



REPORT OF THE 2010-2011 EDUCATION QUALITY AND ACCOUNTABILITY OFFICE PRIMARY, JUNIOR AND GRADE 9 ASSESSMENTS

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD
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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 DUFFERIN-PEEL

Dufferin-Peel consists of 145 elementary and secondary schools and over 87,000 students from the communities of Mississauga, Brampton, Bolton, Caledon and Orangeville. With over 10,000 employees, the board is also one of the largest employers in the region.

The philosophy of Catholic education in Dufferin-Peel requires the presence of Gospel values in the curriculum and daily life of the schools, the practice of prayer and worship, and a commitment to the teaching of religion and family life. All dimensions of the learning process, including every aspect of the curriculum, reflect the fact that Christ is the foundation of the whole educational enterprise in each school and that everything ultimately relates to God.

ABOUT THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO) ASSESSMENTS

The Education Quality and Accountability Office (EQAO)'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. 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 Levels

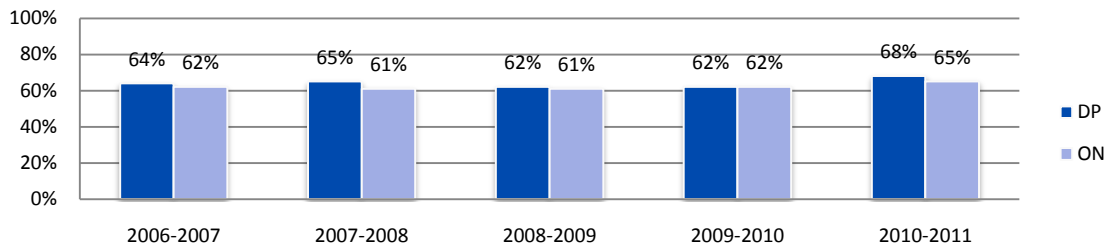
- **Level 4** identifies achievement within the provincial curriculum that *exceeds* the provincial standard.
- **Level 3, the provincial standard, identifies a high level of achievement of the provincial expectations.**
- **Level 2** identifies achievement that is *approaching the standard*.
- **Level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

For the primary, junior and Grade 9 EQAO mathematics assessments, achievement of Level 3 or higher is considered to represent the provincial standard for achievement. Please note that all data are reported according to the "All Students" (formerly "Method 1") reporting convention. This format for reporting aggregate EQAO results includes *all* students who were *eligible* to participate in the assessment, rather than only those who actually participated.

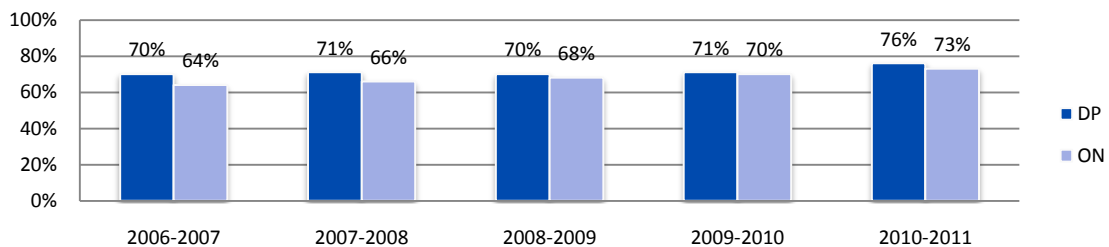
Overall Performance

Dufferin-Peel’s results from the 2010-2011 primary division EQAO assessments of primary reading, writing and mathematics demonstrated marked improvement in levels of performance compared to the 2009-2010 administration. There was significant change in the proportion of Dufferin-Peel students in Grade 3 who achieved Level 3 or higher on the reading (68%) and writing (76%) assessments (reading: +6%; writing: +5%). Meanwhile, 69% of students achieved this standard in mathematics, which represents a slight decrease of 2% from the previous assessment year. Achievement results for each of the three primary division EQAO assessments in Dufferin-Peel and the province are presented in chart form below:

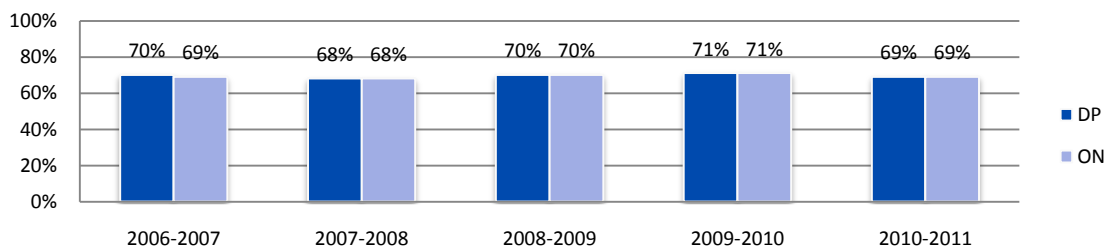
Five-Year Comparison of EQAO Primary Reading Results for Dufferin-Peel and the Province: All Students



Five-Year Comparison of EQAO Primary Writing Results for Dufferin-Peel and the Province: All Students



Five-Year Comparison of EQAO Primary Mathematics Results for Dufferin-Peel and the Province: All Students



Achievement Level Summary¹

Students in Dufferin-Peel who were eligible to participate in the EQAO primary division assessments performed as listed in the tables below. Results are provided for the most recent five years of testing, including 2010-2011.

| Primary Reading | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|------------|------------|------------|------------|------------|
| Level 4 | 7% | 7% | 6% | 8% | 9% |
| Level 3 | 57% | 58% | 56% | 54% | 59% |
| Total Level 3 and 4 | 64% | 65% | 62% | 62% | 68% |
| Level 2 | 25% | 25% | 27% | 27% | 24% |
| Level 1 | 7% | 5% | 6% | 7% | 6% |
| NE 1 | 1% | 1% | 1% | 1% | 1% |
| No Data | 1% | 1% | 1% | <1% | <1% |
| Exempt | 2% | 3% | 3% | 2% | 1% |

| Primary Writing | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|------------|------------|------------|------------|------------|
| Level 4 | 8% | 6% | 4% | 5% | 5% |
| Level 3 | 62% | 65% | 66% | 66% | 71% |
| Total Level 3 and 4 | 70% | 71% | 70% | 71% | 76% |
| Level 2 | 27% | 26% | 27% | 26% | 22% |
| Level 1 | <1% | <1% | <1% | <1% | <1% |
| NE 1 | <1% | <1% | <1% | <1% | <1% |
| No Data | 1% | 1% | 1% | <1% | <1% |
| Exempt | 2% | 2% | 2% | 2% | 1% |

| Primary Mathematics | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------|------------|------------|------------|------------|------------|
| Level 4 | 9% | 10% | 10% | 9% | 11% |
| Level 3 | 60% | 58% | 60% | 61% | 58% |
| Total Level 3 and 4 | 70% | 68% | 70% | 71% | 69% |
| Level 2 | 25% | 26% | 25% | 24% | 26% |
| Level 1 | 3% | 3% | 2% | 3% | 3% |
| NE 1 | <1% | <1% | <1% | <1% | <1% |
| No Data | 1% | 1% | 1% | <1% | <1% |
| Exempt | 2% | 2% | 2% | 2% | 1% |

Student Participation

There were 4,966 Grade 3 students, in 336 classes at 119 schools in Dufferin-Peel, who were eligible to participate in the primary EQAO assessments of reading, writing, and mathematics in 2010-2011. However, not all of these students actually participated in the assessments. Students who were absent from an assessment received a score of "No Data" for that assessment. Students who were exempt from an assessment did not participate in that assessment.

Other Demographic Information

More than ten percent of students in Grade 3 in 2010-2011 (12%) were born outside of Canada. This proportion is equal to that observed in 2009-2010 (+0%). Over one quarter of students in Grade 3 (26%) were reported to have learnt a first language other than English in the home. This proportion represents an increase of +2% over the previous assessment year.

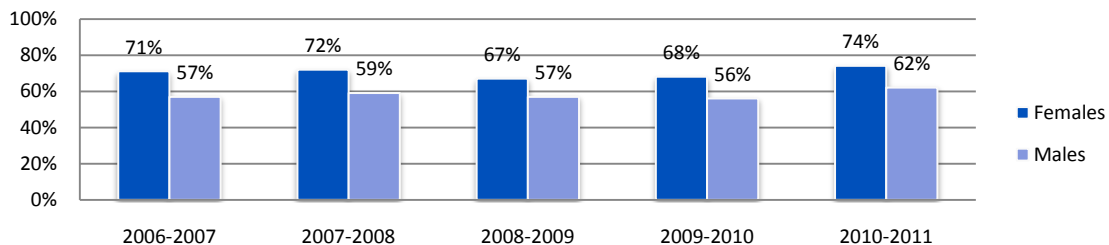
¹ Please note that, due to rounding, total proportions of students achieving Level 3 and 4 may vary slightly from addition.

Results by Gender

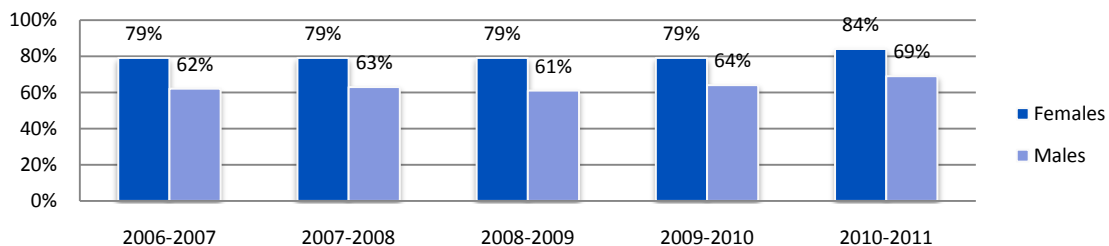
Girls in Dufferin-Peel outperformed boys on all three primary division EQAO assessments in 2010-2011; however the gender gap is narrowest in primary mathematics (2%). Over the last five years of primary division EQAO assessments, girls have outperformed boys. Neither gender has demonstrated positive growth in mathematics achievement, while growth in reading and writing has been roughly equal between boys and girls since 2006-2007. Over five years, boys have demonstrated slightly greater total growth in achievement in primary reading (girls: +3%; boys: +5%) and writing (girls: +5%; boys: +7%).

Achievement results for each of the three primary division EQAO assessments in Dufferin-Peel by gender are presented in chart form below.

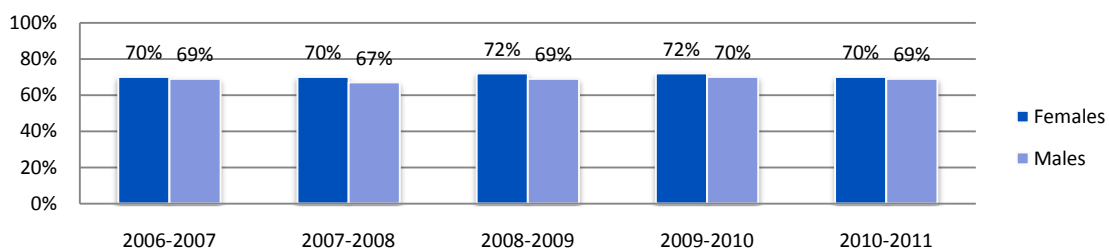
**Five-Year Comparison of EQAO Primary Reading Results for Dufferin-Peel:
Female and Male Students**



**Five-Year Comparison of EQAO Primary Writing Results for Dufferin-Peel:
Female and Male Students**



**Five-Year Comparison of EQAO Primary Mathematics Results for Dufferin-Peel:
Female and Male Students**



Results for Diverse Learners

English Language Learners: In 2010-2011, over one quarter (29%) of students who were eligible to participate were also identified as English Language Learners. More than half of these students achieved Level 3 or higher on the primary assessments of reading (64%), while over two thirds achieved the standard in primary writing (74%) and mathematics (68%). Not more than 1% of English Language Learners were exempt from participating in the assessments (reading: 1%; writing: 1%; mathematics: 1%). These figures are lower than those observed in 2009-2010 (reading: 3%; writing: 2%; mathematics: 2%).

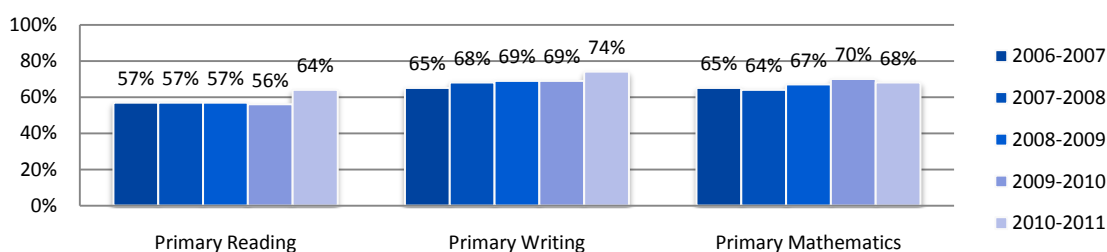
Over the last five years of primary division EQAO assessments, English Language Learners have maintained relatively consistent achievement in reading prior to an increase of 8% between 2009-2010 and 2010-2011. Moreover, these students exhibited four years of relatively consistent growth (4-5%) in writing and mathematics, prior to an increase of 5% in writing and a decrease of 2% in mathematics between 2009-2010 and 2010-2011.

Students with Special Needs: In 2010-2011, one tenth (10%) of students who were eligible to participate had special needs (excluding gifted). Over one quarter of these students achieved Level 3 or higher on the assessments of reading (26%) and mathematics (27%), while nearly half achieved the standard in primary writing (45%). In terms of supporting students with special needs, 11% of participating students received one or more accommodations. However, between 10% and 11% of students with special needs were exempt from participating in the assessments (reading: 11%; writing: 10%; mathematics: 10%). These figures are significantly lower than those observed in 2009-2010 across all assessments (reading: 20%; writing: 17%; mathematics: 18%).

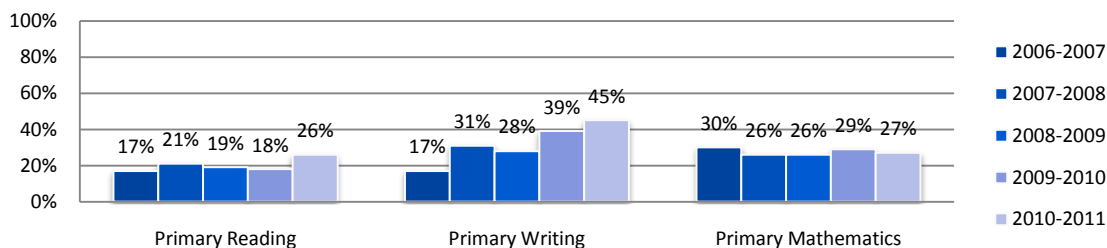
Over the last five years of primary division EQAO assessments, students with special needs have demonstrated fairly consistent performance in reading and mathematics prior to an increase of 8% in reading and 6% in writing between 2009-2010 and 2010-2011. Meanwhile, these students have demonstrated marked growth in writing, with a 28% increase over the last five years.

The figures below illustrate the five-year comparison of EQAO primary assessment results for English Language Learners and students with special needs (excluding gifted) in Dufferin-Peel.

Five Year Comparison of EQAO Primary Assessment Results for Dufferin-Peel: Students with ELL Needs



Five Year Comparison of EQAO Primary Assessment Results for Dufferin-Peel: Students with Special Needs



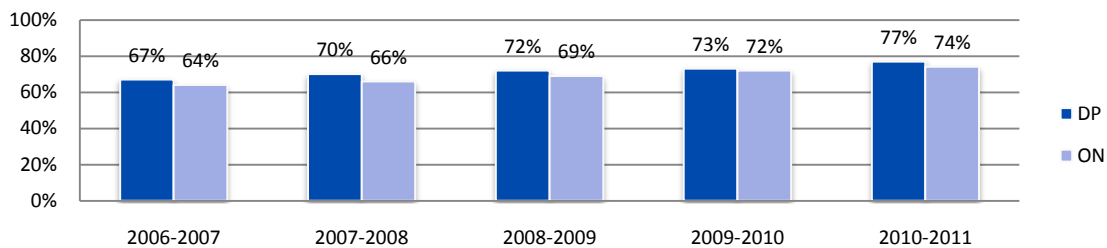
JUNIOR DIVISION (GRADES 4 – 6) ACHIEVEMENT HIGHLIGHTS

Overall Performance

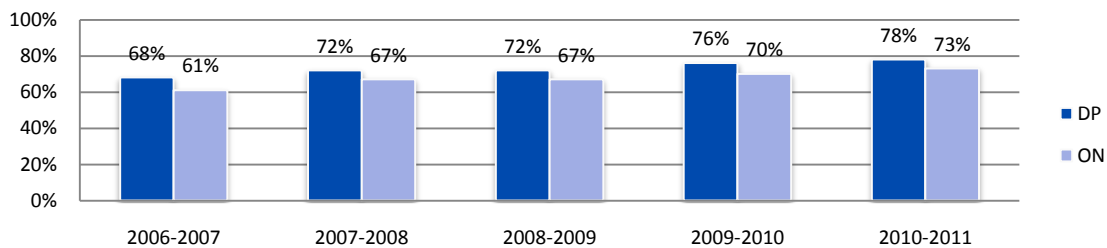
Dufferin-Peel's results from the 2010-2011 junior division EQAO assessments demonstrated improvement in the areas of reading and writing, as compared to the 2009-2010 administration. That is, 77% of Dufferin-Peel students in Grade 6 achieved Level 3 or higher on the reading assessment, which represents an improvement of 4%. Also, an increase of 2% was observed in the writing assessment, in that 78% of students in Grade 6 achieved Level 3 or higher. Meanwhile, 62% of Grade 6 students achieved Level 3 or higher in junior mathematics this year, which is a decrease of 1% from last year.

Achievement results for all three junior division EQAO assessments in Dufferin-Peel and the province are presented in chart form below:

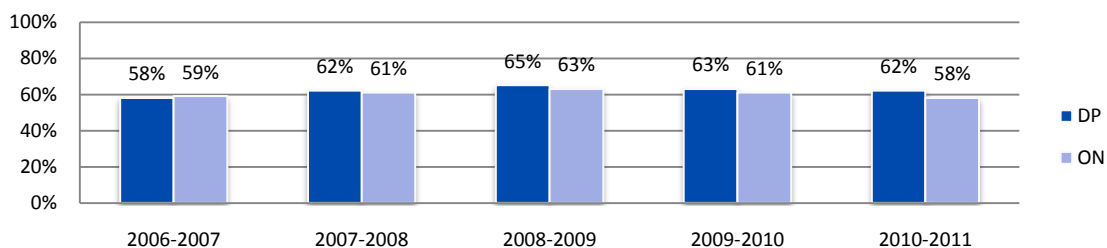
Five-Year Comparison of EQAO Junior Reading Results for Dufferin-Peel and the Province: All Students



Five-Year Comparison of EQAO Junior Writing Results for Dufferin-Peel and the Province: All Students



Five-Year Comparison of EQAO Junior Mathematics Results for Dufferin-Peel and the Province: All Students



Achievement Level Summary²

Students in Dufferin-Peel who were eligible to participate in the EQAO junior division assessments performed as listed in the tables below. Results are provided for the most recent five years of testing, including 2010-2011.

| Junior Reading | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|---------------------|------------|------------|------------|------------|---------------|
| Level 4 | 7% | 9% | 11% | 11% | 13% |
| Level 3 | 60% | 61% | 61% | 62% | 64% |
| Total Level 3 and 4 | 67% | 70% | 72% | 73% | 77% |
| Level 2 | 24% | 22% | 22% | 20% | 19% |
| Level 1 | 6% | 5% | 4% | 4% | 3% |
| NE 1 | 1% | 1% | <1% | <1% | <1% |
| No Data | 1% | <1% | <1% | <1% | <1% |
| Exempt | 2% | 2% | 2% | 1% | 1% |

| Junior Writing | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|---------------------|------------|------------|------------|------------|---------------|
| Level 4 | 8% | 11% | 11% | 11% | 13% |
| Level 3 | 59% | 61% | 61% | 65% | 65% |
| Total Level 3 and 4 | 68% | 72% | 72% | 76% | 78% |
| Level 2 | 28% | 24% | 25% | 21% | 20% |
| Level 1 | 1% | 1% | <1% | <1% | <1% |
| NE 1 | <1% | <1% | <1% | <1% | <1% |
| No Data | 1% | <1% | <1% | <1% | <1% |
| Exempt | 2% | 2% | 2% | 1% | 1% |

| Junior Mathematics | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|---------------------|------------|------------|------------|------------|---------------|
| Level 4 | 9% | 11% | 13% | 14% | 13% |
| Level 3 | 49% | 51% | 52% | 49% | 49% |
| Total Level 3 and 4 | 58% | 62% | 65% | 63% | 62% |
| Level 2 | 33% | 29% | 27% | 29% | 28% |
| Level 1 | 6% | 6% | 5% | 6% | 8% |
| NE 1 | <1% | <1% | <1% | <1% | <1% |
| No Data | 1% | 1% | <1% | <1% | <1% |
| Exempt | 2% | 2% | 2% | 2% | 1% |

Student Participation

There were roughly 5,673 Grade 6 students, in 376 classes at 119 schools in Dufferin-Peel, who were eligible to participate in the junior EQAO assessments of reading, writing, and mathematics in 2010-2011. However, not all of these students actually participated in the assessments. Students who were absent from an assessment received a score of "No Data" for that assessment. Students who were exempt from an assessment did not participate in that assessment.

Other Demographic Information

Nearly one in five students in Grade 6 in 2010-2011 was born outside of Canada (18%). This proportion is slightly higher than that observed in 2009-2010 (16%). Over one fifth of students in Grade 6 (21%) 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.

² Please note that, due to rounding, total proportions of students achieving Level 3 and 4 may vary slightly from addition.

Cohort Performance

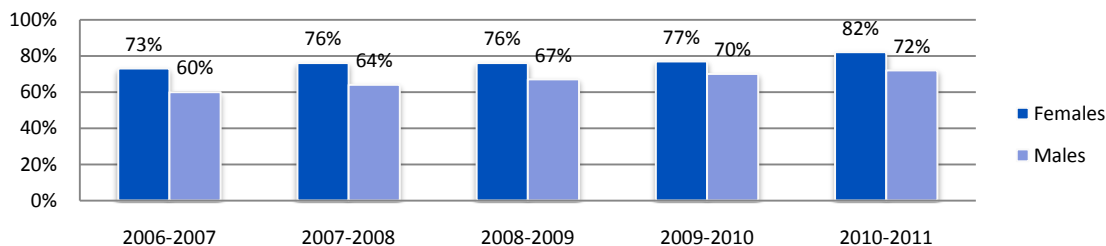
Over half of Grade 6 students who wrote the assessments in 2010-2011 — the cohort of students assessed in Grade 3 under *The Ontario Curriculum* in 2007-2008— achieved the provincial standard in both Grades 3 and 6 (reading: 60%; writing: 64%; mathematics: 55%). This is comparable to the achievement of the cohort of students in the previous assessment years of 2006-2007 (Grade 3) and 2009-2010 (Grade 6) (reading: 58%; writing: 63%; mathematics: 55%).

Results by Gender

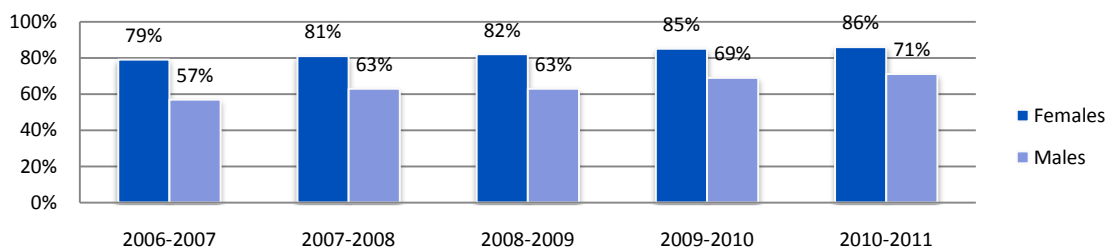
Female students in Dufferin-Peel outperformed male students on all three junior division EQAO assessments in 2010-2011, with the largest gender gap in junior writing (15%) and the narrowest gender gap in junior mathematics (4%). Over the last five years of junior division EQAO assessments, female students have outperformed male students. Both genders demonstrated positive growth in all three assessment areas: reading (females: +9%; males: +12%), writing (females: +7%; males: +14%), and mathematics (females: +5%; males: +3%). Over five years, males have demonstrated substantially greater overall growth in both reading and writing achievement. Both genders demonstrated somewhat equal growth in mathematics achievement over time.

Achievement results for each of the three junior division EQAO assessments in Dufferin-Peel by gender are presented in chart form on the following page.

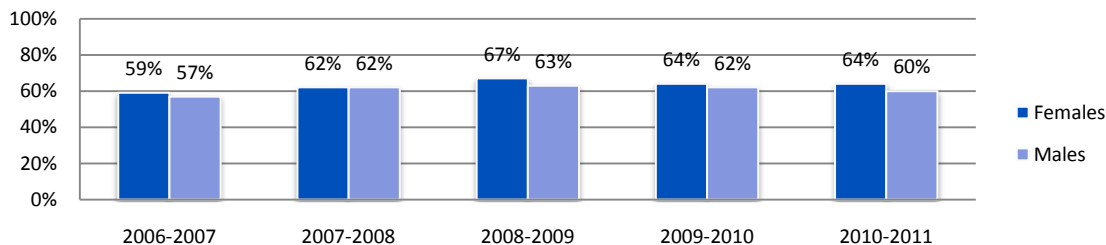
**Five-Year Comparison of EQAO Junior Reading Results for Dufferin-Peel:
Female and Male Students**



**Five-Year Comparison of EQAO Junior Writing Results for Dufferin-Peel:
Female and Male Students**



**Five-Year Comparison of EQAO Junior Mathematics Results for Dufferin-Peel:
Female and Male Students**



Results for Diverse Learners

English Language Learners: In 2010-2011, 13% of students who were eligible to participate were also identified as English Language Learners. Over 60% of these students achieved Level 3 or higher on the assessments of reading (67%) and writing (71%), while 58% achieved the standard in junior mathematics. Not more than 2% of English Language Learners were exempt from participating in the assessments (reading: 2%; writing: 2%; mathematics: 1%), because they had not yet attained the necessary proficiency in English to participate. These figures are consistent with those observed in 2009-2010 for reading (+0%) and writing (+0%), while there was a notable decrease in the exemption rate for mathematics (-2%).

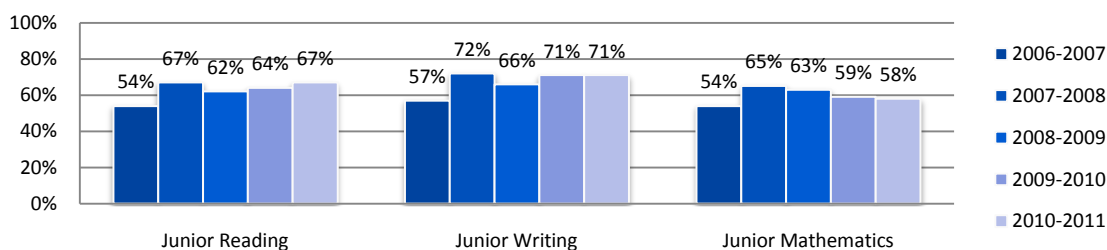
Over the last five years of junior division EQAO assessments, English Language Learners have demonstrated relatively moderate increases achievement in mathematics (+4%). However, these students have shown the greatest improvements over the last five years in reading (+13%) and writing (+14%).

Students with Special Needs: In 2010-2011, over one tenth (14%) of students who were eligible to participate had special needs. More than one quarter of these students achieved Level 3 or higher on the assessments of reading (29%) and writing (33%), while nearly one fifth achieved the standard in junior mathematics (17%). In terms of supporting students with special needs, at least 10% received one or more accommodations (reading: 14%; writing: 14%; mathematics: 13%), which is slightly higher than the previous year (reading: 13%; writing: 13%; mathematics: 12%). However, at least 7% of students with special needs were exempt from participating in the assessments (reading: 8%; writing: 7%; mathematics: 9%). These figures are slightly lower than those observed in 2009-2010 (reading: 9%; writing: 9%; mathematics: 11%).

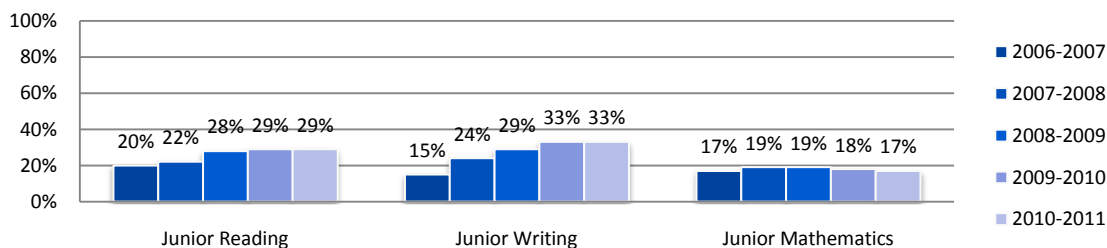
Over the last five years of junior division EQAO assessments, students with special needs have shown no significant changes in achievement levels in mathematics (+0%). However, these students demonstrated substantial growth over the last five years in reading (+9%) and writing (+18%).

The figures below illustrate the five-year comparison of EQAO junior assessment results for English Language Learners and students with special needs (excluding gifted) in Dufferin-Peel.

Five Year Comparison of EQAO Junior Assessment Results for Dufferin-Peel: Students with ELL Needs



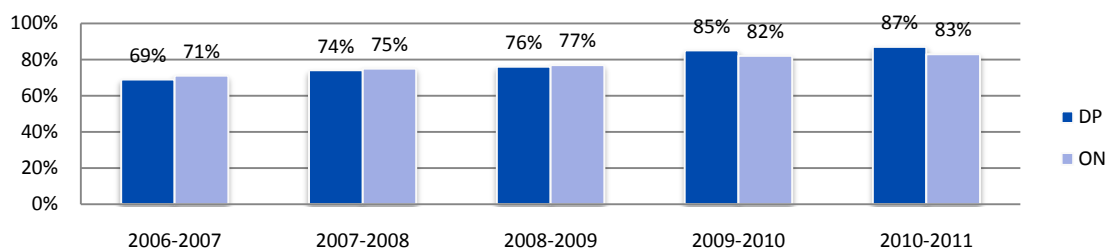
Five Year Comparison of EQAO Junior Assessment Results for Dufferin-Peel: Students with Special Needs



Overall Performance

Dufferin-Peel’s results from the 2010-2011 EQAO assessment of Grade 9 academic mathematics demonstrated slight improvement compared to the 2009-2010 administration. Eighty-seven percent (87%) of Dufferin-Peel students taking Grade 9 academic mathematics achieved Level 3 or higher on the assessment, which represents growth of 2%. Achievement results for the Grade 9 academic mathematics assessment in Dufferin-Peel and the province are presented in chart form below:

Five-Year Comparison of EQAO Grade 9 Academic Mathematics Results for Dufferin-Peel and the Province: All Students



Achievement Level Summary³

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 the most recent five years of testing.

| Grade 9 EQAO Academic Mathematics | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|-----------------------------------|-----------|-----------|-----------|-----------|---------------|
| Level 4 | 7% | 7% | 6% | 9% | 11% |
| Level 3 | 57% | 58% | 56% | 75% | 77% |
| Total Level 3 and 4 | 64% | 65% | 62% | 85% | 87% |
| Level 2 | 25% | 25% | 27% | 11% | 9% |
| Level 1 | 7% | 5% | 6% | 3% | 3% |
| Below Level 1 | 1% | 1% | 1% | <1% | <1% |
| No Data | 1% | 1% | 1% | 1% | <1% |

Student Participation

There were roughly 5,458 Grade 9 students taking academic mathematics, in 232 classes at 25 schools in Dufferin-Peel, who were eligible to participate in the Grade 9 EQAO assessment of academic mathematics in 2010-2011. However, not all of these students actually participated in the assessment. Students who were absent from an assessment received a score of “No Data” for that assessment. Students who were exempt from an assessment did not participate in that assessment.

Other Demographic Information

Over one tenth of students enrolled in Grade 9 academic mathematics (11%) were reported to speak only or mostly another language than English at home. Nearly one fifth (19%) indicated that they speak another language as often as English in the home. Over one third of students taking academic mathematics in Grade 9 in 2010-2011 (35%) attended three or more elementary schools from Kindergarten to Grade 8.

³ Please note that, due to rounding, total proportions of students achieving Level 3 and 4 may vary slightly from addition.

Cohort Performance

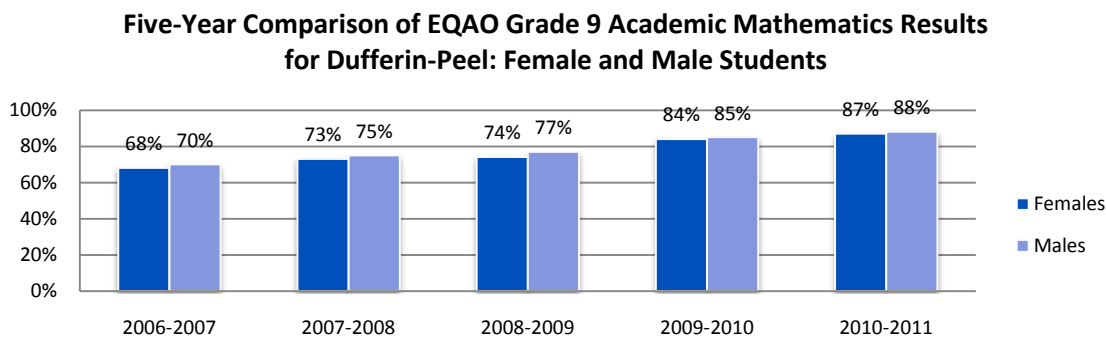
Primary mathematics assessment results from 2004-2005 and junior mathematics assessment results from 2007-2008 could be matched to 82% of Dufferin-Peel Grade 9 students who wrote the assessment of academic mathematics in 2010-2011. Nearly two thirds (64%) of Grade 9 students achieved the provincial standard in Grades 3, 6 and 9. Additionally, 10% of students in this cohort achieved Level 3 or higher in Grades 6 and 9 despite not achieving the provincial standard in Grade 3.

Results by Semester/Full Year

Approximately 86% of students enrolled in an academic mathematics program in 2010-2011 met or exceeded the provincial standard irrespective of the semester of study (first semester: 85%; second semester: 88%), while 93% of those enrolled in the full year program demonstrated this result. The 2010-2011 pattern of performance by semester of study differed with that of 2009-2010 in that the full year program demonstrated a significantly higher proportion of students achieving the standard (+11%), while achievement in each semester increased marginally (first semester: +1%; second semester: +2%).

Results by Gender

Male students in Dufferin-Peel very slightly outperformed female students on the Grade 9 EQAO assessment of academic mathematics in 2010-2011. Over the last five years of the Grade 9 EQAO assessment of academic mathematics, male students have outperformed female students by between 1% and 3%. Five years of achievement results for the Grade 9 EQAO assessment of academic mathematics in Dufferin-Peel by gender are presented in chart form below.



Results for Diverse Learners

English Language Learners: In 2010-2011, nearly one tenth (6%) of students who were eligible to participate were also identified as English Language Learners. More than four fifths of these students achieved Level 3 or higher on the Grade 9 assessment of academic mathematics (84%).

Over the last five years of the Grade 9 EQAO assessment of academic mathematics, English Language Learners have demonstrated overall positive growth in achievement of 12% on the assessment. However, English Language Learners have also exhibited large, single-year fluctuations over this same period.

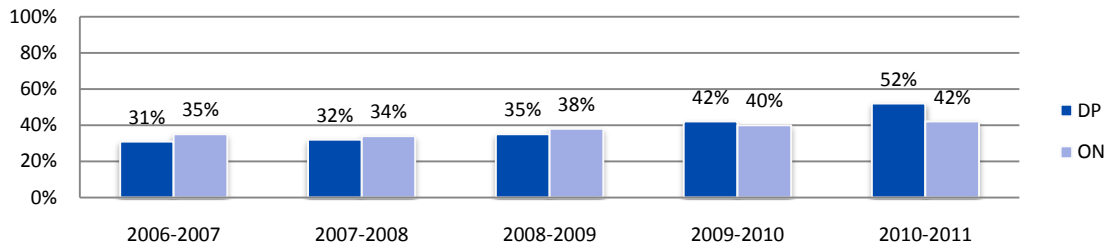
Students with Special Needs: In 2010-2011, 3% of students who were eligible to participate had special needs (excluding gifted). Over three quarters of these students achieved Level 3 or higher on the Grade 9 assessment of academic mathematics (77%). In terms of supporting students with special needs, the same proportion of these students received accommodations this year compared to the previous year (2010-2011: 2%; 2009-2010: 2%).

Over the last five years of the Grade 9 EQAO assessment of academic mathematics, students with special needs have demonstrated overall positive growth in achievement of 26% on the assessment. However, students with special needs have also exhibited large, single-year fluctuations over this same period.

Overall Performance

Dufferin-Peel’s results from the 2010-2011 EQAO assessment of Grade 9 applied mathematics demonstrated marked improvement compared to the 2009-2010 administration. That is, 52% of Dufferin-Peel students taking Grade 9 applied mathematics achieved Level 3 or higher on the assessment, which represents an extraordinary growth of 10%. Achievement results for the Grade 9 applied mathematics assessment in Dufferin-Peel and the province are presented in chart form below:

Five-Year Comparison of EQAO Grade 9 Applied Mathematics Results for Dufferin-Peel and the Province: All Students



Achievement Level Summary⁴

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 the most recent five years of testing, including 2010-2011.

| Grade 9 EQAO Applied Mathematics | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------------------------|------------|------------|------------|------------|------------|
| Level 4 | 3% | 3% | 3% | 6% | 10% |
| Level 3 | 27% | 29% | 32% | 36% | 41% |
| Total Level 3 and 4 | 31% | 32% | 35% | 42% | 52% |
| Level 2 | 42% | 39% | 40% | 38% | 33% |
| Level 1 | 15% | 17% | 15% | 14% | 11% |
| Below Level 1 | 7% | 7% | 6% | 4% | 3% |
| No Data | 5% | 5% | 3% | 3% | 2% |

Student Participation

There were roughly 2,234 Grade 9 students taking applied mathematics, in 153 classes at 26 schools in Dufferin-Peel, who were eligible to participate in the Grade 9 EQAO assessment of applied mathematics in 2010-2011. However, not all of these students actually participated in the assessment. Students who were absent from an assessment received a score of “No Data” for that assessment. Students who were exempt from an assessment did not participate in that assessment.

Other Demographic Information

Over one tenth of students taking applied mathematics in Grade 9 in 2010-2011 (11%) were reported to speak only or mostly another language than English at home. Nearly one fifth of students (18%) stated that they speak another language as often as English in the home. Nearly half of students taking applied mathematics (42%) attended three or more elementary schools from Kindergarten to Grade 8.

⁴ Please note that, due to rounding, total proportions of students achieving Level 3 and 4 may vary slightly from addition.

Cohort Performance

Primary mathematics assessment results from 2004-2005 and junior mathematics assessment results from 2007-2008 could be matched to 76% of Dufferin-Peel Grade 9 students who wrote the assessment of applied mathematics in 2010-2011. Over one tenth (12%) of Grade 9 students achieved the provincial standard in Grades 3, 6 and 9. However, and interestingly, an additional 20% of students in this cohort achieved Level 3 or higher in Grade 9 despite not achieving the provincial standard in Grades 3 and 6.

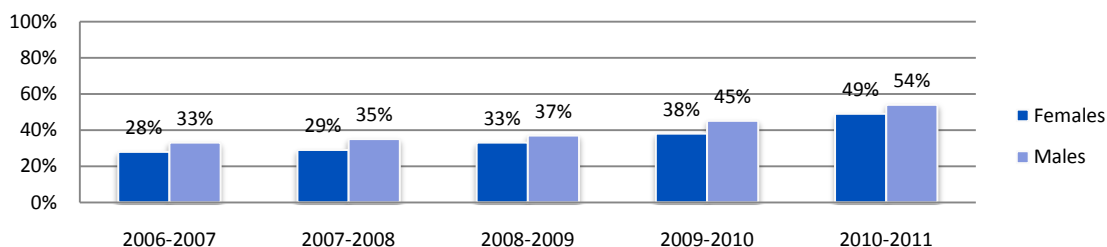
Results by Semester/Full Year

Over half of students enrolled in an applied mathematics program in 2010-2011 met or exceeded the provincial standard irrespective of the semester of study (first semester: 50%; second semester: 53%; full-year: 58%). Compared to 2009-2010, students participating in a semester of study demonstrated a substantially higher achievement of the provincial standard (first semester: +9%; second semester: +11%), however, this standard of achievement also increased for the full-year program (+5%).

Results by Gender

Male students in Dufferin-Peel outperformed female students on the Grade 9 EQAO assessment of applied mathematics in 2010-2011. Over the last five years of the Grade 9 EQAO assessment of applied mathematics, male students have outperformed female students by between 4% and 7%. Five years of achievement results for the Grade 9 EQAO assessments of applied mathematics in Dufferin-Peel by gender are presented in chart form below.

Five-Year Comparison of EQAO Grade 9 Applied Mathematics Results for Dufferin-Peel: Female and Male Students



Results for Diverse Learners

English Language Learners: In 2010-2011, nearly one tenth (8%) of students who were eligible to participate were also identified as English Language Learners. Nearly one half of these students achieved Level 3 or higher on the Grade 9 assessment of applied mathematics (45%). This represents a substantial increase of 14% over the previous assessment year and exceeds the 10% increase in board-wide improvement.

Over the last five years of the Grade 9 EQAO assessment of applied mathematics, English Language Learners have demonstrated fluctuations ranging between -3% and +14%. Since 2008-2009, the overall growth in achievement of Level 3 or higher in applied mathematics was +19%.

Students with Special Needs: In 2010-2011, one fifth (25%) of students who were eligible to participate had special needs. More than a third of these students achieved Level 3 or higher on the Grade 9 assessment of applied mathematics (41%). This represents an increase of 7% over the previous assessment year. In terms of supporting students with special needs, the same proportion of students with special needs received one or more accommodations this year compared to the previous year (2010-2011: 16%; 2009-2010: 16%).

Over the last five years of the Grade 9 EQAO assessment of applied mathematics, students with special needs have demonstrated fluctuations ranging between -1% and +10%. Since 2008-2009, there was a substantial growth of +17% in the proportion of students with special needs achieving Level 3 or higher in applied mathematics.

Appendix A: 2010-2011 Primary and Junior EQAO Assessment Results by School (All Students)

| | Primary Reading | Primary Writing | Primary Mathematics | Junior Reading | Junior Writing | Junior Mathematics |
|----------------------------|-----------------|-----------------|---------------------|----------------|----------------|--------------------|
| Dufferin-Peel | 68% | 76% | 69% | 77% | 78% | 62% |
| All Saints | 62% | 75% | 66% | 86% | 86% | 71% |
| Bishop Francis Allen | 70% | 82% | 70% | 62% | 65% | 58% |
| Bishop Scalabrini | 63% | 74% | 68% | 71% | 79% | 48% |
| Blessed John XXIII | 78% | 78% | 83% | 86% | 86% | 59% |
| Blessed Teresa of Calcutta | 45% | 75% | 75% | 91% | 86% | 91% |
| Canadian Martyrs | 67% | 67% | 76% | 82% | 88% | 68% |
| Cardinal Newman | 62% | 72% | 55% | 59% | 56% | 30% |
| Christ The King | 71% | 83% | 71% | 68% | 77% | 64% |
| Corpus Christi | 74% | 89% | 95% | 88% | 75% | 62% |
| Divine Mercy | 83% | 92% | 87% | 88% | 86% | 80% |
| Father C W Sullivan | 57% | 66% | 57% | 61% | 71% | 43% |
| Father Clair Tipping | 64% | 64% | 59% | 83% | 85% | 66% |
| Father Daniel Zanon | 55% | 70% | 48% | 86% | 97% | 69% |
| Father Francis McSpirtt | 64% | 80% | 58% | 68% | 79% | 34% |
| Georges Vanier | 58% | 62% | 58% | 75% | 72% | 58% |
| Good Shepherd | 47% | 59% | 57% | 77% | 80% | 64% |
| Guardian Angels | 71% | 79% | 74% | 66% | 67% | 39% |
| Holy Cross | 65% | 83% | 58% | 73% | 71% | 37% |
| Holy Family | 87% | 92% | 89% | 79% | 73% | 73% |
| Holy Spirit | 72% | 90% | 69% | 78% | 84% | 72% |
| Lester B Pearson | 67% | 57% | 80% | 72% | 70% | 64% |
| Mary Fix | 61% | 55% | 64% | 83% | 66% | 62% |
| Metropolitan Andrei | 61% | 78% | 74% | 85% | 89% | 76% |
| Our Lady of Fatima | 54% | 82% | 64% | 65% | 71% | 55% |
| Our Lady of Good Voyage | 85% | 100% | 70% | 92% | 79% | 75% |
| Our Lady of Mercy | 76% | 86% | 76% | 73% | 72% | 60% |
| Our Lady of Peace | 64% | 53% | 44% | 79% | 82% | 55% |
| Our Lady of Providence | 78% | 87% | 62% | 72% | 74% | 54% |
| Pauline Vanier | 58% | 58% | 54% | 72% | 75% | 42% |
| Pope John Paul II | 65% | 67% | 73% | 74% | 63% | 56% |
| Queen of Heaven | 79% | 77% | 60% | 64% | 58% | 33% |
| Sacred Heart | 78% | 83% | 78% | 76% | 64% | 52% |
| San Lorenzo Ruiz | 82% | 92% | 70% | 86% | 83% | 76% |
| St Agnes | 68% | 68% | 79% | 71% | 62% | 65% |
| St Aidan | 68% | 68% | 65% | 79% | 83% | 67% |
| St Albert of Jerusalem | 67% | 70% | 70% | 82% | 78% | 65% |
| St Alfred | 64% | 90% | 74% | 83% | 83% | 81% |
| St Andrew | 62% | 71% | 65% | 75% | 76% | 57% |
| St Angela Merici | 66% | 74% | 77% | 61% | 65% | 50% |
| St Anne | 50% | 60% | 38% | 76% | 69% | 49% |
| St Anthony | 58% | 71% | 66% | 67% | 69% | 43% |
| St Barbara | 73% | 80% | 73% | 81% | 80% | 69% |
| St Basil | 75% | 79% | 75% | 67% | 70% | 47% |
| St Benedict | 67% | 63% | 67% | 63% | 60% | 50% |

| | Primary Reading | Primary Writing | Primary Mathematics | Junior Reading | Junior Writing | Junior Mathematics |
|-------------------------|-----------------|-----------------|---------------------|----------------|----------------|--------------------|
| Dufferin-Peel | 68% | 76% | 69% | 77% | 78% | 62% |
| St Bernadette | 56% | 71% | 62% | 61% | 63% | 33% |
| St Bernard of Clairvaux | 78% | 86% | 79% | 87% | 87% | 81% |
| St Bonaventure | 71% | 80% | 78% | 80% | 83% | 67% |
| St Brigid | 50% | 92% | 75% | 79% | 85% | 51% |
| St Catherine of Siena | 44% | 58% | 50% | 61% | 53% | 44% |
| St Cecilia | 65% | 82% | 71% | 69% | 73% | 69% |
| St Charles Garnier | 62% | 92% | 81% | 81% | 100% | 52% |
| St Christopher | 79% | 94% | 76% | 89% | 85% | 92% |
| St Clare | 69% | 72% | 79% | 83% | 78% | 83% |
| St Cornelius | 75% | 82% | 79% | 80% | 89% | 74% |
| St David of Wales | 75% | 94% | 88% | 76% | 79% | 68% |
| St Dominic | 83% | 92% | 83% | 93% | 86% | 62% |
| St Dunstan | 81% | 92% | 94% | 92% | 92% | 82% |
| St Edith Stein | 76% | 84% | 84% | 78% | 75% | 58% |
| St Edmund | 80% | 88% | 76% | 78% | 75% | 38% |
| St Elizabeth Seton | 83% | 91% | 83% | 72% | 81% | 62% |
| St Faustina | 79% | 77% | 76% | 79% | 78% | 68% |
| St Francis of Assisi | 72% | 72% | 61% | 79% | 68% | 57% |
| St Francis Xavier | 86% | 93% | 79% | 81% | 92% | 69% |
| St Gerard | 73% | 83% | 73% | 55% | 70% | 42% |
| St Gertrude | 74% | 82% | 87% | 85% | 83% | 67% |
| St Gregory | 67% | 72% | 60% | 81% | 81% | 60% |
| St Helen | 85% | 85% | 85% | 88% | 69% | 75% |
| St Herbert | 71% | 76% | 60% | 78% | 79% | 62% |
| St Hilary | 67% | 78% | 70% | 72% | 82% | 55% |
| St Isaac Jogues | 66% | 71% | 69% | 72% | 87% | 51% |
| St Jean Brebeuf | 70% | 72% | 58% | 82% | 80% | 63% |
| St Jerome | 59% | 75% | 66% | 82% | 80% | 72% |
| St Joachim | 47% | 50% | 55% | 70% | 72% | 47% |
| St John Bosco | 57% | 66% | 53% | 52% | 62% | 41% |
| St John Fisher | 71% | 73% | 69% | 78% | 77% | 52% |
| St John of the Cross | 81% | 85% | 85% | 76% | 88% | 62% |
| St John The Baptist | 82% | 88% | 83% | 71% | 74% | 55% |
| St Joseph, Brampton | 78% | 89% | 100% | 56% | 78% | 28% |
| St Joseph, Streetsville | 65% | 76% | 49% | 85% | 85% | 62% |
| St Josephine Bakhita | 61% | 64% | 51% | 70% | 74% | 64% |
| St Jude | 70% | 79% | 61% | 80% | 70% | 57% |
| St Julia | 72% | 82% | 79% | 83% | 84% | 74% |
| St Kevin | 62% | 68% | 68% | 75% | 75% | 50% |
| St Leonard | 62% | 88% | 62% | 71% | 65% | 53% |
| St Louis | 58% | 71% | 58% | 78% | 81% | 69% |
| St Lucy | 52% | 70% | 55% | 53% | 53% | 33% |
| St Luke | 78% | 75% | 76% | 82% | 89% | 76% |
| St Margaret of Scotland | 72% | 81% | 65% | 67% | 64% | 61% |
| St Marguerite Bourgeoys | 62% | 44% | 62% | 83% | 88% | 62% |
| St Maria Goretti | 67% | 69% | 53% | 48% | 56% | 37% |

| | Primary Reading | Primary Writing | Primary Mathematics | Junior Reading | Junior Writing | Junior Mathematics |
|-------------------------------|------------------------|------------------------|----------------------------|-----------------------|-----------------------|---------------------------|
| Dufferin-Peel | 68% | 76% | 69% | 77% | 78% | 62% |
| St Mark | 80% | 80% | 76% | 85% | 94% | 75% |
| St Mary | 75% | 72% | 53% | 61% | 68% | 23% |
| St Matthew | 75% | 88% | 79% | 93% | 93% | 79% |
| St Monica | 56% | 72% | 69% | 76% | 82% | 72% |
| St Nicholas | 58% | 75% | 70% | 78% | 81% | 72% |
| St Patrick | 62% | 81% | 69% | 93% | 93% | 71% |
| St Peter | 59% | 70% | 85% | 72% | 75% | 56% |
| St Philip | 67% | 72% | 89% | 89% | 97% | 85% |
| St Pio of Pietrelcina | 57% | 51% | 59% | 81% | 84% | 55% |
| St Raphael | 46% | 58% | 54% | 66% | 66% | 59% |
| St Raymond | 66% | 77% | 71% | 76% | 84% | 73% |
| St Richard | 80% | 86% | 86% | 72% | 84% | 59% |
| St Rita | 74% | 69% | 73% | 73% | 71% | 46% |
| St Rose of Lima | 76% | 71% | 71% | 94% | 92% | 86% |
| St Sebastian | 72% | 79% | 82% | 89% | 85% | 67% |
| St Simon Stock | 77% | 86% | 71% | 85% | 93% | 69% |
| St Sofia | 65% | 71% | 76% | 85% | 96% | 79% |
| St Stephen | 77% | 87% | 71% | 85% | 79% | 82% |
| St Teresa of Avila | 56% | 52% | 54% | 73% | 75% | 64% |
| St Therese of the Child Jesus | 67% | 91% | 70% | 92% | 97% | 80% |
| St Thomas More | 64% | 70% | 47% | 78% | 81% | 65% |
| St Timothy | 67% | 86% | 67% | 87% | 95% | 85% |
| St Ursula | 76% | 85% | 74% | 70% | 84% | 44% |
| St Valentine | 75% | 85% | 65% | 67% | 71% | 67% |
| St Veronica | 74% | 82% | 70% | 88% | 80% | 78% |
| St Vincent de Paul | 81% | 86% | 81% | 71% | 67% | 46% |
| Sts Martha and Mary | 74% | 77% | 77% | 81% | 87% | 77% |
| Sts Peter and Paul | 44% | 61% | 39% | 95% | 89% | 89% |
| Venerable Michael McGivney | 72% | 81% | 86% | 74% | 74% | 59% |

Appendix B: 2010-2011 Grade 9 EQAO Assessment of Mathematics Results by School (All Students)

| | Grade 9 Academic Mathematics | Grade 9 Applied Mathematics |
|--------------------------|-------------------------------------|------------------------------------|
| Dufferin-Peel | 87% | 52% |
| Ascension of Our Lord | 79% | 39% |
| Cardinal Ambrozic | 91% | 54% |
| Cardinal Leger | 83% | 54% |
| Father Michael Goetz | 86% | 51% |
| Holy Name of Mary | 97% | 66% |
| Iona | 85% | 80% |
| John Cabot | 97% | 47% |
| Loyola | 91% | 38% |
| Notre Dame | 79% | 35% |
| Our Lady of Mount Carmel | 88% | 50% |
| Philip Pocock | 90% | 48% |
| Robert F Hall | 72% | 47% |
| St Aloysius Gonzaga | 95% | 66% |
| St Augustine | 90% | 37% |
| St Edmund Campion | 97% | 72% |
| St Francis Xavier | 90% | 64% |
| St Joan of Arc | 89% | 44% |
| St Joseph | 90% | 61% |
| St Marcellinus | 94% | 77% |
| St Marguerite d'Youville | 88% | 51% |
| St Martin | 82% | 48% |
| St Michael | 79% | 38% |
| St Paul | 71% | 33% |
| St Roch | 83% | 51% |
| St Thomas Aquinas | 75% | 37% |