



September 2014

**St. George-German School
EQAO Assessment News**

Principal: Tom Smith

Vice Principal: Latha Reuben

**EQAO Assessments of Reading, Writing and Mathematics:
Primary Division (Grades 1-3) and Junior Division (Grades 4-6)
2013-14**

Overview:

Teachers administered the EQAO assessment to grade three and grade six students in May and June of 2014. The assessment consisted of three booklets (one for mathematics and two for language). The reading tasks involved fiction and non-fiction passages, followed by open-response and multiple-choice items. For writing, there were short and long writing tasks and multiple-choice items to complete. The mathematics booklet consisted of open-response and multiple-choice items. The student booklets were returned to EQAO to be scored by trained classroom teachers and principals during the summer. Individual student results will be forwarded to the parent(s)/guardian(s) of the students who participated in the assessments.

Key Ideas to Remember:

1. The assessments are developed using The Ontario Curriculum for Language and Mathematics.
2. A different group of students is assessed each year and it is important to recognize that students have different abilities and experiences.
3. The data provides information about the students' performance during **one** assessment and it is therefore a "snapshot" of students' knowledge and skills, not the entire picture.

School Demographics

We had 46 grade 3 students and 43 grade 6 students write the EQAO test that was administered in 2013-14. In grades 3 and 6 almost 25% of our students were accommodated for special needs compared to provincial averages to 17% 21% respectively. Various accommodations included scribing, audio support and computer assistance. This presents a challenge, as human resources are stretched at these times. In addition, 2 students were exempted in grade 3 and 2 students in grade 6 as well. This should be noted since the accommodating results of "0" are averaged into our totals. We exempt students because there are circumstances where their writing an exam can be harmful to them.

EQAO uses two methods of reporting, "All Students" and "Participating Students."
 "All Students" data is reported as a percentage for all students in the grade (students demonstrating levels 1, 2, 3, and 4 work and those who are exempt, no data or NE1. Exempt students are those who were formally exempted from participation in one or more components of the assessment. No data includes non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons. NE1, or not enough evidence to score level 1, is used when pupils did not demonstrate enough evidence to be assigned a level 1.

"Participating Students" data is reported as a percentage of those students who took part in the assessment (i.e. students demonstrating level 1, 2, 3, and 4 work and those in the NE1 category). Students in the exempt or no data categories are excluded from this data.

Interpretation of Results

At both grade 3 and grade 6 level, when comparing all of our students to the board and to the province, St. George-German School fared very well. The following charts will illustrate this.

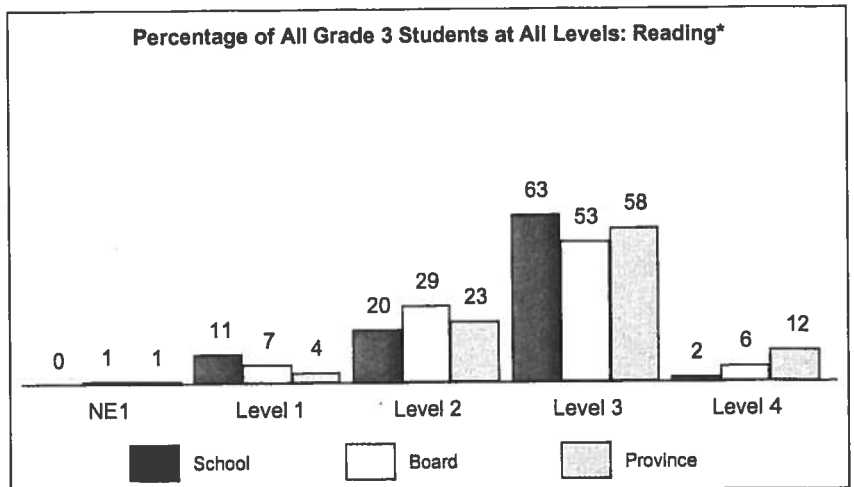
School Report

St George-German PS (521760)

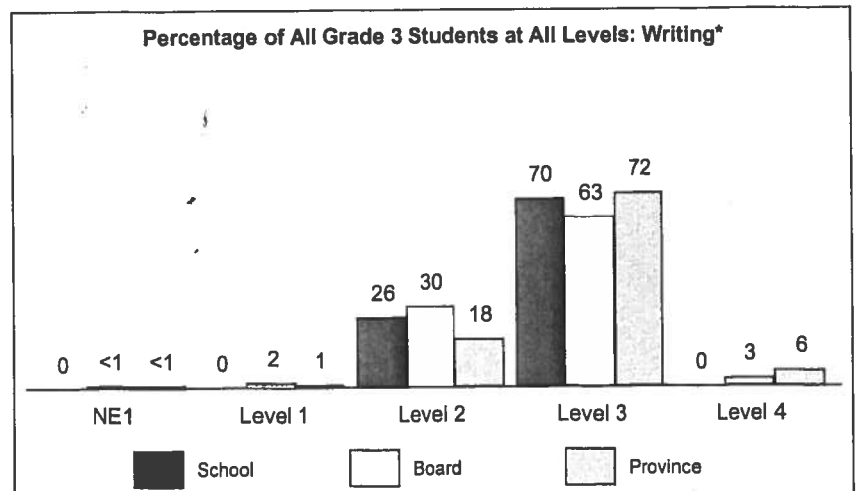
Results in Reading, Writing and Mathematics, 2013–2014

Grade 3: All Students^{††}

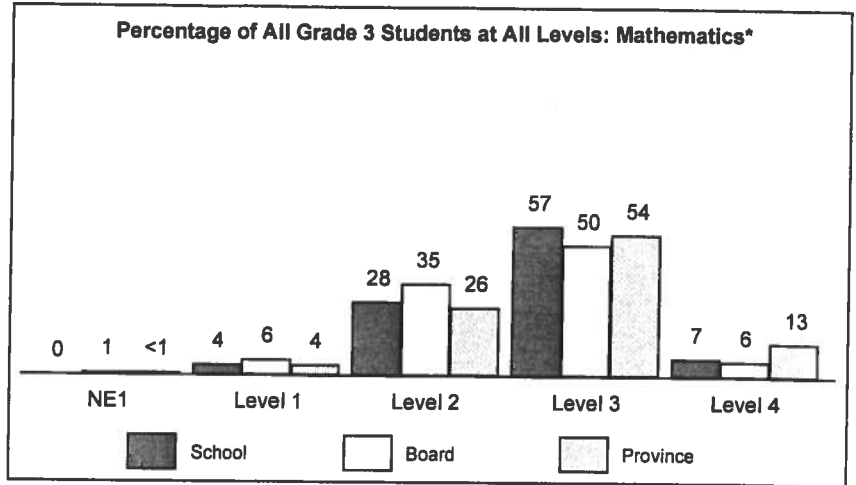
Grade 3: Reading*				
Number of Students	School 46		Board 1 744	Province 122 018
	#	%	%	%
Level 4	1	2%	6%	12%
Level 3	29	63%	53%	58%
Level 2	9	20%	29%	23%
Level 1	5	11%	7%	4%
NE1**	0	0%	1%	1%
Participating Students	44	96%	98%	97%
No Data	0	0%	<1%	1%
Exempt	2	4%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]	65%		60%	70%



Grade 3: Writing				
Number of Students	School 46		Board 1 744	Province 122 018
	#	%	%	%
Level 4	0	0%	3%	6%
Level 3	32	70%	63%	72%
Level 2	12	26%	30%	18%
Level 1	0	0%	2%	1%
NE1**	0	0%	<1%	<1%
Participating Students	44	96%	98%	97%
No Data	0	0%	1%	1%
Exempt	2	4%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]	70%		66%	78%



Grade 3: Mathematics*				
Number of Students	School 48		Board 1 744	Province 127 504
	#	%	%	%
Level 4	3	7%	6%	13%
Level 3	26	57%	50%	54%
Level 2	13	28%	35%	26%
Level 1	2	4%	6%	4%
NE1**	0	0%	1%	<1%
Participating Students	44	96%	98%	97%
No Data	0	0%	<1%	1%
Exempt	2	4%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		63%	56%	67%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

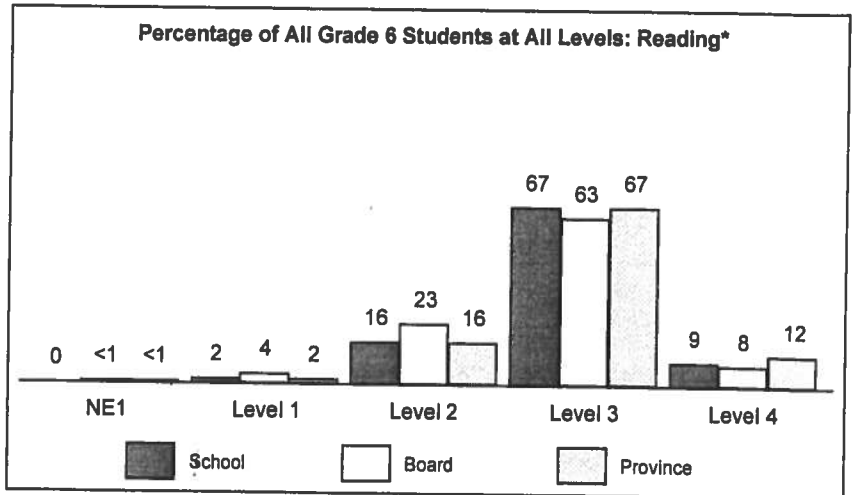
†† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

School Report

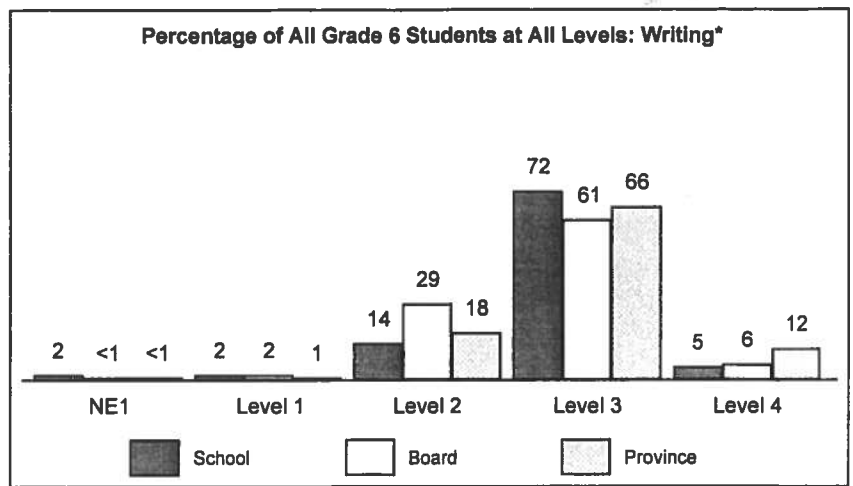
St George-German PS (521/60)

Results in Reading, Writing and Mathematics, 2013–2014 Grade 6: All Students

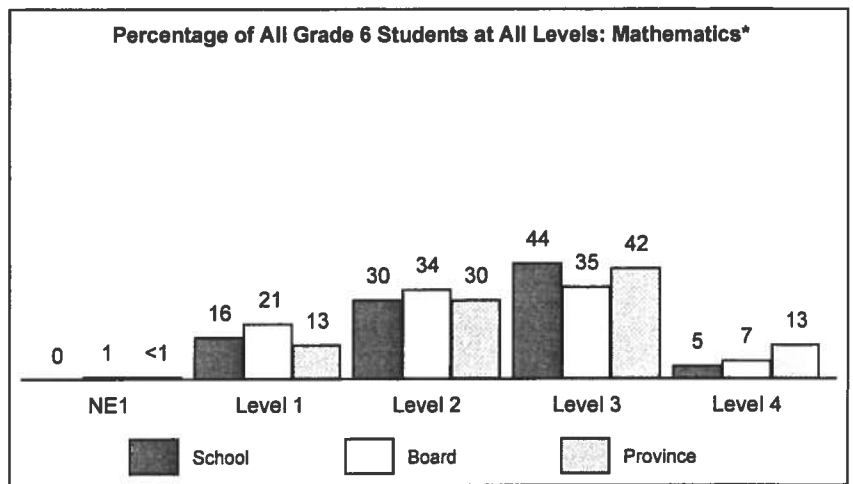
Grade 6: Reading*				
Number of Students	School 43		Board 1 739	Province 127 281
	#	%	%	%
Level 4	4	9%	8%	12%
Level 3	29	67%	63%	67%
Level 2	7	16%	23%	16%
Level 1	1	2%	4%	2%
NE1**	0	0%	<1%	<1%
Participating Students	41	95%	98%	98%
No Data	0	0%	<1%	<1%
Exempt	2	5%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		77%	71%	79%



Grade 6: Writing*				
Number of Students	School 43		Board 1 739	Province 127 207
	#	%	%	%
Level 4	2	5%	6%	12%
Level 3	31	72%	61%	66%
Level 2	6	14%	29%	18%
Level 1	1	2%	2%	1%
NEI**	1	2%	<1%	<1%
Participating Students	41	95%	98%	98%
No Data	0	0%	<1%	1%
Exempt	2	5%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		77%	67%	78%



Grade 6: Mathematics*				
Number of Students	School 43		Board 1 739	Province 127 286
	#	%	%	%
Level 4	2	5%	7%	13%
Level 3	19	44%	35%	42%
Level 2	13	30%	34%	30%
Level 1	7	16%	21%	13%
NEI**	0	0%	1%	<1%
Participating Students	41	95%	98%	98%
No Data	0	0%	<1%	1%
Exempt	2	5%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		49%	42%	54%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

You will note from the charts, while our results are very favourable at level 3, we still have room for growth in all categories at level 4. This will be a focus of our school improvement plan for this year.

Next Steps

You can note, in school, board and provincial achievement levels in both grades 3 and 6, Mathematics has presented the greatest challenge. Therefore, the primary focus for our school over the coming year will be in the area of Mathematics.

Our next steps to address the needs of our students are:

1. Students will have a clear understanding of their learning goals and with the support of their teachers, will co-create success criteria they need to improve their work. During learning, teachers will provide timely, ongoing, descriptive feedback to their students in order to achieve success.
2. Teachers will ensure that instruction and assessment are differentiated in response to student strengths, needs and prior learning.