



School Report



Grade 9 Assessment of Mathematics, 2006–2007

School: Cardinal Newman HS (694193)

Board: Toronto Catholic District School Board (67059)

I am pleased to provide you with this report on the Grade 9 Assessments of Mathematics for 2006–2007. Included are student results for the current year, those from previous years and, to put these results in context, information about the student populations.

Throughout the province, EQAO data inform professional practice and act as a catalyst for improving student achievement. This report has been designed to assist you in your conversations about improving student achievement and planning interventions for students.

We believe that every student deserves the best outcome from public education. Working with Ontario educators, EQAO continues to design assessments that are directly linked to *The Ontario Curriculum*. These assessments provide a means of measuring student learning at a few critical transition points and are a vehicle for assuring people that, at those points, all Ontario students are being assessed by the same yardstick.

However, large-scale assessment results are just one piece of the picture of how students are doing in our schools. These assessment results should be considered in conjunction with school-based information. As well, regular assessments conducted by a student’s teacher should be the primary method of supporting students in their schooling.

I hope this report will help parents, educators and all who support a strong public education system to work together so that all students achieve their fullest potential.

Sincerely,

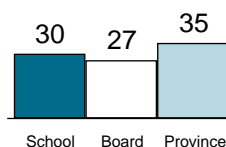
Marguerite Jackson
Chief Executive Officer

WHERE TO FIND . . .

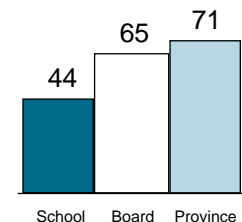
	PAGE	
	Applied	Academic
Percentages of all students at or above the provincial standard		
• 2006–2007.....	1	1
• Over time.....	2	2
Tips for using this report.....	3	3
Contextual information: 2006–2007.....	4	7
Results for groups of students: 2006–2007		
• All students.....	5	8
• Participating students.....	5	8
• All students by gender.....	6	9
Contextual information: Over time.....	10	12
Results for all students: Over time.....	11	13
Results for all students: Over time by gender.....	14	15
Student questionnaire results.....	16–19	20–23
Explanation of terms.....	24	24

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2006–2007

APPLIED PROGRAM



ACADEMIC PROGRAM



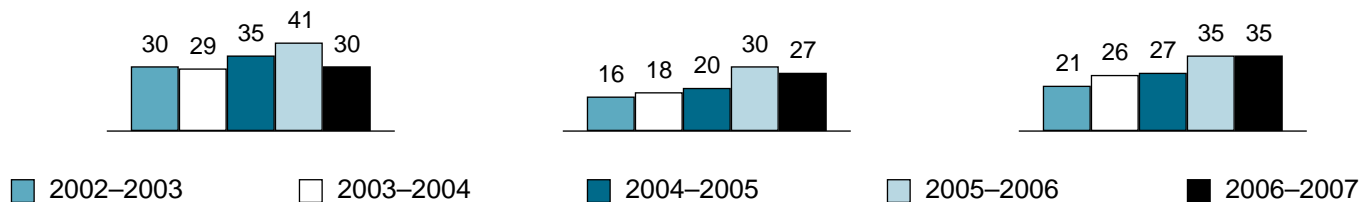
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS*

School

Board

Province



	Total Number of Students				
	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
School	94	85	91	95	94
Board	2 204	2 306	2 472	2 214	2 249
Province	48 426	50 430	51 155	50 687	49 056

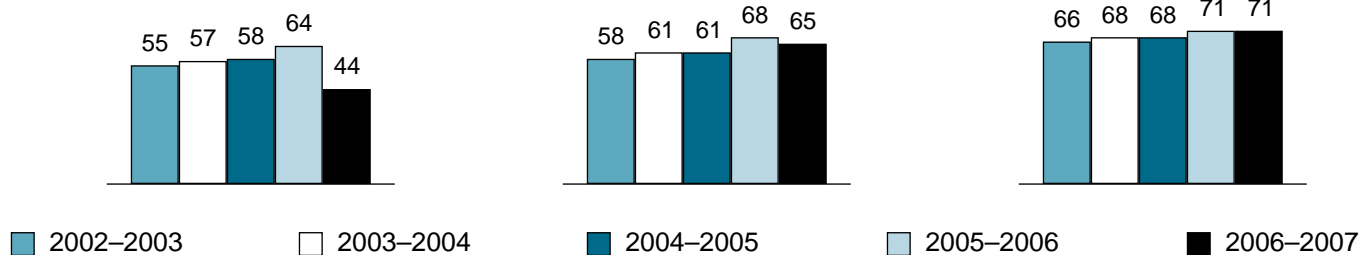
* Note that significant revisions were made to applied program courses in 2004-2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

ACADEMIC MATHEMATICS

School

Board

Province



	Total Number of Students				
	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
School	233	251	317	257	224
Board	4 712	4 633	4 692	4 625	4 591
Province	100 717	102 923	104 100	103 412	103 011

TIPS

The applied and academic mathematics programs are different and should be considered separately.

Note: Students in locally developed programs do not participate in these assessments.



Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.



This assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in mathematics.



Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 30 students, a difference of 10% represents only three students.



Trends may be difficult to identify or to interpret. This is especially true when groups are small or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 15 students participated, because it might be possible to identify individual students.

WHAT IS IN THIS REPORT?

This report shows how well students have met curriculum expectations for either the applied or academic mathematics program to the end of Grade 9. Students complete two booklets that allow them to show what they know in mathematics. The assessment is based on *The Ontario Curriculum: Mathematics, Grades 9 and 10*.

This report includes

- ◆ results for this year;
- ◆ a comparison of results over the past four years to aid in monitoring improvement and
- ◆ information about the characteristics of the students who participated.

Specifically, you will find

- ◆ summary graphs showing the percentage of students achieving the provincial standard in either applied or academic mathematics;
- ◆ detailed tables and graphs showing results for all levels of achievement, participation information and results for gender
- ◆ student questionnaire results and
- ◆ an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between this school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the school results for applied and academic mathematics.
 - Are these results consistent with what you would expect?
 - How do the school results compare to the board and province; the board results compare to the province?
 - How do these results compare over time? Note that significant revisions were made to applied program courses in 2004–2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).
 - What influence might students' attitudes have on student performance?
- ◆ Speak to the school principal or the school council chair about the goals for school improvement related to mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 9 students in applied and academic mathematics take part in this assessment across Ontario. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at www.eqao.com.

Grade 9 Applied Mathematics Program, 2006–2007

Contextual Information

This information provides a context for interpreting the school's applied mathematics program results.

	School		Board		Province	
Enrolment						
Number of students in applied mathematics program	94		2 249		49 056	
Number of classes with students in applied mathematics program	6		133		2 909	
Number of schools with applied mathematics classes	Not applicable		34		712	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	88	94%	2 089	93%	44 790	91%
Participating students who received one or more accommodations	31	35%	557	27%	7 172	16%
Participating students who received one or more special provisions	0	0%	73	3%	814	2%
Students who did not complete any part of the assessment (no data)*	6	6%	160	7%	4 266	9%
Gender[†] Based on number of students enrolled						
Female	39	41%	1 031	46%	22 126	45%
Male	55	59%	1 218	54%	26 926	55%
Gender not specified	0	0%	0	0%	4	<1%
Student Status[†] Based on number of students enrolled						
ESL/ELD learners*	0	0%	246	11%	2 396	5%
Students with special needs (excluding gifted)*	40	43%	756	34%	12 562	26%
Semester/Full Year Based on number of students enrolled						
First-semester course	48	51%	726	32%	21 671	44%
Second-semester course	46	49%	645	29%	21 969	45%
Full-year course	0	0%	878	39%	5 416	11%
Language and School Background^{††}						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:						
	84		1 956		42 804	
Speak only or mostly a language other than English at home	2	2%	321	16%	2 714	6%
Speak another language as often as English at home	13	15%	481	25%	4 482	10%
Attended three or more elementary schools from kindergarten to Grade 8	23	27%	560	29%	17 239	40%

* See the Explanation of Terms.

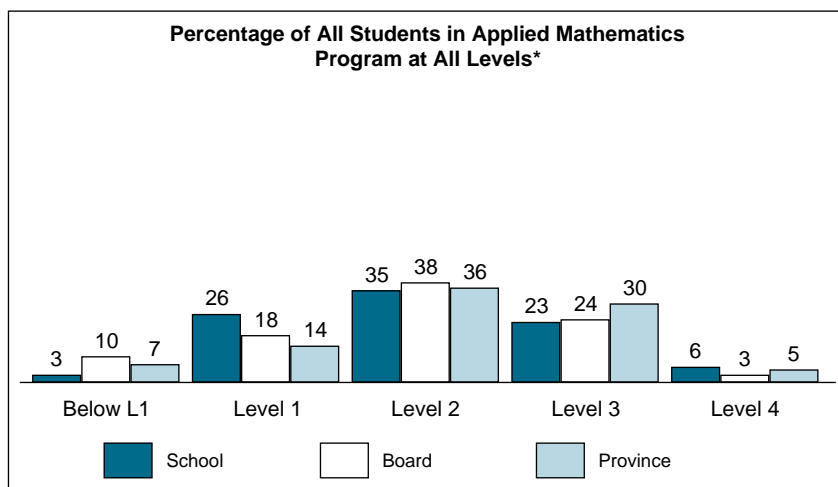
† Demographic information pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Applied Mathematics Program, 2006–2007

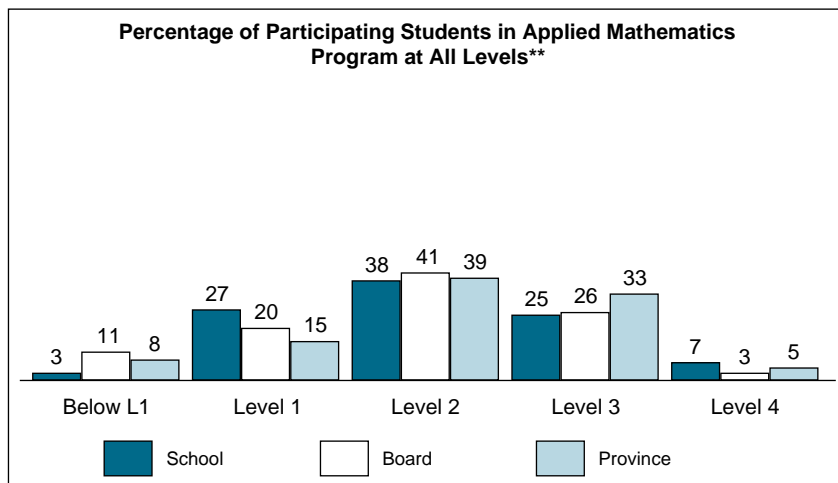
Results for All Students

All Students, 2006–2007*				
Number of Students	School 94		Board 2 249	Province 49 056
	#	%	%	%
Level 4	6	6%	3%	5%
Level 3	22	23%	24%	30%
Level 2	33	35%	38%	36%
Level 1	24	26%	18%	14%
Below Level 1	3	3%	10%	7%
Participating Students	88	94%	93%	91%
No Data†	6	6%	7%	9%
At or Above Provincial Standard (Levels 3 and 4) †		30%	27%	35%



Results for Participating Students (excludes "no data" category)

Participating Students, 2006–2007**				
Number of Students	School 88		Board 2 089	Province 44 790
	#	%	%	%
Level 4	6	7%	3%	5%
Level 3	22	25%	26%	33%
Level 2	33	38%	41%	39%
Level 1	24	27%	20%	15%
Below Level 1	3	3%	11%	8%
At or Above Provincial Standard (Levels 3 and 4) †		32%	29%	38%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

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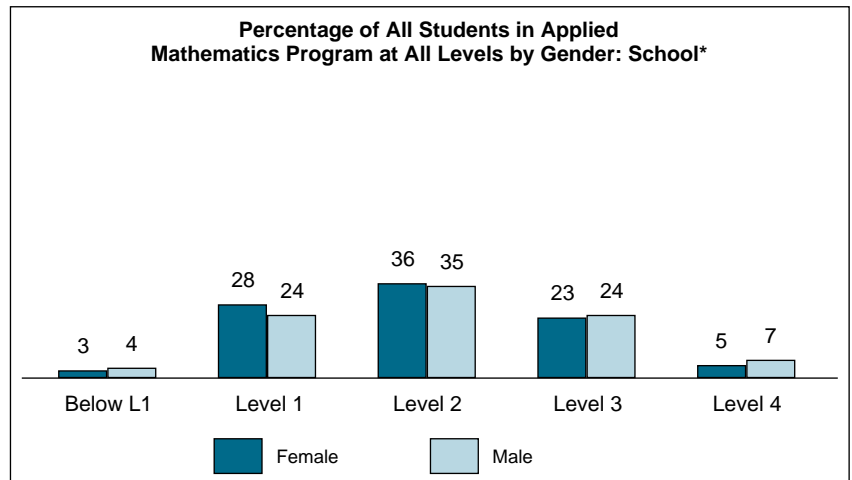
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

‡ Students who were coded "exempt" were placed in the "no data" category.

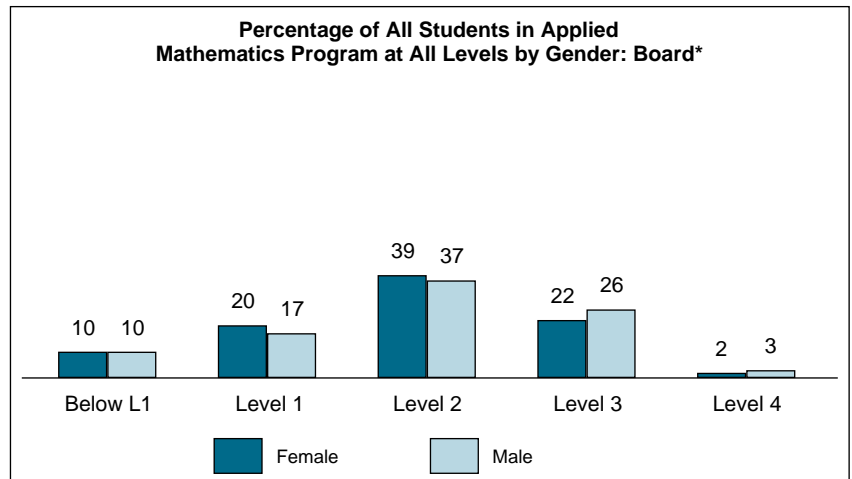
Grade 9 Applied Mathematics Program, 2006–2007

Results by Gender††

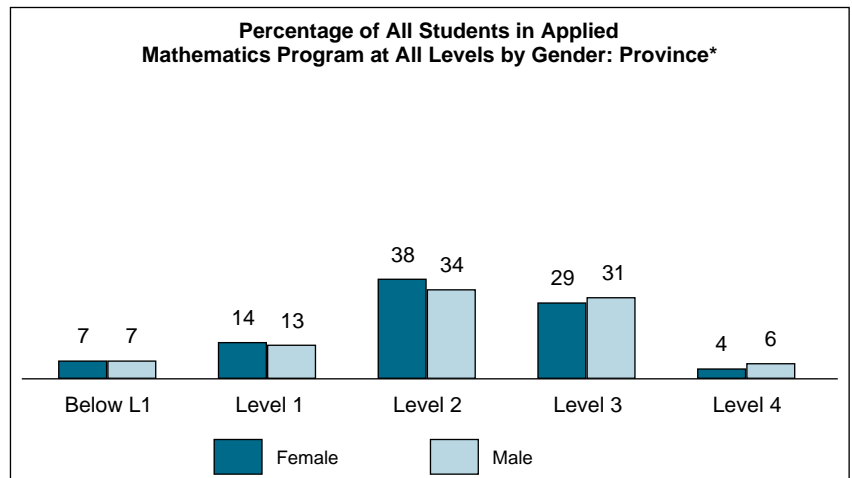
All Students, 2006–2007: School by Gender*				
Number of Students	Female 39		Male 55	
	#	%	#	%
Level 4	2	5%	4	7%
Level 3	9	23%	13	24%
Level 2	14	36%	19	35%
Level 1	11	28%	13	24%
Below Level 1	1	3%	2	4%
Participating Students	37	95%	51	93%
No Data‡	2	5%	4	7%
At or Above Provincial Standard (Levels 3 and 4) †	28%		31%	



All Students, 2006–2007: Board by Gender*				
Number of Students	Female 1 031		Male 1 218	
	#	%	#	%
Level 4	25	2%	36	3%
Level 3	228	22%	313	26%
Level 2	399	39%	451	37%
Level 1	211	20%	205	17%
Below Level 1	100	10%	121	10%
Participating Students	963	93%	1 126	92%
No Data‡	68	7%	92	8%
At or Above Provincial Standard (Levels 3 and 4) †	25%		29%	



All Students, 2006–2007: Province by Gender*				
Number of Students	Female 22 126		Male 26 926	
	#	%	#	%
Level 4	807	4%	1 550	6%
Level 3	6 416	29%	8 470	31%
Level 2	8 402	38%	9 091	34%
Level 1	3 183	14%	3 445	13%
Below Level 1	1 458	7%	1 968	7%
Participating Students	20 266	92%	24 524	91%
No Data‡	1 860	8%	2 402	9%
At or Above Provincial Standard (Levels 3 and 4) †	33%		37%	



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 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† Includes only students for whom gender data were available.
 ‡ Students who were coded “exempt” were placed in the “no data” category.

Grade 9 Academic Mathematics Program, 2006–2007

Contextual Information

This information provides a context for interpreting the school's academic mathematics program results.

	School		Board		Province	
Enrolment						
Number of students in academic mathematics program	224		4 591		103 011	
Number of classes with students in academic mathematics program	9		184		4 169	
Number of schools with academic mathematics classes	Not applicable		32		679	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	223	100%	4 530	99%	101 426	98%
Participating students who received one or more accommodations	5	2%	128	3%	2 265	2%
Participating students who received one or more special provisions	0	0%	24	1%	1 204	1%
Students who did not complete any part of the assessment (no data)*	1	<1%	61	1%	1 585	2%
Gender[†] Based on number of students enrolled						
Female	125	56%	2 485	54%	52 887	51%
Male	99	44%	2 106	46%	50 122	49%
Gender not specified	0	0%	0	0%	2	<1%
Student Status[†] Based on number of students enrolled						
ESL/ELD learners*	0	0%	116	3%	3 118	3%
Students with special needs (excluding gifted)*	6	3%	189	4%	3 913	4%
Semester/Full Year Based on number of students enrolled						
First-semester course	124	55%	1 545	34%	44 087	43%
Second-semester course	100	45%	1 337	29%	44 267	43%
Full-year course	0	0%	1 709	37%	14 657	14%
Language and School Background^{††}						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:		221	4 400		98 764	
Speak only or mostly a language other than English at home	17	8%	592	13%	8 522	9%
Speak another language as often as English at home	37	17%	967	22%	13 200	13%
Attended three or more elementary schools from kindergarten to Grade 8	44	20%	1 144	26%	34 728	35%

* See the Explanation of Terms.

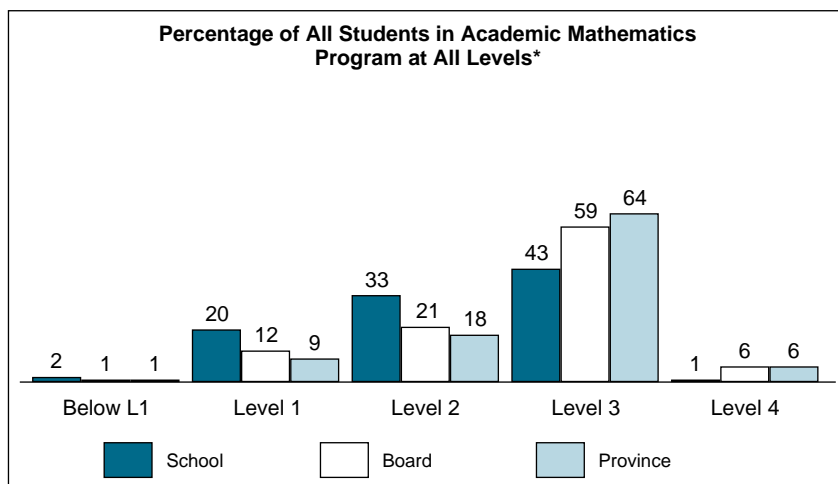
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†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Academic Mathematics Program, 2006–2007

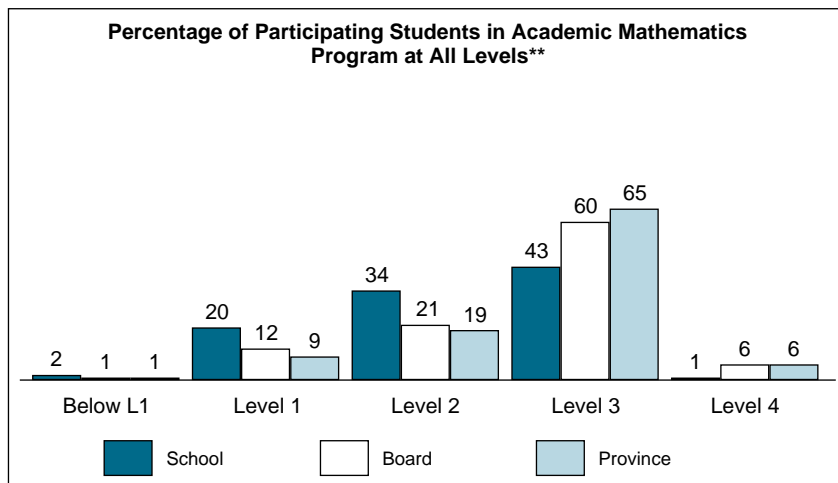
Results for All Students

All Students, 2006–2007*				
Number of Students	School 224		Board 4 591	Province 103 011
	#	%	%	%
Level 4	2	1%	6%	6%
Level 3	96	43%	59%	64%
Level 2	75	33%	21%	18%
Level 1	45	20%	12%	9%
Below Level 1	5	2%	1%	1%
Participating Students	223	100%	99%	98%
No Data†	1	<1%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		44%	65%	71%



Results for Participating Students (excludes "no data" category)

Participating Students, 2006–2007**				
Number of Students	School 223		Board 4 530	Province 101 426
	#	%	%	%
Level 4	2	1%	6%	6%
Level 3	96	43%	60%	65%
Level 2	75	34%	21%	19%
Level 1	45	20%	12%	9%
Below Level 1	5	2%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		44%	66%	72%



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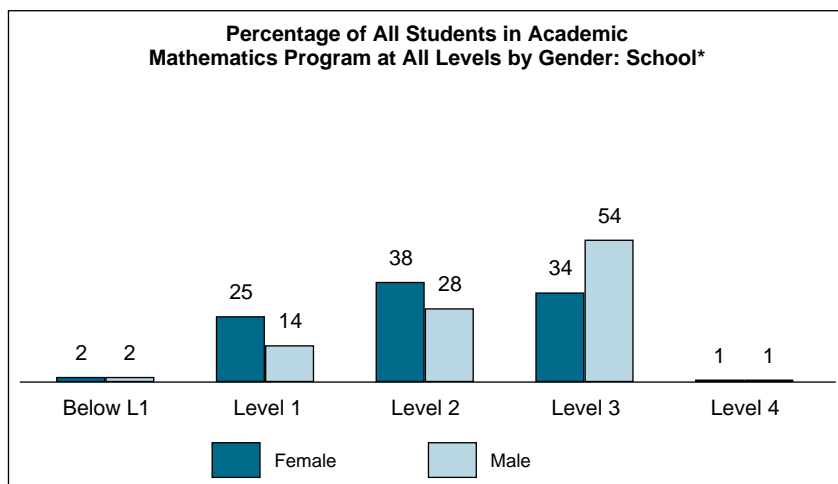
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

‡ Students who were coded "exempt" were placed in the "no data" category.

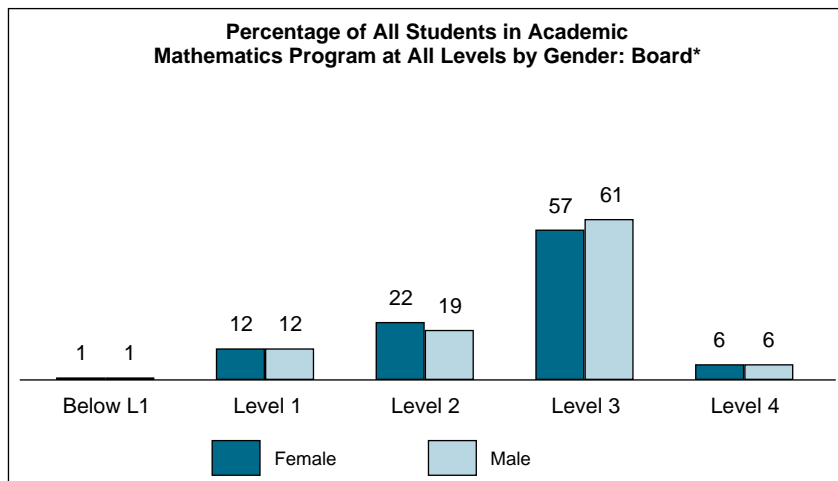
Grade 9 Academic Mathematics Program, 2006–2007

Results by Gender††

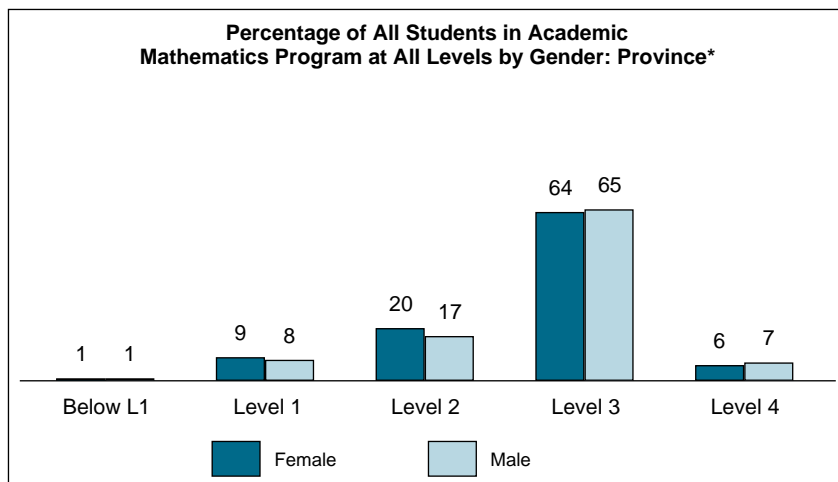
All Students, 2006–2007: School by Gender*				
Number of Students	Female 125		Male 99	
	#	%	#	%
Level 4	1	1%	1	1%
Level 3	43	34%	53	54%
Level 2	47	38%	28	28%
Level 1	31	25%	14	14%
Below Level 1	3	2%	2	2%
Participating Students	125	100%	98	99%
No Data‡	0	0%	1	1%
At or Above Provincial Standard (Levels 3 and 4) †	35%		55%	



All Students, 2006–2007: Board by Gender*				
Number of Students	Female 2 485		Male 2 106	
	#	%	#	%
Level 4	143	6%	127	6%
Level 3	1 428	57%	1 282	61%
Level 2	553	22%	395	19%
Level 1	310	12%	248	12%
Below Level 1	20	1%	24	1%
Participating Students	2 454	99%	2 076	99%
No Data‡	31	1%	30	1%
At or Above Provincial Standard (Levels 3 and 4) †	63%		67%	



All Students, 2006–2007: Province by Gender*				
Number of Students	Female 52 887		Male 50 122	
	#	%	#	%
Level 4	2 921	6%	3 556	7%
Level 3	33 786	64%	32 524	65%
Level 2	10 388	20%	8 591	17%
Level 1	4 695	9%	4 165	8%
Below Level 1	311	1%	489	1%
Participating Students	52 101	99%	49 325	98%
No Data‡	786	1%	797	2%
At or Above Provincial Standard (Levels 3 and 4) †	69%		72%	



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† Includes only students for whom gender data were available.
 ‡ Students who were coded “exempt” were placed in the “no data” category.

Results over Time, 2002–2003 to 2006–2007

Contextual Information for School: Applied Mathematics Program

This information provides a context for interpreting the school’s results over the past five years.

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Enrolment					
Number of students in applied mathematics program	94	85	91	95	94
Number of classes with students in applied mathematics program	15	14	6	6	6
Participation in the Assessment					
Students who participated in the assessment	89%	86%	85%	92%	94%
Participating students who received one or more accommodations	n/a	60%	58%	28%	35%
Participating students who received one or more special provisions	n/a	1%	1%	0%	0%
Students who did not complete any part of the assessment (no data)*	7%	14%	15%	8%	6% ⁺⁺
Students who were exempted*	3%	0%	0%	0%	--
Gender[†] Based on number of students enrolled					
Female	27%	29%	36%	41%	41%
Male	67%	71%	62%	59%	59%
Gender not specified	n/a	0%	2%	0%	0%
Student Status[†] Based on number of students enrolled					
ESL/ELD learners*	3% ⁺	1%	2%	5%	0%
Students with special needs (excluding gifted)*	62%	55%	59%	62%	43%
Semester/Full Year Based on number of students enrolled					
First-semester course	48%	39%	51%	47%	51%
Second-semester course	52%	61%	49%	53%	49%
Full-year course	0%	0%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
Number of Respondents:	n/a	n/a	n/a	n/a	84
Speak only or mostly a language other than English at home					2%
Speak another language as often as English at home	Information not available				15%
Attended three or more elementary schools from kindergarten to Grade 8					27%

* See the Explanation of Terms.

† Demographic information pertaining to “gender” and “student status” are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

+ The percentage of students in this group may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners”.

++ In 2006–2007, students who were coded “exempt” were placed in the “no data” category. Since this may affect the percentage of students for whom no data is available, the results may not be comparable with those of previous years.

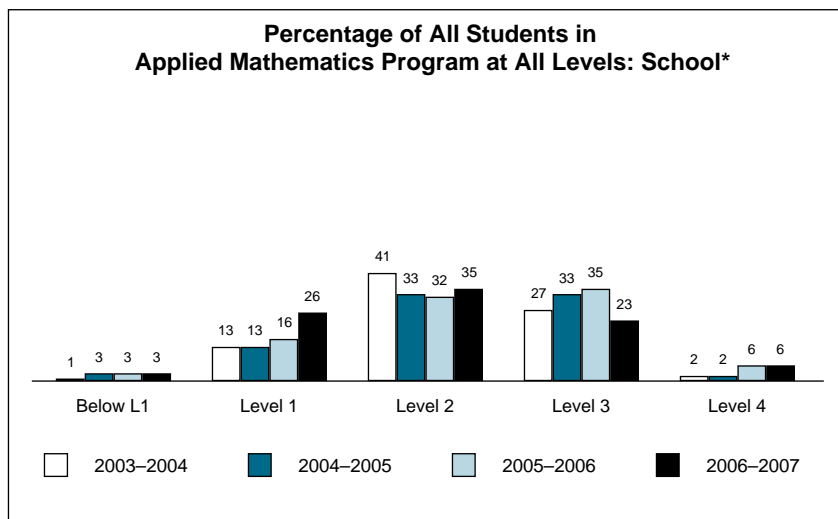
†† Demographic information pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

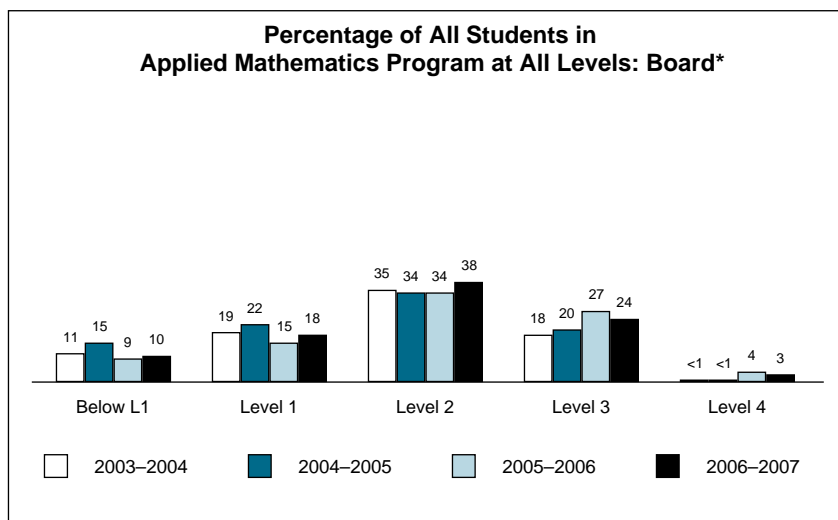
Results over Time, 2003–2004 to 2006–2007

Applied Mathematics Program for All Students**

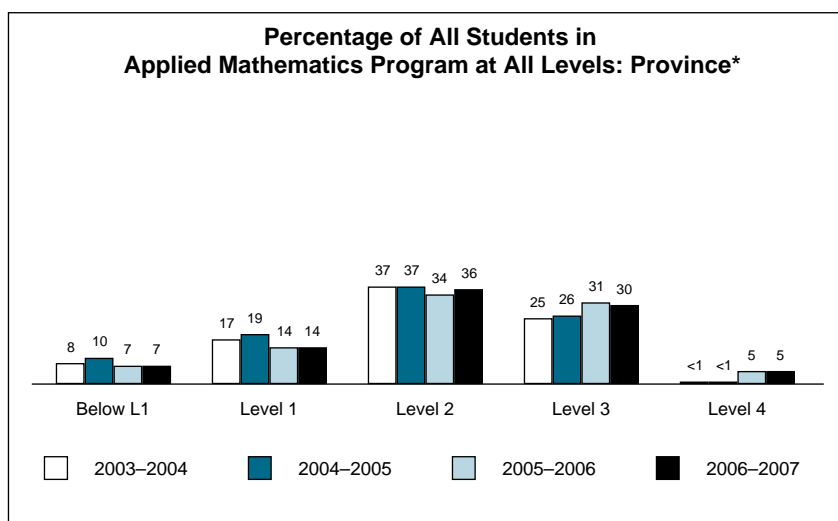
School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	85	91	95	94
Level 4	2%	2%	6%	6%
Level 3	27%	33%	35%	23%
Level 2	41%	33%	32%	35%
Level 1	13%	13%	16%	26%
Below Level 1	1%	3%	3%	3%
NEIS††	1%	---	---	---
<i>Participating Students</i>	86%	85%	92%	94%
No Data	14%	15%	8%	6%
Exempt†	0%	0%	0%	---
At or Above Provincial Standard (Levels 3 and 4)†	29%	35%	41%	30%



Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	2 306	2 472	2 214	2 249
Level 4	<1%	<1%	4%	3%
Level 3	18%	20%	27%	24%
Level 2	35%	34%	34%	38%
Level 1	19%	22%	15%	18%
Below Level 1	11%	15%	9%	10%
NEIS††	6%	---	---	---
<i>Participating Students</i>	90%	91%	89%	93%
No Data	6%	6%	8%	7%
Exempt†	4%	3%	4%	---
At or Above Provincial Standard (Levels 3 and 4)†	18%	20%	30%	27%



Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	50 430	51 155	50 687	49 056
Level 4	<1%	<1%	5%	5%
Level 3	25%	26%	31%	30%
Level 2	37%	37%	34%	36%
Level 1	17%	19%	14%	14%
Below Level 1	8%	10%	7%	7%
NEIS††	5%	---	---	---
<i>Participating Students</i>	92%	93%	90%	91%
No Data	6%	6%	8%	9%
Exempt†	1%	1%	2%	---
At or Above Provincial Standard (Levels 3 and 4)†	26%	27%	35%	35%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** Note that significant revisions were made to applied program courses in 2004–2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

‡ In 2006–2007, students who were coded “exempt” were placed in the “no data” category. Since this may affect the percentage of students for whom no data is available, the results may not be comparable with those of previous years.

Results over Time, 2002–2003 to 2006–2007

Contextual Information for School: Academic Mathematics Program

This information provides a context for interpreting the school’s results over the past five years.

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Enrolment					
Number of students in academic mathematics program	233	251	317	257	224
Number of classes with students in academic mathematics program	12	14	11	10	9
Participation in the Assessment					
Students who participated in the assessment	99%	100%	99%	99%	100%
Participating students who received one or more accommodations	n/a	5%	4%	3%	2%
Participating students who received one or more special provisions	n/a	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	1%	0%	1%	1%	<1% ⁺⁺
Students who were exempted*	0%	0%	0%	0%	--
Gender[†] Based on number of students enrolled					
Female	54%	48%	51%	49%	56%
Male	45%	52%	48%	51%	44%
Gender not specified	n/a	0%	1%	0%	0%
Student Status[†] Based on number of students enrolled					
ESL/ELD learners*	<1% ⁺	0%	0%	<1%	0%
Students with special needs (excluding gifted)*	5%	6%	5%	8%	3%
Semester/Full Year Based on number of students enrolled					
First-semester course	49%	53%	55%	49%	55%
Second-semester course	51%	47%	45%	51%	45%
Full-year course	0%	0%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
	Number of Respondents: n/a n/a n/a n/a 221				
Speak only or mostly a language other than English at home					8%
Speak another language as often as English at home	Information not available				17%
Attended three or more elementary schools from kindergarten to Grade 8					20%

* See the Explanation of Terms.

† Demographic information pertaining to “gender” and “student status” are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

⊕ The percentage of students in this group may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners”.

⊕⊕ In 2006–2007, students who were coded “exempt” were placed in the “no data” category. Since this may affect the percentage of students for whom no data is available, the results may not be comparable with those of previous years.

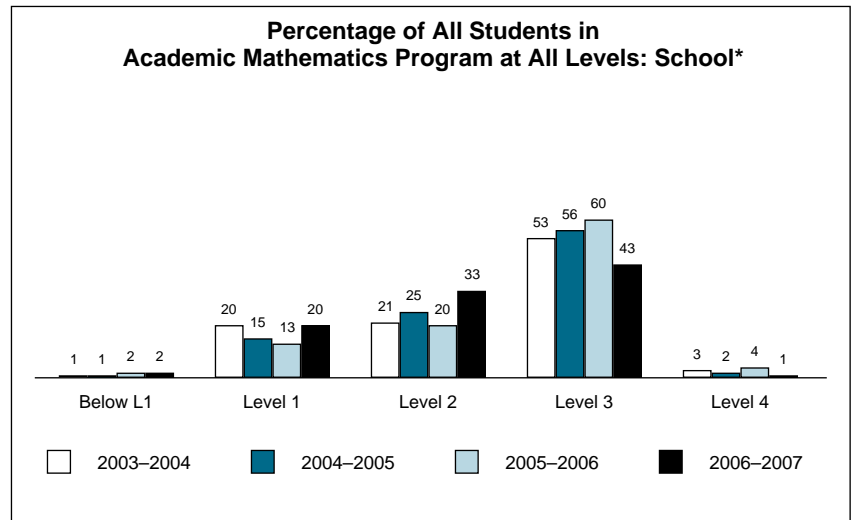
†† Demographic information pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

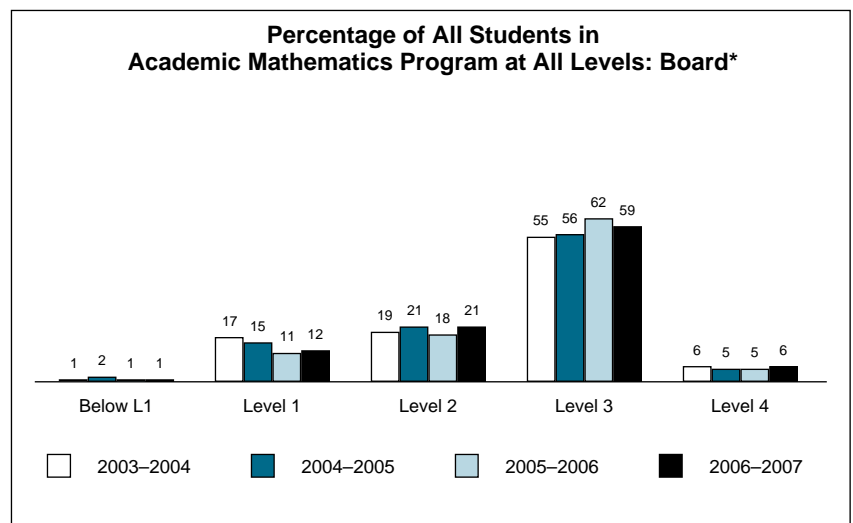
Results over Time, 2003–2004 to 2006–2007

Academic Mathematics Program for All Students

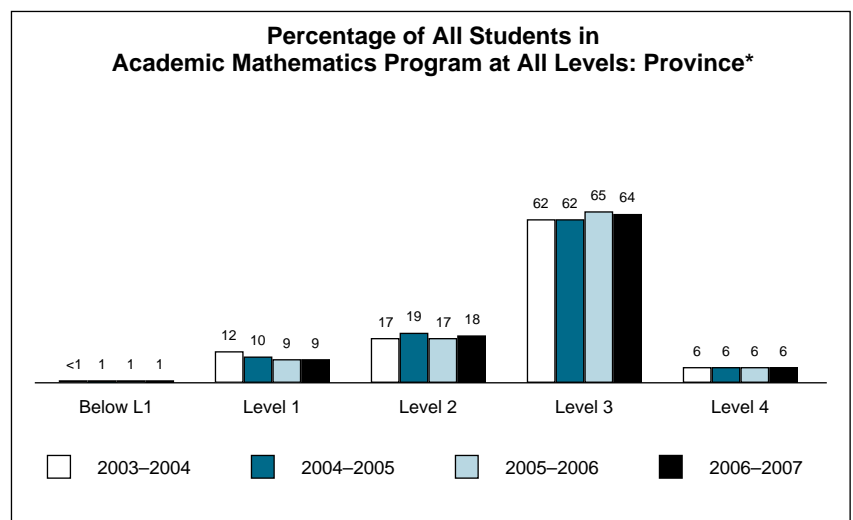
School*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	251	317	257	224
Level 4	3%	2%	4%	1%
Level 3	53%	56%	60%	43%
Level 2	21%	25%	20%	33%
Level 1	20%	15%	13%	20%
Below Level 1	1%	1%	2%	2%
NEIS††	1%	---	---	---
<i>Participating Students</i>	100%	99%	99%	100%
No Data	0%	1%	1%	<1%
Exempt‡	0%	0%	0%	---
At or Above Provincial Standard (Levels 3 and 4)†	57%	58%	64%	44%



Board*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	4 633	4 692	4 625	4 591
Level 4	6%	5%	5%	6%
Level 3	55%	56%	62%	59%
Level 2	19%	21%	18%	21%
Level 1	17%	15%	11%	12%
Below Level 1	1%	2%	1%	1%
NEIS††	1%	---	---	---
<i>Participating Students</i>	99%	99%	98%	99%
No Data	1%	1%	1%	1%
Exempt‡	1%	<1%	<1%	---
At or Above Provincial Standard (Levels 3 and 4)†	61%	61%	68%	65%



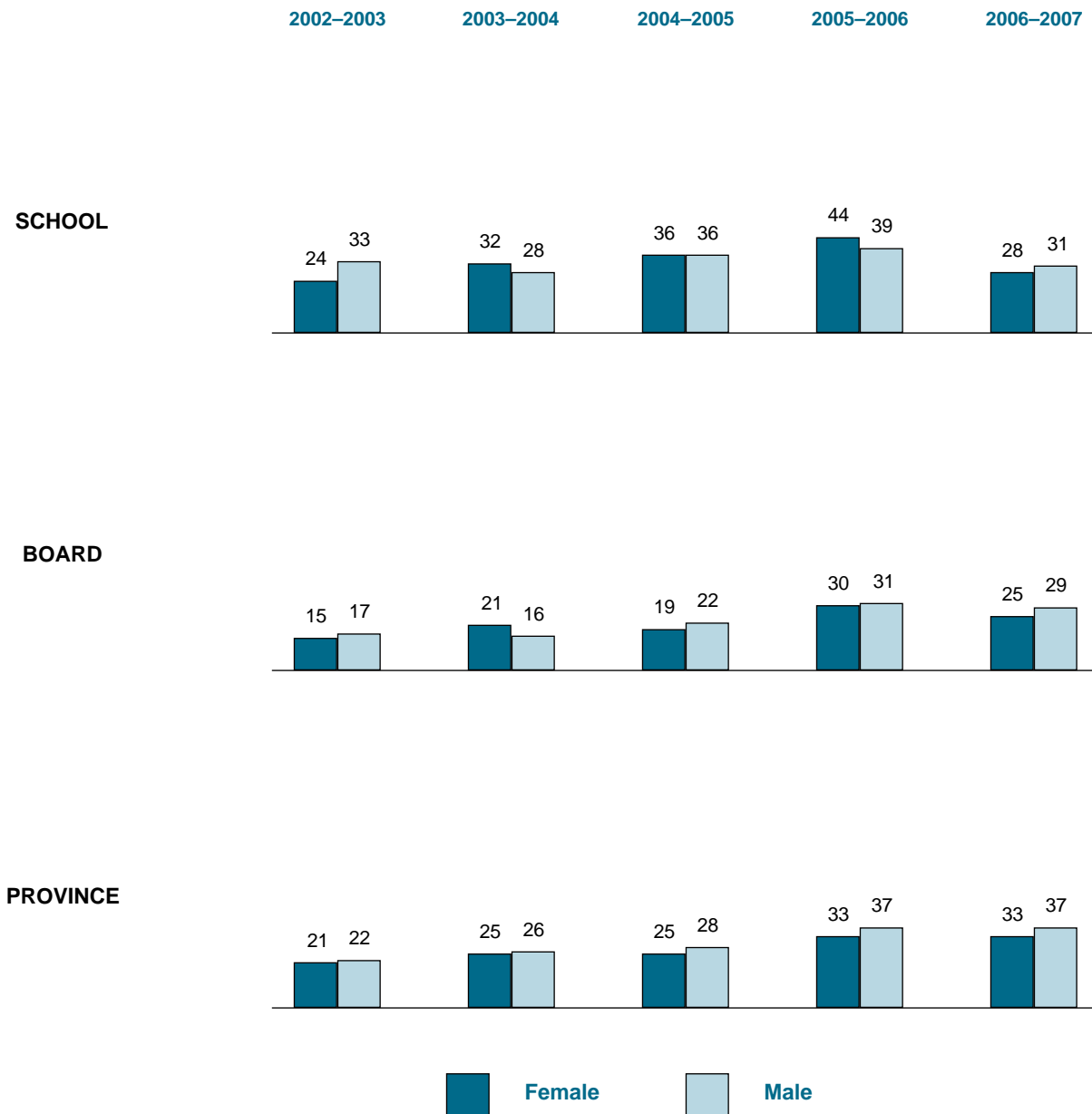
Province*				
Year	'03-'04	'04-'05	'05-'06	'06-'07
<i>Number of Students</i>	102 923	104 100	103 412	103 011
Level 4	6%	6%	6%	6%
Level 3	62%	62%	65%	64%
Level 2	17%	19%	17%	18%
Level 1	12%	10%	9%	9%
Below Level 1	<1%	1%	1%	1%
NEIS††	1%	---	---	---
<i>Participating Students</i>	99%	99%	98%	98%
No Data	1%	1%	1%	2%
Exempt‡	<1%	<1%	<1%	---
At or Above Provincial Standard (Levels 3 and 4)†	68%	68%	71%	71%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.
 ‡ In 2006–2007, students who were coded “exempt” were placed in the “no data” category. Since this may affect the percentage of students for whom no data is available, the results may not be comparable with those of previous years.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS SCHOOL

**Percentage of Students At or Above the Provincial Standard (Levels 3 and 4):
GRADE 9 APPLIED MATHEMATICS***



Total Number of Students in Applied Mathematics Program†

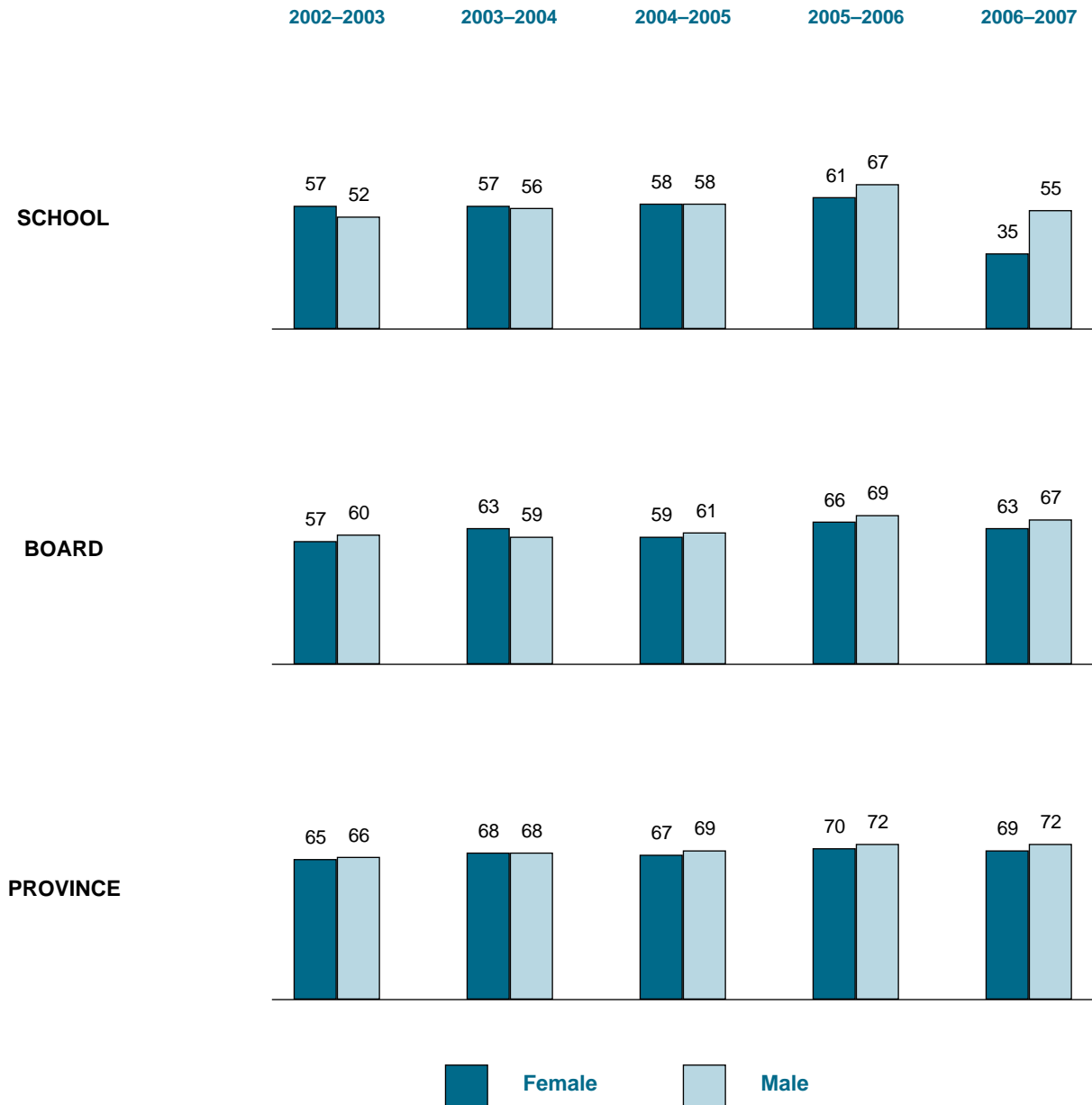
	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	25	63	25	60	33	56	39	56	39	55
Board	990	1 193	1 081	1 182	1 126	1 237	989	1 225	1 031	1 218
Province	21 387	26 625	22 292	27 223	22 371	27 413	22 884	27 802	22 126	26 926

† Includes only students for whom gender data were available.

* Note that significant revisions were made to applied program courses in 2004-2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS SCHOOL

**Percentage of Students At or Above the Provincial Standard (Levels 3 and 4):
GRADE 9 ACADEMIC MATHEMATICS**



Total Number of Students in Academic Mathematics Program†

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	125	105	120	131	163	152	126	131	125	99
Board	2 546	2 148	2 462	2 125	2 332	2 026	2 425	2 200	2 485	2 106
Province	51 352	48 750	52 104	49 916	52 030	50 129	53 183	50 228	52 887	50 122

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2006–2007, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 84)			
Questionnaire Item	Percentage of Students*		
1. Degree to which students “agree” or “disagree” with each of the following statements:			<i>Number of Students Who Answered “Strongly Agree or Agree”</i>
I like mathematics.		27	
I am good at mathematics.		29	
I understand most of the mathematics I am taught.		49	
The mathematics I learn now is very useful for everyday life.		39	
I need to keep taking mathematics for the kind of job I want after I leave school.		39	
Mathematics is boring.		37	
Mathematics is an easy subject.		15	
2. How “easy” or “hard” students find mathematics questions that deal with the following:			<i>Number of Students Who Answered “Very Easy or Easy”</i>
number sense (e.g., operations with integers, rational numbers, exponents)		35	
algebra (e.g., solving equations, simplifying expressions with polynomials)		37	
linear relations (e.g., scatter plots, lines of best fit)		57	
measurement (e.g., perimeter, surface area, volume)		51	
geometry (e.g., angles, quadrilaterals)		25	

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2006–2007, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 84)		
Questionnaire Item	Percentage of Students*	
3. Students have the following <i>at home</i> to use for mathematics school work:		Number of Students Who Answered "Yes"
a computer		38
a scientific calculator		58
a graphing calculator		11
<div style="display: flex; justify-content: center; gap: 20px;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </div>		
4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:		Number of Students
more than 45 minutes		16
between 31 and 45 minutes		24
30 minutes or less		40
mathematics homework not usually assigned		4
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		13
sometimes		30
often or always		41
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		10
one to four times		49
five to nine times		14
10 or more times		11

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2006–2007, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 84)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never	40	34
one to four times	30	25
five to nine times	18	15
10 or more times	12	10
8. Language(s) students speak at home:		Number of Students
only or mostly English	82	69
another language (or languages) as often as English	15	13
only or mostly another language (or other languages)	2	2
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools	73	61
three schools	14	12
four schools	10	8
five schools or more	4	3

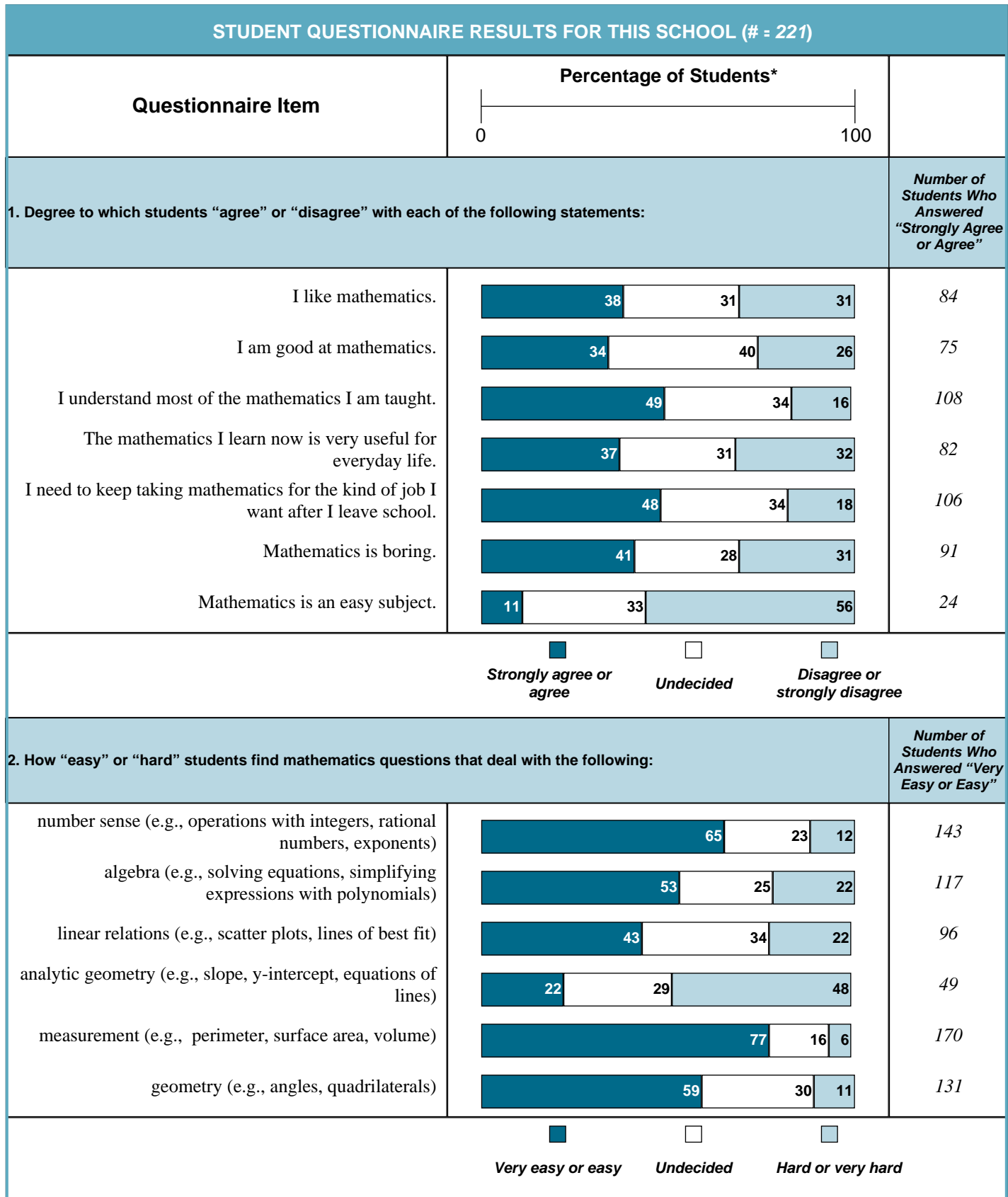
* Percentages may not add to 100, due to a lack of or ambiguous responses.

Grade 9 Assessment of Mathematics, 2006–2007, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 84)	Female* (# = 35)	Male* (# = 49)	All Students (# = 1 956)	Female* (# = 908)	Male* (# = 1 048)	All Students (# = 42 804)	Female* (# = 19 453)	Male* (# = 23 351)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	32%	17%	43%	37%	30%	42%	34%	28%	40%
I am good at mathematics.	35%	29%	39%	30%	23%	36%	34%	25%	41%
I understand most of the mathematics I am taught.	58%	51%	63%	61%	59%	62%	61%	57%	65%
The mathematics I learn now is very useful for everyday life.	46%	37%	53%	48%	47%	50%	40%	36%	42%
I need to keep taking mathematics for the kind of job I want after I leave school.	46%	40%	51%	44%	42%	46%	43%	38%	46%
Mathematics is boring.	44%	60%	33%	36%	37%	34%	43%	44%	41%
Mathematics is an easy subject.	18%	9%	24%	17%	14%	21%	22%	16%	26%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	42%	43%	41%	49%	47%	50%	46%	43%	49%
algebra	44%	43%	45%	41%	41%	41%	42%	43%	42%
linear relations	68%	74%	63%	61%	61%	61%	61%	59%	61%
measurement	61%	57%	63%	61%	61%	62%	64%	63%	65%
geometry	30%	26%	33%	37%	36%	39%	42%	37%	46%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	45%	40%	49%	42%	43%	40%	42%	43%	42%
a scientific calculator	69%	69%	69%	77%	81%	74%	72%	76%	70%
a graphing calculator	13%	9%	16%	13%	12%	14%	8%	7%	9%
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:									
30 minutes or less	48%	37%	55%	44%	39%	48%	46%	45%	47%
more than 30 minutes	48%	57%	41%	46%	53%	41%	35%	38%	31%
mathematics homework not usually assigned	5%	6%	4%	8%	7%	9%	18%	15%	19%
Percentage of students indicating they complete all of their mathematics homework									
never or seldom.	15%	11%	18%	14%	10%	17%	16%	13%	18%
sometimes, often or always.	85%	89%	82%	84%	88%	81%	82%	85%	80%
Percentage of students indicating they have been absent from their mathematics class this year									
four times or less.	70%	63%	76%	62%	61%	63%	59%	57%	61%
five times or more.	30%	37%	24%	36%	38%	35%	39%	42%	38%
Percentage of students indicating how often they have been late for their mathematics class this year									
four times or less.	70%	63%	76%	70%	72%	68%	70%	71%	69%
five times or more.	30%	37%	24%	28%	27%	30%	28%	27%	29%
Percentage of students indicating that they speak the following language(s) at home:									
only or mostly English	82%	77%	86%	58%	57%	58%	82%	82%	81%
another language (or languages) as often as English	15%	23%	10%	25%	26%	23%	10%	11%	10%
only or mostly another language (or other languages)	2%	0%	4%	16%	16%	17%	6%	5%	7%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	27%	29%	27%	29%	31%	27%	40%	41%	40%

* Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2006–2007, Academic Program



* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2006–2007, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# - 221)		
Questionnaire Item	Percentage of Students*	
3. Students have the following <i>at home</i> to use for mathematics school work:		Number of Students Who Answered "Yes"
a computer		115
a scientific calculator		174
a graphing calculator		15
<p style="text-align: center;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>		
4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:		Number of Students
more than 45 minutes		53
between 31 and 45 minutes		80
30 minutes or less		84
mathematics homework not usually assigned		1
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		27
sometimes		65
often or always		125
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		39
one to four times		135
five to nine times		33
10 or more times		11

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2006–2007, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 221)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never		91
one to four times		87
five to nine times		24
10 or more times		16
8. Language(s) students speak at home:		Number of Students
only or mostly English		164
another language (or languages) as often as English		37
only or mostly another language (or other languages)		17
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools		174
three schools		25
four schools		7
five schools or more		12

* Percentages may not add to 100, due to a lack of or ambiguous responses.

Grade 9 Assessment of Mathematics, 2006–2007, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 221)	Female* (# = 123)	Male* (# = 98)	All Students (# = 4 400)	Female* (# = 2 393)	Male* (# = 2 007)	All Students (# = 98 764)	Female* (# = 50 835)	Male* (# = 47 929)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	38%	31%	47%	53%	49%	58%	52%	47%	57%
I am good at mathematics.	34%	24%	47%	45%	38%	54%	50%	43%	57%
I understand most of the mathematics I am taught.	49%	45%	54%	71%	69%	73%	71%	67%	74%
The mathematics I learn now is very useful for everyday life.	37%	31%	45%	41%	40%	42%	36%	33%	39%
I need to keep taking mathematics for the kind of job I want after I leave school.	48%	44%	53%	56%	54%	59%	55%	53%	58%
Mathematics is boring.	41%	46%	36%	27%	26%	27%	31%	31%	32%
Mathematics is an easy subject.	11%	8%	14%	24%	20%	30%	27%	22%	32%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	65%	55%	77%	70%	67%	74%	67%	64%	70%
algebra	53%	50%	57%	60%	61%	58%	60%	61%	59%
linear relations	43%	44%	43%	47%	46%	49%	48%	45%	51%
analytic geometry	22%	19%	27%	43%	43%	44%	41%	38%	44%
measurement	77%	75%	80%	75%	74%	76%	75%	73%	77%
geometry	59%	53%	67%	60%	58%	63%	63%	60%	67%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	52%	50%	54%	49%	48%	49%	52%	54%	51%
a scientific calculator	79%	78%	80%	86%	89%	83%	86%	88%	83%
a graphing calculator	7%	6%	8%	15%	16%	14%	9%	8%	9%
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:									
30 minutes or less	38%	36%	41%	31%	25%	38%	38%	32%	44%
more than 30 minutes	60%	62%	58%	66%	73%	58%	58%	65%	51%
mathematics homework not usually assigned	<1%	1%	0%	2%	2%	2%	3%	2%	4%
Percentage of students indicating they complete all of their mathematics homework									
never or seldom.	12%	11%	13%	11%	9%	13%	12%	9%	15%
sometimes, often or always.	86%	87%	85%	88%	90%	85%	87%	90%	84%
Percentage of students indicating they have been absent from their mathematics class this year									
four times or less.	79%	77%	81%	76%	74%	77%	73%	72%	74%
five times or more.	20%	21%	18%	23%	24%	21%	25%	26%	24%
Percentage of students indicating how often they have been late for their mathematics class this year									
four times or less.	81%	84%	77%	85%	86%	83%	84%	86%	83%
five times or more.	18%	15%	22%	14%	12%	15%	14%	13%	15%
Percentage of students indicating that they speak the following language(s) at home:									
only or mostly English	74%	73%	76%	63%	63%	63%	77%	77%	76%
another language (or languages) as often as English	17%	16%	17%	22%	23%	21%	13%	14%	13%
only or mostly another language (or other languages)	8%	9%	6%	13%	13%	14%	9%	8%	10%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	20%	19%	21%	26%	26%	26%	35%	35%	35%

* Includes only students for whom gender data were available.

EXPLANATION OF TERMS

All Students	Results are reported for all students in the program.
Participating Students	Results are reported only for those students who took part in the assessment (excludes the "no data" category).
Provincial Standard	The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard.
Level 4 (80-100%)	The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
Level 3 (70-79%)	The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard.
Level 2 (60-69%)	The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard.
Level 1 (50-59%)	The student has demonstrated a passable level of achievement. Achievement is <i>below</i> the provincial standard.
Below Level 1	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
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.
No Data	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	In 2006–2007, students who were coded "exempt" were placed in the "no data" category.
ESL/ELD	English as a second language (ESL)/English literacy development (ELD) are students identified by the school as ESL/ELD learners.
Students with Special Needs	Students formally identified by an Identification, Placement and Review Committee and/or students who have an Individual Education Plan. Students identified as gifted are not included.
N/R	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore, results are not reported.
N/D	Used in tables and graphs to indicate that there were no students in the grade or program for the years specified.