

NEWS release

September 19, 2007

FOR IMMEDIATE RELEASE

Peel board EQAO scores slip from previous year

Overall trend shows major improvement over past five years

EQAO scores in the Peel District School Board slipped in elementary, after making significant increases last year, but the five-year trend still shows substantial improvement. Overall results for the grade 9 math assessment have remained consistent.

“These results are unexpected, given the intense focus of entire school system on improving literacy and numeracy skills,” says Jim Grieve, director of education. “However, we know that year-to-year comparisons can be misleading—it’s important to look at the overall trends. Our students have made impressive gains over the past five years, and that’s thanks to the hard work of our staff.”

Overall, this is how grade 3 students performed:

	levels 2, 3, 4			levels 3, 4		
	2006-07 Peel	2006-07 province	2005-06 Peel	2006-07 Peel	2006-07 province	2005-06 Peel
reading	87%	87%	89%	60%	62%	65%
writing	96%	94%	96%	67%	64%	70%
math	94%	93%	94%	67%	69%	72%

Overall, this is how grade 6 students performed:

	levels 2, 3, 4			levels 3, 4		
	2006-07 Peel	2006-07 province	2005-06 Peel	2006-07 Peel	2006-07 province	2005-06 Peel
reading	88%	88%	89%	64%	64%	64%
writing	95%	94%	95%	64%	61%	64%
math	90%	89%	90%	58%	59%	62%

Overall, this is how grade 9 students on the math assessment:

	levels 2, 3, 4			levels 3, 4		
	2006-07 Peel	2006-07 province	2005-06 Peel	2006-07 Peel	2006-07 province	2005-06 Peel
applied	73%	71%	69%	35%	35%	33%
academic	89%	89%	88%	71%	71%	70%

Other highlights of the results include the following:

- 10 per cent more ESL students in grade 9 applied math achieved level 3 or 4 this year than previously, and 15% more ESL students in grade 9 academic math achieved the provincial standard or higher.
- Students with special needs in grade 9 academic math scored nine per cent higher in level 3 or 4 in 2006-07 than the previous year.
- 30 per cent of grade 3 students who took the test are ESL learners.

“What’s important about provincial testing is the way we use the results to improve teaching and learning,” says Chuck Waterman, superintendent of curriculum and instruction. “Over the past year and a half, we have developed Transformational Practices, a whole-board focus on helping students improve literacy and numeracy skills across all grades and subjects of the curriculum. The practices are proven strategies that we’ve seen in action in Peel schools. We know that Transformational Practices are effective ways to help students learn, and we’ll continue to focus on supporting our teachers in using this approach.”

Schools and senior administrators will analyze the detailed student results that EQAO will release later in September and October, to gain a better understand of where to focus for improvement, Waterman says. “We’re looking for trends in the reports about particular parts of the curriculum that may need more attention.” Schools will use the EQAO data in their improvement planning.

"It’s important for parents and the public to understand that the EQAO assessments are tests of the actual curriculum students are learning. Unlike a standardized test, a student's performance on the test is not compared to that of other students—instead, students are scored on how well they perform the required skills expected in that subject and grade," says Waterman.

The Peel board serves over 150,000 students in kindergarten to grade 12. Operating 332 schools in the municipalities of Brampton, Caledon and Mississauga, the Peel board is the largest employer in Peel. Complete EQAO results are available on the Peel board website at www.peelschools.org.

EQAO is an independent agency operating within a framework set by the provincial government. EQAO is responsible for all aspects of testing including designing, developing, administering and marketing the test, reporting the results and making recommendations for school and system improvement based on the test results. Staff at each school are responsible for organizing the test, preparing students and providing the necessary support after the test.

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Media contact: Chuck Waterman, Superintendent of Curriculum and Instruction Support Services, 905-890-1010 (or 1-800-668-1146) ext. 2343

Reference: Sylvia Link, apr, Manager of Communications
905-890-1010 (or 1-800-668-1146) ext. 2814, sylvia.link@peelsb.com