On behalf of EQAO, I am pleased to present the results of the 2017–2018 Grade 9 Assessment of Mathematics. This report includes results from 2017–2018 as well as from previous years, so you can track progress over time. You will additionally find demographic and attitudinal information, which provides context for interpreting achievement results.

By assessing each student in relation to the learning expectations outlined in *The Ontario Curriculum*, EQAO is able to offer objective data at the individual, school, board and provincial levels to support the professional practice of the education community. Using EQAO’s independent data, in addition to classroom and board information, helps the education community consider the focus for collaborative inquiries and to make evidence-informed decisions when developing and monitoring plans that foster equitable and inclusive learning environments. Achievement, contextual, attitudinal and behavioural data all offer valuable insights into student learning and support educators as they continue to meet the needs of every student.

We look forward to continuing our work with you in support of the children and youth of Ontario, so that all students are positioned for success in their futures, regardless of background or circumstances.

Kind regards,

Norah Marsh  
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), 2017–2018

<table>
<thead>
<tr>
<th>WHERE TO FIND …</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applied</td>
</tr>
<tr>
<td>Percentages of all students at or above the provincial standard</td>
<td>1</td>
</tr>
<tr>
<td>• 2017–2018</td>
<td>1</td>
</tr>
<tr>
<td>• Over time</td>
<td>2</td>
</tr>
<tr>
<td>Tips for using this report</td>
<td>3</td>
</tr>
<tr>
<td>Contextual information: 2017–2018</td>
<td>4</td>
</tr>
<tr>
<td>Results for groups of students: 2017–2018</td>
<td>6</td>
</tr>
<tr>
<td>• All students</td>
<td>10</td>
</tr>
<tr>
<td>• Participating students</td>
<td>6</td>
</tr>
<tr>
<td>• Students by gender</td>
<td>10</td>
</tr>
<tr>
<td>Contextual information: Over time</td>
<td>12</td>
</tr>
<tr>
<td>Results for all students: Over time</td>
<td>14</td>
</tr>
<tr>
<td>Results for all students: Over time by gender</td>
<td>18</td>
</tr>
<tr>
<td>Student questionnaire results</td>
<td>20</td>
</tr>
<tr>
<td>Explanation of terms</td>
<td>38</td>
</tr>
</tbody>
</table>

---

**APPLIED COURSE**

- School: 81
- Board: 50
- Province: 45

**ACADEMIC COURSE**

- School: 94
- Board: 87
- Province: 84
### Grade 9 Assessment of Mathematics, 2017–2018

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

**APPLIED MATHEMATICS**

<table>
<thead>
<tr>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>102</td>
<td>97</td>
</tr>
<tr>
<td>Board</td>
<td>2 012</td>
<td>1 861</td>
</tr>
<tr>
<td>Province</td>
<td>38 181</td>
<td>EC</td>
</tr>
</tbody>
</table>

**ACADEMIC MATHEMATICS**

<table>
<thead>
<tr>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>301</td>
<td>361</td>
</tr>
<tr>
<td>Board</td>
<td>5 420</td>
<td>5 433</td>
</tr>
<tr>
<td>Province</td>
<td>95 914</td>
<td>EC</td>
</tr>
</tbody>
</table>
TIPS

The applied and academic mathematics courses are different and should be considered separately.

Note: Students in locally developed courses do not participate in these assessments.

Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.

This assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in mathematics.

Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 30 students, a difference of 10% represents only three students.

Trends may be difficult to identify or to interpret. This is especially true when groups are small or in schools where there is a high turnover in the student population.

EQAO values students' privacy. Results are not reported publicly for schools or boards where fewer than 10 students participated because it might be possible to identify individual students.

ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations for either the applied or academic mathematics program to the end of Grade 9. Students complete two booklets that allow them to show what they know in mathematics. The assessment is based on *The Ontario Curriculum: Mathematics, Grades 9 and 10*.

This report includes:

- results for this year;
- a comparison of results of the current and previous administrations to aid in monitoring improvement; and
- information about the characteristics of the students who participated.

Specifically, you will find:

- summary graphs showing the percentage of students achieving the provincial standard in either applied or academic mathematics;
- detailed tables and graphs showing results for all levels of achievement, participation information and results by 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 results compare to 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).
## Contextual Information, Applied Course

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

### Enrolment

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in applied mathematics course</td>
<td>59</td>
<td>1 740</td>
<td>33 451</td>
</tr>
<tr>
<td>Number of classes with students in applied mathematics course</td>
<td>5</td>
<td>133</td>
<td>2 346</td>
</tr>
<tr>
<td>Number of schools with applied mathematics classes</td>
<td>Not applicable</td>
<td>26</td>
<td>692</td>
</tr>
</tbody>
</table>

### Participation in the Assessment

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who participated in the assessment</td>
<td>59</td>
<td>100%</td>
<td>1 699</td>
<td>98%</td>
<td>32 142</td>
<td>96%</td>
</tr>
<tr>
<td>Participating students who received one or more accommodations*</td>
<td>32</td>
<td>54%</td>
<td>262</td>
<td>15%</td>
<td>5 653</td>
<td>18%</td>
</tr>
<tr>
<td>Participating students who received special provisions**§</td>
<td>1</td>
<td>2%</td>
<td>56</td>
<td>3%</td>
<td>1 287</td>
<td>4%</td>
</tr>
<tr>
<td>Students who did not complete any part of the assessment (no data)*</td>
<td>0</td>
<td>0%</td>
<td>41</td>
<td>2%</td>
<td>1 309</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Gender† Based on number of students enrolled

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>23</td>
<td>39%</td>
<td>770</td>
<td>44%</td>
<td>14 646</td>
<td>44%</td>
</tr>
<tr>
<td>Male</td>
<td>36</td>
<td>61%</td>
<td>970</td>
<td>56%</td>
<td>18 804</td>
<td>56%</td>
</tr>
<tr>
<td>Gender not specified</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

### Student Status† Based on number of students enrolled

<table>
<thead>
<tr>
<th>Status</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language learners*</td>
<td>1</td>
<td>2%</td>
<td>218</td>
<td>13%</td>
<td>3 724</td>
<td>11%</td>
</tr>
<tr>
<td>Students with special education needs (excluding gifted)*</td>
<td>32</td>
<td>54%</td>
<td>581</td>
<td>33%</td>
<td>13 759</td>
<td>41%</td>
</tr>
</tbody>
</table>

### Semester/Full Year Based on number of students enrolled

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-semester course</td>
<td>23</td>
<td>39%</td>
<td>816</td>
<td>47%</td>
<td>15 046</td>
<td>45%</td>
</tr>
<tr>
<td>Second-semester course</td>
<td>36</td>
<td>61%</td>
<td>777</td>
<td>45%</td>
<td>16 347</td>
<td>49%</td>
</tr>
<tr>
<td>Full-year course</td>
<td>0</td>
<td>0%</td>
<td>147</td>
<td>8%</td>
<td>2 058</td>
<td>6%</td>
</tr>
</tbody>
</table>

### Language and School Background†† Based on Student Questionnaire data

<table>
<thead>
<tr>
<th>Question</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak only or mostly a language other than English at home</td>
<td>6</td>
<td>11%</td>
<td>179</td>
<td>11%</td>
<td>2 023</td>
<td>7%</td>
</tr>
<tr>
<td>Speak another language as often as English at home</td>
<td>7</td>
<td>12%</td>
<td>312</td>
<td>20%</td>
<td>3 789</td>
<td>13%</td>
</tr>
<tr>
<td>Attended three or more elementary schools from kindergarten to Grade 8</td>
<td>10</td>
<td>18%</td>
<td>582</td>
<td>37%</td>
<td>11 460</td>
<td>39%</td>
</tr>
</tbody>
</table>

* See the Explanation of Terms.
† Contextual data pertaining to “gender” and “student status” are based on information provided by schools and/or boards through the Student Data Collection process.
†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students.
§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.
### Contextual Information, Applied Course (continued)

#### Year Student Entered Current School

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th></th>
<th></th>
<th></th>
<th>Board</th>
<th></th>
<th></th>
<th></th>
<th>Province</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of the assessment</td>
<td>55</td>
<td>93%</td>
<td>1 617</td>
<td>93%</td>
<td>29 565</td>
<td>88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>4</td>
<td>7%</td>
<td>105</td>
<td>6%</td>
<td>2 596</td>
<td>8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>0</td>
<td>0%</td>
<td>8</td>
<td>&lt;1%</td>
<td>575</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>&lt;1%</td>
<td>576</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data not available</td>
<td>0</td>
<td>0%</td>
<td>7</td>
<td>&lt;1%</td>
<td>139</td>
<td>&lt;1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year Student Entered Current Board

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th></th>
<th></th>
<th></th>
<th>Board</th>
<th></th>
<th></th>
<th></th>
<th>Province</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of the assessment</td>
<td>13</td>
<td>22%</td>
<td>526</td>
<td>30%</td>
<td>5 294</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>0</td>
<td>0%</td>
<td>82</td>
<td>5%</td>
<td>2 164</td>
<td>6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>1</td>
<td>2%</td>
<td>69</td>
<td>4%</td>
<td>1 826</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>45</td>
<td>76%</td>
<td>1 052</td>
<td>60%</td>
<td>22 726</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data not available</td>
<td>0</td>
<td>0%</td>
<td>11</td>
<td>1%</td>
<td>1 441</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.
## Grade 9 Assessment of Mathematics, 2017–2018

### Results for All Students, Applied Course

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>School 59</th>
<th>Board 1,740</th>
<th>Province 33,451</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>18</td>
<td>31%</td>
<td>11%</td>
</tr>
<tr>
<td>Level 3</td>
<td>30</td>
<td>51%</td>
<td>39%</td>
</tr>
<tr>
<td>Level 2</td>
<td>10</td>
<td>17%</td>
<td>34%</td>
</tr>
<tr>
<td>Level 1</td>
<td>1</td>
<td>2%</td>
<td>12%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>0</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

| Participating Students | | | |
|------------------------| | | |
| All Students*          | | | |
| Level 4                | 18 | 31% | 12% | 10% |
| Level 3                | 30 | 51% | 40% | 37% |
| Level 2                | 10 | 17% | 34% | 34% |
| Level 1                | 1  | 2%  | 12% | 14% |
| Below Level 1          | 0  | 0%  | 2%  | 5%  |

**At or Above Provincial Standard (Levels 3 and 4)**

- School: 81%
- Board: 51%
- Province: 45%

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

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>School 59</th>
<th>Board 1,699</th>
<th>Province 32,142</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating Students**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>18</td>
<td>31%</td>
<td>12%</td>
</tr>
<tr>
<td>Level 3</td>
<td>30</td>
<td>51%</td>
<td>40%</td>
</tr>
<tr>
<td>Level 2</td>
<td>10</td>
<td>17%</td>
<td>34%</td>
</tr>
<tr>
<td>Level 1</td>
<td>1</td>
<td>2%</td>
<td>12%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>0</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**At or Above Provincial Standard (Levels 3 and 4)**

- School: 81%
- Board: 51%
- Province: 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.

†The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.
### Results by Gender, Applied Course

#### All Students: School by Gender

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>23</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Level 3</td>
<td>36</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Level 2</td>
<td>23</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Level 1</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### All Students: Board by Gender

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>770</td>
<td>82</td>
<td>117</td>
</tr>
<tr>
<td>Level 3</td>
<td>970</td>
<td>307</td>
<td>365</td>
</tr>
<tr>
<td>Level 2</td>
<td>970</td>
<td>259</td>
<td>327</td>
</tr>
<tr>
<td>Level 1</td>
<td>970</td>
<td>92</td>
<td>112</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>970</td>
<td>14</td>
<td>24</td>
</tr>
</tbody>
</table>

#### All Students: Province by Gender

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>14 646</td>
<td>1 275</td>
<td>1 983</td>
</tr>
<tr>
<td>Level 3</td>
<td>18 804</td>
<td>4 918</td>
<td>6 888</td>
</tr>
<tr>
<td>Level 2</td>
<td>18 804</td>
<td>5 014</td>
<td>5 962</td>
</tr>
<tr>
<td>Level 1</td>
<td>18 804</td>
<td>2 098</td>
<td>2 251</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>18 804</td>
<td>735</td>
<td>1 018</td>
</tr>
</tbody>
</table>

*Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard. †† Includes only students for whom gender data were available.
# Contextual Information, Academic Course

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

## Enrolment

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in academic mathematics course</td>
<td>342</td>
<td>5 360</td>
<td>96 996</td>
</tr>
<tr>
<td>Number of classes with students in academic mathematics course</td>
<td>16</td>
<td>242</td>
<td>4 341</td>
</tr>
<tr>
<td>Number of schools with academic mathematics classes</td>
<td>Not applicable</td>
<td>26</td>
<td>677</td>
</tr>
</tbody>
</table>

## Participation in the Assessment

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who participated in the assessment</td>
<td>342</td>
<td>100%</td>
<td>5 330</td>
<td>99%</td>
<td>96 145</td>
<td>99%</td>
</tr>
<tr>
<td>Participating students who received one or more accommodations*</td>
<td>19</td>
<td>6%</td>
<td>114</td>
<td>2%</td>
<td>3 247</td>
<td>3%</td>
</tr>
<tr>
<td>Participating students who received special provisions*§</td>
<td>0</td>
<td>0%</td>
<td>105</td>
<td>2%</td>
<td>2 444</td>
<td>3%</td>
</tr>
<tr>
<td>Students who did not complete any part of the assessment (no data)*</td>
<td>0</td>
<td>0%</td>
<td>30</td>
<td>1%</td>
<td>851</td>
<td>1%</td>
</tr>
</tbody>
</table>

## Gender† Based on number of students enrolled

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>177</td>
<td>52%</td>
<td>2 766</td>
<td>52%</td>
<td>49 957</td>
<td>52%</td>
</tr>
<tr>
<td>Male</td>
<td>165</td>
<td>48%</td>
<td>2 594</td>
<td>48%</td>
<td>47 039</td>
<td>48%</td>
</tr>
<tr>
<td>Gender not specified</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

## Student Status† Based on number of students enrolled

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language learners*</td>
<td>8</td>
<td>2%</td>
<td>378</td>
<td>7%</td>
<td>6 675</td>
<td>7%</td>
</tr>
<tr>
<td>Students with special education needs (excluding gifted)*</td>
<td>18</td>
<td>5%</td>
<td>206</td>
<td>4%</td>
<td>7 795</td>
<td>8%</td>
</tr>
</tbody>
</table>

## Semester/Full Year Based on number of students enrolled

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-semester course</td>
<td>173</td>
<td>51%</td>
<td>2 475</td>
<td>46%</td>
<td>43 472</td>
<td>45%</td>
</tr>
<tr>
<td>Second-semester course</td>
<td>169</td>
<td>49%</td>
<td>2 609</td>
<td>49%</td>
<td>43 801</td>
<td>45%</td>
</tr>
<tr>
<td>Full-year course</td>
<td>0</td>
<td>0%</td>
<td>276</td>
<td>5%</td>
<td>9 723</td>
<td>10%</td>
</tr>
</tbody>
</table>

## Language and School Background†† Based on Student Questionnaire data

<table>
<thead>
<tr>
<th></th>
<th>Number of Respondents:</th>
<th>340</th>
<th>4 966</th>
<th>89 045</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak only or mostly a language other than English at home</td>
<td>25</td>
<td>7%</td>
<td>525</td>
<td>11%</td>
</tr>
<tr>
<td>Speak another language as often as English at home</td>
<td>56</td>
<td>16%</td>
<td>1 141</td>
<td>23%</td>
</tr>
<tr>
<td>Attended three or more elementary schools from kindergarten to Grade 8</td>
<td>117</td>
<td>34%</td>
<td>1 841</td>
<td>37%</td>
</tr>
</tbody>
</table>

* See the Explanation of Terms.
† Contextual data pertaining to “gender” and “student status” are based on information provided by schools and/or boards through the Student Data Collection process.
†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students.
§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.
### Contextual Information, Academic Course (continued)

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th></th>
<th>Board</th>
<th></th>
<th>Province</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td><strong>Year Student Entered Current School†</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of the assessment</td>
<td>341</td>
<td>100%</td>
<td>5 298</td>
<td>99%</td>
<td>94 002</td>
<td>97%</td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>1</td>
<td>&lt;1%</td>
<td>60</td>
<td>1%</td>
<td>1 265</td>
<td>1%</td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>&lt;1%</td>
<td>516</td>
<td>1%</td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>1 007</td>
<td>1%</td>
</tr>
<tr>
<td>Data not available</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>&lt;1%</td>
<td>206</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Year Student Entered Current Board†</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of the assessment</td>
<td>167</td>
<td>49%</td>
<td>2 050</td>
<td>38%</td>
<td>15 026</td>
<td>15%</td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>6</td>
<td>2%</td>
<td>114</td>
<td>2%</td>
<td>3 791</td>
<td>4%</td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>5</td>
<td>1%</td>
<td>115</td>
<td>2%</td>
<td>3 769</td>
<td>4%</td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>164</td>
<td>48%</td>
<td>3 081</td>
<td>57%</td>
<td>70 188</td>
<td>72%</td>
</tr>
<tr>
<td>Data not available</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>4 222</td>
<td>4%</td>
</tr>
</tbody>
</table>

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.
# Results for All Students, Academic Course

### All Students

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>School 342</th>
<th>Board 5 360</th>
<th>Province 96 996</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>69</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Level 3</td>
<td>253</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>Level 2</td>
<td>19</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Level 1</td>
<td>1</td>
<td>&lt;1%</td>
<td>3%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>0</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Participating Students</td>
<td>342</td>
<td>100%</td>
<td>99%</td>
</tr>
</tbody>
</table>

| No Data | 0 | 0% | 1% | 1% |

| At or Above Provincial Standard (Levels 3 and 4)† | 94% | 87% | 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.

*† Because percentages in tables and graphs are rounded, percentages may not add up to 100.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

---

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

### Participating Students

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>School 342</th>
<th>Board 5 330</th>
<th>Province 96 145</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>69</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Level 3</td>
<td>253</td>
<td>74%</td>
<td>73%</td>
</tr>
<tr>
<td>Level 2</td>
<td>19</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Level 1</td>
<td>1</td>
<td>&lt;1%</td>
<td>3%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>0</td>
<td>0%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Participating Students</td>
<td>342</td>
<td>100%</td>
<td>99%</td>
</tr>
</tbody>
</table>

| At or Above Provincial Standard (Levels 3 and 4)† | 94% | 88% | 85% |

---

* 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.

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.
## Results by Gender††, Academic Course

### All Students: School by Gender*

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Level 4</td>
<td>35</td>
<td>20%</td>
</tr>
<tr>
<td>Level 3</td>
<td>136</td>
<td>77%</td>
</tr>
<tr>
<td>Level 2</td>
<td>6</td>
<td>3%</td>
</tr>
<tr>
<td>Level 1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Participating Students</th>
<th>177</th>
<th>100%</th>
<th>165</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Data</td>
<td></td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>At or Above Provincial Standard (Levels 3 and 4)††</td>
<td>97%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### All Students: Board by Gender*

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Level 4</td>
<td>433</td>
<td>16%</td>
</tr>
<tr>
<td>Level 3</td>
<td>1 982</td>
<td>72%</td>
</tr>
<tr>
<td>Level 2</td>
<td>245</td>
<td>9%</td>
</tr>
<tr>
<td>Level 1</td>
<td>84</td>
<td>3%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>6</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Participating Students</th>
<th>2 750</th>
<th>99%</th>
<th>2 580</th>
<th>99%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Data</td>
<td></td>
<td>16</td>
<td>1%</td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td>At or Above Provincial Standard (Levels 3 and 4)††</td>
<td>87%</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### All Students: Province by Gender*

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Level 4</td>
<td>6 847</td>
<td>14%</td>
</tr>
<tr>
<td>Level 3</td>
<td>35 049</td>
<td>70%</td>
</tr>
<tr>
<td>Level 2</td>
<td>5 213</td>
<td>10%</td>
</tr>
<tr>
<td>Level 1</td>
<td>2 258</td>
<td>5%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>155</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Participating Students</th>
<th>49 522</th>
<th>99%</th>
<th>46 623</th>
<th>99%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Data</td>
<td></td>
<td>435</td>
<td>1%</td>
<td>416</td>
<td>1%</td>
</tr>
<tr>
<td>At or Above Provincial Standard (Levels 3 and 4)††</td>
<td>84%</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.
†† Includes only students for whom gender data were available.
## Contextual Information over Time: Applied Course

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in applied mathematics course</td>
<td>102</td>
<td>97</td>
<td>77</td>
<td>64</td>
<td>59</td>
</tr>
<tr>
<td>Number of classes with students in applied mathematics course</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

### Participation in the Assessment

<table>
<thead>
<tr>
<th>Students who participated in the assessment</th>
<th>100%</th>
<th>100%</th>
<th>99%</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating students who received one or more accommodations*</td>
<td>0%</td>
<td>0%</td>
<td>37%</td>
<td>34%</td>
<td>54%</td>
</tr>
<tr>
<td>Participating students who received special provisions§</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>11%</td>
<td>2%</td>
</tr>
</tbody>
</table>

| Students who did not complete any part of the assessment (no data)* | 0% | 0% | 1% | 0% | 0% |

### Gender† Based on number of students enrolled

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>43%</td>
<td>31%</td>
<td>35%</td>
<td>48%</td>
<td>39%</td>
</tr>
<tr>
<td>Male</td>
<td>57%</td>
<td>69%</td>
<td>65%</td>
<td>52%</td>
<td>61%</td>
</tr>
<tr>
<td>Gender not specified</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Student Status† Based on number of students enrolled

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English language learners*</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
<td>14%</td>
<td>2%</td>
</tr>
<tr>
<td>Students with special education needs (excluding gifted)*</td>
<td>29%</td>
<td>29%</td>
<td>35%</td>
<td>34%</td>
<td>54%</td>
</tr>
</tbody>
</table>

### Semester/Full Year Based on number of students enrolled

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First-semester course</td>
<td>56%</td>
<td>53%</td>
<td>58%</td>
<td>47%</td>
<td>39%</td>
</tr>
<tr>
<td>Second-semester course</td>
<td>44%</td>
<td>47%</td>
<td>42%</td>
<td>53%</td>
<td>61%</td>
</tr>
<tr>
<td>Full-year course</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Language and School Background†† Based on Student Questionnaire data

<table>
<thead>
<tr>
<th>Number of Respondents:</th>
<th>93</th>
<th>96</th>
<th>73</th>
<th>62</th>
<th>57</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak only or mostly a language other than English at home</td>
<td>4%</td>
<td>3%</td>
<td>8%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>Speak another language as often as English at home</td>
<td>27%</td>
<td>14%</td>
<td>22%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Attended three or more elementary schools from kindergarten to Grade 8</td>
<td>40%</td>
<td>31%</td>
<td>32%</td>
<td>11%</td>
<td>18%</td>
</tr>
</tbody>
</table>

* See the Explanation of Terms.
† Contextual data pertaining to “gender” and “student status” are based on information provided by schools and/or boards through the Student Data Collection process.
†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students.
§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.
## Contextual Information over Time: Applied Course (continued)

### Year Student Entered Current School†

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of the assessment</td>
<td>96%</td>
<td>95%</td>
<td>93%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>3%</td>
<td>5%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td></td>
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</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data not available</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tr>
</tbody>
</table>

These items were added in 2015–2016.

### Year Student Entered Current Board†

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Year of the assessment</td>
<td>44%</td>
<td>20%</td>
<td>22%</td>
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</tr>
<tr>
<td>Year prior to the assessment</td>
<td>1%</td>
<td>5%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>52%</td>
<td>75%</td>
<td>76%</td>
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</tr>
<tr>
<td>Data not available</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
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</tr>
</tbody>
</table>

These items were added in 2015–2016.

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.
### Results for All Students over Time: Applied Course

#### School*

<table>
<thead>
<tr>
<th>Year</th>
<th>'14–'15</th>
<th>'15–'16</th>
<th>'16–'17</th>
<th>'17–'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>15%</td>
<td>34%</td>
<td>25%</td>
<td>31%</td>
</tr>
<tr>
<td>Level 3</td>
<td>52%</td>
<td>43%</td>
<td>50%</td>
<td>51%</td>
</tr>
<tr>
<td>Level 2</td>
<td>26%</td>
<td>19%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>Level 1</td>
<td>7%</td>
<td>3%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Participating Students</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Board*

<table>
<thead>
<tr>
<th>Year</th>
<th>'14–'15</th>
<th>'15–'16</th>
<th>'16–'17</th>
<th>'17–'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>18%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Level 3</td>
<td>43%</td>
<td>41%</td>
<td>40%</td>
<td>39%</td>
</tr>
<tr>
<td>Level 2</td>
<td>29%</td>
<td>32%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Level 1</td>
<td>7%</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Participating Students</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

#### Province*

<table>
<thead>
<tr>
<th>Year</th>
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<th>'15–'16</th>
<th>'16–'17</th>
<th>'17–'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>EC 10%</td>
<td>9%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>EC 35%</td>
<td>35%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>EC 33%</td>
<td>33%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>EC 13%</td>
<td>14%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Below Level 1</td>
<td>EC 5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Participating Students</td>
<td>EC 96%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

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

† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.
## Contextual Information over Time: Academic Course

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrolment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students in academic mathematics course</td>
<td>301</td>
<td>361</td>
<td>402</td>
<td>330</td>
<td>342</td>
</tr>
<tr>
<td>Number of classes with students in academic mathematics course</td>
<td>14</td>
<td>15</td>
<td>17</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td><strong>Participation in the Assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who participated in the assessment</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Participating students who received one or more accommodations*</td>
<td>1%</td>
<td>0%</td>
<td>7%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Participating students who received special provisions§</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Students who did not complete any part of the assessment (no data)*</td>
<td>0%</td>
<td>&lt;1%</td>
<td>0%</td>
<td>&lt;1%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Gender† Based on number of students enrolled</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>49%</td>
<td>48%</td>
<td>46%</td>
<td>47%</td>
<td>52%</td>
</tr>
<tr>
<td>Male</td>
<td>51%</td>
<td>52%</td>
<td>54%</td>
<td>53%</td>
<td>48%</td>
</tr>
<tr>
<td>Gender not specified</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Student Status† Based on number of students enrolled</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language learners*</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Students with special education needs (excluding gifted)*</td>
<td>5%</td>
<td>3%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Semester/Full Year Based on number of students enrolled</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-semester course</td>
<td>47%</td>
<td>53%</td>
<td>47%</td>
<td>55%</td>
<td>51%</td>
</tr>
<tr>
<td>Second-semester course</td>
<td>53%</td>
<td>47%</td>
<td>53%</td>
<td>45%</td>
<td>49%</td>
</tr>
<tr>
<td>Full-year course</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Language and School Background†† Based on Student Questionnaire data</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Respondents:</td>
<td>292</td>
<td>357</td>
<td>396</td>
<td>327</td>
<td>340</td>
</tr>
<tr>
<td>Speak only or mostly a language other than English at home</td>
<td>6%</td>
<td>6%</td>
<td>9%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Speak another language as often as English at home</td>
<td>20%</td>
<td>23%</td>
<td>22%</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Attended three or more elementary schools from kindergarten to Grade 8</td>
<td>42%</td>
<td>41%</td>
<td>42%</td>
<td>33%</td>
<td>34%</td>
</tr>
</tbody>
</table>

* See the Explanation of Terms.
† Contextual data pertaining to “gender” and “student status” are based on information provided by schools and/or boards through the Student Data Collection process.
†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students.
§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.
# Contextual Information over Time: Academic Course (continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Student Entered Current School†</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of the assessment</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data not available</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year Student Entered Current Board†</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year of the assessment</td>
<td>54%</td>
<td>43%</td>
<td>49%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>44%</td>
<td>54%</td>
<td>48%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data not available</td>
<td>&lt;1%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

These items were added in 2015–2016.
## School*

<table>
<thead>
<tr>
<th>Year</th>
<th>'14–'15</th>
<th>'15–'16</th>
<th>'16–'17</th>
<th>'17–'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>361</td>
<td>402</td>
<td>330</td>
<td>342</td>
</tr>
<tr>
<td>Level 4</td>
<td>14%</td>
<td>15%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>Level 3</td>
<td>81%</td>
<td>83%</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>Level 2</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Level 1</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Participating Students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>No Data</td>
<td>&lt;1%</td>
<td>0%</td>
<td>&lt;1%</td>
<td>0%</td>
</tr>
<tr>
<td>At or Above Provincial Standard (Levels 3 and 4)†</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
<td>94%</td>
</tr>
</tbody>
</table>

## Board*

<table>
<thead>
<tr>
<th>Year</th>
<th>'14–'15</th>
<th>'15–'16</th>
<th>'16–'17</th>
<th>'17–'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>5 433</td>
<td>5 424</td>
<td>5 376</td>
<td>5 360</td>
</tr>
<tr>
<td>Level 4</td>
<td>13%</td>
<td>11%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Level 3</td>
<td>75%</td>
<td>76%</td>
<td>75%</td>
<td>72%</td>
</tr>
<tr>
<td>Level 2</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Level 1</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Below Level 1</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Participating Students</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>No Data</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
<tr>
<td>At or Above Provincial Standard (Levels 3 and 4)†</td>
<td>88%</td>
<td>87%</td>
<td>88%</td>
<td>87%</td>
</tr>
</tbody>
</table>

## Province*

<table>
<thead>
<tr>
<th>Year</th>
<th>'14–'15</th>
<th>'15–'16</th>
<th>'16–'17</th>
<th>'17–'18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>EC 97 347</td>
<td>96 449</td>
<td>96 996</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td>EC 11%</td>
<td>13%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>EC 73%</td>
<td>71%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>EC 11%</td>
<td>11%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>EC 4%</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Below Level 1</td>
<td>EC &lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td></td>
</tr>
<tr>
<td>Participating Students</td>
<td>EC 99%</td>
<td>99%</td>
<td>99%</td>
<td></td>
</tr>
<tr>
<td>No Data</td>
<td>EC 1%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>At or Above Provincial Standard (Levels 3 and 4)†</td>
<td>EC 83%</td>
<td>83%</td>
<td>84%</td>
<td></td>
</tr>
</tbody>
</table>

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.
### RESULTS FOR ALL STUDENTS OVER TIME BY GENDER

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Students in Applied Mathematics Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>44</td>
<td>30</td>
<td>27</td>
<td>31</td>
<td>23</td>
</tr>
<tr>
<td>Male</td>
<td>58</td>
<td>67</td>
<td>50</td>
<td>33</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOARD</strong></td>
<td>923</td>
<td>852</td>
<td>867</td>
<td>810</td>
</tr>
<tr>
<td>Female</td>
<td>56</td>
<td>60</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Male</td>
<td>63</td>
<td>61</td>
<td>58</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROVINCE</strong></td>
<td>16 662</td>
<td>1 089</td>
<td>852</td>
<td>748</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>30</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Male</td>
<td>49</td>
<td>67</td>
<td>50</td>
<td>46</td>
</tr>
</tbody>
</table>

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


SCHOOL

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>146</td>
<td>155</td>
<td>172</td>
</tr>
<tr>
<td>2014–2015</td>
<td>172</td>
<td>189</td>
<td>2 820</td>
</tr>
<tr>
<td>2015–2016</td>
<td>189</td>
<td>2 613</td>
<td>EC</td>
</tr>
<tr>
<td>2016–2017</td>
<td>218</td>
<td>2 644</td>
<td>EC</td>
</tr>
<tr>
<td>2017–2018</td>
<td>156</td>
<td>2 753</td>
<td>EC</td>
</tr>
</tbody>
</table>

† Includes only students for whom gender data were available.
### STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (\# = 57)

#### STUDENTS’ ATTITUDES TOWARD MATHEMATICS

**How much do you agree or disagree with the following statements?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage of Students*</th>
<th>Number of students who answered “agree” or “strongly agree”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like mathematics.</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>I am good at mathematics.</td>
<td>12</td>
<td>49</td>
</tr>
<tr>
<td>I am able to answer difficult mathematics questions.</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td>Mathematics is one of my favourite subjects.</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Mathematics is an easy subject.</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>I understand most of the mathematics I am taught.</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Mathematics is an easy subject.</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>I do my best in mathematics class.</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>The mathematics I learn now is useful for everyday life.</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td>The mathematics I learn now helps me do work in other subjects.</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>I need to do well in mathematics to study what I want later.</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>I need to keep taking mathematics for the kind of job I want after I leave school.</td>
<td>7</td>
<td>28</td>
</tr>
</tbody>
</table>

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

#### How confident are you that you can answer mathematics questions related to the following?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage of Students*</th>
<th>Number of students who answered “very confident”</th>
</tr>
</thead>
<tbody>
<tr>
<td>number sense (e.g., operations with integers, rational numbers, exponents)</td>
<td></td>
<td>49</td>
</tr>
<tr>
<td>algebra (e.g., solving equations, simplifying expressions with polynomials)</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>linear relations (e.g., scatter plots, lines of best fit)</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>measurement (e.g., perimeter, area, volume)</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>geometry (e.g., angles, parallel lines)</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

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

#### How often do you do the following when studying mathematics or working on a mathematics problem?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Students*</th>
<th>Number of students who answered “very often”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I connect new mathematics concepts to what I already know about mathematics or other subjects.</td>
<td>12 51 33</td>
<td>0</td>
</tr>
<tr>
<td>I check my mathematics answers to see if they make sense.</td>
<td>12 46 39</td>
<td>22</td>
</tr>
<tr>
<td>I apply new mathematics concepts to real-life problems.</td>
<td>18 51 25</td>
<td>2</td>
</tr>
<tr>
<td>I take time to discuss my mathematics assignments with my classmates.</td>
<td>12 51 28</td>
<td>2</td>
</tr>
<tr>
<td>I look for more than one way to solve mathematics problems.</td>
<td>5 49 32 11</td>
<td>6</td>
</tr>
</tbody>
</table>

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

#### How often do you complete your mathematics homework?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not usually assigned any mathematics homework</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Never or almost never</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Often</td>
<td>47</td>
<td>27</td>
</tr>
<tr>
<td>Always</td>
<td>30</td>
<td>17</td>
</tr>
</tbody>
</table>

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.
### Grade 9 Assessment of Mathematics, 2017–2018, Applied Course

#### OUT-OF-SCHOOL ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Students*</th>
<th>Number of students who answered “every day or almost every day”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read by myself</td>
<td>23 46 18 9</td>
<td>5</td>
</tr>
<tr>
<td>I use the Internet</td>
<td>88</td>
<td>50</td>
</tr>
<tr>
<td>I play video games</td>
<td>19 7 37 28</td>
<td>16</td>
</tr>
<tr>
<td>I participate in sports or other physical activities</td>
<td>7 12 33 39</td>
<td>22</td>
</tr>
<tr>
<td>I participate in art, music or drama activities</td>
<td>51 14 11 14</td>
<td>8</td>
</tr>
<tr>
<td>I participate in other clubs or organizations</td>
<td>46 16 14 14</td>
<td>8</td>
</tr>
<tr>
<td>I volunteer in my community</td>
<td>37 32 14 5</td>
<td>3</td>
</tr>
<tr>
<td>I work at a paid job</td>
<td>82 9</td>
<td>0</td>
</tr>
</tbody>
</table>

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.
### STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 57)

#### SCHOOLS ATTENDED

How many schools did you attend from kindergarten to Grade 8 (home-schooling is counted as one school)?

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 schools</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1 school</td>
<td>42%</td>
<td>24</td>
</tr>
<tr>
<td>2 schools</td>
<td>25%</td>
<td>14</td>
</tr>
<tr>
<td>3 schools</td>
<td>11%</td>
<td>6</td>
</tr>
<tr>
<td>4 schools</td>
<td>5%</td>
<td>3</td>
</tr>
<tr>
<td>5 or more schools</td>
<td>1%</td>
<td>1</td>
</tr>
</tbody>
</table>

#### LANGUAGES SPOKEN

<table>
<thead>
<tr>
<th>Languages Spoken</th>
<th>Percentage of Students*</th>
<th>Number of students who answered &quot;only English&quot; or &quot;mostly English&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages student speaks at home</td>
<td>65%</td>
<td>37</td>
</tr>
<tr>
<td>Languages in which people speak to student at home</td>
<td>68%</td>
<td>34</td>
</tr>
</tbody>
</table>

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.
## USE OF THE ASSESSMENT IN CLASS MARKS

<table>
<thead>
<tr>
<th>Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of Students</strong>*</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Don’t know</td>
</tr>
</tbody>
</table>

*Total number of students: 24

---

**Were you told how much the assessment will count as part of your class mark (e.g., 5%)?†**

<table>
<thead>
<tr>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
</tr>
</tbody>
</table>

*Total number of students: 24

---

**Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously?†**

<table>
<thead>
<tr>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
</tr>
</tbody>
</table>

*Percentages may not add up to 100, due to rounding or to missing 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.
### STUDENTS’ ATTITUDES TOWARD MATHEMATICS

#### Percentage of students indicating they "agree" or "strongly agree" with the following statements:†

<table>
<thead>
<tr>
<th>Statement</th>
<th>School All Students</th>
<th>Female</th>
<th>Male</th>
<th>Board All Students</th>
<th>Female</th>
<th>Male</th>
<th>Province All Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like mathematics.</td>
<td>44%</td>
<td>17%</td>
<td>62%</td>
<td>37%</td>
<td>29%</td>
<td>43%</td>
<td>36%</td>
<td>31%</td>
<td>41%</td>
</tr>
<tr>
<td>I am able to answer difficult mathematics questions.</td>
<td>33%</td>
<td>9%</td>
<td>50%</td>
<td>25%</td>
<td>17%</td>
<td>32%</td>
<td>25%</td>
<td>17%</td>
<td>31%</td>
</tr>
<tr>
<td>Mathematics is one of my favourite subjects.</td>
<td>18%</td>
<td>9%</td>
<td>24%</td>
<td>23%</td>
<td>19%</td>
<td>27%</td>
<td>22%</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>I understand most of the mathematics I am taught.</td>
<td>70%</td>
<td>65%</td>
<td>74%</td>
<td>64%</td>
<td>62%</td>
<td>66%</td>
<td>61%</td>
<td>58%</td>
<td>63%</td>
</tr>
<tr>
<td>Mathematics is an easy subject.</td>
<td>7%</td>
<td>9%</td>
<td>6%</td>
<td>17%</td>
<td>13%</td>
<td>20%</td>
<td>18%</td>
<td>13%</td>
<td>21%</td>
</tr>
<tr>
<td>I do my best in mathematics class.</td>
<td>81%</td>
<td>74%</td>
<td>85%</td>
<td>69%</td>
<td>73%</td>
<td>66%</td>
<td>70%</td>
<td>74%</td>
<td>66%</td>
</tr>
<tr>
<td>The mathematics I learn now is useful for everyday life.</td>
<td>49%</td>
<td>48%</td>
<td>50%</td>
<td>37%</td>
<td>35%</td>
<td>39%</td>
<td>34%</td>
<td>31%</td>
<td>36%</td>
</tr>
<tr>
<td>The mathematics I learn now helps me do work in other subjects.</td>
<td>58%</td>
<td>43%</td>
<td>68%</td>
<td>51%</td>
<td>50%</td>
<td>52%</td>
<td>47%</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>I need to do well in mathematics to study what I want later.</td>
<td>65%</td>
<td>48%</td>
<td>76%</td>
<td>54%</td>
<td>51%</td>
<td>57%</td>
<td>50%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>I need to keep taking mathematics for the kind of job I want after I leave school.</td>
<td>58%</td>
<td>57%</td>
<td>59%</td>
<td>46%</td>
<td>44%</td>
<td>48%</td>
<td>42%</td>
<td>40%</td>
<td>44%</td>
</tr>
</tbody>
</table>

#### Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:‡

<table>
<thead>
<tr>
<th>Category</th>
<th>School All Students</th>
<th>Female</th>
<th>Male</th>
<th>Board All Students</th>
<th>Female</th>
<th>Male</th>
<th>Province All Students</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>number sense (e.g., operations with integers, rational numbers, exponents)</td>
<td>46%</td>
<td>35%</td>
<td>53%</td>
<td>43%</td>
<td>35%</td>
<td>49%</td>
<td>41%</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>algebra (e.g., solving equations, simplifying expressions with polynomials)</td>
<td>51%</td>
<td>35%</td>
<td>62%</td>
<td>46%</td>
<td>43%</td>
<td>48%</td>
<td>44%</td>
<td>41%</td>
<td>46%</td>
</tr>
<tr>
<td>linear relations (e.g., scatter plots, lines of best fit)</td>
<td>74%</td>
<td>74%</td>
<td>74%</td>
<td>64%</td>
<td>58%</td>
<td>68%</td>
<td>54%</td>
<td>48%</td>
<td>59%</td>
</tr>
<tr>
<td>measurement (e.g., perimeter, area, volume)</td>
<td>77%</td>
<td>74%</td>
<td>79%</td>
<td>68%</td>
<td>67%</td>
<td>69%</td>
<td>66%</td>
<td>63%</td>
<td>68%</td>
</tr>
<tr>
<td>geometry (e.g., angles, parallel lines)</td>
<td>72%</td>
<td>70%</td>
<td>74%</td>
<td>51%</td>
<td>46%</td>
<td>55%</td>
<td>48%</td>
<td>42%</td>
<td>53%</td>
</tr>
</tbody>
</table>

* 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”.

Results as of September 5, 2018
**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE**
(all students, female, male)

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Students</td>
<td>Female* (# = 23)</td>
<td>Male* (# = 34)</td>
</tr>
<tr>
<td>I connect new mathematics concepts to what I already know about mathematics or other subjects.</td>
<td>0% 0% 0%</td>
<td>5% 6% 4%</td>
<td>4% 4% 4%</td>
</tr>
<tr>
<td>I check my mathematics answers to see if they make sense.</td>
<td>39% 30% 44%</td>
<td>21% 24% 19%</td>
<td>17% 20% 15%</td>
</tr>
<tr>
<td>I apply new mathematics concepts to real-life problems.</td>
<td>4% 0% 6%</td>
<td>4% 3% 4%</td>
<td>3% 4% 4%</td>
</tr>
<tr>
<td>I take time to discuss my mathematics assignments with my classmates.</td>
<td>4% 4% 3%</td>
<td>7% 8% 6%</td>
<td>5% 6% 4%</td>
</tr>
<tr>
<td>I look for more than one way to solve mathematics problems.</td>
<td>11% 4% 15%</td>
<td>13% 13% 12%</td>
<td>11% 10% 11%</td>
</tr>
</tbody>
</table>

**DOING MATHEMATICS**

Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem:†

<table>
<thead>
<tr>
<th></th>
<th>All Students (# = 1 565)</th>
<th>Female* (# = 706)</th>
<th>Male* (# = 859)</th>
<th>All Students (# = 29 242)</th>
<th>Female* (# = 13 003)</th>
<th>Male* (# = 16 239)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not usually assigned any mathematics homework</td>
<td>0% 0% 0%</td>
<td>3% 4% 3%</td>
<td>13% 13% 14%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never or almost never</td>
<td>2% 4% 0%</td>
<td>5% 3% 7%</td>
<td>7% 5% 9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>16% 17% 15%</td>
<td>26% 21% 29%</td>
<td>27% 25% 28%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>47% 43% 50%</td>
<td>36% 37% 36%</td>
<td>29% 30% 28%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always</td>
<td>30% 30% 29%</td>
<td>23% 29% 18%</td>
<td>17% 20% 14%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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 missing responses.
## Out-of-School Activities

Percentage of students indicating they do the following "every day or almost every day" when they are not at school:

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>board</th>
<th>Female</th>
<th>Male</th>
<th>Province</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read by myself.</td>
<td>9%</td>
<td>13%</td>
<td>6%</td>
<td>14%</td>
<td>21%</td>
<td>9%</td>
<td>15%</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>I use the Internet.</td>
<td>88%</td>
<td>96%</td>
<td>82%</td>
<td>89%</td>
<td>91%</td>
<td>87%</td>
<td>87%</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>I play video games.</td>
<td>28%</td>
<td>13%</td>
<td>38%</td>
<td>33%</td>
<td>11%</td>
<td>52%</td>
<td>35%</td>
<td>13%</td>
<td>53%</td>
</tr>
<tr>
<td>I participate in sports or other physical activities.</td>
<td>39%</td>
<td>30%</td>
<td>44%</td>
<td>38%</td>
<td>25%</td>
<td>49%</td>
<td>35%</td>
<td>25%</td>
<td>43%</td>
</tr>
<tr>
<td>I participate in art, music or drama activities.</td>
<td>14%</td>
<td>26%</td>
<td>6%</td>
<td>18%</td>
<td>24%</td>
<td>14%</td>
<td>18%</td>
<td>24%</td>
<td>13%</td>
</tr>
<tr>
<td>I participate in other clubs or organizations.</td>
<td>14%</td>
<td>17%</td>
<td>12%</td>
<td>10%</td>
<td>7%</td>
<td>13%</td>
<td>9%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>I volunteer in my community.</td>
<td>5%</td>
<td>0%</td>
<td>9%</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>I work at a paid job.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>3%</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
<td>8%</td>
</tr>
</tbody>
</table>

## Schools Attended

Percentage of students indicating the number of schools they attended from kindergarten to Grade 8 (home-schooling is counted as one school):

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>Board</th>
<th>Female</th>
<th>Male</th>
<th>Province</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 schools</td>
<td>2%</td>
<td>4%</td>
<td>0%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>1 school</td>
<td>42%</td>
<td>48%</td>
<td>38%</td>
<td>26%</td>
<td>24%</td>
<td>27%</td>
<td>24%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>2 schools</td>
<td>25%</td>
<td>30%</td>
<td>21%</td>
<td>29%</td>
<td>30%</td>
<td>28%</td>
<td>29%</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>3 schools</td>
<td>11%</td>
<td>9%</td>
<td>12%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>4 schools</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>5 or more schools</td>
<td>2%</td>
<td>0%</td>
<td>3%</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
<td>11%</td>
<td>12%</td>
<td>10%</td>
</tr>
</tbody>
</table>

## Languages Spoken

Percentage of students indicating that they speak the following languages at home:

<table>
<thead>
<tr>
<th>Language Description</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>Board</th>
<th>Female</th>
<th>Male</th>
<th>Province</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only English/Mostly English</td>
<td>65%</td>
<td>70%</td>
<td>62%</td>
<td>64%</td>
<td>64%</td>
<td>64%</td>
<td>75%</td>
<td>74%</td>
<td>75%</td>
</tr>
<tr>
<td>Another language (or other languages) as often as English</td>
<td>12%</td>
<td>17%</td>
<td>9%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>13%</td>
<td>14%</td>
<td>12%</td>
</tr>
<tr>
<td>Mostly another language (or other languages)</td>
<td>11%</td>
<td>9%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Percentage of students indicating the languages people speak to them at home:

<table>
<thead>
<tr>
<th>Language Description</th>
<th>All Students</th>
<th>Female</th>
<th>Male</th>
<th>Board</th>
<th>Female</th>
<th>Male</th>
<th>Province</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only English/Mostly English</td>
<td>60%</td>
<td>65%</td>
<td>56%</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
<td>70%</td>
<td>69%</td>
<td>70%</td>
</tr>
<tr>
<td>Another language (or other languages) as often as English</td>
<td>14%</td>
<td>17%</td>
<td>12%</td>
<td>19%</td>
<td>20%</td>
<td>19%</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Mostly another language (or other languages)</td>
<td>11%</td>
<td>9%</td>
<td>12%</td>
<td>17%</td>
<td>18%</td>
<td>17%</td>
<td>11%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>

* 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 missing responses.
STUDENT QUESTIONNAIRE
RESULTS FOR SCHOOL, BOARD AND PROVINCE
(all students, female, male)

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Female* (# = 23)</td>
<td>Male* (# = 34)</td>
<td>All Students (# = 565)</td>
</tr>
<tr>
<td>All Students</td>
<td>Female* (# = 1 565)</td>
<td>Male* (# = 859)</td>
<td>All Students (# = 23 242)</td>
</tr>
</tbody>
</table>

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:†

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42%</td>
<td>48%</td>
<td>38%</td>
<td>40%</td>
<td>42%</td>
<td>38%</td>
<td>43%</td>
<td>47%</td>
<td>41%</td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Don't know</td>
<td>44%</td>
<td>43%</td>
<td>44%</td>
<td>54%</td>
<td>53%</td>
<td>55%</td>
<td>50%</td>
<td>48%</td>
<td>52%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>83%</td>
<td>82%</td>
<td>85%</td>
<td>85%</td>
<td>84%</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>No</td>
<td>12%</td>
<td>9%</td>
<td>15%</td>
<td>14%</td>
<td>15%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
</tr>
</tbody>
</table>

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:†‡

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
<th>All Students</th>
<th>Female*</th>
<th>Male*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88%</td>
<td>82%</td>
<td>92%</td>
<td>83%</td>
<td>84%</td>
<td>82%</td>
<td>77%</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>No</td>
<td>4%</td>
<td>0%</td>
<td>8%</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
<td>8%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Undecided</td>
<td>4%</td>
<td>9%</td>
<td>0%</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

* Includes only students for whom gender data were available.
† Percentages may not add up to 100, due to rounding or to missing 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.
## STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 340)

### STUDENTS‘ ATTITUDES TOWARD MATHEMATICS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage of Students*</th>
<th>Number of students who answered &quot;agree&quot; or &quot;strongly agree&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much do you agree or disagree with the following statements?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like mathematics.</td>
<td>23</td>
<td>66</td>
</tr>
<tr>
<td>I am good at mathematics.</td>
<td>28</td>
<td>62</td>
</tr>
<tr>
<td>I am able to answer difficult mathematics questions.</td>
<td>34</td>
<td>55</td>
</tr>
<tr>
<td>Mathematics is one of my favourite subjects.</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>I understand most of the mathematics I am taught.</td>
<td>39</td>
<td>31</td>
</tr>
<tr>
<td>Mathematics is an easy subject.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do my best in mathematics class.</td>
<td>39</td>
<td>80</td>
</tr>
<tr>
<td>The mathematics I learn now is useful for everyday life.</td>
<td>35</td>
<td>38</td>
</tr>
<tr>
<td>The mathematics I learn now helps me do work in other subjects.</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>I need to do well in mathematics to study what I want later.</td>
<td>21</td>
<td>66</td>
</tr>
<tr>
<td>I need to keep taking mathematics for the kind of job I want after I leave school.</td>
<td>26</td>
<td>59</td>
</tr>
</tbody>
</table>

### How confident are you that you can answer mathematics questions related to the following?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage of Students*</th>
<th>Number of students who answered &quot;very confident&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>number sense (e.g., operations with integers, rational numbers, exponents)</td>
<td></td>
<td>78</td>
</tr>
<tr>
<td>algebra (e.g., solving equations, simplifying expressions with polynomials)</td>
<td></td>
<td>127</td>
</tr>
<tr>
<td>linear relations (e.g., scatter plots, lines of best fit)</td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>analytic geometry (e.g., slope, y-intercept, equations of lines)</td>
<td></td>
<td>119</td>
</tr>
<tr>
<td>measurement (e.g., perimeter, area, volume)</td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>geometry (e.g., angles, parallel lines)</td>
<td></td>
<td>123</td>
</tr>
</tbody>
</table>

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

#### How often do you do the following when studying mathematics or working on a mathematics problem?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Students*</th>
<th>Number of students who answered “very often”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I connect new mathematics concepts to what I already know about mathematics or other subjects.</td>
<td>11  38  44  6</td>
<td>39</td>
</tr>
<tr>
<td>I check my mathematics answers to see if they make sense.</td>
<td>46  39  13  13</td>
<td>155</td>
</tr>
<tr>
<td>I apply new mathematics concepts to real-life problems.</td>
<td>16  56  21  21</td>
<td>15</td>
</tr>
<tr>
<td>I take time to discuss my mathematics assignments with my classmates.</td>
<td>18  33  36  11</td>
<td>62</td>
</tr>
<tr>
<td>I look for more than one way to solve mathematics problems.</td>
<td>10  39  40  9</td>
<td>35</td>
</tr>
</tbody>
</table>

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

#### How often do you complete your mathematics homework?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never or almost never</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>44</td>
<td>13</td>
</tr>
<tr>
<td>Often</td>
<td>129</td>
<td>38</td>
</tr>
<tr>
<td>Always</td>
<td>144</td>
<td>42</td>
</tr>
</tbody>
</table>

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

**St Marcellinus (821381)**

## Grade 9 Assessment of Mathematics, 2017–2018, Academic Course

**Results as of September 5, 2018**

## STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 340)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Students*</th>
<th>Number of students who answered “every day or almost every day”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read by myself.</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>I use the Internet.</td>
<td>32</td>
<td>93</td>
</tr>
<tr>
<td>I play video games.</td>
<td>31</td>
<td>82</td>
</tr>
<tr>
<td>I participate in sports or other physical activities.</td>
<td>30</td>
<td>154</td>
</tr>
<tr>
<td>I participate in art, music or drama activities.</td>
<td>21</td>
<td>154</td>
</tr>
<tr>
<td>I participate in other clubs or organizations.</td>
<td>22</td>
<td>49</td>
</tr>
<tr>
<td>I volunteer in my community.</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>I work at a paid job.</td>
<td>87</td>
<td>5</td>
</tr>
</tbody>
</table>

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

## OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

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

*Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.*
### STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 340)

#### SCHOOLS ATTENDED

How many schools did you attend from kindergarten to Grade 8 (home-schooling is counted as one school)?

<table>
<thead>
<tr>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 schools</td>
<td>2</td>
</tr>
<tr>
<td>1 school</td>
<td>94</td>
</tr>
<tr>
<td>2 schools</td>
<td>109</td>
</tr>
<tr>
<td>3 schools</td>
<td>75</td>
</tr>
<tr>
<td>4 schools</td>
<td>19</td>
</tr>
<tr>
<td>5 or more schools</td>
<td>23</td>
</tr>
</tbody>
</table>

#### LANGUAGES SPOKEN

<table>
<thead>
<tr>
<th>Languages student speaks at home</th>
<th>Percentage of Students*</th>
<th>Number of students who answered &quot;only English&quot; or &quot;mostly English&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>16</td>
<td>241</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages in which people speak to student at home</th>
<th>Percentage of Students*</th>
<th>Number of students who answered &quot;mostly another language (or other languages)/Only another language (or other languages)&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>17</td>
<td>196</td>
</tr>
</tbody>
</table>

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.
# STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 340)

## 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?**

<table>
<thead>
<tr>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0.69</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>0.25</td>
</tr>
</tbody>
</table>

*Total number of students 235*

## Were you told how much the assessment will count as part of your class mark (e.g., 5%)?†

<table>
<thead>
<tr>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0.95</td>
</tr>
<tr>
<td>No</td>
<td>0.05</td>
</tr>
</tbody>
</table>

*Total number of students 235*

## Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously?†

<table>
<thead>
<tr>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0.86</td>
</tr>
<tr>
<td>No</td>
<td>0.05</td>
</tr>
<tr>
<td>Undecided</td>
<td>0.09</td>
</tr>
</tbody>
</table>

*Percentages may not add up to 100, due to rounding or to missing 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.
**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE**

*(all students, female, male)*

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Female* (# = 4966)</th>
<th>Male* (# = 89 045)</th>
<th>Province* (# = 340)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Students</td>
<td>Female* (# = 176)</td>
<td>Male* (# = 164)</td>
<td>Female* (# = 2 577)</td>
</tr>
<tr>
<td>All Students</td>
<td># = 340</td>
<td>176</td>
<td>164</td>
<td>58</td>
</tr>
<tr>
<td>Female*</td>
<td># = 176</td>
<td>57%</td>
<td>62%</td>
<td>55%</td>
</tr>
<tr>
<td>Male*</td>
<td># = 164</td>
<td>77%</td>
<td>68%</td>
<td>66%</td>
</tr>
</tbody>
</table>

**STUDENTS' ATTITUDES TOWARD MATHEMATICS**

Percentage of students indicating they "agree" or "strongly agree" with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like mathematics.</td>
<td>66%</td>
<td>71%</td>
<td>68%</td>
</tr>
<tr>
<td>I am good at mathematics.</td>
<td>62%</td>
<td>68%</td>
<td>66%</td>
</tr>
<tr>
<td>Mathematics is one of my favourite subjects.</td>
<td>55%</td>
<td>45%</td>
<td>59%</td>
</tr>
<tr>
<td>I understand most of the mathematics I am taught.</td>
<td>82%</td>
<td>77%</td>
<td>75%</td>
</tr>
<tr>
<td>Mathematics is an easy subject.</td>
<td>31%</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td>The mathematics I learn now is useful for everyday life.</td>
<td>38%</td>
<td>33%</td>
<td>31%</td>
</tr>
<tr>
<td>The mathematics I learn now helps me do work in other subjects.</td>
<td>55%</td>
<td>53%</td>
<td>58%</td>
</tr>
<tr>
<td>I need to do well in mathematics to study what I want later.</td>
<td>66%</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>I need to keep taking mathematics for the kind of job I want after I leave school.</td>
<td>59%</td>
<td>62%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:

<table>
<thead>
<tr>
<th>Topic</th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>number sense (e.g., operations with integers, rational numbers, exponents)</td>
<td>71%</td>
<td>62%</td>
<td>68%</td>
</tr>
<tr>
<td>algebra (e.g., solving equations, simplifying expressions with polynomials)</td>
<td>81%</td>
<td>79%</td>
<td>70%</td>
</tr>
<tr>
<td>linear relations (e.g., scatter plots, lines of best fit)</td>
<td>67%</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>analytic geometry (e.g., slope, y-intercept, equations of lines)</td>
<td>77%</td>
<td>72%</td>
<td>62%</td>
</tr>
<tr>
<td>measurement (e.g., perimeter, area, volume)</td>
<td>84%</td>
<td>79%</td>
<td>77%</td>
</tr>
<tr>
<td>geometry (e.g., angles, parallel lines)</td>
<td>78%</td>
<td>75%</td>
<td>69%</td>
</tr>
</tbody>
</table>

* 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”.

Results as of September 5, 2018
<table>
<thead>
<tr>
<th>STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)</th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students (# = 340)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female* (# = 176)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male* (# = 164)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students (# = 4966)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female* (# = 2577)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male* (# = 2389)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students (# = 89,045)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female* (# = 46,170)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male* (# = 42,875)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DOING MATHEMATICS**

Percentage of students indicating they do the following "very often" when studying mathematics or working on a mathematics problem:†

- I connect new mathematics concepts to what I already know about mathematics or other subjects. 11% 10% 13% 12% 12% 12% 12% 12% 12%
- I check my mathematics answers to see if they make sense. 46% 48% 43% 37% 40% 33% 32% 35% 28%
- I apply new mathematics concepts to real-life problems. 4% 3% 5% 6% 4% 7% 5% 4% 6%
- I take time to discuss my mathematics assignments with my classmates. 18% 19% 18% 15% 15% 15% 12% 14% 11%
- I look for more than one way to solve mathematics problems. 10% 11% 10% 15% 13% 16% 13% 12% 15%

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

- I am not usually assigned any mathematics homework 1% 1% 1% <1% <1% <1% 2% 1% 2%
  - Never or almost never 2% 1% 4% 4% 2% 5% 5% 3% 7%
  - Sometimes 13% 7% 19% 18% 15% 22% 22% 18% 25%
  - Often 38% 33% 43% 37% 35% 39% 36% 36% 37%
  - Always 42% 52% 32% 36% 43% 29% 30% 36% 23%

* 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 missing responses.
### OUT-OF-SCHOOL ACTIVITIES

Percentage of students indicating they do the following "every day or almost every day" when they are not at school:†

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Students</th>
<th>School</th>
<th>Female*</th>
<th>Male*</th>
<th>Board</th>
<th>Female*</th>
<th>Male*</th>
<th>Province</th>
<th>Female*</th>
<th>Male*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read by myself.</td>
<td>15%</td>
<td>20%</td>
<td>9%</td>
<td>17%</td>
<td>23%</td>
<td>11%</td>
<td>19%</td>
<td>25%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>I use the Internet.</td>
<td>93%</td>
<td>95%</td>
<td>91%</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>I play video games.</td>
<td>24%</td>
<td>8%</td>
<td>41%</td>
<td>26%</td>
<td>8%</td>
<td>46%</td>
<td>28%</td>
<td>8%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>I participate in sports or other physical activities.</td>
<td>45%</td>
<td>32%</td>
<td>60%</td>
<td>39%</td>
<td>27%</td>
<td>52%</td>
<td>42%</td>
<td>34%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>I participate in art, music or drama activities.</td>
<td>20%</td>
<td>28%</td>
<td>10%</td>
<td>20%</td>
<td>26%</td>
<td>14%</td>
<td>20%</td>
<td>26%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>I participate in other clubs or organizations.</td>
<td>14%</td>
<td>13%</td>
<td>16%</td>
<td>12%</td>
<td>10%</td>
<td>15%</td>
<td>13%</td>
<td>12%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>I volunteer in my community.</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>I work at a paid job.</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

### SCHOOLS ATTENDED

Percentage of students indicating the number of schools they attended from kindergarten to Grade 8 (home-schooling is counted as one school):‡

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>All Students</th>
<th>School</th>
<th>Female*</th>
<th>Male*</th>
<th>Board</th>
<th>Female*</th>
<th>Male*</th>
<th>Province</th>
<th>Female*</th>
<th>Male*</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 schools</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>1 school</td>
<td>28%</td>
<td>30%</td>
<td>25%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>2 schools</td>
<td>32%</td>
<td>26%</td>
<td>39%</td>
<td>32%</td>
<td>31%</td>
<td>32%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>3 schools</td>
<td>22%</td>
<td>24%</td>
<td>20%</td>
<td>20%</td>
<td>21%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>4 schools</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
<td>10%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>5 or more schools</td>
<td>7%</td>
<td>9%</td>
<td>5%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGES SPOKEN

Percentage of students indicating that they speak the following languages at home:‡

<table>
<thead>
<tr>
<th>Language Type</th>
<th>All Students</th>
<th>School</th>
<th>Female*</th>
<th>Male*</th>
<th>Board</th>
<th>Female*</th>
<th>Male*</th>
<th>Province</th>
<th>Female*</th>
<th>Male*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only English/Mostly English</td>
<td>71%</td>
<td>68%</td>
<td>74%</td>
<td>63%</td>
<td>62%</td>
<td>63%</td>
<td>70%</td>
<td>70%</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>Another language (or other languages) as often as English</td>
<td>16%</td>
<td>17%</td>
<td>16%</td>
<td>23%</td>
<td>25%</td>
<td>21%</td>
<td>17%</td>
<td>18%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Mostly another language (or other languages)/ Only another language (or other languages)</td>
<td>7%</td>
<td>9%</td>
<td>5%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>9%</td>
<td>8%</td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students indicating the languages people speak to them at home:‡

<table>
<thead>
<tr>
<th>Language Type</th>
<th>All Students</th>
<th>School</th>
<th>Female*</th>
<th>Male*</th>
<th>Board</th>
<th>Female*</th>
<th>Male*</th>
<th>Province</th>
<th>Female*</th>
<th>Male*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only English/Mostly English</td>
<td>58%</td>
<td>55%</td>
<td>60%</td>
<td>49%</td>
<td>48%</td>
<td>49%</td>
<td>62%</td>
<td>62%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Another language (or other languages) as often as English</td>
<td>17%</td>
<td>16%</td>
<td>18%</td>
<td>23%</td>
<td>23%</td>
<td>22%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Mostly another language (or other languages)/ Only another language (or other languages)</td>
<td>18%</td>
<td>20%</td>
<td>15%</td>
<td>23%</td>
<td>23%</td>
<td>22%</td>
<td>17%</td>
<td>16%</td>
<td>17%</td>
<td></td>
</tr>
</tbody>
</table>

* 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 missing responses.
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:

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>69%</td>
<td>72%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>66%</td>
<td>70%</td>
<td>62%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>66%</td>
<td>62%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>69%</td>
<td>72%</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>72%</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>66%</td>
<td>62%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>72%</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>70%</td>
<td>62%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>66%</td>
<td>62%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>66%</td>
<td>69%</td>
<td>72%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>66%</td>
<td>69%</td>
<td>72%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>66%</td>
<td>69%</td>
<td>72%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>97%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>94%</td>
<td>93%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>86%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>86%</td>
<td>85%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>85%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>80%</td>
<td>81%</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>80%</td>
<td>81%</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>81%</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>9%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Undecided</strong></td>
<td>9%</td>
<td>7%</td>
<td>7%</td>
</tr>
</tbody>
</table>

* Includes only students for whom gender data were available.
† Percentages may not add up to 100, due to rounding or to missing 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.
<table>
<thead>
<tr>
<th>EXPLANATION OF TERMS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>Results are reported for all students in the course.</td>
</tr>
<tr>
<td><strong>Participating Students</strong></td>
<td>Results are reported only for those students who took part in the assessment (excludes the “no data” category).</td>
</tr>
<tr>
<td><strong>Provincial Standard</strong></td>
<td>The Ministry of Education, in <em>The Ontario Curriculum, Grades 9 and 10: Mathematics</em>, has set Level 3 as the provincial standard.</td>
</tr>
<tr>
<td><strong>Level 4</strong> (80–100%)</td>
<td>The student has demonstrated a very high to outstanding level of achievement. Achievement is <em>above</em> the provincial standard.</td>
</tr>
<tr>
<td><strong>Level 3</strong> (70–79%)</td>
<td>The student has demonstrated a high level of achievement.</td>
</tr>
<tr>
<td><strong>Level 2</strong> (60–69%)</td>
<td>The student has demonstrated some of the required knowledge and skills. Achievement is <em>below, but approaching</em>, the provincial standard.</td>
</tr>
<tr>
<td><strong>Level 1</strong> (50–59%)</td>
<td>The student has demonstrated a passable level of achievement.</td>
</tr>
<tr>
<td><strong>Below Level 1/ Below L1</strong></td>
<td>The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).</td>
</tr>
<tr>
<td><strong>No Data</strong></td>
<td>Students who did not have a result due to absence or other reasons.</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>Students who have been identified by the school in accordance with <em>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</em> (2007).</td>
</tr>
<tr>
<td><strong>Students Receiving Special Provisions</strong></td>
<td>Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO’s <em>Administration and Accommodation Guide</em>.</td>
</tr>
<tr>
<td><strong>Students with Special Education Needs (excluding gifted)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Students Receiving One or More Accommodations</strong></td>
<td>Students identified by the school as receiving accommodations. Detailed information about special accommodations is available in EQAO’s <em>Administration and Accommodation Guide</em>.</td>
</tr>
<tr>
<td><strong>N/R</strong></td>
<td>“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.</td>
</tr>
<tr>
<td><strong>N/D</strong></td>
<td>“No data available” is used to indicate that there were no students in the course for the years specified.</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>Results are being withheld by EQAO. For further information, please contact the school principal.</td>
</tr>
<tr>
<td><strong>EC</strong></td>
<td>Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.</td>
</tr>
<tr>
<td><strong>NP</strong></td>
<td>Non-participating indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate.</td>
</tr>
</tbody>
</table>