

2022–23 Nova Scotia Examinations: English 10 and Mathematics 10

Provincial Results for Students of African Heritage

About the examinations

Nova Scotia teachers work with the Department of Education and Early Childhood Development to develop, score and set the expectation on these exams. The expectation is what students should know and do independently at the end of grade 10. All items and texts on the examinations are based on the Nova Scotia curriculum. Nova Scotia Assessments and Examinations provide evidence that helps:

- teachers with information to help plan instruction
- parents and guardians with information about how their child is doing in reading, writing, and/or mathematics
- the department, regions, and schools with information to help make decisions – including supports for students who are historically marginalized.

For more information about the examinations, please visit:

<https://plans.ednet.ns.ca>

About self-identification

Self-identification for ancestry or heritage is a voluntary part of the school registration process in Nova Scotia. As of November 2022, 84% of the provincial student population had some self-identification information recorded and 7% self-identified as having African heritage.

Assessment, equity and inclusive education

As noted in the Nova Scotia Inclusive Education Policy, inclusive education is a commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student.

Successful inclusive education requires a focus on equity by supporting success for students who are historically marginalized and racialized including African Nova Scotian and Mi'kmaw students. These disaggregated results enable us to examine how and what the system is doing to support student achievement and the resulting systemic impact on achievement in literacy and mathematics.

As part of the Student Success Planning process, schools use student evidence, including disaggregated data, to monitor and evaluate how students are doing and respond with appropriate, timely supports. The information from these provincial assessments and examinations should be used along with classroom assessment to help inform teaching and supports for every student.

About this report

This report shows examination performance over time for students of African heritage in Nova Scotia compared to all other students (that is, students who do not self-identify as having African heritage).

Most students who participate in the examinations receive one of four levels in each main element of the exam:

Level 1 – below the expectation

Level 2 – approaching the expectation

Level 3 – at the expectation

Level 4 – above the expectation.

Occasionally, a student participates in the exam but does not complete enough work to allow us to determine a performance level. These students receive a determination of Not Enough Evidence (NE) in the affected element instead of a level. In this report, these students count as participating, but do not count as having received a level.

The charts and corresponding tables in this report show the percentage of students of African heritage (chart lines) and all other students (chart bars) who performed at or above the examination expectation (that is, received a level 3 or level 4) in each of the main elements of the examinations:

English 10

- Reading,
- Writing - Ideas,
- Writing - Organization,
- Writing - Language Use,
- Writing - Conventions

Mathematics 10

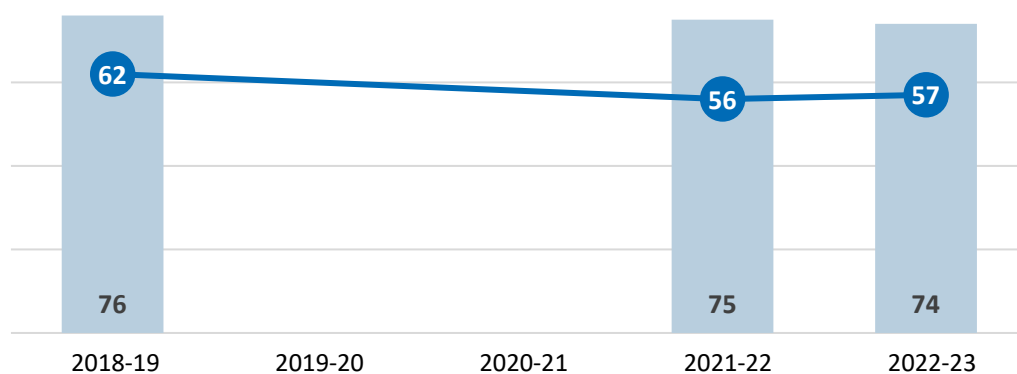
- Mathematics.

The data tables at the bottom of the Reading Performance and Mathematics Performance pages contains information about how many students participated and did not participate in the examinations.



Grade 10 Reading Performance

● Students of African heritage
 ■ All other students



| | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|-------------------------------|---------|---------|---------|---------|---------|
| Students of African heritage | # who received a level | 474 | N/A | N/A | 496 | 552 |
| | # at or above the expectation | 294 | N/A | N/A | 280 | 316 |
| | % at or above the expectation | 62% | N/A | N/A | 56% | 57% |
| All other students | # who received a level | 9347 | N/A | N/A | 7593 | 8234 |
| | # at or above the expectation | 7096 | N/A | N/A | 5705 | 6069 |
| | % at or above the expectation | 76% | N/A | N/A | 75% | 74% |
| Difference in % at or above the expectation* | | -14 | N/A | N/A | -19 | -17 |

*Students of African heritage minus all other

English 10 Participation

This table describes student participation in the examination.

Total # of students: The number of students in the course within the specified student group at the time of the examination.

Exempt - # (did not participate): Student was absent or otherwise exempted from participating in the examination.

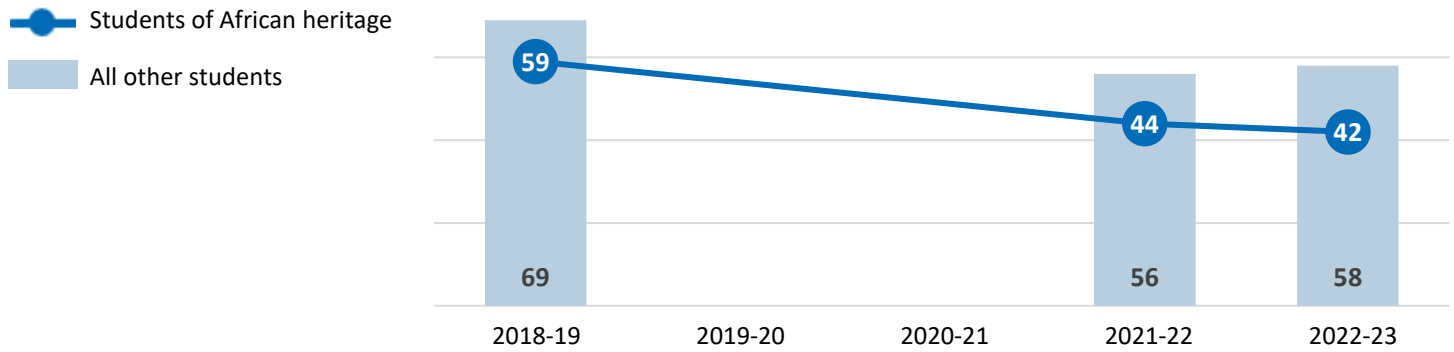
IPP - # (did not participate): The student's Program Planning Team determines whether students following an individual program plan (IPP) should participate.

Total # who participated: Total # of students minus those who did not participate.

Participation rate: Considers all students who participated in the examination, including those who did not provide enough evidence to receive a level.

| | Year | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------|----------------------------------|---------|---------|---------|---------|---------|
| Students of African heritage | Total # of students identified | 513 | N/A | N/A | 559 | 626 |
| | Exempt - # (did not participate) | 39 | N/A | N/A | 63 | 72 |
| | IPP - # (did not participate) | 0 | N/A | N/A | 0 | 0 |
| | Total # who participated | 474 | N/A | N/A | 496 | 554 |
| | Participation rate | 92% | N/A | N/A | 89% | 88% |
| All other students | Total # of students identified | 9702 | N/A | N/A | 8236 | 9097 |
| | Exempt - # (did not participate) | 355 | N/A | N/A | 643 | 832 |
| | IPP - # (did not participate) | 0 | N/A | N/A | 0 | 0 |
| | Total # who participated | 9347 | N/A | N/A | 7593 | 8265 |
| | Participation rate | 96% | N/A | N/A | 92% | 91% |

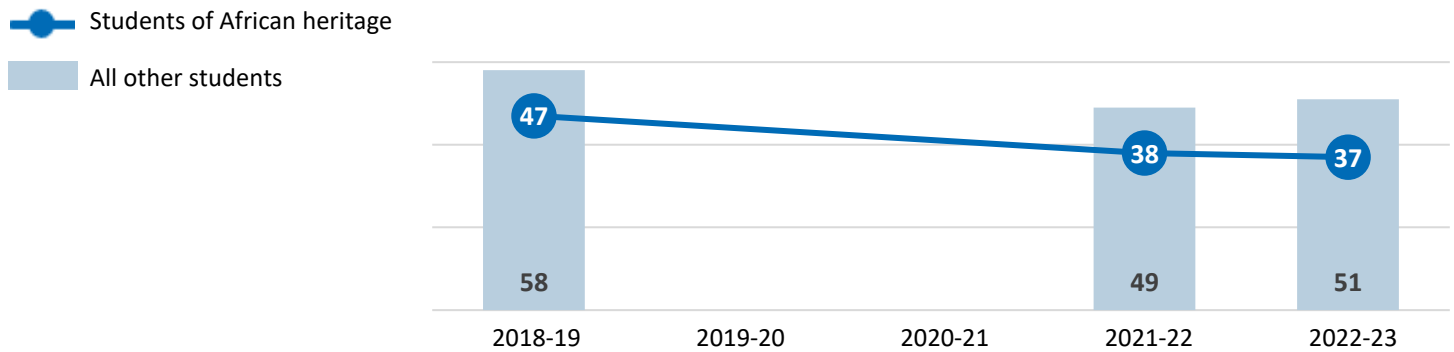
Grade 10 Writing Performance: Ideas



| | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|-------------------------------|---------|---------|---------|---------|---------|
| Students of African heritage | # who received a level | 450 | N/A | N/A | 467 | 525 |
| | # at or above the expectation | 265 | N/A | N/A | 207 | 222 |
| | % at or above the expectation | 59% | N/A | N/A | 44% | 42% |
| All other students | # who received a level | 8991 | N/A | N/A | 7286 | 7939 |
| | # at or above the expectation | 6220 | N/A | N/A | 4088 | 4614 |
| | % at or above the expectation | 69% | N/A | N/A | 56% | 58% |
| Difference in % at or above the expectation* | | -10 | N/A | N/A | -12 | -16 |

*Students of African heritage minus all other

Grade 10 Writing Performance: Organization

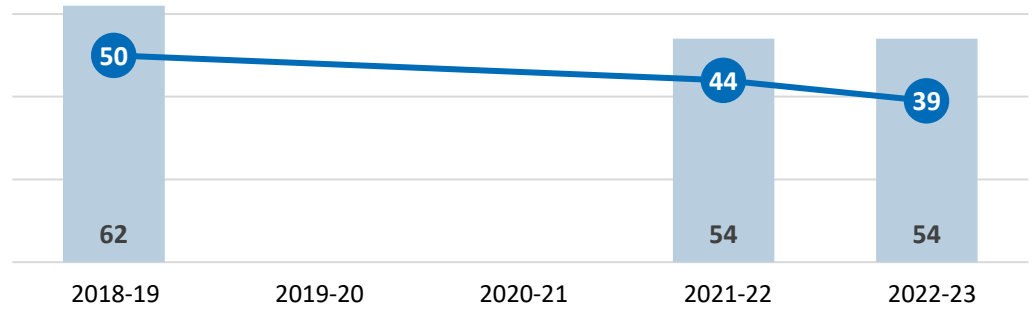


| | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|-------------------------------|---------|---------|---------|---------|---------|
| Students of African heritage | # who received a level | 450 | N/A | N/A | 467 | 525 |
| | # at or above the expectation | 211 | N/A | N/A | 176 | 196 |
| | % at or above the expectation | 47% | N/A | N/A | 38% | 37% |
| All other students | # who received a level | 8991 | N/A | N/A | 7286 | 7939 |
| | # at or above the expectation | 5254 | N/A | N/A | 3581 | 4062 |
| | % at or above the expectation | 58% | N/A | N/A | 49% | 51% |
| Difference in % at or above the expectation* | | -11 | N/A | N/A | -11 | -14 |

*Students of African heritage minus all other

Grade 10 Writing Performance: Language Use

● Students of African heritage
 ■ All other students

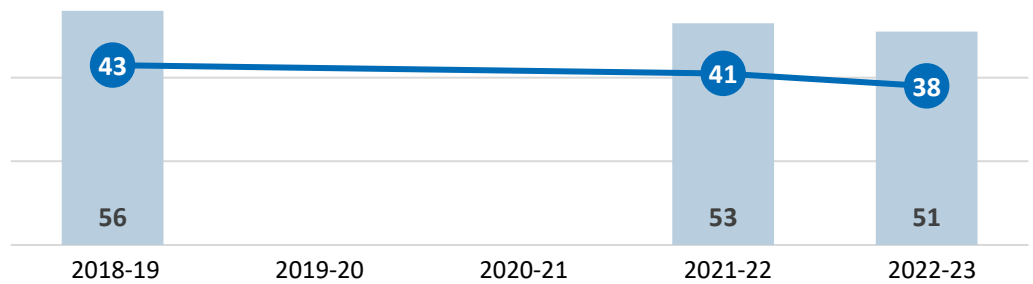


| | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|-------------------------------|---------|---------|---------|---------|---------|
| Students of African heritage | # who received a level | 450 | N/A | N/A | 467 | 525 |
| | # at or above the expectation | 224 | N/A | N/A | 205 | 206 |
| | % at or above the expectation | 50% | N/A | N/A | 44% | 39% |
| All other students | # who received a level | 8991 | N/A | N/A | 7286 | 7939 |
| | # at or above the expectation | 5550 | N/A | N/A | 3960 | 4323 |
| | % at or above the expectation | 62% | N/A | N/A | 54% | 54% |
| Difference in % at or above the expectation* | | -12 | N/A | N/A | -10 | -15 |

*Students of African heritage minus all other

Grade 10 Writing Performance: Conventions



● Students of African heritage
 ■ All other students

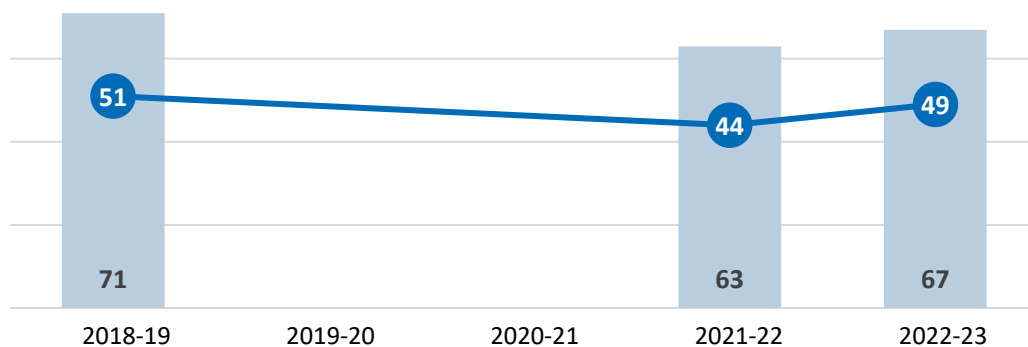


| | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|-------------------------------|---------|---------|---------|---------|---------|
| Students of African heritage | # who received a level | 445 | N/A | N/A | 460 | 518 |
| | # at or above the expectation | 190 | N/A | N/A | 189 | 198 |
| | % at or above the expectation | 43% | N/A | N/A | 41% | 38% |
| All other students | # who received a level | 8900 | N/A | N/A | 7185 | 7844 |
| | # at or above the expectation | 5007 | N/A | N/A | 3793 | 4018 |
| | % at or above the expectation | 56% | N/A | N/A | 53% | 51% |
| Difference in % at or above the expectation* | | -13 | N/A | N/A | -12 | -13 |

*Students of African heritage minus all other

Grade 10 Mathematics Performance

 Students of African heritage
 All other students



| | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--|-------------------------------|---------|---------|---------|---------|---------|
| Students of African heritage | # who received a level | 271 | N/A | N/A | 314 | 350 |
| | # at or above the expectation | 138 | N/A | N/A | 139 | 172 |
| | % at or above the expectation | 51% | N/A | N/A | 44% | 49% |
| All other students | # who received a level | 6430 | N/A | N/A | 5344 | 5696 |
| | # at or above the expectation | 4542 | N/A | N/A | 3391 | 3803 |
| | % at or above the expectation | 71% | N/A | N/A | 63% | 67% |
| Difference in % at or above the expectation* | | -20 | N/A | N/A | -19 | -18 |

*Students of African heritage minus all other

Mathematics 10 Participation

This table describes student participation in the examination.

Total # of students: The number of students in the course within the specified student group at the time of the examination.

Exempt - # (did not participate): Student was absent or otherwise exempted from participating in the examination.

IPP - # (did not participate): The student's Program Planning Team determines whether students following an individual program plan (IPP) should participate.

Total # who participated: Total # of students minus those who did not participate.

Participation rate: Considers all students who participated in the examination, including those who did not provide enough evidence to receive a level.

| | Year | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|------------------------------|----------------------------------|---------|---------|---------|---------|---------|
| Students of African heritage | Total # of students identified | 285 | N/A | N/A | 329 | 377 |
| | Exempt - # (did not participate) | 14 | N/A | N/A | 14 | 27 |
| | IPP - # (did not participate) | 0 | N/A | N/A | 0 | 0 |
| | Total # who participated | 271 | N/A | N/A | 315 | 350 |
| | Participation rate | 95% | N/A | N/A | 96% | 93% |
| All other students | Total # of students identified | 6537 | N/A | N/A | 5539 | 6062 |
| | Exempt - # (did not participate) | 107 | N/A | N/A | 183 | 361 |
| | IPP - # (did not participate) | 0 | N/A | N/A | 0 | 0 |
| | Total # who participated | 6430 | N/A | N/A | 5356 | 5701 |
| | Participation rate | 98% | N/A | N/A | 97% | 94% |