



Tracking Student Achievement In Relation to the Provincial Standard Junior Division (Grade 6) in 2013–2014 to Grade 9 in 2016–2017, Mathematics

School: Blessed Trinity Catholic Secondary School (690791)
School Board: Niagara Catholic DSB (67156)

EQAO tracked the progress of students who wrote the junior-division assessment in 2014, when they were in Grade 6, and the mathematics assessment in 2017, when they were in Grade 9. There were **50** students enrolled in the Grade 9 applied course and **201** students enrolled in the Grade 9 academic course at the time of the 2017 assessment. The pie charts below show how students in the applied and academic mathematics courses performed on the 2017 assessments compared to their assessment results in 2014. The percentages are based on all tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored.

Applied Mathematics From Grade 6 in 2014 to Grade 9 in 2017	Academic Mathematics From Grade 6 in 2014 to Grade 9 in 2017
<p>The pie chart for Applied Mathematics shows the following distribution: 59% (Never Met Standard), 26% (Rose to Standard), 11% (Maintained Standard), and 4% (Dropped From Standard).</p>	<p>The pie chart for Academic Mathematics shows the following distribution: 66% (Maintained Standard), 15% (Never Met Standard), 15% (Rose to Standard), and 3% (Dropped From Standard).</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; gap: 10px;"> ■ Maintained Standard</div> <div style="display: flex; gap: 10px;"> Rose to Standard </div> <div style="display: flex; gap: 10px;"> Dropped From Standard</div> <div style="display: flex; gap: 10px;"> Never Met Standard </div> </div>	
<p>The mathematics results for the 46* students in the applied course in the cohort are as follows:</p> <ul style="list-style-type: none"> 11% (5) met the provincial standard in Grade 6 and Grade 9; 26% (12) did not meet the standard in Grade 6 but met it in Grade 9; 4% (2) met the standard in Grade 6 but did not meet it in Grade 9; and 59% (27) did not meet the standard in Grade 6 and did not in Grade 9. 	<p>The mathematics results for the 188* students in the academic course in the cohort are as follows:</p> <ul style="list-style-type: none"> 66% (125) met the provincial standard in Grade 6 and Grade 9; 15% (28) did not meet the standard in Grade 6 but met it in Grade 9; 3% (6) met the standard in Grade 6 but did not meet it in Grade 9; and 15% (29) did not meet the standard in Grade 6 and did not in Grade 9.

* Includes only students with validated data. Percentages may not add up to 100, due to rounding.



Tracking Student Achievement, Intersection by Outcome: Primary Division (Grade 3) in 2010–2011, Junior Division (Grade 6) in 2013–2014 to Grade 9 in 2016–2017, Mathematics

Applied Course			Grade 9					
<i>Number of Students in the Cohort = 45*</i>			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 3 to Grade 6	Maintained Standard	4	25%	75%	0%	0%	0%	0%
	Rose to Standard	3	0%	33%	67%	0%	0%	0%
	Dropped from Standard	14	0%	29%	57%	14%	0%	0%
	Never Met Standard	24	8%	21%	42%	29%	0%	0%

Academic Course			Grade 9					
<i>Number of Students in the Cohort = 180*</i>			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 3 to Grade 6	Maintained Standard	110	15%	79%	5%	0%	0%	0%
	Rose to Standard	14	0%	100%	0%	0%	0%	0%
	Dropped from Standard	33	0%	55%	33%	12%	0%	0%
	Never Met Standard	23	0%	39%	39%	22%	0%	0%

* Includes only students with validated data. Percentages may not add up to 100, due to rounding.

N/R: "Not reported" indicates that the number of students participating is so small that identification of individual student results might be possible; therefore, results are not reported.

N/D: "No data available" is used to indicate that there were no students in the course.