



# School Report



## Grade 9 Assessment of Mathematics, 2007–2008

**School: Pierre Elliott Trudeau HS (894672)**

**Board: York Region DSB (66095)**

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

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

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

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

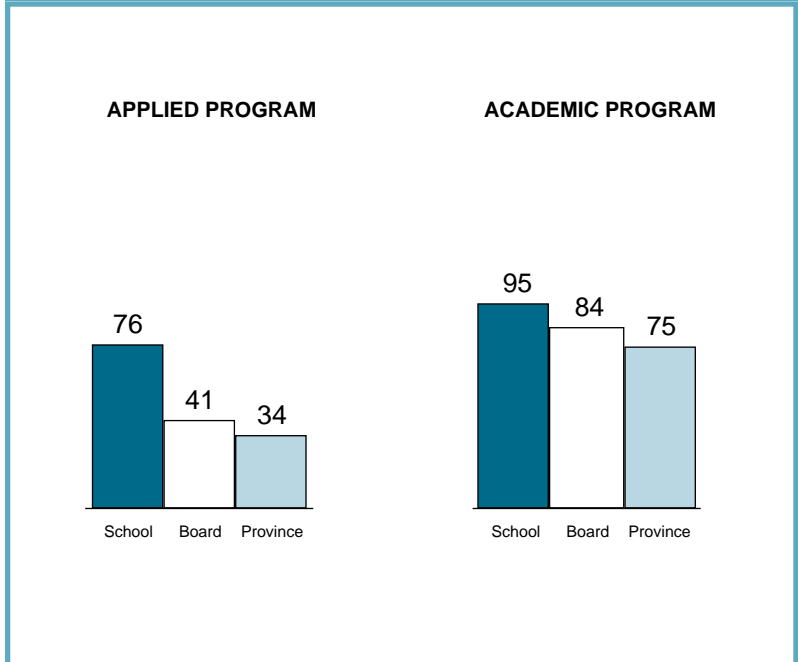
I trust that this report will help parents, educators and all who are committed to a strong public education system work together so that all students continue to achieve to the best of their abilities.

Sincerely,

*Marguerite Jackson*  
 Chief Executive Officer  
 Education Quality and Accountability Office

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



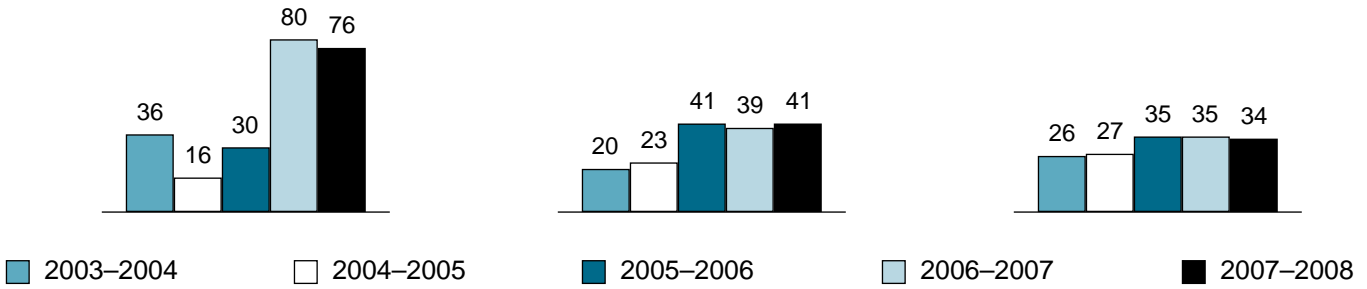
**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME**

**APPLIED MATHEMATICS\***

**School**

**Board**

**Province**



	<b>Total Number of Students</b>				
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
School	36	44	27	30	21
Board	1 654	1 839	1 656	1 764	1 821
Province	50 430	51 155	50 687	49 056	47 817

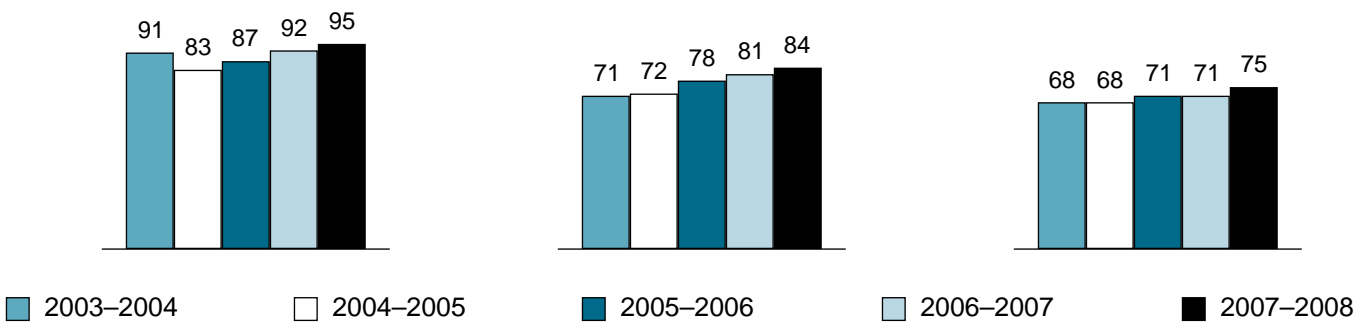
\* Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

**ACADEMIC MATHEMATICS**

**School**

**Board**

**Province**



	<b>Total Number of Students</b>				
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
School	211	288	241	268	225
Board	6 460	6 820	6 589	6 556	6 786
Province	102 923	104 100	103 412	103 011	100 823

## TIPS

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

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



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



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



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



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



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

## ABOUT THIS SCHOOL OR BOARD REPORT

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

### This report includes

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

### Specifically, you will find

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

## HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between this school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for applied and academic mathematics.
  - Are these results consistent with what you would expect?
  - How do the school results compare to the board and province; the board results compare to the province?
  - How do these results compare over time? Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).
  - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to the school or board staff about the goals for school improvement related to mathematics.

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

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

## Grade 9 Applied Mathematics Program, 2007–2008

## Contextual Information

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

	School		Board		Province	
<b>Enrolment</b>						
Number of students in applied mathematics program	21		1 821		47 817	
Number of classes with students in applied mathematics program	2		132		2 922	
Number of schools with applied mathematics classes	Not applicable		31		709	
<b>Number    Percent    Number    Percent    Number    Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	21	100%	1 764	97%	44 585	93%
Participating students who received one or more accommodations	9	43%	510	29%	8 284	19%
Participating students who received one or more special provisions	0	0%	116	7%	866	2%
Students who did not complete any part of the assessment (no data)*	0	0%	57	3%	3 232	7%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	8	38%	822	45%	21 626	45%
Male	13	62%	998	55%	26 182	55%
Gender not specified	0	0%	1	<1%	9	<1%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	0	0%	176	10%	2 266	5%
Students with special needs (excluding gifted)*	11	52%	769	42%	13 531	28%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	11	52%	842	46%	21 221	44%
Second-semester course	10	48%	838	46%	21 385	45%
Full-year course	0	0%	141	8%	5 211	11%
<b>Language and School Background<sup>††</sup></b>						
<i>Based on Student Questionnaire data</i>						
	Number of Respondents:		21		1 713	
					42 625	
Speak only or mostly a language other than English at home	6	29%	189	11%	2 750	6%
Speak another language as often as English at home	7	33%	278	16%	4 673	11%
Attended three or more elementary schools from kindergarten to Grade 8	13	62%	728	42%	17 106	40%

\* See the Explanation of Terms.

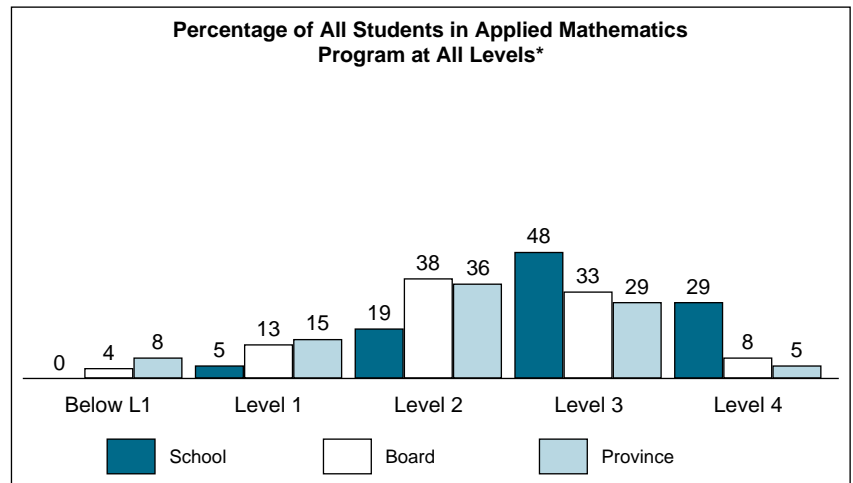
† Demographic information pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

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

## Grade 9 Applied Mathematics Program, 2007–2008

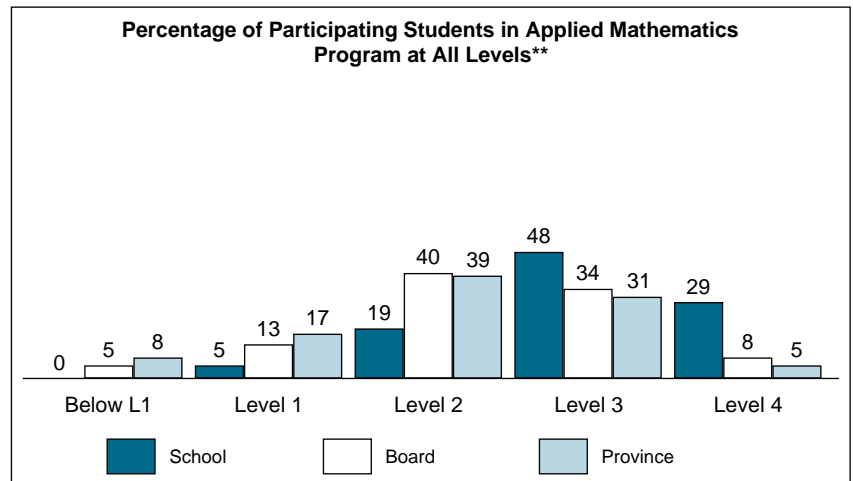
### Results for All Students

All Students, 2007–2008*				
Number of Students	School 21		Board 1 821	Province 47 817
	#	%	%	%
Level 4	6	29%	8%	5%
Level 3	10	48%	33%	29%
Level 2	4	19%	38%	36%
Level 1	1	5%	13%	15%
Below Level 1	0	0%	4%	8%
Participating Students	21	100%	97%	93%
No Data	0	0%	3%	7%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>76%</b>	<b>41%</b>	<b>34%</b>



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

Participating Students, 2007–2008**				
Number of Students	School 21		Board 1 764	Province 44 585
	#	%	%	%
Level 4	6	29%	8%	5%
Level 3	10	48%	34%	31%
Level 2	4	19%	40%	39%
Level 1	1	5%	13%	17%
Below Level 1	0	0%	5%	8%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>76%</b>	<b>42%</b>	<b>37%</b>



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

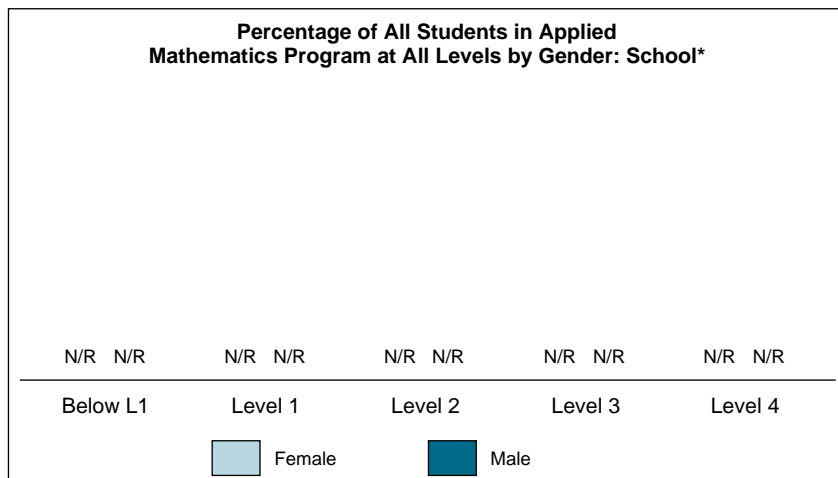
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

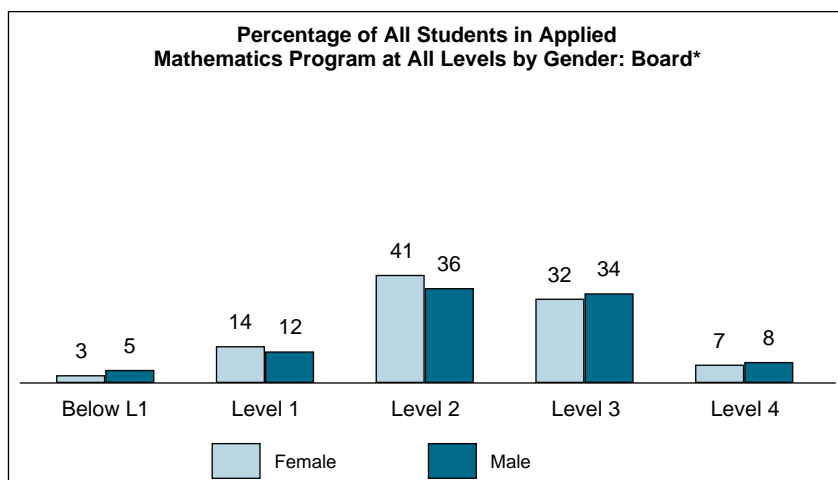
## Grade 9 Applied Mathematics Program, 2007–2008

### Results by Gender††

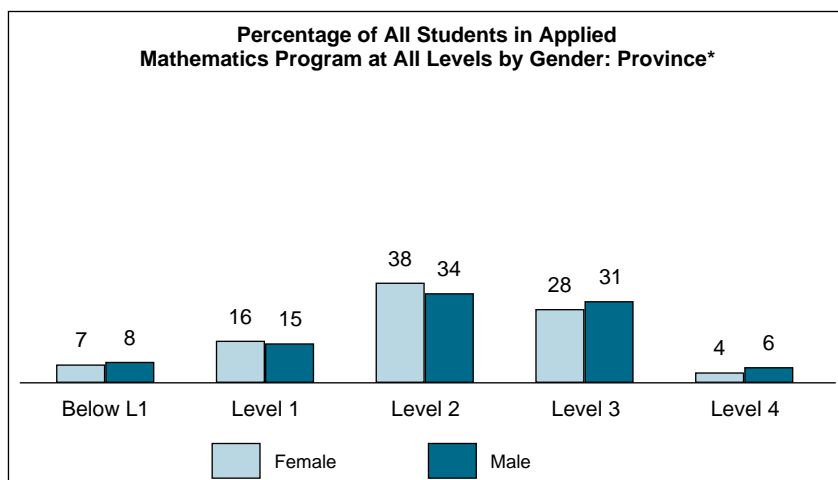
All Students, 2007–2008: School by Gender*				
Number of Students	Female N/R		Male N/R	
	#	%	#	%
Level 4	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R
Below Level 1	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>N/R</b>		<b>N/R</b>	



All Students, 2007–2008: Board by Gender*				
Number of Students	Female 822		Male 998	
	#	%	#	%
Level 4	60	7%	84	8%
Level 3	265	32%	340	34%
Level 2	335	41%	362	36%
Level 1	112	14%	124	12%
Below Level 1	28	3%	53	5%
Participating Students	800	97%	963	96%
No Data	22	3%	35	4%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>40%</b>		<b>42%</b>	



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



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

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

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

## Grade 9 Academic Mathematics Program, 2007–2008

## Contextual Information

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

	School		Board		Province	
<b>Enrolment</b>						
Number of students in academic mathematics program	225		6 786		100 823	
Number of classes with students in academic mathematics program	8		249		4 116	
Number of schools with academic mathematics classes	Not applicable		30		686	
<b>Number Percent Number Percent Number Percent</b>						
<b>Participation in the Assessment</b>						
Students who participated in the assessment	224	100%	6 741	99%	99 791	99%
Participating students who received one or more accommodations	7	3%	338	5%	2 678	3%
Participating students who received one or more special provisions	12	5%	374	6%	1 463	1%
Students who did not complete any part of the assessment (no data)*	1	<1%	45	1%	1 032	1%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	113	50%	3 292	49%	51 367	51%
Male	112	50%	3 494	51%	49 452	49%
Gender not specified	0	0%	0	0%	4	<1%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	12	5%	618	9%	3 536	4%
Students with special needs (excluding gifted)*	9	4%	403	6%	4 304	4%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	98	44%	3 031	45%	43 692	43%
Second-semester course	127	56%	3 221	47%	43 076	43%
Full-year course	0	0%	534	8%	14 055	14%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
Number of Respondents:		223	6 584		97 060	
Speak only or mostly a language other than English at home	48	22%	1 038	16%	8 608	9%
Speak another language as often as English at home	72	32%	1 502	23%	13 524	14%
Attended three or more elementary schools from kindergarten to Grade 8	112	50%	2 716	41%	34 377	35%

\* See the Explanation of Terms.

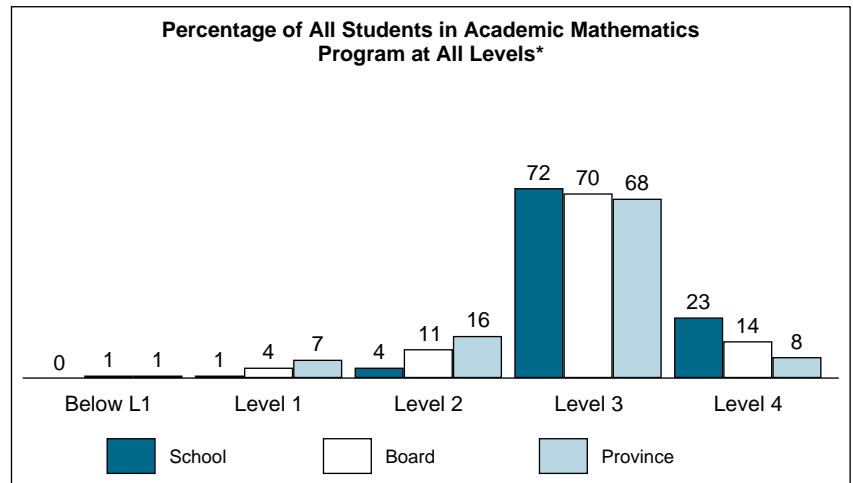
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## Grade 9 Academic Mathematics Program, 2007–2008

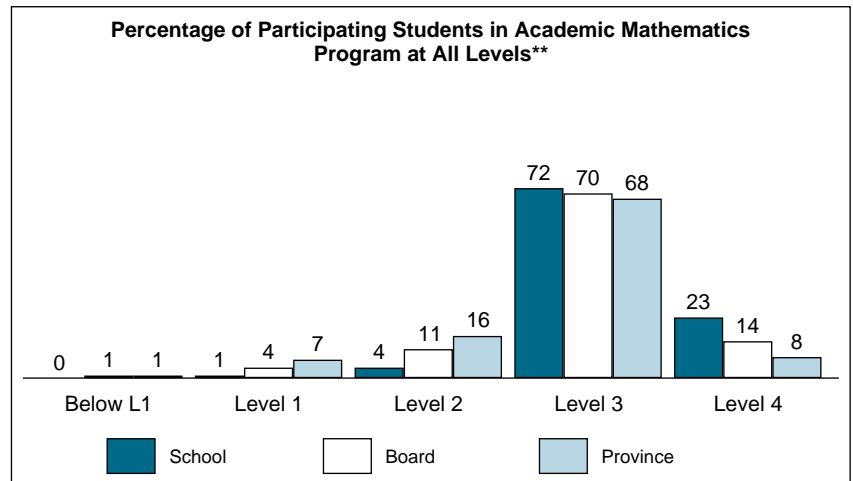
### Results for All Students

All Students, 2007–2008*				
Number of Students	School 225		Board 6 786	Province 100 823
	#	%	%	%
Level 4	52	23%	14%	8%
Level 3	162	72%	70%	68%
Level 2	8	4%	11%	16%
Level 1	2	1%	4%	7%
Below Level 1	0	0%	1%	1%
Participating Students	224	100%	99%	99%
No Data	1	<1%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>95%</b>	<b>84%</b>	<b>75%</b>



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

Participating Students, 2007–2008**				
Number of Students	School 224		Board 6 741	Province 99 791
	#	%	%	%
Level 4	52	23%	14%	8%
Level 3	162	72%	70%	68%
Level 2	8	4%	11%	16%
Level 1	2	1%	4%	7%
Below Level 1	0	0%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>96%</b>	<b>84%</b>	<b>76%</b>



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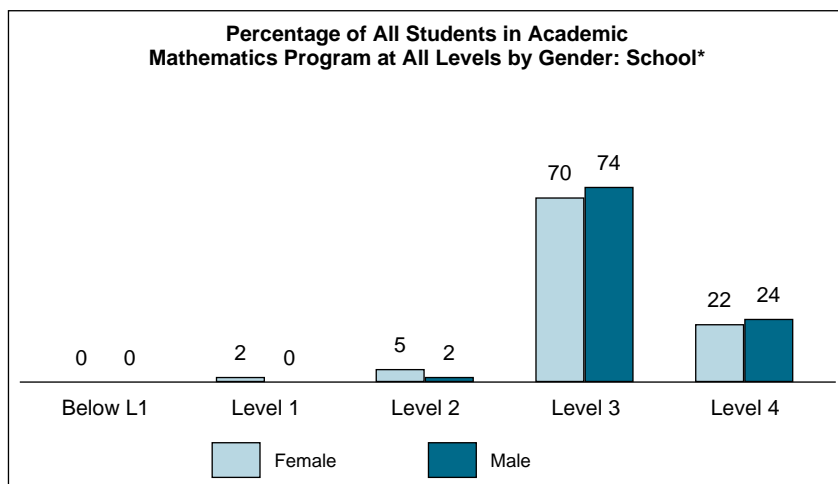
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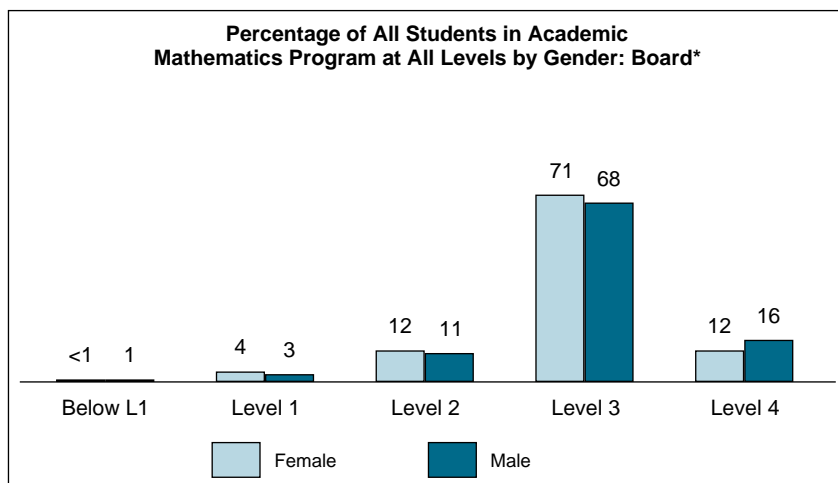
Grade 9 Academic Mathematics Program, 2007–2008

Results by Gender††

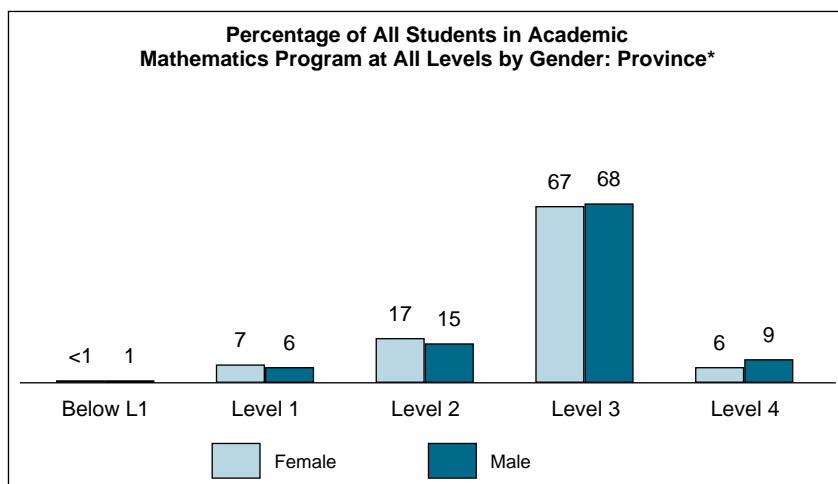
All Students, 2007–2008: School by Gender*				
Number of Students	Female 113		Male 112	
	#	%	#	%
Level 4	25	22%	27	24%
Level 3	79	70%	83	74%
Level 2	6	5%	2	2%
Level 1	2	2%	0	0%
Below Level 1	0	0%	0	0%
Participating Students	112	99%	112	100%
No Data	1	1%	0	0%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>92%</b>		<b>98%</b>	



All Students, 2007–2008: Board by Gender*				
Number of Students	Female 3 292		Male 3 494	
	#	%	#	%
Level 4	406	12%	568	16%
Level 3	2 329	71%	2 388	68%
Level 2	397	12%	375	11%
Level 1	123	4%	121	3%
Below Level 1	11	<1%	23	1%
Participating Students	3 266	99%	3 475	99%
No Data	26	1%	19	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>83%</b>		<b>85%</b>	



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



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

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

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

## Results over Time, 2003–2004 to 2007–2008

### Contextual Information for School: Applied Mathematics Program

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

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
<b>Enrolment</b>					
Number of students in applied mathematics program	36	44	27	30	21
Number of classes with students in applied mathematics program	2	3	2	2	2
<b>Participation in the Assessment</b>					
Students who participated in the assessment	97%	73%	89%	100%	100%
Participating students who received one or more accommodations	40%	59%	29%	53%	43%
Participating students who received one or more special provisions	3%	0%	0%	3%	0%
Students who did not complete any part of the assessment (no data)*	3%	11%	7%	0%	0%
Students who were exempted*	0%	16%	4%	---**	---
<b>Gender<sup>†</sup> Based on number of students enrolled</b>					
Female	61%	30%	67%	43%	38%
Male	39%	70%	33%	57%	62%
Gender not specified	0%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>					
English language learners*	3%	9%	4%	3%	0%
Students with special needs (excluding gifted)*	42%	57%	48%	57%	52%
<b>Semester/Full Year Based on number of students enrolled</b>					
First-semester course	58%	82%	22%	100%	52%
Second-semester course	42%	18%	78%	0%	48%
Full-year course	0%	0%	0%	0%	0%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>					
	Number of Respondents:				
	n/a	n/a	n/a	27	21
Speak only or mostly a language other than English at home	Information not available			26%	29%
Speak another language as often as English at home	Information not available			22%	33%
Attended three or more elementary schools from kindergarten to Grade 8	Information not available			63%	62%

\* See the Explanation of Terms.

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

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

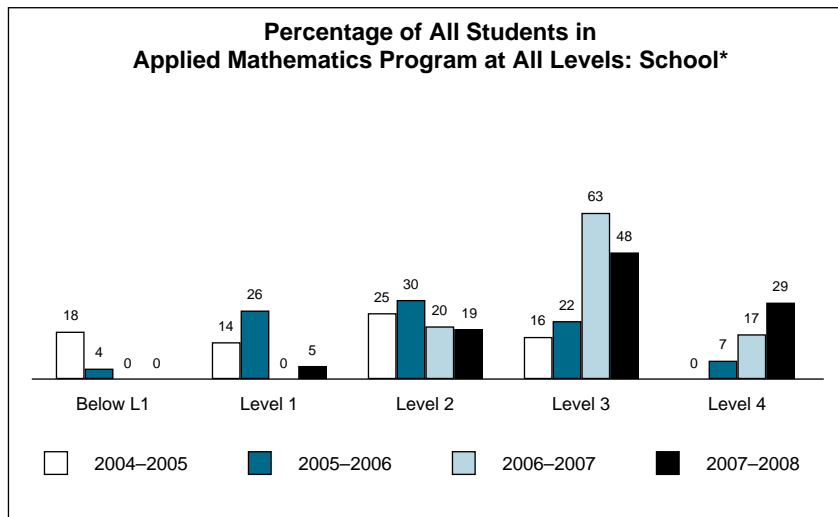
†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

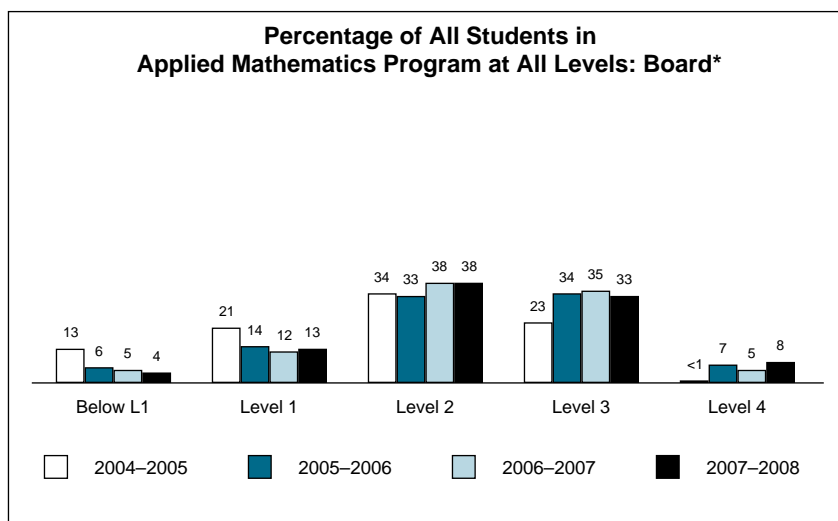
Results over Time, 2004–2005 to 2007–2008

### Applied Mathematics Program for All Students\*\*

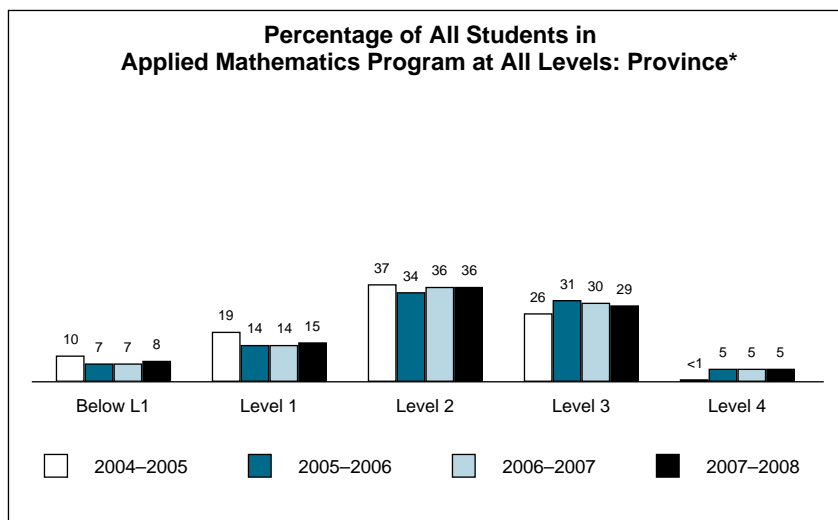
School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	<b>44</b>	<b>27</b>	<b>30</b>	<b>21</b>
Level 4	0%	7%	17%	29%
Level 3	16%	22%	63%	48%
Level 2	25%	30%	20%	19%
Level 1	14%	26%	0%	5%
Below Level 1	18%	4%	0%	0%
<i>Participating Students</i>	73%	89%	100%	100%
No Data	11%	7%	0%	0%
Exempt†	16%	4%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>16%</b>	<b>30%</b>	<b>80%</b>	<b>76%</b>



Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	<b>1 839</b>	<b>1 656</b>	<b>1 764</b>	<b>1 821</b>
Level 4	<1%	7%	5%	8%
Level 3	23%	34%	35%	33%
Level 2	34%	33%	38%	38%
Level 1	21%	14%	12%	13%
Below Level 1	13%	6%	5%	4%
<i>Participating Students</i>	91%	93%	94%	97%
No Data	6%	4%	6%	3%
Exempt†	3%	3%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>23%</b>	<b>41%</b>	<b>39%</b>	<b>41%</b>



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



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

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

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

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

## Results over Time, 2003–2004 to 2007–2008

### Contextual Information for School: Academic Mathematics Program

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

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
<b>Enrolment</b>					
Number of students in academic mathematics program	211	288	241	268	225
Number of classes with students in academic mathematics program	9	12	8	10	8
<b>Participation in the Assessment</b>					
Students who participated in the assessment	100%	98%	97%	99%	100%
Participating students who received one or more accommodations	2%	3%	1%	4%	3%
Participating students who received one or more special provisions	2%	4%	4%	3%	5%
Students who did not complete any part of the assessment (no data)*	0%	2%	1%	1%	<1%
Students who were exempted*	0%	1%	2%	---++	---
<b>Gender<sup>†</sup> Based on number of students enrolled</b>					
Female	54%	56%	53%	56%	50%
Male	46%	43%	47%	44%	50%
Gender not specified	0%	1%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>					
English language learners*	2%	5%	7%	4%	5%
Students with special needs (excluding gifted)*	3%	4%	1%	3%	4%
<b>Semester/Full Year Based on number of students enrolled</b>					
First-semester course	58%	59%	50%	47%	44%
Second-semester course	42%	41%	50%	53%	56%
Full-year course	0%	0%	0%	0%	0%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>					
	Number of Respondents: <i>n/a</i> <i>n/a</i> <i>n/a</i> 261      223				
Speak only or mostly a language other than English at home				20%	22%
Speak another language as often as English at home	Information not available			34%	32%
Attended three or more elementary schools from kindergarten to Grade 8				55%	50%

\* See the Explanation of Terms.

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

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

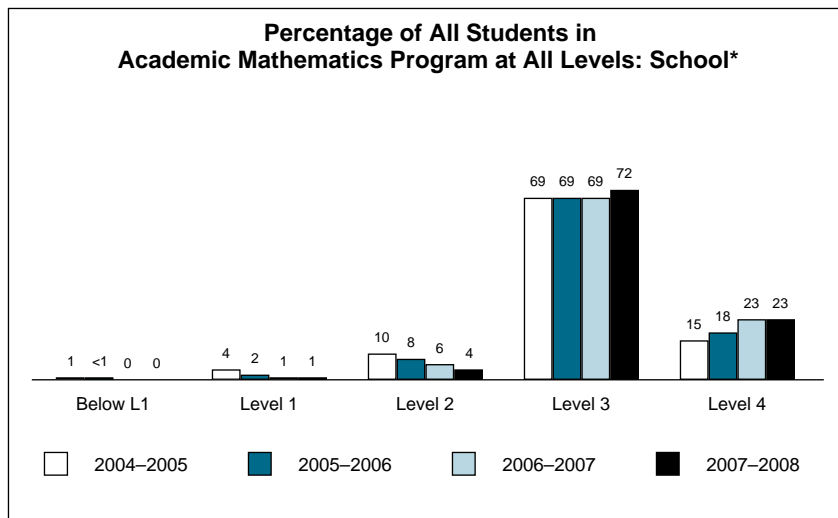
†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

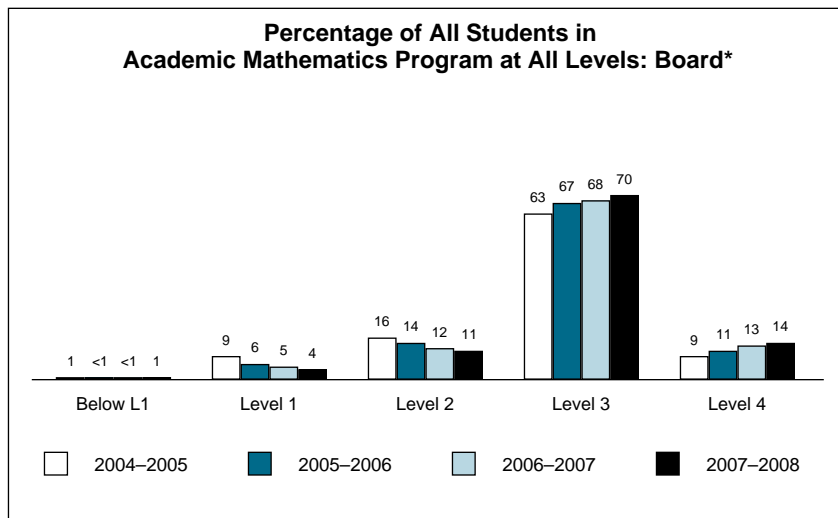
Results over Time, 2004–2005 to 2007–2008

### Academic Mathematics Program for All Students

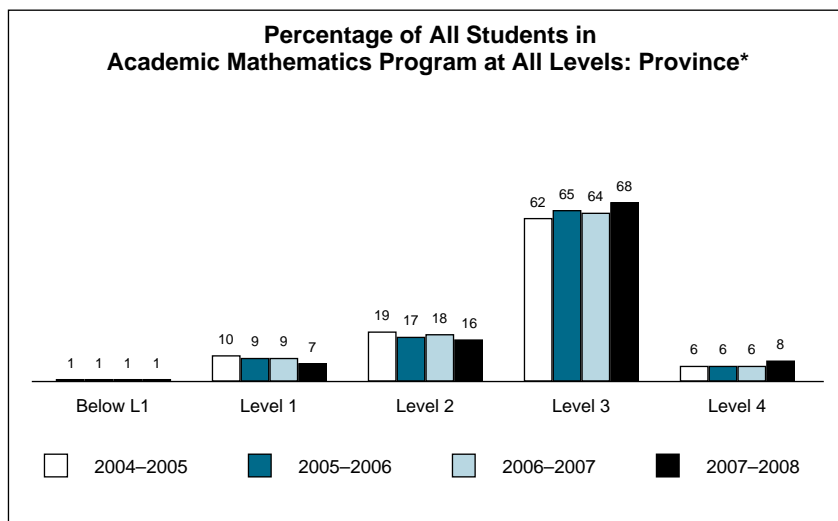
School*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	288	241	268	225
Level 4	15%	18%	23%	23%
Level 3	69%	69%	69%	72%
Level 2	10%	8%	6%	4%
Level 1	4%	2%	1%	1%
Below Level 1	1%	<1%	0%	0%
<i>Participating Students</i>	98%	97%	99%	100%
No Data	2%	1%	1%	<1%
Exempt†	1%	2%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	83%	87%	92%	95%



Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	6 820	6 589	6 556	6 786
Level 4	9%	11%	13%	14%
Level 3	63%	67%	68%	70%
Level 2	16%	14%	12%	11%
Level 1	9%	6%	5%	4%
Below Level 1	1%	<1%	<1%	1%
<i>Participating Students</i>	98%	98%	98%	99%
No Data	1%	1%	2%	1%
Exempt†	1%	1%	---	---
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	72%	78%	81%	84%



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



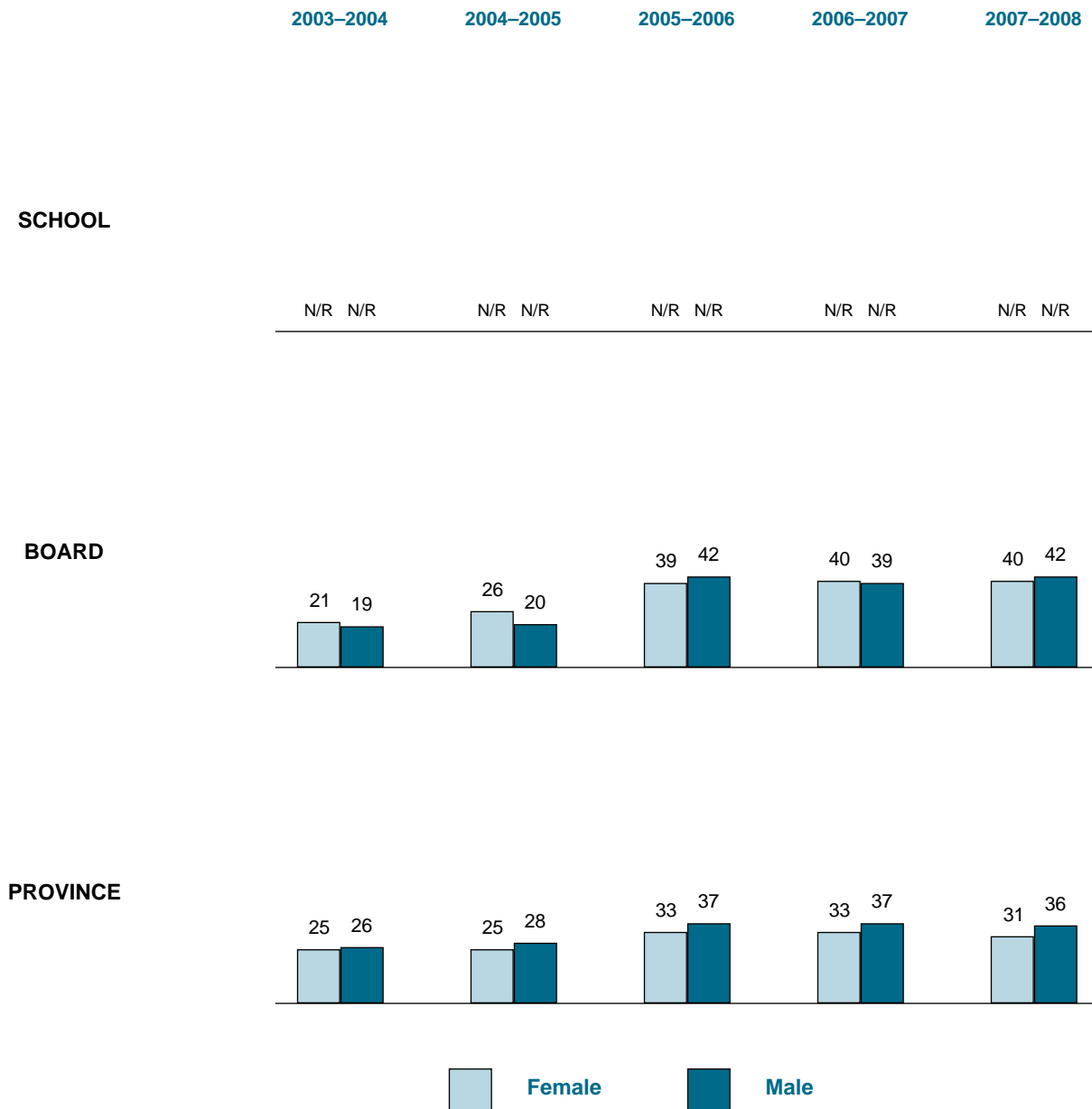
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

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

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

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

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



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

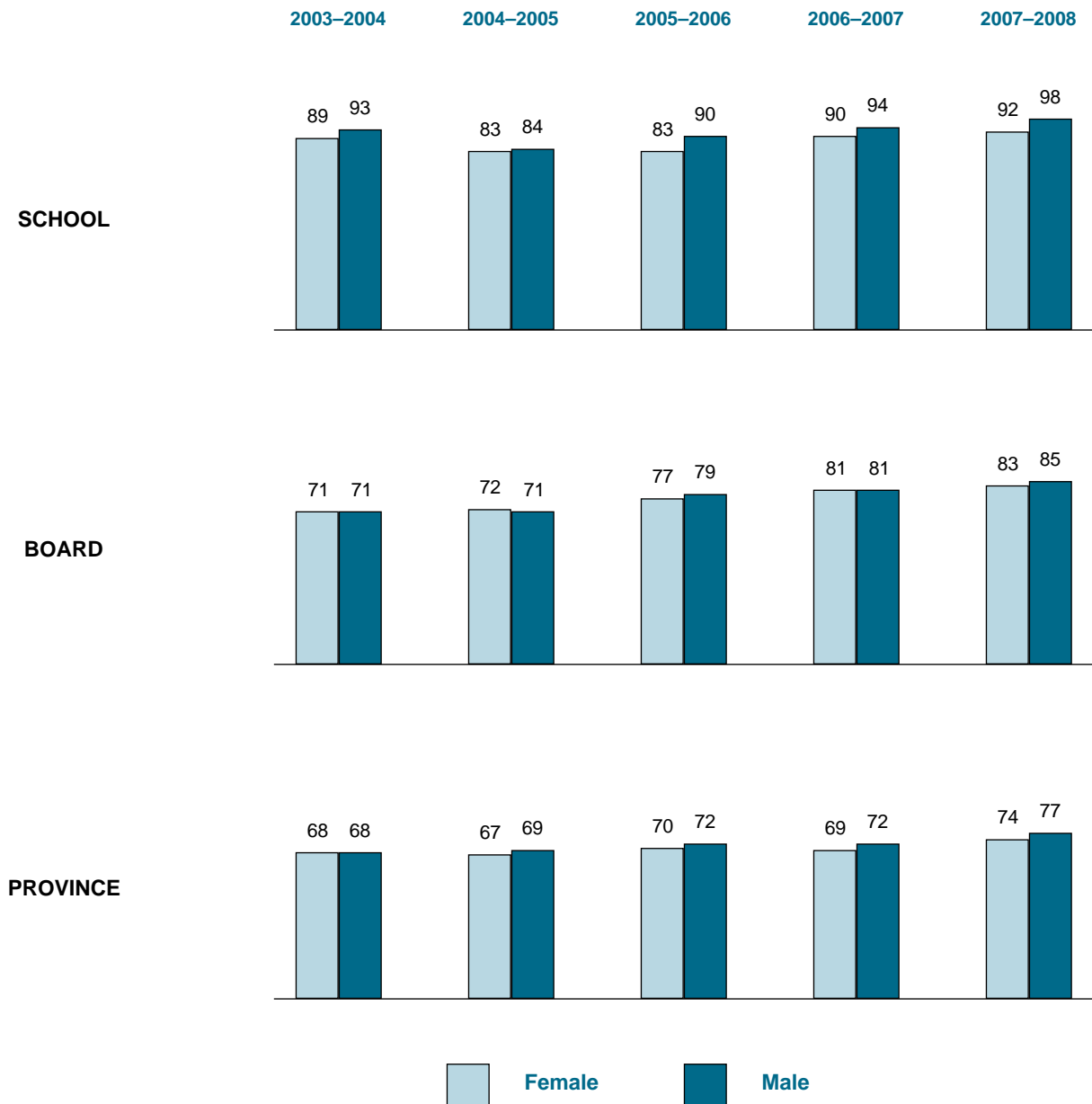
	<u>2003-2004</u>		<u>2004-2005</u>		<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	22	14	13	31	18	9	13	17	8	13
Board	721	901	810	986	735	921	759	1 005	822	998
Province	22 292	27 223	22 371	27 413	22 884	27 802	22 126	26 926	21 626	26 182

† Includes only students for whom gender data were available.

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

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

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

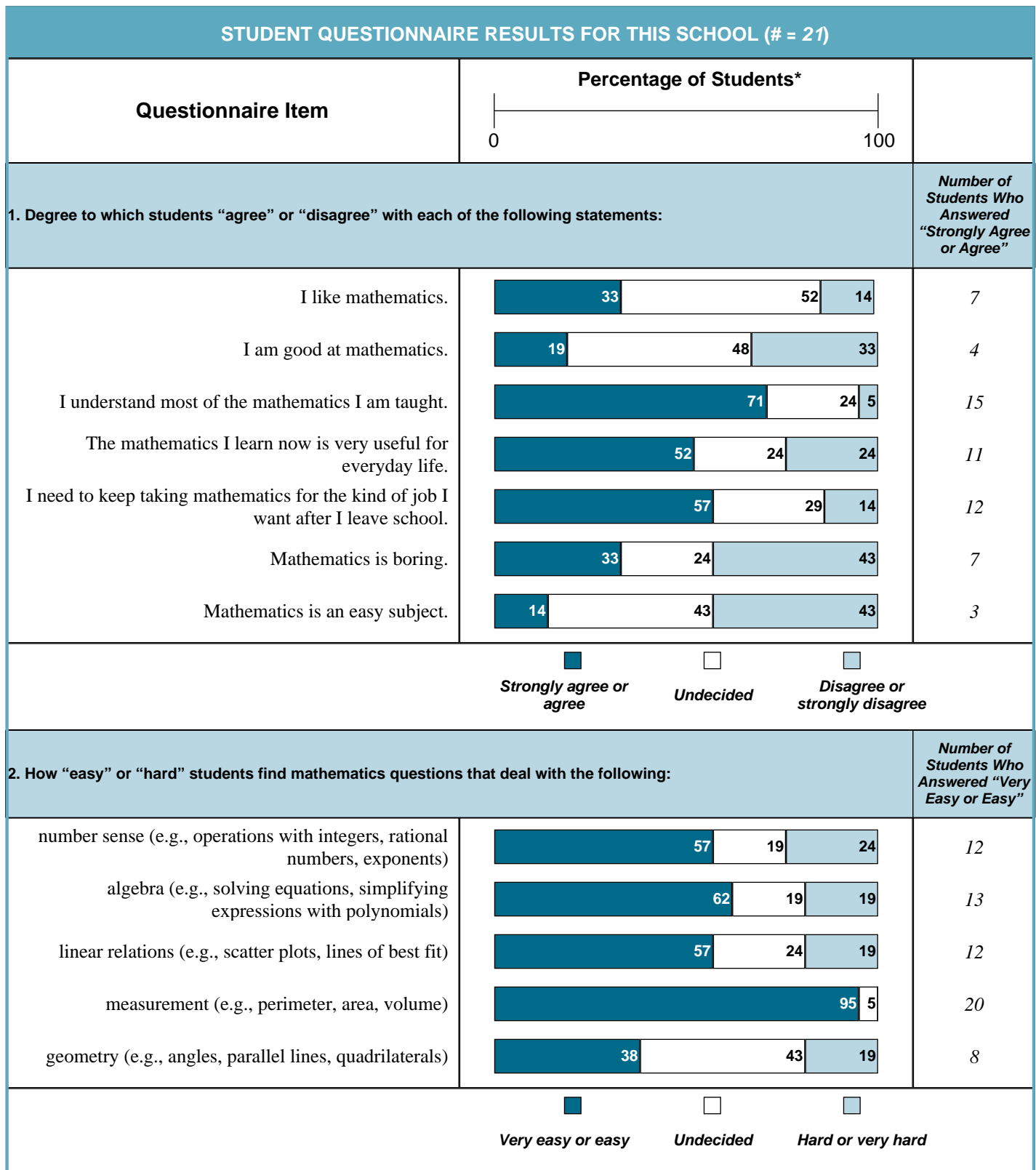


**Total Number of Students in Academic Mathematics Program†**

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	114	97	162	124	127	114	149	119	113	112
Board	3 200	3 242	3 408	3 379	3 284	3 304	3 309	3 247	3 292	3 494
Province	52 104	49 916	52 030	50 129	53 183	50 228	52 887	50 122	51 367	49 452

† Includes only students for whom gender data were available.

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



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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 21)		
Questionnaire Item	Percentage of Students*	
<b>3. Students have the following <i>at home</i> to use for mathematics school work:</b>		<b>Number of Students Who Answered "Yes"</b>
a computer		6
a scientific calculator		19
a graphing calculator		1
<div style="display: flex; justify-content: center; gap: 20px;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>		
<b>4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:</b>		<b>Number of Students</b>
more than 45 minutes		1
between 31 and 45 minutes		13
30 minutes or less		7
mathematics homework not usually assigned		0
<b>5. How often students complete all of their mathematics homework:</b>		<b>Number of Students</b>
never or seldom		3
sometimes		4
often or always		14
<b>6. How often students have been absent from their Grade 9 mathematics class this year:</b>		<b>Number of Students</b>
never		4
one to four times		10
five to nine times		5
10 or more times		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, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 21)		
Questionnaire Item	Percentage of Students*	
<b>7. How often students have been late for their Grade 9 mathematics class this year:</b>		<b>Number of Students</b>
never	14	3
one to four times	33	7
five to nine times	19	4
10 or more times	33	7
<b>8. Language(s) students speak at home:</b>		<b>Number of Students</b>
only or mostly English	38	8
another language (or languages) as often as English	33	7
only or mostly another language (or other languages)	29	6
<b>9. Number of elementary schools (kindergarten to Grade 8) attended:</b>		<b>Number of Students</b>
one or two schools	38	8
three schools	33	7
four schools	19	4
five schools or more	10	2

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

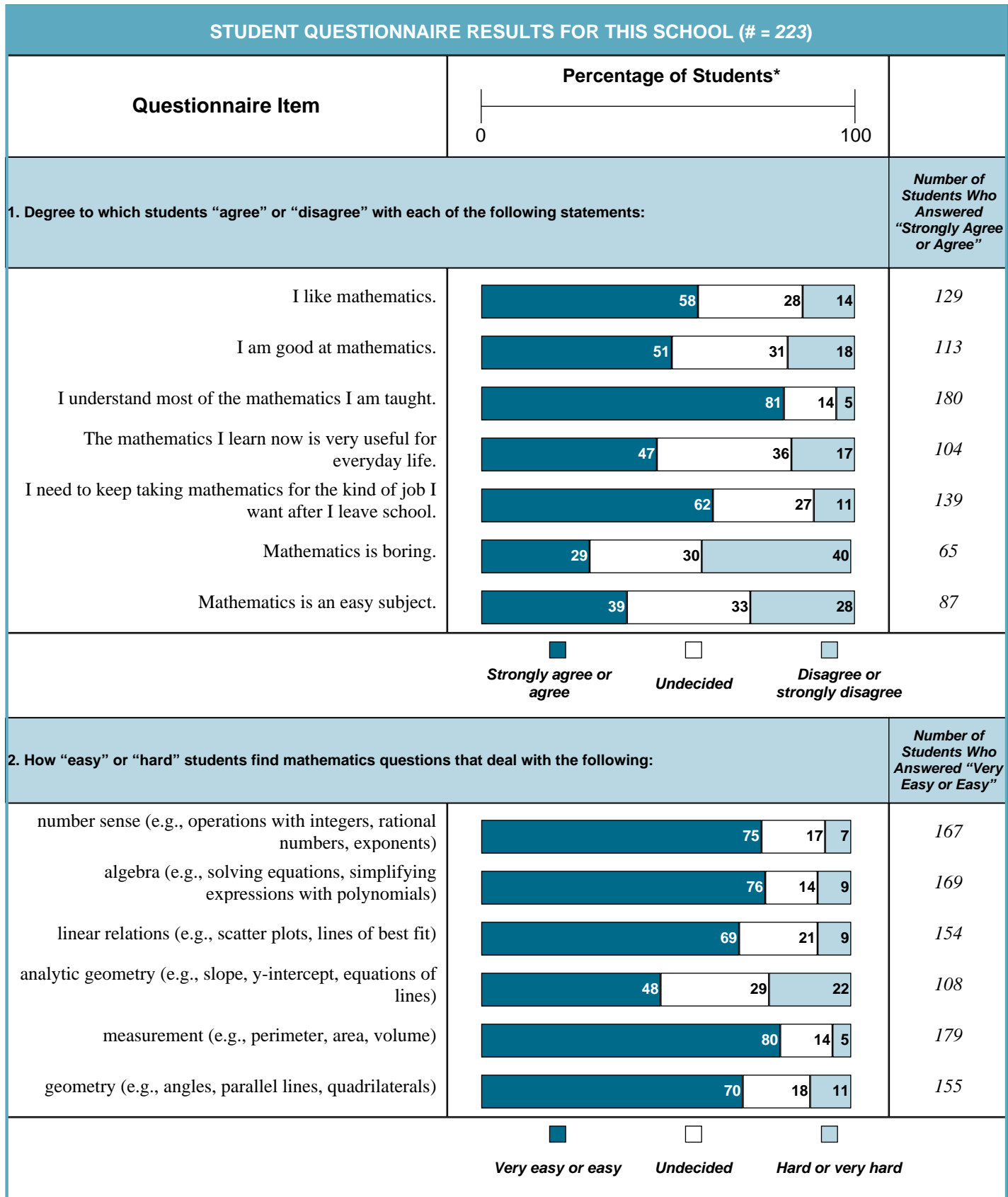
Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 21)	Female* (# = 8)	Male* (# = 13)	All Students (# = 1 713)	Female* (# = 774)	Male* (# = 938)	All Students (# = 42 625)	Female* (# = 19 403)	Male* (# = 23 215)
<b>Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:</b>									
I like mathematics.	33%	25%	38%	38%	31%	43%	35%	29%	41%
I am good at mathematics.	19%	12%	23%	36%	27%	43%	35%	27%	43%
I understand most of the mathematics I am taught.	71%	75%	69%	64%	61%	66%	62%	58%	66%
The mathematics I learn now is very useful for everyday life.	52%	75%	38%	42%	41%	43%	40%	37%	43%
I need to keep taking mathematics for the kind of job I want after I leave school.	57%	62%	54%	42%	37%	46%	43%	39%	46%
Mathematics is boring.	33%	38%	31%	39%	39%	40%	43%	43%	42%
Mathematics is an easy subject.	14%	12%	15%	20%	15%	23%	21%	16%	26%
<b>Percentage of students indicating that the following are “very easy” or “easy”:</b>									
number sense	57%	50%	62%	51%	45%	55%	46%	42%	49%
algebra	62%	75%	54%	45%	46%	43%	43%	43%	42%
linear relations	57%	50%	62%	61%	59%	62%	64%	64%	65%
measurement	95%	88%	100%	65%	67%	63%	65%	64%	66%
geometry	38%	38%	38%	42%	37%	46%	42%	36%	46%
<b>Percentage of students indicating they have the following at home to use for mathematics school work:</b>									
a computer	29%	25%	31%	46%	47%	45%	43%	44%	42%
a scientific calculator	90%	75%	100%	80%	83%	77%	74%	77%	71%
a graphing calculator	5%	12%	0%	10%	8%	12%	9%	8%	10%
<b>Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**</b>									
30 minutes or less	33%	25%	38%	46%	43%	48%	46%	45%	47%
more than 30 minutes	67%	75%	62%	39%	42%	37%	35%	39%	32%
mathematics homework not usually assigned	0%	0%	0%	15%	15%	15%	18%	16%	19%
<b>Percentage of students indicating they complete all of their mathematics homework**</b>									
never or seldom.	14%	25%	8%	17%	15%	18%	17%	14%	19%
sometimes, often or always.	86%	75%	92%	83%	85%	81%	82%	85%	80%
<b>Percentage of students indicating they have been absent from their mathematics class this year**</b>									
four times or less.	67%	62%	69%	67%	67%	67%	60%	58%	61%
five times or more.	33%	38%	31%	32%	32%	33%	39%	41%	38%
<b>Percentage of students indicating how often they have been late for their mathematics class this year**</b>									
four times or less.	48%	50%	46%	74%	74%	73%	70%	71%	69%
five times or more.	52%	50%	54%	26%	25%	26%	29%	28%	30%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	38%	25%	46%	72%	72%	72%	82%	81%	82%
another language (or languages) as often as English	33%	50%	23%	16%	18%	15%	11%	12%	10%
only or mostly another language (or other languages)	29%	25%	31%	11%	10%	12%	6%	6%	7%
<b>Percentage of students indicating that from kindergarten to Grade 8 they attended</b>									
three or more elementary schools.	62%	62%	62%	42%	43%	43%	40%	41%	39%

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

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

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



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

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 223)		
Questionnaire Item	Percentage of Students*	
<b>3. Students have the following <i>at home</i> to use for mathematics school work:</b>		<b>Number of Students Who Answered "Yes"</b>
a computer		161
a scientific calculator		211
a graphing calculator		18
<p style="text-align: center;"> <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No                 </p>		
<b>4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:</b>		<b>Number of Students</b>
more than 45 minutes		32
between 31 and 45 minutes		80
30 minutes or less		107
mathematics homework not usually assigned		4
<b>5. How often students complete all of their mathematics homework:</b>		<b>Number of Students</b>
never or seldom		21
sometimes		48
often or always		154
<b>6. How often students have been absent from their Grade 9 mathematics class this year:</b>		<b>Number of Students</b>
never		47
one to four times		153
five to nine times		21
10 or more times		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, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 223)		
Questionnaire Item	Percentage of Students*	
<b>7. How often students have been late for their Grade 9 mathematics class this year:</b>		<b>Number of Students</b>
never		121
one to four times		77
five to nine times		19
10 or more times		6
<b>8. Language(s) students speak at home:</b>		<b>Number of Students</b>
only or mostly English		103
another language (or languages) as often as English		72
only or mostly another language (or other languages)		48
<b>9. Number of elementary schools (kindergarten to Grade 8) attended:</b>		<b>Number of Students</b>
one or two schools		110
three schools		62
four schools		32
five schools or more		18

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 223)	Female* (# = 112)	Male* (# = 111)	All Students (# = 6 584)	Female* (# = 3 195)	Male* (# = 3 389)	All Students (# = 97 060)	Female* (# = 49 587)	Male* (# = 47 469)
<b>Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:</b>									
I like mathematics.	58%	50%	66%	56%	49%	63%	54%	48%	59%
I am good at mathematics.	51%	38%	63%	52%	45%	60%	52%	45%	59%
I understand most of the mathematics I am taught.	81%	75%	86%	74%	71%	77%	72%	69%	76%
The mathematics I learn now is very useful for everyday life.	47%	38%	56%	40%	36%	44%	36%	33%	39%
I need to keep taking mathematics for the kind of job I want after I leave school.	62%	56%	68%	58%	55%	61%	56%	54%	59%
Mathematics is boring.	29%	28%	31%	28%	29%	28%	31%	31%	31%
Mathematics is an easy subject.	39%	24%	54%	30%	23%	36%	27%	22%	32%
<b>Percentage of students indicating that the following are “very easy” or “easy”:</b>									
number sense	75%	71%	78%	69%	64%	74%	67%	63%	70%
algebra	76%	75%	77%	64%	64%	65%	61%	62%	60%
linear relations	69%	61%	77%	57%	54%	61%	55%	52%	58%
analytic geometry	48%	39%	58%	45%	42%	49%	44%	41%	46%
measurement	80%	77%	84%	76%	74%	79%	76%	74%	78%
geometry	70%	68%	71%	64%	60%	67%	62%	58%	65%
<b>Percentage of students indicating they have the following at home to use for mathematics school work:</b>									
a computer	72%	70%	75%	59%	60%	57%	54%	55%	52%
a scientific calculator	95%	95%	95%	89%	91%	87%	87%	89%	84%
a graphing calculator	8%	8%	8%	8%	8%	9%	9%	8%	10%
<b>Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**</b>									
30 minutes or less	48%	38%	58%	38%	32%	45%	37%	31%	43%
more than 30 minutes	50%	61%	40%	59%	66%	51%	59%	66%	52%
mathematics homework not usually assigned	2%	1%	3%	2%	1%	3%	3%	2%	3%
<b>Percentage of students indicating they complete all of their mathematics homework**</b>									
never or seldom.	9%	6%	13%	11%	8%	14%	12%	9%	15%
sometimes, often or always.	91%	94%	87%	88%	91%	85%	87%	90%	83%
<b>Percentage of students indicating they have been absent from their mathematics class this year**</b>									
four times or less.	90%	88%	91%	80%	79%	81%	73%	73%	74%
five times or more.	10%	12%	9%	19%	20%	18%	25%	26%	24%
<b>Percentage of students indicating how often they have been late for their mathematics class this year**</b>									
four times or less.	89%	88%	90%	85%	87%	83%	84%	86%	82%
five times or more.	11%	12%	10%	14%	12%	16%	15%	13%	16%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	46%	46%	46%	60%	61%	59%	76%	77%	75%
another language (or languages) as often as English	32%	31%	33%	23%	24%	22%	14%	14%	14%
only or mostly another language (or other languages)	22%	22%	21%	16%	14%	18%	9%	8%	10%
<b>Percentage of students indicating that from kindergarten to Grade 8 they attended</b>									
three or more elementary schools.	50%	54%	47%	41%	41%	41%	35%	35%	35%

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

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

## EXPLANATION OF TERMS

<b>All Students</b>	Results are reported for all students in the program.
<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>	"No Data" is used when students did not complete any part of the assessment due to absence or for medical or other reasons.
<b>Exempt</b>	Beginning in 2006–2007, exemptions have not been permitted.
<b>English Language Learners</b>	These are students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> . English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.
<b>Students with Special Needs</b>	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.
<b>N/R</b>	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small 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 program for the years specified.
<b>W</b>	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.