



Education
Quality and
Accountability
Office

SCHOOL REPORT FOR 2004–2005

Grade 9 Assessment of Mathematics

School: Cardinal Carter Academy for the Arts (694550)

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 . . .

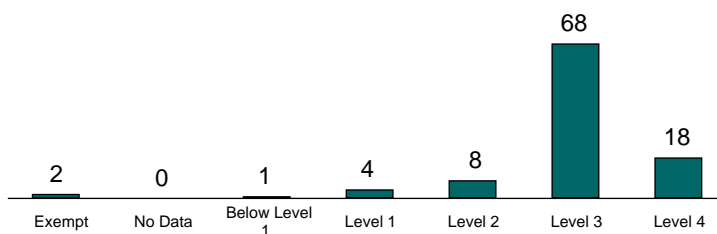
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SUMMARY OF SCHOOL RESULTS PERCENTAGES FOR ALL STUDENTS, 2004–2005

APPLIED PROGRAM

N/R	N/R	N/R	N/R	N/R	N/R	N/R
Exempt	No Data	Below Level 1	Level 1	Level 2	Level 3	Level 4
2	0	1	4	8	68	18

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>	15	2 472	51 155
Female	93%	46%	44%
Male	7%	50%	54%
Enrolled in first-semester course	0%	36%	44%
Enrolled in second-semester course	100%	30%	42%
Enrolled in full-year course	0%	33%	14%
ESL/ELD learners**	0%	7%	4%
Students with special needs (excluding gifted)**	7%	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>	12	10	15
Female	83%	70%	93%
Male	8%	30%	7%
Enrolled in first-semester course	100%	80%	0%
Enrolled in second-semester course	0%	20%	100%
Enrolled in full-year course	0%	0%	0%
ESL/ELD learners**	17%	0% ⁺	0% ⁺
Students with special needs (excluding gifted)**	0%	30%	7%

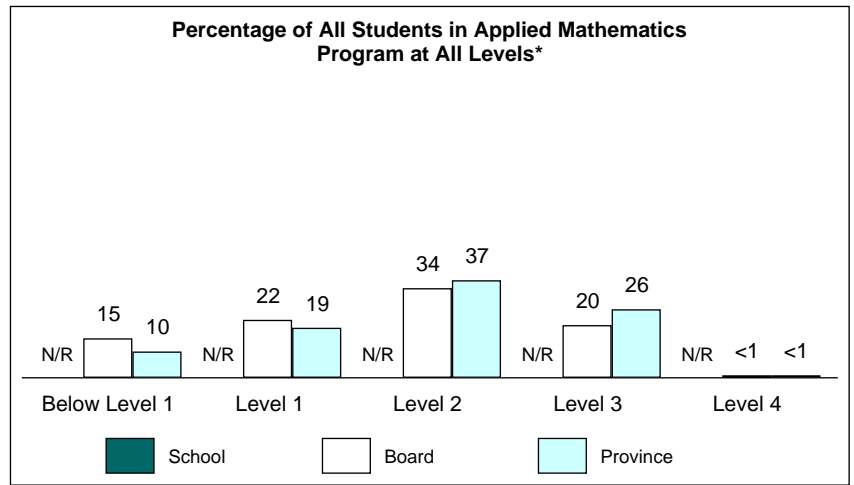
* Contextual information is derived from the **Student Information Form** completed by the school. Some data may be missing, because they were not reported by the school.

** 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.

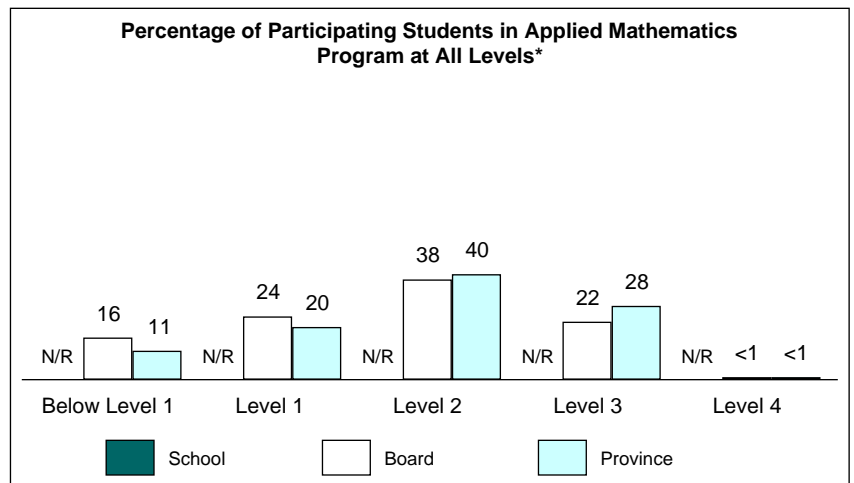
Applied Mathematics Program, 2004–2005 Results for All Students

All Students, 2004–2005*				
Number of Students	School N/R		Board 2 472	Province 51 155
Level 4	N/R	N/R	<1%	<1%
Level 3	N/R	N/R	20%	26%
Level 2	N/R	N/R	34%	37%
Level 1	N/R	N/R	22%	19%
Below Level 1	N/R	N/R	15%	10%
Participating Students	N/R	N/R	91%	93%
No Data	N/R	N/R	6%	6%
Exempt	N/R	N/R	3%	1%
At or Above Provincial Standard (Levels 3 and 4) †	N/R		20%	27%



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

Participating Students, 2004–2005*				
Number of Students	School N/R		Board 2 252	Province 47 368
Level 4	N/R	N/R	<1%	<1%
Level 3	N/R	N/R	22%	28%
Level 2	N/R	N/R	38%	40%
Level 1	N/R	N/R	24%	20%
Below Level 1	N/R	N/R	16%	11%
At or Above Provincial Standard (Levels 3 and 4) †	N/R		22%	29%

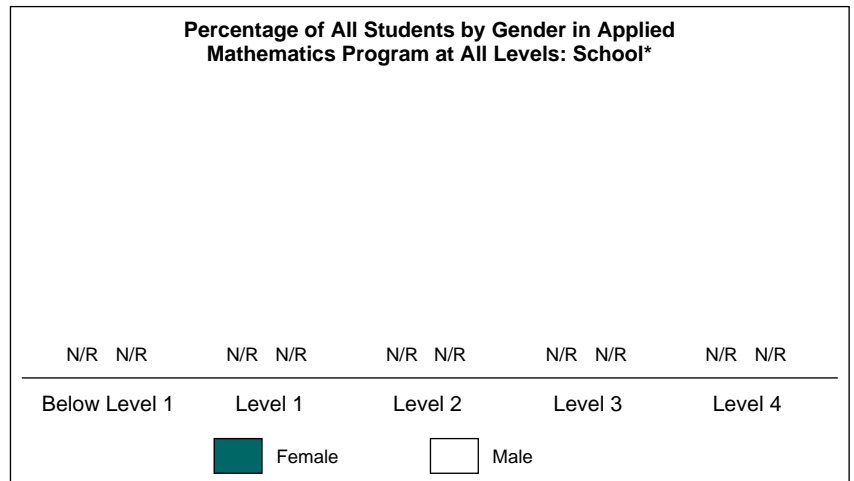


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

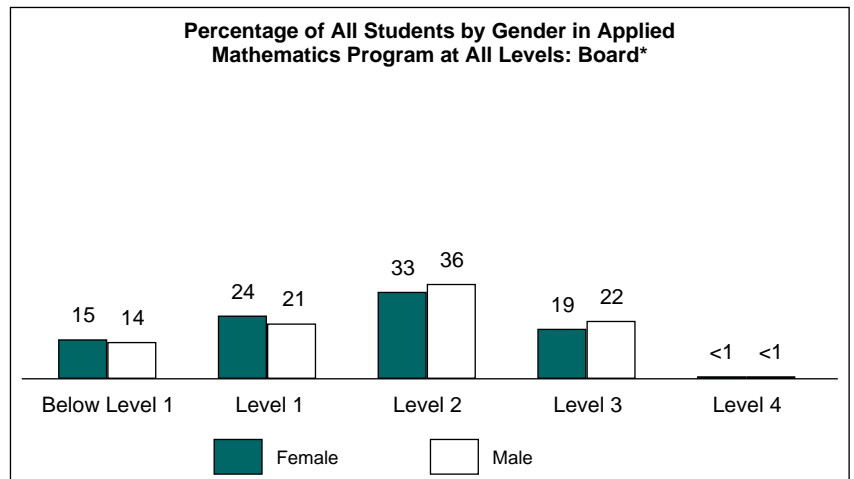
† These percentages are based on the actual number of students and cannot be calculated simply by adding the (rounded) percentages of students at Levels 3 and 4.

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

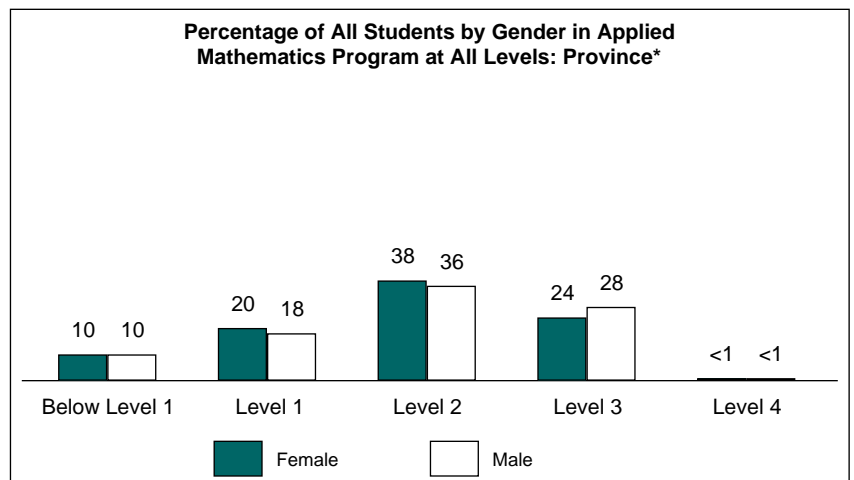
All Students, 2004–2005: School by Gender*				
Number of Students	Female		Male	
	N/R	N/R	N/R	N/R
Level 4	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R
Below Level 1	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R
Exempt	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4)†	N/R		N/R	



All Students, 2004–2005: Board by Gender*				
Number of Students	Female		Male	
	1 126		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		Male	
	22 371		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%	



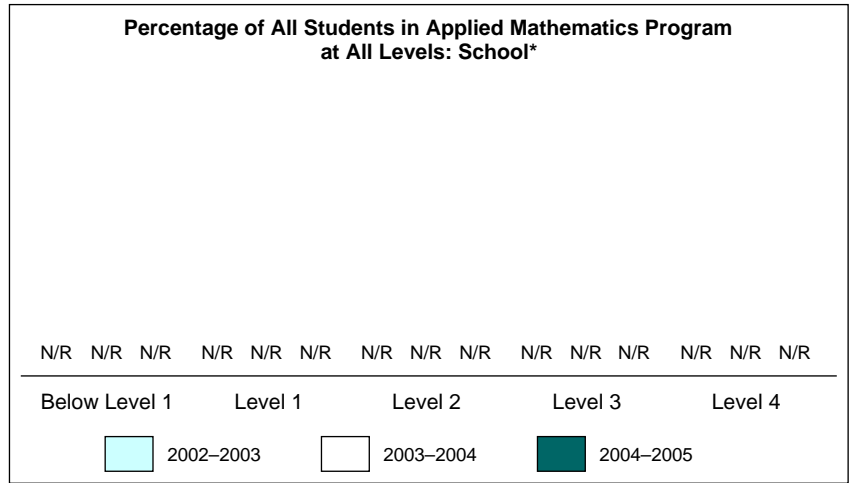
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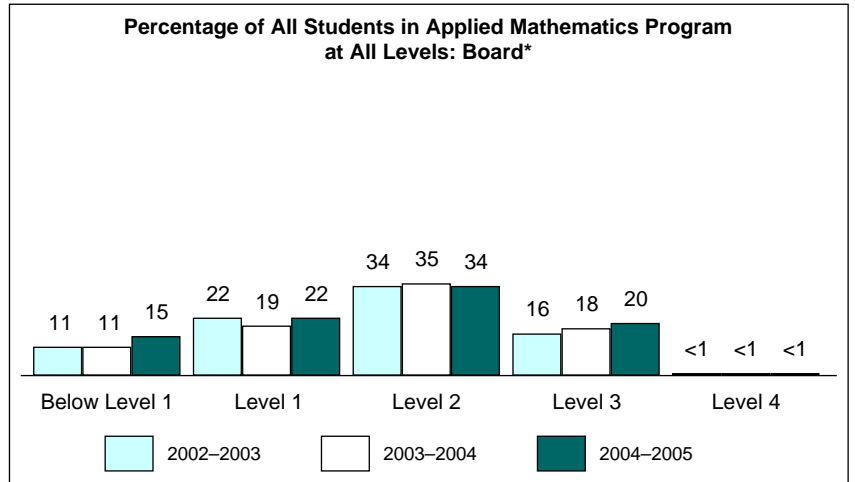
†† Results by gender include only students for whom gender data were available.

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

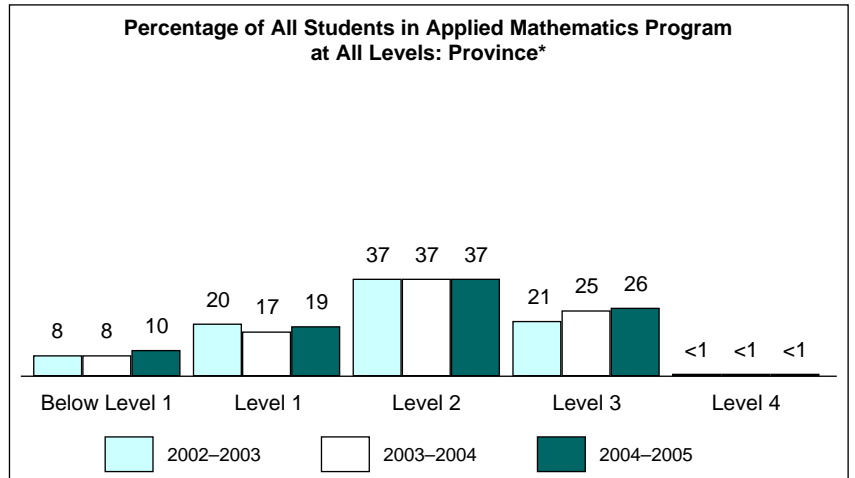
School*			
Year	'02-'03	'03-'04	'04-'05
<i>Number of Students</i>	<i>N/R</i>	<i>N/R</i>	<i>N/R</i>
Level 4	N/R	N/R	N/R
Level 3	N/R	N/R	N/R
Level 2	N/R	N/R	N/R
Level 1	N/R	N/R	N/R
Below Level 1	N/R	N/R	N/R
NEIS††	N/R	N/R	---
<i>Participating Students</i>	N/R	N/R	N/R
No Data	N/R	N/R	N/R
Exempt	N/R	N/R	N/R
At or Above Provincial Standard†	N/R	N/R	N/R



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>	168	4 692	104 100
Female	71%	50%	50%
Male	26%	43%	48%
Enrolled in first-semester course	50%	34%	43%
Enrolled in second-semester course	50%	30%	40%
Enrolled in full-year course	0%	36%	17%
ESL/ELD learners**	0%	2%	2%
Students with special needs (excluding gifted)**	2%	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>	153	179	168
Female	68%	74%	71%
Male	32%	26%	26%
Enrolled in first-semester course	41%	59%	50%
Enrolled in second-semester course	59%	41%	50%
Enrolled in full-year course	0%	0%	0%
ESL/ELD learners**	0%	1% ⁺	0% ⁺
Students with special needs (excluding gifted)**	1%	4%	2%

* 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.

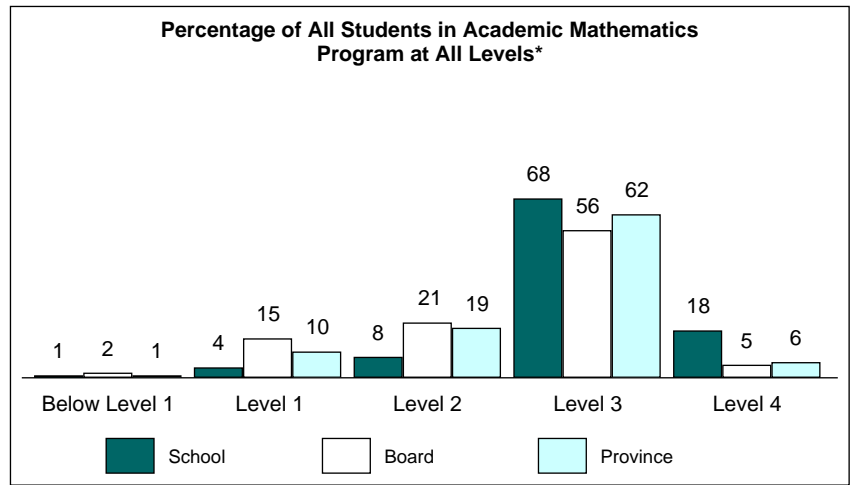
** See the Explanation of Terms.

⁺ 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

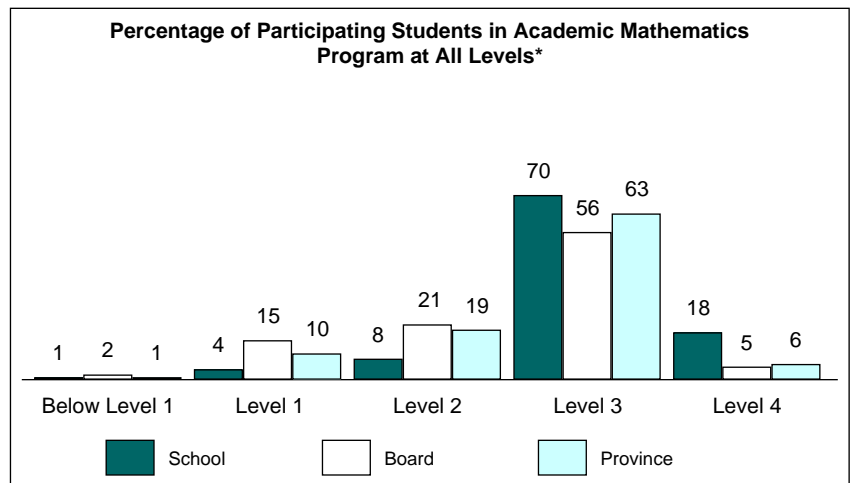
Results for All Students

All Students, 2004–2005*						
Number of Students	School 168		Board 4 692		Province 104 100	
Level 4	30	18%	5	5%	6	6%
Level 3	114	68%	56	56%	62	62%
Level 2	13	8%	21	21%	19	19%
Level 1	6	4%	15	15%	10	10%
Below Level 1	1	1%	2	2%	1	1%
Participating Students	164	98%	99	99%	99	99%
No Data	0	0%	1	1%	1	1%
Exempt	4	2%	<1	<1%	<1	<1%
At or Above Provincial Standard (Levels 3 and 4) †	86%		61%		68%	



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

Participating Students, 2004–2005*						
Number of Students	School 164		Board 4 633		Province 102 631	
Level 4	30	18%	5	5%	6	6%
Level 3	114	70%	56	56%	63	63%
Level 2	13	8%	21	21%	19	19%
Level 1	6	4%	15	15%	10	10%
Below Level 1	1	1%	2	2%	1	1%
At or Above Provincial Standard (Levels 3 and 4) †	88%		62%		69%	



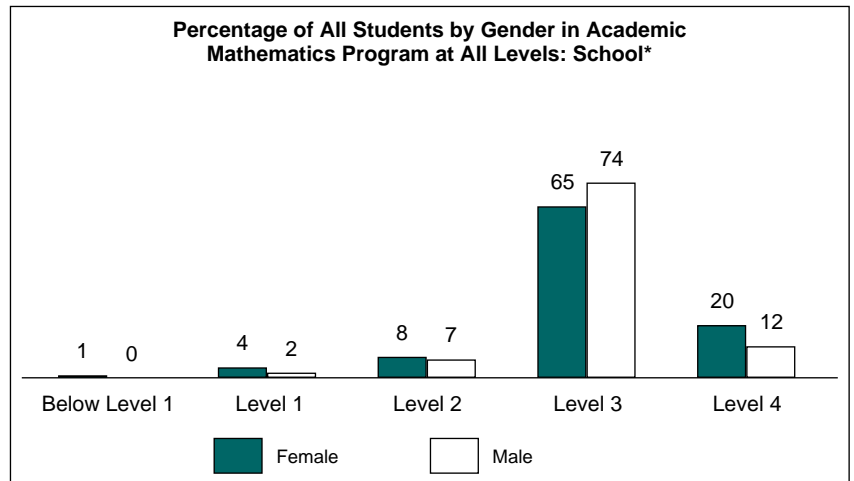
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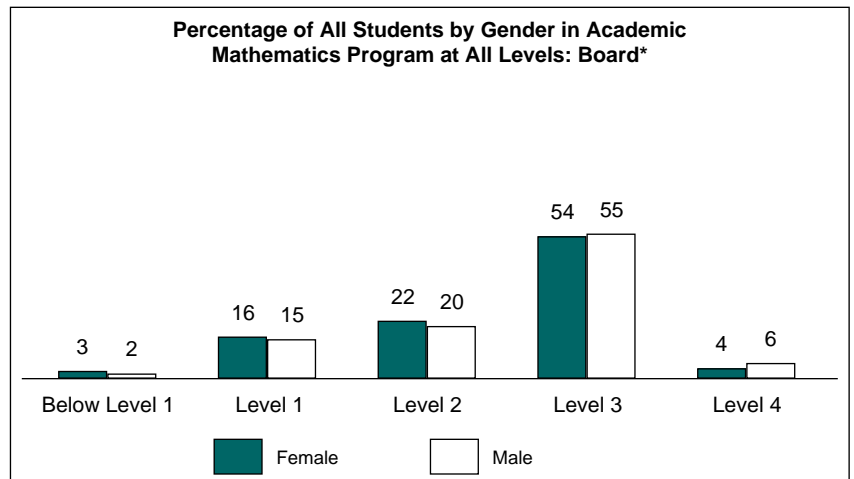
Academic Mathematics Program, 2004–2005

Results by Gender††

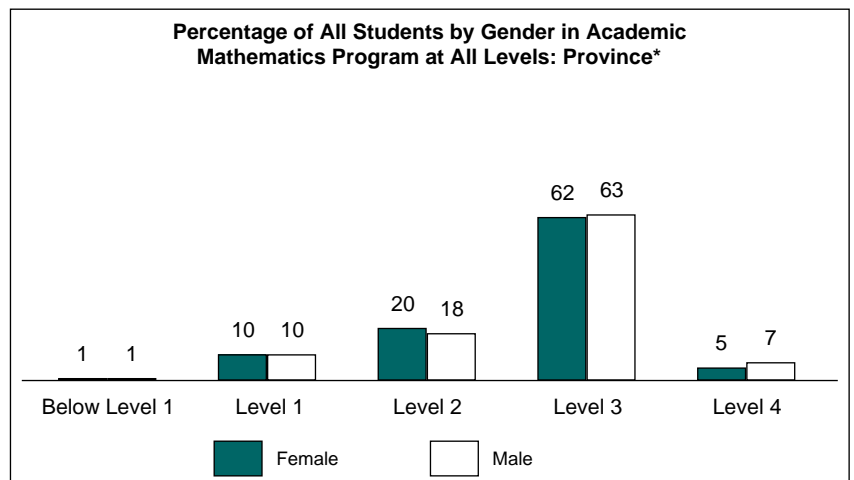
All Students, 2004–2005: School by Gender*				
Number of Students	Female 120		Male 43	
Level 4	24	20%	5	12%
Level 3	78	65%	32	74%
Level 2	10	8%	3	7%
Level 1	5	4%	1	2%
Below Level 1	1	1%	0	0%
Participating Students	118	98%	41	95%
No Data	0	0%	0	0%
Exempt	2	2%	2	5%
At or Above Provincial Standard (Levels 3 and 4)†	85%		86%	



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.

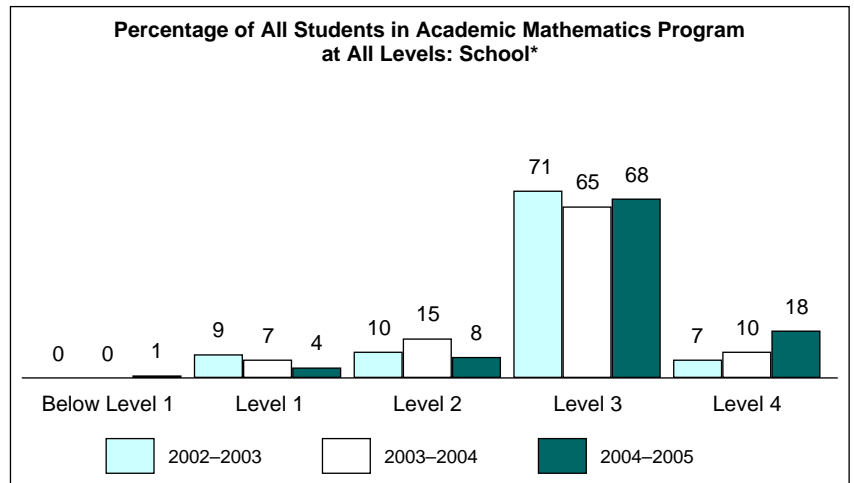
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†† Results by gender include only students for whom gender data were available.

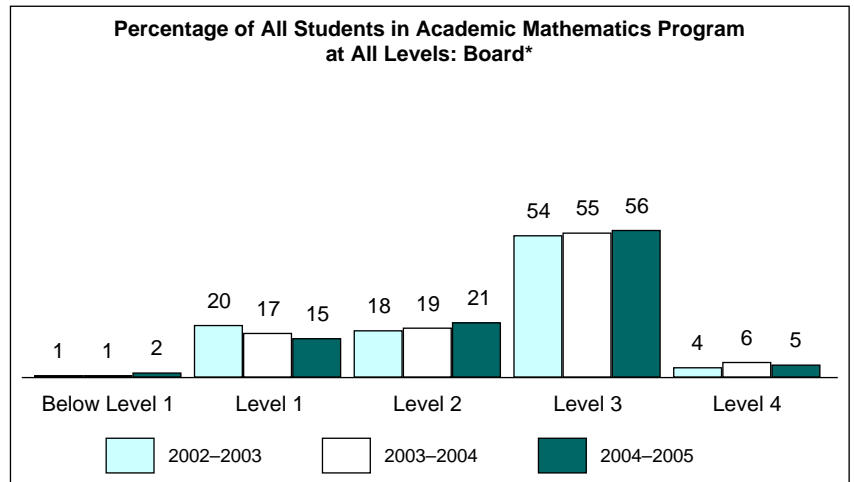
Academic Mathematics Program, 2004–2005

Results over Time for All Students

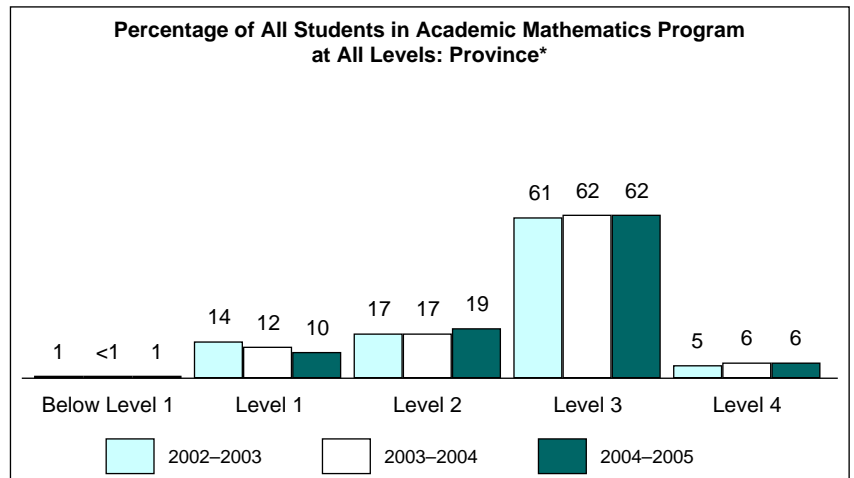
School*			
Year	'02-'03	'03-'04	'04-'05
<i>Number of Students</i>	153	179	168
Level 4	7%	10%	18%
Level 3	71%	65%	68%
Level 2	10%	15%	8%
Level 1	9%	7%	4%
Below Level 1	0%	0%	1%
NEIS††	0%	1%	---
<i>Participating Students</i>	97%	98%	98%
No Data	0%	0%	0%
Exempt	3%	2%	2%
At or Above Provincial Standard†	78%	75%	86%



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.