Education Quality and Accountability Office

EQAO

School Report

Grade 9 Assessment of Mathematics, 2006–2007

School: Richmond Green Secondary S (964809)

Board: York Region DSB (66095)

I am pleased to provide you with this report on the Grade 9 Assessments of Mathematics for 2006–2007. Included are student results for the current year, those from previous years and, to put these results in context, information about the student populations.

Throughout the province, EQAO data inform professional practice and act as a catalyst for improving student achievement. This report has been designed to assist you in your conversations about improving student achievement and planning interventions for students.

We believe that every student deserves the best outcome from public education. Working with Ontario educators, EQAO continues to design assessments that are directly linked to *The Ontario Curriculum*. These assessments provide a means of measuring student learning at a few critical transition points and are a vehicle for assuring people that, at those points, all Ontario students are being assessed by the same yardstick.

However, large-scale assessment results are just one piece of the picture of how students are doing in our schools. These assessment results should be considered in conjunction with school-based information. As well, regular assessments conducted by a student's teacher should be the primary method of supporting students in their schooling.

I hope this report will help parents, educators and all who support a strong public education system to work together so that all students achieve their fullest potential.

Sincerely,

Marguerite Jackson

Marguerite Jackson
Chief Executive Officer

WHERE TO FIND . . .

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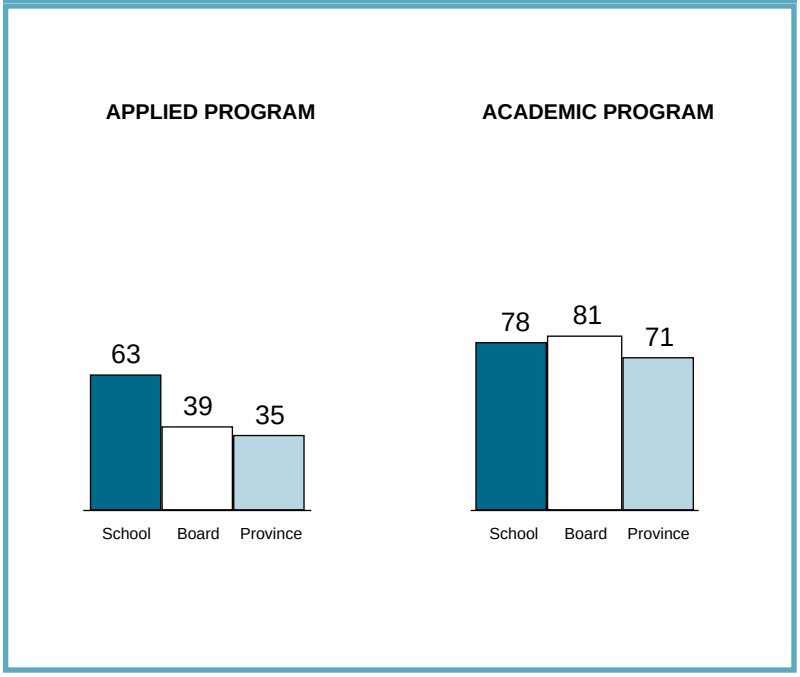
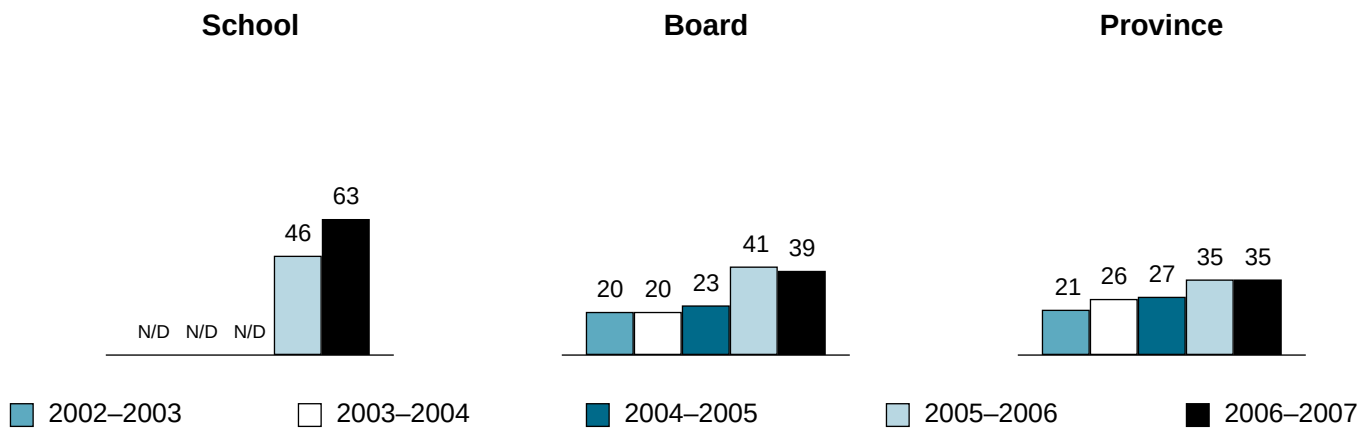
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2006–2007



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

APPLIED MATHEMATICS*

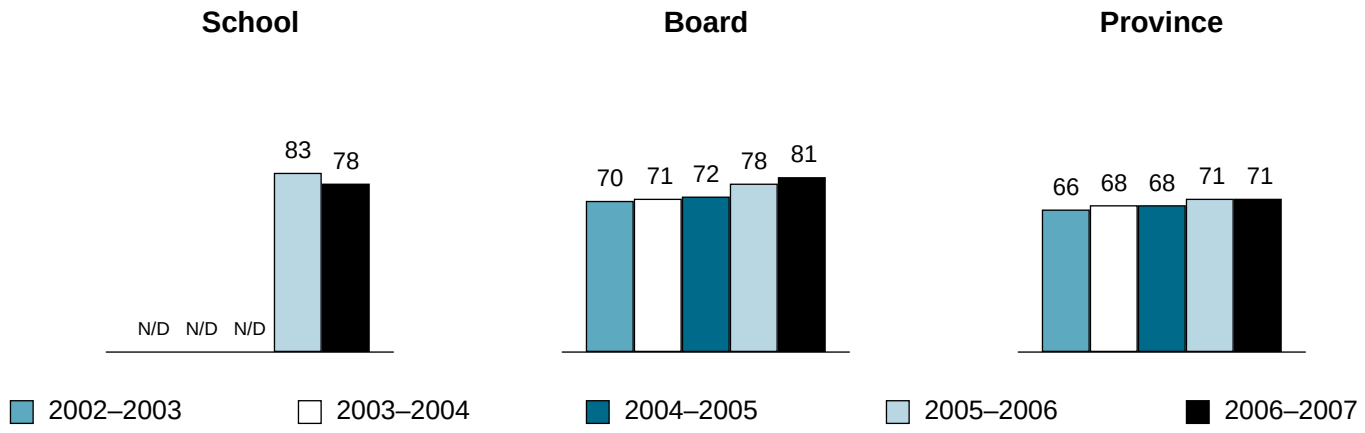


Total Number of Students

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
School	*0*	*0*	*0*	*28*	*41*
Board	*1 633*	*1 654*	*1 839*	*1 656*	*1 764*
Province	*48 426*	*50 430*	*51 155*	*50 687*	*49 056*

* Note that significant revisions were made to applied program courses in 2004–2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

ACADEMIC MATHEMATICS



Total Number of Students

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
School	*0*	*0*	*0*	*174*	*165*
Board	*6 224*	*6 460*	*6 820*	*6 589*	*6 556*
Province	*100 717*	*102 923*	*104 100*	*103 412*	*103 011*

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.

WHAT IS IN THIS 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 school 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 2004–2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).
  - What influence might students' attitudes have on student performance?

- Speak to the school principal or the school council chair 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, 2006–2007

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	*41*		*1 764*		*49 056*	
Number of classes with students in applied mathematics program	*2*		*132*		*2 909*	
Number of schools with applied mathematics classes	Not applicable		*29*		*712*	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Participation in the Assessment						
Students who participated in the assessment	*41*	100%	*1 658*	94%	*44 790*	91%
Participating students who received one or more accommodations	*3*	7%	*483*	29%	*7 172*	16%
Participating students who received one or more special provisions	*1*	2%	*45*	3%	*814*	2%
Students who did not complete any part of the assessment (no data)*	*0*	0%	*106*	6%	*4 266*	9%
Gender† *Based on number of students enrolled*						
Female	*20*	49%	*759*	43%	*22 126*	45%
Male	*21*	51%	*1 005*	57%	*26 926*	55%
Gender not specified	*0*	0%	*0*	0%	*4*	<1%
Student Status† *Based on number of students enrolled*						
ESL/ELD learners*	*3*	7%	*110*	6%	*2 396*	5%
Students with special needs (excluding gifted)*	*11*	27%	*752*	43%	*12 562*	26%
Semester/Full Year *Based on number of students enrolled*						
First-semester course	*19*	46%	*772*	44%	*21 671*	44%
Second-semester course	*22*	54%	*804*	46%	*21 969*	45%
Full-year course	*0*	0%	*188*	11%	*5 416*	11%
Language and School Background†† *Based on Student Questionnaire data* Number of Respondents:	*40*		*1 602*		*42 804*	
Speak only or mostly a language other than English at home	*2*	5%	*126*	8%	*2 714*	6%
Speak another language as often as English at home	*6*	15%	*262*	16%	*4 482*	10%
Attended three or more elementary schools from kindergarten to Grade 8	*23*	58%	*687*	43%	*17 239*	40%

* See the Explanation of Terms.

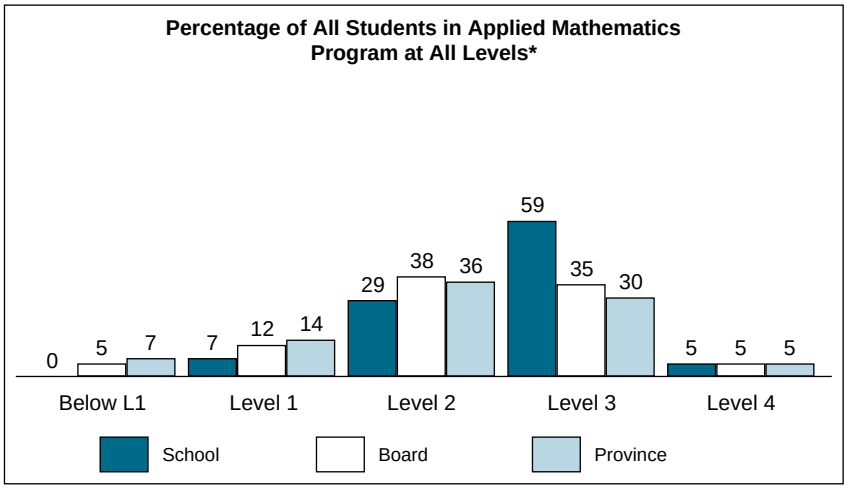
† Demographic information pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

†† 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, 2006–2007

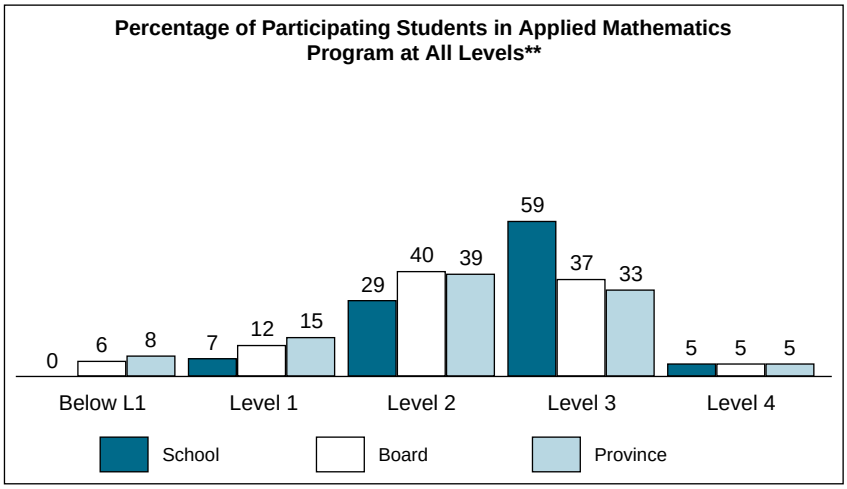
Results for All Students

All Students, 2006–2007*				
Number of Students	School *41*		Board *1 764*	Province *49 056*
	#	%	%	%
Level 4	2	5%	5%	5%
Level 3	24	59%	35%	30%
Level 2	12	29%	38%	36%
Level 1	3	7%	12%	14%
Below Level 1	0	0%	5%	7%
Participating Students	41	100%	94%	91%
No Data✚	0	0%	6%	9%
At or Above Provincial Standard (Levels 3 and 4)†		**63%**	**39%**	**35%**



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

Participating Students, 2006–2007**				
Number of Students	School *41*		Board *1 658*	Province *44 790*
	#	%	%	%
Level 4	2	5%	5%	5%
Level 3	24	59%	37%	33%
Level 2	12	29%	40%	39%
Level 1	3	7%	12%	15%
Below Level 1	0	0%	6%	8%
At or Above Provincial Standard (Levels 3 and 4)†		**63%**	**42%**	**38%**



* 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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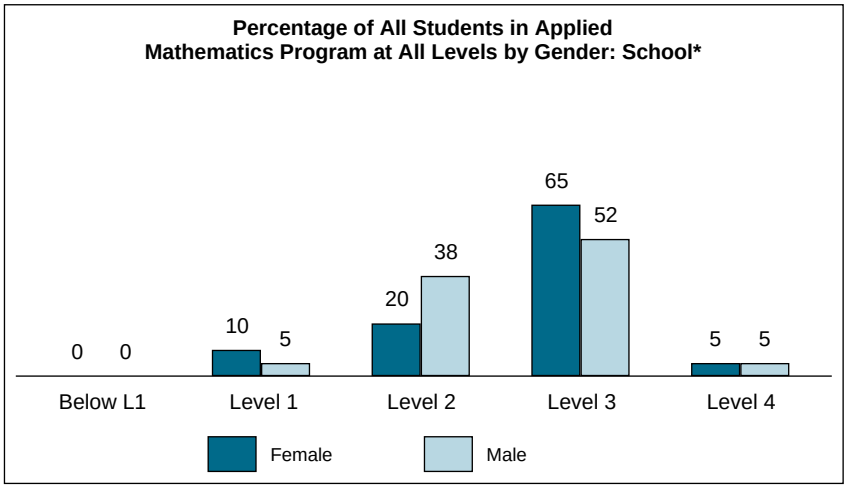
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
✚ Students who were coded "exempt" were placed in the "no data" category.

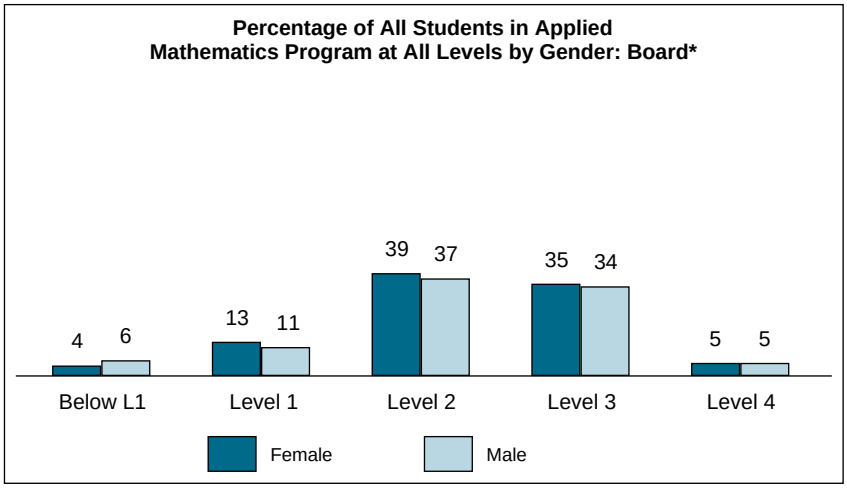
Grade 9 Applied Mathematics Program, 2006–2007

Results by Gender††

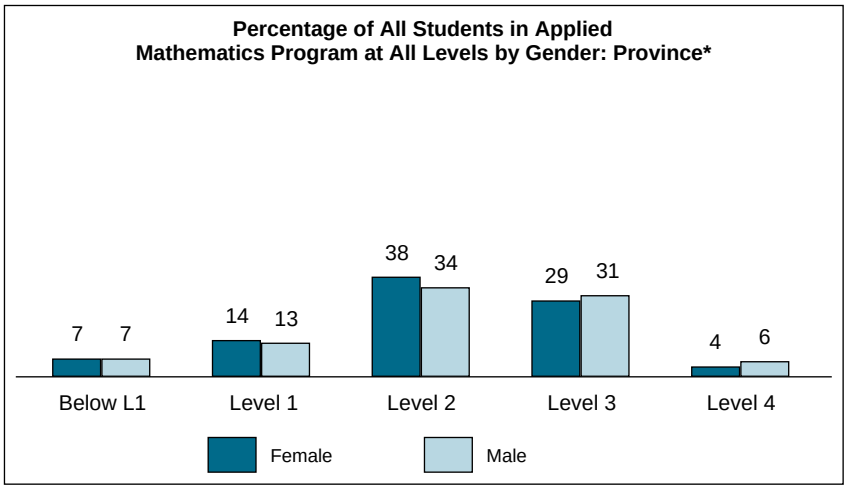
All Students, 2006–2007: School by Gender*				
Number of Students	Female *20*		Male *21*	
	#	%	#	%
Level 4	*1*	5%	*1*	5%
Level 3	*13*	65%	*11*	52%
Level 2	*4*	20%	*8*	38%
Level 1	*2*	10%	*1*	5%
Below Level 1	*0*	0%	*0*	0%
Participating Students	*20*	100%	*21*	100%
No Data✚	*0*	0%	*0*	0%
At or Above Provincial Standard (Levels 3 and 4)†		**70%**		**57%**



All Students, 2006–2007: Board by Gender*				
Number of Students	Female *759*		Male *1 005*	
	#	%	#	%
Level 4	*35*	5%	*50*	5%
Level 3	*267*	35%	*343*	34%
Level 2	*294*	39%	*372*	37%
Level 1	*95*	13%	*110*	11%
Below Level 1	*34*	4%	*58*	6%
Participating Students	*725*	96%	*933*	93%
No Data✚	*34*	4%	*72*	7%
At or Above Provincial Standard (Levels 3 and 4)†		**40%**		**39%**



All Students, 2006–2007: Province by Gender*				
Number of Students	Female *22 126*		Male *26 926*	
	#	%	#	%
Level 4	*807*	4%	*1 550*	6%
Level 3	*6 416*	29%	*8 470*	31%
Level 2	*8 402*	38%	*9 091*	34%
Level 1	*3 183*	14%	*3 445*	13%
Below Level 1	*1 458*	7%	*1 968*	7%
Participating Students	*20 266*	92%	*24 524*	91%
No Data✚	*1 860*	8%	*2 402*	9%
At or Above Provincial Standard (Levels 3 and 4)†		**33%**		**37%**



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†† Includes only students for whom gender data were available.
✚ Students who were coded "exempt" were placed in the "no data" category.

Grade 9 Academic Mathematics Program, 2006–2007

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	*165*		*6 556*		*103 011*	
Number of classes with students in academic mathematics program	*6*		*243*		*4 169*	
Number of schools with academic mathematics classes	Not applicable		*29*		*679*	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Participation in the Assessment						
Students who participated in the assessment	*164*	99%	*6 427*	98%	*101 426*	98%
Participating students who received one or more accommodations	*5*	3%	*265*	4%	*2 265*	2%
Participating students who received one or more special provisions	*6*	4%	*160*	2%	*1 204*	1%
Students who did not complete any part of the assessment (no data)*	*1*	1%	*129*	2%	*1 585*	2%
Gender† *Based on number of students enrolled*						
Female	*72*	44%	*3 309*	50%	*52 887*	51%
Male	*93*	56%	*3 247*	50%	*50 122*	49%
Gender not specified	*0*	0%	*0*	0%	*2*	<1%
Student Status† *Based on number of students enrolled*						
ESL/ELD learners*	*9*	5%	*353*	5%	*3 118*	3%
Students with special needs (excluding gifted)*	*7*	4%	*338*	5%	*3 913*	4%
Semester/Full Year *Based on number of students enrolled*						
First-semester course	*102*	62%	*2 953*	45%	*44 087*	43%
Second-semester course	*63*	38%	*2 804*	43%	*44 267*	43%
Full-year course	*0*	0%	*799*	12%	*14 657*	14%
Language and School Background†† *Based on Student Questionnaire data*						
Number of Respondents:	*165*		*6 292*		*98 764*	
Speak only or mostly a language other than English at home	*34*	21%	*917*	15%	*8 522*	9%
Speak another language as often as English at home	*46*	28%	*1 386*	22%	*13 200*	13%
Attended three or more elementary schools from kindergarten to Grade 8	*106*	64%	*2 599*	41%	*34 728*	35%

* See the Explanation of Terms.

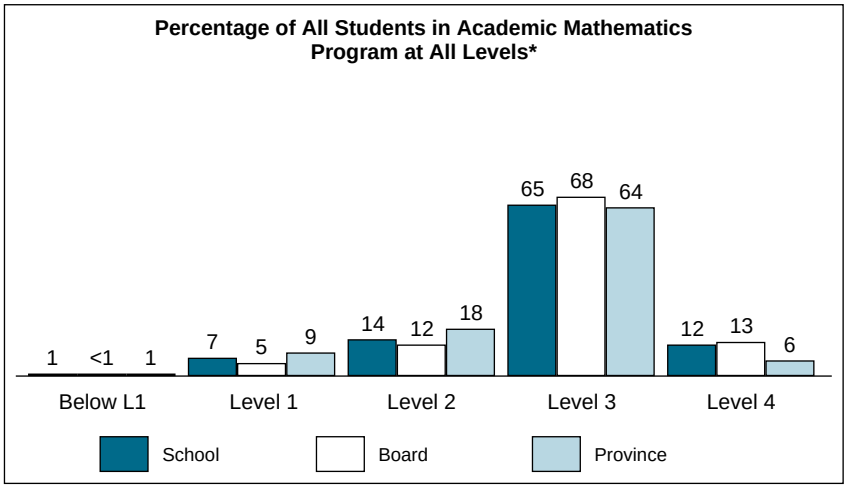
† Demographic information pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

†† 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, 2006–2007

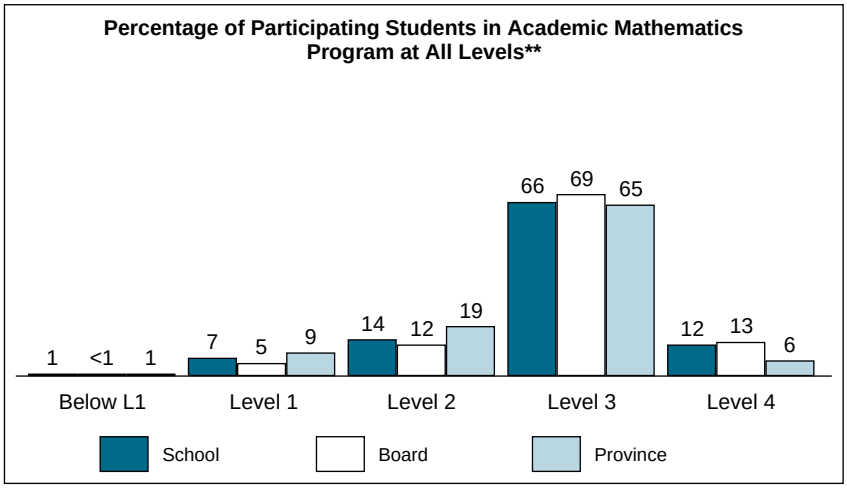
Results for All Students

All Students, 2006–2007*				
Number of Students	School *165*		Board *6 556*	Province *103 011*
	#	%	%	%
Level 4	*20*	12%	13%	6%
Level 3	*108*	65%	68%	64%
Level 2	*23*	14%	12%	18%
Level 1	*12*	7%	5%	9%
Below Level 1	*1*	1%	<1%	1%
Participating Students	*164*	99%	98%	98%
No Data✚	*1*	1%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		**78%**	**81%**	**71%**



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

Participating Students, 2006–2007**				
Number of Students	School *164*		Board *6 427*	Province *101 426*
	#	%	%	%
Level 4	*20*	12%	13%	6%
Level 3	*108*	66%	69%	65%
Level 2	*23*	14%	12%	19%
Level 1	*12*	7%	5%	9%
Below Level 1	*1*	1%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		**78%**	**83%**	**72%**



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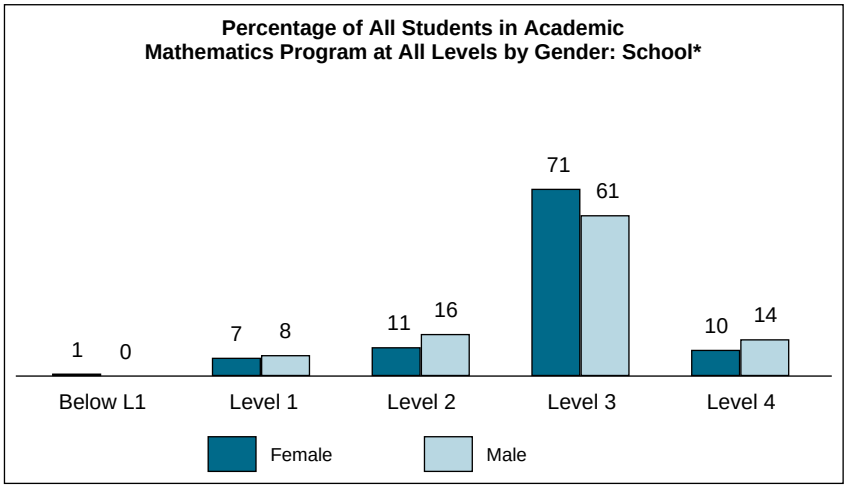
✚ Students who were coded “exempt” were placed in the “no data” category.

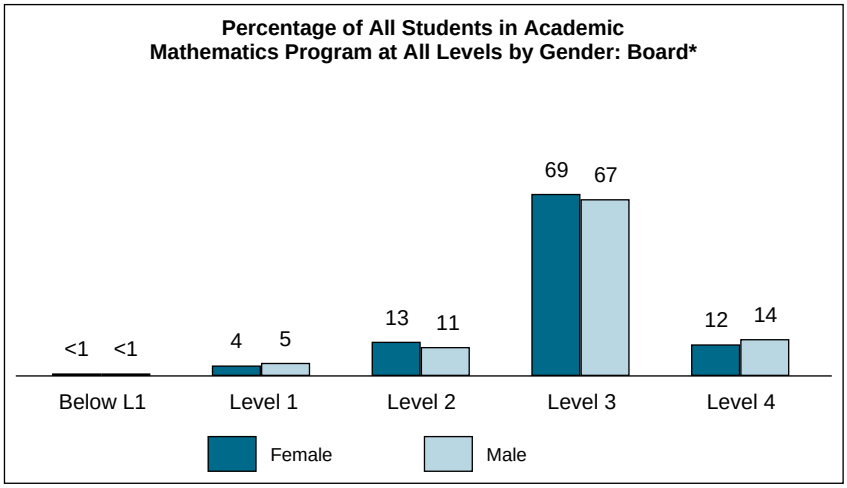
Grade 9 Academic Mathematics Program, 2006–2007

Results by Gender††

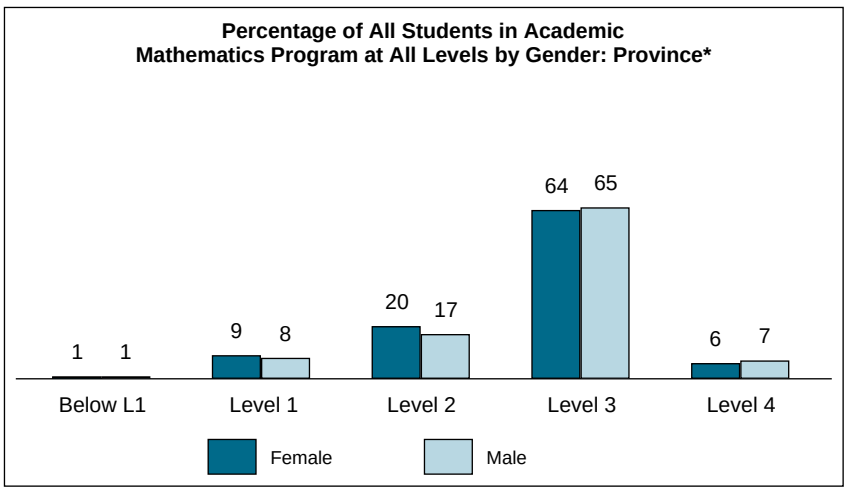
All Students, 2006–2007: School by Gender*				
Number of Students	Female *72*		Male *93*	
	#	%	#	%
Level 4	7	10%	13	14%
Level 3	51	71%	57	61%
Level 2	8	11%	15	16%
Level 1	5	7%	7	8%
Below Level 1	1	1%	0	0%
Participating Students	72	100%	92	99%
No Data✚	0	0%	1	1%
At or Above Provincial Standard (Levels 3 and 4)†		**81%**		**75%**



All Students, 2006–2007: Board by Gender*				
Number of Students	Female *3 309*		Male *3 247*	
	#	%	#	%
Level 4	409	12%	451	14%
Level 3	2 267	69%	2 176	67%
Level 2	437	13%	356	11%
Level 1	143	4%	168	5%
Below Level 1	5	<1%	15	<1%
Participating Students	3 261	99%	3 166	98%
No Data✚	48	1%	81	2%
At or Above Provincial Standard (Levels 3 and 4)†		**81%**		**81%**



All Students, 2006–2007: Province by Gender*				
Number of Students	Female *52 887*		Male *50 122*	
	#	%	#	%
Level 4	2 921	6%	3 556	7%
Level 3	33 786	64%	32 524	65%
Level 2	10 388	20%	8 591	17%
Level 1	4 695	9%	4 165	8%
Below Level 1	311	1%	489	1%
Participating Students	52 101	99%	49 325	98%
No Data✚	786	1%	797	2%
At or Above Provincial Standard (Levels 3 and 4)†		**69%**		**72%**



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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
†† Includes only students for whom gender data were available.
✚ Students who were coded "exempt" were placed in the "no data" category.

Results over Time, 2002–2003 to 2006–2007
Contextual Information for School: Applied Mathematics Program

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

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Enrolment					
Number of students in applied mathematics program	0	0	0	28	41
Number of classes with students in applied mathematics program	0	0	0	2	2
Participation in the Assessment					
Students who participated in the assessment	-	-	-	96%	100%
Participating students who received one or more accommodations	n/a	-	-	0%	7%
Participating students who received one or more special provisions	n/a	-	-	0%	2%
Students who did not complete any part of the assessment (no data)*	-	-	-	4%	0%✚✚
Students who were exempted*	-	-	-	0%	--
Gender† *Based on number of students enrolled*					
Female	-	-	-	54%	49%
Male	-	-	-	46%	51%
Gender not specified	n/a	-	-	0%	0%
Student Status† *Based on number of students enrolled*					
ESL/ELD learners*	-✚	-	-	11%	7%
Students with special needs (excluding gifted)*	-	-	-	36%	27%
Semester/Full Year *Based on number of students enrolled*					
First-semester course	-	-	-	46%	46%
Second-semester course	-	-	-	54%	54%
Full-year course	-	-	-	0%	0%
Language and School Background†† *Based on Student Questionnaire data*					
Number of Respondents:	*n/a*	*n/a*	*n/a*	*n/a*	*40*
Speak only or mostly a language other than English at home	Information not available				5%
Speak another language as often as English at home					15%
Attended three or more elementary schools from kindergarten to Grade 8					58%

* 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.

✚ The percentage of students in this group may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

✚✚ 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.

†† 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.

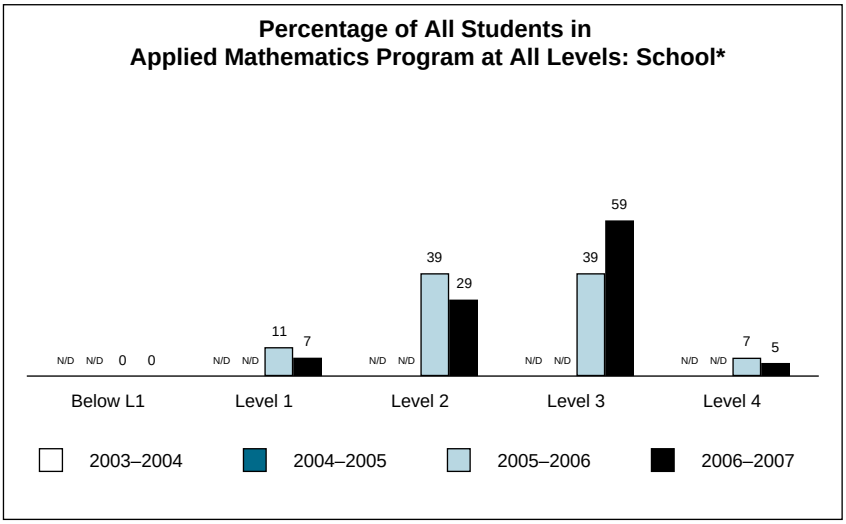
n/a Information not available.

Results over Time, 2003–2004 to 2006–2007

Applied Mathematics Program for All Students**

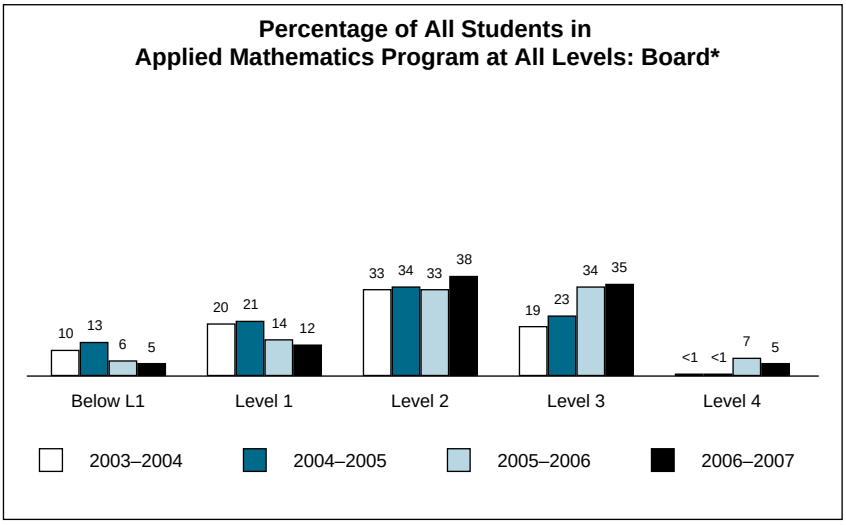
School*

Year	'03–'04	'04–'05	'05–'06	'06–'07
Number of Students	***N/D***	***N/D***	***28***	***41***
Level 4	N/D	N/D	7%	5%
Level 3	N/D	N/D	39%	59%
Level 2	N/D	N/D	39%	29%
Level 1	N/D	N/D	11%	7%
Below Level 1	N/D	N/D	0%	0%
NEIS††	N/D	---	---	---
Participating Students	N/D	N/D	96%	100%
No Data	N/D	N/D	4%	0%
Exempt✚	N/D	N/D	0%	---
At or Above Provincial Standard (Levels 3 and 4)†	N/D	N/D	46%	63%



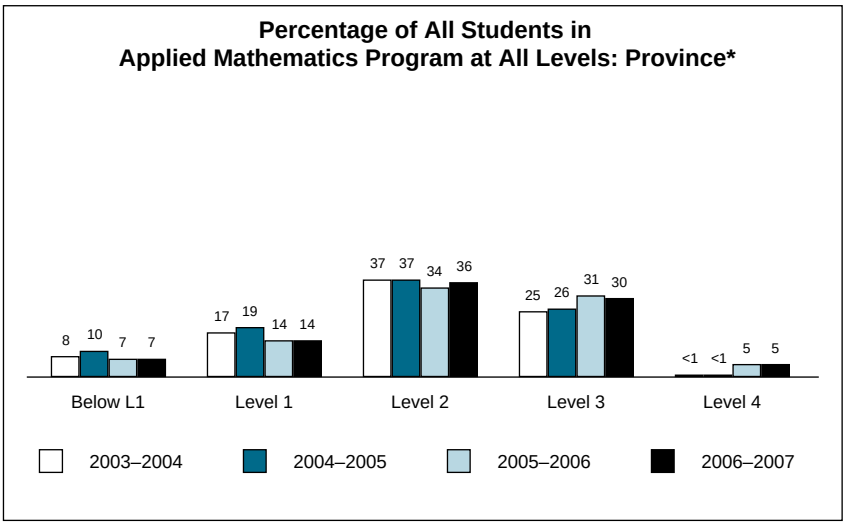
Board*

Year	'03–'04	'04–'05	'05–'06	'06–'07
Number of Students	***1 654***	***1 839***	***1 656***	***1 764***
Level 4	<1%	<1%	7%	5%
Level 3	19%	23%	34%	35%
Level 2	33%	34%	33%	38%
Level 1	20%	21%	14%	12%
Below Level 1	10%	13%	6%	5%
NEIS††	7%	---	---	---
Participating Students	90%	91%	93%	94%
No Data	8%	6%	4%	6%
Exempt✚	3%	3%	3%	---
At or Above Provincial Standard (Levels 3 and 4)†	20%	23%	41%	39%



Province*

Year	'03–'04	'04–'05	'05–'06	'06–'07
Number of Students	***50 430***	***51 155***	***50 687***	***49 056***
Level 4	<1%	<1%	5%	5%
Level 3	25%	26%	31%	30%
Level 2	37%	37%	34%	36%
Level 1	17%	19%	14%	14%
Below Level 1	8%	10%	7%	7%
NEIS††	5%	---	---	---
Participating Students	92%	93%	90%	91%
No Data	6%	6%	8%	9%
Exempt✚	1%	1%	2%	---
At or Above Provincial Standard (Levels 3 and 4)†	26%	27%	35%	35%



* 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 2004–2005 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.

†† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.

✚ 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, 2002–2003 to 2006–2007
Contextual Information for School: Academic Mathematics Program

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

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007
Enrolment					
Number of students in academic mathematics program	0	0	0	174	165
Number of classes with students in academic mathematics program	0	0	0	6	6
Participation in the Assessment					
Students who participated in the assessment	-	-	-	100%	99%
Participating students who received one or more accommodations	n/a	-	-	0%	3%
Participating students who received one or more special provisions	n/a	-	-	0%	4%
Students who did not complete any part of the assessment (no data)*	-	-	-	0%	1%✚✚
Students who were exempted*	-	-	-	0%	--
Gender† *Based on number of students enrolled*					
Female	-	-	-	43%	44%
Male	-	-	-	57%	56%
Gender not specified	n/a	-	-	0%	0%
Student Status† *Based on number of students enrolled*					
ESL/ELD learners*	-✚	-	-	8%	5%
Students with special needs (excluding gifted)*	-	-	-	3%	4%
Semester/Full Year *Based on number of students enrolled*					
First-semester course	-	-	-	45%	62%
Second-semester course	-	-	-	55%	38%
Full-year course	-	-	-	0%	0%
Language and School Background†† *Based on Student Questionnaire data*					
Number of Respondents:	*n/a*	*n/a*	*n/a*	*n/a*	*165*
Speak only or mostly a language other than English at home	Information not available				21%
Speak another language as often as English at home					28%
Attended three or more elementary schools from kindergarten to Grade 8					64%

* 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.

✚ The percentage of students in this group may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

✚✚ 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.

†† 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.

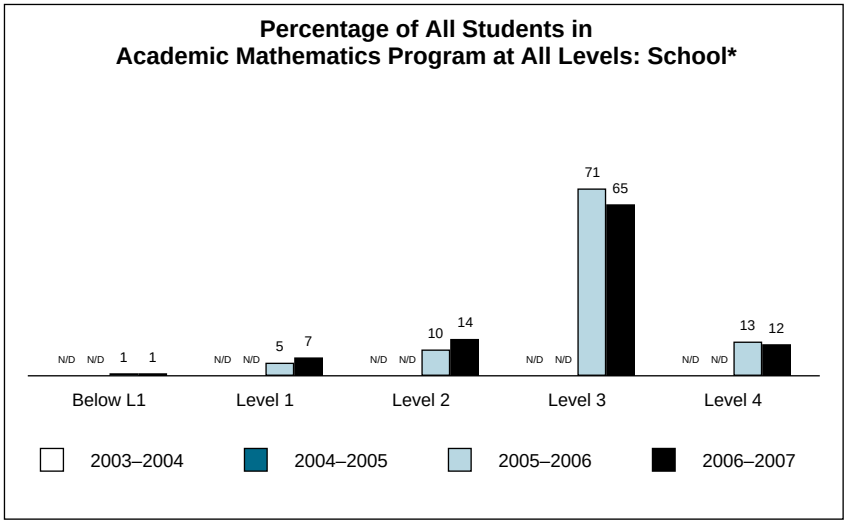
n/a Information not available.

Results over Time, 2003–2004 to 2006–2007

Academic Mathematics Program for All Students

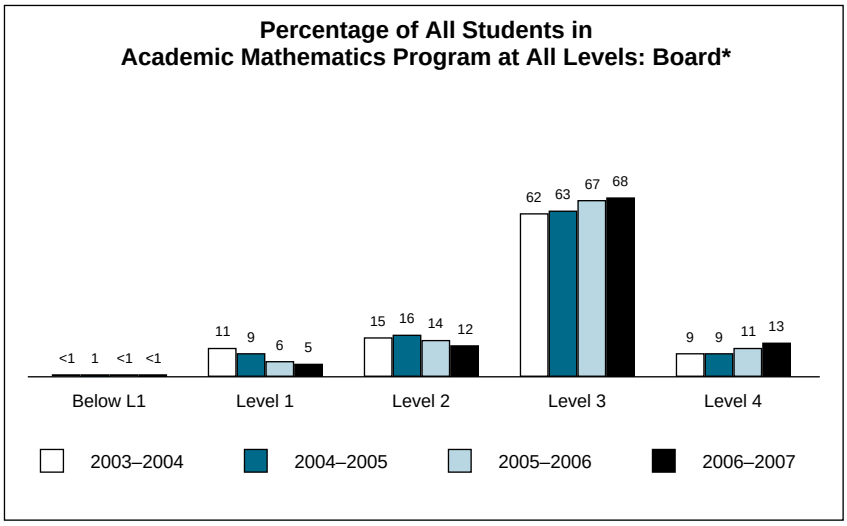
School*

Year	'03–'04	'04–'05	'05–'06	'06–'07
Number of Students	***N/D***	***N/D***	***174***	***165***
Level 4	N/D	N/D	13%	12%
Level 3	N/D	N/D	71%	65%
Level 2	N/D	N/D	10%	14%
Level 1	N/D	N/D	5%	7%
Below Level 1	N/D	N/D	1%	1%
NEIS††	N/D	---	---	---
Participating Students	N/D	N/D	100%	99%
No Data	N/D	N/D	0%	1%
Exempt✚	N/D	N/D	0%	---
At or Above Provincial Standard (Levels 3 and 4)†	N/D	N/D	83%	78%



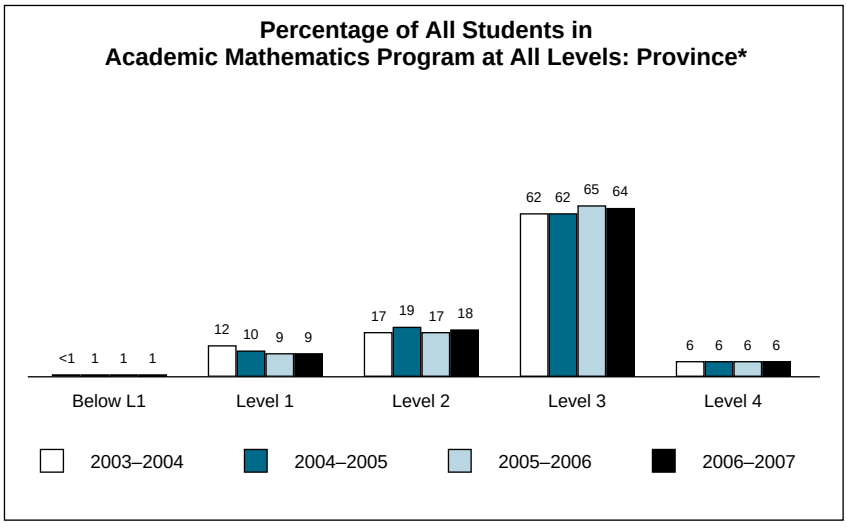
Board*

Year	'03–'04	'04–'05	'05–'06	'06–'07
Number of Students	***6 460***	***6 820***	***6 589***	***6 556***
Level 4	9%	9%	11%	13%
Level 3	62%	63%	67%	68%
Level 2	15%	16%	14%	12%
Level 1	11%	9%	6%	5%
Below Level 1	<1%	1%	<1%	<1%
NEIS††	1%	---	---	---
Participating Students	97%	98%	98%	98%
No Data	1%	1%	1%	2%
Exempt✚	2%	1%	1%	---
At or Above Provincial Standard (Levels 3 and 4)†	71%	72%	78%	81%



Province*

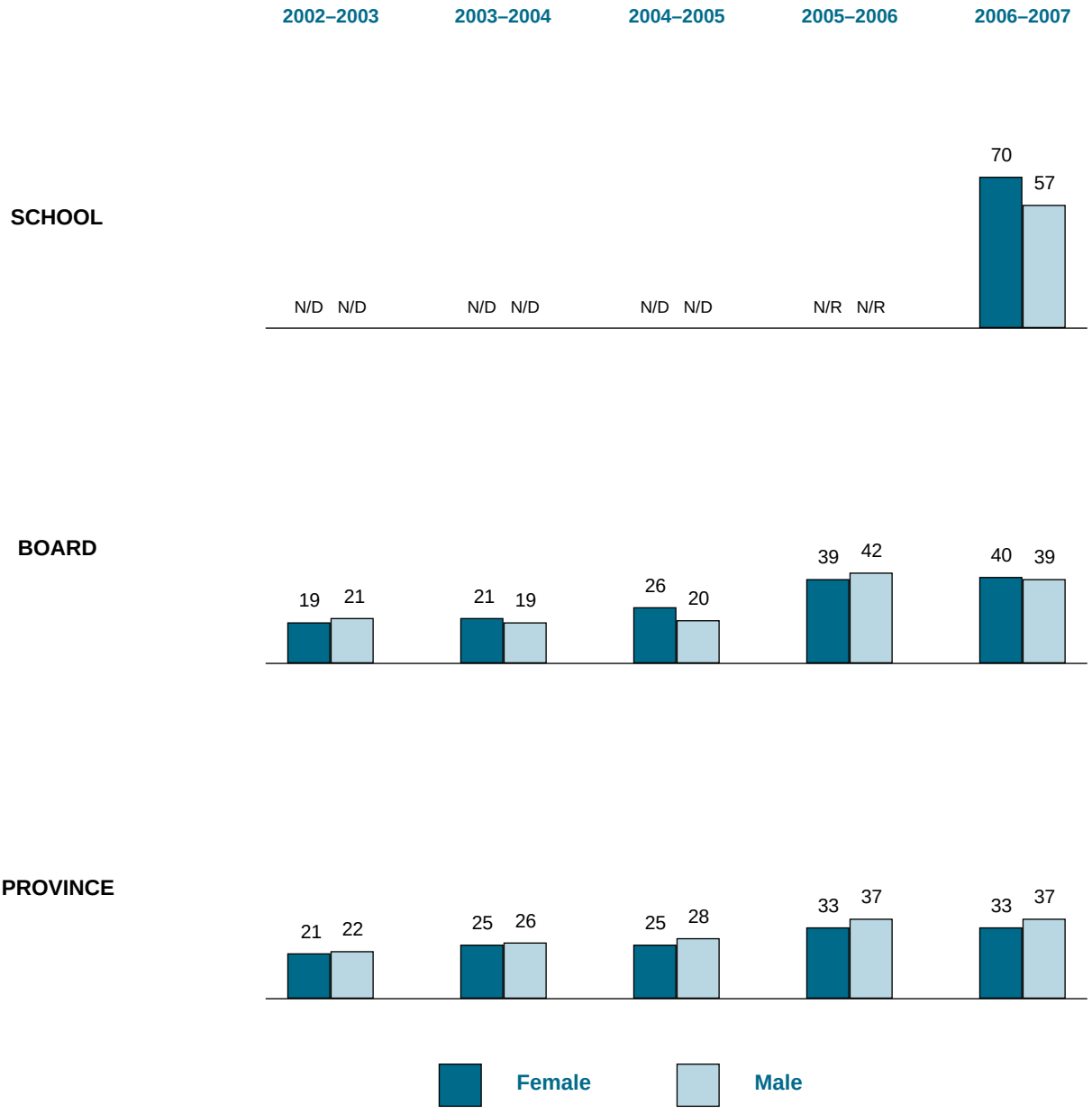
Year	'03–'04	'04–'05	'05–'06	'06–'07
Number of Students	***102 923***	***104 100***	***103 412***	***103 011***
Level 4	6%	6%	6%	6%
Level 3	62%	62%	65%	64%
Level 2	17%	19%	17%	18%
Level 1	12%	10%	9%	9%
Below Level 1	<1%	1%	1%	1%
NEIS††	1%	---	---	---
Participating Students	99%	99%	98%	98%
No Data	1%	1%	1%	2%
Exempt✚	<1%	<1%	<1%	---
At or Above Provincial Standard (Levels 3 and 4)†	68%	68%	71%	71%



* 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.
†† The NEIS category was eliminated in 2004–2005. See the Explanation of Terms.
✚ 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†

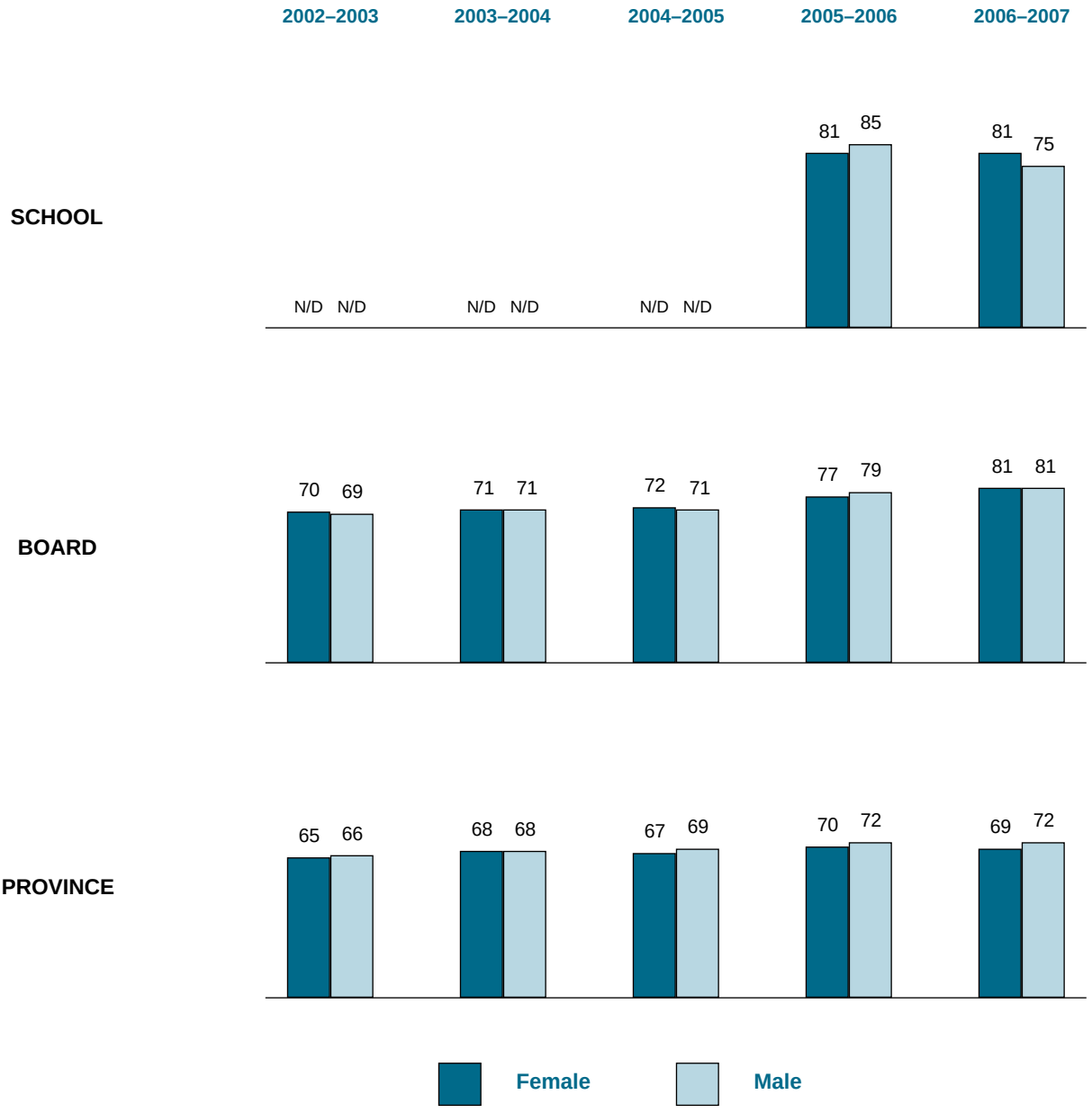
	2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	*0*	*0*	*0*	*0*	*0*	*0*	*15*	*13*	*20*	*21*
Board	*692*	*935*	*721*	*901*	*810*	*986*	*735*	*921*	*759*	*1 005*
Province	*21 387*	*26 625*	*22 292*	*27 223*	*22 371*	*27 413*	*22 884*	*27 802*	*22 126*	*26 926*

† Includes only students for whom gender data were available.

***** Note that significant revisions were made to applied program courses in 2004–2005 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†

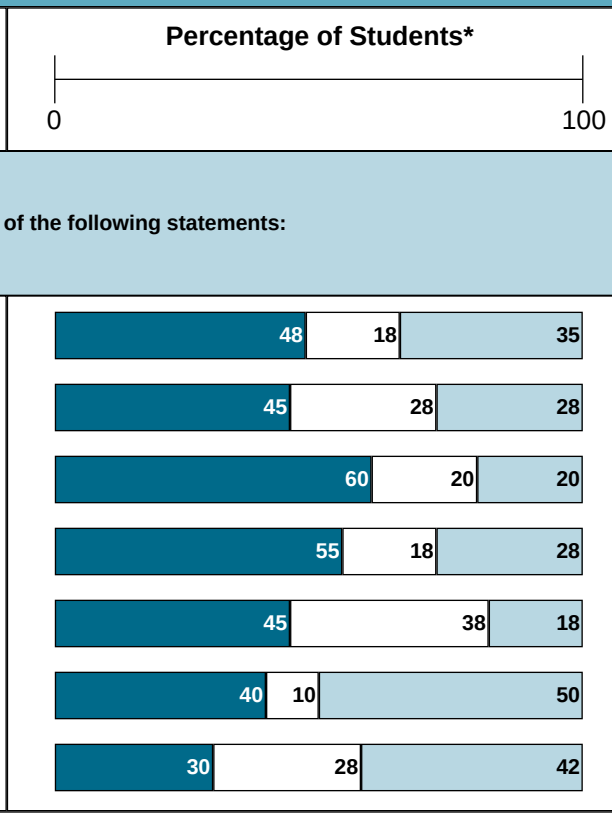
	2002–2003		2003–2004		2004–2005		2005–2006		2006–2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	*0*	*0*	*0*	*0*	*0*	*0*	*75*	*99*	*72*	*93*
Board	*3 084*	*3 138*	*3 200*	*3 242*	*3 408*	*3 379*	*3 284*	*3 304*	*3 309*	*3 247*
Province	*51 352*	*48 750*	*52 104*	*49 916*	*52 030*	*50 129*	*53 183*	*50 228*	*52 887*	*50 122*

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2006–2007, Applied Program

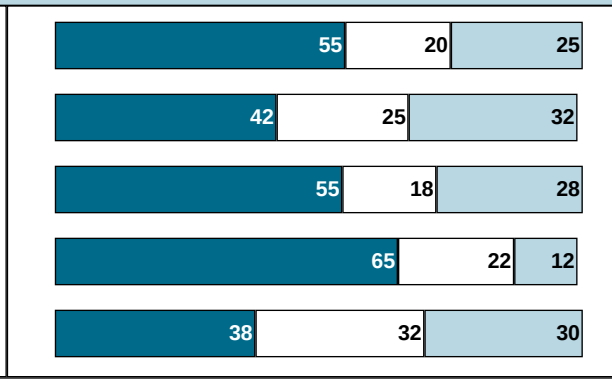
STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *40*)

1. Degree to which students "agree" or "disagree" with each of the following statements:



Questionnaire Item	Number of Students Who Answered "Strongly Agree or Agree"
I like mathematics.	*19*
I am good at mathematics.	*18*
I understand most of the mathematics I am taught.	*24*
The mathematics I learn now is very useful for everyday life.	*22*
I need to keep taking mathematics for the kind of job I want after I leave school.	*18*
Mathematics is boring.	*16*
Mathematics is an easy subject.	*12*

2. How "easy" or "hard" students find mathematics questions that deal with the following:



	Number of Students Who Answered "Very Easy or Easy"
number sense (e.g., operations with integers, rational numbers, exponents)	*22*
algebra (e.g., solving equations, simplifying expressions with polynomials)	*17*
linear relations (e.g., scatter plots, lines of best fit)	*22*
measurement (e.g., perimeter, surface area, volume)	*26*
geometry (e.g., angles, quadrilaterals)	*15*

* 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, 2006–2007, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *40*)

Questionnaire Item	Percentage of Students* (0 – 100)	
3. Students have the following *at home* to use for mathematics school work:		***Number of Students Who Answered "Yes"***
a computer	Yes 42 / No 58	*17*
a scientific calculator	Yes 58 / No 42	*23*
a graphing calculator	Yes 100	*0*
	Yes ***No***	
4. Amount of time students *usually* spend on mathematics homework (in or out of school) on any given day:		***Number of Students***
more than 45 minutes	15	*6*
between 31 and 45 minutes	18	*7*
30 minutes or less	45	*18*
mathematics homework not usually assigned	22	*9*
5. How often students complete all of their mathematics homework:		***Number of Students***
never or seldom	2	*1*
sometimes	30	*12*
often or always	68	*27*
6. How often students have been absent from their Grade 9 mathematics class this year:		***Number of Students***
never	15	*6*
one to four times	62	*25*
five to nine times	15	*6*
10 or more times	5	*2*

* 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, 2006–2007, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *40*)

Questionnaire Item	Percentage of Students* (0 – 100)	
7. How often students have been late for their Grade 9 mathematics class this year:		***Number of Students***
never	35	*14*
one to four times	45	*18*
five to nine times	15	*6*
10 or more times	5	*2*
8. Language(s) students speak at home:		***Number of Students***
only or mostly English	80	*32*
another language (or languages) as often as English	15	*6*
only or mostly another language (or other languages)	5	*2*
9. Number of elementary schools (kindergarten to Grade 8) attended:		***Number of Students***
one or two schools	42	*17*
three schools	22	*9*
four schools	22	*9*
five schools or more	12	*5*

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

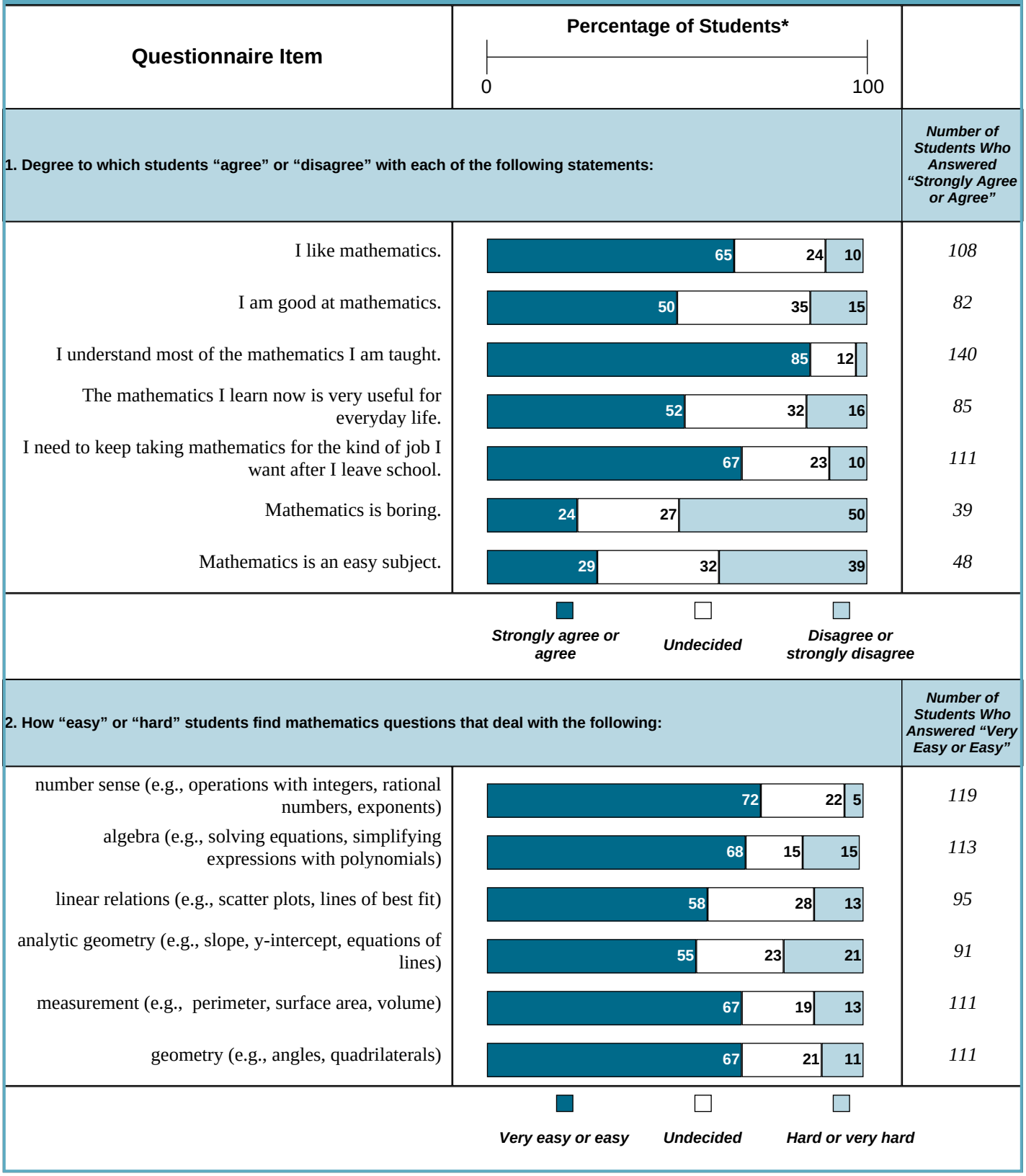
Grade 9 Assessment of Mathematics, 2006–2007, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 40)	Female* (# = 20)	Male* (# = 20)	All Students (# = 1 602)	Female* (# = 706)	Male* (# = 896)	All Students (# = 42 804)	Female* (# = 19 453)	Male* (# = 23 351)
Percentage of students indicating that they "strongly agree" or "agree" with each of the following statements:									
I like mathematics.	**48%**	45%	50%	**34%**	25%	41%	**34%**	28%	40%
I am good at mathematics.	**45%**	35%	55%	**34%**	27%	39%	**34%**	25%	41%
I understand most of the mathematics I am taught.	**60%**	60%	60%	**64%**	59%	68%	**61%**	57%	65%
The mathematics I learn now is very useful for everyday life.	**55%**	45%	65%	**42%**	39%	44%	**40%**	36%	42%
I need to keep taking mathematics for the kind of job I want after I leave school.	**45%**	25%	65%	**42%**	37%	47%	**43%**	38%	46%
Mathematics is boring.	**40%**	45%	35%	**42%**	42%	41%	**43%**	44%	41%
Mathematics is an easy subject.	**30%**	20%	40%	**21%**	16%	25%	**22%**	16%	26%
Percentage of students indicating that the following are "very easy" or "easy":									
number sense	**55%**	50%	60%	**51%**	47%	54%	**46%**	43%	49%
algebra	**42%**	35%	50%	**45%**	46%	45%	**42%**	43%	42%
linear relations	**55%**	45%	65%	**59%**	59%	58%	**61%**	59%	61%
measurement	**65%**	60%	70%	**63%**	60%	65%	**64%**	63%	65%
geometry	**38%**	30%	45%	**43%**	37%	47%	**42%**	37%	46%
Percentage of students indicating they have the following *at home* to use for mathematics school work:									
a computer	**42%**	40%	45%	**43%**	42%	43%	**42%**	43%	42%
a scientific calculator	**58%**	65%	50%	**81%**	86%	77%	**72%**	76%	70%
a graphing calculator	**0%**	0%	0%	**9%**	7%	10%	**8%**	7%	9%
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	**45%**	35%	55%	**47%**	48%	45%	**46%**	45%	47%
more than 30 minutes	**32%**	45%	20%	**39%**	39%	39%	**35%**	38%	31%
mathematics homework not usually assigned	**22%**	20%	25%	**13%**	11%	15%	**18%**	15%	19%
Percentage of students indicating they complete all of their mathematics homework									
never or seldom.	**2%**	5%	0%	**16%**	12%	18%	**16%**	13%	18%
sometimes, often or always.	**98%**	95%	100%	**83%**	86%	80%	**82%**	85%	80%
Percentage of students indicating they have been absent from their mathematics class this year									
four times or less.	**78%**	85%	70%	**68%**	66%	70%	**59%**	57%	61%
five times or more.	**20%**	15%	25%	**30%**	33%	28%	**39%**	42%	38%
Percentage of students indicating how often they have been late for their mathematics class this year									
four times or less.	**80%**	75%	85%	**69%**	68%	70%	**70%**	71%	69%
five times or more.	**20%**	25%	15%	**30%**	31%	29%	**28%**	27%	29%
Percentage of students indicating that they speak the following language(s) at home:									
only or mostly English	**80%**	75%	85%	**75%**	75%	74%	**82%**	82%	81%
another language (or languages) as often as English	**15%**	15%	15%	**16%**	16%	17%	**10%**	11%	10%
only or mostly another language (or other languages)	**5%**	10%	0%	**8%**	7%	8%	**6%**	5%	7%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	**58%**	55%	60%	**43%**	45%	42%	**40%**	41%	40%

* Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2006–2007, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *165*)



* 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, 2006–2007, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *165*)

Questionnaire Item	Percentage of Students* (0 – 100)	
3. Students have the following *at home* to use for mathematics school work:		***Number of Students Who Answered "Yes"***
a computer	61 / 39	*101*
a scientific calculator	88 / 12	*146*
a graphing calculator	7 / 93	*11*
	Yes / ***No***	
4. Amount of time students *usually* spend on mathematics homework (in or out of school) on any given day:		***Number of Students***
more than 45 minutes	23	*38*
between 31 and 45 minutes	38	*62*
30 minutes or less	37	*61*
mathematics homework not usually assigned	2	*3*
5. How often students complete all of their mathematics homework:		***Number of Students***
never or seldom	6	*10*
sometimes	19	*31*
often or always	74	*122*
6. How often students have been absent from their Grade 9 mathematics class this year:		***Number of Students***
never	25	*42*
one to four times	61	*101*
five to nine times	10	*16*
10 or more times	2	*3*

* 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, 2006–2007, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *165*)

Questionnaire Item	Percentage of Students* (0 – 100)	
7. How often students have been late for their Grade 9 mathematics class this year:		***Number of Students***
never	59	*97*
one to four times	34	*56*
five to nine times	4	*6*
10 or more times	2	*3*
8. Language(s) students speak at home:		***Number of Students***
only or mostly English	50	*82*
another language (or languages) as often as English	28	*46*
only or mostly another language (or other languages)	21	*34*
9. Number of elementary schools (kindergarten to Grade 8) attended:		***Number of Students***
one or two schools	34	*56*
three schools	25	*41*
four schools	21	*34*
five schools or more	19	*31*

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

Grade 9 Assessment of Mathematics, 2006–2007, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 165)	Female* (# = 72)	Male* (# = 93)	All Students (# = 6 292)	Female* (# = 3 197)	Male* (# = 3 095)	All Students (# = 98 764)	Female* (# = 50 835)	Male* (# = 47 929)
Percentage of students indicating that they "strongly agree" or "agree" with each of the following statements:									
I like mathematics.	**65%**	60%	70%	**55%**	50%	61%	**52%**	47%	57%
I am good at mathematics.	**50%**	50%	49%	**51%**	44%	57%	**50%**	43%	57%
I understand most of the mathematics I am taught.	**85%**	83%	86%	**74%**	71%	77%	**71%**	67%	74%
The mathematics I learn now is very useful for everyday life.	**52%**	43%	58%	**39%**	36%	42%	**36%**	33%	39%
I need to keep taking mathematics for the kind of job I want after I leave school.	**67%**	67%	68%	**57%**	53%	61%	**55%**	53%	58%
Mathematics is boring.	**24%**	17%	29%	**28%**	28%	29%	**31%**	31%	32%
Mathematics is an easy subject.	**29%**	24%	33%	**29%**	23%	34%	**27%**	22%	32%
Percentage of students indicating that the following are "very easy" or "easy":									
number sense	**72%**	64%	78%	**69%**	66%	73%	**67%**	64%	70%
algebra	**68%**	68%	69%	**64%**	65%	63%	**60%**	61%	59%
linear relations	**58%**	51%	62%	**53%**	49%	56%	**48%**	45%	51%
analytic geometry	**55%**	54%	56%	**47%**	43%	50%	**41%**	38%	44%
measurement	**67%**	60%	73%	**76%**	73%	78%	**75%**	73%	77%
geometry	**67%**	65%	69%	**64%**	62%	67%	**63%**	60%	67%
Percentage of students indicating they have the following *at home* to use for mathematics school work:									
a computer	**61%**	62%	60%	**54%**	56%	53%	**52%**	54%	51%
a scientific calculator	**88%**	88%	89%	**90%**	91%	88%	**86%**	88%	83%
a graphing calculator	**7%**	4%	9%	**7%**	6%	9%	**9%**	8%	9%
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%**	19%	51%	**38%**	32%	45%	**38%**	32%	44%
more than 30 minutes	**61%**	78%	47%	**59%**	67%	52%	**58%**	65%	51%
mathematics homework not usually assigned	**2%**	3%	1%	**2%**	1%	3%	**3%**	2%	4%
Percentage of students indicating they complete all of their mathematics homework									
never or seldom.	**6%**	7%	5%	**12%**	7%	16%	**12%**	9%	15%
sometimes, often or always.	**93%**	93%	92%	**87%**	92%	83%	**87%**	90%	84%
Percentage of students indicating they have been absent from their mathematics class this year									
four times or less.	**87%**	92%	83%	**81%**	81%	81%	**73%**	72%	74%
five times or more.	**12%**	8%	14%	**18%**	18%	17%	**25%**	26%	24%
Percentage of students indicating how often they have been late for their mathematics class this year									
four times or less.	**93%**	97%	89%	**84%**	86%	83%	**84%**	86%	83%
five times or more.	**5%**	3%	8%	**15%**	13%	16%	**14%**	13%	15%
Percentage of students indicating that they speak the following language(s) at home:									
only or mostly English	**50%**	61%	41%	**62%**	63%	61%	**77%**	77%	76%
another language (or languages) as often as English	**28%**	28%	28%	**22%**	23%	21%	**13%**	14%	13%
only or mostly another language (or other languages)	**21%**	11%	28%	**15%**	13%	17%	**9%**	8%	10%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	**64%**	65%	63%	**41%**	41%	42%	**35%**	35%	35%

* Includes only students for whom gender data were available.

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 *The Ontario Curriculum, Grades 9 and 10*: *Mathematics*, 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 *above* the provincial standard.
Level 3 (70-79%)	The student has demonstrated a high level of achievement. Achievement is *at* the provincial standard.
Level 2 (60-69%)	The student has demonstrated some of the required knowledge and skills. Achievement is *below, but approaching*, the provincial standard.
Level 1 (50-59%)	The student has demonstrated a passable level of achievement. Achievement is *below* the provincial standard.
Below Level 1	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
NEIS	"Not Enough Information to Score" is a category that was eliminated in 2004–2005. Students now are assigned a level based on the work they submitted, with unanswered questions treated as incorrect.
No Data	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	In 2006–2007, students who were coded "exempt" were placed in the "no data" category.
ESL/ELD	English as a second language (ESL)/English literacy development (ELD) are students identified by the school as ESL/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	Used in tables and graphs to indicate that there were no students in the grade or program for the years specified.