



Student #	Semester	Reporting Period	Date
345720411	1	Midterm	2024/11/07

<b>STUDENT:</b> Zhang, Ferdinand Simmons	<b>OEN:</b> 247-962-038	<b>Grade:</b> 11	<b>Homeroom:</b>	<b>Principal:</b> Nicholas Rowe
<b>Address:</b> 33 Singer Ct, Ste 2705 North York ON M2K 0B4			<b>School Council Chair:</b> J. Gilick & K. Kasravi	

<b>SCHOOL:</b> A Y Jackson Secondary School	<b>Telephone:</b> (416) 395-3140	<b>BOARD:</b> Toronto District School Board	<b>Email/Website:</b> generalinquiries@tdsb.on.ca
<b>Address:</b> 50 Francine Dr North York ON M2H 2G6	<b>Fax:</b> (416) 395-4454	<b>Address:</b> 5050 Yonge Street Toronto ON M2N5N8	

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments  Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed Total Classes	Times Late
Course Title: Advanced Functions Course Code: MHF4U0 - 14 Teacher: J Ham <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	92	89.0	0	E	E	E	E	E	E	Ferdinand demonstrates an excellent understanding of the key features of logarithmic graphs and functions such as, vertical and horizontal asymptotes, domain and range, intercepts, and increasing/decreasing behaviour. He can apply the laws of logarithms with a high degree of effectiveness. Ferdinand is encouraged to continue to participate in class discussions.  <b>Teacher requests an interview</b> <input type="checkbox"/>	3 44	0
	Final												
Course Title: Understanding Contempor Course Code: NBE3U6 - 13 Teacher: S Young <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	77	77.0	0	G	G	G	G	G	G	Ferdinand analyzes ideas and information in a variety of text forms competently. They also write effectively enough to make their arguments clear. However, Ferdinand should pay more attention to spelling, punctuation, and grammatical accuracy in their written work and make sure that they are completely supporting their ideas with a variety of evidence and analysis.  <b>Teacher requests an interview</b> <input type="checkbox"/>	3 44	0
	Final												
Course Title: Chemistry Course Code: SCH3U0 - 12 Teacher: C Burt <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First	89	79.0	0	E	E	E	E	E	E	Ferdinand demonstrates an excellent understanding of concepts and principles of chemistry. Ferdinand's interest, involvement and participation have led to strong results. Seeking extra help when needed could improve their achievement. Regular review of course material will increase their understanding of the concepts taught in class.  <b>Teacher requests an interview</b> <input type="checkbox"/>	1 44	0
	Final												
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First												
	Final												
<b>Teacher requests an interview</b> <input type="checkbox"/>													

Principal's Signature ➡

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.  
To view provincial curriculum documents, visit the Ministry of Education's website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

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	Final												

# Learning Skills and Work Habits

E – Excellent    G – Good    S – Satisfactory    N – Needs Improvement

Responsibility		Organization	
<ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>		<ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing work and tasks.</li> <li>Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>	
Independent Work		Collaboration	
<ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Follows instructions with minimal supervision.</li> </ul>		<ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>	
Initiative		Self-Regulation	
<ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks with a positive attitude.</li> <li>Recognizes and advocates appropriately for the rights of self and others.</li> </ul>		<ul style="list-style-type: none"> <li>Sets own individual goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> <li>Assesses and reflects critically on own strengths, needs, and interests.</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul>	

✂ (Please complete, sign, and detach the form below, and return it to your child's teacher.) ✂

Student: Zhang, Ferdinand Simmons	OEN: 247-962-038	Grade: 11	Homeroom:
<b>Student's Comments</b> <ul style="list-style-type: none"> <li>My best work is:</li> </ul>			
<ul style="list-style-type: none"> <li>My goal for improvement is:</li> </ul>			
<b>Parent's/Guardian's Response</b>			
<input type="checkbox"/> I have received this report card. <input type="checkbox"/> I would like to discuss this report card. Please contact me.			
Parent's/Guardian's Name (please print):		Signature:	Date:
Telephone (day):		Telephone (evening):	2024/11/07

Student's Signature:
 

X

Student: Zhang, Ferdinand Simmons		OEN: 247-962-038	Grade: 11	Homeroom:
Percentage Mark	Achievement of the Provincial Curriculum Expectations			
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)			
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)			
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)			
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)			
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.			
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)			
W	The student has withdrawn from the course.			
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.				
IEP – Individual Education Plan				
FRENCH – The student receives instruction in French for the course.				
SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)				
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.				