



School Report



Grade 9 Assessment of Mathematics, 2017–2018

School: Regiopolis/Notre-Dame S (752932)

Board: Algonquin and Lakeshore Catholic DSB (67202)

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.

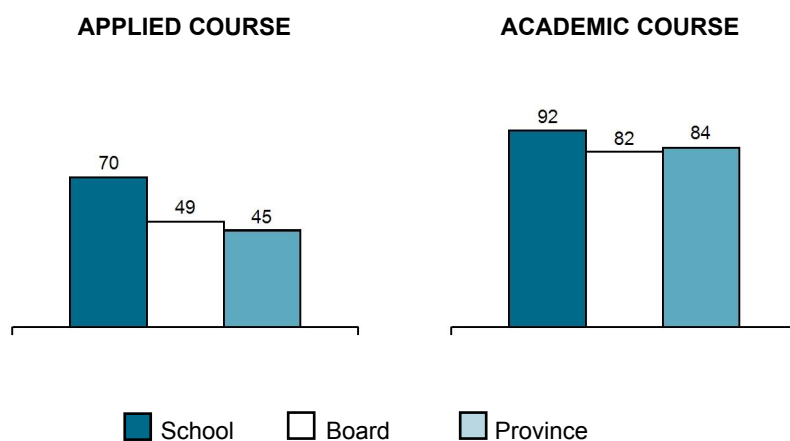
Kind regards,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND ...

	PAGE	
	Applied	Academic
Percentages of all students at or above the provincial standard		
• 2017–2018	1	1
• Over time	2	2
Tips for using this report	3	3
Contextual information: 2017–2018	4	8
Results for groups of students: 2017–2018		
• All students	6	10
• Participating students	6	10
• Students by gender	7	11
Contextual information: Over time	12	15
Results for all students: Over time	14	17
Results for all students: Over time by gender	18	19
Student questionnaire results	20	29
Explanation of terms	38	38

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2017–2018



Grade 9 Assessment of Mathematics, 2017–2018

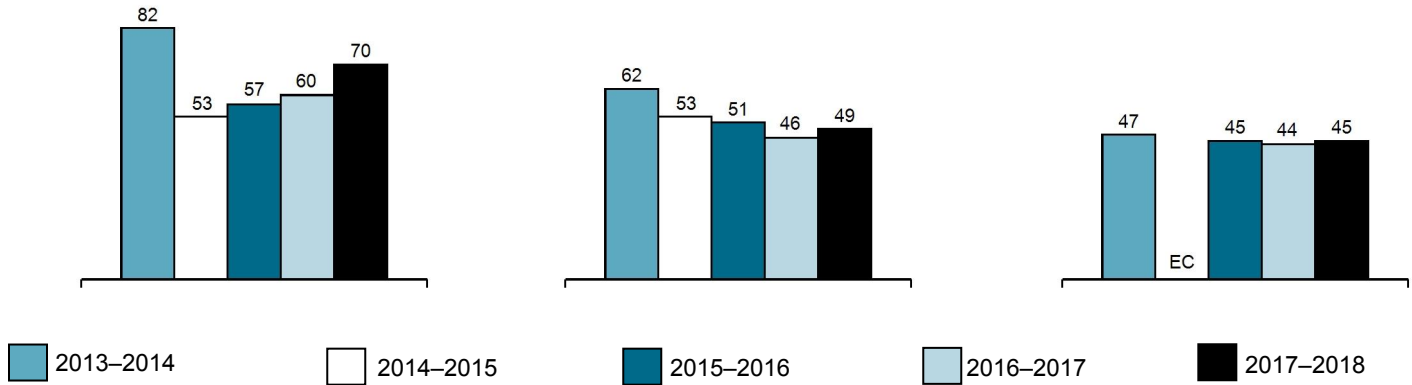
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



Total Number of Students

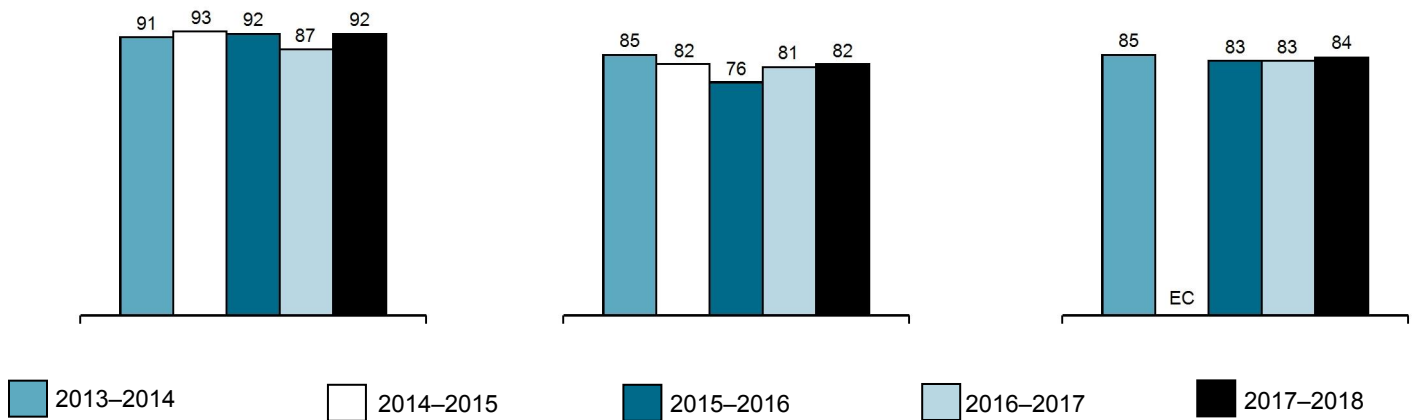
	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
School	62	64	72	75	53
Board	200	194	222	212	223
Province	38 181	EC	36 005	34 797	33 451

ACADEMIC MATHEMATICS

School

Board

Province



Total Number of Students

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>
School	172	168	165	193	154
Board	679	536	607	626	542
Province	95 914	EC	97 347	96 449	96 996

Grade 9 Assessment of Mathematics, 2017–2018

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 and the province. Consider the challenges that any differences might present.
- Examine the results for applied and academic mathematics.
 - Are these results consistent with what you would expect?
 - How do the school results compare to the board and province; the board results compare to the province?
 - How do these results compare over time?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- Speak to the school or board staff about the goals for school improvement related to mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 9 students in applied and academic mathematics take part in this assessment across Ontario. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at www.eqao.com.

Grade 9 Assessment of Mathematics, 2017–2018

Contextual Information, Applied Course

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

	School		Board		Province	
Enrolment						
Number of students in applied mathematics course	53		223		33 451	
Number of classes with students in applied mathematics course	5		21		2 346	
Number of schools with applied mathematics classes	Not applicable		5		692	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Assessment						
Students who participated in the assessment	52	98%	218	98%	32 142	96%
Participating students who received one or more accommodations*	0	0%	26	12%	5 653	18%
Participating students who received special provisions*§	0	0%	1	<1%	1 287	4%
Students who did not complete any part of the assessment (no data)*	1	2%	5	2%	1 309	4%
Gender† Based on number of students enrolled						
Female	20	38%	89	40%	14 646	44%
Male	33	62%	134	60%	18 804	56%
Gender not specified	0	0%	0	0%	1	<1%
Student Status† Based on number of students enrolled						
English language learners*	0	0%	1	<1%	3 724	11%
Students with special education needs (excluding gifted)*	33	62%	112	50%	13 759	41%
Semester/Full Year Based on number of students enrolled						
First-semester course	24	45%	126	57%	15 046	45%
Second-semester course	29	55%	97	43%	16 347	49%
Full-year course	0	0%	0	0%	2 058	6%
Language and School Background†† Based on Student Questionnaire data						
	Number of Respondents:		51		204	
					29 242	
Speak only or mostly a language other than English at home	3	6%	6	3%	2 023	7%
Speak another language as often as English at home	5	10%	9	4%	3 789	13%
Attended three or more elementary schools from kindergarten to Grade 8	14	27%	62	30%	11 460	39%

* 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.

Grade 9 Assessment of Mathematics, 2017–2018

Contextual Information, Applied Course (continued)

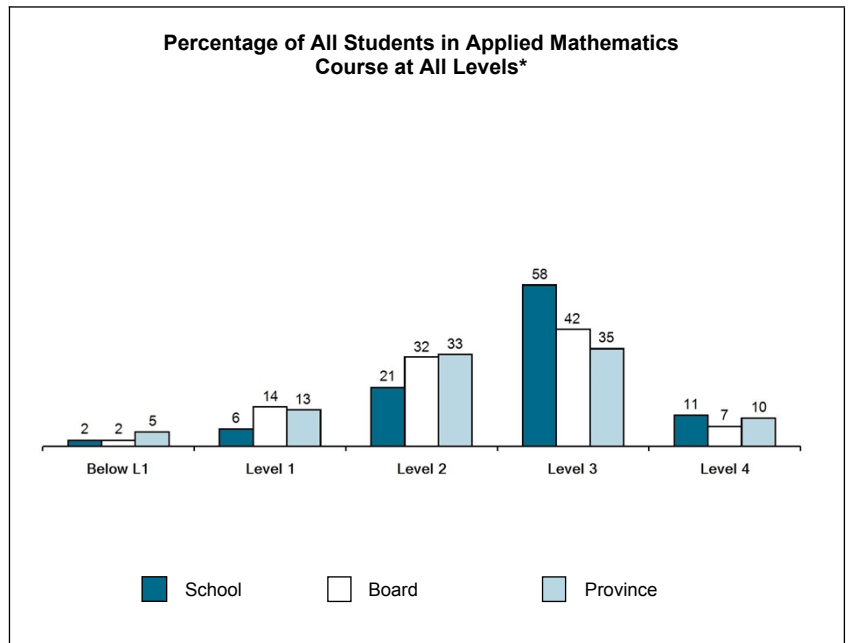
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
Year Student Entered Current School[†]						
Year of the assessment	51	96%	206	92%	29 565	88%
Year prior to the assessment	2	4%	13	6%	2 596	8%
2 years prior to the assessment	0	0%	3	1%	575	2%
3 or more years prior to the assessment	0	0%	0	0%	576	2%
Data not available	0	0%	1	<1%	139	<1%
Year Student Entered Current Board[†]						
Year of the assessment	15	28%	58	26%	5 294	16%
Year prior to the assessment	0	0%	5	2%	2 164	6%
2 years prior to the assessment	3	6%	10	4%	1 826	5%
3 or more years prior to the assessment	19	36%	91	41%	22 726	68%
Data not available	16	30%	59	26%	1 441	4%

[†] 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

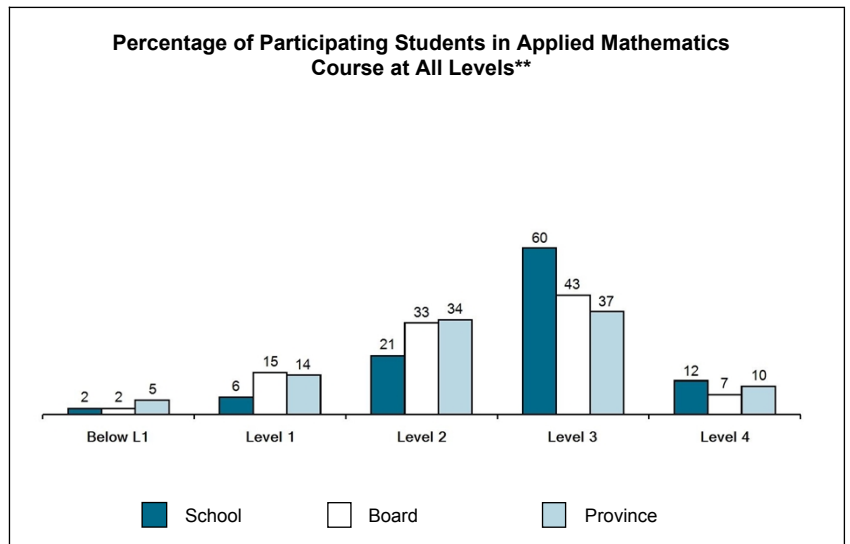
Results for All Students, Applied Course

All Students*				
Number of Students	School 53		Board 223	Province 33 451
	#	%	%	%
Level 4	6	11%	7%	10%
Level 3	31	58%	42%	35%
Level 2	11	21%	32%	33%
Level 1	3	6%	14%	13%
Below Level 1	1	2%	2%	5%
Participating Students	52	98%	98%	96%
No Data	1	2%	2%	4%
At or Above Provincial Standard (Levels 3 and 4)†		70%	49%	45%



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

Participating Students**				
Number of Students	School 52		Board 218	Province 32 142
	#	%	%	%
Level 4	6	12%	7%	10%
Level 3	31	60%	43%	37%
Level 2	11	21%	33%	34%
Level 1	3	6%	15%	14%
Below Level 1	1	2%	2%	5%
At or Above Provincial Standard (Levels 3 and 4)†		71%	50%	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.

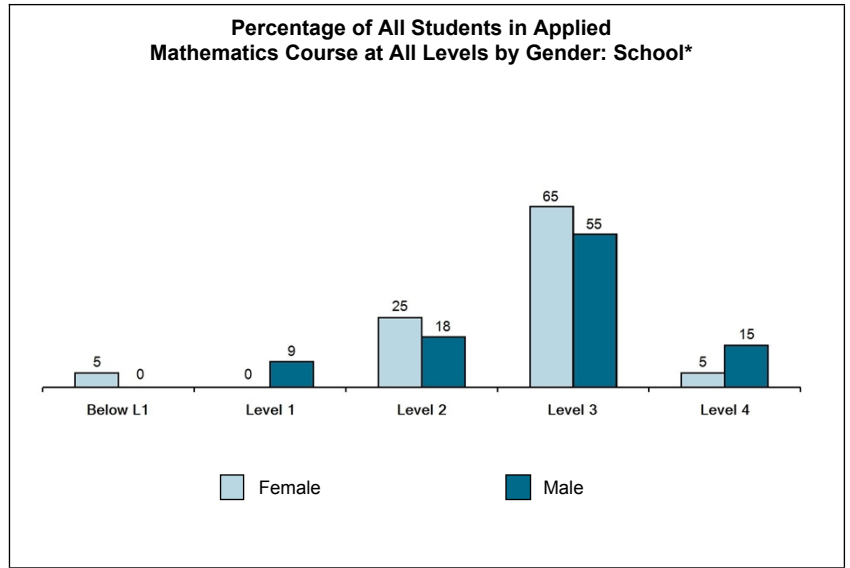
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† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

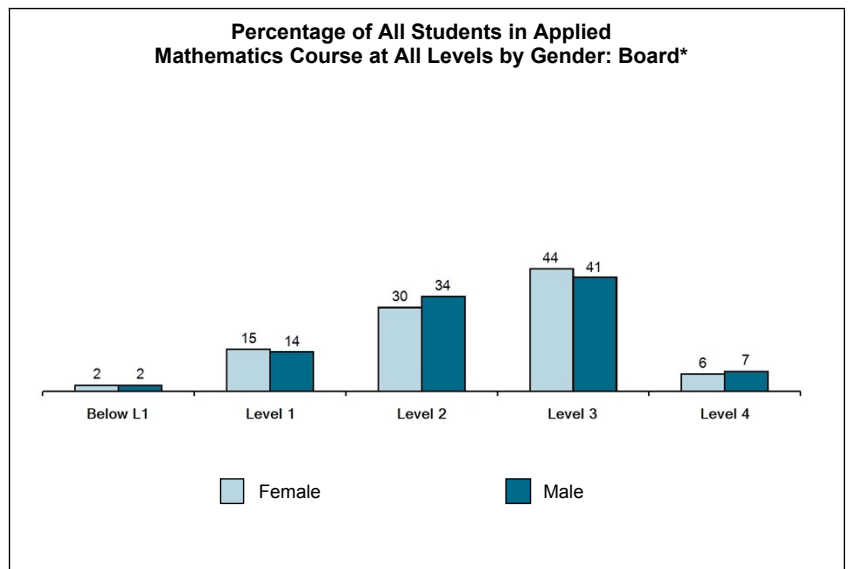
Grade 9 Assessment of Mathematics, 2017–2018

Results by Gender^{††}, Applied Course

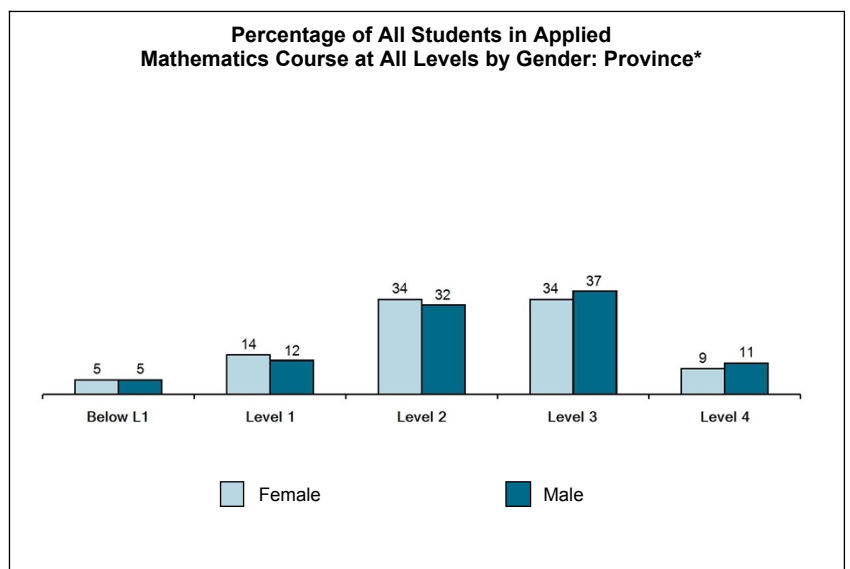
All Students: School by Gender*				
Number of Students	Female 20		Male 33	
	#	%	#	%
Level 4	1	5%	5	15%
Level 3	13	65%	18	55%
Level 2	5	25%	6	18%
Level 1	0	0%	3	9%
Below Level 1	1	5%	0	0%
Participating Students	20	100%	32	97%
No Data	0	0%	1	3%
At or Above Provincial Standard (Levels 3 and 4) [†]	70%		70%	



All Students: Board by Gender*				
Number of Students	Female 89		Male 134	
	#	%	#	%
Level 4	5	6%	10	7%
Level 3	39	44%	55	41%
Level 2	27	30%	45	34%
Level 1	13	15%	19	14%
Below Level 1	2	2%	3	2%
Participating Students	86	97%	132	99%
No Data	3	3%	2	1%
At or Above Provincial Standard (Levels 3 and 4) [†]	49%		49%	



All Students: Province by Gender*				
Number of Students	Female 14 646		Male 18 804	
	#	%	#	%
Level 4	1 275	9%	1 983	11%
Level 3	4 918	34%	6 888	37%
Level 2	5 014	34%	5 962	32%
Level 1	2 098	14%	2 251	12%
Below Level 1	735	5%	1 018	5%
Participating Students	14 040	96%	18 102	96%
No Data	606	4%	702	4%
At or Above Provincial Standard (Levels 3 and 4) [†]	42%		47%	



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 † 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.

Grade 9 Assessment of Mathematics, 2017–2018

Contextual Information, Academic Course

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

	School		Board		Province	
Enrolment						
Number of students in academic mathematics course	154		542		96 996	
Number of classes with students in academic mathematics course	10		28		4 341	
Number of schools with academic mathematics classes	Not applicable		5		677	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Assessment						
Students who participated in the assessment	154	100%	537	99%	96 145	99%
Participating students who received one or more accommodations*	0	0%	5	1%	3 247	3%
Participating students who received special provisions*§	0	0%	0	0%	2 444	3%
Students who did not complete any part of the assessment (no data)*	0	0%	5	1%	851	1%
Gender† Based on number of students enrolled						
Female	99	64%	309	57%	49 957	52%
Male	55	36%	233	43%	47 039	48%
Gender not specified	0	0%	0	0%	0	0%
Student Status† Based on number of students enrolled						
English language learners*	0	0%	0	0%	6 675	7%
Students with special education needs (excluding gifted)*	14	9%	50	9%	7 795	8%
Semester/Full Year Based on number of students enrolled						
First-semester course	66	43%	257	47%	43 472	45%
Second-semester course	88	57%	285	53%	43 801	45%
Full-year course	0	0%	0	0%	9 723	10%
Language and School Background†† Based on Student Questionnaire data						
	Number of Respondents:		143		503	
					89 045	
Speak only or mostly a language other than English at home	6	4%	16	3%	7 811	9%
Speak another language as often as English at home	14	10%	30	6%	15 121	17%
Attended three or more elementary schools from kindergarten to Grade 8	45	31%	131	26%	31 149	35%

* 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.

Grade 9 Assessment of Mathematics, 2017–2018

Contextual Information, Academic Course (continued)

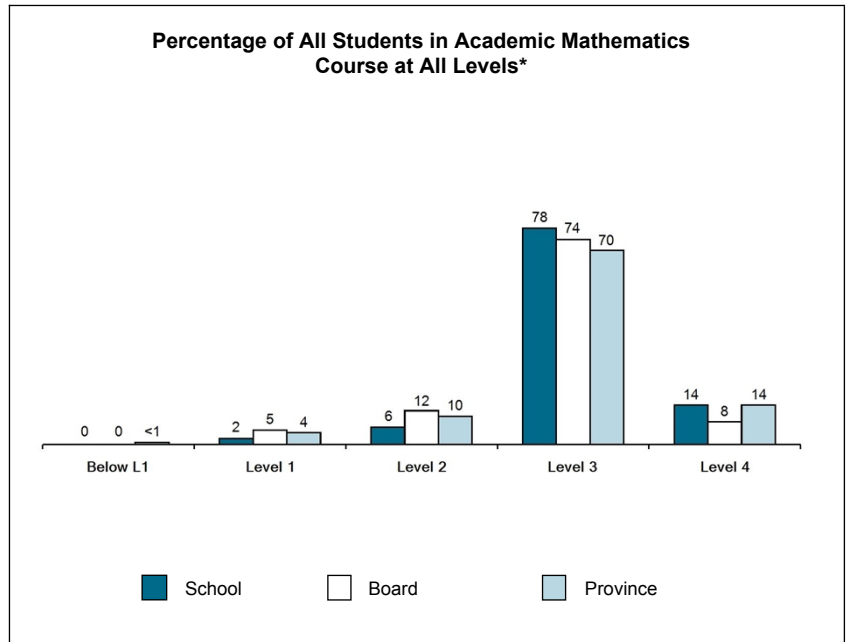
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
Year Student Entered Current School[†]						
Year of the assessment	153	99%	539	99%	94 002	97%
Year prior to the assessment	1	1%	3	1%	1 265	1%
2 years prior to the assessment	0	0%	0	0%	516	1%
3 or more years prior to the assessment	0	0%	0	0%	1 007	1%
Data not available	0	0%	0	0%	206	<1%
Year Student Entered Current Board[†]						
Year of the assessment	57	37%	146	27%	15 026	15%
Year prior to the assessment	3	2%	11	2%	3 791	4%
2 years prior to the assessment	2	1%	12	2%	3 769	4%
3 or more years prior to the assessment	52	34%	202	37%	70 188	72%
Data not available	40	26%	171	32%	4 222	4%

[†] 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

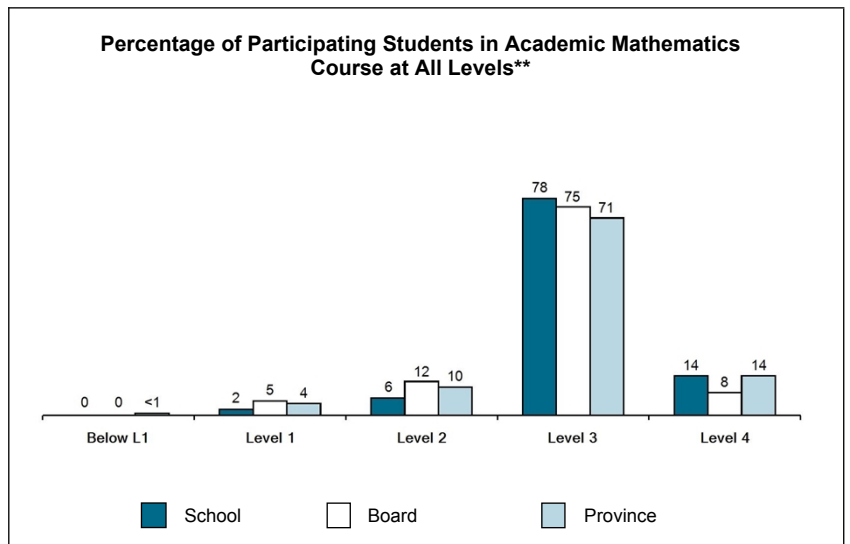
Results for All Students, Academic Course

All Students*				
Number of Students	School 154		Board 542	Province 96 996
	#	%	%	%
Level 4	22	14%	8%	14%
Level 3	120	78%	74%	70%
Level 2	9	6%	12%	10%
Level 1	3	2%	5%	4%
Below Level 1	0	0%	0%	<1%
Participating Students	154	100%	99%	99%
No Data	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		92%	82%	84%



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

Participating Students**				
Number of Students	School 154		Board 537	Province 96 145
	#	%	%	%
Level 4	22	14%	8%	14%
Level 3	120	78%	75%	71%
Level 2	9	6%	12%	10%
Level 1	3	2%	5%	4%
Below Level 1	0	0%	0%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		92%	83%	85%

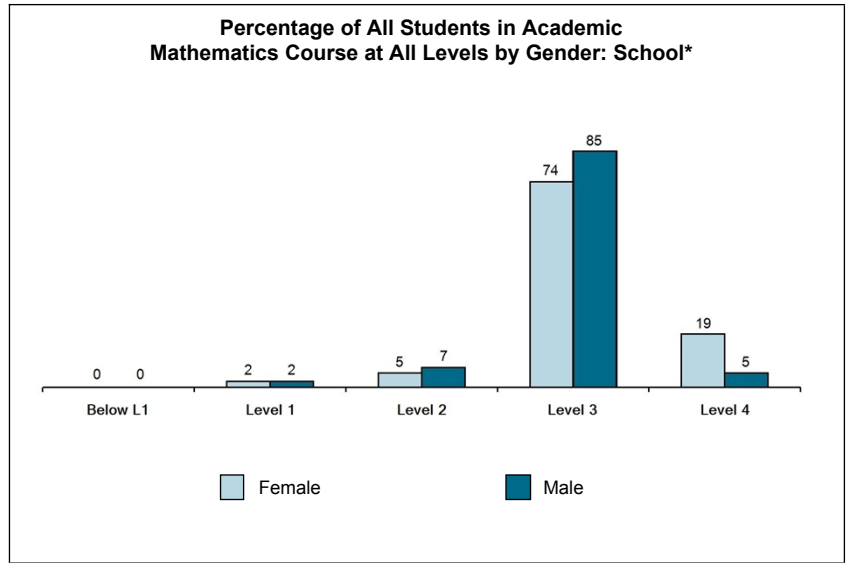


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 ** Because percentages in tables and graphs are rounded, percentages may not add up to 100.
 † The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

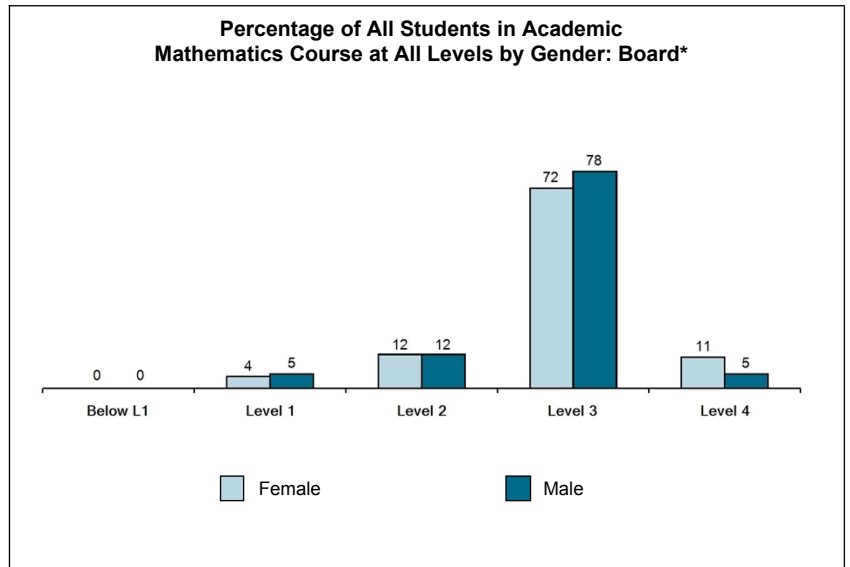
Grade 9 Assessment of Mathematics, 2017–2018

Results by Gender^{††}, Academic Course

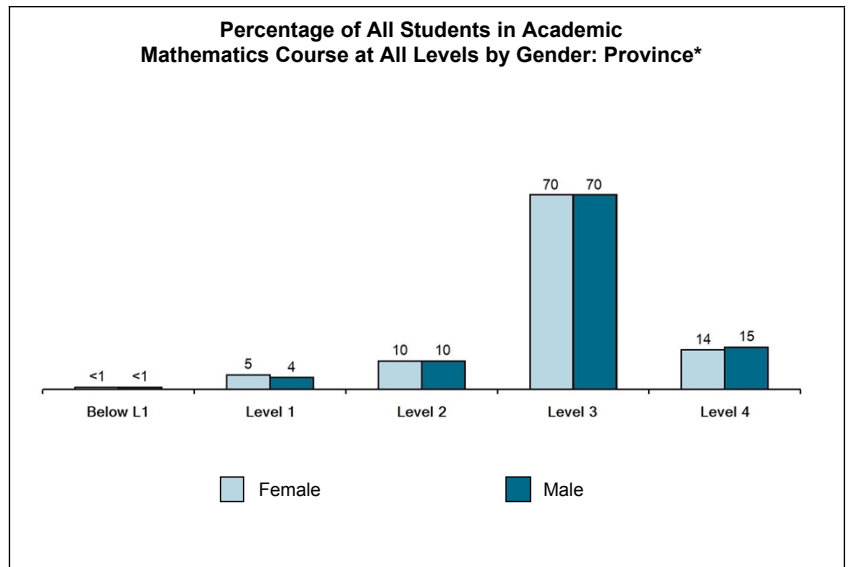
All Students: School by Gender*				
Number of Students	Female 99		Male 55	
	#	%	#	%
Level 4	19	19%	3	5%
Level 3	73	74%	47	85%
Level 2	5	5%	4	7%
Level 1	2	2%	1	2%
Below Level 1	0	0%	0	0%
Participating Students	99	100%	55	100%
No Data	0	0%	0	0%
At or Above Provincial Standard (Levels 3 and 4)[†]	93%		91%	



All Students: Board by Gender*				
Number of Students	Female 309		Male 233	
	#	%	#	%
Level 4	34	11%	11	5%
Level 3	221	72%	181	78%
Level 2	38	12%	27	12%
Level 1	13	4%	12	5%
Below Level 1	0	0%	0	0%
Participating Students	306	99%	231	99%
No Data	3	1%	2	1%
At or Above Provincial Standard (Levels 3 and 4)[†]	83%		82%	



All Students: Province by Gender*				
Number of Students	Female 49 957		Male 47 039	
	#	%	#	%
Level 4	6 847	14%	7 013	15%
Level 3	35 049	70%	32 936	70%
Level 2	5 213	10%	4 668	10%
Level 1	2 258	5%	1 820	4%
Below Level 1	155	<1%	186	<1%
Participating Students	49 522	99%	46 623	99%
No Data	435	1%	416	1%
At or Above Provincial Standard (Levels 3 and 4)[†]	84%		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.
 † 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.

Grade 9 Assessment of Mathematics, 2017–2018

Contextual Information over Time: Applied Course

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

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Enrolment					
Number of students in applied mathematics course	62	64	72	75	53
Number of classes with students in applied mathematics course	4	6	6	7	5
Participation in the Assessment					
Students who participated in the assessment	98%	97%	100%	100%	98%
Participating students who received one or more accommodations*	43%	39%	58%	43%	0%
Participating students who received special provisions*§	0%	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	2%	3%	0%	0%	2%
Gender† Based on number of students enrolled					
Female	48%	52%	43%	48%	38%
Male	52%	48%	57%	52%	62%
Gender not specified	0%	0%	0%	0%	0%
Student Status† Based on number of students enrolled					
English language learners*	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)*	53%	45%	58%	47%	62%
Semester/Full Year Based on number of students enrolled					
First-semester course	0%	48%	33%	60%	45%
Second-semester course	100%	52%	67%	40%	55%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† Based on Student Questionnaire data					
Number of Respondents:	61	59	69	70	51
Speak only or mostly a language other than English at home	7%	8%	3%	3%	6%
Speak another language as often as English at home	2%	8%	3%	7%	10%
Attended three or more elementary schools from kindergarten to Grade 8	20%	37%	23%	29%	27%

* 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.

Grade 9 Assessment of Mathematics, 2017–2018

Contextual Information over Time: Applied Course (continued)

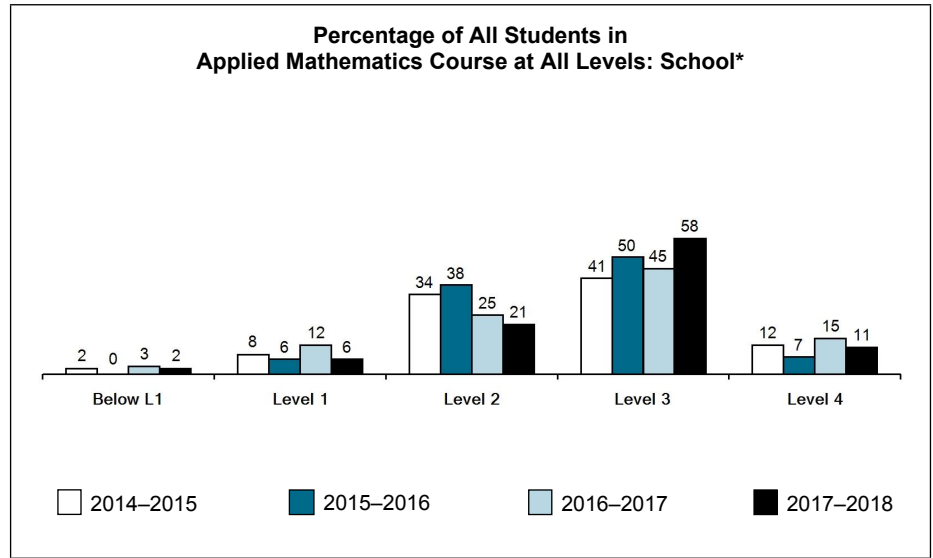
	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Year Student Entered Current School†					
Year of the assessment			92%	91%	96%
Year prior to the assessment		These items were added in 2015–2016.	7%	8%	4%
2 years prior to the assessment			1%	1%	0%
3 or more years prior to the assessment			0%	0%	0%
Data not available			0%	0%	0%
Year Student Entered Current Board†					
Year of the assessment			17%	23%	28%
Year prior to the assessment		These items were added in 2015–2016.	3%	3%	0%
2 years prior to the assessment			3%	3%	6%
3 or more years prior to the assessment			33%	32%	36%
Data not available			44%	40%	30%

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

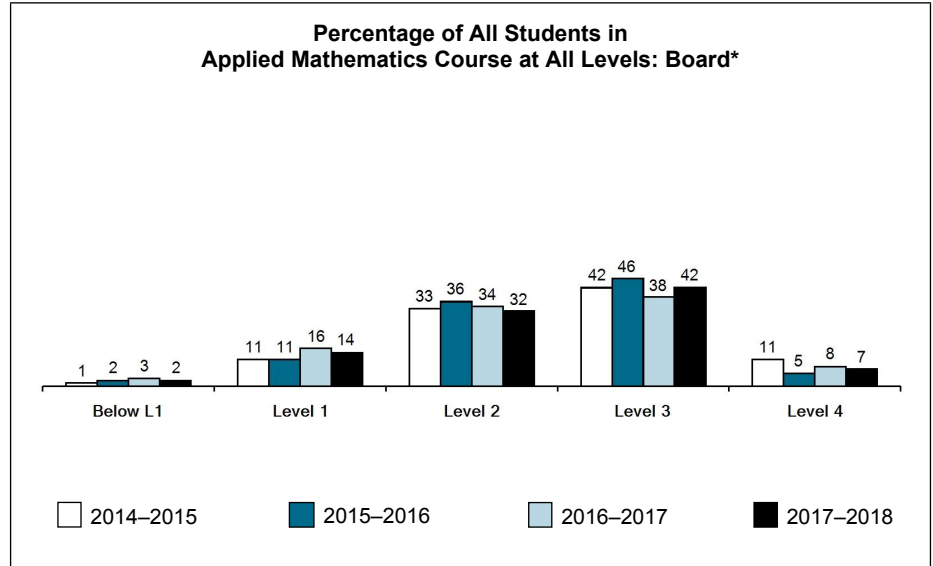
Grade 9 Assessment of Mathematics, 2017–2018

Results for All Students over Time: Applied Course

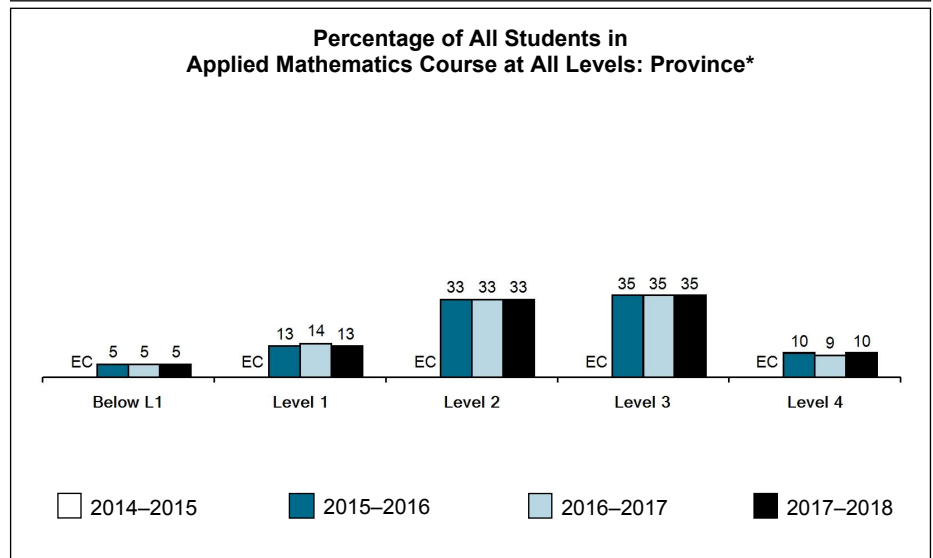
School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	64	72	75	53
Level 4	12%	7%	15%	11%
Level 3	41%	50%	45%	58%
Level 2	34%	38%	25%	21%
Level 1	8%	6%	12%	6%
Below Level 1	2%	0%	3%	2%
<i>Participating Students</i>	97%	100%	100%	98%
No Data	3%	0%	0%	2%
At or Above Provincial Standard (Levels 3 and 4)†	53%	57%	60%	70%



Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	194	222	212	223
Level 4	11%	5%	8%	7%
Level 3	42%	46%	38%	42%
Level 2	33%	36%	34%	32%
Level 1	11%	11%	16%	14%
Below Level 1	1%	2%	3%	2%
<i>Participating Students</i>	98%	100%	100%	98%
No Data	2%	0%	<1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	53%	51%	46%	49%



Province*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	EC	36 005	34 797	33 451
Level 4	EC	10%	9%	10%
Level 3	EC	35%	35%	35%
Level 2	EC	33%	33%	33%
Level 1	EC	13%	14%	13%
Below Level 1	EC	5%	5%	5%
<i>Participating Students</i>	EC	96%	96%	96%
No Data	EC	4%	4%	4%
At or Above Provincial Standard (Levels 3 and 4)†	EC	45%	44%	45%



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

† 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.

Grade 9 Assessment of Mathematics, 2017–2018

Contextual Information over Time: Academic Course

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

	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Enrolment					
Number of students in academic mathematics course	172	168	165	193	154
Number of classes with students in academic mathematics course	10	10	10	12	10
Participation in the Assessment					
Students who participated in the assessment	100%	100%	100%	100%	100%
Participating students who received one or more accommodations*	8%	9%	8%	8%	0%
Participating students who received special provisions*§	0%	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	0%	0%	0%	0%	0%
Gender† Based on number of students enrolled					
Female	46%	46%	55%	58%	64%
Male	54%	54%	45%	42%	36%
Gender not specified	0%	0%	0%	0%	0%
Student Status† Based on number of students enrolled					
English language learners*	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)*	10%	10%	10%	11%	9%
Semester/Full Year Based on number of students enrolled					
First-semester course	72%	46%	67%	63%	43%
Second-semester course	28%	54%	33%	37%	57%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† Based on Student Questionnaire data					
Number of Respondents:	158	161	164	188	143
Speak only or mostly a language other than English at home	5%	2%	5%	5%	4%
Speak another language as often as English at home	8%	9%	8%	6%	10%
Attended three or more elementary schools from kindergarten to Grade 8	37%	31%	25%	32%	31%

* 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.

Grade 9 Assessment of Mathematics, 2017–2018

Contextual Information over Time: Academic Course (continued)

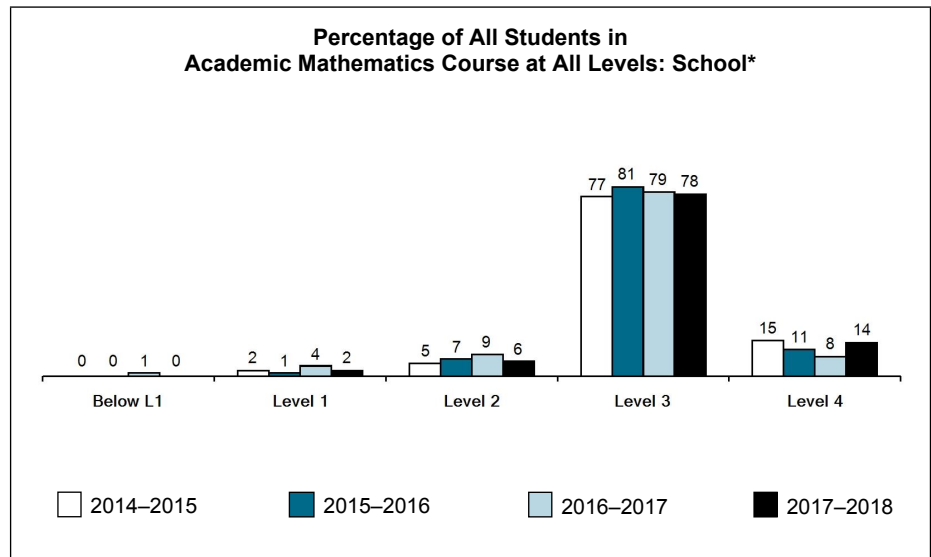
	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Year Student Entered Current School[†]					
Year of the assessment			98%	98%	99%
Year prior to the assessment		These items were added in 2015–2016.	2%	2%	1%
2 years prior to the assessment			0%	0%	0%
3 or more years prior to the assessment			0%	0%	0%
Data not available			0%	0%	0%
Year Student Entered Current Board[†]					
Year of the assessment			30%	32%	37%
Year prior to the assessment		These items were added in 2015–2016.	2%	2%	2%
2 years prior to the assessment			2%	4%	1%
3 or more years prior to the assessment			19%	26%	34%
Data not available			47%	36%	26%

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

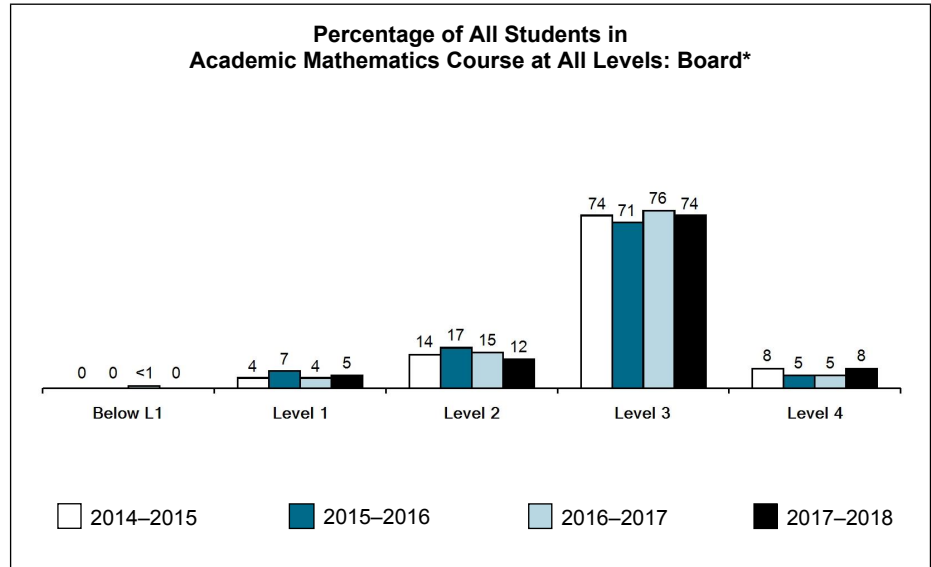
Grade 9 Assessment of Mathematics, 2017–2018

Results for All Students over Time: Academic Course

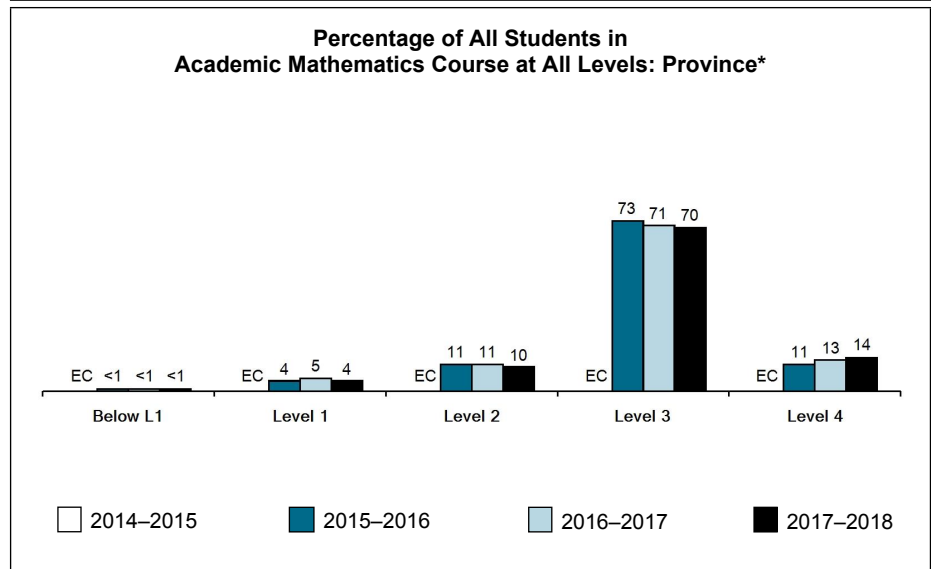
School*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	168	165	193	154
Level 4	15%	11%	8%	14%
Level 3	77%	81%	79%	78%
Level 2	5%	7%	9%	6%
Level 1	2%	1%	4%	2%
Below Level 1	0%	0%	1%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	93%	92%	87%	92%



Board*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	536	607	626	542
Level 4	8%	5%	5%	8%
Level 3	74%	71%	76%	74%
Level 2	14%	17%	15%	12%
Level 1	4%	7%	4%	5%
Below Level 1	0%	0%	<1%	0%
<i>Participating Students</i>	100%	100%	100%	99%
No Data	<1%	<1%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	82%	76%	81%	82%



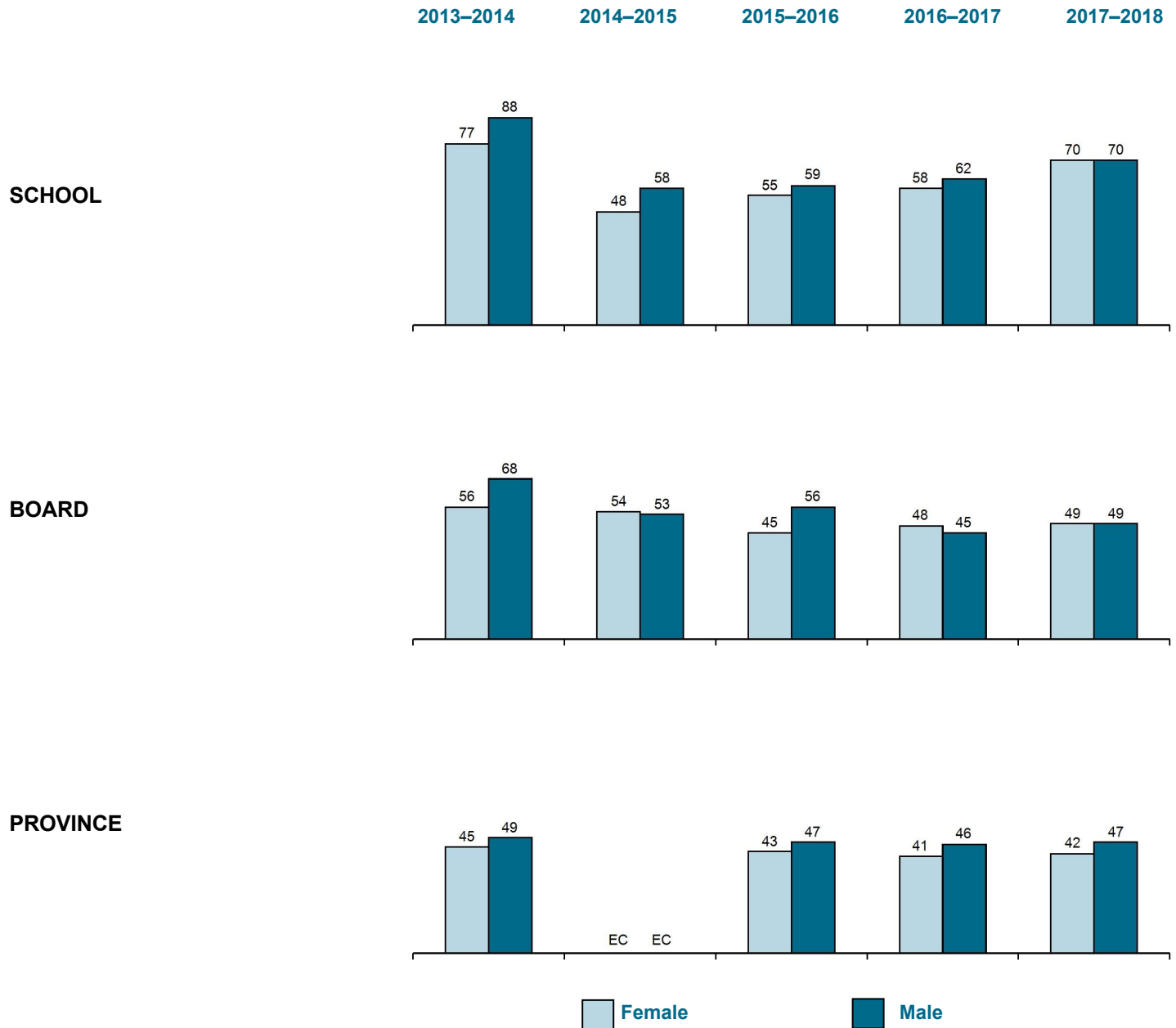
Province*				
Year	'14-'15	'15-'16	'16-'17	'17-'18
<i>Number of Students</i>	EC	97 347	96 449	96 996
Level 4	EC	11%	13%	14%
Level 3	EC	73%	71%	70%
Level 2	EC	11%	11%	10%
Level 1	EC	4%	5%	4%
Below Level 1	EC	<1%	<1%	<1%
<i>Participating Students</i>	EC	99%	99%	99%
No Data	EC	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	EC	83%	83%	84%



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



Total Number of Students in Applied Mathematics Course†

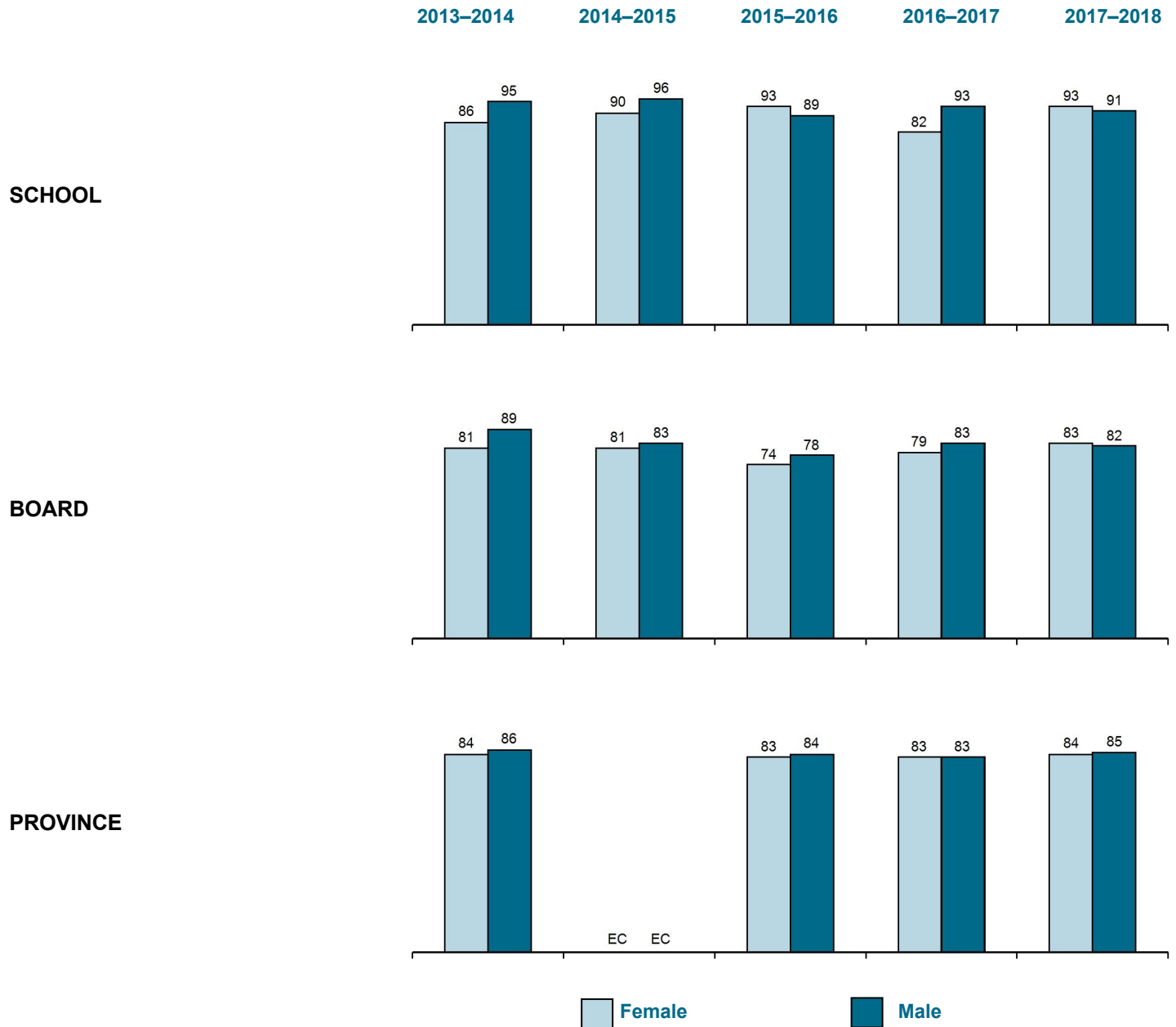
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	30	32	33	31	31	41	36	39	20	33
Board	91	109	97	97	98	124	75	137	89	134
Province	16 662	21 519	EC	EC	15 748	20 257	15 212	19 585	14 646	18 804

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2017–2018

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



Total Number of Students in Academic Mathematics Course†

	2013–2014		2014–2015		2015–2016		2016–2017		2017–2018	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	79	93	78	90	90	75	111	82	99	55
Board	328	351	264	272	324	283	348	278	309	233
Province	49 157	46 757	EC	EC	49 817	47 530	49 388	47 061	49 957	47 039

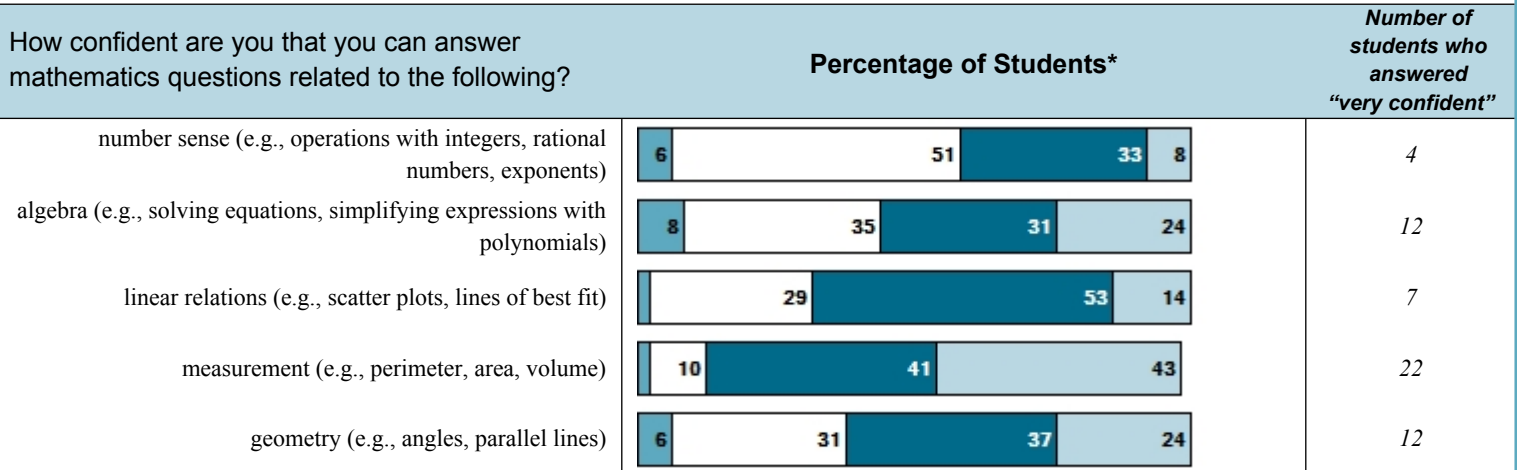
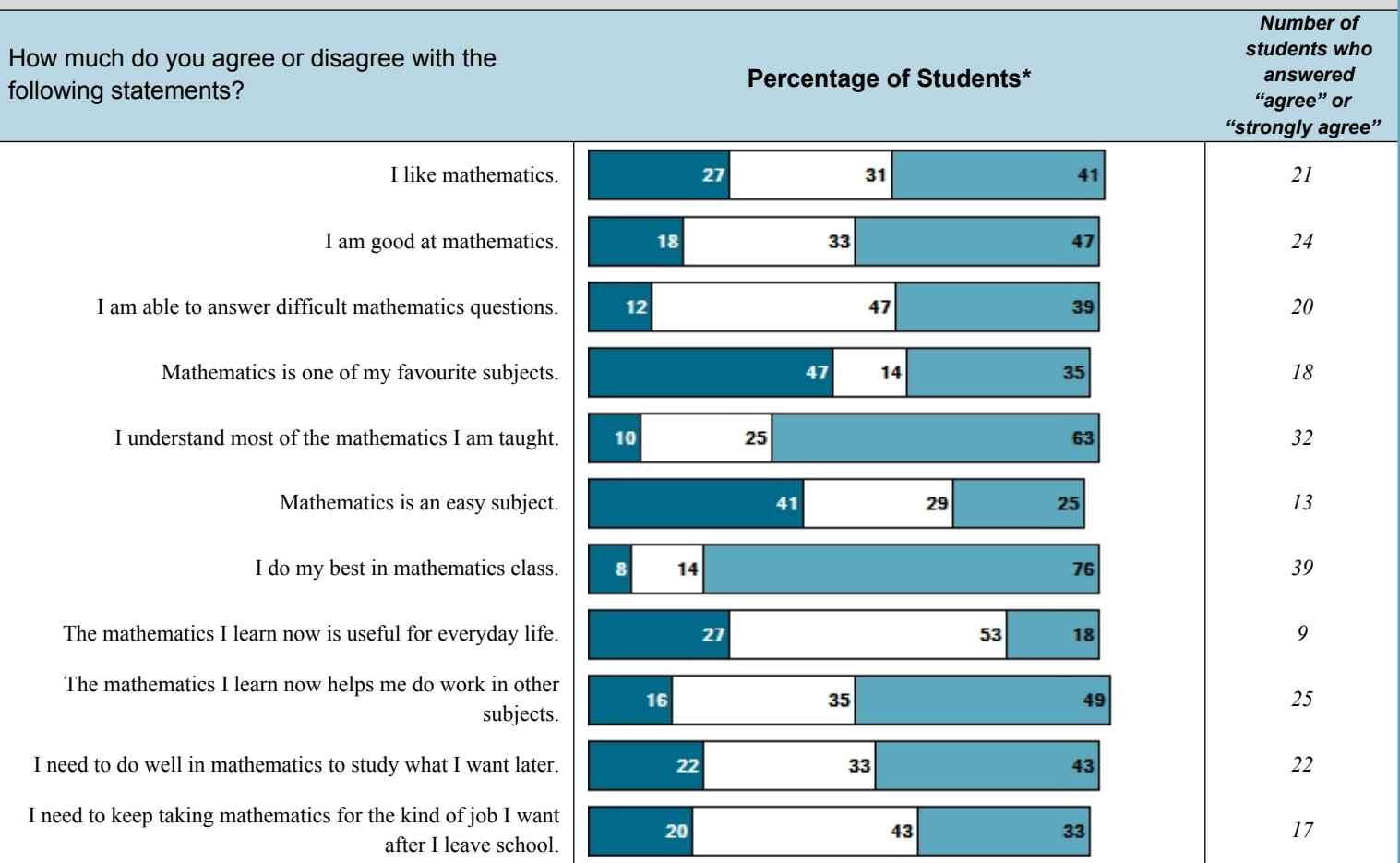
† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2017–2018, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 51)



STUDENTS' ATTITUDES TOWARD MATHEMATICS



* 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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 51)

 Never or almost never

 Sometimes

 Often





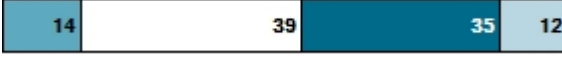
 Very Often

DOING MATHEMATICS

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

Percentage of Students*






Number of students who answered "very often"

I connect new mathematics concepts to what I already know about mathematics or other subjects.		5
I check my mathematics answers to see if they make sense.		8
I apply new mathematics concepts to real-life problems.		2
I take time to discuss my mathematics assignments with my classmates.		2
I look for more than one way to solve mathematics problems.		6

How often do you complete your mathematics homework?

Percentage of Students*

Number of students

I am not usually assigned any mathematics homework		4
Never or almost never		5
Sometimes		12
Often		22
Always		8

* 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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 51)



OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?		Percentage of Students*	Number of students who answered "every day or almost every day"
I read by myself.		5	
I use the Internet.		46	
I play video games.		20	
I participate in sports or other physical activities.		11	
I participate in art, music or drama activities.		4	
I participate in other clubs or organizations.		3	
I volunteer in my community.		0	
I work at a paid job.		0	

* 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

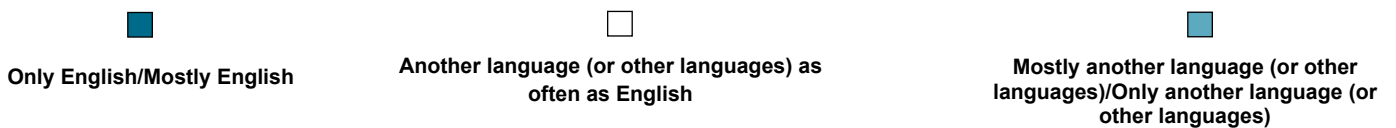
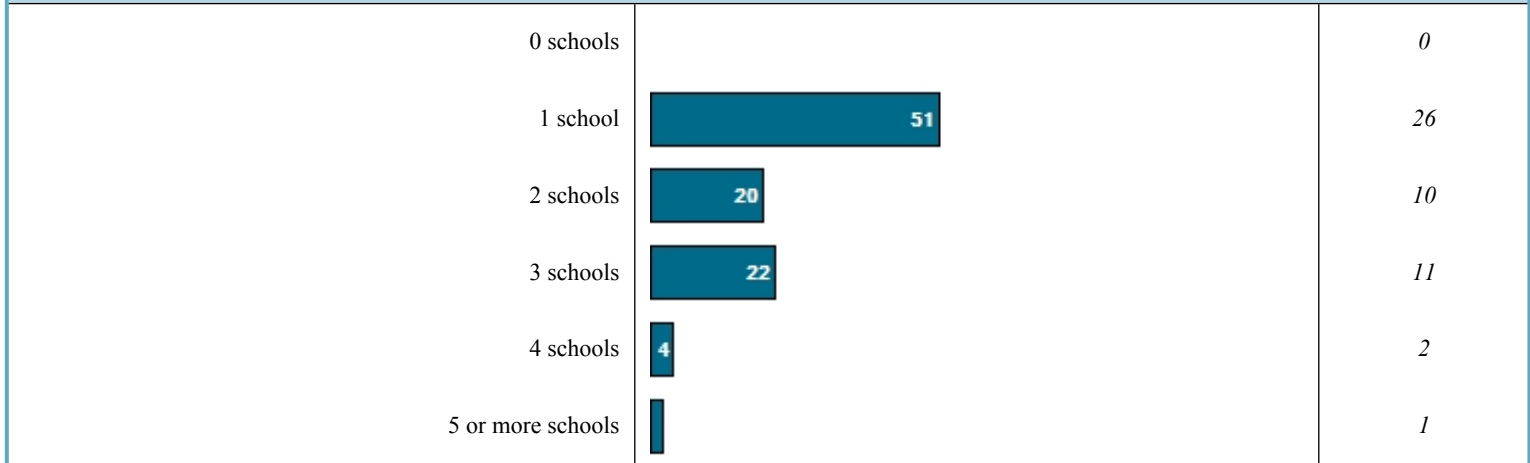
STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 51)

SCHOOLS ATTENDED

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

Percentage of Students*

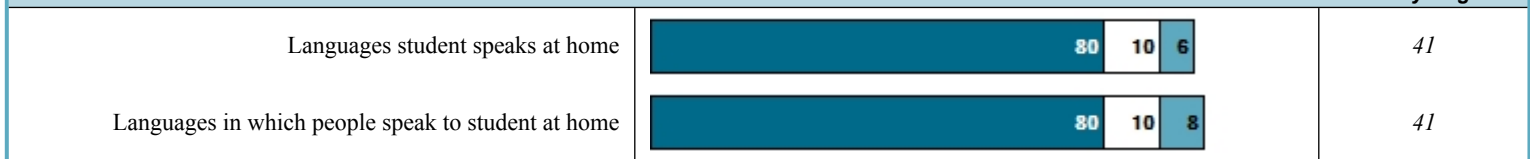
Number of students



LANGUAGES SPOKEN

Percentage of Students*

Number of students who answered "only English" or "mostly English"







* 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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 51)

USE OF THE ASSESSMENT IN CLASS MARKS

Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?	Percentage of Students*	Number of students
Yes	 51	26
No	 1	1
Don't know	 45	23
<i>Total number of students</i>		26

Were you told how much the assessment will count as part of your class mark (e.g., 5%)?†	Percentage of Students*	Number of students
Yes	 100	26
No		0
<i>Total number of students</i>		26

Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously?†	Percentage of Students*	Number of students
Yes	 96	25
No		0
Undecided	 4	1

* 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.

Grade 9 Assessment of Mathematics, 2017–2018, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 51)	Female* (# = 20)	Male* (# = 31)	All Students (# = 204)	Female* (# = 81)	Male* (# = 123)	All Students (# = 29 242)	Female* (# = 13 003)	Male* (# = 16 239)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	41%	35%	45%	35%	33%	36%	36%	31%	41%
I am good at mathematics.	47%	20%	65%	37%	26%	45%	34%	27%	39%
I am able to answer difficult mathematics questions.	39%	15%	55%	26%	15%	33%	25%	17%	31%
Mathematics is one of my favourite subjects.	35%	20%	45%	22%	19%	24%	22%	19%	25%
I understand most of the mathematics I am taught.	63%	35%	81%	57%	48%	63%	61%	58%	63%
Mathematics is an easy subject.	25%	5%	39%	19%	6%	27%	18%	13%	21%
I do my best in mathematics class.	76%	70%	81%	70%	77%	65%	70%	74%	66%
The mathematics I learn now is useful for everyday life.	18%	15%	19%	28%	27%	29%	34%	31%	36%
The mathematics I learn now helps me do work in other subjects.	49%	35%	58%	47%	42%	50%	47%	46%	48%
I need to do well in mathematics to study what I want later.	43%	40%	45%	46%	48%	44%	50%	48%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	33%	35%	32%	42%	47%	39%	42%	40%	44%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:‡									
number sense (e.g., operations with integers, rational numbers, exponents)	41%	25%	52%	37%	26%	44%	41%	33%	47%
algebra (e.g., solving equations, simplifying expressions with polynomials)	55%	45%	61%	45%	41%	48%	44%	41%	46%
linear relations (e.g., scatter plots, lines of best fit)	67%	60%	71%	66%	65%	66%	54%	48%	59%
measurement (e.g., perimeter, area, volume)	84%	75%	90%	70%	70%	69%	66%	63%	68%
geometry (e.g., angles, parallel lines)	61%	60%	61%	52%	49%	54%	48%	42%	53%

* Includes only students for whom gender data were available.

† Other response options were "strongly disagree", "disagree" and "neither agree nor disagree".

‡ Other response options were "not at all confident" and "somewhat confident".

Grade 9 Assessment of Mathematics, 2017–2018, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 51)	Female* (# = 20)	Male* (# = 31)	All Students (# = 204)	Female* (# = 81)	Male* (# = 123)	All Students (# = 29 242)	Female* (# = 13 003)	Male* (# = 16 239)
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.	10%	15%	6%	5%	10%	2%	4%	4%	4%
I check my mathematics answers to see if they make sense.	16%	15%	16%	14%	19%	11%	17%	20%	15%
I apply new mathematics concepts to real-life problems.	4%	0%	6%	3%	1%	5%	4%	3%	4%
I take time to discuss my mathematics assignments with my classmates.	4%	5%	3%	2%	4%	2%	5%	6%	4%
I look for more than one way to solve mathematics problems.	12%	5%	16%	9%	7%	11%	11%	10%	11%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	8%	5%	10%	8%	6%	10%	13%	13%	14%
Never or almost never	10%	0%	16%	13%	9%	15%	7%	5%	9%
Sometimes	24%	20%	26%	22%	17%	25%	27%	25%	28%
Often	43%	55%	35%	37%	44%	32%	29%	30%	28%
Always	16%	20%	13%	16%	20%	14%	17%	20%	14%

* Includes only students for whom gender data were available.

† Other response options were “never or almost never”, “sometimes” and “often”.

‡ Percentages may not add up to 100, due to rounding or to missing responses.

Grade 9 Assessment of Mathematics, 2017–2018, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 51)	Female* (# = 20)	Male* (# = 31)	All Students (# = 204)	Female* (# = 81)	Male* (# = 123)	All Students (# = 29 242)	Female* (# = 13 003)	Male* (# = 16 239)
OUT-OF-SCHOOL ACTIVITIES									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school:†									
I read by myself.	10%	10%	10%	10%	15%	7%	15%	21%	10%
I use the Internet.	90%	85%	94%	91%	93%	89%	87%	89%	86%
I play video games.	39%	10%	58%	37%	14%	53%	35%	13%	53%
I participate in sports or other physical activities.	22%	10%	29%	32%	21%	40%	35%	25%	43%
I participate in art, music or drama activities.	8%	5%	10%	17%	22%	14%	18%	24%	13%
I participate in other clubs or organizations.	6%	5%	6%	8%	6%	9%	9%	7%	10%
I volunteer in my community.	0%	0%	0%	2%	2%	2%	5%	6%	4%
I work at a paid job.	0%	0%	0%	5%	6%	4%	7%	6%	8%
SCHOOLS ATTENDED									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8 (home-schooling is counted as one school):‡									
0 schools	0%	0%	0%	1%	0%	2%	2%	2%	2%
1 school	51%	55%	48%	32%	33%	32%	24%	24%	25%
2 schools	20%	20%	19%	31%	33%	29%	29%	28%	30%
3 schools	22%	15%	26%	17%	17%	16%	19%	20%	18%
4 schools	4%	10%	0%	7%	10%	6%	10%	10%	10%
5 or more schools	2%	0%	3%	6%	6%	7%	11%	12%	10%
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	80%	85%	77%	88%	94%	84%	75%	74%	75%
Another language (or other languages) as often as English	10%	10%	10%	4%	5%	4%	13%	14%	12%
Mostly another language (or other languages)/ Only another language (or other languages)	6%	0%	10%	3%	0%	5%	7%	7%	7%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	80%	80%	81%	84%	88%	81%	70%	69%	70%
Another language (or other languages) as often as English	10%	15%	6%	6%	9%	4%	12%	12%	11%
Mostly another language (or other languages)/ Only another language (or other languages)	8%	5%	10%	4%	2%	5%	11%	11%	11%

* Includes only students for whom gender data were available.

† Other response options were “never”, “1 or 2 times a month” and “1 to 3 times a week”.

‡ Percentages may not add up to 100, due to rounding or to missing responses.

Grade 9 Assessment of Mathematics, 2017–2018, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 51)	Female* (# = 20)	Male* (# = 31)	All Students (# = 204)	Female* (# = 81)	Male* (# = 123)	All Students (# = 29 242)	Female* (# = 13 003)	Male* (# = 16 239)
USE OF THE ASSESSMENT IN CLASS MARKS									
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†									
Yes	51%	70%	39%	41%	48%	36%	43%	47%	41%
No	2%	0%	3%	<1%	0%	1%	1%	1%	1%
Don't know	45%	30%	55%	53%	51%	55%	50%	48%	52%
Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡									
	All Students (# = 26)	Female* (# = 14)	Male* (# = 12)	All Students (# = 83)	Female* (# = 39)	Male* (# = 44)	All Students (# = 12 642)	Female* (# = 6 047)	Male* (# = 6 595)
Yes	100%	100%	100%	88%	92%	84%	88%	89%	88%
No	0%	0%	0%	12%	8%	16%	11%	11%	12%
Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:†‡									
	All Students (# = 26)	Female* (# = 14)	Male* (# = 12)	All Students (# = 83)	Female* (# = 39)	Male* (# = 44)	All Students (# = 12 642)	Female* (# = 6 047)	Male* (# = 6 595)
Yes	96%	100%	92%	83%	87%	80%	77%	79%	75%
No	0%	0%	0%	6%	0%	11%	8%	6%	10%
Undecided	4%	0%	8%	11%	13%	9%	14%	14%	14%

* 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.

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 143)

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> Strongly Disagree/Disagree </div> <div style="text-align: center;"> <input type="checkbox"/> Neither agree nor disagree </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Agree/Strongly agree </div> </div>					
STUDENTS' ATTITUDES TOWARD MATHEMATICS					
How much do you agree or disagree with the following statements?	Percentage of Students*		Number of students who answered "agree" or "strongly agree"		
I like mathematics.	20	22	57	82	
I am good at mathematics.	17	24	57	82	
I am able to answer difficult mathematics questions.	12	36	51	73	
Mathematics is one of my favourite subjects.	38	20	41	59	
I understand most of the mathematics I am taught.	8	13	78	112	
Mathematics is an easy subject.	35	37	27	39	
I do my best in mathematics class.	8	11	80	114	
The mathematics I learn now is useful for everyday life.	30	42	27	38	
The mathematics I learn now helps me do work in other subjects.	23	23	52	74	
I need to do well in mathematics to study what I want later.	13	18	66	95	
I need to keep taking mathematics for the kind of job I want after I leave school.	14	20	64	91	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> Not at all confident </div> <div style="text-align: center;"> <input type="checkbox"/> Somewhat confident </div> <div style="text-align: center;"> <input checked="" type="checkbox"/> Confident </div> <div style="text-align: center;"> <input type="checkbox"/> Very confident </div> </div>					
How confident are you that you can answer mathematics questions related to the following?	Percentage of Students*		Number of students who answered "very confident"		
number sense (e.g., operations with integers, rational numbers, exponents)	25	50	22	32	
algebra (e.g., solving equations, simplifying expressions with polynomials)	10	22	39	27	39
linear relations (e.g., scatter plots, lines of best fit)	8	39	46	4	6
analytic geometry (e.g., slope, y-intercept, equations of lines)	12	32	38	15	21
measurement (e.g., perimeter, area, volume)	9	44	43	61	
geometry (e.g., angles, parallel lines)	20	46	29	42	

* 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, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 143)

 Never or almost never

 Sometimes

 Often

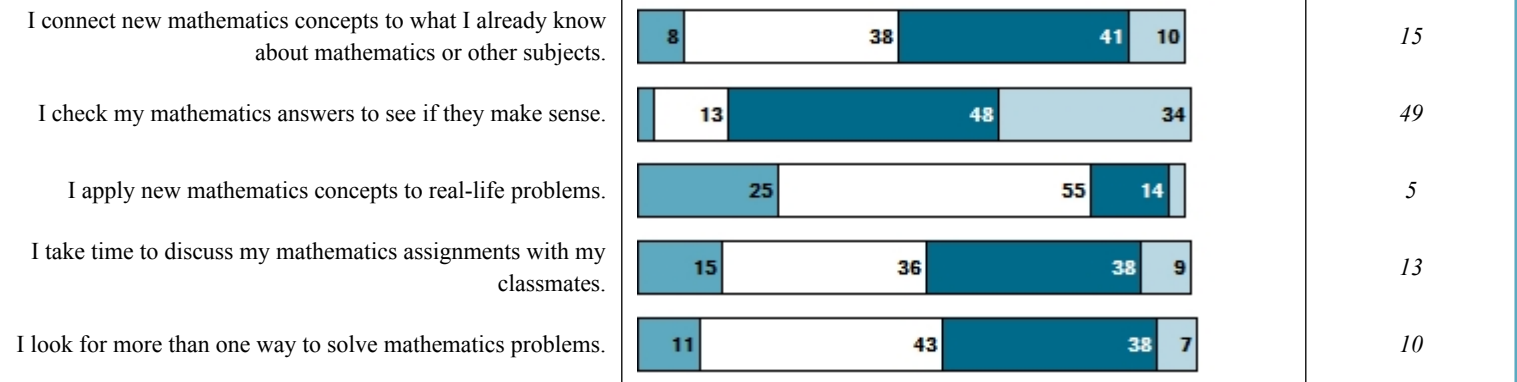
 Very Often

DOING MATHEMATICS

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

Percentage of Students*

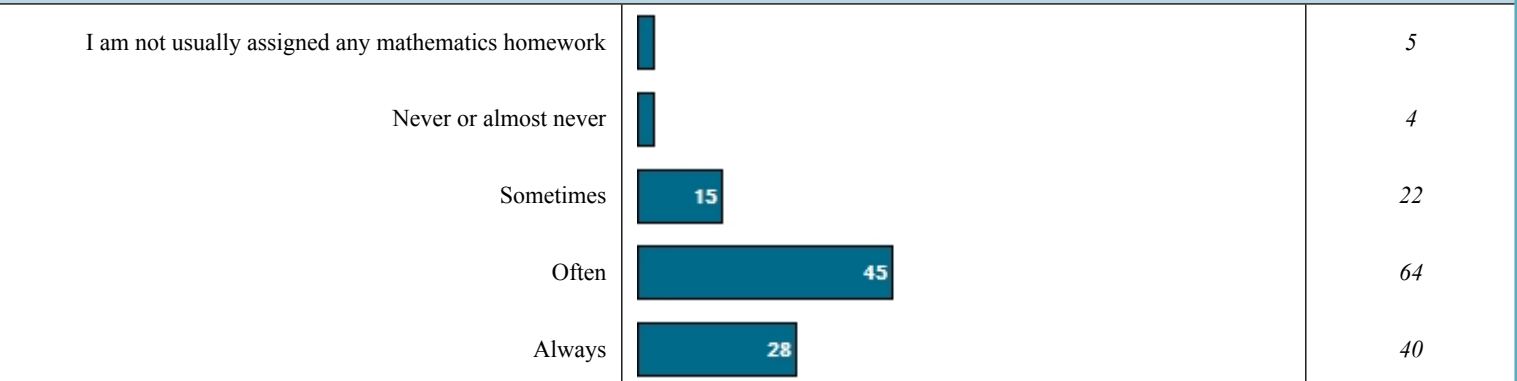
Number of students who answered "very often"



How often do you complete your mathematics homework?

Percentage of Students*

Number of students



* 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, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 143)



OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?		Percentage of Students*	Number of students who answered "every day or almost every day"
I read by myself.		31	
I use the Internet.		133	
I play video games.		30	
I participate in sports or other physical activities.		69	
I participate in art, music or drama activities.		26	
I participate in other clubs or organizations.		22	
I volunteer in my community.		3	
I work at a paid job.		3	

* 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, Academic Course

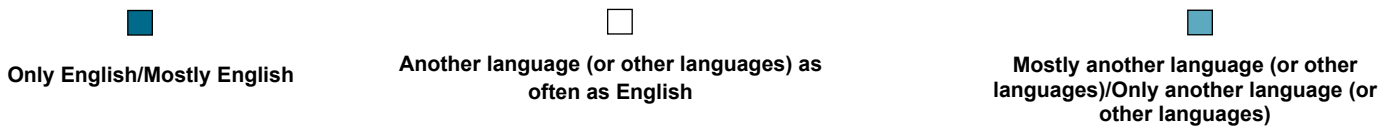
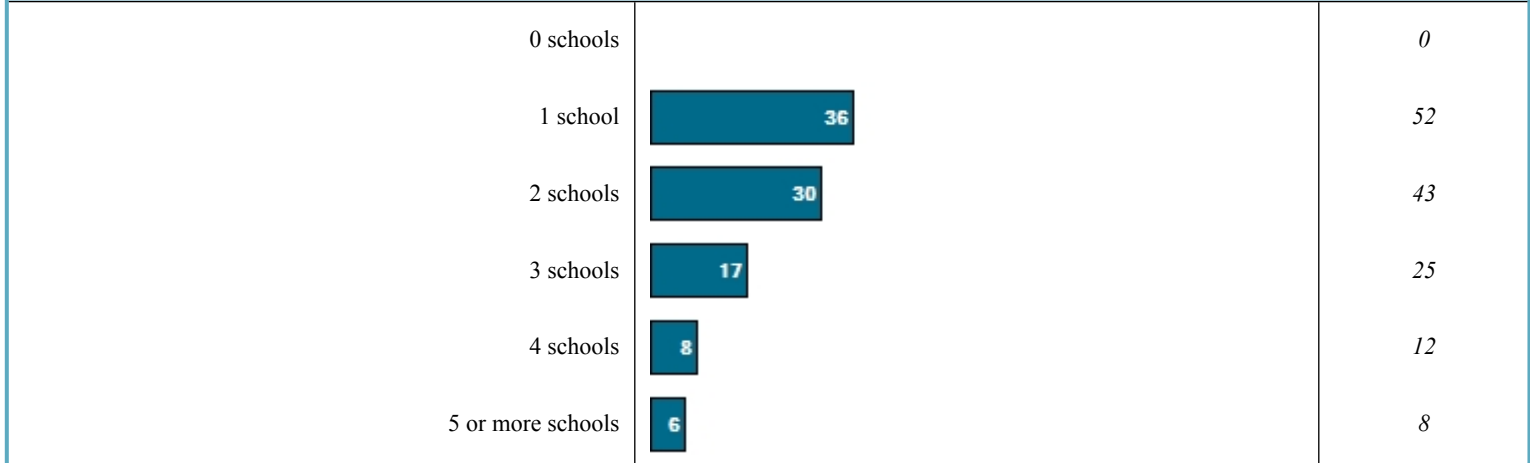
STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 143)

SCHOOLS ATTENDED

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

Percentage of Students*

Number of students



LANGUAGES SPOKEN

Percentage of Students*

Number of students who answered "only English" or "mostly English"



* 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, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 143)		
USE OF THE ASSESSMENT IN CLASS MARKS		
Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?	Percentage of Students*	Number of students
Yes	85	121
No		0
Don't know	13	18
<i>Total number of students</i>		121
Were you told how much the assessment will count as part of your class mark (e.g., 5%)?†	Percentage of Students*	Number of students
Yes	95	115
No	5	6
<i>Total number of students</i>		121
Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously?†	Percentage of Students*	Number of students
Yes	88	106
No	5	6
Undecided	7	9

* 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.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 143)	Female* (# = 92)	Male* (# = 51)	All Students (# = 503)	Female* (# = 285)	Male* (# = 218)	All Students (# = 89 045)	Female* (# = 46 170)	Male* (# = 42 875)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	57%	62%	49%	57%	55%	60%	58%	53%	63%
I am good at mathematics.	57%	58%	57%	56%	52%	62%	55%	49%	61%
I am able to answer difficult mathematics questions.	51%	49%	55%	49%	42%	58%	48%	40%	57%
Mathematics is one of my favourite subjects.	41%	45%	35%	42%	41%	44%	42%	37%	47%
I understand most of the mathematics I am taught.	78%	78%	78%	71%	70%	72%	75%	72%	77%
Mathematics is an easy subject.	27%	27%	27%	24%	22%	28%	29%	24%	34%
I do my best in mathematics class.	80%	86%	69%	75%	82%	66%	73%	77%	69%
The mathematics I learn now is useful for everyday life.	27%	23%	33%	31%	26%	37%	31%	28%	35%
The mathematics I learn now helps me do work in other subjects.	52%	51%	53%	56%	53%	60%	58%	56%	59%
I need to do well in mathematics to study what I want later.	66%	70%	61%	64%	66%	62%	64%	62%	67%
I need to keep taking mathematics for the kind of job I want after I leave school.	64%	68%	55%	61%	62%	60%	58%	56%	60%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:‡									
number sense (e.g., operations with integers, rational numbers, exponents)	72%	72%	73%	69%	65%	74%	68%	62%	75%
algebra (e.g., solving equations, simplifying expressions with polynomials)	66%	70%	61%	63%	63%	63%	70%	68%	72%
linear relations (e.g., scatter plots, lines of best fit)	50%	46%	59%	55%	49%	63%	61%	55%	66%
analytic geometry (e.g., slope, y-intercept, equations of lines)	53%	52%	55%	56%	50%	64%	62%	58%	66%
measurement (e.g., perimeter, area, volume)	87%	85%	90%	82%	76%	89%	77%	73%	81%
geometry (e.g., angles, parallel lines)	76%	74%	78%	74%	69%	79%	69%	65%	74%

* Includes only students for whom gender data were available.

† Other response options were "strongly disagree", "disagree" and "neither agree nor disagree".

‡ Other response options were "not at all confident" and "somewhat confident".

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 143)	Female* (# = 92)	Male* (# = 51)	All Students (# = 503)	Female* (# = 285)	Male* (# = 218)	All Students (# = 89 045)	Female* (# = 46 170)	Male* (# = 42 875)
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.	10%	14%	4%	10%	9%	11%	12%	12%	12%
I check my mathematics answers to see if they make sense.	34%	38%	27%	28%	32%	24%	32%	35%	28%
I apply new mathematics concepts to real-life problems.	3%	3%	4%	4%	2%	5%	5%	4%	6%
I take time to discuss my mathematics assignments with my classmates.	9%	11%	6%	10%	12%	7%	12%	14%	11%
I look for more than one way to solve mathematics problems.	7%	8%	6%	8%	8%	8%	13%	12%	15%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	3%	3%	4%	2%	3%	2%	2%	1%	2%
Never or almost never	3%	0%	8%	4%	2%	6%	5%	3%	7%
Sometimes	15%	14%	18%	21%	16%	28%	22%	18%	25%
Often	45%	46%	43%	38%	39%	37%	36%	36%	37%
Always	28%	32%	22%	29%	35%	21%	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.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 143)	Female* (# = 92)	Male* (# = 51)	All Students (# = 503)	Female* (# = 285)	Male* (# = 218)	All Students (# = 89 045)	Female* (# = 46 170)	Male* (# = 42 875)
OUT-OF-SCHOOL ACTIVITIES									
Percentage of students indicating they do the following “every day or almost every day” when they are not at school:†									
I read by myself.	22%	27%	12%	17%	23%	9%	19%	25%	14%
I use the Internet.	93%	93%	92%	93%	93%	92%	92%	93%	91%
I play video games.	21%	7%	47%	24%	7%	47%	28%	8%	50%
I participate in sports or other physical activities.	48%	46%	53%	46%	41%	53%	42%	34%	50%
I participate in art, music or drama activities.	18%	24%	8%	22%	25%	17%	20%	26%	15%
I participate in other clubs or organizations.	15%	16%	14%	15%	13%	16%	13%	12%	14%
I volunteer in my community.	2%	2%	2%	2%	2%	1%	4%	5%	4%
I work at a paid job.	2%	0%	6%	3%	3%	4%	4%	4%	4%
SCHOOLS ATTENDED									
Percentage of students indicating the number of schools they attended from kindergarten to Grade 8 (home-schooling is counted as one school):‡									
0 schools	0%	0%	0%	<1%	0%	1%	<1%	<1%	1%
1 school	36%	33%	43%	41%	41%	41%	27%	27%	27%
2 schools	30%	34%	24%	30%	29%	31%	33%	33%	33%
3 schools	17%	20%	14%	14%	15%	12%	19%	19%	19%
4 schools	8%	5%	14%	7%	6%	9%	9%	9%	9%
5 or more schools	6%	7%	4%	5%	6%	4%	7%	7%	7%
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	83%	82%	86%	88%	88%	88%	70%	70%	69%
Another language (or other languages) as often as English	10%	11%	8%	6%	6%	6%	17%	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	4%	5%	2%	3%	3%	4%	9%	8%	10%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	85%	83%	88%	85%	86%	85%	62%	62%	61%
Another language (or other languages) as often as English	6%	8%	2%	5%	6%	5%	15%	15%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	6%	8%	4%	5%	4%	6%	17%	16%	17%

* Includes only students for whom gender data were available.

† Other response options were “never”, “1 or 2 times a month” and “1 to 3 times a week”.

‡ Percentages may not add up to 100, due to rounding or to missing responses.

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 143)	Female* (# = 92)	Male* (# = 51)	All Students (# = 503)	Female* (# = 285)	Male* (# = 218)	All Students (# = 89 045)	Female* (# = 46 170)	Male* (# = 42 875)
USE OF THE ASSESSMENT IN CLASS MARKS									
Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†									
Yes	85%	84%	86%	72%	78%	64%	69%	72%	66%
No	0%	0%	0%	1%	0%	1%	1%	1%	1%
Don't know	13%	14%	10%	24%	18%	32%	25%	22%	28%
Percentage of students indicating they were told how much the assessment will count as part of their class mark:†‡									
	All Students (# = 121)	Female* (# = 77)	Male* (# = 44)	All Students (# = 362)	Female* (# = 223)	Male* (# = 139)	All Students (# = 61 705)	Female* (# = 33 386)	Male* (# = 28 319)
Yes	95%	94%	98%	93%	93%	93%	95%	95%	94%
No	5%	6%	2%	7%	6%	7%	5%	5%	5%
Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:†‡									
	All Students (# = 121)	Female* (# = 77)	Male* (# = 44)	All Students (# = 362)	Female* (# = 223)	Male* (# = 139)	All Students (# = 61 705)	Female* (# = 33 386)	Male* (# = 28 319)
Yes	88%	87%	89%	84%	86%	81%	80%	81%	78%
No	5%	4%	7%	6%	4%	11%	9%	6%	11%
Undecided	7%	9%	5%	9%	10%	8%	12%	12%	11%

* 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.

Grade 9 Assessment of Mathematics, 2017–2018

EXPLANATION OF TERMS	
All Students	Results are reported for all students in the course.
Participating Students	Results are reported only for those students who took part in the assessment (excludes the “no data” category).
Provincial Standard	The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard.
Level 4 (80–100%)	The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
Level 3 (70–79%)	The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard.
Level 2 (60–69%)	The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard.
Level 1 (50–59%)	The student has demonstrated a passable level of achievement. Achievement is <i>below</i> the provincial standard.
Below Level 1 / Below L1	The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).
No Data	Students who did not have a result due to absence or other reasons.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> .
Students Receiving Special Provisions	Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO’s <i>Administration and Accommodation Guide</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about special accommodations is available in EQAO’s <i>Administration and Accommodation Guide</i> .
N/R	“Not reported” indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore, results are not reported.
N/D	“No data available” is used to indicate that there were no students in the course for the years specified.
W	Results are being withheld by EQAO. For further information, please contact the school principal.
EC	Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.
NP	Non-participating indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate.