

### Year 1 (Grade 9) Cohort, Annual Subject Completion 2015-16

The Secondary Success Indicators (SSI) Fact Sheets incorporate secondary success indicator variables from the Toronto District School Board's (TDSB) School Information Systems (SIS). This Fact Sheet focuses on the achievement patterns of **Year 1 (Grade 9) student** cohorts in four key subject areas over time, including English, Mathematics, Science, and Geography. Each Year 1 (Grade 9) cohort consists of students aged 13 to 15 years old who attended the TDSB over the full school year (September through June) and who, according to student records, were new to secondary school studies.

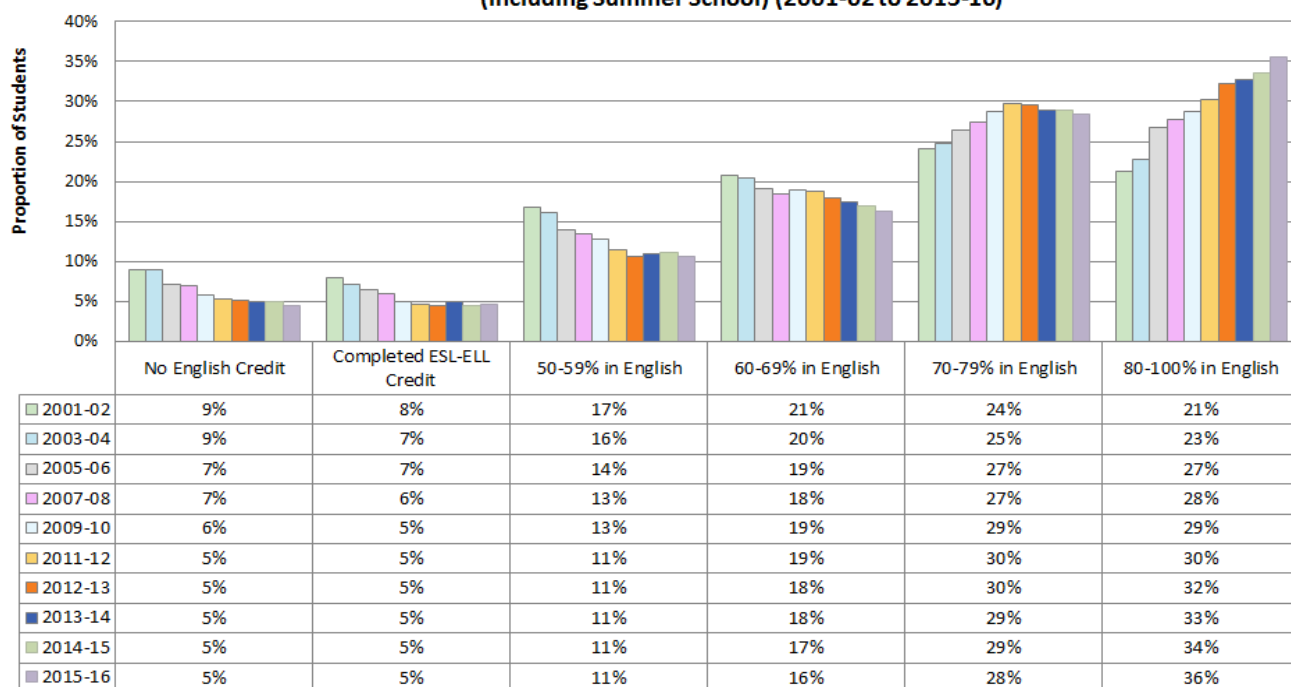
### English Achievement

Students in Grade 9 are required to complete either an **English or English Language Learner (ESL-ELL) course**. This section looks at the achievement of students in the Grade 9 cohort who: 1) did not achieve an English or ESL-ELL credit by the end of Summer School 2016; 2) achieved an ESL-ELL course, but did not complete an English course; 3) had an average of 50-59% in the English course that they passed; 4) had an average of 60-69% in the English course that they passed; 5) had an average of 70-79% in the English course that they passed; 6) had an average of 80% or more in the English course that they passed.

#### The Trend:

*Between 2001-02 and 2015-16, the proportion of students achieving 80% or higher in the English course increased from 21% to 36%; while the proportion of students who did not complete the course declined from 9% to 5%.*

**Figure 1: Year 1 (Grade 9) Students, Full Year Achievement in English/ESL-ELL (Including Summer School) (2001-02 to 2015-16)**



Achievement Outcomes (2015-16 N=15,656)



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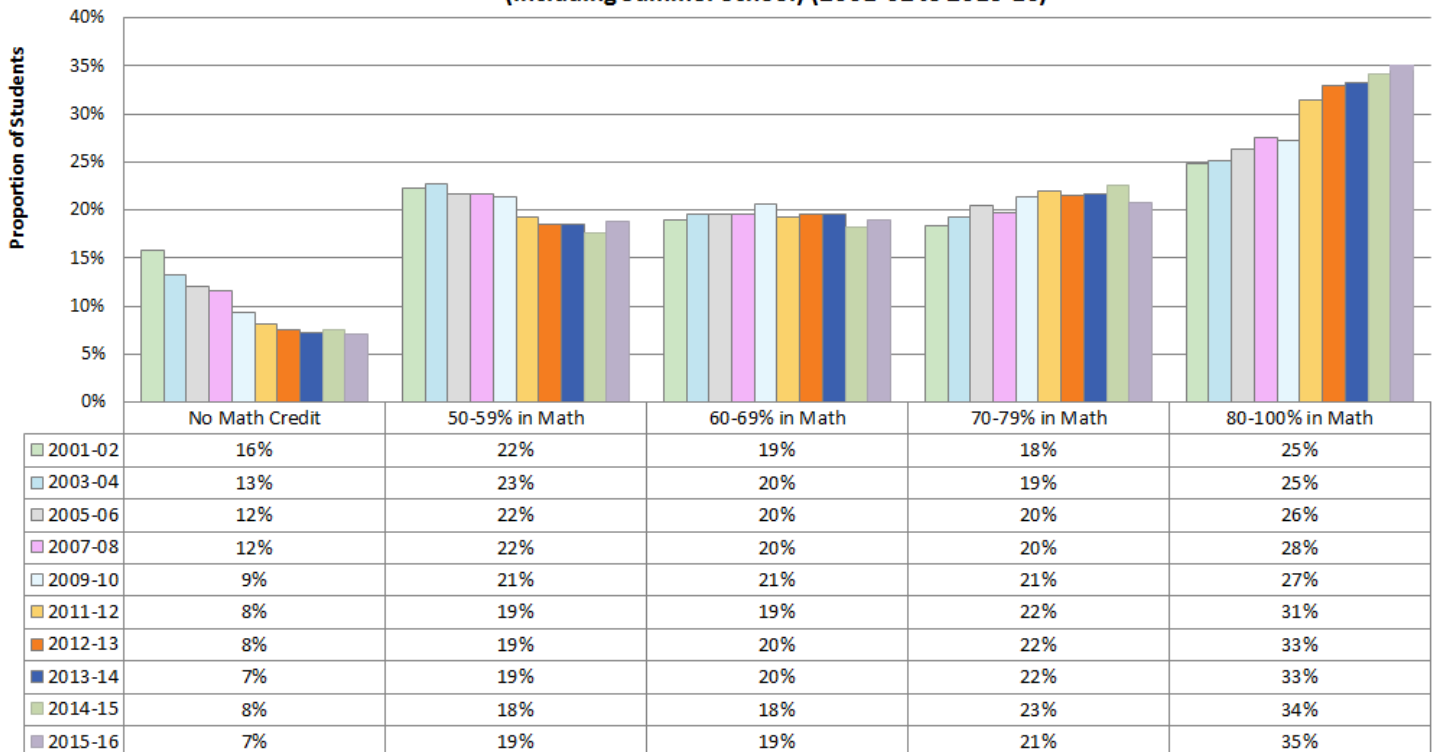
## Mathematics Achievement

Students in Grade 9 are required to complete a **Mathematics** course. This section looks at the achievement of students in the Grade 9 cohort who: 1) withdrew or failed a Mathematics course, or accumulated less than one Mathematics credit by the end of Summer School 2016; 2) had an average of 50-59% in the Mathematics course that they passed; 3) had an average of 60-69% in the Mathematics course that they passed; 4) had an average of 70-79% in the Mathematics course that they passed; 5) had an average of 80% or more in the Mathematics course that they passed.

### The Trend:

*Between 2001-02 and 2015-16, the proportion of students achieving 80% or higher in the Mathematics course increased from 25% to 35%; while the proportion of students who did not complete the course declined from 16% to 7%.*

**Figure 2: Year 1 (Grade 9) Students, Full Year Achievement in Mathematics  
(Including Summer School) (2001-02 to 2015-16)**



Achievement Outcomes (2015-16 N=15,656)

# Year 1 (Grade 9) Cohort, Annual Subject Completion 2015-16

## Science Achievement

Students in Grade 9 are required to complete a **Science** course. This section looks at the achievement of students in the Grade 9 cohort who: 1) withdrew or failed a Science course, or accumulated less than one Science credit by the end of Summer School 2016; 2) had an average of 50-59% in the Science course that they passed; 3) had an average of 60-69% in the Science course that they passed; 4) had an average of 70-79% in the Science course that they passed; 5) had an average of 80% or more in the Science course that they passed.

### The Trend:

*Between 2001-02 and 2015-16, the proportion of students achieving 80% or more in the Science course increased from 25% to 36%; while the proportion of students who did not complete the course declined from 13% to 6%.*

**Figure 3: Year 1 (Grade 9) Students, Full Year Achievement in Science  
(Including Summer School) (2001-02 to 2015-16)**



Achievement Outcomes (2015-16 N=15,656)

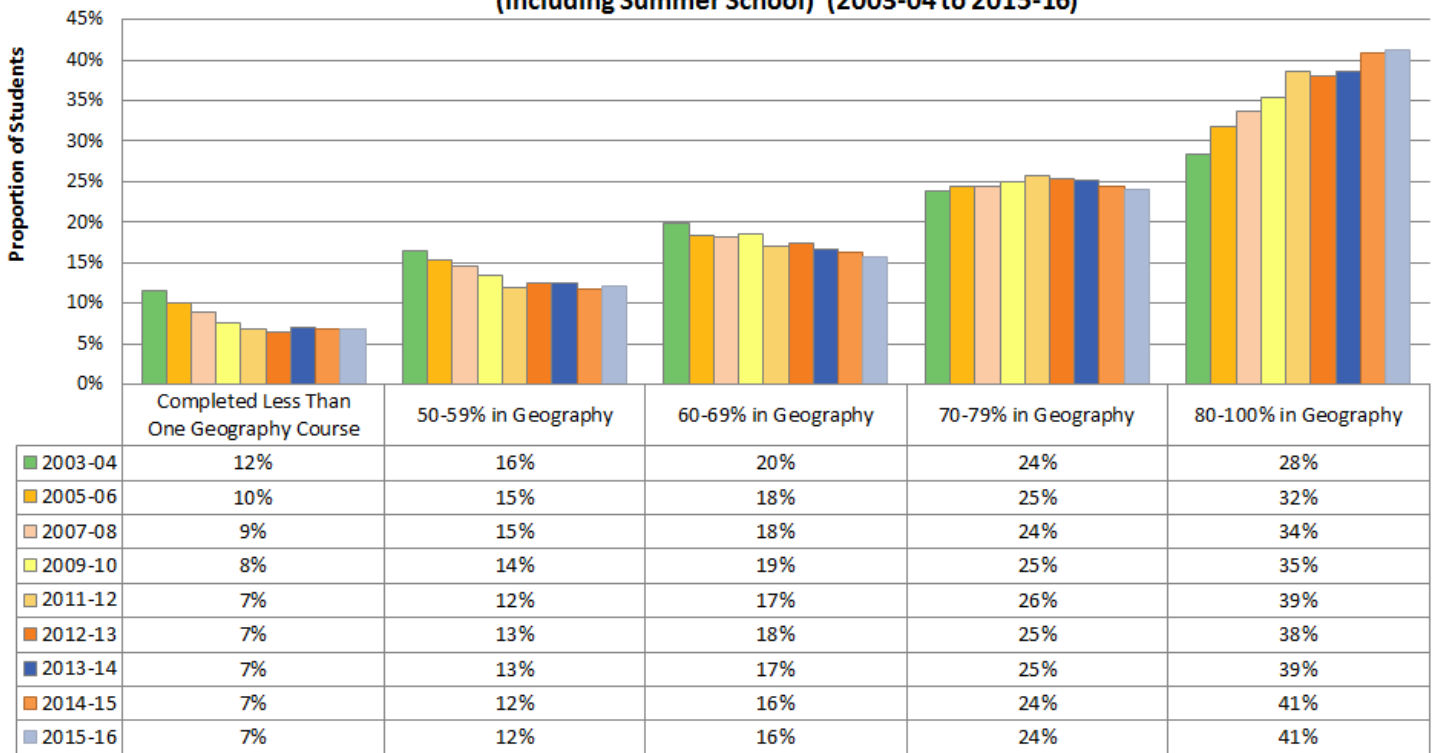
## Geography Achievement

Students in Grade 9 are required to complete a **Social Science course in Geography**. This section looks at the achievement of students in the Grade 9 cohort who: 1) withdrew or failed the Geography course, or accumulated less than one Geography credit by the end of Summer School 2016; 2) had an average of 50-59% in the Geography course that they passed; 3) had an average of 60-69% in the Geography course that they passed; 4) had an average of 70-79% in the Geography course that they passed; 5) had an average of 80% or more in the Geography course that they passed.

### The Trend:

*Between 2003-04 and 2015-16, the proportion of students achieving 80% or higher in the Geography course increased from 28% to 41%; while the proportion of students who did not complete the course declined from 12% to 7%.*

**Figure 4: Year 1 (Grade 9) Students, Full Year Achievement in Geography  
(Including Summer School) (2003-04 to 2015-16)**



Achievement Outcomes (2013-14 N=15,656)

## Why is this information important?

The more recent history of the TDSB has found a gradual but important increase in most secondary school achievement. This can be seen in the increase in the proportion of students in Grade 9 achieving 80% or higher in English, Mathematics, Science, and Geography. This analysis also provides evidence to evaluate the effectiveness of the different types of educational programs and interventions within the TDSB.

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