

DISTRICT PERFORMANCE REPORT

School District 8
Saint John, NB
SEPTEMBER, 2007

DISTRICT PERFORMANCE REPORT

SCHOOL DISTRICT 8

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APPENDIX-A

STATUS REPORT - DISTRICT 8 MONITORING DOCUMENT

DISTRICT PERFORMANCE REPORT 2006

MISSION STATEMENT

The mission of School District 8 is to provide, responsibly and cooperatively all students with opportunities to learn, to a measurable standard, in a safe environment.

The District 8 Performance Report is a snapshot of student performance as measured by the Provincial Assessment Program. This report presents the most recent results for students in School District 8 in each of the following Provincial Assessments: the Grade 2 Assessment, the Grade 4 Assessment, the Grade 5 Assessment, the Grade 7 (Middle Level) English Language Proficiency Assessment, the Grade 8 Mathematics Assessment, the Grade 9 English Language Proficiency Assessment, the High School English Language Arts Proficiency Reassessment, the Grade 10 FSL Literacy Assessment, the Grade 10 French Second Language Oral Proficiency Assessment and the Grade 12 French Second Language Oral Proficiency Assessment.

The District 8 Performance Report contrasts the District's average performance on each assessment against Provincial average performances. All of the scores presented are percentages. District 8 students continue to make gains, in some cases significant gains, in their performance in standardized provincial assessments. In those areas where the District is not performing as well as it might, specific initiatives are being undertaken, as part of individual school improvement plans and at the district level, to raise the achievement level of all students. All assessments are diagnostic, to the extent, that they are used to determine program effectiveness and to assist teachers in modifying program delivery to meet the needs of students more effectively.

Please be aware that all results presented here are not reported in the same manner. The Grade 2 Assessment serves both as an indicator of individual student performance in reading and writing, and a broad system measure of literacy achievement after three years of schooling. The Grade 5 Assessments are reported as the percentage of students who scored at an acceptable or better level. The Grade 7 and 9 English Language Proficiency Assessments (ELPA) present the results as the percentage of students who scored at an acceptable or better level in both reading and writing. The High School English Language Arts Proficiency Reassessment has, in the past 2 years, reported the percentage of students who scored at an acceptable or better level in both reading and writing. The Grade 8 Mathematics Assessment presents the results as a percentage of students achieving an acceptable or better score. The Grade 10 FSL Literacy Assessment results have not yet been reported. The Grade 10 FSL Proficiency Assessments and the Grade 12 FSL Oral Proficiency Assessment report on the percentage of students who have met or

exceeded the program goal or achieved an acceptable level of proficiency for the specific French program in which they are enrolled.

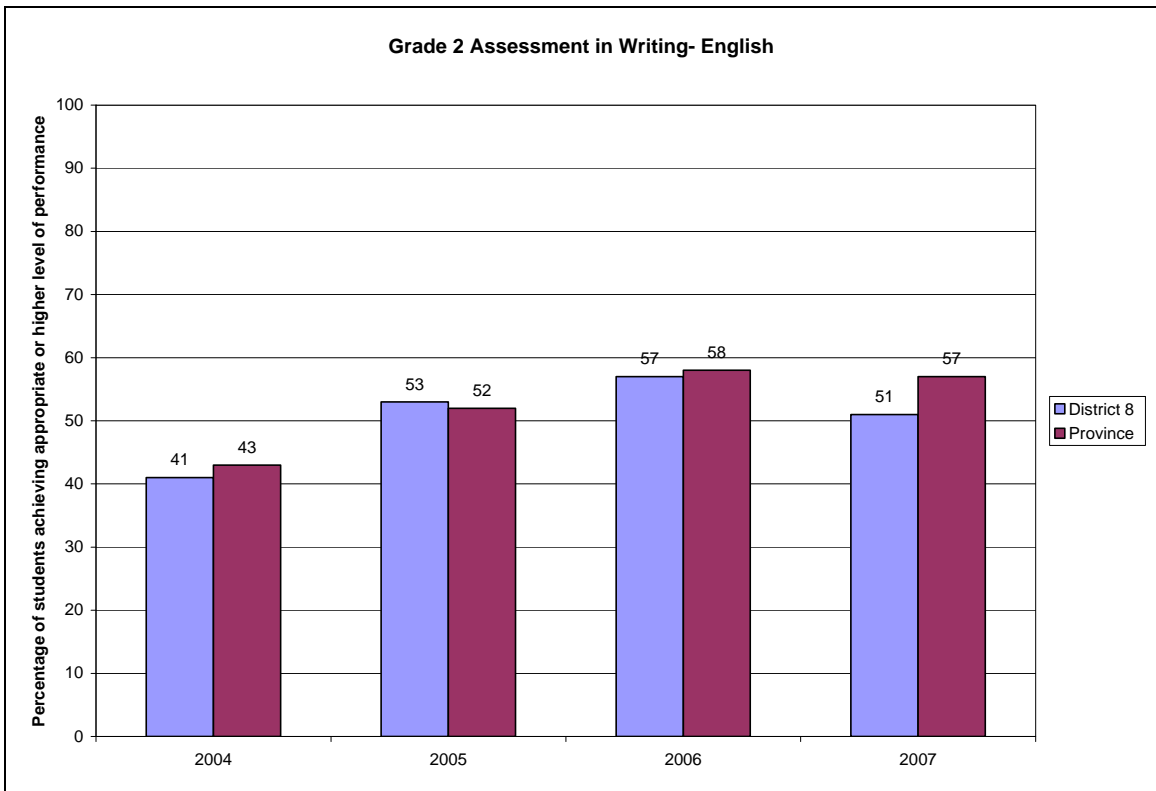
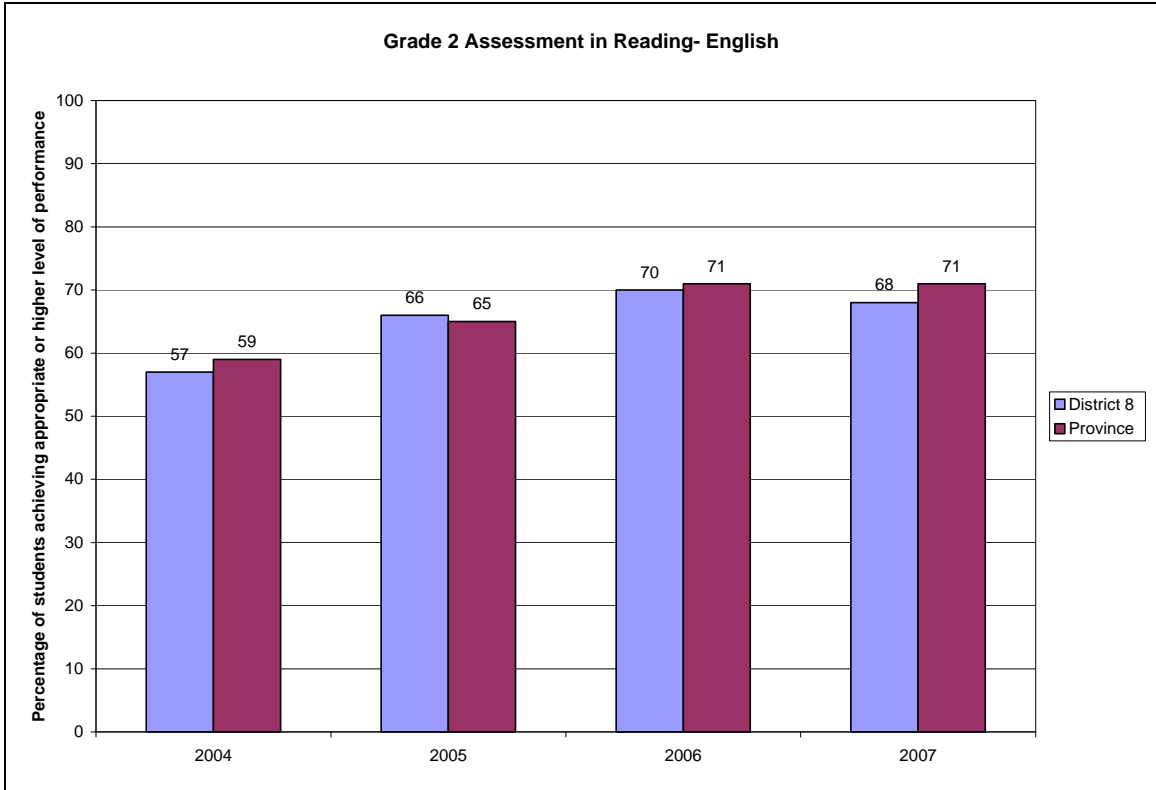
GRADE 2 ASSESSMENT

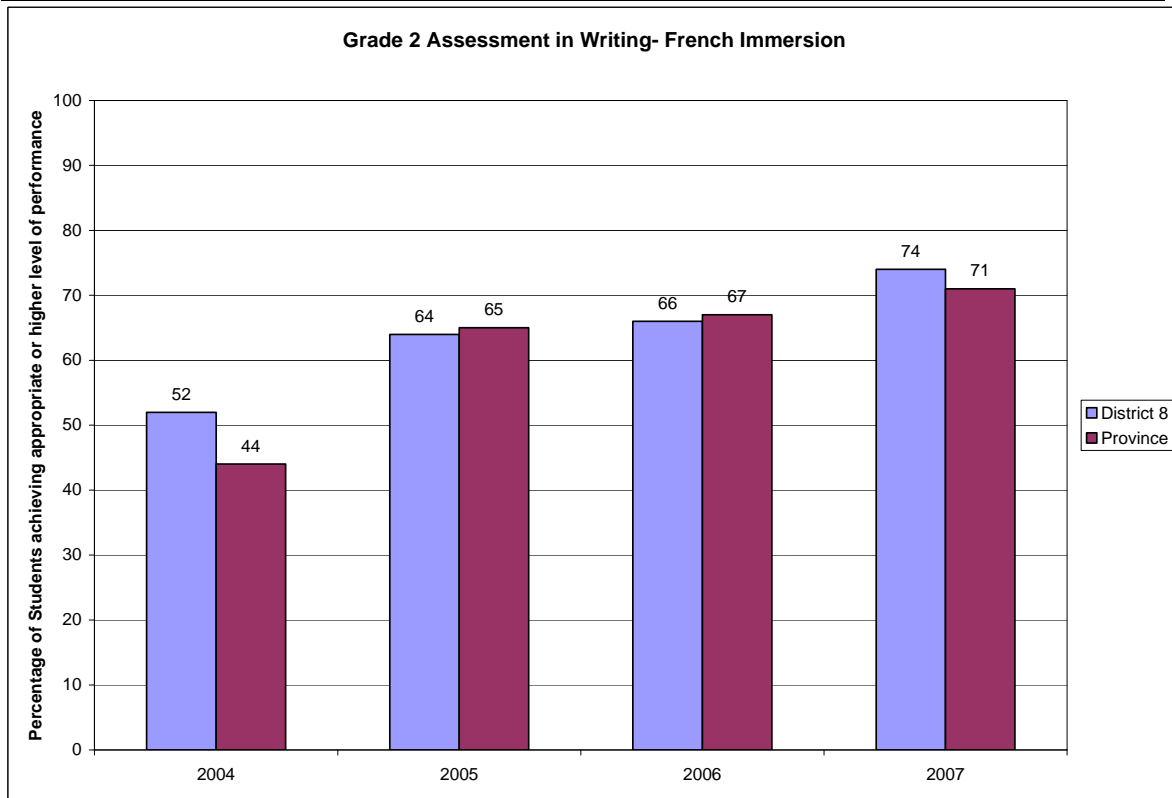
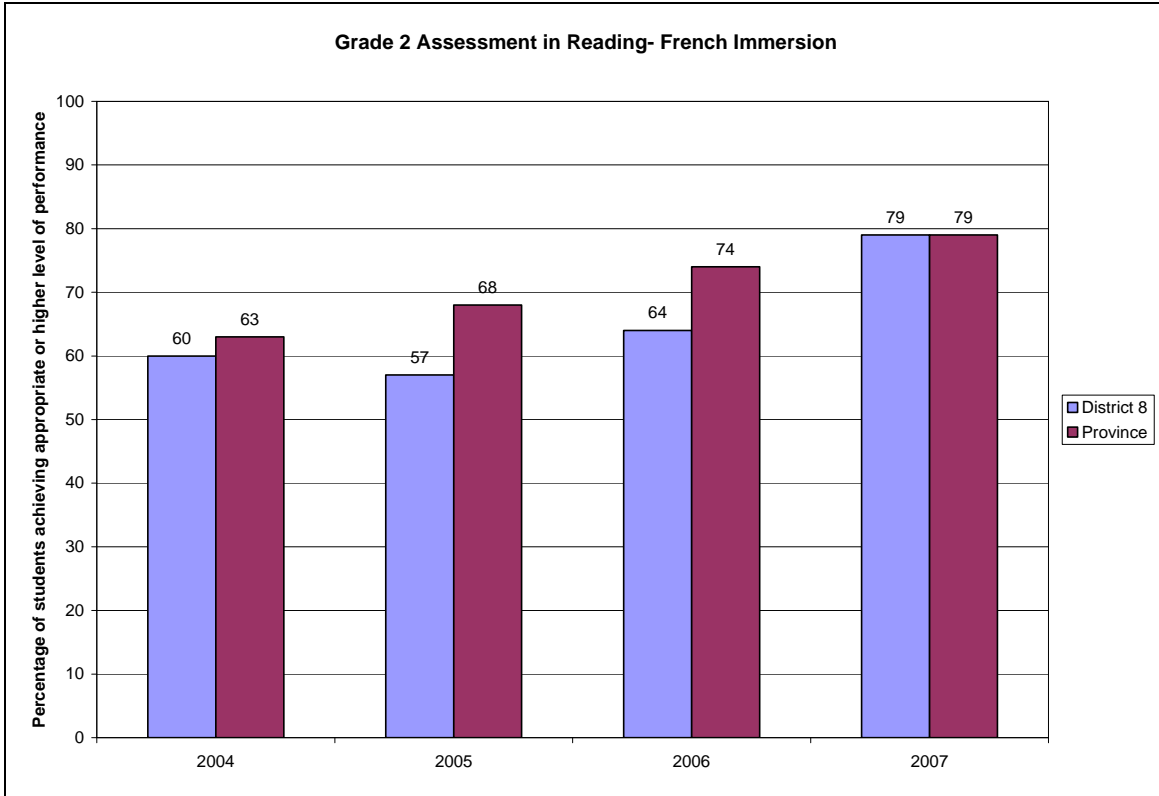
The Provincial Literacy Assessment at Grade 2 was administered for the first time at the end of May 2004, having been piloted the previous year. It comprised three components: reading comprehension, running records and writing. Part of the Department of Education's early literacy initiative as articulated in the Quality Learning Agenda/ When Kids Come First (transition) , the assessment serves both as an indicator of individual student performance in reading and writing, and a broad system measure of literacy achievement after three years of schooling. The goal of the government of New Brunswick is that students will leave grade 2 with an ability to read – 90% will read at grade level, and 20% will read at a superior level.

The reading comprehension component for students in the English program consisted of questions from nationally normed standardized achievement tests. For the French Immersion population, the reading comprehension test materials were prepared by practicing teachers and district/Department of Education personnel. To complete running records, teachers assessed how students processed print by listening to them read orally. The writing task involved students producing a single short piece of writing over approximately four sessions.

In September 2004, additional teachers were employed under the Quality Learning Agenda to expand the intervention initiative to those students who had not met the provincial standard in reading. These students will be re-assessed by the District following the Grade 3 intervention.

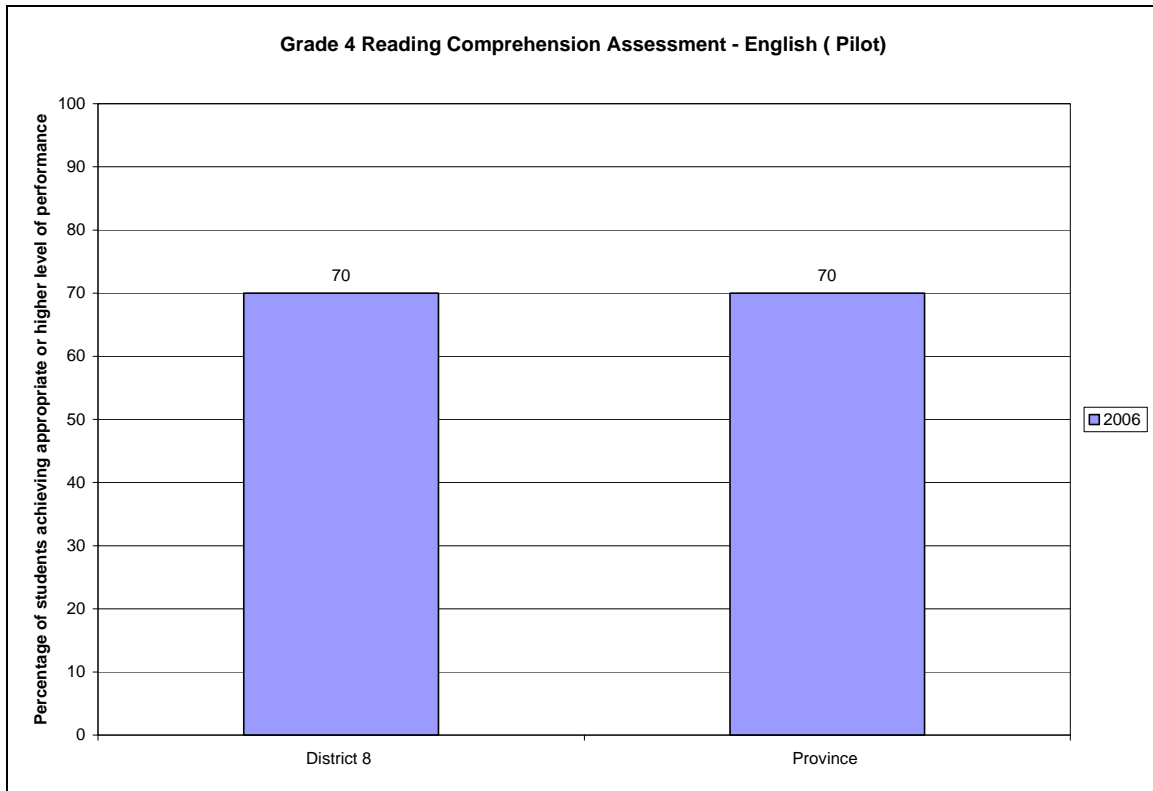
The following charts represent Reading and Writing results for students enrolled in the English and the French Immersion programs. Results for students in French Immersion reflect their literacy levels in the target language.

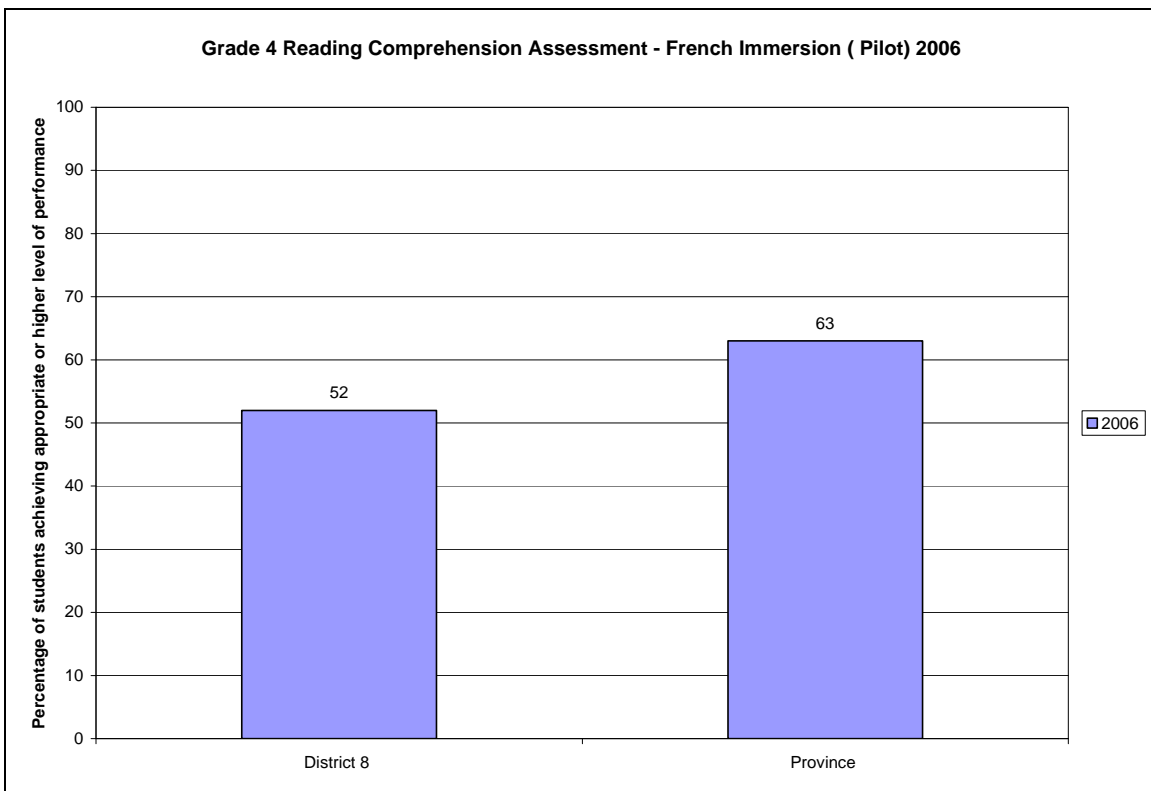
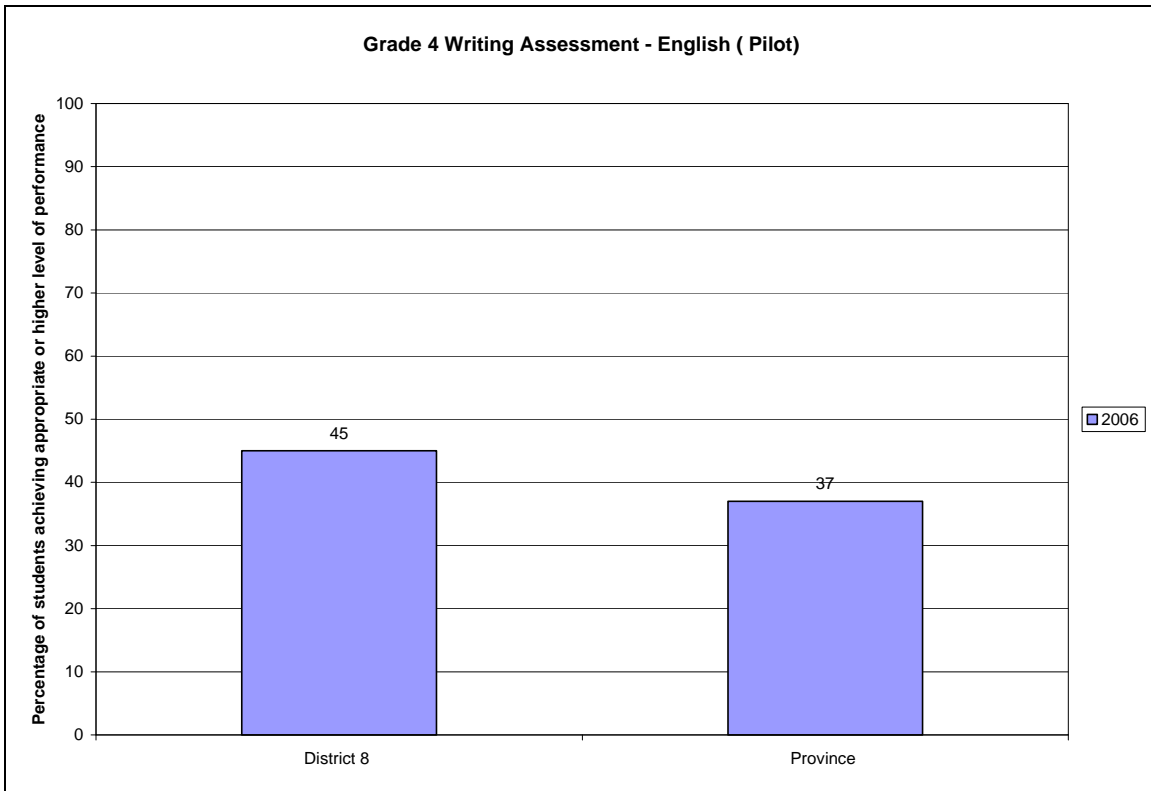


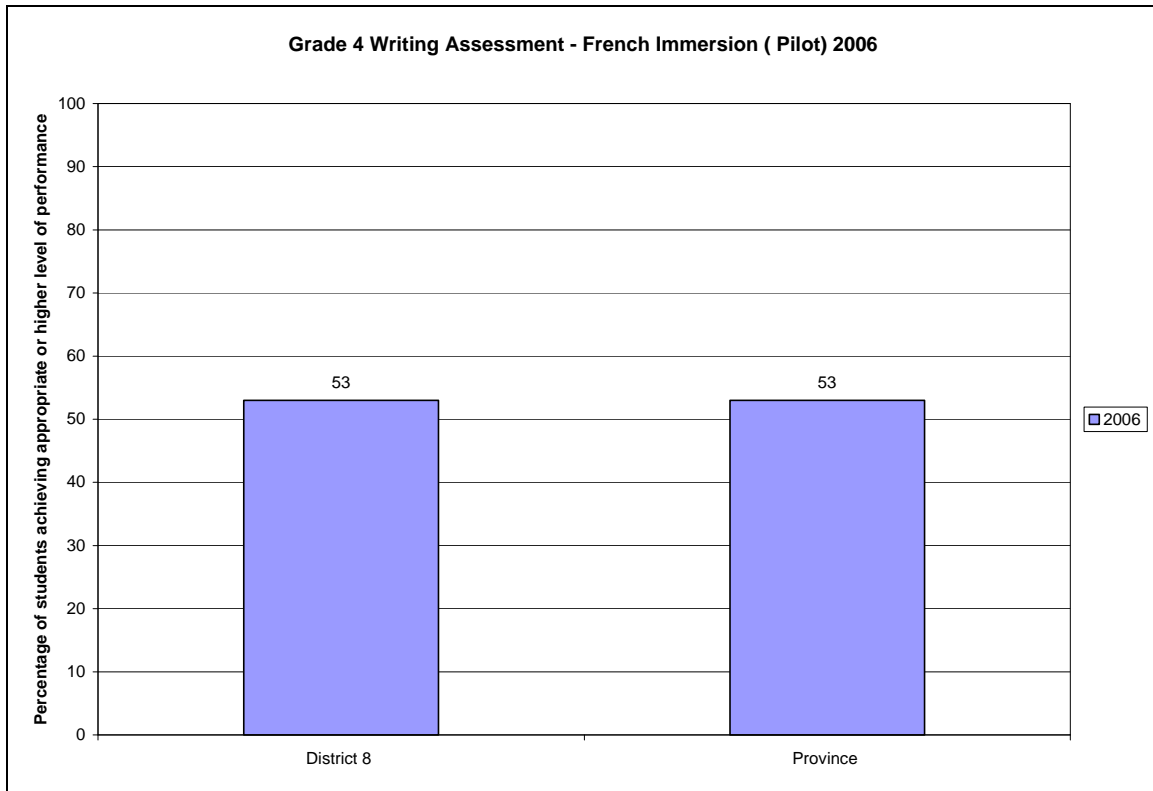


GRADE 4 ASSESSMENT

In support of the provincial literacy initiative, the Grade 4 Literacy Assessment Pilot took place in elementary schools in May/June 2006. The assessment gives a realistic picture of student achievement in writing and reading comprehension after five years of schooling. The assessment took place over four sessions of approximately 45 minutes each, two sessions per component. Students in the English program were tested in English, those in French Immersion were tested in French.



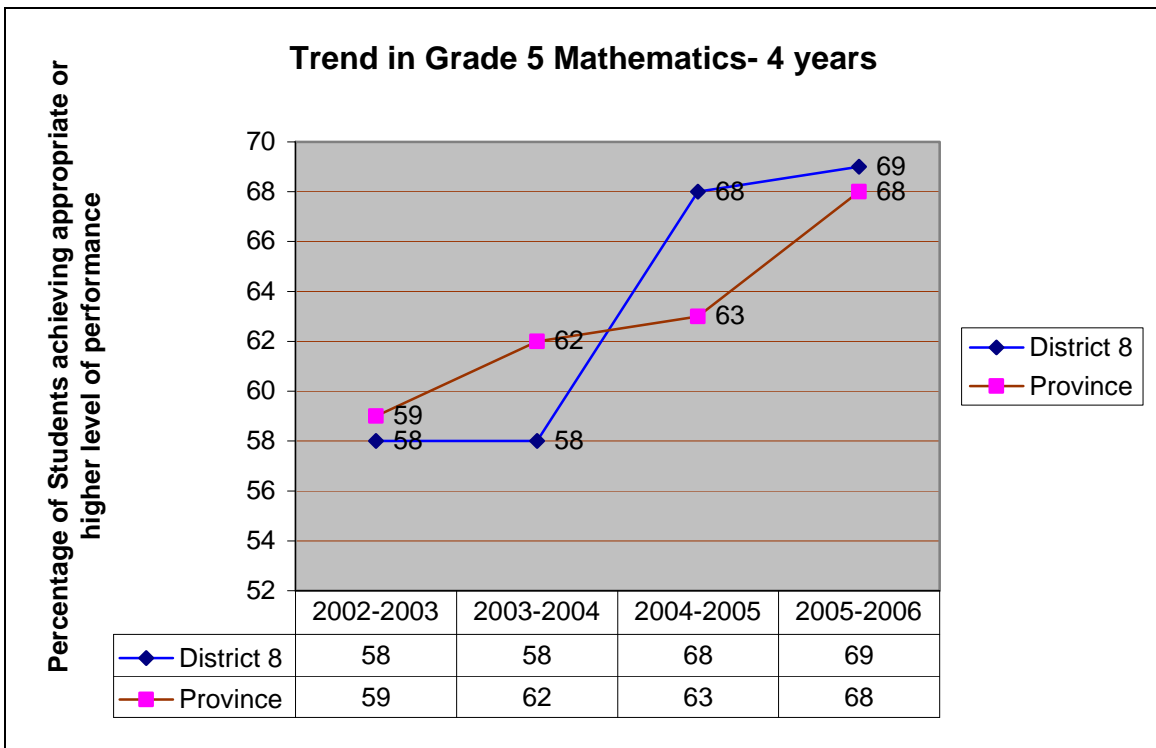
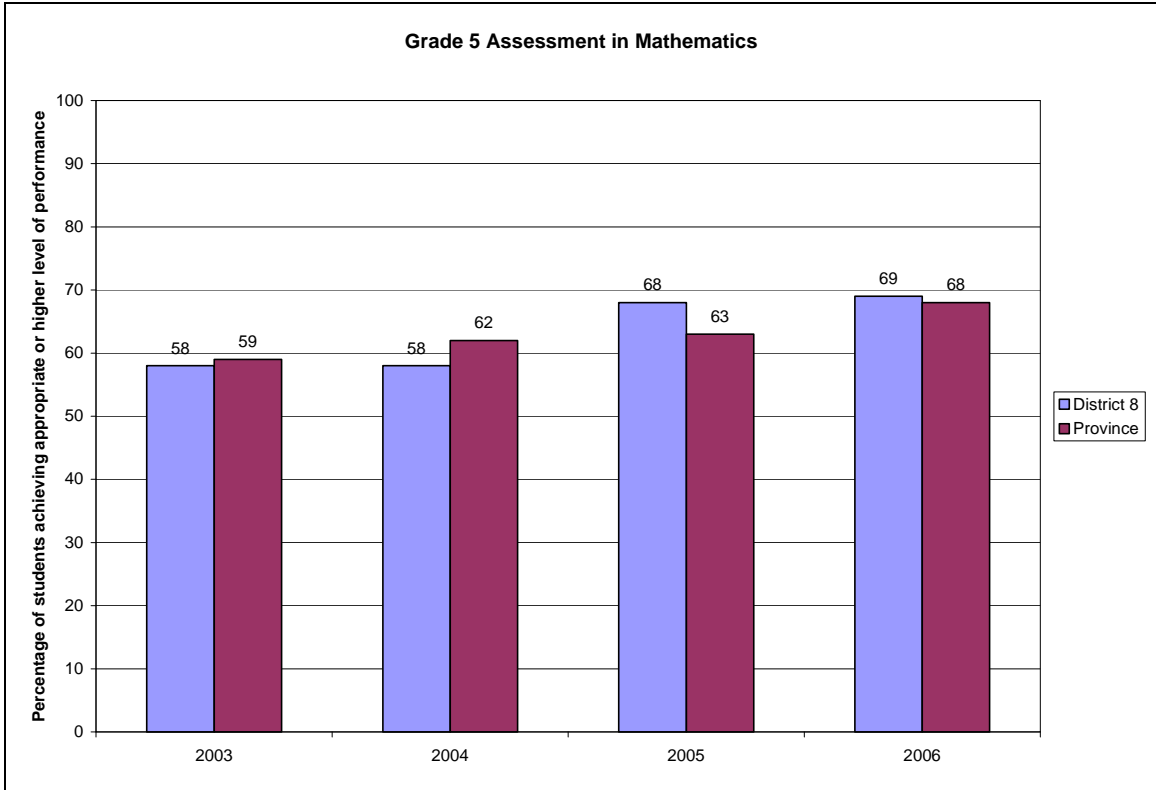




GRADE 5 ASSESSMENT

The second component of the annual elementary testing program is the Provincial Mathematics Assessment at Grade 5. This was administered to fifth graders in the spring of each school year to assess their proficiency in mathematics. The goal of the government of New Brunswick during 2005-2006 was for 85% of students to meet or exceed the appropriate performance level in the assessment.

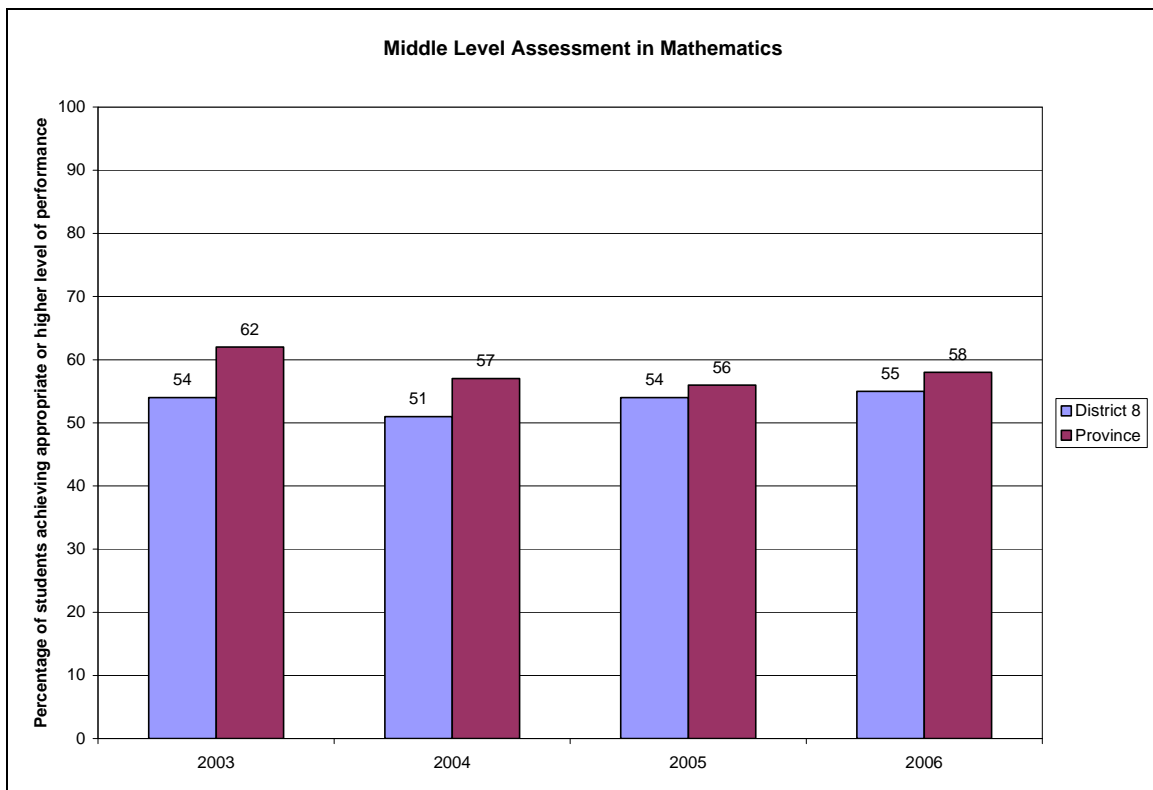
Results were reported in terms of Strong Performance, Appropriate Performance, and Experiencing Difficulty which, in turn, were linked to the percentage of items answered correctly. Mathematics results are reported differently than in previous years. In the past, the percentage of students who achieved appropriate or strong performance was based upon the number of students who wrote the assessment (exempted and “did-not-write” students were excluded). This year, the percentage of students achieving these levels is reported based upon the total number of students registered in New Brunswick schools. District 8 showed an improvement over previous years.



Middle Level Mathematics Assessment

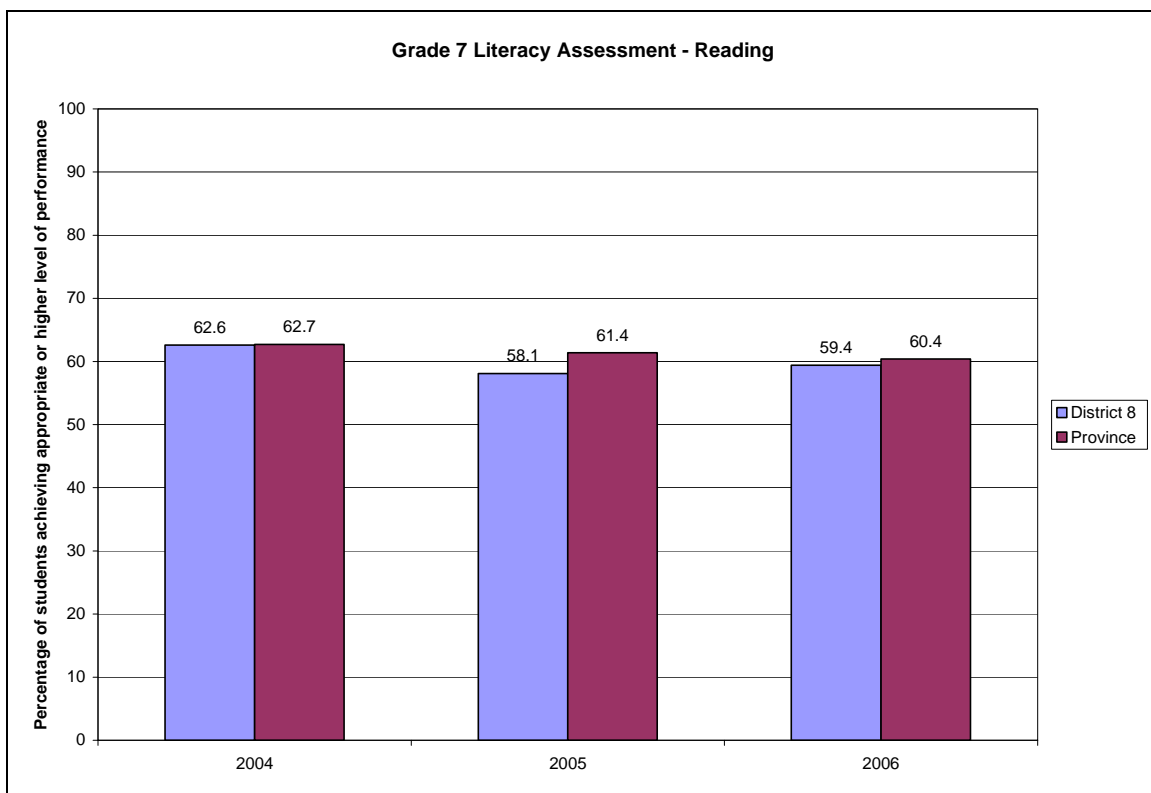
The Middle Level Mathematics Assessment (MLMA) was first administered in the spring of 1998 to all students in grade 8. The Middle Level Math Assessment consists of three sections that are administered over a two-day period. Day one consists of multiple-choice items. Students are allotted 90 minutes with an additional 20 minutes, if required. Day two consists of two sections. The first is non-calculator items and includes a timed two-minute mental math quiz. The remainder of the section is to be completed in 18 minutes with an additional 10 minutes if required. The last section is an open response section with a time allotment of 90 minutes and an additional 20 minutes if required.

Mathematics results are reported differently than in previous years. In the past, the percentage of students who achieved appropriate or strong performance was based upon the number of students who wrote the assessment (exempted and “did-not-write” students were excluded). This year, the percentage of students achieving these levels is reported based upon the total number of students registered in New Brunswick schools. District 8 showed an improvement over the previous year.

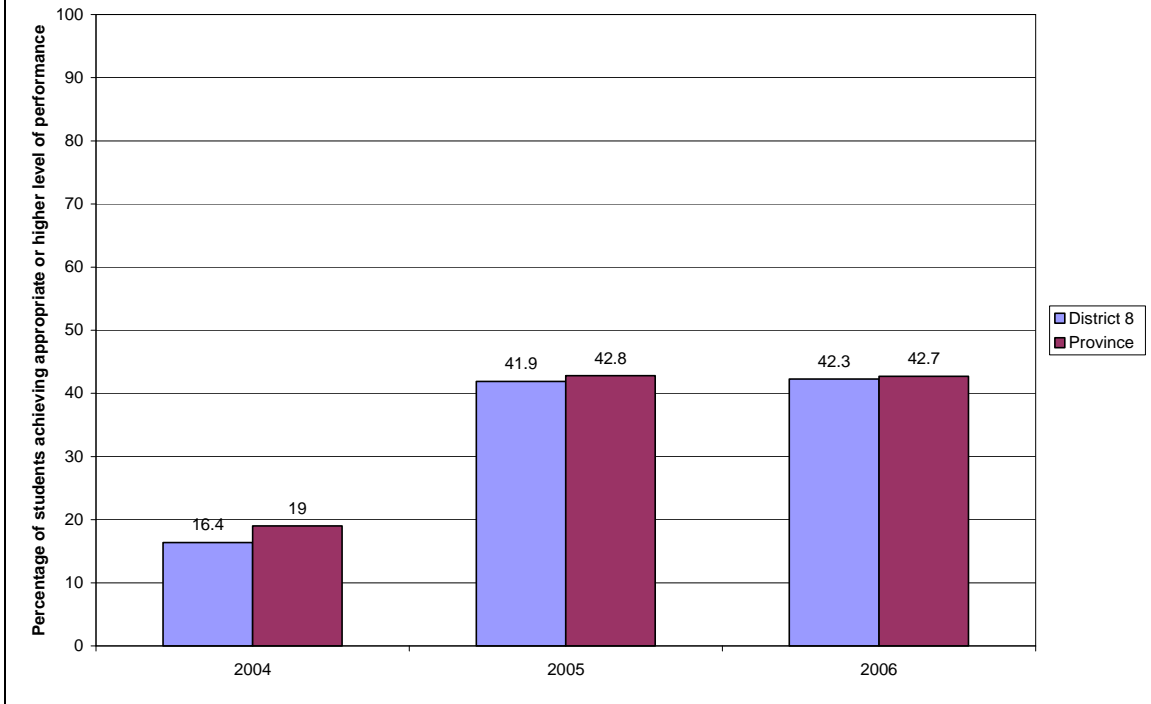


GRADE 7 LITERACY ASSESSMENT

In support of the provincial emphasis on literacy and the provincial Quality Learning Agenda/ When Kids Come First (transition), the Grade 7 Literacy Assessment will be administered annually in mid-October . All grade 7 students participate. The Grade 8 English Language Arts Provincial Assessment has been discontinued. The assessment consists of a reading comprehension component that occurs during a single ninety-minute session and a writing component that is to be completed in two sixty-minute sessions during the same week. The results below reflect the Grade 7 Assessments completed over the past 3 years.

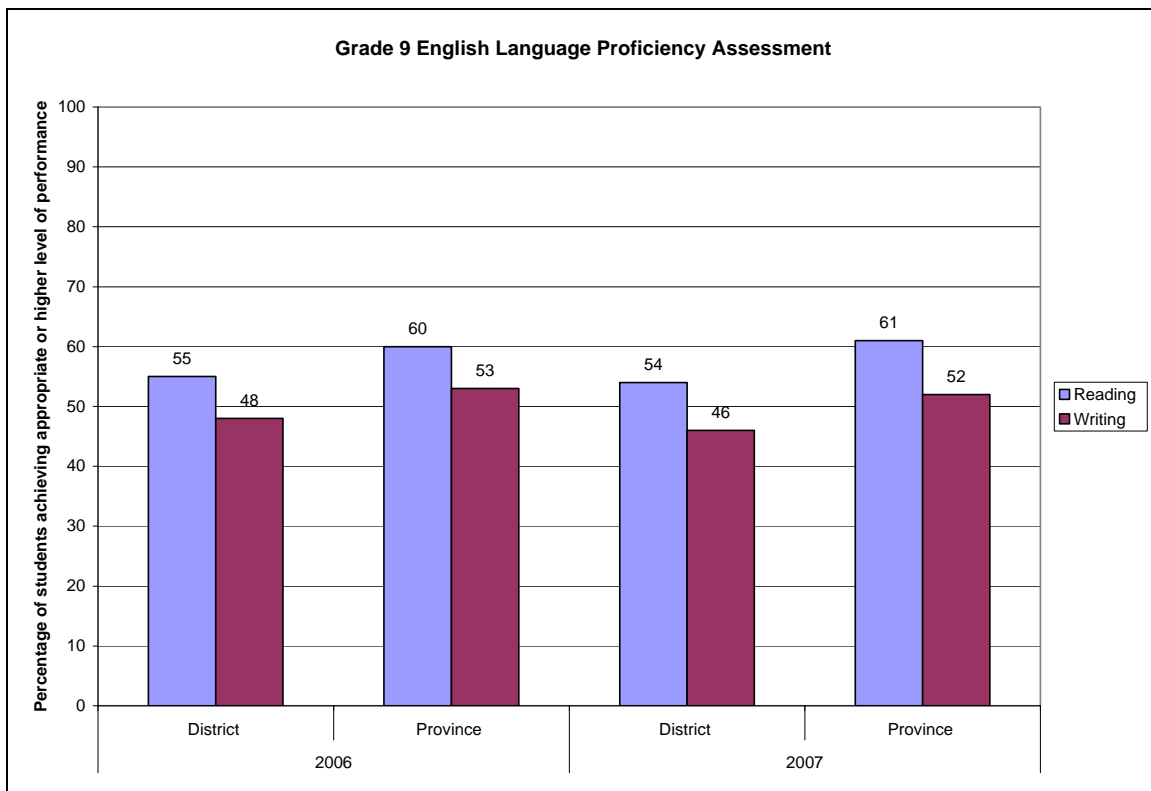


Grade 7 Literacy Assessment - Writing



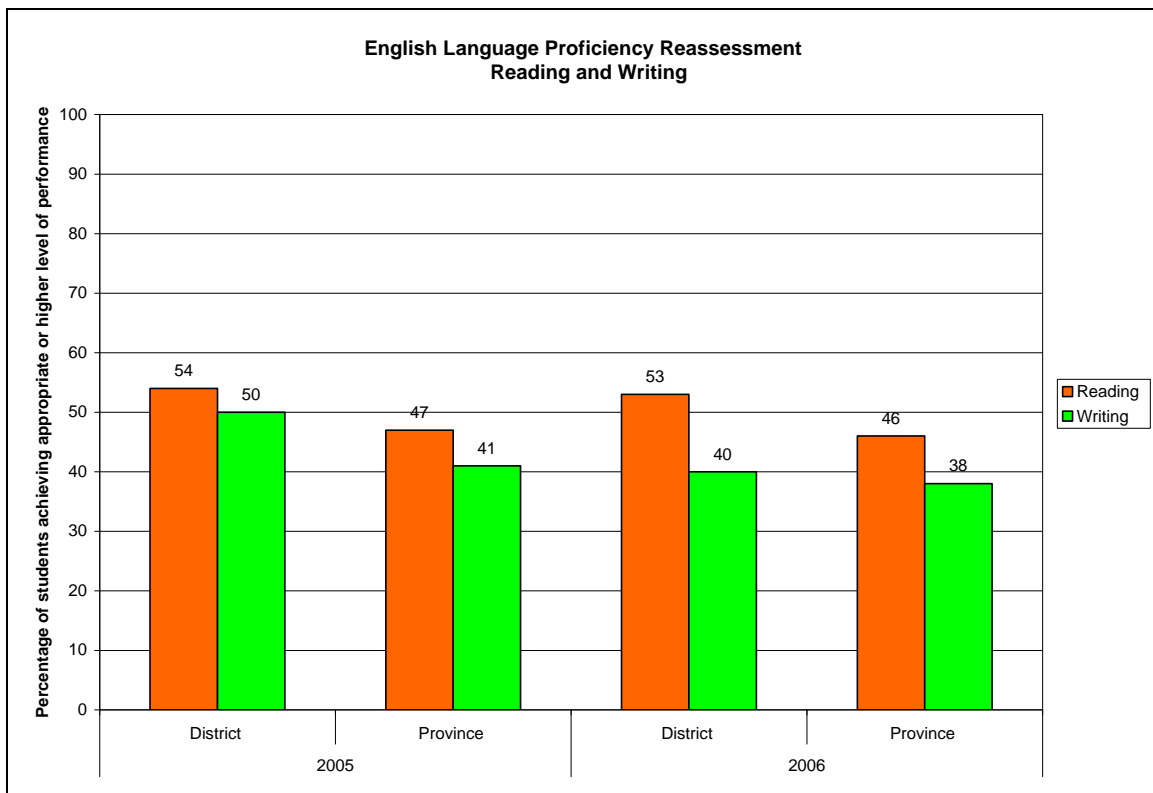
GRADE 9 ENGLISH LANGUAGE ARTS PROFICIENCY ASSESSMENT

The English Language Proficiency Assessment is an assessment of students' reading comprehension and writing capabilities. It is administered to students in the fall of their grade 9 year. Successful completion of the English Language Proficiency Assessment is a graduation requirement for a New Brunswick high school diploma. In order to receive this literacy credential, students must receive at least an appropriate level of performance on both the reading and writing components of the assessment. The results of this assessment are reported as the percentage of students achieving appropriate or strong performance. Success completion of the **Grade 9 Assessment** will be **mandatory** for high school graduation.



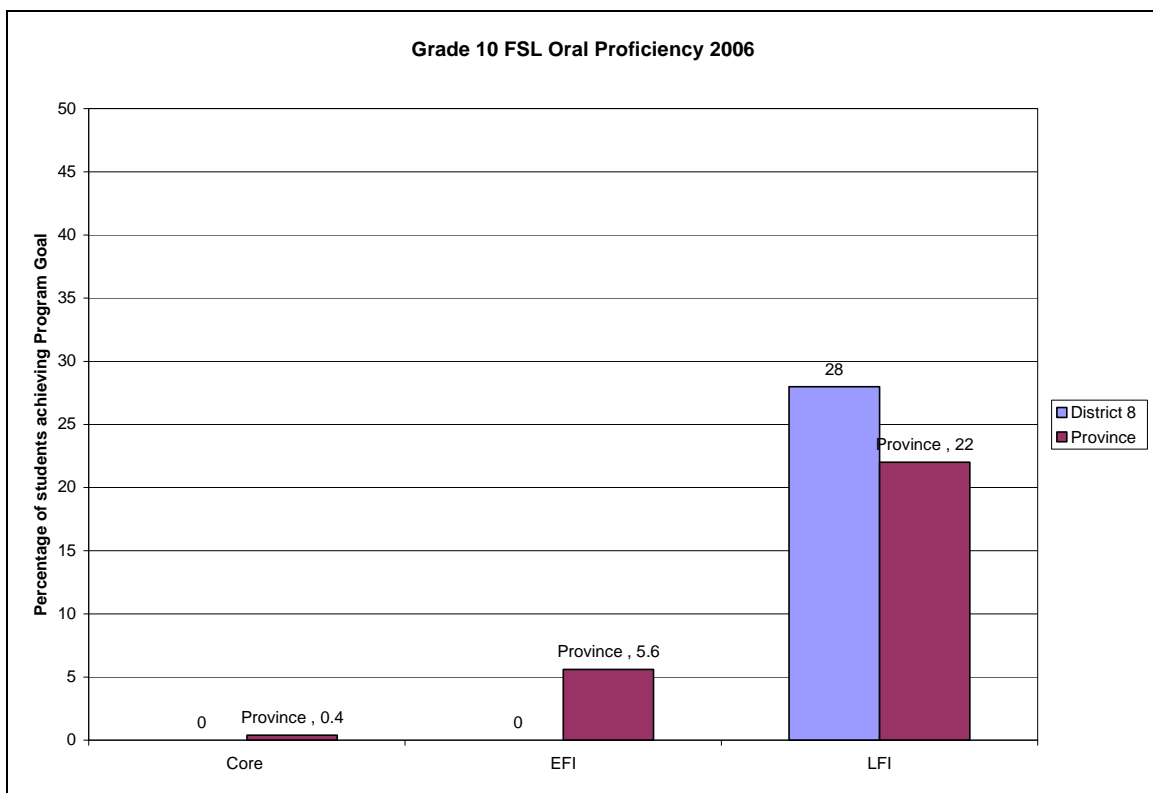
ENGLISH LANGUAGE PROFICIENCY REASSESSMENT

A reassessment is available to students in grades 10, 11 and 12 who did not meet provincial standards on the reading and/or writing components. A potential graduate reassessment in June of the grade 12 year is the final opportunity for students to achieve the literacy credential for graduation requirements. The results of this reassessment in the past 2 years have been reported as the percentage of students achieving these performance levels- experiencing difficulty, appropriate performance and strong performance.



GRADE 10 FRENCH SECOND LANGUAGE PROFICIENCY ASSESSMENT

The Grade 10 French oral proficiency evaluations were conducted during the 2005-2006 school year as an initiative of the Quality Learning Agenda. The students who were tested were selected randomly from the entire population of grade 10 students. Results have been aggregated by program and by performance level for both District 8 and the province.



GRADE 12 FSL ORAL PROFICIENCY ASSESSMENT

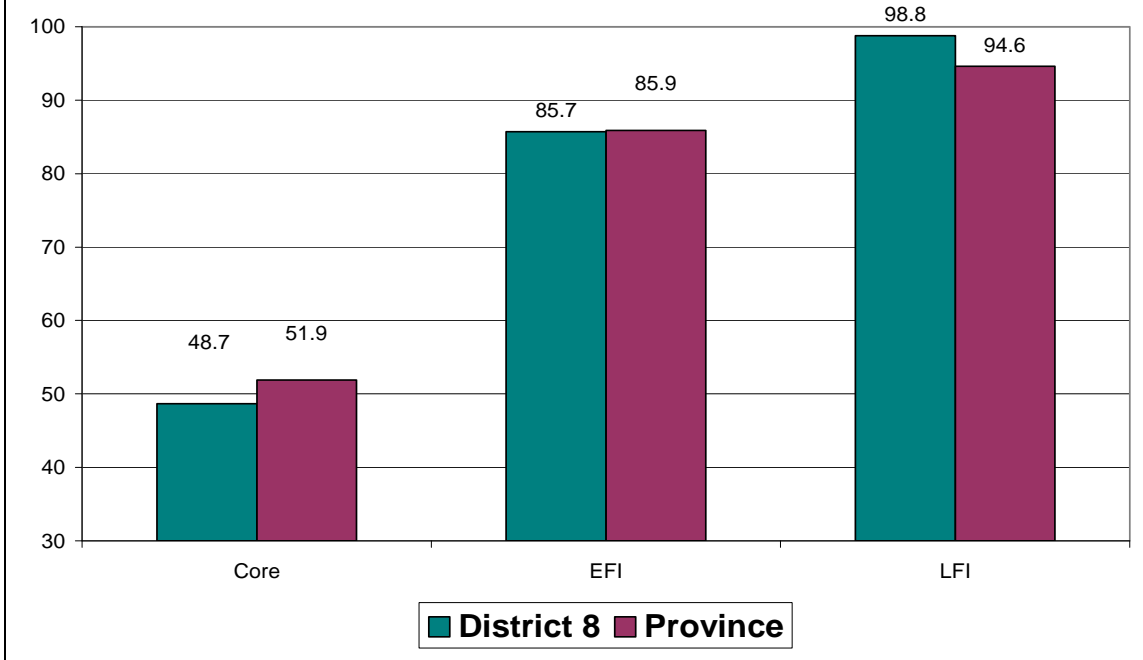
The French Second Language Oral Proficiency Assessment is only given to those students enrolled in a French second language course, or a course taught in French, at the grade 12 level. The chart below reports on the percentage of students who have achieved an acceptable level of proficiency in the French program in which they are enrolled. To attain this level a student has to demonstrate that they are able to function at one level below or above the program goal.

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on the scale, but rather covers a range of accomplishment. The addition of a “Plus” to a level designation indicates a performance that in some respects exceeds the basic requirements of that level. Speakers who are rated Intermediate Plus, for example, demonstrate some of the characteristics of Advanced level speakers, but are unable to sustain an exchange at that level.

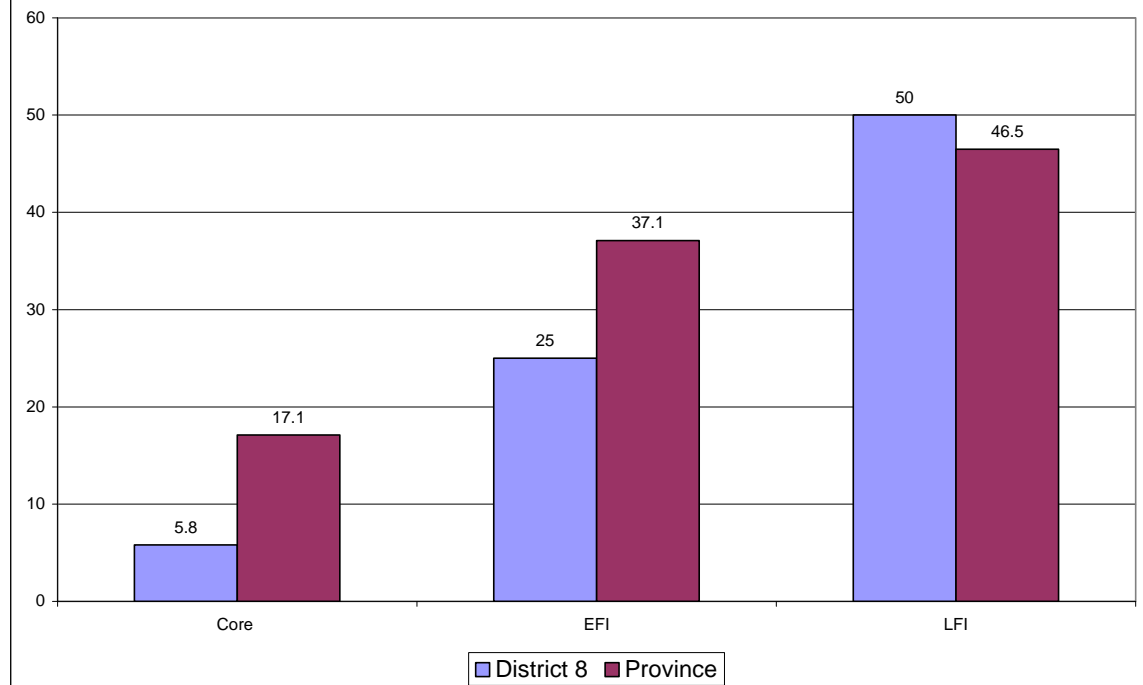
Oral proficiency ratings collected over the duration of this assessment program suggest that, to a large extent, proficiency in French is linked to time on task. Speaking a second language is a skill, rather than a body of knowledge, and this assessment measures a student’s skill in communicating effectively in French. In second language acquisition, exposure to good models and time to practice are essential components of the opportunity to learn.

The charts on the following three pages report on the percentage of students who have achieved the program goals, in other words have obtained 100% for the specific French program in which they are enrolled. The goal of students in the Core French Program is an intermediate level of French proficiency; the goal of the Early Immersion Program is an advanced level of French proficiency; and, the goal of the Late Immersion Program is an intermediate plus level of French proficiency.

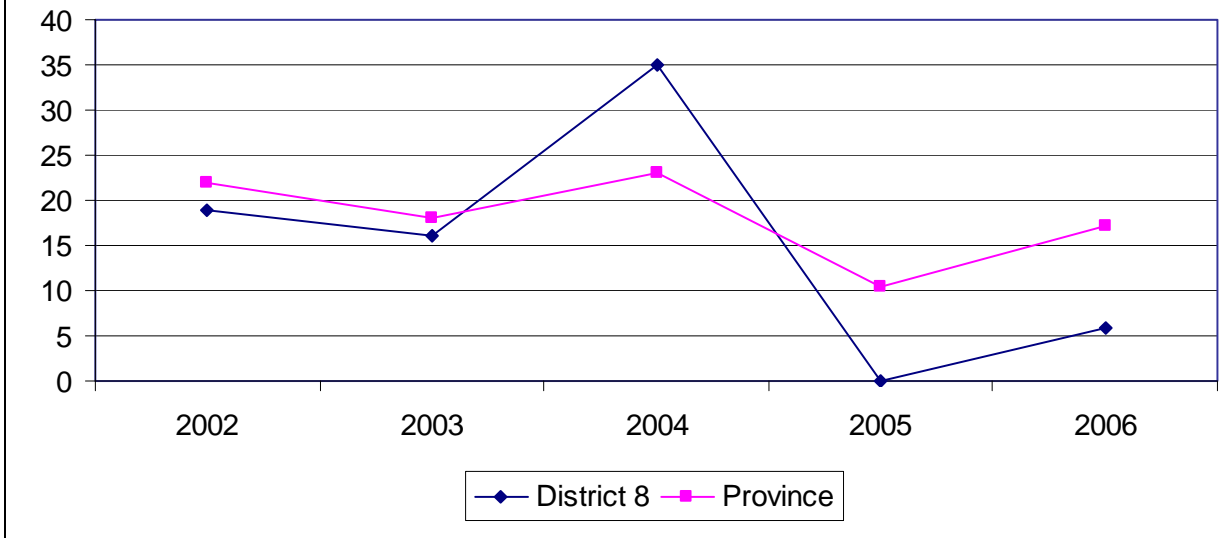
Students Attaining an Acceptable Level of French Proficiency



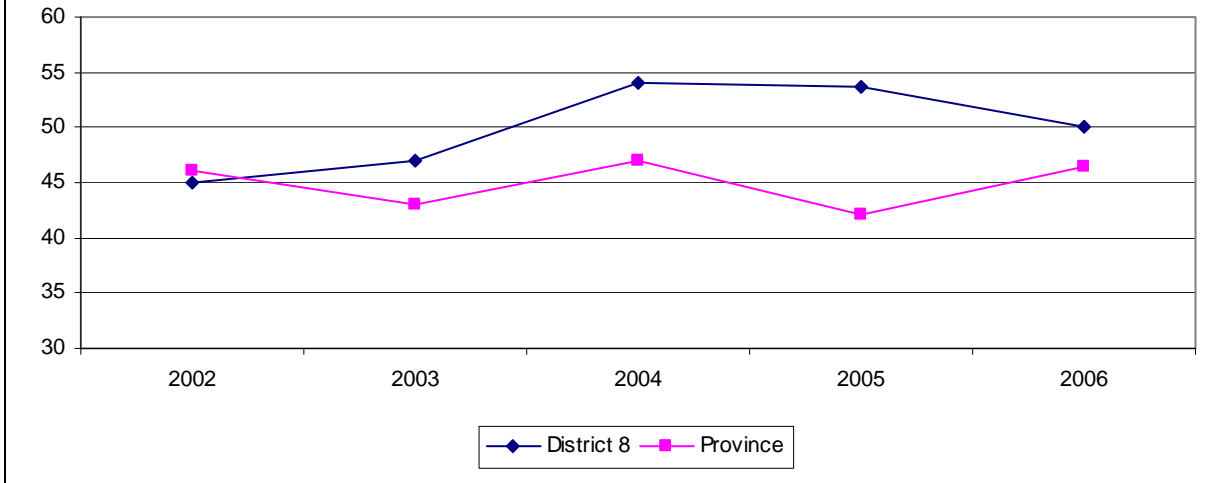
Percent of Students Achieving Program Goals



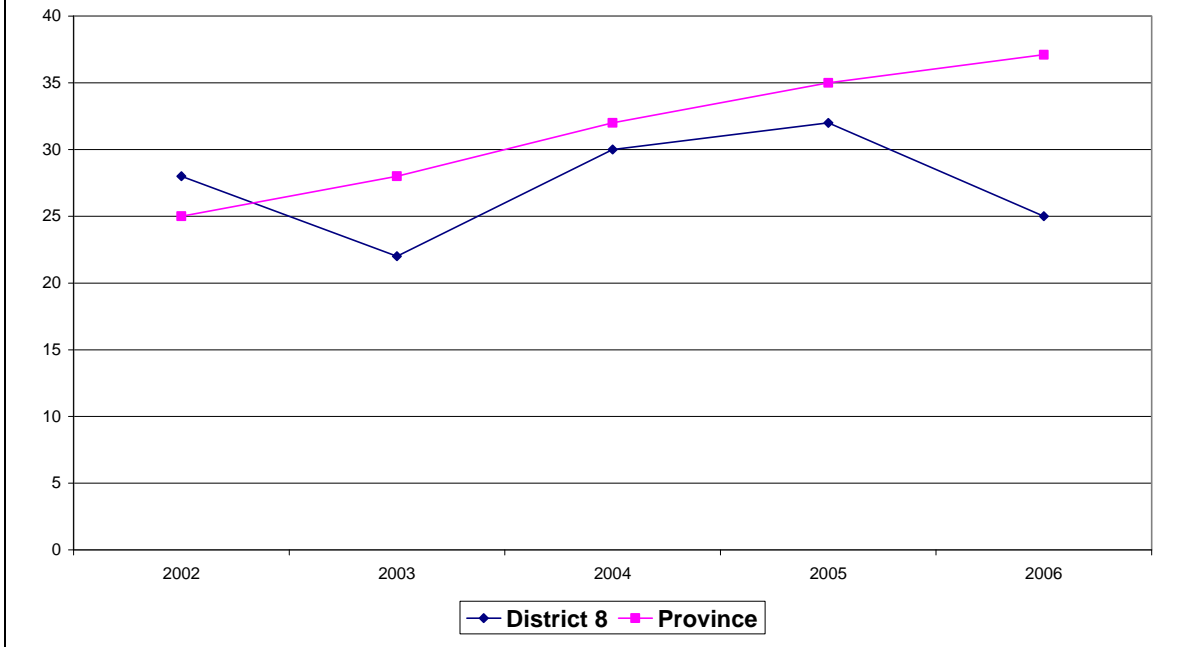
Percent of FSL Core Students meeting Program Goals- Trends



Percent of LFI Students attaining Program Goals-trend



Percent of Students in EFI Achieving Program Goals-Trend



APPENDIX A

DISTRICT 8 MONITORING DOCUMENT – STATUS REPORT