

2007 Reading Assessment for Learning Project

Creighton SD Sub-Population Results Report

A Report of Selected Opportunity-to-Learn and Reading Performance Results

- Male Students
- Female Students
- First Nations & Metis Students
- French Immersion Students
- Community School Students

Preface

What is the purpose of the Assessment for Learning Program?

The Assessment for Learning Program is a provincial assessment designed to provide system data to be used (along with experiences and data from other sources) to plan for improvement in core student skill areas.

What core areas are assessed?

Students are tested in reading (Grade 4, 7, and 10) and in mathematics (Grade 4, 8, and Math 20) in Spring of odd years (2007, 2009, 2011, ...). Grade 4, 8, and 11 students were tested in writing in 2008 (and will be in Spring of even years). Beginning in 2010, Grade 7 and 10 students will be tested in science during Spring of even years (2010, 2012, ...).

What is the quality of the assessment?

Quality is typically described using the terms 'validity' and 'reliability'. Validity refers to the nature of the assessment tasks and the derived measures, and how well these reflect what is intended to be tested. The Assessment for Learning Program is curriculum-based. Validity is improved by having reference committees review conceptual frameworks, tables of specification, and assessment items to ensure they align appropriately with and represent well intended curriculum outcomes. Validity is improved by involving several Saskatchewan teachers in the design of assessment items. Validity is improved by using different rounds of field-testing in a variety of classroom settings, and modifying items to manage bias and improve clarity based on feedback provided by students and teachers.

'Reliability' refers to confidence that the results reflect accurately the population that is being tested. Often questions of reliability are considered when sampling methods are used to represent the population. The Assessment for Learning Program is designed to test all students at the tested grades, so reliability issues related to sampling are minimized. Reliability of results can be affected by the efforts of students to do their best and show what they know and can do. Reliability of profiles is also affected by the student population size contributing to the profile, particularly for small schools. In the case of smaller schools, the assessment results provide a reliable and valuable snapshot of opportunity and achievement, but considerable variation in outcomes could be expected for future small groups from the school.

What is measured and reported in the Assessment for Learning Program?

The Assessment for Learning Program reports both indicators of student **opportunity-to-learn** and indicators of **student achievement**. The next page describes which measures of the 2007 Reading Assessment are reported for each of these assessment areas.

The Assessment for Learning Program provides school, division, and provincial profiles. The Program also provides selected sub-population profiles (such as those included in this report) at the division and provincial levels.

The Assessment for Learning Program does not provide individual student reports. Planning specific improvement for individuals is best informed by effective and ongoing classroom-based assessment, and through dialogue and interactions involving the teacher, student, and parent(s). There is an option for teachers to score student work on this assessment, to include this work as part of their assessment plan, and to provide feedback to students, prior to returning the work for central scoring and processing.

2007 Reading Assessment Components

Student Opportunity-to-Learn Measures

Five opportunity-to-learn (OTL) measures were developed for this assessment. Each OTL measure was determined using a 5-level scale (Level 1 low to Level 5 high). The **three OTL measures displayed** throughout this report were derived from student questionnaire responses.

- Student **propensity to learn** (formerly called student **preparation and commitment to learn**) considers student preparation for and reflection on reading; and motivation, attitude, confidence, and persistence related to reading.
- Student **knowledge and use of reading strategies** considers the frequency and variety of various strategies used before, during, and after reading.
- **Home support for reading and learning** considers the resources and supports provided or arranged by family, and the nature and frequency of interactions focused around learning and reading.

The two OTL measures derived from teacher questionnaire responses (availability and use of resources; and, instruction and learning) are reported in *Detailed Division Reports* and *Detailed School Reports*, and included in the summary reports. They are not included in this report because responses from teachers span across many of the sub-populations contained in this report. For example, most teachers would teach both male and female students, and their responses informing the measures would not distinguish differences in opportunity for these two sub-populations.

Student Reading Performance Measures

Students completed 60 multiple-choice questions related to six reading passages in Grade 7 and 10 (four passages for Grade 4), half of which were literary texts and half of which were informational texts. Students also provided a written reader response for one of the literary and one of the informational texts. From this work, the following five student performance outcome areas are reported:

- **Reading Comprehension Skills:** This is the overall measure for the multiple-choice items, which includes explicit comprehension skills, implicit comprehension skills, and critical comprehension skills. Successful completion of these items would often require a broad range of key reading strategies.

Explicit Comprehension Skills: This measure involves responses to ideas and/or information that are stated directly in the text.

- **Implicit Comprehension Skills:** This measure is derived from questions that require the reader to apply background knowledge to interpret/infer ideas and/or information in the reading.

- **Critical Comprehension Skills:** This measure involves responses to ideas and/or information that require inferences/interpretation and critical analysis (examples include looking at author's purpose and point of view, distinguishing facts from opinions, and recognizing persuasive techniques).

- **Reader Response:** This measure used a five-level scale (Level 1 low to Level 5 high) to assess students' ability to make meaning from text by making connections to personal knowledge or experience. Consideration was given to how well the response addressed the question prompt; how well the response demonstrated understanding of the text; how well the student provided support from the text to justify the response; and, how well the student made connections between the text and his/her background knowledge and/or experiences.

Results were analyzed in a variety of different ways (e.g., by text type, by reading strategy), and have been provided in the **Detailed Division Reports** and **Detailed School Reports** for the student population, but not for sub-populations. These specific analyses are not included in this subpopulation report.

Standards Used in the 2007 Reading Assessment

Student opportunity-to-learn results and student reading achievement results are displayed in this report as the percentages achieving specified standards. Standards were established by teachers and academics through a process that involved careful consideration of the assessment tasks, the learning context, discussion about various experiences and perspectives of other panelists, all leading to the average of all panelists' opportunity or performance judgments indicating what students in Saskatchewan should be able to do related to each of the assessment measures. Separate and independent panels set standards for Grade 4, 7, and 10. Two types of standards were set for each opportunity and reading achievement measure.

For each opportunity-to-learn measure, panelists set a standard of excellent opportunity and a standard of sufficient (or higher) opportunity (on a 5-level scale). Similarly, for each reading achievement measure, panelists set a standard of proficient performance and a standard of adequate (or higher) performance, expressed as a percentage correct for the comprehension skill measures, and on a 5-level scale for the reader response measure. The standards are shown in Figure 1 below.

Figure 1: Opportunity-to-Learn Standards and Reading Performance Standards

Opportunity Measure	Scale	Grade 4		Grade 7		Grade 10	
		Excellence	Sufficiency	Excellence	Sufficiency	Excellence	Sufficiency
Propensity to Learn	5-level	4.03	2.80	3.96	2.83	4.74	3.36
Knowledge and Use of Reading Strategies	5-level	3.84	2.74	3.91	2.88	4.50	2.93
Home Support for Learning	5-level	3.83	2.76	3.49	2.67	4.36	3.14
Performance Measure	Scale	Grade 4		Grade 7		Grade 10	
		Proficiency	Adequacy	Proficiency	Adequacy	Proficiency	Adequacy
Reading Comprehension Skills	percentage	69%	49%	71%	48%	62%	44%
Explicit Comprehension Skills	percentage	68%	48%	73%	51%	83%	59%
Implicit Comprehension Skills	percentage	71%	51%	73%	51%	62%	44%
Critical Comprehension Skills	percentage	69%	48%	67%	44%	56%	40%
Reader Response	5-level	3.49	2.71	3.82	2.94	3.82	2.83

Comparisons and Meaningful Distinctions

In this report, 2007 Reading Assessment results are displayed showing percentages of students achieving the standards and are compared for each sub-population group with the total student population in the division, the total student population in the province, and the corresponding sub-population in the province. In most instances, any differences between sub-population results in the division compared to those of the province, or compared to the overall student population in the division and province will be statistically significantly different. This is because virtually the entire population participates in the assessment (not just a sample). However, just because there is a statistically significant difference, it does not necessarily mean the difference is very large or meaningful.

When making comparisons between results, the terms **meaningfully higher**, **meaningfully lower**, and **similar to** are used. Differences were arbitrarily set as meaningful if there was more than an 8% difference and at least a 2 percentage point difference between the school and provincial profiles. For example, if the school achieved 55% of students with at least adequate performance compared to 50% for the province, then the school's results would be meaningfully higher than the province, because 55% is 10% higher than 50% (i.e., $55\%/50\%=1.1$ or 110%) and 55% is 5 percentage points more than 50% (i.e., $55\%-50\%=5\%$).

Student Participation Numbers and Rates

All students in Grade 4, 7, and 10 (Language Arts 10) were eligible to participate in the 2007 Reading Assessment. In some instances, students may be developing their reading skills in courses where significant outcome portions of the language arts curriculum have been modified to accommodate their needs. If this were the case, teachers with approval from their administrators could designate that these particular students not be included in contributing to the school or division profile (although such students could participate in portions of the assessment appropriate to their program of study, but their work would not be returned for central processing). The top two rows of information in each of Figures 4.1, 7.1, and 10.1 show the total number of students and the number of students expected to participate.

Students had opportunity to provide responses to declare their gender and whether they were First Nations or Metis. The linking of student assessment numbers to school identifiers enables analysis and reporting of assessment results for students in French Immersion programs and for students in community schools. Participation numbers are provided in Figures 4.1, 7.1, and 10.1 for each of the sub-populations included in this report. Participation rates for these sub-populations are unavailable because information about gender or First Nations and Metis declaration are not known for those who did not participate in the assessment.

Figure 4.1: Participation Numbers and Rates, Grade 4

	Division	Province		
Total Number of Grade 4 Students	32	12,769		
Grade 4 Students Expected to Contribute to the Profile	31	12,263		
Percentage Expected to Contribute to the Profile	96.9%	96.0%		
	Student Questionnaires		Writing Tests	
	Division	Province	Division	Province
Number of Participating Students	27	10,677	26	10,697
... as a percentage of those expected to participate	87.1%	87.1%	-	-
... as a percentage of all Grade 4 Students	84.4%	83.6%	-	-
Number of Participating Male Students	11	5,302	11	5,254
Number of Participating Female Students	15	5,304	14	5,267
Number of Participating First Nations & Metis Students	10	1,788	10	1,743
Number of Participating French Immersion Students	nr	797	nr	708
Number of Participating Community School Students	27	1,671	26	1,655

Figure 7.1: Participation Numbers and Rates, Grade 7

	Division	Province		
Total Number of Grade 7 Students	37	12,769		
Grade 7 Students Expected to Contribute to the Profile	36	12,263		
Percentage Expected to Contribute to the Profile	97.3%	96.0%		
	Student Questionnaires		Writing Tests	
	Division	Province	Division	Province
Number of Participating Students	34	11,638	34	11,721
... as a percentage of those expected to participate	94.4%	94.9%	-	-
... as a percentage of all Grade 7 Students	91.9%	91.1%	-	-
Number of Participating Male Students	19	5,785	19	5,745
Number of Participating Female Students	15	5,762	15	5,746
Number of Participating First Nations & Metis Students	7	2,080	7	2,056
Number of Participating French Immersion Students	nr	571	nr	568
Number of Participating Community School Students	34	1,909	34	1,891

Figure 10.1: Participation Numbers and Rates, Grade 10

	Division	Province		
Total Number of Grade 10 Students	35	13,305		
Grade 10 Students Expected to Contribute to the Profile	35	13,023		
Percentage Expected to Contribute to the Profile	100.0%	97.9%		
	Student Questionnaires		Writing Tests	
	Division	Province	Division	Province
Number of Participating Students	29	11,638	29	11,720
... as a percentage of those expected to participate	82.9%	89.4%	-	-
... as a percentage of all Grade 10 Students	82.9%	87.5%	-	-
Number of Participating Male Students	10	5,891	10	5,820
Number of Participating Female Students	19	5,685	18	5,603
Number of Participating First Nations & Metis Students	11	1,767	10	1,709
Number of Participating French Immersion Students	nr	207	nr	201
Number of Participating Community School Students	29	2,400	28	2,351

Overview of Division Results

The percentages shown in Figures 4.2, 7.2, and 10.2 represent the proportion of students in the division (and sub-populations within the division) achieving the excellent standard for three opportunity-to-learn measures (propensity to learn; knowledge and use of reading strategies; and, home support for learning and reading) and achieving the proficient standard for five reading achievement measures (reading comprehension skills; explicit comprehension skills; implicit comprehension skills; critical comprehension skills; and, reader response). Figures 4.3, 7.3, and 10.3 show percentages within the division achieving sufficient (or higher) standards for the opportunity-to-learn measures and the percentages within the division achieving adequate (or higher) for the reading achievement measures.

Cells shaded within these figures indicate that there is a meaningful distinction in the division subpopulation results compared to the overall provincial results and/or corresponding provincial subpopulation results. Shading in cells containing percentages show the presence of meaningful distinctions between the division subpopulation and the overall provincial results. Shading in cells showing the arrow symbols indicate whether there is a meaningful distinction between the division subpopulation and the corresponding provincial subpopulation (see the legend below the figures). Recall the definitions of meaningful distinctions offered in an earlier section of this report.

Figure 4.2: Percentages Achieving Standards of Excellence/Proficiency, Division Sub-Population Results, Grade 4

Percentage Achieving Excellent Opportunity Among ...	All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Opportunity-to-Learn Measures												
Propensity to Learn	19%	↓	18%	↓	20%	↓	0%	↔	nr	↔	19%	↓
Knowledge & Use of Reading Strategies	36%	↑	59%	↑	20%	↓	18%	↓	nr	↔	36%	↑
Home Support for Reading & Learning	19%	↓	11%	↓	25%	↓	22%	↓	nr	↔	19%	↓
Percentage Achieving Proficient Achievement Among ...												
Reading Performance Measures												
Reading Comprehension Skills	39%	↓	45%	↔	38%	↓	36%	↑	nr	↔	39%	↑
Explicit Comprehension Skills	50%	↔	55%	↔	50%	↓	60%	↑	nr	↔	50%	↑
Implicit Comprehension Skills	44%	↔	58%	↑	37%	↓	30%	↑	nr	↔	44%	↑
Critical Comprehension Skills	37%	↓	53%	↑	28%	↓	49%	↑	nr	↔	37%	↑
Reader Response	52%	↔	55%	↑	51%	↓	56%	↑	nr	↔	52%	↑

Legend: Division **subpopulation** results are:

62% meaningfully higher than the provincial (all) results	45% meaningfully lower than the provincial (all) results	54% similar to the provincial (all) results
↑ meaningfully higher than the provincial subpop'n	↓ meaningfully lower than the provincial subpop'n	↔ similar to the provincial subpop'n

Figure 4.3: Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Sub-Population Results, Grade 4

Percentage Achieving Sufficient (or Higher) Opportunity Among ...	All Students	Male	Female	First Nations & Metis	French Immersion	Community Schools
Opportunity-to-Learn Measures						
Propensity to Learn	84%	76%	89%	76%	nr	84%
Knowledge & Use of Reading Strategies	71%	84%	62%	68%	nr	71%
Home Support for Reading & Learning	80%	72%	85%	85%	nr	80%
Percentage Achieving Adequate (or Higher) Achievement Among ...						
Reading Performance Measures						
Reading Comprehension Skills	87%	91%	83%	100%	nr	87%
Explicit Comprehension Skills	91%	99%	84%	99%	nr	91%
Implicit Comprehension Skills	81%	91%	79%	100%	nr	81%
Critical Comprehension Skills	88%	85%	88%	84%	nr	88%
Reader Response	86%	81%	90%	93%	nr	86%

Legend: Division **subpopulation** results are:

62% meaningfully **higher** than the **provincial (all)** results
 45% meaningfully **lower** than the **provincial (all)** results
 54% **similar** to the **provincial (all)** results
↑ meaningfully **higher** than the **provincial subpop'n**
 ↓ meaningfully **lower** than the **provincial subpop'n**
 ↔ **similar** to the **provincial subpop'n**

Figure 7.2: Percentages Achieving Standards of Excellence/Proficiency, Division Sub-Population Results, Grade 7

Percentage Achieving Excellent Opportunity Among ...	All Students	Male	Female	First Nations & Metis	French Immersion	Community Schools
Opportunity-to-Learn Measures						
Propensity to Learn	38%	46%	29%	16%	nr	38%
Knowledge & Use of Reading Strategies	17%	22%	11%	1%	nr	17%
Home Support for Reading & Learning	45%	56%	30%	15%	nr	45%
Percentage Achieving Proficient Achievement Among ...						
Reading Performance Measures						
Reading Comprehension Skills	48%	47%	48%	29%	nr	48%
Explicit Comprehension Skills	76%	79%	73%	71%	nr	76%
Implicit Comprehension Skills	57%	49%	68%	30%	nr	57%
Critical Comprehension Skills	35%	42%	27%	7%	nr	35%
Reader Response	27%	24%	31%	13%	nr	27%

Legend: Division **subpopulation** results are:

62% meaningfully **higher** than the **provincial (all)** results
 45% meaningfully **lower** than the **provincial (all)** results
 54% **similar** to the **provincial (all)** results
↑ meaningfully **higher** than the **provincial subpop'n**
 ↓ meaningfully **lower** than the **provincial subpop'n**
 ↔ **similar** to the **provincial subpop'n**

Figure 7.3: Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Sub-Population Results, Grade 7

Percentage Achieving Sufficient (or Higher) Opportunity Among ...	All Students	Male	Female	First Nations & Metis	French Immersion	Community Schools
Opportunity-to-Learn Measures						
Propensity to Learn	89%	85%	94%	74%	nr	89%
Knowledge & Use of Reading Strategies	49%	41%	58%	23%	nr	49%
Home Support for Reading & Learning	79%	89%	66%	47%	nr	79%
Percentage Achieving Adequate (or Higher) Achievement Among ...						
Reading Performance Measures						
Reading Comprehension Skills	97%	95%	100%	86%	nr	97%
Explicit Comprehension Skills	97%	95%	100%	86%	nr	97%
Implicit Comprehension Skills	94%	95%	93%	86%	nr	94%
Critical Comprehension Skills	88%	95%	80%	86%	nr	88%
Reader Response	69%	58%	81%	73%	nr	69%

Legend: Division **subpopulation** results are:

62% meaningfully **higher** than the **provincial (all)** results
 45% meaningfully **lower** than the **provincial (all)** results
 54% **similar** to the **provincial (all)** results
↑ meaningfully **higher** than the **provincial subpop'n**
 ↓ meaningfully **lower** than the **provincial subpop'n**
 ↔ **similar** to the **provincial subpop'n**

Figure 10.2: Percentages Achieving Standards of Excellence/Proficiency, Division Sub-Population Results, Grade 10

Percentage Achieving Excellent Opportunity Among ...		All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Opportunity-to-Learn Measures													
Propensity to Learn	14%	↑	0%	↔	21%	↑	2%	↓	nr	↔	14%	↑	
Knowledge & Use of Reading Strategies	7%	↔	10%	↑	5%	↓	5%	↓	nr	↔	7%	↔	
Home Support for Reading & Learning	23%	↑	7%	↓	31%	↑	13%	↔	nr	↔	23%	↑	
Percentage Achieving Proficient Achievement Among ...		All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Reading Performance Measures													
Reading Comprehension Skills	65%	↔	60%	↔	71%	↔	50%	↑	nr	↔	67%	↑	
Explicit Comprehension Skills	56%	↑	57%	↑	59%	↑	50%	↑	nr	↔	58%	↑	
Implicit Comprehension Skills	62%	↑	57%	↑	62%	↔	52%	↑	nr	↔	61%	↑	
Critical Comprehension Skills	79%	↔	80%	↑	82%	↔	80%	↑	nr	↔	81%	↑	
Reader Response	31%	↓	5%	↓	45%	↔	5%	↓	nr	↔	31%	↑	

Legend: Division **subpopulation** results are:

- 62% meaningfully higher than the provincial (all) results
- 45% meaningfully lower than the provincial (all) results
- 54% similar to the provincial (all) results
- ↑ meaningfully higher than the provincial subpop'n
- ↓ meaningfully lower than the provincial subpop'n
- ↔ similar to the provincial subpop'n

Figure 10.3: Percentages Achieving Standards of Sufficiency/Adequacy (or Higher), Division Sub-Population Results, Grade 10

Percentage Achieving Sufficient (or Higher) Opportunity Among ...		All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Opportunity-to-Learn Measures													
Propensity to Learn	64%	↔	39%	↓	77%	↑	56%	↑	nr	↔	64%	↑	
Knowledge & Use of Reading Strategies	57%	↑	61%	↑	56%	↔	56%	↑	nr	↔	57%	↑	
Home Support for Reading & Learning	57%	↔	21%	↓	74%	↑	46%	↓	nr	↔	57%	↔	
Percentage Achieving Adequate (or Higher) Achievement Among ...		All Students		Male		Female		First Nations & Metis		French Immersion		Community Schools	
Reading Performance Measures													
Reading Comprehension Skills	97%	↑	100%	↑	94%	↔	100%	↑	nr	↔	96%	↑	
Explicit Comprehension Skills	84%	↔	86%	↔	83%	↔	79%	↔	nr	↔	84%	↔	
Implicit Comprehension Skills	96%	↑	100%	↑	94%	↔	100%	↑	nr	↔	96%	↑	
Critical Comprehension Skills	96%	↔	100%	↑	93%	↔	100%	↑	nr	↔	96%	↑	
Reader Response	64%	↓	42%	↓	77%	↔	42%	↓	nr	↔	64%	↔	

Legend: Division **subpopulation** results are:

- 62% meaningfully higher than the provincial (all) results
- 45% meaningfully lower than the provincial (all) results
- 54% similar to the provincial (all) results
- ↑ meaningfully higher than the provincial subpop'n
- ↓ meaningfully lower than the provincial subpop'n
- ↔ similar to the provincial subpop'n

Gender Results

This section shows results for male students and for female students. Students who did not indicate their gender are not included in the sub-population gender profiles. The first set of graphs (Figures 4.4a, 4.4b, 7.4a, 7.4b, 10.4a, and 10.4b) show gender results for three opportunity-to-learn measures (briefly described on page 3 of this report). For each measure displayed in the graph, four profiles are shown: the male or female division result; the overall division result; the male or female provincial result; and, the overall provincial result. The black portion of the bar shows the percentage achieving the excellent standard, and the entire bar shows the percentage achieving the sufficient (or higher) standard.

The second set of graphs (Figures 4.5a, 4.5b, 7.5a, 7.5b, 10.5a, and 10.5b) show gender results for five reading achievement measures (briefly described on page 3 of this report). The profiles shown in the achievement graphs and the layout of each of these graphs is similar to what was described for the opportunity-to-learn graphs.

Figure 4.4a: Percentages Achieving Standards, Opportunity-to-Learn, Grade 4 Male Students

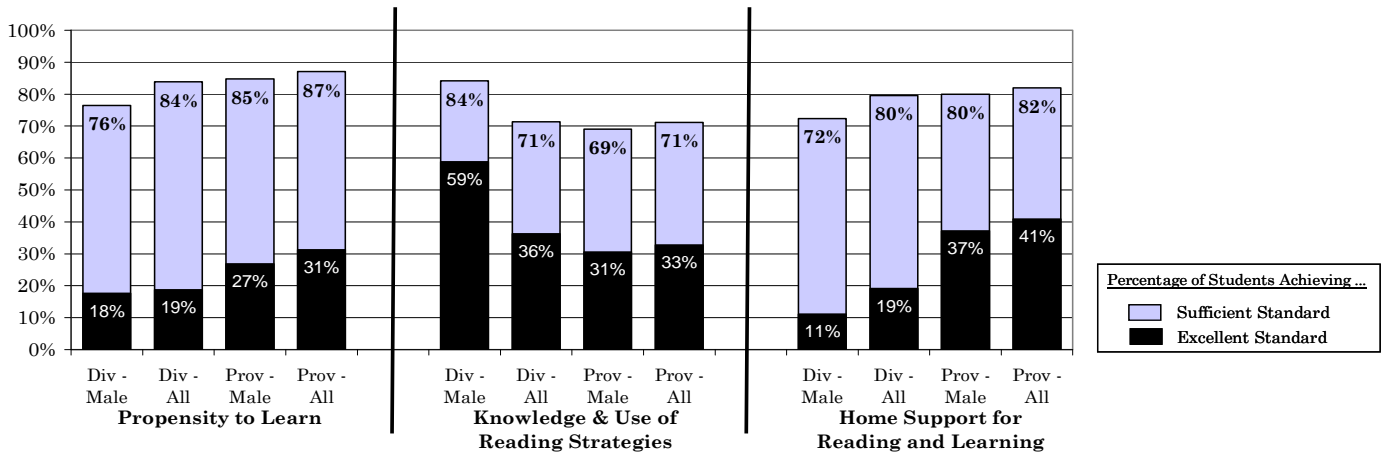


Figure 4.4b: Percentages Achieving Standards, Opportunity-to-Learn, Grade 4 Female Students

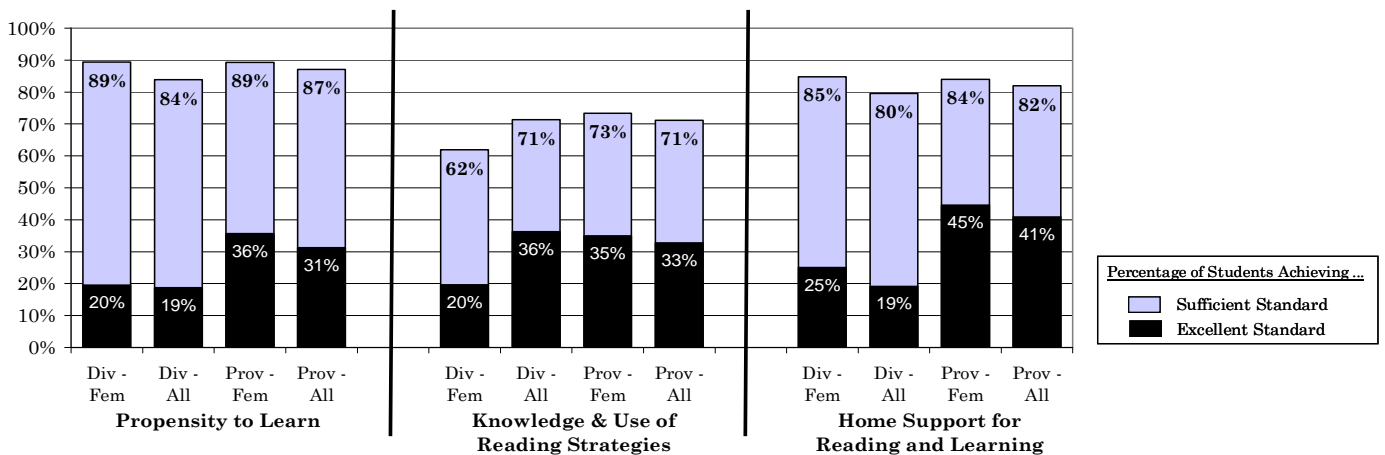


Figure 7.4a: Percentages Achieving Standards, Opportunity-to-Learn, Grade 7 Male Students

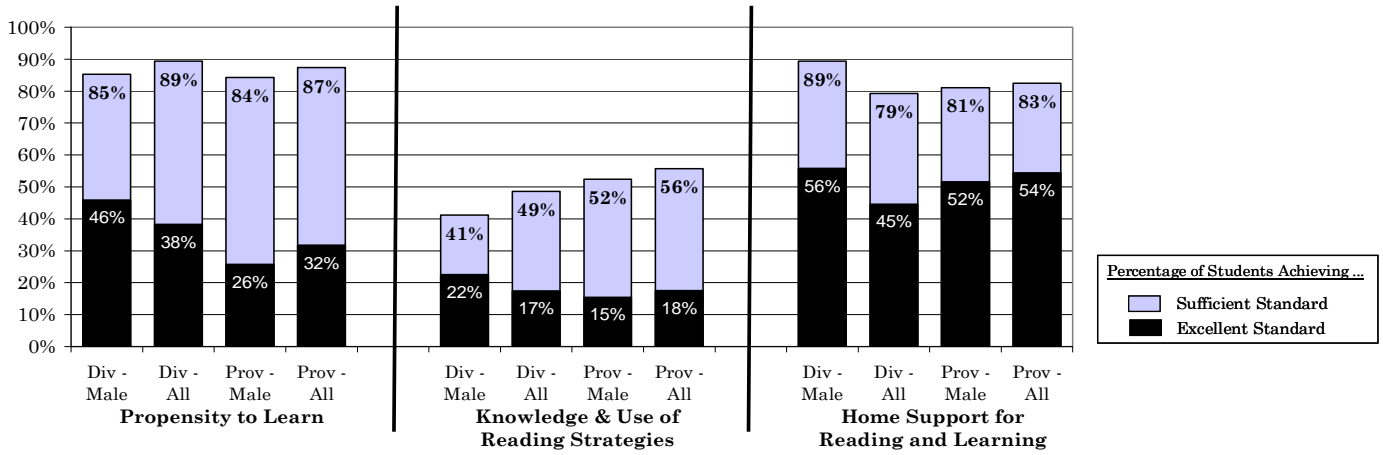


Figure 7.4b: Percentages Achieving Standards, Opportunity-to-Learn, Grade 7 Female Students

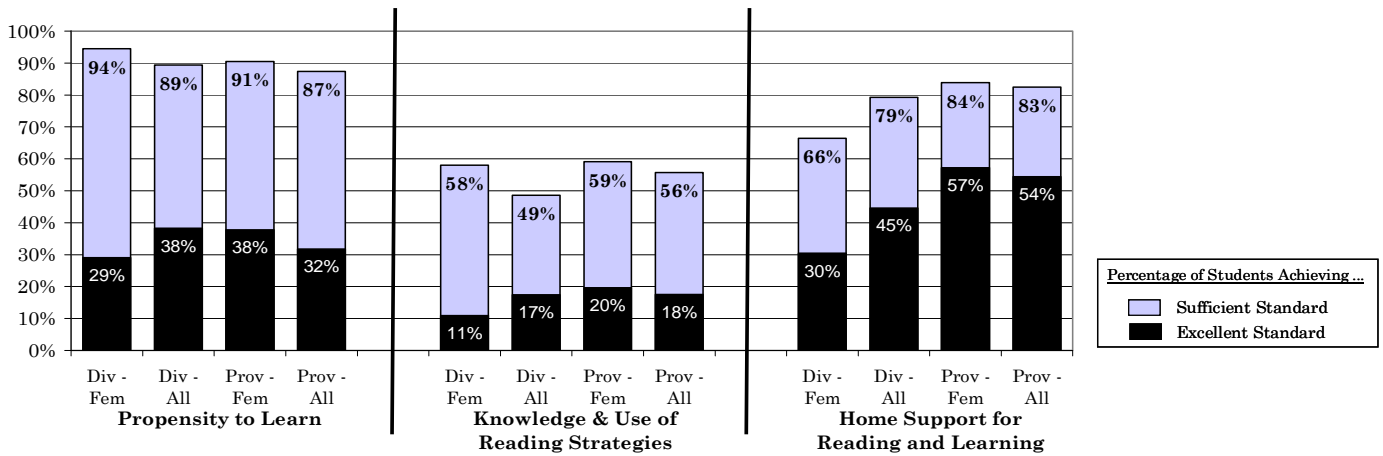


Figure 10.4a: Percentages Achieving Standards, Opportunity-to-Learn, Grade 10 Male Students

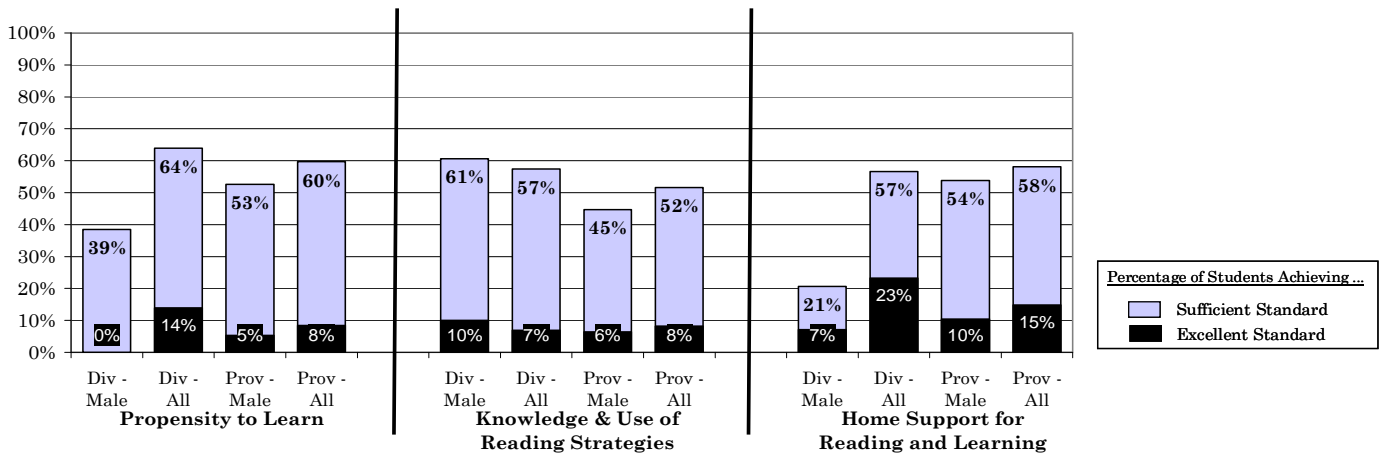


Figure 10.4b: Percentages Achieving Standards, Opportunity-to-Learn, Grade 10 Female Students

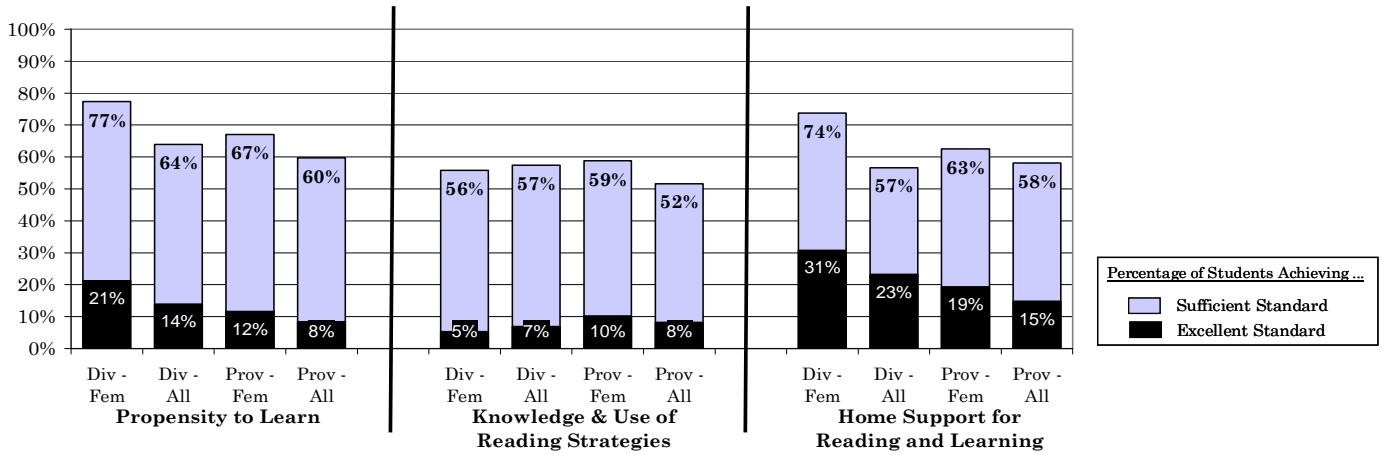


Figure 4.5a: Percentages Achieving Standards, Reading Performance, Grade 4 Male Students

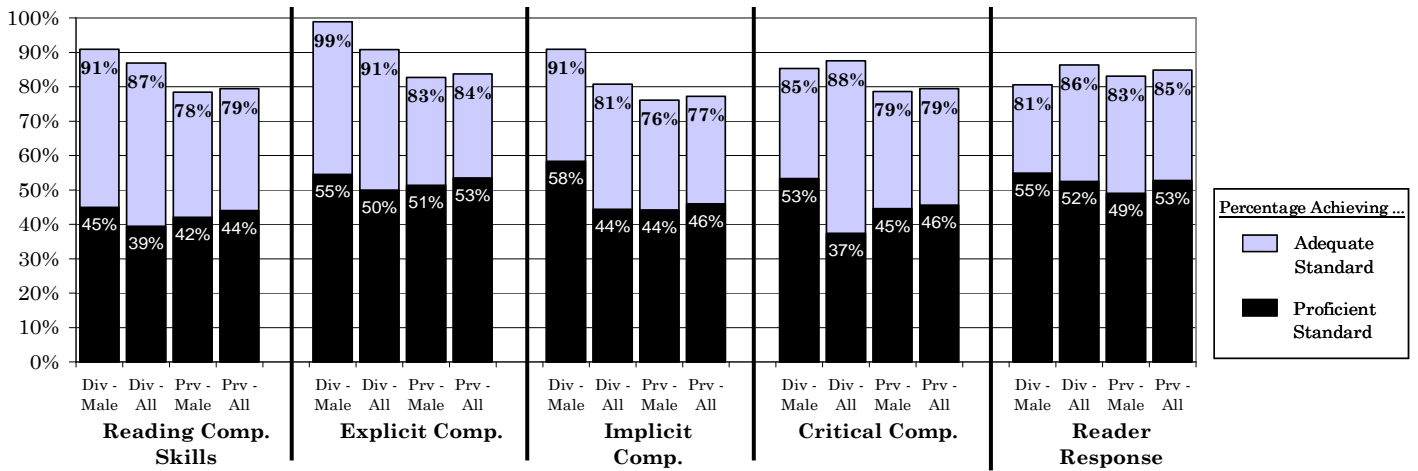


Figure 4.5b: Percentages Achieving Standards, Reading Performance, Grade 4 Female Students

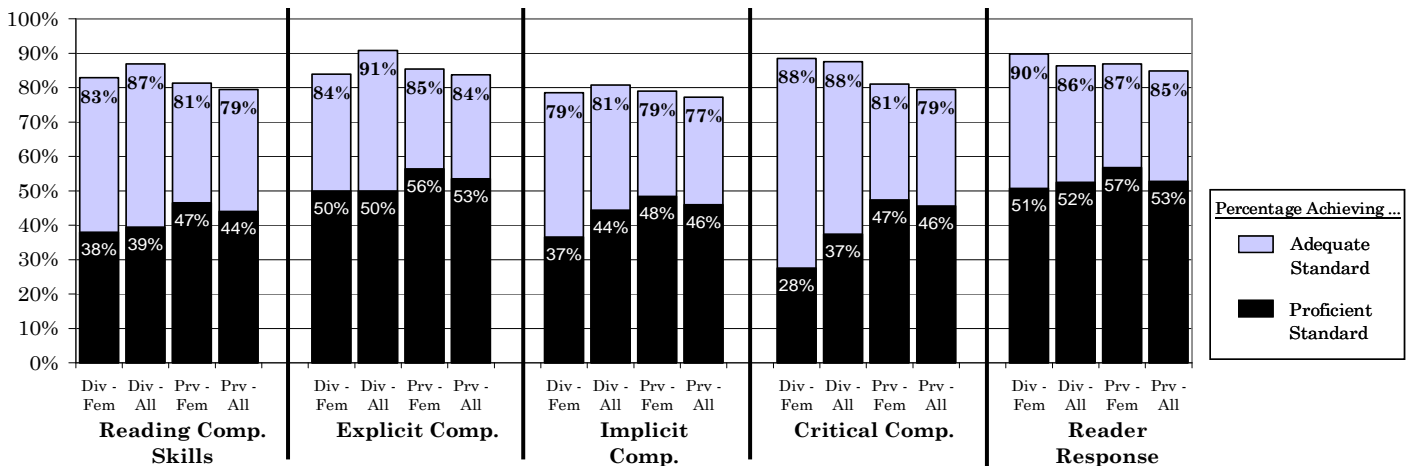


Figure 7.5a: Percentages Achieving Standards, Reading Performance, Grade 7 Male Students

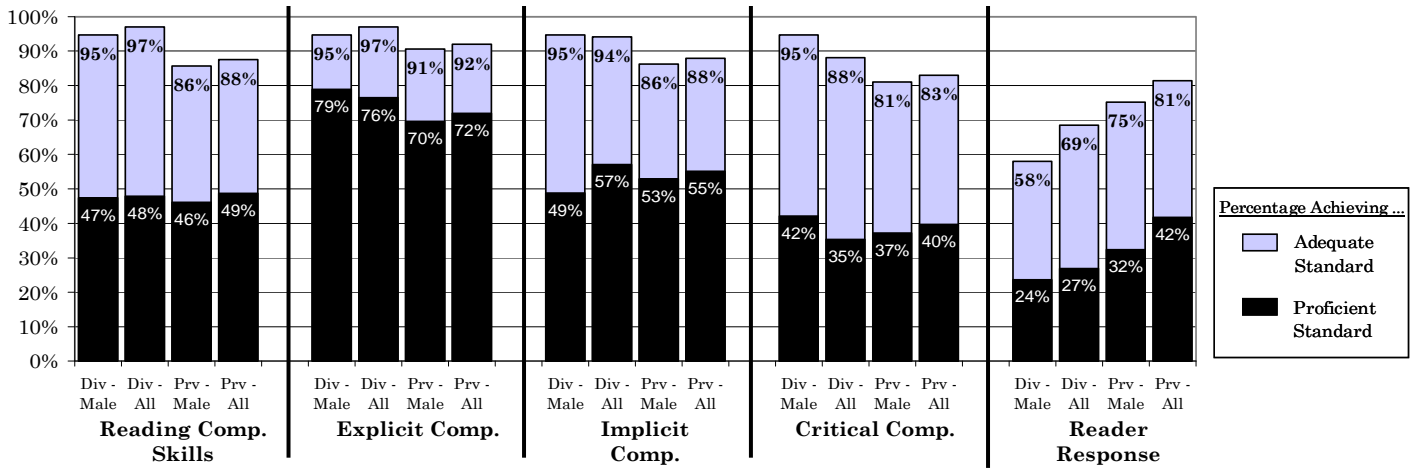


Figure 7.5b: Percentages Achieving Standards, Reading Performance, Grade 7 Female Students

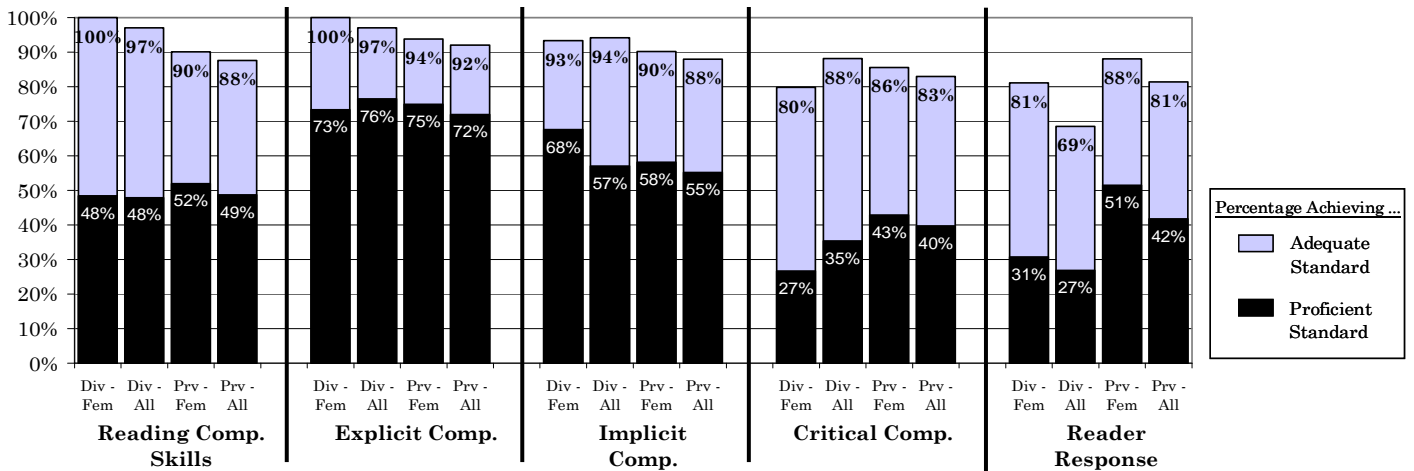


Figure 10.5a: Percentages Achieving Standards, Reading Performance, Grade 10 Male Students

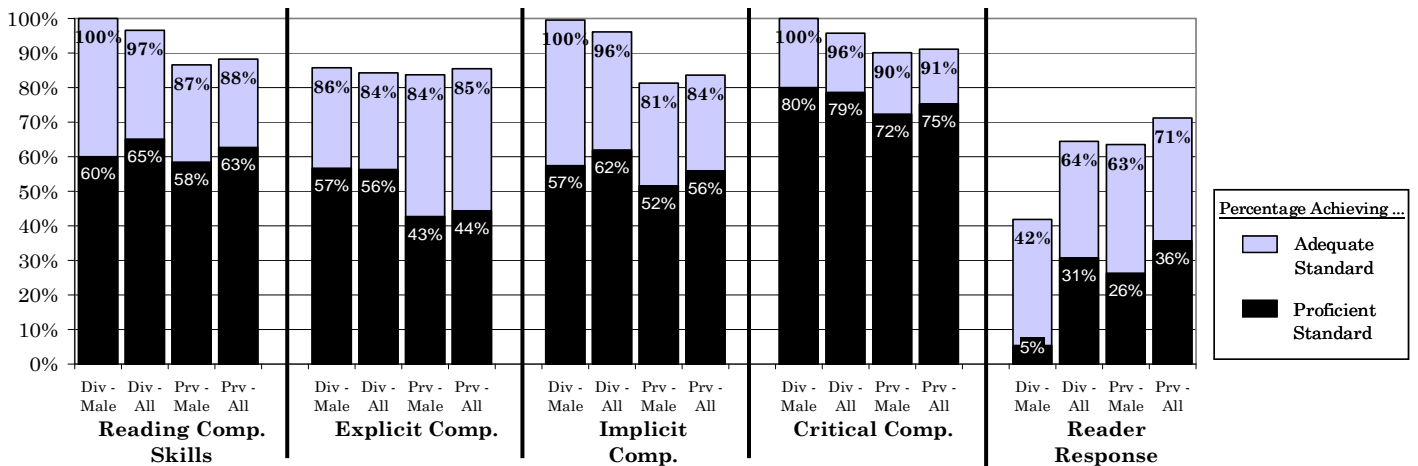
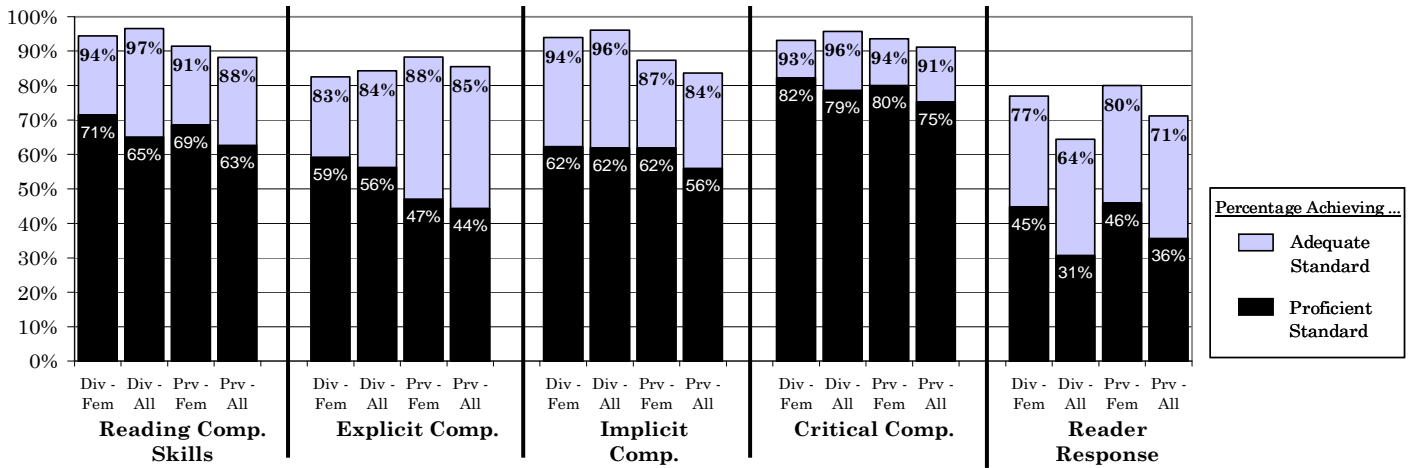


Figure 10.5b: Percentages Achieving Standards, Reading Performance, Grade 10 Female Students



First Nations & Metis Student Results

This section shows results for students who declared as First Nations or Metis people. The first set of graphs (Figures 4.6, 7.6, and 10.6) show results for three opportunity-to-learn measures (briefly described on page 3 of this report). For each measure displayed in the graph, four profiles are shown: the division result for First Nations and Metis students; the overall division result; the provincial result for First Nations and Metis students; and, the overall provincial result. The black portion of the bar shows the percentage achieving the excellent standard, and the entire bar shows the percentage achieving the sufficient (or higher) standard.

The second set of graphs (Figures 4.7, 7.7, and 10.7) show First Nations and Metis results for five reading achievement measures (briefly described on page 3 of this report). The profiles shown in the achievement graphs and the layout of each of these graphs is similar to what was described for the opportunity-to-learn graphs.

Figure 4.6: Percentages Achieving Standards, Opportunity-to-Learn, Grade 4 First Nations & Metis Students

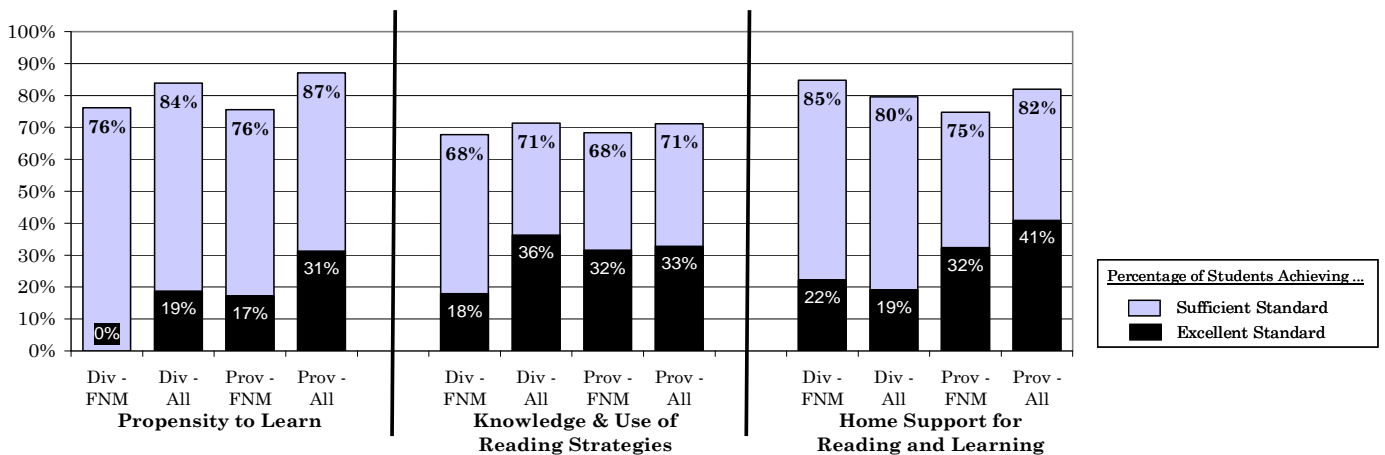


Figure 7.6: Percentages Achieving Standards, Opportunity-to-Learn, Grade 7 First Nations & Metis Students

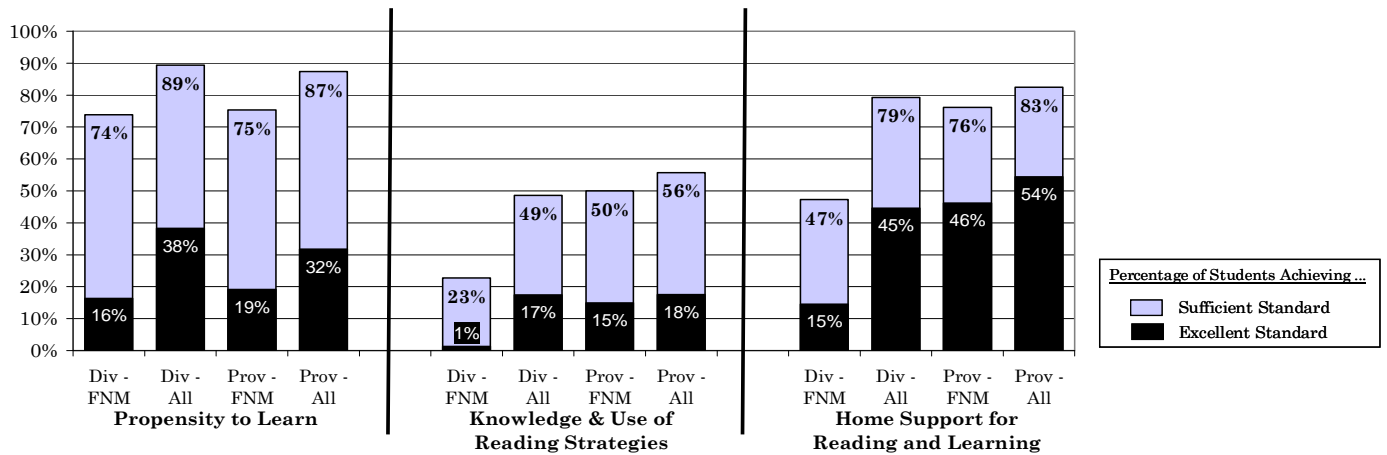


Figure 10.6: Percentages Achieving Standards, Opportunity-to-Learn, Grade 10 First Nations & Metis Students

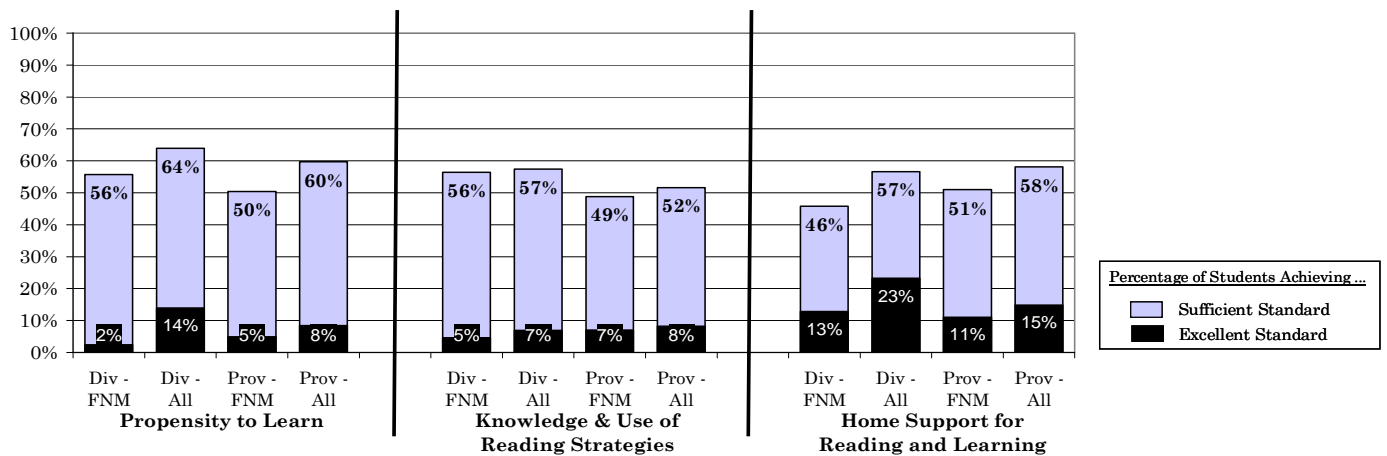


Figure 4.7: Percentages Achieving Standards, Reading Performance, Grade 4 First Nations & Metis Students

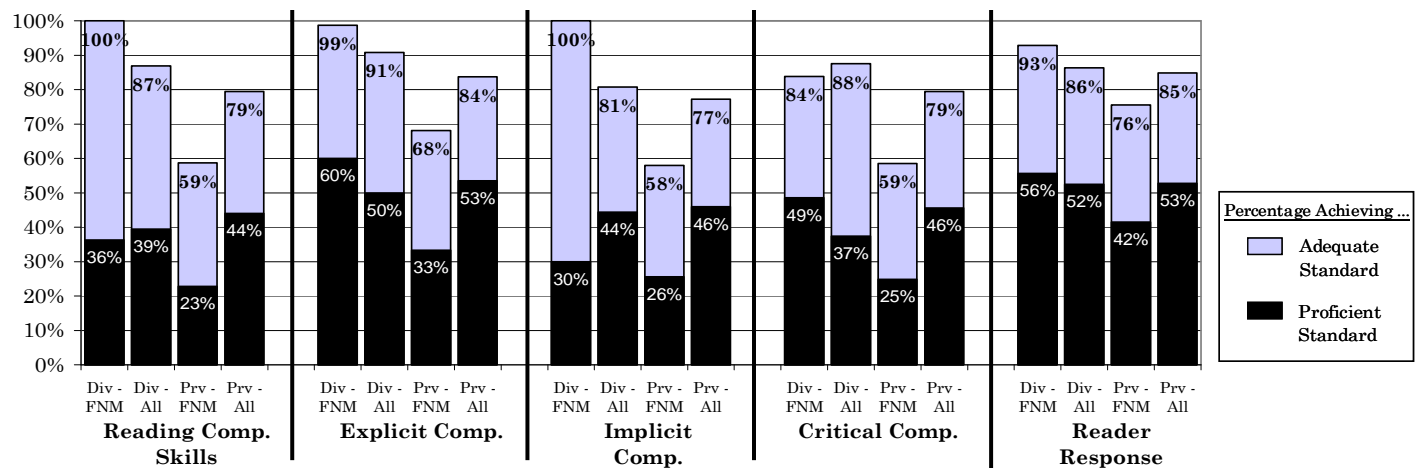


Figure 7.7: Percentages Achieving Standards, Reading Performance, Grade 7 First Nations & Metis Students

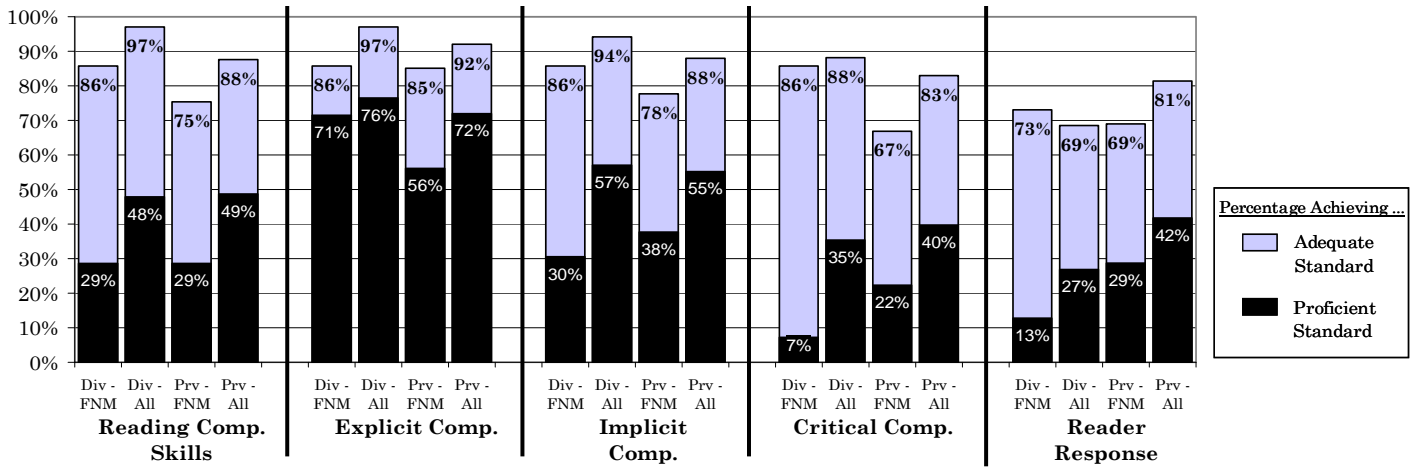
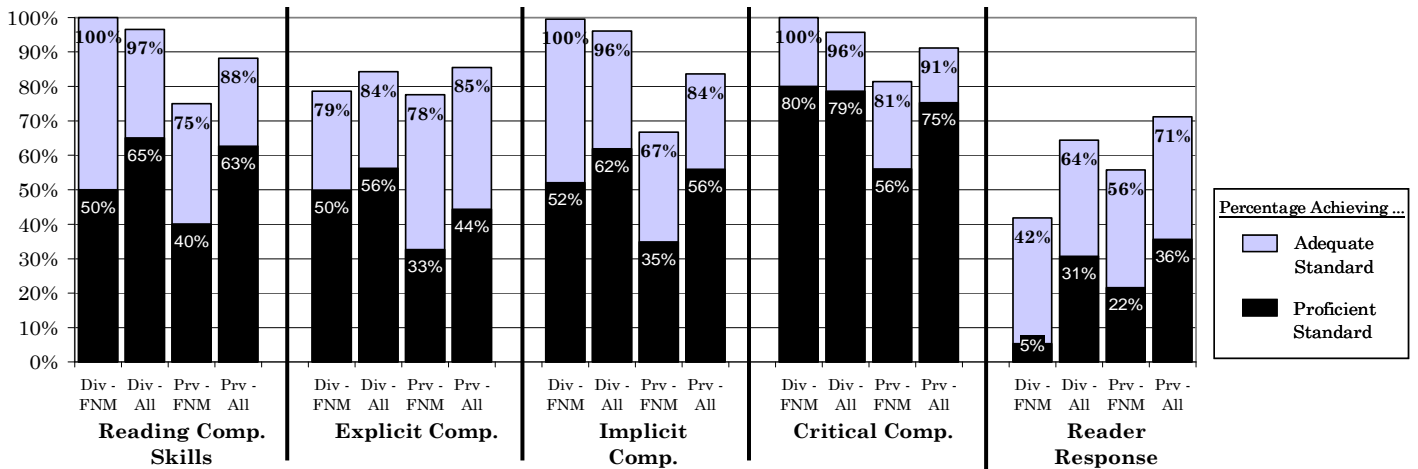


Figure 10.7: Percentages Achieving Standards, Reading Performance, Grade 10 First Nations & Metis Students



French Immersion Student Results

This section shows results for students identified to be learning in French Immersion programs. The first set of graphs (Figures 4.8, 7.8, and 10.8) show results for three opportunity-to-learn measures (briefly described on page 3 of this report). For each measure displayed in the graph, four profiles are shown: the division result for French Immersion students; the overall division result; the provincial result for French Immersion students; and, the overall provincial result. The black portion of the bar shows the percentage achieving the excellent standard, and the entire bar shows the percentage achieving the sufficient (or higher) standard.

The second set of graphs (Figures 4.9, 7.9, and 10.9) show French Immersion results for five reading achievement measures (briefly described on page 3 of this report). The profiles shown in the achievement graphs and the layout of each of these graphs is similar to what was described for the opportunity-to-learn graphs.

Figure 4.8: Percentages Achieving Standards, Opportunity-to-Learn, Grade 4 French Immersion Students

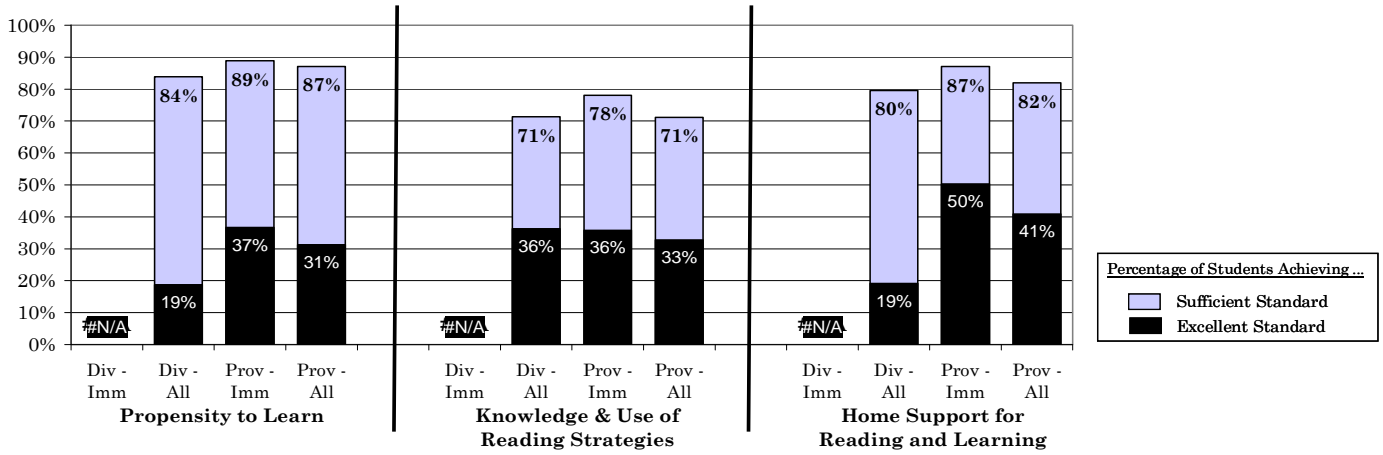


Figure 7.8: Percentages Achieving Standards, Opportunity-to-Learn, Grade 7 French Immersion Students

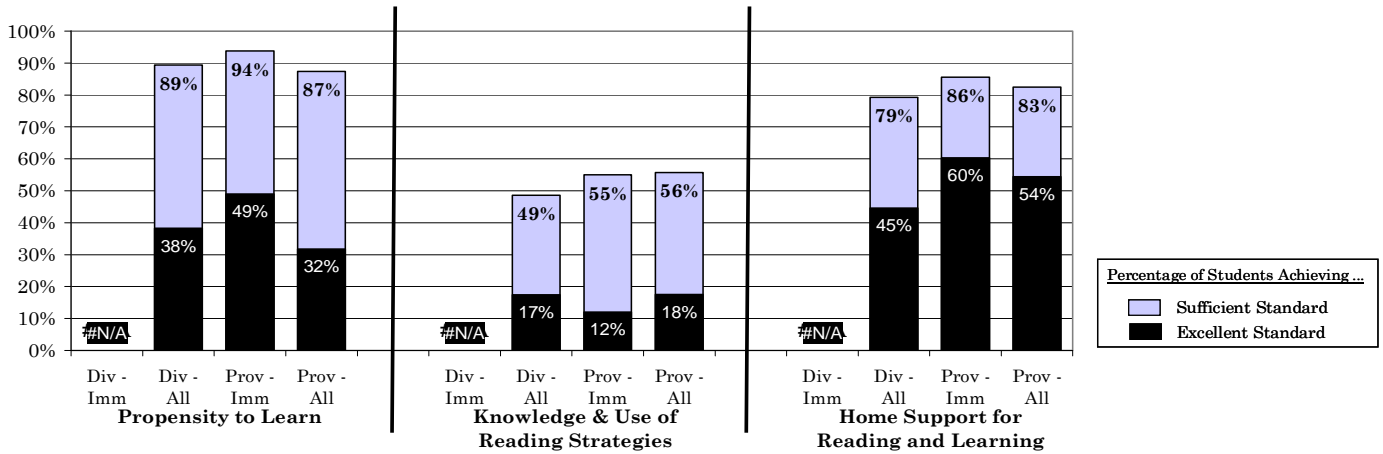


Figure 10.8: Percentages Achieving Standards, Opportunity-to-Learn, Grade 10 French Immersion Students

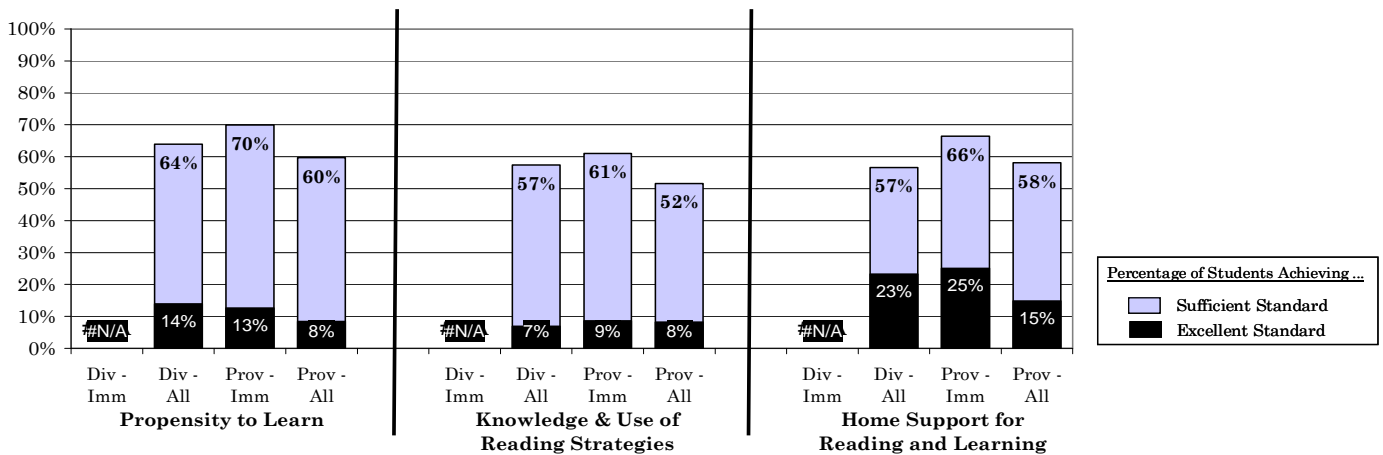


Figure 4.9: Percentages Achieving Standards, Reading Performance, Grade 4 French Immersion Students

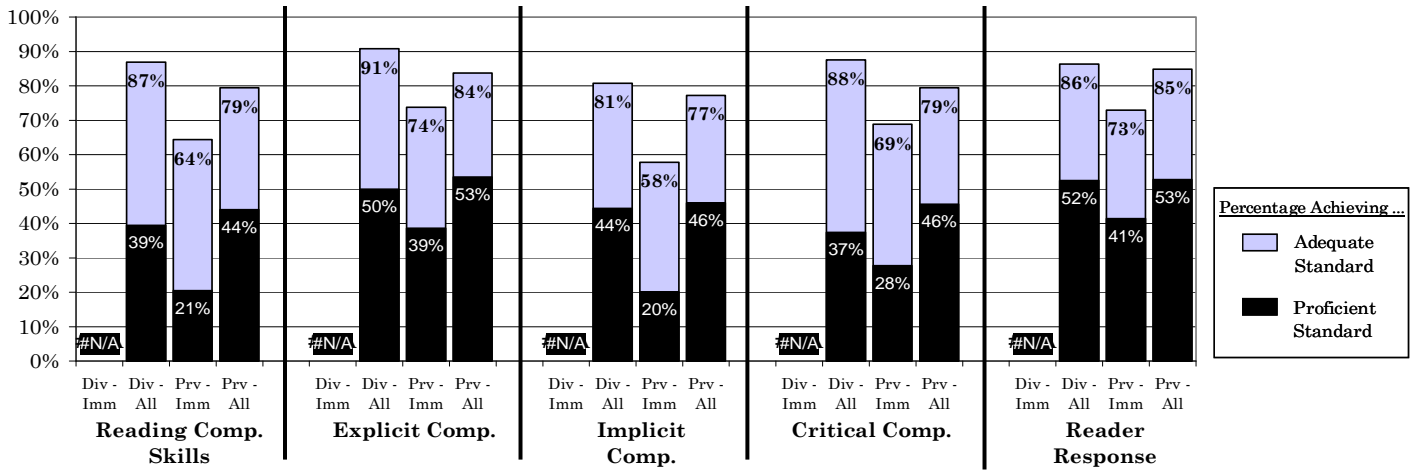


Figure 7.9: Percentages Achieving Standards, Reading Performance, Grade 7 French Immersion Students

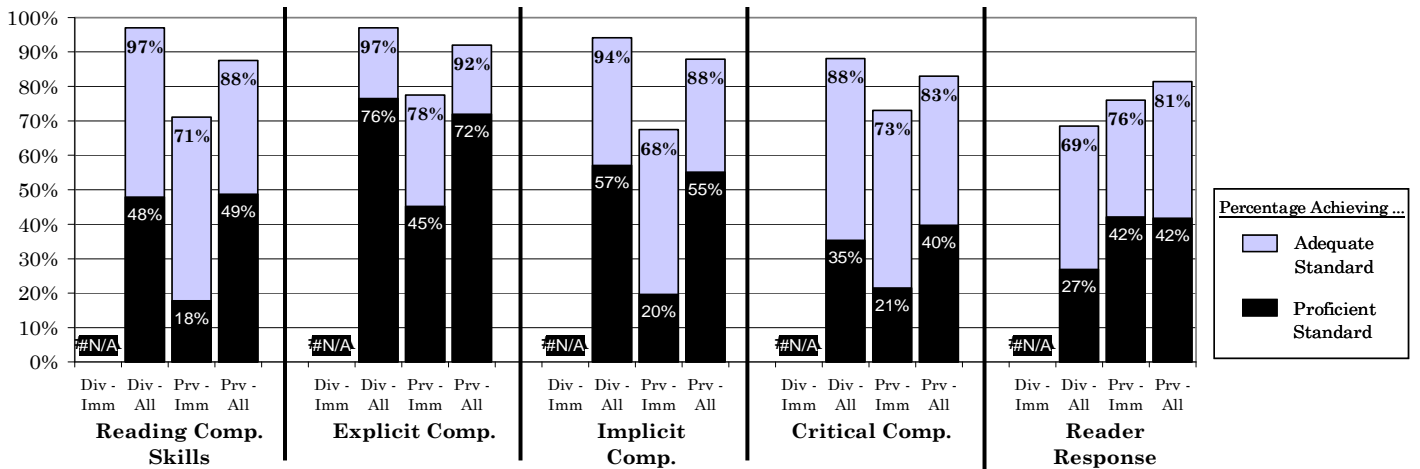
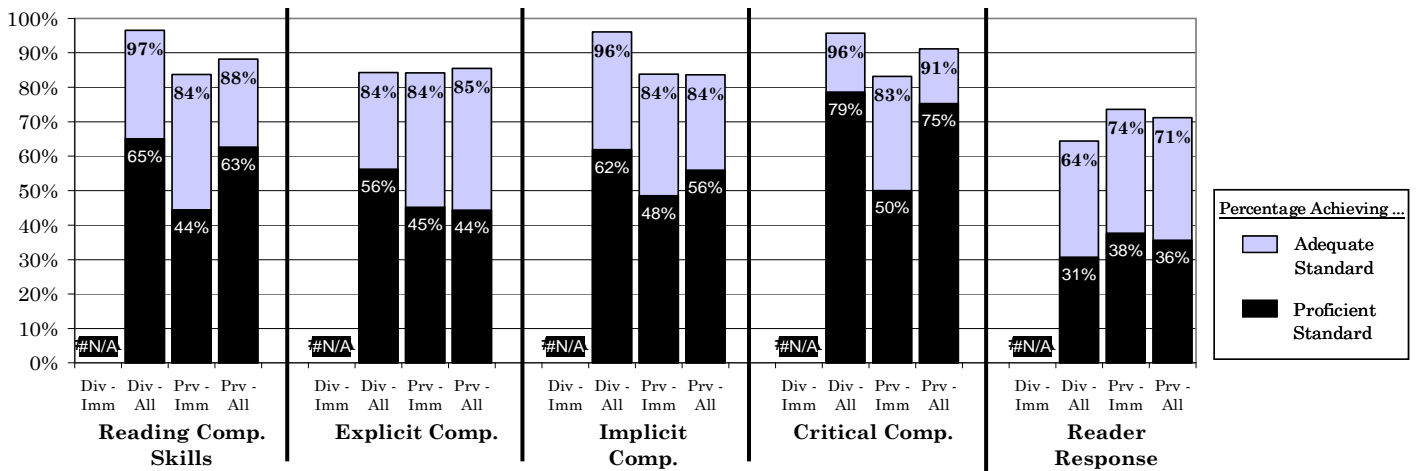


Figure 10.9: Percentages Achieving Standards, Reading Performance, Grade 10 French Immersion Students



Community School Student Results

This section shows results for students identified as learning in community schools. The first set of graphs (Figures 4.10, 7.10, and 10.10) show results for three opportunity-to-learn measures (briefly described on page 3 of this report). For each measure displayed in the graph, four profiles are shown: the division result for students learning in community schools; the overall division result; the provincial result for students learning in community schools; and, the overall provincial result. The black portion of the bar shows the percentage achieving the excellent standard, and the entire bar shows the percentage achieving the sufficient (or higher) standard.

The second set of graphs (Figures 4.11, 7.11, and 10.11) show results for students learning in community schools for five reading achievement measures (briefly described on page 3 of this report). The profiles shown in the achievement graphs and the layout of each of these graphs is similar to what was described for the opportunity-to-learn graphs.

Figure 4.10: Percentages Achieving Standards, Opportunity-to-Learn, Grade 4 Community School Students

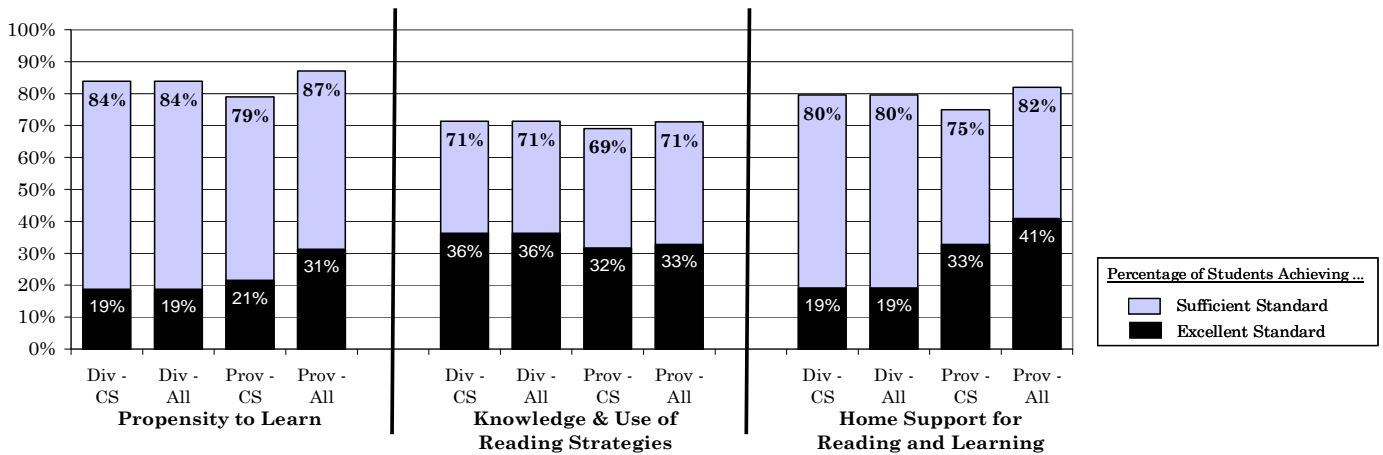


Figure 7.10: Percentages Achieving Standards, Opportunity-to-Learn, Grade 7 Community School Students

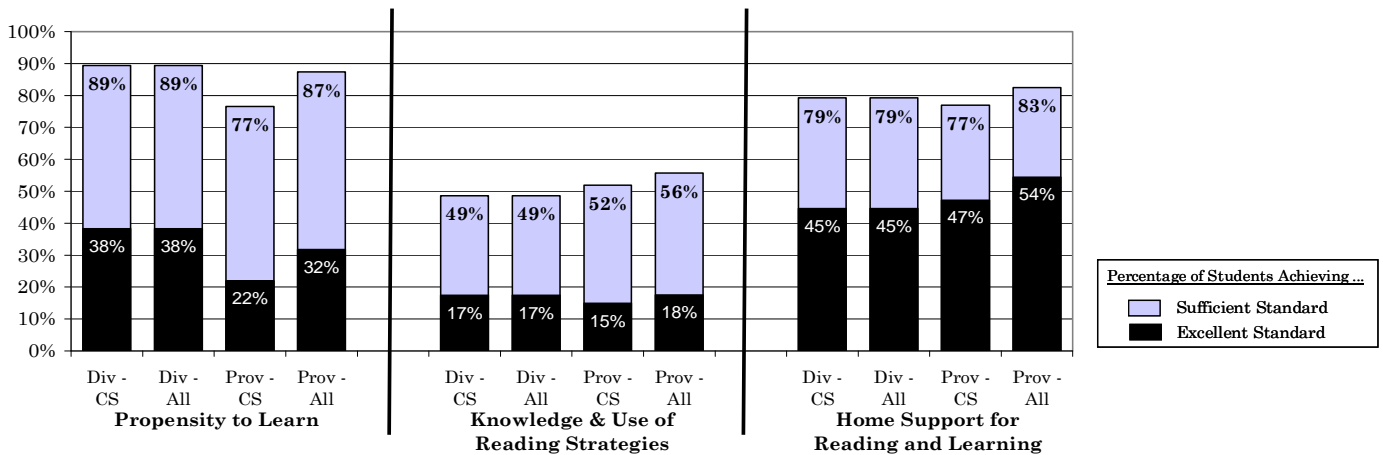


Figure 10.10: Percentages Achieving Standards, Opportunity-to-Learn, Grade 10 Community School Students

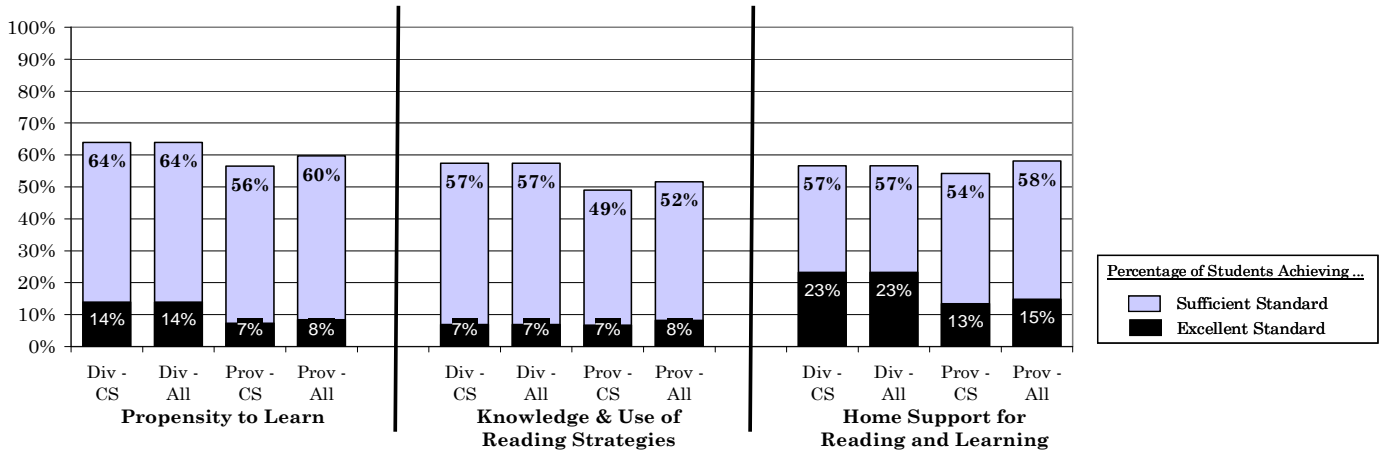


Figure 4.11: Percentages Achieving Standards, Reading Performance, Grade 4 Community School Students

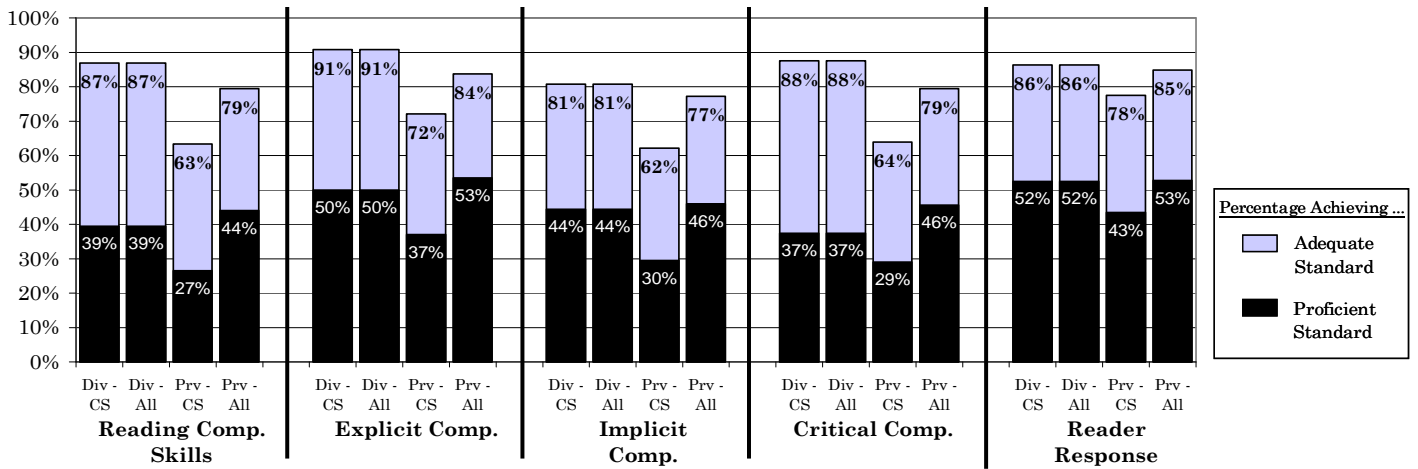


Figure 7.11: Percentages Achieving Standards, Reading Performance, Grade 7 Community School Students

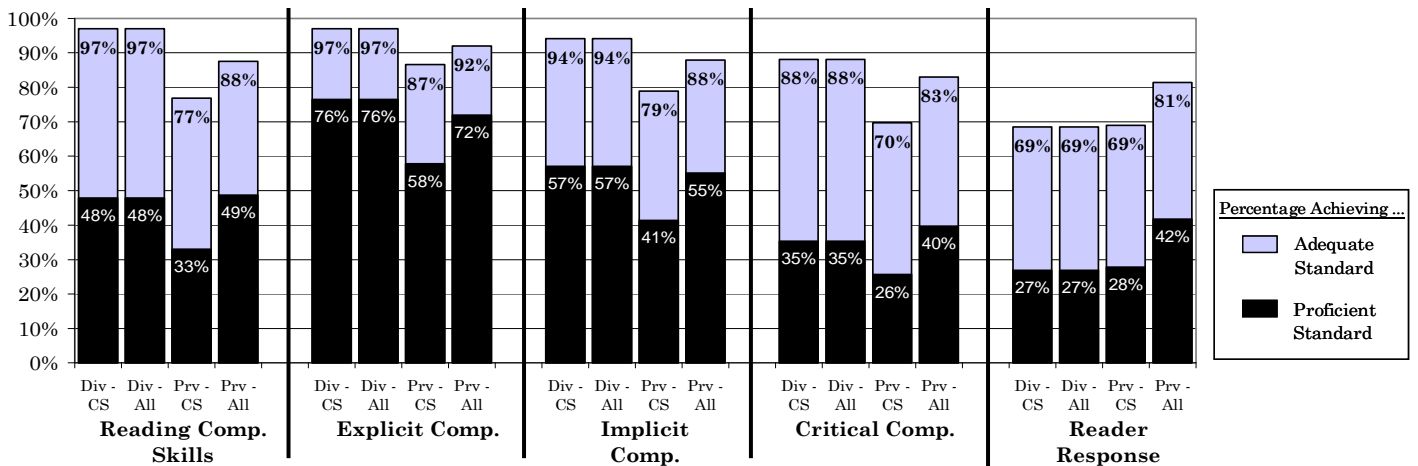


Figure 10.11: Percentages Achieving Standards, Reading Performance, Grade 10 Community School Students

