



## **Report of the 2000-2001 Provincial Grade 9 Assessment of Mathematics**

### **Stouffville District Secondary School**

#### **ABOUT THE GRADE 9 ASSESSMENT**

The Grade 9 Assessment of Mathematics, administered for the first time in 2000-2001, measures how well students have met the expectations in the Grade 9 Mathematics curriculum for applied and academic courses. Student achievement in this assessment is reported using a four-level scale that is aligned with the scale used in *The Ontario Curriculum, Grades 9 and 10: Mathematics* and the *Provincial Report Card, Grades 9-12*. In the *Ontario Curriculum*, Level 3 represents the provincial standard and Level 1 is a "passable level of achievement". The results from this assessment provide baseline information that will assist in board and school improvement planning.

The assessment was administered January 11-13, 2001 to students enrolled in first-semester mathematics courses and May 28-June 14, 2001 to students in second-semester and full-year courses. The assessment took place for two and a half hours and was administered over 3 or 5 days. During the assessment, students worked independently to solve mathematical problems, apply procedures and explain their answers. Multiple-choice questions, short answer items and extended response tasks were included in the assessment. Forty per cent of the items were common to both versions due to the overlap in the expectations of the two courses.

All Grade 9 students in Ontario who were enrolled in Grade 9 applied or academic mathematics programs were required to participate unless they were exempted in accordance with the EQAO policy. Students with special needs were allowed to receive certain accommodations and there were special provisions for students enrolled in ESL/ESD programs.

#### **CONTEXT FOR THE SCHOOL**

Stouffville District Secondary School was built in the 1950s and is approaching its 50<sup>th</sup> anniversary in 2003/4. The school has continuously served the larger Stouffville community for several generations and many present community members attended the school.

Stouffville D.S.S. is a yearlong school for the Grade 9 and 10s while the 11 to OACs are semestered. The school offers many special programs including an outstanding music program, special needs programming, a large cooperative education program, outstanding English, Mathematics and Science programs, plus many other Ministry of Education programs. Parents and staff continue to support students in academic and co-curricular activities. The school also hosts the Stouffville Neighbourhood Employment Resource Centre (NERC).

Stouffville D.S.S. has a very active and supportive School Council that meets monthly. The school has always been the centrepiece of the community, and we look forward to continuing this working relationship as we respond to the results of the 2000-2001 Grade 9 Assessment of Mathematics.

#### **DEMOGRAPHICS**

|  |   |
|--|---|
| 207 Grade 9 Students                           | 63 % in Academic Mathematics Courses          |
| 0 % in an English as a Second Language Program | 27 % in Applied Mathematics Courses           |
| 18 % in Special Education                      | 10 % in Locally Developed Mathematics Courses |

# Grade 9 Assessment of Mathematics: Academic

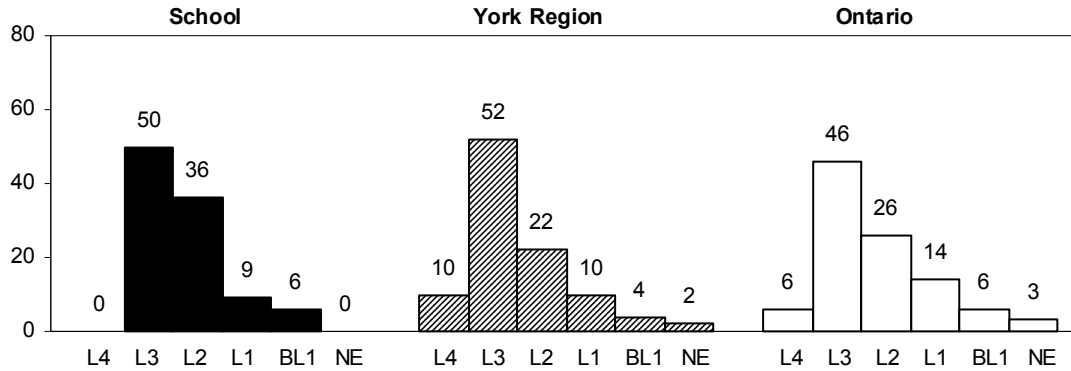
## OVERALL ACHIEVEMENT

- L4 (Level 4)** – A very high to outstanding level of achievement. Achievement is above the provincial standard.
- L3 (Level 3)** – A high level of achievement. Achievement is at the provincial standard.
- L2 (Level 2)** – A moderate level of achievement. Achievement is below but approaching the provincial standard.
- L1 (Level 1)** – A passable level of achievement. Achievement is below the provincial standard.

- BL1 (Below Level 1)** – Insufficient achievement of curriculum expectations.
- NE (Not Enough Information to Score)** – Student work could not be scored because large sections were missing or illegible.
- ND (No Data)** – Students from whom EQAO did not receive completed booklets.
- EX (Exempt)** – Students who were formally exempted from participating in one or more components of the assessment.

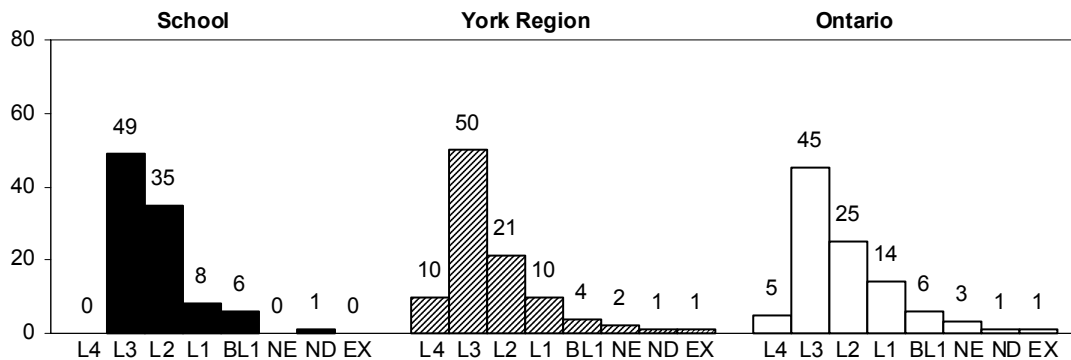
## Results for Participating Students (Method 2)

Percentage of Participating Students at Each Level <sup>a</sup>



## Results for All Students (Method 1)

Percentage of All Students at Each Level <sup>a</sup>



<sup>a</sup>: Due to rounding, percentages may not always total 100.

# Grade 9 Assessment of Mathematics: Applied

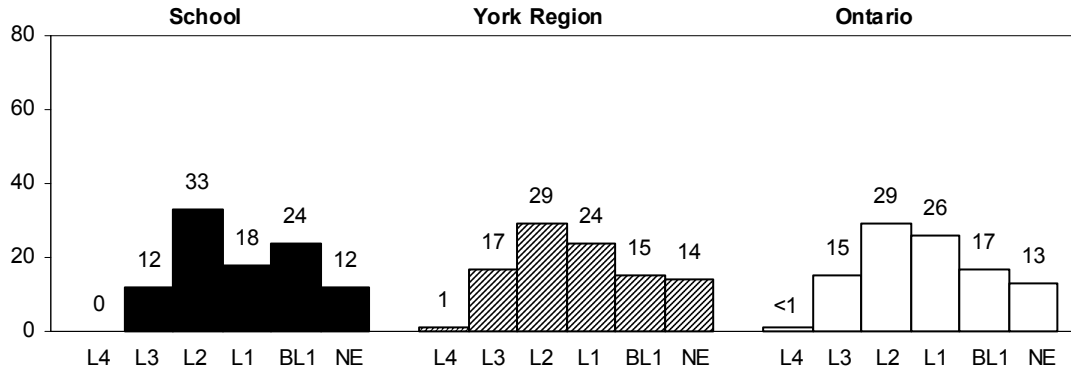
## OVERALL ACHIEVEMENT

- L4 (Level 4)** – A very high to outstanding level of achievement. Achievement is above the provincial standard.
- L3 (Level 3)** – A high level of achievement. Achievement is at the provincial standard.
- L2 (Level 2)** – A moderate level of achievement. Achievement is below but approaching the provincial standard.
- L1 (Level 1)** – A passable level of achievement. Achievement is below the provincial standard.

- BL1 (Below Level 1)** – Insufficient achievement of curriculum expectations.
- NE (Not Enough Information to Score)** – Student work could not be scored because large sections were missing or illegible.
- ND (No Data)** – Students from whom EQAO did not receive completed booklets.
- EX (Exempt)** – Students who were formally exempted from participating in one or more components of the assessment.

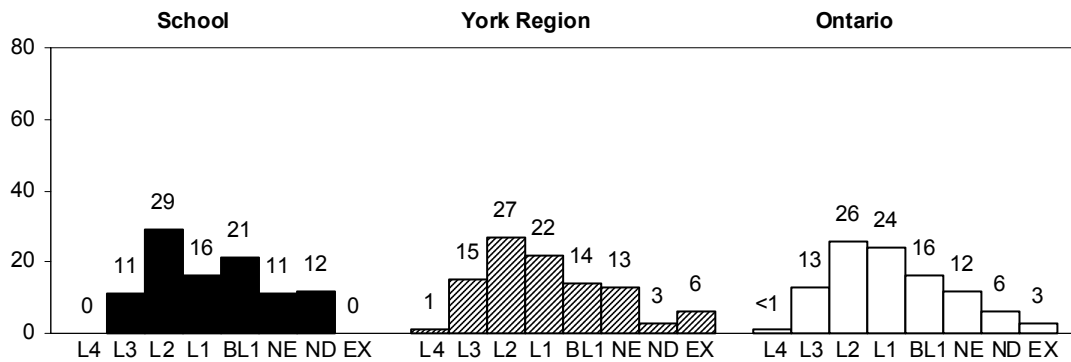
## Results for Participating Students (Method 2)

Percentage of Participating Students at Each Level <sup>a</sup>



## Results for All Students (Method 1)

Percentage of All Students at Each Level <sup>a</sup>



<sup>a</sup>: Due to rounding, percentages may not always total 100.

## NEXT STEPS

The results from the EQAO Grade 9 Assessment of Mathematics, 2000-2001, will affect our decisions in supporting math skills development of our students.

We will continue to:

- provide programs and services to support our students in meeting and exceeding the provincial expectations set out in the Ontario Curriculum.
- Offer opportunities to students interested in upgrading their skills to work with their math teacher to get additional assistance, support materials and summer school reinforcement courses.
- Continue to liaise with our feeder schools to assess students' needs, particularly in the area of mathematics.
- On-going professional development opportunities for math teachers aimed at improving the delivery of the mathematics curriculum.
- Offer student leadership and peer tutoring programs as alternate means of support.

Stouffville District Secondary School remains committed to ensuring success for every student and will continue to provide instruction and resources that enable all students to be successful in the future. We look forward to continuing to work with our School Council and community on our school plan and in supporting our students.

For further information about this report,  
please contact the principal:

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**We unite in our purpose to inspire and prepare learners for life in our changing world community.**

– Mission statement of the York Region District School Board