



# School Report



## Grade 9 Assessment of Mathematics, 2011–2012

**School: Cardinal Newman HS (694193)**

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

EQAO is pleased to provide you with the results of the 2011–2012 Grade 9 Assessment of Mathematics. This report contains student results for the current year and previous years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO’s provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data are used as a catalyst for improvement at the individual student level through to the school, school-board and ministry levels. They provide a clearer picture of student progress and a solid foundation upon which parents, policymakers, school and school-board staff can base their strategies to support students in their learning.

EQAO data help school teams identify areas of student strength, target areas requiring support and plan for improvement. They also provide additional evidence that helps teachers and parents engage in meaningful conversations about individual students’ achievement. At the school-board level, EQAO data are used by directors of education as a key source of student-achievement information to create annual school-board reports and by trustees to establish multi-year school-board plans. Since 2009, school boards have also been required by legislation to consult with school councils on policies and guidelines related to student achievement, and EQAO data support these conversations as well.

Of course, it should be remembered that EQAO data are just one part of the picture. Provincial test results are a valuable indicator of student achievement and should always be examined together with other achievement information—such as report card grades and classroom assessment results—in order to get a complete picture of student skills, abilities and knowledge.

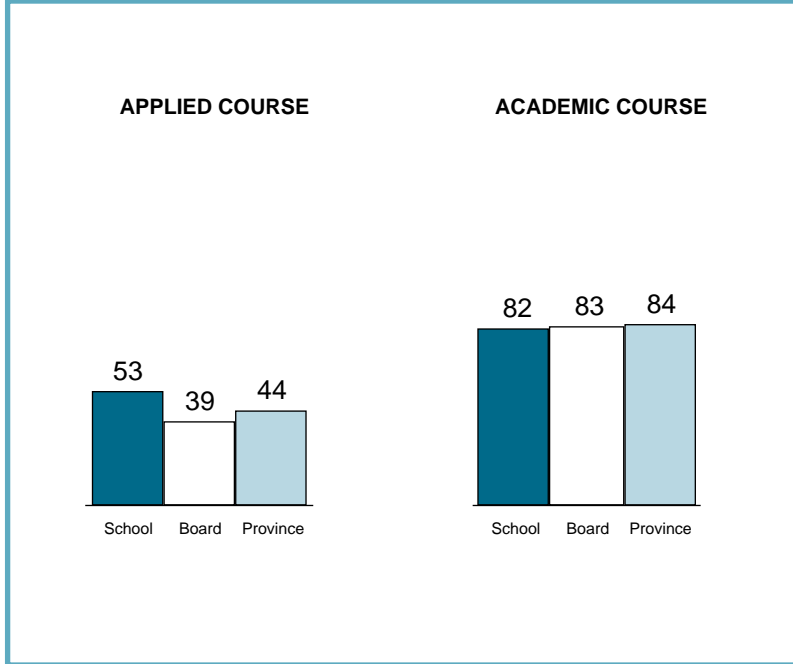
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach their highest potential.

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), 2011–2012



Grade 9 Assessment of Mathematics, 2011–2012

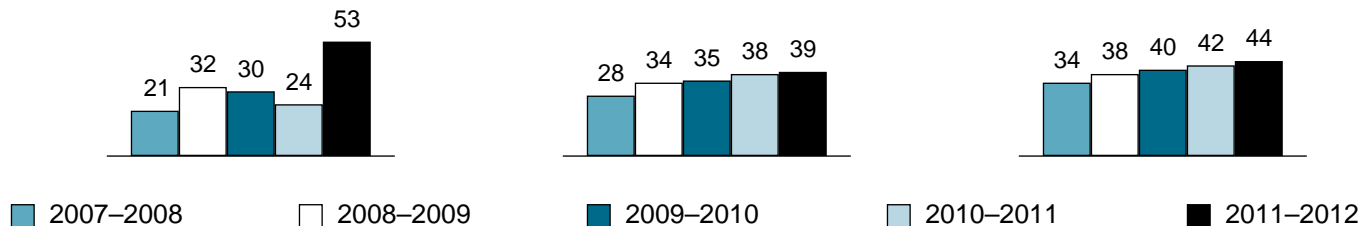
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



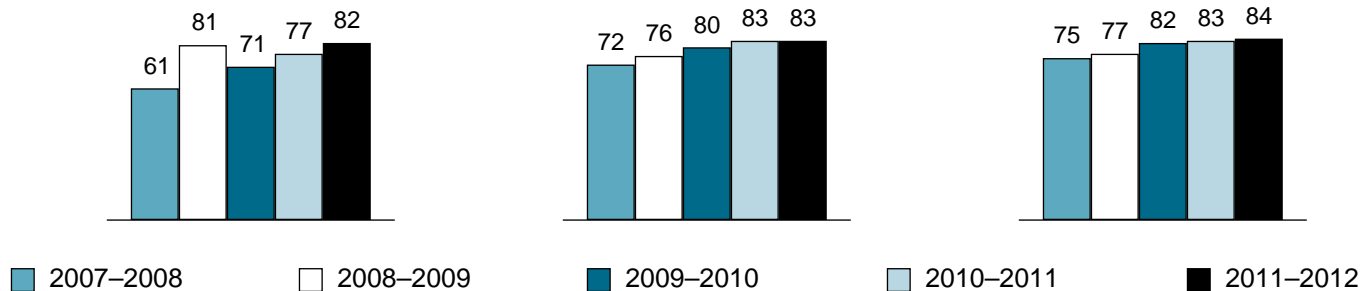
	Total Number of Students				
	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>	<u>2011–2012</u>
School	84	85	108	111	92
Board	2 351	2 533	2 498	2 307	2 361
Province	47 817	48 482	47 566	44 095	41 799

ACADEMIC MATHEMATICS

School

Board

Province



	Total Number of Students				
	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>	<u>2011–2012</u>
School	228	206	228	194	230
Board	4 633	4 652	4 814	4 521	4 816
Province	100 823	100 992	101 268	99 278	97 741

## 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 of the current and previous administrations 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?
  - 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 Assessment of Mathematics, 2011–2012, Applied Course

**Contextual Information**

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

	School		Board		Province	
<b>Enrolment</b>						
Number of students in applied mathematics course	92		2 361		41 799	
Number of classes with students in applied mathematics course	4		137		2 760	
Number of schools with applied mathematics classes	Not applicable		34		718	
<b>Number Percent Number Percent Number Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	92	100%	2 270	96%	39 844	95%
Participating students who received one or more accommodations*	13	14%	648	29%	10 909	27%
Participating students who received one or more special provisions*	0	0%	295	13%	1 855	5%
Students who did not complete any part of the assessment (no data)*	0	0%	91	4%	1 955	5%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	40	43%	1 123	48%	18 563	44%
Male	52	57%	1 238	52%	23 236	56%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	10	11%	495	21%	3 176	8%
Students with special education needs (excluding gifted)*	17	18%	705	30%	14 220	34%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	48	52%	861	36%	19 257	46%
Second-semester course	44	48%	879	37%	18 943	45%
Full-year course	0	0%	621	26%	3 599	9%
<b>Language and School Background<sup>††</sup></b>						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:		81	2 049		35 233	
Speak only or mostly a language other than English at home	5	6%	305	15%	2 251	6%
Speak another language as often as English at home	11	14%	558	27%	4 656	13%
Attended three or more elementary schools from kindergarten to Grade 8	27	33%	741	36%	15 019	43%

\* See the Explanation of Terms.

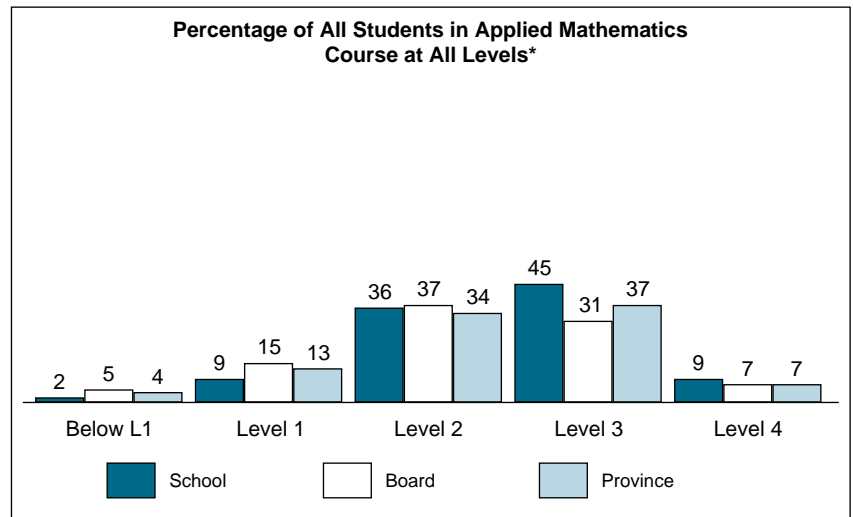
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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, 2011–2012, Applied Course

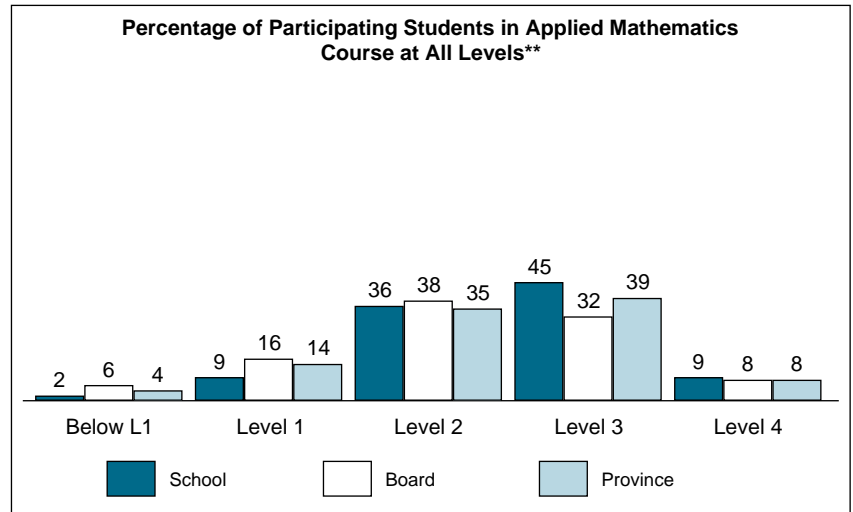
Results for All Students

All Students*				
Number of Students	School 92		Board 2 361	Province 41 799
	#	%	%	%
Level 4	8	9%	7%	7%
Level 3	41	45%	31%	37%
Level 2	33	36%	37%	34%
Level 1	8	9%	15%	13%
Below Level 1	2	2%	5%	4%
Participating Students	92	100%	96%	95%
No Data	0	0%	4%	5%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>53%</b>	<b>39%</b>	<b>44%</b>



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

Participating Students**				
Number of Students	School 92		Board 2 270	Province 39 844
	#	%	%	%
Level 4	8	9%	8%	8%
Level 3	41	45%	32%	39%
Level 2	33	36%	38%	35%
Level 1	8	9%	16%	14%
Below Level 1	2	2%	6%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>53%</b>	<b>40%</b>	<b>47%</b>



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

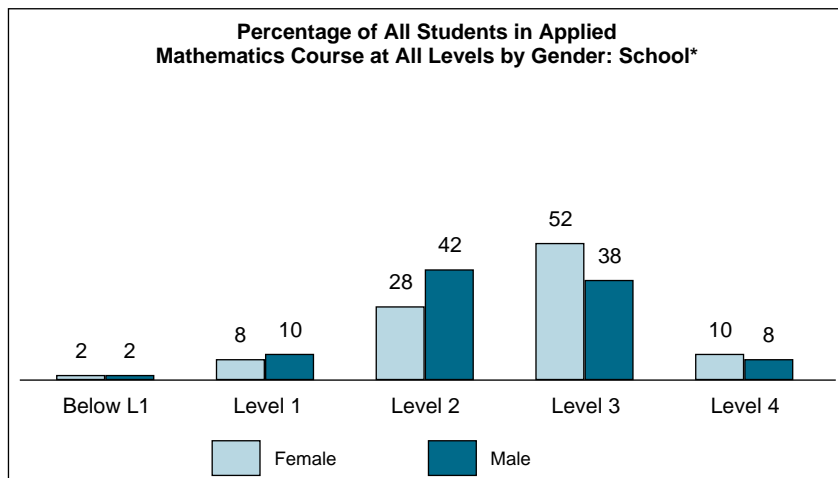
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

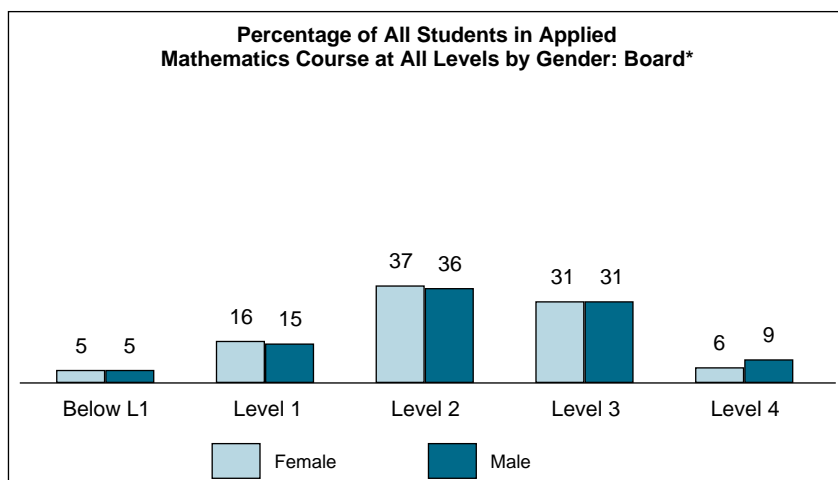
Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

Results by Gender††

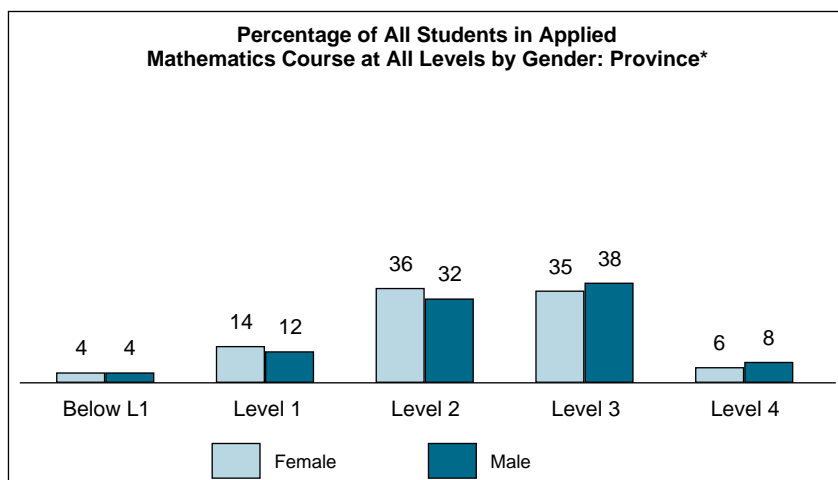
All Students: School by Gender*				
Number of Students	Female 40		Male 52	
	#	%	#	%
Level 4	4	10%	4	8%
Level 3	21	52%	20	38%
Level 2	11	28%	22	42%
Level 1	3	8%	5	10%
Below Level 1	1	2%	1	2%
Participating Students	40	100%	52	100%
No Data	0	0%	0	0%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>62%</b>		<b>46%</b>	



All Students: Board by Gender*				
Number of Students	Female 1 123		Male 1 238	
	#	%	#	%
Level 4	66	6%	111	9%
Level 3	350	31%	384	31%
Level 2	417	37%	450	36%
Level 1	182	16%	181	15%
Below Level 1	61	5%	68	5%
Participating Students	1 076	96%	1 194	96%
No Data	47	4%	44	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>37%</b>		<b>40%</b>	



All Students: Province by Gender*				
Number of Students	Female 18 563		Male 23 236	
	#	%	#	%
Level 4	1 200	6%	1 928	8%
Level 3	6 520	35%	8 942	38%
Level 2	6 593	36%	7 472	32%
Level 1	2 639	14%	2 768	12%
Below Level 1	758	4%	1 024	4%
Participating Students	17 710	95%	22 134	95%
No Data	853	5%	1 102	5%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>42%</b>		<b>47%</b>	



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 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.  
 †† Includes only students for whom gender data were available.

## Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

**Contextual Information**

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

	School		Board		Province	
<b>Enrolment</b>						
Number of students in academic mathematics course	230		4 816		97 741	
Number of classes with students in academic mathematics course	8		190		4 127	
Number of schools with academic mathematics classes	Not applicable		33		691	
<b>Number Percent Number Percent Number Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	230	100%	4 791	99%	96 907	99%
Participating students who received one or more accommodations*	7	3%	195	4%	4 494	5%
Participating students who received one or more special provisions*	0	0%	318	7%	2 903	3%
Students who did not complete any part of the assessment (no data)*	0	0%	25	1%	834	1%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	130	57%	2 594	54%	50 134	51%
Male	100	43%	2 222	46%	47 607	49%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	12	5%	503	10%	5 314	5%
Students with special education needs (excluding gifted)*	6	3%	182	4%	5 374	5%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	114	50%	1 601	33%	43 089	44%
Second-semester course	116	50%	1 639	34%	42 814	44%
Full-year course	0	0%	1 576	33%	11 838	12%
<b>Language and School Background<sup>††</sup></b>						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:						
	216		4 417		89 714	
Speak only or mostly a language other than English at home	5	2%	518	12%	7 600	8%
Speak another language as often as English at home	32	15%	1 047	24%	14 483	16%
Attended three or more elementary schools from kindergarten to Grade 8	56	26%	1 236	28%	33 653	38%

\* See the Explanation of Terms.

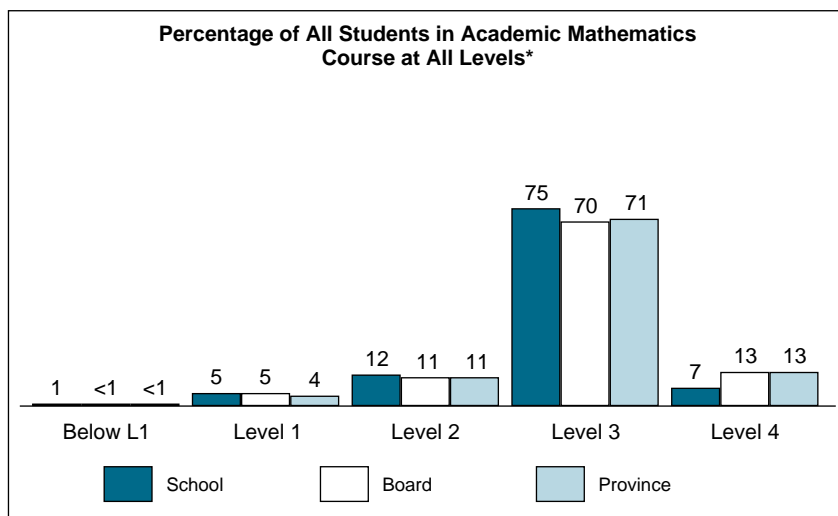
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Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

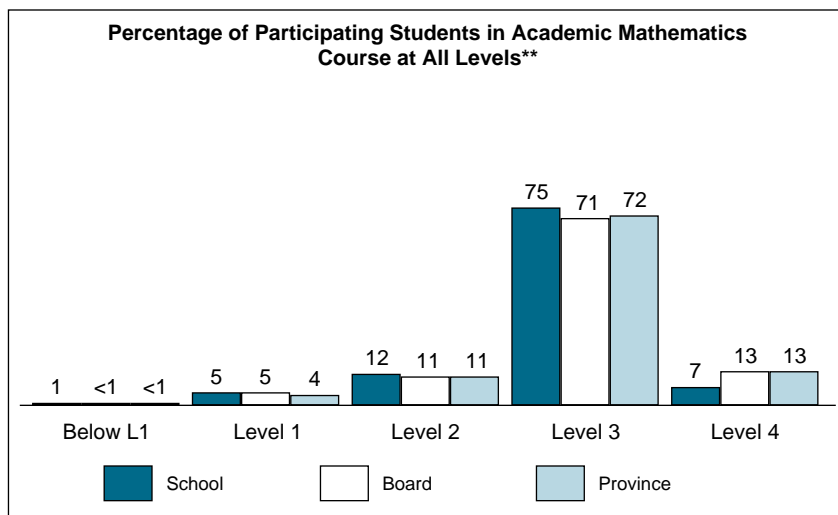
Results for All Students

All Students*				
Number of Students	School 230		Board 4 816	Province 97 741
	#	%	%	%
Level 4	16	7%	13%	13%
Level 3	173	75%	70%	71%
Level 2	27	12%	11%	11%
Level 1	11	5%	5%	4%
Below Level 1	3	1%	<1%	<1%
Participating Students	230	100%	99%	99%
No Data	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>82%</b>	<b>83%</b>	<b>84%</b>



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

Participating Students**				
Number of Students	School 230		Board 4 791	Province 96 907
	#	%	%	%
Level 4	16	7%	13%	13%
Level 3	173	75%	71%	72%
Level 2	27	12%	11%	11%
Level 1	11	5%	5%	4%
Below Level 1	3	1%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>82%</b>	<b>84%</b>	<b>85%</b>



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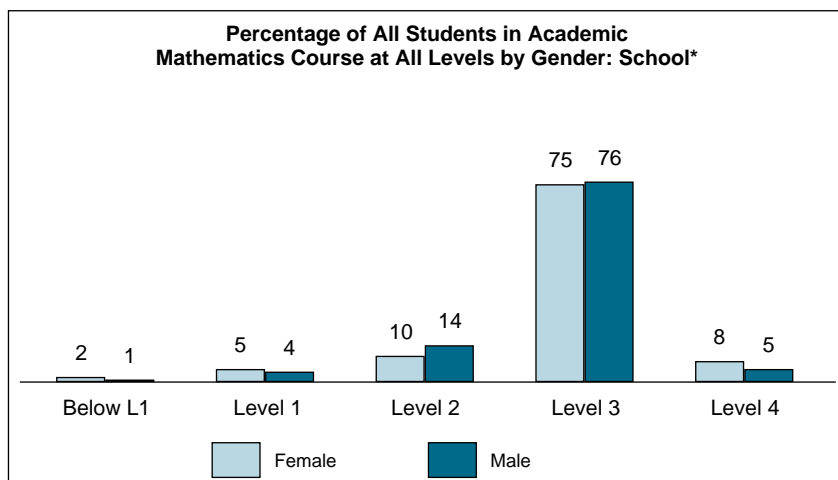
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



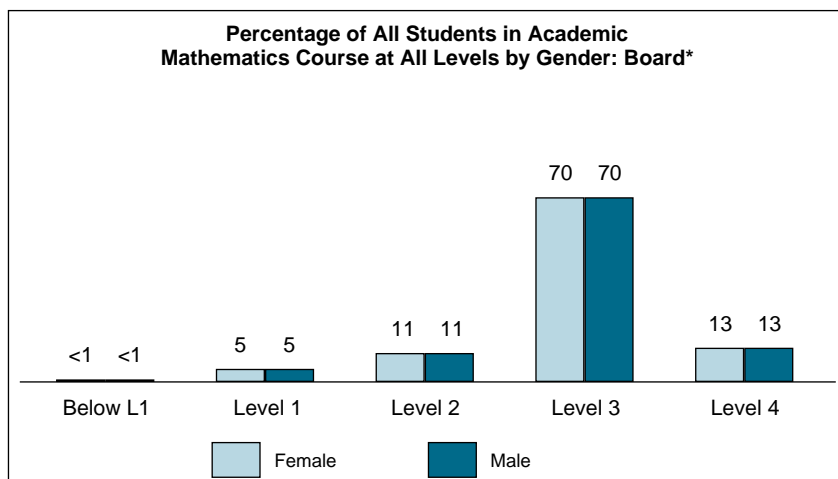
Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

Results by Gender††

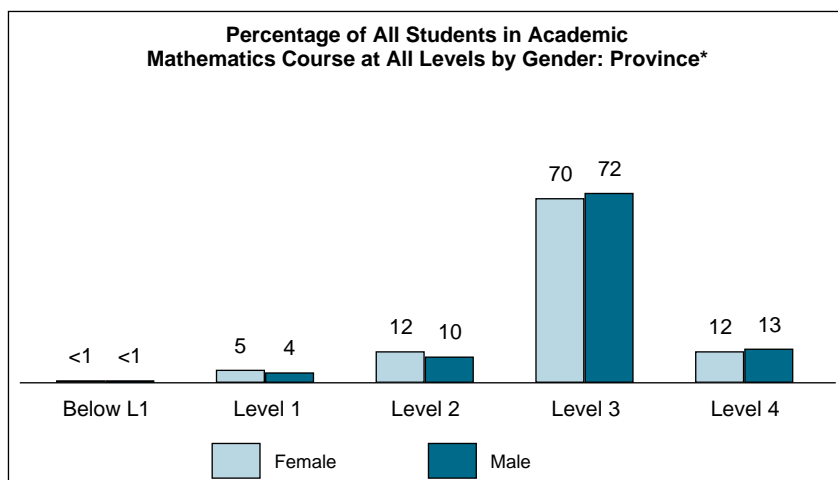
All Students: School by Gender*				
Number of Students	Female 130		Male 100	
	#	%	#	%
Level 4	11	8%	5	5%
Level 3	97	75%	76	76%
Level 2	13	10%	14	14%
Level 1	7	5%	4	4%
Below Level 1	2	2%	1	1%
Participating Students	130	100%	100	100%
No Data	0	0%	0	0%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>83%</b>		<b>81%</b>	



All Students: Board by Gender*				
Number of Students	Female 2 594		Male 2 222	
	#	%	#	%
Level 4	340	13%	293	13%
Level 3	1 819	70%	1 560	70%
Level 2	285	11%	240	11%
Level 1	133	5%	108	5%
Below Level 1	5	<1%	8	<1%
Participating Students	2 582	100%	2 209	99%
No Data	12	<1%	13	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>83%</b>		<b>83%</b>	



All Students: Province by Gender*				
Number of Students	Female 50 134		Male 47 607	
	#	%	#	%
Level 4	6 148	12%	6 264	13%
Level 3	35 314	70%	34 188	72%
Level 2	5 873	12%	4 650	10%
Level 1	2 260	5%	1 967	4%
Below Level 1	105	<1%	138	<1%
Participating Students	49 700	99%	47 207	99%
No Data	434	1%	400	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>83%</b>		<b>85%</b>	



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 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.  
 †† Includes only students for whom gender data were available.

## Grade 9 Assessment of Mathematics, 2011–2012

**Contextual Information over Time: Applied Mathematics Course**

This information provides a context for interpreting the school's results of the current and previous administrations.

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	
<b>Enrolment</b>						
Number of students in applied mathematics course	84	85	108	111	92	
Number of classes with students in applied mathematics course	4	4	5	5	4	
<b>Participation in the Assessment</b>						
Students who participated in the assessment	92%	96%	94%	94%	100%	
Participating students who received one or more accommodations*	27%	41%	34%	29%	14%	
Participating students who received one or more special provisions*	0%	0%	0%	1%	0%	
Students who did not complete any part of the assessment (no data)*	8%	4%	6%	6%	0%	
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	36%	46%	42%	52%	43%	
Male	64%	54%	58%	48%	57%	
Gender not specified	0%	0%	0%	0%	0%	
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	0%	4%	4%	7%	11%	
Students with special education needs (excluding gifted)*	30%	41%	34%	32%	18%	
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	51%	54%	56%	59%	52%	
Second-semester course	49%	46%	44%	41%	48%	
Full-year course	0%	0%	0%	0%	0%	
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:	73	80	99	100	81
Speak only or mostly a language other than English at home	5%	8%	10%	15%	6%	
Speak another language as often as English at home	14%	16%	9%	17%	14%	
Attended three or more elementary schools from kindergarten to Grade 8	32%	34%	19%	33%	33%	

\* See the Explanation of Terms.

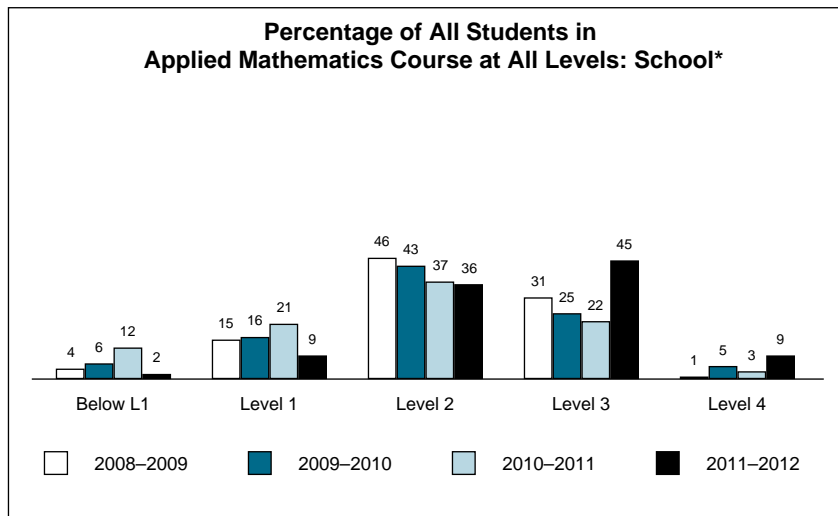
† Contextual data pertaining to “gender” and “student status” are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

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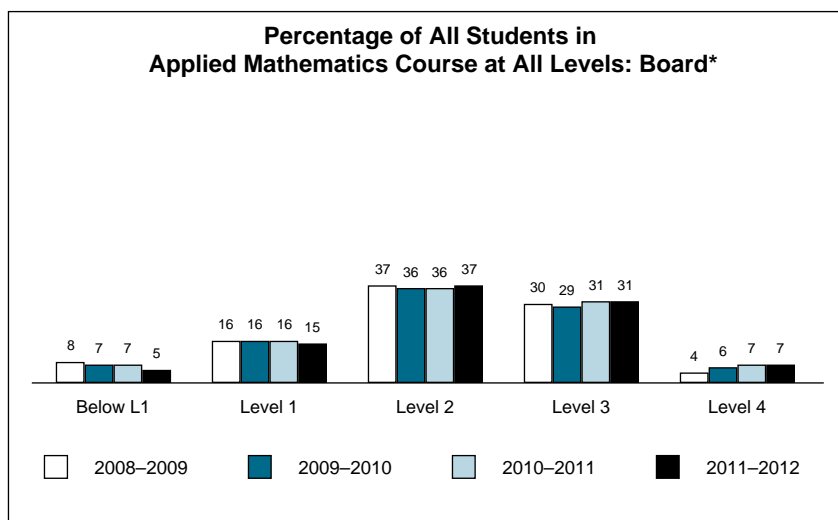
Results over Time, 2008–2009 to 2011–2012

### Applied Mathematics Course for All Students

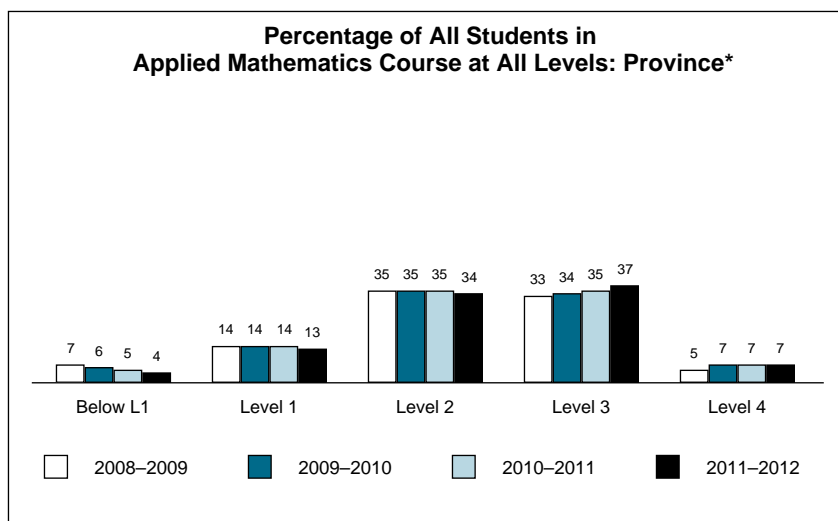
School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	85	108	111	92
Level 4	1%	5%	3%	9%
Level 3	31%	25%	22%	45%
Level 2	46%	43%	37%	36%
Level 1	15%	16%	21%	9%
Below Level 1	4%	6%	12%	2%
<i>Participating Students</i>	96%	94%	94%	100%
No Data	4%	6%	6%	0%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	32%	30%	24%	53%



Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	2 533	2 498	2 307	2 361
Level 4	4%	6%	7%	7%
Level 3	30%	29%	31%	31%
Level 2	37%	36%	36%	37%
Level 1	16%	16%	16%	15%
Below Level 1	8%	7%	7%	5%
<i>Participating Students</i>	95%	95%	96%	96%
No Data	5%	5%	4%	4%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	34%	35%	38%	39%



Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	48 482	47 566	44 095	41 799
Level 4	5%	7%	7%	7%
Level 3	33%	34%	35%	37%
Level 2	35%	35%	35%	34%
Level 1	14%	14%	14%	13%
Below Level 1	7%	6%	5%	4%
<i>Participating Students</i>	94%	95%	95%	95%
No Data	6%	5%	5%	5%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	38%	40%	42%	44%



\* 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.

## Grade 9 Assessment of Mathematics, 2011–2012

**Contextual Information over Time: Academic Mathematics Course**

This information provides a context for interpreting the school's results of the current and previous administrations.

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	
<b>Enrolment</b>						
Number of students in academic mathematics course	228	206	228	194	230	
Number of classes with students in academic mathematics course	9	7	9	7	8	
<b>Participation in the Assessment</b>						
Students who participated in the assessment	99%	100%	98%	100%	100%	
Participating students who received one or more accommodations*	5%	4%	5%	5%	3%	
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%	2%	0%	0%	
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	47%	46%	43%	47%	57%	
Male	53%	54%	57%	53%	43%	
Gender not specified	0%	0%	0%	0%	0%	
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	0%	5%	4%	9%	5%	
Students with special education needs (excluding gifted)*	5%	3%	6%	4%	3%	
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	54%	57%	50%	58%	50%	
Second-semester course	46%	43%	50%	42%	50%	
Full-year course	0%	0%	0%	0%	0%	
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:	223	203	220	194	216
Speak only or mostly a language other than English at home	7%	4%	5%	8%	2%	
Speak another language as often as English at home	14%	20%	12%	22%	15%	
Attended three or more elementary schools from kindergarten to Grade 8	22%	23%	20%	28%	26%	

\* See the Explanation of Terms.

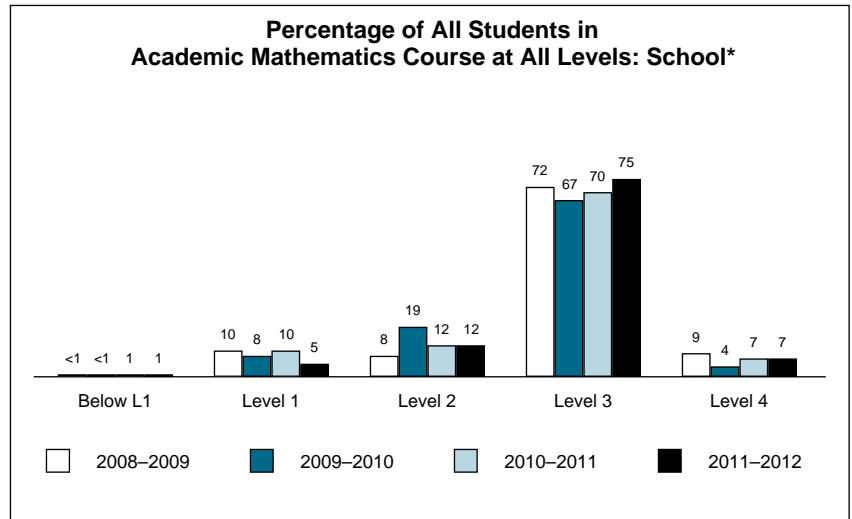
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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.

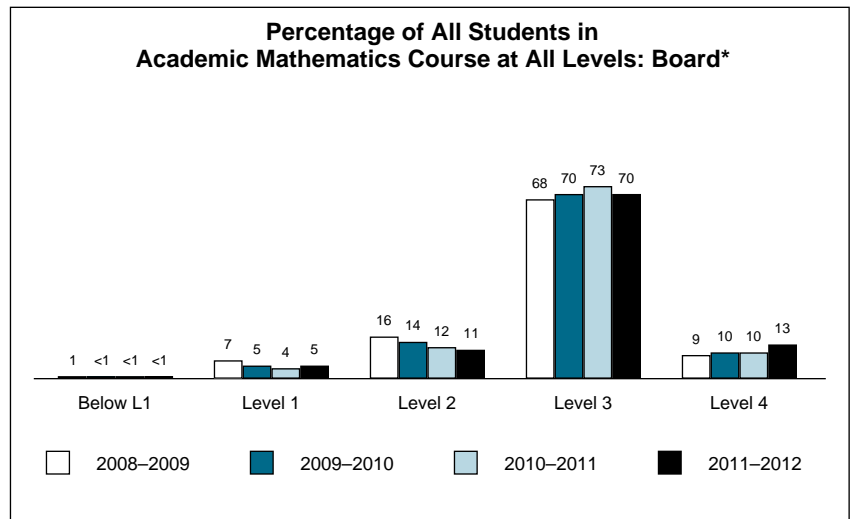
Results over Time, 2008–2009 to 2011–2012

Academic Mathematics Course for All Students

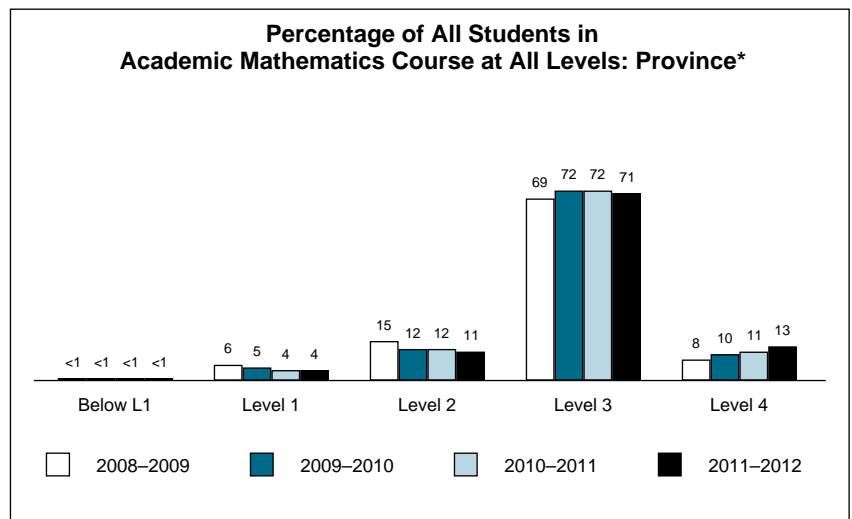
School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	<b>206</b>	<b>228</b>	<b>194</b>	<b>230</b>
Level 4	9%	4%	7%	7%
Level 3	72%	67%	70%	75%
Level 2	8%	19%	12%	12%
Level 1	10%	8%	10%	5%
Below Level 1	<1%	<1%	1%	1%
<i>Participating Students</i>	100%	98%	100%	100%
No Data	<1%	2%	0%	0%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>81%</b>	<b>71%</b>	<b>77%</b>	<b>82%</b>



Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	<b>4 652</b>	<b>4 814</b>	<b>4 521</b>	<b>4 816</b>
Level 4	9%	10%	10%	13%
Level 3	68%	70%	73%	70%
Level 2	16%	14%	12%	11%
Level 1	7%	5%	4%	5%
Below Level 1	1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	1%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>76%</b>	<b>80%</b>	<b>83%</b>	<b>83%</b>



Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	<b>100 992</b>	<b>101 268</b>	<b>99 278</b>	<b>97 741</b>
Level 4	8%	10%	11%	13%
Level 3	69%	72%	72%	71%
Level 2	15%	12%	12%	11%
Level 1	6%	5%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	1%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>77%</b>	<b>82%</b>	<b>83%</b>	<b>84%</b>

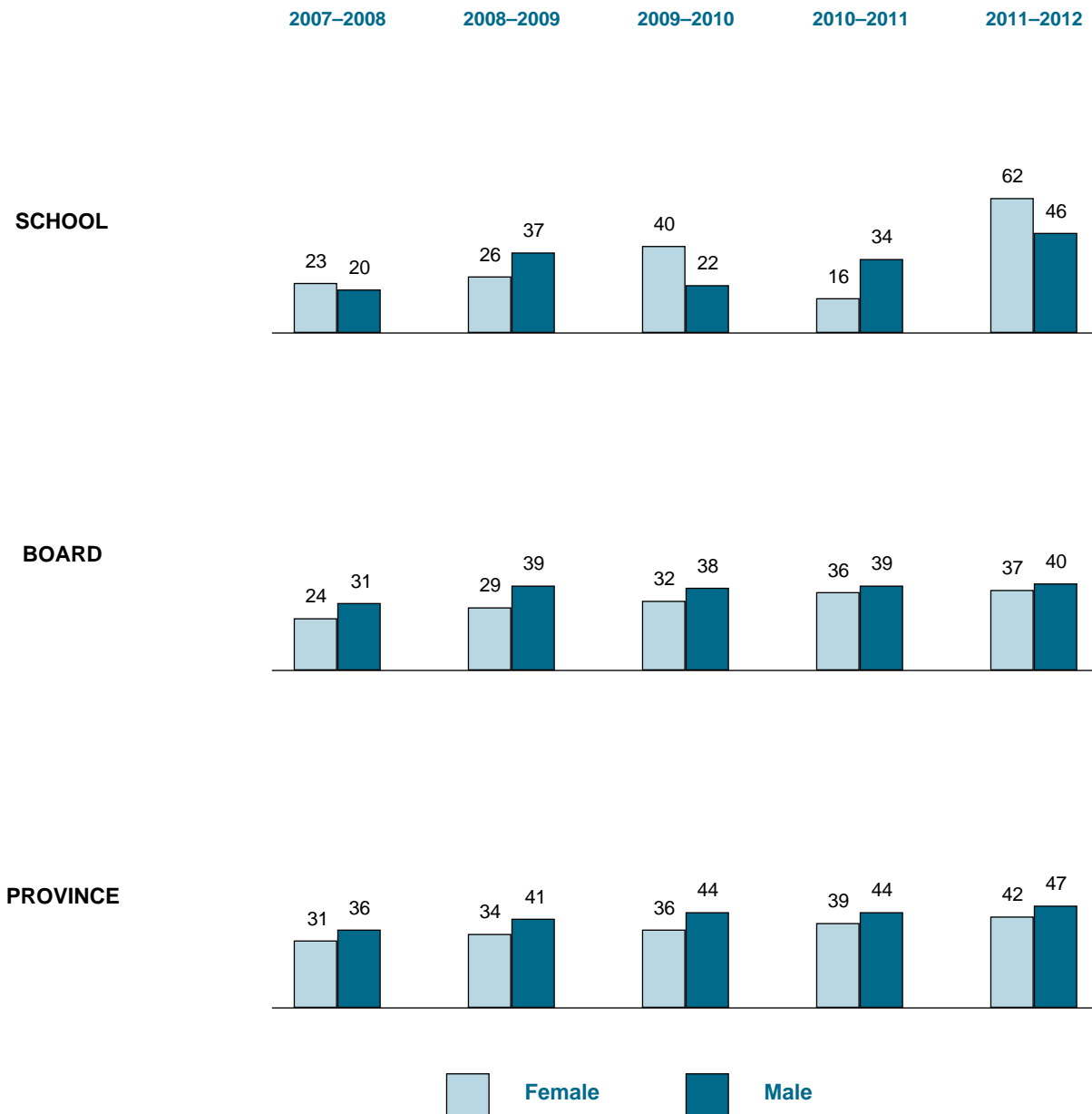


\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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.

**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**



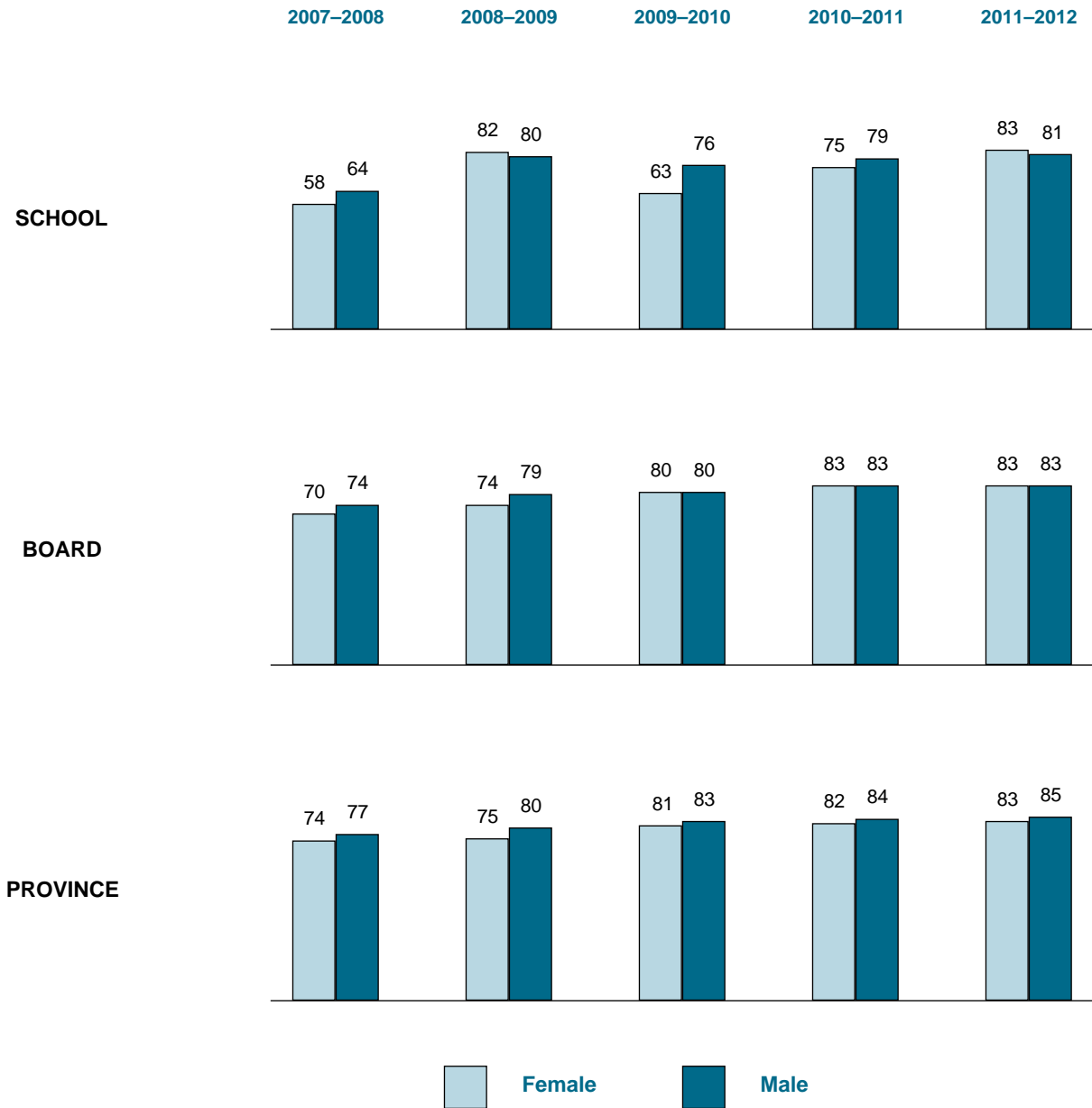
**Total Number of Students in Applied Mathematics Course†**

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	30	54	39	46	45	63	58	53	40	52
Board	1 126	1 223	1 183	1 350	1 180	1 318	1 084	1 223	1 123	1 238
Province	21 626	26 182	21 752	26 730	21 262	26 304	19 721	24 374	18 563	23 236

† Includes only students for whom gender data were available.

**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†**

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	107	121	94	112	98	130	91	103	130	100
Board	2 405	2 228	2 530	2 122	2 574	2 240	2 375	2 146	2 594	2 222
Province	51 367	49 452	51 554	49 438	51 972	49 296	50 814	48 464	50 134	47 607

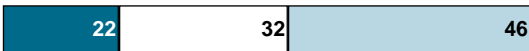
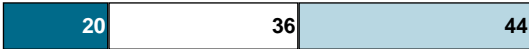







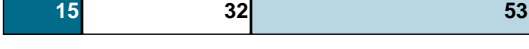
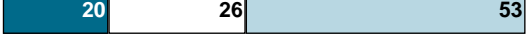
† Includes only students for whom gender data were available.

### Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =81)

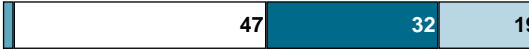
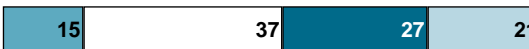


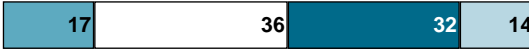
Strongly Disagree/Disagree   
  Neither agree nor disagree   
  Agree/Strongly agree

### STUDENTS' ATTITUDES TOWARD MATHEMATICS

How much do you agree or disagree with the following statements?	Percentage of Students*	Number of students who answered "agree" or "strongly agree"
I like mathematics.		37
I am good at mathematics.		36
I am able to answer difficult mathematics questions.		24
Mathematics is one of my favourite subjects.		24
I understand most of the mathematics I am taught.		58
Mathematics is an easy subject.		17
I try to do my best in mathematics class.		72
The mathematics I learn now is useful for everyday life.		44
The mathematics I learn now helps me do work in other subjects.		45
I need to do well in mathematics to study what I want later.		43
I need to keep taking mathematics for the kind of job I want after I leave school.		43

Not at all confident   
  Somewhat confident   
  Confident   
  Very confident

### How confident are you that you can answer mathematics questions related to the following?

How confident are you that you can answer mathematics questions related to the following?	Percentage of Students*	Number of students who answered "very confident"
number sense (e.g., operations with integers, rational numbers, exponents)		15
algebra (e.g., solving equations, simplifying expressions with polynomials)		17
linear relations (e.g., scatter plots, lines of best fit)		18
measurement (e.g., perimeter, area, volume)		21
geometry (e.g., angles, parallel lines)		11

\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

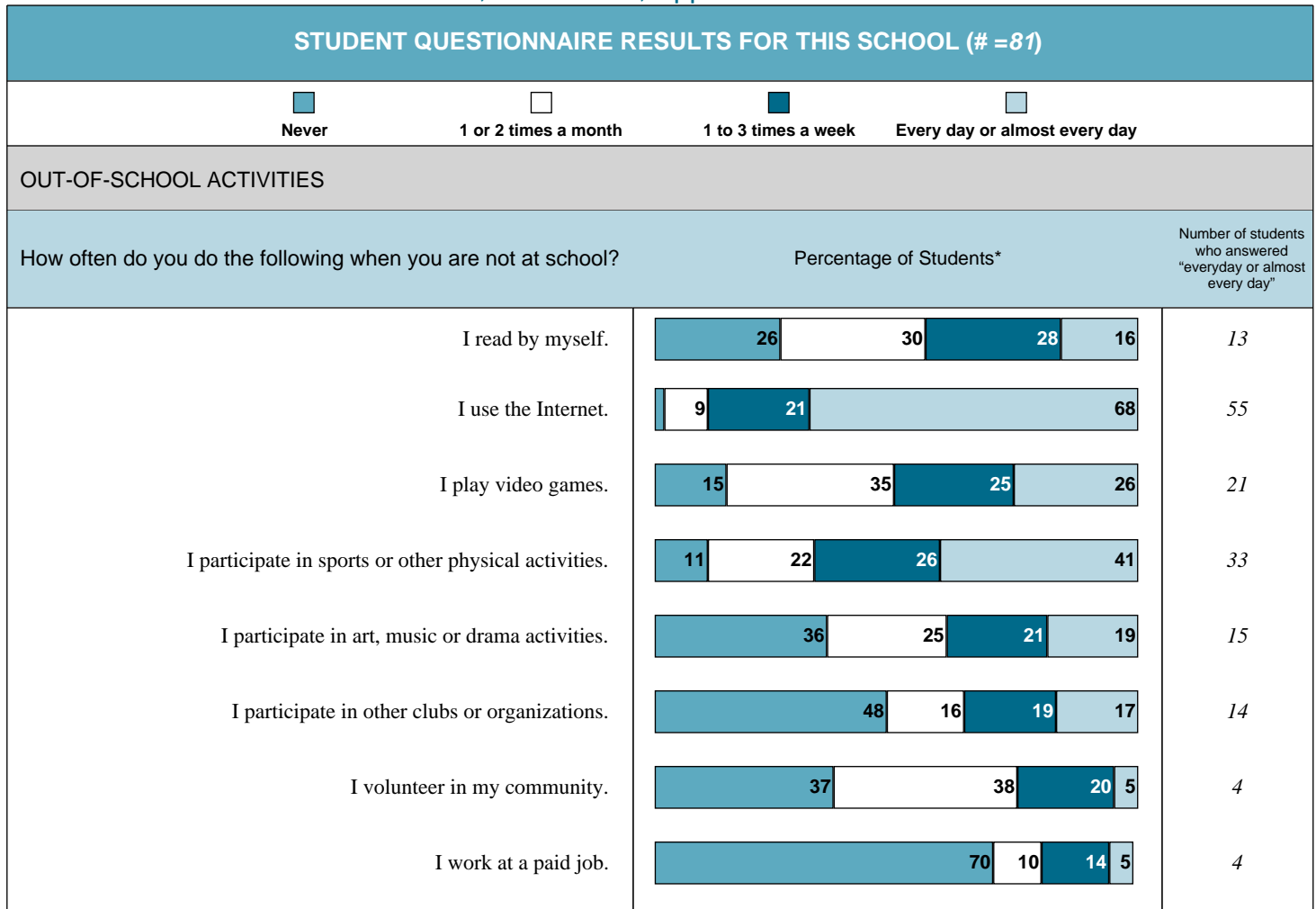


Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =81)					
	<input type="checkbox"/> Never or almost never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Often	<input type="checkbox"/> Very Often	
<b>DOING MATHEMATICS</b>					
How often do you do the following when studying mathematics or working on a mathematics problem?	Percentage of Students*			Number of students who answered "very often"	
I connect new mathematics concepts to what I already know about mathematics or other subjects.	9	53	27	10	8
I check my mathematics answers to see if they make sense.	4	27	42	26	21
I apply new mathematics concepts to real-life problems.	23	47	21	7	6
I take time to discuss my mathematics assignments with my classmates.	25	36	32	6	5
I look for more than one way to solve mathematics problems.	5	44	31	19	15
How often do you complete your mathematics homework?	Percentage of Students*			Number of students	
I am not usually assigned any mathematics homework	5				4
Never or almost never	1				1
Sometimes		31			25
Often		46			37
Always		17			14











\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course






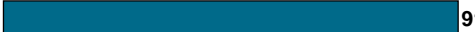




\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =81)			
SCHOOLS ATTENDED			
How many schools did you attend from kindergarten to Grade 8?	Percentage of Students*	Number of students	
1 school	 32	26	
2 schools	 35	28	
3 schools	 19	15	
4 schools	 9	7	
5 or more schools	 6	5	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <b>Only English/ Mostly English</b> </div> <div style="text-align: center;">   <b>Another language (or other languages) as often as English</b> </div> <div style="text-align: center;">   <b>Mostly another language (or other languages)/Only another language (or other languages)</b> </div> </div>			
LANGUAGES SPOKEN			Number of students who answered "only English" or "mostly English"
	Percentage of Students*		
Languages student speaks at home	 80 14 6	65	
Languages in which people speak to student at home	 69 19 11	56	

\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =81)		
USE OF THE ASSESSMENT IN CLASS MARKS		
Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?	Percentage of Students*	Number of students
Yes	 54	44
No	 2	2
Don't know	 42	34
<i>Total number of students:</i>		<b>44</b>
Were you told how much the assessment will count as part of your class mark (e.g., 5%)? †	Percentage of Students*	Number of students
Yes	 91	40
No	 9	4
<i>Total number of students:</i>		<b>44</b>
Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously? †	Percentage of Students*	Number of students
Yes	 77	34
No	 9	4
Undecided	 14	6

\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

### Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 81)	Female* (# = 37)	Male* (# = 44)	All Students (# = 2 049)	Female* (# = 995)	Male* (# = 1 054)	All Students (# = 35 233)	Female* (# = 15 765)	Male* (# = 19 468)
<b>STUDENTS' ATTITUDES TOWARD MATHEMATICS</b>									
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †									
I like mathematics.	<b>46%</b>	41%	50%	<b>38%</b>	33%	44%	<b>34%</b>	28%	40%
I am good at mathematics.	<b>44%</b>	27%	59%	<b>33%</b>	28%	38%	<b>36%</b>	28%	43%
I am able to answer difficult mathematics questions.	<b>30%</b>	22%	36%	<b>22%</b>	16%	27%	<b>24%</b>	16%	30%
Mathematics is one of my favourite subjects.	<b>30%</b>	41%	20%	<b>25%</b>	21%	29%	<b>22%</b>	18%	25%
I understand most of the mathematics I am taught.	<b>72%</b>	59%	82%	<b>63%</b>	62%	64%	<b>62%</b>	59%	66%
Mathematics is an easy subject.	<b>21%</b>	5%	34%	<b>19%</b>	15%	22%	<b>21%</b>	15%	25%
I try to do my best in mathematics class.	<b>89%</b>	95%	84%	<b>80%</b>	82%	77%	<b>78%</b>	82%	75%
The mathematics I learn now is useful for everyday life.	<b>54%</b>	51%	57%	<b>46%</b>	43%	49%	<b>40%</b>	36%	43%
The mathematics I learn now helps me do work in other subjects.	<b>56%</b>	57%	55%	<b>50%</b>	48%	52%	<b>47%</b>	45%	48%
I need to do well in mathematics to study what I want later.	<b>53%</b>	57%	50%	<b>61%</b>	59%	63%	<b>50%</b>	48%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	<b>53%</b>	51%	55%	<b>51%</b>	49%	53%	<b>45%</b>	41%	47%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following: ‡									
number sense (e.g., operations with integers, rational numbers, exponents)	<b>51%</b>	30%	68%	<b>48%</b>	40%	56%	<b>47%</b>	39%	54%
algebra (e.g., solving equations, simplifying expressions with polynomials)	<b>48%</b>	41%	55%	<b>46%</b>	43%	49%	<b>46%</b>	42%	48%
linear relations (e.g., scatter plots, lines of best fit)	<b>68%</b>	62%	73%	<b>61%</b>	59%	63%	<b>62%</b>	58%	65%
measurement (e.g., perimeter, area, volume)	<b>69%</b>	68%	70%	<b>68%</b>	66%	70%	<b>68%</b>	64%	71%
geometry (e.g., angles, parallel lines)	<b>46%</b>	43%	48%	<b>41%</b>	36%	46%	<b>47%</b>	40%	54%

\* Only includes students for whom gender data were available.

† Other response options were "strongly disagree," "disagree" and "neither agree nor disagree."

‡ Other response options were "not at all confident" and "somewhat confident."

### Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 81)	Female* (# = 37)	Male* (# = 44)	All Students (# = 2 049)	Female* (# = 995)	Male* (# = 1 054)	All Students (# = 35 233)	Female* (# = 15 765)	Male* (# = 19 468)
<b>DOING MATHEMATICS</b>									
Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem: †									
I connect new mathematics concepts to what I already know about mathematics or other subjects.	<b>10%</b>	8%	11%	<b>7%</b>	6%	9%	<b>6%</b>	4%	6%
I check my mathematics answers to see if they make sense.	<b>26%</b>	22%	30%	<b>22%</b>	21%	22%	<b>17%</b>	17%	16%
I apply new mathematics concepts to real-life problems.	<b>7%</b>	5%	9%	<b>6%</b>	5%	7%	<b>5%</b>	4%	6%
I take time to discuss my mathematics assignments with my classmates.	<b>6%</b>	3%	9%	<b>7%</b>	7%	8%	<b>5%</b>	5%	5%
I look for more than one way to solve mathematics problems.	<b>19%</b>	11%	25%	<b>15%</b>	12%	18%	<b>12%</b>	10%	14%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡									
I am not usually assigned any mathematics homework	<b>5%</b>	8%	2%	<b>4%</b>	3%	4%	<b>11%</b>	11%	11%
Never or almost never	<b>1%</b>	0%	2%	<b>6%</b>	6%	7%	<b>9%</b>	7%	10%
Sometimes	<b>31%</b>	27%	34%	<b>32%</b>	29%	35%	<b>28%</b>	26%	29%
Often	<b>46%</b>	43%	48%	<b>37%</b>	37%	36%	<b>32%</b>	33%	32%
Always	<b>17%</b>	22%	14%	<b>20%</b>	24%	16%	<b>18%</b>	21%	14%

\* Only includes students for whom gender data were available.

† Other response options were “never or almost never,” “sometimes” and “often.”

‡ Percentages may not add up to 100, due to rounding or to ambiguous responses or blanks.

### Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 81)	Female* (# = 37)	Male* (# = 44)	All Students (# = 2 049)	Female* (# = 995)	Male* (# = 1 054)	All Students (# = 35 233)	Female* (# = 15 765)	Male* (# = 19 468)
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school: †									
I read by myself.	<b>16%</b>	22%	11%	<b>18%</b>	23%	13%	<b>19%</b>	26%	13%
I use the Internet.	<b>68%</b>	68%	68%	<b>66%</b>	69%	64%	<b>71%</b>	75%	68%
I play video games.	<b>26%</b>	8%	41%	<b>22%</b>	6%	37%	<b>28%</b>	9%	42%
I participate in sports or other physical activities.	<b>41%</b>	38%	43%	<b>35%</b>	25%	44%	<b>36%</b>	26%	44%
I participate in art, music or drama activities.	<b>19%</b>	14%	23%	<b>20%</b>	25%	16%	<b>19%</b>	24%	14%
I participate in other clubs or organizations.	<b>17%</b>	11%	23%	<b>10%</b>	8%	12%	<b>9%</b>	7%	10%
I volunteer in my community.	<b>5%</b>	0%	9%	<b>7%</b>	7%	6%	<b>5%</b>	6%	5%
I work at a paid job.	<b>5%</b>	5%	5%	<b>4%</b>	4%	4%	<b>7%</b>	6%	9%
<b>SCHOOLS ATTENDED</b>									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡									
1 school	<b>32%</b>	30%	34%	<b>34%</b>	35%	33%	<b>26%</b>	25%	26%
2 schools	<b>35%</b>	32%	36%	<b>28%</b>	28%	28%	<b>29%</b>	29%	30%
3 schools	<b>19%</b>	22%	16%	<b>17%</b>	17%	18%	<b>19%</b>	20%	19%
4 schools	<b>9%</b>	8%	9%	<b>11%</b>	11%	11%	<b>11%</b>	12%	11%
5 or more schools	<b>6%</b>	8%	5%	<b>8%</b>	8%	7%	<b>12%</b>	12%	11%
<b>LANGUAGES SPOKEN</b>									
Percentage of students indicating that they speak the following languages at home: ‡									
Only English/Mostly English	<b>80%</b>	78%	82%	<b>57%</b>	55%	58%	<b>78%</b>	78%	78%
Another language(or other languages)as often as English	<b>14%</b>	19%	9%	<b>27%</b>	29%	26%	<b>13%</b>	14%	13%
Mostly another language(or other languages)/ Only another language(or other languages)	<b>6%</b>	3%	9%	<b>15%</b>	15%	15%	<b>6%</b>	6%	7%
Percentage of students indicating the languages people speak to them at home: ‡									
Only English/Mostly English	<b>69%</b>	76%	64%	<b>47%</b>	46%	48%	<b>75%</b>	74%	75%
Another language(or other languages)as often as English	<b>19%</b>	19%	18%	<b>26%</b>	28%	25%	<b>12%</b>	13%	12%
Mostly another language(or other languages)/ Only another language(or other languages)	<b>11%</b>	5%	16%	<b>24%</b>	24%	24%	<b>10%</b>	10%	10%

\* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

‡ Percentages may not add up to 100, due to rounding or to ambiguous responses or blanks.

### Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 81)	Female* (# = 37)	Male* (# = 44)	All Students (# = 2 049)	Female* (# = 995)	Male* (# = 1 054)	All Students (# = 35 233)	Female* (# = 15 765)	Male* (# = 19 468)
<b>USE OF THE ASSESSMENT IN CLASS MARKS</b>									
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark: †									
Yes	<b>54%</b>	49%	59%	<b>47%</b>	53%	42%	<b>44%</b>	47%	42%
No	<b>2%</b>	3%	2%	<b>3%</b>	2%	3%	<b>3%</b>	2%	3%
Don't know	<b>42%</b>	49%	36%	<b>48%</b>	43%	52%	<b>50%</b>	49%	52%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: ††									
	All Students (# = 44)	Female* (# = 18)	Male* (# = 26)	All Students (# = 972)	Female* (# = 526)	Male* (# = 446)	All Students (# = 15 658)	Female* (# = 7 386)	Male* (# = 8 272)
Yes	<b>91%</b>	94%	88%	<b>85%</b>	88%	81%	<b>87%</b>	88%	86%
No	<b>9%</b>	6%	12%	<b>15%</b>	11%	19%	<b>13%</b>	11%	14%
Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously: ††									
	All Students (# = 44)	Female* (# = 18)	Male* (# = 26)	All Students (# = 972)	Female* (# = 526)	Male* (# = 446)	All Students (# = 15 658)	Female* (# = 7 386)	Male* (# = 8 272)
Yes	<b>77%</b>	83%	73%	<b>79%</b>	80%	78%	<b>75%</b>	77%	73%
No	<b>9%</b>	11%	8%	<b>6%</b>	4%	7%	<b>10%</b>	7%	12%
Undecided	<b>14%</b>	6%	19%	<b>15%</b>	15%	15%	<b>15%</b>	15%	15%

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

† Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

†† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.



### Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =216)

**Strongly Disagree/Disagree**    
  **Neither agree nor disagree**    
  **Agree/Strongly agree**

### STUDENTS' ATTITUDES TOWARD MATHEMATICS





How much do you agree or disagree with the following statements?	Percentage of Students*	Number of students who answered "agree" or "strongly agree"
I like mathematics.		107
I am good at mathematics.		118
I am able to answer difficult mathematics questions.		90
Mathematics is one of my favourite subjects.		85
I understand most of the mathematics I am taught.		146
Mathematics is an easy subject.		53
I try to do my best in mathematics class.		176
The mathematics I learn now is useful for everyday life.		88
The mathematics I learn now helps me do work in other subjects.		127
I need to do well in mathematics to study what I want later.		144
I need to keep taking mathematics for the kind of job I want after I leave school.		122

**Not at all confident**    
  **Somewhat confident**    
  **Confident**    
  **Very confident**

How confident are you that you can answer mathematics questions related to the following?	Percentage of Students*	Number of students who answered "very confident"
number sense (e.g., operations with integers, rational numbers, exponents)		47
algebra (e.g., solving equations, simplifying expressions with polynomials)		57
linear relations (e.g., scatter plots, lines of best fit)		41
analytic geometry (e.g., slope, y-intercept, equations of lines)		53
measurement (e.g., perimeter, area, volume)		75
geometry (e.g., angles, parallel lines)		40

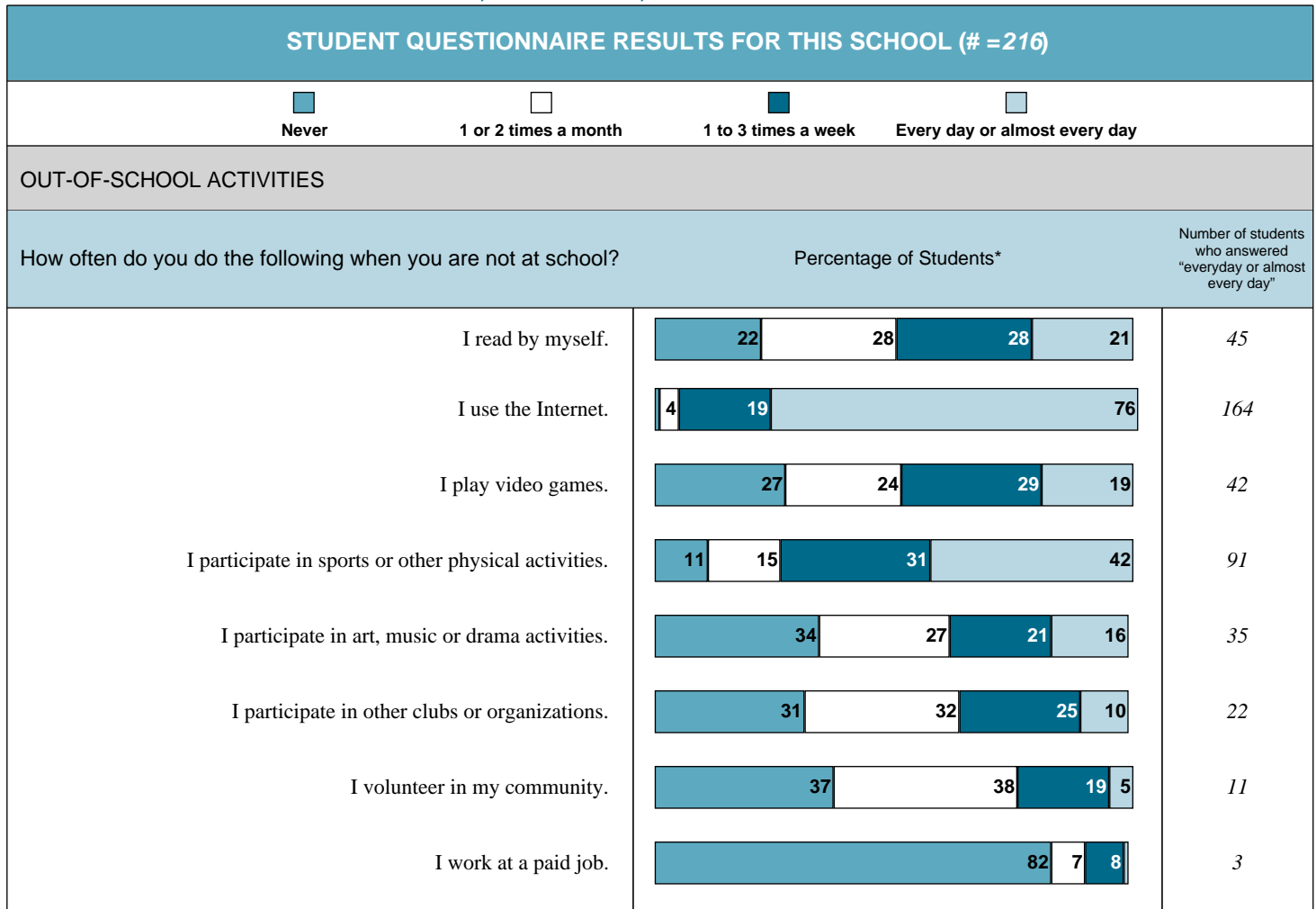
\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =216)					
	 Never or almost never	 Sometimes	 Often	 Very Often	
<b>DOING MATHEMATICS</b>					
How often do you do the following when studying mathematics or working on a mathematics problem?		Percentage of Students*		Number of students who answered "very often"	
I connect new mathematics concepts to what I already know about mathematics or other subjects.	8	46	33	11	24
I check my mathematics answers to see if they make sense.	6	28	37	27	58
I apply new mathematics concepts to real-life problems.	29	47	18	6	12
I take time to discuss my mathematics assignments with my classmates.	19	47	22	10	22
I look for more than one way to solve mathematics problems.	10	37	36	16	35
How often do you complete your mathematics homework?		Percentage of Students*		Number of students	
I am not usually assigned any mathematics homework	2				5
Never or almost never	7				16
Sometimes		35			76
Often			30		64
Always				24	52

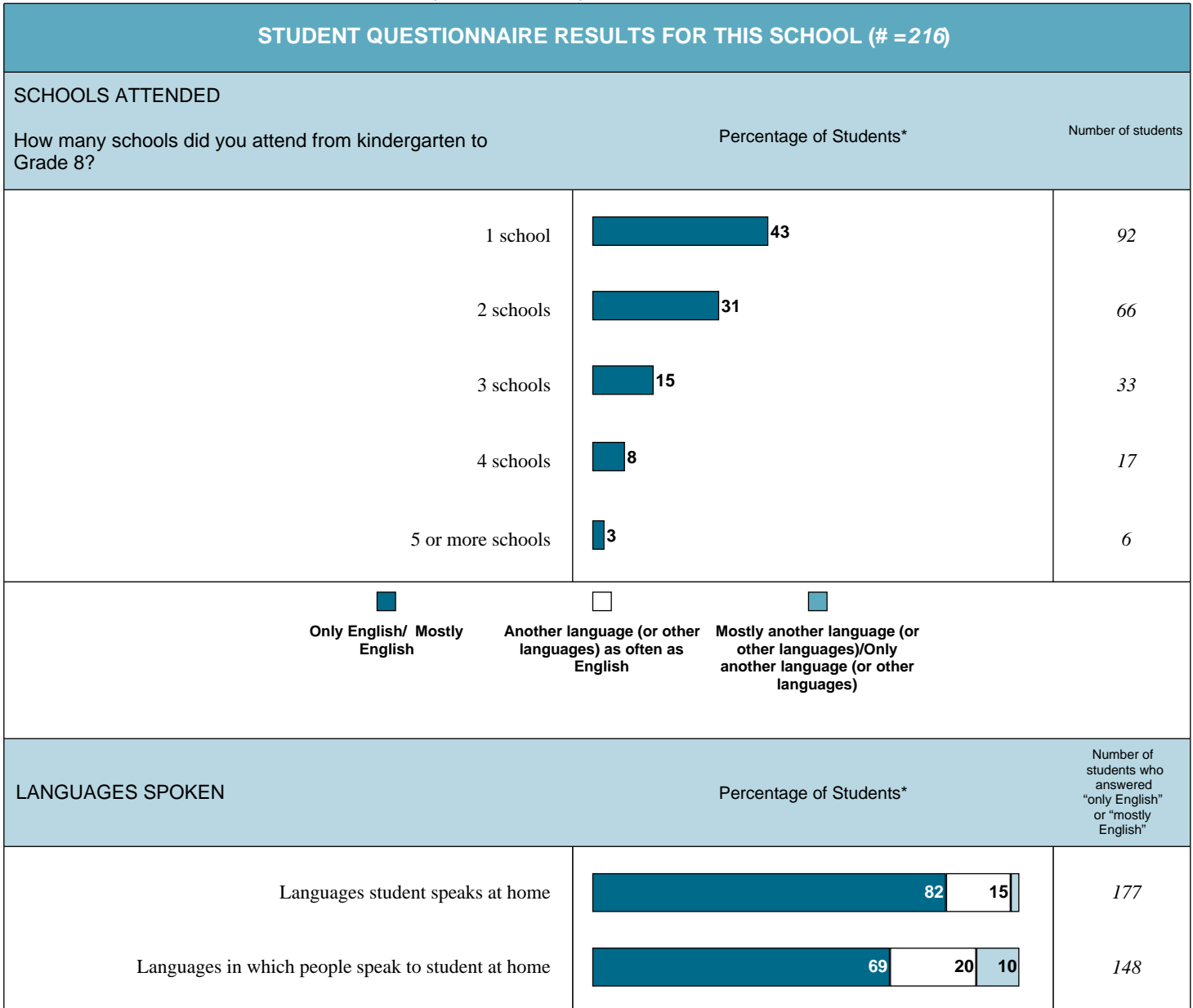
\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course



\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course



\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =216)		
USE OF THE ASSESSMENT IN CLASS MARKS		
Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?	Percentage of Students*	Number of students
Yes	72	156
No	1	2
Don't know	25	54
<i>Total number of students:</i>		<b>156</b>
Were you told how much the assessment will count as part of your class mark (e.g., 5%)? †	Percentage of Students*	Number of students
Yes	94	147
No	6	9
<i>Total number of students:</i>		<b>156</b>
Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously? †	Percentage of Students*	Number of students
Yes	82	128
No	8	12
Undecided	10	16

\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

### Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 216)	Female* (# = 121)	Male* (# = 95)	All Students (# = 4 417)	Female* (# = 2 423)	Male* (# = 1 994)	All Students (# = 89 714)	Female* (# = 46 239)	Male* (# = 43 475)
<b>STUDENTS' ATTITUDES TOWARD MATHEMATICS</b>									
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †									
I like mathematics.	<b>50%</b>	45%	55%	<b>58%</b>	53%	64%	<b>56%</b>	50%	62%
I am good at mathematics.	<b>55%</b>	46%	65%	<b>56%</b>	50%	62%	<b>56%</b>	50%	63%
I am able to answer difficult mathematics questions.	<b>42%</b>	32%	54%	<b>45%</b>	38%	54%	<b>47%</b>	38%	57%
Mathematics is one of my favourite subjects.	<b>39%</b>	32%	48%	<b>44%</b>	39%	50%	<b>39%</b>	34%	45%
I understand most of the mathematics I am taught.	<b>68%</b>	61%	76%	<b>77%</b>	74%	80%	<b>75%</b>	72%	78%
Mathematics is an easy subject.	<b>25%</b>	17%	35%	<b>29%</b>	24%	36%	<b>31%</b>	26%	37%
I try to do my best in mathematics class.	<b>81%</b>	85%	77%	<b>82%</b>	86%	76%	<b>84%</b>	88%	79%
The mathematics I learn now is useful for everyday life.	<b>41%</b>	36%	47%	<b>41%</b>	38%	45%	<b>39%</b>	35%	44%
The mathematics I learn now helps me do work in other subjects.	<b>59%</b>	52%	67%	<b>59%</b>	58%	60%	<b>58%</b>	56%	59%
I need to do well in mathematics to study what I want later.	<b>67%</b>	65%	68%	<b>70%</b>	67%	72%	<b>65%</b>	62%	68%
I need to keep taking mathematics for the kind of job I want after I leave school.	<b>56%</b>	61%	51%	<b>62%</b>	60%	65%	<b>59%</b>	56%	62%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following: ‡									
number sense (e.g., operations with integers, rational numbers, exponents)	<b>65%</b>	60%	72%	<b>71%</b>	66%	77%	<b>71%</b>	65%	78%
algebra (e.g., solving equations, simplifying expressions with polynomials)	<b>61%</b>	60%	62%	<b>71%</b>	70%	73%	<b>71%</b>	69%	73%
linear relations (e.g., scatter plots, lines of best fit)	<b>62%</b>	54%	72%	<b>59%</b>	54%	65%	<b>61%</b>	55%	67%
analytic geometry (e.g., slope, y-intercept, equations of lines)	<b>55%</b>	56%	54%	<b>63%</b>	60%	67%	<b>62%</b>	58%	67%
measurement (e.g., perimeter, area, volume)	<b>72%</b>	69%	75%	<b>80%</b>	78%	83%	<b>80%</b>	76%	84%
geometry (e.g., angles, parallel lines)	<b>56%</b>	52%	62%	<b>67%</b>	63%	72%	<b>71%</b>	67%	76%

\* Only includes students for whom gender data were available.

† Other response options were "strongly disagree," "disagree" and "neither agree nor disagree."

‡ Other response options were "not at all confident" and "somewhat confident."

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 216)	Female* (# = 121)	Male* (# = 95)	All Students (# = 4 417)	Female* (# = 2 423)	Male* (# = 1 994)	All Students (# = 89 714)	Female* (# = 46 239)	Male* (# = 43 475)
<b>DOING MATHEMATICS</b>									
Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem: †									
I connect new mathematics concepts to what I already know about mathematics or other subjects.	<b>11%</b>	9%	14%	<b>13%</b>	13%	14%	<b>13%</b>	12%	15%
I check my mathematics answers to see if they make sense.	<b>27%</b>	28%	25%	<b>29%</b>	32%	26%	<b>29%</b>	31%	27%
I apply new mathematics concepts to real-life problems.	<b>6%</b>	0%	13%	<b>7%</b>	5%	9%	<b>6%</b>	4%	9%
I take time to discuss my mathematics assignments with my classmates.	<b>10%</b>	9%	12%	<b>10%</b>	11%	9%	<b>10%</b>	10%	10%
I look for more than one way to solve mathematics problems.	<b>16%</b>	16%	17%	<b>17%</b>	15%	19%	<b>14%</b>	12%	17%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡									
I am not usually assigned any mathematics homework	<b>2%</b>	1%	4%	<b>1%</b>	<1%	1%	<b>1%</b>	1%	2%
Never or almost never	<b>7%</b>	4%	12%	<b>6%</b>	4%	8%	<b>6%</b>	4%	9%
Sometimes	<b>35%</b>	36%	34%	<b>25%</b>	21%	29%	<b>23%</b>	19%	26%
Often	<b>30%</b>	26%	34%	<b>37%</b>	38%	37%	<b>37%</b>	38%	37%
Always	<b>24%</b>	31%	16%	<b>30%</b>	35%	23%	<b>30%</b>	36%	24%

\* Only includes students for whom gender data were available.

† Other response options were “never or almost never,” “sometimes” and “often.”

‡ Percentages may not add up to 100, due to rounding or to ambiguous responses or blanks.

### Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 216)	Female* (# = 121)	Male* (# = 95)	All Students (# = 4 417)	Female* (# = 2 423)	Male* (# = 1 994)	All Students (# = 89 714)	Female* (# = 46 239)	Male* (# = 43 475)
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school: †									
I read by myself.	<b>21%</b>	26%	15%	<b>25%</b>	32%	17%	<b>28%</b>	36%	20%
I use the Internet.	<b>76%</b>	75%	77%	<b>77%</b>	76%	79%	<b>78%</b>	79%	77%
I play video games.	<b>19%</b>	7%	36%	<b>18%</b>	5%	35%	<b>21%</b>	6%	37%
I participate in sports or other physical activities.	<b>42%</b>	35%	52%	<b>35%</b>	26%	47%	<b>42%</b>	34%	50%
I participate in art, music or drama activities.	<b>16%</b>	17%	15%	<b>24%</b>	28%	19%	<b>21%</b>	25%	16%
I participate in other clubs or organizations.	<b>10%</b>	7%	15%	<b>12%</b>	11%	13%	<b>11%</b>	11%	12%
I volunteer in my community.	<b>5%</b>	7%	2%	<b>6%</b>	6%	5%	<b>5%</b>	5%	4%
I work at a paid job.	<b>1%</b>	1%	2%	<b>2%</b>	2%	3%	<b>5%</b>	4%	5%
<b>SCHOOLS ATTENDED</b>									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡									
1 school	<b>43%</b>	42%	43%	<b>38%</b>	38%	40%	<b>26%</b>	27%	26%
2 schools	<b>31%</b>	26%	36%	<b>32%</b>	32%	31%	<b>33%</b>	33%	33%
3 schools	<b>15%</b>	17%	13%	<b>15%</b>	17%	14%	<b>20%</b>	19%	20%
4 schools	<b>8%</b>	10%	5%	<b>7%</b>	7%	8%	<b>10%</b>	10%	10%
5 or more schools	<b>3%</b>	3%	2%	<b>5%</b>	6%	5%	<b>8%</b>	8%	8%
<b>LANGUAGES SPOKEN</b>									
Percentage of students indicating that they speak the following languages at home: ‡									
Only English/Mostly English	<b>82%</b>	82%	82%	<b>63%</b>	62%	64%	<b>72%</b>	73%	71%
Another language(or other languages)as often as English	<b>15%</b>	14%	16%	<b>24%</b>	25%	22%	<b>16%</b>	16%	16%
Mostly another language(or other languages)/ Only another language(or other languages)	<b>2%</b>	3%	1%	<b>12%</b>	12%	12%	<b>8%</b>	7%	10%
Percentage of students indicating the languages people speak to them at home: ‡									
Only English/Mostly English	<b>69%</b>	69%	68%	<b>50%</b>	50%	49%	<b>66%</b>	67%	65%
Another language(or other languages)as often as English	<b>20%</b>	18%	22%	<b>25%</b>	25%	26%	<b>15%</b>	15%	15%
Mostly another language(or other languages)/ Only another language(or other languages)	<b>10%</b>	12%	7%	<b>23%</b>	23%	22%	<b>15%</b>	14%	16%

\* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

‡ Percentages may not add up to 100, due to rounding or to ambiguous responses or blanks.



### Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 216)	Female* (# = 121)	Male* (# = 95)	All Students (# = 4 417)	Female* (# = 2 423)	Male* (# = 1 994)	All Students (# = 89 714)	Female* (# = 46 239)	Male* (# = 43 475)
<b>USE OF THE ASSESSMENT IN CLASS MARKS</b>									
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark: †									
Yes	<b>72%</b>	76%	67%	<b>72%</b>	75%	69%	<b>70%</b>	73%	68%
No	<b>1%</b>	1%	1%	<b>1%</b>	1%	1%	<b>1%</b>	1%	1%
Don't know	<b>25%</b>	21%	29%	<b>24%</b>	22%	27%	<b>25%</b>	23%	27%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: ††									
	All Students (# = 156)	Female* (# = 92)	Male* (# = 64)	All Students (# = 3 191)	Female* (# = 1 821)	Male* (# = 1 370)	All Students (# = 62 971)	Female* (# = 33 532)	Male* (# = 29 439)
Yes	<b>94%</b>	92%	97%	<b>95%</b>	95%	95%	<b>93%</b>	93%	93%
No	<b>6%</b>	8%	3%	<b>5%</b>	5%	5%	<b>6%</b>	6%	7%
Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously: ††									
	All Students (# = 156)	Female* (# = 92)	Male* (# = 64)	All Students (# = 3 191)	Female* (# = 1 821)	Male* (# = 1 370)	All Students (# = 62 971)	Female* (# = 33 532)	Male* (# = 29 439)
Yes	<b>82%</b>	83%	81%	<b>78%</b>	81%	74%	<b>77%</b>	79%	75%
No	<b>8%</b>	5%	11%	<b>9%</b>	6%	13%	<b>10%</b>	8%	13%
Undecided	<b>10%</b>	12%	8%	<b>13%</b>	12%	13%	<b>12%</b>	13%	12%

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

† Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

†† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

## Grade 9 Assessment of Mathematics, 2011–2012

## EXPLANATION OF TERMS

<b>All Students</b>	Results are reported for all students in the course.
<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>	Students who did not have a result due to absence or other reasons.
<b>English Language Learners</b>	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).
<b>Students Receiving One or More Special Provisions</b>	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> .
<b>Students with Special Education Needs (excluding gifted)</b>	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
<b>Students Receiving One or More Accommodations</b>	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
<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 is so small (fewer than six in a group) 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 course for the years specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact the school principal.