



School Report



Grade 9 Assessment of Mathematics, 2016–2017

School: St Basil The Great College (776360)

Board: Toronto Catholic District School Board (67059)

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Grade 9 Assessment of Mathematics. This report includes the 2016–2017 school and board results, as well as results from previous years, so you can track progress over time. You will also find demographic and attitudinal information, which provides context for interpreting achievement results.

By developing assessments that gauge student achievement against the learning expectations outlined in *The Ontario Curriculum*, EQAO ensures that every student in Ontario’s school system is assessed using the same yardstick at key stages in his or her schooling. In doing so, EQAO is able to provide reliable and objective data at the individual student, school and board levels that support educators in their professional practice.

Of course, the information that EQAO provides is not limited to student achievement results and also includes contextual, attitudinal and behavioural data. This wide range of data enables school and board communities to gain richer insights into students’ learning. By using EQAO data in conjunction with classroom and school-board information, educators across the province have been able to make evidence-based decisions in their planning and to monitor the progress of their initiatives. Because of this, EQAO data have served as a catalyst for improving student achievement since the inception of the agency, in 1996.

We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students meet, at the minimum, the provincial standard.

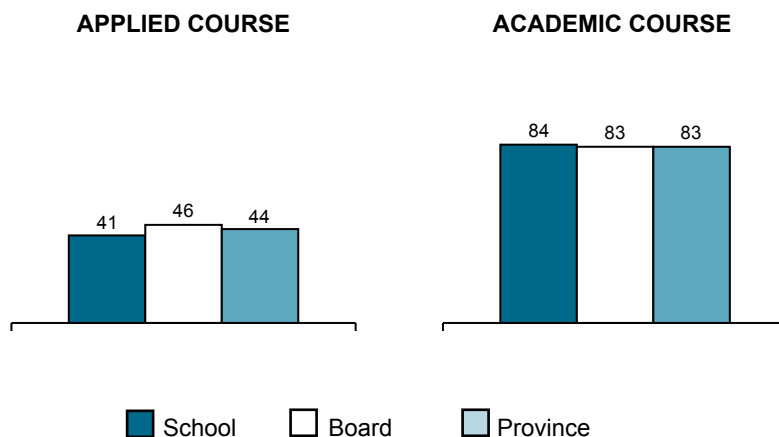
Sincerely,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2016–2017



Grade 9 Assessment of Mathematics, 2016–2017

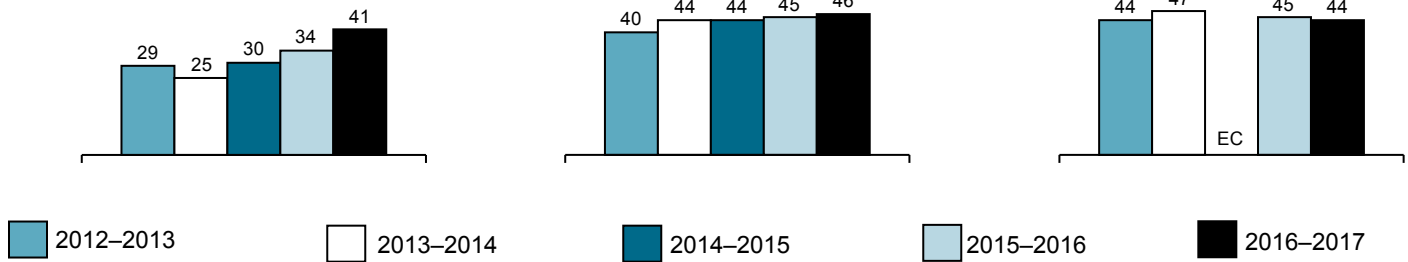
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



Total Number of Students

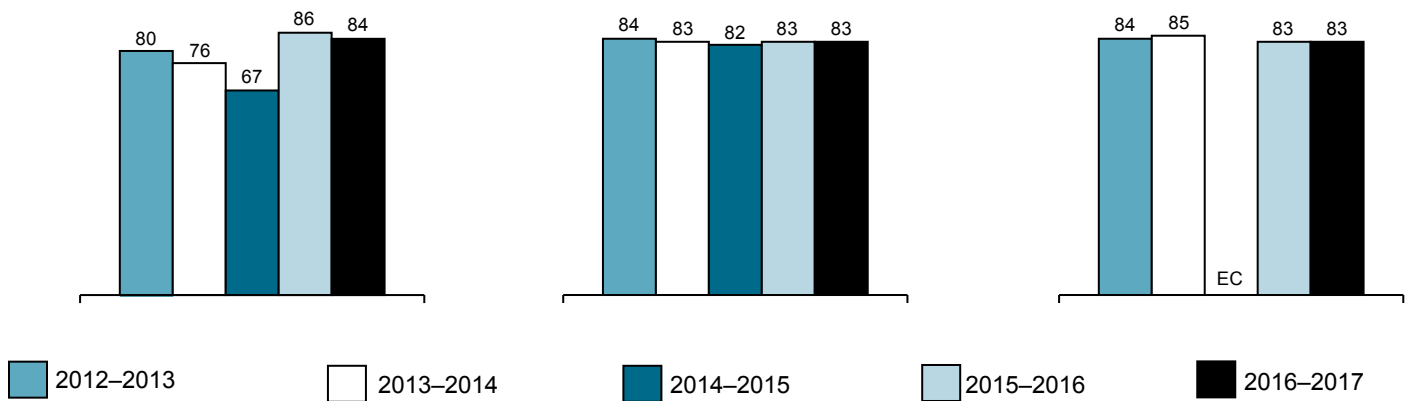
	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>	<u>2015–2016</u>	<u>2016–2017</u>
School	108	136	121	122	109
Board	2 117	2 215	1 979	2 171	1 885
Province	39 881	38 181	EC	36 005	34 797

ACADEMIC MATHEMATICS

School

Board

Province



Total Number of Students

	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>	<u>2015–2016</u>	<u>2016–2017</u>
School	183	182	183	203	200
Board	4 598	4 742	4 610	4 702	4 568
Province	97 158	95 914	EC	97 347	96 449

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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 or boards where fewer than 10 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, 2016–2017

Contextual Information, Applied Course

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	109		1 885		34 797	
Number of classes with students in applied mathematics course	10		122		2 422	
Number of schools with applied mathematics classes	Not applicable		31		701	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Assessment						
Students who participated in the assessment	103	94%	1 839	98%	33 405	96%
Participating students who received one or more accommodations*	34	33%	584	32%	11 932	36%
Participating students who received one or more special provisions*	8	8%	336	18%	2 738	8%
Students who did not complete any part of the assessment (no data)*	6	6%	46	2%	1 392	4%
Gender[†] Based on number of students enrolled						
Female	54	50%	808	43%	15 212	44%
Male	55	50%	1 077	57%	19 585	56%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	22	20%	520	28%	3 802	11%
Students with special education needs (excluding gifted)*	38	35%	679	36%	14 384	41%
Semester/Full Year Based on number of students enrolled						
First-semester course	54	50%	734	39%	15 803	45%
Second-semester course	55	50%	833	44%	16 811	48%
Full-year course	0	0%	318	17%	2 183	6%
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:		89	1 678	30 066	
Speak only or mostly a language other than English at home	12	13%	261	16%	1 997	7%
Speak another language as often as English at home	28	31%	477	28%	3 913	13%
Attended three or more elementary schools from kindergarten to Grade 8	29	33%	578	34%	11 666	39%

* See the Explanation of Terms.

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

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

Grade 9 Assessment of Mathematics, 2016–2017

Contextual Information, Applied Course (continued)

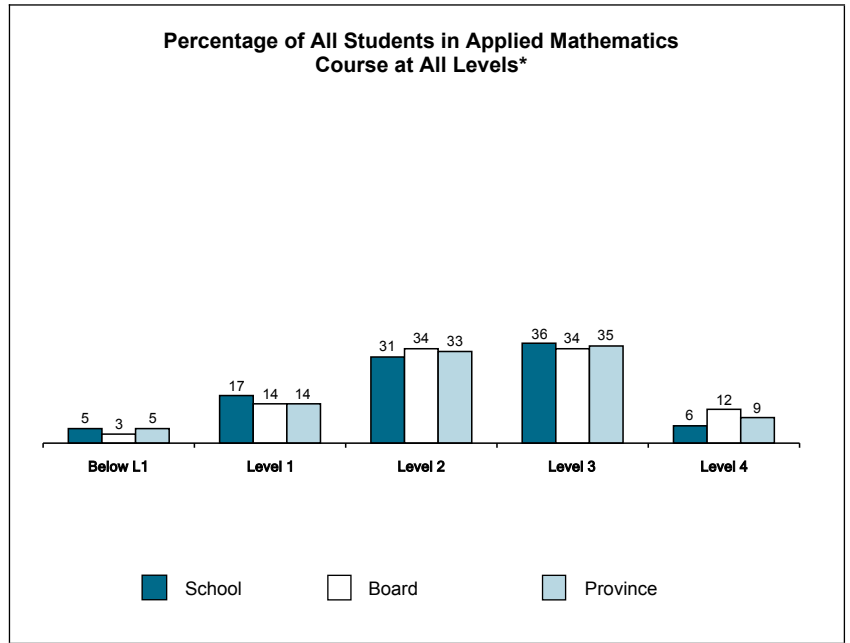
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
Year Student Entered Current School[†]						
Year of the assessment	103	94%	1 706	91%	29 843	86%
Year prior to the assessment	6	6%	150	8%	2 886	8%
2 years prior to the assessment	0	0%	16	1%	622	2%
3 or more years prior to the assessment	0	0%	1	<1%	1 265	4%
Data not available	0	0%	12	1%	181	1%
Year Student Entered Current Board[†]						
Year of the assessment	15	14%	201	11%	5 494	16%
Year prior to the assessment	11	10%	288	15%	2 330	7%
2 years prior to the assessment	3	3%	106	6%	1 507	4%
3 or more years prior to the assessment	79	72%	1 271	67%	23 793	68%
Data not available	1	1%	19	1%	1 673	5%

[†] Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

Grade 9 Assessment of Mathematics, 2016–2017

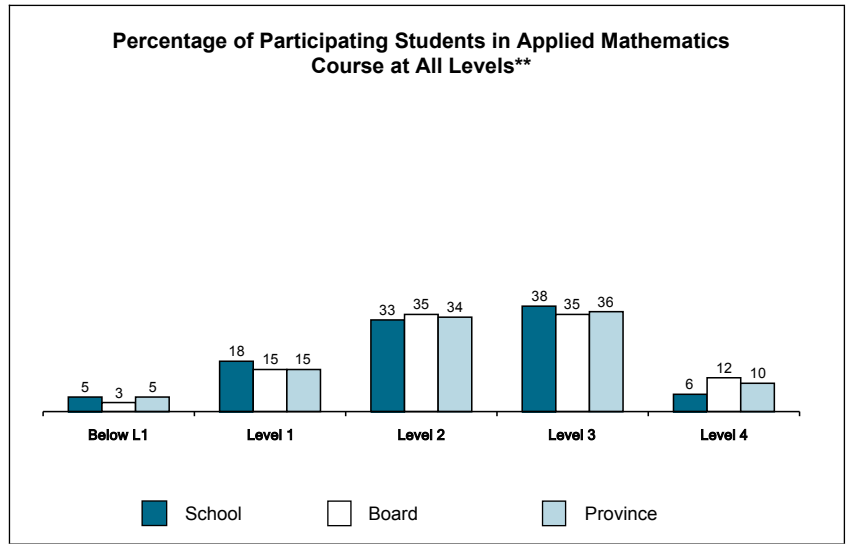
Results for All Students, Applied Course

All Students*				
Number of Students	School 109		Board 1 885	Province 34 797
	#	%	%	%
Level 4	6	6%	12%	9%
Level 3	39	36%	34%	35%
Level 2	34	31%	34%	33%
Level 1	19	17%	14%	14%
Below Level 1	5	5%	3%	5%
Participating Students	103	94%	98%	96%
No Data	6	6%	2%	4%
At or Above Provincial Standard (Levels 3 and 4) [†]		41%	46%	44%



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

Participating Students**				
Number of Students	School 103		Board 1 839	Province 33 405
	#	%	%	%
Level 4	6	6%	12%	10%
Level 3	39	38%	35%	36%
Level 2	34	33%	35%	34%
Level 1	19	18%	15%	15%
Below Level 1	5	5%	3%	5%
At or Above Provincial Standard (Levels 3 and 4) [†]		44%	47%	46%



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

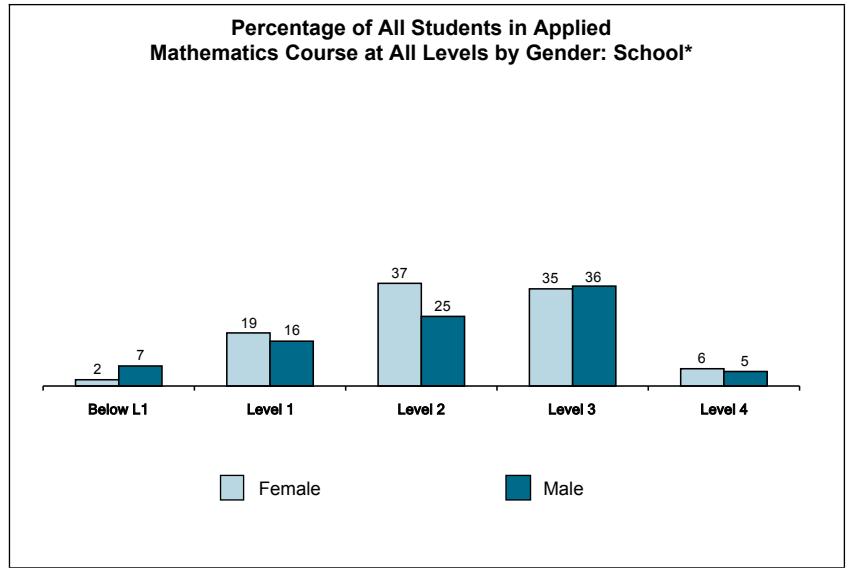
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

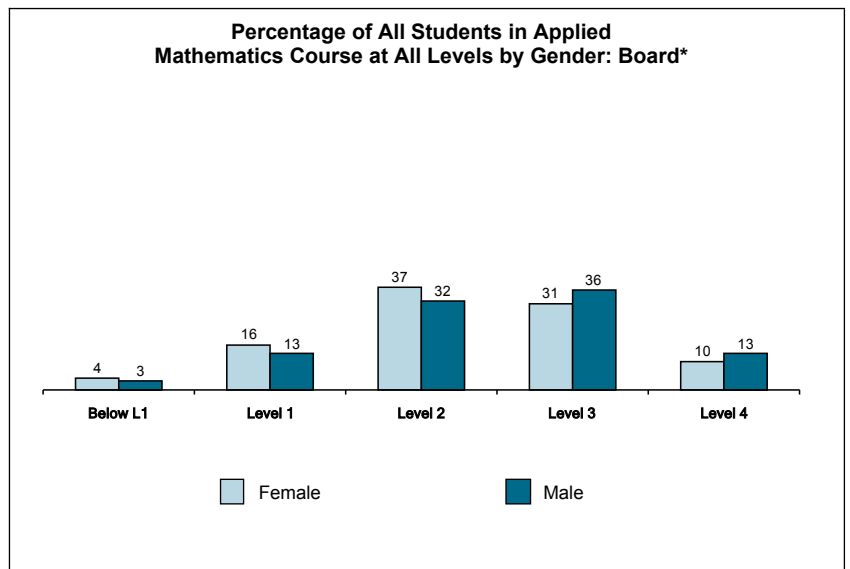
Grade 9 Assessment of Mathematics, 2016–2017

Results by Gender^{††}, Applied Course

All Students: School by Gender*				
Number of Students	Female 54		Male 55	
	#	%	#	%
Level 4	3	6%	3	5%
Level 3	19	35%	20	36%
Level 2	20	37%	14	25%
Level 1	10	19%	9	16%
Below Level 1	1	2%	4	7%
Participating Students	53	98%	50	91%
No Data	1	2%	5	9%
At or Above Provincial Standard (Levels 3 and 4) [†]	41%		42%	



All Students: Board by Gender*				
Number of Students	Female 808		Male 1 077	
	#	%	#	%
Level 4	81	10%	137	13%
Level 3	253	31%	392	36%
Level 2	299	37%	344	32%
Level 1	126	16%	143	13%
Below Level 1	31	4%	33	3%
Participating Students	790	98%	1 049	97%
No Data	18	2%	28	3%
At or Above Provincial Standard (Levels 3 and 4) [†]	41%		49%	



All Students: Province by Gender*				
Number of Students	Female 15 212		Male 19 585	
	#	%	#	%
Level 4	1 251	8%	1 934	10%
Level 3	5 023	33%	7 113	36%
Level 2	5 299	35%	6 204	32%
Level 1	2 308	15%	2 589	13%
Below Level 1	720	5%	964	5%
Participating Students	14 601	96%	18 804	96%
No Data	611	4%	781	4%
At or Above Provincial Standard (Levels 3 and 4) [†]	41%		46%	



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2016–2017

Contextual Information, Academic Course

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	200		4 568		96 449	
Number of classes with students in academic mathematics course	12		202		4 197	
Number of schools with academic mathematics classes	Not applicable		32		682	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Assessment						
Students who participated in the assessment	199	100%	4 540	99%	95 447	99%
Participating students who received one or more accommodations*	12	6%	226	5%	6 408	7%
Participating students who received one or more special provisions*	6	3%	279	6%	4 478	5%
Students who did not complete any part of the assessment (no data)*	1	<1%	28	1%	1 002	1%
Gender[†] Based on number of students enrolled						
Female	103	52%	2 461	54%	49 388	51%
Male	97	48%	2 107	46%	47 061	49%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	14	7%	484	11%	6 642	7%
Students with special education needs (excluding gifted)*	12	6%	239	5%	7 561	8%
Semester/Full Year Based on number of students enrolled						
First-semester course	101	50%	1 733	38%	43 562	45%
Second-semester course	99	50%	1 825	40%	43 082	45%
Full-year course	0	0%	1 010	22%	9 805	10%
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:		190	4 247	89 743	
Speak only or mostly a language other than English at home	25	13%	496	12%	7 826	9%
Speak another language as often as English at home	50	26%	956	23%	14 871	17%
Attended three or more elementary schools from kindergarten to Grade 8	44	23%	1 078	25%	31 014	35%

* See the Explanation of Terms.

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

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

Grade 9 Assessment of Mathematics, 2016–2017

Contextual Information, Academic Course (continued)

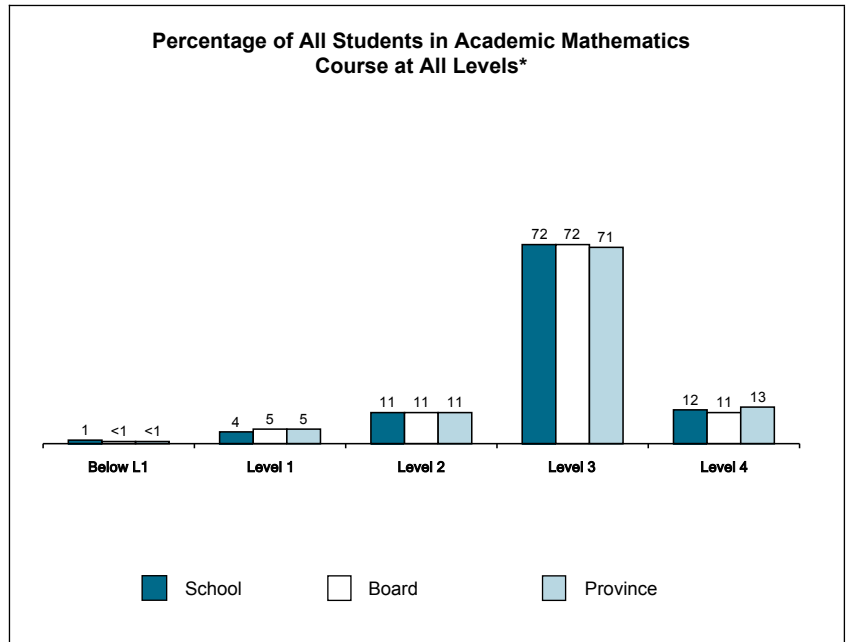
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
Year Student Entered Current School[†]						
Year of the assessment	198	99%	4 408	96%	92 083	95%
Year prior to the assessment	2	1%	60	1%	1 410	1%
2 years prior to the assessment	0	0%	53	1%	625	1%
3 or more years prior to the assessment	0	0%	0	0%	2 150	2%
Data not available	0	0%	47	1%	181	<1%
Year Student Entered Current Board[†]						
Year of the assessment	5	2%	239	5%	15 036	16%
Year prior to the assessment	17	8%	665	15%	3 693	4%
2 years prior to the assessment	2	1%	161	4%	3 616	4%
3 or more years prior to the assessment	176	88%	3 454	76%	69 457	72%
Data not available	0	0%	49	1%	4 647	5%

[†] Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

Grade 9 Assessment of Mathematics, 2016–2017

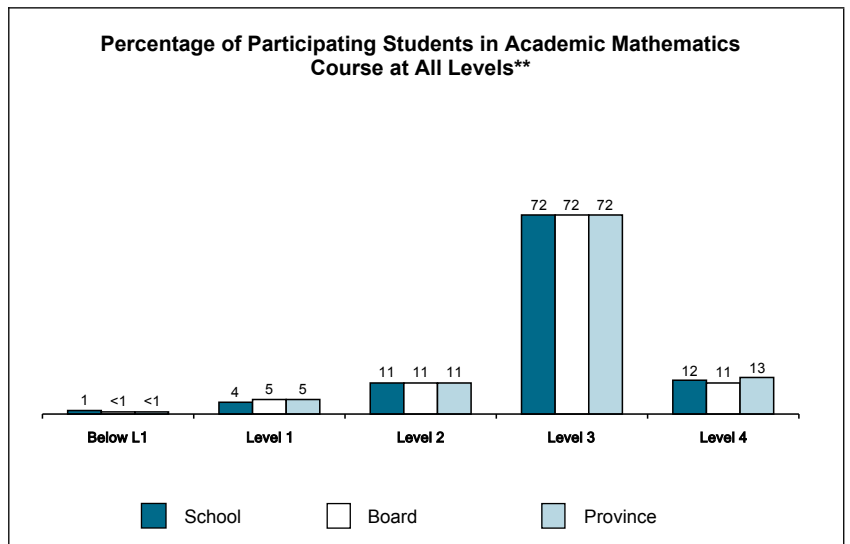
Results for All Students, Academic Course

All Students*				
Number of Students	School 200		Board 4 568	Province 96 449
	#	%	%	%
Level 4	23	12%	11%	13%
Level 3	144	72%	72%	71%
Level 2	22	11%	11%	11%
Level 1	8	4%	5%	5%
Below Level 1	2	1%	<1%	<1%
Participating Students	199	100%	99%	99%
No Data	1	<1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		84%	83%	83%



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

Participating Students**				
Number of Students	School 199		Board 4 540	Province 95 447
	#	%	%	%
Level 4	23	12%	11%	13%
Level 3	144	72%	72%	72%
Level 2	22	11%	11%	11%
Level 1	8	4%	5%	5%
Below Level 1	2	1%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		84%	84%	84%

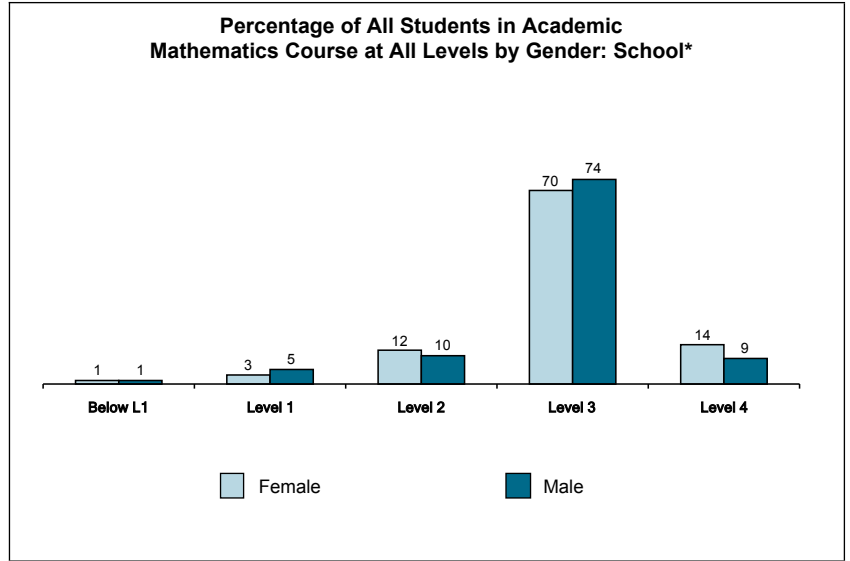


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
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 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

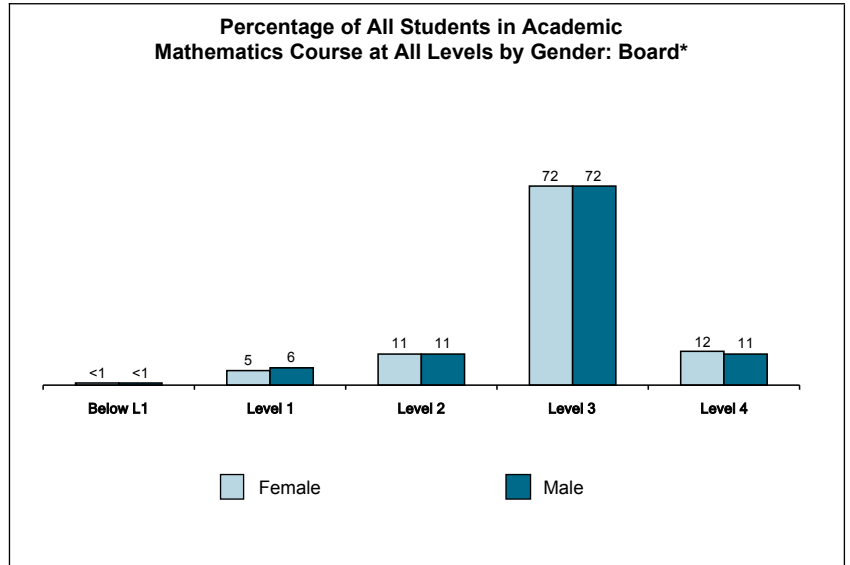
Grade 9 Assessment of Mathematics, 2016–2017

Results by Gender^{††}, Academic Course

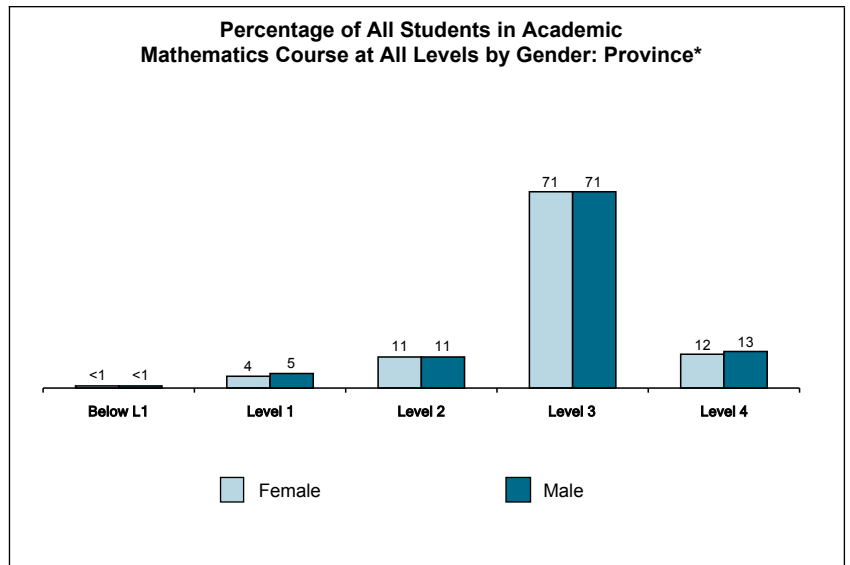
All Students: School by Gender*				
Number of Students	Female 103		Male 97	
	#	%	#	%
Level 4	14	14%	9	9%
Level 3	72	70%	72	74%
Level 2	12	12%	10	10%
Level 1	3	3%	5	5%
Below Level 1	1	1%	1	1%
Participating Students	102	99%	97	100%
No Data	1	1%	0	0%
At or Above Provincial Standard (Levels 3 and 4) [†]		83%	84%	



All Students: Board by Gender*				
Number of Students	Female 2 461		Male 2 107	
	#	%	#	%
Level 4	286	12%	223	11%
Level 3	1 767	72%	1 520	72%
Level 2	261	11%	223	11%
Level 1	123	5%	119	6%
Below Level 1	9	<1%	9	<1%
Participating Students	2 446	99%	2 094	99%
No Data	15	1%	13	1%
At or Above Provincial Standard (Levels 3 and 4) [†]		83%	83%	



All Students: Province by Gender*				
Number of Students	Female 49 388		Male 47 061	
	#	%	#	%
Level 4	6 033	12%	6 061	13%
Level 3	35 075	71%	33 181	71%
Level 2	5 416	11%	5 017	11%
Level 1	2 178	4%	2 175	5%
Below Level 1	131	<1%	180	<1%
Participating Students	48 833	99%	46 614	99%
No Data	555	1%	447	1%
At or Above Provincial Standard (Levels 3 and 4) [†]		83%	83%	



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2016–2017

Contextual Information over Time: Applied Course

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

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Enrolment					
Number of students in applied mathematics course	108	136	121	122	109
Number of classes with students in applied mathematics course	5	11	6	9	10
Participation in the Assessment					
Students who participated in the assessment	96%	96%	97%	98%	94%
Participating students who received one or more accommodations*	48%	36%	43%	49%	33%
Participating students who received one or more special provisions*	11%	12%	17%	12%	8%
Students who did not complete any part of the assessment (no data)*	4%	4%	3%	2%	6%
Gender[†] Based on number of students enrolled					
Female	46%	40%	42%	36%	50%
Male	54%	60%	58%	64%	50%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of students enrolled					
English language learners*	11%	13%	17%	15%	20%
Students with special education needs (excluding gifted)*	48%	36%	44%	50%	35%
Semester/Full Year Based on number of students enrolled					
First-semester course	0%	13%	47%	52%	50%
Second-semester course	0%	0%	53%	48%	50%
Full-year course	100%	87%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
Number of Respondents:	90	121	106	112	89
Speak only or mostly a language other than English at home	17%	22%	22%	15%	13%
Speak another language as often as English at home	36%	30%	28%	33%	31%
Attended three or more elementary schools from kindergarten to Grade 8	36%	35%	25%	31%	33%

* See the Explanation of Terms.

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

†† 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, 2016–2017

Contextual Information over Time: Applied Course (continued)

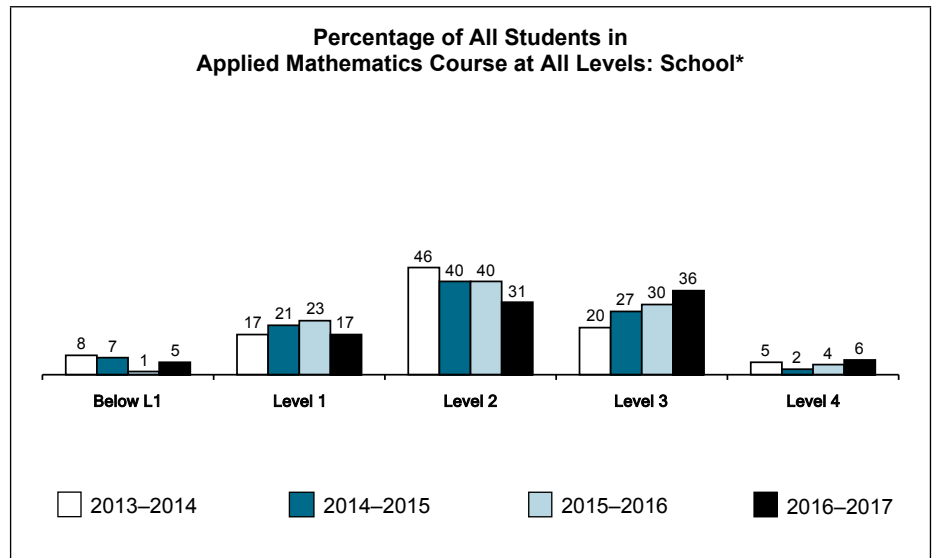
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Year Student Entered Current School†					
Year of the assessment				89%	94%
Year prior to the assessment				10%	6%
2 years prior to the assessment			These items were added in 2015–2016.	1%	0%
3 or more years prior to the assessment				0%	0%
Data not available				0%	0%
Year Student Entered Current Board†					
Year of the assessment				5%	14%
Year prior to the assessment				4%	10%
2 years prior to the assessment			These items were added in 2015–2016.	1%	3%
3 or more years prior to the assessment				90%	72%
Data not available				0%	1%

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

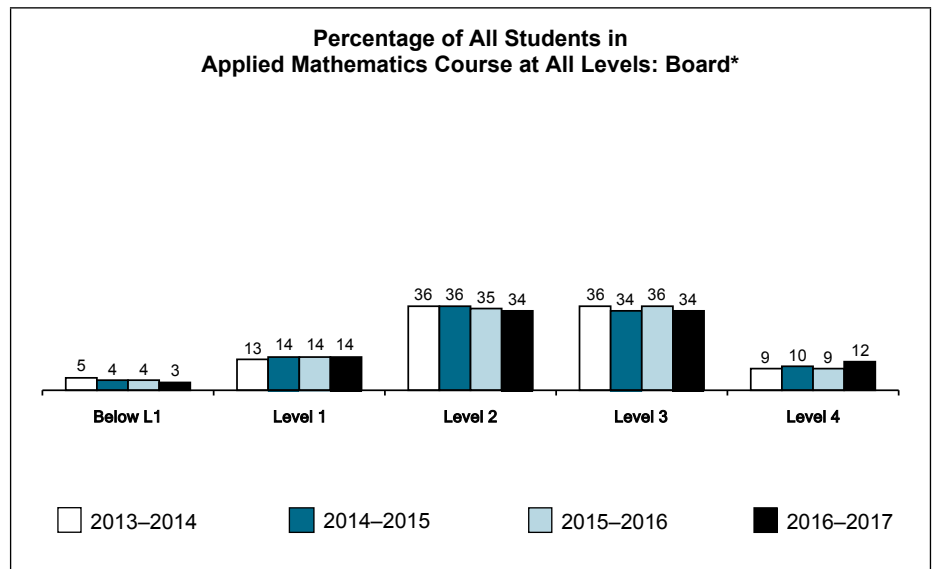
Grade 9 Assessment of Mathematics, 2016–2017

Results for All Students over Time: Applied Course

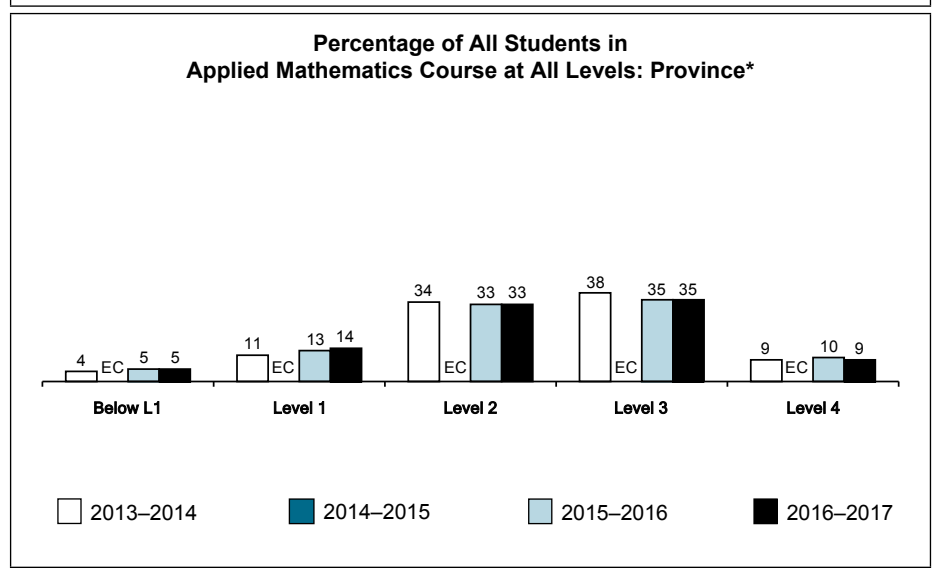
School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	136	121	122	109
Level 4	5%	2%	4%	6%
Level 3	20%	27%	30%	36%
Level 2	46%	40%	40%	31%
Level 1	17%	21%	23%	17%
Below Level 1	8%	7%	1%	5%
<i>Participating Students</i>	96%	97%	98%	94%
No Data	4%	3%	2%	6%
At or Above Provincial Standard (Levels 3 and 4)†	25%	30%	34%	41%



Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	2 215	1 979	2 171	1 885
Level 4	9%	10%	9%	12%
Level 3	36%	34%	36%	34%
Level 2	36%	36%	35%	34%
Level 1	13%	14%	14%	14%
Below Level 1	5%	4%	4%	3%
<i>Participating Students</i>	98%	97%	99%	98%
No Data	2%	3%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	44%	44%	45%	46%



Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	38 181	EC	36 005	34 797
Level 4	9%	EC	10%	9%
Level 3	38%	EC	35%	35%
Level 2	34%	EC	33%	33%
Level 1	11%	EC	13%	14%
Below Level 1	4%	EC	5%	5%
<i>Participating Students</i>	96%	EC	96%	96%
No Data	4%	EC	4%	4%
At or Above Provincial Standard (Levels 3 and 4)†	47%	EC	45%	44%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up 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, 2016–2017

Contextual Information over Time: Academic Course

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

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Enrolment					
Number of students in academic mathematics course	183	182	183	203	200
Number of classes with students in academic mathematics course	9	9	7	10	12
Participation in the Assessment					
Students who participated in the assessment	99%	100%	98%	99%	100%
Participating students who received one or more accommodations*	5%	5%	4%	4%	6%
Participating students who received one or more special provisions*	4%	6%	10%	6%	3%
Students who did not complete any part of the assessment (no data)*	1%	0%	2%	1%	<1%
Gender† Based on number of students enrolled					
Female	57%	49%	52%	52%	52%
Male	43%	51%	48%	48%	48%
Gender not specified	0%	0%	0%	0%	0%
Student Status† Based on number of students enrolled					
English language learners*	4%	6%	10%	6%	7%
Students with special education needs (excluding gifted)*	3%	5%	4%	4%	6%
Semester/Full Year Based on number of students enrolled					
First-semester course	0%	0%	60%	52%	50%
Second-semester course	0%	0%	40%	48%	50%
Full-year course	100%	100%	0%	0%	0%
Language and School Background†† Based on Student Questionnaire data					
Number of Respondents:	175	175	168	197	190
Speak only or mostly a language other than English at home	11%	13%	9%	9%	13%
Speak another language as often as English at home	29%	23%	34%	28%	26%
Attended three or more elementary schools from kindergarten to Grade 8	17%	20%	20%	21%	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.

Grade 9 Assessment of Mathematics, 2016–2017

Contextual Information over Time: Academic Course (continued)

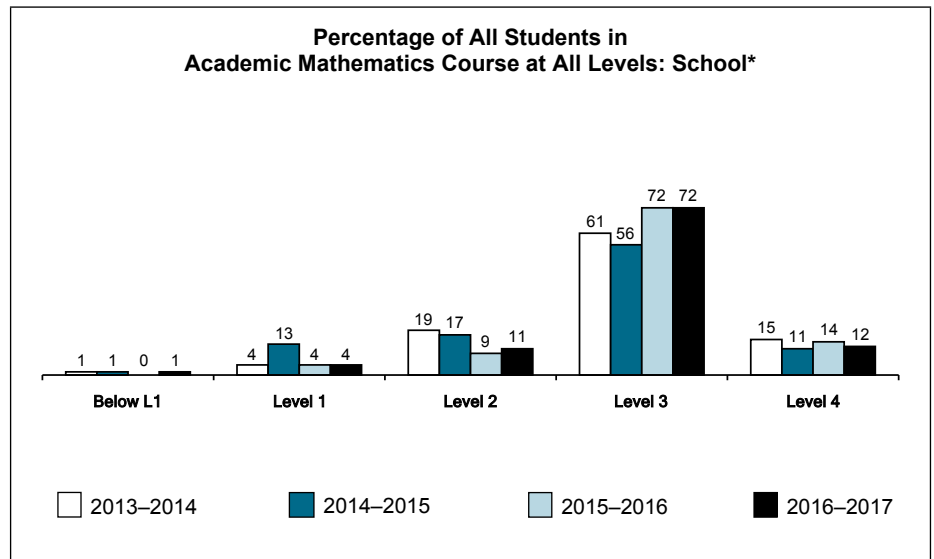
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Year Student Entered Current School†					
Year of the assessment				97%	99%
Year prior to the assessment				3%	1%
2 years prior to the assessment			These items were added in 2015–2016.	0%	0%
3 or more years prior to the assessment				0%	0%
Data not available				0%	0%
Year Student Entered Current Board†					
Year of the assessment				2%	2%
Year prior to the assessment				3%	8%
2 years prior to the assessment			These items were added in 2015–2016.	1%	1%
3 or more years prior to the assessment				93%	88%
Data not available				0%	0%

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

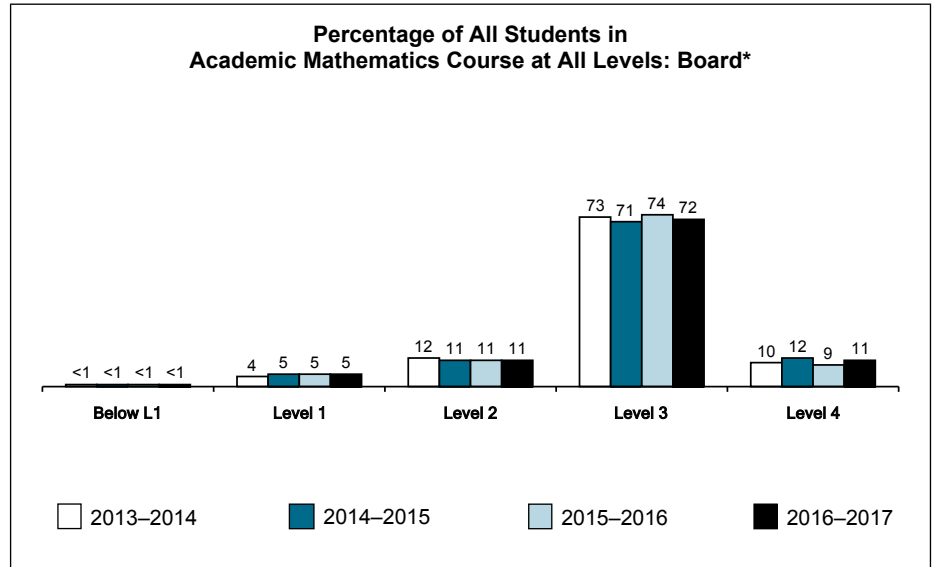
Grade 9 Assessment of Mathematics, 2016–2017

Results for All Students over Time: Academic Course

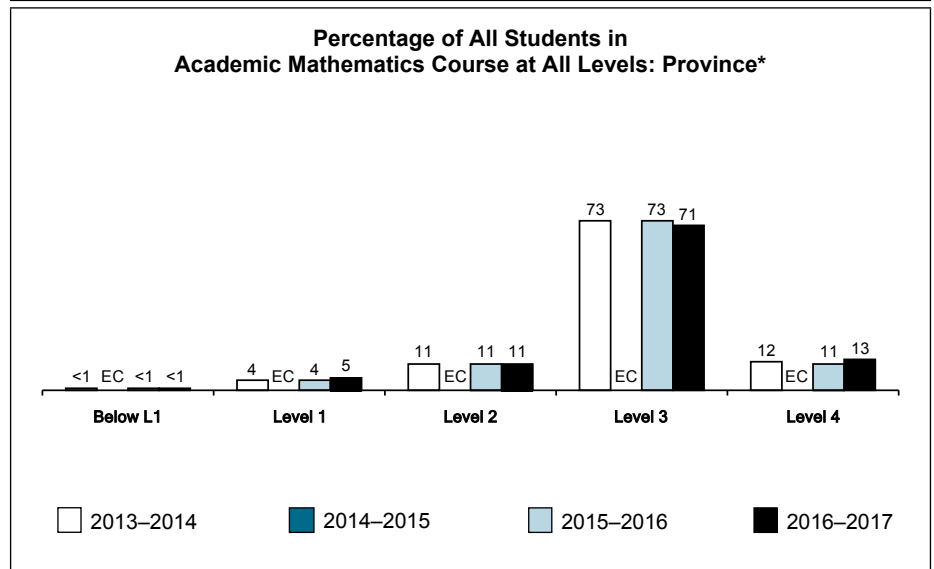
School*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	182	183	203	200
Level 4	15%	11%	14%	12%
Level 3	61%	56%	72%	72%
Level 2	19%	17%	9%	11%
Level 1	4%	13%	4%	4%
Below Level 1	1%	1%	0%	1%
<i>Participating Students</i>	100%	98%	99%	100%
No Data	0%	2%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	76%	67%	86%	84%



Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	4 742	4 610	4 702	4 568
Level 4	10%	12%	9%	11%
Level 3	73%	71%	74%	72%
Level 2	12%	11%	11%	11%
Level 1	4%	5%	5%	5%
Below Level 1	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	83%	82%	83%	83%



Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	95 914	EC	97 347	96 449
Level 4	12%	EC	11%	13%
Level 3	73%	EC	73%	71%
Level 2	11%	EC	11%	11%
Level 1	4%	EC	4%	5%
Below Level 1	<1%	EC	<1%	<1%
<i>Participating Students</i>	99%	EC	99%	99%
No Data	1%	EC	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	85%	EC	83%	83%



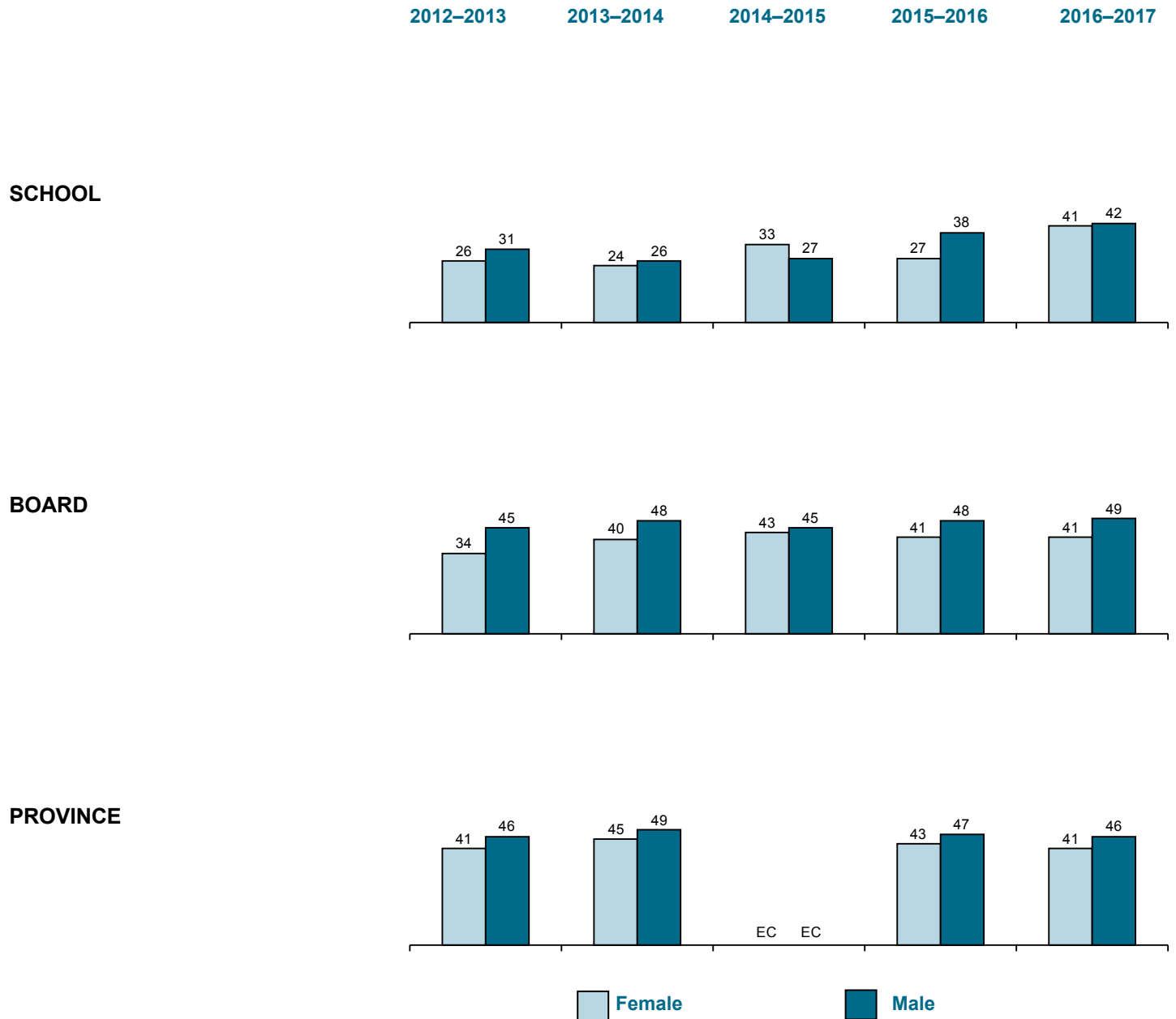
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† 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, 2016–2017

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4):
APPLIED COURSE



Total Number of Students in Applied Mathematics Course†

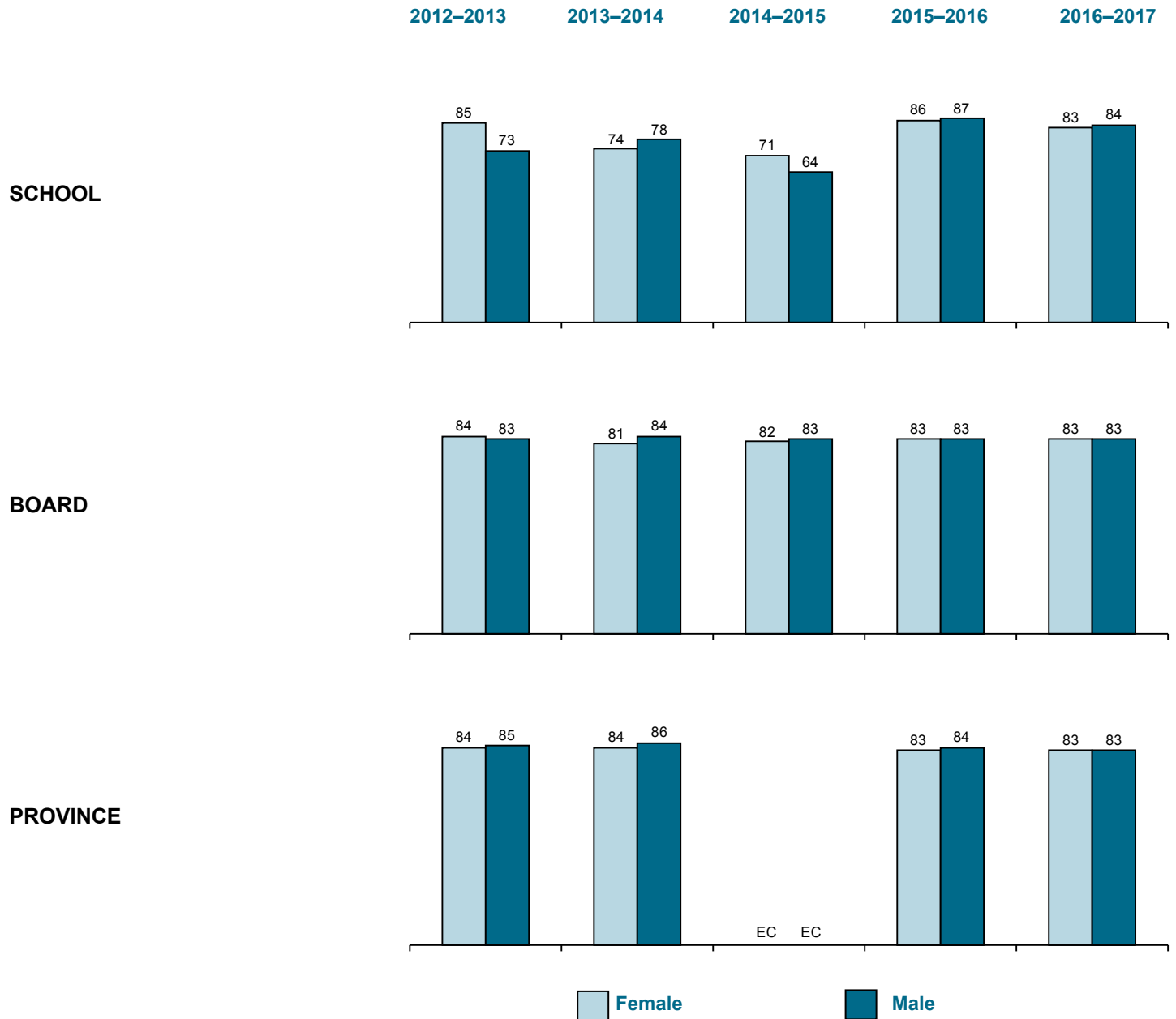
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	50	58	55	81	51	70	44	78	54	55
Board	1 022	1 095	993	1 222	929	1 050	973	1 198	808	1 077
Province	17 695	22 181	16 662	21 519	EC	EC	15 748	20 257	15 212	19 585

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2016–2017

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4):
ACADEMIC COURSE



Total Number of Students in Academic Mathematics Course†

	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	104	79	90	92	95	88	106	97	103	97
Board	2 497	2 101	2 524	2 218	2 491	2 119	2 519	2 183	2 461	2 107
Province	49 986	47 171	49 157	46 757	EC	EC	49 817	47 530	49 388	47 061

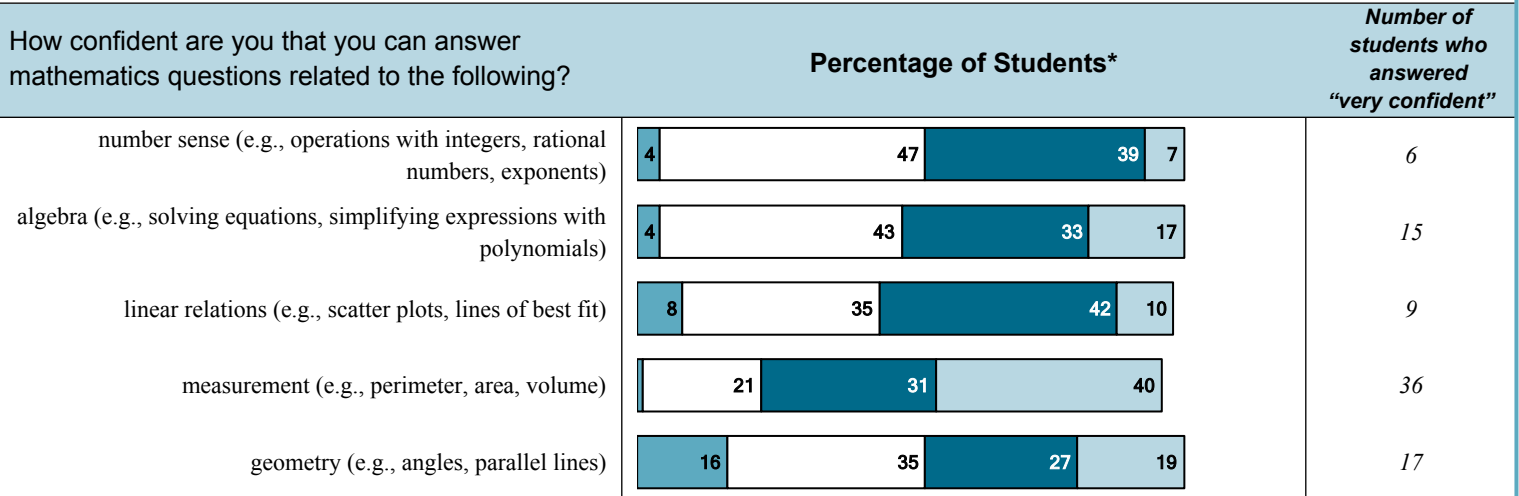
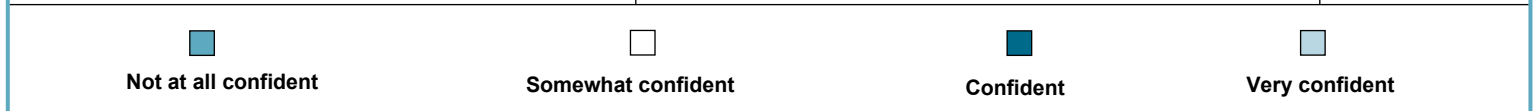
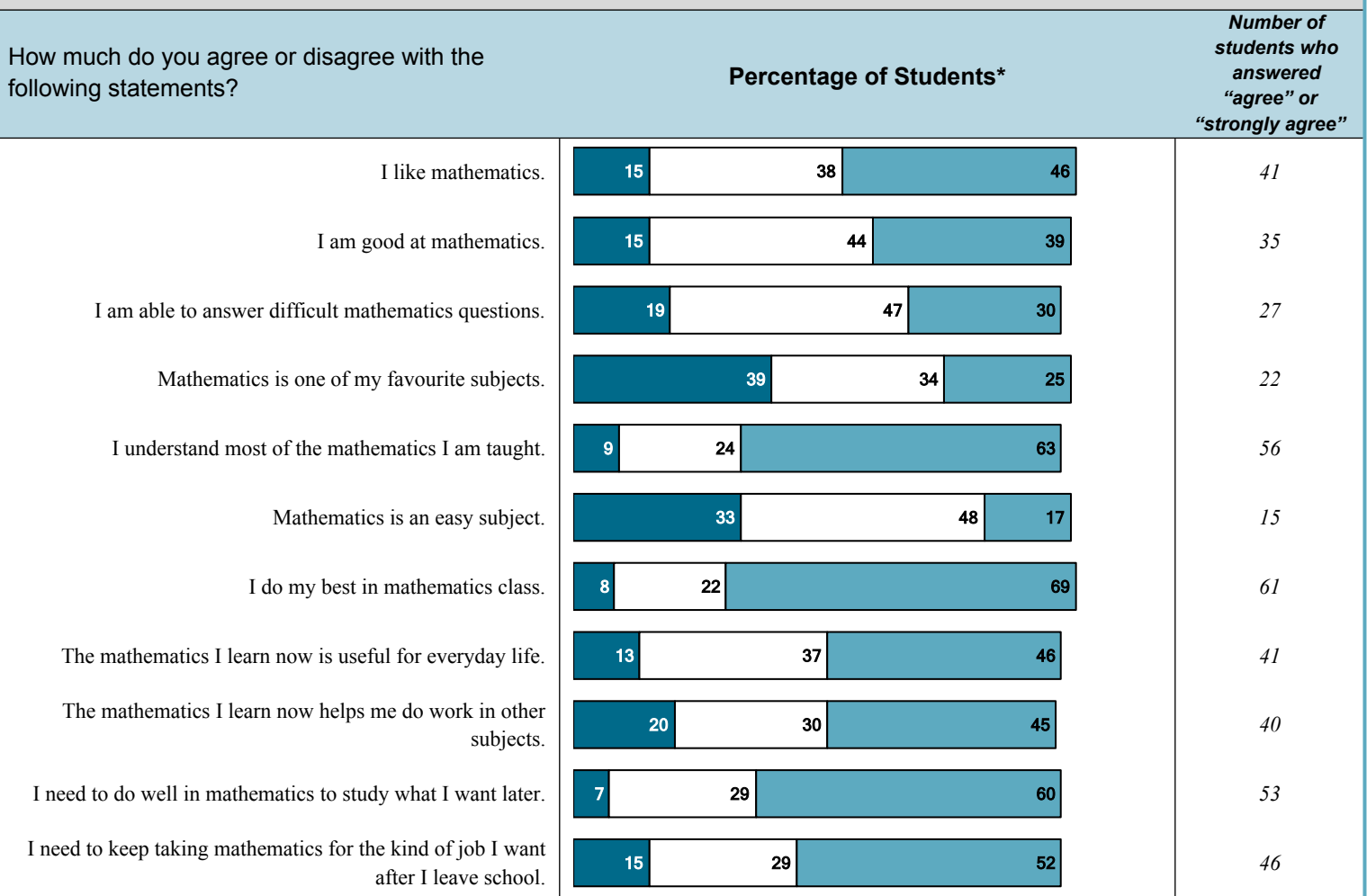
† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 89)



STUDENTS' ATTITUDES TOWARD MATHEMATICS



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

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 89)					
	<input type="checkbox"/> Never or almost never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Often	<input type="checkbox"/> Very Often	
DOING MATHEMATICS					
How often do you do the following when studying mathematics or working on a mathematics problem?	Percentage of Students*			Number of students who answered "very often"	
I connect new mathematics concepts to what I already know about mathematics or other subjects.	12	51	27	6	5
I check my mathematics answers to see if they make sense.	31	49	13		12
I apply new mathematics concepts to real-life problems.	29	39	18	7	6
I take time to discuss my mathematics assignments with my classmates.	29	46	15	6	5
I look for more than one way to solve mathematics problems.	11	38	27	18	16
How often do you complete your mathematics homework?	Percentage of Students*			Number of students	
I am not usually assigned any mathematics homework					0
Never or almost never					3
Sometimes		29			26
Often		48			43
Always		15			13

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

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 89)



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 "every day or almost every day"
I read by myself.		15	
I use the Internet.		78	
I play video games.		22	
I participate in sports or other physical activities.		41	
I participate in art, music or drama activities.		20	
I participate in other clubs or organizations.		11	
I volunteer in my community.		3	
I work at a paid job.		1	

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

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

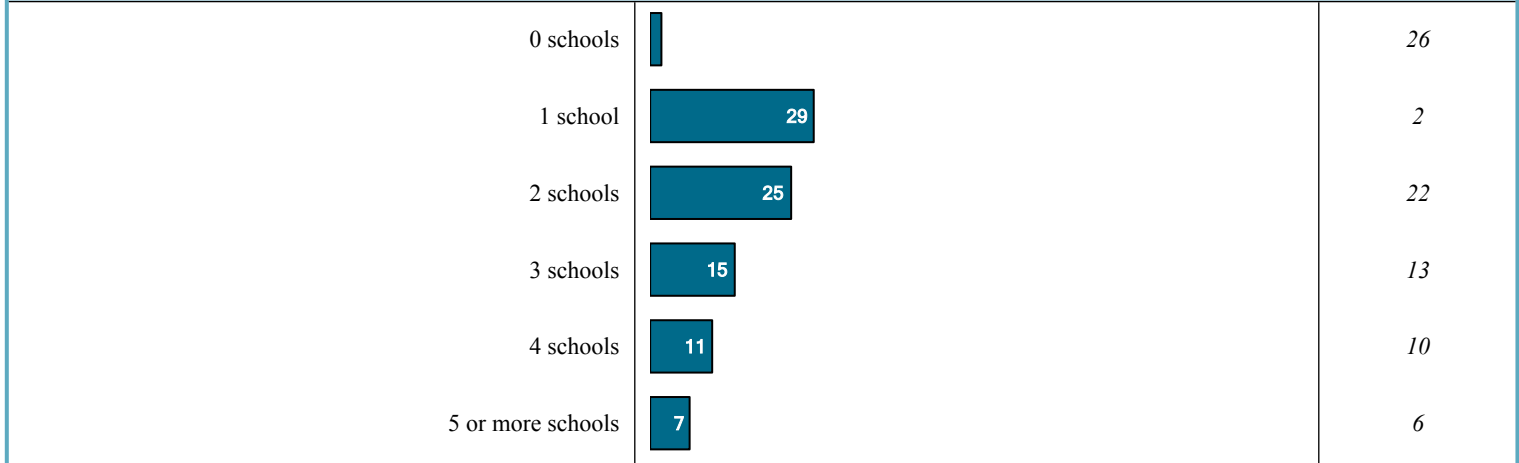
STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 89)

SCHOOLS ATTENDED

How many schools did you attend from kindergarten to Grade 8 (home-schooling is counted as one school)?

Percentage of Students*

Number of students



Only English/Mostly English

Another language (or other languages) as often as English

Mostly another language (or other languages)/Only another language (or other languages)

LANGUAGES SPOKEN







Percentage of Students*

Number of students who answered "only English" or "mostly English"



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

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 89)		
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	 38	34
No		0
Don't know	 53	47
<i>Total number of students</i>		34
Were you told how much the assessment will count as part of your class mark (e.g., 5%)?†	Percentage of Students*	Number of students
Yes	 85	29
No	 15	5
<i>Total number of students</i>		34
Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously?†	Percentage of Students*	Number of students
Yes	 94	32
No		0
Undecided	 6	2

* Percentages may not add up to 100, due to rounding or to missing responses.

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

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 89)	Female* (# = 42)	Male* (# = 47)	All Students (# = 1 678)	Female* (# = 731)	Male* (# = 947)	All Students (# = 30 066)	Female* (# = 13 280)	Male* (# = 16 786)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	46%	43%	49%	42%	37%	45%	36%	31%	40%
I am good at mathematics.	39%	36%	43%	35%	28%	40%	35%	27%	41%
I am able to answer difficult mathematics questions.	30%	26%	34%	24%	18%	29%	24%	16%	31%
Mathematics is one of my favorite subjects.	25%	26%	23%	28%	26%	29%	21%	18%	24%
I understand most of the mathematics I am taught.	63%	57%	68%	65%	61%	68%	61%	56%	64%
Mathematics is an easy subject.	17%	12%	21%	18%	14%	21%	18%	13%	22%
I do my best in mathematics class.	69%	69%	68%	69%	72%	67%	69%	72%	66%
The mathematics I learn now is useful for everyday life.	46%	55%	38%	44%	43%	45%	34%	31%	37%
The mathematics I learn now helps me do work in other subjects.	45%	48%	43%	51%	50%	51%	47%	45%	48%
I need to do well in mathematics to study what I want later.	60%	50%	68%	60%	57%	61%	50%	47%	53%
I need to keep taking mathematics for the kind of job I want after I leave school.	52%	50%	53%	50%	49%	50%	43%	41%	45%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:‡									
number sense (e.g., operations with integers, rational numbers, exponents)	46%	38%	53%	47%	41%	52%	41%	33%	47%
algebra (e.g., solving equations, simplifying expressions with polynomials)	49%	52%	47%	46%	43%	48%	43%	40%	45%
linear relations (e.g., scatter plots, lines of best fit)	52%	52%	51%	60%	55%	64%	56%	51%	60%
measurement (e.g., perimeter, area, volume)	72%	67%	77%	70%	68%	72%	68%	64%	70%
geometry (e.g., angles, parallel lines)	46%	50%	43%	45%	39%	50%	47%	41%	52%

* Includes only students for whom gender data were available.

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

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

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 89)	Female* (# = 42)	Male* (# = 47)	All Students (# = 1 678)	Female* (# = 731)	Male* (# = 947)	All Students (# = 30 066)	Female* (# = 13 280)	Male* (# = 16 786)
DOING MATHEMATICS									
Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem:†									
I connect new mathematics concepts to what I already know about mathematics or other subjects.	6%	10%	2%	4%	5%	3%	4%	4%	4%
I check my mathematics answers to see if they make sense.	13%	17%	11%	17%	19%	16%	16%	17%	14%
I apply new mathematics concepts to real-life problems.	7%	5%	9%	4%	2%	5%	4%	3%	4%
I take time to discuss my mathematics assignments with my classmates.	6%	5%	6%	6%	6%	6%	5%	5%	4%
I look for more than one way to solve mathematics problems.	18%	14%	21%	12%	10%	14%	10%	9%	11%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	0%	0%	0%	4%	3%	4%	12%	11%	13%
Never or almost never	3%	0%	6%	4%	3%	5%	7%	5%	8%
Sometimes	29%	26%	32%	32%	28%	34%	27%	25%	29%
Often	48%	60%	38%	32%	33%	32%	29%	30%	29%
Always	15%	10%	19%	20%	25%	17%	17%	20%	14%

* Includes only students for whom gender data were available.
 † Other response options were “never or almost never”, “sometimes” and “often”.
 ‡ Percentages may not add up to 100, due to rounding or to missing responses.

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 89)	Female* (# = 42)	Male* (# = 47)	All Students (# = 1 678)	Female* (# = 731)	Male* (# = 947)	All Students (# = 30 066)	Female* (# = 13 280)	Male* (# = 16 786)
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.	17%	21%	13%	15%	22%	11%	15%	22%	11%
I use the Internet.	88%	86%	89%	84%	86%	83%	85%	88%	84%
I play video games.	25%	2%	45%	27%	8%	42%	30%	12%	45%
I participate in sports or other physical activities.	46%	33%	57%	35%	22%	45%	36%	25%	44%
I participate in art, music or drama activities.	22%	21%	23%	20%	26%	16%	18%	25%	13%
I participate in other clubs or organizations.	12%	12%	13%	10%	9%	11%	9%	8%	10%
I volunteer in my community.	3%	2%	4%	5%	5%	5%	5%	5%	5%
I work at a paid job.	1%	0%	2%	3%	2%	4%	7%	6%	8%
SCHOOLS ATTENDED									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8 (home-schooling is counted as one school):‡									
0 schools	2%	5%	0%	3%	4%	3%	2%	2%	2%
1 school	29%	26%	32%	29%	27%	31%	25%	24%	26%
2 schools	25%	24%	26%	27%	24%	30%	28%	28%	29%
3 schools	15%	7%	21%	18%	19%	17%	18%	19%	18%
4 schools	11%	19%	4%	8%	10%	7%	10%	11%	9%
5 or more schools	7%	5%	9%	8%	11%	7%	11%	12%	10%
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	47%	45%	49%	51%	48%	53%	75%	74%	76%
Another language (or other languages) as often as English	31%	36%	28%	28%	30%	27%	13%	15%	12%
Mostly another language (or other languages)/ Only another language (or other languages)	13%	12%	15%	16%	16%	15%	7%	7%	7%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	39%	29%	49%	41%	41%	41%	70%	69%	71%
Another language (or other languages) as often as English	26%	38%	15%	24%	24%	24%	11%	12%	11%
Mostly another language (or other languages)/ Only another language (or other languages)	22%	19%	26%	26%	25%	26%	11%	11%	10%

* Includes only students for whom gender data were available.

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

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

Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 89)	Female* (# = 42)	Male* (# = 47)	All Students (# = 1 678)	Female* (# = 731)	Male* (# = 947)	All Students (# = 30 066)	Female* (# = 13 280)	Male* (# = 16 786)
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	38%	45%	32%	43%	46%	40%	43%	47%	40%
No	0%	0%	0%	1%	1%	1%	1%	1%	2%
Don't know	53%	45%	60%	50%	46%	53%	50%	47%	52%
Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡									
	All Students (# = 34)	Female* (# = 19)	Male* (# = 15)	All Students (# = 718)	Female* (# = 336)	Male* (# = 382)	All Students (# = 12 990)	Female* (# = 6 226)	Male* (# = 6 764)
Yes	85%	74%	100%	86%	87%	84%	88%	89%	88%
No	15%	26%	0%	14%	12%	15%	11%	11%	12%
Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:†‡									
	All Students (# = 34)	Female* (# = 19)	Male* (# = 15)	All Students (# = 718)	Female* (# = 336)	Male* (# = 382)	All Students (# = 12 990)	Female* (# = 6 226)	Male* (# = 6 764)
Yes	94%	95%	93%	83%	86%	80%	77%	79%	76%
No	0%	0%	0%	5%	2%	7%	8%	6%	10%
Undecided	6%	5%	7%	11%	11%	12%	14%	15%	13%

* Includes only students for whom gender data were available.

† Percentages may not add up to 100, due to rounding or to missing responses.

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

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 190)

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.	13	26	59	113
I am good at mathematics.	10	29	59	112
I am able to answer difficult mathematics questions.	15	43	41	78
Mathematics is one of my favourite subjects.	28	22	47	89
I understand most of the mathematics I am taught.	5	16	76	145
Mathematics is an easy subject.	25	37	34	65
I do my best in mathematics class.	10	18	69	132
The mathematics I learn now is useful for everyday life.	27	38	33	63
The mathematics I learn now helps me do work in other subjects.	16	27	55	104
I need to do well in mathematics to study what I want later.	9	23	66	126
I need to keep taking mathematics for the kind of job I want after I leave school.	13	25	60	114

Not at all confident
 Somewhat confident
 Confident
 Very confident

How confident are you that you can answer mathematics questions related to the following?	Percentage of Students*				Number of students who answered "very confident"
number sense (e.g., operations with integers, rational numbers, exponents)		29	47	21	40
algebra (e.g., solving equations, simplifying expressions with polynomials)		24	43	30	57
linear relations (e.g., scatter plots, lines of best fit)	8	36	45	8	16
analytic geometry (e.g., slope, y-intercept, equations of lines)	6	23	46	21	39
measurement (e.g., perimeter, area, volume)		21	48	27	52
geometry (e.g., angles, parallel lines)	7	33	39	18	34

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

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 190)



DOING MATHEMATICS

How often do you do the following when studying mathematics or working on a mathematics problem?	Percentage of Students*	Number of students who answered "very often"
I connect new mathematics concepts to what I already know about mathematics or other subjects.		19
I check my mathematics answers to see if they make sense.		47
I apply new mathematics concepts to real-life problems.		6
I take time to discuss my mathematics assignments with my classmates.		10
I look for more than one way to solve mathematics problems.		15

How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework		0
Never or almost never		11
Sometimes		59
Often		65
Always		44

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

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 190)



OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?		Percentage of Students*				<i>Number of students who answered "every day or almost every day"</i>	
I read by myself.		17	40	24	17	33	
I use the Internet.		7			89	170	
I play video games.		24	21	24	28	53	
I participate in sports or other physical activities.		14	21	36	25	48	
I participate in art, music or drama activities.		28	13	31	25	48	
I participate in other clubs or organizations.			46	25	15	11	20
I volunteer in my community.		26	43	25	4	7	
I work at a paid job.				86	5	5	3

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

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

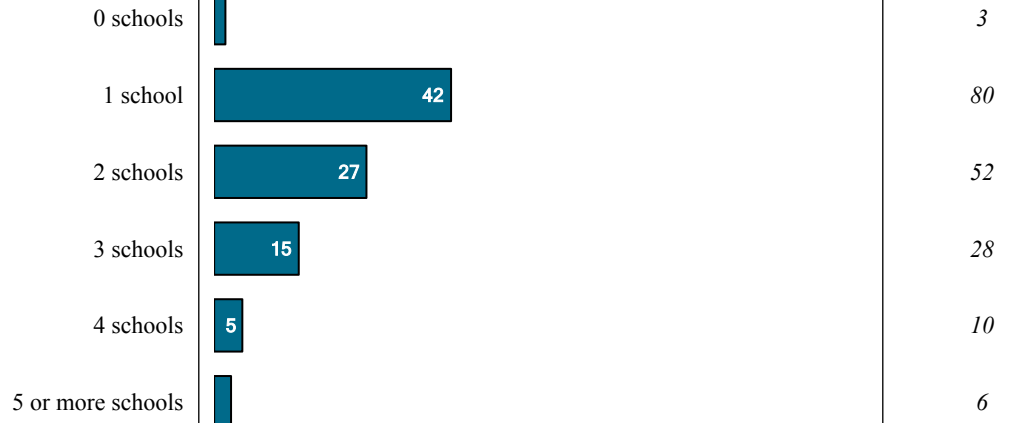
STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 190)

SCHOOLS ATTENDED

How many schools did you attend from kindergarten to Grade 8 (home-schooling is counted as one school)?

Percentage of Students*

Number of students



Only English/Mostly English

Another language (or other languages) as often as English

Mostly another language (or other languages)/Only another language (or other languages)

LANGUAGES SPOKEN

Percentage of Students*

Number of students who answered "only English" or "mostly English"



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

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 190)

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	53	101
No	1	1
Don't know	41	77

Total number of students 101

Were you told how much the assessment will count as part of your class mark (e.g., 5%)?†

	Percentage of Students*	Number of students
Yes	90	91
No	10	10

Total number of students 101

Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously?†

	Percentage of Students*	Number of students
Yes	83	84
No	4	4
Undecided	13	13

* Percentages may not add up to 100, due to rounding or to missing responses.

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

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 190)	Female* (# = 100)	Male* (# = 90)	All Students (# = 4 247)	Female* (# = 2 303)	Male* (# = 1 944)	All Students (# = 89 743)	Female* (# = 46 134)	Male* (# = 43 609)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	59%	58%	61%	60%	56%	64%	58%	53%	63%
I am good at mathematics.	59%	56%	62%	54%	49%	61%	56%	50%	61%
I am able to answer difficult mathematics questions.	41%	36%	47%	46%	39%	54%	48%	40%	57%
Mathematics is one of my favorite subjects.	47%	40%	54%	44%	39%	49%	41%	36%	47%
I understand most of the mathematics I am taught.	76%	78%	74%	75%	74%	77%	75%	72%	77%
Mathematics is an easy subject.	34%	34%	34%	29%	25%	34%	29%	25%	34%
I do my best in mathematics class.	69%	72%	67%	70%	74%	66%	73%	76%	69%
The mathematics I learn now is useful for everyday life.	33%	22%	46%	35%	32%	38%	33%	29%	36%
The mathematics I learn now helps me do work in other subjects.	55%	52%	58%	56%	55%	57%	57%	56%	59%
I need to do well in mathematics to study what I want later.	66%	60%	73%	67%	66%	70%	64%	62%	67%
I need to keep taking mathematics for the kind of job I want after I leave school.	60%	52%	69%	60%	58%	63%	58%	56%	61%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:‡									
number sense (e.g., operations with integers, rational numbers, exponents)	68%	55%	82%	68%	62%	75%	68%	61%	74%
algebra (e.g., solving equations, simplifying expressions with polynomials)	73%	75%	71%	71%	70%	72%	70%	69%	72%
linear relations (e.g., scatter plots, lines of best fit)	54%	48%	60%	57%	50%	65%	60%	55%	66%
analytic geometry (e.g., slope, y-intercept, equations of lines)	66%	66%	67%	62%	59%	65%	62%	59%	66%
measurement (e.g., perimeter, area, volume)	76%	74%	78%	78%	74%	82%	78%	74%	82%
geometry (e.g., angles, parallel lines)	57%	54%	61%	67%	63%	71%	72%	68%	76%

* Includes only students for whom gender data were available.

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

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

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 190)	Female* (# = 100)	Male* (# = 90)	All Students (# = 4 247)	Female* (# = 2 303)	Male* (# = 1 944)	All Students (# = 89 743)	Female* (# = 46 134)	Male* (# = 43 609)
DOING MATHEMATICS									
Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem:†									
I connect new mathematics concepts to what I already know about mathematics or other subjects.	10%	10%	10%	11%	11%	10%	11%	11%	11%
I check my mathematics answers to see if they make sense.	25%	31%	18%	30%	35%	26%	30%	33%	26%
I apply new mathematics concepts to real-life problems.	3%	2%	4%	4%	4%	6%	5%	4%	6%
I take time to discuss my mathematics assignments with my classmates.	5%	5%	6%	11%	12%	10%	11%	12%	10%
I look for more than one way to solve mathematics problems.	8%	6%	10%	13%	11%	15%	12%	11%	14%
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%	1%	1%	1%	2%
Never or almost never	6%	2%	10%	5%	3%	7%	5%	3%	7%
Sometimes	31%	29%	33%	23%	19%	27%	21%	17%	26%
Often	34%	37%	31%	37%	38%	36%	36%	36%	37%
Always	23%	25%	21%	29%	34%	24%	30%	36%	23%

* Includes only students for whom gender data were available.
 † Other response options were “never or almost never”, “sometimes” and “often”.
 ‡ Percentages may not add up to 100, due to rounding or to missing responses.

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 190)	Female* (# = 100)	Male* (# = 90)	All Students (# = 4 247)	Female* (# = 2 303)	Male* (# = 1 944)	All Students (# = 89 743)	Female* (# = 46 134)	Male* (# = 43 609)
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.	17%	27%	7%	20%	27%	13%	21%	27%	14%
I use the Internet.	89%	89%	90%	90%	91%	89%	90%	91%	89%
I play video games.	28%	10%	48%	23%	7%	42%	24%	7%	42%
I participate in sports or other physical activities.	25%	14%	38%	35%	27%	45%	42%	34%	49%
I participate in art, music or drama activities.	25%	27%	23%	25%	30%	18%	20%	26%	14%
I participate in other clubs or organizations.	11%	9%	12%	13%	11%	15%	13%	11%	14%
I volunteer in my community.	4%	4%	3%	5%	5%	5%	4%	4%	4%
I work at a paid job.	2%	1%	2%	2%	2%	3%	4%	4%	4%
SCHOOLS ATTENDED									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8 (home-schooling is counted as one school):‡									
0 schools	2%	0%	3%	1%	1%	1%	1%	<1%	1%
1 school	42%	46%	38%	39%	38%	39%	26%	26%	26%
2 schools	27%	26%	29%	28%	29%	28%	32%	32%	32%
3 schools	15%	15%	14%	14%	14%	14%	19%	19%	19%
4 schools	5%	5%	6%	6%	7%	6%	9%	9%	9%
5 or more schools	3%	4%	2%	5%	6%	4%	7%	7%	7%
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	55%	52%	59%	59%	58%	61%	68%	69%	68%
Another language (or other languages) as often as English	26%	28%	24%	23%	24%	21%	17%	17%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	13%	17%	9%	12%	13%	10%	9%	8%	10%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	37%	35%	39%	46%	45%	47%	61%	61%	60%
Another language (or other languages) as often as English	31%	31%	31%	23%	24%	22%	15%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	24%	29%	19%	22%	24%	21%	16%	16%	17%

* Includes only students for whom gender data were available.

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

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

Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 190)	Female* (# = 100)	Male* (# = 90)	All Students (# = 4 247)	Female* (# = 2 303)	Male* (# = 1 944)	All Students (# = 89 743)	Female* (# = 46 134)	Male* (# = 43 609)
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	53%	57%	49%	64%	67%	61%	68%	71%	65%
No	1%	1%	0%	1%	<1%	1%	1%	1%	1%
Don't know	41%	39%	42%	28%	27%	31%	24%	21%	27%
Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡									
	All Students (#=101)	Female* (#=57)	Male* (#=44)	All Students (#=2 712)	Female* (#=1 535)	Male* (#=1 177)	All Students (#=61 236)	Female* (#=32 782)	Male* (#=28 454)
Yes	90%	89%	91%	95%	96%	93%	94%	94%	94%
No	10%	11%	9%	5%	4%	6%	5%	5%	6%
Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:†‡									
	All Students (#=101)	Female* (#=57)	Male* (#=44)	All Students (#=2 712)	Female* (#=1 535)	Male* (#=1 177)	All Students (#=61 236)	Female* (#=32 782)	Male* (#=28 454)
Yes	83%	81%	86%	79%	80%	78%	79%	81%	77%
No	4%	5%	2%	8%	7%	10%	9%	7%	12%
Undecided	13%	14%	11%	12%	13%	12%	11%	12%	11%

* Includes only students for whom gender data were available.

† Percentages may not add up to 100, due to rounding or to missing responses.

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

Grade 9 Assessment of Mathematics, 2016–2017

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 have a result due to absence 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 (2007)</i> .
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 special 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 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small 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.
EC	Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.
NP	Non-participating indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate.