

2023–24 Nova Scotia Examinations: English 10 and Mathematics 10

Provincial Results for Students of Mi'kmaw or other Indigenous Ancestry

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 2023, 86% of the provincial student population had some self-identification information recorded and 6% self-identified as having Mi'kmaw or other Indigenous ancestry.

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 Mi'kmaw or other Indigenous ancestry in Nova Scotia compared to all other students (that is, students who do not self-identify as having Mi'kmaw or other Indigenous ancestry).

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 Mi'kmaw or other Indigenous ancestry (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

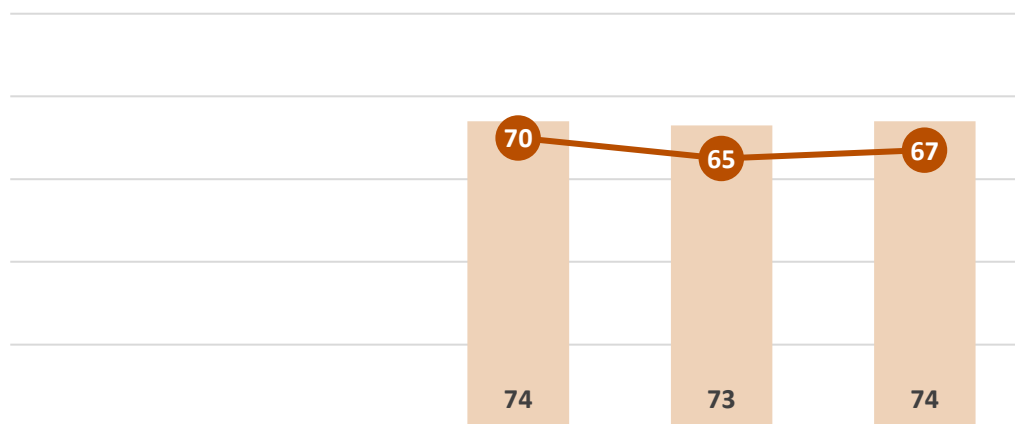
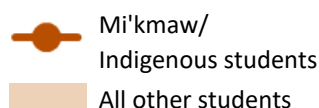
Mathematics 10

- 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



		2019-20	2020-21	2021-22	2022-23	2023-24
Mi'kmaw/ Indigenous students	# who received a level	N/A	N/A	479	564	623
	# at or above the expectation	N/A	N/A	337	368	417
	% at or above the expectation	N/A	N/A	70%	65%	67%
All other students	# who received a level	N/A	N/A	7610	8222	8957
	# at or above the expectation	N/A	N/A	5648	6017	6643
	% at or above the expectation	N/A	N/A	74%	73%	74%
Difference in % at or above the expectation*		N/A	N/A	-4	-8	-7

*Mi'kmaw/Indigenous 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.

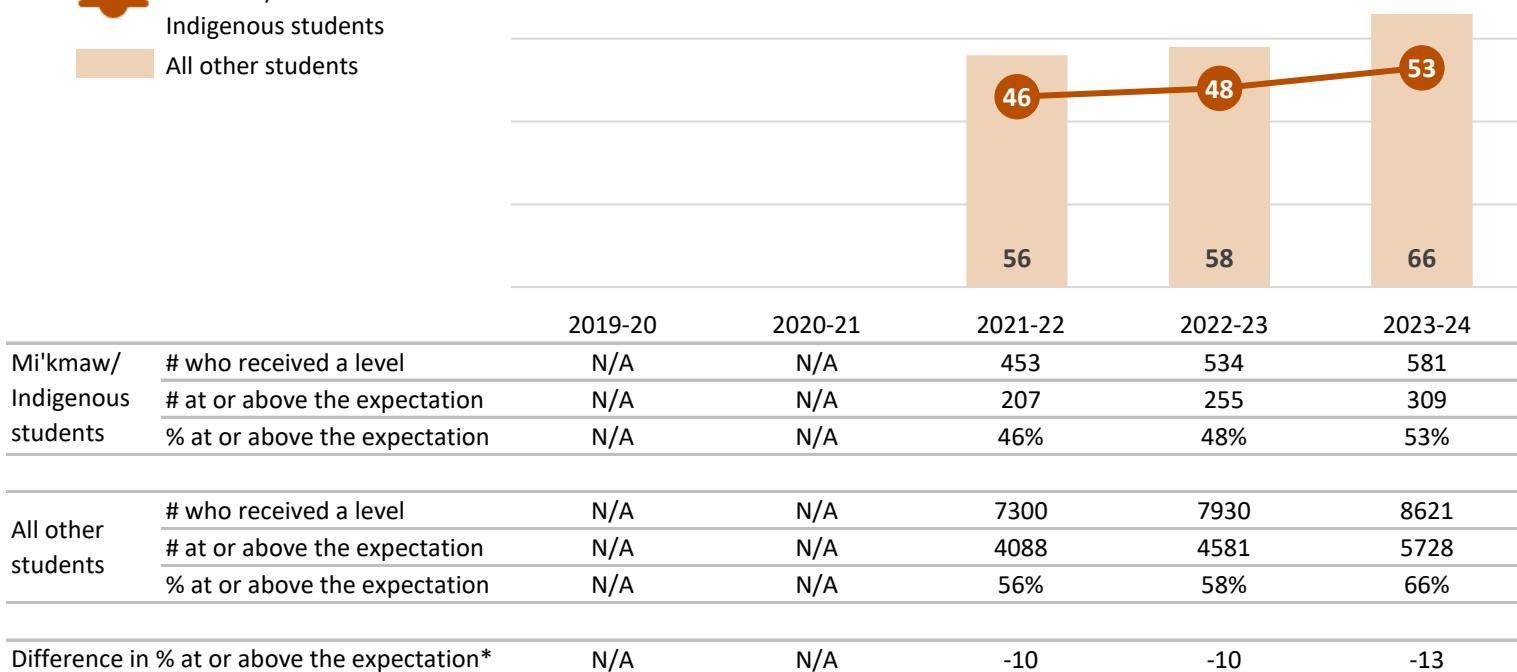
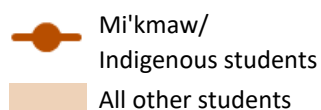
IPP - # (did not participate): The student's Program Planning Team determines whether students following an individual program plan (IPP) should participate.

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.

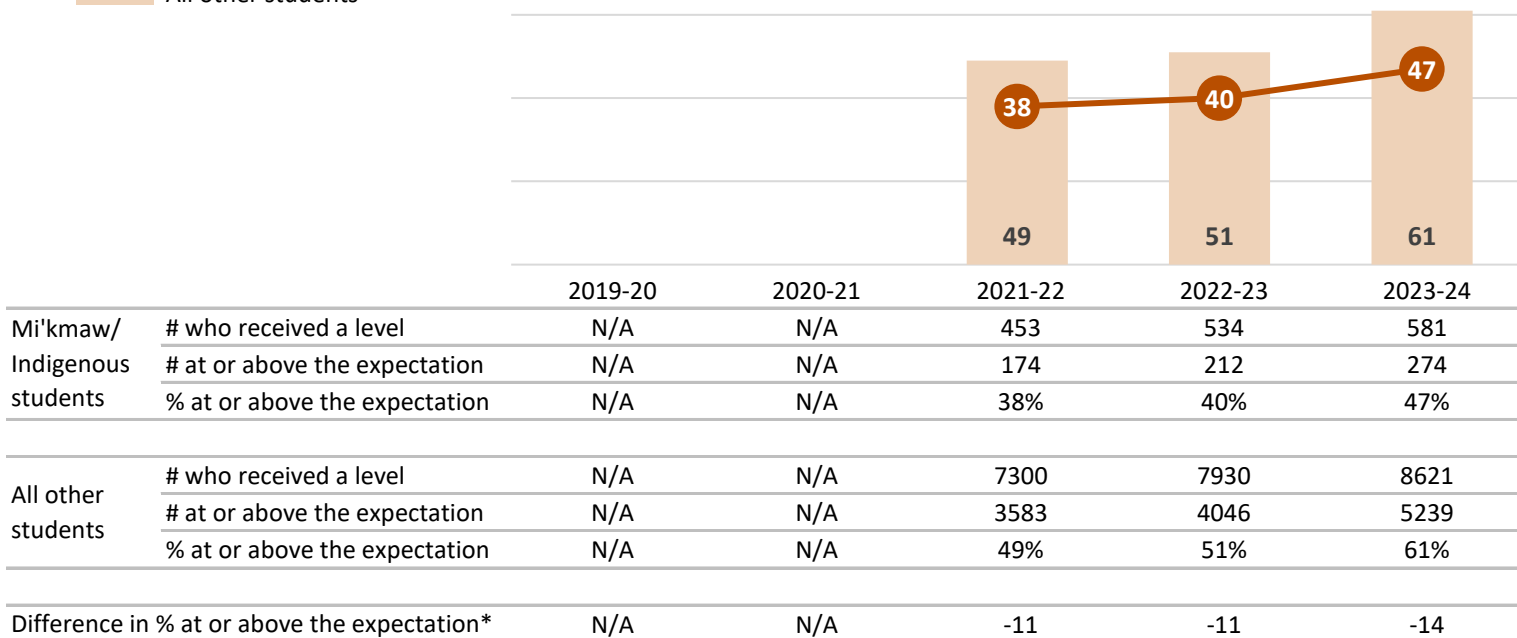
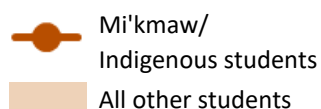
	Year	2019-20	2020-21	2021-22	2022-23	2023-24
Mi'kmaw/ Indigenous students	Total # of students identified	N/A	N/A	568	658	684
	Exempt - # (did not participate)	N/A	N/A	89	88	61
	IPP - # (did not participate)	N/A	N/A	0	0	0
	Total # who participated	N/A	N/A	479	570	623
	Participation rate	N/A	N/A	84%	87%	91%
All other students	Total # of students identified	N/A	N/A	8227	9065	9467
	Exempt - # (did not participate)	N/A	N/A	617	816	507
	IPP - # (did not participate)	N/A	N/A	0	0	0
	Total # who participated	N/A	N/A	7610	8249	8960
	Participation rate	N/A	N/A	93%	91%	95%

Grade 10 Writing Performance: Ideas



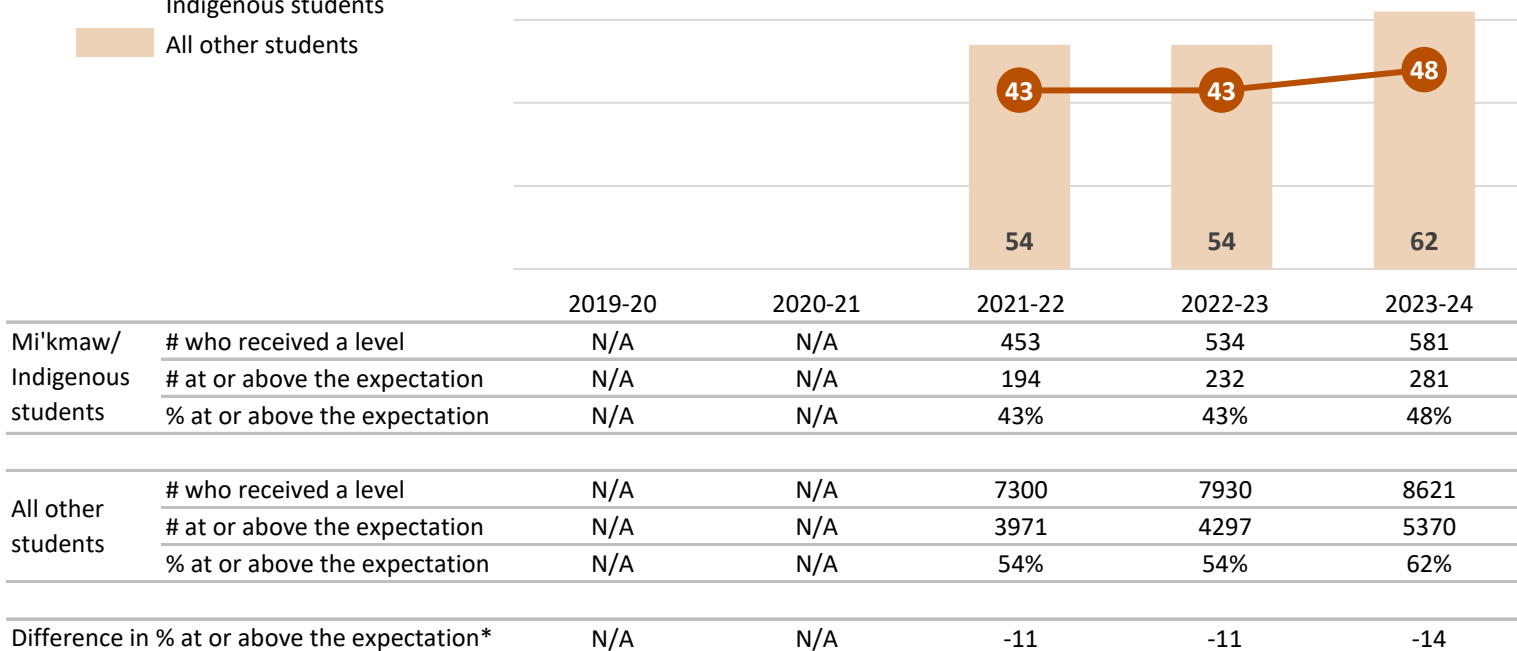
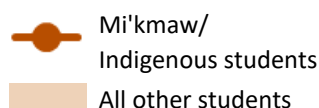
*Mi'kmaw/Indigenous minus all other

Grade 10 Writing Performance: Organization



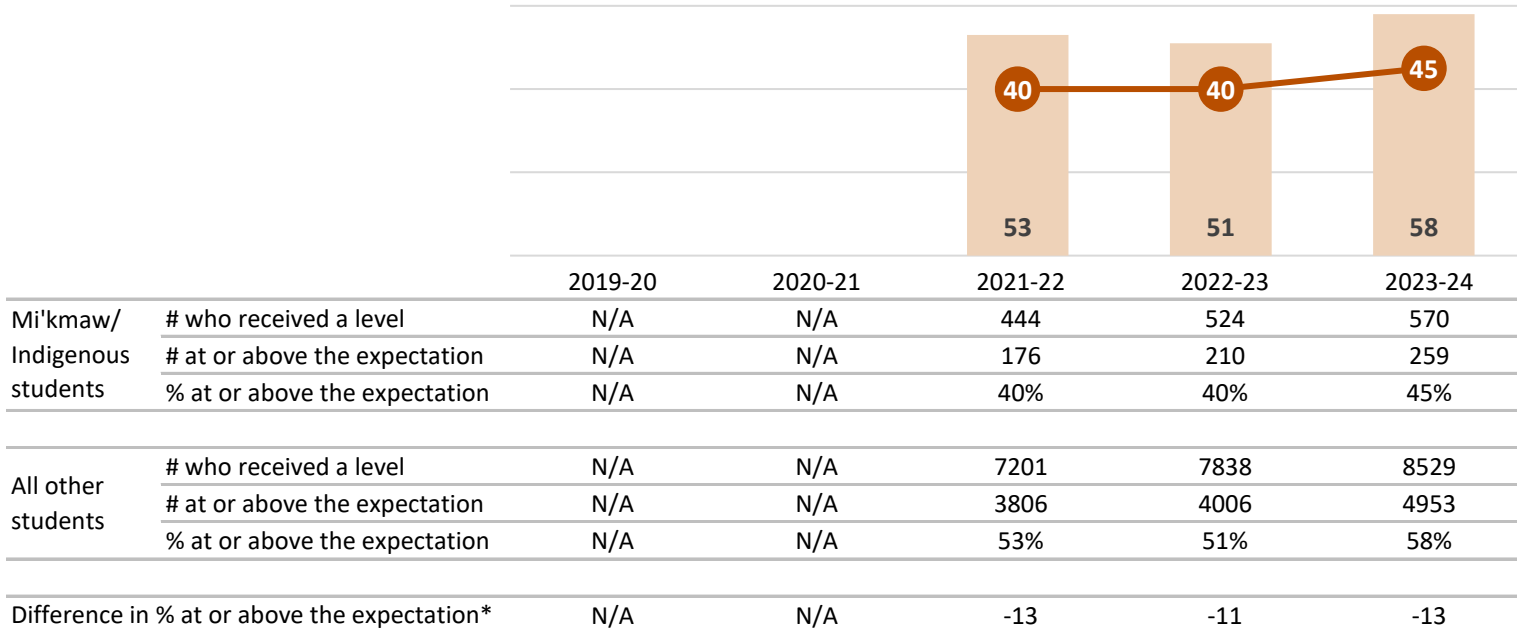
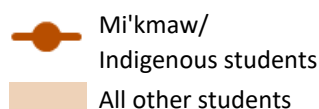
*Mi'kmaw/Indigenous minus all other

Grade 10 Writing Performance: Language Use



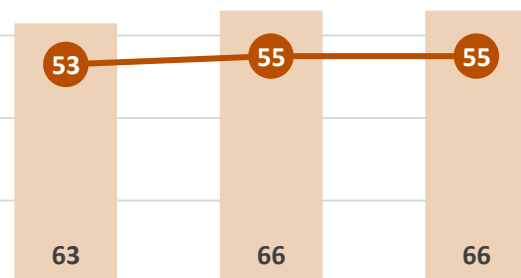
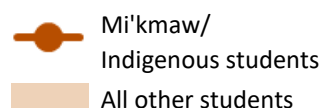
*Mi'kmaw/Indigenous minus all other

Grade 10 Writing Performance: Conventions



*Mi'kmaw/Indigenous minus all other

Grade 10 Mathematics Performance



		2019-20	2020-21	2021-22	2022-23	2023-24
Mi'kmaw/ Indigenous students	# who received a level	N/A	N/A	264	342	351
	# at or above the expectation	N/A	N/A	141	188	194
	% at or above the expectation	N/A	N/A	53%	55%	55%
All other students	# who received a level	N/A	N/A	5394	5704	6463
	# at or above the expectation	N/A	N/A	3389	3788	4293
	% at or above the expectation	N/A	N/A	63%	66%	66%
Difference in % at or above the expectation*		N/A	N/A	-10	-11	-11

*Mi'kmaw/Indigenous 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	2019-20	2020-21	2021-22	2022-23	2023-24
Mi'kmaw/ Indigenous students	Total # of students identified	N/A	N/A	282	366	366
	Exempt - # (did not participate)	N/A	N/A	17	24	15
	IPP - # (did not participate)	N/A	N/A	0	0	0
	Total # who participated	N/A	N/A	265	342	351
	Participation rate	N/A	N/A	94%	93%	96%
All other students	Total # of students identified	N/A	N/A	5586	6073	6661
	Exempt - # (did not participate)	N/A	N/A	180	364	192
	IPP - # (did not participate)	N/A	N/A	0	0	0
	Total # who participated	N/A	N/A	5406	5709	6469
	Participation rate	N/A	N/A	97%	94%	97%