

# PLAY & LEARN SUMMER CAMP 2018



## TABLE OF CONTENTS

INTRODUCTION .....	2
GOALS.....	3
OBJECTIVES .....	3
DEMOGRAPHICS .....	4
STAFF.....	5
THE NUMERACY PROGRAM .....	6
DAILY INTERVENTIONS.....	6
THE LITERACY PROGRAM .....	7
SMALL GROUP INTERVENTION.....	7
LARGE GROUP ACTIVITIES.....	7
"FREE-TIME" ACTIVITIES.....	8
THE PHYSICAL LITERACY PROGRAM .....	8
ABORIGINAL CONTENT.....	9
EDUCATION OUTSIDE THE CLASSROOM (EOTC) .....	9
SEAPARC & FOREST FRIDAYS .....	10
BEACON HILL PARK & IMAX.....	10
BUTTERFLY GARDENS & CENTENNIAL PARK .....	10
WITTY'S LAGOON.....	11
GOLDSTREAM PROVINCIAL PARK & PLAYZONE .....	11
FOOD .....	11
INITIAL ASSESSMENT RESULTS .....	12
THE NUMERACY ASSESSMENT.....	12
LITERACY ASSESSMENT .....	13
PHYSICAL LITERACY ASSESSMENT .....	13
FINAL ASSESSMENTS .....	13
NUMERACY ASSESSMENT .....	13
LITERACY ASSESSMENT .....	13
PHYSICAL LITERACY ASSESSMENT .....	14
RECOMMENDATIONS AND SUGGESTIONS.....	14

## INTRODUCTION

Now in its eighth year, this summer program aims to provide a rich play-based learning environment for four weeks, immersing children in literacy and numeracy activities designed to foster their existing academic skills, and to improve their self-confidence and enjoyment in these subject areas.

This year, the program was funded by the EMCS Society, Pacific Institute for the Mathematical Sciences, the Rotary Club of Sooke, Excellence in Literacy Foundation, Decoda Literacy Solutions, Sooke Harbourside Lions, Edith Lando Charitable Foundation, HRSDC, as well as donations from the Cathy's Corner Cafe, Andy's 2 for 1 Pizza, and School District No. 62 (Sooke). These funders made it possible to offer the camp to families at no charge.

Candidates best suited to the camp were children six to nine years of age from low income families, Aboriginal, and who had been identified by their school as not yet meeting expectations in Literacy and/or Numeracy. All children were referred by the school principal and/or School Based Team. Four schools participated: Saseenos Elementary, Sooke Elementary, L'Ecole Poirier Elementary and John Muir Elementary. There were a total of twenty-four children who attended the camp.

Three coordinators facilitated the camp, leading Literacy, Recreation, and Numeracy. The camp coordinators met prior to the beginning of the camp to discuss schedules, field trips, and expectations for the camp and children.

The 2018 camp again took place at Sooke Elementary School, which is a terrific site with classrooms that allowed flexibility for learning. Everything at the school is properly sized for this age group, and we have now been at this location for four years. The children are a lot more comfortable and confident when in this setting. They enjoyed the two playgrounds, the fields, and the gym. It is also centrally located for parents, providing a more physically and financially accessible location than previous years. Sooke Elementary is also within walking distance of SEAPARC Leisure Complex, where the campers swam every Friday afternoon.

Another focus of the camp is the physical literacy component. Just like the A-B-C's of reading and writing, physical literacy for this age group focuses on A-agility, B-balance, and C-control. Physical activity has always been an important part of the Play & Learn Summer Camp, and with the importance of physical literacy becoming more understood in the general population, assessing and improving the campers' abilities in this area is an important aspect of the camp.

## GOALS

The goals of the camp were:

1. To involve participants in literacy and numeracy activities that enhance their present levels of academic functioning and avoid summer learning fall-off.
2. To involve participants in sport and recreation activities designed to enhance their present levels of physical literacy.
3. To develop self-confidence and enjoyment in all aspects of literacy through play-based learning.



## OBJECTIVES

The goals of the camp were accomplished by:

1. Integrating Aboriginal content and ways of knowing into all the components of the program.
2. Minimizing barriers to participation by having the camp be at no charge and by including lunches and snacks.
3. Involving parents and/or guardians in the child's learning.
4. Increasing opportunities for positive social interactions with peers and adults.

## DEMOGRAPHICS

There were a total of 25 children registered, and 24 children attended the camp. The grade listed below indicates the level the child was in this past school year. There were 7 children who were of Aboriginal descent and 11 children who were from low income families.

Female	Male	Aboriginal	Low Income	Grade One	Grade Two	Grade Three
9	15	7	11	9	11	4

Attendance continues to be of paramount importance, as it is difficult to provide meaningful assessments if a child misses five or more days. Some families had extenuating circumstances that affected attendance but overall attendance was good, and only five of the children missed 5 days or more, and over 25% had perfect attendance with another over 25% with minimal absences (one or two). Four weeks is a long time to commit to a full-time summer program and the demographic served tends to have difficulties with attendance in regular school as well. Many of the parents gave feedback, however, that while it was difficult at times to get their child to attend regular school, that their children were eager and excited to come to camp each day. The students and parents alike “bought into” the camp and it showed!



## STAFF

A Numeracy Coordinator, Literacy Coordinator, Recreation Coordinator, one Literacy and two Recreation Camp Assistants (youth mentors) ran the camp this year.

### COORDINATORS

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Numeracy Coordinator: Bronwyn has a background in inquiry and teaching English Language Learners. She spent the last year teaching Kindergarten in the mornings at Ruth King Elementary and Grade 1/2 in the afternoons at Lakewood Elementary. In September she is excited to be teaching Grade 4 at John Muir. This is Bronwyn's second year with the Play and Learn Camp.

Literacy Coordinator: - Marion has a background in the arts, a passion for teaching and is especially drawn to literacy skills development. She has been employed in SD62 since 2015 and worked for the past year as a fulltime Grade 2/3 teacher at Sooke Elementary. In the fall, she will be teaching a First Peoples Principals of Learning class, incorporating land-based, experiential learning practices. Marion believes in the power of storytelling, nature-based methods of learning, and using inquiry to inspire and explore fundamental concepts. This is Marion's second year with the Play and Learn Camp.

Recreation Coordinator: - Rhys has a background in music and teaches music at Sooke Elementary. He started the running club there and they have done 2 5k races and a 10k race annually. Rhys worked with Chris Wright from the Pacific Institute for Sport Excellence during camp. This is Rhys' second year with the Play and Learn Camp.

### CAMP ASSISTANTS – YOUTH MENTORS

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Summer Camp Leader: Alison Sudlow is going into her second year of a Bachelor of Science in Nursing and is passionate about school and sports—especially hockey and softball! This is Alison's third year working at the camp and she has also gained experience for this position through hours of babysitting around her local community. Alison has interests in childcare and is hoping to be a pediatric nurse in the future.

Summer Camp Assistant: Nicole Oyler is going into her second year of a Bachelor of Arts and Social Sciences at Dalhousie University. She is passionate about sports and school and has gained experience from many years of volunteering as a soccer coach within her community. In the future Nicole aims to be an elementary school teacher.

Summer Camp Assistant: Arran Wass-Little is currently in his second year at United World College Red Cross Nordic in Norway where he will complete his International Baccalaureate Diploma. With extensive summer camp experience, he hopes to continue working and helping people in his community, wherever in the world that community is.



## THE NUMERACY PROGRAM

The numeracy objective was to support struggling learners in a fun and engaging way that provided daily experiences to develop and encourage number sense. The Coordinators wanted each child to develop a stronger understanding of number operations and relationships while simultaneously having fun. The assessment tool was used to get a profile of the child's number sense, plan intervention strategies, and implement a program to maintain and improve the child's understanding of math skills and concepts. To help address the diversity of learners, the program provided manipulatives, leveled tasks, flexible completion times, a low ratio of staff to child support, and various methods of curriculum delivery (small groups, one to one conferencing etc.)

## DAILY INTERVENTIONS

Small groups of 5-7 allowed for engaging numeracy interventions. These included the following:

Subitizing: This routine served as a warm-up. It involves whole-group participation, with each person saying a number using ten-frames as quickly as they could. Groups were timed and encouraged to beat their "best time."

Activities/Lessons: Subitizing and quick images work, counting and skip counting, addition and subtraction strategies.

Daily Games: Dice, domino, and card games were used to promote the activities/lessons worked on that day in a fun and engaging environment. The activities varied from individual, partner, and whole group participation.

## THE LITERACY PROGRAM

The literacy portion of the camp created opportunities for small group interventions, large group activities, and "free-time" activities to support literacy development and enrichment. The Coordinators created a "language rich" environment for the children, where they could develop confidence in reading, writing, and communicating.

### SMALL GROUP INTERVENTION

Each of the four groups met and explored literacy concepts four times per week during the second, third, and fourth weeks of camp. Within the groups, the children read out loud and participated in literacy related games and activities. The Literacy Coordinator adapted each group to best meet the children's abilities and needs, and to reflect the week's theme. During the first and fourth week of camp, the Literacy Coordinator worked with each child 1:1 to provide a higher level of individualized instruction and assessment.

**Leveled Readers** – Children spent time reading with a focus on specific strategies such as decoding, punctuation, summarizing, fluency and expression.

**Phonemic/Phonological Awareness** – Children played games that focused on building words and manipulating letter sounds.

**Sight Word Activities** – Each group used a variety of games to help retain sight words based on the Dolch word list. Words were chosen for each group based on reading ability.

### LARGE GROUP ACTIVITIES

**Carpet time** – Carpet time was conducted every day during the camp. Led by the group leaders, the circle time promoted good listening skills, oral language development, turn taking and appropriate methods of group communication. Names were drawn each morning and afternoon for a "Camper of the Day" activity. This child was interviewed by Mr. Turtle, a puppet with a personality, and their answers were recorded by the teacher to create a profile to go into their scrapbooks.

**Story time** - Story time occurred almost every day (exceptions were field trip days). The time devoted to story time was about 10-15 minutes after the lunch time break. The stories were selected to connect with a variety of themes running throughout the camp and represented a variety of genres including non-fiction, historical and science based writing as well as a selection of fiction texts.

**Writing time** – 1-2 times per week children participated in a 30 minute writing activity. One of the coordinators took pictures of the children during activities (field trips, swimming or during a large group activity) thus allowing children to write about something meaningful. The children watched a slideshow of their field trip as a group, brainstormed sentence starters and words of interest. They then used this to reflect on their favourite/memorable parts of field trips. These pages were then compiled and bound into a scrapbook/memory album for children to take home at the conclusion of the camp.

**Art/Music** – Campers participated in at least one group art activity per week, with emphasis on creative expression. The leaders tried to tie the art activities to literacy based activities as much as possible,



basing the projects on stories, the alphabet, and story-telling (puppetry). They created art related to the themes as well. The children also participated in music activities—exploring drumming with the First Nations leader, and playing other instruments and singing with the leaders and helpers in the camp.

### "FREE-TIME" AND FLEX ACTIVITIES

“Free-time” activities took place at the beginning of each day while children arrived during the 8:45-9:00am drop-off window and for those that finished eating early, after snacks and lunch. These included: playing games like “Suspend”, colouring and drawing, building using Lego, coloured stackers, imaginative play using plastic animals and creating paper crafts. Furthermore, the children participated in some literacy-based science (e.g. making slime and ethnobotany.)

### THE PHYSICAL LITERACY PROGRAM

Each child participated in a small group period of academic work and a period of recreation in the morning, and a whole group recreation period and academic period in the afternoon.

During the camp, the children were involved in fun recreational activities that emphasized all the components of fitness. It was the Physical Literacy Coordinator’s aim to develop each child’s health and fitness needs while also developing self-confidence and self-esteem. The Pacific Institute for Sport Excellence (PISE) at Camosun College assisted the camp by training camp staff in PLAYbasic physical literacy assessment tools. Specifically, the intention was to foster a love for physical activity while increasing fitness, coordination, motor skill development, and interpersonal skills such as respect, cooperation, sportsmanship, teamwork, and fair play.

The format involved combining two groups for recreational activities in the morning, while the other two groups remained with the other coordinators for the literacy and numeracy work. Later in the morning, after snack time, the other two groups were combined as well. Activities tended to focus on fitness (aerobic endurance, speed and agility), body awareness, and coordination (hopping, skipping, jumping, dribbling, throwing, catching, and striking skills).

A typical camp day could also include a whole group physical literacy lesson in the afternoon. The large group lesson lent itself more to game type activities, of which various tag games were a favourite. These focused on speed, agility, and spatial awareness. Competitive style games were also coordinated during this time. The competitive element generally lifted the intensity of the children, which resulted in greater improvement of each child’s components of fitness. Other activities during these times included mantracker, dodge ball, basketball, soccer, and community walks.

Social skills such as respect, cooperation, teamwork and fair play were highly emphasized during the camp. At times, these concepts were taught and discussed prior to a physical activity and at all times, these themes were running in the background. If there was a need or opportunity to discuss something like cooperation or fair play, we sat down to have a discussion, taking advantage of the emergent learning moment.

## ABORIGINAL CONTENT

The Play and Learn Camp incorporated Aboriginal culture, language, and ways of knowing throughout the camp. The coordinators created an inclusive environment where all children could see themselves and their culture reflected in the resources that were available.



The camp had an Elder of the T'Sou-ke Nation attend and lead workshops for small groups of children throughout the camp

. Shirley Alphonse led storytelling, a nature indigenous plants walk, SENĆOŦEN language work, and drumming with the children. She also provided each child with a traditional smudging, as well as accompanying the camp on our field trip to Butterfly Gardens.

## EDUCATION OUTSIDE THE CLASSROOM (EOTC)

EOTC adventures are an important part of the camp and each week, the children would go on a different adventure. This included Beacon Hill Park & IMAX, Witty's Lagoon, Goldstream Park & PlayZone, and Butterfly Gardens & Centennial Park. These outings required transportation on a school bus. Coloured t-shirts were used to help identify the group. In addition to these weekly field trips, the children enjoyed a weekly trip to SEAPARC Leisure Complex.



## SEAPARC & FOREST FRIDAYS



Forest Fridays were a brand new initiative for 2018 and it proved to be very popular with campers. Groups rotated between forest-based learning activities in numeracy, literacy and physical literacy. Campers working on their physical literacy had a choice of playing structured games in the forest or of golfing at the nearby DeMamie Creek Golf Course. On the golf course, students played one or two holes and practiced putting and driving, as well as learning basic golf etiquette.

Our Friday afternoon trip to SEAPARC was a highlight of the camp. General swimming began at 1:00 and at 2:25, children met in the hot tub for a group meeting to close the week. Pickup at SEAPARC by parents/caregivers was at 2:45.



## BEACON HILL PARK & IMAX



Our trip to Beacon Hill Park was a very successful day and the children enjoyed themselves immensely. The group began the day at the IMAX and watched *Pandas* before walking to the playground at Beacon Hill Park. Children ate lunch and played and then it was off to the petting zoo where the children took their time looking around at the animals. A donation of \$50 was paid for entry. After everyone had visited the animals, they walked over to play in the spray park for about half an hour before it was time to return to Sooke.

## BUTTERFLY GARDENS & CENTENNIAL PARK

A new addition to the Play and Learn Camp was going to Butterfly Gardens. This field trip tied in well with our week long unit on insects. Elder Shirley Alphonse accompanied us on our tour. From the Butterfly Gardens, the group traveled by bus to Centennial Park where the campers enjoyed a hot dog lunch and played until it was time to return.



## WITTY'S LAGOON

Planning ahead of time was essential for a trip to Witty's Lagoon. Ideally the group arrives at low tide so the children have time to explore the beach. From the parking lot it is a 20 minute walk with some moderately difficult sections. Appropriate footwear and packs that are not too heavy were recommended for the children. At the beach, children enjoyed wading through the water and sifting through the sand and rocks. They found lots of sea creatures and built sand structures.



## GOLDSTREAM PROVINCIAL PARK & PLAYZONE



The trip to Goldstream Park began with a guided walk accompanied by one of the park naturalists. This was a very worthwhile activity as the children explored areas of the park on their way to the Freeman King Nature House. A highlight for the children was seeing the Niagara Creek waterfall. Our interpretive program was about the different animals of Goldstream. We ended the morning with a hot dog barbecue in the day use area. From there it was a short bus trip to PlayZone. This was another highlight for many of the children.

## FOOD

Children were provided with two daily snacks and a lunch, which was provided at no charge to the families. The snacks were prepared on-site and usually consisted of a choice of fruit and/or vegetable and additional items such as cheese and crackers, yogurt, muffins, and granola bars. Lunch was catered and delivered to the camp by the Cathy's Corner Cafe three days a week and primarily featured buns, cold cuts and fresh fruit. Once a week, pizza was generously provided by Sooke 2-for-1 Pizza, courtesy of Andy Carrier. There was only one day per week when children were required to provide a bagged lunch from home for field trips, except for on the field trips when we brought a mini BBQ and served hot dogs and juice boxes.

## INITIAL ASSESSMENT RESULTS

Each Coordinator conducted an assessment on the camp participants at the beginning and end of camp to track the results of the 4-week literacy and numeracy intervention. The first portion of this report reviews the initial test results. The children's performances during assessments gave direction to the planning of the camp and to the creation of four learning groups.

## THE NUMERACY ASSESSMENT

Children were assessed using the First Steps in Math assessment tool. The purpose of this tool is to determine a child's present level of numerical functioning. It included tasks such as counting, subitizing, adding, subtracting, partitioning numbers, and problem solving. Each child's tasks are based upon the requirements for their grade level as shown below.

Initial testing showed an average of 67% in numeracy, with the lowest at 47% and the highest at 86%.

### GRADE ONE ASSESSMENT

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This initial testing instrument was used to understand possible strengths and weaknesses in the following areas:

- Subitizing - to see how many are in a collection just by looking and also thinking of it in parts
- Principles of counting (matching, order of numbers, one to one correspondence)
- Skip counting

### GRADE TWO ASSESSMENT

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This assessment includes the Grade 1, as well as, the Grade 2 outcomes.

This assessment looked at the following areas:

- Making equivalent sets
- Partitioning
- Pattern of numbers
- Addition and subtraction strategies

### GRADE THREE ASSESSMENT

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The Grade 3 assessment looked at the following areas:

- Subitizing - to see how many are in a collection just by looking and also thinking of it in parts
- Principles of counting
- Skip counting
- Making 10
- Partitioning numbers into part-part-whole
- Addition and subtraction strategies

## LITERACY ASSESSMENT

Two assessments were required to ascertain literacy levels. The first assessment was the Excellence in Literacy Assessment (ELF). This tested letter name and sound correspondence, phonemic awareness, rhyming, and other literacy basics. They were also assessed using the PM Benchmark leveled readers, which assesses instructional reading levels.

The children's average initial testing showed a skill level of 45.9% for students participating in the Excellence in Literacy Assessment (ELF). The scores ranged from 9.5%-69.6%. As such, most children scored in the Promise Level, according to ELF. The PM Benchmark leveled readers assessment ranged from level 1-19 readers. We had largely diverse learning groups.

## PHYSICAL LITERACY ASSESSMENT

Children ages 6 to 9 years are in the fundamental movement development stage of their lives. The Sport for Life Society's PLAYbasic assessment tool was used as a basis to measure each child's physical literacy competencies at the beginning and end of camp. The assessment is built to test four basic skills: run there and back; hop; overhand throw; kick a ball; and balance walk (toe-to-heel) backward.

Initial test results indicated average levels of physical literacy. Kicking a ball (40%) and overhand throwing (51%) were, on average, the group's lowest tested skills. The highest tested skills were running there and back (61%), hopping (54%), and walking backwards (54%).

## FINAL ASSESSMENTS

Children were assessed during the last week of the camp utilizing the same assessment tools as the initial assessment.

## NUMERACY ASSESSMENT

Overall, the results show a progression in skills in all of the tested children. That average numeracy score at the end of camp was raised to 79% from the initial testing of 67% (12% increase).

Children that were absent for more than 1 week of camp were not retested and therefore their final assessment is not available. This is indicated as 'N/A' within the results chart. There was no written work in the numeracy component of this camp assessment. All the children were tested orally and the activities were primarily oral in nature.

## LITERACY ASSESSMENT

During the course of the Play and Learn Camp, all children tested improved their reading abilities. With the initial assessment indicating several different levels, we developed several learning groups and focused the literacy program on phonemic awareness, decoding, and fluency. After the final assessment, the average score on the ELF assessment raised to 74%, with a range of 20.5-96.9%.

The average percentage increase was +27.9. Some children were able to move from the Promise to Achievement level.

Of those who were tested by the PM Benchmark, most increased their skills by one reading level, or showed an increased abilities at their current level. The levels ranged from 2-20.

## PHYSICAL LITERACY ASSESSMENT

The results of the final assessment indicated an overall average growth of 13% in levels of physical literacy. The lowest growth areas were running there and back (+6%), walking backwards (+6%), and hopping (+6%). Overhand throwing (+19%), scored mid-range for growth. The largest area of skill development occurred with kicking a ball (+33%).

## RECOMMENDATIONS AND SUGGESTIONS

The following recommendations were made at a post-camp debriefing meeting:

- 1) Sooke Elementary should continue to host the camp whenever possible. It was a perfect site as it is located in a central location, easily accessible by parents/caregivers to pick up and drop off the children. The facilities are also the right size for the children, compared to past locations like Edward Milne Community School where the facilities are sized for teenagers.
- 2) Continue Forest Fridays with swimming trips to SEAPARC and pizza on Fridays. It was a real hit with the campers and something to look forward to at the end of the week.
- 3) The Coordinators continue to benefit from a 3<sup>rd</sup> youth helper with an interest in literacy. This provides additional support for reading groups, allows Coordinators to have prep time or short breaks, and enables the camp to have an extra set of hands on field trip days.
- 4) Continued careful selection of children for the camp by principals and school based teams is essential. They also noted that the age of the campers should remain ages 6-9, within grades 1, 2, and 3. It is recommended that the children vetted for the program should continue to not include children with designations, as well as school-phobic or children with bolting tendencies, for safety and management purposes.
- 5) Weekly emails were sent to the parents that included photos, highlights of the week, and reminders for the following week. This proved to be an effective way of communicating with and involving the parents. The parent information meeting held during the first week of camp provides parents with the opportunity to ask questions, get to know the staff, and become acquainted with the goals of the camp.

APPENDIX A: NUMERACY ASSESSMENT

Child	Grade	First Steps in Math Pre-test	First Steps in Math Post-test	+/-
A	3	84	95	+ 11
B	1	81	N/A	N/A
C	1	N/A	N/A	N/A
D	2	67	72	+ 5
E	1	83	88	+ 5
F	3	60	73	+ 13
G	1	55	78	+ 23
H	2	78	N/A	N/A
I	2	75	92	+ 17
J	2	68	78	+ 10
K	1	50	62	+ 12
L	2	86	89	+ 3
M	1	61	73	+ 12
N	1	53	67	+ 13
O	3	64	83	+ 19
P	2	62	73	+ 11
Q	2	61	79	+ 18
R	2	47	60	+ 13
S	2	75	N/A	N/A
T	2	78	81	+ 3
U	1	59	81	+ 22
V	1	72	83	+ 11
W	2	54	N/A	N/A
X	3	67	87	+ 20



APPENDIX B: LITERACY ASSESSMENT

	Grade	ELF Pre-test (%)	ELF Post-test (%)	Change (%)	PM Benchmark Pre-test Reading level	PM Benchmark Post-test Reading level
A	3	69.6	82.6	+13	16	18
B	1	26.1	ABSENT	N/A	6	/
C	1	ABSENT				
D	2	57.6	80.4	+22.8	18	19
E	1	50	80.4	+30.4	11	12
F	3	48.5	82.6	+34.1	9	11
G	1	30.4	73.9	+43.5	7	9
H	2	29	ABSENT	N/A	15	ABSENT
I	2	63	82.6	+19.6	19	20
J	2	62	80.4	+18.4	9	11
K	1	17.4	53.3	+35.9	1	2
L	2	52.1	81.5	+29.4	9	10
M	1	56.5	75	+18.5	6	7
N	1	9.5	20.5	+11	1	2
O	3	20	80.4	+60.4	7	8
P	2	43.5	59.8	+16.3	2	3
Q	2	56.5	80.4	+23.9	17	18
R	2	28.3	63	+34.7	1	1
S	2	54.3	ABSENT	N/A	8	ABSENT
T	2	56.5	85.9	+26.1	17	19
U	1	52.2	78.3	+26.1	9	10
V	1	56.5	81.5	+25	6	7
W	2	60	ABSENT	N/A	4	ABSENT
X	3	56.5	82.6	+26.1	13 (92%)	13 (94.5%)

APPENDIX C: PHYSICAL LITERACY ASSESSMENT

	Test	1. Run there and back	2. Hop	3. Overhand throw	4. Kick ball	5. Balance walk (toe-to-heel) backward	Change
A	Pre test	79	76	78	53	57	1%
	Post test	76	68	85	56	63	
B	Absent						
C	Absent						
D	Pre test	69	58	63	53	55	31%
	Post test	65	79	81	81	85	
E	Pre test	57	46	53	47	53	-2%
	Post test	59	47	52	54	40	
F	Pre test	72	52	61	60	58	14%
	Post test	81	67	71	67	59	
G	Absent						
H	Absent						
I	Pre-test	61	63	51	46	71	2%
	Post test	61	67	60	46	64	
J	Pre test	73	68	65	46	68	12%
	Post test	69	71	78	72	67	
K	Pre test	79	35	40	38	55	-6%
	Post test	77	12	55	39	48	
L	Pre test	63	46	40	35	61	35%
	Post test	67	64	67	59	75	
M	Pre test	40	46	38	16	34	65%
	Post test	59	65	62	47	54	
N	Absent						
O	Absent						
P	Absent						
Q	Pre test	61	62	57	29	48	19%
	Post test	66	61	63	57	59	
R	Absent						
S	Pre test	8	22	29	27	31	88%
	Post test	48	47	53	35	37	
T	Absent						
U	Pre test	65	58	-9%	40	57	-5%
	Post test	56	52	39	48	56	
V	Pre test	66	64	54	42	46	-4%
	Post test	60	54	57	46	45	
W	Pre test	58	52	40	40	60	9%
	Post test	60	53	57	48	55	
X	Absent						
Y	Pre test	61	60	56	35	62	
	Post test	61	48	33	51	57	



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LITERACY SOLUTIONS

