



School Report



Grade 9 Assessment of Mathematics, 2010–2011

School: Dante Alighieri Academy Sep S (702935)

Board: Toronto Catholic District School Board (67059)

On behalf of EQAO, I am pleased to provide you with this report on the results of the 2010–2011 Grade 9 Assessment of Mathematics. Enclosed you will find student results for both the 2010–2011 school year and previous years, so that you can gauge progress over time. You will also find demographic and attitudinal information about the student population assessed, which will support deeper analysis and provide an important context for these results.

Since the creation of this agency, EQAO data have been a catalyst for improving student learning and achievement at all levels of the education system. From Ontario’s classrooms and staff rooms to its school boards and Ministry, educators and education professionals from across the province have become increasingly sophisticated at using EQAO data as an integral part of their continuous improvement efforts.

Within schools, EQAO data are used regularly to guide school improvement initiatives by helping to identify areas of strength and areas needing improvement and by helping to support changes in instructional practices that may be required. The provincial test results can also help schools engage in meaningful discussions about student achievement with their parent community. We all know that parents can and do exert a powerful influence on their children’s work habits, behaviour, attitudes toward school and, ultimately, learning and achievement. EQAO is pleased to help strengthen the partnership between home and school by offering a series of resources for parents and educators, available on the agency’s Web site, to help school communities engage in the kind of meaningful, data-based dialogue that supports student success.

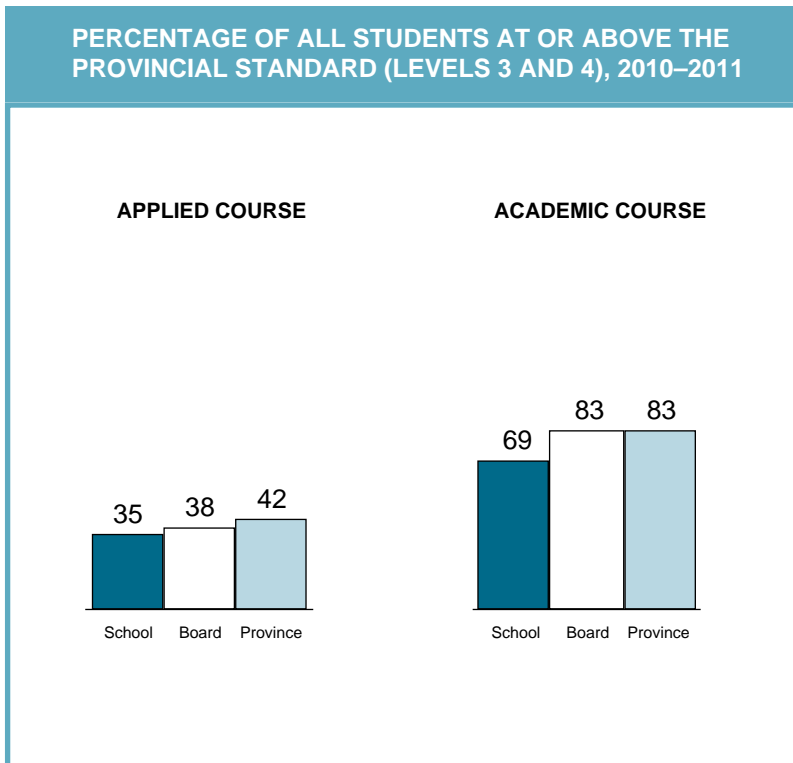
Of course, EQAO data are only one of the sources of information that should be used to assess student achievement. Provincial testing results should always be considered alongside other school and school board-based information.

At EQAO, we are proud to deliver powerful information that supports Ontario’s parents, educators and administrators in their efforts to improve student achievement. I trust that this report will provide you with a valuable set of tools to further support the drive toward excellence in your school community. I am confident that the information in the report will contribute to our shared commitment and purposeful actions toward helping each student reach his or her highest potential.

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

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Grade 9 Assessment of Mathematics, 2010–2011

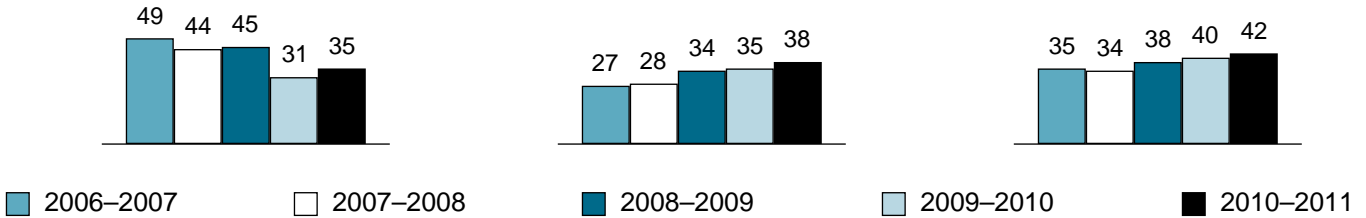
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



Total Number of Students

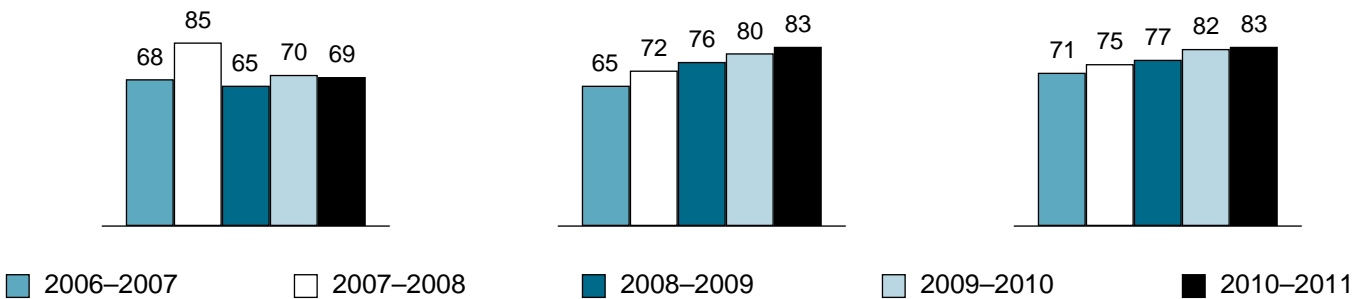
	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>
School	134	126	184	159	161
Board	2 249	2 351	2 533	2 498	2 307
Province	49 056	47 817	48 482	47 566	44 095

ACADEMIC MATHEMATICS

School

Board

Province



Total Number of Students

	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>
School	218	133	135	149	130
Board	4 591	4 633	4 652	4 814	4 521
Province	103 011	100 823	100 992	101 268	99 278

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.

Grade 9 Assessment of Mathematics, 2010–2011, 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	161		2 307		44 095	
Number of classes with students in applied mathematics course	9		129		2 751	
Number of schools with applied mathematics classes	Not applicable		32		704	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	155	96%	2 216	96%	41 993	95%
Participating students who received one or more accommodations*	36	23%	678	31%	10 464	25%
Participating students who received one or more special provisions*	11	7%	217	10%	1 616	4%
Students who did not complete any part of the assessment (no data)*	6	4%	91	4%	2 102	5%
Gender[†] Based on number of students enrolled						
Female	62	39%	1 084	47%	19 721	45%
Male	99	61%	1 223	53%	24 374	55%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	11	7%	352	15%	2 894	7%
Students with special education needs (excluding gifted)*	37	23%	737	32%	14 436	33%
Semester/Full Year Based on number of students enrolled						
First-semester course	88	55%	858	37%	19 794	45%
Second-semester course	73	45%	765	33%	20 155	46%
Full-year course	0	0%	684	30%	4 146	9%
Language and School Background^{††}						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:		152	2 057	38 230		
Speak only or mostly a language other than English at home	21	14%	345	17%	2 970	8%
Speak another language as often as English at home	51	34%	559	27%	5 050	13%
Attended three or more elementary schools from kindergarten to Grade 8	37	24%	687	33%	15 653	41%

* See the Explanation of Terms.

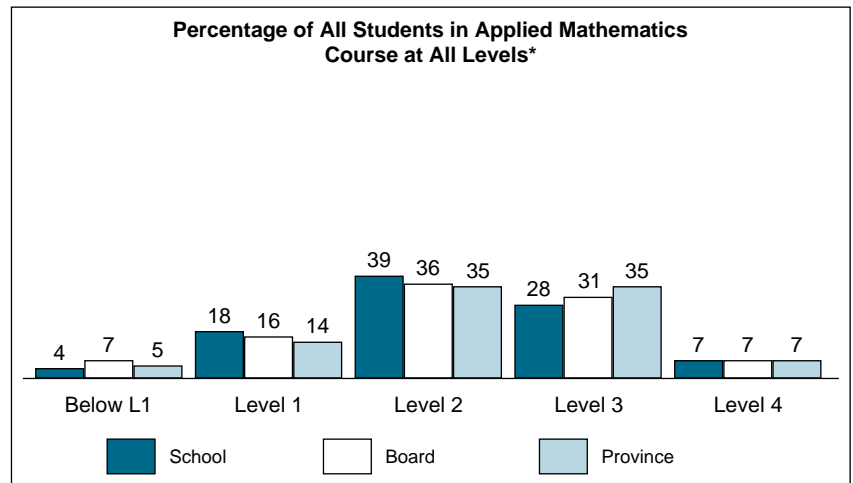
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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, 2010–2011, Applied Course

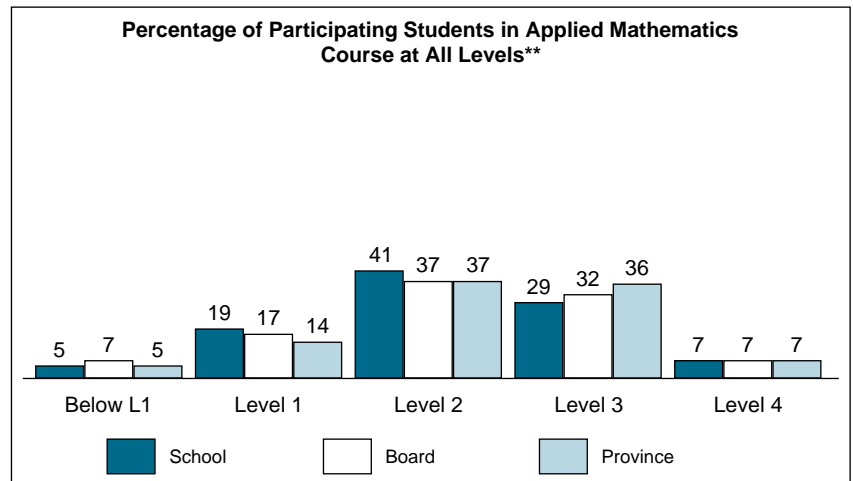
Results for All Students

All Students*				
Number of Students	School 161		Board 2 307	Province 44 095
	#	%	%	%
Level 4	11	7%	7%	7%
Level 3	45	28%	31%	35%
Level 2	63	39%	36%	35%
Level 1	29	18%	16%	14%
Below Level 1	7	4%	7%	5%
Participating Students	155	96%	96%	95%
No Data	6	4%	4%	5%
At or Above Provincial Standard (Levels 3 and 4) †		35%	38%	42%



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

Participating Students**				
Number of Students	School 155		Board 2 216	Province 41 993
	#	%	%	%
Level 4	11	7%	7%	7%
Level 3	45	29%	32%	36%
Level 2	63	41%	37%	37%
Level 1	29	19%	17%	14%
Below Level 1	7	5%	7%	5%
At or Above Provincial Standard (Levels 3 and 4) †		36%	39%	44%



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

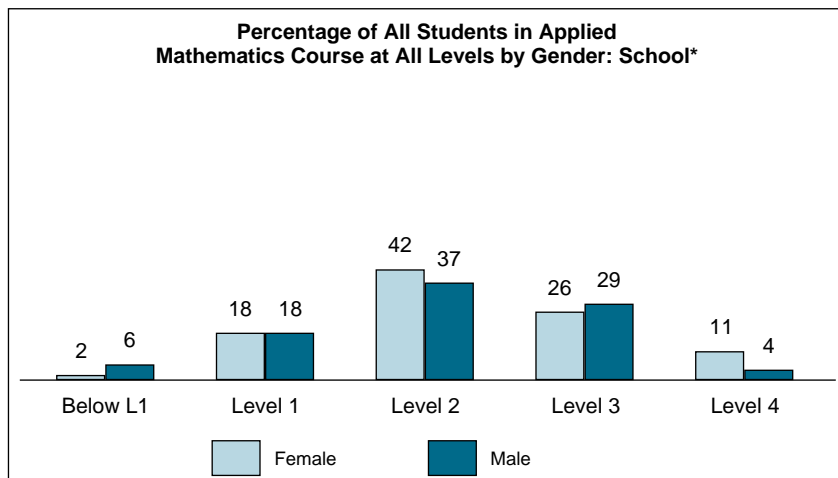
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

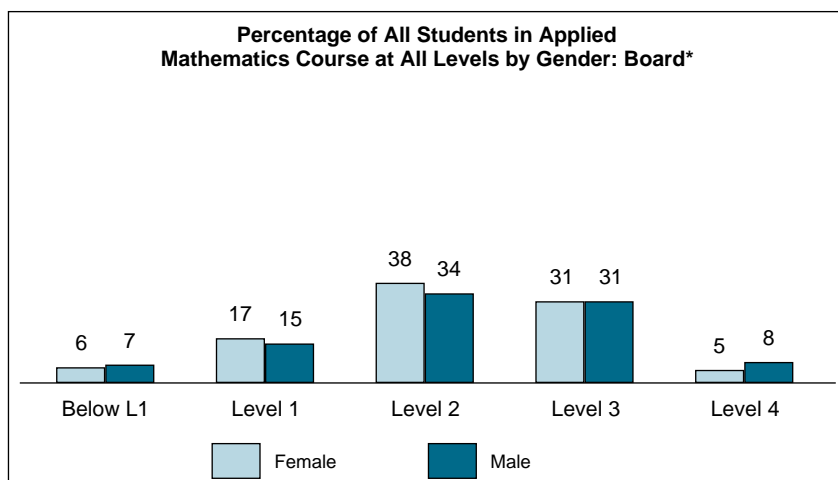
Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

Results by Gender††

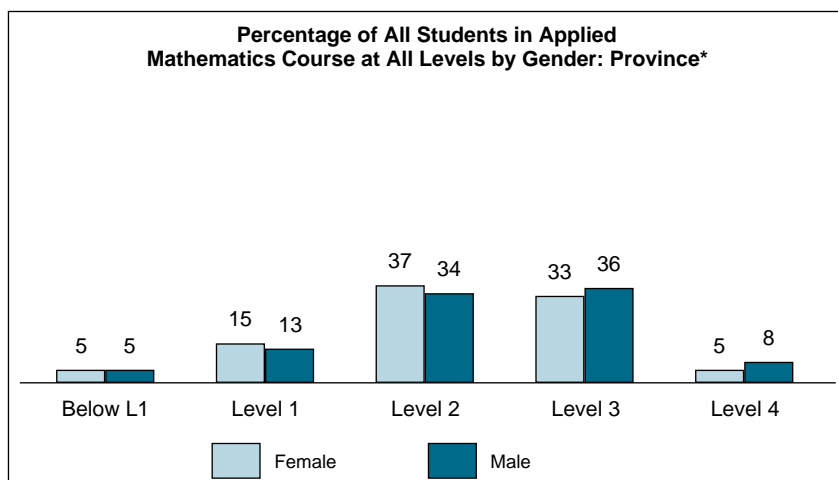
All Students: School by Gender*				
Number of Students	Female 62		Male 99	
	#	%	#	%
Level 4	7	11%	4	4%
Level 3	16	26%	29	29%
Level 2	26	42%	37	37%
Level 1	11	18%	18	18%
Below Level 1	1	2%	6	6%
Participating Students	61	98%	94	95%
No Data	1	2%	5	5%
At or Above Provincial Standard (Levels 3 and 4)†	37%		33%	



All Students: Board by Gender*				
Number of Students	Female 1 084		Male 1 223	
	#	%	#	%
Level 4	50	5%	101	8%
Level 3	340	31%	378	31%
Level 2	407	38%	413	34%
Level 1	188	17%	188	15%
Below Level 1	66	6%	85	7%
Participating Students	1 051	97%	1 165	95%
No Data	33	3%	58	5%
At or Above Provincial Standard (Levels 3 and 4)†	36%		39%	



All Students: Province by Gender*				
Number of Students	Female 19 721		Male 24 374	
	#	%	#	%
Level 4	1 082	5%	1 997	8%
Level 3	6 603	33%	8 658	36%
Level 2	7 243	37%	8 191	34%
Level 1	2 893	15%	3 082	13%
Below Level 1	977	5%	1 267	5%
Participating Students	18 798	95%	23 195	95%
No Data	923	5%	1 179	5%
At or Above Provincial Standard (Levels 3 and 4)†	39%		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, 2010–2011, 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	130		4 521		99 278	
Number of classes with students in academic mathematics course	5		181		4 139	
Number of schools with academic mathematics classes	Not applicable		32		684	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	130	100%	4 487	99%	98 481	99%
Participating students who received one or more accommodations*	3	2%	198	4%	4 012	4%
Participating students who received one or more special provisions*	5	4%	196	4%	1 951	2%
Students who did not complete any part of the assessment (no data)*	0	0%	34	1%	797	1%
Gender[†] Based on number of students enrolled						
Female	66	51%	2 375	53%	50 814	51%
Male	64	49%	2 146	47%	48 464	49%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	5	4%	420	9%	4 069	4%
Students with special education needs (excluding gifted)*	3	2%	179	4%	5 354	5%
Semester/Full Year Based on number of students enrolled						
First-semester course	73	56%	1 609	36%	43 509	44%
Second-semester course	57	44%	1 362	30%	43 054	43%
Full-year course	0	0%	1 550	34%	12 715	13%
Language and School Background^{††} Based on Student Questionnaire data						
Number of Respondents:		125	4 227	93 257		
Speak only or mostly a language other than English at home	22	18%	540	13%	8 372	9%
Speak another language as often as English at home	39	31%	929	22%	13 688	15%
Attended three or more elementary schools from kindergarten to Grade 8	29	23%	1 175	28%	32 489	35%

* See the Explanation of Terms.

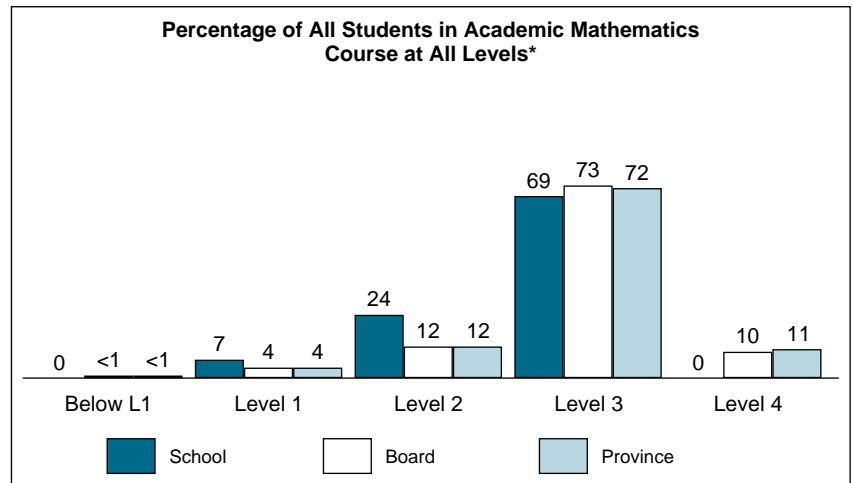
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†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

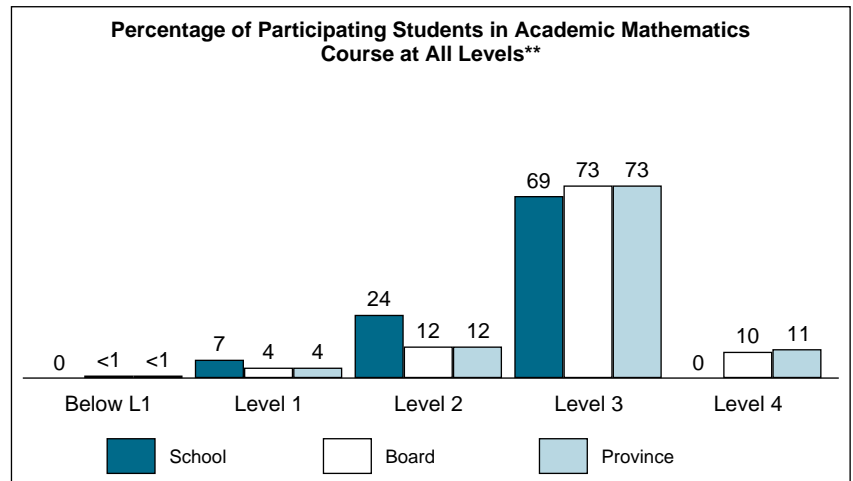
Results for All Students

All Students*				
Number of Students	School 130		Board 4 521	Province 99 278
	#	%	%	%
Level 4	0	0%	10%	11%
Level 3	90	69%	73%	72%
Level 2	31	24%	12%	12%
Level 1	9	7%	4%	4%
Below Level 1	0	0%	<1%	<1%
Participating Students	130	100%	99%	99%
No Data	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		69%	83%	83%



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

Participating Students**				
Number of Students	School 130		Board 4 487	Province 98 481
	#	%	%	%
Level 4	0	0%	10%	11%
Level 3	90	69%	73%	73%
Level 2	31	24%	12%	12%
Level 1	9	7%	4%	4%
Below Level 1	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		69%	83%	84%



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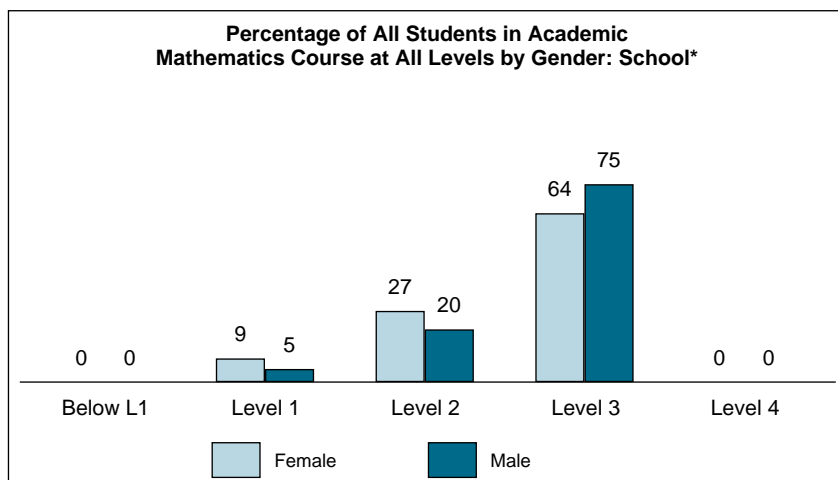
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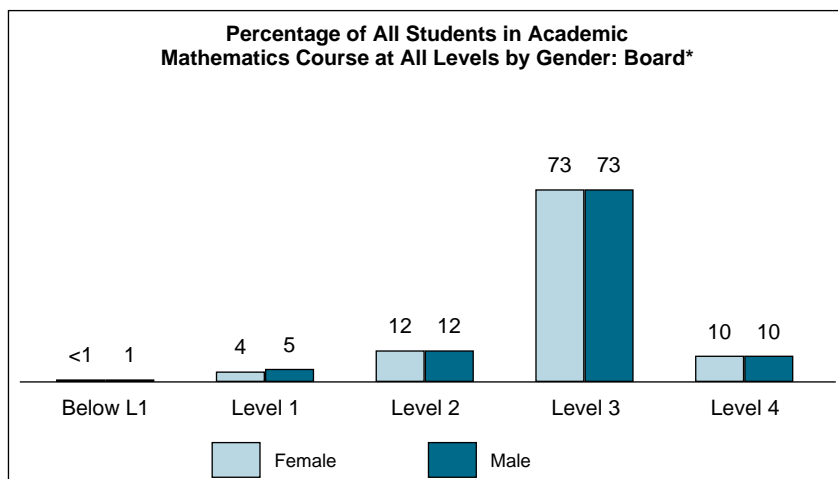
Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

Results by Gender††

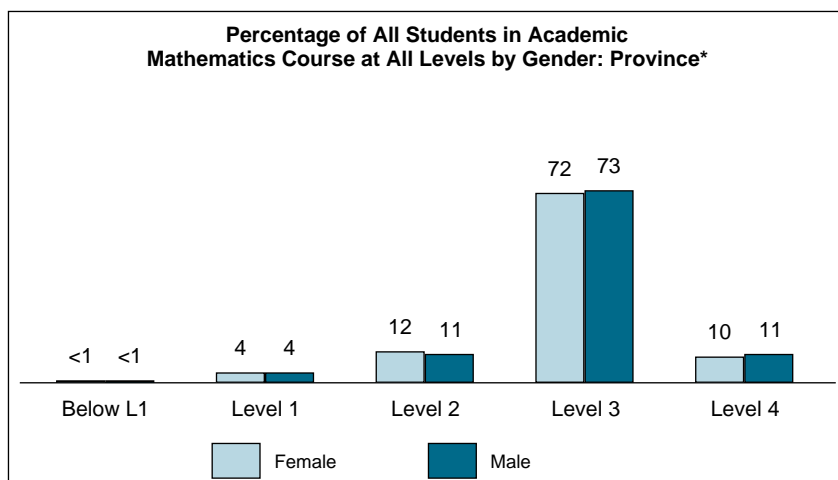
All Students: School by Gender*				
Number of Students	Female 66		Male 64	
	#	%	#	%
Level 4	0	0%	0	0%
Level 3	42	64%	48	75%
Level 2	18	27%	13	20%
Level 1	6	9%	3	5%
Below Level 1	0	0%	0	0%
Participating Students	66	100%	64	100%
No Data	0	0%	0	0%
At or Above Provincial Standard (Levels 3 and 4) †	64%		75%	



All Students: Board by Gender*				
Number of Students	Female 2 375		Male 2 146	
	#	%	#	%
Level 4	242	10%	214	10%
Level 3	1 729	73%	1 558	73%
Level 2	279	12%	249	12%
Level 1	100	4%	97	5%
Below Level 1	7	<1%	12	1%
Participating Students	2 357	99%	2 130	99%
No Data	18	1%	16	1%
At or Above Provincial Standard (Levels 3 and 4) †	83%		83%	



All Students: Province by Gender*				
Number of Students	Female 50 814		Male 48 464	
	#	%	#	%
Level 4	4 956	10%	5 558	11%
Level 3	36 788	72%	35 187	73%
Level 2	6 348	12%	5 131	11%
Level 1	2 206	4%	2 034	4%
Below Level 1	109	<1%	164	<1%
Participating Students	50 407	99%	48 074	99%
No Data	407	1%	390	1%
At or Above Provincial Standard (Levels 3 and 4) †	82%		84%	



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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, 2010–2011

Contextual Information over Time: Applied Mathematics Course

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

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	
Enrolment						
Number of students in applied mathematics course	134	126	184	159	161	
Number of classes with students in applied mathematics course	6	7	9	8	9	
Participation in the Assessment						
Students who participated in the assessment	98%	100%	98%	98%	96%	
Participating students who received one or more accommodations*	31%	26%	31%	24%	23%	
Participating students who received one or more special provisions*	5%	1%	2%	10%	7%	
Students who did not complete any part of the assessment (no data)*	2%	0%	2%	2%	4%	
Gender[†] Based on number of students enrolled						
Female	32%	46%	37%	47%	39%	
Male	68%	54%	63%	53%	61%	
Gender not specified	0%	0%	0%	0%	0%	
Student Status[†] Based on number of students enrolled						
English language learners*	10%	8%	8%	10%	7%	
Students with special education needs (excluding gifted)*	41%	25%	30%	24%	23%	
Semester/Full Year Based on number of students enrolled						
First-semester course	49%	83%	61%	47%	55%	
Second-semester course	51%	17%	39%	53%	45%	
Full-year course	0%	0%	0%	0%	0%	
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:	130	125	176	153	152
Speak only or mostly a language other than English at home	22%	22%	17%	16%	14%	
Speak another language as often as English at home	35%	31%	35%	33%	34%	
Attended three or more elementary schools from kindergarten to Grade 8	21%	33%	23%	25%	24%	

* See the Explanation of Terms.

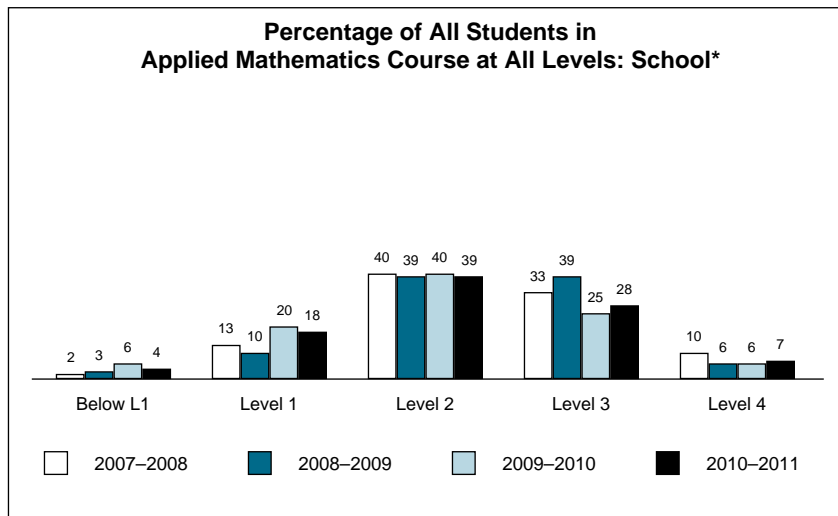
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†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

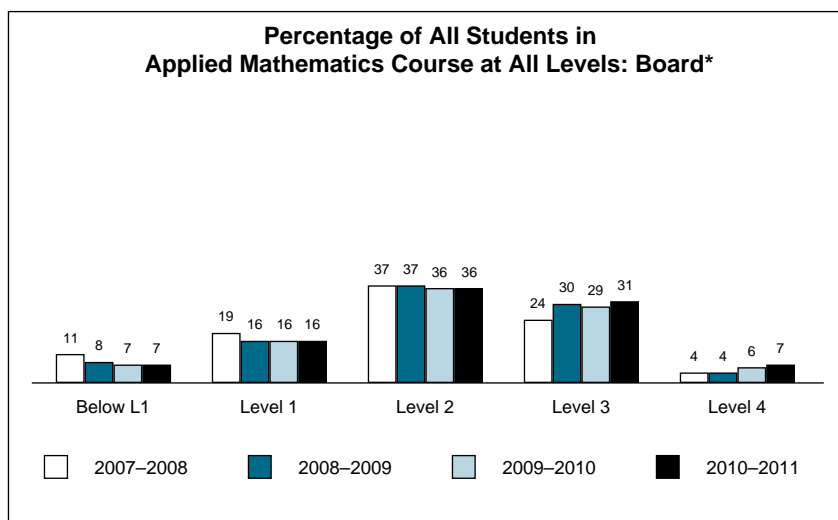
Results over Time, 2007–2008 to 2010–2011

Applied Mathematics Course for All Students

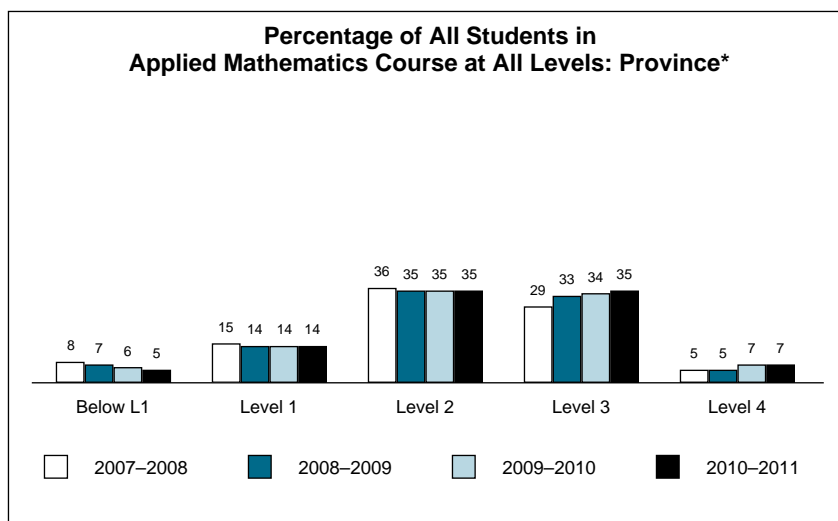
School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	126	184	159	161
Level 4	10%	6%	6%	7%
Level 3	33%	39%	25%	28%
Level 2	40%	39%	40%	39%
Level 1	13%	10%	20%	18%
Below Level 1	2%	3%	6%	4%
<i>Participating Students</i>	100%	98%	98%	96%
No Data	0%	2%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†	44%	45%	31%	35%



Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	2 351	2 533	2 498	2 307
Level 4	4%	4%	6%	7%
Level 3	24%	30%	29%	31%
Level 2	37%	37%	36%	36%
Level 1	19%	16%	16%	16%
Below Level 1	11%	8%	7%	7%
<i>Participating Students</i>	94%	95%	95%	96%
No Data	6%	5%	5%	4%
At or Above Provincial Standard (Levels 3 and 4)†	28%	34%	35%	38%



Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	47 817	48 482	47 566	44 095
Level 4	5%	5%	7%	7%
Level 3	29%	33%	34%	35%
Level 2	36%	35%	35%	35%
Level 1	15%	14%	14%	14%
Below Level 1	8%	7%	6%	5%
<i>Participating Students</i>	93%	94%	95%	95%
No Data	7%	6%	5%	5%
At or Above Provincial Standard (Levels 3 and 4)†	34%	38%	40%	42%



* 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, 2010–2011

Contextual Information over Time: Academic Mathematics Course

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

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	
Enrolment						
Number of students in academic mathematics course	218	133	135	149	130	
Number of classes with students in academic mathematics course	8	5	5	6	5	
Participation in the Assessment						
Students who participated in the assessment	99%	100%	100%	100%	100%	
Participating students who received one or more accommodations*	3%	4%	4%	1%	2%	
Participating students who received one or more special provisions*	0%	2%	1%	5%	4%	
Students who did not complete any part of the assessment (no data)*	1%	0%	0%	0%	0%	
Gender[†] Based on number of students enrolled						
Female	49%	60%	57%	53%	51%	
Male	51%	40%	43%	47%	49%	
Gender not specified	0%	0%	0%	0%	0%	
Student Status[†] Based on number of students enrolled						
English language learners*	0%	2%	2%	5%	4%	
Students with special education needs (excluding gifted)*	4%	4%	4%	1%	2%	
Semester/Full Year Based on number of students enrolled						
First-semester course	51%	43%	59%	54%	56%	
Second-semester course	49%	57%	41%	46%	44%	
Full-year course	0%	0%	0%	0%	0%	
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:	213	132	135	149	125
Speak only or mostly a language other than English at home		17%	16%	16%	15%	18%
Speak another language as often as English at home		30%	27%	36%	24%	31%
Attended three or more elementary schools from kindergarten to Grade 8		25%	14%	20%	18%	23%

* See the Explanation of Terms.

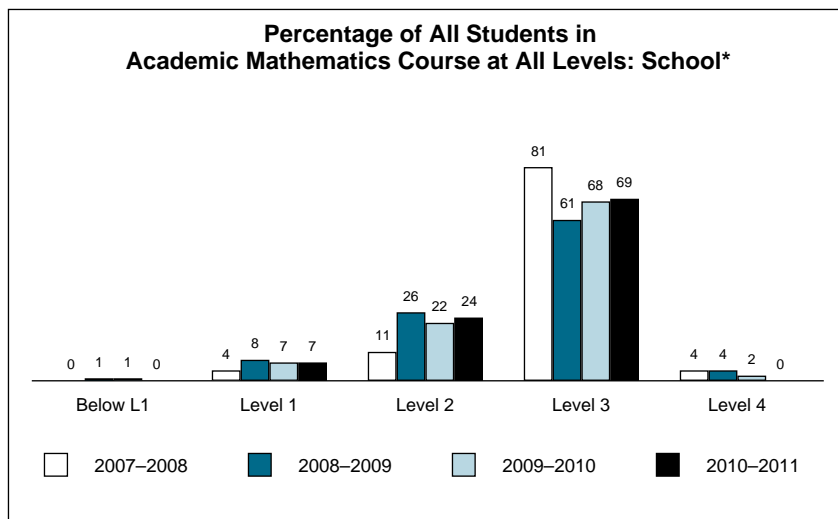
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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.

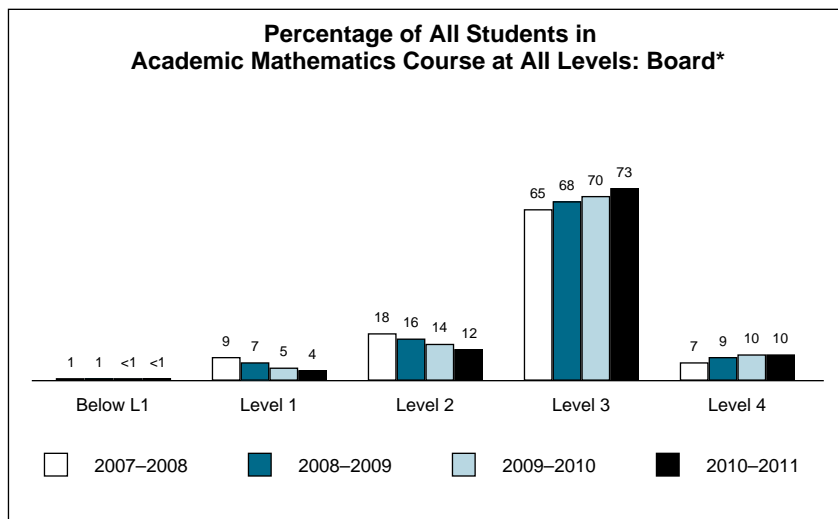
Results over Time, 2007–2008 to 2010–2011

Academic Mathematics Course for All Students

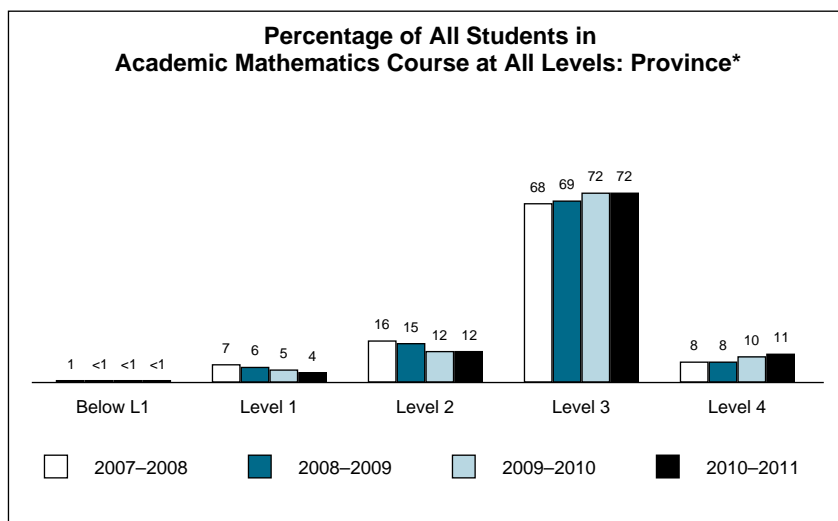
School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	133	135	149	130
Level 4	4%	4%	2%	0%
Level 3	81%	61%	68%	69%
Level 2	11%	26%	22%	24%
Level 1	4%	8%	7%	7%
Below Level 1	0%	1%	1%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	85%	65%	70%	69%



Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	4 633	4 652	4 814	4 521
Level 4	7%	9%	10%	10%
Level 3	65%	68%	70%	73%
Level 2	18%	16%	14%	12%
Level 1	9%	7%	5%	4%
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)†	72%	76%	80%	83%



Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	100 823	100 992	101 268	99 278
Level 4	8%	8%	10%	11%
Level 3	68%	69%	72%	72%
Level 2	16%	15%	12%	12%
Level 1	7%	6%	5%	4%
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)†	75%	77%	82%	83%

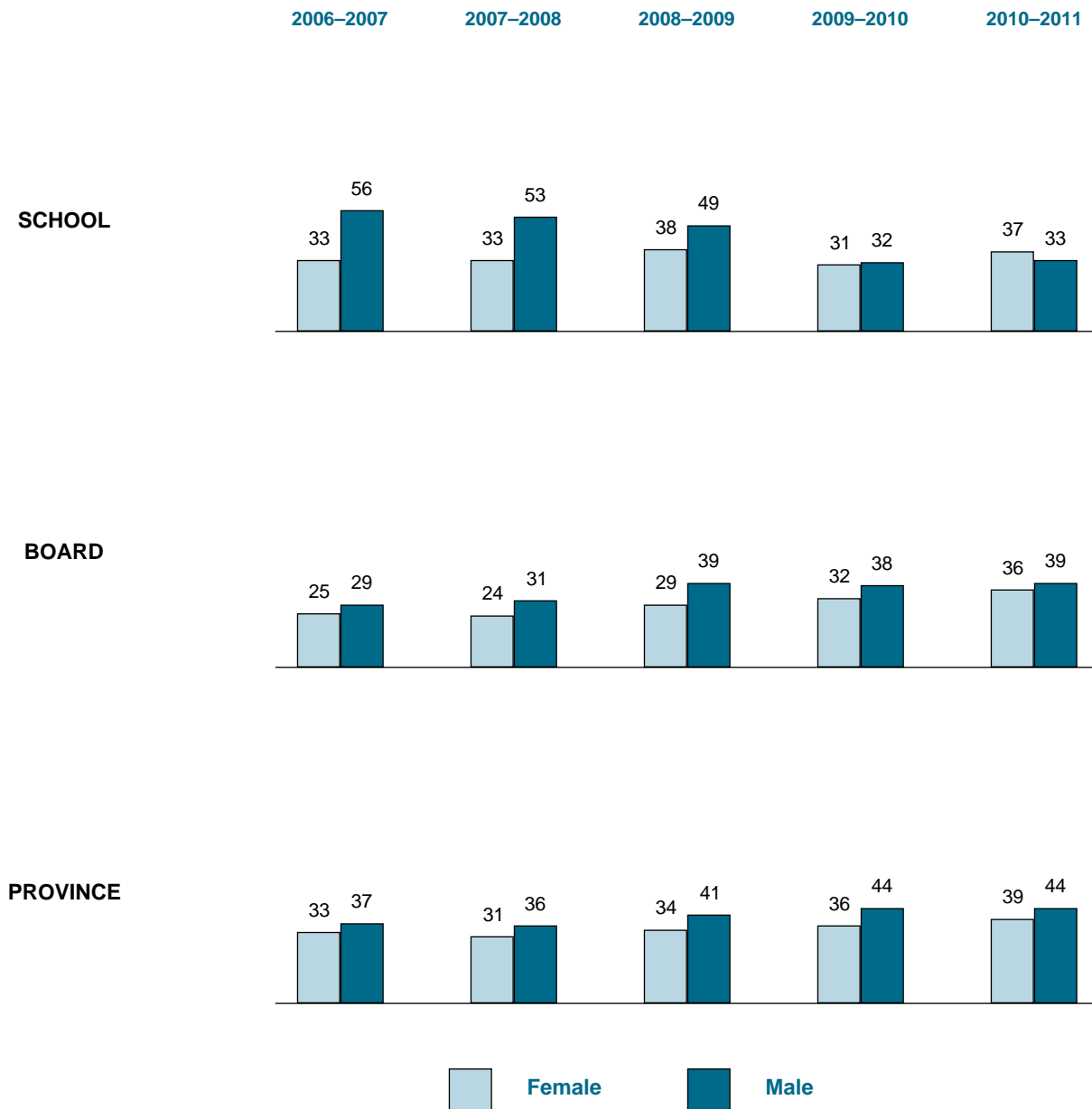


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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.

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**



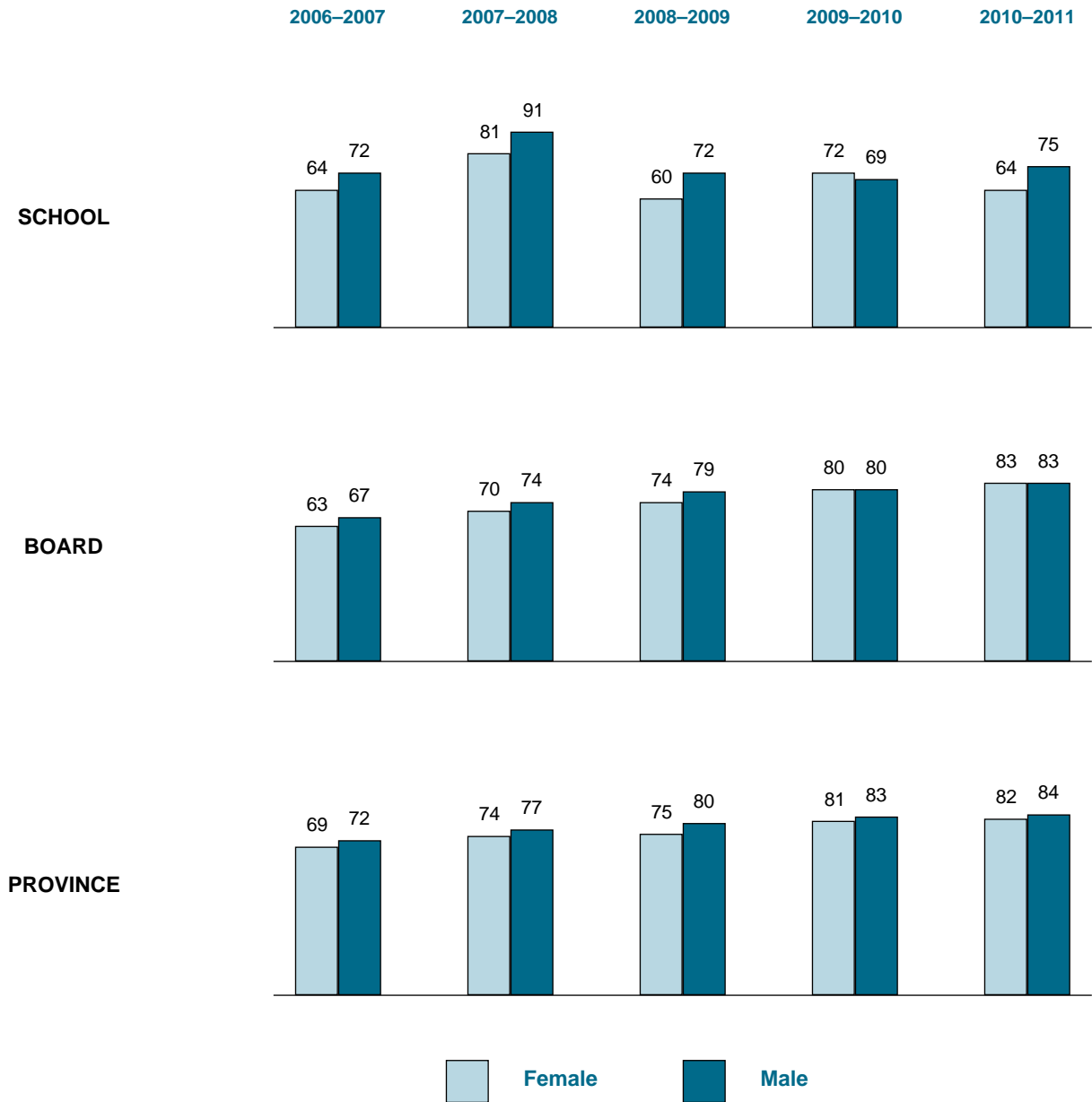
Total Number of Students in Applied Mathematics Course†

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	43	91	58	68	68	116	74	85	62	99
Board	1 031	1 218	1 126	1 223	1 183	1 350	1 180	1 318	1 084	1 223
Province	22 126	26 926	21 626	26 182	21 752	26 730	21 262	26 304	19 721	24 374

† 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**

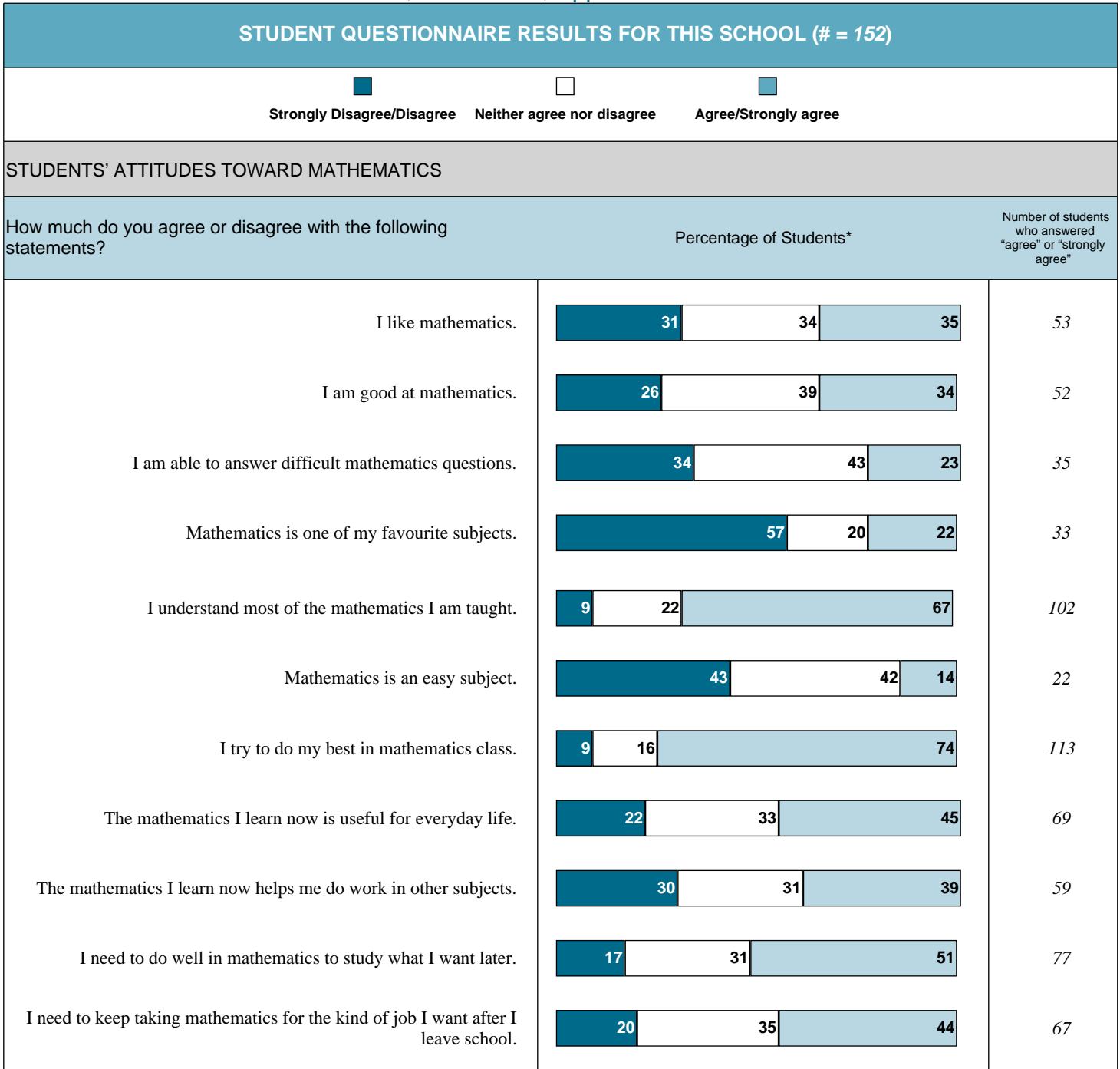


Total Number of Students in Academic Mathematics Course†

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	107	111	80	53	77	58	79	70	66	64
Board	2 485	2 106	2 405	2 228	2 530	2 122	2 574	2 240	2 375	2 146
Province	52 887	50 122	51 367	49 452	51 554	49 438	51 972	49 296	50 814	48 464














† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2010–2011, 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, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 152)		
DOING MATHEMATICS		
How much time do you usually spend on mathematics homework (in or out of school) on any given day?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	 5	8
30 minutes or less	 48	73
Between 31 and 45 minutes	 36	55
More than 45 minutes	 7	11
How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	 1	2
Never or almost never	 12	18
Sometimes	 41	62
Often	 28	43
Always	 15	23
How often have you been absent from your Grade 9 mathematics class this year?	Percentage of Students*	Number of students
Never	 15	23
One to four times	 49	75
Five to nine times	 18	28
10 or more times	 11	17

* 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, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 152)



OUT-OF-SCHOOL ACTIVITIES













How often do you do the following when you are not at school?	Percentage of Students*				Number of students who answered "everyday or almost every day"
I read by myself.	28	29	24	14	21
I use the Internet.	5	11	21	61	92
I participate in sports or other physical activities.	12	10	38	34	52
I participate in art, music, dance or drama activities.	41	20	16	18	27
I participate in other clubs or organizations.	53	20	11	10	15
I play video games.	18	19	30	27	41
I volunteer in my community.	53	26	11	4	6
I work at a paid job.	74	11	9		2
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).	70	20	5		0



How often does a parent, a guardian or another adult at home do the following?	Percentage of Students*				Number of students who answered "very often"
discuss the work I do in school with me	20	42	20	11	17
discuss my future studies with me	14	42	24	14	22
discuss the different activities I do in school with me	24	35	26	10	15
help me with my mathematics homework	35	39	16	5	8
encourage me to try my best at school	6	26		59	89
tell me what is expected of me in school (e.g., behaviour, effort)	5	14	32	42	64

* 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, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 152)		
EXPECTATIONS ABOUT YOUR FUTURE		
Do your parents or guardians expect you to continue your education after you finish secondary school?	Percentage of Students*	Number of students
Yes	 80	122
No	 3	5
Don't know	 11	16
What is the highest level of education that you expect to complete?	Percentage of Students*	Number of students
Secondary-school diploma	 9	14
Vocational or technical training (e.g., college of applied arts and technology)	 26	39
Undergraduate university degree (e.g., bachelor's degree)	 8	12
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	 21	32
Other	 11	16
Don't know	 20	31
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	 41	63
no	 2	3
don't know	 51	78

* 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, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 152)	Female* (# = 59)	Male* (# = 93)	All Students (# = 2 057)	Female* (# = 969)	Male* (# = 1 088)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	35%	31%	38%	37%	32%	41%	33%	28%	37%
I am good at mathematics.	34%	22%	42%	33%	26%	39%	36%	28%	42%
I am able to answer difficult mathematics questions.	23%	19%	26%	21%	15%	27%	23%	15%	30%
Mathematics is one of my favourite subjects.	22%	19%	24%	23%	19%	27%	21%	17%	24%
I understand most of the mathematics I am taught.	67%	68%	67%	62%	58%	66%	61%	58%	64%
Mathematics is an easy subject.	14%	14%	15%	18%	15%	22%	20%	15%	25%
I try to do my best in mathematics class.	74%	78%	72%	77%	79%	76%	76%	80%	73%
The mathematics I learn now is useful for everyday life.	45%	46%	45%	47%	44%	49%	41%	38%	44%
The mathematics I learn now helps me do work in other subjects.	39%	42%	37%	48%	48%	48%	46%	46%	46%
I need to do well in mathematics to study what I want later.	51%	47%	53%	57%	55%	58%	50%	48%	51%
I need to keep taking mathematics for the kind of job I want after I leave school.	44%	37%	48%	49%	46%	51%	43%	41%	45%
DOING MATHEMATICS									
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:‡									
I am not usually assigned any mathematics homework	5%	3%	6%	7%	7%	7%	20%	18%	21%
30 minutes or less	48%	44%	51%	44%	40%	48%	42%	41%	42%
Between 31 and 45 minutes	36%	46%	30%	34%	38%	31%	25%	27%	24%
More than 45 minutes	7%	5%	9%	12%	12%	11%	8%	9%	8%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	1%	2%	1%	3%	3%	3%	11%	10%	11%
Never or almost never	12%	12%	12%	9%	9%	10%	11%	9%	13%
Sometimes	41%	39%	42%	36%	35%	37%	28%	27%	29%
Often	28%	27%	29%	31%	31%	31%	29%	30%	28%
Always	15%	19%	13%	16%	19%	14%	16%	18%	14%

* Only includes students for whom gender data were available.

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

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

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 152)	Female* (# = 59)	Male* (# = 93)	All Students (# = 2 057)	Female* (# = 969)	Male* (# = 1 088)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
DOING MATHEMATICS (CONTINUED)									
Percentage of students indicating they have been absent from their mathematics class this year at the following frequencies:†									
Never	15%	17%	14%	15%	13%	16%	10%	8%	12%
One to four times	49%	46%	52%	44%	43%	44%	44%	44%	44%
Five to nine times	18%	22%	16%	22%	24%	21%	23%	24%	23%
10 or more times	11%	8%	13%	13%	13%	13%	15%	16%	14%
OUT-OF-SCHOOL ACTIVITIES									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school:‡									
I read by myself.	14%	19%	11%	16%	21%	11%	17%	23%	12%
I use the Internet.	61%	66%	57%	66%	69%	63%	65%	71%	60%
I participate in sports or other physical activities.	34%	24%	41%	31%	20%	41%	31%	23%	38%
I participate in art, music, dance or drama activities.	18%	25%	13%	20%	25%	15%	17%	22%	13%
I participate in other clubs or organizations.	10%	5%	13%	10%	7%	12%	8%	6%	10%
I play video games.	27%	10%	38%	24%	8%	37%	25%	9%	39%
I volunteer in my community.	4%	2%	5%	6%	4%	8%	5%	4%	6%
I work at a paid job.	1%	2%	1%	5%	3%	6%	7%	5%	9%
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).	0%	0%	0%	4%	4%	5%	3%	2%	4%
Percentage of students indicating a parent, a guardian or another adult at home do the following “very often”:§									
discuss the work I do in school with me	11%	15%	9%	13%	14%	12%	12%	12%	12%
discuss my future studies with me	14%	15%	14%	16%	16%	15%	11%	12%	11%
discuss the different activities I do in school with me	10%	8%	11%	12%	11%	12%	10%	10%	10%
help me with my mathematics homework	5%	3%	6%	9%	9%	10%	9%	9%	9%
encourage me to try my best at school	59%	54%	61%	49%	52%	47%	46%	49%	43%
tell me what is expected of me in school (e.g., behaviour, effort)	42%	41%	43%	37%	36%	38%	31%	31%	31%

* Only includes students for whom gender data were available.

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

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

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

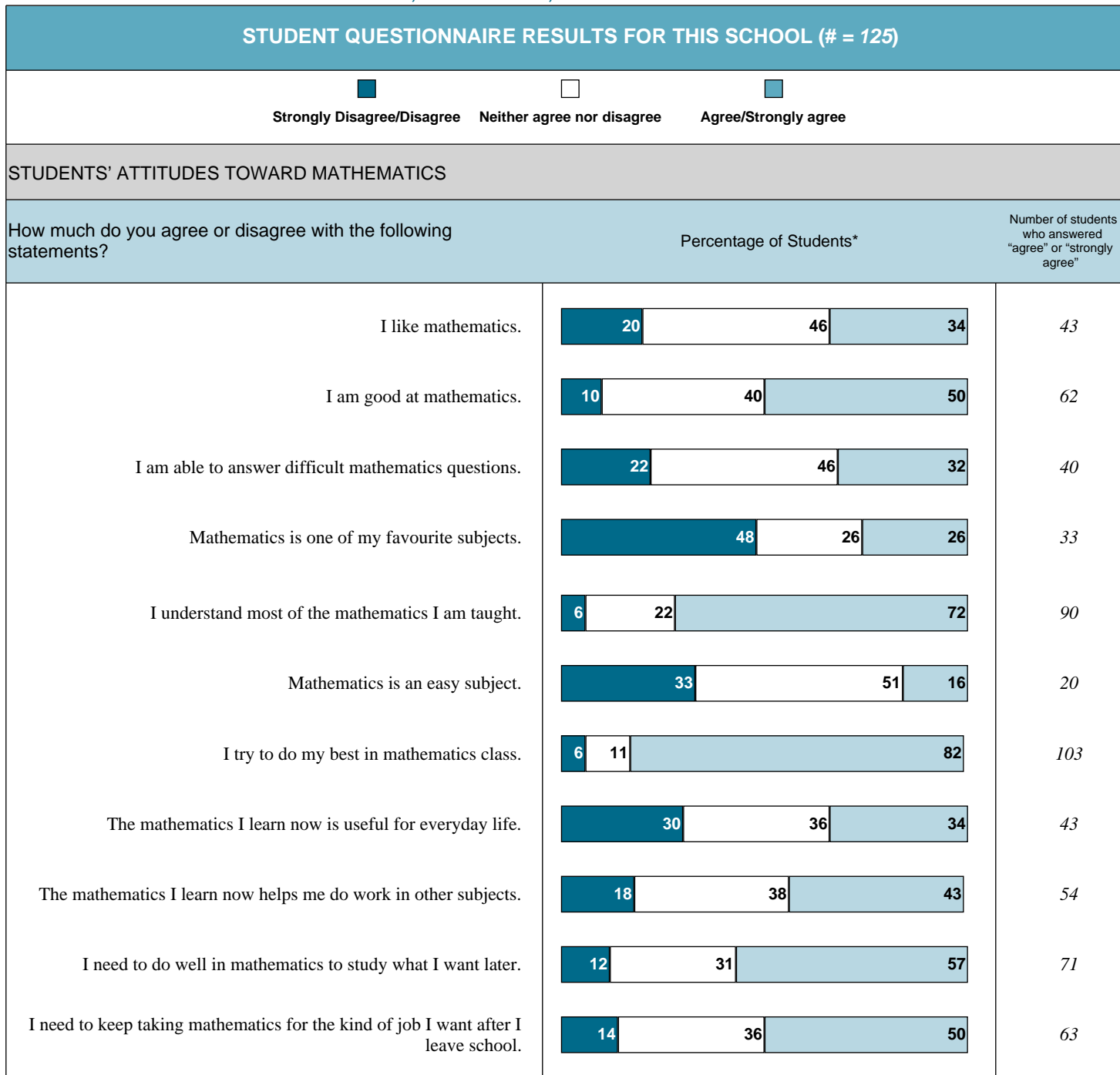
Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 152)	Female* (# = 59)	Male* (# = 93)	All Students (# = 2 057)	Female* (# = 969)	Male* (# = 1 088)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
EXPECTATIONS ABOUT YOUR FUTURE									
Percentage of students indicating whether or not their parents or guardians expect them to continue their education after they finish secondary school:†									
Yes	80%	86%	76%	79%	83%	76%	72%	77%	67%
No	3%	0%	5%	4%	2%	5%	4%	2%	6%
Don't know	11%	7%	13%	11%	8%	14%	16%	12%	18%
Percentage of students indicating the level of education they expect to complete:†									
Secondary-school diploma	9%	8%	10%	8%	7%	9%	8%	6%	9%
Vocational or technical training (e.g., college of applied arts and technology)	26%	24%	27%	22%	17%	26%	23%	18%	28%
Undergraduate university degree (e.g., bachelor's degree)	8%	8%	8%	11%	9%	12%	11%	11%	12%
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	21%	31%	15%	24%	32%	18%	17%	22%	13%
Other	11%	10%	11%	9%	9%	10%	10%	10%	10%
Don't know	20%	14%	25%	20%	20%	21%	21%	23%	19%
USE OF THE ASSESSMENT IN CLASS MARKS									
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	41%	44%	40%	39%	40%	39%	37%	38%	37%
no	2%	0%	3%	4%	4%	5%	4%	3%	5%
don't know	51%	51%	52%	50%	50%	51%	48%	48%	48%

* Only includes students for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2010–2011, 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.

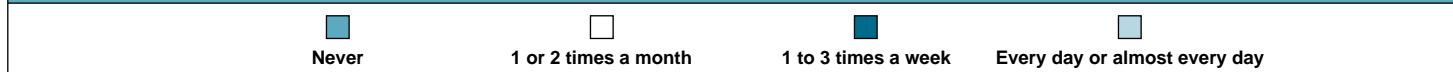
Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 125)		
DOING MATHEMATICS		
How much time do you usually spend on mathematics homework (in or out of school) on any given day?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	1	1
30 minutes or less	30	37
Between 31 and 45 minutes	41	51
More than 45 minutes	26	32
How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	0	0
Never or almost never	11	14
Sometimes	33	41
Often	40	50
Always	13	16
How often have you been absent from your Grade 9 mathematics class this year?	Percentage of Students*	Number of students
Never	14	18
One to four times	63	79
Five to nine times	13	16
10 or more times	6	7

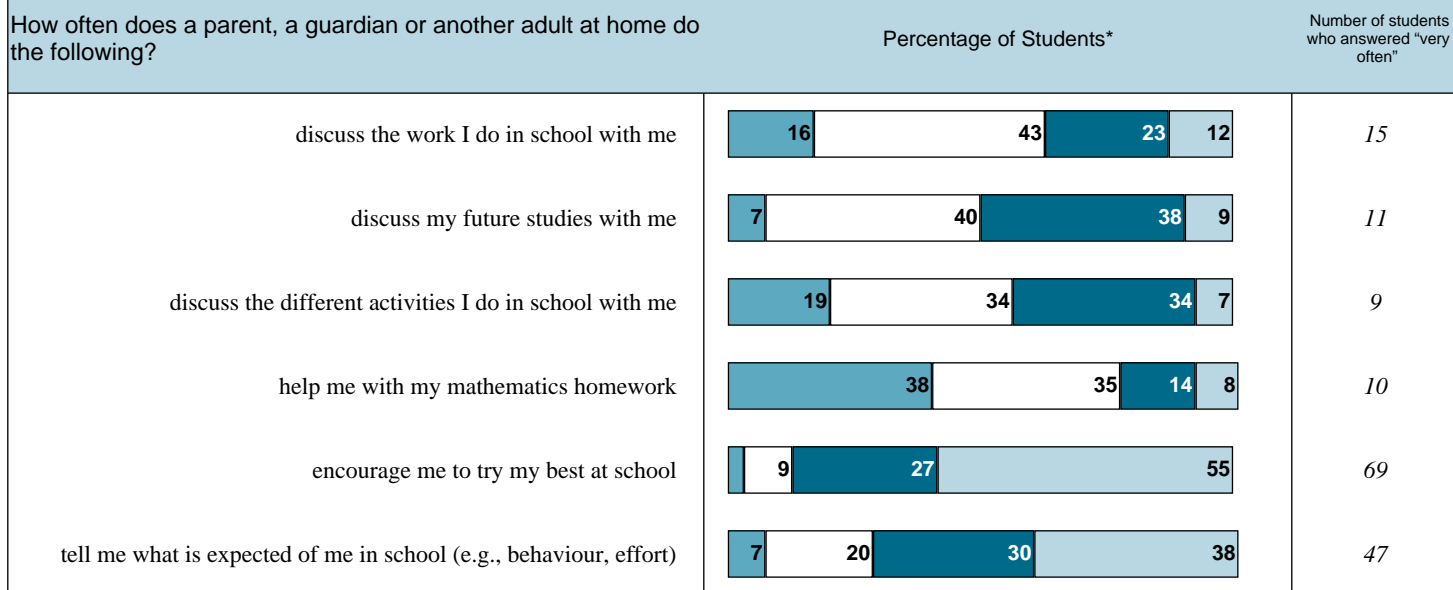
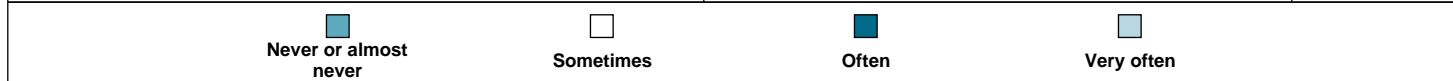
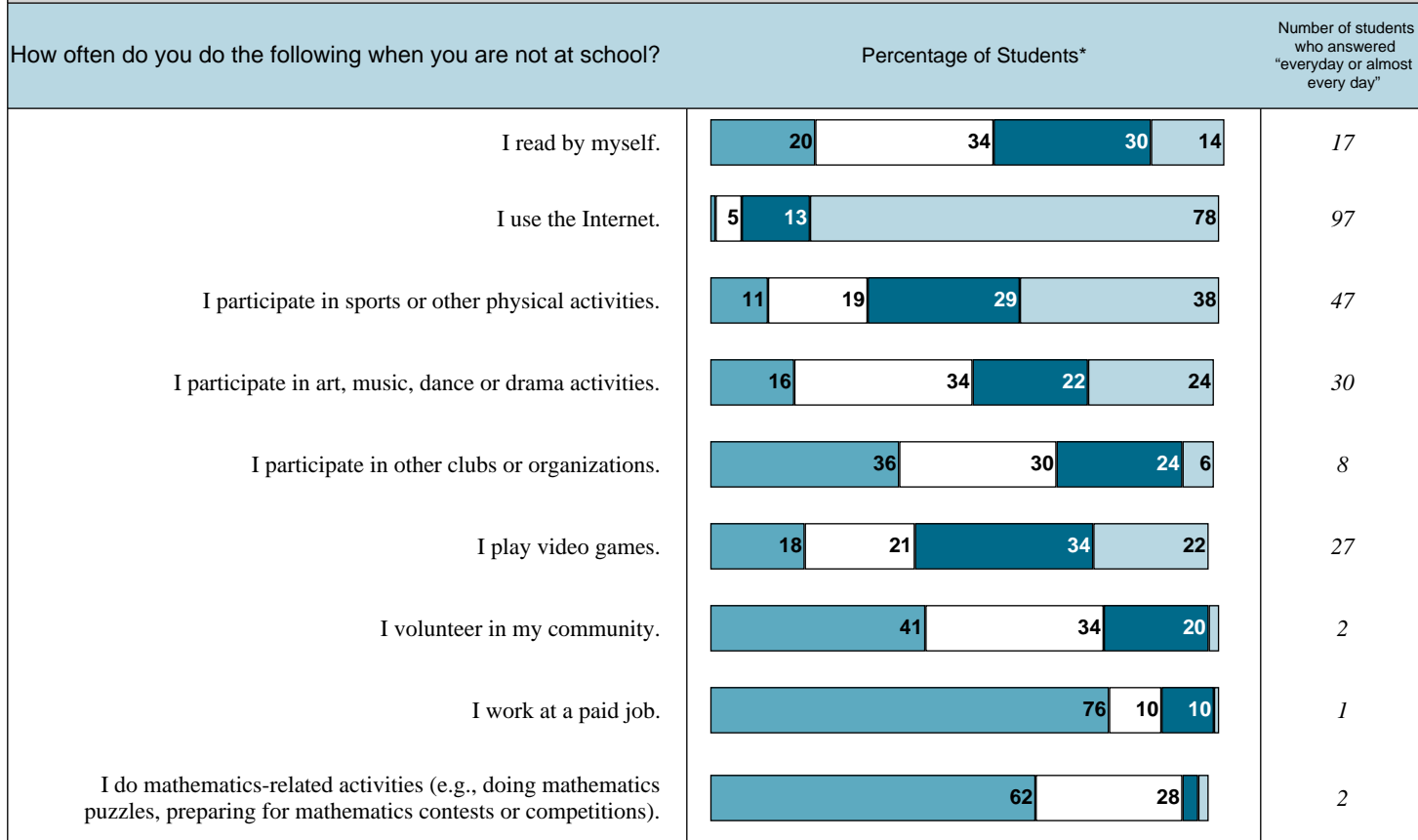
* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 125)















OUT-OF-SCHOOL ACTIVITIES



* 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, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 125)		
EXPECTATIONS ABOUT YOUR FUTURE		
Do your parents or guardians expect you to continue your education after you finish secondary school?	Percentage of Students*	Number of students
Yes	 93	116
No	 0	0
Don't know	 2	2
What is the highest level of education that you expect to complete?	Percentage of Students*	Number of students
Secondary-school diploma	 2	2
Vocational or technical training (e.g., college of applied arts and technology)	 10	13
Undergraduate university degree (e.g., bachelor's degree)	 12	15
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	 48	60
Other	 2	3
Don't know	 19	24
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	67
no	 1	1
don't know	 38	48

* 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, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 125)	Female* (# = 61)	Male* (# = 64)	All Students (# = 4 227)	Female* (# = 2 265)	Male* (# = 1 962)	All Students (# = 93 257)	Female* (# = 48 047)	Male* (# = 45 210)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	34%	33%	36%	54%	49%	59%	51%	46%	57%
I am good at mathematics.	50%	41%	58%	52%	46%	57%	53%	46%	60%
I am able to answer difficult mathematics questions.	32%	30%	34%	40%	33%	49%	42%	33%	51%
Mathematics is one of my favourite subjects.	26%	26%	27%	40%	36%	45%	36%	31%	41%
I understand most of the mathematics I am taught.	72%	72%	72%	75%	73%	77%	73%	70%	75%
Mathematics is an easy subject.	16%	13%	19%	27%	24%	32%	28%	23%	34%
I try to do my best in mathematics class.	82%	90%	75%	80%	85%	75%	81%	86%	77%
The mathematics I learn now is useful for everyday life.	34%	33%	36%	41%	37%	46%	39%	35%	43%
The mathematics I learn now helps me do work in other subjects.	43%	46%	41%	57%	57%	58%	55%	54%	57%
I need to do well in mathematics to study what I want later.	57%	61%	53%	67%	66%	69%	63%	60%	65%
I need to keep taking mathematics for the kind of job I want after I leave school.	50%	49%	52%	60%	58%	61%	57%	54%	60%
DOING MATHEMATICS									
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:‡									
I am not usually assigned any mathematics homework	1%	0%	2%	2%	1%	2%	3%	2%	4%
30 minutes or less	30%	20%	39%	28%	24%	34%	32%	27%	38%
Between 31 and 45 minutes	41%	49%	33%	42%	44%	39%	39%	42%	36%
More than 45 minutes	26%	30%	22%	25%	29%	19%	20%	24%	17%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	0%	0%	0%	1%	<1%	2%	1%	1%	2%
Never or almost never	11%	8%	14%	7%	6%	10%	8%	5%	10%
Sometimes	33%	28%	38%	26%	24%	29%	24%	21%	27%
Often	40%	44%	36%	36%	37%	34%	35%	36%	35%
Always	13%	18%	8%	26%	30%	21%	26%	31%	21%

* Only includes students for whom gender data were available.

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

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

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 125)	Female* (# = 61)	Male* (# = 64)	All Students (# = 4 227)	Female* (# = 2 265)	Male* (# = 1 962)	All Students (# = 93 257)	Female* (# = 48 047)	Male* (# = 45 210)
DOING MATHEMATICS (CONTINUED)									
Percentage of students indicating they have been absent from their mathematics class this year at the following frequencies:†									
Never	14%	16%	12%	18%	16%	19%	13%	11%	15%
One to four times	63%	67%	59%	54%	57%	52%	54%	55%	52%
Five to nine times	13%	13%	12%	15%	15%	15%	19%	19%	18%
10 or more times	6%	2%	9%	6%	7%	6%	7%	7%	7%
OUT-OF-SCHOOL ACTIVITIES									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school:‡									
I read by myself.	14%	20%	8%	22%	29%	13%	26%	33%	18%
I use the Internet.	78%	84%	72%	74%	77%	71%	73%	76%	70%
I participate in sports or other physical activities.	38%	23%	52%	32%	24%	41%	37%	31%	43%
I participate in art, music, dance or drama activities.	24%	23%	25%	22%	25%	17%	20%	24%	15%
I participate in other clubs or organizations.	6%	3%	9%	10%	9%	12%	10%	10%	11%
I play video games.	22%	11%	31%	18%	6%	33%	20%	5%	36%
I volunteer in my community.	2%	2%	2%	4%	4%	4%	4%	4%	4%
I work at a paid job.	1%	0%	2%	3%	2%	3%	4%	3%	5%
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).	2%	2%	2%	3%	2%	4%	3%	2%	4%
Percentage of students indicating a parent, a guardian or another adult at home do the following “very often”:§									
discuss the work I do in school with me	12%	15%	9%	15%	16%	14%	16%	17%	15%
discuss my future studies with me	9%	13%	5%	16%	17%	15%	14%	15%	13%
discuss the different activities I do in school with me	7%	11%	3%	12%	13%	11%	13%	14%	11%
help me with my mathematics homework	8%	7%	9%	8%	8%	7%	9%	9%	9%
encourage me to try my best at school	55%	64%	47%	55%	58%	52%	50%	53%	47%
tell me what is expected of me in school (e.g., behaviour, effort)	38%	43%	33%	39%	41%	37%	32%	31%	34%

* Only includes students for whom gender data were available.

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

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

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

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 125)	Female* (# = 61)	Male* (# = 64)	All Students (# = 4 227)	Female* (# = 2 265)	Male* (# = 1 962)	All Students (# = 93 257)	Female* (# = 48 047)	Male* (# = 45 210)
EXPECTATIONS ABOUT YOUR FUTURE									
Percentage of students indicating whether or not their parents or guardians expect them to continue their education after they finish secondary school:†									
Yes	93%	93%	92%	87%	90%	83%	82%	84%	79%
No	0%	0%	0%	1%	1%	2%	2%	1%	2%
Don't know	2%	2%	2%	5%	3%	7%	5%	4%	7%
Percentage of students indicating the level of education they expect to complete:†									
Secondary-school diploma	2%	2%	2%	2%	1%	3%	2%	1%	3%
Vocational or technical training (e.g., college of applied arts and technology)	10%	10%	11%	6%	4%	7%	6%	4%	8%
Undergraduate university degree (e.g., bachelor's degree)	12%	11%	12%	16%	15%	16%	16%	15%	17%
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	48%	48%	48%	49%	54%	43%	43%	46%	40%
Other	2%	2%	3%	3%	2%	3%	3%	3%	4%
Don't know	19%	21%	17%	17%	16%	18%	17%	17%	16%
USE OF THE ASSESSMENT IN CLASS MARKS									
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	54%	61%	47%	57%	60%	54%	57%	59%	54%
no	1%	0%	2%	3%	2%	4%	2%	2%	3%
don't know	38%	33%	44%	31%	30%	33%	26%	25%	28%

* Only includes students for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2010–2011

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.
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 whose sole identified exceptionality is giftedness 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 are being withheld by EQAO. For further information, please contact the school principal.