



School Report



Grade 9 Assessment of Mathematics, 2007–2008

School: St Basil The Great College (776360)
Board: Toronto Catholic District School Board (67059)

I am pleased to provide you with this report on the Grade 9 Assessment of Mathematics, 2007–2008. Included are student results for the current and previous years. To put these results in context, this report also provides information about the assessed student populations.

Across the province, EQAO data have helped inform teaching practices and continue to serve as a catalyst for improving student achievement. This report is intended to help you foster constructive conversations about improving student achievement and assist you in the planning of educational strategies.

Every student deserves the best outcome from the public education system. That is why, with the guidance of Ontario educators, EQAO continues to design assessments that are directly based on curriculum expectations. These assessments not only ensure that Ontario students' achievement is measured at key stages in their education, they also assure people that all students are assessed against a common benchmark.

Large-scale testing results are just one of the many tools that support student learning. These results are a snapshot of achievement and should be considered alongside school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

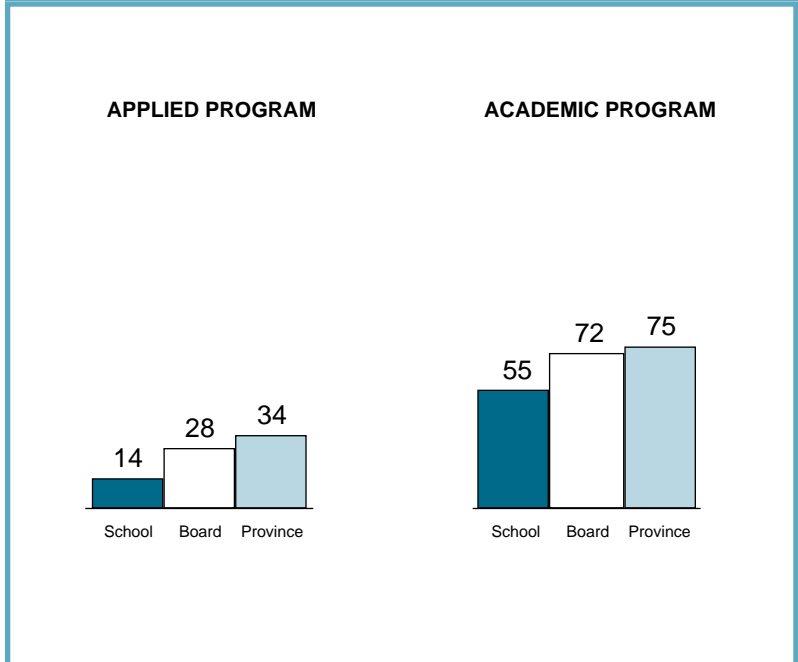
I trust that this report will help parents, educators and all who are committed to a strong public education system work together so that all students continue to achieve to the best of their abilities.

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2007–2008



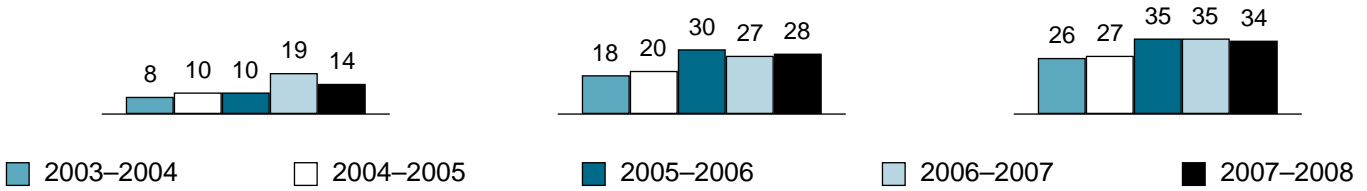
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS*

School

Board

Province



	Total Number of Students				
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
School	77	111	99	132	110
Board	2 306	2 472	2 214	2 249	2 351
Province	50 430	51 155	50 687	49 056	47 817

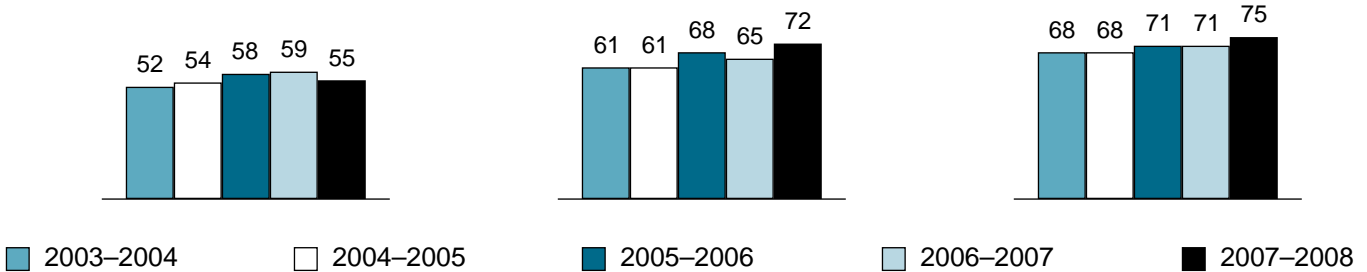
* Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

ACADEMIC MATHEMATICS

School

Board

Province



	Total Number of Students				
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
School	168	181	220	213	225
Board	4 633	4 692	4 625	4 591	4 633
Province	102 923	104 100	103 412	103 011	100 823

TIPS

The applied and academic mathematics programs are different and should be considered separately.

Note: Students in locally developed programs do not participate in these assessments.



Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.



This assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in mathematics.



Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 30 students, a difference of 10% represents only three students.



Trends may be difficult to identify or to interpret. This is especially true when groups are small or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 15 students participated, because it might be possible to identify individual students.

ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations for either the applied or academic mathematics program to the end of Grade 9. Students complete two booklets that allow them to show what they know in mathematics. The assessment is based on *The Ontario Curriculum: Mathematics, Grades 9 and 10*.

This report includes

- ◆ results for this year;
- ◆ a comparison of results over the past four years to aid in monitoring improvement and
- ◆ information about the characteristics of the students who participated.

Specifically, you will find

- ◆ summary graphs showing the percentage of students achieving the provincial standard in either applied or academic mathematics;
- ◆ detailed tables and graphs showing results for all levels of achievement, participation information and results for gender
- ◆ student questionnaire results and
- ◆ an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between this school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for applied and academic mathematics.
 - Are these results consistent with what you would expect?
 - How do the school results compare to the board and province; the board results compare to the province?
 - How do these results compare over time? Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).
 - 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 Applied Mathematics Program, 2007–2008

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of students in applied mathematics program	110		2 351		47 817	
Number of classes with students in applied mathematics program	6		134		2 922	
Number of schools with applied mathematics classes	Not applicable		33		709	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	97	88%	2 201	94%	44 585	93%
Participating students who received one or more accommodations	35	36%	603	27%	8 284	19%
Participating students who received one or more special provisions	0	0%	57	3%	866	2%
Students who did not complete any part of the assessment (no data)*	13	12%	150	6%	3 232	7%
Gender[†] Based on number of students enrolled						
Female	61	55%	1 126	48%	21 626	45%
Male	49	45%	1 223	52%	26 182	55%
Gender not specified	0	0%	2	<1%	9	<1%
Student Status[†] Based on number of students enrolled						
English language learners*	0	0%	211	9%	2 266	5%
Students with special needs (excluding gifted)*	38	35%	707	30%	13 531	28%
Semester/Full Year Based on number of students enrolled						
First-semester course	23	21%	814	35%	21 221	44%
Second-semester course	0	0%	665	28%	21 385	45%
Full-year course	87	79%	872	37%	5 211	11%
Language and School Background^{††}						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:						
	90		2 064		42 625	
Speak only or mostly a language other than English at home	17	19%	309	15%	2 750	6%
Speak another language as often as English at home	31	34%	501	24%	4 673	11%
Attended three or more elementary schools from kindergarten to Grade 8	31	34%	626	30%	17 106	40%

* See the Explanation of Terms.

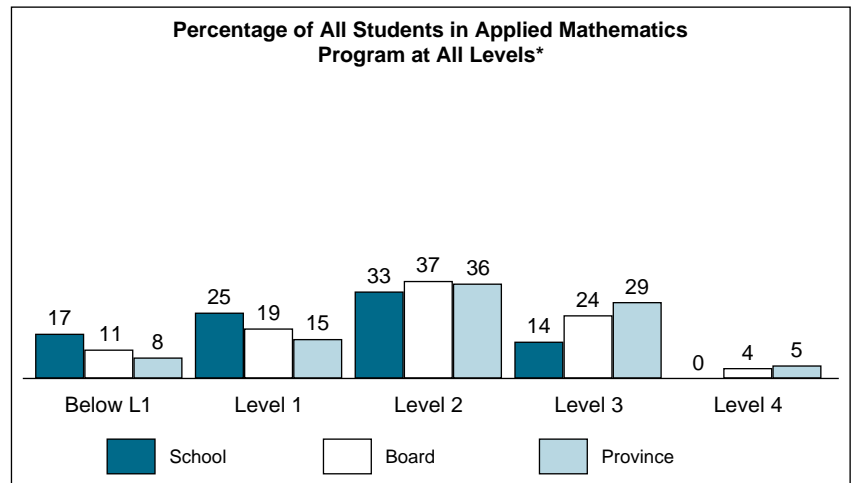
† Demographic information pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

†† Demographic information 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 Applied Mathematics Program, 2007–2008

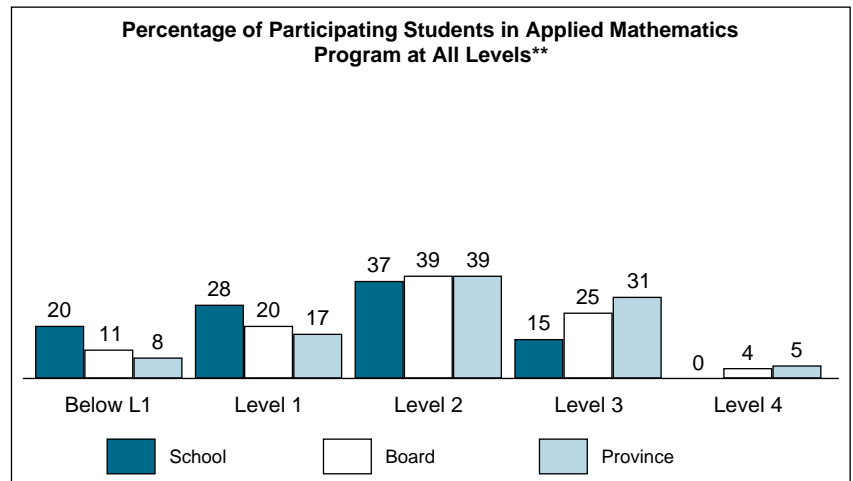
Results for All Students

All Students, 2007–2008*				
Number of Students	School 110		Board 2 351	Province 47 817
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	15	14%	24%	29%
Level 2	36	33%	37%	36%
Level 1	27	25%	19%	15%
Below Level 1	19	17%	11%	8%
Participating Students	97	88%	94%	93%
No Data	13	12%	6%	7%
At or Above Provincial Standard (Levels 3 and 4) †		14%	28%	34%



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

Participating Students, 2007–2008**				
Number of Students	School 97		Board 2 201	Province 44 585
	#	%	%	%
Level 4	0	0%	4%	5%
Level 3	15	15%	25%	31%
Level 2	36	37%	39%	39%
Level 1	27	28%	20%	17%
Below Level 1	19	20%	11%	8%
At or Above Provincial Standard (Levels 3 and 4) †		15%	30%	37%



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

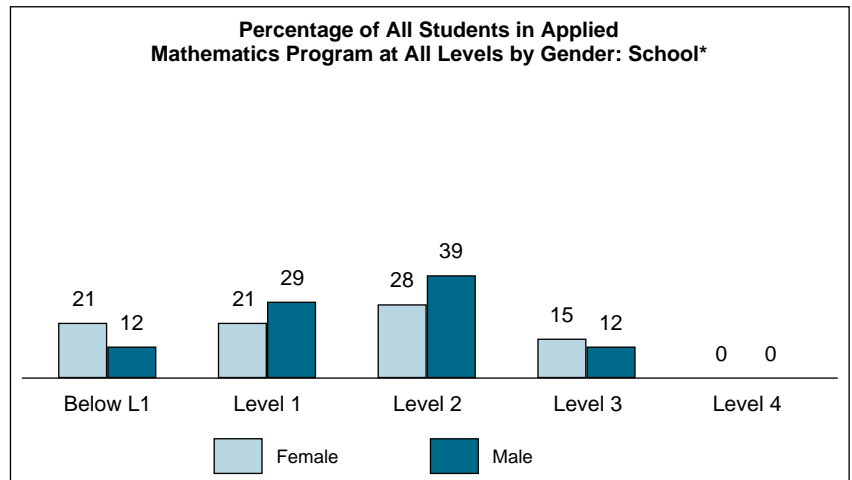
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

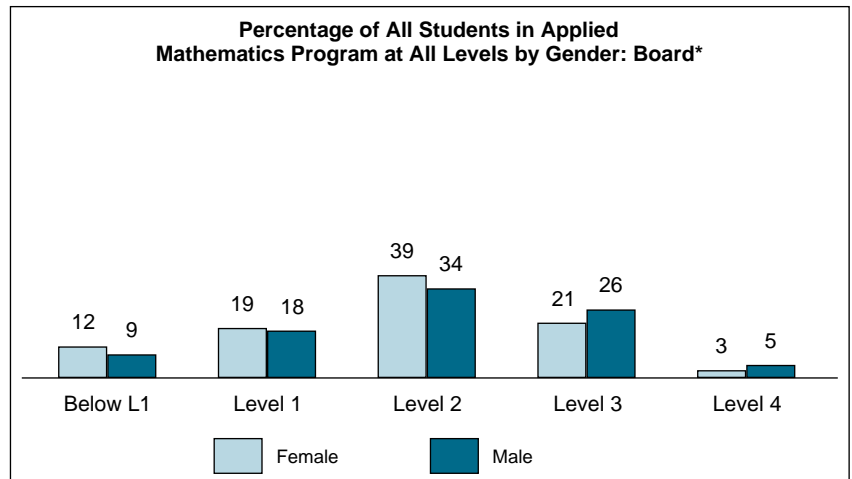
Grade 9 Applied Mathematics Program, 2007–2008

Results by Gender††

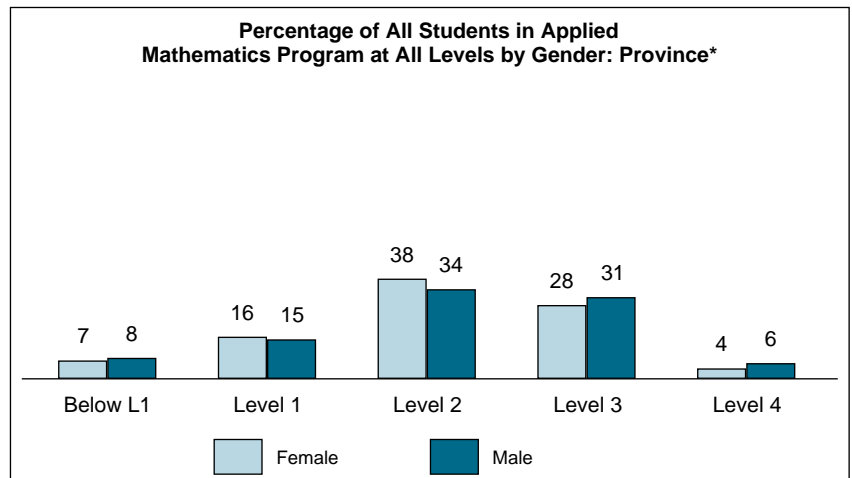
All Students, 2007–2008: School by Gender*				
Number of Students	Female 61		Male 49	
	#	%	#	%
Level 4	0	0%	0	0%
Level 3	9	15%	6	12%
Level 2	17	28%	19	39%
Level 1	13	21%	14	29%
Below Level 1	13	21%	6	12%
Participating Students	52	85%	45	92%
No Data	9	15%	4	8%
At or Above Provincial Standard (Levels 3 and 4) †	15%		12%	



All Students, 2007–2008: Board by Gender*				
Number of Students	Female 1 126		Male 1 223	
	#	%	#	%
Level 4	31	3%	62	5%
Level 3	242	21%	318	26%
Level 2	440	39%	421	34%
Level 1	218	19%	218	18%
Below Level 1	135	12%	114	9%
Participating Students	1 066	95%	1 133	93%
No Data	60	5%	90	7%
At or Above Provincial Standard (Levels 3 and 4) †	24%		31%	



All Students, 2007–2008: Province by Gender*				
Number of Students	Female 21 626		Male 26 182	
	#	%	#	%
Level 4	792	4%	1 500	6%
Level 3	5 981	28%	8 018	31%
Level 2	8 273	38%	9 013	34%
Level 1	3 551	16%	3 810	15%
Below Level 1	1 591	7%	2 047	8%
Participating Students	20 188	93%	24 388	93%
No Data	1 438	7%	1 794	7%
At or Above Provincial Standard (Levels 3 and 4) †	31%		36%	



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

Grade 9 Academic Mathematics Program, 2007–2008

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of students in academic mathematics program	225		4 633		100 823	
Number of classes with students in academic mathematics program	9		185		4 116	
Number of schools with academic mathematics classes	Not applicable		32		686	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	224	100%	4 599	99%	99 791	99%
Participating students who received one or more accommodations	4	2%	148	3%	2 678	3%
Participating students who received one or more special provisions	0	0%	51	1%	1 463	1%
Students who did not complete any part of the assessment (no data)*	1	<1%	34	1%	1 032	1%
Gender[†] Based on number of students enrolled						
Female	118	52%	2 405	52%	51 367	51%
Male	107	48%	2 228	48%	49 452	49%
Gender not specified	0	0%	0	0%	4	<1%
Student Status[†] Based on number of students enrolled						
English language learners*	0	0%	159	3%	3 536	4%
Students with special needs (excluding gifted)*	4	2%	158	3%	4 304	4%
Semester/Full Year Based on number of students enrolled						
First-semester course	0	0%	1 409	30%	43 692	43%
Second-semester course	0	0%	1 437	31%	43 076	43%
Full-year course	225	100%	1 787	39%	14 055	14%
Language and School Background^{††} Based on Student Questionnaire data						
Number of Respondents:		219	4 435		97 060	
Speak only or mostly a language other than English at home	23	11%	617	14%	8 608	9%
Speak another language as often as English at home	61	28%	960	22%	13 524	14%
Attended three or more elementary schools from kindergarten to Grade 8	37	17%	1 199	27%	34 377	35%

* See the Explanation of Terms.

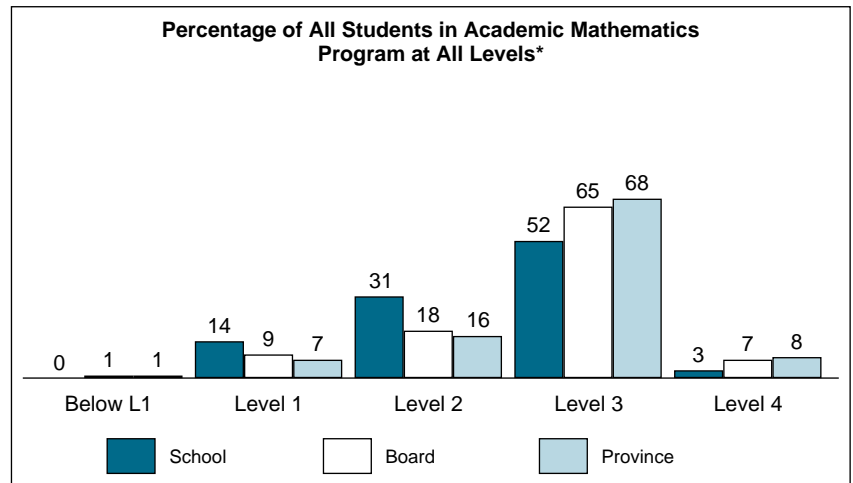
† Demographic information pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

†† Demographic information 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 Academic Mathematics Program, 2007–2008

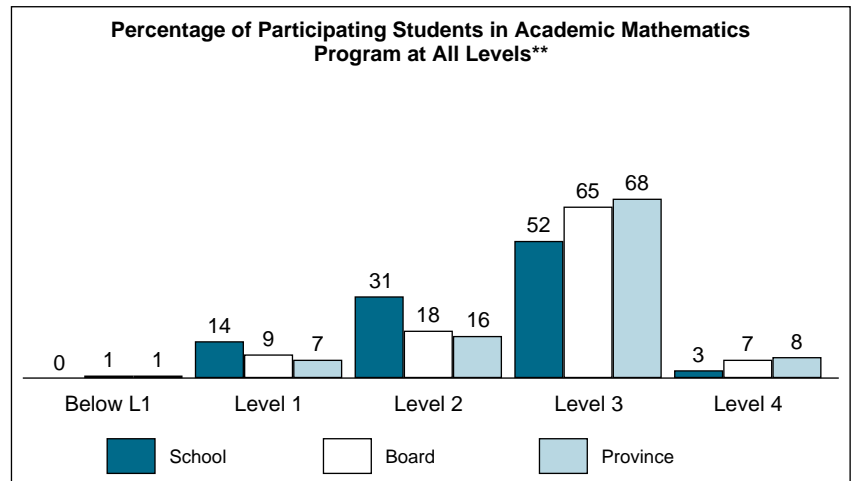
Results for All Students

All Students, 2007–2008*				
Number of Students	School 225		Board 4 633	Province 100 823
	#	%	%	%
Level 4	7	3%	7%	8%
Level 3	116	52%	65%	68%
Level 2	69	31%	18%	16%
Level 1	32	14%	9%	7%
Below Level 1	0	0%	1%	1%
Participating Students	224	100%	99%	99%
No Data	1	<1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		55%	72%	75%



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

Participating Students, 2007–2008**				
Number of Students	School 224		Board 4 599	Province 99 791
	#	%	%	%
Level 4	7	3%	7%	8%
Level 3	116	52%	65%	68%
Level 2	69	31%	18%	16%
Level 1	32	14%	9%	7%
Below Level 1	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		55%	72%	76%



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

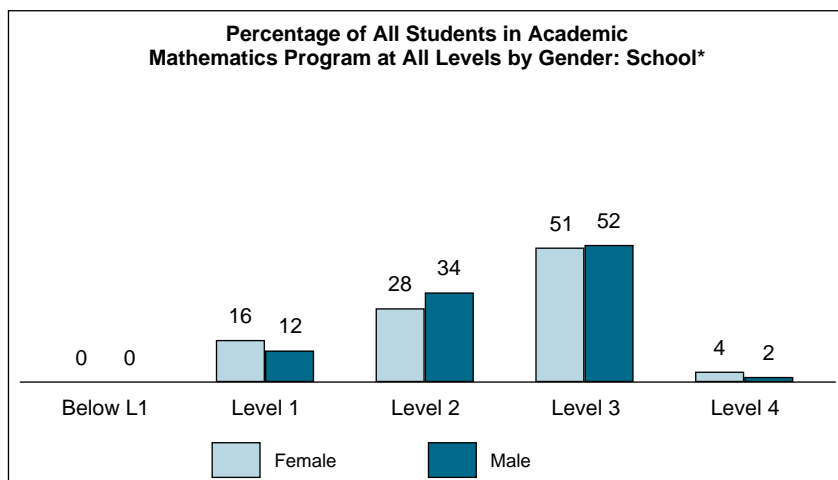
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

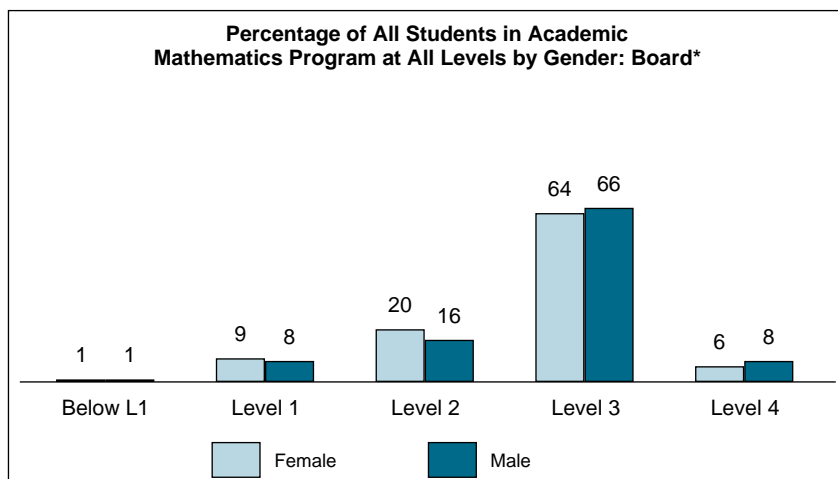
Grade 9 Academic Mathematics Program, 2007–2008

Results by Gender††

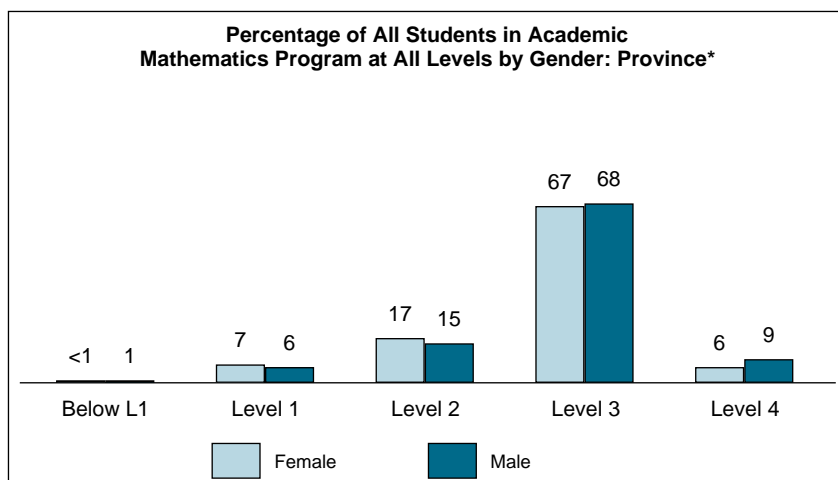
All Students, 2007–2008: School by Gender*				
Number of Students	Female 118		Male 107	
	#	%	#	%
Level 4	5	4%	2	2%
Level 3	60	51%	56	52%
Level 2	33	28%	36	34%
Level 1	19	16%	13	12%
Below Level 1	0	0%	0	0%
Participating Students	117	99%	107	100%
No Data	1	1%	0	0%
At or Above Provincial Standard (Levels 3 and 4) †	55%		54%	



All Students, 2007–2008: Board by Gender*				
Number of Students	Female 2 405		Male 2 228	
	#	%	#	%
Level 4	139	6%	182	8%
Level 3	1 540	64%	1 461	66%
Level 2	478	20%	352	16%
Level 1	217	9%	187	8%
Below Level 1	16	1%	27	1%
Participating Students	2 390	99%	2 209	99%
No Data	15	1%	19	1%
At or Above Provincial Standard (Levels 3 and 4) †	70%		74%	



All Students, 2007–2008: Province by Gender*				
Number of Students	Female 51 367		Male 49 452	
	#	%	#	%
Level 4	3 327	6%	4 350	9%
Level 3	34 519	67%	33 758	68%
Level 2	8 969	17%	7 362	15%
Level 1	3 823	7%	3 121	6%
Below Level 1	212	<1%	346	1%
Participating Students	50 850	99%	48 937	99%
No Data	517	1%	515	1%
At or Above Provincial Standard (Levels 3 and 4) †	74%		77%	



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

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

†† Includes only students for whom gender data were available.

Results over Time, 2003–2004 to 2007–2008

Contextual Information for School: Applied Mathematics Program

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

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008		
Enrolment							
Number of students in applied mathematics program	77	111	99	132	110		
Number of classes with students in applied mathematics program	4	7	5	7	6		
Participation in the Assessment							
Students who participated in the assessment	99%	95%	98%	97%	88%		
Participating students who received one or more accommodations	29%	30%	37%	32%	36%		
Participating students who received one or more special provisions	12%	3%	1%	0%	0%		
Students who did not complete any part of the assessment (no data)*	1%	5%	2%	3%	12%		
Students who were exempted*	0%	0%	0%	---**	---		
Gender† Based on number of students enrolled							
Female	43%	51%	49%	41%	55%		
Male	57%	49%	51%	59%	45%		
Gender not specified	0%	0%	0%	0%	0%		
Student Status† Based on number of students enrolled							
English language learners*	6%	3%	7%	1%	0%		
Students with special needs (excluding gifted)*	30%	31%	43%	32%	35%		
Semester/Full Year Based on number of students enrolled							
First-semester course	0%	0%	0%	17%	21%		
Second-semester course	0%	0%	0%	0%	0%		
Full-year course	100%	100%	100%	83%	79%		
Language and School Background†† Based on Student Questionnaire data							
	Number of Respondents:		n/a	n/a	n/a	118	90
Speak only or mostly a language other than English at home				19%	19%		
Speak another language as often as English at home	Information not available			32%	34%		
Attended three or more elementary schools from kindergarten to Grade 8				25%	34%		

* See the Explanation of Terms.

† Demographic information 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.

** Beginning in 2006–2007, exemptions have not been permitted.

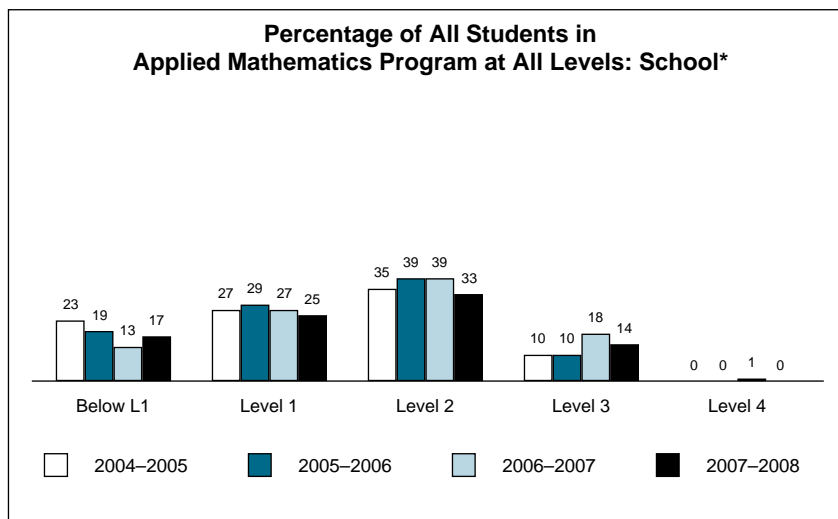
†† Demographic information pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

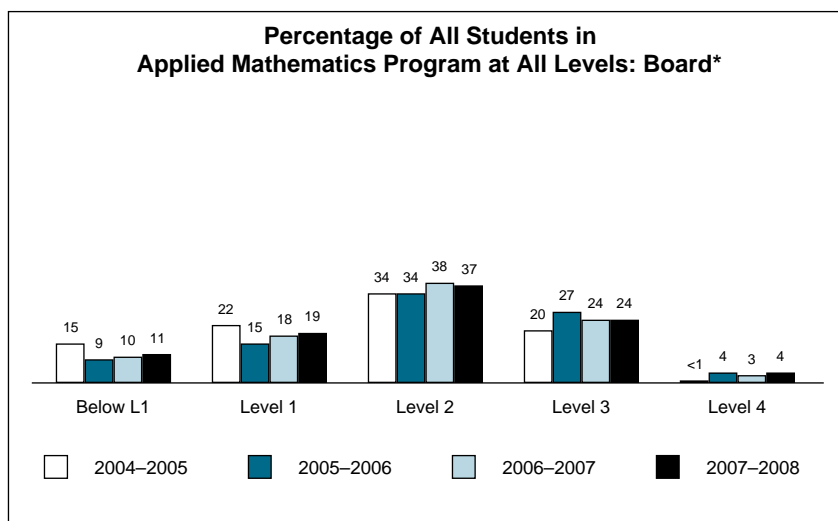
Results over Time, 2004–2005 to 2007–2008

Applied Mathematics Program for All Students**

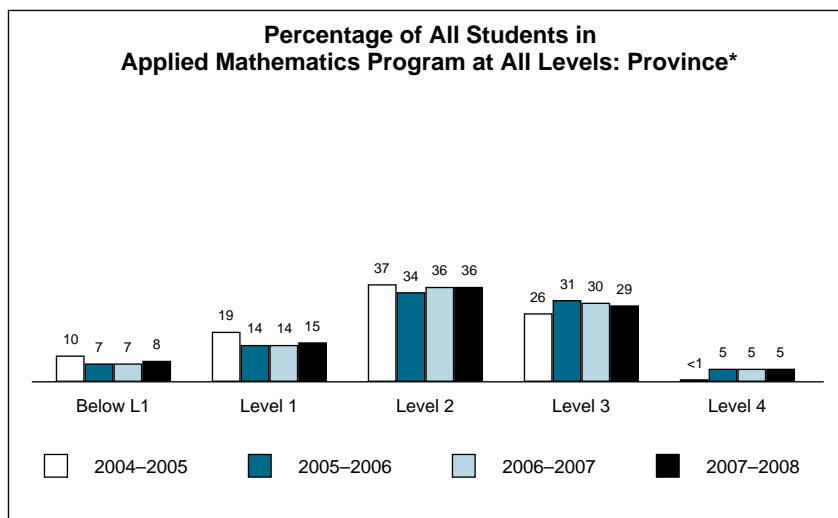
School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	111	99	132	110
Level 4	0%	0%	1%	0%
Level 3	10%	10%	18%	14%
Level 2	35%	39%	39%	33%
Level 1	27%	29%	27%	25%
Below Level 1	23%	19%	13%	17%
<i>Participating Students</i>	95%	98%	97%	88%
No Data	5%	2%	3%	12%
Exempt†	0%	0%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	10%	10%	19%	14%



Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	2 472	2 214	2 249	2 351
Level 4	<1%	4%	3%	4%
Level 3	20%	27%	24%	24%
Level 2	34%	34%	38%	37%
Level 1	22%	15%	18%	19%
Below Level 1	15%	9%	10%	11%
<i>Participating Students</i>	91%	89%	93%	94%
No Data	6%	8%	7%	6%
Exempt†	3%	4%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	20%	30%	27%	28%



Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	51 155	50 687	49 056	47 817
Level 4	<1%	5%	5%	5%
Level 3	26%	31%	30%	29%
Level 2	37%	34%	36%	36%
Level 1	19%	14%	14%	15%
Below Level 1	10%	7%	7%	8%
<i>Participating Students</i>	93%	90%	91%	93%
No Data	6%	8%	9%	7%
Exempt†	1%	2%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	27%	35%	35%	34%



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

** Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

† 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.

‡ In 2006–2007, students who were coded “exempt” were placed in the “no data” category. Since this may affect the percentage of students for whom no data is available, the results may not be comparable with those of previous years.

Results over Time, 2003–2004 to 2007–2008

Contextual Information for School: Academic Mathematics Program

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

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008		
Enrolment							
Number of students in academic mathematics program	168	181	220	213	225		
Number of classes with students in academic mathematics program	7	7	10	11	9		
Participation in the Assessment							
Students who participated in the assessment	99%	100%	99%	99%	100%		
Participating students who received one or more accommodations	1%	2%	3%	3%	2%		
Participating students who received one or more special provisions	0%	1%	0%	0%	0%		
Students who did not complete any part of the assessment (no data)*	1%	0%	1%	1%	<1%		
Students who were exempted*	0%	0%	0%	---++	---		
Gender[†] Based on number of students enrolled							
Female	54%	51%	54%	51%	52%		
Male	45%	49%	46%	49%	48%		
Gender not specified	1%	0%	0%	0%	0%		
Student Status[†] Based on number of students enrolled							
English language learners*	0%	1%	2%	0%	0%		
Students with special needs (excluding gifted)*	1%	3%	5%	3%	2%		
Semester/Full Year Based on number of students enrolled							
First-semester course	0%	0%	0%	<1%	0%		
Second-semester course	1%	0%	0%	0%	0%		
Full-year course	99%	100%	100%	100%	100%		
Language and School Background^{††} <i>Based on Student Questionnaire data</i>							
	Number of Respondents:		<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	206	219
Speak only or mostly a language other than English at home				14%	11%		
Speak another language as often as English at home	Information not available			27%	28%		
Attended three or more elementary schools from kindergarten to Grade 8				20%	17%		

* See the Explanation of Terms.

† Demographic information 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.

++ Beginning in 2006–2007, exemptions have not been permitted.

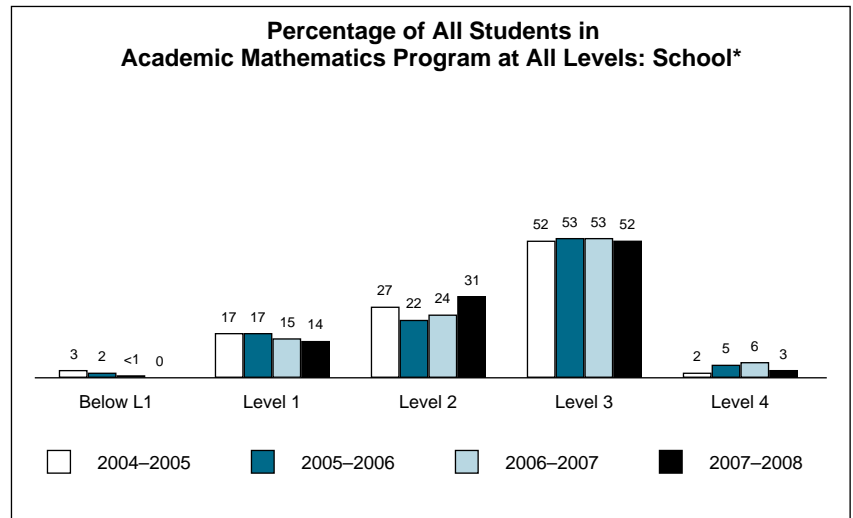
†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

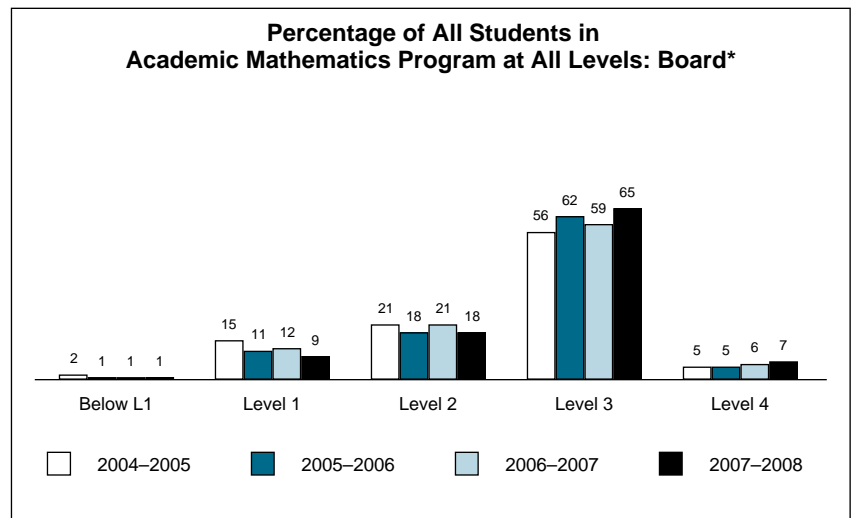
Results over Time, 2004–2005 to 2007–2008

Academic Mathematics Program for All Students

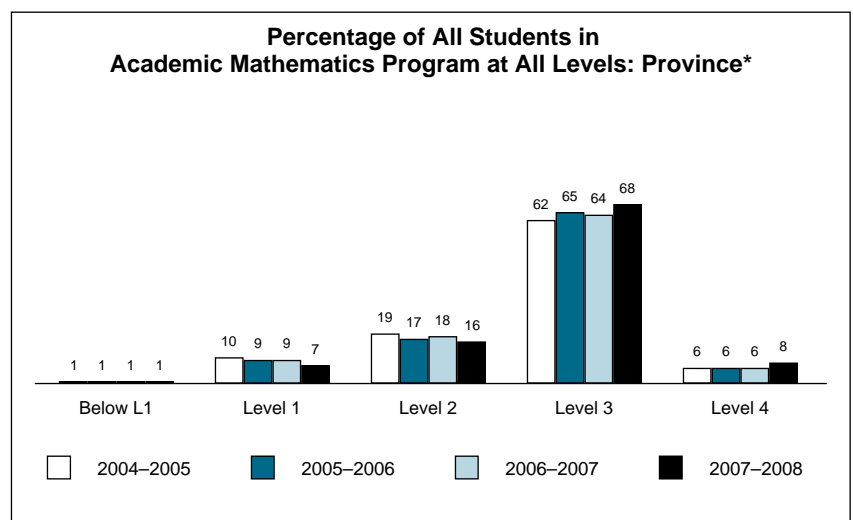
School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	181	220	213	225
Level 4	2%	5%	6%	3%
Level 3	52%	53%	53%	52%
Level 2	27%	22%	24%	31%
Level 1	17%	17%	15%	14%
Below Level 1	3%	2%	<1%	0%
<i>Participating Students</i>	100%	99%	99%	100%
No Data	0%	1%	1%	<1%
Exempt†	0%	0%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	54%	58%	59%	55%



Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	4 692	4 625	4 591	4 633
Level 4	5%	5%	6%	7%
Level 3	56%	62%	59%	65%
Level 2	21%	18%	21%	18%
Level 1	15%	11%	12%	9%
Below Level 1	2%	1%	1%	1%
<i>Participating Students</i>	99%	98%	99%	99%
No Data	1%	1%	1%	1%
Exempt†	<1%	<1%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	61%	68%	65%	72%



Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	104 100	103 412	103 011	100 823
Level 4	6%	6%	6%	8%
Level 3	62%	65%	64%	68%
Level 2	19%	17%	18%	16%
Level 1	10%	9%	9%	7%
Below Level 1	1%	1%	1%	1%
<i>Participating Students</i>	99%	98%	98%	99%
No Data	1%	1%	2%	1%
Exempt†	<1%	<1%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	68%	71%	71%	75%



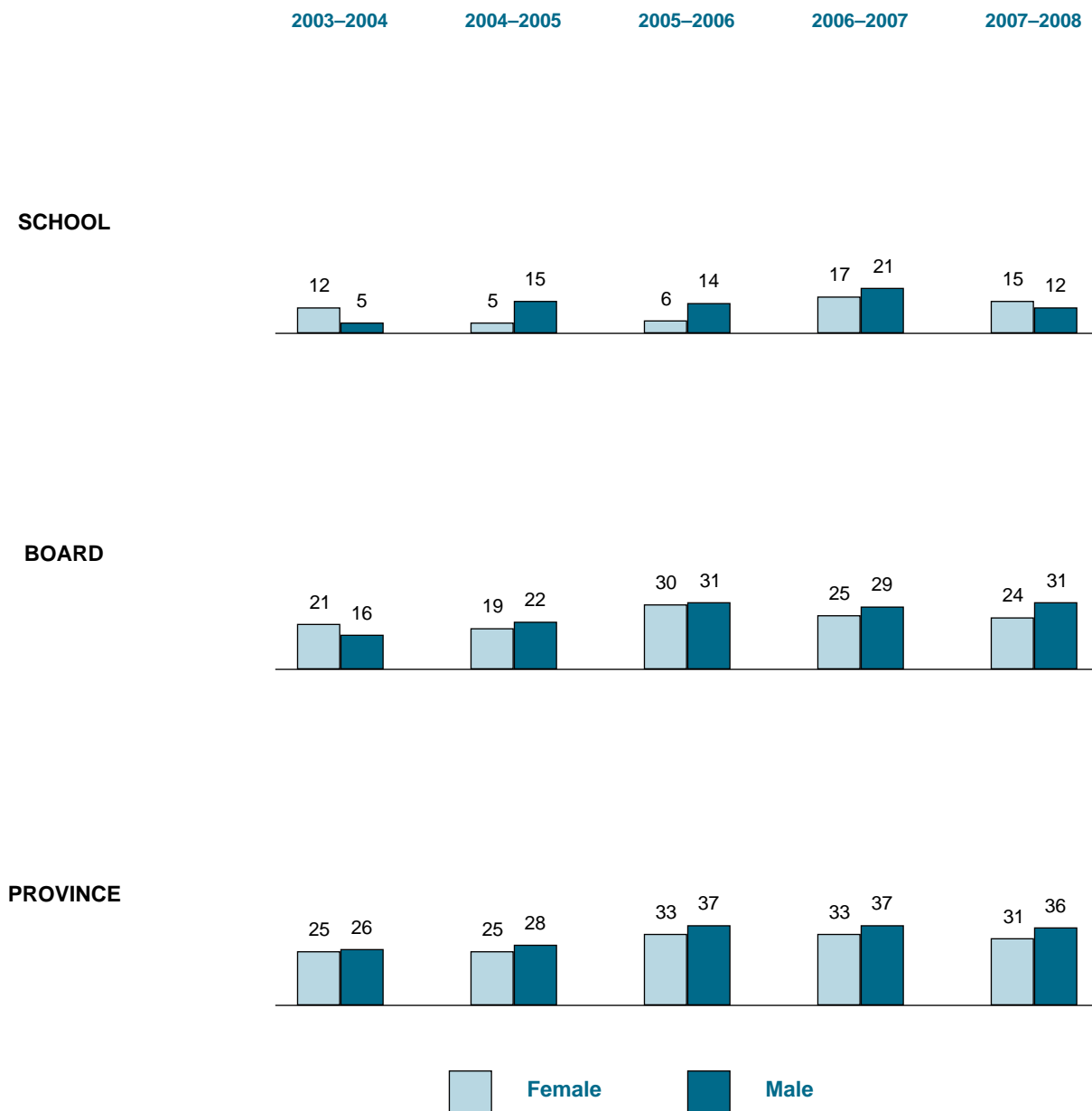
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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.

‡ In 2006–2007, students who were coded “exempt” were placed in the “no data” category. Since this may affect the percentage of students for whom no data is available, the results may not be comparable with those of previous years.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS SCHOOL

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



Total Number of Students in Applied Mathematics Program†

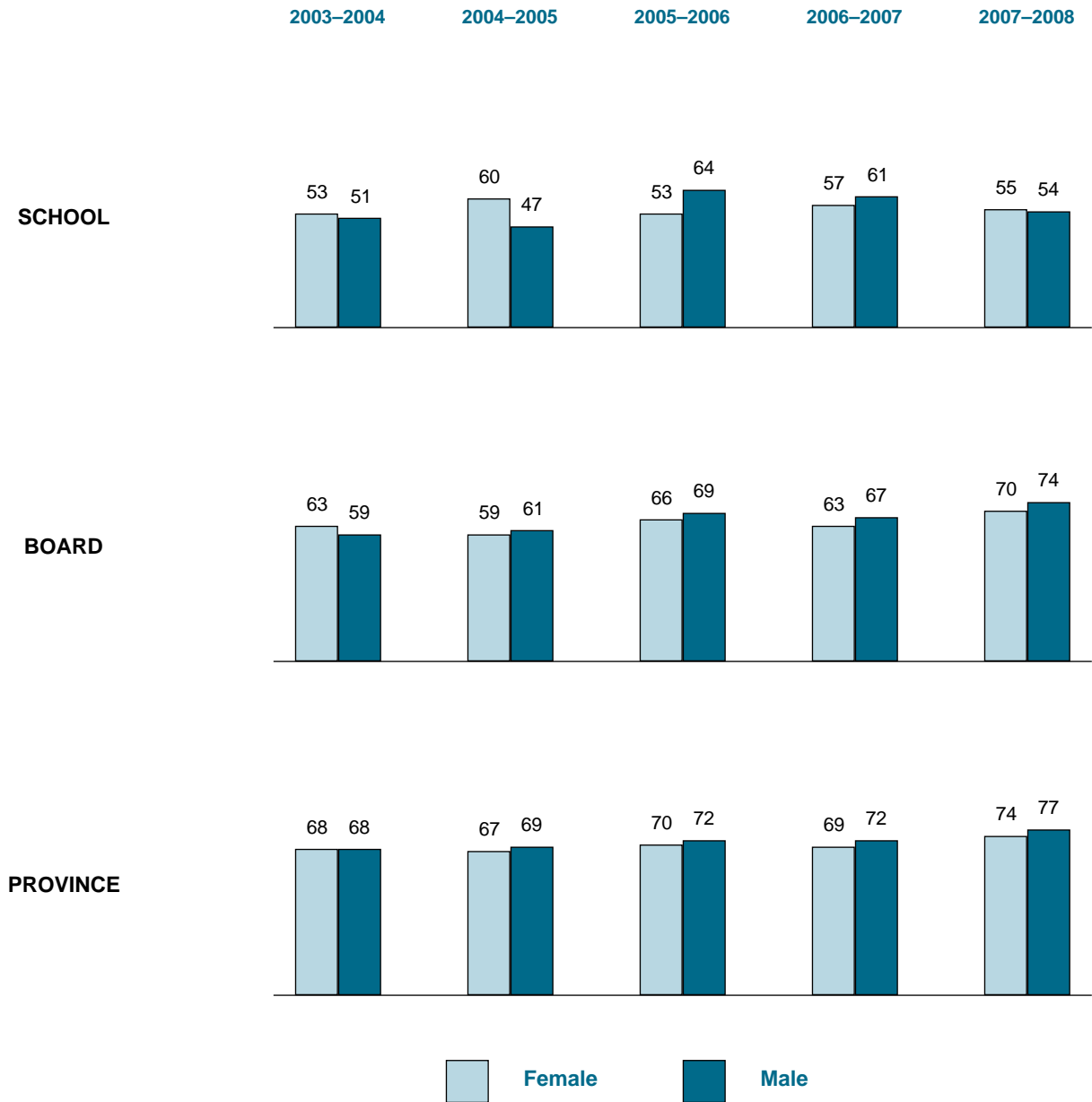
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	33	44	57	54	49	50	54	78	61	49
Board	1 081	1 182	1 126	1 237	989	1 225	1 031	1 218	1 126	1 223
Province	22 292	27 223	22 371	27 413	22 884	27 802	22 126	26 926	21 626	26 182

† Includes only students for whom gender data were available.

* Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS SCHOOL

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

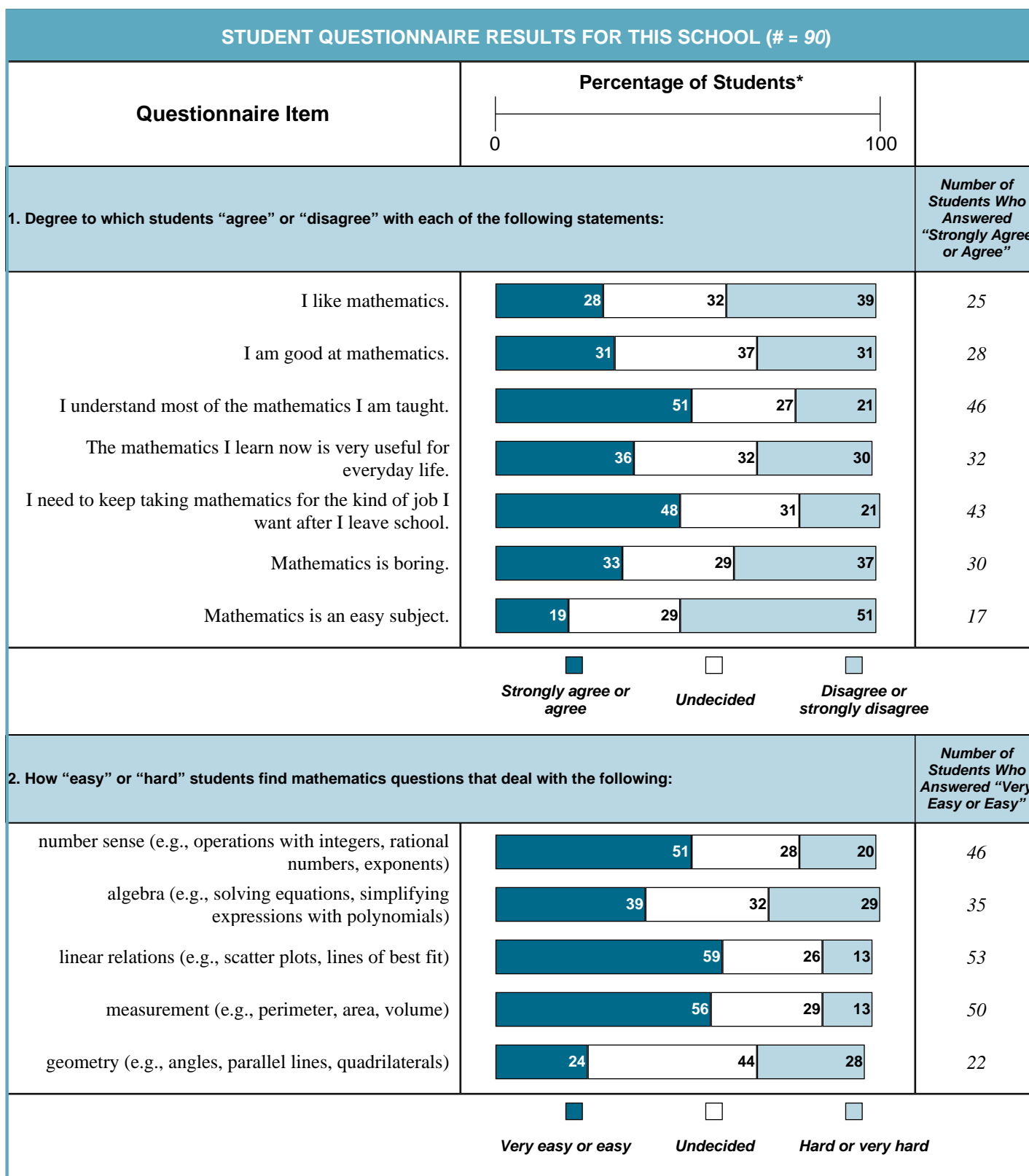


Total Number of Students in Academic Mathematics Program†

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	91	76	92	89	118	102	108	105	118	107
Board	2 462	2 125	2 332	2 026	2 425	2 200	2 485	2 106	2 405	2 228
Province	52 104	49 916	52 030	50 129	53 183	50 228	52 887	50 122	51 367	49 452

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2007–2008, Applied Program



* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 90)		
Questionnaire Item	Percentage of Students*	
3. Students have the following <i>at home</i> to use for mathematics school work:		Number of Students Who Answered "Yes"
a computer		42
a scientific calculator		70
a graphing calculator		10
<p style="text-align: center;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>		
4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:		Number of Students
more than 45 minutes		7
between 31 and 45 minutes		27
30 minutes or less		42
mathematics homework not usually assigned		13
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		15
sometimes		44
often or always		30
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		13
one to four times		28
five to nine times		27
10 or more times		21

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 90)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never	23	21
one to four times	31	28
five to nine times	12	11
10 or more times	32	29
8. Language(s) students speak at home:		Number of Students
only or mostly English	43	39
another language (or languages) as often as English	34	31
only or mostly another language (or other languages)	19	17
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools	64	58
three schools	11	10
four schools	11	10
five schools or more	12	11

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

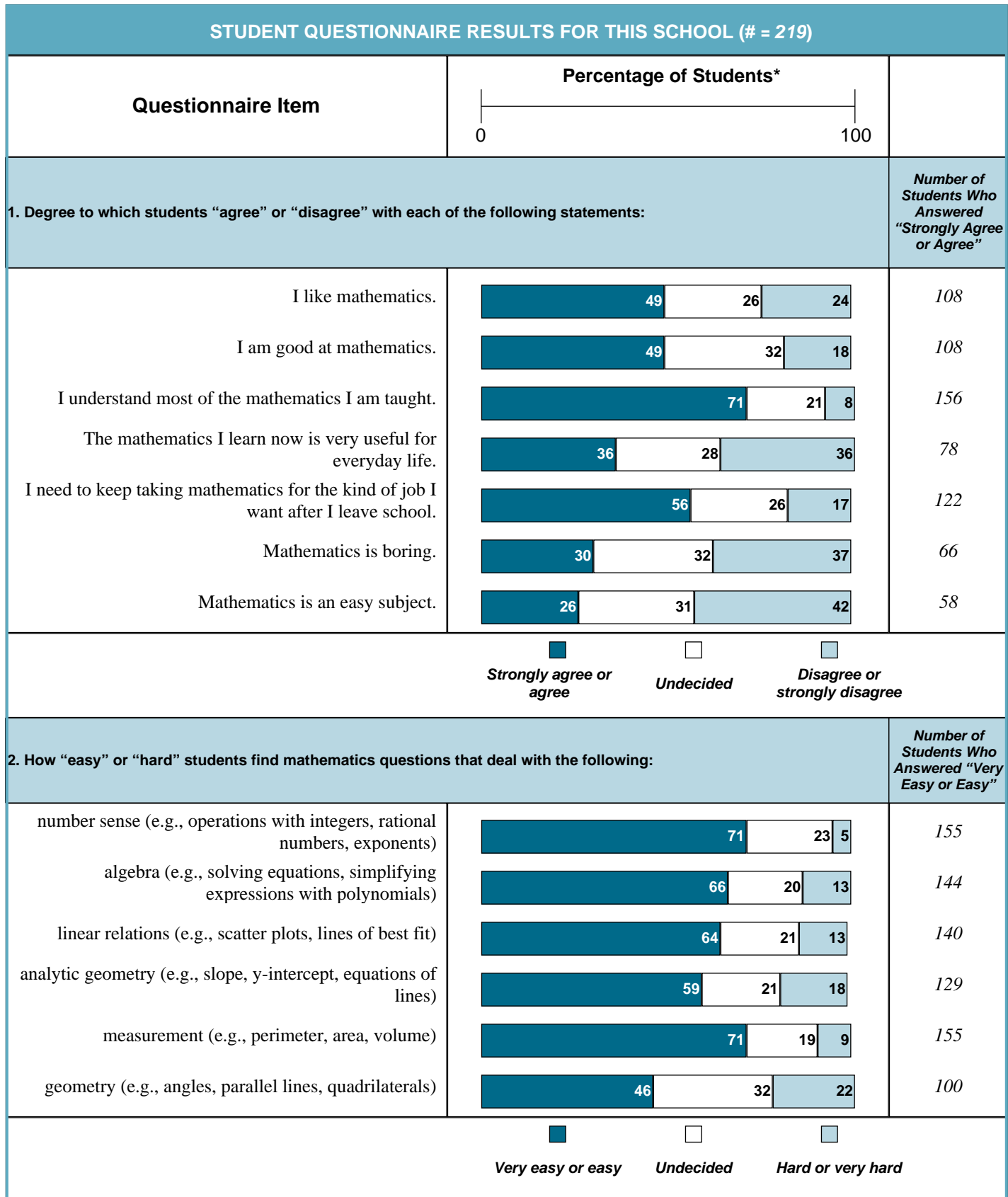
Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 90)	Female* (# = 49)	Male* (# = 41)	All Students (# = 2 064)	Female* (# = 1 004)	Male* (# = 1 058)	All Students (# = 42 625)	Female* (# = 19 403)	Male* (# = 23 215)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	28%	24%	32%	39%	31%	47%	35%	29%	41%
I am good at mathematics.	31%	29%	34%	33%	26%	40%	35%	27%	43%
I understand most of the mathematics I am taught.	51%	43%	61%	62%	58%	66%	62%	58%	66%
The mathematics I learn now is very useful for everyday life.	36%	29%	44%	50%	46%	53%	40%	37%	43%
I need to keep taking mathematics for the kind of job I want after I leave school.	48%	43%	54%	48%	45%	52%	43%	39%	46%
Mathematics is boring.	33%	31%	37%	33%	35%	32%	43%	43%	42%
Mathematics is an easy subject.	19%	16%	22%	19%	14%	24%	21%	16%	26%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	51%	49%	54%	50%	47%	52%	46%	42%	49%
algebra	39%	39%	39%	42%	43%	42%	43%	43%	42%
linear relations	59%	55%	63%	63%	63%	64%	64%	64%	65%
measurement	56%	63%	46%	65%	65%	65%	65%	64%	66%
geometry	24%	20%	29%	36%	33%	39%	42%	36%	46%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	47%	53%	39%	44%	44%	45%	43%	44%	42%
a scientific calculator	78%	80%	76%	81%	83%	78%	74%	77%	71%
a graphing calculator	11%	8%	15%	13%	12%	14%	9%	8%	10%
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**									
30 minutes or less	47%	41%	54%	42%	39%	44%	46%	45%	47%
more than 30 minutes	38%	45%	29%	51%	53%	48%	35%	39%	32%
mathematics homework not usually assigned	14%	12%	17%	7%	7%	7%	18%	16%	19%
Percentage of students indicating they complete all of their mathematics homework**									
never or seldom.	17%	16%	17%	14%	13%	14%	17%	14%	19%
sometimes, often or always.	82%	82%	83%	85%	86%	85%	82%	85%	80%
Percentage of students indicating they have been absent from their mathematics class this year**									
four times or less.	46%	47%	44%	63%	61%	64%	60%	58%	61%
five times or more.	53%	51%	56%	36%	38%	35%	39%	41%	38%
Percentage of students indicating how often they have been late for their mathematics class this year**									
four times or less.	54%	49%	61%	71%	75%	67%	70%	71%	69%
five times or more.	44%	49%	39%	28%	25%	31%	29%	28%	30%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	43%	31%	59%	60%	58%	61%	82%	81%	82%
another language (or languages) as often as English	34%	35%	34%	24%	24%	24%	11%	12%	10%
only or mostly another language (or other languages)	19%	29%	7%	15%	16%	14%	6%	6%	7%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	34%	37%	32%	30%	32%	28%	40%	41%	39%

* Includes only students for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program



* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 219)		
Questionnaire Item	Percentage of Students*	
3. Students have the following <i>at home</i> to use for mathematics school work:		Number of Students Who Answered "Yes"
a computer		100
a scientific calculator		201
a graphing calculator		15
4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:		Number of Students
more than 45 minutes		49
between 31 and 45 minutes		82
30 minutes or less		82
mathematics homework not usually assigned		3
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		33
sometimes		87
often or always		96
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		26
one to four times		122
five to nine times		45
10 or more times		24

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 219)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never	32	71
one to four times	37	82
five to nine times	16	35
10 or more times	13	28
8. Language(s) students speak at home:		Number of Students
only or mostly English	60	132
another language (or languages) as often as English	28	61
only or mostly another language (or other languages)	11	23
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools	82	179
three schools	7	16
four schools	5	11
five schools or more	5	10

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

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 219)	Female* (# = 114)	Male* (# = 105)	All Students (# = 4 435)	Female* (# = 2 307)	Male* (# = 2 128)	All Students (# = 97 060)	Female* (# = 49 587)	Male* (# = 47 469)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	49%	47%	51%	56%	51%	62%	54%	48%	59%
I am good at mathematics.	49%	44%	55%	50%	41%	59%	52%	45%	59%
I understand most of the mathematics I am taught.	71%	69%	73%	73%	70%	77%	72%	69%	76%
The mathematics I learn now is very useful for everyday life.	36%	29%	43%	41%	39%	44%	36%	33%	39%
I need to keep taking mathematics for the kind of job I want after I leave school.	56%	52%	60%	56%	54%	59%	56%	54%	59%
Mathematics is boring.	30%	30%	30%	27%	27%	28%	31%	31%	31%
Mathematics is an easy subject.	26%	27%	26%	26%	20%	32%	27%	22%	32%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	71%	71%	70%	68%	64%	72%	67%	63%	70%
algebra	66%	68%	64%	63%	63%	63%	61%	62%	60%
linear relations	64%	66%	62%	56%	53%	59%	55%	52%	58%
analytic geometry	59%	66%	51%	48%	47%	50%	44%	41%	46%
measurement	71%	72%	70%	77%	75%	78%	76%	74%	78%
geometry	46%	45%	47%	57%	54%	61%	62%	58%	65%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	46%	40%	51%	51%	53%	50%	54%	55%	52%
a scientific calculator	92%	96%	87%	88%	90%	86%	87%	89%	84%
a graphing calculator	7%	4%	10%	16%	16%	16%	9%	8%	10%
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**									
30 minutes or less	37%	35%	40%	32%	26%	39%	37%	31%	43%
more than 30 minutes	60%	61%	58%	65%	72%	57%	59%	66%	52%
mathematics homework not usually assigned	1%	2%	1%	2%	1%	2%	3%	2%	3%
Percentage of students indicating they complete all of their mathematics homework**									
never or seldom.	15%	14%	16%	11%	9%	13%	12%	9%	15%
sometimes, often or always.	84%	84%	83%	88%	90%	86%	87%	90%	83%
Percentage of students indicating they have been absent from their mathematics class this year**									
four times or less.	68%	65%	70%	75%	75%	75%	73%	73%	74%
five times or more.	32%	34%	29%	23%	23%	23%	25%	26%	24%
Percentage of students indicating how often they have been late for their mathematics class this year**									
four times or less.	70%	71%	69%	83%	86%	80%	84%	86%	82%
five times or more.	29%	27%	30%	15%	12%	19%	15%	13%	16%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	60%	60%	61%	63%	64%	62%	76%	77%	75%
another language (or languages) as often as English	28%	32%	23%	22%	22%	21%	14%	14%	14%
only or mostly another language (or other languages)	11%	7%	14%	14%	13%	15%	9%	8%	10%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	17%	13%	21%	27%	27%	27%	35%	35%	35%

* Includes only students for whom gender data were available.

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

EXPLANATION OF TERMS

All Students	Results are reported for all students in the program.
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	"No Data" is used when students did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Beginning in 2006–2007, exemptions have not been permitted.
English Language Learners	These are 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> . English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.
Students with Special Needs	Students formally identified by an Identification, Placement and Review Committee and/or students who have an Individual Education Plan. Students identified as gifted are not included.
N/R	"Not reported" indicates that the number of students participating (fewer than 15 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 program for the years specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.