Grade 9 Assessment of Mathematics

School: Pierre Elliott Trudeau HS (894672)
Board: York Region DSB (66095)

I am pleased to provide you with this report, which provides an overview of contextual information, results over time and students' performance on EQAO's Grade 9 Assessment of Mathematics for 2005–2006.

Experience has shown that data inform professional practice and provide a catalyst for improving student achievement. This report has been designed to assist you in your conversations about improving student achievement and planning interventions for students.

We believe that every student deserves a good outcome from public education. Working with Ontario educators for the past 10 years, EQAO has designed assessments that provide a check on student learning at a few critical transition points, and a vehicle for assuring people that, at those points, all Ontario students are being assessed by the same yardstick. However, large-scale assessment results are one piece of the picture of how students are doing in our schools. These assessment results should be used in conjunction with school-based information. As well, regular assessments conducted by a student's teacher should be the primary method of supporting students in their schooling.

I hope this report will help parents, educators and all who support a strong public education system to work together so that all students achieve their fullest potential.

Sincerely,

Marguerite Jackson

Marguerite Jackson
Chief Executive Officer

WHERE TO FIND . . .

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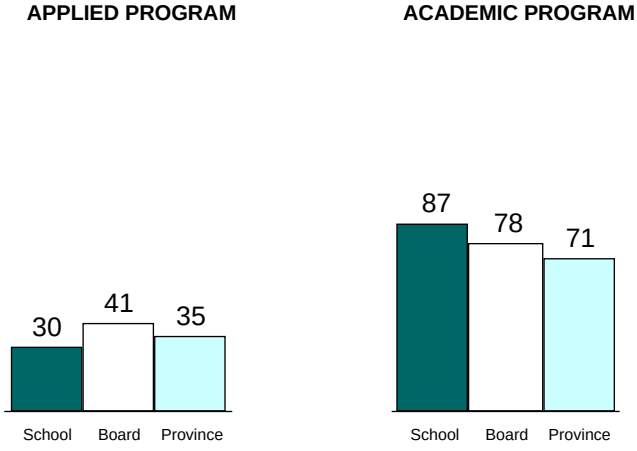
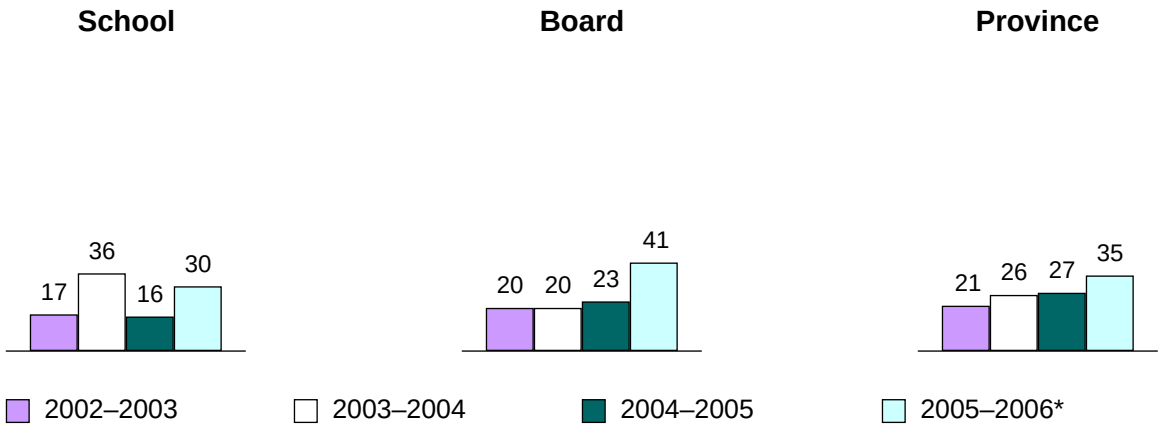
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2005–2006



PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

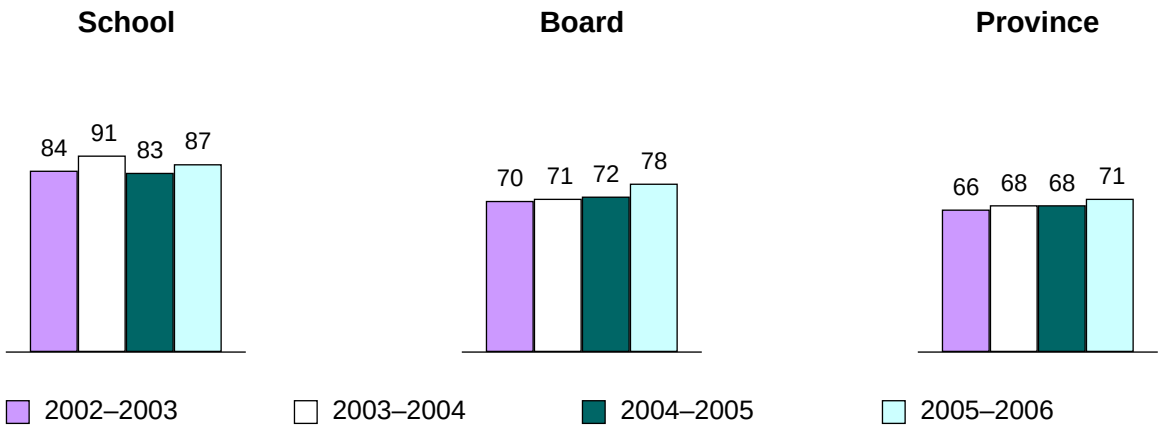


Total Number of Students

	2002–2003	2003–2004	2004–2005	2005–2006*
School	***30***	***36***	***44***	***27***
Board	***1 633***	***1 654***	***1 839***	***1 656***
Province	***48 426***	***50 430***	***51 155***	***50 687***

***** Changes in student performance from 2004–2005 to 2005–2006 must be interpreted within the context of significant revisions to applied program courses as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics (2005).*

ACADEMIC MATHEMATICS



Total Number of Students

	2002–2003	2003–2004	2004–2005	2005–2006
School	***198***	***211***	***288***	***241***
Board	***6 224***	***6 460***	***6 820***	***6 589***
Province	***100 717***	***102 923***	***104 100***	***103 412***

TIPS

The applied and academic mathematics programs are different and should be considered separately.

Note: Students in locally developed programs do not participate in these assessments.

Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.

This assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in mathematics.

Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 30 students, a difference of 10% represents only three students.

Trends may be difficult to identify or to interpret. This is especially true when groups are small or in schools where there is a high turnover in the student population.

EQAO values students' privacy. Results are not reported publicly for schools where fewer than 15 students participated, because it might be possible to identify individual students.

WHAT IS IN THIS REPORT?

This report shows how well students have met curriculum expectations for either the applied or academic mathematics program to the end of Grade 9. Students complete two booklets that allow them to show what they know in mathematics. The assessment is based on *The Ontario Curriculum: Mathematics, Grades 9 and 10.*

This report includes

- results for this year;
- a comparison of results over the past four years to aid in monitoring improvement and
- information about the characteristics of the students who participated.

Specifically, you will find

- summary graphs showing the percentage of students achieving the provincial standard in either applied or academic mathematics;
- detailed tables and graphs showing results for all levels of achievement, participation information and results for gender and
- an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- Examine the contextual information to understand the similarities and differences between this school, the board and the province; the board and the province. Consider the challenges that any differences might present.

- Examine the school results for applied and academic mathematics.
  - Are these results consistent with what you would expect?
  - How do the school results compare to the board and province; the board results compare to the province?
  - How do these results compare over time? Note that changes in student performance from 2004–2005 to 2005–2006 must be interpreted within the context of significant revisions to applied program courses as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics (2005).*

- Speak to the school principal or the school council chair about the goals for school improvement related to mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 9 students in applied and academic mathematics take part in this assessment across Ontario. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at www.eqao.com.

Grade 9 Applied Mathematics Program, 2005–2006

Contextual Information*

This information provides a context for interpreting the school's results for this year in relation to those of the board and the province.

Applied Mathematics Program, 2005–2006	School	Board	Province
Number of students	***27***	***1 656***	***50 687***
Female	67%	44%	45%
Male	33%	56%	55%
Enrolled in first-semester course	22%	46%	44%
Enrolled in second-semester course	78%	48%	43%
Enrolled in full-year course	0%	6%	13%
ESL/ELD learners**	4%	8%	5%
Students with special needs (excluding gifted)**	48%	42%	24%

This information provides a context for interpreting the school's results over time.

Applied Mathematics Program, Over Time	2002–2003	2003–2004	2004–2005	2005–2006
Number of students	***30***	***36***	***44***	***27***
Female	40%	61%	30%	67%
Male	60%	39%	70%	33%
Enrolled in first-semester course	50%	58%	82%	22%
Enrolled in second-semester course	50%	42%	18%	78%
Enrolled in full-year course	0%	0%	0%	0%
ESL/ELD learners**	0%	3%✚	9%✚	4%✚
Students with special needs (excluding gifted)**	50%	42%	57%	48%

* Contextual information is derived from the Student Data Collection completed by the school. Some data may be missing, because they were not reported by the school.

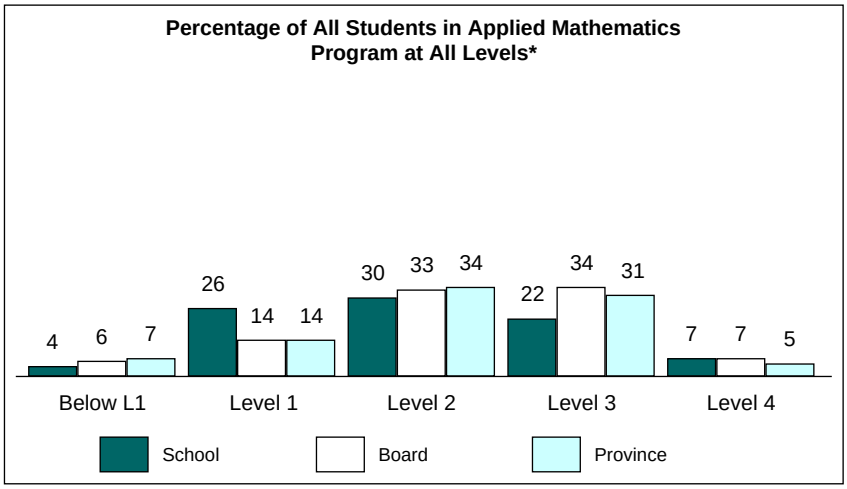
** See the Explanation of Terms.

✚ As the definition for the English as a second language/English literacy development group changed from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners", the percentage of students in this group may not be comparable with previous years.

Grade 9 Applied Mathematics Program, 2005–2006

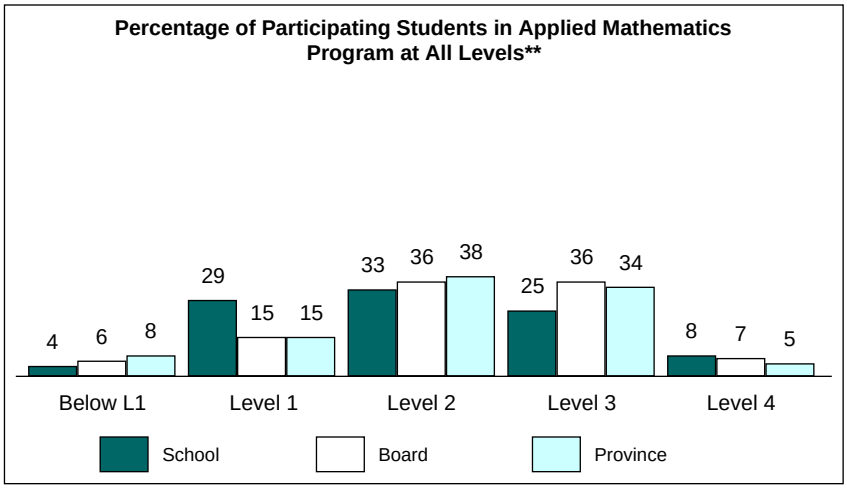
Results for All Students

All Students, 2005–2006*				
Number of Students	School *27*		Board *1 656*	Province *50 687*
	#	%	%	%
Level 4	2	7%	7%	5%
Level 3	6	22%	34%	31%
Level 2	8	30%	33%	34%
Level 1	7	26%	14%	14%
Below Level 1	1	4%	6%	7%
Participating Students	24	89%	93%	90%
No Data	2	7%	4%	8%
Exempt	1	4%	3%	2%
At or Above Provincial Standard (Levels 3 and 4) †		**30%**	**41%**	**35%**



Results for Participating Students (excludes "no data" and "exempt" categories)

Participating Students, 2005–2006**				
Number of Students	School *24*		Board *1 547*	Province *45 854*
	#	%	%	%
Level 4	2	8%	7%	5%
Level 3	6	25%	36%	34%
Level 2	8	33%	36%	38%
Level 1	7	29%	15%	15%
Below Level 1	1	4%	6%	8%
At or Above Provincial Standard (Levels 3 and 4) †		**33%**	**43%**	**39%**



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
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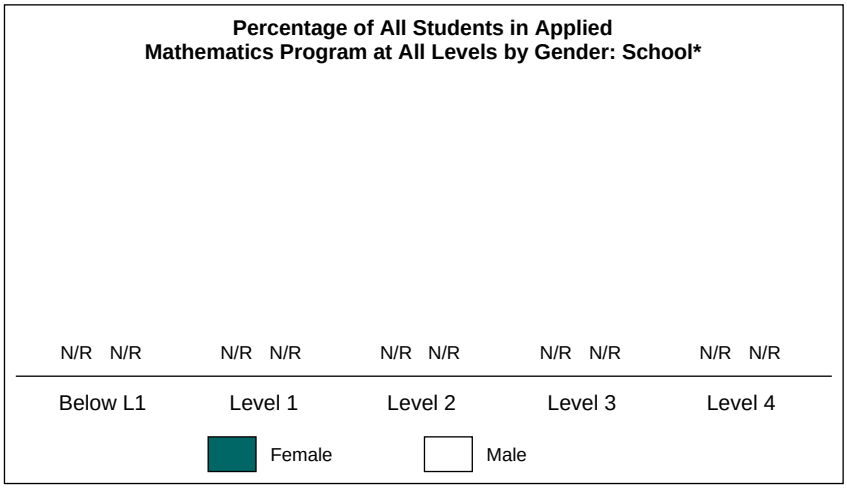
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

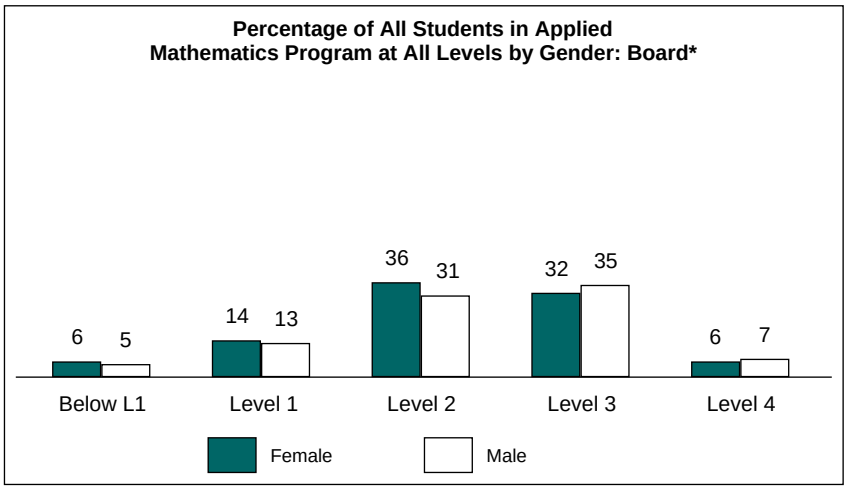
Grade 9 Applied Mathematics Program, 2005–2006

Results by Gender††

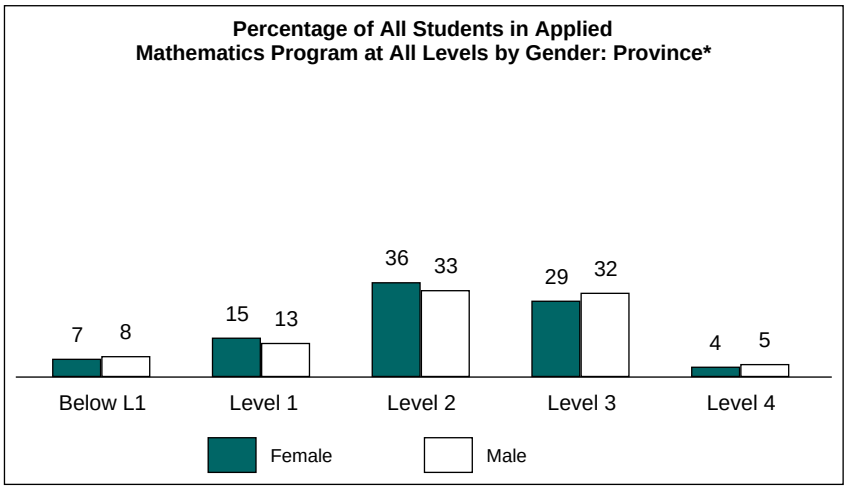
All Students, 2005–2006: School by Gender*				
Number of Students	Female *N/R*		Male *N/R*	
	#	%	#	%
Level 4	*N/R*	N/R	*N/R*	N/R
Level 3	*N/R*	N/R	*N/R*	N/R
Level 2	*N/R*	N/R	*N/R*	N/R
Level 1	*N/R*	N/R	*N/R*	N/R
Below Level 1	*N/R*	N/R	*N/R*	N/R
Participating Students	*N/R*	N/R	*N/R*	N/R
No Data	*N/R*	N/R	*N/R*	N/R
Exempt	*N/R*	N/R	*N/R*	N/R
At or Above Provincial Standard (Levels 3 and 4)†		**N/R**		**N/R**



All Students, 2005–2006: Board by Gender*				
Number of Students	Female *735*		Male *921*	
	#	%	#	%
Level 4	*45*	6%	*69*	7%
Level 3	*238*	32%	*319*	35%
Level 2	*266*	36%	*288*	31%
Level 1	*105*	14%	*123*	13%
Below Level 1	*44*	6%	*50*	5%
Participating Students	*698*	95%	*849*	92%
No Data	*24*	3%	*40*	4%
Exempt	*13*	2%	*32*	3%
At or Above Provincial Standard (Levels 3 and 4)†		**39%**		**42%**



All Students, 2005–2006: Province by Gender*				
Number of Students	Female *22 884*		Male *27 802*	
	#	%	#	%
Level 4	*801*	4%	*1 500*	5%
Level 3	*6 735*	29%	*8 842*	32%
Level 2	*8 329*	36%	*9 083*	33%
Level 1	*3 322*	15%	*3 541*	13%
Below Level 1	*1 548*	7%	*2 152*	8%
Participating Students	*20 735*	91%	*25 118*	90%
No Data	*1 799*	8%	*2 189*	8%
Exempt	*350*	2%	*495*	2%
At or Above Provincial Standard (Levels 3 and 4)†		**33%**		**37%**



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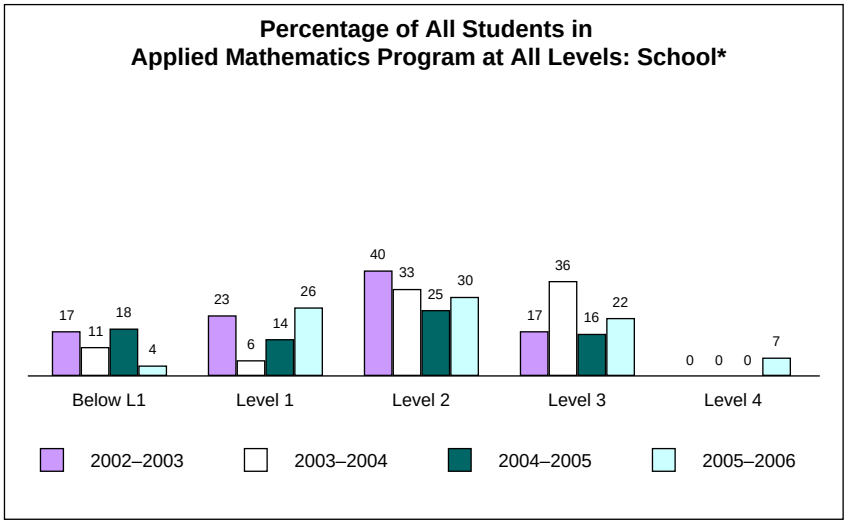
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
†† Includes only students for whom gender data were available.

Results Over Time, 2002–2003 to 2005–2006

Applied Mathematics Program for All Students

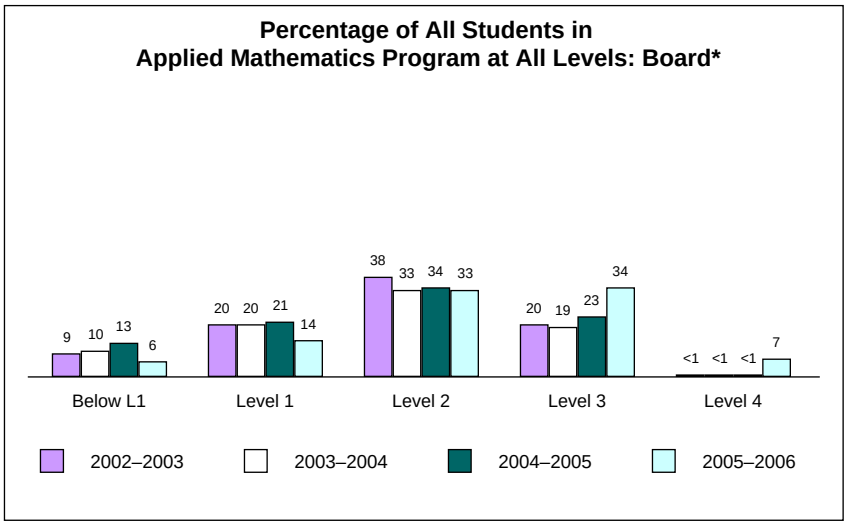
School*

Year	'02–'03	'03–'04	'04–'05	'05–'06**
Number of Students	***30***	***36***	***44***	***27***
Level 4	0%	0%	0%	7%
Level 3	17%	36%	16%	22%
Level 2	40%	33%	25%	30%
Level 1	23%	6%	14%	26%
Below Level 1	17%	11%	18%	4%
NEIS††	0%	11%	---	---
Participating Students	97%	97%	73%	89%
No Data	0%	3%	11%	7%
Exempt	3%	0%	16%	4%
At or Above Provincial Standard†	17%	36%	16%	30%



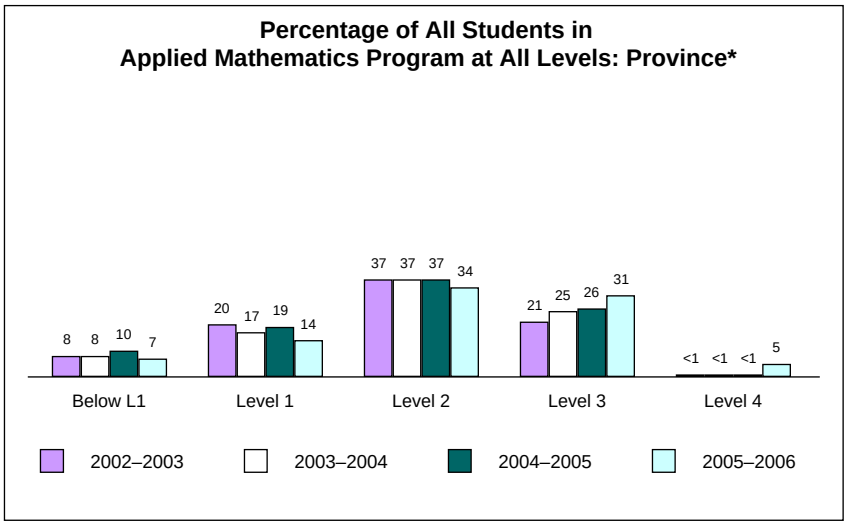
Board*

Year	'02–'03	'03–'04	'04–'05	'05–'06**
Number of Students	***1 633***	***1 654***	***1 839***	***1 656***
Level 4	<1%	<1%	<1%	7%
Level 3	20%	19%	23%	34%
Level 2	38%	33%	34%	33%
Level 1	20%	20%	21%	14%
Below Level 1	9%	10%	13%	6%
NEIS††	4%	7%	---	---
Participating Students	92%	90%	91%	93%
No Data	6%	8%	6%	4%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	20%	20%	23%	41%



Province*

Year	'02–'03	'03–'04	'04–'05	'05–'06**
Number of Students	***48 426***	***50 430***	***51 155***	***50 687***
Level 4	<1%	<1%	<1%	5%
Level 3	21%	25%	26%	31%
Level 2	37%	37%	37%	34%
Level 1	20%	17%	19%	14%
Below Level 1	8%	8%	10%	7%
NEIS††	4%	5%	---	---
Participating Students	90%	92%	93%	90%
No Data	8%	6%	6%	8%
Exempt	2%	1%	1%	2%
At or Above Provincial Standard†	21%	26%	27%	35%



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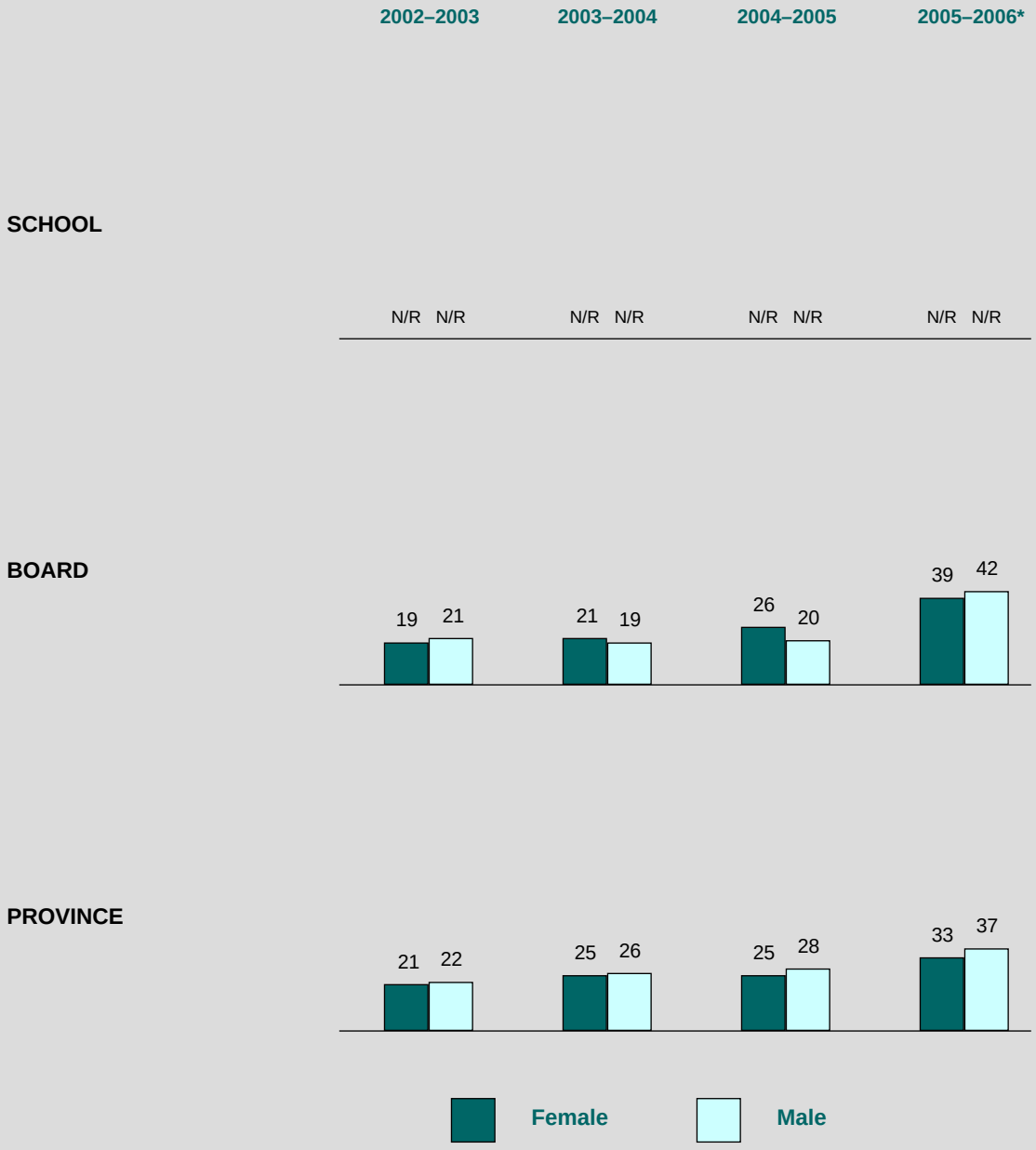
** Changes in student performance from 2004–2005 to 2005–2006 must be interpreted within the context of significant revisions to applied program courses as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics (2005)*.

† 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.

†† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS SCHOOL

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): GRADE 9 APPLIED MATHEMATICS



Total Number of Students in Applied Mathematics Program†

	2002–2003		2003–2004		2004–2005		2005–2006*	
	Female	Male	Female	Male	Female	Male	Female	Male
School	*12*	*18*	*22*	*14*	*13*	*31*	*18*	*9*
Board	*692*	*935*	*721*	*901*	*810*	*986*	*735*	*921*
Province	*21 387*	*26 625*	*22 292*	*27 223*	*22 371*	*27 413*	*22 884*	*27 802*

† Includes only students for whom gender data were available.

***** Changes in student performance from 2004–2005 to 2005–2006 must be interpreted within the context of significant revisions to applied program courses as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics (2005).*

Grade 9 Academic Mathematics Program, 2005–2006

Contextual Information*

This information provides a context for interpreting the school's results for this year in relation to those of the board and the province.

Academic Mathematics Program, 2005–2006	School	Board	Province
Number of students	***241***	***6 589***	***103 412***
Female	53%	50%	51%
Male	47%	50%	49%
Enrolled in first-semester course	50%	44%	42%
Enrolled in second-semester course	50%	46%	42%
Enrolled in full-year course	0%	10%	16%
ESL/ELD learners**	7%	6%	3%
Students with special needs (excluding gifted)**	1%	5%	4%

This information provides a context for interpreting the school's results over time.

Academic Mathematics Program, Over Time	2002–2003	2003–2004	2004–2005	2005–2006
Number of students	***198***	***211***	***288***	***241***
Female	49%	54%	56%	53%
Male	51%	46%	43%	47%
Enrolled in first-semester course	55%	58%	59%	50%
Enrolled in second-semester course	45%	42%	41%	50%
Enrolled in full-year course	0%	0%	0%	0%
ESL/ELD learners**	7%	2%✚	5%✚	7%✚
Students with special needs (excluding gifted)**	6%	3%	4%	1%

* Contextual information is derived from the Student Data Collection completed by the school. Some data may be missing, because they were not reported by the school.

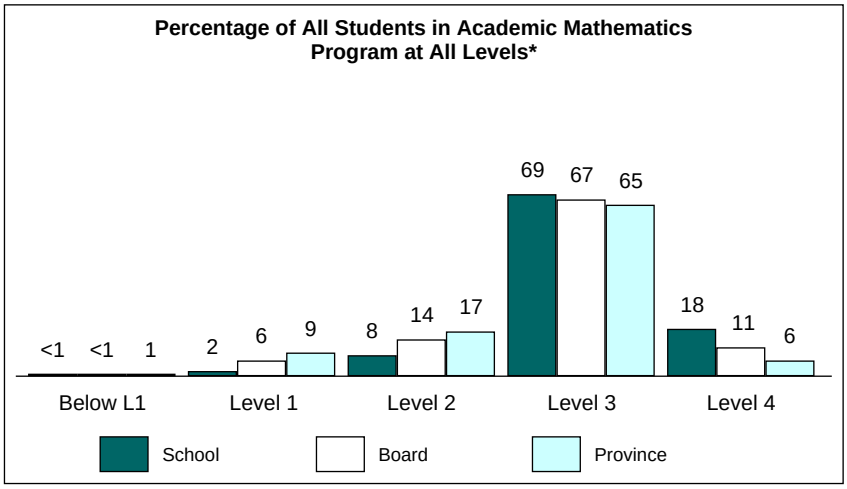
** See the Explanation of Terms.

✚ As the definition for the English as a second language/English literacy development group changed from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners", the percentage of students in this group may not be comparable with previous years.

Grade 9 Academic Mathematics Program, 2005–2006

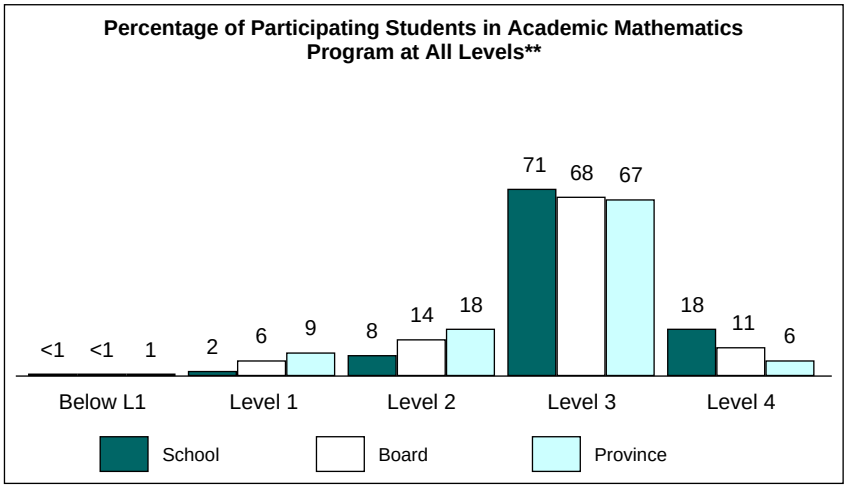
Results for All Students

All Students, 2005–2006*				
Number of Students	School *241*		Board *6 589*	Province *103 412*
	#	%	%	%
Level 4	43	18%	11%	6%
Level 3	166	69%	67%	65%
Level 2	19	8%	14%	17%
Level 1	5	2%	6%	9%
Below Level 1	1	<1%	<1%	1%
Participating Students	234	97%	98%	98%
No Data	3	1%	1%	1%
Exempt	4	2%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		**87%**	**78%**	**71%**



Results for Participating Students (excludes "no data" and "exempt" categories)

Participating Students, 2005–2006**				
Number of Students	School *234*		Board *6 482*	Province *101 694*
	#	%	%	%
Level 4	43	18%	11%	6%
Level 3	166	71%	68%	67%
Level 2	19	8%	14%	18%
Level 1	5	2%	6%	9%
Below Level 1	1	<1%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		**89%**	**79%**	**72%**



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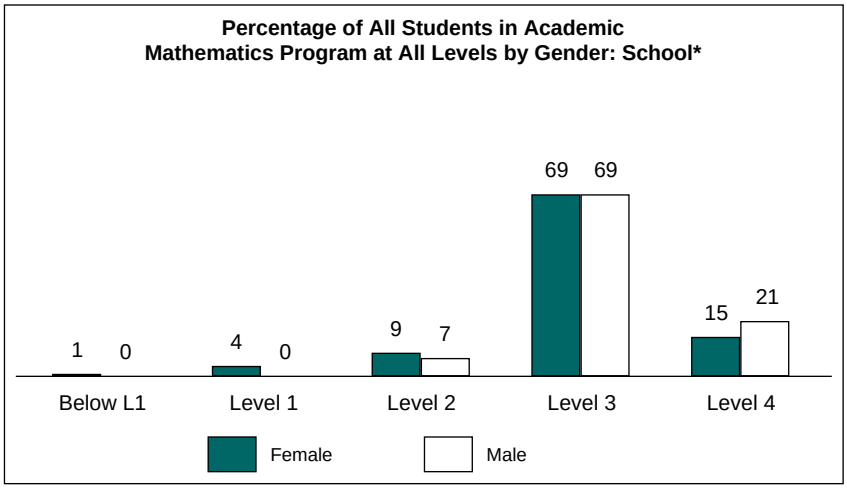
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

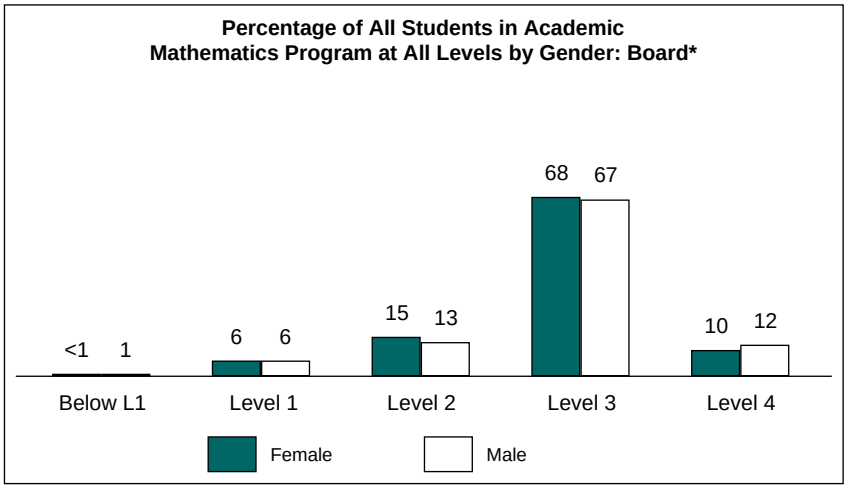
Grade 9 Academic Mathematics Program, 2005–2006

Results by Gender††

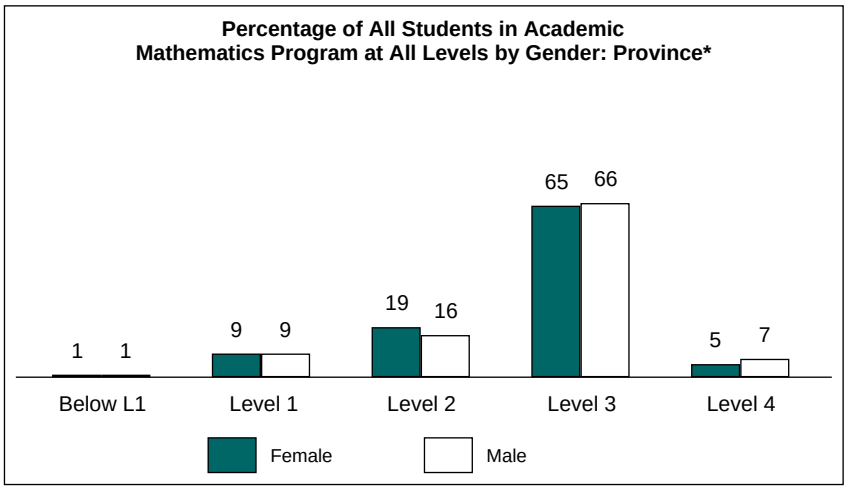
All Students, 2005–2006: School by Gender*				
Number of Students	**Female** ***127***		**Male** ***114***	
	#	%	*#*	%
Level 4	*19*	15%	*24*	21%
Level 3	*87*	69%	*79*	69%
Level 2	*11*	9%	*8*	7%
Level 1	*5*	4%	*0*	0%
Below Level 1	*1*	1%	*0*	0%
Participating Students	*123*	97%	*111*	97%
No Data	*1*	1%	*2*	2%
Exempt	*3*	2%	*1*	1%
At or Above Provincial Standard (Levels 3 and 4)†		**83%**		**90%**



All Students, 2005–2006: Board by Gender*				
Number of Students	**Female** ***3 284***		**Male** ***3 304***	
	#	%	*#*	%
Level 4	*316*	10%	*397*	12%
Level 3	*2 227*	68%	*2 198*	67%
Level 2	*495*	15%	*430*	13%
Level 1	*181*	6%	*206*	6%
Below Level 1	*15*	<1%	*17*	1%
Participating Students	*3 234*	98%	*3 248*	98%
No Data	*18*	1%	*19*	1%
Exempt	*32*	1%	*37*	1%
At or Above Provincial Standard (Levels 3 and 4)†		**77%**		**79%**



All Students, 2005–2006: Province by Gender*				
Number of Students	**Female** ***53 183***		**Male** ***50 228***	
	#	%	*#*	%
Level 4	*2 542*	5%	*3 347*	7%
Level 3	*34 614*	65%	*33 036*	66%
Level 2	*9 932*	19%	*8 047*	16%
Level 1	*4 786*	9%	*4 373*	9%
Below Level 1	*443*	1%	*574*	1%
Participating Students	*52 317*	98%	*49 377*	98%
No Data	*730*	1%	*677*	1%
Exempt	*136*	<1%	*174*	<1%
At or Above Provincial Standard (Levels 3 and 4)†		**70%**		**72%**



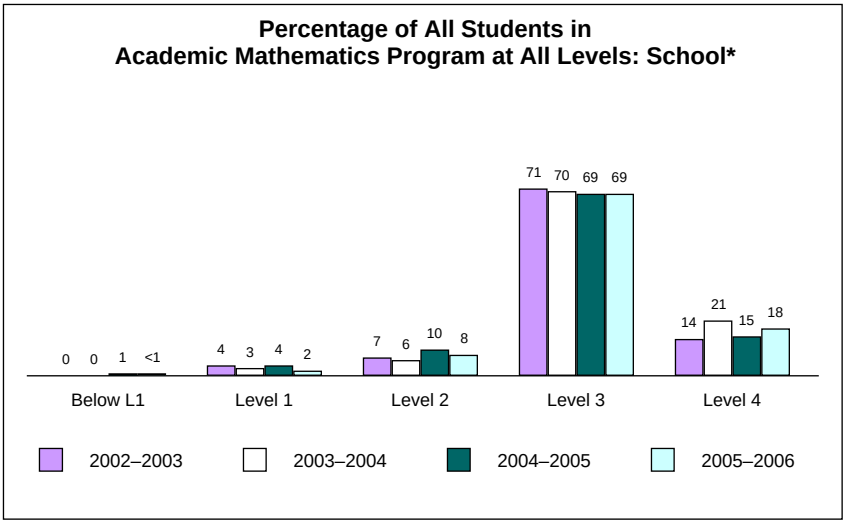
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
†† Includes only students for whom gender data were available.

Results Over Time, 2002–2003 to 2005–2006

Academic Mathematics Program for All Students

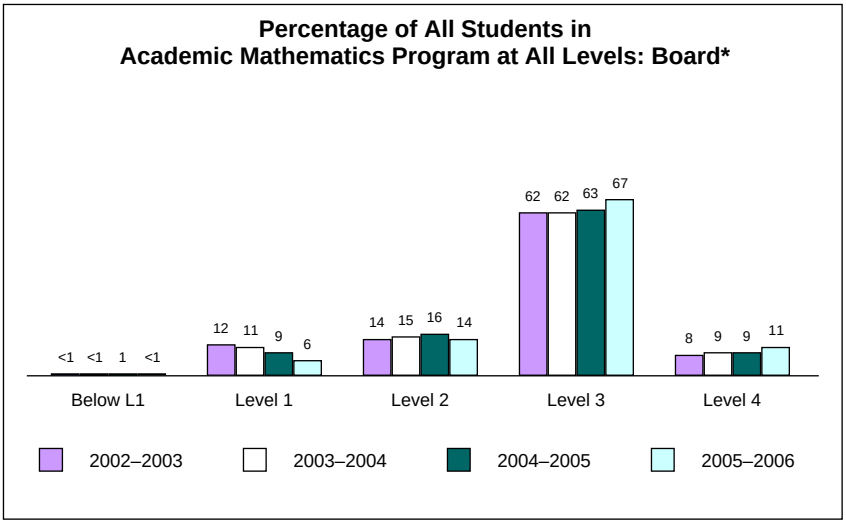
School*

Year	'02–'03	'03–'04	'04–'05	'05–'06
Number of Students	***198***	***211***	***288***	***241***
Level 4	14%	21%	15%	18%
Level 3	71%	70%	69%	69%
Level 2	7%	6%	10%	8%
Level 1	4%	3%	4%	2%
Below Level 1	0%	0%	1%	<1%
NEIS††	0%	0%	---	---
Participating Students	95%	100%	98%	97%
No Data	0%	0%	2%	1%
Exempt	5%	0%	1%	2%
At or Above Provincial Standard†	84%	91%	83%	87%



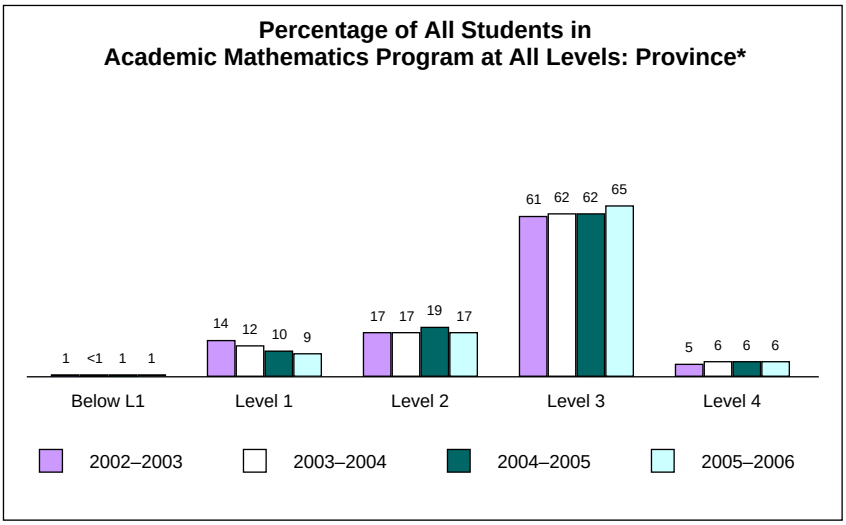
Board*

Year	'02–'03	'03–'04	'04–'05	'05–'06
Number of Students	***6 224***	***6 460***	***6 820***	***6 589***
Level 4	8%	9%	9%	11%
Level 3	62%	62%	63%	67%
Level 2	14%	15%	16%	14%
Level 1	12%	11%	9%	6%
Below Level 1	<1%	<1%	1%	<1%
NEIS††	<1%	1%	---	---
Participating Students	97%	97%	98%	98%
No Data	1%	1%	1%	1%
Exempt	2%	2%	1%	1%
At or Above Provincial Standard†	70%	71%	72%	78%



Province*

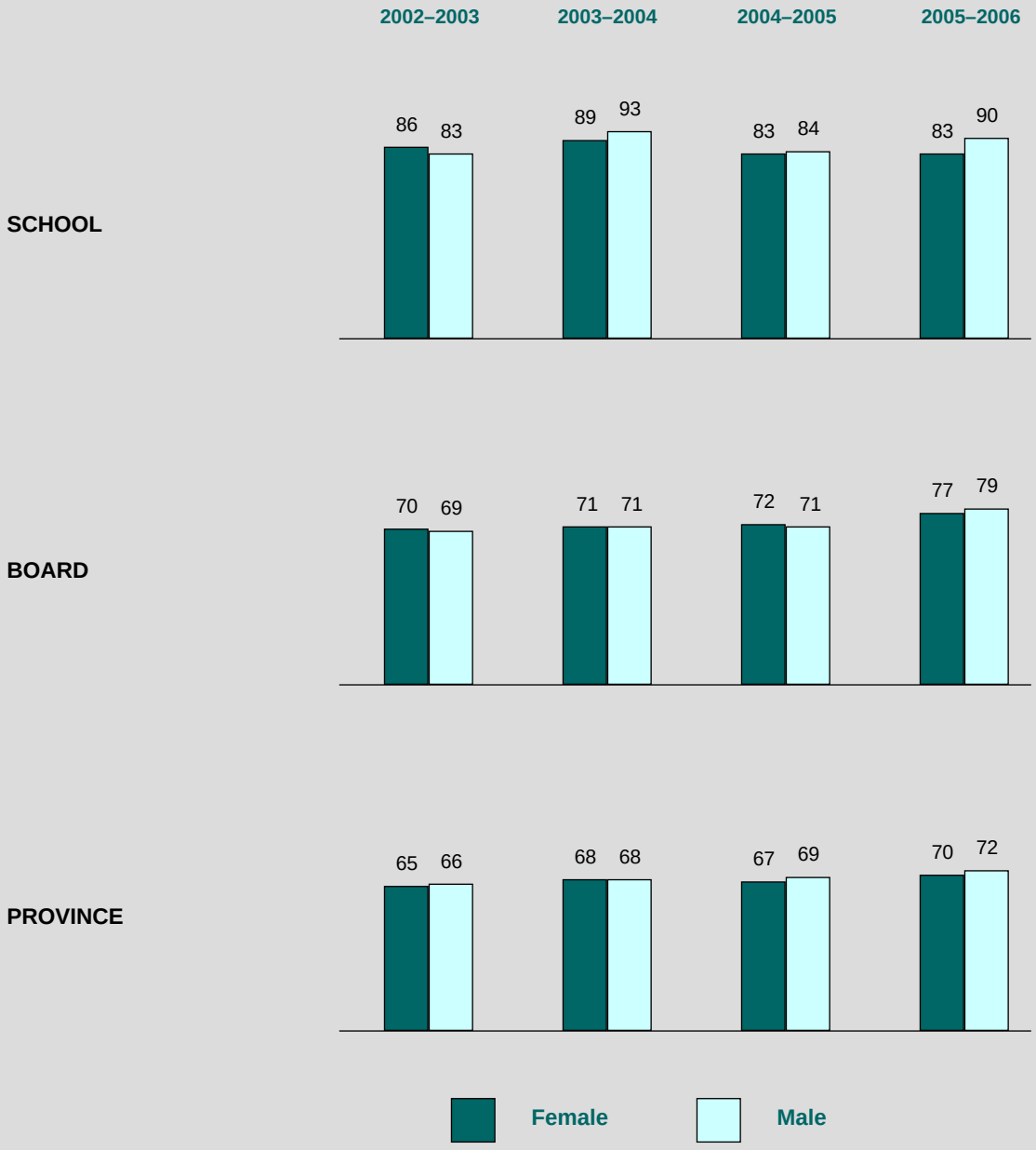
Year	'02–'03	'03–'04	'04–'05	'05–'06
Number of Students	***100 717***	***102 923***	***104 100***	***103 412***
Level 4	5%	6%	6%	6%
Level 3	61%	62%	62%	65%
Level 2	17%	17%	19%	17%
Level 1	14%	12%	10%	9%
Below Level 1	1%	<1%	1%	1%
NEIS††	<1%	1%	---	---
Participating Students	97%	99%	99%	98%
No Data	2%	1%	1%	1%
Exempt	<1%	<1%	<1%	<1%
At or Above Provincial Standard†	66%	68%	68%	71%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
† 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.
†† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS SCHOOL

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): GRADE 9 ACADEMIC MATHEMATICS



Total Number of Students in Academic Mathematics Program†

	2002–2003		2003–2004		2004–2005		2005–2006	
	Female	Male	Female	Male	Female	Male	Female	Male
School	***98***	***100***	***114***	***97***	***162***	***124***	***127***	***114***
Board	***3 084***	***3 138***	***3 200***	***3 242***	***3 408***	***3 379***	***3 284***	***3 304***
Province	***51 352***	***48 750***	***52 104***	***49 916***	***52 030***	***50 129***	***53 183***	***50 228***

† Includes only students for whom gender data were available.

EXPLANATION OF TERMS

All Students	Results are reported for all students in the program.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education, in *The Ontario Curriculum, Grades 9 and 10*: *Mathematics*, has set Level 3 as the provincial standard.
Level 4 (80-100%)	The student has demonstrated a very high to outstanding level of achievement. Achievement is *above* the provincial standard.
Level 3 (70-79%)	The student has demonstrated a high level of achievement. Achievement is *at* the provincial standard.
Level 2 (60-69%)	The student has demonstrated some of the required knowledge and skills. Achievement is *below, but approaching*, the provincial standard.
Level 1 (50-59%)	The student has demonstrated a passable level of achievement. Achievement is *below* the provincial standard.
Below Level 1	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
NEIS	"Not Enough Information to Score" is a category that was eliminated in 2004–2005. Students now are assigned a level based on the work they submitted, with unanswered questions treated as incorrect.
No Data	Non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Students who were formally exempted by the school from participating in the assessment.
ESL/ELD	English as a second language (ESL)/English literacy development (ELD) are students identified by the school as ESL/ELD learners.
Students with Special Needs	Students formally identified by an Identification, Placement and Review Committee and/or students who have an Individual Education Plan. Students identified as gifted are not included.
N/R	"Not Reported" indicates that the number of participating students in a school or board is so small (fewer than 15 in a group) that identification of individual student results might be possible; therefore, the results are not reported publicly.
N/D	Used in tables and graphs to indicate that there were no students in the grade or program for the years specified.