NIAGARA CATHOLIC CONTINUES TO ACHIEVE ON EQAO ASSESSMENTS

The Education Quality and Accountability Office (EQAO) has released the Board and provincial results of the primary and junior division assessments of Reading, Writing and Mathematics, the Grade 9 Assessment of Mathematics, and the Ontario Secondary School Literacy Test (OSSLT) written by Niagara Catholic students in 2017-2018.

Niagara Catholic Grade 3 and 6 students continue to exceed the provincial results in primary and junior Reading and Writing Assessments.

Results for Grade 9 academic and applied mathematics assessments exceeded Provincial results. The results for the Ontario Secondary School Literacy Test equaled the province.

Seventy-nine per cent of Grade 3 students in Niagara Catholic schools achieved or exceeded the provincial standard in reading, compared to 75 per cent of the province-wide cohort. Seventy-eight per cent of Grade 3 students achieved Level 3 or higher in writing, compared to 72 per cent across Ontario. Sixty-one per cent of students obtained a Level 3 or 4 in mathematics, equal to the provincial results.

The junior division, 83 per cent of Niagara Catholic Grade 6 students achieved Level 3 or higher in reading, one per cent higher than the provincial results. In writing, 81 per cent of Grade 6 students obtained a Level 3 or 4, compared to 80 per cent in Ontario. Forty-seven per cent of Niagara Catholic Grade 6 students achieved the provincial standard in mathematics.

Eighty-five per cent of Niagara Catholic students in Grade 9 academic mathematics were successful, one per cent above the provincial results. Forty-nine per cent of students enrolled in Grade 9 applied mathematics met or exceeded the provincial standard, four per cent higher than the provincial figure. Seventy-nine per cent of Niagara Catholic students were successful on the OSSLT, which is equal to the province.

The Niagara Catholic District School Board administration and staff will analyze EQAO results, along with other data supporting Ministry of Education initiatives such as Focusing on the Fundamentals of Math, to improve student achievement and inform school improvement planning.
“Niagara Catholic has an outstanding network of partners in Catholic education – parents, administrators, teachers and support staff – who continue to guide students to achieve their personal best,” said Board Chair Father Paul MacNeil. “Students work exceptionally hard throughout the school year to master new concepts, and parents and guardians support this learning at home. We recognize the EQAO assessment as one of many tools used to measure student achievement, but we believe that student success means much more than an academic score. We will continue to balance student achievement as we guide students into confident and creative learners throughout their years at Niagara Catholic.”

Director of Education John Crocco reiterated the belief that students who are nurtured and supported in their education journeys become confident learners.

“Our Niagara Catholic team of educators have a singular focus, which is to support the diverse needs of our students throughout their Catholic educational journey,” he said. “The EQAO assessment is one of many tools used to measure student success. School-level assessments, experiential learning opportunities group and individual projects and in-class participation are also key indicators of student is doing. These learning tools, along with conversations that take place among staff and with parents and guardians throughout the school year, provide the information required to deliver the relevant programs and services to meet a diverse group of learners to succeed. As teaching and learning adapts, our talented team of staff continues to meet the needs of all of our students with Niagara Catholic’s fully inclusive learning environments.”

Niagara Catholic 2017-2018 EQAO Assessment results are attached.

Niagara Catholic provides excellence in Catholic education to approximately 23,000 students throughout Niagara; from Kindergarten through graduation.

Contact: John Crocco, Director of Education
Issued by: Jennifer Pellegrini, Communications Officer
Date: Wednesday, September 19, 2018
EQAO tracked the progress of students who wrote the primary-division assessment in 2015, when they were in Grade 3, and the junior-division assessment in 2018, when they were in Grade 6. There were 1 504 students at the time of the 2018 junior-division assessment. The pie charts below show how students performed on the 2018 assessments compared to their assessment results in 2015. The percentages are based on all tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored.

The reading results for the 1 370* students in the cohort are as follows:
- 69% (945) met the provincial standard in Grade 3 and Grade 6;
- 16% (214) did not meet the standard in Grade 3 but met it in Grade 6;
- 6% (78) met the standard in Grade 3 but did not meet it in Grade 6; and
- 10% (133) did not meet the standard in Grade 3 and did not in Grade 6.

The writing results for the 1 370* students in the cohort are as follows:
- 73% (995) met the provincial standard in Grade 3 and Grade 6;
- 9% (128) did not meet the standard in Grade 3 but met it in Grade 6;
- 10% (133) met the standard in Grade 3 but did not meet it in Grade 6; and
- 8% (114) did not meet the standard in Grade 3 and did not in Grade 6.

The mathematics results for the 1 372* students in the cohort are as follows:
- 43% (589) met the provincial standard in Grade 3 and Grade 6;
- 5% (71) did not meet the standard in Grade 3 but met it in Grade 6;
- 24% (331) met the standard in Grade 3 but did not meet it in Grade 6; and
- 28% (381) did not meet the standard in Grade 3 and did not in Grade 6.

* Includes only students with validated data. Percentages may not add up to 100, due to rounding.
EQAO tracked the progress of students who wrote the junior-division assessment in 2015, when they were in Grade 6, and the mathematics assessment in 2018, when they were in Grade 9. There were 371 students enrolled in the Grade 9 applied course and 1124 students enrolled in the Grade 9 academic course at the time of the 2018 assessment. The pie charts below show how students in the applied and academic mathematics courses performed on the 2018 assessments compared to their assessment results in 2015. The percentages are based on all tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored.

The mathematics results for the 278* students in the applied course in the cohort are as follows:
- 17% (46) met the provincial standard in Grade 6 and Grade 9;
- 33% (93) did not meet the standard in Grade 6 but met it in Grade 9;
- 6% (18) met the standard in Grade 6 but did not meet it in Grade 9; and
- 44% (121) did not meet the standard in Grade 6 and did not in Grade 9.

The mathematics results for the 891* students in the academic course in the cohort are as follows:
- 70% (625) met the provincial standard in Grade 6 and Grade 9;
- 16% (144) did not meet the standard in Grade 6 but met it in Grade 9;
- 5% (46) met the standard in Grade 6 but did not meet it in Grade 9; and
- 9% (76) did not meet the standard in Grade 6 and did not in Grade 9.

* Includes only students with validated data. Percentages may not add up to 100, due to rounding.
### Applied Course

<table>
<thead>
<tr>
<th></th>
<th>Number of Students in the Cohort = 268*</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Below Level 1</th>
<th>No Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintained Standard</td>
<td>40</td>
<td>22%</td>
<td>58%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Rose to Standard</td>
<td>23</td>
<td>13%</td>
<td>43%</td>
<td>26%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Dropped from Standard</td>
<td>85</td>
<td>6%</td>
<td>52%</td>
<td>33%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Never Met Standard</td>
<td>120</td>
<td>3%</td>
<td>30%</td>
<td>42%</td>
<td>20%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Academic Course

<table>
<thead>
<tr>
<th></th>
<th>Number of Students in the Cohort = 873*</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Below Level 1</th>
<th>No Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintained Standard</td>
<td>607</td>
<td>16%</td>
<td>78%</td>
<td>5%</td>
<td>1%</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Rose to Standard</td>
<td>50</td>
<td>0%</td>
<td>80%</td>
<td>16%</td>
<td>4%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Dropped from Standard</td>
<td>122</td>
<td>0%</td>
<td>73%</td>
<td>20%</td>
<td>7%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Never Met Standard</td>
<td>94</td>
<td>0%</td>
<td>54%</td>
<td>32%</td>
<td>13%</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Includes only students with validated data. Percentages may not add up to 100, due to rounding.

N/R: “Not reported” indicates that the number of students participating is so small that identification of individual student results might be possible; therefore, results are not reported.

N/D: “No data available” is used to indicate that there were no students in the course.
Tracking Student Achievement in Relation to the Provincial Standard
Junior Division (Grade 6) in 2013–2014 to OSSLT (Fully Participating) in
2017–2018

School Board: Niagara Catholic DSB (67156)

EQAO tracked the progress of students who wrote the junior-division assessment in 2014, when they were in Grade 6, and the OSSLT in 2018, when they were in Grade 10. The pie charts below show how students performed on the 2018 test compared to their Grade 6 assessment results in 2014. The percentages are based on the number of tracked students in the cohort who participated in the OSSLT and for whom EQAO has Grade 6 results (including those who participated, those who were exempted and those who provided no work to be scored in Grade 6).

The reading results for the 1 300* students in the cohort are as follows:

- 73% (944) met the provincial standard in Grade 6 and were successful on the OSSLT;
- 7% (85) did not meet the standard in Grade 6 but were successful on the OSSLT;
- 12% (162) met the standard in Grade 6 but were not successful on the OSSLT; and
- 8% (109) did not meet the standard in Grade 6 and were not successful on the OSSLT.

The writing results for the 1 300* students in the cohort are as follows:

- 72% (938) met the provincial standard in Grade 6 and were successful on the OSSLT;
- 7% (91) did not meet the standard in Grade 6 but were successful on the OSSLT;
- 14% (185) met the standard in Grade 6 but were not successful on the OSSLT; and
- 7% (86) did not meet the standard in Grade 6 and were not successful on the OSSLT.

* Includes only students with validated data. Percentages may not add up to 100, due to rounding.
### Tracking Student Achievement, Intersection by Outcome:
From Grade 3 in 2011 through Grade 6 in 2014 to OSSLT in 2018
First-Time Eligible Students

#### Reading

<table>
<thead>
<tr>
<th>Grade 3 to Grade 6</th>
<th>Maintained Standard</th>
<th>Rose to Standard</th>
<th>Dropped from Standard</th>
<th>Never Met Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSSLT</td>
<td>Number of Students in the Cohort = 1382*</td>
<td>Successful</td>
<td>Not Successful</td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>888</td>
<td>87%</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>245</td>
<td>58%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>71</td>
<td>48%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>178</td>
<td>25%</td>
<td>43%</td>
</tr>
</tbody>
</table>

*Includes only students with validated data. Percentages may not add up to 100, due to rounding.

#### Writing

<table>
<thead>
<tr>
<th>Grade 3 to Grade 6</th>
<th>Maintained Standard</th>
<th>Rose to Standard</th>
<th>Dropped from Standard</th>
<th>Never Met Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSSLT</td>
<td>Number of Students in the Cohort = 1382*</td>
<td>Successful</td>
<td>Not Successful</td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>938</td>
<td>84%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>219</td>
<td>53%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>105</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>120</td>
<td>32%</td>
<td>34%</td>
</tr>
</tbody>
</table>

*Includes only students with validated data. Percentages may not add up to 100, due to rounding.