Education Quality and Accountability Office

EQAO

School Report

Grade 9 Assessment of Mathematics, 2014–2015

School: St. Aloysius Gonzaga Secondary School (767255)

Board: Dufferin-Peel Catholic DSB (67083)

On behalf of EQAO, I am pleased to provide you with the results of the 2014–2015 Grade 9 Assessment of Mathematics.

This report includes the 2015 results, as well as results for 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. This school year was unique in that not all students participated in the provincial assessments because of labour action in the English-language public school system. As a result, there is no provincial-level information in this report.
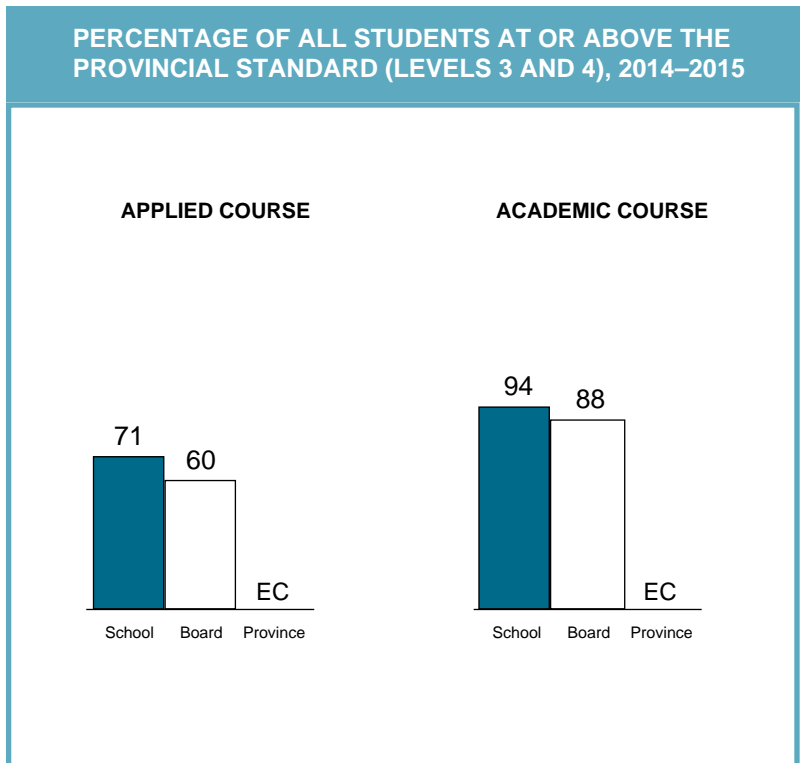
Assessing all students against a provincial standard provides reliable and objective data at the student, school and board levels and helps uncover important trends. By analyzing EQAO data alongside other evidence, school boards and schools can make informed decisions about how to improve student learning and can track their progress toward their goals.

At EQAO, we strongly believe that good information—in the hands of dedicated professionals and school communities—can help to identify areas for improvement and inform targeted interventions. We are pleased to provide reliable and useful information about student achievement from Ontario's provincial assessment program for all partners in the education system.

Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2014–2015

APPLIED COURSE

ACADEMIC COURSE

Applied Course: School 71, Board 60, Province EC

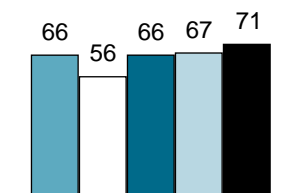Academic Course: School 94, Board 88, Province EC
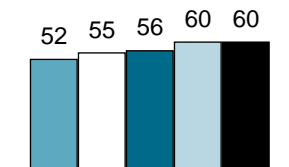
Grade 9 Assessment of Mathematics, 2014–2015

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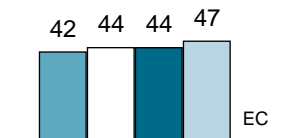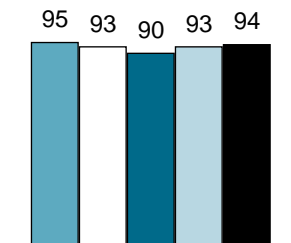
APPLIED MATHEMATICS

School **Board** **Province**

	School	Board	Province
2010–2011	66	52	42
2011–2012	56	55	44
2012–2013	66	56	44
2013–2014	67	60	47
2014–2015	71	60	EC

- 2010–2011
- 2011–2012
- 2012–2013
- 2013–2014
- 2014–2015

Total Number of Students

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
School	79	54	44	57	49
Board	2 232	2 070	2 033	2 012	1 861
Province	44 095	41 799	39 881	38 181	EC

ACADEMIC MATHEMATICS

School **Board** **Province**
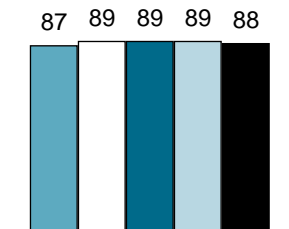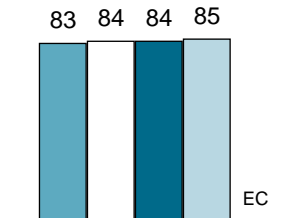
	School	Board	Province
2010–2011	95	87	83
2011–2012	93	89	84
2012–2013	90	89	84
2013–2014	93	89	85
2014–2015	94	88	EC

- 2010–2011
- 2011–2012
- 2012–2013
- 2013–2014
- 2014–2015

Total Number of Students

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
School	312	331	344	363	338
Board	5 457	5 435	5 387	5 420	5 433
Province	99 278	97 741	97 158	95 914	EC

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, 2014–2015, Applied Course

Contextual Information

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	49		1 861		EC	
Number of classes with students in applied mathematics course	4		135		EC	
Number of schools with applied mathematics classes	Not applicable		26		EC	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Participation in the Assessment						
Students who participated in the assessment	49	100%	1 837	99%	EC	EC
Participating students who received one or more accommodations*	26	53%	371	20%	EC	EC
Participating students who received one or more special provisions*	2	4%	107	6%	EC	EC
Students who did not complete any part of the assessment (no data)*	0	0%	24	1%	EC	EC
Gender† Based on number of students enrolled						
Female	16	33%	852	46%	EC	EC
Male	33	67%	1 009	54%	EC	EC
Gender not specified	0	0%	0	0%	EC	EC
Student Status† Based on number of students enrolled						
English language learners*	2	4%	179	10%	EC	EC
Students with special education needs (excluding gifted)*	27	55%	519	28%	EC	EC
Semester/Full Year Based on number of students enrolled						
First-semester course	22	45%	892	48%	EC	EC
Second-semester course	27	55%	911	49%	EC	EC
Full-year course	0	0%	58	3%	EC	EC
Language and School Background†† *Based on Student Questionnaire data* Number of Respondents:	45		1 581		EC	
Speak only or mostly a language other than English at home	4	9%	143	9%	EC	EC
Speak another language as often as English at home	11	24%	312	20%	EC	EC
Attended three or more elementary schools from kindergarten to Grade 8	14	31%	622	39%	EC	EC

*   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.

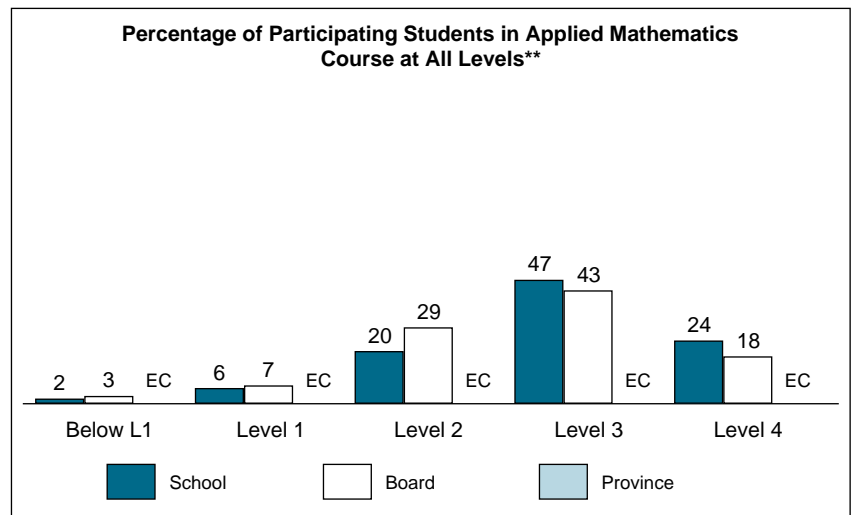## Grade 9 Assessment of Mathematics, 2014–2015, Applied Course

Results for All Students

All Students*	School 49		Board 1 861	Province EC
Number of Students	#	%	%	%
Level 4	12	24%	18%	EC
Level 3	23	47%	43%	EC
Level 2	10	20%	29%	EC
Level 1	3	6%	7%	EC
Below Level 1	1	2%	3%	EC
Participating Students	49	100%	99%	EC
No Data	0	0%	1%	EC
At or Above Provincial Standard (Levels 3 and 4) †	71%		60%	EC
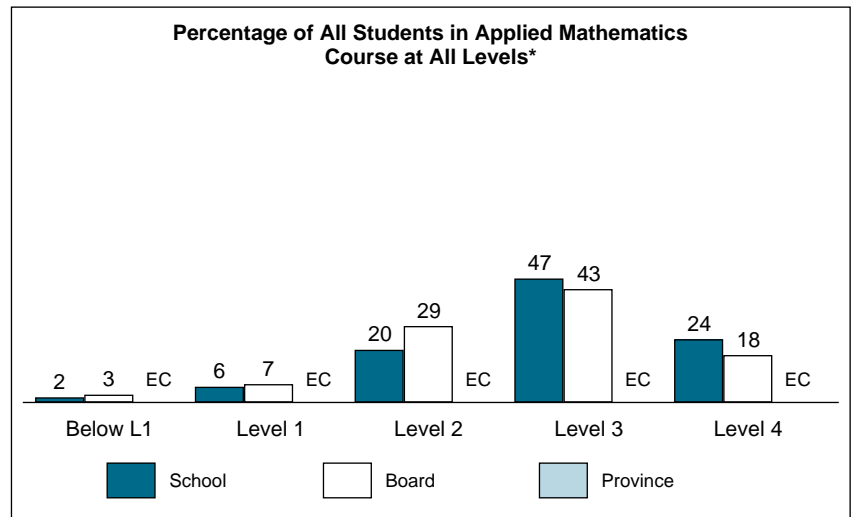
Percentage of All Students in Applied Mathematics Course at All Levels*

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

Participating Students**	School 49		Board 1 837	Province EC
Number of Students	#	%	%	%
Level 4	12	24%	18%	EC
Level 3	23	47%	43%	EC
Level 2	10	20%	29%	EC
Level 1	3	6%	7%	EC
Below Level 1	1	2%	3%	EC
At or Above Provincial Standard (Levels 3 and 4) †	71%		61%	EC

Percentage of Participating Students in Applied Mathematics Course at All Levels**

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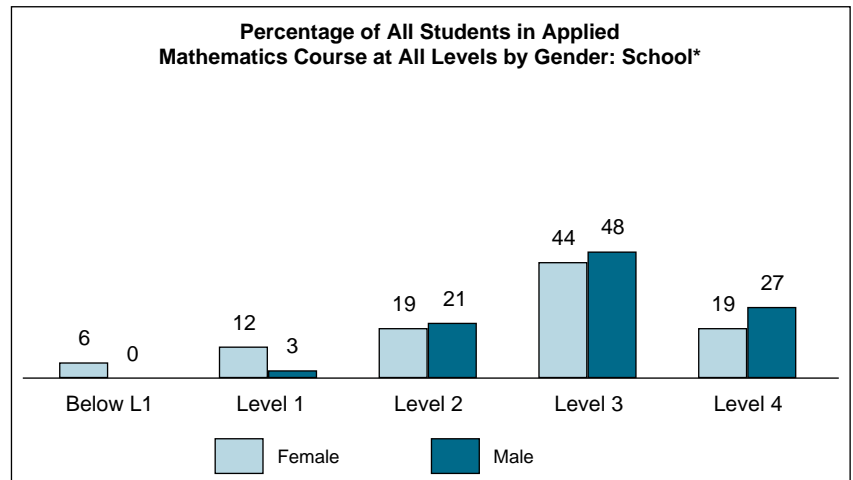
** Because percentages in tables and graphs are rounded, percentages may not add up to 100.

† 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.
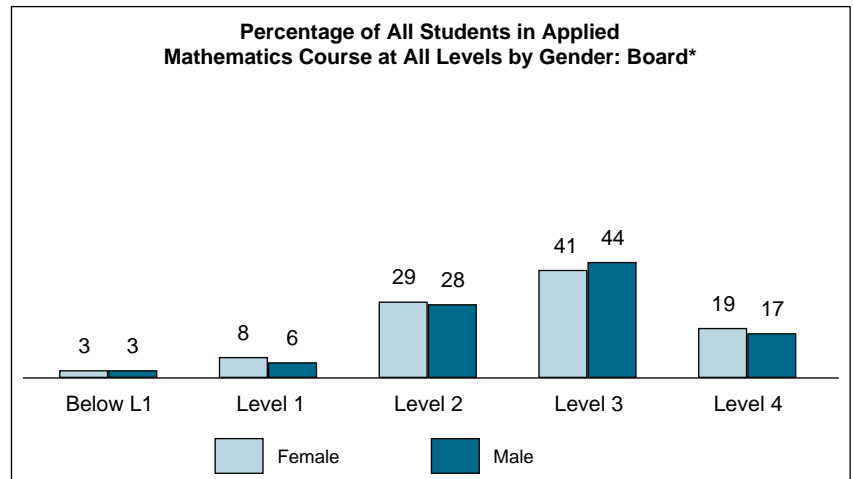
Grade 9 Assessment of Mathematics, 2014–2015, Applied Course
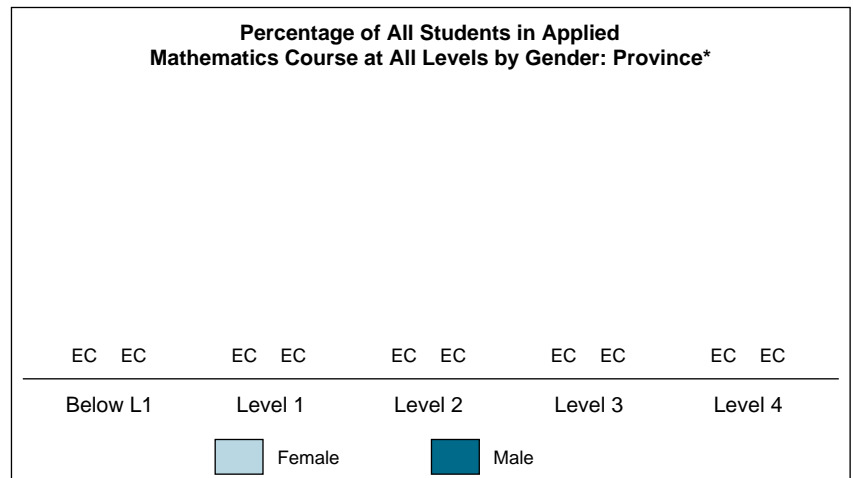
Results by Gender[††]

All Students: School by Gender*

Number of Students	Female 16		Male 33	
	#	%	#	%
Level 4	3	19%	9	27%
Level 3	7	44%	16	48%
Level 2	3	19%	7	21%
Level 1	2	12%	1	3%
Below Level 1	1	6%	0	0%
Participating Students	16	100%	33	100%
No Data	0	0%	0	0%
At or Above Provincial Standard (Levels 3 and 4) [†]	62%		76%	

Percentage of All Students in Applied Mathematics Course at All Levels by Gender: School*

All Students: Board by Gender*

Number of Students	Female 852		Male 1 009	
	#	%	#	%
Level 4	158	19%	172	17%
Level 3	349	41%	445	44%
Level 2	248	29%	286	28%
Level 1	67	8%	63	6%
Below Level 1	22	3%	27	3%
Participating Students	844	99%	993	98%
No Data	8	1%	16	2%
At or Above Provincial Standard (Levels 3 and 4) [†]	60%		61%	

Percentage of All Students in Applied Mathematics Course at All Levels by Gender: Board*

All Students: Province by Gender*

Number of Students	Female EC		Male EC	
	#	%	#	%
Level 4	EC	EC	EC	EC
Level 3	EC	EC	EC	EC
Level 2	EC	EC	EC	EC
Level 1	EC	EC	EC	EC
Below Level 1	EC	EC	EC	EC
Participating Students	EC	EC	EC	EC
No Data	EC	EC	EC	EC
At or Above Provincial Standard (Levels 3 and 4) [†]	EC		EC	

Percentage of All Students in Applied Mathematics Course at All Levels by Gender: Province*

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*　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, 2014–2015, Academic Course

Contextual Information

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

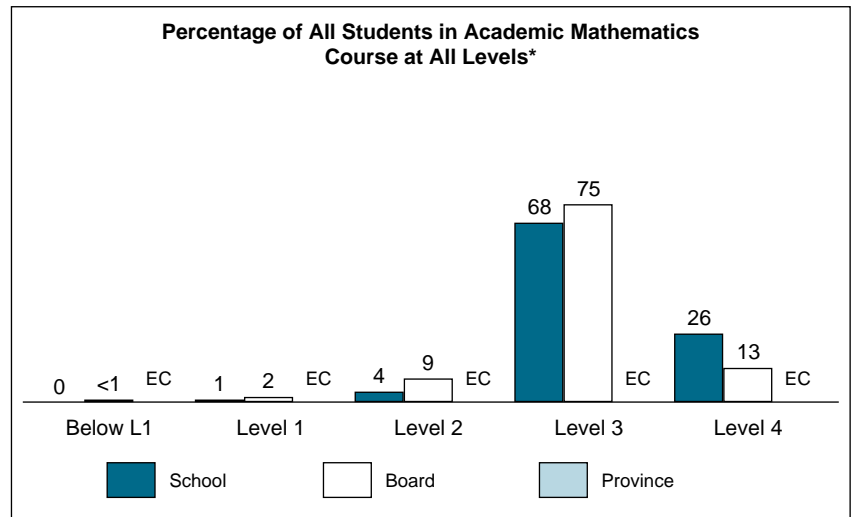|	School		Board		Province	
Enrolment						
Number of students in academic mathematics course	338		5 433		EC	
Number of classes with students in academic mathematics course	13		239		EC	
Number of schools with academic mathematics classes	Not applicable		26		EC	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Participation in the Assessment						
Students who participated in the assessment	338	100%	5 410	100%	EC	EC
Participating students who received one or more accommodations*	13	4%	121	2%	EC	EC
Participating students who received one or more special provisions*	16	5%	184	3%	EC	EC
Students who did not complete any part of the assessment (no data)*	0	0%	23	<1%	EC	EC
Gender† *Based on number of students enrolled*						
Female	197	58%	2 820	52%	EC	EC
Male	141	42%	2 613	48%	EC	EC
Gender not specified	0	0%	0	0%	EC	EC
Student Status† *Based on number of students enrolled*						
English language learners*	21	6%	363	7%	EC	EC
Students with special education needs (excluding gifted)*	13	4%	173	3%	EC	EC
Semester/Full Year *Based on number of students enrolled*						
First-semester course	184	54%	2 457	45%	EC	EC
Second-semester course	154	46%	2 722	50%	EC	EC
Full-year course	0	0%	254	5%	EC	EC
Language and School Background†† *Based on Student Questionnaire data* Number of Respondents:	319		4 940		EC	
Speak only or mostly a language other than English at home	51	16%	475	10%	EC	EC
Speak another language as often as English at home	63	20%	1 032	21%	EC	EC
Attended three or more elementary schools from kindergarten to Grade 8	144	45%	1 836	37%	EC	EC

*   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.

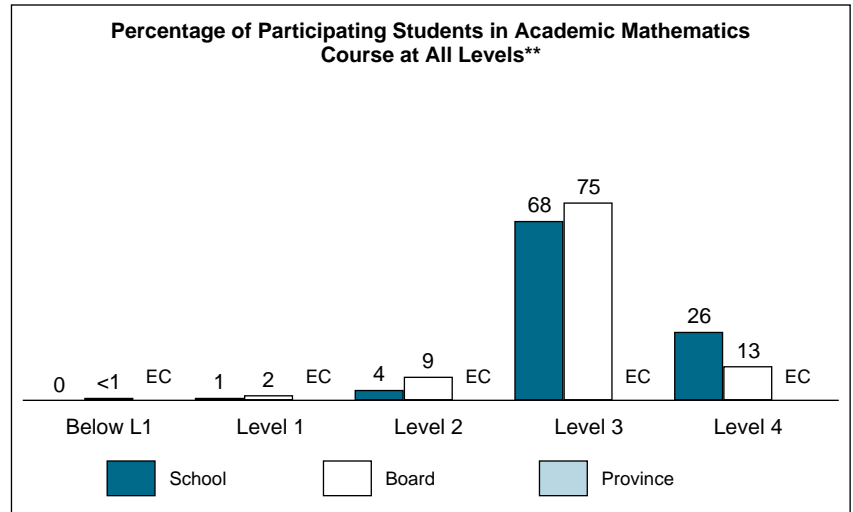## Grade 9 Assessment of Mathematics, 2014–2015, Academic Course

Results for All Students

All Students*	School 338		Board 5 433	Province EC
Number of Students	#	%	%	%
Level 4	89	26%	13%	EC
Level 3	230	68%	75%	EC
Level 2	14	4%	9%	EC
Level 1	5	1%	2%	EC
Below Level 1	0	0%	<1%	EC
Participating Students	338	100%	100%	EC
No Data	0	0%	<1%	EC
At or Above Provincial Standard (Levels 3 and 4) [†]	94%		88%	EC

Percentage of All Students in Academic Mathematics Course at All Levels*

	Below L1	Level 1	Level 2	Level 3	Level 4
School	0	1	4	68	26
Board	<1	2	9	75	13
Province	EC	EC	EC	EC	EC

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

Participating Students**	School 338		Board 5 410	Province EC
Number of Students	#	%	%	%
Level 4	89	26%	13%	EC
Level 3	230	68%	75%	EC
Level 2	14	4%	9%	EC
Level 1	5	1%	2%	EC
Below Level 1	0	0%	<1%	EC
At or Above Provincial Standard (Levels 3 and 4) [†]	94%		89%	EC

Percentage of Participating Students in Academic Mathematics Course at All Levels**

	Below L1	Level 1	Level 2	Level 3	Level 4
School	0	1	4	68	26
Board	<1	2	9	75	13
Province	EC	EC	EC	EC	EC

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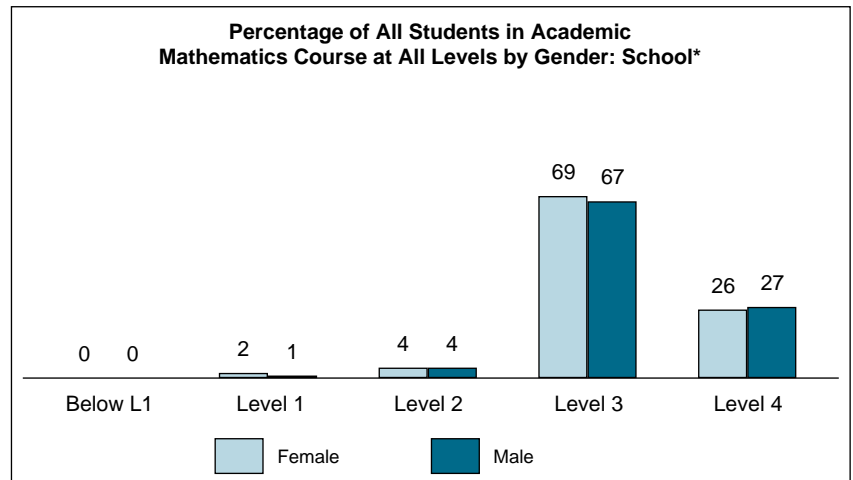
[**] Because percentages in tables and graphs are rounded, percentages may not add up to 100.

[†]   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.
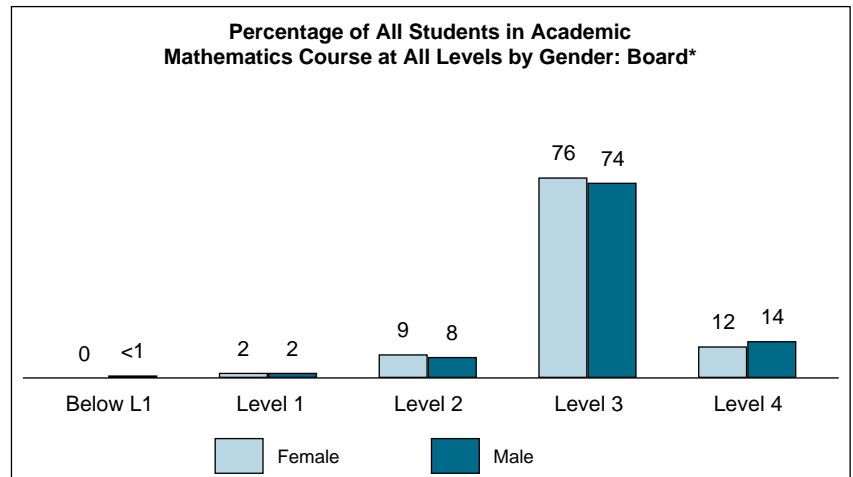
Grade 9 Assessment of Mathematics, 2014–2015, Academic Course
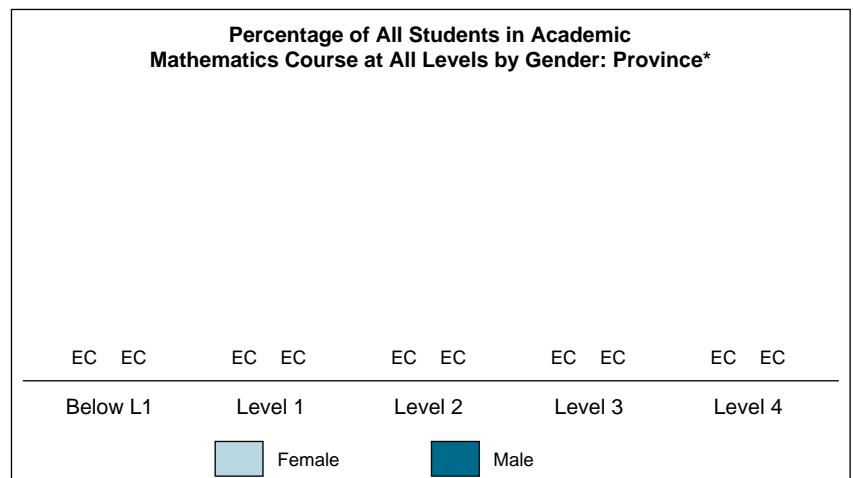
Results by Gender[††]

All Students: School by Gender*

Number of Students	Female 197		Male 141	
	#	%	#	%
Level 4	51	26%	38	27%
Level 3	135	69%	95	67%
Level 2	8	4%	6	4%
Level 1	3	2%	2	1%
Below Level 1	0	0%	0	0%
Participating Students	197	100%	141	100%
No Data	0	0%	0	0%
At or Above Provincial Standard (Levels 3 and 4) [†]	94%		94%	

Percentage of All Students in Academic Mathematics Course at All Levels by Gender: School*

All Students: Board by Gender*

Number of Students	Female 2 820		Male 2 613	
	#	%	#	%
Level 4	351	12%	378	14%
Level 3	2 131	76%	1 943	74%
Level 2	260	9%	220	8%
Level 1	68	2%	55	2%
Below Level 1	0	0%	4	<1%
Participating Students	2 810	100%	2 600	100%
No Data	10	<1%	13	<1%
At or Above Provincial Standard (Levels 3 and 4) [†]	88%		89%	

Percentage of All Students in Academic Mathematics Course at All Levels by Gender: Board*

All Students: Province by Gender*

Number of Students	Female EC		Male EC	
	#	%	#	%
Level 4	EC	EC	EC	EC
Level 3	EC	EC	EC	EC
Level 2	EC	EC	EC	EC
Level 1	EC	EC	EC	EC
Below Level 1	EC	EC	EC	EC
Participating Students	EC	EC	EC	EC
No Data	EC	EC	EC	EC
At or Above Provincial Standard (Levels 3 and 4) [†]	EC		EC	

Percentage of All Students in Academic Mathematics Course at All Levels by Gender: Province*

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*   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, 2014–2015

Contextual Information over Time: Applied Mathematics Course

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

|	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Enrolment					
Number of students in applied mathematics course	79	54	44	57	49
Number of classes with students in applied mathematics course	4	4	4	5	4
Participation in the Assessment					
Students who participated in the assessment	100%	98%	100%	98%	100%
Participating students who received one or more accommodations*	42%	34%	45%	45%	53%
Participating students who received one or more special provisions*	1%	4%	0%	5%	4%
Students who did not complete any part of the assessment (no data)*	0%	2%	0%	2%	0%
Gender† *Based on number of students enrolled*					
Female	39%	44%	14%	28%	33%
Male	61%	56%	86%	72%	67%
Gender not specified	0%	0%	0%	0%	0%
Student Status† *Based on number of students enrolled*					
English language learners*	3%	7%	0%	5%	4%
Students with special education needs (excluding gifted)*	43%	37%	48%	49%	55%
Semester/Full Year *Based on number of students enrolled*					
First-semester course	47%	50%	55%	51%	45%
Second-semester course	53%	50%	45%	49%	55%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† *Based on Student Questionnaire data* Number of Respondents:	*69*	*48*	*40*	*41*	*45*
Speak only or mostly a language other than English at home	7%	10%	5%	7%	9%
Speak another language as often as English at home	12%	8%	15%	12%	24%
Attended three or more elementary schools from kindergarten to Grade 8	22%	21%	32%	32%	31%

*   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.

Results over Time, 2011–2012 to 2014–2015

# Applied Mathematics Course for All Students

School*				
Year	'11–'12	'12–'13	'13–'14	'14–'15
Number of Students	*54*	*44*	*57*	*49*
Level 4	19%	14%	26%	24%
Level 3	37%	52%	40%	47%
Level 2	37%	34%	25%	20%
Level 1	6%	0%	7%	6%
Below Level 1	0%	0%	0%	2%
Participating Students	98%	100%	98%	100%
No Data	2%	0%	2%	0%
At or Above Provincial Standard (Levels 3 and 4)†	56%	66%	67%	71%

Percentage of All Students in Applied Mathematics Course at All Levels: School*
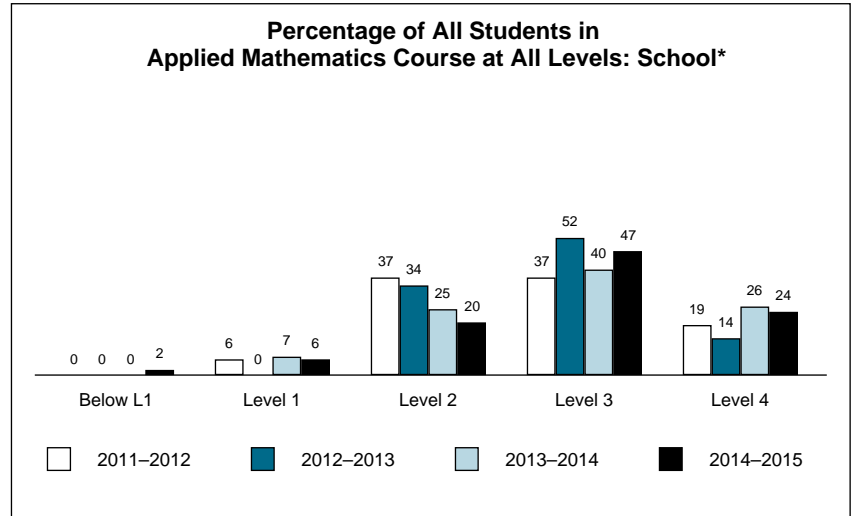
Board*				
Year	'11–'12	'12–'13	'13–'14	'14–'15
Number of Students	*2 070*	*2 033*	*2 012*	*1 861*
Level 4	12%	12%	16%	18%
Level 3	43%	44%	44%	43%
Level 2	32%	33%	29%	29%
Level 1	9%	8%	7%	7%
Below Level 1	2%	2%	2%	3%
Participating Students	98%	99%	98%	99%
No Data	2%	1%	2%	1%
At or Above Provincial Standard (Levels 3 and 4)†	55%	56%	60%	60%

Percentage of All Students in Applied Mathematics Course at All Levels: Board*
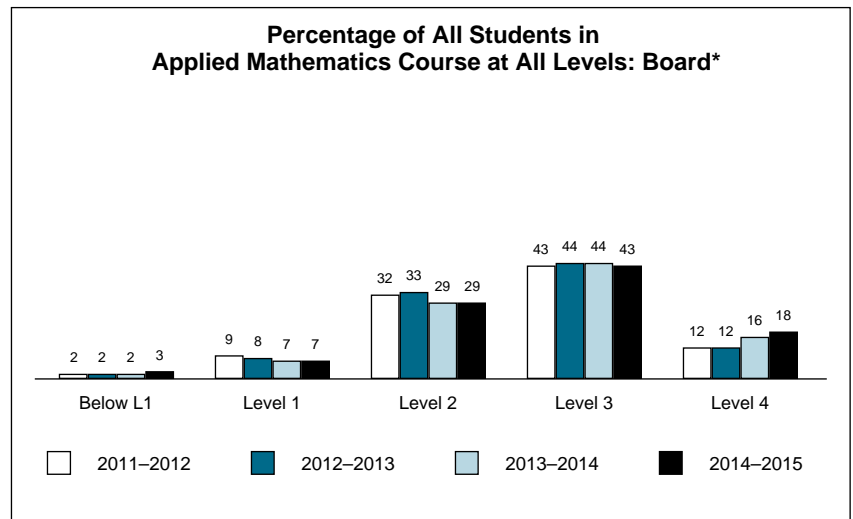
Province*				
Year	'11–'12	'12–'13	'13–'14	'14–'15
Number of Students	*41 799*	*39 881*	*38 181*	*EC*
Level 4	7%	8%	9%	EC
Level 3	37%	36%	38%	EC
Level 2	34%	35%	34%	EC
Level 1	13%	13%	11%	EC
Below Level 1	4%	5%	4%	EC
Participating Students	95%	96%	96%	EC
No Data	5%	4%	4%	EC
At or Above Provincial Standard (Levels 3 and 4)†	44%	44%	47%	EC
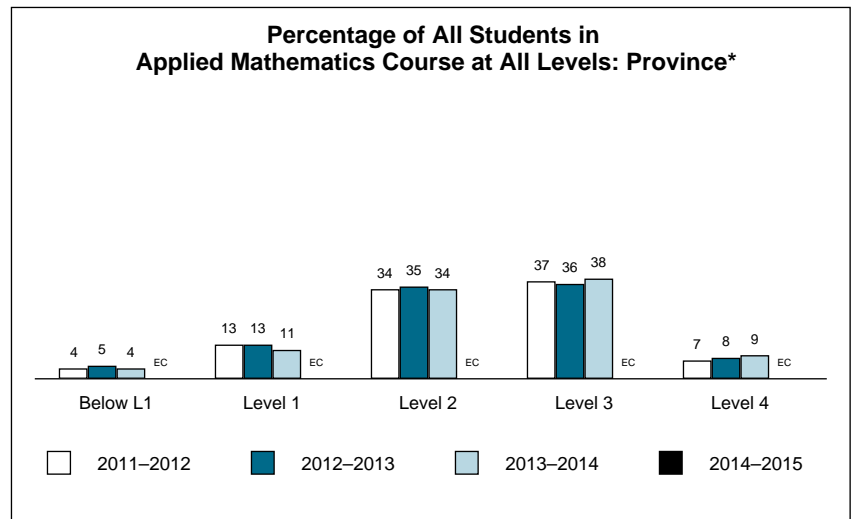
Percentage of All Students in Applied Mathematics Course at All Levels: Province*

* 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, 2014–2015

Contextual Information over Time: Academic Mathematics Course

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

|	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
Enrolment					
Number of students in academic mathematics course	312	331	344	363	338
Number of classes with students in academic mathematics course	12	13	14	14	13
Participation in the Assessment					
Students who participated in the assessment	100%	100%	100%	99%	100%
Participating students who received one or more accommodations*	3%	3%	5%	2%	4%
Participating students who received one or more special provisions*	3%	4%	4%	2%	5%
Students who did not complete any part of the assessment (no data)*	0%	0%	0%	1%	0%
Gender† *Based on number of students enrolled*					
Female	51%	47%	54%	51%	58%
Male	49%	53%	46%	49%	42%
Gender not specified	0%	0%	0%	0%	0%
Student Status† *Based on number of students enrolled*					
English language learners*	9%	6%	7%	5%	6%
Students with special education needs (excluding gifted)*	3%	4%	6%	5%	4%
Semester/Full Year *Based on number of students enrolled*					
First-semester course	44%	49%	51%	59%	54%
Second-semester course	56%	51%	49%	41%	46%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† *Based on Student Questionnaire data* Number of Respondents:	*303*	*302*	*302*	*342*	*319*
Speak only or mostly a language other than English at home	15%	9%	9%	12%	16%
Speak another language as often as English at home	21%	22%	18%	19%	20%
Attended three or more elementary schools from kindergarten to Grade 8	39%	40%	41%	37%	45%

*   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.

Results over Time, 2011–2012 to 2014–2015

# Academic Mathematics Course for All Students

School*				
Year	'11–'12	'12–'13	'13–'14	'14–'15
Number of Students	*331*	*344*	*363*	*338*
Level 4	26%	22%	21%	26%
Level 3	67%	68%	72%	68%
Level 2	6%	8%	4%	4%
Level 1	1%	1%	2%	1%
Below Level 1	0%	0%	0%	0%
Participating Students	100%	100%	99%	100%
No Data	0%	0%	1%	0%
At or Above Provincial Standard (Levels 3 and 4)†	93%	90%	93%	94%

Percentage of All Students in Academic Mathematics Course at All Levels: School*
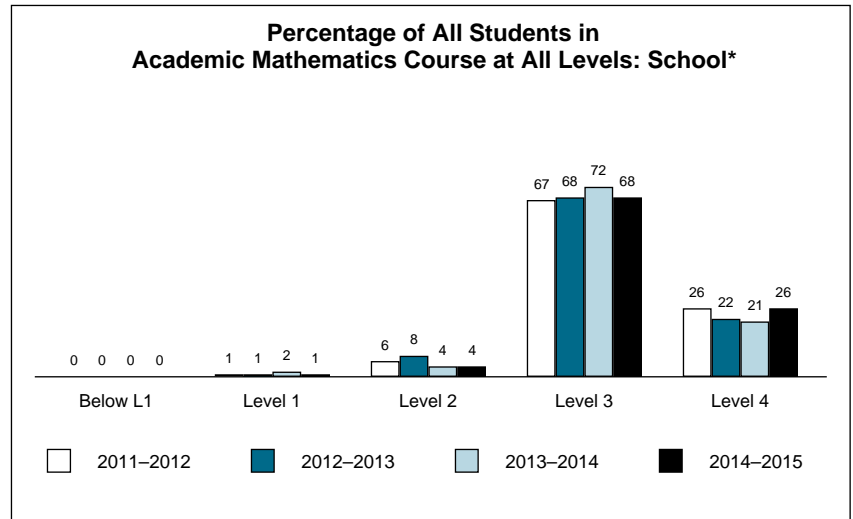
Board*				
Year	'11–'12	'12–'13	'13–'14	'14–'15
Number of Students	*5 435*	*5 387*	*5 420*	*5 433*
Level 4	14%	15%	11%	13%
Level 3	75%	74%	78%	75%
Level 2	8%	8%	9%	9%
Level 1	2%	3%	2%	2%
Below Level 1	<1%	<1%	<1%	<1%
Participating Students	100%	100%	100%	100%
No Data	<1%	<1%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	89%	89%	89%	88%

Percentage of All Students in Academic Mathematics Course at All Levels: Board*
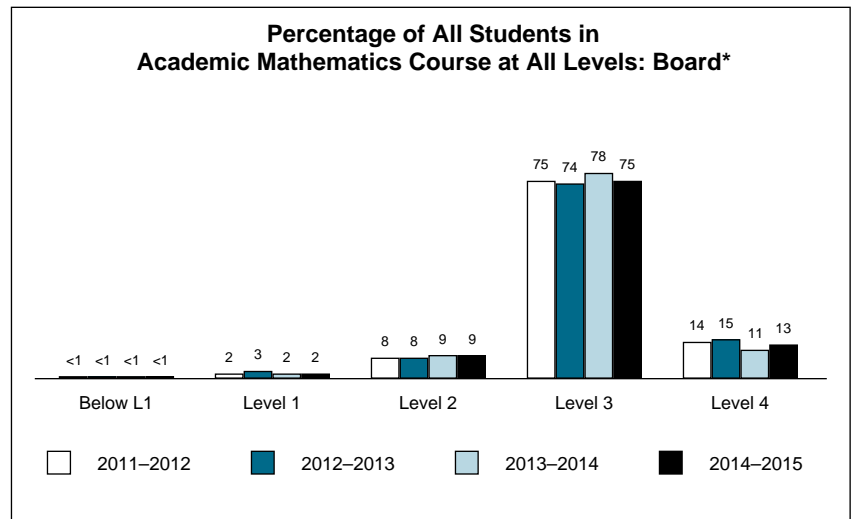
Province*				
Year	'11–'12	'12–'13	'13–'14	'14–'15
Number of Students	*97 741*	*97 158*	*95 914*	*EC*
Level 4	13%	13%	12%	EC
Level 3	71%	71%	73%	EC
Level 2	11%	10%	11%	EC
Level 1	4%	4%	4%	EC
Below Level 1	<1%	<1%	<1%	EC
Participating Students	99%	99%	99%	EC
No Data	1%	1%	1%	EC
At or Above Provincial Standard (Levels 3 and 4)†	84%	84%	85%	EC
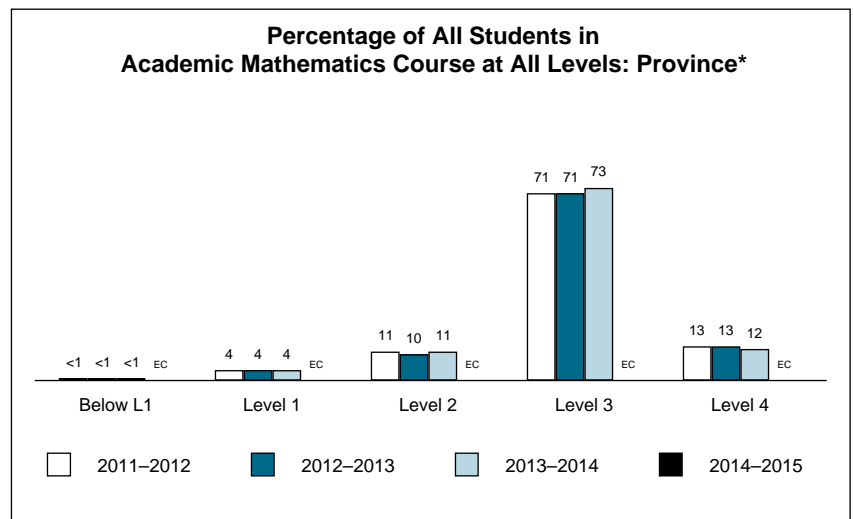
Percentage of All Students in Academic Mathematics Course at All Levels: Province*


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* 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[†]

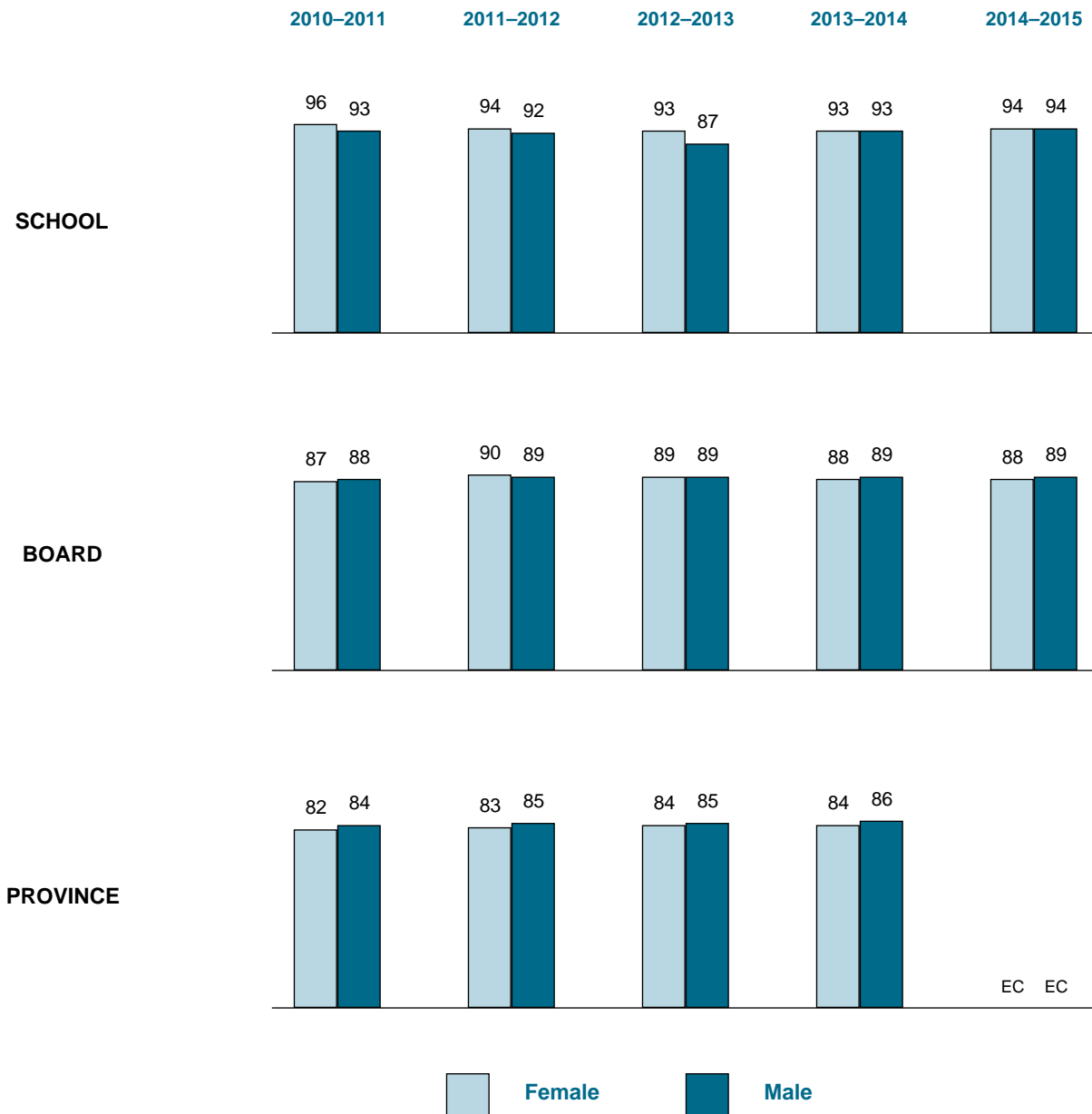### Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): GRADE 9 APPLIED MATHEMATICS
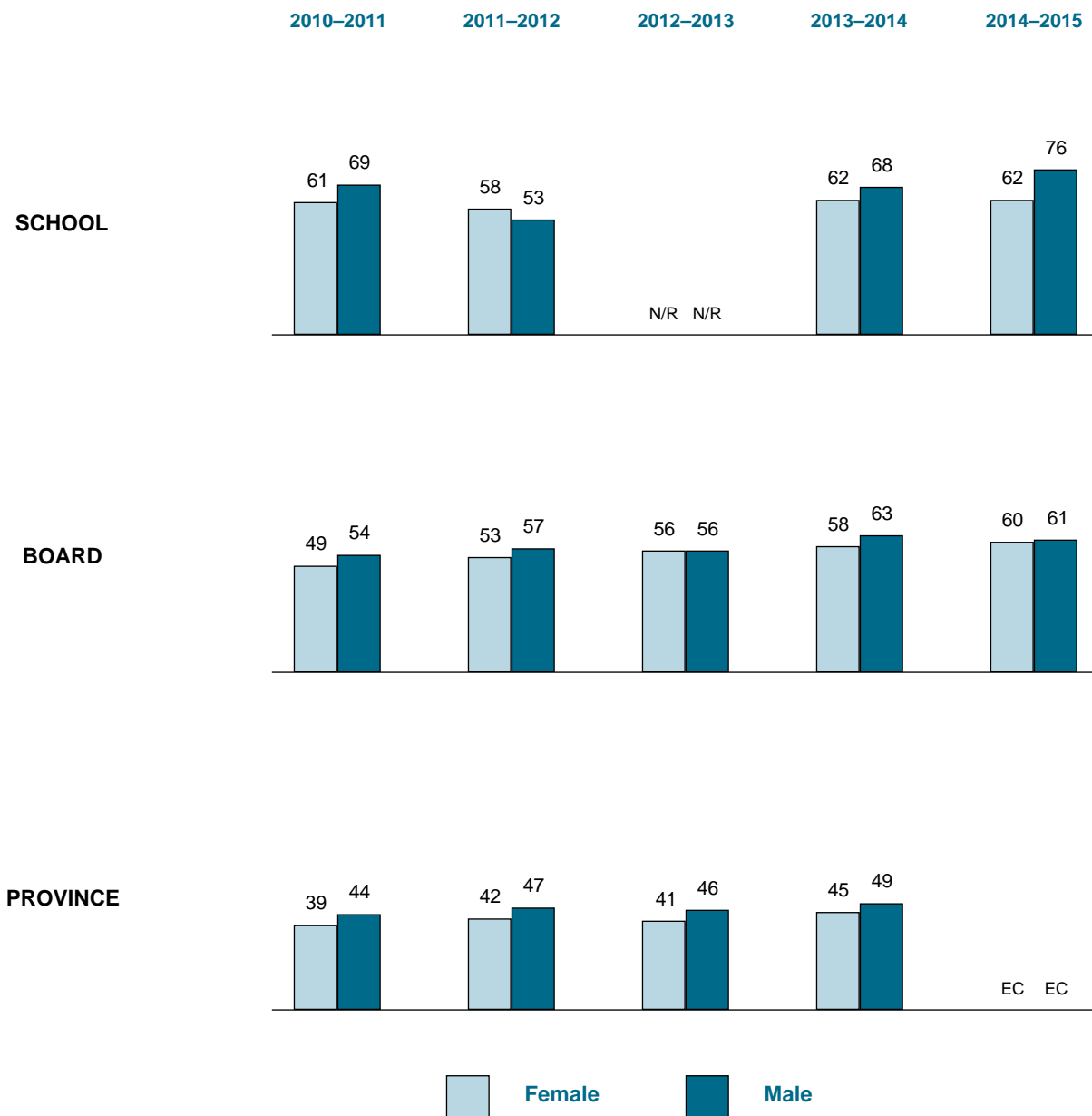
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
SCHOOL	61	69	58	53	N/R	N/R	62	68	62	76
BOARD	49	54	53	57	56	56	58	63	60	61
PROVINCE	39	44	42	47	41	46	45	49	EC	EC

Female   Male

Total Number of Students in Applied Mathematics Course[†]

	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	31	48	24	30	6	38	16	41	16	33
Board	1 003	1 229	956	1 114	948	1 085	923	1 089	852	1 009
Province	19 721	24 374	18 563	23 236	17 695	22 181	16 662	21 519	EC	EC

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
SCHOOL (Female / Male)	96 / 93	94 / 92	93 / 87	93 / 93	94 / 94
BOARD (Female / Male)	87 / 88	90 / 89	89 / 89	88 / 89	88 / 89
PROVINCE (Female / Male)	82 / 84	83 / 85	84 / 85	84 / 86	EC / EC

Legend: ■ Female ■ Male

Total Number of Students in Academic Mathematics Course†

	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	159	153	157	174	187	157	185	178	197	141
Board	2 849	2 608	2 779	2 655	2 757	2 630	2 855	2 565	2 820	2 613
Province	50 814	48 464	50 134	47 607	49 986	47 171	49 157	46 757	EC	EC
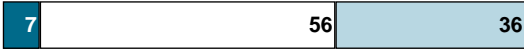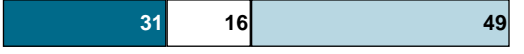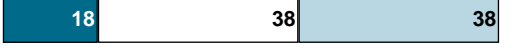
† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2014–2015, Applied Course

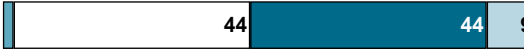| STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =45) |
|---|

◼ 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.	7 / 29 / 62	28
I am good at mathematics.	7 / 36 / 56	25
I am able to answer difficult mathematics questions.	7 / 56 / 36	16
Mathematics is one of my favourite subjects.	31 / 16 / 49	22
I understand most of the mathematics I am taught.	4 / 11 / 82	37
Mathematics is an easy subject.	18 / 38 / 38	17
I do my best in mathematics class.	11 / 89	40
The mathematics I learn now is useful for everyday life.	9 / 24 / 64	29
The mathematics I learn now helps me do work in other subjects.	9 / 29 / 62	28
I need to do well in mathematics to study what I want later.	7 / 20 / 71	32
I need to keep taking mathematics for the kind of job I want after I leave school.	18 / 20 / 60	27
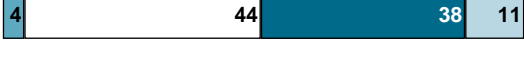
◼ Not at all confident ☐ Somewhat confident ◼ Confident ◼ Very confident

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)	44 / 44 / 9	4
algebra (e.g., solving equations, simplifying expressions with polynomials)	40 / 44 / 9	4
linear relations (e.g., scatter plots, lines of best fit)	29 / 47 / 20	9
measurement (e.g., perimeter, area, volume)	16 / 47 / 33	15
geometry (e.g., angles, parallel lines)	4 / 27 / 51 / 16	7

* 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, 2014–2015, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =45)

■ 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.	7 / 62 / 27 / 4	2
I check my mathematics answers to see if they make sense.	24 / 58 / 13	6
I apply new mathematics concepts to real-life problems.	13 / 49 / 29	1
I take time to discuss my mathematics assignments with my classmates.	31 / 49 / 16	0
I look for more than one way to solve mathematics problems.	4 / 44 / 38 / 11	5

How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	27	12
Never or almost never	2	1
Sometimes	16	7
Often	20	9
Always	31	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, 2014–2015, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =45)		

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

OUT-OF-SCHOOL ACTIVITIES

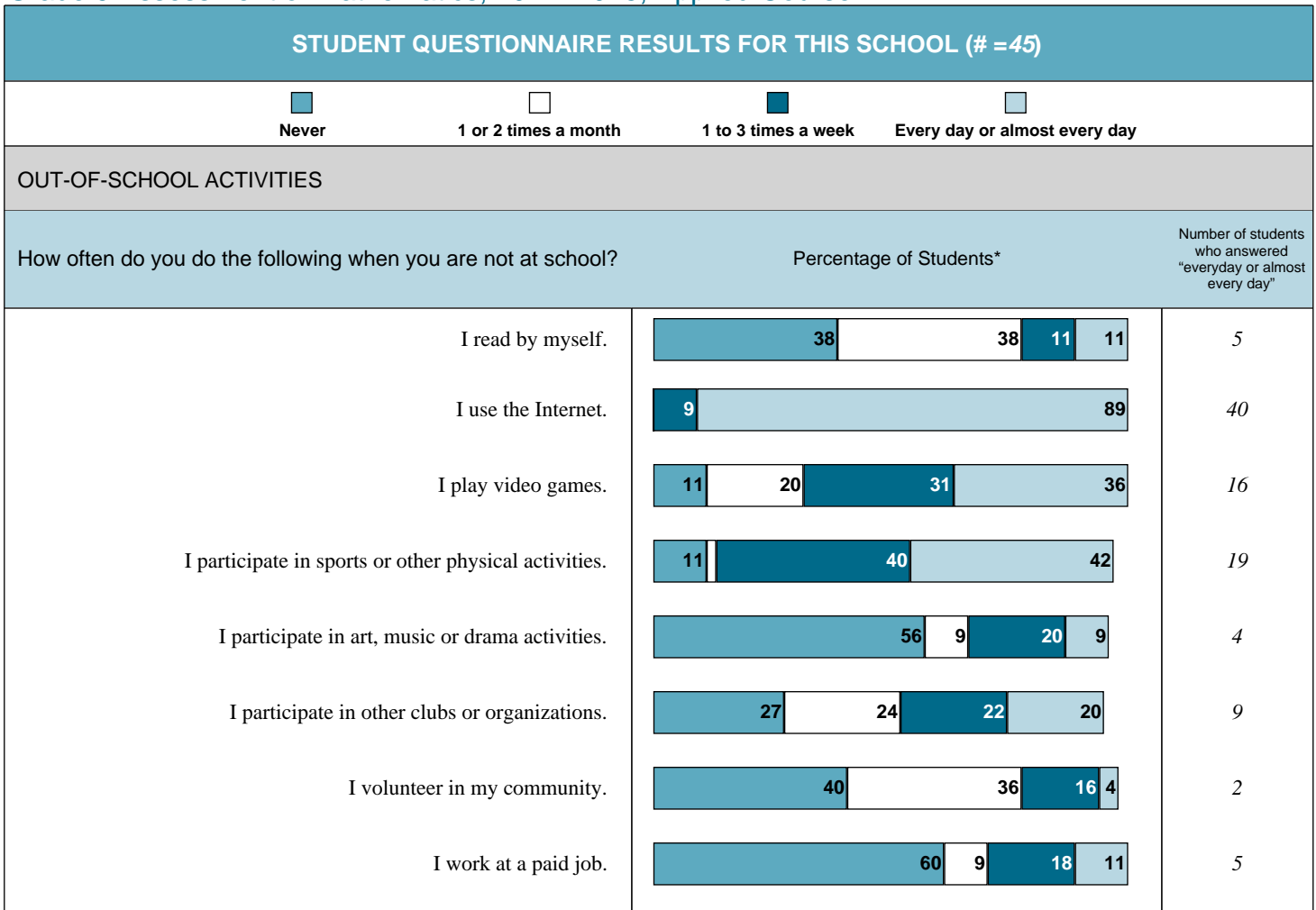| How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "everyday or almost every day"
I read by myself.	38 / 38 / 11 / 11	5
I use the Internet.	9 / 89	40
I play video games.	11 / 20 / 31 / 36	16
I participate in sports or other physical activities.	11 / 40 / 42	19
I participate in art, music or drama activities.	56 / 9 / 20 / 9	4
I participate in other clubs or organizations.	27 / 24 / 22 / 20	9
I volunteer in my community.	40 / 36 / 16 / 4	2
I work at a paid job.	60 / 9 / 18 / 11	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, 2014–2015, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =45)

SCHOOLS ATTENDED

How many schools did you attend from kindergarten to Grade 8?	Percentage of Students*	Number of students
1 school	38	17
2 schools	27	12
3 schools	18	8
4 schools	7	3
5 or more schools	7	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	67 24 9	30
Languages in which people speak to student at home	64 16 18	29

*   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, 2014–2015, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =45)		

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	87	39
No	0	0
Don't know	13	6
	Total number of students:	**39**

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	97	38
No	3	1
	Total number of students:	**39**

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	82	32
No	3	1
Undecided	15	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, 2014–2015, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 45)	Female* (# = 13)	Male* (# = 32)	All Students (# = 1 581)	Female* (# = 743)	Male* (# = 838)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements: †									
I like mathematics.	**62%**	54%	66%	**40%**	33%	47%	**EC**	EC	EC
I am good at mathematics.	**56%**	54%	56%	**41%**	33%	48%	**EC**	EC	EC
I am able to answer difficult mathematics questions.	**36%**	31%	38%	**28%**	21%	35%	**EC**	EC	EC
Mathematics is one of my favourite subjects.	**49%**	38%	53%	**25%**	18%	32%	**EC**	EC	EC
I understand most of the mathematics I am taught.	**82%**	69%	88%	**68%**	62%	72%	**EC**	EC	EC
Mathematics is an easy subject.	**38%**	46%	34%	**22%**	15%	27%	**EC**	EC	EC
I do my best in mathematics class.	**89%**	85%	91%	**85%**	87%	83%	**EC**	EC	EC
The mathematics I learn now is useful for everyday life.	**64%**	69%	62%	**38%**	35%	41%	**EC**	EC	EC
The mathematics I learn now helps me do work in other subjects.	**62%**	62%	62%	**48%**	45%	50%	**EC**	EC	EC
I need to do well in mathematics to study what I want later.	**71%**	62%	75%	**53%**	50%	56%	**EC**	EC	EC
I need to keep taking mathematics for the kind of job I want after I leave school.	**60%**	46%	66%	**44%**	41%	47%	**EC**	EC	EC
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)	**53%**	46%	56%	**45%**	36%	52%	**EC**	EC	EC
algebra (e.g., solving equations, simplifying expressions with polynomials)	**53%**	54%	53%	**49%**	45%	52%	**EC**	EC	EC
linear relations (e.g., scatter plots, lines of best fit)	**67%**	62%	69%	**64%**	61%	67%	**EC**	EC	EC
measurement (e.g., perimeter, area, volume)	**80%**	85%	78%	**74%**	71%	76%	**EC**	EC	EC
geometry (e.g., angles, parallel lines)	**67%**	69%	66%	**50%**	45%	55%	**EC**	EC	EC

*   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, 2014–2015, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 45)	Female* (# = 13)	Male* (# = 32)	All Students (# = 1 581)	Female* (# = 743)	Male* (# = 838)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
DOING MATHEMATICS									
Percentage of students indicating they do the following "very often" when studying mathematics or working on a mathematics problem: [†]									
I connect new mathematics concepts to what I already know about mathematics or other subjects.	**4%**	8%	3%	**4%**	3%	5%	**EC**	EC	EC
I check my mathematics answers to see if they make sense.	**13%**	15%	12%	**19%**	21%	17%	**EC**	EC	EC
I apply new mathematics concepts to real-life problems.	**2%**	0%	3%	**4%**	3%	5%	**EC**	EC	EC
I take time to discuss my mathematics assignments with my classmates.	**0%**	0%	0%	**5%**	6%	5%	**EC**	EC	EC
I look for more than one way to solve mathematics problems.	**11%**	15%	9%	**11%**	10%	12%	**EC**	EC	EC
Percentage of students indicating they complete their mathematics homework at the following frequencies: [‡]									
I am not usually assigned any mathematics homework	**27%**	31%	25%	**6%**	5%	6%	**EC**	EC	EC
Never or almost never	**2%**	0%	3%	**5%**	3%	6%	**EC**	EC	EC
Sometimes	**16%**	15%	16%	**27%**	26%	27%	**EC**	EC	EC
Often	**20%**	23%	19%	**34%**	34%	35%	**EC**	EC	EC
Always	**31%**	23%	34%	**22%**	27%	19%	**EC**	EC	EC

[*]   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, 2014–2015, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 45)	Female* (# = 13)	Male* (# = 32)	All Students (# = 1 581)	Female* (# = 743)	Male* (# = 838)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
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.	**11%**	23%	6%	**16%**	23%	10%	**EC**	EC	EC
I use the Internet.	**89%**	92%	88%	**82%**	84%	79%	**EC**	EC	EC
I play video games.	**36%**	15%	44%	**26%**	9%	41%	**EC**	EC	EC
I participate in sports or other physical activities.	**42%**	31%	47%	**40%**	26%	52%	**EC**	EC	EC
I participate in art, music or drama activities.	**9%**	15%	6%	**18%**	24%	13%	**EC**	EC	EC
I participate in other clubs or organizations.	**20%**	8%	25%	**11%**	7%	14%	**EC**	EC	EC
I volunteer in my community.	**4%**	8%	3%	**4%**	5%	3%	**EC**	EC	EC
I work at a paid job.	**11%**	8%	12%	**4%**	4%	4%	**EC**	EC	EC
SCHOOLS ATTENDED									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: ‡									
1 school	**38%**	38%	38%	**28%**	27%	29%	**EC**	EC	EC
2 schools	**27%**	31%	25%	**28%**	29%	28%	**EC**	EC	EC
3 schools	**18%**	23%	16%	**20%**	19%	21%	**EC**	EC	EC
4 schools	**7%**	8%	6%	**10%**	12%	9%	**EC**	EC	EC
5 or more schools	**7%**	0%	9%	**9%**	10%	8%	**EC**	EC	EC
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home: ‡									
Only English/Mostly English	**67%**	77%	62%	**68%**	64%	70%	**EC**	EC	EC
Another language (or other languages) as often as English	**24%**	23%	25%	**20%**	23%	17%	**EC**	EC	EC
Mostly another language (or other languages)/ Only another language (or other languages)	**9%**	0%	12%	**9%**	10%	8%	**EC**	EC	EC
Percentage of students indicating the languages people speak to them at home: ‡									
Only English/Mostly English	**64%**	77%	59%	**57%**	54%	60%	**EC**	EC	EC
Another language (or other languages) as often as English	**16%**	15%	16%	**20%**	22%	17%	**EC**	EC	EC
Mostly another language (or other languages)/ Only another language (or other languages)	**18%**	8%	22%	**16%**	17%	14%	**EC**	EC	EC

*   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, 2014–2015, Applied Course

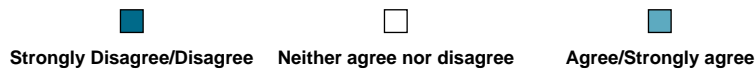| STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 45)	Female* (# = 13)	Male* (# = 32)	All Students (# = 1 581)	Female* (# = 743)	Male* (# = 838)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
USE OF THE ASSESSMENT 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	**87%**	92%	84%	**47%**	49%	46%	**EC**	EC	EC
No	**0%**	0%	0%	**1%**	1%	1%	**EC**	EC	EC
Don't know	**13%**	8%	16%	**48%**	46%	49%	**EC**	EC	EC
Percentage of students indicating they were told how much the assessment will count as part of their class mark: †‡									
	All Students (# = 39)	Female* (# = 12)	Male* (# = 27)	All Students (# = 749)	Female* (# = 365)	Male* (# = 384)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
Yes	**97%**	92%	100%	**87%**	88%	87%	**EC**	EC	EC
No	**3%**	8%	0%	**12%**	11%	13%	**EC**	EC	EC
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 (# = 39)	Female* (# = 12)	Male* (# = 27)	All Students (# = 749)	Female* (# = 365)	Male* (# = 384)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
Yes	**82%**	83%	81%	**80%**	82%	79%	**EC**	EC	EC
No	**3%**	0%	4%	**7%**	6%	8%	**EC**	EC	EC
Undecided	**15%**	17%	15%	**12%**	11%	13%	**EC**	EC	EC

*   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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *319*)

■ **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.	14 / 26 / 56	178
I am good at mathematics.	14 / 24 / 58	186
I am able to answer difficult mathematics questions.	11 / 34 / 50	161
Mathematics is one of my favourite subjects.	33 / 18 / 44	140
I understand most of the mathematics I am taught.	4 / 14 / 77	247
Mathematics is an easy subject.	21 / 39 / 35	113
I do my best in mathematics class.	4 / 9 / 84	267
The mathematics I learn now is useful for everyday life.	26 / 38 / 32	102
The mathematics I learn now helps me do work in other subjects.	19 / 20 / 57	182
I need to do well in mathematics to study what I want later.	9 / 22 / 64	205
I need to keep taking mathematics for the kind of job I want after I leave school.	12 / 26 / 58	184

■ **Not at all confident**   □ **Somewhat confident**   ■ **Confident**   ■ **Very confident**

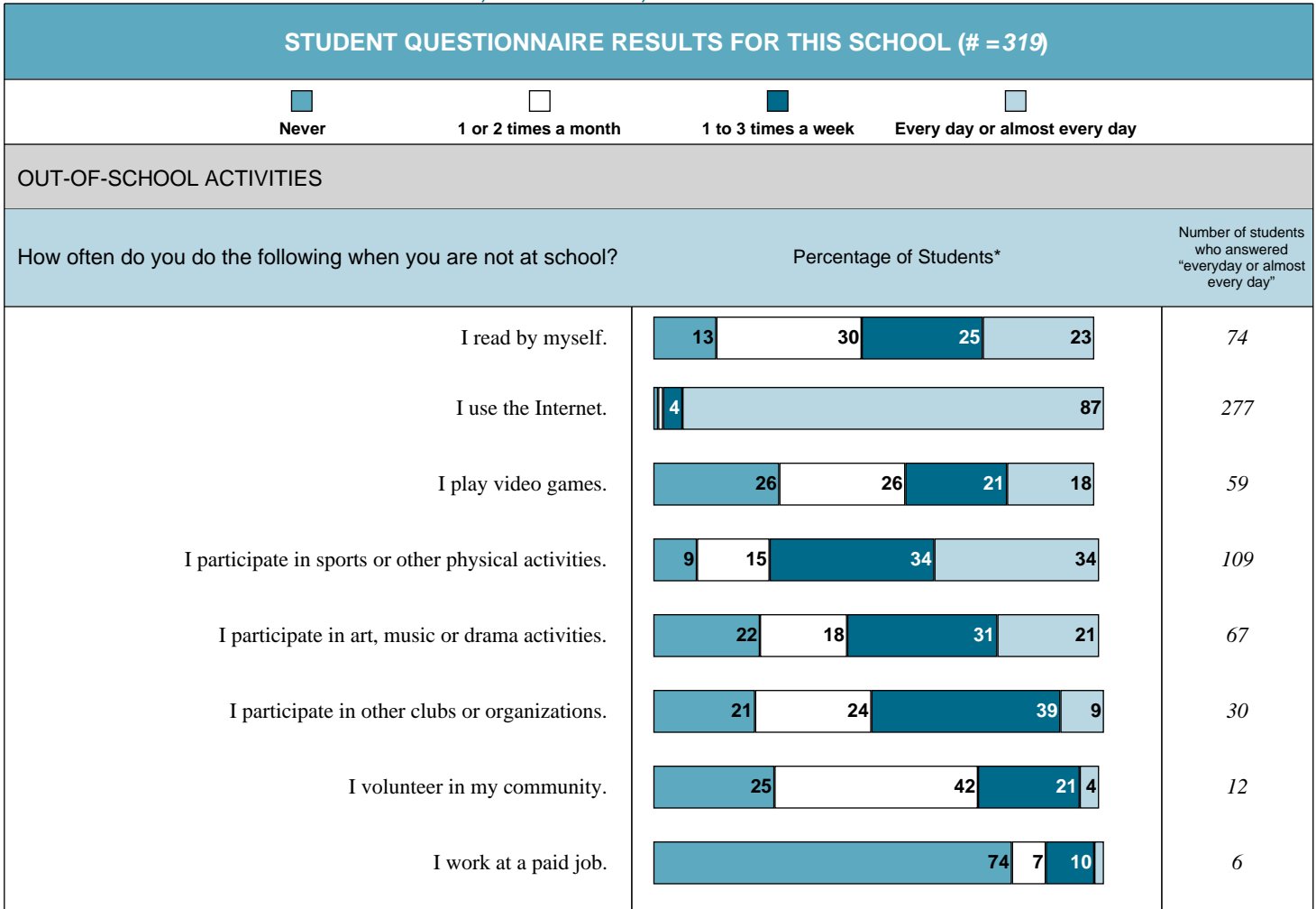| How confident are you that you can answer mathematics questions related to the following?	Percentage of Students*	Number of students who answered "very confident"
number sense (e.g., operations with integers, rational numbers, exponents)	24 / 45 / 25	79
algebra (e.g., solving equations, simplifying expressions with polynomials)	4 / 16 / 39 / 35	113
linear relations (e.g., scatter plots, lines of best fit)	32 / 42 / 17	55
analytic geometry (e.g., slope, y-intercept, equations of lines)	5 / 24 / 39 / 26	84
measurement (e.g., perimeter, area, volume)	13 / 43 / 35	113
geometry (e.g., angles, parallel lines)	5 / 24 / 41 / 25	79

* 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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# =319)		

☐ 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.	7 | 40 | 36 | 12	37
I check my mathematics answers to see if they make sense.	20 | 45 | 28	89
I apply new mathematics concepts to real-life problems.	24 | 48 | 18 | 5	15
I take time to discuss my mathematics assignments with my classmates.	18 | 45 | 25 | 6	20
I look for more than one way to solve mathematics problems.	12 | 36 | 36 | 11	35

How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	0	0
Never or almost never	4	12
Sometimes	20	65
Often	35	112
Always	32	102

*   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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *319*)

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

OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "everyday or almost every day"
I read by myself.	13 / 30 / 25 / 23	*74*
I use the Internet.	4 / 87	*277*
I play video games.	26 / 26 / 21 / 18	*59*
I participate in sports or other physical activities.	9 / 15 / 34 / 34	*109*
I participate in art, music or drama activities.	22 / 18 / 31 / 21	*67*
I participate in other clubs or organizations.	21 / 24 / 39 / 9	*30*
I volunteer in my community.	25 / 42 / 21 / 4	*12*
I work at a paid job.	74 / 7 / 10	*6*

* 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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *319*)		

SCHOOLS ATTENDED

How many schools did you attend from kindergarten to Grade 8?	Percentage of Students*	Number of students
1 school	23	72
2 schools	25	81
3 schools	23	72
4 schools	13	41
5 or more schools	10	31

■ 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	58 20 16	185
Languages in which people speak to student at home	49 16 28	156

* 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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = *319*)		
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	79	*251*
No	1	*3*
Don't know	19	*60*
	Total number of students:	**251**

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	96	*241*
No	4	*9*
	Total number of students:	**251**

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	*198*
No	8	*20*
Undecided	10	*24*

* 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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 319)	Female* (# = 192)	Male* (# = 127)	All Students (# = 4 940)	Female* (# = 2 588)	Male* (# = 2 352)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements: [†]									
I like mathematics.	**56%**	53%	61%	**59%**	52%	66%	**EC**	EC	EC
I am good at mathematics.	**58%**	56%	61%	**57%**	50%	65%	**EC**	EC	EC
I am able to answer difficult mathematics questions.	**50%**	44%	61%	**49%**	39%	59%	**EC**	EC	EC
Mathematics is one of my favourite subjects.	**44%**	40%	50%	**44%**	37%	51%	**EC**	EC	EC
I understand most of the mathematics I am taught.	**77%**	77%	79%	**78%**	76%	81%	**EC**	EC	EC
Mathematics is an easy subject.	**35%**	34%	37%	**31%**	25%	38%	**EC**	EC	EC
I do my best in mathematics class.	**84%**	87%	79%	**87%**	91%	83%	**EC**	EC	EC
The mathematics I learn now is useful for everyday life.	**32%**	29%	37%	**36%**	33%	40%	**EC**	EC	EC
The mathematics I learn now helps me do work in other subjects.	**57%**	55%	60%	**58%**	57%	59%	**EC**	EC	EC
I need to do well in mathematics to study what I want later.	**64%**	61%	69%	**66%**	62%	69%	**EC**	EC	EC
I need to keep taking mathematics for the kind of job I want after I leave school.	**58%**	55%	62%	**59%**	57%	62%	**EC**	EC	EC
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)	**70%**	64%	80%	**67%**	60%	75%	**EC**	EC	EC
algebra (e.g., solving equations, simplifying expressions with polynomials)	**75%**	74%	75%	**71%**	69%	73%	**EC**	EC	EC
linear relations (e.g., scatter plots, lines of best fit)	**59%**	55%	65%	**62%**	56%	69%	**EC**	EC	EC
analytic geometry (e.g., slope, y-intercept, equations of lines)	**66%**	63%	69%	**64%**	59%	69%	**EC**	EC	EC
measurement (e.g., perimeter, area, volume)	**78%**	74%	83%	**81%**	78%	84%	**EC**	EC	EC
geometry (e.g., angles, parallel lines)	**66%**	61%	72%	**70%**	65%	75%	**EC**	EC	EC

*   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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 319)	Female* (# = 192)	Male* (# = 127)	All Students (# = 4 940)	Female* (# = 2 588)	Male* (# = 2 352)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
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%**	10%	13%	**11%**	10%	12%	**EC**	EC	EC
I check my mathematics answers to see if they make sense.	**28%**	32%	21%	**31%**	33%	28%	**EC**	EC	EC
I apply new mathematics concepts to real-life problems.	**5%**	3%	7%	**5%**	4%	7%	**EC**	EC	EC
I take time to discuss my mathematics assignments with my classmates.	**6%**	7%	6%	**10%**	10%	10%	**EC**	EC	EC
I look for more than one way to solve mathematics problems.	**11%**	10%	12%	**14%**	12%	16%	**EC**	EC	EC
Percentage of students indicating they complete their mathematics homework at the following frequencies: [‡]									
I am not usually assigned any mathematics homework	**0%**	0%	0%	**<1%**	<1%	<1%	**EC**	EC	EC
Never or almost never	**4%**	2%	7%	**4%**	2%	6%	**EC**	EC	EC
Sometimes	**20%**	18%	24%	**18%**	14%	23%	**EC**	EC	EC
Often	**35%**	35%	35%	**37%**	35%	38%	**EC**	EC	EC
Always	**32%**	39%	22%	**35%**	44%	26%	**EC**	EC	EC

[*]   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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 319)	Female* (# = 192)	Male* (# = 127)	All Students (# = 4 940)	Female* (# = 2 588)	Male* (# = 2 352)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
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.	**23%**	27%	18%	**21%**	29%	13%	**EC**	EC	EC
I use the Internet.	**87%**	90%	82%	**86%**	88%	84%	**EC**	EC	EC
I play video games.	**18%**	5%	39%	**21%**	7%	37%	**EC**	EC	EC
I participate in sports or other physical activities.	**34%**	23%	50%	**38%**	28%	50%	**EC**	EC	EC
I participate in art, music or drama activities.	**21%**	26%	13%	**18%**	23%	12%	**EC**	EC	EC
I participate in other clubs or organizations.	**9%**	9%	10%	**12%**	11%	14%	**EC**	EC	EC
I volunteer in my community.	**4%**	4%	3%	**4%**	5%	4%	**EC**	EC	EC
I work at a paid job.	**2%**	2%	2%	**2%**	2%	3%	**EC**	EC	EC
SCHOOLS ATTENDED									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8: [‡]									
1 school	**23%**	21%	25%	**28%**	27%	29%	**EC**	EC	EC
2 schools	**25%**	23%	29%	**30%**	30%	31%	**EC**	EC	EC
3 schools	**23%**	24%	20%	**20%**	21%	20%	**EC**	EC	EC
4 schools	**13%**	15%	9%	**10%**	10%	9%	**EC**	EC	EC
5 or more schools	**10%**	10%	9%	**7%**	8%	7%	**EC**	EC	EC
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home: [‡]									
Only English/Mostly English	**58%**	59%	56%	**65%**	65%	64%	**EC**	EC	EC
Another language (or other languages) as often as English	**20%**	19%	20%	**21%**	21%	20%	**EC**	EC	EC
Mostly another language (or other languages)/ Only another language (or other languages)	**16%**	15%	17%	**10%**	9%	10%	**EC**	EC	EC
Percentage of students indicating the languages people speak to them at home: [‡]									
Only English/Mostly English	**49%**	48%	50%	**52%**	52%	52%	**EC**	EC	EC
Another language (or other languages) as often as English	**16%**	15%	17%	**21%**	22%	20%	**EC**	EC	EC
Mostly another language (or other languages)/ Only another language (or other languages)	**28%**	30%	25%	**20%**	19%	21%	**EC**	EC	EC

*   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, 2014–2015, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 319)	Female* (# = 192)	Male* (# = 127)	All Students (# = 4 940)	Female* (# = 2 588)	Male* (# = 2 352)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
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	**79%**	79%	79%	**64%**	68%	61%	**EC**	EC	EC
No	**1%**	1%	2%	**<1%**	<1%	1%	**EC**	EC	EC
Don't know	**19%**	19%	19%	**30%**	27%	34%	**EC**	EC	EC
Percentage of students indicating they were told how much the assessment will count as part of their class mark: †‡									
	All Students (# = 251)	Female* (# = 151)	Male* (# = 100)	All Students (# = 3 182)	Female* (# = 1 757)	Male* (# = 1 425)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
Yes	**96%**	96%	96%	**91%**	91%	90%	**EC**	EC	EC
No	**4%**	4%	3%	**9%**	8%	9%	**EC**	EC	EC
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 (# = 251)	Female* (# = 151)	Male* (# = 100)	All Students (# = 3 182)	Female* (# = 1 757)	Male* (# = 1 425)	All Students (# = EC)	Female* (# = EC)	Male* (# = EC)
Yes	**79%**	81%	75%	**82%**	85%	79%	**EC**	EC	EC
No	**8%**	5%	12%	**7%**	4%	9%	**EC**	EC	EC
Undecided	**10%**	10%	9%	**10%**	10%	11%	**EC**	EC	EC

*   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, 2014–2015

EXPLANATION OF TERMS

All Students	Results are reported for all students in the course.
Participating Students	Results are reported only for those students who took part in the assessment (excludes the "no data" category).
Provincial Standard	The Ministry of Education, in *The Ontario Curriculum, Grades 9 and 10*: *Mathematics,* has set Level 3 as the provincial standard.
Level 4 (80–100%)	The student has demonstrated a very high to outstanding level of achievement. Achievement is *above* the provincial standard.
Level 3 (70–79%)	The student has demonstrated a high level of achievement. Achievement is *at* the provincial standard.
Level 2 (60–69%)	The student has demonstrated some of the required knowledge and skills. Achievement is *below, but approaching,* the provincial standard.
Level 1 (50–59%)	The student has demonstrated a passable level of achievement. Achievement is *below* the provincial standard.
Below Level 1/ Below L1	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
No Data	Students who did not have a result due to absence or other reasons.
English Language Learners	Students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).
Students Receiving One or More Special Provisions	Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's *Guide for Accommodations and Special Provisions*.
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's *Guide for Accommodations and Special Provisions*.
N/R	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (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.