

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

School: Ridgemont HS (938564)

School Board: Ottawa-Carleton DSB (66184)

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 **68** students enrolled in the Grade 9 applied course and **105** 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
<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 26* students in the applied course in the cohort are as follows:</p> <ul style="list-style-type: none"> 0% (0) met the provincial standard in Grade 6 and Grade 9; 31% (8) did not meet the standard in Grade 6 but met it in Grade 9; 0% (0) met the standard in Grade 6 but did not meet it in Grade 9; and 69% (18) did not meet the standard in Grade 6 and did not in Grade 9. 	<p>The mathematics results for the 62* students in the academic course in the cohort are as follows:</p> <ul style="list-style-type: none"> 53% (33) met the provincial standard in Grade 6 and Grade 9; 26% (16) did not meet the standard in Grade 6 but met it in Grade 9; 10% (6) met the standard in Grade 6 but did not meet it in Grade 9; and 11% (7) 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 = 19*</i>			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 3 to Grade 6	Maintained Standard	0	N/D	N/D	N/D	N/D	N/D	N/D
	Rose to Standard	0	N/D	N/D	N/D	N/D	N/D	N/D
	Dropped from Standard	2	0%	0%	50%	50%	0%	0%
	Never Met Standard	17	0%	29%	24%	35%	12%	0%

Academic Course			Grade 9					
<i>Number of Students in the Cohort = 51*</i>			Level 4	Level 3	Level 2	Level 1	Below Level 1	No Data
Grade 3 to Grade 6	Maintained Standard	22	9%	82%	9%	0%	0%	0%
	Rose to Standard	9	0%	67%	33%	0%	0%	0%
	Dropped from Standard	8	0%	88%	0%	12%	0%	0%
	Never Met Standard	12	0%	67%	25%	8%	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.