



School Board Report



Grade 9 Assessment of Mathematics, 2011–2012

Board: Peel District School Board (66125)

EQAO is pleased to provide you with the results of the 2011–2012 Grade 9 Assessment of Mathematics. This report contains student results for the current year and previous years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO’s provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data are used as a catalyst for improvement at the individual student level through to the school, school-board and ministry levels. They provide a clearer picture of student progress and a solid foundation upon which parents, policymakers, school and school-board staff can base their strategies to support students in their learning.

EQAO data help school teams identify areas of student strength, target areas requiring support and plan for improvement. They also provide additional evidence that helps teachers and parents engage in meaningful conversations about individual students’ achievement. At the school-board level, EQAO data are used by directors of education as a key source of student-achievement information to create annual school-board reports and by trustees to establish multi-year school-board plans. Since 2009, school boards have also been required by legislation to consult with school councils on policies and guidelines related to student achievement, and EQAO data support these conversations as well.

Of course, it should be remembered that EQAO data are just one part of the picture. Provincial test results are a valuable indicator of student achievement and should always be examined together with other achievement information—such as report card grades and classroom assessment results—in order to get a complete picture of student skills, abilities and knowledge.

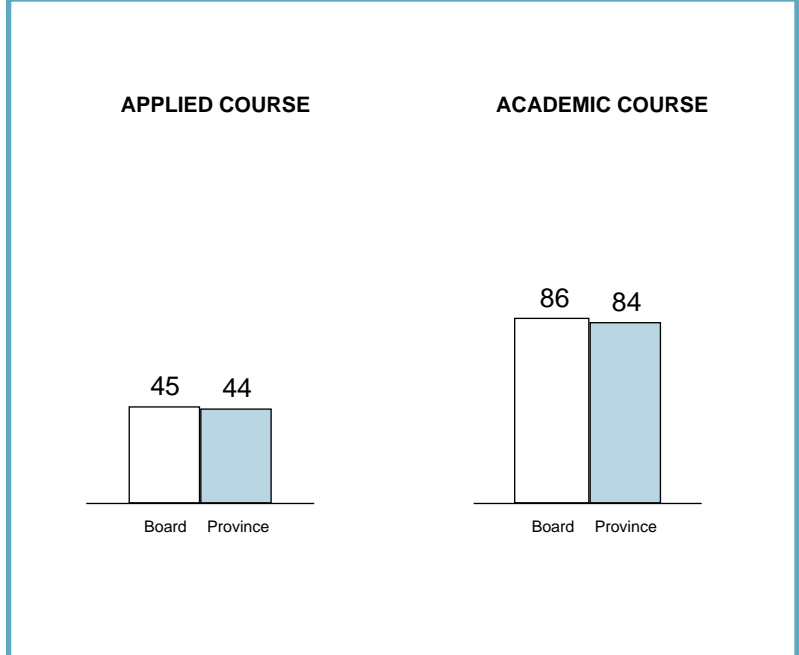
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach their highest potential.

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE	
	Applied	Academic
Percentages of all students at or above the provincial standard		
• 2011–2012.....	1	1
• Over time.....	2	2
Tips for using this report.....	3	3
Contextual information: 2011–2012.....	4	7
Results for groups of students: 2011–2012		
• All students.....	5	8
• Participating students.....	5	8
• Students by gender.....	6	9
Contextual information: Over time.....	10	12
Results for all students: Over time.....	11	13
Results for all students: Over time by gender.....	14	15
Student questionnaire results.....	16–24	25–33
Explanation of terms.....	34	34

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



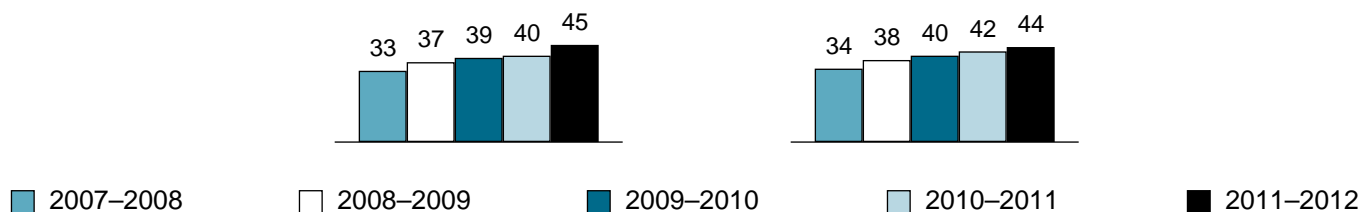
Grade 9 Assessment of Mathematics, 2011–2012

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

APPLIED MATHEMATICS

Board

Province



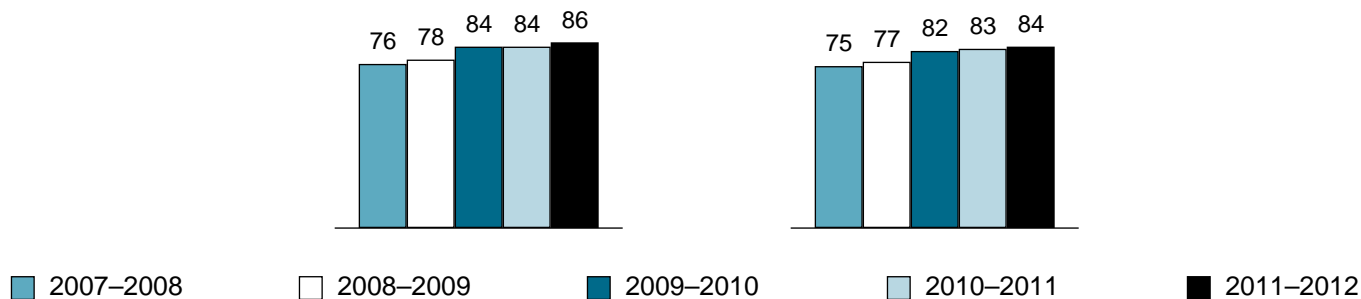
Total Number of Students

	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>	<u>2011–2012</u>
Board	2 840	2 786	2 851	2 684	2 626
Province	47 817	48 482	47 566	44 095	41 799

ACADEMIC MATHEMATICS

Board

Province



Total Number of Students

	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>	<u>2011–2012</u>
Board	7 301	7 483	7 336	7 446	7 577
Province	100 823	100 992	101 268	99 278	97 741

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 of the current and previous administrations to aid in monitoring improvement and
- ◆ information about the characteristics of the students who participated.

Specifically, you will find

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

Contextual Information

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

	Board		Province	
Enrolment				
Number of students in applied mathematics course	2 626		41 799	
Number of classes with students in applied mathematics course	197		2 760	
Number of schools with applied mathematics classes	36		718	
	Number	Percent	Number	Percent
Participation in the Assessment				
Students who participated in the assessment	2 521	96%	39 844	95%
Participating students who received one or more accommodations*	616	24%	10 909	27%
Participating students who received one or more special provisions*	395	16%	1 855	5%
Students who did not complete any part of the assessment (no data)*	105	4%	1 955	5%
Gender[†] Based on number of students enrolled				
Female	1 151	44%	18 563	44%
Male	1 475	56%	23 236	56%
Gender not specified	0	0%	0	0%
Student Status[†] Based on number of students enrolled				
English language learners*	568	22%	3 176	8%
Students with special education needs (excluding gifted)*	657	25%	14 220	34%
Semester/Full Year Based on number of students enrolled				
First-semester course	1 221	46%	19 257	46%
Second-semester course	1 307	50%	18 943	45%
Full-year course	98	4%	3 599	9%
Language and School Background^{††} Based on Student Questionnaire data				
	Number of Respondents:		2 265	35 233
Speak only or mostly a language other than English at home	187	8%	2 251	6%
Speak another language as often as English at home	503	22%	4 656	13%
Attended three or more elementary schools from kindergarten to Grade 8	1 438	63%	15 019	43%

* See the Explanation of Terms.

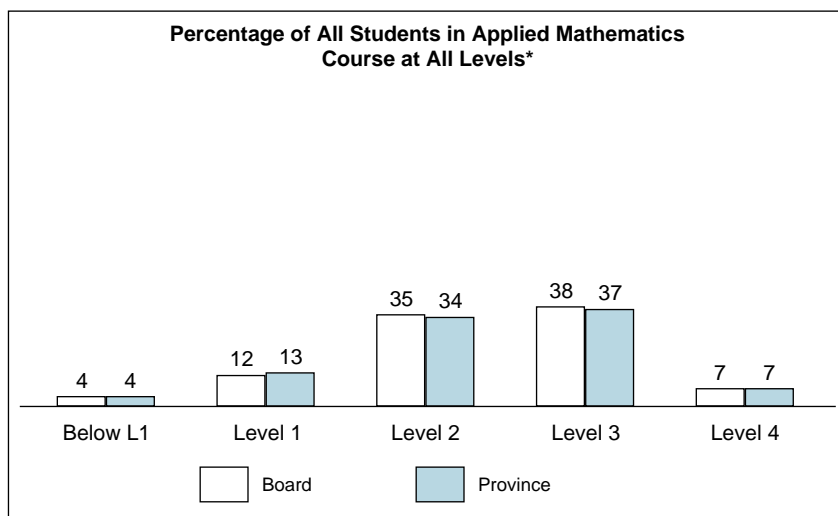
[†] Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

^{††} 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, 2011–2012, Applied Course

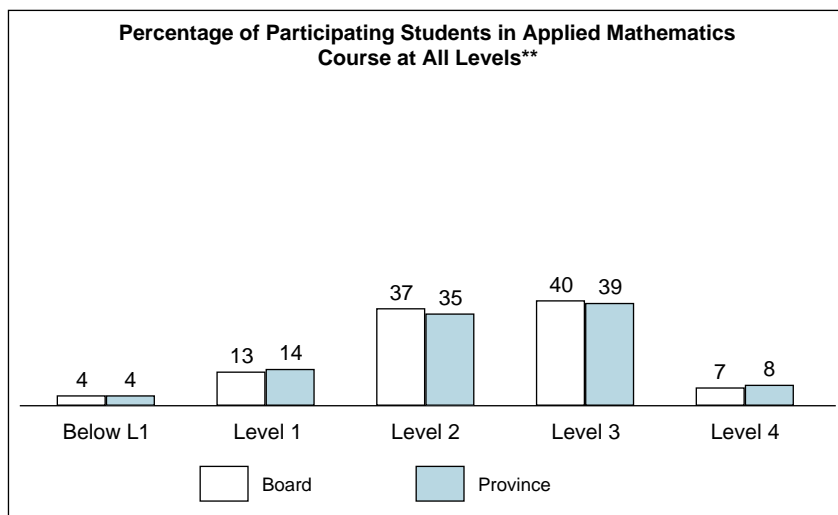
Results for All Students

All Students*			
Number of Students	Board 2 626		Province 41 799
	#	%	%
Level 4	181	7%	7%
Level 3	996	38%	37%
Level 2	932	35%	34%
Level 1	316	12%	13%
Below Level 1	96	4%	4%
Participating Students	2 521	96%	95%
No Data	105	4%	5%
At or Above Provincial Standard (Levels 3 and 4) †		45%	44%



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

Participating Students**			
Number of Students	Board 2 521		Province 39 844
	#	%	%
Level 4	181	7%	8%
Level 3	996	40%	39%
Level 2	932	37%	35%
Level 1	316	13%	14%
Below Level 1	96	4%	4%
At or Above Provincial Standard (Levels 3 and 4) †		47%	47%



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

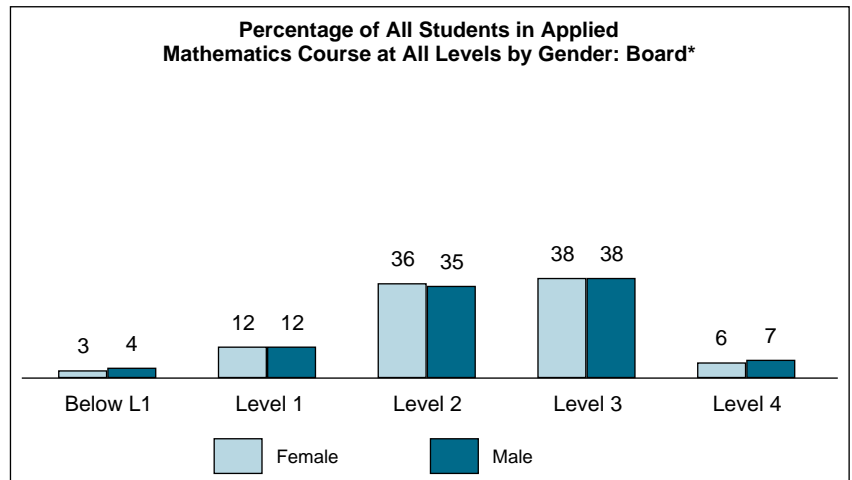
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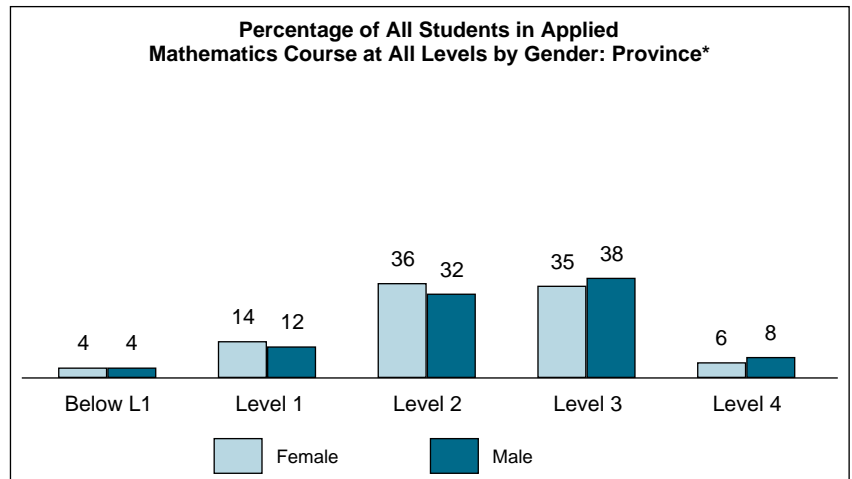
Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

Results by Gender††

All Students: Board by Gender*				
Number of Students	Female 1 151		Male 1 475	
	#	%	#	%
Level 4	71	6%	110	7%
Level 3	438	38%	558	38%
Level 2	414	36%	518	35%
Level 1	142	12%	174	12%
Below Level 1	32	3%	64	4%
Participating Students	1 097	95%	1 424	97%
No Data	54	5%	51	3%
At or Above Provincial Standard (Levels 3 and 4) †	44%		45%	



All Students: Province by Gender*				
Number of Students	Female 18 563		Male 23 236	
	#	%	#	%
Level 4	1 200	6%	1 928	8%
Level 3	6 520	35%	8 942	38%
Level 2	6 593	36%	7 472	32%
Level 1	2 639	14%	2 768	12%
Below Level 1	758	4%	1 024	4%
Participating Students	17 710	95%	22 134	95%
No Data	853	5%	1 102	5%
At or Above Provincial Standard (Levels 3 and 4) †	42%		47%	



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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.

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

Contextual Information

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

	Board		Province	
Enrolment				
Number of students in academic mathematics course	7 577		97 741	
Number of classes with students in academic mathematics course	347		4 127	
Number of schools with academic mathematics classes	32		691	
	Number	Percent	Number	Percent
Participation in the Assessment				
Students who participated in the assessment	7 541	100%	96 907	99%
Participating students who received one or more accommodations*	276	4%	4 494	5%
Participating students who received one or more special provisions*	745	10%	2 903	3%
Students who did not complete any part of the assessment (no data)*	36	<1%	834	1%
Gender[†] Based on number of students enrolled				
Female	3 676	49%	50 134	51%
Male	3 901	51%	47 607	49%
Gender not specified	0	0%	0	0%
Student Status[†] Based on number of students enrolled				
English language learners*	1 271	17%	5 314	5%
Students with special education needs (excluding gifted)*	216	3%	5 374	5%
Semester/Full Year Based on number of students enrolled				
First-semester course	3 806	50%	43 089	44%
Second-semester course	3 422	45%	42 814	44%
Full-year course	349	5%	11 838	12%
Language and School Background^{††} Based on Student Questionnaire data				
	Number of Respondents:		7 026	89 714
Speak only or mostly a language other than English at home	861	12%	7 600	8%
Speak another language as often as English at home	2 050	29%	14 483	16%
Attended three or more elementary schools from kindergarten to Grade 8	4 547	65%	33 653	38%

* See the Explanation of Terms.

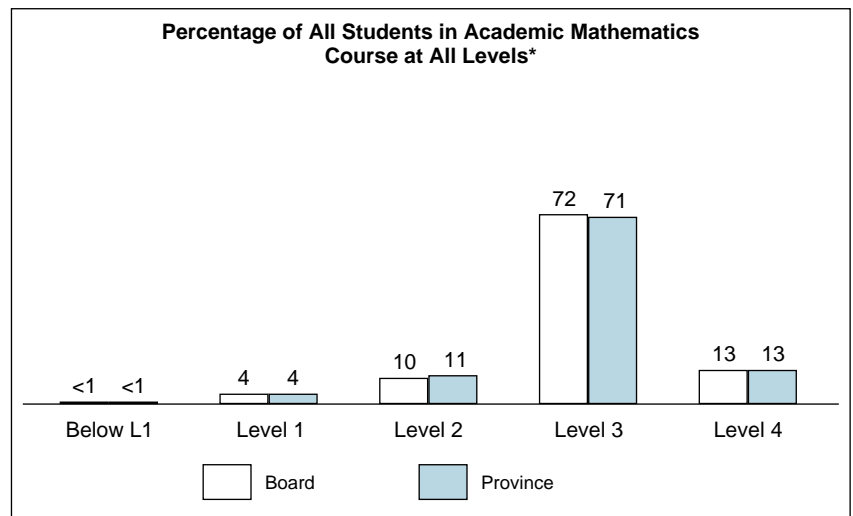
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^{††} Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

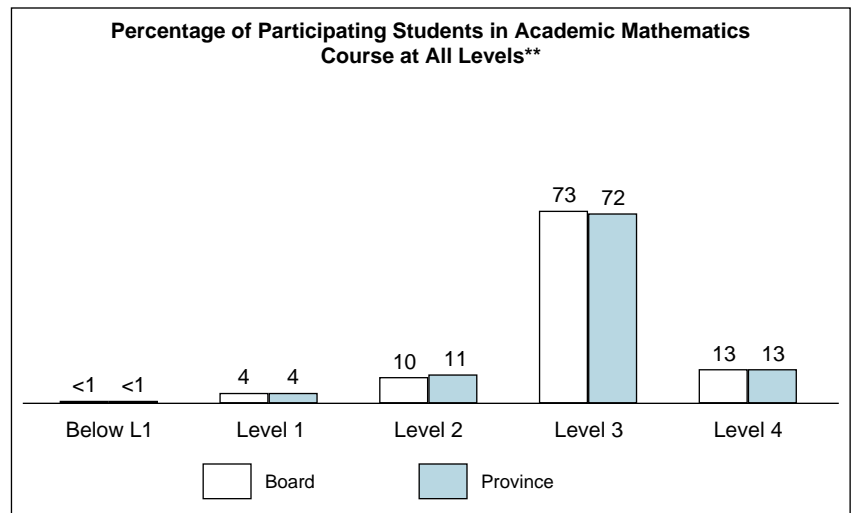
Results for All Students

All Students*			
Number of Students	Board 7 577		Province 97 741
	#	%	%
Level 4	1 016	13%	13%
Level 3	5 471	72%	71%
Level 2	737	10%	11%
Level 1	309	4%	4%
Below Level 1	8	<1%	<1%
Participating Students	7 541	100%	99%
No Data	36	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		86%	84%



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

Participating Students**			
Number of Students	Board 7 541		Province 96 907
	#	%	%
Level 4	1 016	13%	13%
Level 3	5 471	73%	72%
Level 2	737	10%	11%
Level 1	309	4%	4%
Below Level 1	8	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		86%	85%



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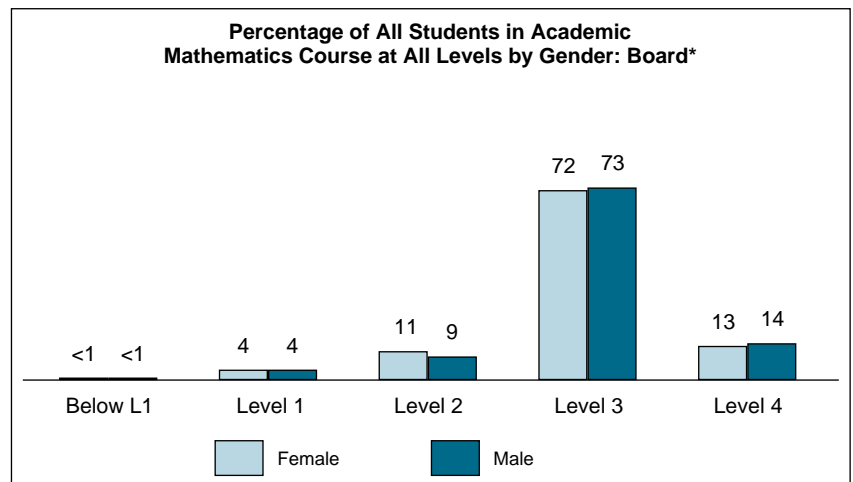
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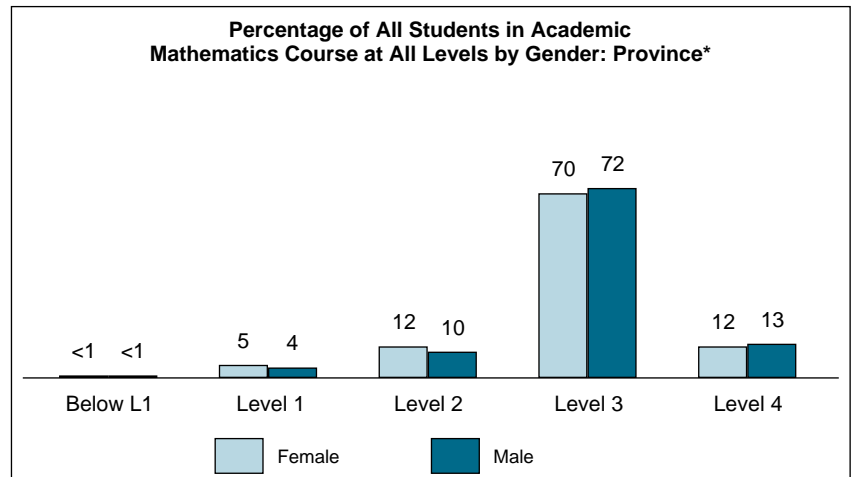
Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

Results by Gender††

All Students: Board by Gender*				
Number of Students	Female 3 676		Male 3 901	
	#	%	#	%
Level 4	475	13%	541	14%
Level 3	2 638	72%	2 833	73%
Level 2	398	11%	339	9%
Level 1	142	4%	167	4%
Below Level 1	5	<1%	3	<1%
Participating Students	3 658	100%	3 883	100%
No Data	18	<1%	18	<1%
At or Above Provincial Standard (Levels 3 and 4) †	85%		86%	



All Students: Province by Gender*				
Number of Students	Female 50 134		Male 47 607	
	#	%	#	%
Level 4	6 148	12%	6 264	13%
Level 3	35 314	70%	34 188	72%
Level 2	5 873	12%	4 650	10%
Level 1	2 260	5%	1 967	4%
Below Level 1	105	<1%	138	<1%
Participating Students	49 700	99%	47 207	99%
No Data	434	1%	400	1%
At or Above Provincial Standard (Levels 3 and 4) †	83%		85%	



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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.

Grade 9 Assessment of Mathematics, 2011–2012

Contextual Information over Time: Applied Mathematics Course

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

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	
Enrolment						
Number of students in applied mathematics course	2 840	2 786	2 851	2 684	2 626	
Number of classes with students in applied mathematics course	174	168	171	163	197	
Number of schools with applied mathematics classes	33	35	34	33	36	
Participation in the Assessment						
Students who participated in the assessment	93%	95%	96%	97%	96%	
Participating students who received one or more accommodations*	20%	22%	23%	24%	24%	
Participating students who received one or more special provisions*	6%	7%	6%	10%	16%	
Students who did not complete any part of the assessment (no data)*	7%	5%	4%	3%	4%	
Gender[†] Based on number of students enrolled						
Female	44%	45%	42%	45%	44%	
Male	56%	55%	58%	55%	56%	
Gender not specified	0%	0%	0%	0%	0%	
Student Status[†] Based on number of students enrolled						
English language learners*	8%	8%	8%	12%	22%	
Students with special education needs (excluding gifted)*	23%	23%	24%	24%	25%	
Semester/Full Year Based on number of students enrolled						
First-semester course	47%	47%	46%	42%	46%	
Second-semester course	46%	45%	48%	49%	50%	
Full-year course	7%	8%	6%	8%	4%	
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:	2 538	2 535	2 594	2 343	2 265
Speak only or mostly a language other than English at home	10%	9%	9%	11%	8%	
Speak another language as often as English at home	19%	19%	18%	21%	22%	
Attended three or more elementary schools from kindergarten to Grade 8	57%	57%	53%	56%	63%	

* See the Explanation of Terms.

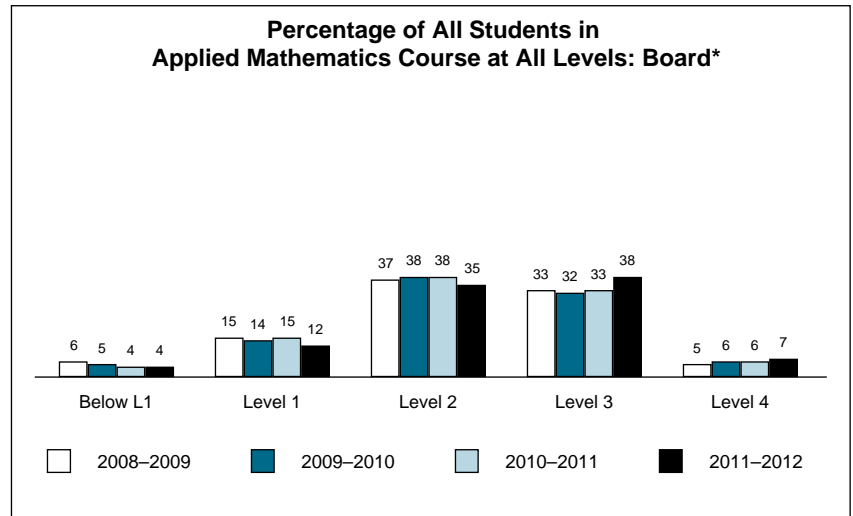
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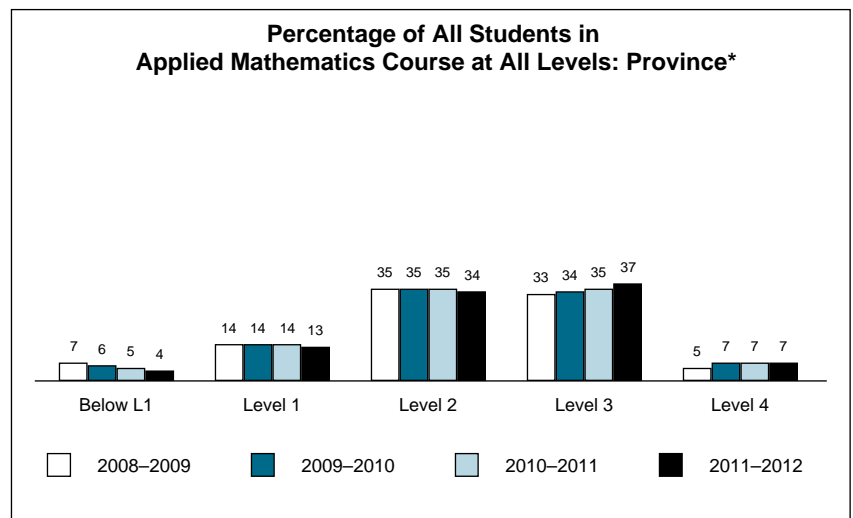
Results over Time, 2008–2009 to 2011–2012

Applied Mathematics Course for All Students

Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	2 786	2 851	2 684	2 626
Level 4	5%	6%	6%	7%
Level 3	33%	32%	33%	38%
Level 2	37%	38%	38%	35%
Level 1	15%	14%	15%	12%
Below Level 1	6%	5%	4%	4%
<i>Participating Students</i>	95%	96%	97%	96%
No Data	5%	4%	3%	4%
At or Above Provincial Standard (Levels 3 and 4)†	37%	39%	40%	45%



Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	48 482	47 566	44 095	41 799
Level 4	5%	7%	7%	7%
Level 3	33%	34%	35%	37%
Level 2	35%	35%	35%	34%
Level 1	14%	14%	14%	13%
Below Level 1	7%	6%	5%	4%
<i>Participating Students</i>	94%	95%	95%	95%
No Data	6%	5%	5%	5%
At or Above Provincial Standard (Levels 3 and 4)†	38%	40%	42%	44%



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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, 2011–2012

Contextual Information over Time: Academic Mathematics Course

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

	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	
Enrolment						
Number of students in academic mathematics course	7 301	7 483	7 336	7 446	7 577	
Number of classes with students in academic mathematics course	291	293	283	309	347	
Number of schools with academic mathematics classes	30	30	30	30	32	
Participation in the Assessment						
Students who participated in the assessment	100%	99%	99%	100%	100%	
Participating students who received one or more accommodations*	2%	3%	3%	3%	4%	
Participating students who received one or more special provisions*	3%	3%	3%	3%	10%	
Students who did not complete any part of the assessment (no data)*	<1%	1%	1%	<1%	<1%	
Gender[†] Based on number of students enrolled						
Female	49%	49%	51%	49%	49%	
Male	51%	51%	49%	51%	51%	
Gender not specified	0%	0%	0%	0%	0%	
Student Status[†] Based on number of students enrolled						
English language learners*	4%	4%	4%	4%	17%	
Students with special education needs (excluding gifted)*	3%	3%	3%	3%	3%	
Semester/Full Year Based on number of students enrolled						
First-semester course	46%	48%	47%	46%	50%	
Second-semester course	47%	47%	47%	46%	45%	
Full-year course	7%	6%	6%	8%	5%	
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:	7 073	7 226	7 015	7 112	7 026
Speak only or mostly a language other than English at home		13%	13%	12%	13%	12%
Speak another language as often as English at home		26%	27%	29%	25%	29%
Attended three or more elementary schools from kindergarten to Grade 8		58%	55%	54%	54%	65%

* See the Explanation of Terms.

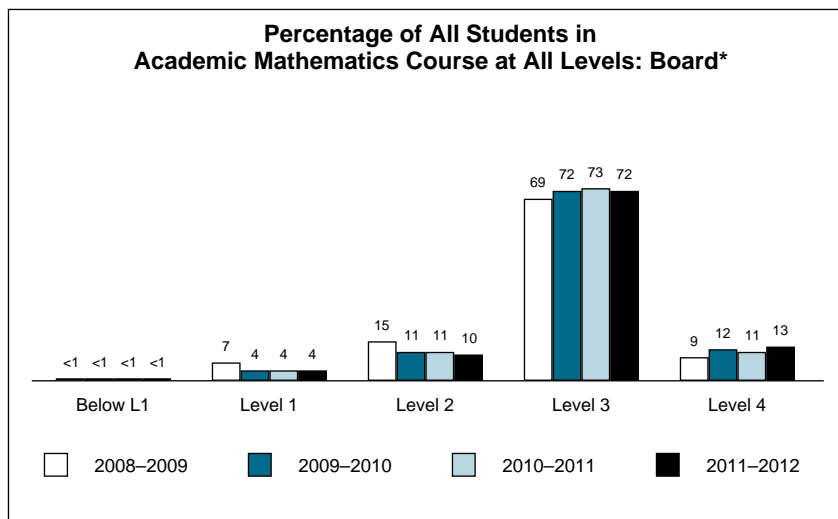
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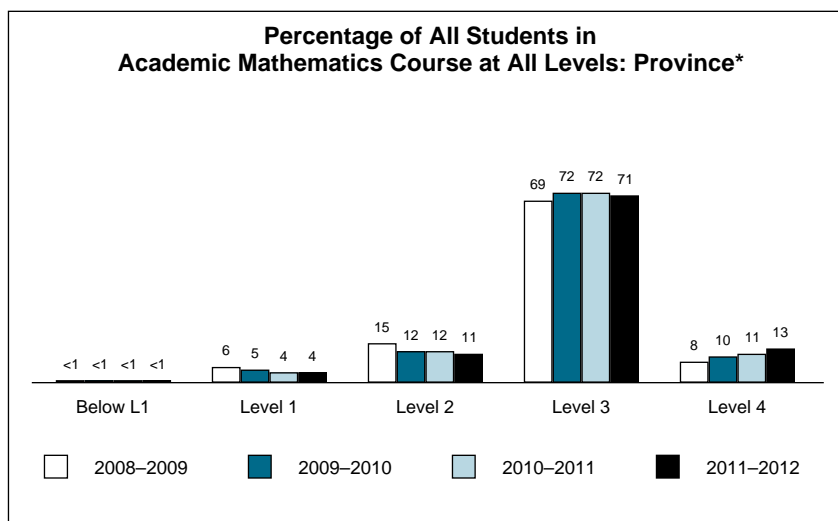
Results over Time, 2008–2009 to 2011–2012

Academic Mathematics Course for All Students

Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	7 483	7 336	7 446	7 577
Level 4	9%	12%	11%	13%
Level 3	69%	72%	73%	72%
Level 2	15%	11%	11%	10%
Level 1	7%	4%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	100%	100%
No Data	1%	1%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	78%	84%	84%	86%



Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	100 992	101 268	99 278	97 741
Level 4	8%	10%	11%	13%
Level 3	69%	72%	72%	71%
Level 2	15%	12%	12%	11%
Level 1	6%	5%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	77%	82%	83%	84%

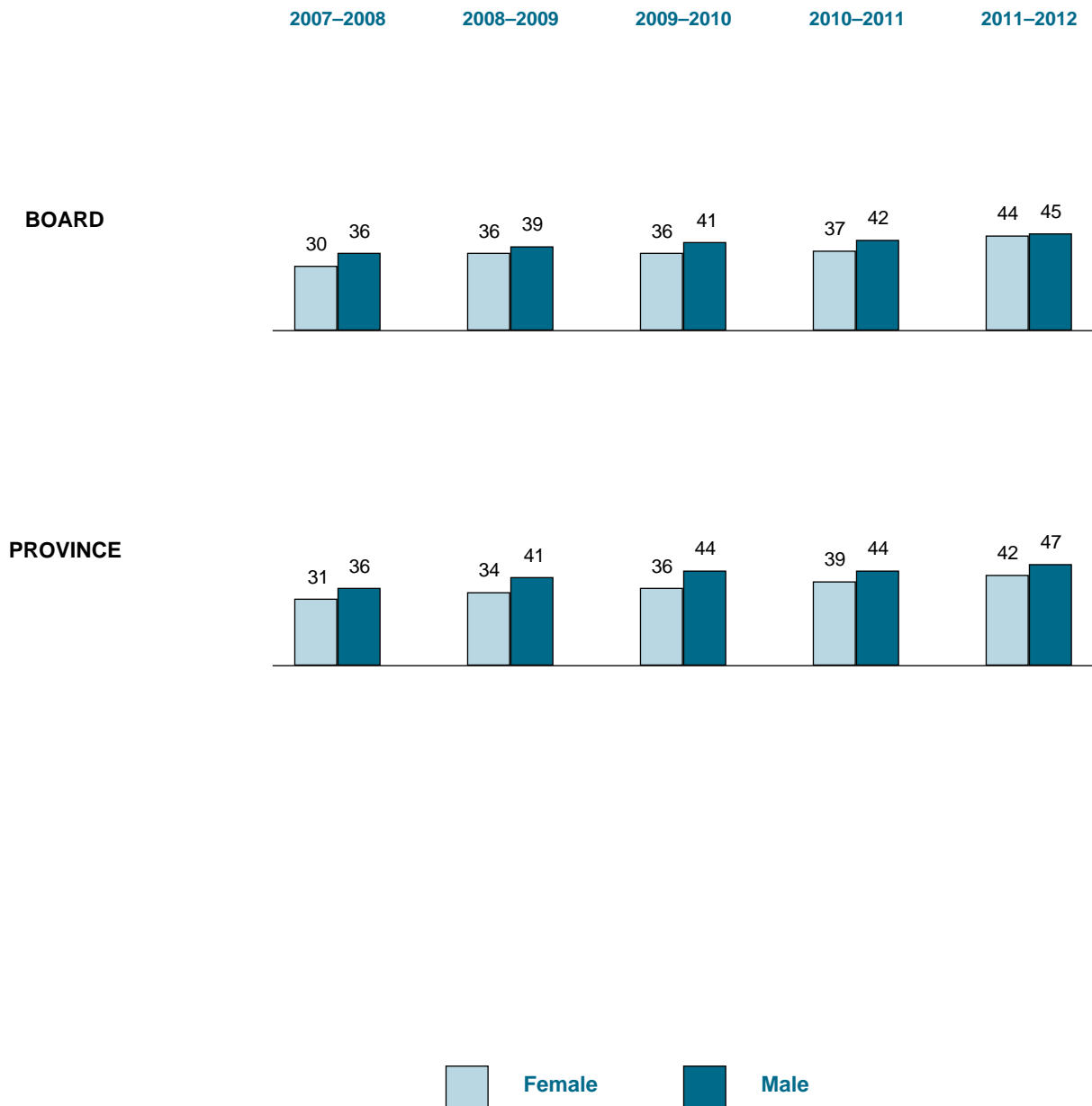


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER †

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



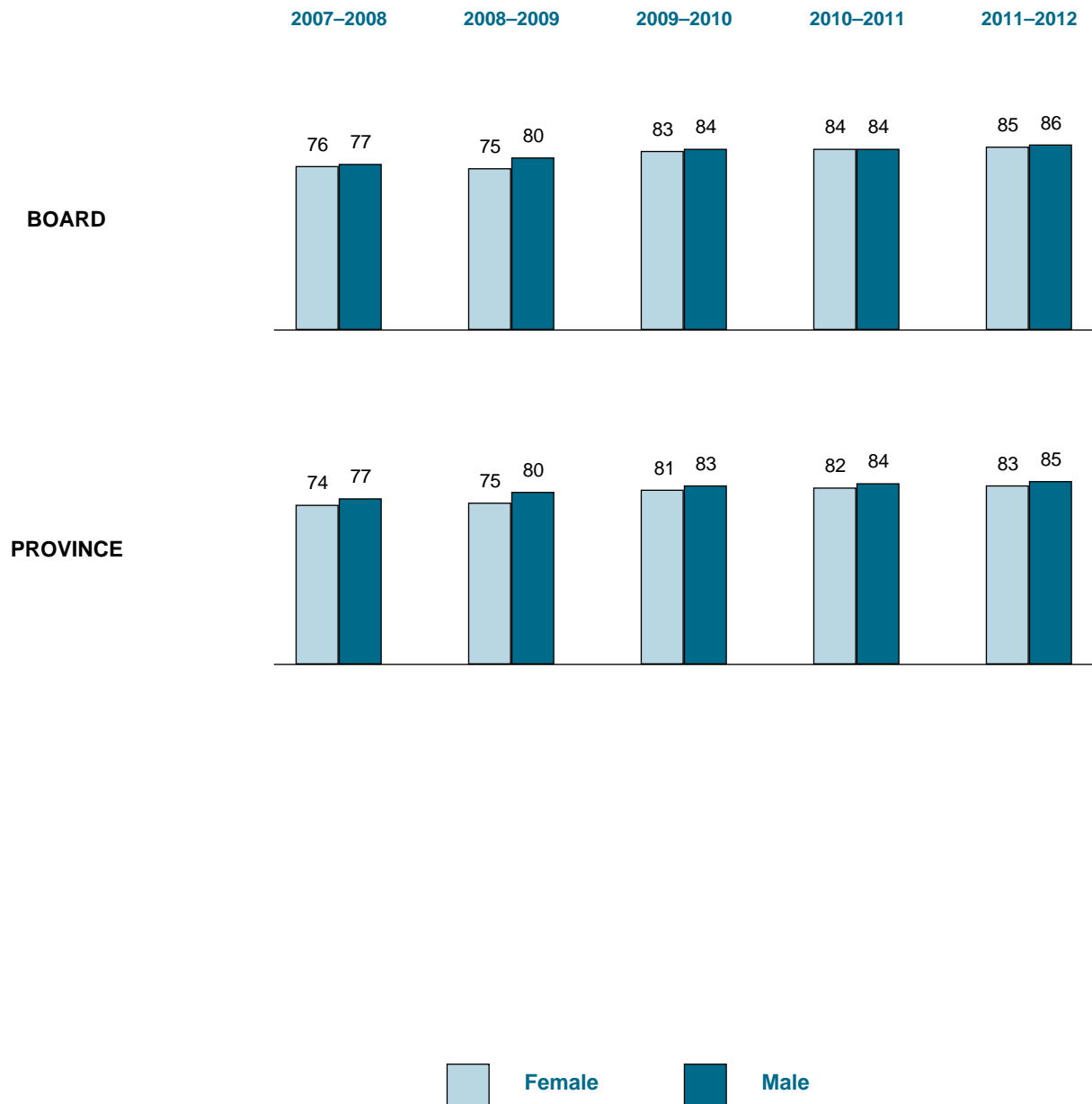
Total Number of Students in Applied Mathematics Course†

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	1 249	1 591	1 263	1 523	1 211	1 640	1 209	1 475	1 151	1 475
Province	21 626	26 182	21 752	26 730	21 262	26 304	19 721	24 374	18 563	23 236

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER †

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



Total Number of Students in Academic Mathematics Course †

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	3 584	3 717	3 683	3 800	3 727	3 609	3 660	3 786	3 676	3 901
Province	51 367	49 452	51 554	49 438	51 972	49 296	50 814	48 464	50 134	47 607

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =2 265)

Strongly Disagree/Disagree
 Neither agree nor disagree
 Agree/Strongly agree

STUDENTS' ATTITUDES TOWARD MATHEMATICS

How much do you agree or disagree with the following statements?	Percentage of Students*	Number of students who answered "agree" or "strongly agree"
I like mathematics.		786
I am good at mathematics.		798
I am able to answer difficult mathematics questions.		537
Mathematics is one of my favourite subjects.		507
I understand most of the mathematics I am taught.		1 452
Mathematics is an easy subject.		396
I try to do my best in mathematics class.		1 784
The mathematics I learn now is useful for everyday life.		946
The mathematics I learn now helps me do work in other subjects.		1 107
I need to do well in mathematics to study what I want later.		1 224
I need to keep taking mathematics for the kind of job I want after I leave school.		1 088

Not at all confident
 Somewhat confident
 Confident
 Very confident

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

How confident are you that you can answer mathematics questions related to the following?	Percentage of Students*	Number of students who answered "very confident"
number sense (e.g., operations with integers, rational numbers, exponents)		271
algebra (e.g., solving equations, simplifying expressions with polynomials)		329
linear relations (e.g., scatter plots, lines of best fit)		502
measurement (e.g., perimeter, area, volume)		664
geometry (e.g., angles, parallel lines)		356

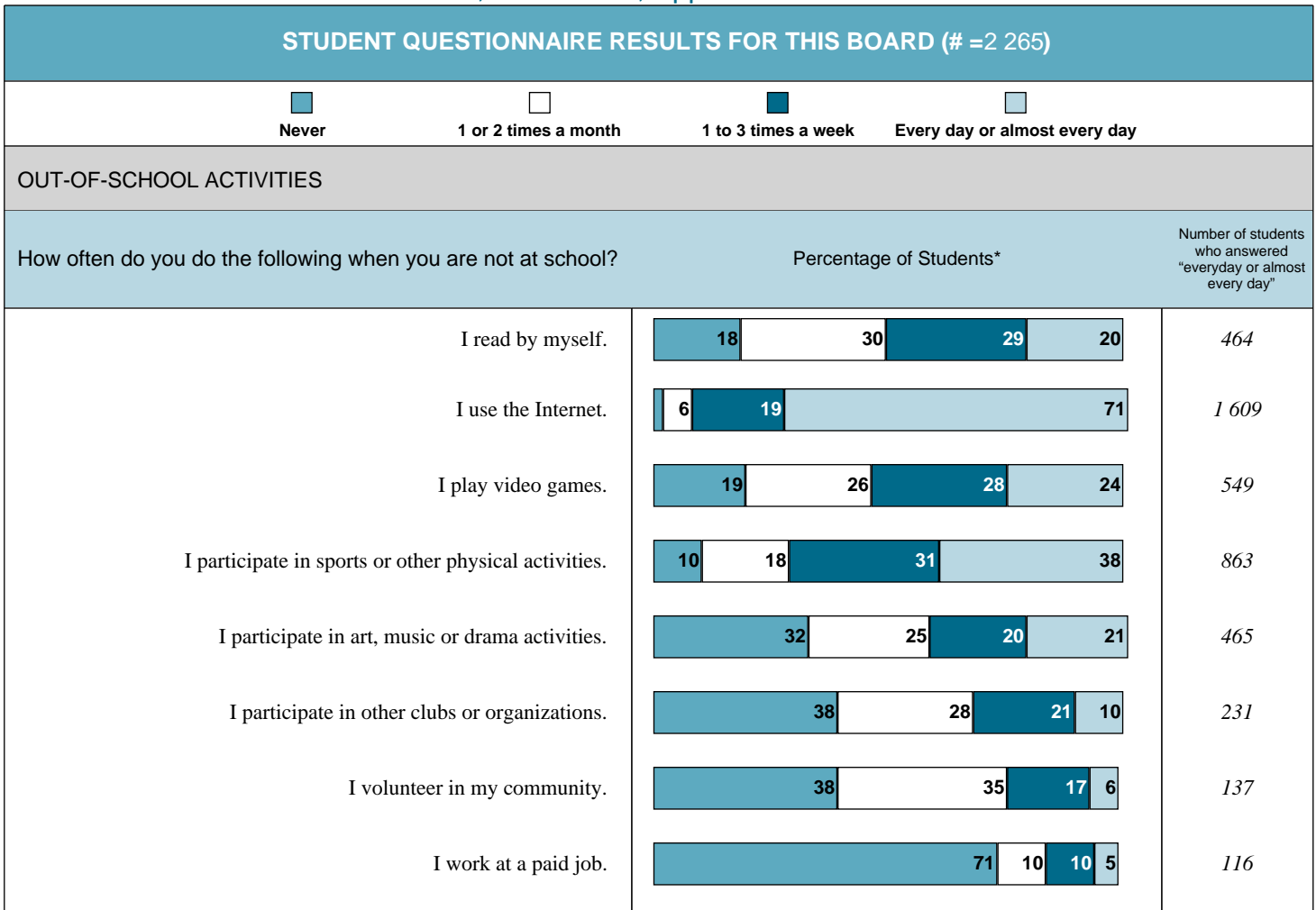
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =2 265)					
	<input type="checkbox"/> Never or almost never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Often	<input type="checkbox"/> Very Often	
DOING MATHEMATICS					
How often do you do the following when studying mathematics or working on a mathematics problem?	Percentage of Students*			Number of students who answered "very often"	
I connect new mathematics concepts to what I already know about mathematics or other subjects.	14	54	24	5	124
I check my mathematics answers to see if they make sense.	5	31	43	20	449
I apply new mathematics concepts to real-life problems.	30	42	19	6	138
I take time to discuss my mathematics assignments with my classmates.	24	44	21	8	184
I look for more than one way to solve mathematics problems.	11	40	31	15	342
How often do you complete your mathematics homework?	Percentage of Students*			Number of students	
I am not usually assigned any mathematics homework	6				135
Never or almost never	8				181
Sometimes		28			624
Often			38		853
Always				19	436

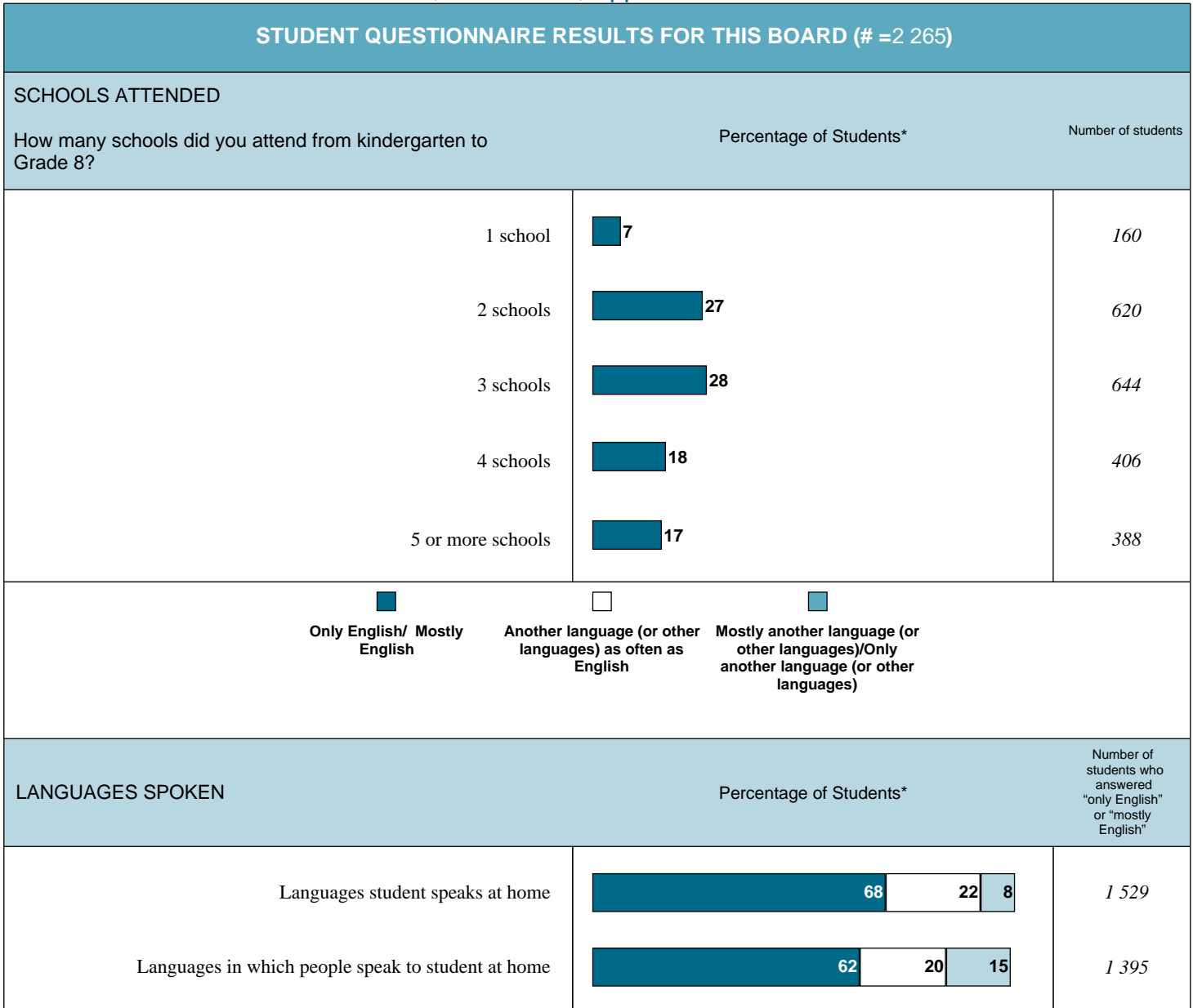
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course



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

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course



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

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =2 265)		
USE OF THE ASSESSMENT IN CLASS MARKS		
Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?	Percentage of Students*	Number of students
Yes	45	1 016
No	3	68
Don't know	50	1 124
Total number of students:		1 016
Were you told how much the assessment will count as part of your class mark (e.g., 5%)? †	Percentage of Students*	Number of students
Yes	86	875
No	13	134
Total number of students:		1 016
Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously? †	Percentage of Students*	Number of students
Yes	75	766
No	9	90
Undecided	15	157

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

† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 2 265)	Female* (# = 984)	Male* (# = 1 281)	All Students (# = 35 233)	Female* (# = 15 765)	Male* (# = 19 468)
STUDENTS' ATTITUDES TOWARD MATHEMATICS						
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †						
I like mathematics.	35%	27%	40%	34%	28%	40%
I am good at mathematics.	35%	27%	41%	36%	28%	43%
I am able to answer difficult mathematics questions.	24%	16%	29%	24%	16%	30%
Mathematics is one of my favourite subjects.	22%	17%	27%	22%	18%	25%
I understand most of the mathematics I am taught.	64%	60%	67%	62%	59%	66%
Mathematics is an easy subject.	17%	13%	21%	21%	15%	25%
I try to do my best in mathematics class.	79%	83%	75%	78%	82%	75%
The mathematics I learn now is useful for everyday life.	42%	39%	44%	40%	36%	43%
The mathematics I learn now helps me do work in other subjects.	49%	48%	50%	47%	45%	48%
I need to do well in mathematics to study what I want later.	54%	51%	56%	50%	48%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	48%	44%	51%	45%	41%	47%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following: ‡						
number sense (e.g., operations with integers, rational numbers, exponents)	51%	44%	57%	47%	39%	54%
algebra (e.g., solving equations, simplifying expressions with polynomials)	50%	46%	53%	46%	42%	48%
linear relations (e.g., scatter plots, lines of best fit)	61%	55%	66%	62%	58%	65%
measurement (e.g., perimeter, area, volume)	69%	65%	71%	68%	64%	71%
geometry (e.g., angles, parallel lines)	48%	41%	53%	47%	40%	54%

* Only includes students for whom gender data were available.

† Other response options were "strongly disagree," "disagree" and "neither agree nor disagree."

‡ Other response options were "not at all confident" and "somewhat confident."

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 2 265)	Female* (# = 984)	Male* (# = 1 281)	All Students (# = 35 233)	Female* (# = 15 765)	Male* (# = 19 468)
DOING MATHEMATICS						
Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem: †						
I connect new mathematics concepts to what I already know about mathematics or other subjects.	5%	4%	6%	6%	4%	6%
I check my mathematics answers to see if they make sense.	20%	20%	20%	17%	17%	16%
I apply new mathematics concepts to real-life problems.	6%	4%	7%	5%	4%	6%
I take time to discuss my mathematics assignments with my classmates.	8%	8%	9%	5%	5%	5%
I look for more than one way to solve mathematics problems.	15%	12%	17%	12%	10%	14%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡						
I am not usually assigned any mathematics homework	6%	5%	7%	11%	11%	11%
Never or almost never	8%	6%	9%	9%	7%	10%
Sometimes	28%	25%	29%	28%	26%	29%
Often	38%	40%	36%	32%	33%	32%
Always	19%	22%	17%	18%	21%	14%

* Only includes students for whom gender data were available.

† Other response options were “never or almost never,” “sometimes” and “often.”

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

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 2 265)	Female* (# = 984)	Male* (# = 1 281)	All Students (# = 35 233)	Female* (# = 15 765)	Male* (# = 19 468)
OUT-OF-SCHOOL ACTIVITIES						
Percentage of students indicating they do the following “every day or almost every day” when they are not at school: †						
I read by myself.	20%	27%	16%	19%	26%	13%
I use the Internet.	71%	75%	68%	71%	75%	68%
I play video games.	24%	10%	35%	28%	9%	42%
I participate in sports or other physical activities.	38%	26%	47%	36%	26%	44%
I participate in art, music or drama activities.	21%	28%	15%	19%	24%	14%
I participate in other clubs or organizations.	10%	9%	11%	9%	7%	10%
I volunteer in my community.	6%	7%	6%	5%	6%	5%
I work at a paid job.	5%	4%	6%	7%	6%	9%
SCHOOLS ATTENDED						
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡						
1 school	7%	6%	8%	26%	25%	26%
2 schools	27%	26%	28%	29%	29%	30%
3 schools	28%	29%	28%	19%	20%	19%
4 schools	18%	19%	17%	11%	12%	11%
5 or more schools	17%	18%	17%	12%	12%	11%
LANGUAGES SPOKEN						
Percentage of students indicating that they speak the following languages at home: ‡						
Only English/Mostly English	68%	69%	67%	78%	78%	78%
Another language(or other languages)as often as English	22%	22%	23%	13%	14%	13%
Mostly another language(or other languages)/ Only another language(or other languages)	8%	8%	9%	6%	6%	7%
Percentage of students indicating the languages people speak to them at home: ‡						
Only English/Mostly English	62%	64%	60%	75%	74%	75%
Another language(or other languages)as often as English	20%	19%	22%	12%	13%	12%
Mostly another language(or other languages)/ Only another language(or other languages)	15%	15%	15%	10%	10%	10%

* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

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

Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 2 265)	Female* (# = 984)	Male* (# = 1 281)	All Students (# = 35 233)	Female* (# = 15 765)	Male* (# = 19 468)
USE OF THE ASSESSMENT IN CLASS MARKS						
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark: †						
Yes	45%	48%	42%	44%	47%	42%
No	3%	2%	4%	3%	2%	3%
Don't know	50%	48%	51%	50%	49%	52%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: ††						
	All Students (# = 1 016)	Female* (# = 476)	Male* (# = 540)	All Students (# = 15 658)	Female* (# = 7 386)	Male* (# = 8 272)
Yes	86%	88%	84%	87%	88%	86%
No	13%	11%	15%	13%	11%	14%
Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously: ††						
	All Students (# = 1 016)	Female* (# = 476)	Male* (# = 540)	All Students (# = 15 658)	Female* (# = 7 386)	Male* (# = 8 272)
Yes	75%	74%	76%	75%	77%	73%
No	9%	8%	9%	10%	7%	12%
Undecided	15%	17%	14%	15%	15%	15%

* Includes only students for whom gender data were available.

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



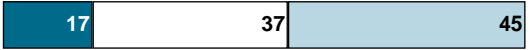




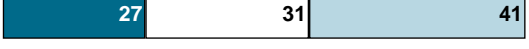



†† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =7 026)







Strongly Disagree/Disagree
 Neither agree nor disagree
 Agree/Strongly agree

STUDENTS' ATTITUDES TOWARD MATHEMATICS

How much do you agree or disagree with the following statements?	Percentage of Students*	Number of students who answered "agree" or "strongly agree"
I like mathematics.		4 113
I am good at mathematics.		3 889
I am able to answer difficult mathematics questions.		3 188
Mathematics is one of my favourite subjects.		2 975
I understand most of the mathematics I am taught.		5 374
Mathematics is an easy subject.		2 202
I try to do my best in mathematics class.		5 951
The mathematics I learn now is useful for everyday life.		2 899
The mathematics I learn now helps me do work in other subjects.		4 081
I need to do well in mathematics to study what I want later.		4 776
I need to keep taking mathematics for the kind of job I want after I leave school.		4 280

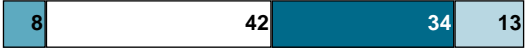


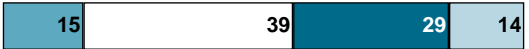





Not at all confident
 Somewhat confident
 Confident
 Very confident

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

How confident are you that you can answer mathematics questions related to the following?	Percentage of Students*	Number of students who answered "very confident"
number sense (e.g., operations with integers, rational numbers, exponents)		2 180
algebra (e.g., solving equations, simplifying expressions with polynomials)		2 410
linear relations (e.g., scatter plots, lines of best fit)		1 501
analytic geometry (e.g., slope, y-intercept, equations of lines)		1 822
measurement (e.g., perimeter, area, volume)		2 879
geometry (e.g., angles, parallel lines)		2 398

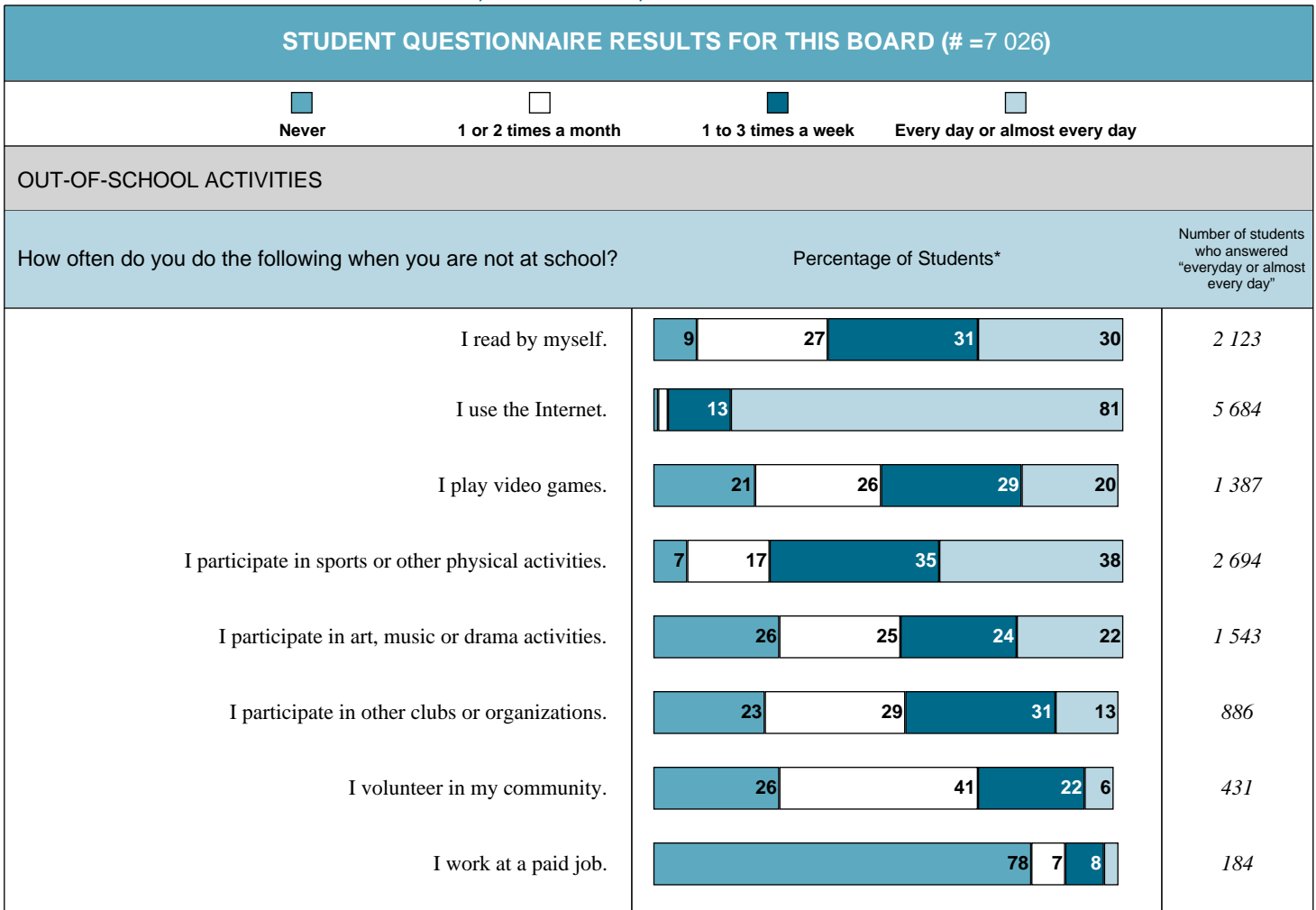
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Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =7 026)							
		<input type="checkbox"/> Never or almost never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Often	<input type="checkbox"/> Very Often		
DOING MATHEMATICS							
How often do you do the following when studying mathematics or working on a mathematics problem?		Percentage of Students*				Number of students who answered "very often"	
I connect new mathematics concepts to what I already know about mathematics or other subjects.						947	
I check my mathematics answers to see if they make sense.						2 306	
I apply new mathematics concepts to real-life problems.						491	
I take time to discuss my mathematics assignments with my classmates.						983	
I look for more than one way to solve mathematics problems.						1 162	
How often do you complete your mathematics homework?		Percentage of Students*				Number of students	
I am not usually assigned any mathematics homework						57	
Never or almost never						338	
Sometimes						1 414	
Often						2 778	
Always						2 241	











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

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course



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

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =7 026)			
SCHOOLS ATTENDED			
How many schools did you attend from kindergarten to Grade 8?	Percentage of Students*		Number of students
1 school	 5		381
2 schools	 26		1 804
3 schools	 29		2 032
4 schools	 19		1 349
5 or more schools	 17		1 166
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Only English/ Mostly English </div> <div style="text-align: center;">  Another language (or other languages) as often as English </div> <div style="text-align: center;">  Mostly another language (or other languages)/Only another language (or other languages) </div> </div>			
LANGUAGES SPOKEN			Number of students who answered "only English" or "mostly English"
	Percentage of Students*		
Languages student speaks at home			3 826
Languages in which people speak to student at home			3 074

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

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =7 026)		
USE OF THE ASSESSMENT IN CLASS MARKS		
Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?	Percentage of Students*	Number of students
Yes	65	4 590
No	1	88
Don't know	29	2 007
Total number of students:		4 590
Were you told how much the assessment will count as part of your class mark (e.g., 5%)? †	Percentage of Students*	Number of students
Yes	93	4 249
No	7	323
Total number of students:		4 590
Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously? †	Percentage of Students*	Number of students
Yes	78	3 577
No	10	466
Undecided	11	523

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

† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 7 026)	Female* (# = 3 415)	Male* (# = 3 611)	All Students (# = 89 714)	Female* (# = 46 239)	Male* (# = 43 475)
STUDENTS' ATTITUDES TOWARD MATHEMATICS						
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †						
I like mathematics.	59%	51%	66%	56%	50%	62%
I am good at mathematics.	55%	47%	64%	56%	50%	63%
I am able to answer difficult mathematics questions.	45%	35%	55%	47%	38%	57%
Mathematics is one of my favourite subjects.	42%	34%	50%	39%	34%	45%
I understand most of the mathematics I am taught.	76%	73%	80%	75%	72%	78%
Mathematics is an easy subject.	31%	25%	37%	31%	26%	37%
I try to do my best in mathematics class.	85%	89%	81%	84%	88%	79%
The mathematics I learn now is useful for everyday life.	41%	36%	46%	39%	35%	44%
The mathematics I learn now helps me do work in other subjects.	58%	56%	60%	58%	56%	59%
I need to do well in mathematics to study what I want later.	68%	63%	73%	65%	62%	68%
I need to keep taking mathematics for the kind of job I want after I leave school.	61%	56%	66%	59%	56%	62%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following: ‡						
number sense (e.g., operations with integers, rational numbers, exponents)	74%	68%	80%	71%	65%	78%
algebra (e.g., solving equations, simplifying expressions with polynomials)	72%	69%	74%	71%	69%	73%
linear relations (e.g., scatter plots, lines of best fit)	63%	56%	69%	61%	55%	67%
analytic geometry (e.g., slope, y-intercept, equations of lines)	63%	58%	68%	62%	58%	67%
measurement (e.g., perimeter, area, volume)	80%	76%	85%	80%	76%	84%
geometry (e.g., angles, parallel lines)	72%	68%	76%	71%	67%	76%

* Only includes students for whom gender data were available.

† Other response options were "strongly disagree," "disagree" and "neither agree nor disagree."

‡ Other response options were "not at all confident" and "somewhat confident."

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 7 026)	Female* (# = 3 415)	Male* (# = 3 611)	All Students (# = 89 714)	Female* (# = 46 239)	Male* (# = 43 475)
DOING MATHEMATICS						
Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem: †						
I connect new mathematics concepts to what I already know about mathematics or other subjects.	13%	11%	16%	13%	12%	15%
I check my mathematics answers to see if they make sense.	33%	34%	32%	29%	31%	27%
I apply new mathematics concepts to real-life problems.	7%	4%	10%	6%	4%	9%
I take time to discuss my mathematics assignments with my classmates.	14%	14%	14%	10%	10%	10%
I look for more than one way to solve mathematics problems.	17%	13%	20%	14%	12%	17%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡						
I am not usually assigned any mathematics homework	1%	1%	1%	1%	1%	2%
Never or almost never	5%	3%	7%	6%	4%	9%
Sometimes	20%	17%	23%	23%	19%	26%
Often	40%	39%	40%	37%	38%	37%
Always	32%	37%	27%	30%	36%	24%

* Only includes students for whom gender data were available.

† Other response options were “never or almost never,” “sometimes” and “often.”

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

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 7 026)	Female* (# = 3 415)	Male* (# = 3 611)	All Students (# = 89 714)	Female* (# = 46 239)	Male* (# = 43 475)
OUT-OF-SCHOOL ACTIVITIES						
Percentage of students indicating they do the following “every day or almost every day” when they are not at school: †						
I read by myself.	30%	39%	22%	28%	36%	20%
I use the Internet.	81%	82%	80%	78%	79%	77%
I play video games.	20%	6%	33%	21%	6%	37%
I participate in sports or other physical activities.	38%	27%	49%	42%	34%	50%
I participate in art, music or drama activities.	22%	28%	17%	21%	25%	16%
I participate in other clubs or organizations.	13%	11%	14%	11%	11%	12%
I volunteer in my community.	6%	6%	6%	5%	5%	4%
I work at a paid job.	3%	2%	3%	5%	4%	5%
SCHOOLS ATTENDED						
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡						
1 school	5%	6%	5%	26%	27%	26%
2 schools	26%	26%	25%	33%	33%	33%
3 schools	29%	29%	29%	20%	19%	20%
4 schools	19%	19%	20%	10%	10%	10%
5 or more schools	17%	16%	17%	8%	8%	8%
LANGUAGES SPOKEN						
Percentage of students indicating that they speak the following languages at home: ‡						
Only English/Mostly English	54%	56%	53%	72%	73%	71%
Another language(or other languages)as often as English	29%	30%	28%	16%	16%	16%
Mostly another language(or other languages)/ Only another language(or other languages)	12%	10%	15%	8%	7%	10%
Percentage of students indicating the languages people speak to them at home: ‡						
Only English/Mostly English	44%	46%	42%	66%	67%	65%
Another language(or other languages)as often as English	27%	28%	26%	15%	15%	15%
Mostly another language(or other languages)/ Only another language(or other languages)	24%	20%	27%	15%	14%	16%

* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

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

Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 7 026)	Female* (# = 3 415)	Male* (# = 3 611)	All Students (# = 89 714)	Female* (# = 46 239)	Male* (# = 43 475)
USE OF THE ASSESSMENT IN CLASS MARKS						
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark: †						
Yes	65%	67%	64%	70%	73%	68%
No	1%	1%	2%	1%	1%	1%
Don't know	29%	27%	30%	25%	23%	27%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: ††						
	All Students (# = 4 590)	Female* (# = 2 290)	Male* (# = 2 300)	All Students (# = 62 971)	Female* (# = 33 532)	Male* (# = 29 439)
Yes	93%	93%	92%	93%	93%	93%
No	7%	7%	7%	6%	6%	7%
Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously: ††						
	All Students (# = 4 590)	Female* (# = 2 290)	Male* (# = 2 300)	All Students (# = 62 971)	Female* (# = 33 532)	Male* (# = 29 439)
Yes	78%	81%	75%	77%	79%	75%
No	10%	7%	13%	10%	8%	13%
Undecided	11%	12%	11%	12%	13%	12%

* Includes only students for whom gender data were available.

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

†† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

Grade 9 Assessment of Mathematics, 2011–2012

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 have a result due to absence or other reasons.
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).
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 Education 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 whose sole identified exceptionality is giftedness are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
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 are being withheld by EQAO. For further information, please contact personnel at the board.