



Education
Quality and
Accountability
Office

SCHOOL REPORT FOR 2004–2005

Grade 9 Assessment of Mathematics

School: Loretto Abbey Catholic SS (728055)

Board: Toronto Catholic District School Board (67059)

I am pleased to provide you with this *ready-to-use report*, which provides an overview of contextual information, results over time, and student performance on EQAO’s Grade 9 Assessment of Mathematics for 2004–2005.

Experience has shown that data inform professional practice and set the stage 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, 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, in conjunction with other school data, will help parents, educators and all who have an interest in a strong public education work together to ensure that every student achieves high levels of success.

Sincerely,

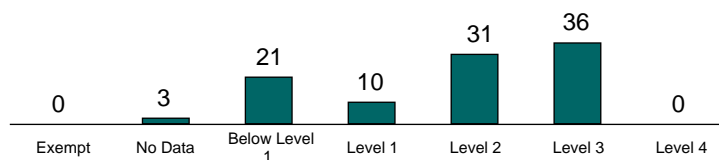
Marguerite Jackson
Chief Executive Officer

WHERE TO FIND . . .

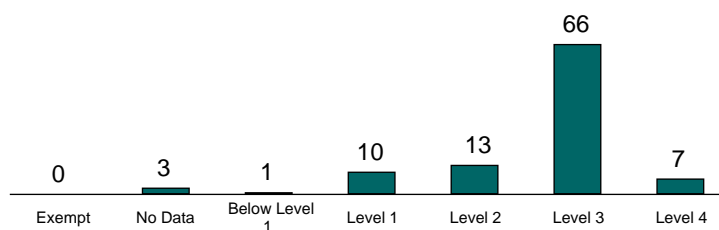
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SUMMARY OF SCHOOL RESULTS PERCENTAGES FOR ALL STUDENTS, 2004–2005

APPLIED PROGRAM



ACADEMIC PROGRAM



Note: The provincial standard is Level 3.

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



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



Remember to exercise caution when interpreting results for small schools. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a group 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 at this school 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 school compared to the board and province;
- ◆ a comparison of results over the past three years to aid in monitoring improvement and
- ◆ information about the characteristics of the students who participated.

Specifically, you will find

- ◆ tables providing background information about students in the applied and academic mathematics program
- ◆ summary graphs and detailed tables showing results for all levels of achievement and by gender for each program
- ◆ 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. 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 these results compare to the board and provincial results?
 - How do these results compare over the three years?
- ◆ 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 programs 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.

Applied Mathematics Program, 2004–2005

Contextual Information*

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

| Applied Mathematics Program, 2004–2005 | School | Board | Province |
|--|-----------|--------------|---------------|
| <i>Number of students</i> | 39 | 2 472 | 51 155 |
| Female | 100% | 46% | 44% |
| Male | 0% | 50% | 54% |
| Enrolled in first-semester course | 0% | 36% | 44% |
| Enrolled in second-semester course | 0% | 30% | 42% |
| Enrolled in full-year course | 100% | 33% | 14% |
| ESL/ELD learners** | 0% | 7% | 4% |
| Students with special needs (excluding gifted)** | 41% | 34% | 23% |

This information provides a context for interpreting the school’s applied mathematics program results over time.

| Applied Mathematics Program, Over Time | 2002–2003 | 2003–2004 | 2004–2005 |
|--|-----------|-----------------|-----------------|
| <i>Number of students</i> | 24 | 26 | 39 |
| Female | 100% | 100% | 100% |
| Male | 0% | 0% | 0% |
| Enrolled in first-semester course | 0% | 0% | 0% |
| Enrolled in second-semester course | 0% | 0% | 0% |
| Enrolled in full-year course | 100% | 100% | 100% |
| ESL/ELD learners** | 0% | 0% ⁺ | 0% ⁺ |
| Students with special needs (excluding gifted)** | 58% | 46% | 41% |

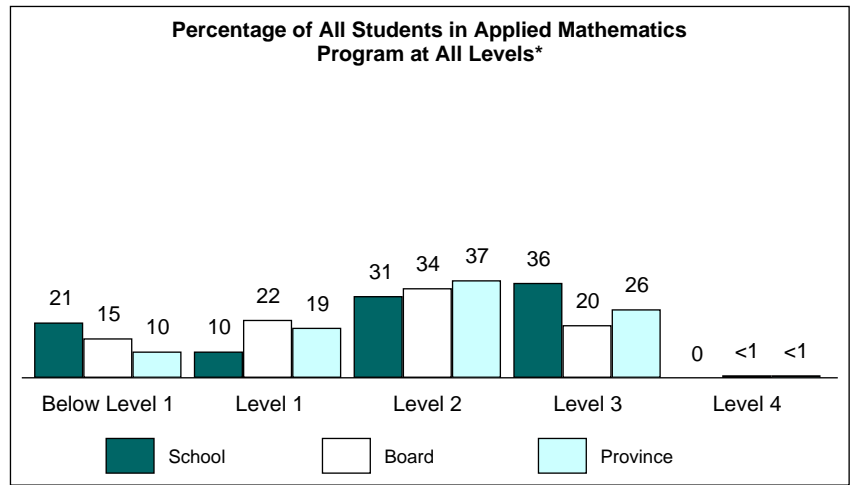
* Contextual information is derived from the **Student Information Form** completed by the school. Some data may be missing, because they were not reported by the school.

** 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.

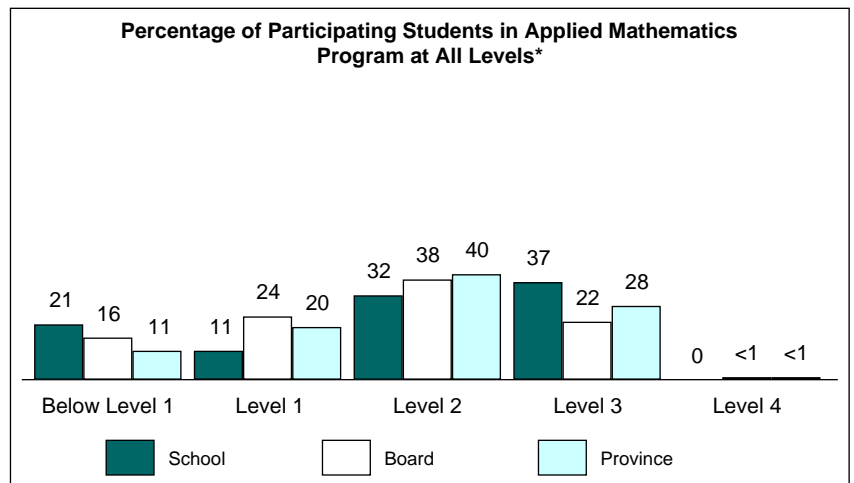
Applied Mathematics Program, 2004–2005 Results for All Students

| All Students, 2004–2005* | | | | | | |
|---|--------------|------------|----------------|------------|--------------------|------------|
| Number of Students | School 39 | | Board 2 472 | | Province 51 155 | |
| Level 4 | 0 | 0% | <1% | <1% | <1% | <1% |
| Level 3 | 14 | 36% | 20% | 26% | 26% | 26% |
| Level 2 | 12 | 31% | 34% | 37% | 37% | 37% |
| Level 1 | 4 | 10% | 22% | 19% | 19% | 19% |
| Below Level 1 | 8 | 21% | 15% | 10% | 10% | 10% |
| Participating Students | 38 | 97% | 91% | 93% | 93% | 93% |
| No Data | 1 | 3% | 6% | 6% | 6% | 6% |
| Exempt | 0 | 0% | 3% | 1% | 1% | 1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 36% | 20% | 27% | 27% | 27% |



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

| Participating Students, 2004–2005* | | | | | | |
|---|--------------|------------|----------------|------------|--------------------|------------|
| Number of Students | School 38 | | Board 2 252 | | Province 47 368 | |
| Level 4 | 0 | 0% | <1% | <1% | <1% | <1% |
| Level 3 | 14 | 37% | 22% | 28% | 28% | 28% |
| Level 2 | 12 | 32% | 38% | 40% | 40% | 40% |
| Level 1 | 4 | 11% | 24% | 20% | 20% | 20% |
| Below Level 1 | 8 | 21% | 16% | 11% | 11% | 11% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 37% | 22% | 29% | 29% | 29% |

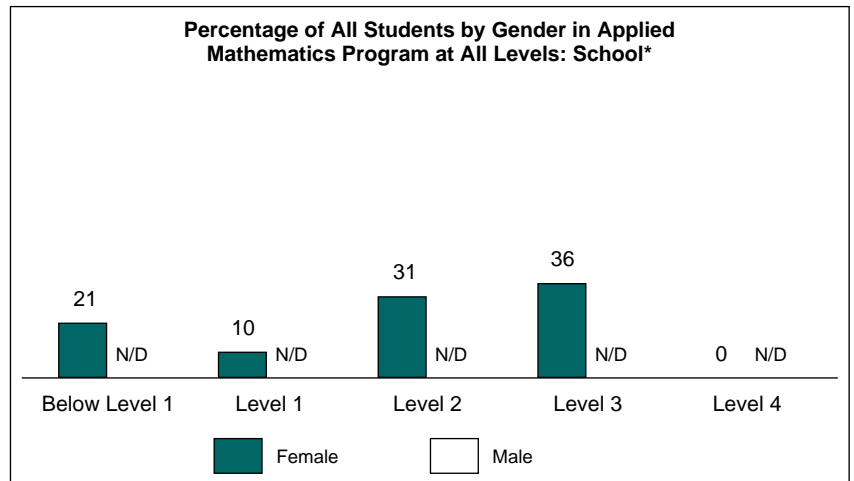


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

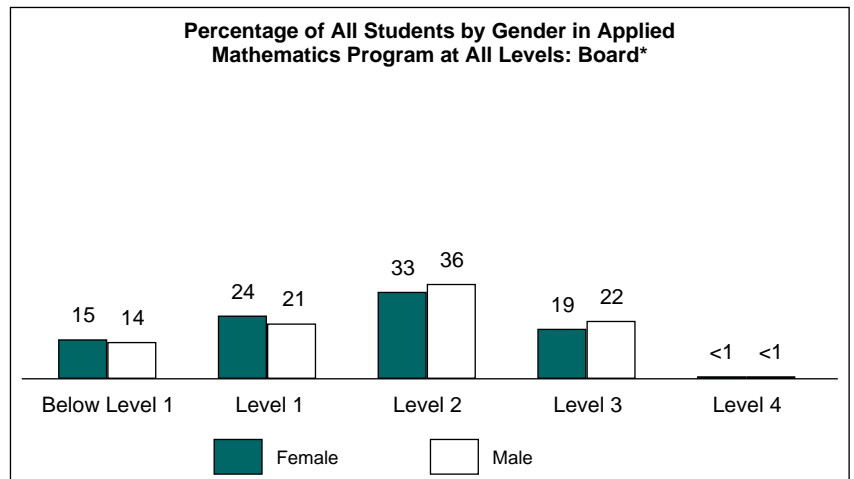
† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.

Applied Mathematics Program, 2004–2005 Results by Gender††

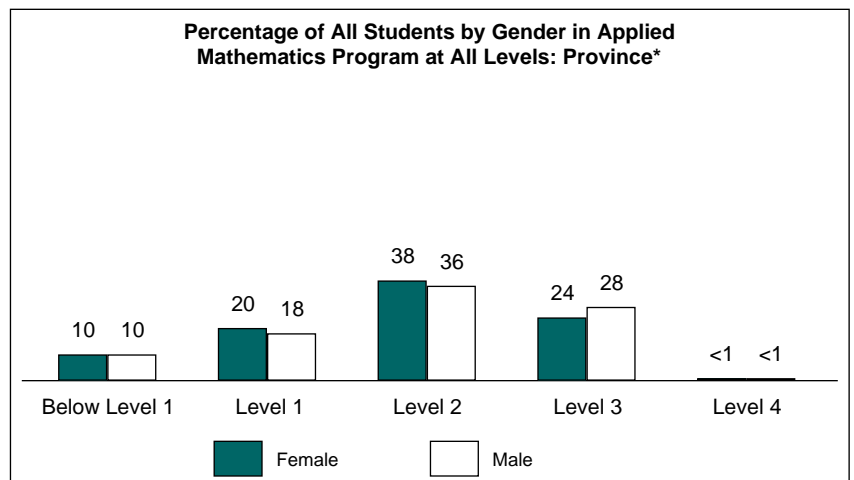
| All Students, 2004–2005: School by Gender* | | | | |
|--|--------------|-----|-------------|-----|
| Number of Students | Female 39 | | Male N/D | |
| Level 4 | 0 | 0% | N/D | N/D |
| Level 3 | 14 | 36% | N/D | N/D |
| Level 2 | 12 | 31% | N/D | N/D |
| Level 1 | 4 | 10% | N/D | N/D |
| Below Level 1 | 8 | 21% | N/D | N/D |
| Participating Students | 38 | 97% | N/D | N/D |
| No Data | 1 | 3% | N/D | N/D |
| Exempt | 0 | 0% | N/D | N/D |
| At or Above Provincial Standard (Levels 3 and 4)† | 36% | | N/D | |



| All Students, 2004–2005: Board by Gender* | | | | |
|--|-----------------|-----|---------------|-----|
| Number of Students | Female 1 126 | | Male 1 237 | |
| Level 4 | 3 | <1% | 3 | <1% |
| Level 3 | 210 | 19% | 266 | 22% |
| Level 2 | 369 | 33% | 443 | 36% |
| Level 1 | 265 | 24% | 255 | 21% |
| Below Level 1 | 173 | 15% | 171 | 14% |
| Participating Students | 1 020 | 91% | 1 138 | 92% |
| No Data | 65 | 6% | 74 | 6% |
| Exempt | 41 | 4% | 25 | 2% |
| At or Above Provincial Standard (Levels 3 and 4)† | 19% | | 22% | |



| All Students, 2004–2005: Province by Gender* | | | | |
|--|------------------|-----|----------------|-----|
| Number of Students | Female 22 371 | | Male 27 413 | |
| Level 4 | 53 | <1% | 104 | <1% |
| Level 3 | 5 452 | 24% | 7 662 | 28% |
| Level 2 | 8 497 | 38% | 9 940 | 36% |
| Level 1 | 4 502 | 20% | 4 890 | 18% |
| Below Level 1 | 2 285 | 10% | 2 847 | 10% |
| Participating Students | 20 789 | 93% | 25 443 | 93% |
| No Data | 1 303 | 6% | 1 561 | 6% |
| Exempt | 279 | 1% | 409 | 1% |
| At or Above Provincial Standard (Levels 3 and 4)† | 25% | | 28% | |



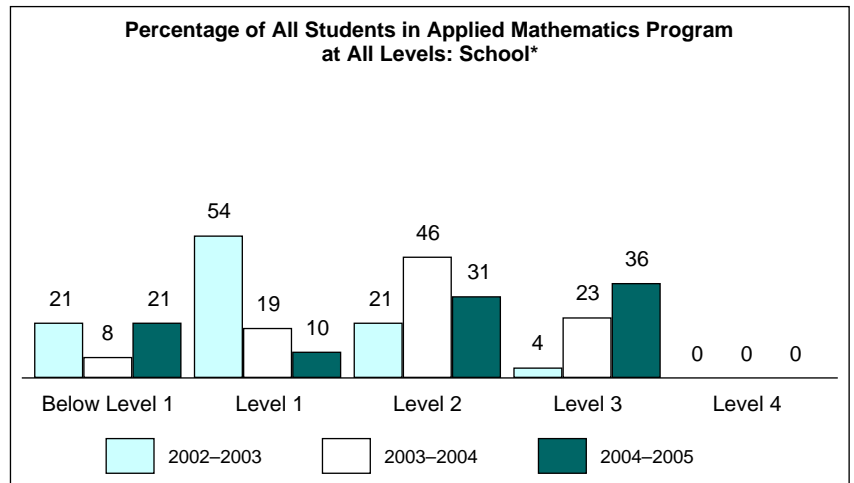
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.

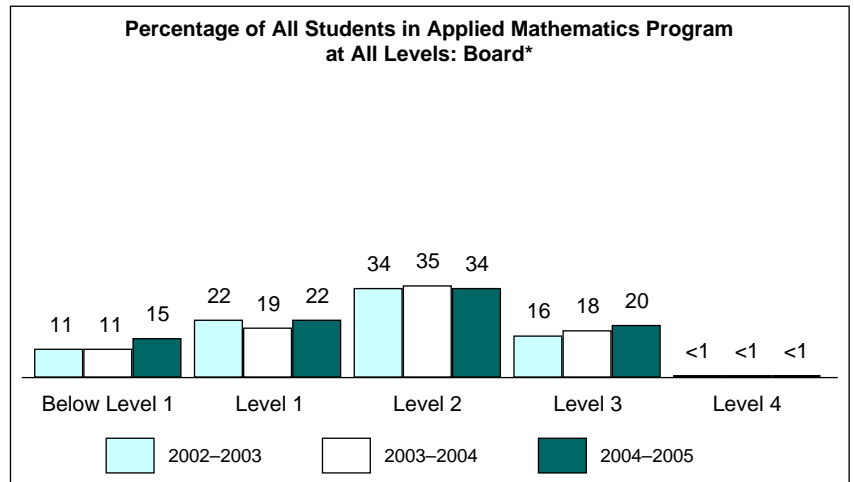
†† Results by gender include only students for whom gender data were available.

Applied Mathematics Program, 2004–2005 Results over Time for All Students

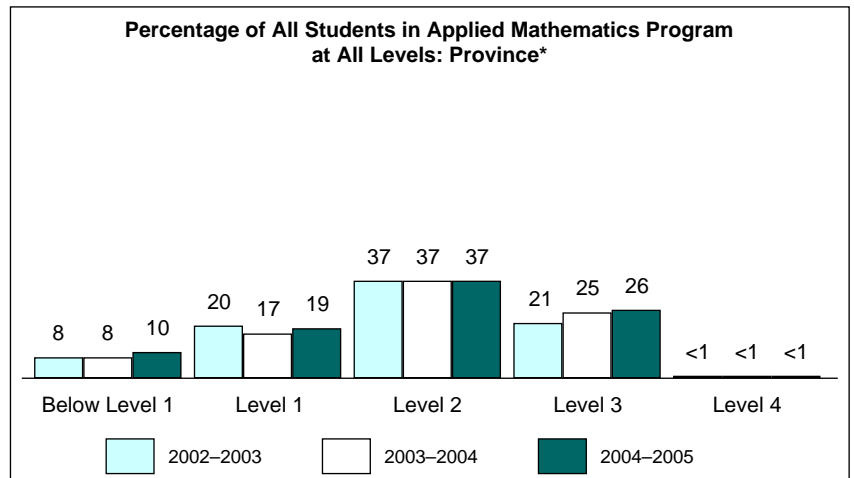
| School* | | | |
|---|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 |
| <i>Number of Students</i> | 24 | 26 | 39 |
| Level 4 | 0% | 0% | 0% |
| Level 3 | 4% | 23% | 36% |
| Level 2 | 21% | 46% | 31% |
| Level 1 | 54% | 19% | 10% |
| Below Level 1 | 21% | 8% | 21% |
| NEIS†† | 0% | 4% | --- |
| <i>Participating Students</i> | 100% | 100% | 97% |
| No Data | 0% | 0% | 3% |
| Exempt | 0% | 0% | 0% |
| At or Above Provincial Standard† | 4% | 23% | 36% |



| Board* | | | |
|---|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 |
| <i>Number of Students</i> | 2 204 | 2 306 | 2 472 |
| Level 4 | <1% | <1% | <1% |
| Level 3 | 16% | 18% | 20% |
| Level 2 | 34% | 35% | 34% |
| Level 1 | 22% | 19% | 22% |
| Below Level 1 | 11% | 11% | 15% |
| NEIS†† | 4% | 6% | --- |
| <i>Participating Students</i> | 87% | 90% | 91% |
| No Data | 6% | 6% | 6% |
| Exempt | 6% | 4% | 3% |
| At or Above Provincial Standard† | 16% | 18% | 20% |



| Province* | | | |
|---|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 |
| <i>Number of Students</i> | 48 426 | 50 430 | 51 155 |
| Level 4 | <1% | <1% | <1% |
| Level 3 | 21% | 25% | 26% |
| Level 2 | 37% | 37% | 37% |
| Level 1 | 20% | 17% | 19% |
| Below Level 1 | 8% | 8% | 10% |
| NEIS†† | 4% | 5% | --- |
| <i>Participating Students</i> | 90% | 92% | 93% |
| No Data | 8% | 6% | 6% |
| Exempt | 2% | 1% | 1% |
| At or Above Provincial Standard† | 21% | 26% | 27% |



* 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 (Not enough Information to Score) was eliminated in 2004–2005. Students are now assigned a level based on the work they have completed.

Academic Mathematics Program, 2004–2005

Contextual Information*

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

| Academic Mathematics Program, 2004–2005 | School | Board | Province |
|--|------------|--------------|----------------|
| <i>Number of students</i> | 241 | 4 692 | 104 100 |
| Female | 100% | 50% | 50% |
| Male | 0% | 43% | 48% |
| Enrolled in first-semester course | 0% | 34% | 43% |
| Enrolled in second-semester course | 0% | 30% | 40% |
| Enrolled in full-year course | 100% | 36% | 17% |
| ESL/ELD learners** | 0% | 2% | 2% |
| Students with special needs (excluding gifted)** | 1% | 4% | 3% |

This information provides a context for interpreting the school’s academic mathematics program results over time.

| Academic Mathematics Program, Over Time | 2002–2003 | 2003–2004 | 2004–2005 |
|--|------------|-----------------|-----------------|
| <i>Number of students</i> | 228 | 233 | 241 |
| Female | 100% | 100% | 100% |
| Male | 0% | 0% | 0% |
| Enrolled in first-semester course | 0% | 0% | 0% |
| Enrolled in second-semester course | 0% | 0% | 0% |
| Enrolled in full-year course | 100% | 100% | 100% |
| ESL/ELD learners** | 0% | 0% ⁺ | 0% ⁺ |
| Students with special needs (excluding gifted)** | 2% | 1% | 1% |

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

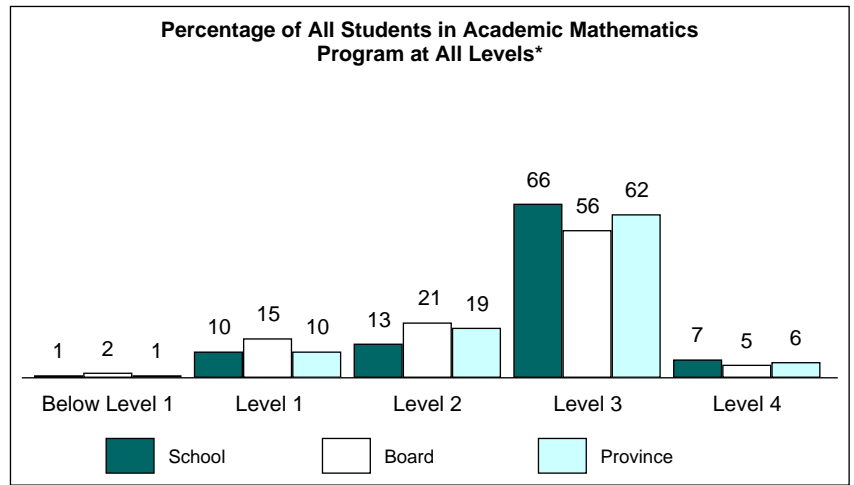
** See the Explanation of Terms.

⁺ 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.

Academic Mathematics Program, 2004–2005

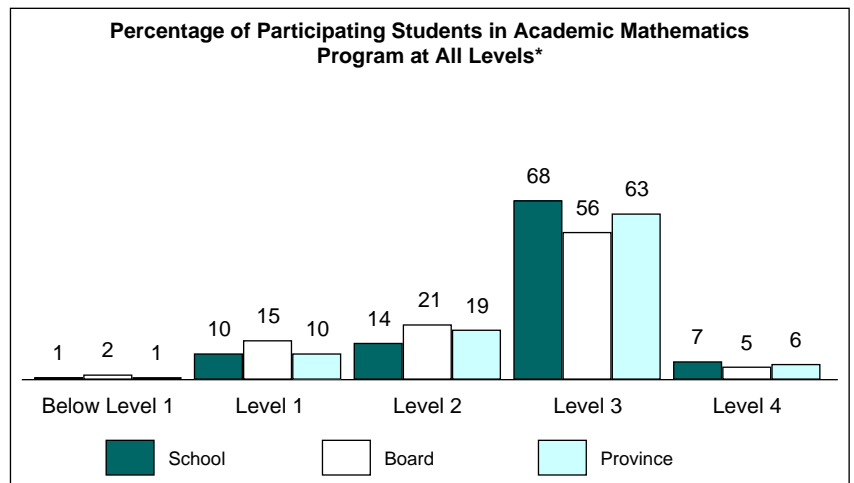
Results for All Students

| All Students, 2004–2005* | | | | | | |
|---|---------------|------------|----------------|------------|---------------------|--|
| Number of Students | School 241 | | Board 4 692 | | Province 104 100 | |
| Level 4 | 16 | 7% | 5% | 6% | | |
| Level 3 | 160 | 66% | 56% | 62% | | |
| Level 2 | 32 | 13% | 21% | 19% | | |
| Level 1 | 23 | 10% | 15% | 10% | | |
| Below Level 1 | 3 | 1% | 2% | 1% | | |
| Participating Students | 234 | 97% | 99% | 99% | | |
| No Data | 7 | 3% | 1% | 1% | | |
| Exempt | 0 | 0% | <1% | <1% | | |
| At or Above Provincial Standard (Levels 3 and 4) † | | 73% | 61% | 68% | | |



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

| Participating Students, 2004–2005* | | | | | | |
|---|---------------|------------|----------------|------------|---------------------|--|
| Number of Students | School 234 | | Board 4 633 | | Province 102 631 | |
| Level 4 | 16 | 7% | 5% | 6% | | |
| Level 3 | 160 | 68% | 56% | 63% | | |
| Level 2 | 32 | 14% | 21% | 19% | | |
| Level 1 | 23 | 10% | 15% | 10% | | |
| Below Level 1 | 3 | 1% | 2% | 1% | | |
| At or Above Provincial Standard (Levels 3 and 4) † | | 75% | 62% | 69% | | |



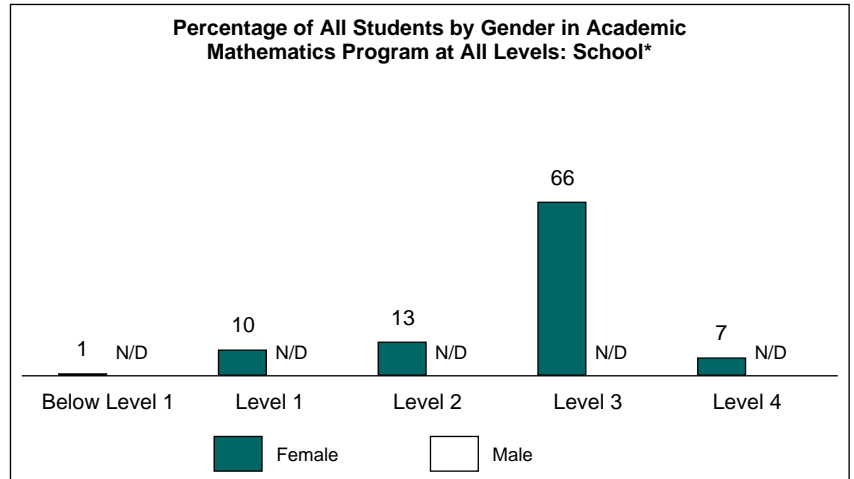
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.

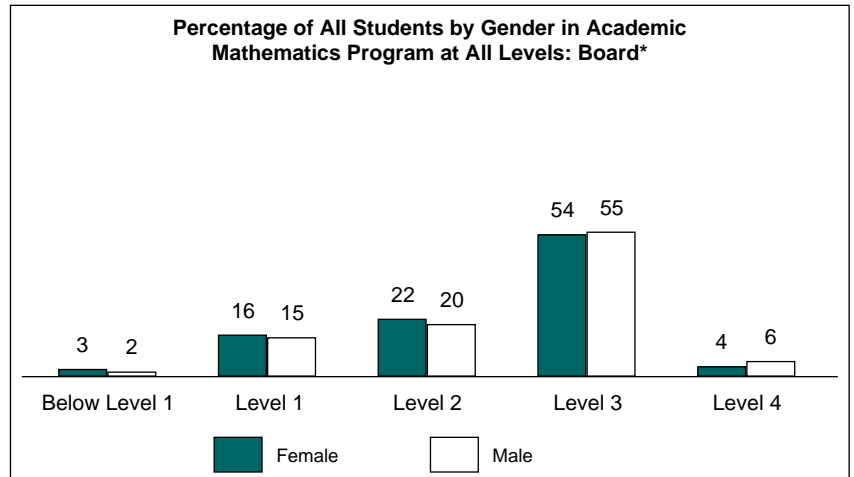
Academic Mathematics Program, 2004–2005

Results by Gender††

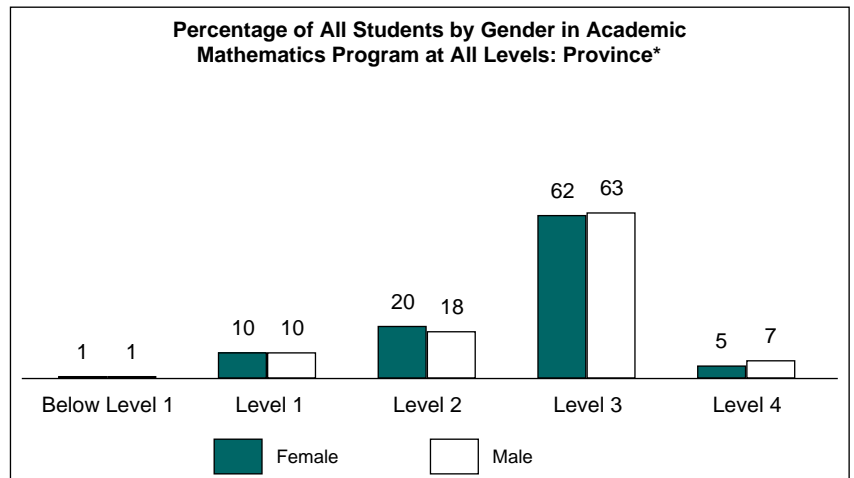
| All Students, 2004–2005: School by Gender* | | | | |
|--|---------------|-----|-------------|-----|
| Number of Students | Female 241 | | Male N/D | |
| Level 4 | 16 | 7% | N/D | N/D |
| Level 3 | 160 | 66% | N/D | N/D |
| Level 2 | 32 | 13% | N/D | N/D |
| Level 1 | 23 | 10% | N/D | N/D |
| Below Level 1 | 3 | 1% | N/D | N/D |
| Participating Students | 234 | 97% | N/D | N/D |
| No Data | 7 | 3% | N/D | N/D |
| Exempt | 0 | 0% | N/D | N/D |
| At or Above Provincial Standard (Levels 3 and 4)† | 73% | | N/D | |



| All Students, 2004–2005: Board by Gender* | | | | |
|--|-----------------|-----|---------------|-----|
| Number of Students | Female 2 332 | | Male 2 026 | |
| Level 4 | 103 | 4% | 117 | 6% |
| Level 3 | 1 267 | 54% | 1 122 | 55% |
| Level 2 | 502 | 22% | 414 | 20% |
| Level 1 | 369 | 16% | 297 | 15% |
| Below Level 1 | 64 | 3% | 47 | 2% |
| Participating Students | 2 305 | 99% | 1 997 | 99% |
| No Data | 24 | 1% | 24 | 1% |
| Exempt | 3 | <1% | 5 | <1% |
| At or Above Provincial Standard (Levels 3 and 4)† | 59% | | 61% | |



| All Students, 2004–2005: Province by Gender* | | | | |
|--|------------------|-----|----------------|-----|
| Number of Students | Female 52 030 | | Male 50 129 | |
| Level 4 | 2 654 | 5% | 3 287 | 7% |
| Level 3 | 32 062 | 62% | 31 549 | 63% |
| Level 2 | 10 488 | 20% | 9 098 | 18% |
| Level 1 | 5 426 | 10% | 4 814 | 10% |
| Below Level 1 | 706 | 1% | 717 | 1% |
| Participating Students | 51 336 | 99% | 49 465 | 99% |
| No Data | 571 | 1% | 522 | 1% |
| Exempt | 123 | <1% | 142 | <1% |
| At or Above Provincial Standard (Levels 3 and 4)† | 67% | | 69% | |



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

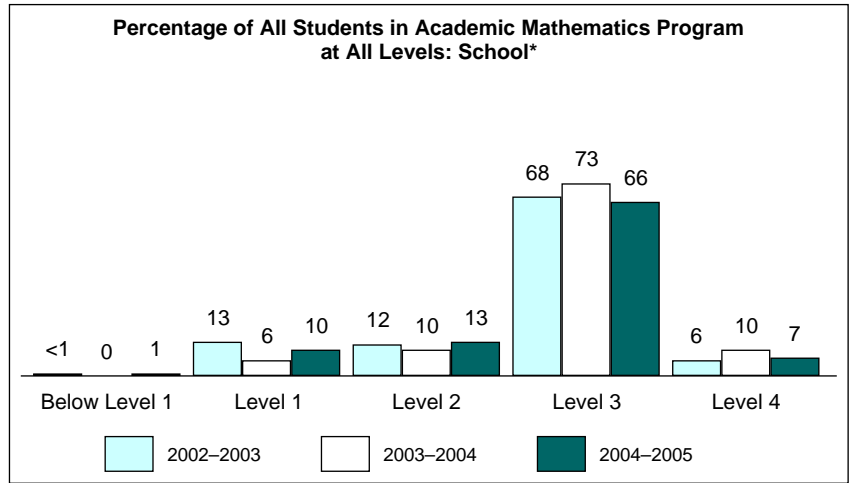
† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.

†† Results by gender include only students for whom gender data were available.

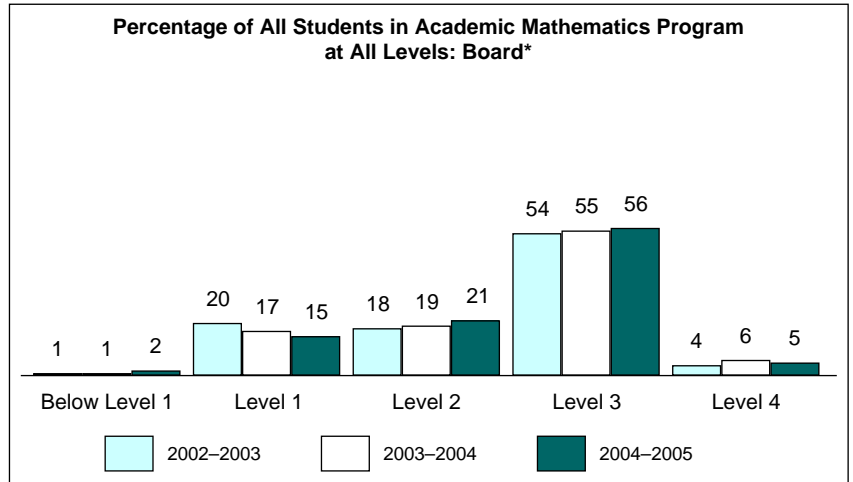
Academic Mathematics Program, 2004–2005

Results over Time for All Students

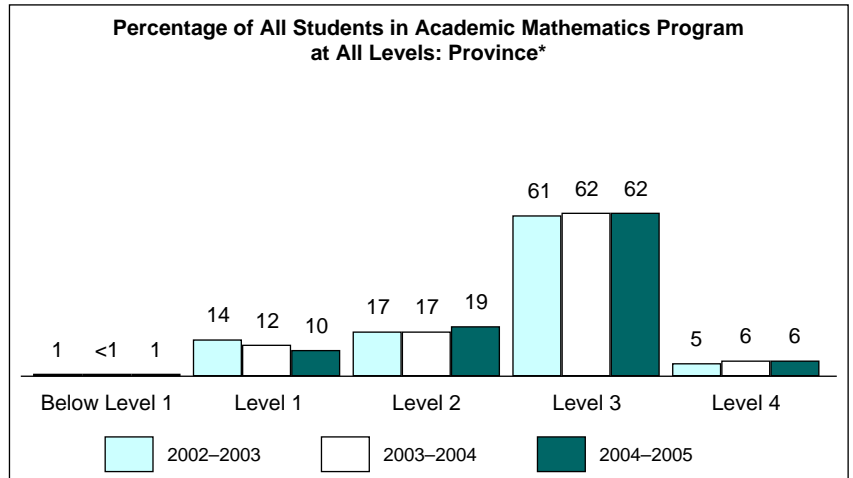
| School* | | | |
|---|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 |
| <i>Number of Students</i> | 228 | 233 | 241 |
| Level 4 | 6% | 10% | 7% |
| Level 3 | 68% | 73% | 66% |
| Level 2 | 12% | 10% | 13% |
| Level 1 | 13% | 6% | 10% |
| Below Level 1 | <1% | 0% | 1% |
| NEIS†† | 0% | 0% | --- |
| <i>Participating Students</i> | 99% | 99% | 97% |
| No Data | <1% | <1% | 3% |
| Exempt | 1% | <1% | 0% |
| At or Above Provincial Standard† | 73% | 84% | 73% |



| Board* | | | |
|---|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 |
| <i>Number of Students</i> | 4 712 | 4 633 | 4 692 |
| Level 4 | 4% | 6% | 5% |
| Level 3 | 54% | 55% | 56% |
| Level 2 | 18% | 19% | 21% |
| Level 1 | 20% | 17% | 15% |
| Below Level 1 | 1% | 1% | 2% |
| NEIS†† | <1% | 1% | --- |
| <i>Participating Students</i> | 98% | 99% | 99% |
| No Data | 2% | 1% | 1% |
| Exempt | 1% | 1% | <1% |
| At or Above Provincial Standard† | 58% | 61% | 61% |



| Province* | | | |
|---|---------|---------|---------|
| Year | '02-'03 | '03-'04 | '04-'05 |
| <i>Number of Students</i> | 100 717 | 102 923 | 104 100 |
| Level 4 | 5% | 6% | 6% |
| Level 3 | 61% | 62% | 62% |
| Level 2 | 17% | 17% | 19% |
| Level 1 | 14% | 12% | 10% |
| Below Level 1 | 1% | <1% | 1% |
| NEIS†† | <1% | 1% | --- |
| <i>Participating Students</i> | 97% | 99% | 99% |
| No Data | 2% | 1% | 1% |
| Exempt | <1% | <1% | <1% |
| At or Above Provincial Standard† | 66% | 68% | 68% |



* 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 (Not enough Information to Score) was eliminated in 2004–2005. Students are now assigned a level based on the work they have completed.

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 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 <i>surpasses</i> the provincial standard. |
| Level 3 (70-79%) | The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard. |
| Level 2 (60-69%) | The student has demonstrated a moderate level of achievement. 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>much below</i> the provincial standard. |
| Below Level 1 (below 50%) | The student has not demonstrated sufficient achievement of curriculum expectations. |
| NEIS | “Not Enough Information to Score.” This category was eliminated in 2004–2005. Students are now assigned a level based on the work they submitted, with unanswered questions treated as incorrect. |
| No Data | EQAO did not receive completed assessment booklets for this student. |
| Exempt | The student was formally exempted in one or more components of the assessment. |
| ESL/ELD | English as a second language (ESL)/English literacy development (ELD) learners are identified by the school. |
| Students with Special Needs | These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). 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 that identification of individual student results might be possible; results are not reported. |
| N/D | “No data available” is used to indicate that there were no students in the grade or program for the group or year specified. |