

School Report



Grade 9 Assessment of Mathematics, 2018–2019

School: Notre Dame (690694)

Board: Dufferin-Peel Catholic DSB (67083)

On behalf of EQAO, I am pleased to share the results of the 2018–2019 Grade 9 Assessment of Mathematics. You will also find data from previous years along with demographic and attitudinal information as context for interpreting the achievement results.

EQAO's independent data are grounded in our assessment of every student in relation to *Ontario Curriculum* learning expectations and are provided at the school, board, provincial and individual student levels to inform educators' professional practice. We believe that, through evidence-informed decisions based on achievement, attitudinal, contextual and behavioural data, it is possible to foster equitable and inclusive learning models benefiting each student.

Analyzing EQAO data over the years provides a larger context that acknowledges special circumstances affecting student achievement. For example, school boards have been investigating the impact student attendance and loss of instructional time has on student achievement; when looking at the most recent data, you may wish to identify any potential relationship between lost time and student achievement.

In 2018, EQAO made changes to its accommodation policies, including eliminating the requirement for an IEP to access accommodations students normally receive during regular classroom instruction. An important reason for this change was to reduce the workload related to EQAO assessments for teachers, administrators, and parents and guardians while maintaining the integrity and comparability of our data. After considering all of our assessment administration, we noted that 13 000 fewer IEPs were indicated in our Student Data Collection in 2018 than in 2017. The agency hopes to continue implementing meaningful changes in the years to come to address the concerns of the education community.

As always, we look forward to continuing our work with you in support of student learning, and we thank you for your dedication to the meaningful education of each child and youth of this province.

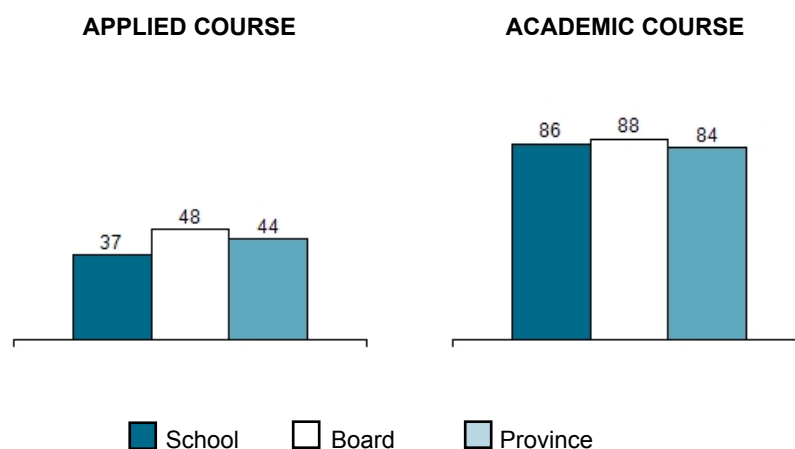
Kind regards,

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		
• 2018–2019	1	1
• Over time	2	2
Tips for using this report	3	3
Contextual information: 2018–2019	4	8
Results for groups of students: 2018–2019		
• 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), 2018–2019



Grade 9 Assessment of Mathematics, 2018–2019

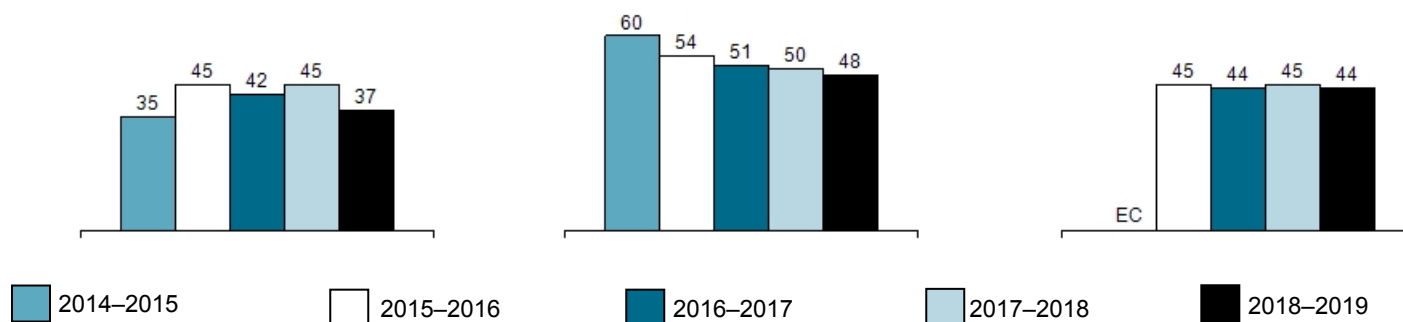
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS

School

Board

Province



Total Number of Students

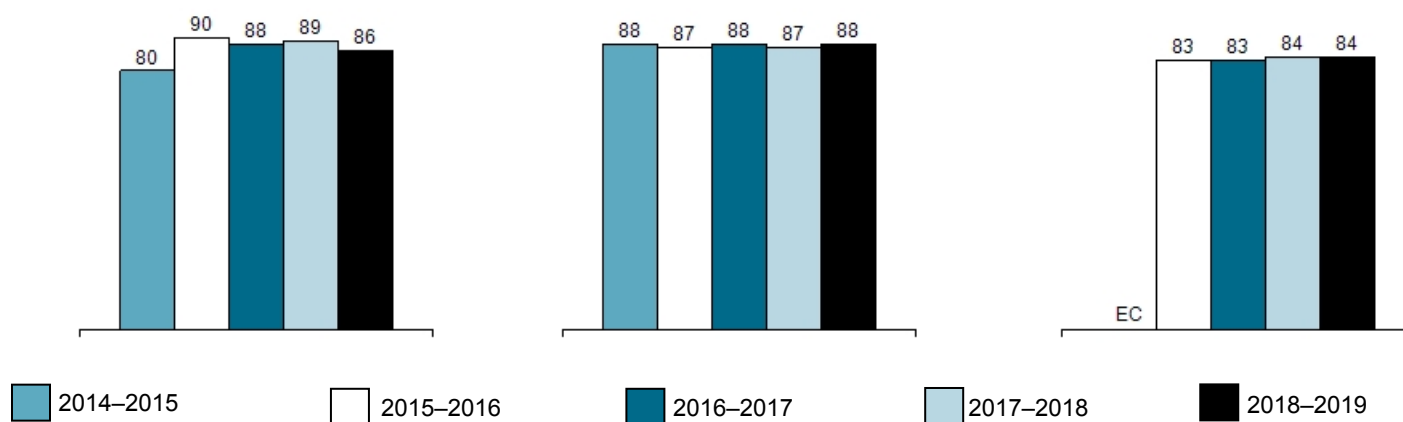
	<u>2014–2015</u>	<u>2015–2016</u>	<u>2016–2017</u>	<u>2017–2018</u>	<u>2018–2019</u>
School	104	89	99	85	109
Board	1 861	1 898	1 792	1 740	1 772
Province	EC	36 005	34 797	33 451	33 573

ACADEMIC MATHEMATICS

School

Board

Province



Total Number of Students

	<u>2014–2015</u>	<u>2015–2016</u>	<u>2016–2017</u>	<u>2017–2018</u>	<u>2018–2019</u>
School	234	236	266	262	314
Board	5 433	5 424	5 376	5 360	5 623
Province	EC	97 347	96 449	96 996	100 425

Grade 9 Assessment of Mathematics, 2018–2019

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, 2018–2019

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	109		1 772		33 573	
Number of classes with students in applied mathematics course	11		145		2 375	
Number of schools with applied mathematics classes	Not applicable		26		686	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Assessment						
Students who participated in the assessment	107	98%	1 737	98%	32 230	96%
Participating students who received one or more accommodations*	2	2%	169	10%	4 802	15%
Participating students who received special provisions*§	5	5%	44	3%	1 273	4%
Students who did not complete any part of the assessment (no data)*	2	2%	35	2%	1 343	4%
Gender† Based on number of students enrolled						
Female	48	44%	805	45%	14 383	43%
Male	59	54%	965	54%	19 185	57%
Gender not specified	2	2%	2	<1%	5	<1%
Student Status† Based on number of students enrolled						
English language learners*	10	9%	256	14%	4 122	12%
Students with special education needs (excluding gifted)*	25	23%	576	33%	13 644	41%
Semester/Full Year Based on number of students enrolled						
First-semester course	53	49%	771	44%	15 053	45%
Second-semester course	56	51%	867	49%	16 624	50%
Full-year course	0	0%	134	8%	1 896	6%
Language and School Background†† Based on Student Questionnaire data						
Number of Respondents:		104	1 587		28 618	
Speak only or mostly a language other than English at home	9	9%	156	10%	2 011	7%
Speak another language as often as English at home	11	11%	334	21%	3 752	13%
Attended three or more elementary schools from kindergarten to Grade 8	46	44%	576	36%	11 089	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, 2018–2019

Contextual Information, Applied Course (continued)

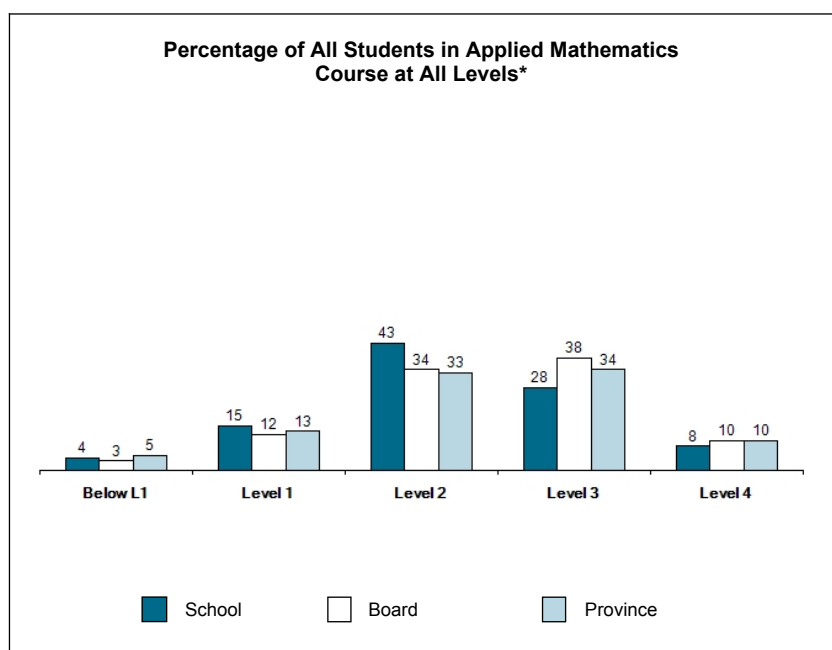
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
Year Student Entered Current School[†]						
Year of the assessment	99	91%	1 649	93%	30 074	90%
Year prior to the assessment	8	7%	114	6%	2 748	8%
2 years prior to the assessment	0	0%	4	<1%	548	2%
3 or more years prior to the assessment	0	0%	2	<1%	154	<1%
Data not available	2	2%	3	<1%	49	<1%
Year Student Entered Current Board[†]						
Year of the assessment	54	50%	549	31%	5 455	16%
Year prior to the assessment	8	7%	111	6%	2 281	7%
2 years prior to the assessment	1	1%	54	3%	1 714	5%
3 or more years prior to the assessment	44	40%	1 056	60%	23 756	71%
Data not available	2	2%	2	<1%	367	1%

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

Grade 9 Assessment of Mathematics, 2018–2019

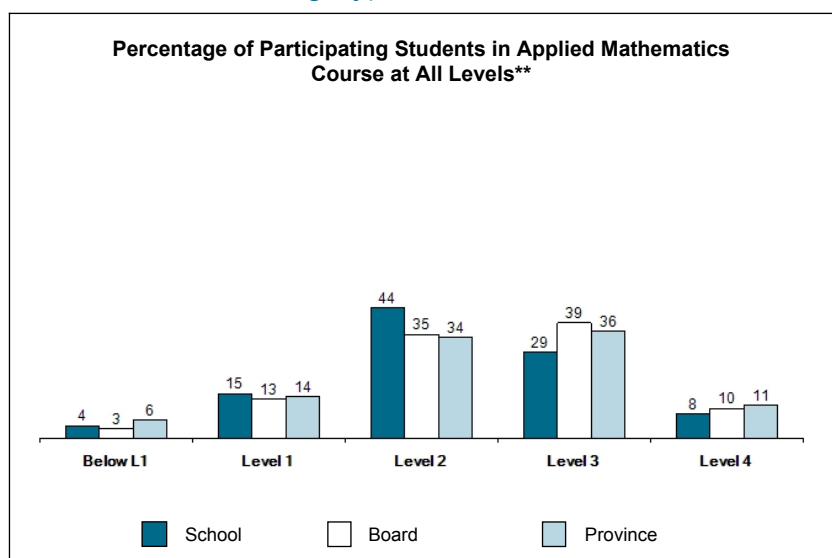
Results for All Students, Applied Course

All Students*				
Number of Students	School 109		Board 1 772	Province 33 573
	#	%	%	%
Level 4	9	8%	10%	10%
Level 3	31	28%	38%	34%
Level 2	47	43%	34%	33%
Level 1	16	15%	12%	13%
Below Level 1	4	4%	3%	5%
Participating Students	107	98%	98%	96%
No Data	2	2%	2%	4%
At or Above Provincial Standard (Levels 3 and 4) [†]		37%	48%	44%



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

Participating Students**				
Number of Students	School 107		Board 1 737	Province 32 230
	#	%	%	%
Level 4	9	8%	10%	11%
Level 3	31	29%	39%	36%
Level 2	47	44%	35%	34%
Level 1	16	15%	13%	14%
Below Level 1	4	4%	3%	6%
At or Above Provincial Standard (Levels 3 and 4) [†]		37%	49%	46%



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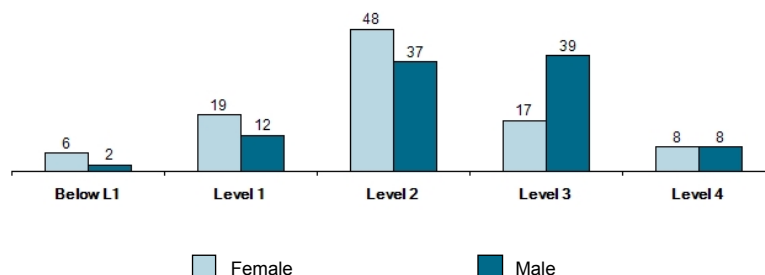
† The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students meeting the provincial standard.

Grade 9 Assessment of Mathematics, 2018–2019

Results by Gender^{††}, Applied Course

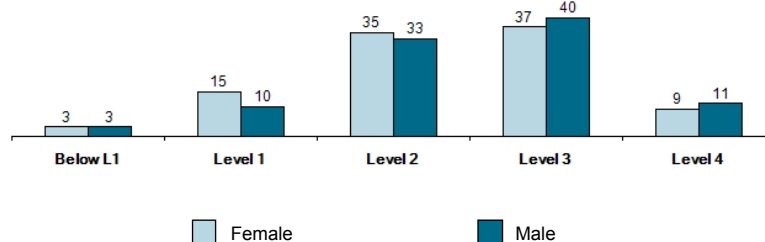
All Students: School by Gender*				
Number of Students	Female 48		Male 59	
	#	%	#	%
Level 4	4	8%	5	8%
Level 3	8	17%	23	39%
Level 2	23	48%	22	37%
Level 1	9	19%	7	12%
Below Level 1	3	6%	1	2%
Participating Students	47	98%	58	98%
No Data	1	2%	1	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		25%	47%	

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



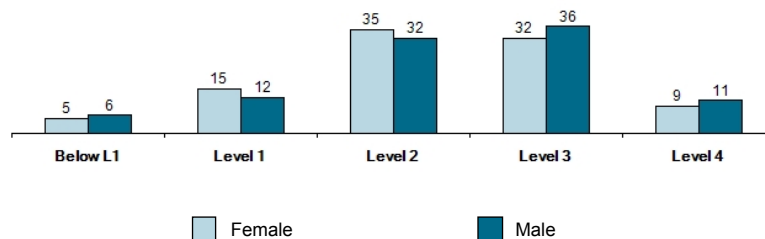
All Students: Board by Gender*				
Number of Students	Female 805		Male 965	
	#	%	#	%
Level 4	70	9%	106	11%
Level 3	294	37%	384	40%
Level 2	285	35%	321	33%
Level 1	119	15%	101	10%
Below Level 1	23	3%	32	3%
Participating Students	791	98%	944	98%
No Data	14	2%	21	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		45%	51%	

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



All Students: Province by Gender*				
Number of Students	Female 14 383		Male 19 185	
	#	%	#	%
Level 4	1 285	9%	2 140	11%
Level 3	4 672	32%	6 817	36%
Level 2	4 994	35%	6 055	32%
Level 1	2 099	15%	2 331	12%
Below Level 1	752	5%	1 080	6%
Participating Students	13 802	96%	18 423	96%
No Data	581	4%	762	4%
At or Above Provincial Standard (Levels 3 and 4) [†]		41%	47%	

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



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

† 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, 2018–2019

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	314		5 623		100 425	
Number of classes with students in academic mathematics course	15		242		4 450	
Number of schools with academic mathematics classes	Not applicable		25		669	
Number		Percent	Number	Percent	Number	Percent
Participation in the Assessment						
Students who participated in the assessment	309	98%	5 587	99%	99 382	99%
Participating students who received one or more accommodations*	1	<1%	86	2%	3 002	3%
Participating students who received special provisions*§	1	<1%	45	1%	2 474	2%
Students who did not complete any part of the assessment (no data)*	5	2%	36	1%	1 043	1%
Gender† Based on number of students enrolled						
Female	150	48%	2 872	51%	51 250	51%
Male	164	52%	2 751	49%	49 173	49%
Gender not specified	0	0%	0	0%	2	<1%
Student Status† Based on number of students enrolled						
English language learners*	7	2%	440	8%	7 517	7%
Students with special education needs (excluding gifted)*	9	3%	228	4%	8 782	9%
Semester/Full Year Based on number of students enrolled						
First-semester course	156	50%	2 631	47%	45 453	45%
Second-semester course	158	50%	2 667	47%	45 193	45%
Full-year course	0	0%	325	6%	9 779	10%
Language and School Background†† Based on Student Questionnaire data						
Number of Respondents:		300	5 168		91 396	
Speak only or mostly a language other than English at home	36	12%	543	11%	8 356	9%
Speak another language as often as English at home	87	29%	1 268	25%	16 370	18%
Attended three or more elementary schools from kindergarten to Grade 8	146	49%	1 972	38%	32 773	36%

* 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, 2018–2019

Contextual Information, Academic Course (continued)

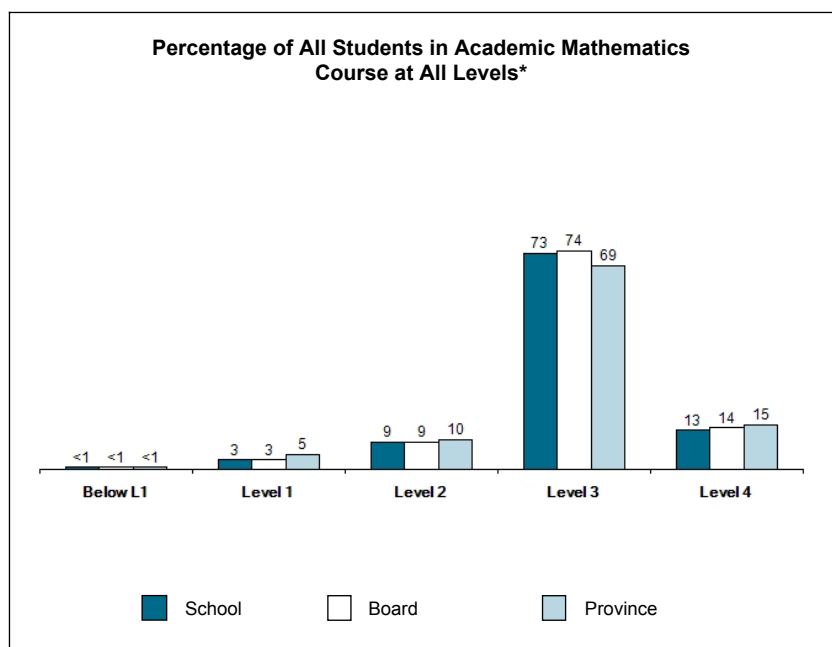
	School		Board		Province	
	Number	Percent	Number	Percent	Number	Percent
Year Student Entered Current School[†]						
Year of the assessment	309	98%	5 560	99%	98 153	98%
Year prior to the assessment	5	2%	63	1%	1 457	1%
2 years prior to the assessment	0	0%	0	0%	484	<1%
3 or more years prior to the assessment	0	0%	0	0%	62	<1%
Data not available	0	0%	0	0%	269	<1%
Year Student Entered Current Board[†]						
Year of the assessment	161	51%	2 142	38%	16 101	16%
Year prior to the assessment	5	2%	122	2%	4 004	4%
2 years prior to the assessment	10	3%	107	2%	4 049	4%
3 or more years prior to the assessment	138	44%	3 252	58%	75 016	75%
Data not available	0	0%	0	0%	1 255	1%

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

Grade 9 Assessment of Mathematics, 2018–2019

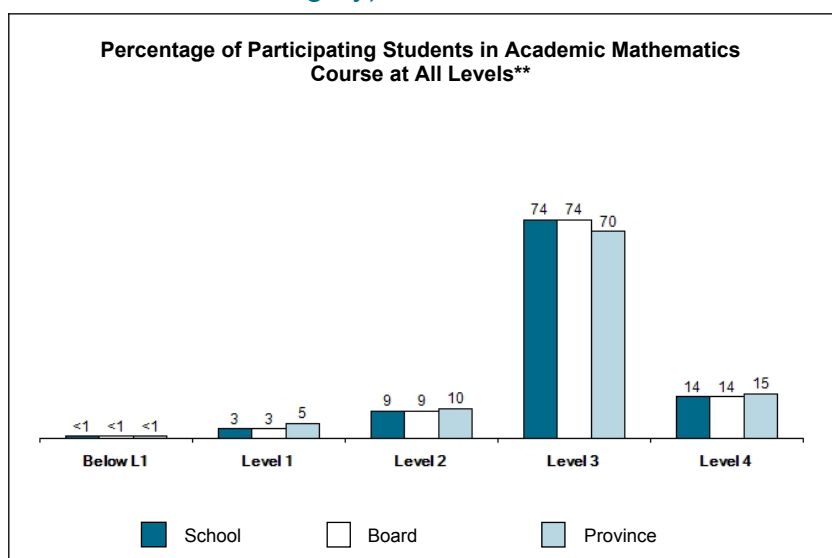
Results for All Students, Academic Course

All Students*				
Number of Students	School 314		Board 5 623	Province 100 425
	#	%	%	%
Level 4	42	13%	14%	15%
Level 3	229	73%	74%	69%
Level 2	27	9%	9%	10%
Level 1	10	3%	3%	5%
Below Level 1	1	<1%	<1%	<1%
Participating Students	309	98%	99%	99%
No Data	5	2%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) [†]		86%	88%	84%



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

Participating Students**				
Number of Students	School 309		Board 5 587	Province 99 382
	#	%	%	%
Level 4	42	14%	14%	15%
Level 3	229	74%	74%	70%
Level 2	27	9%	9%	10%
Level 1	10	3%	3%	5%
Below Level 1	1	<1%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) [†]		88%	88%	85%



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

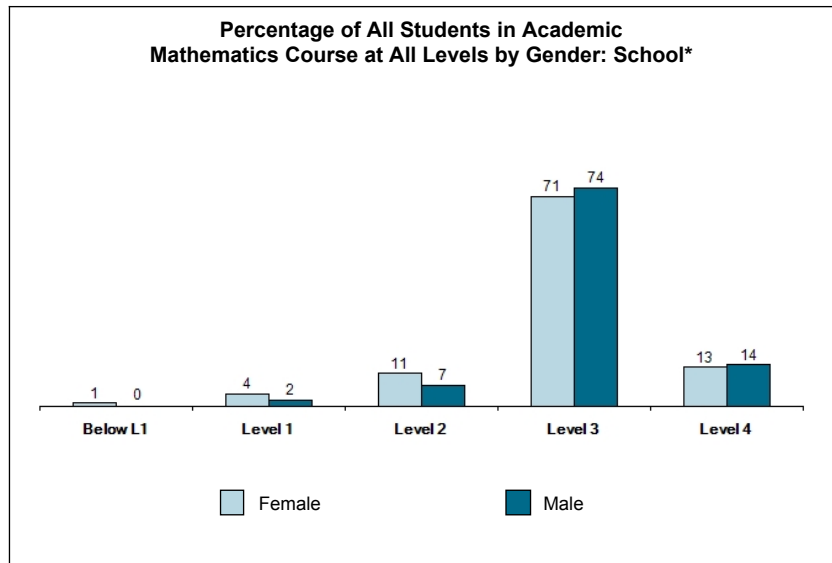
** Because percentages in tables and graphs are rounded, percentages may not add up to 100.

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

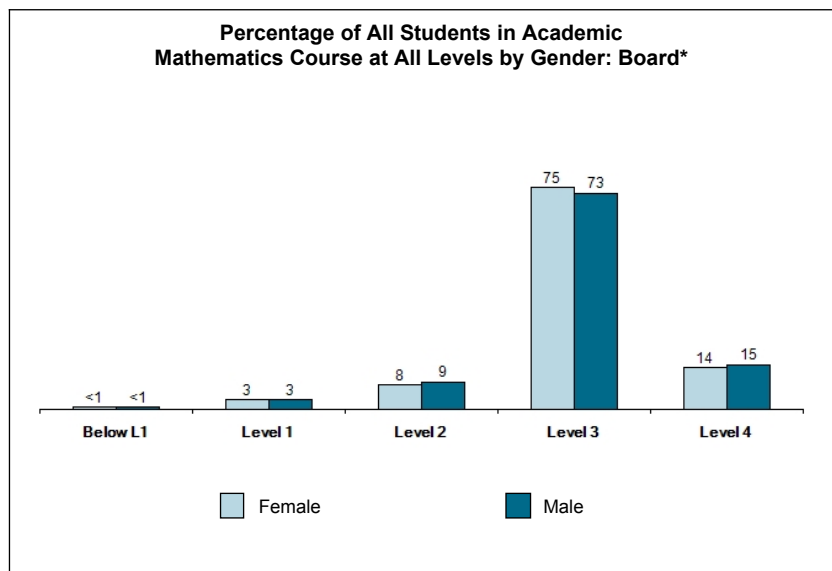
Grade 9 Assessment of Mathematics, 2018–2019

Results by Gender^{††}, Academic Course

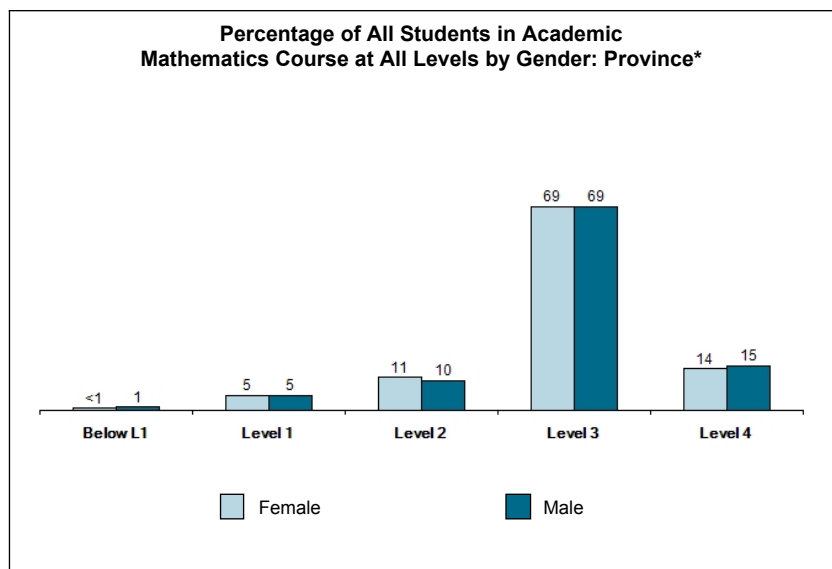
All Students: School by Gender*				
Number of Students	Female 150		Male 164	
	#	%	#	%
Level 4	19	13%	23	14%
Level 3	107	71%	122	74%
Level 2	16	11%	11	7%
Level 1	6	4%	4	2%
Below Level 1	1	1%	0	0%
Participating Students	149	99%	160	98%
No Data	1	1%	4	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		84%	88%	



All Students: Board by Gender*				
Number of Students	Female 2 872		Male 2 751	
	#	%	#	%
Level 4	389	14%	403	15%
Level 3	2 146	75%	1 996	73%
Level 2	234	8%	253	9%
Level 1	85	3%	75	3%
Below Level 1	1	<1%	5	<1%
Participating Students	2 855	99%	2 732	99%
No Data	17	1%	19	1%
At or Above Provincial Standard (Levels 3 and 4) [†]		88%	87%	



All Students: Province by Gender*				
Number of Students	Female 51 250		Male 49 173	
	#	%	#	%
Level 4	7 315	14%	7 309	15%
Level 3	35 328	69%	34 032	69%
Level 2	5 426	11%	4 761	10%
Level 1	2 483	5%	2 295	5%
Below Level 1	166	<1%	265	1%
Participating Students	50 718	99%	48 662	99%
No Data	532	1%	511	1%
At or Above Provincial Standard (Levels 3 and 4) [†]		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.

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

Grade 9 Assessment of Mathematics, 2018–2019

Contextual Information over Time: Applied Course

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

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Enrolment					
Number of students in applied mathematics course	104	89	99	85	109
Number of classes with students in applied mathematics course	12	8	8	10	11
Participation in the Assessment					
Students who participated in the assessment	98%	98%	97%	94%	98%
Participating students who received one or more accommodations*	23%	18%	33%	8%	2%
Participating students who received special provisions*§	4%	0%	7%	4%	5%
Students who did not complete any part of the assessment (no data)*	2%	2%	3%	6%	2%
Gender[†] Based on number of students enrolled					
Female	38%	48%	38%	38%	44%
Male	62%	52%	62%	62%	54%
Gender not specified	0%	0%	0%	0%	2%
Student Status[†] Based on number of students enrolled					
English language learners*	7%	12%	9%	14%	9%
Students with special education needs (excluding gifted)*	24%	19%	31%	24%	23%
Semester/Full Year Based on number of students enrolled					
First-semester course	50%	61%	67%	58%	49%
Second-semester course	50%	39%	33%	42%	51%
Full-year course	0%	0%	0%	0%	0%
Language and School Background^{††} Based on Student Questionnaire data					
Number of Respondents:	78	70	88	75	104
Speak only or mostly a language other than English at home	9%	7%	8%	7%	9%
Speak another language as often as English at home	13%	13%	12%	16%	11%
Attended three or more elementary schools from kindergarten to Grade 8	42%	33%	41%	43%	44%

* 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, 2018–2019

Contextual Information over Time: Applied Course (continued)

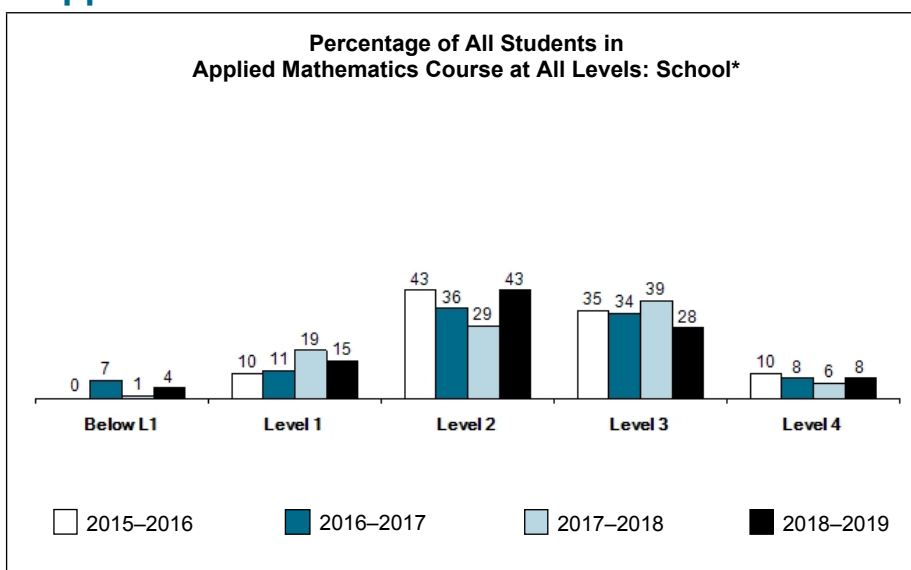
	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Year Student Entered Current School†					
Year of the assessment	These items were added in 2015–2016.	97%	90%	87%	91%
Year prior to the assessment		3%	10%	11%	7%
2 years prior to the assessment		0%	0%	2%	0%
3 or more years prior to the assessment		0%	0%	0%	0%
Data not available		0%	0%	0%	2%
Year Student Entered Current Board†					
Year of the assessment	These items were added in 2015–2016.	35%	52%	48%	50%
Year prior to the assessment		3%	5%	14%	7%
2 years prior to the assessment		6%	3%	4%	1%
3 or more years prior to the assessment		56%	40%	34%	40%
Data not available		0%	0%	0%	2%

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

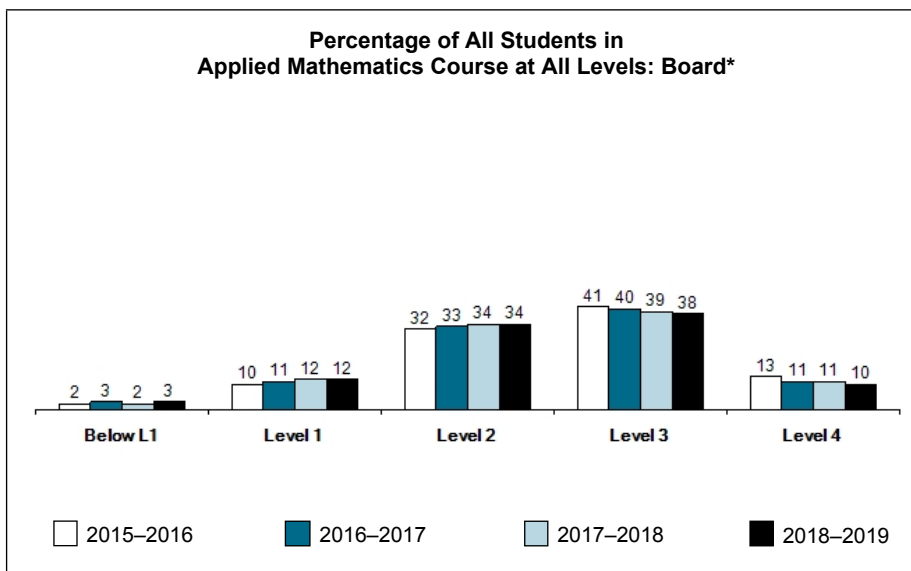
Grade 9 Assessment of Mathematics, 2018–2019

Results for All Students over Time: Applied Course

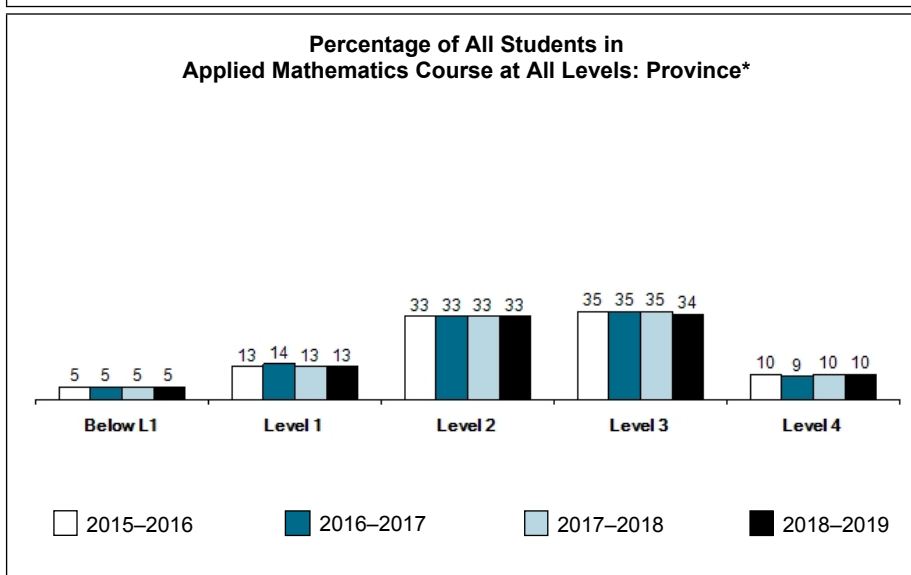
School*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
<i>Number of Students</i>	89	99	85	109
Level 4	10%	8%	6%	8%
Level 3	35%	34%	39%	28%
Level 2	43%	36%	29%	43%
Level 1	10%	11%	19%	15%
Below Level 1	0%	7%	1%	4%
<i>Participating Students</i>	98%	97%	94%	98%
No Data	2%	3%	6%	2%
At or Above Provincial Standard (Levels 3 and 4)†	45%	42%	45%	37%



Board*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
<i>Number of Students</i>	1 898	1 792	1 740	1 772
Level 4	13%	11%	11%	10%
Level 3	41%	40%	39%	38%
Level 2	32%	33%	34%	34%
Level 1	10%	11%	12%	12%
Below Level 1	2%	3%	2%	3%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	2%	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†	54%	51%	50%	48%



Province*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
<i>Number of Students</i>	36 005	34 797	33 451	33 573
Level 4	10%	9%	10%	10%
Level 3	35%	35%	35%	34%
Level 2	33%	33%	33%	33%
Level 1	13%	14%	13%	13%
Below Level 1	5%	5%	5%	5%
<i>Participating Students</i>	96%	96%	96%	96%
No Data	4%	4%	4%	4%
At or Above Provincial Standard (Levels 3 and 4)†	45%	44%	45%	44%



* 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, 2018–2019

Contextual Information over Time: Academic Course

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

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Enrolment					
Number of students in academic mathematics course	234	236	266	262	314
Number of classes with students in academic mathematics course	17	11	12	18	15
Participation in the Assessment					
Students who participated in the assessment	100%	100%	99%	99%	98%
Participating students who received one or more accommodations*	2%	5%	7%	2%	<1%
Participating students who received special provisions*§	2%	0%	6%	5%	<1%
Students who did not complete any part of the assessment (no data)*	0%	0%	1%	1%	2%
Gender† Based on number of students enrolled					
Female	46%	45%	49%	47%	48%
Male	54%	55%	51%	53%	52%
Gender not specified	0%	0%	0%	0%	0%
Student Status† Based on number of students enrolled					
English language learners*	6%	8%	6%	7%	2%
Students with special education needs (excluding gifted)*	2%	3%	4%	3%	3%
Semester/Full Year Based on number of students enrolled					
First-semester course	35%	40%	45%	41%	50%
Second-semester course	65%	60%	55%	59%	50%
Full-year course	0%	0%	0%	0%	0%
Language and School Background†† Based on Student Questionnaire data					
Number of Respondents:	214	212	252	234	300
Speak only or mostly a language other than English at home	10%	12%	8%	9%	12%
Speak another language as often as English at home	22%	22%	23%	26%	29%
Attended three or more elementary schools from kindergarten to Grade 8	43%	40%	40%	45%	49%

* 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, 2018–2019

Contextual Information over Time: Academic Course (continued)

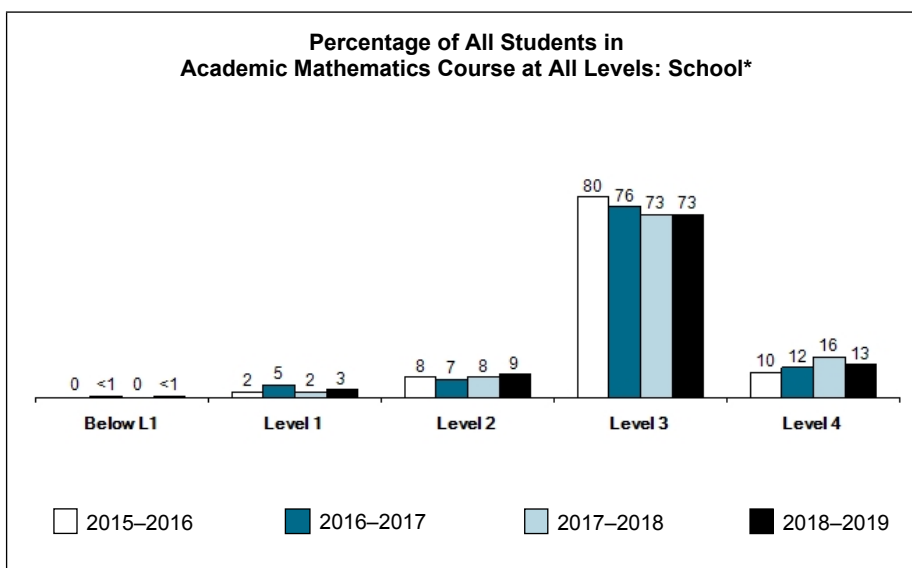
	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Year Student Entered Current School†					
Year of the assessment		97%	98%	98%	98%
Year prior to the assessment	These items were added in 2015– 2016.	3%	2%	2%	2%
2 years prior to the assessment		0%	0%	0%	0%
3 or more years prior to the assessment		0%	0%	0%	0%
Data not available		0%	0%	0%	0%
Year Student Entered Current Board†					
Year of the assessment		38%	53%	45%	51%
Year prior to the assessment	These items were added in 2015– 2016.	3%	2%	2%	2%
2 years prior to the assessment		1%	2%	3%	3%
3 or more years prior to the assessment		58%	43%	50%	44%
Data not available		0%	0%	0%	0%

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

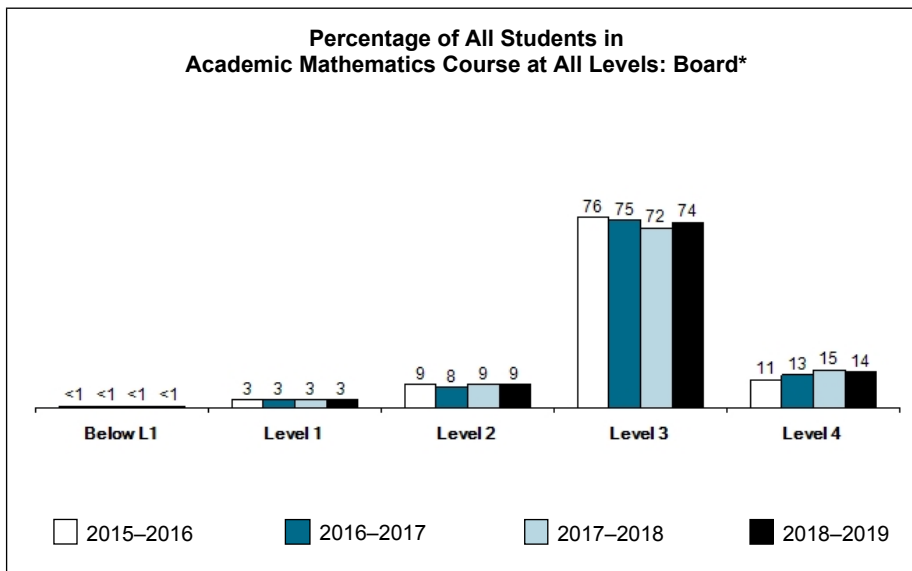
Grade 9 Assessment of Mathematics, 2018–2019

Results for All Students over Time: Academic Course

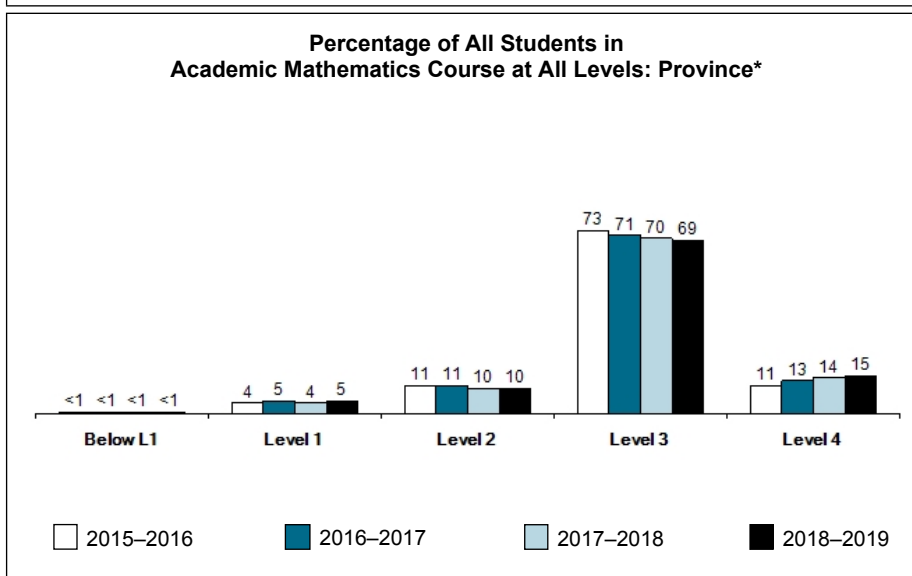
School*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
<i>Number of Students</i>	236	266	262	314
Level 4	10%	12%	16%	13%
Level 3	80%	76%	73%	73%
Level 2	8%	7%	8%	9%
Level 1	2%	5%	2%	3%
Below Level 1	0%	<1%	0%	<1%
<i>Participating Students</i>	100%	99%	99%	98%
No Data	0%	1%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]	90%	88%	89%	86%



Board*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
<i>Number of Students</i>	5 424	5 376	5 360	5 623
Level 4	11%	13%	15%	14%
Level 3	76%	75%	72%	74%
Level 2	9%	8%	9%	9%
Level 1	3%	3%	3%	3%
Below Level 1	<1%	<1%	<1%	<1%
<i>Participating Students</i>	100%	100%	99%	99%
No Data	<1%	<1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4) [†]	87%	88%	87%	88%



Province*				
Year	'15–'16	'16–'17	'17–'18	'18–'19
<i>Number of Students</i>	97 347	96 449	96 996	100 425
Level 4	11%	13%	14%	15%
Level 3	73%	71%	70%	69%
Level 2	11%	11%	10%	10%
Level 1	4%	5%	4%	5%
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) [†]	83%	83%	84%	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.

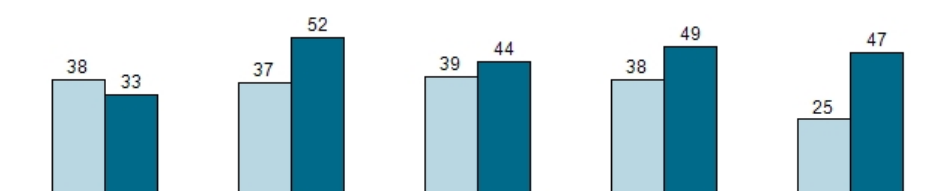
Grade 9 Assessment of Mathematics, 2018–2019

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

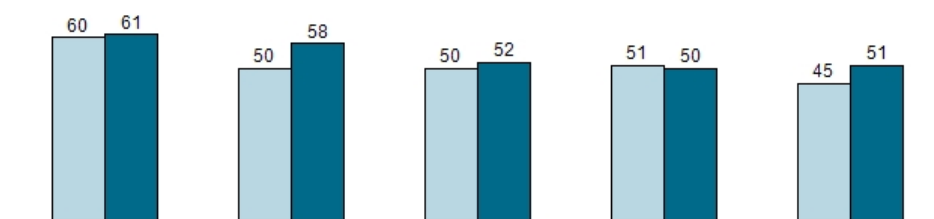
Percentage of Students At or Above the Provincial Standard (Levels 3 and 4):
APPLIED COURSE

2014–2015 2015–2016 2016–2017 2017–2018 2018–2019

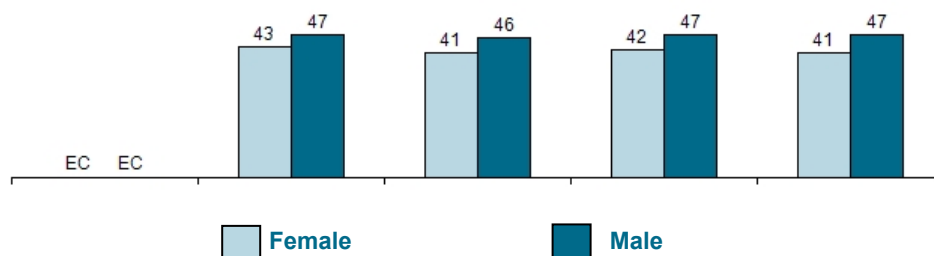
SCHOOL



BOARD



PROVINCE



Female

Male

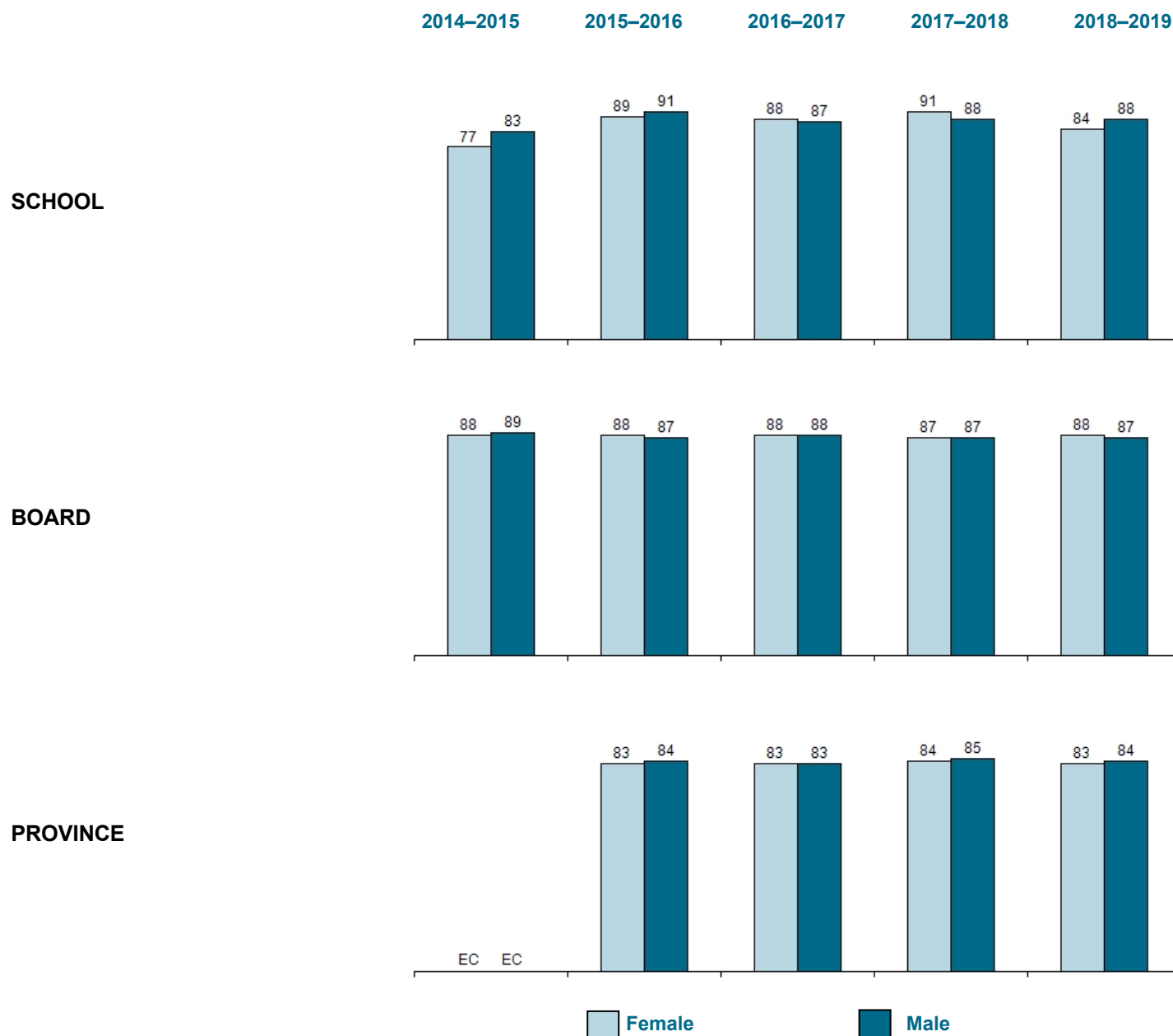
Total Number of Students in Applied Mathematics Course†

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	40	64	43	46	38	61	32	53	48	59
Board	852	1 009	867	1 031	810	982	770	970	805	965
Province	EC	EC	15 748	20 257	15 212	19 585	14 646	18 804	14 383	19 185

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2018–2019

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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

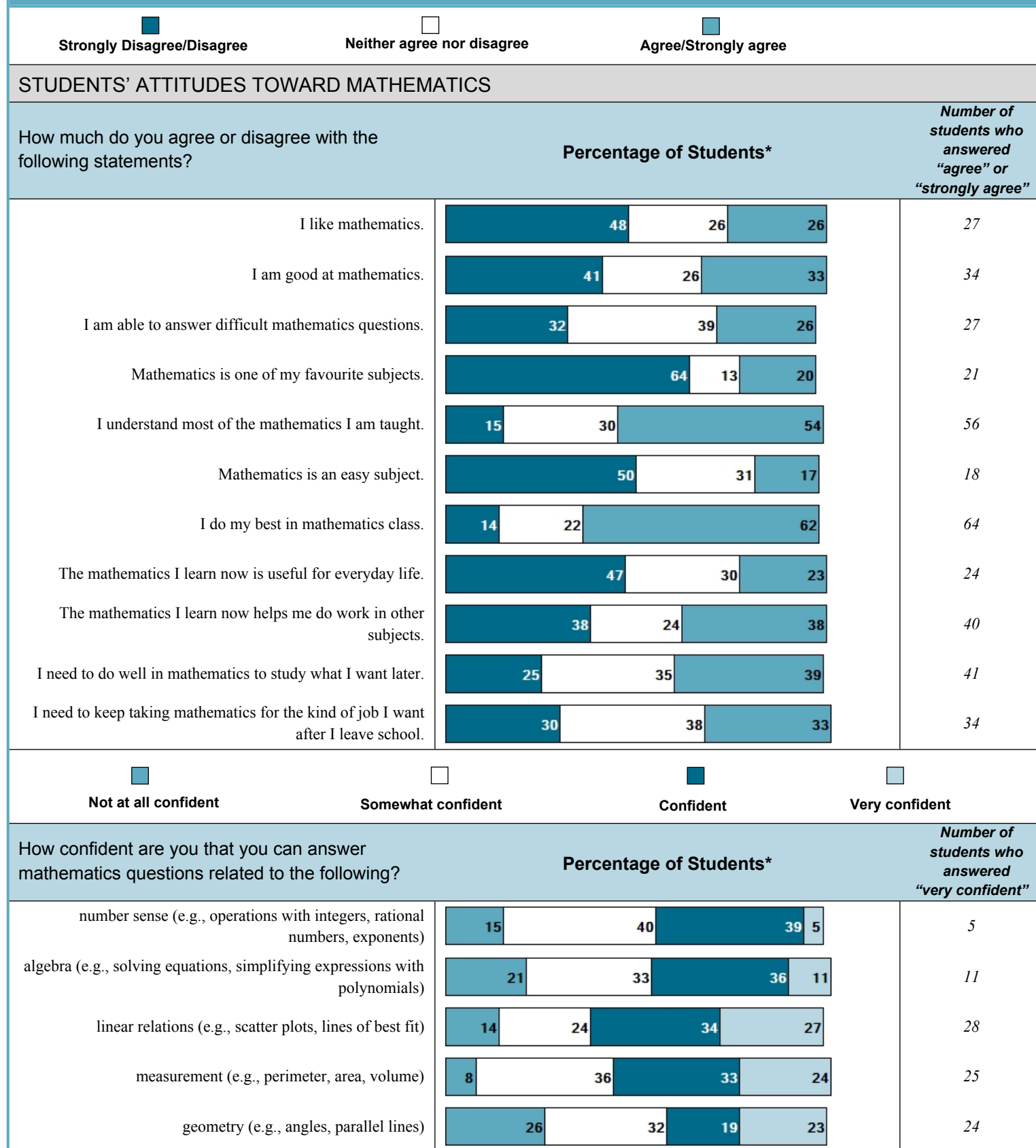
Total Number of Students in Academic Mathematics Course†

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	107	127	106	130	130	136	123	139	150	164
Board	2 820	2 613	2 780	2 644	2 753	2 622	2 766	2 594	2 872	2 751
Province	EC	EC	49 817	47 530	49 388	47 061	49 957	47 039	51 250	49 173

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2018–2019, Applied Course

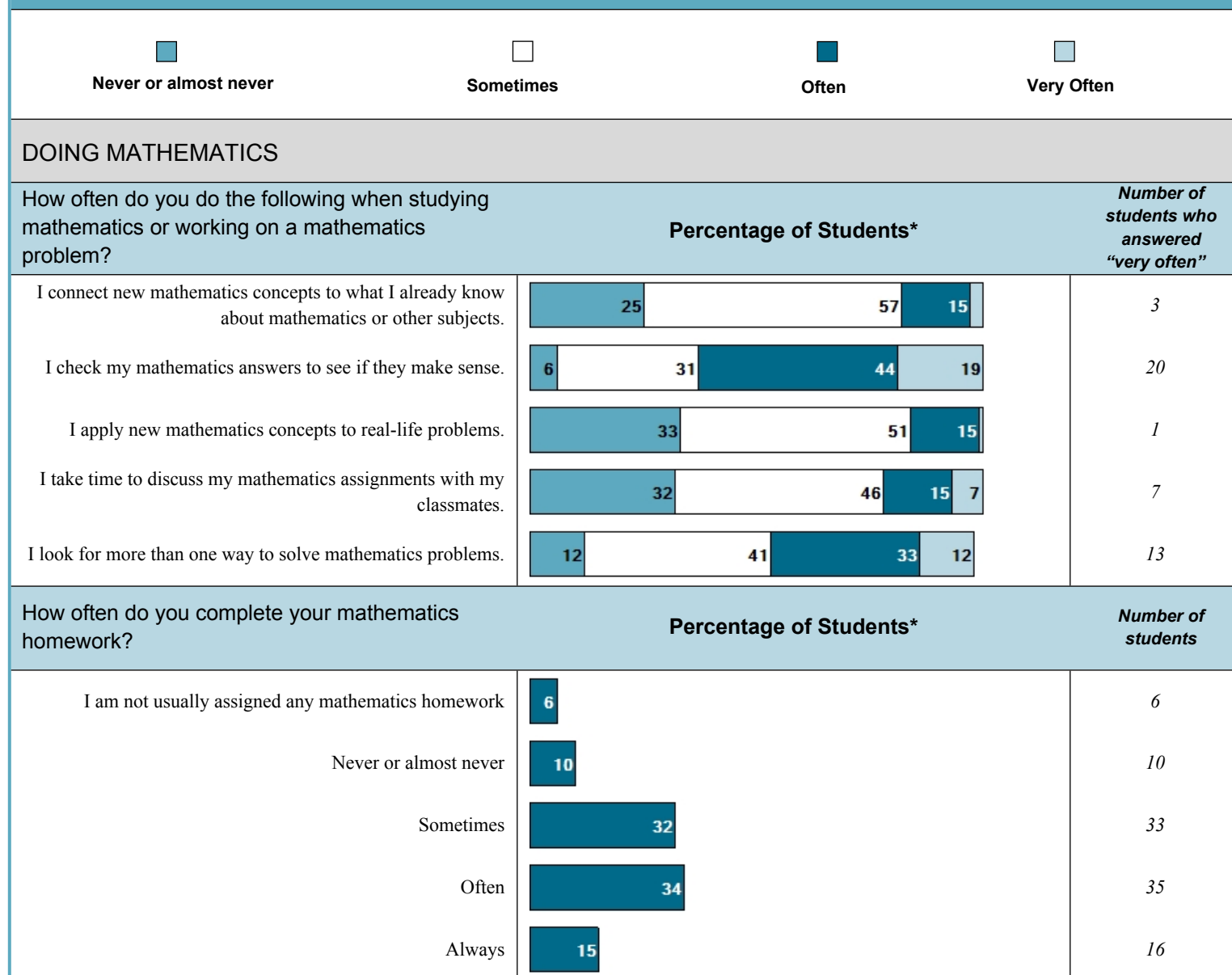
STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 104)



* 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, 2018–2019, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 104)



* 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, 2018–2019, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 104)



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 "every day or almost every day"

I read by myself.



14

I use the Internet.



93

I play video games.



31

I participate in sports or other physical activities.



36

I participate in art, music or drama activities.



19

I participate in other clubs or organizations.



8

I volunteer in my community.



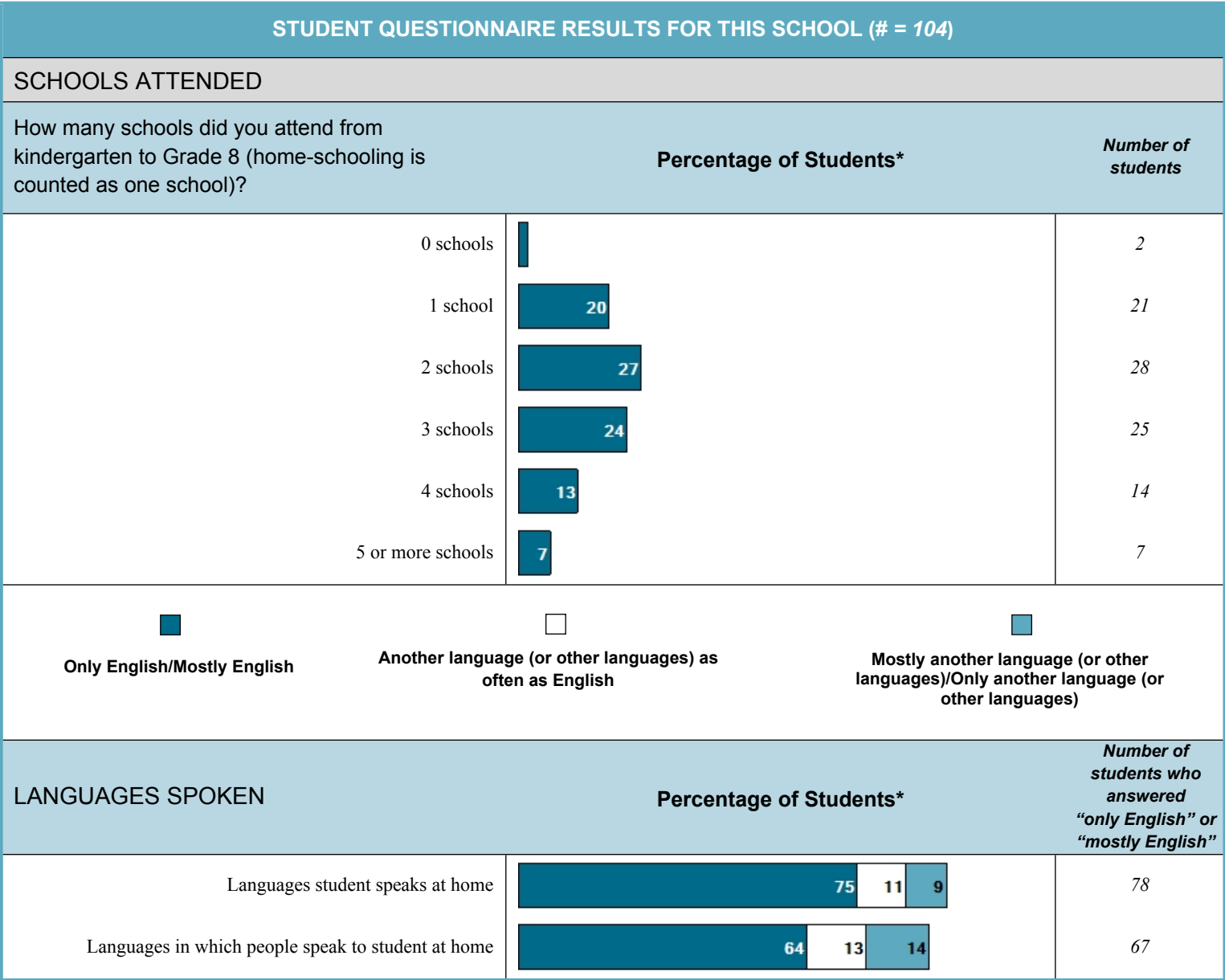
7

I work at a paid job.



4

* 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.



* 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, 2018–2019, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 104)

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

33

34

No

0

Don't know

61

63

Total number of students

34

Were you told how much the Grade 9 Assessment of Mathematics will count as part of your class mark (e.g., 5%)?†

Percentage of Students*

Number of students

Yes

91

31

No

9

3

Total number of students

34

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

Percentage of Students*

Number of students

Yes

82

28

No

9

3

Undecided

9

3

* 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, 2018–2019, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 104)	Female* (# = 44)	Male* (# = 58)	All Students (# = 1 587)	Female* (# = 734)	Male* (# = 851)	All Students (# = 28 618)	Female* (# = 12 493)	Male* (# = 16 121)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	26%	18%	31%	34%	28%	40%	35%	29%	40%
I am good at mathematics.	33%	20%	41%	32%	25%	38%	32%	25%	38%
I am able to answer difficult mathematics questions.	26%	11%	36%	25%	16%	33%	25%	16%	32%
Mathematics is one of my favourite subjects.	20%	14%	26%	21%	17%	24%	22%	18%	24%
I understand most of the mathematics I am taught.	54%	50%	57%	60%	56%	64%	59%	55%	63%
Mathematics is an easy subject.	17%	2%	28%	16%	10%	22%	17%	12%	21%
I do my best in mathematics class.	62%	70%	53%	68%	72%	65%	69%	74%	66%
The mathematics I learn now is useful for everyday life.	23%	16%	28%	30%	28%	31%	30%	28%	32%
The mathematics I learn now helps me do work in other subjects.	38%	39%	38%	45%	43%	46%	45%	44%	46%
I need to do well in mathematics to study what I want later.	39%	52%	29%	51%	51%	50%	49%	46%	51%
I need to keep taking mathematics for the kind of job I want after I leave school.	33%	36%	31%	41%	40%	42%	40%	38%	42%
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)	44%	39%	48%	43%	34%	50%	41%	33%	47%
algebra (e.g., solving equations, simplifying expressions with polynomials)	46%	45%	47%	43%	42%	44%	43%	40%	45%
linear relations (e.g., scatter plots, lines of best fit)	61%	45%	72%	63%	56%	68%	56%	50%	60%
measurement (e.g., perimeter, area, volume)	57%	50%	62%	65%	62%	69%	64%	60%	68%
geometry (e.g., angles, parallel lines)	42%	32%	50%	47%	40%	54%	47%	40%	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, 2018–2019, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 104)	Female* (# = 44)	Male* (# = 58)	All Students (# = 1 587)	Female* (# = 734)	Male* (# = 851)	All Students (# = 28 618)	Female* (# = 12 493)	Male* (# = 16 121)
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.	3%	5%	2%	5%	5%	4%	4%	4%	4%
I check my mathematics answers to see if they make sense.	19%	23%	17%	22%	25%	19%	17%	19%	16%
I apply new mathematics concepts to real-life problems.	1%	0%	2%	3%	4%	3%	3%	3%	4%
I take time to discuss my mathematics assignments with my classmates.	7%	9%	5%	8%	9%	7%	5%	6%	4%
I look for more than one way to solve mathematics problems.	12%	14%	10%	13%	13%	12%	10%	10%	11%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡									
I am not usually assigned any mathematics homework	6%	2%	9%	5%	5%	5%	13%	13%	14%
Never or almost never	10%	2%	14%	7%	4%	8%	8%	6%	10%
Sometimes	32%	41%	26%	26%	23%	28%	27%	25%	29%
Often	34%	32%	34%	31%	31%	31%	28%	29%	27%
Always	15%	16%	16%	22%	27%	18%	16%	19%	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, 2018–2019, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 104)	Female* (# = 44)	Male* (# = 58)	All Students (# = 1 587)	Female* (# = 734)	Male* (# = 851)	All Students (# = 28 618)	Female* (# = 12 493)	Male* (# = 16 121)
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%	23%	7%	13%	16%	10%	14%	20%	10%
I use the Internet.	89%	89%	90%	88%	90%	87%	87%	89%	86%
I play video games.	30%	9%	45%	31%	10%	49%	36%	14%	53%
I participate in sports or other physical activities.	35%	23%	43%	37%	25%	47%	34%	25%	42%
I participate in art, music or drama activities.	18%	23%	14%	16%	21%	11%	18%	25%	13%
I participate in other clubs or organizations.	8%	9%	7%	9%	7%	12%	8%	7%	9%
I volunteer in my community.	7%	7%	7%	5%	6%	5%	5%	5%	5%
I work at a paid job.	4%	2%	3%	3%	3%	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	2%	0%	3%	3%	2%	3%	2%	2%	2%
1 school	20%	9%	29%	27%	25%	29%	26%	24%	27%
2 schools	27%	27%	28%	28%	28%	28%	29%	29%	29%
3 schools	24%	25%	21%	18%	19%	17%	18%	18%	18%
4 schools	13%	18%	10%	9%	10%	8%	10%	11%	10%
5 or more schools	7%	14%	2%	9%	10%	8%	11%	12%	9%
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	75%	75%	76%	64%	63%	64%	75%	75%	75%
Another language (or other languages) as often as English	11%	14%	7%	21%	23%	19%	13%	14%	12%
Mostly another language (or other languages)/ Only another language (or other languages)	9%	7%	10%	10%	9%	10%	7%	7%	7%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	64%	70%	62%	54%	54%	53%	70%	70%	71%
Another language (or other languages) as often as English	13%	11%	16%	20%	22%	19%	11%	12%	10%
Mostly another language (or other languages)/ Only another language (or other languages)	14%	14%	12%	17%	17%	17%	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, 2018–2019, Applied Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 104)	Female* (# = 44)	Male* (# = 58)	All Students (# = 1 587)	Female* (# = 734)	Male* (# = 851)	All Students (# = 28 618)	Female* (# = 12 493)	Male* (# = 16 121)
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	33%	25%	40%	43%	47%	40%	43%	47%	40%
No	0%	0%	0%	1%	1%	1%	1%	1%	1%
Don't know	61%	68%	53%	50%	48%	52%	51%	48%	53%
Percentage of students indicating they were told how much the Grade 9 Assessment of Mathematics will count as part of their class mark:‡									
	All Students (# = 34)	Female* (# = 11)	Male* (# = 23)	All Students (# = 682)	Female* (# = 342)	Male* (# = 340)	All Students (# = 12 310)	Female* (# = 5 814)	Male* (# = 6 496)
Yes	91%	91%	91%	86%	88%	84%	89%	90%	88%
No	9%	9%	9%	13%	11%	15%	10%	9%	11%
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 (# = 34)	Female* (# = 11)	Male* (# = 23)	All Students (# = 682)	Female* (# = 342)	Male* (# = 340)	All Students (# = 12 310)	Female* (# = 5 814)	Male* (# = 6 496)
Yes	82%	100%	74%	83%	85%	81%	76%	78%	75%
No	9%	0%	13%	7%	6%	8%	9%	7%	11%
Undecided	9%	0%	13%	9%	8%	10%	14%	15%	14%

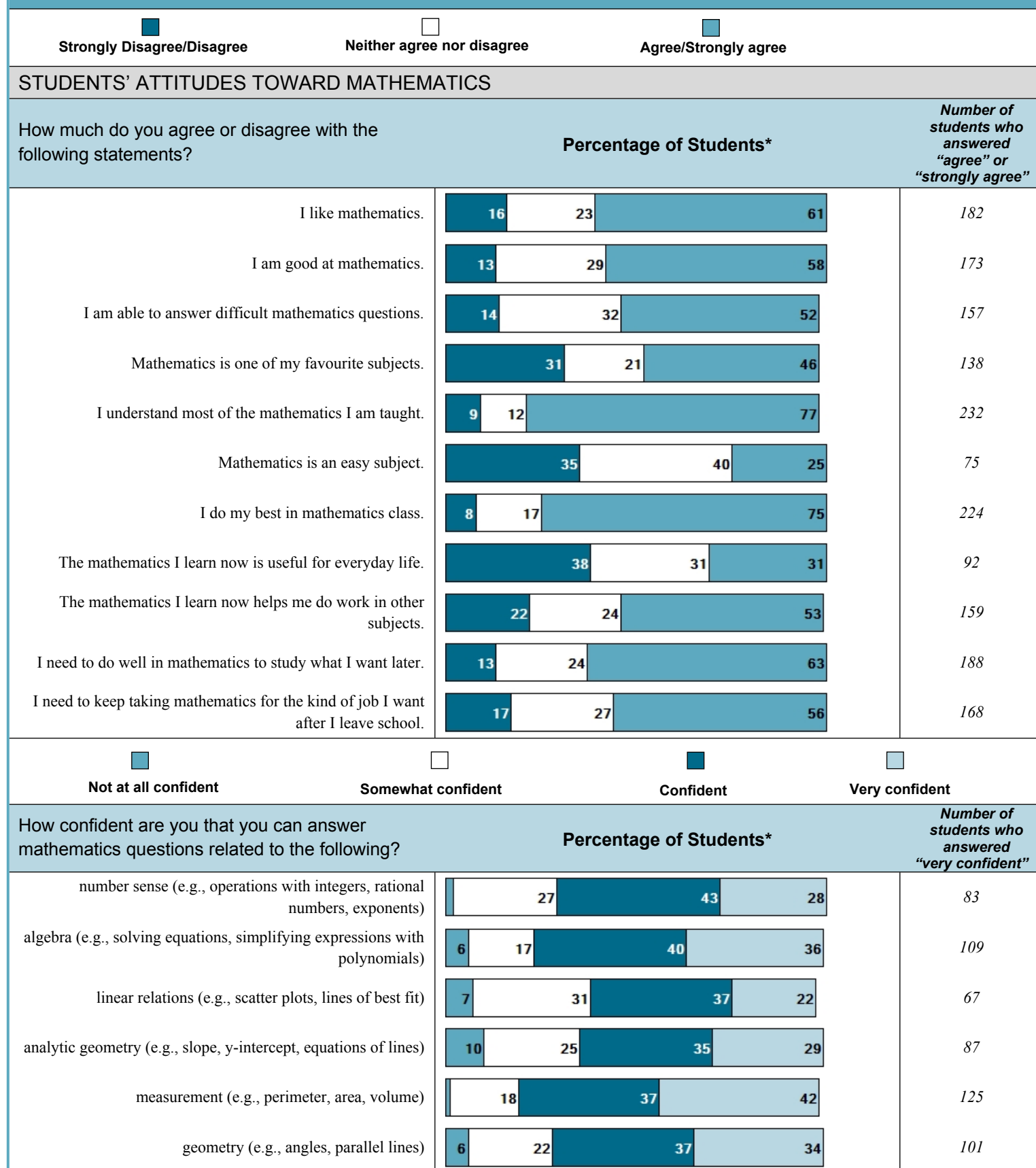
* Includes only students for whom gender data were available.

† 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, 2018–2019, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 300)



* 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, 2018–2019, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 300)

 Never or almost never

 Sometimes

 Often

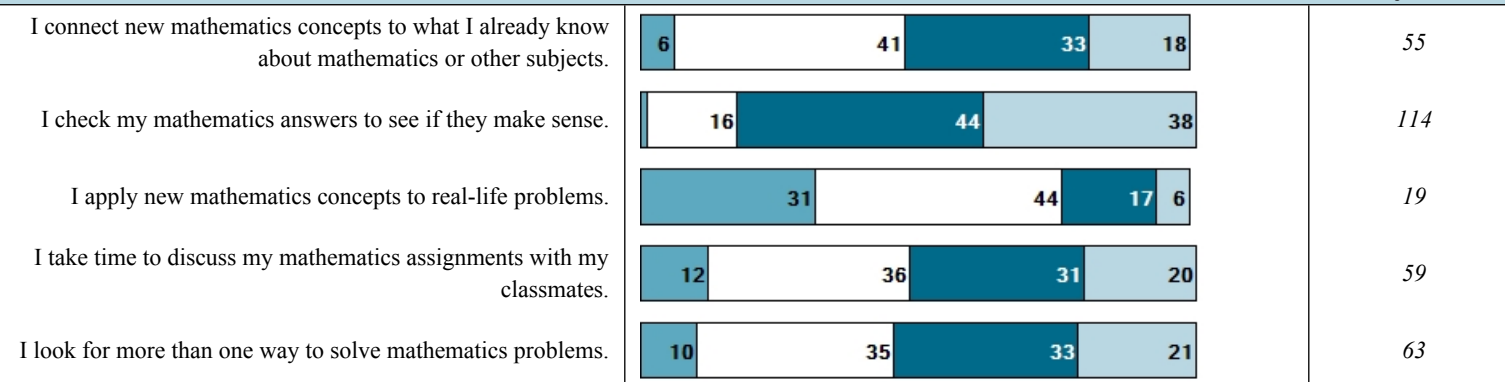
 Very Often

DOING MATHEMATICS

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

Percentage of Students*

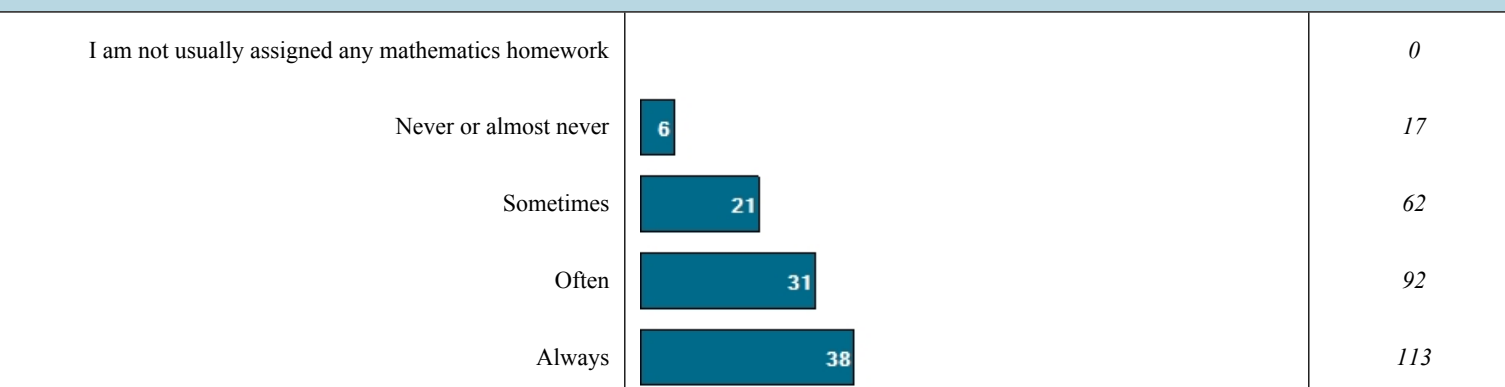
Number of students who answered "very often"



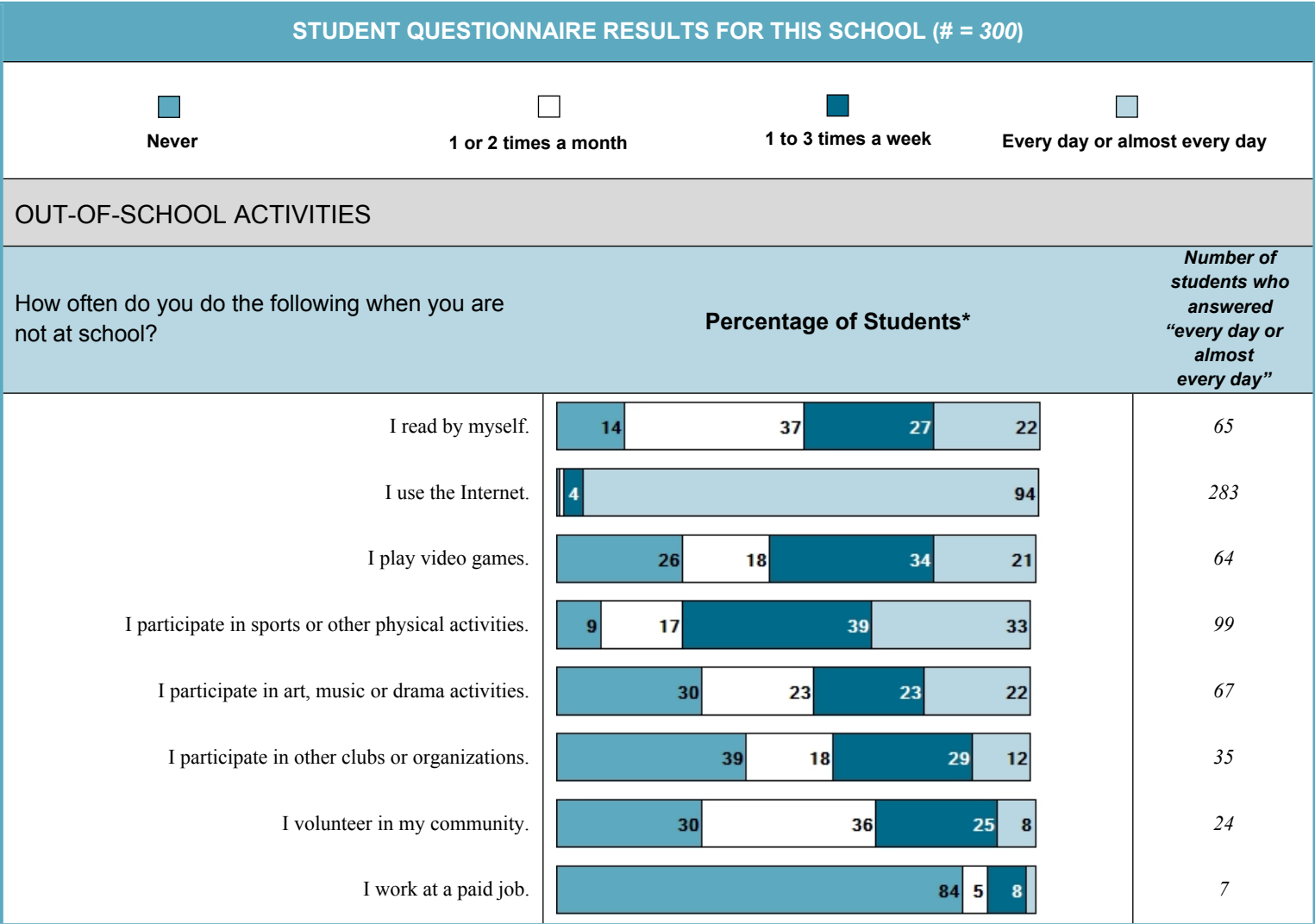
How often do you complete your mathematics homework?

Percentage of Students*

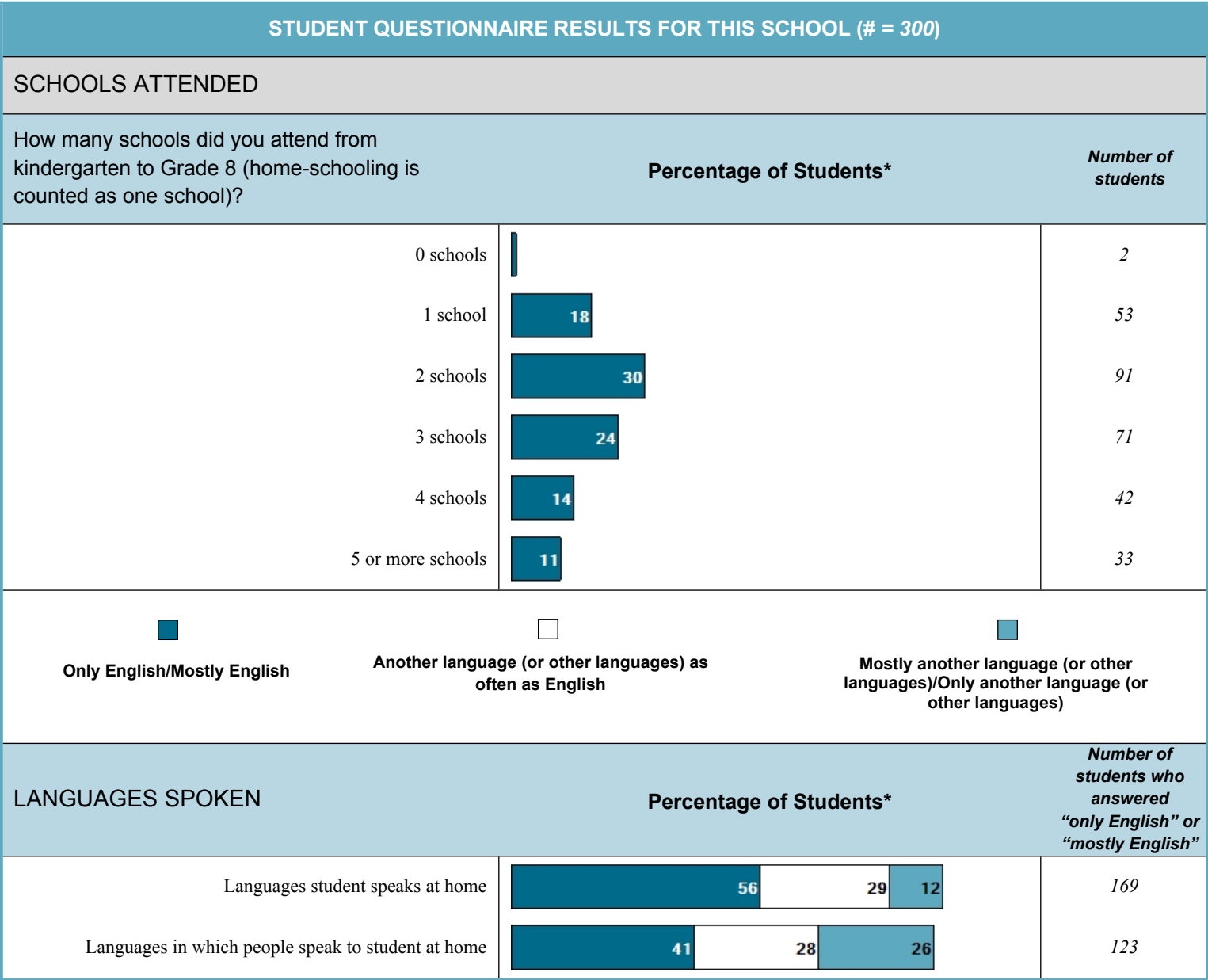
Number of students



* 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.



* 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.



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Grade 9 Assessment of Mathematics, 2018–2019, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 300)

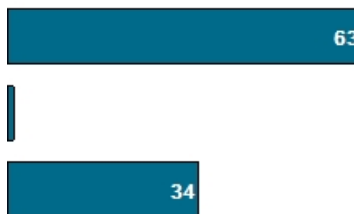
USE OF THE ASSESSMENT IN CLASS MARKS

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
No
Don't know



188

3

101

Total number of students

188

Were you told how much the Grade 9 Assessment of Mathematics will count as part of your class mark (e.g., 5%)?†

Percentage of Students*

Number of students

Yes
No



171

17

Total number of students

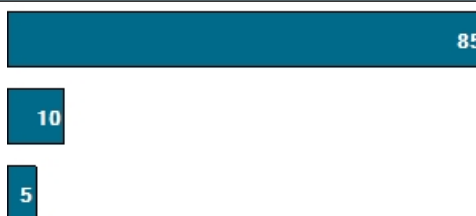
188

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
No
Undecided



160

18

10

* 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, 2018–2019, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 300)	Female* (# = 143)	Male* (# = 157)	All Students (# = 5 168)	Female* (# = 2 646)	Male* (# = 2 522)	All Students (# = 91 396)	Female* (# = 47 009)	Male* (# = 44 386)
STUDENTS' ATTITUDES TOWARD MATHEMATICS									
Percentage of students indicating they "agree" or "strongly agree" with the following statements:†									
I like mathematics.	61%	55%	66%	59%	53%	64%	57%	52%	63%
I am good at mathematics.	58%	45%	69%	54%	48%	61%	54%	48%	60%
I am able to answer difficult mathematics questions.	52%	38%	65%	49%	41%	58%	49%	41%	58%
Mathematics is one of my favourite subjects.	46%	37%	54%	44%	39%	49%	41%	36%	47%
I understand most of the mathematics I am taught.	77%	75%	80%	76%	74%	78%	75%	72%	77%
Mathematics is an easy subject.	25%	17%	32%	30%	25%	34%	29%	24%	35%
I do my best in mathematics class.	75%	78%	71%	72%	75%	70%	73%	77%	69%
The mathematics I learn now is useful for everyday life.	31%	28%	33%	29%	27%	32%	28%	26%	31%
The mathematics I learn now helps me do work in other subjects.	53%	54%	52%	57%	56%	58%	56%	54%	57%
I need to do well in mathematics to study what I want later.	63%	60%	65%	63%	62%	65%	63%	61%	65%
I need to keep taking mathematics for the kind of job I want after I leave school.	56%	52%	59%	57%	54%	59%	57%	55%	59%
Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:‡									
number sense (e.g., operations with integers, rational numbers, exponents)	70%	61%	79%	69%	63%	75%	68%	61%	75%
algebra (e.g., solving equations, simplifying expressions with polynomials)	76%	76%	76%	71%	69%	73%	70%	68%	72%
linear relations (e.g., scatter plots, lines of best fit)	59%	57%	62%	61%	55%	68%	61%	55%	67%
analytic geometry (e.g., slope, y-intercept, equations of lines)	64%	62%	65%	64%	60%	67%	62%	58%	66%
measurement (e.g., perimeter, area, volume)	78%	73%	83%	79%	75%	83%	77%	73%	82%
geometry (e.g., angles, parallel lines)	70%	64%	76%	72%	67%	76%	70%	66%	75%

* 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, 2018–2019, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 300)	Female* (# = 143)	Male* (# = 157)	All Students (# = 5 168)	Female* (# = 2 646)	Male* (# = 2 522)	All Students (# = 91 396)	Female* (# = 47 009)	Male* (# = 44 386)
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.	18%	16%	20%	12%	12%	12%	12%	12%	12%
I check my mathematics answers to see if they make sense.	38%	41%	36%	37%	40%	34%	32%	35%	29%
I apply new mathematics concepts to real-life problems.	6%	4%	8%	5%	4%	7%	5%	4%	6%
I take time to discuss my mathematics assignments with my classmates.	20%	21%	18%	14%	16%	12%	12%	13%	11%
I look for more than one way to solve mathematics problems.	21%	16%	25%	15%	14%	16%	13%	12%	14%
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%	2%	2%	2%
Never or almost never	6%	2%	9%	5%	3%	7%	6%	3%	8%
Sometimes	21%	20%	22%	19%	16%	23%	22%	18%	26%
Often	31%	34%	27%	35%	35%	36%	36%	36%	36%
Always	38%	41%	35%	33%	39%	27%	29%	35%	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, 2018–2019, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 300)	Female* (# = 143)	Male* (# = 157)	All Students (# = 5 168)	Female* (# = 2 646)	Male* (# = 2 522)	All Students (# = 91 396)	Female* (# = 47 009)	Male* (# = 44 386)
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%	23%	20%	17%	21%	12%	18%	23%	13%
I use the Internet.	94%	97%	92%	92%	93%	91%	92%	93%	92%
I play video games.	21%	6%	36%	25%	7%	43%	27%	9%	47%
I participate in sports or other physical activities.	33%	22%	43%	38%	28%	49%	41%	33%	48%
I participate in art, music or drama activities.	22%	25%	20%	18%	22%	14%	20%	25%	14%
I participate in other clubs or organizations.	12%	8%	15%	12%	10%	15%	12%	11%	13%
I volunteer in my community.	8%	7%	9%	5%	5%	4%	4%	4%	4%
I work at a paid job.	2%	1%	3%	2%	2%	3%	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	1%	1%	0%	<1%	<1%	1%	<1%	<1%	1%
1 school	18%	15%	20%	26%	25%	27%	26%	26%	26%
2 schools	30%	34%	27%	30%	30%	31%	33%	33%	33%
3 schools	24%	27%	21%	21%	21%	21%	19%	20%	19%
4 schools	14%	13%	15%	10%	10%	9%	9%	9%	9%
5 or more schools	11%	7%	15%	7%	8%	6%	7%	8%	7%
LANGUAGES SPOKEN									
Percentage of students indicating that they speak the following languages at home:‡									
Only English/Mostly English	56%	59%	54%	60%	59%	62%	69%	69%	68%
Another language (or other languages) as often as English	29%	29%	29%	25%	26%	23%	18%	18%	17%
Mostly another language (or other languages)/ Only another language (or other languages)	12%	9%	15%	11%	10%	11%	9%	8%	10%
Percentage of students indicating the languages people speak to them at home:‡									
Only English/Mostly English	41%	41%	41%	46%	44%	47%	61%	61%	60%
Another language (or other languages) as often as English	28%	34%	22%	25%	26%	24%	16%	16%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	26%	20%	32%	22%	22%	22%	18%	17%	18%

* 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, 2018–2019, Academic Course

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 300)	Female* (# = 143)	Male* (# = 157)	All Students (# = 5 168)	Female* (# = 2 646)	Male* (# = 2 522)	All Students (# = 91 396)	Female* (# = 47 009)	Male* (# = 44 386)
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	63%	66%	59%	65%	69%	61%	68%	71%	64%
No	1%	0%	2%	<1%	<1%	<1%	1%	1%	1%
Don't know	34%	31%	36%	30%	26%	34%	27%	24%	30%
Percentage of students indicating they were told how much the Grade 9 Assessment of Mathematics will count as part of their class mark:‡									
	All Students (# = 188)	Female* (# = 95)	Male* (# = 93)	All Students (# = 3 345)	Female* (# = 1 819)	Male* (# = 1 526)	All Students (# = 62 124)	Female* (# = 33 563)	Male* (# = 28 560)
Yes	91%	91%	91%	93%	94%	93%	95%	95%	95%
No	9%	9%	9%	6%	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 (# = 188)	Female* (# = 95)	Male* (# = 93)	All Students (# = 3 345)	Female* (# = 1 819)	Male* (# = 1 526)	All Students (# = 62 124)	Female* (# = 33 563)	Male* (# = 28 560)
Yes	85%	89%	81%	85%	88%	82%	79%	81%	77%
No	10%	6%	13%	6%	4%	9%	9%	7%	12%
Undecided	5%	4%	6%	8%	8%	9%	11%	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, 2018–2019

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</i> (2007).
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.