



# School Report



## Grade 9 Assessment of Mathematics, 2013–2014

**School: Blessed Pope John Paul II (751537)**

**Board: Toronto Catholic District School Board (67059)**

On behalf of EQAO, I am pleased to provide you with the results of the 2013–2014 Grade 9 Assessment of Mathematics.

This report includes the 2014 results as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information, which provides context for interpreting the achievement results.

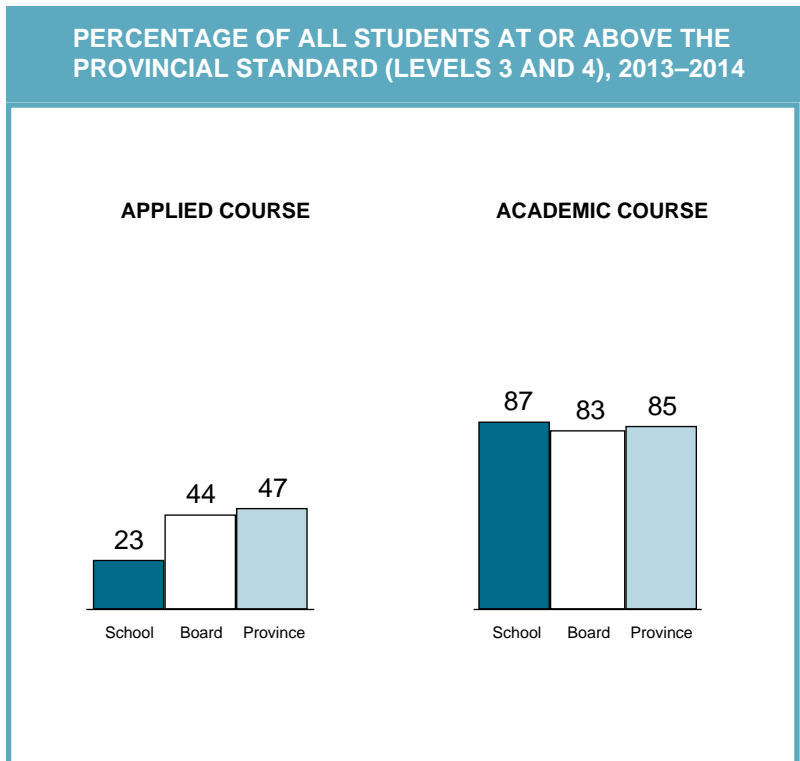
By assessing all students in our education system at key stages in their schooling, EQAO is able to provide reliable and objective data at the individual student, school and board levels. EQAO results alongside board and classroom assessment data have proven effective for monitoring progress and allowing school communities to make evidence-based decisions in their planning.

At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

Sincerely,

*Bruce Rodrigues*  
 Chief Executive Officer  
 Education Quality and Accountability Office

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Grade 9 Assessment of Mathematics, 2013–2014

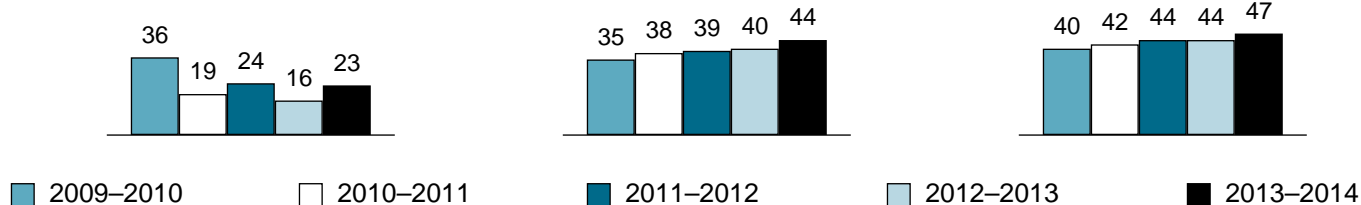
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



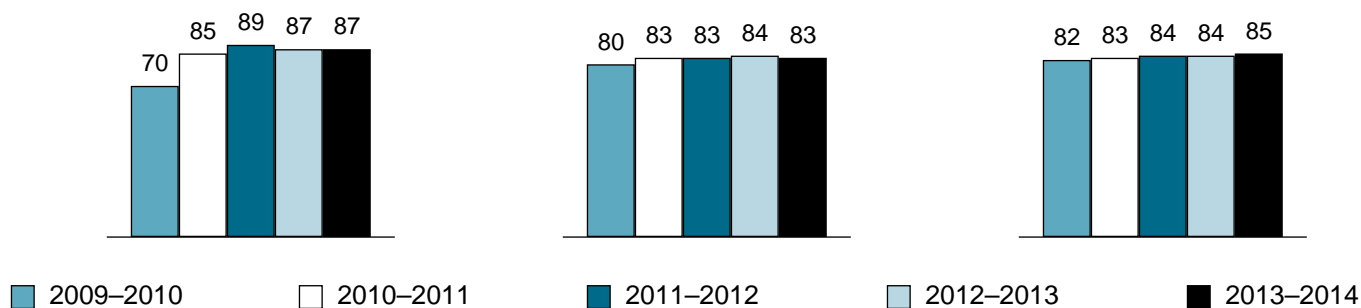
	Total Number of Students				
	<u>2009–2010</u>	<u>2010–2011</u>	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>
School	90	90	82	51	75
Board	2 498	2 307	2 361	2 117	2 215
Province	47 566	44 095	41 799	39 881	38 181

ACADEMIC MATHEMATICS

School

Board

Province



	Total Number of Students				
	<u>2009–2010</u>	<u>2010–2011</u>	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>
School	269	273	277	254	255
Board	4 814	4 521	4 816	4 598	4 742
Province	101 268	99 278	97 741	97 158	95 914

## 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. Beginning in 2012-2013, results are not reported publicly for schools where fewer than 10 students participated because it might be possible to identify individual students. Prior to 2012-2013, results were not reported publicly for schools where fewer than 15 students participated.

## ABOUT THIS SCHOOL OR BOARD REPORT

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

### This report includes

- ◆ results for this year;
- ◆ a comparison of results of the current and previous administrations to aid in monitoring improvement and
- ◆ information about the characteristics of the students who participated.

### Specifically, you will find

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

## HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between this school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for applied and academic mathematics.
  - Are these results consistent with what you would expect?
  - How do the school results compare to the board and province; the board results compare to the province?
  - How do these results compare over time?
  - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to the school or board staff about the goals for school improvement related to mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 9 students in applied and academic mathematics take part in this assessment across Ontario. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at [www.eqao.com](http://www.eqao.com).

## Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

## Contextual Information

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

	School		Board		Province	
<b>Enrolment</b>						
Number of students in applied mathematics course	75		2 215		38 181	
Number of classes with students in applied mathematics course	4		126		2 496	
Number of schools with applied mathematics classes	Not applicable		33		705	
<b>Number Percent Number Percent Number Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	75	100%	2 172	98%	36 758	96%
Participating students who received one or more accommodations*	42	56%	711	33%	11 573	31%
Participating students who received one or more special provisions*	7	9%	312	14%	1 841	5%
Students who did not complete any part of the assessment (no data)*	0	0%	43	2%	1 423	4%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	29	39%	993	45%	16 662	44%
Male	46	61%	1 222	55%	21 519	56%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	7	9%	467	21%	3 115	8%
Students with special education needs (excluding gifted)*	42	56%	740	33%	14 241	37%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	23	31%	795	36%	17 324	45%
Second-semester course	52	69%	868	39%	17 852	47%
Full-year course	0	0%	552	25%	3 005	8%
<b>Language and School Background<sup>††</sup></b>						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:		72	1 939		31 979	
Speak only or mostly a language other than English at home	6	8%	310	16%	2 043	6%
Speak another language as often as English at home	14	19%	520	27%	4 009	13%
Attended three or more elementary schools from kindergarten to Grade 8	26	36%	639	33%	13 010	41%

\* See the Explanation of Terms.

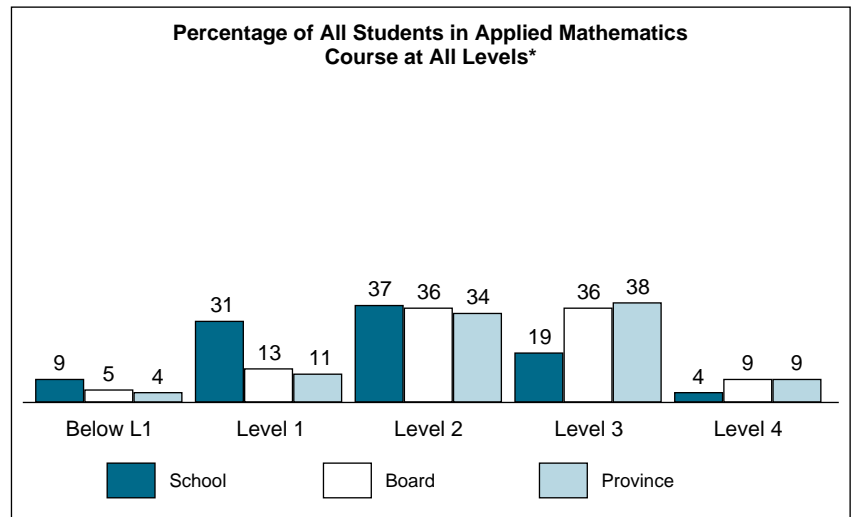
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

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

Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

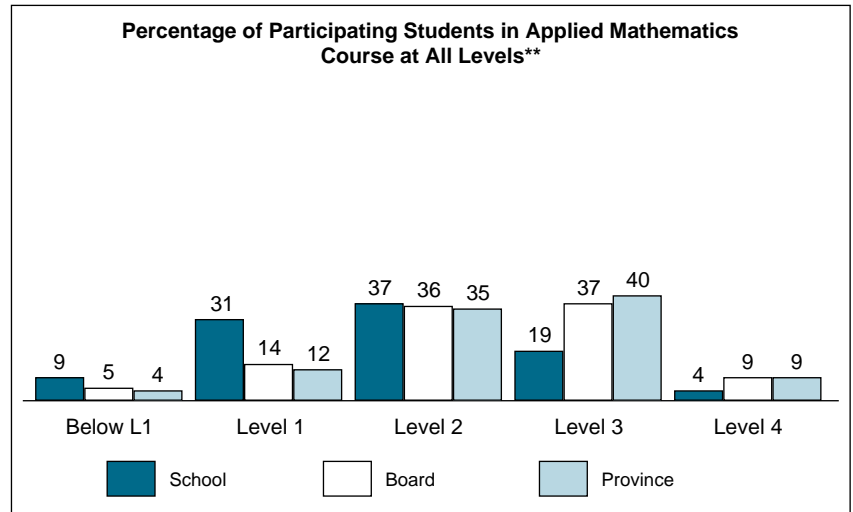
Results for All Students

All Students*				
Number of Students	School 75		Board 2 215	Province 38 181
	#	%	%	%
Level 4	3	4%	9%	9%
Level 3	14	19%	36%	38%
Level 2	28	37%	36%	34%
Level 1	23	31%	13%	11%
Below Level 1	7	9%	5%	4%
Participating Students	75	100%	98%	96%
No Data	0	0%	2%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>23%</b>	<b>44%</b>	<b>47%</b>



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

Participating Students**				
Number of Students	School 75		Board 2 172	Province 36 758
	#	%	%	%
Level 4	3	4%	9%	9%
Level 3	14	19%	37%	40%
Level 2	28	37%	36%	35%
Level 1	23	31%	14%	12%
Below Level 1	7	9%	5%	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>23%</b>	<b>45%</b>	<b>49%</b>



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

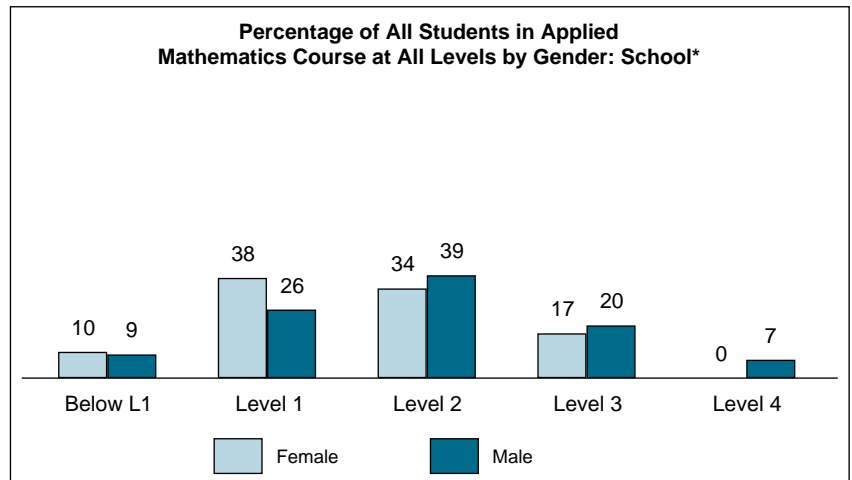
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

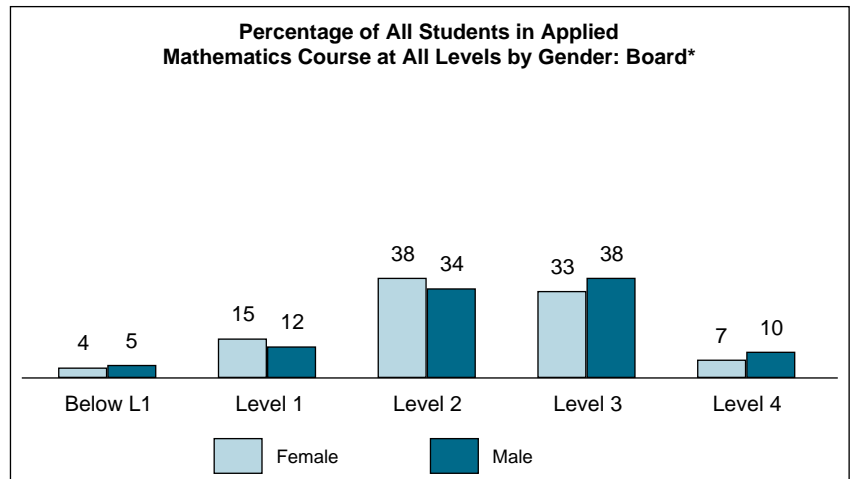
Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

Results by Gender<sup>††</sup>

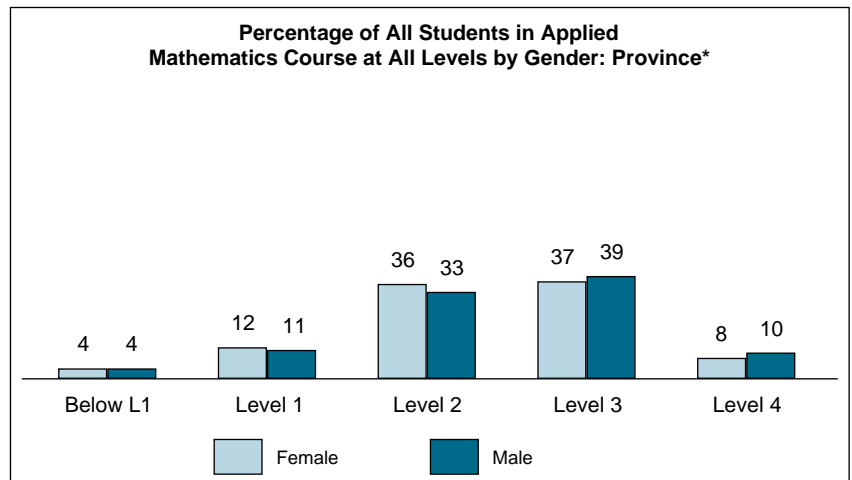
All Students: School by Gender*				
Number of Students	Female 29		Male 46	
	#	%	#	%
Level 4	0	0%	3	7%
Level 3	5	17%	9	20%
Level 2	10	34%	18	39%
Level 1	11	38%	12	26%
Below Level 1	3	10%	4	9%
Participating Students	29	100%	46	100%
No Data	0	0%	0	0%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>17%</b>	<b>26%</b>	



All Students: Board by Gender*				
Number of Students	Female 993		Male 1 222	
	#	%	#	%
Level 4	70	7%	120	10%
Level 3	330	33%	463	38%
Level 2	379	38%	412	34%
Level 1	150	15%	147	12%
Below Level 1	43	4%	58	5%
Participating Students	972	98%	1 200	98%
No Data	21	2%	22	2%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>40%</b>	<b>48%</b>	



All Students: Province by Gender*				
Number of Students	Female 16 662		Male 21 519	
	#	%	#	%
Level 4	1 325	8%	2 078	10%
Level 3	6 145	37%	8 463	39%
Level 2	5 962	36%	7 002	33%
Level 1	1 948	12%	2 292	11%
Below Level 1	652	4%	891	4%
Participating Students	16 032	96%	20 726	96%
No Data	630	4%	793	4%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>		<b>45%</b>	<b>49%</b>	



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
<sup>†</sup> 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.  
<sup>††</sup> Includes only students for whom gender data were available.

## Grade 9 Assessment of Mathematics, 2013–2014, Academic Course

**Contextual Information**

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

	School		Board		Province	
<b>Enrolment</b>						
Number of students in academic mathematics course	255		4 742		95 914	
Number of classes with students in academic mathematics course	10		195		4 073	
Number of schools with academic mathematics classes	Not applicable		33		688	
<b>Number Percent Number Percent Number Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	252	99%	4 714	99%	95 178	99%
Participating students who received one or more accommodations*	7	3%	204	4%	5 146	5%
Participating students who received one or more special provisions*	19	8%	334	7%	3 468	4%
Students who did not complete any part of the assessment (no data)*	3	1%	28	1%	736	1%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	128	50%	2 524	53%	49 157	51%
Male	127	50%	2 218	47%	46 757	49%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	21	8%	506	11%	6 137	6%
Students with special education needs (excluding gifted)*	7	3%	188	4%	5 969	6%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	147	58%	1 751	37%	42 784	45%
Second-semester course	108	42%	1 709	36%	42 510	44%
Full-year course	0	0%	1 282	27%	10 620	11%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
Number of Respondents:		250	4 367		87 038	
Speak only or mostly a language other than English at home	20	8%	460	11%	7 440	9%
Speak another language as often as English at home	60	24%	949	22%	13 677	16%
Attended three or more elementary schools from kindergarten to Grade 8	59	24%	1 157	26%	31 324	36%

\* See the Explanation of Terms.

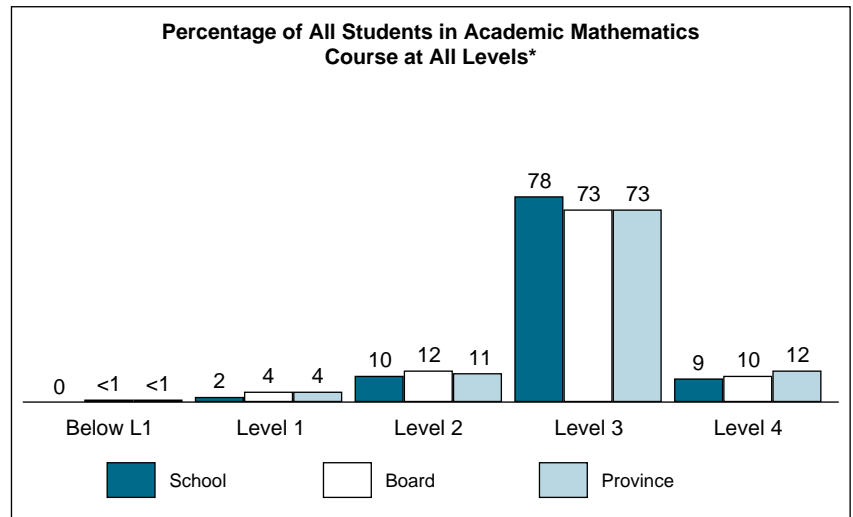
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Grade 9 Assessment of Mathematics, 2013–2014, Academic Course

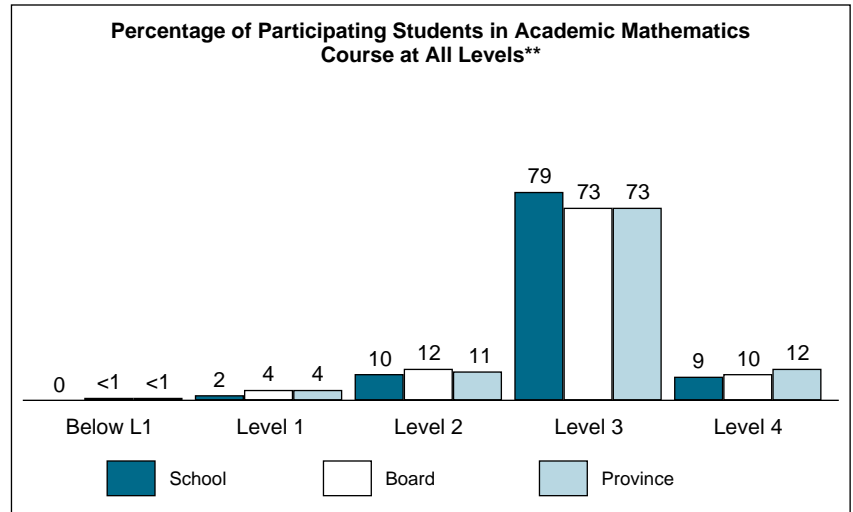
Results for All Students

All Students*				
Number of Students	School 255		Board 4 742	Province 95 914
	#	%	%	%
Level 4	22	9%	10%	12%
Level 3	200	78%	73%	73%
Level 2	25	10%	12%	11%
Level 1	5	2%	4%	4%
Below Level 1	0	0%	<1%	<1%
Participating Students	252	99%	99%	99%
No Data	3	1%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>87%</b>	<b>83%</b>	<b>85%</b>



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

Participating Students**				
Number of Students	School 252		Board 4 714	Province 95 178
	#	%	%	%
Level 4	22	9%	10%	12%
Level 3	200	79%	73%	73%
Level 2	25	10%	12%	11%
Level 1	5	2%	4%	4%
Below Level 1	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>88%</b>	<b>83%</b>	<b>85%</b>



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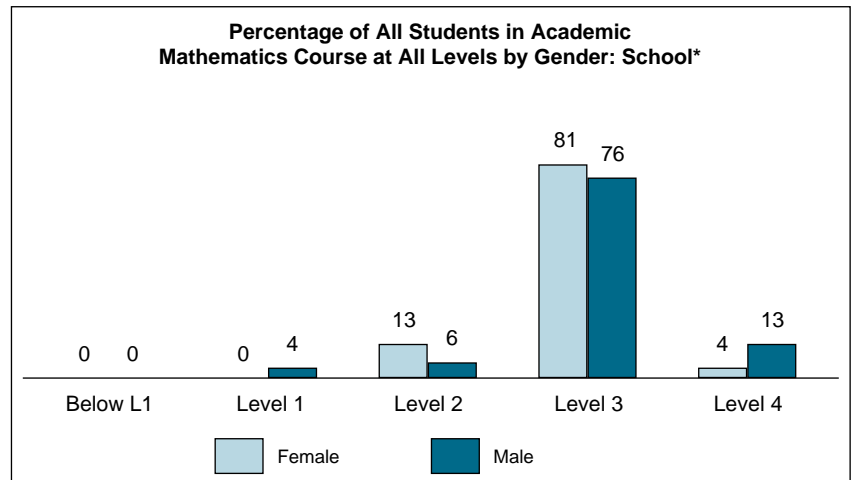
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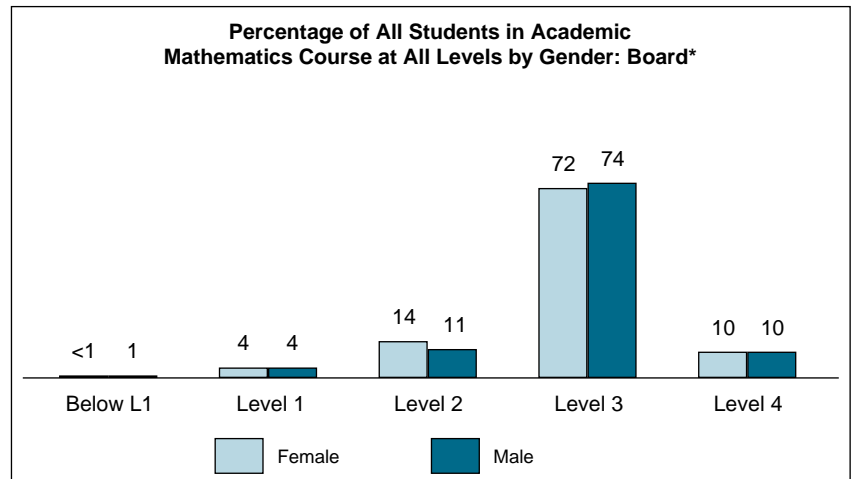
Grade 9 Assessment of Mathematics, 2013–2014, Academic Course

Results by Gender<sup>††</sup>

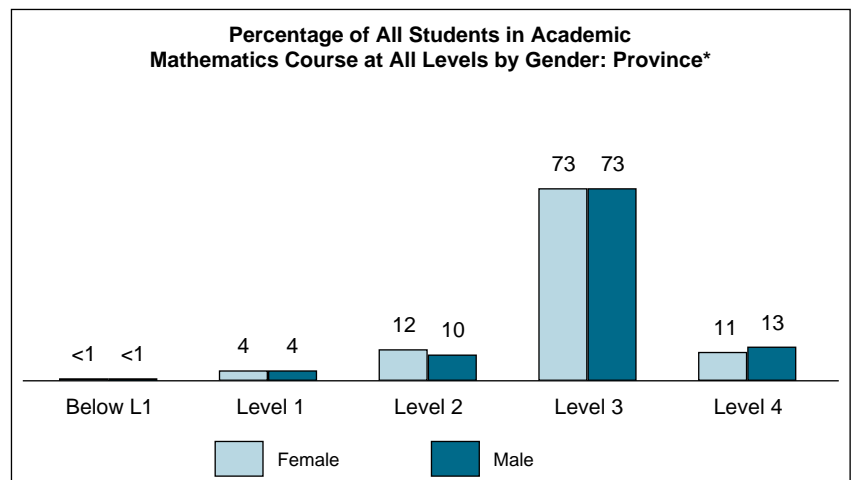
All Students: School by Gender*				
Number of Students	Female 128		Male 127	
	#	%	#	%
Level 4	5	4%	17	13%
Level 3	104	81%	96	76%
Level 2	17	13%	8	6%
Level 1	0	0%	5	4%
Below Level 1	0	0%	0	0%
Participating Students	126	98%	126	99%
No Data	2	2%	1	1%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>	<b>85%</b>		<b>89%</b>	



All Students: Board by Gender*				
Number of Students	Female 2 524		Male 2 218	
	#	%	#	%
Level 4	241	10%	224	10%
Level 3	1 814	72%	1 635	74%
Level 2	342	14%	237	11%
Level 1	107	4%	97	4%
Below Level 1	4	<1%	13	1%
Participating Students	2 508	99%	2 206	99%
No Data	16	1%	12	1%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>	<b>81%</b>		<b>84%</b>	



All Students: Province by Gender*				
Number of Students	Female 49 157		Male 46 757	
	#	%	#	%
Level 4	5 363	11%	6 085	13%
Level 3	35 706	73%	34 029	73%
Level 2	5 688	12%	4 443	10%
Level 1	1 918	4%	1 699	4%
Below Level 1	87	<1%	160	<1%
Participating Students	48 762	99%	46 416	99%
No Data	395	1%	341	1%
<b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b>	<b>84%</b>		<b>86%</b>	



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.  
<sup>†</sup> 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.  
<sup>††</sup> Includes only students for whom gender data were available.

## Grade 9 Assessment of Mathematics, 2013–2014

**Contextual Information over Time: Applied Mathematics Course**

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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	
<b>Enrolment</b>						
Number of students in applied mathematics course	90	90	82	51	75	
Number of classes with students in applied mathematics course	4	4	4	3	4	
<b>Participation in the Assessment</b>						
Students who participated in the assessment	99%	98%	98%	98%	100%	
Participating students who received one or more accommodations*	33%	47%	48%	34%	56%	
Participating students who received one or more special provisions*	1%	6%	9%	12%	9%	
Students who did not complete any part of the assessment (no data)*	1%	2%	2%	2%	0%	
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	42%	42%	45%	57%	39%	
Male	58%	58%	55%	43%	61%	
Gender not specified	0%	0%	0%	0%	0%	
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	8%	10%	10%	14%	9%	
Students with special education needs (excluding gifted)*	31%	41%	44%	31%	56%	
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	51%	73%	46%	27%	31%	
Second-semester course	49%	27%	54%	73%	69%	
Full-year course	0%	0%	0%	0%	0%	
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:	89	86	80	49	72
Speak only or mostly a language other than English at home	4%	9%	8%	12%	8%	
Speak another language as often as English at home	18%	19%	12%	18%	19%	
Attended three or more elementary schools from kindergarten to Grade 8	37%	36%	35%	45%	36%	

\* See the Explanation of Terms.

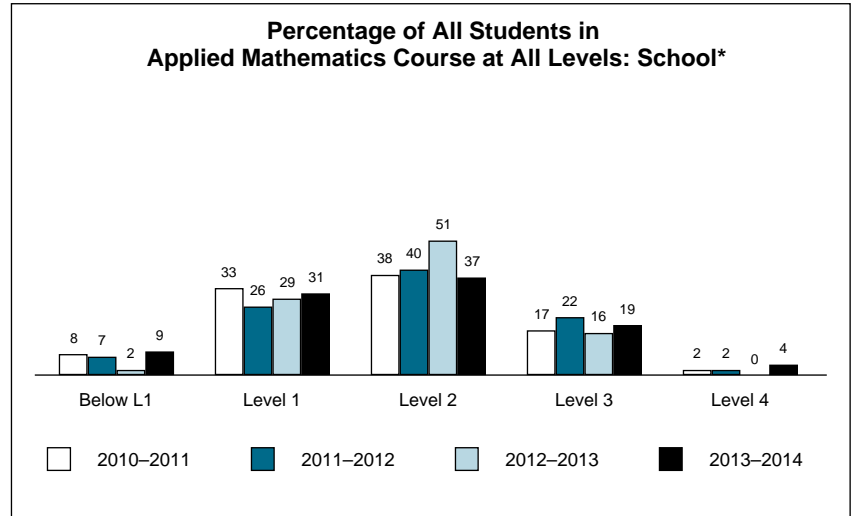
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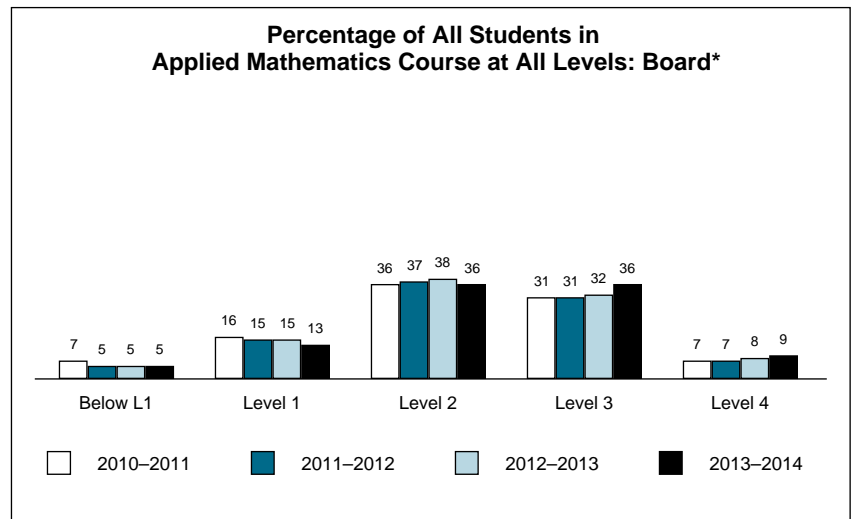
Results over Time, 2010–2011 to 2013–2014

Applied Mathematics Course for All Students

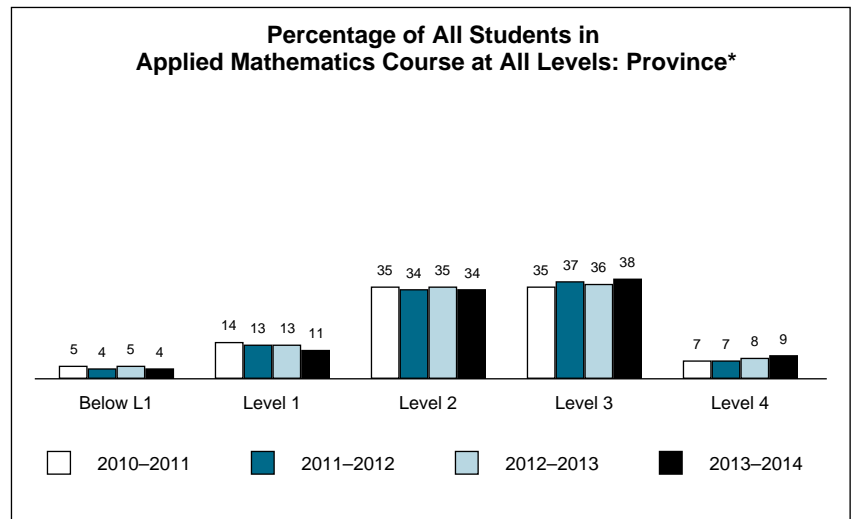
School*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	<b>90</b>	<b>82</b>	<b>51</b>	<b>75</b>
<b>Level 4</b>	2%	2%	0%	4%
<b>Level 3</b>	17%	22%	16%	19%
<b>Level 2</b>	38%	40%	51%	37%
<b>Level 1</b>	33%	26%	29%	31%
<b>Below Level 1</b>	8%	7%	2%	9%
<i>Participating Students</i>	98%	98%	98%	100%
<b>No Data</b>	2%	2%	2%	0%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	19%	24%	16%	23%



Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	<b>2 307</b>	<b>2 361</b>	<b>2 117</b>	<b>2 215</b>
<b>Level 4</b>	7%	7%	8%	9%
<b>Level 3</b>	31%	31%	32%	36%
<b>Level 2</b>	36%	37%	38%	36%
<b>Level 1</b>	16%	15%	15%	13%
<b>Below Level 1</b>	7%	5%	5%	5%
<i>Participating Students</i>	96%	96%	97%	98%
<b>No Data</b>	4%	4%	3%	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	38%	39%	40%	44%



Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	<b>44 095</b>	<b>41 799</b>	<b>39 881</b>	<b>38 181</b>
<b>Level 4</b>	7%	7%	8%	9%
<b>Level 3</b>	35%	37%	36%	38%
<b>Level 2</b>	35%	34%	35%	34%
<b>Level 1</b>	14%	13%	13%	11%
<b>Below Level 1</b>	5%	4%	5%	4%
<i>Participating Students</i>	95%	95%	96%	96%
<b>No Data</b>	5%	5%	4%	4%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	42%	44%	44%	47%



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

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

## Grade 9 Assessment of Mathematics, 2013–2014

**Contextual Information over Time: Academic Mathematics Course**

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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
<b>Enrolment</b>					
Number of students in academic mathematics course	269	273	277	254	255
Number of classes with students in academic mathematics course	10	10	10	10	10
<b>Participation in the Assessment</b>					
Students who participated in the assessment	100%	100%	100%	100%	99%
Participating students who received one or more accommodations*	4%	3%	5%	4%	3%
Participating students who received one or more special provisions*	0%	<1%	7%	7%	8%
Students who did not complete any part of the assessment (no data)*	<1%	0%	<1%	0%	1%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>					
Female	51%	50%	43%	52%	50%
Male	49%	50%	57%	48%	50%
Gender not specified	0%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>					
English language learners*	5%	5%	7%	7%	8%
Students with special education needs (excluding gifted)*	4%	2%	4%	4%	3%
<b>Semester/Full Year Based on number of students enrolled</b>					
First-semester course	42%	59%	51%	51%	58%
Second-semester course	58%	41%	49%	49%	42%
Full-year course	0%	0%	0%	0%	0%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>					
	Number of Respondents: 270      271      270      246      250				
Speak only or mostly a language other than English at home	5%	6%	6%	10%	8%
Speak another language as often as English at home	25%	24%	24%	25%	24%
Attended three or more elementary schools from kindergarten to Grade 8	31%	29%	37%	32%	24%

\* See the Explanation of Terms.

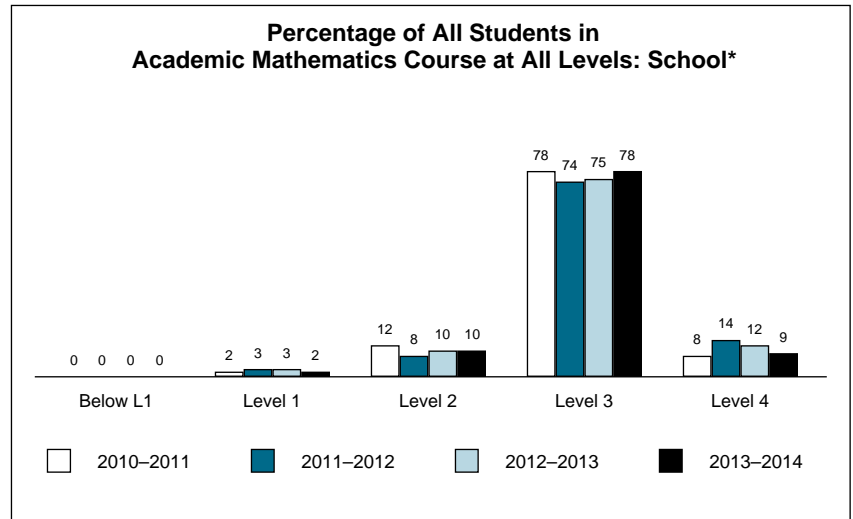
<sup>†</sup> Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

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

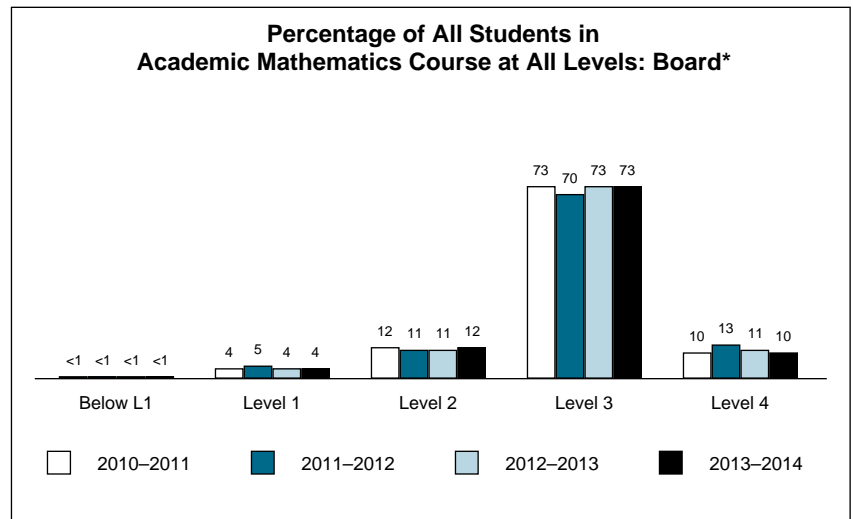
Results over Time, 2010–2011 to 2013–2014

Academic Mathematics Course for All Students

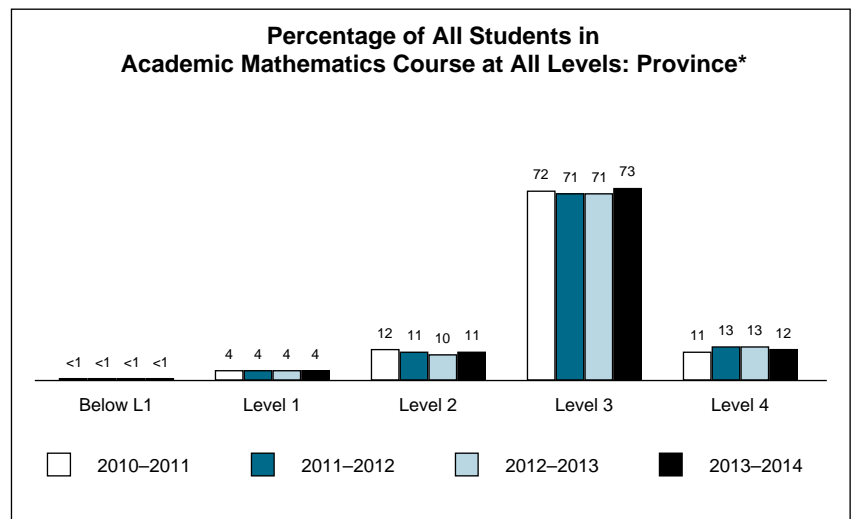
School*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	273	277	254	255
Level 4	8%	14%	12%	9%
Level 3	78%	74%	75%	78%
Level 2	12%	8%	10%	10%
Level 1	2%	3%	3%	2%
Below Level 1	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	99%
No Data	0%	<1%	0%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	85%	89%	87%	87%



Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	4 521	4 816	4 598	4 742
Level 4	10%	13%	11%	10%
Level 3	73%	70%	73%	73%
Level 2	12%	11%	11%	12%
Level 1	4%	5%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	1%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	83%	83%	84%	83%



Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	99 278	97 741	97 158	95 914
Level 4	11%	13%	13%	12%
Level 3	72%	71%	71%	73%
Level 2	12%	11%	10%	11%
Level 1	4%	4%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	1%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	83%	84%	84%	85%

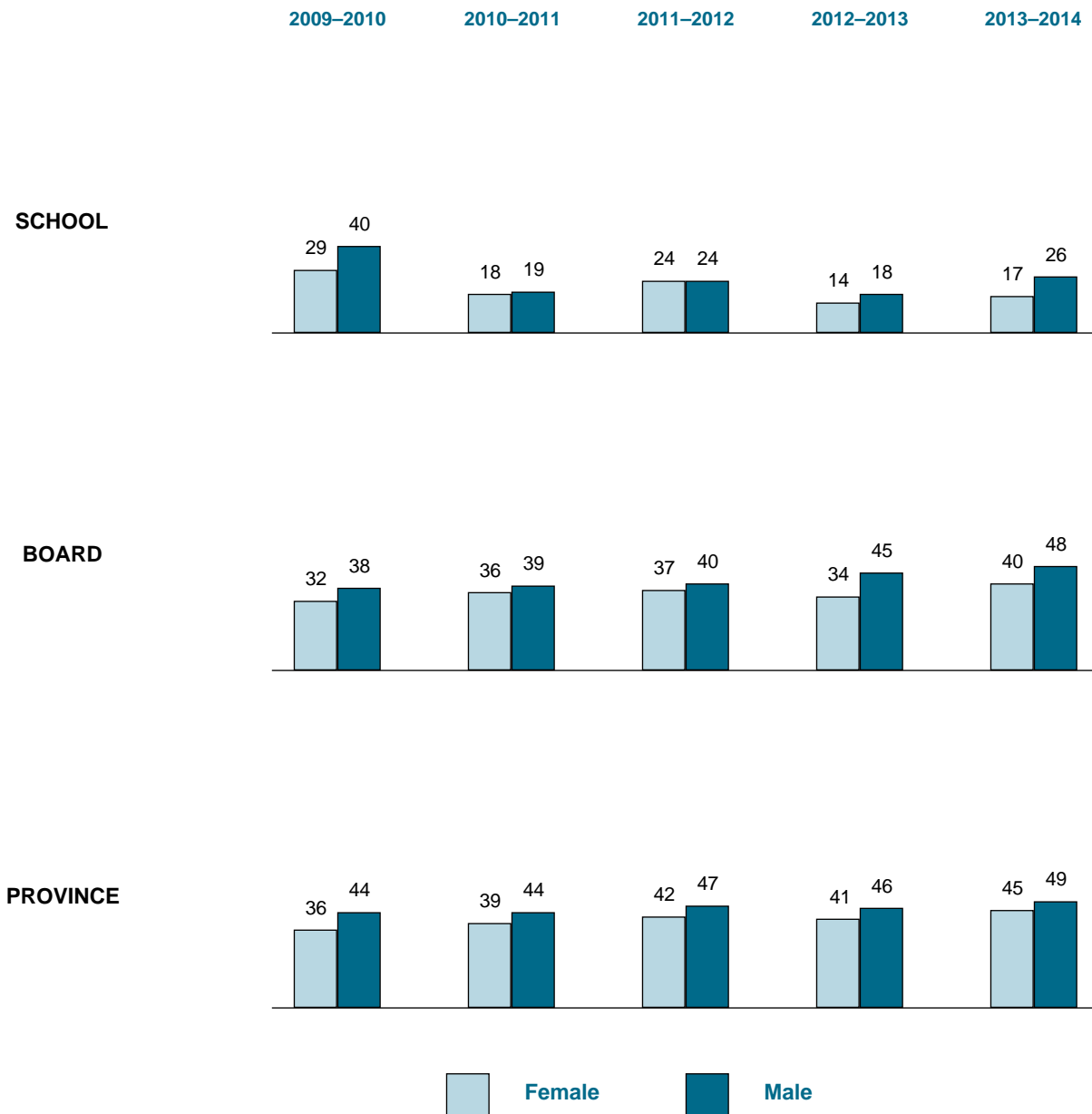


\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

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

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

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



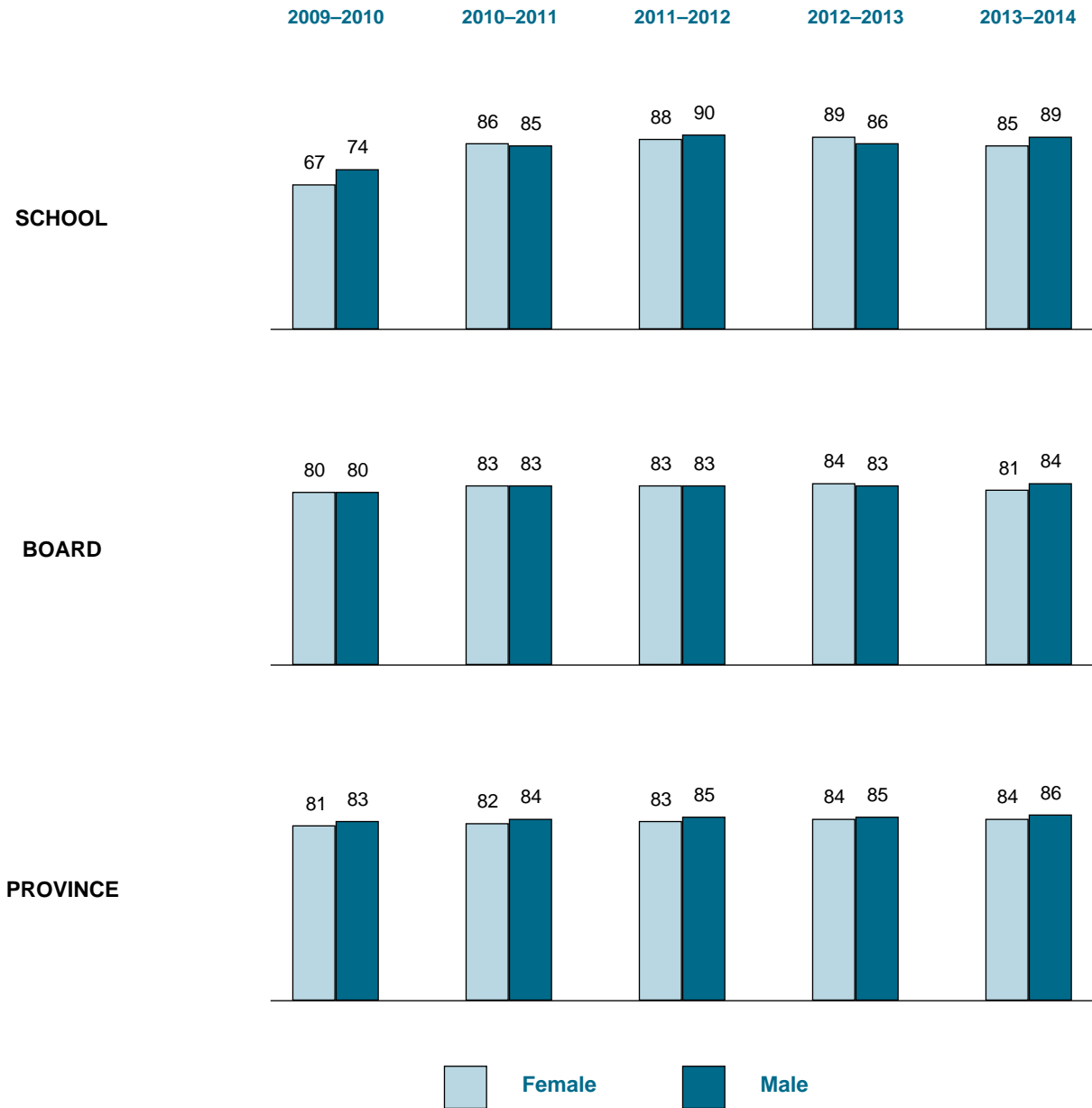
**Total Number of Students in Applied Mathematics Course†**

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	38	52	38	52	37	45	29	22	29	46
Board	1 180	1 318	1 084	1 223	1 123	1 238	1 022	1 095	993	1 222
Province	21 262	26 304	19 721	24 374	18 563	23 236	17 695	22 181	16 662	21 519

† Includes only students for whom gender data were available.

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

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



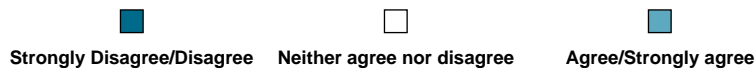
**Total Number of Students in Academic Mathematics Course†**

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	138	131	136	137	120	157	133	121	128	127
Board	2 574	2 240	2 375	2 146	2 594	2 222	2 497	2 101	2 524	2 218
Province	51 972	49 296	50 814	48 464	50 134	47 607	49 986	47 171	49 157	46 757

† Includes only students for whom gender data were available.

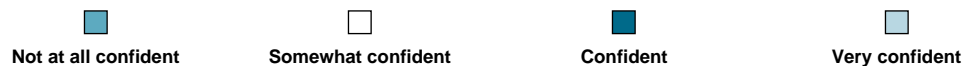
Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

**STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =72)**



**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.		25
I am good at mathematics.		28
I am able to answer difficult mathematics questions.		15
Mathematics is one of my favourite subjects.		18
I understand most of the mathematics I am taught.		48
Mathematics is an easy subject.		19
I do my best in mathematics class.		43
The mathematics I learn now is useful for everyday life.		35
The mathematics I learn now helps me do work in other subjects.		32
I need to do well in mathematics to study what I want later.		39
I need to keep taking mathematics for the kind of job I want after I leave school.		34



**How confident are you that you can answer mathematics questions related to the following?**

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)		10
algebra (e.g., solving equations, simplifying expressions with polynomials)		7
linear relations (e.g., scatter plots, lines of best fit)		19
measurement (e.g., perimeter, area, volume)		13
geometry (e.g., angles, parallel lines)		9

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



Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

**STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =72)**



**DOING MATHEMATICS**

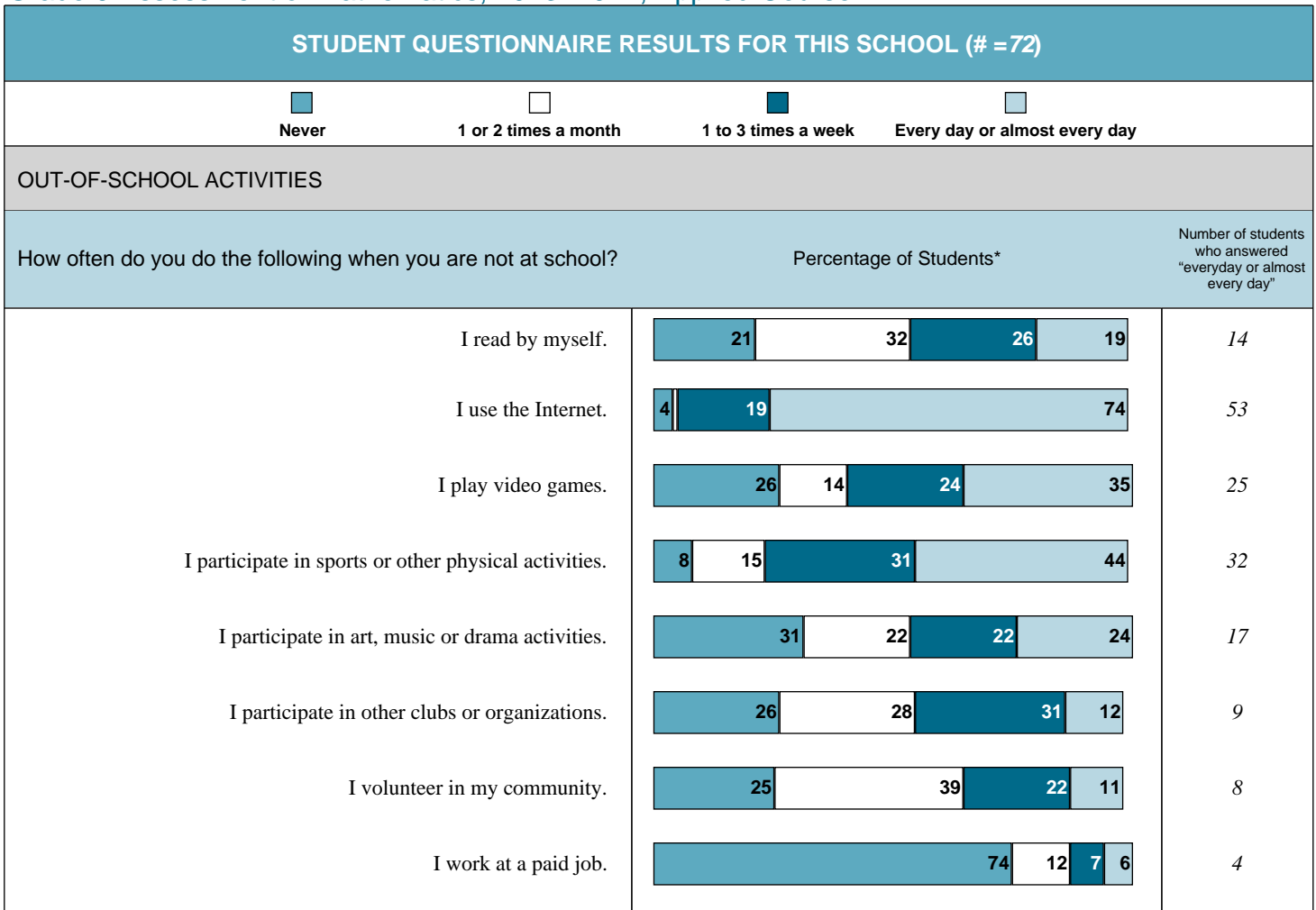
How often do you do the following when studying mathematics or working on a mathematics problem?	Percentage of Students*	Number of students who answered "very often"
I connect new mathematics concepts to what I already know about mathematics or other subjects.		3
I check my mathematics answers to see if they make sense.		13
I apply new mathematics concepts to real-life problems.		3
I take time to discuss my mathematics assignments with my classmates.		6
I look for more than one way to solve mathematics problems.		11

**How often do you complete your mathematics homework?**

How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework		3
Never or almost never		7
Sometimes		19
Often		29
Always		14

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

Grade 9 Assessment of Mathematics, 2013–2014, Applied Course



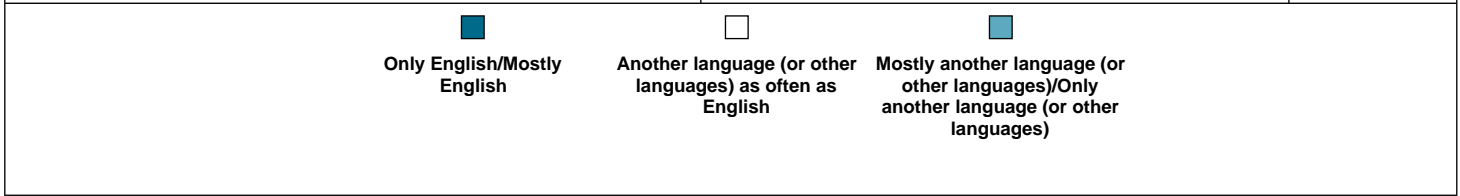
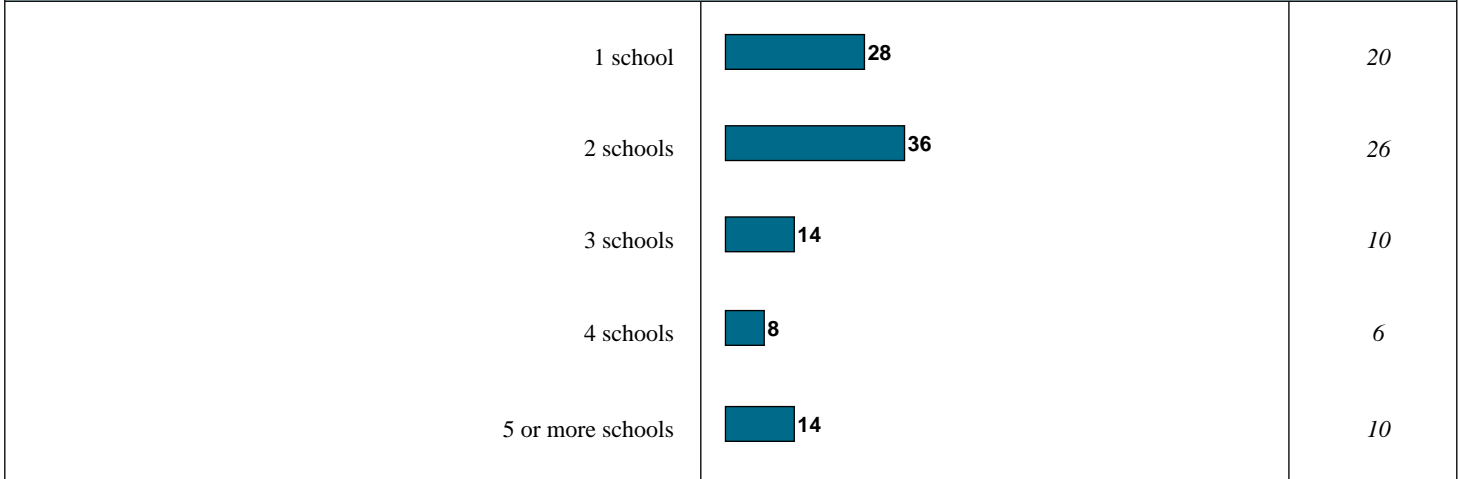
\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

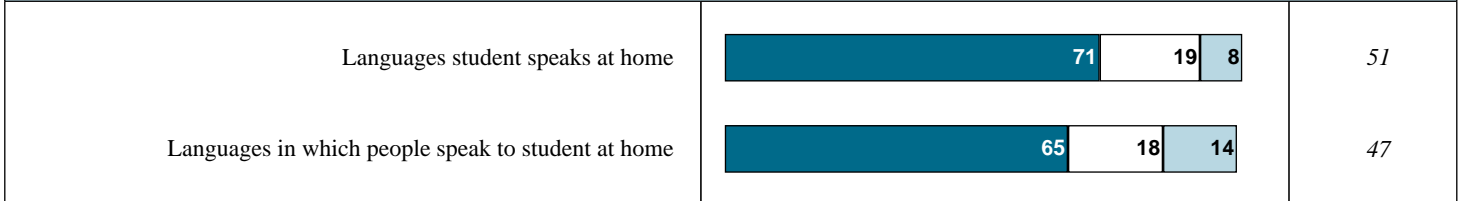
**STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =72)**

**SCHOOLS ATTENDED**

How many schools did you attend from kindergarten to Grade 8? Percentage of Students\* Number of students



**LANGUAGES SPOKEN** Percentage of Students\* Number of students who answered "only English" or "mostly English"



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

Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =72)		
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	50	36
No	0	0
Don't know	47	34
<i>Total number of students:</i>		<b>36</b>
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	89	32
No	11	4
<i>Total number of students:</i>		<b>36</b>
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	64	23
No	8	3
Undecided	28	10

\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

† 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, 2013–2014, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 72)	Female* (# = 27)	Male* (# = 45)	All Students (# = 1 939)	Female* (# = 866)	Male* (# = 1 073)	All Students (# = 31 979)	Female* (# = 14 068)	Male* (# = 17 911)
<b>STUDENTS' ATTITUDES TOWARD MATHEMATICS</b>									
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †									
I like mathematics.	<b>35%</b>	33%	36%	<b>42%</b>	35%	48%	<b>36%</b>	30%	41%
I am good at mathematics.	<b>39%</b>	33%	42%	<b>38%</b>	31%	43%	<b>37%</b>	29%	43%
I am able to answer difficult mathematics questions.	<b>21%</b>	15%	24%	<b>23%</b>	16%	29%	<b>24%</b>	16%	31%
Mathematics is one of my favourite subjects.	<b>25%</b>	22%	27%	<b>25%</b>	20%	30%	<b>22%</b>	18%	25%
I understand most of the mathematics I am taught.	<b>67%</b>	56%	73%	<b>66%</b>	64%	67%	<b>62%</b>	59%	65%
Mathematics is an easy subject.	<b>26%</b>	30%	24%	<b>19%</b>	15%	23%	<b>20%</b>	15%	24%
I do my best in mathematics class.	<b>60%</b>	59%	60%	<b>67%</b>	69%	65%	<b>65%</b>	68%	63%
The mathematics I learn now is useful for everyday life.	<b>49%</b>	33%	58%	<b>44%</b>	39%	49%	<b>36%</b>	31%	40%
The mathematics I learn now helps me do work in other subjects.	<b>44%</b>	33%	51%	<b>46%</b>	44%	47%	<b>45%</b>	43%	47%
I need to do well in mathematics to study what I want later.	<b>54%</b>	56%	53%	<b>57%</b>	55%	59%	<b>49%</b>	46%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	<b>47%</b>	44%	49%	<b>50%</b>	46%	53%	<b>43%</b>	40%	46%
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)	<b>49%</b>	26%	62%	<b>49%</b>	39%	58%	<b>47%</b>	39%	54%
algebra (e.g., solving equations, simplifying expressions with polynomials)	<b>36%</b>	19%	47%	<b>49%</b>	47%	51%	<b>46%</b>	43%	49%
linear relations (e.g., scatter plots, lines of best fit)	<b>67%</b>	63%	69%	<b>61%</b>	53%	67%	<b>61%</b>	55%	65%
measurement (e.g., perimeter, area, volume)	<b>62%</b>	48%	71%	<b>69%</b>	67%	71%	<b>69%</b>	66%	71%
geometry (e.g., angles, parallel lines)	<b>44%</b>	30%	53%	<b>45%</b>	37%	51%	<b>48%</b>	41%	54%

\* Only includes 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, 2013–2014, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 72)	Female* (# = 27)	Male* (# = 45)	All Students (# = 1 939)	Female* (# = 866)	Male* (# = 1 073)	All Students (# = 31 979)	Female* (# = 14 068)	Male* (# = 17 911)
<b>DOING MATHEMATICS</b>									
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.	<b>4%</b>	7%	2%	<b>5%</b>	4%	6%	<b>5%</b>	5%	6%
I check my mathematics answers to see if they make sense.	<b>18%</b>	11%	22%	<b>20%</b>	18%	22%	<b>18%</b>	19%	17%
I apply new mathematics concepts to real-life problems.	<b>4%</b>	7%	2%	<b>5%</b>	3%	6%	<b>5%</b>	3%	6%
I take time to discuss my mathematics assignments with my classmates.	<b>8%</b>	7%	9%	<b>7%</b>	7%	7%	<b>6%</b>	6%	6%
I look for more than one way to solve mathematics problems.	<b>15%</b>	22%	11%	<b>13%</b>	11%	14%	<b>12%</b>	11%	13%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡									
I am not usually assigned any mathematics homework	<b>4%</b>	0%	7%	<b>4%</b>	3%	5%	<b>10%</b>	9%	10%
Never or almost never	<b>10%</b>	11%	9%	<b>7%</b>	5%	8%	<b>8%</b>	7%	9%
Sometimes	<b>26%</b>	30%	24%	<b>30%</b>	29%	31%	<b>28%</b>	27%	29%
Often	<b>40%</b>	33%	44%	<b>39%</b>	40%	39%	<b>33%</b>	34%	33%
Always	<b>19%</b>	26%	16%	<b>19%</b>	22%	16%	<b>18%</b>	22%	16%

\* Only includes 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 ambiguous responses or blanks.

### Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 72)	Female* (# = 27)	Male* (# = 45)	All Students (# = 1 939)	Female* (# = 866)	Male* (# = 1 073)	All Students (# = 31 979)	Female* (# = 14 068)	Male* (# = 17 911)
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school: †									
I read by myself.	<b>19%</b>	26%	16%	<b>17%</b>	25%	11%	<b>19%</b>	27%	13%
I use the Internet.	<b>74%</b>	74%	73%	<b>73%</b>	80%	68%	<b>75%</b>	81%	71%
I play video games.	<b>35%</b>	15%	47%	<b>26%</b>	9%	39%	<b>29%</b>	11%	43%
I participate in sports or other physical activities.	<b>44%</b>	33%	51%	<b>35%</b>	22%	46%	<b>34%</b>	24%	41%
I participate in art, music or drama activities.	<b>24%</b>	44%	11%	<b>18%</b>	22%	15%	<b>16%</b>	22%	12%
I participate in other clubs or organizations.	<b>12%</b>	4%	18%	<b>9%</b>	8%	10%	<b>8%</b>	7%	9%
I volunteer in my community.	<b>11%</b>	11%	11%	<b>7%</b>	6%	7%	<b>5%</b>	6%	5%
I work at a paid job.	<b>6%</b>	4%	7%	<b>5%</b>	5%	6%	<b>7%</b>	6%	9%
<b>SCHOOLS ATTENDED</b>									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡									
1 school	<b>28%</b>	26%	29%	<b>36%</b>	35%	37%	<b>27%</b>	26%	27%
2 schools	<b>36%</b>	37%	36%	<b>29%</b>	29%	30%	<b>30%</b>	30%	30%
3 schools	<b>14%</b>	15%	13%	<b>17%</b>	18%	16%	<b>19%</b>	19%	19%
4 schools	<b>8%</b>	11%	7%	<b>10%</b>	10%	9%	<b>11%</b>	11%	11%
5 or more schools	<b>14%</b>	11%	16%	<b>6%</b>	6%	6%	<b>11%</b>	11%	10%
<b>LANGUAGES SPOKEN</b>									
Percentage of students indicating that they speak the following languages at home: ‡									
Only English/Mostly English	<b>71%</b>	74%	69%	<b>56%</b>	55%	57%	<b>78%</b>	78%	78%
Another language (or other languages) as often as English	<b>19%</b>	15%	22%	<b>27%</b>	27%	26%	<b>13%</b>	13%	12%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>8%</b>	11%	7%	<b>16%</b>	17%	15%	<b>6%</b>	6%	7%
Percentage of students indicating the languages people speak to them at home: ‡									
Only English/Mostly English	<b>65%</b>	70%	62%	<b>47%</b>	48%	47%	<b>75%</b>	74%	75%
Another language (or other languages) as often as English	<b>18%</b>	15%	20%	<b>26%</b>	26%	27%	<b>12%</b>	13%	12%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>14%</b>	15%	13%	<b>24%</b>	25%	23%	<b>10%</b>	9%	10%

\* Only includes 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 ambiguous responses or blanks.

### Grade 9 Assessment of Mathematics, 2013–2014, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 72)	Female* (# = 27)	Male* (# = 45)	All Students (# = 1 939)	Female* (# = 866)	Male* (# = 1 073)	All Students (# = 31 979)	Female* (# = 14 068)	Male* (# = 17 911)
<b>USE OF THE ASSESSMENT IN CLASS MARKS</b>									
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark: †									
Yes	<b>50%</b>	48%	51%	<b>46%</b>	46%	46%	<b>45%</b>	48%	43%
No	<b>0%</b>	0%	0%	<b>3%</b>	2%	3%	<b>2%</b>	2%	3%
Don't know	<b>47%</b>	48%	47%	<b>49%</b>	50%	49%	<b>49%</b>	47%	51%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: ††									
	All Students (# = 36)	Female* (# = 13)	Male* (# = 23)	All Students (# = 895)	Female* (# = 401)	Male* (# = 494)	All Students (# = 14 431)	Female* (# = 6 707)	Male* (# = 7 724)
Yes	<b>89%</b>	85%	91%	<b>88%</b>	88%	87%	<b>88%</b>	89%	88%
No	<b>11%</b>	15%	9%	<b>12%</b>	11%	12%	<b>11%</b>	10%	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 (# = 36)	Female* (# = 13)	Male* (# = 23)	All Students (# = 895)	Female* (# = 401)	Male* (# = 494)	All Students (# = 14 431)	Female* (# = 6 707)	Male* (# = 7 724)
Yes	<b>64%</b>	69%	61%	<b>79%</b>	78%	81%	<b>75%</b>	76%	75%
No	<b>8%</b>	8%	9%	<b>6%</b>	5%	6%	<b>9%</b>	8%	11%
Undecided	<b>28%</b>	23%	30%	<b>14%</b>	16%	13%	<b>15%</b>	16%	14%

\* Includes only students for whom gender data were available.

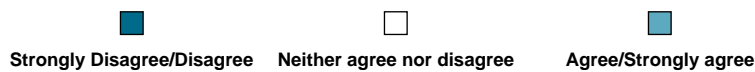
† Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

‡ 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, 2013–2014, Academic Course

**STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =250)**



**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	23	64	160
I am good at mathematics.	15	30	55	137
I am able to answer difficult mathematics questions.	15	41	44	110
Mathematics is one of my favourite subjects.	28	22	50	124
I understand most of the mathematics I am taught.	7	13	80	201
Mathematics is an easy subject.	30	39	30	76
I do my best in mathematics class.	10	21	70	174
The mathematics I learn now is useful for everyday life.	23	37	40	99
The mathematics I learn now helps me do work in other subjects.	17	20	62	156
I need to do well in mathematics to study what I want later.	9	22	69	173
I need to keep taking mathematics for the kind of job I want after I leave school.	9	30	61	152



**How confident are you that you can answer mathematics questions related to the following?**

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)		23	44	30	75
algebra (e.g., solving equations, simplifying expressions with polynomials)	7	22	37	34	85
linear relations (e.g., scatter plots, lines of best fit)	8	28	43	20	49
analytic geometry (e.g., slope, y-intercept, equations of lines)	10	29	37	24	60
measurement (e.g., perimeter, area, volume)	8	34	54		136
geometry (e.g., angles, parallel lines)	7	21	45	28	69

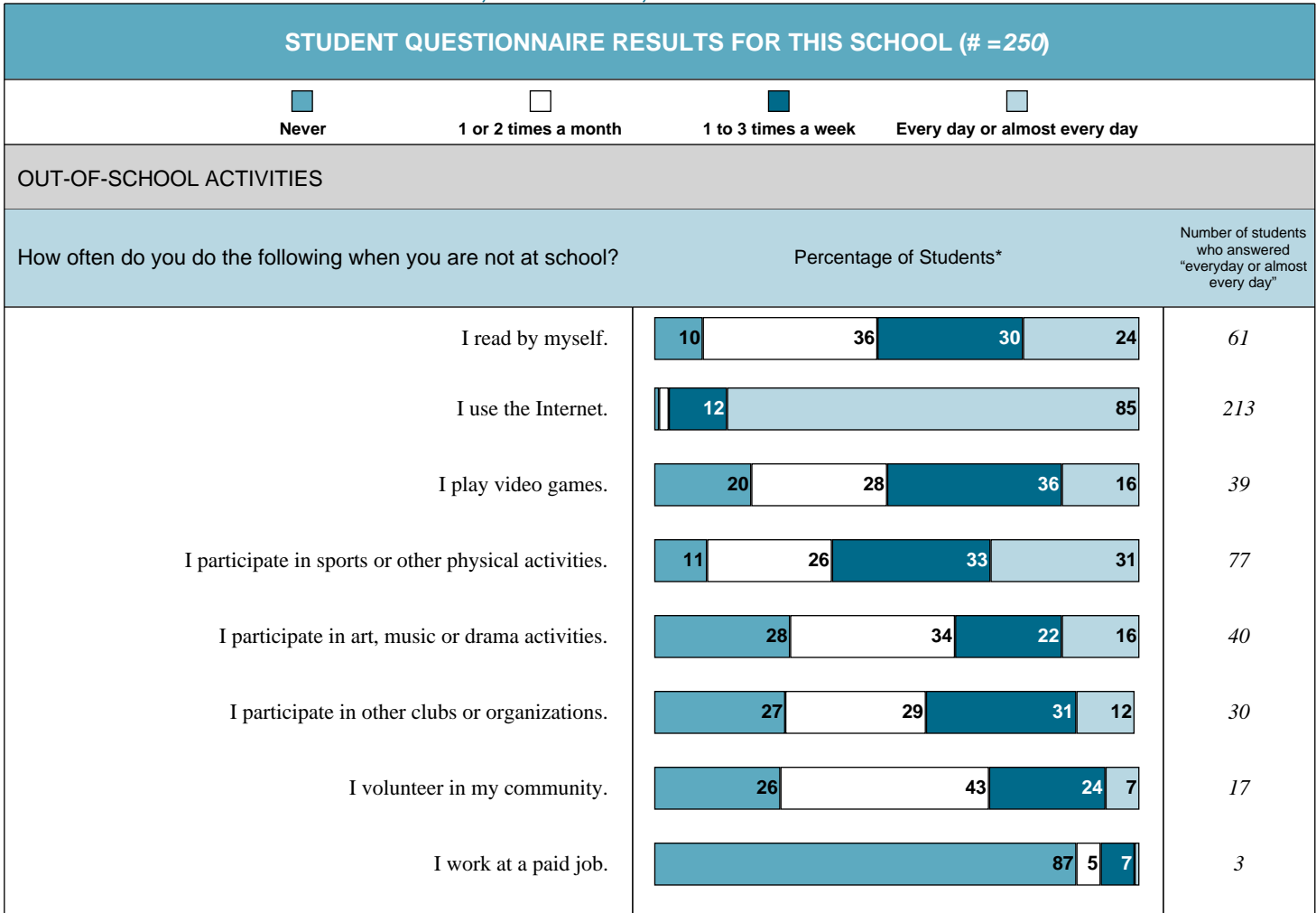
\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2013–2014, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 250)					
	<input type="checkbox"/> Never or almost never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Often	<input type="checkbox"/> Very Often	
<b>DOING MATHEMATICS</b>					
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.	7	44	37	11	28
I check my mathematics answers to see if they make sense.	23	44	31		78
I apply new mathematics concepts to real-life problems.	22	59	15	4	9
I take time to discuss my mathematics assignments with my classmates.	13	35	36	15	38
I look for more than one way to solve mathematics problems.	7	45	34	14	35
How often do you complete your mathematics homework?	Percentage of Students*			Number of students	
I am not usually assigned any mathematics homework	<1				1
Never or almost never	2				5
Sometimes		20			50
Often			46		115
Always				31	78

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

Grade 9 Assessment of Mathematics, 2013–2014, Academic Course



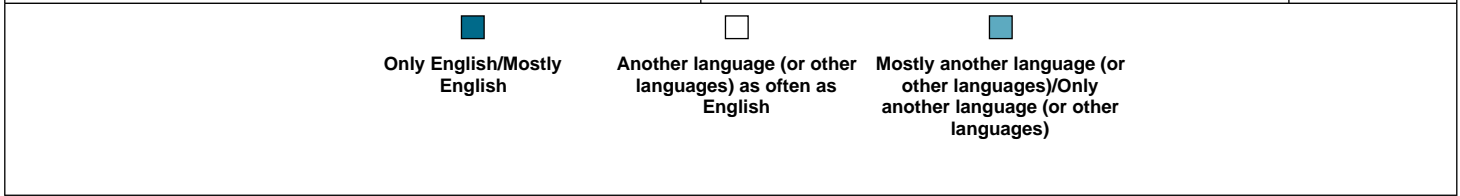
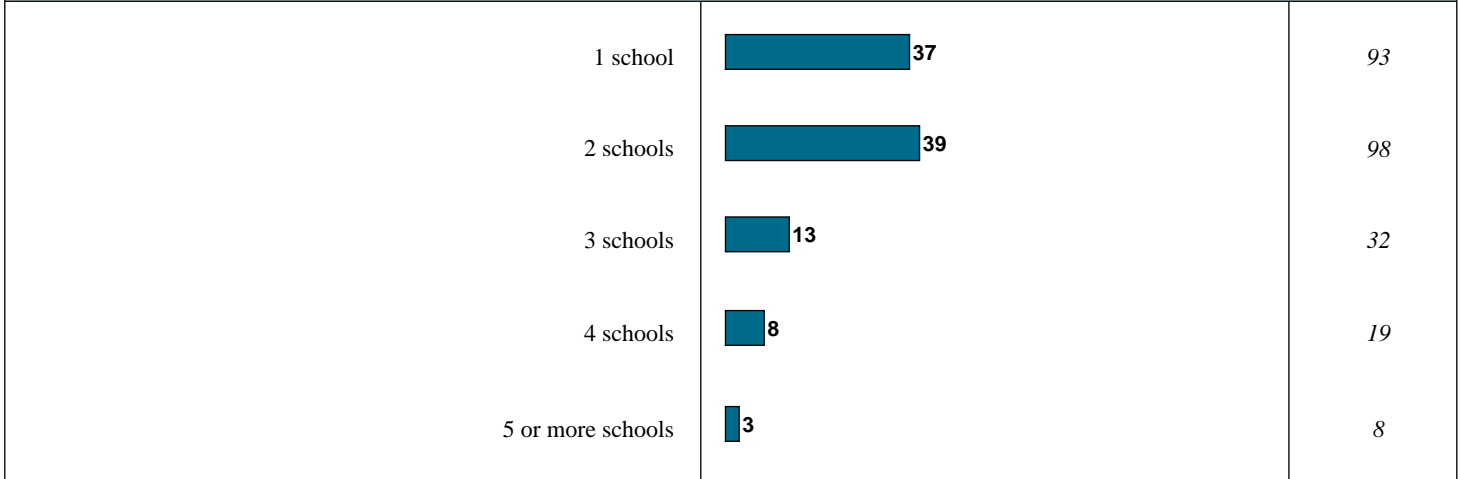
\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2013–2014, Academic Course

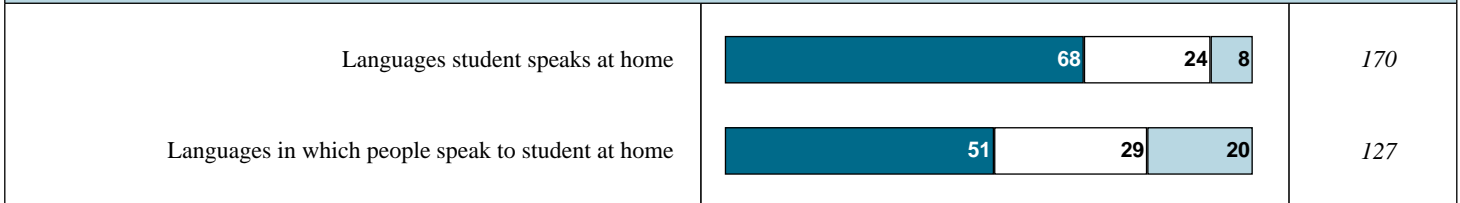
**STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =250)**

**SCHOOLS ATTENDED**

How many schools did you attend from kindergarten to Grade 8? Percentage of Students\* Number of students



**LANGUAGES SPOKEN** Percentage of Students\* Number of students who answered "only English" or "mostly English"



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

Grade 9 Assessment of Mathematics, 2013–2014, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =250)		
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	70	175
No	1	2
Don't know	29	72
<i>Total number of students:</i>		<b>175</b>
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	95	166
No	5	9
<i>Total number of students:</i>		<b>175</b>
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	86	150
No	4	7
Undecided	10	18

\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

† 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, 2013–2014, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 250)	Female* (# = 125)	Male* (# = 125)	All Students (# = 4 367)	Female* (# = 2 362)	Male* (# = 2 005)	All Students (# = 87 038)	Female* (# = 44 893)	Male* (# = 42 145)
<b>STUDENTS' ATTITUDES TOWARD MATHEMATICS</b>									
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †									
I like mathematics.	<b>64%</b>	59%	69%	<b>58%</b>	53%	64%	<b>55%</b>	50%	62%
I am good at mathematics.	<b>55%</b>	45%	65%	<b>55%</b>	49%	62%	<b>55%</b>	49%	62%
I am able to answer difficult mathematics questions.	<b>44%</b>	34%	54%	<b>44%</b>	36%	52%	<b>46%</b>	38%	55%
Mathematics is one of my favourite subjects.	<b>50%</b>	45%	54%	<b>42%</b>	38%	48%	<b>39%</b>	34%	45%
I understand most of the mathematics I am taught.	<b>80%</b>	79%	82%	<b>75%</b>	74%	77%	<b>75%</b>	72%	77%
Mathematics is an easy subject.	<b>30%</b>	27%	34%	<b>29%</b>	25%	34%	<b>30%</b>	25%	35%
I do my best in mathematics class.	<b>70%</b>	69%	70%	<b>68%</b>	71%	64%	<b>70%</b>	72%	67%
The mathematics I learn now is useful for everyday life.	<b>40%</b>	29%	50%	<b>35%</b>	30%	40%	<b>34%</b>	29%	40%
The mathematics I learn now helps me do work in other subjects.	<b>62%</b>	61%	64%	<b>54%</b>	52%	56%	<b>55%</b>	53%	57%
I need to do well in mathematics to study what I want later.	<b>69%</b>	67%	71%	<b>66%</b>	64%	69%	<b>63%</b>	60%	66%
I need to keep taking mathematics for the kind of job I want after I leave school.	<b>61%</b>	57%	65%	<b>59%</b>	57%	61%	<b>58%</b>	55%	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)	<b>74%</b>	68%	80%	<b>67%</b>	60%	77%	<b>70%</b>	63%	77%
algebra (e.g., solving equations, simplifying expressions with polynomials)	<b>71%</b>	67%	75%	<b>68%</b>	65%	72%	<b>70%</b>	68%	73%
linear relations (e.g., scatter plots, lines of best fit)	<b>63%</b>	55%	70%	<b>55%</b>	48%	63%	<b>60%</b>	54%	66%
analytic geometry (e.g., slope, y-intercept, equations of lines)	<b>61%</b>	56%	66%	<b>60%</b>	56%	65%	<b>62%</b>	58%	66%
measurement (e.g., perimeter, area, volume)	<b>89%</b>	85%	93%	<b>82%</b>	80%	85%	<b>81%</b>	78%	84%
geometry (e.g., angles, parallel lines)	<b>72%</b>	66%	79%	<b>68%</b>	63%	74%	<b>71%</b>	66%	76%

\* Only includes 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, 2013–2014, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 250)	Female* (# = 125)	Male* (# = 125)	All Students (# = 4 367)	Female* (# = 2 362)	Male* (# = 2 005)	All Students (# = 87 038)	Female* (# = 44 893)	Male* (# = 42 145)
<b>DOING MATHEMATICS</b>									
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.	<b>11%</b>	12%	10%	<b>13%</b>	12%	14%	<b>13%</b>	12%	14%
I check my mathematics answers to see if they make sense.	<b>31%</b>	22%	40%	<b>30%</b>	32%	27%	<b>31%</b>	33%	29%
I apply new mathematics concepts to real-life problems.	<b>4%</b>	2%	6%	<b>5%</b>	4%	7%	<b>6%</b>	4%	8%
I take time to discuss my mathematics assignments with my classmates.	<b>15%</b>	11%	19%	<b>11%</b>	12%	11%	<b>11%</b>	12%	11%
I look for more than one way to solve mathematics problems.	<b>14%</b>	14%	14%	<b>16%</b>	14%	17%	<b>15%</b>	12%	17%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡									
I am not usually assigned any mathematics homework	<b>&lt;1%</b>	0%	1%	<b>1%</b>	1%	1%	<b>1%</b>	1%	2%
Never or almost never	<b>2%</b>	2%	2%	<b>5%</b>	3%	7%	<b>5%</b>	4%	7%
Sometimes	<b>20%</b>	18%	22%	<b>23%</b>	20%	27%	<b>21%</b>	18%	25%
Often	<b>46%</b>	49%	43%	<b>37%</b>	36%	38%	<b>38%</b>	38%	38%
Always	<b>31%</b>	32%	30%	<b>31%</b>	37%	23%	<b>31%</b>	38%	25%

\* Only includes 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 ambiguous responses or blanks.

## Grade 9 Assessment of Mathematics, 2013–2014, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 250)	Female* (# = 125)	Male* (# = 125)	All Students (# = 4 367)	Female* (# = 2 362)	Male* (# = 2 005)	All Students (# = 87 038)	Female* (# = 44 893)	Male* (# = 42 145)
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school: †									
I read by myself.	<b>24%</b>	33%	16%	<b>25%</b>	31%	17%	<b>27%</b>	35%	18%
I use the Internet.	<b>85%</b>	85%	86%	<b>82%</b>	85%	79%	<b>82%</b>	84%	79%
I play video games.	<b>16%</b>	5%	26%	<b>21%</b>	7%	37%	<b>22%</b>	7%	39%
I participate in sports or other physical activities.	<b>31%</b>	26%	36%	<b>34%</b>	26%	43%	<b>40%</b>	33%	48%
I participate in art, music or drama activities.	<b>16%</b>	18%	14%	<b>21%</b>	25%	17%	<b>18%</b>	23%	13%
I participate in other clubs or organizations.	<b>12%</b>	10%	14%	<b>11%</b>	10%	13%	<b>11%</b>	10%	12%
I volunteer in my community.	<b>7%</b>	8%	6%	<b>5%</b>	6%	5%	<b>5%</b>	5%	4%
I work at a paid job.	<b>1%</b>	2%	1%	<b>2%</b>	1%	3%	<b>5%</b>	4%	5%
<b>SCHOOLS ATTENDED</b>									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡									
1 school	<b>37%</b>	35%	39%	<b>40%</b>	40%	40%	<b>28%</b>	28%	27%
2 schools	<b>39%</b>	40%	38%	<b>31%</b>	30%	31%	<b>33%</b>	33%	33%
3 schools	<b>13%</b>	15%	10%	<b>15%</b>	15%	16%	<b>19%</b>	19%	19%
4 schools	<b>8%</b>	6%	9%	<b>7%</b>	7%	7%	<b>10%</b>	9%	10%
5 or more schools	<b>3%</b>	3%	3%	<b>4%</b>	5%	4%	<b>7%</b>	8%	7%
<b>LANGUAGES SPOKEN</b>									
Percentage of students indicating that they speak the following languages at home: †									
Only English/Mostly English	<b>68%</b>	73%	63%	<b>65%</b>	66%	63%	<b>72%</b>	73%	71%
Another language (or other languages) as often as English	<b>24%</b>	21%	27%	<b>22%</b>	22%	22%	<b>16%</b>	16%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>8%</b>	6%	10%	<b>11%</b>	9%	12%	<b>9%</b>	7%	10%
Percentage of students indicating the languages people speak to them at home: †									
Only English/Mostly English	<b>51%</b>	50%	51%	<b>52%</b>	52%	52%	<b>65%</b>	66%	64%
Another language (or other languages) as often as English	<b>29%</b>	33%	26%	<b>23%</b>	24%	22%	<b>15%</b>	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>20%</b>	17%	22%	<b>21%</b>	21%	22%	<b>15%</b>	14%	16%

\* Only includes 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 ambiguous responses or blanks.



### Grade 9 Assessment of Mathematics, 2013–2014, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 250)	Female* (# = 125)	Male* (# = 125)	All Students (# = 4 367)	Female* (# = 2 362)	Male* (# = 2 005)	All Students (# = 87 038)	Female* (# = 44 893)	Male* (# = 42 145)
<b>USE OF THE ASSESSMENT IN CLASS MARKS</b>									
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark: †									
Yes	<b>70%</b>	69%	71%	<b>66%</b>	69%	63%	<b>69%</b>	71%	66%
No	<b>1%</b>	1%	1%	<b>2%</b>	1%	3%	<b>1%</b>	1%	2%
Don't know	<b>29%</b>	30%	27%	<b>29%</b>	27%	31%	<b>25%</b>	23%	28%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: ††									
	All Students (# = 175)	Female* (# = 86)	Male* (# = 89)	All Students (# = 2 888)	Female* (# = 1 634)	Male* (# = 1 254)	All Students (# = 59 884)	Female* (# = 32 030)	Male* (# = 27 854)
Yes	<b>95%</b>	93%	97%	<b>94%</b>	95%	93%	<b>94%</b>	94%	94%
No	<b>5%</b>	7%	3%	<b>6%</b>	4%	7%	<b>6%</b>	6%	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 (# = 175)	Female* (# = 86)	Male* (# = 89)	All Students (# = 2 888)	Female* (# = 1 634)	Male* (# = 1 254)	All Students (# = 59 884)	Female* (# = 32 030)	Male* (# = 27 854)
Yes	<b>86%</b>	84%	88%	<b>78%</b>	79%	77%	<b>77%</b>	79%	75%
No	<b>4%</b>	5%	3%	<b>8%</b>	7%	9%	<b>10%</b>	7%	13%
Undecided	<b>10%</b>	12%	9%	<b>14%</b>	14%	14%	<b>13%</b>	13%	12%

\* Includes only students for whom gender data were available.

† Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

‡ 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, 2013–2014

## EXPLANATION OF TERMS

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