

PLAY & LEARN SUMMER CAMP 2019



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" AND FLEX ACTIVITIES.....	8
THE PHYSICAL LITERACY PROGRAM	8
ABORIGINAL CONTENT.....	9
EDUCATION OUTSIDE THE CLASSROOM (EOTC)	9
SEAPARC & FOREST FRIDAYS.....	10
ROBERT BATEMAN CENTRE, BEACON HILL PARK & IMAX.....	10
WITTY'S LAGOON	11
GOLDSTREAM PROVINCIAL PARK & PLAYZONE.....	11
B.C. FOREST DISCOVERY CENTRE.....	12
FOOD	12
INITIAL ASSESSMENT RESULTS.....	12
THE NUMERACY ASSESSMENT.....	12
LITERACY ASSESSMENT	13
FINAL ASSESSMENTS	13
NUMERACY ASSESSMENT.....	13
LITERACY ASSESSMENT	13
RECOMMENDATIONS AND SUGGESTIONS.....	14
APPENDIX A: LITERACY ASSESMENT / APPENDIX B: NUMERACY ASSESSMENT & DONORS	15 - 17

INTRODUCTION

Now in its ninth year, this summer program provides 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 Region Literacy Task Group, Sooke Harbourside Lions, 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 2019 camp again took place at Sooke Elementary School, which is the perfect 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 five 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 focusses 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

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.
5. Providing positive literacy and numeracy experiences through focused, small group interventions with high adult to children ratios.

DEMOGRAPHICS

There were a total of 25 children registered, and all 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 12 children who were from low income families.

Female	Male	Aboriginal	Low Income	Grade One	Grade Two	Grade Three
10	15	7	12	9	10	6

Attendance continues to be of paramount importance, as it is difficult to provide meaningful assessments if a child misses five or more days. Thankfully, attendance was excellent this year. Nine students had perfect attendance while the most an individual student missed was three days. 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!

One mother wrote:

It has been amazing to see just how engaged and happy ___ was since the very beginning of the camp. ___ eagerly woke up each and every morning to attend camp, and upon dismissal, came home with so many wonderful stories about what ___ had learned, about ___ teachers and friends. I have seen a big improvement in ___ writing and also a huge difference on ___ level of enthusiasm about reading! This is amazing, and I thank you from the bottom of my heart. Many of ___ journal entries at home have been regarding the program's field trips and activities.



STAFF

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

COORDINATORS

Numeracy Coordinator: Alison has a background in special education, and is passionate about supporting students in their journey to become successful readers and mathematicians. She has spent the last several years teaching grades 3 and 4 at Sooke Elementary School. In September she is excited to continue teaching in this role. This is Alison's first 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 outdoor education and literacy skills development. She has been employed in SD62 since 2015, and worked for the past two years as a fulltime teacher at Sooke Elementary in a First Peoples Principals of Learning class. 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 third 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 two 5k races and a 10k race annually. Rhys worked with Chris Wright from the Pacific Institute for Sport Excellence during camp. This is Rhys' third year with the Play and Learn Camp.

CAMP ASSISTANTS – YOUTH MENTORS

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: Alyssa Lloyd is going into the third year of her Bachelor of Education degree at the University of Victoria. She is passionate about teaching, and has gained experience over the last few years volunteering in classrooms across Sooke and Victoria. After completing her degree, Alyssa plans to continue on and complete her Masters in Education in the hope of becoming a school principal one day.

Summer Camp Assistant: Elayna Stewart is currently going into grade 12 at Edward Milne Community School, with hopes of becoming a school counsellor. She plans to continue working and helping people in her 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 6 children allowed for engaging numeracy interventions.

Areas of Focus: Matching/correspondence, subitizing, partitioning, number sequence, number formation, skip counting, and basic facts to 20.

Routines: Each intervention began with a warm-up of subitizing, partitioning, counting or skip counting. The warm-up was followed with instruction on one of our areas of focus and games to reinforce the lesson allowing leaders to provide immediate feedback on the topic learned.

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. Participants then explained to the group or a partner how they saw the number.

Partitioning: This routine served as a warm-up. The group was shown a larger number and to quickly identify it, they were required to partition into smaller easily identified quantities. Each participant then shared with the group or a partner how they partitioned and determined the larger quantity.

Counting: Students completed counts of several collections, and were taught the principles of counting. They also completed daily warm-ups of counting in the round to reinforce number sequence forwards and backwards by 1's, 2's, 5's and 10's.

Number Formation: For those that required support in this area, they were shown proper number formation, taught a mnemonic and played several games to reinforce this concept while receiving immediate corrective feedback by working in small groups.

Daily Games: The concepts of number sequence, counting and basic facts to 20 (addition and subtraction strategies) were reinforced through a variety of activities. Many of these included dice, power of ten cards, calculators and manipulatives to reinforce these concepts in a positive and engaging way. Some games were played in small groups while others were completed with a partner.



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 and third 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 focussed 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 camp assistants 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 20 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 – Children participated in a 30 minute writing activity once a week. 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 these 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 Elder, 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 8:45-9:00 a.m drop-off window, and for those that finished eating early, after snacks and lunch. These included: 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. 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, SENĆOTEN 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 the Great Bear Rainforest IMAX.



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 the B.C. Forest Discovery Centre. These outings required transportation on a school bus. Camp 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, and trips to the local forest.

SEAPARC & FOREST FRIDAYS



Forest Fridays proved to be very popular with campers again this year. 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 2:20, children met in the hot tub for a group meeting to close the week. Pickup at SEAPARC by parents/caregivers was at 2:45 p.m.

ROBERT BATEMAN CENTRE, 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 with a visit to the Robert Bateman Centre where they explored the many pieces of wildlife art from around Canada. Next the group walked to the IMAX and watched *The Great Bear Rainforest* 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.



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 and log 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 learned about the history of Goldstream Park and learned about many of the local plants and animals. Our interpretive program allowed the campers to explore a variety of skulls and features of animals found around Goldstream Park. A highlight for the children was seeing these skulls and using bones to create our own animal creatures! 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.

B.C. FOREST DISCOVERY CENTRE



Our trip to the BC Forest Discovery Centre started with some free time for exploration. The coordinators and youth mentors took small groups to areas of interest at the museum before we caught the 11:00 train to the lower part of the discovery centre grounds. For many students this train ride was the highlight of their summer camp experience. From there we did more exploring and playing as we looked at the old logging and railway equipment. We returned for lunch to the concession stand and then enjoyed a short stint at the spray park in Duncan before heading home.

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 intent behind the assessments for each coordinator was to not only ascertain where the child was at academically, but also to discover how they learn best, and what barriers they might have. Our hunch was that confidence and self-perception played a key role for many of the learners.

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 matching/correspondence, subitizing, partitioning, number formation, number sequence, skip counting, applied problems and basic facts to 20.

Quantifying these results, children showed an average of 72% in numeracy on their initial assessment, with the lowest at 46% and the highest at 90%.

LITERACY ASSESSMENT

Three 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. The Fountas & Pinnel Where-To-Start Word List Assessment had 5 levels: Beginner – Level 4, each scored out of 20. Finally the PM Benchmark leveled readers, we used to assess instructional reading levels.

The children's average initial testing showed a skill level of 79.3% for students participating in the Excellence in Literacy Assessment (ELF). The scores ranged from 61.5% - 89.6%. As such, most children scored in the Promise Level, according to ELF. The PM Benchmark leveled readers assessment ranged from level 1-30 readers. We had largely diverse learning groups, but through building community and creating hands-on learning experience, that was targeted to their abilities and sensibilities, we were hoping to be able to help each child make gains.

FINAL ASSESSMENTS

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

NUMERACY ASSESSMENT

All students demonstrated improved confidence and growth in their numeracy development. The final numeracy assessments show an average score of 82, an increase of 10% from the initial assessment with a range of 59 – 97%. The greatest areas of improvement being in the area of basic facts to twenty and the principles of counting.

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 focussed the literacy program on phonemic awareness, confidence, decoding, and fluency. After the final assessment, the average score on the ELF assessment raised to 89.6%, with a range of 73.1 - 100%. The average percentage increase was +10.6. Some children were able to move from the Promise to Achievement level. All students increased their abilities on the Fountas & Pinnel Where-To-Start Word List Assessment, either scoring higher in their initial level, or advancing 2 levels in some cases.

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 2-30. Anecdotally, each child approached the assessment with a tangible increase in tenacity and confidence.

RECOMMENDATIONS AND SUGGESTIONS

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

- 1) Sooke Elementary should continue to host the camp. 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 3rd 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) Continue the weekly emails that were sent to the parents and 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.
- 6) Assessments should be conducted by one consistent person, either a coordinator or assistant, to avoid any discrepancy in the subjective nature of some aspects of said assessments. Review of this should be discussed further for the 2020 summer camp.

APPENDIX A: NUMERACY ASSESSMENT

CHILD	GRADE	FIRST STEPS IN MATH PRE-TEST (%)	FIRST STEPS IN MATH POST- TEST (%)	+ / -
A	1	57	64	+7
B	2	69	87	+18
C	3	81	87	+6
D	2	90	98	+8
E	2	82	92	+10
F	1	46	62	+16
G	3	79	97	+18
H	1	65	77	+12
I	3	85	95	+10
J	1	71	91	+20
K	2	81	93	+12
L	3	71	75	+4
M	2	53	59	+6
N	2	75	73	-2
O	3	79	87	+6
P	2	87	95	+8
Q	1	54	64	+10
R	2	88	83	-5
S	2	76	83	+7
T	1	67	70	+3
U	2	83	97	+14
V	2	76	96	+20
W	3	79	90	+11
X	1	54	81	+27
Y	1	59	59	0

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	1	61.5	73.1	+11.56	2	5
B	2	68.3	86.5	+18.2	4	8
C	3	84.6	85.6	+1.0	30 (94%)	30 (98%)
D	2	78.8	89.4	+10.6	23	25
E	2	86.5	92.3	+5.8	19	21
F	1	66.3	75	+8.7	2	3
G	3	93.3	98.1	+4.7	23	25
H	1	79.8	88.5	+8.7	4	6
I	3	79.8	92.3	+12.5	19	20
J	1	88.4	94.2	+5.8	7	11
K	2	82.7	96.2	+13.5	12	14
L	3	92.3	100	+7.7	11	13
M	2	71.1	81.7	+10.6	2	3
N	2	88.5	94.2	+5.7	13	19
O	3	72.1	86.51	+14.2	3	4
P	2	83.7	94.2	+16.3	7	8
Q	1	75	80.8	+5.8	1	3
R	1	74	93.26	+19.2	11	12
S	2	84.6	99	+14.4	28	30
T	1	74	88.5	+14.5	11	16
U	2	91.3	99	+7.7	13	15
V	2	87.5	99	+11.5	30 (96%)	30 (98%)
W	3	84.6	94.2	+9.6	7	11
X	1	87.5	97.1	+9.6	19	20
Y	1	45.2	61.5	+16.3	1	2



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