



School Board Report



Grade 9 Assessment of Mathematics, 2007–2008

Board: Limestone DSB (66206)

I am pleased to provide you with this report on the Grade 9 Assessment of Mathematics, 2007–2008. Included are student results for the current and previous years. To put these results in context, this report also provides information about the assessed student populations.

Across the province, EQAO data have helped inform teaching practices and continue to serve as a catalyst for improving student achievement. This report is intended to help you foster constructive conversations about improving student achievement and assist you in the planning of educational strategies.

Every student deserves the best outcome from the public education system. That is why, with the guidance of Ontario educators, EQAO continues to design assessments that are directly based on curriculum expectations. These assessments not only ensure that Ontario students' achievement is measured at key stages in their education, they also assure people that all students are assessed against a common benchmark.

Large-scale testing results are just one of the many tools that support student learning. These results are a snapshot of achievement and should be considered alongside school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

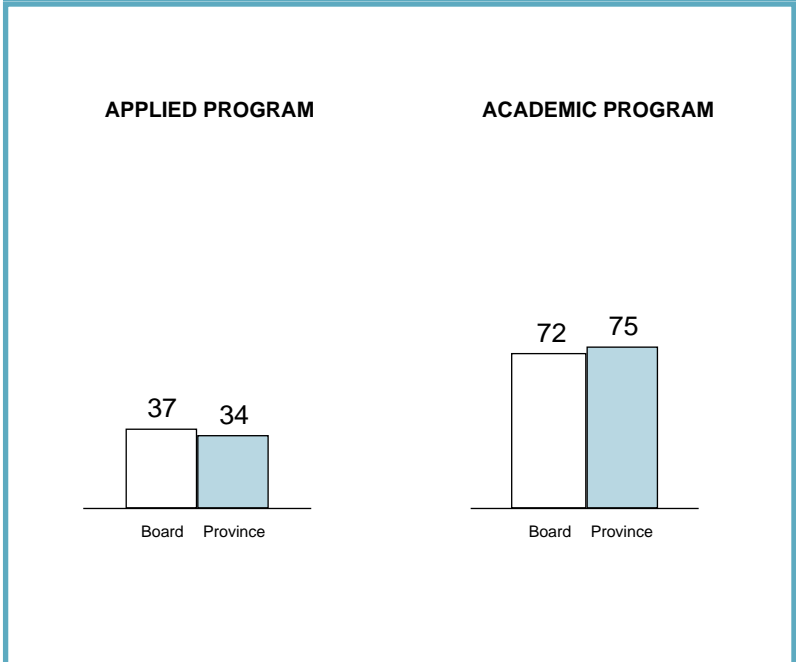
I trust that this report will help parents, educators and all who are committed to a strong public education system work together so that all students continue to achieve to the best of their abilities.

Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2007–2008

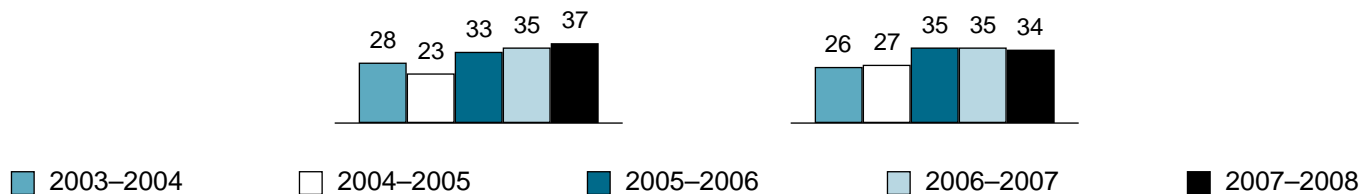


PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

APPLIED MATHEMATICS*

Board

Province



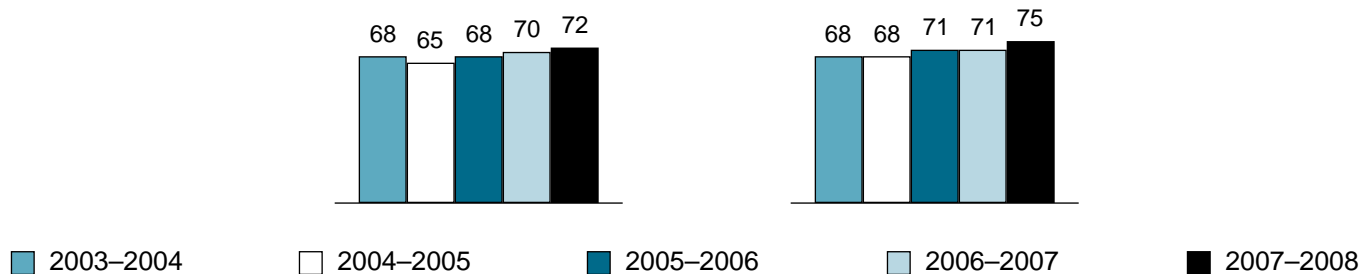
	Total Number of Students				
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
Board	513	514	532	522	493
Province	50 430	51 155	50 687	49 056	47 817

* Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

ACADEMIC MATHEMATICS

Board

Province



	Total Number of Students				
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
Board	1 062	1 092	1 109	1 115	966
Province	102 923	104 100	103 412	103 011	100 823

TIPS

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

Note: Students in locally developed programs 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 over the past four years 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? Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).
 - 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 Applied Mathematics Program, 2007–2008

Contextual Information

This information provides a context for interpreting the board's applied mathematics program results.

	Board		Province	
Enrolment				
Number of students in applied mathematics program	493		47 817	
Number of classes with students in applied mathematics program	33		2 922	
Number of schools with applied mathematics classes	12		709	
	Number	Percent	Number	Percent
Participation in the Assessment				
Students who participated in the assessment	478	97%	44 585	93%
Participating students who received one or more accommodations	63	13%	8 284	19%
Participating students who received one or more special provisions	0	0%	866	2%
Students who did not complete any part of the assessment (no data)*	15	3%	3 232	7%
Gender[†] Based on number of students enrolled				
Female	224	45%	21 626	45%
Male	269	55%	26 182	55%
Gender not specified	0	0%	9	<1%
Student Status[†] Based on number of students enrolled				
English language learners*	5	1%	2 266	5%
Students with special needs (excluding gifted)*	184	37%	13 531	28%
Semester/Full Year Based on number of students enrolled				
First-semester course	248	50%	21 221	44%
Second-semester course	236	48%	21 385	45%
Full-year course	9	2%	5 211	11%
Language and School Background^{††} Based on Student Questionnaire data				
	Number of Respondents:		463	42 625
Speak only or mostly a language other than English at home	5	1%	2 750	6%
Speak another language as often as English at home	12	3%	4 673	11%
Attended three or more elementary schools from kindergarten to Grade 8	187	40%	17 106	40%

* See the Explanation of Terms.

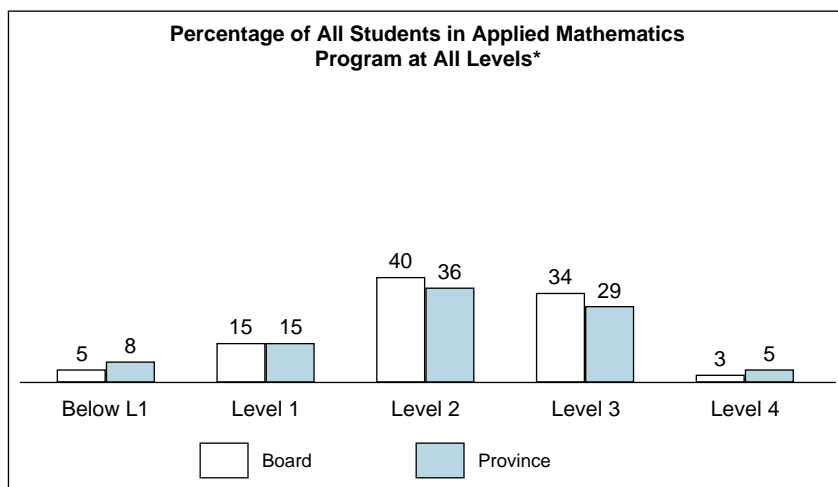
† Demographic information pertaining to "gender" and "student status" are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school.

†† Demographic information 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 Applied Mathematics Program, 2007–2008

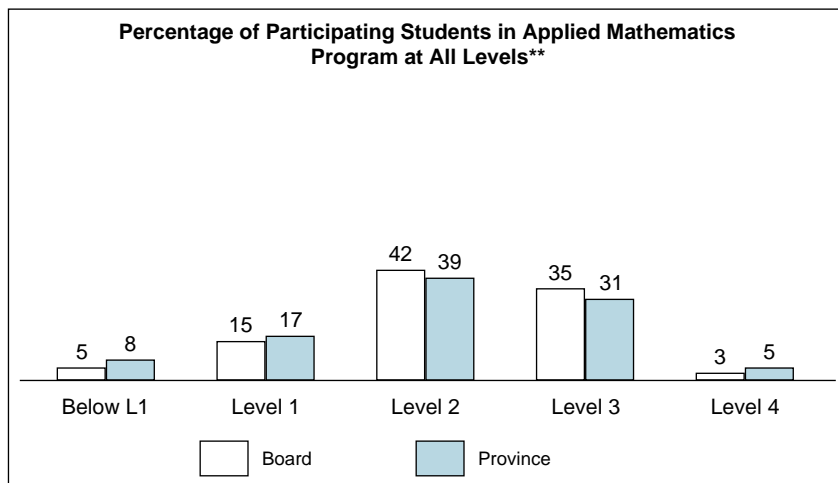
Results for All Students

All Students, 2007–2008*			
Number of Students	Board 493		Province 47 817
	#	%	%
Level 4	16	3%	5%
Level 3	166	34%	29%
Level 2	199	40%	36%
Level 1	74	15%	15%
Below Level 1	23	5%	8%
Participating Students	478	97%	93%
No Data	15	3%	7%
At or Above Provincial Standard (Levels 3 and 4) †		37%	34%



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

Participating Students, 2007–2008**			
Number of Students	Board 478		Province 44 585
	#	%	%
Level 4	16	3%	5%
Level 3	166	35%	31%
Level 2	199	42%	39%
Level 1	74	15%	17%
Below Level 1	23	5%	8%
At or Above Provincial Standard (Levels 3 and 4) †		38%	37%



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

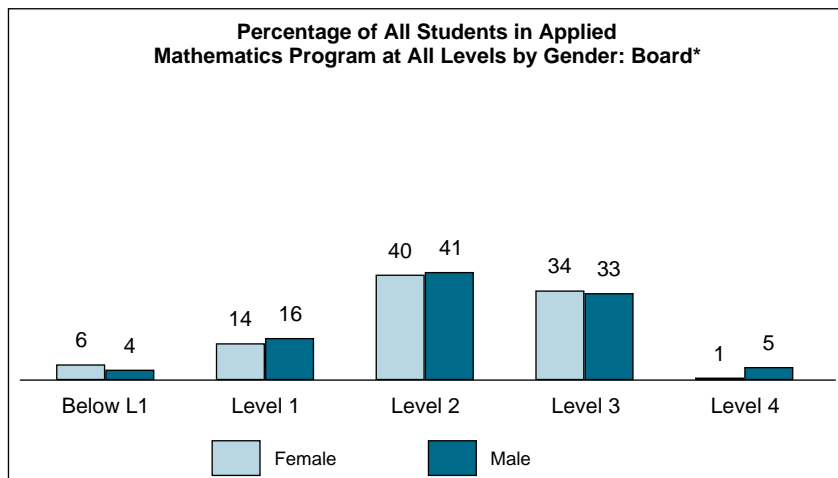
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

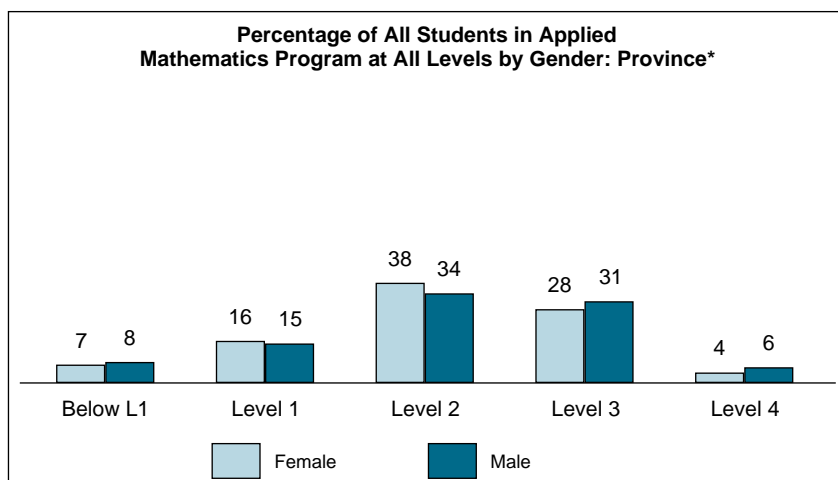
Grade 9 Applied Mathematics Program, 2007–2008

Results by Gender††

All Students, 2007–2008: Board by Gender*				
Number of Students	Female 224		Male 269	
	#	%	#	%
Level 4	2	1%	14	5%
Level 3	76	34%	90	33%
Level 2	90	40%	109	41%
Level 1	32	14%	42	16%
Below Level 1	13	6%	10	4%
Participating Students	213	95%	265	99%
No Data	11	5%	4	1%
At or Above Provincial Standard (Levels 3 and 4) †	35%		39%	



All Students, 2007–2008: Province by Gender*				
Number of Students	Female 21 626		Male 26 182	
	#	%	#	%
Level 4	792	4%	1 500	6%
Level 3	5 981	28%	8 018	31%
Level 2	8 273	38%	9 013	34%
Level 1	3 551	16%	3 810	15%
Below Level 1	1 591	7%	2 047	8%
Participating Students	20 188	93%	24 388	93%
No Data	1 438	7%	1 794	7%
At or Above Provincial Standard (Levels 3 and 4) †	31%		36%	



* 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.

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

Grade 9 Academic Mathematics Program, 2007–2008

Contextual Information

This information provides a context for interpreting the board's academic mathematics program results.

	Board		Province	
Enrolment				
Number of students in academic mathematics program	966		100 823	
Number of classes with students in academic mathematics program	40		4 116	
Number of schools with academic mathematics classes	12		686	
	Number	Percent	Number	Percent
Participation in the Assessment				
Students who participated in the assessment	963	100%	99 791	99%
Participating students who received one or more accommodations	45	5%	2 678	3%
Participating students who received one or more special provisions	0	0%	1 463	1%
Students who did not complete any part of the assessment (no data)*	3	<1%	1 032	1%
Gender[†] Based on number of students enrolled				
Female	511	53%	51 367	51%
Male	455	47%	49 452	49%
Gender not specified	0	0%	4	<1%
Student Status[†] Based on number of students enrolled				
English language learners*	16	2%	3 536	4%
Students with special needs (excluding gifted)*	89	9%	4 304	4%
Semester/Full Year Based on number of students enrolled				
First-semester course	432	45%	43 692	43%
Second-semester course	517	54%	43 076	43%
Full-year course	17	2%	14 055	14%
Language and School Background^{††} Based on Student Questionnaire data				
	Number of Respondents:		916	97 060
Speak only or mostly a language other than English at home	22	2%	8 608	9%
Speak another language as often as English at home	51	6%	13 524	14%
Attended three or more elementary schools from kindergarten to Grade 8	323	35%	34 377	35%

* See the Explanation of Terms.

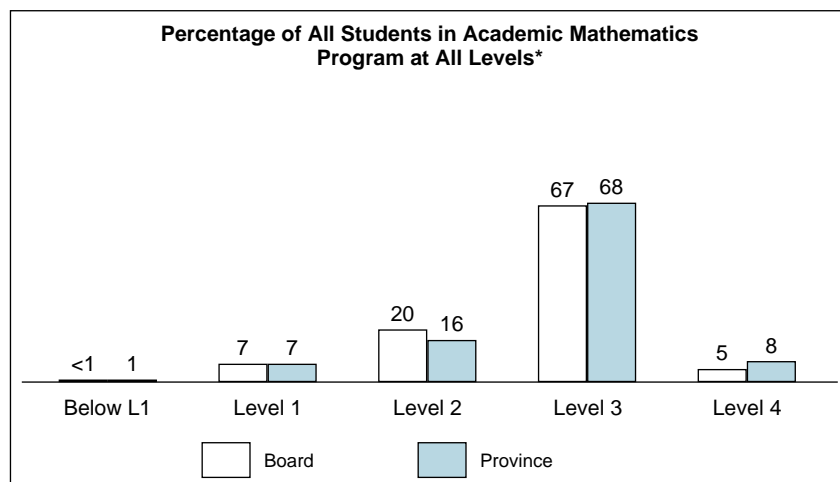
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†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

Grade 9 Academic Mathematics Program, 2007–2008

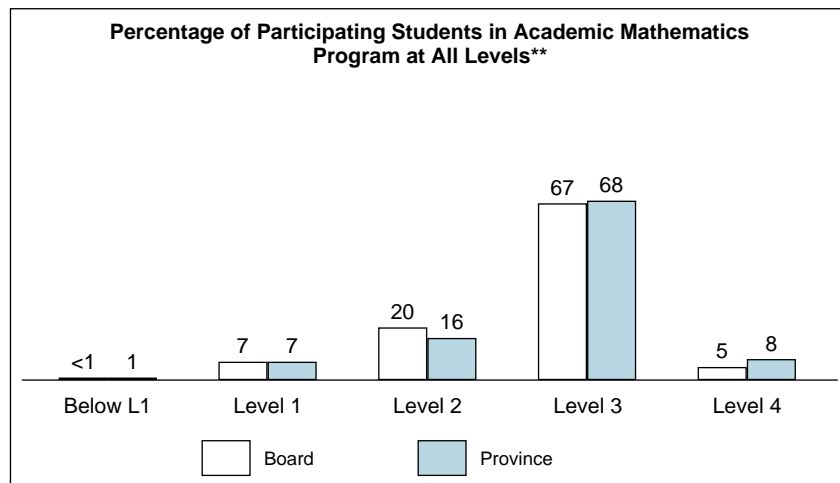
Results for All Students

All Students, 2007–2008*			
Number of Students	Board 966		Province 100 823
	#	%	%
Level 4	47	5%	8%
Level 3	647	67%	68%
Level 2	194	20%	16%
Level 1	72	7%	7%
Below Level 1	3	<1%	1%
Participating Students	963	100%	99%
No Data	3	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	75%



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

Participating Students, 2007–2008**			
Number of Students	Board 963		Province 99 791
	#	%	%
Level 4	47	5%	8%
Level 3	647	67%	68%
Level 2	194	20%	16%
Level 1	72	7%	7%
Below Level 1	3	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	76%



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

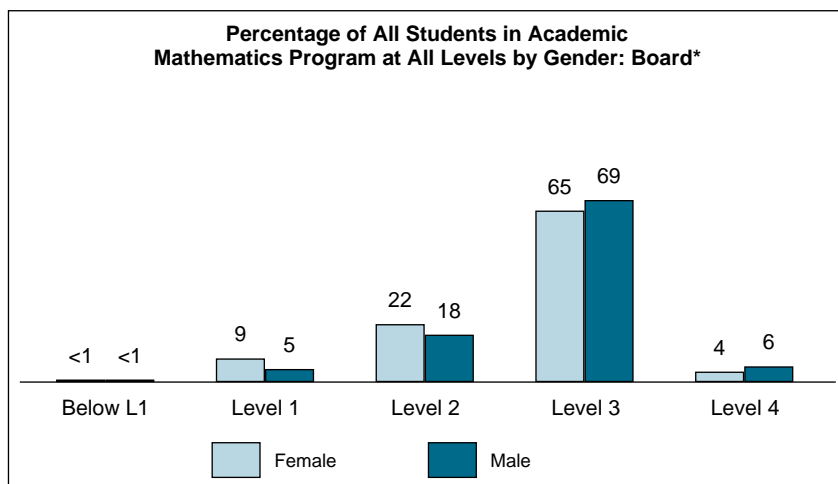
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

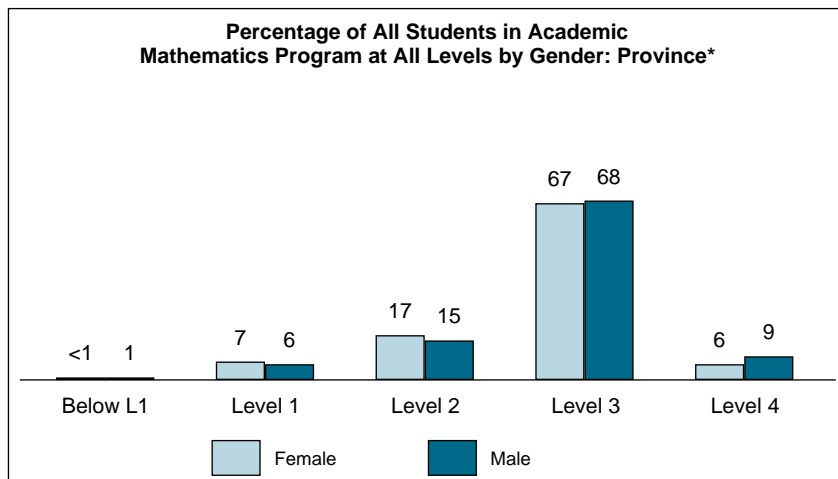
Grade 9 Academic Mathematics Program, 2007–2008

Results by Gender††

All Students, 2007–2008: Board by Gender*				
Number of Students	Female 511		Male 455	
	#	%	#	%
Level 4	19	4%	28	6%
Level 3	333	65%	314	69%
Level 2	110	22%	84	18%
Level 1	47	9%	25	5%
Below Level 1	1	<1%	2	<1%
Participating Students	510	100%	453	100%
No Data	1	<1%	2	<1%
At or Above Provincial Standard (Levels 3 and 4) †	69%		75%	



All Students, 2007–2008: Province by Gender*				
Number of Students	Female 51 367		Male 49 452	
	#	%	#	%
Level 4	3 327	6%	4 350	9%
Level 3	34 519	67%	33 758	68%
Level 2	8 969	17%	7 362	15%
Level 1	3 823	7%	3 121	6%
Below Level 1	212	<1%	346	1%
Participating Students	50 850	99%	48 937	99%
No Data	517	1%	515	1%
At or Above Provincial Standard (Levels 3 and 4) †	74%		77%	



* 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.

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

Results over Time, 2003–2004 to 2007–2008

Contextual Information for Board: Applied Mathematics Program

This information provides a context for interpreting the board's results over the past five years.

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Enrolment					
Number of students in applied mathematics program	513	514	532	522	493
Number of classes with students in applied mathematics program	28	29	33	33	33
Number of schools with applied mathematics classes	11	11	11	11	12
Participation in the Assessment					
Students who participated in the assessment	92%	96%	94%	95%	97%
Participating students who received one or more accommodations	31%	34%	34%	21%	13%
Participating students who received one or more special provisions	<1%	<1%	0%	<1%	0%
Students who did not complete any part of the assessment (no data)*	3%	1%	4%	5%	3%
Students who were exempted*	5%	2%	2%	---**	---
Gender† Based on number of students enrolled					
Female	47%	46%	44%	44%	45%
Male	53%	54%	56%	56%	55%
Gender not specified	<1%	0%	0%	0%	0%
Student Status† Based on number of students enrolled					
English language learners*	2%	0%	0%	<1%	1%
Students with special needs (excluding gifted)*	36%	26%	46%	31%	37%
Semester/Full Year Based on number of students enrolled					
First-semester course	56%	57%	48%	49%	50%
Second-semester course	44%	43%	45%	51%	48%
Full-year course	0%	0%	7%	0%	2%
Language and School Background†† Based on Student Questionnaire data					
	Number of Respondents:				
	n/a	n/a	n/a	466	463
Speak only or mostly a language other than English at home	Information not available			1%	1%
Speak another language as often as English at home	Information not available			4%	3%
Attended three or more elementary schools from kindergarten to Grade 8	Information not available			37%	40%

* See the Explanation of Terms.

† Demographic information 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.

** Beginning in 2006–2007, exemptions have not been permitted.

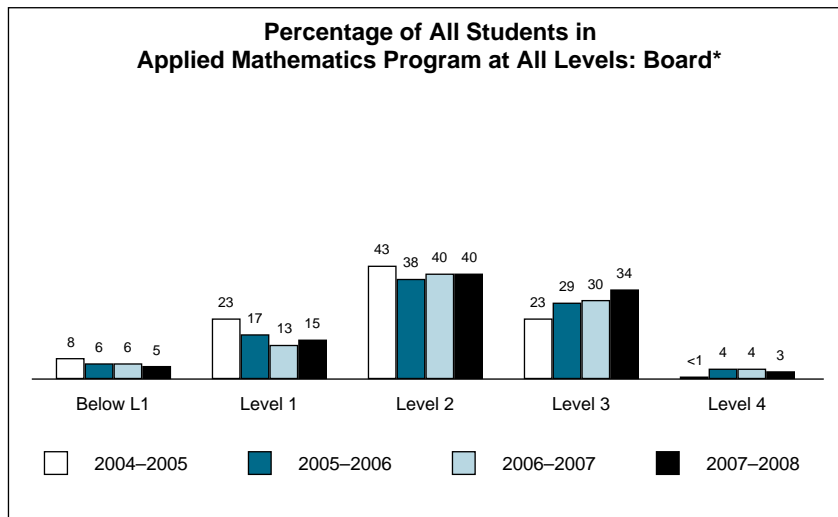
†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

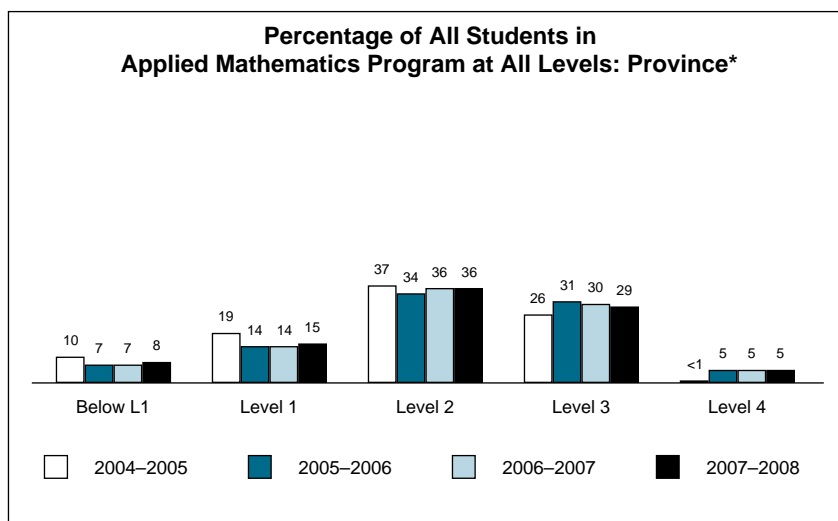
Results over Time, 2004–2005 to 2007–2008

Applied Mathematics Program for All Students**

Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	514	532	522	493
Level 4	<1%	4%	4%	3%
Level 3	23%	29%	30%	34%
Level 2	43%	38%	40%	40%
Level 1	23%	17%	13%	15%
Below Level 1	8%	6%	6%	5%
<i>Participating Students</i>	96%	94%	95%	97%
No Data	1%	4%	5%	3%
Exempt†	2%	2%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	23%	33%	35%	37%



Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	51 155	50 687	49 056	47 817
Level 4	<1%	5%	5%	5%
Level 3	26%	31%	30%	29%
Level 2	37%	34%	36%	36%
Level 1	19%	14%	14%	15%
Below Level 1	10%	7%	7%	8%
<i>Participating Students</i>	93%	90%	91%	93%
No Data	6%	8%	9%	7%
Exempt†	1%	2%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	27%	35%	35%	34%



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

** Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

† 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.

‡ In 2006–2007, students who were coded “exempt” were placed in the “no data” category. Since this may affect the percentage of students for whom no data is available, the results may not be comparable with those of previous years.

Results over Time, 2003–2004 to 2007–2008

Contextual Information for Board: Academic Mathematics Program

This information provides a context for interpreting the board's results over the past five years.

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008		
Enrolment							
Number of students in academic mathematics program	1 062	1 092	1 109	1 115	966		
Number of classes with students in academic mathematics program	45	44	45	44	40		
Number of schools with academic mathematics classes	11	11	12	12	12		
Participation in the Assessment							
Students who participated in the assessment	98%	98%	98%	98%	100%		
Participating students who received one or more accommodations	4%	3%	4%	4%	5%		
Participating students who received one or more special provisions	1%	<1%	<1%	1%	0%		
Students who did not complete any part of the assessment (no data)*	<1%	<1%	1%	2%	<1%		
Students who were exempted*	1%	1%	<1%	---**	---		
Gender† Based on number of students enrolled							
Female	54%	50%	52%	52%	53%		
Male	45%	50%	48%	48%	47%		
Gender not specified	<1%	0%	0%	0%	0%		
Student Status† Based on number of students enrolled							
English language learners*	1%	<1%	1%	1%	2%		
Students with special needs (excluding gifted)*	4%	5%	7%	6%	9%		
Semester/Full Year Based on number of students enrolled							
First-semester course	46%	60%	40%	37%	45%		
Second-semester course	54%	40%	55%	63%	54%		
Full-year course	0%	0%	5%	0%	2%		
Language and School Background†† Based on Student Questionnaire data							
	Number of Respondents:		n/a	n/a	n/a	1 061	916
Speak only or mostly a language other than English at home				3%	2%		
Speak another language as often as English at home	Information not available			5%	6%		
Attended three or more elementary schools from kindergarten to Grade 8				37%	35%		

* See the Explanation of Terms.

† Demographic information 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.

** Beginning in 2006–2007, exemptions have not been permitted.

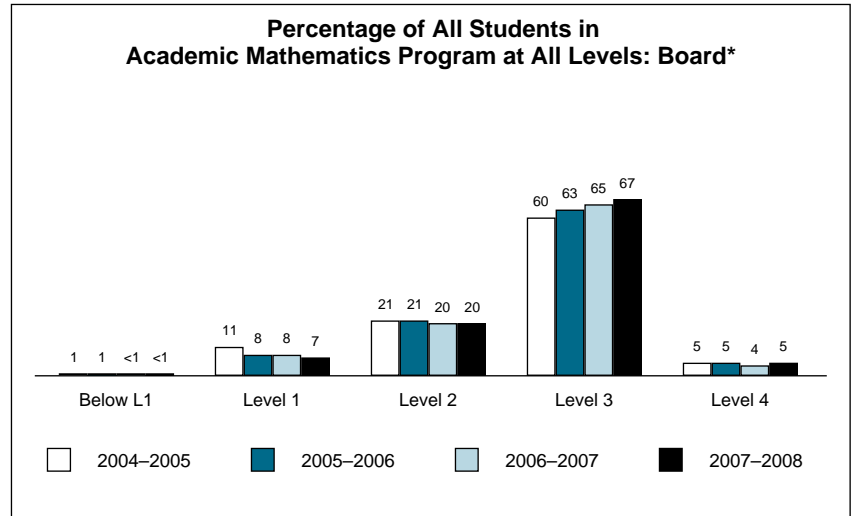
†† Demographic information pertaining to "school background" and "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

n/a Information not available.

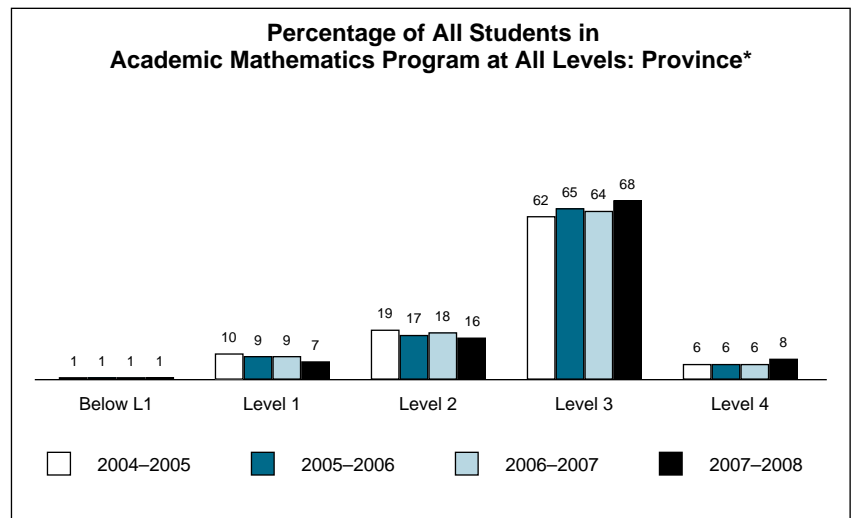
Results over Time, 2004–2005 to 2007–2008

Academic Mathematics Program for All Students

Board*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	1 092	1 109	1 115	966
Level 4	5%	5%	4%	5%
Level 3	60%	63%	65%	67%
Level 2	21%	21%	20%	20%
Level 1	11%	8%	8%	7%
Below Level 1	1%	1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	100%
No Data	<1%	1%	2%	<1%
Exempt†	1%	<1%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	65%	68%	70%	72%



Province*				
Year	'04-'05	'05-'06	'06-'07	'07-'08
<i>Number of Students</i>	104 100	103 412	103 011	100 823
Level 4	6%	6%	6%	8%
Level 3	62%	65%	64%	68%
Level 2	19%	17%	18%	16%
Level 1	10%	9%	9%	7%
Below Level 1	1%	1%	1%	1%
<i>Participating Students</i>	99%	98%	98%	99%
No Data	1%	1%	2%	1%
Exempt†	<1%	<1%	---	---
At or Above Provincial Standard (Levels 3 and 4)†	68%	71%	71%	75%



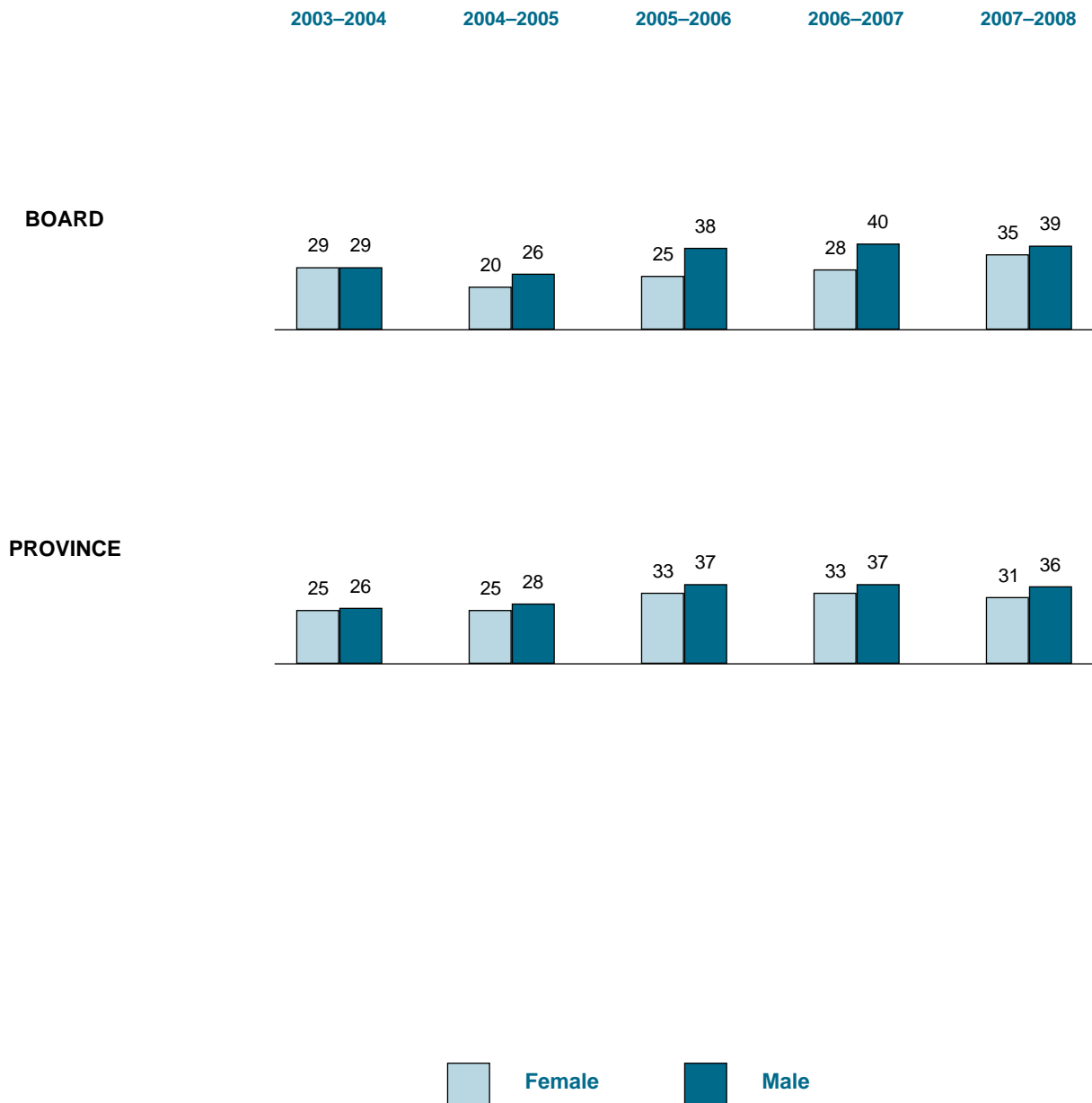
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† 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.

‡ In 2006–2007, students who were coded “exempt” were placed in the “no data” category. Since this may affect the percentage of students for whom no data is available, the results may not be comparable with those of previous years.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS BOARD

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



Total Number of Students in Applied Mathematics Program†

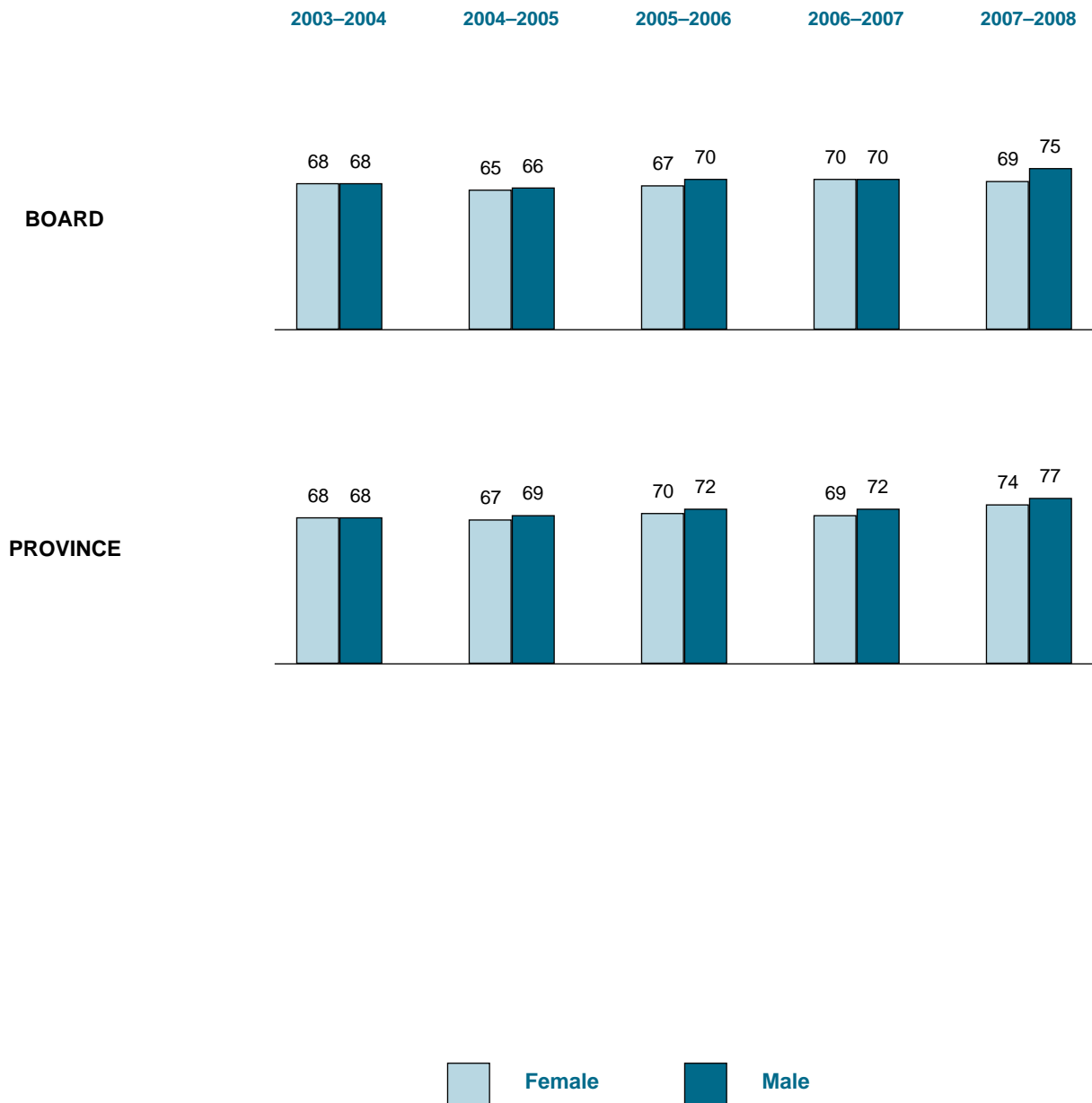
	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	242	270	236	278	234	298	228	294	224	269
Province	22 292	27 223	22 371	27 413	22 884	27 802	22 126	26 926	21 626	26 182

† Includes only students for whom gender data were available.

* Note that significant revisions were made to applied program courses in 2005 as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER† AT THIS BOARD

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

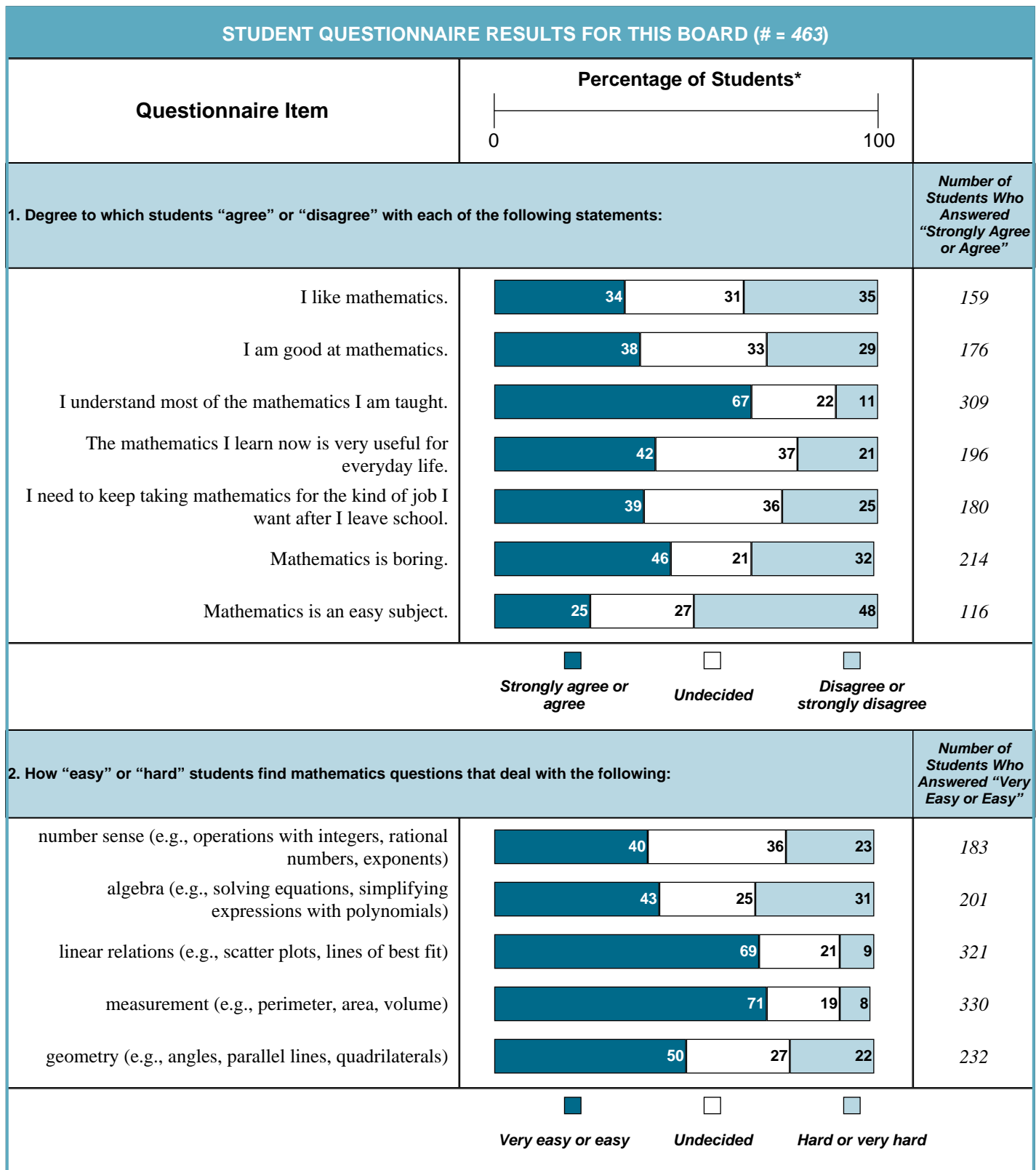


Total Number of Students in Academic Mathematics Program†

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	576	483	547	545	576	533	576	539	511	455
Province	52 104	49 916	52 030	50 129	53 183	50 228	52 887	50 122	51 367	49 452

† Includes only students for whom gender data were available.

Grade 9 Assessment of Mathematics, 2007–2008, Applied Program



* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 463)		
Questionnaire Item	Percentage of Students*	
3. Students have the following <i>at home</i> to use for mathematics school work:		Number of Students Who Answered "Yes"
a computer		196
a scientific calculator		292
a graphing calculator		34
<p style="text-align: center;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>		
4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:		Number of Students
more than 45 minutes		39
between 31 and 45 minutes		73
30 minutes or less		218
mathematics homework not usually assigned		127
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		85
sometimes		134
often or always		239
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		49
one to four times		231
five to nine times		120
10 or more times		57

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 463)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never	28	131
one to four times	37	173
five to nine times	18	83
10 or more times	16	72
8. Language(s) students speak at home:		Number of Students
only or mostly English	96	443
another language (or languages) as often as English	3	12
only or mostly another language (or other languages)	1	5
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools	59	273
three schools	17	78
four schools	10	47
five schools or more	13	62

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

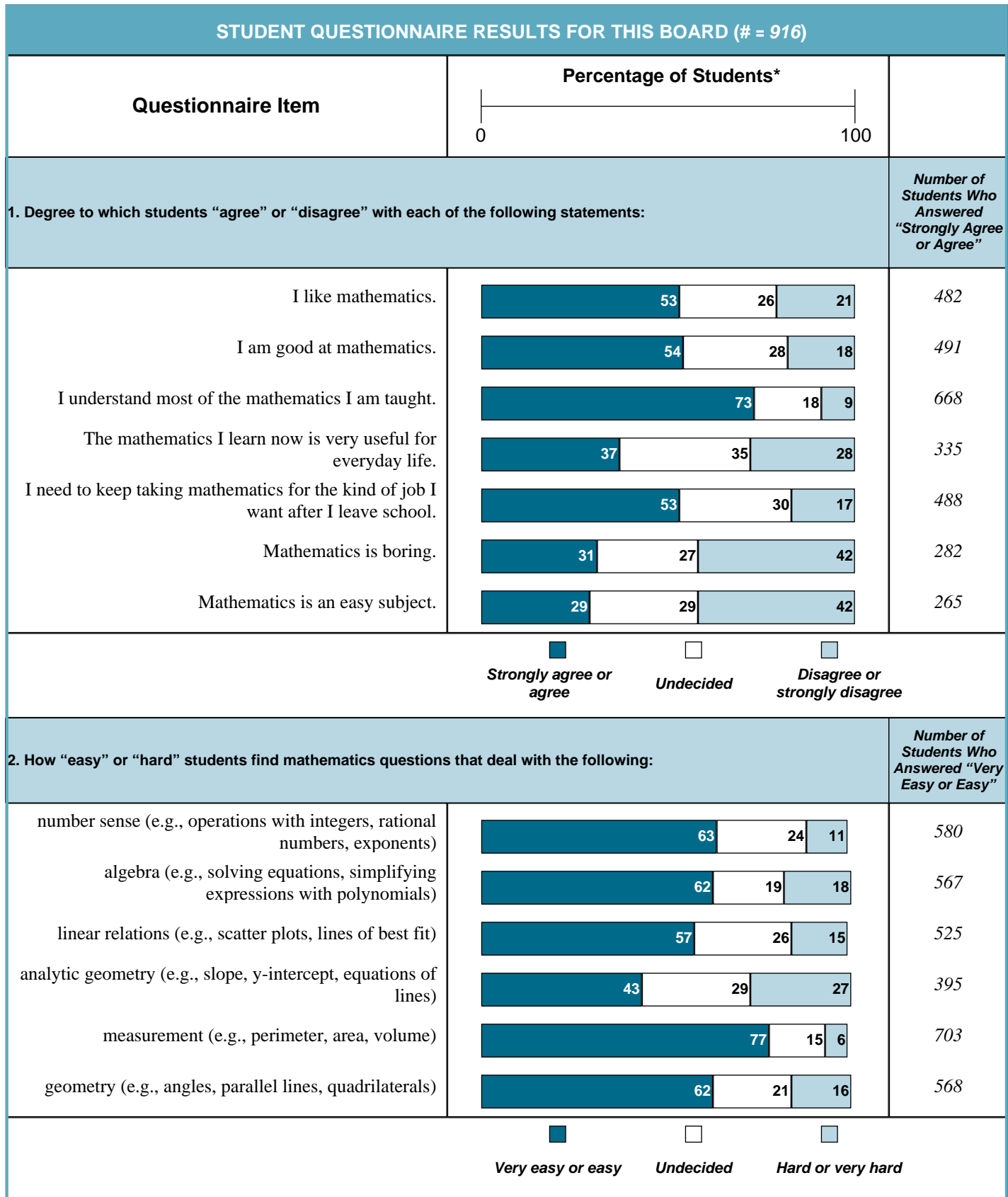
Grade 9 Assessment of Mathematics, 2007–2008, Applied Program

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 463)	Female* (# = 209)	Male* (# = 254)	All Students (# = 42 625)	Female* (# = 19 403)	Male* (# = 23 215)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:						
I like mathematics.	34%	32%	36%	35%	29%	41%
I am good at mathematics.	38%	30%	45%	35%	27%	43%
I understand most of the mathematics I am taught.	67%	64%	69%	62%	58%	66%
The mathematics I learn now is very useful for everyday life.	42%	38%	46%	40%	37%	43%
I need to keep taking mathematics for the kind of job I want after I leave school.	39%	28%	48%	43%	39%	46%
Mathematics is boring.	46%	44%	48%	43%	43%	42%
Mathematics is an easy subject.	25%	23%	27%	21%	16%	26%
Percentage of students indicating that the following are “very easy” or “easy”:						
number sense	40%	40%	39%	46%	42%	49%
algebra	43%	46%	41%	43%	43%	42%
linear relations	69%	71%	68%	64%	64%	65%
measurement	71%	70%	72%	65%	64%	66%
geometry	50%	46%	54%	42%	36%	46%
Percentage of students indicating they have the following at home to use for mathematics school work:						
a computer	42%	42%	43%	43%	44%	42%
a scientific calculator	63%	66%	61%	74%	77%	71%
a graphing calculator	7%	4%	10%	9%	8%	10%
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**						
30 minutes or less	47%	44%	50%	46%	45%	47%
more than 30 minutes	24%	27%	22%	35%	39%	32%
mathematics homework not usually assigned	27%	28%	27%	18%	16%	19%
Percentage of students indicating they complete all of their mathematics homework**						
never or seldom.	18%	15%	21%	17%	14%	19%
sometimes, often or always.	81%	83%	78%	82%	85%	80%
Percentage of students indicating they have been absent from their mathematics class this year**						
four times or less.	60%	63%	59%	60%	58%	61%
five times or more.	38%	36%	40%	39%	41%	38%
Percentage of students indicating how often they have been late for their mathematics class this year**						
four times or less.	66%	68%	64%	70%	71%	69%
five times or more.	33%	31%	35%	29%	28%	30%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	96%	95%	96%	82%	81%	82%
another language (or languages) as often as English	3%	3%	2%	11%	12%	10%
only or mostly another language (or other languages)	1%	1%	1%	6%	6%	7%
Percentage of students indicating that from kindergarten to Grade 8 they attended						
three or more elementary schools.	40%	42%	39%	40%	41%	39%

* Includes only students for whom gender data were available.

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

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program



* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 916)		
Questionnaire Item	Percentage of Students*	
3. Students have the following <i>at home</i> to use for mathematics school work:		Number of Students Who Answered "Yes"
a computer		511
a scientific calculator		746
a graphing calculator		150
<p style="text-align: center;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>		
4. Amount of time students <i>usually</i> spend on mathematics homework (in or out of school) on any given day:		Number of Students
more than 45 minutes		140
between 31 and 45 minutes		320
30 minutes or less		418
mathematics homework not usually assigned		26
5. How often students complete all of their mathematics homework:		Number of Students
never or seldom		130
sometimes		219
often or always		553
6. How often students have been absent from their Grade 9 mathematics class this year:		Number of Students
never		110
one to four times		564
five to nine times		165
10 or more times		63

* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 916)		
Questionnaire Item	Percentage of Students*	
7. How often students have been late for their Grade 9 mathematics class this year:		Number of Students
never	46	420
one to four times	39	358
five to nine times	8	72
10 or more times	6	52
8. Language(s) students speak at home:		Number of Students
only or mostly English	91	830
another language (or languages) as often as English	6	51
only or mostly another language (or other languages)	2	22
9. Number of elementary schools (kindergarten to Grade 8) attended:		Number of Students
one or two schools	63	579
three schools	17	158
four schools	9	82
five schools or more	9	83

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

Grade 9 Assessment of Mathematics, 2007–2008, Academic Program

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 916)	Female* (# = 485)	Male* (# = 431)	All Students (# = 97 060)	Female* (# = 49 587)	Male* (# = 47 469)
Percentage of students indicating that they “strongly agree” or “agree” with each of the following statements:						
I like mathematics.	53%	47%	59%	54%	48%	59%
I am good at mathematics.	54%	47%	61%	52%	45%	59%
I understand most of the mathematics I am taught.	73%	68%	79%	72%	69%	76%
The mathematics I learn now is very useful for everyday life.	37%	31%	43%	36%	33%	39%
I need to keep taking mathematics for the kind of job I want after I leave school.	53%	48%	59%	56%	54%	59%
Mathematics is boring.	31%	29%	32%	31%	31%	31%
Mathematics is an easy subject.	29%	25%	33%	27%	22%	32%
Percentage of students indicating that the following are “very easy” or “easy”:						
number sense	63%	61%	66%	67%	63%	70%
algebra	62%	60%	64%	61%	62%	60%
linear relations	57%	57%	58%	55%	52%	58%
analytic geometry	43%	41%	46%	44%	41%	46%
measurement	77%	76%	78%	76%	74%	78%
geometry	62%	60%	65%	62%	58%	65%
Percentage of students indicating they have the following at home to use for mathematics school work:						
a computer	56%	58%	53%	54%	55%	52%
a scientific calculator	81%	85%	78%	87%	89%	84%
a graphing calculator	16%	15%	18%	9%	8%	10%
Percentage of students indicating they usually spend the following amounts of time on mathematics homework (in or out of school) on any given day:**						
30 minutes or less	46%	39%	53%	37%	31%	43%
more than 30 minutes	50%	57%	42%	59%	66%	52%
mathematics homework not usually assigned	3%	2%	4%	3%	2%	3%
Percentage of students indicating they complete all of their mathematics homework**						
never or seldom.	14%	9%	20%	12%	9%	15%
sometimes, often or always.	84%	89%	79%	87%	90%	83%
Percentage of students indicating they have been absent from their mathematics class this year**						
four times or less.	74%	73%	75%	73%	73%	74%
five times or more.	25%	26%	24%	25%	26%	24%
Percentage of students indicating how often they have been late for their mathematics class this year**						
four times or less.	85%	88%	82%	84%	86%	82%
five times or more.	14%	11%	16%	15%	13%	16%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	91%	92%	89%	76%	77%	75%
another language (or languages) as often as English	6%	4%	7%	14%	14%	14%
only or mostly another language (or other languages)	2%	2%	3%	9%	8%	10%
Percentage of students indicating that from kindergarten to Grade 8 they attended						
three or more elementary schools.	35%	35%	35%	35%	35%	35%

* Includes only students for whom gender data were available.

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

EXPLANATION OF TERMS

All Students	Results are reported for all students in the program.
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	"No Data" is used when students did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Beginning in 2006–2007, exemptions have not been permitted.
English Language Learners	These are students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> . English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.
Students with Special Needs	Students formally identified by an Identification, Placement and Review Committee and/or students who have an Individual Education Plan. Students identified as gifted are not included.
N/R	"Not reported" indicates that the number of students participating (fewer than 15 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 program for the years specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact personnel at the board.