



Education
Quality and
Accountability
Office

SCHOOL REPORT FOR 2003–2004

Grade 9 Assessment of Mathematics

School: Senator O'Connor College School (763772)

Board: Toronto Catholic District School Board (67059)

I am pleased to provide you with this school report. This year's results suggest that school and board improvement strategies are having a positive impact. Province-wide, results in both academic and applied mathematics have advanced over the last year.

I hope that this new report, along with other school data, will help parents, educators and members of the community as they work together to ensure that every student achieves high levels of success.

Sincerely,

Marguerite Jackson
Chief Executive Officer

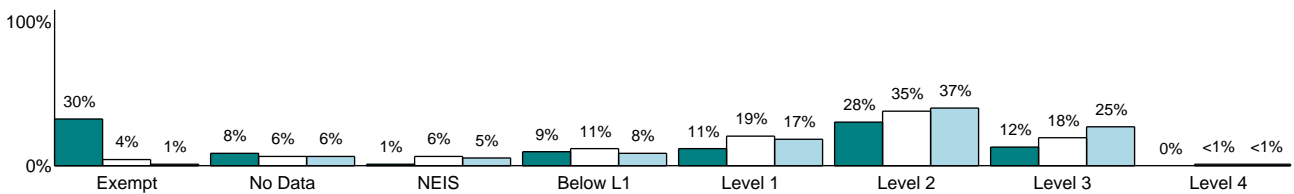
The report provides you with

- results for applied and academic mathematics programs: for *all* students, for *participating* students, and for female and male students
- results for school, board and province
- contextual information
- a "how to use" page with some reflective and guiding questions
- an explanation of terms

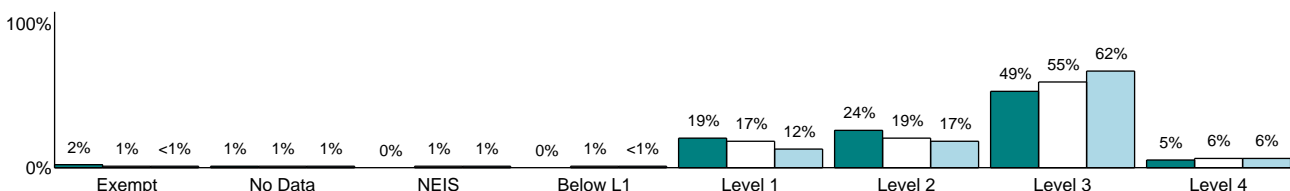
Using Data to Promote Student Success

SUMMARY OF RESULTS FOR ALL STUDENTS

Applied Program



Academic Program



N.B. Provincial standard: Level 3.

■ School

Board

■ Province

How to Use This Report

Follow these suggestions for the applied mathematics program and the academic mathematics program separately:

Review the contextual information.

- What percentage of students in this school participated in the assessment? How many students were exempted, provided no data or did not provide enough information to score?
- What percentages of students were female? male? ESL/ELD learners? students with special needs? What percentages of students were enrolled in semestered and full-year courses?
- How does the profile of the student body in this program at the school compare to those of the board and the province? Consider the challenges that any differences might represent.

Review the school results.

- What percentage of *all* students performed at or above the provincial standard (Levels 3 and 4)? approached the standard (Level 2)? performed below the standard (Level 1)?
- How do these percentages compare with those for *participating* students?
- How do these percentages compare for female and male students?
- How do the school's results compare to the board's results? to the provincial results? to the results of other schools with similar demographic profiles?

Try to account for any trends, patterns or inconsistencies.

- Have there been any changes in the level of student participation that might have influenced the results?
- Have there been any new initiatives? any changes in this program or resources at the school?
- How well is the range of students' needs being addressed in this program?
- Are these results consistent with other information (e.g., classroom tests, report card marks, school surveys, results of similar schools)?

Consider how these results are being addressed.

- What are the school's goals for improvement?
- Refer to the school's improvement plans, newsletters, Web site, school council, local school profile and to the *EQAO Guide to School and Board Improvement Planning* for additional information.
- Acknowledge student improvement and school successes.

Guiding Principles

The applied and academic mathematics programs are different and separate courses and should not be compared.



Each school is unique, and to appreciate the distinctive character of a school or a board, it is necessary to understand the features and characteristics of the community it serves.



This assessment captures performance at a specific point in time. The results should be considered together with other school information about student performance in mathematics.



Differences in results may look exaggerated if the number of students is very small. For example, in a class of 20 students, an increase or a decrease of 10% means a net change of only two students. Exercise caution in interpreting results.



Contextual Information for School, Board and Province: 2003–2004

The information below provides a context for interpreting the school's applied and academic mathematics programs results in relation to the board's and the province's. These contextual factors are derived from the **Student Information Form**. Some data may be missing, because they were not reported by schools.

| Applied Mathematics Program | School | Board | Province |
|---|--------|-------|----------|
| Number of students | 74 | 2 306 | 50 430 |
| Female | 32% | 47% | 44% |
| Male | 68% | 51% | 54% |
| Enrolled in first-semester course | 73% | 38% | 44% |
| Enrolled in second-semester course | 27% | 30% | 43% |
| Enrolled in full-year course | 0% | 31% | 14% |
| ESL/ELD learners* | 11% | 7% | 4% |
| Students with special needs (excluding gifted)* | 45% | 35% | 24% |

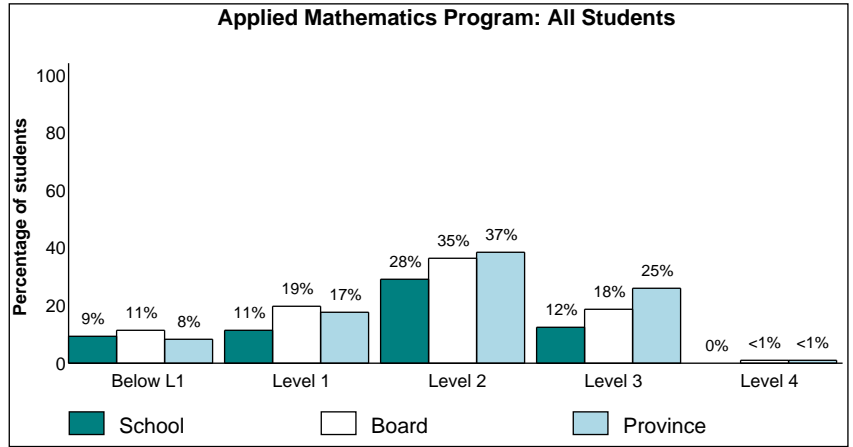
| Academic Mathematics Program | School | Board | Province |
|---|--------|-------|----------|
| Number of students | 148 | 4 633 | 102 923 |
| Female | 46% | 53% | 51% |
| Male | 53% | 46% | 48% |
| Enrolled in first-semester course | 39% | 33% | 42% |
| Enrolled in second-semester course | 61% | 33% | 41% |
| Enrolled in full-year course | 0% | 34% | 18% |
| ESL/ELD learners* | 1% | 2% | 2% |
| Students with special needs (excluding gifted)* | 5% | 5% | 3% |

* See Explanation of Terms, on the final page of this report.

Results for Students in Applied Mathematics Program, 2003–2004

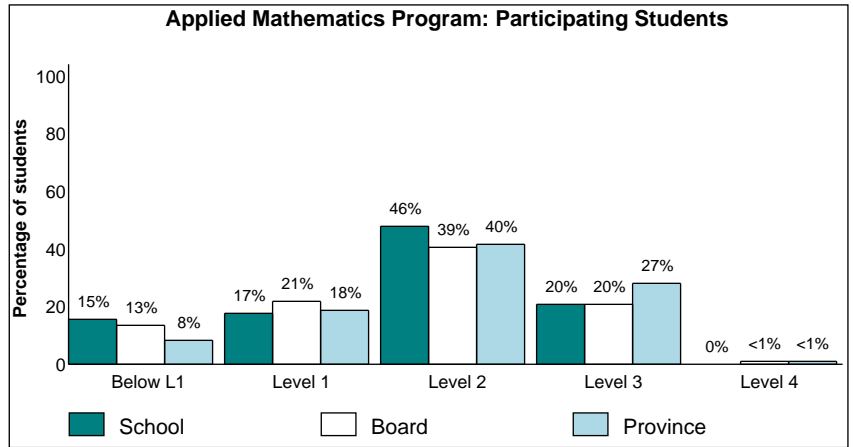
All Students*

| | School | Board | Province |
|--|--------|-------|----------|
| # of Students | 74 | 2 306 | 50 430 |
| Level 4 | 0% | <1% | <1% |
| Level 3 | 12% | 18% | 25% |
| Level 2 | 28% | 35% | 37% |
| Level 1 | 11% | 19% | 17% |
| Below L1** | 9% | 11% | 8% |
| NEIS** | 1% | 6% | 5% |
| No Data | 8% | 6% | 6% |
| Exempt | 30% | 4% | 1% |
| At or above the provincial standard*** | 12% | 18% | 26% |



Participating Students****

| | School | Board | Province |
|--|--------|-------|----------|
| # of Students | 46 | 2 072 | 46 605 |
| Level 4 | 0% | <1% | <1% |
| Level 3 | 20% | 20% | 27% |
| Level 2 | 46% | 39% | 40% |
| Level 1 | 17% | 21% | 18% |
| Below L1** | 15% | 13% | 8% |
| NEIS** | 2% | 7% | 6% |
| At or above the provincial standard*** | 20% | 20% | 28% |



* Percentages in tables may not add up to 100, due to rounding. Percentages in bar graphs will not add up to 100, as not all categories of reporting are shown.

** See Explanation of Terms, on the final page of this report.

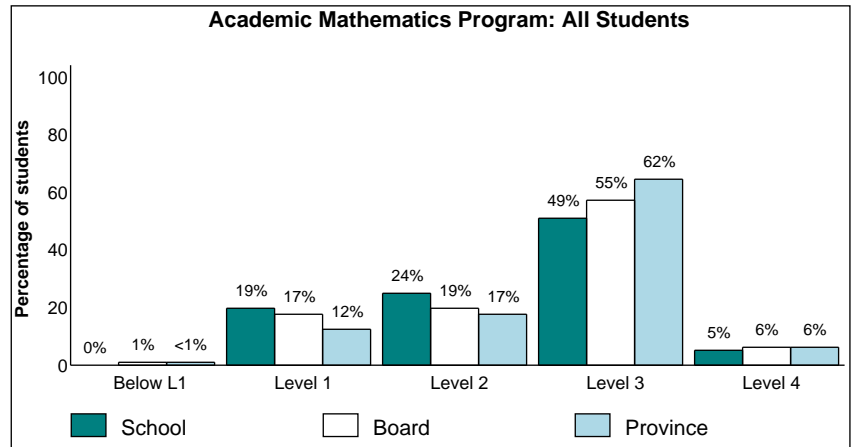
*** At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

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Results for Students in Academic Mathematics Program, 2003–2004

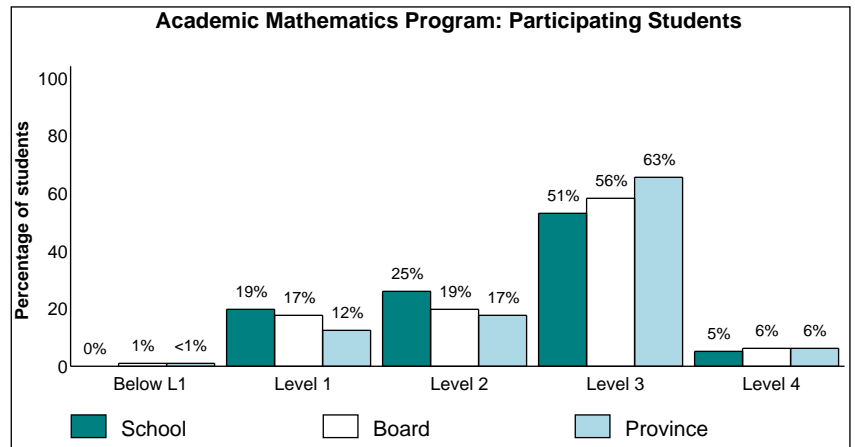
All Students*

| | School | Board | Province |
|--|--------|-------|----------|
| # of Students | 148 | 4 633 | 102 923 |
| Level 4 | 5% | 6% | 6% |
| Level 3 | 49% | 55% | 62% |
| Level 2 | 24% | 19% | 17% |
| Level 1 | 19% | 17% | 12% |
| Below L1** | 0% | 1% | <1% |
| NEIS** | 0% | 1% | 1% |
| No Data | 1% | 1% | 1% |
| Exempt | 2% | 1% | <1% |
| At or above the provincial standard*** | 54% | 61% | 68% |



Participating Students****

| | School | Board | Province |
|--|--------|-------|----------|
| # of Students | 144 | 4 569 | 101 424 |
| Level 4 | 5% | 6% | 6% |
| Level 3 | 51% | 56% | 63% |
| Level 2 | 25% | 19% | 17% |
| Level 1 | 19% | 17% | 12% |
| Below L1** | 0% | 1% | <1% |
| NEIS** | 0% | 1% | 1% |
| At or above the provincial standard*** | 56% | 62% | 69% |



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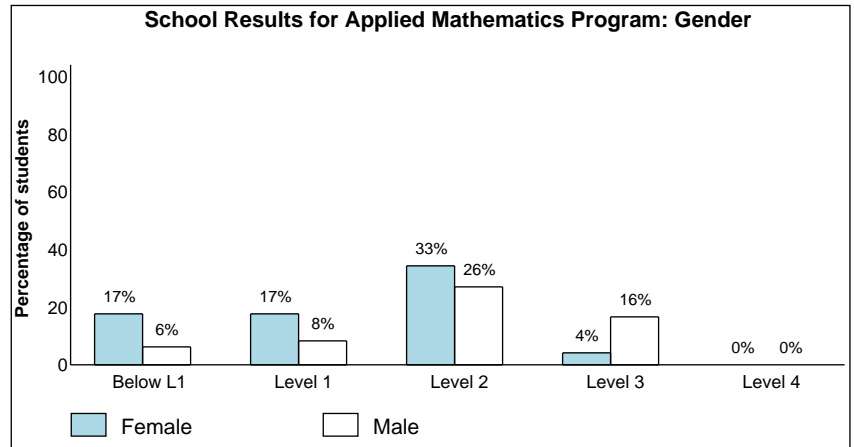
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Results by Gender*† in Applied Mathematics Program, 2003–2004

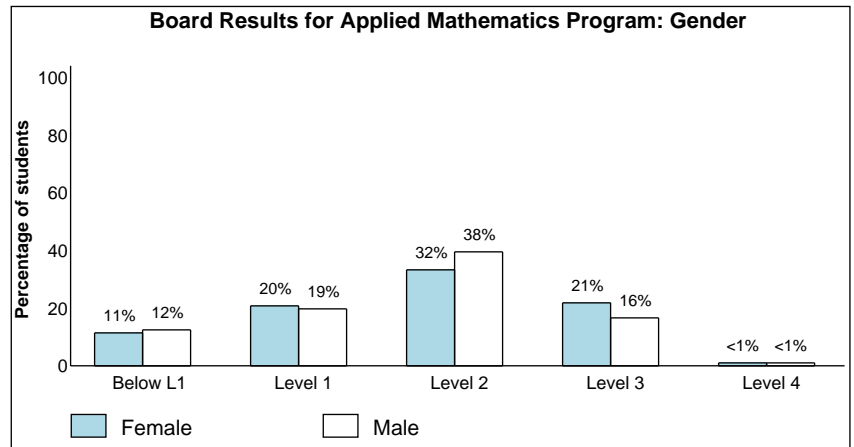
School

| | Female | Male |
|--|--------|------|
| # of Students | 24 | 50 |
| Level 4 | 0% | 0% |
| Level 3 | 4% | 16% |
| Level 2 | 33% | 26% |
| Level 1 | 17% | 8% |
| Below L1** | 17% | 6% |
| NEIS** | 0% | 2% |
| No Data | 4% | 10% |
| Exempt | 25% | 32% |
| At or above the provincial standard*** | 4% | 16% |



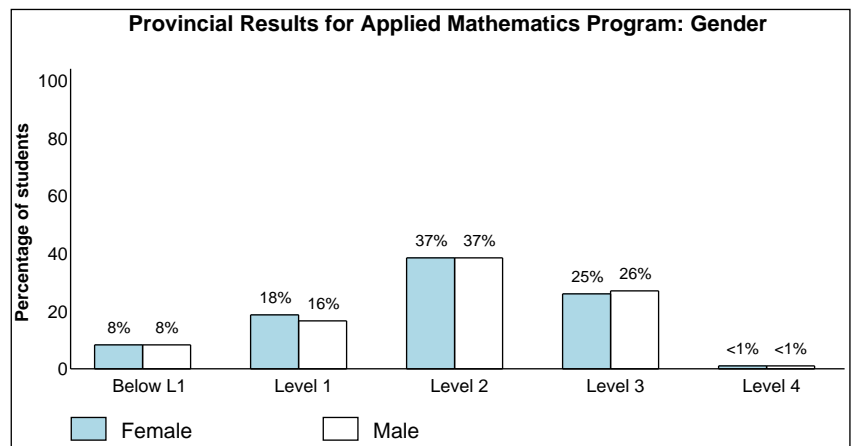
Board

| | Female | Male |
|--|--------|-------|
| # of Students | 1 081 | 1 182 |
| Level 4 | <1% | <1% |
| Level 3 | 21% | 16% |
| Level 2 | 32% | 38% |
| Level 1 | 20% | 19% |
| Below L1** | 11% | 12% |
| NEIS** | 6% | 6% |
| No Data | 5% | 6% |
| Exempt | 5% | 3% |
| At or above the provincial standard*** | 21% | 16% |



Province

| | Female | Male |
|--|--------|--------|
| # of Students | 22 292 | 27 223 |
| Level 4 | <1% | <1% |
| Level 3 | 25% | 26% |
| Level 2 | 37% | 37% |
| Level 1 | 18% | 16% |
| Below L1** | 8% | 8% |
| NEIS** | 5% | 6% |
| No Data | 6% | 6% |
| Exempt | 1% | 1% |
| At or above the provincial standard*** | 25% | 26% |

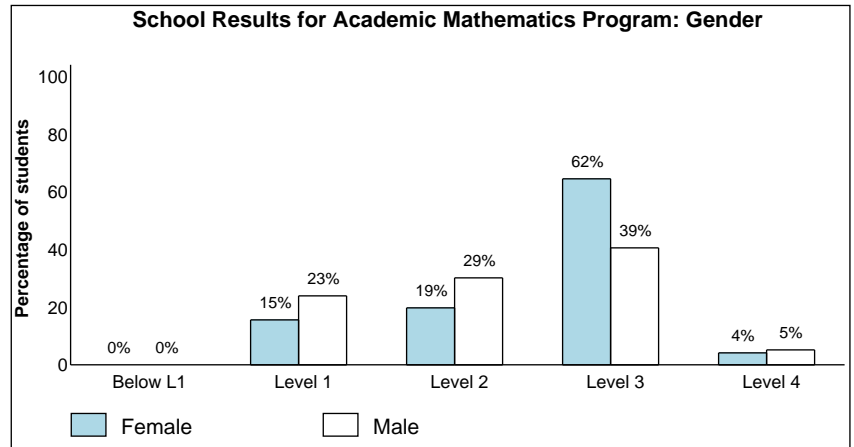


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 † Results by gender include only students for whom gender data were available
 ** See Explanation of Terms, on the final page of this report.
 *** At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Results by Gender[†] in Academic Mathematics Program, 2003–2004

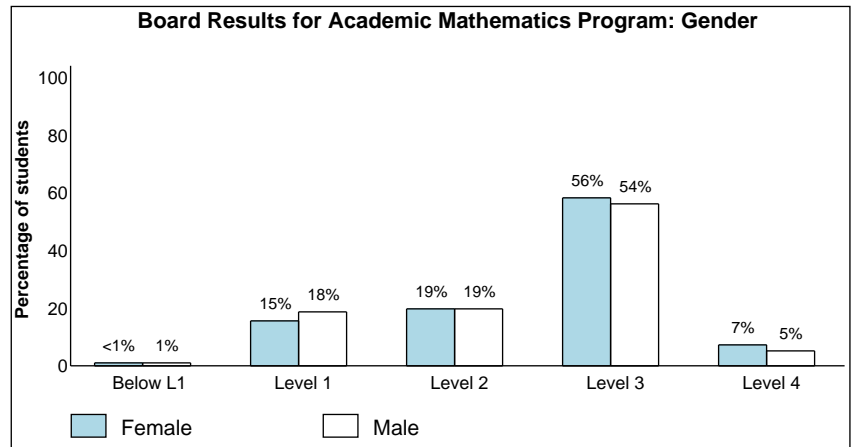
School

| | Female | Male |
|--|--------|------|
| # of Students | 68 | 79 |
| Level 4 | 4% | 5% |
| Level 3 | 62% | 39% |
| Level 2 | 19% | 29% |
| Level 1 | 15% | 23% |
| Below L1** | 0% | 0% |
| NEIS** | 0% | 0% |
| No Data | 0% | 1% |
| Exempt | 0% | 3% |
| At or above the provincial standard*** | 66% | 44% |



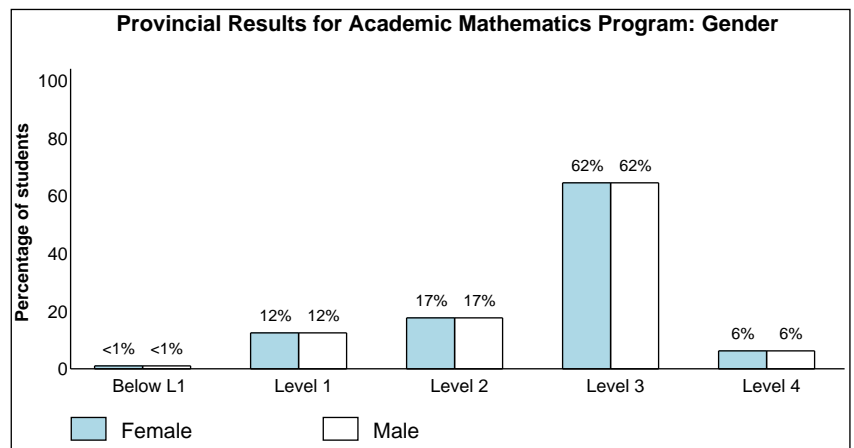
Board

| | Female | Male |
|--|--------|-------|
| # of Students | 2 462 | 2 125 |
| Level 4 | 7% | 5% |
| Level 3 | 56% | 54% |
| Level 2 | 19% | 19% |
| Level 1 | 15% | 18% |
| Below L1** | <1% | 1% |
| NEIS** | 1% | 1% |
| No Data | 1% | 1% |
| Exempt | 1% | <1% |
| At or above the provincial standard*** | 63% | 59% |



Province

| | Female | Male |
|--|--------|--------|
| # of Students | 52 104 | 49 916 |
| Level 4 | 6% | 6% |
| Level 3 | 62% | 62% |
| Level 2 | 17% | 17% |
| Level 1 | 12% | 12% |
| Below L1** | <1% | <1% |
| NEIS** | 1% | 1% |
| No Data | 1% | 1% |
| Exempt | <1% | <1% |
| At or above the provincial standard*** | 68% | 68% |



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 † Results by gender include only students for whom gender data were available
 ** See Explanation of Terms, on the final page of this report.
 *** At or above the provincial standard (Levels 3 and 4). These percentages are based upon actual counts of students and cannot be calculated by simply adding (rounded) percentages of students at Levels 3 and 4.

Explanation of Terms

| | |
|------------------------------------|--|
| All Students | Results are reported for all students in the program (formerly Method 1). The number of students in each reporting category is reported as a percentage of all students in the program (i.e., students at the four levels of achievement and those in the exempt , no data , NEIS and Below Level 1 categories described below). |
| Participating Students | Results are reported only for those students who took part in the assessment (formerly Method 2). The number of students in each reporting category is reported as a percentage of only those students who took part in the assessment (i.e., students in the exempt and no data categories are excluded). |
| Provincial Standard | The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard. |
| Levels 1–4 | The levels of achievement and the corresponding percentage grade ranges are as follows: Level 4 (80–100%): The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard. Level 3 (70–79%): The student has demonstrated a high level of achievement. Achievement is <i>at the</i> provincial standard. Level 2 (60–69%): The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard. Level 1 (50–59%): The student has demonstrated a passable level of achievement. Achievement is <i>below</i> 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 used when large sections of students’ work are missing due to absence or for other reasons, such that a level of achievement cannot be assigned for an overall score. |
| No Data | Non-exempt students for whom EQAO did not receive completed assessment booklets. |
| Exempt | Students who were formally exempted from participation in the assessment as identified by the school on the Student Information Form. |
| ESL/ELD | English as a second language (ESL)/English literacy development (ELD) are students identified by the school as ESL/ELD learners on the Student Information Form. |
| Students with Special Needs | Students formally identified by an Identification, Placement and Review Committee, and/or students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included. |
| N/R | “Not reported” indicates that the number of participating students in a school or board is so small that identification of individual student results would be possible, and numbers are not reported. |