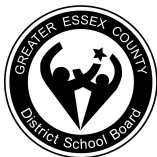


# EQAO Grade 9 Math Community Report for 2008-2009

## Leamington District Secondary School



Greater Essex  
County District  
School Board

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### About the Test

The EQAO (Education Quality and Accountability Office) Grade 9 Assessment of Mathematics is conducted annually in every publicly funded Ontario secondary school and is based on the expectations outlined in Ontario Curriculum for Grade 9. In semestered schools, the assessment is administered in January for first semester students and in June for second semester students. In traditional full year schools, the assessment is administered in June.

### Fast Facts

- There are two versions of the assessment - one for students enrolled in the Academic mathematics course and one for students in the Applied mathematics course.
- The test is administered in two 50-minute blocks of time.
- The test contains multiple choice questions and multi-part tasks.
- Student achievement is reported as a level outlined in the Achievement Chart of the Ontario Curriculum.
- The Ontario Curriculum describes Level 1 as equivalent to a score of 50-59%, Level 2 as equivalent to a score of 60-69%, Level 3 as equivalent to a score of 70-79%, and Level 4 as equivalent to a score of 80% or higher. Level 3 is considered the provincial standard.

### Highlights of School Results

Leamington District Secondary School has seen significant increases in students achieving at or above the provincial average in Applied Mathematics. LDSS continues to be well above the Provincial and Board average in this area. There was a slight decrease in the percentage of student in Academic Mathematics achieving at or above the provincial average. Despite this, LDSS remains above both the Board and Provincial averages in Academic Mathematics.

### School Level Initiatives

A focus on both conceptual understanding and procedural fluency for improved mathematical problem solving. Increased integration of technology in math courses (graphing calculators, software programs such as Geometer's SketchPad, SMARTBoard interactive technology, CPS). Use of mathematical manipulatives to support representation of concepts. Utilization of the TIPS4RM (TIPS for revised mathematics). Collaborative planning, e.g. teachers design and share lesson; the use of common assessments and teacher moderation of student work.

### Next Steps

Our staff will be conducting a thorough analysis of both individual and school results, focusing on patterns and trends over time. Our analysis will lead to the identification of specific improvement goals.

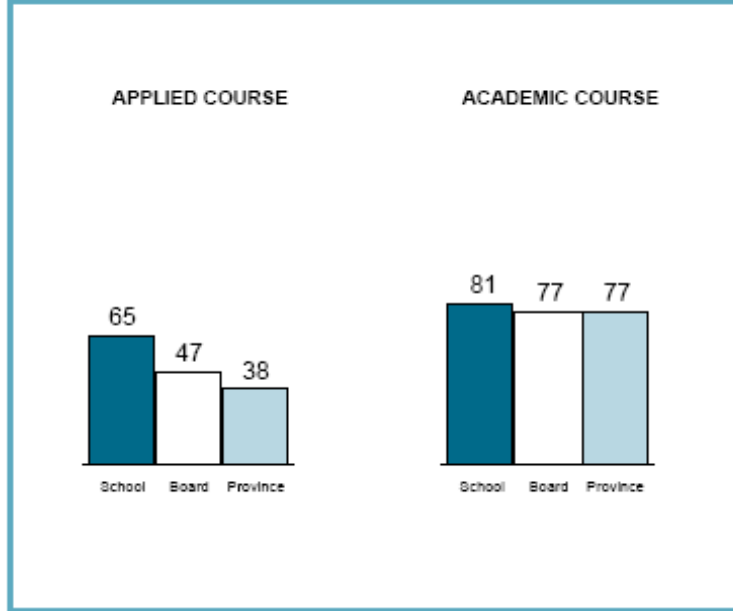
We will identify the specific strategies which have supported our growth and success and, therefore, need to be maintained.

As well, we will identify specific strategies which focus on the areas which require further development.

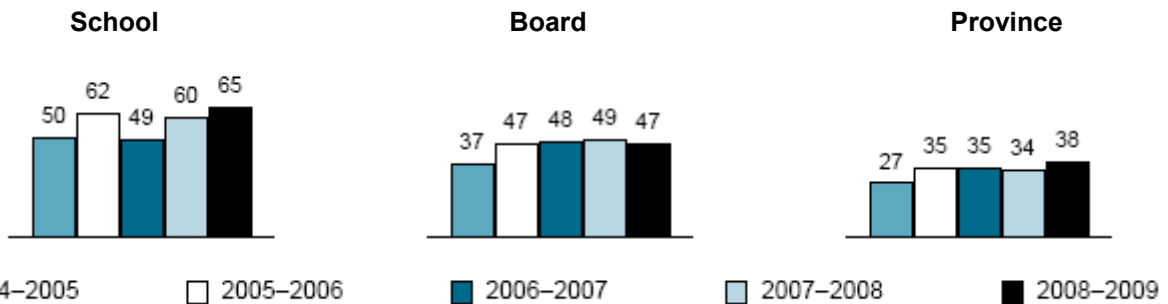
The goals and strategies identified through this process are the key components of our School Improvement Plan.

### Results for All Students At or Above the Provincial (Levels 3 and 4) for 2008-2009

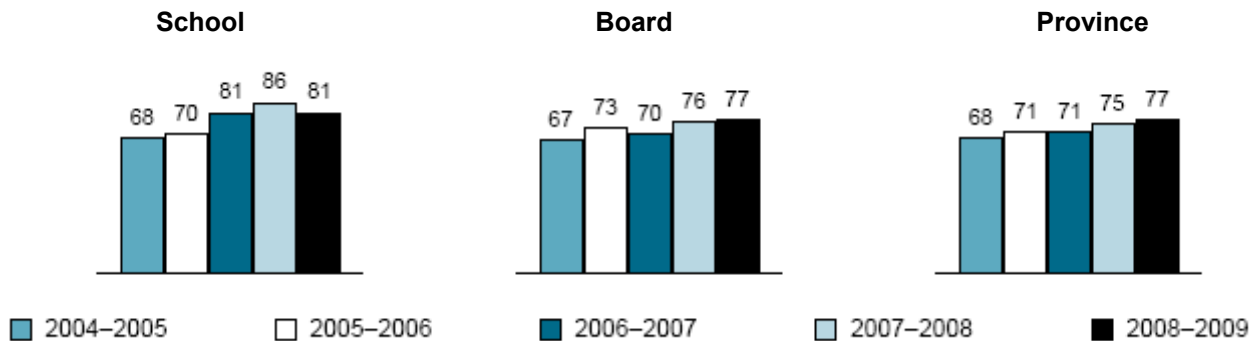
**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009**



**Students in APPLIED Math At or Above the Provincial Standard (Levels 3 and 4) Over Time**



**Students in ACADEMIC Math At or Above the Provincial Standard (Levels 3 and 4) Over Time**



Additional information is available at [www.eqao.com](http://www.eqao.com)