

REPORT CARD 2001
School District 8
Saint John, NB
FEBRUARY 13, 2002

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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.*

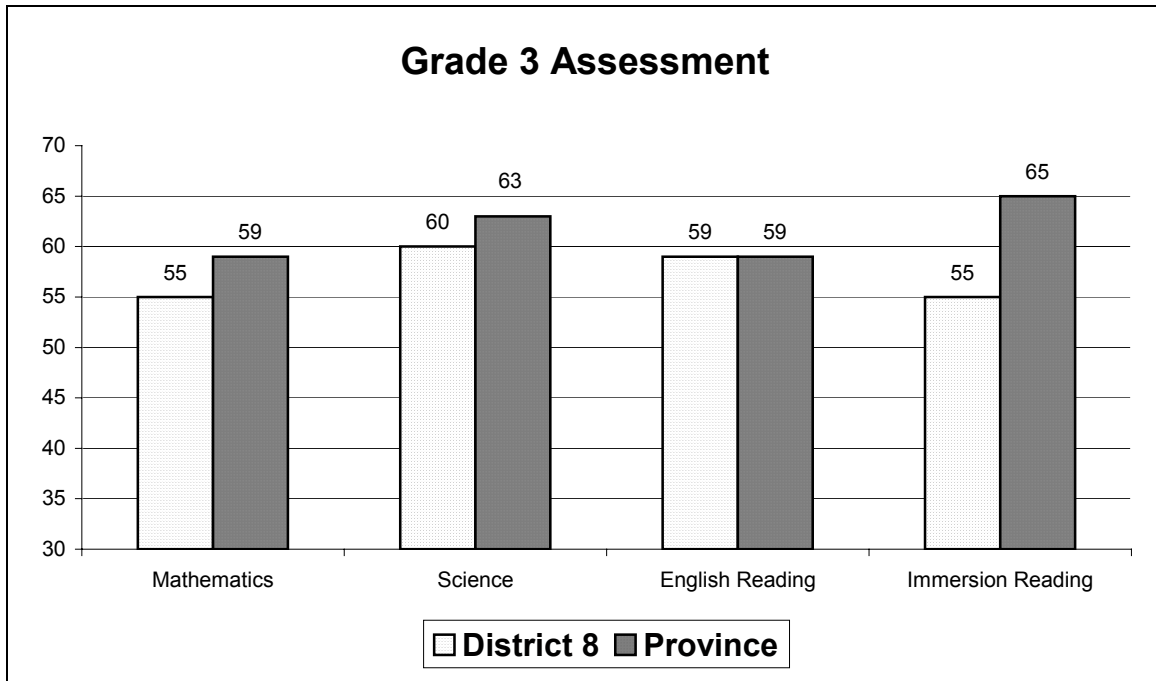
The District 8 Report Card is a snapshot of student performance as measured by the Provincial Assessment Program. This report presents the most recent results for students in School District 8 in each of the following Provincial Assessments: the 2001 Grade 3 Assessment, the 2001 Grade 5 Assessment, the 2001 Grade 6 French Second Language Assessment, the 2000 Middle Level English Language Proficiency Assessment, the 2001 Middle Level Mathematics Assessment, the 2001 Grade 11 Provincial Examinations in English and Mathematics, 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 results for the Grade 3 and Grade 5 Assessments are reported as the average percent correct except for the Grade 5 writing, which is reported as the percentage of students who scored at an acceptable or better level. The Grade 6 French Second Language Assessment, the Middle Level English Language Proficiency Assessment (MLELPA), the Middle Level Mathematics Assessment and the Grade 10 Reassessment present the results as a percentage of students achieving an acceptable or better score. The Grade 11 Provincial Examinations in English and Mathematics results are averages or mean scores. The Grade 12 French Second Language Oral Proficiency Assessment reports on the percentage of students who have achieved or exceeded the program goal for the specific French program in which they are enrolled.

GRADE 3 ASSESSMENT

The Grade 3 Assessment focuses on student performance at the end of the K-3 years. It should not be viewed solely as a grade 3 assessment, but for the entire K-3 period. The Grade 3 Assessment was first administered in 1995, followed by a second administration in 1997. Until 1997, the Grade 3 Assessment was to be administered every second year. However, it was decided to make the assessment an annual event beginning in 1999.



The results reported here are for the 2001 Assessment, which was delivered in the late spring in the areas of reading, mathematics and science. The 2001 administration, as with the 2000 assessment, was done through a sampling process rather than by having every student doing exactly the same questions. This allowed the Evaluation Branch to include a broader cross-section of questions based on the curriculum. The results reported here are by the District and Province. Individual results are not given.

The reading component assessed students on a wide variety of reading skills, not only retrieving information (recall) and comprehension, but also on interpreting text, reflecting on content, and reflecting on form. Students enrolled in the Early French Immersion program do not begin English language arts until grade 3. Therefore, there are results for both groups, those registered in the English Program and those registered in Early French Immersion.

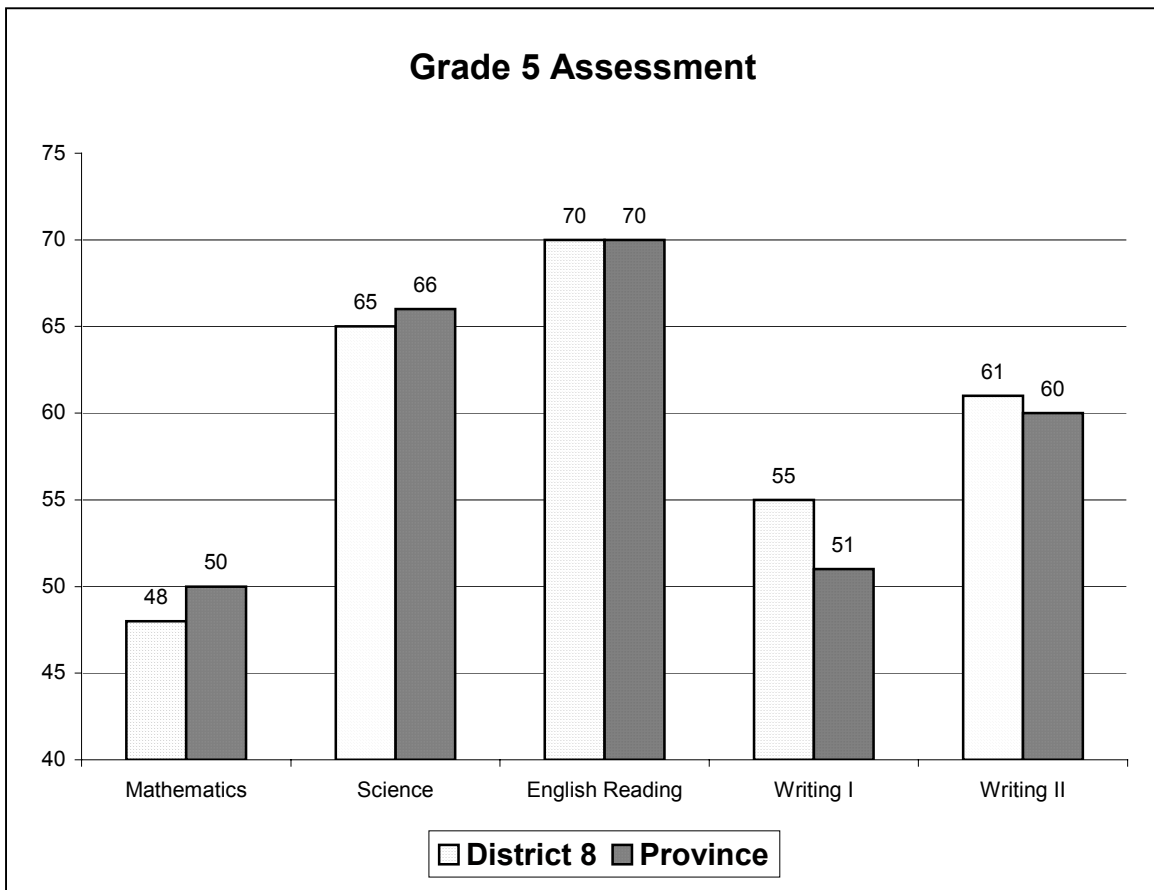
The mathematics component of the assessment tested students on numeration, operations, patterns, measurement, geometry and data management. The assessment was designed so there were a variety of questions, some of which almost all students could answer correctly, and others which only a few could answer correctly.

The science component assessed students on both process (how to) and content (what to) knowledge as outlined in the grade 3 Science curriculum. The students answer questions in the four strands of physical, environmental, earth and life science.

The results for 2001 are reported as percentage of correct answers. District 8 achievement was equal to the province in reading and below in mathematics and science. However, results were relatively the same for the years 2000 and 2001 both for the province and district.

GRADE 5 ASSESSMENT

The Grade 5 Assessment focuses primarily on student learning from kindergarten to grade 5 in the areas of reading, writing, mathematics and science. The first administration of the Grade 5 Assessment took place in 1999. The strands assessed in reading, mathematics and science are similar to grade three. The writing component is divided into two parts with writing I (demand) and writing II (process).



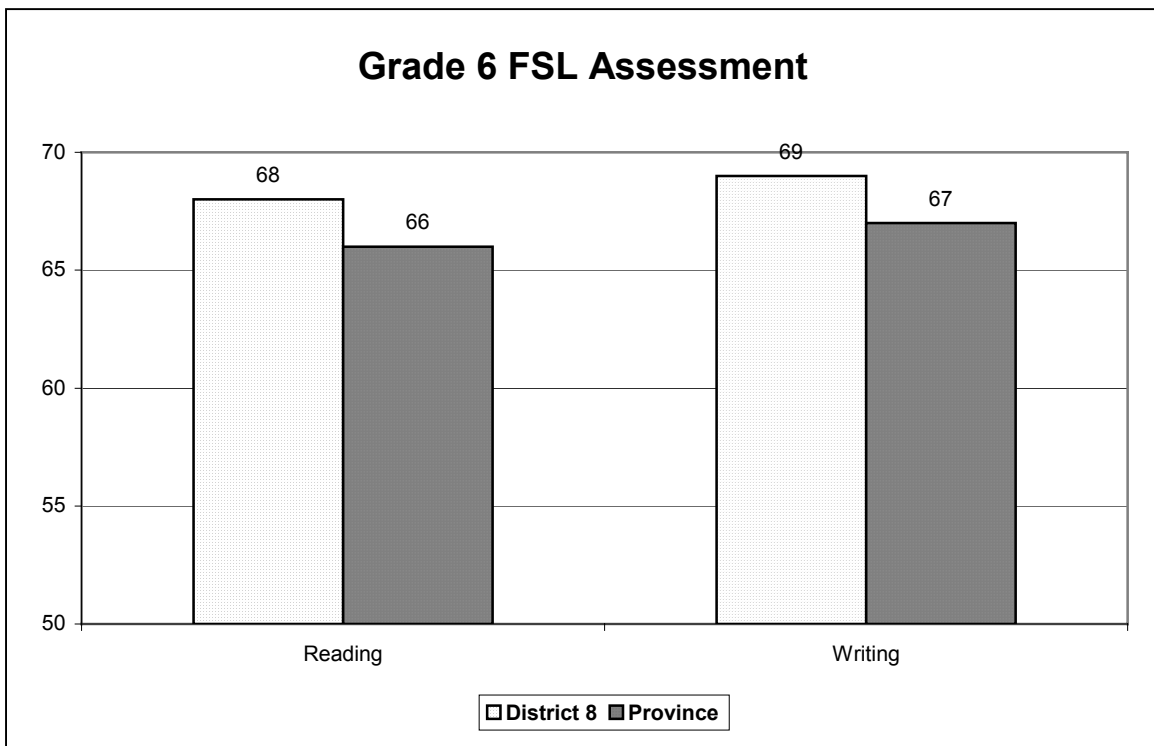
The Grade 5 Assessment measures group achievement rather than individual achievement. Data is reported based on a percentage of correct answers, except in the area of writing, which is reported as the percentage of students who scored at an acceptable or better level. District 8 achievement is relatively similar to the Province in

all components assessed in 2001. A comparison of district results for 2000 and 2001 show modest gains in writing and reading, with consistent results in Mathematics and Science.

GRADE 6 FRENCH SECOND LANGUAGE ASSESSMENT

The Grade 6 French Second Language Assessment is administered in the late spring to students enrolled in Early French Immersion. It measures the achievement of Early Immersion students in reading and writing in French. Its fourth administration was delivered in 2001.

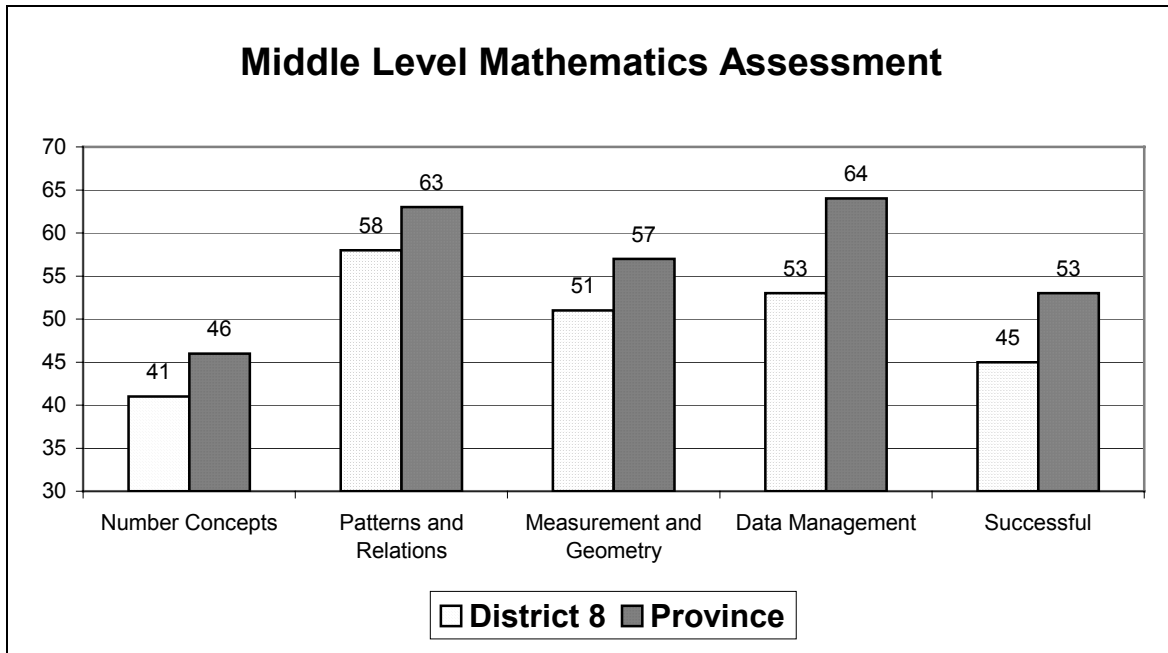
The reading assessment consisted of several passages of prose and poetry each with a series of multiple choice questions designed to reveal reading comprehension. The writing component assesses students on a demand piece of writing, which was completed during the month of April. The chart below shows that District 8 students are achieving at a rate ahead of the provincial average.



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 contains 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. The 2001 results dropped from the previous year at both the district and provincial levels.



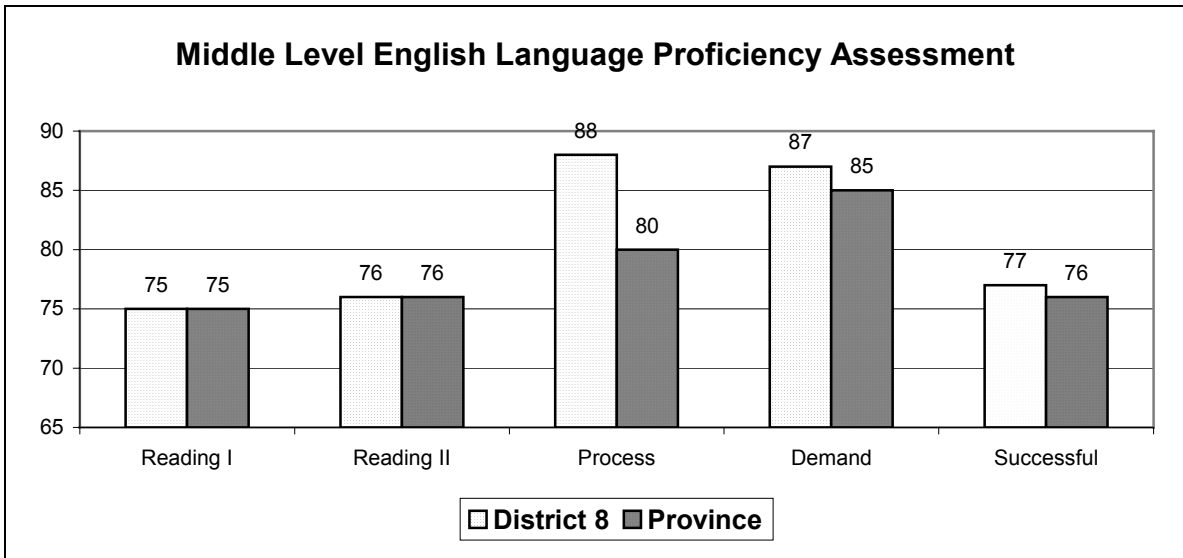
MIDDLE LEVEL

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

The Middle Level English Language Proficiency Assessment (MLELPA) was introduced in 1994. It is administered annually in October to all grade 8 students. It is an assessment of students' achievement in reading and writing. The reading component has two parts: multiple choice (Reading I) and short written responses (Reading II). The writing component also has two parts: demand writing and process writing. Demand writing requires students to write a passage based on a topic given during the assessment. Process writing asks students to develop a topic of their choice over a three-week period. It allows students to edit and revise the piece as well as to receive comments from their teacher and peers. In order for students to be considered successful on this assessment, they must successfully complete three of the four components.

Those students who are unsuccessful on the MLELPA are required to write a reassessment in grade 10. In order to receive a New Brunswick high school diploma, it is required that every student, with the exception of those officially exempted for valid reasons, demonstrate the ability to read and write at an acceptable standard as determined by the MLELPA.

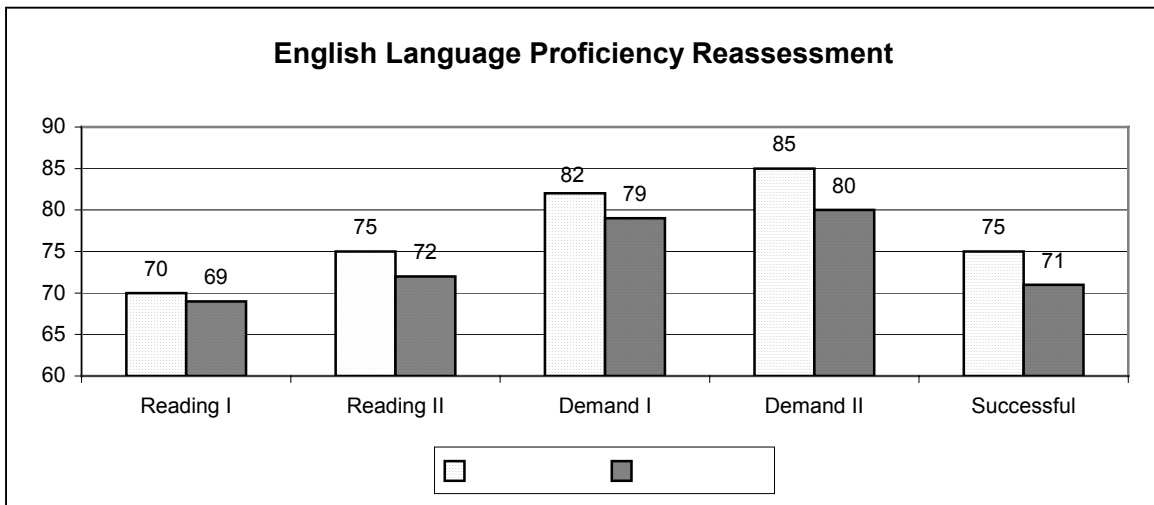
The following chart shows that District 8 MLELPA results are at or above provincial averages, especially in the area of writing where District 8 students achieve higher than provincial averages in both Process and Demand Writing.



MLELPA REASSESSMENT (GRADE 10)

In order to receive a regular New Brunswick high school diploma, students must successfully complete the MLELPA. Those students who are unsuccessful in grade 8 must write the Reassessment, which is given in grade 10. Students must succeed on at least three of the four components tested to be successful on the reassessment. For those students who continue to be unsuccessful, there is an opportunity to rewrite the Reassessment in grade 11. Another way to meet the literacy requirement is to receive a passing grade on the Grade 11 Provincial Examination in English.

The chart below shows that District 8 students are achieving at a rate ahead of the provincial average in all areas.

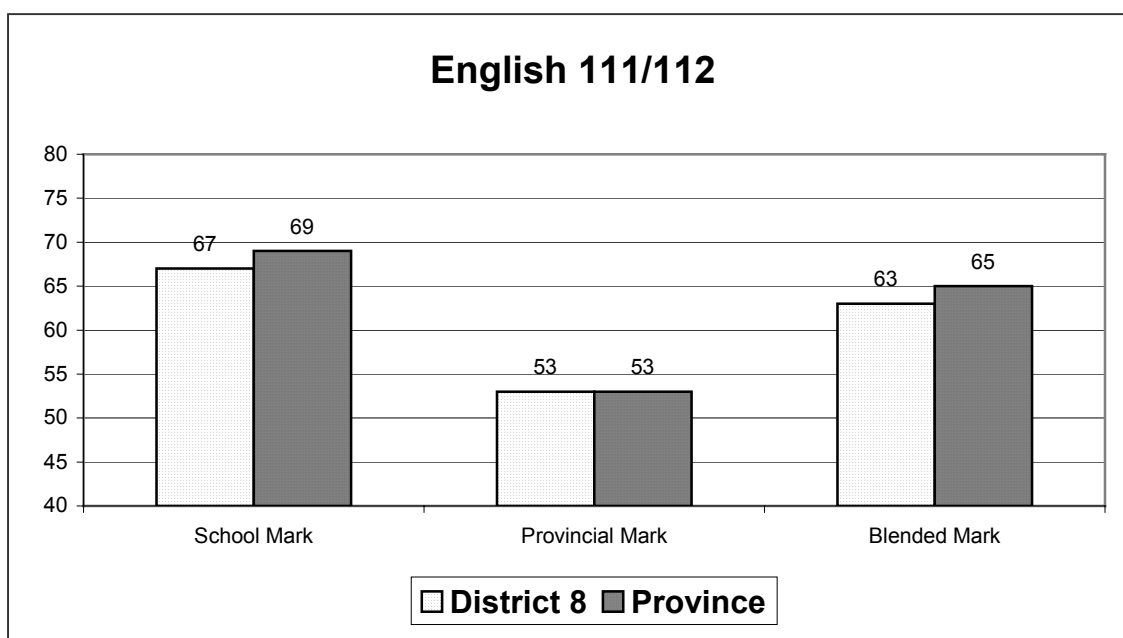


GRADE 11 PROVINCIAL EXAMINATIONS IN ENGLISH AND MATHEMATICS

In the 2001-2002 school year most high schools in New Brunswick began offering English and Mathematics as full year courses at grade 11. The Provincial Examinations comprise a total of 30% of students' final or blended mark in both English and Mathematics. The school mark, which is worth 70% of students' final or blended mark, is based on class work including quizzes and tests. For example, if a student received an 80% on his or her school mark and a 65% on the Provincial Examination in English or Mathematics, the student would receive a final or blended mark of 75%.

ENGLISH 111/112

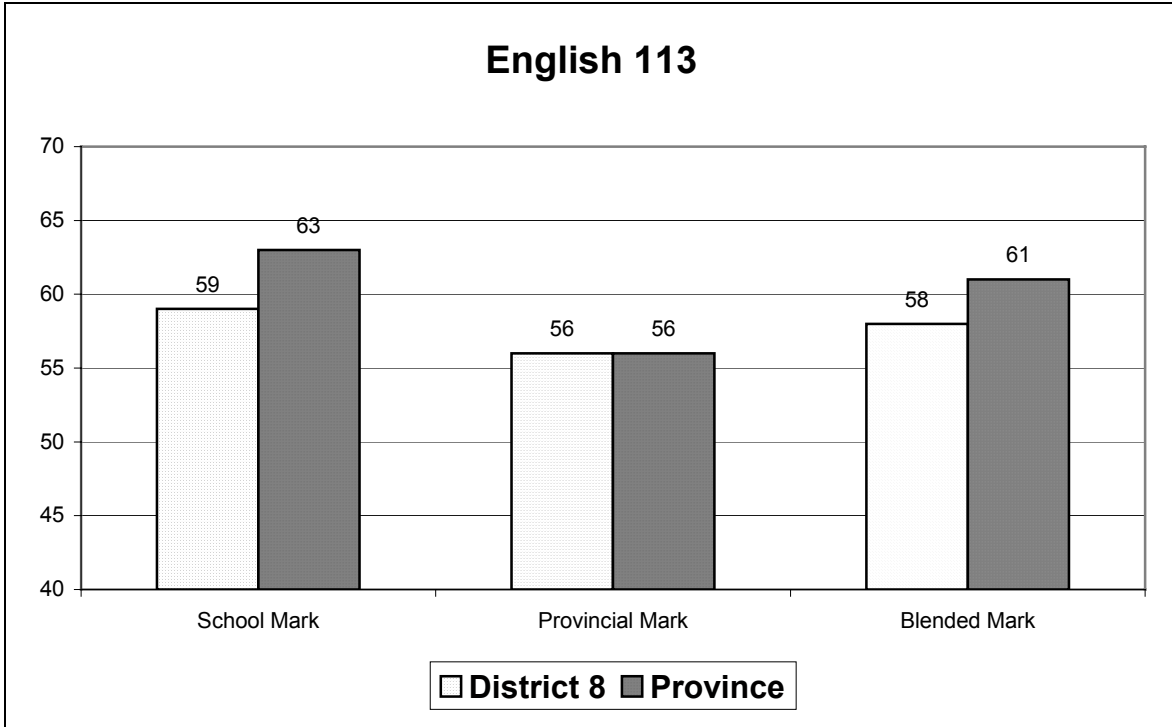
District 8 achievement in English 111/112 is close to the achievement of the Province. The District 8 achievement on the Provincial exam is the same as the provincial average.



Of the 865 students writing English 111/112 Provincial Exam in English, 84% wrote English 111/112. On the English 111/112 Provincial Exam, 57% of students were successful. On the final or blended mark, 86% were successful.

ENGLISH 113

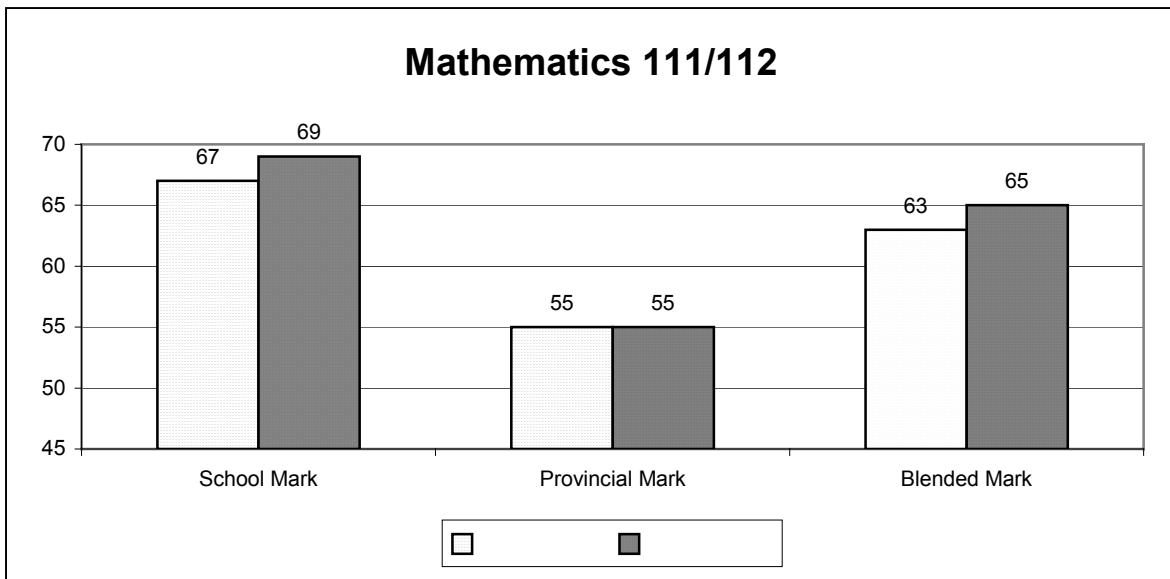
English 113 is offered to those students who are not considering a post-secondary education at the university level, which usually requires completion of English 111/112 for admittance. In the 2000-2001 school year 16% of the District 8 student population, taking English in grade 11, was enrolled in English 113.



On the English 113 Provincial Exam, 73% of students were successful. On the final or blended mark, 88% were successful.

MATHEMATICS 111/112

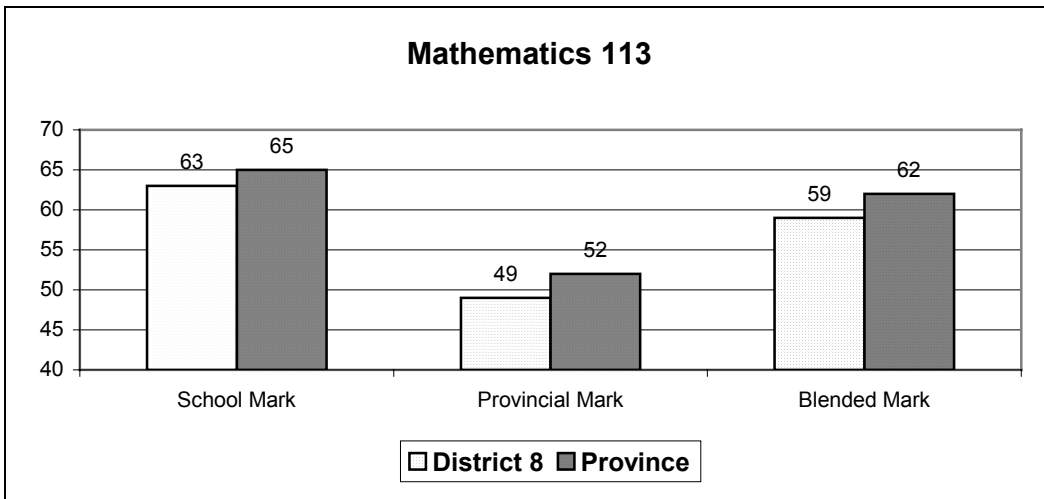
Mathematics 111/112 is generally taken by those students intending to pursue a post-secondary education at the university or technical institute level. The chart that follows shows an improvement in student scores on the 2001 Math 111/112 Provincial Examination results. District 8 showed a 9% increase in overall average while the province showed a 1% increase when compared to the 2000 results. This is the first



occasion that District 8 has reached the provincial average in Math 112 results. On the Math 111/112 Provincial Exam, 56% of students were successful. On the final or blended mark, 84% were successful.

MATHEMATICS 113

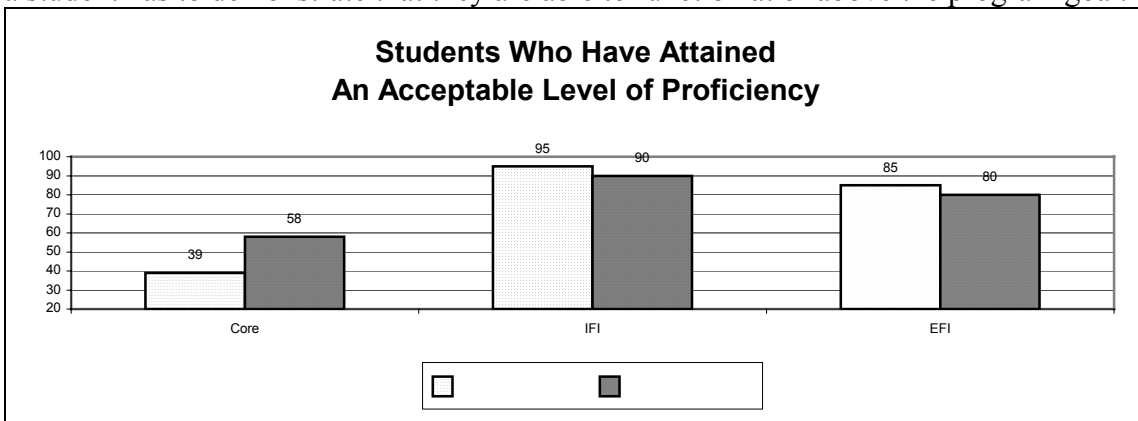
Math 113 is generally taken by those students who are not intending to pursue a technical or scientific track at the post secondary level. District 8 showed a 2% improvement in overall average during 2001 while the provincial average dropped by 2%. 73% of District 8 students wrote Math 111-112 examination and 27% wrote Math 113. On the Math 113 Provincial Exam, 50% of students were successful. On the final or blended mark, 87% were successful.



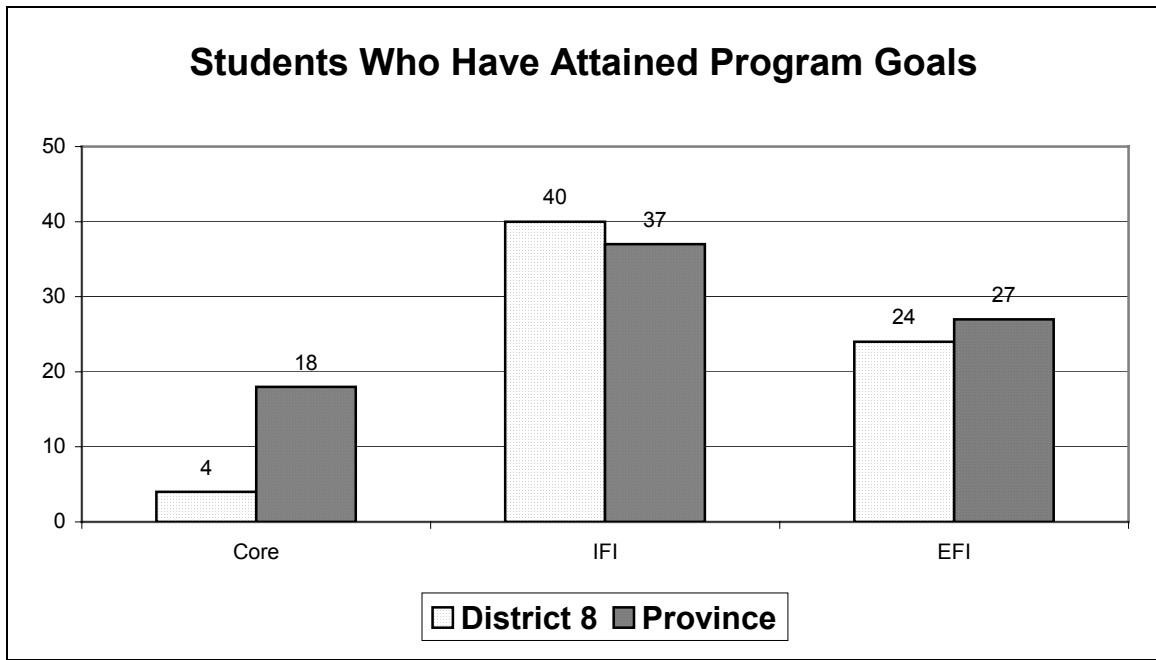
GRADE 12 FSL ORAL PROFICIENCY ASSESSMENT

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 or above the program goal.



The chart below reports on the percentage of students who have achieved the program goal 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 Intermediate Immersion Program is an intermediate plus level of French proficiency.



APPENDIX

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 (NEW)
- Phonological Awareness Assessment
- Introduction of the Atlantic Canada Reading Assessment Resource
- Grades 1 to 3 Early French Immersion Reading Assessments
- Grades 4 to 8 French Immersion Writing Assessments
- In-service for elementary Science
- Elementary Curriculum Team
- Elementary Math Mentor
- First Steps training for elementary and middle level teachers
- Middle Level Evaluation Team (Non-provincial assessment years evaluation plan – NEW)
- Middle Level Math Intervention (NEW)
- Continuation of SHARP program
- Middle Level Math Mentor
- Accelerated Learning Programs in middle and high schools
- Math Curriculum Implementation Team (Grades 9 & 10 currently; Grade 11 in 2002-2003)
- 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)
- Development of Professional Growth Model for educators