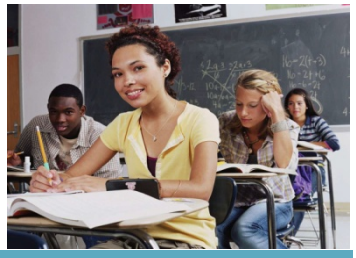
Education Quality and Accountability Office
EQAO

School Report



Grade 9 Assessment of Mathematics, 2015–2016

School: Athens DHS (892807)

Board: Upper Canada DSB (66192)

On behalf of EQAO, I am pleased to provide you with the results of the 2015–2016 Grade 9 Assessment of Mathematics.

This report presents the 2016 results for your school and board, as well as results from previous years, so you can track progress over time. You'll also find demographic and attitudinal information, which provides context for interpreting the achievement results. Because of labour action in the English-language public school system, 2015 was an unusual year in that not all students participated in the provincial assessments. Because of this, there is no provincial-level information for 2015 in this report.

Another significant development over the past year has been the number of refugee and displaced students that have joined Ontario's school system. In the face of an extraordinary circumstance, school communities have warmly welcomed these students. Many may not have developed sufficient skills to attempt the assessments—a fact that will be reflected in some schools' not-participating rates this year. As always—and in these instances in particular—EQAO data should not be used to make simplistic comparisons of outcomes between schools or boards, but rather be used to provide valuable information about each community's unique student population.

EQAO assesses and evaluates important aspects of the quality and effectiveness of elementary and secondary school education.

EQAO provides schools and boards with a wide range of data about their students' achievement, attitudes, behaviour and demographics. By intersecting different types of data, schools gain rich insights to help evaluate the effectiveness of their programs and inform improvement planning.

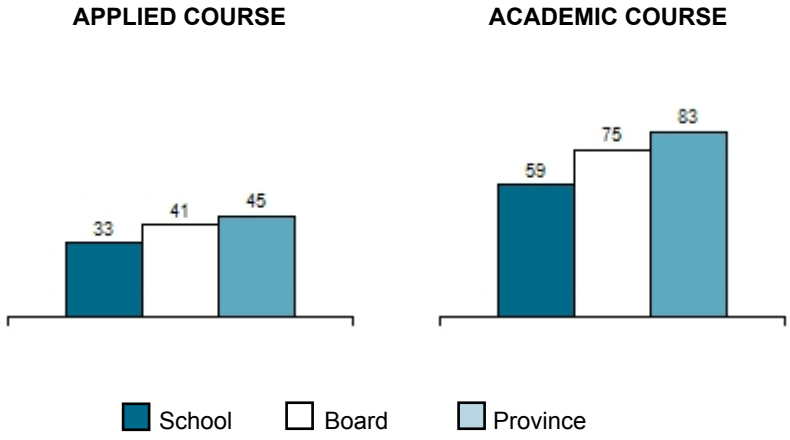
We are pleased to provide reliable and useful information about student achievement to school communities and all partners in the education system. A thorough evaluation of student achievement requires the review of data from many sources. The information EQAO provides facilitates rich discussions about programs and practices in the interest of improving student learning.

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), 2015–2016

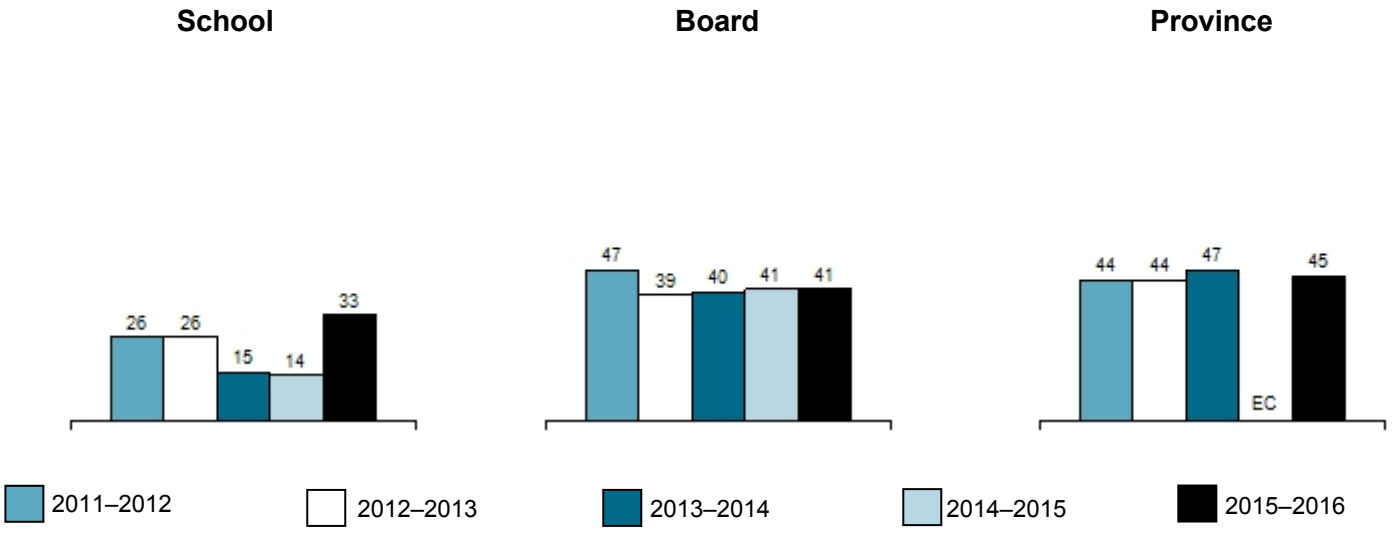


Grade 9 Assessment of Mathematics, 2015–2016

PERCENTAGE OF ALL STUDENTS OVER TIME

Percentage of students at or above the provincial standard (Levels 3 and 4)

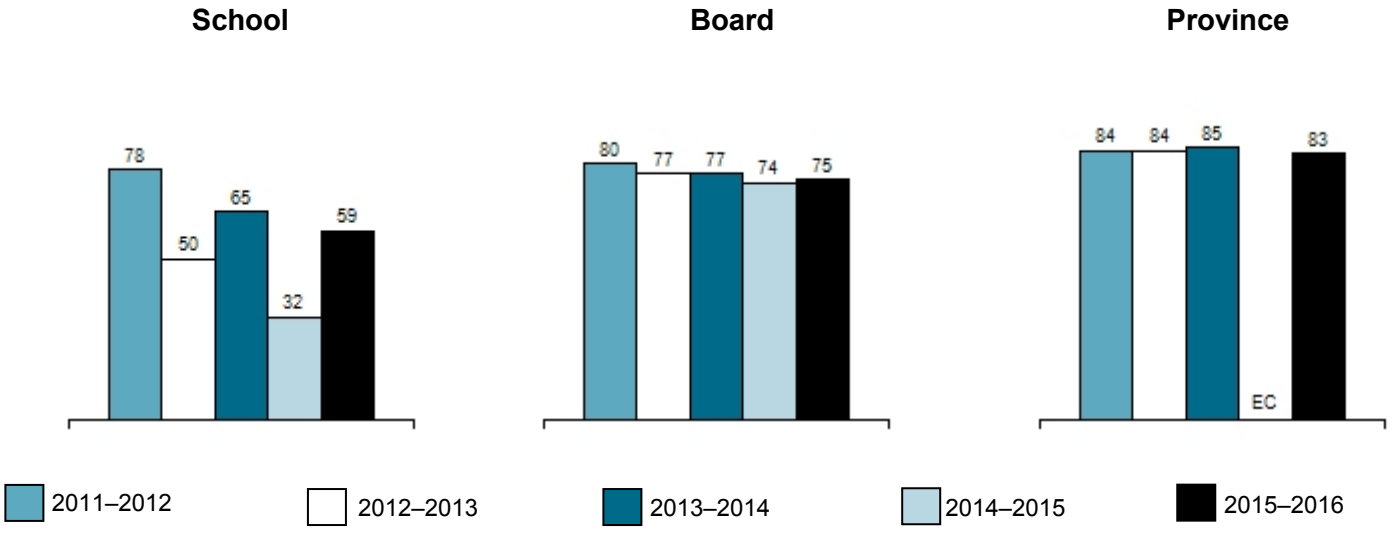
APPLIED MATHEMATICS



Total Number of Students

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
School	*19*	*23*	*13*	*14*	*15*
Board	*763*	*720*	*710*	*669*	*570*
Province	*41 799*	*39 881*	*38 181*	*EC*	*36 005*

ACADEMIC MATHEMATICS



Total Number of Students

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
School	*23*	*14*	*23*	*25*	*27*
Board	*1 215*	*1 132*	*1 162*	*1 155*	*1 153*
Province	*97 741*	*97 158*	*95 914*	*EC*	*97 347*

Grade 9 Assessment of Mathematics, 2015–2016

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. Beginning in 2012-2013, results are not reported publicly for schools where fewer than 10 students participated because it might be possible to identify individual students. Prior to 2012–2013, results were not reported publicly for schools where fewer than 15 students participated.

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, 2015–2016

Contextual Information, Applied Course

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

	School		Board		Province	
Enrolment						
Number of students in applied mathematics course	*15*		*570*		*36 005*	
Number of classes with students in applied mathematics course	*1*		*40*		*2 398*	
Number of schools with applied mathematics classes	*Not applicable*		*22*		*706*	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Participation in the Assessment						
Students who participated in the assessment	*15*	100%	*561*	98%	*34 656*	96%
Participating students who received one or more accommodations*	*9*	60%	*255*	45%	*12 104*	35%
Participating students who received one or more special provisions*	*0*	0%	*2*	<1%	*2 245*	6%
Students who did not complete any part of the assessment (no data)*	*0*	0%	*9*	2%	*1 349*	4%
Gender† *Based on number of students enrolled*						
Female	*5*	33%	*236*	41%	*15 748*	44%
Male	*10*	67%	*334*	59%	*20 257*	56%
Gender not specified	*0*	0%	*0*	0%	*0*	0%
Student Status† *Based on number of students enrolled*						
English language learners*	*0*	0%	*2*	<1%	*3 598*	10%
Students with special education needs (excluding gifted)*	*11*	73%	*273*	48%	*14 649*	41%
Semester/Full Year *Based on number of students enrolled*						
First-semester course	*0*	0%	*256*	45%	*16 164*	45%
Second-semester course	*15*	100%	*314*	55%	*16 860*	47%
Full-year course	*0*	0%	*0*	0%	*2 981*	8%
Language and School Background†† *Based on Student Questionnaire data*						
Number of Respondents:	*14*		*525*		*30 855*	
Speak only or mostly a language other than English at home	*0*	0%	*5*	1%	*2 007*	7%
Speak another language as often as English at home	*0*	0%	*23*	4%	*3 996*	13%
Attended three or more elementary schools from kindergarten to Grade 8	*2*	14%	*250*	48%	*11 902*	39%

* See the Explanation of Terms.

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

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

Grade 9 Assessment of Mathematics, 2015–2016

Contextual Information, Applied Course (continued)

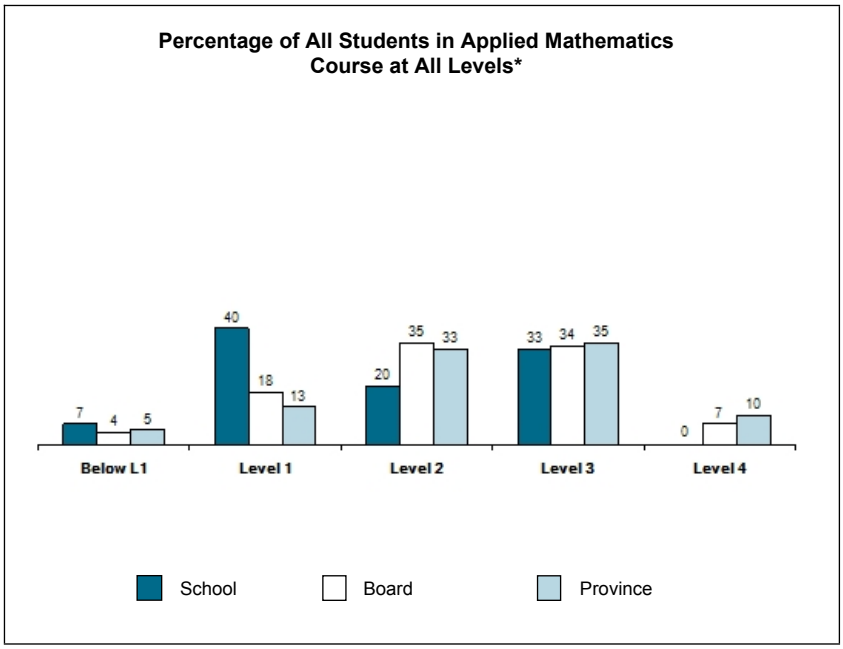
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
Year Student Entered Current School†						
Year of the assessment	*15*	100%	*537*	94%	*30527*	85%
1 year prior to the assessment	*0*	0%	*22*	4%	*2896*	8%
2 years prior to the assessment	*0*	0%	*3*	1%	*592*	2%
3 or more years prior to the assessment	*0*	0%	*0*	0%	*1726*	5%
Data not available	*0*	0%	*8*	1%	*264*	1%
Year Student Entered Current Board†						
Year of the assessment	*2*	13%	*48*	8%	*5645*	16%
1 year prior to the assessment	*0*	0%	*19*	3%	*2087*	6%
2 years prior to the assessment	*0*	0%	*21*	4%	*2178*	6%
3 or more years prior to the assessment	*13*	87%	*473*	83%	*23664*	66%
Data not available	*0*	0%	*9*	2%	*2431*	7%

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

Grade 9 Assessment of Mathematics, 2015–2016

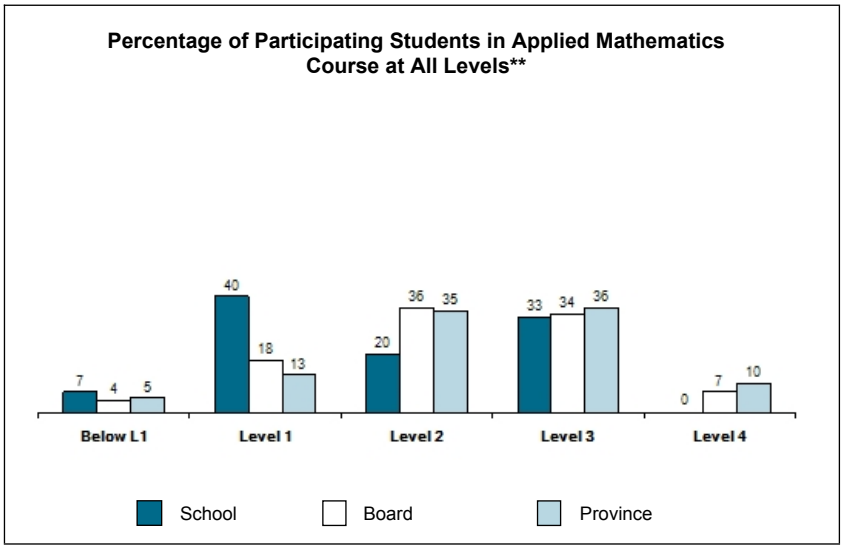
Results for All Students, Applied Course

All Students*				
Number of Students	School *15*		Board *570*	Province *36 005*
	#	%	%	%
Level 4	*0*	0%	7%	10%
Level 3	*5*	33%	34%	35%
Level 2	*3*	20%	35%	33%
Level 1	*6*	40%	18%	13%
Below Level 1	*1*	7%	4%	5%
Participating Students	*15*	100%	98%	96%
No Data	*0*	0%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†		**33%**	**41%**	**45%**



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

Participating Students**				
Number of Students	School *15*		Board *561*	Province *34 656*
	#	%	%	%
Level 4	*0*	0%	7%	10%
Level 3	*5*	33%	34%	36%
Level 2	*3*	20%	36%	35%
Level 1	*6*	40%	18%	13%
Below Level 1	*1*	7%	4%	5%
At or Above Provincial Standard (Levels 3 and 4)†		**33%**	**42%**	**47%**



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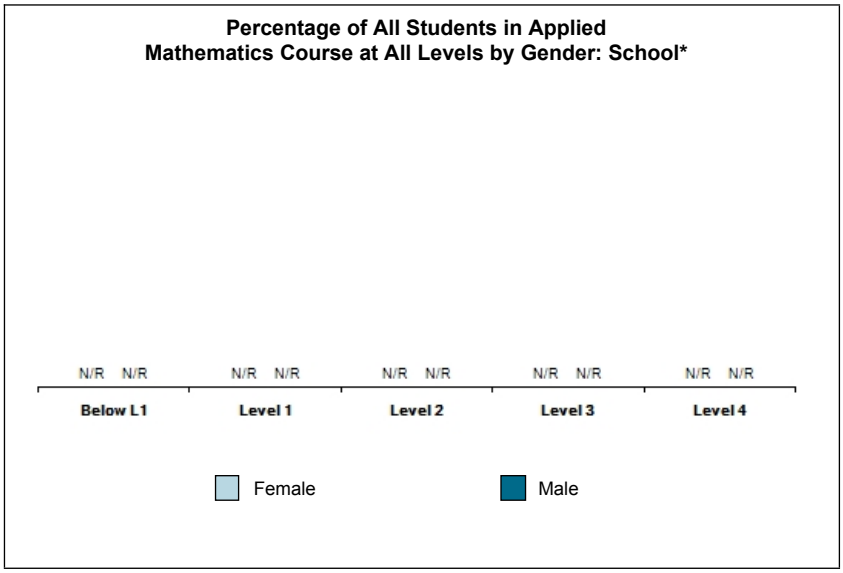
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Grade 9 Assessment of Mathematics, 2015–2016

Results by Gender††, Applied Course

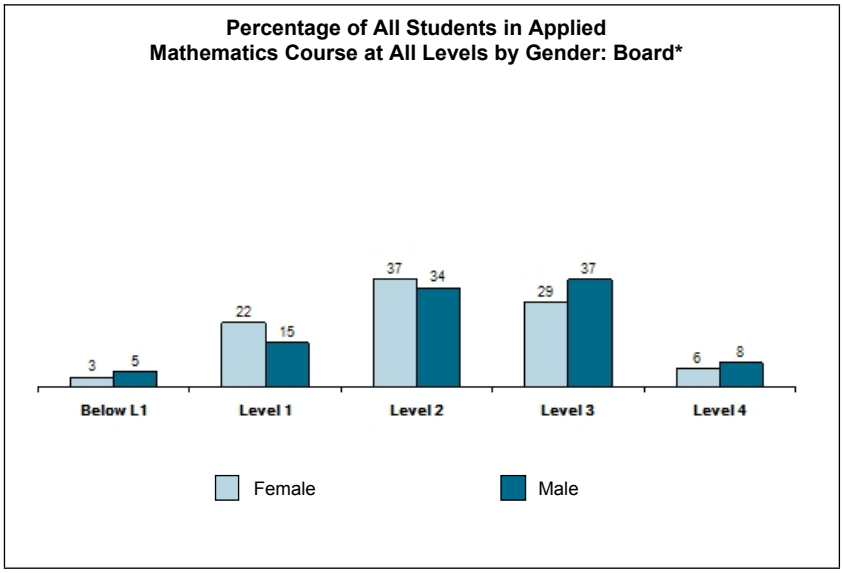
All Students: School by Gender*

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



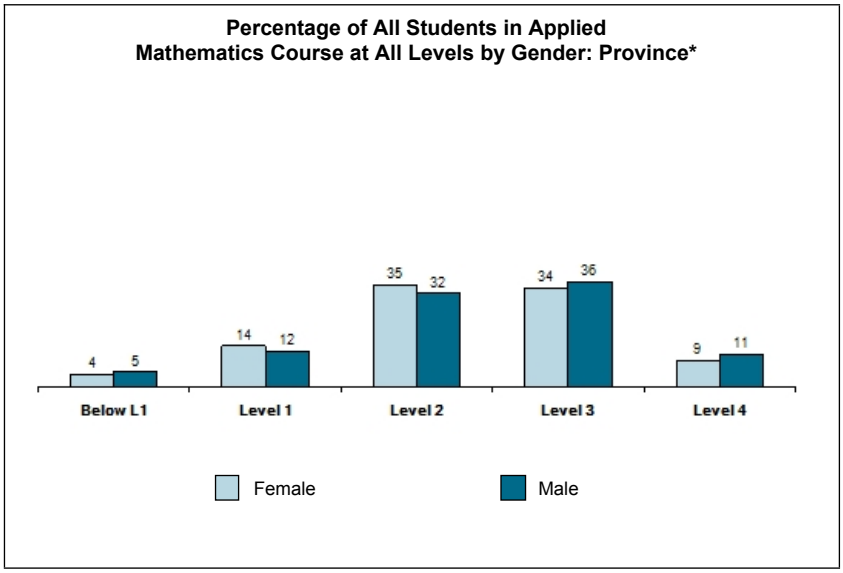
All Students: Board by Gender*

Number of Students	Female *236*		Male *334*	
	#	%	#	%
Level 4	*15*	6%	*27*	8%
Level 3	*69*	29%	*123*	37%
Level 2	*88*	37%	*113*	34%
Level 1	*51*	22%	*50*	15%
Below Level 1	*8*	3%	*17*	5%
Participating Students	*231*	98%	*330*	99%
No Data	*5*	2%	*4*	1%
At or Above Provincial Standard (Levels 3 and 4)†		**36%**		**45%**



All Students: Province by Gender*

Number of Students	Female *15 748*		Male *20 257*	
	#	%	#	%
Level 4	*1 377*	9%	*2 197*	11%
Level 3	*5 332*	34%	*7 266*	36%
Level 2	*5 576*	35%	*6 463*	32%
Level 1	*2 195*	14%	*2 477*	12%
Below Level 1	*664*	4%	*1 109*	5%
Participating Students	*15 144*	96%	*19 512*	96%
No Data	*604*	4%	*745*	4%
At or Above Provincial Standard (Levels 3 and 4)†		**43%**		**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, 2015–2016

Contextual Information, Academic Course

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

	School		Board		Province	
Enrolment						
Number of students in academic mathematics course	*27*		*1 153*		*97 347*	
Number of classes with students in academic mathematics course	*1*		*58*		*4 174*	
Number of schools with academic mathematics classes	*Not applicable*		*22*		*683*	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Participation in the Assessment						
Students who participated in the assessment	*26*	96%	*1 147*	99%	*96 501*	99%
Participating students who received one or more accommodations*	*0*	0%	*138*	12%	*6 089*	6%
Participating students who received one or more special provisions*	*0*	0%	*8*	1%	*3 653*	4%
Students who did not complete any part of the assessment (no data)*	*1*	4%	*6*	1%	*846*	1%
Gender† *Based on number of students enrolled*						
Female	*18*	67%	*612*	53%	*49 817*	51%
Male	*9*	33%	*541*	47%	*47 530*	49%
Gender not specified	*0*	0%	*0*	0%	*0*	0%
Student Status† *Based on number of students enrolled*						
English language learners*	*0*	0%	*8*	1%	*6 195*	6%
Students with special education needs (excluding gifted)*	*1*	4%	*148*	13%	*7 169*	7%
Semester/Full Year *Based on number of students enrolled*						
First-semester course	*0*	0%	*461*	40%	*43 055*	44%
Second-semester course	*27*	100%	*692*	60%	*43 529*	45%
Full-year course	*0*	0%	*0*	0%	*10 763*	11%
Language and School Background†† *Based on Student Questionnaire data* Number of Respondents:	*26*		*1 097*		*90 161*	
Speak only or mostly a language other than English at home	*0*	0%	*18*	2%	*7 709*	9%
Speak another language as often as English at home	*0*	0%	*62*	6%	*14 634*	16%
Attended three or more elementary schools from kindergarten to Grade 8	*6*	23%	*387*	35%	*31 055*	34%

* 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, 2015–2016

Contextual Information, Academic Course (continued)

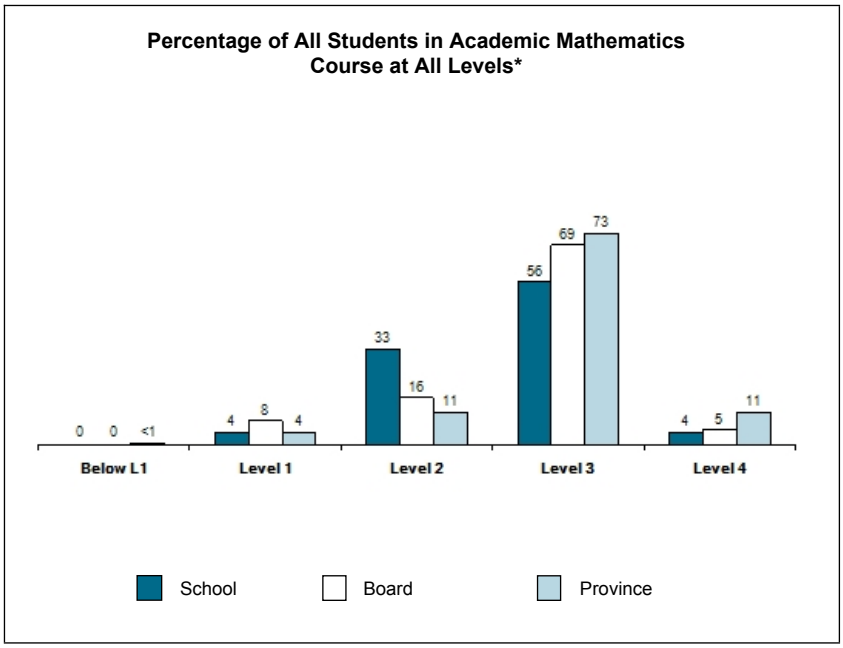
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
Year Student Entered Current School†						
Year of the assessment	*27*	100%	*1138*	99%	*90933*	93%
1 year prior to the assessment	*0*	0%	*7*	1%	*1605*	2%
2 years prior to the assessment	*0*	0%	*0*	0%	*732*	1%
3 or more years prior to the assessment	*0*	0%	*6*	1%	*3920*	4%
Data not available	*0*	0%	*2*	<1%	*157*	<1%
Year Student Entered Current Board†						
Year of the assessment	*7*	26%	*108*	9%	*14855*	15%
1 year prior to the assessment	*1*	4%	*28*	2%	*3514*	4%
2 years prior to the assessment	*1*	4%	*61*	5%	*5132*	5%
3 or more years prior to the assessment	*18*	67%	*953*	83%	*67614*	69%
Data not available	*0*	0%	*3*	<1%	*6232*	6%

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

Grade 9 Assessment of Mathematics, 2015–2016

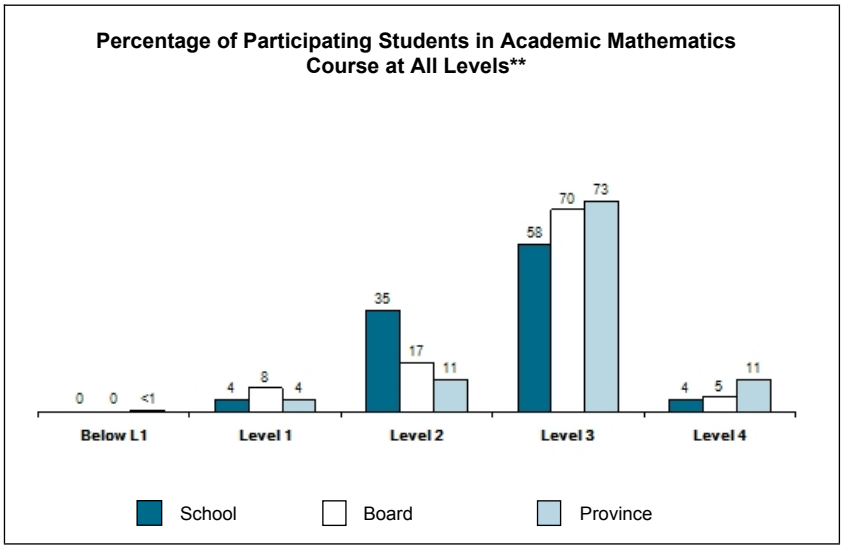
Results for All Students, Academic Course

All Students*				
Number of Students	School *27*		Board *1 153*	Province *97 347*
	#	%	%	%
Level 4	*1*	4%	5%	11%
Level 3	*15*	56%	69%	73%
Level 2	*9*	33%	16%	11%
Level 1	*1*	4%	8%	4%
Below Level 1	*0*	0%	0%	<1%
Participating Students	*26*	96%	99%	99%
No Data	*1*	4%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		**59%**	**75%**	**83%**



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

Participating Students**				
Number of Students	School *26*		Board *1 147*	Province *96 501*
	#	%	%	%
Level 4	*1*	4%	5%	11%
Level 3	*15*	58%	70%	73%
Level 2	*9*	35%	17%	11%
Level 1	*1*	4%	8%	4%
Below Level 1	*0*	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		**62%**	**75%**	**84%**



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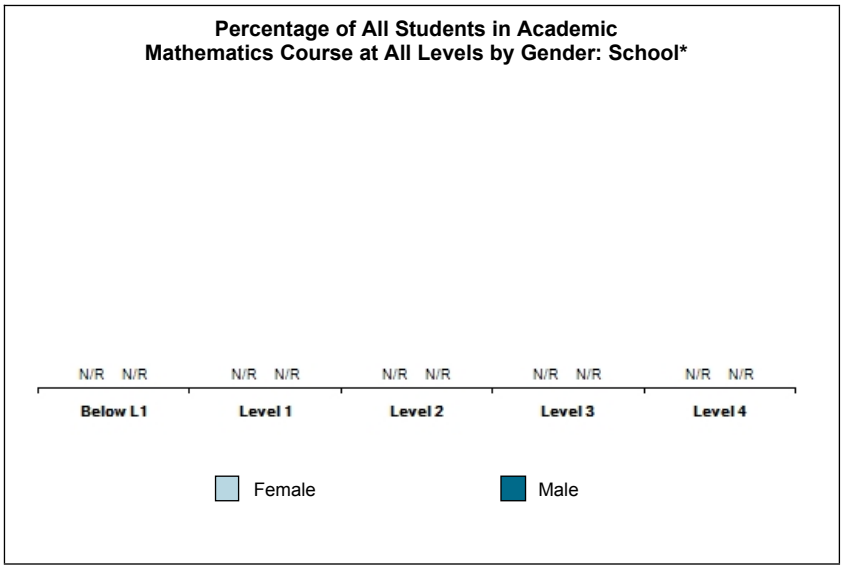
Grade 9 Assessment of Mathematics, 2015–2016

Results by Gender††, Academic Course

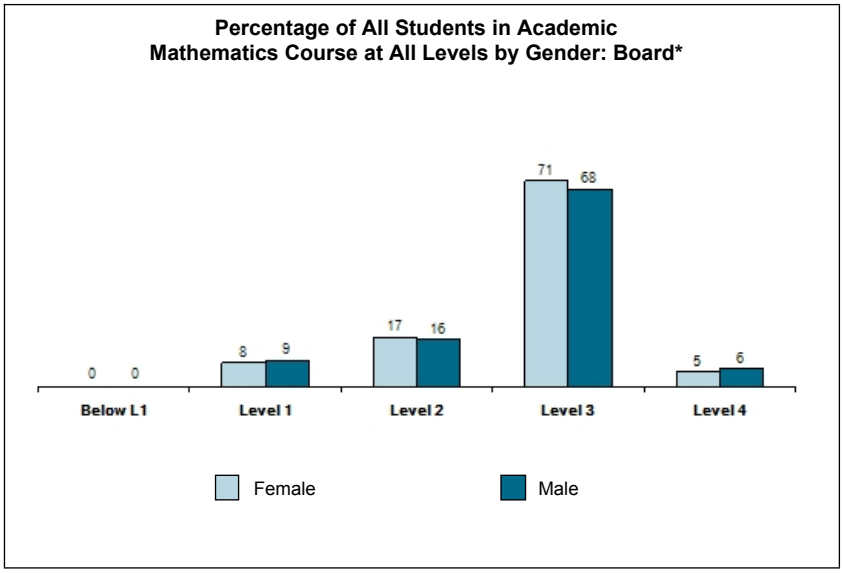
All Students: School by Gender*

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



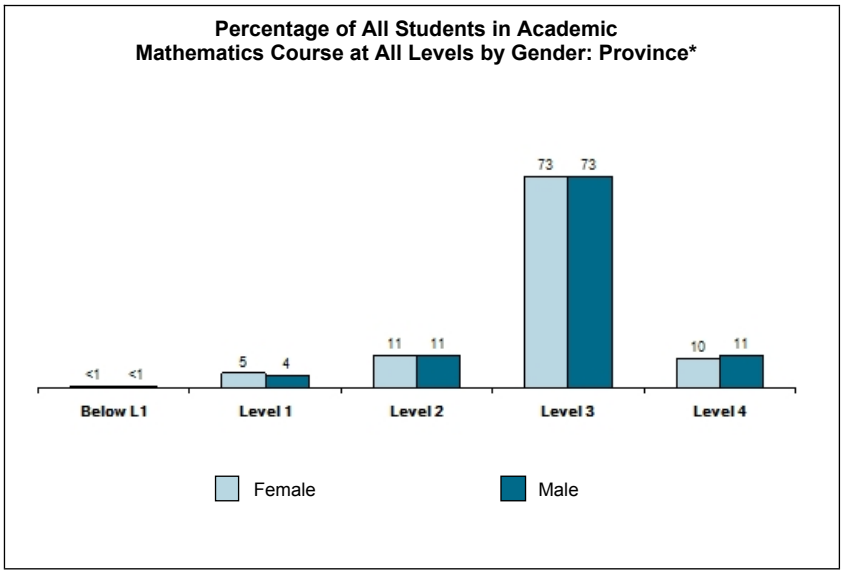
All Students: Board by Gender*

Number of Students	Female 612		Male 541	
	#	%	#	%
Level 4	*28*	5%	*32*	6%
Level 3	*433*	71%	*368*	68%
Level 2	*103*	17%	*87*	16%
Level 1	*46*	8%	*50*	9%
Below Level 1	*0*	0%	*0*	0%
Participating Students	*610*	100%	*537*	99%
No Data	*2*	<1%	*4*	1%
At or Above Provincial Standard (Levels 3 and 4)†		**75%**		**74%**



All Students: Province by Gender*

Number of Students	Female 49 817		Male 47 530	
	#	%	#	%
Level 4	*5 165*	10%	*5 279*	11%
Level 3	*36 167*	73%	*34 592*	73%
Level 2	*5 683*	11%	*5 042*	11%
Level 1	*2 250*	5%	*2 077*	4%
Below Level 1	*116*	<1%	*130*	<1%
Participating Students	*49 381*	99%	*47 120*	99%
No Data	*436*	1%	*410*	1%
At or Above Provincial Standard (Levels 3 and 4)†		**83%**		**84%**



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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, 2015–2016

Contextual Information over Time: Applied Course

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

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Enrolment					
Number of students in applied mathematics course	*19*	*23*	*13*	*14*	*15*
Number of classes with students in applied mathematics course	*1*	*1*	*1*	*1*	*1*
Participation in the Assessment					
Students who participated in the assessment	100%	96%	100%	100%	100%
Participating students who received one or more accommodations*	74%	5%	46%	50%	60%
Participating students who received one or more special provisions*	0%	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	0%	4%	0%	0%	0%
Gender† *Based on number of students enrolled*					
Female	47%	30%	31%	57%	33%
Male	53%	70%	69%	43%	67%
Gender not specified	0%	0%	0%	0%	0%
Student Status† *Based on number of students enrolled*					
English language learners*	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)*	74%	48%	46%	57%	73%
Semester/Full Year *Based on number of students enrolled*					
First-semester course	0%	0%	0%	0%	0%
Second-semester course	100%	100%	100%	100%	100%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† *Based on Student Questionnaire data*					
Number of Respondents:	*16*	*22*	*9*	*14*	*14*
Speak only or mostly a language other than English at home	0%	0%	11%	0%	0%
Speak another language as often as English at home	12%	5%	0%	14%	0%
Attended three or more elementary schools from kindergarten to Grade 8	19%	23%	22%	36%	14%

* 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.

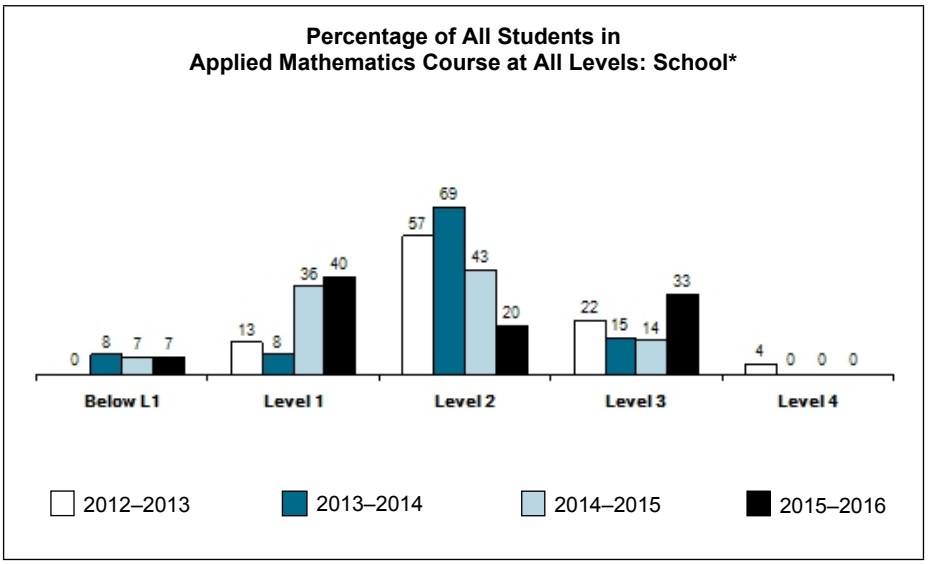
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2015–2016

Results for All Students over Time: Applied Course

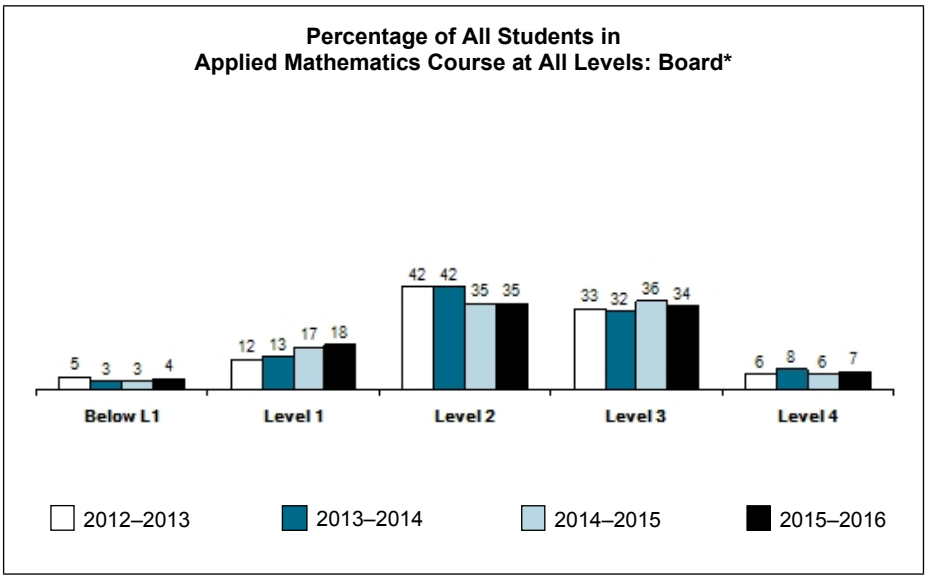
School*

Year	'12–'13	'13–'14	'14–'15	'15–'16
Number of Students	***23***	***13***	***14***	***15***
Level 4	4%	0%	0%	0%
Level 3	22%	15%	14%	33%
Level 2	57%	69%	43%	20%
Level 1	13%	8%	36%	40%
Below Level 1	0%	8%	7%	7%
Participating Students	96%	100%	100%	100%
No Data	4%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	**26%**	**15%**	**14%**	**33%**



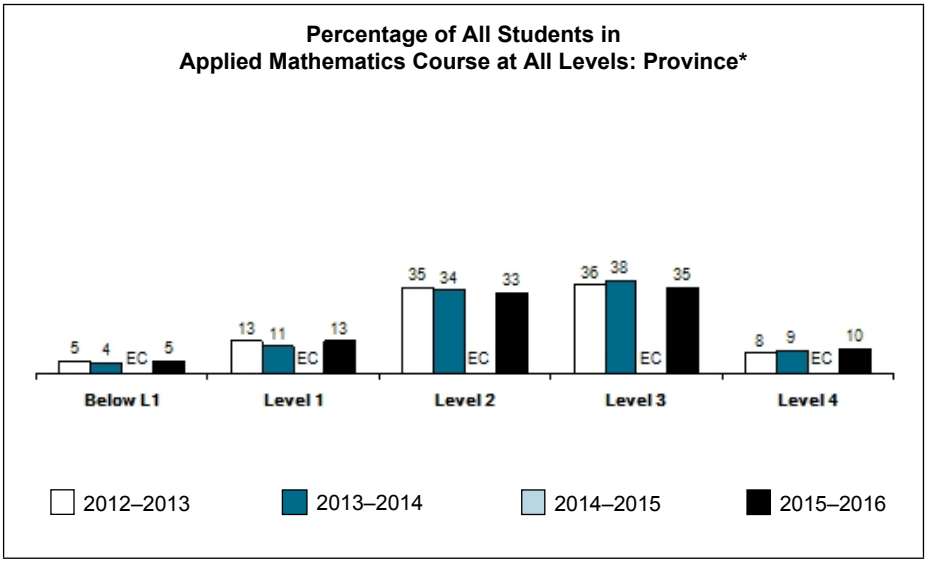
Board*

Year	'12–'13	'13–'14	'14–'15	'15–'16
Number of Students	***720***	***710***	***669***	***570***
Level 4	6%	8%	6%	7%
Level 3	33%	32%	36%	34%
Level 2	42%	42%	35%	35%
Level 1	12%	13%	17%	18%
Below Level 1	5%	3%	3%	4%
Participating Students	97%	97%	96%	98%
No Data	3%	3%	4%	2%
At or Above Provincial Standard (Levels 3 and 4)†	**39%**	**40%**	**41%**	**41%**



Province*

Year	'12–'13	'13–'14	'14–'15	'15–'16
Number of Students	***39 881***	***38 181***	***EC***	***36 005***
Level 4	8%	9%	EC	10%
Level 3	36%	38%	EC	35%
Level 2	35%	34%	EC	33%
Level 1	13%	11%	EC	13%
Below Level 1	5%	4%	EC	5%
Participating Students	96%	96%	EC	96%
No Data	4%	4%	EC	4%
At or Above Provincial Standard (Levels 3 and 4)†	**44%**	**47%**	**EC**	**45%**



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

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

Grade 9 Assessment of Mathematics, 2015–2016

Contextual Information over Time: Academic Course

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

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Enrolment					
Number of students in academic mathematics course	*23*	*14*	*23*	*25*	*27*
Number of classes with students in academic mathematics course	*1*	*1*	*1*	*1*	*1*
Participation in the Assessment					
Students who participated in the assessment	100%	100%	100%	96%	96%
Participating students who received one or more accommodations*	22%	0%	0%	17%	0%
Participating students who received one or more special provisions*	0%	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	0%	0%	0%	4%	4%
Gender† *Based on number of students enrolled*					
Female	43%	71%	65%	56%	67%
Male	57%	29%	35%	44%	33%
Gender not specified	0%	0%	0%	0%	0%
Student Status† *Based on number of students enrolled*					
English language learners*	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)*	22%	7%	13%	20%	4%
Semester/Full Year *Based on number of students enrolled*					
First-semester course	0%	100%	100%	0%	0%
Second-semester course	100%	0%	0%	100%	100%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† *Based on Student Questionnaire data*					
Number of Respondents:	*21*	*14*	*23*	*21*	*26*
Speak only or mostly a language other than English at home	0%	0%	0%	0%	0%
Speak another language as often as English at home	10%	0%	9%	5%	0%
Attended three or more elementary schools from kindergarten to Grade 8	33%	36%	43%	38%	23%

* 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.

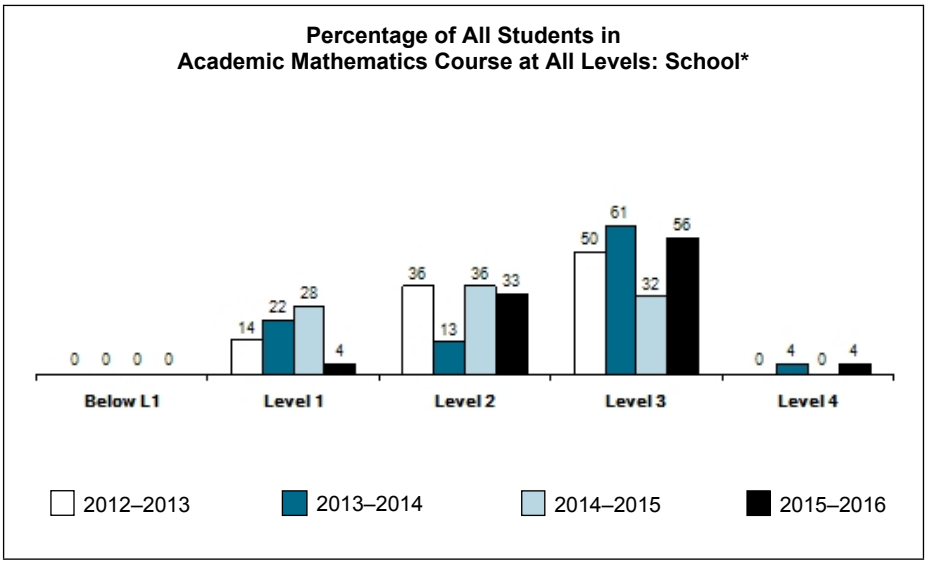
†† Contextual data pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Assessment of Mathematics, 2015–2016

Results for All Students over Time: Academic Course

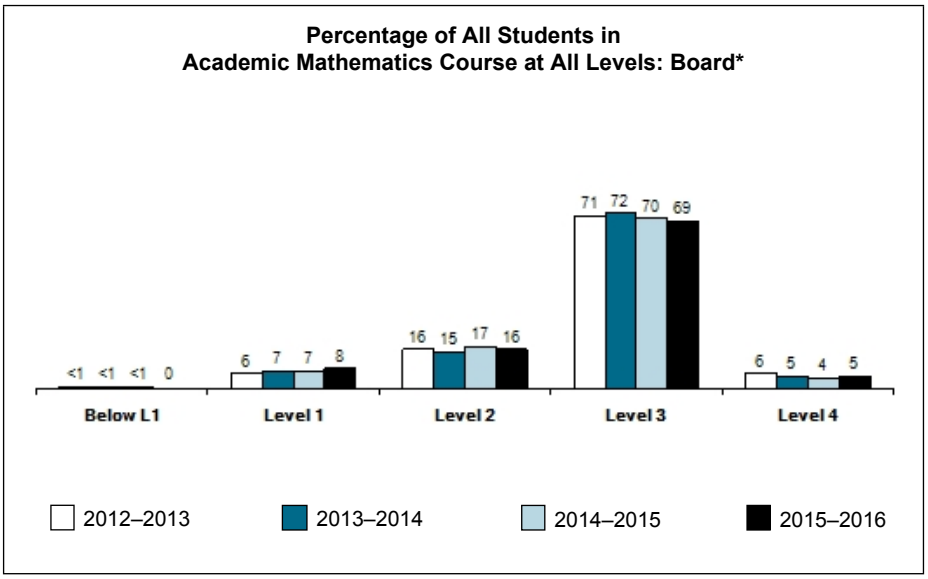
School*

Year	'12–'13	'13–'14	'14–'15	'15–'16
Number of Students	***14***	***23***	***25***	***27***
Level 4	0%	4%	0%	4%
Level 3	50%	61%	32%	56%
Level 2	36%	13%	36%	33%
Level 1	14%	22%	28%	4%
Below Level 1	0%	0%	0%	0%
Participating Students	100%	100%	96%	96%
No Data	0%	0%	4%	4%
At or Above Provincial Standard (Levels 3 and 4)†	**50%**	**65%**	**32%**	**59%**



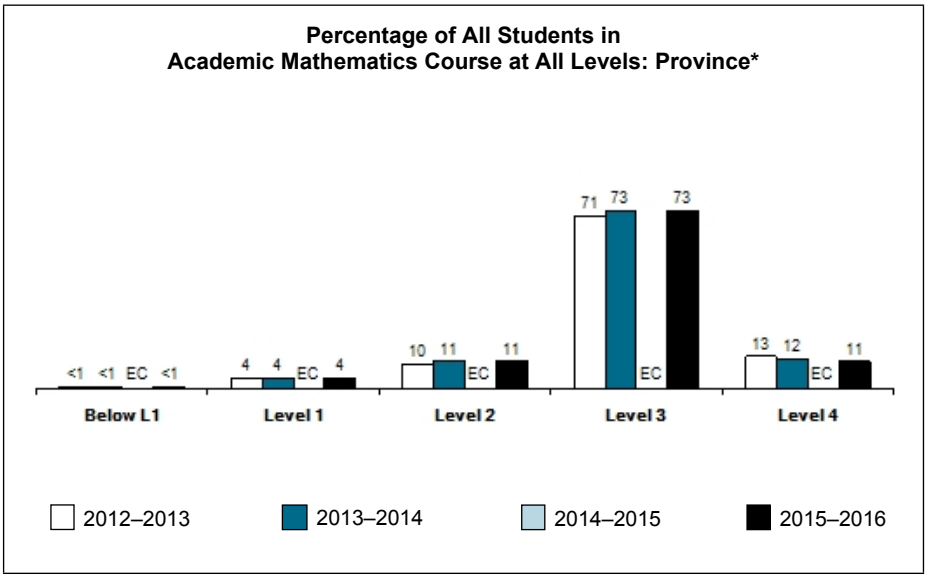
Board*

Year	'12–'13	'13–'14	'14–'15	'15–'16
Number of Students	***1 132***	***1 162***	***1 155***	***1 153***
Level 4	6%	5%	4%	5%
Level 3	71%	72%	70%	69%
Level 2	16%	15%	17%	16%
Level 1	6%	7%	7%	8%
Below Level 1	<1%	<1%	<1%	0%
Participating Students	99%	99%	99%	99%
No Data	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	**77%**	**77%**	**74%**	**75%**



Province*

Year	'12–'13	'13–'14	'14–'15	'15–'16
Number of Students	***97 158***	***95 914***	***EC***	***97 347***
Level 4	13%	12%	EC	11%
Level 3	71%	73%	EC	73%
Level 2	10%	11%	EC	11%
Level 1	4%	4%	EC	4%
Below Level 1	<1%	<1%	EC	<1%
Participating Students	99%	99%	EC	99%
No Data	1%	1%	EC	1%
At or Above Provincial Standard (Levels 3 and 4)†	**84%**	**85%**	**EC**	**83%**



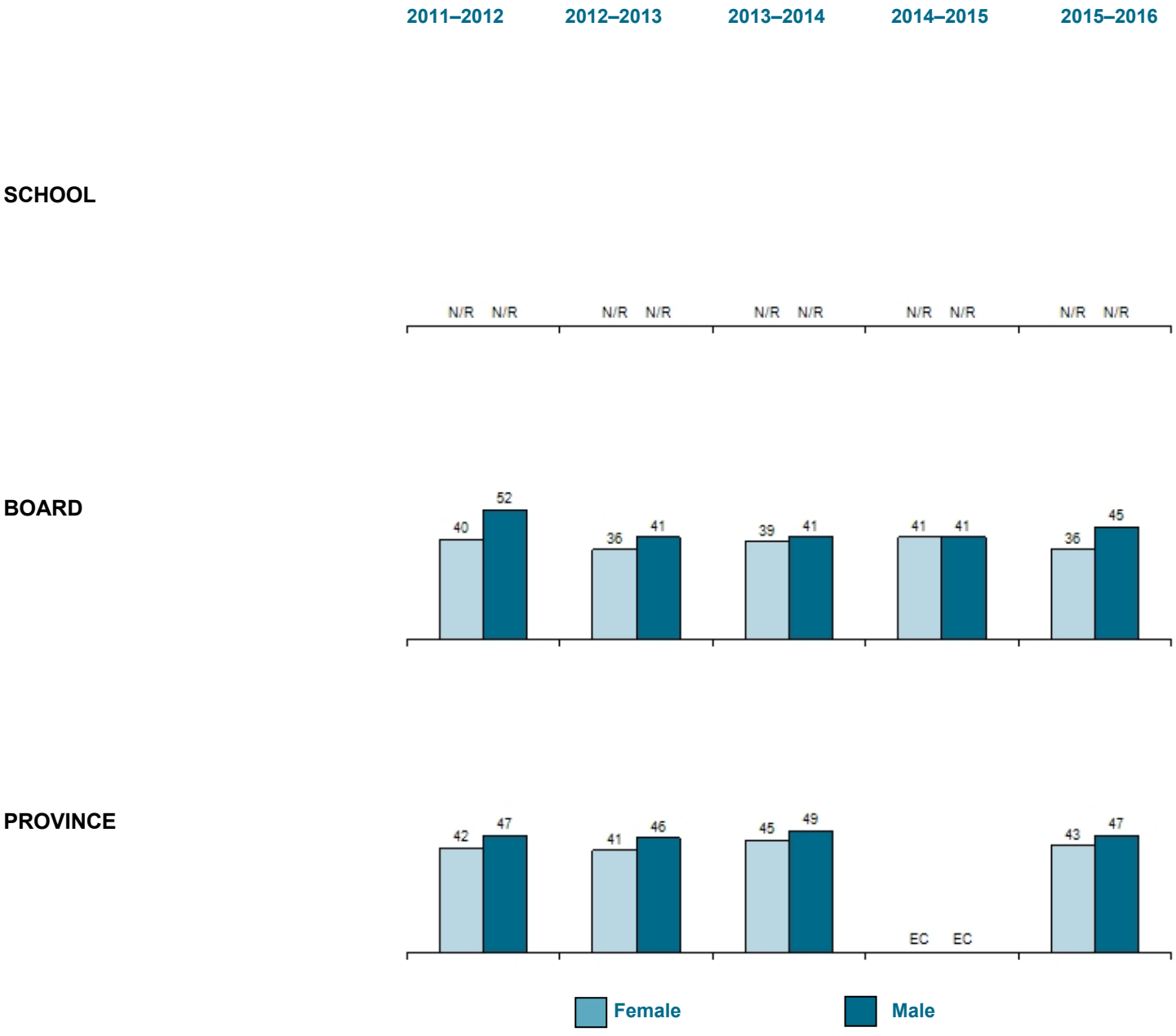
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

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

Grade 9 Assessment of Mathematics, 2015–2016

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



Total Number of Students in Applied Mathematics Course†

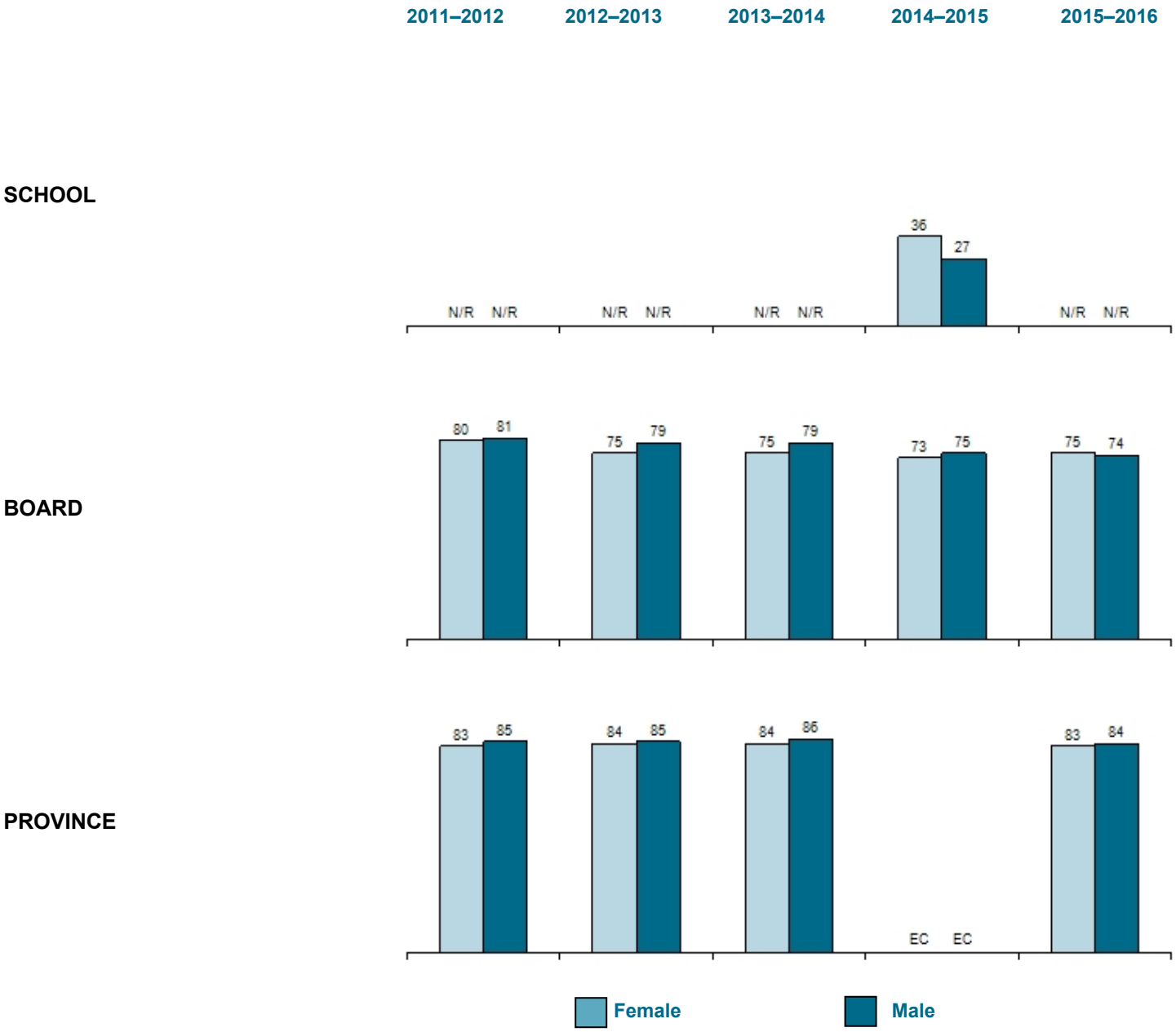
	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	*9*	*10*	*7*	*16*	*4*	*9*	*8*	*6*	*5*	*10*
Board	*353*	*410*	*324*	*396*	*297*	*413*	*311*	*358*	*236*	*334*
Province	*18 563*	*23 236*	*17 695*	*22 181*	*16 662*	*21 519*	*EC*	*EC*	*15 748*	*20 257*

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2015–2016

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): ACADEMIC COURSE



Total Number of Students in Academic Mathematics Course†

	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	*10*	*13*	*10*	*4*	*15*	*8*	*14*	*11*	*18*	*9*
Board	*645*	*570*	*589*	*543*	*600*	*562*	*598*	*557*	*612*	*541*
Province	*50 134*	*47 607*	*49 986*	*47 171*	*49 157*	*46 757*	*EC*	*EC*	*49 817*	*47 530*

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *14*)

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.	43	29	29	*4*
I am good at mathematics.	43	29	29	*4*
I am able to answer difficult mathematics questions.	43	43	14	*2*
Mathematics is one of my favourite subjects.	71	21	7	*1*
I understand most of the mathematics I am taught.	36	14	50	*7*
Mathematics is an easy subject.	57	29	14	*2*
I do my best in mathematics class.	14	86		*12*
The mathematics I learn now is useful for everyday life.	43	21	36	*5*
The mathematics I learn now helps me do work in other subjects.	50	29	21	*3*
I need to do well in mathematics to study what I want later.	14	43	43	*6*
I need to keep taking mathematics for the kind of job I want after I leave school.	14	29	57	*8*

Not at all confident | Somewhat confident | Confident | Very confident

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	57	21	7	*1*
algebra (e.g., solving equations, simplifying expressions with polynomials)	29	50	14	7	*1*
linear relations (e.g., scatter plots, lines of best fit)	7	36	36	21	*3*
measurement (e.g., perimeter, area, volume)		57	21	14	*2*
geometry (e.g., angles, parallel lines)		50	36	14	*2*

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

Grade 9 Assessment of Mathematics, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *14*)

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.	21 / 50 / 21 / 7	*1*
I check my mathematics answers to see if they make sense.	50 / 36 / 7	*1*
I apply new mathematics concepts to real-life problems.	43 / 50 / 7	*1*
I take time to discuss my mathematics assignments with my classmates.	36 / 36 / 21 / 7	*1*
I look for more than one way to solve mathematics problems.	14 / 36 / 43 / 7	*1*

How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework		*0*
Never or almost never	7	*1*
Sometimes	21	*3*
Often	36	*5*
Always	7	*1*

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

Grade 9 Assessment of Mathematics, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *14*)

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

OUT-OF-SCHOOL ACTIVITIES

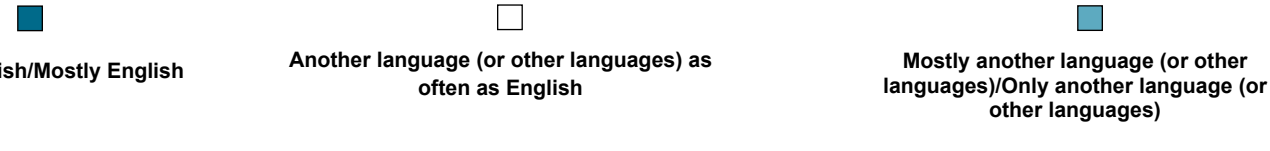
How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
I read by myself.	64 / 14 / 21	*0*
I use the Internet.	7 / 7 / 86	*12*
I play video games.	14 / 14 / 29 / 43	*6*
I participate in sports or other physical activities.	14 / 36 / 50	*7*
I participate in art, music or drama activities.	64 / 29 / 7	*0*
I participate in other clubs or organizations.	50 / 21 / 21	*3*
I volunteer in my community.	43 / 14 / 36	*0*
I work at a paid job.	43 / 7 / 36 / 14	*2*

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

Grade 9 Assessment of Mathematics, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *14*)

SCHOOLS ATTENDED How many schools did you attend from kindergarten to Grade 8?	Percentage of Students*	*Number of students*
1 school	36	*5*
2 schools	43	*6*
3 schools		*0*
4 schools	7	*1*
5 or more schools	7	*1*



LANGUAGES SPOKEN	Percentage of Students*	*Number of students who answered "only English" or "mostly English"*
Languages student speaks at home	100	*14*
Languages in which people speak to student at home	100	*14*

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

Grade 9 Assessment of Mathematics, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *14*)

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	21	*3*
No		*0*
Don't know	79	*11*
	Total number of students	***3***

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	100	*3*
No		*0*
	Total number of students	***3***

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	33	*1*
No	33	*1*
Undecided	33	*1*

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

† 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, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 14)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 525)	Female* (# = 217)	Male* (# = 308)	All Students (# = 30 855)	Female* (# = 13 700)	Male* (# = 17 155)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	**29%**	N/R	N/R	**33%**	31%	34%	**35%**	30%	39%
I am good at mathematics.	**29%**	N/R	N/R	**32%**	33%	31%	**34%**	27%	40%
I am able to answer difficult mathematics questions.	**14%**	N/R	N/R	**22%**	18%	25%	**23%**	16%	29%
Mathematics is one of my favorite subjects.	**7%**	N/R	N/R	**18%**	17%	19%	**21%**	18%	24%
I understand most of the mathematics I am taught.	**50%**	N/R	N/R	**49%**	44%	52%	**60%**	56%	63%
Mathematics is an easy subject.	**14%**	N/R	N/R	**15%**	11%	18%	**18%**	13%	21%
I do my best in mathematics class.	**86%**	N/R	N/R	**64%**	74%	57%	**68%**	72%	65%
The mathematics I learn now is useful for everyday life.	**36%**	N/R	N/R	**31%**	26%	35%	**33%**	29%	36%
The mathematics I learn now helps me do work in other subjects.	**21%**	N/R	N/R	**42%**	40%	43%	**45%**	43%	47%
I need to do well in mathematics to study what I want later.	**43%**	N/R	N/R	**47%**	46%	47%	**50%**	47%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	**57%**	N/R	N/R	**41%**	40%	42%	**43%**	40%	45%
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)	**29%**	N/R	N/R	**36%**	27%	42%	**40%**	33%	46%
algebra (e.g., solving equations, simplifying expressions with polynomials)	**21%**	N/R	N/R	**34%**	35%	34%	**42%**	39%	44%
linear relations (e.g., scatter plots, lines of best fit)	**57%**	N/R	N/R	**50%**	41%	56%	**57%**	51%	61%
measurement (e.g., perimeter, area, volume)	**36%**	N/R	N/R	**59%**	54%	63%	**67%**	63%	70%
geometry (e.g., angles, parallel lines)	**50%**	N/R	N/R	**45%**	37%	51%	**46%**	38%	51%

* Includes only 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, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 14)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 525)	Female* (# = 217)	Male* (# = 308)	All Students (# = 30 855)	Female* (# = 13 700)	Male* (# = 17 155)
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.	**7%**	N/R	N/R	**3%**	3%	3%	**4%**	3%	4%
I check my mathematics answers to see if they make sense.	**7%**	N/R	N/R	**11%**	16%	8%	**15%**	17%	13%
I apply new mathematics concepts to real-life problems.	**7%**	N/R	N/R	**3%**	1%	4%	**4%**	3%	4%
I take time to discuss my mathematics assignments with my classmates.	**7%**	N/R	N/R	**4%**	6%	3%	**5%**	5%	4%
I look for more than one way to solve mathematics problems.	**7%**	N/R	N/R	**8%**	8%	8%	**10%**	9%	10%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	**0%**	N/R	N/R	**12%**	9%	14%	**10%**	10%	11%
Never or almost never	**7%**	N/R	N/R	**10%**	8%	11%	**7%**	5%	9%
Sometimes	**21%**	N/R	N/R	**31%**	28%	33%	**27%**	25%	29%
Often	**36%**	N/R	N/R	**27%**	31%	24%	**31%**	31%	30%
Always	**7%**	N/R	N/R	**15%**	19%	11%	**17%**	22%	14%

* Includes only 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 or blank responses.

Grade 9 Assessment of Mathematics, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 14)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 525)	Female* (# = 217)	Male* (# = 308)	All Students (# = 30 855)	Female* (# = 13 700)	Male* (# = 17 155)
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	**0%**	N/R	N/R	**21%**	25%	17%	**16%**	23%	11%
I use the Internet.	**86%**	N/R	N/R	**85%**	87%	83%	**84%**	87%	82%
I play video games.	**43%**	N/R	N/R	**35%**	12%	51%	**31%**	12%	46%
I participate in sports or other physical activities.	**50%**	N/R	N/R	**31%**	22%	38%	**35%**	25%	44%
I participate in art, music or drama activities.	**0%**	N/R	N/R	**13%**	16%	10%	**17%**	23%	12%
I participate in other clubs or organizations.	**21%**	N/R	N/R	**9%**	4%	12%	**8%**	7%	9%
I volunteer in my community.	**0%**	N/R	N/R	**1%**	1%	1%	**5%**	5%	4%
I work at a paid job.	**14%**	N/R	N/R	**9%**	6%	11%	**6%**	5%	7%
SCHOOLS ATTENDED									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8:‡									
1 school	**36%**	N/R	N/R	**16%**	15%	17%	**28%**	26%	29%
2 schools	**43%**	N/R	N/R	**35%**	30%	38%	**30%**	30%	31%
3 schools	**0%**	N/R	N/R	**25%**	28%	24%	**19%**	19%	19%
4 schools	**7%**	N/R	N/R	**11%**	12%	10%	**10%**	10%	10%
5 or more schools	**7%**	N/R	N/R	**12%**	14%	10%	**10%**	11%	9%
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	**100%**	N/R	N/R	**94%**	92%	95%	**78%**	77%	78%
Another language (or other languages) as often as English	**0%**	N/R	N/R	**4%**	6%	4%	**13%**	14%	12%
Mostly another language (or other languages)/ Only another language (or other languages)	**0%**	N/R	N/R	**1%**	1%	1%	**7%**	6%	7%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	**100%**	N/R	N/R	**91%**	89%	93%	**73%**	72%	73%
Another language (or other languages) as often as English	**0%**	N/R	N/R	**4%**	5%	4%	**12%**	12%	11%
Mostly another language (or other languages)/ Only another language (or other languages)	**0%**	N/R	N/R	**2%**	2%	2%	**10%**	10%	11%

* Includes only 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 or blank responses.

Grade 9 Assessment of Mathematics, 2015–2016, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 14)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 525)	Female* (# = 217)	Male* (# = 308)	All Students (# = 30 855)	Female* (# = 13 700)	Male* (# = 17 155)
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	**21%**	N/R	N/R	**44%**	42%	45%	**44%**	47%	42%
No	**0%**	N/R	N/R	**2%**	1%	2%	**1%**	1%	1%
Don't know	**79%**	N/R	N/R	**53%**	55%	52%	**52%**	50%	54%
Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡									
	All Students (#=3)	Female* (#=N/R)	Male* (#=N/R)	All Students (#=231)	Female* (#=92)	Male* (#=139)	All Students (#=13 618)	Female* (#=6 379)	Male* (#=7 239)
Yes	**100%**	N/R	N/R	**85%**	86%	84%	**89%**	90%	88%
No	**0%**	N/R	N/R	**15%**	13%	16%	**11%**	10%	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 (#=3)	Female* (#=N/R)	Male* (#=N/R)	All Students (#=231)	Female* (#=92)	Male* (#=139)	All Students (#=13 618)	Female* (#=6 379)	Male* (#=7 239)
Yes	**33%**	N/R	N/R	**71%**	66%	74%	**77%**	78%	76%
No	**33%**	N/R	N/R	**11%**	12%	11%	**9%**	6%	10%
Undecided	**33%**	N/R	N/R	**18%**	22%	15%	**14%**	15%	13%

* Includes only students for whom gender data were available.

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

‡ 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, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 26)

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.	50 / 12 / 38	10
I am good at mathematics.	35 / 35 / 31	8
I am able to answer difficult mathematics questions.	35 / 19 / 38	10
Mathematics is one of my favourite subjects.	65 / 12 / 23	6
I understand most of the mathematics I am taught.	31 / 35 / 35	9
Mathematics is an easy subject.	65 / 23 / 12	3
I do my best in mathematics class.	15 / 19 / 65	17
The mathematics I learn now is useful for everyday life.	42 / 31 / 27	7
The mathematics I learn now helps me do work in other subjects.	46 / 46 / 8	2
I need to do well in mathematics to study what I want later.	15 / 35 / 50	13
I need to keep taking mathematics for the kind of job I want after I leave school.	23 / 23 / 54	14

Not at all confident | Somewhat confident | Confident | Very confident

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)	46 / 38 / 15	4
algebra (e.g., solving equations, simplifying expressions with polynomials)	27 / 38 / 23 / 12	3
linear relations (e.g., scatter plots, lines of best fit)	12 / 46 / 27 / 12	3
analytic geometry (e.g., slope, y-intercept, equations of lines)	19 / 54 / 8 / 15	4
measurement (e.g., perimeter, area, volume)	15 / 27 / 38 / 19	5
geometry (e.g., angles, parallel lines)	8 / 23 / 38 / 31	8

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

Grade 9 Assessment of Mathematics, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *26*)

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.	15 / 54 / 19 / 12	*3*
I check my mathematics answers to see if they make sense.	8 / 46 / 27 / 15	*4*
I apply new mathematics concepts to real-life problems.	50 / 35 / 12	*0*
I take time to discuss my mathematics assignments with my classmates.	27 / 46 / 23 / 4	*1*
I look for more than one way to solve mathematics problems.	19 / 42 / 35 / 4	*1*

How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	4	*1*
Never or almost never	23	*6*
Sometimes	31	*8*
Often	27	*7*
Always	12	*3*

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

Grade 9 Assessment of Mathematics, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *26*)

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 "every day or almost every day"
I read by myself.	23 / 23 / 27 / 27	*7*
I use the Internet.	12 / 88	*23*
I play video games.	42 / 15 / 23 / 19	*5*
I participate in sports or other physical activities.	4 / 4 / 54 / 38	*10*
I participate in art, music or drama activities.	42 / 15 / 12 / 27	*7*
I participate in other clubs or organizations.	38 / 31 / 31	*0*
I volunteer in my community.	19 / 69 / 12	*0*
I work at a paid job.	27 / 19 / 46 / 8	*2*

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

Grade 9 Assessment of Mathematics, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *26*)

SCHOOLS ATTENDED

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

	Percentage of Students*	*Number of students*
1 school	31	*8*
2 schools	46	*12*
3 schools	8	*2*
4 schools	4	*1*
5 or more schools	12	*3*

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)

LANGUAGES SPOKEN

	Percentage of Students*	*Number of students who answered "only English" or "mostly English"*
Languages student speaks at home	100	*26*
Languages in which people speak to student at home	100	*26*

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

Grade 9 Assessment of Mathematics, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *26*)

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	69	18
No		0
Don't know	31	8
	Total number of students	18

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	89	16
No	11	2
	Total number of students	18

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	44	8
No	22	4
Undecided	33	6

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

† 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, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 26)	Female* (# = 17)	Male* (# = 9)	All Students (# = 1 097)	Female* (# = 580)	Male* (# = 517)	All Students (# = 90 161)	Female* (# = 46 352)	Male* (# = 43 809)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	**38%**	47%	22%	**56%**	52%	62%	**57%**	52%	62%
I am good at mathematics.	**31%**	35%	22%	**55%**	49%	61%	**56%**	50%	62%
I am able to answer difficult mathematics questions.	**38%**	41%	33%	**46%**	38%	55%	**47%**	39%	56%
Mathematics is one of my favorite subjects.	**23%**	24%	22%	**40%**	38%	42%	**40%**	35%	45%
I understand most of the mathematics I am taught.	**35%**	41%	22%	**66%**	62%	71%	**74%**	72%	77%
Mathematics is an easy subject.	**12%**	12%	11%	**27%**	21%	34%	**29%**	24%	34%
I do my best in mathematics class.	**65%**	71%	56%	**75%**	79%	70%	**72%**	76%	68%
The mathematics I learn now is useful for everyday life.	**27%**	29%	22%	**29%**	26%	33%	**31%**	27%	35%
The mathematics I learn now helps me do work in other subjects.	**8%**	6%	11%	**51%**	49%	53%	**56%**	55%	58%
I need to do well in mathematics to study what I want later.	**50%**	59%	33%	**58%**	54%	62%	**64%**	61%	67%
I need to keep taking mathematics for the kind of job I want after I leave school.	**54%**	65%	33%	**55%**	52%	59%	**58%**	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)	**54%**	59%	44%	**61%**	53%	69%	**67%**	60%	74%
algebra (e.g., solving equations, simplifying expressions with polynomials)	**35%**	35%	33%	**62%**	61%	63%	**69%**	67%	71%
linear relations (e.g., scatter plots, lines of best fit)	**38%**	41%	33%	**58%**	52%	64%	**61%**	56%	67%
analytic geometry (e.g., slope, y-intercept, equations of lines)	**23%**	29%	11%	**55%**	50%	60%	**62%**	59%	66%
measurement (e.g., perimeter, area, volume)	**58%**	59%	56%	**76%**	72%	81%	**78%**	74%	82%
geometry (e.g., angles, parallel lines)	**69%**	65%	78%	**70%**	64%	76%	**69%**	65%	74%

* Includes only 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, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 26)	Female* (# = 17)	Male* (# = 9)	All Students (# = 1 097)	Female* (# = 580)	Male* (# = 517)	All Students (# = 90 161)	Female* (# = 46 352)	Male* (# = 43 809)
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.	**12%**	18%	0%	**8%**	8%	8%	**11%**	10%	12%
I check my mathematics answers to see if they make sense.	**15%**	24%	0%	**22%**	27%	16%	**28%**	31%	25%
I apply new mathematics concepts to real-life problems.	**0%**	0%	0%	**4%**	3%	6%	**5%**	4%	6%
I take time to discuss my mathematics assignments with my classmates.	**4%**	6%	0%	**9%**	10%	9%	**11%**	12%	10%
I look for more than one way to solve mathematics problems.	**4%**	6%	0%	**11%**	11%	12%	**13%**	11%	14%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	**4%**	6%	0%	**5%**	4%	5%	**1%**	1%	1%
Never or almost never	**23%**	18%	33%	**7%**	5%	9%	**5%**	3%	7%
Sometimes	**31%**	35%	22%	**19%**	16%	23%	**21%**	17%	25%
Often	**27%**	29%	22%	**36%**	34%	37%	**37%**	36%	37%
Always	**12%**	12%	11%	**29%**	36%	22%	**31%**	38%	25%

* Includes only 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 or blank responses.

Grade 9 Assessment of Mathematics, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 26)	Female* (# = 17)	Male* (# = 9)	All Students (# = 1 097)	Female* (# = 580)	Male* (# = 517)	All Students (# = 90 161)	Female* (# = 46 352)	Male* (# = 43 809)
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	**27%**	35%	11%	**27%**	35%	18%	**22%**	28%	15%
I use the Internet.	**88%**	100%	67%	**89%**	90%	87%	**89%**	91%	88%
I play video games.	**19%**	24%	11%	**29%**	10%	50%	**24%**	7%	42%
I participate in sports or other physical activities.	**38%**	29%	56%	**41%**	37%	46%	**41%**	34%	49%
I participate in art, music or drama activities.	**27%**	35%	11%	**15%**	19%	10%	**19%**	24%	13%
I participate in other clubs or organizations.	**0%**	0%	0%	**9%**	10%	7%	**12%**	11%	13%
I volunteer in my community.	**0%**	0%	0%	**4%**	5%	3%	**4%**	4%	3%
I work at a paid job.	**8%**	6%	11%	**8%**	7%	9%	**4%**	3%	4%
SCHOOLS ATTENDED									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8:‡									
1 school	**31%**	29%	33%	**15%**	15%	16%	**28%**	28%	28%
2 schools	**46%**	47%	44%	**47%**	49%	45%	**34%**	34%	34%
3 schools	**8%**	6%	11%	**23%**	22%	24%	**19%**	19%	19%
4 schools	**4%**	6%	0%	**8%**	7%	8%	**9%**	9%	9%
5 or more schools	**12%**	12%	11%	**5%**	6%	4%	**6%**	7%	6%
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	**100%**	100%	100%	**91%**	91%	91%	**72%**	72%	71%
Another language (or other languages) as often as English	**0%**	0%	0%	**6%**	6%	5%	**16%**	17%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	**0%**	0%	0%	**2%**	1%	2%	**9%**	8%	10%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	**100%**	100%	100%	**89%**	91%	86%	**64%**	64%	63%
Another language (or other languages) as often as English	**0%**	0%	0%	**5%**	4%	7%	**14%**	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	**0%**	0%	0%	**3%**	2%	3%	**16%**	15%	17%

* Includes only 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 or blank responses.

Grade 9 Assessment of Mathematics, 2015–2016, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 26)	Female* (# = 17)	Male* (# = 9)	All Students (# = 1 097)	Female* (# = 580)	Male* (# = 517)	All Students (# = 90 161)	Female* (# = 46 352)	Male* (# = 43 809)
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	**69%**	71%	67%	**65%**	71%	58%	**70%**	73%	68%
No	**0%**	0%	0%	**2%**	1%	3%	**1%**	1%	1%
Don't know	**31%**	29%	33%	**31%**	27%	37%	**25%**	23%	28%
Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡									
	All Students (#=18)	Female* (#=12)	Male* (#=6)	All Students (#=711)	Female* (#=410)	Male* (#=301)	All Students (#=63 350)	Female* (#=33 697)	Male* (#=29 653)
Yes	**89%**	100%	67%	**91%**	93%	89%	**94%**	95%	94%
No	**11%**	0%	33%	**8%**	7%	11%	**5%**	5%	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 (#=18)	Female* (#=12)	Male* (#=6)	All Students (#=711)	Female* (#=410)	Male* (#=301)	All Students (#=63 350)	Female* (#=33 697)	Male* (#=29 653)
Yes	**44%**	50%	33%	**77%**	79%	74%	**78%**	80%	76%
No	**22%**	25%	17%	**10%**	7%	14%	**9%**	7%	12%
Undecided	**33%**	25%	50%	**13%**	14%	12%	**12%**	13%	11%

* Includes only students for whom gender data were available.

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

‡ 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, 2015–2016

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 special 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 (fewer than six in a group) is so small 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 the school principal.
EC	Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.
NP	Non-participating indicates that due to exceptional circumstances, some or all of the school's or board's students did not participate in 2015.