

Ontario Student Achievement

English-Language Students



EQAO's Provincial Secondary School Report

Results of the Grade 9 Assessment of Mathematics and the
Ontario Secondary School Literacy Test, 2016–2017

Education Quality and
Accountability Office



Working together to improve student learning

The Education Quality and Accountability Office (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.

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 with equivalent quality in both English and French.

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Ontario Secondary School Literacy Test, 2016–2017

MESSAGE FROM THE CHAIR OF THE BOARD OF DIRECTORS

On behalf of the Board of Directors of the Education Quality and Accountability Office (EQAO), I am pleased to present EQAO's *Provincial Secondary School Report: Results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test, 2016–2017*.

Ontario conducts province-wide assessments of students' literacy and math skills at key stages of their schooling to contribute to public accountability and continuous improvement in the publicly funded education system. Ontarians spend more than \$20 billion each year on public education, and they want to ensure that their system is effectively supporting student learning. EQAO data also represent important information that teachers and educators can use to identify where additional programs and supports may be needed to improve student academic achievement. In short, EQAO data can help track and improve performance over time at the individual, school, board and provincial levels.

The Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) are the two secondary-level assessments in Ontario's province-wide program. The Grade 9 math assessment measures whether students are meeting the provincial standard for math up to that grade, and the OSSLT assesses literacy skills across all subjects up to the end of Grade 9. Additionally, successful completion of the OSSLT is a requirement to obtain the Ontario Secondary School Diploma.

Each year, EQAO provincial reports shed light on issues in education that require deeper examination to help improve student achievement. This year's EQAO data clearly show a vast discrepancy between the performance of students enrolled in academic courses and those enrolled in applied courses.

In 2016, in part as a result of EQAO and classroom data, the Ministry of Education launched its Renewed Math Strategy, aimed at improving academic performance in math among students from kindergarten to Grade 12. For this reason, there will be particular attention paid to the math results contained in this report. EQAO data and classroom information can help gauge the effectiveness of the Renewed Math Strategy, but one year is not enough time to draw conclusions about the strategy's provincial impacts.

EQAO will continue to shed light on the strengths of—and areas requiring improvement in—Ontario's publicly funded education system. I encourage parents, teachers, administrators, researchers and policy-makers to consult EQAO data, in order to help improve achievement in Ontario and position students for success in their futures.



Dave Cooke
Chair, Board of Directors

A handwritten signature in black ink that reads "Dave Cooke". The signature is written in a cursive, flowing style.

Dave Cooke
Chair, Board of Directors

MESSAGE FROM THE CEO

I am pleased to present the results of the 2016–2017 Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT). EQAO is committed to providing valuable and reliable data that speak to student achievement and that promote accountability and transparency in education.

Our goal is for all members of Ontario's education community to gain further insight into student learning in secondary schools. In particular this year, EQAO data draw our attention to the sustained difficulties experienced by students enrolled in applied courses.

In response to growing requests from schools and district school boards, EQAO is committed to modernizing its assessment program. As part of its modernization initiative, the agency conducted its first online trial of the OSSLT in October 2016. Unfortunately, the pilot was the target of a cyberattack. Following this incident, EQAO was able to proceed with its regularly scheduled paper format OSSLT in March 2017 and implemented a number of quality-assurance measures to ensure the integrity of this year's OSSLT results.

For the second year in a row, 81% of Grade 10 students were successful on their OSSLT—they met the literacy standard expected by the end of Grade 9. This was in line with relatively high and unchanged results from the past five years, which range between 81% and 83%. Yet the results tell a different story when broken down into the level of achievement for students enrolled in academic and applied courses. Only 44% of participating first-time eligible students enrolled in the applied course were successful on the OSSLT, while 92% of first-time eligible students enrolled in the academic course were successful. This discrepancy between students enrolled in applied courses and students enrolled in academic courses remains of concern.

Likewise, 83% percent of Grade 9 students enrolled in the academic course were successful on the mathematics assessment, but only 44% of Grade 9 students enrolled in the applied math course were successful. This means a substantial number of Ontario high school students enrolled in applied courses struggled last year to meet the provincial standard. It is important for educators, administrators and policy-makers to continue to examine why certain students continue to struggle in math, and the types of strategies or resources that could help support these groups of students.

Across student populations, there are patterns that emerge in the EQAO data. Students who do not meet the provincial standards in early grades are at a greater risk of not having the skills they will need in secondary school and beyond. When administrators and educators consider the data, they can see which specific curriculum areas require attention, as well as which students require additional support.

EQAO data serve as a catalyst for change in Ontario's education system by helping to identify where tools and support are needed to help every child. We are committed to continuing to collaborate with educators across the province to ensure that every student can succeed, regardless of background or circumstance.



Norah Marsh
Chief Executive Officer



Norah Marsh
Chief Executive Officer

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Contents

Grade 9 Assessment of Mathematics	1
Grade 9 Assessment of Mathematics: Results at a Glance	2
Academic Course	2
Tracking Progress in Mathematics from Grade 3 Through Grade 6 to Grade 9	3
Applied Course	4
Tracking Progress in Mathematics from Grade 3 Through Grade 6 to Grade 9	5
Grade 9 Academic Mathematics Course: Contextual Information	6
Grade 9 Academic Mathematics Course: Achievement Results	14
Results for All Students	14
Results by Gender	15
Results by Student Status	17
Grade 9 Applied Mathematics Course: Contextual Information	19
Grade 9 Applied Mathematics Course: Achievement Results	27
Results for All Students	27
Results by Gender	28
Results by Student Status	30
Grade 9 Assessment of Mathematics: Summary of Findings	32
Grade 9 Assessment of Mathematics: Explanation of Terms	34
Ontario Secondary School Literacy Test (OSSLT)	35
OSSLT: Results at a Glance	36
First-Time Eligible Students	36
Previously Eligible Students	38
Tracking Progress in Literacy from Grade 3 Through Grade 6 to Grade 10 (OSSLT)	40
OSSLT—First-Time Eligible Students: Contextual Information	42
OSSLT—First-Time Eligible Students: Achievement Results	46
Results for All Students	46
Results by Gender	47
Results by Student Status	51
Results by Course Type in English	54
OSSLT—Previously Eligible Students: Contextual Information	57
OSSLT—Previously Eligible Students: Achievement Results	61
Results for All Students	61
Results by Gender	62
Results by Student Status	63
OSSLT: Summary of Findings	66
OSSLT: Explanation of Terms	67
Appendices	68
The EQAO Assessment Process	68
About the Education Quality and Accountability Office	70
School Board Results	71

Grade 9 Assessment of Mathematics

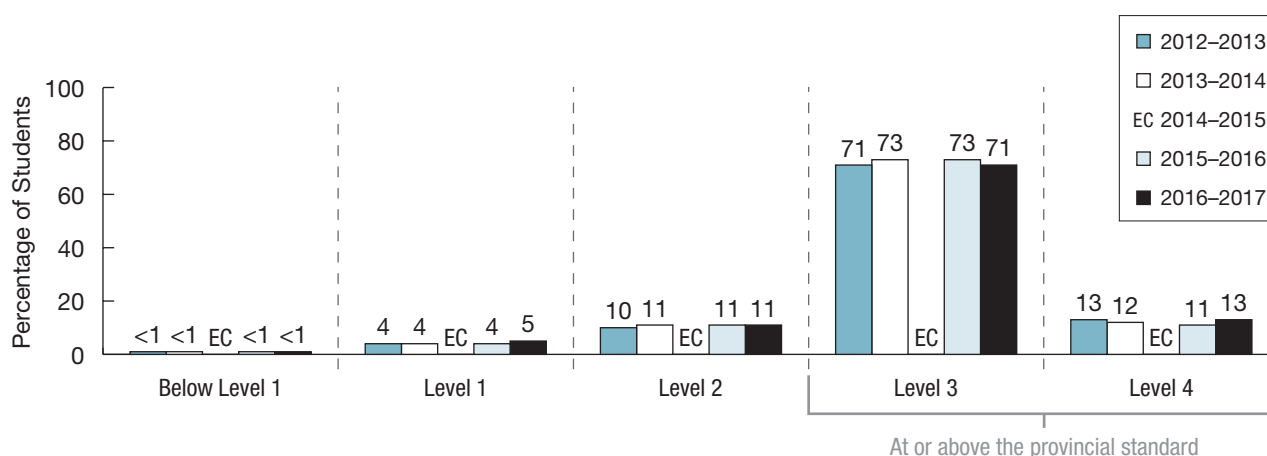
Grade 9 Assessment of Mathematics: Results at a Glance

ACADEMIC COURSE

Results for All Students Over Time[†]

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	# = 97 158	# = 95 914	EC	# = 97 347	# = 96 449
Level 4	13%	12%	EC	11%	13%
Level 3	71%	73%	EC	73%	71%
Level 2	10%	11%	EC	11%	11%
Level 1	4%	4%	EC	4%	5%
Below Level 1	<1%	<1%	EC	<1%	<1%
No Data	1%	1%	EC	1%	1%
At or Above the Provincial Standard [‡]	84%	85%	EC	83%	83%

Percentage of All Students at Each Level Over Time[†]



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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

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

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

Note: An explanation of terms used in the tables for the Grade 9 Assessment of Mathematics is available on page 34.

Observations

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has remained relatively stable but has decreased slightly, by one percentage point, from 84% to 83%.
- The percentage of students performing at or above the provincial standard in academic mathematics has remained at 83% since 2015–2016.

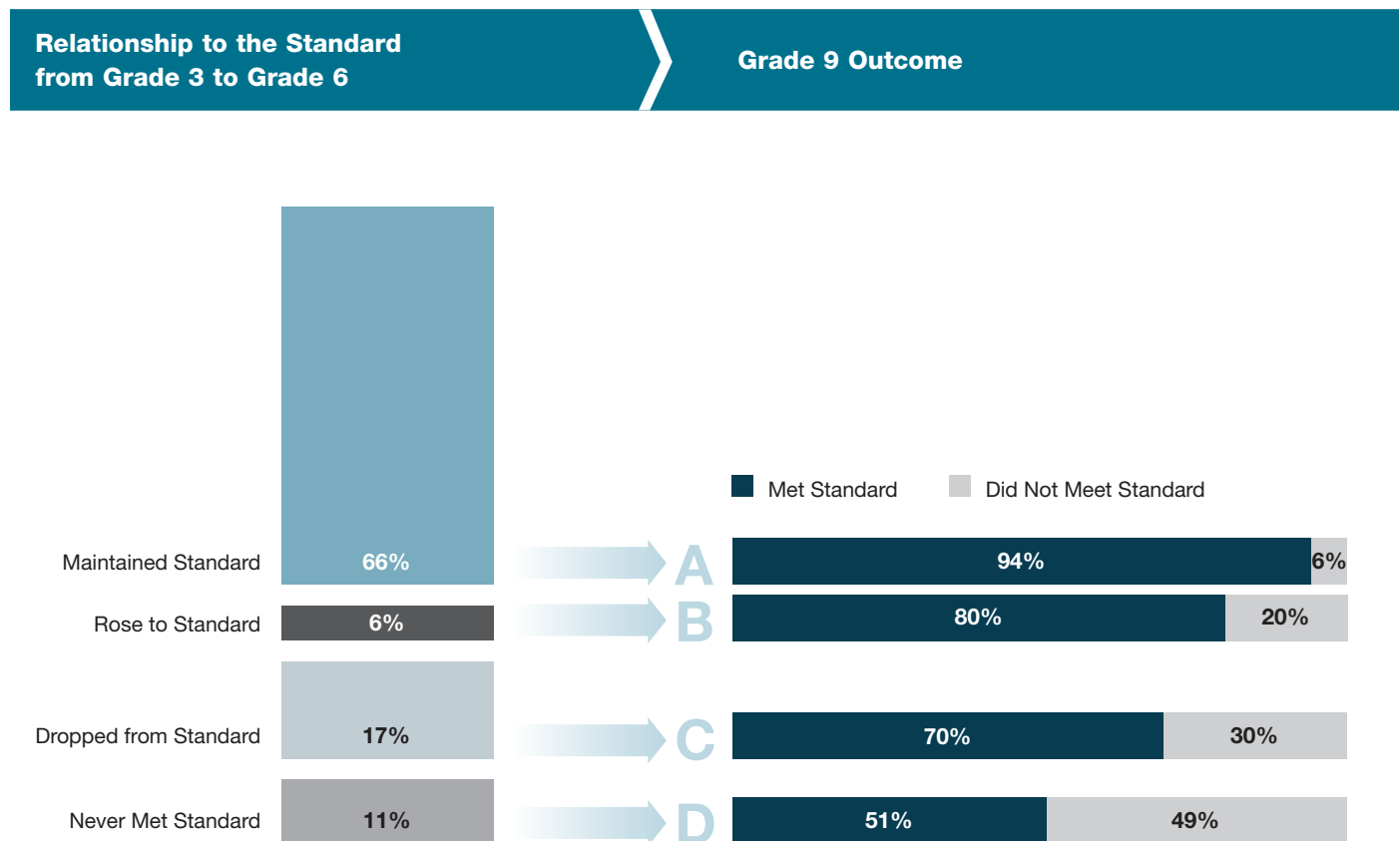
TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

The percentages in the charts are based on the number of students who could be tracked, including those who participated, were exempted or provided too little work to be scored. Of the students who met the provincial standard in both Grades 3 and 6, 95% enrolled in the academic course in Grade 9. Of the students who achieved below the provincial standard in both Grade 3 and Grade 6, 39% enrolled in the academic course in Grade 9.

The following graph shows the Grade 9 outcomes for the following four groups of students, based on their achievement in mathematics in Grades 3 and 6:

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

Academic Mathematics Course



Number of students in the cohort: 79 397

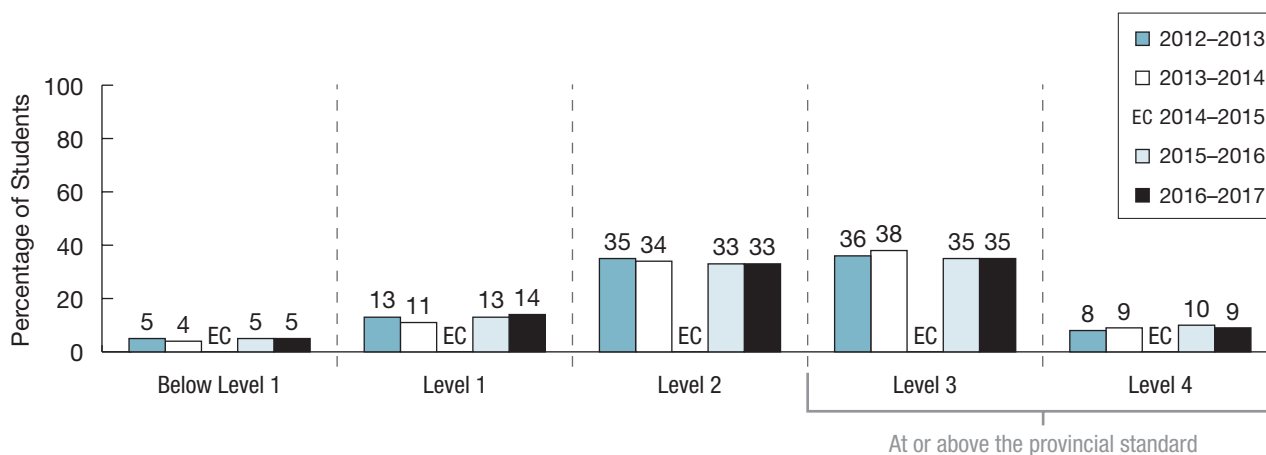
- A** Of the 52 459 students who met the provincial standard in mathematics in both Grade 3 and Grade 6, 94% (49 193) met it again in Grade 9.
- B** Of the 4371 students who rose to the standard in mathematics from Grade 3 to Grade 6, 80% (3484) met it in Grade 9.
- C** Of the 13 691 students who had dropped from the standard in mathematics from Grade 3 to Grade 6, 70% (9603) met it in Grade 9.
- D** Of the 8876 students who had not met the provincial standard in mathematics in Grade 3 and had not met it in Grade 6, 51% (4493) met it in Grade 9.

APPLIED COURSE

Results for All Students Over Time[†]

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	# = 39 881	# = 38 181	EC	# = 36 005	# = 34 797
Level 4	8%	9%	EC	10%	9%
Level 3	36%	38%	EC	35%	35%
Level 2	35%	34%	EC	33%	33%
Level 1	13%	11%	EC	13%	14%
Below Level 1	5%	4%	EC	5%	5%
No Data	4%	4%	EC	4%	4%
At or Above the Provincial Standard [‡]	44%	47%	EC	45%	44%

Percentage of All Students at Each Level Over Time[†]



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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

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

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

Note: An explanation of terms used in the tables for the Grade 9 Assessment of Mathematics is available on page 34.

Observations

- When compared to the results five years ago, the percentage of students taking applied mathematics who performed at or above the provincial standard has remained the same, at 44%. It has decreased by three percentage points since 2013–2014.
- The percentage of students performing at or above the provincial standard in applied mathematics has decreased by one percentage point, from 45% to 44%, since 2015–2016.

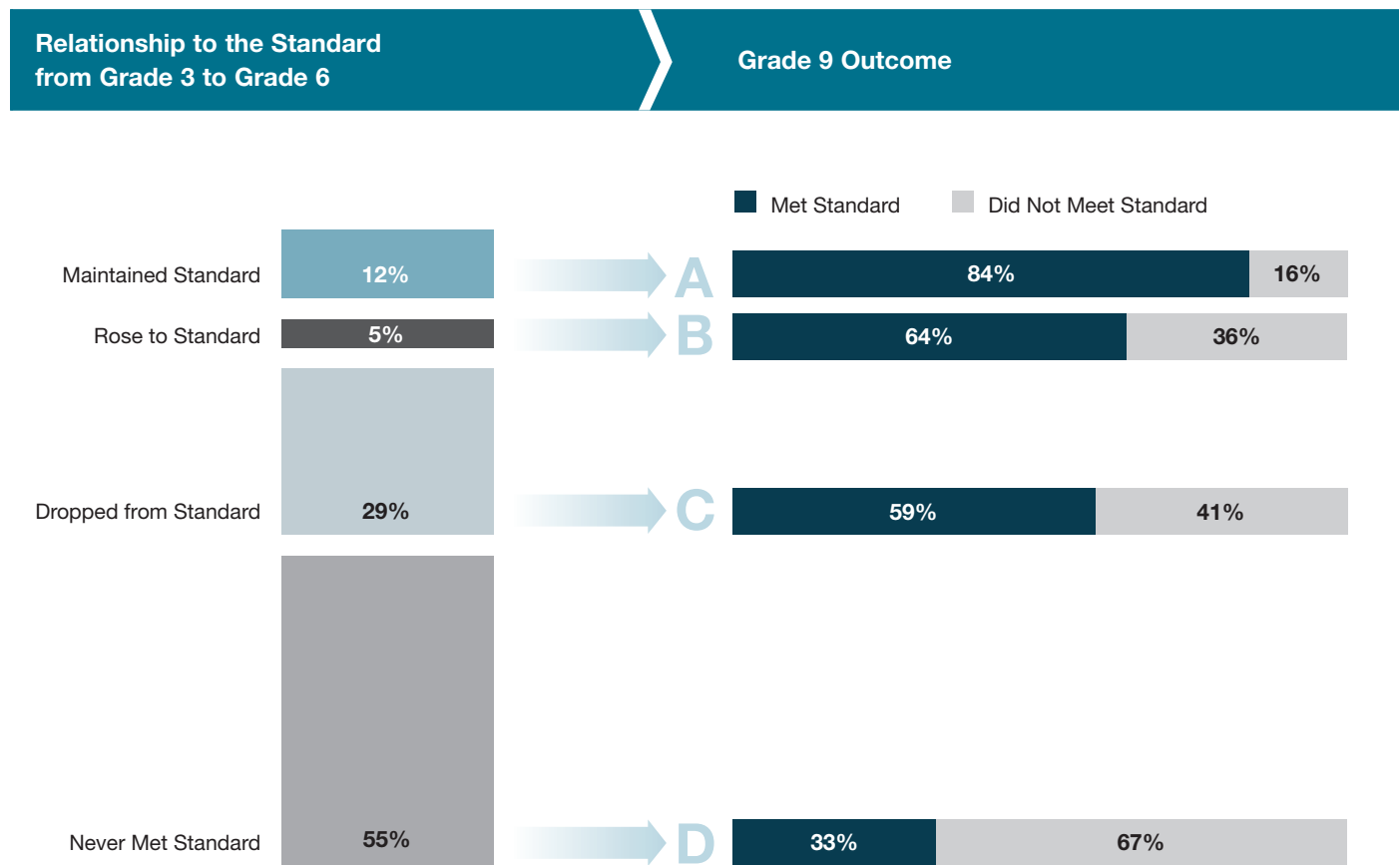
TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

The percentages in the charts are based on the number of students who could be tracked, including those who participated, were exempted or provided too little work to be scored. Of the students who met the provincial standard in both Grades 3 and 6, five percent enrolled in the applied course in Grade 9. Of the students who achieved below the provincial standard in both Grade 3 and Grade 6, 61% enrolled in the applied course in Grade 9.

The following graph shows the Grade 9 outcomes for the following four groups of students, based on their achievement in mathematics in Grades 3 and 6:

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

Applied Mathematics Course



Number of students in the cohort: 25 138

- A** Of the 2987 students who met the provincial standard in mathematics in both Grade 3 and Grade 6, 84% (2496) met it again in Grade 9.
- B** Of the 1210 students who rose to the standard in mathematics from Grade 3 to Grade 6, 64% (776) met it in Grade 9.
- C** Of the 7203 students who had dropped from the standard in mathematics from Grade 3 to Grade 6, 59% (4219) met it in Grade 9.
- D** Of the 13 738 students who had not met the provincial standard in mathematics in Grade 3 and had not met it in Grade 6, 33% (4576) met it in Grade 9.

Grade 9 Academic Mathematics Course: Contextual Information

The following demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time. These data are derived from information provided by the school and through the student and teacher questionnaires.

Demographic Information and Participation Rates Over Time

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
All students	# = 97 158	# = 95 914	EC	# = 97 347	# = 96 449
GENDER*					
Female	51%	51%	EC	51%	51%
Male	49%	49%	EC	49%	49%
STUDENT STATUS*					
English language learners†	6%	6%	EC	6%	7%
Students with special education needs (excluding gifted)‡	6%	6%	EC	7%	8%
LANGUAGE SPOKEN AT HOME BY THE STUDENT*§					
Speak only or mostly English	72%	72%	EC	72%	68%
Speak another language (or other languages) as often as English	16%	16%	EC	16%	17%
Speak only or mostly another language (or other languages)	9%	9%	EC	9%	9%
STUDENT MOBILITY*					
Attended three or more elementary schools from kindergarten to Grade 8	37%	36%	EC	34%	35%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	99%	99%	EC	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.

Observations

- Over the past five years, the demographic information for the Grade 9 academic mathematics student cohort has remained relatively stable overall. However,
 - the percentage of students who reported speaking only or mostly English at home has decreased from 72% to 68%.
 - the percentage of students who are English language learners has remained relatively stable, with only a slight increase, from six to seven percent. The percentage of students with special education needs has increased by two percentage points, from six to eight percent.
 - the percentage of students who attended three or more elementary schools from kindergarten to Grade 8 has decreased by two percentage points, from 37% to 35%.
- Over the past five years, the participation rate has remained very high at 99%.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the administrations of the Grade 9 Assessment of Mathematics. For the full Teacher Questionnaire results for the province (available September 20, 2017), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results Over Time*

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire	# = 46 008	# = 44 893	EC	# = 46 352	# = 46 134	# = 42 874	# = 42 145	EC	# = 43 809	# = 43 609

STUDENT ATTITUDES TOWARD MATHEMATICS

Percentage of students indicating that they “agree” or “strongly agree” with the following statements:†

I like mathematics.	50%	50%	EC	52%	53%	62%	62%	EC	62%	63%
I am good at mathematics.	49%	49%	EC	50%	50%	63%	62%	EC	62%	61%
I am able to answer difficult mathematics questions.	38%	38%	EC	39%	40%	56%	55%	EC	56%	57%
Mathematics is one of my favourite subjects.	34%	34%	EC	35%	36%	45%	45%	EC	45%	47%
I understand most of the mathematics I am taught.	72%	72%	EC	72%	72%	78%	77%	EC	77%	77%
Mathematics is an easy subject.	25%	25%	EC	24%	25%	37%	35%	EC	34%	34%
I do my best in mathematics class.‡	89%	72%	EC	76%	76%	81%	67%	EC	68%	69%
The mathematics I learn now is useful for everyday life.	32%	29%	EC	27%	29%	42%	40%	EC	35%	36%
The mathematics I learn now helps me do work in other subjects.	54%	53%	EC	55%	56%	58%	57%	EC	58%	59%
I need to do well in mathematics to study what I want later.	61%	60%	EC	61%	62%	68%	66%	EC	67%	67%
I need to keep taking mathematics for the kind of job I want after I leave school.	55%	55%	EC	56%	56%	63%	61%	EC	62%	61%

* 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.”

‡ Please note that this item changed slightly in 2013–2014.

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

Observations

- Over the past five years,
 - larger percentages of male than female students have indicated that they agree or strongly agree with the statements in the above table, with one exception: larger percentages of female than male students have indicated that they agree or strongly agree with “I do my best in mathematics class.” The differences in percentages have been larger for the first four statements in the table.
 - the percentage of students who indicated that they agree or strongly agree with the statement “I am able to answer difficult mathematics questions” has been smaller than the percentages of students who responded the same way to “I am good at mathematics” and “I understand most of the mathematics I am taught.”
 - the percentages of students who indicated that they agree or strongly agree with the statement “I do my best in mathematics class” has continued to decrease, from 89% to 76% for female students, and from 81% to 69% for male students. For male students, the percentage has also decreased for the statement “the mathematics I learn now is useful for everyday life,” from 42% to 36%.

Student Questionnaire Results Over Time (continued)

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire	# = 46 008	# = 44 893	EC	# = 46 352	# = 46 134	# = 42 874	# = 42 145	EC	# = 43 809	# = 43 609

STUDENT ATTITUDES TOWARD MATHEMATICS (continued)

Percentage of students indicating they complete their mathematics homework at the following frequencies:*

I am not usually assigned any mathematics homework.	1%	1%	EC	1%	1%	2%	2%	EC	1%	2%
Never or almost never	4%	4%	EC	3%	3%	8%	7%	EC	7%	7%
Sometimes	18%	18%	EC	17%	17%	25%	25%	EC	25%	26%
Often	38%	38%	EC	36%	36%	38%	38%	EC	37%	37%
Always	37%	38%	EC	38%	36%	25%	25%	EC	25%	23%

* 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.

Observations

- Over the past five years,
 - for each gender, the percentages of students indicating they completed their mathematics homework at the frequencies indicated in the table have remained relatively stable.
 - the percentage of female students indicating that they always completed their homework has been larger than that of male students.

Student Questionnaire Results Over Time (continued)

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire	# = 46 008	# = 44 893	EC	# = 46 352	# = 46 134	# = 42 874	# = 42 145	EC	# = 43 809	# = 43 609

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)	64%	63%	EC	60%	61%	78%	77%	EC	74%	74%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	69%	68%	EC	67%	69%	74%	73%	EC	71%	72%
Linear relations (e.g., scatter plots, lines of best fit)	53%	54%	EC	56%	55%	67%	66%	EC	67%	66%
Analytic geometry (e.g., slope, y-intercept, equations of lines)	57%	58%	EC	59%	59%	66%	66%	EC	66%	66%
Measurement (e.g., perimeter, area, volume)	77%	78%	EC	74%	74%	85%	84%	EC	82%	82%
Geometry (e.g., angles, parallel lines)	66%	66%	EC	65%	68%	76%	76%	EC	74%	76%

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.	44%	44%	EC	44%	46%	50%	50%	EC	47%	47%
I check my mathematics answers to see if they make sense.	75%	76%	EC	77%	79%	71%	72%	EC	71%	72%
I apply new mathematics concepts to real-life problems.	20%	20%	EC	19%	20%	31%	31%	EC	27%	27%
I take time to discuss my mathematics assignments with my classmates.	38%	39%	EC	42%	42%	35%	37%	EC	37%	37%
I look for more than one way to solve mathematics problems.	43%	44%	EC	43%	43%	52%	52%	EC	49%	47%

* 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.

Observations

- Over the past five years,
 - the percentages of male students indicating that they were confident or very confident that they could answer mathematics questions related to all strands have been larger than those of female students. In 2016–2017, the difference between females and males was slight for Algebra.
 - the differences in percentages between female and male students have decreased for the strategies for which the percentages for males were larger than those for females (i.e., “I connect new mathematics concepts to what I already know about mathematics or other subjects,” “I apply new mathematics concepts to real-life problems” and “I look for more than one way to solve mathematics problems”).
 - the differences in percentages between female and male students have slightly increased for the strategies for which the percentages for females were larger than those for males (i.e., “I check my mathematics answers to see if they make sense” and “I take time to discuss my mathematics assignments with my classmates”).

Student Questionnaire Results Over Time (continued)

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire	# = 46 008	# = 44 893	EC	# = 46 352	# = 46 134	# = 42 874	# = 42 145	EC	# = 43 809	# = 43 609
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	33%	35%	EC	28%	27%	19%	18%	EC	15%	14%
Use the Internet	82%	84%	EC	91%	91%	78%	79%	EC	88%	89%
Play video games	6%	7%	EC	7%	7%	39%	39%	EC	42%	42%
Participate in sports or other physical activities	33%	33%	EC	34%	34%	47%	48%	EC	49%	49%
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	51%	50%	EC	49%	51%	33%	32%	EC	30%	32%
Participate in other clubs or organizations	38%	39%	EC	40%	41%	37%	38%	EC	40%	41%
Work at a paid job	17%	16%	EC	16%	17%	20%	21%	EC	20%	20%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡										
Volunteer in their community	74%	74%	EC	72%	72%	64%	64%	EC	62%	62%
NUMBER OF SCHOOLS ATTENDED*										
Percentage of students indicating attending the following number of schools from kindergarten to Grade 8:§										
1 school/2 schools	59%	60%	EC	62%	59%	59%	60%	EC	62%	58%
3 schools/4 schools	29%	28%	EC	28%	27%	30%	29%	EC	28%	28%
5 or more schools	8%	8%	EC	7%	7%	8%	7%	EC	6%	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 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.

Observations

Out-of-school activities done every day or almost every day

- Over the past five years,
 - the out-of-school activity that students most frequently reported doing every day or almost every day has been using the Internet.
 - aside from using the Internet, the out-of-school activities that female students most frequently reported doing every day or almost every day have been reading by themselves and participating in sports; the out-of-school activities that male students most frequently reported doing every day or almost every day have been participating in sports and playing video games.

Out-of-school activities done at least once a week

- Over the past five years, an almost equivalent percentage of female and male students have indicated participating in after-school clubs at least once a week; a slightly larger percentage of male than female students have reported working at a paid job; while a larger percentage of female than male students have reported participating in art, music or drama activities.

Volunteering

- Over the past five years, a larger percentage of female than male students have reported volunteering in their community at least once a month.

Teacher Questionnaire Results Over Time

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Teachers who completed the questionnaire	# = 2577	# = 2495	EC	# = 2428	# = 2390
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	66%	67%	EC	65%	72%
Communicate with parents and guardians about student achievement	30%	30%	EC	32%	34%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	69%	69%	EC	67%	74%
Inform planning of their Grade 9 mathematics instructional program	64%	63%	EC	64%	68%
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	80%	81%	EC	82%	83%
Independently:					
To show samples of student responses to students	75%	77%	EC	78%	78%
To help students understand how questions and tasks relate to mathematics curriculum expectations	72%	73%	EC	72%	74%
To communicate with parents and guardians about curriculum expectations	27%	29%	EC	32%	33%

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

Observations

- Over the past five years, the percentage of teachers who indicated that they used EQAO resources independently or with a school team to do the activities listed in the table has increased.
- This year about three-quarters of teachers reported having used EQAO data independently or with a school team to identify how well students are meeting curriculum expectations and identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs.
- Over the past five years,
 - about three-quarters of teachers have indicated that they used EQAO sample assessments and scoring guides to show samples of student responses to students and to help them understand how questions and tasks relate to the mathematics curriculum expectations, and 80% or more indicated they did so to inform classroom instruction.
 - the activities that the fewest teachers reported doing with EQAO resources were communicating with parents about student achievement and communicating with them about curriculum expectations.

Teacher Questionnaire Results Over Time (continued)

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Teachers who completed the questionnaire	# = 2577	# = 2495	EC	# = 2428	# = 2390
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)	54%	56%	EC	58%	63%
Solve open-ended problems	42%	42%	EC	42%	46%
Work collaboratively to solve problems	52%	51%	EC	57%	59%
Discuss mathematical ideas and relationships	66%	67%	EC	66%	70%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	30%	29%	EC	29%	32%
Explain the reasoning behind their answers	79%	78%	EC	77%	80%
Write solutions using mathematical language and symbols	91%	91%	EC	90%	91%
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	96%	97%	EC	96%	96%
Graphing calculator	44%	39%	EC	35%	31%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)	27%	26%	EC	39%	46%
The Internet (e.g., to access statistics or other sources of mathematical information)	30%	33%	EC	44%	48%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)	37%	36%	EC	36%	36%
Measuring device (e.g., ruler, metre stick, protractor)	78%	77%	EC	75%	74%
Presentation technology (e.g., interactive white board, LCD projector)	71%	78%	EC	84%	86%

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

† 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.

Observations

- Over the past five years,
 - the percentages of teachers who indicated they frequently asked students to discuss and use problem-solving strategies for finding answers and to work collaboratively to solve problems have both increased.
 - the percentages of teachers who indicated they frequently asked students to solve open-ended problems and discuss mathematical ideas and relationships have slightly increased.
- there have been large increases in the percentages of teachers who indicated that they sometimes or frequently had the majority of their students use computer software (19-percentage-point increase), the Internet (18-percentage-point increase) and presentation technology (15-percentage-point increase); however, the percentage of teachers who indicated that they had the majority of their students use graphing calculators has decreased by 13 points.
- Almost all teachers indicated that the majority of students sometimes or frequently used a calculator in their class.

The Grade 9 student and teacher questionnaires include some questions about teachers' use of the Grade 9 Assessment of Mathematics in students' class marks. The following two tables present the results from some of these questions.

Use of the Assessment in Students' Class Marks

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire*	# = 46 008	# = 44 893	EC	# = 46 352	# = 46 134	# = 42 874	# = 42 145	EC	# = 43 809	# = 43 609
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:†	71%	71%	EC	73%	71%	66%	66%	EC	68%	65%
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:‡§	80%	79%	EC	80%	81%	75%	75%	EC	76%	77%

* 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 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 previous question in the above table.

2012–2013: Females: # = 32 680; Males: # = 28 397

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

2013–2014: Females: # = 32 030; Males: # = 27 854

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

2014–2015: EC

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

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Teachers who completed the questionnaire	# = 2577	# = 2495	EC	# = 2428	# = 2390
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:	97%	98%	EC	97%	97%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*					
1–5%	27%	27%	EC	26%	25%
6–10%	53%	51%	EC	50%	50%
11–15%	11%	14%	EC	14%	15%
16–20%	3%	4%	EC	3%	4%
21–25%	<1%	<1%	EC	1%	<1%
26–30%	1%	1%	EC	2%	2%
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:*	91%	90%	EC	91%	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.

2012–2013: # = 2511

2015–2016: # = 2365

2013–2014: # = 2438

2016–2017: # = 2326

2014–2015: EC

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

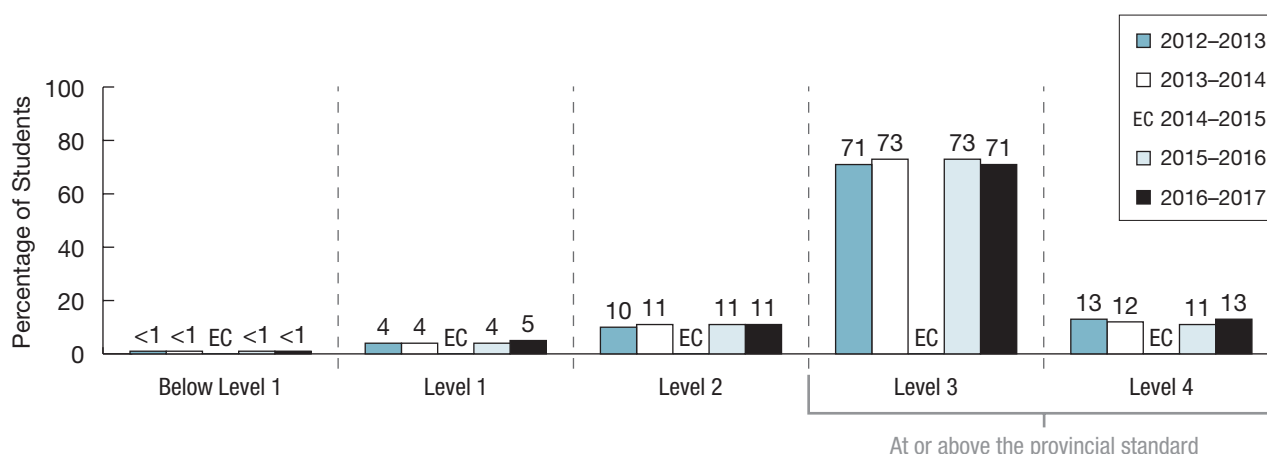
Grade 9 Academic Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time^{*†}

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	# = 97 158	# = 95 914	EC	# = 97 347	# = 96 449
Level 4	13%	12%	EC	11%	13%
Level 3	71%	73%	EC	73%	71%
Level 2	10%	11%	EC	11%	11%
Level 1	4%	4%	EC	4%	5%
Below Level 1	<1%	<1%	EC	<1%	<1%
No Data	1%	1%	EC	1%	1%
At or Above the Provincial Standard [‡]	84%	85%	EC	83%	83%

Percentage of All Students at Each Level Over Time[†]



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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

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

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

Note: An explanation of terms used in the tables for the Grade 9 Assessment of Mathematics is available on page 34.

Observations

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has remained relatively stable but has decreased slightly, by one percentage point, from 84% to 83%.
- When compared to the results five years ago, the percentages of students at each level have remained relatively stable.
- In 2016–2017, the percentage of students performing at or above the provincial standard in academic mathematics has remained at its 2015–2016 level, 83%.

RESULTS BY GENDER*

Results for Female and Male Students Over Time†

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
	# = 49 986	# = 49 157	EC	# = 49 817	# = 49 388	# = 47 171	# = 46 757	EC	# = 47 530	# = 47 061
Level 4	12%	11%	EC	10%	12%	14%	13%	EC	11%	13%
Level 3	72%	73%	EC	73%	71%	71%	73%	EC	73%	71%
Level 2	11%	12%	EC	11%	11%	10%	10%	EC	11%	11%
Level 1	4%	4%	EC	5%	4%	4%	4%	EC	4%	5%
Below Level 1	<1%	<1%	EC	<1%	<1%	<1%	<1%	EC	<1%	<1%
No Data	1%	1%	EC	1%	1%	1%	1%	EC	1%	1%
At or Above the Provincial Standard‡	84%	84%	EC	83%	83%	85%	86%	EC	84%	83%

* 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.

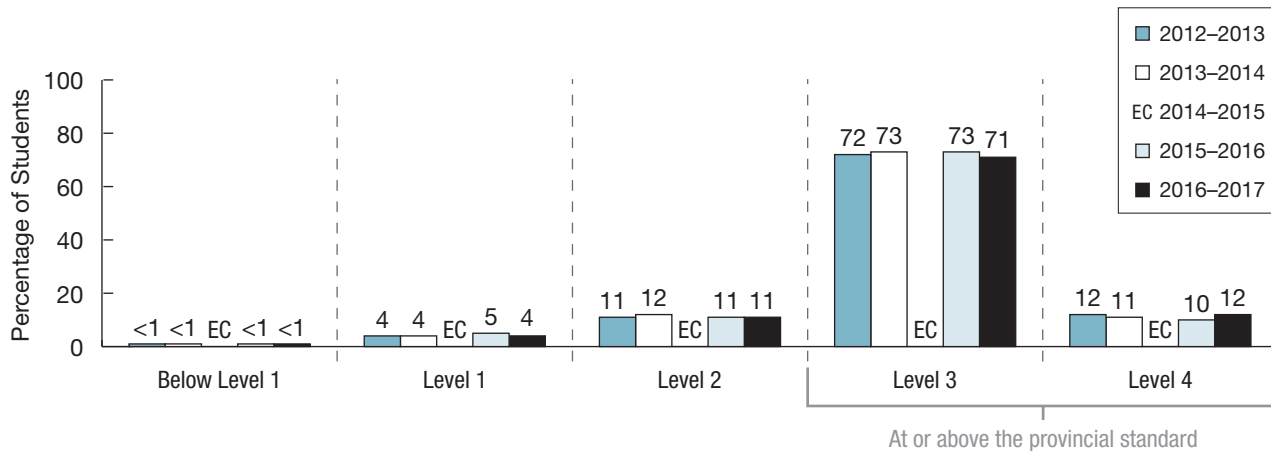
‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

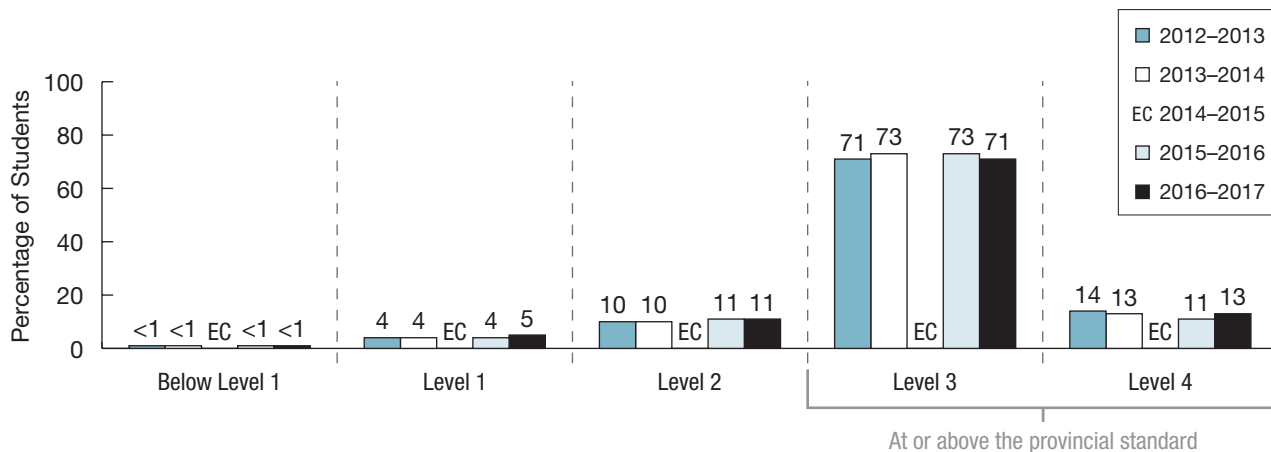
Observations

- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have decreased slightly, by one percentage point (from 84% to 83%) and by two percentage points (from 85% to 83%), respectively. For the first time in five years, in 2016–2017, the percentages of female and male students performing at the provincial standard were the same.
- Since 2015–2016, the percentage of female students performing at or above the provincial standard has remained the same, while the percentage of male students performing at or above the provincial standard has decreased by one percentage point.

Percentage of Female Students at Each Level Over Time*



Percentage of Male Students at Each Level Over Time*



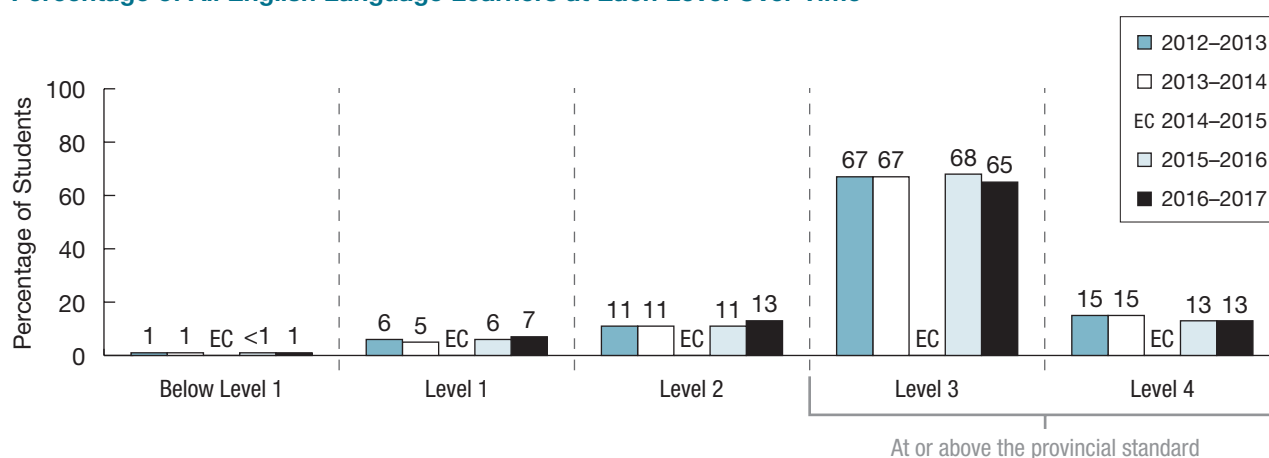
* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 EC: Due to exceptional circumstances, provincial data for 2014-2015 are unavailable for the reporting of provincial results.

RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time**†

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	# = 6127	# = 6137	EC	# = 6196	# = 6642
Level 4	15%	15%	EC	13%	13%
Level 3	67%	67%	EC	68%	65%
Level 2	11%	11%	EC	11%	13%
Level 1	6%	5%	EC	6%	7%
Below Level 1	1%	1%	EC	<1%	1%
No Data	1%	1%	EC	1%	2%
At or Above the Provincial Standard‡	81%	82%	EC	81%	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 are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

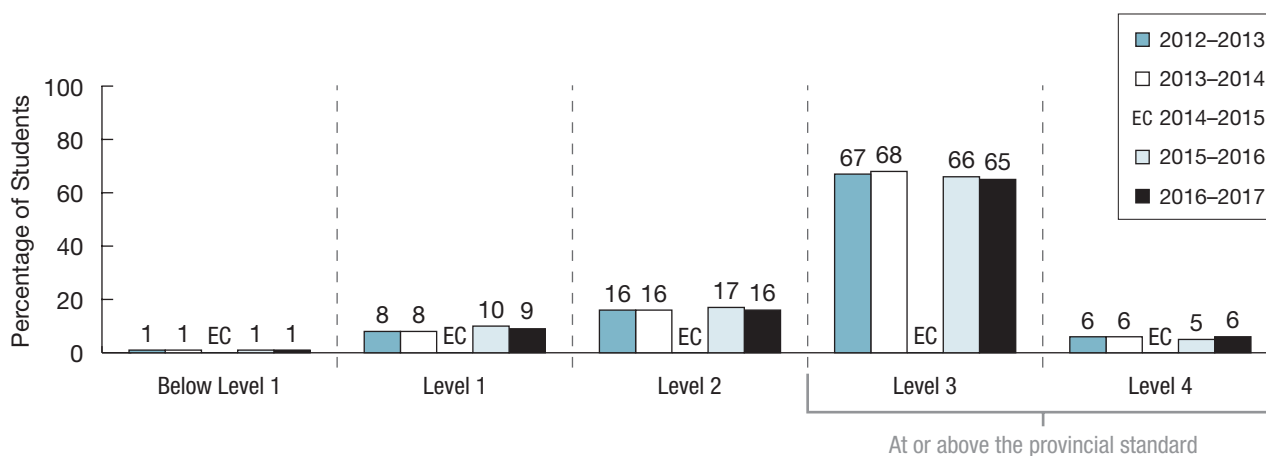
Observations

- Over the past five years,
 - the percentage of English language learners who performed at or above the provincial standard in academic mathematics has decreased by three percentage points. It has remained stable between 2012–2013 and 2015–2016, at 81% and 82%, and has decreased by three percentage points, to 78%, since 2015–2016.
 - the percentages of English language learners who achieved Level 4 and Level 3 have each decreased by two percentage points, and the percentages who achieved Level 2 and Level 1 have increased by two percentage points and one percentage point, respectively.

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

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	# = 5747	# = 5969	EC	# = 7192	# = 7561
Level 4	6%	6%	EC	5%	6%
Level 3	67%	68%	EC	66%	65%
Level 2	16%	16%	EC	17%	16%
Level 1	8%	8%	EC	10%	9%
Below Level 1	1%	1%	EC	1%	1%
No Data	2%	1%	EC	2%	2%
At or Above the Provincial Standard†	73%	74%	EC	71%	72%

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.

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

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

Observations

- Over the past five years,
 - the percentage of students with special education needs performing at or above the provincial standard in academic mathematics has decreased by one percentage point, as have the results for the Grade 9 population in academic mathematics as a whole.
 - the percentages of students with special education needs who achieved Level 4 and Level 2 have remained stable, while the percentage who achieved Level 3 has decreased by two percentage points, and the percentage who achieved Level 1 has increased by one percentage point.
- The percentage of students with special education needs performing at or above the provincial standard in academic mathematics has increased by one percentage point, from 71% to 72%, since 2015–2016.

Grade 9 Applied Mathematics Course: Contextual Information

The following demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time. These data are derived from information provided by the school and through the student and teacher questionnaires.

Demographic Information and Participation Rates Over Time

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
All students	# = 39 881	# = 38 181	EC	# = 36 005	# = 34 797
GENDER*					
Female	44%	44%	EC	44%	44%
Male	56%	56%	EC	56%	56%
STUDENT STATUS*					
English language learners†	8%	8%	EC	10%	11%
Students with special education needs (excluding gifted)†	36%	37%	EC	41%	41%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡§					
Speak only or mostly English	79%	78%	EC	78%	75%
Speak another language (or other languages) as often as English	13%	13%	EC	13%	13%
Speak only or mostly another language (or other languages)	6%	6%	EC	7%	7%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	42%	41%	EC	39%	39%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	96%	96%	EC	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.

Observations

- Over the past five years,
 - the demographics of the Grade 9 applied mathematics student population have remained relatively stable overall. However, the percentage of students who reported speaking only or mostly English at home has decreased by four percentage points, from 79% to 75%.
 - the percentage of students who are English language learners has increased by three percentage points, from eight to 11%, and the percentage of students with special education needs has increased by five percentage points, from 36% to 41%.
 - the percentage of students who attended three or more elementary schools from kindergarten to Grade 8 has decreased by three percentage points, from 42% to 39%.
 - the participation rate has remained high at 96%.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the administrations of the Grade 9 Assessment of Mathematics. For the full Teacher Questionnaire results for the province (available September 20, 2017), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results Over Time*

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire	# = 15 120	# = 14 068	EC	# = 13 700	# = 13 280	# = 18 582	# = 17 911	EC	# = 17 155	# = 16 786

STUDENT ATTITUDES TOWARD MATHEMATICS

Percentage of students indicating that they “agree” or “strongly agree” with the following statements:[†]

I like mathematics.	27%	30%	EC	30%	31%	40%	41%	EC	39%	40%
I am good at mathematics.	27%	29%	EC	27%	27%	41%	43%	EC	40%	41%
I am able to answer difficult mathematics questions.	15%	16%	EC	16%	16%	29%	31%	EC	29%	31%
Mathematics is one of my favourite subjects.	17%	18%	EC	18%	18%	25%	25%	EC	24%	24%
I understand most of the mathematics I am taught.	57%	59%	EC	56%	56%	65%	65%	EC	63%	64%
Mathematics is an easy subject.	14%	15%	EC	13%	13%	24%	24%	EC	21%	22%
I do my best in mathematics class. [‡]	84%	68%	EC	72%	72%	76%	63%	EC	65%	66%
The mathematics I learn now is useful for everyday life.	33%	31%	EC	29%	31%	42%	40%	EC	36%	37%
The mathematics I learn now helps me do work in other subjects.	43%	43%	EC	43%	45%	47%	47%	EC	47%	48%
I need to do well in mathematics to study what I want later.	48%	46%	EC	47%	47%	53%	52%	EC	52%	53%
I need to keep taking mathematics for the kind of job I want after I leave school.	41%	40%	EC	40%	41%	48%	46%	EC	45%	45%

* 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.”

‡ Please note that this item changed slightly in 2013–2014.

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

Observations

- Over the past five years,
 - larger percentages of male than female students have indicated that they agree or strongly agree with the statements in the above table except for “I do my best in mathematics class,” for which the percentage of females was larger than that of males. The differences in percentage have been larger for the first three statements in the table and for “mathematics is an easy subject.”
 - the percentage of students who indicated that they agree or strongly agree with the statement “I am able to answer difficult mathematics questions” has been smaller than the percentages of students who responded the same way to “I am good at mathematics” and “I understand most of the mathematics I am taught.”
 - the percentages of students who indicated that they agree or strongly agree with the statement “I do my best in mathematics class” have decreased by 12 and 10 percentage points respectively for female and male students.

Student Questionnaire Results Over Time (continued)

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire	# = 15 120	# = 14 068	EC	# = 13 700	# = 13 280	# = 18 582	# = 17 911	EC	# = 17 155	# = 16 786

STUDENT ATTITUDES TOWARD MATHEMATICS (continued)

Percentage of students indicating they complete their mathematics homework at the following frequencies: [*]										
I am not usually assigned any mathematics homework.	11%	9%	EC	10%	11%	12%	10%	EC	11%	13%
Never or almost never	7%	7%	EC	5%	5%	10%	9%	EC	9%	8%
Sometimes	26%	27%	EC	25%	25%	29%	29%	EC	29%	29%
Often	33%	34%	EC	31%	30%	31%	33%	EC	30%	29%
Always	21%	22%	EC	22%	20%	15%	16%	EC	14%	14%

* 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.

Observations

- Over the past five years,
 - for each gender, the percentages of students indicating they completed their mathematics homework at the frequencies indicated in the table have remained relatively stable.
 - the percentage of female students indicating that they always completed their homework has remained larger than that of male students.

Student Questionnaire Results Over Time (continued)

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire	# = 15 120	# = 14 068	EC	# = 13 700	# = 13 280	# = 18 582	# = 17 911	EC	# = 17 155	# = 16 786

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)	38%	39%	EC	33%	33%	53%	54%	EC	46%	47%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	41%	43%	EC	39%	40%	49%	49%	EC	44%	45%
Linear relations (e.g., scatter plots, lines of best fit)	54%	55%	EC	51%	51%	64%	65%	EC	61%	60%
Measurement (e.g., perimeter, area, volume)	64%	66%	EC	63%	64%	71%	71%	EC	70%	70%
Geometry (e.g., angles, parallel lines)	41%	41%	EC	38%	41%	54%	54%	EC	51%	52%

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.	24%	25%	EC	23%	24%	32%	32%	EC	27%	28%
I check my mathematics answers to see if they make sense.	60%	62%	EC	61%	63%	59%	59%	EC	57%	59%
I apply new mathematics concepts to real-life problems.	16%	17%	EC	15%	16%	27%	27%	EC	23%	23%
I take time to discuss my mathematics assignments with my classmates.	23%	23%	EC	23%	24%	24%	24%	EC	21%	21%
I look for more than one way to solve mathematics problems.	38%	39%	EC	37%	38%	46%	45%	EC	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.

Observations

- Over the past five years,
 - the percentages of male students indicating they were confident or very confident that they could answer mathematics questions related to all strands have been larger than those of female students. This year, the largest differences between female and male students’ percentages have been for Number Sense and Geometry.
 - a larger percentage of male than female students have indicated that they often or very often applied each of the following strategies: “I connect new mathematics concepts to what I already know about mathematics or other subjects,” “I apply new mathematics concepts to real-life problems” and “I look for more than one way to solve mathematics problems.”
 - larger percentages of female than male students have indicated that they often or very often check their mathematics answers to see if they make sense.
 - the percentages of female and male students indicating that they take time to discuss their mathematics assignments with their classmates have been similar.

Student Questionnaire Results Over Time (continued)

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire	# = 15 120	# = 14 068	EC	# = 13 700	# = 13 280	# = 18 582	# = 17 911	EC	# = 17 155	# = 16 786
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	26%	27%	EC	23%	22%	14%	13%	EC	11%	11%
Use the Internet	78%	81%	EC	87%	88%	70%	71%	EC	82%	84%
Play video games	10%	11%	EC	12%	12%	43%	43%	EC	46%	45%
Participate in sports or other physical activities	26%	24%	EC	25%	25%	43%	41%	EC	44%	44%
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	45%	42%	EC	42%	43%	29%	27%	EC	25%	26%
Participate in other clubs or organizations	25%	25%	EC	25%	25%	27%	28%	EC	26%	27%
Work at a paid job	17%	17%	EC	17%	18%	25%	25%	EC	23%	24%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡										
Volunteer in their community	62%	62%	EC	59%	58%	56%	56%	EC	51%	52%
NUMBER OF SCHOOLS ATTENDED										
Percentage of students indicating attending the following number of schools from kindergarten to Grade 8:§										
1 school/2 schools	55%	56%	EC	56%	52%	55%	57%	EC	59%	55%
3 schools/4 schools	31%	30%	EC	29%	29%	31%	30%	EC	28%	27%
5 or more schools	12%	11%	EC	11%	12%	11%	10%	EC	9%	10%

* 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 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.

Observations

Out-of-school activities done every day or almost every day

- Over the past five years,
 - the activity that female and male students most frequently reported doing every day or almost every day has been using the Internet.
 - aside from using the Internet, the out-of-school activities that female students most frequently reported doing every day or almost every day have been reading by themselves and participating in sports; those that male students most frequently reported doing every day or almost every day have been participating in sports and playing video games. The largest difference between the genders has been for playing video games.

Out-of-school activities done at least once a week

- Over the past five years, a larger percentage of male than female students have reported working at a paid job, while a larger percentage of female than male students have reported participating in art, music or drama activities. The percentages of female and male students who have reported participating in after-school clubs at least once a week have been similar.

Volunteering

- Over the past five years, a larger percentage of female than male students have reported volunteering in their community at least once a month.

Teacher Questionnaire Results Over Time

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Teachers who completed the questionnaire	# = 1619	# = 1531	EC	# = 1358	# = 1378
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	67%	69%	EC	67%	74%
Communicate with parents and guardians about student achievement	28%	31%	EC	30%	32%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	70%	72%	EC	72%	78%
Inform planning of their Grade 9 mathematics instructional program	65%	69%	EC	68%	74%
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	81%	83%	EC	85%	87%
Independently:					
To show samples of student responses to students	70%	73%	EC	74%	75%
To help students understand how questions and tasks relate to mathematics curriculum expectations	71%	73%	EC	72%	72%
To communicate with parents and guardians about curriculum expectations	27%	31%	EC	30%	31%

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

Observations

- Over the past five years,
 - the percentages of teachers who indicated that they use EQAO data independently or with a school team to do the four activities listed in the table have increased.
 - the percentages of teachers who indicated that they use EQAO sample student assessments and scoring guides to inform classroom instruction and to show samples of student responses to students have increased.
 - the percentage of teachers who indicated they use EQAO sample student assessments and scoring guides to

communicate with parents and guardians about curriculum expectations has increased slightly.

- the activities that the fewest teachers reported doing with EQAO resources are to communicate with parents about student achievement and about curriculum expectations.
- more than 80% of teachers have indicated that they used EQAO sample assessments and scoring guides to inform classroom instruction.

Teacher Questionnaire Results Over Time (continued)

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Teachers who completed the questionnaire	# = 1619	# = 1531	EC	# = 1358	# = 1378
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)	48%	53%	EC	52%	58%
Solve open-ended problems	35%	36%	EC	38%	41%
Work collaboratively to solve problems	51%	51%	EC	52%	58%
Discuss mathematical ideas and relationships	55%	59%	EC	59%	60%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	24%	27%	EC	25%	30%
Explain the reasoning behind their answers	70%	71%	EC	72%	75%
Write solutions using mathematical language and symbols	85%	86%	EC	85%	84%
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	98%	98%	EC	98%	98%
Graphing calculator	31%	30%	EC	26%	25%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)	26%	27%	EC	35%	43%
The Internet (e.g., to access statistics or other sources of mathematical information)	35%	37%	EC	47%	54%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)	62%	62%	EC	58%	62%
Measuring device (e.g., ruler, metre stick, protractor)	85%	84%	EC	82%	85%
Presentation technology (e.g., interactive white board, LCD projector)	75%	81%	EC	83%	87%

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

† 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.

Observations

- Over the past five years,
 - the percentage of teachers who have indicated they had frequently asked students to do the activities in the table during mathematics instruction have increased, except for writing solutions using mathematical language and symbols, which has remained high, more than 80%.
 - the percentage of teachers who have indicated they had frequently asked students to discuss and use problem-solving strategies has increased the most, by 10 percentage points.
- there have been large increases in the percentage of teachers who indicated that they have sometimes or frequently had the majority of their students use computer software (17-percentage-point increase), the Internet (19-percentage-point increase) and presentation technology (12-percentage-point increase).
- almost all teachers have indicated that the majority of students had sometimes or frequently used a calculator in their class.

The Grade 9 student and teacher questionnaires include some questions about teachers' use of the Grade 9 Assessment of Mathematics in students' class marks. The following two tables present the results from some of these questions.

Use of the Assessment in Students' Class Marks

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
Students who completed the questionnaire*	# = 15 120	# = 14 068	EC	# = 13 700	# = 13 280	# = 18 582	# = 17 911	EC	# = 17 155	# = 16 786
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:†	46%	48%	EC	47%	47%	42%	43%	EC	42%	40%
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:‡§	78%	76%	EC	78%	79%	75%	75%	EC	76%	76%

* 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 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 previous question in the above table.

2012–2013: Females: # = 6991; Males: # = 7807 2015–2016: Females: # = 6379; Males: # = 7239

2013–2014: Females: # = 6707; Males: # = 7724 2016–2017: Females: # = 6226; Males: # = 6764

2014–2015: EC

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

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Teachers who completed the questionnaire	# = 1619	# = 1531	EC	# = 1358	# = 1378
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:	94%	96%	EC	95%	95%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*					
1–5%	27%	26%	EC	24%	25%
6–10%	49%	47%	EC	49%	47%
11–15%	14%	19%	EC	19%	19%
16–20%	3%	4%	EC	3%	3%
21–25%	1%	1%	EC	1%	1%
26–30%	2%	1%	EC	2%	2%
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:*	87%	85%	EC	84%	87%

* 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.

2012–2013: # = 1525 2015–2016: # = 1292

2013–2014: # = 1472 2016–2017: # = 1306

2014–2015: EC

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

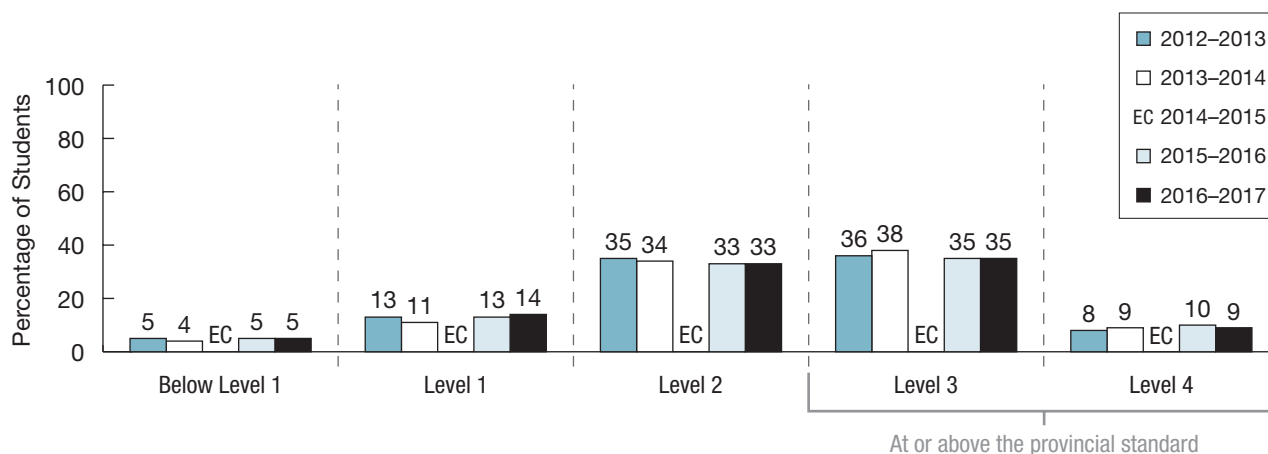
Grade 9 Applied Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time*†

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	# = 39 881	# = 38 181	EC	# = 36 005	# = 34 797
Level 4	8%	9%	EC	10%	9%
Level 3	36%	38%	EC	35%	35%
Level 2	35%	34%	EC	33%	33%
Level 1	13%	11%	EC	13%	14%
Below Level 1	5%	4%	EC	5%	5%
No Data	4%	4%	EC	4%	4%
At or Above the Provincial Standard‡	44%	47%	EC	45%	44%

Percentage of All Students at Each Level Over Time†



* Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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

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

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

Note: An explanation of terms used in the tables for the Grade 9 Assessment of Mathematics is available on page 34.

Observations

- When compared to the results five years ago, the percentage of students taking applied mathematics who performed at or above the provincial standard has remained the same, at 44%. It has decreased by three percentage points since 2013–2014 and one percentage point, from 45% to 44%, since 2015–2016.

RESULTS BY GENDER*

Results for Female and Male Students Over Time†

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	Female					Male				
	# = 17 695	# = 16 662	EC	# = 15 748	# = 15 212	# = 22 181	# = 21 519	EC	# = 20 257	# = 19 585
Level 4	7%	8%	EC	9%	8%	9%	10%	EC	11%	10%
Level 3	34%	37%	EC	34%	33%	37%	39%	EC	36%	36%
Level 2	37%	36%	EC	35%	35%	33%	33%	EC	32%	32%
Level 1	14%	12%	EC	14%	15%	12%	11%	EC	12%	13%
Below Level 1	4%	4%	EC	4%	5%	5%	4%	EC	5%	5%
No Data	4%	4%	EC	4%	4%	4%	4%	EC	4%	4%
At or Above the Provincial Standard‡	41%	45%	EC	43%	41%	46%	49%	EC	47%	46%

* 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.

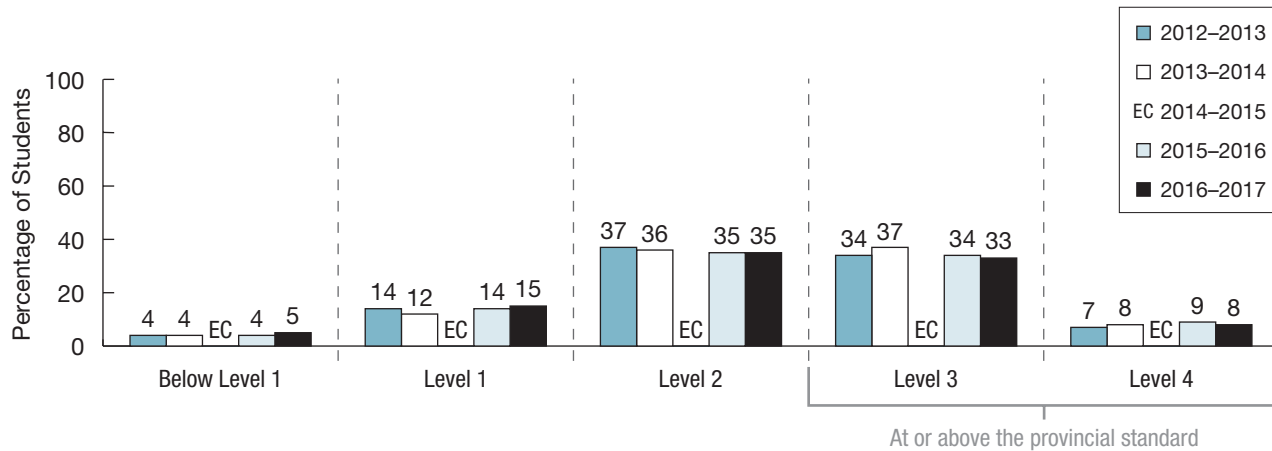
‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

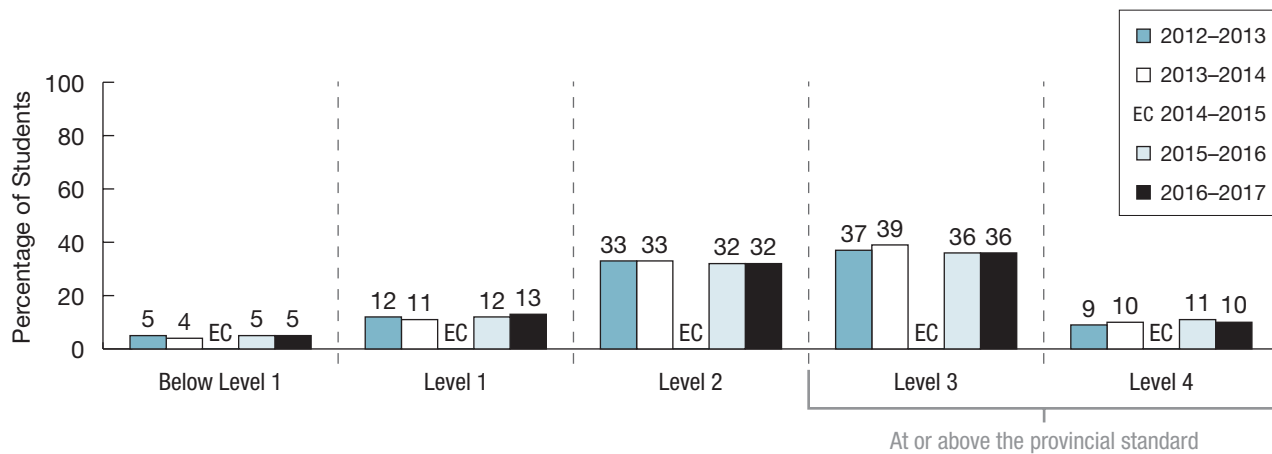
Observations

- The percentages of female and male students who performed at or above the provincial standard have remained the same as in 2012–2013, at 41% and 46%, respectively. However, these percentages have decreased by four and three percentage points, respectively, since 2013–2014.
- Over the past five years, a larger percentage of male than female students have performed at or above the provincial standard. The gap between female and male students has remained stable at around four or five percentage points. In 2016–2017, the gap in favour of male students has remained at five percentage points, which is the same as in 2012–2013.

Percentage of Female Students at Each Level Over Time*



Percentage of Male Students at Each Level Over Time*



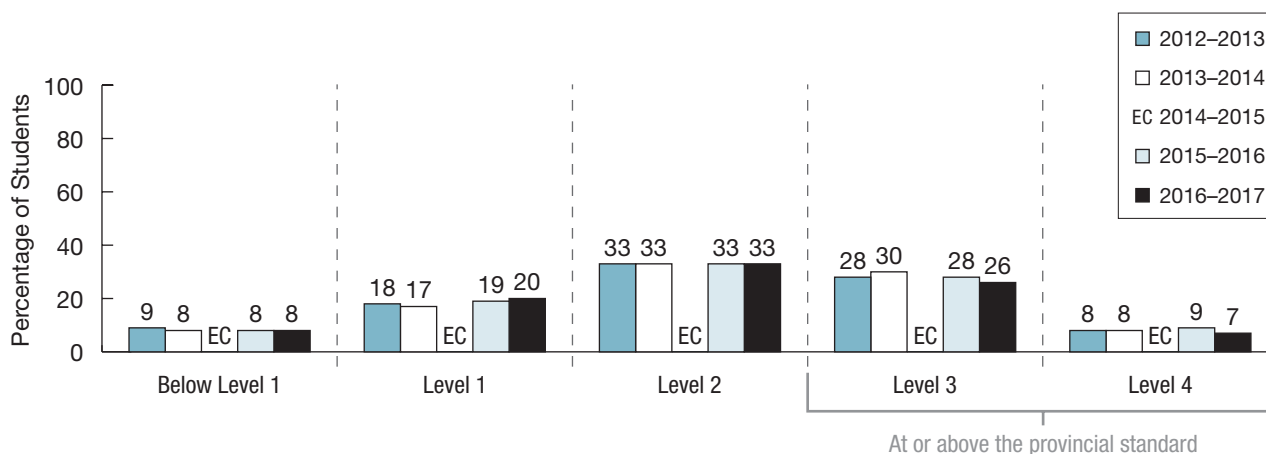
* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time^{*†}

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	# = 3173	# = 3115	EC	# = 3598	# = 3802
Level 4	8%	8%	EC	9%	7%
Level 3	28%	30%	EC	28%	26%
Level 2	33%	33%	EC	33%	33%
Level 1	18%	17%	EC	19%	20%
Below Level 1	9%	8%	EC	8%	8%
No Data	5%	4%	EC	3%	5%
At or Above the Provincial Standard [‡]	35%	38%	EC	37%	33%

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.

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

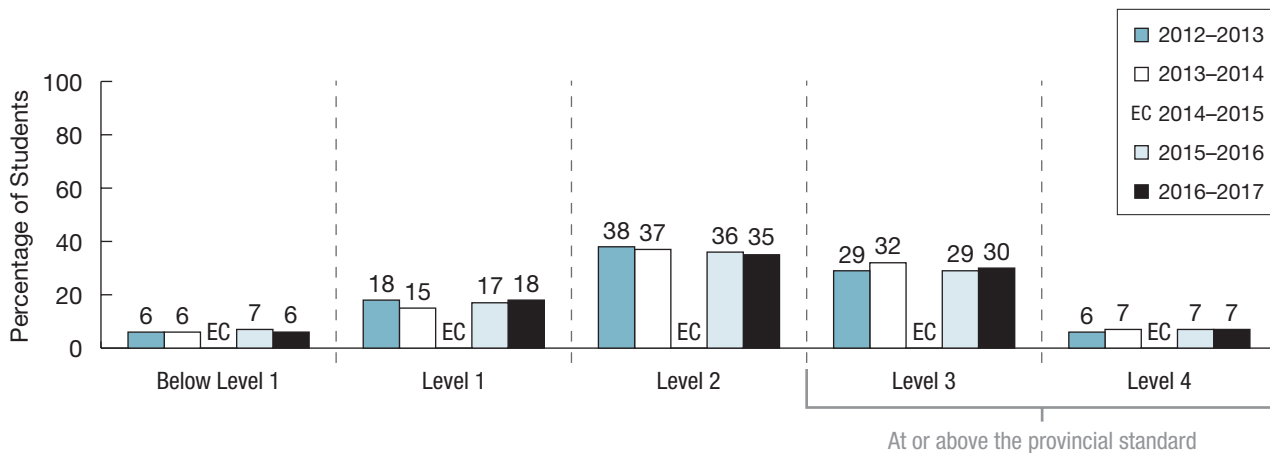
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Compared to the results in 2012–2013,
 - the percentage of English language learners who performed at or above the provincial standard has decreased by two percentage points to 33%, which is four percentage points lower than in 2015–2016 and five percentage points lower than in 2013–2014.
 - the percentages of English language learners who achieved Level 4 and Level 3 have decreased by one and two percentage points, respectively, and the percentage who achieved Level 1 has increased by two percentage points. The percentage of English language learners who achieved Level 2 has remained the same.

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

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
	# = 14 361	# = 14 241	EC	# = 14 761	# = 14 384
Level 4	6%	7%	EC	7%	7%
Level 3	29%	32%	EC	29%	30%
Level 2	38%	37%	EC	36%	35%
Level 1	18%	15%	EC	17%	18%
Below Level 1	6%	6%	EC	7%	6%
No Data	4%	4%	EC	4%	4%
At or Above the Provincial Standard†	35%	39%	EC	36%	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.

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

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

Observations

- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by two percentage points, from 35% to 37%.
- The percentage of students with special education needs performing at or above the provincial standard has increased by one percentage point since 2015–2016.

Grade 9 Assessment of Mathematics: Summary of Findings

Academic Course

- Over the past five years,
 - the percentage of students taking academic mathematics who performed at or above the provincial standard has remained relatively stable but has decreased slightly, by one percentage point, from 84% to 83%. Since 2015–2016, this percentage has remained at 83%.
 - the percentages of female and male students who performed at or above the provincial standard have decreased slightly, by one percentage point (from 84% to 83%) and by two percentage points (from 85% to 83%), respectively. For the first time in five years, in 2016–2017, the percentages of female and male students performing at the provincial standard were the same.
 - the percentage of English language learners who performed at or above the provincial standard in academic mathematics has decreased by three percentage points. It remained stable between 2012–2013 and 2015–2016, at 81% and 82%, and has decreased by three percentage points, to 78%, since 2015–2016.
 - the percentage of students with special education needs performing at or above the provincial standard in academic mathematics has decreased by one percentage point, as have the results for the Grade 9 population in academic mathematics as a whole. This percentage has increased by one percentage point, from 71% to 72%, since 2015–2016.
- larger percentages of male than female students have indicated that they agree or strongly agree with the statements related to attitudes toward mathematics, with one exception: larger percentages of female than male students have indicated that they agree or strongly agree with “I do my best in mathematics class.” The percentages of male students indicating that they were confident or very confident that they could answer mathematics questions related to all strands have been larger than those of female students. In 2016–2017, the difference between females and males was slight for Algebra.
- the percentage of students who indicated that they agree or strongly agree with the statement “I am able to answer difficult mathematics questions” has been smaller than the percentages who responded the same way to “I am good at mathematics” and “I understand most of the mathematics I am taught.”
- the percentages of students who indicated that they agree or strongly agree with the statement “I do my best in mathematics class” have continued to decrease, from 89% to 76% for female students, and from 81% to 69% for male students. For male students, the percentage has also decreased for the statement “the mathematics I learn now is useful for everyday life,” from 42% to 36%.

Grade 9 Assessment of Mathematics: Summary of Findings

Applied Course

- When compared to the results five years ago, the percentage of students taking applied mathematics who performed at or above the provincial standard has remained the same, at 44%. This percentage has decreased by three percentage points since 2013–2014, and by one percentage point, from 45% to 44%, since 2015–2016.
- The percentages of female and male students who performed at or above the provincial standard have remained the same as in 2012–2013, at 41% and 46%, respectively. However, these percentages have decreased by four and three percentage points, respectively, since 2013–2014. Over the past five years, a larger percentage of male than female students have performed at or above the provincial standard, a gap that has remained stable at around four or five percentage points. In 2016–2017, the gap was five percentage points, which was the same as in 2012–2013.
- Compared to the results in 2012–2013, the percentage of English language learners who performed at or above the provincial standard has decreased by two percentage points, to 33%, which is four percentage points lower than in 2015–2016 and five percentage points lower than in 2013–2014.
- Over the past five years,
 - the percentage of students with special education needs performing at or above the provincial standard has increased by two percentage points, from 35% to 37%.
 - larger percentages of male than female students have indicated that they agree or strongly agree with the statements related to attitudes toward mathematics, with one exception: larger percentages of female than male students have indicated that they agree or strongly agree with “I do my best in mathematics class.” The percentages of male students indicating that they were confident or very confident that they could answer mathematics questions related to all strands have been larger than those of female students. In 2016–2017, the largest differences between female and male students’ percentages were for Number Sense and Geometry.
 - the percentage of students who indicated that they agree or strongly agree with the statement “I am able to answer difficult mathematics questions” has been smaller than the percentages who responded the same way to “I am good at mathematics” and “I understand most of the mathematics I am taught.”
 - the percentages of students who indicated that they agree or strongly agree with the statement “I do my best in mathematics class” have decreased by 12 and 10 percentage points, respectively, for female and male students.

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%).

NP

Non-participating indicates that due to exceptional circumstances, some or all of the board's students did not participate.

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).

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)

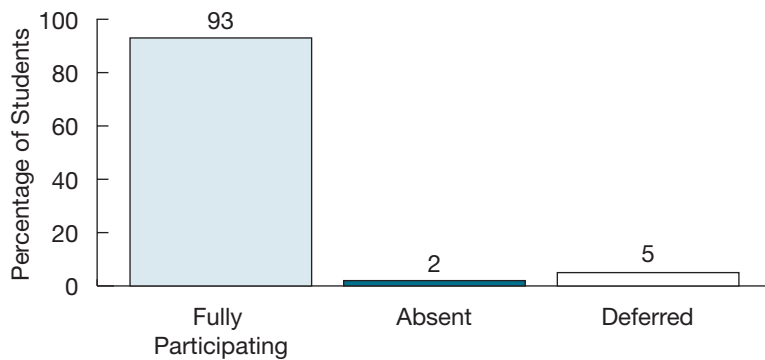
OSSLT: Results at a Glance

FIRST-TIME ELIGIBLE STUDENTS

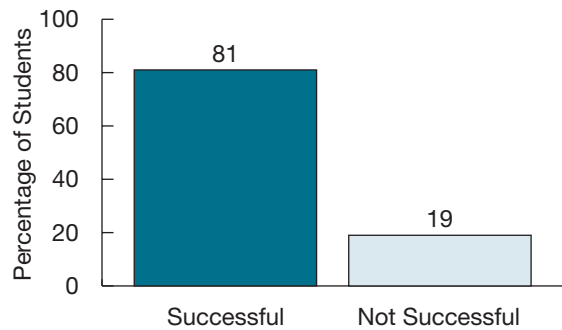
Results for First-Time Eligible Students, 2016–2017*

	ALL STUDENTS # = 136 492		FULLY PARTICIPATING STUDENTS # = 127 142
SUCCESSFUL	102 530	75%	81%
NOT SUCCESSFUL	24 612	18%	19%
FULLY PARTICIPATING	127 142	93%	
ABSENT	2 297	2%	
DEFERRED	7 053	5%	

Participation Rate, 2016–2017:
All Students*



Success Rate, 2016–2017:
Fully Participating Students*



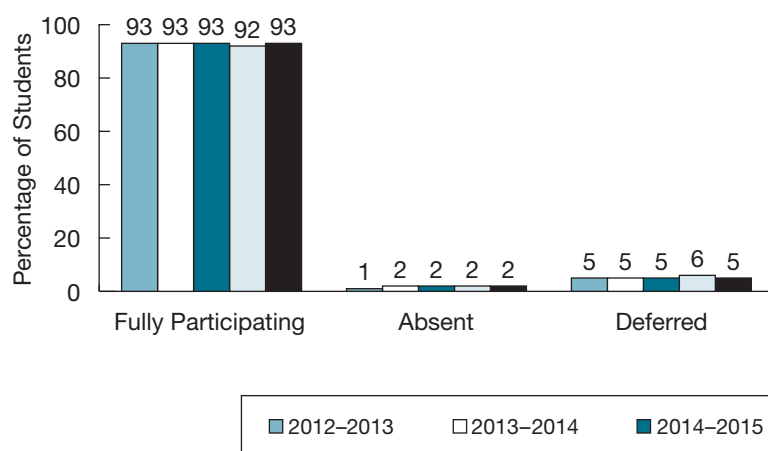
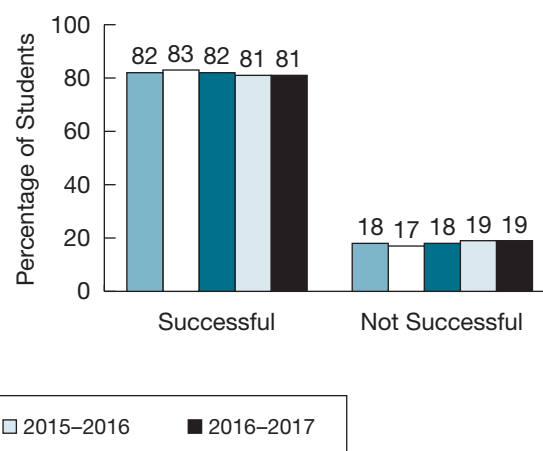
* Percentages in tables and bar graphs may not add up to 100, due to rounding.
Note: An explanation of terms used in the tables for OSSLT is available on page 67.

Observations

- Of first-time eligible students, 93% participated in the 2016–2017 OSSLT.
- Of fully participating first-time eligible students, 81% were successful on the test.

Results for First-Time Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	2012-2013 # = 143 358	2013-2014 # = 141 815	2014-2015 # = 137 620	2015-2016 # = 135 111	2016-2017 # = 136 492	2012-2013 # = 134 033	2013-2014 # = 131 712	2014-2015 # = 127 867	2015-2016 # = 124 977	2016-2017 # = 127 142
SUCCESSFUL	77%	77%	77%	75%	75%	82%	83%	82%	81%	81%
NOT SUCCESSFUL	17%	16%	16%	18%	18%	18%	17%	18%	19%	19%
FULLY PARTICIPATING	93%	93%	93%	92%	93%					
ABSENT	1%	2%	2%	2%	2%					
DEFERRED	5%	5%	5%	6%	5%					

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.

Observations

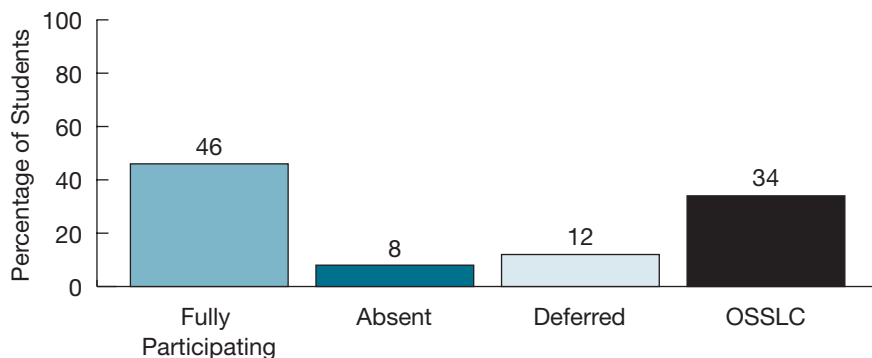
- Over the past five years,
 - the overall participation rate for first-time eligible students has remained stable (92% to 93%).
 - the percentage of students absent has been one or two percent consistently, while the percentage of students deferred has been five or six percent.
 - the success rate has remained relatively stable (between 81% and 83%).
- Over the past two years, the success rate has remained consistent at 81%.

PREVIOUSLY ELIGIBLE STUDENTS

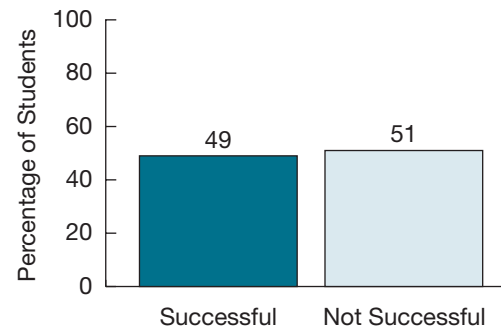
Results for Previously Eligible Students, 2016–2017*

	ALL STUDENTS # = 58 895		FULLY PARTICIPATING STUDENTS # = 27 360
SUCCESSFUL	13 433	23%	49%
NOT SUCCESSFUL	13 927	24%	51%
FULLY PARTICIPATING	27 360	46%	
ABSENT	4 901	8%	
DEFERRED	6 810	12%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†‡	19 824	34%	

Participation Rate, 2016–2017: All Students*



Success Rate, 2016–2017: Fully Participating Students*



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

† See OSSLT: Explanation of Terms.

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

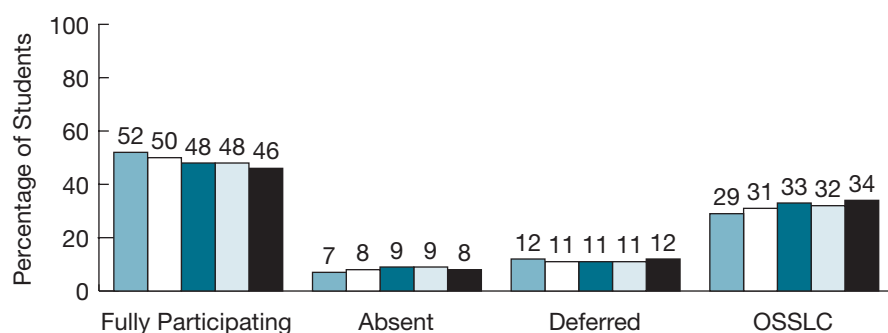
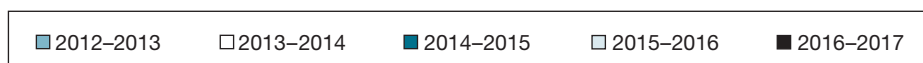
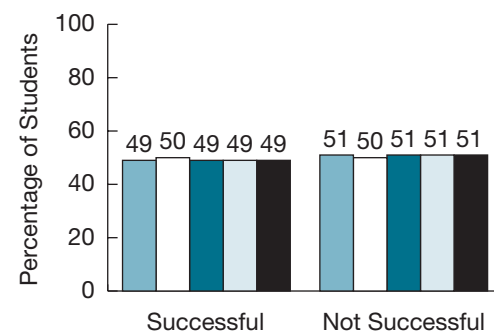
Note: An explanation of terms used in the tables for OSSLT is available on page 67.

Observation

- Of previously eligible students, 46% participated fully in the 2016–2017 test, among whom 49% were successful.

Results for Previously Eligible Students Over Time[†]

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	2012–2013 # = 59 080	2013–2014 # = 56 941	2014–2015 # = 54 024	2015–2016 # = 55 284	2016–2017 # = 58 895	2012–2013 # = 30 626	2013–2014 # = 28 312	2014–2015 # = 25 989	2015–2016 # = 26 333	2016–2017 # = 27 360
SUCCESSFUL	26%	25%	24%	23%	23%	49%	50%	49%	49%	49%
NOT SUCCESSFUL	26%	25%	24%	24%	24%	51%	50%	51%	51%	51%
FULLY PARTICIPATING	52%	50%	48%	48%	46%					
ABSENT	7%	8%	9%	9%	8%					
DEFERRED	12%	11%	11%	11%	12%					
OSSLC[‡]	29%	31%	33%	32%	34%					

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.

† Since the demographic nature of the previously eligible student population varies from year to year, caution must be used in interpreting these data.

‡ See OSSLT: Explanation of Terms.

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

Note: An explanation of terms used in the tables for OSSLT is available on page 67.

Observations

- Over the past five years,
 - the overall participation rate for students has declined (from 52% in 2013 to 46% this year).
 - the absence and deferral rates have remained relatively stable, and there has been a steady increase (to 34%) in the percentage of students who opted to take the Ontario Secondary School Literacy Course (OSSLC).
- Since 2012–2013, the number of participating students completing the OSSLT successfully has remained stable (49% to 50%). Over the past three years, the percentage has remained consistent at 49%.

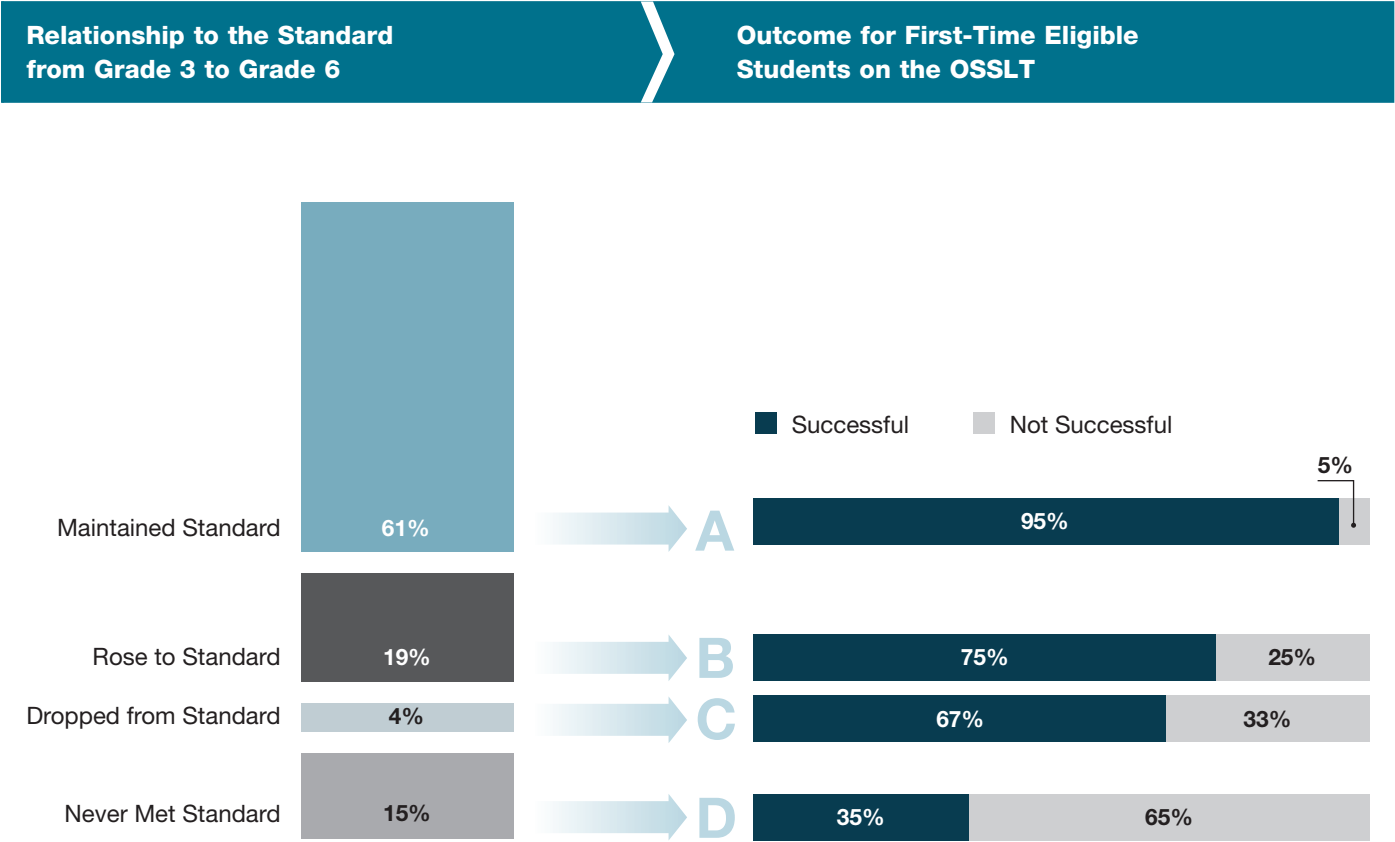
TRACKING PROGRESS IN LITERACY FROM GRADE 3 THROUGH GRADE 6 TO GRADE 10 (OSSLT)

Of the 136 492 students who were eligible to write the OSSLT in Grade 10 this year, 109 594 (80%) had been in the Ontario school system for the provincial tests in Grade 3 and Grade 6. Of these 109 594 students, 104 246 (95%) students wrote the OSSLT this year.

The following graph shows the OSSLT outcomes for the following four groups of students, based on their achievement in Grades 3 and 6:

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

Reading



Number of students in the cohort who participated in the OSSLT: 104 246

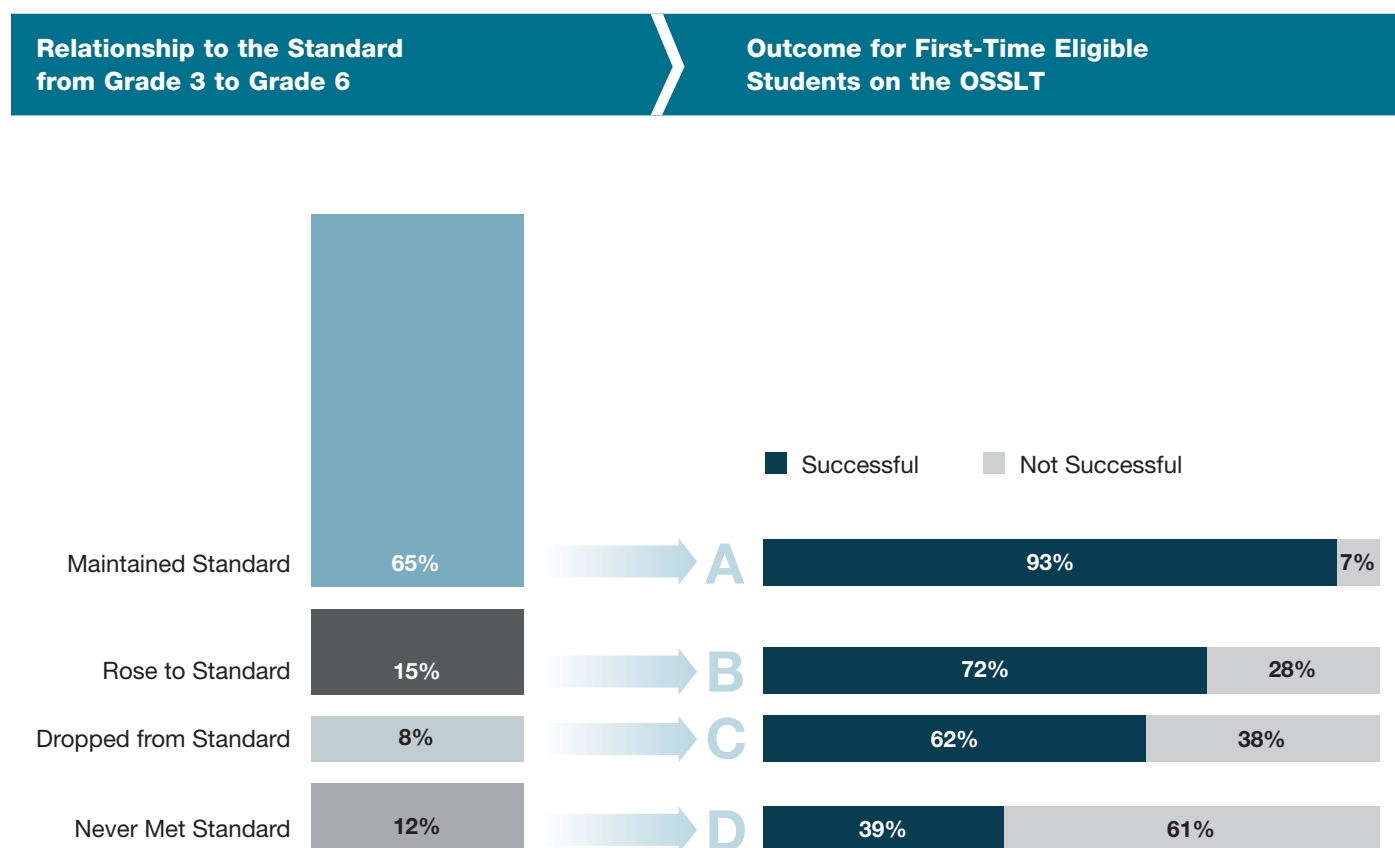
- A** Of the 63 889 students who met the provincial standard in reading in both Grade 3 and Grade 6, 95% (60 875) were successful on the OSSLT.
- B** Of the 20 295 students who rose to the standard in reading from Grade 3 to Grade 6, 75% (15 284) were successful on the OSSLT.
- C** Of the 4419 students who had dropped from the standard in reading from Grade 3 to Grade 6, 67% (2951) were successful on the OSSLT.
- D** Of the 15 643 students who had not met the provincial standard in reading in Grade 3 and had not met it in Grade 6, 35% (5529) were successful on the OSSLT.

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

The following graph shows the OSSLT outcomes for the following four groups of students, based on their achievement in Grades 3 and 6:

- Maintained Standard
- Rose to Standard
- Dropped from Standard
- Never Met Standard

Writing



Number of students in the cohort who participated in the OSSLT: 104 192

- A** Of the 68 036 students who met the provincial standard in reading in both Grade 3 and Grade 6, 93% (63 340) were successful on the OSSLT.
- B** Of the 15 522 students who rose to the standard in reading from Grade 3 to Grade 6, 72% (11 224) were successful on the OSSLT.
- C** Of the 8531 students who had dropped from the standard in reading from Grade 3 to Grade 6, 62% (5299) were successful on the OSSLT.
- D** Of the 12 103 students who had not met the provincial standard in reading in Grade 3 and had not met it in Grade 6, 39% (4725) were successful on the OSSLT.

OSSLT—First-Time Eligible Students: Contextual Information

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

Participation Rates by Subgroup, 2016–2017:^{*}

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER				
Female	66 832	2%	4%	94%
Male	69 659	2%	6%	92%
STUDENT STATUS				
English language learners [†]	9 580	1%	23%	75%
Students with special education needs (excluding gifted) [†]	26 311	3%	11%	86%
COURSE TYPE IN ENGLISH				
Academic	100 950	1%	1%	98%
Applied	27 006	3%	7%	90%
Locally developed	3 958	6%	42%	52%

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

[†] See OSSLT: Explanation of Terms.

Observations

- The highest deferral rates were among English language learners (23%) and students in locally developed English courses (42%).
- The participation rate of students enrolled in the academic course was eight percentage points higher than that of students enrolled in the applied course. This difference is due to the higher deferral rates among students in the applied course.

Demographic Information and Participation Rates Over Time

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
All first-time eligible students	# = 143 358	# = 141 815	# = 137 620	# = 135 111	# = 136 492
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Not specified	<1%	<1%	0%	0%	<1%
STUDENT STATUS*					
English language learners†	6%	6%	6%	7%	7%
English language learners who received one or more special provisions‡	3%	4%	4%	4%	4%
Students with special education needs (excluding gifted)†	18%	18%	19%	19%	19%
Students with special education needs (excluding gifted) who received one or more accommodations‡	15%	16%	16%	17%	16%
COURSE TYPE IN ENGLISH*					
Academic	71%	72%	73%	73%	74%
Applied	22%	21%	21%	20%	20%
Locally developed	3%	3%	3%	3%	3%
LANGUAGE§					
Number of students who completed the questionnaire	130 397	128 649	121 594	119 243	119 666
First language learned at home was other than English	23%	23%	22%	24%	23%
Speak only or mostly English at home	74%	74%	74%	72%	72%
Speak another language (or other languages) as often as English at home	19%	19%	18%	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	134 033 93%	131 712 93%	127 867 93%	124 977 92%	127 142 93%
Students who were exempted	1 670	1 500	1 531	1 495	1 252

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

† See OSSLT: Explanation of terms.

‡ Percentages are based on the number of students who participated in the March administration, which offered all permitted special provisions and accommodations.

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

Observations

- Over the past five years,
 - the percentages of students who were English language learners, students with special education needs and students with special education needs who received accommodations have remained relatively consistent.
 - the percentage of students in the academic English course has increased by three percentage points.
 - the percentage of students indicating that they speak only or mostly English at home has decreased by two percentage points.

Student Questionnaire Results: Reading

	2015–2016	2016–2017	2015–2016	2016–2017
	Female		Male	
Students who completed the questionnaire*	# = 59 376	# = 59 706	# = 59 867	# = 59 959
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%	12%	11%
Comics	4%	4%	6%	6%
Web sites, e-mail or chat messages, blogs	64%	62%	51%	49%
Letters	1%	1%	1%	1%
Magazines	2%	2%	2%	2%
Manuals, instructions	1%	1%	3%	3%
Newspapers	2%	2%	3%	3%
Novels, short stories, other fiction	37%	35%	18%	16%
Song lyrics, poems	27%	27%	17%	17%
Religious or spiritual writings	5%	4%	5%	4%

* 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.

Observations

The following observations are about first-time eligible female and male students' answers to the Student Questionnaire.

- Web sites, e-mail or chat messages and blogs have been the most frequently reported types of reading materials among students of both genders, while letters, magazines, manuals and instructions, and newspapers were the least frequently reported types of reading materials among students of both genders.
- The percentages of male and female students who indicated reading non-fiction books, comics, letters, magazines, manuals and instructions, newspapers, and religious or spiritual writings were similar.

- There was a larger percentage of female than male students who reported reading each of the following types of materials: Web sites, e-mail or chat messages and blogs (62% compared to 49%), novels, short stories and other fiction (35% compared to 16%), and song lyrics and poems (27% compared to 17%).

Student Questionnaire Results: Writing

	2015–2016	2016–2017	2015–2016	2016–2017
	Female		Male	
Students who completed the questionnaire*	# = 59 376	# = 59 706	# = 59 867	# = 59 959
Percentage of first-time eligible students indicating that they do the following types of writing outside school for three hours or more most weeks: †‡				
On social media (Twitter, Facebook, blogs) or texting	57%	59%	41%	46%
Letters, journals, diaries	7%	7%	2%	2%
Notes, directions, instructions	7%	7%	5%	5%
Song lyrics, poems	11%	12%	8%	9%
Stories, fiction	12%	12%	5%	5%
Work-related writing	32%	25%	22%	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.

Observations

The following observations are about first-time eligible female and male students’ answers to the Student Questionnaire.

- The most frequently reported types of writing outside school for both genders have been on social media (Twitter, Facebook, blogs) or texting, and work-related writing.
- Percentages for female students have been consistently higher than those for male students for all types of writing. In 2017, there was a 13-percentage-point gap for social media (Twitter, Facebook, blogs) or texting, a five-percentage-point gap for letters, journals and diaries, a seven-percentage-point gap for stories and fiction and a six-percentage-point gap for work-related writing.

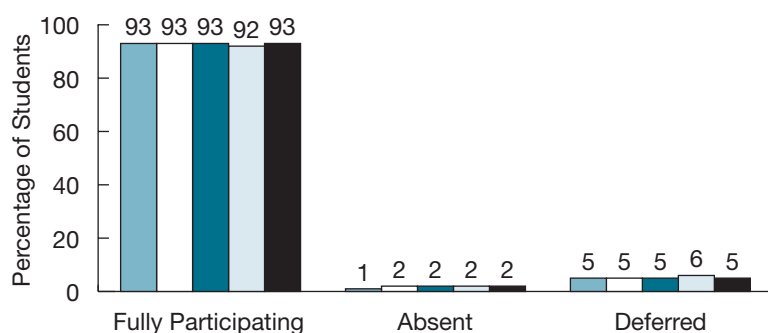
OSSLT—First-Time Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

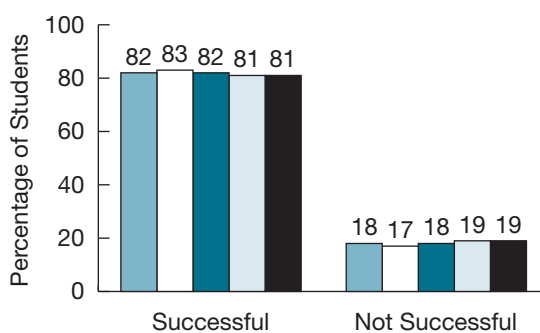
Results for First-Time Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	2012–2013 # = 143 358	2013–2014 # = 141 815	2014–2015 # = 137 620	2015–2016 # = 135 111	2016–2017 # = 136 492	2012–2013 # = 134 033	2013–2014 # = 131 712	2014–2015 # = 127 867	2015–2016 # = 124 977	2016–2017 # = 127 142
SUCCESSFUL	77%	77%	77%	75%	75%	82%	83%	82%	81%	81%
NOT SUCCESSFUL	17%	16%	16%	18%	18%	18%	17%	18%	19%	19%
FULLY PARTICIPATING	93%	93%	93%	92%	93%					
ABSENT	1%	2%	2%	2%	2%					
DEFERRED	5%	5%	5%	6%	5%					

Participation Rates Over Time: All Students*



Success Rates Over Time: Fully Participating Students*



■ 2012–2013
 □ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

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

Observations

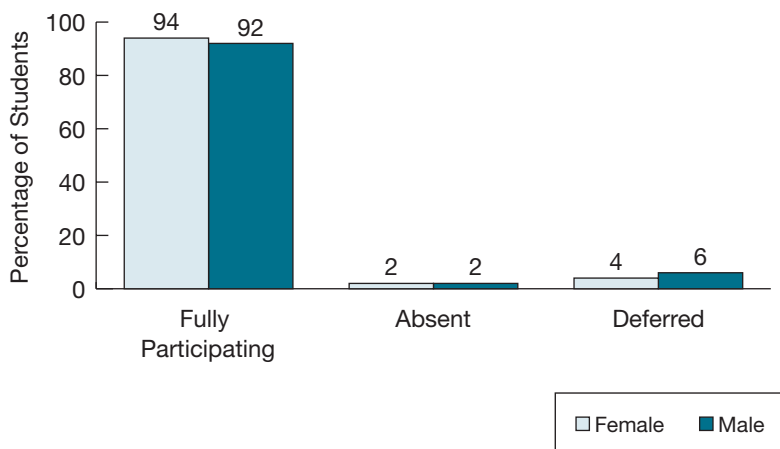
- Over the past five years,
 - the overall participation rate for first-time eligible students has remained stable (92% to 93%).
 - the percentage of students absent has been one or two percent consistently, while the percentage of students deferred has been five or six percent.
 - the success rate has remained relatively stable (between 81% and 83%).
- Over the past two years, the success rate has remained consistent at 81%.

RESULTS BY GENDER*

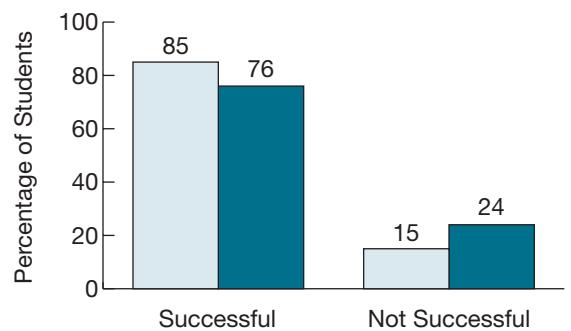
Results for Female and Male Students, 2016–2017†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 66 832		Male # = 69 659		Female # = 62 991	Male # = 64 150
SUCCESSFUL	53 811	81%	48 718	70%	85%	76%
NOT SUCCESSFUL	9 180	14%	15 432	22%	15%	24%
FULLY PARTICIPATING	62 991	94%	64 150	92%		
ABSENT	1 109	2%	1 188	2%		
DEFERRED	2 732	4%	4 321	6%		

Participation Rates, 2016–2017:
All Female and Male Students†



Success Rates, 2016–2017:
Fully Participating Female and 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.

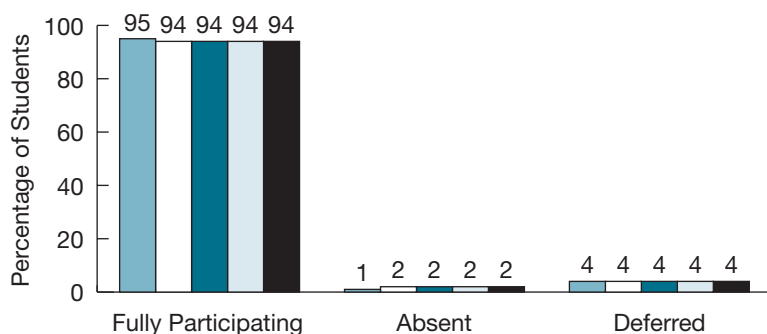
Observation

- A larger percentage of fully participating female (85%) than male (76%) students successfully completed the 2016–2017 OSSLT.

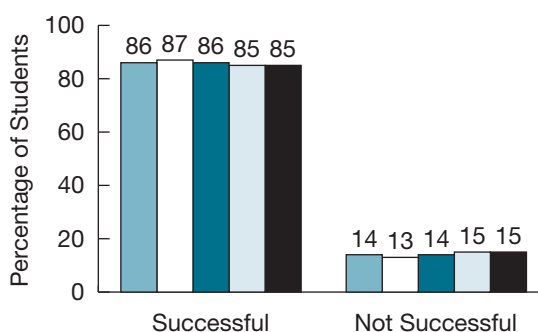
Results for Female Students Over Time[†]

	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	2012–2013 # = 70 092	2013–2014 # = 69 290	2014–2015 # = 67 023	2015–2016 # = 65 907	2016–2017 # = 66 832	2012–2013 # = 66 262	2013–2014 # = 65 018	2014–2015 # = 62 936	2015–2016 # = 61 694	2016–2017 # = 62 991
SUCCESSFUL	82%	82%	81%	79%	81%	86%	87%	86%	85%	85%
NOT SUCCESSFUL	13%	12%	13%	14%	14%	14%	13%	14%	15%	15%
FULLY PARTICIPATING	95%	94%	94%	94%	94%					
ABSENT	1%	2%	2%	2%	2%					
DEFERRED	4%	4%	4%	4%	4%					

Participation Rates Over Time: All Female Students[†]



Success Rates Over Time: Fully Participating Female Students[†]



■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

* Includes only students for whom gender data were available.

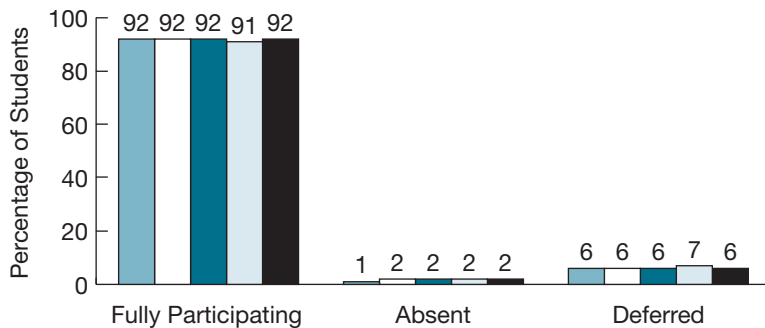
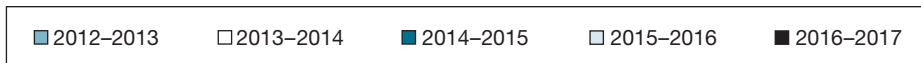
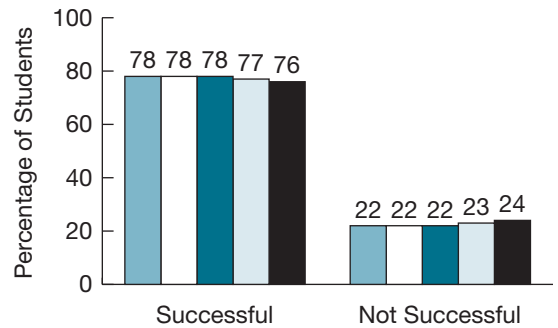
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

- Over the past five years, the overall participation rate for female students has remained stable (94% to 95%).
- Since 2012–2013, the percentage of fully participating female students completing the OSSLT successfully has been relatively stable (85% to 87%).

Results for Male Students Over Time^{*†}

	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	2012–2013 # = 73 260	2013–2014 # = 72 521	2014–2015 # = 70 597	2015–2016 # = 69 204	2016–2017 # = 69 659	2012–2013 # = 67 765	2013–2014 # = 66 692	2014–2015 # = 64 931	2015–2016 # = 63 283	2016–2017 # = 64 150
SUCCESSFUL	72%	72%	72%	71%	70%	78%	78%	78%	77%	76%
NOT SUCCESSFUL	20%	20%	20%	21%	22%	22%	22%	22%	23%	24%
FULLY PARTICIPATING	92%	92%	92%	91%	92%					
ABSENT	1%	2%	2%	2%	2%					
DEFERRED	6%	6%	6%	7%	6%					

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.

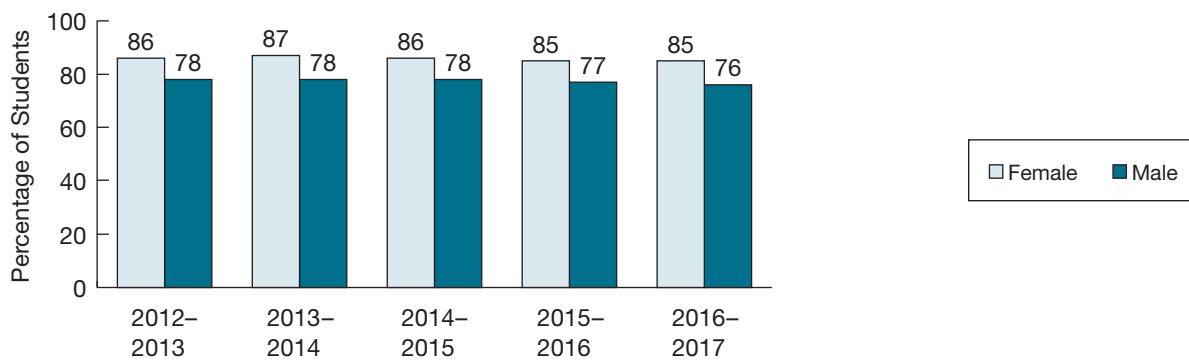
Observations

- Over the past five years, the overall participation rate for male students has remained stable (91% or 92%).
- From 2012–2013 to 2016–2017, the percentage of fully participating male students completing the OSSLT successfully remained stable (76% to 78%). However, since 2015, the percentage has decreased by one percentage point each year (to 76%).

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

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
FEMALE	66 262	65 018	62 936	61 694	62 991
MALE	67 765	66 692	64 931	63 283	64 150

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



* Includes only students for whom gender data were available.

Observation

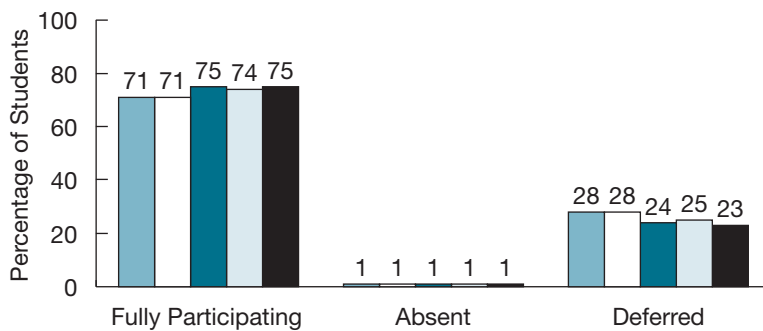
- Over the past five years, the gender gap in favour of females has remained relatively stable (eight to nine percentage points).

RESULTS BY STUDENT STATUS

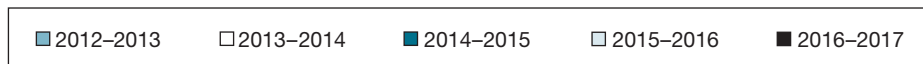
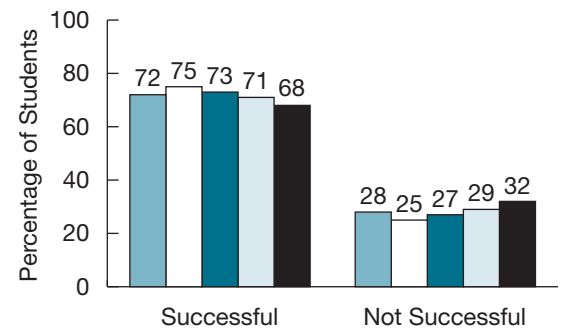
Results for English Language Learners Over Time[†]

	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	2012–2013 # = 8051	2013–2014 # = 8465	2014–2015 # = 8042	2015–2016 # = 9488	2016–2017 # = 9580	2012–2013 # = 5727	2013–2014 # = 6009	2014–2015 # = 6005	2015–2016 # = 7030	2016–2017 # = 7222
SUCCESSFUL	51%	53%	54%	52%	51%	72%	75%	73%	71%	68%
NOT SUCCESSFUL	20%	18%	20%	22%	24%	28%	25%	27%	29%	32%
FULLY PARTICIPATING	71%	71%	75%	74%	75%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	28%	28%	24%	25%	23%					

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.

† See OSSLT: Explanation of Terms.

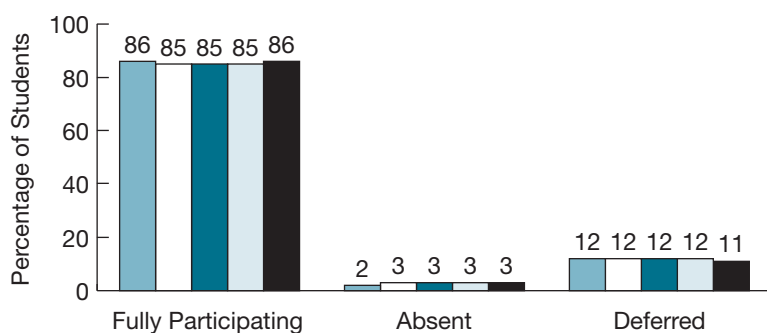
Observations

- Over the past five years, the overall participation rate for English language learners has increased (to 75%); the deferral rate for this group has decreased from 28% to 23%.
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has decreased by four percentage points (to 68%). The percentage has decreased by three percentage points since 2015–2016.

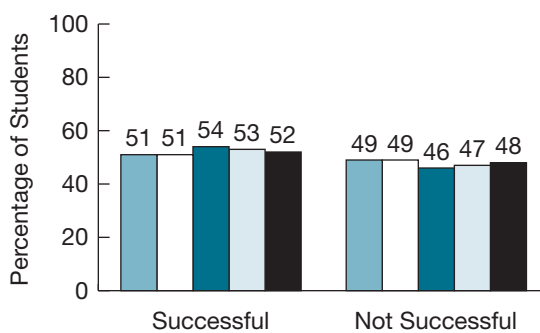
Results for Students with Special Education Needs (Excluding Gifted) Over Time[†]

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS				
	2012–2013 # = 25 390	2013–2014 # = 25 686	2014–2015 # = 25 772	2015–2016 # = 25 907	2016–2017 # = 26 311	2012–2013 # = 21 831	2013–2014 # = 21 914	2014–2015 # = 21 869	2015–2016 # = 21 952	2016–2017 # = 22 566
SUCCESSFUL	44%	44%	45%	44%	45%	51%	51%	54%	53%	52%
NOT SUCCESSFUL	42%	42%	39%	40%	41%	49%	49%	46%	47%	48%
FULLY PARTICIPATING	86%	85%	85%	85%	86%					
ABSENT	2%	3%	3%	3%	3%					
DEFERRED	12%	12%	12%	12%	11%					

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.

† See OSSLT: Explanation of Terms.

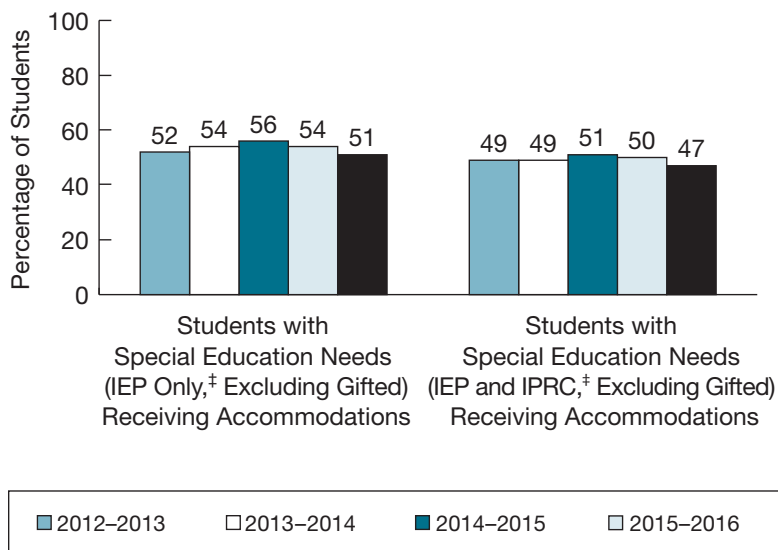
Observations

- Over the past five years, the overall participation rate for students with special education needs (excluding gifted) has been stable (85% to 86%).
- This year, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully (52%) is similar to that in 2012–2013 (51%). However, since 2014–2015, the percentage has decreased by one percentage point each year (to 52%).

Number of Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations Over Time*†

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Students with Special Education Needs (IEP Only,‡ Excluding Gifted) Receiving Accommodations	7 927	8 371	8 770	9 338	9 613
Students with Special Education Needs (IEP and IPRC,‡ Excluding Gifted) Receiving Accommodations	12 653	12 452	11 752	11 458	10 849

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



* See OSSLT: Explanation of Terms.

† 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).

Observations

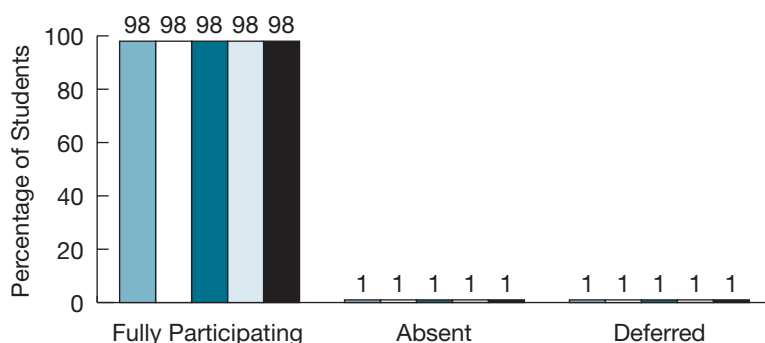
- This year, the success rate (51%) for fully participating students with special education needs (IEP only, excluding gifted) receiving accommodations was similar to that in 2012–2013 (52%). However, the percentage has decreased by five percentage points since 2014–2015 and by three percentage points since 2015–2016.
- This year, the success rate (47%) for fully participating students with special education needs (IEP and IPRC, excluding gifted) receiving accommodations was two percentage points lower than in 2012–2013 (49%), four percentage points lower than in 2014–2015 and three percentage points lower than in 2015–2016.

RESULTS BY COURSE TYPE IN ENGLISH

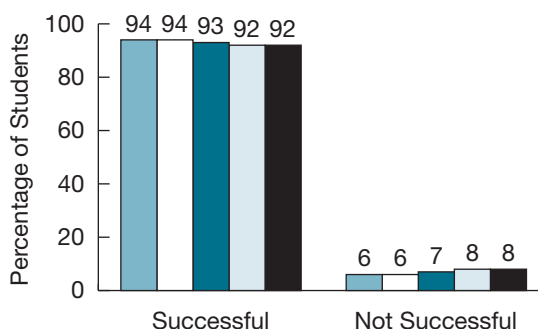
Results for Students Taking the Academic English Course Over Time*

	ALL STUDENTS IN THE ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE ACADEMIC ENGLISH COURSE				
	2012–2013 # = 102 260	2013–2014 # = 102 020	2014–2015 # = 99 813	2015–2016 # = 98 153	2016–2017 # = 100 950	2012–2013 # = 100 711	2013–2014 # = 99 943	2014–2015 # = 97 615	2015–2016 # = 95 971	2016–2017 # = 99 051
SUCCESSFUL	92%	92%	91%	90%	90%	94%	94%	93%	92%	92%
NOT SUCCESSFUL	6%	6%	7%	8%	8%	6%	6%	7%	8%	8%
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*



2012–2013
 2013–2014
 2014–2015
 2015–2016
 2016–2017

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

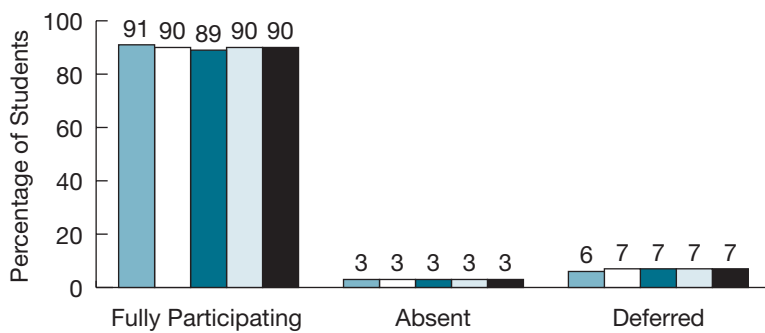
Observations

- Over the past five years,
 - the overall participation rate for students taking an academic English course has remained consistently high (98%).
 - the success rate for fully participating students taking the academic English course has remained high (92% to 94%).

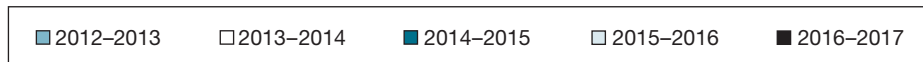
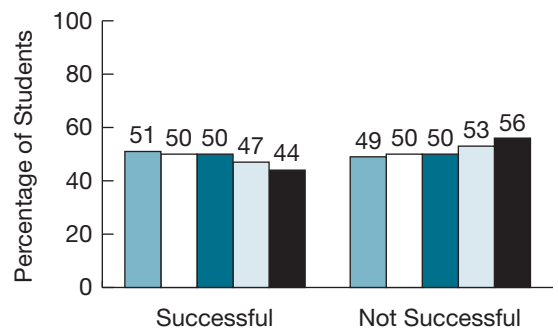
Results for Students Taking the Applied English Course Over Time*

	ALL STUDENTS IN THE APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE APPLIED ENGLISH COURSE				
	2012–2013 # = 31 172	2013–2014 # = 30 331	2014–2015 # = 29 316	2015–2016 # = 27 678	2016–2017 # = 27 006	2012–2013 # = 28 252	2013–2014 # = 27 272	2014–2015 # = 26 213	2015–2016 # = 24 772	2016–2017 # = 24 233
SUCCESSFUL	46%	45%	45%	42%	39%	51%	50%	50%	47%	44%
NOT SUCCESSFUL	45%	45%	45%	48%	50%	49%	50%	50%	53%	56%
FULLY PARTICIPATING	91%	90%	89%	90%	90%					
ABSENT	3%	3%	3%	3%	3%					
DEFERRED	6%	7%	7%	7%	7%					

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.

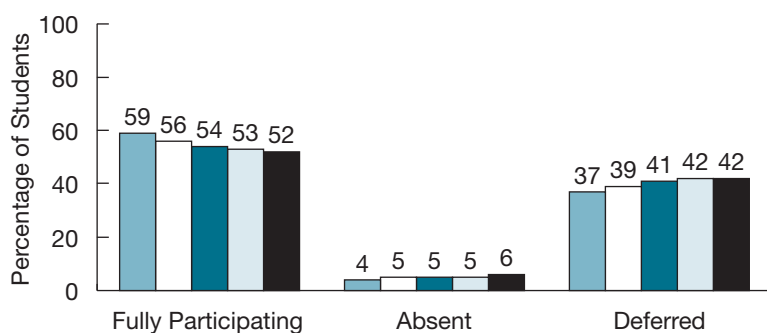
Observations

- Over the past five years,
 - the overall participation rate for students taking the applied English course has remained consistent (89% to 91%).
 - the success rate for fully participating students taking an applied English course has decreased by seven percentage points, from 51% to 44%.

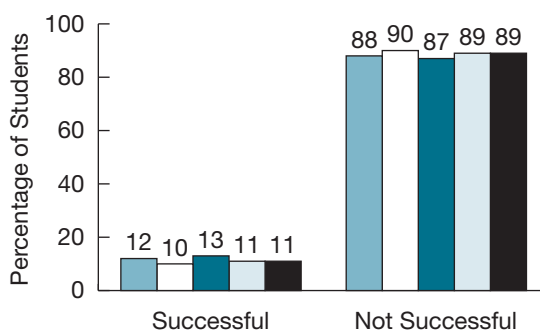
Results for Students Taking a Locally Developed English Course Over Time*

	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	2012–2013 # = 4791	2013–2014 # = 4744	2014–2015 # = 3791	2015–2016 # = 4372	2016–2017 # = 3958	2012–2013 # = 2814	2013–2014 # = 2662	2014–2015 # = 2064	2015–2016 # = 2307	2016–2017 # = 2060
SUCCESSFUL	7%	5%	7%	6%	6%	12%	10%	13%	11%	11%
NOT SUCCESSFUL	52%	51%	47%	47%	46%	88%	90%	87%	89%	89%
FULLY PARTICIPATING	59%	56%	54%	53%	52%					
ABSENT	4%	5%	5%	5%	6%					
DEFERRED	37%	39%	41%	42%	42%					

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*



■ 2012–2013
 □ 2013–2014
 ■ 2014–2015
 □ 2015–2016
 ■ 2016–2017

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

Observations

- Over the past five years,
 - the overall participation rate for students taking a locally developed English course has decreased by seven percentage points, from 59% to 52%.
 - the deferral rate for students in locally developed English courses has increased by five percentage points, from 37% to 42%.
 - the success rate for fully participating students taking a locally developed English course has remained relatively consistent (10% to 13%).

OSSLT—Previously Eligible Students: Contextual Information

Participation Rates by Subgroup, 2016–2017*

	NUMBER OF PREVIOUSLY ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE OSSLC†§	PERCENTAGE FULLY PARTICIPATING
GENDER					
Female	23 582	8%	11%	33%	48%
Male	35 313	8%	12%	34%	45%
STUDENT STATUS					
English language learners†	11 276	5%	24%	15%	56%
Students with special education needs (excluding gifted)†	22 624	8%	10%	42%	39%

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

† See OSSLT: Explanation of Terms.

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

Observations

- The participation rates for females and males were similar (48% and 45% respectively).
- The higher participation rate was among English language learners (56%). The lower absence and higher deferral rates were for English language learners.
- The largest percentage of students fulfilling the literacy requirement through the OSSLC was for students with special education needs (excluding gifted), 42%.

Demographic Information and Participation Rates, 2016–2017

	2016–2017
All previously eligible students	# = 58 895
GENDER*	
Female	40%
Male	60%
Not specified	0%
STUDENT STATUS*	
English language learners†	19%
English language learners who received one or more special provisions‡	20%
Students with special education needs (excluding gifted)†	38%
Students with special education needs (excluding gifted) who received one or more accommodations‡	30%
LANGUAGE§	
Number of students who completed the questionnaire	25 019
First language learned at home was other than English	37%
Speak only or mostly English at home	58%
Speak another language (or other languages) as often as English at home	23%
Speak only or mostly another language (or other languages) at home	17%
PARTICIPATION IN THE TEST	
Number and percentage of fully participating previously eligible students	27 360 46%
Number of students who were exempted	1 562

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

† See OSSLT: Explanation of Terms.

‡ Percentages are based on the number of students who participated in the March administration, which offered all permitted special provisions and accommodations.

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

Observations

- The percentage of male previously eligible students was substantially higher (60%) than that of female previously eligible students (40%).
- Of previously eligible students, 58% indicated that they speak only or mostly English at home.
- Of previously eligible students, 38% were students with special education needs (excluding gifted) and 19% were English language learners.

Student Questionnaire Results, 2016–2017: Reading

	2016–2017	
	Female	Male
Students who completed the questionnaire	# = 10 508	# = 14 511
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)	15%	12%
Comics	5%	7%
Web sites, e-mail, chat messages	57%	46%
Letters	3%	3%
Magazines	3%	3%
Manuals, instructions	3%	5%
Newspapers	3%	4%
Novels, short stories, other fiction	28%	14%
Song lyrics, poems	32%	25%
Religious or spiritual writings	7%	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.”

Observations

The following observations are about previously eligible female and male students' answers to the 2016–2017 Student Questionnaire.

- A larger percentage of female than male students reported reading Web sites, e-mail or chat messages and blogs (11 percentage points more), novels, short stories and other fiction (14 percentage points more), and song lyrics and poems (seven percentage points more).
- Web sites, e-mail or chat messages and blogs were the most frequently reported types of reading materials among students of both genders.

Student Questionnaire Results, 2016–2017: Writing

	2016–2017	
	Female	Male
Students who completed the questionnaire[†]	# = 10 508	# = 14 511
Percentage of previously eligible students indicating that they do the following types of writing outside school for three hours or more most weeks:[†]		
On social media (Twitter, Facebook, blogs) or texting	54%	43%
Letters, journals, diaries	9%	3%
Notes, directions, instructions	9%	7%
Song lyrics, poems	18%	16%
Stories, fiction	12%	7%
Work-related writing	21%	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.”

Observations

The following observations are about previously eligible female and male students’ answers to the 2016–2017 Student Questionnaire.

- The most frequently reported types of writing outside school for female and male students were on social media (Twitter, Facebook, blogs) or texting (54% and 43% respectively).
- The percentages for female students were larger than those for male students for all types of writing except notes, directions and instructions and song lyrics and poems, which the two genders engaged with to a similar extent.

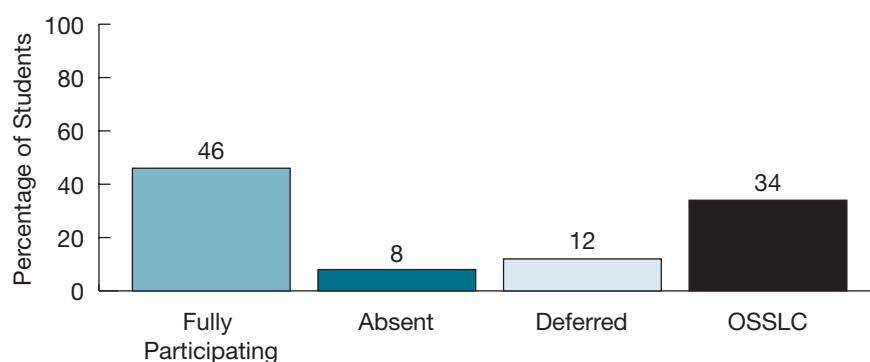
OSSLT—Previously Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

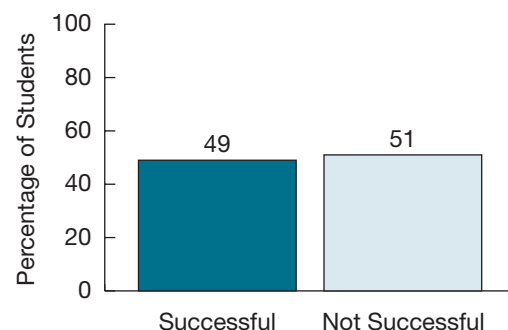
Results for Previously Eligible Students, 2016–2017*

	ALL STUDENTS # = 58 895		FULLY PARTICIPATING STUDENTS # = 27 360
SUCCESSFUL	13 433	23%	49%
NOT SUCCESSFUL	13 927	24%	51%
FULLY PARTICIPATING	27 360	46%	
ABSENT	4 901	8%	
DEFERRED	6 810	12%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†‡	19 824	34%	

Participation Rate, 2016–2017:
All Students*



Success Rate, 2016–2017:
Fully Participating Students*



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

† See OSSLT: Explanation of Terms.

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

Observation

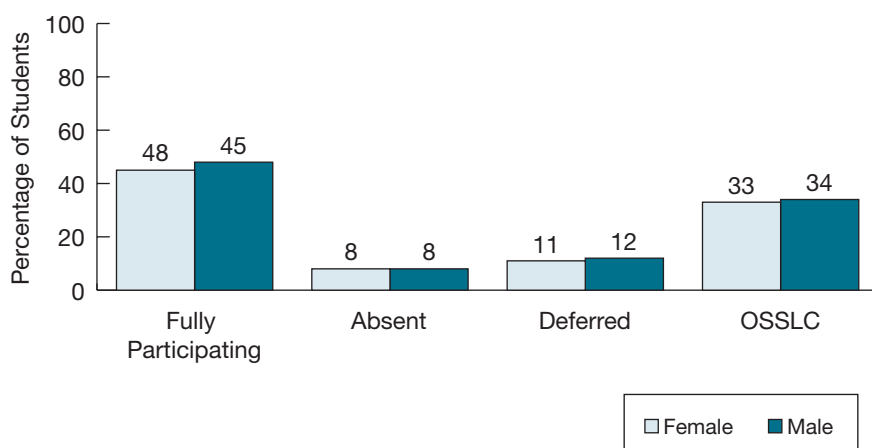
- Of previously eligible students, 46% participated fully in the test this year, among whom 49% were successful.

RESULTS BY GENDER*

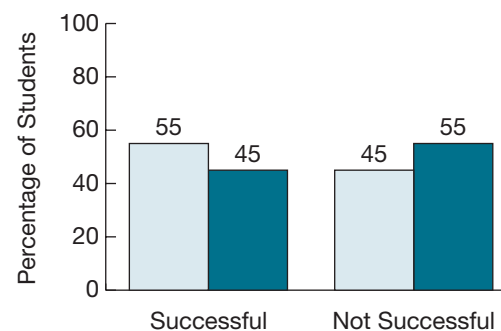
Results for Female and Male Students, 2016–2017†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 23 582		Male # = 35 313		Female # = 11 349	Male # = 16 011
SUCCESSFUL	6 255	27%	7 178	20%	55%	45%
NOT SUCCESSFUL	5 094	22%	8 833	25%	45%	55%
FULLY PARTICIPATING	11 349	48%	16 011	45%		
ABSENT	1 914	8%	2 987	8%		
DEFERRED	2 631	11%	4 179	12%		
OSSLC‡§	7 688	33%	12 136	34%		

Participation Rates, 2016–2017: All Female and Male Students†



Success Rates, 2016–2017: Fully Participating Female and 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.

‡ See OSSLT: Explanation of Terms.

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

Observations

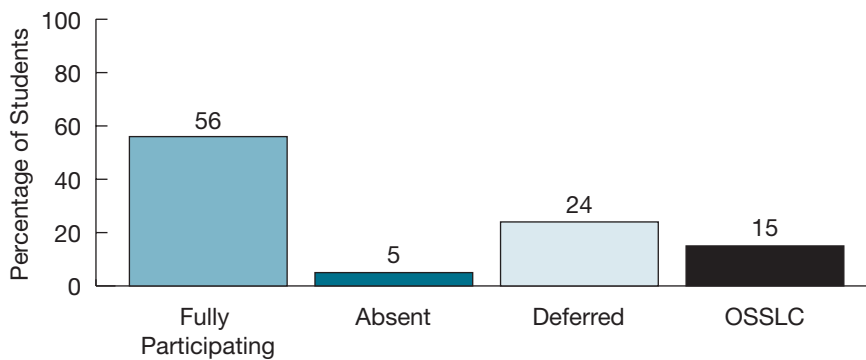
- Among fully participating students, a larger percentage of females (55%) than males (45%) successfully completed the 2016–2017 OSSLT.

RESULTS BY STUDENT STATUS

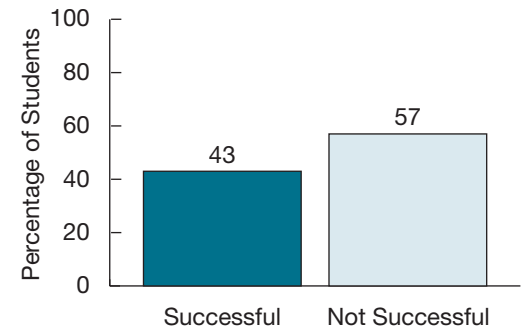
Results for English Language Learners, 2016–2017[†]

	ALL ENGLISH LANGUAGE LEARNERS # = 11 276		FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS # = 6308
SUCCESSFUL	2703	24%	43%
NOT SUCCESSFUL	3605	32%	57%
FULLY PARTICIPATING	6308	56%	
ABSENT	577	5%	
DEFERRED	2716	24%	
OSSLC[‡]	1675	15%	

Participation Rate, 2016–2017: All English Language Learners[†]



Success Rate, 2016–2017: Fully Participating English Language Learners[†]



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

[†] See OSSLT: Explanation of Terms.

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

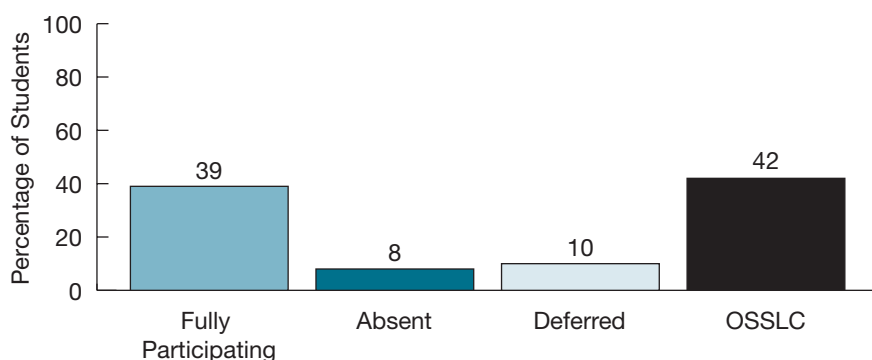
Observations

- English language learners participated in the 2016–2017 OSSLT at a rate of 56%.
- Fully participating English language learners were successful on the test at a rate of 43%.

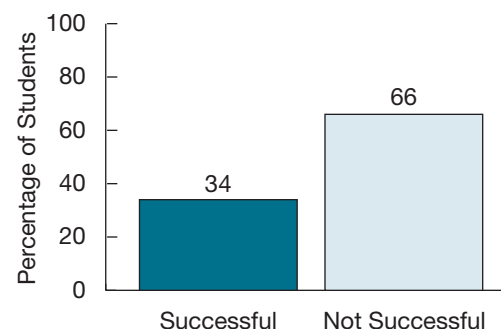
Results for Students with Special Education Needs (Excluding Gifted), 2016–2017*†

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS # = 22 624		FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS # = 8846
SUCCESSFUL	3014	13%	34%
NOT SUCCESSFUL	5832	26%	66%
FULLY PARTICIPATING	8846	39%	
ABSENT	1869	8%	
DEFERRED	2320	10%	
OSSLC†‡	9589	42%	

Participation Rate, 2016–2017: All Students with Special Education Needs (Excluding Gifted)*†



Success Rate, 2016–2017: Fully Participating Students with Special Education Needs (Excluding Gifted)*†



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

† See OSSLT: Explanation of Terms.

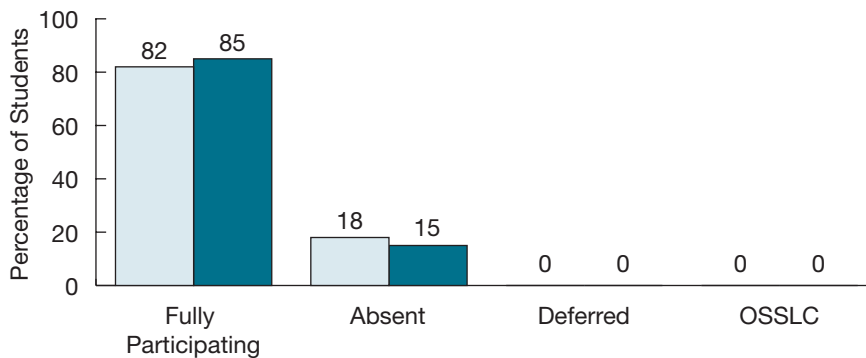
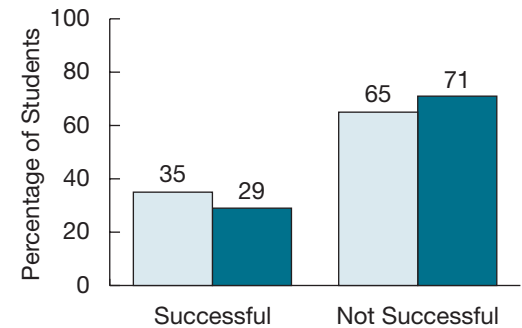
‡ All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

Observations

- Students with special education needs (excluding gifted) participated in the 2016–2017 OSSLT at a rate of 39%.
- Fully participating students with special education needs (excluding gifted) were successful on the OSSLT at a rate of 34%, compared to the 49% for fully participating previously eligible students in general.

Results for Students with Special Education Needs (Excluding Gifted) Receiving Accommodations, 2016–2017[†]

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS				FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS	
	IEP Only [§] # = 4420		IEP and IPRC [§] # = 5298		IEP Only [§] # = 3635	IEP and IPRC [§] # = 4478
SUCCESSFUL	1268	29%	1309	25%	35%	29%
NOT SUCCESSFUL	2367	54%	3169	60%	65%	71%
FULLY PARTICIPATING	3635	82%	4478	85%		
ABSENT	785	18%	820	15%		
DEFERRED	0	0%	0	0%		
OSSLC^{†‡}	0	0%	0	0%		

Participation Rates, 2016–2017:
Students with Special Education Needs
Receiving Accommodations[†]Success Rates, 2016–2017:
Students with Special Education Needs
Receiving Accommodations[†]

□ Students with Special Education Needs
(IEP Only, § Excluding Gifted) Receiving Accommodations

■ Students with Special Education Needs
(IEP and IPRC § Excluding Gifted) Receiving Accommodations

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

† See OSSLT: Explanation of Terms.

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

Observations

- Of students with special education needs (IEP only), 82% participated in the 2016–2017 OSSLT, among whom 35% were successful.
- Of students with special education needs (IEP and IPRC), 85% participated in the 2016–2017 OSSLT, among whom 29% were successful.

OSSLT: Summary of Findings

First-Time Eligible Students

- Of first-time eligible students, 93% participated in the 2016–2017 OSSLT, among whom 81% were successful on the test.
- Over the past five years, the success rate for fully participating students has remained relatively stable (between 81% and 83%). Over the past two years, the success rate has remained consistent at 81%.
- A larger percentage of fully participating female (85%) than male (76%) students successfully completed the 2016–2017 OSSLT.
- Over the past five years, the gender gap in favour of females has remained relatively stable (at eight to nine percentage points).
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has decreased by four percentage points (to 68%). The percentage has decreased by three percentage points since 2016.
- In 2017, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully (52%) was similar to that in 2013 (51%). However, since 2015, the percentage has decreased by one percentage point each year (to 52%).
- Over the past five years, the success rate for fully participating students taking the academic English course has remained high (92% to 94%); the success rate for fully participating students taking an applied English course has decreased by seven percentage points, from 51% to 44%; and the success rate for fully participating students taking a locally developed English course has remained relatively consistent (10% to 13%).
- Web sites, e-mail or chat messages and blogs have been the most frequently reported types of reading materials among students of both genders. There was a larger percentage of female than male students who report reading each of the following types of materials: Web sites, e-mail or chat messages and blogs (62% compared to 49%), novels, short stories and other fiction (35% compared to 16%), and song lyrics and poems (27% compared to 17%).
- The most frequently reported types of writing outside school for both genders have been on social media (Twitter, Facebook, blogs) or texting, and work-related writing. Percentages for female students have been consistently higher than those for male students for all types of writing.

Previously Eligible Students

- Since 2013, the number of participating students completing the OSSLT successfully has remained stable (49% to 50%). Over the past three years, the percentage has remained consistent at 49%.
- The largest percentage of students fulfilling the literacy requirement through the OSSLC was for students with special education needs (excluding gifted), 42%.
- The percentage of male previously eligible students was substantially higher (60%) than female previously eligible students (40%).
- Among fully participating students, a larger percentage of females (55%) than males (45%) successfully completed the 2017 OSSLT.
- English language learners participated in the 2017 OSSLT at a rate of 56%. These students were successful on the test at a rate of 43%.
- Students with special education needs (excluding gifted) participated in the 2017 OSSLT at a rate of 39%. These students were successful on the OSSLT at a rate of 34%, compared to the 49% for fully participating previously eligible students in general.
- Web sites, e-mail or chat messages and blogs were the most frequently reported types of reading materials among students of both genders.
- A larger percentage of female than male students reported reading Web sites, e-mail or chat messages and blogs (11 percentage points more), novels, short stories and other fiction (14 percentage points more), and song lyrics and poems (seven percentage points more).
- The most frequently reported types of writing outside school for female and male students were on social media (Twitter, Facebook, blogs) or texting (54% and 43% respectively).

OSSLT: Explanation of Terms

First-Time Eligible Students

First-time eligible students typically entered Grade 9 during the 2015–2016 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in 2017. “First-time eligible” includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).

Previously Eligible Students

Previously eligible includes all students who were absent, deferred or not successful during a previous administration, and who are working toward an OSSD.

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 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 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 *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*. 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 Web site (www.edu.gov.on.ca). All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students. 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 reported in this category are those who participated in the March administration, which offered all permitted special provisions.

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*. Students reported in this category are those who participated in the March administration, which offered all permitted accommodations.

Appendices

THE EQAO ASSESSMENT PROCESS

EQAO conducts several province-wide tests, among them the Ontario Secondary School Literacy Test.

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 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 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).

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.

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.

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 Web site.

Mandate

The agency is dedicated to enhancing the quality and accountability of the education system in Ontario and to work with the education community. This will be achieved through student assessments that produce objective, reliable information, through the public release of this information and through the profiling of the value and use of EQAO data across the province.

Values

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

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 processes and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

School Board Results

School Board Name	Mident	School Board Name	Mident
Algoma DSB	28010	Niagara Catholic DSB	67156
Algonquin and Lakeshore Catholic DSB	67202	Nipissing-Parry Sound Catholic DSB	29017
Avon Maitland DSB	66010	Northeastern Catholic DSB	29009
Bluewater DSB	66001	Ottawa Catholic District School Board	67180
Brant Haldimand Norfolk Catholic DSB	67164	Ottawa-Carleton DSB	66184
Bruce-Grey Catholic DSB	67008	Peel District School Board	66125
Catholic DSB of Eastern Ontario	67172	Peterborough Victoria Northumberland and Clarington CDSB	67067
DSB of Niagara	66150	Rainbow District School Board	28029
DSB Ontario North East	28002	Rainy River DSB	28053
Dufferin-Peel Catholic DSB	67083	Renfrew County Catholic DSB	67199
Durham Catholic DSB	67105	Renfrew County DSB	66214
Durham DSB	66060	Simcoe County DSB	66109
Grand Erie DSB	66168	Simcoe Muskoka Catholic DSB	67091
Greater Essex County DSB	66028	St. Clair Catholic District School Board	67040
Halton Catholic DSB	67113	Sudbury Catholic DSB	29033
Halton DSB	66133	Superior-Greenstone DSB	28070
Hamilton-Wentworth Catholic DSB	67121	Thames Valley District School Board	66044
Hamilton-Wentworth DSB	66141	Thunder Bay Catholic DSB	29068
Hastings and Prince Edward DSB	66222	Toronto Catholic District School Board	67059
Huron-Perth Catholic DSB	67016	Toronto DSB	66052
Huron-Superior Catholic DSB	29025	Trillium Lakelands DSB	66087
James Bay Lowlands SSB	15148	Upper Canada DSB	66192
Kawartha Pine Ridge DSB	66079	Upper Grand DSB	66117
Keewatin-Patricia DSB	28045	Waterloo Catholic DSB	67148
Kenora Catholic DSB	29050	Waterloo Region DSB	66176
Lakehead DSB	28061	Wellington Catholic DSB	67130
Lambton Kent District School Board	66036	Windsor-Essex Catholic DSB	67024
Limestone DSB	66206	York Catholic DSB	67075
London District Catholic School Board	67032	York Region DSB	66095
Near North DSB	28037		

Board Name: Algoma DSB (28010)

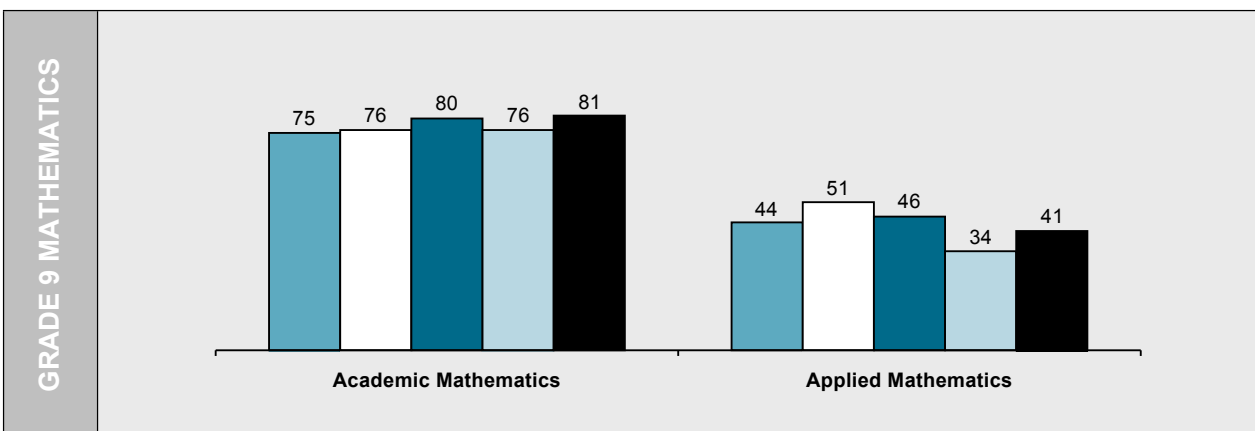
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	<1%	<1%
English language learners receiving special provisions*	1%	<1%	0%
Students with special education needs (excluding gifted)	5%	36%	24%
Students with special education needs receiving accommodations**†	4%	35%	20%
Speak only or mostly a language other than English at home	1%	1%	<1%
Number of schools	9	10	11

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

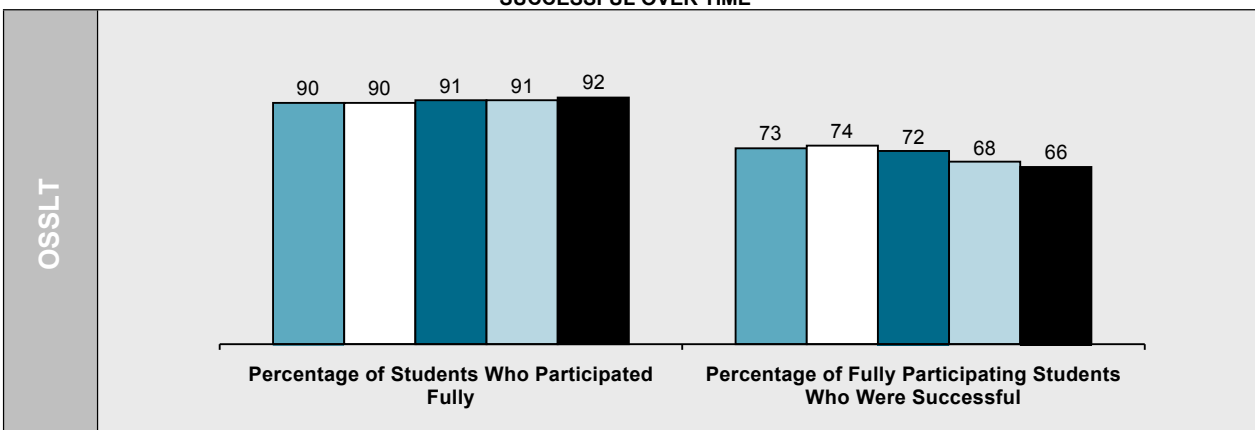
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	474	467	478	474	395
Applied mathematics	248	268	269	247	231
OSSLT: first-time eligible students who participated fully	753	685	713	681	621
OSSLT: first-time eligible fully participating students who were successful	552	510	513	466	412

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 45% participated fully and 36% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Algonquin and Lakeshore Catholic DSB (67202)

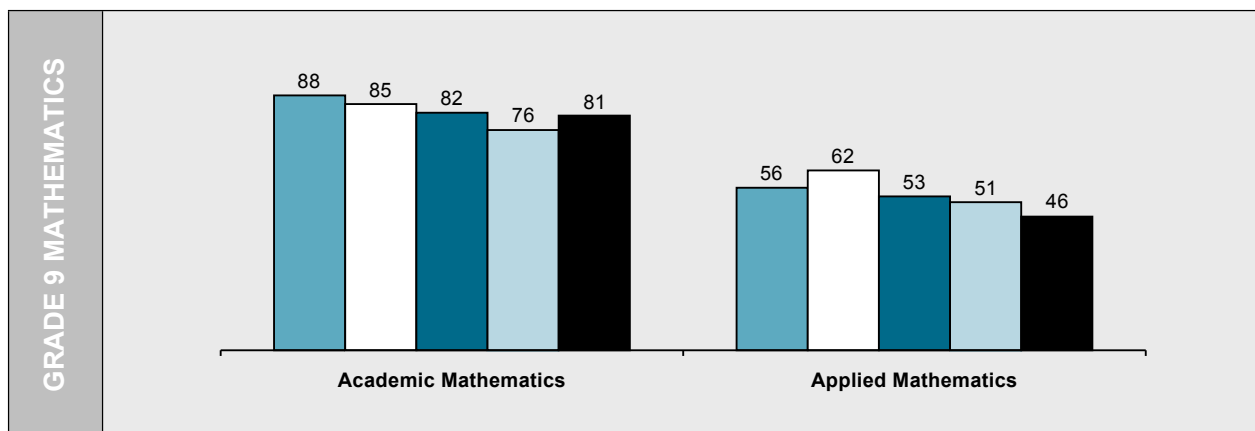
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	11%	48%	24%
Students with special education needs receiving accommodations**†	9%	46%	15%
Speak only or mostly a language other than English at home	3%	2%	3%
Number of schools	5	5	5

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

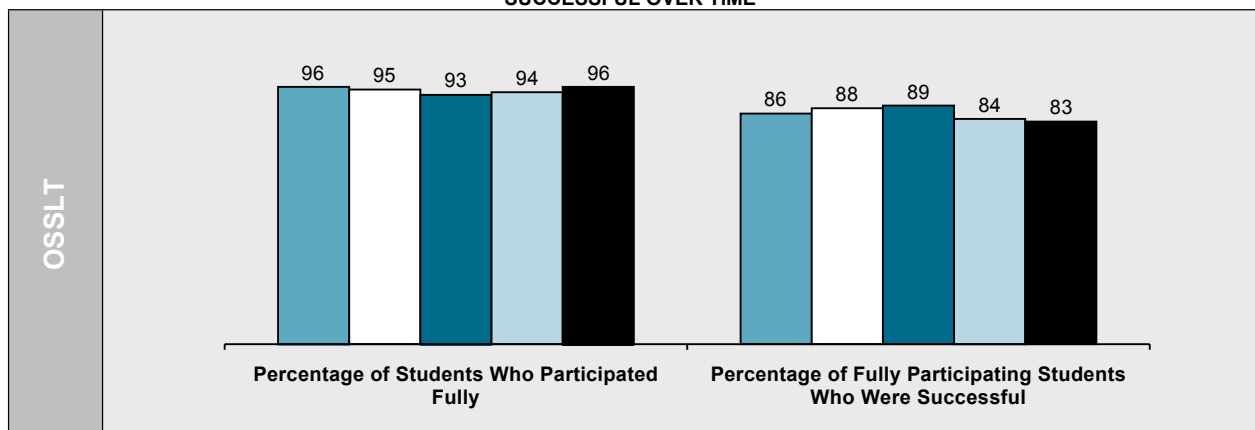
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	623	679	536	607	626
Applied mathematics	228	200	194	222	212
OSSLT: first-time eligible students who participated fully	786	844	830	737	790
OSSLT: first-time eligible fully participating students who were successful	673	739	740	618	656

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 36% participated fully and 72% of fully participating students were successful.

■ 2012–2013 □ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Avon Maitland DSB (66010)

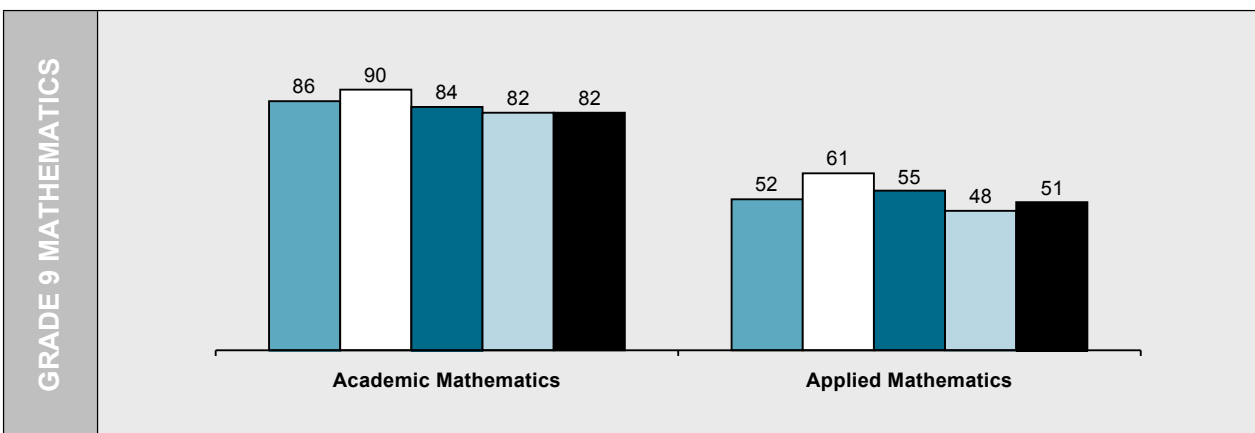
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	<1%
English language learners receiving special provisions*	<1%	2%	<1%
Students with special education needs (excluding gifted)	6%	32%	17%
Students with special education needs receiving accommodations**†	4%	24%	15%
Speak only or mostly a language other than English at home	1%	2%	1%
Number of schools	9	9	9

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

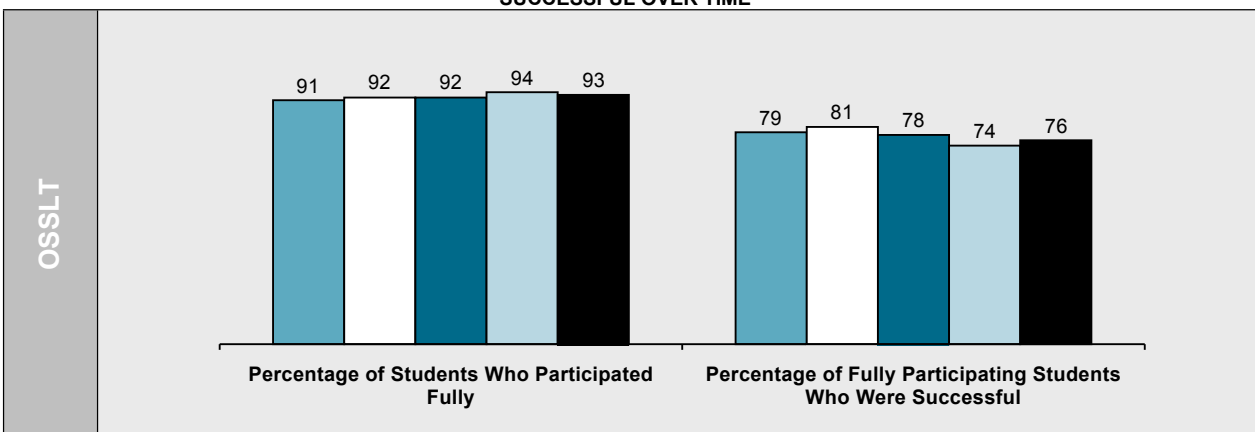
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	770	683	636	683	653
Applied mathematics	457	411	401	374	414
OSSLT: first-time eligible students who participated fully	1 149	1 198	1 077	1 047	1 046
OSSLT: first-time eligible fully participating students who were successful	913	974	845	772	798

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 34% participated fully and 51% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Bluewater DSB (66001)

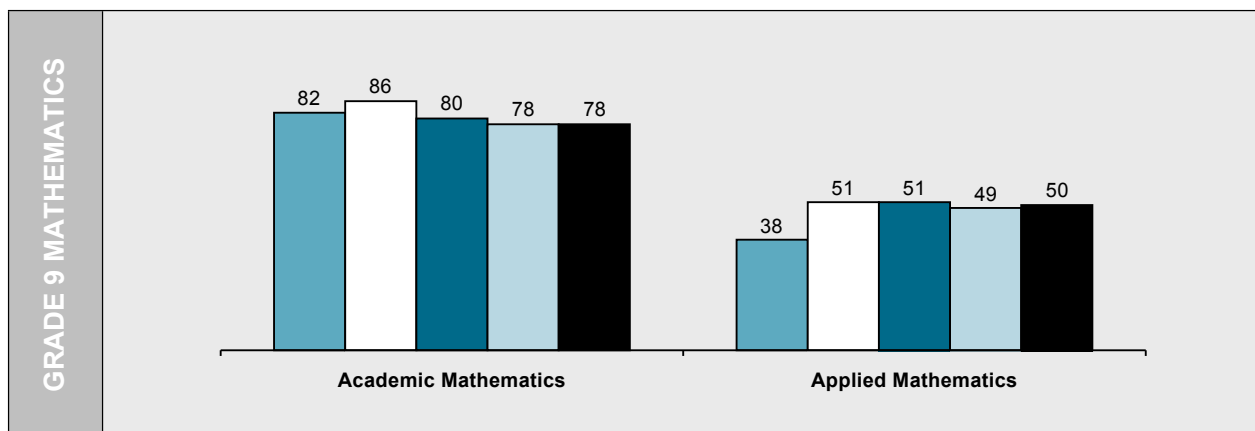
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions*	<1%	<1%	<1%
Students with special education needs (excluding gifted)	12%	46%	29%
Students with special education needs receiving accommodations**†	8%	39%	22%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	10	10	10

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

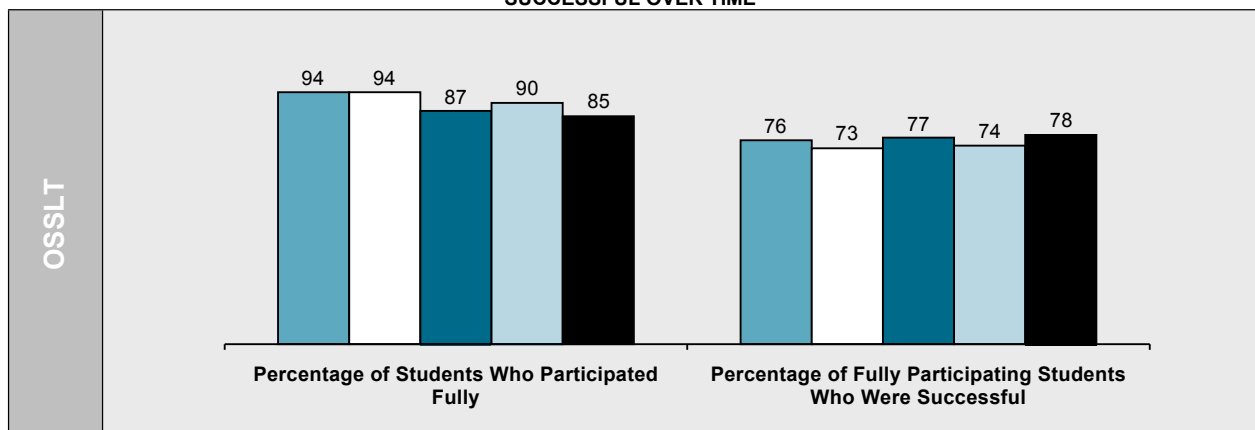
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	719	596	535	612	537
Applied mathematics	419	367	368	409	341
OSSLT: first-time eligible students who participated fully	1 165	1 157	900	894	903
OSSLT: first-time eligible fully participating students who were successful	885	843	695	665	707

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 20% participated fully and 68% of fully participating students were successful.

■ 2012–2013 □ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

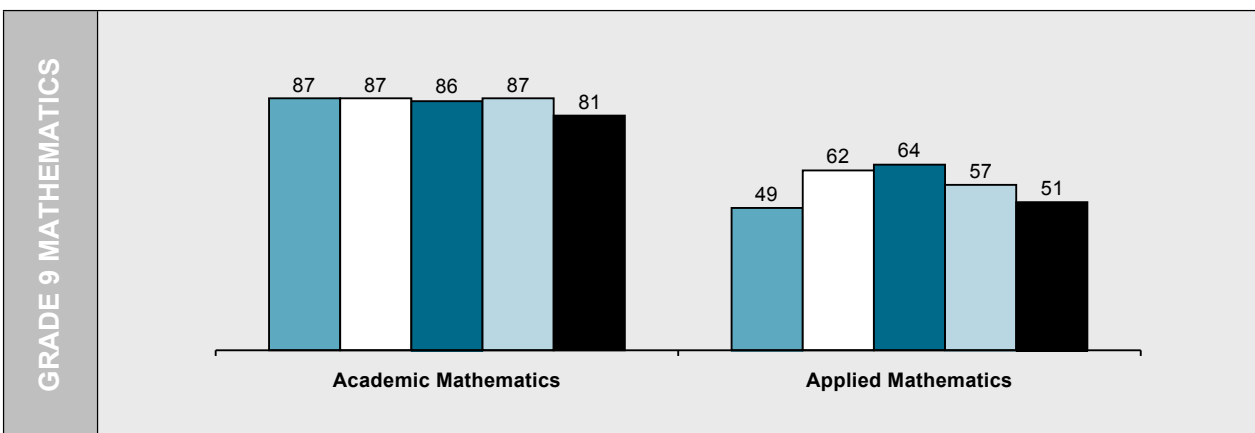
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	1%	1%
English language learners receiving special provisions*	<1%	<1%	<1%
Students with special education needs (excluding gifted)	4%	30%	14%
Students with special education needs receiving accommodations**†	3%	30%	13%
Speak only or mostly a language other than English at home	3%	2%	3%
Number of schools	3	3	3

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

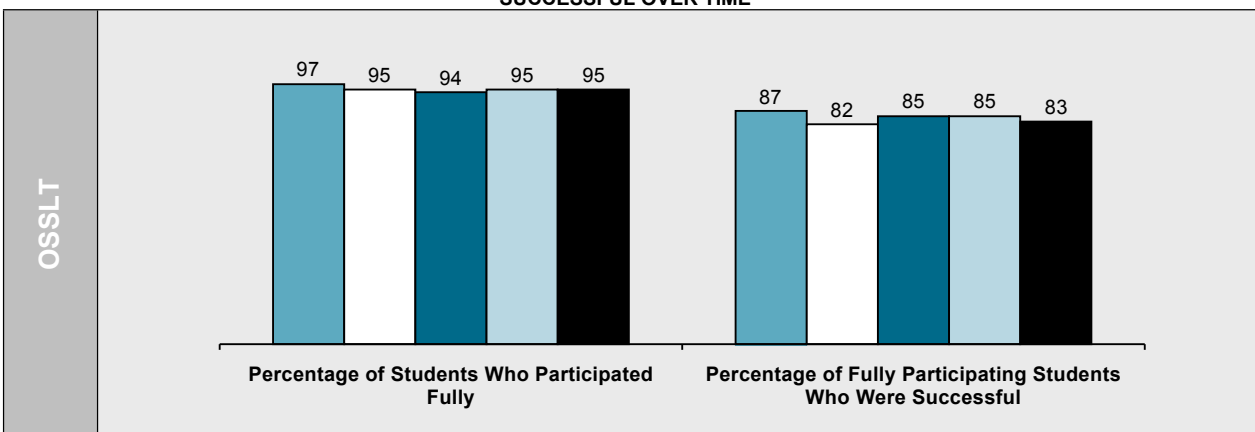
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	498	511	483	549	563
Applied mathematics	277	264	269	258	253
OSSLT: first-time eligible students who participated fully	807	740	751	721	762
OSSLT: first-time eligible fully participating students who were successful	704	610	642	611	630

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 57% participated fully and 48% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Bruce-Grey Catholic DSB (67008)

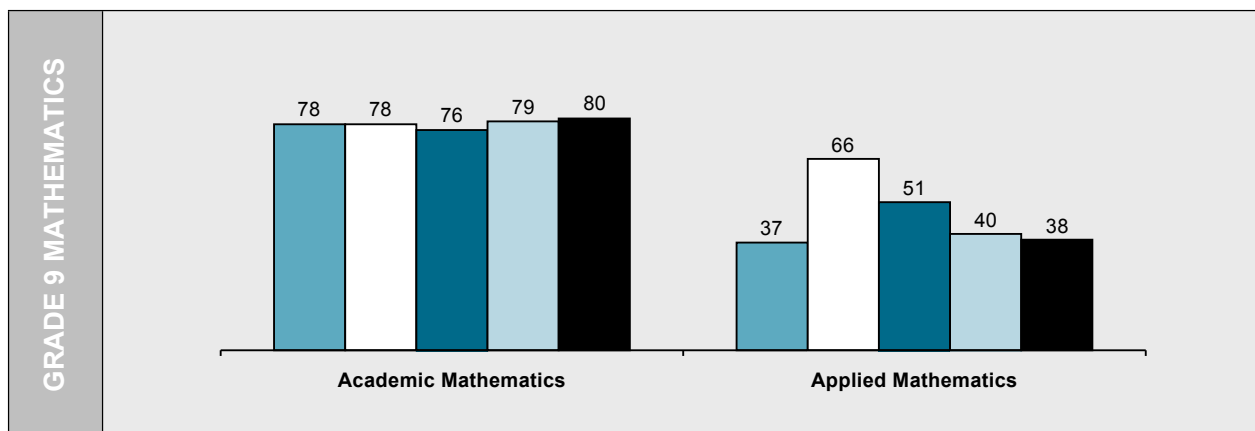
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	10%	54%	27%
Students with special education needs receiving accommodations**†	9%	44%	26%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	2	2	2

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

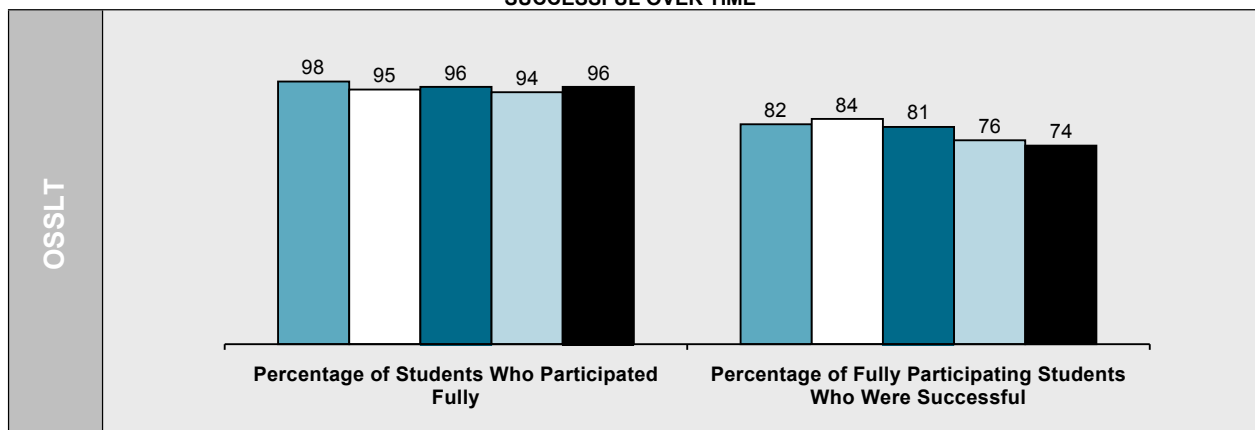
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	199	214	208	215	240
Applied mathematics	82	113	91	101	102
OSSLT: first-time eligible students who participated fully	259	290	319	308	344
OSSLT: first-time eligible fully participating students who were successful	213	243	258	233	256

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 59% participated fully and 54% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Catholic DSB of Eastern Ontario (67172)

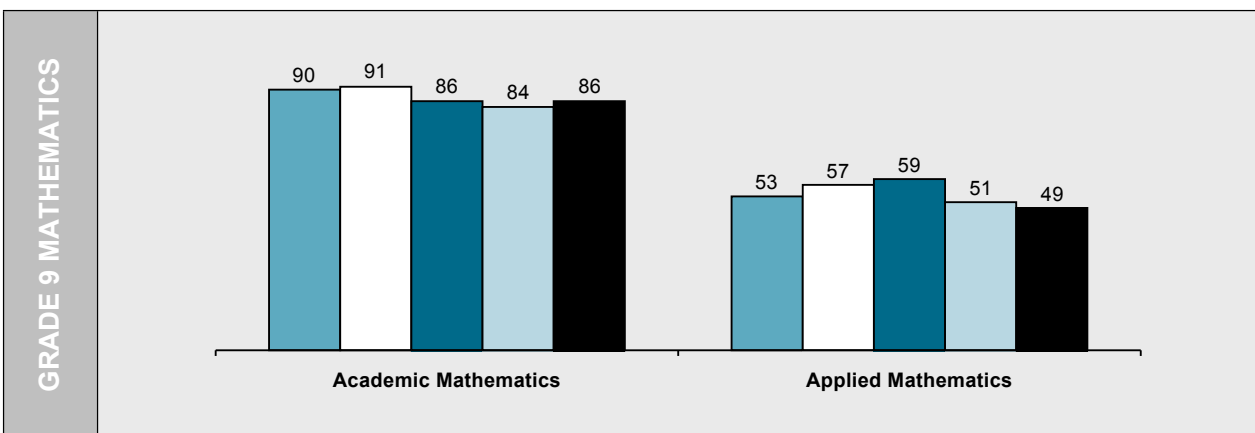
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	15%	56%	34%
Students with special education needs receiving accommodations**†	13%	52%	32%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	8	10	11

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

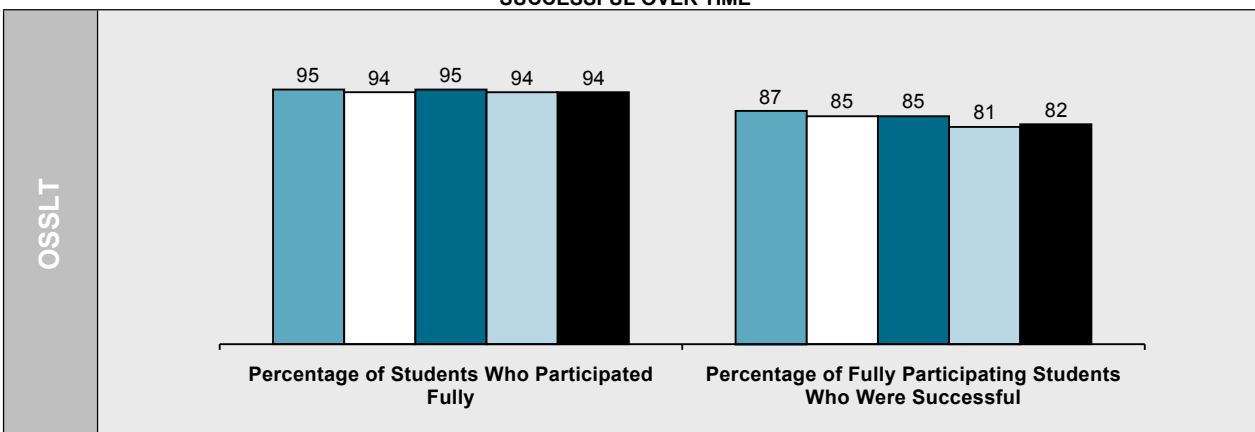
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	677	586	616	595	572
Applied mathematics	314	322	268	264	279
OSSLT: first-time eligible students who participated fully	963	1 050	942	920	857
OSSLT: first-time eligible fully participating students who were successful	837	894	797	748	704

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 37% participated fully and 55% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: DSB of Niagara (66150)

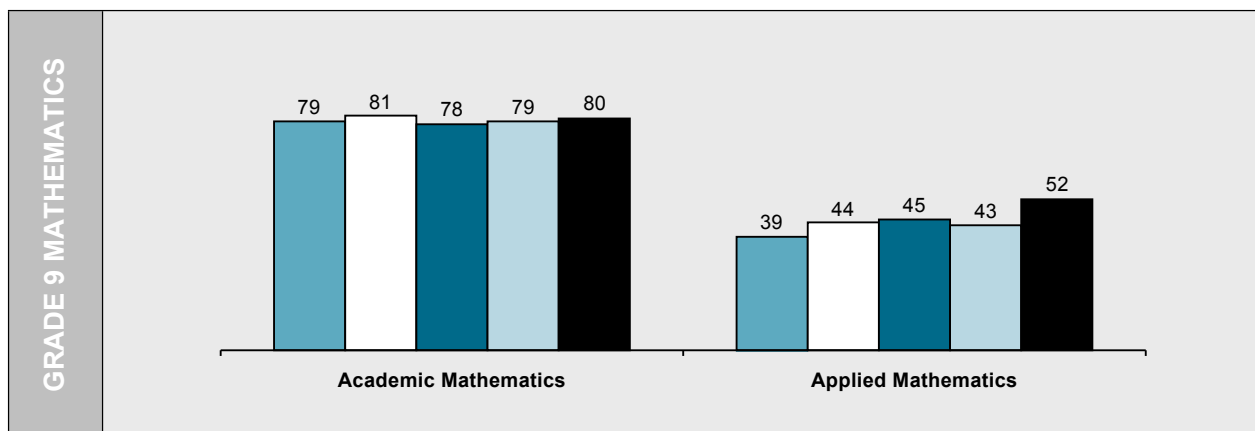
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	3%	4%
English language learners receiving special provisions*	2%	2%	2%
Students with special education needs (excluding gifted)	10%	52%	20%
Students with special education needs receiving accommodations**†	9%	47%	10%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	19	18	19

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

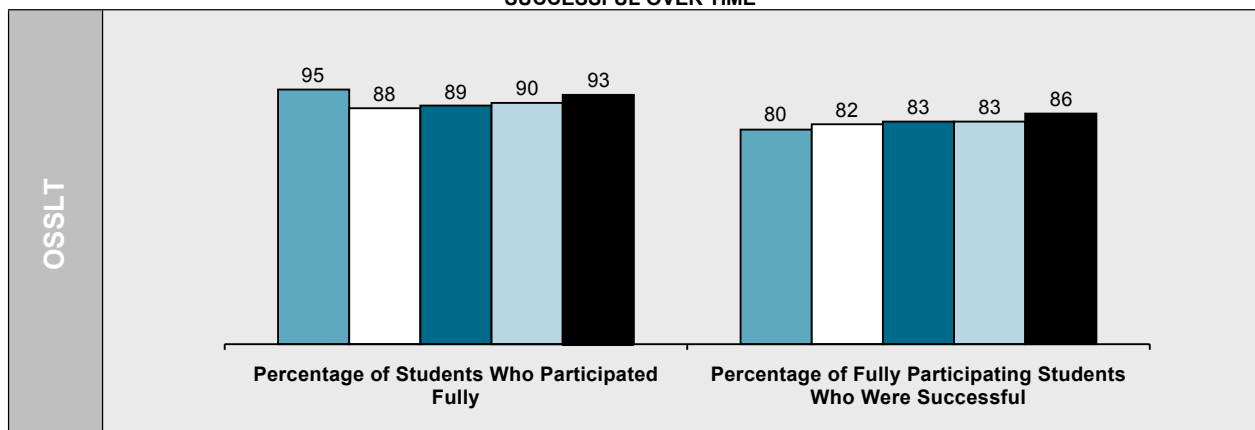
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 836	1 813	1 732	1 857	1 779
Applied mathematics	836	683	639	632	641
OSSLT: first-time eligible students who participated fully	2 534	2 480	2 359	2 263	2 343
OSSLT: first-time eligible fully participating students who were successful	2 018	2 046	1 969	1 875	2 009

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 30% participated fully and 65% of fully participating students were successful.

■ 2012–2013 ■ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: DSB Ontario North East (28002)

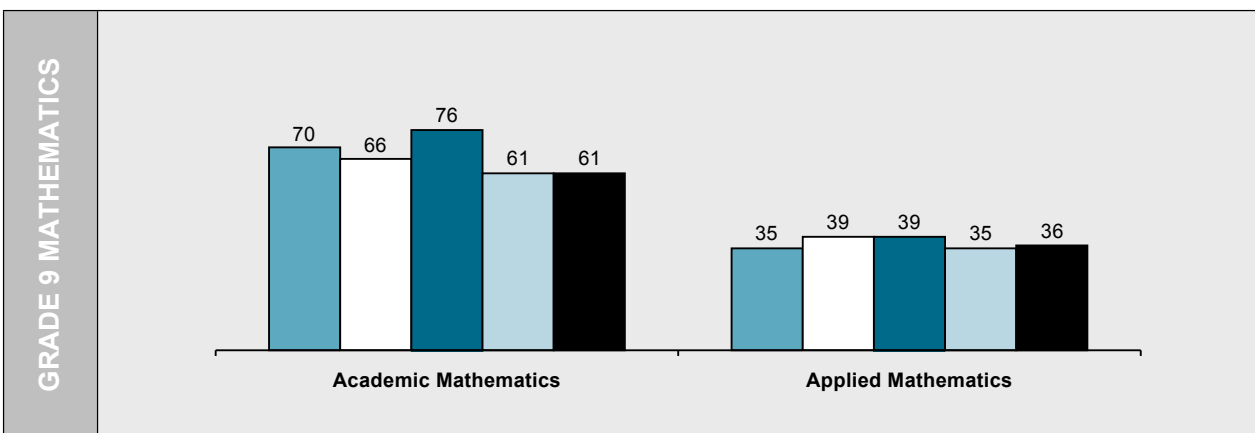
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	11%	44%	30%
Students with special education needs receiving accommodations**†	10%	39%	26%
Speak only or mostly a language other than English at home	2%	1%	<1%
Number of schools	9	9	10

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

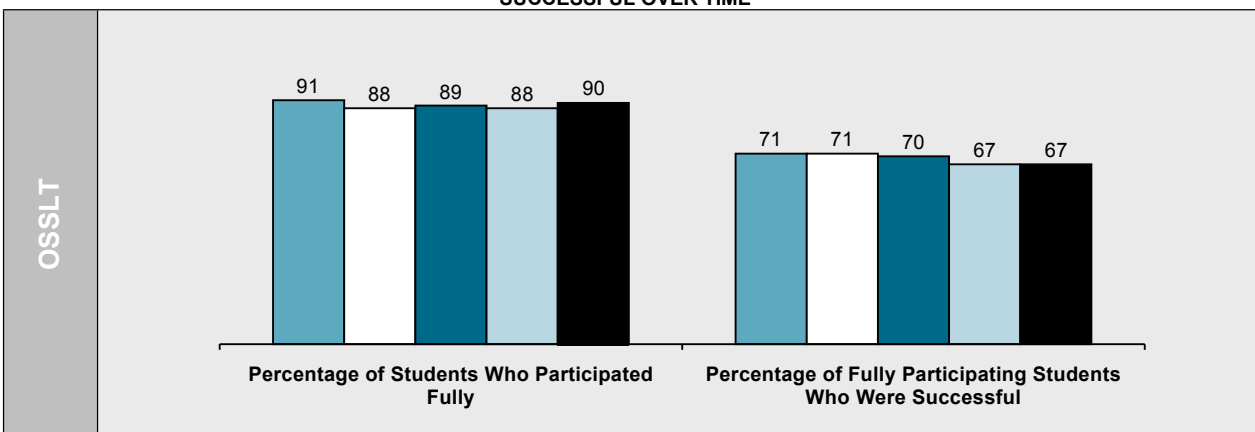
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	341	306	292	289	264
Applied mathematics	278	253	254	200	160
OSSLT: first-time eligible students who participated fully	606	573	512	484	465
OSSLT: first-time eligible fully participating students who were successful	429	406	358	323	311

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 49% participated fully and 41% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Dufferin-Peel Catholic DSB (67083)

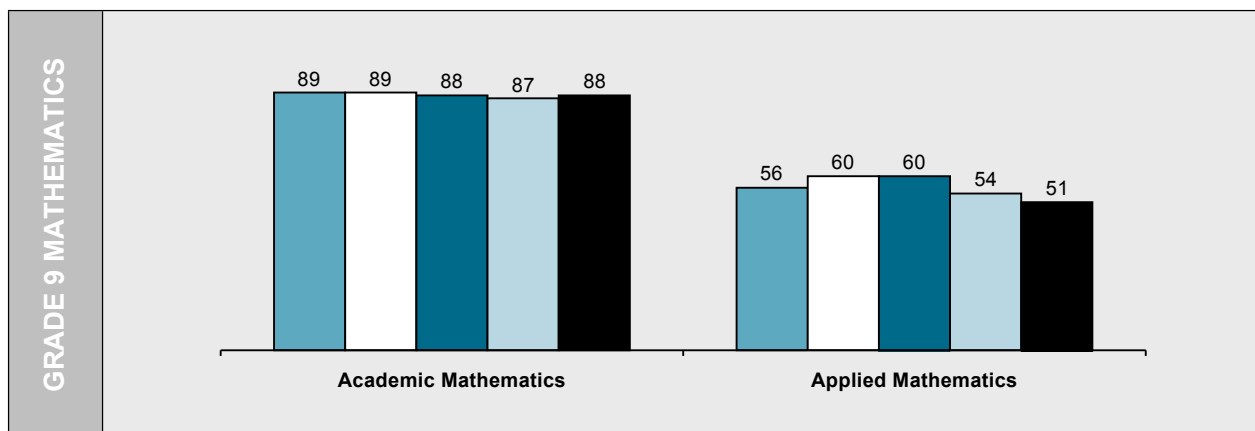
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	8%	12%	8%
English language learners receiving special provisions*	4%	8%	5%
Students with special education needs (excluding gifted)	3%	32%	14%
Students with special education needs receiving accommodations**	3%	28%	13%
Speak only or mostly a language other than English at home	9%	9%	8%
Number of schools	25	26	26

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

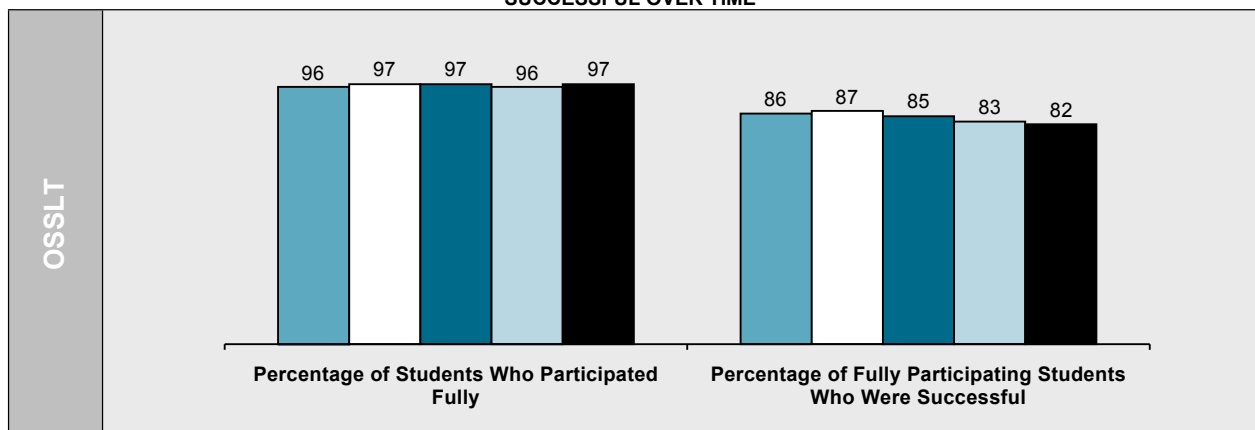
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	5 387	5 420	5 433	5 424	5 382
Applied mathematics	2 033	2 012	1 861	1 898	1 796
OSSLT: first-time eligible students who participated fully	7 505	7 461	7 427	7 439	7 388
OSSLT: first-time eligible fully participating students who were successful	6 478	6 492	6 335	6 152	6 042

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 41% participated fully and 55% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Durham Catholic DSB (67105)

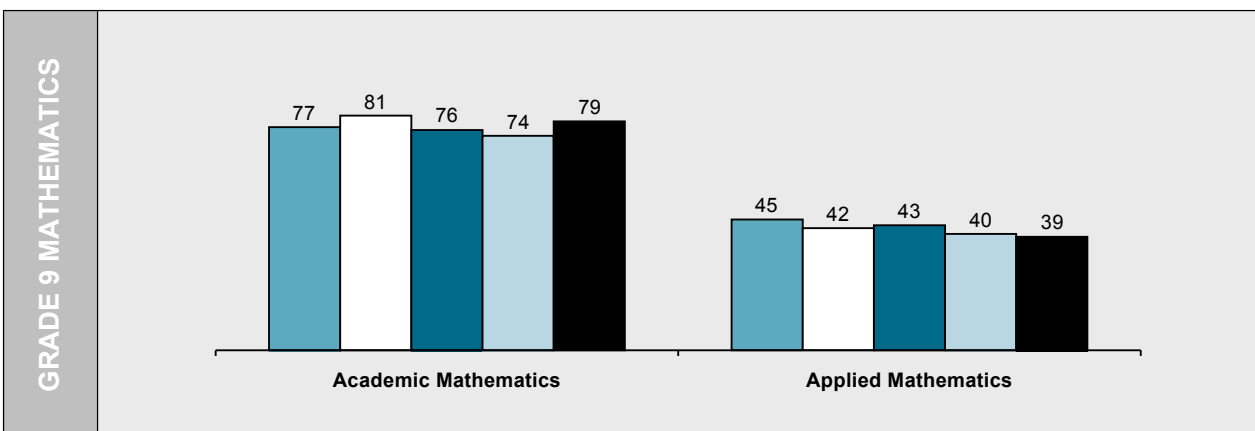
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	2%
English language learners receiving special provisions*	1%	<1%	2%
Students with special education needs (excluding gifted)	8%	43%	17%
Students with special education needs receiving accommodations**†	6%	35%	16%
Speak only or mostly a language other than English at home	5%	4%	3%
Number of schools	7	7	8

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

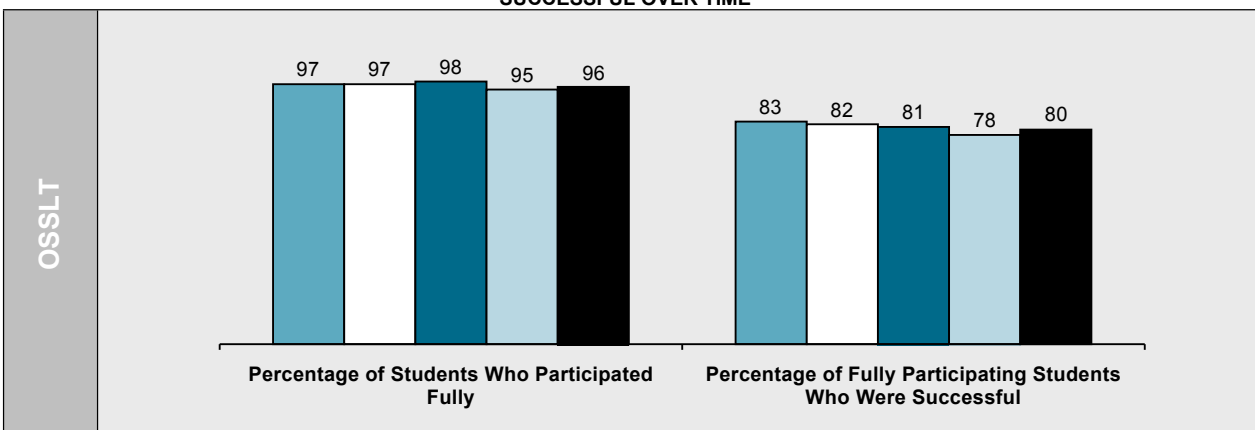
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 218	1 269	1 164	1 138	1 093
Applied mathematics	411	385	423	381	371
OSSLT: first-time eligible students who participated fully	1 838	1 672	1 661	1 553	1 507
OSSLT: first-time eligible fully participating students who were successful	1 528	1 377	1 351	1 206	1 203

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 51% participated fully and 53% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Durham DSB (66060)

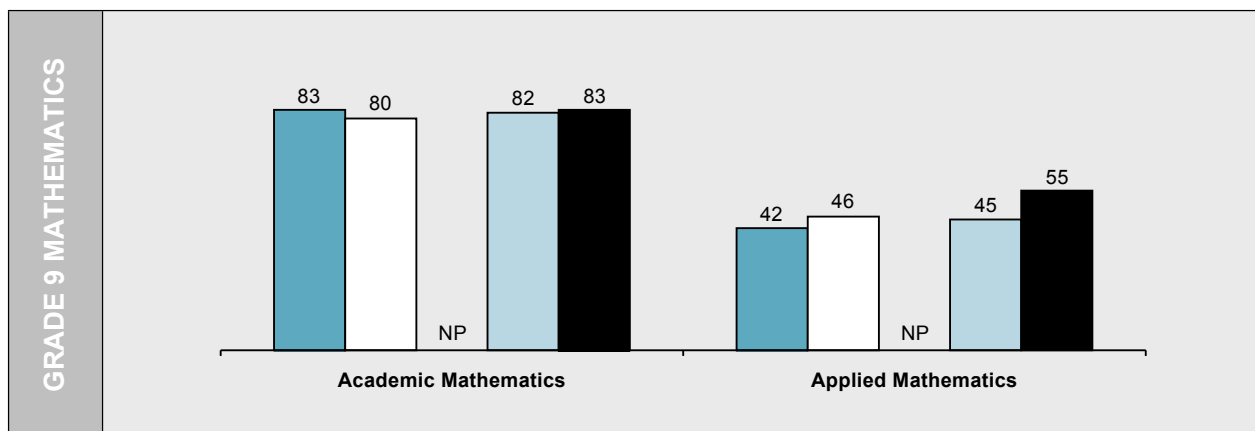
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions*	<1%	1%	1%
Students with special education needs (excluding gifted)	9%	41%	20%
Students with special education needs receiving accommodations**†	8%	38%	18%
Speak only or mostly a language other than English at home	5%	2%	3%
Number of schools	18	18	19

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

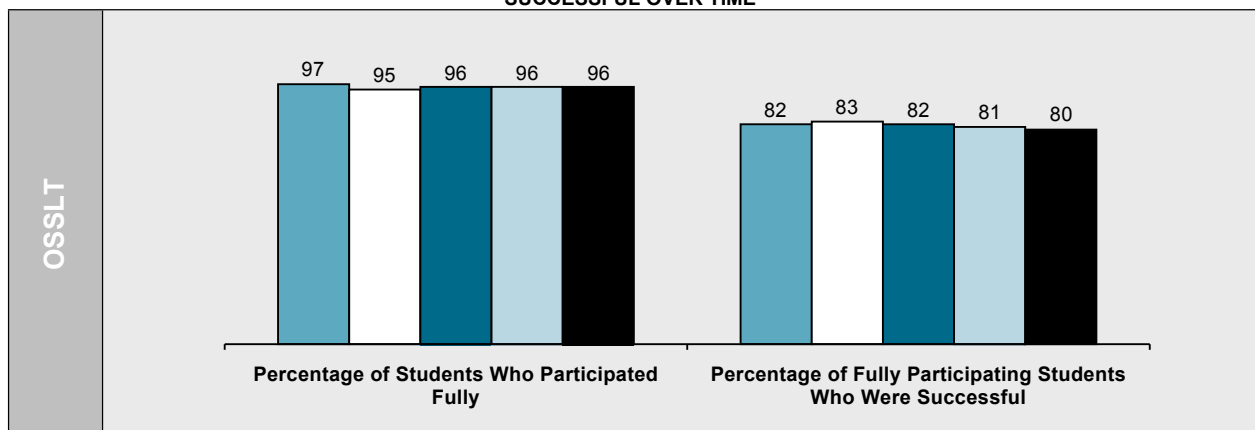
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	3 503	3 480	NP	3 784	3 583
Applied mathematics	1 410	1 466	NP	1 273	1 161
OSSLT: first-time eligible students who participated fully	4 957	4 915	4 890	4 665	4 874
OSSLT: first-time eligible fully participating students who were successful	4 084	4 072	3 999	3 795	3 910

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 32% participated fully and 53% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Grand Erie DSB (66168)

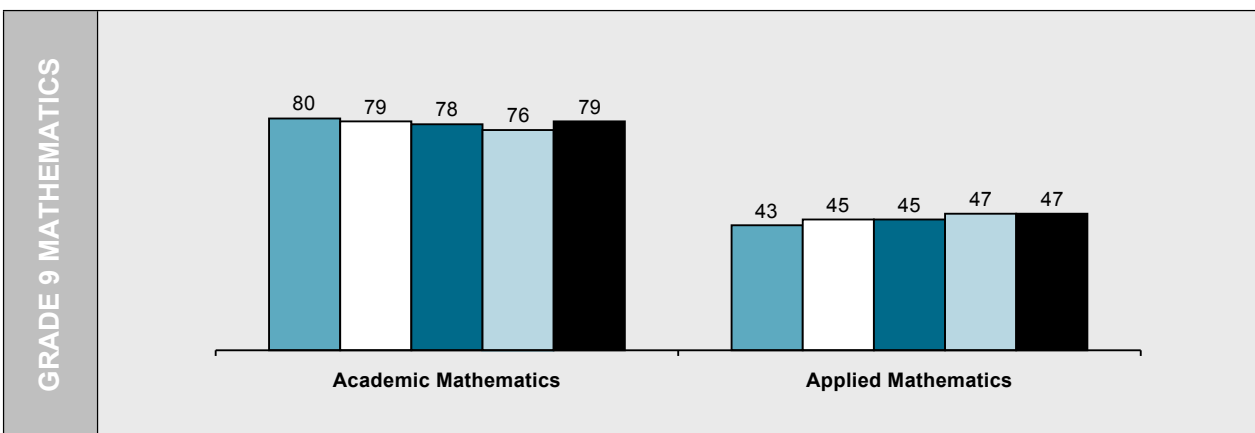
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	1%	1%
English language learners receiving special provisions*	<1%	1%	1%
Students with special education needs (excluding gifted)	5%	33%	23%
Students with special education needs receiving accommodations**†	5%	30%	20%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	12	12	13

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

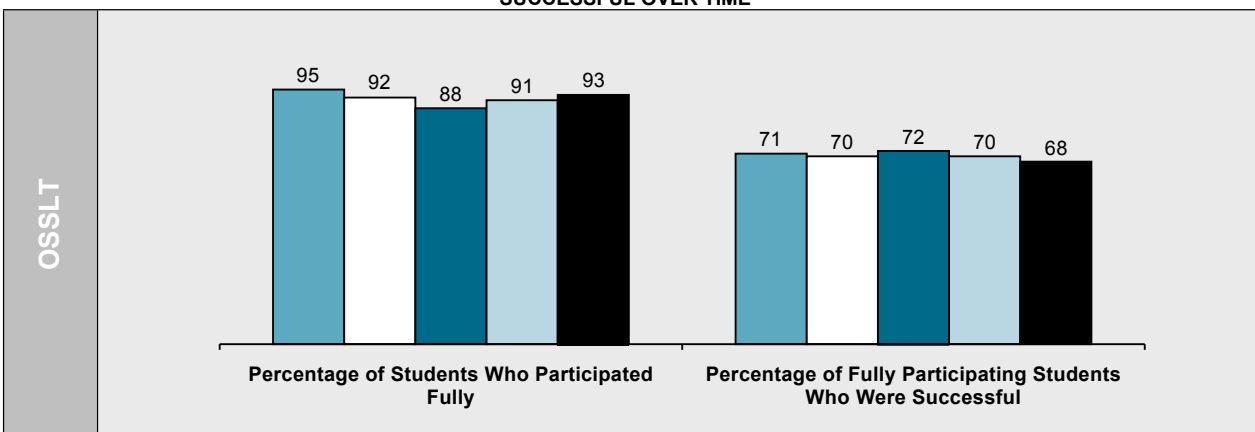
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 058	1 004	1 049	1 097	926
Applied mathematics	785	774	667	672	688
OSSLT: first-time eligible students who participated fully	1 940	1 864	1 756	1 710	1 784
OSSLT: first-time eligible fully participating students who were successful	1 375	1 305	1 256	1 200	1 222

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 35% participated fully and 37% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Greater Essex County DSB (66028)

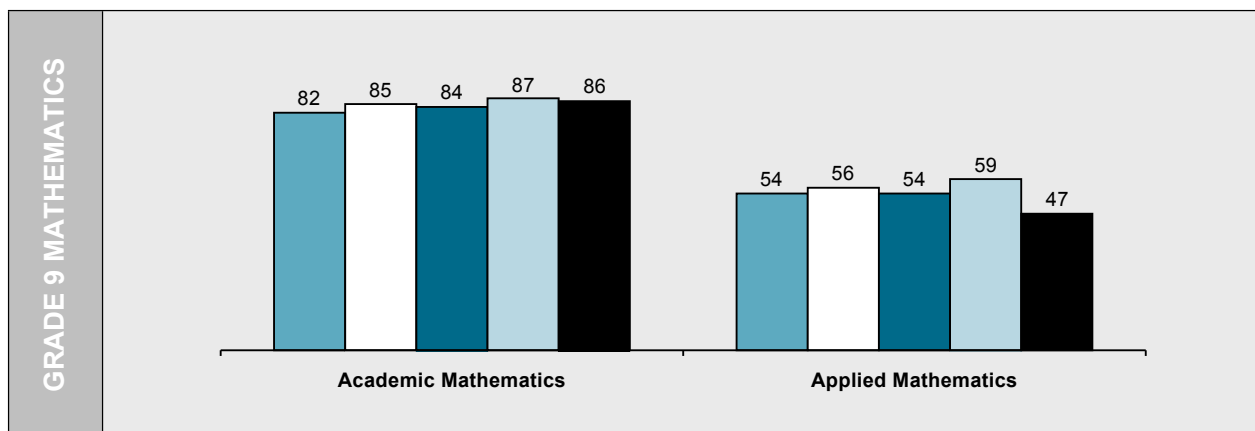
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	8%	3%
English language learners receiving special provisions*	1%	8%	2%
Students with special education needs (excluding gifted)	6%	30%	15%
Students with special education needs receiving accommodations**†	5%	28%	12%
Speak only or mostly a language other than English at home	8%	5%	6%
Number of schools	13	14	15

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

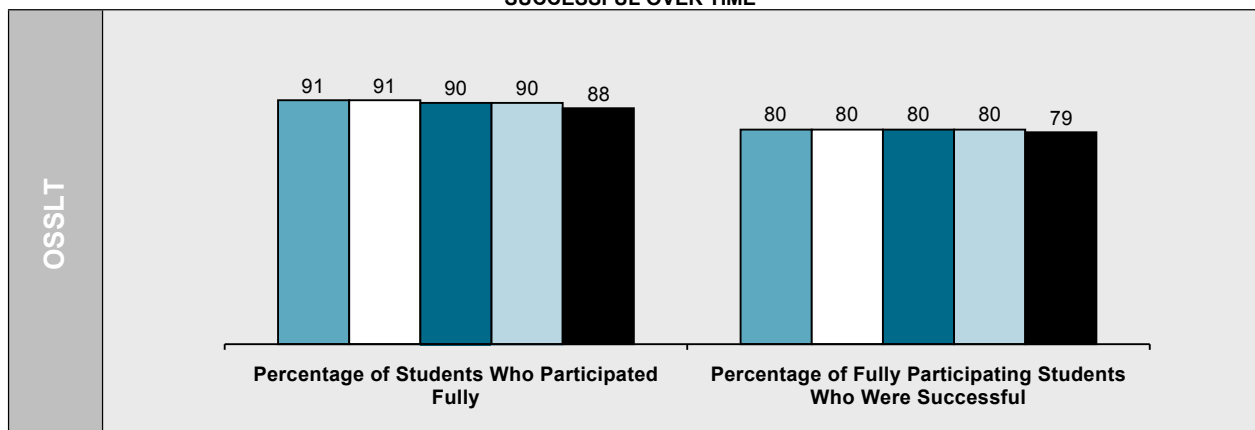
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 790	1 691	1 736	1 720	1 651
Applied mathematics	819	755	794	769	772
OSSLT: first-time eligible students who participated fully	2 572	2 605	2 408	2 426	2 373
OSSLT: first-time eligible fully participating students who were successful	2 048	2 089	1 931	1 939	1 875

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 39% participated fully and 44% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Halton Catholic DSB (67113)

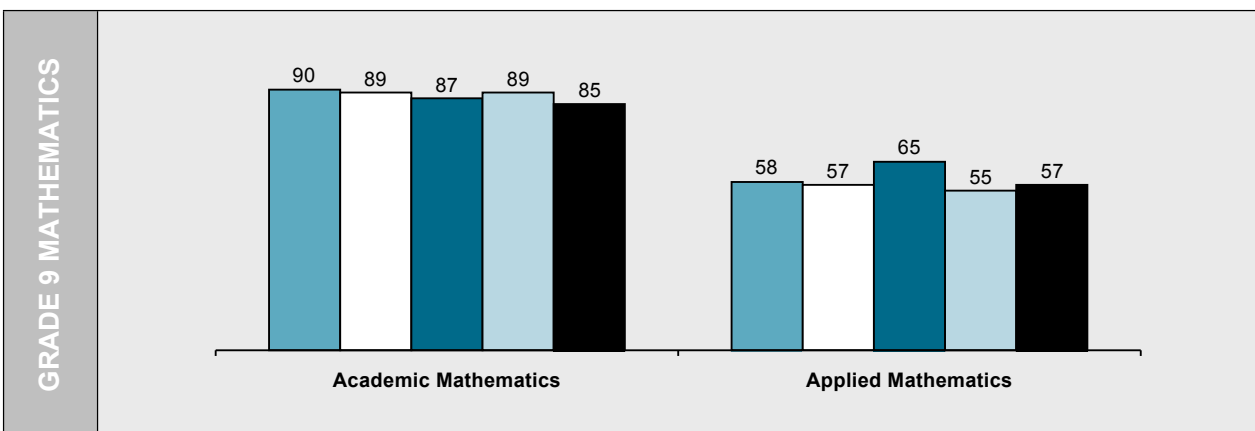
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	5%	10%	5%
English language learners receiving special provisions*	3%	6%	3%
Students with special education needs (excluding gifted)	6%	43%	14%
Students with special education needs receiving accommodations**†	5%	40%	13%
Speak only or mostly a language other than English at home	9%	8%	7%
Number of schools	10	10	10

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

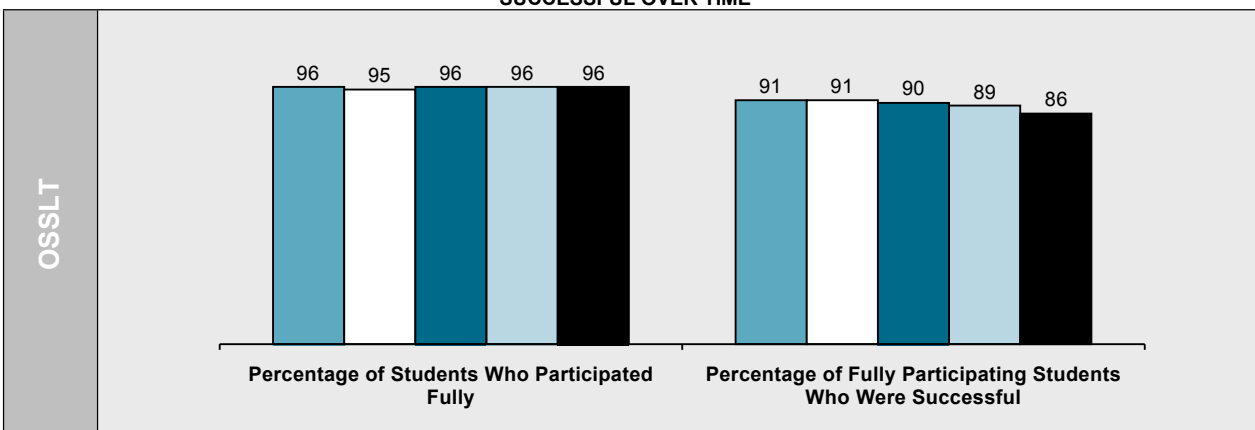
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 945	1 948	1 881	2 241	2 302
Applied mathematics	483	480	449	512	492
OSSLT: first-time eligible students who participated fully	2 236	2 282	2 283	2 288	2 640
OSSLT: first-time eligible fully participating students who were successful	2 038	2 069	2 061	2 030	2 282

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 68% participated fully and 55% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Halton DSB (66133)

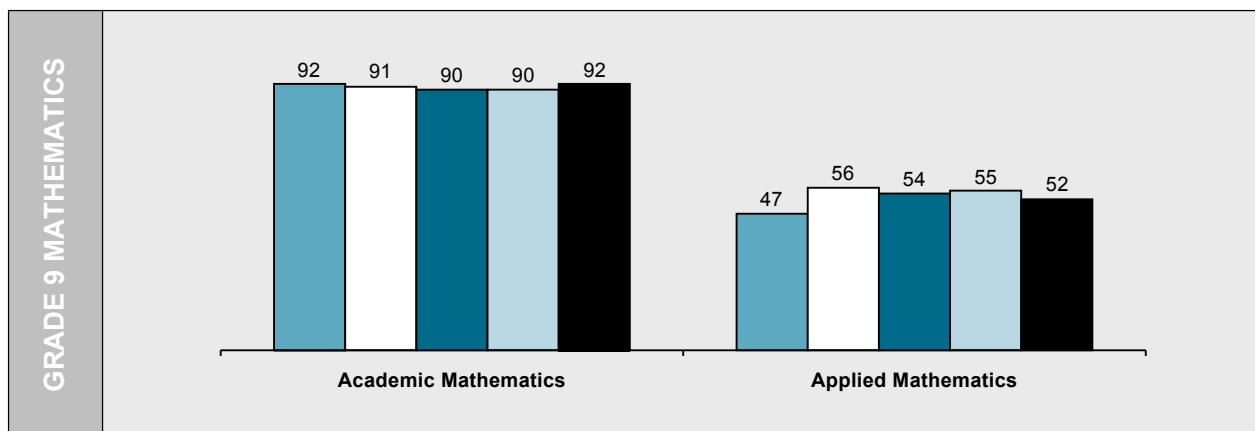
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	11%	10%	7%
English language learners receiving special provisions*	6%	10%	6%
Students with special education needs (excluding gifted)	9%	55%	18%
Students with special education needs receiving accommodations**†	10%	51%	17%
Speak only or mostly a language other than English at home	8%	4%	7%
Number of schools	17	18	21

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

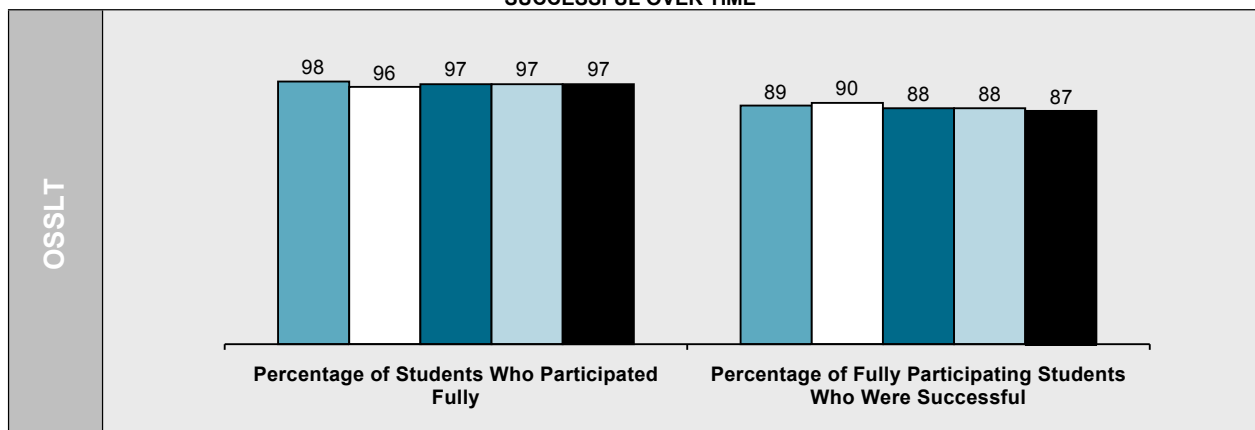
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	3 198	3 334	3 256	3 299	3 484
Applied mathematics	706	648	600	655	621
OSSLT: first-time eligible students who participated fully	3 896	3 856	3 862	3 970	3 959
OSSLT: first-time eligible fully participating students who were successful	3 458	3 463	3 382	3 499	3 433

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 46% participated fully and 69% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Hamilton-Wentworth Catholic DSB (67121)

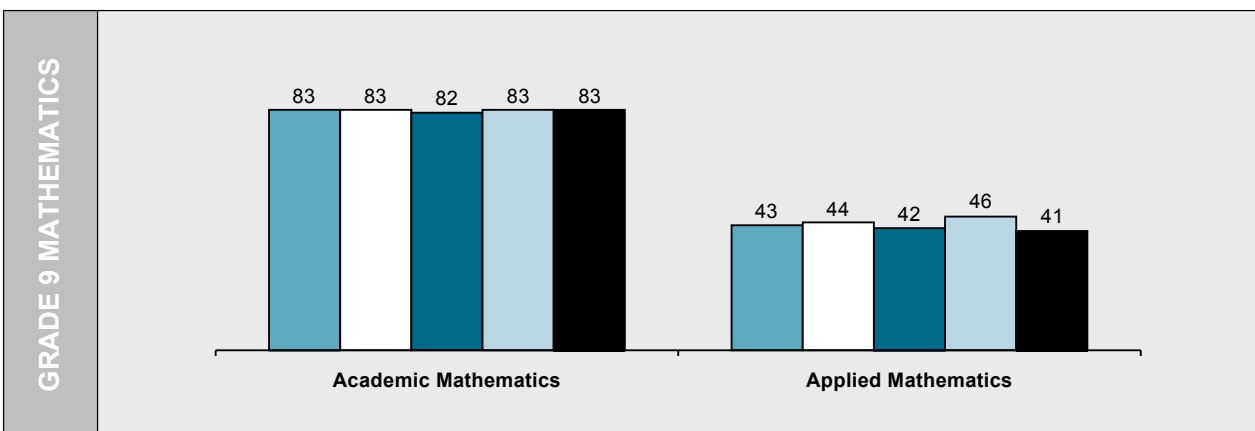
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	6%	14%	7%
English language learners receiving special provisions*	2%	6%	5%
Students with special education needs (excluding gifted)	5%	33%	15%
Students with special education needs receiving accommodations**†	3%	25%	13%
Speak only or mostly a language other than English at home	8%	10%	6%
Number of schools	7	7	7

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

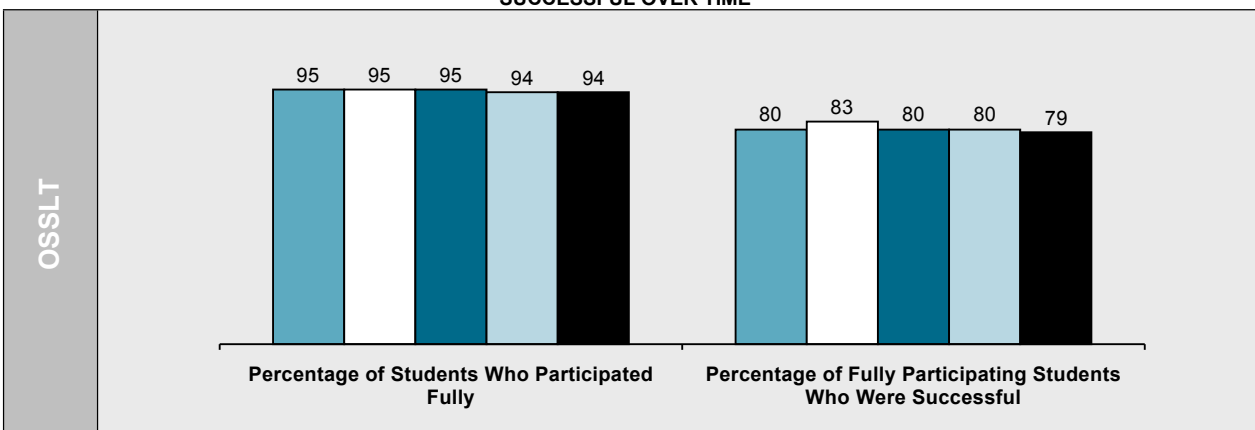
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 560	1 572	1 552	1 651	1 661
Applied mathematics	772	726	666	700	690
OSSLT: first-time eligible students who participated fully	2 198	2 177	2 171	2 092	2 271
OSSLT: first-time eligible fully participating students who were successful	1 760	1 797	1 735	1 681	1 802

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 58% participated fully and 43% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Hamilton-Wentworth DSB (66141)

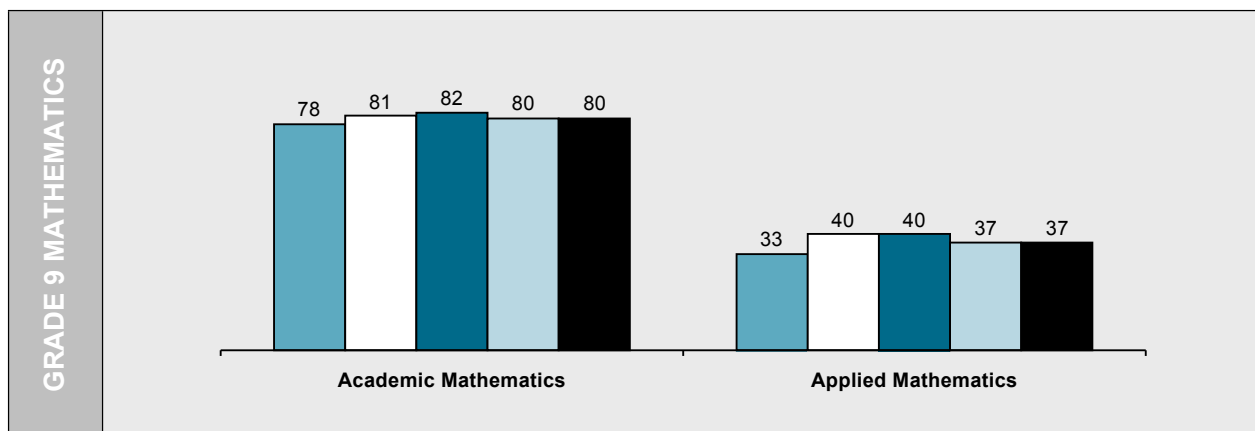
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	9%	7%
English language learners receiving special provisions*	3%	8%	5%
Students with special education needs (excluding gifted)	8%	36%	23%
Students with special education needs receiving accommodations**†	6%	29%	19%
Speak only or mostly a language other than English at home	8%	7%	5%
Number of schools	15	15	18

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

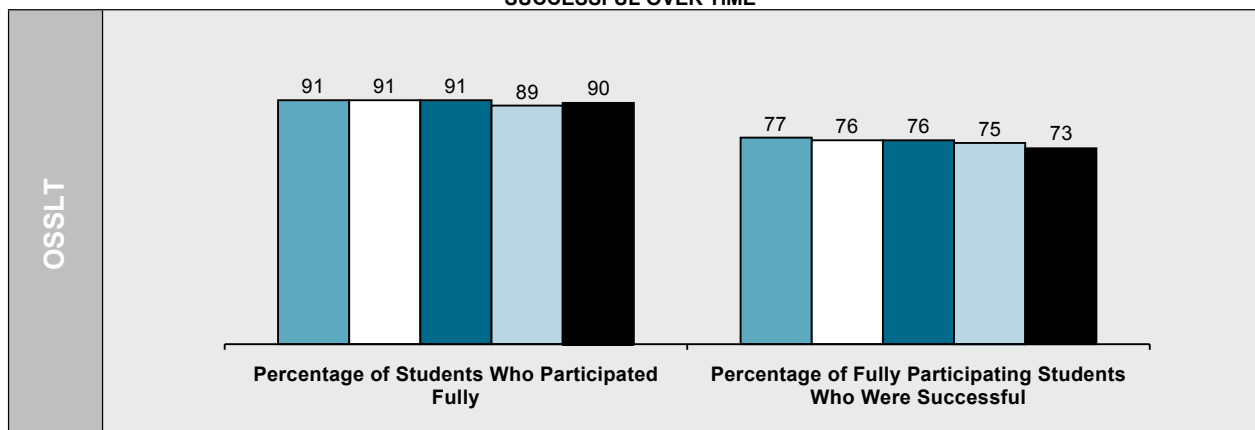
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	2 307	2 175	2 068	2 214	2 036
Applied mathematics	1 143	1 064	979	973	977
OSSLT: first-time eligible students who participated fully	3 283	3 337	3 126	2 895	2 986
OSSLT: first-time eligible fully participating students who were successful	2 530	2 549	2 362	2 178	2 184

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 46% participated fully and 39% of fully participating students were successful.

■ 2012–2013 ■ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Hastings and Prince Edward DSB (66222)

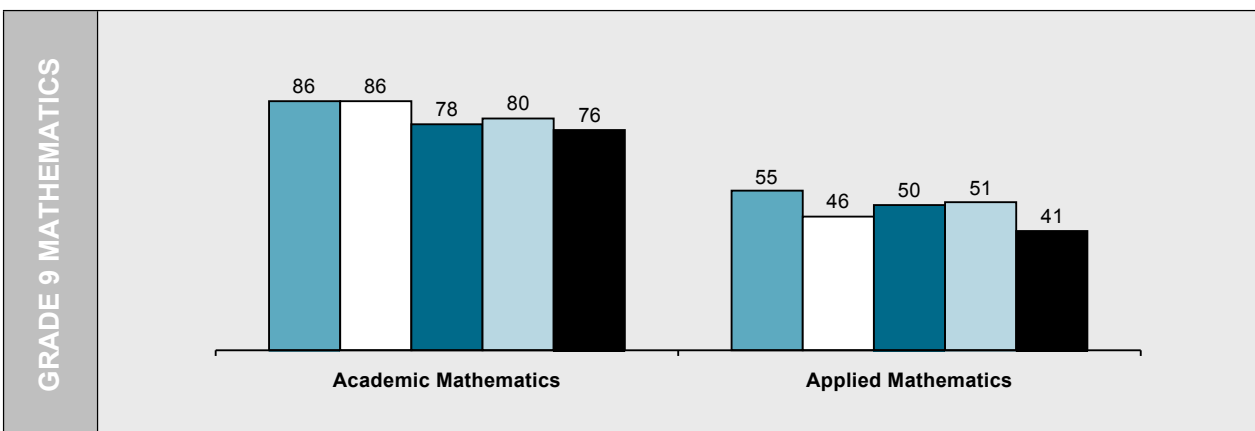
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	9%	38%	29%
Students with special education needs receiving accommodations**†	6%	32%	22%
Speak only or mostly a language other than English at home	3%	1%	1%
Number of schools	8	9	9

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

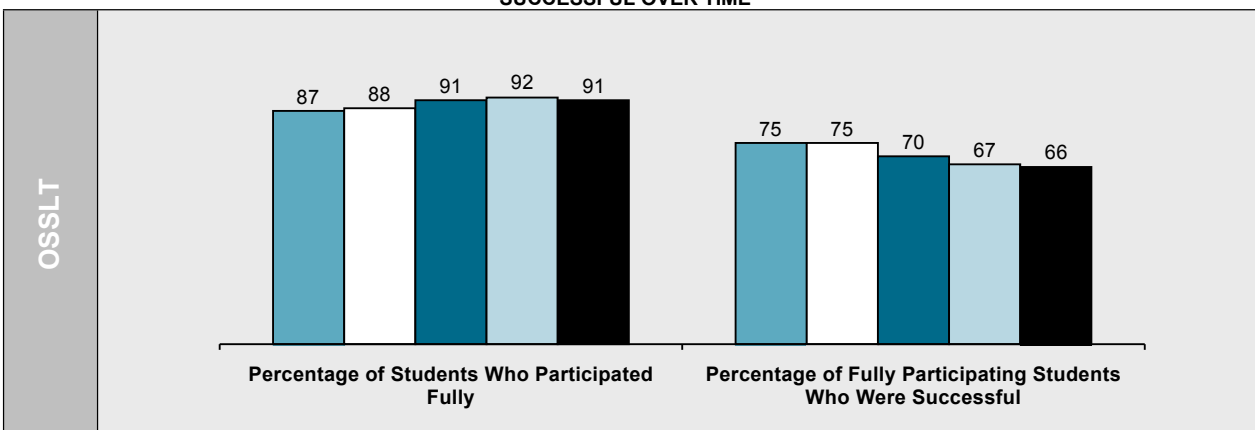
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	568	539	539	526	585
Applied mathematics	423	418	430	435	429
OSSLT: first-time eligible students who participated fully	1 060	1 009	1 000	989	976
OSSLT: first-time eligible fully participating students who were successful	790	752	704	665	647

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 41% participated fully and 47% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Huron-Perth Catholic DSB (67016)

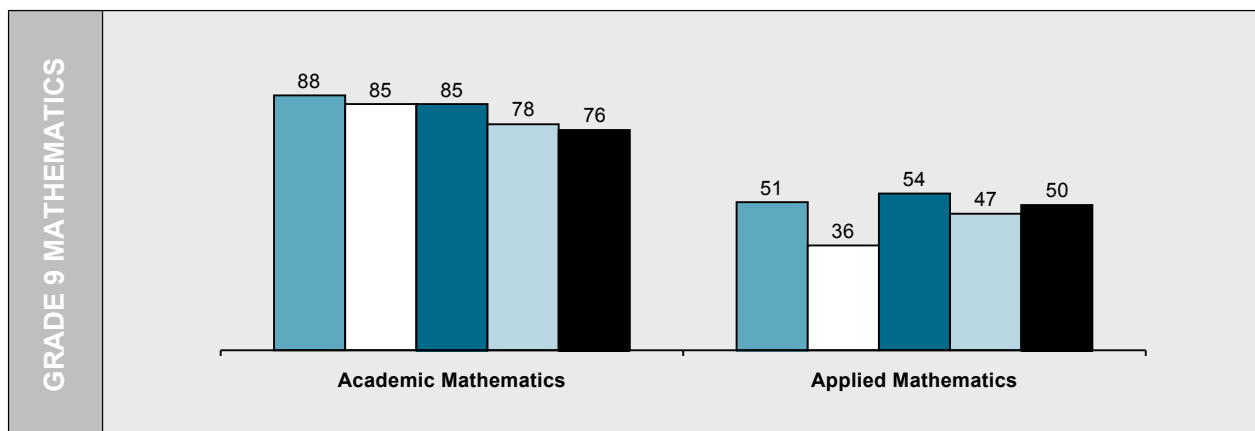
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	7%	53%	21%
Students with special education needs receiving accommodations**†	8%	50%	21%
Speak only or mostly a language other than English at home	3%	0%	0%
Number of schools	2	2	2

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

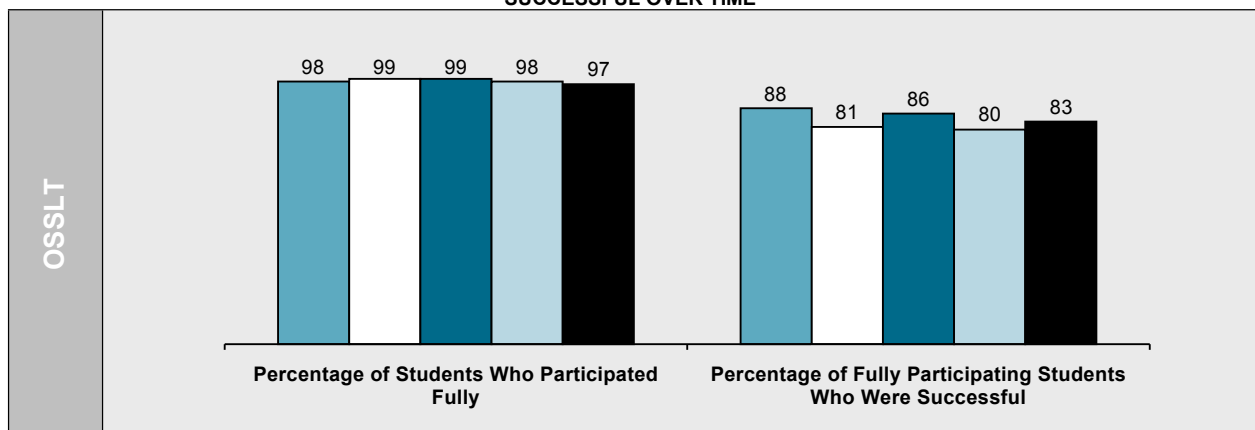
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	249	280	236	263	219
Applied mathematics	72	69	71	60	60
OSSLT: first-time eligible students who participated fully	288	335	338	314	323
OSSLT: first-time eligible fully participating students who were successful	252	273	289	250	268

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 43% participated fully and 66% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Huron-Superior Catholic DSB (29025)

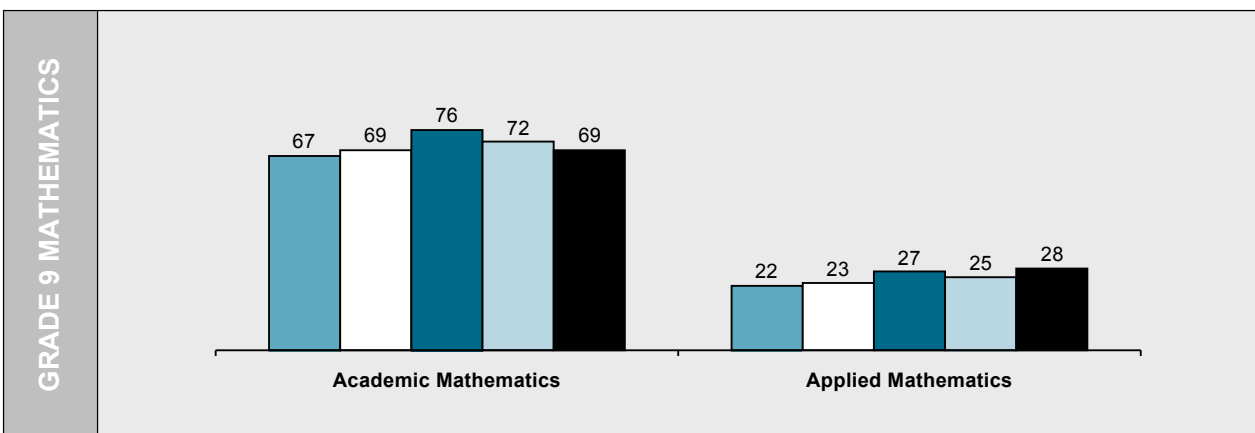
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	<1%
English language learners receiving special provisions*	1%	1%	<1%
Students with special education needs (excluding gifted)	5%	57%	27%
Students with special education needs receiving accommodations**†	4%	60%	24%
Speak only or mostly a language other than English at home	3%	0%	2%
Number of schools	1	1	2

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

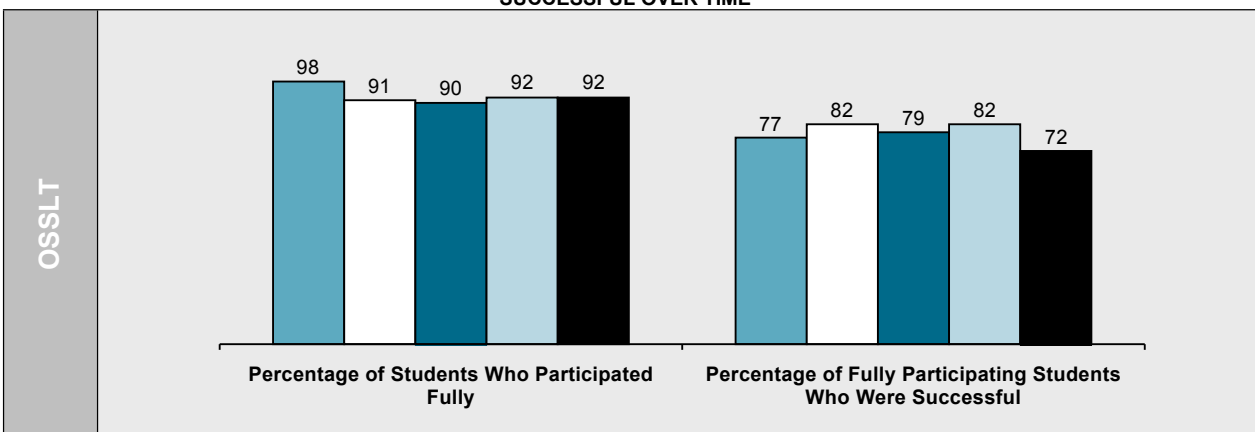
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	187	197	199	186	162
Applied mathematics	68	65	78	73	68
OSSLT: first-time eligible students who participated fully	307	243	231	246	254
OSSLT: first-time eligible fully participating students who were successful	237	200	183	201	184

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 26% participated fully and 62% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: James Bay Lowlands SSB (15148)

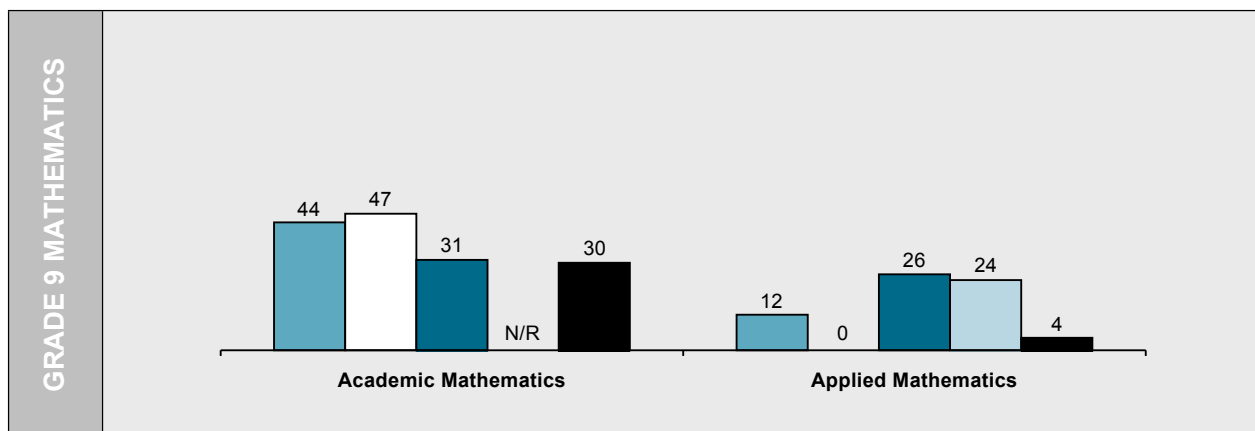
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	10%	30%	46%
Students with special education needs receiving accommodations**†	10%	25%	25%
Speak only or mostly a language other than English at home	0%	5%	0%
Number of schools	1	1	1

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

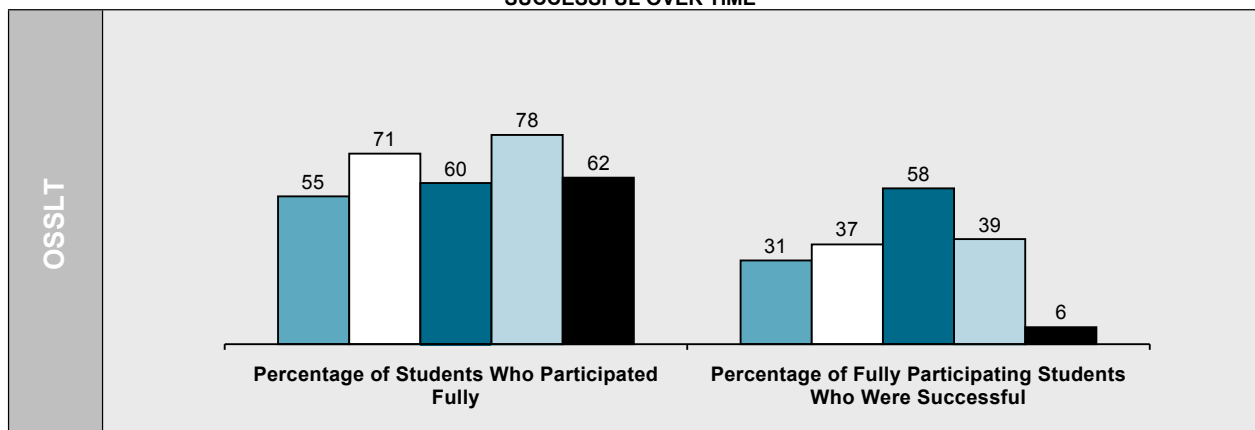
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	16	15	13	5	10
Applied mathematics	17	17	19	17	23
OSSLT: first-time eligible students who participated fully	26	27	24	31	16
OSSLT: first-time eligible fully participating students who were successful	8	10	14	12	1

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: N/R participated fully and N/R of fully participating students were successful.

■ 2012–2013 □ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Kawartha Pine Ridge DSB (66079)

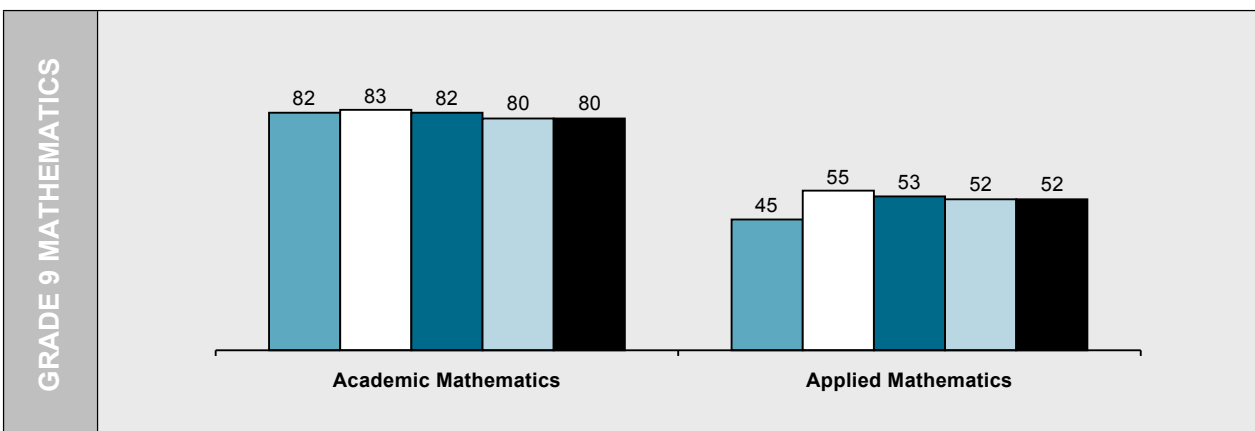
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	1%	2%
English language learners receiving special provisions*	2%	1%	1%
Students with special education needs (excluding gifted)	10%	49%	28%
Students with special education needs receiving accommodations**†	8%	40%	26%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	13	14	14

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

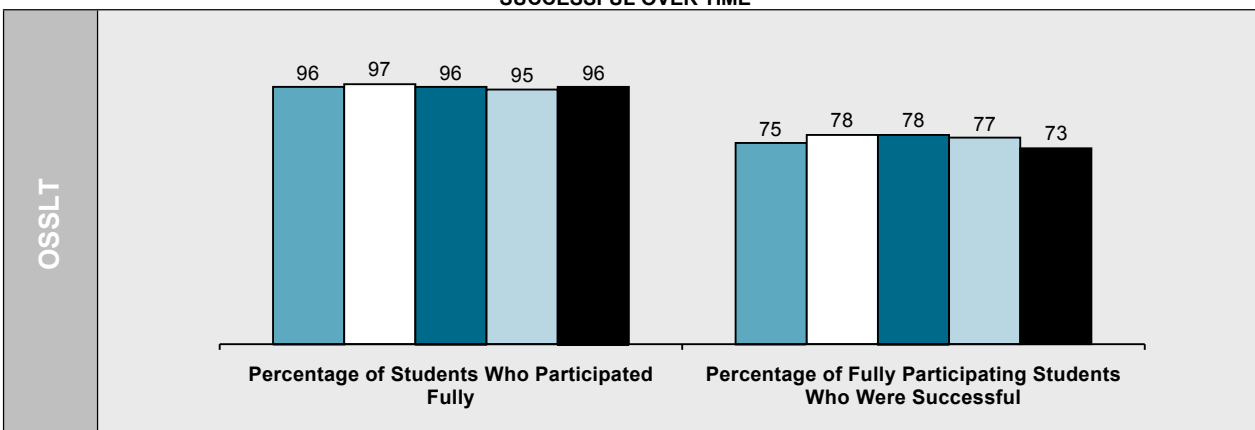
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 459	1 357	1 213	1 246	1 250
Applied mathematics	874	831	768	773	735
OSSLT: first-time eligible students who participated fully	2 305	2 356	2 177	2 019	2 101
OSSLT: first-time eligible fully participating students who were successful	1 732	1 829	1 696	1 563	1 537

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 40% participated fully and 45% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Keewatin-Patricia DSB (28045)

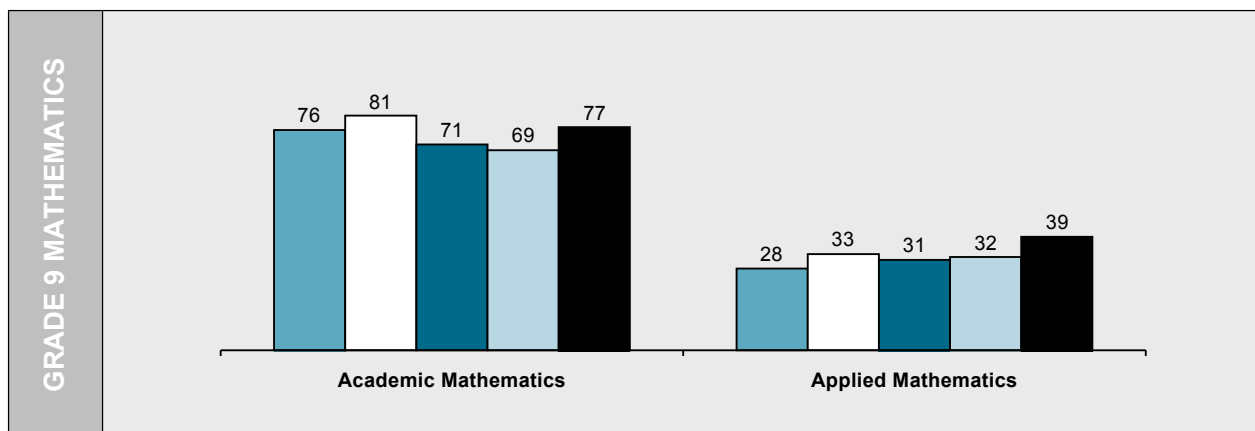
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	11%	39%	24%
Students with special education needs receiving accommodations**†	8%	39%	24%
Speak only or mostly a language other than English at home	3%	2%	1%
Number of schools	6	6	6

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

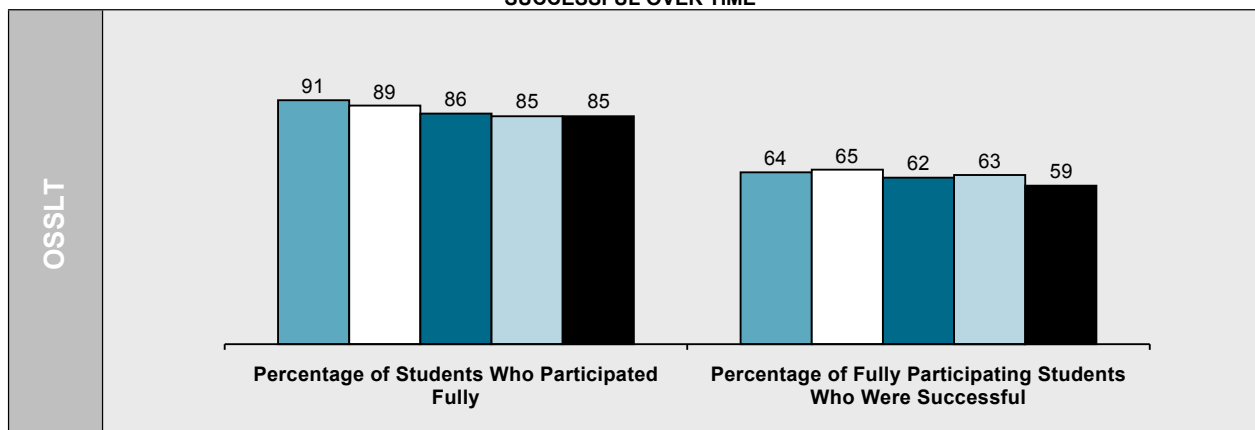
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	257	252	217	235	206
Applied mathematics	185	171	171	170	166
OSSLT: first-time eligible students who participated fully	430	400	405	376	389
OSSLT: first-time eligible fully participating students who were successful	274	259	252	236	231

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 36% participated fully and 40% of fully participating students were successful.

■ 2012–2013 □ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Kenora Catholic DSB (29050)

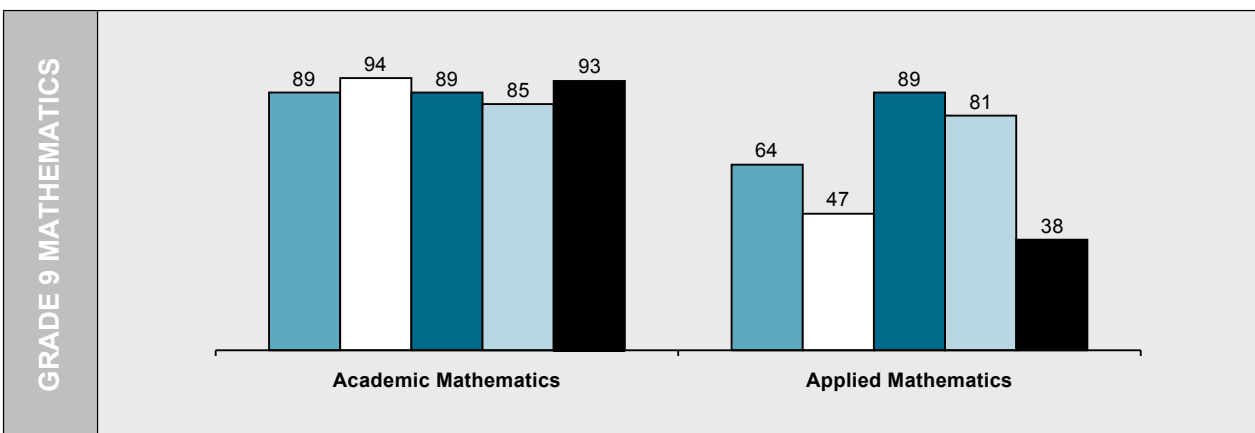
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	4%	28%	24%
Students with special education needs receiving accommodations**†	0%	11%	24%
Speak only or mostly a language other than English at home	0%	0%	1%
Number of schools	1	1	1

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

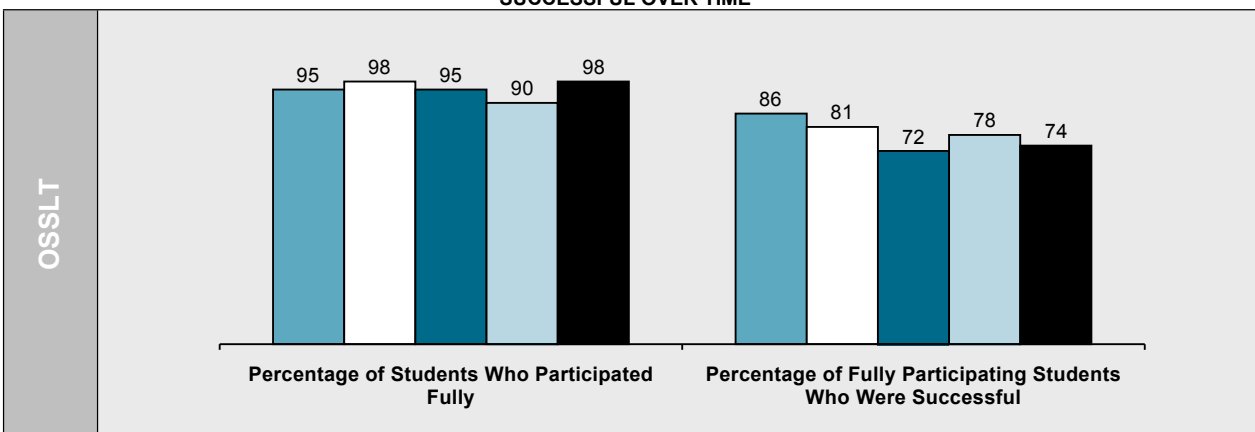
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	64	63	54	72	67
Applied mathematics	36	32	18	36	29
OSSLT: first-time eligible students who participated fully	92	88	94	73	107
OSSLT: first-time eligible fully participating students who were successful	79	71	68	57	79

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 40% participated fully and 60% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Lakehead DSB (28061)

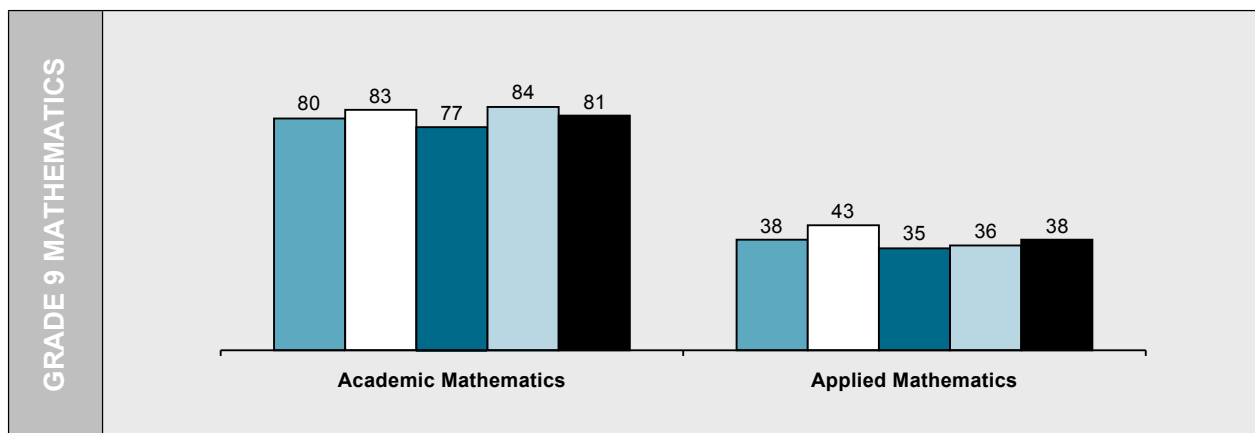
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	3%	2%
English language learners receiving special provisions*	0%	3%	2%
Students with special education needs (excluding gifted)	5%	26%	19%
Students with special education needs receiving accommodations**†	4%	22%	13%
Speak only or mostly a language other than English at home	2%	4%	1%
Number of schools	4	4	5

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

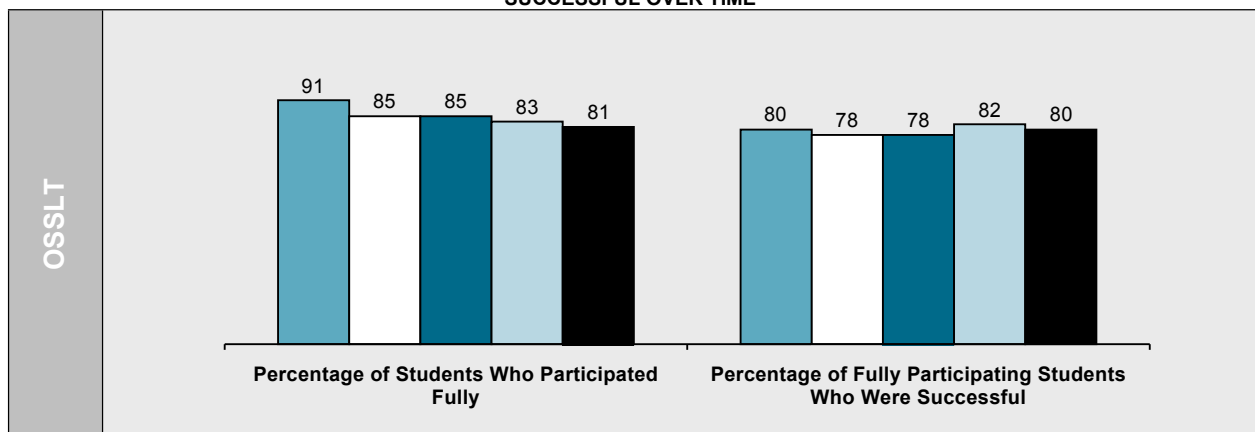
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	433	424	384	365	341
Applied mathematics	272	264	203	211	189
OSSLT: first-time eligible students who participated fully	653	658	630	549	530
OSSLT: first-time eligible fully participating students who were successful	521	510	491	448	426

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 45% participated fully and 38% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Lambton Kent District School Board (66036)

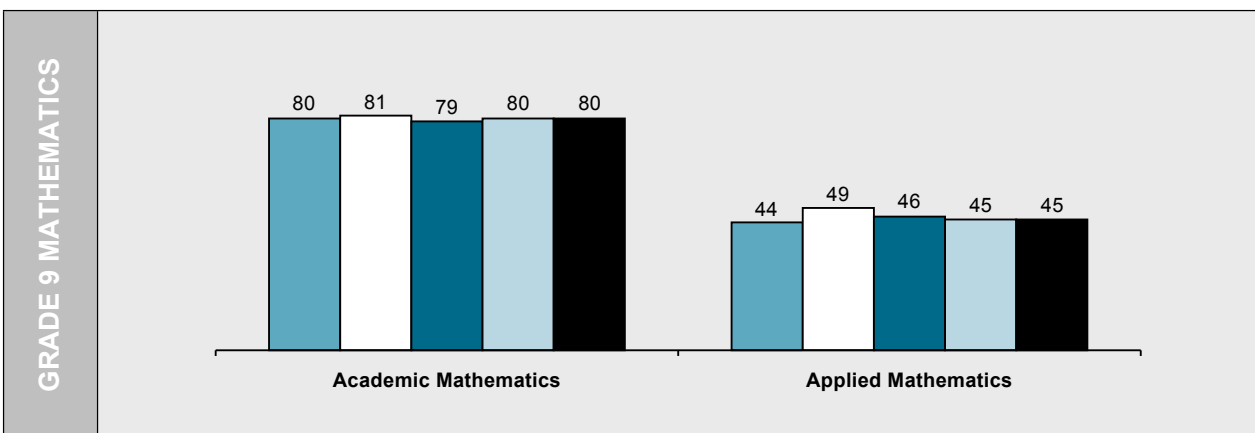
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions*	<1%	1%	1%
Students with special education needs (excluding gifted)	9%	48%	28%
Students with special education needs receiving accommodations**†	9%	42%	19%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	11	12	12

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

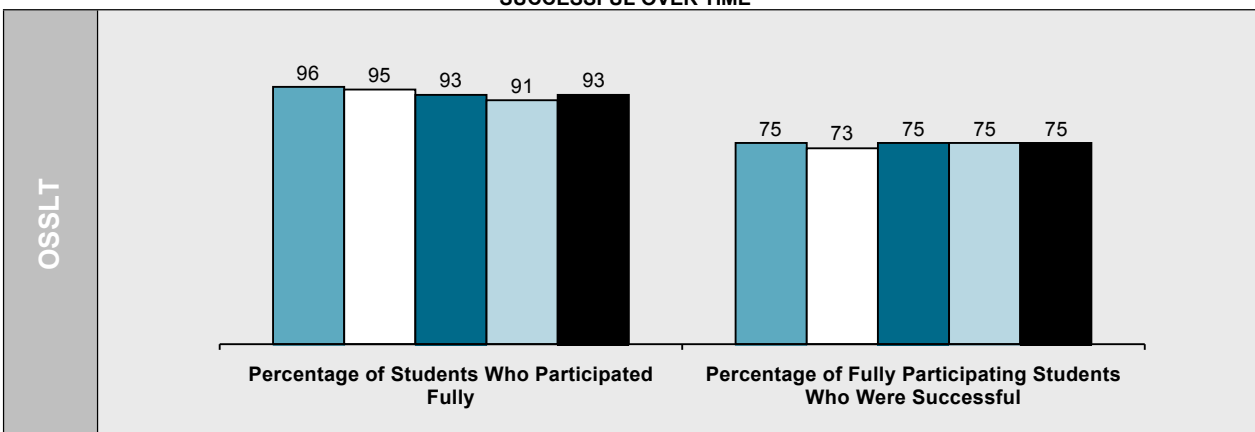
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 051	973	961	1 031	877
Applied mathematics	709	596	595	573	543
OSSLT: first-time eligible students who participated fully	1 768	1 726	1 556	1 473	1 590
OSSLT: first-time eligible fully participating students who were successful	1 330	1 260	1 173	1 103	1 194

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 51% participated fully and 45% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Limestone DSB (66206)

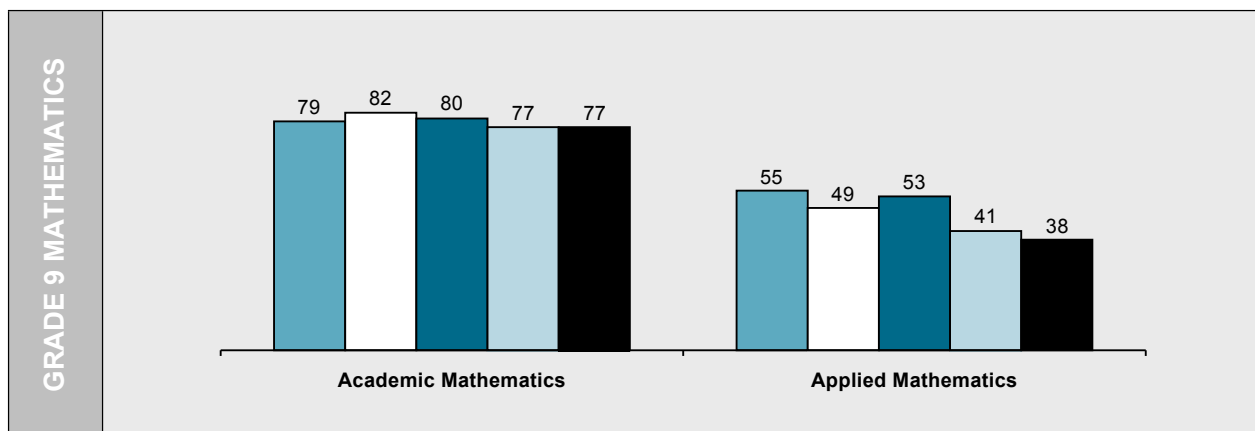
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	0%	1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	16%	58%	33%
Students with special education needs receiving accommodations**†	15%	59%	19%
Speak only or mostly a language other than English at home	2%	1%	2%
Number of schools	10	11	13

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

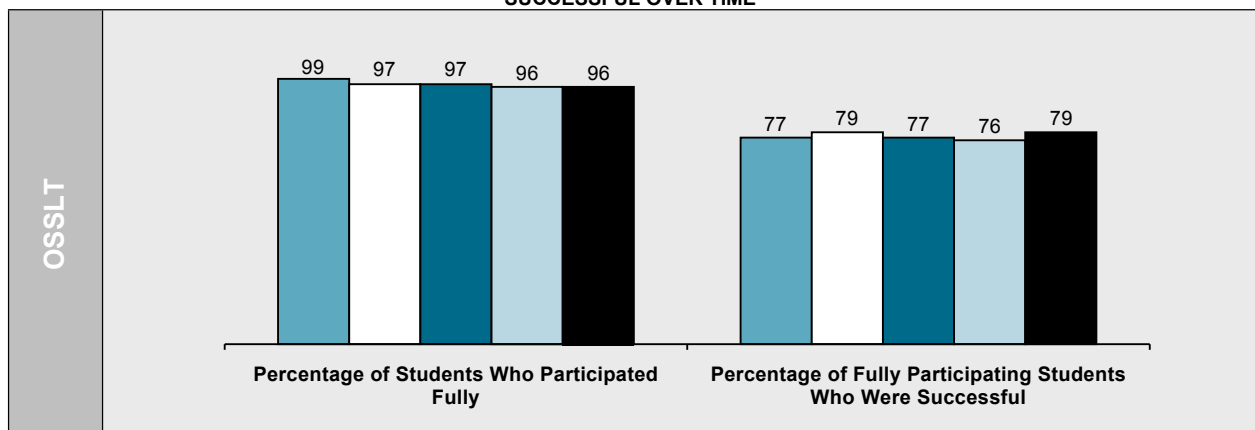
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	968	877	936	928	937
Applied mathematics	393	362	339	363	344
OSSLT: first-time eligible students who participated fully	1 402	1 447	1 296	1 335	1 256
OSSLT: first-time eligible fully participating students who were successful	1 083	1 141	1 001	1 014	997

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 26% participated fully and 76% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: London District Catholic School Board (67032)

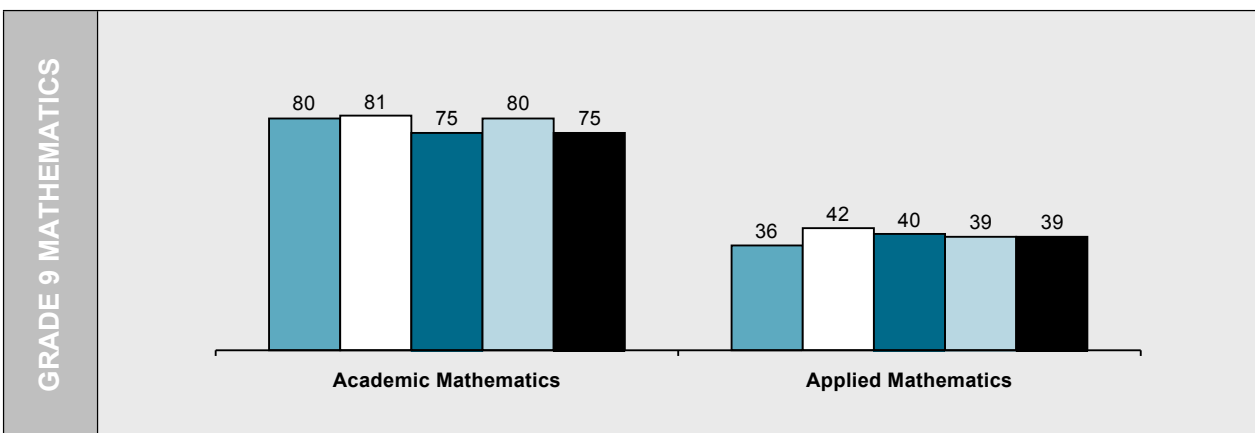
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	5%	3%
English language learners receiving special provisions*	2%	5%	2%
Students with special education needs (excluding gifted)	5%	27%	14%
Students with special education needs receiving accommodations**†	4%	27%	9%
Speak only or mostly a language other than English at home	9%	9%	8%
Number of schools	9	9	9

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

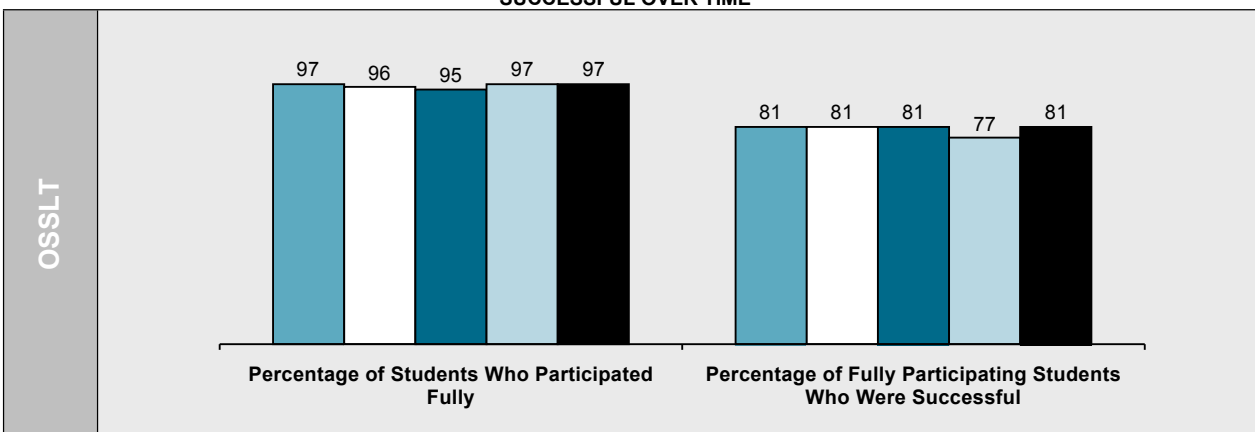
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 114	1 189	1 026	1 032	1 080
Applied mathematics	438	425	448	373	420
OSSLT: first-time eligible students who participated fully	1 652	1 510	1 563	1 451	1 464
OSSLT: first-time eligible fully participating students who were successful	1 332	1 220	1 267	1 120	1 180

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 62% participated fully and 58% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Near North DSB (28037)

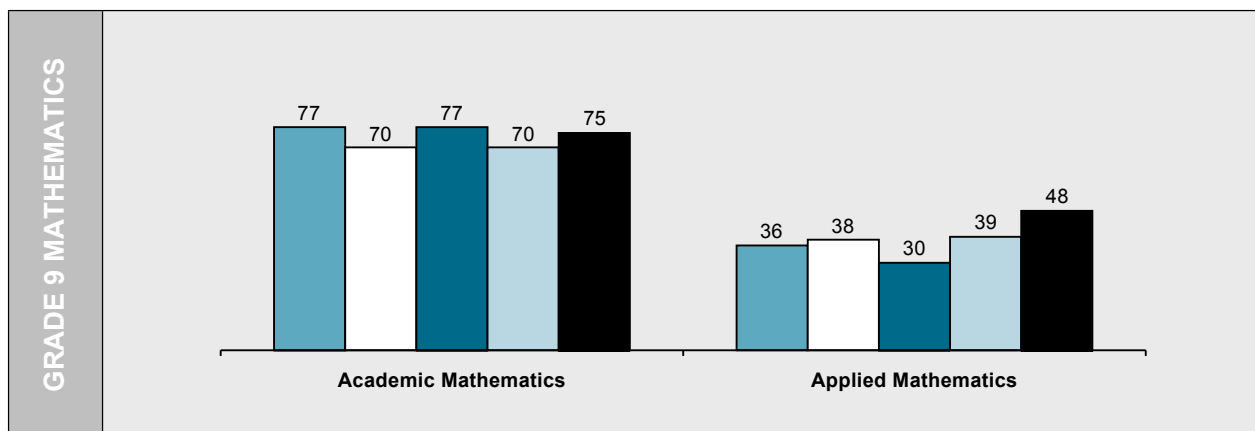
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	17%	52%	35%
Students with special education needs receiving accommodations**†	17%	54%	30%
Speak only or mostly a language other than English at home	2%	2%	2%
Number of schools	7	7	7

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

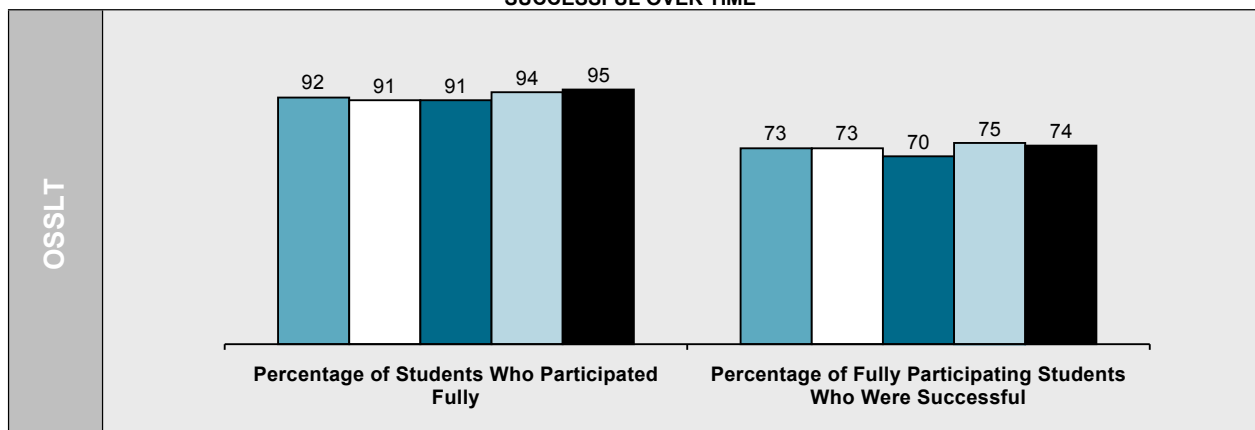
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	432	385	429	453	373
Applied mathematics	325	267	218	249	250
OSSLT: first-time eligible students who participated fully	735	732	666	667	680
OSSLT: first-time eligible fully participating students who were successful	535	536	463	500	506

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 47% participated fully and 62% of fully participating students were successful.

■ 2012–2013 □ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Niagara Catholic DSB (67156)

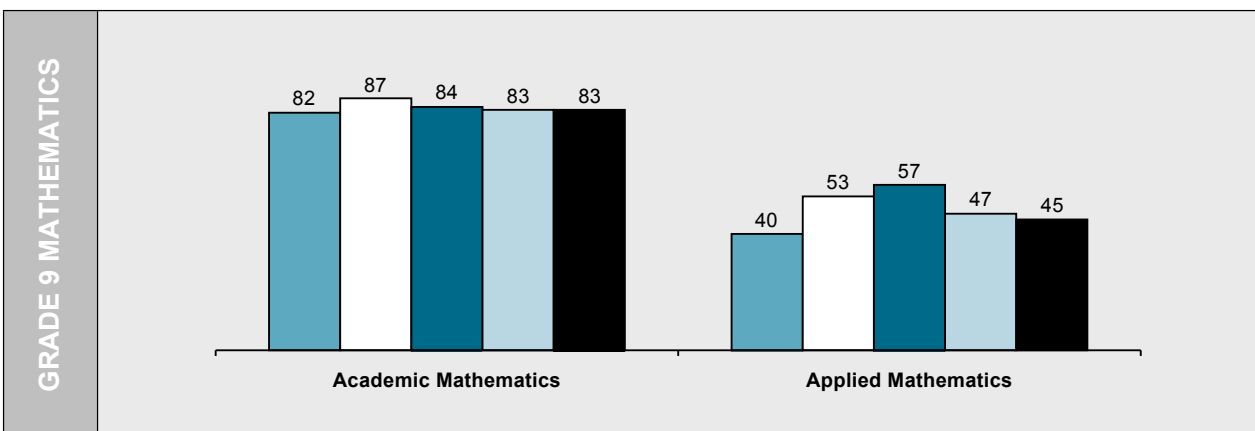
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	2%	2%
English language learners receiving special provisions*	2%	2%	2%
Students with special education needs (excluding gifted)	6%	44%	15%
Students with special education needs receiving accommodations**†	4%	33%	11%
Speak only or mostly a language other than English at home	4%	3%	4%
Number of schools	8	8	8

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

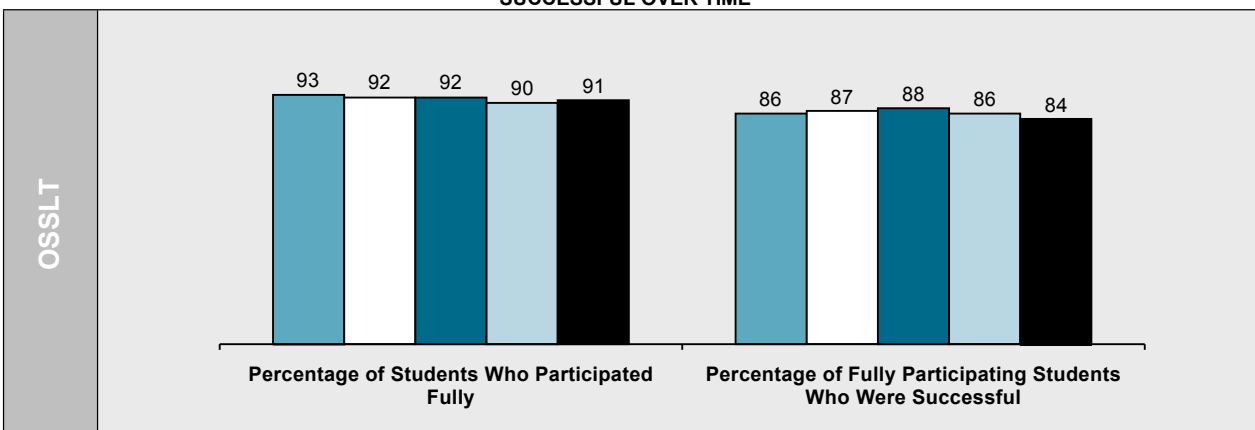
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 273	1 258	1 167	1 252	1 132
Applied mathematics	493	466	417	379	385
OSSLT: first-time eligible students who participated fully	1 630	1 661	1 581	1 492	1 516
OSSLT: first-time eligible fully participating students who were successful	1 394	1 440	1 398	1 289	1 273

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 52% participated fully and 47% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Nipissing-Parry Sound Catholic DSB (29017)

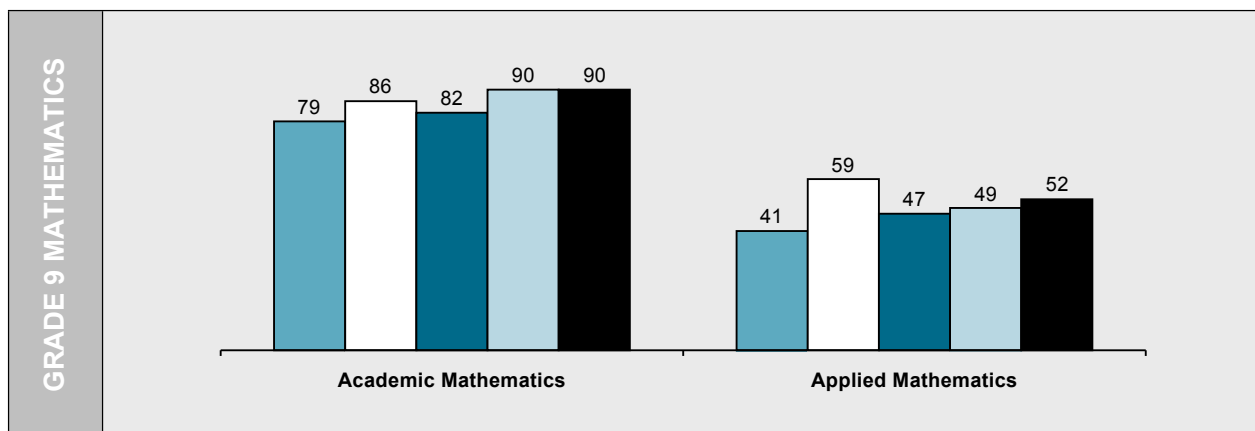
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	8%	44%	32%
Students with special education needs receiving accommodations**†	8%	42%	23%
Speak only or mostly a language other than English at home	3%	0%	2%
Number of schools	1	1	1

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

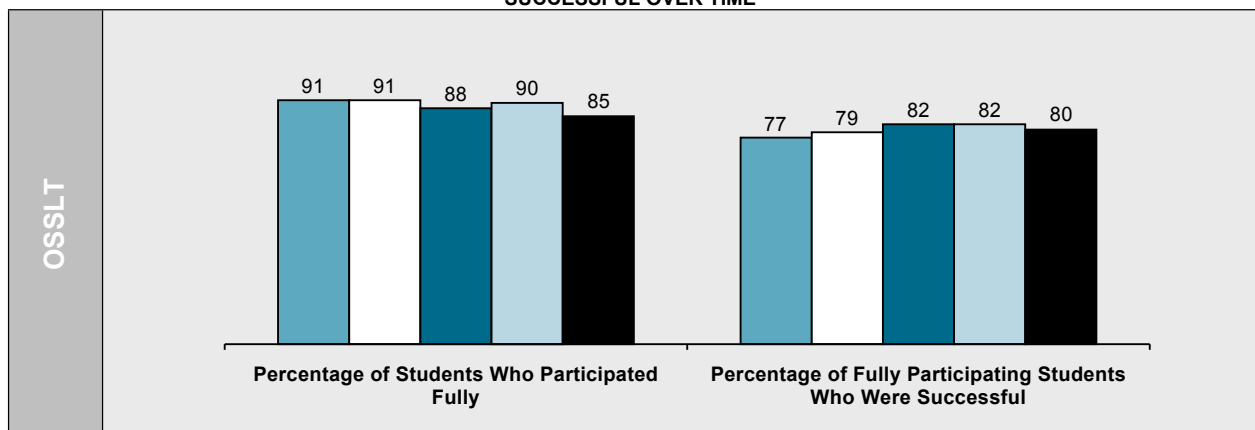
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	133	135	130	105	107
Applied mathematics	86	70	83	61	66
OSSLT: first-time eligible students who participated fully	153	193	168	187	141
OSSLT: first-time eligible fully participating students who were successful	118	152	138	154	113

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 51% participated fully and 50% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Northeastern Catholic DSB (29009)

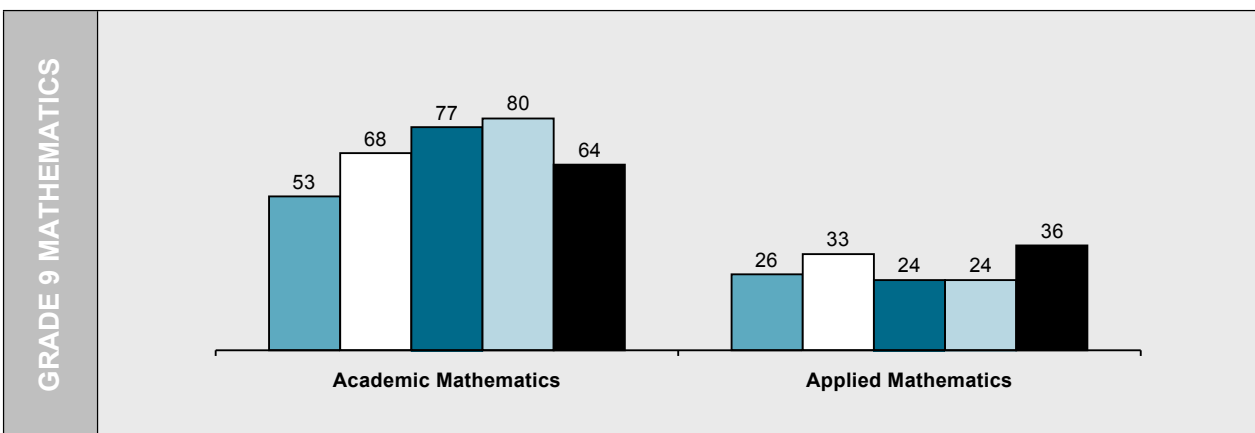
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	0%	0%
English language learners receiving special provisions*	2%	0%	0%
Students with special education needs (excluding gifted)	7%	26%	19%
Students with special education needs receiving accommodations**†	7%	26%	19%
Speak only or mostly a language other than English at home	0%	13%	4%
Number of schools	1	1	1

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

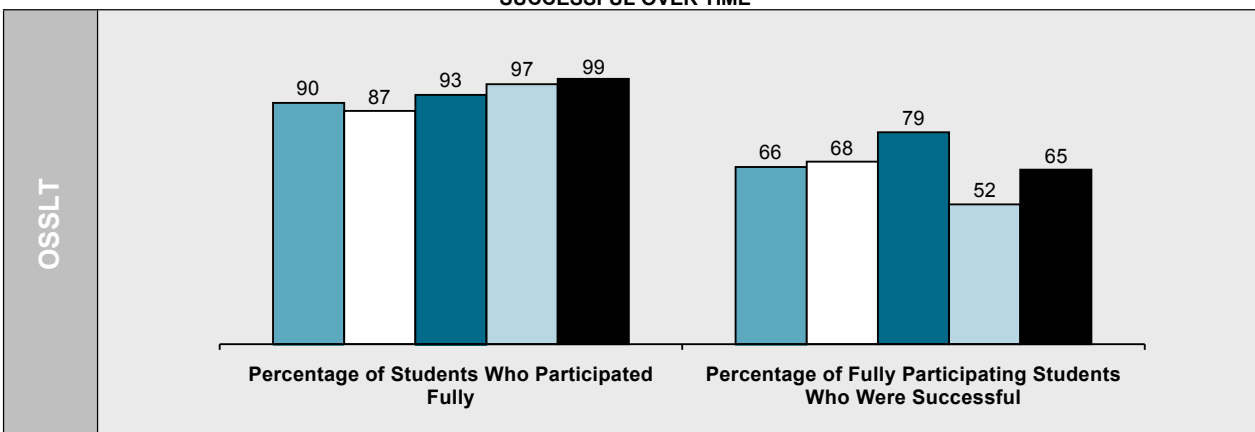
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	57	47	53	50	55
Applied mathematics	43	33	42	45	39
OSSLT: first-time eligible students who participated fully	79	85	62	103	102
OSSLT: first-time eligible fully participating students who were successful	52	58	49	54	66

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 54% participated fully and 35% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Ottawa Catholic District School Board (67180)

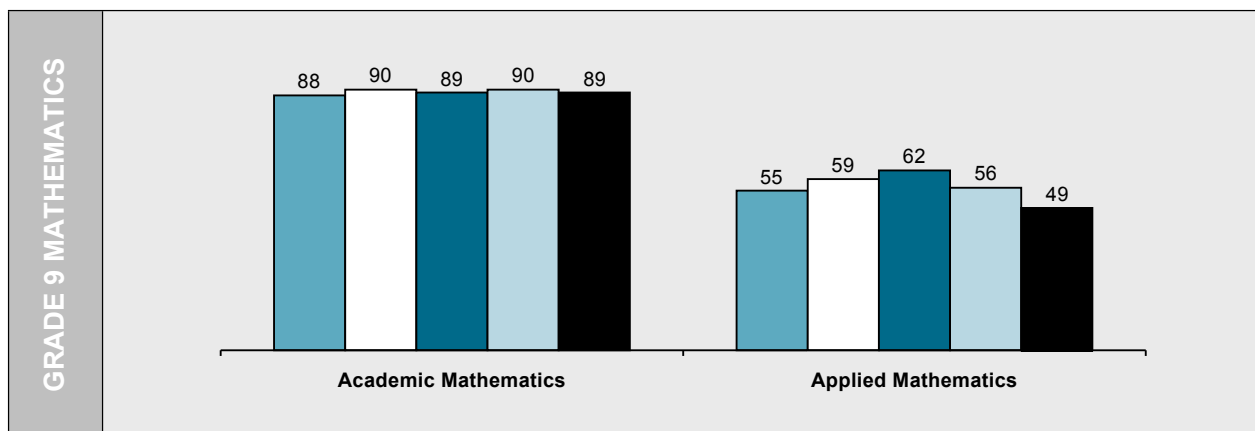
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	15%	21%	20%
English language learners receiving special provisions*	14%	21%	18%
Students with special education needs (excluding gifted)	13%	39%	20%
Students with special education needs receiving accommodations**	10%	33%	18%
Speak only or mostly a language other than English at home	9%	10%	9%
Number of schools	15	15	17

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

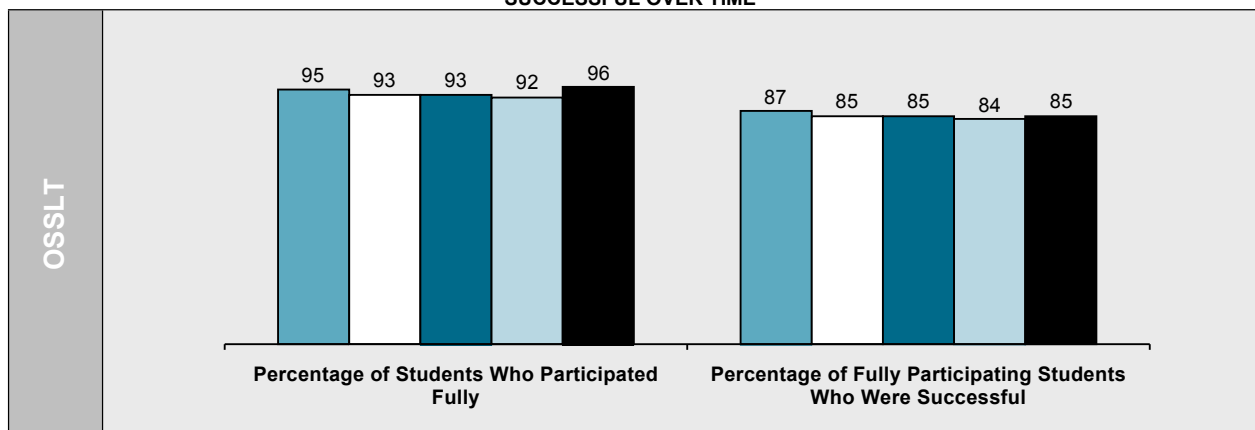
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	2 205	2 089	1 970	2 195	2 183
Applied mathematics	798	888	777	845	807
OSSLT: first-time eligible students who participated fully	3 088	2 944	2 880	2 665	2 807
OSSLT: first-time eligible fully participating students who were successful	2 680	2 513	2 451	2 238	2 392

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 49% participated fully and 51% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Ottawa-Carleton DSB (66184)

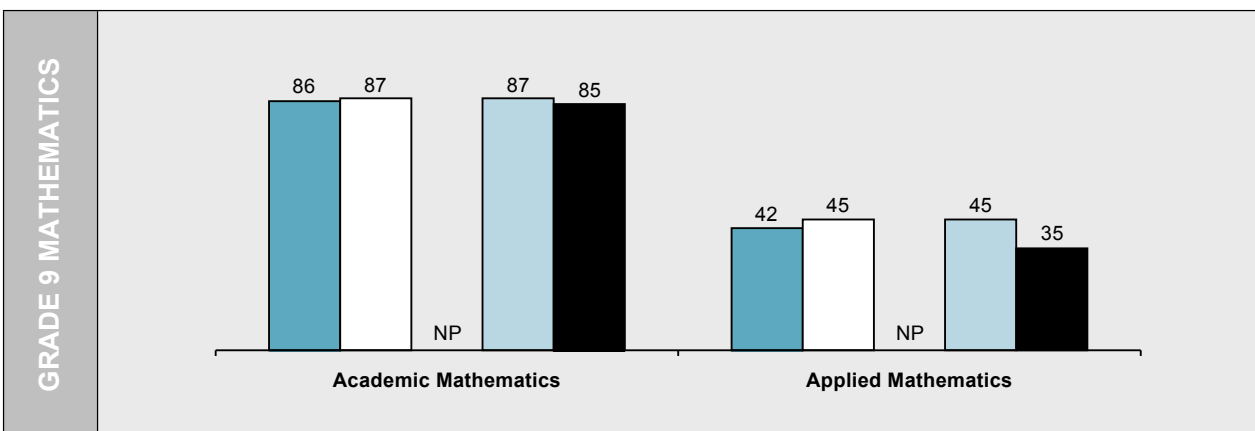
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	19%	36%	19%
English language learners receiving special provisions*	13%	30%	14%
Students with special education needs (excluding gifted)	13%	41%	23%
Students with special education needs receiving accommodations**†	10%	35%	20%
Speak only or mostly a language other than English at home	11%	12%	9%
Number of schools	26	28	30

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

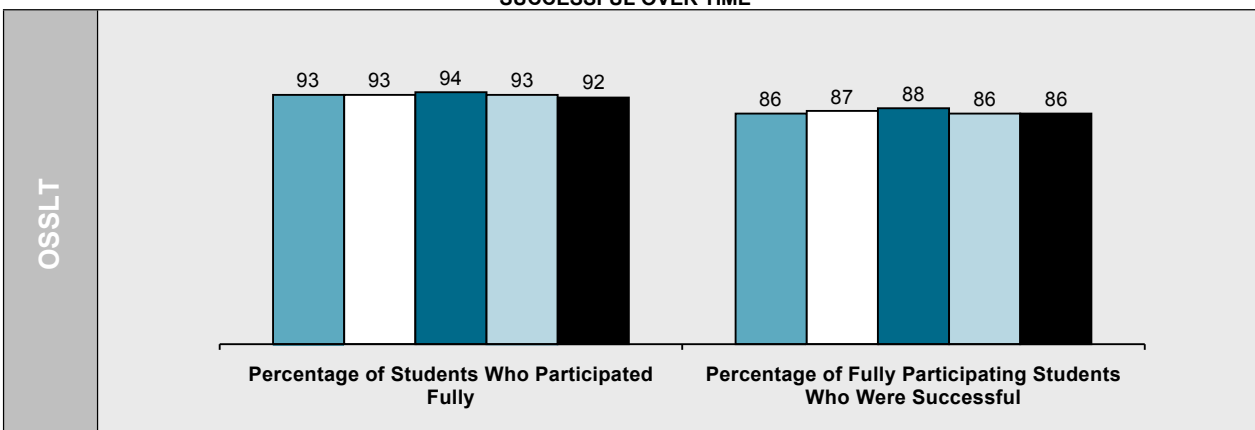
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	4 102	4 038	NP	4 050	4 182
Applied mathematics	1 100	913	NP	919	1 169
OSSLT: first-time eligible students who participated fully	4 896	4 901	4 703	4 753	4 785
OSSLT: first-time eligible fully participating students who were successful	4 225	4 285	4 118	4 082	4 138

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 53% participated fully and 56% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Peel District School Board (66125)

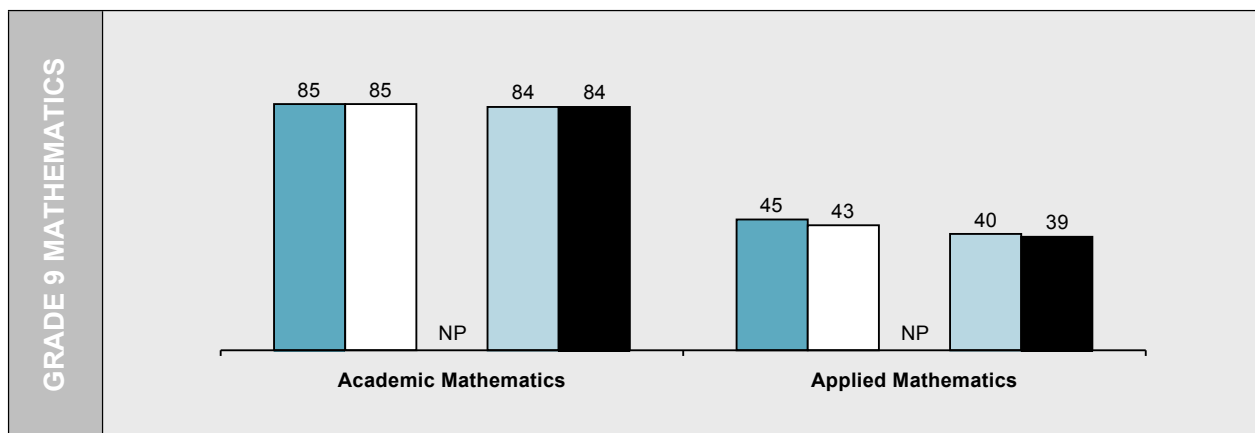
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	20%	27%	13%
English language learners receiving special provisions*	17%	26%	12%
Students with special education needs (excluding gifted)	4%	33%	12%
Students with special education needs receiving accommodations**†	4%	31%	12%
Speak only or mostly a language other than English at home	13%	9%	11%
Number of schools	35	39	40

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

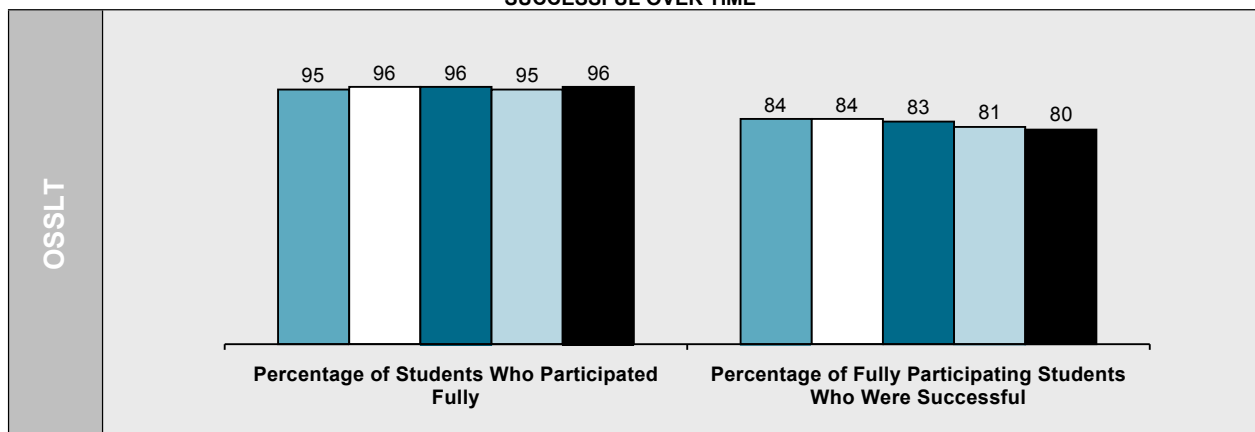
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	7 614	7 496	NP	7 611	7 481
Applied mathematics	2 395	2 231	NP	2 278	2 127
OSSLT: first-time eligible students who participated fully	9 639	9 541	9 108	8 979	9 262
OSSLT: first-time eligible fully participating students who were successful	8 114	8 052	7 589	7 282	7 413

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 59% participated fully and 50% of fully participating students were successful.

■ 2012–2013 ■ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

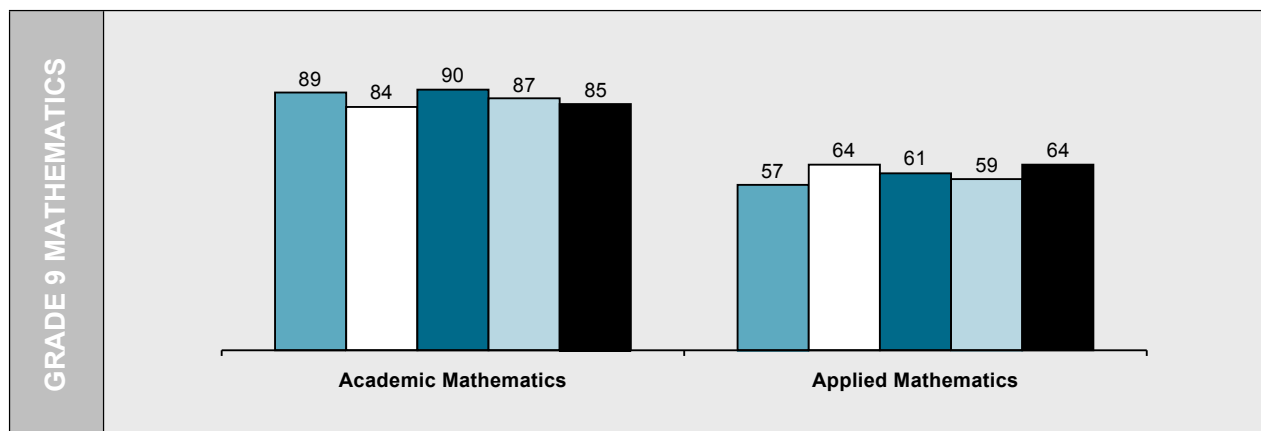
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	9%	54%	28%
Students with special education needs receiving accommodations**†	8%	53%	27%
Speak only or mostly a language other than English at home	2%	1%	2%
Number of schools	6	6	6

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

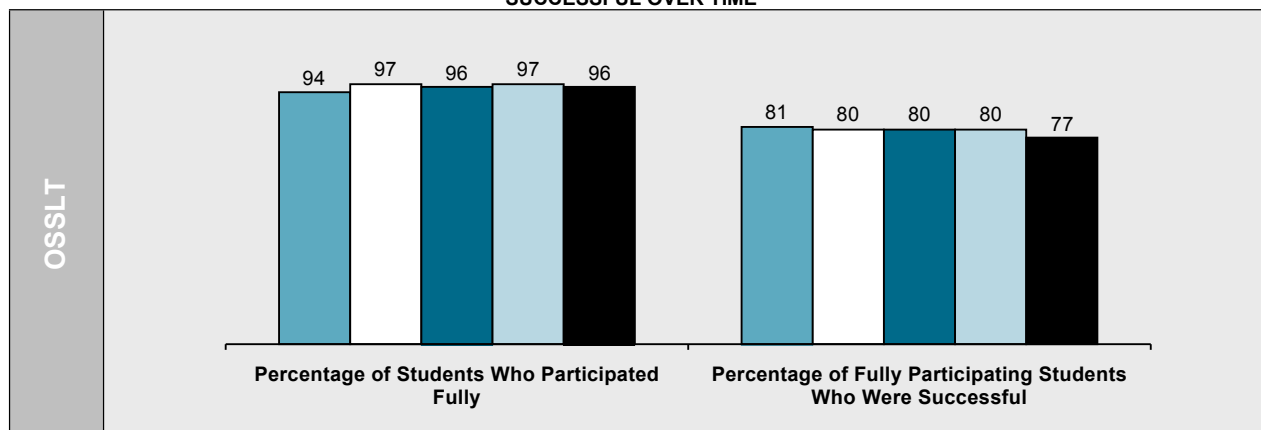
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	669	660	649	715	719
Applied mathematics	423	382	368	406	325
OSSLT: first-time eligible students who participated fully	1 051	1 070	1 028	1 028	1 125
OSSLT: first-time eligible fully participating students who were successful	847	855	824	825	871

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 58% participated fully and 55% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Rainbow District School Board (28029)

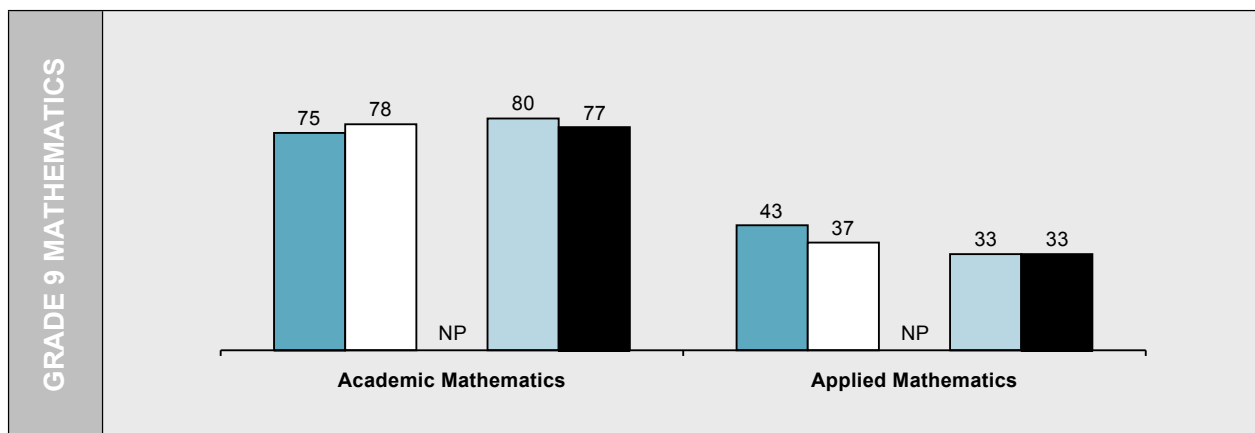
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	10%	48%	21%
Students with special education needs receiving accommodations**	7%	37%	13%
Speak only or mostly a language other than English at home	2%	0%	1%
Number of schools	9	9	11

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

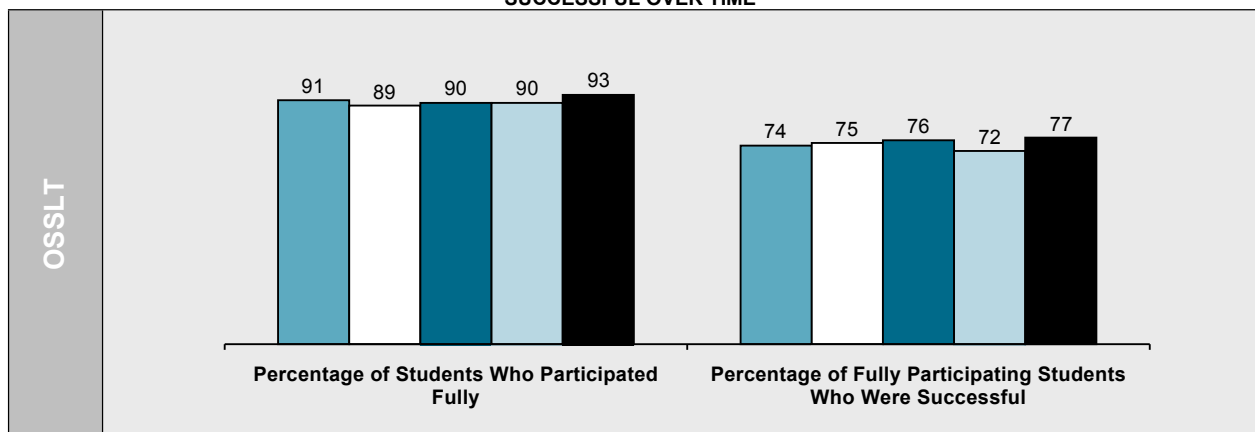
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	643	653	NP	703	586
Applied mathematics	352	320	NP	338	289
OSSLT: first-time eligible students who participated fully	1 117	988	970	939	954
OSSLT: first-time eligible fully participating students who were successful	825	744	733	680	731

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 30% participated fully and 62% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Rainy River DSB (28053)

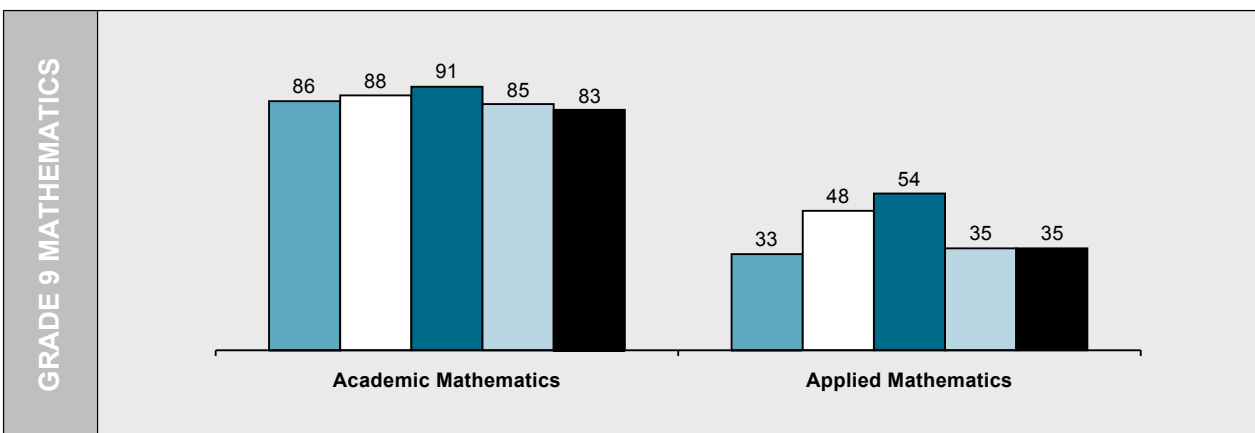
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	7%	42%	24%
Students with special education needs receiving accommodations**†	4%	39%	24%
Speak only or mostly a language other than English at home	0%	1%	0%
Number of schools	3	3	3

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

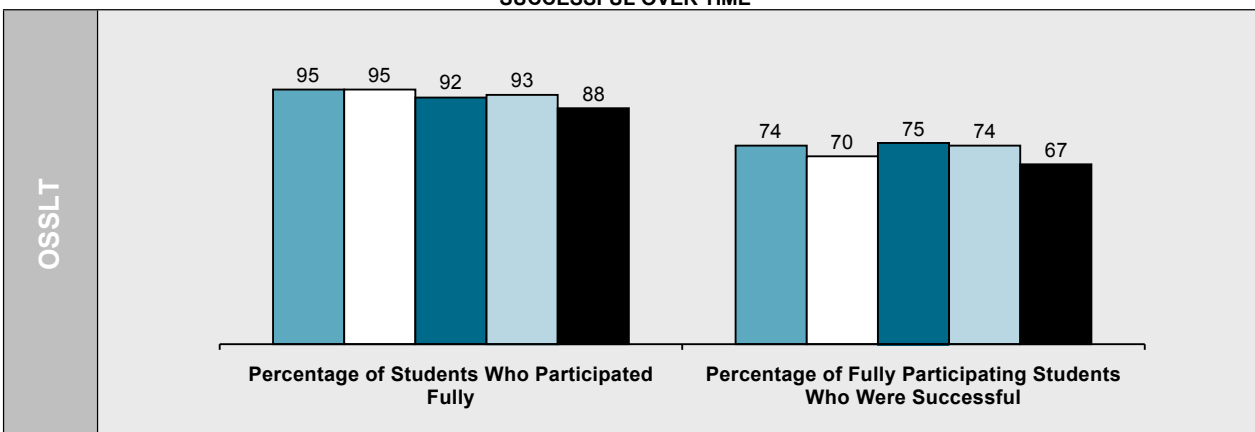
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	147	114	118	111	102
Applied mathematics	106	126	98	105	96
OSSLT: first-time eligible students who participated fully	242	250	220	220	203
OSSLT: first-time eligible fully participating students who were successful	178	175	166	163	135

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 39% participated fully and 29% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Renfrew County Catholic DSB (67199)

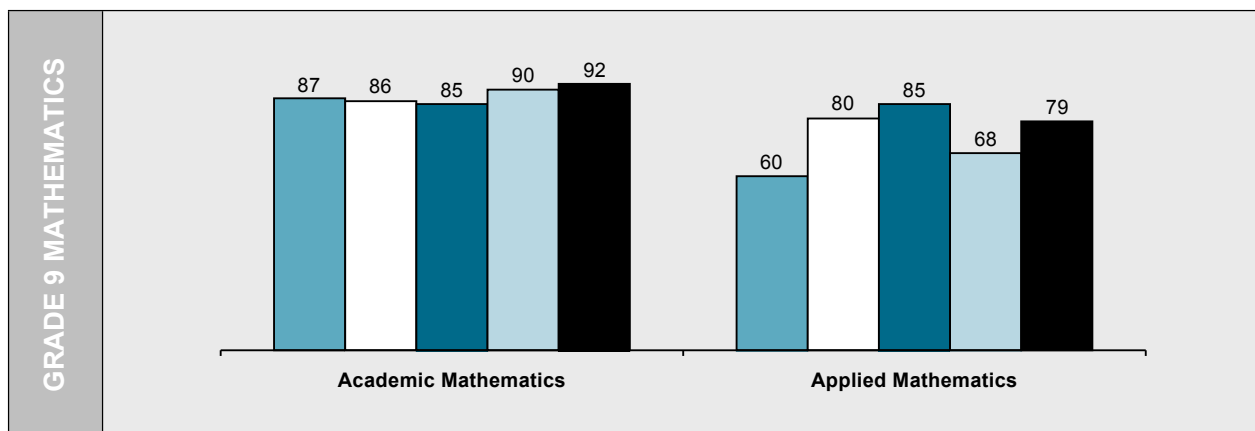
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	0%	0%
English language learners receiving special provisions*	1%	0%	0%
Students with special education needs (excluding gifted)	10%	39%	21%
Students with special education needs receiving accommodations**†	10%	39%	19%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	2	2	2

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

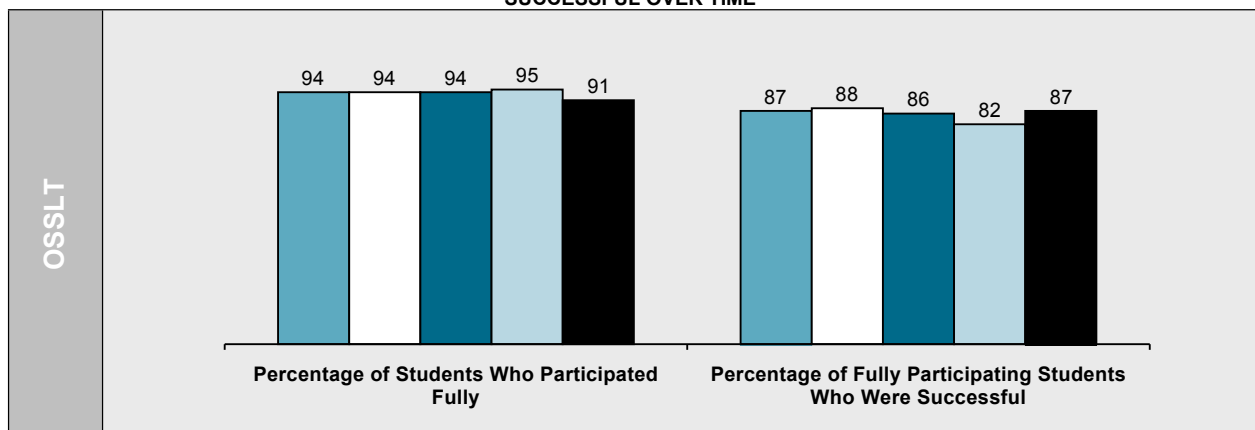
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	135	115	130	154	148
Applied mathematics	114	102	81	90	111
OSSLT: first-time eligible students who participated fully	206	232	206	214	225
OSSLT: first-time eligible fully participating students who were successful	179	203	178	176	196

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 52% participated fully and 49% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Renfrew County DSB (66214)

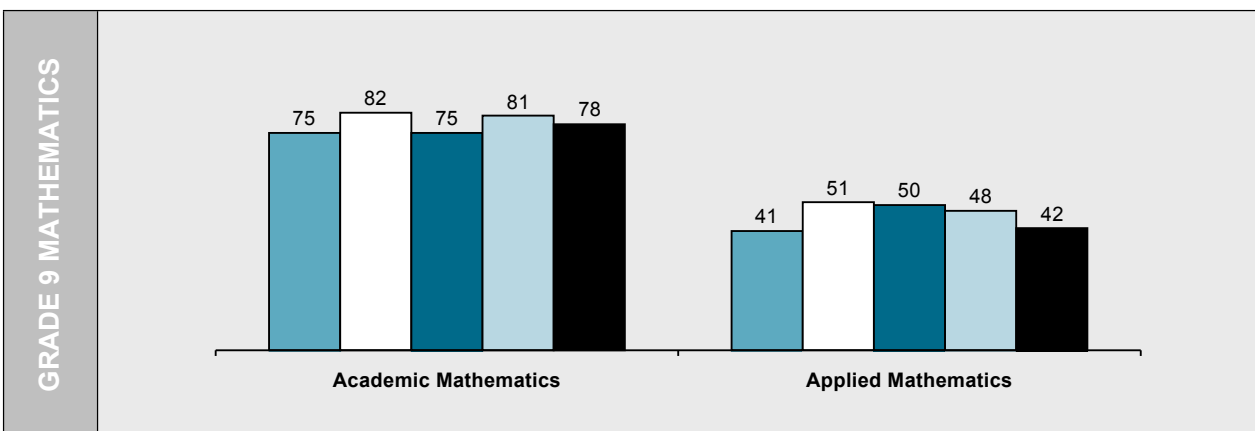
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	10%	38%	20%
Students with special education needs receiving accommodations**†	7%	33%	18%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	7	7	7

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

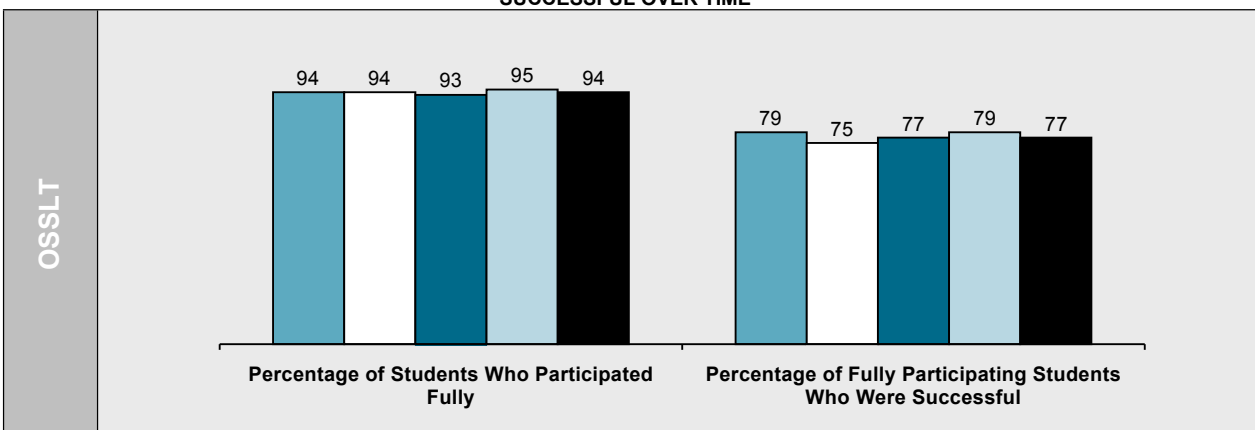
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	452	426	409	468	409
Applied mathematics	295	295	279	233	265
OSSLT: first-time eligible students who participated fully	739	752	726	678	647
OSSLT: first-time eligible fully participating students who were successful	587	566	556	536	495

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 37% participated fully and 53% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Simcoe County DSB (66109)

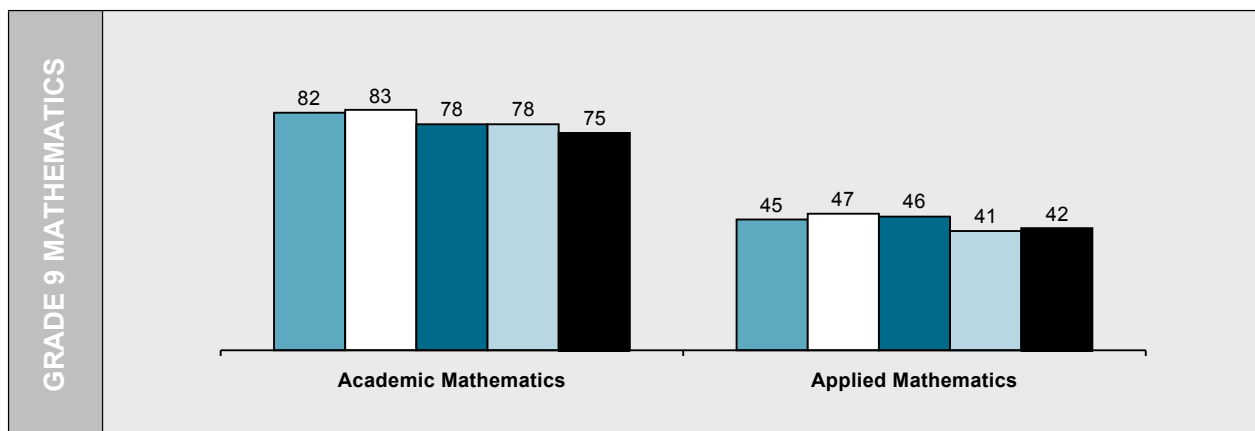
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	1%	1%
English language learners receiving special provisions*	<1%	<1%	<1%
Students with special education needs (excluding gifted)	7%	41%	22%
Students with special education needs receiving accommodations**†	6%	35%	12%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	14	14	15

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

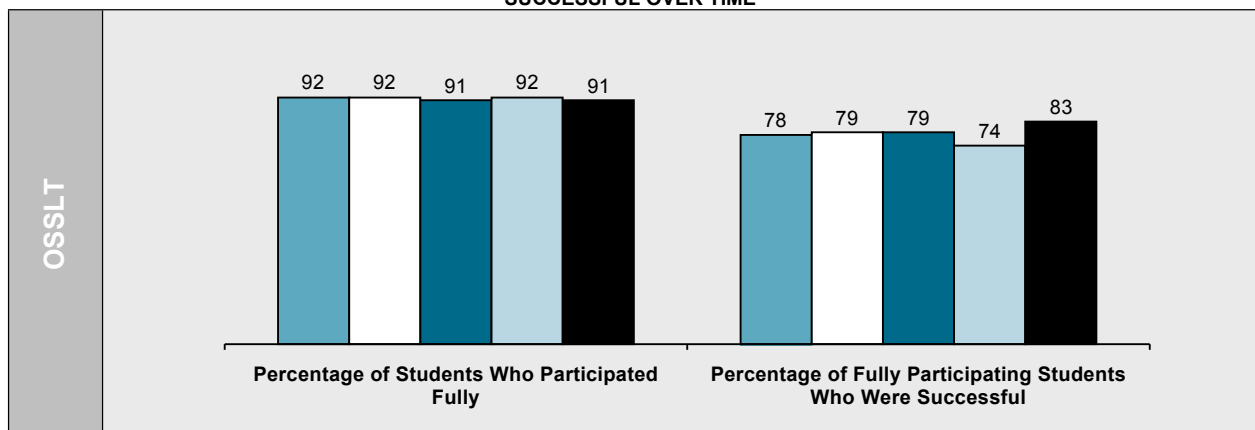
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	2 205	2 196	2 040	2 228	2 217
Applied mathematics	1 331	1 310	1 252	1 172	1 108
OSSLT: first-time eligible students who participated fully	3 550	3 525	3 476	3 180	3 286
OSSLT: first-time eligible fully participating students who were successful	2 761	2 770	2 761	2 367	2 711

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 35% participated fully and 68% of fully participating students were successful.

■ 2012–2013 □ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Simcoe Muskoka Catholic DSB (67091)

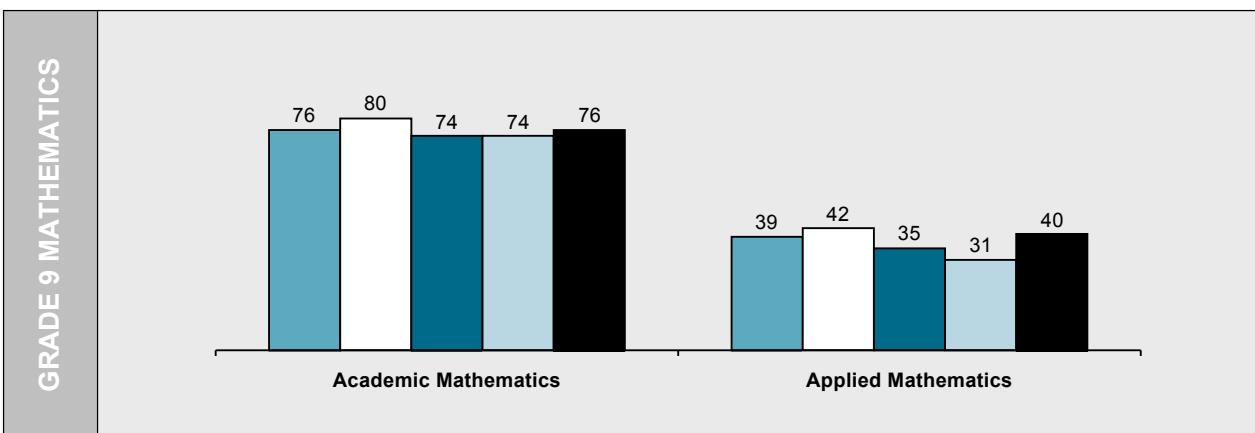
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	<1%	1%
English language learners receiving special provisions*	1%	<1%	<1%
Students with special education needs (excluding gifted)	9%	48%	21%
Students with special education needs receiving accommodations**†	7%	42%	18%
Speak only or mostly a language other than English at home	3%	3%	2%
Number of schools	9	9	9

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

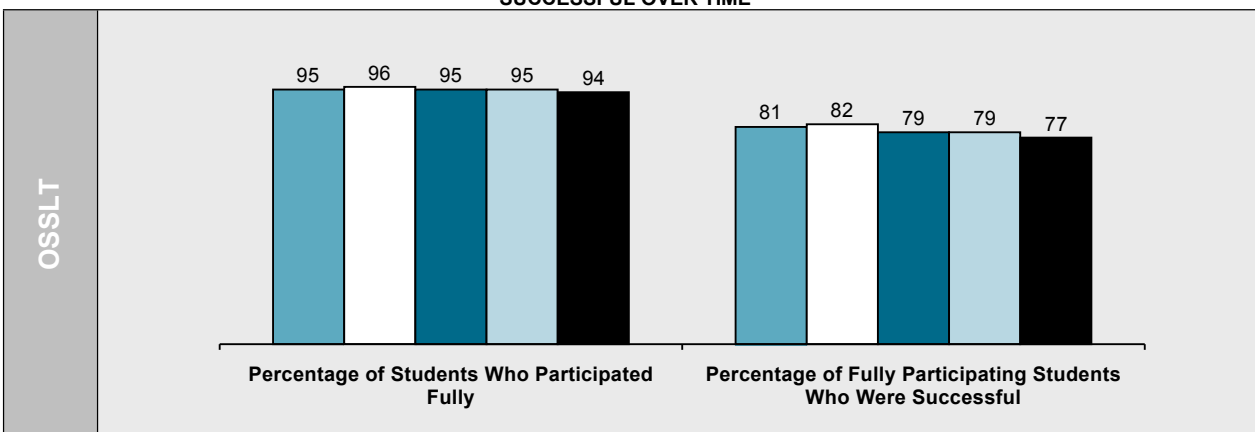
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 133	1 080	1 036	1 138	1 165
Applied mathematics	523	464	416	440	467
OSSLT: first-time eligible students who participated fully	1 675	1 610	1 544	1 452	1 537
OSSLT: first-time eligible fully participating students who were successful	1 351	1 313	1 224	1 143	1 183

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 51% participated fully and 49% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: St. Clair Catholic District School Board (67040)

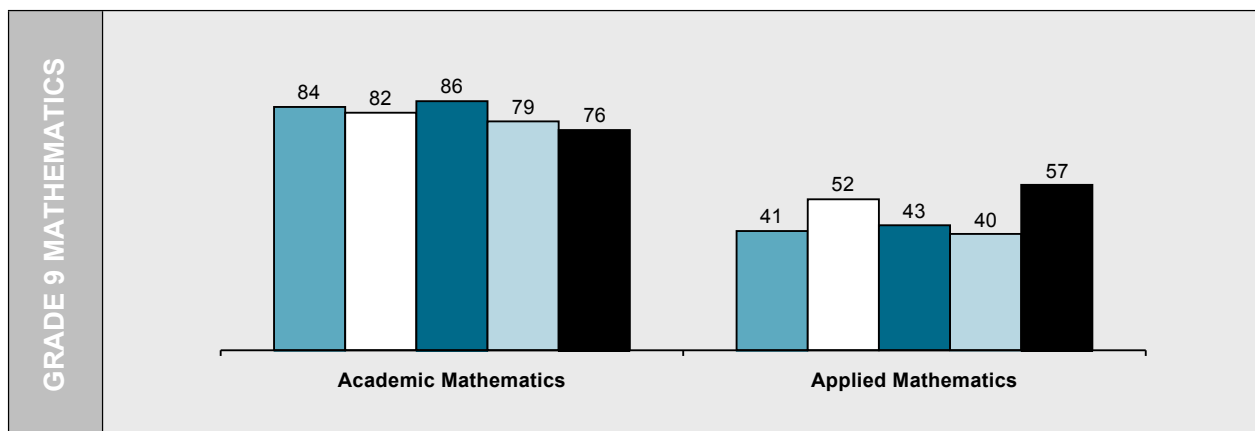
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	7%	54%	23%
Students with special education needs receiving accommodations**	7%	49%	19%
Speak only or mostly a language other than English at home	1%	0%	1%
Number of schools	2	2	2

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

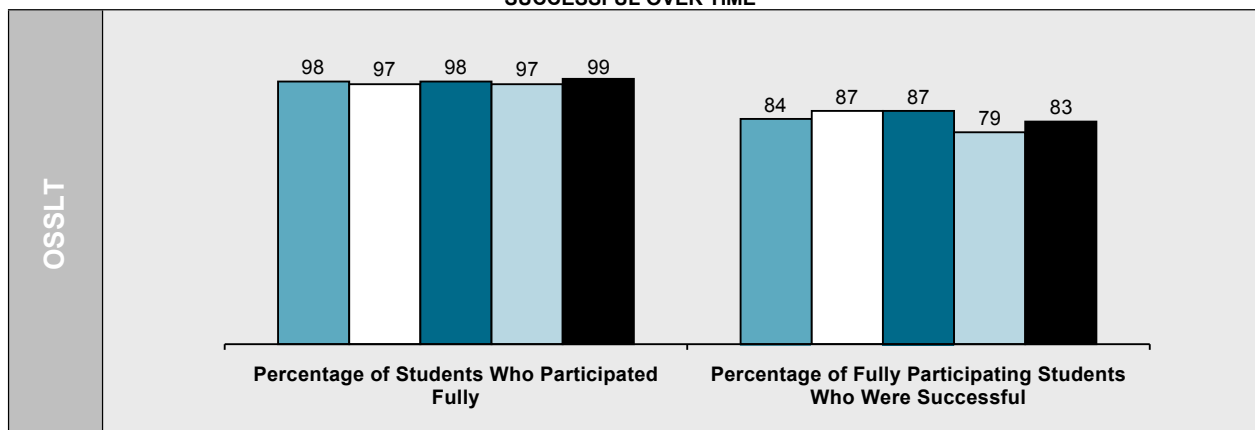
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	422	411	338	371	402
Applied mathematics	167	200	184	198	190
OSSLT: first-time eligible students who participated fully	605	575	603	524	530
OSSLT: first-time eligible fully participating students who were successful	508	498	525	416	442

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 21% participated fully and 73% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Sudbury Catholic DSB (29033)

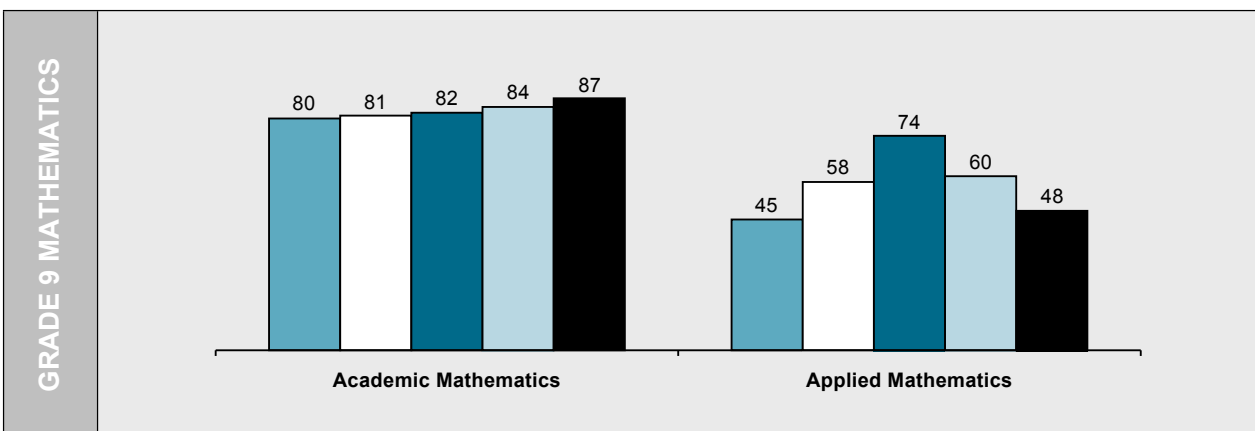
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	7%	45%	23%
Students with special education needs receiving accommodations**†	6%	23%	16%
Speak only or mostly a language other than English at home	1%	0%	1%
Number of schools	4	4	4

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

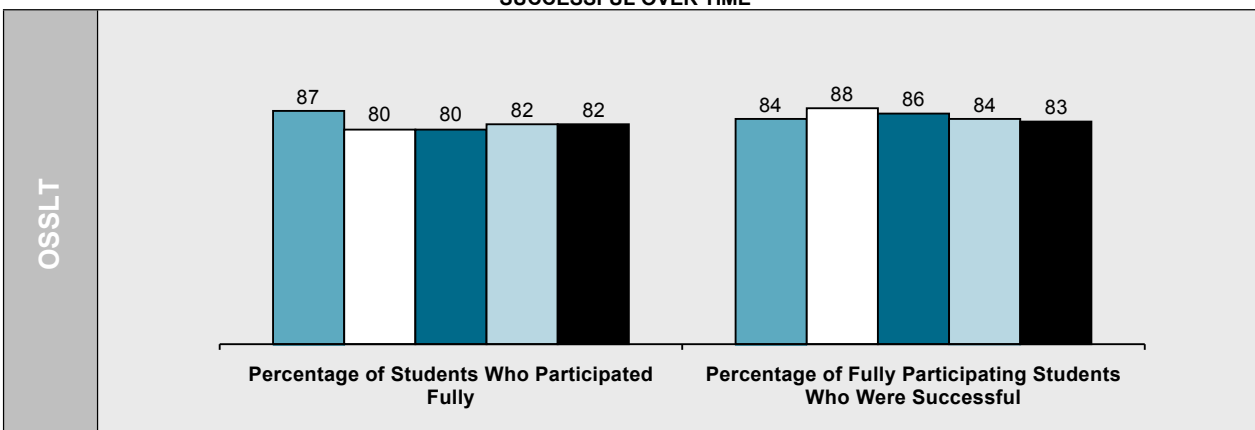
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	347	310	292	300	290
Applied mathematics	141	127	123	102	125
OSSLT: first-time eligible students who participated fully	444	370	352	359	333
OSSLT: first-time eligible fully participating students who were successful	372	326	304	300	278

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 34% participated fully and 47% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Superior-Greenstone DSB (28070)

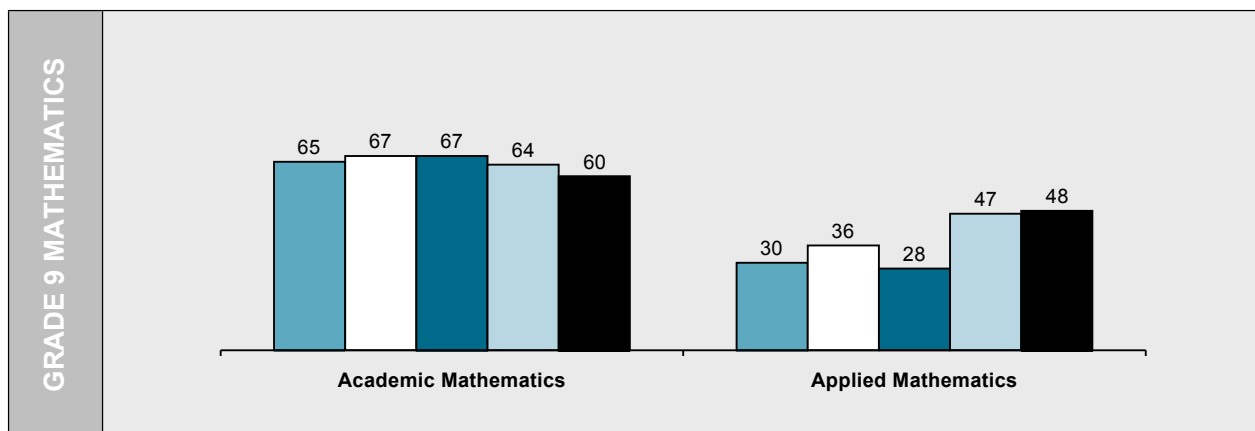
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	3%	35%	34%
Students with special education needs receiving accommodations**	2%	33%	26%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	5	5	5

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

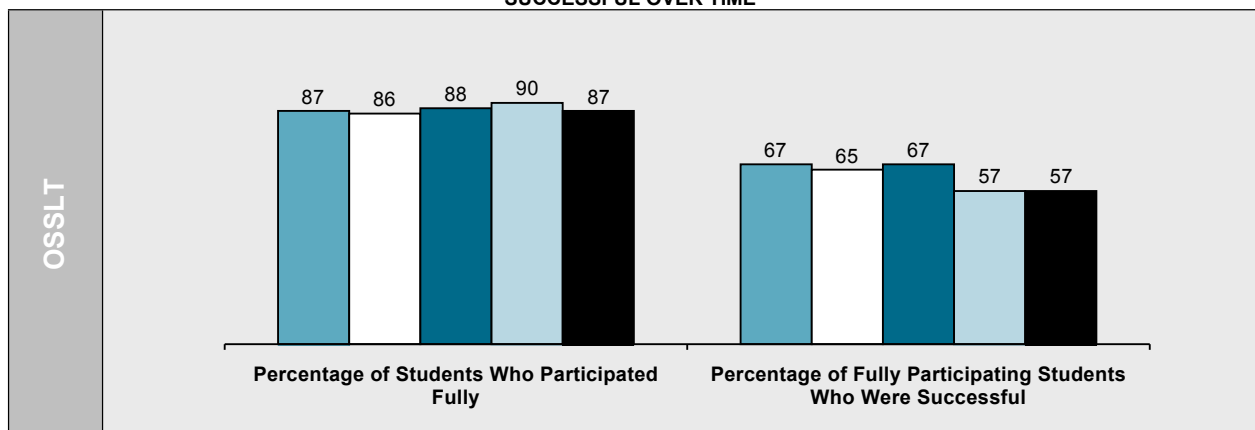
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	105	92	67	77	67
Applied mathematics	83	73	85	81	85
OSSLT: first-time eligible students who participated fully	180	170	157	139	143
OSSLT: first-time eligible fully participating students who were successful	120	110	105	79	81

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 31% participated fully and 28% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Thames Valley District School Board (66044)

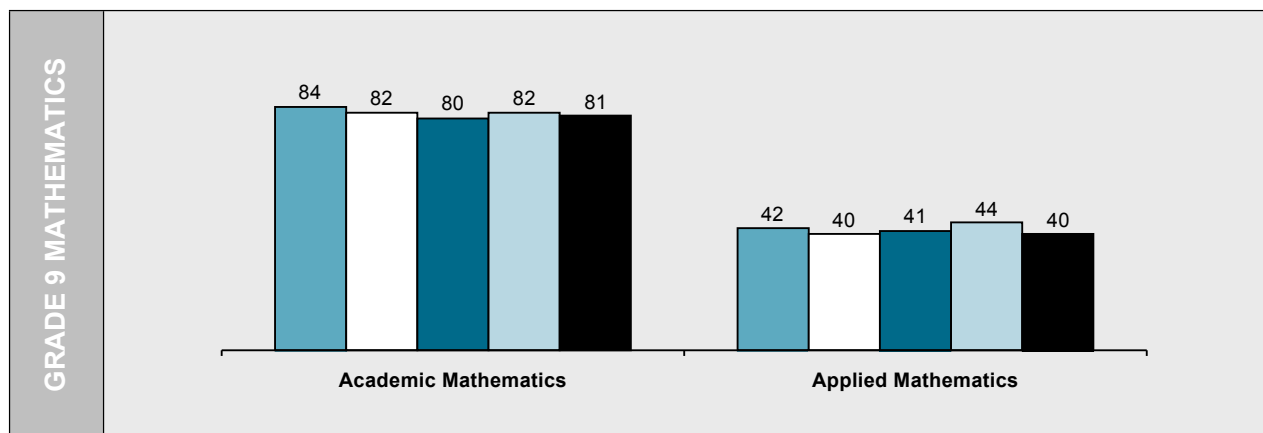
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	8%	8%	9%
English language learners receiving special provisions*	3%	4%	3%
Students with special education needs (excluding gifted)	6%	29%	18%
Students with special education needs receiving accommodations**†	5%	22%	16%
Speak only or mostly a language other than English at home	5%	3%	4%
Number of schools	27	27	28

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

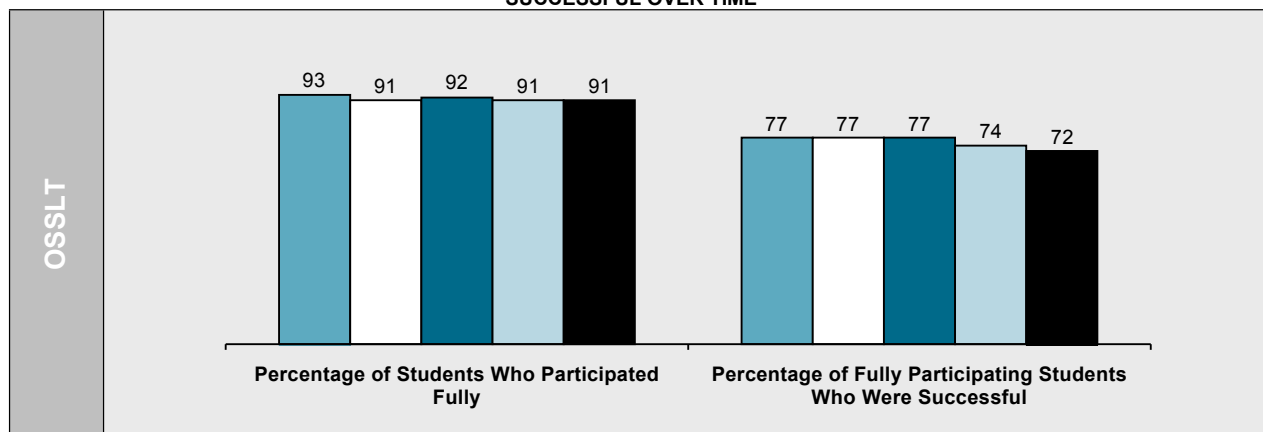
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	3 377	3 271	3 180	3 443	3 279
Applied mathematics	1 758	1 640	1 670	1 755	1 676
OSSLT: first-time eligible students who participated fully	5 020	4 923	4 834	4 699	4 911
OSSLT: first-time eligible fully participating students who were successful	3 843	3 788	3 729	3 495	3 548

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 54% participated fully and 37% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Thunder Bay Catholic DSB (29068)

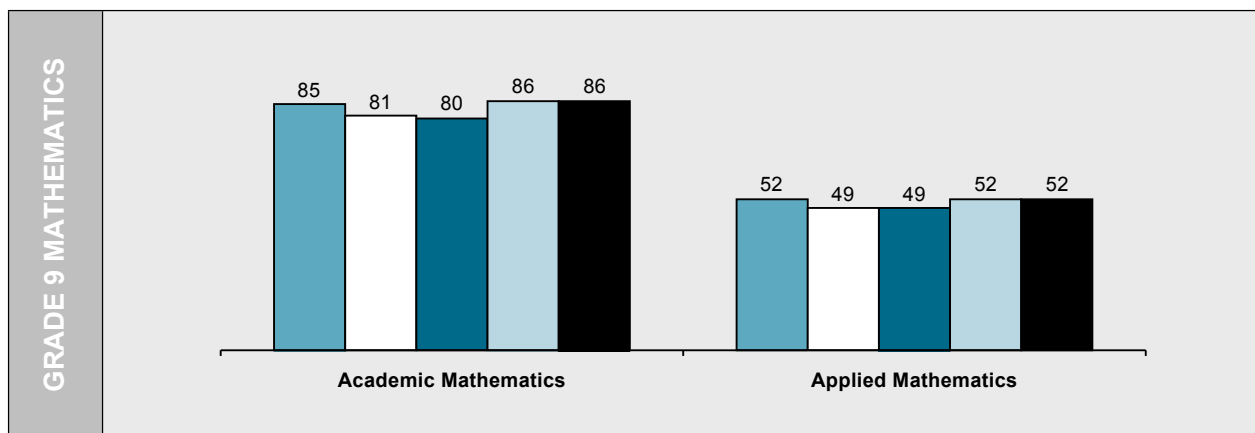
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions*	0%	1%	0%
Students with special education needs (excluding gifted)	4%	21%	12%
Students with special education needs receiving accommodations**†	3%	12%	6%
Speak only or mostly a language other than English at home	2%	1%	2%
Number of schools	2	2	2

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

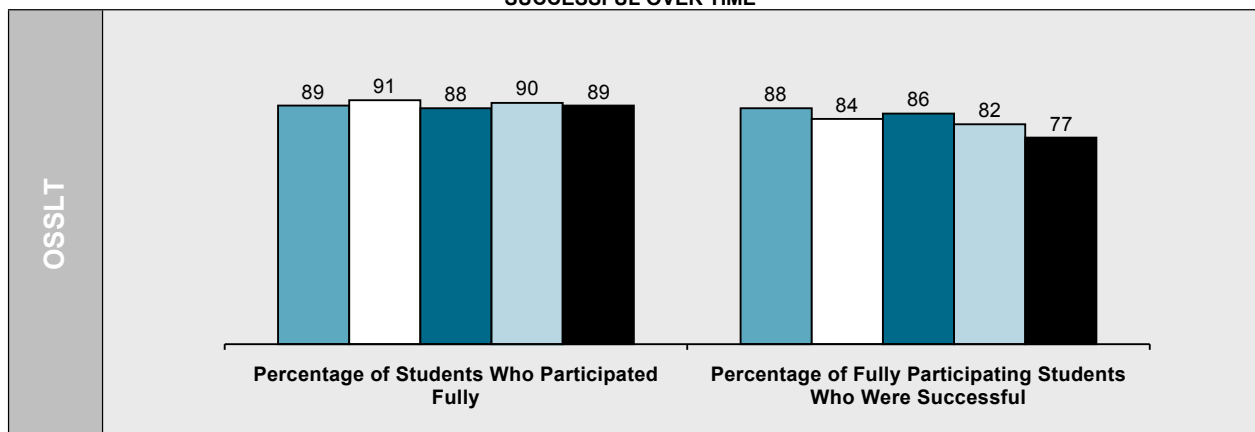
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	387	384	383	380	385
Applied mathematics	162	154	157	172	165
OSSLT: first-time eligible students who participated fully	498	493	474	474	486
OSSLT: first-time eligible fully participating students who were successful	436	415	409	390	375

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 48% participated fully and 47% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Toronto Catholic District School Board (67059)

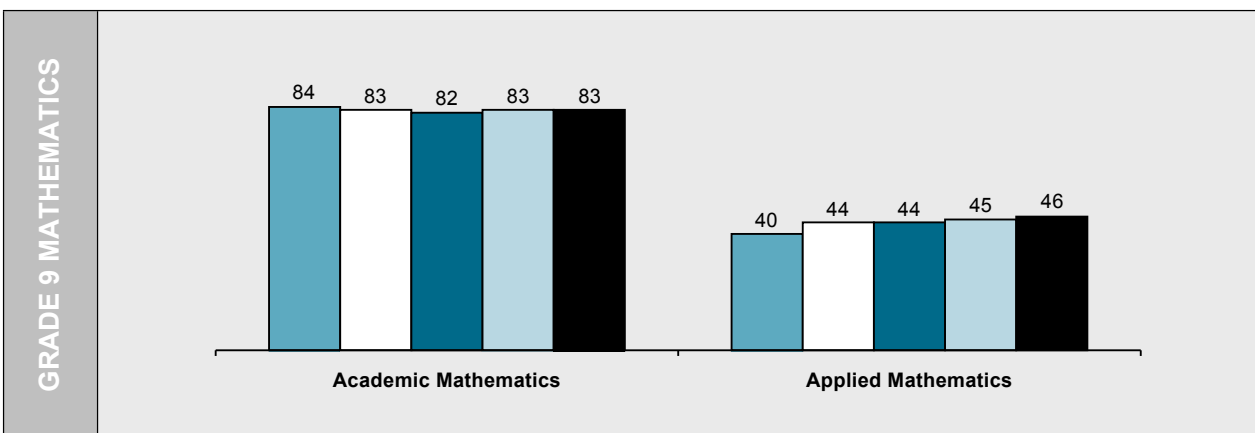
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	11%	28%	15%
English language learners receiving special provisions*	6%	19%	11%
Students with special education needs (excluding gifted)	5%	36%	18%
Students with special education needs receiving accommodations**†	5%	31%	15%
Speak only or mostly a language other than English at home	12%	16%	12%
Number of schools	32	31	36

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

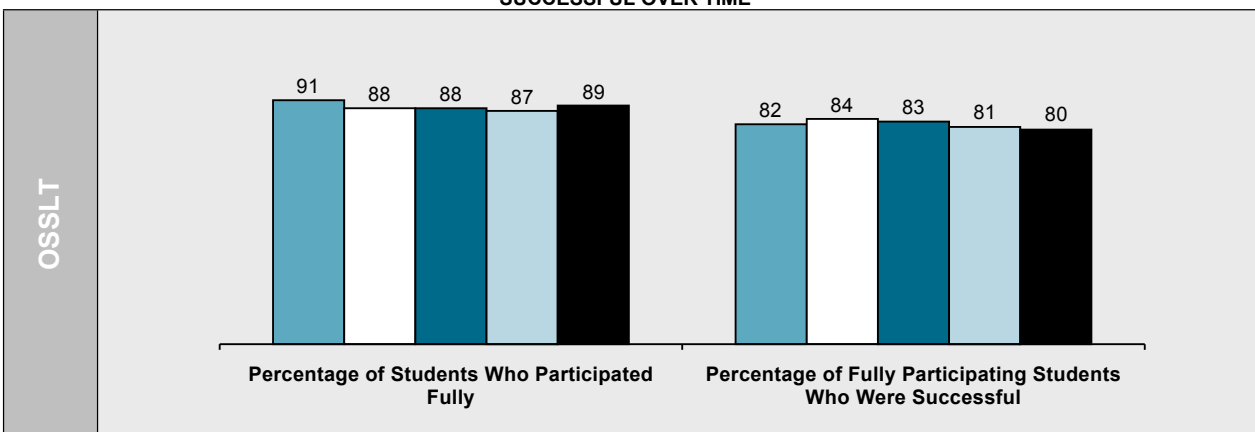
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	4 598	4 742	4 610	4 702	4 571
Applied mathematics	2 117	2 215	1 979	2 171	1 886
OSSLT: first-time eligible students who participated fully	6 608	6 284	6 324	5 963	6 177
OSSLT: first-time eligible fully participating students who were successful	5 416	5 282	5 260	4 838	4 936

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 56% participated fully and 41% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Toronto DSB (66052)

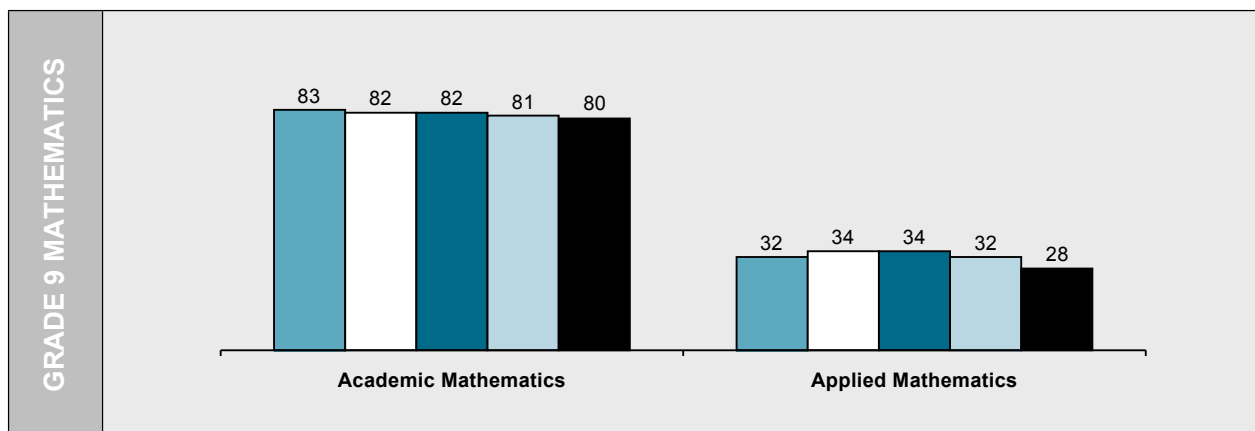
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	20%	11%
English language learners receiving special provisions*	4%	11%	4%
Students with special education needs (excluding gifted)	9%	47%	19%
Students with special education needs receiving accommodations**†	7%	35%	14%
Speak only or mostly a language other than English at home	16%	15%	14%
Number of schools	81	84	100

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

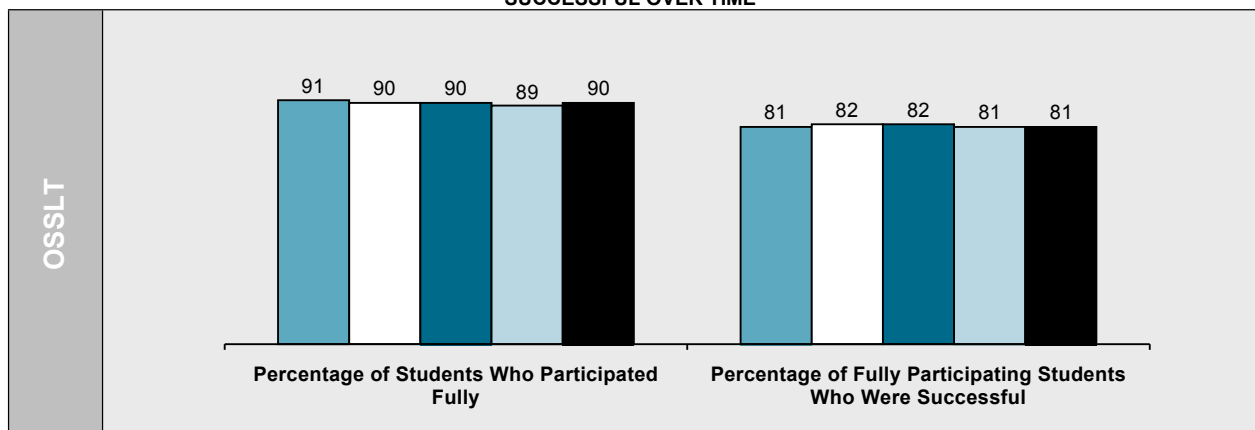
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	12 329	11 892	12 338	12 267	12 608
Applied mathematics	4 972	4 626	4 446	4 211	3 888
OSSLT: first-time eligible students who participated fully	15 912	15 378	14 690	14 943	14 602
OSSLT: first-time eligible fully participating students who were successful	12 861	12 597	11 994	12 117	11 860

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 47% participated fully and 45% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Trillium Lakelands DSB (66087)

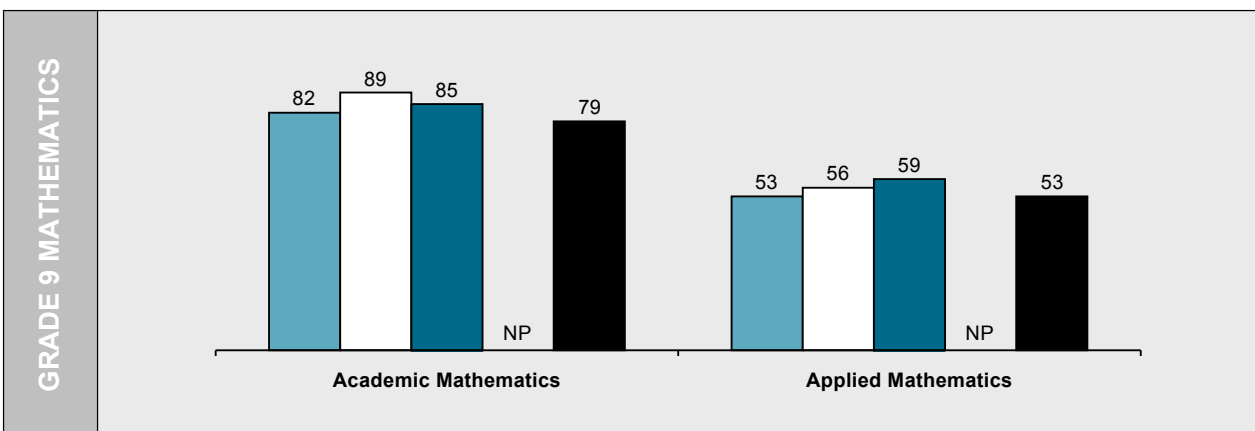
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	0%
Students with special education needs (excluding gifted)	12%	55%	29%
Students with special education needs receiving accommodations**†	6%	49%	25%
Speak only or mostly a language other than English at home	1%	0%	1%
Number of schools	7	7	10

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

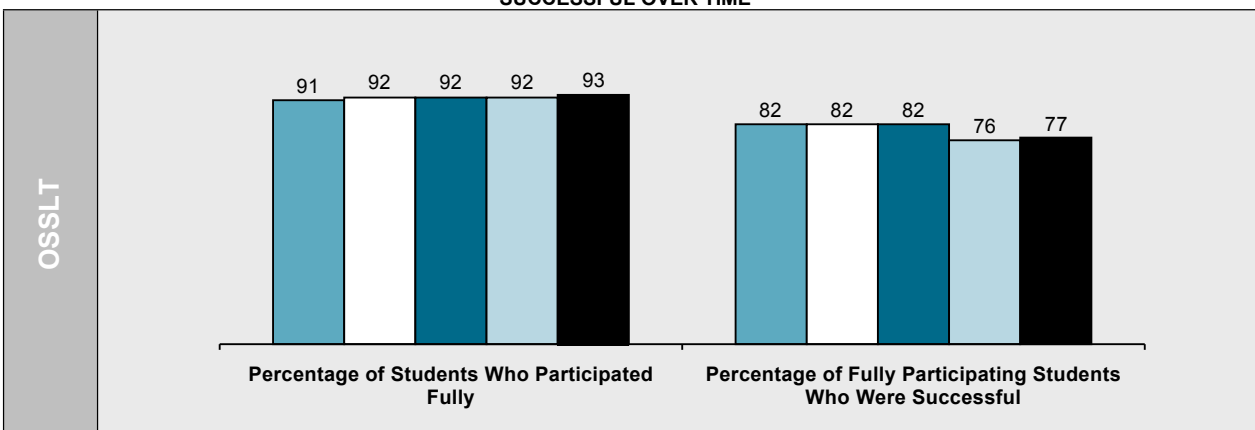
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	795	754	665	NP	629
Applied mathematics	407	419	415	NP	373
OSSLT: first-time eligible students who participated fully	1 246	1 130	1 117	1 098	1 102
OSSLT: first-time eligible fully participating students who were successful	1 017	926	919	832	853

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 45% participated fully and 51% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Upper Canada DSB (66192)

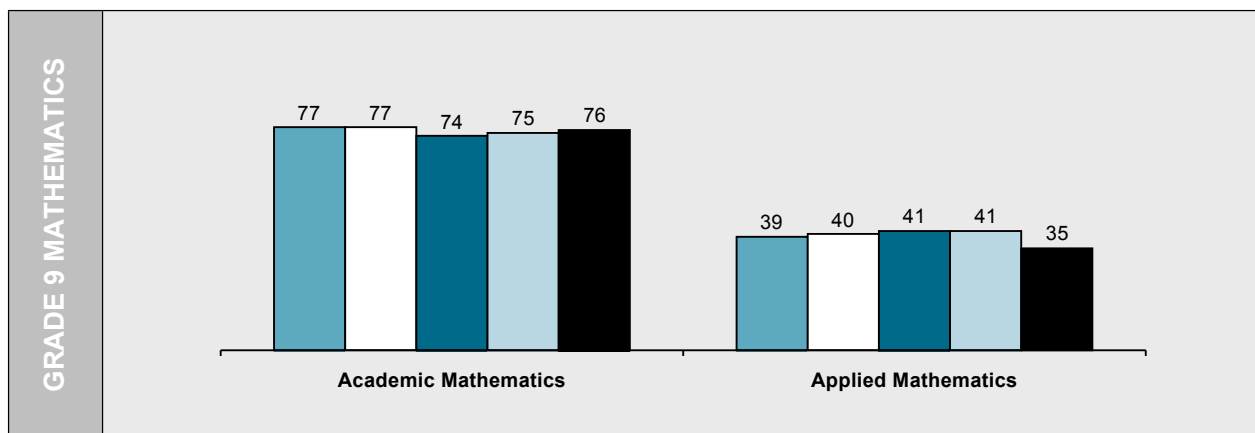
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	1%	2%
English language learners receiving special provisions*	1%	1%	2%
Students with special education needs (excluding gifted)	14%	52%	31%
Students with special education needs receiving accommodations**†	15%	49%	28%
Speak only or mostly a language other than English at home	1%	2%	1%
Number of schools	22	22	23

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

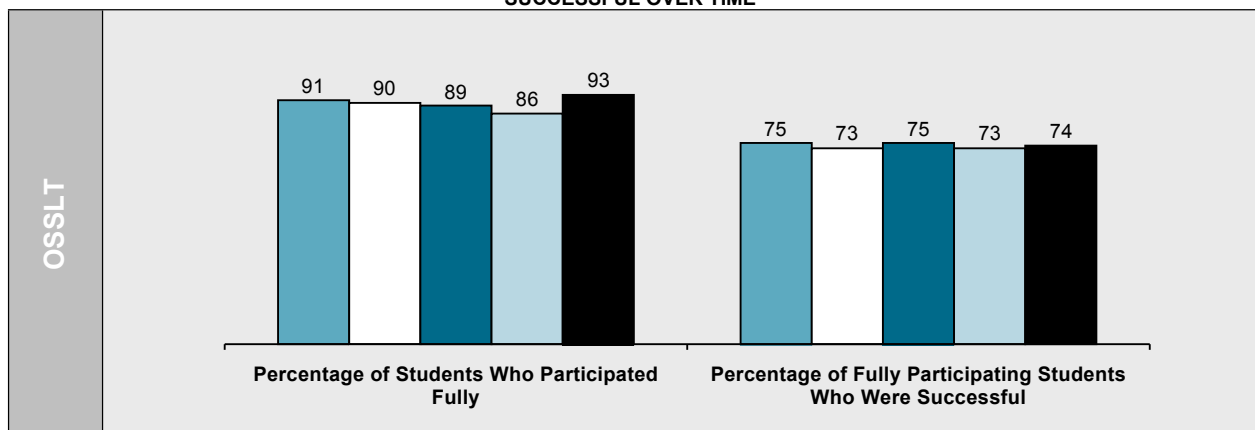
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 132	1 162	1 155	1 153	1 111
Applied mathematics	720	710	669	570	579
OSSLT: first-time eligible students who participated fully	2 103	1 977	1 905	1 817	1 739
OSSLT: first-time eligible fully participating students who were successful	1 578	1 451	1 421	1 333	1 282

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 40% participated fully and 49% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: Upper Grand DSB (66117)

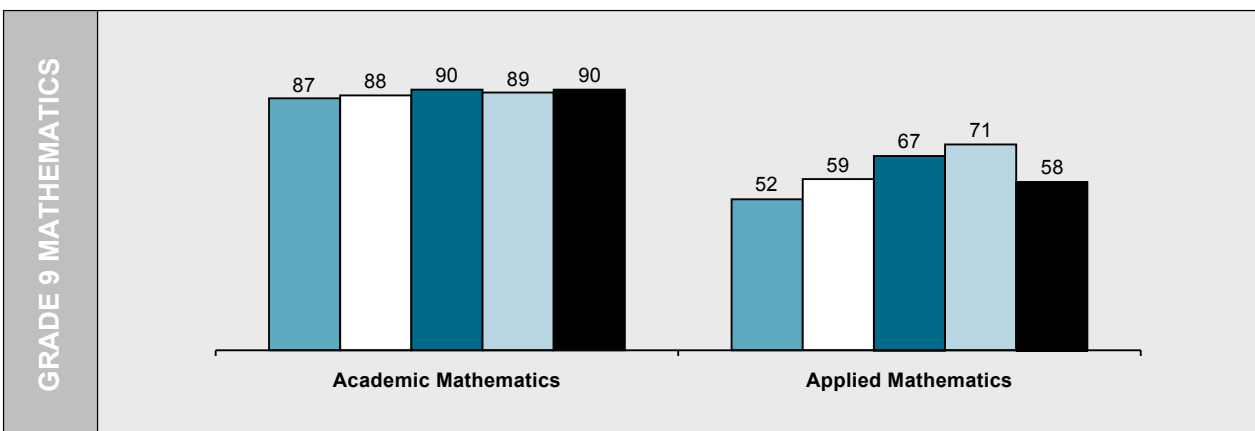
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	2%
English language learners receiving special provisions*	1%	3%	<1%
Students with special education needs (excluding gifted)	11%	43%	24%
Students with special education needs receiving accommodations**†	9%	35%	19%
Speak only or mostly a language other than English at home	4%	2%	3%
Number of schools	10	11	11

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

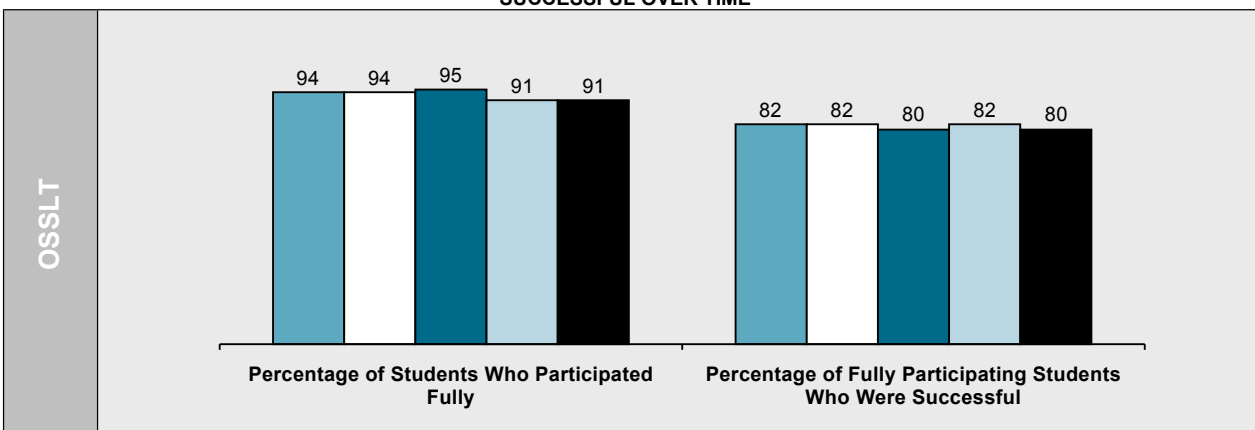
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 657	1 628	1 536	1 598	1 583
Applied mathematics	718	775	758	734	718
OSSLT: first-time eligible students who participated fully	2 460	2 374	2 375	2 232	2 319
OSSLT: first-time eligible fully participating students who were successful	2 021	1 943	1 908	1 834	1 859

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 45% participated fully and 51% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Waterloo Catholic DSB (67148)

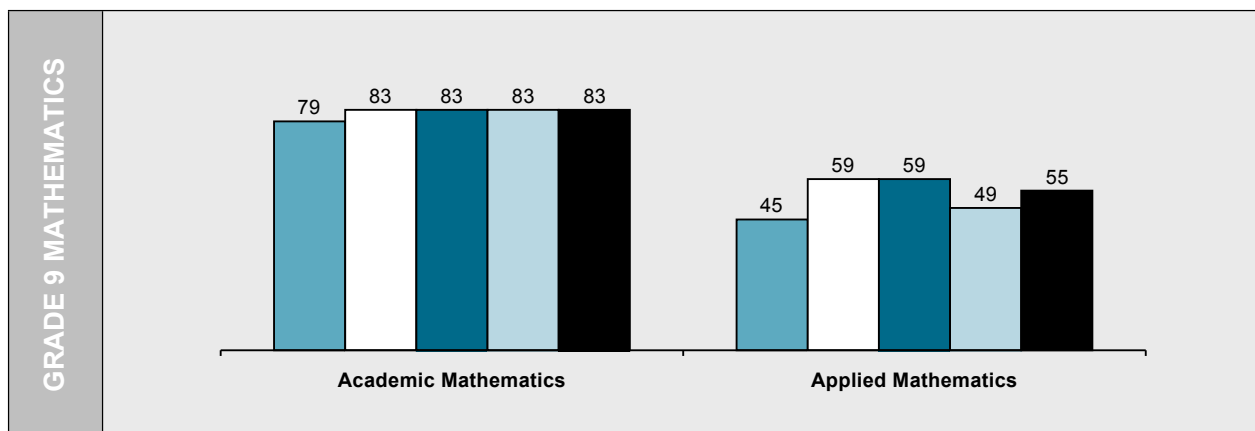
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	9%	3%
English language learners receiving special provisions*	6%	8%	1%
Students with special education needs (excluding gifted)	10%	49%	23%
Students with special education needs receiving accommodations**†	7%	48%	20%
Speak only or mostly a language other than English at home	8%	6%	5%
Number of schools	5	5	5

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

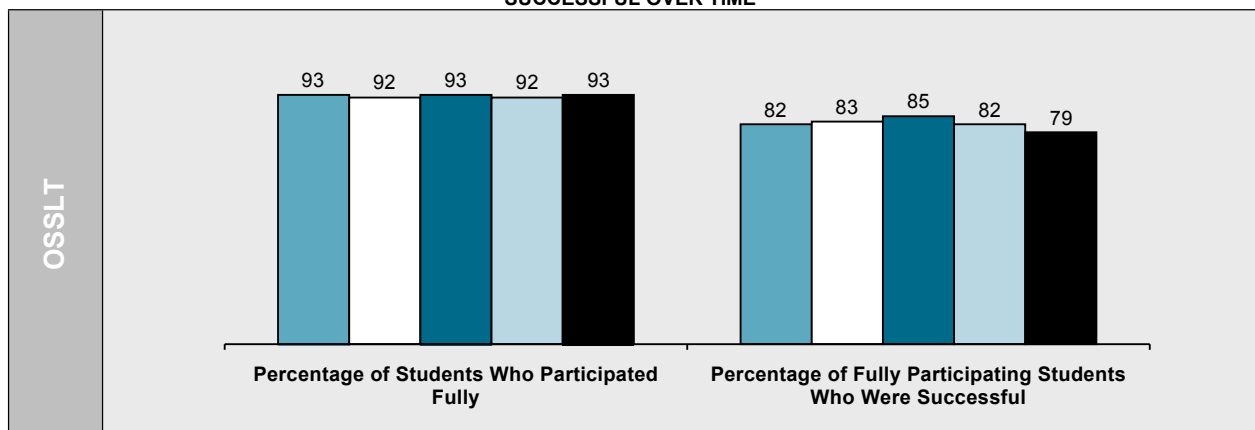
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 079	1 065	957	1 062	1 079
Applied mathematics	427	427	413	384	431
OSSLT: first-time eligible students who participated fully	1 369	1 445	1 392	1 304	1 381
OSSLT: first-time eligible fully participating students who were successful	1 120	1 204	1 179	1 073	1 092

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 51% participated fully and 44% of fully participating students were successful.

■ 2012–2013 ■ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Waterloo Region DSB (66176)

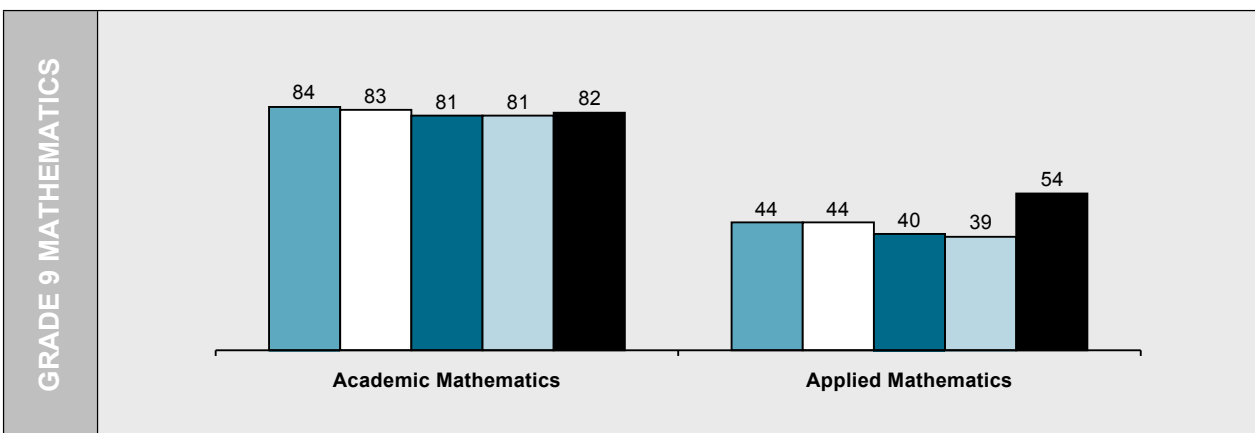
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	9%	4%
English language learners receiving special provisions*	2%	6%	1%
Students with special education needs (excluding gifted)	10%	38%	19%
Students with special education needs receiving accommodations**†	7%	32%	16%
Speak only or mostly a language other than English at home	9%	7%	5%
Number of schools	16	16	16

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

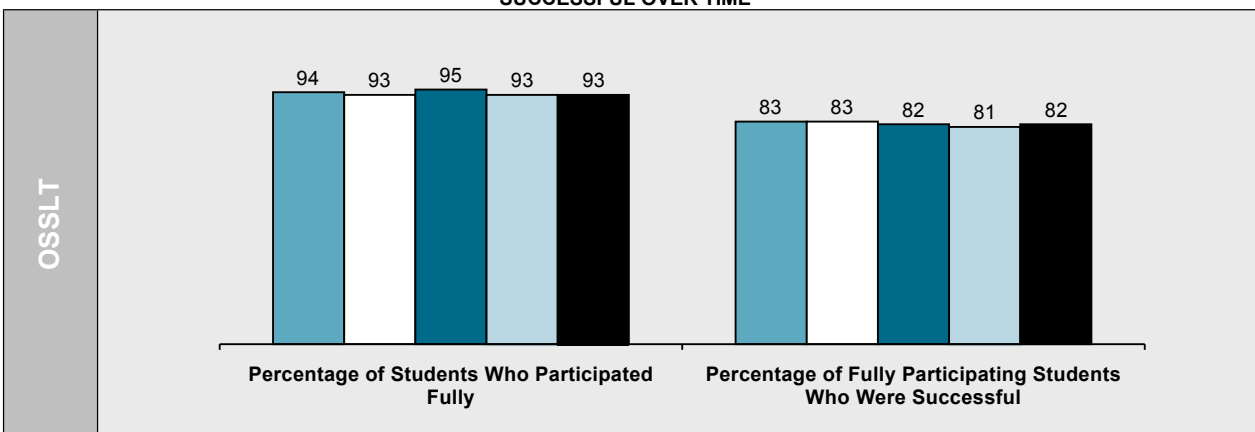
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	3 148	3 081	3 172	3 315	3 083
Applied mathematics	1 243	1 214	1 071	1 120	1 029
OSSLT: first-time eligible students who participated fully	4 242	4 225	4 112	3 997	4 146
OSSLT: first-time eligible fully participating students who were successful	3 508	3 498	3 392	3 249	3 388

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 44% participated fully and 54% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: Wellington Catholic DSB (67130)

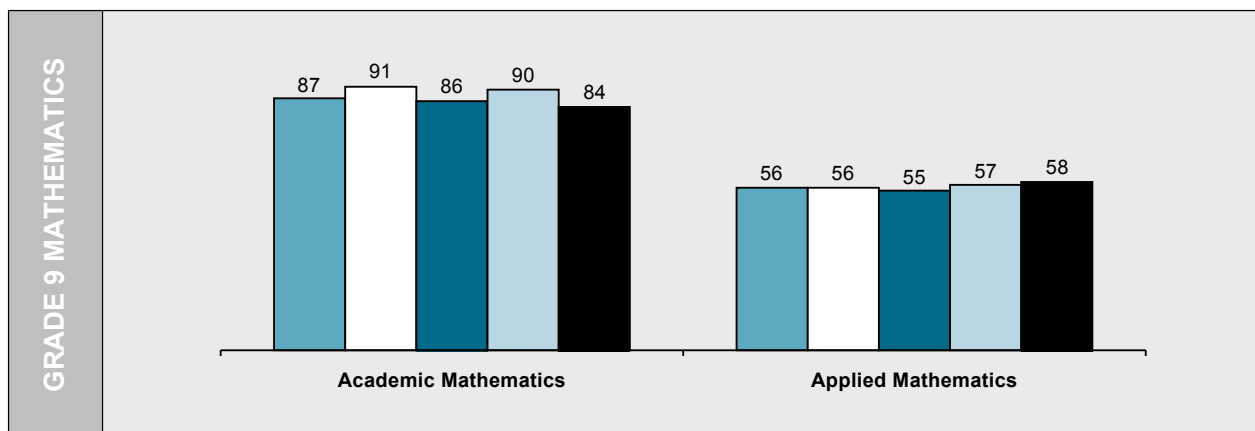
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	11%	4%
English language learners receiving special provisions*	1%	10%	4%
Students with special education needs (excluding gifted)	10%	55%	23%
Students with special education needs receiving accommodations**†	10%	53%	21%
Speak only or mostly a language other than English at home	6%	5%	6%
Number of schools	4	4	4

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

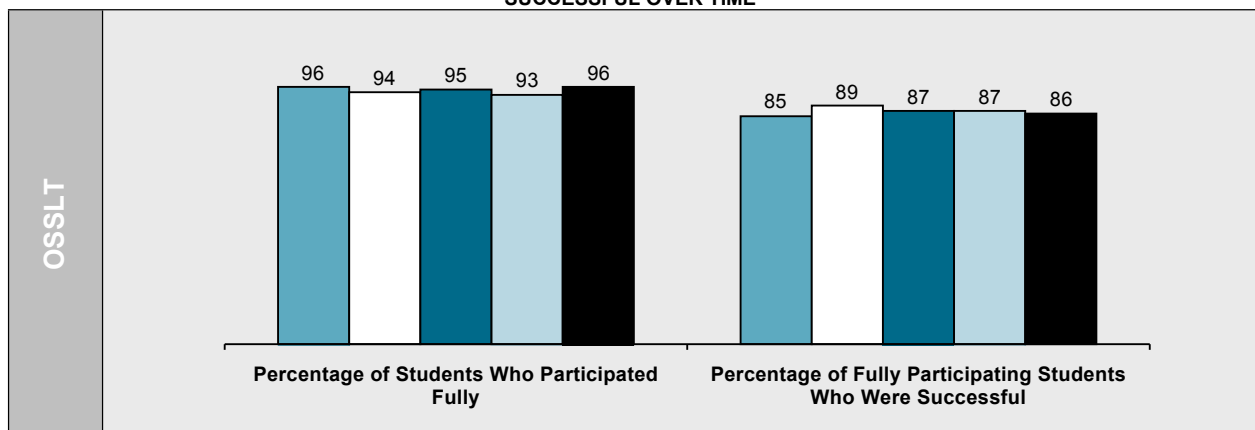
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	448	446	427	442	407
Applied mathematics	117	146	100	92	113
OSSLT: first-time eligible students who participated fully	533	554	577	511	534
OSSLT: first-time eligible fully participating students who were successful	454	491	500	447	458

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 67% participated fully and 58% of fully participating students were successful.

■ 2012–2013 □ 2013–2014 ■ 2014–2015 ■ 2015–2016 ■ 2016–2017

Board Name: Windsor-Essex Catholic DSB (67024)

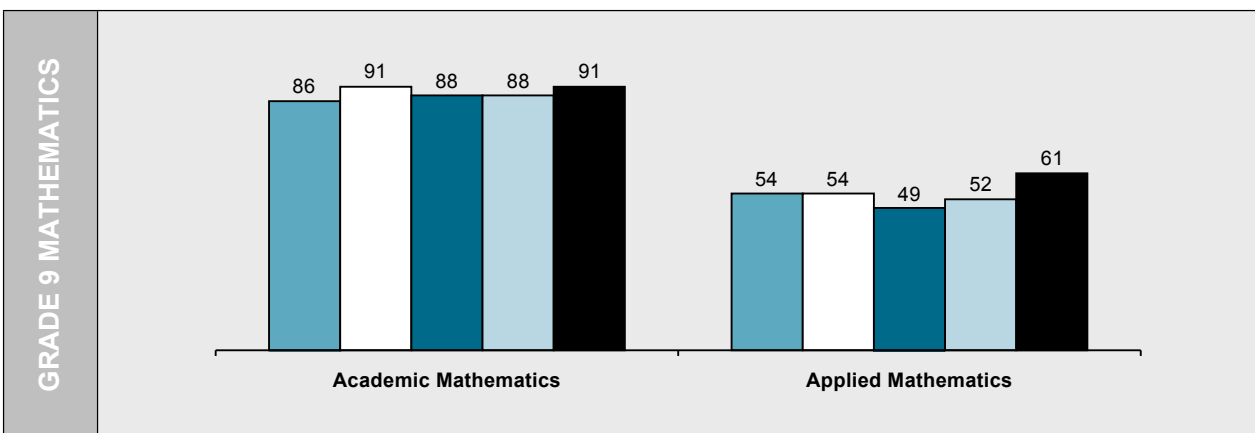
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	12%	6%
English language learners receiving special provisions*	2%	9%	2%
Students with special education needs (excluding gifted)	4%	35%	16%
Students with special education needs receiving accommodations**†	3%	28%	10%
Speak only or mostly a language other than English at home	6%	7%	5%
Number of schools	8	8	8

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

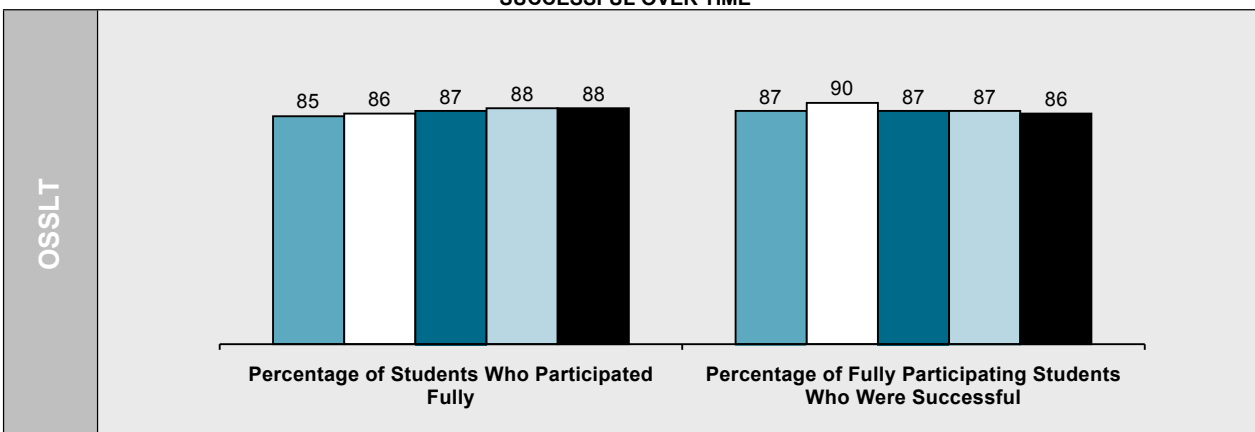
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	1 181	1 162	1 181	1 123	1 173
Applied mathematics	504	511	454	469	480
OSSLT: first-time eligible students who participated fully	1 490	1 531	1 483	1 459	1 426
OSSLT: first-time eligible fully participating students who were successful	1 289	1 372	1 287	1 276	1 226

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 55% participated fully and 41% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

Board Name: York Catholic DSB (67075)

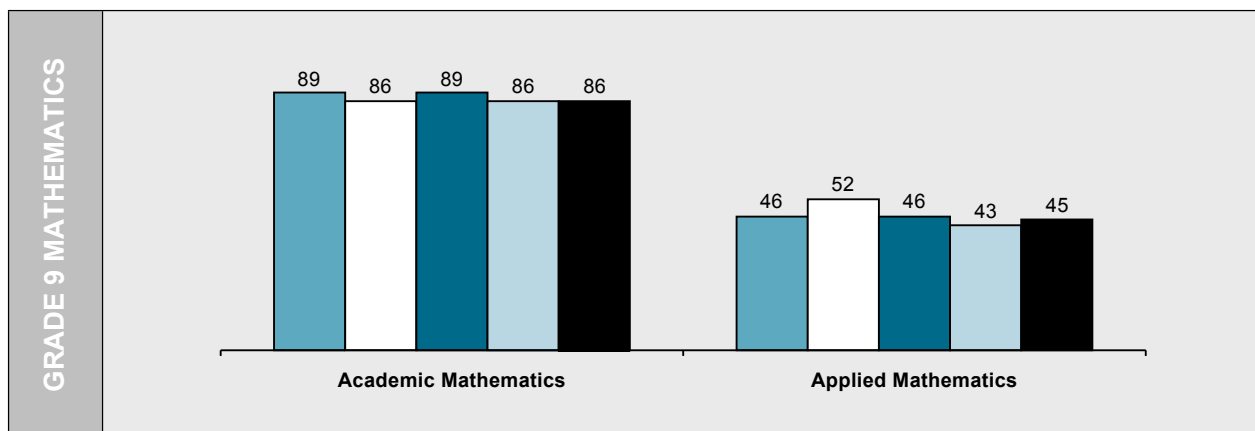
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	8%	4%
English language learners receiving special provisions*	3%	8%	3%
Students with special education needs (excluding gifted)	7%	52%	13%
Students with special education needs receiving accommodations**†	6%	49%	12%
Speak only or mostly a language other than English at home	10%	8%	8%
Number of schools	15	15	16

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

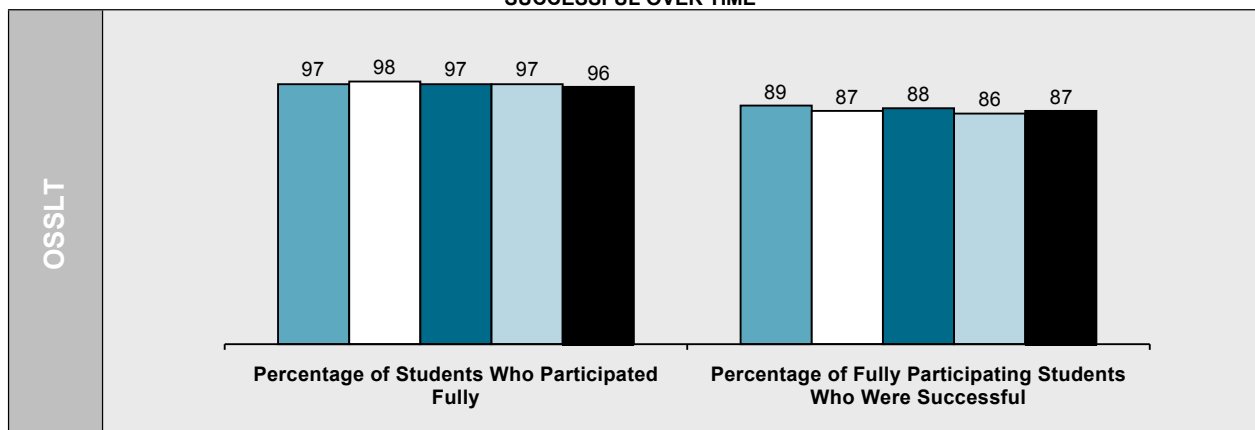
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	3 549	3 605	3 530	3 755	3 852
Applied mathematics	940	871	842	864	738
OSSLT: first-time eligible students who participated fully	4 442	4 342	4 316	4 283	4 386
OSSLT: first-time eligible fully participating students who were successful	3 941	3 792	3 791	3 703	3 799

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE SUCCESSFUL OVER TIME



Note: 2017 OSSLT results for previously eligible students: 51% participated fully and 56% of fully participating students were successful.

2012–2013 2013–2014 2014–2015 2015–2016 2016–2017

Board Name: York Region DSB (66095)

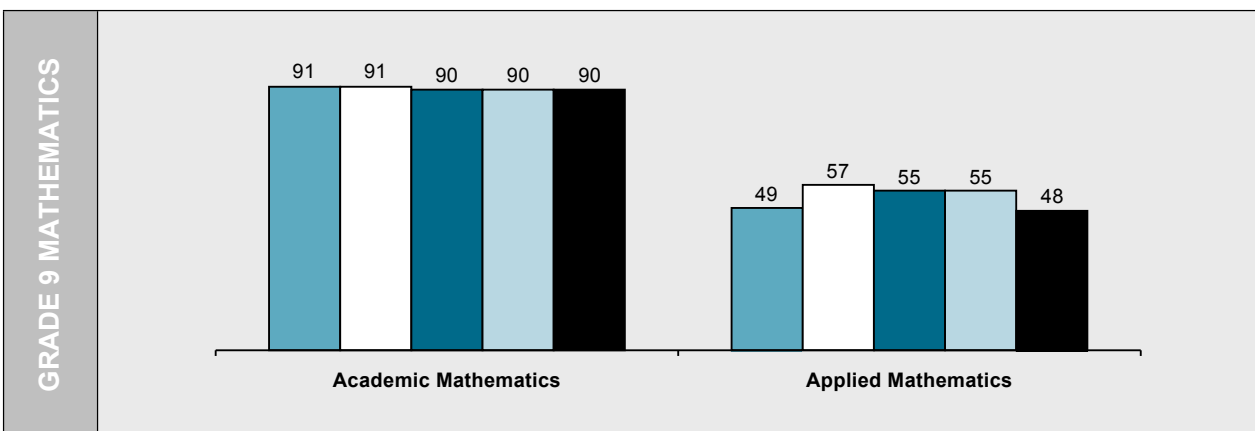
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	11%	15%	10%
English language learners receiving special provisions*	6%	12%	6%
Students with special education needs (excluding gifted)	8%	53%	17%
Students with special education needs receiving accommodations**†	7%	47%	16%
Speak only or mostly a language other than English at home	14%	10%	12%
Number of schools	33	33	35

* Percentages are based on students who participated fully in the March administration.

† Excluding gifted for OSSLT

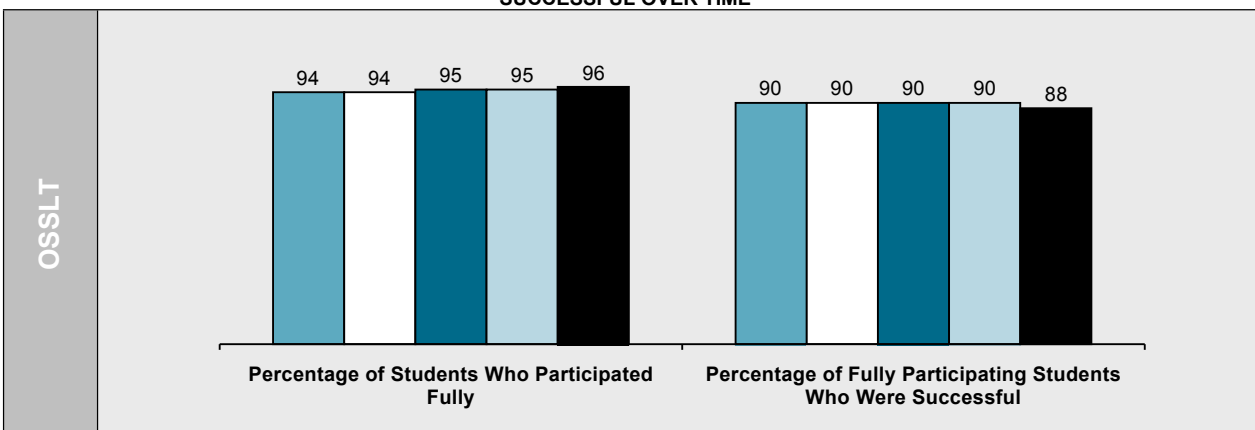
Number of Students	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Academic mathematics	6 910	7 232	7 367	7 358	7 530
Applied mathematics	1 770	1 701	1 624	1 637	1 582
OSSLT: first-time eligible students who participated fully	8 432	8 282	8 367	8 513	8 553
OSSLT: first-time eligible fully participating students who were successful	7 560	7 454	7 492	7 624	7 558

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



NP: "Non-participating" indicates that due to exceptional circumstances, some or all of the board's students did not participate.

**PERCENTAGE OF FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE OF STUDENTS WHO WERE
SUCCESSFUL OVER TIME**



Note: 2017 OSSLT results for previously eligible students: 48% participated fully and 57% of fully participating students were successful.

■ 2012–2013
 ■ 2013–2014
 ■ 2014–2015
 ■ 2015–2016
 ■ 2016–2017

