



# School Report



## Grade 9 Assessment of Mathematics, 2007–2008

**School: St Michael's Choir S (834718)**

**Board: Toronto Catholic District School Board (67059)**

I am pleased to provide you with this report on the Grade 9 Assessment of Mathematics, 2007–2008. Included are student results for the current and previous years. To put these results in context, this report also provides information about the assessed student populations.

Across the province, EQAO data have helped inform teaching practices and continue to serve as a catalyst for improving student achievement. This report is intended to help you foster constructive conversations about improving student achievement and assist you in the planning of educational strategies.

Every student deserves the best outcome from the public education system. That is why, with the guidance of Ontario educators, EQAO continues to design assessments that are directly based on curriculum expectations. These assessments not only ensure that Ontario students' achievement is measured at key stages in their education, they also assure people that all students are assessed against a common benchmark.

Large-scale testing results are just one of the many tools that support student learning. These results are a snapshot of achievement and should be considered alongside school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

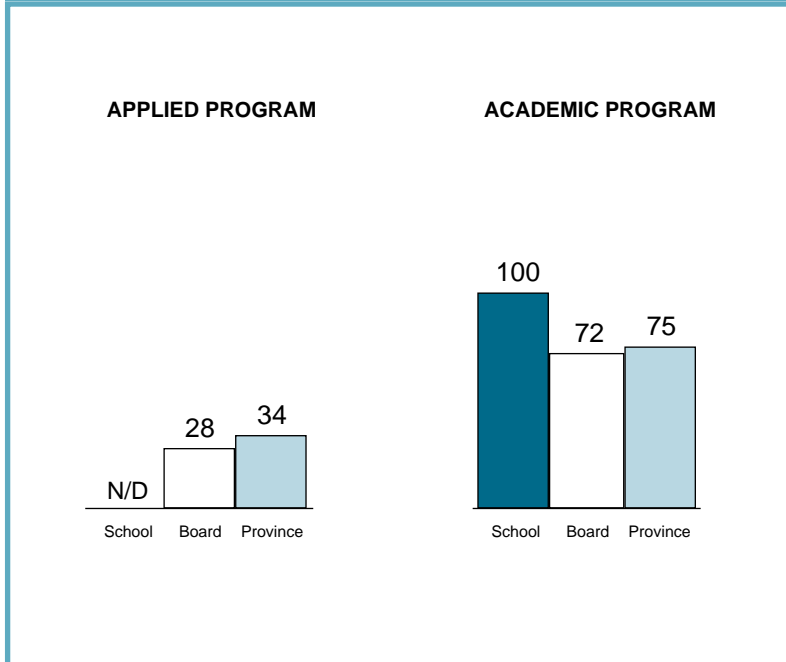
I trust that this report will help parents, educators and all who are committed to a strong public education system work together so that all students continue to achieve to the best of their abilities.

Sincerely,

*Marguerite Jackson*  
 Chief Executive Officer  
 Education Quality and Accountability Office

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### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2007–2008



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

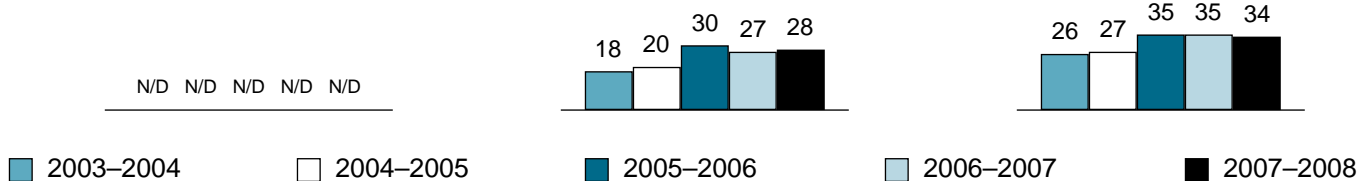
APPLIED MATHEMATICS\*

School

Board

Province

N/D N/D N/D N/D N/D



	Total Number of Students				
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
School	0	0	0	0	0
Board	2 306	2 472	2 214	2 249	2 351
Province	50 430	51 155	50 687	49 056	47 817

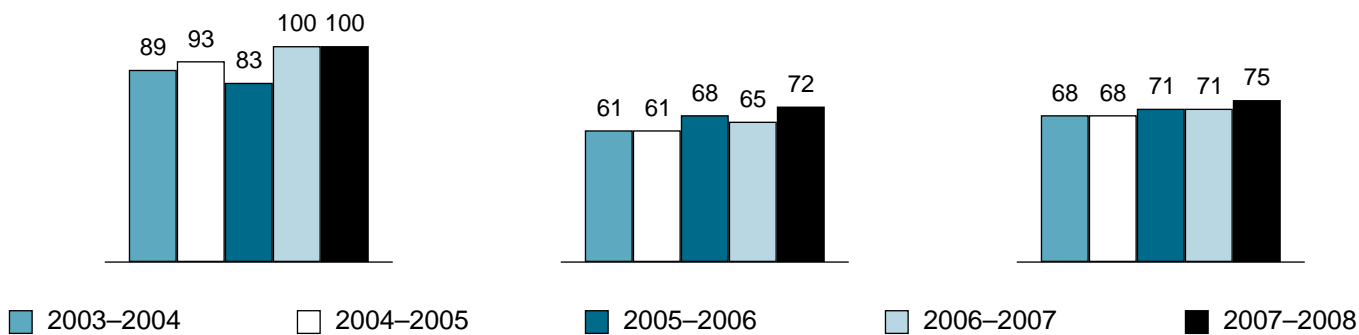
\* Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

ACADEMIC MATHEMATICS

School

Board

Province



	Total Number of Students				
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
School	19	30	24	17	22
Board	4 633	4 692	4 625	4 591	4 633
Province	102 923	104 100	103 412	103 011	100 823

## 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.

## ABOUT THIS SCHOOL OR BOARD 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 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 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).
  - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to the school or board staff 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](http://www.eqao.com).

## Grade 9 Applied Mathematics Program, 2007–2008

## Contextual Information

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

	School	Board	Province
<b>Enrolment</b>			
Number of students in applied mathematics program	0	2 351	47 817
Number of classes with students in applied mathematics program	0	134	2 922
Number of schools with applied mathematics classes	Not applicable	33	709
<b>Number Percent Number Percent Number Percent</b>			
<b>Participation in the Assessment</b>			
Students who participated in the assessment	0 -	2 201 94%	44 585 93%
Participating students who received one or more accommodations	0 -	603 27%	8 284 19%
Participating students who received one or more special provisions	0 -	57 3%	866 2%
Students who did not complete any part of the assessment (no data)*	0 -	150 6%	3 232 7%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>			
Female	0 -	1 126 48%	21 626 45%
Male	0 -	1 223 52%	26 182 55%
Gender not specified	0 -	2 <1%	9 <1%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>			
English language learners*	0 -	211 9%	2 266 5%
Students with special needs (excluding gifted)*	0 -	707 30%	13 531 28%
<b>Semester/Full Year Based on number of students enrolled</b>			
First-semester course	0 -	814 35%	21 221 44%
Second-semester course	0 -	665 28%	21 385 45%
Full-year course	0 -	872 37%	5 211 11%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>			
Number of Respondents:	0	2 064	42 625
Speak only or mostly a language other than English at home	0 -	309 15%	2 750 6%
Speak another language as often as English at home	0 -	501 24%	4 673 11%
Attended three or more elementary schools from kindergarten to Grade 8	0 -	626 30%	17 106 40%

\* See the Explanation of Terms.

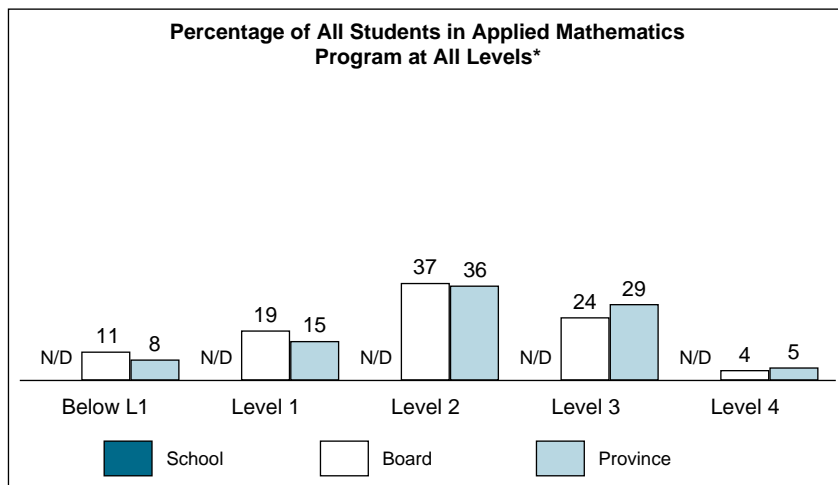
† Demographic information pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

†† 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, 2007–2008

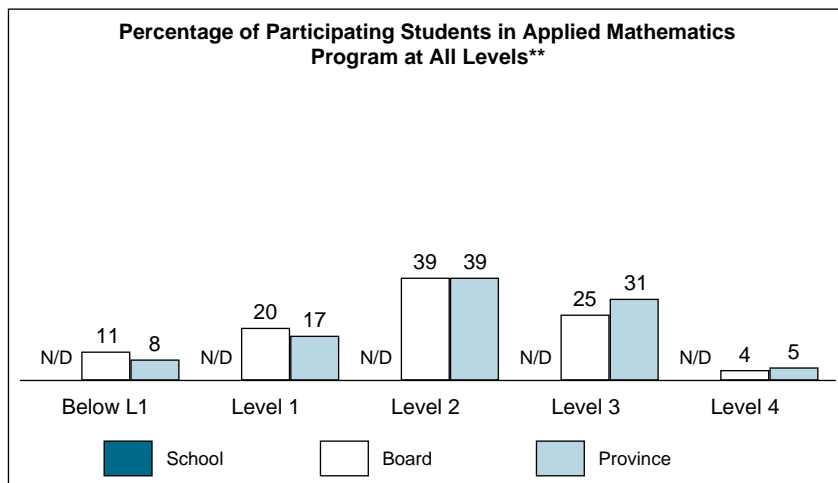
Results for All Students

All Students, 2007–2008*				
Number of Students	School N/D		Board 2 351	Province 47 817
	#	%	%	%
Level 4	N/D	N/D	4%	5%
Level 3	N/D	N/D	24%	29%
Level 2	N/D	N/D	37%	36%
Level 1	N/D	N/D	19%	15%
Below Level 1	N/D	N/D	11%	8%
Participating Students	N/D	N/D	94%	93%
No Data	N/D	N/D	6%	7%
At or Above Provincial Standard (Levels 3 and 4) †	N/D		28%	34%



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

Participating Students, 2007–2008**				
Number of Students	School N/D		Board 2 201	Province 44 585
	#	%	%	%
Level 4	N/D	N/D	4%	5%
Level 3	N/D	N/D	25%	31%
Level 2	N/D	N/D	39%	39%
Level 1	N/D	N/D	20%	17%
Below Level 1	N/D	N/D	11%	8%
At or Above Provincial Standard (Levels 3 and 4) †	N/D		30%	37%



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

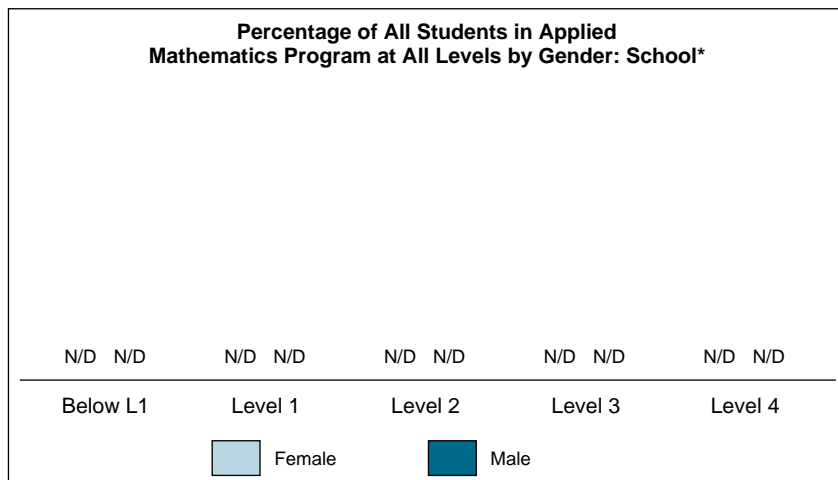
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

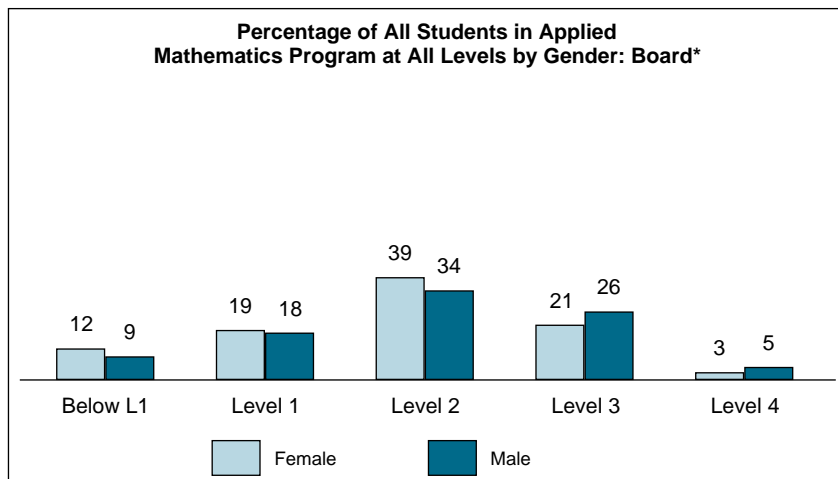
Grade 9 Applied Mathematics Program, 2007–2008

Results by Gender††

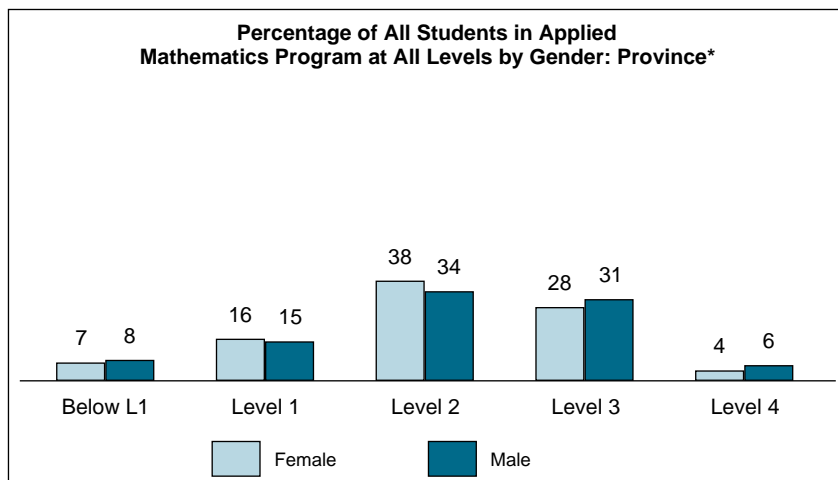
All Students, 2007–2008: School by Gender*				
Number of Students	Female N/D		Male N/D	
	#	%	#	%
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
Below Level 1	N/D	N/D	N/D	N/D
Participating Students	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>N/D</b>		<b>N/D</b>	



All Students, 2007–2008: Board by Gender*				
Number of Students	Female 1 126		Male 1 223	
	#	%	#	%
Level 4	31	3%	62	5%
Level 3	242	21%	318	26%
Level 2	440	39%	421	34%
Level 1	218	19%	218	18%
Below Level 1	135	12%	114	9%
Participating Students	1 066	95%	1 133	93%
No Data	60	5%	90	7%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>24%</b>		<b>31%</b>	



All Students, 2007–2008: Province by Gender*				
Number of Students	Female 21 626		Male 26 182	
	#	%	#	%
Level 4	792	4%	1 500	6%
Level 3	5 981	28%	8 018	31%
Level 2	8 273	38%	9 013	34%
Level 1	3 551	16%	3 810	15%
Below Level 1	1 591	7%	2 047	8%
Participating Students	20 188	93%	24 388	93%
No Data	1 438	7%	1 794	7%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>31%</b>		<b>36%</b>	



\* 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.

## Grade 9 Academic Mathematics Program, 2007–2008

## Contextual Information

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

	School		Board		Province	
<b>Enrolment</b>						
Number of students in academic mathematics program	22		4 633		100 823	
Number of classes with students in academic mathematics program	1		185		4 116	
Number of schools with academic mathematics classes	Not applicable		32		686	
<b>Number Percent Number Percent Number Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	22	100%	4 599	99%	99 791	99%
Participating students who received one or more accommodations	0	0%	148	3%	2 678	3%
Participating students who received one or more special provisions	0	0%	51	1%	1 463	1%
Students who did not complete any part of the assessment (no data)*	0	0%	34	1%	1 032	1%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	0	0%	2 405	52%	51 367	51%
Male	22	100%	2 228	48%	49 452	49%
Gender not specified	0	0%	0	0%	4	<1%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	0	0%	159	3%	3 536	4%
Students with special needs (excluding gifted)*	0	0%	158	3%	4 304	4%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	0	0%	1 409	30%	43 692	43%
Second-semester course	22	100%	1 437	31%	43 076	43%
Full-year course	0	0%	1 787	39%	14 055	14%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
Number of Respondents:		22	4 435		97 060	
Speak only or mostly a language other than English at home	1	5%	617	14%	8 608	9%
Speak another language as often as English at home	1	5%	960	22%	13 524	14%
Attended three or more elementary schools from kindergarten to Grade 8	5	23%	1 199	27%	34 377	35%

\* See the Explanation of Terms.

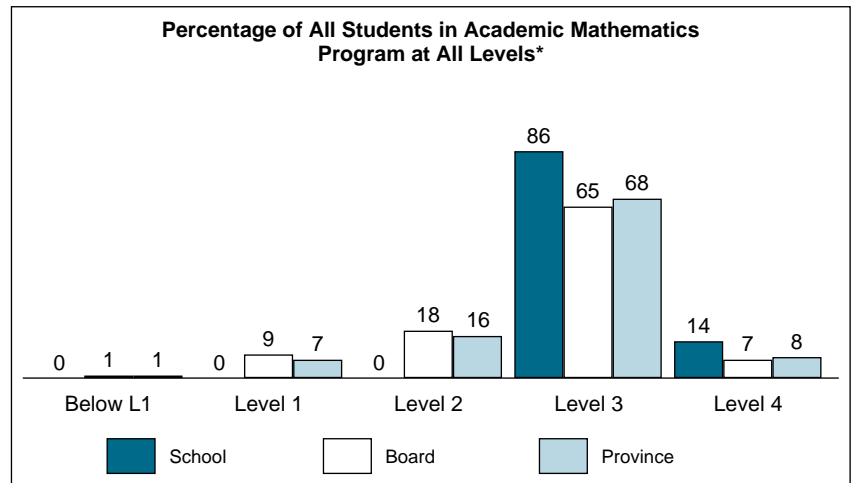
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†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Academic Mathematics Program, 2007–2008

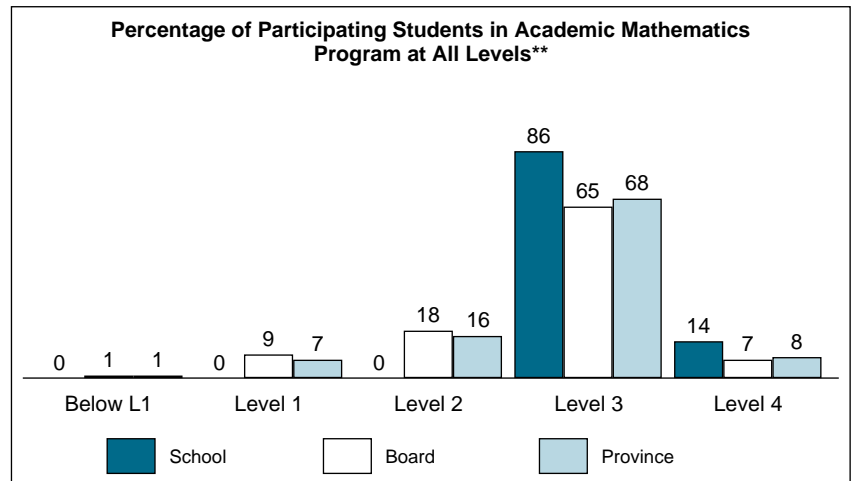
Results for All Students

All Students, 2007–2008*				
Number of Students	School 22		Board 4 633	Province 100 823
	#	%	%	%
Level 4	3	14%	7%	8%
Level 3	19	86%	65%	68%
Level 2	0	0%	18%	16%
Level 1	0	0%	9%	7%
Below Level 1	0	0%	1%	1%
Participating Students	22	100%	99%	99%
No Data	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>100%</b>		<b>72%</b>	<b>75%</b>



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

Participating Students, 2007–2008**				
Number of Students	School 22		Board 4 599	Province 99 791
	#	%	%	%
Level 4	3	14%	7%	8%
Level 3	19	86%	65%	68%
Level 2	0	0%	18%	16%
Level 1	0	0%	9%	7%
Below Level 1	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>100%</b>		<b>72%</b>	<b>76%</b>



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

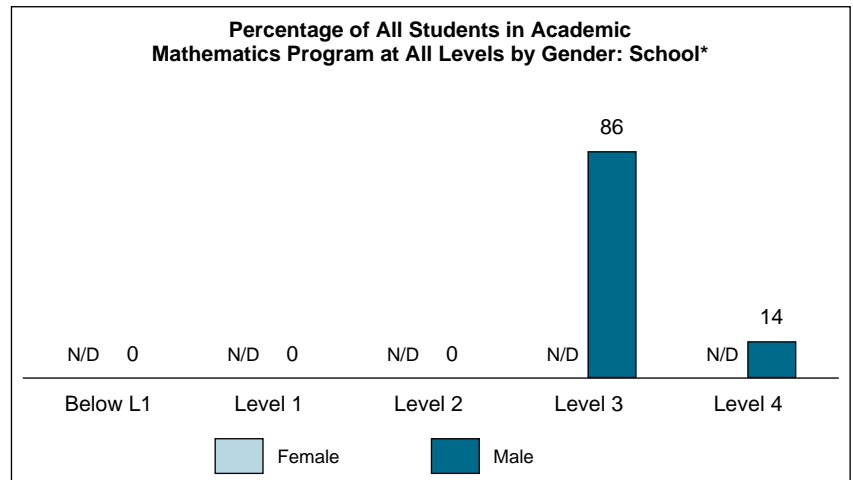
\*\* Because percentages in tables and graphs are rounded, percentages may not add to 100.

† 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.

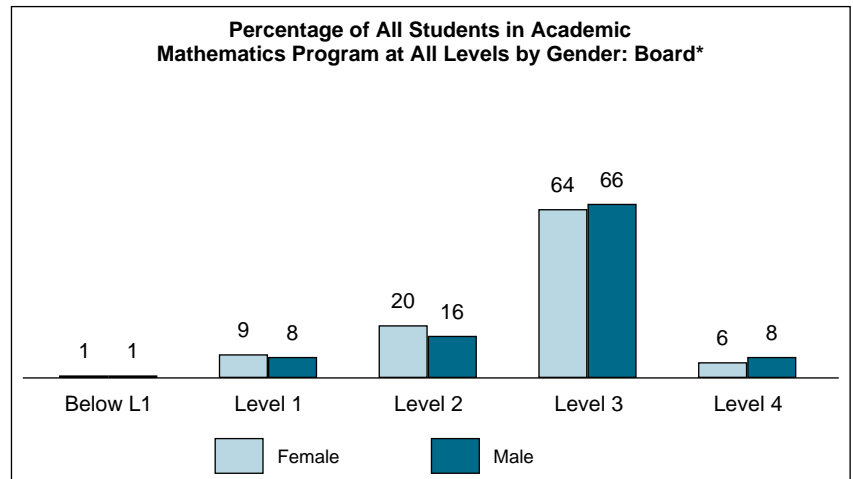
Grade 9 Academic Mathematics Program, 2007–2008

Results by Gender††

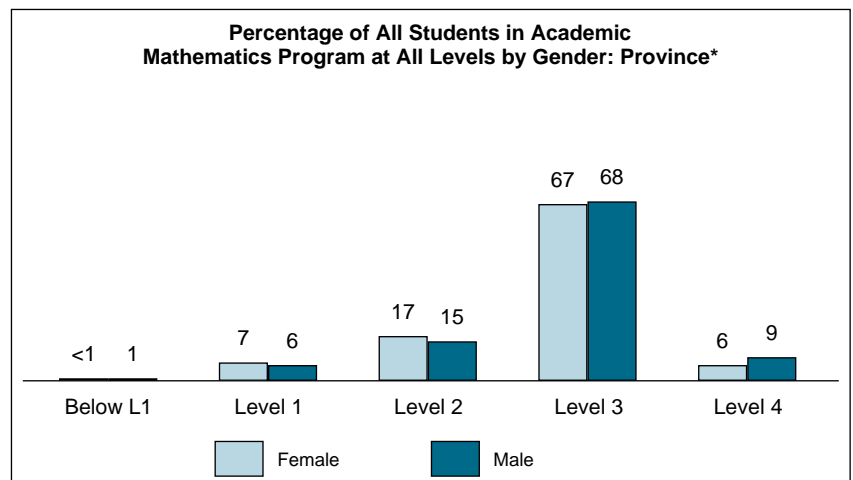
All Students, 2007–2008: School by Gender*				
Number of Students	Female N/D		Male 22	
	#	%	#	%
Level 4	N/D	N/D	3	14%
Level 3	N/D	N/D	19	86%
Level 2	N/D	N/D	0	0%
Level 1	N/D	N/D	0	0%
Below Level 1	N/D	N/D	0	0%
Participating Students	N/D	N/D	22	100%
No Data	N/D	N/D	0	0%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>N/D</b>	<b>100%</b>	



All Students, 2007–2008: Board by Gender*				
Number of Students	Female 2 405		Male 2 228	
	#	%	#	%
Level 4	139	6%	182	8%
Level 3	1 540	64%	1 461	66%
Level 2	478	20%	352	16%
Level 1	217	9%	187	8%
Below Level 1	16	1%	27	1%
Participating Students	2 390	99%	2 209	99%
No Data	15	1%	19	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>70%</b>	<b>74%</b>	



All Students, 2007–2008: Province by Gender*				
Number of Students	Female 51 367		Male 49 452	
	#	%	#	%
Level 4	3 327	6%	4 350	9%
Level 3	34 519	67%	33 758	68%
Level 2	8 969	17%	7 362	15%
Level 1	3 823	7%	3 121	6%
Below Level 1	212	<1%	346	1%
Participating Students	50 850	99%	48 937	99%
No Data	517	1%	515	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>74%</b>	<b>77%</b>	



\* 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.

## Results over Time, 2003–2004 to 2007–2008

### Contextual Information for School: Applied Mathematics Program

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

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
<b>Enrolment</b>					
Number of students in applied mathematics program	0	0	0	0	0
Number of classes with students in applied mathematics program	0	0	0	0	0
<b>Participation in the Assessment</b>					
Students who participated in the assessment	-	-	-	-	-
Participating students who received one or more accommodations	-	-	-	-	-
Participating students who received one or more special provisions	-	-	-	-	-
Students who did not complete any part of the assessment (no data)*	-	-	-	-	-
Students who were exempted*	-	-	-	---**	---
<b>Gender<sup>†</sup> Based on number of students enrolled</b>					
Female	-	-	-	-	-
Male	-	-	-	-	-
Gender not specified	-	-	-	-	-
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>					
English language learners*	-	-	-	-	-
Students with special needs (excluding gifted)*	-	-	-	-	-
<b>Semester/Full Year Based on number of students enrolled</b>					
First-semester course	-	-	-	-	-
Second-semester course	-	-	-	-	-
Full-year course	-	-	-	-	-
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	n/a	n/a	n/a	0	0
Speak only or mostly a language other than English at home	Information not available			-	-
Speak another language as often as English at home				-	-
Attended three or more elementary schools from kindergarten to Grade 8				-	-

\* 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.

\*\* Beginning in 2006–2007, exemptions have not been permitted.

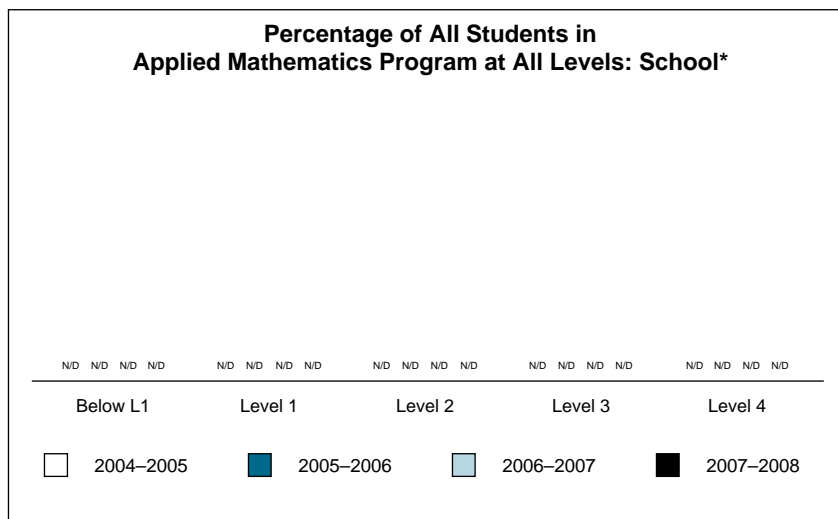
†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

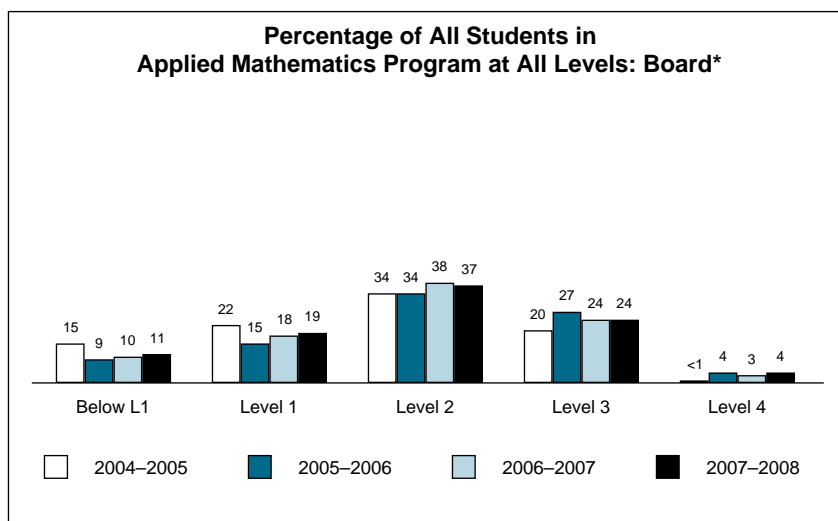
Results over Time, 2004–2005 to 2007–2008

Applied Mathematics Program for All Students\*\*

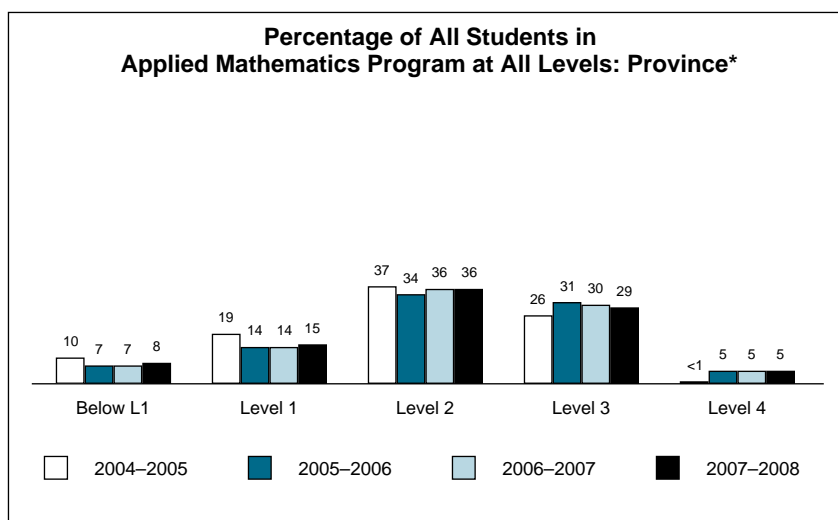
School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	N/D	N/D	N/D	N/D
Level 4	N/D	N/D	N/D	N/D
Level 3	N/D	N/D	N/D	N/D
Level 2	N/D	N/D	N/D	N/D
Level 1	N/D	N/D	N/D	N/D
Below Level 1	N/D	N/D	N/D	N/D
<i>Participating Students</i>	N/D	N/D	N/D	N/D
No Data	N/D	N/D	N/D	N/D
Exempt†	N/D	N/D	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	N/D	N/D	N/D	N/D



Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	2 472	2 214	2 249	2 351
Level 4	<1%	4%	3%	4%
Level 3	20%	27%	24%	24%
Level 2	34%	34%	38%	37%
Level 1	22%	15%	18%	19%
Below Level 1	15%	9%	10%	11%
<i>Participating Students</i>	91%	89%	93%	94%
No Data	6%	8%	7%	6%
Exempt†	3%	4%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	20%	30%	27%	28%



Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	51 155	50 687	49 056	47 817
Level 4	<1%	5%	5%	5%
Level 3	26%	31%	30%	29%
Level 2	37%	34%	36%	36%
Level 1	19%	14%	14%	15%
Below Level 1	10%	7%	7%	8%
<i>Participating Students</i>	93%	90%	91%	93%
No Data	6%	8%	9%	7%
Exempt†	1%	2%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	27%	35%	35%	34%



\* 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 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.  
 ‡ 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, 2003–2004 to 2007–2008

### Contextual Information for School: Academic Mathematics Program

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

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
<b>Enrolment</b>					
Number of students in academic mathematics program	19	30	24	17	22
Number of classes with students in academic mathematics program	1	1	1	1	1
<b>Participation in the Assessment</b>					
Students who participated in the assessment	100%	100%	100%	100%	100%
Participating students who received one or more accommodations	0%	0%	0%	0%	0%
Participating students who received one or more special provisions	5%	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	0%	0%	0%	0%	0%
Students who were exempted*	0%	0%	0%	---++	---
<b>Gender<sup>†</sup> Based on number of students enrolled</b>					
Female	0%	0%	0%	0%	0%
Male	100%	100%	100%	100%	100%
Gender not specified	0%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>					
English language learners*	5%	0%	0%	0%	0%
Students with special needs (excluding gifted)*	0%	0%	4%	0%	0%
<b>Semester/Full Year Based on number of students enrolled</b>					
First-semester course	0%	0%	0%	100%	0%
Second-semester course	0%	0%	100%	0%	100%
Full-year course	100%	100%	0%	0%	0%
<b>Language and School Background<sup>††</sup></b> <i>Based on Student Questionnaire data</i>					
	Number of Respondents: <i>n/a</i> <i>n/a</i> <i>n/a</i> 17        22				
Speak only or mostly a language other than English at home				6%	5%
Speak another language as often as English at home	Information not available			24%	5%
Attended three or more elementary schools from kindergarten to Grade 8				47%	23%

\* 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.

++ Beginning in 2006–2007, exemptions have not been permitted.

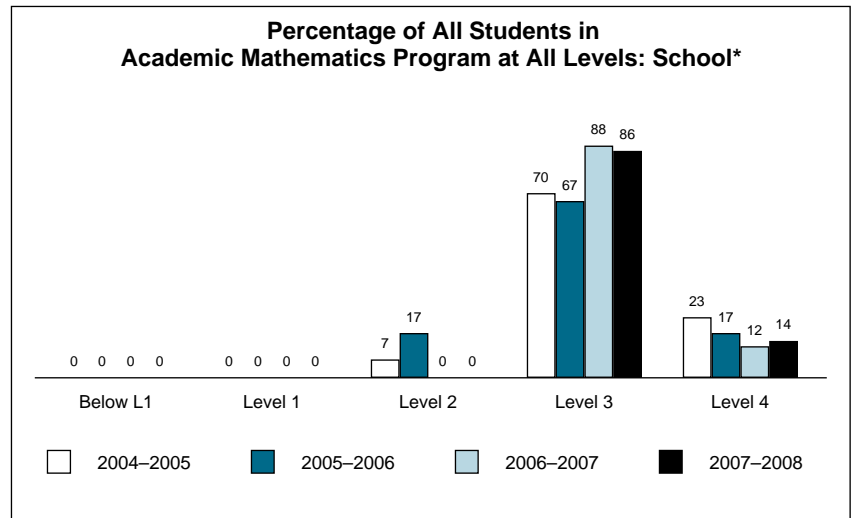
†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

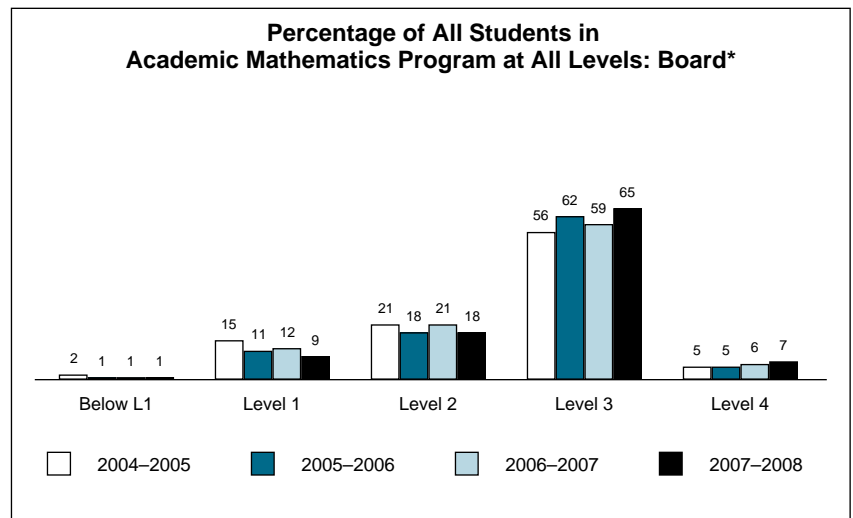
Results over Time, 2004–2005 to 2007–2008

Academic Mathematics Program for All Students

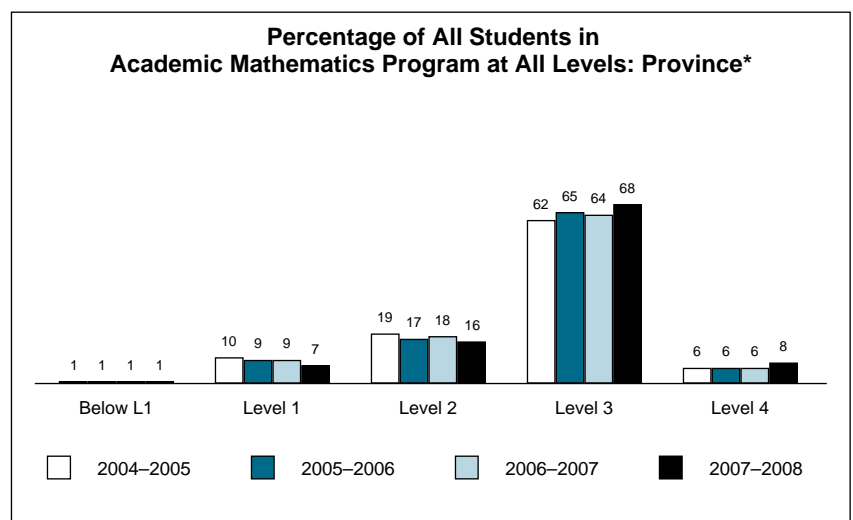
School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	30	24	17	22
Level 4	23%	17%	12%	14%
Level 3	70%	67%	88%	86%
Level 2	7%	17%	0%	0%
Level 1	0%	0%	0%	0%
Below Level 1	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt†	0%	0%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	93%	83%	100%	100%



Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	4 692	4 625	4 591	4 633
Level 4	5%	5%	6%	7%
Level 3	56%	62%	59%	65%
Level 2	21%	18%	21%	18%
Level 1	15%	11%	12%	9%
Below Level 1	2%	1%	1%	1%
<i>Participating Students</i>	99%	98%	99%	99%
No Data	1%	1%	1%	1%
Exempt†	<1%	<1%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	61%	68%	65%	72%



Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	104 100	103 412	103 011	100 823
Level 4	6%	6%	6%	8%
Level 3	62%	65%	64%	68%
Level 2	19%	17%	18%	16%
Level 1	10%	9%	9%	7%
Below Level 1	1%	1%	1%	1%
<i>Participating Students</i>	99%	98%	98%	99%
No Data	1%	1%	2%	1%
Exempt†	<1%	<1%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	68%	71%	71%	75%



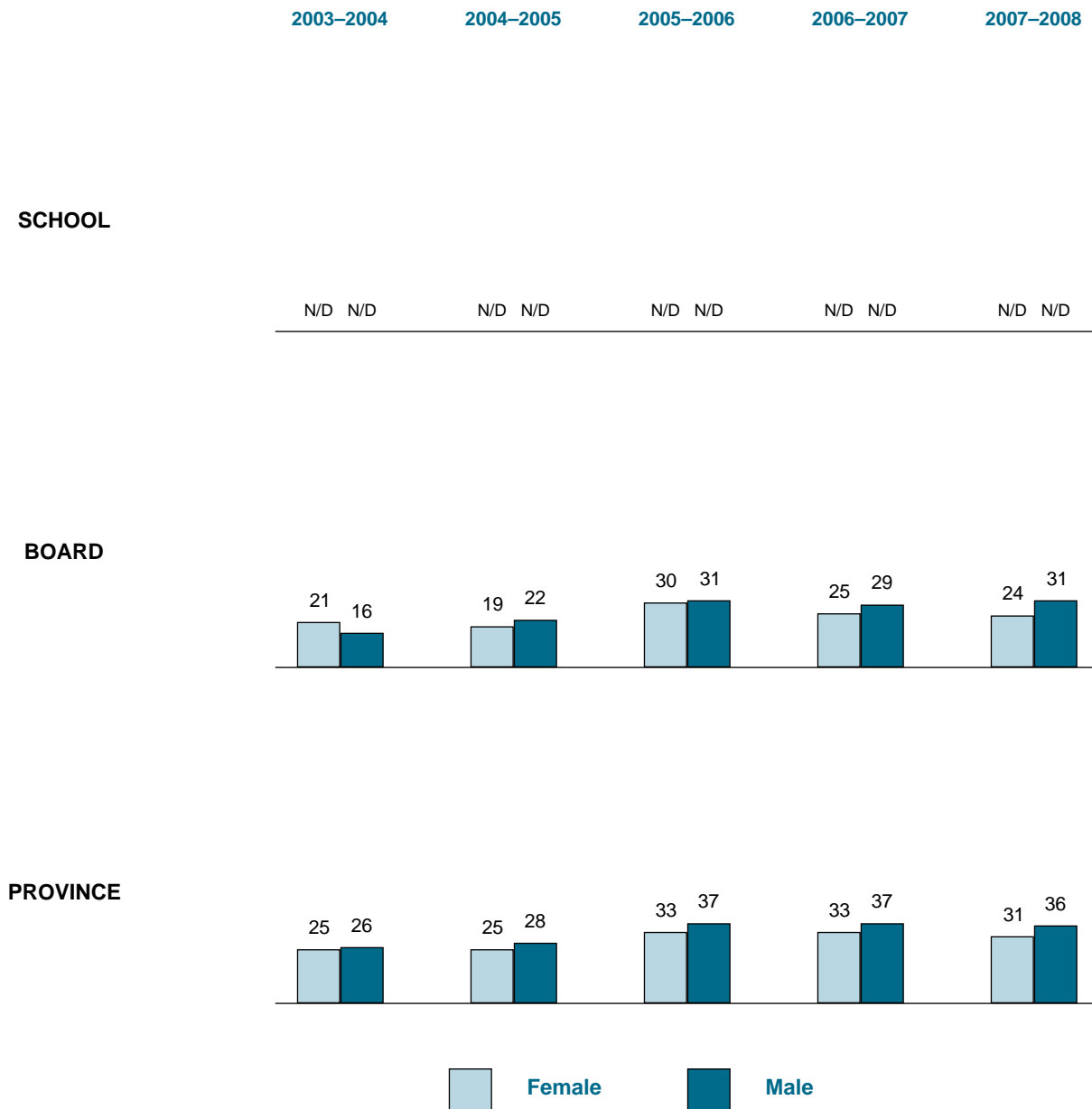
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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.

‡ 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†**

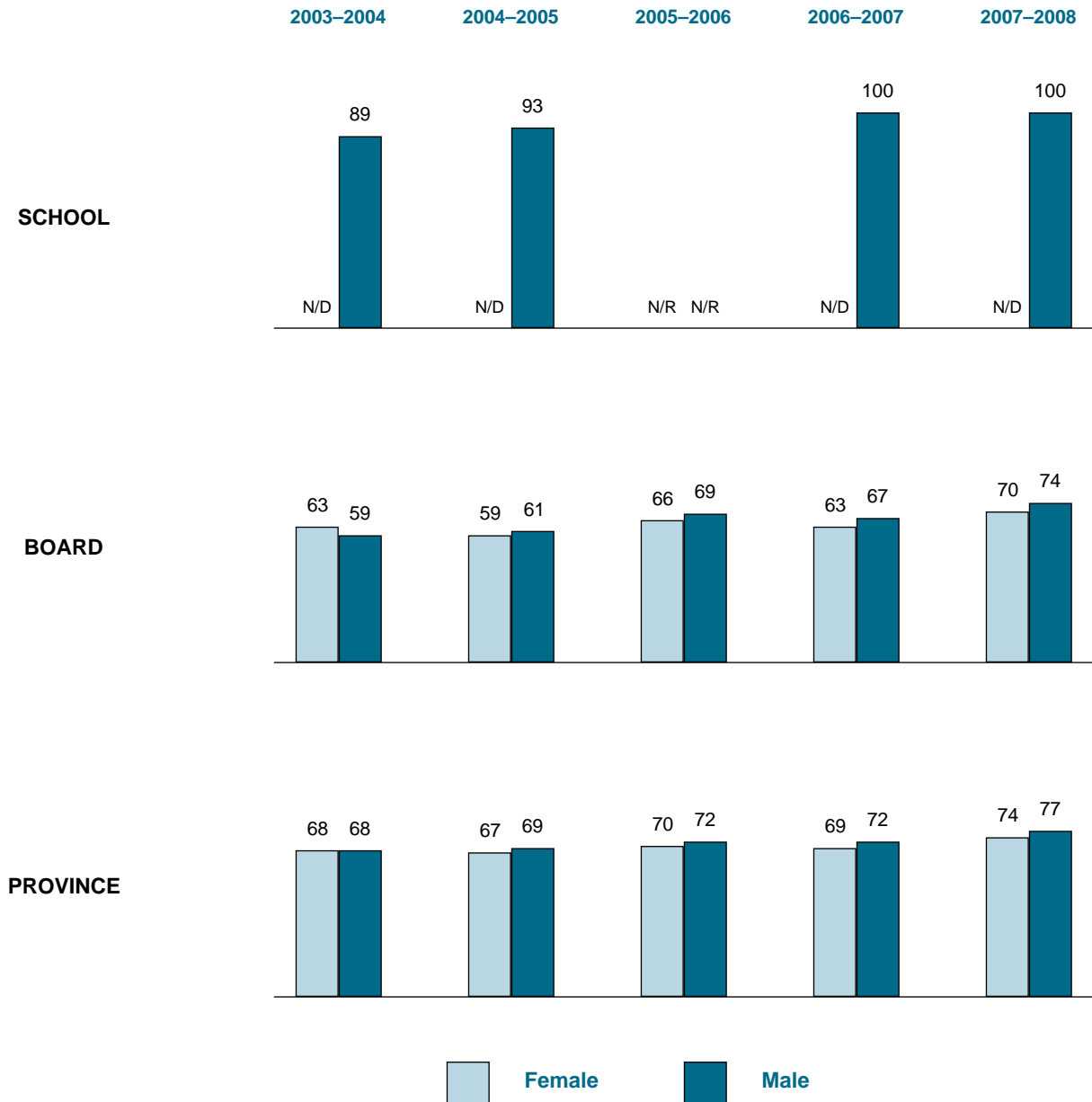
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	0	0	0	0	0	0	0	0	0	0
Board	1 081	1 182	1 126	1 237	989	1 225	1 031	1 218	1 126	1 223
Province	22 292	27 223	22 371	27 413	22 884	27 802	22 126	26 926	21 626	26 182

† Includes only students for whom gender data were available.

\* Note that significant revisions were made to applied program courses in 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†**

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	0	19	0	30	0	24	0	17	0	22
Board	2 462	2 125	2 332	2 026	2 425	2 200	2 485	2 106	2 405	2 228
Province	52 104	49 916	52 030	50 129	53 183	50 228	52 887	50 122	51 367	49 452

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = N/D)		
Questionnaire Item	Percentage of Students*	
<b>1. Degree to which students “agree” or “disagree” with each of the following statements:</b>		<i>Number of Students Who Answered “Strongly Agree or Agree”</i>
I like mathematics.	N/D	N/D
I am good at mathematics.	N/D	N/D
I understand most of the mathematics I am taught.	N/D	N/D
The mathematics I learn now is very useful for everyday life.	N/D	N/D
I need to keep taking mathematics for the kind of job I want after I leave school.	N/D	N/D
Mathematics is boring.	N/D	N/D
Mathematics is an easy subject.	N/D	N/D
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/>  <b>Strongly agree or agree</b> </div> <div style="text-align: center;"> <input type="checkbox"/>  <b>Undecided</b> </div> <div style="text-align: center;"> <input type="checkbox"/>  <b>Disagree or strongly disagree</b> </div> </div>		
<b>2. How “easy” or “hard” students find mathematics questions that deal with the following:</b>		<i>Number of Students Who Answered “Very Easy or Easy”</i>
number sense (e.g., operations with integers, rational numbers, exponents)	N/D	N/D
algebra (e.g., solving equations, simplifying expressions with polynomials)	N/D	N/D
linear relations (e.g., scatter plots, lines of best fit)	N/D	N/D
measurement (e.g., perimeter, area, volume)	N/D	N/D
geometry (e.g., angles, parallel lines, quadrilaterals)	N/D	N/D
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/>  <b>Very easy or easy</b> </div> <div style="text-align: center;"> <input type="checkbox"/>  <b>Undecided</b> </div> <div style="text-align: center;"> <input type="checkbox"/>  <b>Hard or very hard</b> </div> </div>		

\* 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, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = N/D)		
Questionnaire Item	Percentage of Students*	
<b>3. Students have the following <i>at home</i> to use for mathematics school work:</b>		<b>Number of Students Who Answered "Yes"</b>
a computer	N/D	N/D
a scientific calculator	N/D	N/D
a graphing calculator	N/D	N/D
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:</b>		<b>Number of Students</b>
more than 45 minutes	N/D	N/D
between 31 and 45 minutes	N/D	N/D
30 minutes or less	N/D	N/D
mathematics homework not usually assigned	N/D	N/D
<b>5. How often students complete all of their mathematics homework:</b>		<b>Number of Students</b>
never or seldom	N/D	N/D
sometimes	N/D	N/D
often or always	N/D	N/D
<b>6. How often students have been absent from their Grade 9 mathematics class this year:</b>		<b>Number of Students</b>
never	N/D	N/D
one to four times	N/D	N/D
five to nine times	N/D	N/D
10 or more times	N/D	N/D

\* 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, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = N/D)		
Questionnaire Item	Percentage of Students*	
<b>7. How often students have been late for their Grade 9 mathematics class this year:</b>		<b>Number of Students</b>
never	N/D	N/D
one to four times	N/D	N/D
five to nine times	N/D	N/D
10 or more times	N/D	N/D
<b>8. Language(s) students speak at home:</b>		<b>Number of Students</b>
only or mostly English	N/D	N/D
another language (or languages) as often as English	N/D	N/D
only or mostly another language (or other languages)	N/D	N/D
<b>9. Number of elementary schools (kindergarten to Grade 8) attended:</b>		<b>Number of Students</b>
one or two schools	N/D	N/D
three schools	N/D	N/D
four schools	N/D	N/D
five schools or more	N/D	N/D

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

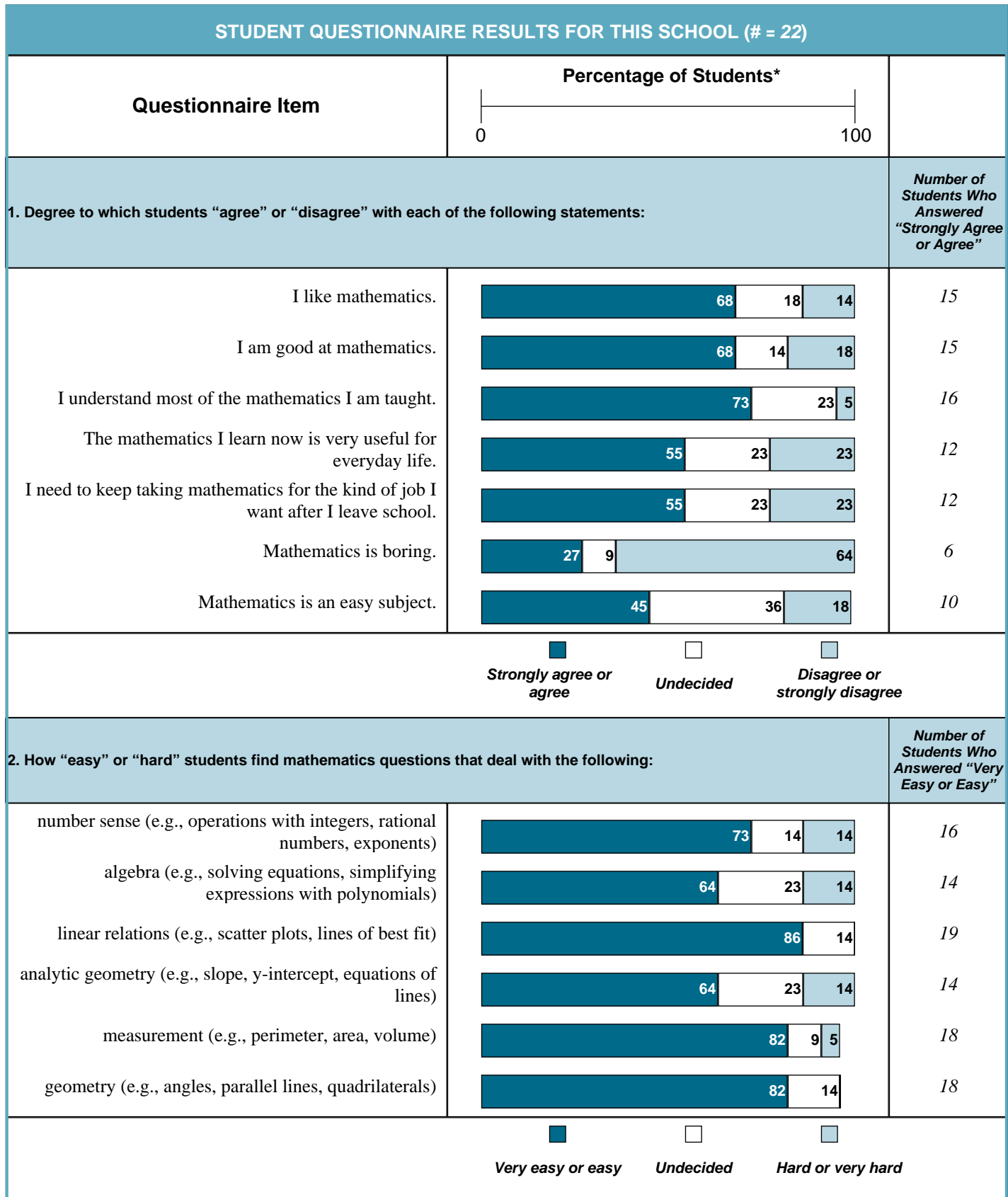
Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = N/D)	Female* (# = N/D)	Male* (# = N/D)	All Students (# = 2 064)	Female* (# = 1 004)	Male* (# = 1 058)	All Students (# = 42 625)	Female* (# = 19 403)	Male* (# = 23 215)
<b>Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:</b>									
I like mathematics.	N/D	N/D	N/D	39%	31%	47%	35%	29%	41%
I am good at mathematics.	N/D	N/D	N/D	33%	26%	40%	35%	27%	43%
I understand most of the mathematics I am taught.	N/D	N/D	N/D	62%	58%	66%	62%	58%	66%
The mathematics I learn now is very useful for everyday life.	N/D	N/D	N/D	50%	46%	53%	40%	37%	43%
I need to keep taking mathematics for the kind of job I want after I leave school.	N/D	N/D	N/D	48%	45%	52%	43%	39%	46%
Mathematics is boring.	N/D	N/D	N/D	33%	35%	32%	43%	43%	42%
Mathematics is an easy subject.	N/D	N/D	N/D	19%	14%	24%	21%	16%	26%
<b>Percentage of students indicating that the following are “very easy” or “easy”:</b>									
number sense	N/D	N/D	N/D	50%	47%	52%	46%	42%	49%
algebra	N/D	N/D	N/D	42%	43%	42%	43%	43%	42%
linear relations	N/D	N/D	N/D	63%	63%	64%	64%	64%	65%
measurement	N/D	N/D	N/D	65%	65%	65%	65%	64%	66%
geometry	N/D	N/D	N/D	36%	33%	39%	42%	36%	46%
<b>Percentage of students indicating they have the following at home to use for mathematics school work:</b>									
a computer	N/D	N/D	N/D	44%	44%	45%	43%	44%	42%
a scientific calculator	N/D	N/D	N/D	81%	83%	78%	74%	77%	71%
a graphing calculator	N/D	N/D	N/D	13%	12%	14%	9%	8%	10%
<b>Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**</b>									
30 minutes or less	N/D	N/D	N/D	42%	39%	44%	46%	45%	47%
more than 30 minutes	N/D	N/D	N/D	51%	53%	48%	35%	39%	32%
mathematics homework not usually assigned	N/D	N/D	N/D	7%	7%	7%	18%	16%	19%
<b>Percentage of students indicating they complete all of their mathematics homework**</b>									
never or seldom.	N/D	N/D	N/D	14%	13%	14%	17%	14%	19%
sometimes, often or always.	N/D	N/D	N/D	85%	86%	85%	82%	85%	80%
<b>Percentage of students indicating they have been absent from their mathematics class this year**</b>									
four times or less.	N/D	N/D	N/D	63%	61%	64%	60%	58%	61%
five times or more.	N/D	N/D	N/D	36%	38%	35%	39%	41%	38%
<b>Percentage of students indicating how often they have been late for their mathematics class this year**</b>									
four times or less.	N/D	N/D	N/D	71%	75%	67%	70%	71%	69%
five times or more.	N/D	N/D	N/D	28%	25%	31%	29%	28%	30%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	N/D	N/D	N/D	60%	58%	61%	82%	81%	82%
another language (or languages) as often as English	N/D	N/D	N/D	24%	24%	24%	11%	12%	10%
only or mostly another language (or other languages)	N/D	N/D	N/D	15%	16%	14%	6%	6%	7%
<b>Percentage of students indicating that from kindergarten to Grade 8 they attended</b>									
three or more elementary schools.	N/D	N/D	N/D	30%	32%	28%	40%	41%	39%

\* Includes only students for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2007–2008, 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, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 22)		
Questionnaire Item	Percentage of Students*	
<b>3. Students have the following <i>at home</i> to use for mathematics school work:</b>		<b>Number of Students Who Answered "Yes"</b>
a computer		10
a scientific calculator		15
a graphing calculator		20
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:</b>		<b>Number of Students</b>
more than 45 minutes		4
between 31 and 45 minutes		5
30 minutes or less		11
mathematics homework not usually assigned		1
<b>5. How often students complete all of their mathematics homework:</b>		<b>Number of Students</b>
never or seldom		3
sometimes		9
often or always		9
<b>6. How often students have been absent from their Grade 9 mathematics class this year:</b>		<b>Number of Students</b>
never		1
one to four times		12
five to nine times		4
10 or more times		4

\* 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, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 22)		
Questionnaire Item	Percentage of Students*	
<b>7. How often students have been late for their Grade 9 mathematics class this year:</b>		<b>Number of Students</b>
never	27	6
one to four times	55	12
five to nine times	5	1
10 or more times	9	2
<b>8. Language(s) students speak at home:</b>		<b>Number of Students</b>
only or mostly English	86	19
another language (or languages) as often as English	5	1
only or mostly another language (or other languages)	5	1
<b>9. Number of elementary schools (kindergarten to Grade 8) attended:</b>		<b>Number of Students</b>
one or two schools	73	16
three schools	14	3
four schools	9	2
five schools or more	0	0

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

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 22)	Female* (# = N/D)	Male* (# = 22)	All Students (# = 4 435)	Female* (# = 2 307)	Male* (# = 2 128)	All Students (# = 97 060)	Female* (# = 49 587)	Male* (# = 47 469)
<b>Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:</b>									
I like mathematics.	68%	N/D	68%	56%	51%	62%	54%	48%	59%
I am good at mathematics.	68%	N/D	68%	50%	41%	59%	52%	45%	59%
I understand most of the mathematics I am taught.	73%	N/D	73%	73%	70%	77%	72%	69%	76%
The mathematics I learn now is very useful for everyday life.	55%	N/D	55%	41%	39%	44%	36%	33%	39%
I need to keep taking mathematics for the kind of job I want after I leave school.	55%	N/D	55%	56%	54%	59%	56%	54%	59%
Mathematics is boring.	27%	N/D	27%	27%	27%	28%	31%	31%	31%
Mathematics is an easy subject.	45%	N/D	45%	26%	20%	32%	27%	22%	32%
<b>Percentage of students indicating that the following are “very easy” or “easy”:</b>									
number sense	73%	N/D	73%	68%	64%	72%	67%	63%	70%
algebra	64%	N/D	64%	63%	63%	63%	61%	62%	60%
linear relations	86%	N/D	86%	56%	53%	59%	55%	52%	58%
analytic geometry	64%	N/D	64%	48%	47%	50%	44%	41%	46%
measurement	82%	N/D	82%	77%	75%	78%	76%	74%	78%
geometry	82%	N/D	82%	57%	54%	61%	62%	58%	65%
<b>Percentage of students indicating they have the following at home to use for mathematics school work:</b>									
a computer	45%	N/D	45%	51%	53%	50%	54%	55%	52%
a scientific calculator	68%	N/D	68%	88%	90%	86%	87%	89%	84%
a graphing calculator	91%	N/D	91%	16%	16%	16%	9%	8%	10%
<b>Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**</b>									
30 minutes or less	50%	N/D	50%	32%	26%	39%	37%	31%	43%
more than 30 minutes	41%	N/D	41%	65%	72%	57%	59%	66%	52%
mathematics homework not usually assigned	5%	N/D	5%	2%	1%	2%	3%	2%	3%
<b>Percentage of students indicating they complete all of their mathematics homework**</b>									
never or seldom.	14%	N/D	14%	11%	9%	13%	12%	9%	15%
sometimes, often or always.	82%	N/D	82%	88%	90%	86%	87%	90%	83%
<b>Percentage of students indicating they have been absent from their mathematics class this year**</b>									
four times or less.	59%	N/D	59%	75%	75%	75%	73%	73%	74%
five times or more.	36%	N/D	36%	23%	23%	23%	25%	26%	24%
<b>Percentage of students indicating how often they have been late for their mathematics class this year**</b>									
four times or less.	82%	N/D	82%	83%	86%	80%	84%	86%	82%
five times or more.	14%	N/D	14%	15%	12%	19%	15%	13%	16%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	86%	N/D	86%	63%	64%	62%	76%	77%	75%
another language (or languages) as often as English	5%	N/D	5%	22%	22%	21%	14%	14%	14%
only or mostly another language (or other languages)	5%	N/D	5%	14%	13%	15%	9%	8%	10%
<b>Percentage of students indicating that from kindergarten to Grade 8 they attended</b>									
three or more elementary schools.	23%	N/D	23%	27%	27%	27%	35%	35%	35%

\* Includes only students for whom gender data were available.

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

## EXPLANATION OF TERMS

<b>All Students</b>	Results are reported for all students in the program.
<b>Participating Students</b>	Results are reported only for those students who took part in the assessment (excludes the "no data" category).
<b>Provincial Standard</b>	The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard.
<b>Level 4 (80–100%)</b>	The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
<b>Level 3 (70–79%)</b>	The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard.
<b>Level 2 (60–69%)</b>	The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard.
<b>Level 1 (50–59%)</b>	The student has demonstrated a passable level of achievement. Achievement is <i>below</i> the provincial standard.
<b>Below Level 1/ Below L1</b>	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
<b>No Data</b>	"No Data" is used when students did not complete any part of the assessment due to absence or for medical or other reasons.
<b>Exempt</b>	Beginning in 2006–2007, exemptions have not been permitted.
<b>English Language Learners</b>	These are students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> . English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.
<b>Students with Special Needs</b>	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.
<b>N/R</b>	"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.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the program for the years specified.
<b>W</b>	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.