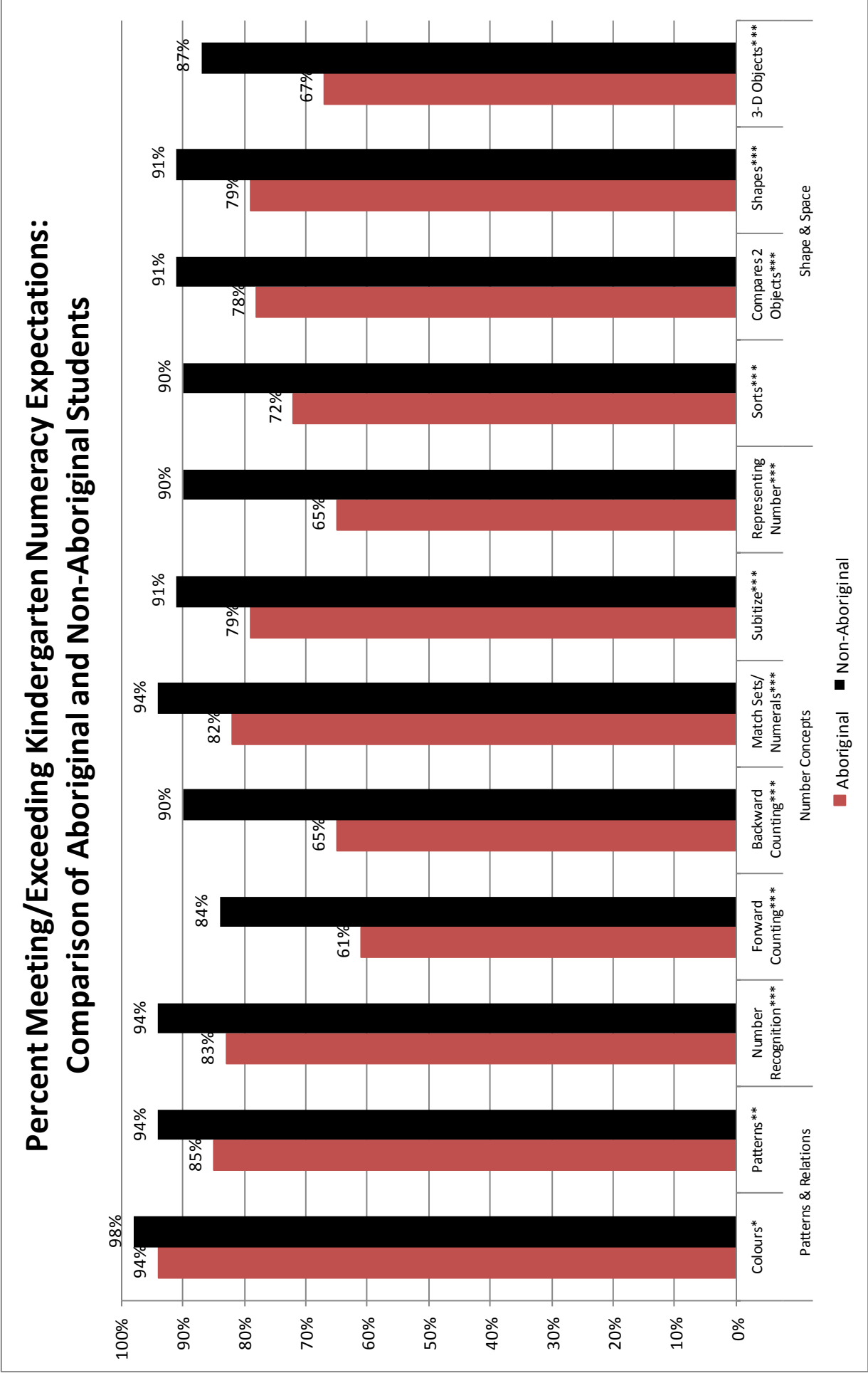
Percent Meeting/Exceeding Kindergarten Literacy Expectations: Comparison of Aboriginal and Non-Aboriginal Students



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

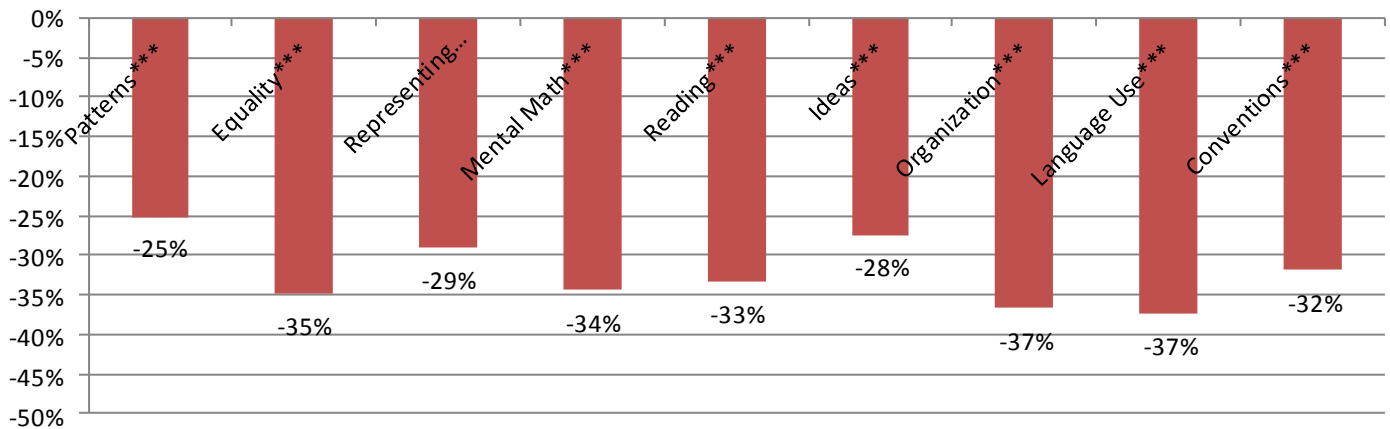
***Difference is statistically significant at the .005 level.

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

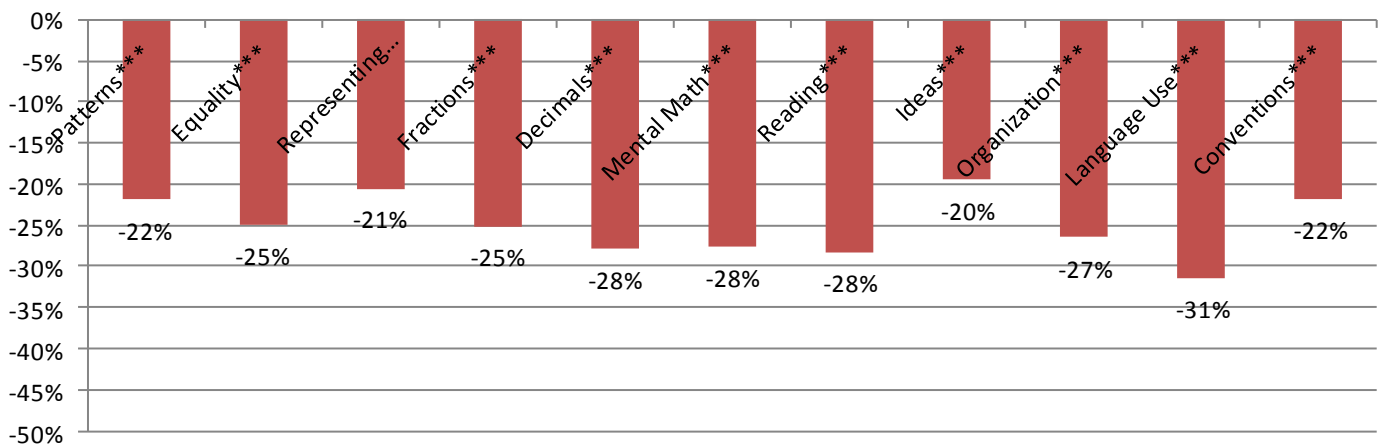


*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. *** Difference is statistically significant at the .005 level.

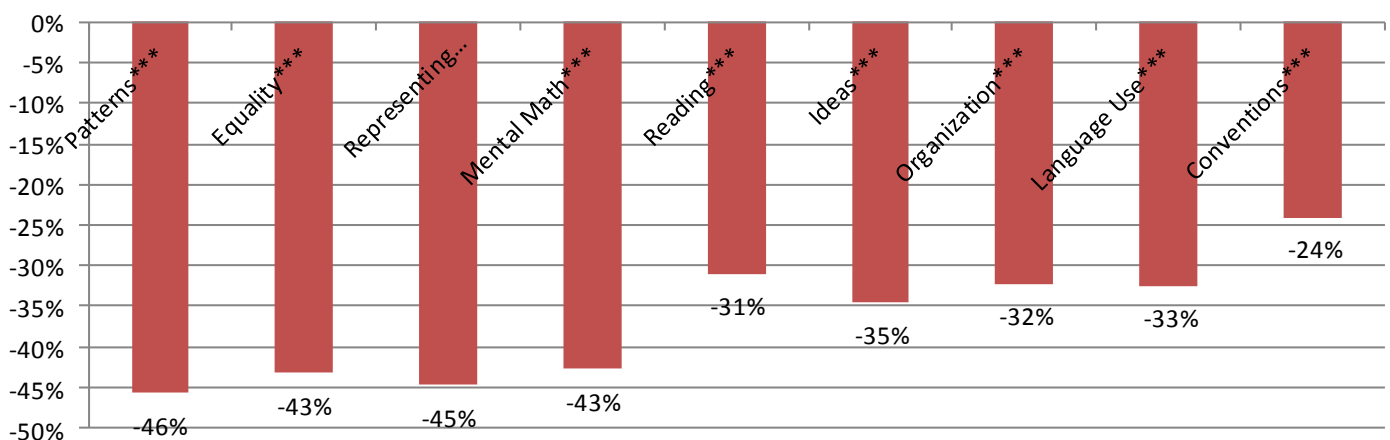
Grade 3 Aboriginal to Non-Aboriginal Difference in % Meeting Expectations



Grade 5 Aboriginal to Non-Aboriginal Difference in % Meeting Expectations



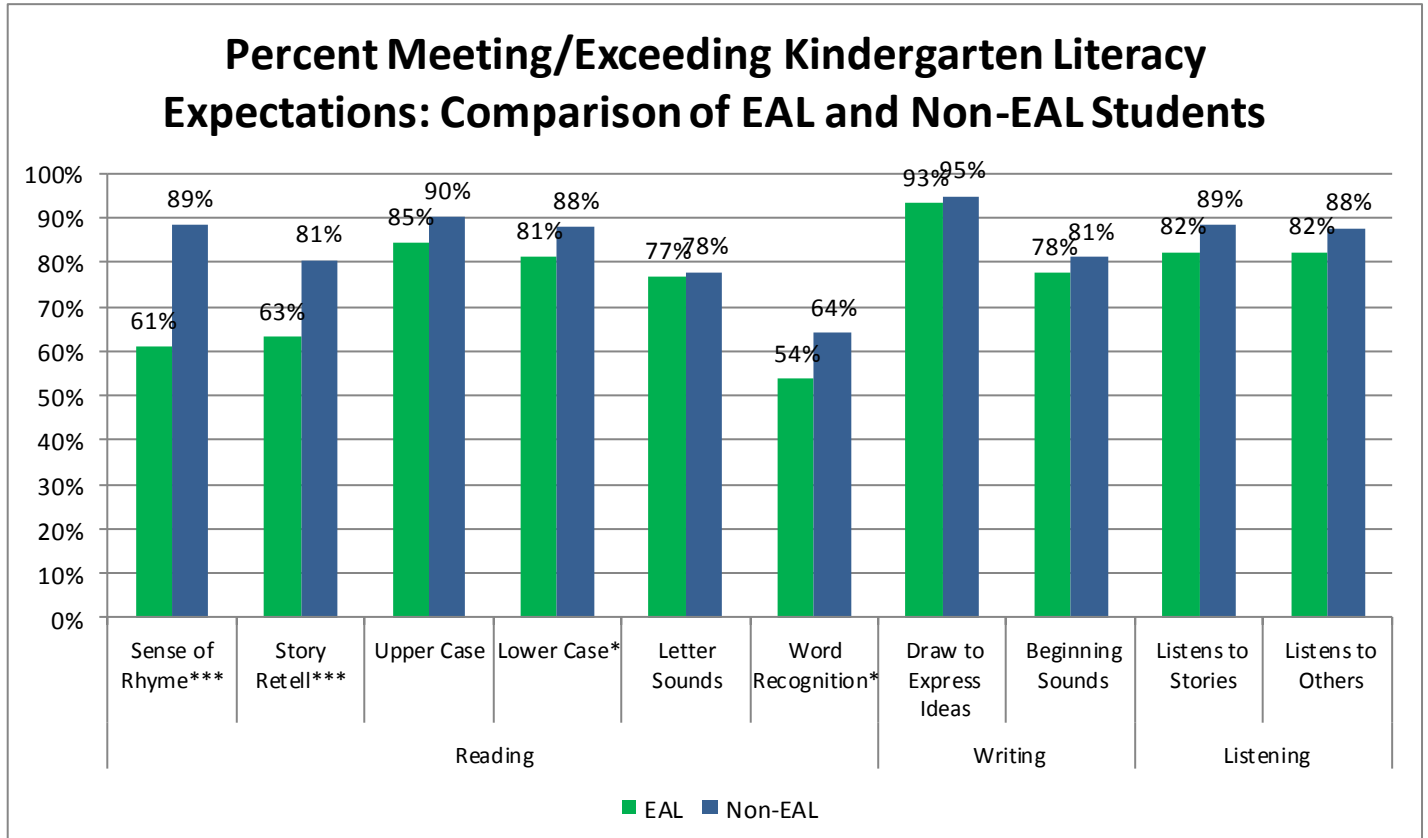
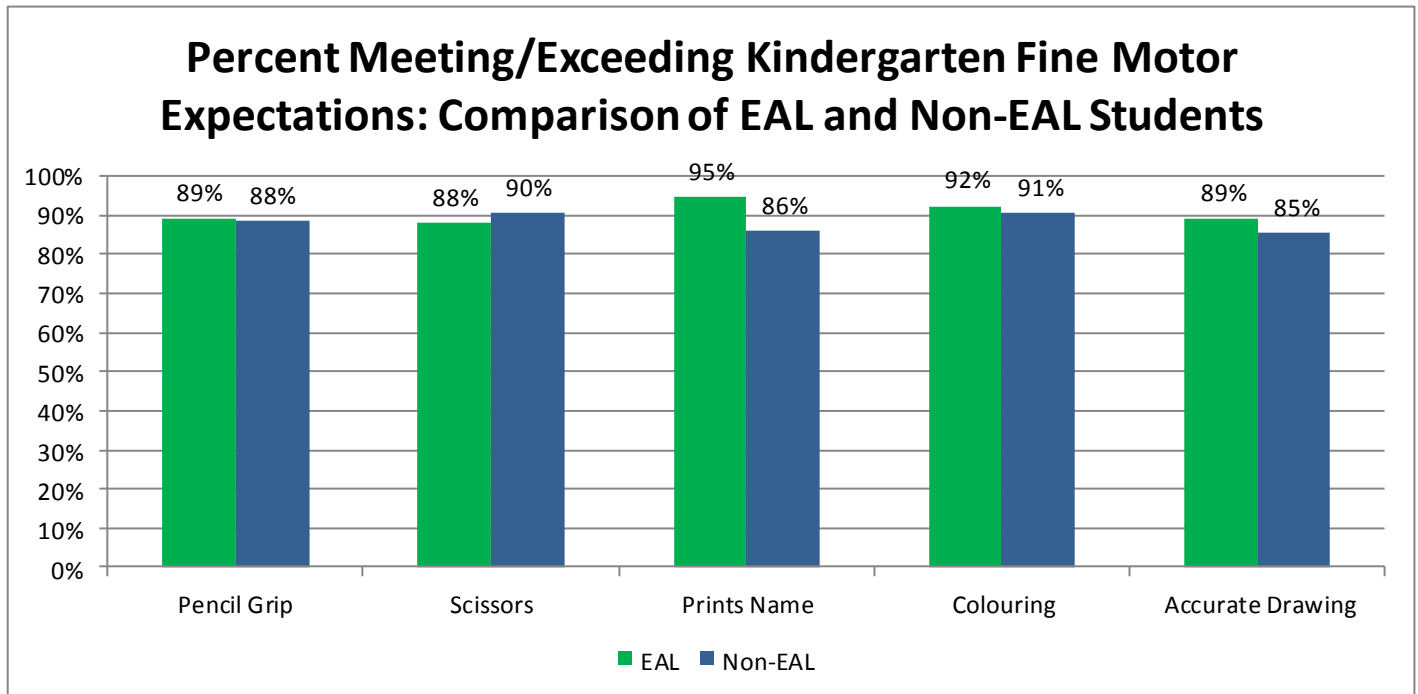
Grade 7 Aboriginal to Non-Aboriginal Difference in % Meeting Expectations



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

Comparison of EAL and Non-EAL Learners

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

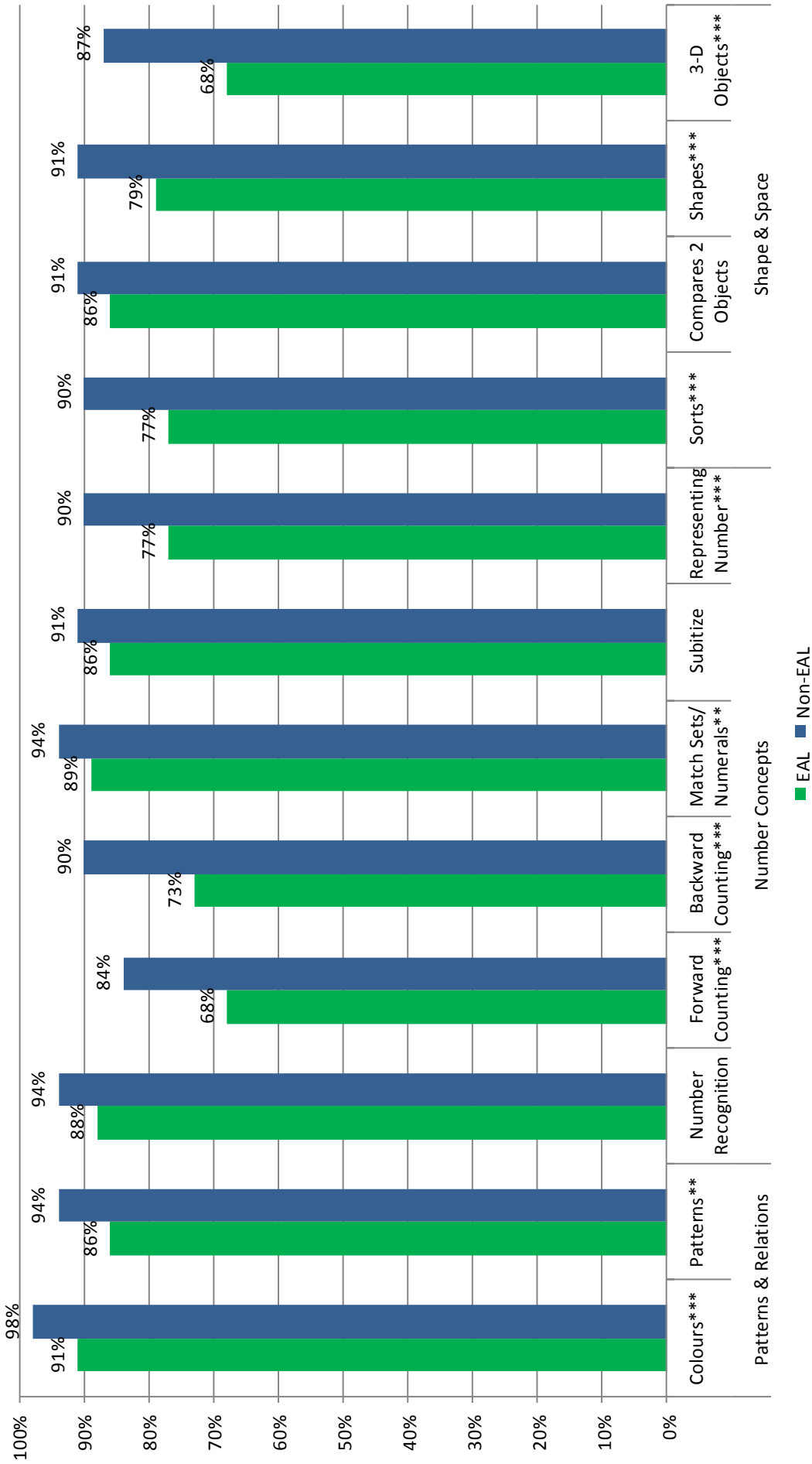


*Difference is statistically significant at the .05 level. **Difference is statistically significant at the .01 level.

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

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

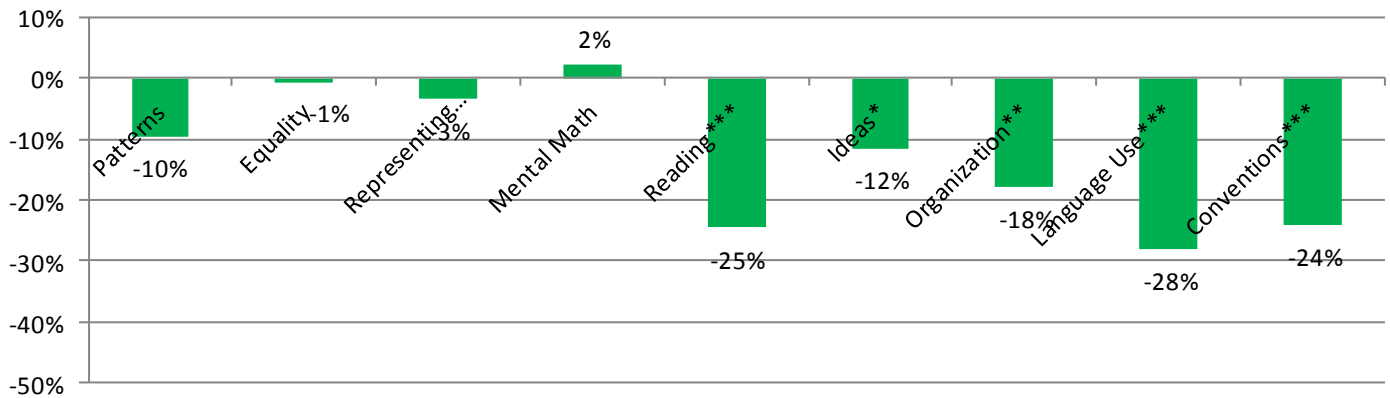
Percent Meeting/Exceeding Kindergarten Numeracy Expectations: Comparison of EAL and Non-EAL Students



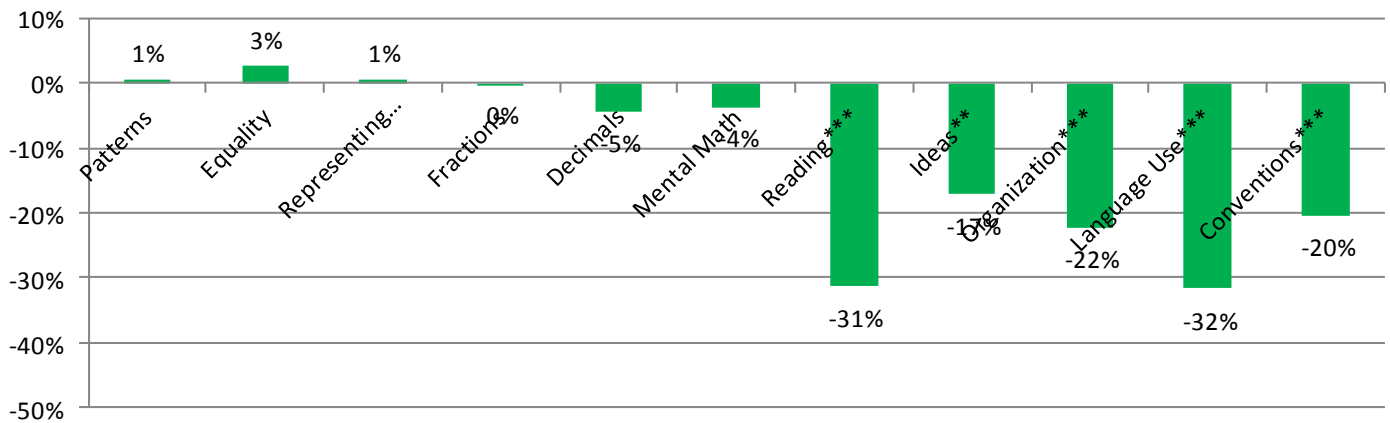
*Difference in statistically significant at the .05 level. **Difference is statistically significant at the .01 level. *** Difference is statistically significant at the .005 level.

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

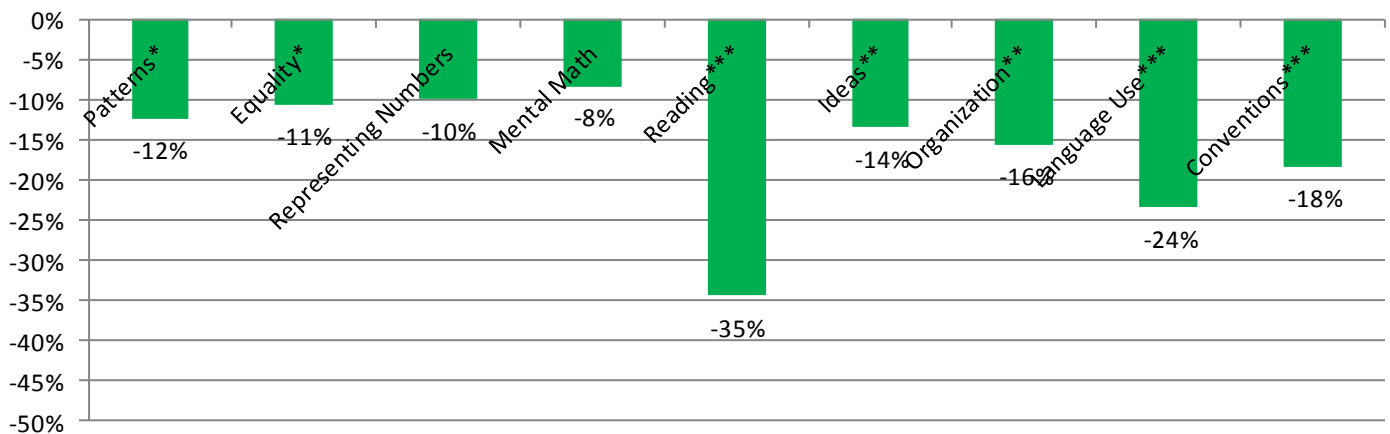
Grade 3 EAL to Non-EAL Difference in % Meeting Expectations



Grade 5 EAL to Non-EAL Difference in % Meeting Expectations



Grade 7 EAL to Non-EAL Difference in % Meeting Expectations



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

Summary of Specific Learner Group Comparisons

Male and Female Learners

At all grade levels, girls are more likely to be meeting literacy expectations than boys. Statistically significant differences begin in Kindergarten in reading, writing, and listening skills. There are similar percentages of boys and girls meeting reading comprehension expectations at Grades 3, 5, and 7. However, there are statistically significant gender differences in *every* writing competency at each of these grades, with a greater percentage of girls meeting grade level writing expectations. These pronounced gender differences in writing are proving consistent across multiple years of assessment.

We are starting to see some gender differences emerge in Kindergarten numeracy skills. This year, a greater percentage of girls met many numeracy expectations, and these differences were statistically significant for patterns, representing number, and sorting. In contrast, there are similar percentages of boys and girls meeting numeracy expectations in Grades 3 and 5. Yet another change appears on in Grade 7, with a slightly greater percentage of girls meeting all numeracy expectations, with the difference in 'patterning' being statistically significant.

As seen in previous years, a significantly greater percentage of girls finish Kindergarten meeting three of the five fine motor competencies assessed.

Students with and without Aboriginal Heritage

In all reading, writing, and numeracy competencies, there is a greater percentage of non-Aboriginal students meeting grade-level expectations, and almost all of these differences are statistically significant. Thus, a smaller percentage of Aboriginal students are meeting expectations at each of the grade levels assessed, and this difference is seen from Kindergarten onward. In all Grade 3, 5, and 7 competencies assessed, there were at least 20% fewer Aboriginal students meeting expectations compared with their non-Aboriginal counterparts. These differences are especially prominent in Grade 7 numeracy for which the differences exceeded 40%. This ubiquitous trend replicates what has been seen in previous years.

EAL and Non-EAL Students

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

Lower percentages of EAL students are meeting reading and writing expectations in Grades 3, 5, and 7, and these differences are all statistically significant.

In Grade 3 and 5 numeracy competencies, similar percentages of EAL and non-EAL students are meeting expectations. The one exception is patterning at Grade 3, with 10% fewer EAL students meeting this expectations (however, this difference is not statistically significant). At Grade 7, greater differences emerge in math between EAL and non-EAL learners, with smaller percentages of EAL students meeting grade-level expectations. Two of these math skills, 'patterning' and 'equality,' are statistically significant.

Any statistically significant differences at the Grade 3, 5, and 7 levels are especially noteworthy considering that stage 1 and some stage 2 EAL learners were officially exempt from these assessments. Thus, the differences seen in these grades are primarily between higher-stage EAL students and their non-EAL counterparts.

APPENDIX A

Historical Demographics

Historical Demographics for Grade 12 Standards Tests

GRADE 12 ELA	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	479	213	79	187
2003-2004	525	237	80	208
2004-2005	487	207	67	213
2005-2006	475	215	53	207
2006-2007	464	182	92	190
2007-2008	409	174	55	180
2008-2009	410	155	71	184
2009-2010	396	154	79	163
2010-2011	381	146	81	154
2011-2012	431	194	84	153
2012-2013	405	163	82	160
2013-2014	429	171	88	170
2014-2015*	240	92	53	95

GRADE 12 PreCalculus	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	148	53	7	88
2003-2004	187	84	13	90
2004-2005	163	65	6	92
2005-2006	176	57	20	99
2006-2007	185	70	23	92
2007-2008	176	64	26	26
2008-2009	157	50	18	89
2009-2010	131	45	16	70
2010-2011	158	68	17	73
2011-2012	61	12	23	27
2012-2013	171	74	36	61
2013-2014	231	67	52	112
2014-2015*	84	51	12	21

GRADE 12 Applied Math	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	135	63	12	60
2003-2004	188	69	22	97
2004-2005	210	89	32	89
2005-2006	190	73	40	76
2006-2007	210	71	36	103
2007-2008	192	78	30	84
2008-2009	204	73	42	89
2009-2010	186	88	35	63
2010-2011	170	80	28	62
2011-2012	141	68	34	39
2012-2013	90	45	31	14
2013-2014	89	35	24	30
2014-2015*	50	24	14	12

GRADE 12 Consumer/ Essential Math	BSD <i>n</i>	CP <i>n</i>	Neelin <i>n</i>	VM <i>n</i>
2002-2003	185	115	40	30
2003-2004	184	137	47	0
2004-2005	118	90	28	0
2005-2006	124	101	23	0
2006-2007	148	73	27	48
2007-2008	143	73	32	38
2008-2009	122	80	15	27
2009-2010	153	68	32	53
2010-2011	120	60	23	37
2011-2012	100	67	33	0
2012-2013	159	98	13	48
2013-2014	190	94	45	51
2014-2015*	105	50	22	33

* Semester 1 only

