



School Board Report



Grade 9 Assessment of Mathematics, 2011–2012

Board: Windsor-Essex Catholic DSB (67024)

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.

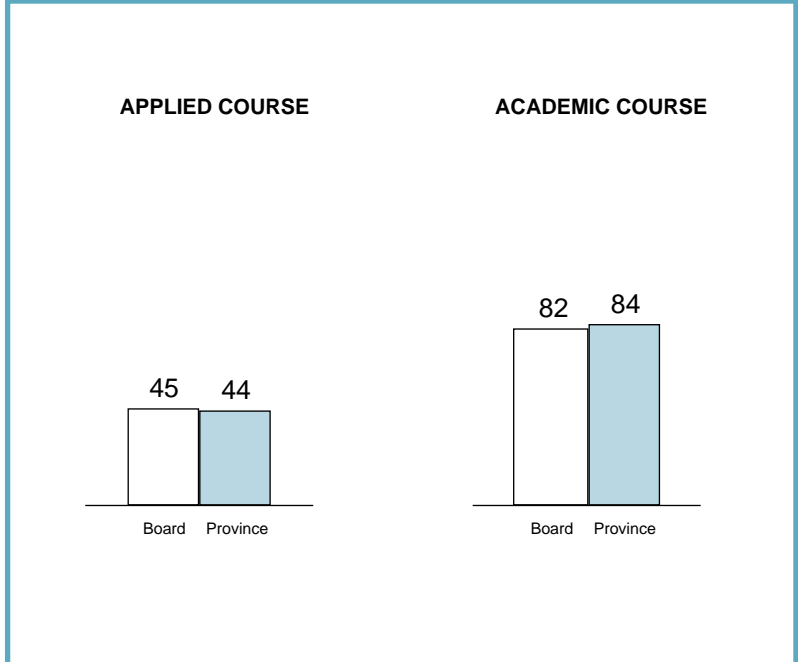
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach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

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

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



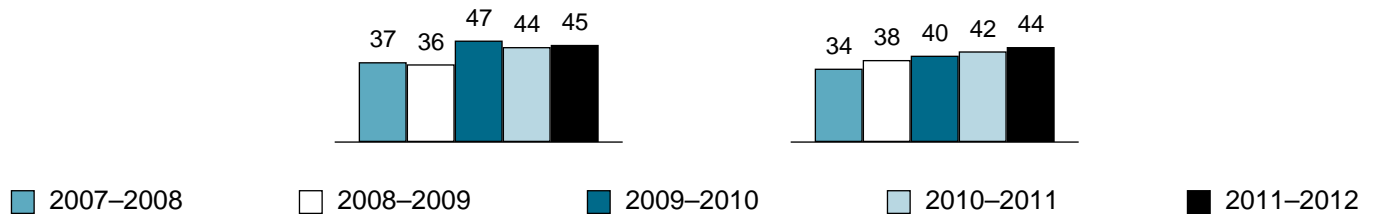
Grade 9 Assessment of Mathematics, 2011–2012

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

APPLIED MATHEMATICS

Board

Province



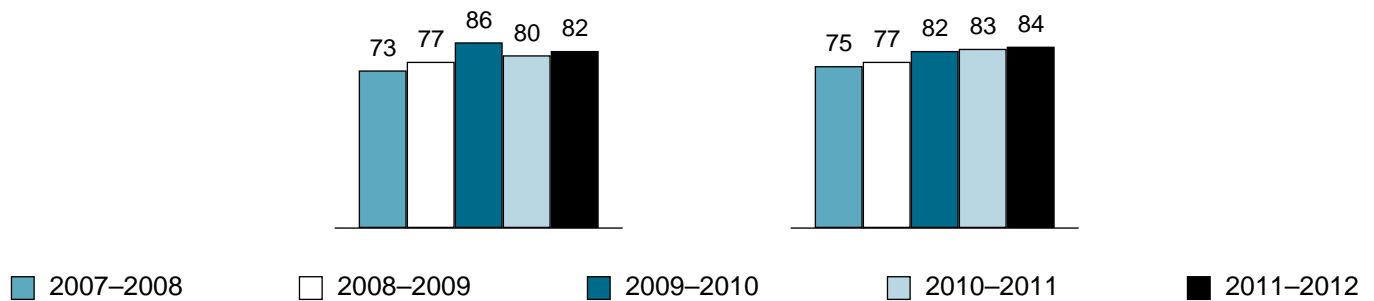
Total Number of Students

	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>	<u>2011–2012</u>
Board	698	719	671	618	583
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	1 350	1 290	1 278	1 249	1 150
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	583		41 799	
Number of classes with students in applied mathematics course	29		2 760	
Number of schools with applied mathematics classes	8		718	
Number Percent Number Percent				
Participation in the Assessment				
Students who participated in the assessment	573	98%	39 844	95%
Participating students who received one or more accommodations*	133	23%	10 909	27%
Participating students who received one or more special provisions*	16	3%	1 855	5%
Students who did not complete any part of the assessment (no data)*	10	2%	1 955	5%
Gender[†] Based on number of students enrolled				
Female	257	44%	18 563	44%
Male	326	56%	23 236	56%
Gender not specified	0	0%	0	0%
Student Status[†] Based on number of students enrolled				
English language learners*	20	3%	3 176	8%
Students with special education needs (excluding gifted)*	176	30%	14 220	34%
Semester/Full Year Based on number of students enrolled				
First-semester course	298	51%	19 257	46%
Second-semester course	264	45%	18 943	45%
Full-year course	21	4%	3 599	9%
Language and School Background^{††}				
<i>Based on Student Questionnaire data</i>				
Number of Respondents:		508	35 233	
Speak only or mostly a language other than English at home	32	6%	2 251	6%
Speak another language as often as English at home	70	14%	4 656	13%
Attended three or more elementary schools from kindergarten to Grade 8	148	29%	15 019	43%

* See the Explanation of Terms.

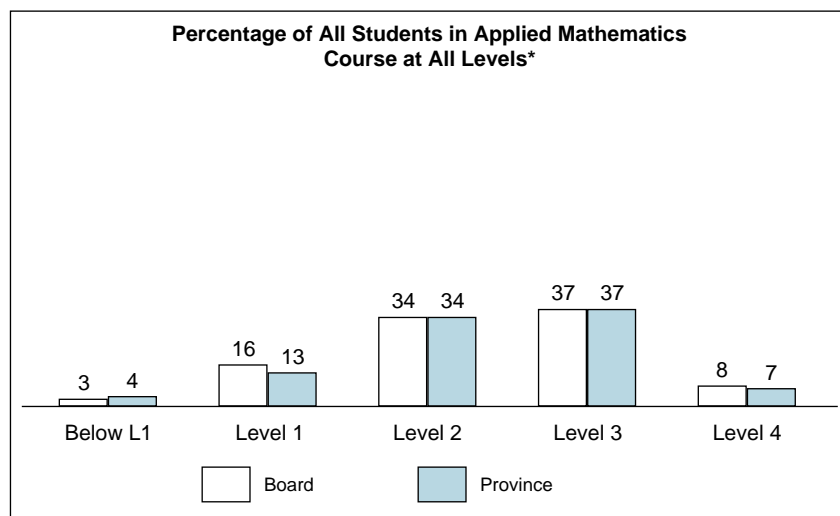
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†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

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

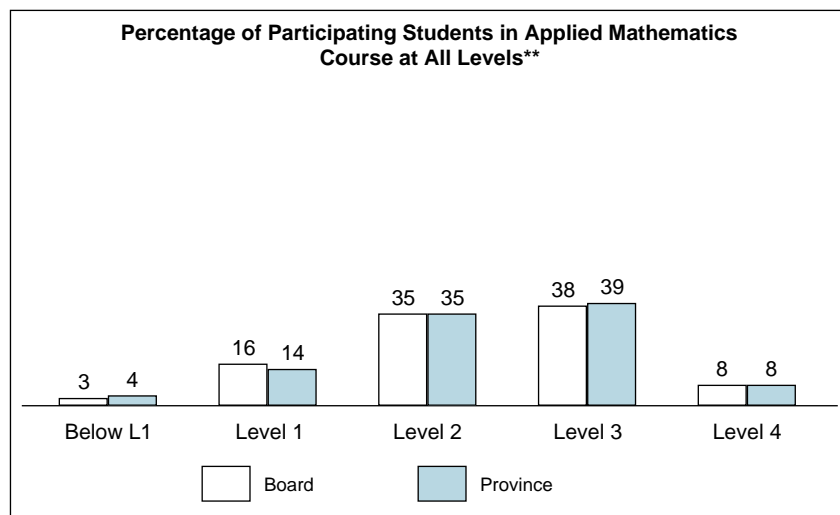
Results for All Students

All Students*			
Number of Students	Board 583		Province 41 799
	#	%	%
Level 4	47	8%	7%
Level 3	217	37%	37%
Level 2	200	34%	34%
Level 1	94	16%	13%
Below Level 1	15	3%	4%
Participating Students	573	98%	95%
No Data	10	2%	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 573		Province 39 844
	#	%	%
Level 4	47	8%	8%
Level 3	217	38%	39%
Level 2	200	35%	35%
Level 1	94	16%	14%
Below Level 1	15	3%	4%
At or Above Provincial Standard (Levels 3 and 4) †	46%		47%



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

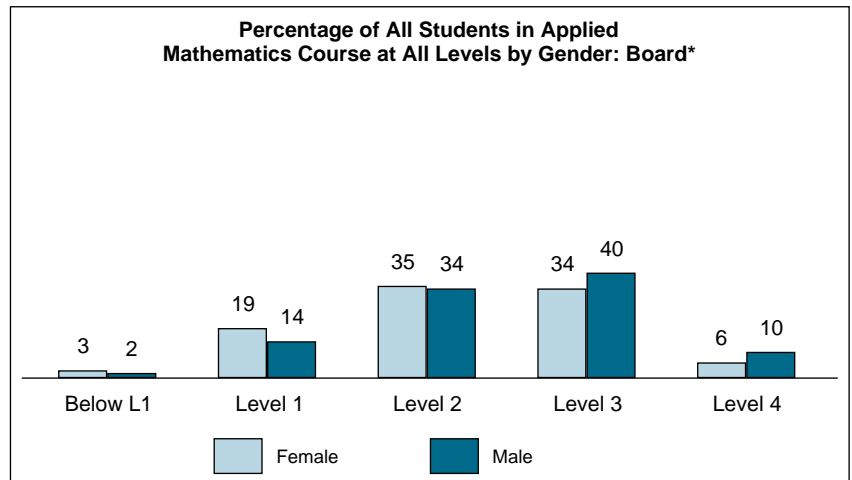
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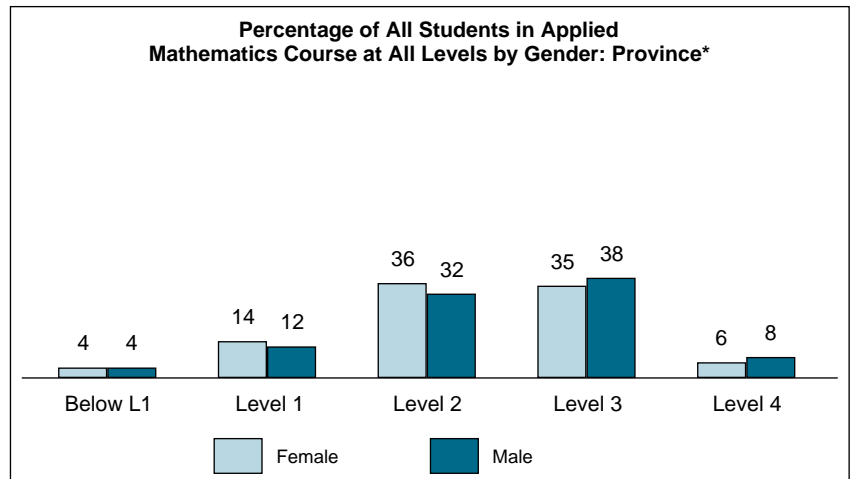
Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

Results by Gender††

All Students: Board by Gender*				
Number of Students	Female 257		Male 326	
	#	%	#	%
Level 4	16	6%	31	10%
Level 3	88	34%	129	40%
Level 2	90	35%	110	34%
Level 1	48	19%	46	14%
Below Level 1	8	3%	7	2%
Participating Students	250	97%	323	99%
No Data	7	3%	3	1%
At or Above Provincial Standard (Levels 3 and 4) †	40%		49%	



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	1 150		97 741	
Number of classes with students in academic mathematics course	44		4 127	
Number of schools with academic mathematics classes	8		691	
Number Percent Number Percent				
Participation in the Assessment				
Students who participated in the assessment	1 144	99%	96 907	99%
Participating students who received one or more accommodations*	29	3%	4 494	5%
Participating students who received one or more special provisions*	23	2%	2 903	3%
Students who did not complete any part of the assessment (no data)*	6	1%	834	1%
Gender[†] Based on number of students enrolled				
Female	596	52%	50 134	51%
Male	554	48%	47 607	49%
Gender not specified	0	0%	0	0%
Student Status[†] Based on number of students enrolled				
English language learners*	32	3%	5 314	5%
Students with special education needs (excluding gifted)*	35	3%	5 374	5%
Semester/Full Year Based on number of students enrolled				
First-semester course	499	43%	43 089	44%
Second-semester course	651	57%	42 814	44%
Full-year course	0	0%	11 838	12%
Language and School Background^{††} Based on Student Questionnaire data				
	Number of Respondents:		1 065	89 714
Speak only or mostly a language other than English at home	69	6%	7 600	8%
Speak another language as often as English at home	135	13%	14 483	16%
Attended three or more elementary schools from kindergarten to Grade 8	210	20%	33 653	38%

* See the Explanation of Terms.

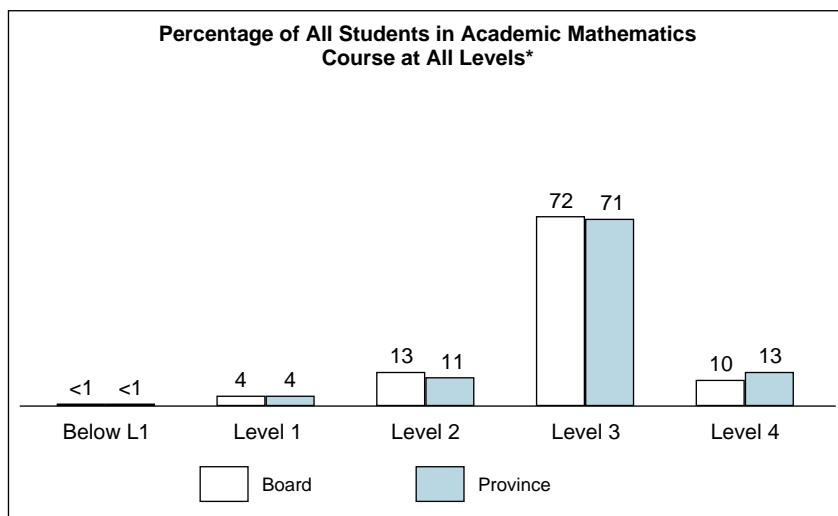
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Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

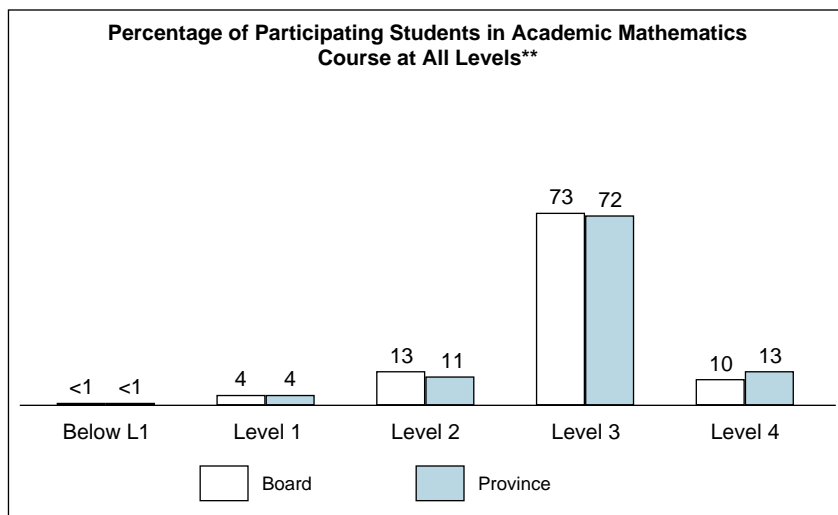
Results for All Students

All Students*			
Number of Students	Board 1 150		Province 97 741
	#	%	%
Level 4	112	10%	13%
Level 3	830	72%	71%
Level 2	150	13%	11%
Level 1	49	4%	4%
Below Level 1	3	<1%	<1%
Participating Students	1 144	99%	99%
No Data	6	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		82%	84%



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

Participating Students**			
Number of Students	Board 1 144		Province 96 907
	#	%	%
Level 4	112	10%	13%
Level 3	830	73%	72%
Level 2	150	13%	11%
Level 1	49	4%	4%
Below Level 1	3	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		82%	85%



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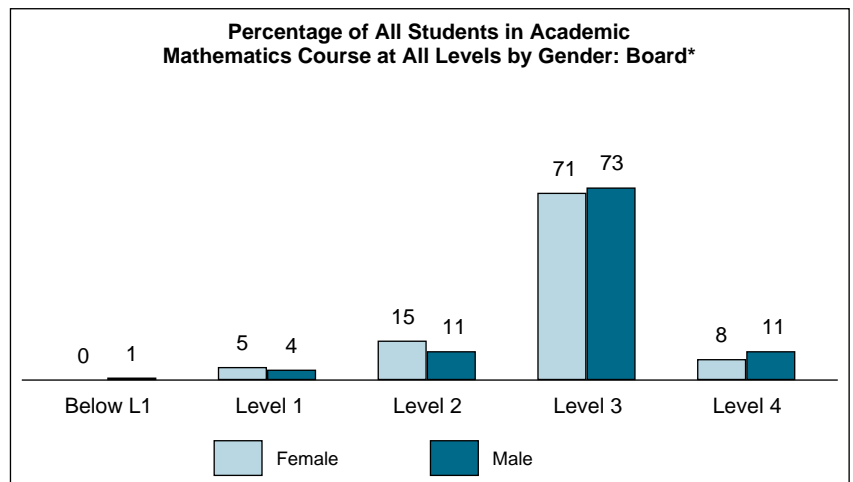
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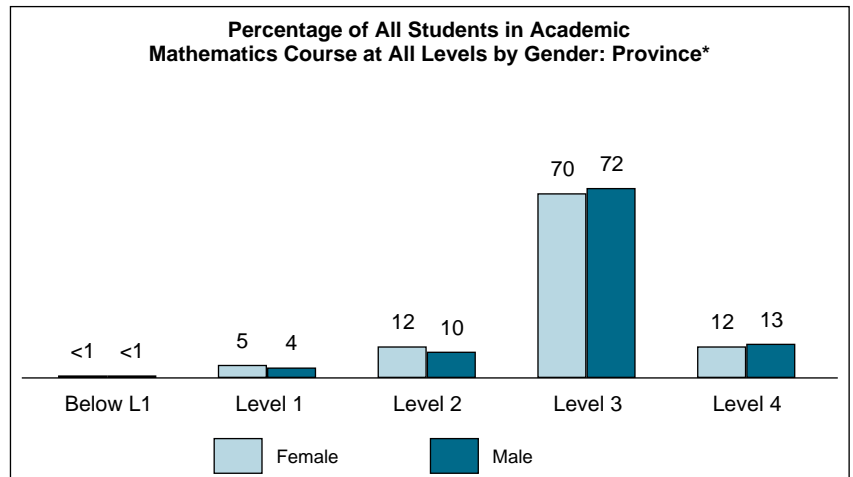
Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

Results by Gender††

All Students: Board by Gender*				
Number of Students	Female 596		Male 554	
	#	%	#	%
Level 4	50	8%	62	11%
Level 3	426	71%	404	73%
Level 2	89	15%	61	11%
Level 1	28	5%	21	4%
Below Level 1	0	0%	3	1%
Participating Students	593	99%	551	99%
No Data	3	1%	3	1%
At or Above Provincial Standard (Levels 3 and 4) †	80%		84%	



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	698	719	671	618	583	
Number of classes with students in applied mathematics course	32	32	32	30	29	
Number of schools with applied mathematics classes	9	8	8	8	8	
Participation in the Assessment						
Students who participated in the assessment	96%	97%	98%	98%	98%	
Participating students who received one or more accommodations*	18%	19%	17%	23%	23%	
Participating students who received one or more special provisions*	<1%	0%	3%	5%	3%	
Students who did not complete any part of the assessment (no data)*	4%	3%	2%	2%	2%	
Gender[†] Based on number of students enrolled						
Female	46%	48%	49%	49%	44%	
Male	54%	52%	51%	51%	56%	
Gender not specified	0%	0%	0%	0%	0%	
Student Status[†] Based on number of students enrolled						
English language learners*	3%	2%	3%	7%	3%	
Students with special education needs (excluding gifted)*	25%	26%	27%	29%	30%	
Semester/Full Year Based on number of students enrolled						
First-semester course	52%	44%	51%	46%	51%	
Second-semester course	48%	53%	47%	45%	45%	
Full-year course	0%	2%	3%	9%	4%	
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:	643	657	635	574	508
Speak only or mostly a language other than English at home	6%	6%	5%	7%	6%	
Speak another language as often as English at home	12%	10%	14%	13%	14%	
Attended three or more elementary schools from kindergarten to Grade 8	29%	25%	28%	31%	29%	

* See the Explanation of Terms.

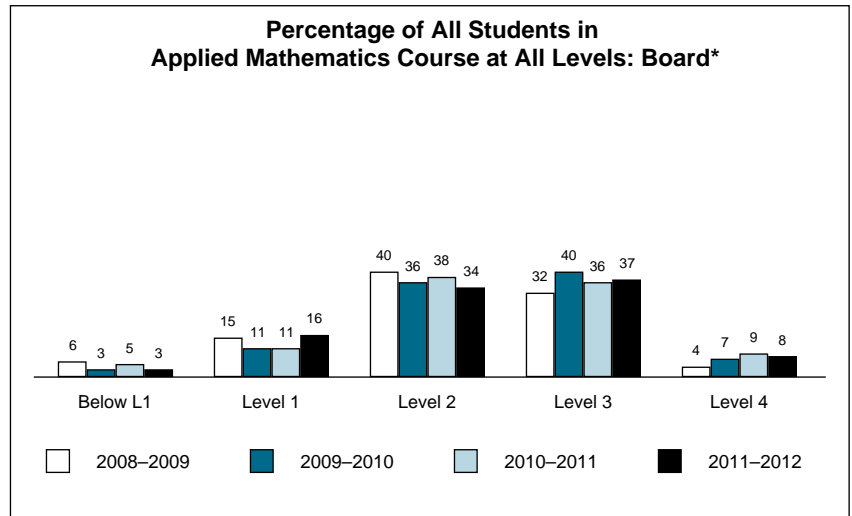
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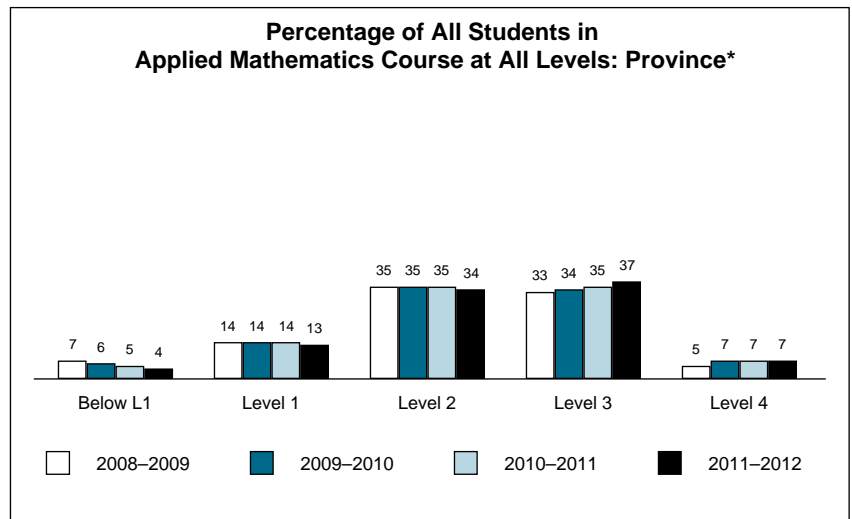
Results over Time, 2008–2009 to 2011–2012

Applied Mathematics Course for All Students

Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	719	671	618	583
Level 4	4%	7%	9%	8%
Level 3	32%	40%	36%	37%
Level 2	40%	36%	38%	34%
Level 1	15%	11%	11%	16%
Below Level 1	6%	3%	5%	3%
<i>Participating Students</i>	97%	98%	98%	98%
No Data	3%	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†	36%	47%	44%	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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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	1 350	1 290	1 278	1 249	1 150
Number of classes with students in academic mathematics course	51	46	47	46	44
Number of schools with academic mathematics classes	8	8	8	8	8
Participation in the Assessment					
Students who participated in the assessment	99%	99%	99%	99%	99%
Participating students who received one or more accommodations*	1%	2%	2%	2%	3%
Participating students who received one or more special provisions*	0%	0%	<1%	1%	2%
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	54%	51%	52%	51%	52%
Male	46%	49%	48%	49%	48%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of students enrolled					
English language learners*	1%	1%	1%	3%	3%
Students with special education needs (excluding gifted)*	2%	2%	3%	2%	3%
Semester/Full Year Based on number of students enrolled					
First-semester course	58%	51%	49%	48%	43%
Second-semester course	42%	49%	51%	52%	57%
Full-year course	0%	0%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
Number of Respondents:	1 302	1 214	1 237	1 149	1 065
Speak only or mostly a language other than English at home	7%	6%	4%	7%	6%
Speak another language as often as English at home	12%	12%	13%	13%	13%
Attended three or more elementary schools from kindergarten to Grade 8	21%	19%	18%	19%	20%

* See the Explanation of Terms.

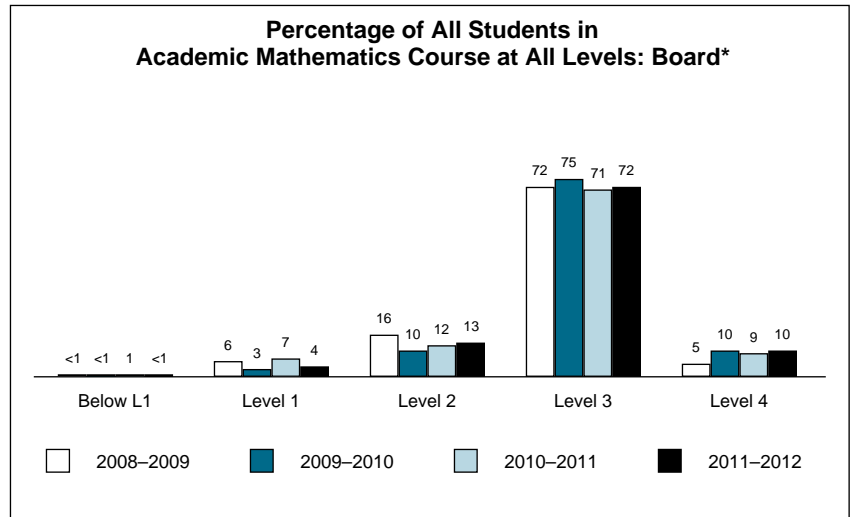
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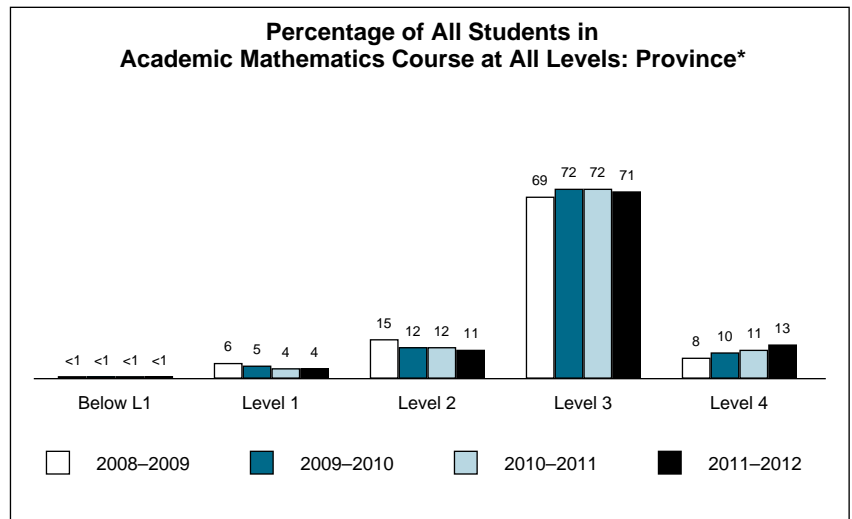
Results over Time, 2008–2009 to 2011–2012

Academic Mathematics Course for All Students

Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	1 290	1 278	1 249	1 150
Level 4	5%	10%	9%	10%
Level 3	72%	75%	71%	72%
Level 2	16%	10%	12%	13%
Level 1	6%	3%	7%	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%	86%	80%	82%



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%

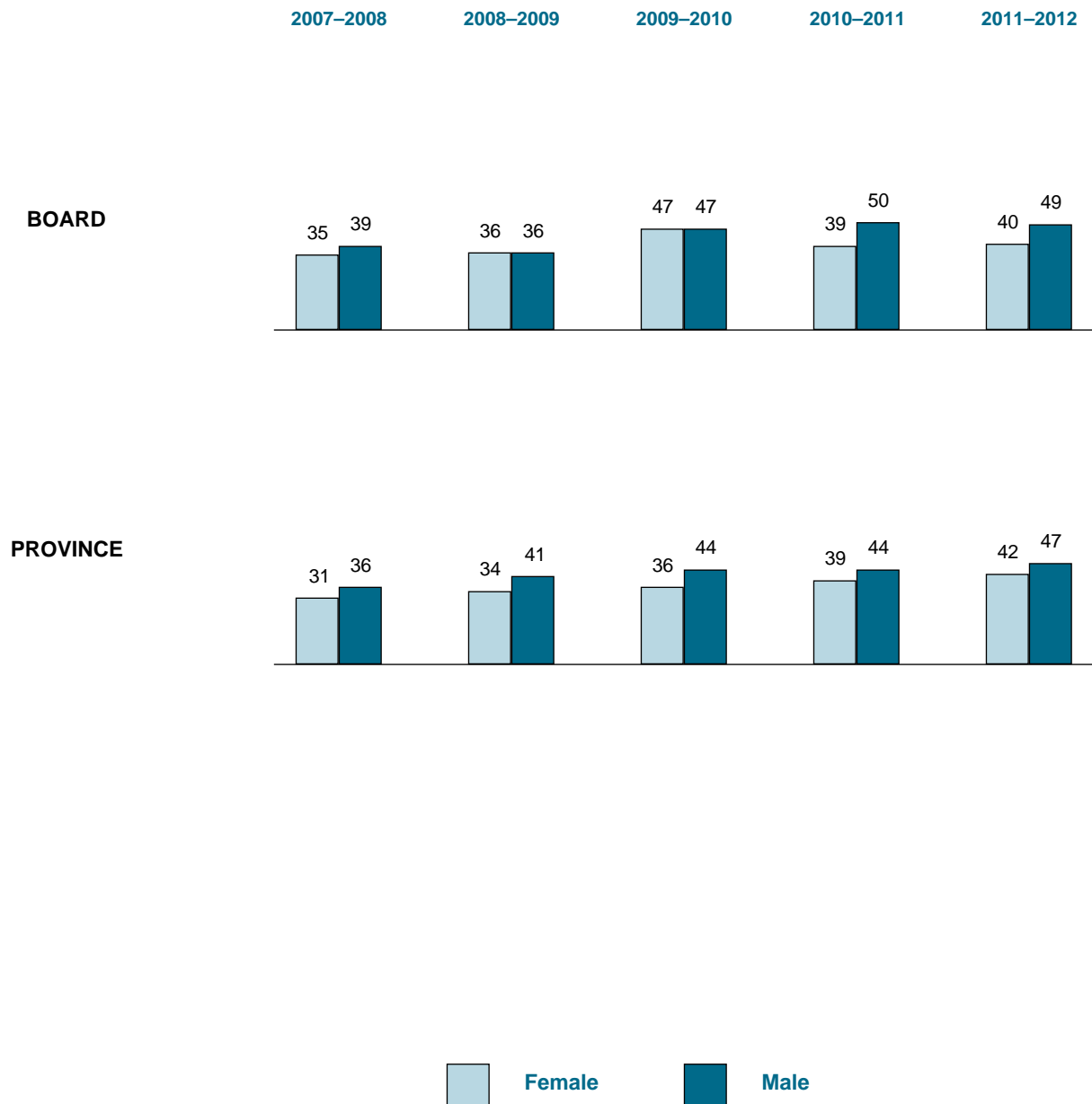


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RESULTS FOR ALL STUDENTS OVER TIME BY GENDER †

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



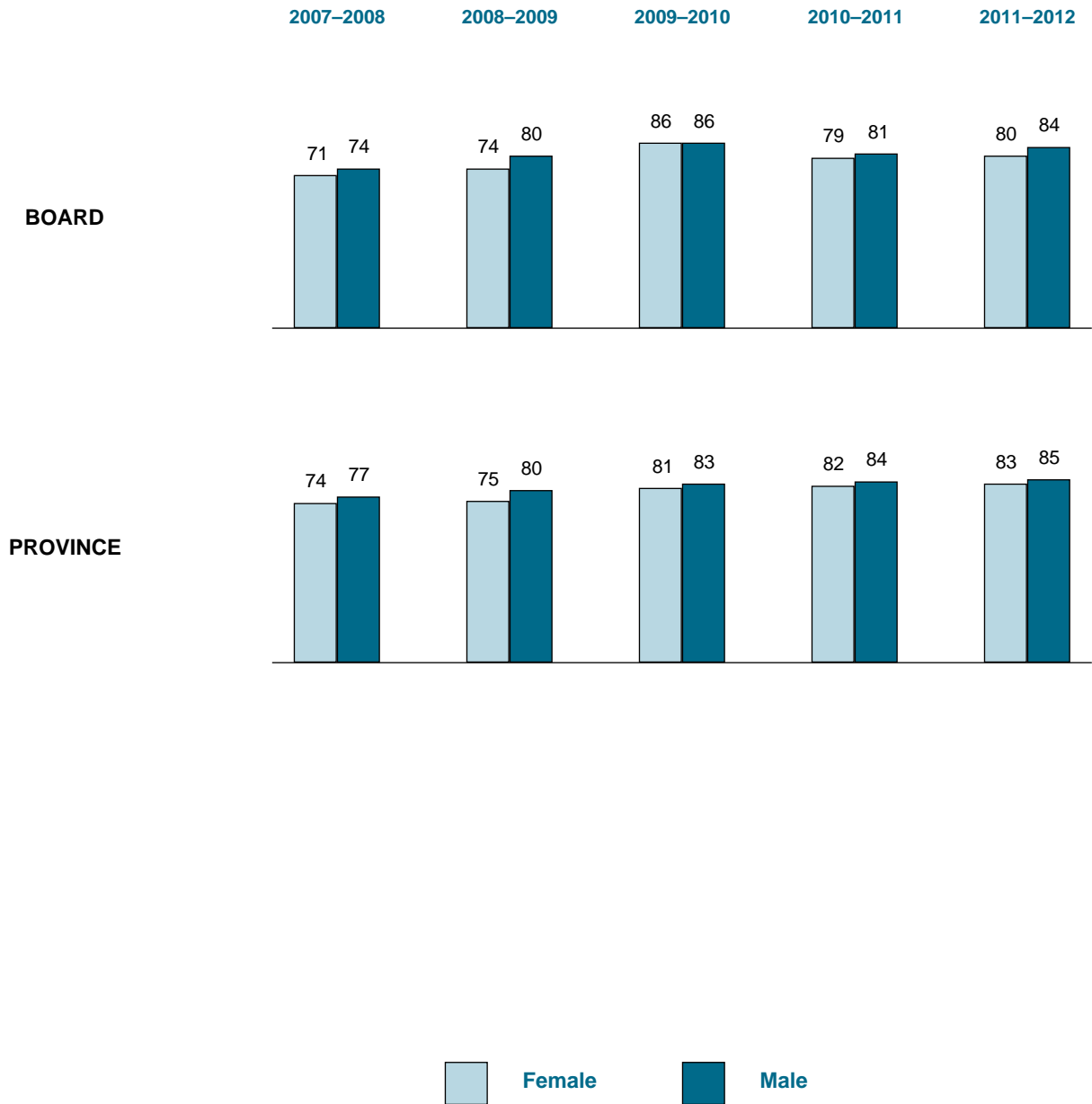
Total Number of Students in Applied Mathematics Course†

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	324	374	342	377	327	344	300	318	257	326
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	730	620	658	632	662	616	637	612	596	554
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 (# =508)



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.		191
I am good at mathematics.		199
I am able to answer difficult mathematics questions.		124
Mathematics is one of my favourite subjects.		110
I understand most of the mathematics I am taught.		324
Mathematics is an easy subject.		113
I try to do my best in mathematics class.		386
The mathematics I learn now is useful for everyday life.		181
The mathematics I learn now helps me do work in other subjects.		231
I need to do well in mathematics to study what I want later.		240
I need to keep taking mathematics for the kind of job I want after I leave school.		217







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)		63
algebra (e.g., solving equations, simplifying expressions with polynomials)		87
linear relations (e.g., scatter plots, lines of best fit)		112
measurement (e.g., perimeter, area, volume)		114
geometry (e.g., angles, parallel lines)		73

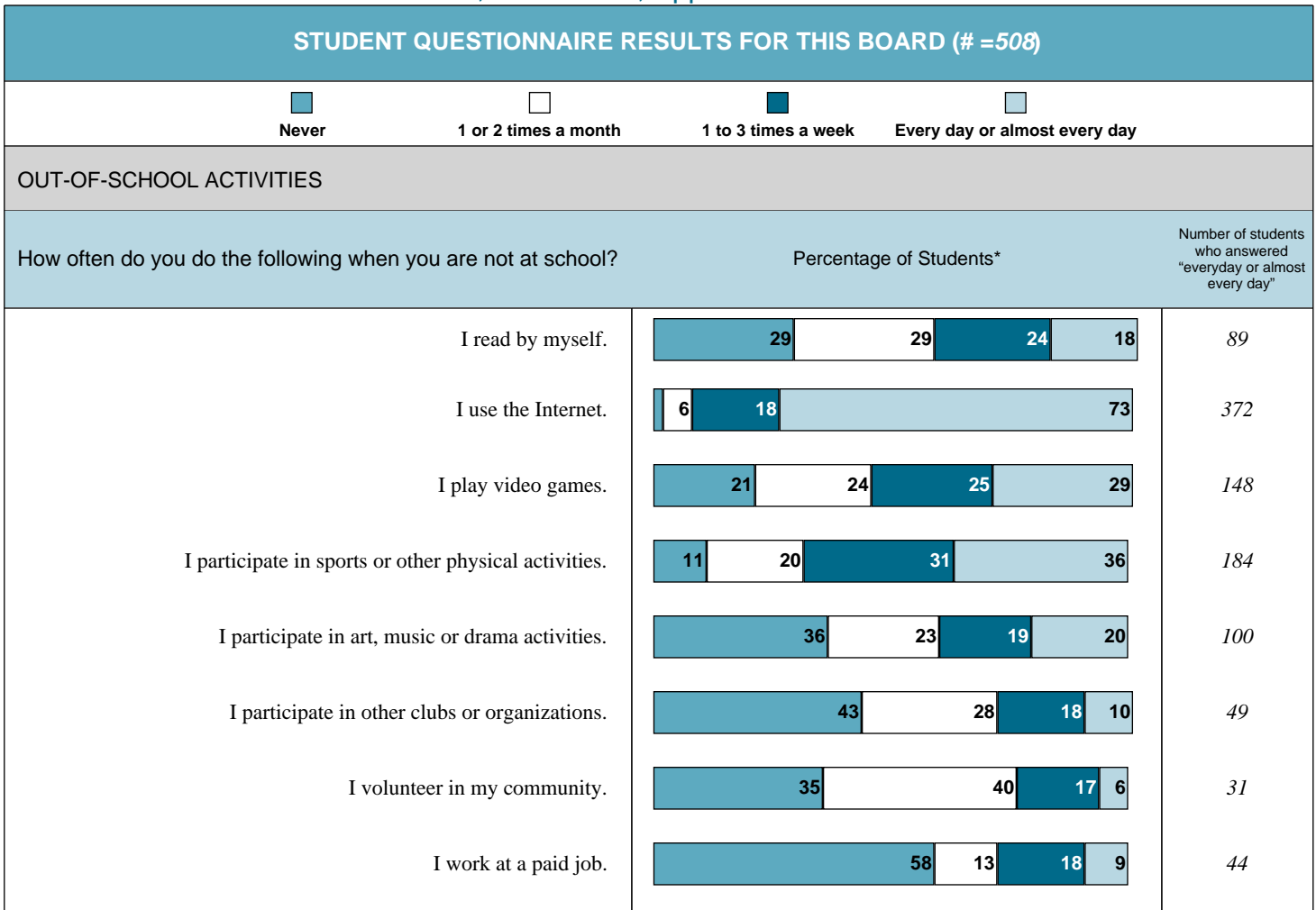
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =508)					
	 Never or almost never	 Sometimes	 Often	 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.	17	55	23	4	19
I check my mathematics answers to see if they make sense.	8	33	40	17	87
I apply new mathematics concepts to real-life problems.	33	43	19	5	26
I take time to discuss my mathematics assignments with my classmates.	35	41	17	6	28
I look for more than one way to solve mathematics problems.	17	38	31	12	60
How often do you complete your mathematics homework?	Percentage of Students*			Number of students	
I am not usually assigned any mathematics homework	4				21
Never or almost never	9				47
Sometimes		27			136
Often			35		179
Always				23	117






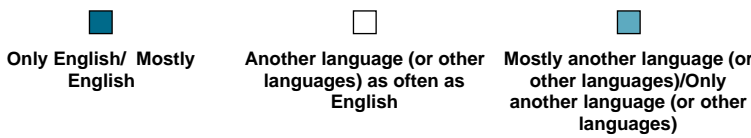


* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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






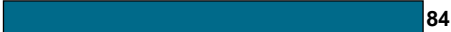




* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =508)			
SCHOOLS ATTENDED			
How many schools did you attend from kindergarten to Grade 8?	Percentage of Students*		Number of students
1 school		43	219
2 schools		26	131
3 schools		13	66
4 schools		6	28
5 or more schools		11	54
 <p> ■ Only English/ Mostly English □ Another language (or other languages) as often as English ■ Mostly another language (or other languages)/Only another language (or other languages) </p>			
LANGUAGES SPOKEN			Number of students who answered "only English" or "mostly English"
		Percentage of Students*	
Languages student speaks at home		78 14 6	396
Languages in which people speak to student at home		75 12 10	383

* 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 (# =508)		
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	 50	254
No	 3	17
Don't know	 44	224
<i>Total number of students:</i>		254
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	 84	214
No	 15	39
<i>Total number of students:</i>		254
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	 80	202
No	 10	25
Undecided	 11	27

* 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 (# = 508)	Female* (# = 223)	Male* (# = 285)	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.	38%	32%	42%	34%	28%	40%
I am good at mathematics.	39%	29%	47%	36%	28%	43%
I am able to answer difficult mathematics questions.	24%	17%	30%	24%	16%	30%
Mathematics is one of my favourite subjects.	22%	14%	27%	22%	18%	25%
I understand most of the mathematics I am taught.	64%	58%	68%	62%	59%	66%
Mathematics is an easy subject.	22%	13%	29%	21%	15%	25%
I try to do my best in mathematics class.	76%	83%	71%	78%	82%	75%
The mathematics I learn now is useful for everyday life.	36%	31%	39%	40%	36%	43%
The mathematics I learn now helps me do work in other subjects.	45%	44%	47%	47%	45%	48%
I need to do well in mathematics to study what I want later.	47%	50%	45%	50%	48%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	43%	41%	44%	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)	54%	46%	61%	47%	39%	54%
algebra (e.g., solving equations, simplifying expressions with polynomials)	49%	44%	53%	46%	42%	48%
linear relations (e.g., scatter plots, lines of best fit)	66%	63%	68%	62%	58%	65%
measurement (e.g., perimeter, area, volume)	62%	54%	67%	68%	64%	71%
geometry (e.g., angles, parallel lines)	45%	35%	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 (# = 508)	Female* (# = 223)	Male* (# = 285)	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.	4%	4%	3%	6%	4%	6%
I check my mathematics answers to see if they make sense.	17%	16%	18%	17%	17%	16%
I apply new mathematics concepts to real-life problems.	5%	2%	7%	5%	4%	6%
I take time to discuss my mathematics assignments with my classmates.	6%	6%	5%	5%	5%	5%
I look for more than one way to solve mathematics problems.	12%	9%	14%	12%	10%	14%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡						
I am not usually assigned any mathematics homework	4%	5%	4%	11%	11%	11%
Never or almost never	9%	6%	12%	9%	7%	10%
Sometimes	27%	26%	27%	28%	26%	29%
Often	35%	36%	35%	32%	33%	32%
Always	23%	25%	22%	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 (# = 508)	Female* (# = 223)	Male* (# = 285)	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.	18%	22%	14%	19%	26%	13%
I use the Internet.	73%	79%	69%	71%	75%	68%
I play video games.	29%	9%	45%	28%	9%	42%
I participate in sports or other physical activities.	36%	24%	46%	36%	26%	44%
I participate in art, music or drama activities.	20%	27%	14%	19%	24%	14%
I participate in other clubs or organizations.	10%	10%	9%	9%	7%	10%
I volunteer in my community.	6%	5%	7%	5%	6%	5%
I work at a paid job.	9%	7%	10%	7%	6%	9%
SCHOOLS ATTENDED						
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡						
1 school	43%	41%	45%	26%	25%	26%
2 schools	26%	26%	25%	29%	29%	30%
3 schools	13%	12%	14%	19%	20%	19%
4 schools	6%	5%	6%	11%	12%	11%
5 or more schools	11%	12%	9%	12%	12%	11%
LANGUAGES SPOKEN						
Percentage of students indicating that they speak the following languages at home: ‡						
Only English/Mostly English	78%	79%	77%	78%	78%	78%
Another language(or other languages)as often as English	14%	13%	15%	13%	14%	13%
Mostly another language(or other languages)/ Only another language(or other languages)	6%	5%	7%	6%	6%	7%
Percentage of students indicating the languages people speak to them at home: ‡						
Only English/Mostly English	75%	76%	75%	75%	74%	75%
Another language(or other languages)as often as English	12%	10%	14%	12%	13%	12%
Mostly another language(or other languages)/ Only another language(or other languages)	10%	11%	10%	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 (# = 508)	Female* (# = 223)	Male* (# = 285)	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	50%	49%	51%	44%	47%	42%
No	3%	1%	5%	3%	2%	3%
Don't know	44%	46%	42%	50%	49%	52%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: ††						
	All Students (# = 254)	Female* (# = 110)	Male* (# = 144)	All Students (# = 15 658)	Female* (# = 7 386)	Male* (# = 8 272)
Yes	84%	88%	81%	87%	88%	86%
No	15%	12%	18%	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 (# = 254)	Female* (# = 110)	Male* (# = 144)	All Students (# = 15 658)	Female* (# = 7 386)	Male* (# = 8 272)
Yes	80%	85%	76%	75%	77%	73%
No	10%	8%	11%	10%	7%	12%
Undecided	11%	7%	13%	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 (# = 1 065)

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.	19	27	55	582
I am good at mathematics.	18	28	54	571
I am able to answer difficult mathematics questions.	19	35	46	490
Mathematics is one of my favourite subjects.	40	19	41	432
I understand most of the mathematics I am taught.	9	17	74	790
Mathematics is an easy subject.	34	35	31	325
I try to do my best in mathematics class.	6	11	83	879
The mathematics I learn now is useful for everyday life.	28	36	36	379
The mathematics I learn now helps me do work in other subjects.	18	27	55	584
I need to do well in mathematics to study what I want later.	15	23	62	660
I need to keep taking mathematics for the kind of job I want after I leave school.	17	24	58	621





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)	25	44	27	292
algebra (e.g., solving equations, simplifying expressions with polynomials)	6	24	37	349
linear relations (e.g., scatter plots, lines of best fit)	7	34	40	195
analytic geometry (e.g., slope, y-intercept, equations of lines)	10	28	38	252
measurement (e.g., perimeter, area, volume)	17	43	37	391
geometry (e.g., angles, parallel lines)	6	22	36	369

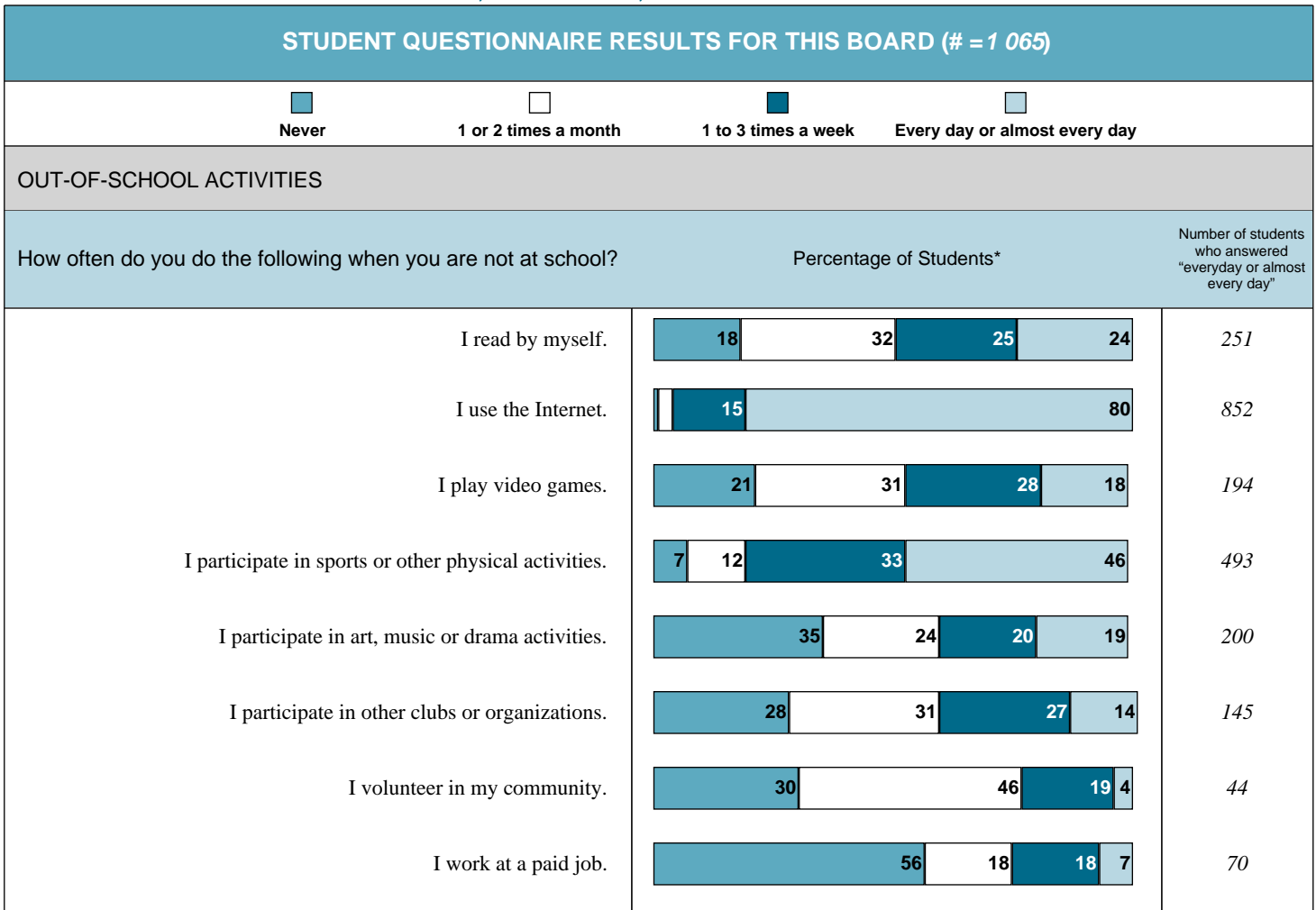
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Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 065)					
	 Never or almost never	 Sometimes	 Often	 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.	10	46	32	11	114
I check my mathematics answers to see if they make sense.	6	23	42	29	304
I apply new mathematics concepts to real-life problems.	27	44	21	7	70
I take time to discuss my mathematics assignments with my classmates.	23	41	25	10	105
I look for more than one way to solve mathematics problems.	11	40	34	14	152
How often do you complete your mathematics homework?		Percentage of Students*		Number of students	
I am not usually assigned any mathematics homework	1				8
Never or almost never	5				56
Sometimes	18				196
Often	35				376
Always	39				416

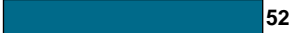
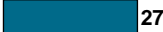








* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

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 (# = 1 065)			
SCHOOLS ATTENDED			
How many schools did you attend from kindergarten to Grade 8?	Percentage of Students*		Number of students
1 school	 52		551
2 schools	 27		290
3 schools	 11		115
4 schools	 5		52
5 or more schools	 4		43
<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			849
Languages in which people speak to student at home			816

* 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 (# = 1 065)		
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	76	814
No	1	9
Don't know	21	227
<i>Total number of students:</i>		814
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	754
No	7	60
<i>Total number of students:</i>		814
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	77	625
No	11	86
Undecided	13	103

* 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 (# = 1 065)	Female* (# = 550)	Male* (# = 515)	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.	55%	52%	57%	56%	50%	62%
I am good at mathematics.	54%	49%	58%	56%	50%	63%
I am able to answer difficult mathematics questions.	46%	38%	55%	47%	38%	57%
Mathematics is one of my favourite subjects.	41%	36%	45%	39%	34%	45%
I understand most of the mathematics I am taught.	74%	73%	75%	75%	72%	78%
Mathematics is an easy subject.	31%	26%	36%	31%	26%	37%
I try to do my best in mathematics class.	83%	88%	77%	84%	88%	79%
The mathematics I learn now is useful for everyday life.	36%	31%	40%	39%	35%	44%
The mathematics I learn now helps me do work in other subjects.	55%	51%	58%	58%	56%	59%
I need to do well in mathematics to study what I want later.	62%	61%	63%	65%	62%	68%
I need to keep taking mathematics for the kind of job I want after I leave school.	58%	59%	58%	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)	71%	65%	79%	71%	65%	78%
algebra (e.g., solving equations, simplifying expressions with polynomials)	69%	70%	69%	71%	69%	73%
linear relations (e.g., scatter plots, lines of best fit)	59%	55%	63%	61%	55%	67%
analytic geometry (e.g., slope, y-intercept, equations of lines)	61%	59%	64%	62%	58%	67%
measurement (e.g., perimeter, area, volume)	79%	75%	84%	80%	76%	84%
geometry (e.g., angles, parallel lines)	71%	67%	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 (# = 1 065)	Female* (# = 550)	Male* (# = 515)	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.	11%	9%	12%	13%	12%	15%
I check my mathematics answers to see if they make sense.	29%	31%	26%	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.	10%	9%	11%	10%	10%	10%
I look for more than one way to solve mathematics problems.	14%	13%	15%	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	18%	16%	21%	23%	19%	26%
Often	35%	35%	36%	37%	38%	37%
Always	39%	45%	33%	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 (# = 1 065)	Female* (# = 550)	Male* (# = 515)	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.	24%	32%	15%	28%	36%	20%
I use the Internet.	80%	83%	77%	78%	79%	77%
I play video games.	18%	6%	31%	21%	6%	37%
I participate in sports or other physical activities.	46%	37%	56%	42%	34%	50%
I participate in art, music or drama activities.	19%	23%	15%	21%	25%	16%
I participate in other clubs or organizations.	14%	13%	15%	11%	11%	12%
I volunteer in my community.	4%	4%	4%	5%	5%	4%
I work at a paid job.	7%	5%	8%	5%	4%	5%
SCHOOLS ATTENDED						
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡						
1 school	52%	51%	52%	26%	27%	26%
2 schools	27%	27%	28%	33%	33%	33%
3 schools	11%	12%	10%	20%	19%	20%
4 schools	5%	4%	6%	10%	10%	10%
5 or more schools	4%	5%	3%	8%	8%	8%
LANGUAGES SPOKEN						
Percentage of students indicating that they speak the following languages at home: ‡						
Only English/Mostly English	80%	81%	78%	72%	73%	71%
Another language(or other languages)as often as English	13%	11%	14%	16%	16%	16%
Mostly another language(or other languages)/ Only another language(or other languages)	6%	6%	7%	8%	7%	10%
Percentage of students indicating the languages people speak to them at home: ‡						
Only English/Mostly English	77%	77%	76%	66%	67%	65%
Another language(or other languages)as often as English	9%	10%	9%	15%	15%	15%
Mostly another language(or other languages)/ Only another language(or other languages)	12%	11%	13%	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 (# = 1 065)	Female* (# = 550)	Male* (# = 515)	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	76%	80%	73%	70%	73%	68%
No	1%	1%	1%	1%	1%	1%
Don't know	21%	18%	25%	25%	23%	27%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: ††						
	All Students (# = 814)	Female* (# = 440)	Male* (# = 374)	All Students (# = 62 971)	Female* (# = 33 532)	Male* (# = 29 439)
Yes	93%	92%	93%	93%	93%	93%
No	7%	8%	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 (# = 814)	Female* (# = 440)	Male* (# = 374)	All Students (# = 62 971)	Female* (# = 33 532)	Male* (# = 29 439)
Yes	77%	80%	74%	77%	79%	75%
No	11%	7%	15%	10%	8%	13%
Undecided	13%	14%	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.