

REPORT CARD 2004

School District 8

Saint John, NB

JUNE, 2005

REPORT CARD 2004

SCHOOL DISTRICT 8

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SCHOOL DISTRICT 8

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 Report Card 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 5 Assessment, the Middle Level English Language Proficiency Assessment, the Middle Level Mathematics Assessment, and the Grade 12 French Second Language Oral Proficiency Assessment.

The District 8 Report Card 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.

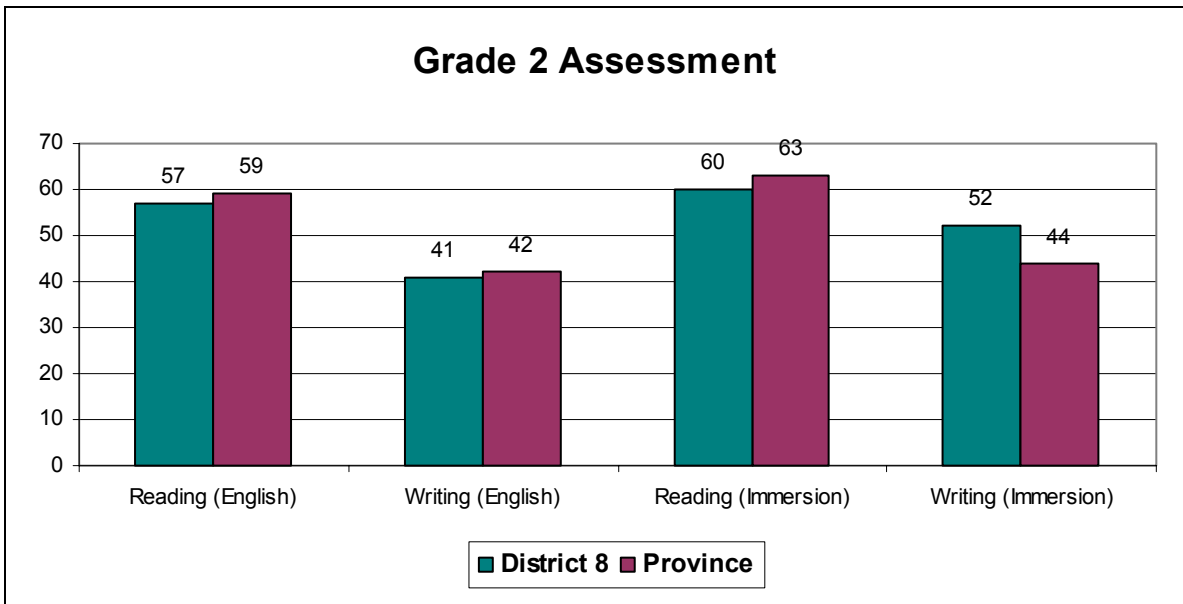
Please be aware that all results presented here are not reported in the same manner. The Grade 2 Assessment serves both as an indicator of individual student performance in reading and writing, and a broad system measure of literacy achievement after three years of schooling. The Grade 5 Assessments are reported as the average percent of questions correct except for the Grade 5 writing, which is reported as the percentage of students who scored at an acceptable or better level. The Middle Level English Language Proficiency Assessment (MLELPA), the Middle Level Mathematics Assessment presents the results as a percentage of students achieving an acceptable or better score. The Grade 12 French Second Language Oral Proficiency Assessment reports on the percentage of students who have achieved an acceptable level of proficiency or exceeded the program goal 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, 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 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.

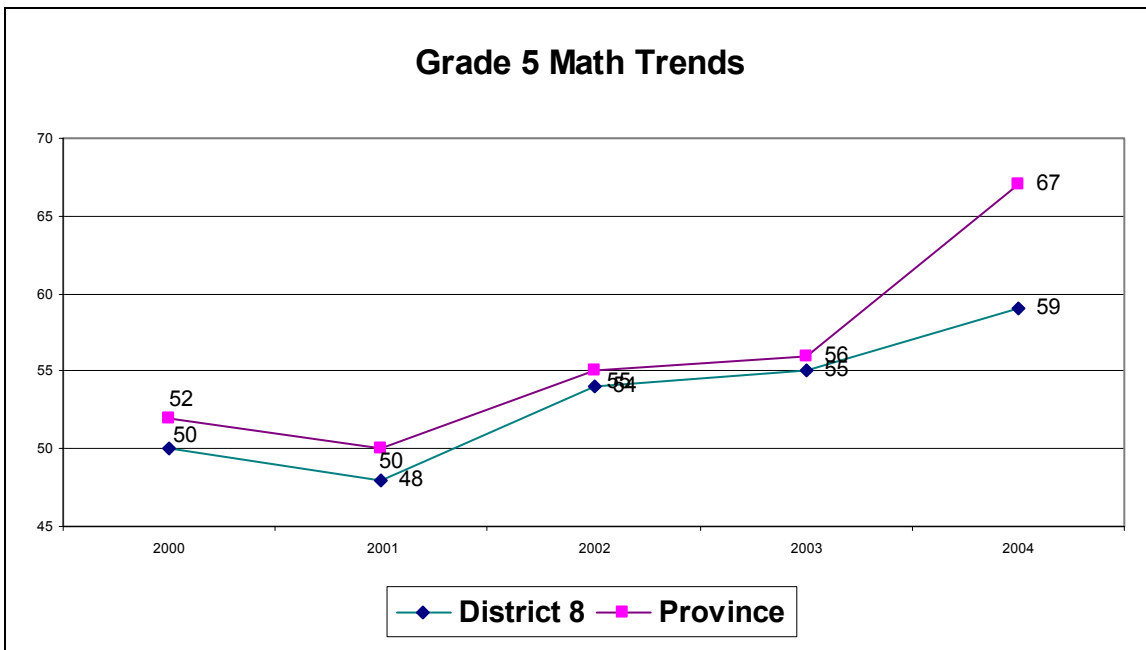
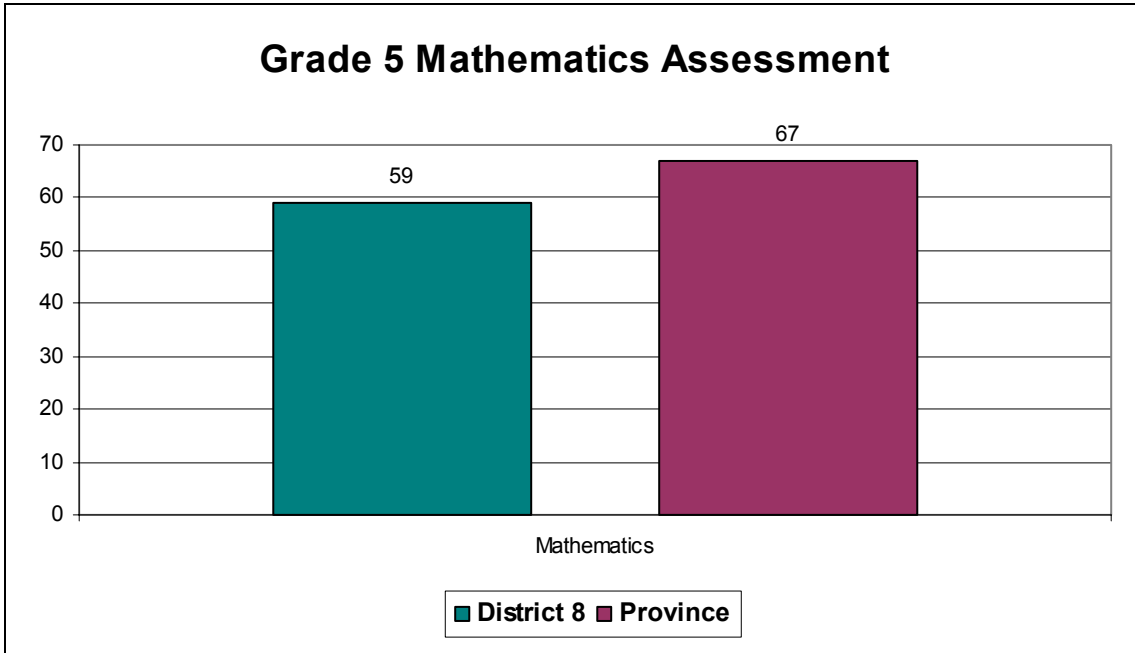
The following table illustrates the percent of students meeting provincial standards.



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.

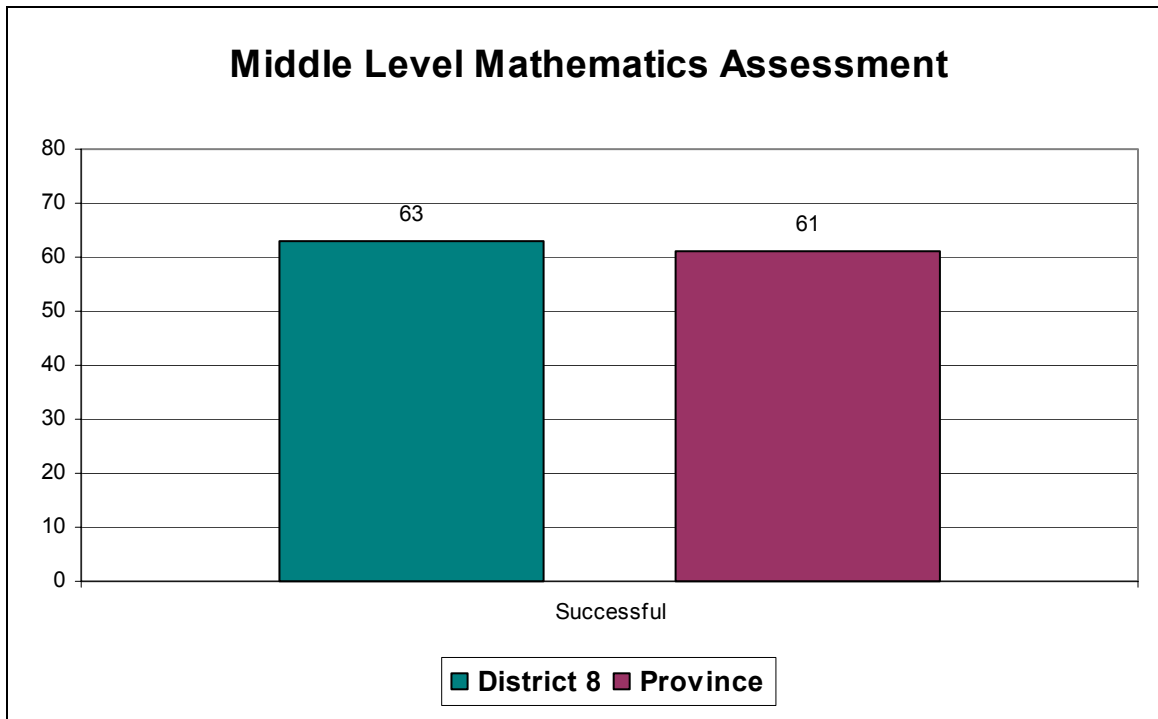
GRADE 5 ASSESSMENT

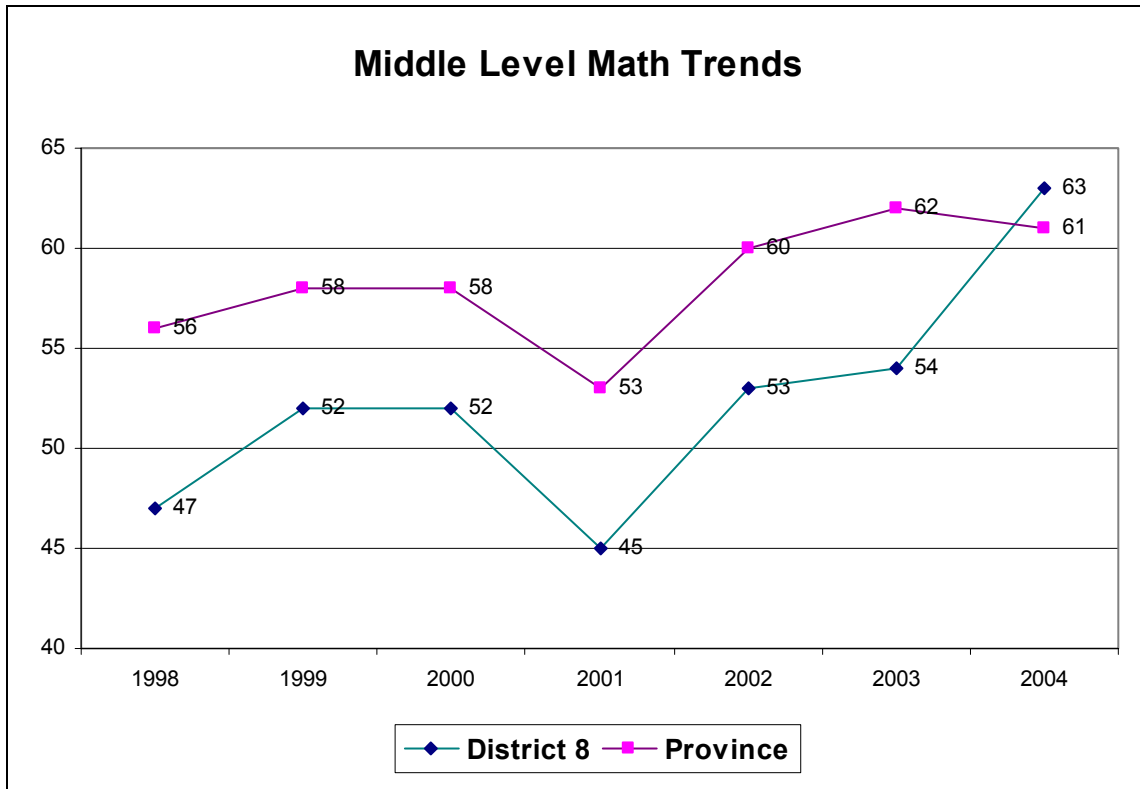
As the second component of the annual elementary testing program, the Provincial Assessment at Grade 5 was also administered in the spring, and highlighted student achievement in mathematics at the end of six years of schooling. A departure from previously, results were reported in terms of Strong Performance, Appropriate Performance, and Experiencing Difficulty which, in turn, were linked to the percentage of items answered correctly.



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. District 8 showed an improvement over the previous year.





MIDDLE LEVEL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

The assessment results below reflect the Grade 8 Assessment completed in the fall of the 2003-2004 academic year. This was the last year for the Grade 8 Provincial Assessment.

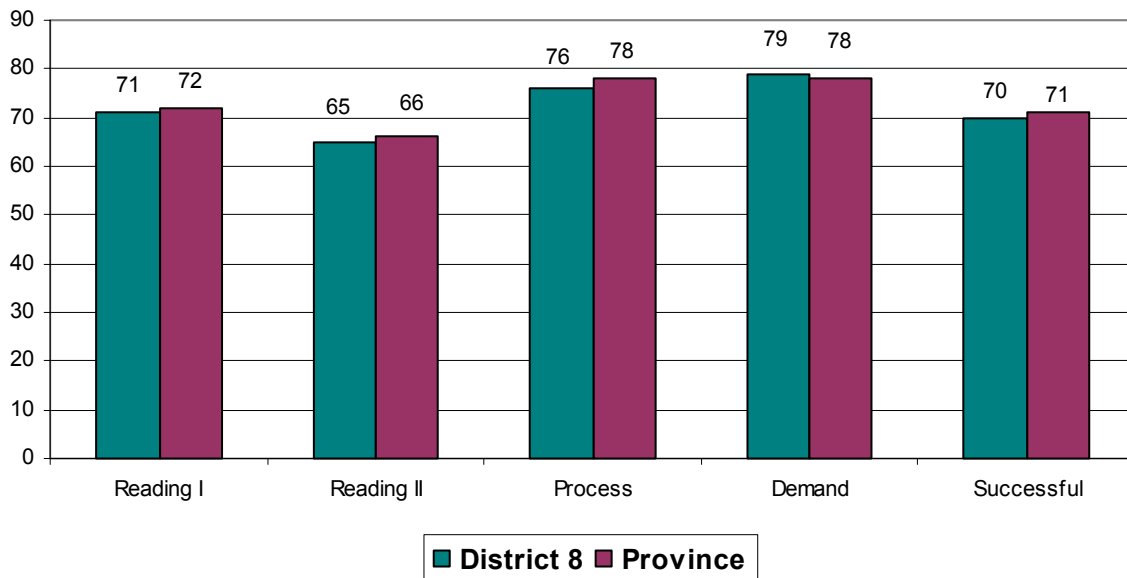
CHANGES in Provincial Assessment include:

Grade 7 Language Arts Assessment - (Fall, 2004)

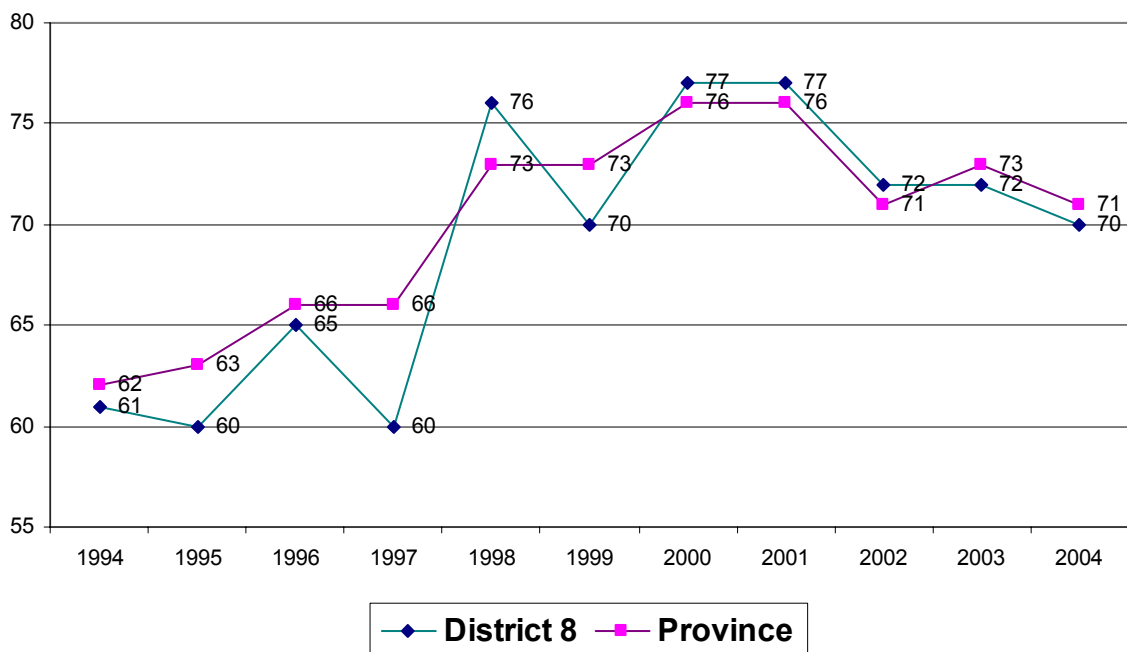
Grade 9 English Language Proficiency Assessment – (January, 2006)

Successful completion of the **Grade 9 Assessment** will be **mandatory** for high school graduation.

Middle Level English Language Proficiency Assessment



Middle Level English Language Proficiency Trends



GRADE 11 PROVINCIAL EXAMINATIONS IN ENGLISH AND MATHEMATICS

The Provincial Department of Education discontinued the practice of provincial examinations in English and Mathematics. However, in an effort to maintain astringent standards, District 8 administered grade 11 exams in both subjects. In June of 2005, district exams will again be written; in English, common exams will be provided for Grades 9 and 11; in Mathematics, district examinations will be provided for all four levels in high school.

GRADE 12 FSL ORAL PROFICIENCY ASSESSMENT

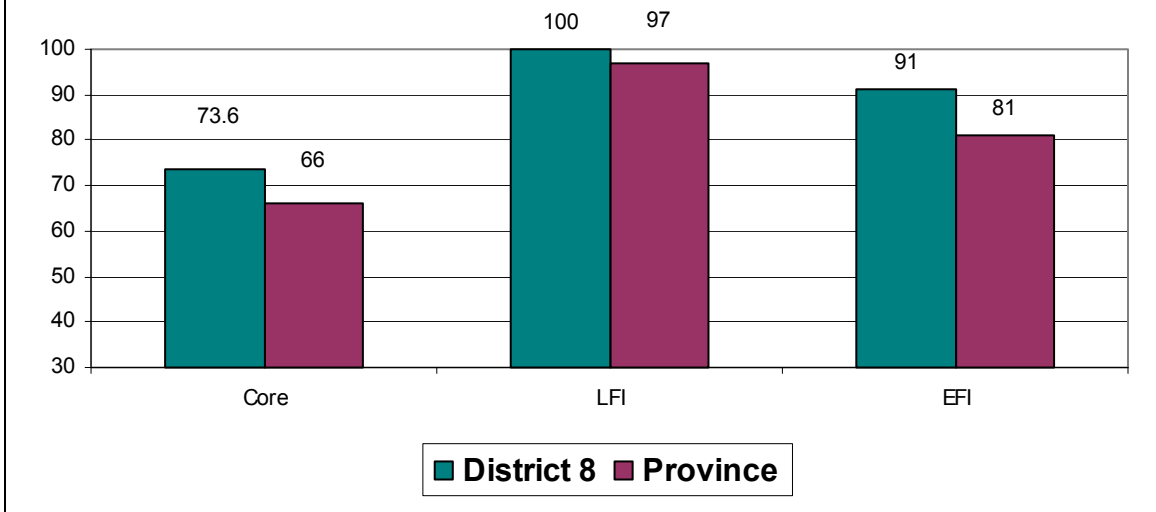
The French Second Language Oral Proficiency Assessment is only given to those students enrolled in a French second language course, or a course taught in French, at the grade 12 level. The chart below reports on the percentage of students who have achieved an acceptable level of proficiency in the French 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. The grade 12 pupils with the strongest overall speaking ability were enrolled in Early Immersion, followed, in order, by those in Partial Immersion, Middle Immersion, Late Immersion, Extended Core, and Core French.

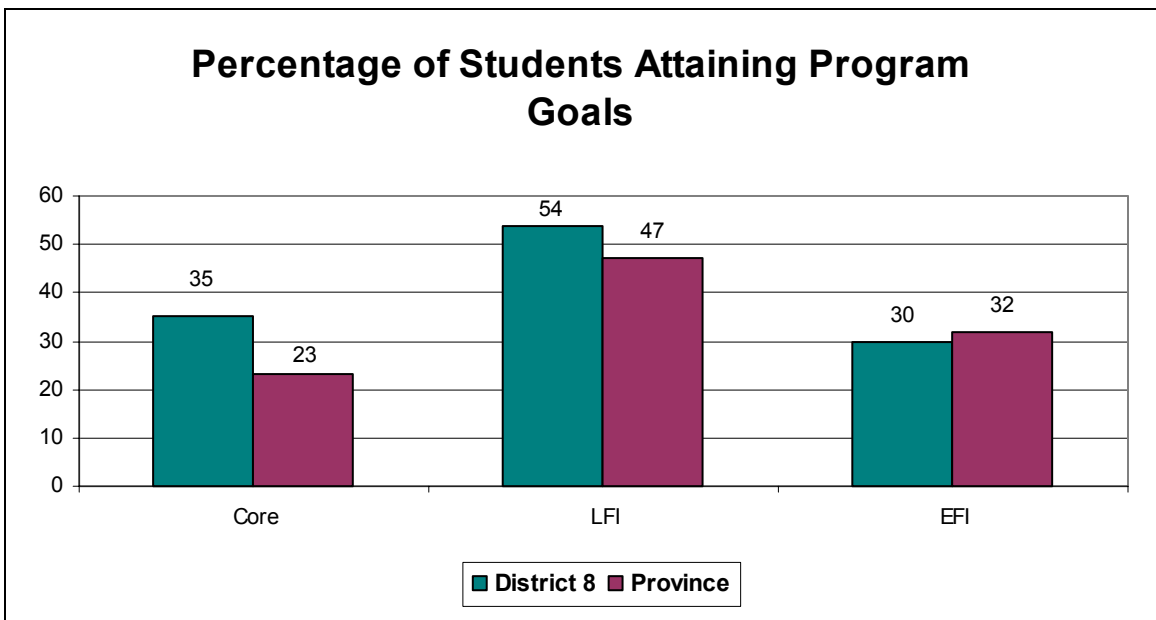
Speaking a second language is a skill, rather than a body of knowledge, and this assessment measures a student’s skill in communicating effectively in French. In second language acquisition, it is axiomatic that exposure to good models and time to practice are essential components of the opportunity to learn. The results of this assessment, in great part, reflect this reality.

Students Attaining an Acceptable Level of French Proficiency

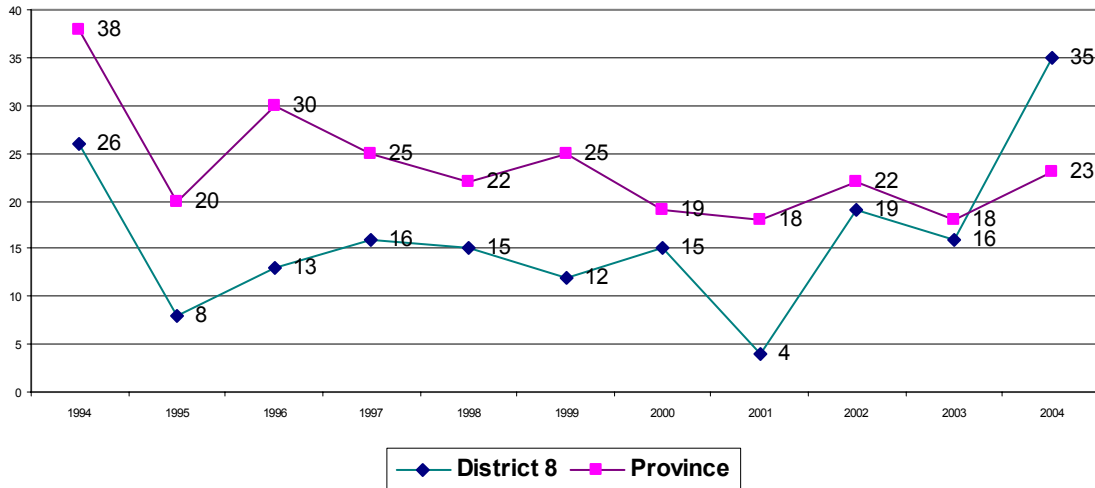


The chart below reports on the percentage of students who have achieved the program goal, in other words have obtained 100% for the specific French program in which they are enrolled. The goal of students in the Core French Program is an intermediate level of French proficiency; the goal of the Early 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.

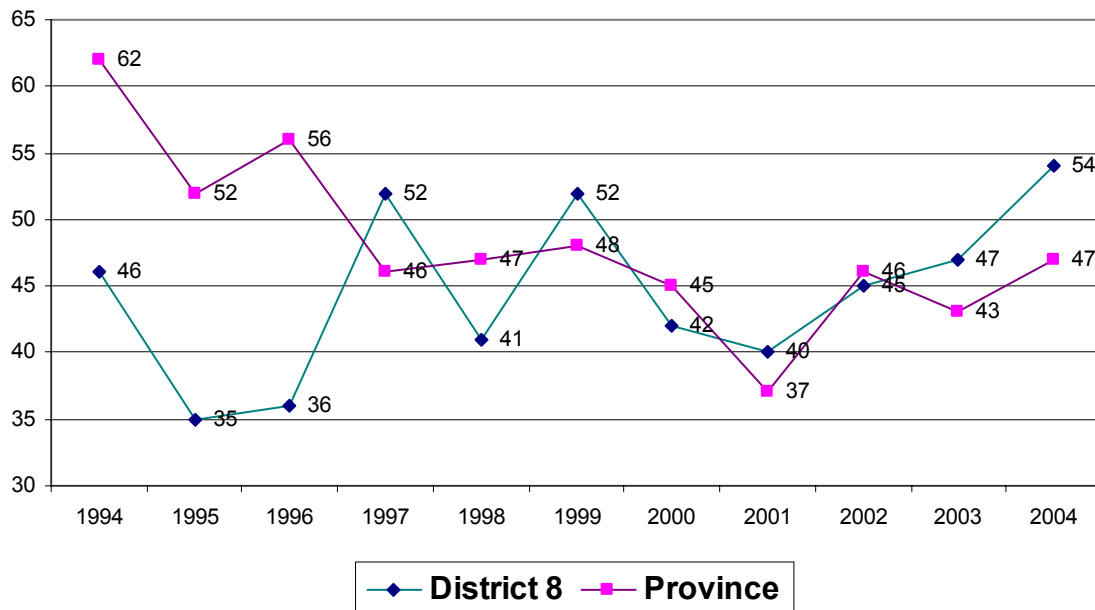
Percentage of Students Attaining Program Goals



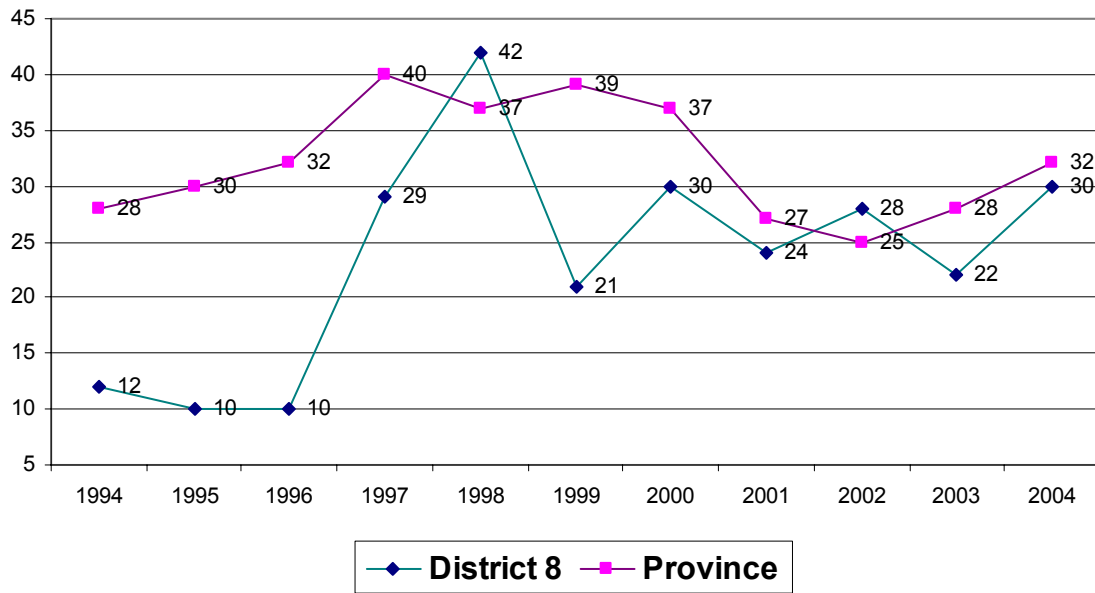
Percentage of Students Attaining Program Goals (Core) Trends



Percentage of Students Attaining Program Goals (LFI) Trends



Percentage of Students Attaining Program Goals (EFI) Trends



APPENDIX A

DISTRICT 8 MIDDLE LEVEL ASSESSMENT

In 2003-2004, grades 6 and 7 participated in a math assessment. The Assessment is modeled after the Provincial Middle School Assessments administered in English Language Arts and Mathematics in grade eight.

In 2004-2005 all grade six, seven and eight students are participating in the District 8 Middle School Assessment in Mathematics. Grade seven students are participating in District 8 Middle School Assessment in Language Arts.

THE GRADE 1, 2 FRENCH INTERVENTION PROGRAM

The academic year 2003-2004 was the first year of an intensive reading intervention program for French Immersion. Students at risk in their reading ability in French second language participate in an extensive 20 day block intervention. Preliminary results and parent feedback have been extremely positive. This program has been twinned with a series of after school workshops on guided reading and running records for elementary immersion teachers. Full-day in-service have also been held for all grade 1, 2, and 3 F.I. teachers. The winter seminar series also provided additional training. All workshops and in-service have also been very successful and crucial to the success of this intervention. Results have been submitted for presentation at two major conferences next fall.

APPENDIX B

DISTRICT 8 INITIATIVES

In our continuing efforts to enhance the delivery of the curriculum, District 8 has undertaken a number of initiatives, some of which are listed here:

- Primary Intervention Program (Grade 2)
- Early Literacy Intervention Program (K-1)
- Phonological Awareness Assessment
- Implementation of the Atlantic Canada Reading Assessment Resource
- Elementary Curriculum Team
- Elementary Math Mentor
- First Steps training for elementary and middle level teachers
- First Steps tutor training
- Continuation of SHARP program
- Middle Level Math Mentor
- Tutoring Centres for High School (Bayside and Barnhill Schools; 4:00 – 6:00 p.m.)

- Peer Tutoring Program in high schools (now include Grade 9 FI Math)
- Implementation of Professional Growth Model for educators
- Introduction of new resources in Grade 11 English
- Professional Seminar Series
- Math Teaching Transformation Teams Grades 3-5
- District 08 Assessments in math grades two through nine. Mock assessments in grades three, five, eight and eleven for practice and class marks. Grades two, four, six, seven and nine will write the assessment during the level assessment time periods.
- Elementary Teachers grades two, three, four and five biweekly professional development in math centre (16-20 teachers per session).
- Professional Development Pilot for teachers reflecting and enhancing professional practice in mathematics.
- Math Text pilot grades three and four, English and French Immersion in six classrooms.
- Grade 6 and 7 Assessment in English Language Arts.
- Pilot Program of new Core French Curriculum and Resources at Simonds Middle 2003.
- Pilot Program of Drama in French Second Language classes at Harbour View High. Project in affiliation with UNBF, May 2004.
- Pilot of new F.I. Resource in Grade 4 Math, at Forest Hills School, 2004.
- Pilot of new French Core resource Grade 8.
- New French Core resource implemented Grade 7.