



# School Report



## Grade 9 Assessment of Mathematics, 2010–2011

**School: Notre Dame Catholic SS (738115)**

**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.

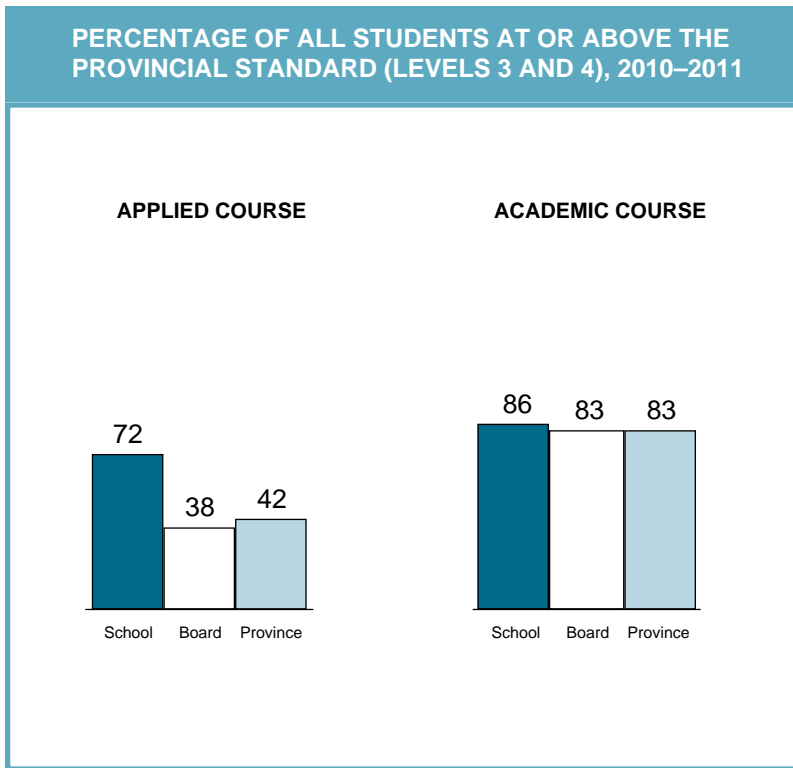
Of course, EQAO data are only one of the sources of information that should be used to assess student achievement. Provincial testing results should always be considered alongside other school and school board-based information.

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

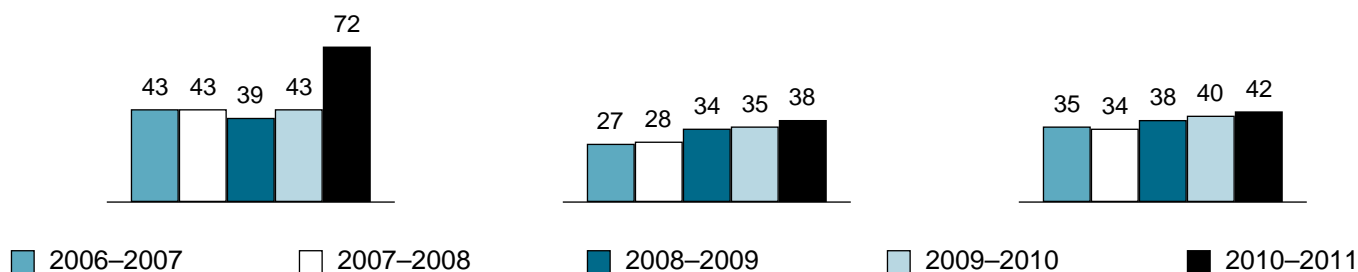
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



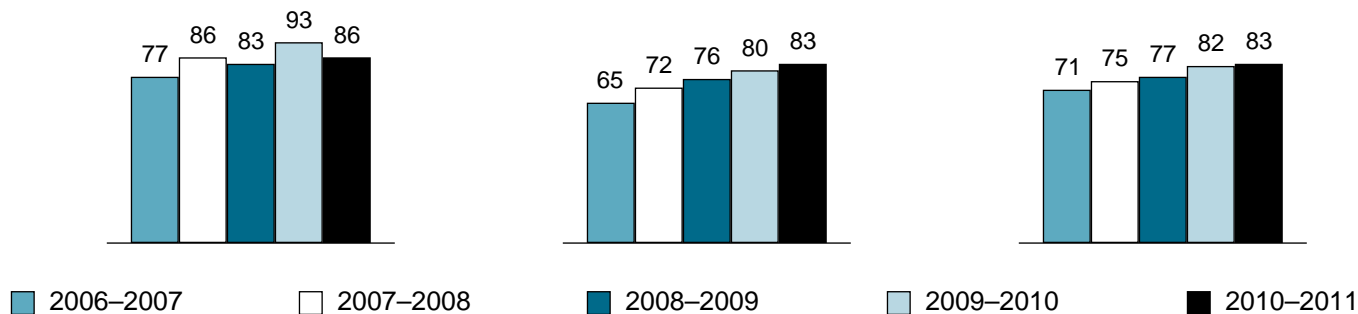
	Total Number of Students				
	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>
School	44	53	49	47	47
Board	2 249	2 351	2 533	2 498	2 307
Province	49 056	47 817	48 482	47 566	44 095

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	121	116	156	149	120
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](http://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	
<b>Enrolment</b>						
Number of students in applied mathematics course	47		2 307		44 095	
Number of classes with students in applied mathematics course	2		129		2 751	
Number of schools with applied mathematics classes	Not applicable		32		704	
<b>Number Percent Number Percent Number Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	46	98%	2 216	96%	41 993	95%
Participating students who received one or more accommodations*	8	17%	678	31%	10 464	25%
Participating students who received one or more special provisions*	8	17%	217	10%	1 616	4%
Students who did not complete any part of the assessment (no data)*	1	2%	91	4%	2 102	5%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	47	100%	1 084	47%	19 721	45%
Male	0	0%	1 223	53%	24 374	55%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	8	17%	352	15%	2 894	7%
Students with special education needs (excluding gifted)*	8	17%	737	32%	14 436	33%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	23	49%	858	37%	19 794	45%
Second-semester course	24	51%	765	33%	20 155	46%
Full-year course	0	0%	684	30%	4 146	9%
<b>Language and School Background<sup>††</sup></b>						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:		46	2 057		38 230	
Speak only or mostly a language other than English at home	7	15%	345	17%	2 970	8%
Speak another language as often as English at home	13	28%	559	27%	5 050	13%
Attended three or more elementary schools from kindergarten to Grade 8	22	48%	687	33%	15 653	41%

\* See the Explanation of Terms.

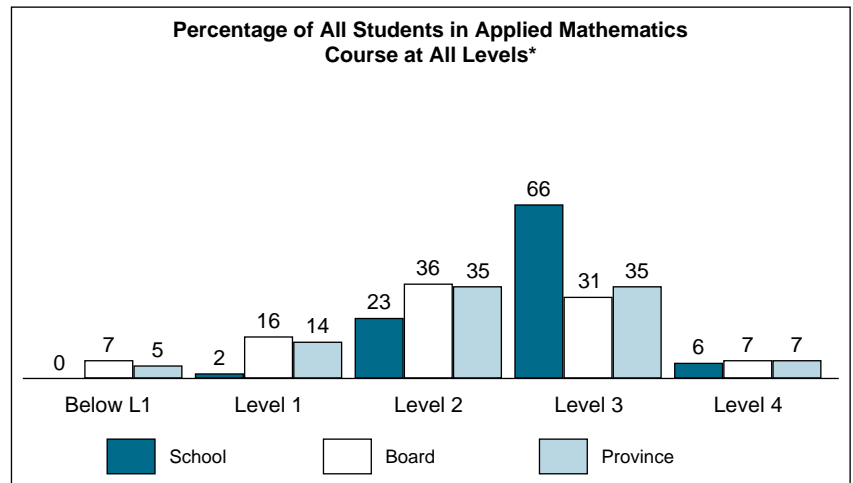
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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

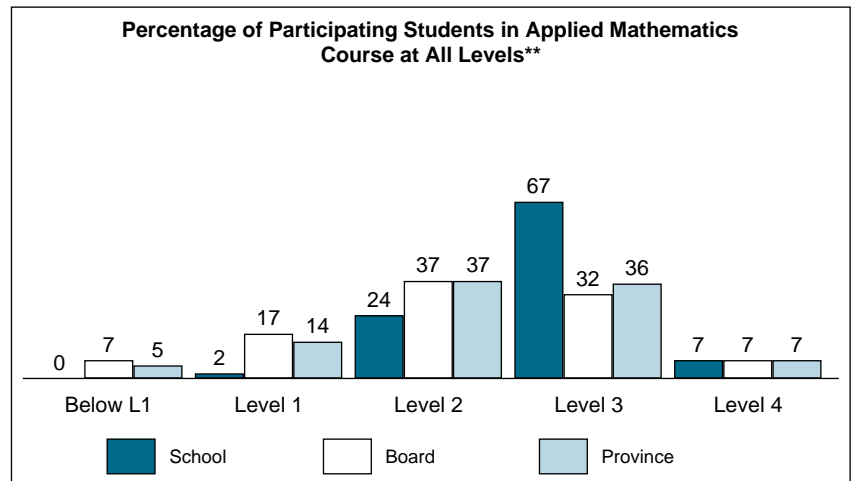
Results for All Students

All Students*				
Number of Students	School 47		Board 2 307	Province 44 095
	#	%	%	%
Level 4	3	6%	7%	7%
Level 3	31	66%	31%	35%
Level 2	11	23%	36%	35%
Level 1	1	2%	16%	14%
Below Level 1	0	0%	7%	5%
Participating Students	46	98%	96%	95%
No Data	1	2%	4%	5%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>72%</b>	<b>38%</b>	<b>42%</b>



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

Participating Students**				
Number of Students	School 46		Board 2 216	Province 41 993
	#	%	%	%
Level 4	3	7%	7%	7%
Level 3	31	67%	32%	36%
Level 2	11	24%	37%	37%
Level 1	1	2%	17%	14%
Below Level 1	0	0%	7%	5%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>74%</b>	<b>39%</b>	<b>44%</b>



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

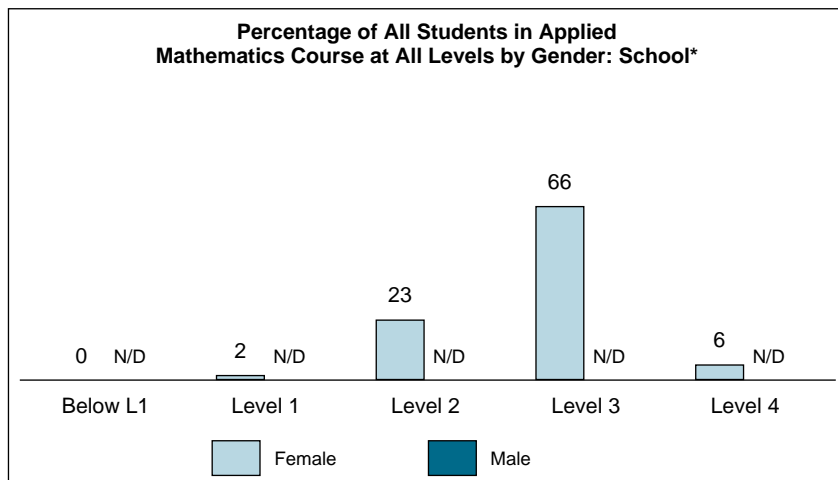
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

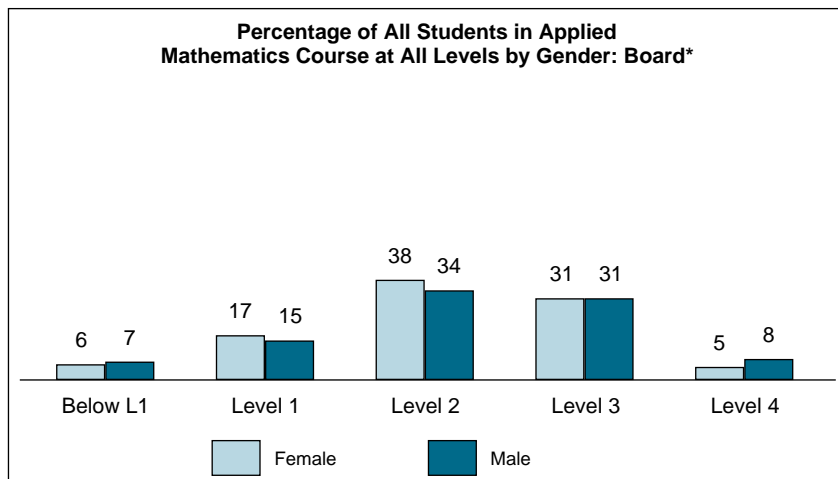
Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

Results by Gender††

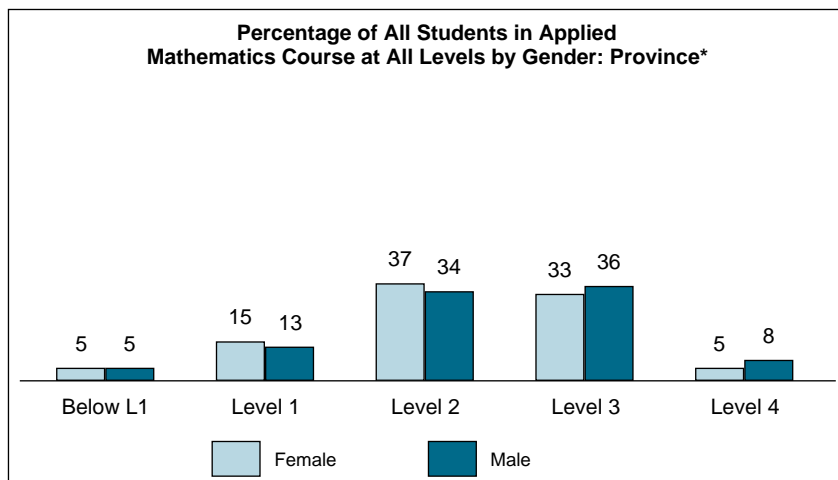
All Students: School by Gender*				
Number of Students	Female 47		Male N/D	
	#	%	#	%
Level 4	3	6%	N/D	N/D
Level 3	31	66%	N/D	N/D
Level 2	11	23%	N/D	N/D
Level 1	1	2%	N/D	N/D
Below Level 1	0	0%	N/D	N/D
Participating Students	46	98%	N/D	N/D
No Data	1	2%	N/D	N/D
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>72%</b>		<b>N/D</b>	



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%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>36%</b>		<b>39%</b>	



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%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>39%</b>		<b>44%</b>	



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

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

**Contextual Information**

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

	School		Board		Province	
<b>Enrolment</b>						
Number of students in academic mathematics course	120		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	
<b>Number Percent Number Percent Number Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	118	98%	4 487	99%	98 481	99%
Participating students who received one or more accommodations*	6	5%	198	4%	4 012	4%
Participating students who received one or more special provisions*	10	8%	196	4%	1 951	2%
Students who did not complete any part of the assessment (no data)*	2	2%	34	1%	797	1%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	120	100%	2 375	53%	50 814	51%
Male	0	0%	2 146	47%	48 464	49%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	10	8%	420	9%	4 069	4%
Students with special education needs (excluding gifted)*	6	5%	179	4%	5 354	5%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	73	61%	1 609	36%	43 509	44%
Second-semester course	47	39%	1 362	30%	43 054	43%
Full-year course	0	0%	1 550	34%	12 715	13%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		117	4 227	93 257	
Speak only or mostly a language other than English at home	7	6%	540	13%	8 372	9%
Speak another language as often as English at home	25	21%	929	22%	13 688	15%
Attended three or more elementary schools from kindergarten to Grade 8	34	29%	1 175	28%	32 489	35%

\* See the Explanation of Terms.

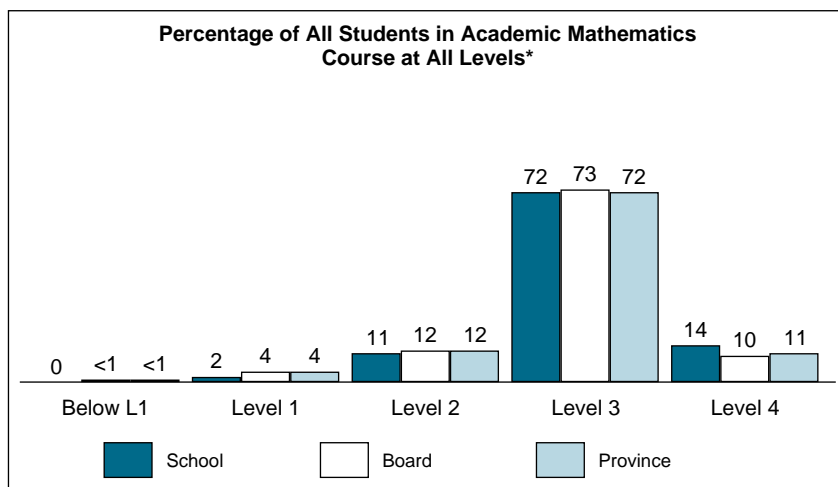
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Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

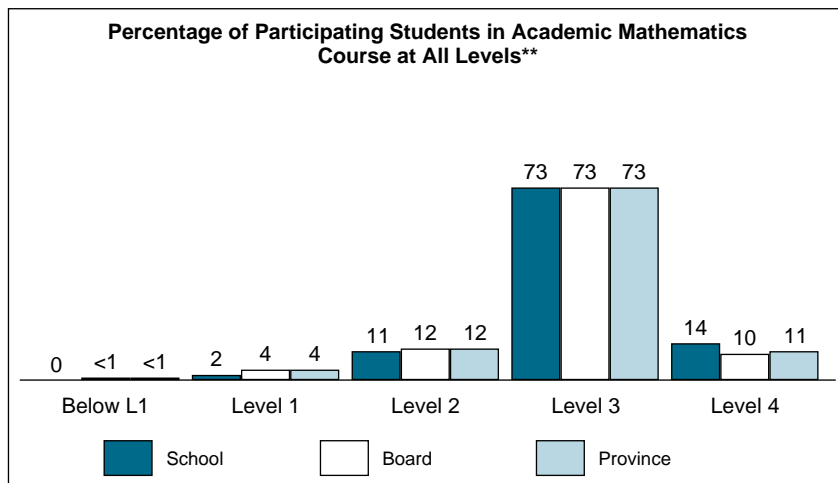
Results for All Students

All Students*				
Number of Students	School 120		Board 4 521	Province 99 278
	#	%	%	%
Level 4	17	14%	10%	11%
Level 3	86	72%	73%	72%
Level 2	13	11%	12%	12%
Level 1	2	2%	4%	4%
Below Level 1	0	0%	<1%	<1%
Participating Students	118	98%	99%	99%
No Data	2	2%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>86%</b>	<b>83%</b>	<b>83%</b>



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

Participating Students**				
Number of Students	School 118		Board 4 487	Province 98 481
	#	%	%	%
Level 4	17	14%	10%	11%
Level 3	86	73%	73%	73%
Level 2	13	11%	12%	12%
Level 1	2	2%	4%	4%
Below Level 1	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>87%</b>	<b>83%</b>	<b>84%</b>



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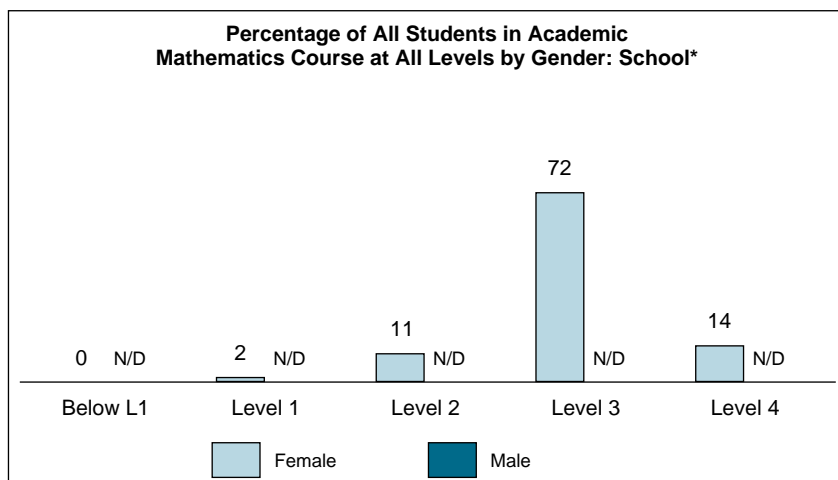
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



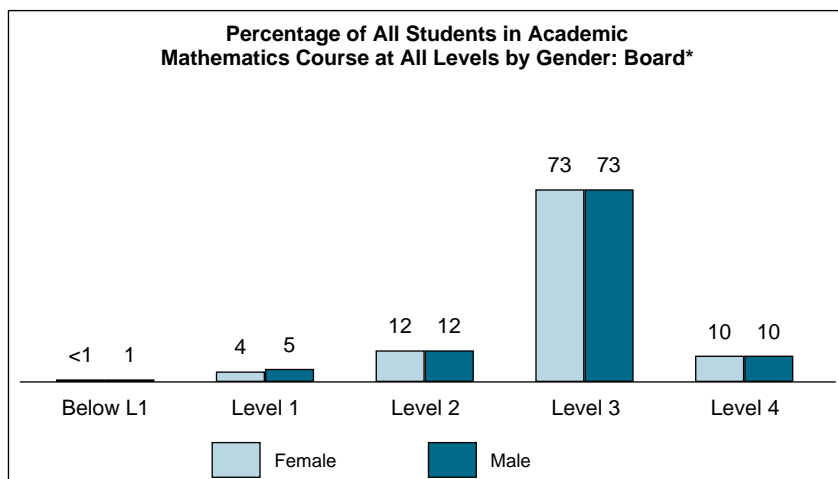
Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

Results by Gender††

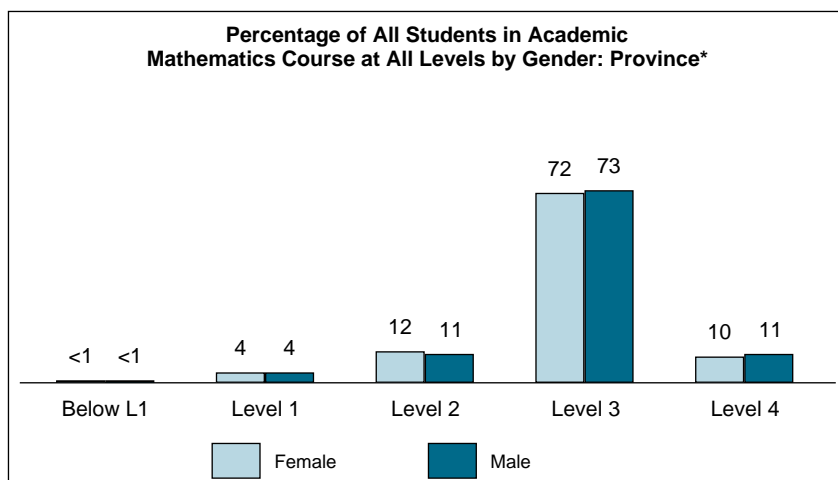
All Students: School by Gender*				
Number of Students	Female 120		Male N/D	
	#	%	#	%
Level 4	17	14%	N/D	N/D
Level 3	86	72%	N/D	N/D
Level 2	13	11%	N/D	N/D
Level 1	2	2%	N/D	N/D
Below Level 1	0	0%	N/D	N/D
Participating Students	118	98%	N/D	N/D
No Data	2	2%	N/D	N/D
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>86%</b>		<b>N/D</b>	



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%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>83%</b>		<b>83%</b>	



All Students: Province by Gender*				
Number of Students	Female 50 814		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%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>82%</b>		<b>84%</b>	



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

## Grade 9 Assessment of Mathematics, 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	
<b>Enrolment</b>						
Number of students in applied mathematics course	44	53	49	47	47	
Number of classes with students in applied mathematics course	2	3	2	2	2	
<b>Participation in the Assessment</b>						
Students who participated in the assessment	100%	98%	98%	98%	98%	
Participating students who received one or more accommodations*	25%	23%	40%	30%	17%	
Participating students who received one or more special provisions*	0%	0%	4%	11%	17%	
Students who did not complete any part of the assessment (no data)*	0%	2%	2%	2%	2%	
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	100%	100%	100%	100%	100%	
Male	0%	0%	0%	0%	0%	
Gender not specified	0%	0%	0%	0%	0%	
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	2%	0%	4%	11%	17%	
Students with special education needs (excluding gifted)*	43%	23%	41%	32%	17%	
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	55%	68%	51%	47%	49%	
Second-semester course	45%	32%	49%	53%	51%	
Full-year course	0%	0%	0%	0%	0%	
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:	44	51	45	46	46
Speak only or mostly a language other than English at home	9%	6%	0%	22%	15%	
Speak another language as often as English at home	23%	14%	20%	17%	28%	
Attended three or more elementary schools from kindergarten to Grade 8	41%	25%	27%	37%	48%	

\* See the Explanation of Terms.

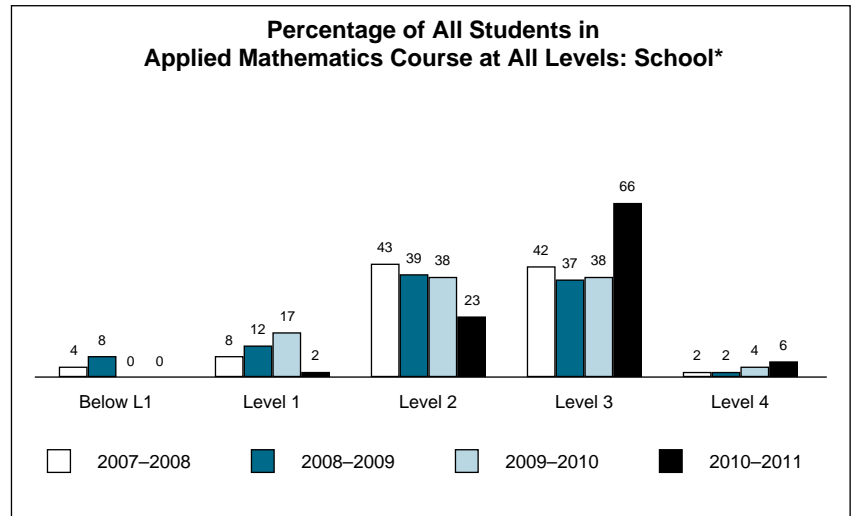
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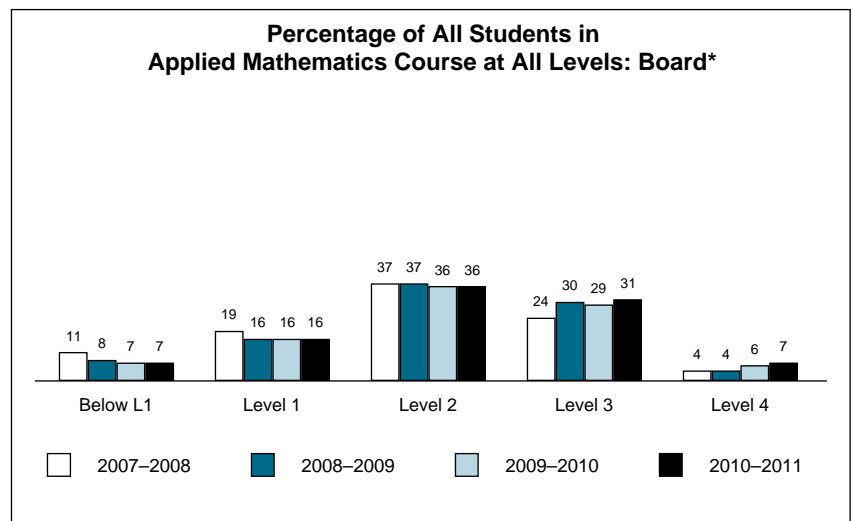
Results over Time, 2007–2008 to 2010–2011

### Applied Mathematics Course for All Students

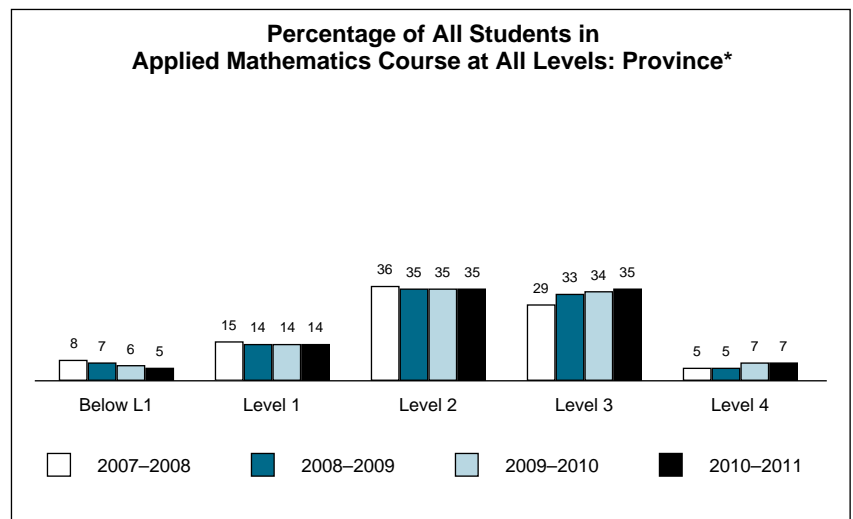
School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	53	49	47	47
<b>Level 4</b>	2%	2%	4%	6%
<b>Level 3</b>	42%	37%	38%	66%
<b>Level 2</b>	43%	39%	38%	23%
<b>Level 1</b>	8%	12%	17%	2%
<b>Below Level 1</b>	4%	8%	0%	0%
<i>Participating Students</i>	98%	98%	98%	98%
<b>No Data</b>	2%	2%	2%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	43%	39%	43%	72%



Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	2 351	2 533	2 498	2 307
<b>Level 4</b>	4%	4%	6%	7%
<b>Level 3</b>	24%	30%	29%	31%
<b>Level 2</b>	37%	37%	36%	36%
<b>Level 1</b>	19%	16%	16%	16%
<b>Below Level 1</b>	11%	8%	7%	7%
<i>Participating Students</i>	94%	95%	95%	96%
<b>No Data</b>	6%	5%	5%	4%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	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
<b>Level 4</b>	5%	5%	7%	7%
<b>Level 3</b>	29%	33%	34%	35%
<b>Level 2</b>	36%	35%	35%	35%
<b>Level 1</b>	15%	14%	14%	14%
<b>Below Level 1</b>	8%	7%	6%	5%
<i>Participating Students</i>	93%	94%	95%	95%
<b>No Data</b>	7%	6%	5%	5%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	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
<b>Enrolment</b>					
Number of students in academic mathematics course	121	116	156	149	120
Number of classes with students in academic mathematics course	5	4	6	5	5
<b>Participation in the Assessment</b>					
Students who participated in the assessment	98%	100%	100%	100%	98%
Participating students who received one or more accommodations*	5%	6%	5%	3%	5%
Participating students who received one or more special provisions*	0%	0%	5%	9%	8%
Students who did not complete any part of the assessment (no data)*	2%	0%	0%	0%	2%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>					
Female	100%	100%	100%	100%	100%
Male	0%	0%	0%	0%	0%
Gender not specified	0%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>					
English language learners*	1%	0%	5%	9%	8%
Students with special education needs (excluding gifted)*	6%	6%	5%	3%	5%
<b>Semester/Full Year Based on number of students enrolled</b>					
First-semester course	56%	51%	69%	41%	61%
Second-semester course	44%	49%	31%	59%	39%
Full-year course	0%	0%	0%	0%	0%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>					
	Number of Respondents: 118 116 150 147 117				
Speak only or mostly a language other than English at home	8%	6%	11%	10%	6%
Speak another language as often as English at home	18%	9%	19%	16%	21%
Attended three or more elementary schools from kindergarten to Grade 8	19%	34%	27%	24%	29%

\* See the Explanation of Terms.

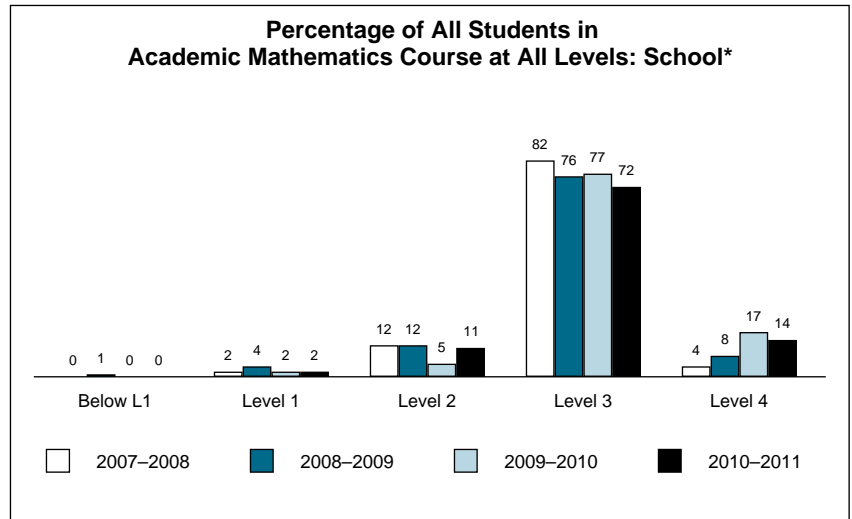
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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.

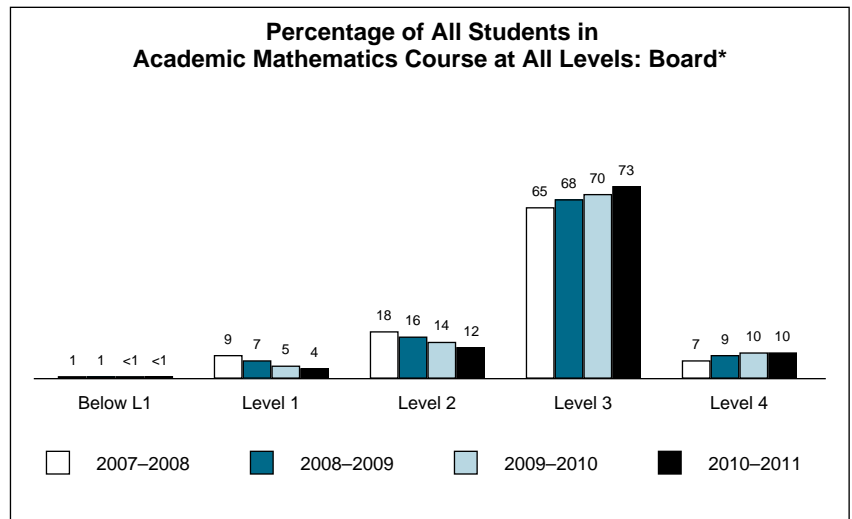
Results over Time, 2007–2008 to 2010–2011

Academic Mathematics Course for All Students

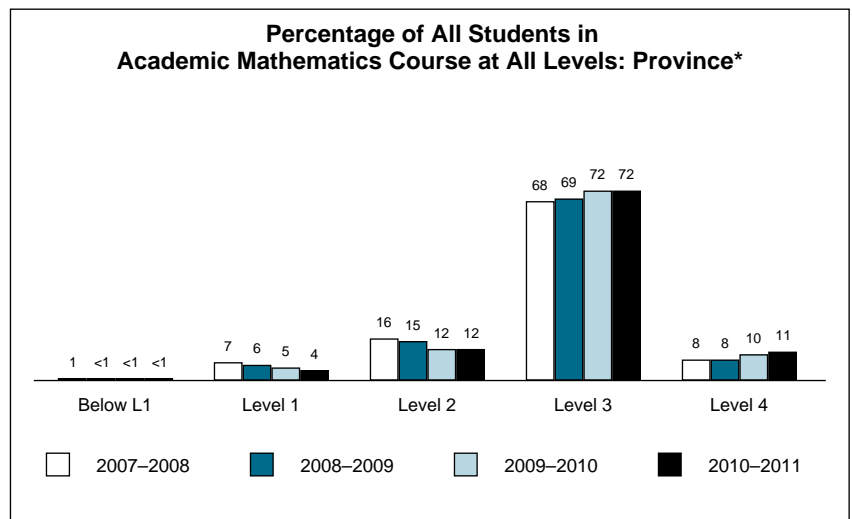
School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	<b>116</b>	<b>156</b>	<b>149</b>	<b>120</b>
Level 4	4%	8%	17%	14%
Level 3	82%	76%	77%	72%
Level 2	12%	12%	5%	11%
Level 1	2%	4%	2%	2%
Below Level 1	0%	1%	0%	0%
<i>Participating Students</i>	100%	100%	100%	98%
No Data	0%	0%	0%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>86%</b>	<b>83%</b>	<b>93%</b>	<b>86%</b>



Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	<b>4 633</b>	<b>4 652</b>	<b>4 814</b>	<b>4 521</b>
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%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>72%</b>	<b>76%</b>	<b>80%</b>	<b>83%</b>



Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	<b>100 823</b>	<b>100 992</b>	<b>101 268</b>	<b>99 278</b>
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%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>75%</b>	<b>77%</b>	<b>82%</b>	<b>83%</b>

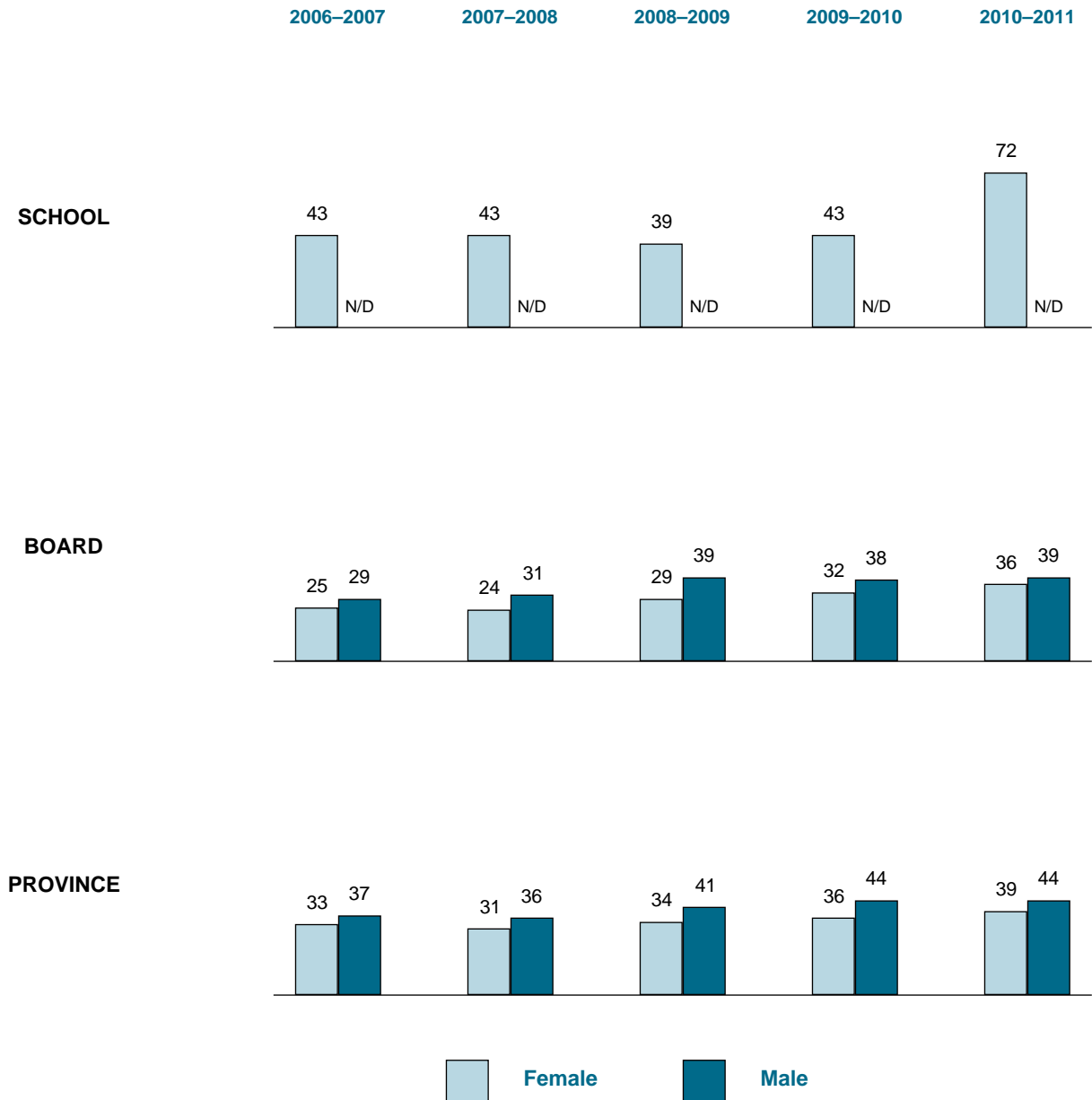


\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

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

**RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†**

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



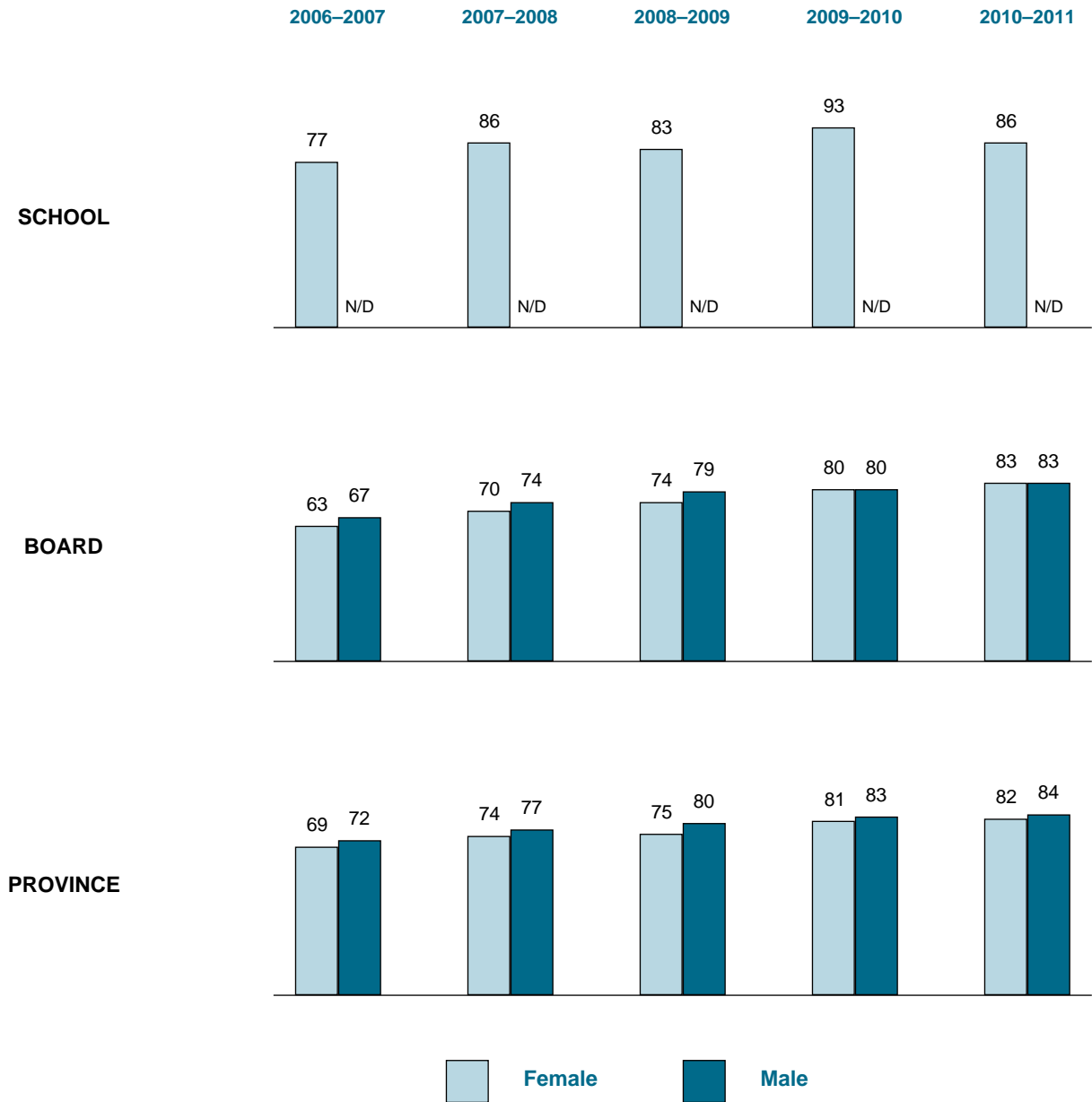
**Total Number of Students in Applied Mathematics Course†**

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	44	0	53	0	49	0	47	0	47	0
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	121	0	116	0	156	0	149	0	120	0
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

**STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 46)**

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

STUDENTS' ATTITUDES TOWARD MATHEMATICS














How much do you agree or disagree with the following statements? Percentage of Students\* Number of students who answered "agree" or "strongly agree"

I like mathematics.		16
I am good at mathematics.		12
I am able to answer difficult mathematics questions.		8
Mathematics is one of my favourite subjects.		14
I understand most of the mathematics I am taught.		28
Mathematics is an easy subject.		8
I try to do my best in mathematics class.		35
The mathematics I learn now is useful for everyday life.		14
The mathematics I learn now helps me do work in other subjects.		21
I need to do well in mathematics to study what I want later.		26
I need to keep taking mathematics for the kind of job I want after I leave school.		21

\* 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 (# = 46)		
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	 15	7
30 minutes or less	 48	22
Between 31 and 45 minutes	 30	14
More than 45 minutes	 7	3
How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	 9	4
Never or almost never	 4	2
Sometimes	 37	17
Often	 33	15
Always	 15	7
How often have you been absent from your Grade 9 mathematics class this year?	Percentage of Students*	Number of students
Never	 22	10
One to four times	 41	19
Five to nine times	 24	11
10 or more times	 7	3



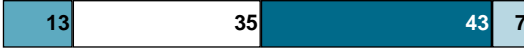



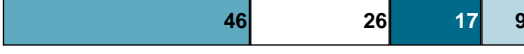


\* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a bar, the percentage of responses is smaller than four.

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

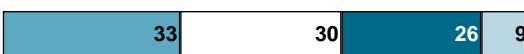
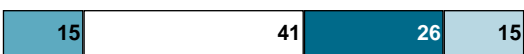
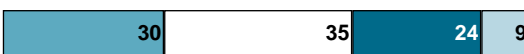
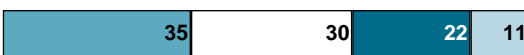


**STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 46)**

Never
  1 or 2 times a month
  1 to 3 times a week
  Every day or almost every day

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.		16
I use the Internet.		31
I participate in sports or other physical activities.		3
I participate in art, music, dance or drama activities.		12
I participate in other clubs or organizations.		3
I play video games.		3
I volunteer in my community.		4
I work at a paid job.		2
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).		2

Never or almost never
  Sometimes
  Often
  Very often

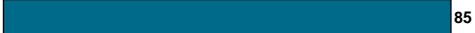


How often does a parent, a guardian or another adult at home do the following?	Percentage of Students*	Number of students who answered "very often"
discuss the work I do in school with me		4
discuss my future studies with me		7
discuss the different activities I do in school with me		4
help me with my mathematics homework		5
encourage me to try my best at school		20
tell me what is expected of me in school (e.g., behaviour, effort)		13

\* 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 (# = 46)**




**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	 85	39
No	 7	3
Don't know	 7	3

**What is the highest level of education that you expect to complete?**

	Percentage of Students*	Number of students
Secondary-school diploma	 7	3
Vocational or technical training (e.g., college of applied arts and technology)	 28	13
Undergraduate university degree (e.g., bachelor's degree)	 11	5
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	 33	15
Other	 9	4
Don't know	 11	5

**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	 57	26
no	 7	3
don't know	 35	16

\* 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 (# = 46)	Female* (# = 46)	Male* (# = N/D)	All Students (# = 2 057)	Female* (# = 969)	Male* (# = 1 088)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
<b>STUDENTS' ATTITUDES TOWARD MATHEMATICS</b>									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	<b>35%</b>	35%	N/D	<b>37%</b>	32%	41%	<b>33%</b>	28%	37%
I am good at mathematics.	<b>26%</b>	26%	N/D	<b>33%</b>	26%	39%	<b>36%</b>	28%	42%
I am able to answer difficult mathematics questions.	<b>17%</b>	17%	N/D	<b>21%</b>	15%	27%	<b>23%</b>	15%	30%
Mathematics is one of my favourite subjects.	<b>30%</b>	30%	N/D	<b>23%</b>	19%	27%	<b>21%</b>	17%	24%
I understand most of the mathematics I am taught.	<b>61%</b>	61%	N/D	<b>62%</b>	58%	66%	<b>61%</b>	58%	64%
Mathematics is an easy subject.	<b>17%</b>	17%	N/D	<b>18%</b>	15%	22%	<b>20%</b>	15%	25%
I try to do my best in mathematics class.	<b>76%</b>	76%	N/D	<b>77%</b>	79%	76%	<b>76%</b>	80%	73%
The mathematics I learn now is useful for everyday life.	<b>30%</b>	30%	N/D	<b>47%</b>	44%	49%	<b>41%</b>	38%	44%
The mathematics I learn now helps me do work in other subjects.	<b>46%</b>	46%	N/D	<b>48%</b>	48%	48%	<b>46%</b>	46%	46%
I need to do well in mathematics to study what I want later.	<b>57%</b>	57%	N/D	<b>57%</b>	55%	58%	<b>50%</b>	48%	51%
I need to keep taking mathematics for the kind of job I want after I leave school.	<b>46%</b>	46%	N/D	<b>49%</b>	46%	51%	<b>43%</b>	41%	45%
<b>DOING MATHEMATICS</b>									
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:‡									
I am not usually assigned any mathematics homework	<b>15%</b>	15%	N/D	<b>7%</b>	7%	7%	<b>20%</b>	18%	21%
30 minutes or less	<b>48%</b>	48%	N/D	<b>44%</b>	40%	48%	<b>42%</b>	41%	42%
Between 31 and 45 minutes	<b>30%</b>	30%	N/D	<b>34%</b>	38%	31%	<b>25%</b>	27%	24%
More than 45 minutes	<b>7%</b>	7%	N/D	<b>12%</b>	12%	11%	<b>8%</b>	9%	8%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	<b>9%</b>	9%	N/D	<b>3%</b>	3%	3%	<b>11%</b>	10%	11%
Never or almost never	<b>4%</b>	4%	N/D	<b>9%</b>	9%	10%	<b>11%</b>	9%	13%
Sometimes	<b>37%</b>	37%	N/D	<b>36%</b>	35%	37%	<b>28%</b>	27%	29%
Often	<b>33%</b>	33%	N/D	<b>31%</b>	31%	31%	<b>29%</b>	30%	28%
Always	<b>15%</b>	15%	N/D	<b>16%</b>	19%	14%	<b>16%</b>	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 (# = 46)	Female* (# = 46)	Male* (# = N/D)	All Students (# = 2 057)	Female* (# = 969)	Male* (# = 1 088)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
<b>DOING MATHEMATICS (CONTINUED)</b>									
Percentage of students indicating they have been absent from their mathematics class this year at the following frequencies:†									
Never	22%	22%	N/D	15%	13%	16%	10%	8%	12%
One to four times	41%	41%	N/D	44%	43%	44%	44%	44%	44%
Five to nine times	24%	24%	N/D	22%	24%	21%	23%	24%	23%
10 or more times	7%	7%	N/D	13%	13%	13%	15%	16%	14%
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school:‡									
I read by myself.	35%	35%	N/D	16%	21%	11%	17%	23%	12%
I use the Internet.	67%	67%	N/D	66%	69%	63%	65%	71%	60%
I participate in sports or other physical activities.	7%	7%	N/D	31%	20%	41%	31%	23%	38%
I participate in art, music, dance or drama activities.	26%	26%	N/D	20%	25%	15%	17%	22%	13%
I participate in other clubs or organizations.	7%	7%	N/D	10%	7%	12%	8%	6%	10%
I play video games.	7%	7%	N/D	24%	8%	37%	25%	9%	39%
I volunteer in my community.	9%	9%	N/D	6%	4%	8%	5%	4%	6%
I work at a paid job.	4%	4%	N/D	5%	3%	6%	7%	5%	9%
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).	4%	4%	N/D	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	9%	9%	N/D	13%	14%	12%	12%	12%	12%
discuss my future studies with me	15%	15%	N/D	16%	16%	15%	11%	12%	11%
discuss the different activities I do in school with me	9%	9%	N/D	12%	11%	12%	10%	10%	10%
help me with my mathematics homework	11%	11%	N/D	9%	9%	10%	9%	9%	9%
encourage me to try my best at school	43%	43%	N/D	49%	52%	47%	46%	49%	43%
tell me what is expected of me in school (e.g., behaviour, effort)	28%	28%	N/D	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 (# = 46)	Female* (# = 46)	Male* (# = N/D)	All Students (# = 2 057)	Female* (# = 969)	Male* (# = 1 088)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
<b>EXPECTATIONS ABOUT YOUR FUTURE</b>									
Percentage of students indicating whether or not their parents or guardians expect them to continue their education after they finish secondary school:†									
Yes	<b>85%</b>	85%	N/D	<b>79%</b>	83%	76%	<b>72%</b>	77%	67%
No	<b>7%</b>	7%	N/D	<b>4%</b>	2%	5%	<b>4%</b>	2%	6%
Don't know	<b>7%</b>	7%	N/D	<b>11%</b>	8%	14%	<b>16%</b>	12%	18%
Percentage of students indicating the level of education they expect to complete:†									
Secondary-school diploma	<b>7%</b>	7%	N/D	<b>8%</b>	7%	9%	<b>8%</b>	6%	9%
Vocational or technical training (e.g., college of applied arts and technology)	<b>28%</b>	28%	N/D	<b>22%</b>	17%	26%	<b>23%</b>	18%	28%
Undergraduate university degree (e.g., bachelor's degree)	<b>11%</b>	11%	N/D	<b>11%</b>	9%	12%	<b>11%</b>	11%	12%
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	<b>33%</b>	33%	N/D	<b>24%</b>	32%	18%	<b>17%</b>	22%	13%
Other	<b>9%</b>	9%	N/D	<b>9%</b>	9%	10%	<b>10%</b>	10%	10%
Don't know	<b>11%</b>	11%	N/D	<b>20%</b>	20%	21%	<b>21%</b>	23%	19%
<b>USE OF THE ASSESSMENT IN CLASS MARKS</b>									
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†									
yes	<b>57%</b>	57%	N/D	<b>39%</b>	40%	39%	<b>37%</b>	38%	37%
no	<b>7%</b>	7%	N/D	<b>4%</b>	4%	5%	<b>4%</b>	3%	5%
don't know	<b>35%</b>	35%	N/D	<b>50%</b>	50%	51%	<b>48%</b>	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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 117)				
 Strongly Disagree/Disagree    Neither agree nor disagree    Agree/Strongly agree				
STUDENTS' ATTITUDES TOWARD MATHEMATICS				
How much do you agree or disagree with the following statements?	Percentage of Students*			Number of students who answered "agree" or "strongly agree"
I like mathematics.	16	38	46	54
I am good at mathematics.	19	41	40	47
I am able to answer difficult mathematics questions.	28	43	29	34
Mathematics is one of my favourite subjects.	40	25	35	41
I understand most of the mathematics I am taught.	6	21	72	84
Mathematics is an easy subject.	40	34	26	30
I try to do my best in mathematics class.	4	13	82	96
The mathematics I learn now is useful for everyday life.	27	39	33	39
The mathematics I learn now helps me do work in other subjects.	21	22	57	67
I need to do well in mathematics to study what I want later.	9	27	64	75
I need to keep taking mathematics for the kind of job I want after I leave school.	13	32	55	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, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 117)		
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	0	0
30 minutes or less	21	24
Between 31 and 45 minutes	47	55
More than 45 minutes	32	38
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	3	4
Sometimes	21	24
Often	44	52
Always	31	36
How often have you been absent from your Grade 9 mathematics class this year?	Percentage of Students*	Number of students
Never	15	17
One to four times	66	77
Five to nine times	11	13
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 (# = 117)**



**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.	13	14	34	39	46
I use the Internet.	13			84	98
I participate in sports or other physical activities.	16	21	39	24	28
I participate in art, music, dance or drama activities.	24	15	34	26	31
I participate in other clubs or organizations.	43	23	24	9	11
I play video games.	39	33	24		4
I volunteer in my community.	43	38	17		2
I work at a paid job.	83	9	5		3
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).	65	23	9		4



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	11	48	28	13	15
discuss my future studies with me	14	38	34	14	16
discuss the different activities I do in school with me	23	36	29	12	14
help me with my mathematics homework	37	39	19	5	6
encourage me to try my best at school	9	26		63	74
tell me what is expected of me in school (e.g., behaviour, effort)	9	16	29	46	54

\* 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 (# = 117)		
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	 94	110
No	 2	2
Don't know	 4	5
What is the highest level of education that you expect to complete?	Percentage of Students*	Number of students
Secondary-school diploma	 1	1
Vocational or technical training (e.g., college of applied arts and technology)	 5	6
Undergraduate university degree (e.g., bachelor's degree)	 13	15
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	 48	56
Other	 3	4
Don't know	 30	35
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	 66	77
no	 1	1
don't know	 33	39

\* 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 (# = 117)	Female* (# = 117)	Male* (# = N/D)	All Students (# = 4 227)	Female* (# = 2 265)	Male* (# = 1 962)	All Students (# = 93 257)	Female* (# = 48 047)	Male* (# = 45 210)
<b>STUDENTS' ATTITUDES TOWARD MATHEMATICS</b>									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	<b>46%</b>	46%	N/D	<b>54%</b>	49%	59%	<b>51%</b>	46%	57%
I am good at mathematics.	<b>40%</b>	40%	N/D	<b>52%</b>	46%	57%	<b>53%</b>	46%	60%
I am able to answer difficult mathematics questions.	<b>29%</b>	29%	N/D	<b>40%</b>	33%	49%	<b>42%</b>	33%	51%
Mathematics is one of my favourite subjects.	<b>35%</b>	35%	N/D	<b>40%</b>	36%	45%	<b>36%</b>	31%	41%
I understand most of the mathematics I am taught.	<b>72%</b>	72%	N/D	<b>75%</b>	73%	77%	<b>73%</b>	70%	75%
Mathematics is an easy subject.	<b>26%</b>	26%	N/D	<b>27%</b>	24%	32%	<b>28%</b>	23%	34%
I try to do my best in mathematics class.	<b>82%</b>	82%	N/D	<b>80%</b>	85%	75%	<b>81%</b>	86%	77%
The mathematics I learn now is useful for everyday life.	<b>33%</b>	33%	N/D	<b>41%</b>	37%	46%	<b>39%</b>	35%	43%
The mathematics I learn now helps me do work in other subjects.	<b>57%</b>	57%	N/D	<b>57%</b>	57%	58%	<b>55%</b>	54%	57%
I need to do well in mathematics to study what I want later.	<b>64%</b>	64%	N/D	<b>67%</b>	66%	69%	<b>63%</b>	60%	65%
I need to keep taking mathematics for the kind of job I want after I leave school.	<b>55%</b>	55%	N/D	<b>60%</b>	58%	61%	<b>57%</b>	54%	60%
<b>DOING MATHEMATICS</b>									
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:‡									
I am not usually assigned any mathematics homework	<b>0%</b>	0%	N/D	<b>2%</b>	1%	2%	<b>3%</b>	2%	4%
30 minutes or less	<b>21%</b>	21%	N/D	<b>28%</b>	24%	34%	<b>32%</b>	27%	38%
Between 31 and 45 minutes	<b>47%</b>	47%	N/D	<b>42%</b>	44%	39%	<b>39%</b>	42%	36%
More than 45 minutes	<b>32%</b>	32%	N/D	<b>25%</b>	29%	19%	<b>20%</b>	24%	17%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	<b>0%</b>	0%	N/D	<b>1%</b>	<1%	2%	<b>1%</b>	1%	2%
Never or almost never	<b>3%</b>	3%	N/D	<b>7%</b>	6%	10%	<b>8%</b>	5%	10%
Sometimes	<b>21%</b>	21%	N/D	<b>26%</b>	24%	29%	<b>24%</b>	21%	27%
Often	<b>44%</b>	44%	N/D	<b>36%</b>	37%	34%	<b>35%</b>	36%	35%
Always	<b>31%</b>	31%	N/D	<b>26%</b>	30%	21%	<b>26%</b>	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 (# = 117)	Female* (# = 117)	Male* (# = N/D)	All Students (# = 4 227)	Female* (# = 2 265)	Male* (# = 1 962)	All Students (# = 93 257)	Female* (# = 48 047)	Male* (# = 45 210)
<b>DOING MATHEMATICS (CONTINUED)</b>									
Percentage of students indicating they have been absent from their mathematics class this year at the following frequencies:†									
Never	<b>15%</b>	15%	N/D	<b>18%</b>	16%	19%	<b>13%</b>	11%	15%
One to four times	<b>66%</b>	66%	N/D	<b>54%</b>	57%	52%	<b>54%</b>	55%	52%
Five to nine times	<b>11%</b>	11%	N/D	<b>15%</b>	15%	15%	<b>19%</b>	19%	18%
10 or more times	<b>6%</b>	6%	N/D	<b>6%</b>	7%	6%	<b>7%</b>	7%	7%
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school:‡									
I read by myself.	<b>39%</b>	39%	N/D	<b>22%</b>	29%	13%	<b>26%</b>	33%	18%
I use the Internet.	<b>84%</b>	84%	N/D	<b>74%</b>	77%	71%	<b>73%</b>	76%	70%
I participate in sports or other physical activities.	<b>24%</b>	24%	N/D	<b>32%</b>	24%	41%	<b>37%</b>	31%	43%
I participate in art, music, dance or drama activities.	<b>26%</b>	26%	N/D	<b>22%</b>	25%	17%	<b>20%</b>	24%	15%
I participate in other clubs or organizations.	<b>9%</b>	9%	N/D	<b>10%</b>	9%	12%	<b>10%</b>	10%	11%
I play video games.	<b>3%</b>	3%	N/D	<b>18%</b>	6%	33%	<b>20%</b>	5%	36%
I volunteer in my community.	<b>2%</b>	2%	N/D	<b>4%</b>	4%	4%	<b>4%</b>	4%	4%
I work at a paid job.	<b>3%</b>	3%	N/D	<b>3%</b>	2%	3%	<b>4%</b>	3%	5%
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).	<b>3%</b>	3%	N/D	<b>3%</b>	2%	4%	<b>3%</b>	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	<b>13%</b>	13%	N/D	<b>15%</b>	16%	14%	<b>16%</b>	17%	15%
discuss my future studies with me	<b>14%</b>	14%	N/D	<b>16%</b>	17%	15%	<b>14%</b>	15%	13%
discuss the different activities I do in school with me	<b>12%</b>	12%	N/D	<b>12%</b>	13%	11%	<b>13%</b>	14%	11%
help me with my mathematics homework	<b>5%</b>	5%	N/D	<b>8%</b>	8%	7%	<b>9%</b>	9%	9%
encourage me to try my best at school	<b>63%</b>	63%	N/D	<b>55%</b>	58%	52%	<b>50%</b>	53%	47%
tell me what is expected of me in school (e.g., behaviour, effort)	<b>46%</b>	46%	N/D	<b>39%</b>	41%	37%	<b>32%</b>	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 (# = 117)	Female* (# = 117)	Male* (# = N/D)	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	<b>94%</b>	94%	N/D	<b>87%</b>	90%	83%	<b>82%</b>	84%	79%
No	<b>2%</b>	2%	N/D	<b>1%</b>	1%	2%	<b>2%</b>	1%	2%
Don't know	<b>4%</b>	4%	N/D	<b>5%</b>	3%	7%	<b>5%</b>	4%	7%
Percentage of students indicating the level of education they expect to complete:†									
Secondary-school diploma	<b>1%</b>	1%	N/D	<b>2%</b>	1%	3%	<b>2%</b>	1%	3%
Vocational or technical training (e.g., college of applied arts and technology)	<b>5%</b>	5%	N/D	<b>6%</b>	4%	7%	<b>6%</b>	4%	8%
Undergraduate university degree (e.g., bachelor's degree)	<b>13%</b>	13%	N/D	<b>16%</b>	15%	16%	<b>16%</b>	15%	17%
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	<b>48%</b>	48%	N/D	<b>49%</b>	54%	43%	<b>43%</b>	46%	40%
Other	<b>3%</b>	3%	N/D	<b>3%</b>	2%	3%	<b>3%</b>	3%	4%
Don't know	<b>30%</b>	30%	N/D	<b>17%</b>	16%	18%	<b>17%</b>	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	<b>66%</b>	66%	N/D	<b>57%</b>	60%	54%	<b>57%</b>	59%	54%
no	<b>1%</b>	1%	N/D	<b>3%</b>	2%	4%	<b>2%</b>	2%	3%
don't know	<b>33%</b>	33%	N/D	<b>31%</b>	30%	33%	<b>26%</b>	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

<b>All Students</b>	Results are reported for all students in the course.
<b>Participating Students</b>	Results are reported only for those students who took part in the assessment (excludes the "no data" category).
<b>Provincial Standard</b>	The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard.
<b>Level 4 (80–100%)</b>	The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
<b>Level 3 (70–79%)</b>	The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard.
<b>Level 2 (60–69%)</b>	The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard.
<b>Level 1 (50–59%)</b>	The student has demonstrated a passable level of achievement. Achievement is <i>below</i> the provincial standard.
<b>Below Level 1/ Below L1</b>	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
<b>No Data</b>	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
<b>English Language Learners</b>	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
<b>Students Receiving One or More Special Provisions</b>	Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
<b>Students with Special Education Needs (excluding gifted)</b>	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
<b>Students Receiving One or More Accommodations</b>	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
<b>N/R</b>	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the course for the years specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact the school principal.