



Education  
Quality and  
Accountability  
Office

# SCHOOL REPORT FOR 2005–2006

## Grade 9 Assessment of Mathematics

**School: Neil McNeil HS (734080)**

**Board: Toronto Catholic District School Board (67059)**

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,

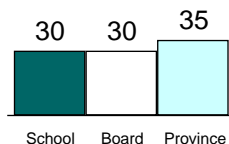
Marguerite Jackson  
Chief Executive Officer

### WHERE TO FIND . . .

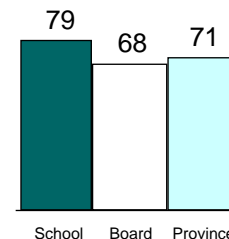
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	Applied	Academic
<b>Percentages of all students at or above provincial standard</b>		
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### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2005–2006

APPLIED PROGRAM

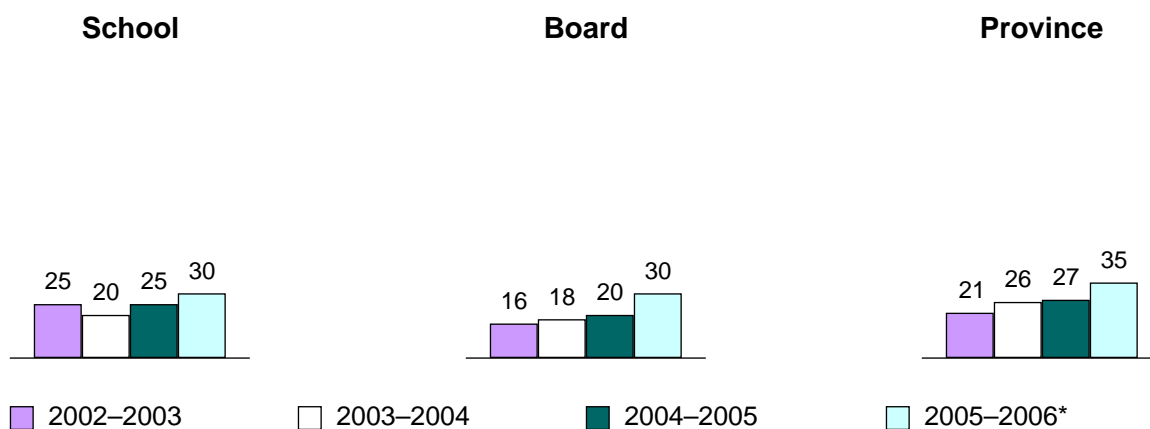


ACADEMIC PROGRAM



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

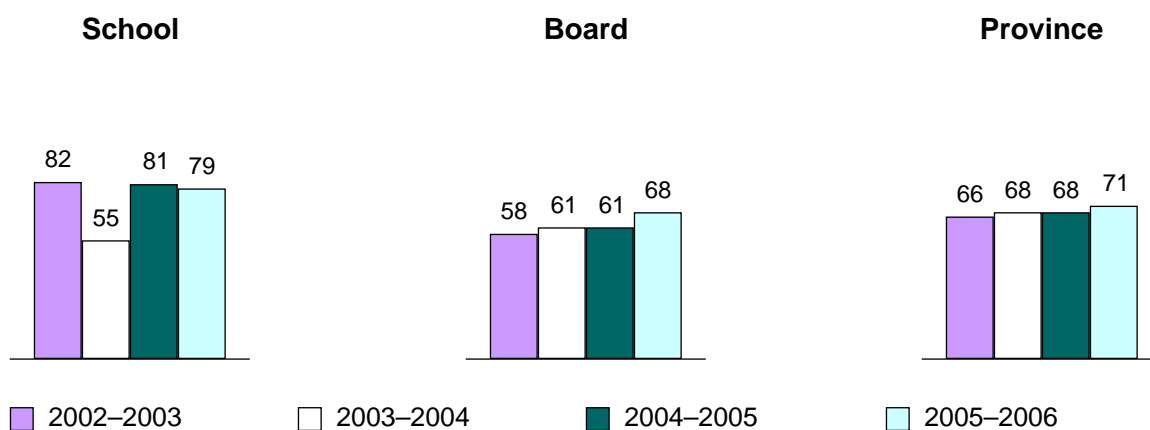
APPLIED MATHEMATICS



	Total Number of Students			
	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006*</u>
School	52	44	53	46
Board	2 204	2 306	2 472	2 214
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			
	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
School	104	103	129	105
Board	4 712	4 633	4 692	4 625
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](http://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
<i>Number of students</i>	<b>46</b>	<b>2 214</b>	<b>50 687</b>
Female	0%	45%	45%
Male	100%	55%	55%
Enrolled in first-semester course	89%	23%	44%
Enrolled in second-semester course	11%	34%	43%
Enrolled in full-year course	0%	43%	13%
ESL/ELD learners**	15%	9%	5%
Students with special needs (excluding gifted)**	50%	38%	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
<i>Number of students</i>	<b>52</b>	<b>44</b>	<b>53</b>	<b>46</b>
Female	0%	0%	0%	0%
Male	98%	100%	98%	100%
Enrolled in first-semester course	50%	48%	49%	89%
Enrolled in second-semester course	50%	52%	51%	11%
Enrolled in full-year course	0%	0%	0%	0%
ESL/ELD learners**	19%	5% <sup>+</sup>	4% <sup>+</sup>	15% <sup>+</sup>
Students with special needs (excluding gifted)**	54%	55%	57%	50%

\* 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.

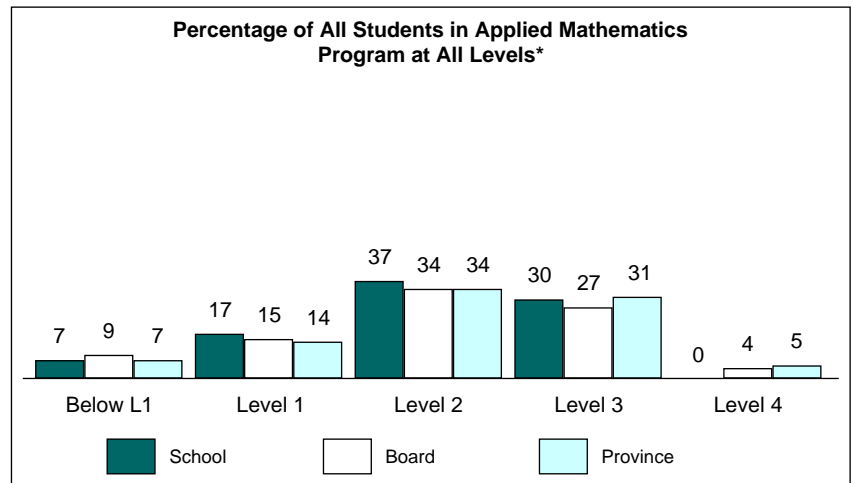
\*\* See the Explanation of Terms.

<sup>+</sup> 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

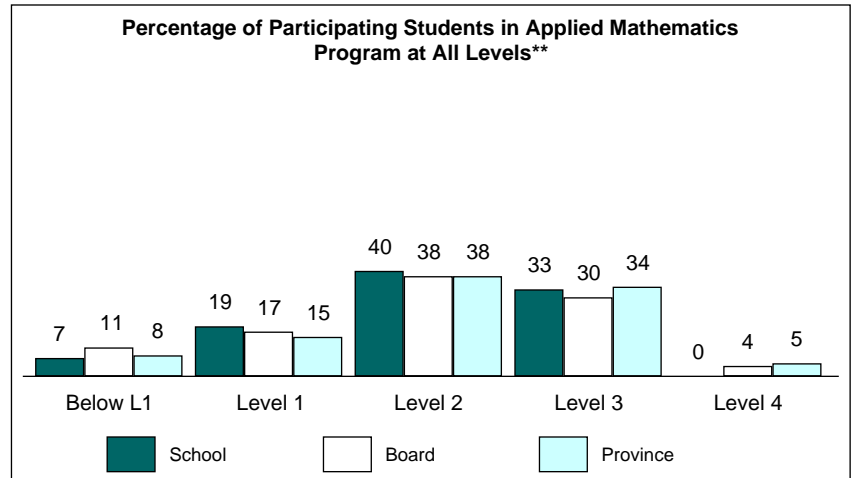
Results for All Students

All Students, 2005–2006*				
Number of Students	School 46		Board 2 214	Province 50 687
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	14	30%	27%	31%
Level 2	17	37%	34%	34%
Level 1	8	17%	15%	14%
Below Level 1	3	7%	9%	7%
Participating Students	42	91%	89%	90%
No Data	4	9%	8%	8%
Exempt	0	0%	4%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>30%</b>	<b>30%</b>	<b>35%</b>



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

Participating Students, 2005–2006**				
Number of Students	School 42		Board 1 963	Province 45 854
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	14	33%	30%	34%
Level 2	17	40%	38%	38%
Level 1	8	19%	17%	15%
Below Level 1	3	7%	11%	8%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>33%</b>	<b>34%</b>	<b>39%</b>



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

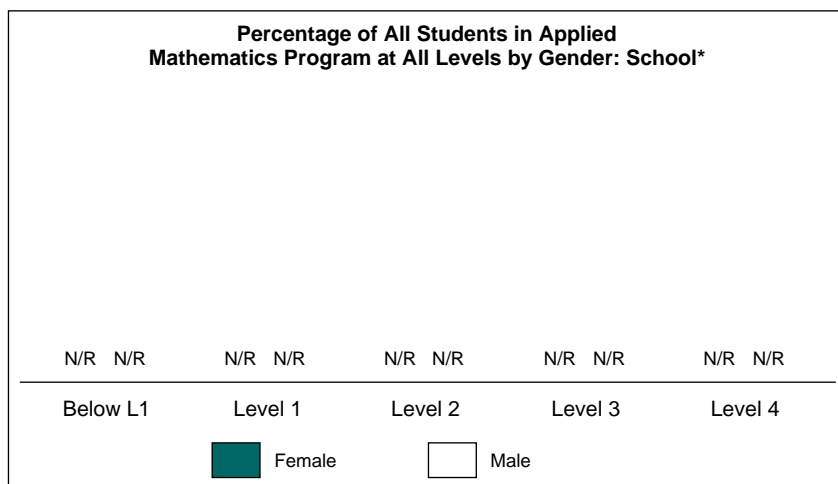
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

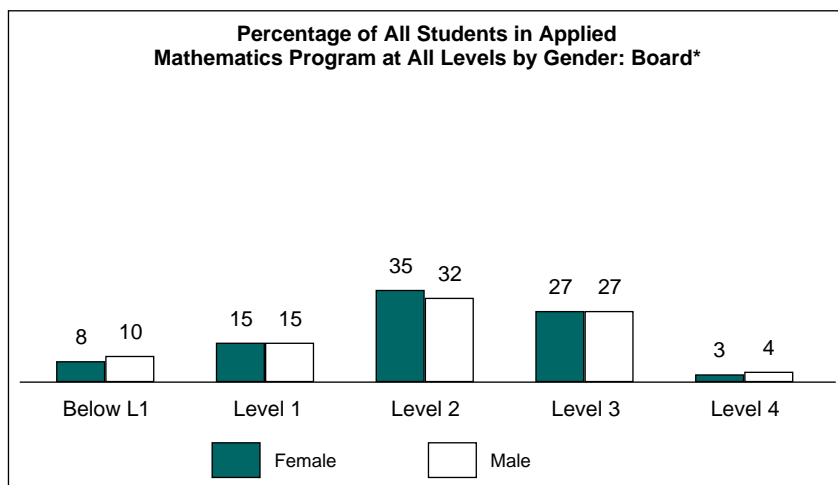
Grade 9 Applied Mathematics Program, 2005–2006

Results by Gender††

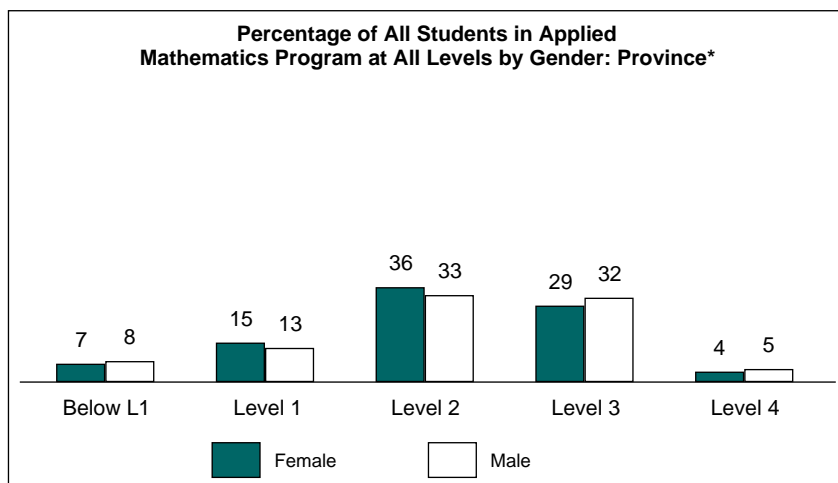
All Students, 2005–2006: School by Gender*				
Number of Students	Female N/R		Male N/R	
	#	%	#	%
Level 4	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R
Below Level 1	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R
Exempt	N/R	N/R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



All Students, 2005–2006: Board by Gender*				
Number of Students	Female 989		Male 1 225	
	#	%	#	%
Level 4	33	3%	46	4%
Level 3	264	27%	330	27%
Level 2	351	35%	396	32%
Level 1	147	15%	186	15%
Below Level 1	84	8%	126	10%
Participating Students	879	89%	1 084	88%
No Data	69	7%	99	8%
Exempt	41	4%	42	3%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>30%</b>		<b>31%</b>	



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%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>33%</b>		<b>37%</b>	



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

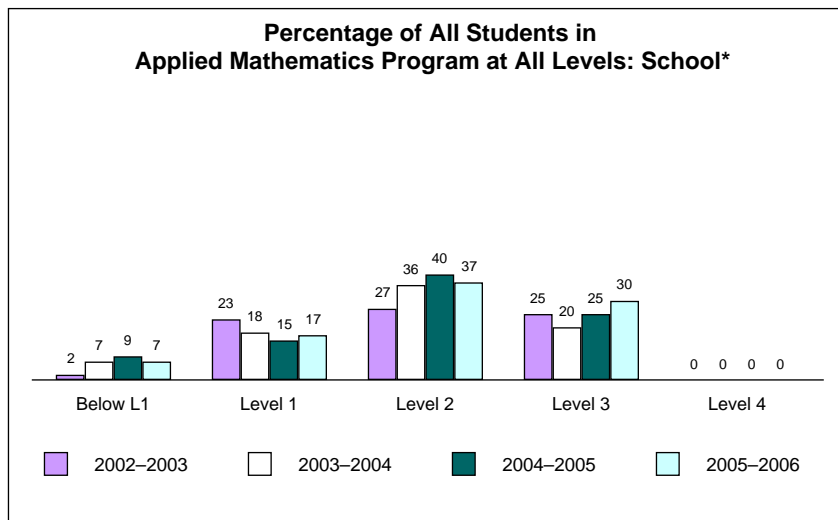
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Includes only students for whom gender data were available.

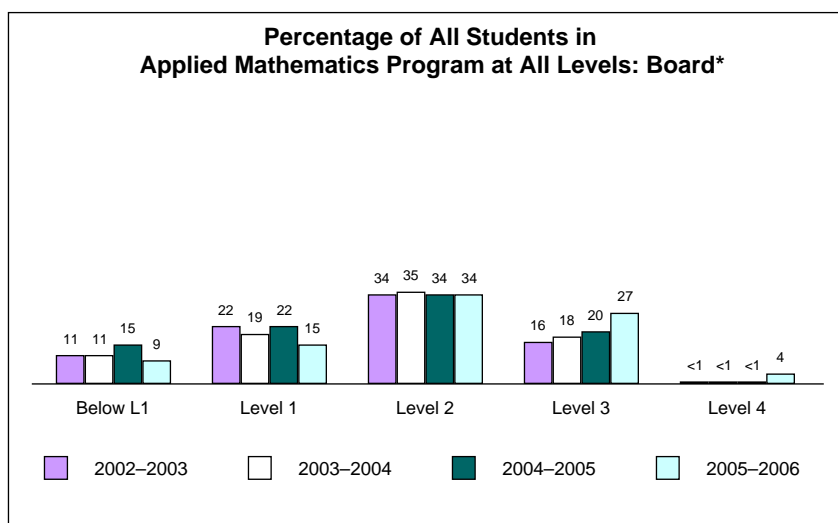
Results Over Time, 2002–2003 to 2005–2006

Applied Mathematics Program for All Students

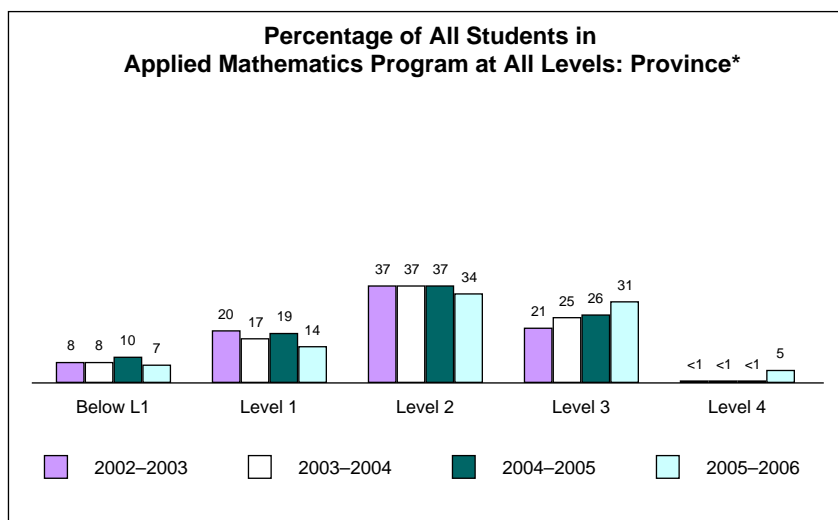
School*				
Year	'02-'03	'03-'04	'04-'05	'05-'06**
<i>Number of Students</i>	52	44	53	46
Level 4	0%	0%	0%	0%
Level 3	25%	20%	25%	30%
Level 2	27%	36%	40%	37%
Level 1	23%	18%	15%	17%
Below Level 1	2%	7%	9%	7%
NEIS††	0%	7%	---	---
<i>Participating Students</i>	77%	89%	89%	91%
No Data	19%	9%	11%	9%
Exempt	4%	2%	0%	0%
<b>At or Above Provincial Standard†</b>	25%	20%	25%	30%



Board*				
Year	'02-'03	'03-'04	'04-'05	'05-'06**
<i>Number of Students</i>	2 204	2 306	2 472	2 214
Level 4	<1%	<1%	<1%	4%
Level 3	16%	18%	20%	27%
Level 2	34%	35%	34%	34%
Level 1	22%	19%	22%	15%
Below Level 1	11%	11%	15%	9%
NEIS††	4%	6%	---	---
<i>Participating Students</i>	87%	90%	91%	89%
No Data	6%	6%	6%	8%
Exempt	6%	4%	3%	4%
<b>At or Above Provincial Standard†</b>	16%	18%	20%	30%



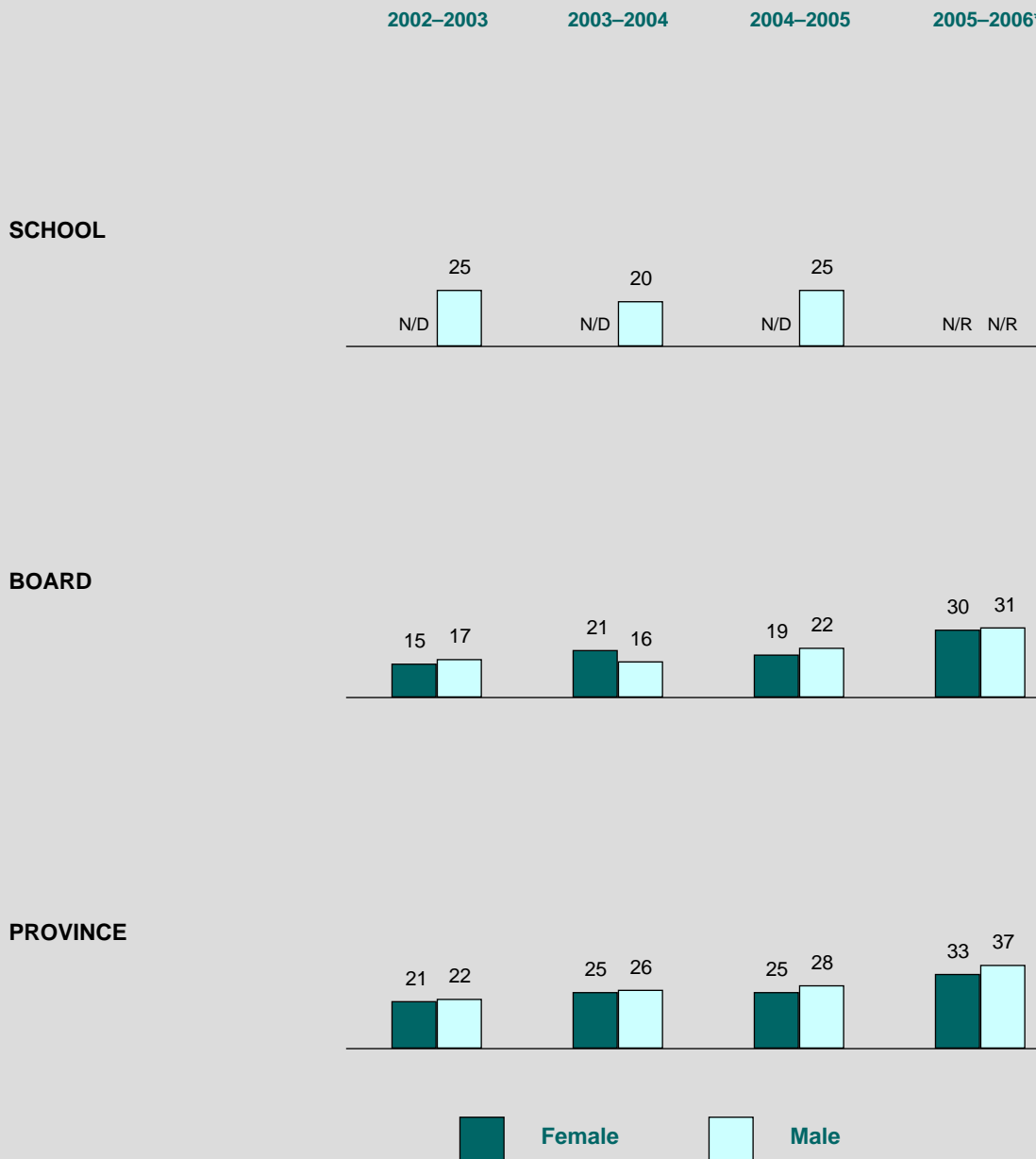
Province*				
Year	'02-'03	'03-'04	'04-'05	'05-'06**
<i>Number of Students</i>	48 426	50 430	51 155	50 687
Level 4	<1%	<1%	<1%	5%
Level 3	21%	25%	26%	31%
Level 2	37%	37%	37%	34%
Level 1	20%	17%	19%	14%
Below Level 1	8%	8%	10%	7%
NEIS††	4%	5%	---	---
<i>Participating Students</i>	90%	92%	93%	90%
No Data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



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
 \*\* 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	0	51	0	44	0	52	0	46
Board	990	1 193	1 081	1 182	1 126	1 237	989	1 225
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
<i>Number of students</i>	<b>105</b>	<b>4 625</b>	<b>103 412</b>
Female	0%	52%	51%
Male	100%	48%	49%
Enrolled in first-semester course	53%	32%	42%
Enrolled in second-semester course	47%	30%	42%
Enrolled in full-year course	0%	38%	16%
ESL/ELD learners**	3%	3%	3%
Students with special needs (excluding gifted)**	10%	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
<i>Number of students</i>	<b>104</b>	<b>103</b>	<b>129</b>	<b>105</b>
Female	0%	0%	0%	0%
Male	100%	100%	100%	100%
Enrolled in first-semester course	48%	42%	49%	53%
Enrolled in second-semester course	52%	58%	36%	47%
Enrolled in full-year course	0%	0%	15%	0%
ESL/ELD learners**	1%	1% <sup>+</sup>	1% <sup>+</sup>	3% <sup>+</sup>
Students with special needs (excluding gifted)**	6%	9%	7%	10%

\* 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.

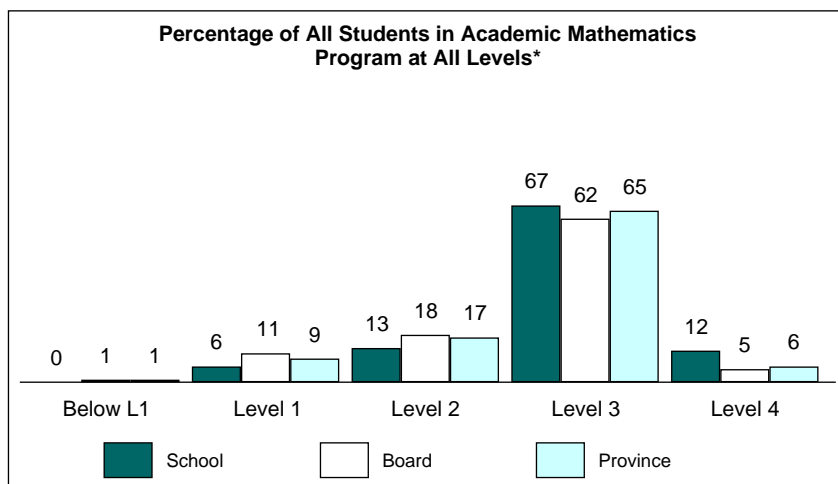
\*\* See the Explanation of Terms.

<sup>+</sup> 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

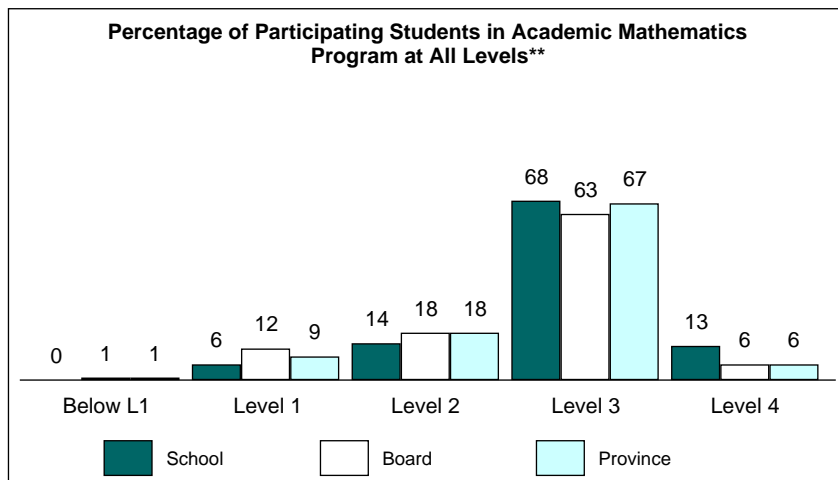
### Results for All Students

All Students, 2005–2006*				
Number of Students	School 105		Board 4 625	Province 103 412
	#	%	%	%
Level 4	13	12%	5%	6%
Level 3	70	67%	62%	65%
Level 2	14	13%	18%	17%
Level 1	6	6%	11%	9%
Below Level 1	0	0%	1%	1%
<i>Participating Students</i>	103	98%	98%	98%
No Data	2	2%	1%	1%
Exempt	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>79%</b>	<b>68%</b>	<b>71%</b>



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

Participating Students, 2005–2006**				
Number of Students	School 103		Board 4 541	Province 101 694
	#	%	%	%
Level 4	13	13%	6%	6%
Level 3	70	68%	63%	67%
Level 2	14	14%	18%	18%
Level 1	6	6%	12%	9%
Below Level 1	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>81%</b>	<b>69%</b>	<b>72%</b>



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

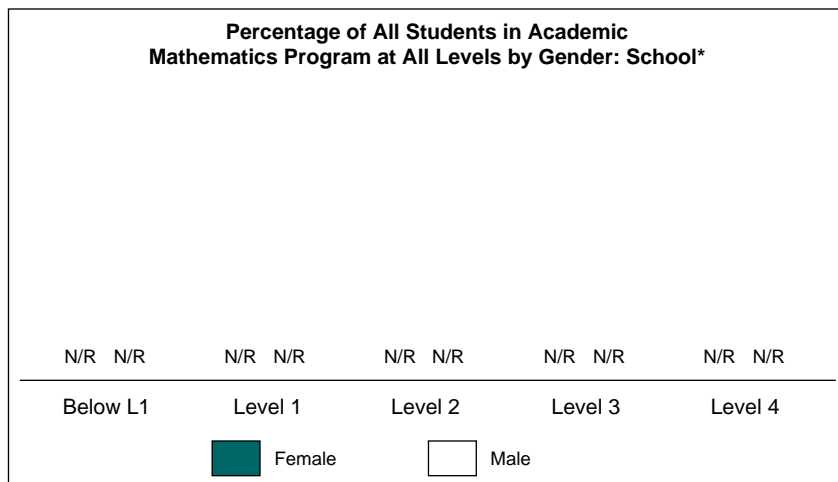
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

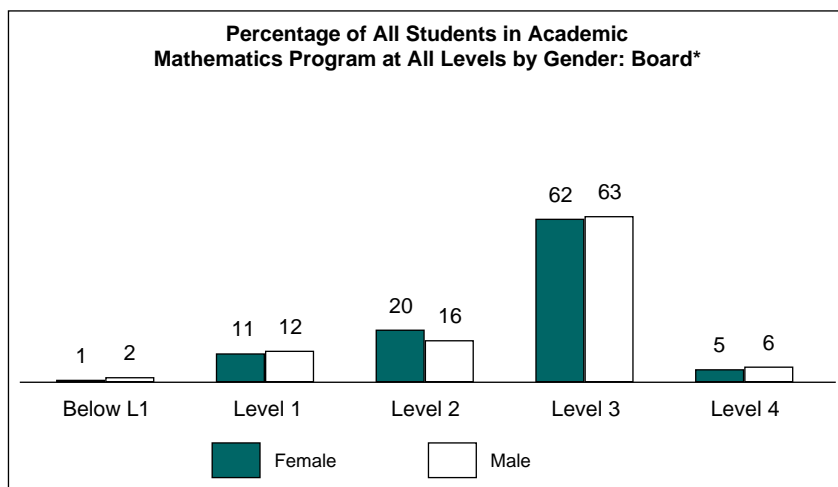
Grade 9 Academic Mathematics Program, 2005–2006

Results by Gender††

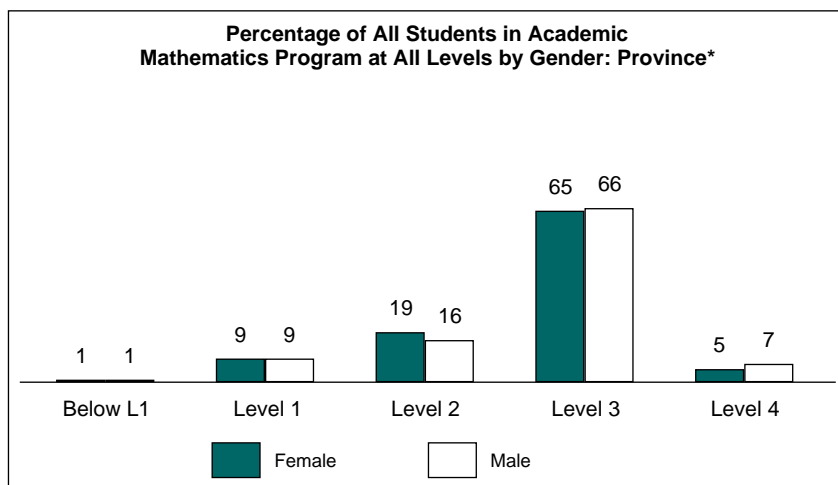
All Students, 2005–2006: School by Gender*				
Number of Students	Female N/R		Male N/R	
	#	%	#	%
Level 4	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R
Below Level 1	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R
Exempt	N/R	N/R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



All Students, 2005–2006: Board by Gender*				
Number of Students	Female 2 425		Male 2 200	
	#	%	#	%
Level 4	117	5%	137	6%
Level 3	1 492	62%	1 378	63%
Level 2	474	20%	356	16%
Level 1	277	11%	253	12%
Below Level 1	24	1%	33	2%
Participating Students	2 384	98%	2 157	98%
No Data	31	1%	30	1%
Exempt	10	<1%	13	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>66%</b>		<b>69%</b>	



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%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>70%</b>		<b>72%</b>	



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

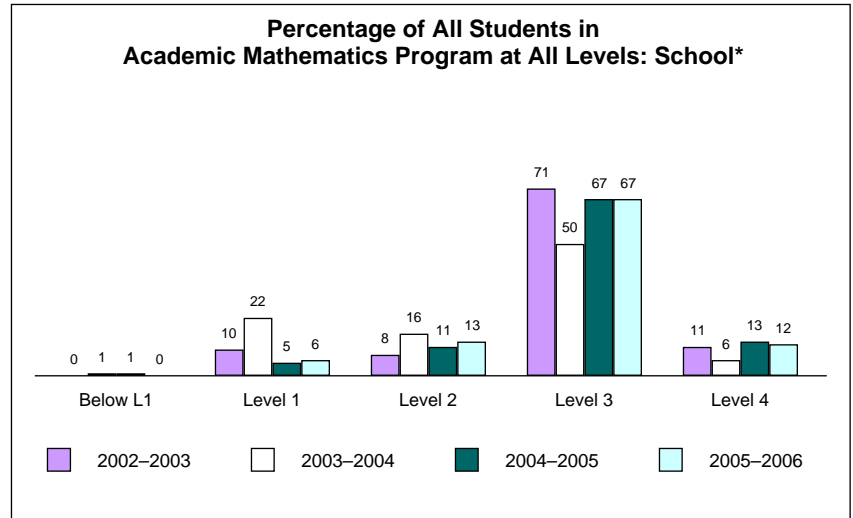
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†† Includes only students for whom gender data were available.

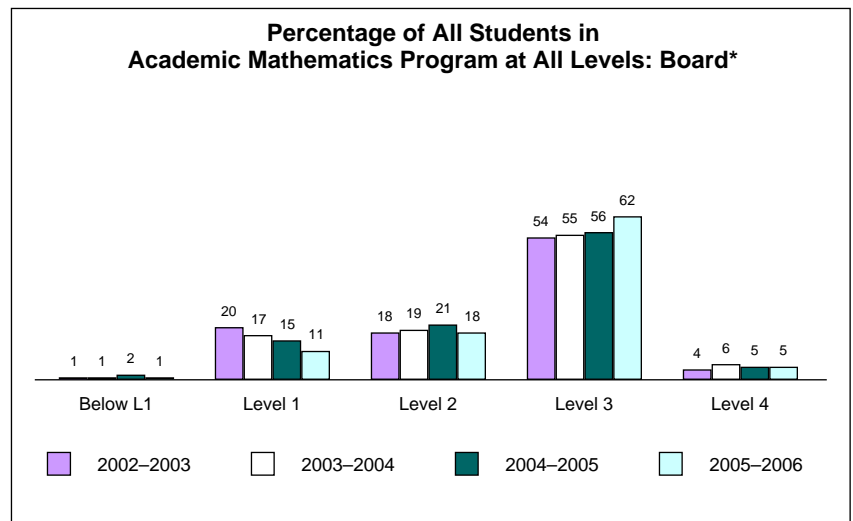
Results Over Time, 2002–2003 to 2005–2006

Academic Mathematics Program for All Students

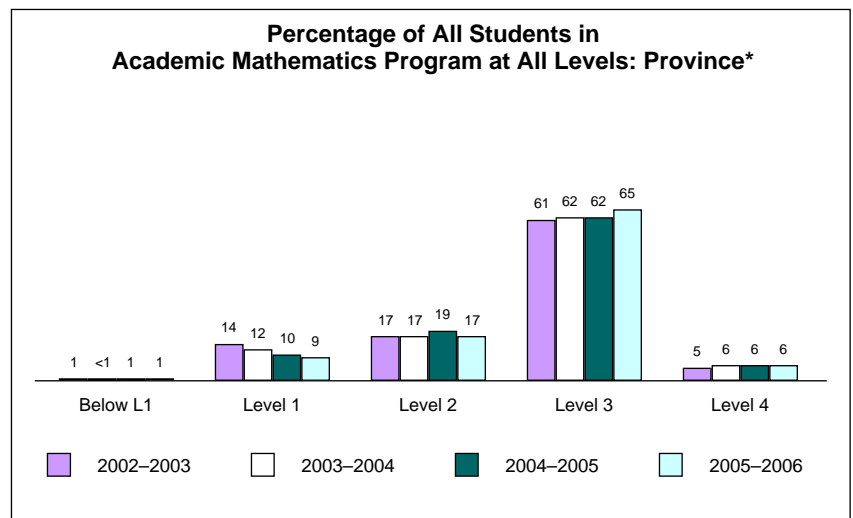
School*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	<b>104</b>	<b>103</b>	<b>129</b>	<b>105</b>
Level 4	11%	6%	13%	12%
Level 3	71%	50%	67%	67%
Level 2	8%	16%	11%	13%
Level 1	10%	22%	5%	6%
Below Level 1	0%	1%	1%	0%
NEIS††	0%	3%	---	---
<i>Participating Students</i>	99%	97%	97%	98%
No Data	1%	3%	3%	2%
Exempt	0%	0%	0%	0%
<b>At or Above Provincial Standard†</b>	<b>82%</b>	<b>55%</b>	<b>81%</b>	<b>79%</b>



Board*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	<b>4 712</b>	<b>4 633</b>	<b>4 692</b>	<b>4 625</b>
Level 4	4%	6%	5%	5%
Level 3	54%	55%	56%	62%
Level 2	18%	19%	21%	18%
Level 1	20%	17%	15%	11%
Below Level 1	1%	1%	2%	1%
NEIS††	<1%	1%	---	---
<i>Participating Students</i>	98%	99%	99%	98%
No Data	2%	1%	1%	1%
Exempt	1%	1%	<1%	<1%
<b>At or Above Provincial Standard†</b>	<b>58%</b>	<b>61%</b>	<b>61%</b>	<b>68%</b>



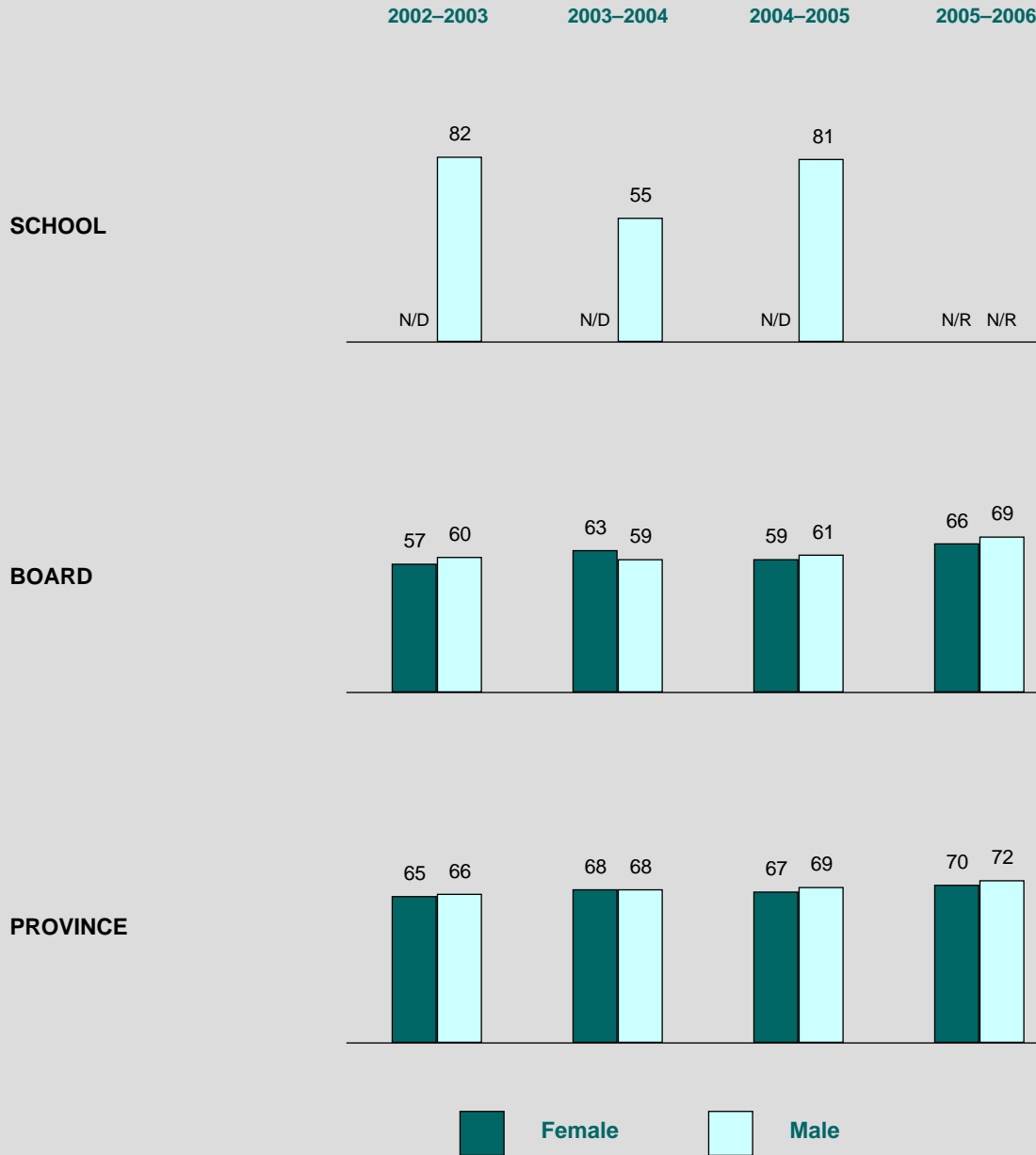
Province*				
Year	'02-'03	'03-'04	'04-'05	'05-'06
<i>Number of Students</i>	<b>100 717</b>	<b>102 923</b>	<b>104 100</b>	<b>103 412</b>
Level 4	5%	6%	6%	6%
Level 3	61%	62%	62%	65%
Level 2	17%	17%	19%	17%
Level 1	14%	12%	10%	9%
Below Level 1	1%	<1%	1%	1%
NEIS††	<1%	1%	---	---
<i>Participating Students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



\* 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<sup>†</sup>

	2002-2003		2003-2004		2004-2005		2005-2006	
	Female	Male	Female	Male	Female	Male	Female	Male
School	0	104	0	103	0	129	0	105
Board	2 546	2 148	2 462	2 125	2 332	2 026	2 425	2 200
Province	51 352	48 750	52 104	49 916	52 030	50 129	53 183	50 228

<sup>†</sup> Includes only students for whom gender data were available.

## EXPLANATION OF TERMS

<b>All Students</b>	Results are reported for all students in the program.
<b>Participating Students</b>	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
<b>Provincial Standard</b>	The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard.
<b>Level 4 (80-100%)</b>	The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
<b>Level 3 (70-79%)</b>	The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard.
<b>Level 2 (60-69%)</b>	The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard.
<b>Level 1 (50-59%)</b>	The student has demonstrated a passable level of achievement. Achievement is <i>below</i> the provincial standard.
<b>Below Level 1</b>	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
<b>NEIS</b>	"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.
<b>No Data</b>	Non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.
<b>Exempt</b>	Students who were formally exempted by the school from participating in the assessment.
<b>ESL/ELD</b>	English as a second language (ESL)/English literacy development (ELD) are students identified by the school as ESL/ELD learners.
<b>Students with Special Needs</b>	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.
<b>N/R</b>	"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.
<b>N/D</b>	Used in tables and graphs to indicate that there were no students in the grade or program for the years specified.