



School Report



Grade 9 Assessment of Mathematics, 2008–2009

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 Assessment of Mathematics for 2008–2009. Included are student results for the current year, those from previous years and, to put these results in context, information about the local student populations.

Throughout the province and since the inception of the agency, EQAO results have helped inform professional practice and have served as a catalyst for improving student achievement. This report has been designed to assist you in your conversations about improved student learning.

We believe that every student deserves the best outcome from public education. That’s why, in close collaboration with Ontario educators, EQAO continues to develop assessments that gauge the achievement of all Ontario students against the learning expectations outlined in *The Ontario Curriculum*. These assessments ensure that every student in Ontario’s publicly funded school system is assessed using the same yard stick at key stages in his or her schooling.

However, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. These results should be considered in conjunction with school-based information, such as that from classroom assessments.

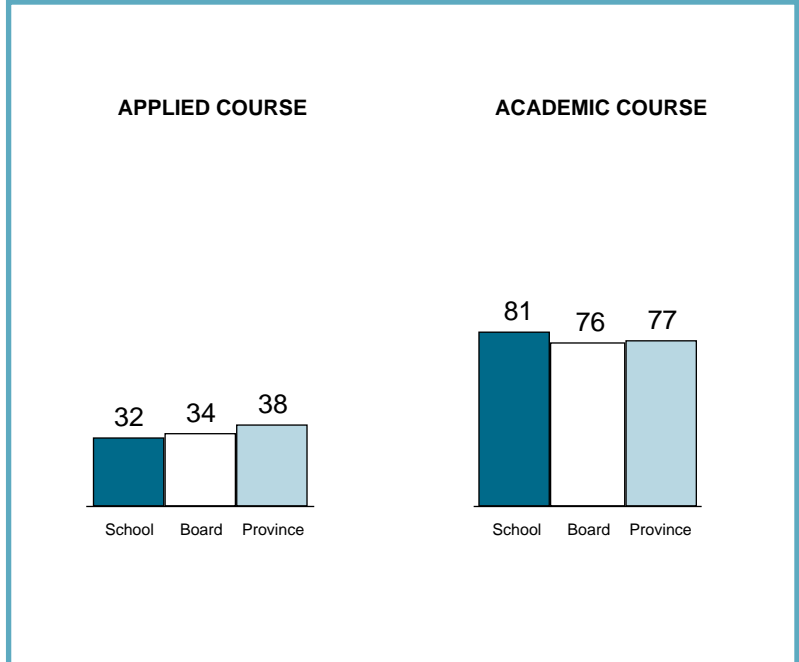
I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE	
	Applied	Academic
Percentages of all students at or above the provincial standard		
• 2008–2009.....	1	1
• Over time.....	2	2
Tips for using this report.....	3	3
Contextual information: 2008–2009.....	4	7
Results for groups of students: 2008–2009		
• All students.....	5	8
• Participating students.....	5	8
• 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), 2008–2009



Grade 9 Assessment of Mathematics, 2008–2009

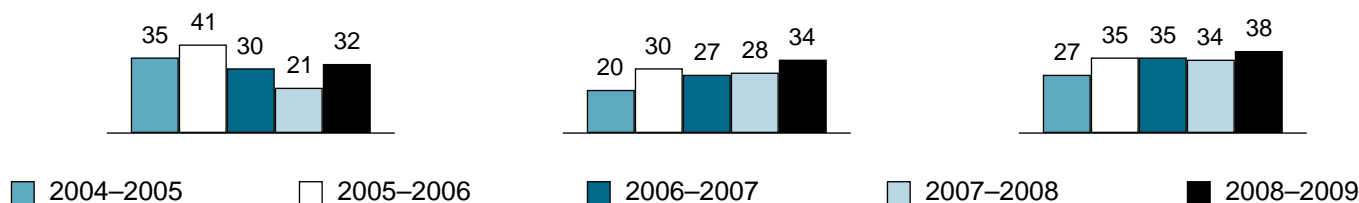
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS*

School

Board

Province



	Total Number of Students				
	<u>2004–2005</u>	<u>2005–2006</u>	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>
School	91	95	94	84	85
Board	2 472	2 214	2 249	2 351	2 533
Province	51 155	50 687	49 056	47 817	48 482

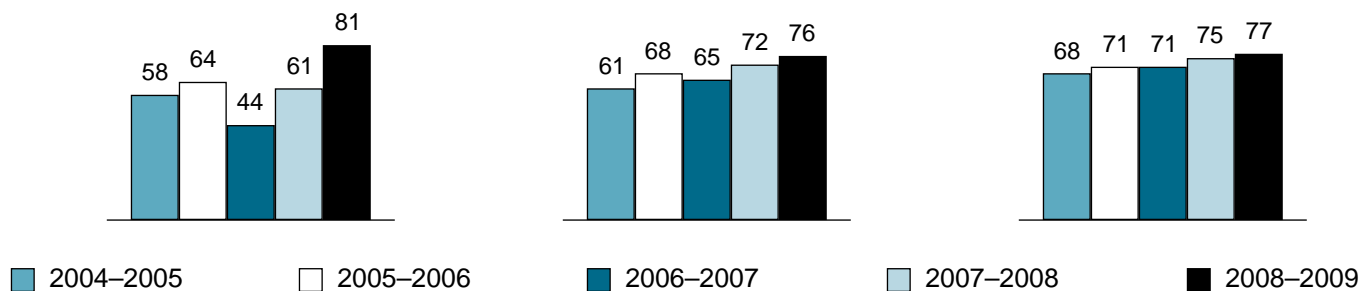
* Note that significant revisions were made to applied courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

ACADEMIC MATHEMATICS

School

Board

Province



	Total Number of Students				
	<u>2004–2005</u>	<u>2005–2006</u>	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>
School	317	257	224	228	206
Board	4 692	4 625	4 591	4 633	4 652
Province	104 100	103 412	103 011	100 823	100 992

TIPS

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

Note: Students in locally developed courses 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 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.

Grade 9 Assessment of Mathematics, 2008–2009, Applied Course

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of students in applied mathematics course	85		2 533		48 482	
Number of classes with students in applied mathematics course	4		147		2 950	
Number of schools with applied mathematics classes	Not applicable		33		715	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	82	96%	2 418	95%	45 616	94%
Participating students who received one or more accommodations*	34	41%	703	29%	9 374	21%
Participating students who received one or more special provisions*	0	0%	184	8%	1 144	3%
Students who did not complete any part of the assessment (no data)*	3	4%	115	5%	2 866	6%
Gender[†] Based on number of students enrolled						
Female	39	46%	1 183	47%	21 752	45%
Male	46	54%	1 350	53%	26 730	55%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	3	4%	386	15%	2 532	5%
Students with special needs (excluding gifted)*	35	41%	800	32%	14 483	30%
Semester/Full Year Based on number of students enrolled						
First-semester course	46	54%	880	35%	21 964	45%
Second-semester course	39	46%	862	34%	21 765	45%
Full-year course	0	0%	791	31%	4 753	10%
Language and School Background^{††}						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:		80	2 292		43 413	
Speak only or mostly a language other than English at home	6	8%	374	16%	2 757	6%
Speak another language as often as English at home	13	16%	575	25%	4 980	11%
Attended three or more elementary schools from kindergarten to Grade 8	27	34%	726	32%	17 179	40%

* See the Explanation of Terms.

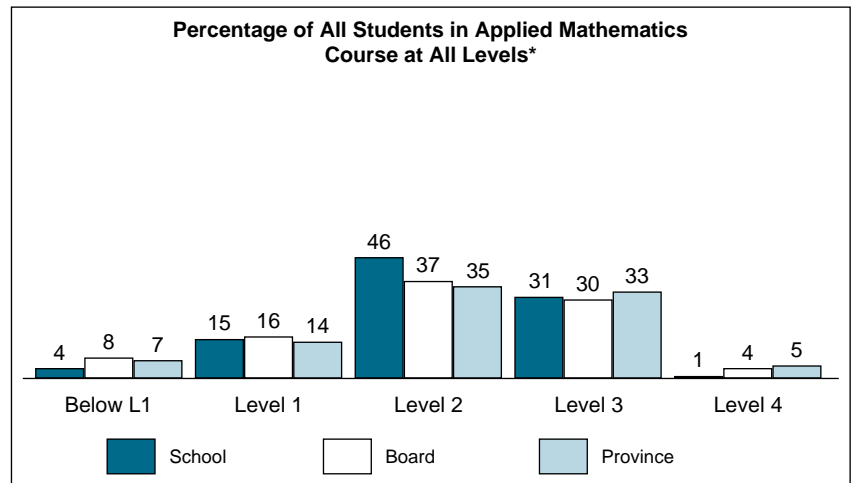
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† Contextual data 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 Assessment of Mathematics, 2008–2009, Applied Course

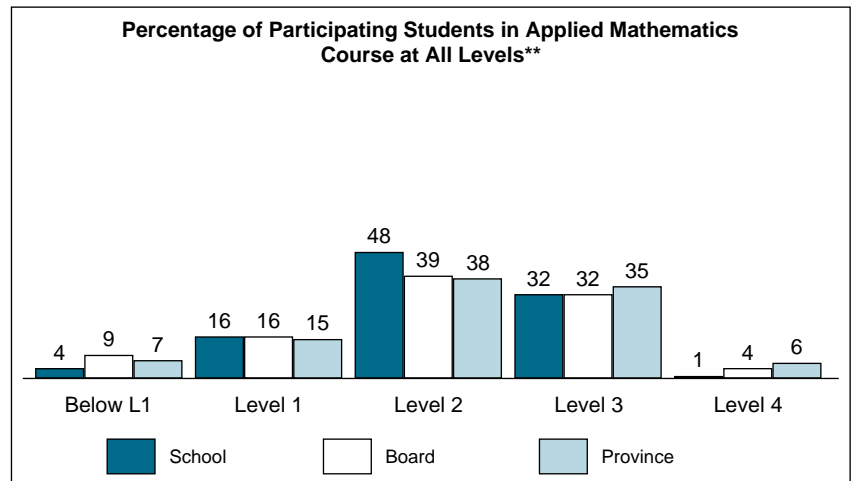
Results for All Students

All Students*				
Number of Students	School 85		Board 2 533	Province 48 482
	#	%	%	%
Level 4	1	1%	4%	5%
Level 3	26	31%	30%	33%
Level 2	39	46%	37%	35%
Level 1	13	15%	16%	14%
Below Level 1	3	4%	8%	7%
Participating Students	82	96%	95%	94%
No Data	3	4%	5%	6%
At or Above Provincial Standard (Levels 3 and 4) †		32%	34%	38%



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

Participating Students**				
Number of Students	School 82		Board 2 418	Province 45 616
	#	%	%	%
Level 4	1	1%	4%	6%
Level 3	26	32%	32%	35%
Level 2	39	48%	39%	38%
Level 1	13	16%	16%	15%
Below Level 1	3	4%	9%	7%
At or Above Provincial Standard (Levels 3 and 4) †		33%	36%	40%



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

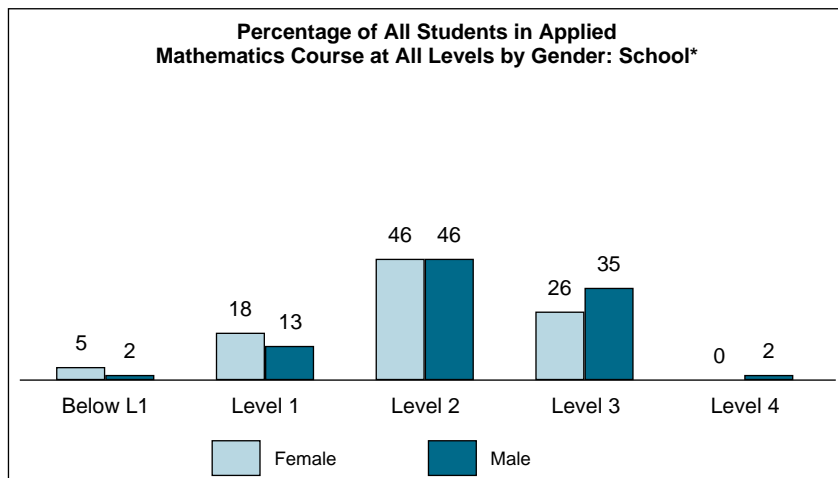
** Because percentages in tables and graphs are rounded, percentages may not add to 100.

† 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.

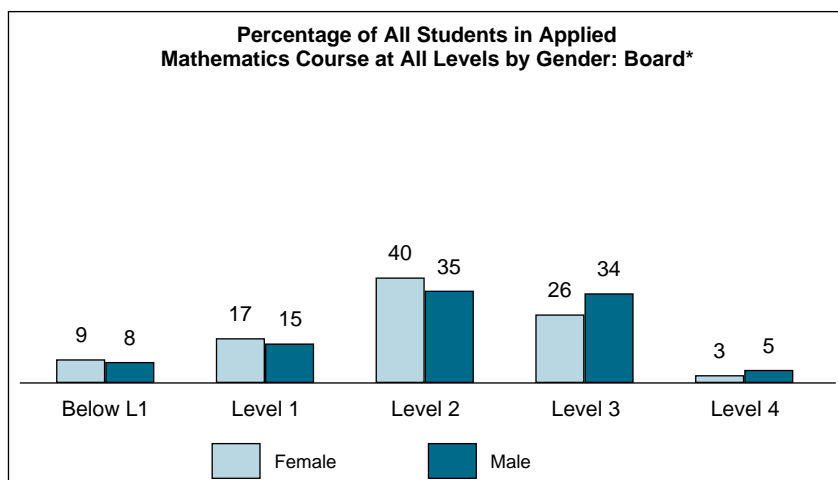
Grade 9 Assessment of Mathematics, 2008–2009, Applied Course

Results by Gender††

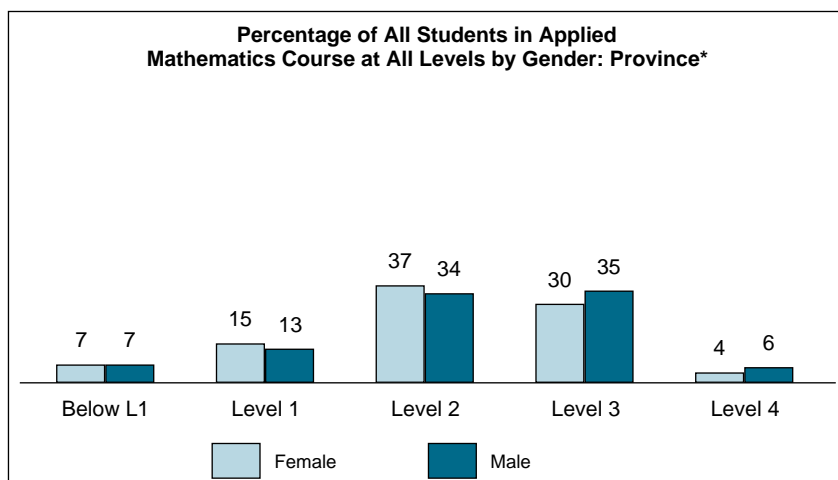
All Students: School by Gender*				
Number of Students	Female 39		Male 46	
	#	%	#	%
Level 4	0	0%	1	2%
Level 3	10	26%	16	35%
Level 2	18	46%	21	46%
Level 1	7	18%	6	13%
Below Level 1	2	5%	1	2%
Participating Students	37	95%	45	98%
No Data	2	5%	1	2%
At or Above Provincial Standard (Levels 3 and 4) †	26%		37%	



All Students: Board by Gender*				
Number of Students	Female 1 183		Male 1 350	
	#	%	#	%
Level 4	41	3%	61	5%
Level 3	303	26%	460	34%
Level 2	470	40%	474	35%
Level 1	202	17%	196	15%
Below Level 1	107	9%	104	8%
Participating Students	1 123	95%	1 295	96%
No Data	60	5%	55	4%
At or Above Provincial Standard (Levels 3 and 4) †	29%		39%	



All Students: Province by Gender*				
Number of Students	Female 21 752		Male 26 730	
	#	%	#	%
Level 4	897	4%	1 618	6%
Level 3	6 581	30%	9 308	35%
Level 2	8 152	37%	8 965	34%
Level 1	3 337	15%	3 543	13%
Below Level 1	1 438	7%	1 777	7%
Participating Students	20 405	94%	25 211	94%
No Data	1 347	6%	1 519	6%
At or Above Provincial Standard (Levels 3 and 4) †	34%		41%	



* 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 Assessment of Mathematics, 2008–2009, Academic Course

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of students in academic mathematics course	206		4 652		100 992	
Number of classes with students in academic mathematics course	7		185		4 156	
Number of schools with academic mathematics classes	Not applicable		32		684	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	205	100%	4 625	99%	100 060	99%
Participating students who received one or more accommodations*	8	4%	175	4%	3 233	3%
Participating students who received one or more special provisions*	0	0%	211	5%	1 709	2%
Students who did not complete any part of the assessment (no data)*	1	<1%	27	1%	932	1%
Gender[†] Based on number of students enrolled						
Female	94	46%	2 530	54%	51 554	51%
Male	112	54%	2 122	46%	49 438	49%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	11	5%	409	9%	3 942	4%
Students with special needs (excluding gifted)*	7	3%	162	3%	4 639	5%
Semester/Full Year Based on number of students enrolled						
First-semester course	118	57%	1 507	32%	44 727	44%
Second-semester course	88	43%	1 434	31%	43 199	43%
Full-year course	0	0%	1 711	37%	13 066	13%
Language and School Background^{††} Based on Student Questionnaire data						
Number of Respondents:		203	4 471		96 485	
Speak only or mostly a language other than English at home	9	4%	569	13%	8 689	9%
Speak another language as often as English at home	40	20%	1 060	24%	14 233	15%
Attended three or more elementary schools from kindergarten to Grade 8	46	23%	1 163	26%	33 813	35%

* See the Explanation of Terms.

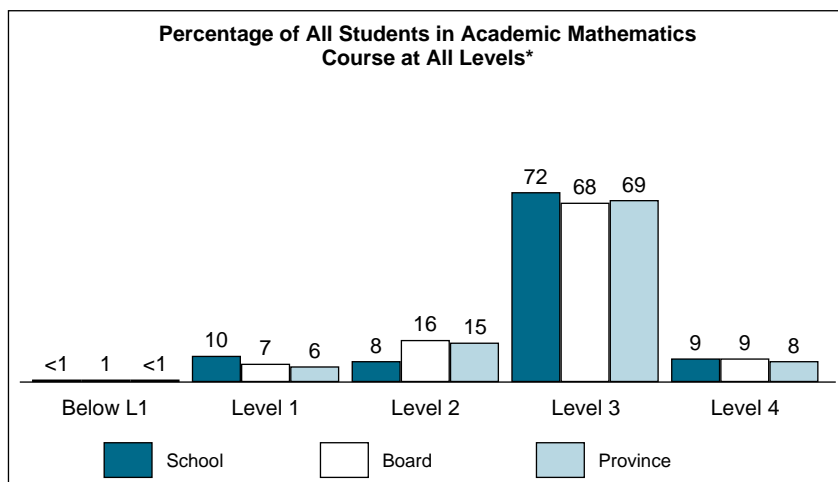
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† Contextual data 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 Assessment of Mathematics, 2008–2009, Academic Course

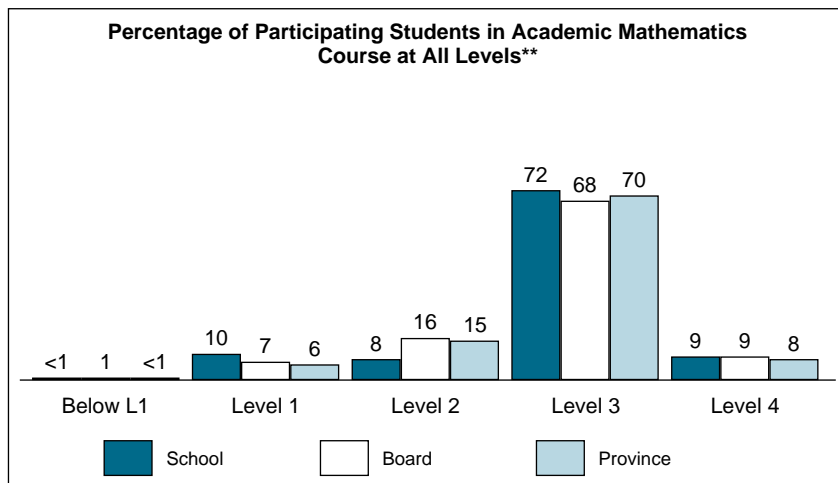
Results for All Students

All Students*				
Number of Students	School 206		Board 4 652	Province 100 992
	#	%	%	%
Level 4	19	9%	9%	8%
Level 3	148	72%	68%	69%
Level 2	17	8%	16%	15%
Level 1	20	10%	7%	6%
Below Level 1	1	<1%	1%	<1%
Participating Students	205	100%	99%	99%
No Data	1	<1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		81%	76%	77%



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

Participating Students**				
Number of Students	School 205		Board 4 625	Province 100 060
	#	%	%	%
Level 4	19	9%	9%	8%
Level 3	148	72%	68%	70%
Level 2	17	8%	16%	15%
Level 1	20	10%	7%	6%
Below Level 1	1	<1%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		81%	77%	78%



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

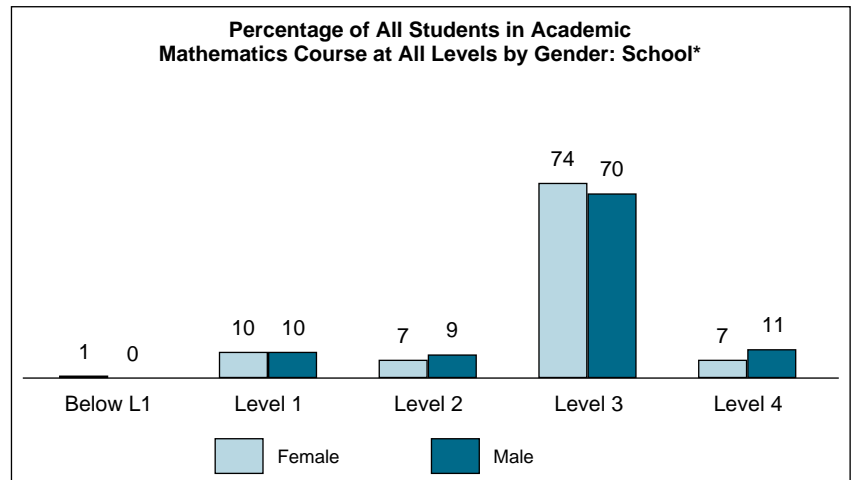
** Because percentages in tables and graphs are rounded, percentages may not add to 100.

† 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.

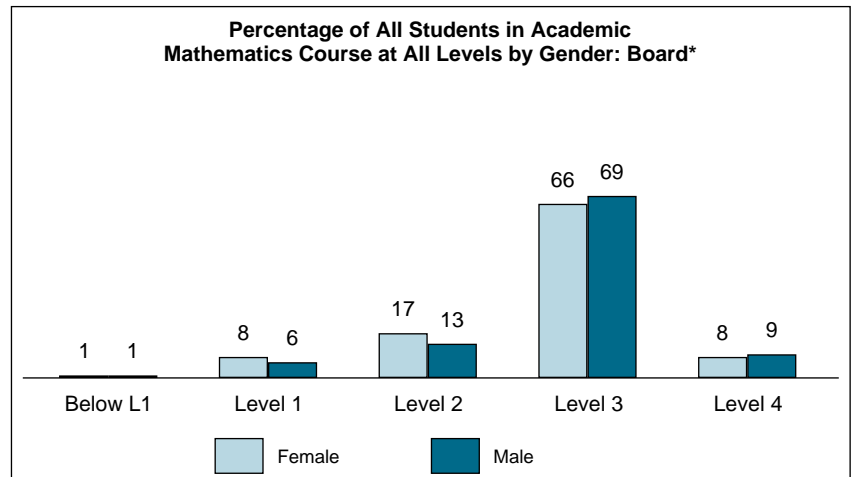
Grade 9 Assessment of Mathematics, 2008–2009, Academic Course

Results by Gender††

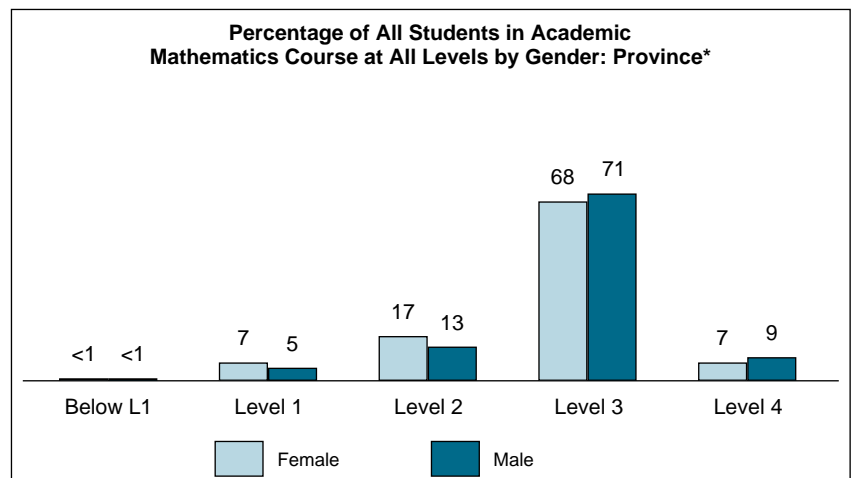
All Students: School by Gender*				
Number of Students	Female 94		Male 112	
	#	%	#	%
Level 4	7	7%	12	11%
Level 3	70	74%	78	70%
Level 2	7	7%	10	9%
Level 1	9	10%	11	10%
Below Level 1	1	1%	0	0%
Participating Students	94	100%	111	99%
No Data	0	0%	1	1%
At or Above Provincial Standard (Levels 3 and 4)†	82%		80%	



All Students: Board by Gender*				
Number of Students	Female 2 530		Male 2 122	
	#	%	#	%
Level 4	199	8%	199	9%
Level 3	1 674	66%	1 473	69%
Level 2	440	17%	285	13%
Level 1	191	8%	130	6%
Below Level 1	14	1%	20	1%
Participating Students	2 518	100%	2 107	99%
No Data	12	<1%	15	1%
At or Above Provincial Standard (Levels 3 and 4)†	74%		79%	



All Students: Province by Gender*				
Number of Students	Female 51 554		Male 49 438	
	#	%	#	%
Level 4	3 530	7%	4 629	9%
Level 3	35 048	68%	35 013	71%
Level 2	8 652	17%	6 476	13%
Level 1	3 715	7%	2 615	5%
Below Level 1	156	<1%	226	<1%
Participating Students	51 101	99%	48 959	99%
No Data	453	1%	479	1%
At or Above Provincial Standard (Levels 3 and 4)†	75%		80%	



* 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 Assessment of Mathematics, 2008–2009

Contextual Information over Time: Applied Mathematics Course

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

	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students in applied mathematics course	91	95	94	84	85
Number of classes with students in applied mathematics course	6	6	6	4	4
Participation in the Assessment					
Students who participated in the assessment	85%	92%	94%	92%	96%
Participating students who received one or more accommodations*	58%	28%	35%	27%	41%
Participating students who received one or more special provisions*	1%	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	15%	8%	6%	8%	4%
Students who were exempted*	0%	0%	---**	---	---
Gender[†] Based on number of students enrolled					
Female	36%	41%	41%	36%	46%
Male	62%	59%	59%	64%	54%
Gender not specified	2%	0%	0%	0%	0%
Student Status[†] Based on number of students enrolled					
English language learners*	2%	5%	0%	0%	4%
Students with special needs (excluding gifted)*	59%	62%	43%	30%	41%
Semester/Full Year Based on number of students enrolled					
First-semester course	51%	47%	51%	51%	54%
Second-semester course	49%	53%	49%	49%	46%
Full-year course	0%	0%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
	Number of Respondents: <i>n/a</i> <i>n/a</i> 84 73 80				
Speak only or mostly a language other than English at home			2%	5%	8%
Speak another language as often as English at home	Information not available		15%	14%	16%
Attended three or more elementary schools from kindergarten to Grade 8			27%	32%	34%

* See the Explanation of Terms.

† Contextual data 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 or the board.

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

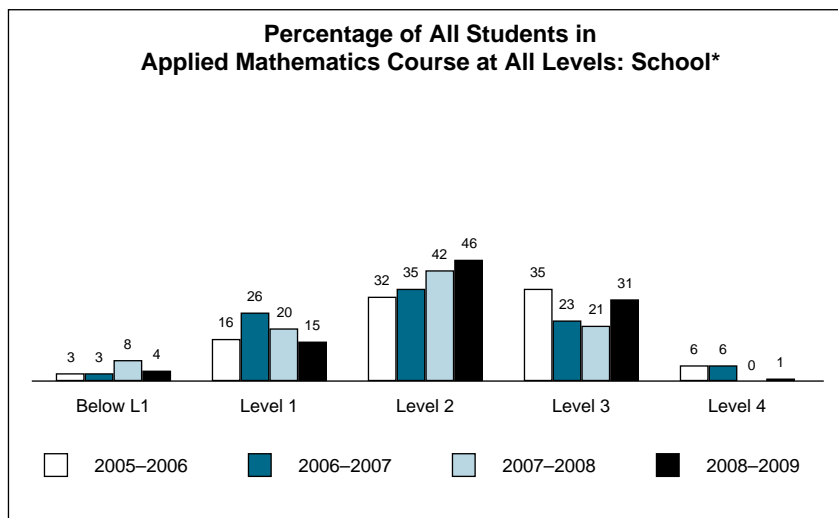
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

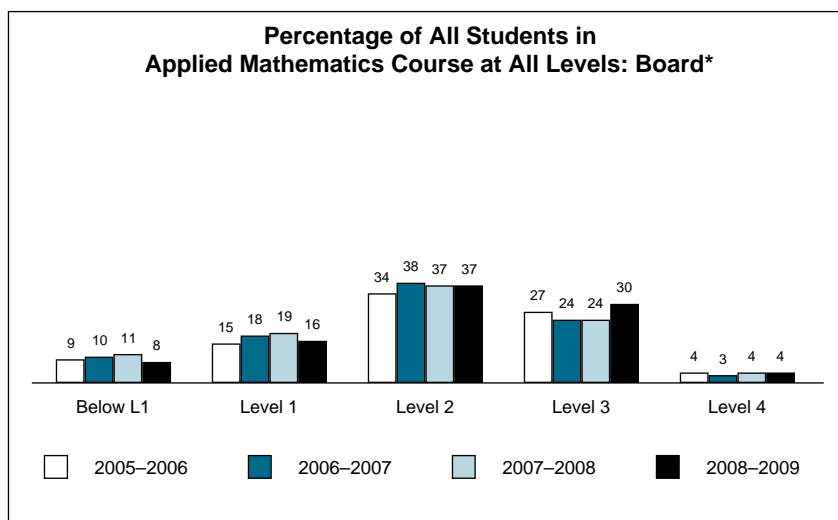
Results over Time, 2005–2006 to 2008–2009

Applied Mathematics Course for All Students**

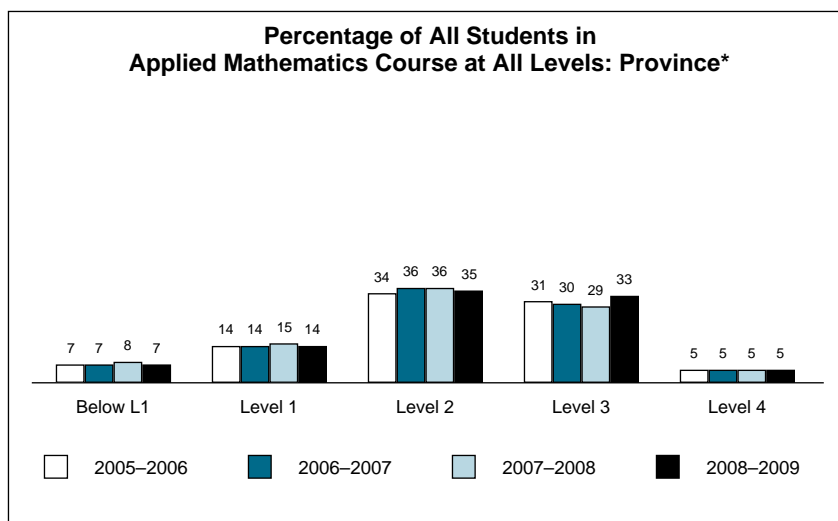
School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	95	94	84	85
Level 4	6%	6%	0%	1%
Level 3	35%	23%	21%	31%
Level 2	32%	35%	42%	46%
Level 1	16%	26%	20%	15%
Below Level 1	3%	3%	8%	4%
<i>Participating Students</i>	92%	94%	92%	96%
No Data	8%	6%	8%	4%
Exempt*	0%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	41%	30%	21%	32%



Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	2 214	2 249	2 351	2 533
Level 4	4%	3%	4%	4%
Level 3	27%	24%	24%	30%
Level 2	34%	38%	37%	37%
Level 1	15%	18%	19%	16%
Below Level 1	9%	10%	11%	8%
<i>Participating Students</i>	89%	93%	94%	95%
No Data	8%	7%	6%	5%
Exempt*	4%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	30%	27%	28%	34%



Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	50 687	49 056	47 817	48 482
Level 4	5%	5%	5%	5%
Level 3	31%	30%	29%	33%
Level 2	34%	36%	36%	35%
Level 1	14%	14%	15%	14%
Below Level 1	7%	7%	8%	7%
<i>Participating Students</i>	90%	91%	93%	94%
No Data	8%	9%	7%	6%
Exempt*	2%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	35%	35%	34%	38%



* 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 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 are available, the results may not be comparable with those of previous years.

Grade 9 Assessment of Mathematics, 2008–2009

Contextual Information over Time: Academic Mathematics Course

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

	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students in academic mathematics course	317	257	224	228	206
Number of classes with students in academic mathematics course	11	10	9	9	7
Participation in the Assessment					
Students who participated in the assessment	99%	99%	100%	99%	100%
Participating students who received one or more accommodations*	4%	3%	2%	5%	4%
Participating students who received one or more special provisions*	0%	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	1%	1%	<1%	1%	<1%
Students who were exempted*	0%	0%	---**	---	---
Gender† Based on number of students enrolled					
Female	51%	49%	56%	47%	46%
Male	48%	51%	44%	53%	54%
Gender not specified	1%	0%	0%	0%	0%
Student Status† Based on number of students enrolled					
English language learners*	0%	<1%	0%	0%	5%
Students with special needs (excluding gifted)*	5%	8%	3%	5%	3%
Semester/Full Year Based on number of students enrolled					
First-semester course	55%	49%	55%	54%	57%
Second-semester course	45%	51%	45%	46%	43%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† Based on Student Questionnaire data					
	Number of Respondents: <i>n/a</i> <i>n/a</i> 221 223 203				
Speak only or mostly a language other than English at home			8%	7%	4%
Speak another language as often as English at home	Information not available		17%	14%	20%
Attended three or more elementary schools from kindergarten to Grade 8			20%	22%	23%

* See the Explanation of Terms.

† Contextual data 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 or the board.

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

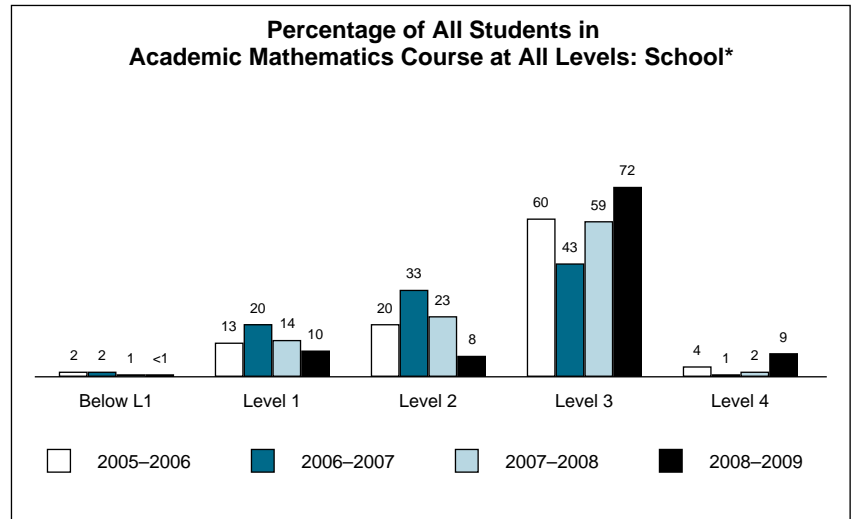
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

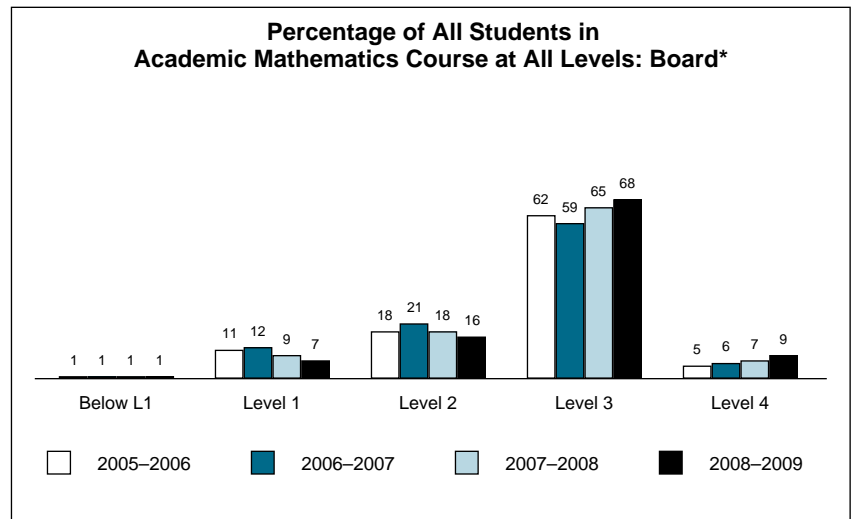
Results over Time, 2005–2006 to 2008–2009

Academic Mathematics Course for All Students

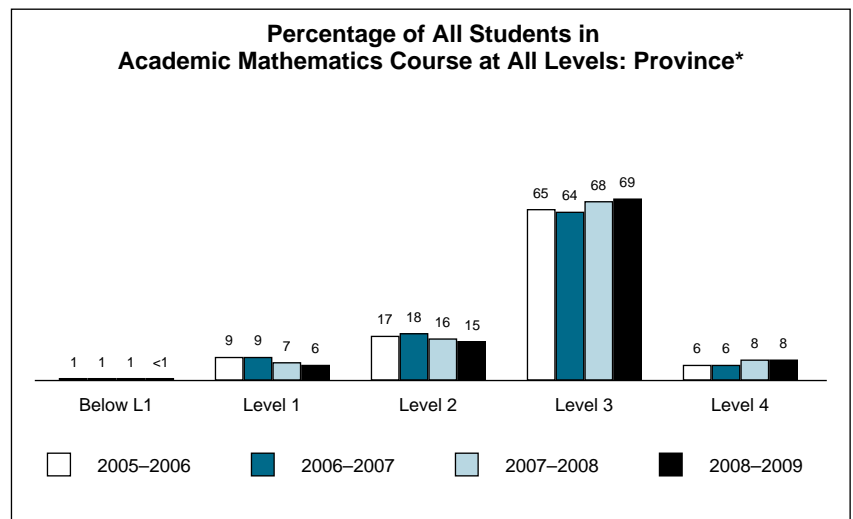
School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	257	224	228	206
Level 4	4%	1%	2%	9%
Level 3	60%	43%	59%	72%
Level 2	20%	33%	23%	8%
Level 1	13%	20%	14%	10%
Below Level 1	2%	2%	1%	<1%
<i>Participating Students</i>	99%	100%	99%	100%
No Data	1%	<1%	1%	<1%
Exempt†	0%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	64%	44%	61%	81%



Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	4 625	4 591	4 633	4 652
Level 4	5%	6%	7%	9%
Level 3	62%	59%	65%	68%
Level 2	18%	21%	18%	16%
Level 1	11%	12%	9%	7%
Below Level 1	1%	1%	1%	1%
<i>Participating Students</i>	98%	99%	99%	99%
No Data	1%	1%	1%	1%
Exempt†	<1%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	68%	65%	72%	76%



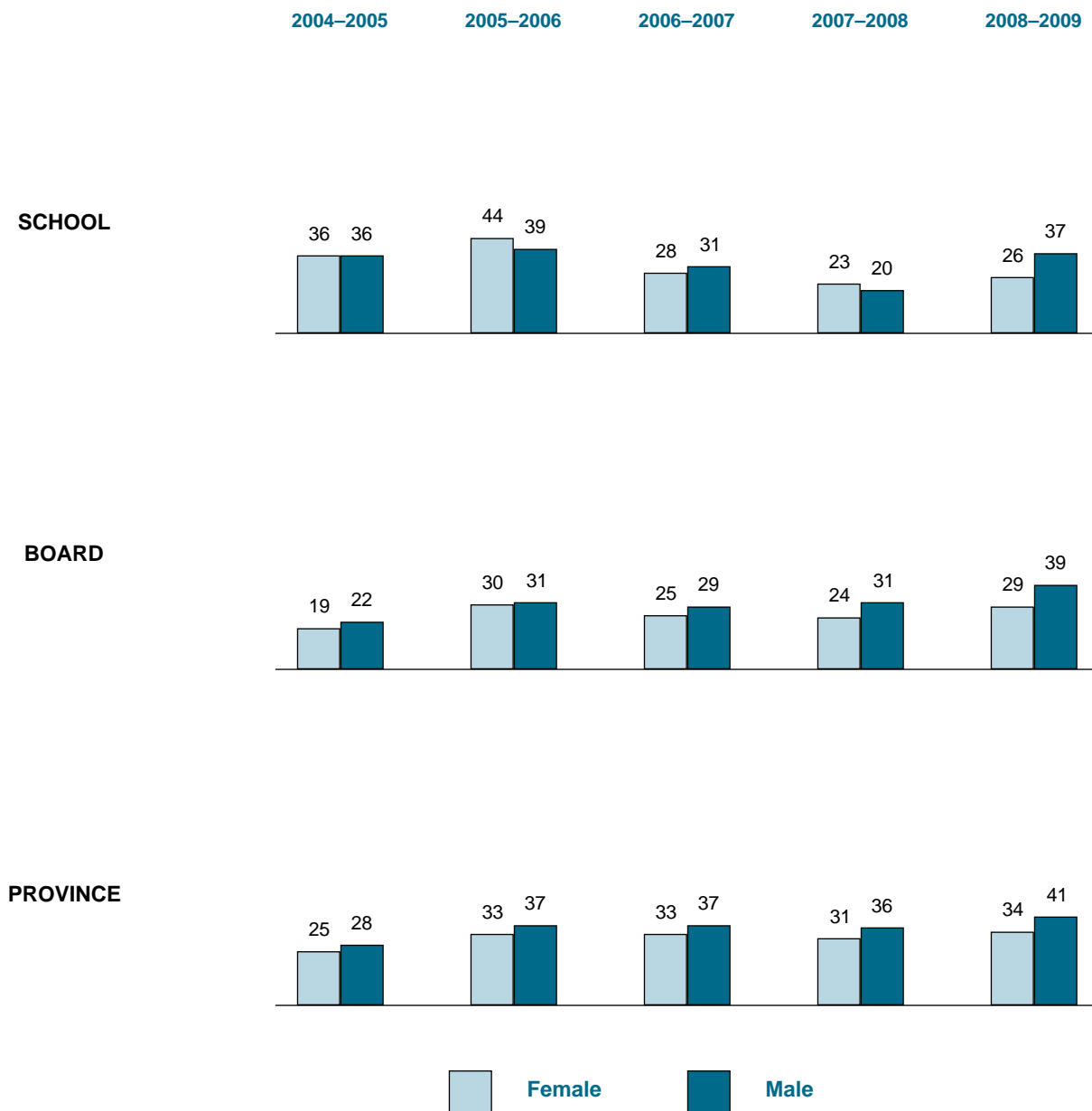
Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	103 412	103 011	100 823	100 992
Level 4	6%	6%	8%	8%
Level 3	65%	64%	68%	69%
Level 2	17%	18%	16%	15%
Level 1	9%	9%	7%	6%
Below Level 1	1%	1%	1%	<1%
<i>Participating Students</i>	98%	98%	99%	99%
No Data	1%	2%	1%	1%
Exempt†	<1%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	71%	71%	75%	77%



* 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 are available, the results may not be comparable with those of previous years.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



Total Number of Students in Applied Mathematics Course†

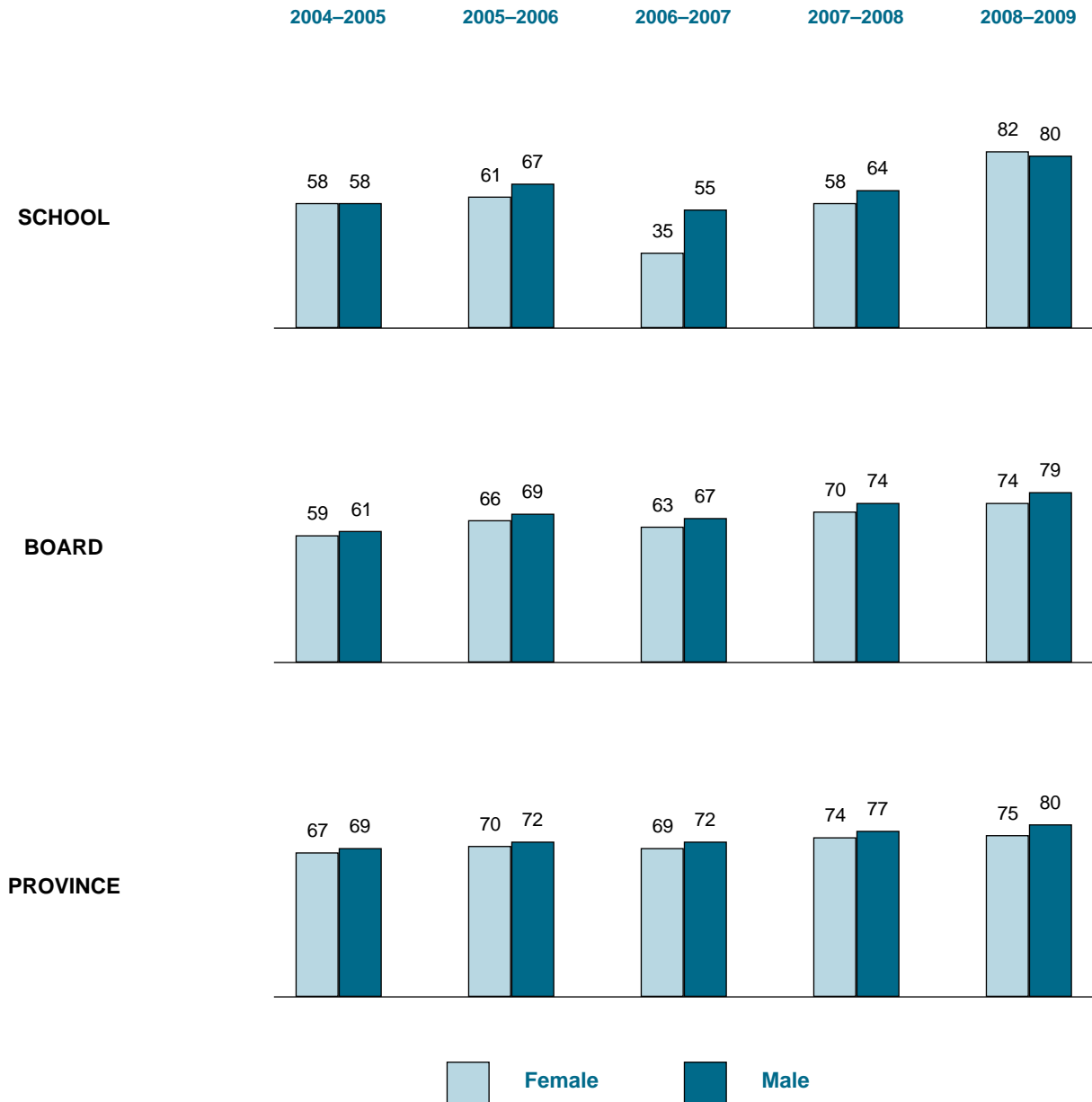
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	33	56	39	56	39	55	30	54	39	46
Board	1 126	1 237	989	1 225	1 031	1 218	1 126	1 223	1 183	1 350
Province	22 371	27 413	22 884	27 802	22 126	26 926	21 626	26 182	21 752	26 730

† Includes only students for whom gender data were available.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



Total Number of Students in Academic Mathematics Course†

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	163	152	126	131	125	99	107	121	94	112
Board	2 332	2 026	2 425	2 200	2 485	2 106	2 405	2 228	2 530	2 122
Province	52 030	50 129	53 183	50 228	52 887	50 122	51 367	49 452	51 554	49 438

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2008–2009, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 80)			
Questionnaire Item	Percentage of Students*		Number of Students Who Answered "Strongly Agree or Agree"
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.			26
I am good at mathematics.			27
I understand most of the mathematics I am taught.			47
The mathematics I learn now is very useful for everyday life.			31
I need to keep taking mathematics for the kind of job I want after I leave school.			30
Mathematics is boring.			37
Mathematics is an easy subject.			9
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)			37
algebra (e.g., solving equations, simplifying expressions with polynomials)			25
linear relations (e.g., scatter plots, lines of best fit)			55
measurement (e.g., perimeter, area, volume)			55
geometry (e.g., angles, parallel lines, quadrilaterals)			22

* 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, 2008–2009, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 80)		
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		39
a scientific calculator		63
a graphing calculator		9
<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		14
between 31 and 45 minutes		23
30 minutes or less		40
mathematics homework not usually assigned		3
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		9
sometimes		38
often or always		33
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		9
one to four times		32
five to nine times		29
10 or more times		10

* 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, 2008–2009, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 80)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never		20
one to four times		31
five to nine times		15
10 or more times		14
8. Language(s) students speak at home:		Number of Students
only or mostly English		61
another language (or other languages) as often as English		13
only or mostly another language (or other languages)		6
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools		53
three schools		15
four schools		5
five schools or more		7

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

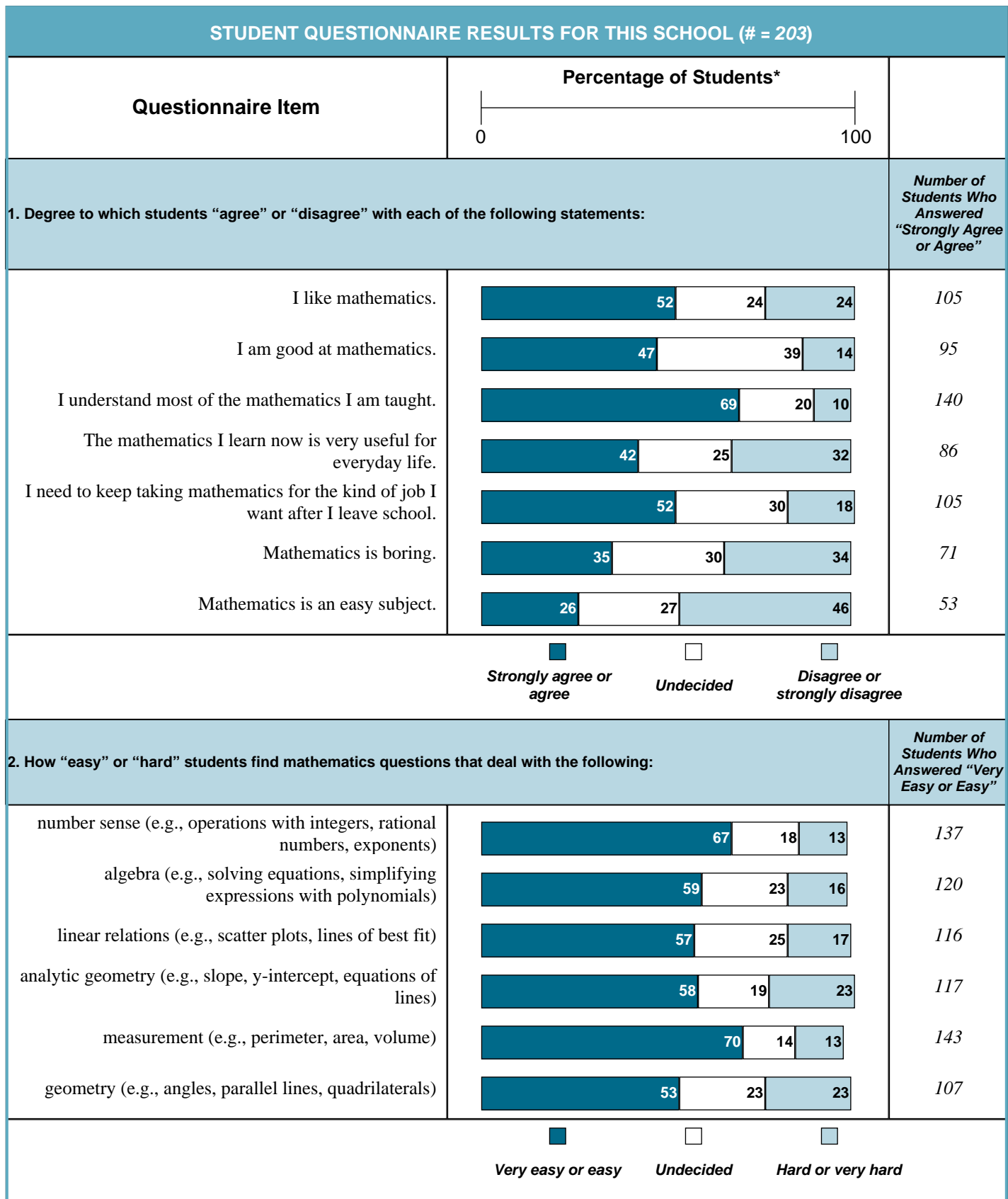
Grade 9 Assessment of Mathematics, 2008–2009, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 80)	Female* (# = 36)	Male* (# = 44)	All Students (# = 2 292)	Female* (# = 1 069)	Male* (# = 1 223)	All Students (# = 43 413)	Female* (# = 19 517)	Male* (# = 23 896)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	32%	28%	36%	41%	36%	46%	36%	30%	42%
I am good at mathematics.	34%	25%	41%	36%	28%	42%	36%	28%	43%
I understand most of the mathematics I am taught.	59%	50%	66%	64%	60%	66%	63%	59%	66%
The mathematics I learn now is very useful for everyday life.	39%	36%	41%	51%	51%	51%	42%	39%	44%
I need to keep taking mathematics for the kind of job I want after I leave school.	38%	33%	41%	47%	47%	48%	43%	39%	46%
Mathematics is boring.	46%	47%	45%	35%	36%	34%	42%	44%	41%
Mathematics is an easy subject.	11%	0%	20%	19%	14%	24%	22%	17%	27%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	46%	33%	57%	49%	47%	50%	47%	43%	50%
algebra	31%	25%	36%	42%	42%	42%	43%	44%	43%
linear relations	69%	67%	70%	63%	65%	62%	64%	63%	64%
measurement	69%	72%	66%	68%	68%	69%	66%	65%	67%
geometry	28%	28%	27%	37%	35%	40%	41%	36%	45%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	49%	61%	39%	45%	46%	44%	45%	46%	44%
a scientific calculator	79%	75%	82%	80%	82%	79%	75%	79%	73%
a graphing calculator	11%	8%	14%	14%	10%	17%	10%	8%	11%
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	50%	44%	55%	45%	41%	48%	46%	44%	47%
more than 30 minutes	46%	50%	43%	46%	50%	42%	34%	38%	31%
mathematics homework not usually assigned	4%	6%	2%	9%	8%	9%	19%	17%	21%
Percentage of students indicating they complete all of their mathematics homework**									
never or seldom.	11%	8%	14%	13%	11%	15%	16%	13%	19%
sometimes.	48%	56%	41%	37%	38%	36%	31%	31%	31%
often or always.	41%	36%	45%	49%	50%	48%	51%	55%	48%
Percentage of students indicating they have been absent from their mathematics class this year**									
four times or less.	51%	42%	59%	61%	61%	62%	60%	58%	61%
five times or more.	49%	58%	41%	38%	38%	37%	39%	41%	38%
Percentage of students indicating how often they have been late for their mathematics class this year**									
four times or less.	64%	72%	57%	70%	71%	70%	69%	69%	68%
five times or more.	36%	28%	43%	29%	28%	29%	30%	29%	30%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	76%	83%	70%	57%	57%	57%	81%	81%	81%
another language (or other languages) as often as English	16%	14%	18%	25%	26%	24%	11%	12%	11%
only or mostly another language (or other languages)	8%	3%	11%	16%	15%	17%	6%	6%	7%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	34%	36%	32%	32%	33%	31%	40%	40%	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, 2008–2009, Academic Course



* 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, 2008–2009, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 203)		
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		114
a scientific calculator		176
a graphing calculator		22
<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		57
between 31 and 45 minutes		77
30 minutes or less		65
mathematics homework not usually assigned		2
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		27
sometimes		59
often or always		115
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		36
one to four times		120
five to nine times		35
10 or more times		7

* 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, 2008–2009, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 203)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never	53	108
one to four times	36	74
five to nine times	5	11
10 or more times	3	6
8. Language(s) students speak at home:		Number of Students
only or mostly English	74	150
another language (or other languages) as often as English	20	40
only or mostly another language (or other languages)	4	9
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools	76	154
three schools	10	20
four schools	8	16
five schools or more	5	10

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

Grade 9 Assessment of Mathematics, 2008–2009, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 203)	Female* (# = 94)	Male* (# = 109)	All Students (# = 4 471)	Female* (# = 2 437)	Male* (# = 2 034)	All Students (# = 96 485)	Female* (# = 49 343)	Male* (# = 47 142)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	52%	41%	61%	57%	51%	65%	55%	49%	61%
I am good at mathematics.	47%	41%	51%	51%	44%	60%	53%	45%	61%
I understand most of the mathematics I am taught.	69%	68%	70%	74%	71%	78%	73%	69%	77%
The mathematics I learn now is very useful for everyday life.	42%	34%	50%	44%	41%	47%	38%	34%	42%
I need to keep taking mathematics for the kind of job I want after I leave school.	52%	46%	57%	57%	55%	59%	56%	54%	59%
Mathematics is boring.	35%	33%	37%	25%	24%	27%	30%	30%	30%
Mathematics is an easy subject.	26%	17%	34%	27%	22%	33%	28%	23%	34%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	67%	61%	73%	70%	68%	74%	68%	65%	72%
algebra	59%	56%	61%	65%	65%	64%	63%	63%	63%
linear relations	57%	52%	61%	54%	52%	56%	52%	49%	56%
analytic geometry	58%	53%	61%	52%	51%	53%	48%	46%	50%
measurement	70%	66%	74%	76%	74%	78%	76%	74%	78%
geometry	53%	51%	54%	57%	53%	61%	61%	57%	65%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	56%	56%	56%	54%	55%	53%	56%	57%	54%
a scientific calculator	87%	89%	84%	90%	92%	88%	87%	89%	86%
a graphing calculator	11%	9%	13%	14%	15%	14%	9%	8%	10%
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	32%	27%	37%	31%	24%	38%	37%	32%	43%
more than 30 minutes	66%	72%	61%	67%	73%	59%	59%	65%	52%
mathematics homework not usually assigned	1%	0%	2%	2%	1%	2%	3%	2%	3%
Percentage of students indicating they complete all of their mathematics homework**									
never or seldom.	13%	12%	15%	11%	8%	15%	12%	9%	15%
sometimes.	29%	29%	29%	25%	23%	28%	24%	22%	26%
often or always.	57%	59%	55%	62%	67%	57%	63%	68%	57%
Percentage of students indicating they have been absent from their mathematics class this year**									
four times or less.	77%	72%	81%	76%	76%	76%	73%	72%	74%
five times or more.	21%	26%	17%	23%	23%	23%	25%	26%	24%
Percentage of students indicating how often they have been late for their mathematics class this year**									
four times or less.	90%	91%	88%	85%	87%	82%	84%	85%	82%
five times or more.	8%	7%	9%	14%	12%	17%	15%	13%	16%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	74%	74%	73%	62%	61%	64%	75%	76%	74%
another language (or other languages) as often as English	20%	22%	17%	24%	25%	22%	15%	15%	15%
only or mostly another language (or other languages)	4%	2%	6%	13%	12%	14%	9%	8%	10%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	23%	26%	20%	26%	27%	25%	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.

Grade 9 Assessment of Mathematics, 2008–2009

EXPLANATION OF TERMS

All Students	Results are reported for all students in the course.
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/ Below L1	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
No Data	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Beginning in 2006–2007, exemptions have not been permitted.
English Language Learners	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</i> (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
Students Receiving One or More Special Provisions	Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
Students with Special Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students identified as gifted are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.
N/D	"No data available" is used to indicate that there were no students in the course for the years specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.