Education Quality and Accountability Office

EQAO

School Board Report

Grade 9 Assessment of Mathematics, 2012–2013

Board: Simcoe Muskoka Catholic DSB (67091)

On behalf of EQAO, I am pleased to provide you with the results of the 2012–2013 Grade 9 Assessment of Mathematics.

This report provides the 2013 school and board results as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information about schools, which provides context for a deeper analysis of the achievement results.

By assessing all students in our education system at key stages in their schooling, EQAO is able to provide reliable and objective data at the individual student, school and board levels. EQAO data continue to inform board improvement planning strategies and provide important evidence of learning at the local school level. This evidence helps educators and parents engage in meaningful conversations about student achievement. The data also allow school communities to identify strengths and opportunities for improvement so they can continue to make evidence-based decisions in their planning.

We continue to advocate the use of EQAO data in combination with classroom-generated results and other information sources to develop strategies and action plans that will make a measurable difference in learning outcomes.

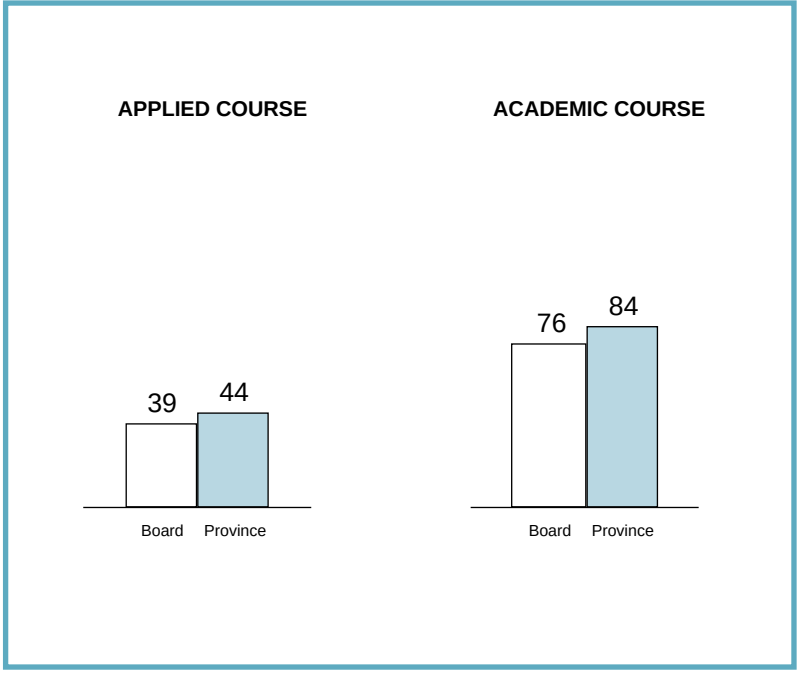
At EQAO, we are pleased to continue our partnership with you as you help students reach their full potential. I trust you will continue to find our reports to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND . . .

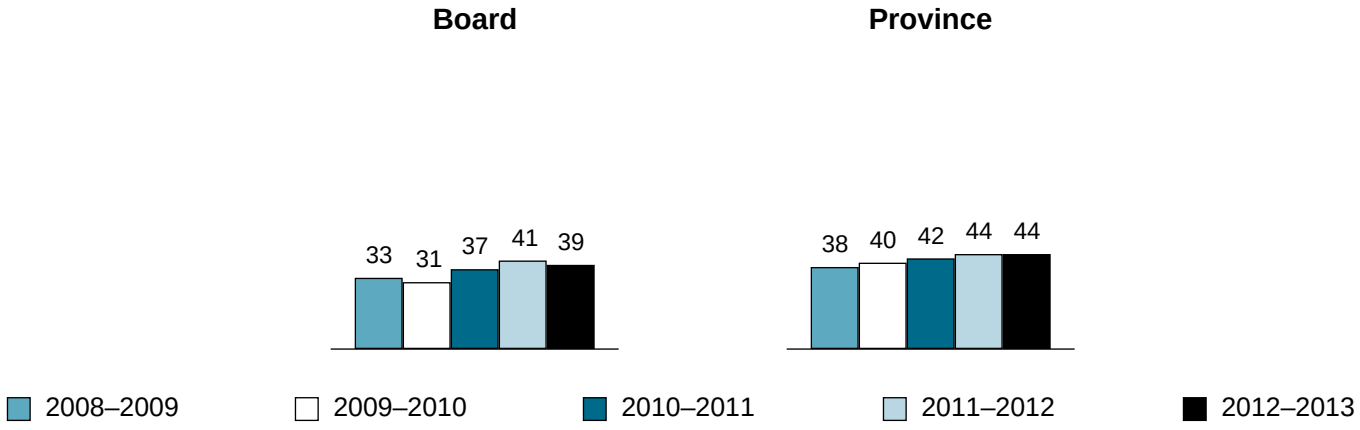
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2012–2013



Grade 9 Assessment of Mathematics, 2012–2013

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

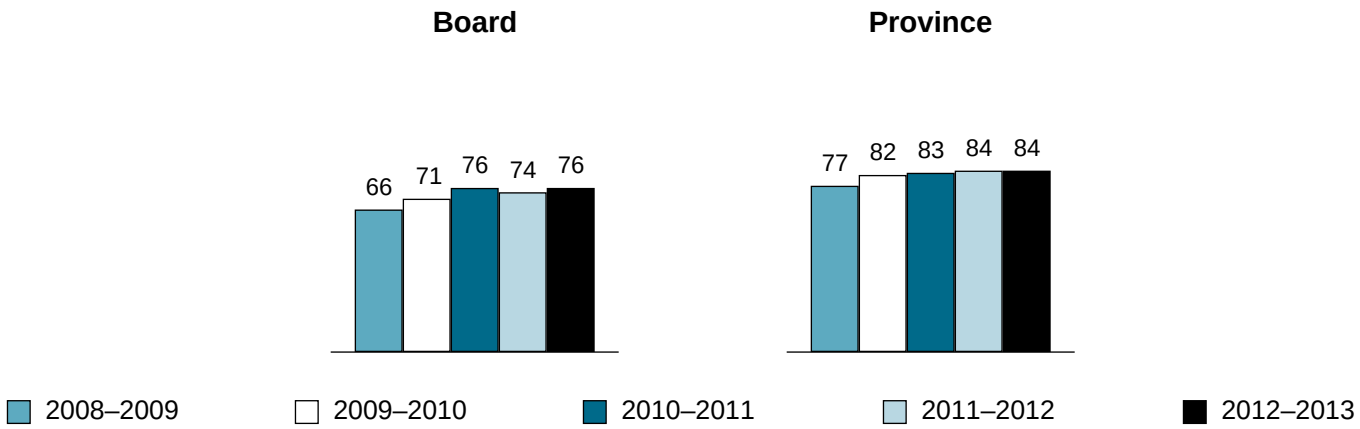
APPLIED MATHEMATICS



Total Number of Students

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Board	*558*	*563*	*616*	*552*	*523*
Province	*48 482*	*47 566*	*44 095*	*41 799*	*39 881*

ACADEMIC MATHEMATICS



Total Number of Students

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Board	*1 196*	*1 312*	*1 277*	*1 132*	*1 133*
Province	*100 992*	*101 268*	*99 278*	*97 741*	*97 158*

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 10 students fully participated in 2012-2013, or fewer than 15 students fully participated prior to 2012-2013 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, 2012–2013, 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	*523*		*39 881*	
Number of classes with students in applied mathematics course	*29*		*2 610*	
Number of schools with applied mathematics classes	*9*		*721*	
	Number	**Percent**	**Number**	**Percent**
Participation in the Assessment				
Students who participated in the assessment	*503*	96%	*38 215*	96%
Participating students who received one or more accommodations*	*114*	23%	*11 333*	30%
Participating students who received one or more special provisions*	*1*	<1%	*1 846*	5%
Students who did not complete any part of the assessment (no data)*	*20*	4%	*1 666*	4%
Gender† *Based on number of students enrolled*				
Female	*237*	45%	*17 695*	44%
Male	*286*	55%	*22 181*	56%
Gender not specified	*0*	0%	*5*	<1%
Student Status† *Based on number of students enrolled*				
English language learners*	*1*	<1%	*3 173*	8%
Students with special education needs (excluding gifted)*	*189*	36%	*14 361*	36%
Semester/Full Year *Based on number of students enrolled*				
First-semester course	*278*	53%	*18 240*	46%
Second-semester course	*245*	47%	*18 430*	46%
Full-year course	*0*	0%	*3 211*	8%
Language and School Background†† *Based on Student Questionnaire data*				
Number of Respondents:	*440*		*33 705*	
Speak only or mostly a language other than English at home	*12*	3%	*2 148*	6%
Speak another language as often as English at home	*32*	7%	*4 288*	13%
Attended three or more elementary schools from kindergarten to Grade 8	*159*	36%	*14 299*	42%

* See the Explanation of Terms.

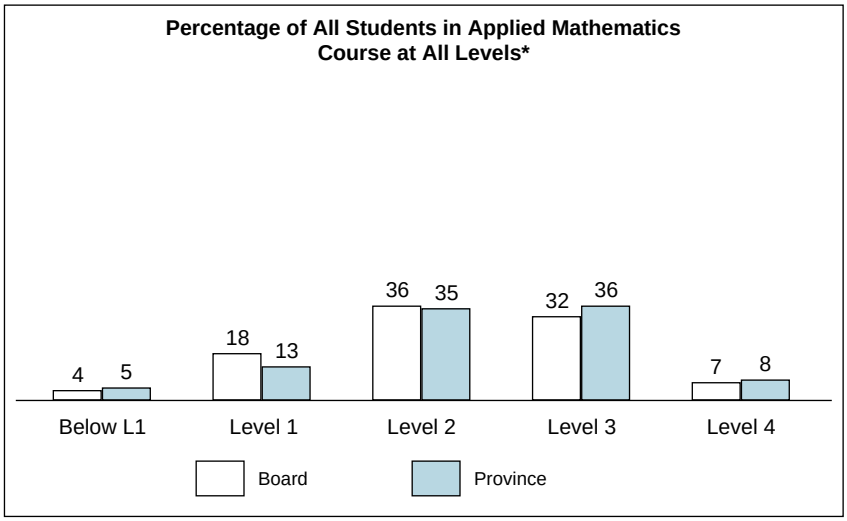
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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, 2012–2013, Applied Course

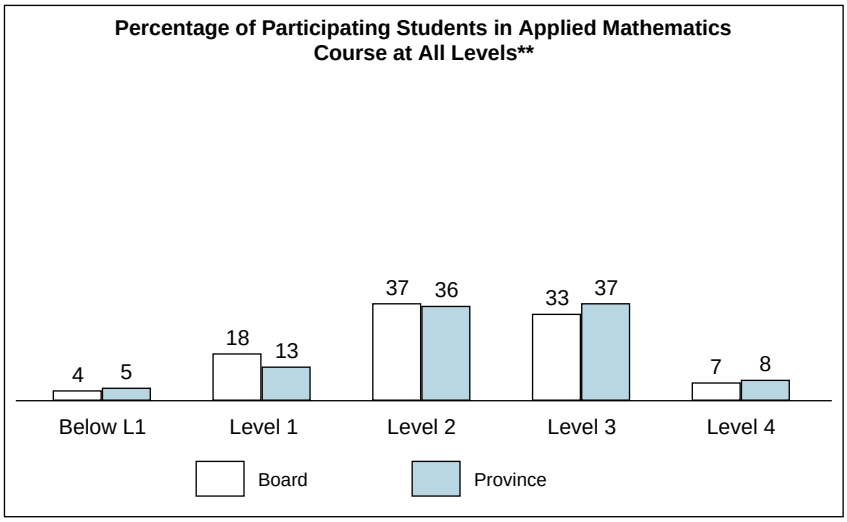
Results for All Students

All Students*	Board 523		Province 39 881
Number of Students			
	#	%	%
Level 4	35	7%	8%
Level 3	168	32%	36%
Level 2	187	36%	35%
Level 1	93	18%	13%
Below Level 1	20	4%	5%
Participating Students	503	96%	96%
No Data	20	4%	4%
At or Above Provincial Standard (Levels 3 and 4) †		**39%**	**44%**



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

Participating Students**	Board 503		Province 38 215
Number of Students			
	#	%	%
Level 4	35	7%	8%
Level 3	168	33%	37%
Level 2	187	37%	36%
Level 1	93	18%	13%
Below Level 1	20	4%	5%
At or Above Provincial Standard (Levels 3 and 4) †		**40%**	**45%**



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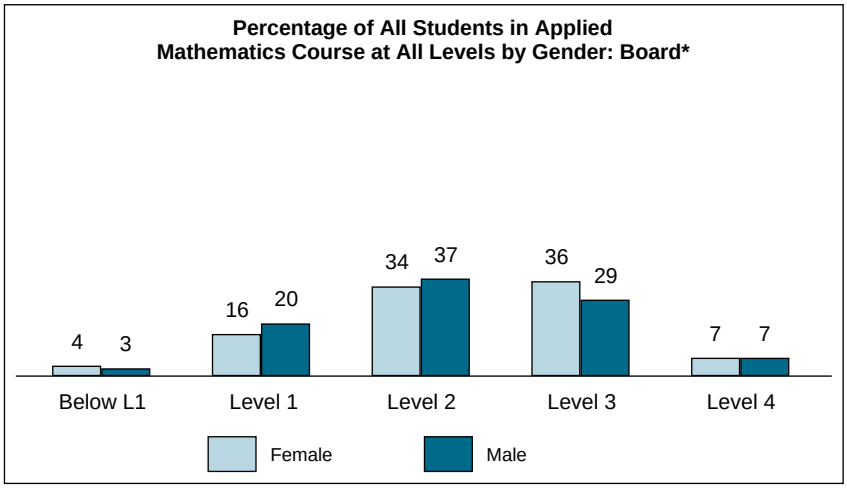
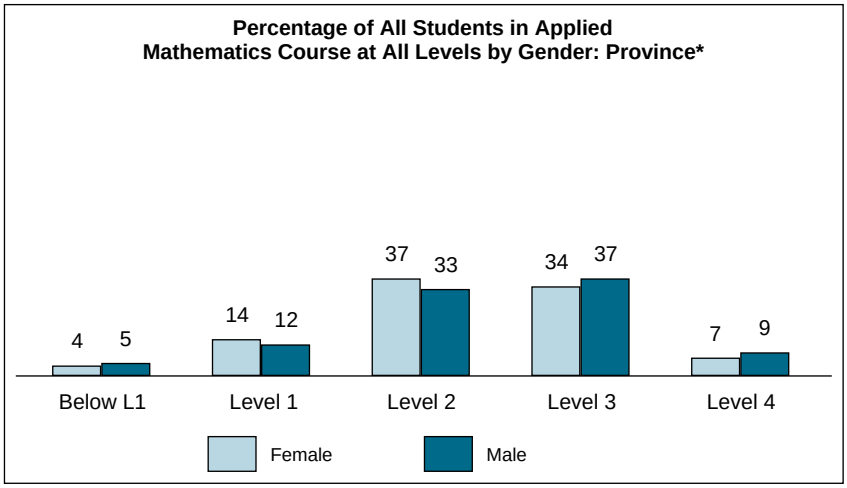
Grade 9 Assessment of Mathematics, 2012–2013, Applied Course

Results by Gender††

All Students: Board by Gender*				
Number of Students	Female *237*		Male *286*	
	#	%	#	%
Level 4	*16*	7%	*19*	7%
Level 3	*86*	36%	*82*	29%
Level 2	*80*	34%	*107*	37%
Level 1	*37*	16%	*56*	20%
Below Level 1	*10*	4%	*10*	3%
Participating Students	*229*	97%	*274*	96%
No Data	*8*	3%	*12*	4%
At or Above Provincial Standard (Levels 3 and 4)†		**43%**		**35%**



All Students: Province by Gender*				
Number of Students	Female *17 695*		Male *22 181*	
	#	%	#	%
Level 4	*1 182*	7%	*1 989*	9%
Level 3	*6 060*	34%	*8 141*	37%
Level 2	*6 555*	37%	*7 345*	33%
Level 1	*2 443*	14%	*2 699*	12%
Below Level 1	*728*	4%	*1 068*	5%
Participating Students	*16 968*	96%	*21 242*	96%
No Data	*727*	4%	*939*	4%
At or Above Provincial Standard (Levels 3 and 4)†		**41%**		**46%**



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

Grade 9 Assessment of Mathematics, 2012–2013, 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	*1 133*		*97 158*	
Number of classes with students in academic mathematics course	*49*		*4 080*	
Number of schools with academic mathematics classes	*9*		*686*	
	Number	**Percent**	**Number**	**Percent**
Participation in the Assessment				
Students who participated in the assessment	*1 120*	99%	*96 375*	99%
Participating students who received one or more accommodations*	*43*	4%	*4 816*	5%
Participating students who received one or more special provisions*	*1*	<1%	*3 286*	3%
Students who did not complete any part of the assessment (no data)*	*13*	1%	*783*	1%
Gender† *Based on number of students enrolled*				
Female	*618*	55%	*49 986*	51%
Male	*515*	45%	*47 171*	49%
Gender not specified	*0*	0%	*1*	<1%
Student Status† *Based on number of students enrolled*				
English language learners*	*1*	<1%	*6 127*	6%
Students with special education needs (excluding gifted)*	*66*	6%	*5 747*	6%
Semester/Full Year *Based on number of students enrolled*				
First-semester course	*571*	50%	*43 236*	45%
Second-semester course	*562*	50%	*42 502*	44%
Full-year course	*0*	0%	*11 420*	12%
Language and School Background†† *Based on Student Questionnaire data* Number of Respondents:	*1 003*		*88 883*	
Speak only or mostly a language other than English at home	*28*	3%	*7 885*	9%
Speak another language as often as English at home	*58*	6%	*14 023*	16%
Attended three or more elementary schools from kindergarten to Grade 8	*240*	24%	*33 299*	37%

* See the Explanation of Terms.

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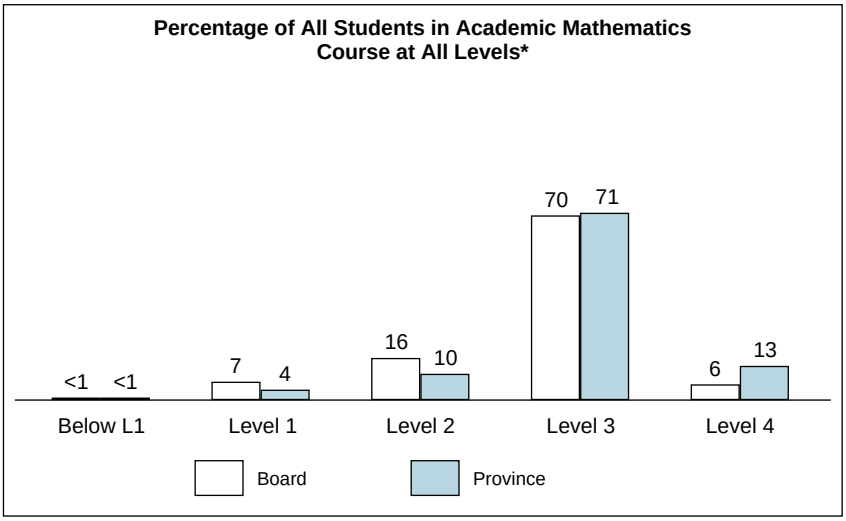
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2012–2013, Academic Course

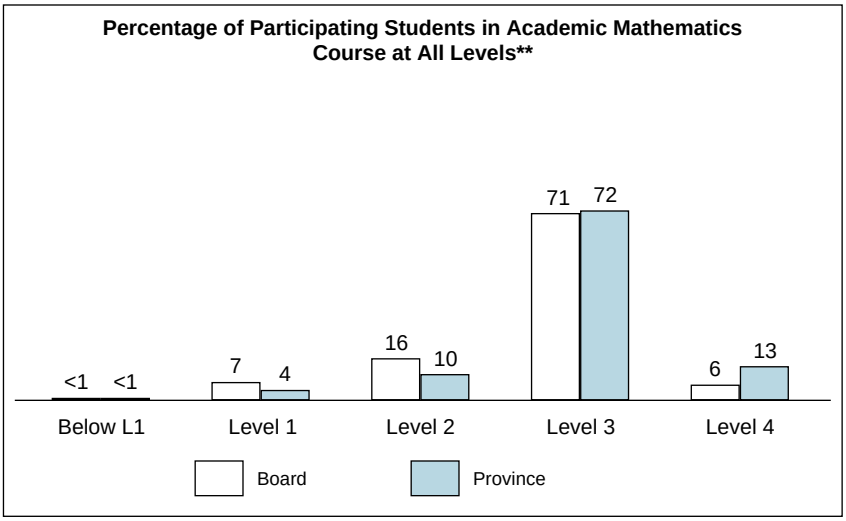
Results for All Students

All Students*	Board 1 133		Province 97 158
Number of Students			
	#	%	%
Level 4	66	6%	13%
Level 3	791	70%	71%
Level 2	181	16%	10%
Level 1	78	7%	4%
Below Level 1	4	<1%	<1%
Participating Students	1 120	99%	99%
No Data	13	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		**76%**	**84%**



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

Participating Students**	Board 1 120		Province 96 375
Number of Students			
	#	%	%
Level 4	66	6%	13%
Level 3	791	71%	72%
Level 2	181	16%	10%
Level 1	78	7%	4%
Below Level 1	4	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		**77%**	**85%**



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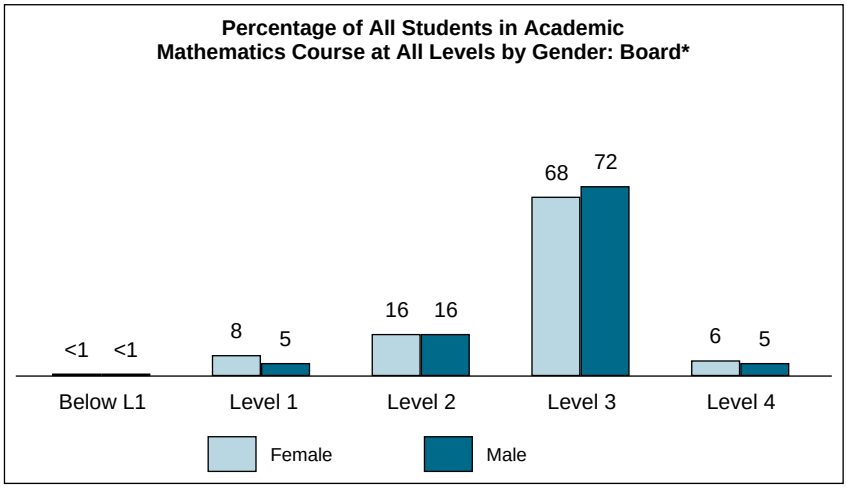
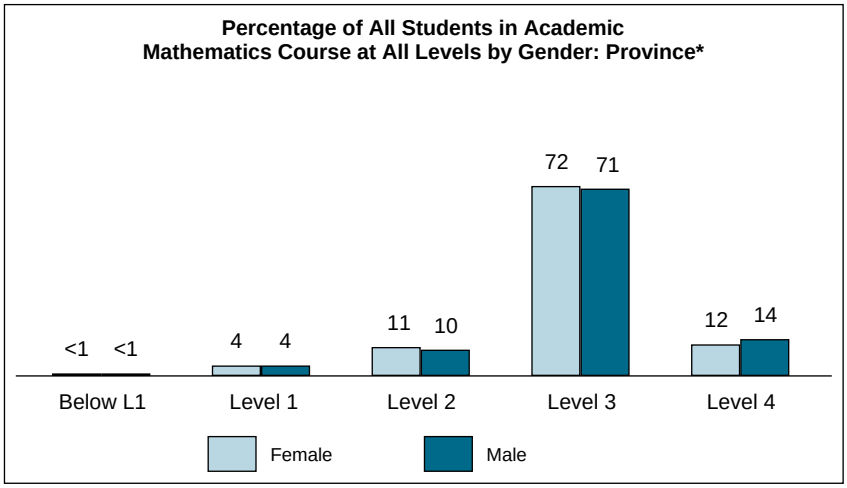
Grade 9 Assessment of Mathematics, 2012–2013, Academic Course

Results by Gender††

All Students: Board by Gender*				
Number of Students	Female *618*		Male *515*	
	#	%	#	%
Level 4	*38*	6%	*28*	5%
Level 3	*422*	68%	*369*	72%
Level 2	*101*	16%	*80*	16%
Level 1	*52*	8%	*26*	5%
Below Level 1	*2*	<1%	*2*	<1%
Participating Students	*615*	100%	*505*	98%
No Data	*3*	<1%	*10*	2%
At or Above Provincial Standard (Levels 3 and 4)†		**74%**		**77%**



All Students: Province by Gender*				
Number of Students	Female *49 986*		Male *47 171*	
	#	%	#	%
Level 4	*5 996*	12%	*6 587*	14%
Level 3	*35 861*	72%	*33 540*	71%
Level 2	*5 430*	11%	*4 640*	10%
Level 1	*2 172*	4%	*1 901*	4%
Below Level 1	*103*	<1%	*144*	<1%
Participating Students	*49 562*	99%	*46 812*	99%
No Data	*424*	1%	*359*	1%
At or Above Provincial Standard (Levels 3 and 4)†		**84%**		**85%**



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

Grade 9 Assessment of Mathematics, 2012–2013

Contextual Information over Time: Applied Mathematics Course

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

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Enrolment					
Number of students in applied mathematics course	558	563	616	552	523
Number of classes with students in applied mathematics course	31	29	30	31	29
Number of schools with applied mathematics classes	9	9	9	9	9
Participation in the Assessment					
Students who participated in the assessment	94%	95%	97%	95%	96%
Participating students who received one or more accommodations*	13%	20%	17%	24%	23%
Participating students who received one or more special provisions*	0%	1%	0%	0%	<1%
Students who did not complete any part of the assessment (no data)*	6%	5%	3%	5%	4%
Gender† *Based on number of students enrolled*					
Female	48%	45%	46%	46%	45%
Male	52%	55%	54%	54%	55%
Gender not specified	0%	0%	0%	0%	0%
Student Status† *Based on number of students enrolled*					
English language learners*	<1%	1%	<1%	0%	<1%
Students with special education needs (excluding gifted)*	30%	36%	37%	37%	36%
Semester/Full Year *Based on number of students enrolled*					
First-semester course	49%	53%	49%	50%	53%
Second-semester course	51%	47%	51%	50%	47%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† *Based on Student Questionnaire data*					
Number of Respondents:	*499*	*517*	*526*	*458*	*440*
Speak only or mostly a language other than English at home	2%	2%	5%	3%	3%
Speak another language as often as English at home	3%	7%	8%	11%	7%
Attended three or more elementary schools from kindergarten to Grade 8	32%	33%	33%	33%	36%

* See the Explanation of Terms.

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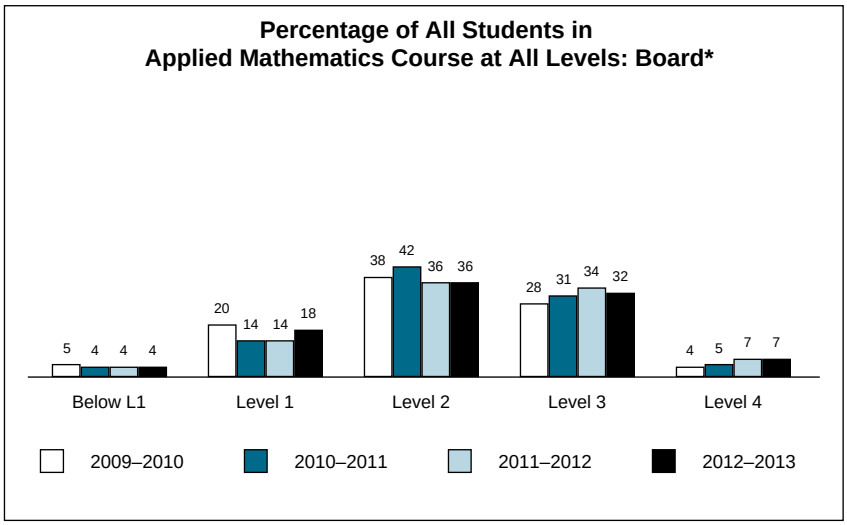
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

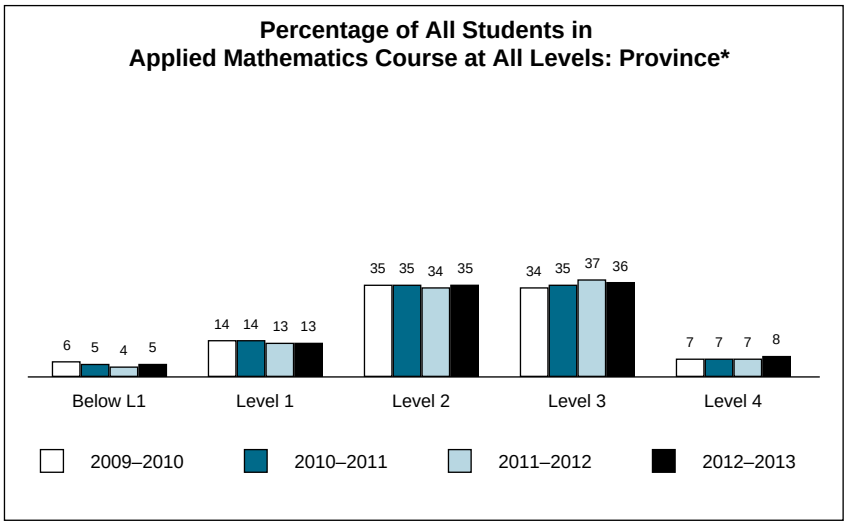
Results over Time, 2009–2010 to 2012–2013

Applied Mathematics Course for All Students

Board*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	***563***	***616***	***552***	***523***
Level 4	4%	5%	7%	7%
Level 3	28%	31%	34%	32%
Level 2	38%	42%	36%	36%
Level 1	20%	14%	14%	18%
Below Level 1	5%	4%	4%	4%
Participating Students	95%	97%	95%	96%
No Data	5%	3%	5%	4%
At or Above Provincial Standard (Levels 3 and 4)†	31%	37%	41%	39%



Province*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	***47 566***	***44 095***	***41 799***	***39 881***
Level 4	7%	7%	7%	8%
Level 3	34%	35%	37%	36%
Level 2	35%	35%	34%	35%
Level 1	14%	14%	13%	13%
Below Level 1	6%	5%	4%	5%
Participating Students	95%	95%	95%	96%
No Data	5%	5%	5%	4%
At or Above Provincial Standard (Levels 3 and 4)†	40%	42%	44%	44%



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Grade 9 Assessment of Mathematics, 2012–2013

Contextual Information over Time: Academic Mathematics Course

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

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Enrolment					
Number of students in academic mathematics course	1 196	1 312	1 277	1 132	1 133
Number of classes with students in academic mathematics course	48	53	51	46	49
Number of schools with academic mathematics classes	9	9	9	9	9
Participation in the Assessment					
Students who participated in the assessment	98%	99%	98%	99%	99%
Participating students who received one or more accommodations*	1%	2%	1%	2%	4%
Participating students who received one or more special provisions*	0%	<1%	0%	0%	<1%
Students who did not complete any part of the assessment (no data)*	2%	1%	2%	1%	1%
Gender† *Based on number of students enrolled*					
Female	51%	51%	53%	53%	55%
Male	49%	49%	47%	47%	45%
Gender not specified	0%	0%	0%	0%	0%
Student Status† *Based on number of students enrolled*					
English language learners*	0%	<1%	0%	0%	<1%
Students with special education needs (excluding gifted)*	4%	3%	4%	5%	6%
Semester/Full Year *Based on number of students enrolled*					
First-semester course	47%	52%	51%	47%	50%
Second-semester course	53%	48%	49%	53%	50%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† *Based on Student Questionnaire data*					
Number of Respondents:	*1 118*	*1 263*	*1 156*	*1 018*	*1 003*
Speak only or mostly a language other than English at home	2%	3%	4%	2%	3%
Speak another language as often as English at home	4%	5%	8%	6%	6%
Attended three or more elementary schools from kindergarten to Grade 8	25%	24%	22%	24%	24%

* See the Explanation of Terms.

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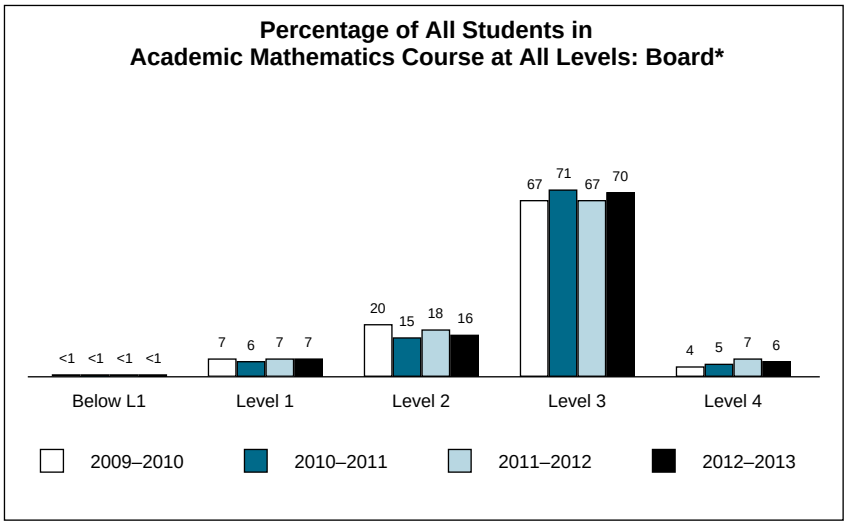
Results over Time, 2009–2010 to 2012–2013

Academic Mathematics Course for All Students

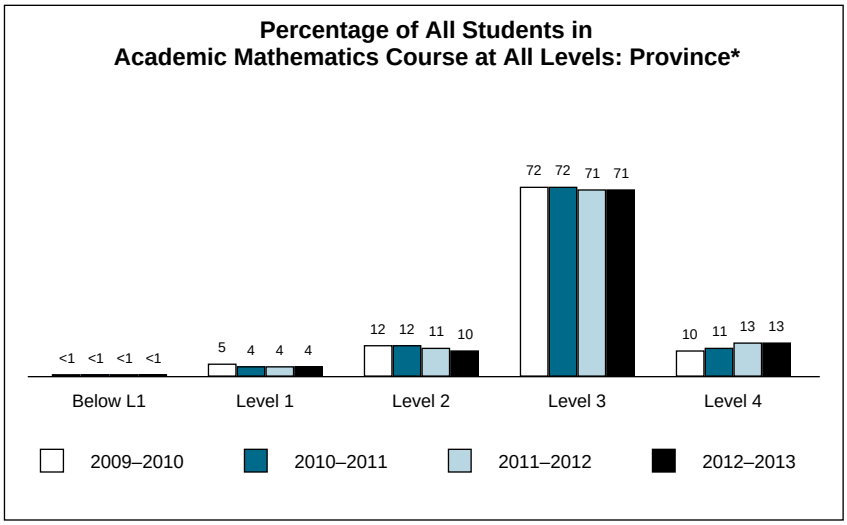
Board*

Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	***1 312***	***1 277***	***1 132***	***1 133***
Level 4	4%	5%	7%	6%
Level 3	67%	71%	67%	70%
Level 2	20%	15%	18%	16%
Level 1	7%	6%	7%	7%
Below Level 1	<1%	<1%	<1%	<1%
Participating Students	99%	98%	99%	99%
No Data	1%	2%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	71%	76%	74%	76%



Province*

Year	'09–'10	'10–'11	'11–'12	'12–'13
Number of Students	***101 268***	***99 278***	***97 741***	***97 158***
Level 4	10%	11%	13%	13%
Level 3	72%	72%	71%	71%
Level 2	12%	12%	11%	10%
Level 1	5%	4%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%
Participating Students	99%	99%	99%	99%
No Data	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	82%	83%	84%	84%

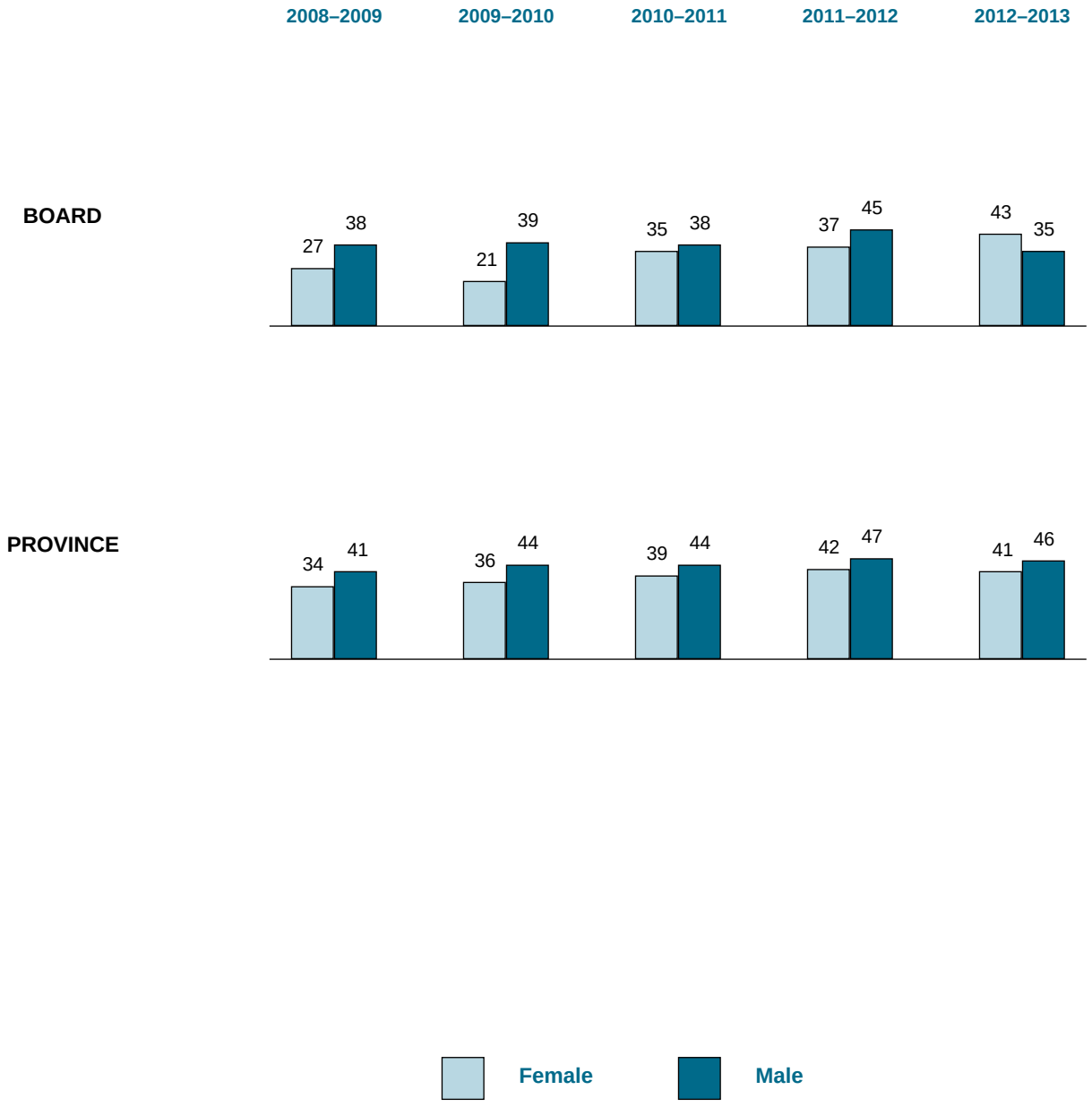


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER †

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



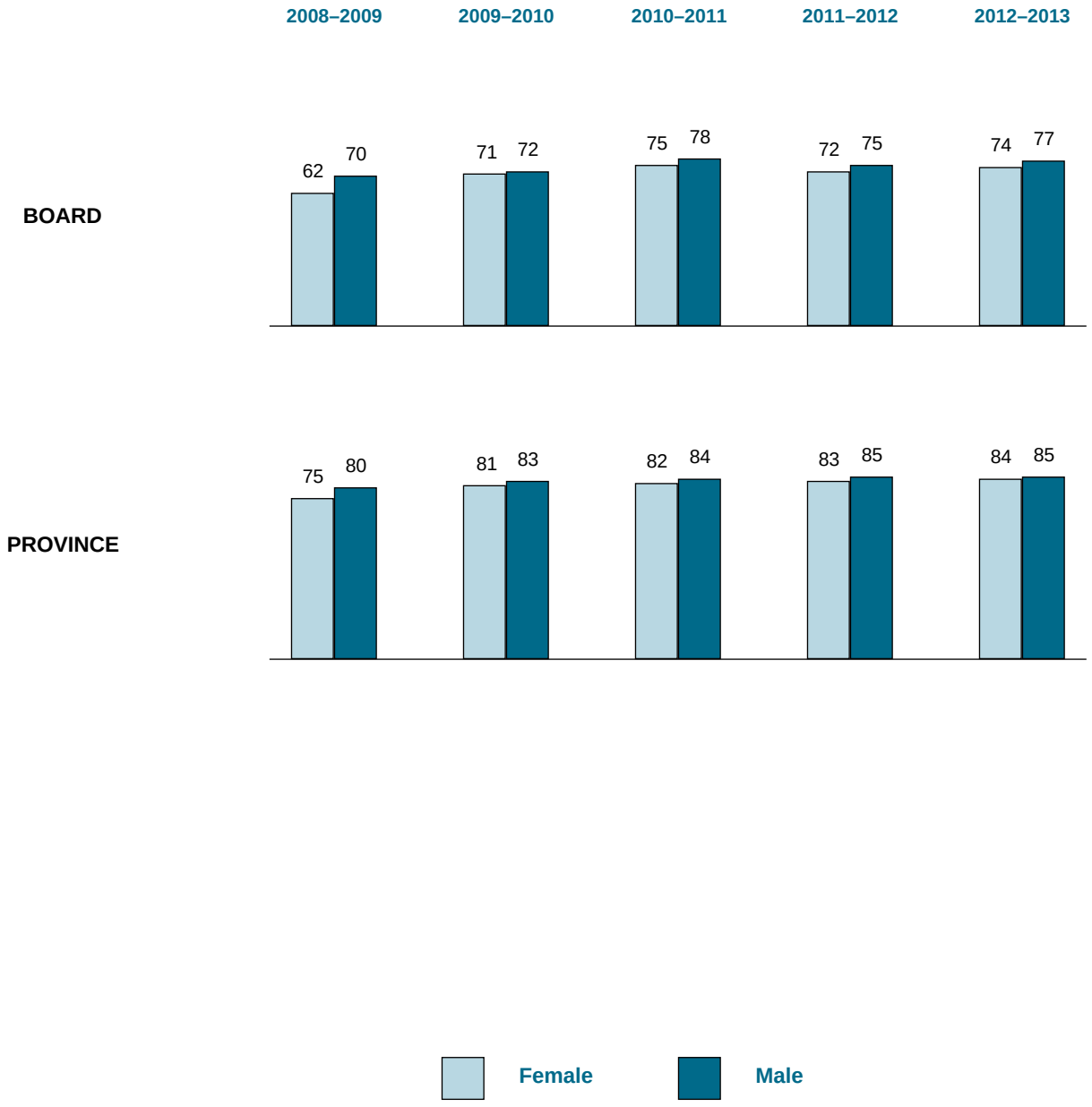
Total Number of Students in Applied Mathematics Course †

	2008–2009		2009–2010		2010–2011		2011–2012		2012–2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	*266*	*292*	*252*	*311*	*284*	*332*	*254*	*298*	*237*	*286*
Province	*21 752*	*26 730*	*21 262*	*26 304*	*19 721*	*24 374*	*18 563*	*23 236*	*17 695*	*22 181*

† 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



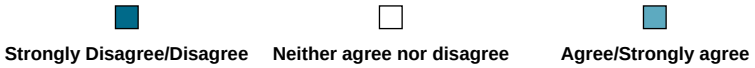
Total Number of Students in Academic Mathematics Course †

	2008–2009		2009–2010		2010–2011		2011–2012		2012–2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	*612*	*584*	*663*	*649*	*683*	*594*	*598*	*534*	*618*	*515*
Province	*51 554*	*49 438*	*51 972*	*49 296*	*50 814*	*48 464*	*50 134*	*47 607*	*49 986*	*47 171*

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2012–2013, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =*440*)



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.	32 / 37 / 31	*137*
I am good at mathematics.	31 / 35 / 33	*146*
I am able to answer difficult mathematics questions.	38 / 42 / 19	*85*
Mathematics is one of my favourite subjects.	60 / 19 / 20	*90*
I understand most of the mathematics I am taught.	12 / 30 / 58	*253*
Mathematics is an easy subject.	43 / 38 / 18	*79*
I try to do my best in mathematics class.	5 / 13 / 81	*356*
The mathematics I learn now is useful for everyday life.	32 / 35 / 32	*140*
The mathematics I learn now helps me do work in other subjects.	23 / 32 / 44	*194*
I need to do well in mathematics to study what I want later.	18 / 33 / 48	*211*
I need to keep taking mathematics for the kind of job I want after I leave school.	25 / 33 / 41	*179*

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)	7 / 52 / 32 / 8	*35*
algebra (e.g., solving equations, simplifying expressions with polynomials)	13 / 44 / 32 / 10	*45*
linear relations (e.g., scatter plots, lines of best fit)	9 / 31 / 45 / 14	*61*
measurement (e.g., perimeter, area, volume)	6 / 28 / 38 / 27	*117*
geometry (e.g., angles, parallel lines)	13 / 35 / 34 / 16	*72*

* 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, 2012–2013, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =*440*)

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.	18 / 55 / 22 / 4	*17*
I check my mathematics answers to see if they make sense.	8 / 36 / 40 / 14	*61*
I apply new mathematics concepts to real-life problems.	31 / 45 / 17 / 5	*20*
I take time to discuss my mathematics assignments with my classmates.	35 / 43 / 17 / 4	*16*
I look for more than one way to solve mathematics problems.	15 / 47 / 28 / 9	*40*

How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	13	*59*
Never or almost never	7	*31*
Sometimes	25	*112*
Often	36	*159*
Always	16	*70*

* 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, 2012–2013, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =*440*)

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?	Percentage of Students*				Number of students who answered "everyday or almost every day"
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
I read by myself.	31	30	25	13	*58*
I use the Internet.		5	18	74	*324*
I play video games.	20	23	28	29	*126*
I participate in sports or other physical activities.	12	15	38	35	*152*
I participate in art, music or drama activities.	45	18	17	18	*79*
I participate in other clubs or organizations.	50	25	15	8	*36*
I volunteer in my community.	40	38	16	5	*21*
I work at a paid job.	58	16	16	8	*36*

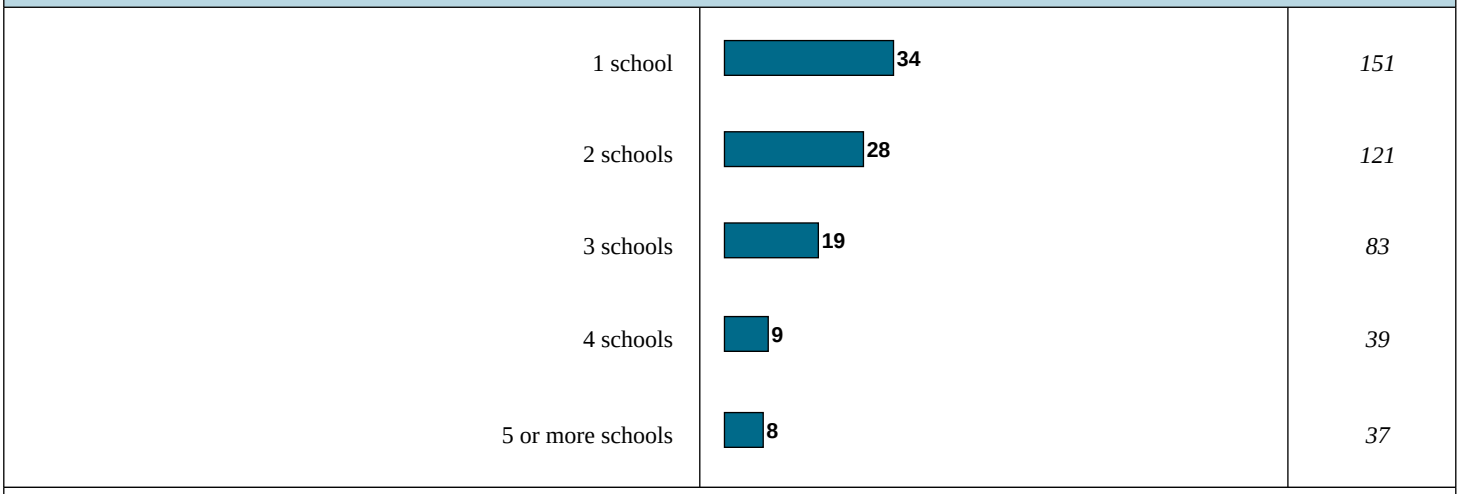
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

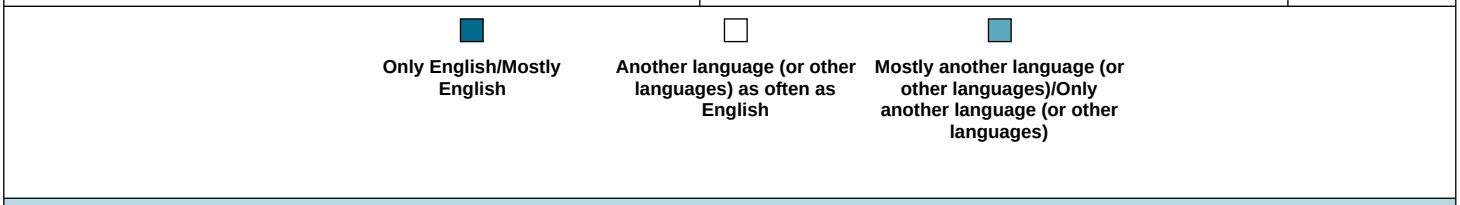
Grade 9 Assessment of Mathematics, 2012–2013, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =*440*)

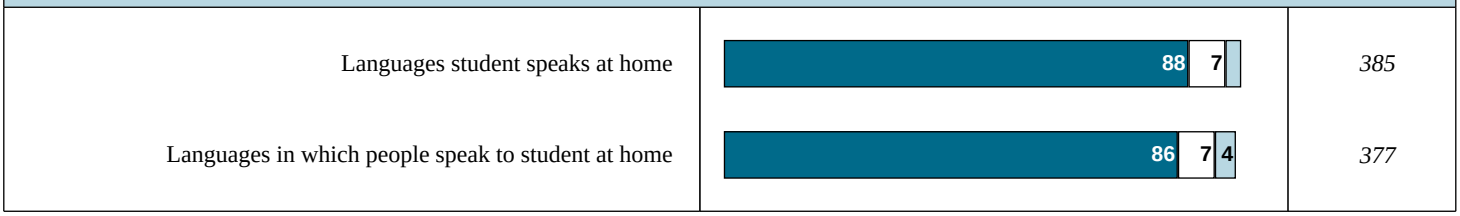
SCHOOLS ATTENDED

How many schools did you attend from kindergarten to Grade 8?





LANGUAGES SPOKEN



* 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, 2012–2013, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# =440)

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	51	225
No	1	6
Don't know	45	197
	Total number of students:	225

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	88	198
No	12	26
	Total number of students:	225

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	81	183
No	5	12
Undecided	13	30

* 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, 2012–2013, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 440)	Female* (# = 197)	Male* (# = 243)	All Students (# = 33 705)	Female* (# = 15 120)	Male* (# = 18 582)
STUDENTS' ATTITUDES TOWARD MATHEMATICS						
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †						
I like mathematics.	**31%**	29%	33%	**34%**	27%	40%
I am good at mathematics.	**33%**	31%	35%	**35%**	27%	41%
I am able to answer difficult mathematics questions.	**19%**	15%	23%	**23%**	15%	29%
Mathematics is one of my favourite subjects.	**20%**	19%	21%	**21%**	17%	25%
I understand most of the mathematics I am taught.	**58%**	56%	58%	**61%**	57%	65%
Mathematics is an easy subject.	**18%**	21%	15%	**20%**	14%	24%
I try to do my best in mathematics class.	**81%**	87%	76%	**80%**	84%	76%
The mathematics I learn now is useful for everyday life.	**32%**	26%	37%	**38%**	33%	42%
The mathematics I learn now helps me do work in other subjects.	**44%**	42%	46%	**45%**	43%	47%
I need to do well in mathematics to study what I want later.	**48%**	46%	50%	**51%**	48%	53%
I need to keep taking mathematics for the kind of job I want after I leave school.	**41%**	38%	43%	**45%**	41%	48%
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)	**40%**	35%	44%	**46%**	38%	53%
algebra (e.g., solving equations, simplifying expressions with polynomials)	**42%**	38%	45%	**45%**	41%	49%
linear relations (e.g., scatter plots, lines of best fit)	**59%**	53%	63%	**60%**	54%	64%
measurement (e.g., perimeter, area, volume)	**65%**	62%	66%	**68%**	64%	71%
geometry (e.g., angles, parallel lines)	**50%**	47%	53%	**48%**	41%	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, 2012–2013, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 440)	Female* (# = 197)	Male* (# = 243)	All Students (# = 33 705)	Female* (# = 15 120)	Male* (# = 18 582)
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%**	3%	5%	**6%**	4%	6%
I check my mathematics answers to see if they make sense.	**14%**	15%	13%	**18%**	19%	17%
I apply new mathematics concepts to real-life problems.	**5%**	5%	5%	**5%**	3%	6%
I take time to discuss my mathematics assignments with my classmates.	**4%**	4%	3%	**6%**	6%	6%
I look for more than one way to solve mathematics problems.	**9%**	8%	10%	**12%**	10%	13%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡						
I am not usually assigned any mathematics homework	**13%**	14%	13%	**11%**	11%	12%
Never or almost never	**7%**	5%	9%	**8%**	7%	10%
Sometimes	**25%**	21%	29%	**28%**	26%	29%
Often	**36%**	38%	35%	**32%**	33%	31%
Always	**16%**	21%	12%	**18%**	21%	15%

* 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, 2012–2013, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 440)	Female* (# = 197)	Male* (# = 243)	All Students (# = 33 705)	Female* (# = 15 120)	Male* (# = 18 582)
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.	**13%**	14%	13%	**19%**	26%	14%
I use the Internet.	**74%**	81%	68%	**74%**	78%	70%
I play video games.	**29%**	10%	44%	**29%**	10%	43%
I participate in sports or other physical activities.	**35%**	27%	40%	**35%**	26%	43%
I participate in art, music or drama activities.	**18%**	24%	13%	**18%**	24%	13%
I participate in other clubs or organizations.	**8%**	9%	8%	**8%**	7%	9%
I volunteer in my community.	**5%**	4%	6%	**5%**	6%	5%
I work at a paid job.	**8%**	9%	8%	**8%**	6%	9%
SCHOOLS ATTENDED						
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡						
1 school	**34%**	34%	35%	**26%**	25%	26%
2 schools	**28%**	25%	29%	**30%**	30%	29%
3 schools	**19%**	18%	19%	**20%**	20%	20%
4 schools	**9%**	11%	7%	**11%**	11%	11%
5 or more schools	**8%**	9%	8%	**12%**	12%	11%
LANGUAGES SPOKEN						
Percentage of students indicating that they speak the following languages at home: ‡						
Only English/Mostly English	**88%**	89%	86%	**79%**	79%	79%
Another language (or other languages) as often as English	**7%**	6%	8%	**13%**	14%	12%
Mostly another language (or other languages)/ Only another language (or other languages)	**3%**	2%	3%	**6%**	6%	7%
Percentage of students indicating the languages people speak to them at home: ‡						
Only English/Mostly English	**86%**	86%	86%	**75%**	75%	75%
Another language (or other languages) as often as English	**7%**	9%	6%	**12%**	12%	11%
Mostly another language (or other languages)/ Only another language (or other languages)	**4%**	3%	6%	**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, 2012–2013, Applied Course

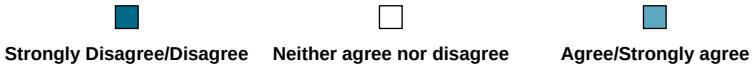
STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 440)	Female* (# = 197)	Male* (# = 243)	All Students (# = 33 705)	Female* (# = 15 120)	Male* (# = 18 582)
USE OF THE ASSESSMENT IN CLASS MARKS						
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark: †						
Yes	**51%**	51%	51%	**44%**	46%	42%
No	**1%**	1%	2%	**2%**	2%	3%
Don't know	**45%**	46%	44%	**51%**	49%	53%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: †‡						
	All Students (# = 225)	Female* (# = 100)	Male* (# = 125)	All Students (# = 14 800)	Female* (# = 6 991)	Male* (# = 7 807)
Yes	**88%**	93%	84%	**88%**	89%	88%
No	**12%**	6%	16%	**11%**	11%	12%
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 (# = 225)	Female* (# = 100)	Male* (# = 125)	All Students (# = 14 800)	Female* (# = 6 991)	Male* (# = 7 807)
Yes	**81%**	83%	80%	**76%**	78%	75%
No	**5%**	3%	7%	**9%**	7%	12%
Undecided	**13%**	14%	13%	**14%**	15%	14%

* 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, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (*# =1 003*)

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"
	Strongly Disagree/Disagree	Neither agree nor disagree	Agree/Strongly agree	
I like mathematics.	21	30	49	*492*
I am good at mathematics.	16	28	56	*557*
I am able to answer difficult mathematics questions.	19	38	42	*423*
Mathematics is one of my favourite subjects.	45	19	35	*350*
I understand most of the mathematics I am taught.	8	19	72	*720*
Mathematics is an easy subject.	34	38	27	*268*
I try to do my best in mathematics class.	8		88	*886*
The mathematics I learn now is useful for everyday life.	35	32	31	*313*
The mathematics I learn now helps me do work in other subjects.	23	24	52	*523*
I need to do well in mathematics to study what I want later.	14	25	60	*599*
I need to keep taking mathematics for the kind of job I want after I leave school.	15	27	55	*556*

How confident are you that you can answer mathematics questions related to the following?	Percentage of Students*				Number of students who answered "very confident"
	Not at all confident	Somewhat confident	Confident	Very confident	
number sense (e.g., operations with integers, rational numbers, exponents)		28	45	23	*227*
algebra (e.g., solving equations, simplifying expressions with polynomials)	5	27	38	27	*275*
linear relations (e.g., scatter plots, lines of best fit)	7	35	42	14	*138*
analytic geometry (e.g., slope, y-intercept, equations of lines)	11	33	35	19	*191*
measurement (e.g., perimeter, area, volume)		19	38	38	*377*
geometry (e.g., angles, parallel lines)	4	23	39	31	*310*

* 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, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (*# =1 003*)

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"
	Never or almost never	Sometimes	Often	Very Often	
I connect new mathematics concepts to what I already know about mathematics or other subjects.	8	43	35	11	*110*
I check my mathematics answers to see if they make sense.	4	24	43	26	*261*
I apply new mathematics concepts to real-life problems.	32	43	18	4	*39*
I take time to discuss my mathematics assignments with my classmates.	21	43	24	8	*84*
I look for more than one way to solve mathematics problems.	10	42	33	11	*111*

How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	2	*24*
Never or almost never	3	*30*
Sometimes	22	*218*
Often	40	*401*
Always	30	*298*

* 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, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (*# =1 003*)

Never | 1 or 2 times a month | 1 to 3 times a week | Every day or almost every day

OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?	Percentage of Students*				Number of students who answered "everyday or almost every day"
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
I read by myself.	19	30	24	24	*236*
I use the Internet.			16	77	*769*
I play video games.	26	25	24	21	*209*
I participate in sports or other physical activities.	6	13	35	42	*417*
I participate in art, music or drama activities.	35	22	19	18	*182*
I participate in other clubs or organizations.	35	25	24	11	*106*
I volunteer in my community.	28	47	16	4	*38*
I work at a paid job.	58	14	17	6	*59*

* 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.

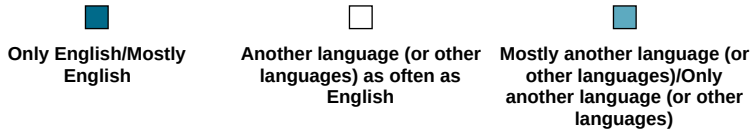
Grade 9 Assessment of Mathematics, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (*# =1 003*)

SCHOOLS ATTENDED

How many schools did you attend from kindergarten to Grade 8?

	Percentage of Students*	Number of students
1 school	42	*423*
2 schools	28	*284*
3 schools	13	*128*
4 schools	6	*62*
5 or more schools	5	*50*



LANGUAGES SPOKEN

	Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home	86 6	*859*
Languages in which people speak to student at home	83 6 5	*828*

* 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, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (*# =1 003*)

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	72	*726*
No	1	*12*
Don't know	20	*203*
	Total number of students:	***726***

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	*675*
No	7	*49*
	Total number of students:	***726***

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	*556*
No	10	*70*
Undecided	13	*98*

* 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, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 1 003)	Female* (# = 558)	Male* (# = 445)	All Students (# = 88 883)	Female* (# = 46 008)	Male* (# = 42 874)
STUDENTS' ATTITUDES TOWARD MATHEMATICS						
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †						
I like mathematics.	**49%**	43%	57%	**56%**	50%	62%
I am good at mathematics.	**56%**	48%	65%	**56%**	49%	63%
I am able to answer difficult mathematics questions.	**42%**	32%	54%	**47%**	38%	56%
Mathematics is one of my favourite subjects.	**35%**	30%	41%	**39%**	34%	45%
I understand most of the mathematics I am taught.	**72%**	67%	78%	**75%**	72%	78%
Mathematics is an easy subject.	**27%**	22%	33%	**31%**	25%	37%
I try to do my best in mathematics class.	**88%**	90%	86%	**85%**	89%	81%
The mathematics I learn now is useful for everyday life.	**31%**	25%	39%	**36%**	32%	42%
The mathematics I learn now helps me do work in other subjects.	**52%**	49%	56%	**56%**	54%	58%
I need to do well in mathematics to study what I want later.	**60%**	58%	62%	**64%**	61%	68%
I need to keep taking mathematics for the kind of job I want after I leave school.	**55%**	51%	61%	**59%**	55%	63%
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)	**68%**	60%	78%	**71%**	64%	78%
algebra (e.g., solving equations, simplifying expressions with polynomials)	**65%**	61%	70%	**71%**	69%	74%
linear relations (e.g., scatter plots, lines of best fit)	**55%**	49%	64%	**60%**	53%	67%
analytic geometry (e.g., slope, y-intercept, equations of lines)	**54%**	46%	63%	**61%**	57%	66%
measurement (e.g., perimeter, area, volume)	**76%**	72%	81%	**81%**	77%	85%
geometry (e.g., angles, parallel lines)	**70%**	63%	78%	**71%**	66%	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, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 1 003)	Female* (# = 558)	Male* (# = 445)	All Students (# = 88 883)	Female* (# = 46 008)	Male* (# = 42 874)
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%**	11%	11%	**13%**	12%	14%
I check my mathematics answers to see if they make sense.	**26%**	26%	27%	**31%**	33%	28%
I apply new mathematics concepts to real-life problems.	**4%**	3%	5%	**6%**	4%	8%
I take time to discuss my mathematics assignments with my classmates.	**8%**	9%	7%	**11%**	11%	10%
I look for more than one way to solve mathematics problems.	**11%**	9%	13%	**14%**	12%	17%
Percentage of students indicating they complete their mathematics homework at the following frequencies: ‡						
I am not usually assigned any mathematics homework	**2%**	3%	2%	**1%**	1%	2%
Never or almost never	**3%**	2%	4%	**6%**	4%	8%
Sometimes	**22%**	20%	24%	**21%**	18%	25%
Often	**40%**	37%	43%	**38%**	38%	38%
Always	**30%**	34%	24%	**31%**	37%	25%

* 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, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 1 003)	Female* (# = 558)	Male* (# = 445)	All Students (# = 88 883)	Female* (# = 46 008)	Male* (# = 42 874)
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%**	30%	16%	**26%**	33%	19%
I use the Internet.	**77%**	79%	74%	**80%**	82%	78%
I play video games.	**21%**	6%	39%	**22%**	6%	39%
I participate in sports or other physical activities.	**42%**	36%	48%	**40%**	33%	47%
I participate in art, music or drama activities.	**18%**	23%	12%	**20%**	24%	14%
I participate in other clubs or organizations.	**11%**	8%	13%	**11%**	10%	11%
I volunteer in my community.	**4%**	3%	4%	**4%**	5%	4%
I work at a paid job.	**6%**	3%	9%	**4%**	4%	5%
SCHOOLS ATTENDED						
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡						
1 school	**42%**	43%	42%	**27%**	27%	27%
2 schools	**28%**	29%	27%	**32%**	32%	32%
3 schools	**13%**	13%	13%	**19%**	19%	20%
4 schools	**6%**	6%	7%	**10%**	10%	10%
5 or more schools	**5%**	4%	6%	**8%**	8%	8%
LANGUAGES SPOKEN						
Percentage of students indicating that they speak the following languages at home: ‡						
Only English/Mostly English	**86%**	85%	86%	**72%**	73%	71%
Another language (or other languages) as often as English	**6%**	6%	5%	**16%**	16%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	**3%**	3%	3%	**9%**	8%	10%
Percentage of students indicating the languages people speak to them at home: ‡						
Only English/Mostly English	**83%**	83%	82%	**66%**	67%	65%
Another language (or other languages) as often as English	**6%**	5%	7%	**15%**	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	**5%**	5%	6%	**15%**	14%	17%

* 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, 2012–2013, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 1 003)	Female* (# = 558)	Male* (# = 445)	All Students (# = 88 883)	Female* (# = 46 008)	Male* (# = 42 874)
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	**72%**	71%	74%	**69%**	71%	66%
No	**1%**	1%	1%	**2%**	1%	2%
Don't know	**20%**	21%	20%	**26%**	23%	28%
Percentage of students indicating they were told how much the assessment will count as part of their class mark: †‡						
	All Students (# = 726)	Female* (# = 398)	Male* (# = 328)	All Students (# = 61 078)	Female* (# = 32 680)	Male* (# = 28 397)
Yes	**93%**	93%	93%	**94%**	94%	93%
No	**7%**	7%	6%	**6%**	6%	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: †‡						
	All Students (# = 726)	Female* (# = 398)	Male* (# = 328)	All Students (# = 61 078)	Female* (# = 32 680)	Male* (# = 28 397)
Yes	**77%**	77%	76%	**78%**	80%	75%
No	**10%**	7%	13%	**10%**	7%	13%
Undecided	**13%**	17%	10%	**12%**	13%	11%

* 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, 2012–2013

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 *The Ontario Curriculum, Grades 9 and 10*: *Mathematics*, 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 *above* the provincial standard.
Level 3 (70–79%)	The student has demonstrated a high level of achievement. Achievement is *at* the provincial standard.
Level 2 (60–69%)	The student has demonstrated some of the required knowledge and skills. Achievement is *below, but approaching,* the provincial standard.
Level 1 (50–59%)	The student has demonstrated a passable level of achievement. Achievement is *below* 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 *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (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 *Guide for Accommodations and Special Provisions*.
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 *Guide for Accommodations and Special Provisions*.
N/R	“Not reported” indicates that the number of students participating (fewer than 10 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.