

**Assessment Results
2016-2017
ASD-S**



2016-2017 Assessments

LITERACY ASSESSMENTS

Reading

- Grade 2 Reading
- Grade 9 (ELPA) Reading and Writing

May/June 2017

January 2017

FRENCH SECOND LANGUAGE (FSL) ORAL PROFICIENCY

- Grade 10 FSL Oral Proficiency Evaluation
- Grade 12 FSL Oral Proficiency Evaluation

March 2017

first & second semesters

ANNUAL ALIGNED MEASURES

- Grade 6 in Reading (FI, PIF & English), Math, Science

May/June 2017

NATIONAL/INTERNATIONAL ASSESSMENTS

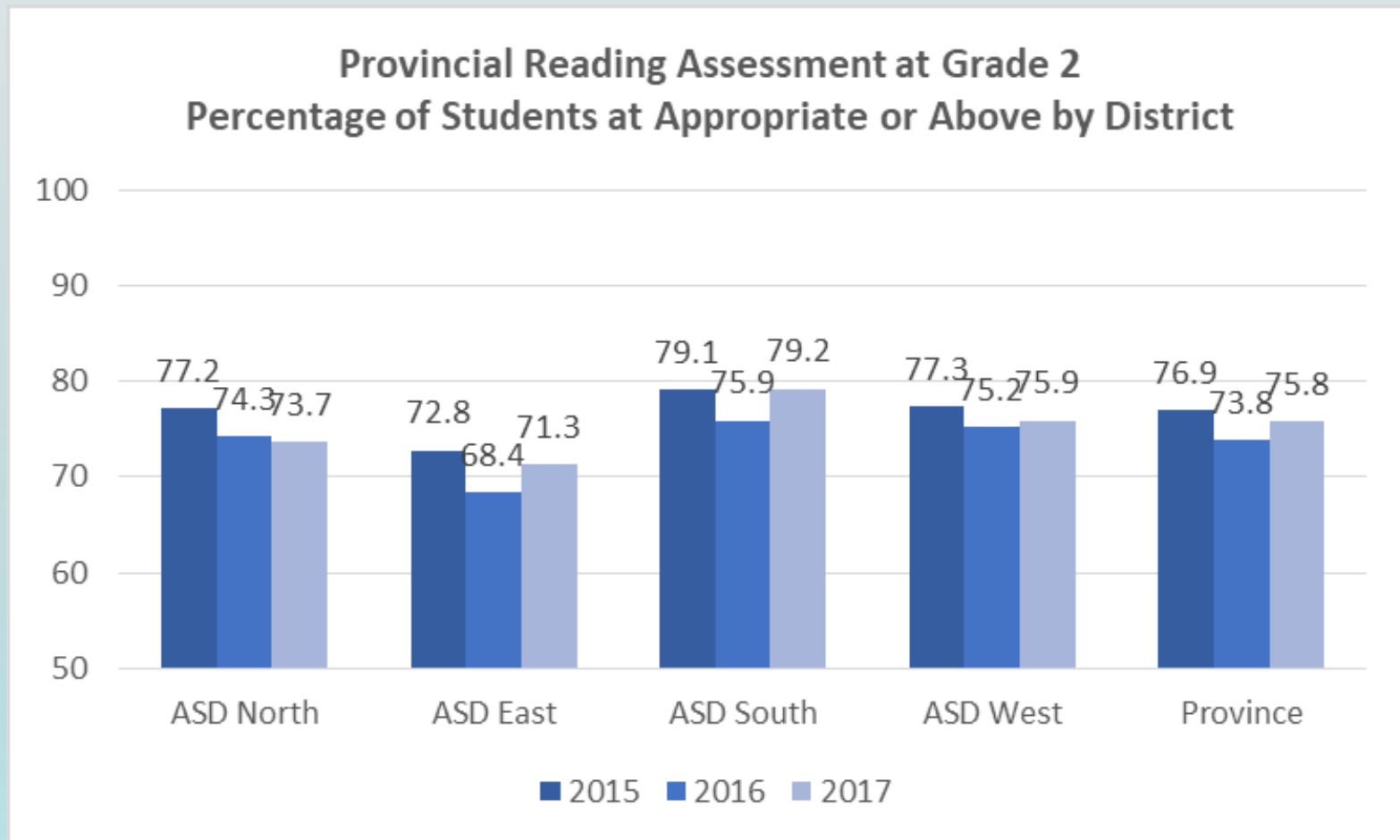
- Pan-Canadian Assessment Program (PCAP)
- Programme for International Student Assessment (PISA 2015)
- Progress in International Reading Literacy Study (PIRLS)

Main Study

Field Test

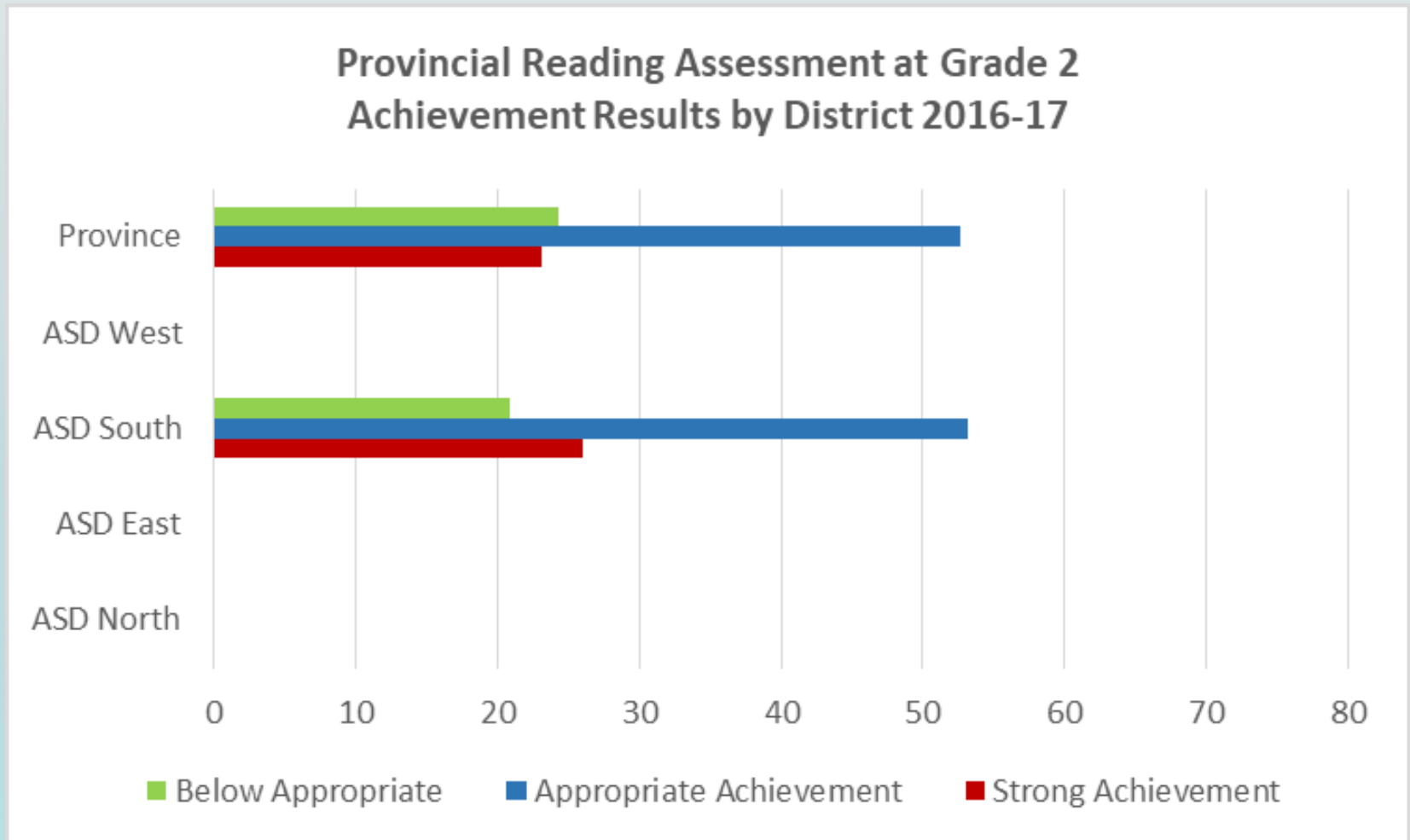
GRADE 2 READING - DISTRICT

The results of the *Provincial Literacy Assessment at Grade 2*, in Reading, are shown for each of the School Districts by the percentage of students achieving at the appropriate or above levels for the past three years. The province saw a 2.0% increase and ASD-S saw a **3.3% increase**.



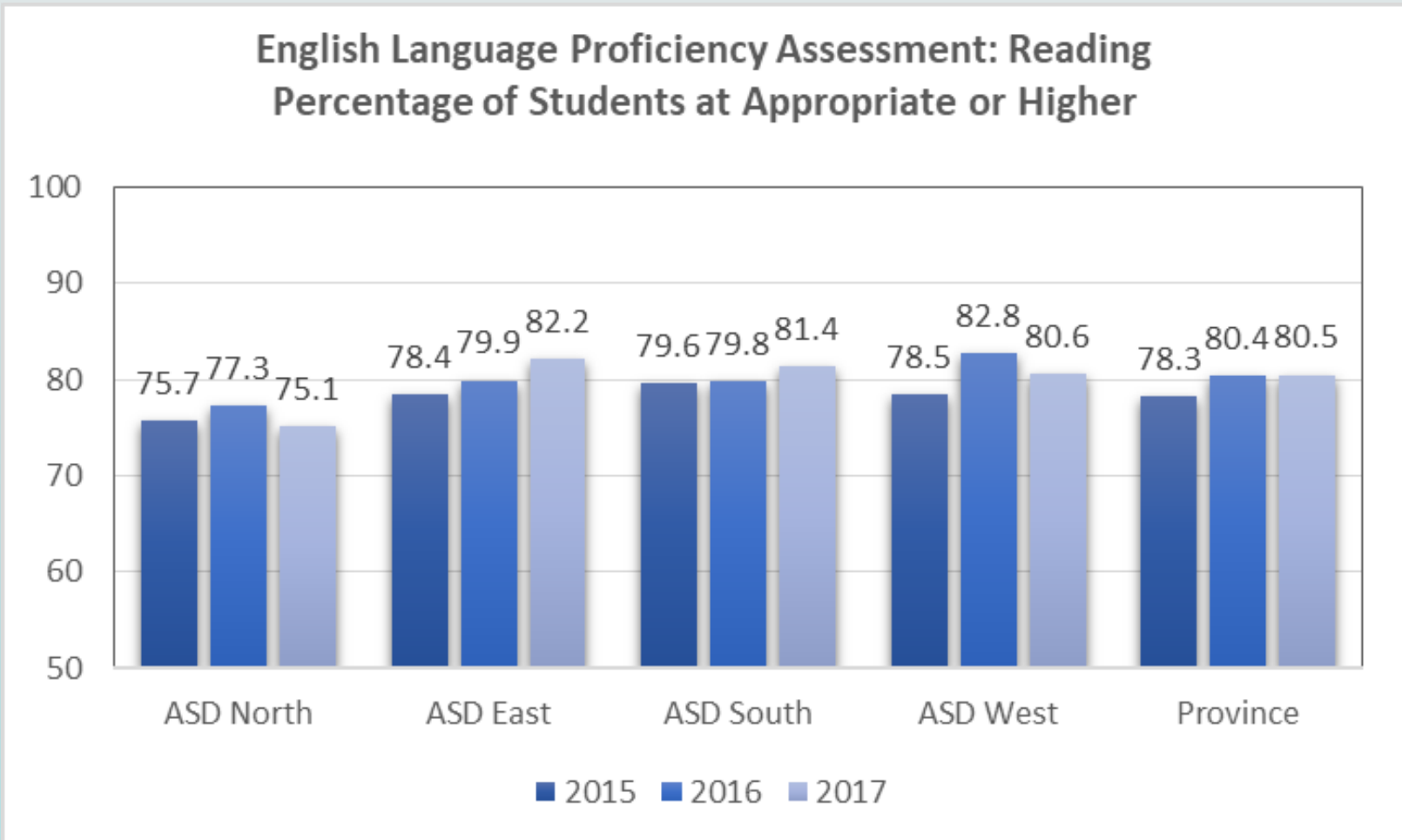
GRADE 2 READING DISTRICT

The results of the *Provincial Literacy Assessment at Grade 2*, in Reading, are shown for each of the School Districts by the percentage of students achieving in each performance level.



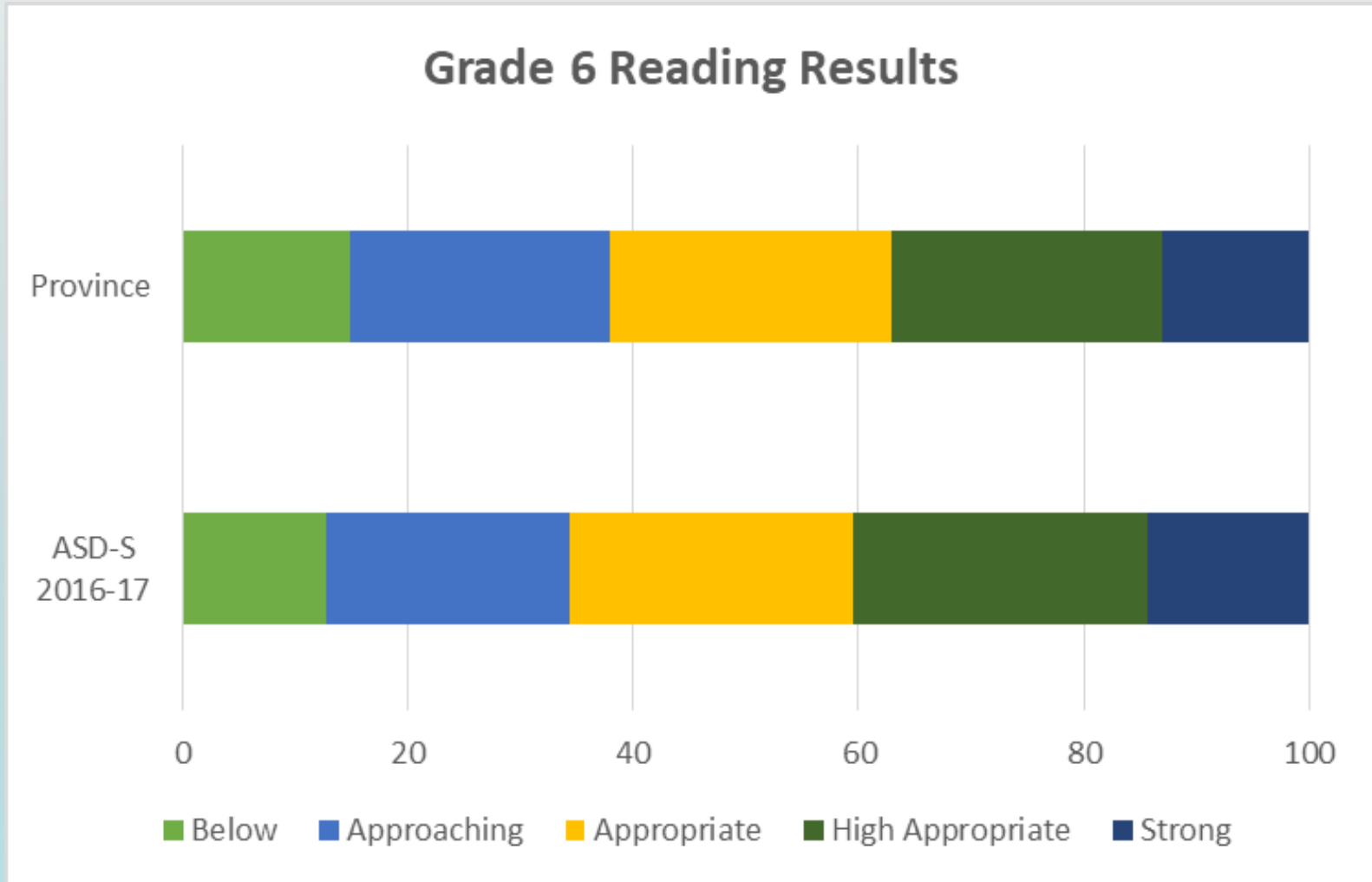
ELPA (GRADE 9) DISTRICT

The results of the *English Language Proficiency Assessment at Grade 9 Reading* are shown for each of the School Districts by the percentage of students achieving at the appropriate or above levels for 2016-2017. The province improved by 0.1% and ASD-S improved by 1.6%.



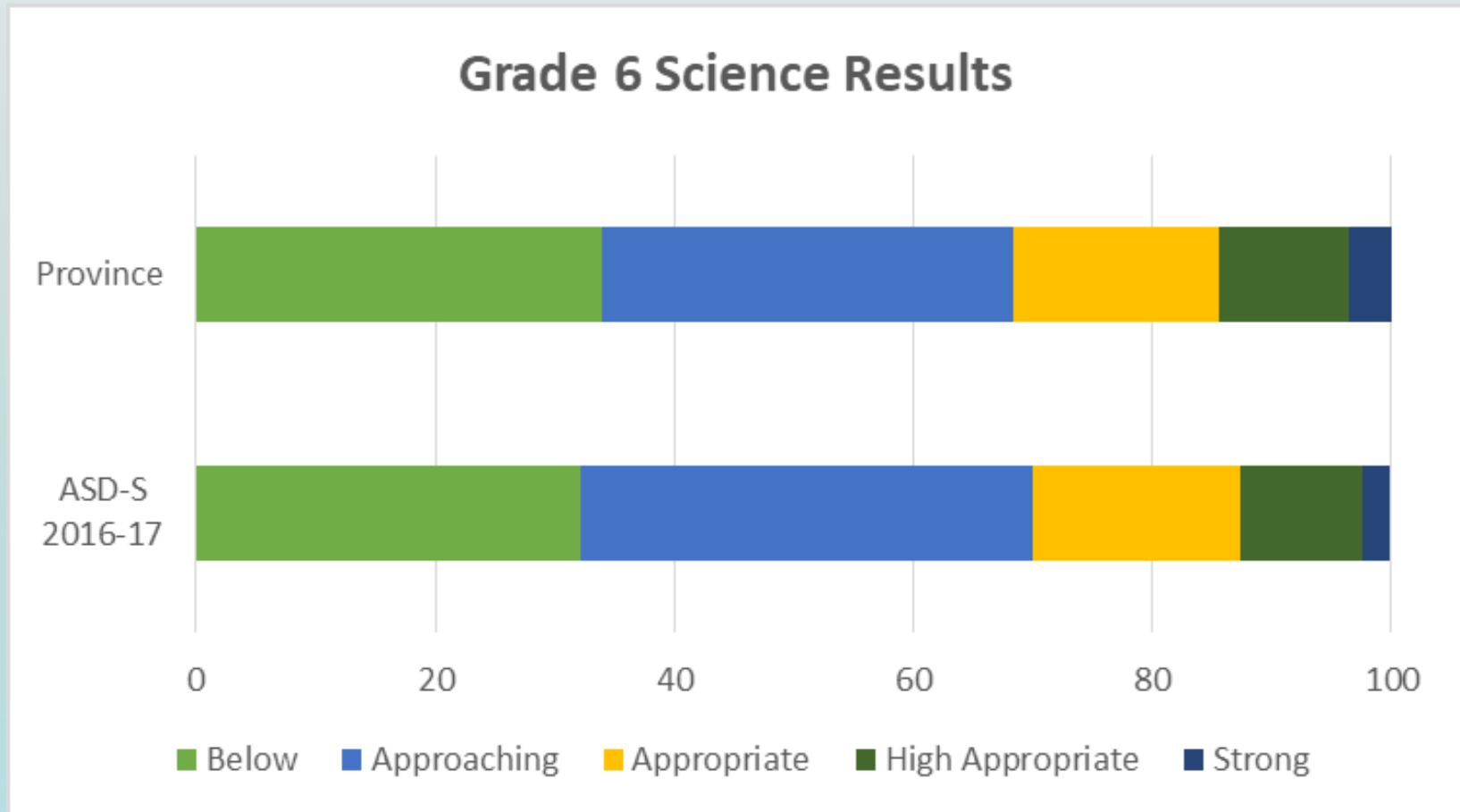
Grade 6 - Reading Results

In 2016-17 ASD-S had **65.6%** meeting or exceeding appropriate, compared with **55.2%** in the 2015-16 school year. At 65.6%, ASD-S was **3.6%** higher than the provincial average.

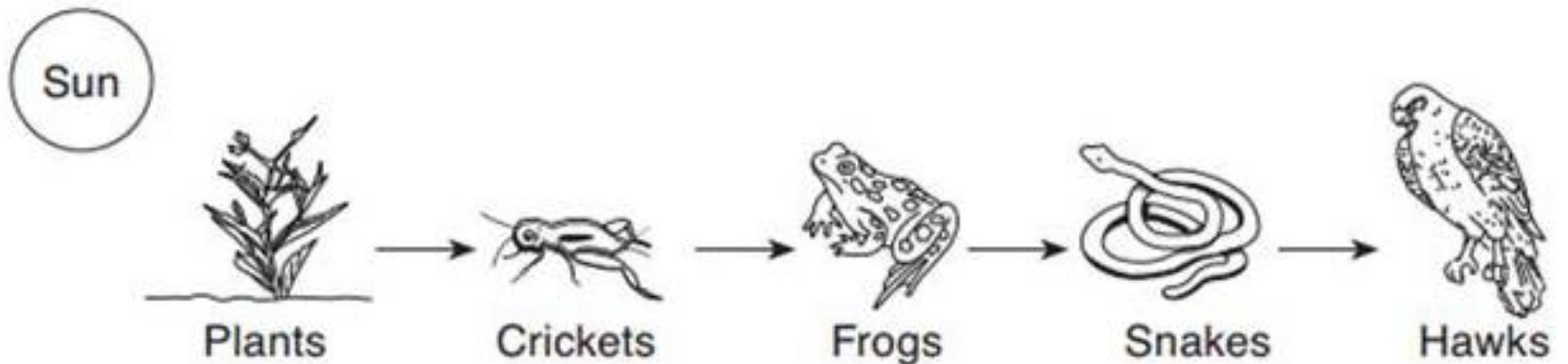


Grade 6 - Science Results by District

In 2016-17 ASD-S had **30.0%** meeting or exceeding appropriate, compared with **24.6%** in the 2015-16 school year. At 30.0%, ASD-S was **1.7%** lower than the provincial average.



A Food Chain



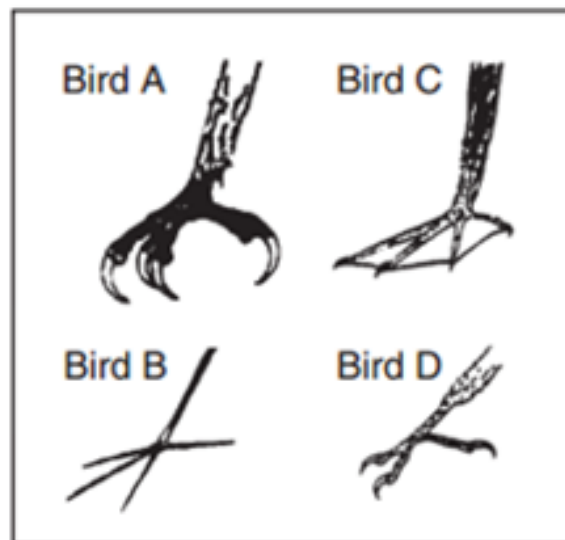
(Not drawn to scale)

If the number of frogs suddenly increases, which population will most likely decrease first?

- A hawks B snakes C crickets D plants

Base your answers to the next two questions on the drawings of bird feet and the dichotomous key below.

A Key to Identifying Birds		
Couplet	Description	
1a	Toes webbed	go to 2
1b	Toes not webbed	go to 3
2a	Four toes webbed together	cormorant
2b	Three toes webbed together	duck
3a	Claws curved	go to 4
3b	Claws not curved	jacana
4a	Claws large	eagle
4b	Claws small	kingfisher



Bird B is correctly identified as

(A) a cormorant

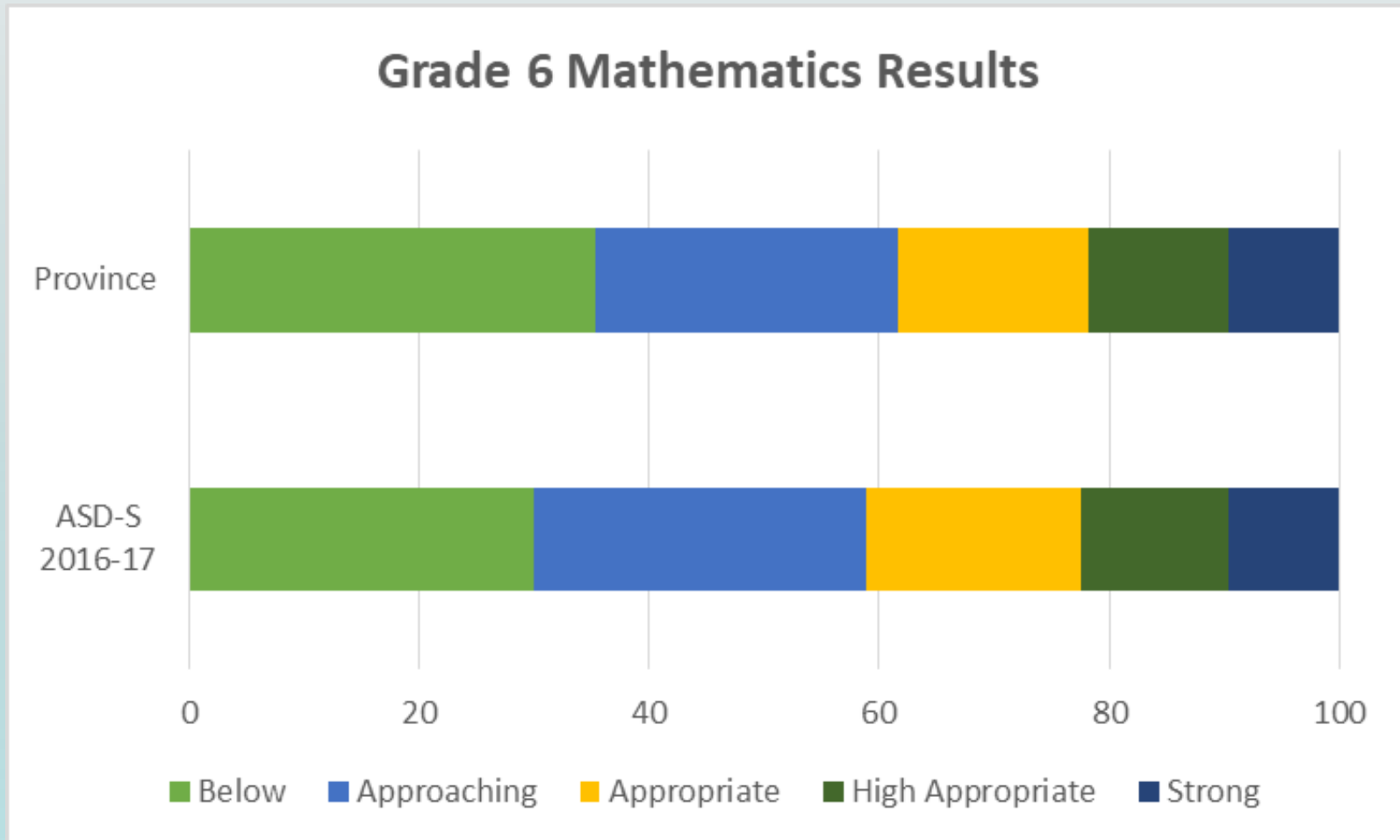
(B) a duck

(C) an eagle

(D) a jacana

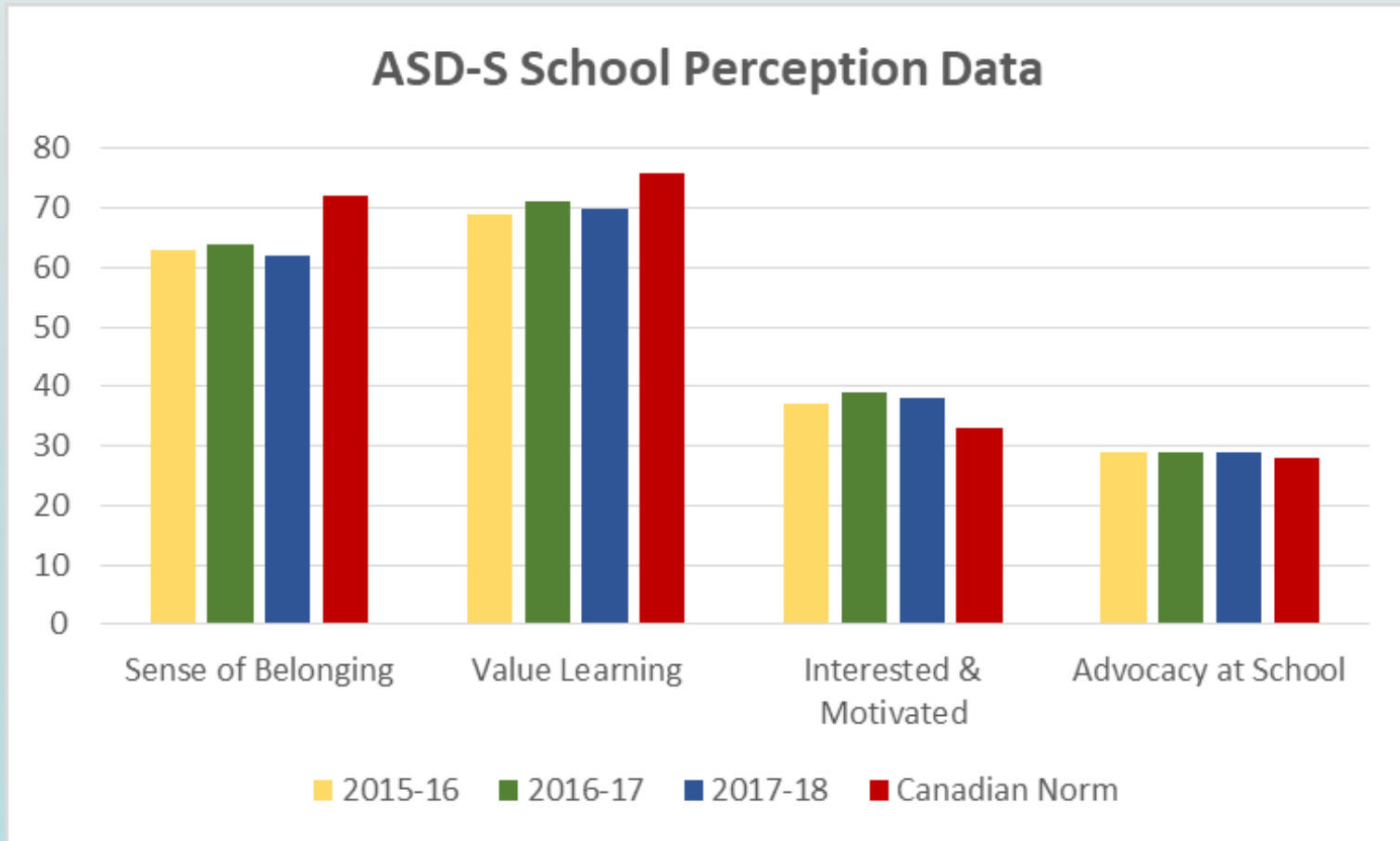
Grade 6 - Results in Mathematics by District

In 2016-17 ASD-S had **41.1%** meeting or exceeding appropriate, compared with **22.4%** in the 2015-16 school year. At 41.1%, ASD-S was **2.7%** higher than the provincial average



ASD-S Student Services

Provincial standards for tracking Student Services has been proposed. Four of the measures proposed are shown below:



ASD-S Attendance

This is the second year of using Powerschool for tracking student attendance. Since we are confident in the accuracy of the data, this year will be a baseline year for comparison in subsequent years.

Chronic Absenteeism - typically defined as missing 10 percent or more of the available school days.

School Type	Absence Rate
k-2	13%
k-5	13%
6-8	15%
9-12	27%