

English-Language Students

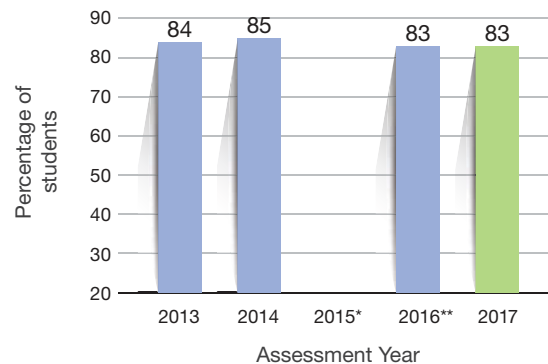


Comparison of Results Over Time

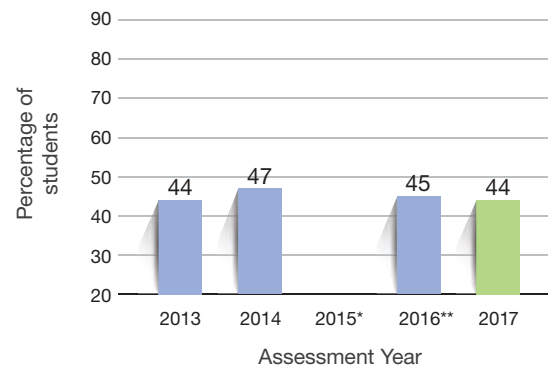
- There were 96 449 Grade 9 students enrolled in the academic course and 34 797 in the applied course at the time of the 2016–2017 assessment.
- This assessment measures the mathematics skills *The Ontario Curriculum* expects students to have learned by the end of Grade 9. Separate versions of the assessment are administered to students in the academic and the applied courses.

Percentage of Grade 9 Students at or Above the Provincial Standard (Levels 3 and 4)

ACADEMIC



APPLIED



* Provincial results for the Grade 9 Assessment of Mathematics were not available in 2015. Due to labour disruptions, not all schools participated that school year.

** In 2016, secondary schools in the Trillium Lakelands District School Board did not participate in the assessments due to ongoing labour issues.

Tracking Progress in Mathematics from Grade 3 Through Grade 6 to Grade 9

Keeping tabs on every student through his or her schooling helps support the progress of all learners.

Key Findings: What Tracking Students from Grade 3 Through Grade 6 to Grade 9 Tells Us:

- **Students who meet the provincial standard early in their schooling are more likely to maintain their high achievement in secondary school.**

Of the students who had met the provincial standard in both Grade 3 and Grade 6, 94% in the Grade 9 academic mathematics course and 84% in the Grade 9 applied mathematics course met it again.

- **Students who do not meet the provincial standard early in their schooling are more likely to continue not meeting it in later grades.**

Of the students who had not met the provincial standard in Grade 3 and also had not in Grade 6, 49% in the Grade 9 academic mathematics course and 67% in the Grade 9 applied mathematics course did not meet it.

- **Pinpointing the needs of students early and providing support makes a difference.**

The majority of students who had not met the standard in Grade 3 but were supported and improved to meet it in Grade 6 carried that success forward into Grade 9. Of the students who had not met the provincial standard in Grade 3, but had met it in Grade 6, 80% in the Grade 9 academic mathematics course and 64% in the Grade 9 applied mathematics course met it again.



About the Graphs on the Following Page

The graphs on the following page show how students who were in the Grade 9 academic and applied mathematics courses in 2017 performed compared to their results when they were in Grade 3 in 2011 and Grade 6 in 2014.

The percentages in the charts are based on the number of students who could be tracked, including those who participated, were exempted or did not provide enough work to be scored. Specifically,

- of the 96 449 students enrolled in the Grade 9 academic course in 2017, 79 397 (82%) could be tracked in Grade 3 and Grade 6.
- of the 34 797 students enrolled in the Grade 9 applied course in 2017, 25 138 (72%) could be tracked in Grade 3 and Grade 6.

Their achievement in Grade 3 and Grade 6 is illustrated through four different categories:

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

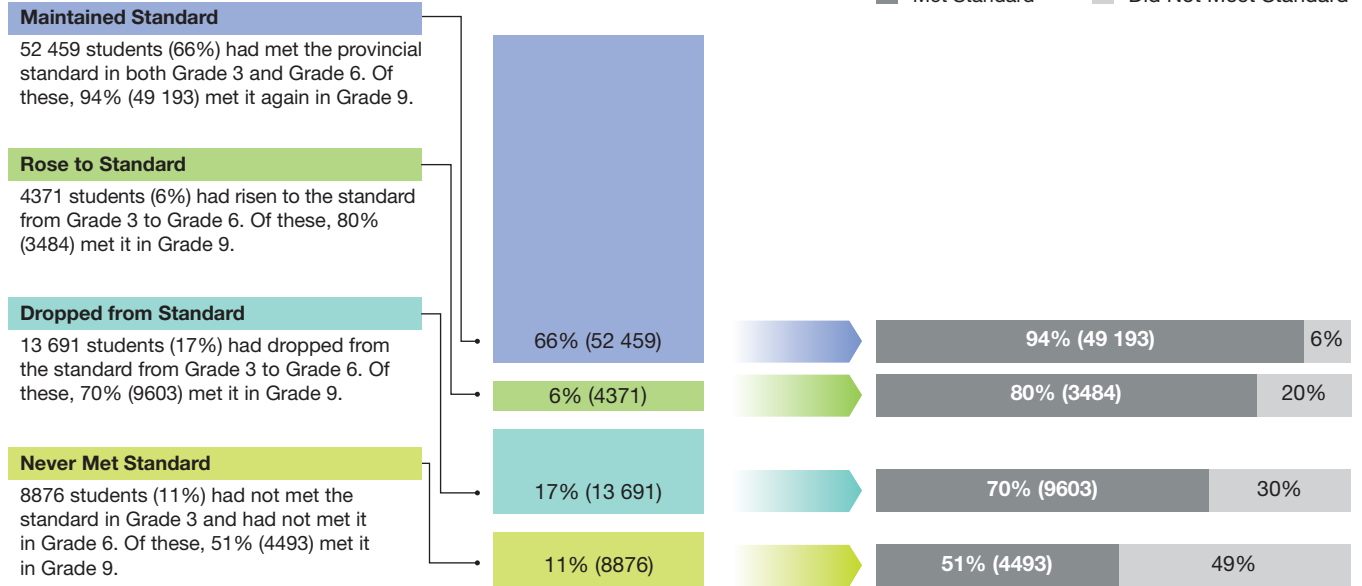
Note: Student results in the analyses throughout this document have been linked using the students' names and their Ontario Education Numbers (OENs). Not all results could be linked. Reasons include the student's recent arrival in Ontario (i.e., he or she was not in the school system for the previous assessment), misspelled names or inaccurate OENs. Numbers have been rounded off to the nearest whole percentage throughout this document.

ACADEMIC MATHEMATICS COURSE

Relationship to the Standard
from Grade 3 to Grade 6

Grade 9 Outcome

Number of students in the cohort: 79 397

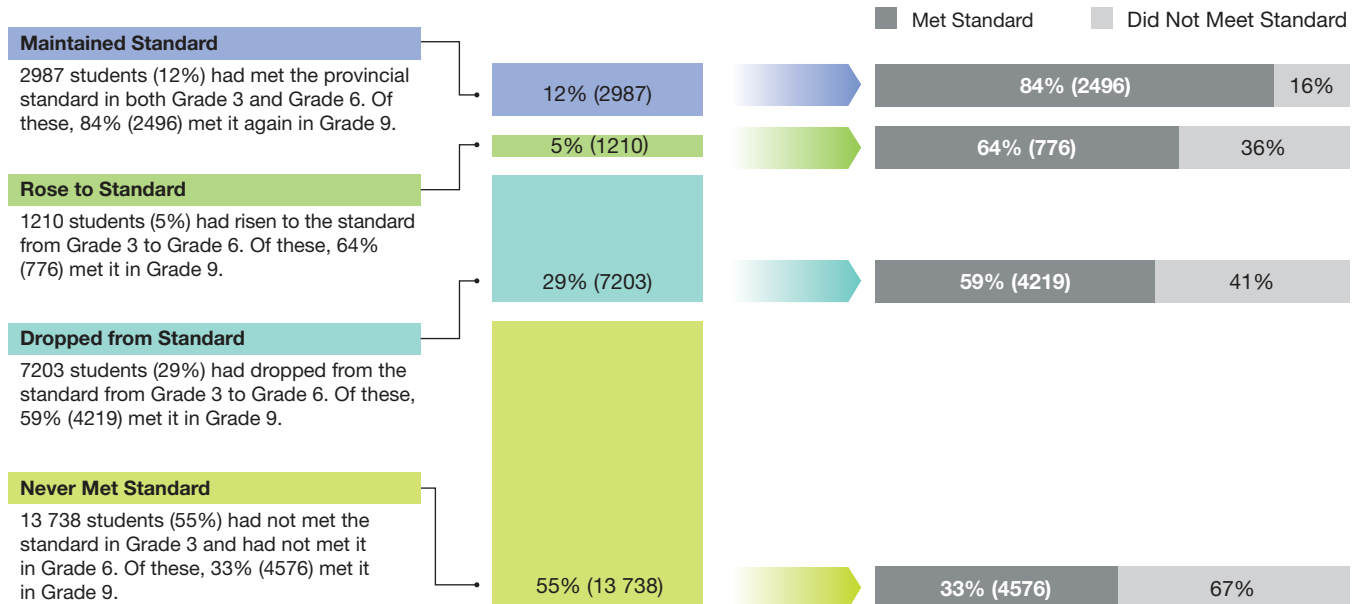


APPLIED MATHEMATICS COURSE

Relationship to the Standard
from Grade 3 to Grade 6

Grade 9 Outcome

Number of students in the cohort: 25 138



Please visit www.eqao.com for more information.

About EQAO

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.

Education Quality and
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