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## Understanding the Gender Gap in Postsecondary Education Participation: The Importance of High School Choices and Outcomes – Appendix

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## Appendix

**Table 1: Characteristics of Males and Females by Level One (Grade 9) Grouping**

	<i>Level 1 Groups, Based on Language/Math Track Choice and Grade Outcomes</i>					
	Level 1 Academic Track Language AND Math with Grades $\geq 70$		Level 1 Academic Track Language OR Math with Grades $\geq 70$		No Level 1 Academic Track Language OR Math; or both Grades $< 70$	
	Males	Females	Males	Females	Males	Females
	(1)	(2)	(3)	(4)	(5)	(6)
<b><i>Student Characteristics (percent)</i></b>						
Special needs	1.9%	1.0%	5.1%	2.8%	17.6%	11.9%
Gifted	6.6%	3.8%	1.9%	0.5%	0.4%	0.1%
Immigrant	14.8%	13.9%	12.6%	10.4%	8.8%	8.5%
Second language learner	0.5%	0.5%	0.7%	0.5%	0.7%	0.5%
<b><i>School and Neighbourhood Characteristics</i></b>						
Catholic school (%)	34.0%	34.2%	33.2%	34.7%	33.6%	35.0%
Share of students excluded from sample (%)	14.9%	14.7%	15.8%	15.8%	17.4%	17.8%
Average neighbourhood household income	\$75,750	\$75,163	\$74,241	\$72,522	\$69,932	\$68,113
Visible minority share in neighbourhood (%)	23.6%	22.9%	23.1%	22.8%	20.7%	20.7%
Single parent family share in neighbourhood (%)	14.9%	14.9%	15.2%	15.5%	15.7%	16.0%
Average distance to closest university (kms)	29.5	31.1	30.2	31.8	35.5	35.7
Average distance to closest college (kms)	19.9	21.2	20.5	21.4	24.4	24.6
<b><i>Imputed Grade 6 Standardized Test Scores</i></b>						
Average math score (4-point scale)	2.81	2.78	2.77	2.75	2.72	2.69
Share with level 3 or 4 math score (%)	58.4%	58.7%	57.0%	57.0%	54.3%	53.9%

**Level 1 Groups, Based on Language/Math Track Choice and Grade Outcomes**

	Level 1 Academic Track Language AND Math with Grades $\geq 70$		Level 1 Academic Track Language OR Math with Grades $\geq 70$		No Level 1 Academic Track Language OR Math; or both Grades $< 70$	
	Males (1)	Females (2)	Males (3)	Females (4)	Males (5)	Females (6)
Average reading score (4-point scale)	2.68	2.86	2.66	2.84	2.61	2.79
Share with level 3 or 4 reading score (%)	56.6%	66.4%	55.3%	65.1%	53.1%	62.6%
<b>Retention in High School (%)</b>						
In high school in 2008 (Grade 12)	99.3%	99.2%	98.5%	98.5%	93.4%	93.1%
In high school in 2009 (extra year)	21.4%	13.3%	36.0%	24.5%	42.0%	34.5%
<b>Track, Grades and EQAO Math Scores in Grade 9</b>						
Academic track in grade 9 math (%)	100.0%	100.0%	94.7%	85.5%	44.2%	39.9%
Mean grade in math	82.5	82.2	68.8	65.5	59.9	59.6
Academic track in grade 9 English/French (%)	100.0%	100.0%	93.9%	98.2%	44.9%	53.3%
Mean grade in English/French	79.8	82.5	70.4	74.6	61.4	63.3
Academic track in EQAO grade 9 math test (%)	99.5%	99.5%	93.5%	84.9%	43.6%	39.3%
Mean score on EQAO grade 9 math test (4-pt scale)	3.1	3.0	2.7	2.5	2.2	2.1
<b>Track Choices and Grades in Level 4 classes (%)</b>						
Take Level 4 English/French (any track)	96.7%	97.1%	93.3%	94.5%	78.4%	80.8%
Take Level 4 Math (any track/course)	88.5%	80.2%	69.5%	50.7%	46.2%	34.4%
<b>Level 4 Course Choices/Outcomes</b>						
Number mixed/university-level courses completed	7.0	6.9	6.1	6.1	5.0	5.1

**Level 1 Groups, Based on Language/Math Track Choice and Grade Outcomes**

	Level 1 Academic Track Language AND Math with Grades $\geq 70$		Level 1 Academic Track Language OR Math with Grades $\geq 70$		No Level 1 Academic Track Language OR Math; or both Grades $< 70$	
	Males (1)	Females (2)	Males (3)	Females (4)	Males (5)	Females (6)
Mean grade in mixed/univ-level courses (if 4+)	80.5	82.2	73.9	75.9	70.0	71.7
Percent observed taking calculus	53.2%	37.2%	18.1%	6.1%	2.7%	1.0%
Percent observed taking functions	71.4%	58.1%	32.0%	14.9%	5.9%	3.0%
Percent observed taking univ-level English/French	91.0%	93.8%	68.6%	76.4%	21.8%	28.2%
<b>End of High School Outcomes</b>						
Received HS diploma after 4 years of HS (%)	76.4%	84.5%	57.9%	69.6%	40.8%	48.2%
Received HS diploma after 5 years of HS (%)	96.3%	96.9%	87.5%	89.6%	69.1%	70.5%
Register for university after 5 years of HS (%)	69.1%	72.1%	37.5%	43.0%	8.9%	11.5%
Register for college after 5 years of HS (%)	14.1%	12.3%	31.7%	73.0%	32.4%	38.2%

Notes: See notes to Table 1 for sample description. Sample contain 67,391 males and 68,107 females.