



School Report



Grade 9 Assessment of Mathematics, 2010–2011

School: St Paul SS (841730)

Board: Dufferin Peel Catholic DSB (67083)

On behalf of EQAO, I am pleased to provide you with this report on the results of the 2010–2011 Grade 9 Assessment of Mathematics. Enclosed you will find student results for both the 2010–2011 school year and previous years, so that you can gauge progress over time. You will also find demographic and attitudinal information about the student population assessed, which will support deeper analysis and provide an important context for these results.

Since the creation of this agency, EQAO data have been a catalyst for improving student learning and achievement at all levels of the education system. From Ontario’s classrooms and staff rooms to its school boards and Ministry, educators and education professionals from across the province have become increasingly sophisticated at using EQAO data as an integral part of their continuous improvement efforts.

Within schools, EQAO data are used regularly to guide school improvement initiatives by helping to identify areas of strength and areas needing improvement and by helping to support changes in instructional practices that may be required. The provincial test results can also help schools engage in meaningful discussions about student achievement with their parent community. We all know that parents can and do exert a powerful influence on their children’s work habits, behaviour, attitudes toward school and, ultimately, learning and achievement. EQAO is pleased to help strengthen the partnership between home and school by offering a series of resources for parents and educators, available on the agency’s Web site, to help school communities engage in the kind of meaningful, data-based dialogue that supports student success.

Of course, EQAO data are only one of the sources of information that should be used to assess student achievement. Provincial testing results should always be considered alongside other school and school board-based information.

At EQAO, we are proud to deliver powerful information that supports Ontario’s parents, educators and administrators in their efforts to improve student achievement. I trust that this report will provide you with a valuable set of tools to further support the drive toward excellence in your school community. I am confident that the information in the report will contribute to our shared commitment and purposeful actions toward helping each student reach his or her highest potential.

Sincerely,

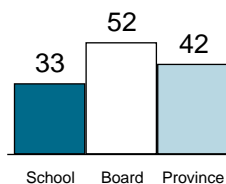
Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

WHERE TO FIND . . .

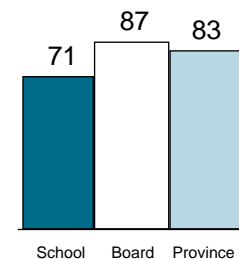
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	Applied	Academic
Percentages of all students at or above the provincial standard		
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2010–2011

APPLIED COURSE



ACADEMIC COURSE



Grade 9 Assessment of Mathematics, 2010–2011

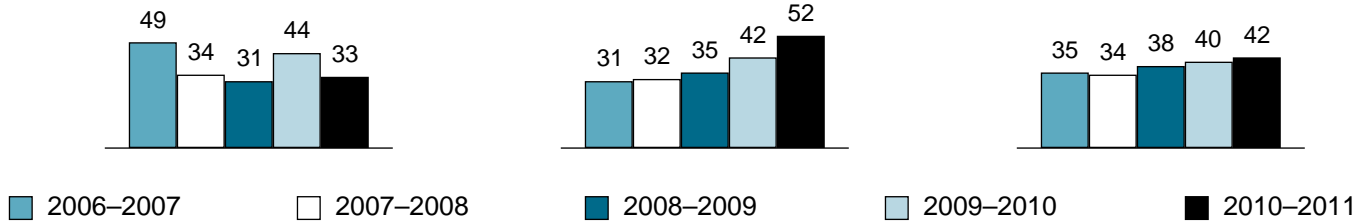
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



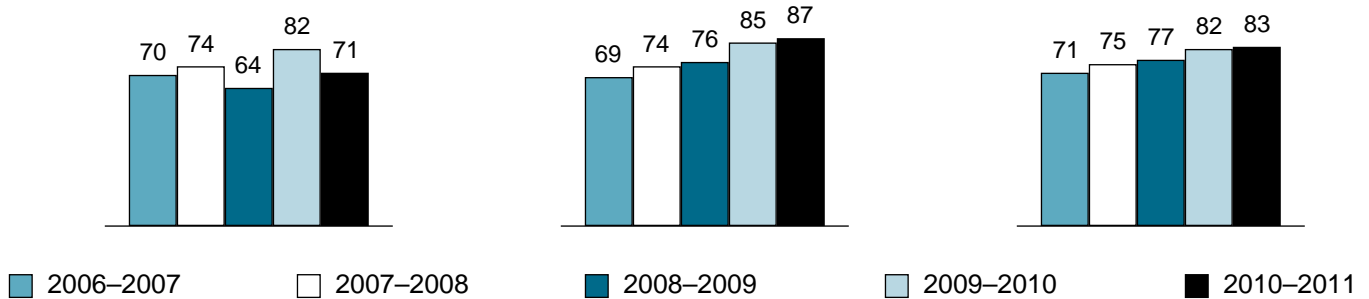
	Total Number of Students				
	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>
School	78	64	61	50	52
Board	2 240	2 365	2 307	2 310	2 232
Province	49 056	47 817	48 482	47 566	44 095

ACADEMIC MATHEMATICS

School

Board

Province



	Total Number of Students				
	<u>2006–2007</u>	<u>2007–2008</u>	<u>2008–2009</u>	<u>2009–2010</u>	<u>2010–2011</u>
School	121	96	117	105	132
Board	5 232	5 461	5 380	5 740	5 457
Province	103 011	100 823	100 992	101 268	99 278

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 where fewer than 15 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 for gender
- ◆ student questionnaire results and
- ◆ an explanation of all terms used in this report.

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of students in applied mathematics course	52		2 232		44 095	
Number of classes with students in applied mathematics course	4		152		2 751	
Number of schools with applied mathematics classes	Not applicable		25		704	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	47	90%	2 196	98%	41 993	95%
Participating students who received one or more accommodations*	16	34%	350	16%	10 464	25%
Participating students who received one or more special provisions*	0	0%	60	3%	1 616	4%
Students who did not complete any part of the assessment (no data)*	5	10%	36	2%	2 102	5%
Gender[†] Based on number of students enrolled						
Female	21	40%	1 003	45%	19 721	45%
Male	31	60%	1 229	55%	24 374	55%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	3	6%	182	8%	2 894	7%
Students with special education needs (excluding gifted)*	20	38%	562	25%	14 436	33%
Semester/Full Year Based on number of students enrolled						
First-semester course	21	40%	1 045	47%	19 794	45%
Second-semester course	31	60%	1 050	47%	20 155	46%
Full-year course	0	0%	137	6%	4 146	9%
Language and School Background^{††}						
<i>Based on Student Questionnaire data</i>						
Number of Respondents:		46	1 974		38 230	
Speak only or mostly a language other than English at home	7	15%	214	11%	2 970	8%
Speak another language as often as English at home	9	20%	362	18%	5 050	13%
Attended three or more elementary schools from kindergarten to Grade 8	10	22%	838	42%	15 653	41%

* See the Explanation of Terms.

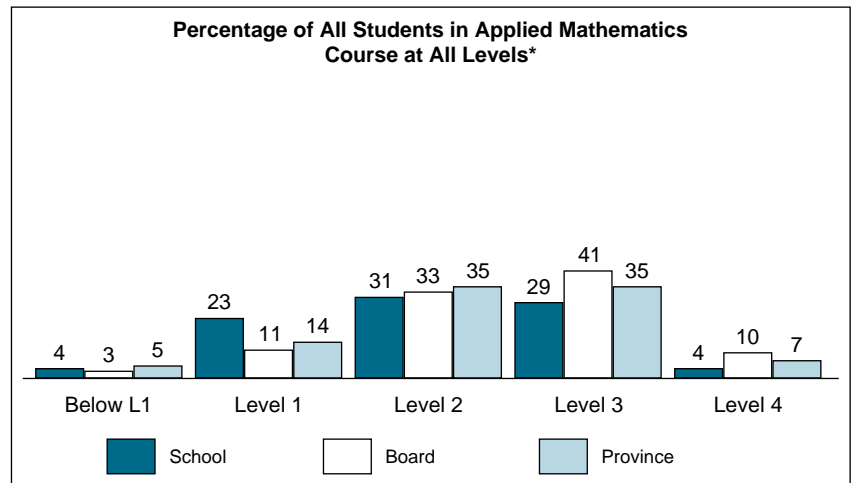
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

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

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

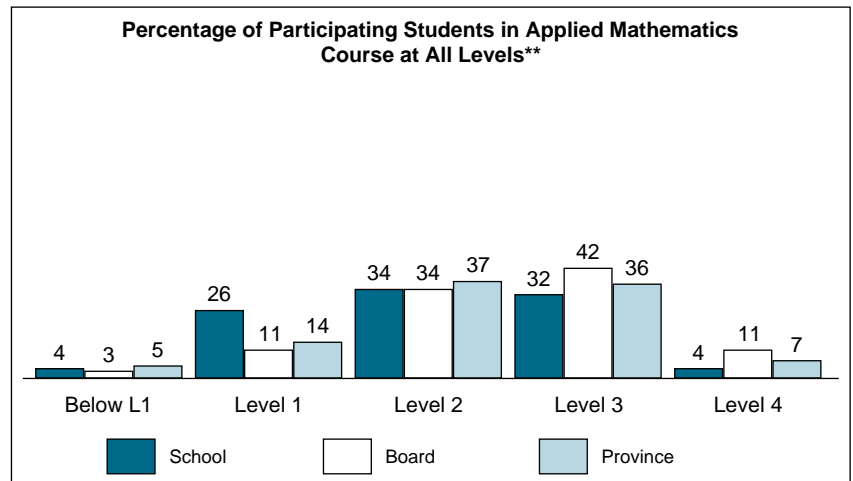
Results for All Students

All Students*				
Number of Students	School 52		Board 2 232	Province 44 095
	#	%	%	%
Level 4	2	4%	10%	7%
Level 3	15	29%	41%	35%
Level 2	16	31%	33%	35%
Level 1	12	23%	11%	14%
Below Level 1	2	4%	3%	5%
Participating Students	47	90%	98%	95%
No Data	5	10%	2%	5%
At or Above Provincial Standard (Levels 3 and 4) †		33%	52%	42%



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

Participating Students**				
Number of Students	School 47		Board 2 196	Province 41 993
	#	%	%	%
Level 4	2	4%	11%	7%
Level 3	15	32%	42%	36%
Level 2	16	34%	34%	37%
Level 1	12	26%	11%	14%
Below Level 1	2	4%	3%	5%
At or Above Provincial Standard (Levels 3 and 4) †		36%	53%	44%



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

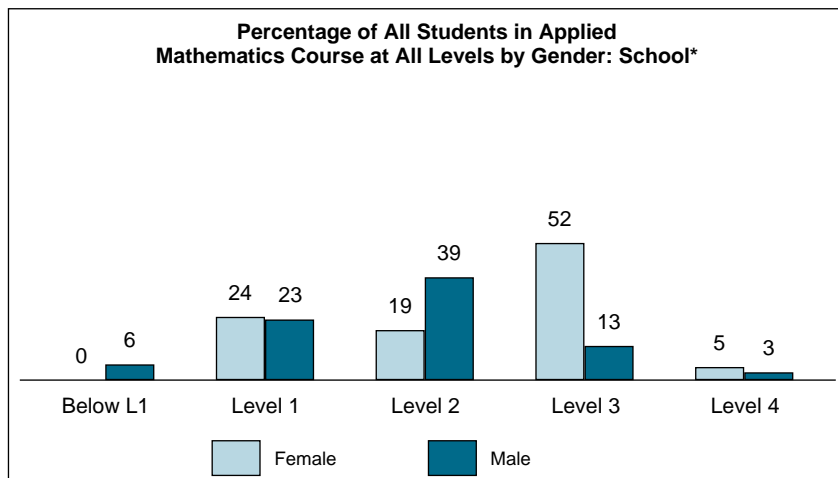
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

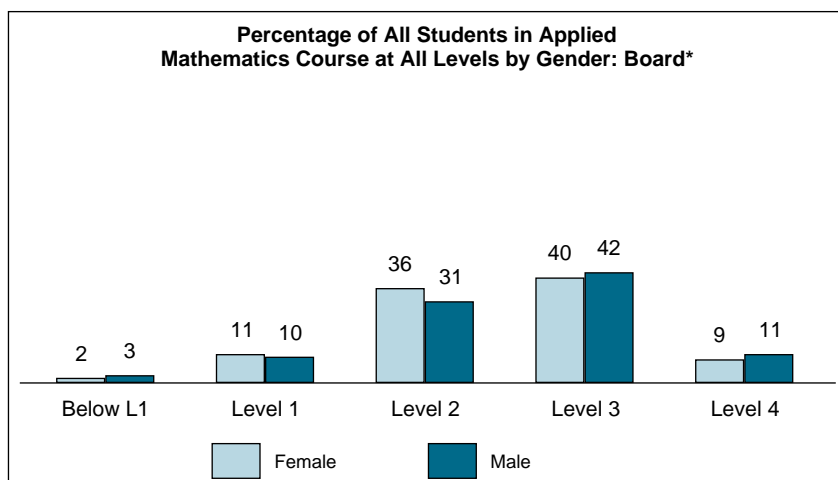
Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

Results by Gender††

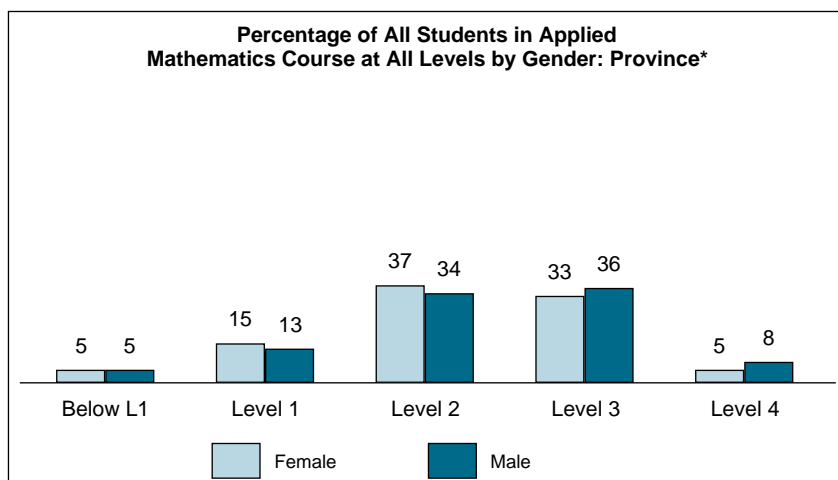
All Students: School by Gender*				
Number of Students	Female 21		Male 31	
	#	%	#	%
Level 4	1	5%	1	3%
Level 3	11	52%	4	13%
Level 2	4	19%	12	39%
Level 1	5	24%	7	23%
Below Level 1	0	0%	2	6%
Participating Students	21	100%	26	84%
No Data	0	0%	5	16%
At or Above Provincial Standard (Levels 3 and 4)†	57%		16%	



All Students: Board by Gender*				
Number of Students	Female 1 003		Male 1 229	
	#	%	#	%
Level 4	92	9%	141	11%
Level 3	404	40%	521	42%
Level 2	357	36%	382	31%
Level 1	114	11%	123	10%
Below Level 1	23	2%	39	3%
Participating Students	990	99%	1 206	98%
No Data	13	1%	23	2%
At or Above Provincial Standard (Levels 3 and 4)†	49%		54%	



All Students: Province by Gender*				
Number of Students	Female 19 721		Male 24 374	
	#	%	#	%
Level 4	1 082	5%	1 997	8%
Level 3	6 603	33%	8 658	36%
Level 2	7 243	37%	8 191	34%
Level 1	2 893	15%	3 082	13%
Below Level 1	977	5%	1 267	5%
Participating Students	18 798	95%	23 195	95%
No Data	923	5%	1 179	5%
At or Above Provincial Standard (Levels 3 and 4)†	39%		44%	



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 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of students in academic mathematics course	132		5 457		99 278	
Number of classes with students in academic mathematics course	6		232		4 139	
Number of schools with academic mathematics classes	Not applicable		25		684	
Number Percent Number Percent Number Percent						
Participation in the Assessment						
Students who participated in the assessment	131	99%	5 433	100%	98 481	99%
Participating students who received one or more accommodations*	4	3%	109	2%	4 012	4%
Participating students who received one or more special provisions*	0	0%	94	2%	1 951	2%
Students who did not complete any part of the assessment (no data)*	1	1%	24	<1%	797	1%
Gender[†] Based on number of students enrolled						
Female	72	55%	2 849	52%	50 814	51%
Male	60	45%	2 608	48%	48 464	49%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of students enrolled						
English language learners*	5	4%	336	6%	4 069	4%
Students with special education needs (excluding gifted)*	8	6%	161	3%	5 354	5%
Semester/Full Year Based on number of students enrolled						
First-semester course	60	45%	2 533	46%	43 509	44%
Second-semester course	72	55%	2 558	47%	43 054	43%
Full-year course	0	0%	366	7%	12 715	13%
Language and School Background^{††} Based on Student Questionnaire data						
Number of Respondents:						
	127		4 951		93 257	
Speak only or mostly a language other than English at home	13	10%	534	11%	8 372	9%
Speak another language as often as English at home	17	13%	952	19%	13 688	15%
Attended three or more elementary schools from kindergarten to Grade 8	22	17%	1 746	35%	32 489	35%

* See the Explanation of Terms.

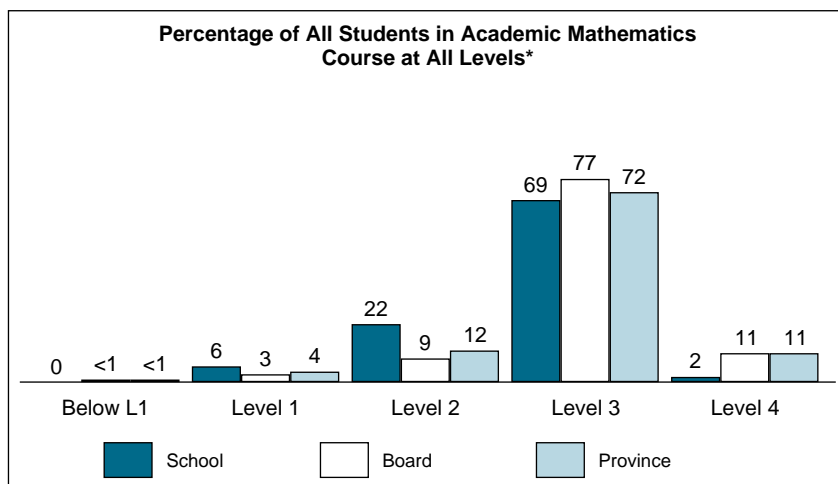
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Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

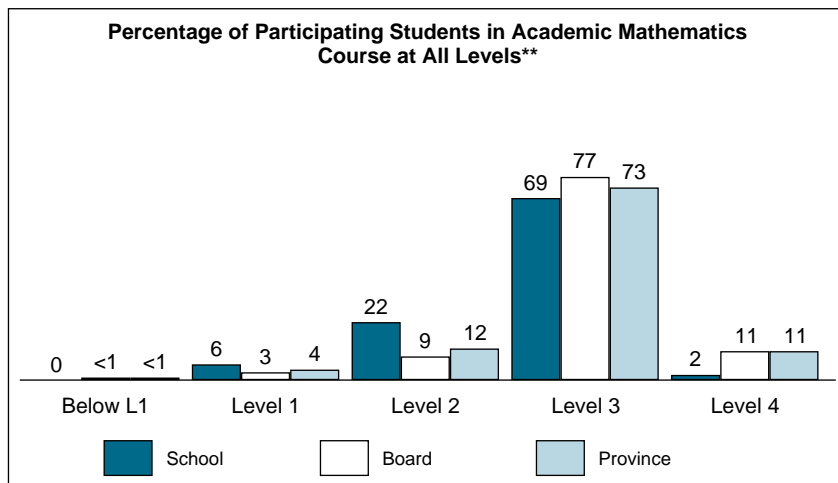
Results for All Students

All Students*				
Number of Students	School 132		Board 5 457	Province 99 278
	#	%	%	%
Level 4	3	2%	11%	11%
Level 3	91	69%	77%	72%
Level 2	29	22%	9%	12%
Level 1	8	6%	3%	4%
Below Level 1	0	0%	<1%	<1%
Participating Students	131	99%	100%	99%
No Data	1	1%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		71%	87%	83%



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

Participating Students**				
Number of Students	School 131		Board 5 433	Province 98 481
	#	%	%	%
Level 4	3	2%	11%	11%
Level 3	91	69%	77%	73%
Level 2	29	22%	9%	12%
Level 1	8	6%	3%	4%
Below Level 1	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	88%	84%



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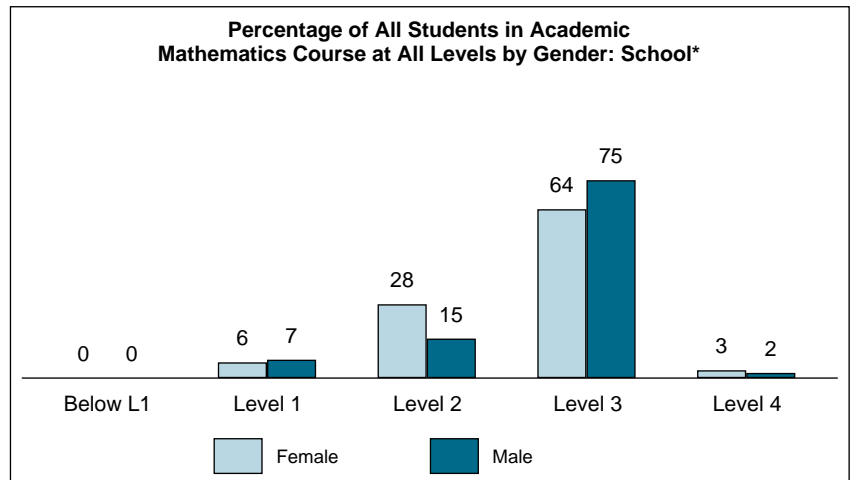
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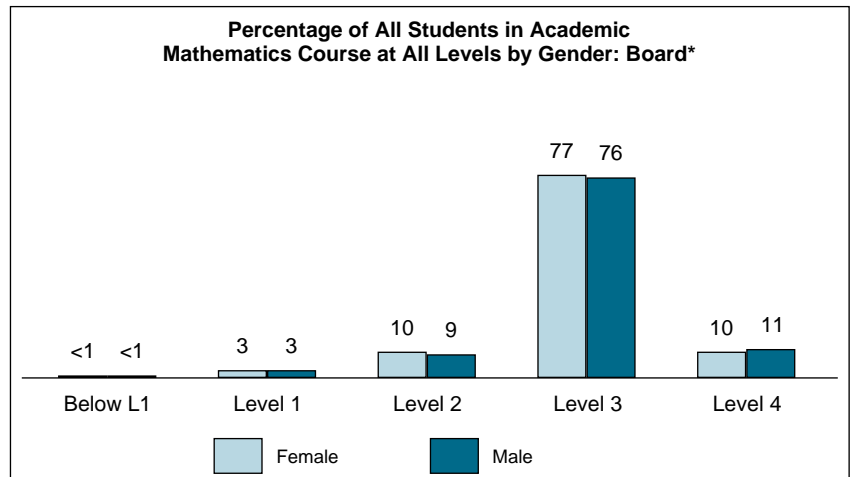
Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

Results by Gender††

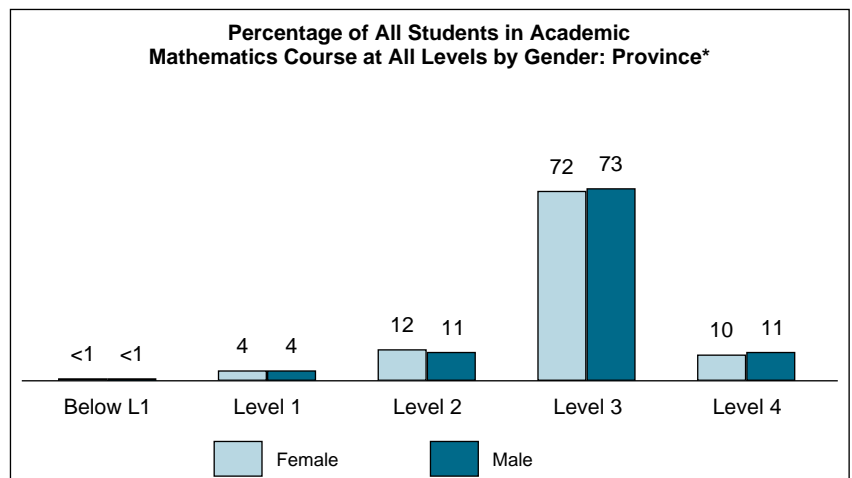
All Students: School by Gender*				
Number of Students	Female 72		Male 60	
	#	%	#	%
Level 4	2	3%	1	2%
Level 3	46	64%	45	75%
Level 2	20	28%	9	15%
Level 1	4	6%	4	7%
Below Level 1	0	0%	0	0%
Participating Students	72	100%	59	98%
No Data	0	0%	1	2%
At or Above Provincial Standard (Levels 3 and 4) †	67%		77%	



All Students: Board by Gender*				
Number of Students	Female 2 849		Male 2 608	
	#	%	#	%
Level 4	283	10%	296	11%
Level 3	2 189	77%	1 990	76%
Level 2	283	10%	225	9%
Level 1	79	3%	82	3%
Below Level 1	4	<1%	2	<1%
Participating Students	2 838	100%	2 595	100%
No Data	11	<1%	13	<1%
At or Above Provincial Standard (Levels 3 and 4) †	87%		88%	



All Students: Province by Gender*				
Number of Students	Female 50 814		Male 48 464	
	#	%	#	%
Level 4	4 956	10%	5 558	11%
Level 3	36 788	72%	35 187	73%
Level 2	6 348	12%	5 131	11%
Level 1	2 206	4%	2 034	4%
Below Level 1	109	<1%	164	<1%
Participating Students	50 407	99%	48 074	99%
No Data	407	1%	390	1%
At or Above Provincial Standard (Levels 3 and 4) †	82%		84%	



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 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2010–2011

Contextual Information over Time: Applied Mathematics Course

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

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	
Enrolment						
Number of students in applied mathematics course	78	64	61	50	52	
Number of classes with students in applied mathematics course	7	5	4	4	4	
Participation in the Assessment						
Students who participated in the assessment	99%	95%	95%	82%	90%	
Participating students who received one or more accommodations*	0%	0%	0%	17%	34%	
Participating students who received one or more special provisions*	0%	0%	0%	0%	0%	
Students who did not complete any part of the assessment (no data)*	1%	5%	5%	18%	10%	
Gender[†] Based on number of students enrolled						
Female	47%	50%	46%	30%	40%	
Male	53%	50%	54%	70%	60%	
Gender not specified	0%	0%	0%	0%	0%	
Student Status[†] Based on number of students enrolled						
English language learners*	12%	9%	11%	14%	6%	
Students with special education needs (excluding gifted)*	31%	11%	26%	20%	38%	
Semester/Full Year Based on number of students enrolled						
First-semester course	46%	55%	51%	52%	40%	
Second-semester course	54%	45%	49%	48%	60%	
Full-year course	0%	0%	0%	0%	0%	
Language and School Background^{††} Based on Student Questionnaire data						
	Number of Respondents:	75	59	56	40	46
Speak only or mostly a language other than English at home	17%	12%	14%	12%	15%	
Speak another language as often as English at home	12%	27%	27%	20%	20%	
Attended three or more elementary schools from kindergarten to Grade 8	21%	20%	20%	25%	22%	

* See the Explanation of Terms.

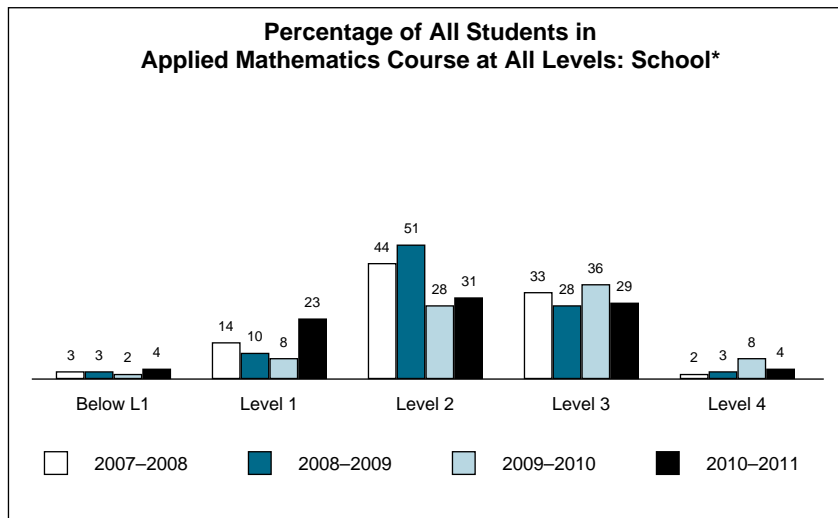
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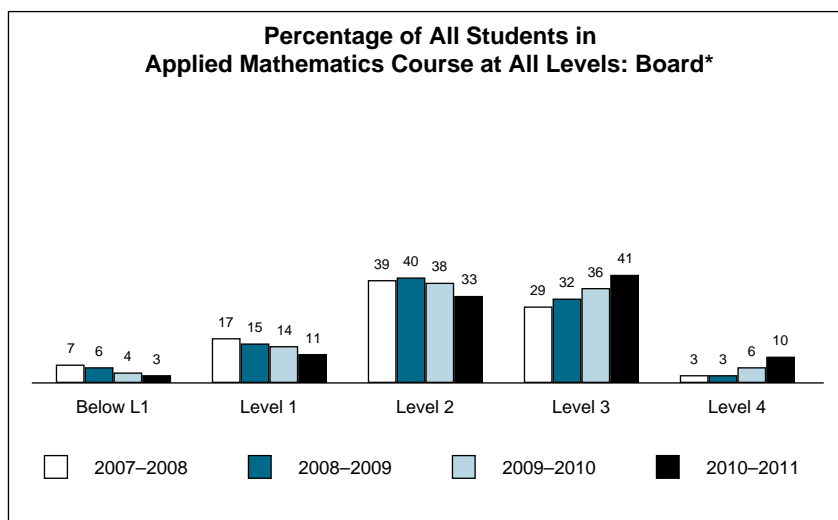
Results over Time, 2007–2008 to 2010–2011

Applied Mathematics Course for All Students

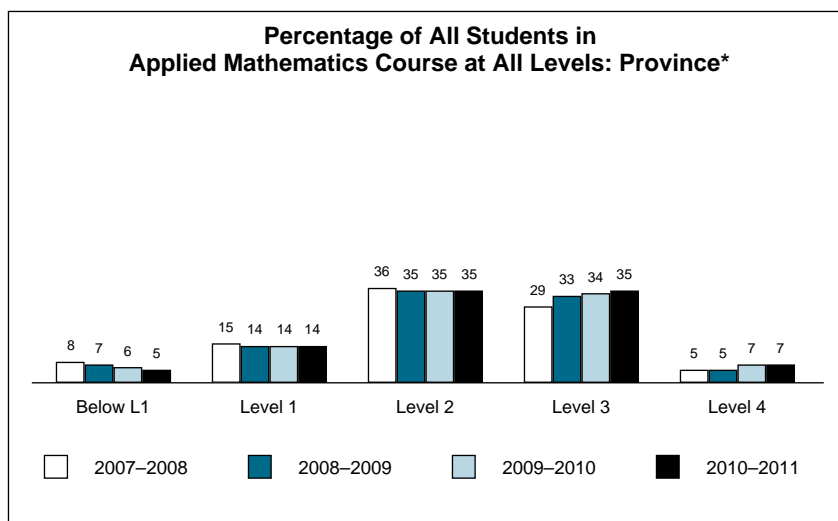
School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	64	61	50	52
Level 4	2%	3%	8%	4%
Level 3	33%	28%	36%	29%
Level 2	44%	51%	28%	31%
Level 1	14%	10%	8%	23%
Below Level 1	3%	3%	2%	4%
<i>Participating Students</i>	95%	95%	82%	90%
No Data	5%	5%	18%	10%
At or Above Provincial Standard (Levels 3 and 4)†	34%	31%	44%	33%



Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	2 365	2 307	2 310	2 232
Level 4	3%	3%	6%	10%
Level 3	29%	32%	36%	41%
Level 2	39%	40%	38%	33%
Level 1	17%	15%	14%	11%
Below Level 1	7%	6%	4%	3%
<i>Participating Students</i>	95%	97%	97%	98%
No Data	5%	3%	3%	2%
At or Above Provincial Standard (Levels 3 and 4)†	32%	35%	42%	52%



Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	47 817	48 482	47 566	44 095
Level 4	5%	5%	7%	7%
Level 3	29%	33%	34%	35%
Level 2	36%	35%	35%	35%
Level 1	15%	14%	14%	14%
Below Level 1	8%	7%	6%	5%
<i>Participating Students</i>	93%	94%	95%	95%
No Data	7%	6%	5%	5%
At or Above Provincial Standard (Levels 3 and 4)†	34%	38%	40%	42%



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

Grade 9 Assessment of Mathematics, 2010–2011

Contextual Information over Time: Academic Mathematics Course

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

	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Enrolment					
Number of students in academic mathematics course	121	96	117	105	132
Number of classes with students in academic mathematics course	6	4	7	4	6
Participation in the Assessment					
Students who participated in the assessment	98%	100%	100%	99%	99%
Participating students who received one or more accommodations*	0%	0%	0%	1%	3%
Participating students who received one or more special provisions*	0%	0%	0%	0%	0%
Students who did not complete any part of the assessment (no data)*	2%	0%	0%	1%	1%
Gender[†] Based on number of students enrolled					
Female	55%	46%	53%	58%	55%
Male	45%	54%	47%	42%	45%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of students enrolled					
English language learners*	6%	8%	5%	5%	4%
Students with special education needs (excluding gifted)*	1%	1%	5%	1%	6%
Semester/Full Year Based on number of students enrolled					
First-semester course	40%	52%	62%	49%	45%
Second-semester course	60%	48%	38%	51%	55%
Full-year course	0%	0%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
	Number of Respondents: 115 91 116 104 127				
Speak only or mostly a language other than English at home	17%	12%	9%	10%	10%
Speak another language as often as English at home	14%	22%	17%	26%	13%
Attended three or more elementary schools from kindergarten to Grade 8	19%	25%	16%	14%	17%

* See the Explanation of Terms.

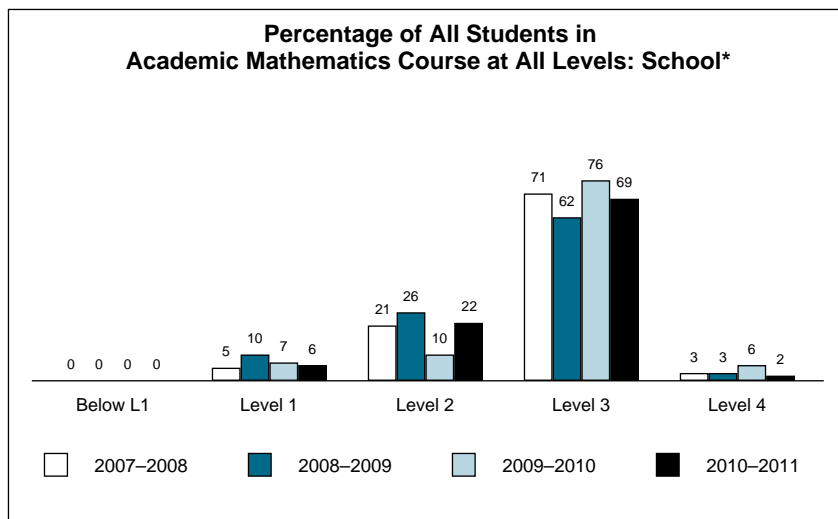
† Contextual data pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

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

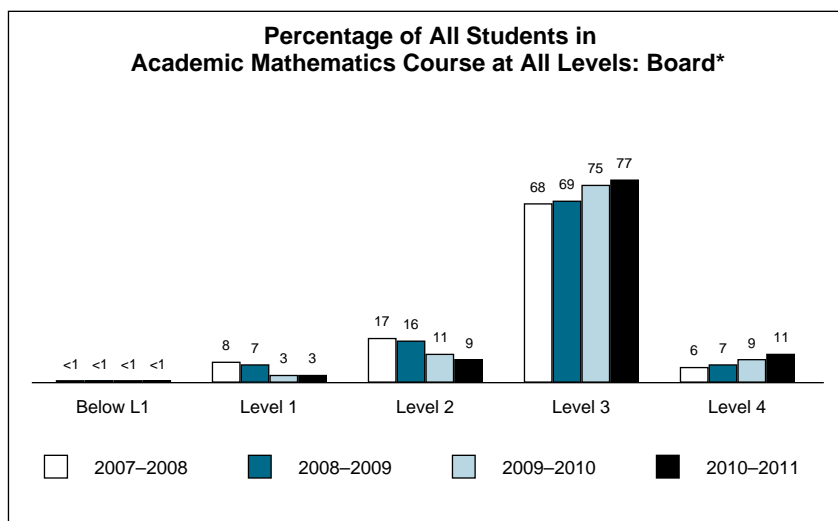
Results over Time, 2007–2008 to 2010–2011

Academic Mathematics Course for All Students

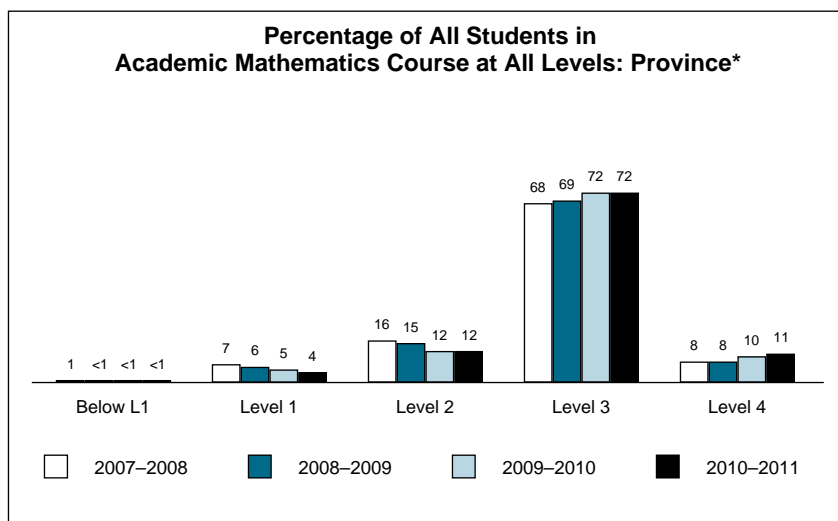
School*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	96	117	105	132
Level 4	3%	3%	6%	2%
Level 3	71%	62%	76%	69%
Level 2	21%	26%	10%	22%
Level 1	5%	10%	7%	6%
Below Level 1	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	99%	99%
No Data	0%	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	74%	64%	82%	71%



Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	5 461	5 380	5 740	5 457
Level 4	6%	7%	9%	11%
Level 3	68%	69%	75%	77%
Level 2	17%	16%	11%	9%
Level 1	8%	7%	3%	3%
Below Level 1	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	100%
No Data	1%	1%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	74%	76%	85%	87%



Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	100 823	100 992	101 268	99 278
Level 4	8%	8%	10%	11%
Level 3	68%	69%	72%	72%
Level 2	16%	15%	12%	12%
Level 1	7%	6%	5%	4%
Below Level 1	1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	75%	77%	82%	83%

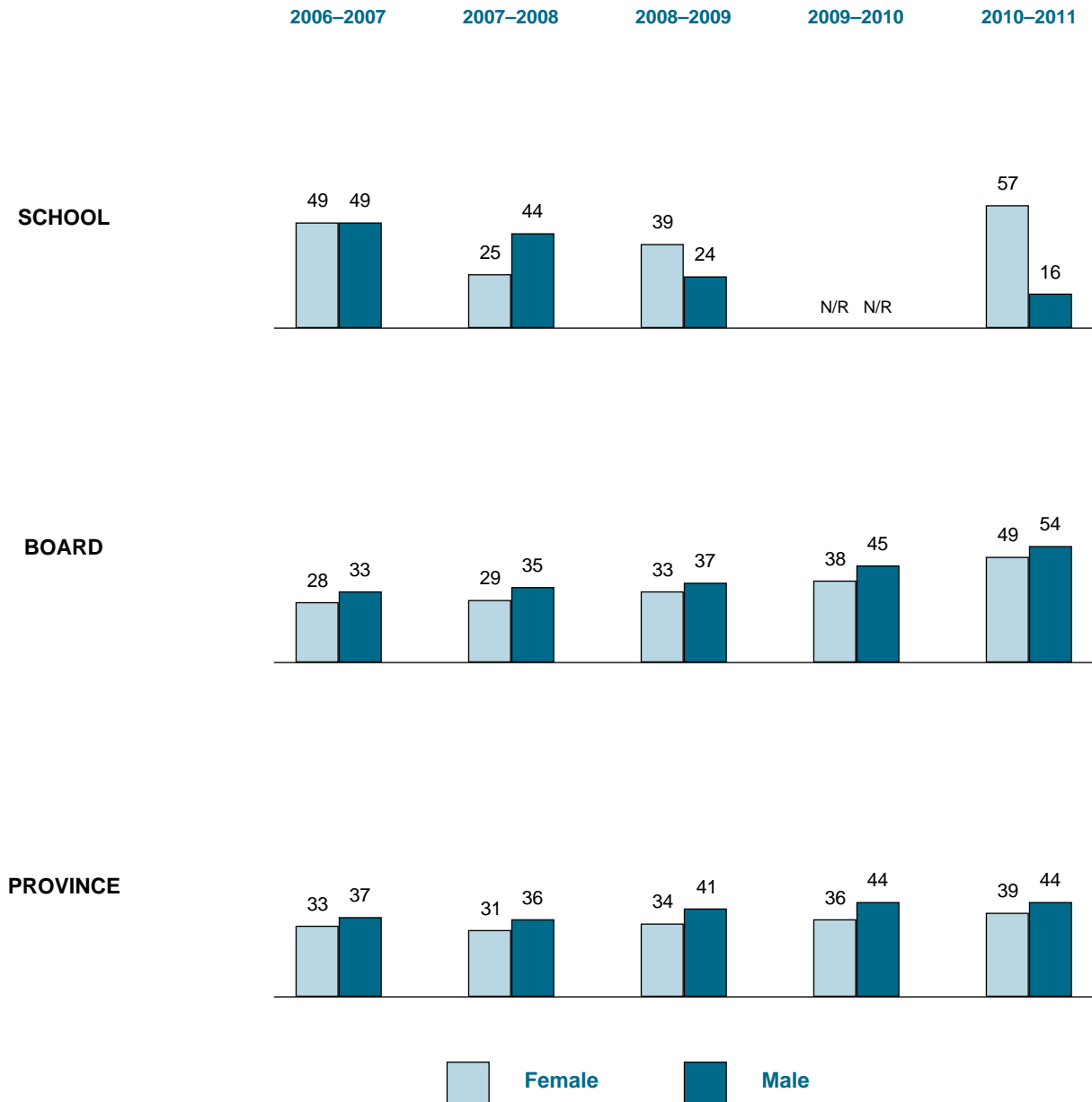


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



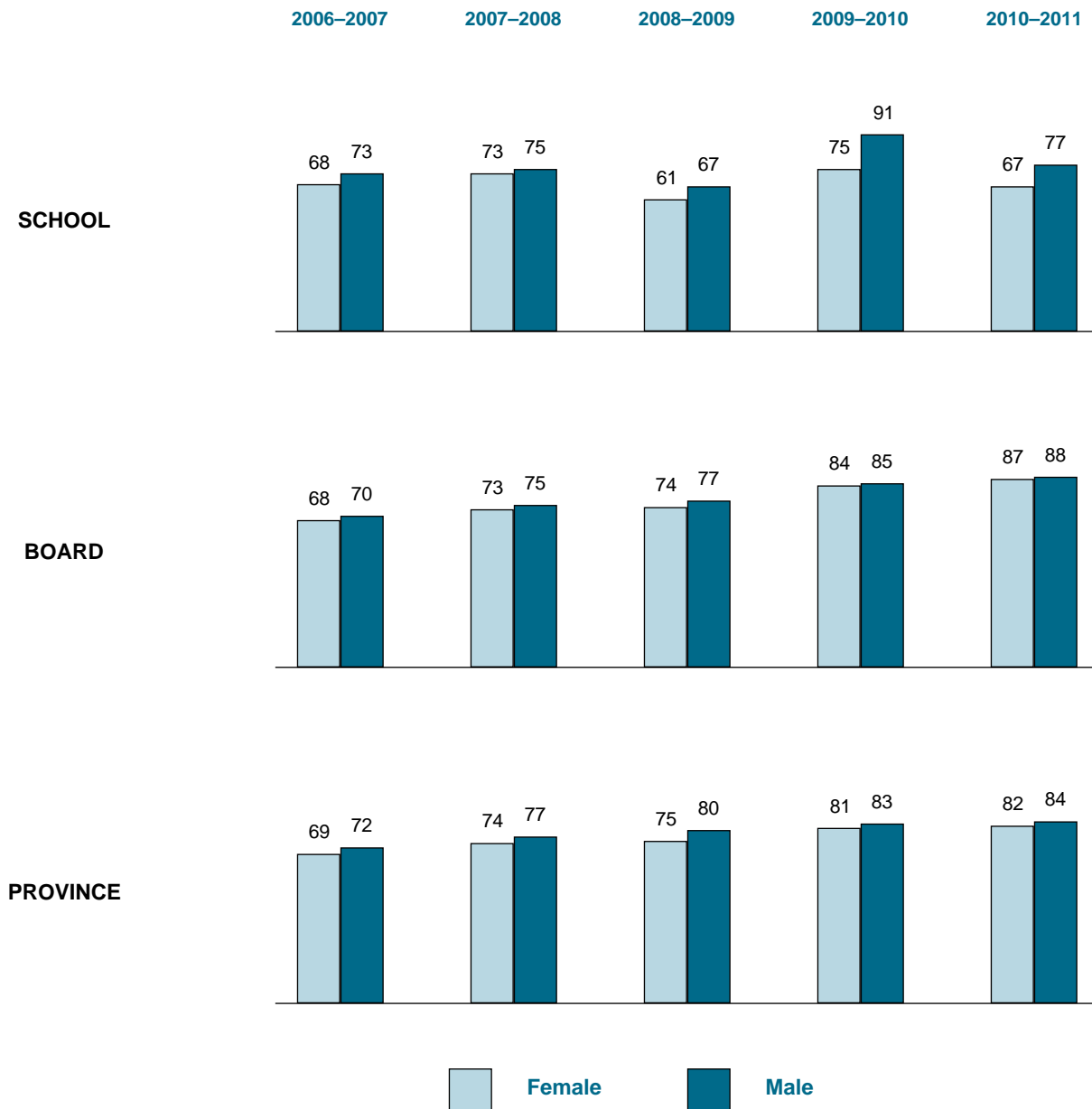
Total Number of Students in Applied Mathematics Course†

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	37	41	32	32	28	33	15	35	21	31
Board	1 046	1 194	1 115	1 250	1 039	1 268	1 043	1 267	1 003	1 229
Province	22 126	26 926	21 626	26 182	21 752	26 730	21 262	26 304	19 721	24 374

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



Total Number of Students in Academic Mathematics Course†

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	66	55	44	52	62	55	61	44	72	60
Board	2 665	2 567	2 769	2 690	2 667	2 713	3 045	2 695	2 849	2 608
Province	52 887	50 122	51 367	49 452	51 554	49 438	51 972	49 296	50 814	48 464

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 46)

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














STUDENTS' ATTITUDES TOWARD MATHEMATICS

How much do you agree or disagree with the following statements? Percentage of Students* Number of students who answered "agree" or "strongly agree"

I like mathematics.		12
I am good at mathematics.		19
I am able to answer difficult mathematics questions.		10
Mathematics is one of my favourite subjects.		8
I understand most of the mathematics I am taught.		24
Mathematics is an easy subject.		10
I try to do my best in mathematics class.		37
The mathematics I learn now is useful for everyday life.		19
The mathematics I learn now helps me do work in other subjects.		20
I need to do well in mathematics to study what I want later.		19
I need to keep taking mathematics for the kind of job I want after I leave school.		14

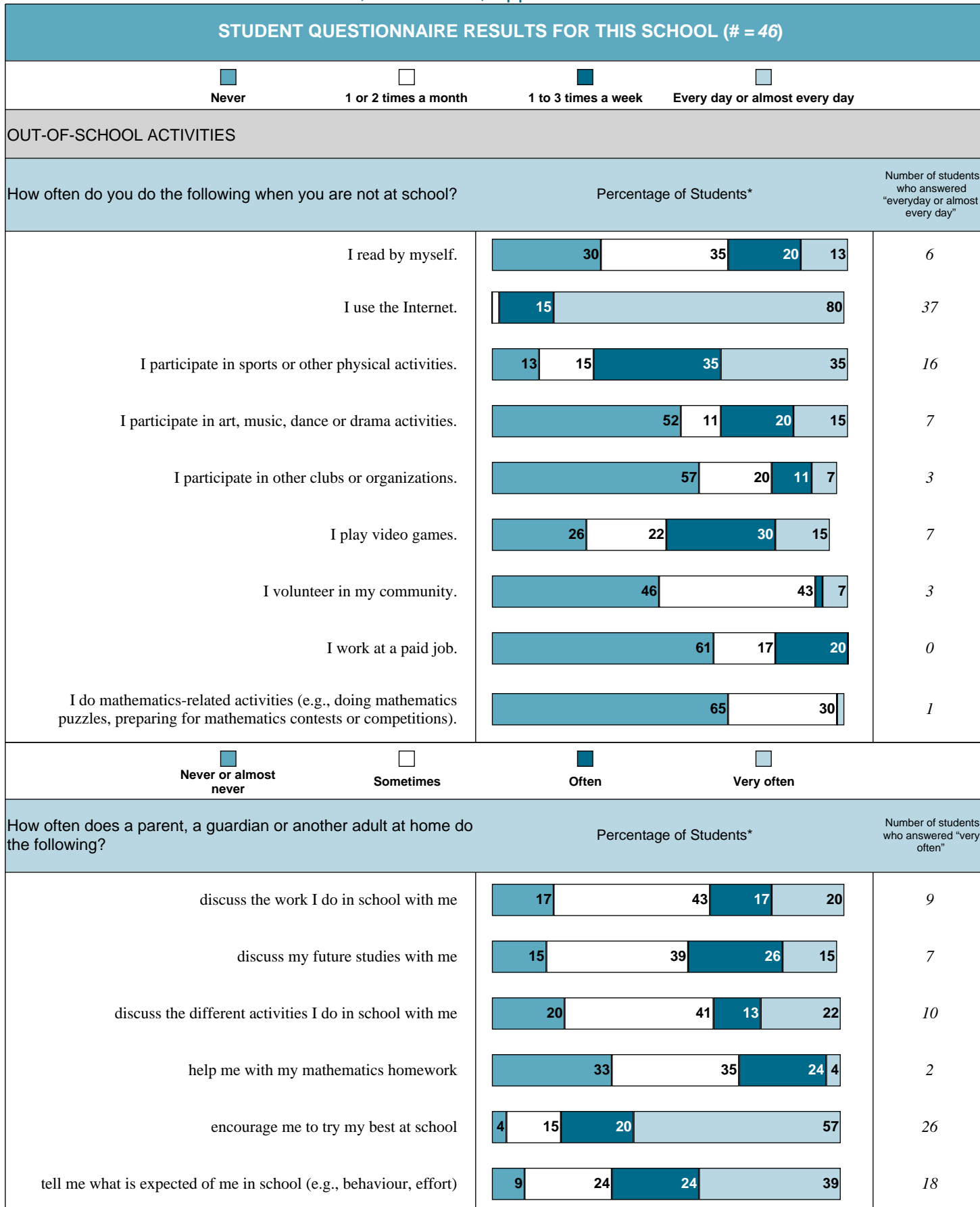
* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 46)		
DOING MATHEMATICS		
How much time do you usually spend on mathematics homework (in or out of school) on any given day?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	 11	5
30 minutes or less	 46	21
Between 31 and 45 minutes	 35	16
More than 45 minutes	 7	3
How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	 4	2
Never or almost never	 11	5
Sometimes	 28	13
Often	 46	21
Always	 9	4
How often have you been absent from your Grade 9 mathematics class this year?	Percentage of Students*	Number of students
Never	 7	3
One to four times	 41	19
Five to nine times	 28	13
10 or more times	 15	7

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

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course






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







Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 46)




EXPECTATIONS ABOUT YOUR FUTURE

Do your parents or guardians expect you to continue your education after you finish secondary school?		Percentage of Students*	Number of students
Yes		72	33
No		4	2
Don't know		20	9

What is the highest level of education that you expect to complete?

What is the highest level of education that you expect to complete?		Percentage of Students*	Number of students
Secondary-school diploma		4	2
Vocational or technical training (e.g., college of applied arts and technology)		22	10
Undergraduate university degree (e.g., bachelor's degree)		11	5
Graduate or professional university degree (e.g., master's, doctorate or medical degree)		22	10
Other		15	7
Don't know		22	10

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		28	13
no		7	3
don't know		59	27

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

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 46)	Female* (# = 21)	Male* (# = 25)	All Students (# = 1 974)	Female* (# = 903)	Male* (# = 1 071)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	26%	29%	24%	34%	25%	41%	33%	28%	37%
I am good at mathematics.	41%	48%	36%	37%	28%	43%	36%	28%	42%
I am able to answer difficult mathematics questions.	22%	14%	28%	26%	17%	34%	23%	15%	30%
Mathematics is one of my favourite subjects.	17%	14%	20%	24%	17%	30%	21%	17%	24%
I understand most of the mathematics I am taught.	52%	57%	48%	65%	63%	66%	61%	58%	64%
Mathematics is an easy subject.	22%	19%	24%	19%	13%	24%	20%	15%	25%
I try to do my best in mathematics class.	80%	81%	80%	79%	84%	75%	76%	80%	73%
The mathematics I learn now is useful for everyday life.	41%	52%	32%	45%	41%	48%	41%	38%	44%
The mathematics I learn now helps me do work in other subjects.	43%	43%	44%	48%	45%	50%	46%	46%	46%
I need to do well in mathematics to study what I want later.	41%	38%	44%	52%	50%	55%	50%	48%	51%
I need to keep taking mathematics for the kind of job I want after I leave school.	30%	24%	36%	44%	41%	47%	43%	41%	45%
DOING MATHEMATICS									
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:‡									
I am not usually assigned any mathematics homework	11%	14%	8%	13%	14%	13%	20%	18%	21%
30 minutes or less	46%	52%	40%	44%	43%	44%	42%	41%	42%
Between 31 and 45 minutes	35%	19%	48%	28%	29%	28%	25%	27%	24%
More than 45 minutes	7%	14%	0%	9%	10%	7%	8%	9%	8%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	4%	10%	0%	6%	6%	6%	11%	10%	11%
Never or almost never	11%	0%	20%	9%	6%	10%	11%	9%	13%
Sometimes	28%	29%	28%	29%	29%	29%	28%	27%	29%
Often	46%	52%	40%	33%	34%	32%	29%	30%	28%
Always	9%	10%	8%	17%	19%	15%	16%	18%	14%

* Only includes students for whom gender data were available.

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

‡ Percentages may not add up to 100, due to a lack of or ambiguous responses.

Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 46)	Female* (# = 21)	Male* (# = 25)	All Students (# = 1 974)	Female* (# = 903)	Male* (# = 1 071)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
DOING MATHEMATICS (CONTINUED)									
Percentage of students indicating they have been absent from their mathematics class this year at the following frequencies:†									
Never	7%	0%	12%	13%	11%	14%	10%	8%	12%
One to four times	41%	48%	36%	47%	51%	43%	44%	44%	44%
Five to nine times	28%	29%	28%	21%	22%	20%	23%	24%	23%
10 or more times	15%	19%	12%	11%	11%	12%	15%	16%	14%
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.	13%	14%	12%	15%	21%	10%	17%	23%	12%
I use the Internet.	80%	90%	72%	68%	77%	60%	65%	71%	60%
I participate in sports or other physical activities.	35%	24%	44%	33%	24%	41%	31%	23%	38%
I participate in art, music, dance or drama activities.	15%	10%	20%	18%	23%	14%	17%	22%	13%
I participate in other clubs or organizations.	7%	0%	12%	8%	6%	10%	8%	6%	10%
I play video games.	15%	0%	28%	26%	10%	39%	25%	9%	39%
I volunteer in my community.	7%	5%	8%	5%	5%	6%	5%	4%	6%
I work at a paid job.	0%	0%	0%	6%	4%	7%	7%	5%	9%
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).	2%	0%	4%	3%	2%	4%	3%	2%	4%
Percentage of students indicating a parent, a guardian or another adult at home do the following “very often”:§									
discuss the work I do in school with me	20%	19%	20%	13%	12%	13%	12%	12%	12%
discuss my future studies with me	15%	19%	12%	15%	16%	14%	11%	12%	11%
discuss the different activities I do in school with me	22%	14%	28%	11%	9%	12%	10%	10%	10%
help me with my mathematics homework	4%	0%	8%	9%	7%	10%	9%	9%	9%
encourage me to try my best at school	57%	57%	56%	50%	53%	48%	46%	49%	43%
tell me what is expected of me in school (e.g., behaviour, effort)	39%	33%	44%	35%	37%	34%	31%	31%	31%

* Only includes students for whom gender data were available.

† Percentages may not add up to 100, due to a lack of or ambiguous responses.

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

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


Grade 9 Assessment of Mathematics, 2010–2011, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 46)	Female* (# = 21)	Male* (# = 25)	All Students (# = 1 974)	Female* (# = 903)	Male* (# = 1 071)	All Students (# = 38 230)	Female* (# = 17 306)	Male* (# = 20 924)
EXPECTATIONS ABOUT YOUR FUTURE									
Percentage of students indicating whether or not their parents or guardians expect them to continue their education after they finish secondary school:†									
Yes	72%	81%	64%	77%	83%	72%	72%	77%	67%
No	4%	0%	8%	3%	2%	4%	4%	2%	6%
Don't know	20%	14%	24%	11%	7%	13%	16%	12%	18%
Percentage of students indicating the level of education they expect to complete:†									
Secondary-school diploma	4%	5%	4%	6%	4%	7%	8%	6%	9%
Vocational or technical training (e.g., college of applied arts and technology)	22%	29%	16%	20%	15%	24%	23%	18%	28%
Undergraduate university degree (e.g., bachelor's degree)	11%	10%	12%	13%	14%	12%	11%	11%	12%
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	22%	24%	20%	23%	29%	18%	17%	22%	13%
Other	15%	14%	16%	8%	7%	8%	10%	10%	10%
Don't know	22%	14%	28%	20%	21%	20%	21%	23%	19%
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	28%	29%	28%	36%	37%	35%	37%	38%	37%
no	7%	5%	8%	4%	3%	6%	4%	3%	5%
don't know	59%	57%	60%	48%	49%	48%	48%	48%	48%

* Only includes students for whom gender data were available.














† Percentages may not add up to 100, due to a lack of or ambiguous responses.

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 127)				
 Strongly Disagree/Disagree Neither agree nor disagree Agree/Strongly agree				
STUDENTS' ATTITUDES TOWARD MATHEMATICS				
How much do you agree or disagree with the following statements?	Percentage of Students*		Number of students who answered "agree" or "strongly agree"	
I like mathematics.	14	30	56	71
I am good at mathematics.	9	34	57	72
I am able to answer difficult mathematics questions.	23	43	34	43
Mathematics is one of my favourite subjects.	38	19	43	54
I understand most of the mathematics I am taught.	5	17	78	99
Mathematics is an easy subject.	31	42	25	32
I try to do my best in mathematics class.	6	8	86	109
The mathematics I learn now is useful for everyday life.	32	31	35	45
The mathematics I learn now helps me do work in other subjects.	14	24	60	76
I need to do well in mathematics to study what I want later.	15	26	57	73
I need to keep taking mathematics for the kind of job I want after I leave school.	19	33	46	59

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

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 127)		
DOING MATHEMATICS		
How much time do you usually spend on mathematics homework (in or out of school) on any given day?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	 2	2
30 minutes or less	 26	33
Between 31 and 45 minutes	 39	50
More than 45 minutes	 28	36
How often do you complete your mathematics homework?	Percentage of Students*	Number of students
I am not usually assigned any mathematics homework	 0	0
Never or almost never	 6	7
Sometimes	 19	24
Often	 44	56
Always	 27	34
How often have you been absent from your Grade 9 mathematics class this year?	Percentage of Students*	Number of students
Never	 9	12
One to four times	 54	68
Five to nine times	 27	34
10 or more times	 6	7

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

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 127)

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

OUT-OF-SCHOOL ACTIVITIES













How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "everyday or almost every day"
I read by myself.		15
I use the Internet.		96
I participate in sports or other physical activities.		48
I participate in art, music, dance or drama activities.		20
I participate in other clubs or organizations.		17
I play video games.		26
I volunteer in my community.		7
I work at a paid job.		8
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).		1

Never or almost never
 Sometimes
 Often
 Very often

How often does a parent, a guardian or another adult at home do the following?	Percentage of Students*	Number of students who answered "very often"
discuss the work I do in school with me		21
discuss my future studies with me		20
discuss the different activities I do in school with me		19
help me with my mathematics homework		11
encourage me to try my best at school		73
tell me what is expected of me in school (e.g., behaviour, effort)		61

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

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 127)		
EXPECTATIONS ABOUT YOUR FUTURE		
Do your parents or guardians expect you to continue your education after you finish secondary school?	Percentage of Students*	Number of students
Yes	 91	116
No	 2	3
Don't know	 2	2
What is the highest level of education that you expect to complete?	Percentage of Students*	Number of students
Secondary-school diploma	 2	3
Vocational or technical training (e.g., college of applied arts and technology)	 8	10
Undergraduate university degree (e.g., bachelor's degree)	 13	16
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	 47	60
Other	 5	6
Don't know	 20	26
USE OF THE ASSESSMENT IN CLASS MARKS		
Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?	Percentage of Students*	Number of students
yes	 56	71
no	 0	0
don't know	 39	49

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

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 127)	Female* (# = 70)	Male* (# = 57)	All Students (# = 4 951)	Female* (# = 2 607)	Male* (# = 2 344)	All Students (# = 93 257)	Female* (# = 48 047)	Male* (# = 45 210)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	56%	60%	51%	53%	46%	61%	51%	46%	57%
I am good at mathematics.	57%	57%	56%	53%	46%	61%	53%	46%	60%
I am able to answer difficult mathematics questions.	34%	31%	37%	42%	33%	51%	42%	33%	51%
Mathematics is one of my favourite subjects.	43%	43%	42%	40%	34%	47%	36%	31%	41%
I understand most of the mathematics I am taught.	78%	79%	77%	75%	73%	78%	73%	70%	75%
Mathematics is an easy subject.	25%	26%	25%	28%	22%	35%	28%	23%	34%
I try to do my best in mathematics class.	86%	90%	81%	81%	87%	75%	81%	86%	77%
The mathematics I learn now is useful for everyday life.	35%	30%	42%	39%	36%	44%	39%	35%	43%
The mathematics I learn now helps me do work in other subjects.	60%	63%	56%	57%	56%	58%	55%	54%	57%
I need to do well in mathematics to study what I want later.	57%	54%	61%	63%	59%	66%	63%	60%	65%
I need to keep taking mathematics for the kind of job I want after I leave school.	46%	46%	47%	58%	55%	61%	57%	54%	60%
DOING MATHEMATICS									
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:‡									
I am not usually assigned any mathematics homework	2%	0%	4%	2%	1%	3%	3%	2%	4%
30 minutes or less	26%	14%	40%	28%	23%	33%	32%	27%	38%
Between 31 and 45 minutes	39%	46%	32%	42%	43%	40%	39%	42%	36%
More than 45 minutes	28%	34%	21%	21%	26%	16%	20%	24%	17%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	0%	0%	0%	1%	<1%	1%	1%	1%	2%
Never or almost never	6%	1%	11%	7%	4%	10%	8%	5%	10%
Sometimes	19%	13%	26%	21%	18%	24%	24%	21%	27%
Often	44%	40%	49%	34%	33%	34%	35%	36%	35%
Always	27%	40%	11%	29%	36%	22%	26%	31%	21%

* Only includes students for whom gender data were available.

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

‡ Percentages may not add up to 100, due to a lack of or ambiguous responses.

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 127)	Female* (# = 70)	Male* (# = 57)	All Students (# = 4 951)	Female* (# = 2 607)	Male* (# = 2 344)	All Students (# = 93 257)	Female* (# = 48 047)	Male* (# = 45 210)
DOING MATHEMATICS (CONTINUED)									
Percentage of students indicating they have been absent from their mathematics class this year at the following frequencies:†									
Never	9%	10%	9%	16%	14%	18%	13%	11%	15%
One to four times	54%	57%	49%	53%	55%	50%	54%	55%	52%
Five to nine times	27%	21%	33%	15%	15%	15%	19%	19%	18%
10 or more times	6%	7%	4%	5%	5%	5%	7%	7%	7%
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.	12%	13%	11%	21%	29%	13%	26%	33%	18%
I use the Internet.	76%	84%	65%	69%	73%	65%	73%	76%	70%
I participate in sports or other physical activities.	38%	29%	49%	33%	25%	41%	37%	31%	43%
I participate in art, music, dance or drama activities.	16%	16%	16%	20%	22%	17%	20%	24%	15%
I participate in other clubs or organizations.	13%	13%	14%	11%	10%	13%	10%	10%	11%
I play video games.	20%	10%	33%	19%	7%	33%	20%	5%	36%
I volunteer in my community.	6%	3%	9%	4%	3%	5%	4%	4%	4%
I work at a paid job.	6%	3%	11%	4%	2%	5%	4%	3%	5%
I do mathematics-related activities (e.g., doing mathematics puzzles, preparing for mathematics contests or competitions).	1%	1%	0%	3%	2%	5%	3%	2%	4%
Percentage of students indicating a parent, a guardian or another adult at home do the following “very often”:§									
discuss the work I do in school with me	17%	16%	18%	15%	16%	13%	16%	17%	15%
discuss my future studies with me	16%	14%	18%	15%	16%	13%	14%	15%	13%
discuss the different activities I do in school with me	15%	13%	18%	11%	13%	10%	13%	14%	11%
help me with my mathematics homework	9%	6%	12%	9%	9%	8%	9%	9%	9%
encourage me to try my best at school	57%	57%	58%	49%	52%	47%	50%	53%	47%
tell me what is expected of me in school (e.g., behaviour, effort)	48%	44%	53%	34%	34%	35%	32%	31%	34%

* Only includes students for whom gender data were available.

† Percentages may not add up to 100, due to a lack of or ambiguous responses.

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

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

Grade 9 Assessment of Mathematics, 2010–2011, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 127)	Female* (# = 70)	Male* (# = 57)	All Students (# = 4 951)	Female* (# = 2 607)	Male* (# = 2 344)	All Students (# = 93 257)	Female* (# = 48 047)	Male* (# = 45 210)
EXPECTATIONS ABOUT YOUR FUTURE									
Percentage of students indicating whether or not their parents or guardians expect them to continue their education after they finish secondary school:†									
Yes	91%	93%	89%	78%	80%	75%	82%	84%	79%
No	2%	0%	5%	2%	1%	3%	2%	1%	2%
Don't know	2%	1%	2%	4%	3%	6%	5%	4%	7%
Percentage of students indicating the level of education they expect to complete:†									
Secondary-school diploma	2%	3%	2%	2%	1%	3%	2%	1%	3%
Vocational or technical training (e.g., college of applied arts and technology)	8%	7%	9%	5%	3%	6%	6%	4%	8%
Undergraduate university degree (e.g., bachelor's degree)	13%	14%	11%	15%	14%	16%	16%	15%	17%
Graduate or professional university degree (e.g., master's, doctorate or medical degree)	47%	47%	47%	44%	47%	40%	43%	46%	40%
Other	5%	4%	5%	3%	3%	3%	3%	3%	4%
Don't know	20%	19%	23%	14%	14%	14%	17%	17%	16%
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	56%	60%	51%	49%	52%	45%	57%	59%	54%
no	0%	0%	0%	3%	2%	3%	2%	2%	3%
don't know	39%	33%	46%	29%	26%	32%	26%	25%	28%

* Only includes students for whom gender data were available.

† Percentages may not add up to 100, due to a lack of or ambiguous responses.

Grade 9 Assessment of Mathematics, 2010–2011

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 complete any part of the assessment due to absence or for medical 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</i> (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
Students Receiving One or More Special Provisions	Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations and Special Provisions</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 accommodations is available in EQAO's <i>Guide for Accommodations and Special Provisions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) 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.