



# News Release

200 Wellington Street, Sarnia, N7T 7L2 (519) 336-1500 [www.lkdsb.net](http://www.lkdsb.net)

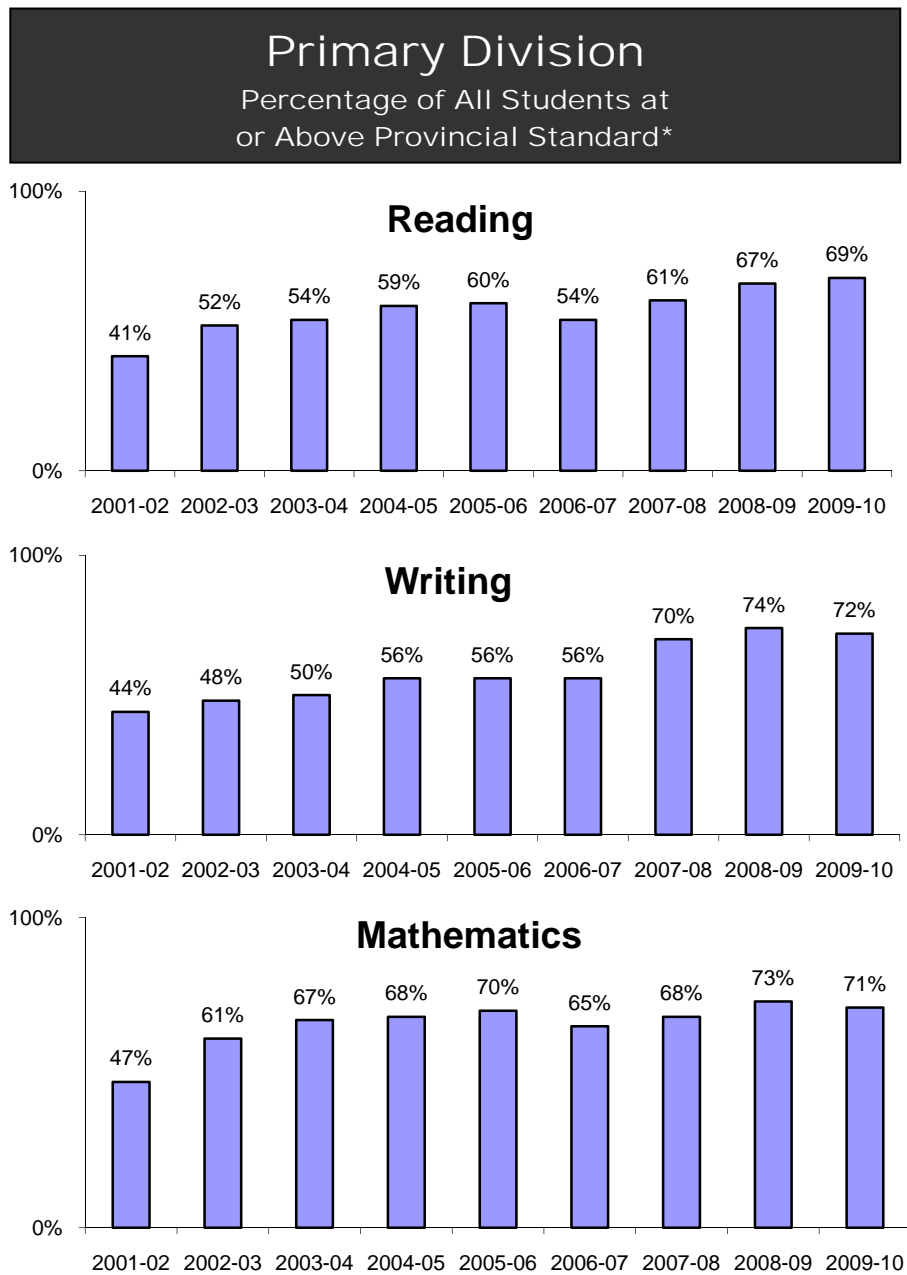
## Primary, Junior, and Grade 9 EQAO Results

The Lambton Kent District School Board today released system-wide results for the 2009 – 2010 Primary and Junior EQAO assessments of Reading, Writing and Mathematics as well as Grade 9 EQAO Assessment of Mathematics. For the third straight year Primary and Junior Reading achievement improved. The percentage of Lambton Kent District School Board Primary students who achieved at or above the provincial standard exceeds the provincial average in Reading, and Writing. Junior Writing achievement also improved while Primary Writing, Primary Math and Junior Math declined. The Grade 9 EQAO Assessment of Mathematics results revealed that the number of Academic students who meet or exceed the provincial standard improved slightly to 77%. The number of Grade 9 Applied students declined to 36% on the Assessment of Mathematics.

Jim Costello, Director of Education, remarked, “We are pleased with our continued increase in achievement scores. Our focus on improving our Math results for our students is aligned with the provincial focus on Math.”

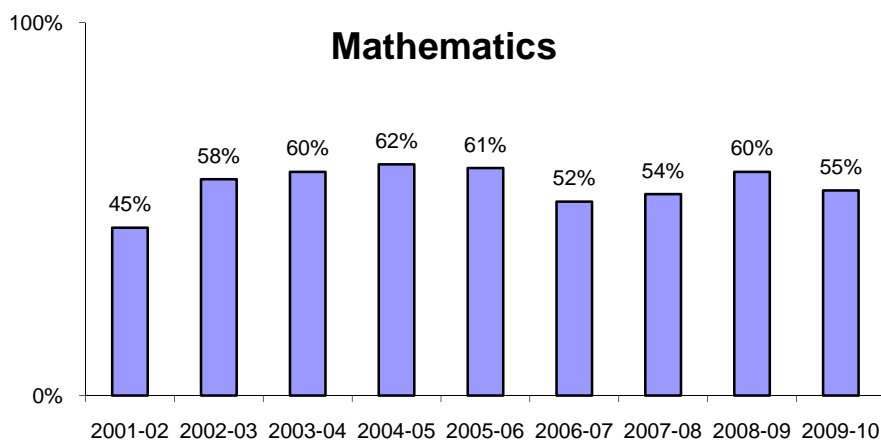
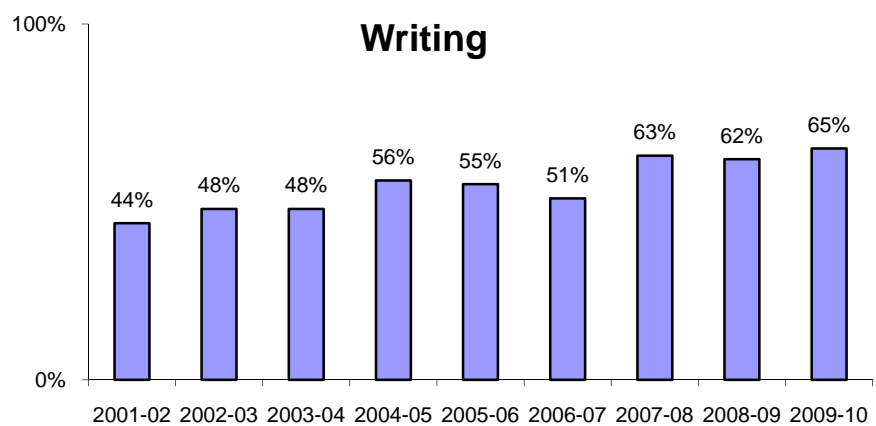
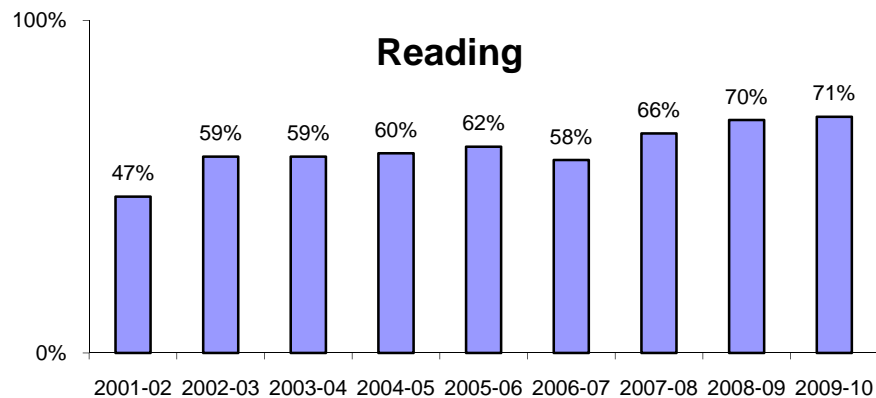
The percentage of successful Primary students in the Lambton Kent District School Board exceeds the provincial average of successful students in Reading, Writing, and Mathematics. Primary students who achieved at or above the provincial standard improved by 2% in Reading compared to 2008-09. Primary students declined by 2% in Writing and Mathematics compared to 2008-09.

Joy Badder, Superintendent of Program, stated, “Our students’ continued improvement in reading is encouraging. Focused teaching and learning strategies will be utilized to support student achievement in all subject areas. This year’s results will be analyzed to determine how we can help each student reach his/her potential in reading, writing and mathematics.”



## Junior Division

Percentage of All Students  
at or Above the Provincial Standard\*



The percentage of students in the Junior Division who met or exceeded the provincial standard improved by 1% in Reading and 3% in Writing compared with 2008-09. However, student achievement of the provincial standard in Mathematics declined by 5% compared with 2008-09.

Classroom teachers and administrators, with the support of Program Staff, will be analyzing the detailed student data to gain insights into students' strengths and areas for improvement. This information will assist classroom teachers in enhancing their teaching practices in order to meet the needs of the individual students within their respective classrooms.

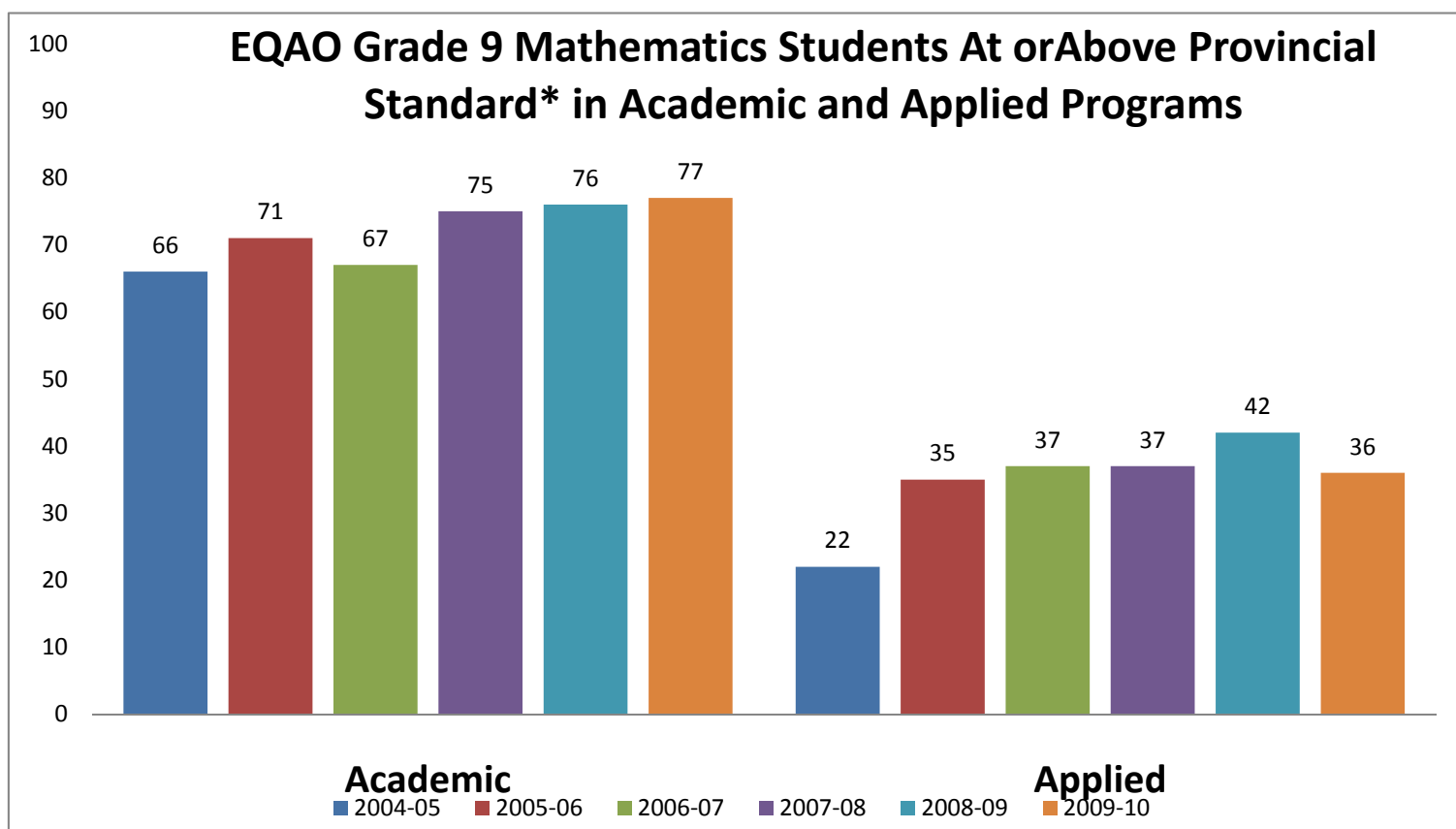
The assessments were administered during May and June of 2010 to Grade 3 and 6 students across Ontario and the Lambton Kent District School Board.

All parents will receive an Individual Student Report about their child's results from this year's test. The provincial results and further information are available on the EQAO web site at [www.eqao.com](http://www.eqao.com).

In the Grade 9 Assessment of Mathematics, 77% of all Lambton Kent District School Board students in the Academic Program achieved the provincial standard or higher and 98% achieved a passable level. In the Applied Program, 36% of students achieved the provincial standard and 88% achieved a passable level of achievement. The percentage of students who achieved the provincial standard or higher decreased 6% in the Applied Program. The Ministry of Education identifies Level 1 as a “passable” level of achievement on the Grade 9 Assessment of Mathematics with Level 3 being the “provincial standard”.

While the Grade 9 Mathematics Assessment is a snapshot of student performance at a specific point in time, Bert Phills, Superintendent of Education, remarked, “Students’ results will be used by teachers and administrators to focus our continued efforts to help more students succeed.”

The assessment for first semester mathematics students was administered during the January 2010 time period. Students studying mathematics in the second semester and those in full-year courses wrote the assessment during the June 2010 time period.



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