



Hanover School Division
Provincial Assessment Data
2017-2018 Performance Targets

Student-Tracked High School Graduation Rates for 2016 – Grade 9 Cohorts 2010, 2011, 2012

Grade 9 Cohort Start Year	Overall		Male		Female	
	Provincial	Hanover	Provincial	Hanover	Provincial	Hanover
2010	83.1%	90.3%	81.2%	90.3%	85.0%	90.2%
2011	81.5%	82.5%	79.0%	79.2%	84.2%	86.4%
2012	78.3%	84.2%	75.5%	78.5%	81.3%	89.4%

Grade 9 Cohort Start Year	Non-Indigenous or Non-Self-Declared Indigenous					
	Overall		Male		Female	
	Provincial	Hanover	Provincial	Hanover	Provincial	Hanover
2010	89.2%	91.7%	86.7%	91.4%	92.0%	92.1%
2011	88.6%	85.4%	86.0%	81.8%	91.4%	89.7%
2012	86.2%	86.5%	83.2%	80.3%	89.4%	91.8%

Grade 9 Cohort Start Year	Self-Declared Indigenous					
	Overall		Male		Female	
	Provincial	Hanover	Provincial	Hanover	Provincial	Hanover
2010	58.4%	69.6%	57.9%	74.6%	58.8%	63.8%
2011	53.0%	41.2%	49.4%	41.7%	56.5%	40.6%
2012	47.6%	62.8%	45.3%	62.4%	49.9%	63.2%

Observations (2016 Graduation Year)

- All three Grade 9 cohorts (2010, 2011, and 2012) had graduation rates higher than the provincial average.
- In the Non-Indigenous Student category, the 2010 and 2012 cohort's graduation rates were higher than the provincial average. The 2011 cohort's graduation rate was below the provincial average.
- In the Non-Indigenous Student Male and Female categories, the 2011 cohort's graduation rate was below the provincial average. The 2012 Male category was also below the provincial average.
- In the Self-Declared Indigenous Overall, Male, and Female categories, the 2010 and 2012 cohort's graduation rate was above the provincial average. The 2011 Grade 9 cohort was below the provincial average in the Overall, Male, and Female categories.

Trends

- The 2010 and 2012 cohorts (Overall and Non-Indigenous) had graduation rates above the provincial average.
- Self-Declared Indigenous in the 2011 cohorts scored below the provincial average in all three categories.

Targets for 2017-18

- To increase the graduation rates of Hanover School Division by 5% in all three categories.

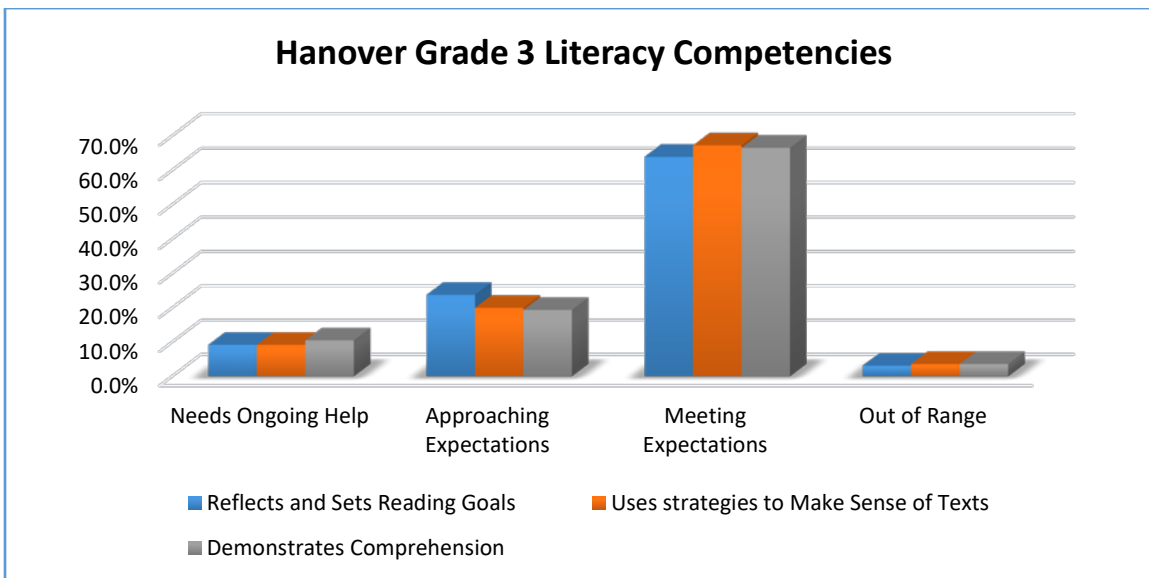
Grade 3 Provincial Reading Assessment Results

The provincial assessment is not a test, but is based on the teacher’s observations and conversations with students during daily instruction and on evidence from work that is collected. The Grade 3 Assessment in Reading focuses on three specific competencies:

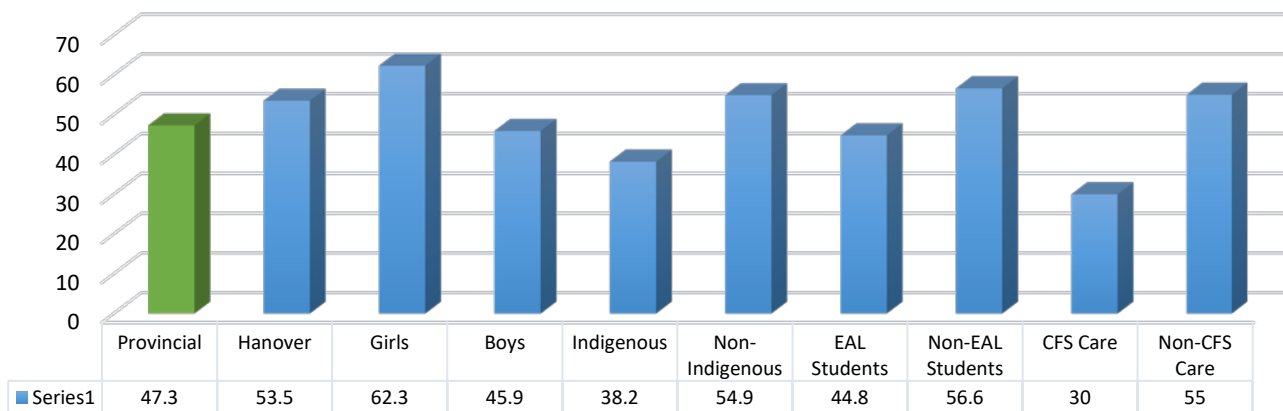
Competency 1: Student reflects on and sets reading goals

Competency 2: Student uses strategies during reading to make sense of texts

Competency 3: Student demonstrates comprehension



2016-17 Grade 3 Reading - Percentage of Students Meeting Expectations in all Three Sub-Competencies



Observations

- Hanover SD scored 6.2 % higher than the provincial average.
- Hanover girls scored 15% higher than the provincial average, and 16.4% higher than boys.
- Indigenous students scored 9.1 % lower than the provincial average.
- EAL students scored 2.5% below the provincial average, and CFS students under care scored 17.3% below the provincial average.
- The percentage of students scoring “approaching expectations” or “meeting expectations” in each of the following three literacy competencies was: Setting Goals - 88%; Able to Make Sense of Variety of Text - 87.2%; and Able to Comprehend What They Read - 81%.

Trends

- Over all, Hanover scores above the provincial average.
- Girls in HSD score considerably higher than boys.
- Hanover boys, indigenous students and children under CFS care are below the provincial average.
- Girls (8.9%), boys (3%), and EAL students (12.3%) showed improvement from 2015.
- Indigenous students (4.7%) and children under CFS care (8.5%) regressed from 2015.

Performance Targets for 2017-18

- Goal of increasing the overall divisional reading assessments by 5 %.
- Decrease the achievement gap between boys reading levels and girls reading levels by 5%.
- Reduce the gap between the divisional average and both indigenous students and children under CFS care by 10%.
- Increase the percentage of students in the “approaching expectations” and “meeting expectations” range by 10%.

Grade 3 Numeracy Assessment Results

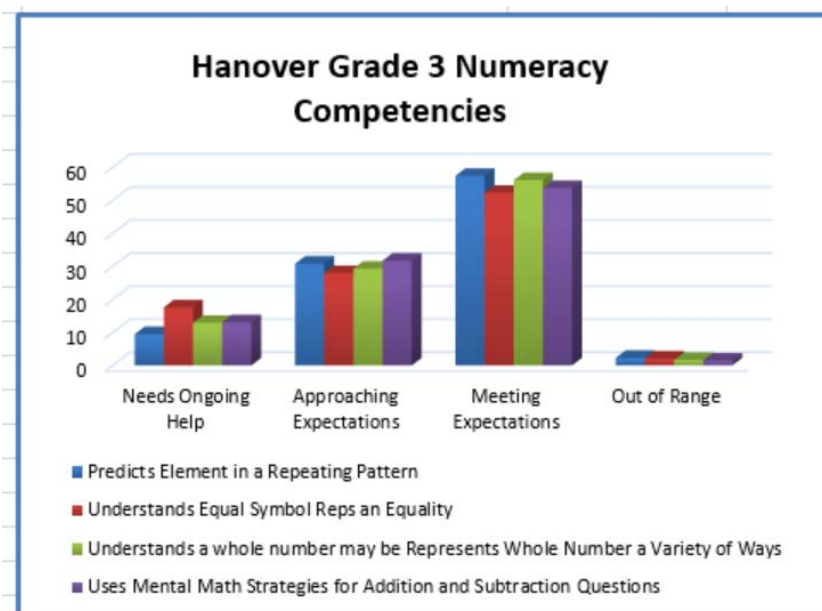
The Numeracy assessment is not based on a single test, but on evidence of a student’s achievement from ongoing assessment done as part of the normal teaching and learning process. The Grade 3 Numeracy assessment focuses on four specific competencies:

Competency 1: predicting elements in repeating patterns

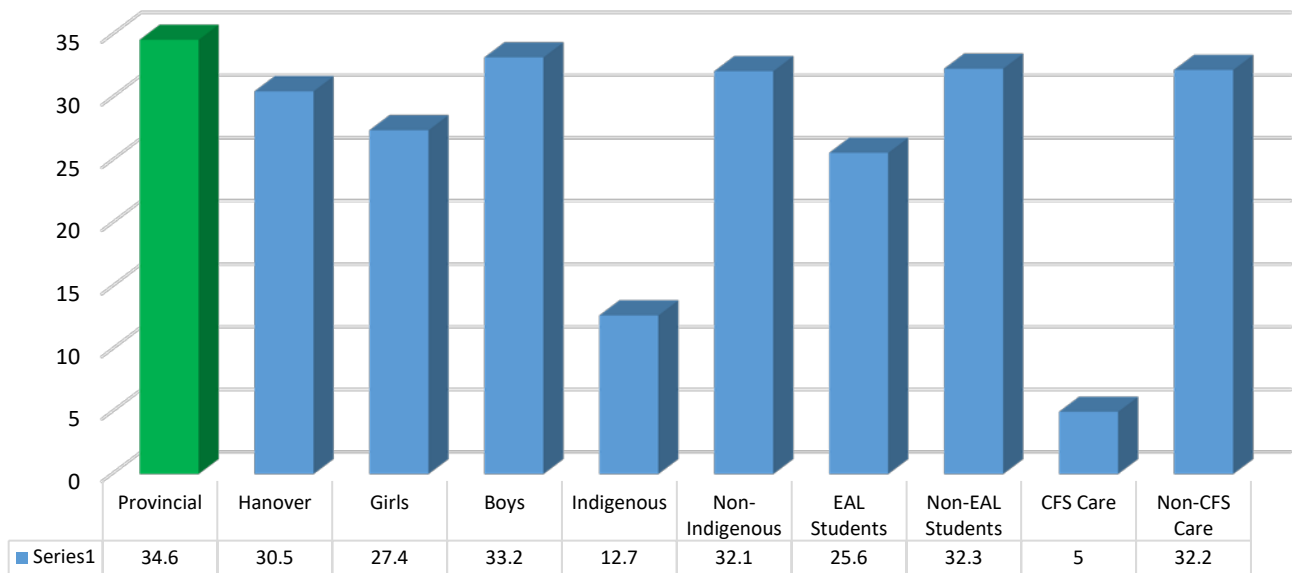
Competency 2: understanding what equality represents

Competency 3: representing whole numbers to 100 in a variety of ways

Competency 4: using mental mathematics strategies to determine answers to addition and subtraction questions to 18



2016-17 Grade 3 Numeracy - Percentage of Students Meeting Expectations in all Four Sub-Competencies



Observations

- HSD students scored 4.1% lower than the provincial average, despite a 3.4 % increase in the overall achievement level from 2015.
- EAL students (9.0%), Indigenous students (21.9%) and children under CFS care (29.6%) scored significantly lower than the provincial average.
- Boys scored higher than girls by 5.8 %.
- The target of improving the divisional average by 5% from 2015 has not been met, with a regression of 4.1%.
- The percentage of students scoring “approaching expectations” or “meeting expectations” in each of the following four numeracy competencies was: Predicts Repeating Patterns (88%); Understands Equal Symbol (80.3%); Represents Whole Numbers (85.4%); and Mental Math to Add and Subtract (84.8%).

Trends

- In numeracy, Grade 3 students have scored below the provincial average for the past three years in all student sub-categories.
- All sub-categories showed improvement from 2015.
- Boys continue to score higher than girls do in the area of numeracy, although that performance gap is closing.
- Children under CFS care (10.4%) and Indigenous students (1.6%) regressed from the previous year; all other categories showed improved performance from the previous year.

Performance Targets for 2017-18

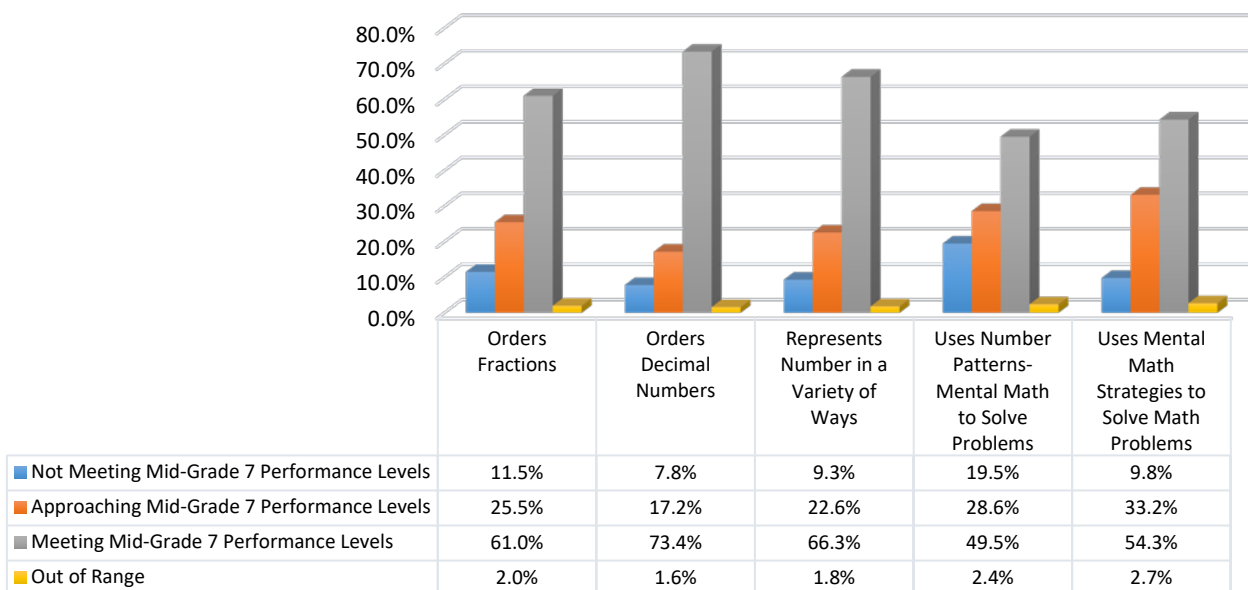
- An increase of overall achievement across all sub-categories of 5%.
- Improvement of 5% in the number of students “approaching expectations” or “meeting expectations” in the numeracy competency of understanding the equal symbol, and the relationship to zero on both sides.

Grade 7 Provincial Number Sense and Skills Assessments

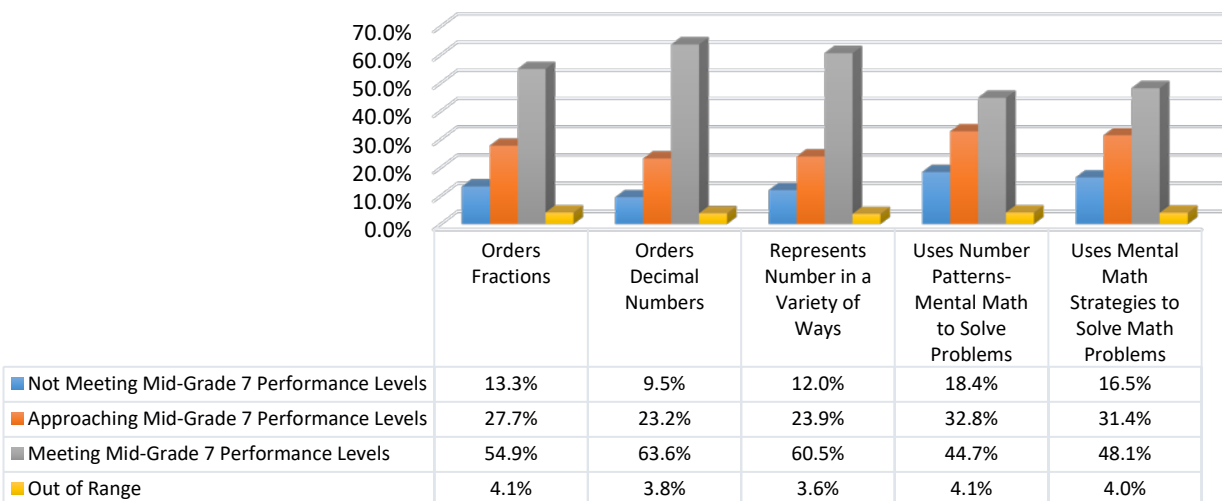
The Grade 7 Number Sense and Skills assessment results are not based on a single test, but on evidence of a student's achievement over the first several months of the school year as part of the normal teaching and learning process. The teacher assesses the following five competencies:

- Student orders fractions
- Student orders decimals
- Student represents a number in a variety of ways
- Student uses number patterns to solve problems
- Uses mental math strategies to solve math problems

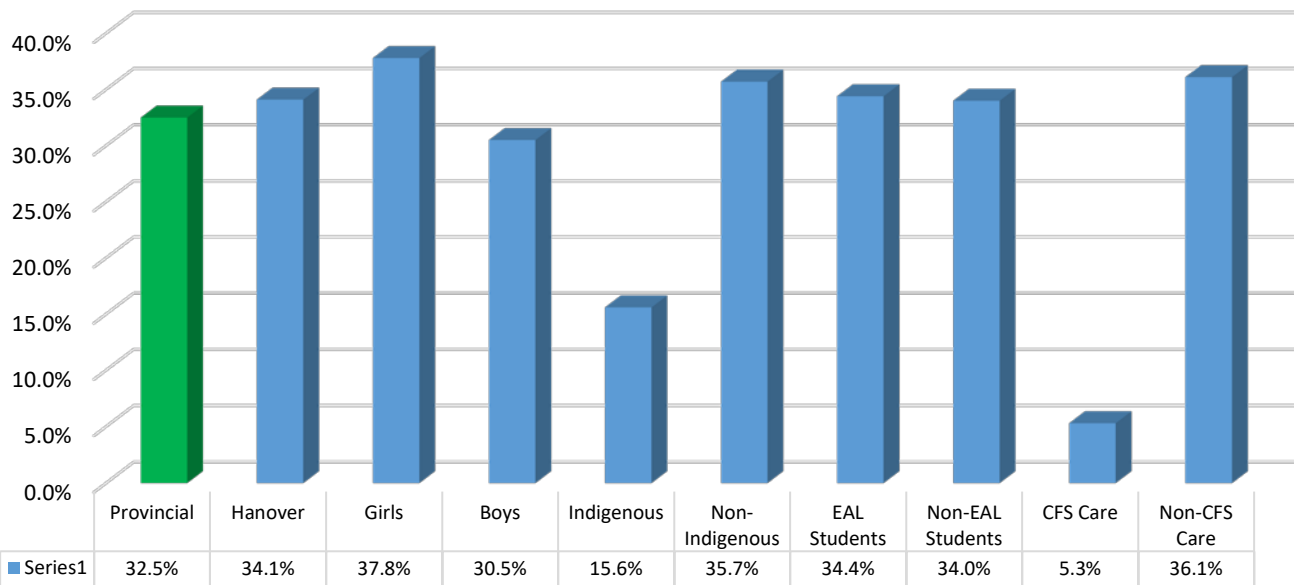
Hanover SD Grade 7 Number Sense and Number Skills



Provincial Results - Grade 7 Number Sense and Number Skills



2016-17 Grade 7 Number Sense and Number Skills Percentage of Students Meeting Expectations in all Five Sub-Competencies



Observations

- The divisional average improved by 7.3% over the last year.
- Divisional average is 1.6% higher than the provincial average.
- Both boys (7.5%) and girls (6.6%) achievement improved from the last year.
- Indigenous student achievement in numeracy increased by 4.3%, but is still 16.9% below the provincial average.
- EAL students showed the largest achievement improvement (29.5%) from last year.
- Children-in-care of CFS scored (27.2%) below the overall provincial average.
- The percentage of students “approaching expectations” and “meeting expectations” in each of the competencies are above provincial average.
- Solving problems using knowledge of number patterns and mental math strategies are the areas that scored the lowest of the five sub-competencies, with the highest percentage (21.9%) of students “not meeting expectations” or “out of range”.

Trends

- Boys continue to have a higher achievement average than girls. Both groups are continuing to improve.
- Indigenous students and children-in-care improved achievement scores from last year.
- EAL students continue to improve their achievement levels in numeracy from Grade 3 to Grade 7. Their scores are increasing as they gain a greater knowledge of the English language.

Performance Targets for 2017-18

- Increase the Grade 7 Numeracy achievement levels by 5% in all sub-categories.

Grade 8 Reading Comprehension and Expository Writing

The purpose of this assessment is to inform parents/guardians of their child’s level of achievement compared to mid-grade provincial criteria in Reading Comprehension and Expository Writing in English. The assessment is not based on a single test, but on evidence of the student’s achievement over the first several months of the school year as part of the normal teaching and learning process. The following competencies are assessed:

Competency 1 – Student understands key ideas and messages in a variety of texts

Competency 2 – Student interprets a variety of text

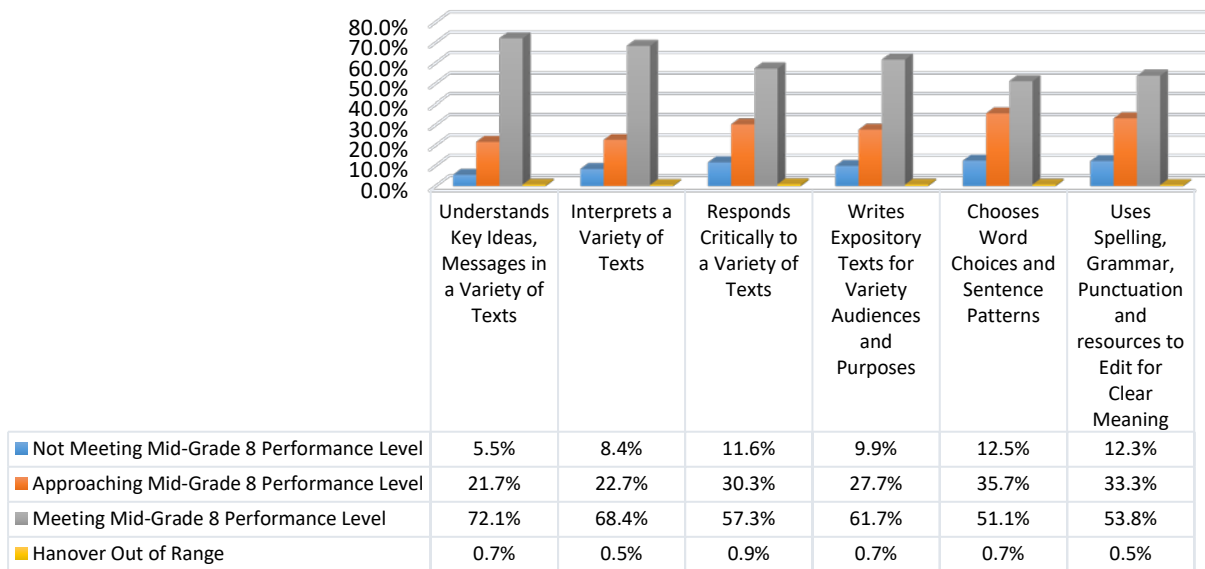
Competency 3 – Student responds critically to a variety of text

Competency 4 – Students writes expository texts for a variety of audiences and purposes

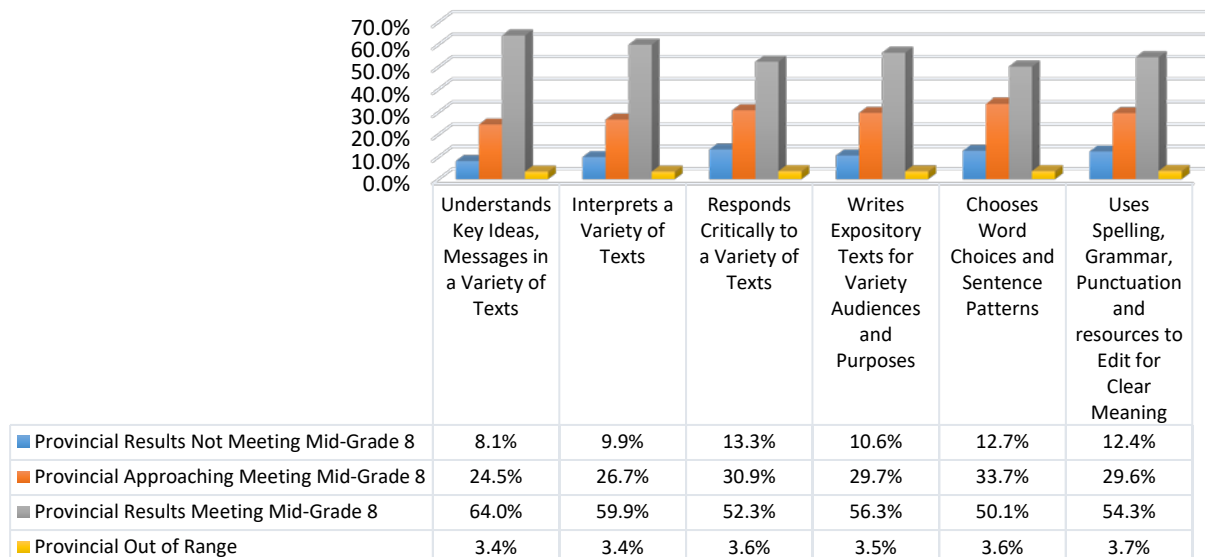
Competency 5 – Student chooses word choices and sentence patterns

Competency 6 – Uses spelling, grammar, and resources to edit for a clear meaning

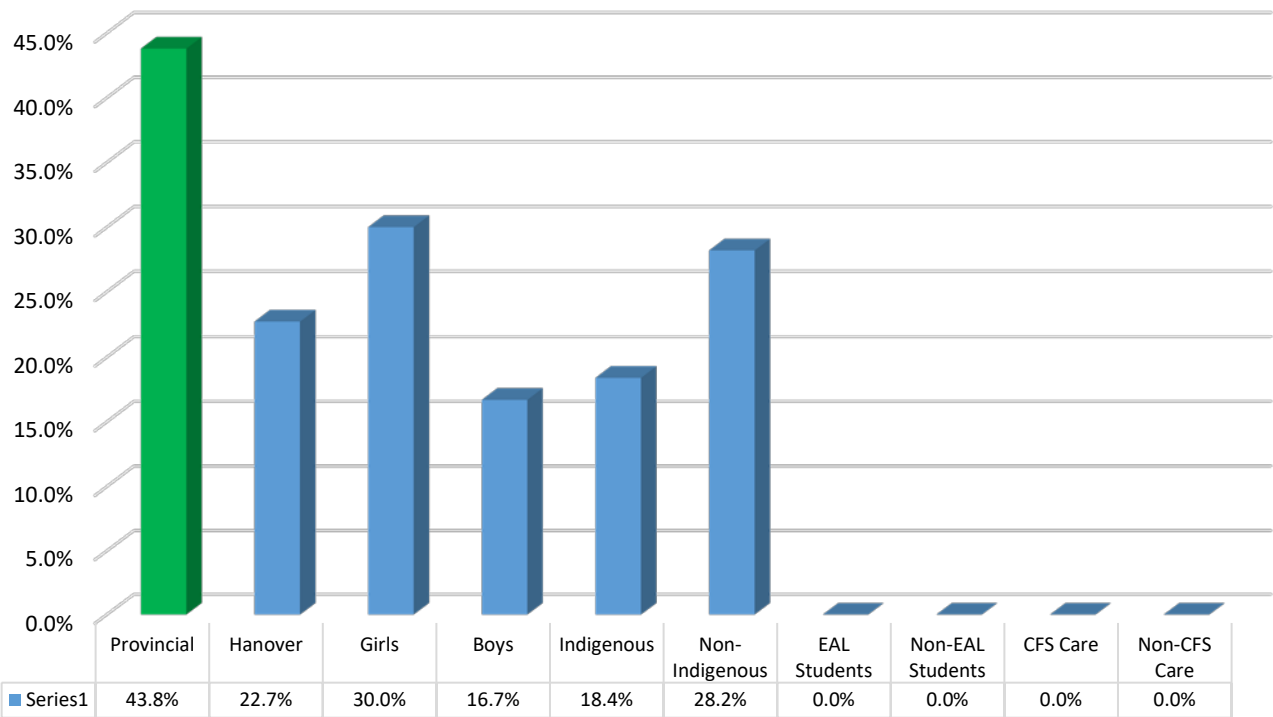
Hanover Grade 8 Reading and Expository Writing



Provincial Grade 8 Reading and Expository Writing



2016-2017 Grade 8 Expository Writing Students Meeting Expectations in all Three Sub-Competencies



Observations

- Hanover scored below the provincial average in reading comprehension by 13% this past year.
- Indigenous students scored below the provincial average by 18.8%.
- Girls outperformed boys in this assessment category by 13.3%.
- Eighty-five percent of Hanover students are within the “approaching expectations” to “meeting expectations” range in each of the sub-categories.

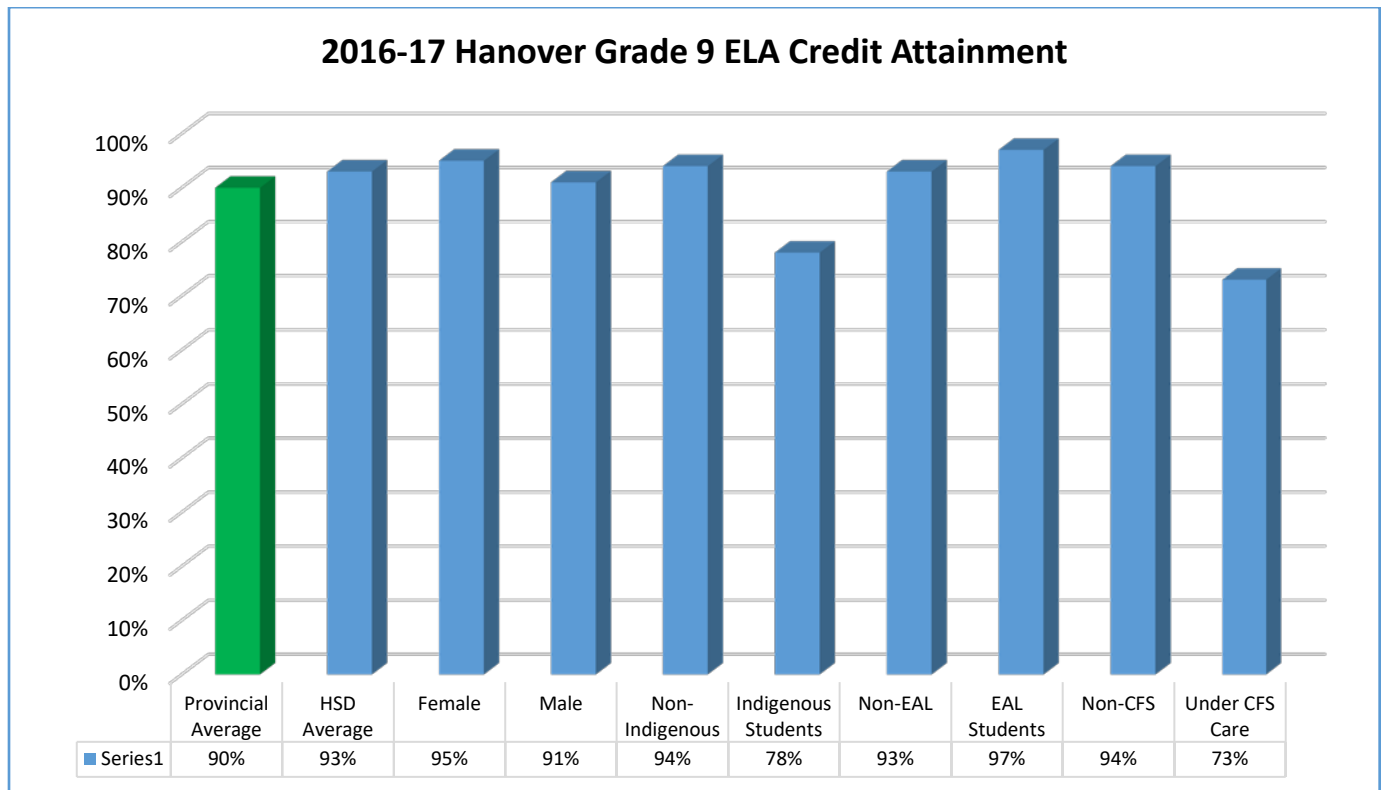
Trends

- The average scores within each sub-category have increased from 2015-16, but are still below the provincial average.
- Boys continue to score below girls.
- Indigenous students continue to score below the provincial average.

Performance Targets for 2017-18

- An overall improvement target of 10% in all sub-categories.

Grade 9 Provincial ELA Credit Attainment



Observations

- Hanover continues to score above the provincial average.
- Indigenous students showed a 3% growth in achievement from last year, but are still 12 % below the provincial average.
- Children under CFS care did not improve their achievement levels from last year.
- Females continue to outperform boys in Grade 9 ELA credit attainment.

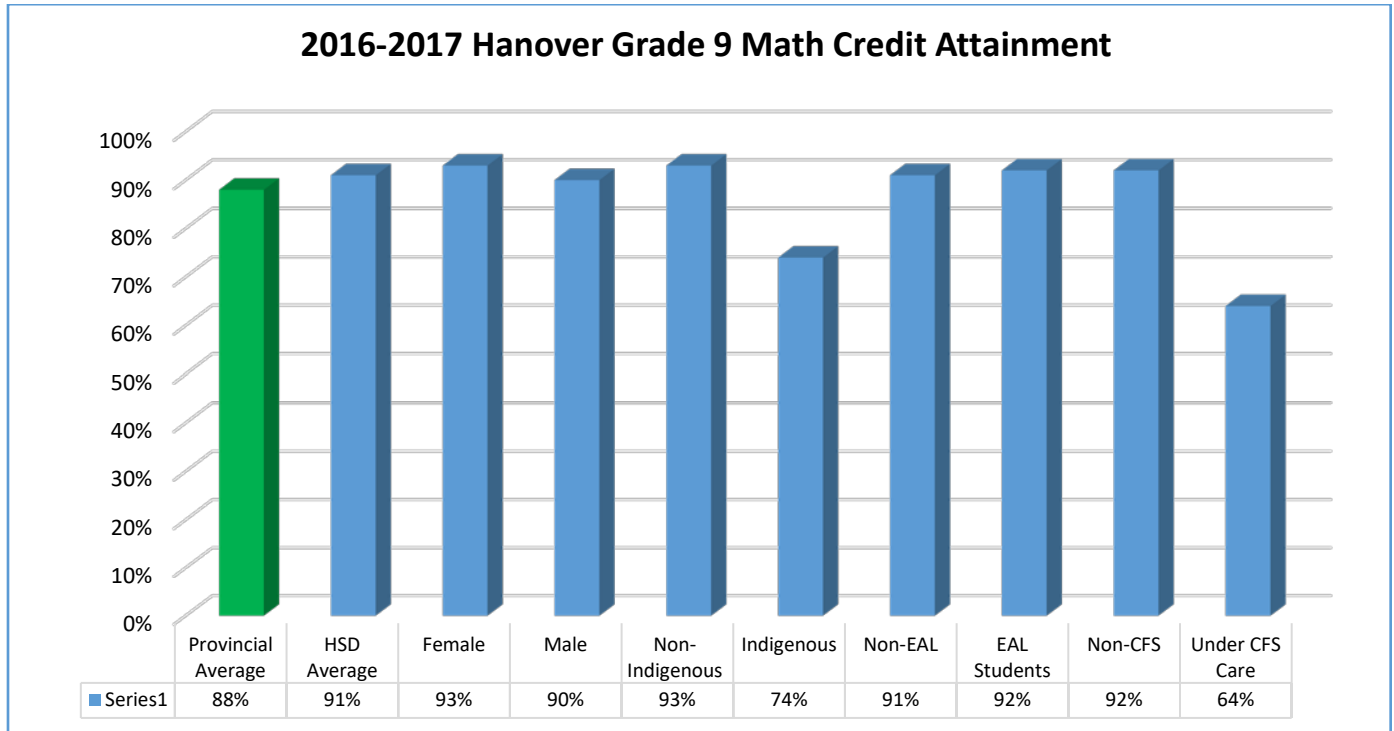
Trends

- Hanover continues to score slightly higher than the provincial average.
- Girls continue to outperform boys.
- Indigenous students are scoring below the provincial average.

Performance Targets for 2017-18

- Increase Hanover Grade 9 credit attainment rate by 3%.
- Close the gap between boys and girls achievement by 5%.
- Improve indigenous student credit attainment by 5%.

Grade 9 Math Credit Attainment



Observations

- All student sub-categories showed improvement over the year.
- Indigenous students are performing below the provincial average.

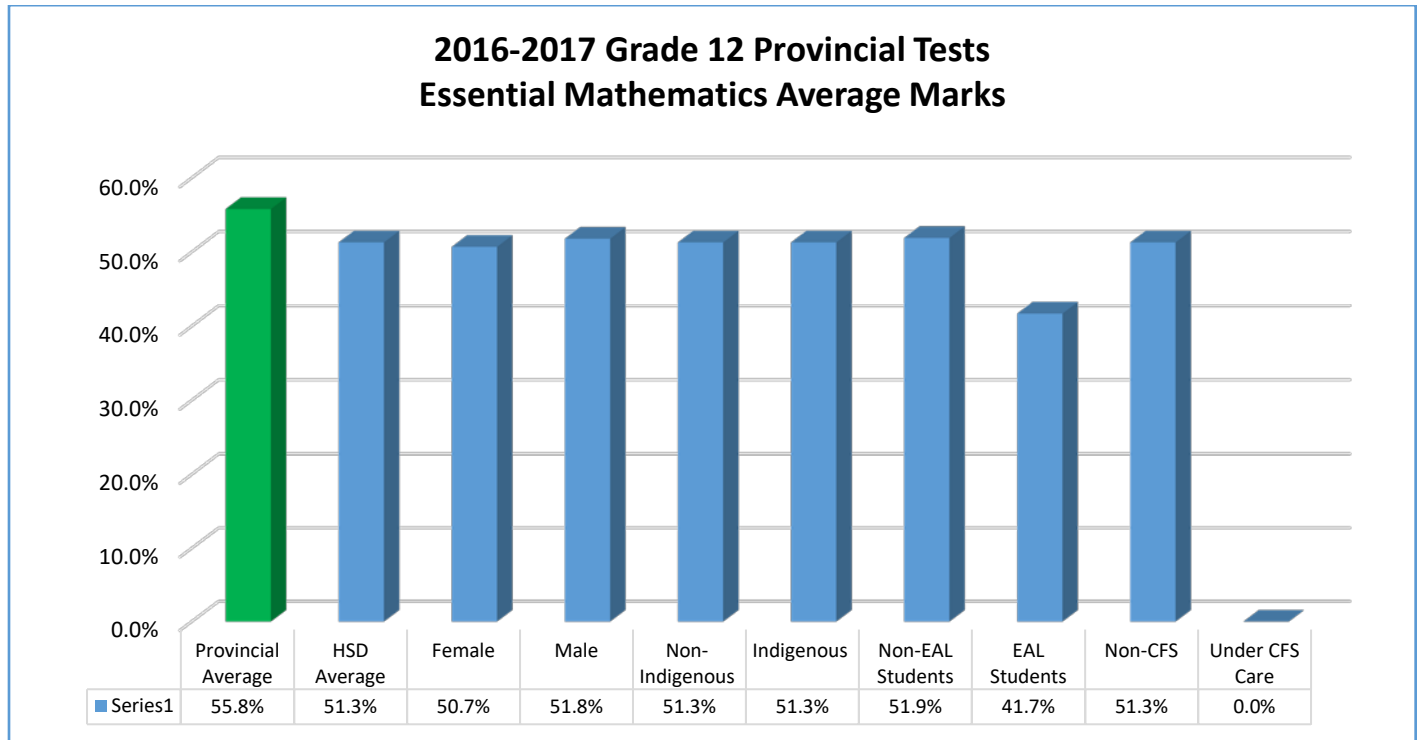
Trends

- The division continues to score higher than the provincial average.
- Girls continue to outperform boys.
- Indigenous students still perform below the provincial average.
- EAL students showed the greatest improvement with a 9% increase in credit attainment from last year.

Performance Targets for 2017-18

- Increase Hanover Grade 9 Math credit attainment rate by 5%.

Grade 12 Provincial Tests Essentials Math Average Marks



Observations

- Indigenous students showed growth of 1.3% in achievement results from last year.
- Divisional Essential Math scores were 4% below the provincial average.
- Male and female performance levels are almost the same.

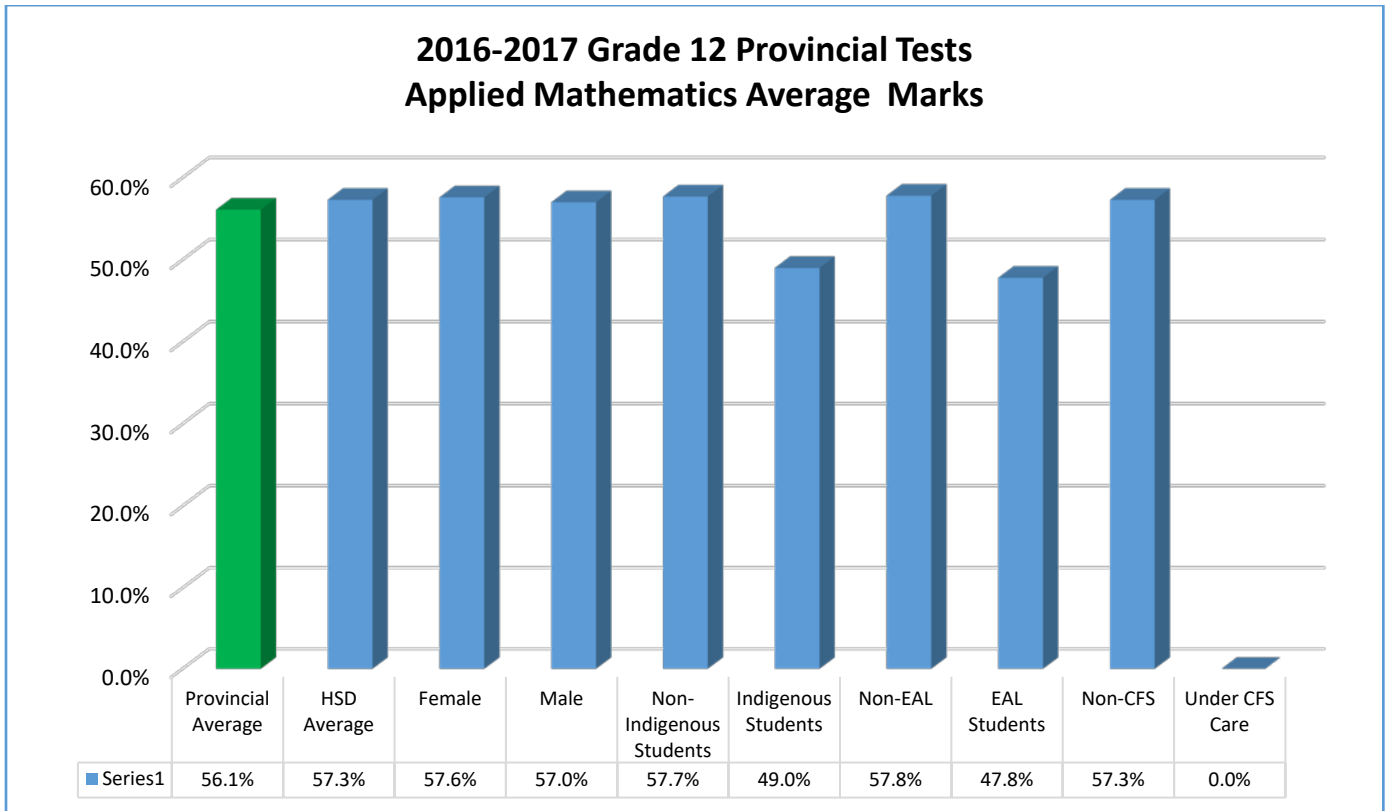
Trends

- Hanover's performance has been at, or slightly below, the provincial average for the past 3 years.
- Average marks in all student sub-categories dropped this year.

Performance Targets for 2017-18

- Increase Grade 12 Essential Math marks by 5%.

Grade 12 Provincial Tests Applied Mathematics Average Marks



Observations

- Hanover boys and girls scored above the provincial average.
- Indigenous students scored 7.1% below the provincial average.

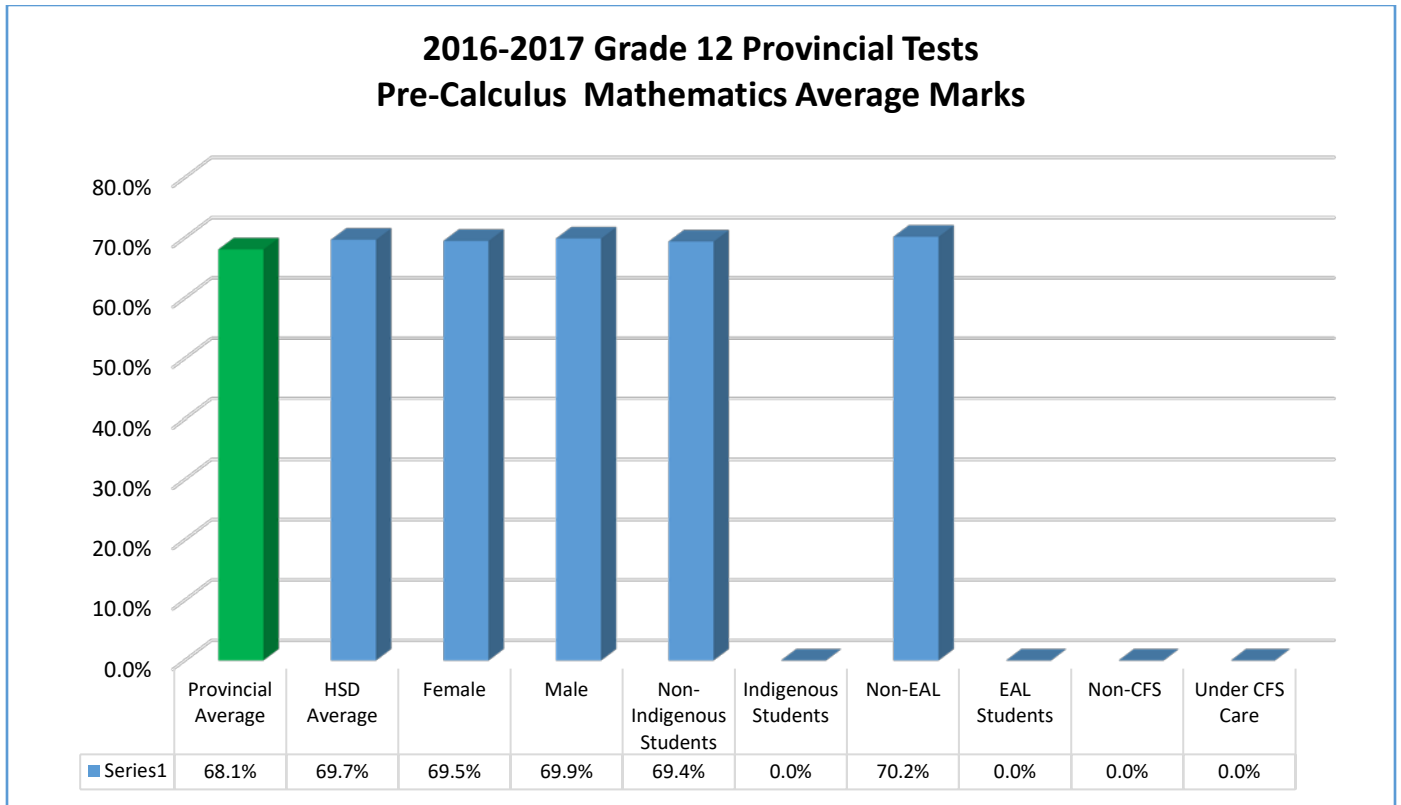
Trends

- Indigenous and EAL students performed below the provincial average.
- One-year downward movement of achievement marks in all categories by an average of 7%.

Performance Targets for 2017-18

- Increase Grade 12 Applied Math by 5% in all sub-categories.

Grade 12 Provincial Tests Pre-Calculus Mathematics Average Marks



Observations

- Divisional results are 1%-2% above provincial averages.

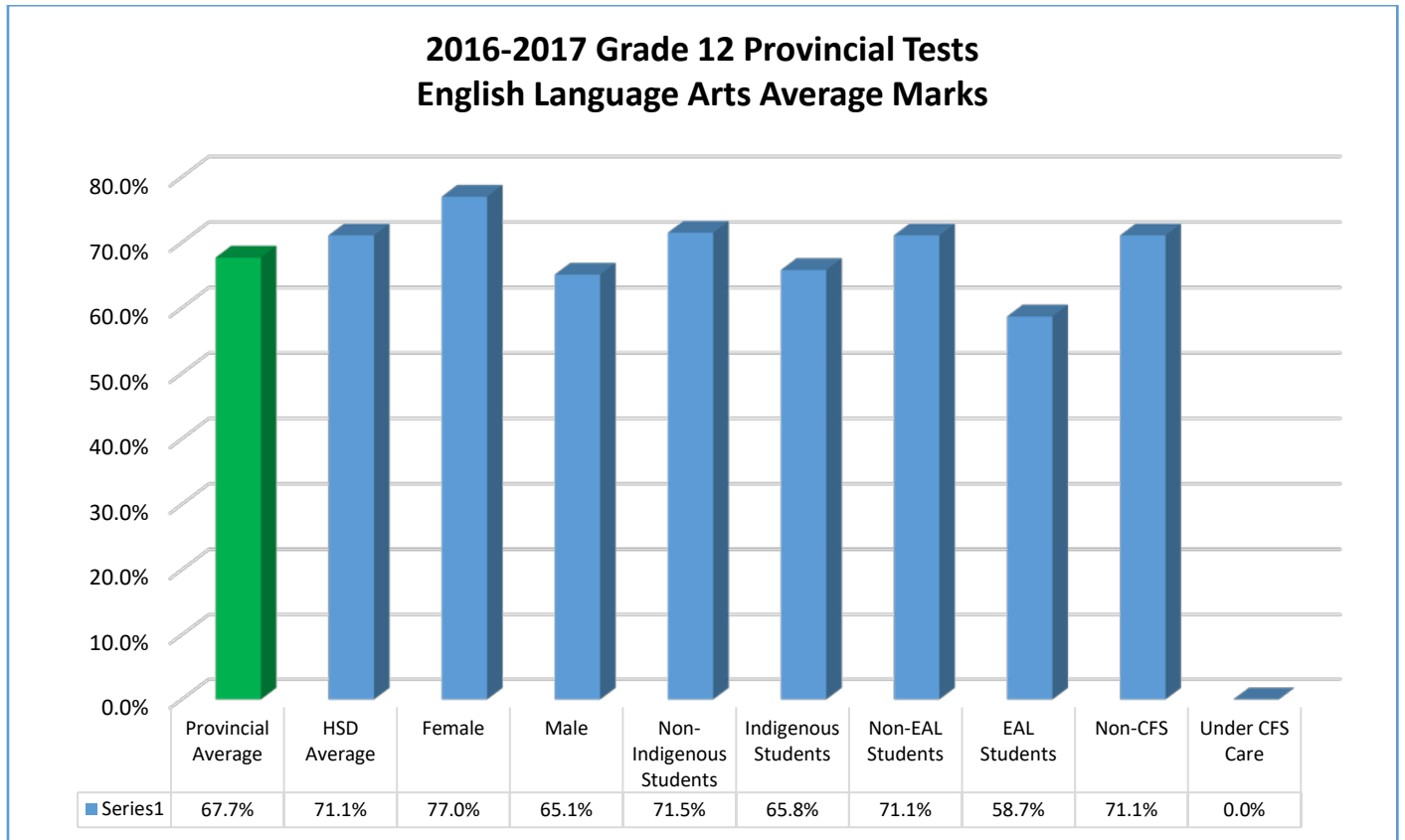
Trends

- One-year downward movement of achievement marks in all categories - looks to be a deviation from past year achievement levels.

Performance Targets for 2017-18

- Increase Grade 12 Pre-Calculus Math marks by 5% in all sub-categories.

Grade 12 Provincial Tests English Language Arts Average Marks



Observations

- Performance levels dropped this past year in each of the student categories.
- The divisional average is still higher than the provincial average, and females are outperforming males.
- Indigenous students in the division perform close to the provincial average in ELA.

Trends

- One-year performance dip, despite achievement levels still above the provincial average in most student classifications.

Performance Targets for 2017-18

- Target is to increase achievement in ELA to 10% higher than the provincial average.