



School Board Report



Grade 9 Assessment of Mathematics, 2009–2010

Board: Peel District School Board (66125)

I am pleased to provide you with this report on the Grade 9 Assessment of Mathematics for 2009–2010. Included are student results for the current year and previous years, which allow school communities to track progress over time. This report also provides demographic and attitudinal information about the student populations that were assessed, in order to help put these results in context.

EQAO’s assessments measure the achievement of all students in Ontario’s publicly funded schools at important stages in their education. One of the assessments’ key strengths is the fact that they assess every student against the learning expectations outlined in *The Ontario Curriculum* and report on achievement in relation to the provincial standard. After an exhaustive review of the provincial testing program in 2009, the Auditor General of Ontario confirmed that EQAO assessments reflect curriculum expectations fairly and accurately, are consistent in difficulty from one year to the next and are administered and marked so as to ensure that their results are valid, consistent and reliable indicators of student achievement. The Auditor General’s conclusions highlight how EQAO test results help teachers and administrators to identify large-scale challenges and focus their attention where it’s needed most.

Since the inception of the provincial testing program in 1996, EQAO data have helped inform teaching practices, and they continue to serve as a catalyst for improving student achievement all across Ontario. This report is intended to help you foster constructive conversations about student achievement and assist you in the planning of improvement strategies.

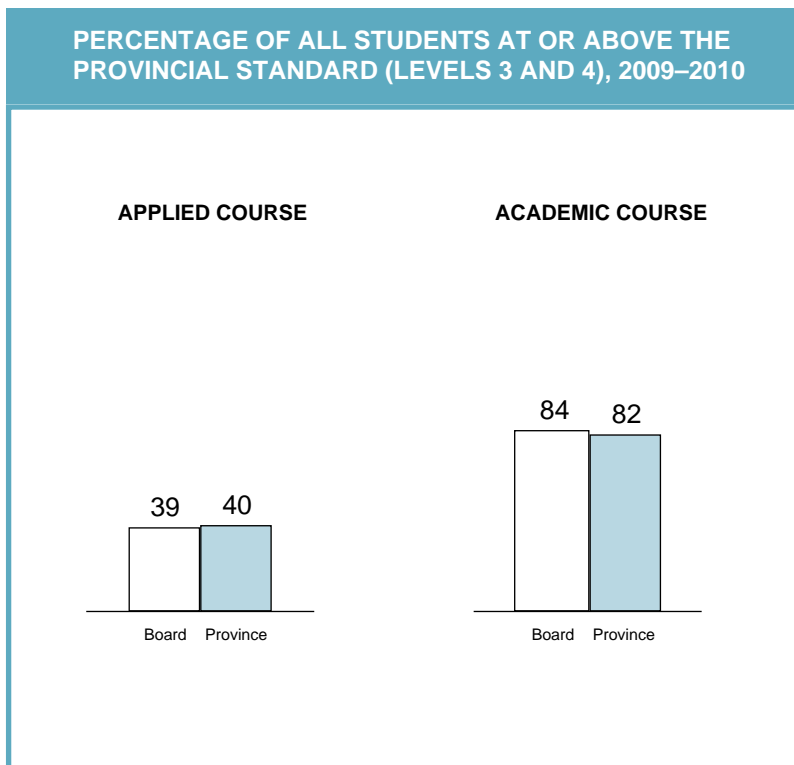
Of course, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. That is why they should be considered along with other school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

I trust that this report will help parents, educators and all who are committed to a strong public education system to work together so that all students realize their full potential.

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

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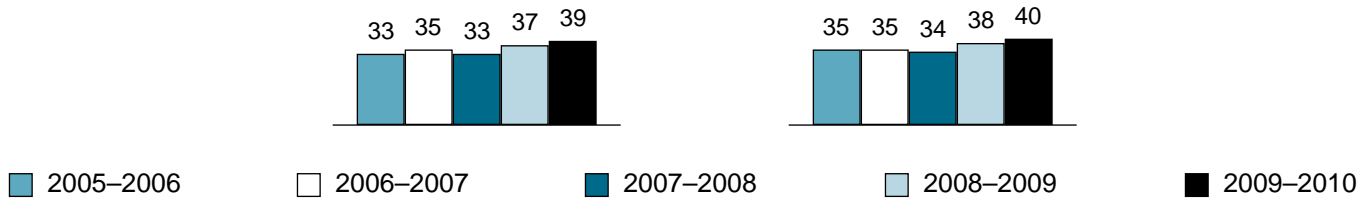
Grade 9 Assessment of Mathematics, 2009–2010

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

APPLIED MATHEMATICS

Board

Province



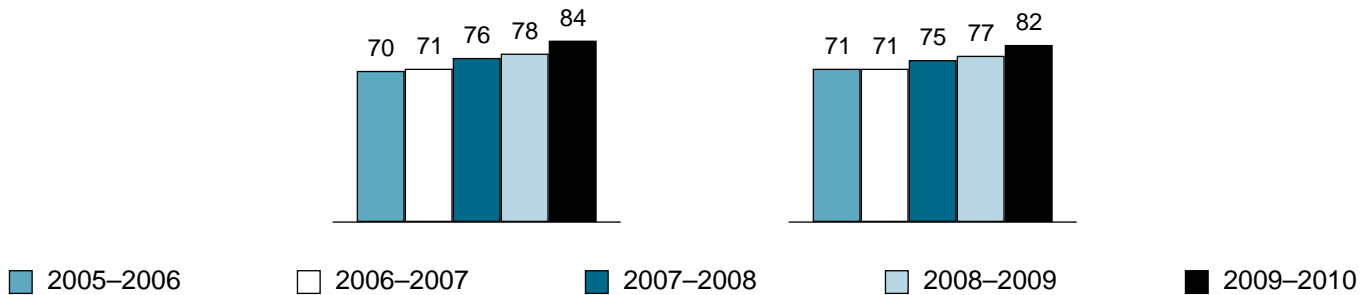
Total Number of Students

| | <u>2005–2006</u> | <u>2006–2007</u> | <u>2007–2008</u> | <u>2008–2009</u> | <u>2009–2010</u> |
|----------|------------------|------------------|------------------|------------------|------------------|
| Board | 2 878 | 2 529 | 2 840 | 2 786 | 2 851 |
| Province | 50 687 | 49 056 | 47 817 | 48 482 | 47 566 |

ACADEMIC MATHEMATICS

Board

Province



Total Number of Students

| | <u>2005–2006</u> | <u>2006–2007</u> | <u>2007–2008</u> | <u>2008–2009</u> | <u>2009–2010</u> |
|----------|------------------|------------------|------------------|------------------|------------------|
| Board | 7 066 | 7 452 | 7 301 | 7 483 | 7 336 |
| Province | 103 412 | 103 011 | 100 823 | 100 992 | 101 268 |

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?
 - 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, 2009–2010, 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 | 2 851 | | 47 566 | |
| Number of classes with students in applied mathematics course | 171 | | 2 954 | |
| Number of schools with applied mathematics classes | 34 | | 714 | |
| Number Percent Number Percent | | | | |
| Participation in the Assessment | | | | |
| Students who participated in the assessment | 2 728 | 96% | 45 063 | 95% |
| Participating students who received one or more accommodations* | 633 | 23% | 10 411 | 23% |
| Participating students who received one or more special provisions* | 171 | 6% | 1 413 | 3% |
| Students who did not complete any part of the assessment (no data)* | 123 | 4% | 2 503 | 5% |
| Gender[†] Based on number of students enrolled | | | | |
| Female | 1 211 | 42% | 21 262 | 45% |
| Male | 1 640 | 58% | 26 304 | 55% |
| Gender not specified | 0 | 0% | 0 | 0% |
| Student Status[†] Based on number of students enrolled | | | | |
| English language learners* | 221 | 8% | 2 857 | 6% |
| Students with special education needs (excluding gifted)* | 692 | 24% | 15 203 | 32% |
| Semester/Full Year Based on number of students enrolled | | | | |
| First-semester course | 1 314 | 46% | 21 402 | 45% |
| Second-semester course | 1 375 | 48% | 21 754 | 46% |
| Full-year course | 162 | 6% | 4 410 | 9% |
| Language and School Background^{††} | | | | |
| <i>Based on Student Questionnaire data</i> | | | | |
| Number of Respondents: | | 2 594 | 43 201 | |
| Speak only or mostly a language other than English at home | 227 | 9% | 2 856 | 7% |
| Speak another language as often as English at home | 470 | 18% | 5 041 | 12% |
| Attended three or more elementary schools from kindergarten to Grade 8 | 1 362 | 53% | 16 886 | 39% |

* See the Explanation of Terms.

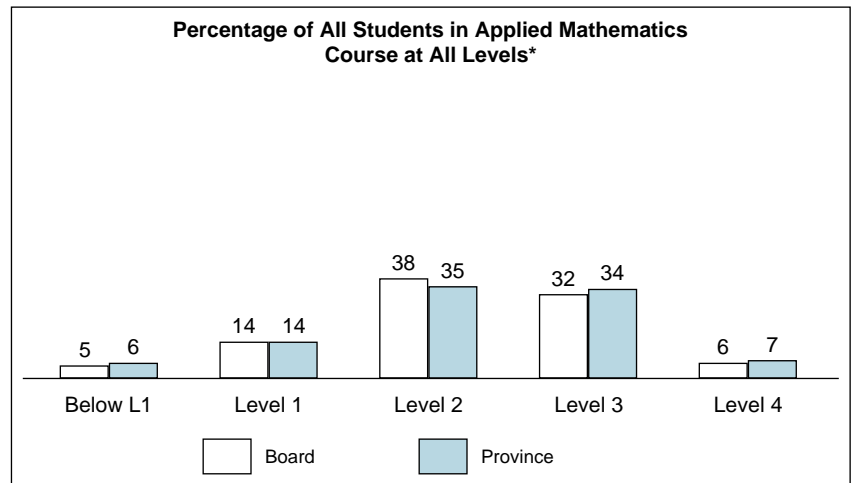
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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, 2009–2010, Applied Course

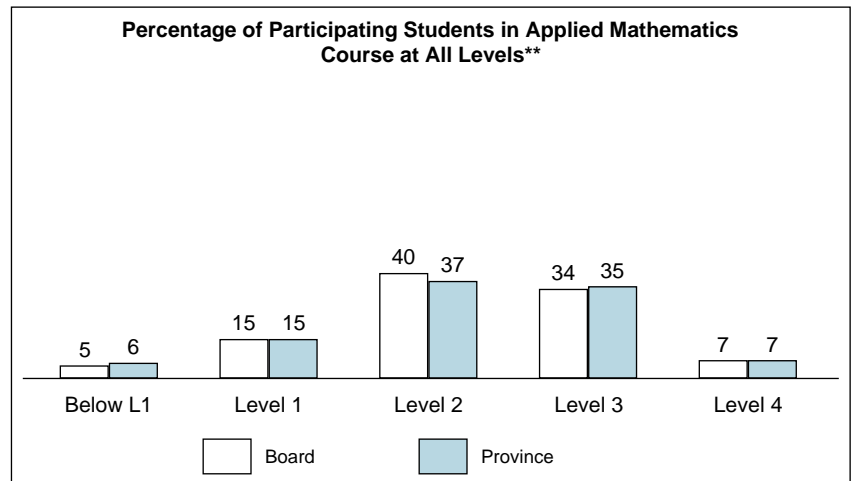
Results for All Students

| All Students* | | | |
|---|----------------|------------|--------------------|
| Number of Students | Board 2 851 | | Province 47 566 |
| | # | % | % |
| Level 4 | 178 | 6% | 7% |
| Level 3 | 925 | 32% | 34% |
| Level 2 | 1 080 | 38% | 35% |
| Level 1 | 400 | 14% | 14% |
| Below Level 1 | 145 | 5% | 6% |
| Participating Students | 2 728 | 96% | 95% |
| No Data | 123 | 4% | 5% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 39% | 40% |



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

| Participating Students** | | | |
|---|----------------|------------|--------------------|
| Number of Students | Board 2 728 | | Province 45 063 |
| | # | % | % |
| Level 4 | 178 | 7% | 7% |
| Level 3 | 925 | 34% | 35% |
| Level 2 | 1 080 | 40% | 37% |
| Level 1 | 400 | 15% | 15% |
| Below Level 1 | 145 | 5% | 6% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 40% | 43% |



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

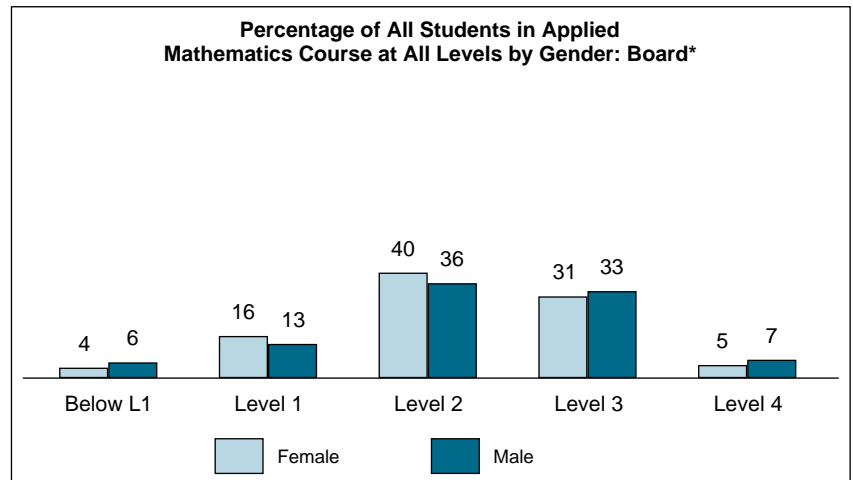
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

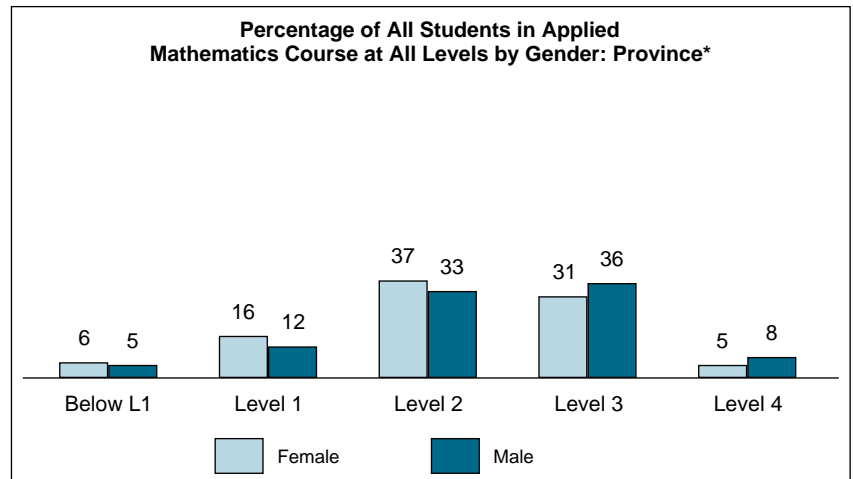
Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

Results by Gender††

| All Students: Board by Gender* | | | | |
|---|-----------------|-----|---------------|-----|
| Number of Students | Female 1 211 | | Male 1 640 | |
| | # | % | # | % |
| Level 4 | 57 | 5% | 121 | 7% |
| Level 3 | 380 | 31% | 545 | 33% |
| Level 2 | 486 | 40% | 594 | 36% |
| Level 1 | 191 | 16% | 209 | 13% |
| Below Level 1 | 54 | 4% | 91 | 6% |
| Participating Students | 1 168 | 96% | 1 560 | 95% |
| No Data | 43 | 4% | 80 | 5% |
| At or Above Provincial Standard (Levels 3 and 4) † | 36% | | 41% | |



| All Students: Province by Gender* | | | | |
|---|------------------|-----|----------------|-----|
| Number of Students | Female 21 262 | | Male 26 304 | |
| | # | % | # | % |
| Level 4 | 999 | 5% | 2 165 | 8% |
| Level 3 | 6 607 | 31% | 9 382 | 36% |
| Level 2 | 7 941 | 37% | 8 688 | 33% |
| Level 1 | 3 431 | 16% | 3 224 | 12% |
| Below Level 1 | 1 207 | 6% | 1 419 | 5% |
| Participating Students | 20 185 | 95% | 24 878 | 95% |
| No Data | 1 077 | 5% | 1 426 | 5% |
| At or Above Provincial Standard (Levels 3 and 4) † | 36% | | 44% | |



* 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, 2009–2010, 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 | 7 336 | | 101 268 | |
| Number of classes with students in academic mathematics course | 283 | | 4 168 | |
| Number of schools with academic mathematics classes | 30 | | 686 | |
| Number Percent Number Percent | | | | |
| Participation in the Assessment | | | | |
| Students who participated in the assessment | 7 282 | 99% | 100 436 | 99% |
| Participating students who received one or more accommodations* | 196 | 3% | 3 526 | 4% |
| Participating students who received one or more special provisions* | 239 | 3% | 1 669 | 2% |
| Students who did not complete any part of the assessment (no data)* | 54 | 1% | 832 | 1% |
| Gender[†] Based on number of students enrolled | | | | |
| Female | 3 727 | 51% | 51 972 | 51% |
| Male | 3 609 | 49% | 49 296 | 49% |
| Gender not specified | 0 | 0% | 0 | 0% |
| Student Status[†] Based on number of students enrolled | | | | |
| English language learners* | 298 | 4% | 3 826 | 4% |
| Students with special education needs (excluding gifted)* | 204 | 3% | 5 090 | 5% |
| Semester/Full Year Based on number of students enrolled | | | | |
| First-semester course | 3 476 | 47% | 44 562 | 44% |
| Second-semester course | 3 447 | 47% | 43 817 | 43% |
| Full-year course | 413 | 6% | 12 889 | 13% |
| Language and School Background^{††} Based on Student Questionnaire data | | | | |
| | Number of Respondents: | | 7 015 | 97 137 |
| Speak only or mostly a language other than English at home | 876 | 12% | 8 327 | 9% |
| Speak another language as often as English at home | 2 023 | 29% | 14 612 | 15% |
| Attended three or more elementary schools from kindergarten to Grade 8 | 3 801 | 54% | 32 983 | 34% |

* See the Explanation of Terms.

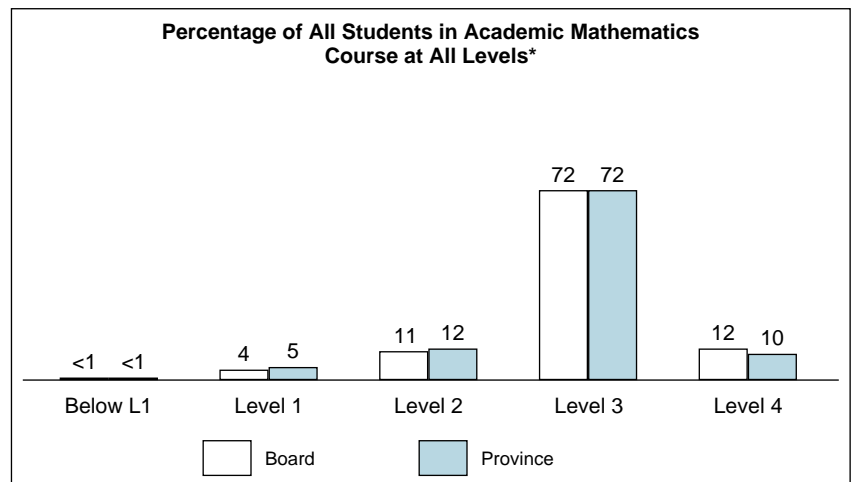
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†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

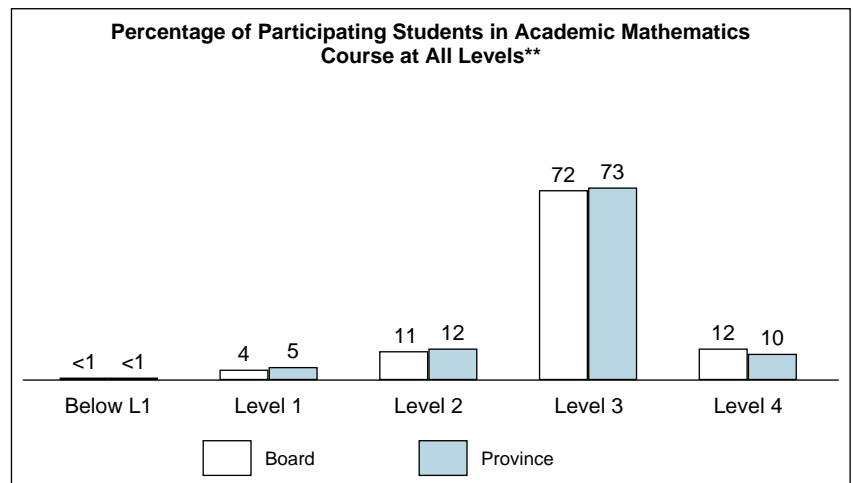
Results for All Students

| All Students* | | | |
|---|----------------|------------|---------------------|
| Number of Students | Board 7 336 | | Province 101 268 |
| | # | % | % |
| Level 4 | 867 | 12% | 10% |
| Level 3 | 5 265 | 72% | 72% |
| Level 2 | 814 | 11% | 12% |
| Level 1 | 306 | 4% | 5% |
| Below Level 1 | 30 | <1% | <1% |
| Participating Students | 7 282 | 99% | 99% |
| No Data | 54 | 1% | 1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 84% | 82% |



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

| Participating Students** | | | |
|---|----------------|------------|---------------------|
| Number of Students | Board 7 282 | | Province 100 436 |
| | # | % | % |
| Level 4 | 867 | 12% | 10% |
| Level 3 | 5 265 | 72% | 73% |
| Level 2 | 814 | 11% | 12% |
| Level 1 | 306 | 4% | 5% |
| Below Level 1 | 30 | <1% | <1% |
| At or Above Provincial Standard (Levels 3 and 4) † | | 84% | 83% |



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

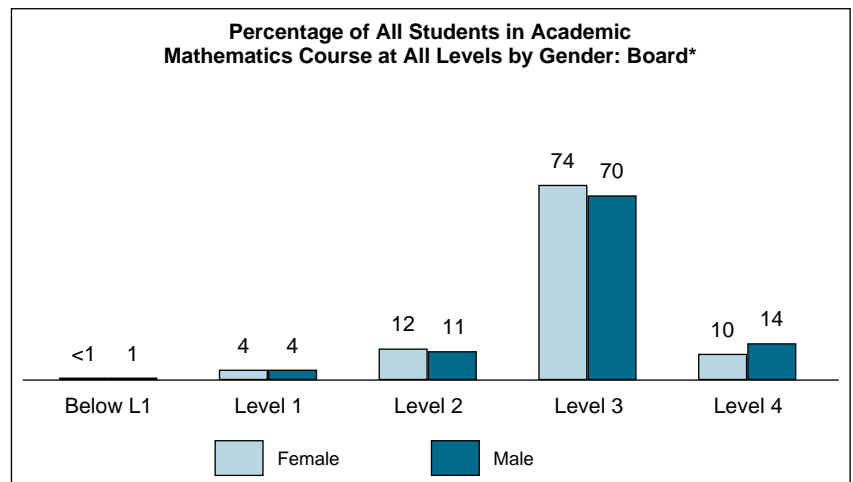
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

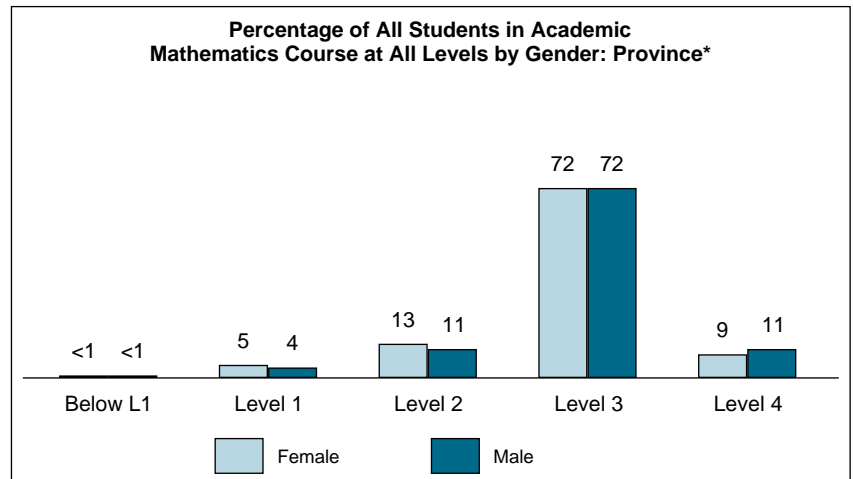
Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

Results by Gender††

| All Students: Board by Gender* | | | | |
|---|-----------------|-----|---------------|-----|
| Number of Students | Female 3 727 | | Male 3 609 | |
| | # | % | # | % |
| Level 4 | 363 | 10% | 504 | 14% |
| Level 3 | 2 740 | 74% | 2 525 | 70% |
| Level 2 | 429 | 12% | 385 | 11% |
| Level 1 | 158 | 4% | 148 | 4% |
| Below Level 1 | 11 | <1% | 19 | 1% |
| Participating Students | 3 701 | 99% | 3 581 | 99% |
| No Data | 26 | 1% | 28 | 1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 83% | | 84% | |



| All Students: Province by Gender* | | | | |
|---|------------------|-----|----------------|-----|
| Number of Students | Female 51 972 | | Male 49 296 | |
| | # | % | # | % |
| Level 4 | 4 656 | 9% | 5 594 | 11% |
| Level 3 | 37 608 | 72% | 35 440 | 72% |
| Level 2 | 6 725 | 13% | 5 553 | 11% |
| Level 1 | 2 434 | 5% | 2 135 | 4% |
| Below Level 1 | 115 | <1% | 176 | <1% |
| Participating Students | 51 538 | 99% | 48 898 | 99% |
| No Data | 434 | 1% | 398 | 1% |
| At or Above Provincial Standard (Levels 3 and 4) † | 81% | | 83% | |



* 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, 2009–2010

Contextual Information over Time: Applied Mathematics Course

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

| | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 | 2009–2010 | |
|--|---------------------------|-------------------|-----------|-----------|-----------|-------|
| Enrolment | | | | | | |
| Number of students in applied mathematics course | 2 878 | 2 529 | 2 840 | 2 786 | 2 851 | |
| Number of classes with students in applied mathematics course | 197 | 161 | 174 | 168 | 171 | |
| Number of schools with applied mathematics classes | 31 | 32 | 33 | 35 | 34 | |
| Participation in the Assessment | | | | | | |
| Students who participated in the assessment | 92% | 93% | 93% | 95% | 96% | |
| Participating students who received one or more accommodations* | 17% | 22% | 20% | 22% | 23% | |
| Participating students who received one or more special provisions* | 8% | 7% | 6% | 7% | 6% | |
| Students who did not complete any part of the assessment (no data)* | 6% | 7% | 7% | 5% | 4% | |
| Students who were exempted* | 2% | --- ⁺⁺ | --- | --- | --- | |
| Gender[†] Based on number of students enrolled | | | | | | |
| Female | 45% | 44% | 44% | 45% | 42% | |
| Male | 55% | 56% | 56% | 55% | 58% | |
| Gender not specified | 0% | 0% | 0% | 0% | 0% | |
| Student Status[†] Based on number of students enrolled | | | | | | |
| English language learners* | 12% | 10% | 8% | 8% | 8% | |
| Students with special education needs (excluding gifted)* | 23% | 24% | 23% | 23% | 24% | |
| Semester/Full Year Based on number of students enrolled | | | | | | |
| First-semester course | 47% | 41% | 47% | 47% | 46% | |
| Second-semester course | 42% | 49% | 46% | 45% | 48% | |
| Full-year course | 11% | 10% | 7% | 8% | 6% | |
| Language and School Background^{††} Based on Student Questionnaire data | | | | | | |
| | Number of Respondents: | n/a | 2 241 | 2 538 | 2 535 | 2 594 |
| Speak only or mostly a language other than English at home | | | 11% | 10% | 9% | 9% |
| Speak another language as often as English at home | Information not available | | 17% | 19% | 19% | 18% |
| Attended three or more elementary schools from kindergarten to Grade 8 | | | 55% | 57% | 57% | 53% |

* 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.

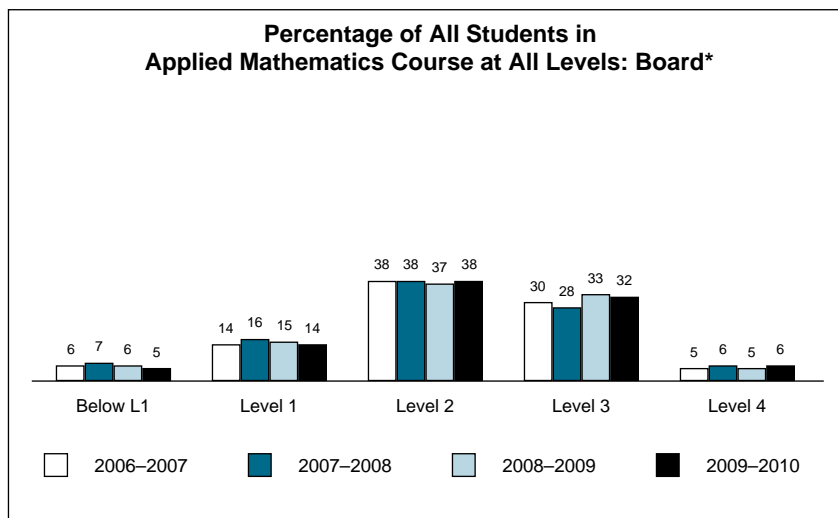
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

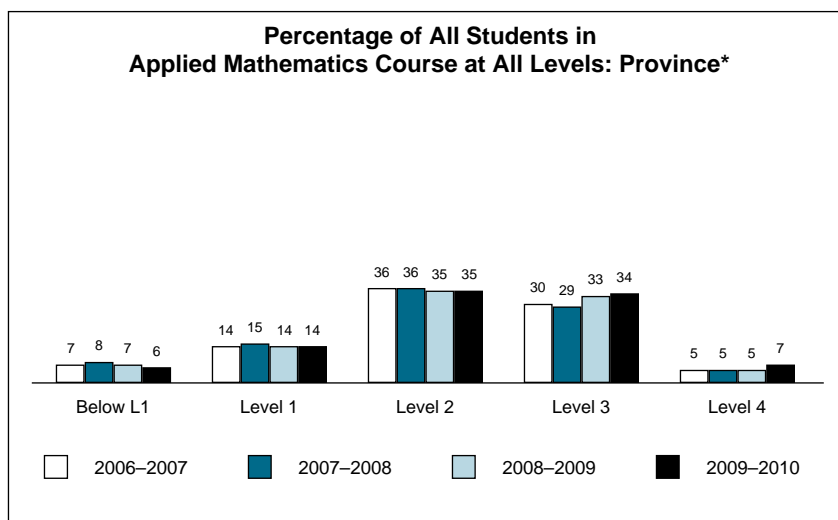
Results over Time, 2006–2007 to 2009–2010

Applied Mathematics Course for All Students

| Board* | | | | |
|--|---------|---------|---------|---------|
| Year | '06-'07 | '07-'08 | '08-'09 | '09-'10 |
| <i>Number of Students</i> | 2 529 | 2 840 | 2 786 | 2 851 |
| Level 4 | 5% | 6% | 5% | 6% |
| Level 3 | 30% | 28% | 33% | 32% |
| Level 2 | 38% | 38% | 37% | 38% |
| Level 1 | 14% | 16% | 15% | 14% |
| Below Level 1 | 6% | 7% | 6% | 5% |
| <i>Participating Students</i> | 93% | 93% | 95% | 96% |
| No Data | 7% | 7% | 5% | 4% |
| At or Above Provincial Standard (Levels 3 and 4)† | 35% | 33% | 37% | 39% |



| Province* | | | | |
|--|---------|---------|---------|---------|
| Year | '06-'07 | '07-'08 | '08-'09 | '09-'10 |
| <i>Number of Students</i> | 49 056 | 47 817 | 48 482 | 47 566 |
| Level 4 | 5% | 5% | 5% | 7% |
| Level 3 | 30% | 29% | 33% | 34% |
| Level 2 | 36% | 36% | 35% | 35% |
| Level 1 | 14% | 15% | 14% | 14% |
| Below Level 1 | 7% | 8% | 7% | 6% |
| <i>Participating Students</i> | 91% | 93% | 94% | 95% |
| No Data | 9% | 7% | 6% | 5% |
| At or Above Provincial Standard (Levels 3 and 4)† | 35% | 34% | 38% | 40% |



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

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

Grade 9 Assessment of Mathematics, 2009–2010

Contextual Information over Time: Academic Mathematics Course

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

| | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 | 2009–2010 | |
|--|---------------------------|-----------|-----------|-----------|-----------|-------|
| Enrolment | | | | | | |
| Number of students in academic mathematics course | 7 066 | 7 452 | 7 301 | 7 483 | 7 336 | |
| Number of classes with students in academic mathematics course | 290 | 297 | 291 | 293 | 283 | |
| Number of schools with academic mathematics classes | 27 | 29 | 30 | 30 | 30 | |
| Participation in the Assessment | | | | | | |
| Students who participated in the assessment | 99% | 99% | 100% | 99% | 99% | |
| Participating students who received one or more accommodations* | 2% | 2% | 2% | 3% | 3% | |
| Participating students who received one or more special provisions* | 3% | 4% | 3% | 3% | 3% | |
| Students who did not complete any part of the assessment (no data)* | 1% | 1% | <1% | 1% | 1% | |
| Students who were exempted* | <1% | ---** | --- | --- | --- | |
| Gender[†] Based on number of students enrolled | | | | | | |
| Female | 50% | 50% | 49% | 49% | 51% | |
| Male | 50% | 50% | 51% | 51% | 49% | |
| Gender not specified | 0% | 0% | 0% | 0% | 0% | |
| Student Status[†] Based on number of students enrolled | | | | | | |
| English language learners* | 5% | 5% | 4% | 4% | 4% | |
| 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% | 45% | 46% | 48% | 47% | |
| Second-semester course | 45% | 45% | 47% | 47% | 47% | |
| Full-year course | 10% | 10% | 7% | 6% | 6% | |
| Language and School Background^{††} Based on Student Questionnaire data | | | | | | |
| | Number of Respondents: | n/a | 7 172 | 7 073 | 7 226 | 7 015 |
| Speak only or mostly a language other than English at home | | | 13% | 13% | 13% | 12% |
| Speak another language as often as English at home | Information not available | | 24% | 26% | 27% | 29% |
| Attended three or more elementary schools from kindergarten to Grade 8 | | | 55% | 58% | 55% | 54% |

* 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.

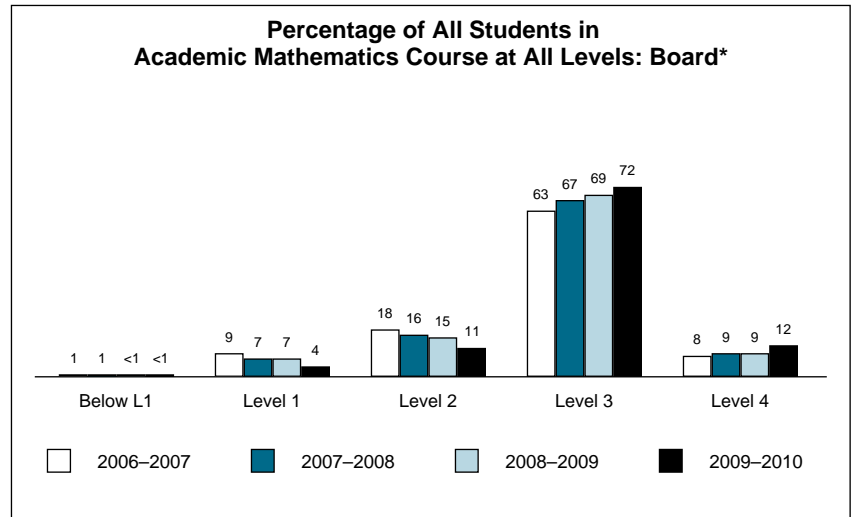
†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

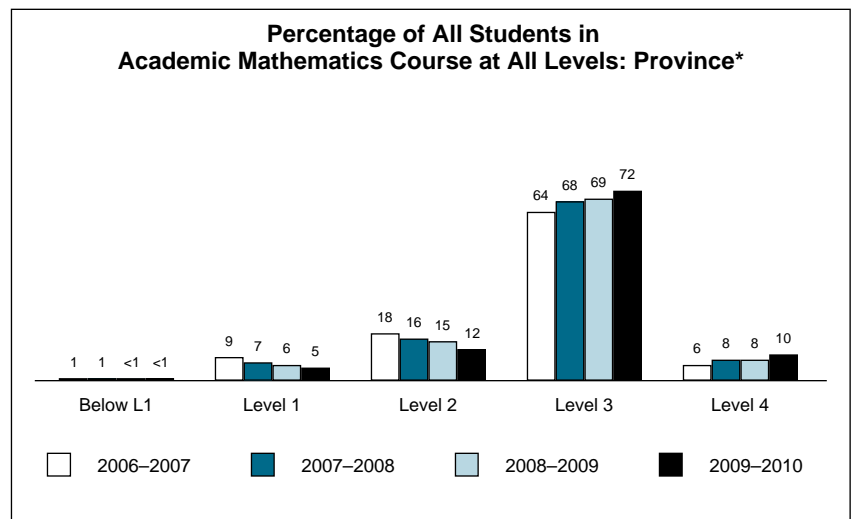
Results over Time, 2006–2007 to 2009–2010

Academic Mathematics Course for All Students

| Board* | | | | |
|--|---------|---------|---------|---------|
| Year | '06-'07 | '07-'08 | '08-'09 | '09-'10 |
| <i>Number of Students</i> | 7 452 | 7 301 | 7 483 | 7 336 |
| Level 4 | 8% | 9% | 9% | 12% |
| Level 3 | 63% | 67% | 69% | 72% |
| Level 2 | 18% | 16% | 15% | 11% |
| Level 1 | 9% | 7% | 7% | 4% |
| Below Level 1 | 1% | 1% | <1% | <1% |
| <i>Participating Students</i> | 99% | 100% | 99% | 99% |
| No Data | 1% | <1% | 1% | 1% |
| At or Above Provincial Standard (Levels 3 and 4)† | 71% | 76% | 78% | 84% |



| Province* | | | | |
|--|---------|---------|---------|---------|
| Year | '06-'07 | '07-'08 | '08-'09 | '09-'10 |
| <i>Number of Students</i> | 103 011 | 100 823 | 100 992 | 101 268 |
| Level 4 | 6% | 8% | 8% | 10% |
| Level 3 | 64% | 68% | 69% | 72% |
| Level 2 | 18% | 16% | 15% | 12% |
| Level 1 | 9% | 7% | 6% | 5% |
| Below Level 1 | 1% | 1% | <1% | <1% |
| <i>Participating Students</i> | 98% | 99% | 99% | 99% |
| No Data | 2% | 1% | 1% | 1% |
| At or Above Provincial Standard (Levels 3 and 4)† | 71% | 75% | 77% | 82% |

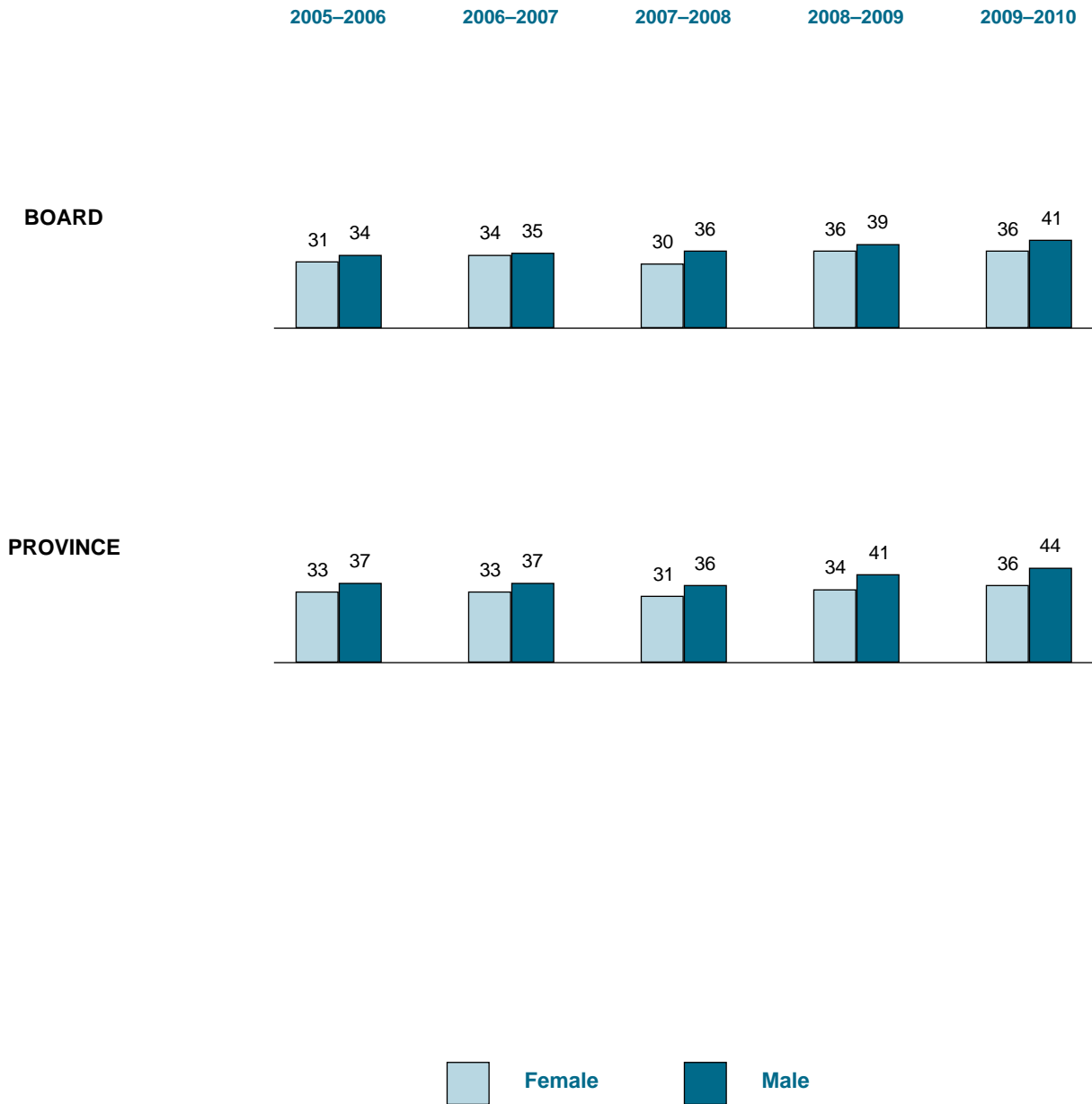


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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**



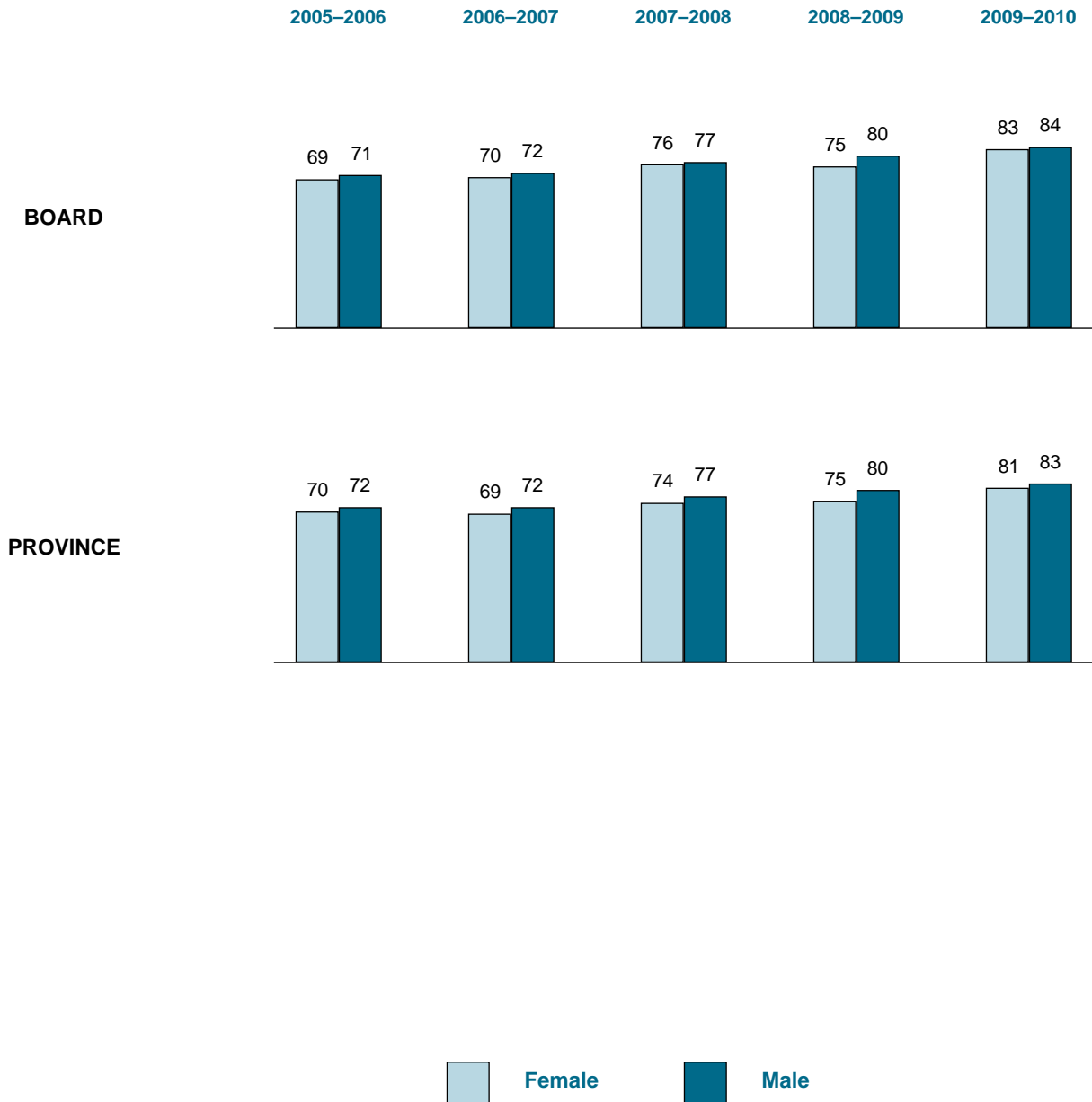
Total Number of Students in Applied Mathematics Course†

| | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | |
|----------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| Board | 1 287 | 1 591 | 1 106 | 1 423 | 1 249 | 1 591 | 1 263 | 1 523 | 1 211 | 1 640 |
| Province | 22 884 | 27 802 | 22 126 | 26 926 | 21 626 | 26 182 | 21 752 | 26 730 | 21 262 | 26 304 |

† 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**

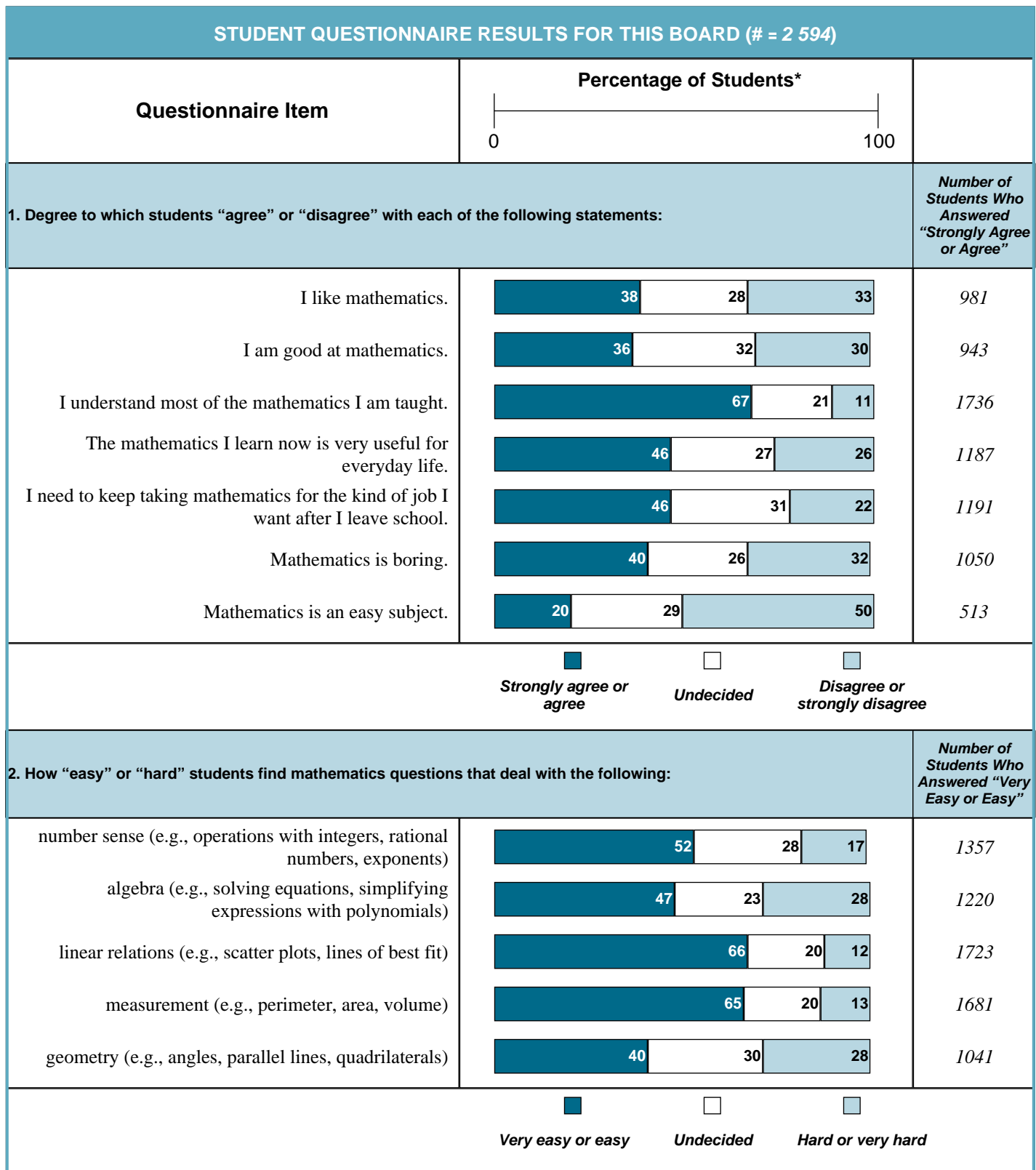


Total Number of Students in Academic Mathematics Course†

| | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | |
|----------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| Board | 3 553 | 3 513 | 3 744 | 3 708 | 3 584 | 3 717 | 3 683 | 3 800 | 3 727 | 3 609 |
| Province | 53 183 | 50 228 | 52 887 | 50 122 | 51 367 | 49 452 | 51 554 | 49 438 | 51 972 | 49 296 |

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course



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

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

| STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 2 594) | | |
|---|-------------------------|--|
| 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 | | 1430 |
| a scientific calculator | | 1995 |
| a graphing calculator | | 255 |
| <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 | | 398 |
| between 31 and 45 minutes | | 655 |
| 30 minutes or less | | 1109 |
| mathematics homework not usually assigned | | 393 |
| 5. How often students complete all of their mathematics homework: | | Number of Students |
| never or seldom | | 389 |
| sometimes | | 824 |
| often or always | | 1335 |
| 6. How often students have been absent from their Grade 9 mathematics class this year: | | Number of Students |
| never | | 346 |
| one to four times | | 1192 |
| five to nine times | | 571 |
| 10 or more times | | 445 |

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

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

| STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 2 594) | | |
|--|-------------------------|---------------------------|
| Questionnaire Item | Percentage of Students* | |
| | | |
| 7. How often students have been late for their Grade 9 mathematics class this year: | | Number of Students |
| never | | 672 |
| one to four times | | 975 |
| five to nine times | | 418 |
| 10 or more times | | 488 |
| 8. Language(s) students speak at home: | | Number of Students |
| only or mostly English | | 1861 |
| another language (or other languages) as often as English | | 470 |
| only or mostly another language (or other languages) | | 227 |
| 9. Number of elementary schools (kindergarten to Grade 8) attended: | | Number of Students |
| one or two schools | | 1182 |
| three schools | | 655 |
| four schools | | 369 |
| five schools or more | | 338 |

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

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

| STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 2 594) | | |
|---|-------------------------|---------------------------|
| Questionnaire Item | Percentage of Students* | |
| | | |
| 10. Teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of students' class mark: | | Number of Students |
| yes | 37 | 963 |
| no | 4 | 92 |
| don't know | 56 | 1465 |
| 11. a) Students were told how much the assessment will count as part of their class mark:† | | Number of Students |
| yes | 87 | 840 |
| no | 12 | 117 |
| 11. b) If yes, it will count for:† | | Number of Students |
| 1–5% | 21 | 173 |
| 6–10% | 45 | 378 |
| 11–15% | 8 | 68 |
| 16–20% | 2 | 15 |
| 21–25% | 2 | 20 |
| 26–30% | 7 | 59 |
| other | 2 | 16 |
| don't know | 12 | 100 |
| 12. Counting the Grade 9 Assessment of Mathematics as part of class mark motivates student to take the assessment more seriously:† | | Number of Students |
| yes | 73 | 699 |
| no | 11 | 107 |
| undecided | 14 | 138 |

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

† Numbers and percentages for Questions 11. a) and 12 are based on the number of students who answered 'yes' to Question 10. Note: Numbers and percentages for Question 11. b) are further based on the number of students who answered 'yes' to Question 11. a).

Grade 9 Assessment of Mathematics, 2009–2010, Applied Course

| STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) | Board | | | Province | | |
|--|-----------------------------|------------------------|----------------------|------------------------------|-------------------------|-----------------------|
| | All Students (# = 2 594) | Female* (# = 1 127) | Male* (# = 1 467) | All Students (# = 43 201) | Female* (# = 19 459) | Male* (# = 23 742) |
| Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements: | | | | | | |
| I like mathematics. | 38% | 30% | 44% | 37% | 30% | 43% |
| I am good at mathematics. | 36% | 27% | 44% | 37% | 28% | 44% |
| I understand most of the mathematics I am taught. | 67% | 65% | 68% | 64% | 60% | 68% |
| The mathematics I learn now is very useful for everyday life. | 46% | 44% | 47% | 41% | 38% | 44% |
| I need to keep taking mathematics for the kind of job I want after I leave school. | 46% | 43% | 48% | 43% | 40% | 46% |
| Mathematics is boring. | 40% | 42% | 39% | 43% | 45% | 41% |
| Mathematics is an easy subject. | 20% | 14% | 24% | 22% | 17% | 27% |
| Percentage of students indicating that the following are “very easy” or “easy”: | | | | | | |
| number sense | 52% | 47% | 56% | 49% | 46% | 52% |
| algebra | 47% | 48% | 47% | 44% | 45% | 44% |
| linear relations | 66% | 67% | 66% | 66% | 65% | 67% |
| measurement | 65% | 66% | 64% | 67% | 67% | 68% |
| geometry | 40% | 39% | 41% | 42% | 37% | 46% |
| Percentage of students indicating they have the following at home to use for mathematics school work: | | | | | | |
| a computer | 55% | 57% | 54% | 46% | 48% | 44% |
| a scientific calculator | 77% | 80% | 75% | 75% | 79% | 73% |
| a graphing calculator | 10% | 9% | 10% | 10% | 9% | 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 | 43% | 40% | 45% | 44% | 43% | 45% |
| more than 30 minutes | 41% | 45% | 38% | 34% | 37% | 31% |
| mathematics homework not usually assigned | 15% | 15% | 15% | 21% | 19% | 22% |
| Percentage of students indicating they complete all of their mathematics homework† | | | | | | |
| never or seldom. | 15% | 12% | 18% | 16% | 13% | 18% |
| sometimes. | 32% | 32% | 32% | 32% | 31% | 32% |
| often or always. | 51% | 55% | 48% | 51% | 55% | 48% |
| Percentage of students indicating they have been absent from their mathematics class this year† | | | | | | |
| four times or less. | 59% | 57% | 61% | 59% | 57% | 60% |
| five times or more. | 39% | 42% | 37% | 40% | 42% | 38% |
| Percentage of students indicating how often they have been late for their mathematics class this year† | | | | | | |
| four times or less. | 63% | 64% | 63% | 70% | 70% | 69% |
| five times or more. | 35% | 35% | 35% | 29% | 28% | 29% |
| Percentage of students indicating that they speak the following language(s) at home:† | | | | | | |
| only or mostly English | 72% | 73% | 70% | 81% | 81% | 81% |
| another language (or other languages) as often as English | 18% | 18% | 18% | 12% | 12% | 11% |
| only or mostly another language (or other languages) | 9% | 7% | 10% | 7% | 6% | 7% |
| Percentage of students indicating that from kindergarten to Grade 8 they attended | | | | | | |
| three or more elementary schools. | 53% | 52% | 53% | 39% | 41% | 38% |

* 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, 2009–2010, Applied Course

| STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) | Board | | | Province | | |
|--|-----------------------------|------------------------|----------------------|------------------------------|-------------------------|-----------------------|
| | All Students (# = 2 594) | Female* (# = 1 127) | Male* (# = 1 467) | All Students (# = 43 201) | Female* (# = 19 459) | Male* (# = 23 742) |
| Percentage of students indicating teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:† | | | | | | |
| yes | 37% | 39% | 35% | 38% | 39% | 37% |
| no | 4% | 3% | 4% | 3% | 2% | 4% |
| don't know | 56% | 55% | 57% | 57% | 56% | 57% |
| Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡ | | | | | | |
| yes | 87% | 88% | 87% | 86% | 87% | 86% |
| no | 12% | 12% | 12% | 12% | 12% | 13% |
| Percentage of students indicating how much the assessment will count as part of their class mark:‡§ | | | | | | |
| 1–5% | 21% | 20% | 21% | 26% | 27% | 25% |
| 6–10% | 45% | 44% | 46% | 35% | 35% | 34% |
| 11–15% | 8% | 9% | 8% | 16% | 15% | 17% |
| 16–20% | 2% | 2% | 2% | 3% | 3% | 3% |
| 21–25% | 2% | 4% | 1% | 2% | 2% | 2% |
| 26–30% | 7% | 7% | 7% | 4% | 4% | 4% |
| other | 2% | 2% | 2% | 1% | 1% | 2% |
| don't know | 12% | 12% | 12% | 12% | 12% | 11% |
| 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:†‡ | | | | | | |
| yes | 73% | 74% | 71% | 69% | 71% | 67% |
| no | 11% | 9% | 13% | 13% | 10% | 15% |
| undecided | 14% | 15% | 13% | 17% | 17% | 16% |

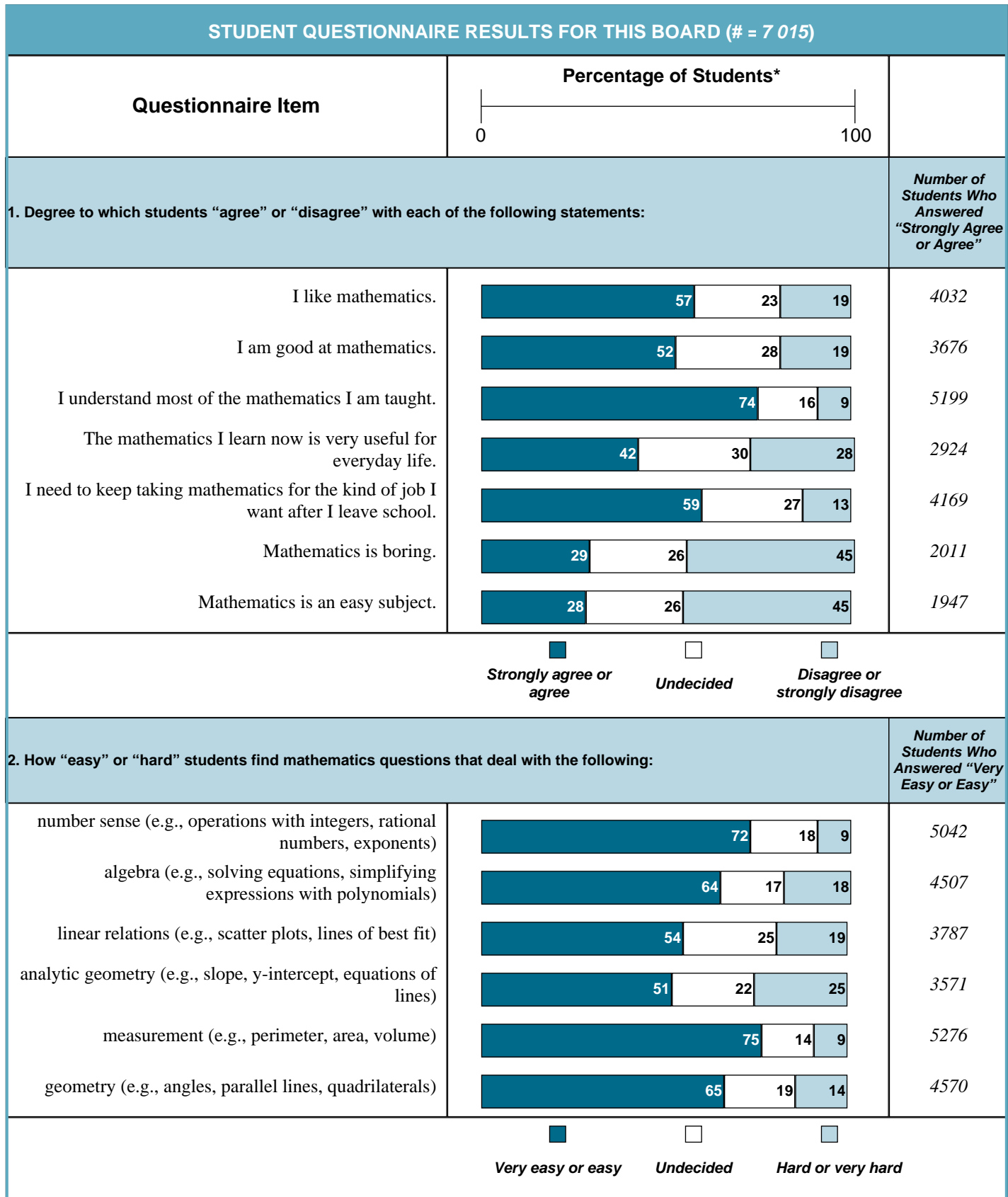
* Includes only students for whom gender data were available.

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

‡ 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.

§ Percentages of students are based on the number of students who indicated that they were told how much the assessment will count as part of their class mark.

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course



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

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

| STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 7 015) | | |
|---|-------------------------|--|
| 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 | | 5052 |
| a scientific calculator | | 6318 |
| a graphing calculator | | 808 |
| <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 | | 2035 |
| between 31 and 45 minutes | | 2510 |
| 30 minutes or less | | 2180 |
| mathematics homework not usually assigned | | 162 |
| 5. How often students complete all of their mathematics homework: | | Number of Students |
| never or seldom | | 802 |
| sometimes | | 1591 |
| often or always | | 4486 |
| 6. How often students have been absent from their Grade 9 mathematics class this year: | | Number of Students |
| never | | 1215 |
| one to four times | | 4183 |
| five to nine times | | 990 |
| 10 or more times | | 458 |

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

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

| STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 7 015) | | |
|--|-------------------------|---------------------------|
| Questionnaire Item | Percentage of Students* | |
| | | |
| 7. How often students have been late for their Grade 9 mathematics class this year: | | Number of Students |
| never | | 2971 |
| one to four times | | 2749 |
| five to nine times | | 719 |
| 10 or more times | | 397 |
| 8. Language(s) students speak at home: | | Number of Students |
| only or mostly English | | 3981 |
| another language (or other languages) as often as English | | 2023 |
| only or mostly another language (or other languages) | | 876 |
| 9. Number of elementary schools (kindergarten to Grade 8) attended: | | Number of Students |
| one or two schools | | 3021 |
| three schools | | 1895 |
| four schools | | 1060 |
| five schools or more | | 846 |

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

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

| STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 7 015) | | |
|---|-------------------------|---------------------------|
| Questionnaire Item | Percentage of Students* | |
| | | |
| 10. Teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of students' class mark: | | Number of Students |
| yes | 61 | 4307 |
| no | 2 | 132 |
| don't know | 33 | 2285 |
| 11. a) Students were told how much the assessment will count as part of their class mark:† | | Number of Students |
| yes | 91 | 3926 |
| no | 8 | 352 |
| 11. b) If yes, it will count for:† | | Number of Students |
| 1–5% | 40 | 1583 |
| 6–10% | 44 | 1713 |
| 11–15% | 3 | 134 |
| 16–20% | 1 | 36 |
| 21–25% | 1 | 53 |
| 26–30% | 2 | 62 |
| other | 1 | 32 |
| don't know | 7 | 271 |
| 12. Counting the Grade 9 Assessment of Mathematics as part of class mark motivates student to take the assessment more seriously:† | | Number of Students |
| yes | 73 | 3164 |
| no | 12 | 528 |
| undecided | 13 | 545 |

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

† Numbers and percentages for Questions 11. a) and 12 are based on the number of students who answered 'yes' to Question 10. Note: Numbers and percentages for Question 11. b) are further based on the number of students who answered 'yes' to Question 11. a).

Grade 9 Assessment of Mathematics, 2009–2010, Academic Course

| STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) | Board | | | Province | | |
|--|-----------------------------|------------------------|----------------------|------------------------------|-------------------------|-----------------------|
| | All Students (# = 7 015) | Female* (# = 3 573) | Male* (# = 3 442) | All Students (# = 97 137) | Female* (# = 50 038) | Male* (# = 47 099) |
| Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements: | | | | | | |
| I like mathematics. | 57% | 52% | 64% | 55% | 49% | 61% |
| I am good at mathematics. | 52% | 45% | 60% | 53% | 46% | 61% |
| I understand most of the mathematics I am taught. | 74% | 72% | 76% | 73% | 70% | 76% |
| The mathematics I learn now is very useful for everyday life. | 42% | 37% | 46% | 36% | 31% | 40% |
| I need to keep taking mathematics for the kind of job I want after I leave school. | 59% | 55% | 64% | 56% | 53% | 59% |
| Mathematics is boring. | 29% | 29% | 28% | 31% | 31% | 30% |
| Mathematics is an easy subject. | 28% | 22% | 34% | 28% | 23% | 34% |
| Percentage of students indicating that the following are “very easy” or “easy”: | | | | | | |
| number sense | 72% | 69% | 75% | 69% | 66% | 73% |
| algebra | 64% | 65% | 64% | 63% | 63% | 62% |
| linear relations | 54% | 50% | 58% | 52% | 48% | 56% |
| analytic geometry | 51% | 48% | 53% | 50% | 47% | 52% |
| measurement | 75% | 73% | 77% | 77% | 76% | 79% |
| geometry | 65% | 63% | 67% | 65% | 62% | 68% |
| Percentage of students indicating they have the following at home to use for mathematics school work: | | | | | | |
| a computer | 72% | 74% | 70% | 59% | 62% | 57% |
| a scientific calculator | 90% | 91% | 89% | 88% | 90% | 86% |
| a graphing calculator | 12% | 10% | 13% | 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 | 31% | 25% | 37% | 37% | 31% | 43% |
| more than 30 minutes | 65% | 71% | 58% | 59% | 66% | 52% |
| mathematics homework not usually assigned | 2% | 2% | 3% | 3% | 2% | 4% |
| Percentage of students indicating they complete all of their mathematics homework† | | | | | | |
| never or seldom. | 11% | 8% | 15% | 12% | 9% | 16% |
| sometimes. | 23% | 20% | 26% | 24% | 22% | 26% |
| often or always. | 64% | 70% | 58% | 62% | 68% | 56% |
| Percentage of students indicating they have been absent from their mathematics class this year† | | | | | | |
| four times or less. | 77% | 76% | 78% | 72% | 71% | 73% |
| five times or more. | 21% | 21% | 20% | 27% | 28% | 25% |
| Percentage of students indicating how often they have been late for their mathematics class this year† | | | | | | |
| four times or less. | 82% | 84% | 79% | 85% | 87% | 83% |
| five times or more. | 16% | 14% | 18% | 14% | 12% | 15% |
| Percentage of students indicating that they speak the following language(s) at home:† | | | | | | |
| only or mostly English | 57% | 59% | 55% | 75% | 76% | 74% |
| another language (or other languages) as often as English | 29% | 29% | 29% | 15% | 15% | 15% |
| only or mostly another language (or other languages) | 12% | 10% | 15% | 9% | 7% | 10% |
| Percentage of students indicating that from kindergarten to Grade 8 they attended | | | | | | |
| three or more elementary schools. | 54% | 55% | 53% | 34% | 34% | 33% |

* 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, 2009–2010, Academic Course

| STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) | Board | | | Province | | |
|--|-----------------------------|------------------------|----------------------|------------------------------|-------------------------|-----------------------|
| | All Students (# = 7 015) | Female* (# = 3 573) | Male* (# = 3 442) | All Students (# = 97 137) | Female* (# = 50 038) | Male* (# = 47 099) |
| Percentage of students indicating teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:† | | | | | | |
| yes | 61% | 63% | 59% | 64% | 66% | 62% |
| no | 2% | 1% | 2% | 2% | 1% | 2% |
| don't know | 33% | 31% | 34% | 31% | 29% | 32% |
| Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡ | | | | | | |
| yes | 91% | 92% | 91% | 91% | 92% | 91% |
| no | 8% | 8% | 9% | 8% | 8% | 8% |
| Percentage of students indicating how much the assessment will count as part of their class mark:‡§ | | | | | | |
| 1–5% | 40% | 42% | 39% | 32% | 33% | 32% |
| 6–10% | 44% | 42% | 45% | 43% | 43% | 44% |
| 11–15% | 3% | 3% | 3% | 11% | 11% | 12% |
| 16–20% | 1% | 1% | 1% | 3% | 3% | 2% |
| 21–25% | 1% | 2% | 1% | 1% | 1% | 1% |
| 26–30% | 2% | 1% | 2% | 2% | 2% | 2% |
| other | 1% | 1% | 1% | 1% | <1% | 1% |
| don't know | 7% | 7% | 7% | 6% | 7% | 6% |
| Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:†‡ | | | | | | |
| yes | 73% | 76% | 70% | 72% | 74% | 69% |
| no | 12% | 10% | 15% | 13% | 11% | 17% |
| undecided | 13% | 12% | 13% | 13% | 14% | 13% |

* Includes only students for whom gender data were available.

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

‡ 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.

§ Percentages of students are based on the number of students who indicated that they were told how much the assessment will count as part of their class mark.

Grade 9 Assessment of Mathematics, 2009–2010

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 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 identified as gifted 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 for some or all students are being withheld by EQAO. For further information, please contact personnel at the board. |