Education Quality and Accountability Office

EQAO

# 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

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the Ontario Secondary School Literacy Test

**English-Language Students**



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## 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

Dr. Cameron Montgomery
Chair, 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

## MESSAGE FROM THE CEO

Norah Marsh
Chief Executive Officer

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

## 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.

# Contents

# 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | | | | | Male | | | | |
| **Students who completed the questionnaire** | 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | | | | | Male | | | | |
| **Students who completed the questionnaire** | 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | | | | | Male | | | | |
| **Students who completed the questionnaire** | 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | | | | | Male | | | | |
| **Students who completed the questionnaire*** | 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| | 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 |
| **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% |

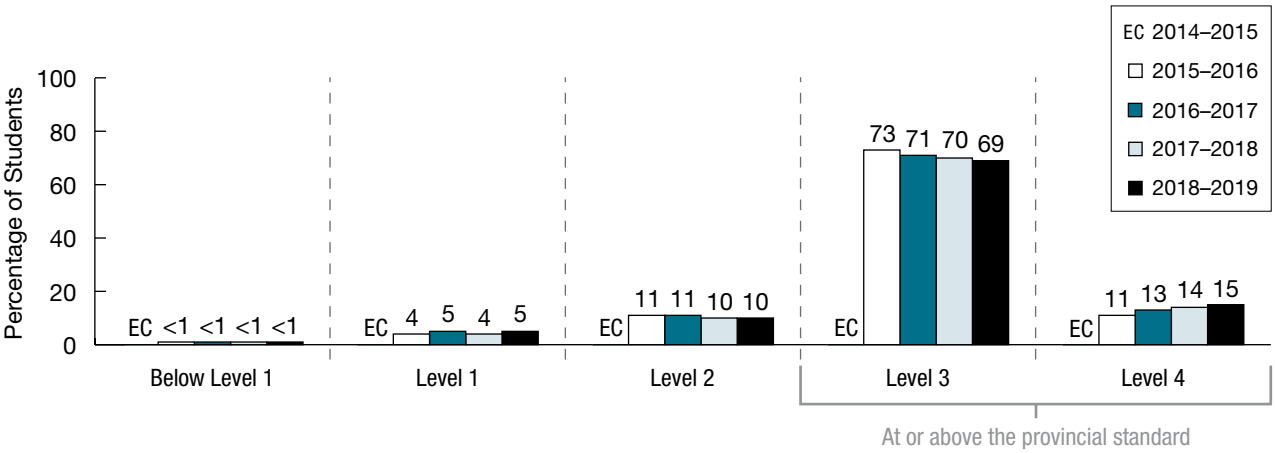
* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ Contextual data pertaining to the language spoken at home by the student 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.

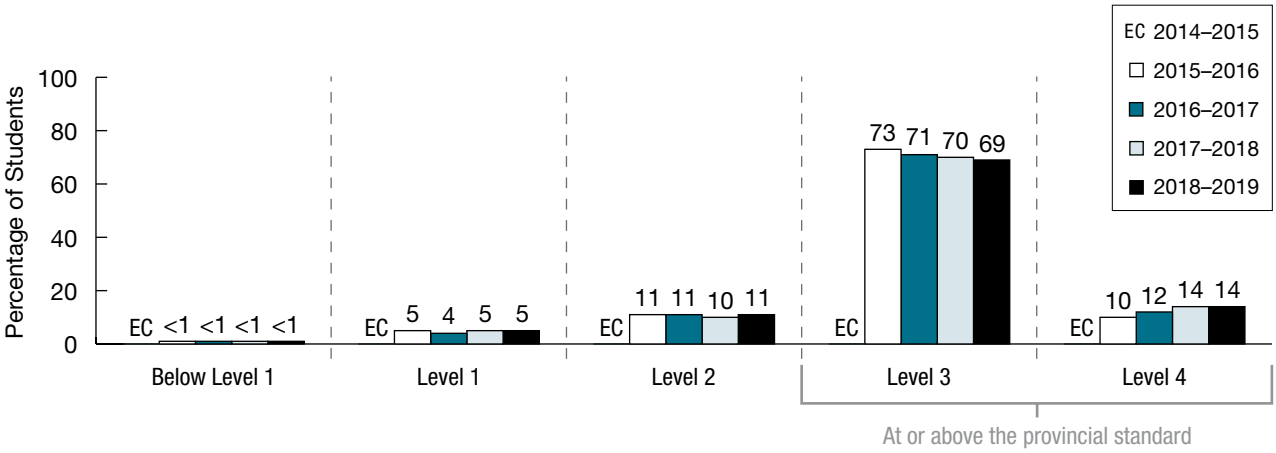
# RESULTS BY GENDER*

## Results for Female and Male Students Over Time†

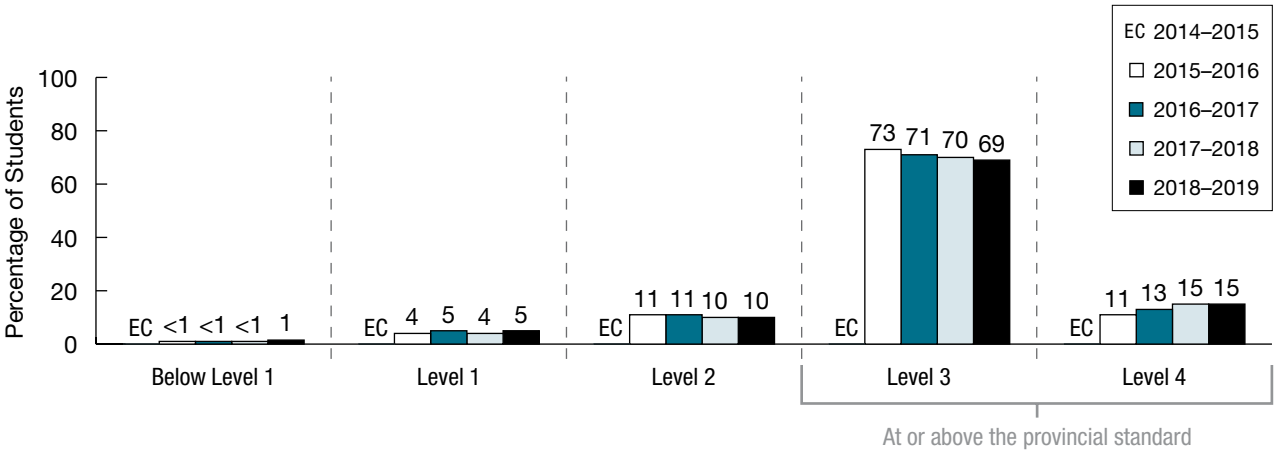
| | 2014–2015 | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 | 2014–2015 | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | | | | | Male | | | | |
| | EC | # = 49 817 | # = 49 388 | # = 49 957 | # = 51 250 | EC | # = 47 530 | # = 47 061 | # = 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*



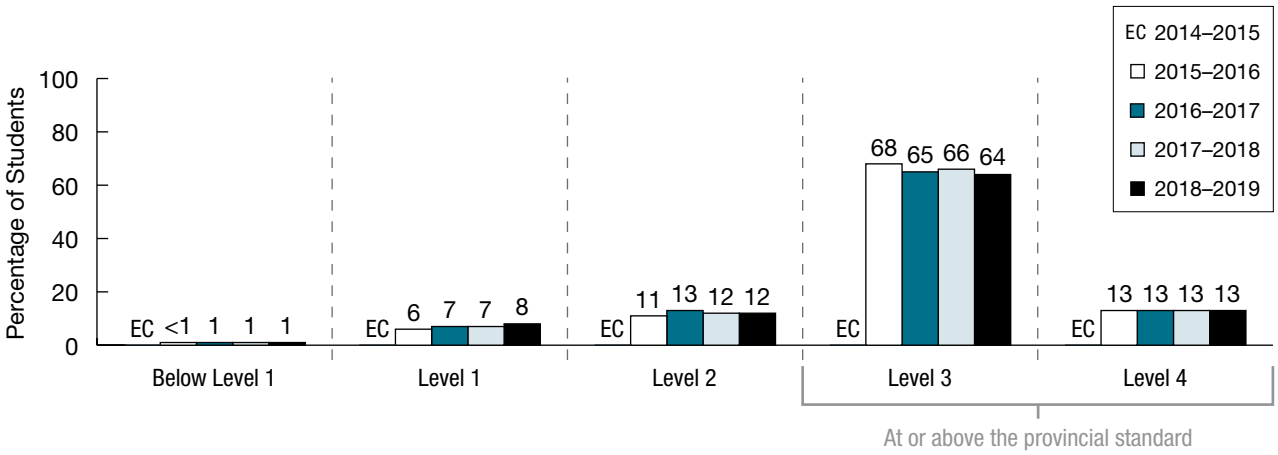

* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

# 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*†

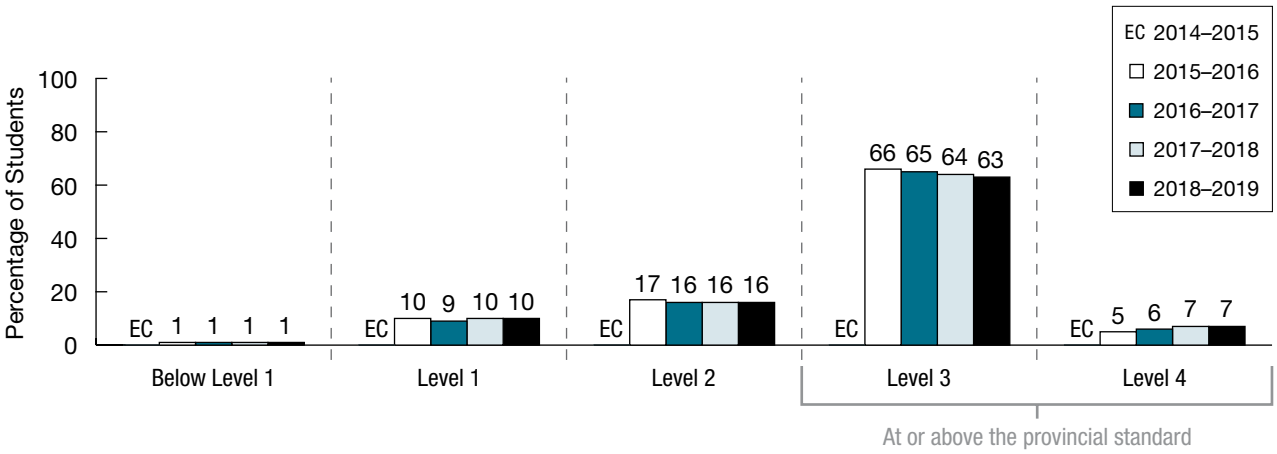



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage 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*†



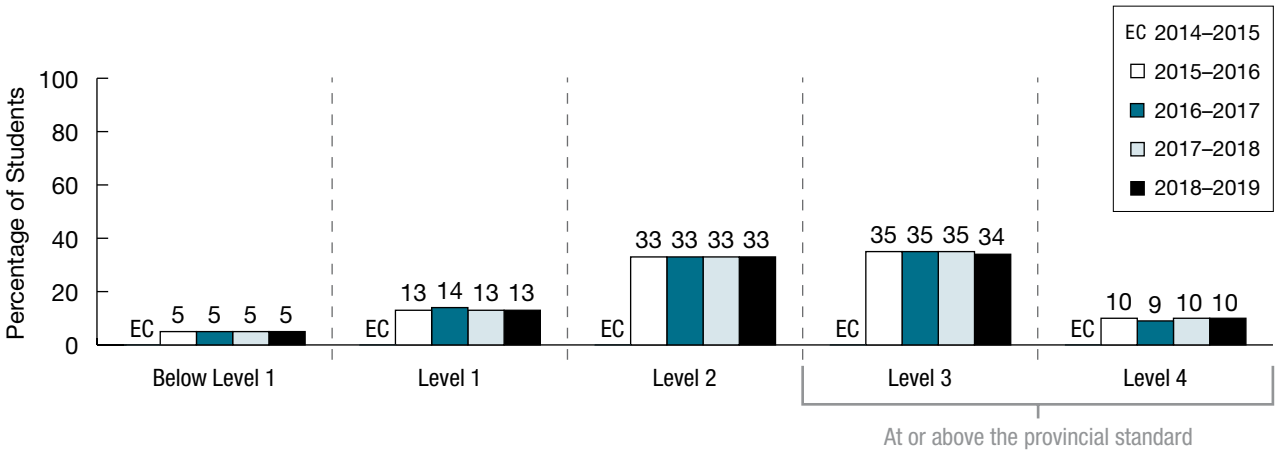

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage 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.

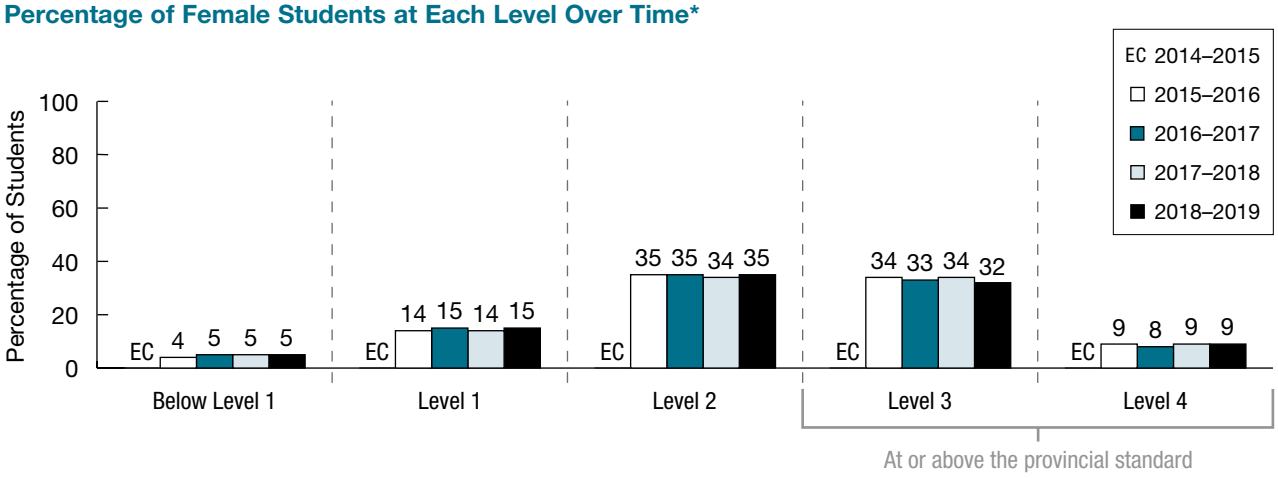
# RESULTS BY GENDER*

## Results for Female and Male Students Over Time†

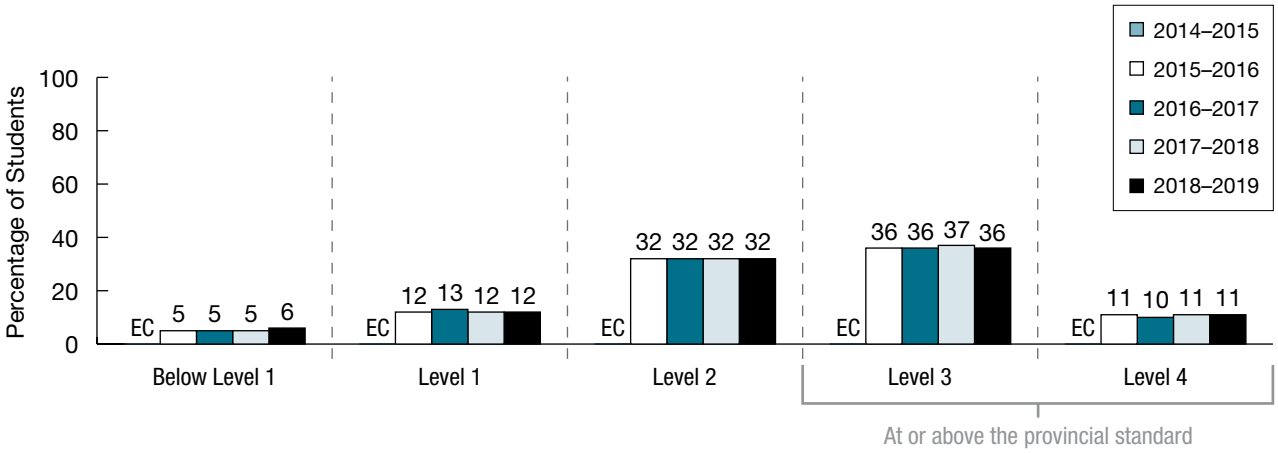
| | 2014–2015 | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 | 2014–2015 | 2015–2016 | 2016–2017 | 2017–2018 | 2018–2019 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Female | | | | | Male | | | | |
| | EC | # = 15 748 | # = 15 212 | # = 14 646 | # = 14 383 | EC | # = 20 257 | # = 19 585 | # = 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*



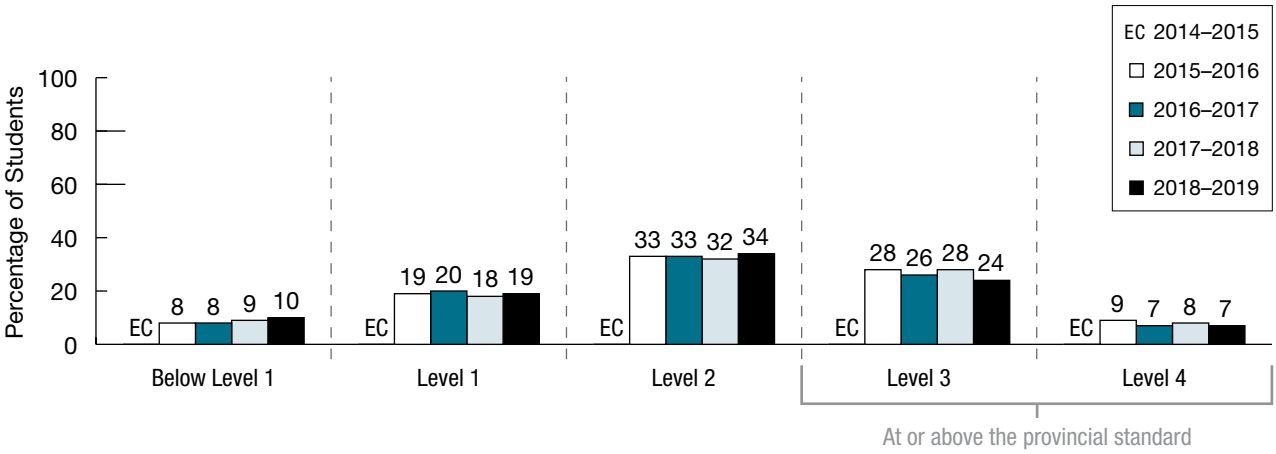

* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

# 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*†

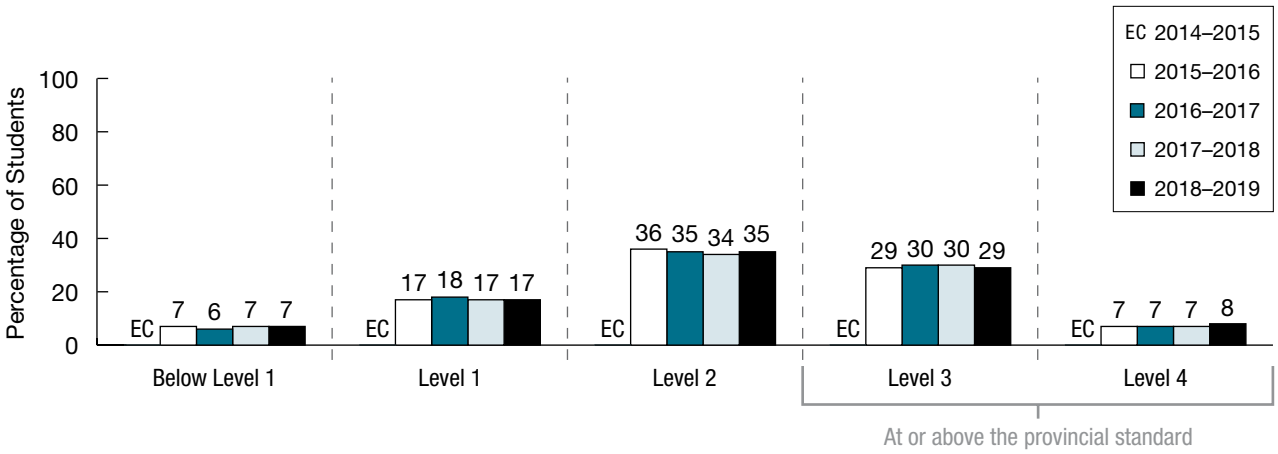



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage 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*†

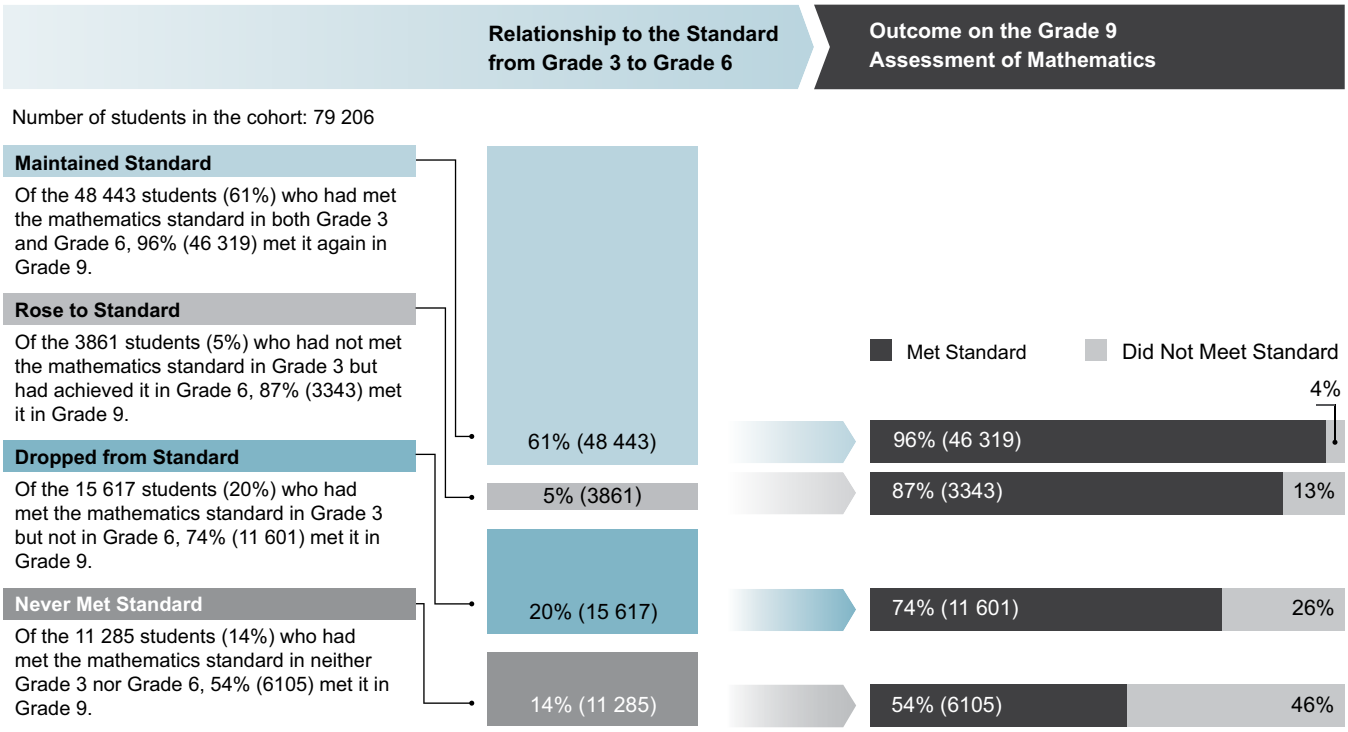



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
† See Grade 9 Assessment of Mathematics: Explanation of Terms.
‡ The percentages of students at Levels 3 and 4 are rounded and may not add up to the percentage 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

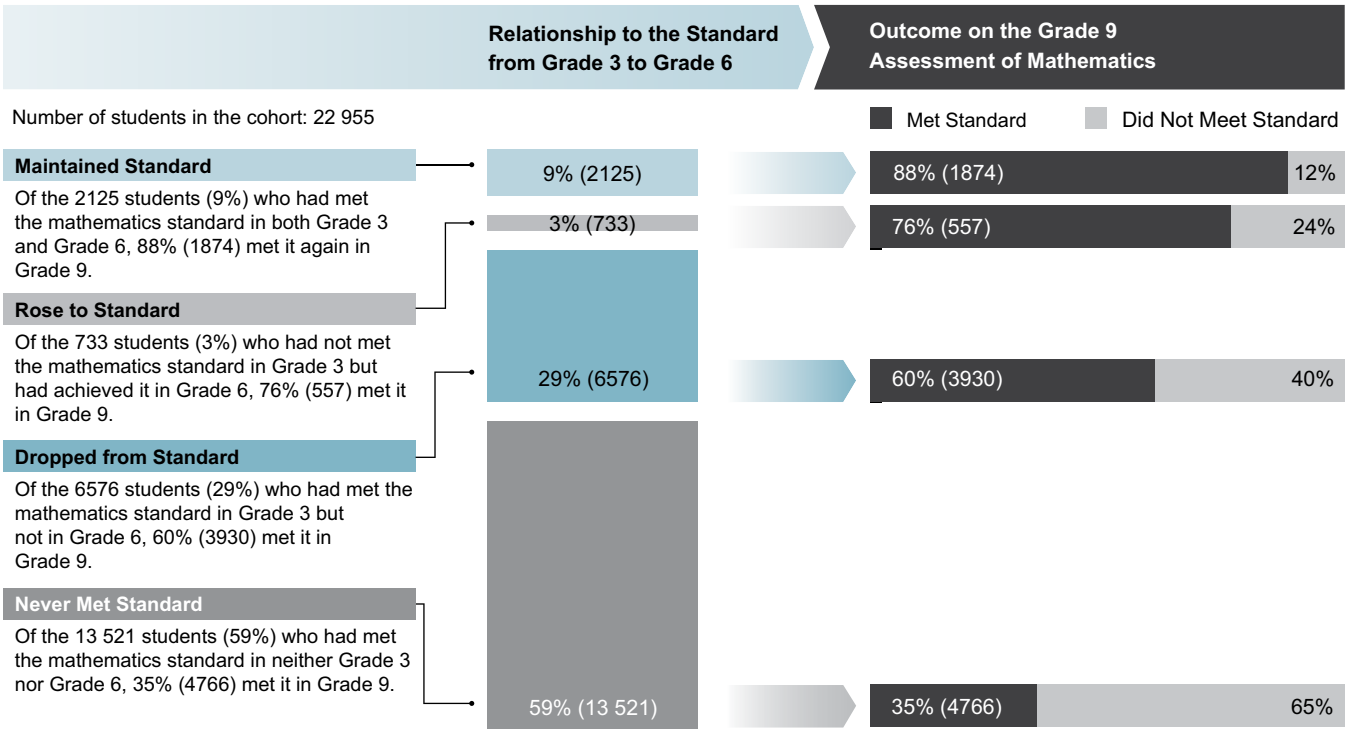
## TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

### 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.

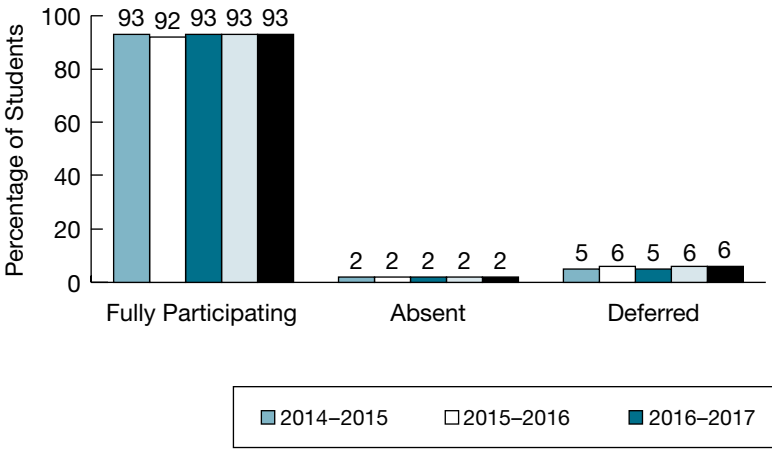
# OSSLT—First-Time Eligible Students: Achievement Results

## RESULTS FOR ALL STUDENTS OVER TIME

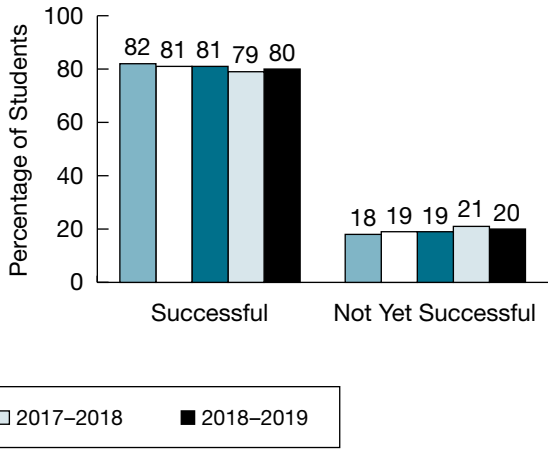
### Results for First-Time Eligible Students Over Time*

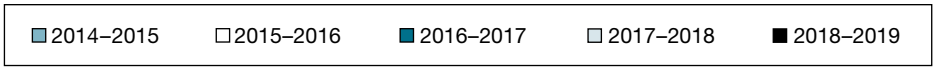
| | ALL STUDENTS | | | | | FULLY PARTICIPATING STUDENTS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 137 620 | 2015–2016 # = 135 111 | 2016–2017 # = 136 492 | 2017–2018 # = 132 639 | 2018–2019 # = 134 168 | 2014–2015 # = 127 867 | 2015–2016 # = 124 977 | 2016–2017 # = 127 142 | 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*



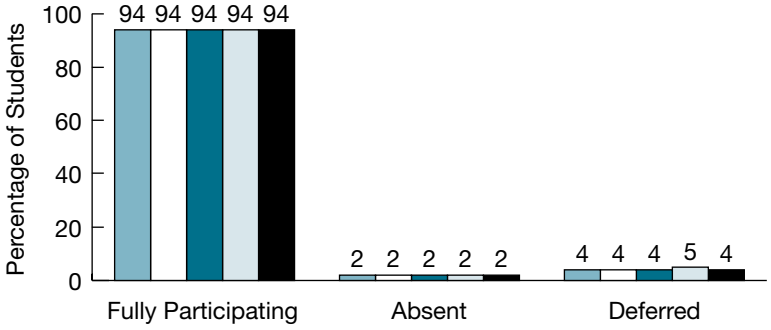

* Percentages in tables and bar graphs may not add up to 100, due to rounding.

# RESULTS BY GENDER

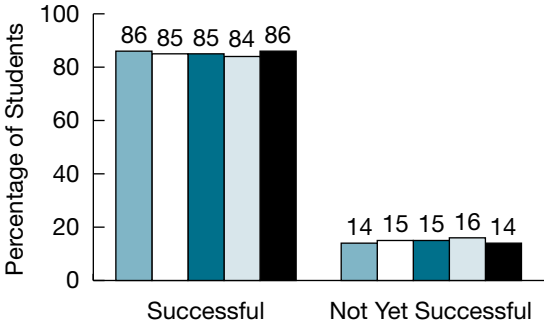
## Results for Female Students Over Time*†

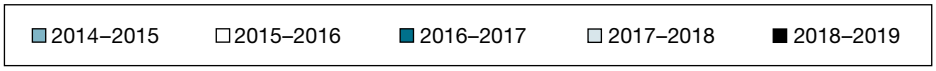
| | ALL FEMALE STUDENTS | | | | | FULLY PARTICIPATING FEMALE STUDENTS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 67 023 | 2015–2016 # = 65 907 | 2016–2017 # = 66 832 | 2017–2018 # = 64 849 | 2018–2019 # = 65 696 | 2014–2015 # = 62 936 | 2015–2016 # = 61 694 | 2016–2017 # = 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*†



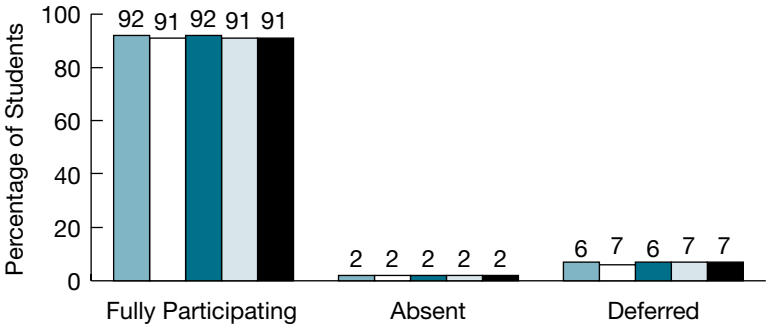




* Includes only students for whom gender data were available.
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

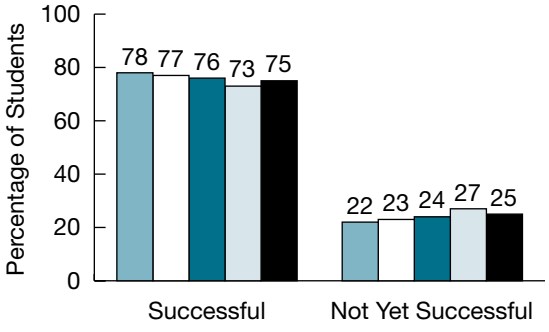
## Results for Male Students Over Time*†

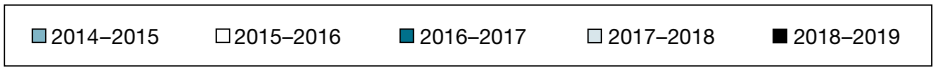
| | ALL MALE STUDENTS | | | | | FULLY PARTICIPATING MALE STUDENTS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 70 597 | 2015–2016 # = 69 204 | 2016–2017 # = 69 659 | 2017–2018 # = 67 777 | 2018–2019 # = 68 471 | 2014–2015 # = 64 931 | 2015–2016 # = 63 283 | 2016–2017 # = 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*†



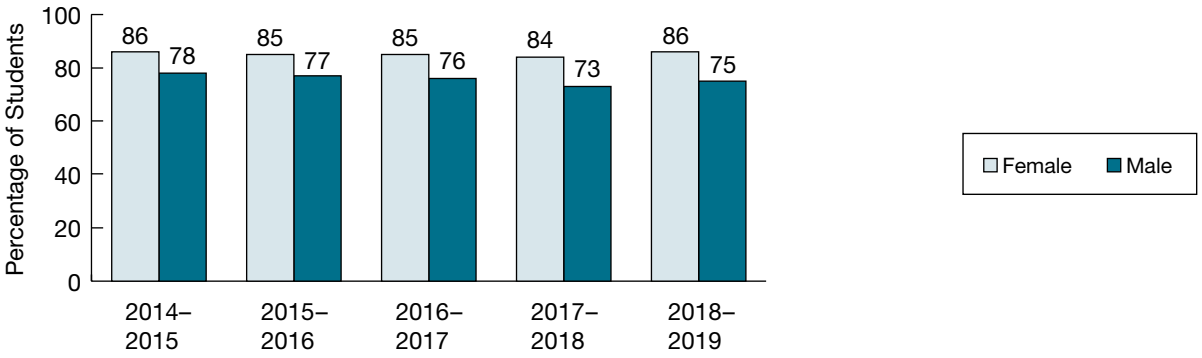




* Includes only students for whom gender data were available.
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

## 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*



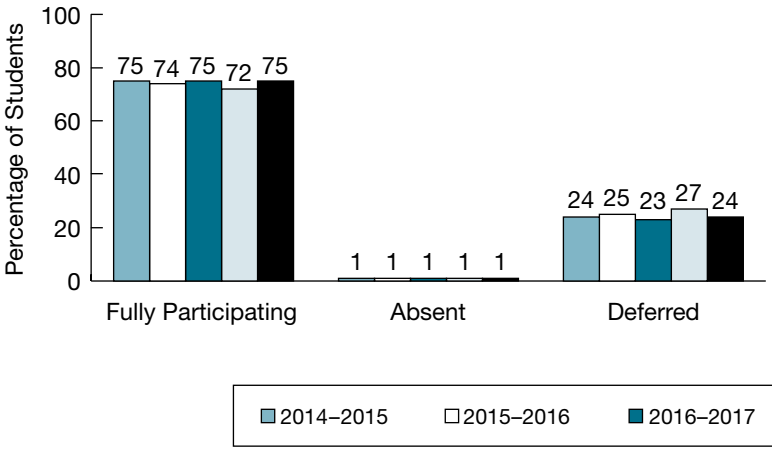

* Includes only students for whom gender data were available.

# RESULTS BY STUDENT STATUS

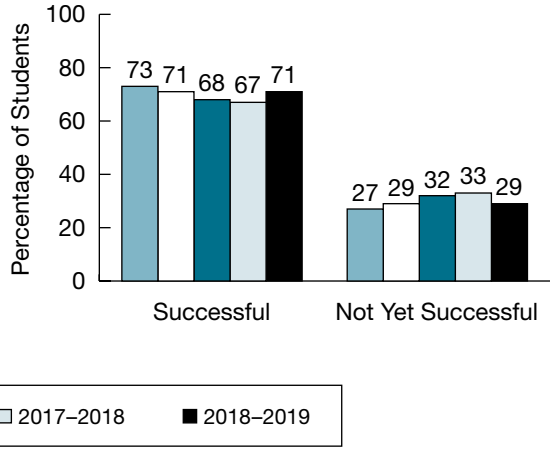
## Results for English Language Learners Over Time*

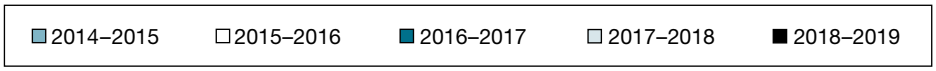
| | ALL ENGLISH LANGUAGE LEARNERS | | | | | FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 8042 | 2015–2016 # = 9488 | 2016–2017 # = 9580 | 2017–2018 # = 8845 | 2018–2019 # = 8880 | 2014–2015 # = 6005 | 2015–2016 # = 7030 | 2016–2017 # = 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*



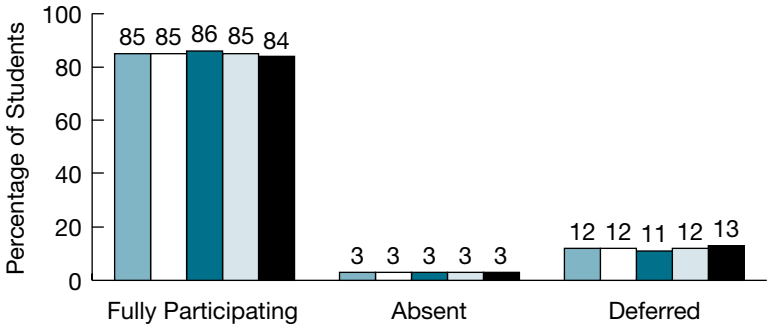




* Percentages in tables and bar graphs may not add up to 100, due to rounding.

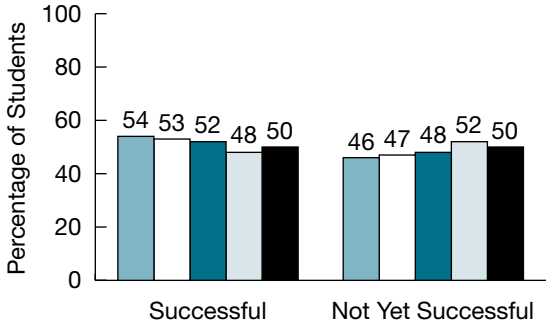
## Results for Students with Special Education Needs (Excluding Gifted) Over Time*

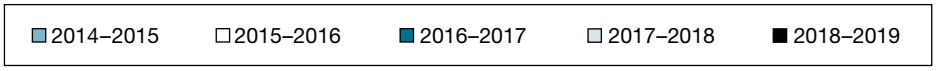
| | ALL STUDENTS WITH SPECIAL EDUCATION NEEDS | | | | | FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 25 772 | 2015–2016 # = 25 907 | 2016–2017 # = 26 311 | 2017–2018 # = 25 908 | 2018–2019 # = 26 504 | 2014–2015 # = 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)*



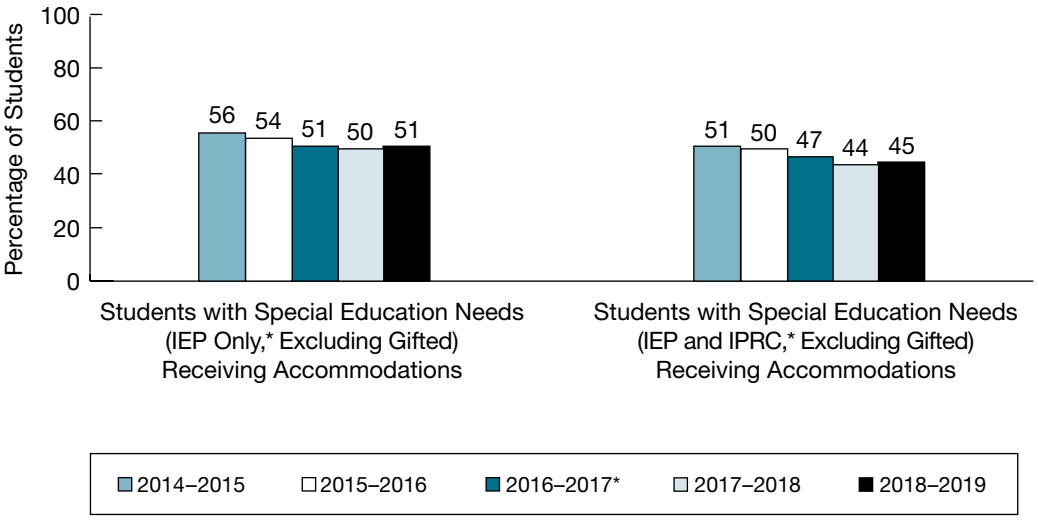




* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## 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



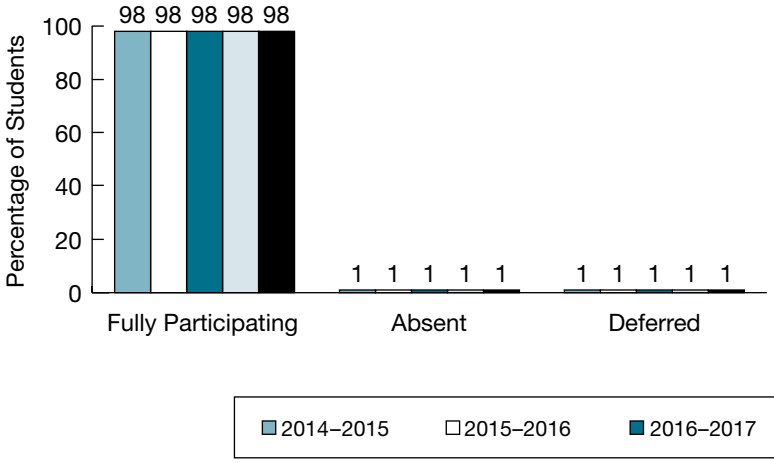

* Numbers and percentages are based on students who participated in the March administration, which offered all permitted accommodations.
† Individual Education Plan (IEP); Identification, Placement and Review Committee (IPRC).

# RESULTS BY COURSE TYPE IN ENGLISH

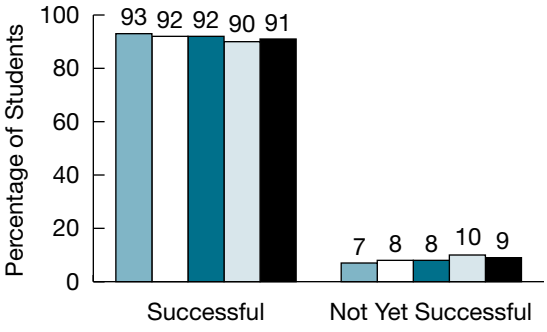
## Results for Students Taking the Academic English Course Over Time*

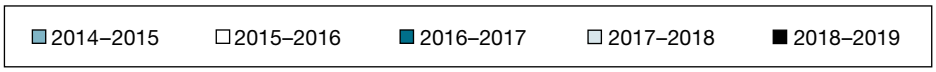
| | ALL STUDENTS IN THE ACADEMIC ENGLISH COURSE | | | | | FULLY PARTICIPATING STUDENTS IN THE ACADEMIC ENGLISH COURSE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 99 813 | 2015–2016 # = 98 153 | 2016–2017 # = 100 950 | 2017–2018 # = 97 851 | 2018–2019 # = 99 381 | 2014–2015 # = 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*



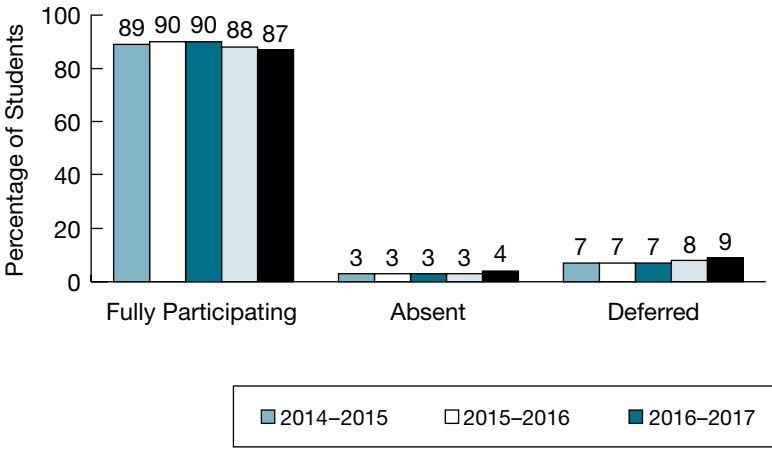




* Percentages in tables and bar graphs may not add up to 100, due to rounding.

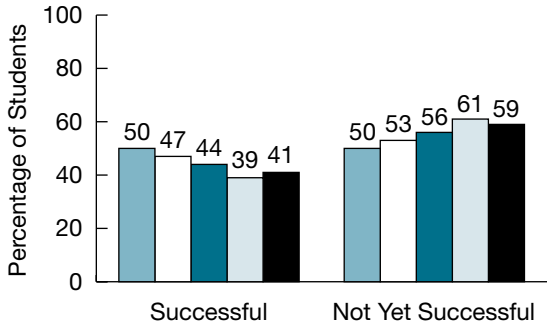
## Results for Students Taking the Applied English Course Over Time*

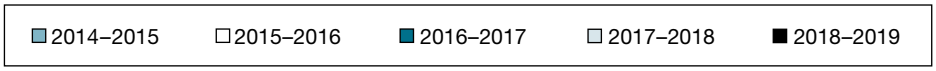
| | ALL STUDENTS IN THE APPLIED ENGLISH COURSE | | | | | FULLY PARTICIPATING STUDENTS IN THE APPLIED ENGLISH COURSE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 29 316 | 2015–2016 # = 27 678 | 2016–2017 # = 27 006 | 2017–2018 # = 25 674 | 2018–2019 # = 25 648 | 2014–2015 # = 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*



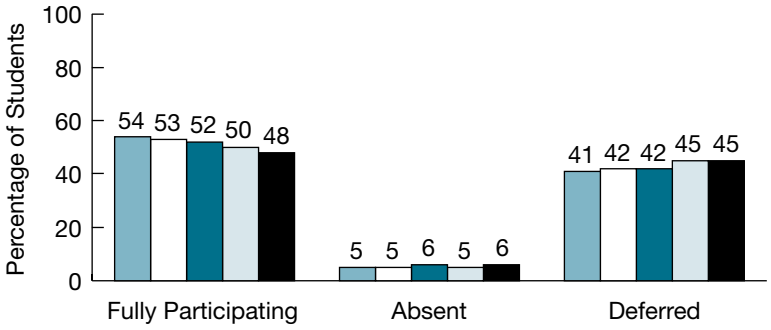




* Percentages in tables and bar graphs may not add up to 100, due to rounding.

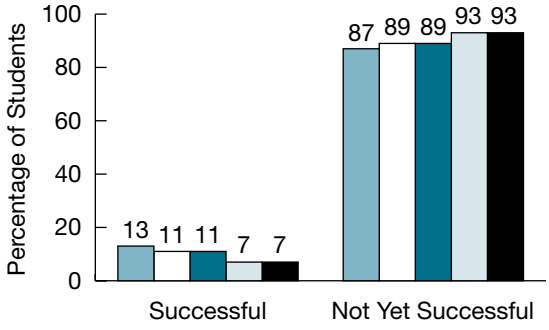
## Results for Students Taking a Locally Developed English Course Over Time*

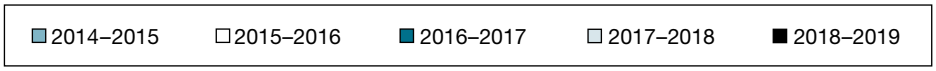
| | ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE | | | | | FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 3791 | 2015–2016 # = 4372 | 2016–2017 # = 3958 | 2017–2018 # = 3916 | 2018–2019 # = 3888 | 2014–2015 # = 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.

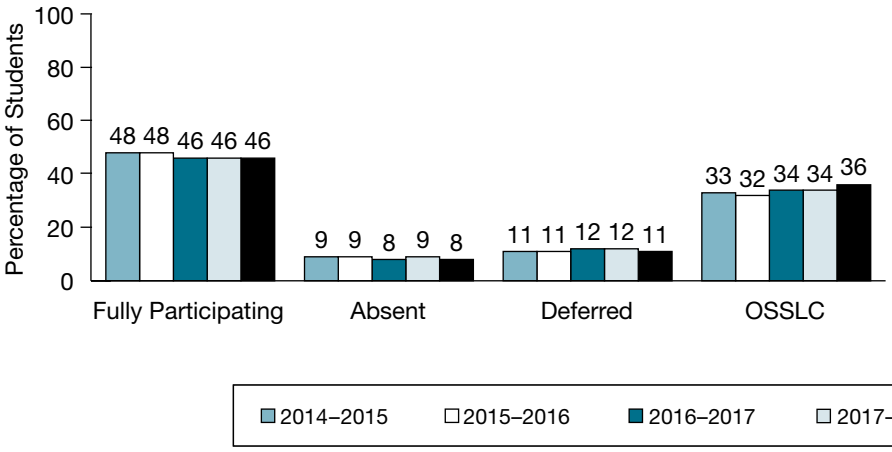
# OSSLT—Previously Eligible Students: Achievement Results

## RESULTS FOR ALL STUDENTS OVER TIME

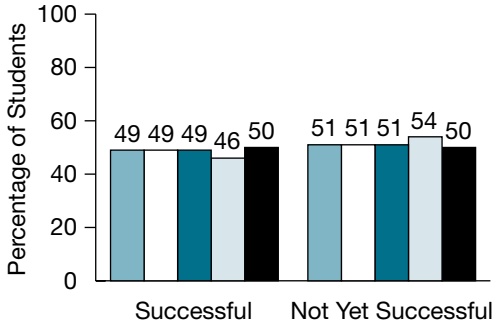
### Results for Previously Eligible Students Over Time*

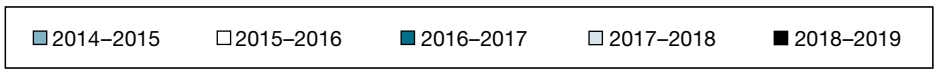
| | ALL STUDENTS | | | | | FULLY PARTICIPATING STUDENTS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 54 024 | 2015–2016 # = 55 284 | 2016–2017 # = 58 895 | 2017–2018 # = 57 133 | 2018–2019 # = 58 128 | 2014–2015 # = 25 989 | 2015–2016 # = 26 333 | 2016–2017 # = 27 360 | 2017–2018 # = 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*



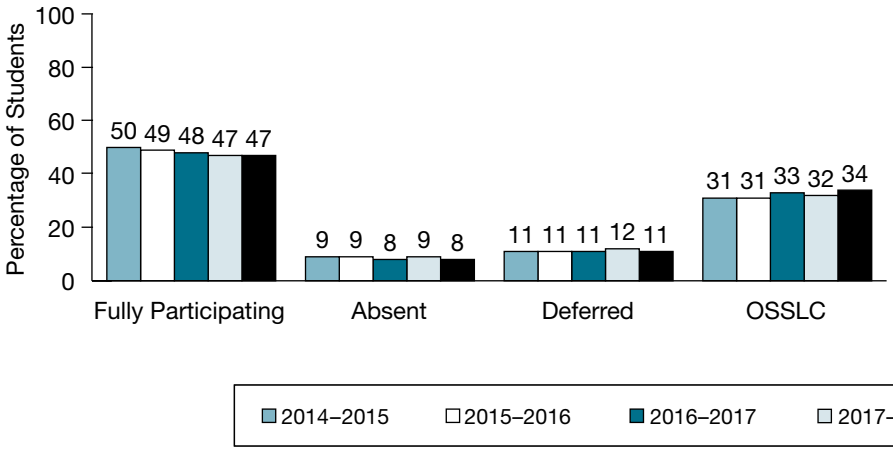

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

# RESULTS BY GENDER

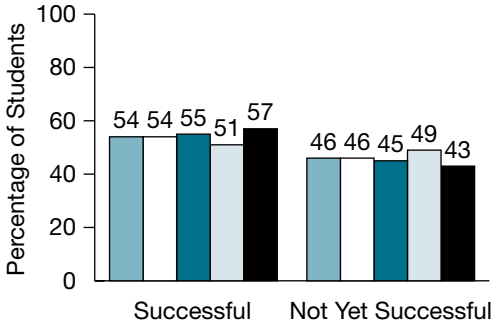
## Results for Female Students Over Time*†

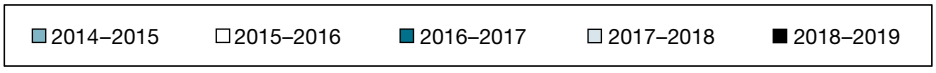
| | ALL FEMALE STUDENTS | | | | | FULLY PARTICIPATING FEMALE STUDENTS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 21 079 | 2015–2016 # = 21 746 | 2016–2017 # = 23 582 | 2017–2018 # = 22 431 | 2018–2019 # = 22 295 | 2014–2015 # = 10 444 | 2015–2016 # = 10 731 | 2016–2017 # = 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*



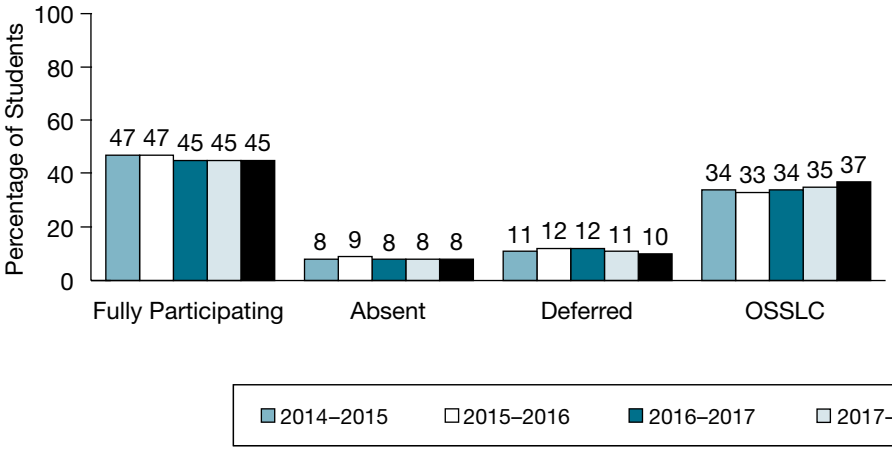




* Includes only students for whom gender data were available.
† Percentages in tables and bar graphs may not add up to 100, due to rounding.
‡ All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

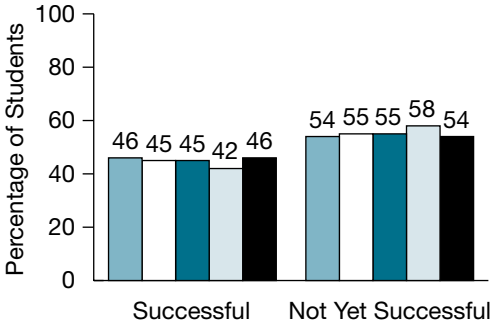
## Results for Male Students Over Time*†

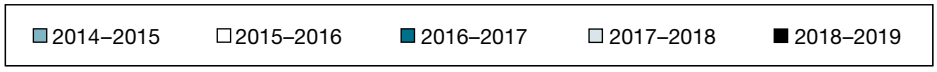
| | ALL MALE STUDENTS | | | | | FULLY PARTICIPATING MALE STUDENTS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 32 945 | 2015–2016 # = 33 538 | 2016–2017 # = 35 313 | 2017–2018 # = 34 683 | 2018–2019 # = 35 833 | 2014–2015 # = 15 545 | 2015–2016 # = 15 602 | 2016–2017 # = 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*



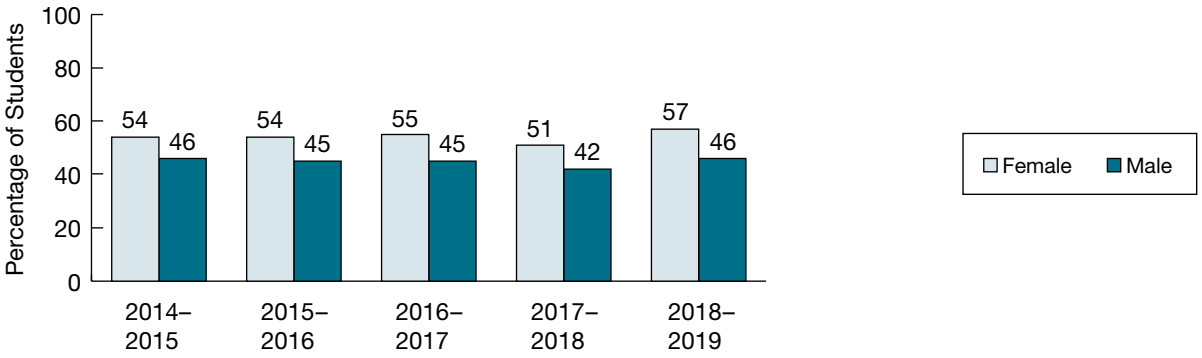




* Includes only students for whom gender data were available.
† Percentages in tables and bar graphs may not add up to 100, due to rounding.
‡ All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

## 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*



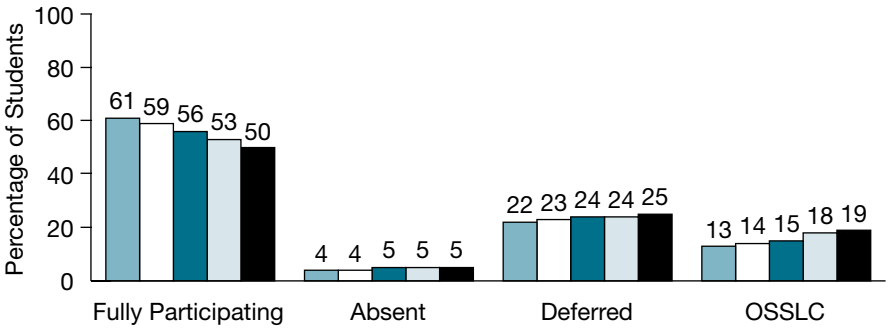

* Includes only students for whom gender data were available.

# RESULTS BY STUDENT STATUS

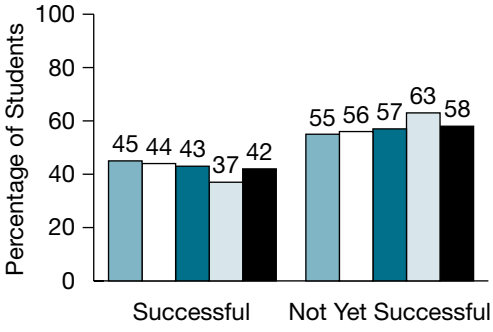
## Results for English Language Learners Over Time*

| | 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*

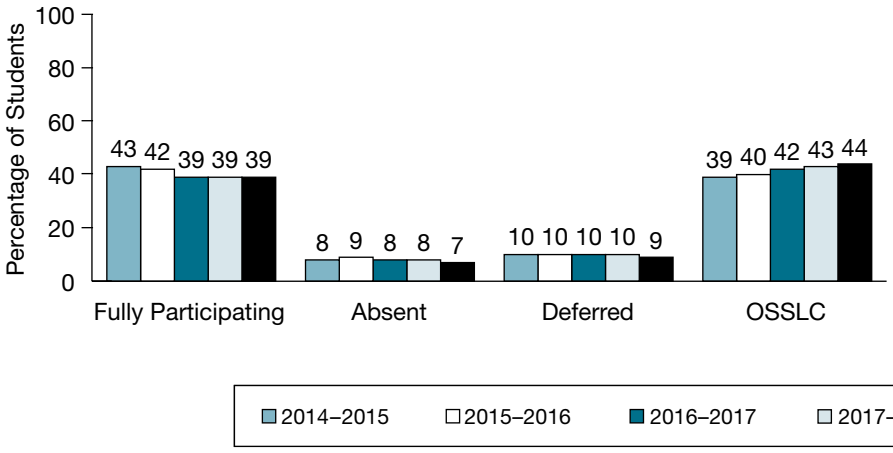



* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

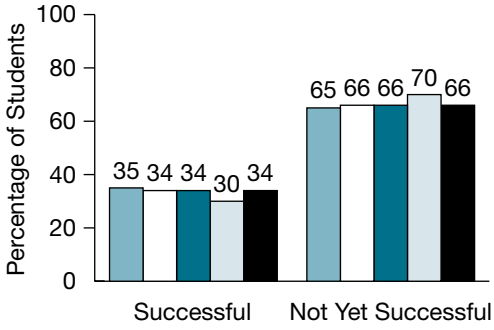
## Results for Students with Special Education Needs (Excluding Gifted) Over Time*

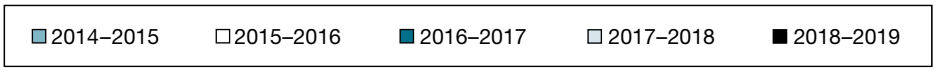
| | ALL STUDENTS WITH SPECIAL EDUCATION NEEDS | | | | | FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2014–2015 # = 21 881 | 2015–2016 # = 22 033 | 2016–2017 # = 22 624 | 2017–2018 # = 21 976 | 2018–2019 # = 23 286 | 2014–2015 # = 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)*



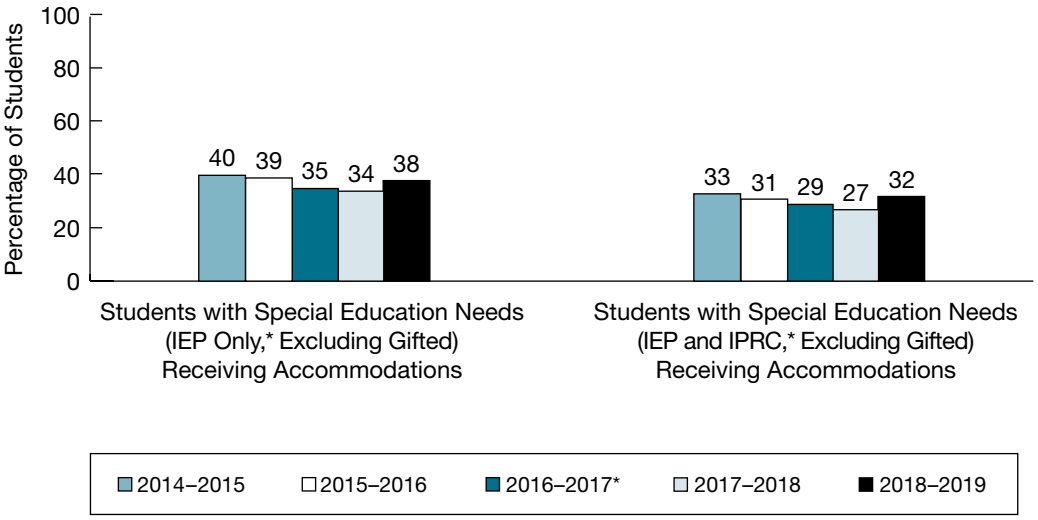




* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

## 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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