

Student Performance and Achievement Trends

2020-2021 Summary of Key Findings for Numeracy

- Overall, EDI Numeracy data indicates that within the basic numeracy and interest in numeracy and memory, Kindergarten learners have remained consistent from 2016 through 2021.
- Furthermore, compared to Kindergarten children across BC, an EDI data analysis of 2019-2021 data indicates
- that SD8 Kindergarten children are less vulnerable in all areas compared to the provincial average.
- Report card numeracy results students in Grade 3 remained the same in the last two years; however, students with Indigenous ancestry declined by 6%. Students with diverse needs improved by 5%. In the primary years, a noticeable achievement gap exists with both Indigenous students and students with diverse abilities.

Grade 4

- Grade 4 report card numeracy results declined for all students. Intermediate report card numeracy results decline through the past 3 years of data. Indigenous student results have been inconsistent over the past few years. Students with diverse abilities continue to decline in report card results.
- FSA numeracy Grade 4 Indigenous students achieved 30% higher than the provincial average, and students with diverse abilities achieved 6% lower. Overall students with diverse abilities continue to lag significantly behind their peers. SD8 Grade 4 results in FSA numeracy are on par with the province for all resident students, Indigenous students, and students with diverse abilities.

Grade 7

- FSA numeracy Grade 7 Indigenous students achieved 5% lower and students with diverse abilities achieved 10% lower compared to their peers. SD8 Grade 7 results in numeracy are consistently lower compared to all resident students, Indigenous students and students with diverse abilities.

Grades 10, 11, 12

- Report Card results in math for Grade 10, 11 and 12 students reflect a slight drop over the last year, especially for students with diverse abilities. Students with Indigenous ancestry have fallen behind their peers in the last year by 10%.
- The Graduation Numeracy Assessment 10 participation rates for Indigenous students are below those of non-Indigenous students. The participation rates for students with diverse abilities must be increased. Students with diverse abilities fall consistently and significantly behind other students in achievement at the proficient level in the last several years.
- Students with Indigenous ancestry and those with diverse needs do not feel as confident as their peers in terms of their ability to get better at mathematics in the last couple of years.