



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

### **Westmount Collegiate Institute**

#### **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**

Westmount Collegiate Institute is a school that is in its sixth year of operation. At Westmount, students and staff are committed to and continually striving for excellence in academic, athletic and personal growth pursuits.

Westmount offers a wide range of academic and elective programs that meet the needs of all students. The school is semestered for Grade 10-OAC students and has a year long non-semestered program for Grade 9 students. In addition, all programs are inclusive and sensitive to equity, gender, and the cultural backgrounds of the student population. Students with E.S.L. and Special Education needs, have the support available to them to enable them to be successful.

At Westmount, staff and students approach all challenges and relationships with integrity and discipline. We recognize and accept our responsibilities as productive citizens in our local community, Canada, and globally.

#### **DEMOGRAPHICS**

289 Grade 9 Students

3 % in an English as a Second Language Program

16 % in Special Education

76 % in Academic Mathematics Courses

18 % in Applied Mathematics Courses

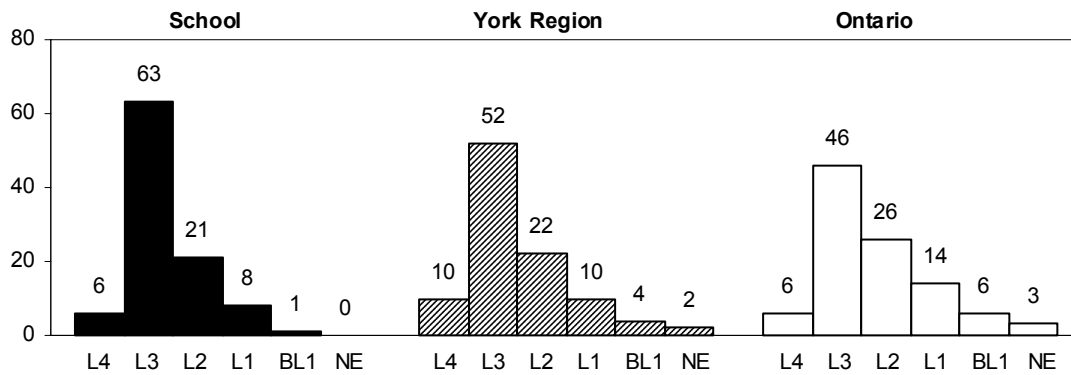
6 % in Locally Developed Mathematics Courses

# Grade 9 Assessment of Mathematics: Academic

OVERALL ACHIEVEMENT	
<b>L4 (Level 4)</b> – A very high to outstanding level of achievement. Achievement is above the provincial standard.	<b>BL1 (Below Level 1)</b> – Insufficient achievement of curriculum expectations.
<b>L3 (Level 3)</b> – A high level of achievement. Achievement is at the provincial standard.	<b>NE (Not Enough Information to Score)</b> – Student work could not be scored because large sections were missing or illegible.
<b>L2 (Level 2)</b> – A moderate level of achievement. Achievement is below but approaching the provincial standard.	<b>ND (No Data)</b> – Students from whom EQAO did not receive completed booklets.
<b>L1 (Level 1)</b> – A passable level of achievement. Achievement is below the provincial standard.	<b>EX (Exempt)</b> – Students who were formally exempted from participating in one or more components of the assessment.

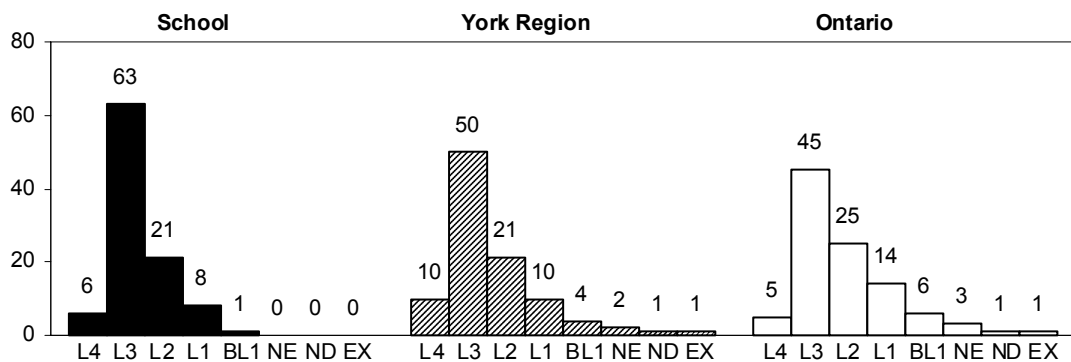
## Results for Participating Students (Method 2)

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>



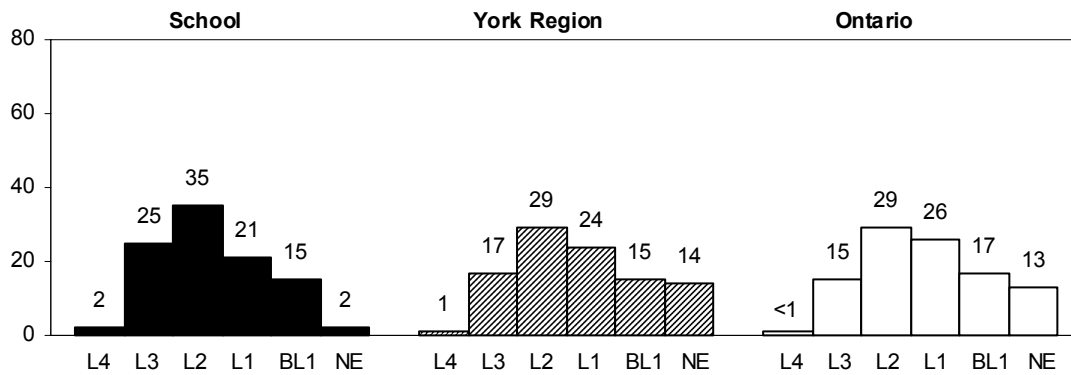
<sup>a</sup>: Due to rounding, percentages may not always total 100.

# Grade 9 Assessment of Mathematics: Applied

OVERALL ACHIEVEMENT	
<b>L4 (Level 4)</b> – A very high to outstanding level of achievement. Achievement is above the provincial standard.	<b>BL1 (Below Level 1)</b> – Insufficient achievement of curriculum expectations.
<b>L3 (Level 3)</b> – A high level of achievement. Achievement is at the provincial standard.	<b>NE (Not Enough Information to Score)</b> – Student work could not be scored because large sections were missing or illegible.
<b>L2 (Level 2)</b> – A moderate level of achievement. Achievement is below but approaching the provincial standard.	<b>ND (No Data)</b> – Students from whom EQAO did not receive completed booklets.
<b>L1 (Level 1)</b> – A passable level of achievement. Achievement is below the provincial standard.	<b>EX (Exempt)</b> – Students who were formally exempted from participating in one or more components of the assessment.

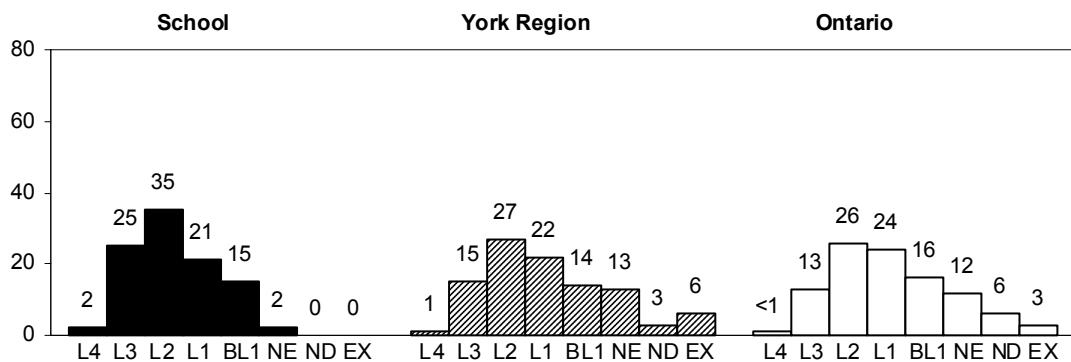
## Results for Participating Students (Method 2)

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 2000-2001 Grade 9 Assessment of Mathematics results are being carefully reviewed by the Mathematics Department and used to guide decisions for the future. We will take a strategic approach to improving in the areas of need and ensuring that all our students will develop numeracy skills that will enable them to meet and exceed provincial standards in Mathematics.

We will continue to keep parents involved as partners in the education of their children. We will share information, in order that weaker areas can be practiced and developed at home as well as at school.

Other specific steps will include:

- The Mathematics Department will include the use of technology to teach analytical geometry
- Teachers will ensure that regular communication will occur with the Special Education Department to use effective strategies to support I.E.P. students, especially in the Academic Mathematics Program
- Teachers will continue to stress communications skills through the use of Math journals
- The Mathematics Department will support and encourage Professional Development for teachers through workshops, courses, readings and discussions with other colleagues to continually improve and hone effective teaching practices. Particular attention will be focused on improving the performance of male students in the applied program.
- Peer tutoring will continue to be used to assist classroom teachers
- The Board Program "Tutors in the Classroom" will again be accessed to facilitate more classroom support for our students
- Westmount Staff will establish a liaison with our elementary colleagues in Grades 7 and 8 to ensure that mathematical concepts and skills essential for Secondary School success are consistently addressed, so that the transition to Grade 9 Math will be more comfortable for students

The Westmount Collegiate Institute Mathematics Department will continue to work with parents and the school community at large, to develop student numeracy skills and improve overall student achievement in mathematics.

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