

Education Quality and
Accountability Office



Ontario Student Achievement 2018–2019

EQAO's Provincial Secondary School Report

Results of the Grade 9 Assessment of Mathematics and
the Ontario Secondary School Literacy Test



English-Language Students

About the Education Quality and Accountability Office

EQAO's tests measure student achievement in reading, writing and mathematics in relation to *Ontario Curriculum* expectations. The resulting data provide accountability and a gauge of quality in Ontario's publicly funded education system. By providing this important evidence about learning, EQAO acts as a catalyst for increasing the success of Ontario students.

The objective and reliable results from EQAO's tests complement the information obtained from classroom and other assessments to provide students, parents, teachers and administrators with a clear and comprehensive picture of student achievement and a basis for targeted improvement planning at the individual, school, school board and provincial levels. EQAO helps build capacity for the appropriate use of data by providing resources that educators, parents, policy-makers and others in the education community can use to improve learning and teaching. EQAO distributes an individual report to each student who writes a test, and posts school, school board and provincial results on its website (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values giving all students the opportunity to reach their highest possible level of achievement and well-being.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services in a manner that embraces diversity and moves beyond tolerance and celebration to inclusivity.

Ontario Student Achievement 2018–2019

EQAO's Provincial Secondary School Report

Results of the Grade 9 Assessment of Mathematics and
the Ontario Secondary School Literacy Test

English-Language Students

DR. BETTE M. STEPHENSON (1924–2019)

This report is dedicated to the memory of Dr. Stephenson, former EQAO board member and Director Emeritus.

Dr. Stephenson's lifelong passion was her commitment to public service, and EQAO will remember and cherish her for her many contributions to the agency.

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MESSAGE FROM THE CHAIR OF THE BOARD OF DIRECTORS

On behalf of the Board of Directors of the Education Quality and Accountability Office (EQAO), I am pleased to present *Ontario Student Achievement: Provincial Secondary School Report: Results of the 2018–2019 Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT)*.

The objective data EQAO offers through its province-wide assessments contribute to supporting public accountability, equity and improvements in our education system. By assessing each student's math and literacy skills in relation to curriculum expectations, EQAO can shed light on areas that require further attention at a systemic and individual student level, ensuring the education system continues to meet the current and future needs of every Ontario student.

EQAO's Grade 9 Assessment of Mathematics and OSSLT, administered at key stages in a child's learning development, give a measurement of student achievement in numeracy and literacy. The information gained from cohort tracking helps us understand learning trends over time, informs targeted strategies implemented by policy makers and educators, and is useful for researchers, parents and guardians, and the rest of the public alike.

As one source of information among many others, the data provided by EQAO assessments are a gauge of the strengths and weaknesses of our publicly funded education system. EQAO is as always committed to helping the education community provide initiatives that will benefit students and prepare them for a successful future.



Dr. Cameron Montgomery
Chair, Board of Directors



Dr. Cameron Montgomery
Chair, Board of Directors

MESSAGE FROM THE CEO

On behalf of the EQAO staff, it is my pleasure to present the provincial-level results of the 2018–2019 Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). We are committed to providing independent data that support student success by highlighting trends in mathematics and literacy learning across Ontario.

To build a full picture of learners' contexts and the factors that influence achievement, it is important to consider assessment results alongside other information, such as demographic data and EQAO questionnaire responses. In mathematics, for instance, responses to EQAO's Student Questionnaire show that at the secondary level, fewer than 60% of students reported liking or being good at mathematics, and that students enrolled in the academic mathematics course tended to have a more positive attitude toward mathematics than students enrolled in the applied course. According to EQAO data this year, the trends in mathematics remained relatively consistent, but the achievement gap between students enrolled in the applied and academic courses persists.

With respect to literacy, this year most students in Grade 10 indicated that the types of materials they read and write outside school most frequently are related to websites, e-mail or chat messages and blogs. According to our assessment data this year, the trends in Grade 10 literacy are consistent. The percentage of students successful on the OSSLT continues to be much lower for students enrolled in the applied English course than for students enrolled in the academic course.

Some observations drawn from EQAO data may prompt further inquiry within a school's context. For example, EQAO research suggests that students' attitudes toward mathematics can influence their achievement; it is therefore worth considering what can be done to promote students' positive attitudes toward this subject. In literacy, further analysis is required to determine how students' reading and writing habits outside school affect their literacy skills. The continued difference in outcomes for students enrolled in applied programming, whether in mathematics or literacy, needs to be examined urgently. We know that students can overcome learning challenges when the right kind of supports are in place. EQAO data clearly demonstrate that students with gaps in their learning at an early age can go on and achieve at a high level in academic courses in secondary school. EQAO data, along with information from other sources, can be used to support inclusive strategies benefiting each child and youth of this province.



Norah Marsh
Chief Executive Officer



Norah Marsh
Chief Executive Officer

THE EQAO ASSESSMENT PROCESS

About the Grade 9 Assessment of Mathematics

The Grade 9 Assessment of Mathematics measures how well students enrolled in a Grade 9 applied or academic mathematics course have met the *Ontario Curriculum* expectations in mathematics up to the end of Grade 9.

The test is administered in two 60-minute sessions and is conducted twice annually—in January for students in first-semester courses and in June for students in second-semester and full-year courses.

About the Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) assesses the cross-curricular reading and writing skills students are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*. Students across Ontario write the OSSLT in two 75-minute sessions in March or April each year. Students must be successful on the OSSLT, or complete the Ontario Secondary School Literacy Course (OSSLC), to earn their Ontario Secondary School Diploma.

Students who are not yet successful on the OSSLT receive information about the areas in which they need to improve and have the option to retake the test at its next administration or to enrol in the OSSLC.

Design and Development

All EQAO tests are developed in keeping with the *Principles for Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. EQAO consults with internationally recognized experts in large-scale assessment for all aspects of the tests: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the assessments, including question development and review (i.e., for bias, curriculum connection and content), scoring-material development and scoring.

Parallel English- and French-language versions of the tests are developed. Each version has the same number and types of questions but reflects variations in the curricula for both languages and, in the case of Grade 9, between the academic and applied courses.

The Grade 9 Assessment of Mathematics contains multiple-choice and open-response questions through which students can demonstrate what they know and can do. Grade 9 students enrolled in the academic mathematics course are assessed on their demonstration of knowledge and skills across the four strands of the academic mathematics curriculum: number sense and algebra, linear relations, analytic geometry, and measurement and geometry. Grade 9 students enrolled in the applied mathematics course are assessed on their demonstration of knowledge and skills across the three strands of the applied mathematics curriculum: number sense and algebra, linear relations, and measurement and geometry.

The OSSLT measures student literacy through multiple-choice questions, open-response reading questions, and short- and long-writing tasks. Although each year's test is made up of a new set of questions, the literacy standard remains the same. The standard for the OSSLT describes a minimum acceptable level of student achievement. It describes student performance in literacy that meets or exceeds the minimum criteria (successful) or does not meet the minimum criteria (not yet successful).

Consistency and Fairness

Each year, schools are sent English- or French-language administration guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. The guides describe in detail what is expected of educators involved in the administration of the EQAO tests, including

- professional responsibilities for the administration of the tests;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return of materials);
- the permitted accommodations and special provisions; and
- the deferrals and exemptions allowed for students participating in the OSSLT, according to the Ministry of Education's *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2016).

Quality Assurance

EQAO has established quality-assurance procedures to help ensure that its assessments are administered consistently and fairly across the province and that the data produced are valid and reliable. EQAO follows a number of procedures to ensure that parents, educators and the public have confidence in the validity and reliability of the results reported:

- **Quality-assurance monitors:** EQAO contracts quality-assurance monitors to visit a random sample of schools in order to observe the administration of the assessments to determine the extent to which EQAO guidelines are being followed.
- **Examination of test materials:** Following each assessment, EQAO looks for evidence of possible irregularities in its administration. This is done through an examination of test materials from a random sample of schools prior to scoring.
- **Follow-up on reports of irregularities:** EQAO systematically follows up on any reports of irregularities received from principals, teachers, parents and others.
- **Database analyses:** EQAO conducts analyses that identify student response patterns that suggest the possibility of collusion between two or more students.

Scoring

EQAO's scoring procedures are designed to ensure accurate, fair and reliable results for all students. Before scoring takes place, all student booklets are scrambled so that they can be distributed randomly to scorers. All student booklets go through "blind scoring," with no information on the student work that could identify a student. EQAO's scoring process includes scorer training, which requires successful completion of a qualifying test, and monitoring for validity and reliability. The validity and reliability of scoring is continuously tracked at the scoring site, and retraining occurs if it is required.

The OSSLT is double scored, which means that every open-response question and writing task is scored independently by two trained scorers. If the two scores are not identical or adjacent, an expert scorer adjudicates the score.

Given the EQAO scoring process, parents and students can be assured that the results obtained are a reliable indication of the students' work and that the work has been scored against the same standard, which has been applied consistently for all students across the province and from year to year.

Reporting

The results of the assessments yield individual, school and school-board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the assessments provide valuable information to support improvement planning at the school, school board and provincial levels.

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Key Observations

GRADE 9 ASSESSMENT OF MATHEMATICS AND THE OSSLT

Learners' Context

Data from EQAO's Student Questionnaires offer valuable attitudinal and behavioural information about student learning in mathematics and literacy. This type of information is important and should be considered alongside assessment results and data from other sources to build a full understanding of student learning in Ontario.

Below is information about responses from students who completed EQAO's Student Questionnaire.

- One-third of Grade 9 students enrolled in the applied mathematics course like mathematics, and a similar percentage see themselves as good at mathematics (35% and 32% respectively), while more than half of Grade 9 students enrolled in the academic mathematics course like mathematics and a similar percentage see themselves as good at mathematics (57% and 54% respectively). Grade 9 students enrolled in the academic course have significantly higher perceived self-efficacy in mathematics than students enrolled in the applied course.
- Of Grade 10 students, 51% reported that the type of reading material they engaged with most frequently outside school are websites, e-mail or chat messages and blogs.
- Of Grade 10 students, 52% reported that the types of writing they engaged in most frequently outside school are on social media (Twitter, Facebook, blogs) or texting.
- Of Grade 10 students, 23% reported that the types of writing they engaged in second most frequently outside school are work-related.

Assessment Results

Grade 9 Assessment of Mathematics

Since 2016, the percentage of Grade 9 students who met the provincial mathematics standard has remained stable for both students enrolled in the academic and those enrolled in the applied mathematics course. In 2019,

- 84% of students enrolled in the Grade 9 academic course met the provincial mathematics standard.
- 44% of students enrolled in the Grade 9 applied course met the provincial mathematics standard.
- 70% of students with special education needs in the Grade 9 academic course met the provincial mathematics standard.
- 37% of students with special education needs in the Grade 9 applied course met the provincial mathematics standard.

OSSLT

The method of reporting in this section provides OSSLT results for fully participating first-time eligible students in 2019.

The percentage of Grade 10 students successful on the OSSLT has remained relatively stable since 2015.

- Of the students who wrote the OSSLT in 2019,
 - 80% were successful and
 - 20% were not yet successful.

The gap in achievement between students enrolled in academic and those enrolled in applied courses remains pronounced.

- Of students enrolled in the academic English course and writing the test, 91% were successful and 9% were not yet successful.
- Of students enrolled in the applied English course and writing the test, 41% were successful and 59% were not yet successful.

The percentage of students with special education needs who were successful on the OSSLT declined from 2015 to 2018. That trend changed this year, with a higher success rate than in the previous year.

- Of students who wrote the test and were identified as having special education needs, 50% were successful and 50% were not yet successful.
- Of students with special education needs enrolled in the academic English course, 78% were successful and 22% were not yet successful.
- Of students with special education needs enrolled in the applied English course, 32% were successful and 68% were not yet successful.

Data Observations

- For several years, EQAO has highlighted the achievement gap between students in the academic and in the applied courses. It is encouraging that there has been a two-point increase in the percentage of Grade 9 students enrolled in the academic mathematics course since 2016, as students enrolled in academic math are more likely to meet the provincial standard.
- EQAO has shown that students who had low achievement in Grade 6 are more likely to be successful on the OSSLT if they enroll in the academic English course.
- The persistent discrepancy in achievement between students with special education needs and those without requires attention.
- EQAO data show students with learning disabilities are the largest group in the cohort of students identified as having special education needs. Historically, students with learning disabilities have had a low level of achievement despite having average to above average intelligence. It would be beneficial to review supports available and strategies for success.

Grade 9 Assessment of Mathematics

Grade 9 Assessment of Mathematics: Contextual Information

QUESTIONNAIRE RESULTS OVER TIME

The following tables provide results from a sample of items from the questionnaires completed by students.

Student Questionnaire Results—Grade 9 Academic Mathematics*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Students who completed the questionnaire	Female					Male				
	EC	# = 46 352	# = 46 134	# = 46 170	# = 47 009	EC	# = 43 809	# = 43 609	# = 42 875	# = 44 386
STUDENT ATTITUDES TOWARD MATHEMATICS										
Percentage of students indicating that they “agree” or “strongly agree” with the following statements:†										
I like mathematics.	EC	52%	53%	53%	52%	EC	62%	63%	63%	63%
I am good at mathematics.	EC	50%	50%	49%	48%	EC	62%	61%	61%	60%
I am able to answer difficult mathematics questions.	EC	39%	40%	40%	41%	EC	56%	57%	57%	58%
Mathematics is one of my favourite subjects.	EC	35%	36%	37%	36%	EC	45%	47%	47%	47%
I understand most of the mathematics I am taught.	EC	72%	72%	72%	72%	EC	77%	77%	77%	77%
Mathematics is an easy subject.	EC	24%	25%	24%	24%	EC	34%	34%	34%	35%
I do my best in mathematics class.	EC	76%	76%	77%	77%	EC	68%	69%	69%	69%
The mathematics I learn now is useful for everyday life.	EC	27%	29%	28%	26%	EC	35%	36%	35%	31%
The mathematics I learn now helps me do work in other subjects.	EC	55%	56%	56%	54%	EC	58%	59%	59%	57%
I need to do well in mathematics to study what I want later.	EC	61%	62%	62%	61%	EC	67%	67%	67%	65%
I need to keep taking mathematics for the kind of job I want after I leave school.	EC	56%	56%	56%	55%	EC	62%	61%	60%	59%
Percentage of students indicating they complete their mathematics homework at the following frequencies:‡										
I am not usually assigned any mathematics homework.	EC	1%	1%	1%	2%	EC	1%	2%	2%	2%
Never or almost never	EC	3%	3%	3%	3%	EC	7%	7%	7%	8%
Sometimes	EC	17%	17%	18%	18%	EC	25%	26%	25%	26%
Often	EC	36%	36%	36%	36%	EC	37%	37%	37%	36%
Always	EC	38%	36%	36%	35%	EC	25%	23%	23%	23%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† The other response options were “strongly disagree,” “disagree” and “neither agree nor disagree.”

‡ Because of missing responses, percentages may not add up to 100.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results—Grade 9 Academic Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Students who completed the questionnaire	Female					Male				
	EC	# = 46 352	# = 46 134	# = 46 170	# = 47 009	EC	# = 43 809	# = 43 609	# = 42 875	# = 44 386
STUDENT ATTITUDES TOWARD MATHEMATICS (CONTINUED)										
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)	EC	60%	61%	62%	61%	EC	74%	74%	75%	75%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	EC	67%	69%	68%	68%	EC	71%	72%	72%	72%
Linear relations (e.g., scatter plots, lines of best fit)	EC	56%	55%	55%	55%	EC	67%	66%	66%	67%
Analytic geometry (e.g., slope, y-intercept, equations of lines)	EC	59%	59%	58%	58%	EC	66%	66%	66%	66%
Measurement (e.g., perimeter, area, volume)	EC	74%	74%	73%	73%	EC	82%	82%	81%	82%
Geometry (e.g., angles, parallel lines)	EC	65%	68%	65%	66%	EC	74%	76%	74%	75%
Percentage of students indicating they do the following “often” or “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.	EC	44%	46%	47%	47%	EC	47%	47%	49%	49%
I check my mathematics answers to see if they make sense.	EC	77%	79%	80%	80%	EC	71%	72%	74%	75%
I apply new mathematics concepts to real-life problems.	EC	19%	20%	20%	20%	EC	27%	27%	27%	26%
I take time to discuss my mathematics assignments with my classmates.	EC	42%	42%	44%	43%	EC	37%	37%	38%	39%
I look for more than one way to solve mathematics problems.	EC	43%	43%	45%	45%	EC	49%	47%	49%	48%

* The other response options were “not at all confident” and “somewhat confident.”

† The other response options were “never or almost never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results—Grade 9 Academic Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Students who completed the questionnaire	Female					Male				
	EC	# = 46 352	# = 46 134	# = 46 170	# = 47 009	EC	# = 43 809	# = 43 609	# = 42 875	# = 44 386
OUT-OF-SCHOOL ACTIVITIES										
Percentage of students indicating that they do the following “every day or almost every day” when they are not at school:*										
Read by themselves	EC	28%	27%	25%	23%	EC	15%	14%	14%	13%
Use the Internet	EC	91%	91%	93%	93%	EC	88%	89%	91%	92%
Play video games	EC	7%	7%	8%	9%	EC	42%	42%	50%	47%
Participate in sports or other physical activities	EC	34%	34%	34%	33%	EC	49%	49%	50%	48%
Percentage of students indicating that they do the following at least once a week when they are not at school:†										
Participate in art, music or drama activities	EC	49%	51%	51%	50%	EC	30%	32%	32%	31%
Participate in other clubs or organizations	EC	40%	41%	41%	40%	EC	40%	41%	41%	40%
Work at a paid job	EC	16%	17%	17%	18%	EC	20%	20%	20%	19%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡										
Volunteer in their community	EC	72%	72%	73%	68%	EC	62%	62%	63%	60%
NUMBER OF SCHOOLS ATTENDED										
Percentage of students indicating attending the following number of schools from kindergarten to Grade 8:§										
1 school/2 schools	EC	62%	59%	60%	59%	EC	62%	58%	60%	59%
3 schools/4 schools	EC	28%	27%	28%	29%	EC	28%	28%	28%	28%
5 or more schools	EC	7%	7%	7%	8%	EC	6%	7%	7%	7%

* The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

† The percentages are based on the number of students who answered “1 to 3 times a week” or “every day or almost every day.”

‡ The percentages are based on the number of students who answered “1 or 2 times a month,” “1 to 3 times a week” or “every day or almost every day.”

§ Because of missing or excluded responses, percentages may not add up to 100.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results—Grade 9 Academic Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Students who completed the questionnaire*	Female					Male				
	EC	# = 46 352	# = 46 134	# = 46 170	# = 47 009	EC	# = 43 809	# = 43 609	# = 42 875	# = 44 386
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS										
Percentage of students who indicated that their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:*	EC	73%	71%	72%	71%	EC	68%	65%	66%	64%
Percentage of students indicating they were told how much the Grade 9 Assessment of Mathematics will count as part of their class mark:†	EC	95%	94%	95%	95%	EC	94%	94%	94%	95%
Percentage of students who indicated that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:‡	EC	80%	81%	81%	81%	EC	76%	77%	78%	77%

* The response options were “yes,” “no” and “don’t know.” The percentages given represent those students who answered “yes.”

† The response options were “yes,” “no” and “undecided.” The percentages given represent those students who answered “yes.”

‡ The percentages for this question are based on the number of students who answered “yes” to the first question in the above table.

2014–2015: EC

2015–2016: Females: # = 33 697; Males: # = 29 653

2016–2017: Females: # = 32 782; Males: # = 28 454

2017–2018: Females: # = 33 386; Males: # = 28 319

2018–2019: Females: # = 33 563; Males: # = 28 560

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

The following tables provide results from a sample of items from the questionnaires completed by students.

Student Questionnaire Results—Grade 9 Applied Mathematics*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	Female					Male				
Students who completed the questionnaire	EC	# = 13 700	# = 13 280	# = 13 003	# = 12 493	EC	# = 17 155	# = 16 786	# = 16 239	# = 16 121
STUDENT ATTITUDES TOWARD MATHEMATICS										
Percentage of students indicating that they “agree” or “strongly agree” with the following statements:†										
I like mathematics.	EC	30%	31%	31%	29%	EC	39%	40%	41%	40%
I am good at mathematics.	EC	27%	27%	27%	25%	EC	40%	41%	39%	38%
I am able to answer difficult mathematics questions.	EC	16%	16%	17%	16%	EC	29%	31%	31%	32%
Mathematics is one of my favourite subjects.	EC	18%	18%	19%	18%	EC	24%	24%	25%	24%
I understand most of the mathematics I am taught.	EC	56%	56%	58%	55%	EC	63%	64%	63%	63%
Mathematics is an easy subject.	EC	13%	13%	13%	12%	EC	21%	22%	21%	21%
I do my best in mathematics class.	EC	72%	72%	74%	74%	EC	65%	66%	66%	66%
The mathematics I learn now is useful for everyday life.	EC	29%	31%	31%	28%	EC	36%	37%	36%	32%
The mathematics I learn now helps me do work in other subjects.	EC	43%	45%	46%	44%	EC	47%	48%	48%	46%
I need to do well in mathematics to study what I want later.	EC	47%	47%	48%	46%	EC	52%	53%	52%	51%
I need to keep taking mathematics for the kind of job I want after I leave school.	EC	40%	41%	40%	38%	EC	45%	45%	44%	42%
Percentage of students indicating they complete their mathematics homework with the following frequencies:‡										
I am not usually assigned any mathematics homework.	EC	10%	11%	13%	13%	EC	11%	13%	14%	14%
Never or almost never	EC	5%	5%	5%	6%	EC	9%	8%	9%	10%
Sometimes	EC	25%	25%	25%	25%	EC	29%	29%	28%	29%
Often	EC	31%	30%	30%	29%	EC	30%	29%	28%	27%
Always	EC	22%	20%	20%	19%	EC	14%	14%	14%	14%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† The other response options were “strongly disagree,” “disagree” and “neither agree nor disagree.”

‡ Because of missing responses, percentages may not add up to 100.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results—Grade 9 Applied Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	Female					Male				
Students who completed the questionnaire	EC	# = 13 700	# = 13 280	# = 13 003	# = 12 493	EC	# = 17 155	# = 16 786	# = 16 239	# = 16 121
STUDENT ATTITUDES TOWARD MATHEMATICS (CONTINUED)										
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)	EC	33%	33%	33%	33%	EC	46%	47%	47%	47%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	EC	39%	40%	41%	40%	EC	44%	45%	46%	45%
Linear relations (e.g., scatter plots, lines of best fit)	EC	51%	51%	48%	50%	EC	61%	60%	59%	60%
Measurement (e.g., perimeter, area, volume)	EC	63%	64%	63%	60%	EC	70%	70%	68%	68%
Geometry (e.g., angles, parallel lines)	EC	38%	41%	42%	40%	EC	51%	52%	53%	53%
Percentage of students indicating they do the following “often” or “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.	EC	23%	24%	26%	26%	EC	27%	28%	28%	28%
I check my mathematics answers to see if they make sense.	EC	61%	63%	65%	66%	EC	57%	59%	60%	61%
I apply new mathematics concepts to real-life problems.	EC	15%	16%	17%	16%	EC	23%	23%	23%	22%
I take time to discuss my mathematics assignments with my classmates.	EC	23%	24%	25%	25%	EC	21%	21%	23%	22%
I look for more than one way to solve mathematics problems.	EC	37%	38%	39%	40%	EC	42%	42%	42%	42%

* The other response options were “not at all confident” and “somewhat confident.”

† The other response options were “never or almost never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results—Grade 9 Applied Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	Female					Male				
Students who completed the questionnaire	EC	# = 13 700	# = 13 280	# = 13 003	# = 12 493	EC	# = 17 155	# = 16 786	# = 16 239	# = 16 121
OUT-OF-SCHOOL ACTIVITIES										
Percentage of students indicating that they do the following “every day or almost every day” when they are not at school:*										
Read by themselves	EC	23%	22%	21%	20%	EC	11%	11%	10%	10%
Use the Internet	EC	87%	88%	89%	89%	EC	82%	84%	86%	86%
Play video games	EC	12%	12%	13%	14%	EC	46%	45%	53%	53%
Participate in sports or other physical activities	EC	25%	25%	25%	25%	EC	44%	44%	43%	42%
Percentage of students indicating that they do the following at least once a week when they are not at school:†										
Participate in art, music or drama activities	EC	42%	43%	43%	43%	EC	25%	26%	26%	26%
Participate in other clubs or organizations	EC	25%	25%	24%	24%	EC	26%	27%	27%	25%
Work at a paid job	EC	17%	18%	17%	18%	EC	23%	24%	23%	23%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡										
Volunteer in their community	EC	59%	58%	58%	53%	EC	51%	52%	51%	46%
NUMBER OF SCHOOLS ATTENDED										
Percentage of students indicating attending the following number of schools from kindergarten to Grade 8:§										
1 school/2 schools	EC	56%	52%	52%	53%	EC	59%	55%	55%	56%
3 schools/4 schools	EC	29%	29%	30%	29%	EC	28%	27%	28%	28%
5 or more schools	EC	11%	12%	12%	12%	EC	9%	10%	10%	9%

* The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

† The percentages are based on the number of students who answered “1 to 3 times a week” or “every day or almost every day.”

‡ The percentages are based on the number of students who answered “1 or 2 times a month,” “1 to 3 times a week” or “every day or almost every day.”

§ Because of missing or excluded responses, percentages may not add up to 100.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Student Questionnaire Results—Grade 9 Applied Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Students who completed the questionnaire*	Female					Male				
	EC	# = 13 700	# = 13 280	# = 13 003	# = 12 493	EC	# = 17 155	# = 16 786	# = 16 239	# = 16 121
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS										
Percentage of students who indicated that their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†	EC	47%	47%	47%	47%	EC	42%	40%	41%	40%
Percentage of students indicating they were told how much the Grade 9 Assessment of Mathematics will count as part of their class mark:‡	EC	90%	89%	89%	90%	EC	88%	88%	88%	88%
Percentage of students who indicated that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:‡§	EC	78%	79%	79%	78%	EC	76%	76%	75%	75%

* Includes only those students for whom gender data were available.

† The response options were “yes,” “no” and “don’t know.” The percentages given represent those students who answered “yes.”

‡ The percentages for this question are based on the number of students who answered “yes” to the first question in the above table.

2014–2015: EC

2015–2016: Females: # = 6379; Males: # = 7239

2016–2017: Females: # = 6226; Males: # = 6764

2017–2018: Females: # = 6047; Males: # = 6595

2018–2019: Females: # = 5814; Males: # = 6496

§ The response options were “yes,” “no” and “undecided.” The percentages given represent those students who answered “yes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

The following tables provide results from a sample of items from the questionnaires completed by teachers during the administrations of the Grade 9 Assessment of Mathematics.

Teacher Questionnaire Results—Grade 9 Academic Mathematics

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Teachers who completed the questionnaire	EC	# = 2428	# = 2390	# = 2298	# = 2223
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this past year, independently or with a school team, to do the following:					
Identify how well students are meeting curriculum expectations	EC	65%	72%	68%	66%
Communicate with parents and guardians about student achievement	EC	32%	34%	32%	32%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	EC	67%	74%	70%	69%
Inform planning of their Grade 9 mathematics instructional program	EC	64%	68%	66%	66%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides for the following purpose this past year:					
Independently or with a school team:					
To inform classroom instruction	EC	82%	83%	82%	83%
Independently:					
To show samples of student responses to students	EC	78%	78%	79%	79%
To help students understand how questions and tasks relate to mathematics curriculum expectations	EC	72%	74%	73%	73%
To communicate with parents and guardians about curriculum expectations	EC	32%	33%	33%	33%

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 9 Academic Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Teachers who completed the questionnaire	EC	# = 2428	# = 2390	# = 2298	# = 2223
SOME TEACHING PRACTICES					
Percentage of teachers who “frequently” asked their students to do the following during mathematics instruction this past semester or year:*					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	EC	58%	63%	64%	66%
Solve open-ended problems	EC	42%	46%	45%	48%
Work collaboratively to solve problems	EC	57%	59%	63%	65%
Discuss mathematical ideas and relationships	EC	66%	70%	69%	69%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	EC	29%	32%	32%	34%
Explain the reasoning behind their answers	EC	77%	80%	80%	81%
Write solutions using mathematical language and symbols	EC	90%	91%	91%	92%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” had the majority of their students use the following resources in class this past semester or year:*					
Calculator	EC	96%	96%	96%	97%
Graphing calculator	EC	35%	31%	27%	27%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)	EC	39%	46%	50%	53%
The Internet (e.g., to access statistics or other sources of mathematical information)	EC	44%	48%	50%	56%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)	EC	36%	36%	39%	39%
Measuring device (e.g., ruler, metre stick, protractor)	EC	75%	74%	75%	74%
Presentation technology (e.g., interactive white board, LCD projector)	EC	84%	86%	88%	88%

* The other response options were “never” and “seldom.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 9 Academic Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Teachers who completed the questionnaire	EC	# = 2428	# = 2390	# = 2298	# = 2223
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS					
Percentage of teachers who indicated that some or all components of the Grade 9 Assessment of Mathematics count as part of their students' class marks:	EC	97%	97%	97%	97%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*					
1–5%	EC	26%	25%	24%	23%
6–10%	EC	50%	50%	49%	49%
11–15%	EC	14%	15%	18%	16%
16–20%	EC	3%	4%	3%	5%
21–25%	EC	1%	<1%	1%	1%
26–30%	EC	2%	2%	3%	3%
Percentage of teachers who indicated the opinion that counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivates students to take the assessment more seriously:*	EC	91%	91%	90%	91%

* The percentages for this question are based on the number of teachers who indicated that some or all components of the assessment count as part of their students' class mark.

2014–2015: EC

2015–2016: # = 2365

2016–2017: # = 2326

2017–2018: # = 2224

2018–2019: # = 2156

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

The following tables provide results from a sample of items from the questionnaires completed by teachers during the administrations of the Grade 9 Assessment of Mathematics.

Teacher Questionnaire Results—Grade 9 Applied Mathematics

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Teachers who completed the questionnaire	EC	# = 1358	# = 1378	# = 1275	# = 1208
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this past year, independently or with a school team, to do the following:					
Identify how well students are meeting curriculum expectations	EC	67%	74%	72%	71%
Communicate with parents and guardians about student achievement	EC	30%	32%	31%	33%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	EC	72%	78%	76%	73%
Inform planning of their Grade 9 mathematics instructional program	EC	68%	74%	74%	72%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides for the following purposes this past year:					
Independently or with a school team:					
To inform classroom instruction	EC	85%	87%	87%	87%
Independently:					
To show samples of student responses to students	EC	74%	75%	76%	76%
To help students understand how questions and tasks relate to mathematics curriculum expectations	EC	72%	72%	71%	74%
To communicate with parents and guardians about curriculum expectations	EC	30%	31%	30%	32%

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 9 Applied Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Teachers who completed the questionnaire	EC	# = 1358	# = 1378	# = 1275	# = 1208
SOME TEACHING PRACTICES					
Percentage of teachers who “frequently” asked their students to do the following during mathematics instruction this past semester or year:*					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	EC	52%	58%	60%	61%
Solve open-ended problems	EC	38%	41%	43%	43%
Work collaboratively to solve problems	EC	52%	58%	61%	62%
Discuss mathematical ideas and relationships	EC	59%	60%	61%	63%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	EC	25%	30%	29%	29%
Explain the reasoning behind their answers	EC	72%	75%	76%	75%
Write solutions using mathematical language and symbols	EC	85%	84%	84%	86%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” had the majority of their students use the following resources in class this past semester or year:*					
Calculator	EC	98%	98%	98%	98%
Graphing calculator	EC	26%	25%	23%	22%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)	EC	35%	43%	45%	46%
The Internet (e.g., to access statistics or other sources of mathematical information)	EC	47%	54%	52%	54%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)	EC	58%	62%	62%	59%
Measuring device (e.g., ruler, metre stick, protractor)	EC	82%	85%	82%	82%
Presentation technology (e.g., interactive white board, LCD projector)	EC	83%	87%	88%	88%

* The other response options were “never” and “seldom.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Teacher Questionnaire Results—Grade 9 Applied Mathematics (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Teachers who completed the questionnaire	EC	# = 1358	# = 1378	# = 1275	# = 1208
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS					
Percentage of teachers who indicated that some or all components of the Grade 9 Assessment of Mathematics count as part of their students' class marks:	EC	95%	95%	96%	95%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*					
1–5%	EC	24%	25%	21%	20%
6–10%	EC	49%	47%	49%	47%
11–15%	EC	19%	19%	19%	21%
16–20%	EC	3%	3%	5%	5%
21–25%	EC	1%	1%	1%	1%
26–30%	EC	2%	2%	2%	4%
Percentage of teachers who indicated the opinion that counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivates students to take the assessment more seriously:*	EC	84%	87%	84%	85%

* The percentages for this question are based on the number of teachers who indicated that some or all components of the assessment count as part of their students' class mark.

2014–2015: EC

2015–2016: # = 1292

2016–2017: # = 1306

2017–2018: # = 1220

2018–2019: # = 1148

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

DEMOGRAPHIC INFORMATION AND PARTICIPATION RATES OVER TIME

Grade 9 Academic Mathematics

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
All students	EC	# = 97 347	# = 96 449	# = 96 996	# = 100 425
GENDER*					
Female	EC	51%	51%	52%	51%
Male	EC	49%	49%	48%	49%
STUDENT STATUS*					
English language learners [†]	EC	6%	7%	7%	7%
Students with special education needs (excluding gifted) [†]	EC	7%	8%	8%	9%
LANGUAGE SPOKEN AT HOME BY THE STUDENT*§					
Speak only or mostly English	EC	72%	68%	70%	69%
Speak another language (or other languages) as often as English	EC	16%	17%	17%	18%
Speak only or mostly another language (or other languages)	EC	9%	9%	9%	9%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	EC	34%	35%	35%	36%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	EC	99%	99%	99%	99%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire. Some data may be missing.

§ Because of missing responses, percentages may not add up to 100.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Grade 9 Applied Mathematics

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
All students	EC	# = 36 005	# = 34 797	# = 33 451	# = 33 573
GENDER*					
Female	EC	44%	44%	44%	43%
Male	EC	56%	56%	56%	57%
STUDENT STATUS*					
English language learners [†]	EC	10%	11%	11%	12%
Students with special education needs (excluding gifted) [†]	EC	41%	41%	41%	41%
LANGUAGE SPOKEN AT HOME BY THE STUDENT[‡]					
Speak only or mostly English	EC	78%	75%	75%	75%
Speak another language (or other languages) as often as English	EC	13%	13%	13%	13%
Speak only or mostly another language (or other languages)	EC	7%	7%	7%	7%
STUDENT MOBILITY[‡]					
Attended three or more elementary schools from kindergarten to Grade 8	EC	39%	39%	39%	39%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	EC	96%	96%	96%	96%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire. Some data may be missing.

§ Because of missing responses, percentages may not add up to 100.

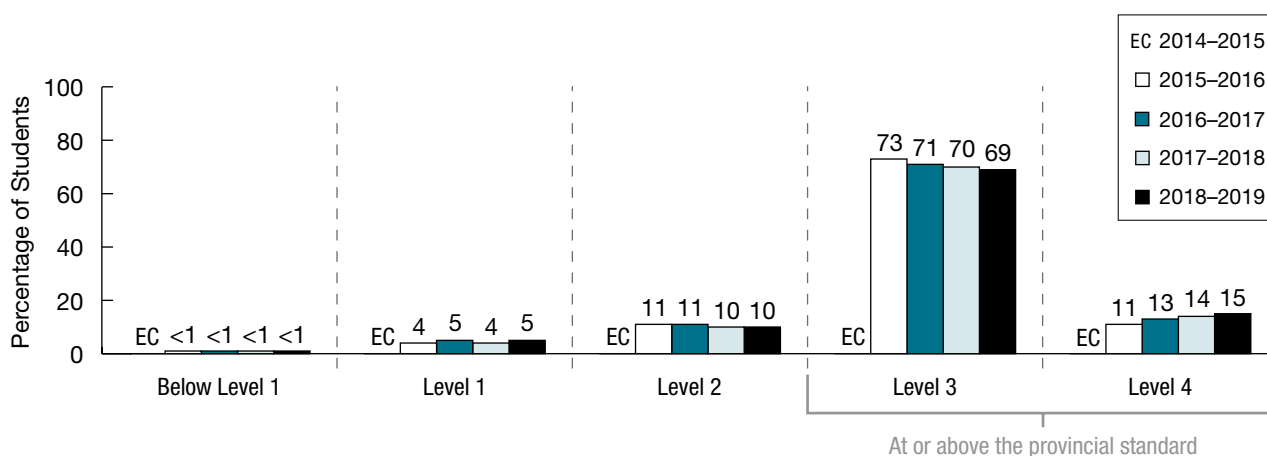
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Grade 9 Academic Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS OVER TIME*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 97 347	# = 96 449	# = 96 996	# = 100 425
Level 4	EC	11%	13%	14%	15%
Level 3	EC	73%	71%	70%	69%
Level 2	EC	11%	11%	10%	10%
Level 1	EC	4%	5%	4%	5%
Below Level 1	EC	<1%	<1%	<1%	<1%
No Data	EC	1%	1%	1%	1%
At or Above the Provincial Standard†	EC	83%	83%	84%	84%

Percentage of All Students at Each Level Over Time: Grade 9 Academic Course*



* 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 percentages of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY GENDER*

Results for Female and Male Students Over Time†

	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2014– 2015	2015– 2016	2016– 2017	2017– 2018	2018– 2019
	Female					Male				
	EC	# = 49 817	# = 49 388	# = 49 957	# = 51 250	EC	# = 47 530	# = 47 061	# = 47 039	# = 49 173
Level 4	EC	10%	12%	14%	14%	EC	11%	13%	15%	15%
Level 3	EC	73%	71%	70%	69%	EC	73%	71%	70%	69%
Level 2	EC	11%	11%	10%	11%	EC	11%	11%	10%	10%
Level 1	EC	5%	4%	5%	5%	EC	4%	5%	4%	5%
Below Level 1	EC	<1%	<1%	<1%	<1%	EC	<1%	<1%	<1%	1%
No Data	EC	1%	1%	1%	1%	EC	1%	1%	1%	1%
At or Above the Provincial Standard‡	EC	83%	83%	84%	83%	EC	84%	83%	85%	84%

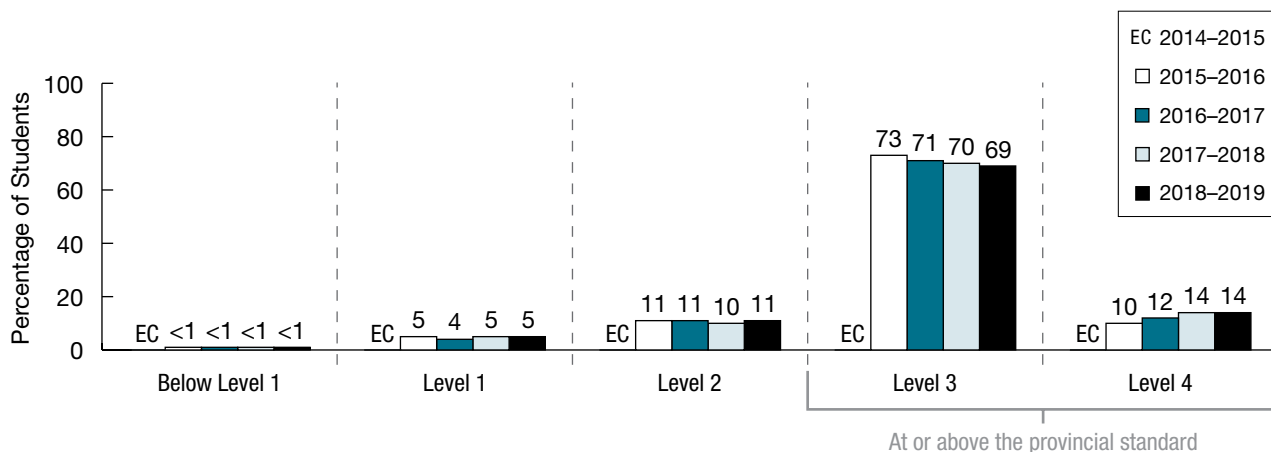
* Results by gender include only students for whom gender data were available.

† Because percentages in tables are rounded, they may not add up to 100.

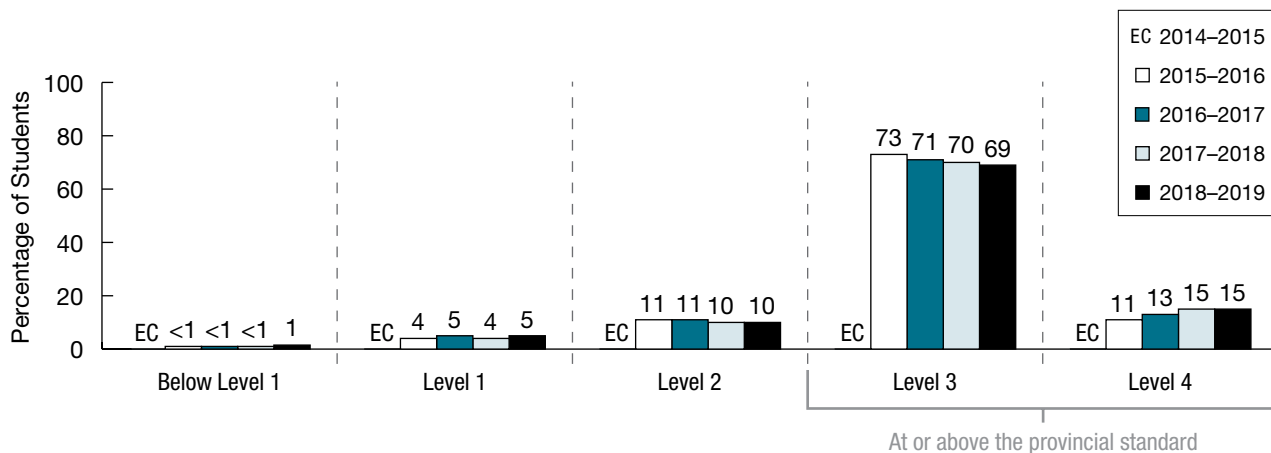
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Percentage of Female Students at Each Level Over Time*



Percentage of Male Students at Each Level Over Time*



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

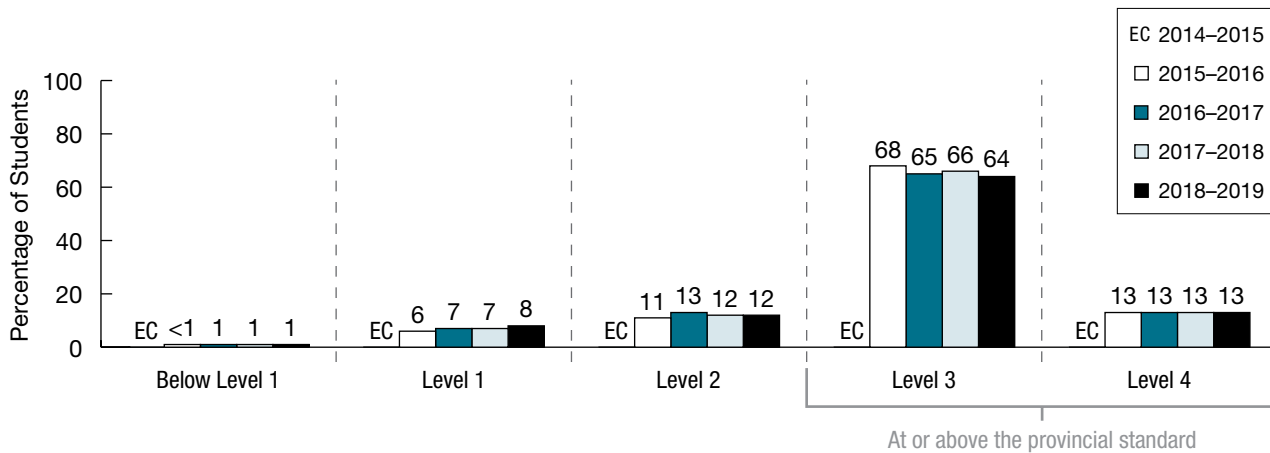
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time*†

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 6196	# = 6642	# = 6675	# = 7517
Level 4	EC	13%	13%	13%	13%
Level 3	EC	68%	65%	66%	64%
Level 2	EC	11%	13%	12%	12%
Level 1	EC	6%	7%	7%	8%
Below Level 1	EC	<1%	1%	1%	1%
No Data	EC	1%	2%	1%	1%
At or Above the Provincial Standard‡	EC	81%	78%	79%	78%

Percentage of All English Language Learners at Each Level Over Time*†



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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

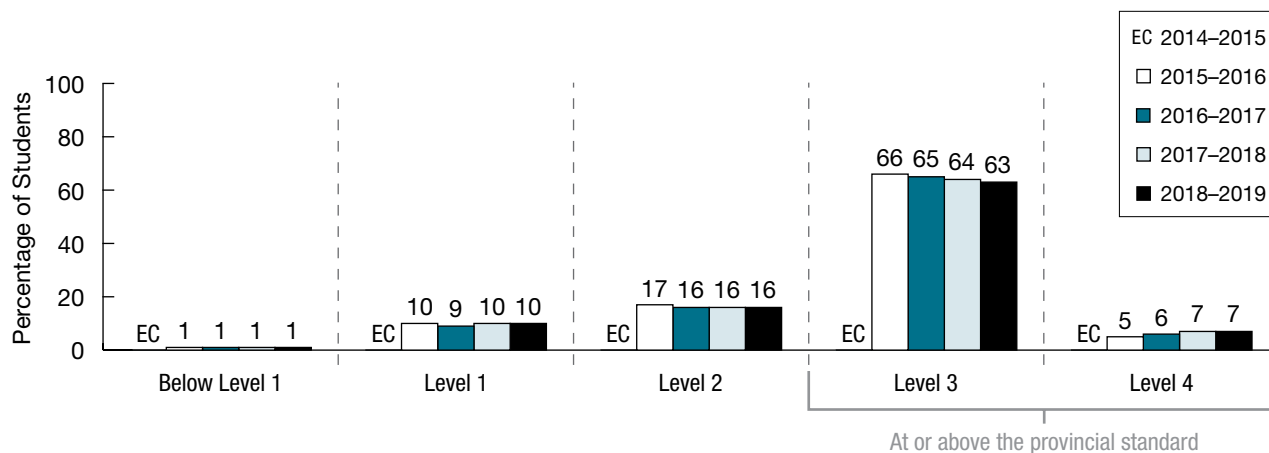
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Results for All Students with Special Education Needs (Excluding Gifted) Over Time*†

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 7192	# = 7561	# = 7795	# = 8782
Level 4	EC	5%	6%	7%	7%
Level 3	EC	66%	65%	64%	63%
Level 2	EC	17%	16%	16%	16%
Level 1	EC	10%	9%	10%	10%
Below Level 1	EC	1%	1%	1%	1%
No Data	EC	2%	2%	2%	2%
At or Above the Provincial Standard‡	EC	71%	72%	71%	70%

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level Over Time*†



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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

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

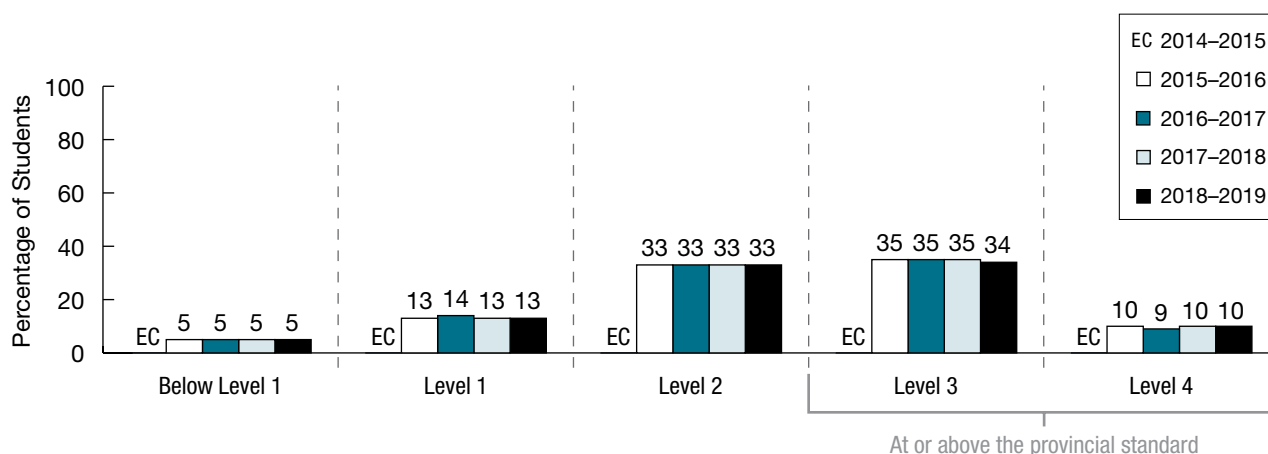
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Grade 9 Applied Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS OVER TIME*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 36 005	# = 34 797	# = 33 451	# = 33 573
Level 4	EC	10%	9%	10%	10%
Level 3	EC	35%	35%	35%	34%
Level 2	EC	33%	33%	33%	33%
Level 1	EC	13%	14%	13%	13%
Below Level 1	EC	5%	5%	5%	5%
No Data	EC	4%	4%	4%	4%
At or Above the Provincial Standard†	EC	45%	44%	45%	44%

Percentage of All Students at Each Level Over Time: Grade 9 Applied Course*



* 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 percentages of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY GENDER*

Results for Female and Male Students Over Time†

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	Female					Male				
	EC	# = 15 748	# = 15 212	# = 14 646	# = 14 383	EC	# = 20 257	# = 19 585	# = 18 804	# = 19 185
Level 4	EC	9%	8%	9%	9%	EC	11%	10%	11%	11%
Level 3	EC	34%	33%	34%	32%	EC	36%	36%	37%	36%
Level 2	EC	35%	35%	34%	35%	EC	32%	32%	32%	32%
Level 1	EC	14%	15%	14%	15%	EC	12%	13%	12%	12%
Below Level 1	EC	4%	5%	5%	5%	EC	5%	5%	5%	6%
No Data	EC	4%	4%	4%	4%	EC	4%	4%	4%	4%
At or Above the Provincial Standard‡	EC	43%	41%	42%	41%	EC	47%	46%	47%	47%

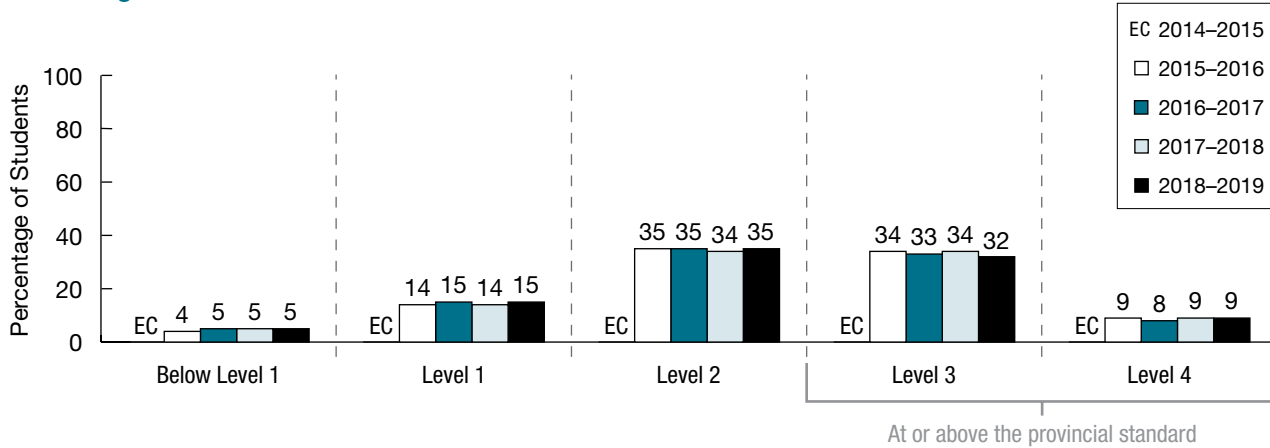
* Results by gender include only students for whom gender data were available.

† Because percentages in tables are rounded, they may not add up to 100.

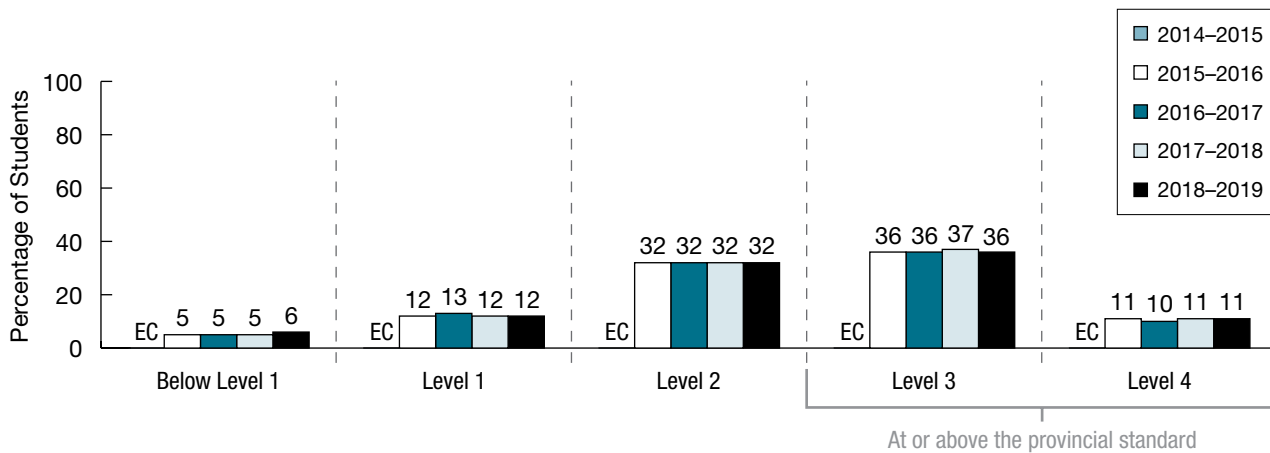
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Percentage of Female Students at Each Level Over Time*



Percentage of Male Students at Each Level Over Time*



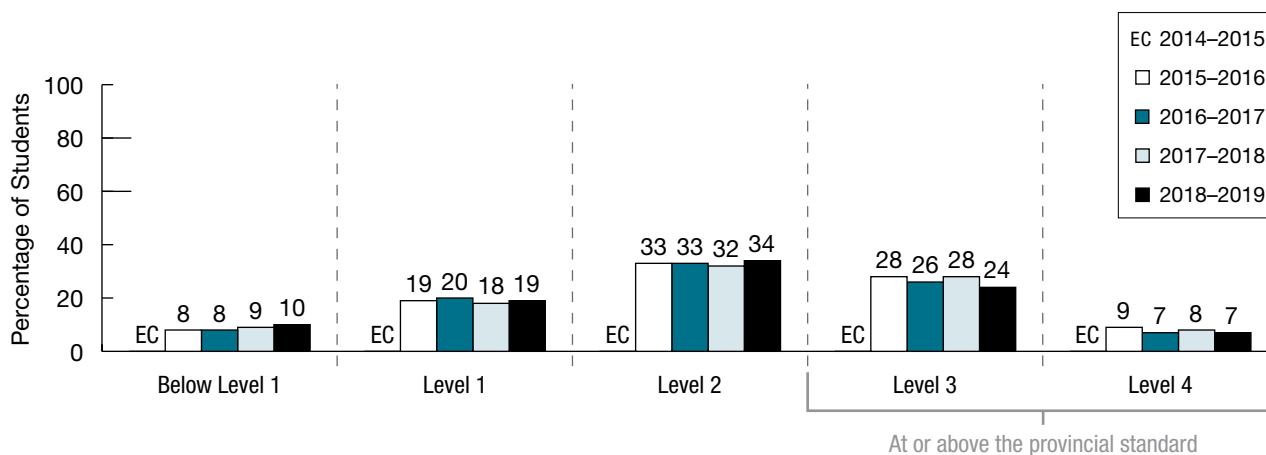
* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time[†]

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 3598	# = 3802	# = 3724	# = 4122
Level 4	EC	9%	7%	8%	7%
Level 3	EC	28%	26%	28%	24%
Level 2	EC	33%	33%	32%	34%
Level 1	EC	19%	20%	18%	19%
Below Level 1	EC	8%	8%	9%	10%
No Data	EC	3%	5%	5%	5%
At or Above the Provincial Standard [‡]	EC	37%	33%	36%	32%

Percentage of All English Language Learners at Each Level Over Time[†]



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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

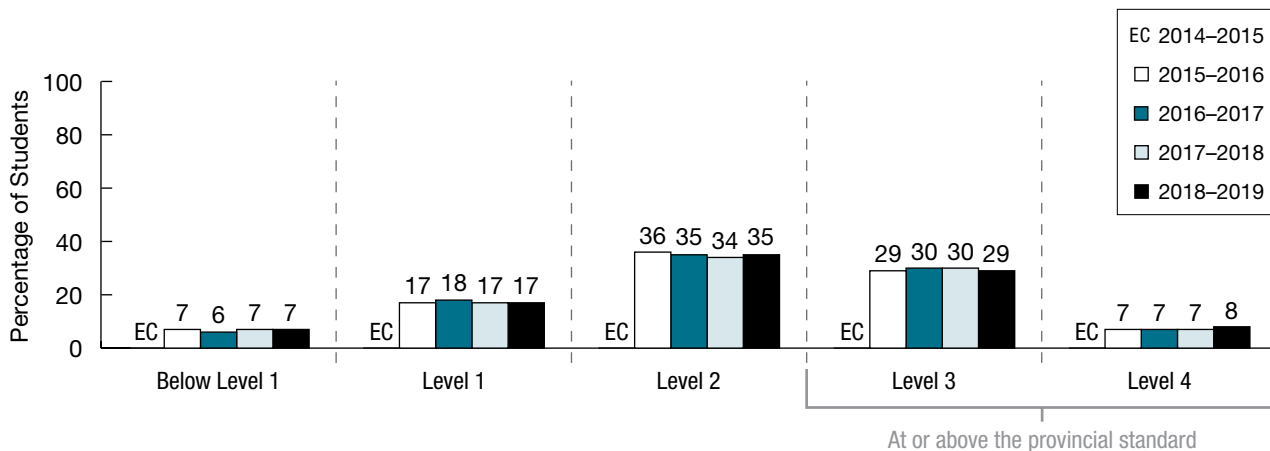
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Results for All Students with Special Education Needs (Excluding Gifted) Over Time*†

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	EC	# = 14 761	# = 14 384	# = 13 759	# = 13 644
Level 4	EC	7%	7%	7%	8%
Level 3	EC	29%	30%	30%	29%
Level 2	EC	36%	35%	34%	35%
Level 1	EC	17%	18%	17%	17%
Below Level 1	EC	7%	6%	7%	7%
No Data	EC	4%	4%	4%	4%
At or Above the Provincial Standard‡	EC	36%	37%	38%	37%

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level Over Time*†



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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

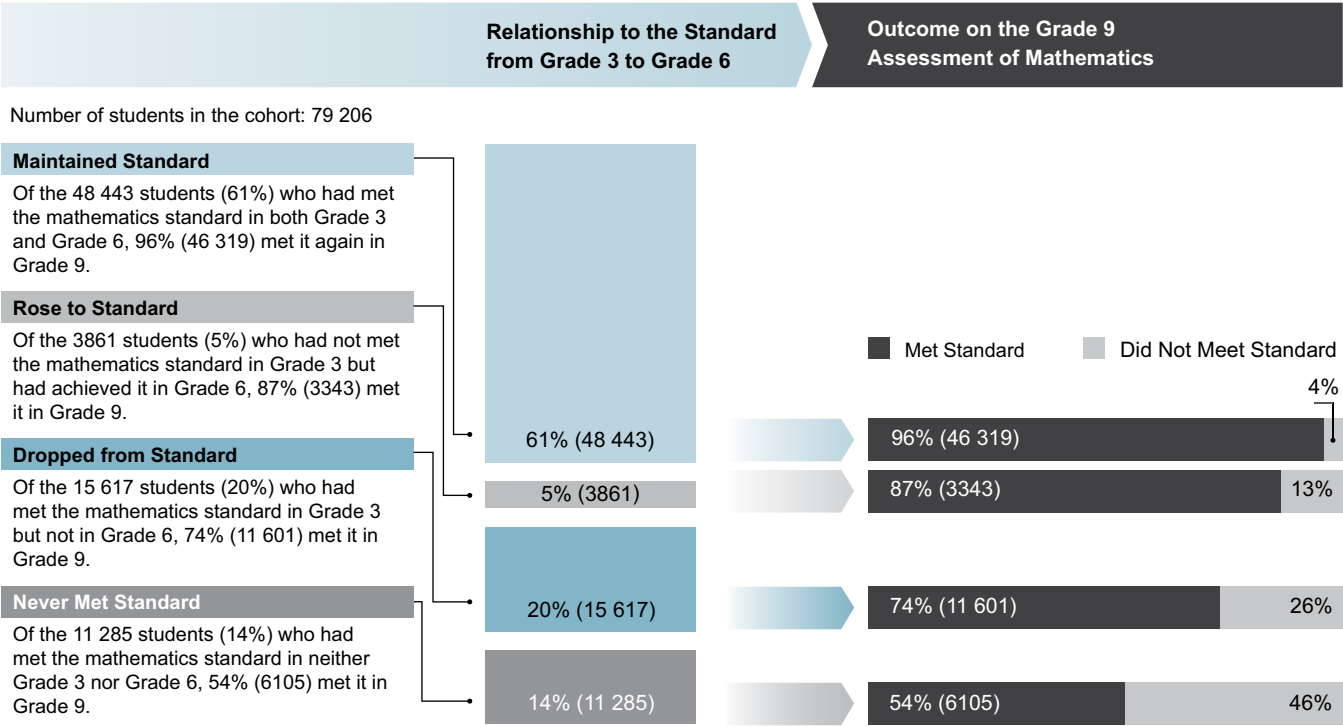
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage of students at or above the provincial standard.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Cohort Tracking—Grade 3 to Grade 6 to Grade 9

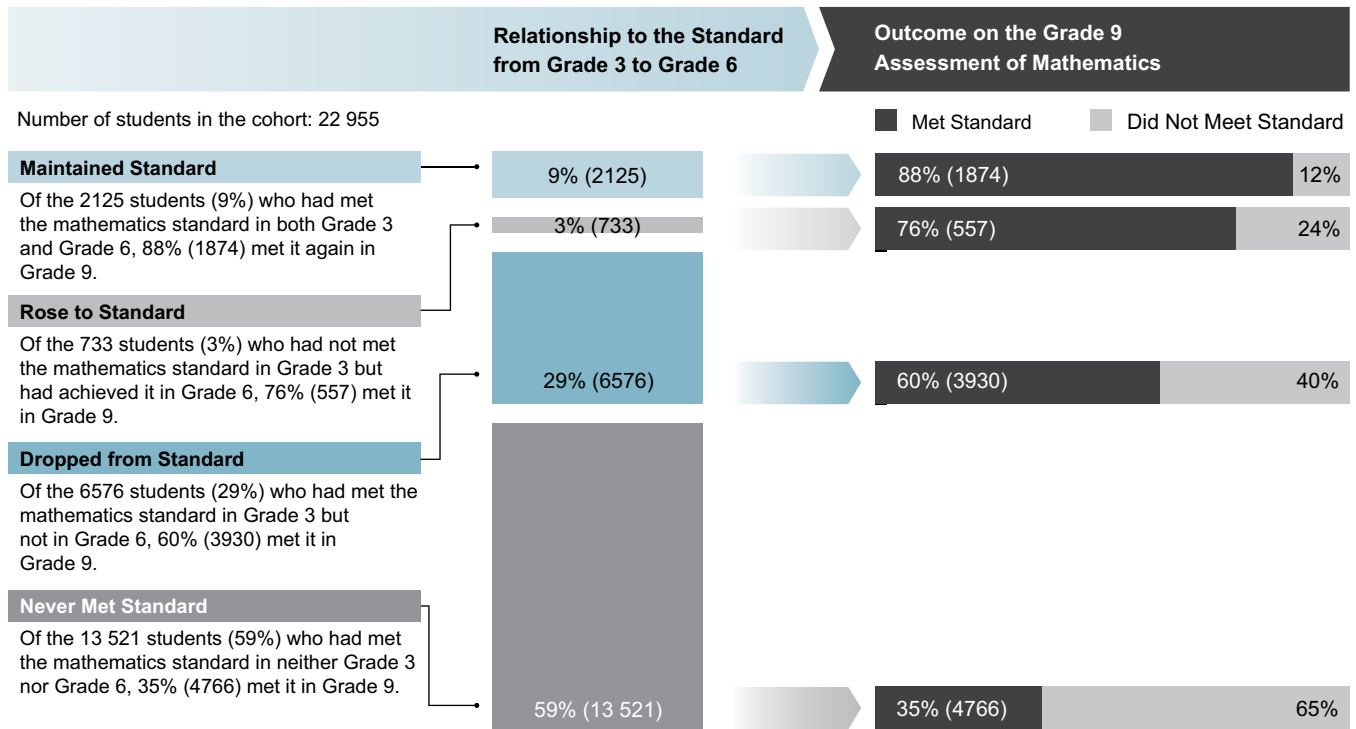
TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

English-Language Students (Academic Course)



Note: Because percentages in graphs are rounded, they may not add up to 100.

English-Language Students (Applied Course)



Note: Because percentages in graphs are rounded, they may not add up to 100.

Grade 9 Assessment of Mathematics:

Explanation of Terms

All Students

This term refers to all students in the Grade 9 mathematics course (applied or academic), including students for whom we have no data.

Provincial Standard

The Ministry of Education, in *The Ontario Curriculum*, has set Level 3 as the provincial standard. Level 3 identifies a high level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Level 4 (80–100%)

The student has demonstrated a very high to outstanding level of achievement. Achievement *surpasses* the provincial standard.

Level 3 (70–79%)

The student has demonstrated a high level of achievement. Achievement is *at* the provincial standard.

Level 2 (60–69%)

The student has demonstrated a moderate level of achievement. Achievement is below, but *approaching*, the provincial standard.

Level 1 (50–59%)

The student has demonstrated a passable level of achievement. Achievement is *much below* the provincial standard.

Below Level 1

The student has not demonstrated sufficient achievement of the curriculum expectations (below 50%).

No Data

This designates students who did not receive a result, due to absence or for other reasons.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

EC (Exceptional Circumstances)

Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Students with Special Education Needs (Excluding Gifted)

Students with special education needs are students formally identified by an Identification, Placement and Review Committee (IPRC), and/or students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

Ontario Secondary School Literacy Test (OSSLT)

OSSLT—First-Time Eligible Students: Contextual Information

QUESTIONNAIRE RESULTS OVER TIME

Student Questionnaire Results: Reading

	2015– 2016	2016– 2017	2017– 2018	2018– 2019	2015– 2016	2016– 2017	2017– 2018	2018– 2019
		Female				Male		
Students who completed the questionnaire*	# = 59 376	# = 59 706	# = 58 262	# = 59 182	# = 59 867	# = 59 959	# = 58 314	# = 58 890
Percentage of first-time eligible students indicating that they read the following kinds of material in English outside school for three hours or more most weeks (print or electronic):†‡								
Non-fiction books (e.g., biographies)	14%	13%	13%	12%	12%	11%	11%	10%
Comics	4%	4%	5%	5%	6%	6%	6%	6%
Websites, e-mail or chat messages, blogs	64%	62%	59%	55%	51%	49%	49%	46%
Letters	1%	1%	1%	1%	1%	1%	1%	1%
Magazines	2%	2%	2%	1%	2%	2%	1%	1%
Manuals, instructions	1%	1%	1%	1%	3%	3%	3%	3%
Newspapers	2%	2%	2%	1%	3%	3%	2%	2%
Novels, fiction, short stories	37%	35%	32%	31%	18%	16%	15%	15%
Song lyrics, poems	27%	27%	27%	28%	17%	17%	19%	20%
Religious or spiritual writings	5%	4%	5%	5%	5%	4%	5%	5%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† Percentages are based on the number of students who answered “three hours or more but less than five hours” or “five hours or more.” The other response options were “One hour or less” and “More than one hour but less than three hours.”

‡ This question was asked for the first time in 2015–2016.

Student Questionnaire Results: Writing

	2015–2016	2016–2017	2017–2018	2018–2019	2015–2016	2016–2017	2017–2018	2018–2019
		Female				Male		
Students who completed the questionnaire*	# = 59 376	# = 59 706	# = 58 262	# = 59 182	# = 59 867	# = 59 959	# = 58 314	# = 58 890
Percentage of first-time eligible students indicating that they do the following types of writing (print or electronic) in English outside school for three hours or more most weeks (not counting homework):†‡								
On social media (Twitter, Facebook, blogs) or texting	57%	59%	59%	58%	41%	46%	48%	47%
Letters, journals, diaries	7%	7%	7%	7%	2%	2%	2%	2%
Notes, directions, instructions	7%	7%	7%	7%	5%	5%	5%	5%
Song lyrics, poems	11%	12%	12%	12%	8%	9%	9%	10%
Stories, fiction	12%	12%	11%	11%	5%	5%	5%	5%
Work-related writing	32%	25%	26%	28%	22%	19%	19%	19%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† Percentages are based on the number of students who answered “three hours or more but less than five hours” or “five hours or more.” The other response options were “One hour or less” and “More than one hour but less than three hours.”

‡ This question was asked for the first time in 2015–2016.

Student Questionnaire Results: Home Computer Use

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	Female					Male				
Students who completed the questionnaire*	# = 60 328	# = 59 376	# = 59 706	# = 58 262	# = 59 182	# = 61 266	# = 59 867	# = 59 959	# = 58 314	# = 58 890
Percentage of first-time eligible students indicating that they use a computer at home for homework with the following frequencies:										
I have a computer at home.	97%	96%	96%	96%	96%	96%	95%	95%	95%	94%
I use the computer almost every day for homework.	32%	34%	36%	41%	41%	29%	32%	33%	35%	36%

Student Questionnaire Results: Materials at Home

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	Female					Male				
Students who completed the questionnaire*	# = 60 328	# = 59 376	# = 59 706	# = 58 262	# = 59 182	# = 61 266	# = 59 867	# = 59 959	# = 58 314	# = 58 890
Percentage of first-time eligible students indicating that they have the following kinds of English-language materials at home (print or electronic):										
Dictionaries, encyclopedias	82%	85%	83%	82%	79%	78%	83%	79%	78%	75%
Books	96%	97%	96%	97%	97%	93%	94%	94%	94%	94%
Newspapers	77%	78%	76%	73%	70%	75%	77%	75%	72%	68%
Magazines	76%	73%	70%	68%	65%	69%	68%	67%	65%	63%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

DEMOGRAPHIC INFORMATION AND PARTICIPATION RATES OVER TIME

Participation rates, demographic information and questionnaire results provide a context for interpreting the province-wide results.

First-Time Eligible Students

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
All first-time eligible students	# = 137 620	# = 135 111	# = 136 492	# = 132 639	# = 134 168
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Not specified	0%	0%	<1%	<1%	<1%
STUDENT STATUS*					
English language learners	6%	7%	7%	7%	7%
English language learners who received one or more special provisions ^{†‡}	4%	4%	4%	3%	3%
Students with special education needs (excluding gifted)	19%	19%	19%	20%	20%
Students with special education needs (excluding gifted) who received one or more accommodations [†]	16%	17%	16%	14%	14%
COURSE TYPE IN ENGLISH*					
Academic	73%	73%	74%	74%	74%
Applied	21%	20%	20%	19%	19%
Locally developed	3%	3%	3%	3%	3%
LANGUAGE[§]					
Number of students who completed the questionnaire	121 594	119 243	119 666	116 583	118 073
First language learned at home was other than English	22%	24%	23%	23%	23%
Speak only or mostly English at home	74%	72%	72%	71%	71%
Speak another language (or other languages) as often as English at home	18%	20%	20%	20%	20%
Speak only or mostly another language (or other languages) at home	7%	7%	7%	7%	7%
PARTICIPATION IN THE TEST					
Number and percentage of fully participating first-time eligible students	127 867 93%	124 977 92%	127 142 93%	122 721 93%	124 251 93%
Students who were exempted	1 531	1 495	1 252	1 306	1 480

* Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

[†] Percentages are based on the number of fully participating students. In 2016–2017, percentages were based on the number of students who participated in the March administration, which offered all permitted special provisions and accommodations.

[‡] Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.

[§] Contextual data pertaining to language are gathered from the questionnaire completed by students. Some data may be missing.

OSSLT—Previously Eligible Students: Contextual Information

QUESTIONNAIRE RESULTS OVER TIME

Student Questionnaire Results: Reading

	2015–2016	2016–2017	2017–2018	2018–2019	2015–2016	2016–2017	2017–2018	2018–2019
		Female				Male		
Students who completed the questionnaire*	# = 10 067	# = 10 508	# = 9776	# = 9839	# = 14 284	# = 14 511	# = 14 137	# = 14 583
Percentage of previously eligible students indicating that they read the following kinds of material in English outside school for three hours or more most weeks (print or electronic):†‡								
Non-fiction books (e.g., biographies)	16%	15%	16%	15%	14%	12%	12%	11%
Comics	5%	5%	6%	6%	8%	7%	7%	7%
Websites, e-mail or chat messages, blogs	59%	57%	57%	54%	47%	46%	46%	44%
Letters	3%	3%	3%	3%	3%	3%	3%	3%
Magazines	4%	3%	3%	2%	3%	3%	2%	2%
Manuals, instructions	2%	3%	3%	3%	6%	5%	5%	5%
Newspapers	3%	3%	2%	2%	4%	4%	3%	2%
Novels, fiction, short stories	28%	28%	27%	25%	15%	14%	13%	13%
Song lyrics, poems	31%	32%	33%	34%	24%	25%	26%	28%
Religious or spiritual writings	7%	7%	7%	7%	6%	6%	6%	6%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† Percentages are based on the number of students who answered “three hours or more but less than five hours” or “five hours or more.” The other response options were “One hour or less” and “More than one hour but less than three hours.”

‡ This question was asked for the first time in 2015–2016.

Student Questionnaire Results: Writing

	2015–2016	2016–2017	2017–2018	2018–2019	2015–2016	2016–2017	2017–2018	2018–2019
		Female				Male		
Students who completed the questionnaire*	# = 10 067	# = 10 508	# = 9776	# = 9839	# = 14 284	# = 14 511	# = 14 137	# = 14 583
Percentage of first-time eligible students indicating that they do the following types of writing (print or electronic) in English outside school for three hours or more most weeks (not counting homework):†‡								
On social media (Twitter, Facebook, blogs) or texting	53%	54%	55%	54%	39%	43%	45%	45%
Letters, journals, diaries	8%	9%	8%	8%	3%	3%	3%	3%
Notes, directions, instructions	8%	9%	9%	8%	6%	7%	7%	6%
Song lyrics, poems	16%	18%	18%	19%	14%	16%	16%	17%
Stories, fiction	12%	12%	12%	12%	6%	7%	6%	6%
Work-related writing	23%	21%	21%	22%	16%	15%	14%	15%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† Percentages are based on the number of students who answered “three hours or more but less than five hours” or “five hours or more.” The other response options were “One hour or less” and “More than one hour but less than three hours.”

‡ This question was asked for the first time in 2015–2016.

Student Questionnaire Results: Home Computer Use

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	Female					Male				
Students who completed the questionnaire*	# = 9807	# = 10 067	# = 10 508	# = 9776	# = 9839	# = 14 208	# = 14 284	# = 14 511	# = 14 137	# = 14 583
Percentage of previously eligible students indicating that they use a computer at home for homework with the following frequencies:										
I have a computer at home.	92%	91%	91%	91%	90%	91%	89%	89%	88%	87%
I use the computer almost every day for homework.	28%	30%	31%	32%	31%	23%	25%	25%	24%	24%

Student Questionnaire Results: Materials at Home

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
	Female					Male				
Students who completed the questionnaire*	# = 9807	# = 10 067	# = 10 508	# = 9776	# = 9839	# = 14 208	# = 14 284	# = 14 511	# = 14 137	# = 14 583
Percentage of previously eligible students indicating that they have the following kinds of English-language materials at home (print or electronic):										
Dictionaries, encyclopedias	74%	78%	75%	73%	71%	69%	75%	71%	70%	67%
Books	91%	93%	92%	93%	93%	86%	89%	88%	88%	89%
Newspapers	65%	69%	66%	62%	60%	67%	70%	66%	64%	61%
Magazines	67%	66%	62%	59%	56%	62%	63%	60%	58%	56%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

DEMOGRAPHIC INFORMATION AND PARTICIPATION RATES OVER TIME

Participation rates, demographic information and questionnaire results provide a context for interpreting the province-wide results.

Previously Eligible Students

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
All previously eligible students	# = 54 024	# = 55 284	# = 58 895	# = 57 133	# = 58 128
GENDER*					
Female	39%	39%	40%	39%	38%
Male	61%	61%	60%	61%	62%
Not specified	0%	0%	0%	<1%	0%
STUDENT STATUS*					
English language learners	15%	17%	19%	18%	17%
English language learners who received one or more special provisions†‡	16%	19%	20%	11%	9%
Students with special education needs (excluding gifted)	41%	40%	38%	38%	40%
Students with special education needs (excluding gifted) who received one or more accommodations†	34%	33%	30%	26%	27%
LANGUAGE§					
Number of students who completed the questionnaire	24 015	24 351	25 019	23 913	24 422
First language learned at home was other than English	34%	35%	37%	36%	33%
Speak only or mostly English at home	62%	60%	58%	58%	61%
Speak another language (or other languages) as often as English at home	21%	21%	23%	23%	23%
Speak only or mostly another language (or other languages) at home	16%	17%	17%	17%	15%
PARTICIPATION IN THE TEST					
Number and percentage of fully participating previously eligible students	25 989 48%	26 333 48%	27 360 46%	26 021 46%	26 499 46%
Students who were exempted	2 074	1 832	1 562	1 592	1 603

* Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† Percentages are based on the number of fully participating students. In 2016–2017, percentages were based on the number of students who participated in the March administration, which offered all permitted special provisions and accommodations.

‡ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.

§ Contextual data pertaining to language are gathered from the questionnaire completed by students. Some data may be missing.

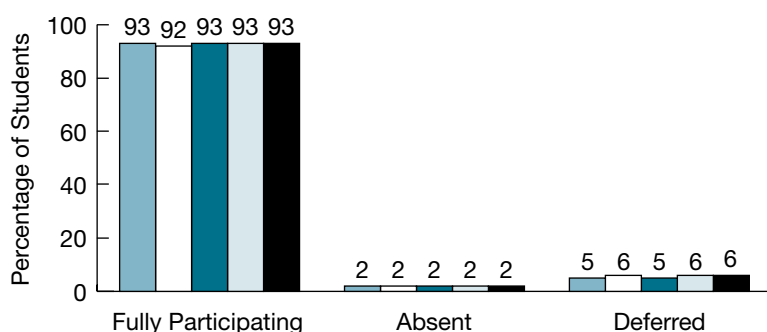
OSSLT—First-Time Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS OVER TIME

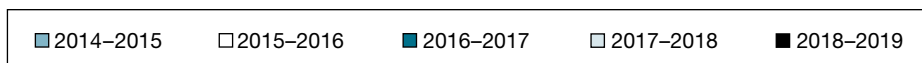
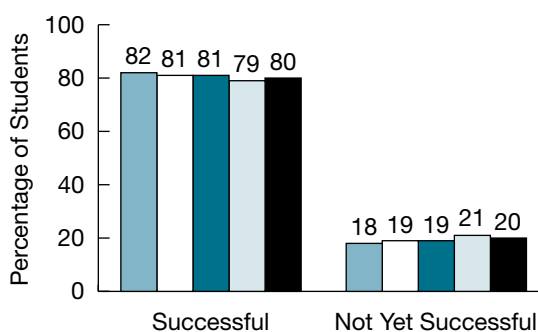
Results for First-Time Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	2014–2015 # = 137 620	2015–2016 # = 135 111	2016–2017 # = 136 492	2017–2018 # = 132 639	2018–2019 # = 134 168	2014–2015 # = 127 867	2015–2016 # = 124 977	2016–2017 # = 127 142	2017–2018 # = 122 721	2018–2019 # = 124 251
SUCCESSFUL	77%	75%	75%	73%	74%	82%	81%	81%	79%	80%
NOT YET SUCCESSFUL	16%	18%	18%	20%	18%	18%	19%	19%	21%	20%
FULLY PARTICIPATING	93%	92%	93%	93%	93%					
ABSENT	2%	2%	2%	2%	2%					
DEFERRED	5%	6%	5%	6%	6%					

Participation Rates Over Time:
All Students*



Success Rates Over Time:
Fully Participating Students*



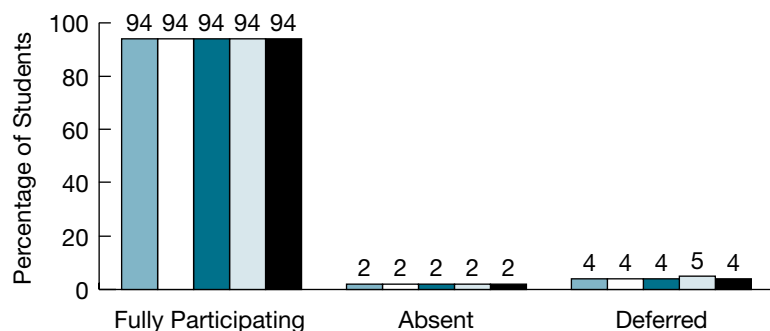
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

RESULTS BY GENDER

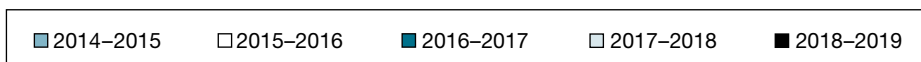
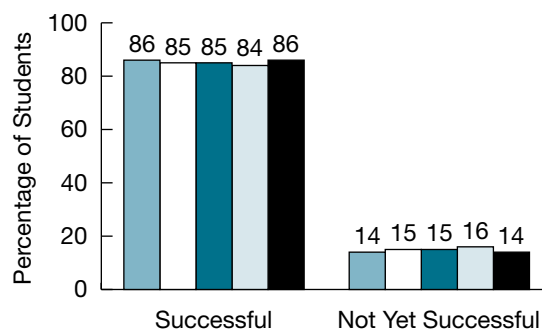
Results for Female Students Over Time*†

	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	2014–2015 # = 67 023	2015–2016 # = 65 907	2016–2017 # = 66 832	2017–2018 # = 64 849	2018–2019 # = 65 696	2014–2015 # = 62 936	2015–2016 # = 61 694	2016–2017 # = 62 991	2017–2018 # = 60 716	2018–2019 # = 61 723
SUCCESSFUL	81%	79%	81%	79%	81%	86%	85%	85%	84%	86%
NOT YET SUCCESSFUL	13%	14%	14%	15%	13%	14%	15%	15%	16%	14%
FULLY PARTICIPATING	94%	94%	94%	94%	94%					
ABSENT	2%	2%	2%	2%	2%					
DEFERRED	4%	4%	4%	5%	4%					

Participation Rates Over Time: All Female Students*†



Success Rates Over Time: Fully Participating Female Students*†



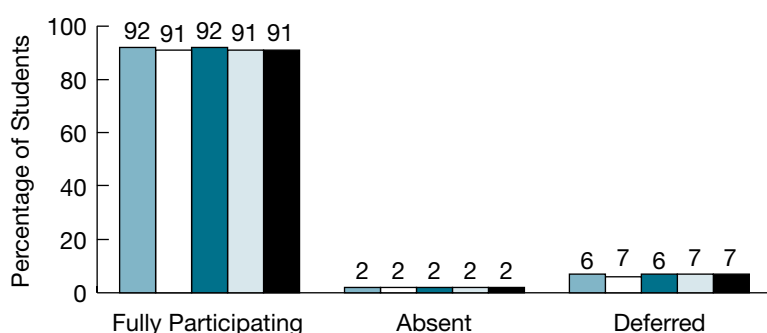
* Includes only students for whom gender data were available.

† Percentages in tables and bar graphs may not add up to 100, due to rounding.

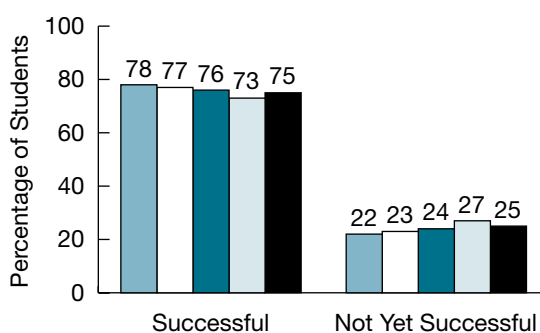
Results for Male Students Over Time*†

	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	2014–2015 # = 70 597	2015–2016 # = 69 204	2016–2017 # = 69 659	2017–2018 # = 67 777	2018–2019 # = 68 471	2014–2015 # = 64 931	2015–2016 # = 63 283	2016–2017 # = 64 150	2017–2018 # = 61 994	2018–2019 # = 62 527
SUCCESSFUL	72%	71%	70%	67%	68%	78%	77%	76%	73%	75%
NOT YET SUCCESSFUL	20%	21%	22%	24%	23%	22%	23%	24%	27%	25%
FULLY PARTICIPATING	92%	91%	92%	91%	91%					
ABSENT	2%	2%	2%	2%	2%					
DEFERRED	6%	7%	6%	7%	7%					

Participation Rates Over Time: All Male Students*†



Success Rates Over Time: Fully Participating Male Students*†



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

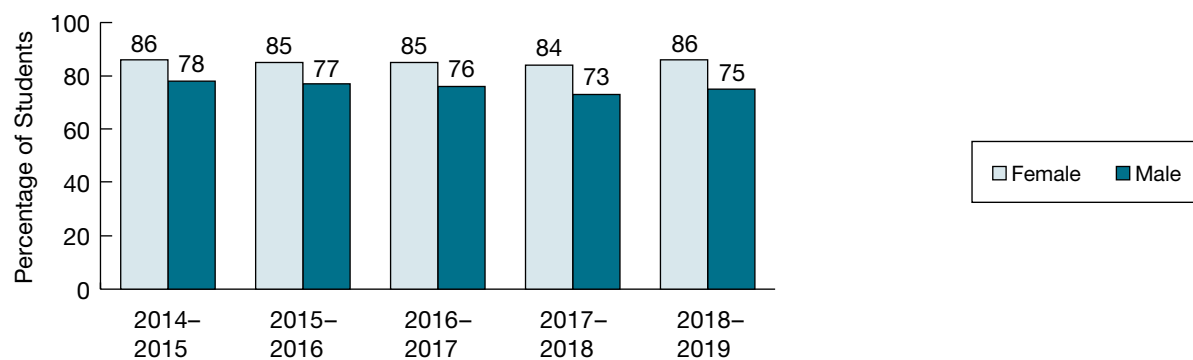
* Includes only students for whom gender data were available.

† Percentages in tables and bar graphs may not add up to 100, due to rounding.

Number of Fully Participating First-Time Eligible Students by Gender*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
FEMALE	62 936	61 694	62 991	60 716	61 723
MALE	64 931	63 283	64 150	61 994	62 527

Success Rates Over Time:
Fully Participating Female and Male Students*



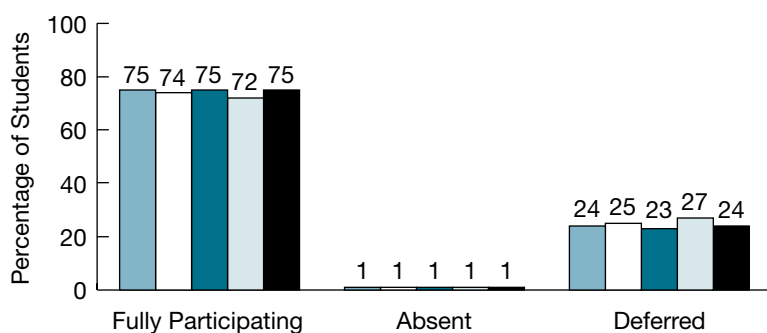
* Includes only students for whom gender data were available.

RESULTS BY STUDENT STATUS

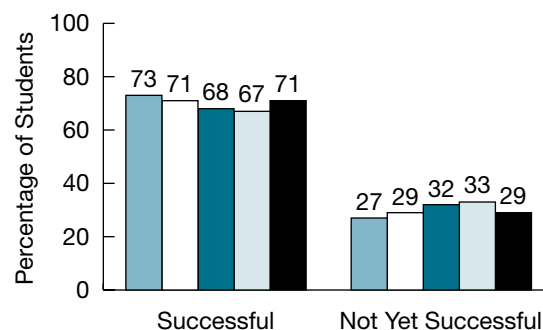
Results for English Language Learners Over Time*

	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	2014–2015 # = 8042	2015–2016 # = 9488	2016–2017 # = 9580	2017–2018 # = 8845	2018–2019 # = 8880	2014–2015 # = 6005	2015–2016 # = 7030	2016–2017 # = 7222	2017–2018 # = 6385	2018–2019 # = 6642
SUCCESSFUL	54%	52%	51%	48%	53%	73%	71%	68%	67%	71%
NOT YET SUCCESSFUL	20%	22%	24%	24%	21%	27%	29%	32%	33%	29%
FULLY PARTICIPATING	75%	74%	75%	72%	75%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	24%	25%	23%	27%	24%					

Participation Rates Over Time:
All English Language Learners*



Success Rates Over Time:
Fully Participating English Language Learners*



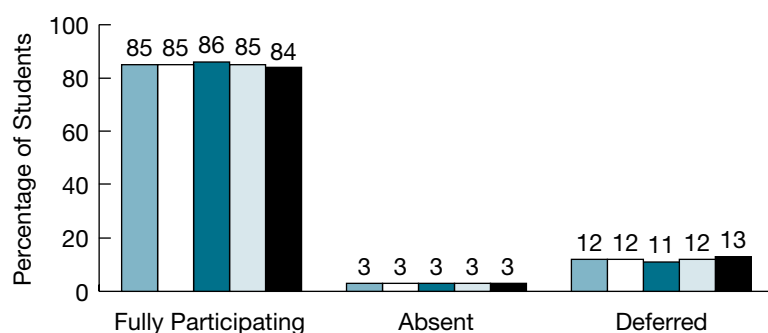
■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017
 ■ 2017–2018
 ■ 2018–2019

* Percentages in tables and bar graphs may not add up to 100, due to rounding.

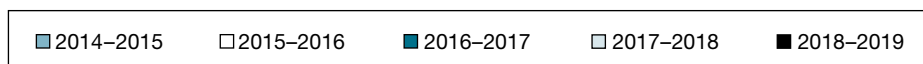
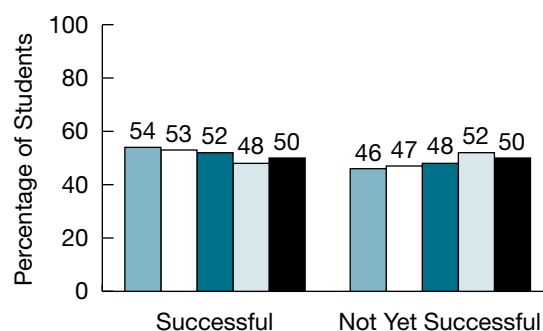
Results for Students with Special Education Needs (Excluding Gifted) Over Time*

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS				
	2014–2015 # = 25 772	2015–2016 # = 25 907	2016–2017 # = 26 311	2017–2018 # = 25 908	2018–2019 # = 26 504	2014–2015 # = 21 869	2015–2016 # = 21 952	2016–2017 # = 22 566	2017–2018 # = 21 994	2018–2019 # = 22 322
SUCCESSFUL	45%	44%	45%	40%	42%	54%	53%	52%	48%	50%
NOT YET SUCCESSFUL	39%	40%	41%	44%	43%	46%	47%	48%	52%	50%
FULLY PARTICIPATING	85%	85%	86%	85%	84%					
ABSENT	3%	3%	3%	3%	3%					
DEFERRED	12%	12%	11%	12%	13%					

Participation Rates Over Time:
All Students with Special Education Needs
(Excluding Gifted)*



Success Rates Over Time:
Fully Participating Students with
Special Education Needs (Excluding Gifted)*



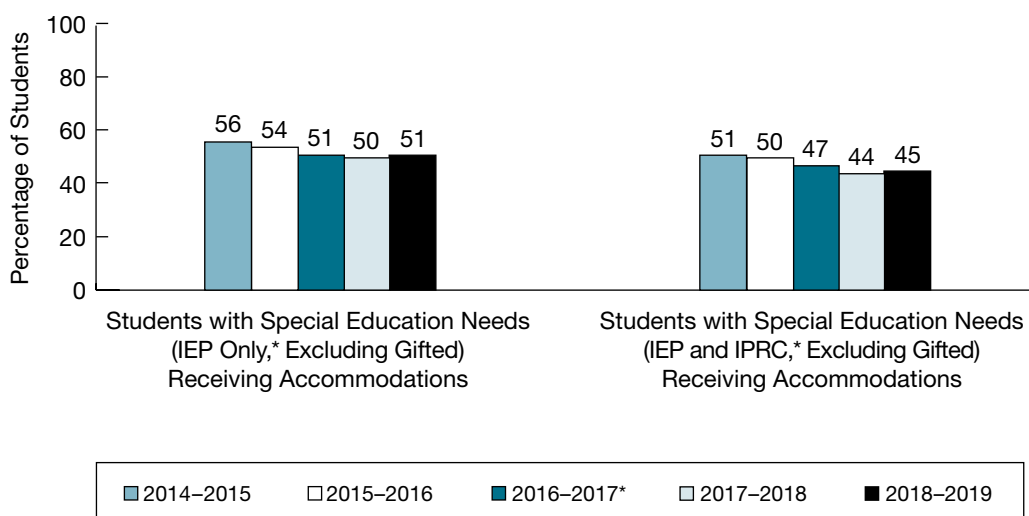
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Number of Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations

	2014–2015	2015–2016	2016–2017*	2017–2018	2018–2019
Students with Special Education Needs (IEP Only, [†] Excluding Gifted) Receiving Accommodations	8770	9338	9613	8040	7818
Students with Special Education Needs (IEP and IPRC, [†] Excluding Gifted) Receiving Accommodations	11 752	11 458	10 849	9181	9058

Success Rates Over Time:

Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations



* Numbers and percentages are based on students who participated in the March administration, which offered all permitted accommodations.

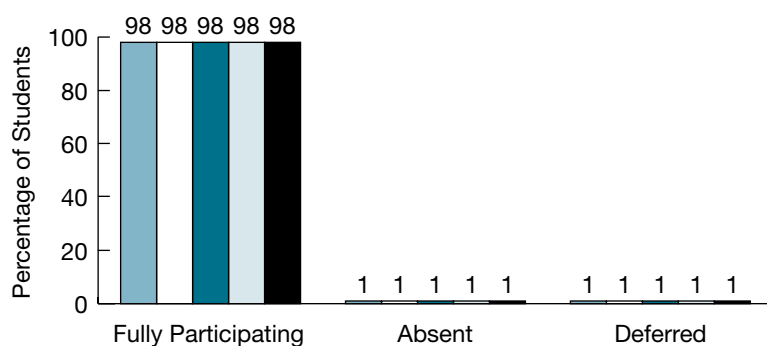
[†] Individual Education Plan (IEP); Identification, Placement and Review Committee (IPRC).

RESULTS BY COURSE TYPE IN ENGLISH

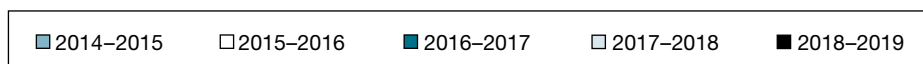
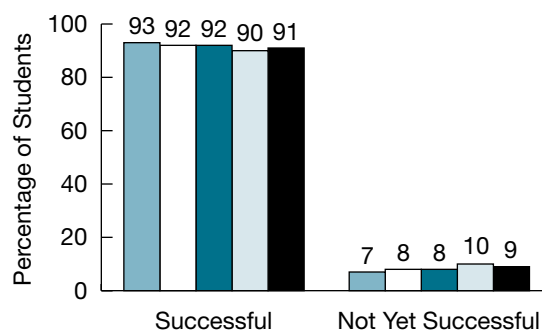
Results for Students Taking the Academic English Course Over Time*

	ALL STUDENTS IN THE ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE ACADEMIC ENGLISH COURSE				
	2014–2015 # = 99 813	2015–2016 # = 98 153	2016–2017 # = 100 950	2017–2018 # = 97 851	2018–2019 # = 99 381	2014–2015 # = 97 615	2015–2016 # = 95 971	2016–2017 # = 99 051	2017–2018 # = 95 709	2018–2019 # = 97 228
SUCCESSFUL	91%	90%	90%	88%	89%	93%	92%	92%	90%	91%
NOT YET SUCCESSFUL	7%	8%	8%	9%	8%	7%	8%	8%	10%	9%
FULLY PARTICIPATING	98%	98%	98%	98%	98%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	1%	1%	1%	1%	1%					

Participation Rates Over Time: All Students in the Academic English Course*



Success Rates Over Time: Fully Participating Students in the Academic English Course*

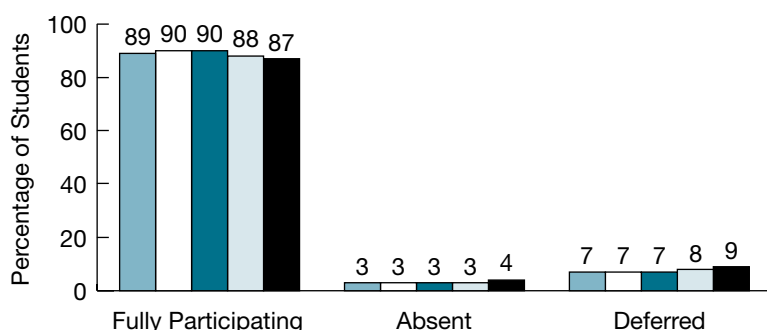


* Percentages in tables and bar graphs may not add up to 100, due to rounding.

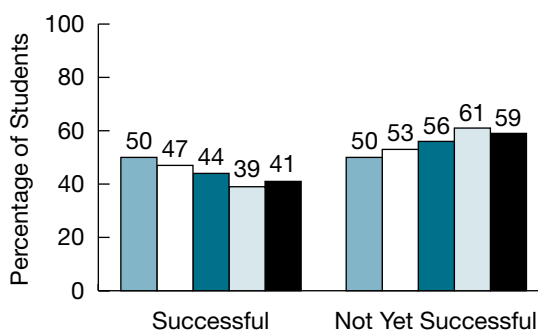
Results for Students Taking the Applied English Course Over Time*

	ALL STUDENTS IN THE APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE APPLIED ENGLISH COURSE				
	2014–2015 # = 29 316	2015–2016 # = 27 678	2016–2017 # = 27 006	2017–2018 # = 25 674	2018–2019 # = 25 648	2014–2015 # = 26 213	2015–2016 # = 24 772	2016–2017 # = 24 233	2017–2018 # = 22 700	2018–2019 # = 22 437
SUCCESSFUL	45%	42%	39%	34%	36%	50%	47%	44%	39%	41%
NOT YET SUCCESSFUL	45%	48%	50%	54%	51%	50%	53%	56%	61%	59%
FULLY PARTICIPATING	89%	90%	90%	88%	87%					
ABSENT	3%	3%	3%	3%	4%					
DEFERRED	7%	7%	7%	8%	9%					

Participation Rates Over Time: All Students in the Applied English Course*



Success Rates Over Time: Fully Participating Students in the Applied English Course*



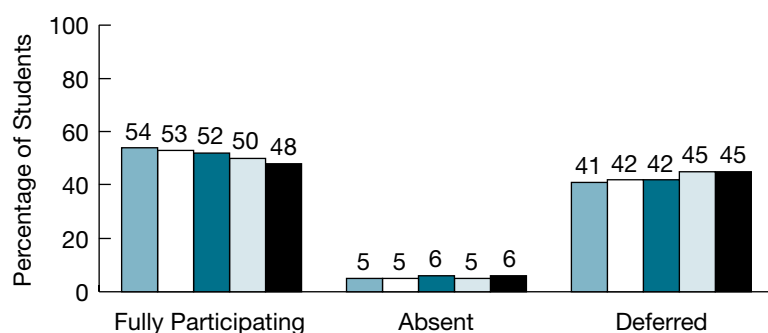
■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017
 ■ 2017–2018
 ■ 2018–2019

* Percentages in tables and bar graphs may not add up to 100, due to rounding.

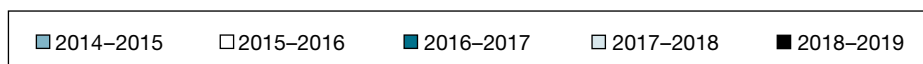
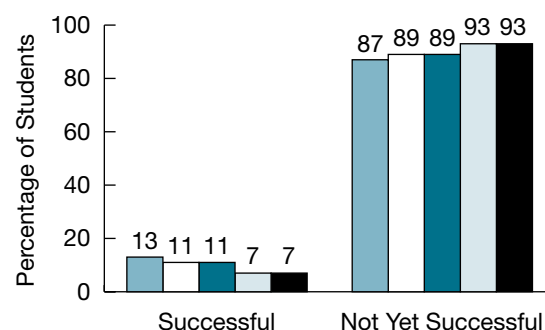
Results for Students Taking a Locally Developed English Course Over Time*

	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	2014–2015 # = 3791	2015–2016 # = 4372	2016–2017 # = 3958	2017–2018 # = 3916	2018–2019 # = 3888	2014–2015 # = 2064	2015–2016 # = 2307	2016–2017 # = 2060	2017–2018 # = 1963	2018–2019 # = 1880
SUCCESSFUL	7%	6%	6%	3%	3%	13%	11%	11%	7%	7%
NOT YET SUCCESSFUL	47%	47%	46%	47%	45%	87%	89%	89%	93%	93%
FULLY PARTICIPATING	54%	53%	52%	50%	48%					
ABSENT	5%	5%	6%	5%	6%					
DEFERRED	41%	42%	42%	45%	45%					

Participation Rates Over Time:
All Students in a Locally Developed English Course*



Success Rates Over Time:
Fully Participating Students in a Locally Developed English Course*



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

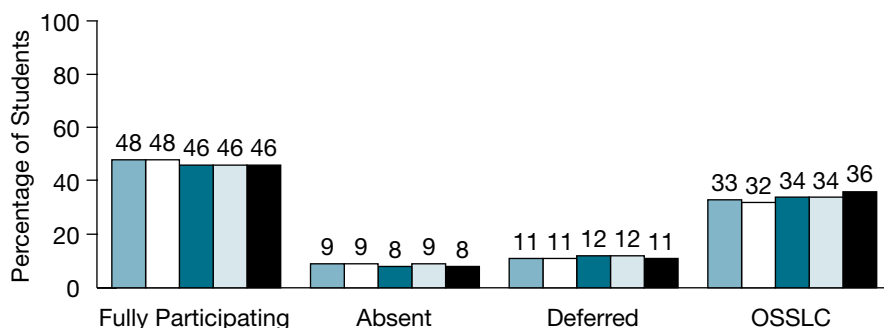
OSSLT—Previously Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS OVER TIME

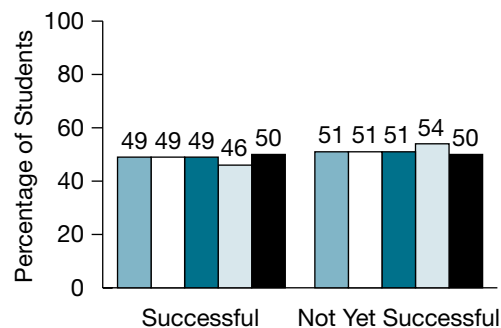
Results for Previously Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	2014–2015 # = 54 024	2015–2016 # = 55 284	2016–2017 # = 58 895	2017–2018 # = 57 133	2018–2019 # = 58 128	2014–2015 # = 25 989	2015–2016 # = 26 333	2016–2017 # = 27 360	2017–2018 # = 26 021	2018–2019 # = 26 499
SUCCESSFUL	24%	23%	23%	21%	23%	49%	49%	49%	46%	50%
NOT YET SUCCESSFUL	24%	24%	24%	25%	23%	51%	51%	51%	54%	50%
FULLY PARTICIPATING	48%	48%	46%	46%	46%					
ABSENT	9%	9%	8%	9%	8%					
DEFERRED	11%	11%	12%	12%	11%					
OSSLC†	33%	32%	34%	34%	36%					

Participation Rates Over Time:
All Students*



Success Rates Over Time:
Fully Participating Students*



■ 2014–2015 □ 2015–2016 ■ 2016–2017 □ 2017–2018 ■ 2018–2019

* Percentages in tables and bar graphs may not add up to 100, due to rounding.

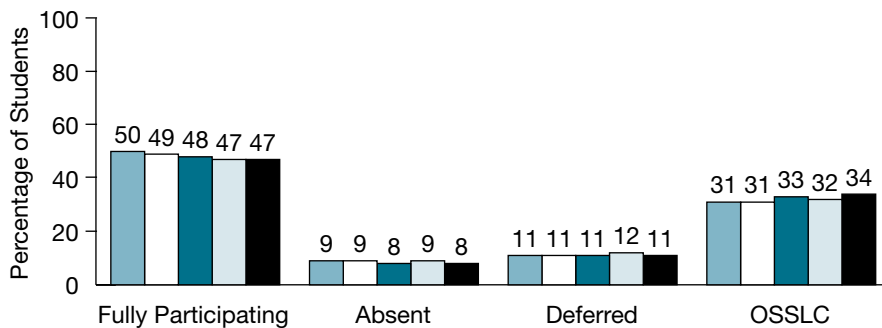
† All students identified as planning to fulfill the literacy requirement through the OSSLT are reported as previously eligible students.

RESULTS BY GENDER

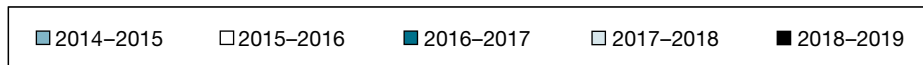
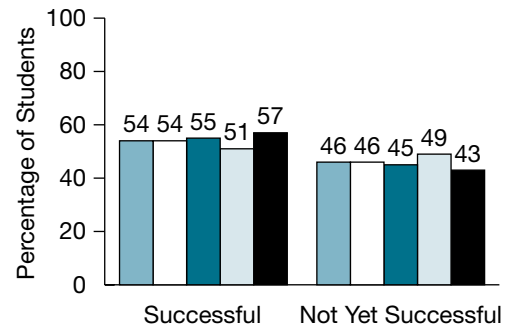
Results for Female Students Over Time[†]

	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	2014–2015 # = 21 079	2015–2016 # = 21 746	2016–2017 # = 23 582	2017–2018 # = 22 431	2018–2019 # = 22 295	2014–2015 # = 10 444	2015–2016 # = 10 731	2016–2017 # = 11 349	2017–2018 # = 10 446	2018–2019 # = 10 474
SUCCESSFUL	27%	26%	27%	24%	27%	54%	54%	55%	51%	57%
NOT YET SUCCESSFUL	23%	23%	22%	23%	20%	46%	46%	45%	49%	43%
FULLY PARTICIPATING	50%	49%	48%	47%	47%					
ABSENT	9%	9%	8%	9%	8%					
DEFERRED	11%	11%	11%	12%	11%					
OSSLC[‡]	31%	31%	33%	32%	34%					

Participation Rates Over Time: All Students^{*}



Success Rates Over Time: Fully Participating Students^{*}



* Includes only students for whom gender data were available.

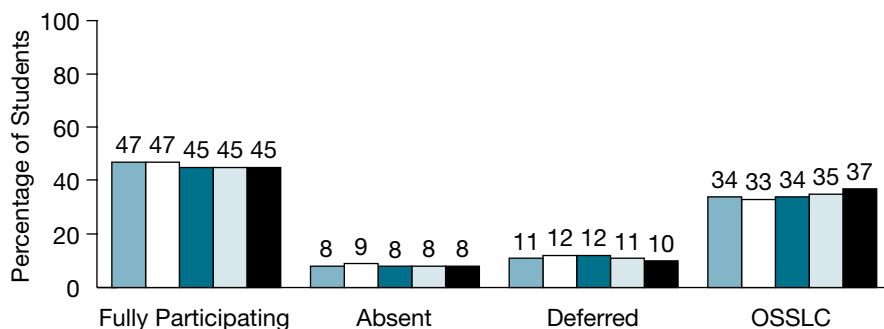
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

‡ All students identified as planning to fulfill the literacy requirement through the OSSLT are reported as previously eligible students.

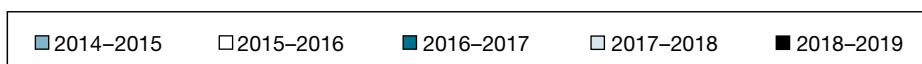
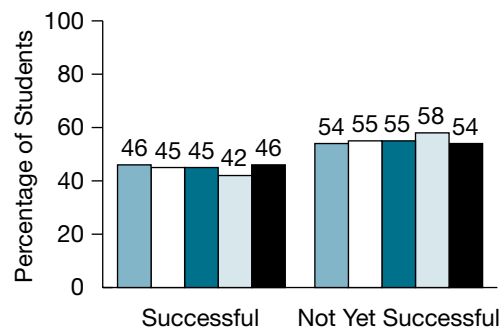
Results for Male Students Over Time[†]

	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	2014–2015 # = 32 945	2015–2016 # = 33 538	2016–2017 # = 35 313	2017–2018 # = 34 683	2018–2019 # = 35 833	2014–2015 # = 15 545	2015–2016 # = 15 602	2016–2017 # = 16 011	2017–2018 # = 15 575	2018–2019 # = 16 025
SUCCESSFUL	22%	21%	20%	19%	20%	46%	45%	45%	42%	46%
NOT YET SUCCESSFUL	25%	25%	25%	26%	24%	54%	55%	55%	58%	54%
FULLY PARTICIPATING	47%	47%	45%	45%	45%					
ABSENT	8%	9%	8%	8%	8%					
DEFERRED	11%	12%	12%	11%	10%					
OSSLC[‡]	34%	33%	34%	35%	37%					

Participation Rates Over Time: All Students*



Success Rates Over Time: Fully Participating Students*



* Includes only students for whom gender data were available.

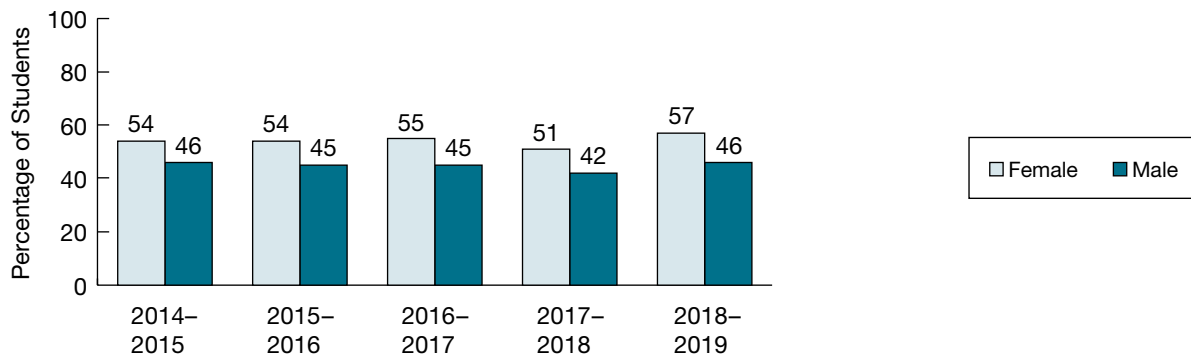
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

‡ All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

Number of Fully Participating Previously Eligible Students by Gender*

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
FEMALE	10 444	10 731	11 349	10 446	10 474
MALE	15 545	15 602	16 011	15 575	16 025

Success Rates Over Time:
Fully Participating Female and Male Students*



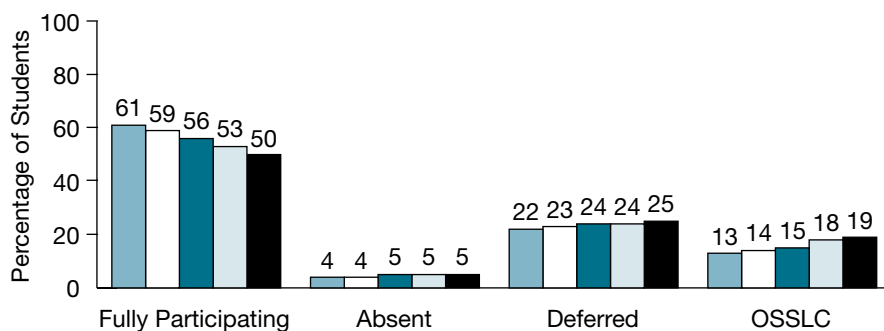
* Includes only students for whom gender data were available.

RESULTS BY STUDENT STATUS

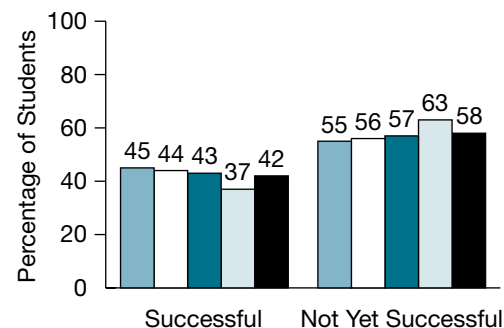
Results for English Language Learners Over Time*

	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	2014–2015 # = 8278	2015–2016 # = 9520	2016–2017 # = 11 276	2017–2018 # = 10 545	2018–2019 # = 9821	2014–2015 # = 5040	2015–2016 # = 5611	2016–2017 # = 6308	2017–2018 # = 5547	2018–2019 # = 4926
SUCCESSFUL	27%	26%	24%	19%	21%	45%	44%	43%	37%	42%
NOT YET SUCCESSFUL	33%	33%	32%	33%	29%	55%	56%	57%	63%	58%
FULLY PARTICIPATING	61%	59%	56%	53%	50%					
ABSENT	4%	4%	5%	5%	5%					
DEFERRED	22%	23%	24%	24%	25%					
OSSLC†	13%	14%	15%	18%	19%					

Participation Rates Over Time:
All English Language Learners*



Success Rates Over Time:
Fully Participating English Language Learners*



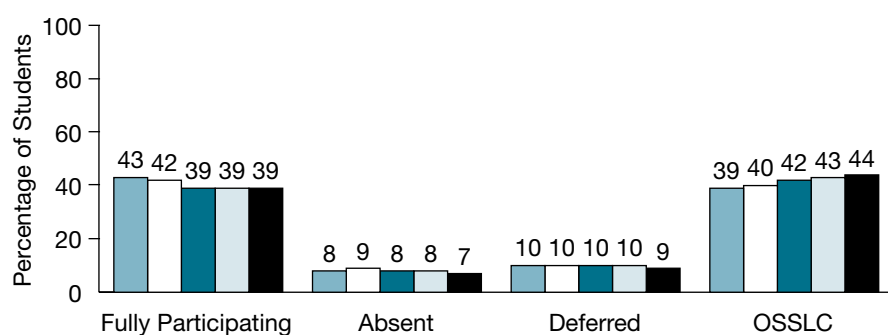
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

† All students identified as planning to fulfill the literacy requirement through the OSSLT are reported as previously eligible students.

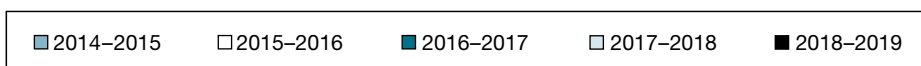
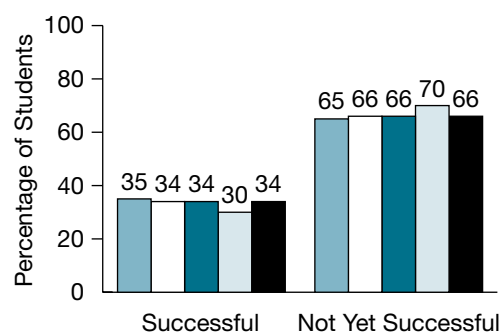
Results for Students with Special Education Needs (Excluding Gifted) Over Time*

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS				
	2014–2015 # = 21 881	2015–2016 # = 22 033	2016–2017 # = 22 624	2017–2018 # = 21 976	2018–2019 # = 23 286	2014–2015 # = 9370	2015–2016 # = 9167	2016–2017 # = 8846	2017–2018 # = 8536	2018–2019 # = 9163
SUCCESSFUL	15%	14%	13%	12%	13%	35%	34%	34%	30%	34%
NOT YET SUCCESSFUL	28%	27%	26%	27%	26%	65%	66%	66%	70%	66%
FULLY PARTICIPATING	43%	42%	39%	39%	39%					
ABSENT	8%	9%	8%	8%	7%					
DEFERRED	10%	10%	10%	10%	9%					
OSSLC†	39%	40%	42%	43%	44%					

Participation Rates Over Time:
All Students with Special Education Needs
(Excluding Gifted)*



Success Rates Over Time: Fully
Participating Students with Special
Education Needs (Excluding Gifted)*



* Percentages in tables and bar graphs may not add up to 100, due to rounding.

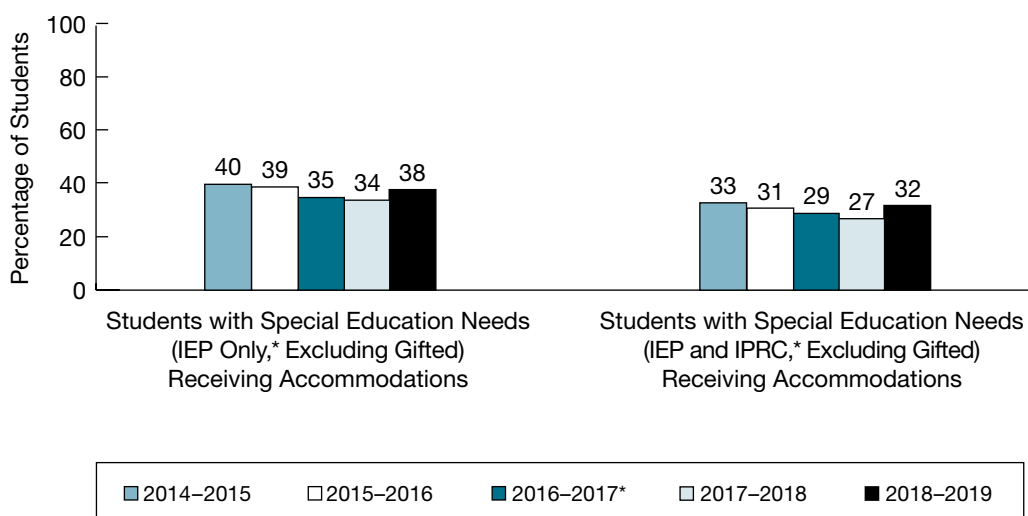
† All students identified as planning to fulfill the literacy requirement through the OSSLT are reported as previously eligible students.

Number of Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations

	2014–2015	2015–2016	2016–2017*	2017–2018	2018–2019
Students with Special Education Needs (IEP Only, [†] Excluding Gifted) Receiving Accommodations	3407	3670	3635	2769	3193
Students with Special Education Needs (IEP and IPRC, [†] Excluding Gifted) Receiving Accommodations	5317	5037	4478	3900	3933

Success Rates Over Time:

Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations



* Numbers and percentages are based on students who participated in the March administration, which offered all permitted accommodations.

[†] Individual Education Plan (IEP); Identification, Placement and Review Committee (IPRC).

Cohort Tracking—Grade 3 to Grade 6 to Grade 10 (OSSLT)

TRACKING PROGRESS IN LITERACY FROM GRADE 3 THROUGH GRADE 6 TO GRADE 10 (OSSLT)

English-Language Students

Note:

Provincial-level results for the primary and junior divisions of the English-language school system are not available for 2015. Due to exceptional circumstances, a significant proportion of schools and boards did not participate in the provincial assessments that school year.

OSSLT: Explanation of Terms

First-Time Eligible Students

First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.

Previously Eligible Students

Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.

All Students

This method of reporting provides percentages based on **all** students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempted students).

Fully Participating Students

This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not yet successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.

Successful

Students who fully participated in the OSSLT and received a score that met the expected standard.

Not Yet Successful

Students who fully participated in the OSSLT and received a score that did not meet the expected standard.

Absent

Students who did not have a result due to absence for one or both sessions or for other reasons.

Deferred

Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's *How to Administer the OSSLT*. A student is categorized as deferred only if the school indicates a deferral. If a student has completed any portion of the OSSLT, he or she is not categorized as deferred.

OSSLC

Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education website (www.edu.gov.on.ca). If a student has completed any portion of the OSSLT, he or she is not categorized as OSSLC.

Exempted

Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student has completed any portion of the OSSLT, he or she is not categorized as exempted.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.

English Language Learners Receiving Special Provisions

These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's *How to Administer the OSSLT*.

Students with Special Education Needs (Excluding Gifted)

These are students who have an Individual Education Plan (IEP). These students may or may not have been formally identified by an Identification, Placement and Review Committee (IPRC). Students identified solely as gifted are not included.

Students with Special Education Needs (Excluding Gifted) Receiving Accommodations

These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations are available in the Ministry of Education's *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2016) and EQAO's *How to Administer the OSSLT*.

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