



School Report



Grade 9 Assessment of Mathematics, 2009–2010

School: Pope John Paul II Catholic SS (751537)

Board: Toronto Catholic District School Board (67059)

I am pleased to provide you with this report on the Grade 9 Assessment of Mathematics for 2009–2010. Included are student results for the current year and previous years, which allow school communities to track progress over time. This report also provides demographic and attitudinal information about the student populations that were assessed, in order to help put these results in context.

EQAO’s assessments measure the achievement of all students in Ontario’s publicly funded schools at important stages in their education. One of the assessments’ key strengths is the fact that they assess every student against the learning expectations outlined in *The Ontario Curriculum* and report on achievement in relation to the provincial standard. After an exhaustive review of the provincial testing program in 2009, the Auditor General of Ontario confirmed that EQAO assessments reflect curriculum expectations fairly and accurately, are consistent in difficulty from one year to the next and are administered and marked so as to ensure that their results are valid, consistent and reliable indicators of student achievement. The Auditor General’s conclusions highlight how EQAO test results help teachers and administrators to identify large-scale challenges and focus their attention where it’s needed most.

Since the inception of the provincial testing program in 1996, EQAO data have helped inform teaching practices, and they continue to serve as a catalyst for improving student achievement all across Ontario. This report is intended to help you foster constructive conversations about student achievement and assist you in the planning of improvement strategies.

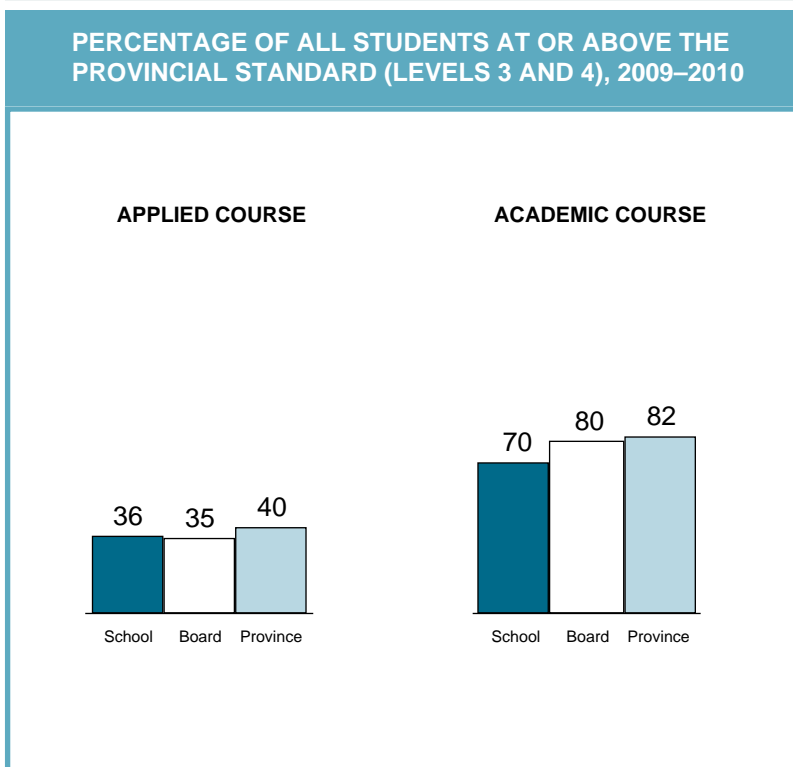
Of course, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. That is why they should be considered along with other school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

I trust that this report will help parents, educators and all who are committed to a strong public education system to work together so that all students realize their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

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Grade 9 Assessment of Mathematics, 2009–2010

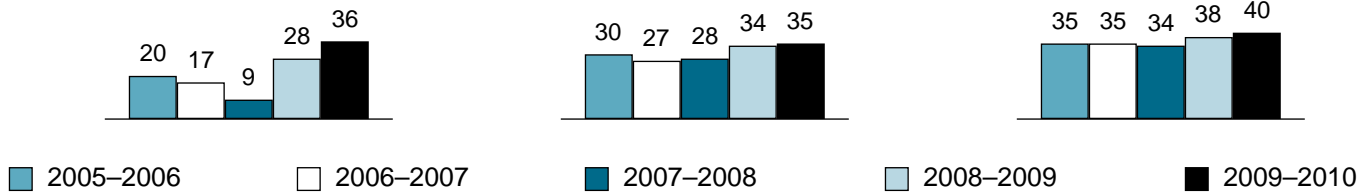
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



Total Number of Students

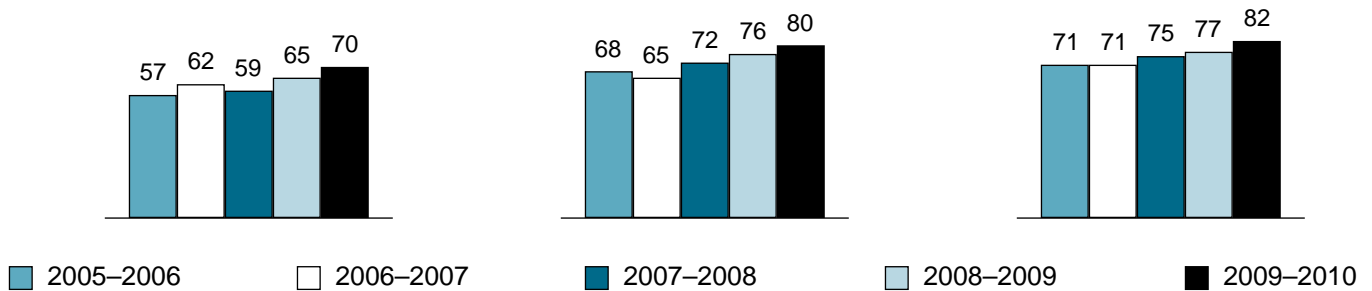
	<u>2005–2006</u>	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>
School	75	60	86	94	90
Board	2 214	2 249	2 351	2 533	2 498
Province	50 687	49 056	47 817	48 482	47 566

ACADEMIC MATHEMATICS

School

Board

Province



Total Number of Students

	<u>2005–2006</u>	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>
School	256	265	281	281	269
Board	4 625	4 591	4 633	4 652	4 814
Province	103 412	103 011	100 823	100 992	101 268

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?
 - 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, 2009–2010, 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	90		2 498		47 566	
Number of classes with students in applied mathematics course	4		142		2 954	
Number of schools with applied mathematics classes	Not applicable		33		714	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	89	99%	2 368	95%	45 063	95%
Participating students who received one or more accommodations*	29	33%	764	32%	10 411	23%
Participating students who received one or more special provisions*	1	1%	235	10%	1 413	3%
Students who did not complete any part of the assessment (no data)*	1	1%	130	5%	2 503	5%
Gender[†] Based on number of students enrolled						
Female	38	42%	1 180	47%	21 262	45%
Male	52	58%	1 318	53%	26 304	55%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	7	8%	412	16%	2 857	6%
Students with special education needs (excluding gifted)*	28	31%	799	32%	15 203	32%
Semester/Full Year Based on number of students enrolled						
First-semester course	46	51%	889	36%	21 402	45%
Second-semester course	44	49%	897	36%	21 754	46%
Full-year course	0	0%	712	29%	4 410	9%
Language and School Background^{††}						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:		89	2 269		43 201	
Speak only or mostly a language other than English at home	4	4%	388	17%	2 856	7%
Speak another language as often as English at home	16	18%	550	24%	5 041	12%
Attended three or more elementary schools from kindergarten to Grade 8	33	37%	671	30%	16 886	39%

* See the Explanation of Terms.

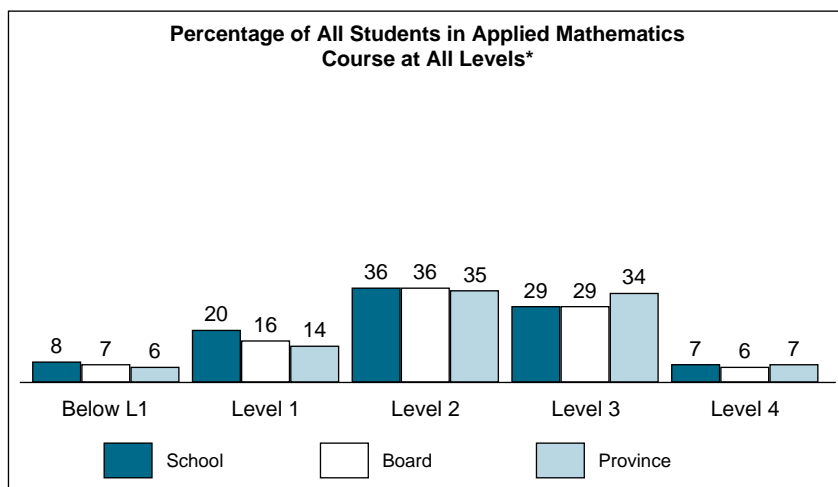
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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, 2009–2010, Applied Course

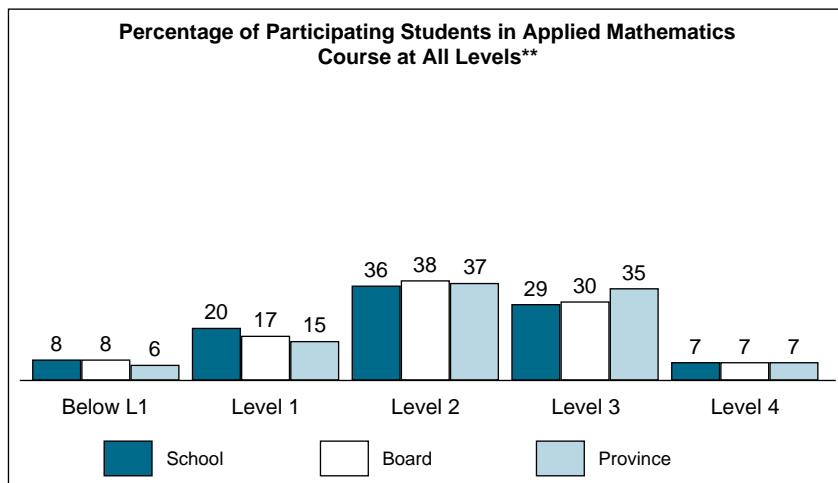
Results for All Students

All Students*				
Number of Students	School 90		Board 2 498	Province 47 566
	#	%	%	%
Level 4	6	7%	6%	7%
Level 3	26	29%	29%	34%
Level 2	32	36%	36%	35%
Level 1	18	20%	16%	14%
Below Level 1	7	8%	7%	6%
Participating Students	89	99%	95%	95%
No Data	1	1%	5%	5%
At or Above Provincial Standard (Levels 3 and 4) †		36%	35%	40%



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

Participating Students**				
Number of Students	School 89		Board 2 368	Province 45 063
	#	%	%	%
Level 4	6	7%	7%	7%
Level 3	26	29%	30%	35%
Level 2	32	36%	38%	37%
Level 1	18	20%	17%	15%
Below Level 1	7	8%	8%	6%
At or Above Provincial Standard (Levels 3 and 4) †		36%	37%	43%



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

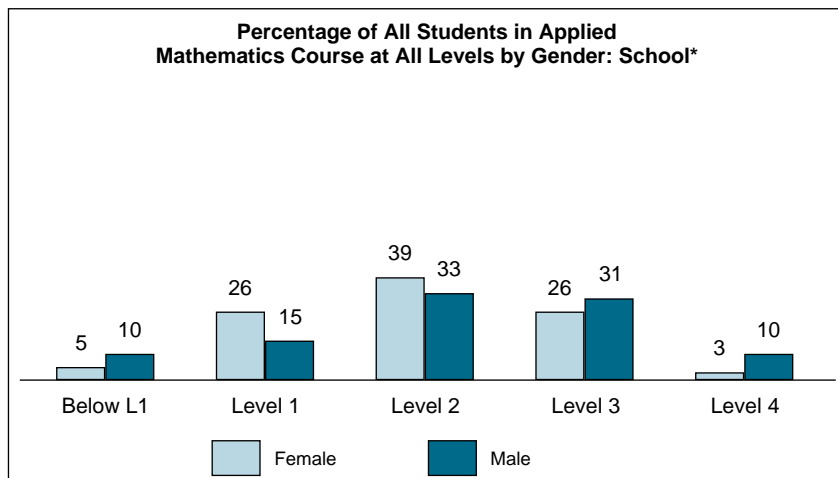
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

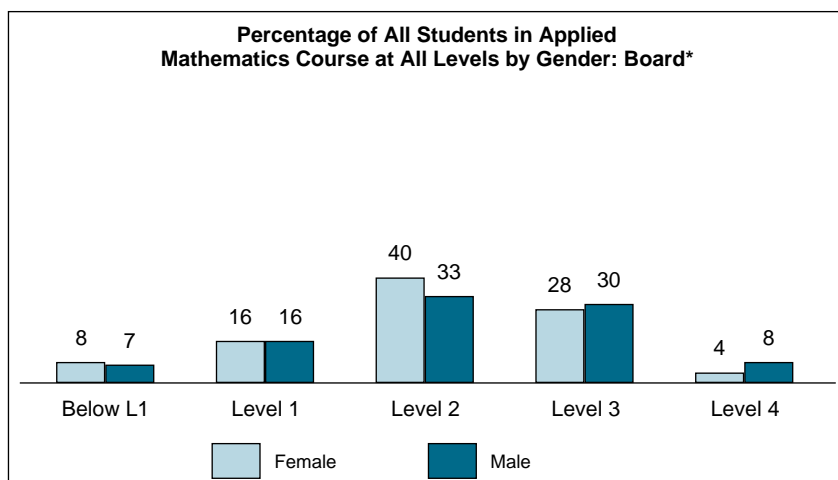
Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

Results by Gender††

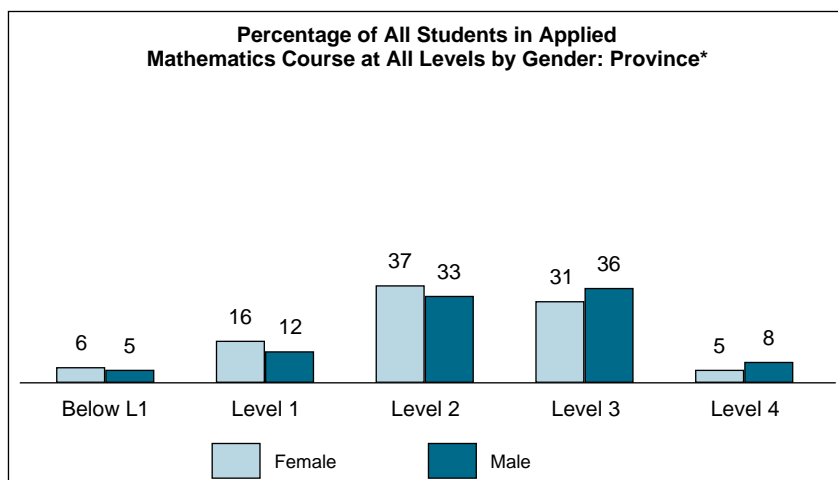
All Students: School by Gender*				
Number of Students	Female 38		Male 52	
	#	%	#	%
Level 4	1	3%	5	10%
Level 3	10	26%	16	31%
Level 2	15	39%	17	33%
Level 1	10	26%	8	15%
Below Level 1	2	5%	5	10%
Participating Students	38	100%	51	98%
No Data	0	0%	1	2%
At or Above Provincial Standard (Levels 3 and 4) †	29%		40%	



All Students: Board by Gender*				
Number of Students	Female 1 180		Male 1 318	
	#	%	#	%
Level 4	48	4%	108	8%
Level 3	327	28%	389	30%
Level 2	467	40%	436	33%
Level 1	193	16%	214	16%
Below Level 1	92	8%	94	7%
Participating Students	1 127	96%	1 241	94%
No Data	53	4%	77	6%
At or Above Provincial Standard (Levels 3 and 4) †	32%		38%	



All Students: Province by Gender*				
Number of Students	Female 21 262		Male 26 304	
	#	%	#	%
Level 4	999	5%	2 165	8%
Level 3	6 607	31%	9 382	36%
Level 2	7 941	37%	8 688	33%
Level 1	3 431	16%	3 224	12%
Below Level 1	1 207	6%	1 419	5%
Participating Students	20 185	95%	24 878	95%
No Data	1 077	5%	1 426	5%
At or Above Provincial Standard (Levels 3 and 4) †	36%		44%	



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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, 2009–2010, 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	269		4 814		101 268	
Number of classes with students in academic mathematics course	10		185		4 168	
Number of schools with academic mathematics classes	Not applicable		32		686	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	268	100%	4 783	99%	100 436	99%
Participating students who received one or more accommodations*	12	4%	175	4%	3 526	4%
Participating students who received one or more special provisions*	0	0%	208	4%	1 669	2%
Students who did not complete any part of the assessment (no data)*	1	<1%	31	1%	832	1%
Gender[†] Based on number of students enrolled						
Female	138	51%	2 574	53%	51 972	51%
Male	131	49%	2 240	47%	49 296	49%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	13	5%	414	9%	3 826	4%
Students with special education needs (excluding gifted)*	12	4%	164	3%	5 090	5%
Semester/Full Year Based on number of students enrolled						
First-semester course	113	42%	1 580	33%	44 562	44%
Second-semester course	156	58%	1 533	32%	43 817	43%
Full-year course	0	0%	1 701	35%	12 889	13%
Language and School Background^{††} Based on Student Questionnaire data						
Number of Respondents:		270	4 657		97 137	
Speak only or mostly a language other than English at home	13	5%	567	12%	8 327	9%
Speak another language as often as English at home	68	25%	1 022	22%	14 612	15%
Attended three or more elementary schools from kindergarten to Grade 8	85	31%	1 174	25%	32 983	34%

* See the Explanation of Terms.

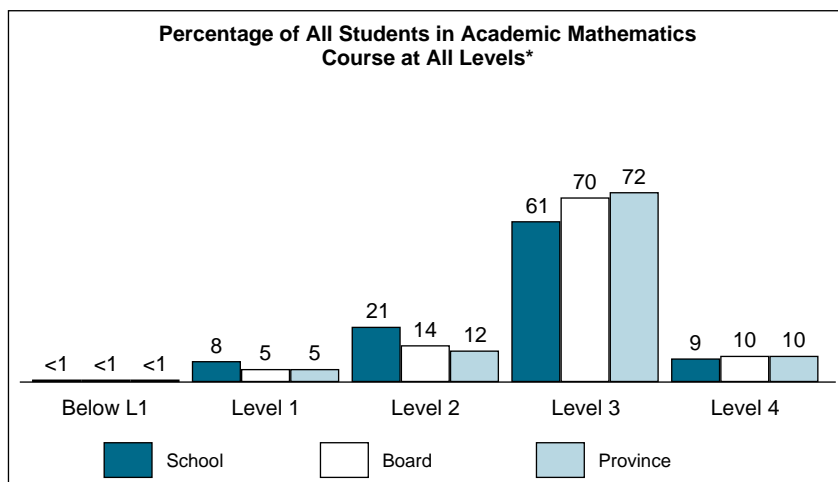
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†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

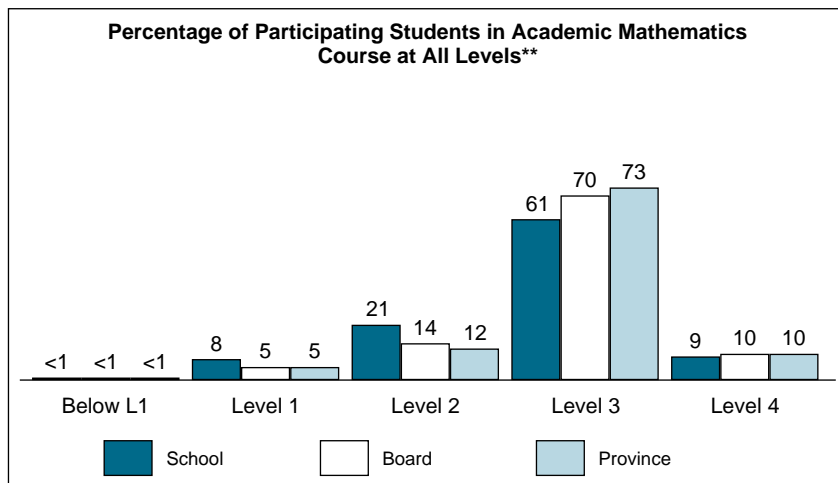
Results for All Students

All Students*				
Number of Students	School 269		Board 4 814	Province 101 268
	#	%	%	%
Level 4	25	9%	10%	10%
Level 3	164	61%	70%	72%
Level 2	56	21%	14%	12%
Level 1	22	8%	5%	5%
Below Level 1	1	<1%	<1%	<1%
Participating Students	268	100%	99%	99%
No Data	1	<1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		70%	80%	82%



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

Participating Students**				
Number of Students	School 268		Board 4 783	Province 100 436
	#	%	%	%
Level 4	25	9%	10%	10%
Level 3	164	61%	70%	73%
Level 2	56	21%	14%	12%
Level 1	22	8%	5%	5%
Below Level 1	1	<1%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		71%	80%	83%



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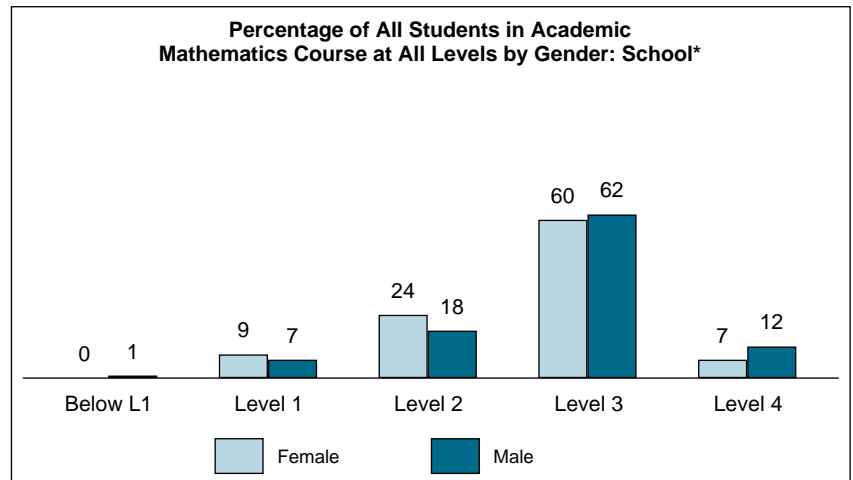
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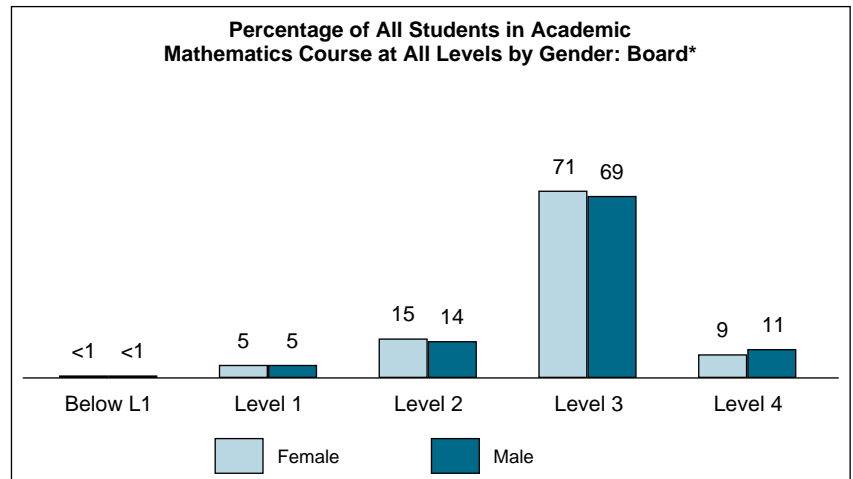
Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

Results by Gender††

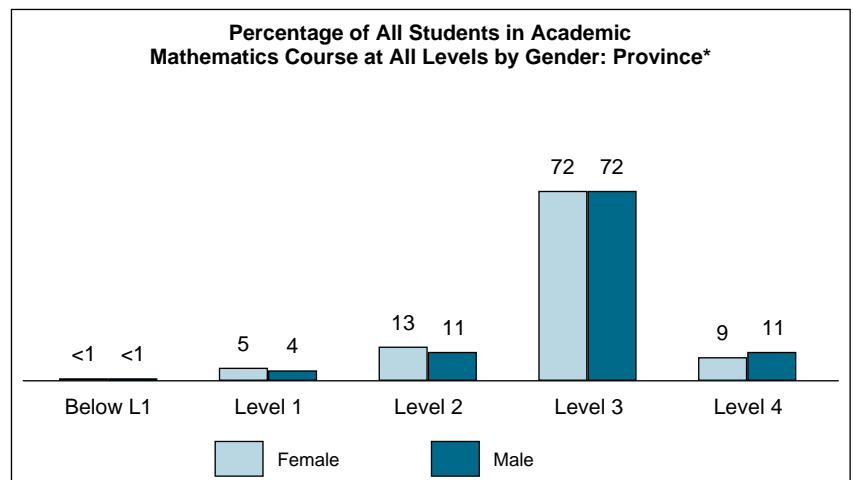
All Students: School by Gender*				
Number of Students	Female 138		Male 131	
	#	%	#	%
Level 4	9	7%	16	12%
Level 3	83	60%	81	62%
Level 2	33	24%	23	18%
Level 1	13	9%	9	7%
Below Level 1	0	0%	1	1%
Participating Students	138	100%	130	99%
No Data	0	0%	1	1%
At or Above Provincial Standard (Levels 3 and 4)†	67%		74%	



All Students: Board by Gender*				
Number of Students	Female 2 574		Male 2 240	
	#	%	#	%
Level 4	226	9%	245	11%
Level 3	1 831	71%	1 537	69%
Level 2	377	15%	316	14%
Level 1	123	5%	115	5%
Below Level 1	2	<1%	11	<1%
Participating Students	2 559	99%	2 224	99%
No Data	15	1%	16	1%
At or Above Provincial Standard (Levels 3 and 4)†	80%		80%	



All Students: Province by Gender*				
Number of Students	Female 51 972		Male 49 296	
	#	%	#	%
Level 4	4 656	9%	5 594	11%
Level 3	37 608	72%	35 440	72%
Level 2	6 725	13%	5 553	11%
Level 1	2 434	5%	2 135	4%
Below Level 1	115	<1%	176	<1%
Participating Students	51 538	99%	48 898	99%
No Data	434	1%	398	1%
At or Above Provincial Standard (Levels 3 and 4)†	81%		83%	



* 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, 2009–2010

Contextual Information over Time: Applied Mathematics Course

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

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	
Enrolment						
Number of students in applied mathematics course	75	60	86	94	90	
Number of classes with students in applied mathematics course	4	3	5	4	4	
Participation in the Assessment						
Students who participated in the assessment	89%	93%	99%	93%	99%	
Participating students who received one or more accommodations*	40%	39%	33%	33%	33%	
Participating students who received one or more special provisions*	0%	0%	0%	3%	1%	
Students who did not complete any part of the assessment (no data)*	3%	7%	1%	7%	1%	
Students who were exempted*	8%	---**	---	---	---	
Gender[†] Based on number of students enrolled						
Female	41%	45%	50%	50%	42%	
Male	59%	55%	49%	50%	58%	
Gender not specified	0%	0%	1%	0%	0%	
Student Status[†] Based on number of students enrolled						
English language learners*	0%	0%	0%	3%	8%	
Students with special education needs (excluding gifted)*	53%	35%	37%	31%	31%	
Semester/Full Year Based on number of students enrolled						
First-semester course	28%	42%	52%	51%	51%	
Second-semester course	72%	58%	48%	49%	49%	
Full-year course	0%	0%	0%	0%	0%	
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:	n/a	51	82	82	89
Speak only or mostly a language other than English at home			8%	4%	4%	4%
Speak another language as often as English at home	Information not available		14%	20%	13%	18%
Attended three or more elementary schools from kindergarten to Grade 8			33%	34%	41%	37%

* 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.

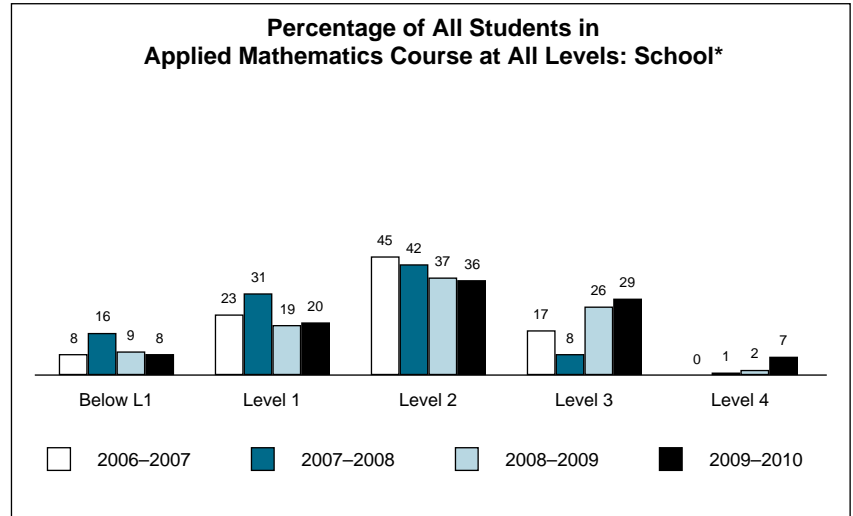
†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

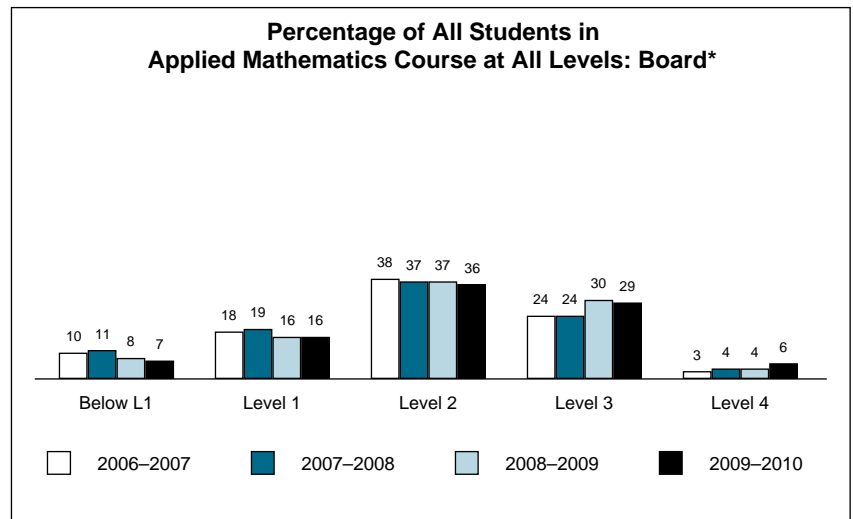
Results over Time, 2006–2007 to 2009–2010

Applied Mathematics Course for All Students

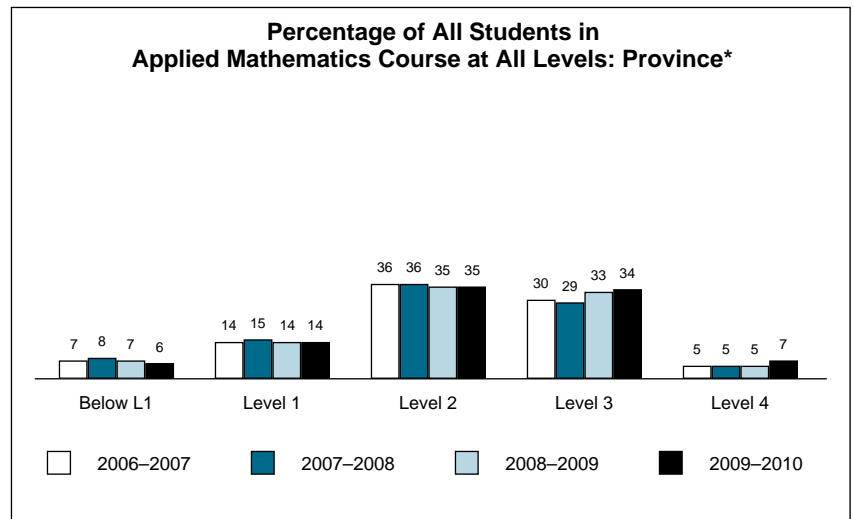
School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	60	86	94	90
Level 4	0%	1%	2%	7%
Level 3	17%	8%	26%	29%
Level 2	45%	42%	37%	36%
Level 1	23%	31%	19%	20%
Below Level 1	8%	16%	9%	8%
<i>Participating Students</i>	93%	99%	93%	99%
No Data	7%	1%	7%	1%
At or Above Provincial Standard (Levels 3 and 4)†	17%	9%	28%	36%



Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	2 249	2 351	2 533	2 498
Level 4	3%	4%	4%	6%
Level 3	24%	24%	30%	29%
Level 2	38%	37%	37%	36%
Level 1	18%	19%	16%	16%
Below Level 1	10%	11%	8%	7%
<i>Participating Students</i>	93%	94%	95%	95%
No Data	7%	6%	5%	5%
At or Above Provincial Standard (Levels 3 and 4)†	27%	28%	34%	35%



Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	49 056	47 817	48 482	47 566
Level 4	5%	5%	5%	7%
Level 3	30%	29%	33%	34%
Level 2	36%	36%	35%	35%
Level 1	14%	15%	14%	14%
Below Level 1	7%	8%	7%	6%
<i>Participating Students</i>	91%	93%	94%	95%
No Data	9%	7%	6%	5%
At or Above Provincial Standard (Levels 3 and 4)†	35%	34%	38%	40%



* 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, 2009–2010

Contextual Information over Time: Academic Mathematics Course

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

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	
Enrolment						
Number of students in academic mathematics course	256	265	281	281	269	
Number of classes with students in academic mathematics course	9	10	10	10	10	
Participation in the Assessment						
Students who participated in the assessment	99%	98%	100%	100%	100%	
Participating students who received one or more accommodations*	5%	3%	5%	4%	4%	
Participating students who received one or more special provisions*	0%	0%	0%	3%	0%	
Students who did not complete any part of the assessment (no data)*	1%	2%	<1%	0%	<1%	
Students who were exempted*	0%	---++	---	---	---	
Gender† Based on number of students enrolled						
Female	45%	47%	51%	46%	51%	
Male	55%	53%	49%	54%	49%	
Gender not specified	0%	0%	0%	0%	0%	
Student Status† Based on number of students enrolled						
English language learners*	0%	0%	0%	5%	5%	
Students with special education needs (excluding gifted)*	7%	5%	6%	4%	4%	
Semester/Full Year Based on number of students enrolled						
First-semester course	54%	51%	60%	49%	42%	
Second-semester course	46%	49%	40%	51%	58%	
Full-year course	0%	0%	0%	0%	0%	
Language and School Background†† Based on Student Questionnaire data						
	Number of Respondents:	n/a	258	263	274	270
Speak only or mostly a language other than English at home			8%	10%	5%	5%
Speak another language as often as English at home	Information not available		20%	21%	19%	25%
Attended three or more elementary schools from kindergarten to Grade 8			38%	36%	35%	31%

* 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.

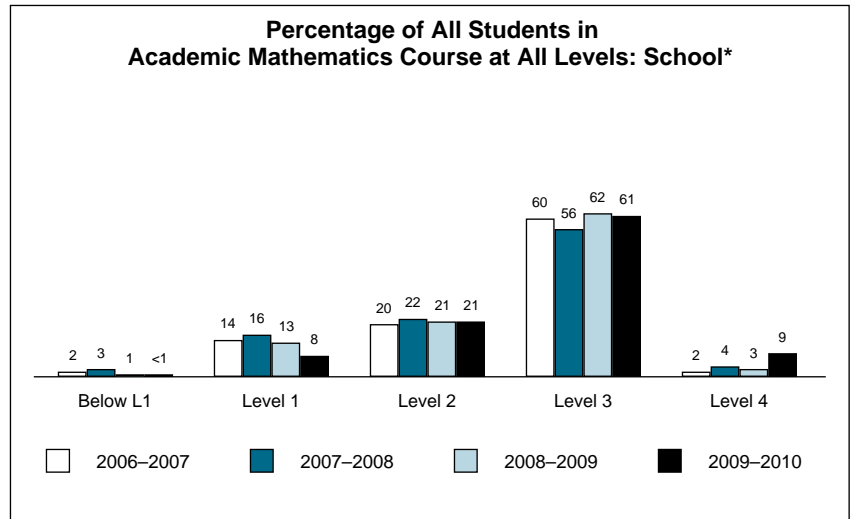
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

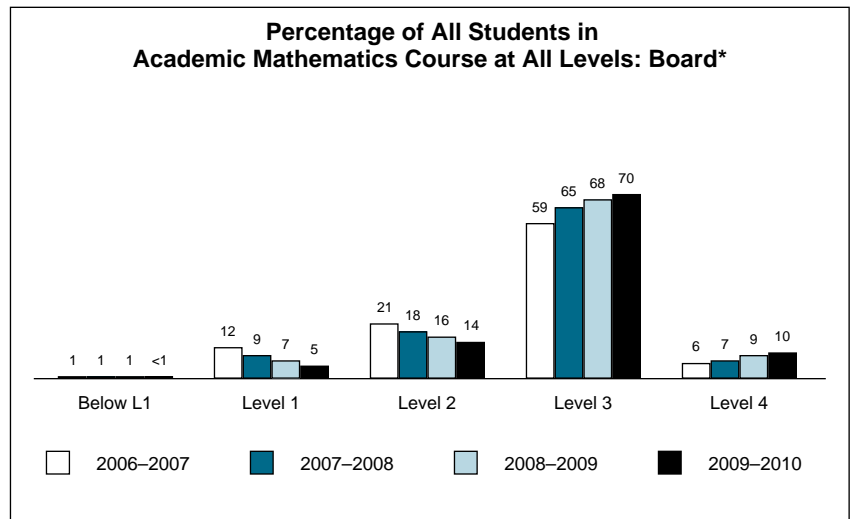
Results over Time, 2006–2007 to 2009–2010

Academic Mathematics Course for All Students

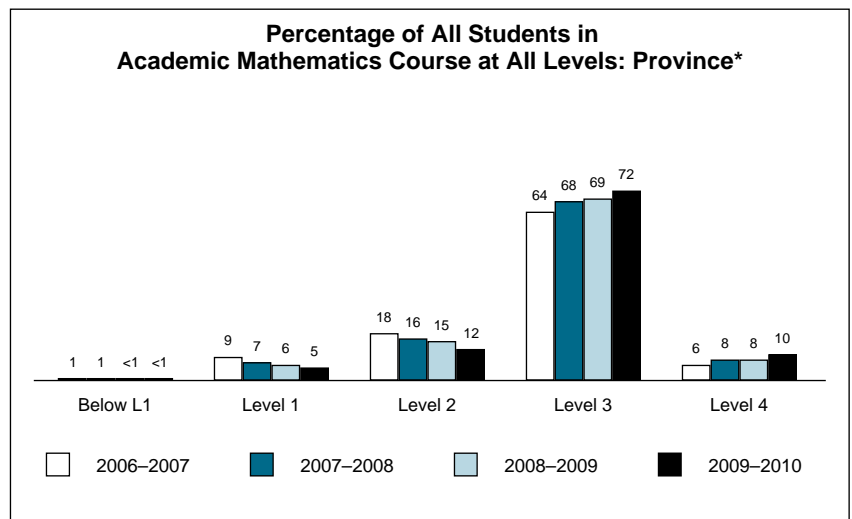
School*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	265	281	281	269
Level 4	2%	4%	3%	9%
Level 3	60%	56%	62%	61%
Level 2	20%	22%	21%	21%
Level 1	14%	16%	13%	8%
Below Level 1	2%	3%	1%	<1%
<i>Participating Students</i>	98%	100%	100%	100%
No Data	2%	<1%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	62%	59%	65%	70%



Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	4 591	4 633	4 652	4 814
Level 4	6%	7%	9%	10%
Level 3	59%	65%	68%	70%
Level 2	21%	18%	16%	14%
Level 1	12%	9%	7%	5%
Below Level 1	1%	1%	1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	65%	72%	76%	80%



Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	103 011	100 823	100 992	101 268
Level 4	6%	8%	8%	10%
Level 3	64%	68%	69%	72%
Level 2	18%	16%	15%	12%
Level 1	9%	7%	6%	5%
Below Level 1	1%	1%	<1%	<1%
<i>Participating Students</i>	98%	99%	99%	99%
No Data	2%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	71%	75%	77%	82%

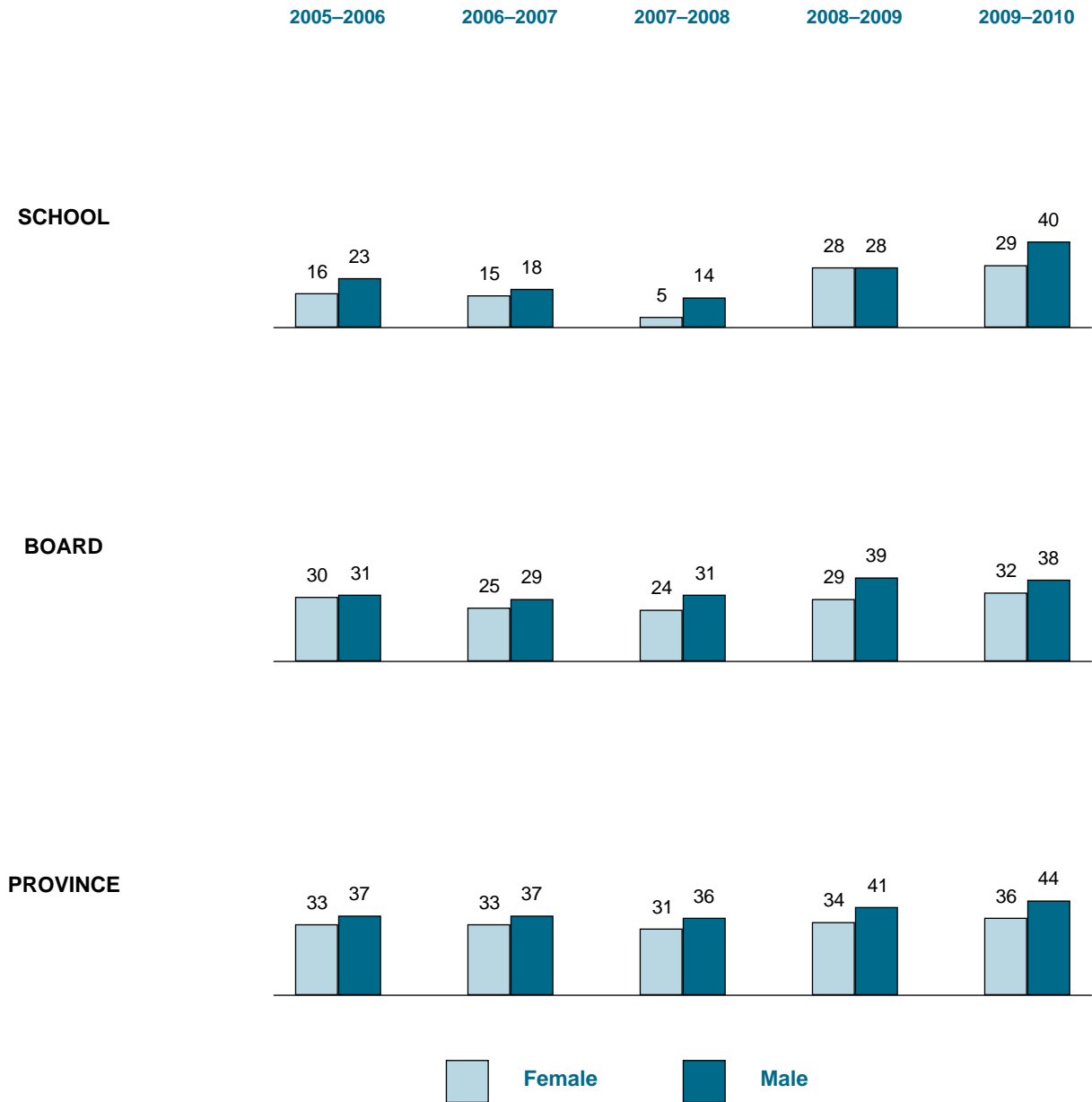


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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**



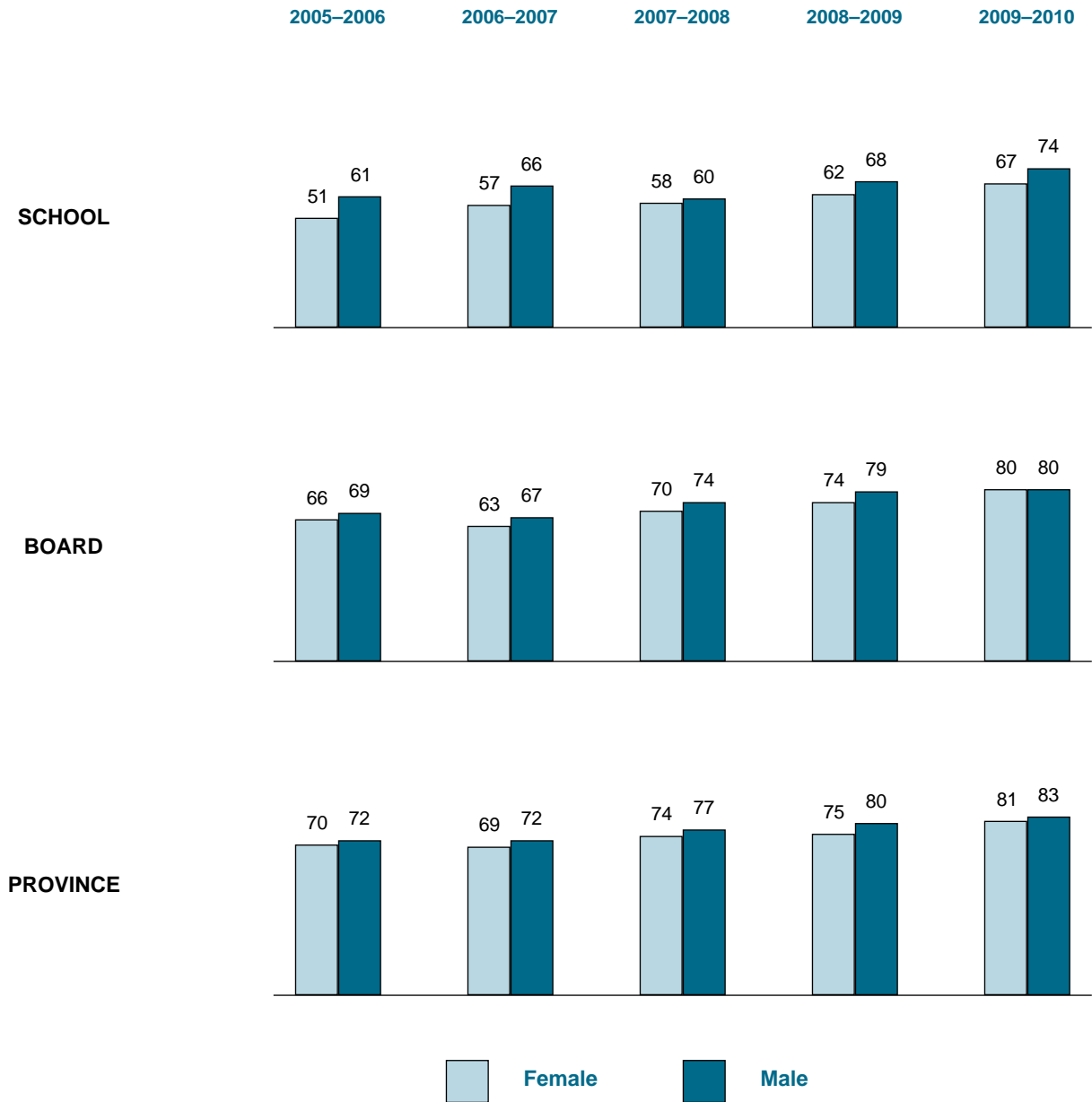
Total Number of Students in Applied Mathematics Course†

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	31	44	27	33	43	42	47	47	38	52
Board	989	1 225	1 031	1 218	1 126	1 223	1 183	1 350	1 180	1 318
Province	22 884	27 802	22 126	26 926	21 626	26 182	21 752	26 730	21 262	26 304

† 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**

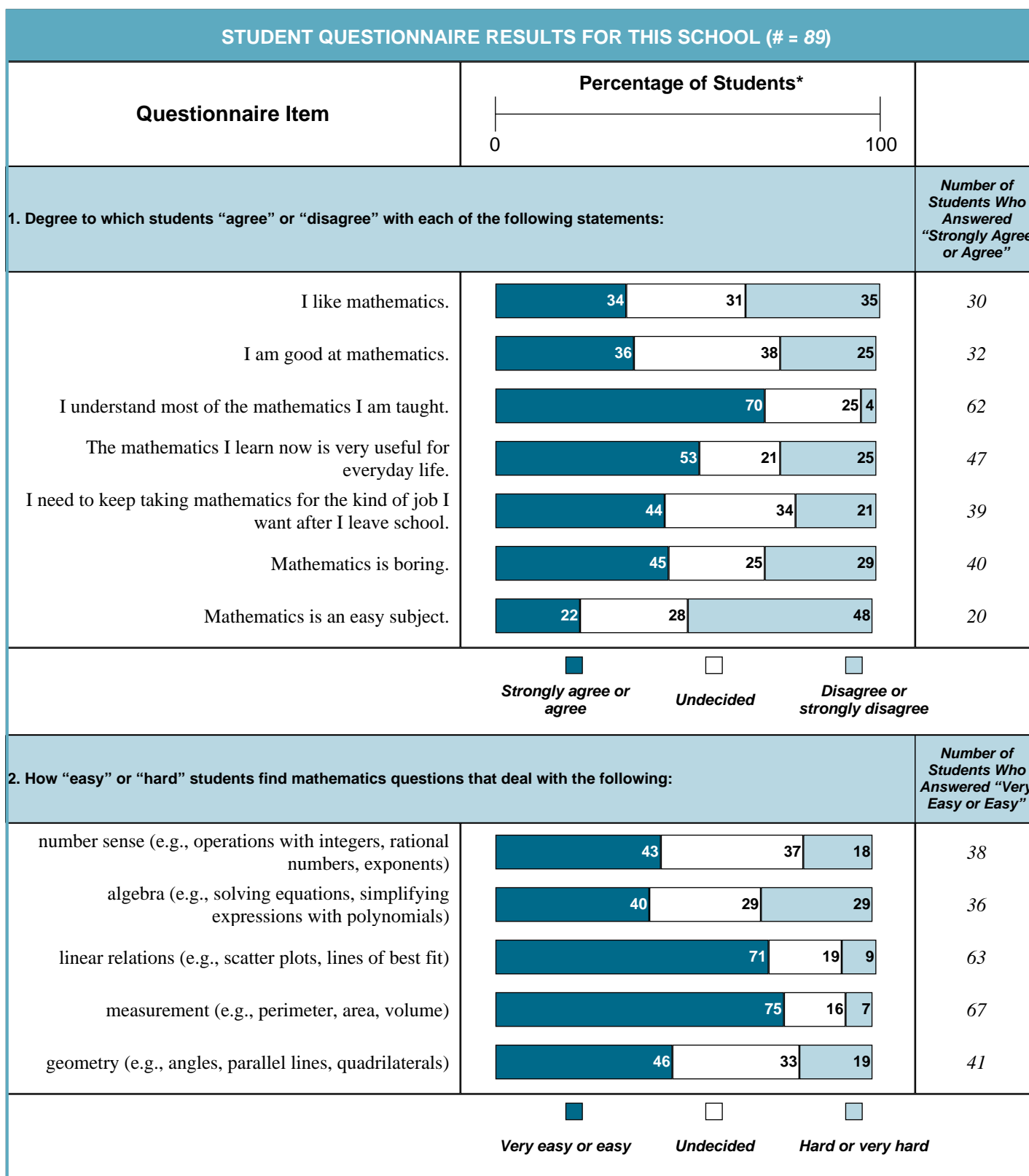


Total Number of Students in Academic Mathematics Course†

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	115	141	125	140	143	138	130	151	138	131
Board	2 425	2 200	2 485	2 106	2 405	2 228	2 530	2 122	2 574	2 240
Province	53 183	50 228	52 887	50 122	51 367	49 452	51 554	49 438	51 972	49 296

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course



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

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 89)		
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		49
a scientific calculator		73
a graphing calculator		12
<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		16
between 31 and 45 minutes		27
30 minutes or less		39
mathematics homework not usually assigned		7
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		9
sometimes		28
often or always		49
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		16
one to four times		49
five to nine times		20
10 or more times		4

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

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 89)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never	37	33
one to four times	42	37
five to nine times	11	10
10 or more times	10	9
8. Language(s) students speak at home:		Number of Students
only or mostly English	78	69
another language (or other languages) as often as English	18	16
only or mostly another language (or other languages)	4	4
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools	62	55
three schools	20	18
four schools	10	9
five schools or more	7	6

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

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 89)		
Questionnaire Item	Percentage of Students*	
10. Teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of students' class mark:		Number of Students
yes	43	38
no	6	5
don't know	51	45
11. a) Students were told how much the assessment will count as part of their class mark:†		Number of Students
yes	79	30
no	16	6
11. b) If yes, it will count for:†		Number of Students
1–5%	17	5
6–10%	50	15
11–15%	3	1
16–20%	0	0
21–25%	3	1
26–30%	3	1
other	0	0
don't know	17	5
12. Counting the Grade 9 Assessment of Mathematics as part of class mark motivates student to take the assessment more seriously:†		Number of Students
yes	66	25
no	16	6
undecided	16	6

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

† Numbers and percentages for Questions 11. a) and 12 are based on the number of students who answered 'yes' to Question 10. Note: Numbers and percentages for Question 11. b) are further based on the number of students who answered 'yes' to Question 11. a).

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 89)	Female* (# = 38)	Male* (# = 51)	All Students (# = 2 269)	Female* (# = 1 092)	Male* (# = 1 177)	All Students (# = 43 201)	Female* (# = 19 459)	Male* (# = 23 742)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	34%	24%	41%	42%	34%	48%	37%	30%	43%
I am good at mathematics.	36%	26%	43%	34%	27%	41%	37%	28%	44%
I understand most of the mathematics I am taught.	70%	61%	76%	63%	60%	66%	64%	60%	68%
The mathematics I learn now is very useful for everyday life.	53%	53%	53%	50%	46%	54%	41%	38%	44%
I need to keep taking mathematics for the kind of job I want after I leave school.	44%	42%	45%	47%	44%	49%	43%	40%	46%
Mathematics is boring.	45%	53%	39%	35%	39%	32%	43%	45%	41%
Mathematics is an easy subject.	22%	11%	31%	19%	13%	24%	22%	17%	27%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	43%	34%	49%	52%	50%	54%	49%	46%	52%
algebra	40%	32%	47%	44%	45%	44%	44%	45%	44%
linear relations	71%	74%	69%	65%	62%	67%	66%	65%	67%
measurement	75%	74%	76%	69%	69%	69%	67%	67%	68%
geometry	46%	37%	53%	38%	32%	42%	42%	37%	46%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	55%	66%	47%	48%	49%	47%	46%	48%	44%
a scientific calculator	82%	87%	78%	80%	85%	76%	75%	79%	73%
a graphing calculator	13%	16%	12%	12%	13%	11%	10%	9%	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	44%	34%	51%	42%	40%	44%	44%	43%	45%
more than 30 minutes	48%	61%	39%	48%	52%	44%	34%	37%	31%
mathematics homework not usually assigned	8%	5%	10%	9%	7%	11%	21%	19%	22%
Percentage of students indicating they complete all of their mathematics homework†									
never or seldom.	10%	5%	14%	13%	11%	14%	16%	13%	18%
sometimes.	31%	42%	24%	36%	34%	37%	32%	31%	32%
often or always.	55%	53%	57%	50%	54%	46%	51%	55%	48%
Percentage of students indicating they have been absent from their mathematics class this year†									
four times or less.	73%	79%	69%	63%	62%	64%	59%	57%	60%
five times or more.	27%	21%	31%	36%	37%	35%	40%	42%	38%
Percentage of students indicating how often they have been late for their mathematics class this year†									
four times or less.	79%	74%	82%	72%	74%	69%	70%	70%	69%
five times or more.	21%	26%	18%	27%	25%	29%	29%	28%	29%
Percentage of students indicating that they speak the following language(s) at home:†									
only or mostly English	78%	84%	73%	58%	55%	60%	81%	81%	81%
another language (or other languages) as often as English	18%	11%	24%	24%	26%	23%	12%	12%	11%
only or mostly another language (or other languages)	4%	5%	4%	17%	18%	16%	7%	6%	7%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	37%	45%	31%	30%	32%	28%	39%	41%	38%

* 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, 2009–2010, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 89)	Female* (# = 38)	Male* (# = 51)	All Students (# = 2 269)	Female* (# = 1 092)	Male* (# = 1 177)	All Students (# = 43 201)	Female* (# = 19 459)	Male* (# = 23 742)
Percentage of students indicating teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:[†]									
yes	43%	39%	45%	41%	44%	39%	38%	39%	37%
no	6%	5%	6%	3%	2%	4%	3%	2%	4%
don't know	51%	55%	47%	52%	51%	53%	57%	56%	57%
Percentage of students indicating they were told how much the assessment will count as part of their class mark:[‡]									
yes	79%	80%	78%	87%	88%	87%	86%	87%	86%
no	16%	13%	17%	12%	11%	13%	12%	12%	13%
Percentage of students indicating how much the assessment will count as part of their class mark:^{‡§}									
1–5%	17%	17%	17%	35%	40%	30%	26%	27%	25%
6–10%	50%	50%	50%	30%	25%	36%	35%	35%	34%
11–15%	3%	0%	6%	5%	4%	6%	16%	15%	17%
16–20%	0%	0%	0%	6%	5%	6%	3%	3%	3%
21–25%	3%	0%	6%	3%	4%	2%	2%	2%	2%
26–30%	3%	8%	0%	4%	4%	4%	4%	4%	4%
other	0%	0%	0%	2%	3%	1%	1%	1%	2%
don't know	17%	25%	11%	14%	14%	13%	12%	12%	11%
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:^{†‡}									
yes	66%	80%	57%	72%	75%	69%	69%	71%	67%
no	16%	7%	22%	8%	6%	10%	13%	10%	15%
undecided	16%	13%	17%	18%	17%	19%	17%	17%	16%

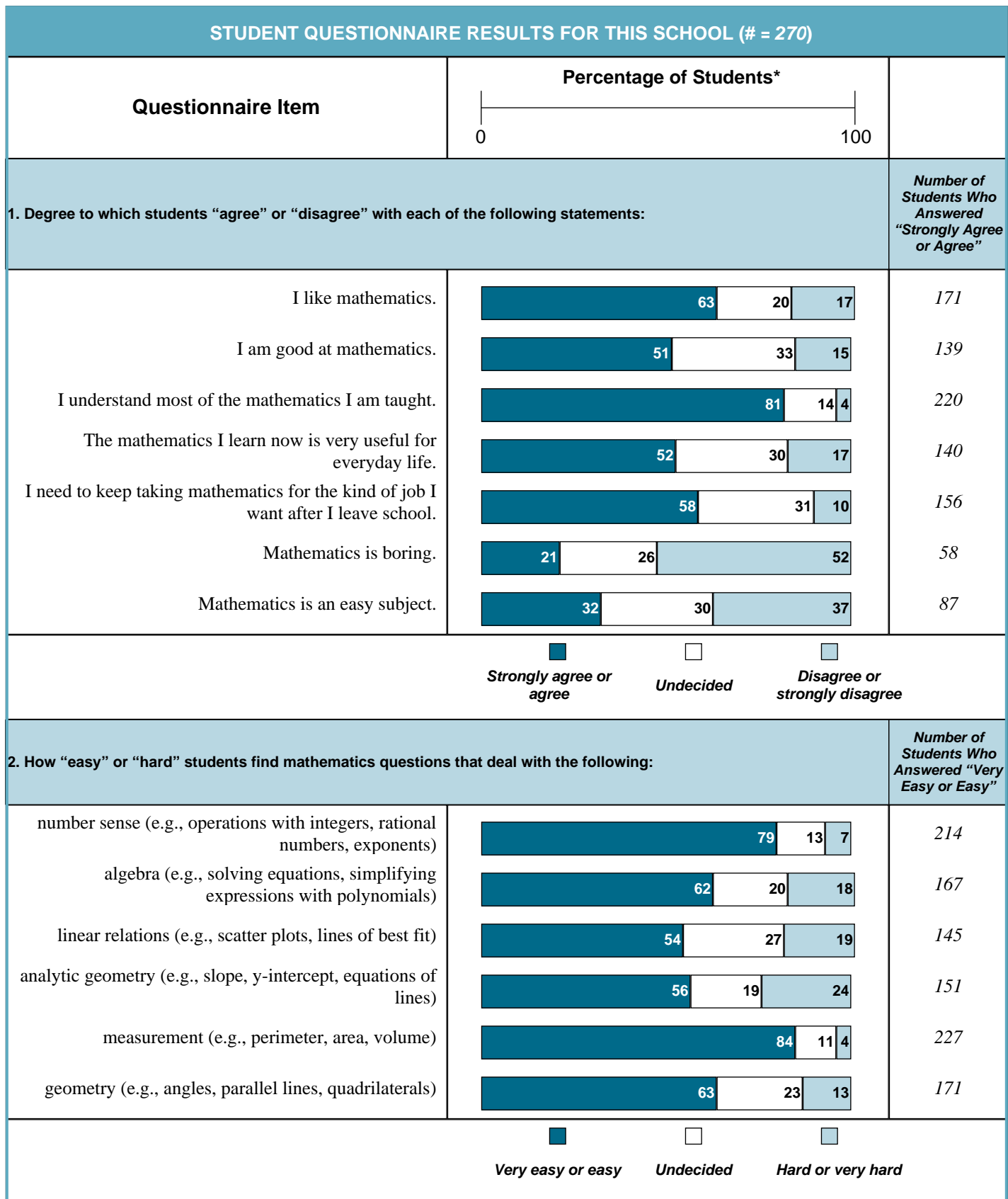
* Includes only students for whom gender data were available.

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

‡ 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.

§ Percentages of students are based on the number of students who indicated that they were told how much the assessment will count as part of their class mark.

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course



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

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 270)		
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		172
a scientific calculator		247
a graphing calculator		38
<div style="text-align: center;"> Yes 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		74
between 31 and 45 minutes		116
30 minutes or less		72
mathematics homework not usually assigned		6
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		18
sometimes		50
often or always		200
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		72
one to four times		163
five to nine times		22
10 or more times		8

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

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 270)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never		159
one to four times		78
five to nine times		23
10 or more times		8
8. Language(s) students speak at home:		Number of Students
only or mostly English		186
another language (or other languages) as often as English		68
only or mostly another language (or other languages)		13
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools		183
three schools		55
four schools		12
five schools or more		18

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

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 270)		
Questionnaire Item	Percentage of Students*	
10. Teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of students' class mark:		Number of Students
yes	71	193
no	1	3
don't know	26	70
11. a) Students were told how much the assessment will count as part of their class mark:†		Number of Students
yes	91	175
no	9	18
11. b) If yes, it will count for:†		Number of Students
1–5%	14	24
6–10%	66	115
11–15%	2	4
16–20%	0	0
21–25%	3	6
26–30%	1	2
other	1	1
don't know	12	21
12. Counting the Grade 9 Assessment of Mathematics as part of class mark motivates student to take the assessment more seriously:†		Number of Students
yes	78	150
no	7	14
undecided	13	26

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

† Numbers and percentages for Questions 11. a) and 12 are based on the number of students who answered 'yes' to Question 10. Note: Numbers and percentages for Question 11. b) are further based on the number of students who answered 'yes' to Question 11. a).

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 270)	Female* (# = 140)	Male* (# = 130)	All Students (# = 4 657)	Female* (# = 2 533)	Male* (# = 2 124)	All Students (# = 97 137)	Female* (# = 50 038)	Male* (# = 47 099)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	63%	54%	73%	57%	53%	63%	55%	49%	61%
I am good at mathematics.	51%	41%	63%	52%	45%	61%	53%	46%	61%
I understand most of the mathematics I am taught.	81%	79%	84%	74%	72%	77%	73%	70%	76%
The mathematics I learn now is very useful for everyday life.	52%	45%	59%	42%	38%	47%	36%	31%	40%
I need to keep taking mathematics for the kind of job I want after I leave school.	58%	52%	64%	56%	54%	59%	56%	53%	59%
Mathematics is boring.	21%	22%	21%	25%	25%	26%	31%	31%	30%
Mathematics is an easy subject.	32%	26%	39%	28%	22%	34%	28%	23%	34%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	79%	76%	82%	73%	70%	77%	69%	66%	73%
algebra	62%	64%	60%	66%	67%	64%	63%	63%	62%
linear relations	54%	49%	59%	54%	50%	58%	52%	48%	56%
analytic geometry	56%	51%	62%	52%	51%	54%	50%	47%	52%
measurement	84%	86%	82%	78%	77%	80%	77%	76%	79%
geometry	63%	59%	68%	63%	61%	66%	65%	62%	68%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	64%	63%	65%	56%	58%	53%	59%	62%	57%
a scientific calculator	91%	93%	90%	89%	91%	87%	88%	90%	86%
a graphing calculator	14%	16%	12%	16%	16%	16%	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	27%	20%	34%	32%	25%	40%	37%	31%	43%
more than 30 minutes	70%	77%	63%	65%	73%	55%	59%	66%	52%
mathematics homework not usually assigned	2%	3%	2%	2%	1%	3%	3%	2%	4%
Percentage of students indicating they complete all of their mathematics homework†									
never or seldom.	7%	7%	6%	12%	9%	14%	12%	9%	16%
sometimes.	19%	19%	18%	27%	25%	29%	24%	22%	26%
often or always.	74%	74%	75%	60%	65%	55%	62%	68%	56%
Percentage of students indicating they have been absent from their mathematics class this year†									
four times or less.	87%	85%	89%	77%	77%	77%	72%	71%	73%
five times or more.	11%	14%	8%	22%	22%	21%	27%	28%	25%
Percentage of students indicating how often they have been late for their mathematics class this year†									
four times or less.	88%	88%	88%	86%	87%	84%	85%	87%	83%
five times or more.	11%	12%	11%	13%	11%	14%	14%	12%	15%
Percentage of students indicating that they speak the following language(s) at home:†									
only or mostly English	69%	68%	70%	65%	63%	67%	75%	76%	74%
another language (or other languages) as often as English	25%	26%	24%	22%	24%	19%	15%	15%	15%
only or mostly another language (or other languages)	5%	6%	4%	12%	12%	12%	9%	7%	10%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	31%	36%	27%	25%	27%	24%	34%	34%	33%

* 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, 2009–2010, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 270)	Female* (# = 140)	Male* (# = 130)	All Students (# = 4 657)	Female* (# = 2 533)	Male* (# = 2 124)	All Students (# = 97 137)	Female* (# = 50 038)	Male* (# = 47 099)
Percentage of students indicating teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†									
yes	71%	71%	72%	62%	64%	59%	64%	66%	62%
no	1%	1%	2%	2%	1%	2%	2%	1%	2%
don't know	26%	27%	25%	33%	32%	35%	31%	29%	32%
Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡									
yes	91%	91%	90%	92%	92%	92%	91%	92%	91%
no	9%	9%	10%	8%	7%	8%	8%	8%	8%
Percentage of students indicating how much the assessment will count as part of their class mark:‡§									
1–5%	14%	18%	9%	47%	55%	36%	32%	33%	32%
6–10%	66%	62%	69%	35%	28%	45%	43%	43%	44%
11–15%	2%	2%	2%	3%	2%	4%	11%	11%	12%
16–20%	0%	0%	0%	4%	4%	3%	3%	3%	2%
21–25%	3%	4%	2%	2%	2%	2%	1%	1%	1%
26–30%	1%	0%	2%	2%	2%	2%	2%	2%	2%
other	1%	1%	0%	<1%	1%	<1%	1%	<1%	1%
don't know	12%	12%	12%	6%	6%	7%	6%	7%	6%
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:†‡									
yes	78%	82%	73%	75%	75%	74%	72%	74%	69%
no	7%	3%	12%	10%	8%	13%	13%	11%	17%
undecided	13%	12%	15%	14%	14%	12%	13%	14%	13%

* Includes only students for whom gender data were available.

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

‡ 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.

§ Percentages of students are based on the number of students who indicated that they were told how much the assessment will count as part of their class mark.

Grade 9 Assessment of Mathematics, 2009–2010

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 Education 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. 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.