



School Report



Grade 9 Assessment of Mathematics, 2008–2009

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 for 2008–2009. Included are student results for the current year, those from previous years and, to put these results in context, information about the local student populations.

Throughout the province and since the inception of the agency, EQAO results have helped inform professional practice and have served as a catalyst for improving student achievement. This report has been designed to assist you in your conversations about improved student learning.

We believe that every student deserves the best outcome from public education. That’s why, in close collaboration with Ontario educators, EQAO continues to develop assessments that gauge the achievement of all Ontario students against the learning expectations outlined in *The Ontario Curriculum*. These assessments ensure that every student in Ontario’s publicly funded school system is assessed using the same yard stick at key stages in his or her schooling.

However, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. These results should be considered in conjunction with school-based information, such as that from classroom assessments.

I trust this report will help parents, educators and all who support a strong public education system work together so that all students can reach their full potential.

Sincerely,

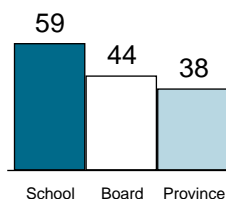
Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND . . .

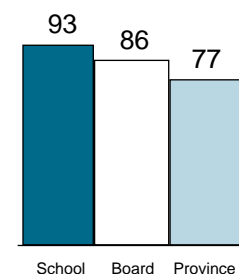
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	Applied	Academic
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2008–2009

APPLIED COURSE



ACADEMIC COURSE



Grade 9 Assessment of Mathematics, 2008–2009

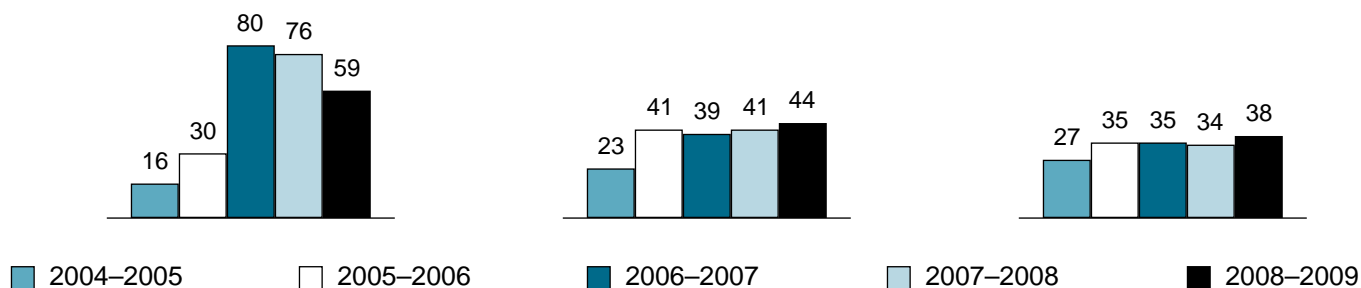
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS*

School

Board

Province



	Total Number of Students				
	<u>2004–2005</u>	<u>2005–2006</u>	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>
School	44	27	30	21	17
Board	1 839	1 656	1 764	1 821	1 805
Province	51 155	50 687	49 056	47 817	48 482

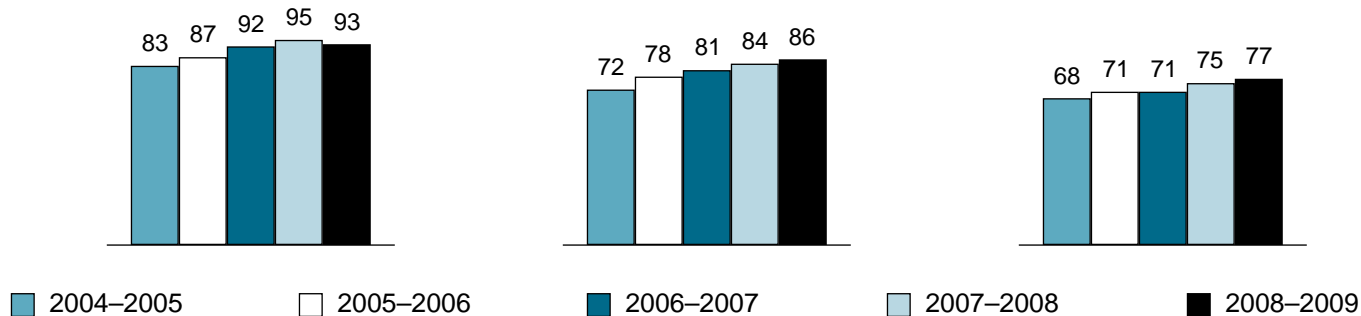
* Note that significant revisions were made to applied courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

ACADEMIC MATHEMATICS

School

Board

Province



	Total Number of Students				
	<u>2004–2005</u>	<u>2005–2006</u>	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>
School	288	241	268	225	282
Board	6 820	6 589	6 556	6 786	7 200
Province	104 100	103 412	103 011	100 823	100 992

TIPS

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

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



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



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



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



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



EQAO values students' privacy. Results are not reported publicly for schools 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 courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to the school or board staff about the goals for school improvement related to mathematics.

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

Learn more about us at www.eqao.com.

Grade 9 Assessment of Mathematics, 2008–2009, Applied Course

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of students in applied mathematics course	17		1 805		48 482	
Number of classes with students in applied mathematics course	3		130		2 950	
Number of schools with applied mathematics classes	Not applicable		32		715	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	17	100%	1 751	97%	45 616	94%
Participating students who received one or more accommodations*	10	59%	617	35%	9 374	21%
Participating students who received one or more special provisions*	0	0%	119	7%	1 144	3%
Students who did not complete any part of the assessment (no data)*	0	0%	54	3%	2 866	6%
Gender[†] Based on number of students enrolled						
Female	11	65%	800	44%	21 752	45%
Male	6	35%	1 005	56%	26 730	55%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	0	0%	193	11%	2 532	5%
Students with special needs (excluding gifted)*	10	59%	793	44%	14 483	30%
Semester/Full Year Based on number of students enrolled						
First-semester course	11	65%	901	50%	21 964	45%
Second-semester course	6	35%	847	47%	21 765	45%
Full-year course	0	0%	57	3%	4 753	10%
Language and School Background^{††}						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:						
	17		1 673		43 413	
Speak only or mostly a language other than English at home	3	18%	185	11%	2 757	6%
Speak another language as often as English at home	7	41%	285	17%	4 980	11%
Attended three or more elementary schools from kindergarten to Grade 8	12	71%	730	44%	17 179	40%

* See the Explanation of Terms.

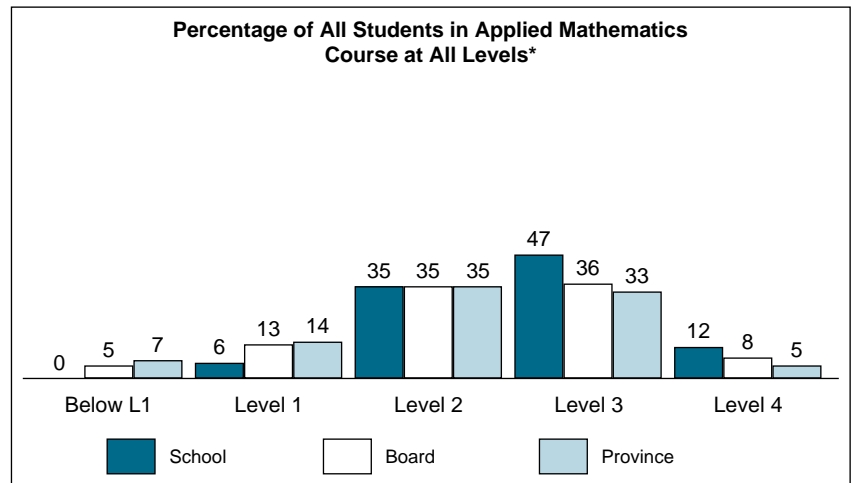
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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, 2008–2009, Applied Course

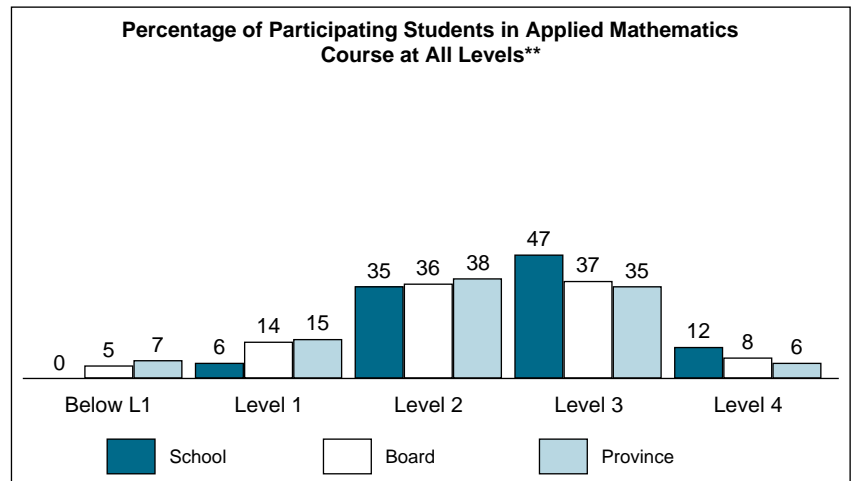
Results for All Students

All Students*				
Number of Students	School 17		Board 1 805	Province 48 482
	#	%	%	%
Level 4	2	12%	8%	5%
Level 3	8	47%	36%	33%
Level 2	6	35%	35%	35%
Level 1	1	6%	13%	14%
Below Level 1	0	0%	5%	7%
Participating Students	17	100%	97%	94%
No Data	0	0%	3%	6%
At or Above Provincial Standard (Levels 3 and 4) †		59%	44%	38%



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

Participating Students**				
Number of Students	School 17		Board 1 751	Province 45 616
	#	%	%	%
Level 4	2	12%	8%	6%
Level 3	8	47%	37%	35%
Level 2	6	35%	36%	38%
Level 1	1	6%	14%	15%
Below Level 1	0	0%	5%	7%
At or Above Provincial Standard (Levels 3 and 4) †		59%	45%	40%



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

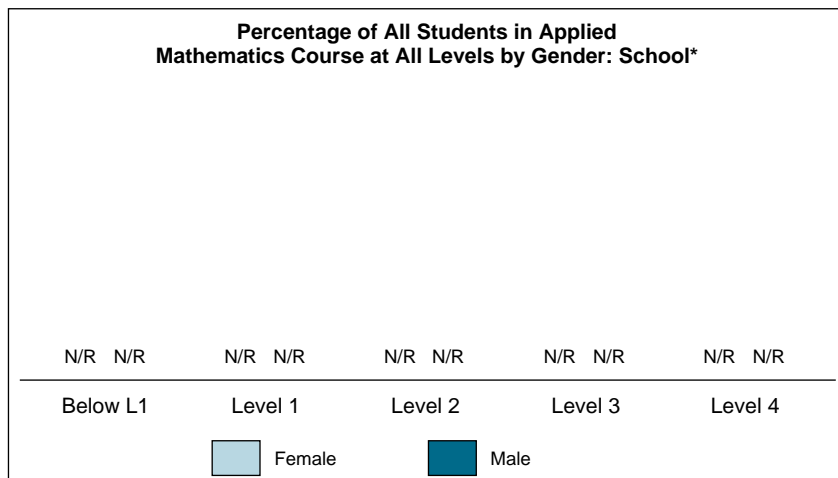
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

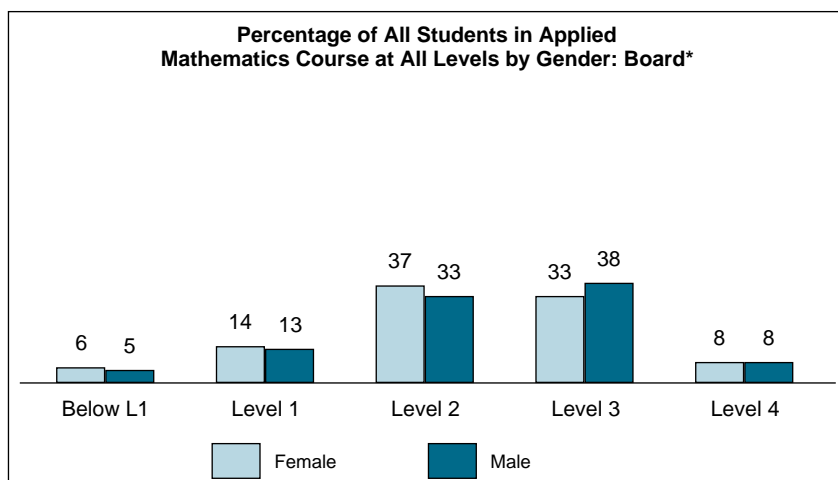
Grade 9 Assessment of Mathematics, 2008–2009, Applied Course

Results by Gender††

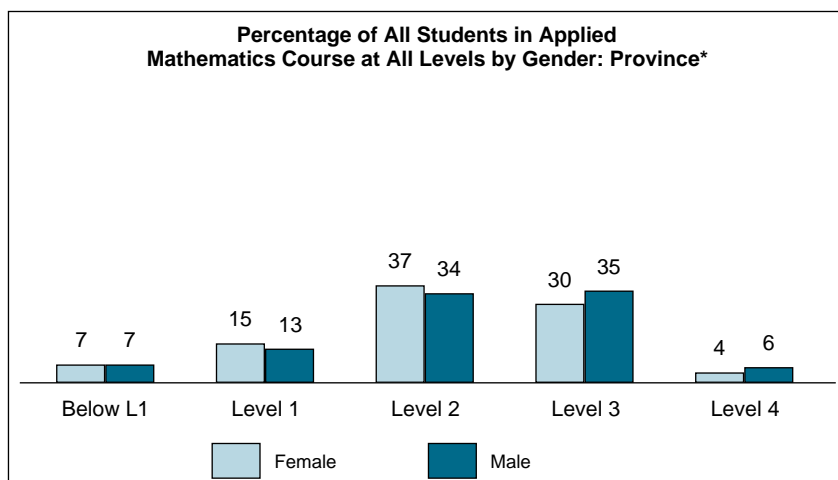
All Students: School by Gender*				
Number of Students	Female N/R		Male N/R	
	#	%	#	%
Level 4	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R
Below Level 1	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R
At or Above Provincial Standard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



All Students: Board by Gender*				
Number of Students	Female 800		Male 1 005	
	#	%	#	%
Level 4	61	8%	83	8%
Level 3	266	33%	379	38%
Level 2	293	37%	333	33%
Level 1	114	14%	127	13%
Below Level 1	46	6%	49	5%
Participating Students	780	98%	971	97%
No Data	20	2%	34	3%
At or Above Provincial Standard (Levels 3 and 4) †	41%		46%	



All Students: Province by Gender*				
Number of Students	Female 21 752		Male 26 730	
	#	%	#	%
Level 4	897	4%	1 618	6%
Level 3	6 581	30%	9 308	35%
Level 2	8 152	37%	8 965	34%
Level 1	3 337	15%	3 543	13%
Below Level 1	1 438	7%	1 777	7%
Participating Students	20 405	94%	25 211	94%
No Data	1 347	6%	1 519	6%
At or Above Provincial Standard (Levels 3 and 4) †	34%		41%	



* 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 Assessment of Mathematics, 2008–2009, Academic Course

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of students in academic mathematics course	282		7 200		100 992	
Number of classes with students in academic mathematics course	11		266		4 156	
Number of schools with academic mathematics classes	Not applicable		31		684	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	282	100%	7 147	99%	100 060	99%
Participating students who received one or more accommodations*	28	10%	490	7%	3 233	3%
Participating students who received one or more special provisions*	9	3%	340	5%	1 709	2%
Students who did not complete any part of the assessment (no data)*	0	0%	53	1%	932	1%
Gender[†] Based on number of students enrolled						
Female	150	53%	3 637	51%	51 554	51%
Male	132	47%	3 563	49%	49 438	49%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	25	9%	639	9%	3 942	4%
Students with special needs (excluding gifted)*	8	3%	384	5%	4 639	5%
Semester/Full Year Based on number of students enrolled						
First-semester course	131	46%	3 468	48%	44 727	44%
Second-semester course	151	54%	3 456	48%	43 199	43%
Full-year course	0	0%	276	4%	13 066	13%
Language and School Background^{††} Based on Student Questionnaire data						
Number of Respondents:		279	7 008		96 485	
Speak only or mostly a language other than English at home	61	22%	1 066	15%	8 689	9%
Speak another language as often as English at home	88	32%	1 722	25%	14 233	15%
Attended three or more elementary schools from kindergarten to Grade 8	130	47%	2 813	40%	33 813	35%

* See the Explanation of Terms.

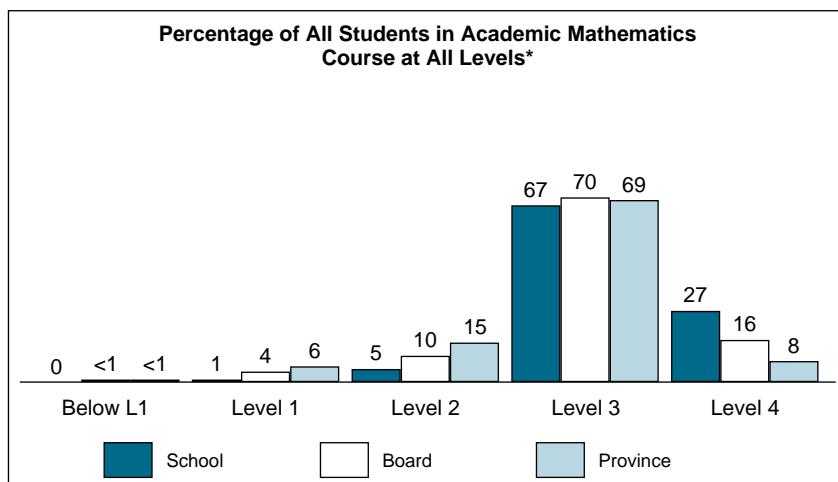
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

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

Grade 9 Assessment of Mathematics, 2008–2009, Academic Course

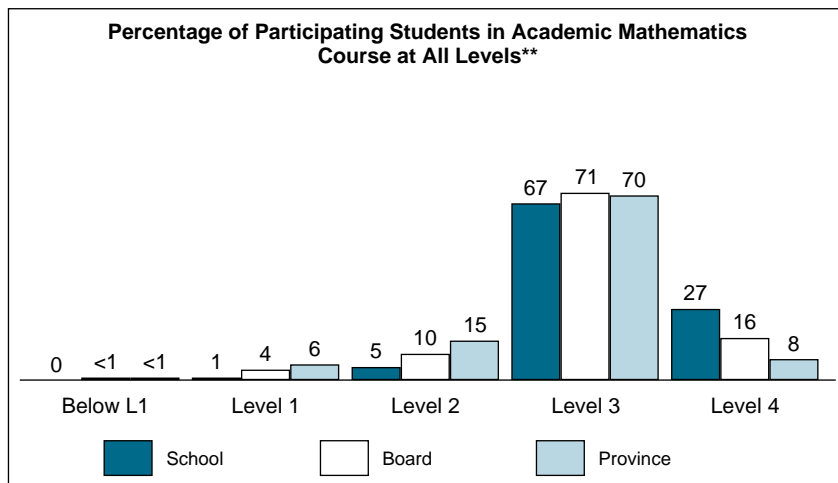
Results for All Students

All Students*				
Number of Students	School 282		Board 7 200	Province 100 992
	#	%	%	%
Level 4	75	27%	16%	8%
Level 3	188	67%	70%	69%
Level 2	15	5%	10%	15%
Level 1	4	1%	4%	6%
Below Level 1	0	0%	<1%	<1%
Participating Students	282	100%	99%	99%
No Data	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		93%	86%	77%



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

Participating Students**				
Number of Students	School 282		Board 7 147	Province 100 060
	#	%	%	%
Level 4	75	27%	16%	8%
Level 3	188	67%	71%	70%
Level 2	15	5%	10%	15%
Level 1	4	1%	4%	6%
Below Level 1	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		93%	86%	78%



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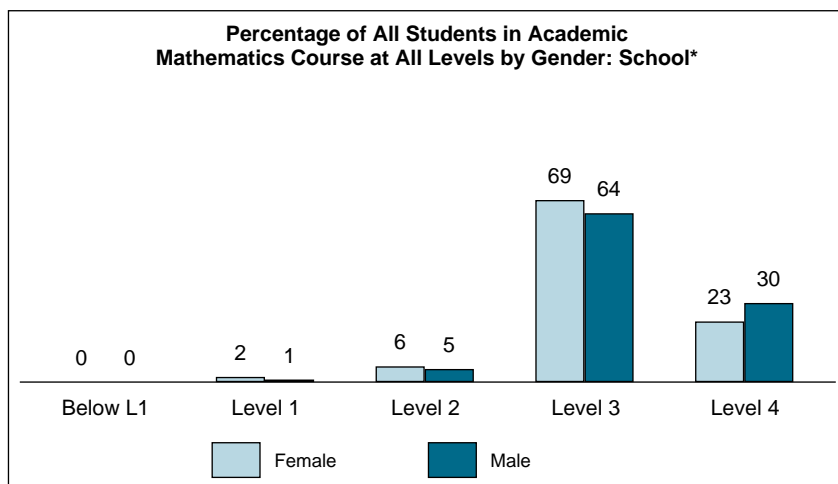
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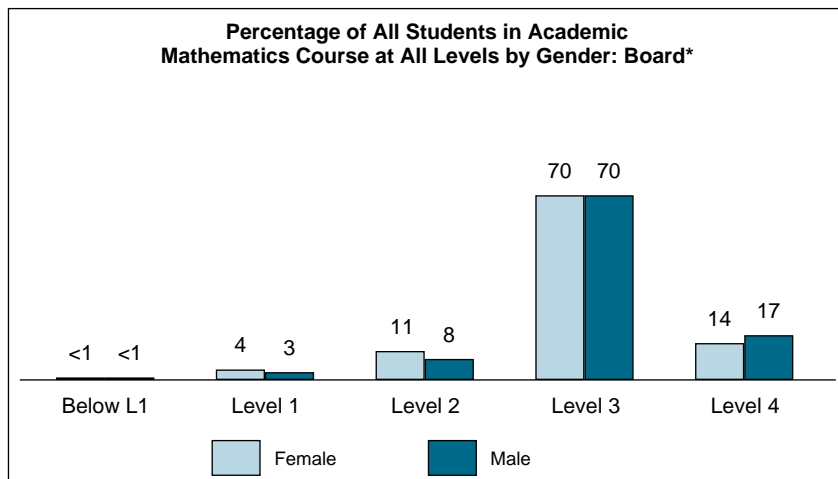
Grade 9 Assessment of Mathematics, 2008–2009, Academic Course

Results by Gender††

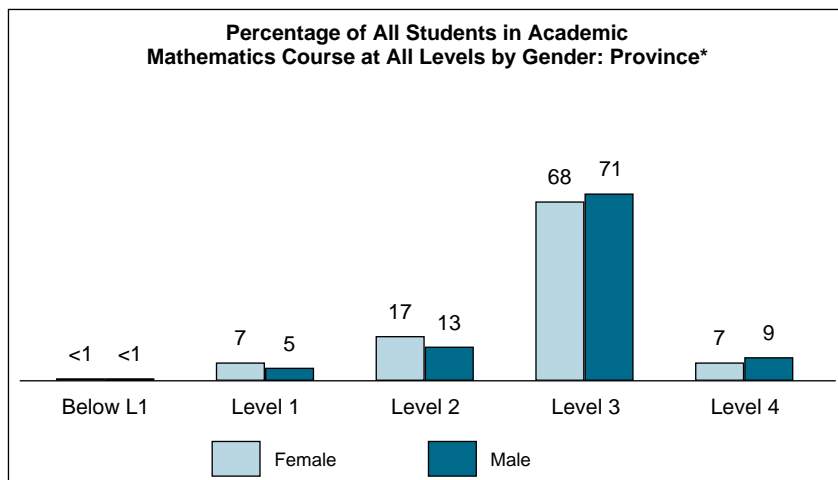
All Students: School by Gender*				
Number of Students	Female 150		Male 132	
	#	%	#	%
Level 4	35	23%	40	30%
Level 3	103	69%	85	64%
Level 2	9	6%	6	5%
Level 1	3	2%	1	1%
Below Level 1	0	0%	0	0%
Participating Students	150	100%	132	100%
No Data	0	0%	0	0%
At or Above Provincial Standard (Levels 3 and 4) †		92%	95%	



All Students: Board by Gender*				
Number of Students	Female 3 637		Male 3 563	
	#	%	#	%
Level 4	502	14%	616	17%
Level 3	2 562	70%	2 489	70%
Level 2	397	11%	298	8%
Level 1	147	4%	117	3%
Below Level 1	7	<1%	12	<1%
Participating Students	3 615	99%	3 532	99%
No Data	22	1%	31	1%
At or Above Provincial Standard (Levels 3 and 4) †		84%	87%	



All Students: Province by Gender*				
Number of Students	Female 51 554		Male 49 438	
	#	%	#	%
Level 4	3 530	7%	4 629	9%
Level 3	35 048	68%	35 013	71%
Level 2	8 652	17%	6 476	13%
Level 1	3 715	7%	2 615	5%
Below Level 1	156	<1%	226	<1%
Participating Students	51 101	99%	48 959	99%
No Data	453	1%	479	1%
At or Above Provincial Standard (Levels 3 and 4) †		75%	80%	



* 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 Assessment of Mathematics, 2008–2009

Contextual Information over Time: Applied Mathematics Course

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

	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students in applied mathematics course	44	27	30	21	17
Number of classes with students in applied mathematics course	3	2	2	2	3
Participation in the Assessment					
Students who participated in the assessment	73%	89%	100%	100%	100%
Participating students who received one or more accommodations*	59%	29%	53%	43%	59%
Participating students who received one or more special provisions*	0%	0%	3%	0%	0%
Students who did not complete any part of the assessment (no data)*	11%	7%	0%	0%	0%
Students who were exempted*	16%	4%	---**	---	---
Gender[†] Based on number of students enrolled					
Female	30%	67%	43%	38%	65%
Male	70%	33%	57%	62%	35%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of students enrolled					
English language learners*	9%	4%	3%	0%	0%
Students with special needs (excluding gifted)*	57%	48%	57%	52%	59%
Semester/Full Year Based on number of students enrolled					
First-semester course	82%	22%	100%	52%	65%
Second-semester course	18%	78%	0%	48%	35%
Full-year course	0%	0%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
	Number of Respondents: <i>n/a</i> <i>n/a</i> 27 21 17				
Speak only or mostly a language other than English at home			26%	29%	18%
Speak another language as often as English at home	Information not available		22%	33%	41%
Attended three or more elementary schools from kindergarten to Grade 8			63%	62%	71%

* 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.

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

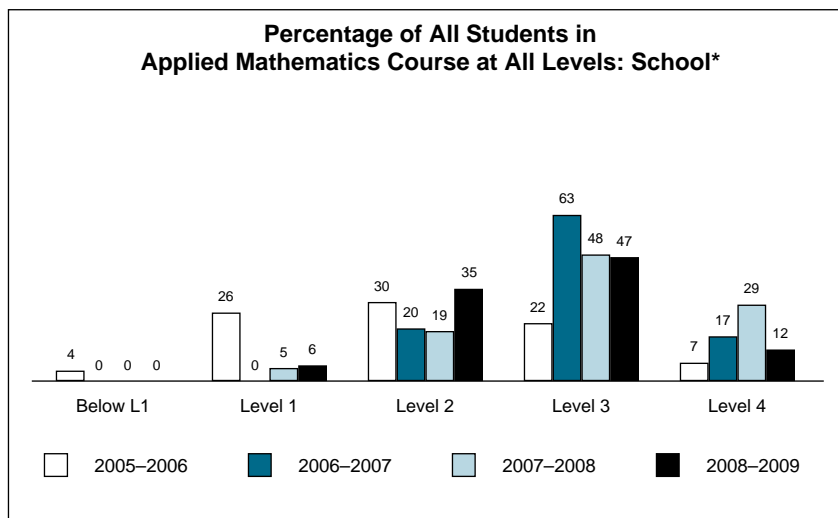
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

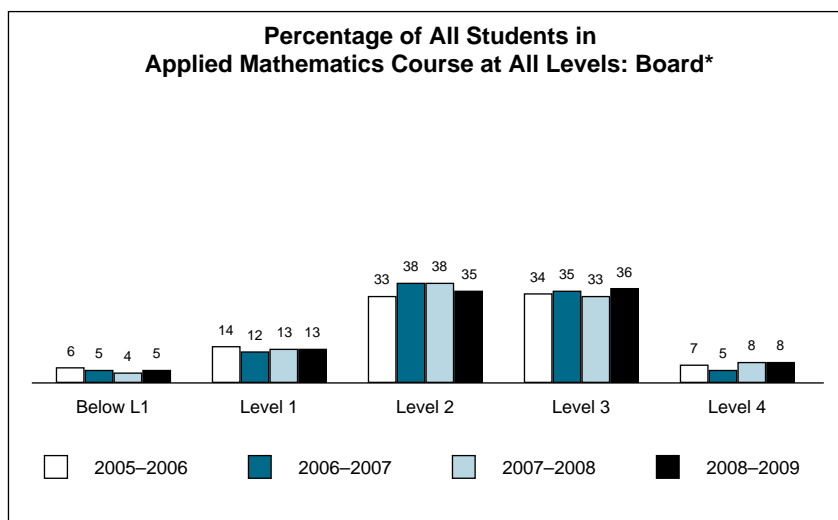
Results over Time, 2005–2006 to 2008–2009

Applied Mathematics Course for All Students**

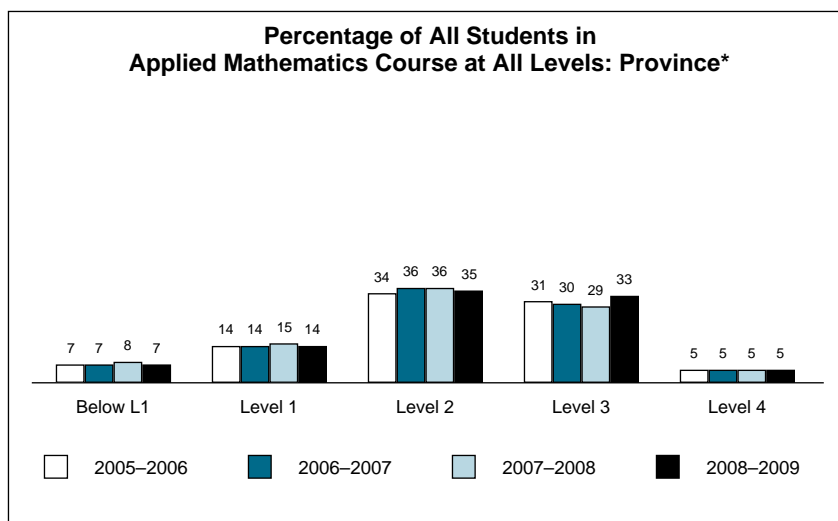
School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	27	30	21	17
Level 4	7%	17%	29%	12%
Level 3	22%	63%	48%	47%
Level 2	30%	20%	19%	35%
Level 1	26%	0%	5%	6%
Below Level 1	4%	0%	0%	0%
<i>Participating Students</i>	89%	100%	100%	100%
No Data	7%	0%	0%	0%
Exempt†	4%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	30%	80%	76%	59%



Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	1 656	1 764	1 821	1 805
Level 4	7%	5%	8%	8%
Level 3	34%	35%	33%	36%
Level 2	33%	38%	38%	35%
Level 1	14%	12%	13%	13%
Below Level 1	6%	5%	4%	5%
<i>Participating Students</i>	93%	94%	97%	97%
No Data	4%	6%	3%	3%
Exempt†	3%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	41%	39%	41%	44%



Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	50 687	49 056	47 817	48 482
Level 4	5%	5%	5%	5%
Level 3	31%	30%	29%	33%
Level 2	34%	36%	36%	35%
Level 1	14%	14%	15%	14%
Below Level 1	7%	7%	8%	7%
<i>Participating Students</i>	90%	91%	93%	94%
No Data	8%	9%	7%	6%
Exempt†	2%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	35%	35%	34%	38%



* 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 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 are available, the results may not be comparable with those of previous years.

Grade 9 Assessment of Mathematics, 2008–2009

Contextual Information over Time: Academic Mathematics Course

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

	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009
Enrolment					
Number of students in academic mathematics course	288	241	268	225	282
Number of classes with students in academic mathematics course	12	8	10	8	11
Participation in the Assessment					
Students who participated in the assessment	98%	97%	99%	100%	100%
Participating students who received one or more accommodations*	3%	1%	4%	3%	10%
Participating students who received one or more special provisions*	4%	4%	3%	5%	3%
Students who did not complete any part of the assessment (no data)*	2%	1%	1%	<1%	0%
Students who were exempted*	1%	2%	---++	---	---
Gender[†] Based on number of students enrolled					
Female	56%	53%	56%	50%	53%
Male	43%	47%	44%	50%	47%
Gender not specified	1%	0%	0%	0%	0%
Student Status[†] Based on number of students enrolled					
English language learners*	5%	7%	4%	5%	9%
Students with special needs (excluding gifted)*	4%	1%	3%	4%	3%
Semester/Full Year Based on number of students enrolled					
First-semester course	59%	50%	47%	44%	46%
Second-semester course	41%	50%	53%	56%	54%
Full-year course	0%	0%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
	Number of Respondents: <i>n/a</i> <i>n/a</i> 261 223 279				
Speak only or mostly a language other than English at home			20%	22%	22%
Speak another language as often as English at home	Information not available		34%	32%	32%
Attended three or more elementary schools from kindergarten to Grade 8			55%	50%	47%

* 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.

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

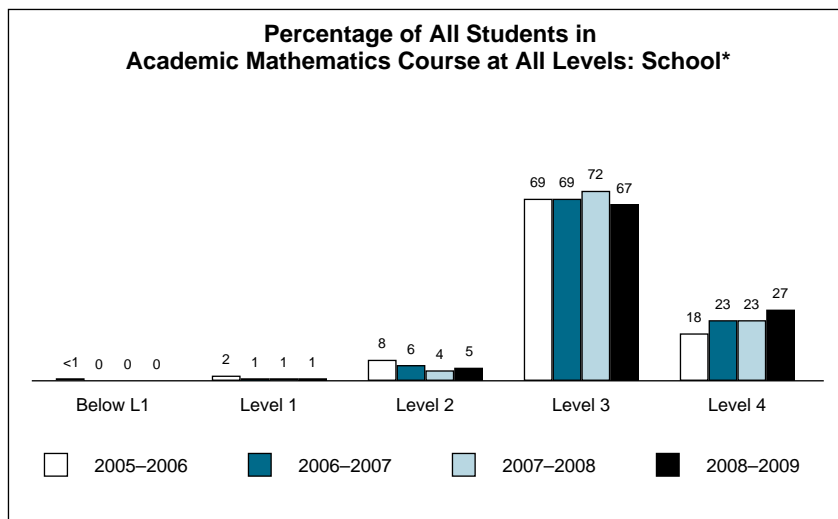
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

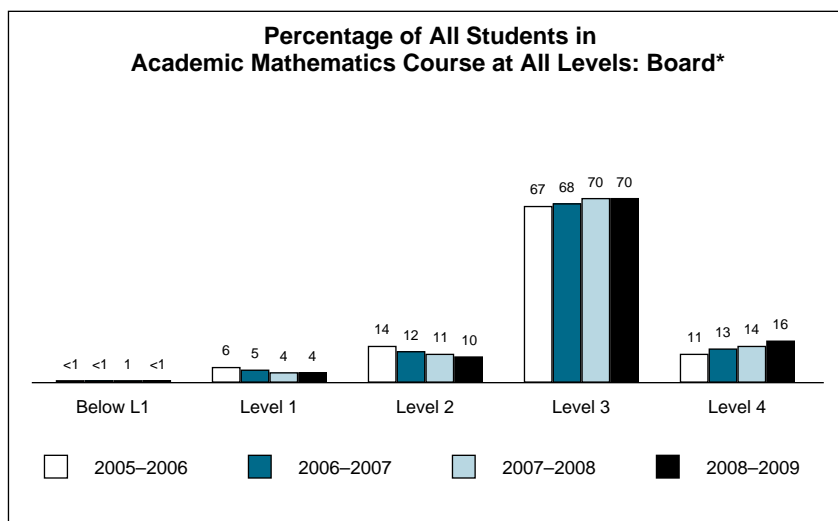
Results over Time, 2005–2006 to 2008–2009

Academic Mathematics Course for All Students

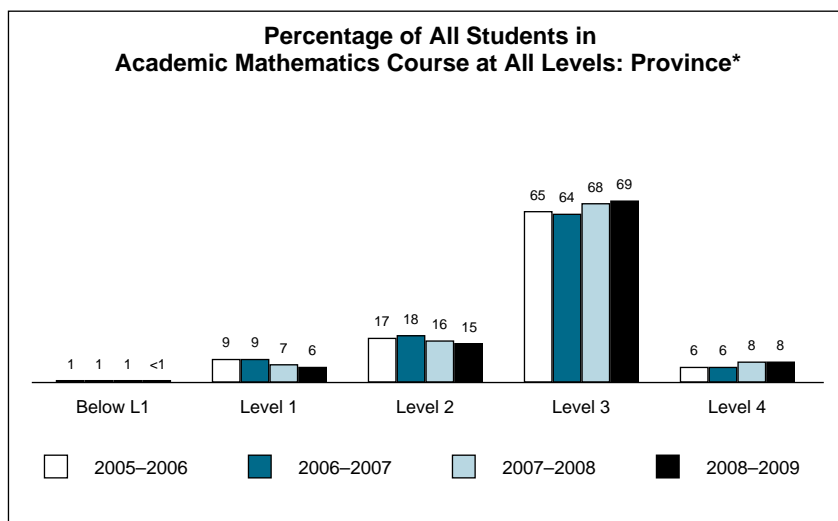
School*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	241	268	225	282
Level 4	18%	23%	23%	27%
Level 3	69%	69%	72%	67%
Level 2	8%	6%	4%	5%
Level 1	2%	1%	1%	1%
Below Level 1	<1%	0%	0%	0%
<i>Participating Students</i>	97%	99%	100%	100%
No Data	1%	1%	<1%	0%
Exempt†	2%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	87%	92%	95%	93%



Board*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	6 589	6 556	6 786	7 200
Level 4	11%	13%	14%	16%
Level 3	67%	68%	70%	70%
Level 2	14%	12%	11%	10%
Level 1	6%	5%	4%	4%
Below Level 1	<1%	<1%	1%	<1%
<i>Participating Students</i>	98%	98%	99%	99%
No Data	1%	2%	1%	1%
Exempt†	1%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	78%	81%	84%	86%



Province*				
Year	'05-'06	'06-'07	'07-'08	'08-'09
<i>Number of Students</i>	103 412	103 011	100 823	100 992
Level 4	6%	6%	8%	8%
Level 3	65%	64%	68%	69%
Level 2	17%	18%	16%	15%
Level 1	9%	9%	7%	6%
Below Level 1	1%	1%	1%	<1%
<i>Participating Students</i>	98%	98%	99%	99%
No Data	1%	2%	1%	1%
Exempt†	<1%	---	---	---
At or Above Provincial Standard (Levels 3 and 4)†	71%	71%	75%	77%



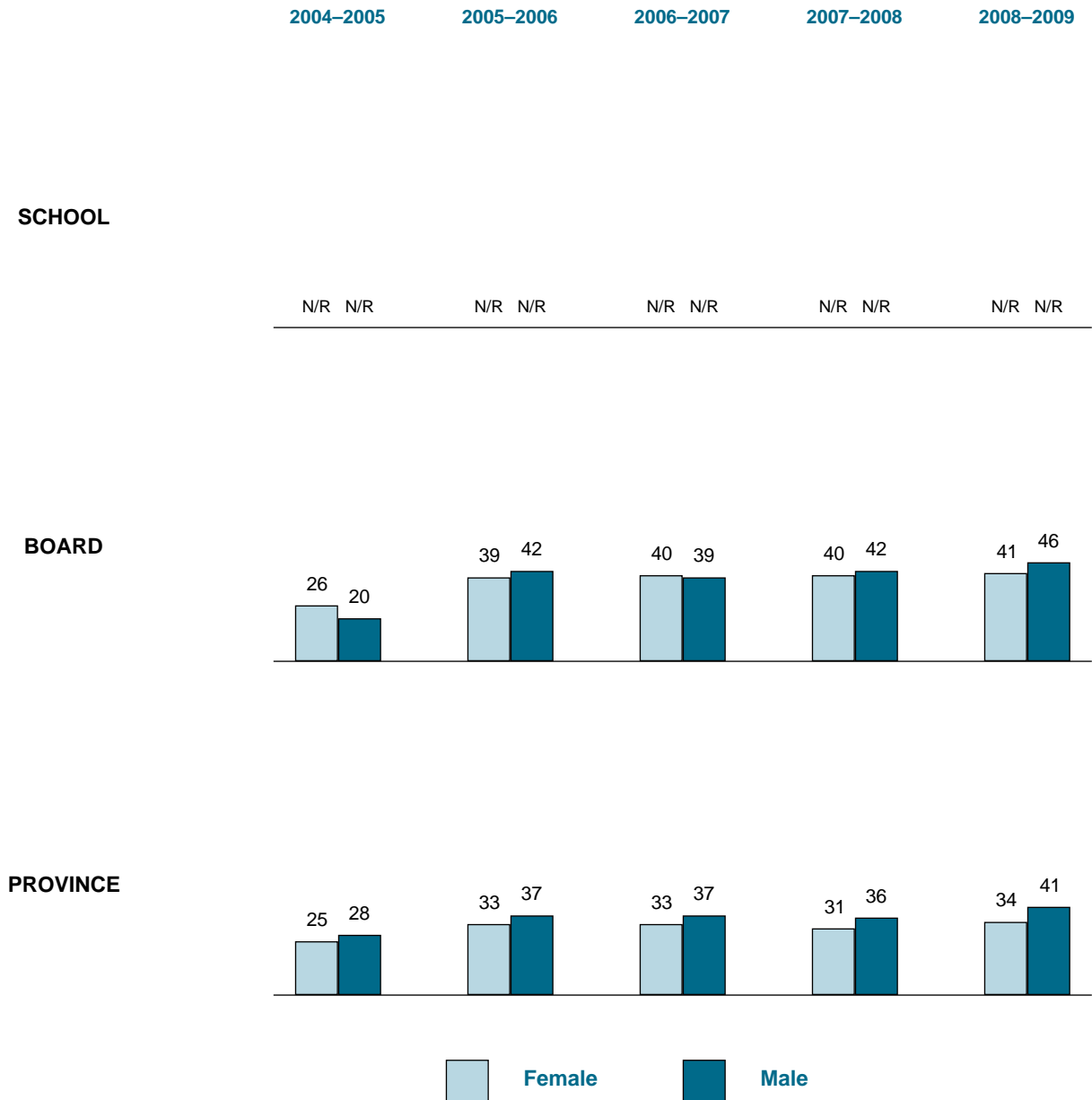
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

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

‡ 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 are available, the results may not be comparable with those of previous years.

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†

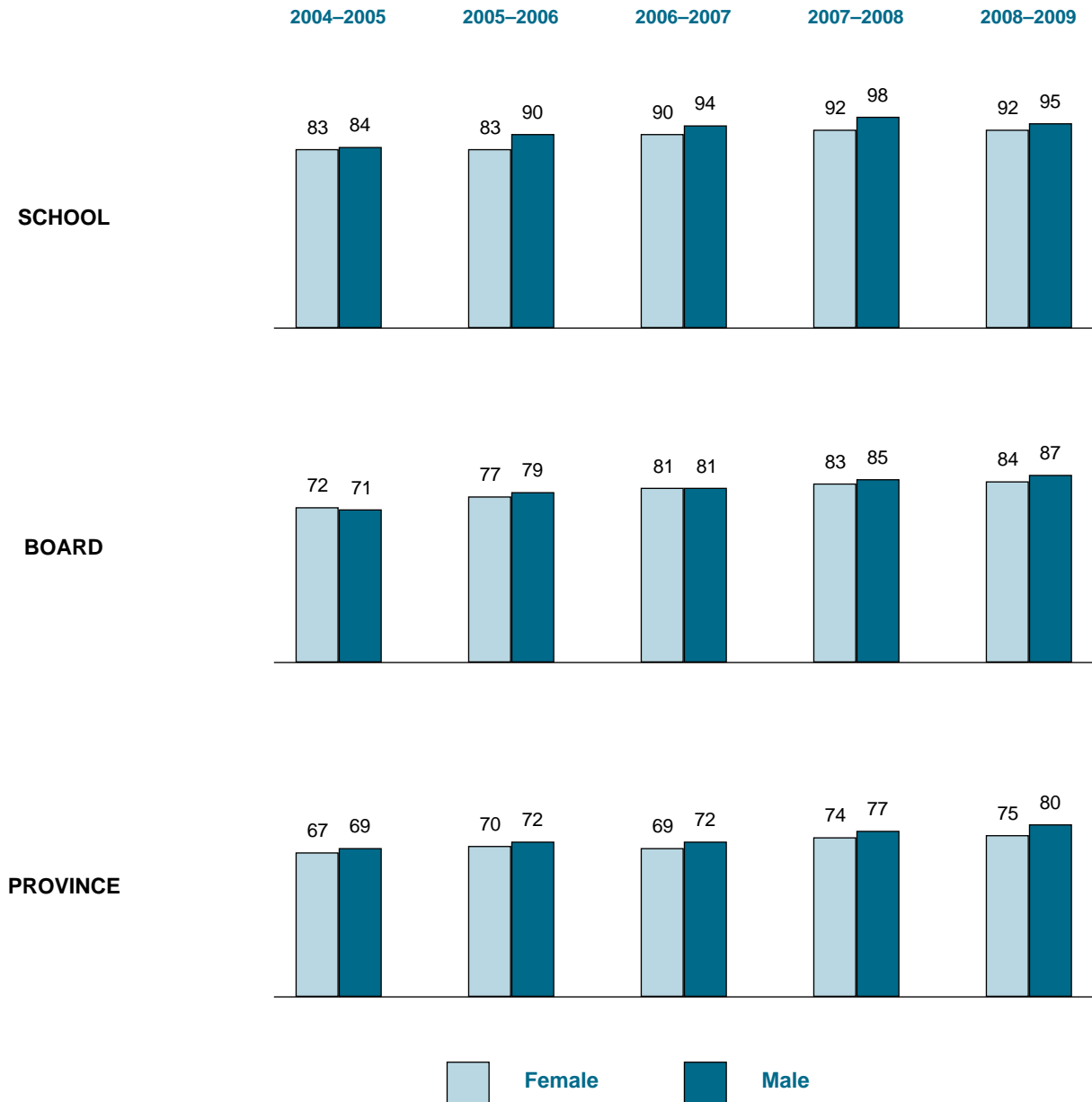
	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	13	31	18	9	13	17	8	13	11	6
Board	810	986	735	921	759	1 005	822	998	800	1 005
Province	22 371	27 413	22 884	27 802	22 126	26 926	21 626	26 182	21 752	26 730

† Includes only students for whom gender data were available.

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

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**

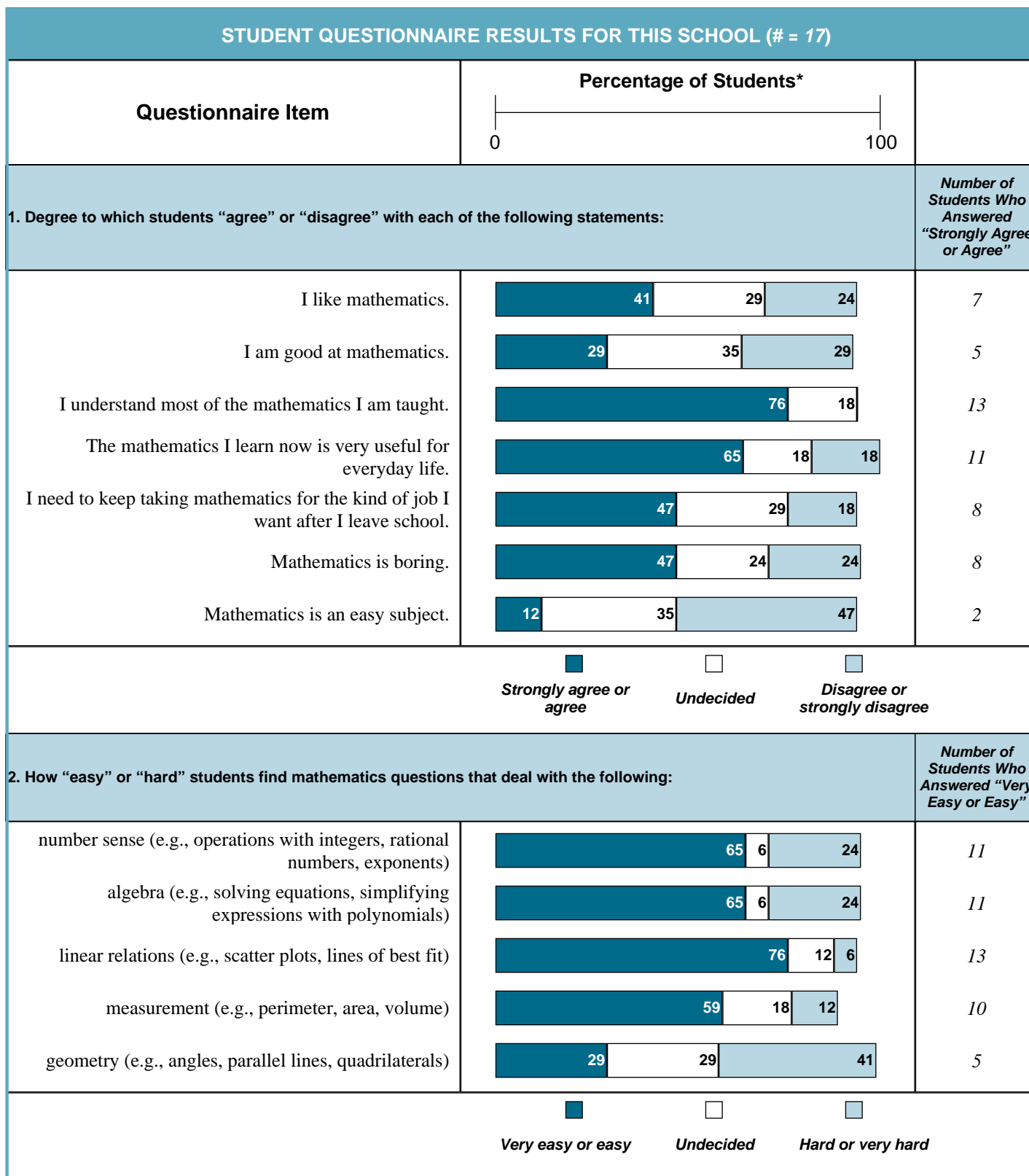


Total Number of Students in Academic Mathematics Course†

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	162	124	127	114	149	119	113	112	150	132
Board	3 408	3 379	3 284	3 304	3 309	3 247	3 292	3 494	3 637	3 563
Province	52 030	50 129	53 183	50 228	52 887	50 122	51 367	49 452	51 554	49 438

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2008–2009, Applied Course



* 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, 2008–2009, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 17)		
Questionnaire Item	Percentage of Students*	
3. Students have the following <i>at home</i> to use for mathematics school work:		Number of Students Who Answered "Yes"
a computer		11
a scientific calculator		14
a graphing calculator		1
<div style="display: flex; justify-content: center; gap: 20px;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </div>		
4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:		Number of Students
more than 45 minutes		2
between 31 and 45 minutes		7
30 minutes or less		5
mathematics homework not usually assigned		3
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		1
sometimes		3
often or always		13
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		5
one to four times		6
five to nine times		4
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, 2008–2009, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 17)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never	47	8
one to four times	35	6
five to nine times	0	0
10 or more times	18	3
8. Language(s) students speak at home:		Number of Students
only or mostly English	41	7
another language (or other languages) as often as English	41	7
only or mostly another language (or other languages)	18	3
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools	29	5
three schools	24	4
four schools	24	4
five schools or more	24	4

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

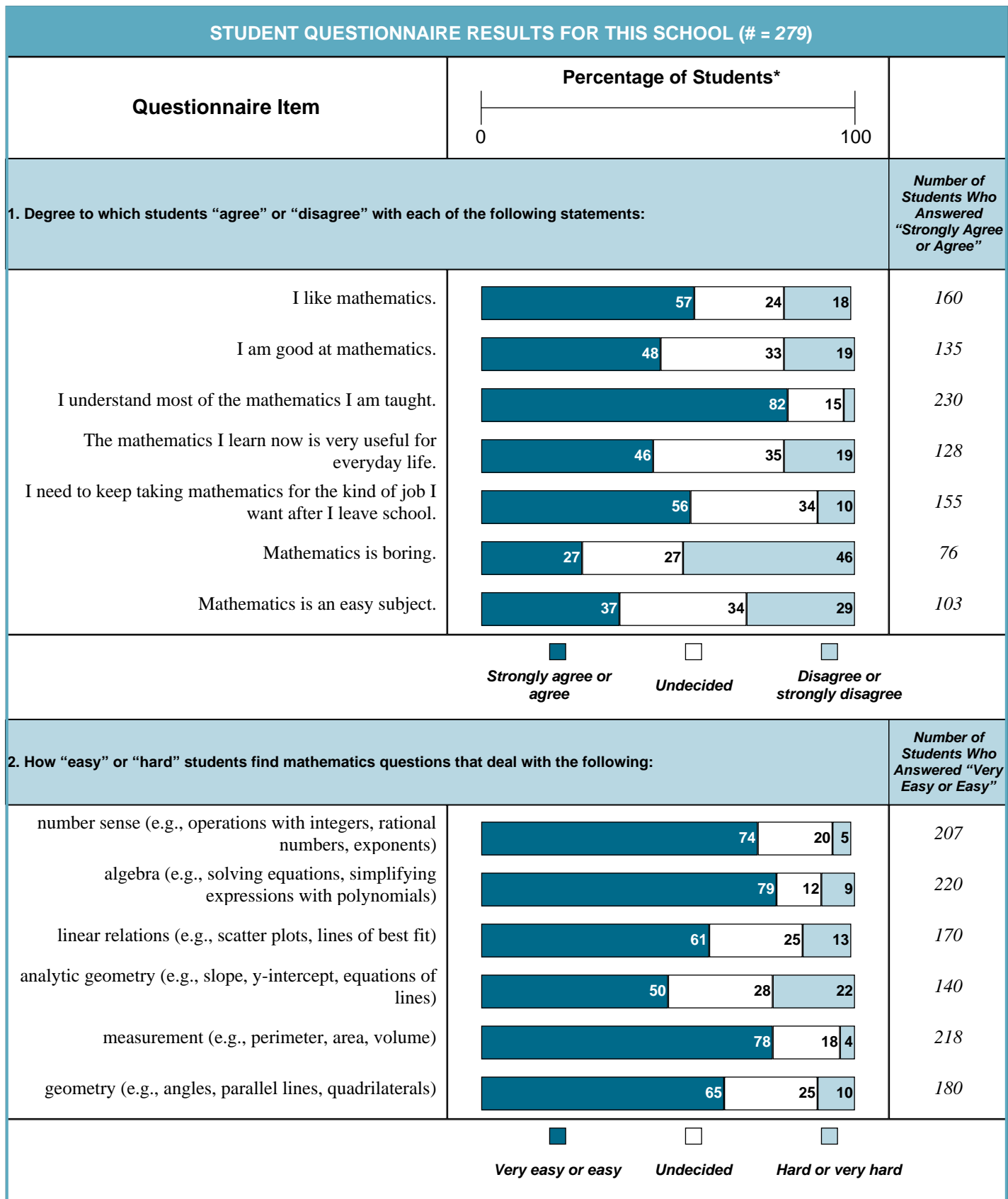
Grade 9 Assessment of Mathematics, 2008–2009, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 17)	Female* (# = 11)	Male* (# = 6)	All Students (# = 1 673)	Female* (# = 754)	Male* (# = 919)	All Students (# = 43 413)	Female* (# = 19 517)	Male* (# = 23 896)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	41%	45%	33%	37%	29%	43%	36%	30%	42%
I am good at mathematics.	29%	9%	67%	34%	25%	42%	36%	28%	43%
I understand most of the mathematics I am taught.	76%	73%	83%	62%	58%	65%	63%	59%	66%
The mathematics I learn now is very useful for everyday life.	65%	73%	50%	42%	39%	44%	42%	39%	44%
I need to keep taking mathematics for the kind of job I want after I leave school.	47%	55%	33%	39%	35%	43%	43%	39%	46%
Mathematics is boring.	47%	36%	67%	41%	42%	39%	42%	44%	41%
Mathematics is an easy subject.	12%	18%	0%	20%	13%	26%	22%	17%	27%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	65%	64%	67%	48%	46%	50%	47%	43%	50%
algebra	65%	73%	50%	42%	43%	42%	43%	44%	43%
linear relations	76%	82%	67%	60%	59%	62%	64%	63%	64%
measurement	59%	55%	67%	66%	66%	66%	66%	65%	67%
geometry	29%	27%	33%	40%	35%	44%	41%	36%	45%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	65%	64%	67%	46%	46%	45%	45%	46%	44%
a scientific calculator	82%	91%	67%	82%	86%	80%	75%	79%	73%
a graphing calculator	6%	9%	0%	9%	9%	9%	10%	8%	11%
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	29%	36%	17%	46%	44%	48%	46%	44%	47%
more than 30 minutes	53%	55%	50%	40%	43%	37%	34%	38%	31%
mathematics homework not usually assigned	18%	9%	33%	13%	13%	14%	19%	17%	21%
Percentage of students indicating they complete all of their mathematics homework**									
never or seldom.	6%	9%	0%	15%	13%	17%	16%	13%	19%
sometimes.	18%	27%	0%	30%	28%	31%	31%	31%	31%
often or always.	76%	64%	100%	54%	58%	51%	51%	55%	48%
Percentage of students indicating they have been absent from their mathematics class this year**									
four times or less.	65%	82%	33%	69%	69%	69%	60%	58%	61%
five times or more.	35%	18%	67%	31%	31%	30%	39%	41%	38%
Percentage of students indicating how often they have been late for their mathematics class this year**									
four times or less.	82%	82%	83%	68%	67%	69%	69%	69%	68%
five times or more.	18%	18%	17%	31%	32%	30%	30%	29%	30%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	41%	27%	67%	71%	70%	72%	81%	81%	81%
another language (or other languages) as often as English	41%	55%	17%	17%	19%	15%	11%	12%	11%
only or mostly another language (or other languages)	18%	18%	17%	11%	10%	12%	6%	6%	7%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	71%	64%	83%	44%	44%	43%	40%	40%	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, 2008–2009, Academic Course



* 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, 2008–2009, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 279)		
Questionnaire Item	Percentage of Students*	
3. Students have the following <i>at home</i> to use for mathematics school work:		Number of Students Who Answered "Yes"
a computer		190
a scientific calculator		250
a graphing calculator		17
<p style="text-align: center;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>		
4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:		Number of Students
more than 45 minutes		58
between 31 and 45 minutes		113
30 minutes or less		101
mathematics homework not usually assigned		5
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		35
sometimes		56
often or always		187
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		85
one to four times		160
five to nine times		27
10 or more times		6

* 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, 2008–2009, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 279)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never		150
one to four times		101
five to nine times		18
10 or more times		9
8. Language(s) students speak at home:		Number of Students
only or mostly English		129
another language (or other languages) as often as English		88
only or mostly another language (or other languages)		61
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools		148
three schools		73
four schools		34
five schools or more		23

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

Grade 9 Assessment of Mathematics, 2008–2009, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 279)	Female* (# = 148)	Male* (# = 131)	All Students (# = 7 008)	Female* (# = 3 540)	Male* (# = 3 468)	All Students (# = 96 485)	Female* (# = 49 343)	Male* (# = 47 142)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:									
I like mathematics.	57%	50%	66%	57%	51%	63%	55%	49%	61%
I am good at mathematics.	48%	39%	59%	53%	46%	60%	53%	45%	61%
I understand most of the mathematics I am taught.	82%	78%	88%	75%	72%	78%	73%	69%	77%
The mathematics I learn now is very useful for everyday life.	46%	37%	56%	42%	38%	45%	38%	34%	42%
I need to keep taking mathematics for the kind of job I want after I leave school.	56%	44%	69%	59%	55%	62%	56%	54%	59%
Mathematics is boring.	27%	30%	24%	28%	28%	28%	30%	30%	30%
Mathematics is an easy subject.	37%	28%	47%	30%	24%	37%	28%	23%	34%
Percentage of students indicating that the following are “very easy” or “easy”:									
number sense	74%	70%	79%	70%	66%	74%	68%	65%	72%
algebra	79%	74%	85%	66%	66%	66%	63%	63%	63%
linear relations	61%	58%	64%	57%	54%	60%	52%	49%	56%
analytic geometry	50%	49%	52%	53%	51%	56%	48%	46%	50%
measurement	78%	74%	83%	74%	70%	77%	76%	74%	78%
geometry	65%	60%	69%	62%	60%	65%	61%	57%	65%
Percentage of students indicating they have the following at home to use for mathematics school work:									
a computer	68%	70%	66%	60%	62%	58%	56%	57%	54%
a scientific calculator	90%	90%	89%	91%	92%	90%	87%	89%	86%
a graphing calculator	6%	4%	8%	9%	8%	10%	9%	8%	10%
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**									
30 minutes or less	36%	30%	44%	36%	29%	43%	37%	32%	43%
more than 30 minutes	61%	70%	52%	62%	69%	54%	59%	65%	52%
mathematics homework not usually assigned	2%	1%	3%	2%	1%	3%	3%	2%	3%
Percentage of students indicating they complete all of their mathematics homework**									
never or seldom.	13%	11%	15%	12%	8%	15%	12%	9%	15%
sometimes.	20%	16%	24%	23%	20%	26%	24%	22%	26%
often or always.	67%	73%	60%	64%	70%	57%	63%	68%	57%
Percentage of students indicating they have been absent from their mathematics class this year**									
four times or less.	88%	90%	85%	80%	79%	80%	73%	72%	74%
five times or more.	12%	10%	14%	19%	19%	18%	25%	26%	24%
Percentage of students indicating how often they have been late for their mathematics class this year**									
four times or less.	90%	90%	90%	83%	85%	82%	84%	85%	82%
five times or more.	10%	10%	9%	15%	14%	17%	15%	13%	16%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	46%	56%	35%	59%	60%	58%	75%	76%	74%
another language (or other languages) as often as English	32%	29%	34%	25%	26%	23%	15%	15%	15%
only or mostly another language (or other languages)	22%	14%	31%	15%	13%	17%	9%	8%	10%
Percentage of students indicating that from kindergarten to Grade 8 they attended									
three or more elementary schools.	47%	41%	53%	40%	41%	39%	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.

Grade 9 Assessment of Mathematics, 2008–2009

EXPLANATION OF TERMS

All Students	Results are reported for all students in the course.
Participating Students	Results are reported only for those students who took part in the assessment (excludes the "no data" category).
Provincial Standard	The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard.
Level 4 (80–100%)	The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
Level 3 (70–79%)	The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard.
Level 2 (60–69%)	The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard.
Level 1 (50–59%)	The student has demonstrated a passable level of achievement. Achievement is <i>below</i> the provincial standard.
Below Level 1/ Below L1	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
No Data	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Beginning in 2006–2007, exemptions have not been permitted.
English Language Learners	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). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
Students Receiving One or More Special Provisions	Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
Students with Special Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students identified as gifted are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 15 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.
N/D	"No data available" is used to indicate that there were no students in the course for the years specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.