



Board Profile on Achievement: 2008-2009

GRADES 3, 6 AND 9 EQAO ASSESSMENT RESULTS

Dufferin-Peel Catholic District School Board

Mission Statement

The mission of the Dufferin-Peel Catholic District School Board, in partnership with the Family and Church, is to provide, in a responsible manner, a Catholic Education which develops spiritual, intellectual, aesthetic, emotional, social and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.

About the Board

Dufferin-Peel Catholic District School Board was created in 1969 through a merger of eight separate school boards. The board currently consists of 145 elementary and secondary schools and it serves approximately 87,000 students from the communities of Mississauga, Brampton, Caledon and Orangeville.

The philosophy of Catholic education in Dufferin-Peel involves the teaching of religion, family life, the practice of prayer and worship, and the presence of Gospel values in the curriculum and daily life in the schools. Schools have strong links to parishes and assist parishes with sacramental preparation. Parish staff conduct liturgies and provide other services within the schools. The Catholic school system maintains strong links between the home, school and church, and parental participation in the education of students is highly encouraged. These links provide for a natural reinforcement and development of Christian values in the Catholic tradition.

As Catholic educators, we strive for excellence in our teaching, intellectual, physical, emotional, social and religious endeavours. We consciously create an environment for significant learning to occur by applying our knowledge and skills accurately and effectively in a safe environment. We shape and influence the lives of our students through our attitudes to learning, our enthusiasm, our knowledge and skills, our values and the perspectives which we bring to all subjects and disciplines.

Dufferin-Peel Catholic District School Board

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About the EQAO Assessments

The Education Quality and Accountability Office's primary and junior division assessments of reading, writing and mathematics are administered to all Grade 3 and 6 students in Ontario's publicly-funded schools just prior to the end of the school year. The assessments are designed to measure student achievement of the provincial primary and junior curriculum expectations in reading, writing and mathematics. Student achievement is measured on a four-level assessment scale that reflects the four achievement levels of *The Ontario Curriculum, Grades 1-8: Language, 2006* and *The Ontario Curriculum, Grades 1-8: Mathematics, 2005*.

In addition to the primary and junior assessments, EQAO also administers the Grade 9 assessments of academic and applied mathematics in Ontario's publicly-funded schools just prior to the end of each semester (in semestered schools) or the year (in non-semestered schools). The assessment is designed to measure student achievement of the provincial curriculum expectations in mathematics. Student achievement is measured on a four-level assessment scale that reflects the four achievement levels of *The Ontario Curriculum, Mathematics, Grades 9 & 10, 2005*. Box 1 (below) highlights the four achievement levels used on the primary, junior and Grade 9 assessments. For these assessments, achievement of Level 3 or higher is considered to represent the provincial standard for achievement.

Box 1: Student Achievement Levels

- **Level 4** identifies achievement within the provincial curriculum that *exceeds* the provincial standard.
- **Level 3, the provincial standard, identifies a high level of achievement of the provincial expectations.**
- **Level 2** identifies achievement that is *approaching the standard*.
- **Level 1** identifies achievement that falls *below the provincial standard*, yet still represents a passing grade.

EQAO reports the assessment results in two formats to ensure that schools with large numbers of students in Special Education or with a high percentage of sick or absent students are not penalized. These reporting formats are "All Students" and "Participating Students". EQAO requires that schools and boards present the information using "All Students" to ensure consistency of reporting across the province. Box 2 (below, following page) explains these two reporting formats.

Box 2: EQAO Reporting Formats

- **All Students includes all children who were eligible to participate in the assessment.**
- **Participating Students** includes *only those students who actually participated* in the assessment.

Please note that all data are reported according to EQAO's "All Students" (formerly "Method 1") reporting convention. This format for reporting aggregate EQAO results provides the number of students achieving at each level as a percentage of all of the students in the grade, including students who were exempted (exempt), those who took part in the assessments but did not provide any data (no data) and students who provided enough information to score but whose responses cannot be assigned a level, i.e., *Not Enough Evidence for level 1 (NE1)*.

Primary Division (Grades 1 - 3) Achievement Highlights

Students in Dufferin-Peel who were eligible to participate in the EQAO primary division assessments performed as listed in the table below. Results are provided for the most recent 10 years of testing.

Grade 3	Exempt	No Data	NEIS ¹	NE 1	Level 1	Level 2	Level 3	Level 4
Reading								
2009	3%	1%	--	1%	6%	27%	56%	6%
2008	3%	1%	--	1%	5%	25%	58%	7%
2007	2%	1%	--	1%	7%	25%	57%	7%
2006	3%	<1%	--	1%	6%	25%	58%	6%
2005	3%	1%	--	1%	7%	30%	53%	5%
2004	4%	1%	6%	1%	7%	29%	47%	5%
2003	4%	<1%	8%	<1%	9%	29%	45%	4%
2002	4%	<1%	8%	<1%	9%	30%	45%	4%
2001	5%	<1%	4%	<1%	10%	31%	46%	4%
2000	7%	0%	5%	0%	8%	30%	44%	6%
Writing								
2009	2%	1%	--	<1%	<1%	27%	66%	4%
2008	2%	1%	--	<1%	<1%	26%	65%	6%
2007	2%	1%	--	<1%	<1%	27%	62%	8%
2006	3%	<1%	--	<1%	<1%	26%	64%	6%
2005	3%	1%	--	1%	1%	30%	58%	7%
2004	4%	1%	3%	1%	1%	28%	54%	10%
2003	3%	<1%	3%	<1%	2%	33%	50%	8%
2002	3%	<1%	3%	<1%	2%	31%	52%	8%
2001	4%	<1%	4%	<1%	2%	35%	48%	6%
2000	6%	0%	4%	0%	1%	36%	45%	7%
Mathematics								
2009	2%	1%	--	<1%	2%	25%	60%	10%
2008	2%	1%	--	<1%	3%	26%	58%	10%
2007	2%	1%	--	<1%	3%	25%	60%	9%
2006	3%	<1%	--	<1%	3%	27%	57%	9%
2005	3%	1%	--	<1%	4%	30%	55%	7%
2004	3%	1%	3%	<1%	3%	28%	52%	9%
2003	3%	<1%	7%	<1%	6%	32%	45%	7%
2002	3%	<1%	5%	<1%	6%	32%	47%	7%
2001	4%	<1%	2%	<1%	4%	32%	50%	8%
2000	5%	0%	2%	0%	6%	29%	47%	11%

¹ 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.

All Students (includes “no data” and “exempt” categories)

- At the time the assessment was conducted in Spring 2009, Dufferin-Peel had 5,196 Grade 3 students attending 121 schools in 364 classes.
- Nearly two-thirds of the Grade 3 students assessed achieved the provincial standard in reading (62%), while 70% of the students achieved the standard in writing and mathematics.
- Growth was observed in primary mathematics achievement between 2007-2008 and 2008-2009, while primary writing remained consistent and primary reading decreased slightly. It is important to note that fluctuations over a single year of only one or two percentage points on such large-scale assessments are unlikely to be indicative of true positive or negative trends.
- The proportion of students who were exempt, who did not provide any data or who did not provide enough evidence for Level 1 was roughly similar to the previous year for all three subject areas.

Participating Students (excludes “no data” and “exempt” categories)

- Nearly two thirds (64%) of students who actually wrote the 2007-2008 EQAO assessment of primary reading met or exceeded the standard (Levels 3 and 4), while 72% achieved the standard in writing and mathematics.

Gender (All Students)

- In 2008-2009, proportions of female and male students eligible to write the primary EQAO assessments were equal at 50% per gender.
- Girls scored higher than boys in the areas of primary reading (girls: 67%; boys: 57%) and writing (girls: 79%; boys: 61%) in 2008-2009. There was also a slight gender difference in performance on the 2008-2009 Primary Assessment of Mathematics that favoured girls over boys (girls: 72%; boys: 69%).
- Girls and boys both showed slight positive growth in aggregate achievement in mathematics from the previous assessment year (girls: +2%; boys: +2%). There were minimal achievement changes in reading among boys and writing among girls. However, boys experienced a slight decline in writing and girls demonstrated a large decrease in reading achievement (reading: girls -5%, boys -2%; writing: girls +0%, boys -2%).
- Over twelve years of assessment under the two most recent revisions of *The Ontario Curriculum*, boys and girls have demonstrated similar aggregate achievement growth over time in reading, while girls have outperformed boys slightly in writing (reading: girls: +19%; boys: +20%; writing: girls: +22%; boys: +18%). Boys continue to demonstrate slightly higher improvement than girls in the area of mathematics (mathematics: girls +31% boys +33%).

Students with English Language Learner (ELL) Needs (All Students)

- Over one quarter (26%) of students who were eligible to participate were identified as English Language Learners (ELL). Compared to the previous assessment year, the proportion of students identified as having ELL needs has increased (+3%).
- More than half of the students with ELL needs met or exceeded the standard (Levels 3 & 4) in reading (57%). Nearly 70% of these students achieved the standard in writing (69%), while two thirds achieved Level 3 or higher in mathematics (67%).
- Grade 3 students with ELL needs demonstrated minimal improvements, from the previous assessment year, in the percentage of students meeting or exceeding the standard in reading and writing, but demonstrated an increase in mathematics (reading +0%, writing +1% and mathematics +3%).

- Over the past twelve years of assessments, students who have been identified as English Language Learners have experienced over 40% in achievement growth in all three areas (reading: +42%; writing: +47%; mathematics: +45%).
- More than ten percent of students in Grade 3 (13%) were born outside of Canada. This proportion is roughly equal to that observed in 2007-2008 (+0%).
- Nearly one quarter of students in Grade 3 (22%) were reported to have learnt a first language other than English in the home. This proportion represents an increase of +3% over the previous assessment year.

Students with Special Needs, excluding “gifted” (All Students)

- Less than ten percent of students who were eligible to participate (9%) were identified as having special needs. This proportion is roughly consistent with that observed in 2007-2008 (+1%).
- Roughly one fifth of the students with special needs met or exceeded the standard (Levels 3 & 4) in reading (19%) and almost one third achieved Level 3 or higher in writing (28%). Approximately one quarter of these students met or exceeded the standard in mathematics (26%).
- Students with special needs demonstrated some decrease in achievement, as a group, between 2008-2009 and the previous year. Decreases for these students were as follows: -2% in reading and -3% in writing. On the other hand, there was maintenance of mathematics performance for these students compared to the previous year (+0%).
- Over the past twelve years of primary EQAO assessments, students with special needs have experienced improved student achievement in reading (+11%), writing (+19%) and mathematics (+14%).
- Slightly greater proportions students with special education learning needs received accommodations this year compared to the previous year. In 2007-2008, six percent of students received one or more accommodations to write the primary division assessments of reading, writing and mathematics. In contrast, in 2008-2009, 8% of students with special needs received an accommodation in reading and mathematics, and 9% received one in writing.

Junior Division (Grades 4 - 6) Achievement Highlights

Students in Dufferin-Peel who were eligible to participate in the EQAO junior division assessments performed as listed in the table below. Results are provided for the most recent 10 years of testing.

Grade 6	Exempt	No Data	NEIS ²	NE 1	Level 1	Level 2	Level 3	Level 4
Reading								
2009	2%	<1%	--	<1%	4%	22%	61%	11%
2008	2%	<1%	--	1%	5%	22%	61%	9%
2007	2%	1%	--	1%	6%	24%	60%	7%
2006	3%	<1%	--	1%	6%	24%	58%	9%
2005	3%	<1%	--	1%	6%	25%	57%	8%
2004	4%	<1%	4%	<1%	6%	27%	49%	9%
2003	3%	<1%	5%	<1%	7%	29%	47%	8%
2002	3%	<1%	6%	<1%	7%	29%	46%	9%
2001	3%	<1%	3%	<1%	8%	32%	46%	7%
2000	4%	0%	4%	0%	8%	34%	42%	8%
Writing								
2009	2%	<1%	--	<1%	<1%	25%	61%	11%
2008	2%	<1%	--	<1%	1%	24%	61%	11%
2007	2%	1%	--	<1%	1%	28%	59%	8%
2006	3%	<1%	--	<1%	1%	29%	58%	9%
2005	3%	<1%	--	1%	2%	31%	56%	7%
2004	4%	<1%	2%	<1%	3%	32%	48%	10%
2003	3%	<1%	3%	0%	5%	32%	46%	11%
2002	3%	<1%	6%	<1%	7%	29%	46%	9%
2001	3%	<1%	5%	0%	6%	32%	44%	9%
2000	4%	0%	4%	0%	8%	35%	39%	9%
Math								
2009	2%	<1%	--	<1%	5%	27%	52%	13%
2008	2%	1%	--	<1%	6%	29%	51%	11%
2007	2%	1%	--	<1%	6%	33%	49%	9%
2006	3%	<1%	--	<1%	7%	29%	51%	10%
2005	3%	<1%	--	<1%	7%	32%	50%	8%
2004	4%	<1%	3%	<1%	7%	31%	43%	11%
2003	3%	<1%	6%	<1%	9%	31%	40%	10%
2002	3%	<1%	6%	<1%	9%	31%	41%	11%
2001	3%	<1%	3%	<1%	9%	34%	40%	10%
2000	5%	0%	3%	0%	11%	32%	39%	10%

² 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.

All Students (includes “no data” and “exempt” categories)

- At the time the assessment was conducted in Spring 2009, Dufferin-Peel had 5,968 Grade 6 students attending 122 schools in 397 classes.
- Nearly three-quarters of the Grade 6 students assessed in 2008-2009 achieved the provincial standard in junior reading (72%) and writing (72%). Roughly two-thirds of these students achieved the standard in mathematics (65%).
- Overall, the junior division results indicated positive growth in aggregate student performance from the previous assessment year. A notable increase in the proportion of Grade 6 students achieving the provincial standard in junior mathematics (+3%) was observed for Dufferin-Peel. A slight increase and maintenance of performance levels was observed for the board on the junior literacy assessments (reading: +2%; writing: +0%).
- The proportion of students who were exempt, who did not provide any data or who did not provide enough evidence for level 1 was similar to the previous year for all three subject areas
- The Grade 6 students who wrote the assessments in 2008-2009 — the cohort of students assessed in Grade 3 under *The Ontario Curriculum* in 2005-2006 — demonstrated improvement, as a group, over their Grade 3 achievement levels in the proportion of students achieving the standard in reading (+8%) and writing (+2%). However, this cohort demonstrated a slight decrease in overall mathematics achievement between Grades 3 and 6 (-2%).

Participating Students (excludes “no data” and “exempt” categories)

- Nearly three quarters of the students who actually wrote the Grade 6 assessments in Spring 2009 met or exceeded the standard (Levels 3 & 4) in reading (74%) and writing (74%). Two thirds of these students achieved the standard in mathematics (67%).

Gender (All Students)

- In Dufferin-Peel in 2008-2009, there were slightly more boys eligible to write the junior EQAO assessments than girls (girls: 49%; boys: 51%).
- Girls scored higher than boys in all three subject areas assessed in the junior division assessments: reading (girls: 76%; boys: 67%); writing (girls: 82%; boys: 63%); and mathematics (girls: 67%; boys: 63%). The 2008-2009 achievement gap favouring girls on the literacy assessments was consistent with findings from 2007-2008. However, the gap favouring girls in mathematics in 2008-2009 contrasted with a lack of any gender gap in this subject area on the 2007-2008 EQAO assessment.
- As a group, girls improved their achievement notably over the previous administration in junior mathematics (+5%), but maintained achievement levels on the junior literacy assessments (reading: +0%; writing: +1%). On the other hand, boys, as a group, improved their achievement in junior reading (+3%), but maintained achievement levels on the junior assessments of writing (+0%) and mathematics (+1%).
- In the eleven years of assessment under the two most recent revisions of *The Ontario Curriculum*, boys demonstrated greater improvement in the area of reading (girls +20%; boys +27%), but boys and girls demonstrated similar aggregate growth over this same period in writing (girls +23%; boys +23%). Over eleven years of assessments, girls have enjoyed greater improvement in junior mathematics than boys (girls +20%; boys +17%).

Students with English Language Learner (ELL) Needs (All Students)

- Ten percent of students who were eligible to participate (10%) were identified as English Language Learners (ELL). This proportion was slightly higher than in 2007-2008 (+2%).
- Roughly two-thirds of Grade 6 students with English Language Learner (ELL) needs met or exceeded the standard (Levels 3 & 4) in junior reading (62%), writing (66%), and mathematics (63%). Compared to 2007-2008, decreases in overall English Language Learner achievement were observed in junior reading and writing in 2008-2009, while junior mathematics performance remained consistent for this student group.
- Grade 6 students with English Language Learner (ELL) needs demonstrated decreases, from the previous assessment year, in the percentage of students meeting or exceeding the standard (Levels 3 & 4) in reading (-5%), writing (-6%), and mathematics (-2%).
- More than fifteen percent of students in Grade 6 (16%) were born outside of Canada. This proportion was slightly greater (+2%) than that observed in 2007-2008.
- More than fifteen percent of students in Grade 6 (16%) were reported to have learnt a first language other than English in the home. This proportion represented a notable increase of +5% compared to 2007-2008.

Students with Special Needs, excluding “gifted” (All Students)

- Over ten percent of students who were eligible to participate (13%) were identified as having special needs. This proportion was roughly consistent with 2007-2008 (+1%).
- Over one-quarter of students with special needs met or exceeded the standard (Levels 3 & 4) in reading (27%), while nearly one-third met or exceeded the standard in writing (29%). Both of these findings represent increases of 5% compared to the previous assessment year. In contrast, almost one fifth of students with special needs achieved Level 3 or higher in mathematics (19%) in 2008-2009.
- Students with special needs demonstrated an increase of 5% in aggregate student achievement in reading and writing from the previous year. No change in achievement (+0) was noted for these students in mathematics.
- Over the eleven years of junior EQAO assessments, Grade 6 students with special needs made gains in the areas of reading (+17%), writing (+17%) and mathematics (+8%).
- Approximately ten percent of students received accommodations during this administration of the assessments (reading, writing, and mathematics: 11%). This proportion is roughly consistent with that observed for all three junior assessments in 2007-2008 (11% in all three junior assessments).

Ten-Year Comparison of EQAO Primary Assessment Results: Dufferin-Peel and Ontario

Grade 3 Achievement 1999-2000 to 2008-2009 (All Students): Levels 3, 4

All Students (formerly Method 1) includes Exempt, No Data, Not Enough Information to Score and Not Enough Evidence for Level 1

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Last Year to this Year Comparison	10 Year Comparison
	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4		
Reading	DP 49%	DP 50%	DP 49%	DP 49%	DP 52%	DP 58%	DP 64%	DP 64%	DP 65%	DP 62%	-3%	+13%
	ON 49%	ON 50%	ON 50%	ON 50%	ON 54%	ON 59%	ON 62%	ON 62%	ON 61%	ON 61%	+0%	+12%
Writing	DP 55%	DP 55%	DP 60%	DP 58%	DP 63%	DP 65%	DP 70%	DP 70%	DP 71%	DP 70%	-1%	+15%
	ON 52%	ON 52%	ON 55%	ON 56%	ON 58%	ON 61%	ON 64%	ON 64%	ON 66%	ON 68%	+2%	+16%
Math	DP 53%	DP 57%	DP 54%	DP 52%	DP 61%	DP 63%	DP 67%	DP 70%	DP 68%	DP 70%	+2%	+17%
	ON 58%	ON 61%	ON 58%	ON 57%	ON 64%	ON 66%	ON 68%	ON 69%	ON 68%	ON 70%	+2%	+12%

Note: The percentage of students achieving the provincial standard is listed for Dufferin-Peel (DP) and the province (ON).

Overall, the 2008-2009 EQAO results for Grade 3 students in Dufferin-Peel indicate a decrease in student achievement on the reading (-3%) assessment and maintenance of 2007-2008 results in writing (-1%) assessments. On the other hand, the board increased slightly on the mathematics (+2%) assessment. Over the most recent ten years of primary division assessments, Dufferin-Peel has shown steady growth in the percentage of Grade 3 students meeting or exceeding the standard (Levels 3 & 4) in all three subject areas and particularly in the area mathematics (+17%).

Dufferin-Peel and the province have maintained their respective achievement levels on the primary division reading assessment this year in terms of the proportion of students achieving Level 3 or higher in reading (DP: 62%; ON: 61%). In primary writing, the board maintained its achievement levels while the province increased slightly, closing the gap favouring Dufferin-Peel to 2% (DP: 70%; ON: 68%). In primary mathematics, Dufferin-Peel and the province experienced proportionately similar growth in achievement. The board continues to be even with the province in terms of the proportion of students achieving the standard in this subject area (DP: 70%; ON: 70%). Over the most recent ten years of assessments, Dufferin-Peel has demonstrated a greater rate of improvement compared to the province on the primary mathematics assessment (DP: +17%; ON: +12%) and roughly similar growth over time in primary literacy (reading: DP: +13%; ON: +12%; writing: DP: +15%; ON: +16%).

Ten-Year Comparison of EQAO Junior Assessment Results: Dufferin-Peel and Ontario

Grade 6 Achievement 1999-2000 to 2008-2009 (All Students): Levels 3, 4

All Students (formerly Method 1) includes Exempt, No Data, Not Enough Information to Score and Not Enough Evidence for Level 1

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Last Year to this Year Comparison	10 Year Comparison
	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4		
Reading	DP 50%	DP 53%	DP 55%	DP 55%	DP 58%	DP 65%	DP 67%	DP 66%	DP 70%	DP 72%	+2%	+22%
	ON 51%	ON 54%	ON 55%	ON 56%	ON 58%	ON 63%	ON 64%	ON 64%	ON 66%	ON 69%	+3%	+18%
Writing	DP 49%	DP 53%	DP 56%	DP 57%	DP 58%	DP 63%	DP 67%	DP 68%	DP 72%	DP 72%	+0%	+23%
	ON 49%	ON 52%	ON 53%	ON 53%	ON 54%	ON 59%	ON 61%	ON 61%	ON 67%	ON 67%	+0%	+18%
Math	DP 49%	DP 50%	DP 52%	DP 50%	DP 54%	DP 58%	DP 60%	DP 58%	DP 62%	DP 65%	+3%	+16%
	ON 52%	ON 54%	ON 54%	ON 53%	ON 57%	ON 60%	ON 61%	ON 59%	ON 61%	ON 63%	+2%	+11%

Note: The percentage of students achieving the provincial standard is listed for Dufferin-Peel (DP) and the province (ON).

Overall, the 2008-2009 EQAO results for Grade 6 students in Dufferin-Peel indicate improvement in student achievement on junior reading and mathematics (reading: +2%; mathematics: +3%) assessments. There was no change in junior writing between the most recent two assessment years. Over the last ten years of junior EQAO assessments, Dufferin-Peel has shown steady growth in the percentage of Grade 6 students meeting or exceeding the standard (Levels 3 & 4) in all three subject areas, particularly in the areas of reading (+22%) and writing (+23%).

Both Dufferin-Peel and the province have increased their respective achievement levels on the junior division reading and mathematics assessments this year, with Dufferin-Peel demonstrating a slightly larger proportion of students achieving Level 3 or higher in these two subject areas than the province as a whole (reading: DP: 72%; ON: 69%; mathematics: DP: 65%; ON: 63%). In junior writing, there was no difference between the board and province in terms of growth between 2007-2008 and 2008-2009; however, Dufferin-Peel experienced a greater proportion of students achieving Level 3 or higher than the province in junior writing (DP: 72%; ON: 67%). Over the last ten years of junior EQAO assessments, Dufferin-Peel demonstrated a much greater rate of improvement compared to the province in all three assessments (reading: DP: +22%; ON: +18%; writing: DP: +23%; ON: +18%; mathematics: DP: +16%; ON: +11%).

Achievement of Grades 3 & 6 Performance Targets

The Ministry of Education has mandated that 75% of students in Grade 6 are to be achieving Level 3 or higher on the 2010-2011 EQAO assessments of reading, writing, and mathematics. In order to meet this goal, Dufferin-Peel has set annual EQAO improvement targets for primary and junior aggregate student achievement. For each assessment, an improvement of 4% over the previous assessment year's performance represents the board's achievement target. The 4% target has been set as a meaningful, yet still realistic, amount of growth that can be achieved over a single year in a system as large and diverse as Dufferin-Peel. Attainment of this increase across all six assessment areas in 2008-2009 would ensure that between roughly 70% and three quarters of its students would be achieving the provincial standard in primary and junior reading and writing and in primary mathematics. These targets are listed, along with tentative 4% increases for 2009-2010 and 2010-2011, in the table below.

Performance targets established for the Primary and Junior Division Assessments of Reading, Writing and Mathematics

Performance Targets (All Students)	Reading		Writing		Mathematics	
	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6
2007-2008 Actual	65%	70%	71%	72%	68%	62%
2008-2009 (+4% growth)	69%	74%	75%	76%	72%	66%
2009-2010	73%	78%	79%	80%	76%	70%
2010-2011	77%	82%	83%	84%	80%	74%

The assessment results released on September 17, 2009 for the Spring 2009 administration of the primary and junior division provincial assessments indicate some growth in student achievement in primary and junior mathematics and junior reading. Student achievement board wide was consistent with 2007-2008 in primary and junior writing, while primary mathematics experienced a slight decline in 2008-2009 (please refer to the table below). Based on these results, Dufferin-Peel failed to meet its performance target in all primary and junior assessment areas; however, the board came close to its target for junior mathematics growth. Furthermore, although Dufferin-Peel fell slightly short of its annual targets, it is important to note that the board: (1) demonstrated growth or stability in five of the six elementary assessments; and (2) matched or even outperformed the province as a whole on all primary and junior EQAO assessments.

Student performance on the 2008-2009 Primary and Junior Division Assessments of Reading, Writing and Mathematics for All Students (previously Method 1)

Student Performance (Levels 3, 4)	Reading		Writing		Mathematics	
	Grade 3	Grade 6	Grade 3	Grade 6	Grade 3	Grade 6
Actual Board Results	62%	72%	70%	72%	70%	65%
Projected Growth	+4%	+4%	+4%	+4%	+4%	+4%
Actual Growth	-3%	+2%	-1%	+0%	+2%	+3%

The results of the 2008-2009 administration of the EQAO assessments suggest further focus is required on primary literacy, particularly reading. In addition, despite gains in junior mathematics, Grade 6 mathematics also requires some support. However, it is important not to abandon the other four assessment areas (i.e., primary mathematics and junior reading and writing) in effort to address the other two. In terms of the Ministry of Education mandate, Dufferin-Peel's recent performance on the junior assessments suggest that the board is well on its way to meeting the requirement that 75% or more of Grade 6 students achieve the provincial standard in 2010-2011. With continued achievement of the annual 4% performance targets on the junior assessment of mathematics over the next two assessment years, the board will also come very close to reaching the required proportion of students achieving Level 3 or higher in Grade 6 mathematics by 2010-2011.

Grade 9 Academic Mathematics Achievement Highlights

Students in Dufferin-Peel who were eligible to participate in the Grade 9 EQAO assessment of academic mathematics performed as listed in the table below. Results are provided for all nine years of testing.

Academic Math (All Students)	Exempt ³	No Data	NEIS	Below Level 1	Level 1	Level 2	Level 3	Level 4
Dufferin-Peel 2008-2009	--	1%	--	<1%	7%	16%	69%	7%
Dufferin-Peel 2007-2008	--	1%	--	<1%	8%	17%	68%	6%
Dufferin-Peel 2006-2007	--	1%	--	1%	9%	20%	64%	5%
Dufferin-Peel 2005-2006	<1%	1%	--	1%	7%	17%	69%	6%
Dufferin-Peel 2004-2005	<1%	1%	--	1%	8%	18%	67%	6%
Dufferin-Peel 2003-2004	<1%	1%	<1%	<1%	11%	16%	65%	7%
Dufferin-Peel 2002-2003	<1%	1%	<1%	1%	14%	18%	62%	4%
Dufferin-Peel 2001-2002	1%	1%	1%	<1%	18%	20%	56%	3%
Dufferin-Peel 2000-2001	<1%	1%	3%	6%	13%	27%	46%	4%

- At the time the assessment was conducted in 2008-2009, Dufferin-Peel had 5,380 Grade 9 students enrolled in 225 academic mathematics classes in 22 secondary schools. ⁴
- Results from the 2008-2009 EQAO Grade 9 Assessment of Mathematics indicate that 76% of all students enrolled in Dufferin-Peel in an academic mathematics program met or exceeded the standard (Levels 3 and 4). This result represents a 2% increase over findings from the previous year.
- As in the previous assessment year, over ninety percent (92%) of all students in an academic mathematics program in Dufferin-Peel performed well (Levels 2, 3 & 4) on the 2008-2009 test.
- There was a slight gender gap favouring boys in the 2008-2009 academic mathematics assessment results (boys: 77%; girls: 74%). This gap was not present in the previous assessment year. Minimal growth was observed for both genders compared to the previous assessment year (boys: +2%; girls: +1%).
- Among students with English Language Learner (ELL) needs who took academic mathematics, 73% achieved Level 3 or higher on the 2008-2009 assessment. This result represents a decrease of 9% between 2008-2009 and the previous assessment year (last year: 82%; this year: 73%).
- Over one-half (57%) of students with special needs who were enrolled in academic mathematics achieved the provincial standard (Level 3 or 4) on the 2008-2009 assessment. This result represents a decrease of 15% between 2008-2009 and 2007-2008 (last year: 72%; this year: 57%).
- Approximately three quarters of students enrolled in an academic mathematics program in 2008-2009 met or exceeded the provincial standard irrespective of the semester of study (first semester: 76%; second semester: 76%), while 74% of those enrolled in the full year program demonstrated this result. This pattern of performance by semester of study was consistent with that of 2007-2008; however, in a reversal of 2007-2008, the aggregate performance of learners in the full year courses in 2008-2009 was outpaced by the overall achievement of students taking Grade 9 academic mathematics in either semester.

³ In the 2006-2007 administration of the Grade 9 EQAO Assessment of Mathematics, exemptions were no longer permitted.

⁴ There was no Grade 9 academic mathematics assessment data provided by EQAO for Archbishop Romero.

Grade 9 Applied Mathematics Achievement Highlights

Students in Dufferin-Peel who were eligible to participate in the Grade 9 EQAO assessment of applied mathematics performed as listed in the table below. Results are provided for all eight years of testing.

Applied Math: (All Students)	Exempt ⁵	No Data	NEIS	Below Level 1	Level 1	Level 2	Level 3	Level 4
Dufferin-Peel 2008-2009	--	3%	--	6%	15%	40%	32%	3%
Dufferin-Peel 2007-2008	--	5%	--	7%	17%	39%	29%	3%
Dufferin-Peel 2006-2007	--	5%	--	7%	15%	42%	27%	3%
Dufferin-Peel 2005-2006	<1%	4%	--	6%	14%	38%	33%	4%
Dufferin-Peel 2004-2005	<1%	4%	--	9%	18%	40%	30%	<1%
Dufferin-Peel 2003-2004	<1%	4%	4%	7%	17%	38%	30%	1%
Dufferin-Peel 2002-2003	1%	6%	3%	9%	21%	41%	20%	<1%
Dufferin-Peel 2001-2002	1%	5%	3%	10%	24%	39%	17%	0%
Dufferin-Peel 2000-2001	1%	5%	12%	18%	27%	27%	10%	<1%

- At the time the assessment was conducted in 2008-2009, Dufferin-Peel had 2,307 students enrolled in 138 applied mathematics classes in 22 secondary schools.⁶
- Results from the 2008-2009 EQAO Grade 9 Assessment of Mathematics indicated that 35% of students in an applied mathematics program in Dufferin-Peel met or exceeded the standard (Levels 3 & 4). This result represents a 3% increase over findings from the previous year.
- Three-quarters (75%) of these students who were eligible to participate performed well (Levels 2, 3 & 4) on the 2008-2009 test. This observation represents a gain of 4% compared to the proportion achieving Level 2 or higher on the applied mathematics assessment of 2007-2008.
- As a group, boys outperformed girls on the applied mathematics assessment (boys: 37%; girls: 33%). However, the gender gap favouring boys has narrowed from 6% in 2007-2008 to 4% in 2008-2009, largely due to a 4% increase in girls' achievement, as a group (boys: +2%; girls: +4%).
- Approximately one-quarter (26%) of students with English Language Learner (ELL) needs taking applied mathematics achieved Level 3 or higher on the 2007-2008 assessment. This result represents a decrease of 3% compared to 2007-2008 (last year: 29%%; this year: 26%).
- Approximately one quarter (24%) of students with special needs who were enrolled in applied mathematics achieved the provincial standard (Level 3 or 4) on the 2008-2009 assessment. This result was consistent with that of 2007-2008. (last year: 24%%; this year: 24%).
- Aggregate student achievement of Level 3 or higher on the 2008-2009 Grade 9 applied mathematics assessment was greater in the second (40%) compared to the first (31%) semester. Aggregate achievement was lower in the full-year courses (27%) than in either semester. These findings contrast with the 2007-2008 observation that approximately one third of students enrolled in applied mathematics met or exceeded the provincial standard irrespective of the semester of study.

⁵ In the 2006-2007 administration of the Grade 9 EQAO Assessment of Mathematics, exemptions were no longer permitted. Students who were exempt from participating in the assessment were included in the "no data" category.

⁶ There was no Grade 9 applied mathematics assessment data provided by EQAO for Archbishop Romero.

Nine-Year Comparison of Grade 9 Academic Mathematics Assessment Results: Dufferin-Peel and the Province

Grade 9 Academic Mathematics Achievement 2000-2001 to 2008-2009 for “All Students”: Levels 3, 4

All Students (formerly Method 1) includes Exempt, No Data and Not Enough Evidence for Level 1

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Last Year to this Year Comparison	9 Year Comparison
Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4		
DP 50%	DP 59%	DP 66%	DP 72%	DP 73%	DP 75%	DP 69%	DP 74%	DP 76%	+2%	+26%
ON 49%	ON 63%	ON 66%	ON 68%	ON 68%	ON 71%	ON 71%	ON 75%	ON 77%	+2%	+28%

Note: The percentage of students achieving the provincial standard is listed for Dufferin-Peel (DP) and the province (ON).

Results for Dufferin-Peel on the 2008-2009 Grade 9 Assessment of Mathematics represented continued growth from the previous assessment year for students enrolled in the academic math program (DP: +2%), with roughly three quarters of these students performing at or above the provincial standard. Compared to the province, Dufferin-Peel demonstrated a similar rate of growth in the percentage of students meeting or exceeding the standard in this year's assessment of academic mathematics (DP: +2%; ON: +2%). Dufferin-Peel has also shown a similar rate of improvement over the nine years of the assessment as compared to the province (DP: +26%; ON: +28%).

Nine-Year Comparison of Grade 9 Applied Mathematics Assessment Results: Dufferin-Peel and the Province

Grade 9 Applied Mathematics Achievement 2000-2001 to 2008-2009 for “All Students”: Levels 3, 4

All Students (formerly Method 1) includes Exempt, No Data and Not Enough Evidence for Level 1

2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	Last Year to this Year Comparison	9 Year Comparison
Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4	Levels 3, 4		
DP 10%	DP 17%	DP 20%	DP 30%	DP 30%	DP 38%	DP 31%	DP 32%	DP 35%	+3%	+25%
ON 13%	ON 21%	ON 21%	ON 26%	ON 27%	ON 35%	ON 35%	ON 34%	ON 38%	+4%	+25%

Note: The percentage of students achieving the provincial standard is listed for Dufferin-Peel (DP) and the province (ON).

Dufferin-Peel's results from the 2008-2009 Grade 9 EQAO assessment for students enrolled in an applied mathematics program indicated growth in aggregate student achievement compared with the results of the previous year's assessment (DP: +3%). Compared to the province, Dufferin-Peel demonstrated a similar rate of growth in the percentage of students meeting or exceeding the standard in this year's assessment of applied mathematics (DP: +3%; ON: +4%). Over the nine years of the assessment, Dufferin-Peel has shown a similar rate of improvement as the province (DP: +25%; ON: +25%).

Achievement of Grade 9 Mathematics Performance Targets

This year, student performance on the Grade 9 Assessments of Mathematics demonstrated continued aggregate improvement. Although there were increases in achievement on both the academic and applied mathematics assessments, Dufferin-Peel did not quite meet the annual growth target of 4% on each of the assessments. However, it is important to note that the student performance observed in Dufferin-Peel is on par with that of the province for the academic Grade 9 mathematics assessment, and is only slightly below the achievement of the province on the applied assessment.

Student performance on the 2008-2009 Grade 9 Assessments of Mathematics (All Students)

Student Performance (Levels 3, 4)	Academic Mathematics	Applied Mathematics
Board Results 2007-2008	74%	32%
Board Results 2008-2009	76%	35%
Projected Growth	+4%	+4%
Actual Growth	+2%	+3%