



# REPORT CARD

## 2007- 2008

### Mission Statement

*Given clearly defined and high expectations, all children can and want to learn.*

*The Mission of School District 8 is to provide, responsibly and cooperatively, all students with the opportunity for learning, to a measurable standard, through quality instruction in a safe environment.*

*Note: Assessment results included in this Report Card are those received from the Department of Education up to August 31, 2008*

## Report Card 2007- 2008

The District 8 Report Card documents student achievement on provincial assessments. The 2007-2008 District 8 Report Card includes trends, results and summaries for the following provincial assessments:

- Grade 2 Literacy Assessment ( Spring 2007)
- Grade 4 Literacy Assessment ( Spring 2007)
- Grade 5 Mathematics Assessment ( Spring 2007)
- Middle Level Literacy Assessment at Grade 7 ( October 2007)
- Middle Level Mathematics Assessment at Grade 8 ( Spring 2007)
- Grade 9 English Language Proficiency Assessment ( 2007-2008)
- English Language Proficiency Reassessment (2007-2008)
- Grade 10 French Second Language Proficiency Assessment ( April 2007)
- Grade 12 French Second Language Oral Proficiency Assessment ( 2006-2007)

## **Identifying achievement levels and learning targets**

The following achievement levels are used to score assessments:

- Strong Achievement
- Appropriate Achievement
- Below Appropriate Achievement

The Department of Education has established learning targets for student achievement by the year 2013. The learning targets are identified in the assessment data being reported.

## **Reporting the data**

Bar and plot graphs are used to identify the percentage of students at the provincial and district level, who have scored at or above the appropriate achievement level on the assessments.

## **Interpreting the data**

The graphs in the District 8 Report Card show the percentage of students demonstrating either appropriate or strong achievement. It is important to compare achievement results, not only between the province and School District 8, but in relation to the achievement trends and the learning targets.

## **Using the data**

Data are shared with schools, Parent School Support Committees and the District Education Council. Trends are monitored to inform decisions about improvement strategies identified in both School and District Education Improvement Plans.

## GRADE TWO ASSESSMENT

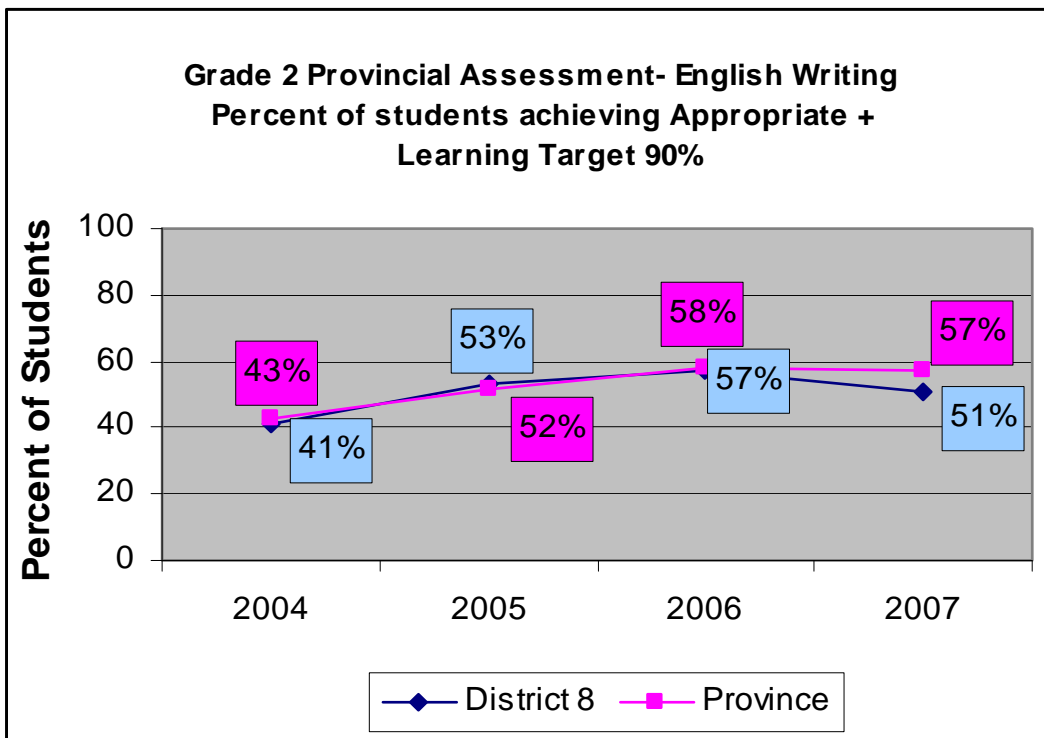
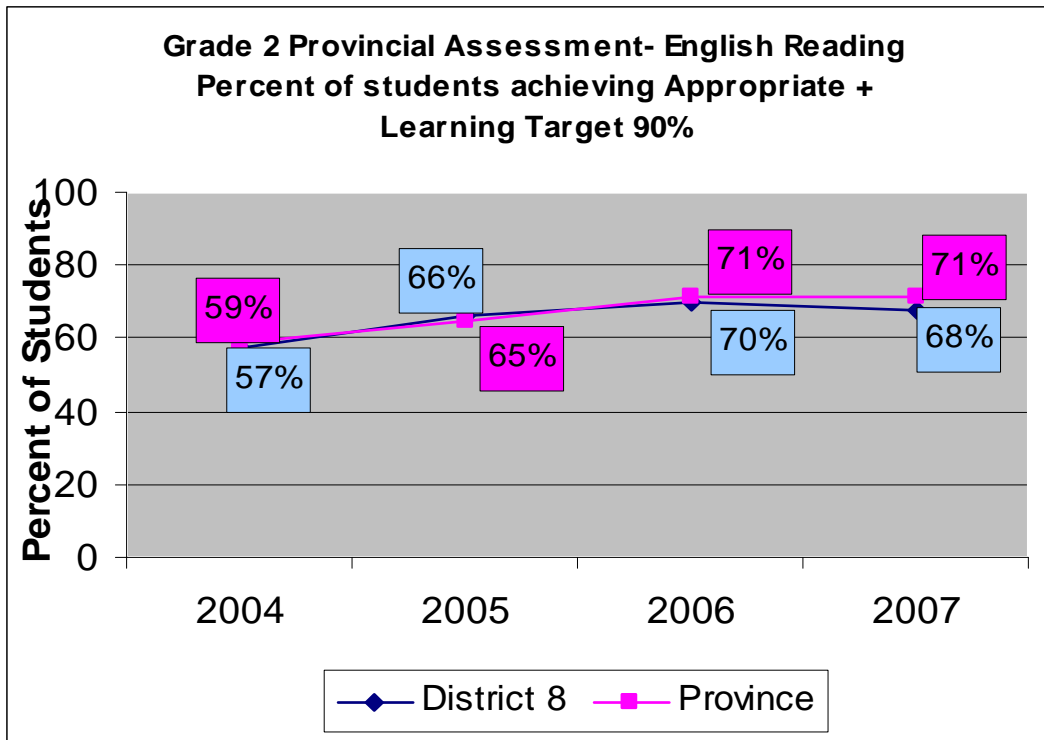
The Grade Two English Reading Comprehension, French Immersion Reading Comprehension, English Writing and French Immersion Writing Assessment were administered in the Spring 2007.

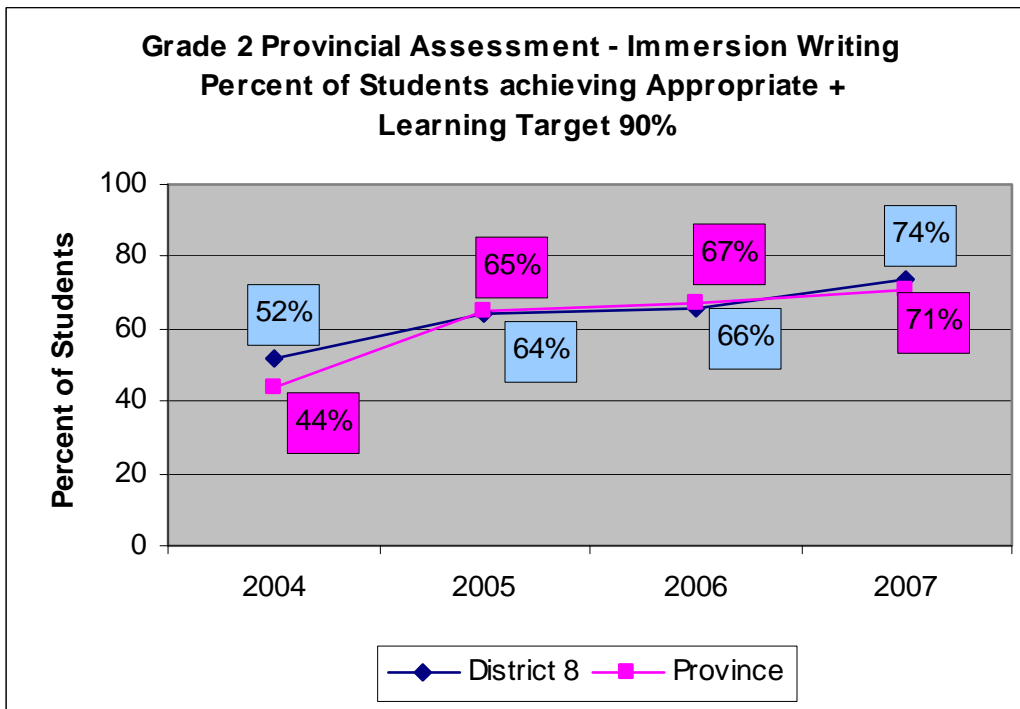
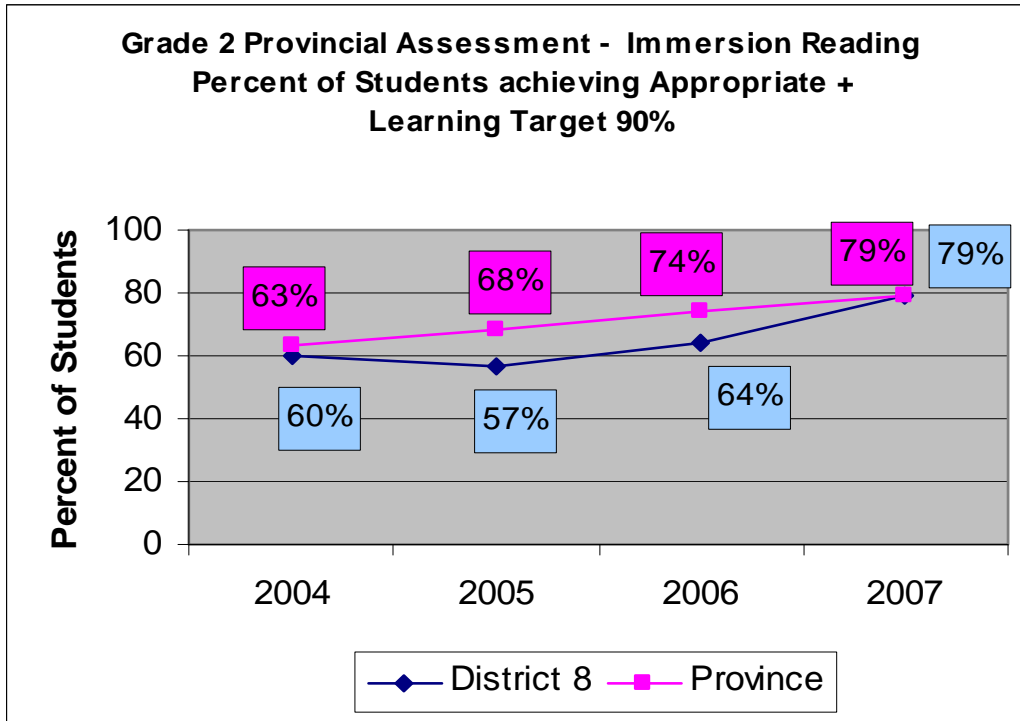
The process for the Reading Assessment is:

- ❖ Schools submit the results of the reading level of students using “Running Records” ( an informal reading assessment that determines students’ reading levels).
- ❖ Students were tested using the provincial assessment and results were blended with the school results. French Immersion students were tested in French.
- ❖ Students were categorized as below appropriate achievement, appropriate achievement or strong achievement. Students who were exempt or did not write the assessment were categorized as below appropriate achievement.

School District 8 continues to see improvement in Reading and Writing in English and French Immersion Programs. In 2007 English Reading and Writing, district results fell slightly below the provincial results while the French Immersion Reading and Writing results were at the same rate or higher than the provincial results.

The **learning target** established by the Province is for 90% of students to leave Grade 2 and Grade 4 with the ability to read and write at grade level.



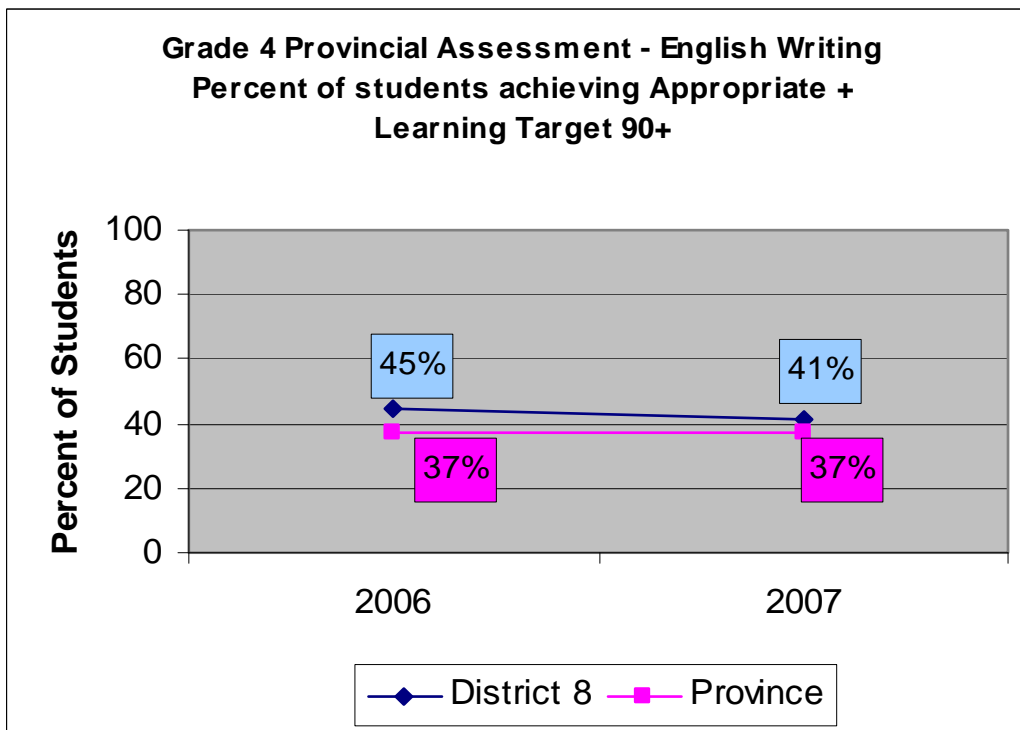
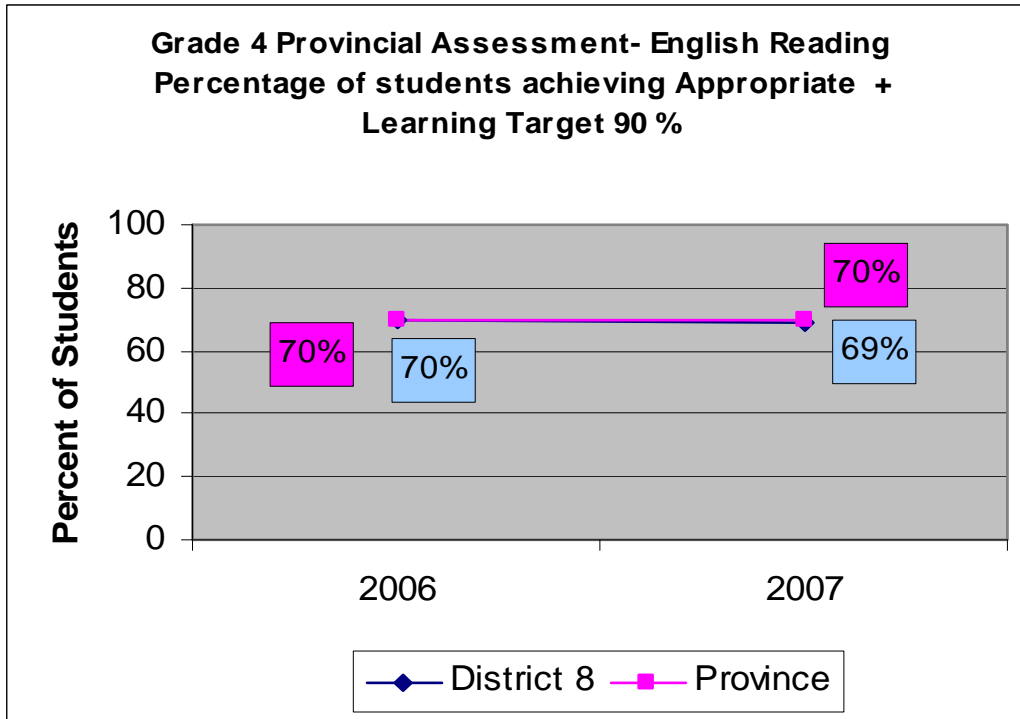


# GRADE FOUR ASSESSMENT

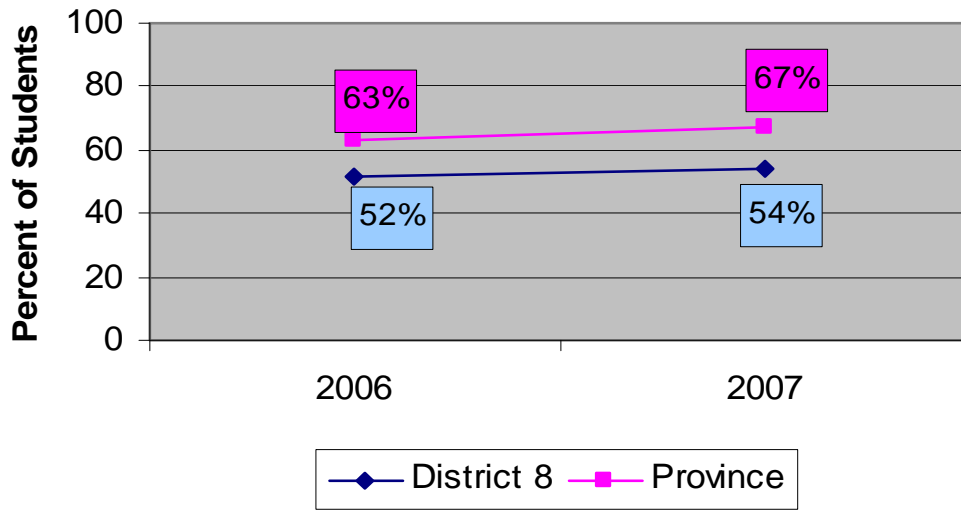
The Provincial Literacy Assessment at Grade 4 was administered to all Grade Four students in the Spring of 2007. Achievement in reading comprehension and writing is assessed and students are categorized as below appropriate achievement, appropriate achievement or strong achievement.

In English Reading and Writing, District 8 students achieved slightly below the Province. In French Immersion Reading and Writing, District 8 students achieved at the same or at a higher level than the Province.

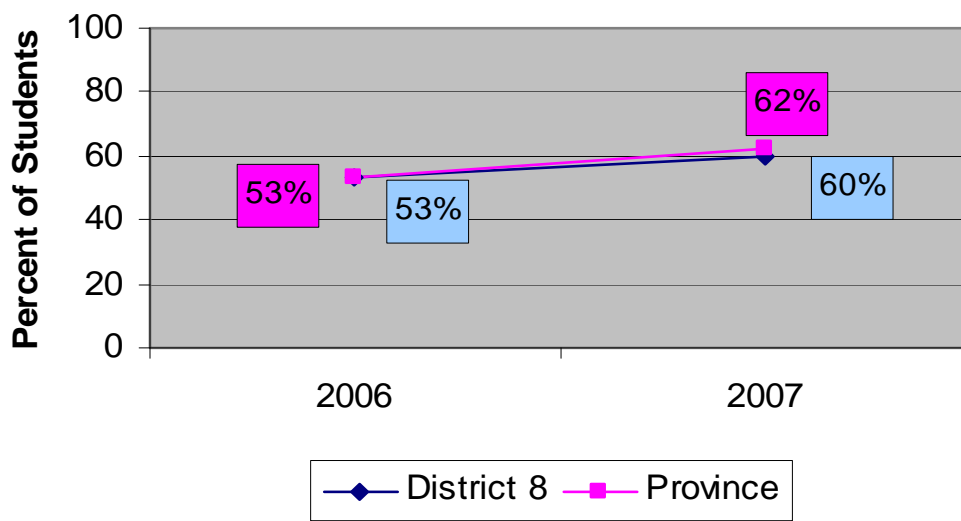
The **learning target** is for 90 % of students to leave Grade 4 with the ability to read and write at grade level.



**Grade 4 Provincial Assessment-Immersion Reading**  
**Percentage of students achieving Appropriate + Learning target 90%**



**Grade 4 Provincial Assessment- Immersion Writing**  
**Percentage of students achieving Appropriate + Learning Target 90%**

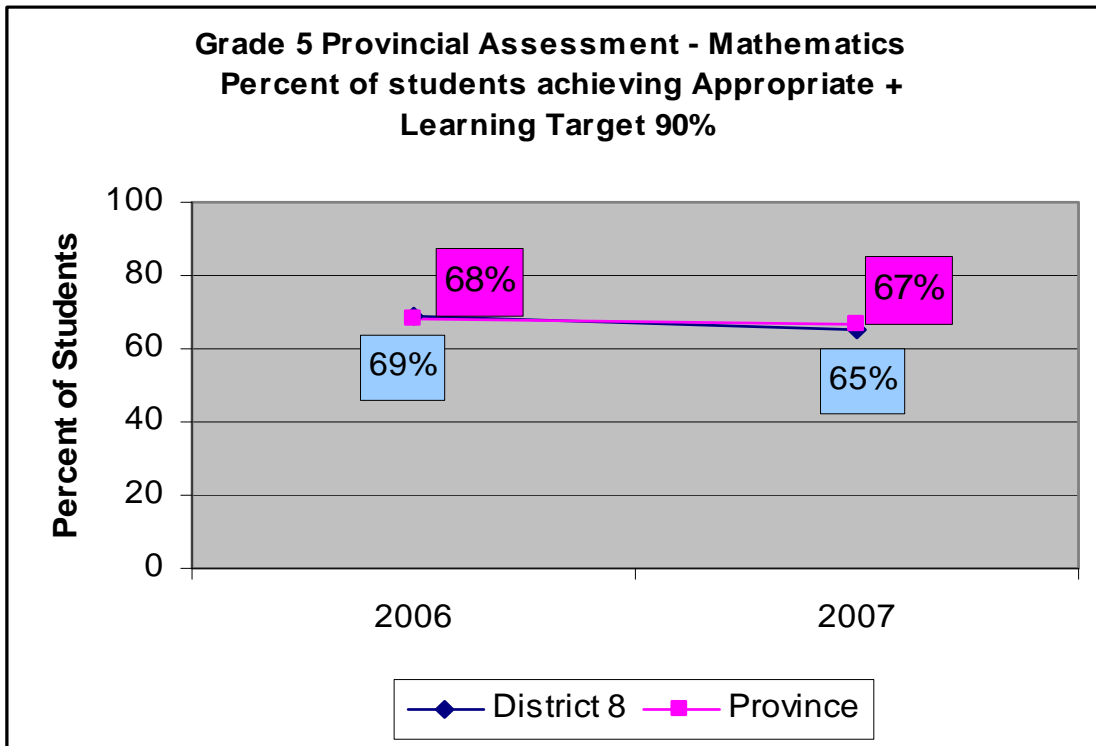


# GRADE FIVE MATHEMATICS ASSESSMENT

The Provincial Mathematics Assessment at Grade 5 focuses on student proficiency at the end of kindergarten through grade five. The assessment is specific to the learning outcomes identified in provincial mathematics documents.

School District 8 scored slightly below the provincial average with an overall fifty-nine percent ( 59%) appropriate achievement or above.

The **learning target** is for 90 % of students to meet or exceed the appropriate achievement level.

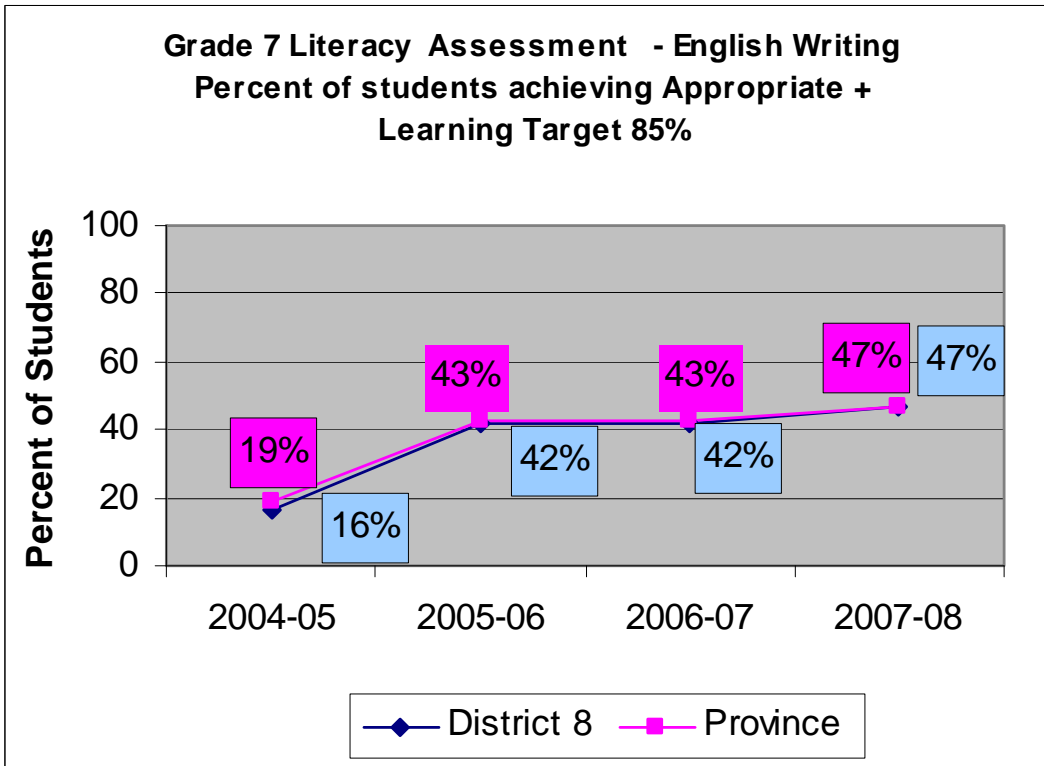
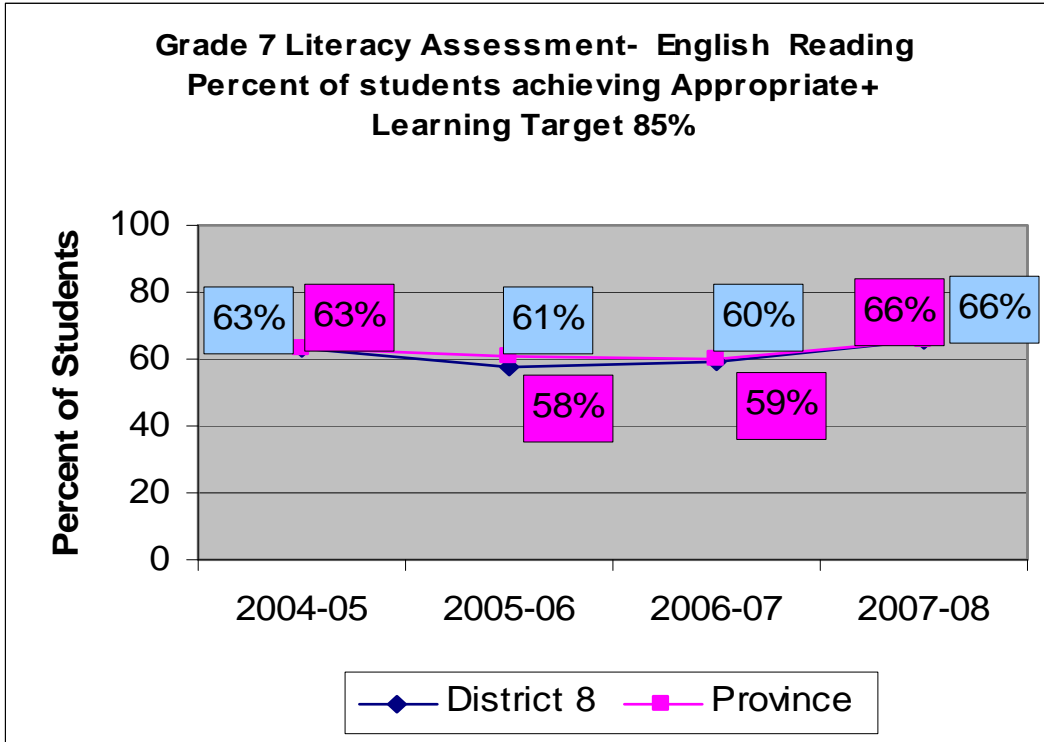


# GRADE SEVEN ENGLISH LITERACYASSESSMENT

The Literacy Assessment at Grade Seven was written in the Fall 2007. It included two parts: Reading Comprehension and Writing. All students at Grade Seven ( Core, French Immersion) are expected to write this assessment.

School District 8 continues to see improvement in both Reading Comprehension and Writing. In 2007, sixty-six percent ( 66 %) of students who wrote the assessment achieved appropriate achievement and above, similar to the provincial rate. Forty-seven percent ( 47%) of the students achieved appropriate and above in Writing; similar to the provincial rate.

The **learning target** is for 85% of students to achieve or exceed the appropriate levels of performance in literacy.

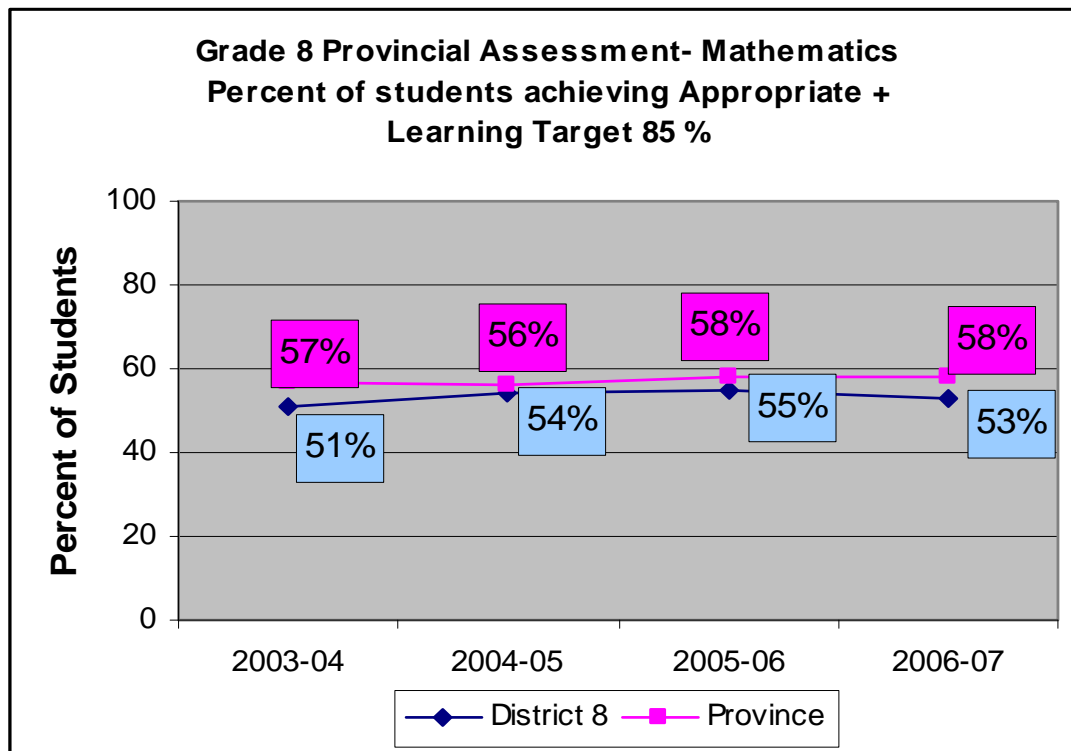


# GRADE EIGHT MIDDLE LEVEL MATHEMATICS ASSESSMENT

The Middle Level Mathematics Assessment was administered in June 2007. It is an assessment of students' achievement in Numbers, Operations, Patterns, Measurement, Geometry, Data Management and Probability.

School District 8 remains slightly below the provincial average. Additional strategies in the teaching of Mathematics will be implemented as outlined in the District Education Plan.

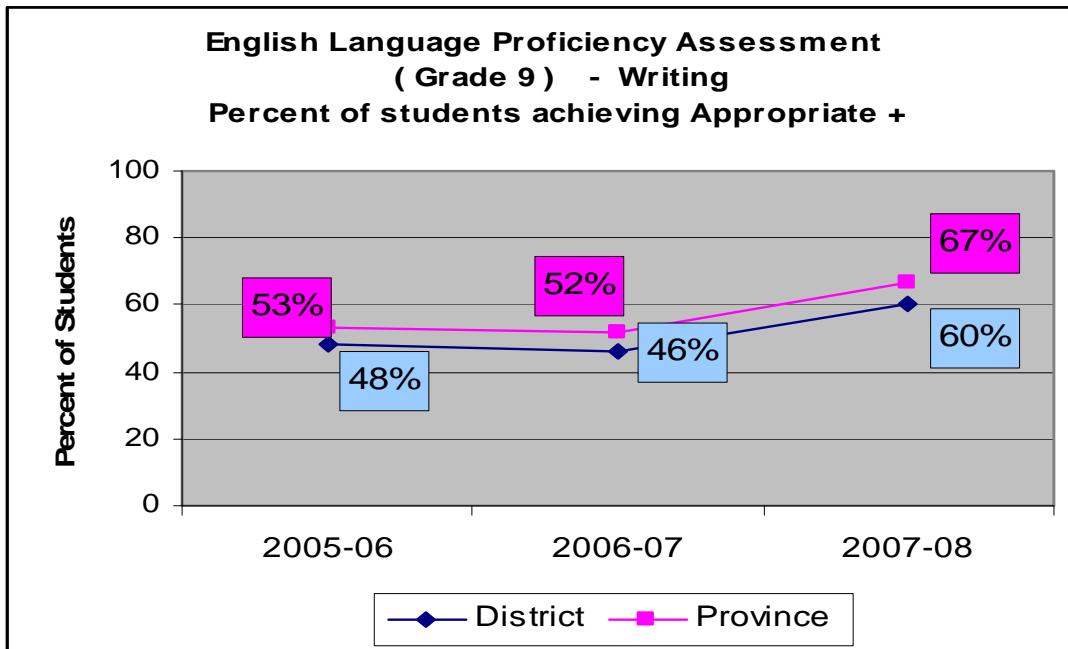
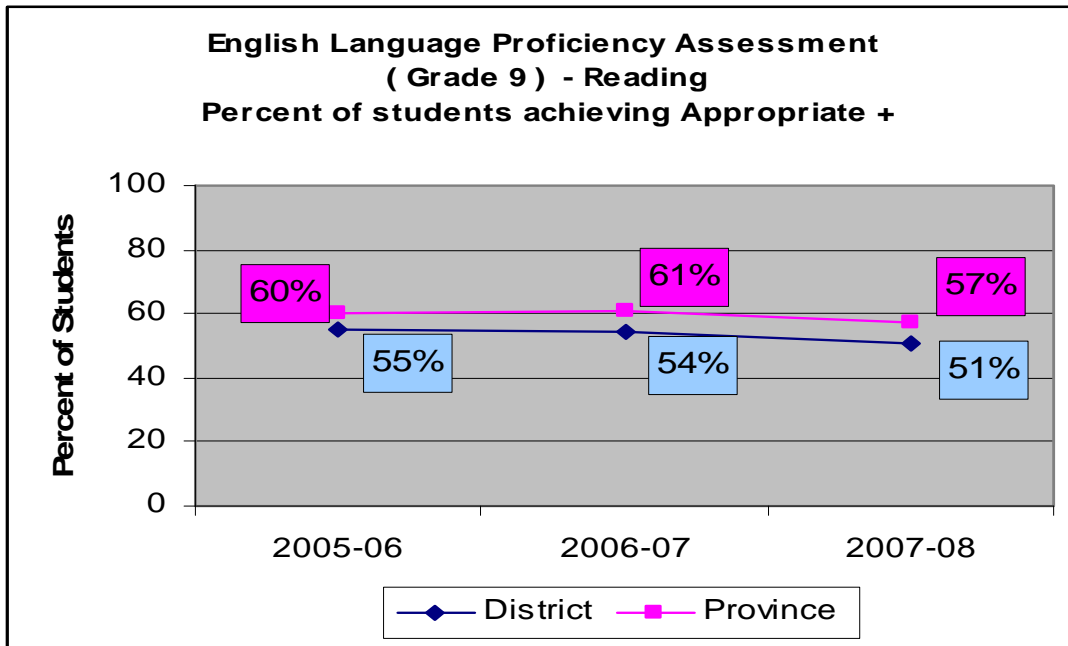
The **learning target** is for 85 % of students to meet or exceed the appropriate level of achievement.



# ENGLISH LANGUAGE PROFICIENCY AT GRADE NINE

The **English Language Proficiency Assessment ( Grade 9 )** is administered in the first semester of grade nine to assess student reading comprehension and writing. The Grade Nine Assessment is a graduation requirement. Students must receive at least an appropriate level of performance on both the reading and writing components of the assessment.

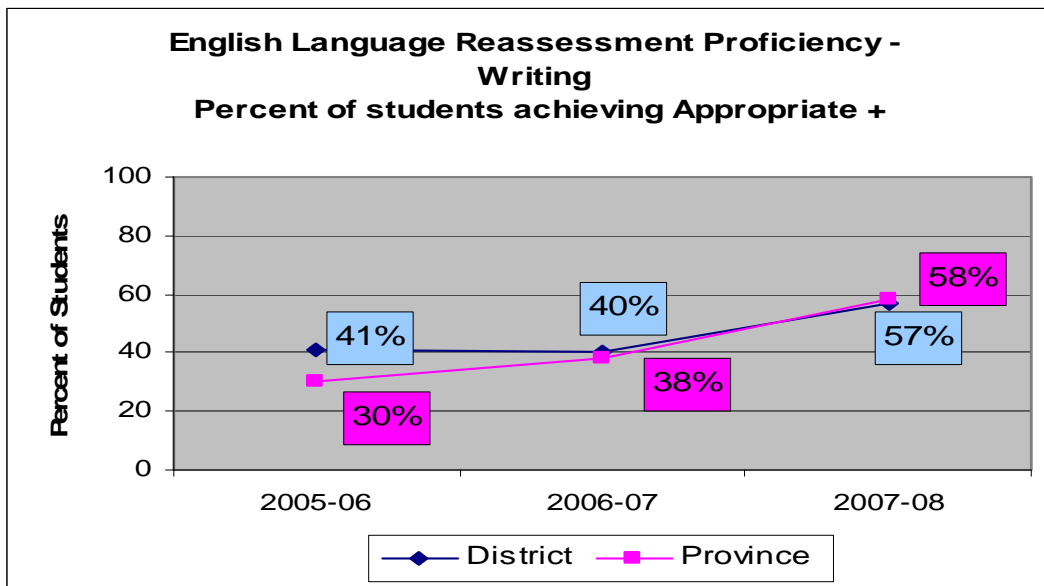
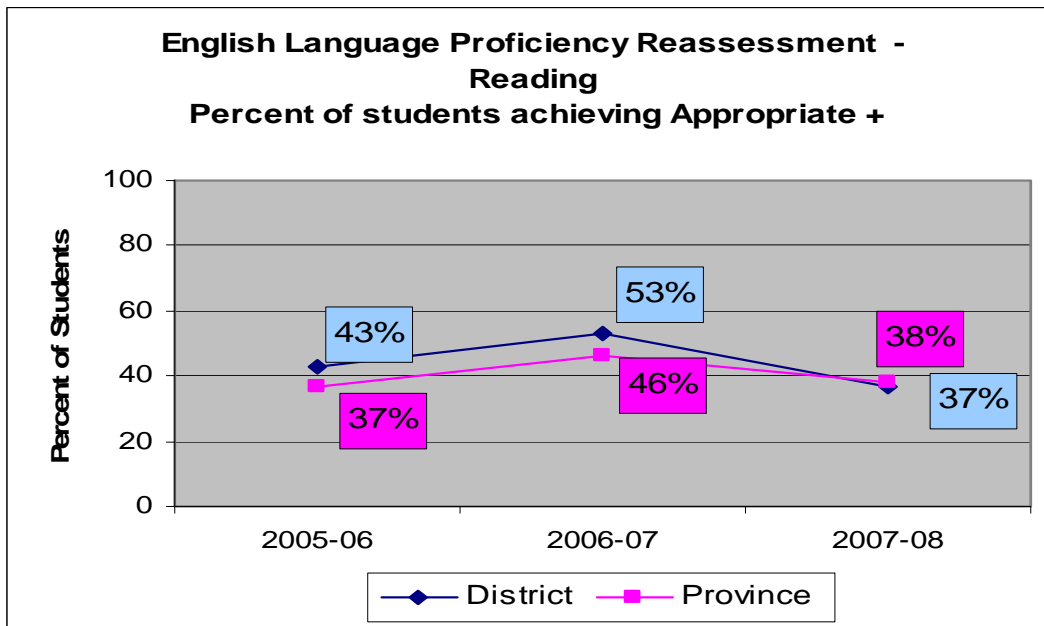
District 8 falls below the Provincial average in both Reading and Writing.



# ENGLISH LANGUAGE PROFICIENCY REASSESSMENT

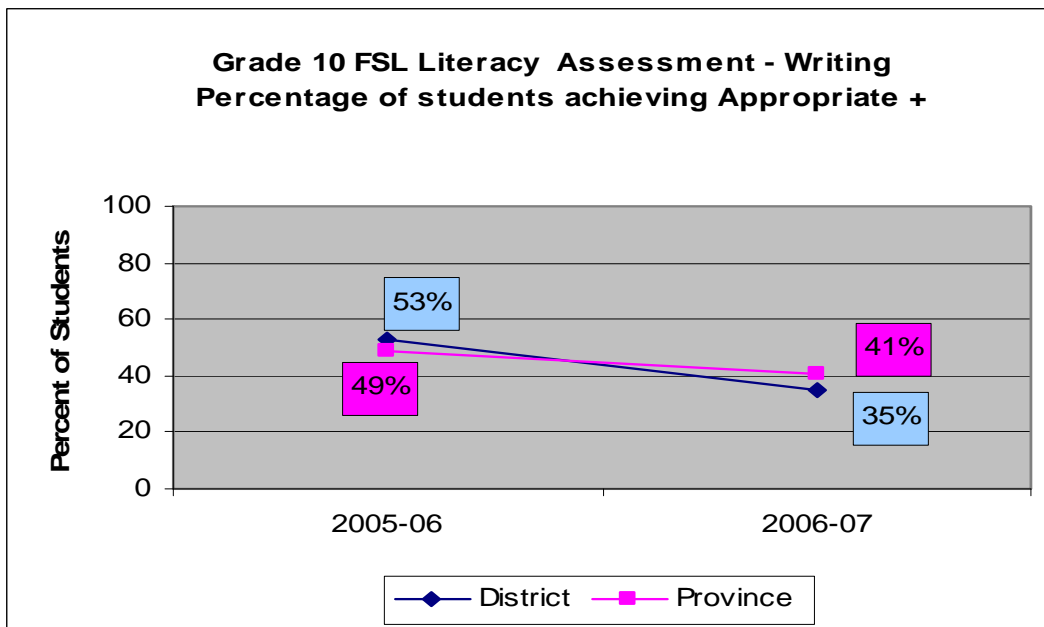
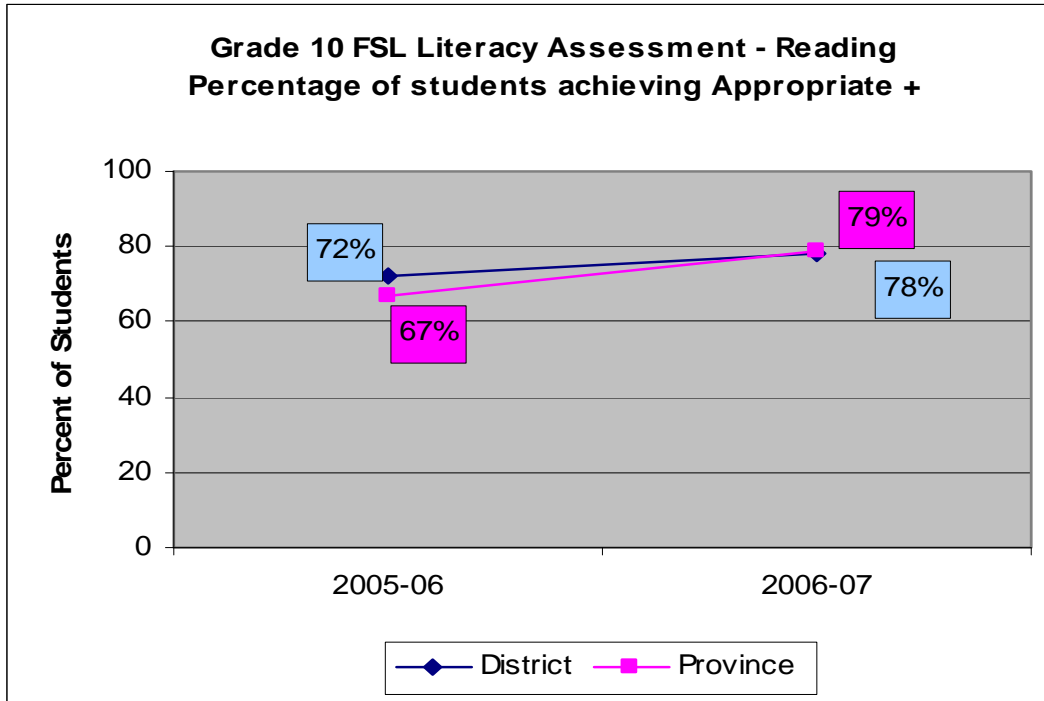
An English Language Proficiency Reassessment is available to students in Grade 10, 11 and 12 who did not meet provincial standards on the Reading and/or Writing components. A potential graduate reassessment in June of the Grade 12 year is the fifth and final opportunity for students to achieve the literacy credential to meet graduation requirements.

District 8 results are similar to the Province this year in Reading and Writing.



# FRENCH SECOND LANGUAGE LITERACY AT GRADE TEN

In April 2007, an assessment of French second language reading and writing skills was administered in Anglophone school districts. All students in Early and Later Immersion programs whose course selections met the requirements of Policy 309 were eligible for this assessment. This administration follows a pilot test in 2006 and will contribute data for measuring change over time.



# GRADE TWELVE FRENCH SECOND LANGUAGE

## ORAL PROFICIENCY

The French Second Language Assessment is given to students enrolled in a Grade Twelve French Second Language program. By the time students are in Grade Twelve, many have chosen to no longer be involved in a French Second Language program and are not tested. The method used is an individual oral interview and is the same assessment used by Provincial and Federal Governments. Proficiency expectations have been established in relation to the second language program the student has followed.

### Proficiency Expectations:

Program	Proficiency	Description
Core	Intermediate	Able to satisfy routine social demands and limited work requirements. Can handle routine work-related interactions that are limited in scope.
Early Immersion	Advanced	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
Late Immersion	Intermediate Plus	Able to satisfy most work requirements with language usage that is often, but not always acceptable and effective.

Unlike other assessments, the program goal is not considered the pass mark. Compared to provincial achievement, students in the Core and Early French Immersion Programs achieved below the provincial average in reaching the program objective. Students in the Late Immersion Program achieved above the provincial average in reaching the program objective.

The graph on the following page shows the percentage of students who have achieved the level of oral proficiency established for the program the student followed.

### Grade 12 FSL Oral Proficiency Assessment Achievement by Program Goals

