

# Manitoba Child Health Atlas 2004

July 2004



**Manitoba Centre for Health Policy**  
Department of Community Health Sciences  
Faculty of Medicine, University of Manitoba

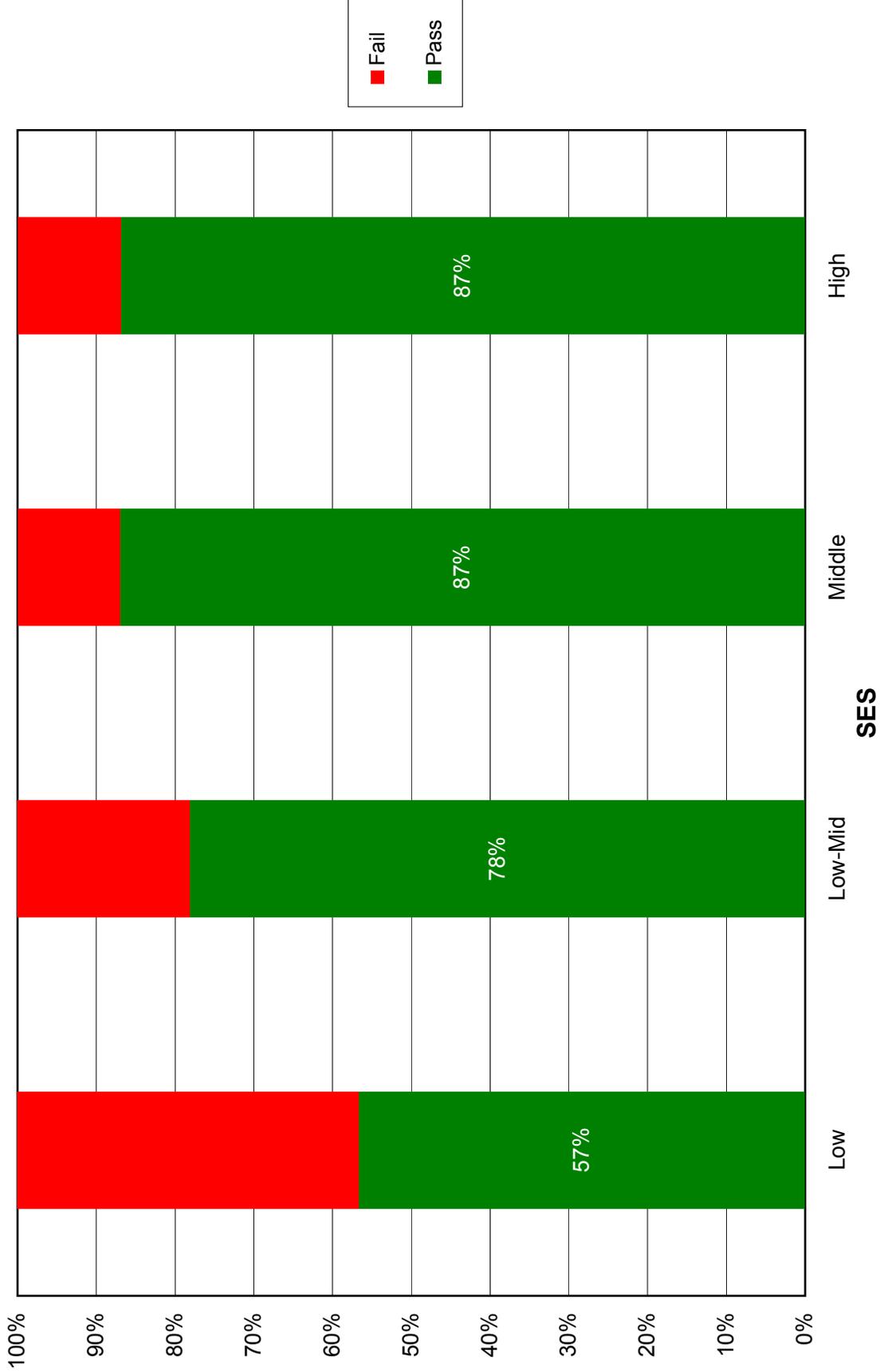
The entire report is available on this WWW site:  
[http://www.umanitoba.ca/centres/mchp/reports/child\\_inequalities](http://www.umanitoba.ca/centres/mchp/reports/child_inequalities)

## Education Indicators: S4 Standards Exam by Non-Winnipeg SES Group

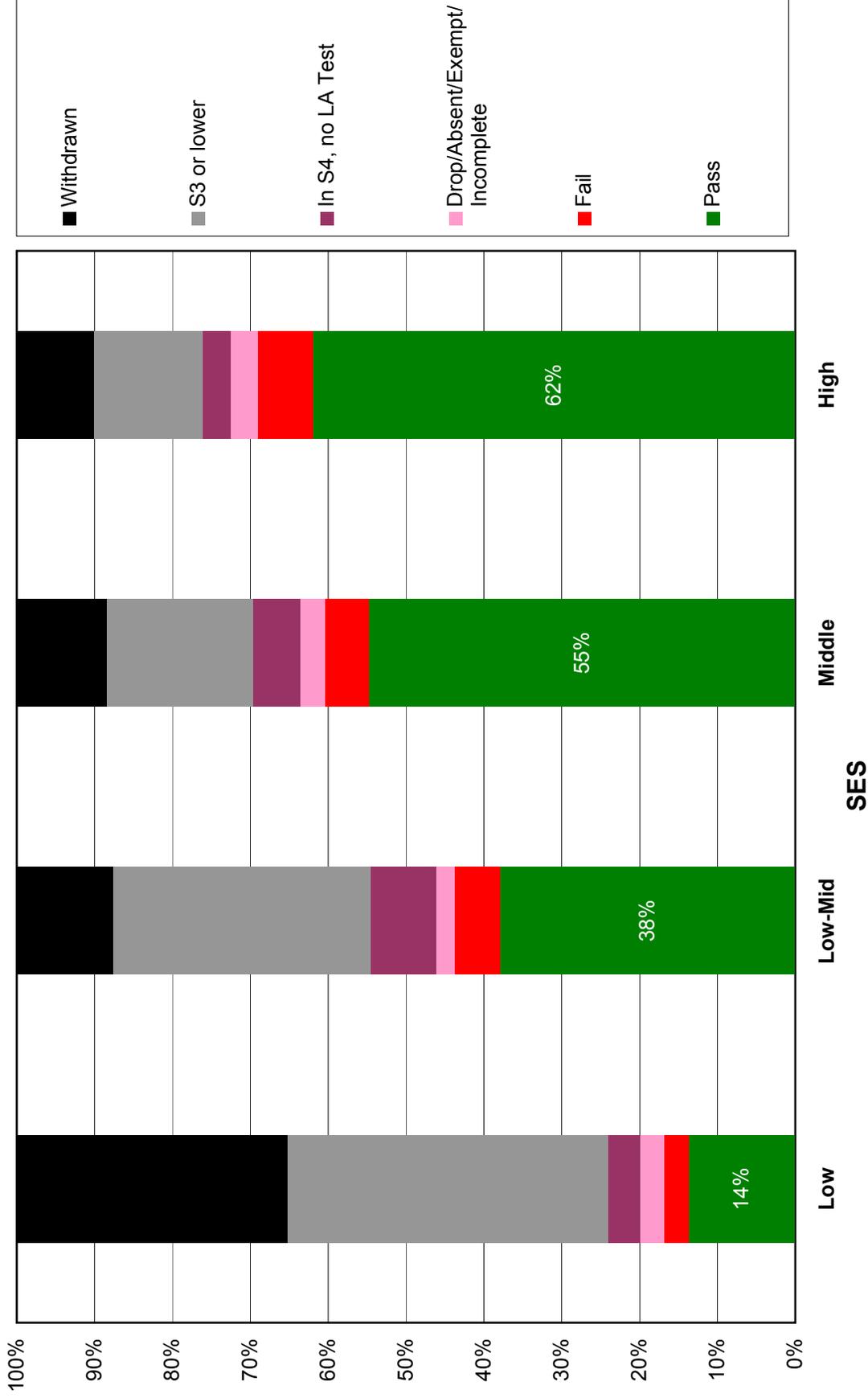
The first graph presented here (Graph - Left Side) reflects what the schools see when they review the performance of students taking the standards tests: 87% of students who live in the High SES areas passed, along with 57% of those from Low SES areas. But these numbers do not tell the whole story—they just report results for those who are in school, in Grade 12, and writing the standards tests. The larger question is: What happens when we focus on who should have been writing the standards test at that time? This very different story is told by the second graph (Graph - Right Side). To develop this graph we first identified all children who were born in Manitoba in 1984, who remained in Manitoba until 2001/02 (84%), and who should have been writing the Grade 12 exam in the 2001/02 school year. The second graph shows that in fact only 14% of the youths who lived in the Low SES areas and who should have been writing the standards test that year actually wrote and passed the standards test. The pass rate was over four times higher for students in the High SES group (62%). A very large proportion of the students from the Low SES areas (41%) were behind at least one year (in Grade 11 (S3) or lower), and almost 35% had withdrawn from school (not enrolled in school for at least 2 years). In other words, for all four SES groups, if students were in Grade 12 and wrote the test—the majority passed. But many of the kids from Low SES areas had not yet made it to Grade 12, and almost two in five were not in school at all. Note that an estimated number of students expected to be enrolled in band-operated schools were removed from the analysis.<sup>1</sup>

<sup>1</sup>Some students in the 18 year cohort were enrolled in a band operated school in 2001/02. Enrollment data for band-operated schools is only partially reported to the provincial Education Information System (EIS). Students in band-operated schools and not in EIS enrollment data would be misclassified as withdrawn, so an estimated number of students expected to be enrolled in band-operated schools were removed from the analysis.

**Right Side of Graph: Grade 12 (S4) Language Arts Standards Test Performance by Non-Winnipeg SES Group, 18 year olds who should have written, 2001/02**



**Right Side of Graph: Grade 12 (S4) Language Arts Standards Test Performance by Non-Winnipeg SES Group, 18 year olds who should have written<sup>1</sup>, 2001/02**



<sup>1</sup>An estimated number of students expected to be enrolled in band-operated schools were removed from the total number of students in each SES group.

These definitions can be found in the Child Health Atlas Glossary:  
[http://www.umanitoba.ca/centres/mchp/reports/child\\_inequalities/glossary.shtml](http://www.umanitoba.ca/centres/mchp/reports/child_inequalities/glossary.shtml)

[Standards Tests](#)

[Socioeconomic Status \(SES\)](#)