



# School Report



## Grade 9 Assessment of Mathematics, 2015–2016

**School: Glebe CI (912697)**

**Board: Ottawa-Carleton DSB (66184)**

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.

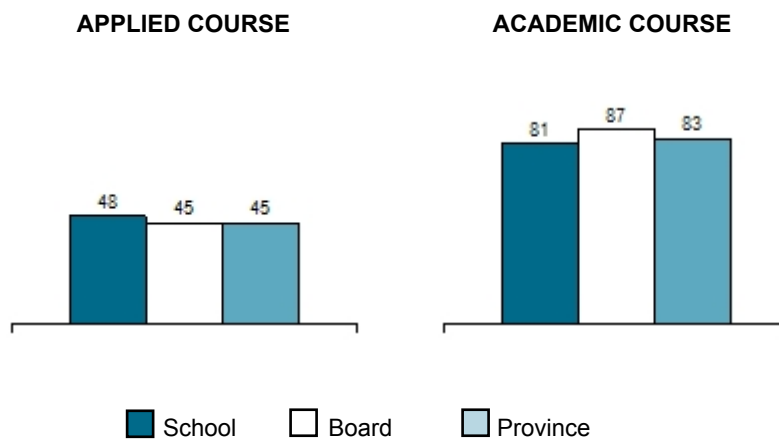
Sincerely,

*Bruce Rodrigues*  
 Chief Executive Officer  
 Education Quality and Accountability Office

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### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2015–2016



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PERCENTAGE OF ALL STUDENTS OVER TIME

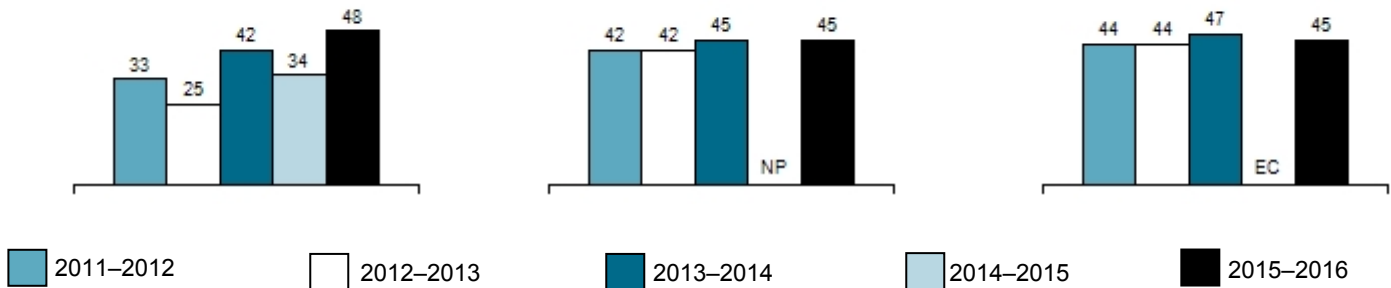
Percentage of students at or above the provincial standard (Levels 3 and 4)

APPLIED MATHEMATICS

School

Board

Province



Total Number of Students

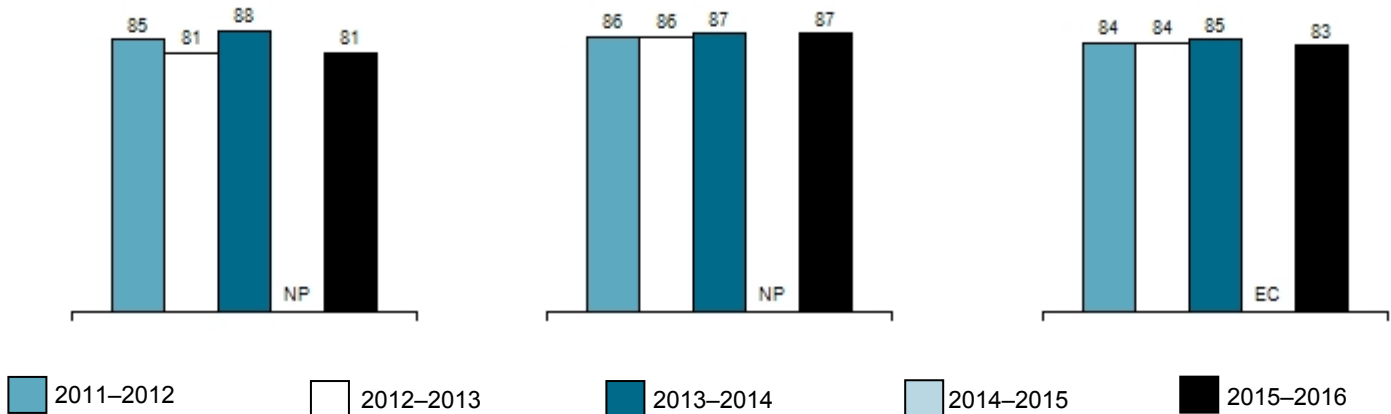
	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>	<u>2015–2016</u>
School	49	40	52	29	44
Board	1 040	1 100	913	NP	919
Province	41 799	39 881	38 181	EC	36 005

ACADEMIC MATHEMATICS

School

Board

Province



Total Number of Students

	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>	<u>2015–2016</u>
School	271	282	286	NP	269
Board	4 076	4 102	4 038	NP	4 050
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](http://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	
<b>Enrolment</b>						
Number of students in applied mathematics course	44		919		36 005	
Number of classes with students in applied mathematics course	5		67		2 398	
Number of schools with applied mathematics classes	Not applicable		25		706	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Assessment</b>						
Students who participated in the assessment	38	86%	873	95%	34 656	96%
Participating students who received one or more accommodations*	6	16%	380	44%	12 104	35%
Participating students who received one or more special provisions*	5	13%	174	20%	2 245	6%
Students who did not complete any part of the assessment (no data)*	6	14%	46	5%	1 349	4%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>						
Female	19	43%	437	48%	15 748	44%
Male	25	57%	482	52%	20 257	56%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>						
English language learners*	15	34%	265	29%	3 598	10%
Students with special education needs (excluding gifted)*	15	34%	460	50%	14 649	41%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	18	41%	428	47%	16 164	45%
Second-semester course	26	59%	457	50%	16 860	47%
Full-year course	0	0%	34	4%	2 981	8%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents: 34		745		30 855	
Speak only or mostly a language other than English at home	5	15%	71	10%	2 007	7%
Speak another language as often as English at home	7	21%	131	18%	3 996	13%
Attended three or more elementary schools from kindergarten to Grade 8	21	62%	392	53%	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)

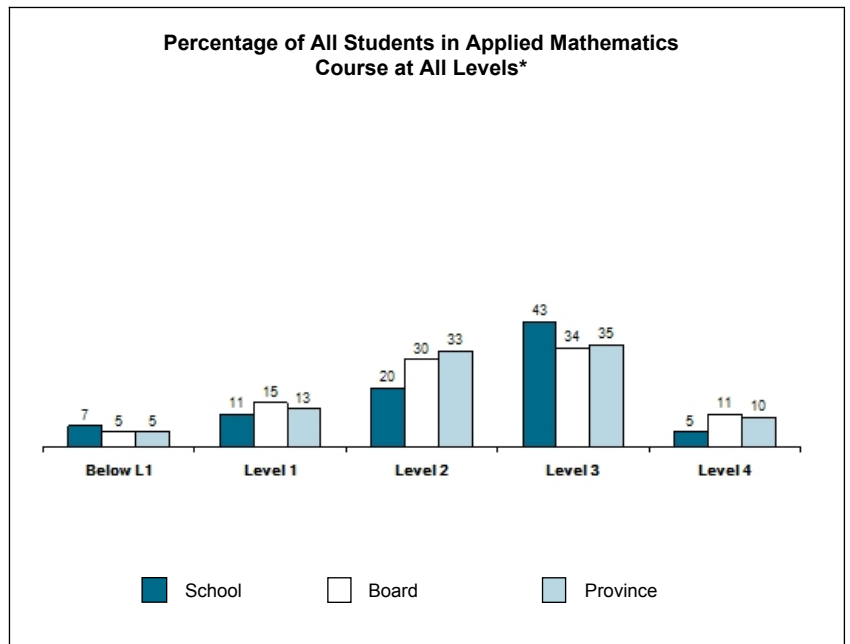
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
<b>Year Student Entered Current School†</b>						
Year of the assessment	35	80%	793	86%	30527	85%
1 year prior to the assessment	1	2%	82	9%	2896	8%
2 years prior to the assessment	0	0%	16	2%	592	2%
3 or more years prior to the assessment	0	0%	6	1%	1726	5%
Data not available	8	18%	22	2%	264	1%
<b>Year Student Entered Current Board†</b>						
Year of the assessment	10	23%	132	14%	5645	16%
1 year prior to the assessment	3	7%	70	8%	2087	6%
2 years prior to the assessment	1	2%	68	7%	2178	6%
3 or more years prior to the assessment	22	50%	625	68%	23664	66%
Data not available	8	18%	24	3%	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

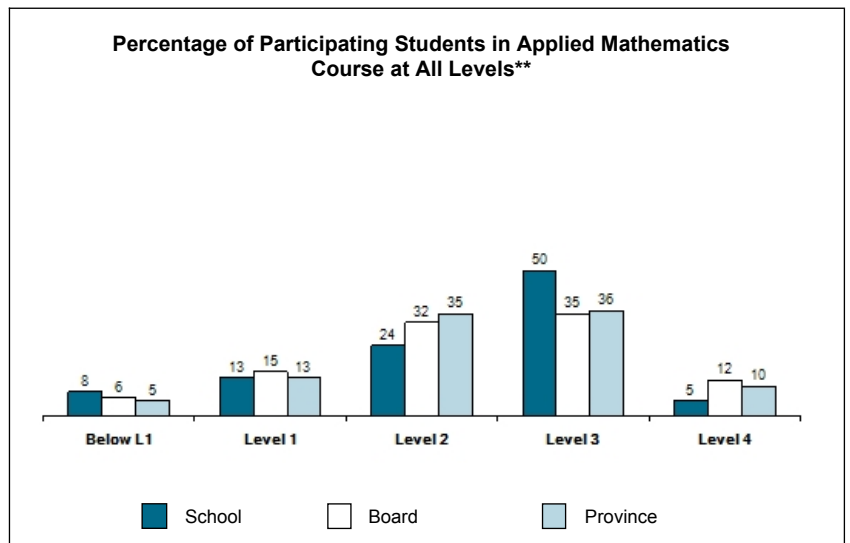
Results for All Students, Applied Course

All Students*				
Number of Students	School 44		Board 919	Province 36 005
	#	%	%	%
Level 4	2	5%	11%	10%
Level 3	19	43%	34%	35%
Level 2	9	20%	30%	33%
Level 1	5	11%	15%	13%
Below Level 1	3	7%	5%	5%
Participating Students	38	86%	95%	96%
No Data	6	14%	5%	4%
At or Above Provincial Standard (Levels 3 and 4)†		48%	45%	45%



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

Participating Students**				
Number of Students	School 38		Board 873	Province 34 656
	#	%	%	%
Level 4	2	5%	12%	10%
Level 3	19	50%	35%	36%
Level 2	9	24%	32%	35%
Level 1	5	13%	15%	13%
Below Level 1	3	8%	6%	5%
At or Above Provincial Standard (Levels 3 and 4)†		55%	47%	47%

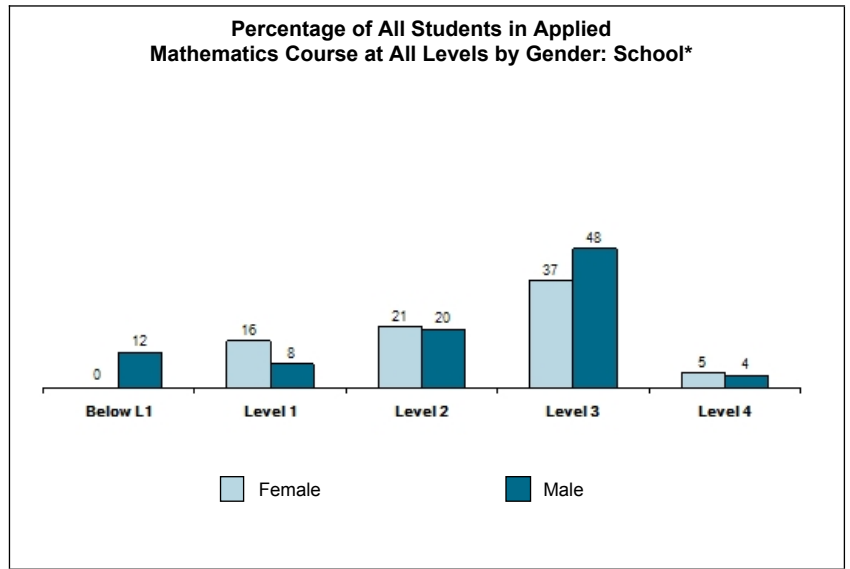


\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.  
 \*\* Because percentages in tables and graphs are rounded, percentages may not add up to 100.  
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

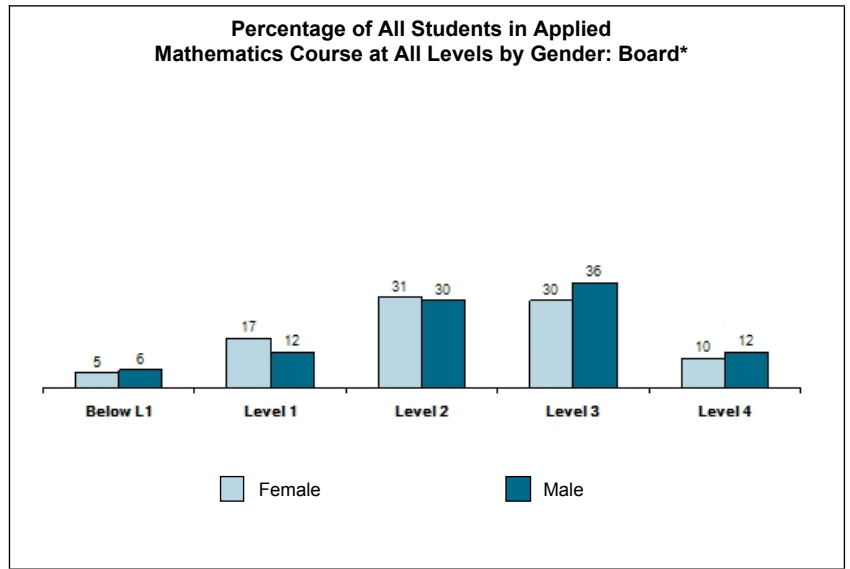
Grade 9 Assessment of Mathematics, 2015–2016

Results by Gender<sup>††</sup>, Applied Course

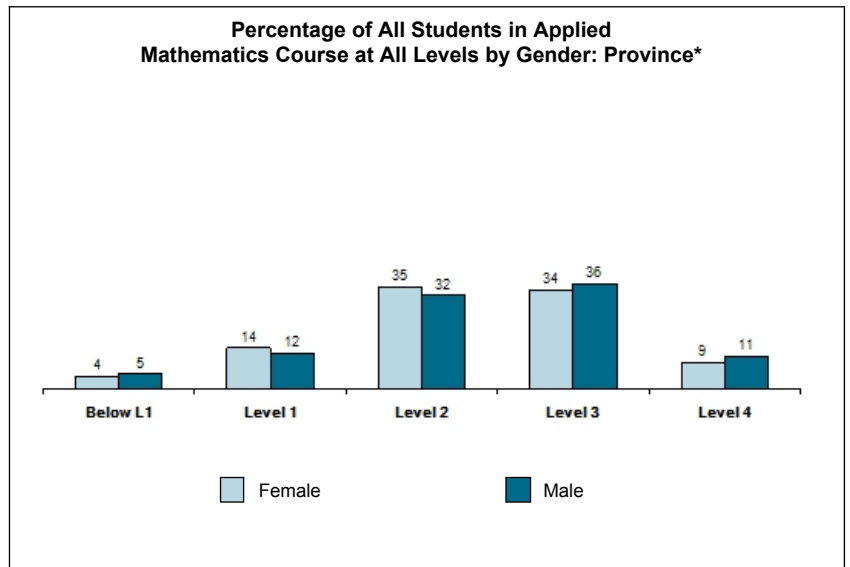
All Students: School by Gender*				
Number of Students	Female 19		Male 25	
	#	%	#	%
Level 4	1	5%	1	4%
Level 3	7	37%	12	48%
Level 2	4	21%	5	20%
Level 1	3	16%	2	8%
Below Level 1	0	0%	3	12%
Participating Students	15	79%	23	92%
No Data	4	21%	2	8%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	42%		52%	



All Students: Board by Gender*				
Number of Students	Female 437		Male 482	
	#	%	#	%
Level 4	44	10%	57	12%
Level 3	133	30%	175	36%
Level 2	136	31%	144	30%
Level 1	75	17%	59	12%
Below Level 1	21	5%	29	6%
Participating Students	409	94%	464	96%
No Data	28	6%	18	4%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	41%		48%	



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) <sup>†</sup>	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	
<b>Enrolment</b>						
Number of students in academic mathematics course	269		4 050		97 347	
Number of classes with students in academic mathematics course	15		174		4 174	
Number of schools with academic mathematics classes	Not applicable		23		683	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Assessment</b>						
Students who participated in the assessment	264	98%	3 999	99%	96 501	99%
Participating students who received one or more accommodations*	19	7%	461	12%	6 089	6%
Participating students who received one or more special provisions*	6	2%	459	11%	3 653	4%
Students who did not complete any part of the assessment (no data)†	5	2%	51	1%	846	1%
<b>Gender† Based on number of students enrolled</b>						
Female	129	48%	2 045	50%	49 817	51%
Male	140	52%	2 005	50%	47 530	49%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status† Based on number of students enrolled</b>						
English language learners*	41	15%	733	18%	6 195	6%
Students with special education needs (excluding gifted)*	43	16%	531	13%	7 169	7%
<b>Semester/Full Year Based on number of students enrolled</b>						
First-semester course	136	51%	1 777	44%	43 055	44%
Second-semester course	133	49%	2 034	50%	43 529	45%
Full-year course	0	0%	239	6%	10 763	11%
<b>Language and School Background†† Based on Student Questionnaire data</b>						
	Number of Respondents:		247	3 745	90 161	
Speak only or mostly a language other than English at home	14	6%	364	10%	7 709	9%
Speak another language as often as English at home	33	13%	701	19%	14 634	16%
Attended three or more elementary schools from kindergarten to Grade 8	99	40%	1 704	46%	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)

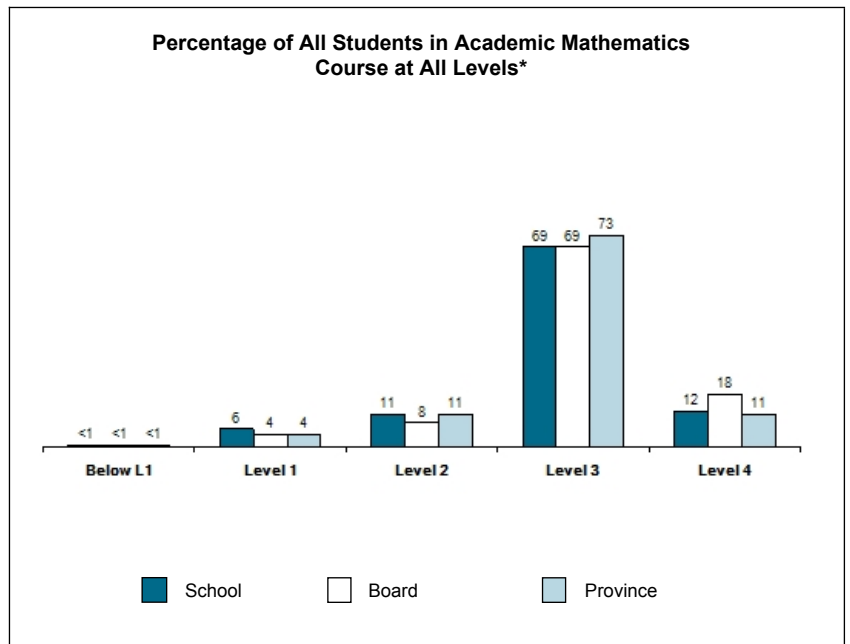
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
<b>Year Student Entered Current School<sup>†</sup></b>						
Year of the assessment	264	98%	3991	99%	90933	93%
1 year prior to the assessment	1	<1%	51	1%	1605	2%
2 years prior to the assessment	1	<1%	3	<1%	732	1%
3 or more years prior to the assessment	0	0%	1	<1%	3920	4%
Data not available	3	1%	4	<1%	157	<1%
<b>Year Student Entered Current Board<sup>†</sup></b>						
Year of the assessment	43	16%	617	15%	14855	15%
1 year prior to the assessment	13	5%	149	4%	3514	4%
2 years prior to the assessment	18	7%	182	4%	5132	5%
3 or more years prior to the assessment	192	71%	3098	76%	67614	69%
Data not available	3	1%	4	<1%	6232	6%

<sup>†</sup> 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

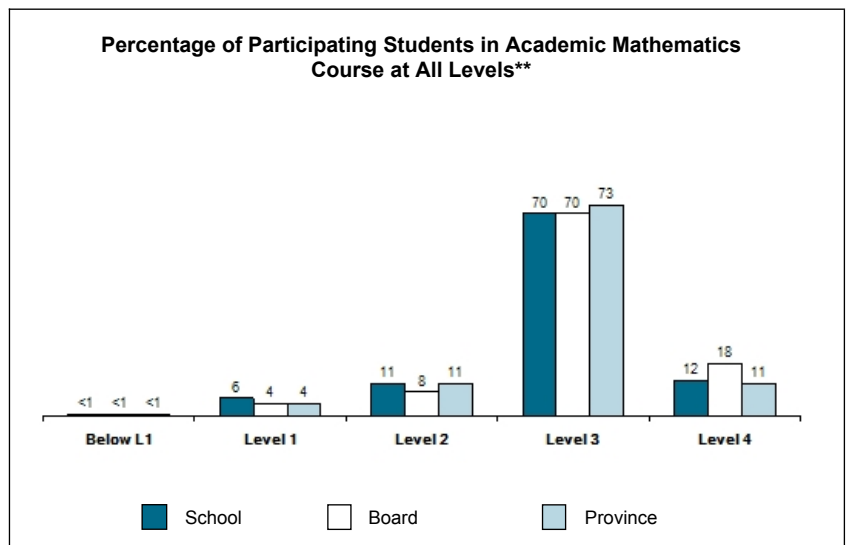
Results for All Students, Academic Course

All Students*				
Number of Students	School 269		Board 4 050	Province 97 347
	#	%	%	%
Level 4	31	12%	18%	11%
Level 3	186	69%	69%	73%
Level 2	30	11%	8%	11%
Level 1	16	6%	4%	4%
Below Level 1	1	<1%	<1%	<1%
Participating Students	264	98%	99%	99%
No Data	5	2%	1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>81%</b>	<b>87%</b>	<b>83%</b>



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

Participating Students**				
Number of Students	School 264		Board 3 999	Province 96 501
	#	%	%	%
Level 4	31	12%	18%	11%
Level 3	186	70%	70%	73%
Level 2	30	11%	8%	11%
Level 1	16	6%	4%	4%
Below Level 1	1	<1%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>		<b>82%</b>	<b>88%</b>	<b>84%</b>

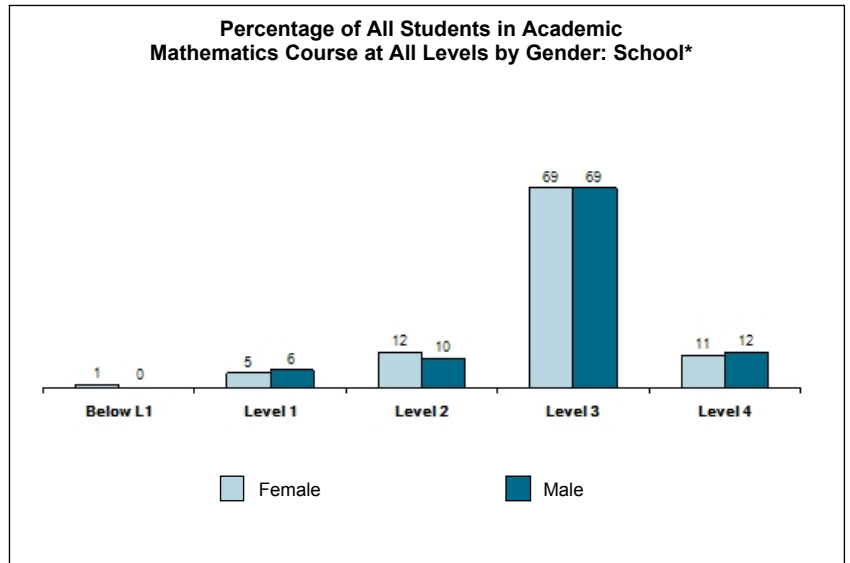


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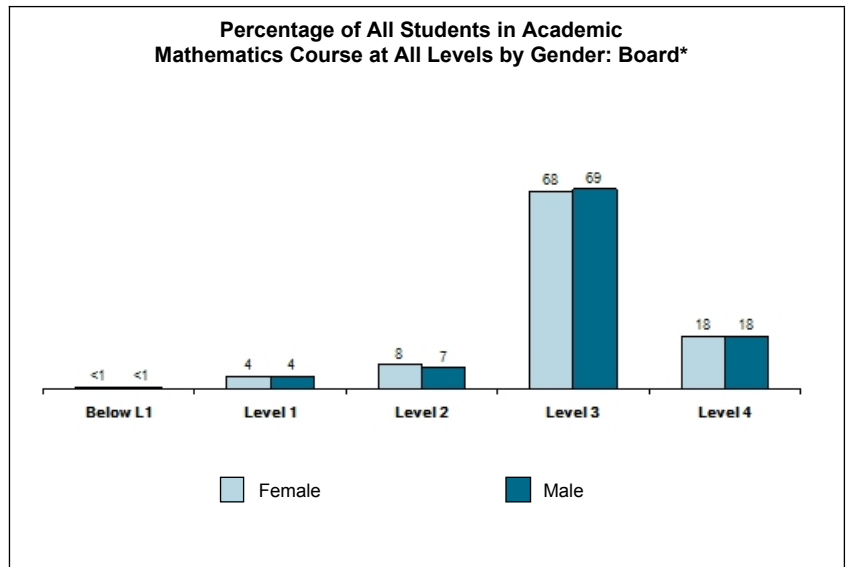
Grade 9 Assessment of Mathematics, 2015–2016

Results by Gender<sup>††</sup>, Academic Course

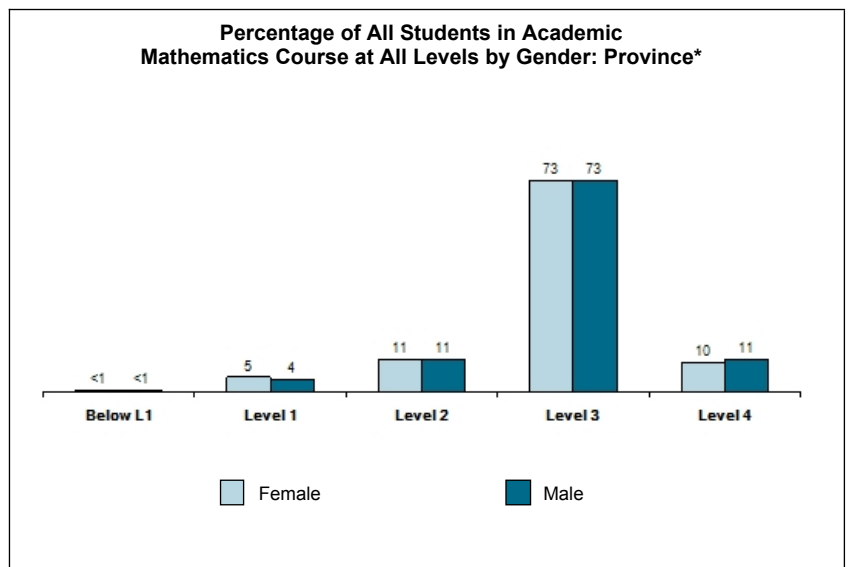
All Students: School by Gender*				
Number of Students	Female 129		Male 140	
	#	%	#	%
Level 4	14	11%	17	12%
Level 3	89	69%	97	69%
Level 2	16	12%	14	10%
Level 1	7	5%	9	6%
Below Level 1	1	1%	0	0%
Participating Students	127	98%	137	98%
No Data	2	2%	3	2%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	80%		81%	



All Students: Board by Gender*				
Number of Students	Female 2 045		Male 2 005	
	#	%	#	%
Level 4	364	18%	364	18%
Level 3	1 399	68%	1 392	69%
Level 2	171	8%	144	7%
Level 1	80	4%	73	4%
Below Level 1	5	<1%	7	<1%
Participating Students	2 019	99%	1 980	99%
No Data	26	1%	25	1%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	86%		88%	



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) <sup>†</sup>	83%		84%	



\* 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.

†† 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
<b>Enrolment</b>					
Number of students in applied mathematics course	49	40	52	29	44
Number of classes with students in applied mathematics course	4	2	3	5	5
<b>Participation in the Assessment</b>					
Students who participated in the assessment	94%	90%	94%	93%	86%
Participating students who received one or more accommodations*	54%	50%	35%	56%	16%
Participating students who received one or more special provisions*	0%	8%	4%	33%	13%
Students who did not complete any part of the assessment (no data)*	6%	10%	6%	7%	14%
<b>Gender<sup>†</sup> Based on number of students enrolled</b>					
Female	57%	58%	50%	34%	43%
Male	43%	42%	50%	66%	57%
Gender not specified	0%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of students enrolled</b>					
English language learners*	29%	20%	10%	34%	34%
Students with special education needs (excluding gifted)*	53%	50%	44%	52%	34%
<b>Semester/Full Year Based on number of students enrolled</b>					
First-semester course	76%	50%	58%	45%	41%
Second-semester course	24%	50%	42%	55%	59%
Full-year course	0%	0%	0%	0%	0%
<b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	41	34	45	27	34
Speak only or mostly a language other than English at home	15%	3%	4%	15%	15%
Speak another language as often as English at home	24%	21%	20%	11%	21%
Attended three or more elementary schools from kindergarten to Grade 8	61%	59%	62%	63%	62%

\* See the Explanation of Terms.

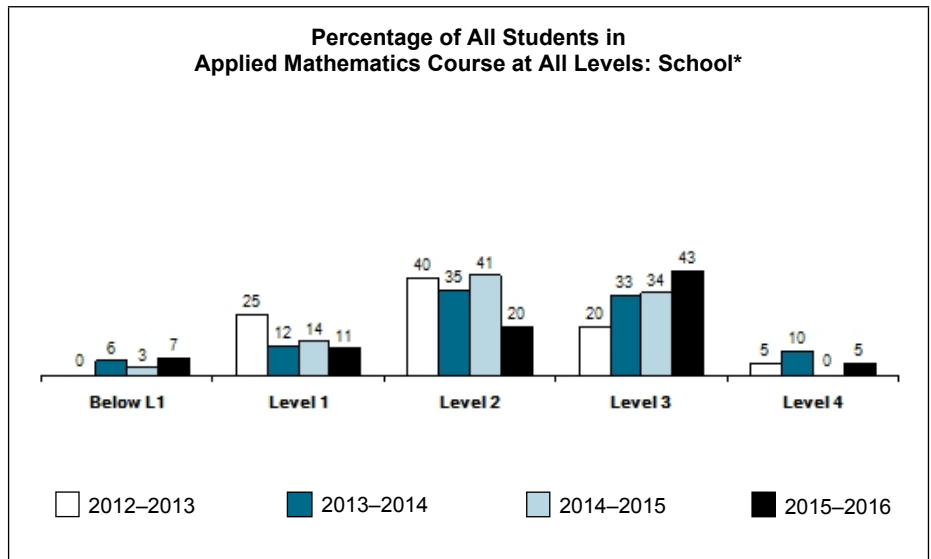
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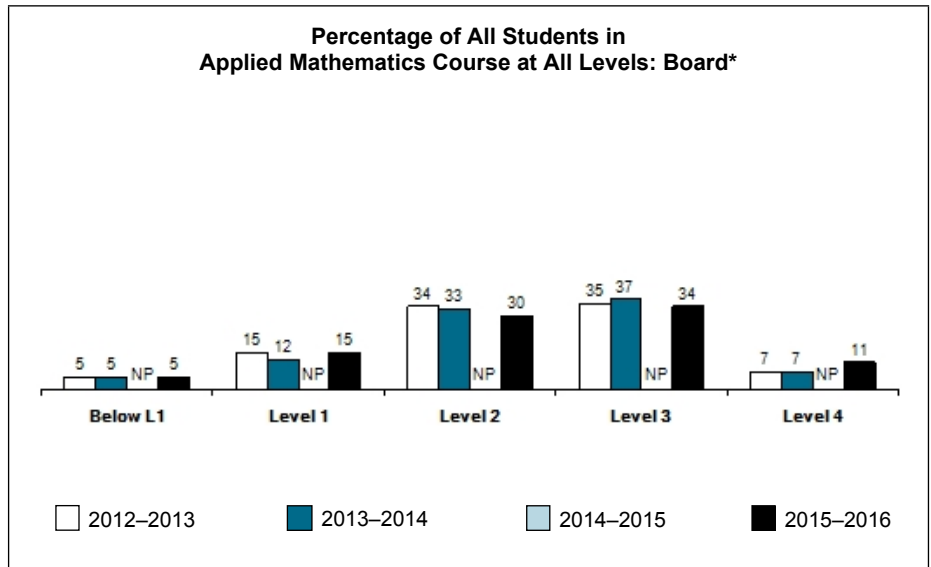
Grade 9 Assessment of Mathematics, 2015–2016

Results for All Students over Time: Applied Course

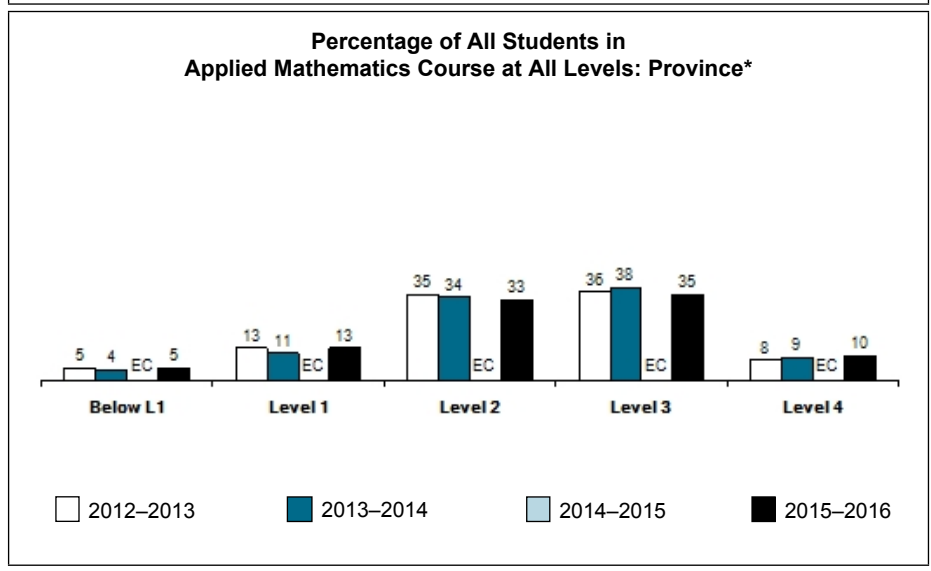
School*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	40	52	29	44
Level 4	5%	10%	0%	5%
Level 3	20%	33%	34%	43%
Level 2	40%	35%	41%	20%
Level 1	25%	12%	14%	11%
Below Level 1	0%	6%	3%	7%
<i>Participating Students</i>	90%	94%	93%	86%
No Data	10%	6%	7%	14%
At or Above Provincial Standard (Levels 3 and 4)†	25%	42%	34%	48%



Board*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	1 100	913	NP	919
Level 4	7%	7%	NP	11%
Level 3	35%	37%	NP	34%
Level 2	34%	33%	NP	30%
Level 1	15%	12%	NP	15%
Below Level 1	5%	5%	NP	5%
<i>Participating Students</i>	96%	95%	NP	95%
No Data	4%	5%	NP	5%
At or Above Provincial Standard (Levels 3 and 4)†	42%	45%	NP	45%



Province*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	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%
<i>Participating Students</i>	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
<b>Enrolment</b>					
Number of students in academic mathematics course	271	282	286	NP	269
Number of classes with students in academic mathematics course	14	12	12	NP	15
<b>Participation in the Assessment</b>					
Students who participated in the assessment	98%	98%	97%	NP	98%
Participating students who received one or more accommodations*	13%	9%	14%	NP	7%
Participating students who received one or more special provisions*	0%	12%	12%	NP	2%
Students who did not complete any part of the assessment (no data)*	2%	2%	3%	NP	2%
<b>Gender† Based on number of students enrolled</b>					
Female	46%	49%	41%	NP	48%
Male	54%	51%	59%	NP	52%
Gender not specified	0%	0%	0%	NP	0%
<b>Student Status† Based on number of students enrolled</b>					
English language learners*	17%	16%	12%	NP	15%
Students with special education needs (excluding gifted)*	14%	9%	14%	NP	16%
<b>Semester/Full Year Based on number of students enrolled</b>					
First-semester course	58%	53%	45%	62%	51%
Second-semester course	42%	47%	55%	NP	49%
Full-year course	0%	0%	0%	NP	0%
<b>Language and School Background†† Based on Student Questionnaire data</b>					
Number of Respondents:	238	255	263	NP	247
Speak only or mostly a language other than English at home	13%	7%	10%	NP	6%
Speak another language as often as English at home	13%	13%	14%	NP	13%
Attended three or more elementary schools from kindergarten to Grade 8	48%	43%	44%	NP	40%

\* See the Explanation of Terms.

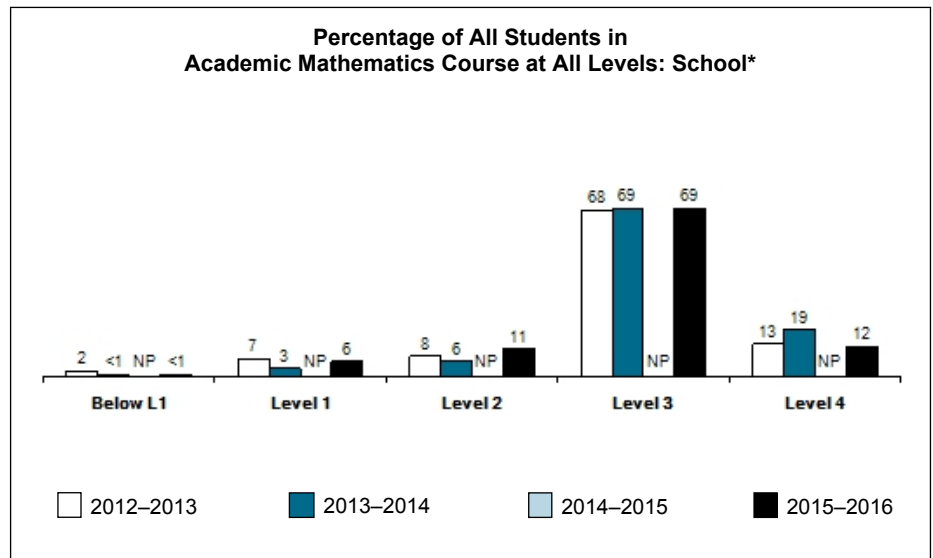
† Contextual data pertaining to “gender” and “student status” are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

†† 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.

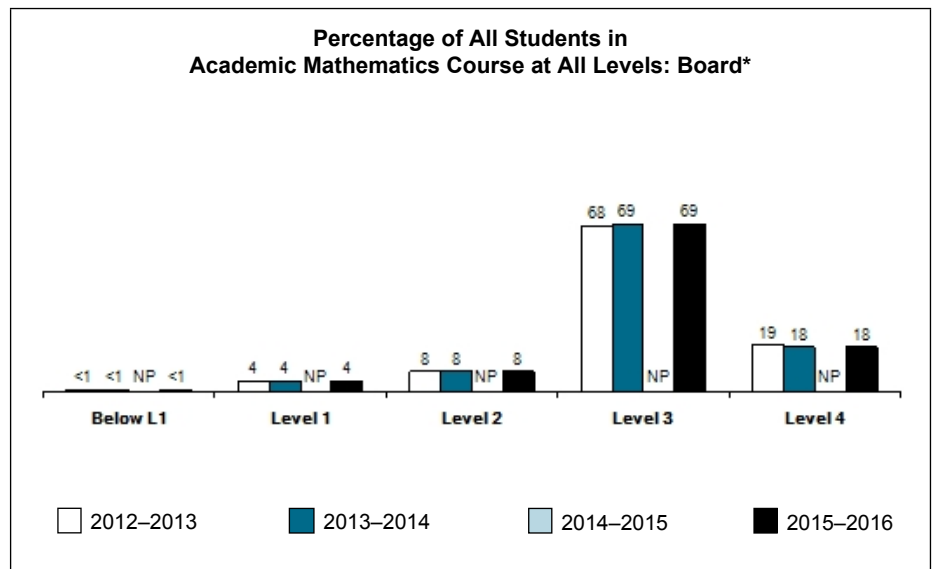
Grade 9 Assessment of Mathematics, 2015–2016

Results for All Students over Time: Academic Course

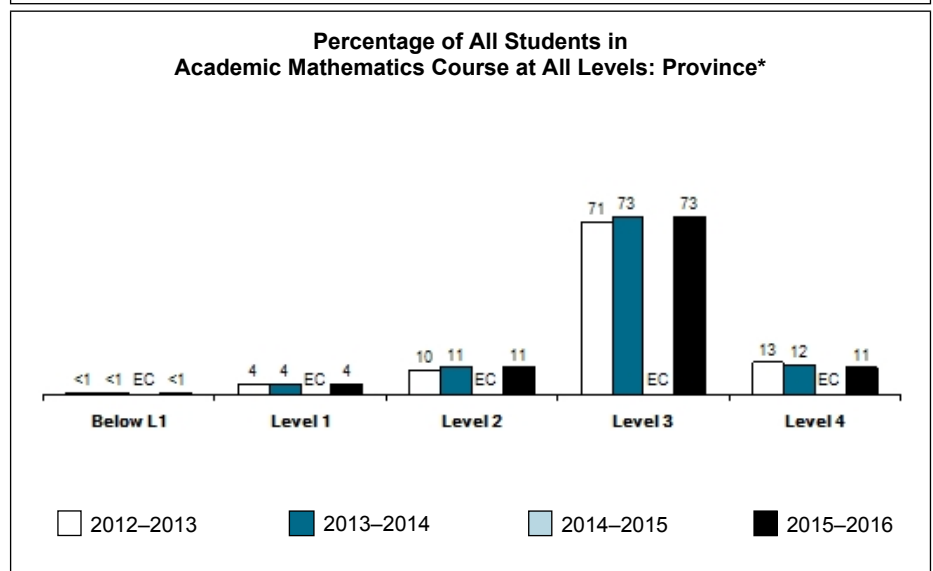
School*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	282	286	NP	269
Level 4	13%	19%	NP	12%
Level 3	68%	69%	NP	69%
Level 2	8%	6%	NP	11%
Level 1	7%	3%	NP	6%
Below Level 1	2%	<1%	NP	<1%
<i>Participating Students</i>	98%	97%	NP	98%
No Data	2%	3%	NP	2%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>81%</b>	<b>88%</b>	NP	<b>81%</b>



Board*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	4 102	4 038	NP	4 050
Level 4	19%	18%	NP	18%
Level 3	68%	69%	NP	69%
Level 2	8%	8%	NP	8%
Level 1	4%	4%	NP	4%
Below Level 1	<1%	<1%	NP	<1%
<i>Participating Students</i>	99%	99%	NP	99%
No Data	1%	1%	NP	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>86%</b>	<b>87%</b>	NP	<b>87%</b>



Province*				
Year	'12-'13	'13-'14	'14-'15	'15-'16
<i>Number of Students</i>	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%
<i>Participating Students</i>	99%	99%	EC	99%
No Data	1%	1%	EC	1%
<b>At or Above Provincial Standard (Levels 3 and 4)†</b>	<b>84%</b>	<b>85%</b>	EC	<b>83%</b>

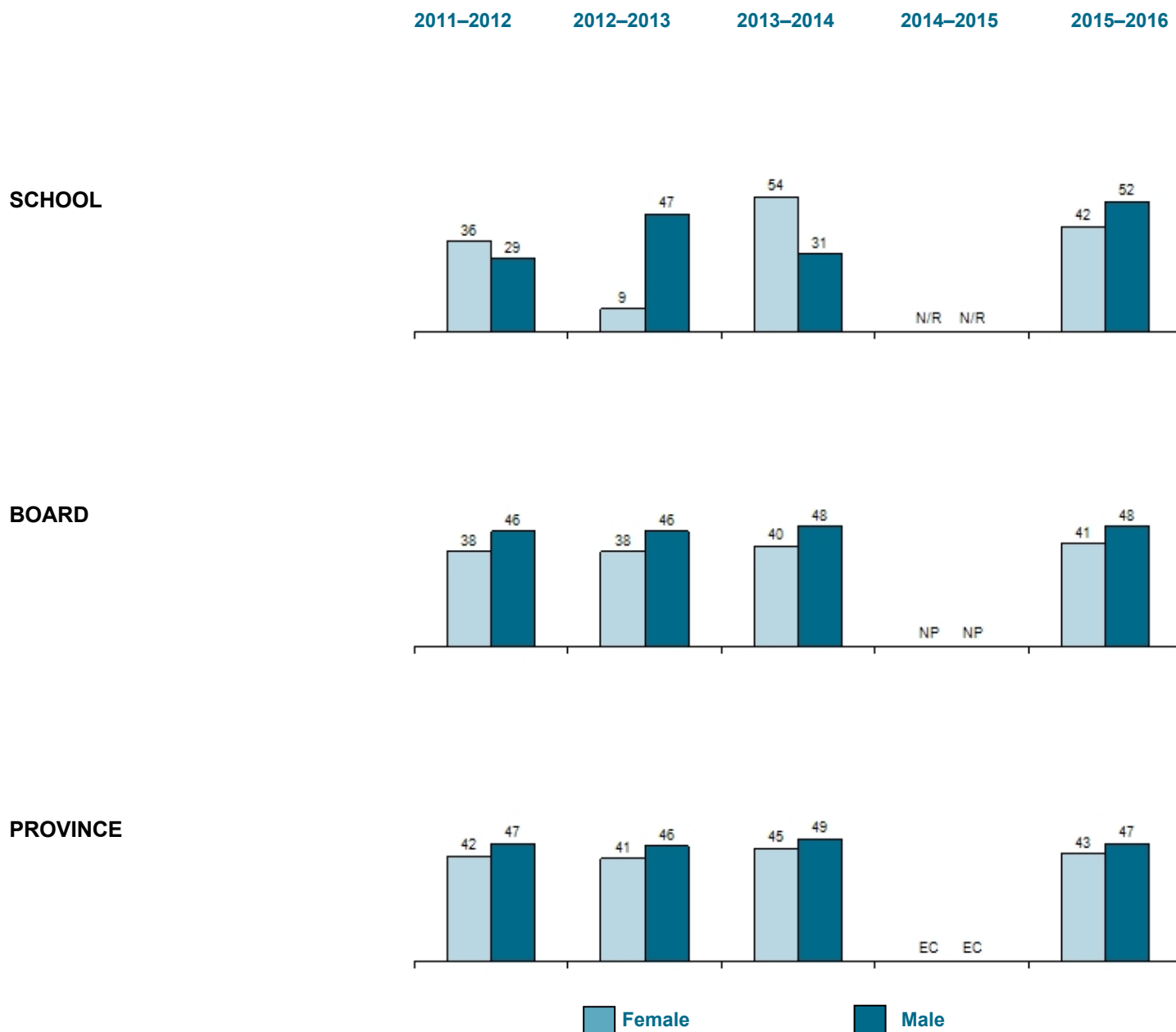


\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† 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.

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†

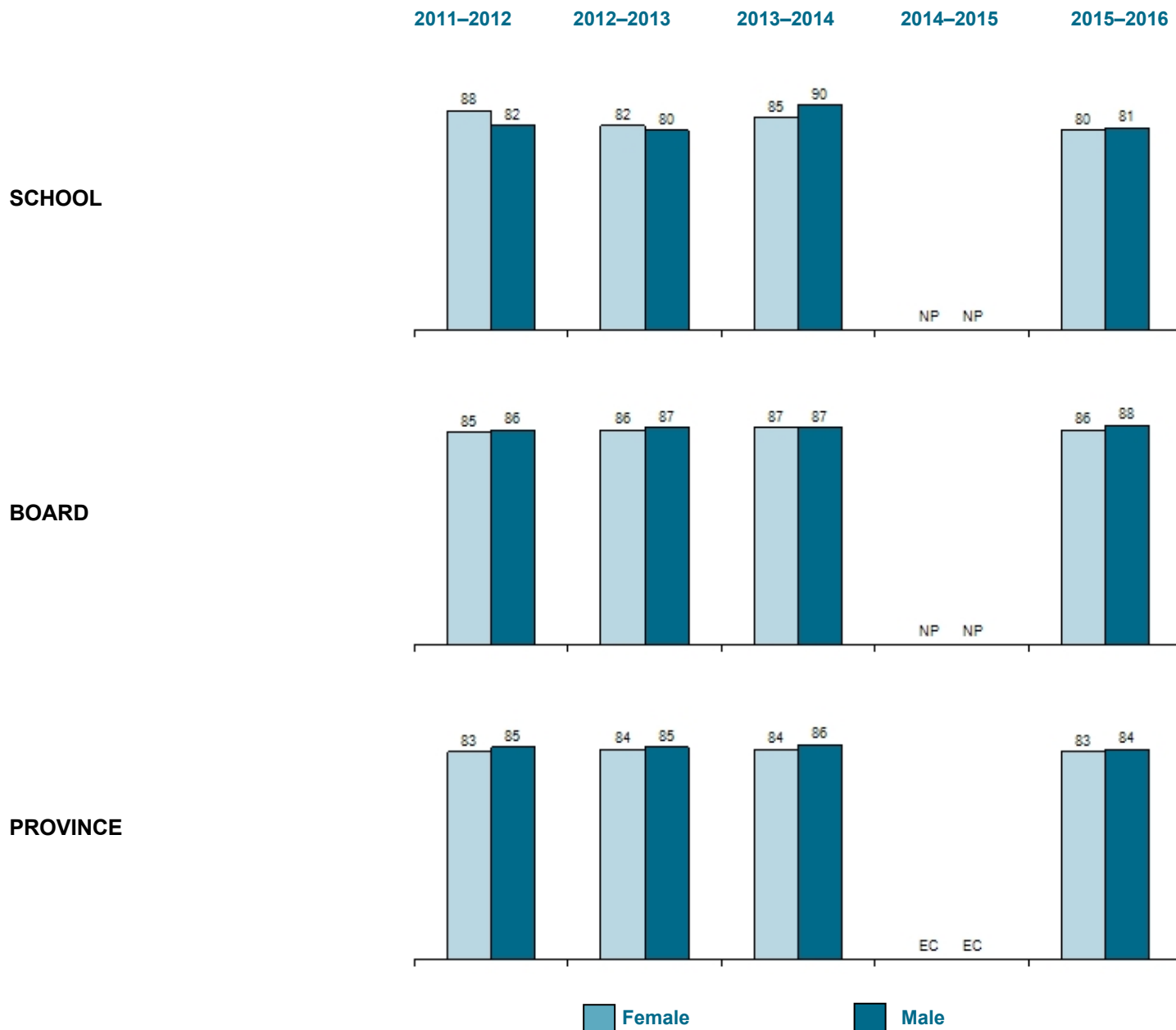
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	28	21	23	17	26	26	10	19	19	25
Board	488	552	505	595	415	498	NP	NP	437	482
Province	18 563	23 236	17 695	22 181	16 662	21 519	EC	EC	15 748	20 257

† Includes only students for whom gender data were available.



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	125	146	138	144	117	169	NP	NP	129	140
Board	2 086	1 990	2 052	2 044	2 041	1 997	NP	NP	2 045	2 005
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 (# = 34)

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.		10
I am good at mathematics.		7
I am able to answer difficult mathematics questions.		2
Mathematics is one of my favourite subjects.		3
I understand most of the mathematics I am taught.		17
Mathematics is an easy subject.		2
I do my best in mathematics class.		18
The mathematics I learn now is useful for everyday life.		8
The mathematics I learn now helps me do work in other subjects.		19
I need to do well in mathematics to study what I want later.		17
I need to keep taking mathematics for the kind of job I want after I leave school.		13

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)		1
algebra (e.g., solving equations, simplifying expressions with polynomials)		2
linear relations (e.g., scatter plots, lines of best fit)		3
measurement (e.g., perimeter, area, volume)		8
geometry (e.g., angles, parallel lines)		5

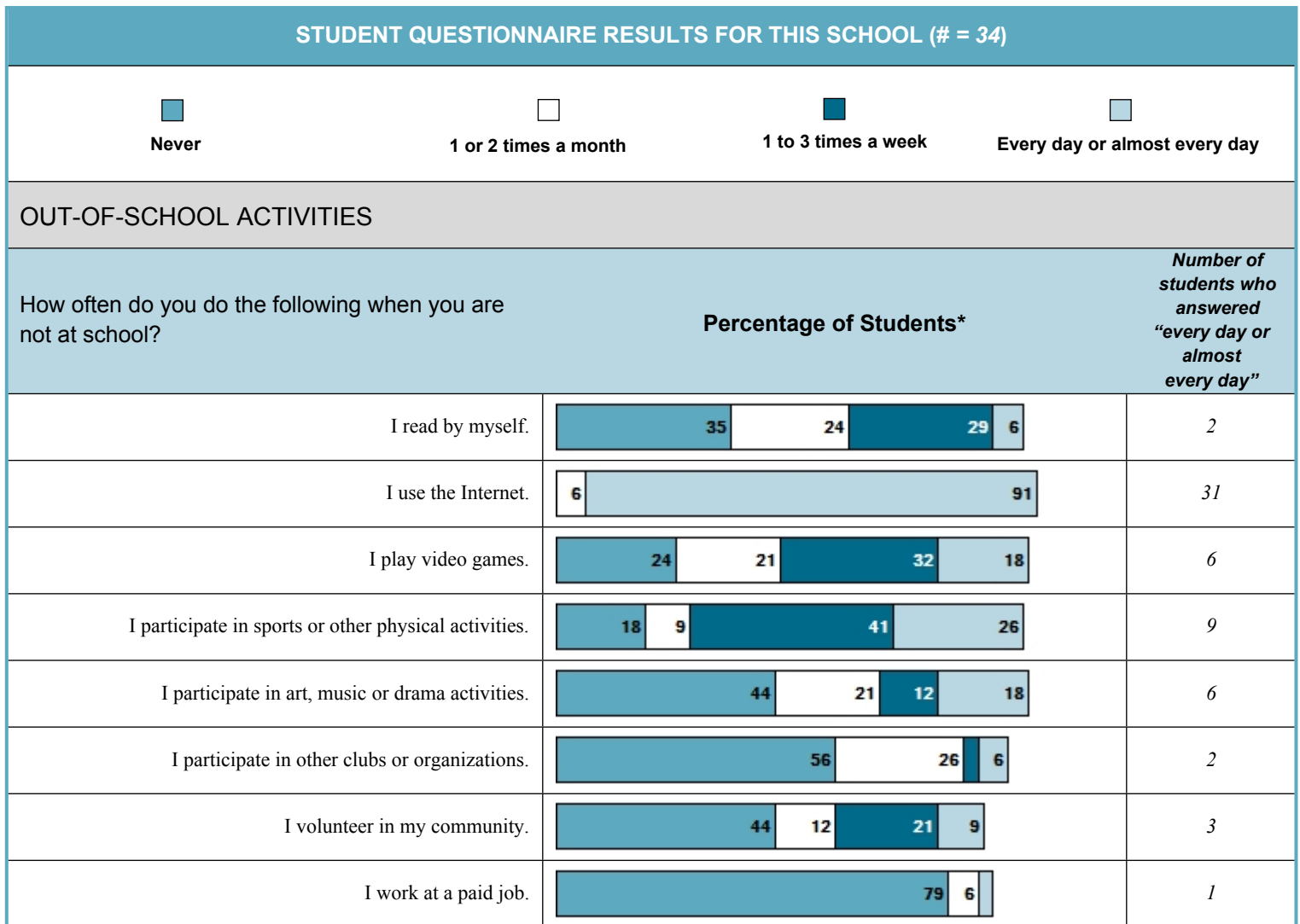
\* Percentages may not add up to 100, due to rounding or to ambiguous or blank responses. Where there is no number in a bar, the percentage of responses is smaller than four.

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 34)					
	<input type="checkbox"/> Never or almost never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Often	<input type="checkbox"/> Very Often	
<b>DOING MATHEMATICS</b>					
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	18	6	2
I check my mathematics answers to see if they make sense.	6	38	44	9	3
I apply new mathematics concepts to real-life problems.	44	38	6		2
I take time to discuss my mathematics assignments with my classmates.	26	44	18	6	2
I look for more than one way to solve mathematics problems.	6	53	24	12	4
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	21				7
Sometimes	26				9
Often		41			14
Always	9				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, Applied Course









\* 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 (# = 34)				
SCHOOLS ATTENDED		Percentage of Students*		Number of students
How many schools did you attend from kindergarten to Grade 8?				
1 school	9			3
2 schools	26			9
3 schools	21			7
4 schools	24			8
5 or more schools	18			6
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   <b>Only English/Mostly English</b> </div> <div style="text-align: center;">   <b>Another language (or other languages) as often as English</b> </div> <div style="text-align: center;">   <b>Mostly another language (or other languages)/Only another language (or other languages)</b> </div> </div>				
LANGUAGES SPOKEN		Percentage of Students*		Number of students who answered "only English" or "mostly English"
Languages student speaks at home	59	21	15	20
Languages in which people speak to student at home	53	18	18	18

\* 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 (# = 34)		
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	 38	13
No	 1	1
Don't know	 56	19
<i>Total number of students</i>		<b>13</b>
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	 46	6
No	 54	7
<i>Total number of students</i>		<b>13</b>
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	 100	13
No		0
Undecided		0

\* 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 (# = 34)	Female* (# = 13)	Male* (# = 21)	All Students (# = 745)	Female* (# = 359)	Male* (# = 386)	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%	31%	29%	34%	28%	40%	35%	30%	39%
I am good at mathematics.	21%	15%	24%	32%	24%	39%	34%	27%	40%
I am able to answer difficult mathematics questions.	6%	0%	10%	22%	14%	29%	23%	16%	29%
Mathematics is one of my favorite subjects.	9%	0%	14%	22%	19%	24%	21%	18%	24%
I understand most of the mathematics I am taught.	50%	62%	43%	53%	50%	57%	60%	56%	63%
Mathematics is an easy subject.	6%	8%	5%	16%	12%	19%	18%	13%	21%
I do my best in mathematics class.	53%	62%	48%	66%	69%	62%	68%	72%	65%
The mathematics I learn now is useful for everyday life.	24%	15%	29%	29%	24%	34%	33%	29%	36%
The mathematics I learn now helps me do work in other subjects.	56%	62%	52%	49%	49%	48%	45%	43%	47%
I need to do well in mathematics to study what I want later.	50%	46%	52%	47%	46%	49%	50%	47%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	38%	38%	38%	41%	36%	45%	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)	26%	31%	24%	35%	31%	40%	40%	33%	46%
algebra (e.g., solving equations, simplifying expressions with polynomials)	24%	15%	29%	40%	36%	44%	42%	39%	44%
linear relations (e.g., scatter plots, lines of best fit)	56%	54%	57%	52%	48%	56%	57%	51%	61%
measurement (e.g., perimeter, area, volume)	62%	62%	62%	61%	55%	66%	67%	63%	70%
geometry (e.g., angles, parallel lines)	47%	54%	43%	43%	37%	48%	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 (# = 34)	Female* (# = 13)	Male* (# = 21)	All Students (# = 745)	Female* (# = 359)	Male* (# = 386)	All Students (# = 30 855)	Female* (# = 13 700)	Male* (# = 17 155)
<b>DOING MATHEMATICS</b>									
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.	6%	0%	10%	4%	4%	4%	4%	3%	4%
I check my mathematics answers to see if they make sense.	9%	8%	10%	14%	16%	12%	15%	17%	13%
I apply new mathematics concepts to real-life problems.	6%	0%	10%	5%	4%	5%	4%	3%	4%
I take time to discuss my mathematics assignments with my classmates.	6%	0%	10%	6%	7%	5%	5%	5%	4%
I look for more than one way to solve mathematics problems.	12%	15%	10%	11%	11%	11%	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%	0%	0%	13%	14%	12%	10%	10%	11%
Never or almost never	21%	23%	19%	7%	6%	8%	7%	5%	9%
Sometimes	26%	8%	38%	26%	24%	27%	27%	25%	29%
Often	41%	62%	29%	30%	29%	31%	31%	31%	30%
Always	9%	8%	10%	15%	18%	12%	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 (# = 34)	Female* (# = 13)	Male* (# = 21)	All Students (# = 745)	Female* (# = 359)	Male* (# = 386)	All Students (# = 30 855)	Female* (# = 13 700)	Male* (# = 17 155)
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school:†									
I read by myself	6%	8%	5%	18%	21%	15%	16%	23%	11%
I use the Internet.	91%	92%	90%	83%	84%	82%	84%	87%	82%
I play video games.	18%	0%	29%	28%	10%	44%	31%	12%	46%
I participate in sports or other physical activities.	26%	15%	33%	32%	21%	42%	35%	25%	44%
I participate in art, music or drama activities.	18%	15%	19%	18%	23%	13%	17%	23%	12%
I participate in other clubs or organizations.	6%	8%	5%	9%	9%	10%	8%	7%	9%
I volunteer in my community.	9%	8%	10%	6%	7%	5%	5%	5%	4%
I work at a paid job.	3%	8%	0%	6%	3%	8%	6%	5%	7%
<b>SCHOOLS ATTENDED</b>									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8:‡									
1 school	9%	15%	5%	13%	13%	13%	28%	26%	29%
2 schools	26%	8%	38%	31%	28%	34%	30%	30%	31%
3 schools	21%	23%	19%	23%	24%	23%	19%	19%	19%
4 schools	24%	31%	19%	15%	17%	13%	10%	10%	10%
5 or more schools	18%	23%	14%	15%	16%	14%	10%	11%	9%
<b>LANGUAGES SPOKEN</b>									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	59%	54%	62%	70%	71%	69%	78%	77%	78%
Another language (or other languages) as often as English	21%	23%	19%	18%	17%	18%	13%	14%	12%
Mostly another language (or other languages)/ Only another language (or other languages)	15%	15%	14%	10%	10%	9%	7%	6%	7%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	53%	46%	57%	64%	65%	62%	73%	72%	73%
Another language (or other languages) as often as English	18%	15%	19%	15%	14%	15%	12%	12%	11%
Mostly another language (or other languages)/ Only another language (or other languages)	18%	15%	19%	15%	14%	16%	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 (# = 34)	Female* (# = 13)	Male* (# = 21)	All Students (# = 745)	Female* (# = 359)	Male* (# = 386)	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	<b>38%</b>	46%	33%	<b>42%</b>	42%	43%	<b>44%</b>	47%	42%
No	<b>3%</b>	0%	5%	<b>2%</b>	1%	2%	<b>1%</b>	1%	1%
Don't know	<b>56%</b>	54%	57%	<b>53%</b>	55%	51%	<b>52%</b>	50%	54%

Percentage of students indicating they were told how much the assessment will count as part of their class mark:‡

	All Students (# = 13)	Female* (# = 6)	Male* (# = 7)	All Students (# = 316)	Female* (# = 149)	Male* (# = 167)	All Students (# = 13 618)	Female* (# = 6 379)	Male* (# = 7 239)
Yes	<b>46%</b>	33%	57%	<b>71%</b>	72%	69%	<b>89%</b>	90%	88%
No	<b>54%</b>	67%	43%	<b>28%</b>	26%	30%	<b>11%</b>	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 (# = 13)	Female* (# = 6)	Male* (# = 7)	All Students (# = 316)	Female* (# = 149)	Male* (# = 167)	All Students (# = 13 618)	Female* (# = 6 379)	Male* (# = 7 239)
Yes	<b>100%</b>	100%	100%	<b>77%</b>	78%	75%	<b>77%</b>	78%	76%
No	<b>0%</b>	0%	0%	<b>8%</b>	5%	10%	<b>9%</b>	6%	10%
Undecided	<b>0%</b>	0%	0%	<b>15%</b>	15%	14%	<b>14%</b>	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 (# = 247)

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

STUDENTS' ATTITUDES TOWARD MATHEMATICS









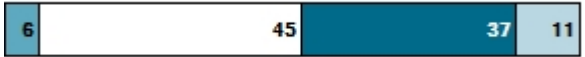





How much do you agree or disagree with the following statements?	Percentage of Students*			Number of students who answered "agree" or "strongly agree"
I like mathematics.	10	24	66	162
I am good at mathematics.	11	26	63	156
I am able to answer difficult mathematics questions.	10	35	55	136
Mathematics is one of my favourite subjects.	28	23	47	117
I understand most of the mathematics I am taught.	15		83	204
Mathematics is an easy subject.	23	46	31	76
I do my best in mathematics class.	9	13	78	192
The mathematics I learn now is useful for everyday life.	32	32	36	89
The mathematics I learn now helps me do work in other subjects.	12	18	70	172
I need to do well in mathematics to study what I want later.	10	26	65	160
I need to keep taking mathematics for the kind of job I want after I leave school.	15	30	55	137

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)	26	53	21		51
algebra (e.g., solving equations, simplifying expressions with polynomials)	6	28	43	23	56
linear relations (e.g., scatter plots, lines of best fit)	4	24	45	26	65
analytic geometry (e.g., slope, y-intercept, equations of lines)	6	29	42	22	55
measurement (e.g., perimeter, area, volume)	9	53	37		91
geometry (e.g., angles, parallel lines)	25	44	29		71

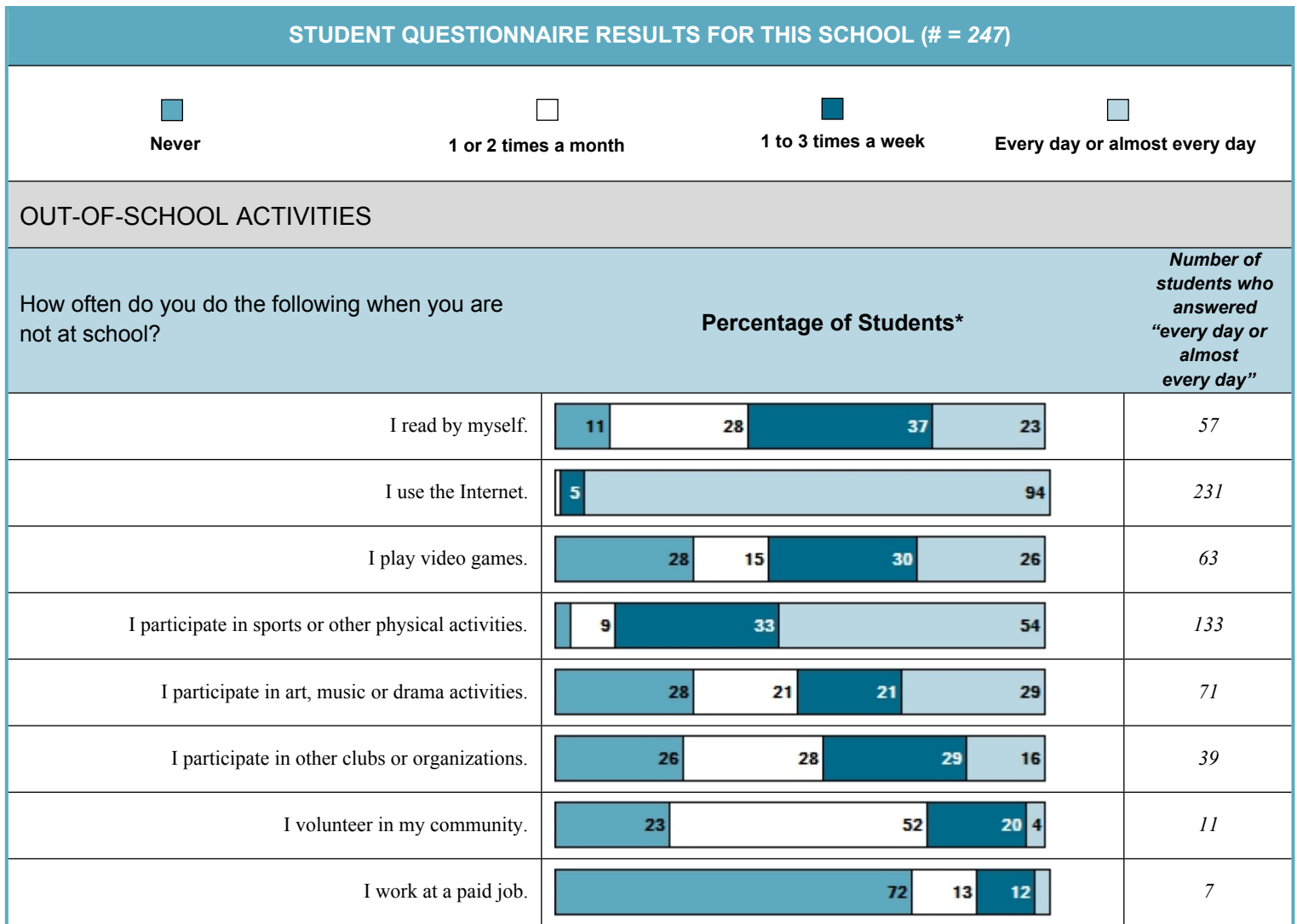
\* Percentages may not add up to 100, due to rounding or to ambiguous or blank responses. Where there is no number in a bar, the percentage of responses is smaller than four.

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 247)			
 Never or almost never	 Sometimes	 Often	 Very Often
<b>DOING MATHEMATICS</b>			
How often do you do the following when studying mathematics or working on a mathematics problem?		<b>Percentage of Students*</b>	<b>Number of students who answered "very often"</b>
I connect new mathematics concepts to what I already know about mathematics or other subjects.			24
I check my mathematics answers to see if they make sense.			57
I apply new mathematics concepts to real-life problems.			7
I take time to discuss my mathematics assignments with my classmates.			14
I look for more than one way to solve mathematics problems.			27
How often do you complete your mathematics homework?		<b>Percentage of Students*</b>	<b>Number of students</b>
I am not usually assigned any mathematics homework			24
Never or almost never			3
Sometimes			43
Often			99
Always			69

\* 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



\* 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 (# = 247)

SCHOOLS ATTENDED

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

Percentage of Students\*

Number of students

1 school	17	43
2 schools	43	105
3 schools	25	62
4 schools	9	21
5 or more schools	6	16

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	80 13 6	197
Languages in which people speak to student at home	68 14 11	169

\* 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 (# = 247)		
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	74	182
No	1	1
Don't know	25	61
<i>Total number of students</i>		<b>182</b>
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	75	136
No	25	46
<i>Total number of students</i>		<b>182</b>
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	79	143
No	8	14
Undecided	14	25

\* 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 (# = 247)	Female* (# = 117)	Male* (# = 130)	All Students (# = 3 745)	Female* (# = 1 902)	Male* (# = 1 843)	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.	<b>66%</b>	62%	68%	<b>57%</b>	51%	63%	<b>57%</b>	52%	62%
I am good at mathematics.	<b>63%</b>	54%	72%	<b>56%</b>	48%	65%	<b>56%</b>	50%	62%
I am able to answer difficult mathematics questions.	<b>55%</b>	49%	61%	<b>50%</b>	39%	62%	<b>47%</b>	39%	56%
Mathematics is one of my favorite subjects.	<b>47%</b>	46%	48%	<b>41%</b>	35%	47%	<b>40%</b>	35%	45%
I understand most of the mathematics I am taught.	<b>83%</b>	77%	88%	<b>77%</b>	71%	82%	<b>74%</b>	72%	77%
Mathematics is an easy subject.	<b>31%</b>	24%	37%	<b>31%</b>	24%	39%	<b>29%</b>	24%	34%
I do my best in mathematics class.	<b>78%</b>	82%	74%	<b>72%</b>	76%	68%	<b>72%</b>	76%	68%
The mathematics I learn now is useful for everyday life.	<b>36%</b>	36%	36%	<b>31%</b>	27%	35%	<b>31%</b>	27%	35%
The mathematics I learn now helps me do work in other subjects.	<b>70%</b>	77%	63%	<b>60%</b>	59%	60%	<b>56%</b>	55%	58%
I need to do well in mathematics to study what I want later.	<b>65%</b>	65%	65%	<b>65%</b>	61%	70%	<b>64%</b>	61%	67%
I need to keep taking mathematics for the kind of job I want after I leave school.	<b>55%</b>	56%	55%	<b>60%</b>	55%	64%	<b>58%</b>	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)	<b>74%</b>	68%	79%	<b>69%</b>	61%	77%	<b>67%</b>	60%	74%
algebra (e.g., solving equations, simplifying expressions with polynomials)	<b>66%</b>	60%	71%	<b>71%</b>	67%	75%	<b>69%</b>	67%	71%
linear relations (e.g., scatter plots, lines of best fit)	<b>72%</b>	71%	72%	<b>68%</b>	62%	73%	<b>61%</b>	56%	67%
analytic geometry (e.g., slope, y-intercept, equations of lines)	<b>64%</b>	65%	64%	<b>69%</b>	65%	73%	<b>62%</b>	59%	66%
measurement (e.g., perimeter, area, volume)	<b>90%</b>	90%	91%	<b>77%</b>	71%	84%	<b>78%</b>	74%	82%
geometry (e.g., angles, parallel lines)	<b>72%</b>	65%	79%	<b>68%</b>	60%	77%	<b>69%</b>	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 (# = 247)	Female* (# = 117)	Male* (# = 130)	All Students (# = 3 745)	Female* (# = 1 902)	Male* (# = 1 843)	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.	<b>10%</b>	12%	8%	<b>11%</b>	10%	13%	<b>11%</b>	10%	12%
I check my mathematics answers to see if they make sense.	<b>23%</b>	29%	18%	<b>27%</b>	28%	26%	<b>28%</b>	31%	25%
I apply new mathematics concepts to real-life problems.	<b>3%</b>	3%	3%	<b>5%</b>	3%	7%	<b>5%</b>	4%	6%
I take time to discuss my mathematics assignments with my classmates.	<b>6%</b>	9%	3%	<b>11%</b>	12%	10%	<b>11%</b>	12%	10%
I look for more than one way to solve mathematics problems.	<b>11%</b>	14%	8%	<b>12%</b>	10%	14%	<b>13%</b>	11%	14%

Percentage of students indicating they complete their mathematics homework at the following frequencies:‡

I am not usually assigned any mathematics homework	<b>10%</b>	9%	11%	<b>2%</b>	1%	2%	<b>1%</b>	1%	1%
Never or almost never	<b>1%</b>	1%	2%	<b>5%</b>	3%	7%	<b>5%</b>	3%	7%
Sometimes	<b>17%</b>	12%	22%	<b>21%</b>	17%	25%	<b>21%</b>	17%	25%
Often	<b>40%</b>	40%	40%	<b>38%</b>	38%	38%	<b>37%</b>	36%	37%
Always	<b>28%</b>	35%	22%	<b>29%</b>	34%	24%	<b>31%</b>	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 (# = 247)	Female* (# = 117)	Male* (# = 130)	All Students (# = 3 745)	Female* (# = 1 902)	Male* (# = 1 843)	All Students (# = 90 161)	Female* (# = 46 352)	Male* (# = 43 809)
<b>OUT-OF-SCHOOL ACTIVITIES</b>									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school:†									
I read by myself	23%	27%	19%	25%	31%	19%	22%	28%	15%
I use the Internet.	94%	95%	92%	91%	91%	91%	89%	91%	88%
I play video games.	26%	7%	42%	25%	8%	43%	24%	7%	42%
I participate in sports or other physical activities.	54%	48%	59%	43%	37%	49%	41%	34%	49%
I participate in art, music or drama activities.	29%	30%	28%	24%	28%	19%	19%	24%	13%
I participate in other clubs or organizations.	16%	12%	19%	12%	10%	14%	12%	11%	13%
I volunteer in my community.	4%	4%	5%	3%	4%	3%	4%	4%	3%
I work at a paid job.	3%	0%	5%	3%	2%	3%	4%	3%	4%
<b>SCHOOLS ATTENDED</b>									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8:‡									
1 school	17%	21%	14%	14%	14%	14%	28%	28%	28%
2 schools	43%	42%	43%	37%	37%	36%	34%	34%	34%
3 schools	25%	24%	26%	24%	24%	25%	19%	19%	19%
4 schools	9%	9%	8%	12%	11%	13%	9%	9%	9%
5 or more schools	6%	4%	8%	9%	9%	9%	6%	7%	6%
<b>LANGUAGES SPOKEN</b>									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	80%	79%	80%	68%	67%	69%	72%	72%	71%
Another language (or other languages) as often as English	13%	15%	12%	19%	20%	17%	16%	17%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	6%	4%	7%	10%	8%	12%	9%	8%	10%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	68%	68%	68%	62%	61%	63%	64%	64%	63%
Another language (or other languages) as often as English	14%	15%	13%	14%	15%	14%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	11%	10%	12%	18%	17%	19%	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 (# = 247)	Female* (# = 117)	Male* (# = 130)	All Students (# = 3 745)	Female* (# = 1 902)	Male* (# = 1 843)	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	<b>74%</b>	74%	74%	<b>74%</b>	75%	73%	<b>70%</b>	73%	68%
No	<b>&lt;1%</b>	0%	1%	<b>&lt;1%</b>	<1%	1%	<b>1%</b>	1%	1%
Don't know	<b>25%</b>	26%	24%	<b>22%</b>	20%	24%	<b>25%</b>	23%	28%

Percentage of students indicating they were told how much the assessment will count as part of their class mark:‡

	All Students (#=182)	Female* (#=86)	Male* (#=96)	All Students (#=2 771)	Female* (#=1 426)	Male* (#=1 345)	All Students (#=63 350)	Female* (#=33 697)	Male* (#=29 653)
Yes	<b>75%</b>	70%	79%	<b>88%</b>	88%	87%	<b>94%</b>	95%	94%
No	<b>25%</b>	30%	21%	<b>12%</b>	12%	12%	<b>5%</b>	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 (#=182)	Female* (#=86)	Male* (#=96)	All Students (#=2 771)	Female* (#=1 426)	Male* (#=1 345)	All Students (#=63 350)	Female* (#=33 697)	Male* (#=29 653)
Yes	<b>79%</b>	81%	76%	<b>78%</b>	79%	76%	<b>78%</b>	80%	76%
No	<b>8%</b>	2%	12%	<b>10%</b>	6%	13%	<b>9%</b>	7%	12%
Undecided	<b>14%</b>	16%	11%	<b>12%</b>	14%	10%	<b>12%</b>	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	
<b>All Students</b>	Results are reported for all students in the course.
<b>Participating Students</b>	Results are reported only for those students who took part in the assessment (excludes the “no data” category).
<b>Provincial Standard</b>	The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard.
<b>Level 4 (80–100%)</b>	The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
<b>Level 3 (70–79%)</b>	The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard.
<b>Level 2 (60–69%)</b>	The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard.
<b>Level 1 (50–59%)</b>	The student has demonstrated a passable level of achievement. Achievement is <i>below</i> the provincial standard.
<b>Below Level 1/ Below L1</b>	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
<b>No Data</b>	Students who did not have a result due to absence or other reasons.
<b>English Language Learners</b>	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007).
<b>Students Receiving One or More Special Provisions</b>	Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO’s <i>Guide for Accommodations and Special Provisions</i> .
<b>Students with Special Education Needs (excluding gifted)</b>	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.
<b>Students Receiving One or More Accommodations</b>	Students identified by the school as receiving accommodations. Detailed information about special accommodations is available in EQAO’s <i>Guide for Accommodations and Special Provisions</i> .
<b>N/R</b>	“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.
<b>N/D</b>	“No data available” is used to indicate that there were no students in the course for the years specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact the school principal.
<b>EC</b>	Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.
<b>NP</b>	Non-participating indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate in 2015.