Ontario Student Achievement

English-Language Students

2009
2010

EQAO's Provincial Secondary School Report on the Results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test, 2009–2010

Education Quality and Accountability Office

EQAO

Ontario Student Achievement

EQAO's Provincial Secondary School Report on the Results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT), 2009–2010

English-Language Students

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Message from the Chair

Brian L. Desbiens
Chair, Board of Directors

Few would disagree that, in our increasingly knowledge-based world, the life pathways of our students—and the social, cultural and economic future of our society as a whole—depend more than ever on the quality of our education system. That is why an important part of our work as an agency is to investigate and report on academic trends relative to reliable snapshots of student skills and achievement. One such trend is the shift in skills that young people need to develop during their school years in order to participate effectively and successfully in the world and workplace of the 21st century.

A set of 21st-century skills have been identified by two major Canadian institutions, the Conference Board of Canada and the Ontario Ministry of Training, Colleges and Universities, as employability or essential or basic literacy skills. These crucial skills can be organized into six categories: numeracy; communication; critical thinking and problem solving; personal; interpersonal; and information management, technology and information systems.

In developing EQAO's strategic directions to 2014, the Board of Directors has committed our organization to determining which numeracy and literacy data gathered through EQAO's Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT) provide insights into the acquisition of 21st-century skills. A close examination of the data has indicated that there is in fact a strong link between these tests and many of the learning outcomes associated with three of the 21st-century-skill categories: numeracy, communication, and critical thinking and problem solving. This year, we have begun to report secondary school results in relation to these 21st Century skills and are planning to report elementary school results in the same manner next year.

Further, the results of our new ability to track the achievement of individual students as they progress in math from Grade 3 to Grade 6 to Grade 9 remind us of the importance of early success to later success and of the need for constant vigilance and support for those who show signs of struggling early in their schooling. That is why EQAO will continue to track the vital relationship between elementary and secondary school achievement.

I am proud of the work EQAO is doing and how the agency continues to evolve as a leader in large-scale assessment and as a source of reliable and objective data on how Ontario's young people are being prepared for learning, work and the rest of life.

In that context I am pleased, as Chair of EQAO's Board of Directors, to present the results of the 2009–2010 Grade 9 Assessment of Mathematics and OSSLT. I believe this important secondary school report—and the corresponding elementary school report on the results of the primary- and junior-division assessments of reading, writing and mathematics—provide significant indicators of the public education system's collective success in delivering key aspects of the education required to build successful futures in the 21st century. By providing an independent gauge of how our students are doing in reading, writing and mathematics in relation to *The Ontario Curriculum's* expectations at critical stages in their education, EQAO results continue to act as a catalyst for increasing the success of Ontario students, which has translated into positive outcomes for thousands more young people across the province.

One of the most gratifying aspects of my work with the Board of Directors has been the opportunity to witness first-hand the degree to which educators across the province have embraced data-based decision making and have leveraged provincial, regional and local data to drive instructional practice, inform improvement planning and, ultimately, enhance student achievement. Parents are likewise embracing EQAO data as a key support to their critical role as education partners.

I am confident that, working together, we are building brighter futures for our young people and for all members of our society. We at EQAO remain committed to playing a vital role and supporting students, educators and parents as partners in one of the finest education systems in the world.

Brian L. Desbiens
Chair, Board of Directors

Message from the CEO

Marguerite Jackson
Chief Executive Officer

On behalf of EQAO, I am pleased to present the results of the 2009–2010 Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT), the latter an important gauge of students' literacy achievement across all subjects to the end of Grade 9.

This year's results indicate that Grade 9 students continue to show improvements in both the academic and the applied mathematics courses, although most students in the applied course are still not meeting the provincial standard. Over the past five years, the percentage of students enrolled in the academic course meeting or exceeding the provincial standard has increased by 11 percentage points, to 82%, and the corresponding percentage among students in the applied course has increased by five percentage points, to 40%. Turning to literacy, 84% of Ontario high school students were successful on the OSSLT, maintaining the high achievement rates of previous years.

The importance of these data as a foundation for local, regional and system-wide improvement planning is demonstrated through our ability to track, for the first time, individual student progress in mathematics from Grade 3 to Grade 6 to Grade 9 and continue to follow literacy progress from Grade 6 to Grade 10. This student tracking underscores the critical importance of early academic achievement as a foundation for later learning. Consider some key findings:

Math Progress from Grade 3 to Grade 6 to Grade 9

- Of the 53 532 students enrolled in the Grade 9 academic math course in 2010 who had met the standard in both Grade 3 and Grade 6, 91% (48 807) met it again in Grade 9.
- On the other hand, of the 7359 students enrolled in the Grade 9 academic math course in 2010 who had met the standard in neither Grade 3 nor Grade 6, only 51% (3778) met it in Grade 9.
- Similarly, of the 5603 students enrolled in the Grade 9 applied math course in 2010 who had met the standard in both Grade 3 and Grade 6, 75% (4198) met it again in Grade 9.
- Meanwhile, of the 14 716 students enrolled in the Grade 9 applied math course in 2010 who had met the standard in neither Grade 3 nor Grade 6, only 29% (4236) met it in Grade 9.

Literacy Progress from Grade 6 to Grade 10

- Of the 18 439 students who were unsuccessful on the 2010 OSSLT, 84% (15 411) had not met the provincial standard in reading in 2006 when they were in Grade 6, and 79% (14 578) had not met it in writing.
- However, of the 40 835 students who had not met the standard in reading in Grade 6, 62% (25 424) ended up being successful on the 2010 OSSLT.

These results demonstrate how students who meet the provincial standard early in their schooling are most likely to maintain their high achievement in secondary school. On the other hand, students who do not meet the provincial standard early on are most likely to struggle in later grades. However, student tracking has also revealed how early identification and support for struggling students can make all the difference.

The results of the primary- and junior-division assessments are presented, for the first time, in a separate elementary school report. Through these two reports, EQAO provides parents, educators, students and the public with independent, objective evidence of how well our children are fulfilling their potential and meeting the expectations in *The Ontario Curriculum*. EQAO data continue to serve as an increasingly vital component of the evaluation of student achievement in concert with the rich information available at the school and board levels, where educators and parents are making a difference every day.

We are pleased once again to highlight in this report schools across Ontario that have demonstrated progress on their own journey of learning. These schools have in common strong educational leadership, committed and engaged staff, a reliance on the use of data for evidence-based decision making, and a commitment to the success of every student.

We are proud of the role EQAO continues to play in helping educators across the province strive for excellence, in increasing the accountability of Ontario's publicly funded education system and in offering Ontarians a high-quality assessment program that is recognized and respected around the world.

Marguerite Jackson
Chief Executive Officer

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Grade 9 Assessment of Mathematics

Results at a Glance: Grade 9 Assessment of Mathematics

GRADE 9 ACADEMIC MATHEMATICS COURSE*†

Results for All Students over Time

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 103 412	# = 103 011	# = 100 823	# = 100 992	# = 101 268
Level 4	6%	6%	8%	8%	10%
Level 3	65%	64%	68%	69%	72%
Level 2	17%	18%	16%	15%	12%
Level 1	9%	9%	7%	6%	5%
Below Level 1	1%	1%	1%	<1%	<1%
No Data	1%	2%	1%	1%	1%
Exempt‡	<1%	N/A§	N/A	N/A	N/A
At or Above the Provincial Standard**	71%	71%	75%	77%	82%

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

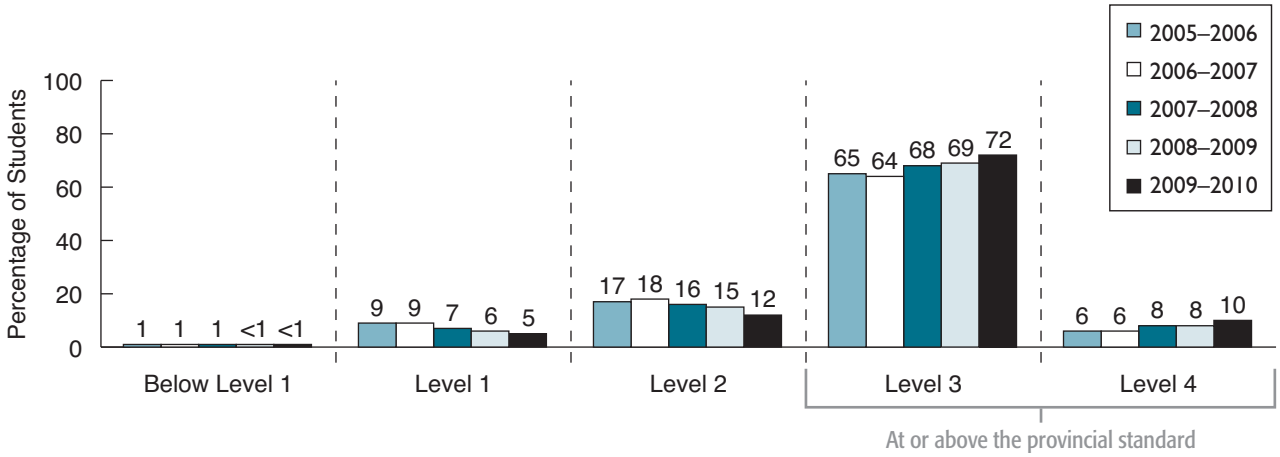
† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

‡ After 2006–2007, exemptions have not been permitted.

§ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

** 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.

Percentage of All Students at Each Level over Time: Grade 9 Academic Mathematics



Observations

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has increased by 11 percentage points, from 71% to 82%.
- There has been an increase of five percentage points (to 82%) since last year in the percentage of students performing at or above the provincial standard in academic mathematics.

COHORT TRACKING: GRADE 3 TO GRADE 6 TO GRADE 9, ACADEMIC MATHEMATICS

Tracking Student Progress from Assessment to Assessment

EQAO has compared students' Grade 9 mathematics assessment results in 2010 with their results on the mathematics components of the primary- and junior-division assessments when they were in Grade 3 in 2004 and Grade 6 in 2007.

The progress of students as they moved from Grade 3 to Grade 6 has been illustrated by a pie chart that is divided into four categories to reflect the four possible ways students can progress from one assessment to the next:

- **Maintained Standard**—Met the provincial standard in both Grade 3 and Grade 6
- **Rose to Standard**—Did not meet the standard in Grade 3 but met it in Grade 6
- **Dropped from Standard**—Met the standard in Grade 3 but did not meet it in Grade 6
- **Never Met Standard**—Met the standard in neither Grade 3 nor Grade 6

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

The chart below is first divided into four slices, which represent the four possible ways students could have progressed from the Grade 3 to the Grade 6 assessment. Each slice then shows the number and percentage of students who met or did not meet the provincial standard in Grade 9.

The percentages in the chart are based on all students who could be tracked, including those who participated, were exempted or did not provide enough work to be scored. Specifically, of the 101 268 students enrolled in the Grade 9 academic mathematics course in 2010, 78 417 had also written the mathematics component of the provincial assessment in both Grade 3 and Grade 6.

Student Mathematics Progress from Grade 3 to Grade 6 to Grade 9, Academic Mathematics Course

Grade 9 Results

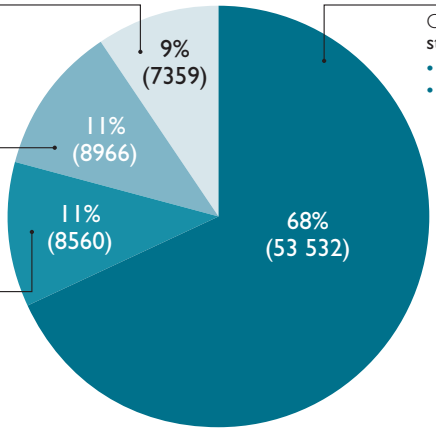
Of the 7359 students who **had met the standard in neither Grade 3 nor Grade 6,**
- 51% (3778) met it in Grade 9 and
- 49% (3581) did not meet it in Grade 9.

Grade 9 Results

Of the 8966 students who **had dropped from the standard from Grade 3 to Grade 6,**
- 64% (5720) met it in Grade 9 and
- 36% (3246) did not meet it in Grade 9.

Grade 9 Results

Of the 8560 students who **had risen to the standard from Grade 3 to Grade 6,**
- 79% (6762) met it again in Grade 9 and
- 21% (1798) did not meet it in Grade 9.



Grade 9 Results

Of the 53 532 students who **had maintained the standard from Grade 3 to Grade 6,**
- 91% (48 807) met it again in Grade 9 and
- 9% (4725) did not meet it in Grade 9.

Progression from Grade 3 to Grade 6
- Maintained Standard (68%)
- Rose to Standard (11%)
- Dropped from Standard (11%)
- Never Met Standard (9%)

Note: Numbers have been rounded off to nearest decimal.

Key Findings

- **Students who meet the provincial standard early in their schooling are most likely to maintain that high achievement in secondary school.** Of the students who had met the provincial standard in both Grade 3 and Grade 6, 91% met it again in Grade 9 in the academic mathematics course.
- **Students who do not meet the provincial standard early in their schooling are most likely to struggle in later grades.** Of the students who had met the provincial standard in neither Grade 3 nor Grade 6, only 51% met the standard in Grade 9 in the academic mathematics course.
- **Identifying struggling students early and providing support makes a difference.** Students who had not met the standard in Grade 3 but had improved to meet it in Grade 6 were considerably more likely to carry that success forward into Grade 9 than students who had not met the standard in Grade 6. Of the students who had not met the provincial standard in Grade 3 but had met it in Grade 6, 79% met it in Grade 9 in the academic mathematics course.

GRADE 9 APPLIED MATHEMATICS COURSE*†

Results for All Students over Time

	2005–2006‡	2006–2007	2007–2008	2008–2009	2009–2010
	# = 50 687	# = 49 056	# = 47 817	# = 48 482	# = 47 566
Level 4	5%	5%	5%	5%	7%
Level 3	31%	30%	29%	33%	34%
Level 2	34%	36%	36%	35%	35%
Level 1	14%	14%	15%	14%	14%
Below Level 1	7%	7%	8%	7%	6%
No Data	8%	9%	7%	6%	5%
Exempt§	2%	N/A**	N/A	N/A	N/A
At or Above the Provincial Standard††	35%	35%	34%	38%	40%

* 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.

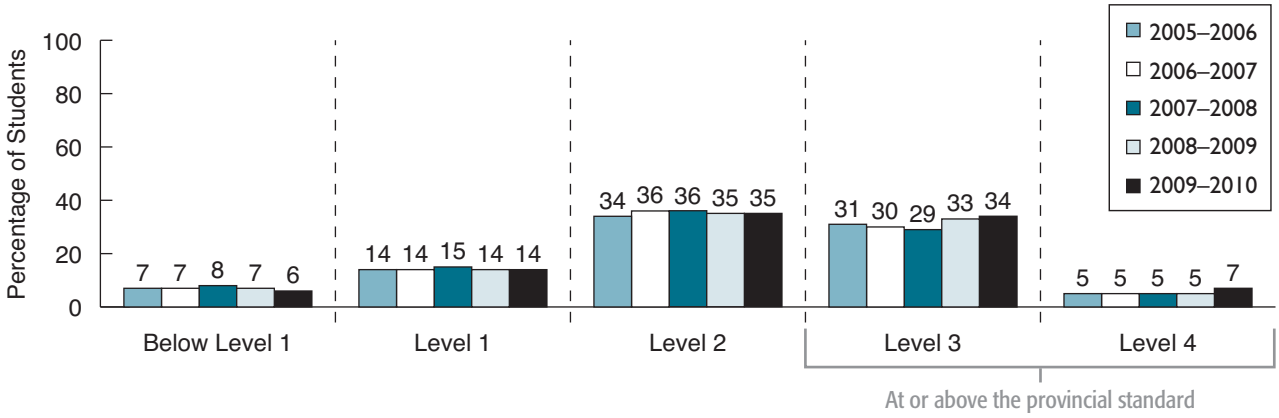
‡ Note that significant revisions were made to applied mathematics courses in 2005, as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

§ After 2006–2007, exemptions have not been permitted.

** In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

†† 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.

Percentage of All Students at Each Level over Time: Grade 9 Applied Mathematics



Observations

- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by five percentage points, from 35% to 40%.
- There has been an increase of two percentage points (to 40%) since last year in the percentage of students performing at or above the provincial standard in applied mathematics.

COHORT TRACKING: GRADE 3 TO GRADE 6 TO GRADE 9, APPLIED MATHEMATICS

Tracking Student Progress from Assessment to Assessment

EQAO has compared students' Grade 9 mathematics assessment results in 2010 with their results on the mathematics components of the primary- and junior-division assessments when they were in Grade 3 in 2004 and Grade 6 in 2007.

The progress of students as they moved from Grade 3 to Grade 6 has been illustrated by a pie chart that is divided into four categories to reflect the four possible ways students can progress from one assessment to the next:

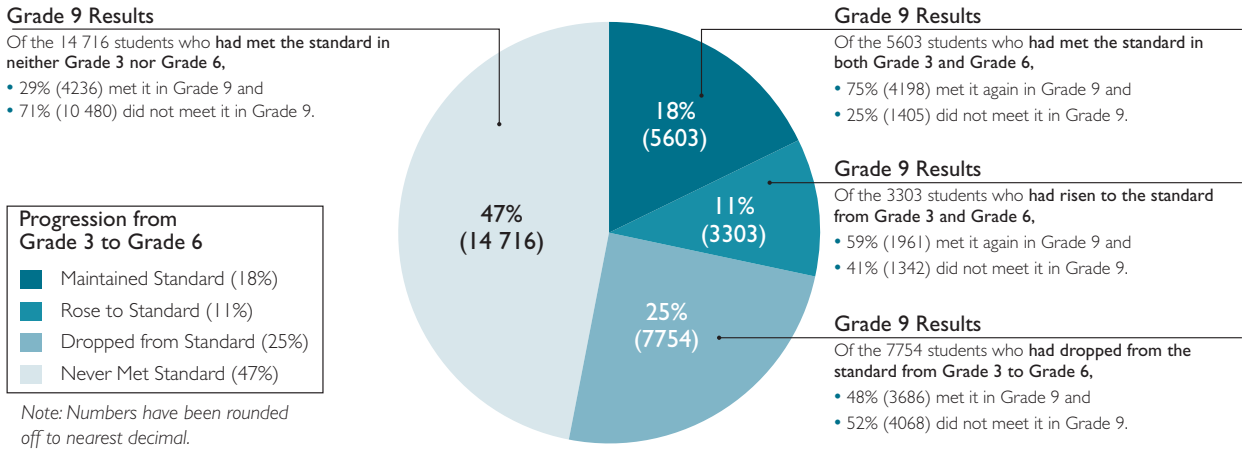
- **Maintained Standard**—Met the provincial standard in both Grade 3 and Grade 6
- **Rose to Standard**—Did not meet the standard in Grade 3 but met it in Grade 6
- **Dropped from Standard**—Met the standard in Grade 3 but did not meet it in Grade 6
- **Never Met Standard**—Met the standard in neither Grade 3 nor Grade 6

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

The chart below is first divided into four slices, which represent the four possible ways students could have progressed from the Grade 3 to the Grade 6 assessment. Each slice then shows the number and percentage of students who met or did not meet the provincial standard in Grade 9.

The percentages in the chart are based on all students who could be tracked, including those who participated, were exempted or did not provide enough work to be scored. Specifically, of the 47 566 students enrolled in the Grade 9 applied course in 2010, 31 376 had also written the mathematics component of the provincial assessment in both Grade 3 and Grade 6.

Student Mathematics Progress from Grade 3 to Grade 6 to Grade 9, Applied Mathematics Course



Note: Numbers have been rounded off to nearest decimal.

Key Findings

- **Students who meet the provincial standard early in their schooling are most likely to maintain that high achievement in secondary school.** Of the students who had met the provincial standard in both Grade 3 and Grade 6, 75% met it again in Grade 9 in the applied mathematics course.
- **Students who do not meet the provincial standard early in their schooling are most likely to struggle in later grades.** Of the students who had met the provincial standard in neither Grade 3 nor Grade 6, only 29% met the standard in Grade 9 in the applied mathematics course.
- **Identifying struggling students early and providing support makes a difference.** Students who had not met the standard in Grade 3 but had improved to meet it in Grade 6 were considerably more likely to carry that success forward into Grade 9 than students who had not met the standard in Grade 6. Of the students who had not met the provincial standard in Grade 3 but had met it in Grade 6, 59% met the standard in Grade 9 in the applied mathematics course.

Trends:
Grade 9 Assessment of Mathematics—Academic 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 from the student and teacher questionnaires.

Demographic Information and Participation Rates over Time

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
All students	# = 103 412	# = 103 011	# = 100 823	# = 100 992	# = 101 268
GENDER*					
Female	51%	51%	51%	51%	51%
Male	49%	49%	49%	49%	49%
STUDENT STATUS*					
English language learners†	3%	3%	4%	4%	4%
Students with special education needs (excluding gifted)†	4%	4%	4%	5%	5%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
Speak only or mostly English	76%	77%	76%	75%	75%
Speak another language (or other languages) as often as English	13%	13%	14%	15%	15%
Speak only or mostly another language (or other languages)	8%	9%	9%	9%	9%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	35%	35%	35%	35%	34%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	98%	98%	99%	99%	99%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire.

Observations

- Over the past five years, the characteristics of the Grade 9 academic mathematics student cohort have remained relatively stable overall.

Student Questionnaire Results over Time

	2005–2006		2006–2007		2007–2008		2008–2009		2009–2010	
Students who completed the questionnaire*	Female # = 51 902	Male # = 48 888	Female # = 50 835	Male # = 47 929	Female # = 49 587	Male # = 47 469	Female # = 49 343	Male # = 47 142	Female # = 50 038	Male # = 47 099
STUDENT VALUES AND ATTITUDES TOWARD MATHEMATICS										
Percentage of students who *strongly agree* or *agree* with the following statements:†										
I like mathematics.	48%	57%	47%	57%	48%	59%	49%	61%	49%	61%
The mathematics I learn now is very useful for everyday life.	36%	42%	33%	39%	33%	39%	34%	42%	31%	40%
I need to keep taking mathematics for the kind of job I want after I leave school.	54%	59%	53%	58%	54%	59%	54%	59%	53%	59%
STUDENT PERCEPTION OF PERFORMANCE IN MATHEMATICS										
Percentage of students who *strongly agree* or *agree* with the following statements:†										
I am good at mathematics.	47%	59%	43%	57%	45%	59%	45%	61%	46%	61%
I understand most of the mathematics I am taught.	70%	76%	67%	74%	69%	76%	69%	77%	70%	76%
Mathematics is an easy subject.	24%	34%	22%	32%	22%	32%	23%	34%	23%	34%
STUDENT HABITS—MATHEMATICS										
Percentage of students who indicated that they										
often or always complete all of their mathematics homework.‡	70%	60%	69%	58%	69%	58%	68%	57%	68%	56%
have been absent from their Grade 9 mathematics class 1–4 times in the past year.§	58%	56%	60%	58%	60%	58%	60%	57%	59%	57%

* Includes only those students for whom gender data were available.

† Students were given a choice of "strongly agree," "agree," "undecided," "disagree" or "strongly disagree."

‡ Students were given a choice of "never," "seldom," "sometimes," "often" or "always."

§ Students were given a choice of "never," "one to four times," "five to nine times" or "10 or more times."

Observations

- Over the past four years, the percentages of female and male students taking Grade 9 academic mathematics who indicated that they agree or strongly agree with each of the following statements have increased:
  - I like mathematics.
  - I am good at mathematics.
  - I understand most of the mathematics I am taught.
  - Mathematics is an easy subject.
- Over the past five years, the percentages of female and male students taking Grade 9 academic mathematics who indicated that they agree or strongly agree with the statement "The mathematics I learn now is very useful for everyday life" have decreased.
- Over the past five years, a larger percentage of male than female students have indicated that they agree or strongly agree with the statements above related to student values and attitudes toward mathematics, and student perception of performance in mathematics.
- Over the past five years, the percentages of female and male students taking Grade 9 academic mathematics who indicated that they often or always complete all of their mathematics homework have decreased.

Teacher Questionnaire Results over Time

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Teachers who completed the questionnaire	# = 2898	# = 2802	# = 2692	# = 2673	# = 2864
USE OF EQAO DATA*					
Percentage of teachers who indicated that they use student and school achievement results and questionnaire data from the Grade 9 Assessment of Mathematics to do the following:					
Identify how well students are meeting the expectations in the provincial curriculum	50%	54%	55%	60%	63%
Identify areas of strength and areas for improvement in the Grade 9 mathematics program	46%	53%	56%	60%	65%
Inform their Grade 9 mathematics program planning	29%	36%	37%	42%	47%
INSTRUCTION AND ASSESSMENT PRACTICES*					
Percentage of teachers who indicated that they *very often* or *often* have their Grade 9 mathematics students do the following:					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	51%	55%	57%	61%	62%
Solve open-ended problems	38%	40%	42%	47%	48%
Work collaboratively to solve problems	53%	56%	58%	62%	63%
Discuss mathematical ideas and relationships	76%	77%	78%	80%	80%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	41%	43%	43%	44%	45%
Explain the reasoning behind their answers	80%	81%	81%	83%	83%
Write solutions using mathematical language and symbols	92%	92%	92%	93%	91%

* This is a sample of the uses and practices that teachers were questioned about.

Observations

- Over the past five years, the percentages of Grade 9 academic mathematics teachers who indicated that they use student and school EQAO achievement results and questionnaire data for the three activities listed in the table above have increased by between 13 and 19 percentage points.
- Over the past five years, the percentages of Grade 9 academic mathematics teachers who indicated that they often or very often ask their students to do each of the following have increased by 10 or 11 percentage points:
  - Discuss and use problem-solving strategies for finding answers
  - Solve open-ended problems
  - Work collaboratively to solve problems
- Over the past five years, the percentages of Grade 9 academic mathematics teachers who indicated that they often or very often ask their students to discuss mathematical ideas and relationships, conduct mathematical investigations, and explain the reasoning behind their answers have increased by three or four percentage points.

USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS

This year, the Grade 9 student and teacher questionnaires included some research 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. For the full questionnaire results for the province, visit the EQAO Web site, www.eqao.com, under the "School, Board and Provincial Results" heading. The full questionnaire results will be available September 29, 2010.

	2009–2010	
Students who completed the questionnaire*	Female # = 50 038	Male # = 47 099
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS		
Percentage of students who indicated that their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†		
	66%	62%
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:‡§		
	74%	69%

* Includes only those students for whom gender data were available.

† The response options were "yes," "no," "don't know." The percentages given represent those students who answered "yes."

‡ The response options were "yes," "no," "undecided." The percentages given represent those students who answered "yes."

§ Percentages for this question are based on the number of students who answered "yes" to the previous question in the above table (females: 33 124; males: 29 247).

	2009–2010
Teachers who completed the questionnaire	# = 2864
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS	
Percentage of teachers who indicated that some or all components of the Grade 9 Assessment of Mathematics count as part of their students' class marks:	
	96%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*	
1–5%	35%
6–10%	49%
11–15%	10%
16–20%	2%
21–25%	<1%
26–30%	1%
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:*	
	86%

* 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 (# = 2748).

RESULTS BY GENDER*

Results for Female and Male Students over Time

	2005–2006		2006–2007		2007–2008		2008–2009		2009–2010	
	Female # = 53 183	Male # = 50 228	Female # = 52 887	Male # = 50 122	Female # = 51 367	Male # = 49 452	Female # = 51 554	Male # = 49 438	Female # = 51 972	Male # = 49 296
Level 4	5%	7%	6%	7%	6%	9%	7%	9%	9%	11%
Level 3	65%	66%	64%	65%	67%	68%	68%	71%	72%	72%
Level 2	19%	16%	20%	17%	17%	15%	17%	13%	13%	11%
Level 1	9%	9%	9%	8%	7%	6%	7%	5%	5%	4%
Below Level 1	1%	1%	1%	1%	<1%	1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%
Exempt†	<1%	<1%	N/A‡	N/A‡	N/A	N/A	N/A	N/A	N/A	N/A
At or Above the Provincial Standard§	70%	72%	69%	72%	74%	77%	75%	80%	81%	83%

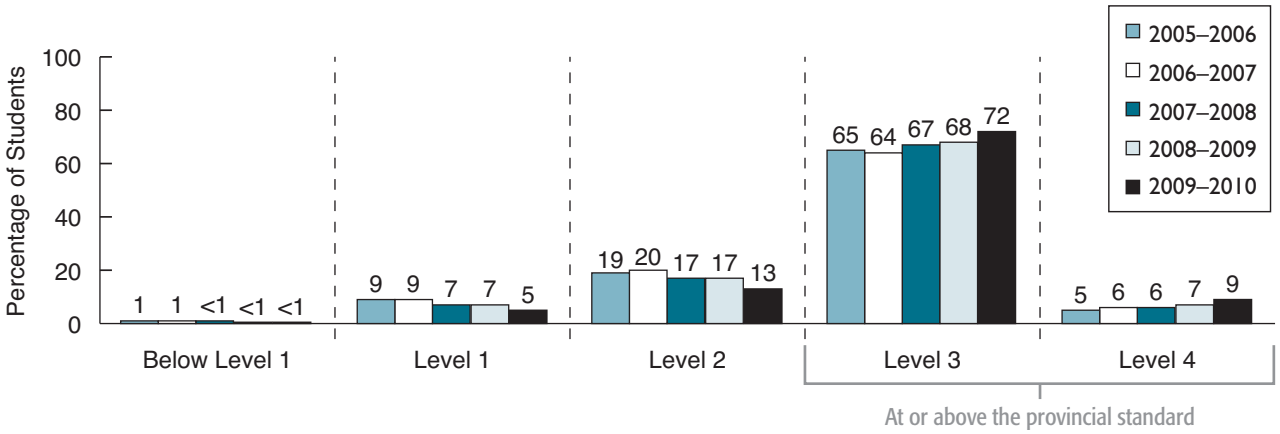
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100. Results by gender include only students for whom gender data were available.

† After 2006–2007, exemptions have not been permitted.

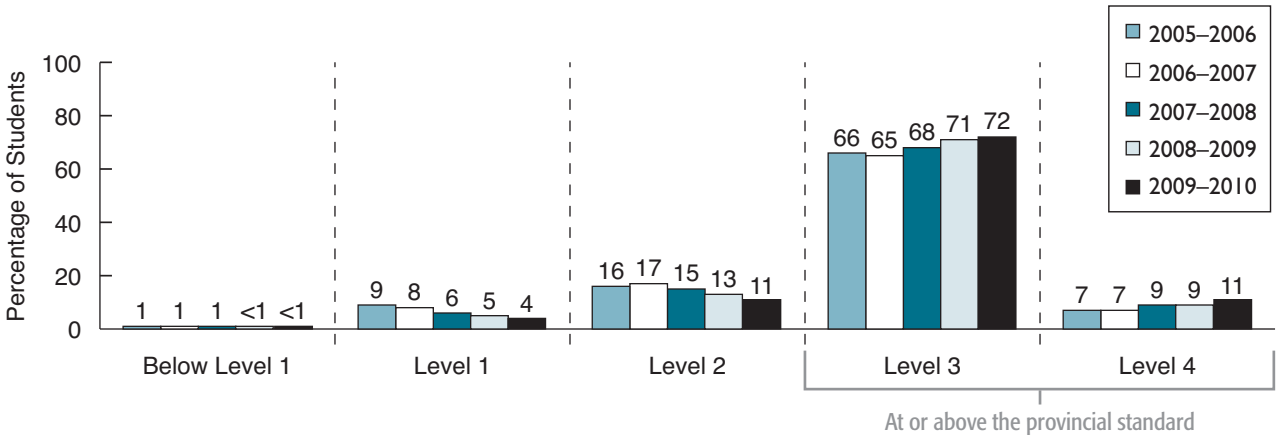
‡ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

§ 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.

Percentage of Female Students at Each Level over Time: Grade 9 Academic Mathematics



Percentage of Male Students at Each Level over Time: Grade 9 Academic Mathematics



Observations

- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have both increased by 11 percentage points.
- In 2009–2010, there was an increase of six percentage points (to 81%) in the percentage of female students performing at or above the provincial standard and an increase of three percentage points (to 83%) in the corresponding percentage of male students.
- In 2009–2010, the gender gap in favour of male students decreased from five to two percentage points since the previous year.

RESULTS BY STUDENT STATUS

Results for All English Language Learners over Time*

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 2836	# = 3118	# = 3536	# = 3942	# = 3826
Level 4	8%	11%	11%	12%	13%
Level 3	47%	49%	59%	60%	67%
Level 2	17%	16%	15%	15%	12%
Level 1	16%	13%	11%	9%	6%
Below Level 1	3%	2%	2%	1%	1%
No Data	3%	9%	2%	2%	1%
Exempt†	7%	N/A‡	N/A	N/A	N/A
At or Above the Provincial Standard§	55%	61%	70%	72%	79%

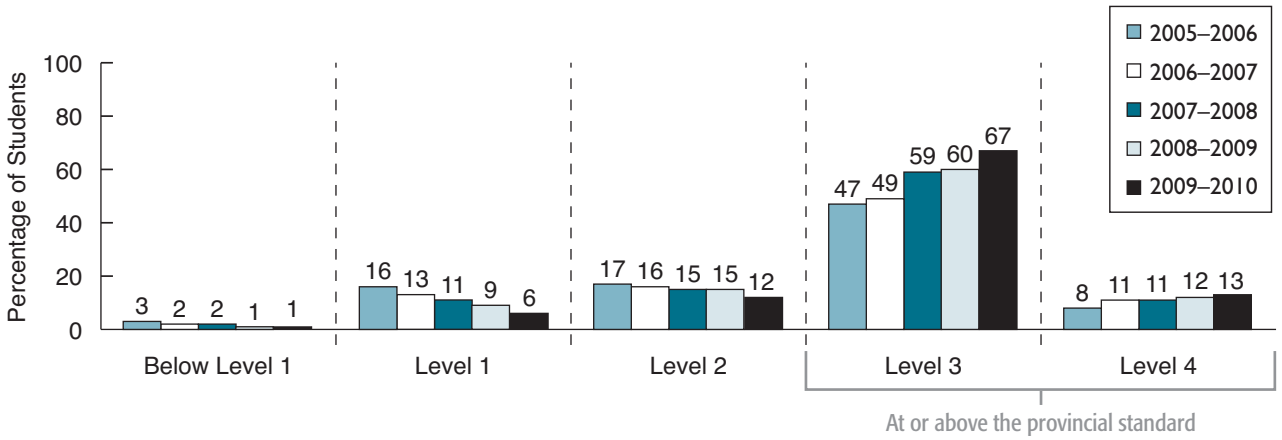
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† After 2006–2007, exemptions have not been permitted.

‡ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

§ 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.

Percentage of All English Language Learners at Each Level over Time: Grade 9 Academic Mathematics



Observations

- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by 24 percentage points—a larger improvement than that among the Grade 9 academic mathematics population as a whole (11 points).
- In 2009–2010, the percentage of Grade 9 English language learners performing at or above the provincial standard increased by seven percentage points (to 79%) over the previous year's.

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

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
	# = 3718	# = 3913	# = 4304	# = 4639	# = 5090
Level 4	4%	4%	5%	4%	5%
Level 3	54%	53%	58%	61%	67%
Level 2	21%	23%	21%	19%	18%
Level 1	15%	15%	12%	13%	8%
Below Level 1	2%	2%	2%	1%	1%
No Data	3%	2%	2%	2%	2%
Exempt†	1%	N/A‡	N/A	N/A	N/A
At or Above the Provincial Standard§	58%	57%	63%	65%	72%

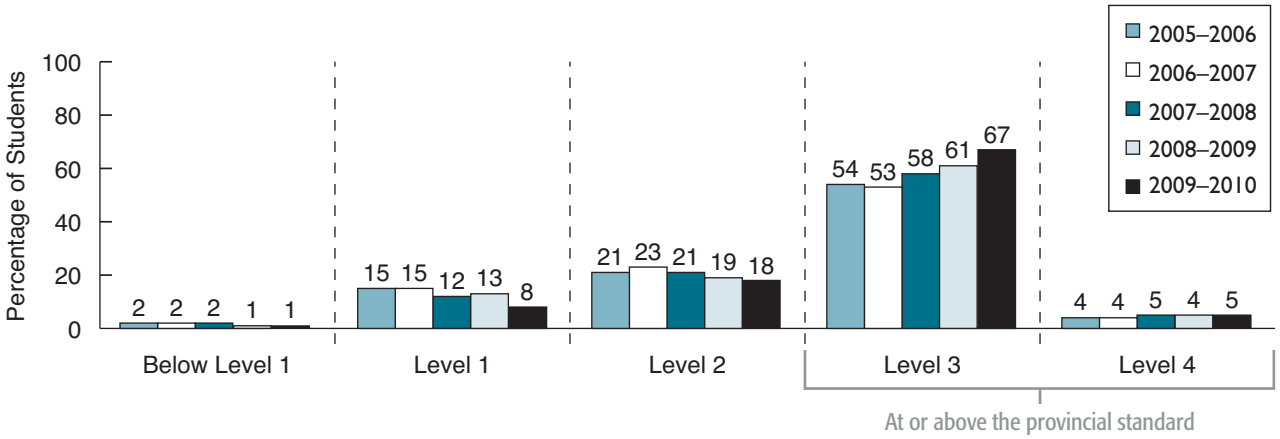
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

† After 2006–2007, exemptions have not been permitted.

‡ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

§ 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.

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level over Time: Grade 9 Academic Mathematics



Observations

- Over the past five years, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in academic mathematics increased by 14 percentage points—a greater improvement than that among the Grade 9 academic mathematics population as a whole (11 points).
- In 2009–2010, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in academic mathematics increased by seven percentage points (to 72%) over the previous year's.

Trends:
Grade 9 Assessment of Mathematics—Applied 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 from the student and teacher questionnaires.

Demographic Information and Participation Rates over Time

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
All students	# = 50 687	# = 49 056	# = 47 817	# = 48 482	# = 47 566
GENDER*					
Female	45%	45%	45%	45%	45%
Male	55%	55%	55%	55%	55%
STUDENT STATUS*					
English language learners†	5%	5%	5%	5%	6%
Students with special education needs (excluding gifted)†	24%	26%	28%	30%	32%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡					
Speak only or mostly English	79%	82%	82%	81%	81%
Speak another language (or other languages) as often as English	10%	10%	11%	11%	12%
Speak only or mostly another language (or other languages)	6%	6%	6%	6%	7%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	40%	40%	40%	40%	39%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	90%	91%	93%	94%	95%

* Contextual data pertaining to gender and student status are provided by schools and/or boards through the Student Data Collection process.

† See the Explanation of Terms.

‡ Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire.

Observations

- Over the past five years, the characteristics of the Grade 9 applied mathematics student cohort have remained relatively stable overall. However, the following changes have occurred:
  - The percentage of students with special education needs taking applied mathematics has increased by eight percentage points (to 32%).
  - The percentage of students participating in the assessment has increased by five percentage points (to 95%).

Student Questionnaire Results over Time

	2005–2006		2006–2007		2007–2008		2008–2009		2009–2010	
Students who completed the questionnaire*	Female # = 20 400	Male # = 24 628	Female # = 19 453	Male # = 23 351	Female # = 19 403	Male # = 23 215	Female # = 19 517	Male # = 23 896	Female # = 19 459	Male # = 23 742
STUDENT VALUES AND ATTITUDES TOWARD MATHEMATICS										
Percentage of students who *strongly agree* or *agree* with the following statements:†										
I like mathematics.	29%	38%	28%	40%	29%	41%	30%	42%	30%	43%
The mathematics I learn now is very useful for everyday life.	37%	43%	36%	42%	37%	43%	39%	44%	38%	44%
I need to keep taking mathematics for the kind of job I want after I leave school.	38%	46%	38%	46%	39%	46%	39%	46%	40%	46%
STUDENT PERCEPTION OF PERFORMANCE IN MATHEMATICS										
Percentage of students who *strongly agree* or *agree* with the following statements:†										
I am good at mathematics.	27%	41%	25%	41%	27%	43%	28%	43%	28%	44%
I understand most of the mathematics I am taught.	57%	65%	57%	65%	58%	66%	59%	66%	60%	68%
Mathematics is an easy subject.	17%	27%	16%	26%	16%	26%	17%	27%	17%	27%
STUDENT HABITS—MATHEMATICS										
Percentage of students who indicated that they										
often or always complete all of their mathematics homework.‡	53%	47%	55%	49%	54%	48%	55%	48%	55%	48%
have been absent from their Grade 9 mathematics class 1–4 times in the past year.§	45%	45%	48%	48%	49%	48%	48%	48%	48%	47%

* Includes only those students for whom gender data were available.

† Students were given a choice of "strongly agree," "agree," "undecided," "disagree" or "strongly disagree."

‡ Students were given a choice of "never," "seldom," "sometimes," "often" or "always."

§ Students were given a choice of "never," "one to four times," "five to nine times" or "10 or more times."

Observations

- Over the past four years, the percentages of female and male students taking Grade 9 applied mathematics who indicated that they agree or strongly agree with each of the following statements have increased:
  - I like mathematics.
  - I am good at mathematics.
  - I understand most of the mathematics I am taught.
  - Mathematics is an easy subject.
- Over the past five years, a larger percentage of male than female students have indicated that they agree or strongly agree with the statements above related to student values and attitudes toward mathematics, and student perception of performance in mathematics.

Teacher Questionnaire Results over Time

	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Teachers who completed the questionnaire	# = 1852	# = 1873	# = 1782	# = 1847	# = 1989
USE OF EQAO DATA*					
Percentage of teachers who indicated that they use student and school achievement results and questionnaire data from the Grade 9 Assessment of Mathematics to do the following:					
Identify how well students are meeting the expectations in the provincial curriculum	47%	51%	54%	58%	62%
Identify areas of strength and areas for improvement in the Grade 9 mathematics program	47%	52%	58%	61%	65%
Inform their Grade 9 mathematics program planning	29%	32%	37%	42%	47%
INSTRUCTION AND ASSESSMENT PRACTICES*					
Percentage of teachers who indicated that they *very often* or *often* have their Grade 9 mathematics students do the following:					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	48%	50%	51%	54%	56%
Solve open-ended problems	29%	31%	35%	39%	42%
Work collaboratively to solve problems	55%	57%	59%	58%	61%
Discuss mathematical ideas and relationships	68%	70%	69%	71%	72%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	41%	38%	39%	38%	40%
Explain the reasoning behind their answers	71%	72%	72%	74%	75%
Write solutions using mathematical language and symbols	85%	85%	85%	87%	85%

* This is a sample of the uses and practices that teachers were questioned about.

Observations

- Over the past five years, the percentages of Grade 9 applied mathematics teachers who indicated that they use student and school EQAO achievement results and questionnaire data for the three activities listed in the table above have increased by 15 or 18 percentage points.
- Over the past five years, the percentages of Grade 9 applied mathematics teachers who indicated that they often or very often ask their students to do each of the following have increased by between four and 13 percentage points:
  - Discuss and use problem-solving strategies for finding answers
  - Solve open-ended problems
  - Work collaboratively to solve problems
  - Discuss mathematical ideas and relationships
  - Explain the reasoning behind their answers

USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS

This year, the Grade 9 student and teacher questionnaires included some research 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. For the full questionnaire results for the province, visit the EQAO Web site, www.eqao.com, under the "School, Board and Provincial Results" heading. The full questionnaire results will be available September 29, 2010.

	2009–2010	
Students who completed the questionnaire*	Female # = 19 459	Male # = 23 742
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS		
Percentage of students who indicated that their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†		
	39%	37%
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:‡§		
	71%	67%

* Includes only those students for whom gender data were available.

† The response options were "yes," "no," "don't know." The percentages given represent those students who answered "yes."

‡ The response options were "yes," "no," "undecided." The percentages given represent those students who answered "yes."

§ Percentages for this question are based on the number of students who answered "yes" to the previous question in the above table (females: 7622; males: 8675).

	2009–2010
Teachers who completed the questionnaire	# = 1989
USE OF THE ASSESSMENT IN STUDENTS' CLASS MARKS	
Percentage of teachers who indicated that some or all components of the Grade 9 Assessment of Mathematics count as part of their students' class marks:	
	94%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*	
1–5%	34%
6–10%	47%
11–15%	12%
16–20%	2%
21–25%	1%
26–30%	1%
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:*	
	80%

* 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 (# = 1863).

RESULTS BY GENDER*

Results for Female and Male Students over Time

	2005–2006†		2006–2007		2007–2008		2008–2009		2009–2010	
	Female # = 22 884	Male # = 27 802	Female # = 22 126	Male # = 26 926	Female # = 21 626	Male # = 26 182	Female # = 21 752	Male # = 26 730	Female # = 21 262	Male # = 26 304
Level 4	4%	5%	4%	6%	4%	6%	4%	6%	5%	8%
Level 3	29%	32%	29%	31%	28%	31%	30%	35%	31%	36%
Level 2	36%	33%	38%	34%	38%	34%	37%	34%	37%	33%
Level 1	15%	13%	14%	13%	16%	15%	15%	13%	16%	12%
Below Level 1	7%	8%	7%	7%	7%	8%	7%	7%	6%	5%
No Data	8%	8%	8%	9%	7%	7%	6%	6%	5%	5%
Exempt‡	2%	2%	N/A§	N/A§	N/A	N/A	N/A	N/A	N/A	N/A
At or Above the Provincial Standard**	33%	37%	33%	37%	31%	36%	34%	41%	36%	44%

* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100. Results by gender include only students for whom gender data were available.

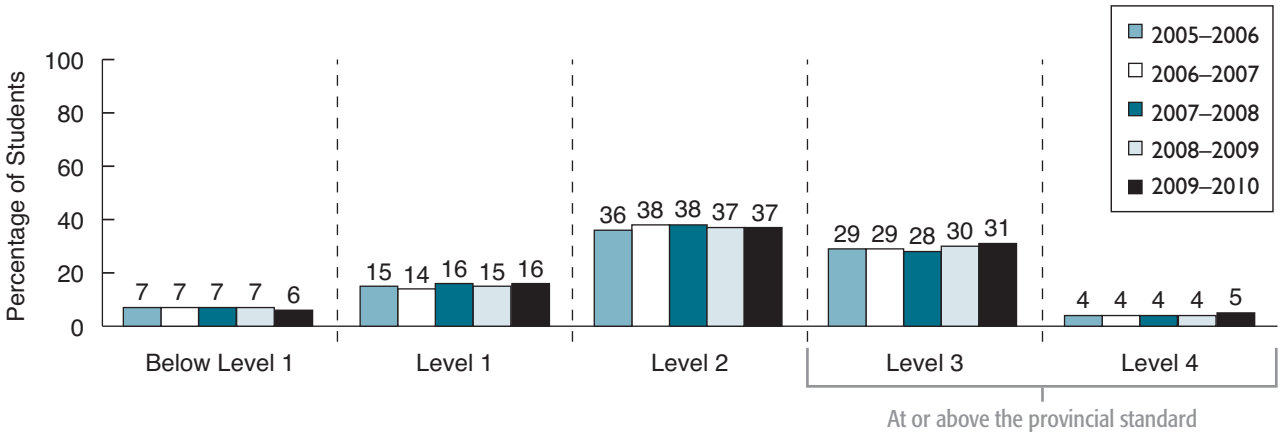
† Note that significant revisions were made to applied mathematics courses in 2005, as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ After 2006–2007, exemptions have not been permitted.

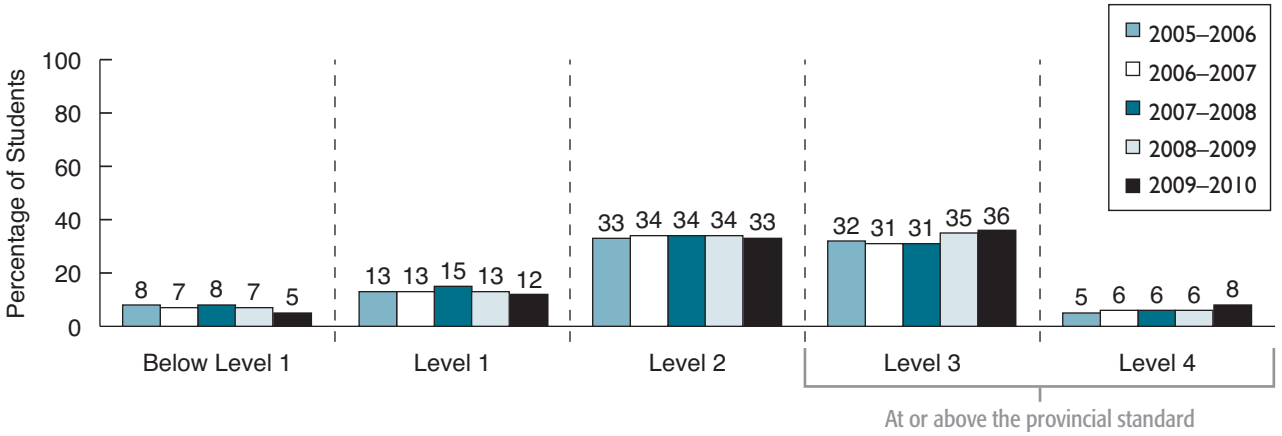
§ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

** 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.

Percentage of Female Students at Each Level over Time: Grade 9 Applied Mathematics



Percentage of Male Students at Each Level over Time: Grade 9 Applied Mathematics



Observations

- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by three and seven percentage points respectively.
- Over the past five years, the gender gap in favour of male students has increased from four to eight percentage points.
- In 2009–2010, a larger percentage of male (44%) than female (36%) students taking Grade 9 applied mathematics performed at or above the provincial standard.

RESULTS BY STUDENT STATUS

Results for All English Language Learners over Time*

	2005–2006†	2006–2007	2007–2008	2008–2009	2009–2010
	# = 2464	# = 2396	# = 2266	# = 2532	# = 2857
Level 4	3%	4%	4%	4%	6%
Level 3	15%	16%	18%	20%	21%
Level 2	24%	26%	32%	33%	31%
Level 1	15%	17%	22%	22%	23%
Below Level 1	14%	13%	17%	16%	12%
No Data	11%	24%	7%	6%	7%
Exempt‡	18%	N/A§	N/A	N/A	N/A
At or Above the Provincial Standard**	18%	20%	22%	23%	27%

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

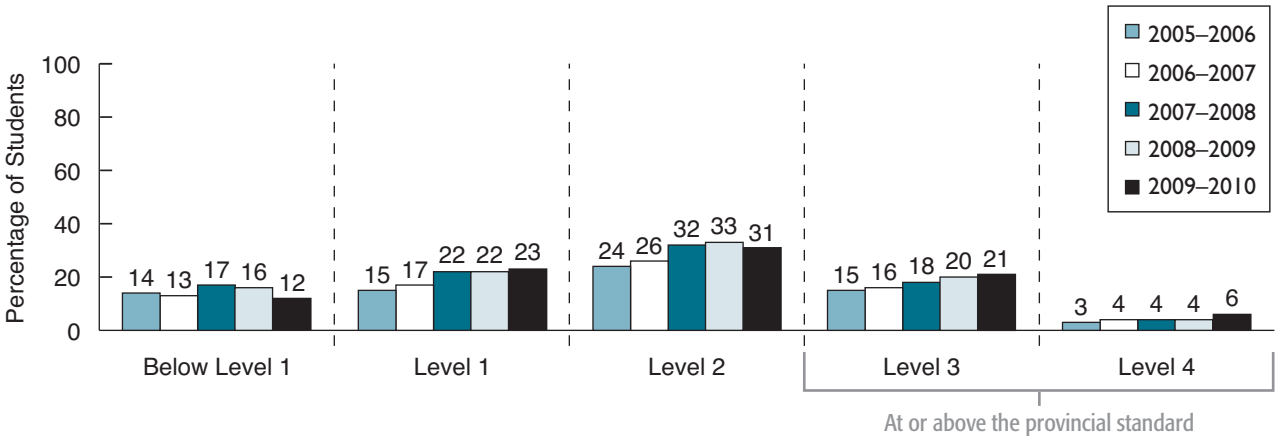
† Note that significant revisions were made to applied mathematics courses in 2005, as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ After 2006–2007, exemptions have not been permitted.

§ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

** 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.

Percentage of All English Language Learners at Each Level over Time: Grade 9 Applied Mathematics



Observations

- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by nine percentage points.
- In 2009–2010, the percentage of Grade 9 English language learners performing at or above the provincial standard in applied mathematics increased by four percentage points (to 27%) over the previous year's.

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

	2005–2006†	2006–2007	2007–2008	2008–2009	2009–2010
	# = 12 359	# = 12 562	# = 13 531	# = 14 483	# = 15 203
Level 4	3%	4%	4%	4%	6%
Level 3	25%	24%	23%	26%	28%
Level 2	36%	36%	36%	36%	36%
Level 1	17%	18%	20%	19%	18%
Below Level 1	10%	10%	10%	9%	7%
No Data	7%	8%	6%	5%	5%
Exempt‡	2%	N/A§	N/A	N/A	N/A
At or Above the Provincial Standard**	28%	28%	27%	30%	33%

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

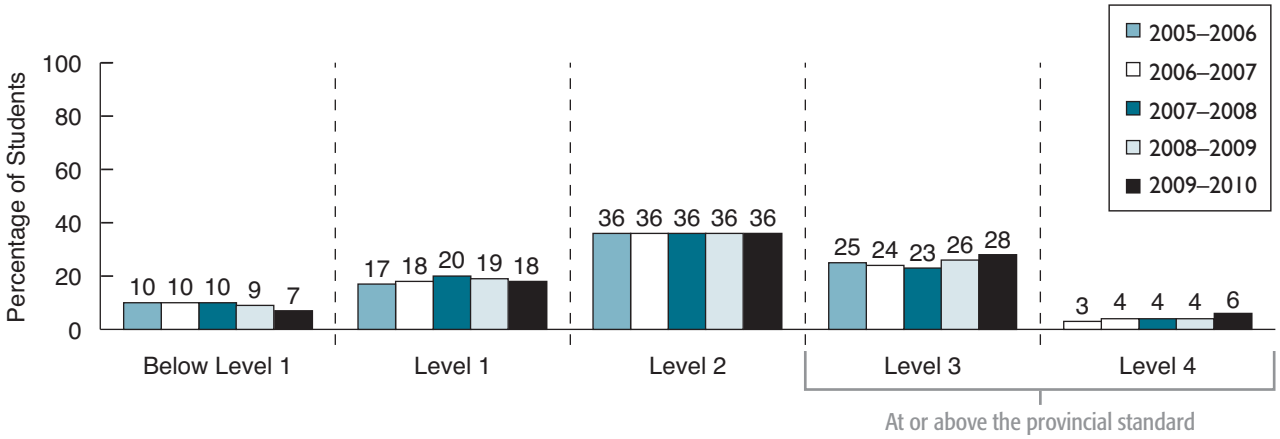
† Note that significant revisions were made to applied mathematics courses in 2005, as reflected in *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005).

‡ After 2006–2007, exemptions have not been permitted.

§ In 2006–2007, students who were coded "exempt" were placed in the "no data" category.

** 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.

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level over Time: Grade 9 Applied Mathematics



Observations

- Over the past five years, the percentage of Grade 9 students with special education needs performing at or above the provincial standard in applied mathematics has increased by five percentage points.
- There has been an increase of three percentage points (to 33%) since last year in the percentage of Grade 9 students with special education needs taking applied mathematics performing at or above the provincial standard.

Summary of Findings for the Grade 9 Assessment of Mathematics

Academic Course

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has increased by 11 percentage points, from 71% to 82%.
- There has been an increase of five percentage points (to 82%) since last year in the percentage of students performing at or above the provincial standard in academic mathematics.
- Over the past four years, the percentages of female and male students taking Grade 9 academic mathematics who indicated that they agree or strongly agree with each of the following statements have increased:
  - I like mathematics.
  - I am good at mathematics.
  - I understand most of the mathematics I am taught.
  - Mathematics is an easy subject.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have both increased by 11 percentage points.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by 24 percentage points—a larger improvement than that among the Grade 9 academic mathematics population as a whole (11 points).
- Over the past five years, the percentage of Grade 9 students with special education needs (excluding gifted) performing at or above the provincial standard in academic mathematics increased by 14 percentage points—a greater improvement than that among the Grade 9 academic mathematics population as a whole (11 points).

Applied Course

- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by five percentage points, from 35% to 40%.
- There has been an increase of two percentage points (to 40%) since last year in the percentage of students performing at or above the provincial standard in applied mathematics.
- Over the past four years, the percentages of female and male students taking Grade 9 applied mathematics who indicated that they agree or strongly agree with each of the following statements have increased:
  - I like mathematics.
  - I am good at mathematics.
  - I understand most of the mathematics I am taught.
  - Mathematics is an easy subject.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by three and seven percentage points, respectively.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has increased by nine percentage points.
- Over the past five years, the percentage of Grade 9 students with special education needs (excluding gifted) performing at or above the provincial standard in applied mathematics has increased by five percentage points.

Explanation of Terms: Grade 9 Assessment of Mathematics

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 considerable level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Level 4 (80–100%)

The student has demonstrated a very high to outstanding level of achievement. Achievement surpasses the provincial standard.

Level 3 (70–79%)

The student has demonstrated a high level of achievement. Achievement is at the provincial standard.

Level 2 (60–69%)

The student has demonstrated a moderate level of achievement. Achievement is below, but approaching, the provincial standard.

Level 1 (50–59%)

The student has demonstrated a passable level of achievement. Achievement is *much below* the provincial standard.

Below Level 1

The student has not demonstrated sufficient achievement of the curriculum expectations (below 50%).

No Data

This designates non-exempt students who did not complete any part of the assessment due to absence or for medical or other reasons.

Exempt

This designates students who were formally exempted by the school from participating in the assessment. After 2006-2007, exemptions have not been permitted.

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). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.

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.

Strategies for Success: Grade 9

INFORMING PROFESSIONAL PRACTICE

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their knowledge and skills in mathematics. The suggestions are based on an analysis of students' performance on the Grade 9 Assessment of Mathematics, Winter and Spring 2010, for both the academic and the applied courses, and on feedback from teachers who scored the assessment.

The released questions can be found in the 2009–2010 Sample Assessment Questions on the EQAO Web site, www.eqao.com.

For more information on the knowledge of content and the cognitive processes that students are required to demonstrate on the assessment, see the Grade 9 Assessment of Mathematics *Framework,* on the EQAO Web site.

For more information on the terms in bold print, refer to the list of resources at the end of this section.

Academic Course	Observations:	Strategies for Improvement:
Number Sense and Algebra	Students performed better on questions mapped to the skill Knowledge and Understanding than on questions mapped to Application or Thinking. Scorers of the open-response questions observed that many students made errors converting 6% into decimal form.	Continue to provide students with opportunities to practise converting percentages into decimals in a variety of contexts (e.g., commission, sales tax and other rates). Continue to provide students with problems that involve using algebraic skills in a variety of contexts. Instruct students in how to use **manipulatives,** and allow their use to aid in the visualization of abstract concepts.
Linear Relations	Students performed well on simple questions involving linear equations. Students had difficulty with questions whose answers are more open-ended. Students had more difficulty answering the open-response questions in this strand than they did those in the other strands. Scorers of the open-response questions observed that students had difficulty with the mathematical terminology "direct" or "partial variation" and "initial value." Many students considered initial value to be the value for one unit.	Provide students with opportunities to solve open-ended problems and discuss the strategies used and differences in the answers. Use the **reading and writing strategies** outlined in *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Grades 7–9* to teach students to organize the information in problems and solve them. Encourage students to use mathematical terminology during class discussions and when working with peers.
Analytic Geometry (Academic Only)	Students performed well on the open-response questions in this strand. Students performed fairly well on questions that required them to determine the slopes and *y*-intercepts of lines. Students were not as successful on the question that required them to calculate speeds given a graph with two different scales.	Provide students with opportunities to graph relationships using different scales and to calculate slopes using these graphs. Continue to provide opportunities for students to make connections between ordered pairs, points on a graph and the corresponding equation.

Academic Course	Observations:	Strategies for Improvement:
Measurement and Geometry	Students performed well on the open-response questions in this strand. Students performed well on multiple-choice and open-response questions that required them to determine the measures of angles. Scorers of the open-response questions noted that students made assumptions about angle measures without considering geometric properties. Students performed the least well on the question about the perimeter of a composite 2-D shape that involved semicircles.	Continue to provide students with problems that require them to consider composite shapes with circular parts (e.g., a circle inscribed in a square) and to determine the unlabelled dimensions of one shape using the dimensions of the other shapes. Require students to write justifications for angle measures that include relevant geometric properties. Continue to review timelines to ensure that the expectations in this strand receive an appropriate amount of instructional time.
General Observations on the Mathematics Data	Overall, students were the least successful on multiple-choice and open-response questions mapped to the skill Thinking. They were most successful on questions mapped to the skill Knowledge and Understanding. Students continue to miss important details and make incorrect assumptions when answering all types of mathematics questions.	Continue to provide students with opportunities to solve multi-step problems in various contexts across all strands. Reinforce the **Four-Step Problem-Solving Model.** Provide opportunities for students to discuss different **problem-solving strategies** and present different solutions through group strategies such as **math congress.** Provide students with **exemplars** to demonstrate work at various levels of performance. Continue to **model** working backward as a tool to verify a solution.
Students with Special Education Needs (Excluding Gifted)	**Students with special education needs** continue to perform less well than the general population and less well than **English language learners.** Overall, students with special education needs demonstrated a similar pattern of relative strengths and weaknesses to that of the general population.	Continue to **differentiate instruction** using the **Universal Design for Learning** for all students, but particularly for those with special education needs. Review the allowed accommodations in the *Guide for Accommodations and Special Provisions, Winter and Spring 2010* and assign them to students individually. Provide the same accommodations regularly for classroom assessments.
English Language Learners	**English language learners** performed well on open-response questions in the strand Measurement and Geometry. Although English language learners continue to perform less well than the general population, the gap in overall performance continues to decrease.	Continue to provide multiple opportunities for **English language learners** to solve problems in contexts using a variety of tools, such as **manipulatives** and **graphic organizers.** Reinforce mathematical terminology through small-group presentations.
Gender	Overall, compared to last year, there was greater similarity between the performances of male and female students.	Continue to provide opportunities for mixed-gender group work. Rotate roles in the groups to give opportunities for all members to lead.

Applied Course	Observations:	Strategies for Improvement:
Number Sense and Algebra	Overall, students were not as successful on questions in this strand as on those in other strands. Students performed well on multiple-choice questions that required them to substitute into an algebraic equation and solve for an unknown value. Students had difficulty with multiple-choice questions requiring multiple steps. Scorers of open-response questions reported seeing an increase in highlighting, circling and underlining of important information in the question prompts.	To help students gain a **conceptual understanding** of algebra, continue to provide students with **manipulatives** and instruction on how to use them. Provide students with multiple opportunities to practise algebraic skills in all strands (e.g., solving for the unknown in a measurement problem or a linear equation) and for more complicated multi-step problems. Continue to teach organizational strategies for answering open-response questions (e.g., highlight important information, reread the prompt). Continue to encourage students to check the reasonableness of their answers and to reread the question to ensure they have answered it fully.
Linear Relations	As in previous years, students performed better on the questions in this strand than on those in the other strands. Students were successful on questions that required them to determine the value of a linear relationship given a graph or description of the relationship. Students were not as successful on multiple-choice questions that required them to determine other representations of a linear relationship (e.g., graphs, equations or tables of values) given one representation. Students performed well on the open-response questions in this strand. However, scorers of open-response questions noted that students had difficulty demonstrating an understanding of initial value and direct versus partial variations.	Continue to provide students with opportunities to explore the graphs of relationships in many contexts. **Model** how to create appropriate scales to accommodate given data with a many-to-one or many-to-many correspondence. Provide opportunities for students to make connections between the different representations of linear relationships (e.g., graphs, equations, tables of values). Encourage students to use mathematical terminology during class discussions and when working with peers.
Measurement and Geometry	Students performed well on simple questions that required them to determine measures of missing angles. Students had difficulty answering the open-response questions in this strand.	Continue to provide students with a variety of problems that require them to determine measures of missing angles and to justify their answers using geometric properties. **Model** the checking of answers by working backward to determine whether the solution is correct.

Applied Course	Observations:	Strategies for Improvement:
General Observations on the Mathematics Data	Overall, students were least successful on multiple-choice and open-response questions mapped to the skills Application and Thinking and most successful on those mapped to Knowledge and Understanding. Students continue to demonstrate difficulty solving multi-step problems. Similar to last year, students misinterpreted or missed important details in questions in all strands. Scorers noted that fewer students left open-response questions blank than in previous years.	Continue to provide students with opportunities to solve multi-step problems in various contexts across all strands. Reinforce the **Four-Step Problem-Solving Model** for students. **Model** various **problem-solving strategies** for students (e.g., look for a pattern, guess and check and make a table, picture or diagram) and present different solutions to problems through group strategies such as **math congress.** Support students by providing **exemplars** of various levels of performance. Encourage students to check their answer by considering its reasonableness and reviewing the question to ensure they have answered it fully. Continue to encourage students to attempt all questions in their course work.
Students with Special Education Needs (Excluding Gifted)	**Students with special education needs** continue to perform less well than the general population. Students with special education needs continue to exhibit the same pattern of relative strengths and weaknesses as does the general population.	Continue to **differentiate instruction** using the **Universal Design for Learning** for all students, but particularly for those with special education needs. Review the allowed accommodations in the *Guide for Accommodations and Special Provisions, Winter and Spring 2010* and assign them to students individually. Provide the same accommodations regularly for classroom assessments.
English Language Learners	**English language learners** performed less well than **students with special education needs.** Overall, English language learners exhibited the same pattern of relative strengths and weaknesses as did the general population. English language learners were more successful on questions that did not involve specific mathematical terminology.	Continue to provide multiple opportunities for **English language learners** to solve problems in contexts using a variety of tools, such as **manipulatives** and **graphic organizers.** Reinforce mathematical terminology through small-group presentations.
Gender	Overall, male students performed better than female students, especially on questions involving linear relationships.	Continue to provide opportunities for mixed-gender group work. Rotate roles in the groups to give opportunities for all members to lead.

Academic and Applied Courses

List of Resources

If you are reading the version of this document found on the EQAO Web site, www.eqao.com, please use the hyperlinks to the listed resources.

Conceptual understanding: Go to page 74 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* for a brief discussion of the link between procedural knowledge and conceptual understanding at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Differentiated instruction: Go to

- pages 23 and 36–47 of *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Grades 7, 8, 9 Applied and 10 Applied: Developing Mathematical Literacy* for outlines of differentiation based on various student and learning factors at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf
- "Professional Learning Guide: Differentiated Instruction" for what differentiated instruction means in the classroom and considerations relating to its implementation at http://www.edu.gov.on.ca/eng/studentsuccess/lms/differentiatedInstruction.pdf
- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* for an overview at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf
- the webcast *Differentiated Instruction: Continuing the Conversation* at http://www.curriculum.org/secretariat/march29.shtml
- the webcast *Differentiating Mathematics Instruction* at http://www.curriculum.org/secretariat/may28.shtml

English language learners: Go to

- *TIPS for English Language Learners in Mathematics, Grades 7, 8, 9 Applied and 10 Applied: Developing Mathematical Literacy for All* for support for teachers of English language learners in Grade 9 applied courses at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/ELLMath4All.pdf
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom: A Practical Guide for Ontario Educators* for insights on ways to assist English language learners at http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf

Exemplars: Go to

- *The Ontario Curriculum Exemplars, Grade 9* at http://www.edu.gov.on.ca/eng/curriculum/secondary/math9ex/
- EQAO's sample assessment questions, which include scoring guides, item-specific rubrics and sample student responses at http://www.eqao.com/Educators/Secondary/09/09.aspx?Lang=E&gr=09&Aud=Educators&App=Educators

Four-Step Problem-Solving Model: Go to page 12 of *The Ontario Curriculum, Grades 1–8: Mathematics,* 2005 at http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf

Graphic organizers: Go to

- page 25 of *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Grades 7, 8, 9 Applied and 10 Applied: Developing Mathematical Literacy* for an overview at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf
- "Professional Learning Guide: Graphic Organizers" at http://www.edu.gov.on.ca/eng/studentsuccess/lms/graphicOrganizers.pdf
- *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Grades 7–9* for examples of graphic organizers at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf

Academic and Applied Courses

List of Resources (continued)

Manipulatives (concrete materials): Go to

- *Professional Learning Guide: Manipulatives* at http://www.edu.gov.on.ca/eng/studentsuccess/lms/manipulatives.pdf
- page 22 of *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM), Grades 7, 8, 9 Applied and 10 Applied: Developing Mathematical Literacy* at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMDevMathLit.pdf
- pages 48–50 and 58 of *Leading Math Success: Mathematical Literacy, Grades 7–12: The Report of the Expert Panel on Student Success in Ontario* for a list of essential manipulatives at http://www.edu.gov.on.ca/eng/document/reports/numeracy/numeracyreport.pdf
- the PowerPoint presentation *Family and Community Connections: Manipulatives and Technologies* for examples of the use of manipulatives at http://www.edu.gov.on.ca/eng/studentsuccess/lms/library.html#family

Math congress: Go to *Teaching Mathematics Through Problem Solving* at www.curriculum.org/LNS/coaching/files/ppt/july4/MathProblem Solving.ppt

Model: Go to pages 63–64 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* for suggestions on modelling at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Problem-solving strategies: Go to

- page 2 of *Targeted Implementation and Planning Supports for Revised Mathematics (TIPS4RM): Mathematical Processes* at http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/tips4rm/TIPS4RMProcesses.pdf
- pages 12–13 of *TIPS: Mathematics 2* for information about the role of students and teachers in selecting and applying a problem-solving strategy at http://www.curriculum.org/csc/library/tips/section2/ccmathprocess.pdf
- pages 38–44 of *A Guide to Effective Instruction in Mathematics, Kindergarten to Grade 6: Volume Two, Problem Solving and Communication* at http://www.eworkshop.on.ca/edu/resources/guides/Guide_Math_K_6_Volume_2.pdf

Reading and writing strategies: Go to *Think Literacy: Cross-Curricular Approaches, Grades 7–12: Mathematics, Grades 7–9* at http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf

Students with special education needs: Go to

- the numeracy segments of the webcast *High-Yield Strategies to Improve Student Learning* at http://www.curriculum.org/secretariat/may2.shtml
- *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Universal Design for Learning: Go to

- pages 10–13 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6* at http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

Case Studies: Schools on the Journey of Learning—Grade 9

Case Studies: Schools on the Journey of Learning—Grade 9

OBSERVATIONS FROM THE FIELD

The release of EQAO data has become a catalyst for annual reflection and discussion among Ontario's educators. While the assessments themselves mark the end of a cycle of instruction, learning and evaluation, the analysis of EQAO results marks the beginning of a cycle of improvement planning across our school communities.

Once again, EQAO is pleased to profile seven secondary school communities from across the province that are using provincial assessment results as evidence contributing to their own improvement planning. The profiled schools are at various stages in their own journey of learning and continuous improvement. They are all representative of the dedicated school communities that can be found right across Ontario. The schools are notable for their leadership, proactive initiatives, positive attitude and sincere efforts to help every child succeed. These are schools that have adopted an action plan based on their unique circumstances and work toward improved student outcomes.

The collection of these stories provides yet another opportunity for EQAO to engage the education community. Working with the stories is an enriching experience that also gives schools an opportunity to pause and reflect on what they have accomplished and where they want to go. We are pleased to shine the spotlight on the dedication of these schools and trust that the strategies they have put in place can serve as inspiration for other schools across the province.

Some of the recurring themes that schools identify as factors in addressing the mathematical learning needs of students are a school-wide focus on numeracy; using EQAO data and resources to support instruction; increased cross-panel dialogue; the appropriate placement of students in the Grade 9 program; connecting mathematical concepts to real-world experience; using technology and manipulatives for enhanced conceptual understanding and problem solving; the tracking of all student progress; in-school learning communities; board support for professional development and programs; and remedial help for at-risk learners.

EQAO celebrates these schools' stories and applauds the efforts of Ontario's educators, parents and public as we all work together to inspire students to become successful learners.

Christ the King Catholic Secondary School

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1600; Grades: 9–12; Principal: David DeSantis

Christ the King Catholic Secondary School is located in Georgetown, Ontario. It offers academic and applied programs to 1600 Halton Catholic District School Board students in Grades 9–12. The school serves students from a large geographical area, and most of them are bused. The school community falls in the middle-to-high socioeconomic range but has been affected by the economic downturn. Christ the King School has the largest percentage of special education students in its board, yet matches or exceeds the board's EQAO scores and those of the province. Christ the King is a school with a culture of discipline, high standards, Catholic morality and positive reinforcement.

EQAO reports and data-driven instruction loom large as critical reasons for the school's success. Data is examined thoroughly in the development of the school profile. A comprehensive needs assessment is conducted; data are used in the tracking of all students in all programs and are important in identifying at-risk students. Credit accumulation rates and perceptual and attitudinal surveys also help to identify trends and assist with educational decisions. The staff examines all data carefully and makes recommendations based on strengths and areas for improvement. Once they are determined, changes are made to assist student learning.

With data examined and programs in place, Christ the King School devotes great energy to ensure students are placed in the right courses. The numeracy team analyzes Grade 8 marks by strand. Based on these observations and elementary-teacher input, recommendations for streams are made. In addition, high-school teachers visit the feeder schools and teach both academic and applied sample lessons to the students so they will see the wisdom of the recommendations and select appropriately. Parents are very much a part of the educational equation. Letters home, curriculum nights, Grade 8 information night, the school Web site, class portals and phone calls are all strategies employed to keep parents in the loop.

"I believe in empowered leadership. My staff has my trust and confidence to enhance the effectiveness and stature of this school and the kids in it."

David DeSantis, principal

Principal David DeSantis

The Grade 9 math classes are all taught by experienced teachers, including the department head. A team approach is used for planning and assessments. Considerable work is done to ensure the success of students. Extra help is provided by the math department throughout the year, and there is an EQAO prep course, which is offered after school hours. Whenever possible, educational assistants are assigned to Grade 9 applied math students to assist with topic review, homework and individual or small-group assistance. All math classes, academic and applied, take advantage of assistive technology (Smart Boards, for example) and manipulatives.

Principal David DeSantis says: "I believe in empowered leadership. My staff has my trust and confidence to enhance the effectiveness and stature of this school and the kids in it."

EQAO assessments are not an event in the school but rather a part of the culture that begins on the first day of school. The students encounter the language of the assessment immediately. Key words are posted and test question types similar to EQAO's are embedded in math classes. One week prior to the actual assessment, a mock EQAO test takes place in the cafeteria. The math teachers use the results to tweak weak areas. Students take part in peer assessments to give them a working knowledge of what constitutes Levels 1, 2, 3 and 4.

System initiatives have provided opportunities for further growth from a variety of perspectives. System professional

"There are a lot of detractors of standardized testing. I believe that it ensures accountability in the delivery of deep and engaged literacy and numeracy instructional, assessment and evaluation practices."

David DeSantis, principal

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	51%	54%
Male	49%	46%
English language learners	1%	1%
Special education needs	1%	38%
Speaks primarily a language other than English at home	4%	3%

development brings math educators together for presentations on cutting-edge best practices and sharing ideas with colleagues. This has happened largely because of funding under the auspices of the Catholic Learning Communities. In addition to financial resources, the school board makes support personnel available for school support. Board consulting staff have examined board reports, and based on the results, consulting staff models informed best practices for school staff.

Christ the King School offers a variety of other supports for students, such as providing incoming Grade 8 students with a math review package to be completed prior to August orientation. These packages are submitted to the Grade 9 math teachers. The school takes part in a "Summer Recovery" camp. There are two teachers working in literacy and numeracy for every 20–30 students. Staff analysis of EQAO reports indicates that scores on school assessments are sometimes higher than EQAO scores. The math department is working to discover how these discrepancies can be overcome.

Christ the King Catholic High School is scoring very well on assessments and its many initiatives are compatible with a culture that espouses achievement, student (voice) and teamwork. This school is not working to establish the value of data. It has already arrived at that destination.

Principal David DeSantis says: "There are a lot of detractors of standardized testing. I believe that it ensures accountability in the delivery of deep and engaged literacy and numeracy instructional, assessment and evaluation practices."

Christ the King Catholic Secondary School

Crestwood Secondary School

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Student population: 950–1000; Grades: 9–12; Principal: Jim Rielly

Academics, technology and fine arts programs are valued at Crestwood Secondary School, where parents participate fully in the academic development of their children.

A significant number of the 950 to 1000 students in Grades 9–12 at this comprehensive semestered school go on to pursue university or community college credentials. Most of the students in this largely rural, socioeconomically diverse community speak English as their primary language. Fifty-five percent are bused. Four years ago, decentralization within the board led to programming and staffing adjustments to accommodate an influx of students with special needs.

Since then, the exceptionally talented and caring mathematics teachers have contributed immensely to a culture of inclusion, commitment and confidence building. An excellent rapport and the free exchange of data with the feeder schools allow staff to target the needs of incoming students and have appropriate programming in place before their arrival in Grade 9. About one-third of the new pupils have Individual Educational Plans and access to the Personal Learning Centre on entry. Many, however, are successfully integrated into the technology-rich mathematics classrooms, where they receive expert explicit instruction. These students also take advantage of the Math Helper drop-in lunch program, where a qualified math teacher is always approachable and available to answer questions and explain mathematical concepts.

It is policy at this school to assign strong, qualified mathematics teachers to Grade 9 classrooms to instill essential skills and to reach back, where necessary, to the elementary curriculum. A cohesive and collaborative unit, the math department always puts students first. When a teacher is away, for instance, a colleague teaches the scheduled lesson. Shared responsibilities ensure that every student maintains a constant learning pace. Moreover, in the interests of consistency and continuity, staff teaches the same sequential lesson on the same day if classes are running concurrently. Programs are all Smart Board based, extremely engaging and designed to be challenging. Teachers have high expectations for their students, who in turn strive to succeed. As athletic coaches, all six mathematics specialists forge valuable connections, building relationships that typically translate into improved student behaviour and class participation. EQAO assessments and surveys, which indicate that most students are capable and confident in mathematics, speak to the extremely positive learning environment in this department.

"I'm a big believer in data. It can be very helpful, especially when looking at data over time. Unless you're talking about data, you're just talking. It's a great direction setter."

Jim Rielly, principal

Principal Jim Rielly says: "I'm a big believer in data. It can be very helpful, especially when looking at data over time. Unless you're talking about data, you're just talking. It's a great direction setter."

The administration and staff at Crestwood know their students well. Drawing from a multitude of sources beyond EQAO assessments and the board's Achievement Plus program, the math department has a deep knowledge and understanding of the skills its students possess. Local assessment practices include a compilation of final marks over time to assess trends, Mark Book software to manage data and frequent unit tests. It is daily teacher-student interaction, however, that provides the story behind the data and plays the most crucial role in personalizing the mathematics program.

Ian Beaman, Andrew Ross, Garth Scott, Jim Rielly (principal)

As they concentrate on covering the curriculum thoroughly and monitor progress regularly, the educators keep in mind that EQAO assessments are based on curriculum expectations. Last year, when Principal Jim Rielly generated graphs from EQAO data and asked the math department members to review them, identify needs and draft an action plan, they discovered that EQAO data confirmed their own concerns about abstract thinking and algebraic skills.

Math department head Garth Scott says: "We want to see the big picture. We teach the skills that we know they're going to need in Grades 10, 11 and 12. If we concentrate on what the curriculum is, that takes care of EQAO."

Throughout the year, teachers use EQAO resources to fashion curriculum questions for biweekly tests and unit assessments, so students are familiar and comfortable with the language and format. They also rely on commercial assessment banks for well-worded multiple-choice and short-answer questions. Because EQAO exemplars offer several levels of language and because "the language of the curriculum is mathematical language," staff uniformly use them to embed the language of the curriculum in daily lessons. They provide additional specified instruction during the month preceding EQAO administrations.

"We want to see the big picture. We teach the skills that we know they're going to need in Grades 10, 11 and 12. If we concentrate on what the curriculum is, that takes care of EQAO."

Garth Scott, math department head

Open, honest dialogue is a hallmark of Crestwood's math department. In this rich, creative environment, professional development is ongoing, taking board initiatives and filtering them to address specific local needs. Passionate about their subject area, these educators converse constantly, reflect on their teaching practices, share their expertise in mathematics, technology and behaviour management and, as a team, adapt and refine their program, devising ways to engage students and maximize their successes

A further strength at Crestwood is the positive partnership between home and school. Through the school's Web site, Principal Rielly and his staff share valuable information regarding homework, marks, curriculum and upcoming events such as EQAO assessments. Many teachers post daily lessons, so absent students can keep up with course work. Teachers are valued, respected and strongly supported by a tireless and visionary leader who shares their determination to broaden the horizons of those in their care.

Crestwood Secondary School

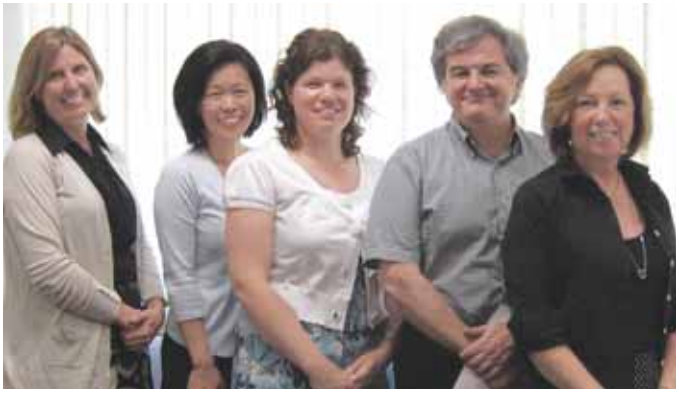
GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	53%	39%
Male	47%	61%
English language learners	0%	0%
Special education needs	7%	50%
Speaks primarily a language other than English at home	0%	0%

Dr. Norman Bethune Collegiate Institute

TORONTO DISTRICT SCHOOL BOARD

Student population: 1340; Grades: 9–12; Principal: Sandra Kaskens



Sandra Kaskens (principal), Catherine Barratt, Norma MacLellan, Joe Jonsson, Deborah Williams

Dr. Norman Bethune Collegiate Institute's student population is 95% of Chinese heritage, with 41% being English language learners. Many recent arrivals came from rural parts of mainland China.

The mathematics department, along with student success and special education teachers, use EQAO, report-card and anecdotal data to inform the school improvement plan for numeracy. Bethune has developed options for students of all mathematical abilities. The differentiated programming starts with the transition from Grade 8. Using data and information from feeder-school teachers and parents, students are placed in essential, applied, academic or enriched courses.

The "Stellar" program offers enriched courses for Grades 9 and 10. Students are challenged to broaden their skills. They write the same exam as the academic classes, but are required also to enter at least one university mathematics contest.

Academic and applied course teachers model solutions. They use investigations and a hands-on approach, focusing on preparing students for future success. The difference between the two courses is in the degree of repetition and practice undertaken to help a student consolidate and internalize concepts. Teachers continually encourage students to reach their potential. Of applied students, 18% attained Level 4 on the EQAO assessment and were able to transfer to the academic course.

Although Bethune is a non-semestered school, the Grades 9 and 10 essential mathematics courses are semestered and completed in a student's Grade 9 year. In Grade 10, some of these students enter the applied stream; others take Grade 11 workplace mathematics.

Principal Sandra Kaskens says: "We've made mathematics accessible to all students. We provide a program that will meet their needs, like semestering the essential level to allow them an entry point where they are not behind their own cohort."

The mathematics department is highly organized and collaborative. Its members work as a team to deliver the curriculum. Staff mentors new teachers and shares strategies, working with special education and guidance teachers to ensure student support. Teachers are given the list of students with Individual Education Plans and their accommodations right away. The accommodations are considered throughout the year.

Students are taught that it is the process that matters, not the answer. The staff provides materials that give students an opportunity to communicate higher-level thinking.

In January, Grade 9 students write a cumulative test that includes EQAO-type questions. Students are reminded that making a mistake in a calculation is not as important as following the proper steps to solve the problem. Teachers create a calm environment during assessments and encourage students to persevere.

Bethune offers an after-school numeracy program, funded by continuing education. Many of the students also attend mathematics programs linked to Chinese cultural programs in the community.

"Parent engagement not only involves attending parent nights but is also about the level of support in the home: how parents support the students in ensuring that their homework is done. In that respect, there is a high level of parent engagement in this community. They are certainly instilling in their children a respect for education and placing a high value on doing well."

Sandra Kaskens, principal

"We work toward covering the curriculum and reinforcing the concepts. We want the learning to be long term, not short term. We try to intervene in a timely way when we see there is a need, with a variety of alternatives for students who are not succeeding. The feedback we get from our graduates is so positive about what our school has done to prepare them. That is the ultimate test: what our graduates have to say about their experiences."

Joe Jonsson, curriculum leader for mathematics

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	45%	46%
Male	55%	54%
English language learners	12%	38%
Special education needs	9%	30%
Speaks primarily a language other than English at home	25%	42%

The students have high expectations of themselves and appreciate their educational opportunities. Parents reinforce this at home, and children are expected to do their best. Homework completion and school attendance are valued.

Principal Sandra Kaskens says: "Parent engagement not only involves attending parent nights but is also about the level of support in the home: how parents support the students in ensuring that their homework is done. In that respect, there is a high level of parent engagement in this community. They are certainly instilling in their children a respect for education and placing a high value on doing well."

Dr. Norman Bethune Collegiate Institute

There is a culture of excellence and co-operation in the school. The students help each other. There are peer tutors that work one-on-one with students having difficulty. "Math Help" is run by volunteer senior students at lunchtime.

Nine staff members visited a sister-school in China and gained valuable insights into its education system. The exchange has fostered an increase in mutual understanding and parental engagement. Bethune parents will pursue their active role by hosting Chinese teachers next fall.

Former students still feel connected to the school and often come back to help with trips, in classrooms and with younger students individually. Teachers take pride in the success of their graduates.

Mathematics curriculum leader Joe Jonsson says: "We work toward covering the curriculum and reinforcing the concepts. We want the learning to be long term, not short term. We try to intervene in a timely way when we see there is a need, with a variety of alternatives for students who are not succeeding. The feedback we get from our graduates is so positive about what our school has done to prepare them. That is the ultimate test: what our graduates have to say about their experiences."

Bethune teachers and students have high expectations and demonstrate mutual respect. Those expectations translate into results. Students place a high value on education and excel in many areas. Students and teachers take pride in each other's accomplishments.

Sir Winston Churchill C. & V.I.

LAKEHEAD DISTRICT SCHOOL BOARD

Student population: 1275; Grades: 7–12; Principal: Rowan Seymour

Sir Winston Churchill Collegiate & Vocational Institute is situated in Thunder Bay and serves 1275 students in Grades 7–12. Eighteen percent of the student population self-identifies as Aboriginal. A board liaison officer works closely with schools and local First Nations communities to assist students. A shift in demographics has necessitated program changes, to reflect a decrease in the number of students choosing the academic program, as students elect to take applied and workplace-focused options. The school also offers an International Baccalaureate diploma, a school-to-work academy, Native Studies courses and other certificate opportunities.

Nick Sacevich, Andrea Lampo, Rowan Seymour (principal)

Staff analyzes EQAO data over time, using them as an ongoing reference point to monitor how many students are achieving Levels 3 and 4 in both academic and applied mathematics. The staff then compares the achievement differences between genders and by semester. Once the overall data have been examined, staff reviews EQAO's Profile of Strengths and Areas for Improvement reports, "drilling down" into the data to determine which students need extra support. SMART goals are set as benchmarks and are reviewed monthly through the departmental professional learning community (PLC) to ensure that no student is left behind.

Principal Rowan Seymour says: "Using EQAO data as part of the PLC process encourages teachers to have an active and ongoing dialogue with each other about student work and encourages them to take risks, try new things and to measure successes on a shorter and shorter time frame. Assessment for learning becomes the focus of the PLC discussions, and EQAO and classroom data are the key to driving dialogue. When we examine the data and observe how students are doing, it changes our instruction. Our teachers are not afraid of the data. They welcome making changes based on the data. EQAO is an important instrument for us."

An important strategy used by the staff is the ongoing communication with teachers of Grades 7 and 8 in their feeder schools. Grade 8 teachers are invited to participate in a mathematics professional learning group, which is a forum for teachers to review mathematics curriculum expectations to ensure complete coverage and to share information about teaching and assessment strategies. To make appropriate placements, all classroom data as well as the Grade 6 EQAO results are reviewed and students needing special assistance are identified. Profiles are also developed outlining the students' academic and social strengths. Throughout the months of September and October, the student-success team meets with every student in Grade 9 to discuss what is going well and to offer assistance as necessary.

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Rowan Seymour, principal

The board initiated a program last year assigning a Grade 9 mathematics coach in each secondary school. The coach works with the applied students and their teachers for one period each day, providing resources and in-class assistance and modelling problem-solving strategies for students and teachers. The mathematics department also participates in regular Grade 9 meetings, sharing challenges and discussing student needs. Teacher moderation is used to develop common assessments and rubrics.

The school participates in other board initiatives, such as the Homework Help Initiative whereby students register and receive a log-in and password for the system. If they are struggling with assignments, they can log in and request assistance. Staff attends training sessions to better understand and use Smart Board technology and enhance their mathematics programs and engage students. Mathematics department heads also have the opportunity to meet and receive training sessions in coaching.

The school offers mathematics help sessions every morning and afternoon, open to all students. Teachers are assigned one class a week but usually volunteer to teach more often. The mathematics help class is well attended because students have the opportunity to experience different teachers and teaching styles. The mathematics department developed pre- and post-course surveys, using EQAO-type questions, to learn whether students' attitudes toward the subject change.

Grade 9 math teacher Nick Sacevich says: "One of the achievements of which I am most proud is students that came into Grade 9 not liking or afraid of math, and complete the survey at the end of the course with positive responses and an improved attitude towards math. Their responses indicated they enjoyed the math course and were no longer afraid of math."

Ongoing communication with parents is essential, and newsletters, updates and EQAO-type practice questions are sent home regularly to reinforce the curriculum. A "Welcome to Sir Winston Churchill C. & V.I." evening is held for parents of new students, where different program options are outlined and challenges are identified.

As a result of the supports in place for mathematics, the school has experienced improved student attendance and increased credit accumulation and student participation.

Mathematics department head Andrea Lampo says: "Working through our process with data allows us to recognize that what we have implemented has contributed to the increased success of our students. Our continuing success is a result of committed staff using the EQAO data as an ongoing reference point to chart our success and that of our students."

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Andrea Lampo, mathematics department head

Sir Winston Churchill C. & V.I.

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	54%	38%
Male	46%	62%
English language learners	0%	2%
Special education needs	1%	26%
Speaks primarily a language other than English at home	1%	2%

St. Basil Secondary School

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD

Student population: 720; Grades: 9–12; Principal: Marsha Ribic

Numeracy is an important pillar of the St. Basil Secondary School improvement plan. There are specific SMART goals for the academic, applied and locally developed programs. Staff develops initiatives, including a focus on inquiry questions, using detailed EQAO results and data. A Speak Up grant funded by the Ministry of Education provides well-attended student workshops on time-management, organization and exam preparation. These activities take place at lunch, because the majority of St. Basil's population, including its 40 First Nations students, is bused to school.

Stephanie Parniak, Cheryl McWilliams, Marsha Ribic (principal)

Great preparation goes into the smooth transition and proper placement of St. Basil's Grade 9 students. Staff meets with Grade 7 and 8 teachers to collaborate on curriculum expectations. They run a TIPS4RM activity for elementary students, which demonstrates the content covered in academic and applied lessons. Students with marks over 85% are offered advanced-placement courses in mathematics and science during their Grade 8 years. They attend St. Basil's twice weekly and are included in its EQAO preparation. St. Basil's special education teachers work closely with the Grade 8 teachers to place students appropriately. In September, new students participate in an intense curriculum review and assessments that highlight for staff those students needing a different pathway. Grade 9 and 10 applied classes are kept small to facilitate student success.

The extensive use of technology at St. Basil's is key to student achievement. St. Basil's runs a laptop program for students using the *Principals of Mathematics 9* textbook (McGraw-Hill). This text is supported by a Web site that features multiple-choice questions. Students respond electronically and get immediate feedback telling them whether they are correct and how to improve their answers. Laptop programming allows more time for investigation, exploration and the expansion of concepts. Students like the multiple-choice format because they can see if their answers are correct, and if they are not, the students can easily re-check their work.

Students also use Geometer's Sketchpad graphing software. Teachers post homework on blogs, with links to e-mail for student discussion. Absent students or those active in sports can easily obtain missed assignments and instructions. Laptop carts make the technology available for all students. The teachers at St. Basil's are interested in learning about technology, improving their skills and innovating for the benefit of their students. Everyone is willing to share his or her resources and experience.

Principal Marsha Ribic says: "The Integrated Catholic Computer Education program is currently at the academic level in various subjects. Many of the teachers have established their own Web sites so students can access work from home. We are planning a summer institute on Smart Board applications for staff and we help each other. That is our saving grace. There is always someone willing to answer our questions."

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Marsha Ribic, principal

Huron-Superior Catholic District School Board is developing a mathematics steering committee to improve achievement in K–12. This committee will look at overall strategies, including the continued modelling of EQAO-like

"We do not give up. I have teachers who are passionate about their subjects and about students doing well. They are not afraid to put in the hard work. If they come to me with ideas, it's my job as their principal to make their ideas happen. We have yet to try something that is not successful. I do have faith. I don't just have one teacher champion, I have several. I am very fortunate."

Marsha Ribic, principal

tasks, looking at the Grades 3, 6 and 9 curriculums and sorting expectations by mathematical strand. The board supplies a half-day mathematics coach who works one-on-one with intermediate teachers and those new to the grade or subject.

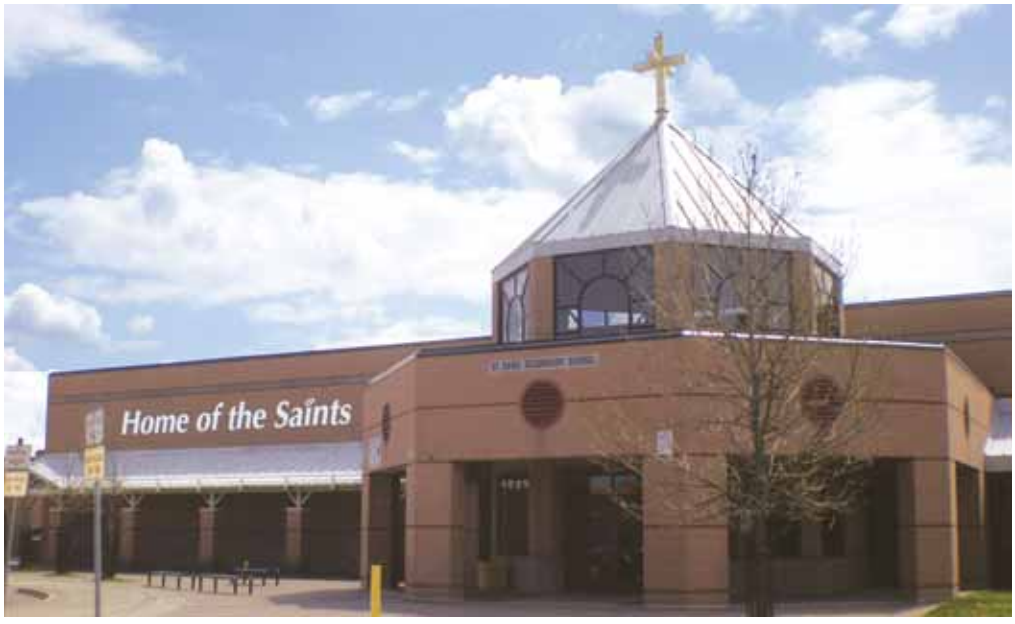
For a "leading student achievement" project, teachers in many subjects conducted pre-assessments. Based on the results, they decided to focus on the concepts of explaining and justifying. To address these concepts, teachers made good use of the EQAO Web site, using many resources, such as sample questions, for teacher modelling and student practice. In addition, students did timed activities in class and a practice assessment. Teachers used the EQAO scoring guides, and students became familiar with the EQAO scoring process.

Because of the emphasis on the curriculum, students are confident of their abilities to demonstrate their learning on the EQAO Grade 9 mathematics assessment.

St. Basil's has interim reports early each semester. The parent-teacher interviews and interventions for at-risk students also start early. Students identified as needing support work with the resource teacher to upgrade their skills. This support is provided throughout the year.

Principal Ribic says: "We do not give up. I have teachers who are passionate about their subjects and about students doing well. They are not afraid to put in the hard work. If they come to me with ideas, it's my job as their principal to make their ideas happen. We have yet to try something that is not successful. I do have faith. I don't just have one teacher champion, I have several. I am very fortunate."

St. Basil's students are active and care about their community, raising funds for both local and global charities. They are given many opportunities to be student leaders and to give back to those in need. St. Basil's is a positive place for students, staff and parents.



St. Basil Secondary School

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	51%	61%
Male	49%	39%
English language learners	0%	0%
Special education needs	3%	30%
Speaks primarily a language other than English at home	2%	2%

St. Mary's Catholic Secondary School

HAMILTON-WENTWORTH CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1100; Grades: 9–12; Principal: Emidio Piccioni

St. Mary's Catholic Secondary School is located in Hamilton and offers academic and applied programs to 1100 students in Grades 9–12. A large percentage of the students are bused. A major demographic change has occurred as a result of the opening of a new high school. Boundary changes and the loss of staff and 700 students have led to significant organizational changes in the school to meet the needs of the remaining students.

St. Mary's has always enjoyed a rich tradition of academic excellence. The school's scores, academic and applied, have always been above the board and provincial averages, and the school has responded to demographic challenges with a variety of strategies to maintain its high levels of achievement.

EQAO data provide the context and focus for the school's efforts to improve. Recently, the administration and mathematics department carefully examined all aspects of the EQAO school reports and determined areas of strength and need. A review of the data revealed that the unit on linear equations in Grade 9 was an area of challenge. The course was revised through the regrouping of topics, and more time was provided for review and practice.

Jeff Hargot, Antoinette Mini, Emidio Piccioni (principal)

St. Mary's is supporting high-risk students by offering full-year two-credit courses that group mathematics and general learning strategies. This successful venture is now completing its first year in Grade 9 and involves small classes, extra time on topics, an emphasis on manipulatives and a more hands-on approach. A similar Grade 10 course is completing its second year and the school is carefully monitoring the data on these classes as they become available. It should be noted that manipulatives and emerging technology, such as Smart Boards, are also used in both the academic and applied math courses.

"We do a lot of community building. It takes a village to raise a child and as the children come to us, we must meet and place them correctly."

Emidio Piccioni, principal

St. Mary's math teachers have taken advantage of professional development activities and have embraced the work of Marion Small in "Accountable Math Talk." The use of a variety of questioning techniques and discussions of questions and topics provide a more open-ended problem-solving approach. The answer is important, but sharing the "how" and "why" of approaches immerses students in the language of mathematics and allows teachers an insight into student thought processes.

St. Mary's works closely with its feeder schools, sharing data about courses and students. This leads to smooth transitions and the appropriate placement of students. High-risk students can be provided with the necessary supports. A favourite event of the feeder school interaction is a Brain Teaser Event. This competition tests abilities in science, computer science, general mathematics and deductive logic.

Principal Emidio Piccioni says: "We do a lot of community building. It takes a village to raise a child and as the children come to us, we must meet and place them correctly."

In spite of everyone's best effort, there are always some students who continue to have challenges. The math and guidance departments join with administration to identify these students as early as possible, and appropriate interventions, such as interviews, parent communication and timetabling changes, are put into place.

"St. Mary's teachers are involved. They take great pride in the success of their students, and they find ways to help them."

Emidio Piccioni, principal

"There is a real culture of support and co-operation [among] staff and parents. Staff will make the appropriate calls and go the extra mile on behalf of the students. This proactive approach allows us to consider parents powerful allies as we work in the best interest of their children."

Emidio Piccioni, principal

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	50%	30%
Male	50%	70%
English language learners	0%	0%
Special education needs	7%	45%
Speaks primarily a language other than English at home	4%	11%

St. Mary's has a variety of strategies in place to support students in mathematics and other disciplines. A board-sponsored after-school tutoring program provides individual help and assistance with homework. This is available free of charge, twice a week for 90 minutes.

Principal Piccioni says: "St. Mary's teachers are involved. They take great pride in the success of their students, and they find ways to help them."

Online tutoring—a chat room that allows interaction with a board teacher—is available during the school day. An in-school "Lunch Box Program" provides students with the opportunity to "eat and meet" with a teacher at lunch to help with reviewing concepts or assisting with assignments.

At St. Mary's, much work is done to include parents in the education equation. A Grade 8 parent evening for feeder schools is an annual event that is well attended. This event serves to open lines of communication and establish a culture of working together. These functions are enriched at a Grade 9 parents' night. Parents visit the classes their child attends and receive information on math courses, proper course selection, available supports and EQAO.

Principal Piccioni says: "There is a real culture of support and co-operation [among] staff and parents. Staff will make the appropriate calls and go the extra mile on behalf of the students. This proactive approach allows us to consider parents powerful allies as we work in the best interest of their children."

This certainly speaks to the school belief that the effective teaching of the curriculum should be a part of the school culture. St. Mary's Catholic Secondary School has enjoyed considerable successes on EQAO assessments over the years and will continue to provide its students with the initiatives that support student achievement.

St. Mary's Catholic Secondary School

St. Michael Catholic High School

CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Student population: 820; Grades: 7–12; Principal: Donna Koekkoek

Established in 1999 to accommodate 260 students, St. Michael Catholic School, in Kemptville, has long since outgrown its original building. With many of the 820 students in Grades 7–12 sharing lockers and learning in portable classrooms, the school community eagerly anticipates the opening of a new addition to the school building in 2011. The community is essentially rural, spanning a vast geographical region. As such, most students are bused to school. St. Michael's also experiences a high concentration of special needs students, especially at the applied level. Despite these challenges, Principal Koekkoek and her dedicated staff continue to provide exceptional programming, with superior results, for a mainly English-speaking, socio-economically disparate student population.

Program options are extensive and include academic, applied, locally developed, workplace and life-skills courses. St. Michael's also offers courses that lead to an environmental specialist designation on the graduation diploma. To engage male students and keep them in school, the administration expanded an environmental science course to include design and construction technology labs. This initiative has been particularly successful with Grades 11 and 12 boys. With additional support through co-op placements, resource rooms, study hall, home instruction and summer school, most students accumulate the required credits. Parents are deeply involved, highly supportive and strong participants in the many successes at this school. Staff sustains the partnership through close communication in the form of newsletters, Web sites, conferences, open houses and updates on homework.

St. Michael Catholic High School

"The utilization of data is a journey. Your staff must be engaged in this analysis. Data can provide us with constant feedback in our continuous school improvement process. School improvement plans must be focused, achievable and alive by using relevant data and engaging staff in the process."

Donna Koekkoek, principal

Collaborative reflection is an essential component of data-sensitive decision making at St. Michael's. For example, the math department analyzes EQAO data, notes areas of need and discusses them in terms of planning and program delivery. In examining how they teach and how they could improve, teachers discovered that they needed to be more explicit in the instruction of basic math skills throughout the semester. Grade 10 teachers use EQAO data to verify whether students are in the right program, and this year, for the first time, staff met formally with their intermediate panel to discuss curriculum expectations and share data to ensure proper placement of Grade 9 students. In the unique position of being its own feeder school, St. Michael's is easily able to engage in cross-panel dialogue.

Principal Donna Koekkoek says: "The utilization of data is a journey. Your staff must be engaged in this analysis. Data can provide us with constant feedback in our continuous school improvement process. School improvement plans must be focused, achievable and alive by using relevant data and engaging staff in the process."

Teachers appreciate data as a means of achieving as well as of measuring success. Two weeks into each semester, they administer a diagnostic test to target gaps in mathematics skills and then use this information to drive instruction. Acting on this data, resource teachers put supports and tracking measures into place for specified students. Teachers check homework daily, offering timely, descriptive and corrective feedback. Trained by differentiated-instruction coaches, many teachers access data from the board's Achievement Plus

program. The Numeracy Network, which involves the collaboration of math teachers across the board, also promotes excellent opportunities for professional growth.

Cross-curricular literacy is a major initiative at this school. Mathematics teachers access the EQAO Web site constantly in search of questions and tasks that they can embed in their daily lessons. They and their students are comfortable with the language of the curriculum. Teachers use multiple-choice and open-response questions as bell work, taking time with students to examine each question, discuss it and decide why an answer is right or wrong. As part of this initiative, literature is embedded across the curriculum. The literacy committee prepares strategy and assessment-literacy packages for all disciplines. Teachers are expected to use them, adapting the literacy skills to suit specific course content. Moreover, the literacy and math group have published their own cross-curricular literacy series for teacher use.

Teacher Dawn Finnegan says: "If we implement or embed those curriculum expectations, then we're getting both things We're meeting our mathematics curriculum requirements, and at the same time we're being exposed to the literacy skills and strategies that the kids need to know to be literate individuals, not just for EQAO but for the rest of their lives."

With high expectations and a collective belief that higher-order thinking starts with creating a culture in the classroom that assumes everyone can achieve, staff encourage students to be analytical and critical thinkers. To ensure student success, administration places qualified, experienced math teachers in Grade 9 classrooms. Experts at shaping the curriculum to match individual needs, teachers personalize questions so that students can make connections between mathematical concepts and the outside world. Every day, they differentiate instruction through interactive technology and hands-on materials. Math teachers offer daily lunchtime assistance and after-school help with homework at the Pizza Pie Club. Confident and relaxed, students excel on EQAO mathematics assessments. Their outstanding performances, in both the applied and academic streams, are a testament to the strong leadership and exceptionally fine teaching practices at this school.

"If we implement or embed those curriculum expectations, then we're getting both things. We're meeting our mathematics curriculum requirements, and at the same time we're being exposed to the literacy skills and strategies that the kids need to know to be literate individuals, not just for EQAO but for the rest of their lives."

Dawn Finnegan, teacher

Dawn Finnegan, Anne Leach, Danny Palumbo, Donna Koekkoek (principal)

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	45%	46%
Male	55%	54%
English language learners	0%	0%
Special education needs	6%	36%
Speaks primarily a language other than English at home	1%	0%

Ontario Secondary School Literacy Test (OSSLT)

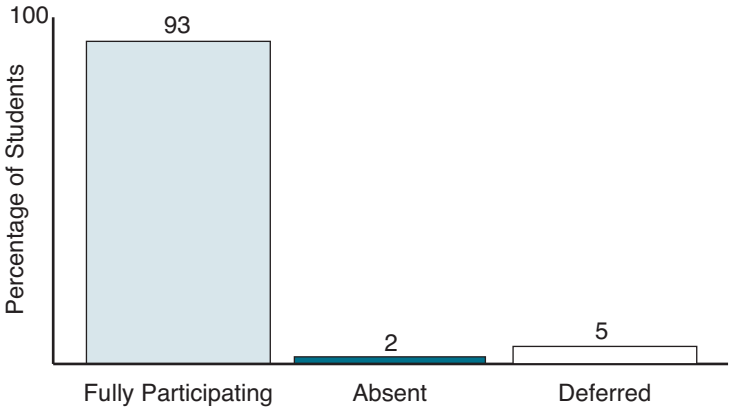
Results at a Glance: OSSLT

OSSLT: FIRST-TIME ELIGIBLE STUDENTS

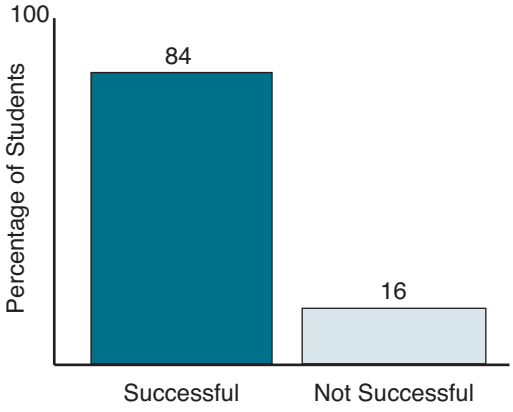
Results for First-Time Eligible Students, April 2010*

	ALL STUDENTS # = 153 490		FULLY PARTICIPATING STUDENTS # = 142 955	
SUCCESSFUL	120 218	78%	120 218	84%
NOT SUCCESSFUL	22 737	15%	22 737	16%
OVERALL PARTICIPATION RATE	142 955	93%		
ABSENT	3 479	2%		
DEFERRED	7 056	5%		

Participation Rate: All Students, 2010



Success Rate: Fully Participating Students, 2010



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

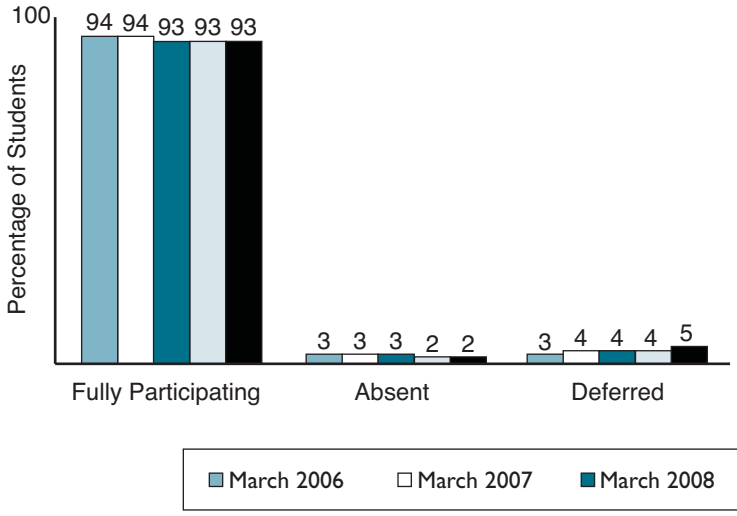
Observations

- Ninety-three percent of all first-time eligible students participated in the April 2010 OSSLT.
- Eighty-four percent of fully participating first-time eligible students were successful on the test.

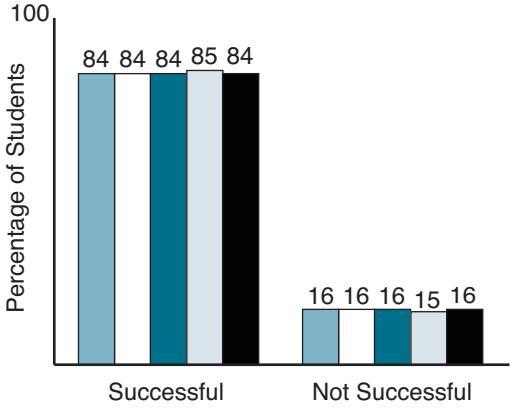
Results for First-Time Eligible Students over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Mar. 2006 # = 158 817	Mar. 2007 # = 155 906	Mar. 2008 # = 156 151	Apr. 2009 # = 152 830	Apr. 2010 # = 153 490	Mar. 2006 # = 149 098	Mar. 2007 # = 146 173	Mar. 2008 # = 145 603	Apr. 2009 # = 142 394	Apr. 2010 # = 142 955
SUCCESSFUL	79%	79%	78%	79%	78%	84%	84%	84%	85%	84%
NOT SUCCESSFUL	15%	15%	15%	14%	15%	16%	16%	16%	15%	16%
OVERALL PARTICIPATION RATE	94%	94%	93%	93%	93%					
ABSENT	3%	3%	3%	2%	2%					
DEFERRED	3%	4%	4%	4%	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 been 93%–94% consistently.
- In April 2010, the number of first-time eligible students who participated in the OSSLT was 142 955 This number has been declining since its peak of 149 098 in March 2006.
- In April 2010, the success rate (84%) among fully participating first-time eligible students decreased by one percentage point from 2009. However, this rate is similar to that of 2006, 2007 and 2008.
- The percentages of absent and deferred first-time eligible students for the April 2010 OSSLT were 2% and 5%, respectively. There has been a slight increase in the percentage of students deferred since March 2006.

OSSLT: PREVIOUSLY ELIGIBLE STUDENTS*

Results for Previously Eligible Students, April 2010

	ALL STUDENTS # = 51 669		FULLY PARTICIPATING STUDENTS # = 28 694	
SUCCESSFUL	14 584	28%	14 584	51%
NOT SUCCESSFUL	14 110	27%	14 110	49%
OVERALL PARTICIPATION RATE	28 694	56%		
ABSENT	6 061	12%		
DEFERRED	6 493	13%		
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	10 421	20%		

Results for Previously Eligible Students over Time‡

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Mar. 2006 # = 46 465	Mar. 2007 # = 47 670	Mar. 2008 # = 50 352	Apr. 2009 # = 52 571	Apr. 2010 # = 51 669	Mar. 2006 # = 32 352	Mar. 2007 # = 29 951	Mar. 2008 # = 30 413	Apr. 2009 # = 30 751	Apr. 2010 # = 28 694
SUCCESSFUL	38%	32%	31%	31%	28%	55%	50%	51%	54%	51%
NOT SUCCESSFUL	32%	31%	30%	27%	27%	45%	50%	49%	46%	49%
OVERALL PARTICIPATION RATE	70%	63%	60%	58%	56%					
ABSENT	11%	10%	13%	11%	12%					
DEFERRED	5%	8%	10%	11%	13%					
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	15%	19%	17%	19%	20%					

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

† See Explanation of Terms.

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

Observations

- Over the past five years, the overall participation rate for previously eligible students has been steadily declining (from 70% in March 2006 to 56% in April 2010). The absence rate has remained relatively stable (10%–13%) and the deferral rate has been steadily increasing (from 5% in March 2006 to 13% in April 2010).
- Over the past five years, there has been a five-percentage-point increase (to 20%) in the percentage of previously eligible students who opted to take the Ontario Secondary School Literacy Course (OSSLC).
- Over the past five years, there has been a four-percentage-point decrease in the percentage of fully participating previously eligible students having completed the OSSLT successfully (from 55% to 51%).
- Compared to last year, there was a three-percentage-point decrease in the success rate of fully participating previously eligible students (from 54% in April 2009 to 51% in April 2010).

COHORT TRACKING: 2006 JUNIOR-DIVISION READING AND WRITING TO 2010 OSSLT

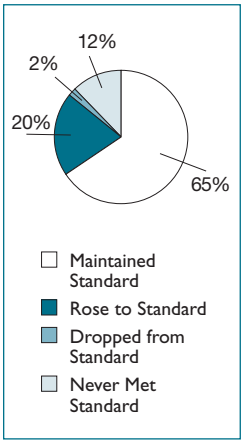
EQAO conducted a cohort-tracking analysis to link individual students' results in reading and writing from the 2006 junior-division assessment to their results for the 2010 Ontario Secondary School Literacy Test (OSSLT). Students who wrote the OSSLT in 2010 are the same students who wrote the junior-division assessment four years earlier, in 2006. The Ontario Education Number was used to match student records and link results from the two assessments. The total number of first-time eligible students who participated in the 2010 OSSLT and the number of students for whom Grade 6 results were matched are given in the table below.

Number of Students in the 2006 to 2010 Cohort

NUMBER OF OSSLT STUDENTS IN 2010*	NUMBER OF MATCHED GRADE 6 AND OSSLT RECORDS FOR THE COHORT	PERCENTAGE OF OSSLT RECORDS MATCHED
142 955	125 431	88%

* First-time eligible (fully participating)

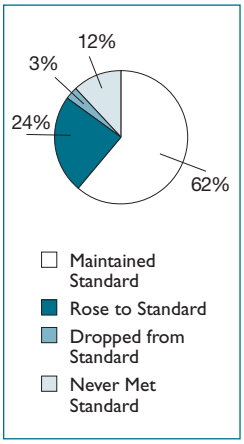
The graphs below show how students performed on the 2010 OSSLT compared to their Grade 6 results in 2006. The percentages are based on the number of students fully participating in the OSSLT, regardless of their status in Grade 6 (exempt, no data or participating).



From Grade 6 Reading in 2006 to the OSSLT in 2010

The results for the 125 430 students in the cohort are as follows:*

- 65% (81 567) met the provincial standard in reading in Grade 6 and were successful on the OSSLT.
- 20% (25 454) did not meet the standard in reading in Grade 6 but were successful on the OSSLT.
- 2% (3028) met the standard in reading in Grade 6 but were unsuccessful on the OSSLT.
- 12% (15 411) did not meet the standard in reading in Grade 6 and were unsuccessful on the OSSLT.



From Grade 6 Writing in 2006 to the OSSLT in 2010

The results for the 125 431 students in the cohort are as follows:

- 62% (77 396) met the provincial standard in writing in Grade 6 and were successful on the OSSLT.
- 24% (29 595) did not meet the standard in writing in Grade 6 but were successful on the OSSLT.
- 3% (3861) met the standard in writing in Grade 6 but were unsuccessful on the OSSLT.
- 12% (14 519) did not meet the standard in writing in Grade 6 and were unsuccessful on the OSSLT.

*One student did not have a Grade 6 reading result.

Detailed Results: OSSLT—First-Time Eligible Students

CONTEXTUAL INFORMATION

The following participation rates, demographic information and questionnaire results provide a context for interpreting the province-wide results. These data were derived from information provided by the school and from the Student Questionnaire.

Participation Rates by Subgroup, April 2010*

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER				
Female	74 545	2%	4%	94%
Male	78 940	2%	5%	92%
STUDENT STATUS				
English Language Learners†	6 627	1%	31%	68%
Students with Special Education Needs (excluding gifted)†	25 185	3%	11%	85%
COURSE TYPE IN ENGLISH				
Academic	104 882	1%	1%	98%
Applied	37 406	4%	5%	91%
Locally Developed	5 671	6%	34%	60%

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

† See Explanation of Terms.

Observations

- In April 2010, the highest deferral rates were among students in locally developed English courses (34%) and English language learners (31%).
- In April 2010, 85% of students with special education needs (excluding gifted) participated fully in the OSSLT.

Demographics Information and Participation Rates over Time

	MARCH 2006	MARCH 2007	MARCH 2008	APRIL 2009	APRIL 2010
All first-time eligible students	# = 158 817	# = 155 906	# = 156 151	# = 152 830	# = 153 490
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Gender not specified	<1%	<1%	<1%	<1%	<1%
STUDENT STATUS*					
English language learners†	4%	4%	4%	4%	4%
Students with special education needs (excluding gifted)†	14%	14%	15%	16%	16%
COURSE TYPE IN ENGLISH*					
Academic	64%	66%	66%	67%	68%
Applied	25%	25%	25%	25%	24%
Locally developed	3%	4%	4%	4%	4%
LANGUAGE‡					
Number of students who completed the questionnaire	147 512	145 362	143 535	140 462	140 855
First language learned at home was other than English	23%	22%	22%	22%	22%
Speak only or mostly English at home	76%	77%	77%	76%	75%
Speak another language (or other languages) as often as English at home	16%	16%	16%	17%	17%
Speak only or mostly another language (or other languages) at home	8%	7%	7%	7%	7%

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

† See Explanation of Terms.

‡ Contextual data pertaining to language are gathered from the questionnaire completed by students.

Observations

- Over the past five years, the percentages of all first-time eligible students who were English language learners and students in applied and locally developed English courses have remained relatively stable. However, the percentage of all first-time eligible students in an academic English course has increased by four percentage points (to 68%).
- Over the past five years, the percentage of all first-time eligible students with special education needs (excluding gifted) has increased by two percentage points (to 16%).
- Over the past five years, the percentages in the table related to language learned at home and language spoken at home have been relatively stable.

Demographic Information and Participation Rates over Time (continued)

	MARCH 2006	MARCH 2007	MARCH 2008	APRIL 2009	APRIL 2010
All first-time eligible students	# = 158 817	# = 155 906	# = 156 151	# = 152 830	# = 153 490
PARTICIPATION IN THE TEST					
Number and percentage of fully participating first-time eligible students	149 098	146 173	145 603	142 394	142 955
	94%	94%	93%	93%	93%
Fully participating English language learners who received one or more special provisions	2%	2%	2%	2%	2%
Fully participating students with special education needs (excluding gifted) who received one or more accommodations	11%	12%	12%	13%	14%
Students who were exempted	1 617	1 875	1 759	1 679	1 800

Observation

- Over the past five years, the percentage of fully participating first-time eligible students with special education needs (excluding gifted) receiving accommodations has increased by three percentage points (to 14%).

Student Questionnaire Results over Time

	MARCH 2006		MARCH 2007		MARCH 2008		APRIL 2009		APRIL 2010	
Students who completed the questionnaire*	Female # = 72 502	Male # = 74 959	Female # = 71 725	Male # = 73 624	Female # = 70 815	Male # = 72 701	Female # = 69 178	Male # = 71 275	Female # = 69 260	Male # = 71 591
READING										
Percentage of first-time eligible students indicating that										
they read English outside school for more than three hours a week (not counting homework)	47%	36%	44%	34%	45%	33%	47%	32%	47%	32%
they read the following kinds of material in English outside school most weeks:										
Non-fiction books (e.g., biographies)	37%	36%	34%	35%	34%	35%	33%	35%	34%	37%
Comics	37%	45%	34%	43%	31%	41%	29%	41%	29%	41%
Web sites, e-mail, chat messages	94%	90%	95%	90%	95%	90%	95%	90%	95%	90%
Letters	55%	38%	50%	38%	47%	36%	43%	33%	41%	33%
Magazines	87%	70%	86%	67%	84%	63%	82%	60%	80%	58%
Manuals, instructions	34%	52%	33%	52%	34%	52%	31%	50%	32%	52%
Newspapers	54%	58%	53%	58%	51%	55%	50%	53%	49%	51%
Novels, short stories, other fiction	80%	57%	78%	56%	79%	55%	84%	56%	83%	57%
Song lyrics, poems	77%	51%	76%	51%	76%	50%	77%	52%	80%	55%
Religious or spiritual writings	23%	20%	22%	19%	23%	20%	22%	19%	23%	21%
WRITING										
Percentage of first-time eligible students indicating that										
they write in English outside school for more than three hours a week (not counting homework)	38%	27%	36%	27%	35%	26%	33%	25%	33%	24%
they do the following types of writing in English outside school most weeks:										
E-mail, chat messages	95%	90%	96%	91%	96%	91%	96%	92%	96%	93%
Letters, journals, diaries	56%	15%	50%	14%	46%	14%	43%	14%	44%	14%
Notes, directions, instructions	50%	42%	49%	43%	49%	41%	49%	40%	50%	43%
Song lyrics, poems	48%	32%	45%	31%	45%	30%	46%	31%	48%	33%
Stories, fiction	32%	25%	32%	24%	32%	24%	35%	24%	35%	25%
Work-related writing	51%	50%	50%	50%	49%	48%	46%	46%	50%	49%

* Includes only students for whom gender data were available.

Student Questionnaire Results over Time (continued)

	MARCH 2006		MARCH 2007		MARCH 2008		APRIL 2009		APRIL 2010	
Students who completed the questionnaire*	Female # = 72 502	Male # = 74 959	Female # = 71 725	Male # = 73 624	Female # = 70 815	Male # = 72 701	Female # = 69 178	Male # = 71 275	Female # = 69 260	Male # = 71 591
LANGUAGE RESOURCES AT HOME										
Percentage of first-time eligible students indicating that they have the following English-language materials at home:										
Dictionaries, encyclopedias (print or electronic)	94%	92%	94%	91%	93%	90%	93%	90%	93%	89%
Books	97%	93%	97%	93%	97%	92%	97%	92%	97%	92%
Newspapers	88%	87%	88%	87%	87%	86%	86%	85%	85%	83%
Magazines	92%	86%	92%	85%	91%	83%	89%	82%	89%	81%

* Includes only students for whom gender data were available.

Observations

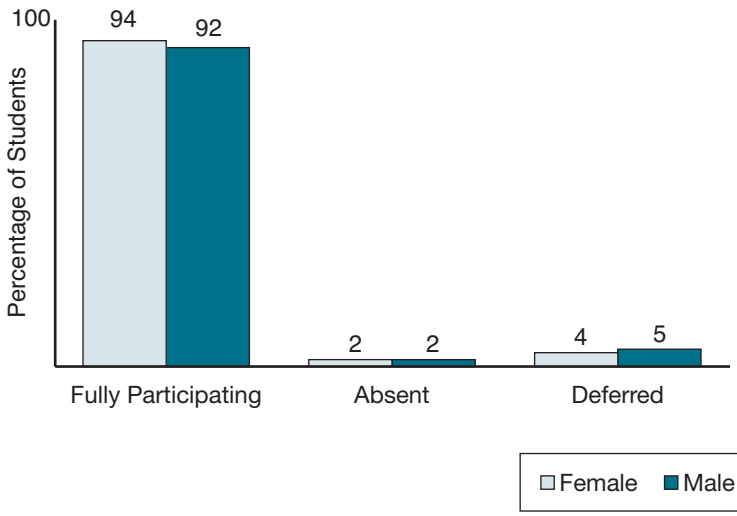
- Over the past five years, a larger percentage of female than male fully participating first-time eligible students have reported reading outside school for more than three hours a week (not counting homework). The percentage of female students has varied between 44% and 47%, whereas the percentage of male students has decreased by four percentage points (to 32%).
- Over the past five years, online materials (Web sites, e-mail, chat messages) have been the most frequently reported type of reading materials among fully participating first-time eligible students of both genders.
- Over the past five years, reading patterns for online materials (Web sites, e-mail, chat messages), religious or spiritual writings and manuals have remained consistent among male and female students overall.
- Over the past five years, both genders have reported reading non-fiction books, newspapers and religious or spiritual writings to a similar extent. However, there appear to be consistent differences, also apparent over the past five years, between the genders regarding some of the other types of reading materials listed in the table. For example, in April 2010, a larger percentage of males than females reported reading manuals (20 percentage points more) and comics (12 percentage points more), while a larger percentage of females than males reported reading letters (eight percentage points more), novels, short stories and other fiction (26 percentage points more), song lyrics and poems (25 percentage points more) and magazines (22 percentage points more).
- Since March 2006, there has been a five-percentage-point decrease (to 33%) among females and a three-percentage-point decrease (to 24%) among males who indicated that they wrote in English outside school for more than three hours a week (not counting homework).
- Over the past five years, a larger percentage of female than male fully participating first-time eligible students have indicated they write most types of writing covered by the Student Questionnaire, outside school.
- As in previous years, in 2010 the most frequently reported type of writing outside school among fully participating first-time eligible students of both genders was e-mail messages and chat-room conversations.
- Over the past five years, both genders have reported writing texts related to work and e-mail and chat messages to a similar extent. However, there appear to be consistent gender differences, also apparent over the past five years, regarding some of the types of writing in the table. For example, in April 2010, a larger percentage of females than males reported writing letters, journals and diaries (30 percentage points more), song lyrics and poems (15 percentage points more), stories and fiction (10 percentage points more) and notes, directions and instructions (seven percentage points more).
- Generally, a larger percentage of females than males indicated accessibility to dictionaries, encyclopedias, books, newspapers and magazines at home.

RESULTS BY GENDER

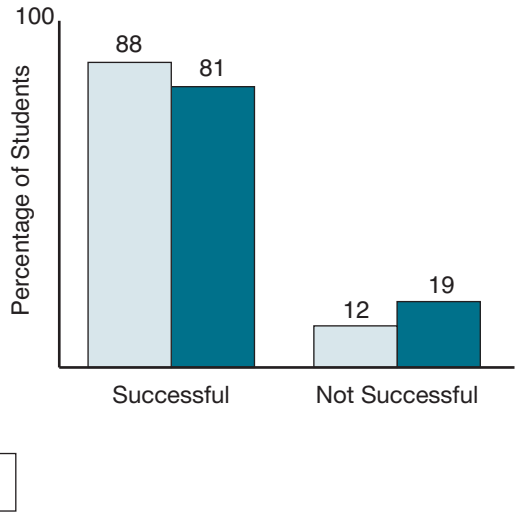
Results for Female and Male Students, April 2010*†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS			
	Female # = 74 545		Male # = 78 940		Female # = 70 055		Male # = 72 896	
SUCCESSFUL	61 445	82%	58 771	74%	61 445	88%	58 771	81%
NOT SUCCESSFUL	8 610	12%	14 125	18%	8 610	12%	14 125	19%
OVERALL PARTICIPATION RATE	70 055	94%	72 896	92%				
ABSENT	1 732	2%	1 746	2%				
DEFERRED	2 758	4%	4 298	5%				

Participation Rate: All Female and Male Students, 2010



Success Rate: Fully Participating Female and Male Students, 2010



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

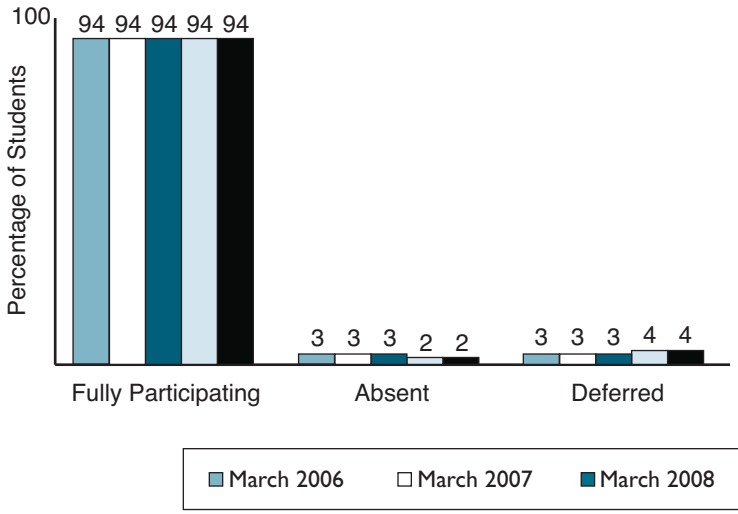
Observation

- A larger percentage of female (88%) than male (81%) fully participating first-time eligible students successfully completed the April 2010 OSSLT.

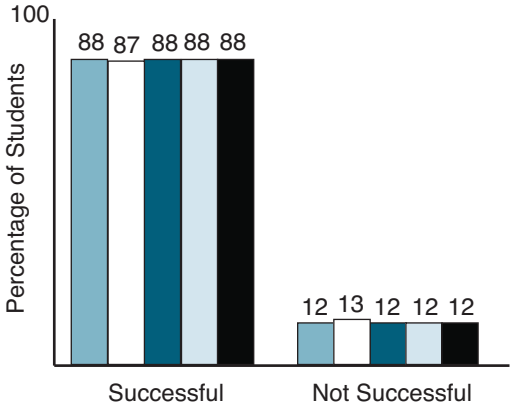
Results for Female Students over Time*†

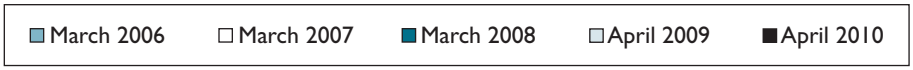
	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	Mar. 2006 # = 77 358	Mar. 2007 # =76 252	Mar. 2008 # = 76 226	Apr. 2009 # = 74 355	Apr. 2010 # = 74 545	Mar. 2006 # = 73 081	Mar. 2007 # = 72 031	Mar. 2008 # = 71 615	Apr. 2009 # = 69 954	Apr. 2010 # = 70 055
SUCCESSFUL	83%	83%	82%	83%	82%	88%	87%‡	88%	88%	88%
NOT SUCCESSFUL	11%	12%	12%	12%	12%	12%	13%	12%	12%	12%
OVERALL PARTICIPATION RATE	94%	94%	94%	94%	94%					
ABSENT	3%	3%	3%	2%	2%					
DEFERRED	3%	3%	3%	4%	4%					

Participation Rates over Time: All Female Students



Success Rates over Time: Fully Participating Female Students





* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† Includes only students for whom gender data were available.
‡ The slight decline in the female success rate between March 2006 and March 2007 was due to rounding.

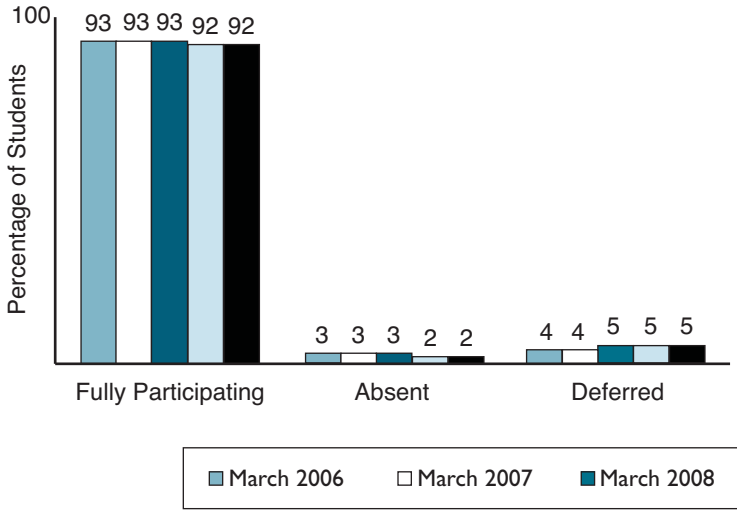
Observations

- Over the past five years, the overall participation rate for first-time eligible female students has remained the same (94%).
- Over the past five years, the percentage of fully participating first-time eligible female students having completed the OSSLT successfully has been relatively consistent (87% or 88%).

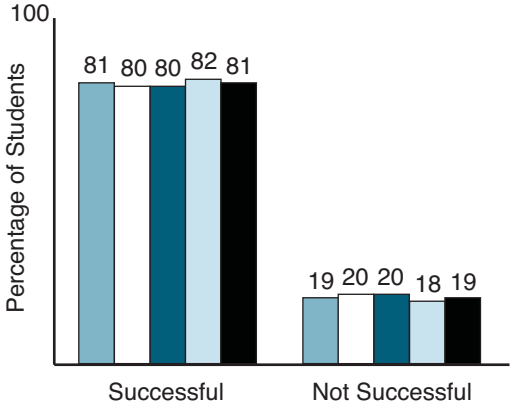
Results for Male Students over Time*†

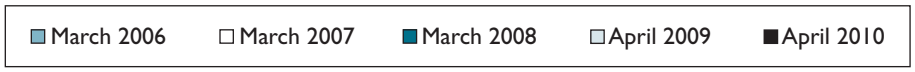
	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	Mar. 2006 # = 81 402	Mar. 2007 # = 79 638	Mar. 2008 # = 79 904	Apr. 2009 # = 78 459	Apr. 2010 # = 78 940	Mar. 2006 # = 75 966	Mar. 2007 # = 74 129	Mar. 2008 # = 73 969	Apr. 2009 # = 72 432	Apr. 2010 # = 72 896
SUCCESSFUL	75%	75%	74%	76%	74%	81%	80%‡	80%	82%	81%
NOT SUCCESSFUL	18%	18%	18%	17%	18%	19%	20%	20%	18%	19%
OVERALL PARTICIPATION RATE	93%	93%	93%	92%	92%					
ABSENT	3%	3%	3%	2%	2%					
DEFERRED	4%	4%	5%	5%	5%					

Participation Rates over Time: All Male Students



Success Rates over Time: Fully Participating Male Students



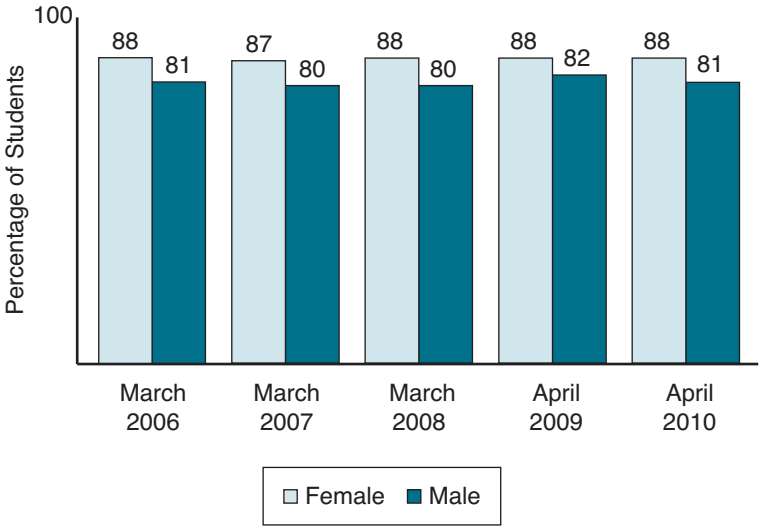


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† Includes only students for whom gender data were available.
‡ The slight decline in the male success rates between March 2006 and March 2007 was due to rounding.

Observations

- Over the past five years, the overall participation rate for first-time eligible male students has been consistently 92% or 93%.
- Over the past five years, the percentage of fully participating first-time eligible male students having completed the OSSLT successfully has been relatively consistent (80%–82%).

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



* Includes only students for whom gender data were available.

Observations

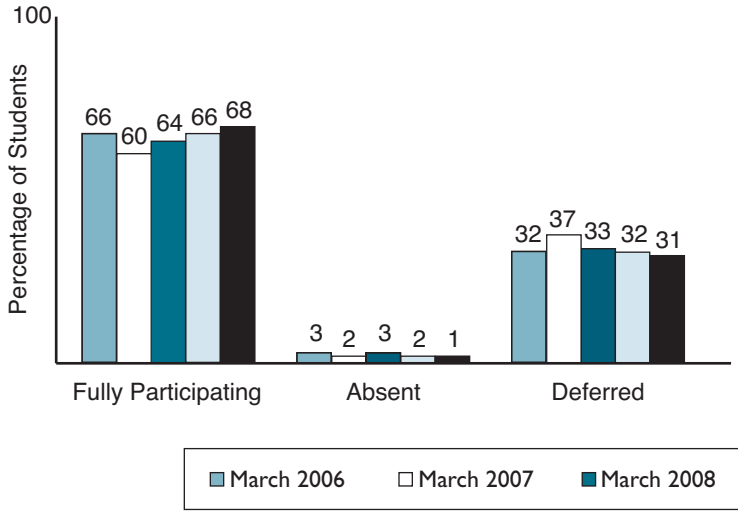
- Over the past five years, the overall success rates for both male and female fully participating first-time eligible students have been relatively consistent.
- Over the past five years, the gender gap in favour of females has remained relatively unchanged (six to eight percentage points).

RESULTS BY STUDENT STATUS

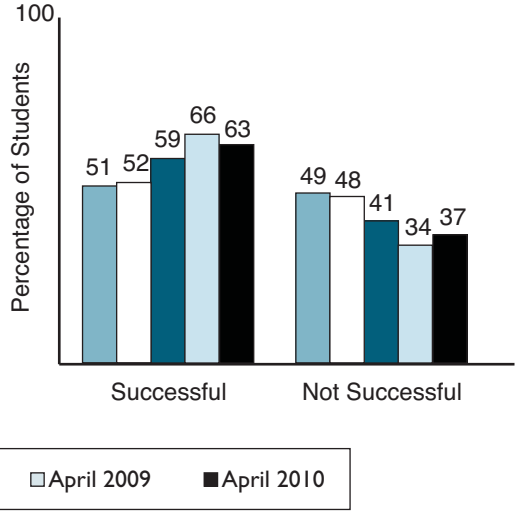
Results for English Language Learners over Time*†

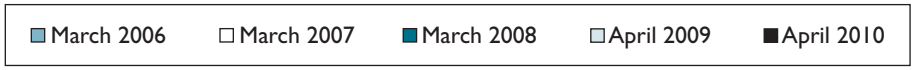
	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	Mar. 2006 # = 6181	Mar. 2007 # = 5684	Mar. 2008 # = 6121	Apr. 2009 # = 6177	Apr. 2010 # = 6627	Mar. 2006 # = 4066	Mar. 2007 # = 3438	Mar. 2008 # = 3918	Apr. 2009 # = 4059	Apr. 2010 # = 4479
SUCCESSFUL	34%	31%	38%	43%	43%	51%	52%	59%	66%	63%
NOT SUCCESSFUL	32%	29%	26%	22%	25%	49%	48%	41%	34%	37%
OVERALL PARTICIPATION RATE	66%	60%	64%	66%	68%					
ABSENT	3%	2%	3%	2%	1%					
DEFERRED	32%	37%	33%	32%	31%					

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 Explanation of Terms.

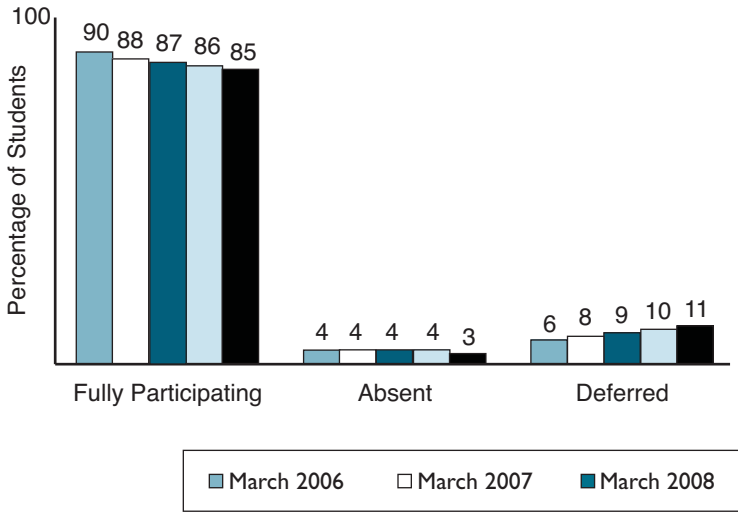
Observations

- After having decreased from 66% to 60% between 2006 and 2007, the overall participation rate for first-time eligible English language learners has been steadily increasing (to 68% in April 2010).
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has increased by 12 percentage points (to 63%).
- From 2009 to 2010, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully decreased by three percentage points (to 63%).
- Over the past five years, with the exception of 2007, the deferral rate for this group has remained relatively stable (31%–33%).

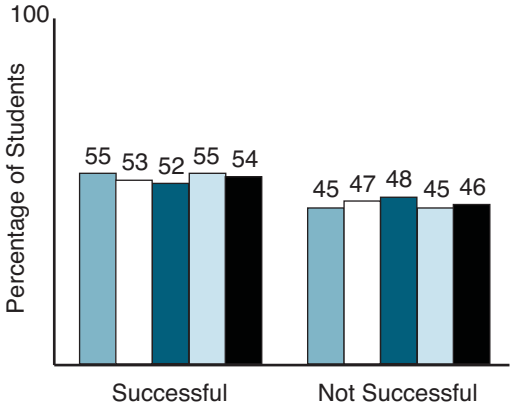
Results for Students with Special Education Needs (Excluding Gifted) over Time*†

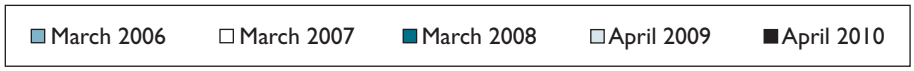
	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS (EXCLUDING GIFTED)				
	Mar. 2006 # = 21 755	Mar. 2007 # = 22 052	Mar. 2008 # = 23 322	Apr. 2009 # = 24 066	Apr. 2010 # = 25 185	Mar. 2006 # = 19 487	Mar. 2007 # = 19 425	Mar. 2008 # = 20 240	Apr. 2009 # = 20 716	Apr. 2010 # = 21 514
SUCCESSFUL	49%	47%	45%	47%	46%	55%	53%	52%	55%	54%
NOT SUCCESSFUL	40%	41%	41%	39%	39%	45%	47%	48%	45%	46%
OVERALL PARTICIPATION RATE	90%	88%	87%	86%	85%					
ABSENT	4%	4%	4%	4%	3%					
DEFERRED	6%	8%	9%	10%	11%					

Participation Rates over Time: All Students with Special Education Needs (Excluding Gifted)



Success Rates over Time: Fully Participating Students with Special Education Needs (Exluding Gifted)



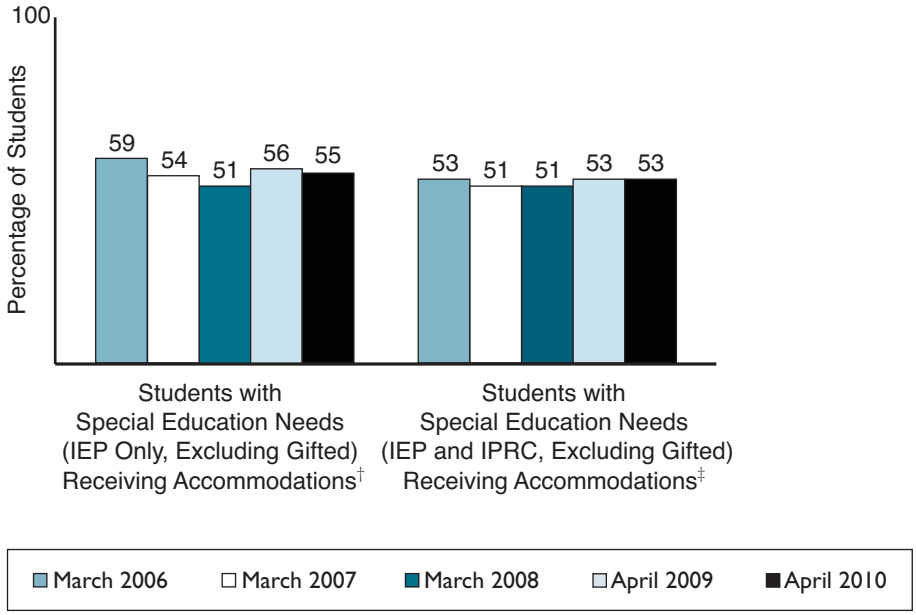


* Percentages in tables and bar graphs may not add up to 100, due to rounding.
† See Explanation of Terms.

Observations

- Over the past five years, the overall participation rate for first-time eligible students with special education needs (excluding gifted) has decreased by five percentage points (to 85%).
- Over the past five years, the deferral rate for first-time eligible students with special education needs (excluding gifted) has increased by five percentage points (to 11%).
- From 2009 to 2010, the percentage of fully participating first-time eligible students with special education needs (excluding gifted) who completed the OSSLT successfully decreased by one percentage point (to 54%).

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



* See Explanation of Terms.

† Individual Education Plan (IEP).

‡ Identification, Placement and Review Committee (IPRC).

Observations

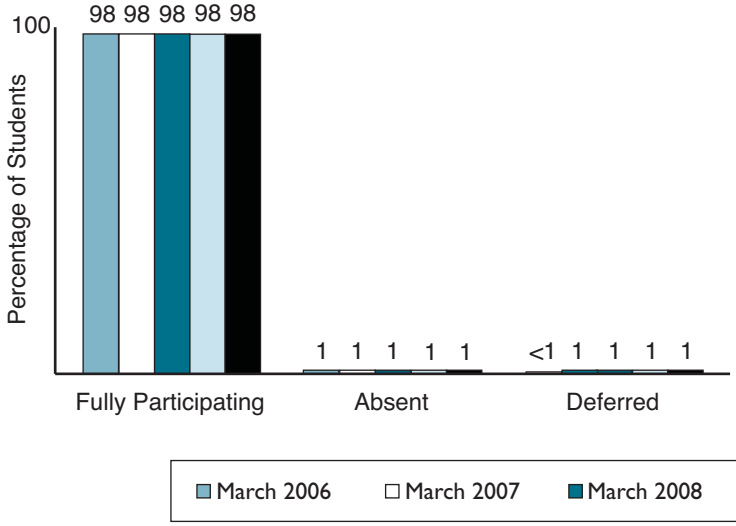
- Over the past five years, the success rate for fully participating first-time eligible students with special education needs (IEP only, excluding gifted) receiving accommodations has ranged between 51% and 59%.
- Over the past five years, the success rate for fully participating first-time eligible students with special education needs (IEP and IPRC, excluding gifted) receiving accommodations has remained relatively stable (51%–53%).

RESULTS BY COURSE TYPE IN ENGLISH OVER TIME

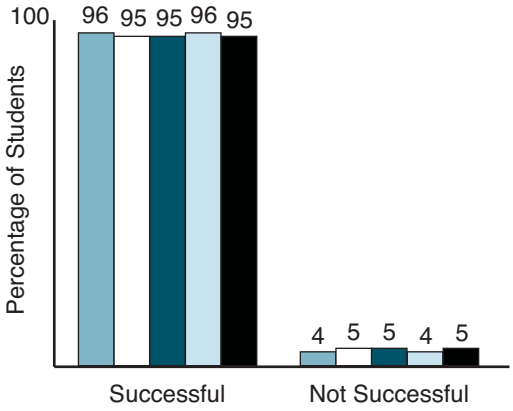
Results for Students Taking the Academic English Course over Time*

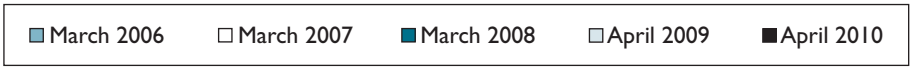
	ALL STUDENTS IN THE ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE ACADEMIC ENGLISH COURSE				
	Mar. 2006 # = 102 066	Mar. 2007 # = 102 911	Mar. 2008 # = 103 774	Apr. 2009 # = 102 880	Apr. 2010 # = 104 882	Mar. 2006 # = 100 164	Mar. 2007 # = 101 126	Mar. 2008 # = 101 698	Apr. 2009 # = 100 997	Apr. 2010 # = 102 854
SUCCESSFUL	94%	94%	94%	94%	93%	96%	95%	95%	96%	95%
NOT SUCCESSFUL	4%	5%	4%	4%	5%	4%	5%	5%	4%	5%
OVERALL PARTICIPATION RATE	98%	98%	98%	98%	98%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	<1%	1%	1%	1%	1%					

Participation Rates over Time: All Students in the Academic English Course



Success Rates over Time: Fully Participating Students in the Academic English Course





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

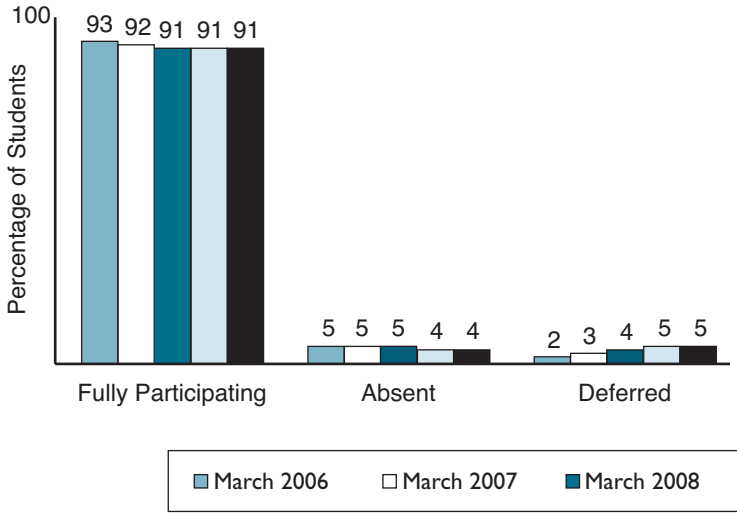
Observations

- Over the past five years, the overall participation rate for first-time eligible students taking an academic English course has remained consistently high (98%).
- The success rate for fully participating first-time eligible students taking an academic English course has been high each year (95% or 96%).

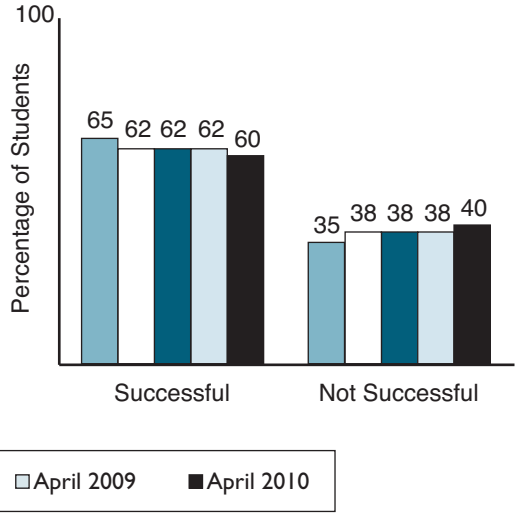
Results for Students Taking the Applied English Course over Time*

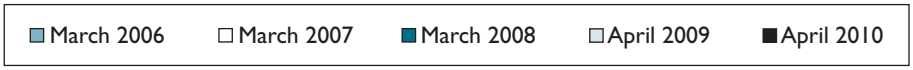
	ALL STUDENTS IN THE APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE APPLIED ENGLISH COURSE				
	Mar. 2006 # = 39 273	Mar. 2007 # = 39 564	Mar. 2008 # = 38 834	Apr. 2009 # = 37 845	Apr. 2010 # = 37 406	Mar. 2006 # = 36 406	Mar. 2007 # = 36 502	Mar. 2008 # = 35 515	Apr. 2009 # = 34 401	Apr. 2010 # = 33 945
SUCCESSFUL	60%	57%	56%	56%	55%	65%	62%	62%	62%	60%
NOT SUCCESSFUL	33%	35%	35%	35%	36%	35%	38%	38%	38%	40%
OVERALL PARTICIPATION RATE	93%	92%	91%	91%	91%					
ABSENT	5%	5%	5%	4%	4%					
DEFERRED	2%	3%	4%	5%	5%					

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.

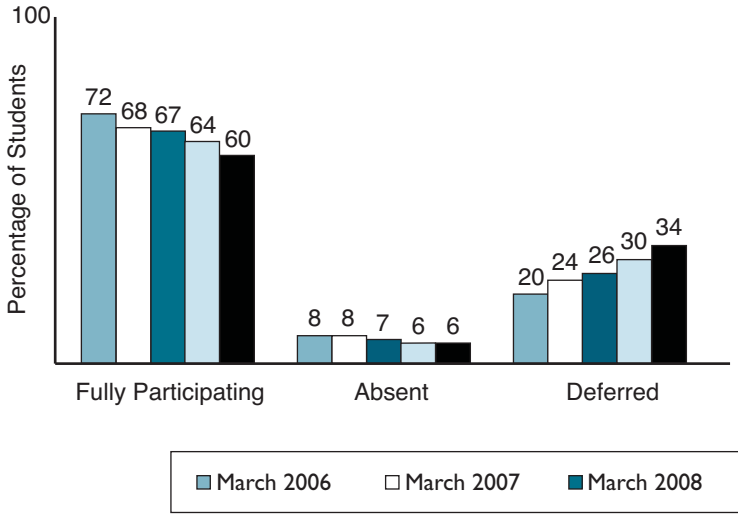
Observations

- Over the past five years, the overall participation rate for first-time eligible students taking an applied English course has ranged from 91% to 93%.
- The success rate for fully participating first-time eligible students taking an applied English course has decreased by five percentage points since March 2006 (to 60%).

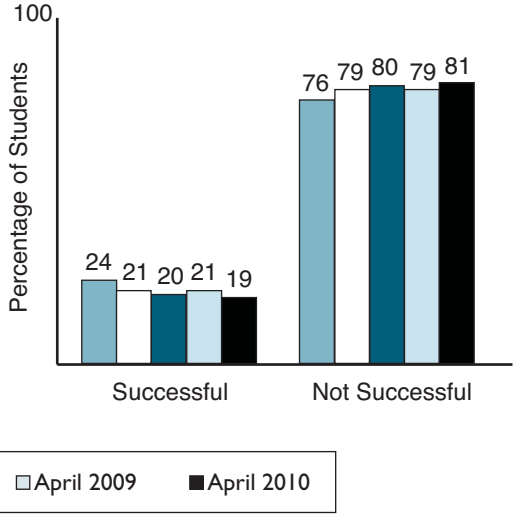
Results for Students Taking a Locally Developed English Course over Time*

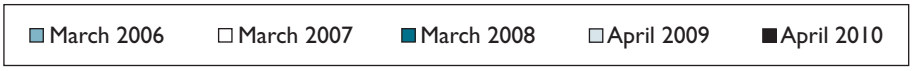
	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	Mar. 2006 # = 5191	Mar. 2007 # = 6160	Mar. 2008 # = 5838	Apr. 2009 # = 5958	Apr. 2010 # = 5671	Mar. 2006 # = 3734	Mar. 2007 # = 4211	Mar. 2008 # = 3905	Apr. 2009 # = 3815	Apr. 2010 # = 3411
SUCCESSFUL	17%	14%	13%	13%	11%	24%	21%	20%	21%	19%
NOT SUCCESSFUL	55%	54%	53%	51%	49%	76%	79%	80%	79%	81%
OVERALL PARTICIPATION RATE	72%	68%	67%	64%	60%					
ABSENT	8%	8%	7%	6%	6%					
DEFERRED	20%	24%	26%	30%	34%					

Participation Rates over Time: All Students in a Locally Developed English Course



Success Rates over Time: Fully Participating Students in a Locally Developed English Course





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

Observations

- Over the past five years, the overall participation rate for first-time eligible students taking a locally developed English course has decreased by 12 percentage points (to 60%).
- Over the past five years, the deferral rate among first-time eligible students in locally developed English courses has increased by 14 percentage points (to 34%).
- The success rate for fully participating first-time eligible students taking a locally developed English course has decreased by five percentage points (to 19%).

Summary of Findings for the OSSLT

First-Time Eligible Students

- In April 2010, the success rate (84%) among fully participating first-time eligible students decreased by one percentage point from 2009. However, this rate is similar to that of 2006, 2007 and 2008.
- Over the past five years, a larger percentage of female than male fully participating first-time eligible students have reported reading outside school for more than three hours a week (not counting homework). The percentage of female students varied between 44% and 47%, whereas the percentage of male students has decreased by four percentage points (to 32%).
- Since March 2006, there has been a five-percentage-point decrease (to 33%) among females and a three-percentage-point decrease (to 24%) among males who indicated that they wrote in English outside school for more than three hours a week (not counting homework).
- Overall reading and writing patterns remained consistent over the past five years. The most frequently reported types of reading and writing outside school among fully participating first-time eligible students of both genders were Web sites, e-mail messages and chat-room conversations (90%–96% of students).
- In April 2010, a larger percentage of female (88%) than male (81%) fully participating first-time eligible students completed the OSSLT successfully. The gender gap in favour of females has remained relatively unchanged (six to eight percentage points) since March 2006.
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has increased by 12 percentage points (to 63%). On the past five administrations, more of this population has been successful than unsuccessful.
- Over the past five years, the success rate for fully participating first-time eligible students with special education needs (excluding gifted) has remained relatively stable (52%–55%). In each of the past five years, more of this population has been successful than unsuccessful.
- In April 2010, the success rate for fully participating first-time eligible students taking an academic English course remained substantially higher (95%) than the success rates for students taking applied (60%) and locally developed (19%) English courses.

Previously Eligible Students

- Over the past five years, the overall participation rate for previously eligible students has been steadily declining (from 70% in March 2006 to 56% in April 2010). The absence rate has remained relatively stable (10%–13%) and the deferral rate has been steadily increasing (from 5% in March 2006 to 13% in April 2010).
- Over the past five years, there has been a five-percentage-point increase (to 20%) in the percentage of previously eligible students who opted to take the OSSLC.
- Over the past five years, there has been a four-percentage-point decrease in the percentage of fully participating previously eligible students having completed the OSSLT successfully (from 55% to 51%).
- Compared to last year, there was a three-percentage-point decrease in the percentage of fully participating previously eligible students who completed the OSSLT successfully (from 54% in April 2009 to 51% in April 2010).

Explanation of Terms: OSSLT

First-Time Eligible Students

First-time eligible students typically entered Grade 9 during the 2008–2009 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 April 2010. "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 are deemed to be absent if there is no work for one or both sessions of the administration.

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). 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 *Guide for Accommodations, Special Provisions, Deferrals and Exemptions.*

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 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 as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions.*

N/R

"Not reported" indicates that the number of fully participating students is so small that identification of individual student results might be possible; therefore results are not reported.

N/D

"No data available" is used to indicate that there were no students in the group or year specified.

Strategies for Success: OSSLT

INFORMING PROFESSIONAL PRACTICE

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their literacy skills. They are based on an analysis of first-time eligible students' performance on the April 2010 Ontario Secondary School Literacy Test (OSSLT) and on their performance in previous years as well as on feedback from scorers of the 2010 OSSLT. Some of the observations refer to released sections of the 2010 OSSLT that can be found on the EQAO Web site.

PREPARING STUDENTS TO WRITE THE OSSLT

According to *Principles for Fair Student Assessment Practices for Education in Canada* (Alberta: Joint Advisory Committee, 1993, p. 19), students must be informed "about the content of the assessment, types of question formats used, and appropriate strategies, if any, for responding." EQAO develops and posts OSSLT preparation materials, including rubrics and previous tests, each year prior to the administration of the test. EQAO depends on schools to ensure each student has the opportunity to use these materials and undertake the test with knowledge of its format and all associated rules.

For more information on the terms and strategies in boldface in the following chart, refer to the List of Resources at the end of the chart.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: READING

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading texts, the OSSLT focuses on three reading skills:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

	Observations:	Strategies for Improvement:
Reading	Over the past five years (2006–2010), there has been no significant difference in student performance in the three reading skills. All reading questions are developed to measure comprehension of a text. Some measure very specific understanding (e.g., the meaning of a word or phrase used in the text); others measure a more general understanding (e.g., selection of an appropriate title to show an understanding of the whole text).	Continue to engage students in discussions about the purpose and their interpretation of texts. Teach students to **construct meaning of text** actively through careful and critical reading.
	This year, scorers reported that students who received the top code (Code 30) in reading often used words from the question to focus their answer, consistently expressed complete thoughts and provided specific and relevant details from the text to support their answers.	Encourage students to develop their answers using key terms from the question. Teach students how to identify significant and relevant details in texts and connect them explicitly to the main idea of their answers.
	Scorers reported that some students appeared to have misunderstood some questions or answered only one part of the question. For example, some students answered a question about how the attitude of a character in the text changes by describing why or when a change in attitude occurs.	Encourage students to read questions carefully and underline or highlight key words in the questions to ensure they answer the questions asked. Engage students in discussions using higher-level **questioning.** Teach students the differences in expectations among question instructions (e.g., explain how, explain why, explain whether, describe).
	This year's data suggest that some students have difficulty answering reading questions on the OSSLT because of limited prior knowledge related to the texts appropriate up to the end of Grade 9 (e.g., how to read a compass rose on a map).	Provide all students with many opportunities in all **subject areas** to read and discuss a wide variety of texts that expand their general knowledge.
	In 2010, the percentage of first-time eligible students who received the top code (Code 30) on the open-response question for the information paragraph (Section V) was larger than for any other open-response question. At the same time, a larger percentage of students left this question blank, as has been the case in the past three years. These observations are true for all subgroups (e.g., males, English language learners, students with special education needs, students in applied English courses). Scorers reported that students were better able to identify the main idea of the information paragraph than to identify a relevant supporting detail for that idea.	Encourage students to attempt all questions. Continue to provide students with multiple opportunities to **summarize texts** by identifying the **main idea** and relevant supporting details. Teach students strategies to summarize texts (e.g., **graphic organizers,** highlighting text structure).
	This year, students performed less well on multiple-choice questions related to the effect of text organization (e.g., the order of events) on meaning than on other multiple-choice questions.	Teach students how to use the **structure** of different **text forms** to help them find the main idea and supporting details (e.g., the topic sentence or conclusion of an information paragraph, the lead in a news report).

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT BY SKILL: WRITING

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

	Observations:	Strategies for Improvement:
Writing	Over the last five years (2006–2010), students performed better on the short-writing tasks than on the long-writing tasks, on both topic development and use of conventions.	In order to better understand cross-curricular student needs in writing and to plan next steps, have teachers in all subjects and grades collaborate to establish common vocabulary, assessment standards and feedback about assignments that require a written response. Use the videos and learning resources associated with **moderated marking** and **teaching and learning critical pathways.**
	In 2010, scorers reported that students who performed poorly on the short-writing tasks did not write in complete sentences and/or provided vague rather than specific and relevant reasons to support their response to the short-writing prompts (e.g., an explanation of their choice of an ideal job or something they would like to learn). As in 2009, more students did not respond to the short-writing tasks than the long-writing tasks. English language learners, students with special education needs and students taking applied English courses left a larger percentage of questions blank than did all first-time eligible students.	Model how to generate ideas related to a topic, select relevant supporting details and organize and present them in complete sentences (e.g., using **think aloud, place mat, whole-class discussions** and the Ministry-licensed **graphic organizer** software). Encourage students to attempt all questions.
	Over the past three years, the percentage of first-time eligible students who received the top scores for topic development (Code 50 or 60) on the series of paragraphs expressing an opinion has been increasing. This observation is true for all subgroups. In 2010, scorers reported that students who performed well on the series of paragraphs expressing an opinion developed a clearly stated opinion with well-organized, specific and relevant arguments. Students who performed poorly on this task wrote responses lacking in organization and simply repeated an opinion several times, or supported an opinion with vague reasons.	Provide frequent opportunities to practise persuasive writing (e.g., an ad campaign, a blog response, a letter to the editor, an administrator or a community leader) using different instructional strategies for **non-fiction writing** (e.g., **graphic organizers, group writing, whole-class discussions**). Help students analyze the organizational structure of samples of persuasive writing (e.g., rework an existing text, examine the **OSSLT preparation materials** and Ministry exemplars). Provide frequent opportunities for students to apply their understanding of organizational structure in persuasive writing (e.g., have them write a letter to the editor).

	Observations:	Strategies for Improvement:
Writing (continued)	This year's data indicate that students were not as successful on the news report as in previous years. As in 2009, more students showed a lack of understanding of the news report form than that of the series of paragraphs expressing an opinion (and received a Code 20 or below). This year, scorers reported that students who performed well on the news report used both the headline and the picture to develop their reports, organized their reports around the questions who, what, where, when, why and how, embedded quotations and maintained an objective reportorial tone. Students who performed poorly on the news report often wrote a personal narrative or included vague or unrelated details.	Provide direct instruction and models to clarify the characteristics of a newspaper report (e.g., objective point of view, use of dates and quotations) as distinct from other writing forms (e.g., personal narrative, editorial or persuasive opinion piece). Provide frequent opportunities for students to develop skills in **non-fiction writing.**
	As in the previous five years, students performed better using conventions than developing and supporting main ideas in the long-writing tasks. While percentages vary, this is true of all subgroups.	Continue to help students to use correct spelling, grammar and punctuation in writing across all **subject areas.**

GENERAL OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

	Observations:	Strategies for Improvement:
Lack of Success	In April 2010, as was true for the entire first-time eligible student population, unsuccessful students performed less well on multiple-choice questions related to the effect of text organization (e.g., order of events) on meaning than on other multiple-choice reading questions.	Teach students how to use different text **structures** and organizational patterns to locate information, sequence main ideas and link new information to what is already known.
	On average, unsuccessful students continued to perform at a noticeably lower level than successful students on the long-writing tasks. Students who were not successful on writing tasks produced responses that lacked focus and supporting details and did not demonstrate control of writing conventions.	In all subjects, help students understand the learning intentions and the success criteria, such as those in EQAO's OSSLT scoring guides for reading and writing assignments. Have students use this understanding to self-assess and describe the quality of their work to others (e.g., peers, parents, caregivers) during **student-led conferences.**
	As in previous years, unsuccessful students left a larger percentage of questions blank than did successful students. Unsuccessful students left the summary of the information paragraph (Section V) blank more than any other open-response reading questions, as did the entire first-time eligible student population. There was also a slightly larger percentage of blanks left for the short-writing tasks than for the long-writing tasks.	Provide all students with the opportunity to review the sample OSSLT booklets available on the EQAO Web site and to practise responding to the questions within the expected timelines. Encourage students to attempt all questions.

	Observations:	Strategies for Improvement:
Gender	As in 2009, males outperformed females on multiple-choice questions that deal with vocabulary.	Adopt practices used in schools with small gender gaps in their OSSLT results and identified in the EQAO research study ***Towards an Understanding of Gender Differences in Literacy***, as follows: set high academic and behavioural expectations regardless of gender or background; develop consistent standards and understanding of effective literacy instruction among teachers of all subjects informed by practice and research; foster positive attitudes toward reading and use male role models to promote literacy as part of school culture.
	Since 2008, females have outperformed males on multiple-choice reading questions about the implications for meaning of grammar and punctuation. Males have been closing the gap on questions that deal with the effect of text organization on meaning.	Have teachers of all subjects review recent Ministry resources for strategies that improve the **literacy skills of males** and also have a positive impact on all students (e.g., **literature circles, differentiated instruction**).
	Males have outperformed females on multiple-choice questions related to the information paragraph for the last two years (2009–2010) and the news report for the last three years (2008–2010). Over the past four years (2007–2010), males have matched or surpassed females' performance on the multiple-choice questions related to the graphic text. For the past five years (2006–2010), females have outperformed males on multiple-choice questions relating to the dialogue, which is the only fiction piece on the test. As in previous years, females continued to outperform males on all open-response reading items and on short-writing and long-writing tasks, for topic development and use of conventions. Females also continued to outperform males on virtually all multiple-choice writing questions. These focus on main ideas and supporting details, organization, grammar and punctuation.	Employ effective classroom practices (e.g., providing opportunities for **social interaction and talk,** using the arts and technology) to support the improvement of boys' literacy skills.
English Language Learners and Students with Special Education Needs	Students with special education needs performed better on the reading open-response question for the information paragraph (Section V) than on the other open-response questions, as did all students.	
	As in 2009, English language learners tended to perform less well on Skill 3 multiple-choice questions, which require the making of connections between information and ideas in a reading selection and personal knowledge and experience, than on questions assessing Reading Skills 1 and 2. Students with special education needs performed equally well on the three skills. This year, students with special education needs performed less well on multiple-choice questions that dealt with the effect of text organization on meaning, as did all students	Provide **English language learners** and **students with special education needs** many opportunities in all subject areas to read and discuss a wide variety of texts that expand their general knowledge. Through strategies such as modelling and discussion, encourage students to value their own experiences and knowledge and to link them to texts. Teach students different text **structures** and organizational patterns and how to use these to locate information, sequence main ideas and link new information to what is already known.

	Observations:	Strategies for Improvement:
English Language Learners and Students with Special Education Needs (continued)	This year, English language learners performed less well than other students on questions requiring them to infer the meaning of unfamiliar and technical vocabulary.	Expose English language learners to texts with increasingly complex ideas and **vocabulary**. Use strategies confirmed by research (e.g., direct vocabulary instruction and **making inferences from context**) to strengthen the vocabulary of English language learners.
	As in 2008 and 2009, English language learners and students with special education needs left a larger percentage of questions blank on most writing tasks and on open-response reading questions than did the first-time eligible student population as a whole. They also responded off-topic to a larger percentage of writing and open-response reading questions.	
Course Type in English	Students in applied English courses left a larger percentage of all writing tasks and open-response reading questions blank than did students in academic English courses. This year, as in previous years, more students in academic English courses received the top score (Code 30) on open-response reading questions than did students in applied English courses. In 2008 and 2009, the gap ranged from 13 to 32 percentage points. For the past three years, this gap has been smallest for the Skill 3 open-response question related to the dialogue.	Provide students taking an applied English course with many opportunities in all subject areas to read and discuss a wide variety of texts that expand their general knowledge. In various subjects, have students engage in discussions of subject-specific informational texts using the **literature circle** model.

RESOURCES

EQAO reminds educators to use the OSSLT preparation materials posted on the EQAO Web site to prepare students for writing the test: the *Planning and Preparation Guide,* the Getting Ready Guide, the released OSSLT materials (previous tests and scoring guides), the sample test materials, and the Characteristics of Successful and Unsuccessful Student Performance on the OSSLT. School success stories, also available on the EQAO Web site, provide information about school-wide strategies to improve student literacy skills.

List of Resources (2010)

Resources are listed in alphabetical order by topic.

For more information about

Constructing meaning of text, go to

- pages 2–6 of "Engaging in Reading: Reading Between the Lines/Inference—Reading Strategies" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/thinklitEnglish.pdf and
- pages 40–43 of "Engaging in Reading: Reading Between the Lines—Reading Strategies" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf.

Differentiated instruction, go to

- the Literacy and Numeracy Secretariat webcast *Differentiated Instruction: Continuing the Conversation:* http://www.curriculum.org/secretariat/march29.shtml;
- pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs:* http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf;
- *Building Upon Our Successes,* the Literacy and Numeracy Secretariat webcast on differentiated instruction strategies designed to meet the diverse needs of all students, including learners who may be at risk: http://www.curriculum.org/secretariat/september28.shtml and
- *Learning for All, K–12 (Draft):* http://www.ontariodirectors.ca/L4All/L4A_en.html.

English language learners, go to

- pages 23–26 of *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom:* http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf;
- the webcast *Teaching and Learning in Multilingual Ontario:* http://www.curriculum.org/secretariat/december7.shtml and
- *EQAO Connects,* Winter 2008, "View from the Front of the Class: Preparing for the OSSLT": http://www.eqao.com/eMagazine/2008/01/eMagazine.aspx?Lang=E.

Graphic organizers, go to

- *The Road Ahead: Boys' Literacy Teacher Inquiry Report, 2005 to 2008:* http://www.edu.gov.on.ca/eng/curriculum/RoadAhead2009_Supplement.pdf;
- pages 2–7 of "Engaging in Reading: Computerized Graphic Organizers" in *Think Literacy: Computer Integration:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitComputerIntegration.pdf and
- pages 70–73 of *Think Literacy: Family Studies, Grades 9–10:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf.

Group writing, go to page 80 of "Generating Ideas: Adding Content (Pass It On!)" in *Think Literacy: Health and Physical Education, Grades 7–10:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf.

Literacy skills of males, go to

- pages 17–21 of *Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills:* http://www.edu.gov.on.ca/eng/document/brochure/meread/meread.pdf;
- the video *Read Anything Good Lately? Boys, Books and Reading:* http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html;

List of Resources (continued)

- *Boys' Literacy Teacher Inquiry: Work Plan Support Booklet* (June 2008): http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html;
- *Engaging Boys: Powerful Possibilities for All Learners* videos and resources (Ontario Ministry of Education, November, 2009): http://www.curriculum.org/secretariat/engaging/index.shtml;
- *Me Read? And How!: Ontario Teachers Report on How to Improve Boys' Literacy Skills* (Ontario Ministry of Education): http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf;
- *What Current Research Tells Us:* http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html and
- *What Works? Research into Practice*—"Boys' Underachievement: Which Boys Are We Talking About?": http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf.

Literature circles, go to literature circles videos and learning resources (Ontario Ministry of Education, January, 2010): http://www.curriculum.org/secretariat/circles/index.shtml.

Main idea, go to

- pages 6–7 and pages 59–60 of *Think Literacy: Mathematics Subject-Specific Examples, Grades 7–9:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitMath.pdf;
- pages 26–32 of *Think Literacy: Health and Physical Education, Grades 7–10:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf and
- pages 48–58 of *Think Literacy: Family Studies, Grades 7–10:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitFamilyStudies.pdf.

Making inferences from context, go to page 5 of "Capacity Building Series—A World of Words: Enhancing Vocabulary Development for English Language Learners": http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf.

Moderated marking, go to

- http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and
- the webcast *Teacher Moderation: Collaborative Assessment of Student Work:* http://www.curriculum.org/secretariat/september10.shtml.

Non-fiction writing, go to

- *High-Yield Strategies to Improve Student Learning*—Part 4: Teaching Non-Fiction Writing, Clip 1, Reading Conference: Text Structure: http://www.curriculum.org/secretariat/may2.shtml;
- *Non-Fiction Writing,* Connie Wright: Persuasive Writing: Deconstructing a Newspaper Article: http://www.curriculum.org/secretariat/april18.shtml;
- *Non-Fiction Writing,* Bridget Scime: Report Writing: http://www.curriculum.org/secretariat/april18.shtml;
- *Quality Teaching: It's Intentional,* Douglas Reeves: Non-Fiction Writing: http://www.curriculum.org/secretariat/april21.shtml;
- Pages 112–122 of "Writing Strategies" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Writing.pdf and
- "Capacity Building Series—Non-Fiction Writing for the Junior Student": http://www.curriculum.org/secretariat/files/Apr18JuniorStudent.pdf.

OSSLT preparation materials, go to "Educator Resources" on the EQAO Web site: http://www.eqao.com/Educators/Secondary/10/10.aspx?Lang=E&gr=10.

Place mat, go to pages 162–164 of "Oral Communication" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf.

Questioning, go to

- the Literacy and Numeracy webcast *Quality Teaching: It's Intentional,* Annette Woods: Critical Literacy: http://www.curriculum.org/secretariat/april21.shtml;
- the video *Developing Thinking Skills Through Higher-Level Questioning:* https://admin.na3.acrobat.com/_a59783387/thinkingskills and
- *The Key to Good Assessments:* http://www.eqao.com/eMagazine/2009/issue_1/eMagArticle.aspx?Lang=E&ArticleID=04&ItemID=41.

Social interaction and talk, go to pages 32–37 of *Me Read? And How!: Ontario Teachers Report on How to Improve Boys' Literacy Skills:* http://www.edu.gov.on.ca/eng/curriculum/meRead_andHow.pdf.

List of Resources (continued)

Structure, go to pages 16–19 of "Getting Ready to Read: Finding Organizational Patterns—Reading Strategies" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf.

Student-led conferences, go to *Student-Led Conferences* (Ontario Ministry of Education, April 2010), "Learning Intentions and Success Criteria" video and viewer's guide: http://www.curriculum.org/secretariat/studentled/informing.html and http://www.curriculum.org/secretariat/studentled/files/SLCViewerGuide.pdf.

Students with special education needs, go to *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6:* http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf.

Subject areas, go to

- *Think Literacy: Cross-Curricular Approaches, Grades 7–12* for subject-specific examples: *Science and Technology, Grades 7–8* and *Science, Grade 9 Applied (2004–2005); Health and Physical Education, Grades 7–10 (2004)* and *Geography, Grades 7–9 (2004):* http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html and
- the video *Think Literacy: Embedding Literacy Strategies into Daily Instruction:* https://admin.na3.acrobat.com/_a59783387/thinkliteracy/.

Summarizing texts, go to

- the Literacy and Numeracy Secretariat webcast *Teaching for Understanding: Summarization:* http://www.curriculum.org/secretariat/january30TU.shtml;
- page 25 of "Getting Ready to Read: Finding Organizational Patterns" in *Think Literacy: Cross Curricular Approaches, Grades 7–12:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf and
- pages 60–65 of "Getting Ready to Read: Finding Organizational Patterns" in *Think Literacy: Cross Curricular Approaches, Grades 7–12:* http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf.

Teaching and learning critical pathways, go to "Capacity Building Series—Teaching-Learning Critical Pathways": http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/teaching_learning.pdf.

Text forms, go to pages 6–7 and 38–45 of "Getting Ready to Read: Previewing a Text" in *Think Literacy: Family Studies, Grades 7–12*: http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitParenting.pdf.

Think aloud strategy and sample lessons, go to pages 44–47 and pages 56–59 of "Reading Strategies" in *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf.

Towards an Understanding of Gender Differences in Literacy, go to http://www.eqao.com/Research/pdf/E/Towards_an_Understanding_of_Gender_Differences_in_Literacy_Achievement.pdf.

Vocabulary, go to "Capacity Building Series—A World of Words: Enhancing Vocabulary Development for English Language Learners": http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/world_of_words.pdf.

Whole-class discussions, go to page 144, "Triangle Debate" in *Think Literacy: Health and Physical Education, Grades 7–10*: http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitHealthPhysEd.pdf.

EQAO Connects is a webmag that provides educators with information about EQAO assessments and ideas to develop the literacy and math skills they assess. The following are examples of articles especially well-suited to improving literacy learning:

- *EQAO Connects,* Fall 2009, "The Key to Good Assessments": http://www.eqao.com/eMagazine/2009issue_1/eMagazine.aspx?Lang=E;
- *EQAO Connects,* Spring 2008, "View from the Front of the Class: Improving Literacy Instruction: A Cross-Curricular Approach": http://www.eqao.com/eMagazine/2008/05/eMagazine.aspx?Lang=E and
- *EQAO Connects,* Spring 2007, "View from the Front of the Class: A Teacher's Perspective: Starting Early: Preparing Struggling Readers and Writers for the OSSLT": http://www.eqao.com/eMagazine/index.aspx?Lang.

Case Studies: Schools on the Journey of Learning—OSSLT

Case Studies: School on the Journey of Learning—OSSLT

OBSERVATIONS FROM THE FIELD

Over the past few months, EQAO has visited a number of secondary schools throughout Ontario. Engaging with the education community in this manner has allowed EQAO to learn about strategies being used to support student achievement in literacy. Several common themes emerged throughout these visits, and we are pleased to present a sample in the following pages.

Principals and teachers have become more adept at using results from EQAO testing and other data as a reference point to guide their interventions for students. Data have been useful in identifying subgroups of students who continue to struggle, including students in applied and locally developed courses, students with special education needs and English language learners. Throughout the province, there has been a strong emphasis on the early identification of at-risk students. A particular focus has been placed on gaining the support of Grade 8 students and their parents to select appropriate courses.

Once the students who are at risk are identified, staff, both in schools and across panels in families of schools, use data to identify the interventions and transition programs that will best meet the needs of these students. There has been widespread use of both Ministry of Education and EQAO resources and supports to guide these efforts.

The overriding observation from all these discussions with the field is the tremendous commitment by school teams to work tirelessly to find ways to see their students succeed. This is especially true with respect to students who are encouraged to use accommodations and credit recovery and credit saving programs.

In celebration of this spirit of achievement, EQAO has selected seven publicly funded Ontario schools to profile in this year's report. These schools are notable for their success in improving the literacy skills of their students as demonstrated by their OSSLT results over the years.

Each school team discusses what EQAO and other data have taught them about their students and the innovative approaches they're using to address areas for improvement.

The school profiles in the following pages are just a few of the many remarkable and inspiring stories across Ontario's publicly funded school system. EQAO is pleased to highlight the accomplishments of these schools and celebrate the exemplary work of school teams making a significant difference in their communities. These stories provide a source of ideas and encouragement for other schools across the province.

Elliot Lake Secondary School

ALGOMA DISTRICT SCHOOL BOARD

Student population: 500; Grades: 9–12; Principal: Mark Robinson

Elliot Lake Secondary School delivers Grades 9–12 academic, applied and essential programs successfully. This success stems from a school culture based on three pillars: innovative and adaptable pathways for at-risk students, a professional team approach among all staff members and an attitude that treats the school as a family.

The diverse programs at Elliot Lake address at-risk students. For example, Grade 8 students are offered a learning-strategies program starting in January for an early credit or "Jump Start" program in the summer. Elliot Lake has late school starts for independent courses, half-day and full-day co-op programs, a four-credit construction program for senior students and a fully staffed resource centre and library. Research shows that getting work done and credit accumulation go hand in hand, so the staff started the "Git'er Done" initiative. If the students have incomplete work, they go to a work area after school to complete it. If work is still incomplete, students are interviewed and their parents are contacted. "One student involved in this program complained all the way to the honour roll," said Jon Young, a student-success teacher.

The school's professional learning community utilizes late-start days to focus on at-risk students, special programs and curriculum development. The staff uses data walls and reviews the individual student-achievement information from the OSSLT to address areas of need. Last year, students received a bi-weekly literacy challenge with multiple-choice and short-answer questions on implicitly stated information and personal connections. These challenges gave all students practice and helped to identify at-risk students. Those students were given reading and writing support and accommodations.

Principal Mark Robinson says: "We have no difficulties with students that require extra time and support to complete the OSSLT successfully. We will move heaven and earth to get the students what they need to be successful and the board is very supportive."

The second pillar sees the staff as a league of teams. All personnel operate together for the betterment of students. In 2002, only 69% of the students at Elliot Lake were successful on the OSSLT. The staff formed a literacy team with teachers from a variety of subjects. They focused on literacy skills in all classes and created subject-specific lessons that fit the curriculum. The art department created organizational posters. All teachers became literacy coaches. They now use EQAO sample questions and model shared and independent answers for students.

Lenore Cox, Mark Robinson (principal), Peggy Davis, Jon Young

Principal Robinson says: "There are many little teams involved in the big team: teachers, educational assistants and office staff support and care for their students and each other. It doesn't work any other way."

Algoma District School Board supports the school by supplying release days for student preparation. The Algoma board has a literacy teacher who works with lead teachers to share ideas, strategies and EQAO data. Literacy teachers from Grades 7 to 10 meet for moderated marking and shared strategies.

"We have no difficulties with students that require extra time and support to complete the OSSLT successfully. We will move heaven and earth to get the students what they need to be successful and the board is very supportive."

Mark Robinson, principal

Student-success teacher Jon Young says: "The EQAO questionnaires tell us a lot about our students. They give an excellent snapshot of our Grade 10s. We noticed that our male students in particular were not reading outside of school. That prompted our silent-reading program. After the silent-reading program was initiated, there was an incredible jump in how all our students responded to that question. In two years, we had a 20% improvement in our female reading rate and 30% in our males."

Seeing the school as a family is the final pillar of strength. The staff works to ensure that the students are healthy, happy, successful and safe. Students are reminded of the family connection through photo displays, recognition assemblies, congratulatory notes and birthday announcements. Elliot Lake celebrates community by inviting elementary students for lunch, grandparents for tea and all parents to dinners for individual grades. Communication is key. Reports cards are delivered by the principal, the vice-principal and the student-success teacher.

Principal Mark Robinson says: "When I deliver the report cards on a Saturday morning, I see lots of parents and often have a small chat. It's a positive experience. A lot of them are parents that don't walk into the school, so this is a way to meet with them."

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Mark Robinson, principal

Elliot Lake has built its success on a culture of caring and community, with diverse programming that addresses the needs of all students, values professional input from all staff members and shares its commitment with families. Students, parents and the staff all feel valued.

Principal Robinson says: "Everybody in this school steps up to the plate, whether for numeracy or literacy or credit accumulation. It is a very collaborative and positive school. We've been blessed with a staff that will collaborate and the leadership to help make it happen. This school works as a family. If there is a tragedy or a joyous occasion, we are there for each other."

Elliot Lake Secondary School

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

47%	Male
53%	Female
47%	Applied
43%	Academic
9%	Locally developed
1%	Other
26%	Special education needs
0%	English language learners
0%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

Erin District High School

UPPER GRAND DISTRICT SCHOOL BOARD

Student population: 578; Grades: 9–12; Principal: Julie Prendergast

Erin District High School was built through innovative community planning between the Upper Grand District School Board and the town of Erin. The school building houses a library, a community centre, a theatre, a senior centre, a daycare and healthcare offices. Erin District has academic, applied, essential and French Immersion courses.

Staff use a wealth of data to set the specific targets of their school improvement plan: detailed results from EQAO, credit accumulation, attendence and Ministry school-indicator data, and information from report cards, departmental assessments, post-secondary applications and interviews with students. Staff are pilot testing the Ontario Comprehension Assessment by Pearson, diagnosing needs and formulating specific strategies in a cross-curricular approach to improve comprehension. Their focus is on narrowing the gender gap in achievement and meeting the needs of all students through differentiated instruction and effective assessment.

Beth Patterson, Laura Beal, Steve Ratz (vice-principal), Julie Prendergast (principal), Joe Burns, Gary Robinson

Teachers at Erin District take the cross-curricular approach to teaching literacy very seriously. They employ strategies used in elementary schools and are attempting to standardize language across the grades. Everyone (including science, technology and physical education teachers) uses literacy strategies in the classroom. They have a format to align writing tasks, such as essays, critiques or reports, in all subjects and they make extensive use of *Think Literacy*. Staff read Marzano, Hume and Sax for explicit ways to improve gender differentiation in education. They are designing assessments to suit gender preferences.

"Specifically looking at gender data including EQAO gender data, we really want to target our assessment strategies and our instructional pieces. We have been looking at things to do to ensure that our boys will achieve at high levels."

Julie Prendergast, principal

Principal Julie Prendergast says: "Specifically looking at gender data including EQAO gender data, we really want to target our assessment strategies and our instructional pieces. We have been looking at things to do to ensure that our boys will achieve at high levels. We are hoping that through the use of these studies and differentiated instructional strategies, we will see our boys improve in their overall achievement."

Erin District has a five-period day. Students go to regular programs for four hour-long periods. The fifth period begins with 15 minutes of sustained silent reading in the Stop, Drop and Read program. The rest of Period 5 allows students the opportunity to seek extra support where needed. Students writing the OSSLT complete two weeks of preparation during Period 5 using material pulled from the EQAO Web site and *Don't Panic* (Wintertickle Press). At-risk students attend the board-initiated Smart Start program to develop literacy skills assessed on the OSSLT further; others can access Resource Room support. Period 5 is also an opportunity for events, visits and assemblies that would otherwise take away from the instructional day.

Erin District's transition team works proactively to engage all students immediately. Team members have extensive communication with Grade 8 students, parents and teachers, and use resource personnel to identify students requiring early intervention. Link Crew students act as mentors for orientation. Entering students are invited to a four-day off-site camp, where character and community development are encouraged through activities and workshops that stress respect and responsibility.

Student Success teacher Gary Robinson says: "The Link Crew and 'Raiders' Camp build a sense of community. By the end,

Erin District High School

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

49%	Male
51%	Female
29%	Applied
65%	Academic
3%	Locally developed
2%	Other
13%	Special education needs
0%	English language learners
0%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

students have a comfortable relationship with at least one older student or staff member. In the [October Grade 9] survey, students talk about their strong connection to their school. That connection is important to maximize student learning."

The Student Intervention Team meets weekly to discuss students at risk and develop individual action plans. Principal Prendergast points to the resource room and its teacher as a major reason that her applied and essential students do well with work completion and credit accumulation. The room is open to all students, not just the 104 students who have Individual Education Plans.

The school's mission statement is "Erin District High School actively promotes the pursuit of academic and personal improvement. We believe in respect and responsibility for both the community and oneself."

This mission statement reflects the culture of the school, and Erin District's unique setting aids continuous communication between the school and the community. Students interview seniors at the centre and record their histories. Co-op activities are easily arranged. Parents are supportive, and the school council is very active. The council runs a "coffee house" for incoming Grade 9 parents. Along with feeder schools, the council organized a Parent Involvement Project featuring artist Robert Bateman. Since 91% of the children are bused to this small rural school, the parents are essential as drivers and volunteers for extracurricular activities.

Principal Prendergast says: "Because our students are involved, our parents are involved. They drive, they help coach and they mentor. Our school is a community building. When parents come to get their teeth cleaned, we are here, so communication is ongoing."

A variety of extracurricular activities are available for Erin District students. These are facilitated by a common lunch and the extraordinary efforts of the staff. Data are collected on student engagement in an attempt to meet every student's needs. Teachers gauge their success in this area by the fact that very few students leave Erin District without graduating.

Erin District staff use data to improve school practices. Information is presented with sensitivity and care, to neither intimidate nor overwhelm. By sparking questions, conversations and reflections, the data aid the teachers in seeing trends, measuring results and targeting specific areas of learning for improvement.

"The Link Crew and 'Raiders' Camp build a sense of community. By the end, students have a comfortable relationship with at least one older student or staff member."

Gary Robinson, Student Success teacher

Holy Cross Catholic Secondary School

PETERBOROUGH VICTORIA NORTHUMBERLAND CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD

Student population: 800; Grades: 9–12; Principal: Tim Moloney

Peterborough's Holy Cross School is a vibrant and caring community that provides exceptional programming and support for 800 students from Grades 9 to 12. Most students from this mixed urban and rural population are Canadian-born and count English as their first language. Fifty percent of the students are bused to school, and slightly more than 20% have special education needs. Over the past five years, declining enrolment and a recent downturn in the local economy have had an impact on the school and the surrounding community.

Committed to creating a welcoming and supportive environment with equal access to the curriculum for all students, this semestered school provides academic, applied and locally developed courses as well as an off-site alternative learning program. Aware that students involved in clubs and teams outside the classroom are usually more engaged and ultimately more successful in the classroom, the dedicated teachers who design and deliver the academic programs also devote considerable time to extracurricular activities. Building positive relationships and a strong sense of community is essential to the philosophy of this school.

Principal Tim Moloney says: "If you're going to be in the role of educational leadership, it starts with relationships. You need to get those relationships in order before you start to access the curriculum and engage students and staff."

Principal Moloney values the outstanding rapport that exists between Holy Cross and its six feeder schools and credits the expertise, professionalism and collegiality of staff for the seamless way in which the transition between elementary and secondary school proceeds. The board facilitates the schools' combined efforts to engage and reassure Grade 8 students and their parents by facilitating access to government grants that provide for teacher release time to foster these relationships through reciprocal visits, information sessions, open houses, T-shirts for the house system and, most importantly, meetings with parents to ensure proper placements for all Grade 9 students.

Comprehensive data from the feeder schools keep Holy Cross well informed about incoming students long before they arrive. Staff welcomes and informs parents through newsletters, conferences, posted reports and special events. Through meticulous planning around timetabling and staff allocation, the school purposefully provides academic, applied and locally developed programs with teachers who inspire students. The exceptional achievements of applied students in recent OSSLT administrations affirms the effectiveness of these measures.

Jennifer Chadwick, Tim Moloney (principal), Deb Primeau, Tammy Horton, Margaret Hickey

Teachers at this school view the OSSLT as a means of developing long-term learning and fostering literacy skills across the curriculum. Initially, the Student Success Team analyzes EQAO results in relation to other school data. Then they transmit that information to the classroom teachers, decide collaboratively what is significant for this school and come up with targeted responses in the form of a school improvement plan. This process has been in place for a number of years. For example, three years ago, EQAO data prompted the School Literacy Team to make the targeted acquisition of books and support materials featuring shorter pieces, comic books and graphic novels, in both printed and

"If you're going to be in the role of educational leadership, it starts with relationships. You need to get those relationships in order before you start to access the curriculum and engage students and staff."

Tim Moloney, principal

"Our EQAO data really confirms and reaffirms what we know and see. EQAO gives up good data. We've taken that data and brought it to life to boil down to students, to make it real, not an afterthought and not an event. It's embedded in what we do."

Tim Moloney, principal

electronic formats, a priority to engage boys in literacy. This year, the science department invested in texts with a built-in literacy component, demonstrating to students that literacy applies across the curriculum. The literacy team represents all disciplines, thus ensuring that the language of the curriculum is embedded in daily lessons school-wide.

In the fall of every year, classroom teachers at Holy Cross inform their teaching practice by establishing a student-achievement baseline through a series of literacy assessments in all subject areas. Before the evaluation, teachers complete a sequence of preparatory activities using EQAO exemplars to explicitly show students what good answers look like and why. On completion of the assessments, classroom teachers and the Student Support Teacher seek out common links and patterns to identify individual students for specified instruction in the resource room. High expectations and unlimited support are hallmarks of this service. In addition, the resource teacher ensures that all students with special education needs and their teachers are familiar and comfortable with using the necessary accommodations on a regular basis and during the OSSLT.

Teachers at Holy Cross make good use of data. Through the Fast Forward Project, the board offers tremendous support to schools by providing cutting-edge technology and instructional-teacher workshops. Teachers have access to data in a very compact and student-friendly format. Additionally, an assessments-for-learning framework leads staff through a seven-step process designed to utilize assessment as a means of guiding teaching practice while helping students become self-directed learners. Working with "experts in the house," classroom teachers are tailoring this program to improve student achievement.

Principal Moloney says: "Our EQAO data really confirms and reaffirms what we know and see. EQAO gives up good data. We've taken that data and brought it to life to boil down to students, to make it real, not an afterthought and not an event. It's embedded in what we do."

Holy Cross Catholic Secondary School

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

54%	Male
46%	Female
30%	Applied
63%	Academic
5%	Locally developed
1%	Other
20%	Special education needs
1%	English language learners
0%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

Jean Vanier Catholic Secondary School

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1060; Grades: 9–12; Principal: Peter Aguiar

Over half of the students at Jean Vanier Catholic Secondary School are English language learners. Many are new Canadians, arriving throughout the year and speaking a variety of languages. Although the school community faces many economic challenges, the student population continues to grow.

Student data is made accessible to Vanier through the Toronto Catholic District School Board's Data Information Platform (DIP). The DIP contains EQAO scores, cohort information, Canadian Achievement Test and Ontario Comprehension Assessment (OCA) results, running records and report cards.

The OCA is a board initiative that starts testing in Grades 7 and 8. The same students take the OCA in Grade 9, in both semesters. Teachers use moderated marking and review cohort information from Grades 7 through 9 to plan strategies for effective teaching. The tests can be modified for use as worksheets. Teachers infuse a common model for skill-based instruction with their own knowledge of subject areas.

Principal Peter Aguiar says: "The OCA and OSSLT materials are about teaching literacy. They bring everyone together with a common focus. That focus is not about teaching to the test: it is about teaching the skills. The EQAO assessments reflect skills that these students will need to be effective lifelong learners. These skills are important, and the test is designed to assess them. Literacy is not taught in isolation, but embedded across the curriculum."

The literacy teacher shares EQAO's cohort-tracking information and Item Information Report (IIR) with teachers, providing student profiles along with strategies for improvement from *Think Literacy.*

Literacy lead and teacher-librarian Ann Ferrigan says: "The IIR is very helpful for students that are not successful. It shows teachers where the needs are and provides them with a differentiated-instruction model from the success modules, which are amazing. Teachers get input on their own students. It's a really good sharing process and it's effective. We don't just share data to identify problems, we also share data to celebrate success."

Literacy is a cross-curricular effort. The staff sets up SMART goals and works through Teaching-Learning Critical Pathways.

Bianca Auciello (vice-principal), Peter Aguiar (principal), Ann Ferrigan

Posters align language and methods. Teachers realize that reading diagrams is as much a skill in English as it is in geography and science.

All Grade 10 students do literacy activities with expectations, exemplars and rubrics taken from the EQAO Web site. An after-school literacy program is open to all, and students not reaching Level 3 are encouraged to attend.

Teachers understand the importance of Grades 9 and 10 credit accumulation. Ongoing interaction with feeder schools facilitates counselling and proper placement of Grade 8s. Purposeful timetabling allows students to change pathways if necessary. The DIP data helps identify students needing extra support.

Vanier runs a summer program with courses covering literacy, numeracy, technology and the arts. Originally open to help at-risk students, the credit program now attracts over half of the incoming Grade 9s.

"The OCA and OSSLT materials are about teaching literacy. They bring everyone together with a common focus. That focus is not about teaching to the test: it is about teaching the skills. The EQAO assessments reflect skills that these students will need to be effective lifelong learners."

Peter Aguiar, principal

Communication with parents can often be a challenge, but Vanier's multicultural staff is proactive about bridging language barriers. As well as multi-language curriculum nights, parents get voicemail messages, direct mailings and notices on the interactive school Web site.

The student success team meets regularly to plan support for students. A message goes home with all students early, to highlight any social or academic concerns. This invites a conversation to take place before the first report card is issued. The 21% of students requiring special education accommodations are encouraged to advocate for themselves with their teachers for continual support. Every student who needs a scribe is matched with someone he or she knows on staff. Teachers connect with the student before the assessment so there are no surprises.

Principal Aguiar says: "Students receive the accommodations they need on a regular basis, not just on the day of the test. This is what they need to be successful all the time. The first time they receive an accommodation should not be on the day of the assessment."

English language learners are offered support with language development across the curriculum. Teachers nominate students and explain the accommodations in such a positive way that students are comfortable asking for help. Some high-achieving students also participate, hoping to improve their grades.

Jean Vanier staff and students have a strong sense of pride in their multicultural population. They celebrate their "many roots and many voices." With the use of data helping the school deliver the curriculum effectively, they can also take pride in doing well.

Principal Aguiar says: "Let the data speak to you and show where your needs are. Look specifically at what you can do to address those needs. Success comes when you use the data to inform what you are going to do with each student. We do things in a way that reflects our multiculturalism. I am most proud of my teachers' willingness to get involved. A more complete educational experience will always result in better achievement."

Jean Vanier Catholic Secondary School

"Let the data speak to you and show where your needs are. Look specifically at what you can do to address those needs. Success comes when you use the data to inform what you are going to do with each student."

Peter Aguiar, principal

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

55%	Male
45%	Female
29%	Applied
59%	Academic
4%	Locally developed
2%	Other
16%	Special education needs
27%	English language learners
16%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

Merivale High School

OTTAWA–CARLETON DISTRICT SCHOOL BOARD

Student population: 1152; Grades: 9–12; Principal: Patrick McCarthy

Built 44 years ago, Merivale High School in Nepean, with its economically diverse, multicultural student population, maintains a proud tradition of academic excellence—despite dramatic fluctuations in numbers. Of the current 1042 students from Grades 9 to 12, 65% travel by public transit. A semestered school, Merivale delivers a varied and comprehensive curriculum in English and in French Immersion, with programs for gifted students in both language streams. In addition to academic and applied courses, the school offers locally developed English and mathematics programs for Grade 9 students.

Merivale has a very small English language learner population, most of which is fully integrated into English-language classrooms in all subject areas. Students with special education needs make up 22% of the school population. Using a strategic approach with clear assignments and definite yet reasonable timelines, Merivale's dynamic and innovative staff empowers students to excel. Indeed, the OSSLT data indicate that all students, especially those in applied programs, regardless of gender, are presently functioning far above provincial averages.

In response to staffing challenges caused by declining enrolment, Principal Patrick McCarthy, guided by board policies, fills temporary positions with long-term occasional teachers. He capitalizes on the "expertise within the building" to train and support new teachers, welcoming them into the culture of the school as part of the team, encouraging them to get to know the students well, alerting them to challenges and acquainting them with local methods and procedures so that they can operate effectively right away. In valuing veteran staff leaders as models and mentors to young teachers, he ensures consistency and continuity in teaching practice and curriculum delivery school-wide.

"If you want your staff to invest in kids in terms of giving them the support they need and meeting them where they are, you have to be equally willing to invest in your staff in terms of teaching and preparing them to meet challenges."

Patrick McCarthy, principal

Toni Agraniotis-House, Patrick McCarthy (principal)

Principal Patrick McCarthy says: "I think it's about investing in people. If you want your staff to invest in kids in terms of giving them the support they need and meeting them where they are, you have to be equally willing to invest in your staff in terms of teaching and preparing them to meet challenges."

In 2007, recognizing that staff required a deeper knowledge of the curriculum in order to adopt new assessment practices, the administration provided release time for subject-specific professional learning teams and challenged each department to consider the curriculum outcomes by course, unit and grade and to decide collaboratively which outcomes related to critical, fundamental skills. Now staff employs EQAO data extensively, taking time to reflect on its teaching practice and to establish priorities at the beginning of each year.

Principal McCarthy says: "The EQAO assessment is set up on those critical fundamental skills. This process is ongoing, embedded in what we do. What we say are priorities and what EQAO says are priorities are not that different."

Working from EQAO data, board results and a vast array of local assessments, Principal McCarthy makes decisions regarding timetabling, staffing and allocation of resources.

Merivale High School

Sharing the leadership, he encourages department heads to provide staff with current and relevant reading materials that students will want to read. With irresistible reading resources at their disposal, teachers from all disciplines are offering a variety of exciting options, including reading just for fun, novel studies requiring higher-level thinking skills and making connections within a multicultural, global context. Through innovative activities like Book Blast, the World Issues Book Club, graphic-novel studies, poster exhibitions and book blogs, Merivale's students are immersed in literacy. No wonder they characterize themselves as voracious readers on EQAO questionnaires.

When OSSLT results arrive, the Multidisciplinary Team meets to examine and interpret the data. Having already studied their broader implications, they proceed through the data student by student, relating "numbers to names" with guidance and classroom teachers personalizing the student profiles. Meeting biweekly, the team keeps abreast of the most recent data and directs targeted students to the appropriate support teams within the school's extremely efficient staff-networking system.

Teachers make excellent use of data for identification and evaluative purposes. For example, by Grade 10, data help teachers embed EQAO-type questions into all assessments and subject areas and focus on one particular skill each month. As well, three assignment catch-up days per semester provide identified groups and individuals with additional and specified assistance. School-wide collaboration, effective communication, focused instruction, use of EQAO resources and shared responsibility throughout the year ensure student success. In addition, strong literacy links with the main feeder school to share data and collaborate on curriculum ensure a successful transition to Grade 9 for all students.

A strong, accessible and inspirational leader, Principal McCarthy enjoys an open and collegial relationship with students and parents alike. He and his staff establish positive connections with students and their parents during the transition period before entry into Grade 9. They also continue to share information and celebrate successes through newsletters, phone calls, interviews and online resources such as Wikispaces. In addition, a supportive parent council is instrumental in hosting such events as the Cappies Critics Awards, following Merivale's annual stage production. It is clear to see that people working together have made the difference at Merivale.

"The EQAO assessment is set up on those critical fundamental skills. This process is ongoing, embedded in what we do. What we say are priorities and what EQAO says are priorities are not that different."

Patrick McCarthy, principal

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

55%	Male
45%	Female
12%	Applied
85%	Academic
0%	Locally developed
1%	Other
25%	Special education needs
2%	English language learners
6%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

Sir Allan MacNab High School

HAMILTON WENTWORTH DISTRICT SCHOOL BOARD

Student population: 861; Grades: 9–12; Principal: Ted Kocznur

Sir Allan MacNab High School is located on the Hamilton escarpment. It offers a variety of academic, applied and essential courses to its 861 students in Grades 9–12. Demographics play a key role in understanding its redefinition and re-emergence in the last few years. Until recently, MacNab mainly attracted students headed for the applied stream from its feeder schools, while stronger, academically oriented students opted for other system programs. As a result, a large percentage of the student population was in Grades 11 and 12 and in many instances lagging in credit accumulation. A significant proportion of the students were in special education programs and many were English language learners. The school had a 70% mobility rate.

Patrick Elliott, Ted Kocznur (principal), Carolyn Craven, Leslie Cramer, Victoria Kudrenski, Joanne Hall, Scott Sincerbox

In response to its demographics, Sir Allan MacNab High School has embarked on a multi-year initiative designed to attract students to its community, to retain these students and to create a learning environment that inspires pride and a belief that graduation is not only possible but inevitable. After the school building and grounds were cleaned up (painting, landscaping, cleaning graffiti, etc.), exemplary teachers were chosen to work on over 30 new courses, which have since been instituted. Programs in basketball and football, and specialist courses in both health care and fitness are offered. Focus courses in soccer and volleyball have also been created and there is a landscaping course that serves students from the essential to university levels. As well, an off-site alternative education program focuses on all-day co-operative education, and an in-school alternative education program focuses on credit rescue and credit recovery.

A home building program, which is bundled as a six-credit package with the Ontario Youth Apprenticeship Program, is an option for students. These courses all exist currently and, next year, MacNab will offer advanced placement courses to attract a strong academic-student base from throughout the school board.

Principal Ted Kocznur says: "There are lots of amazing and interesting programs led by teachers and staff. The programs, however, are only as good as the people leading them and our teachers are the best. We have seen the benefits of teachers working in their area of expertise."

On visiting MacNab, it becomes immediately obvious that much work has been done to re-energize the school. This is prerequisite information if we are to understand the school's success story. It has gone from having the second-highest suspension rate in the district to having the lowest. Vandalism and graffiti are non-issues and the atmosphere and aesthetic appeal of the school have been enhanced by the landscaping and construction classes. Students have participated in creating their environment and are proud to be there.

Principal Kocznur says: "You clean up the environment, you engage students, you give them something to be proud of, then you concentrate on curriculum. We are eager and hopeful to see our test results. But regardless, we will continue to model best practices."

EQAO data have played a significant role in guiding programming to ensure students' success. In order to smooth the transition into Grade 9 math, an award-winning cross-panel program called "Connecting the Dots: Guiding Feeder School Students Towards Success in High School Math" was established. Elementary and secondary teachers "drilled down" into the math strands and determined where various topics appear in each grade. Now teachers know which areas in the elementary curriculum they should stress so that the students are well prepared for the core high-school topics. The value of this project will be assessed when the data from the Grade 9 EQAO math assessment can be compared to the Grade 6 EQAO data for the same students.

Sir Allan MacNab has taken advantage of an innovative board program, Cross-Curricular Applied Literacy Learning (CALL). Teachers from all disciplines wrote the OSSLT themselves, so as to understand the difficulties that students were

"There are lots of amazing and interesting programs led by teachers and staff. The programs, however, are only as good as the people leading them and our teachers are the best."

Ted Kocznur, principal

encountering. Lessons were then created to assist students in mastering their areas of weakness. In 2009, Sir Allan MacNab's 77% OSSLT success rate was the highest in the school's history, and it rose by 10% in 2010.

In 2009–2010, a plethora of strategies were employed to assist students. Grades 9 and 10 teachers participated in CALL once again, with teachers selecting literacy skills that they felt could be dealt with appropriately in their subject area and classroom. All areas of the OSSLT were targeted and cross-curricular planning and teacher moderation were involved. "Rap Tutor" classes were created for high-risk students. This concept featured two teachers in the class as well as Grade 12 peer mentors. Individual help and small group instruction are clearly helping students reach provincial standards. Pass rates in Grade 9 English and math have shown improvement.

A thorough examination of data showed a discrepancy between EQAO results and school assessments. It was determined that poor organizational skills, incomplete work and work not submitted were largely responsible. The use of portfolios in the Grades 9 and 10 applied courses has had a huge impact on completion of work. A "pyramid of intervention" was created to flag students at risk of not getting their credits. Compulsory interviews were scheduled by the teachers for students to discuss options for success, including credit rescue.

With reference to the OSSLT specifically, the following strategies were and are employed. By the end of November, all students scheduled to write the OSSLT take part in presentations about it and write the first pre-test. Prior to the Christmas break, 14 teachers across different departments participate in marking it. The Student Success team reviews all results and determines which students can write without intervention, which require an OSSLT preparation course and which should be deferred. Each student receives individual feedback and letters are sent to inform parents about the process. Lessons are created that target different skills or tasks (explicit, implicit and making connections). A second OSSLT practice test is administered on the last day of class, one week prior to the actual OSSLT administration day.

To date, Sir Allan MacNab High School is very pleased with its growth but feels that the best is yet to come. The school is examining the current test data and assessing its initiatives with a view to greater excellence in the future.

Principal Kocznur says: "We believe students can hit any target they see."

Sir Allan MacNab High School

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

56%	Male
44%	Female
34%	Applied
61%	Academic
1%	Locally developed
0%	Other
14%	Special education needs
6%	English language learners
14%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

St. Patrick High School

THUNDER BAY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1240; Grades: 9–12; Principal: Francis Veneruz

Situated in Thunder Bay, St. Patrick High School serves 1240 students in Grades 9–12. The school's students are mostly English speaking, and a large proportion are Aboriginal. Eighty percent of the students are bused, with many spending up to an hour to and from school. Although the city is suffering the effects of the economic downturn, the school population is stable.

The school team noted during initial analysis of the long-term EQAO data that St. Patrick has a growing number of at-risk and identified students. Digging deeper, the team realized that, despite the accommodations provided, special needs students continued to struggle. To assist these students, the school expanded its use of assistive technology. A resource teacher was dedicated full-time to working with these students to meet their needs. To ensure the engagement of special education needs students with technology, wireless networks were made available and staff encouraged all students in the school to bring their laptops, which resulted in improved engagement for everyone. In addition, the school developed an information technology survey and found that 90% of the student population had access to the Internet at home. To capitalize further on the use of technology, students needing computers could purchase used ones for a nominal fee. All classroom teachers encouraged the use of technology, and the school plans to pilot test a program using iPods to engage the students further.

The school team also reviewed the EQAO Individual Item Response report to identify students at risk and areas for improvement. The data helped staff determine that making inferences should be an area of focus. As a result, teachers of social science, moderns, science, math and religious studies chose making inferences as the focus for their Teaching-Learning Critical Pathway work. They developed strategies that modelled EQAO sample questions and language and created common assessments and rubrics through teacher-moderation sessions.

Francis Veneruz (principal), Doug Bernst

The School Literacy Team examined the individual results of the students at risk and made changes to the school improvement plan. As well as using the individual reports to determine who needed extra help, the staff used their anecdotal notes and classroom data to create small groups of students with similar needs. The Literacy Coach worked with individuals and the small groups three or four times a week. In collaboration with the classroom teachers, the School Literacy Team tracked students throughout the year to ensure they were making progress.

Two weeks before the OSSLT, the school holds a "Literacy Blitz" to focus the students, help them prepare and encourage participation in the test. All Grade 10 classes engage in an intense and focused review during Period 2. Students are encouraged to examine their own thinking processes, and sample questions provided by EQAO are reviewed.

"The staff at St. Patrick is committed to the success of each student. Using our EQAO and classroom data to determine areas needing improvement has resulted in improved professional practice among the staff. Ongoing collaboration among staff to improve student achievement has made literacy a whole-school focus."

Francis Veneruz, principal

Credit accumulation is very important to the staff at St. Patrick. The school offers a credit recovery program through which students meet with a teacher two or three times a week throughout the year at lunch time to redo a credit or make up a missed credit.

St. Patrick draws from one feeder school of 600 students and has an early identification program in place to assist students in the transition to high school. The staff at St. Patrick participates in ongoing professional development activities with the Grades 7 and 8 teachers. Placement meetings for students are planned and timetables are created for the students on Individual Education Plans. Activities are also planned for the students to visit the high school. The school hosts various open house evenings to showcase programs and to inform parents of the different pathways available for their children.

As a result of the ongoing communication between home and school, there is a strong parent council that supports the school and its programs. Newsletters are regularly published, the school Web site is updated daily and teachers maintain individual Web sites where homework assignments are posted and classroom events are highlighted. School broadcast messages advertise special events and extracurricular activities by telephone.

St. Patrick is a fully inclusive community where social values are important and are formally embedded in the school success plan. The school encourages social responsibility, always urging the students to give back to the community. There is a strong theatre arts program at the school, and productions enjoy school-wide participation. Any excess revenues earned from these or other activities are returned to the community.

Principal Francis Veneruz says: "The staff at St. Patrick is committed to the success of each student. Using our EQAO and classroom data to determine areas needing improvement has resulted in improved professional practice among the staff. Ongoing collaboration among staff to improve student achievement has made literacy a whole-school focus."

St. Patrick High School

OSSLT STUDENT POPULATION
(eligible to write the test for the 1st time)

49%	Male
51%	Female
32%	Applied
63%	Academic
3%	Locally developed
1%	Other
15%	Special education needs
1%	English language learners
1%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

21st-Century Skills

21st-Century Skills

BACKGROUND

EQAO develops and administers high-quality provincial assessments in Ontario. An important part of this work is to investigate and report on trends that will enable the agency to continue to report useful information to educators and the public in a world-class manner. One such trend is the shift in skills that young people need to develop during their school years in order to participate effectively and successfully in the world and workplace of the 21st century.

EQAO's Board of Directors, in developing its strategic directions for the agency to 2014, identified two articulations of 21st-century skills as reference points: one by the Conference Board of Canada (2010) and the other by the Ontario Ministry of Training, Colleges and Universities (MTCU) (2010). These skills are also referred to as employability skills, essential skills or basic literacy skills. Furthermore, the Board of Directors committed to having the agency use these reference points to examine EQAO's Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT) to determine which numeracy (mathematics) and literacy (reading and writing) data gathered through the assessments and tied to *The Ontario Curriculum* allow insights into the attainment of 21st-century skills by secondary-school students.

The Conference Board of Canada (www.conferenceboard.ca/education) and the MTCU (www.edu.gov.on.ca/eng/general/college/progstan/essential.html) identify several essential 21st-century skills that will prepare students for their futures—skills that apply to the workplace and everyday life. The skills can be organized into six categories: numeracy; communication; critical thinking and problem solving; personal; interpersonal; and information management, technology and information systems. An examination of the Grade 9 Assessment of Mathematics and OSSLT data (including student and teacher questionnaires) indicates that, currently, there is a link to some of the learning outcomes associated with three skill categories: communication, numeracy, and critical thinking and problem solving. Information on these three skill categories is presented in this report.

EQAO will begin reporting results for the Grade 9 Assessment of Mathematics and the OSSLT in relation to the 21st-century skills for the 2010 assessments and enhance its reporting incrementally. For future secondary school provincial reports, EQAO will explore the feasibility of expanding reporting on these three categories and providing data related to the remaining skill areas.

It is important to note that the 21st-century skills identified by the Conference Board of Canada and the MTCU are essential skills that high-school graduates must possess to be successful in the workplace and everyday life. The Grade 9 Assessment of Mathematics gauges the extent to which students are performing with reference to *The Ontario Curriculum, Grades 9 and 10: Mathematics* (revised 2005) and a provincial standard (Level 3 on a four-level scale). The OSSLT measures whether or not students have acquired the basic cross-curricular literacy (reading and writing) skills expected by the end of Grade 9, as described in *The Ontario Curriculum* for all subject areas. Consequently, this report provides information on the progress students are making toward the acquisition of 21st-century skills expected by the end of Grade 12.

For each of the three 21st-century skill categories (communication, numeracy, and critical thinking and problem solving) the following charts demonstrate the links among the associated learning outcomes, the numeracy and literacy skills assessed by the Grade 9 Assessment of Mathematics or the OSSLT, respectively, and the EQAO data related to the learning outcomes.[1]

1. The skill categories and their associated learning outcomes have been adapted from those given by the Conference Board of Canada (2010) and MCTU (2010).

Communication Category

21st-Century Learning Outcomes	Literacy Skills Assessed by the OSSLT	EQAO Data Related to the Learning Outcomes, 2006–2010
• Communicate clearly and correctly in the written form • Respond to written text in a manner that ensures effective communication	In the writing component of the test, students are given multiple-choice questions and are prompted to write two short responses, a series of paragraphs expressing an opinion and a news report. Through their responses, students demonstrate their ability to communicate ideas and information clearly and coherently and use conventions in a manner that does not distract from clear communication.	OSSLT 1. Overall achievement results 2. Percentage of first-time-eligible (FTE) students at top scores for writing tasks averaged over the past five years:[2] • Long-writing tasks: average percentage at top scores (Codes 50 and 60) for topic development; average percentage below Code 50 • Short-writing tasks: percentages at top score (Code 30) for topic development 3. Student Questionnaire data: time spent writing and the variety of writing done outside school
• Read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)	In the reading component of the test, students use reading strategies to interact with a variety of narrative, informational and graphic selections to construct an understanding of explicitly and implicitly stated information and ideas as well as make connections between the meaning of the texts and their personal knowledge and experience.	1. Overall achievement results 2. Average results among FTE students for clusters of items (multiple-choice and open-response questions) by reading skill: understanding explicitly stated information and ideas, making inferences, and interpeting reading selections by integrating information and ideas in a reading selection with personal knowledge and experiences. 3. Student Questionnaire data: time spent reading and the variety of reading done outside school

2. FTE students typically entered Grade 9 during the 2008–2009 school year. These students (and any others placed in this cohort) were required to write the OSSLT for the first time in April 2010. "FTE" includes all students in the FTE cohort who are working toward an Ontario Secondary School Diploma.

Numeracy Category

21st-Century Learning Outcomes	Mathematics Skills and Processes Assessed by the Grade 9 Assessment of Mathematics	EQAO Data Related to the Learning Outcomes, 2006–2010
• Execute mathematical operations accurately • Decide what needs to be measured or calculated • Use relevant mathematical knowledge and skills to explain or clarify ideas	Students are expected to apply several cognitive skills and mathematical processes. To be successful on the assessment, they have to demonstrate a considerable understanding of mathematical concepts and procedures and to apply their knowledge and skills with considerable effectiveness. Students are also expected to select and use a variety of computational strategies; make connections among mathematical concepts and procedures; communicate their thinking in writing using mathematical vocabulary and conventions; connect, compare, select and apply the appropriate representations of mathematical ideas and monitor their thinking.	1. Overall achievement results 2. Item analysis for multiple-choice and open-response questions related to skills of application and of knowledge and understanding 3. Student Questionnaire data: perceptions of mathematical learning and its connection to real-life contexts

Critical-Thinking and Problem-Solving Category

21st-Century Learning Outcomes	Mathematics Skills and Processes Assessed by the Grade 9 Assessment of Mathematics	EQAO Data Related to the Learning Outcomes, 2006–2010
• Apply a systematic approach to solve problems • Use a variety of thinking skills to solve problems • Analyze ideas and information to draw conclusions and make judgments	Students are expected to solve problems by selecting and applying a variety of problem-solving strategies. They have to follow an effective process to find a complete solution and look back at it: make a plan and carry it out; identify the most important elements of the problem, understand the relationships between the elements, and draw appropriate conclusions with supporting evidence.	1. Overall achievement results 2. Item analysis for multiple-choice and open-response questions related to skill of problem solving
	Literacy Skills Assessed by the OSSLT	**EQAO Data Related to the Learning Outcomes 2006–2010**
	Students are expected to analyze ideas and information presented in reading selections and respond to questions that require them to make and justify interpretations of a text.	1. Average results among FTE students for clusters of items (multiple-choice and open-response questions) by Reading Skills 2 and 3: making inferences and interpreting reading selections by integrating information and ideas in a reading selection with personal knowledge and experiences 2. Item analysis for multiple-choice and open-response questions related to Reading Skills 2 and 3

AN EXAMINATION OF 21ST-CENTURY SKILLS

The following information from the Grade 9 Assessment of Mathematics and the OSSLT provides indications of how Ontario secondary school students are progressing toward acquiring the 21st-century skills described above.

Communication

Since 2006, more than 80% of fully participating FTE students have been successful on the OSSLT. Students successful on the test have acquired the basic cross-curricular literacy skills in reading and writing and are progressing toward the acquisition of the 21st-century skills related to communication (writing clearly, correctly and effectively and understanding information presented in a variety of forms).

Over the past five years,

- approximately one-third of students have reached the top score (Codes 50 and 60) for topic development on the long-writing tasks. Students who reached the top scores were able to communicate clearly and effectively by organizing specific and relevant ideas and by developing a clearly stated opinion or a clear, consistent focus on an event. The other two-thirds of the students require continued support to ensure that they become able to communicate effectively and develop clear, well-organized writing.
- more than three-quarters of students have reached the top score (Code 30) on topic development on the short-writing tasks. These students were able to communicate clearly by supporting a main idea in complete sentences.
- the Student Questionnaire data have shown that more than 90% of students applied their skills to write e-mail messages and chat-room conversations. However, less than one-half of the students applied their skills to write in other forms for their own use outside school, including personal and work-related writing.
- students have performed equally well on reading questions assessing all three reading skills, which means that they were able to read, understand and respond to information presented in a variety of forms (narrative, informative, graphic text). Unsuccessful students have had difficulty with questions assessing all three reading skills.
- the Student Questionnaire data have shown that more than one-half of the students applied their reading skills to interact with a variety of texts, such as Web sites, e-mail messages, magazines, newspapers and fiction, for their own use outside school.

Numeracy

Academic Course

Since 2006, approximately three-quarters of students taking the academic mathematics course have performed at or above the provincial standard (Level 3). These students were able to apply their knowledge and skills in mathematics with considerable effectiveness and were progressing toward the acquisition of the 21st-century skills related to numeracy (perform mathematical operations accurately, decide what to measure or calculate, and explain or clarify mathematical thinking).

Over the past five years,

- approximately two-thirds of students have performed well on multiple-choice questions assessing knowledge and understanding, and the application of mathematical concepts. This suggests that students were able to select and use computation strategies and apply formulas related to the assessed concepts.
- one-half to three-quarters of students have received the top score (Codes 30 and 40) on the majority of open-response questions assessing the application of mathematical concepts. Students who reached the top scores were able to use relevant mathematical knowledge to represent their mathematical thinking.
- the Student Questionnaire data have shown that although nearly three-quarters of students indicated that they understood most of what they have been taught, fewer than one-half of the students stated that the mathematics they were learning was very useful for everyday life, suggesting that many students did not see real-life connections to the mathematics they were learning.

Applied Course

Since 2006, over one-third of students taking the applied mathematics course have performed at or above the provincial standard (Level 3). These students were able to apply their knowledge and skills in mathematics with considerable effectiveness and were progressing toward the acquisition of the 21st-century skills related to numeracy (perform mathematical operations accurately, decide what to measure or calculate, and explain or clarify mathematical thinking).

Over the past five years,

- more than one-half of students have performed well on multiple-choice questions assessing knowledge and understanding, and the application of mathematical concepts. These students were able to select and use computation strategies and apply formulas related to the assessed concepts.
- one-third to two-thirds of students have received the top score (Codes 30 and 40) on the majority of the open-response questions assessing the application of mathematical concepts. Students who received the top scores were able to use relevant mathematical knowledge and skills to represent and explain their answers.
- the Student Questionnaire data have shown that although almost two-thirds of students indicated that they understood most of what they had been taught, fewer than one-half of the students stated that the mathematics they were learning was very useful for everyday life, suggesting that many students did not see real-life connections to the mathematics they were learning.

Critical Thinking and Problem Solving

Students who performed at or above the provincial standard (Level 3) on the Grade 9 Assessment of Mathematics and met the minimum standard for literacy on the OSSLT were progressing toward the acquisition of the 21st-century skills related to critical thinking and problem solving (apply a variety of thinking skills and a systematic approach to solving problems, and analyze information to make judgments and draw conclusions).

Academic Course

Over the past five years,

- students taking the academic mathematics course have generally performed well on multiple-choice and open-response questions assessing problem solving, indicating they were able to select and use problem-solving strategies to determine a solution and support their thinking.
- students have performed better on questions assessing the mathematics skills of knowledge and understanding and of the application of mathematical concepts than on the questions assessing the skill of problem solving.

Applied Course

Over the past five years,

- students taking the applied mathematics course have performed least well on multiple-choice and open-response questions assessing the skill of problem solving, indicating that they had difficulty solving multi-step problems.

OSSLT

Over the past five years,

- at least three-quarters of students have performed well on multiple-choice questions assessing the reading skills of making inferences and constructing interpretations based on the ideas and information presented in different reading selections.
- one-half to three-quarters of the students have received the top score (Code 30) for open-response questions related to the same reading skills, indicating that they could interpret texts and support their interpretations.
- unsuccessful students have had difficulty analyzing ideas and information in texts to make judgments, draw conclusions and support their answers.

Summary

Although the full range of 21st-century skills is larger than what is discussed in this report, data from the Grade 9 Assessment of Mathematics and the OSSLT provide one indication of how Ontario secondary school students are acquiring the 21st-century skills in communication, numeracy, and critical thinking and problem solving. The findings suggest that the majority of students were well on their way to acquiring these essential and enduring skills. However, the findings also suggest areas for consideration when providing support for students. These include

- using critical-thinking skills to solve problems;
- communicating ideas clearly, coherently and effectively and
- making real-life connections to numeracy and literacy skills.

The 21st-century skills are enduring and have an impact on students' academic, personal and work lives. All students today—not only a select few—need to acquire them.

References

Conference Board of Canada. (2010). *Employability skills 2000+*. Retrieved from www.conferenceboard.ca/education, June 22, 2010.

Ontario Ministry of Training, Colleges and Universities. (2010). *Essential employability skills*. Toronto, ON: Queen's Printer for Ontario. Retrieved from www.edu.gov.on.ca/eng/general/college/progstan/essential.html.

Appendices

THE EQAO ASSESSMENT PROCESS

About the Grade 9 Assessment of Mathematics

The Grade 9 Assessment of Mathematics involves all students enrolled in a Grade 9 applied or academic mathematics course 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. The assessment measures how well students have met the provincial expectations for mathematics, as outlined in *The Ontario Curriculum*.

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 wrote the OSSLT in two 75-minute sessions on April 8, 2010. 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 were 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 assessments 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 assessments: 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 and accommodation 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 assessments, including

- professional responsibilities for the administration of the assessments;
- 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 Policy/Program Memorandum No. 127.

Quality Assurance

During the administration of the EQAO assessments, quality-assurance monitors visit schools across the province, selected at random. Monitors examine security procedures for the assessment materials before, during and after the administration and determine whether it was consistent with the EQAO guidelines and instructions.

For 2010, monitors reported that schools maintained tight security. The EQAO assessment materials were stored in secure locations, such as the school vault or the principal's office, and individual student packages were kept unopened before the start of the administration.

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 tracked daily 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. In cases where the two scores differ, the question is scored by a third scorer to determine 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

The Education Quality and Accountability Office (EQAO) is a catalyst for increasing the success of Ontario students by measuring their achievement of reading, writing and mathematics curriculum expectations. As an arm's-length provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. This objective and reliable evidence adds to the current knowledge about student learning and is an important tool for improvement at the individual, school, school board and provincial levels.

Schools and school boards create their own reports of EQAO data for distribution to parents and others in their communities. EQAO posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values all students having 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.

Board Results

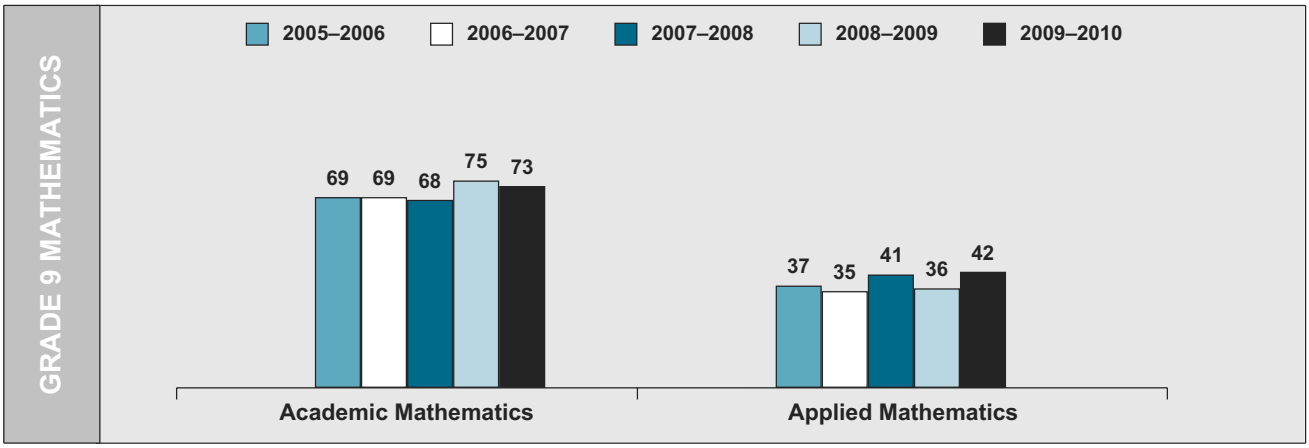
Board Name: Algoma DSB (28010)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	5%	33%	21%
Students with special education needs receiving accommodations[1] [2]	4%	26%	15%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	*10*	*10*	*11*

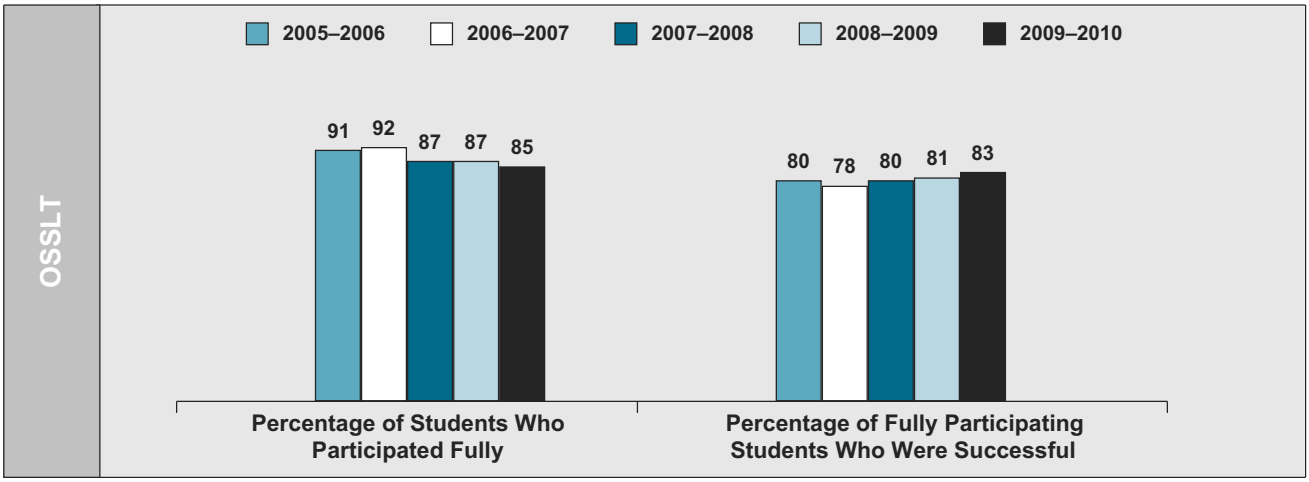
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	646	548	574	510	527
Applied mathematics	351	403	398	393	346
OSSLT: first-time eligible students who participated fully	1 008	982	898	929	824
OSSLT: first-time eligible fully participating students who were successful	804	765	720	748	680

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 43% participated fully and 62% of fully participating students were successful.

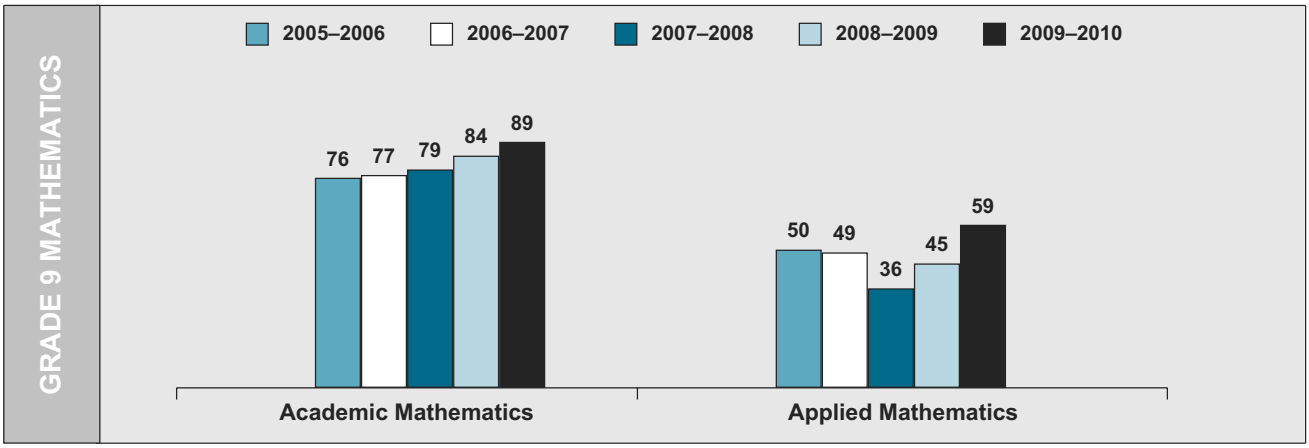
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions[1]	1%	1%	1%
Students with special education needs (excluding gifted)	7%	38%	20%
Students with special education needs receiving accommodations[1] [2]	5%	32%	18%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	*5*	*5*	*5*

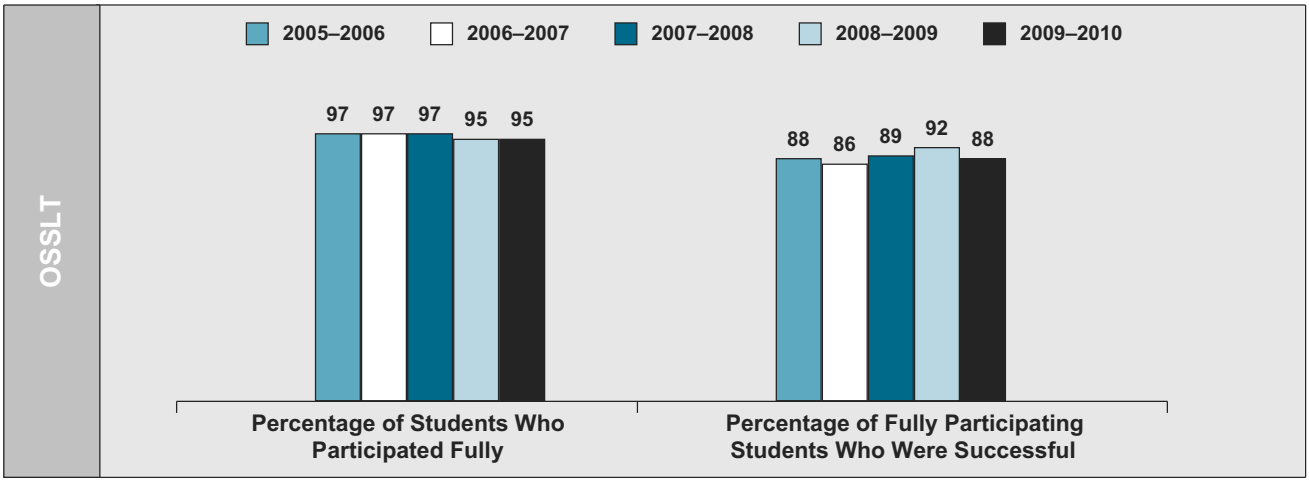
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	708	780	706	662	650
Applied mathematics	257	275	276	243	316
OSSLT: first-time eligible students who participated fully	974	954	1 054	933	875
OSSLT: first-time eligible fully participating students who were successful	859	823	941	857	773

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 47% participated fully and 71% of fully participating students were successful.

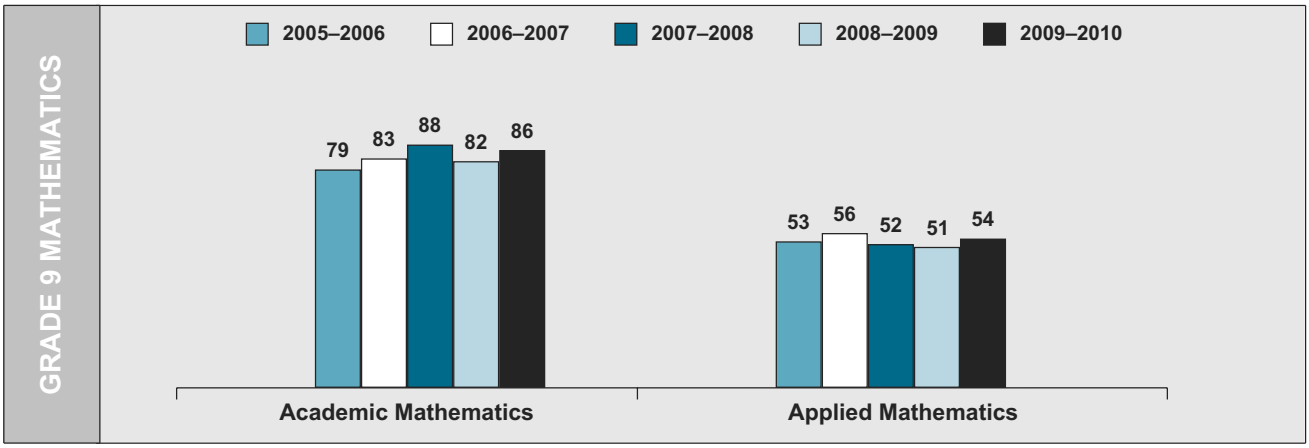
Board Name: Avon Maitland DSB (66010)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions[1]	<1%	0%	<1%
Students with special education needs (excluding gifted)	5%	23%	15%
Students with special education needs receiving accommodations[1] [2]	3%	17%	12%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	*9*	*9*	*9*

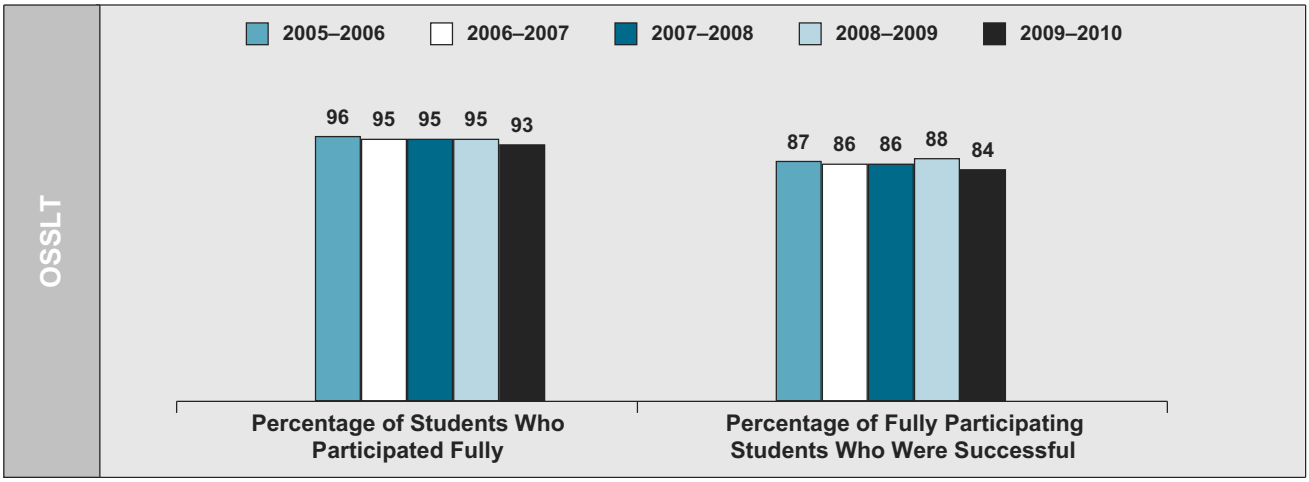
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	884	866	849	786	834
Applied mathematics	555	534	501	548	518
OSSLT: first-time eligible students who participated fully	1 455	1 428	1 433	1 384	1 296
OSSLT: first-time eligible fully participating students who were successful	1 268	1 226	1 235	1 216	1 093

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 44% participated fully and 55% of fully participating students were successful.

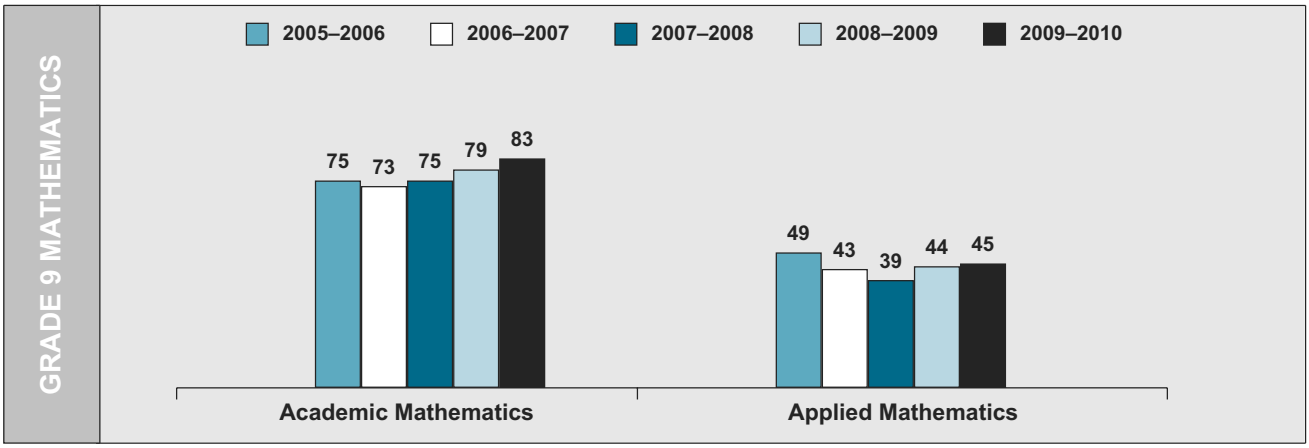
Board Name: Bluewater DSB (66001)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions[1]	<1%	0%	0%
Students with special education needs (excluding gifted)	4%	27%	19%
Students with special education needs receiving accommodations[1] [2]	3%	11%	15%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	*11*	*11*	*11*

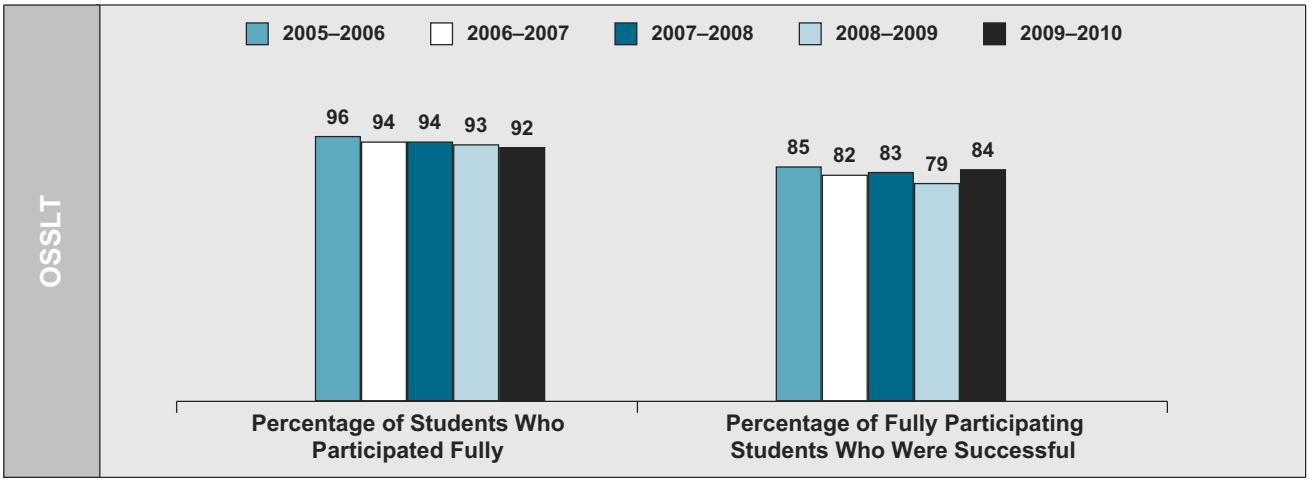
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	960	940	832	835	776
Applied mathematics	669	688	616	578	525
OSSLT: first-time eligible students who participated fully	1 670	1 608	1 567	1 415	1 369
OSSLT: first-time eligible fully participating students who were successful	1 420	1 312	1 293	1 123	1 152

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 62% participated fully and 56% of fully participating students were successful.

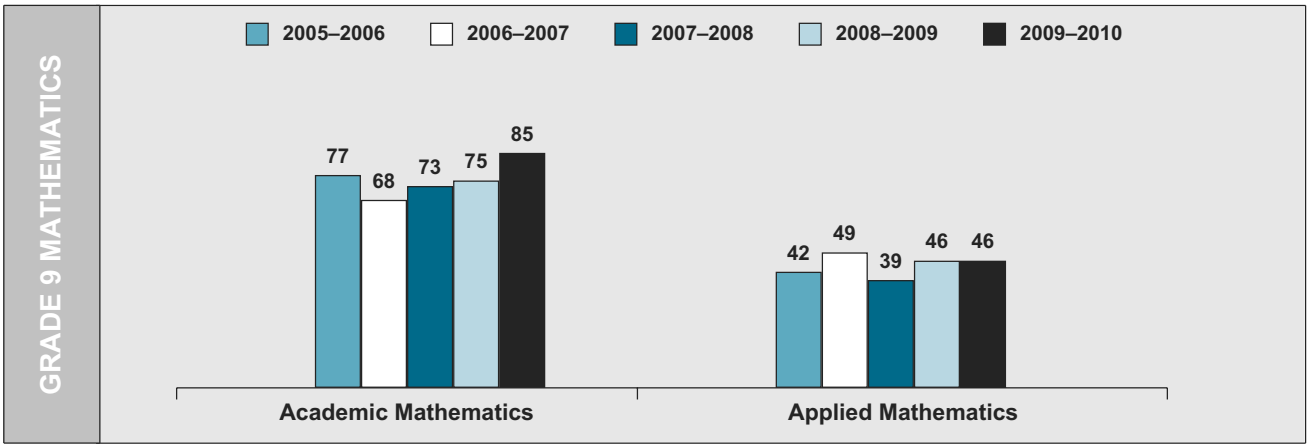
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions[1]	0%	0%	<1%
Students with special education needs (excluding gifted)	3%	22%	11%
Students with special education needs receiving accommodations[1] [2]	2%	14%	9%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	*3*	*3*	*3*

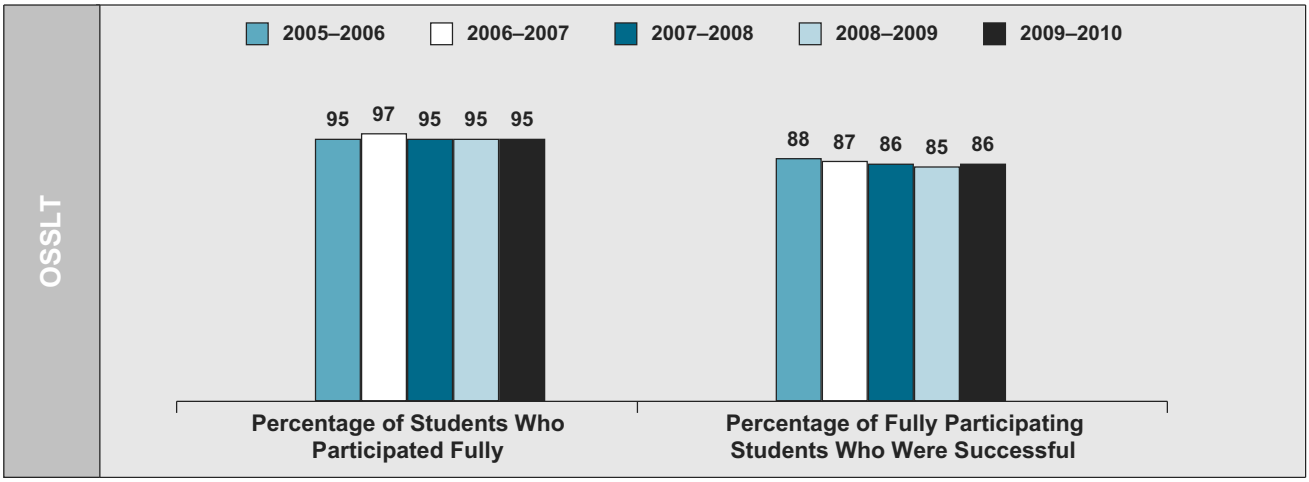
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	553	565	610	630	599
Applied mathematics	329	369	359	379	347
OSSLT: first-time eligible students who participated fully	854	852	882	914	930
OSSLT: first-time eligible fully participating students who were successful	749	745	758	780	803

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 61% participated fully and 58% of fully participating students were successful.

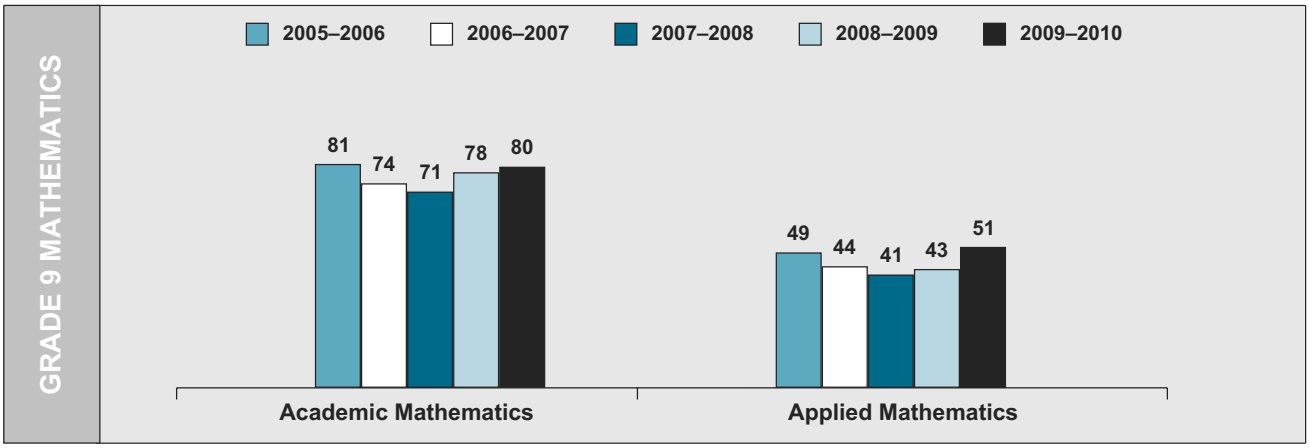
Board Name: Bruce-Grey Catholic DSB (67008)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	5%	42%	21%
Students with special education needs receiving accommodations[1] [2]	3%	28%	20%
Speak only or mostly a language other than English at home	1%	0%	1%
Number of schools	*2*	*2*	*2*

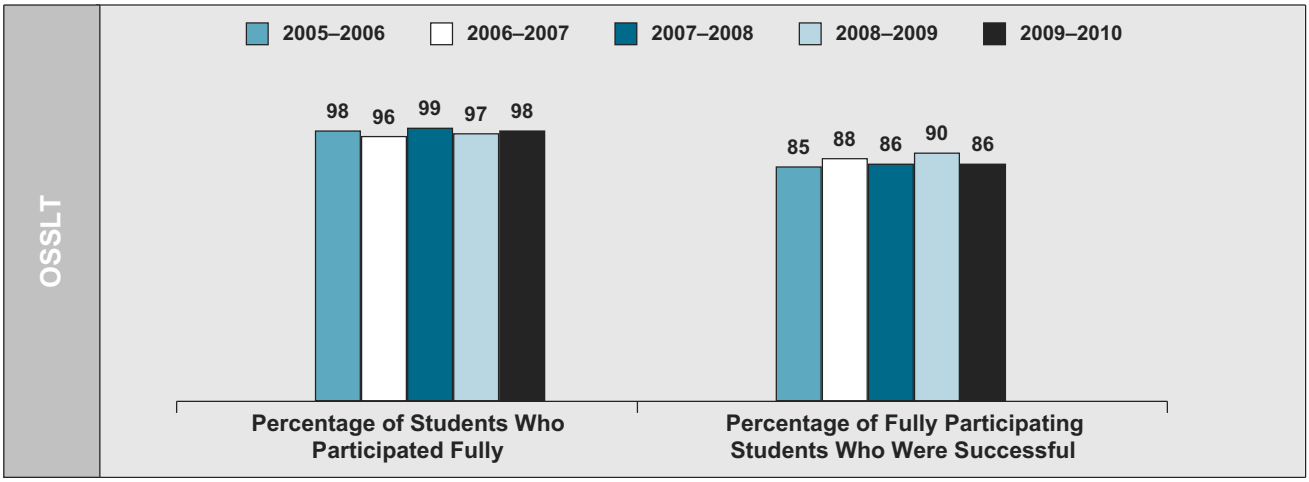
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	185	211	199	235	189
Applied mathematics	103	97	91	106	80
OSSLT: first-time eligible students who participated fully	309	277	314	290	348
OSSLT: first-time eligible fully participating students who were successful	264	245	270	261	298

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 63% participated fully and 63% of fully participating students were successful.

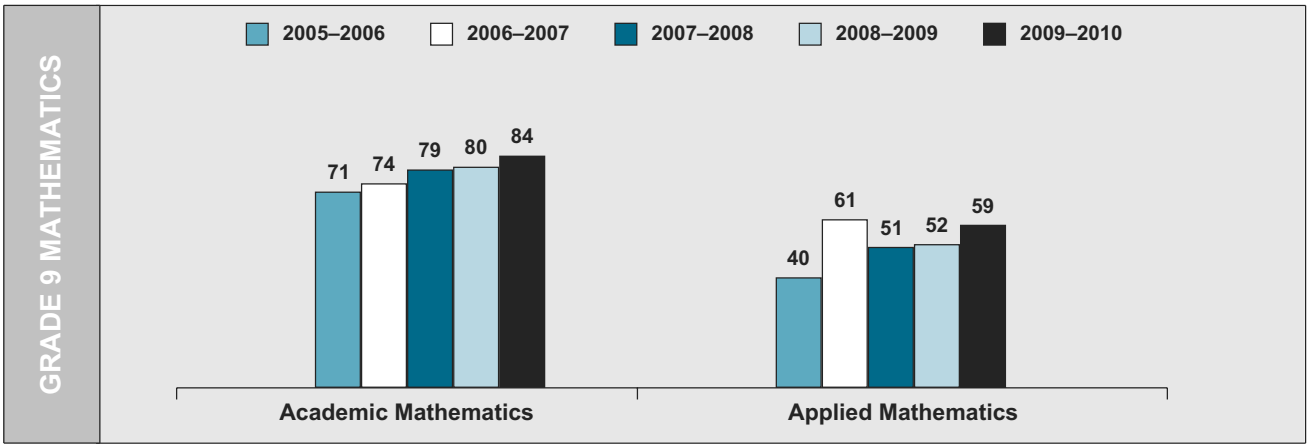
Board Name: Catholic DSB of Eastern Ontario (67172)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions[1]	0%	0%	<1%
Students with special education needs (excluding gifted)	10%	49%	26%
Students with special education needs receiving accommodations[1] [2]	8%	32%	22%
Speak only or mostly a language other than English at home	1%	2%	3%
Number of schools	*8*	*9*	*10*

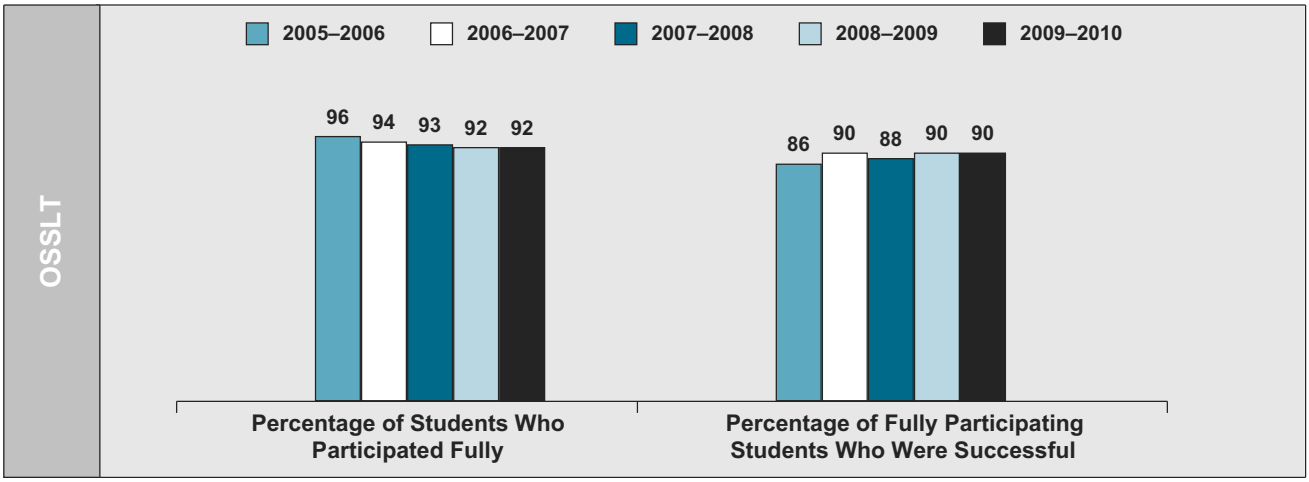
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	582	620	591	695	679
Applied mathematics	378	417	387	400	401
OSSLT: first-time eligible students who participated fully	988	924	1 041	960	1 097
OSSLT: first-time eligible fully participating students who were successful	851	827	916	867	985

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 59% participated fully and 59% of fully participating students were successful.

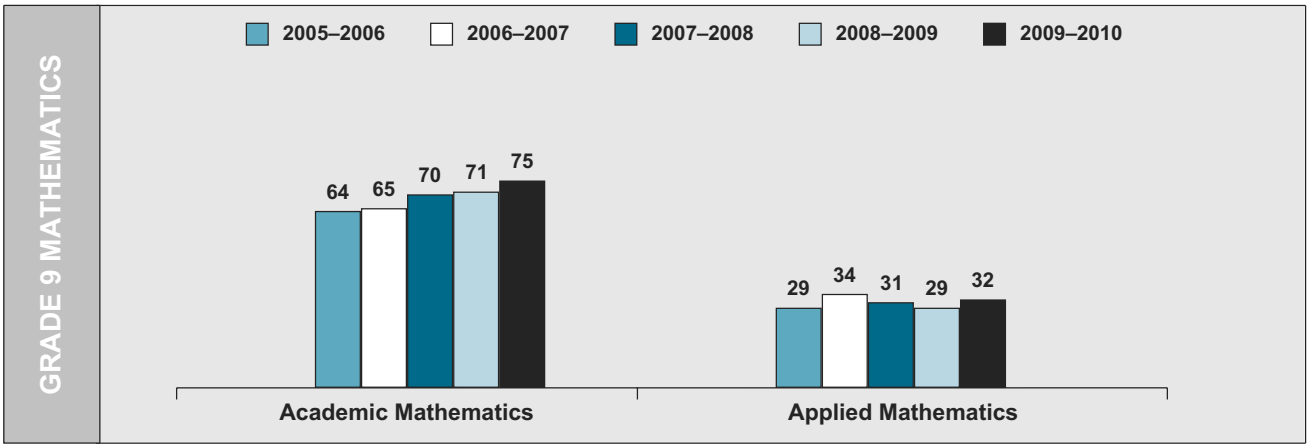
Board Name: DSB of Niagara (66150)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	2%	4%
English language learners receiving special provisions[1]	1%	<1%	3%
Students with special education needs (excluding gifted)	4%	28%	15%
Students with special education needs receiving accommodations[1] [2]	3%	15%	11%
Speak only or mostly a language other than English at home	3%	4%	3%
Number of schools	*20*	*21*	*21*

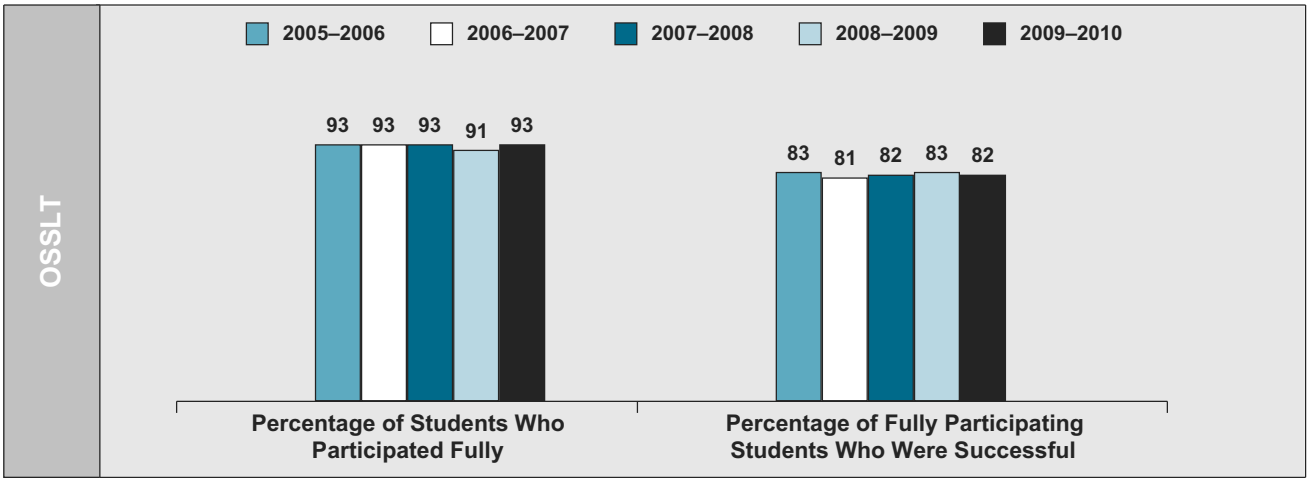
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	2 336	2 073	2 038	1 971	2 024
Applied mathematics	1 157	1 006	931	941	986
OSSLT: first-time eligible students who participated fully	3 257	3 284	2 964	2 875	2 867
OSSLT: first-time eligible fully participating students who were successful	2 693	2 676	2 443	2 384	2 358

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 48% participated fully and 55% of fully participating students were successful.

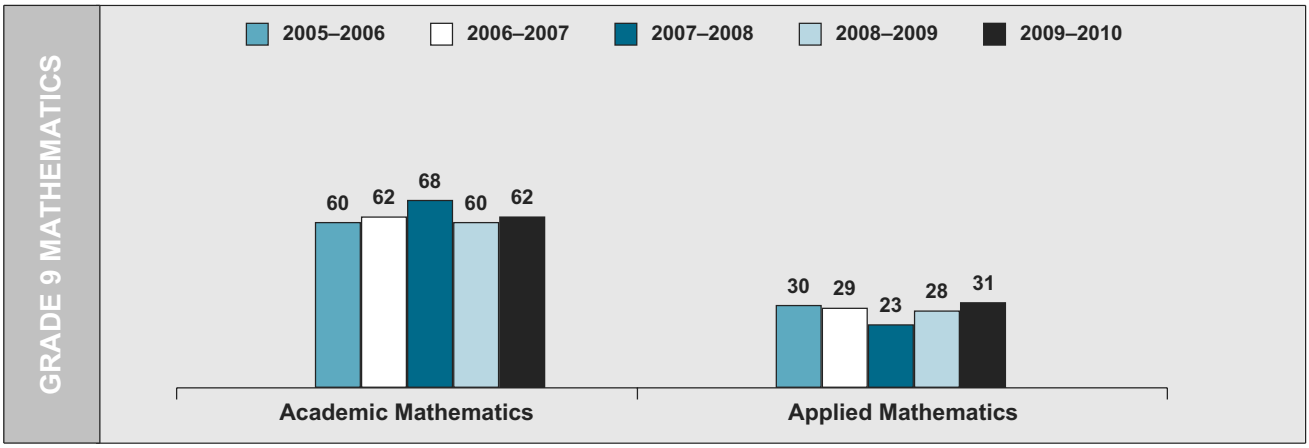
Board Name: DSB Ontario North East (28002)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions[1]	0%	0%	<1%
Students with special education needs (excluding gifted)	6%	32%	18%
Students with special education needs receiving accommodations[1] [2]	4%	29%	16%
Speak only or mostly a language other than English at home	2%	3%	2%
Number of schools	*9*	*9*	*11*

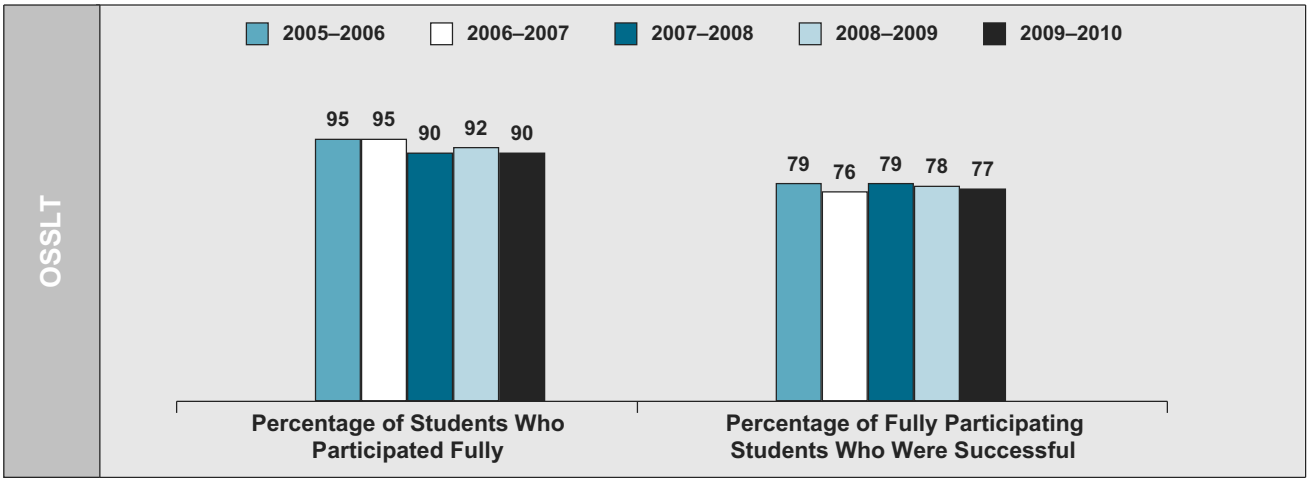
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	443	427	388	409	367
Applied mathematics	417	394	384	371	311
OSSLT: first-time eligible students who participated fully	827	757	732	715	726
OSSLT: first-time eligible fully participating students who were successful	657	573	578	555	560

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 55% participated fully and 47% of fully participating students were successful.

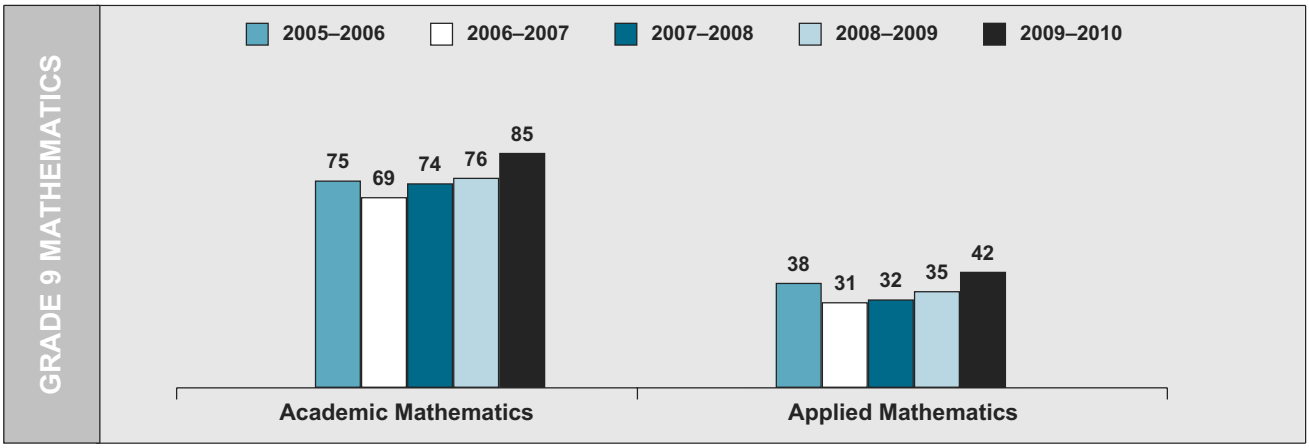
Board Name: Dufferin Peel Catholic DSB (67083)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	8%	8%
English language learners receiving special provisions[1]	2%	2%	4%
Students with special education needs (excluding gifted)	3%	27%	12%
Students with special education needs receiving accommodations[1] [2]	2%	16%	10%
Speak only or mostly a language other than English at home	10%	9%	9%
Number of schools	*24*	*24*	*24*

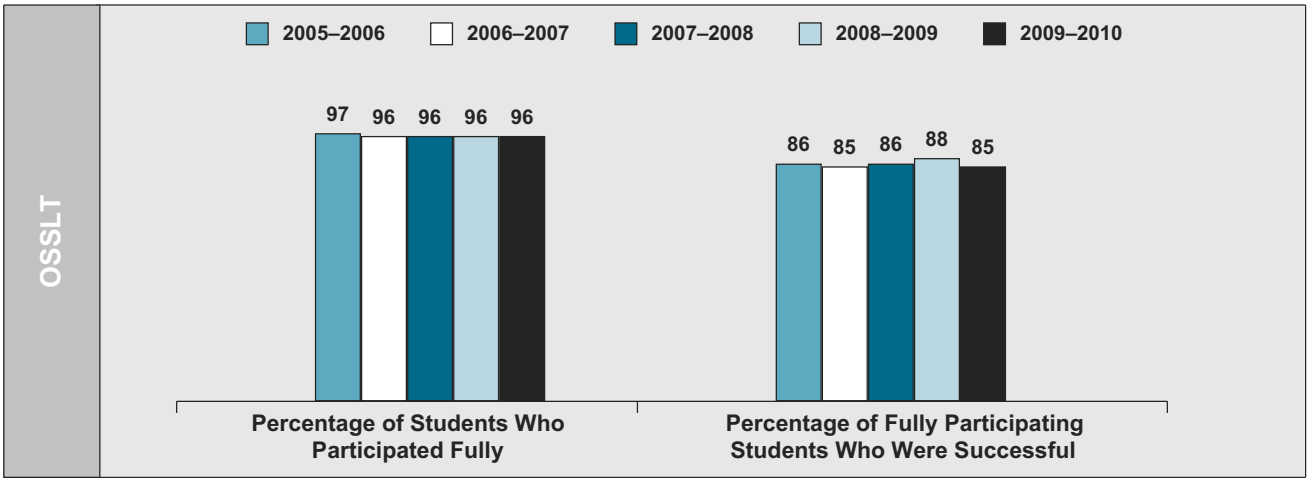
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	5 207	5 232	5 461	5 380	5 740
Applied mathematics	2 512	2 240	2 365	2 307	2 310
OSSLT: first-time eligible students who participated fully	7 499	7 447	7 226	7 597	7 627
OSSLT: first-time eligible fully participating students who were successful	6 446	6 350	6 201	6 662	6 485

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 56% participated fully and 52% of fully participating students were successful.

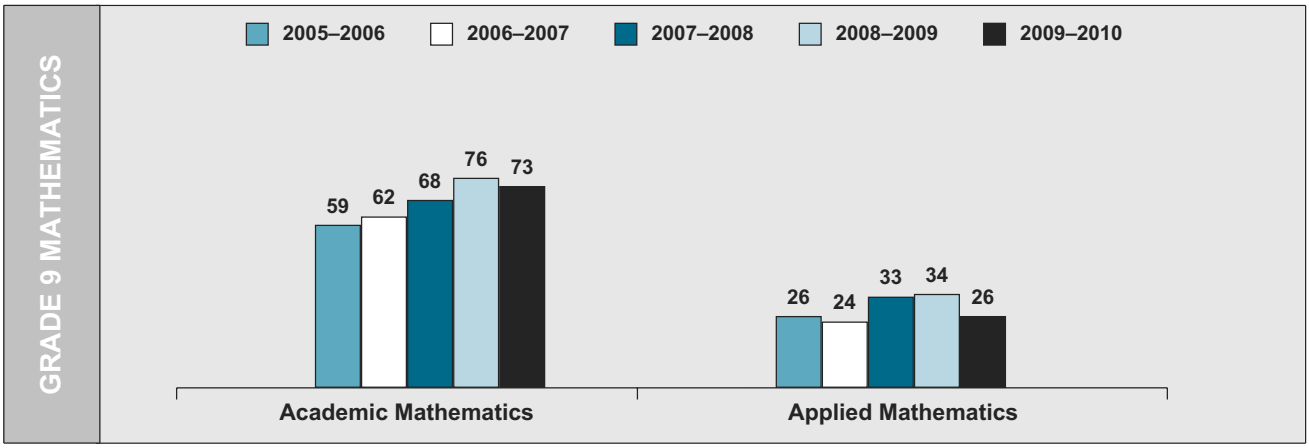
Board Name: Durham Catholic DSB (67105)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	2%
English language learners receiving special provisions[1]	<1%	<1%	2%
Students with special education needs (excluding gifted)	3%	36%	14%
Students with special education needs receiving accommodations[1] [2]	2%	27%	12%
Speak only or mostly a language other than English at home	3%	4%	3%
Number of schools	*7*	*7*	*8*

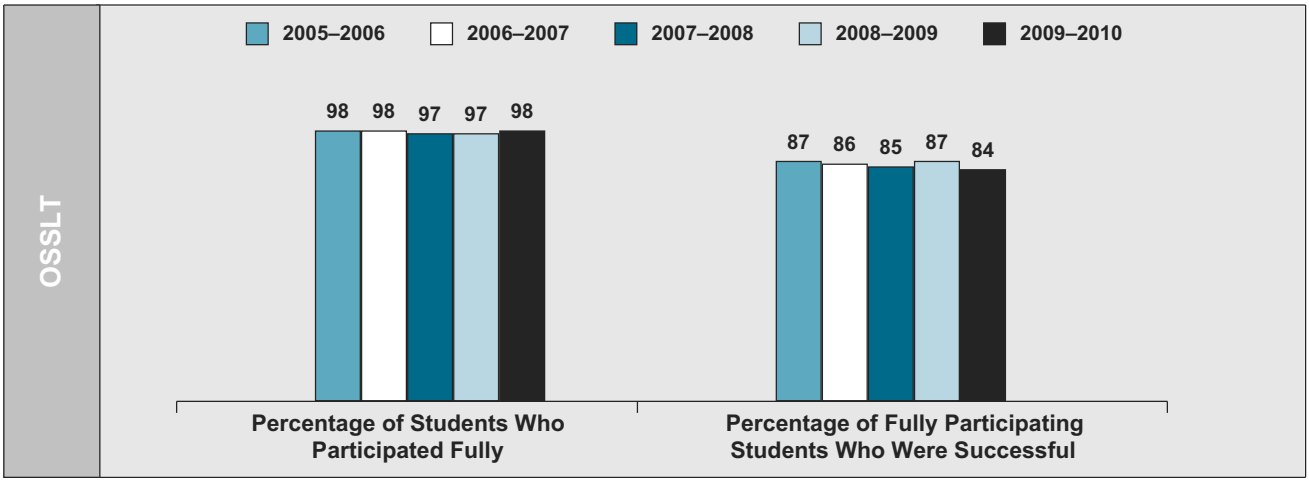
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 607	1 542	1 466	1 480	1 453
Applied mathematics	615	654	597	604	578
OSSLT: first-time eligible students who participated fully	2 180	2 116	2 144	2 048	2 168
OSSLT: first-time eligible fully participating students who were successful	1 892	1 814	1 833	1 782	1 813

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 69% participated fully and 52% of fully participating students were successful.

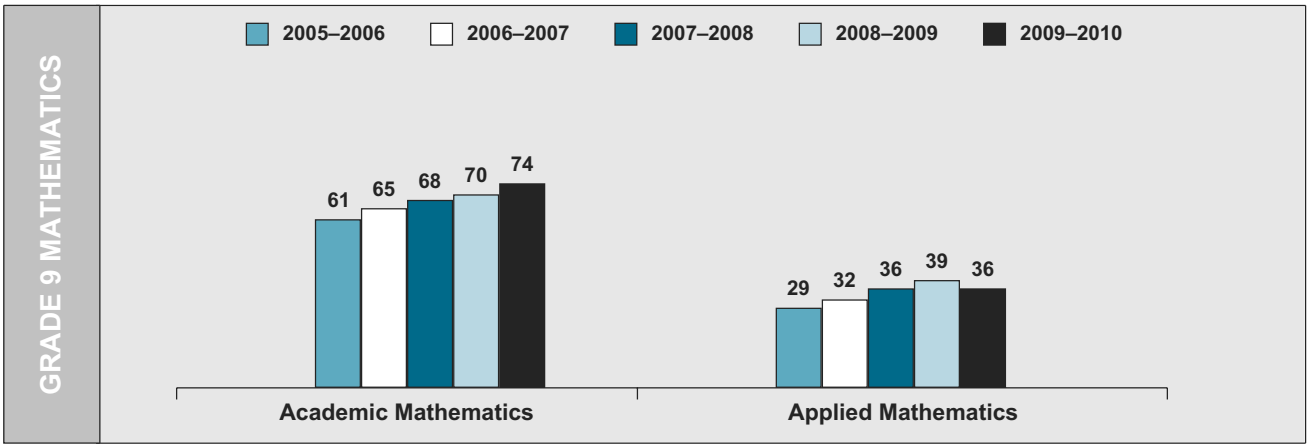
Board Name: Durham DSB (66060)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	2%
English language learners receiving special provisions[1]	1%	2%	2%
Students with special education needs (excluding gifted)	5%	33%	15%
Students with special education needs receiving accommodations[1] [2]	4%	26%	14%
Speak only or mostly a language other than English at home	3%	3%	3%
Number of schools	*20*	*19*	*23*

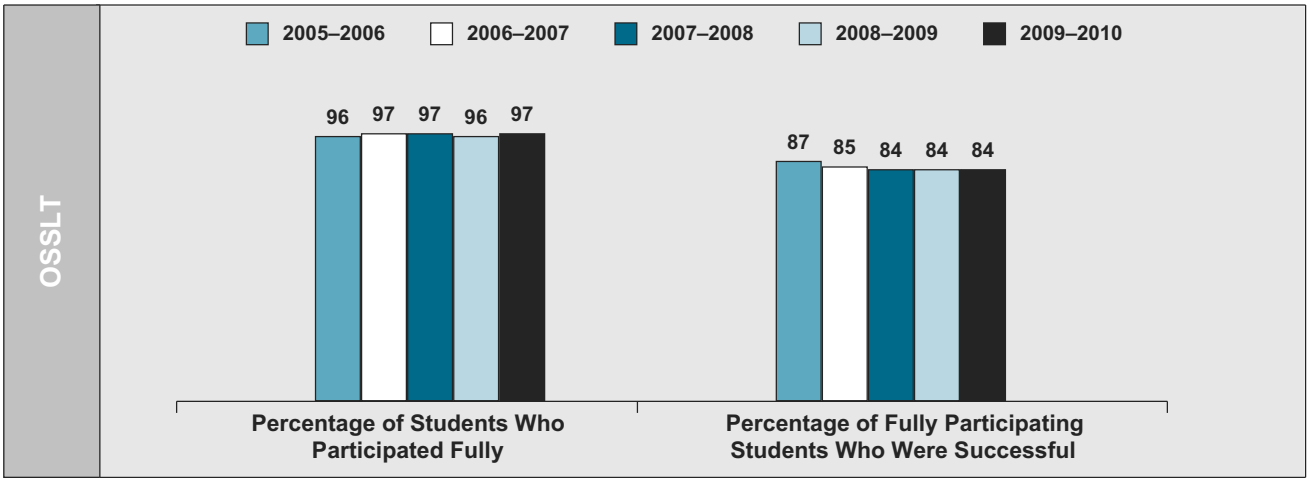
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	3 677	3 793	3 825	3 558	3 743
Applied mathematics	1 644	1 582	1 639	1 638	1 640
OSSLT: first-time eligible students who participated fully	5 332	5 111	5 429	5 433	5 155
OSSLT: first-time eligible fully participating students who were successful	4 656	4 319	4 558	4 559	4 353

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 42% participated fully and 58% of fully participating students were successful.

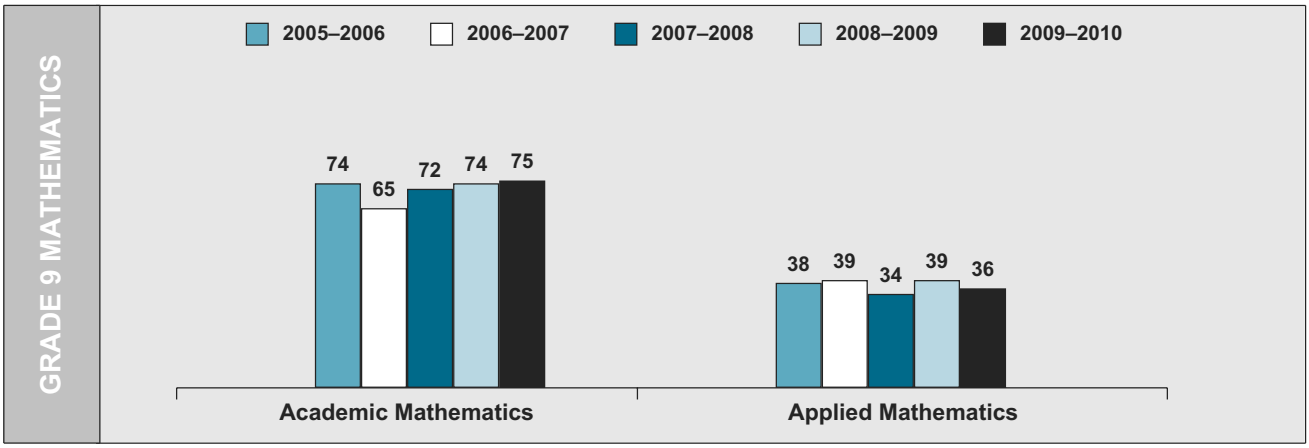
Board Name: Grand Erie DSB (66168)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions[1]	0%	0%	<1%
Students with special education needs (excluding gifted)	3%	18%	15%
Students with special education needs receiving accommodations[1] [2]	2%	10%	9%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	*13*	*15*	*15*

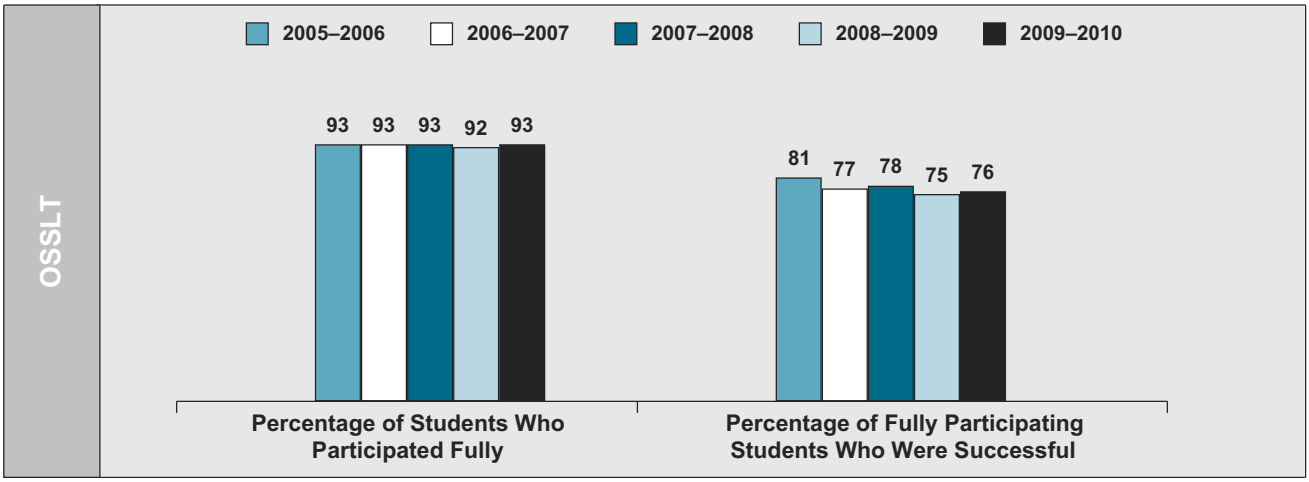
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 273	1 199	1 101	1 104	1 091
Applied mathematics	1 028	973	875	902	909
OSSLT: first-time eligible students who participated fully	2 198	2 228	2 130	1 993	2 006
OSSLT: first-time eligible fully participating students who were successful	1 777	1 724	1 655	1 501	1 519

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 55% participated fully and 48% of fully participating students were successful.

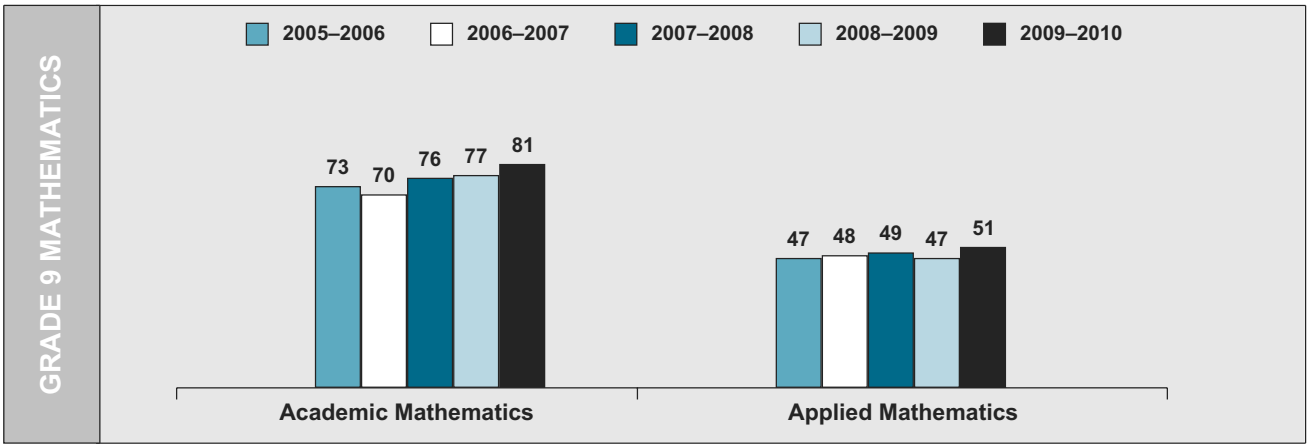
Board Name: Greater Essex County DSB (66028)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	3%
English language learners receiving special provisions[1]	<1%	3%	1%
Students with special education needs (excluding gifted)	3%	19%	16%
Students with special education needs receiving accommodations[1] [2]	2%	18%	12%
Speak only or mostly a language other than English at home	7%	4%	5%
Number of schools	*13*	*15*	*17*

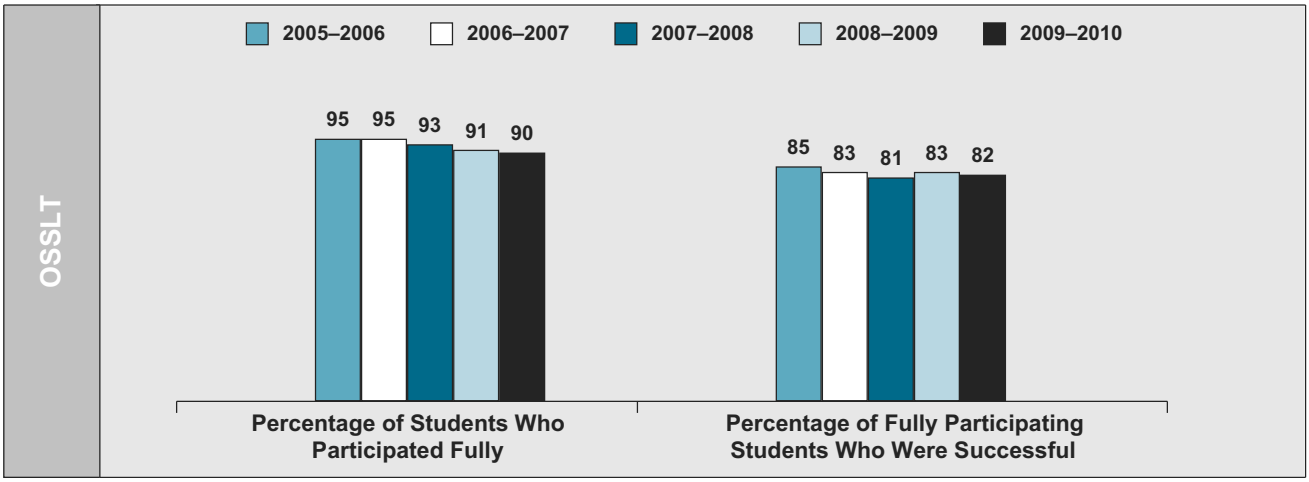
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 848	1 743	1 700	1 781	1 784
Applied mathematics	1 036	1 033	917	963	966
OSSLT: first-time eligible students who participated fully	2 866	2 764	2 737	2 739	2 814
OSSLT: first-time eligible fully participating students who were successful	2 425	2 296	2 230	2 286	2 299

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 50% participated fully and 54% of fully participating students were successful.

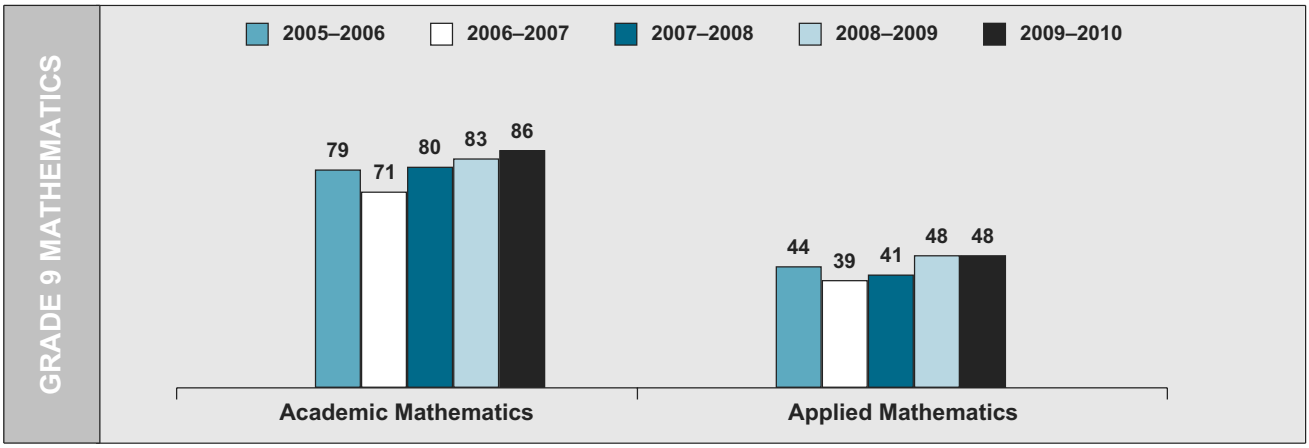
Board Name: Halton Catholic DSB (67113)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	3%	3%
English language learners receiving special provisions[1]	1%	1%	1%
Students with special education needs (excluding gifted)	4%	40%	13%
Students with special education needs receiving accommodations[1] [2]	3%	30%	9%
Speak only or mostly a language other than English at home	8%	6%	6%
Number of schools	*8*	*8*	*8*

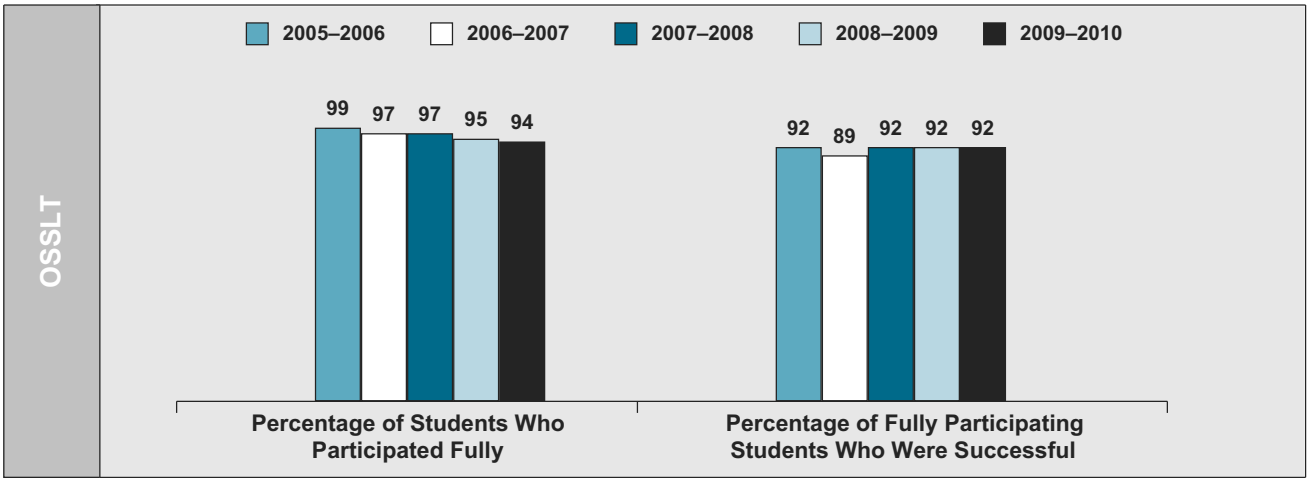
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 725	1 775	1 716	1 738	1 817
Applied mathematics	504	500	482	538	577
OSSLT: first-time eligible students who participated fully	2 143	2 162	2 145	2 135	2 128
OSSLT: first-time eligible fully participating students who were successful	1 974	1 932	1 963	1 973	1 960

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 74% participated fully and 60% of fully participating students were successful.

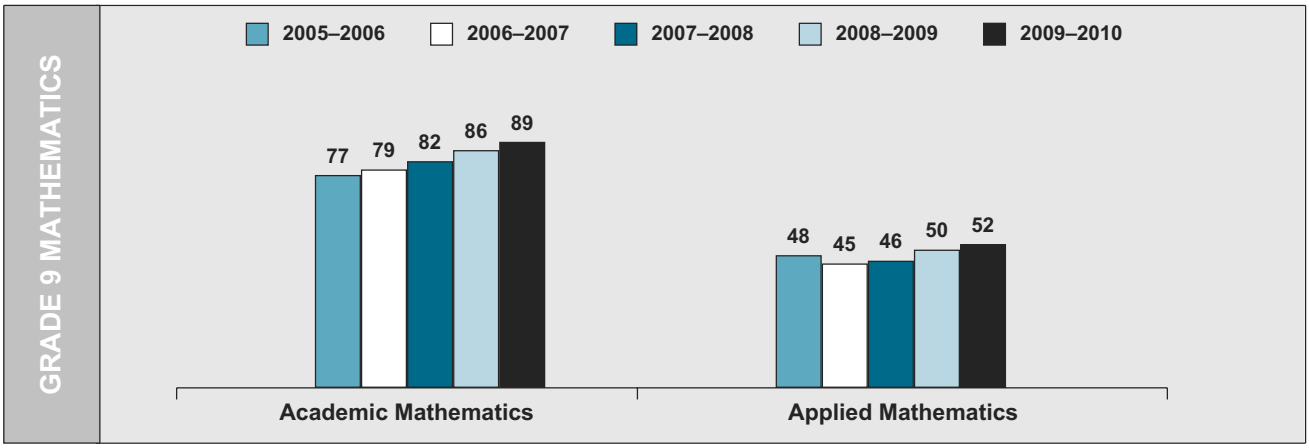
Board Name: Halton DSB (66133)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	2%
English language learners receiving special provisions[1]	<1%	1%	1%
Students with special education needs (excluding gifted)	6%	36%	15%
Students with special education needs receiving accommodations[1] [2]	4%	24%	14%
Speak only or mostly a language other than English at home	7%	3%	6%
Number of schools	*15*	*15*	*23*

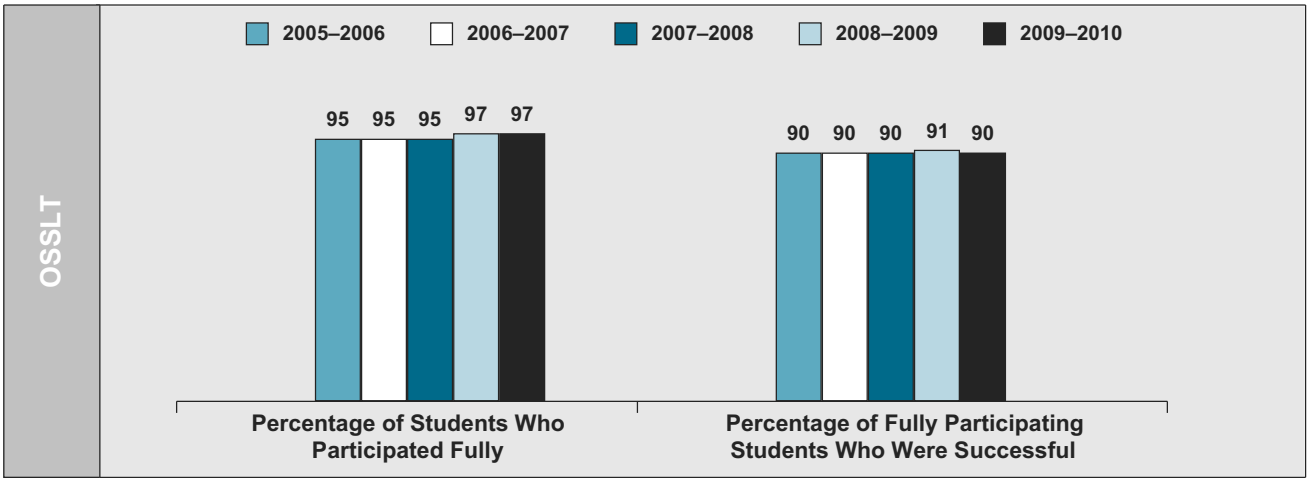
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	2 805	2 868	2 955	3 059	2 958
Applied mathematics	794	731	727	803	760
OSSLT: first-time eligible students who participated fully	3 609	3 595	3 610	3 696	3 953
OSSLT: first-time eligible fully participating students who were successful	3 247	3 240	3 232	3 360	3 540

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 67% participated fully and 63% of fully participating students were successful.

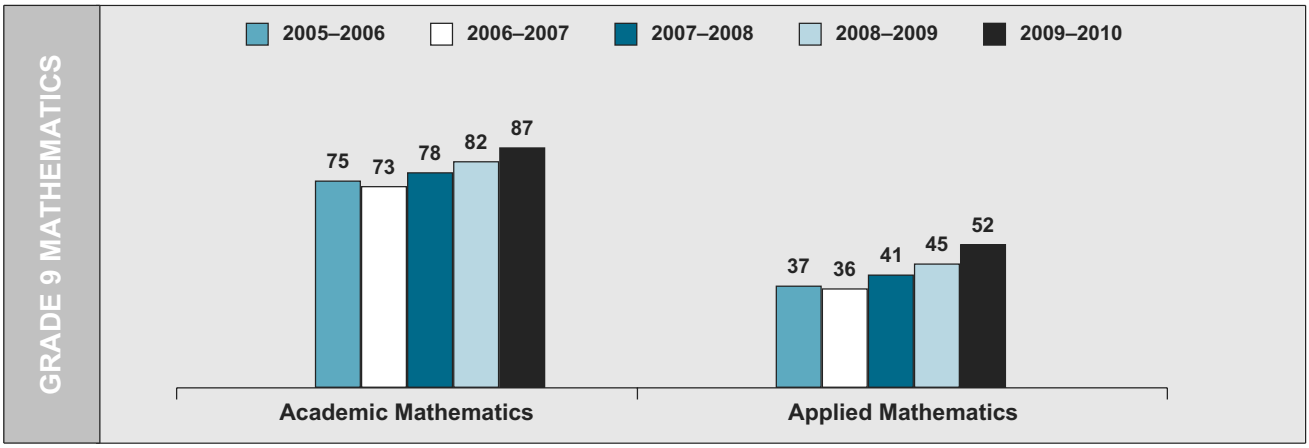
Board Name: Hamilton-Wentworth Catholic DSB (67121)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	4%	2%
English language learners receiving special provisions[1]	<1%	2%	<1%
Students with special education needs (excluding gifted)	5%	36%	24%
Students with special education needs receiving accommodations[1] [2]	2%	22%	20%
Speak only or mostly a language other than English at home	7%	11%	5%
Number of schools	*7*	*7*	*8*

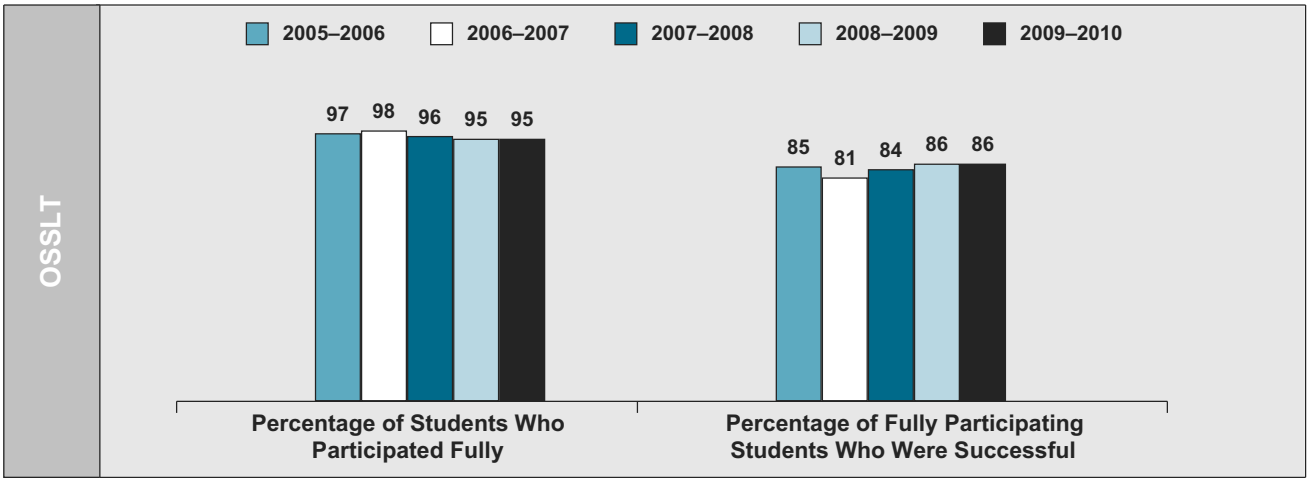
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 517	1 546	1 591	1 563	1 511
Applied mathematics	907	941	833	832	835
OSSLT: first-time eligible students who participated fully	2 167	2 321	2 361	2 279	2 299
OSSLT: first-time eligible fully participating students who were successful	1 834	1 882	1 972	1 970	1 985

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 61% participated fully and 51% of fully participating students were successful.

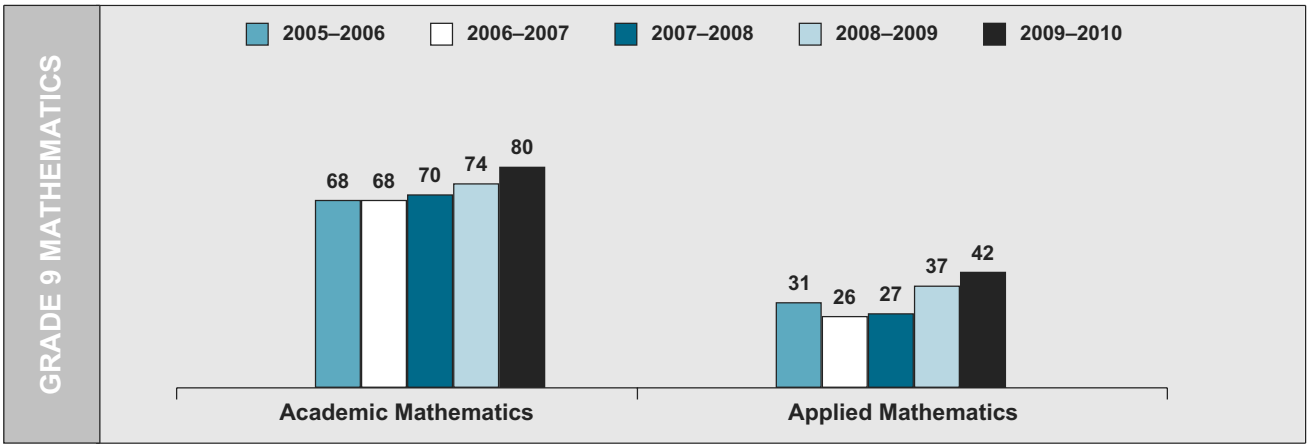
Board Name: Hamilton-Wentworth DSB (66141)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	7%	3%
English language learners receiving special provisions[1]	<1%	6%	1%
Students with special education needs (excluding gifted)	6%	25%	15%
Students with special education needs receiving accommodations[1] [2]	6%	24%	11%
Speak only or mostly a language other than English at home	7%	7%	6%
Number of schools	*18*	*19*	*21*

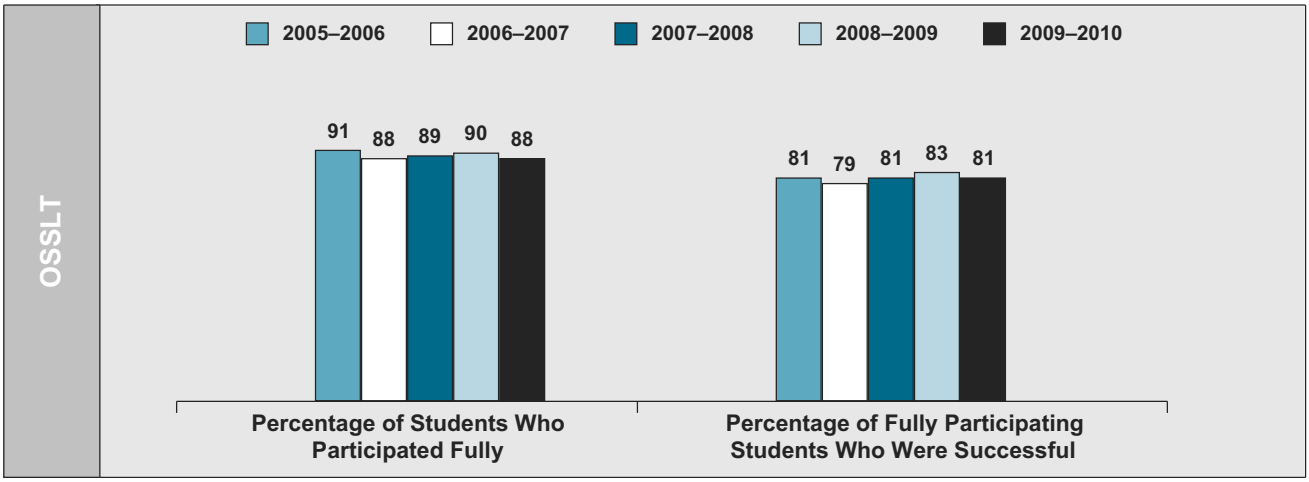
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	2 422	2 422	2 308	2 275	2 309
Applied mathematics	1 671	1 671	1 514	1 509	1 347
OSSLT: first-time eligible students who participated fully	3 910	3 949	3 782	3 534	3 520
OSSLT: first-time eligible fully participating students who were successful	3 154	3 113	3 063	2 944	2 859

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 56% participated fully and 44% of fully participating students were successful.

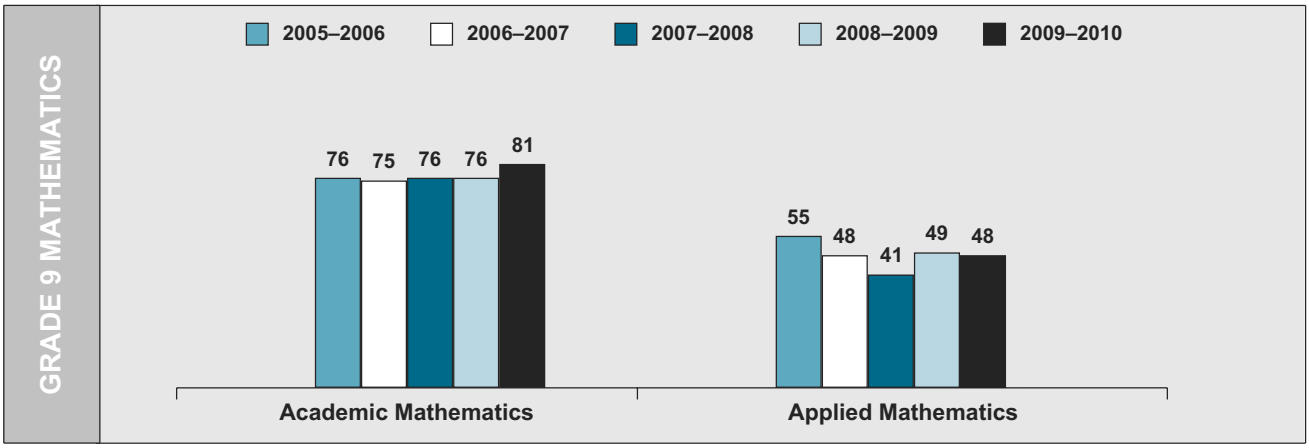
Board Name: Hastings and Prince Edward DSB (66222)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	0%	<1%
English language learners receiving special provisions[1]	1%	0%	<1%
Students with special education needs (excluding gifted)	4%	29%	20%
Students with special education needs receiving accommodations[1] [2]	3%	24%	13%
Speak only or mostly a language other than English at home	3%	<1%	1%
Number of schools	*8*	*9*	*9*

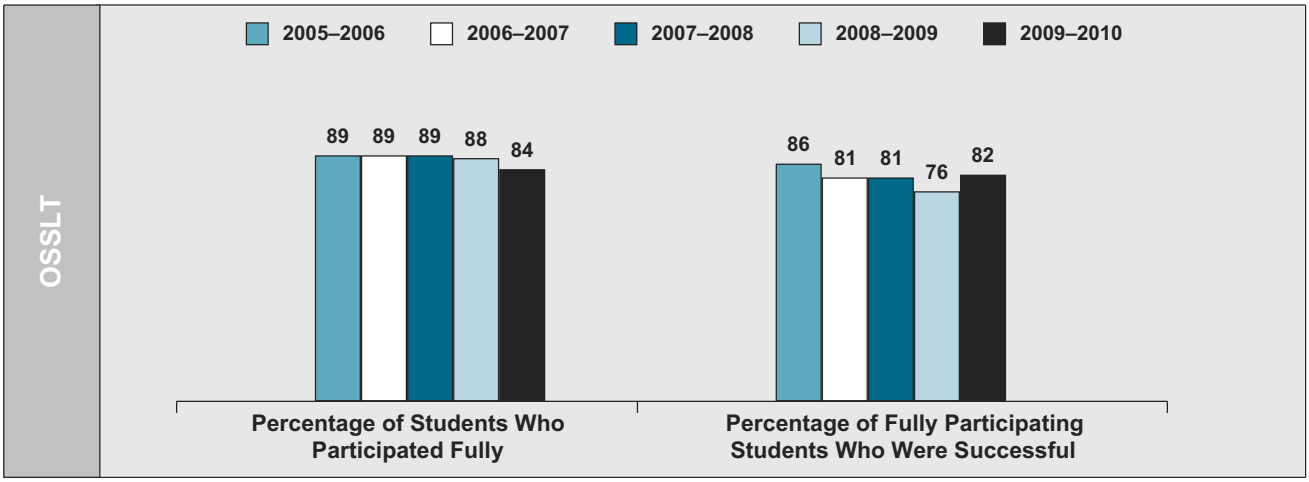
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	763	756	668	657	705
Applied mathematics	538	628	640	555	543
OSSLT: first-time eligible students who participated fully	1 409	1 304	1 412	1 301	1 142
OSSLT: first-time eligible fully participating students who were successful	1 211	1 051	1 139	995	941

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 60% participated fully and 47% of fully participating students were successful.

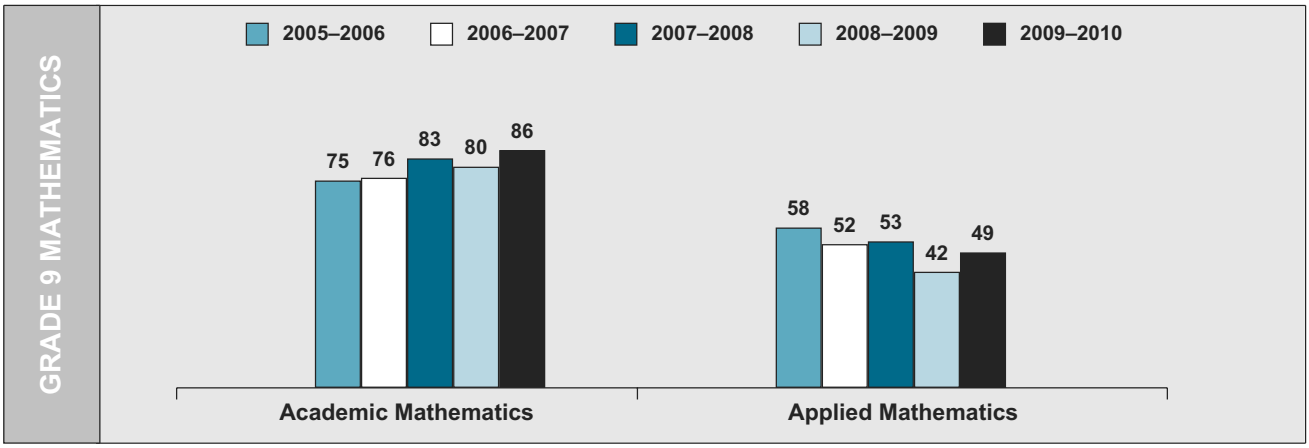
Board Name: Huron-Perth Catholic DSB (67016)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	0%
English language learners receiving special provisions[1]	<1%	0%	0%
Students with special education needs (excluding gifted)	6%	47%	22%
Students with special education needs receiving accommodations[1] [2]	6%	47%	18%
Speak only or mostly a language other than English at home	4%	7%	2%
Number of schools	*2*	*2*	*2*

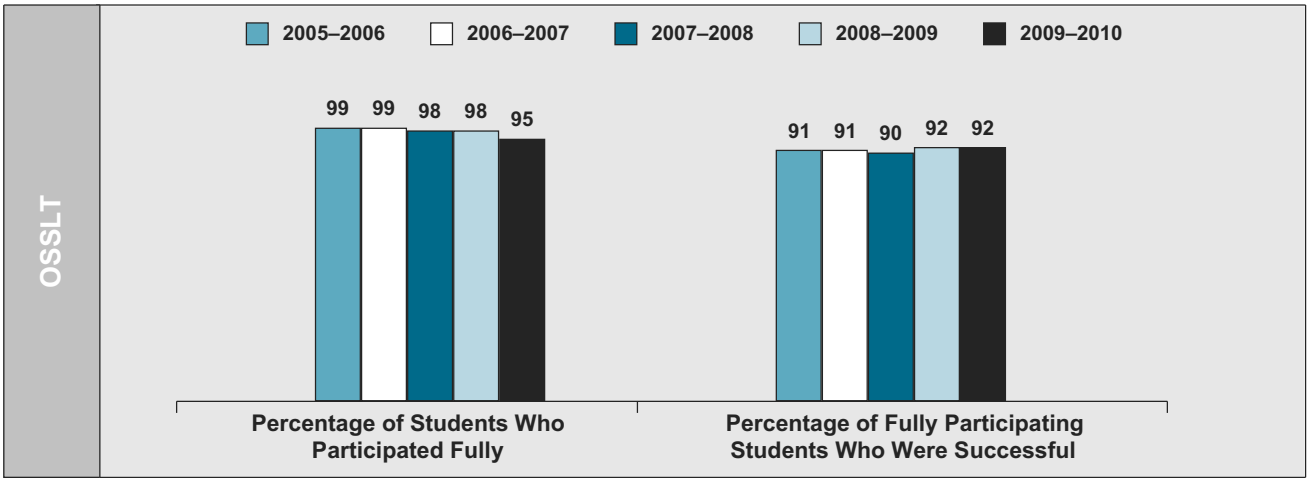
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	303	268	257	250	293
Applied mathematics	109	91	111	74	70
OSSLT: first-time eligible students who participated fully	432	388	358	353	310
OSSLT: first-time eligible fully participating students who were successful	393	352	323	326	285

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 26% participated fully and 60% of fully participating students were successful.

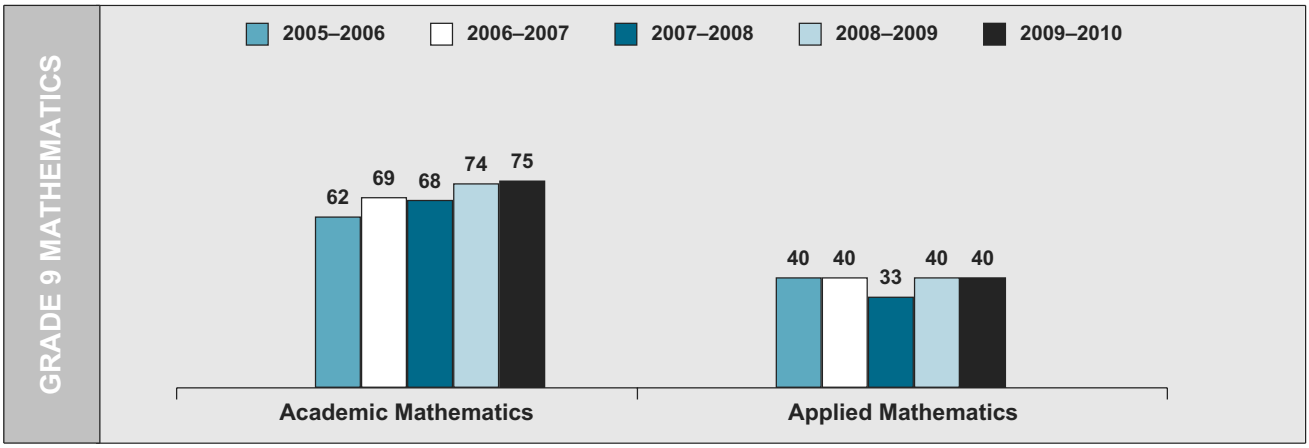
Board Name: Huron-Superior Catholic DSB (29025)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	2%	28%	16%
Students with special education needs receiving accommodations[1] [2]	1%	9%	15%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	*2*	*2*	*3*

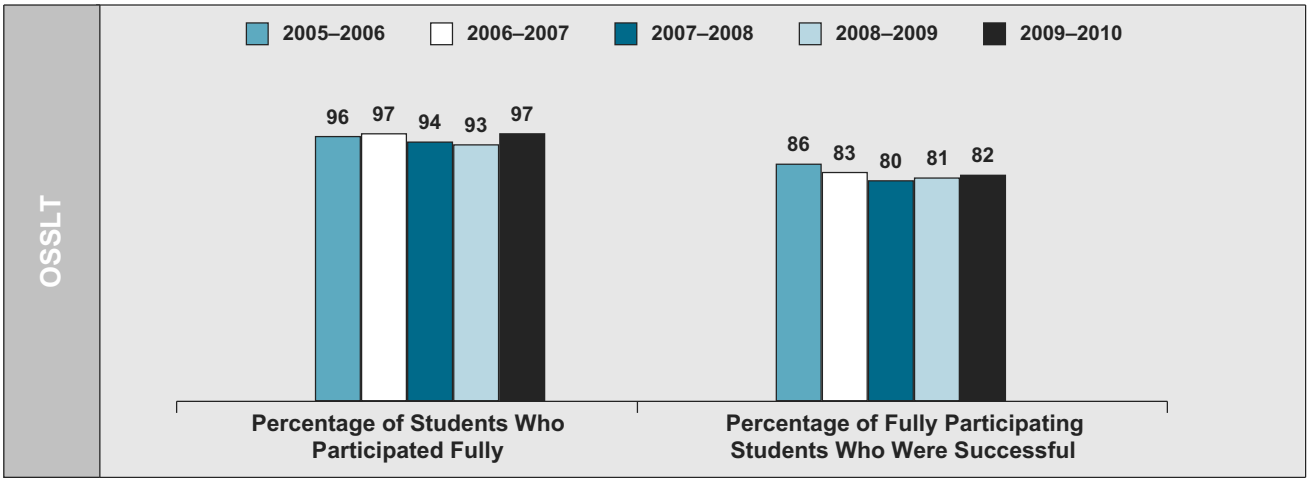
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	268	224	341	210	234
Applied mathematics	116	125	108	115	115
OSSLT: first-time eligible students who participated fully	374	365	338	352	340
OSSLT: first-time eligible fully participating students who were successful	320	303	269	285	279

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 67% participated fully and 54% of fully participating students were successful.

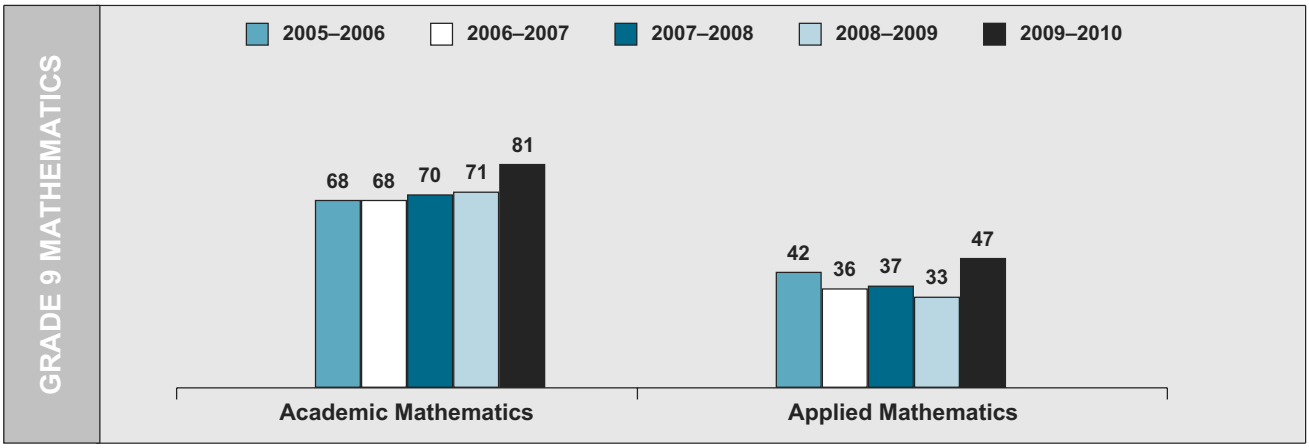
Board Name: Kawartha Pine Ridge DSB (66079)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	2%	<1%
English language learners receiving special provisions[1]	<1%	2%	<1%
Students with special education needs (excluding gifted)	8%	40%	25%
Students with special education needs receiving accommodations[1] [2]	5%	24%	23%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	*16*	*16*	*19*

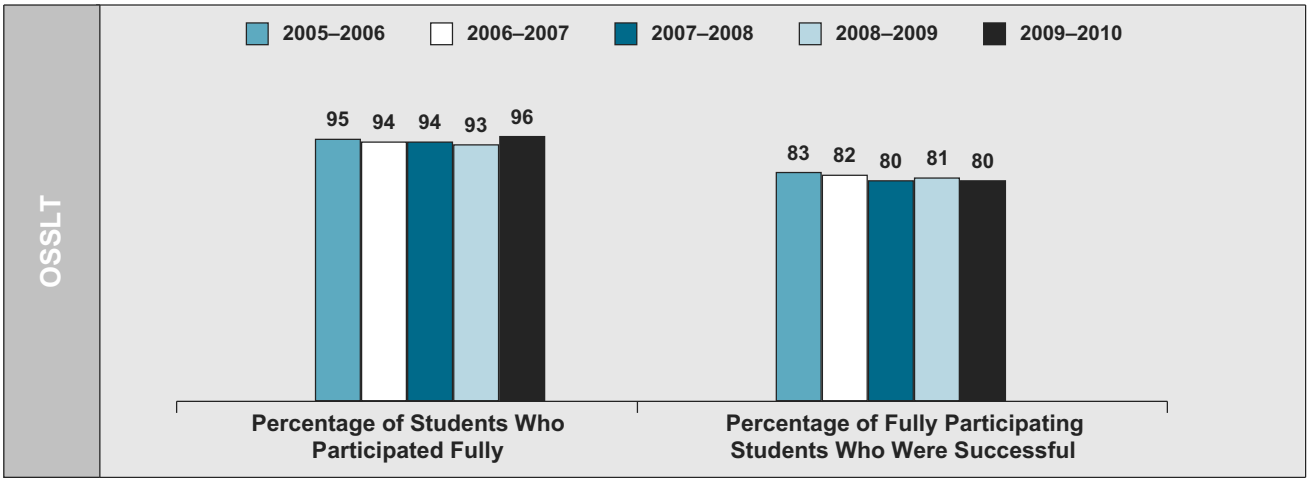
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 831	1 714	1 616	1 655	1 645
Applied mathematics	1 219	1 201	1 104	1 053	1 037
OSSLT: first-time eligible students who participated fully	2 977	2 993	2 882	2 714	2 701
OSSLT: first-time eligible fully participating students who were successful	2 463	2 469	2 311	2 187	2 168

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 59% participated fully and 49% of fully participating students were successful.

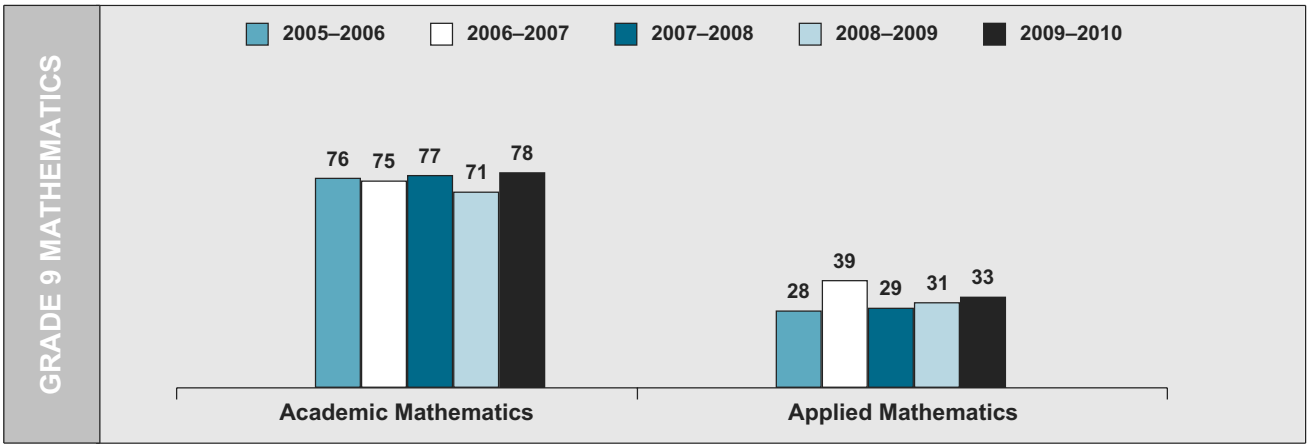
Board Name: Keewatin-Patricia DSB (28045)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	6%	27%	20%
Students with special education needs receiving accommodations[1] [2]	4%	19%	19%
Speak only or mostly a language other than English at home	1%	2%	1%
Number of schools	*6*	*6*	*6*

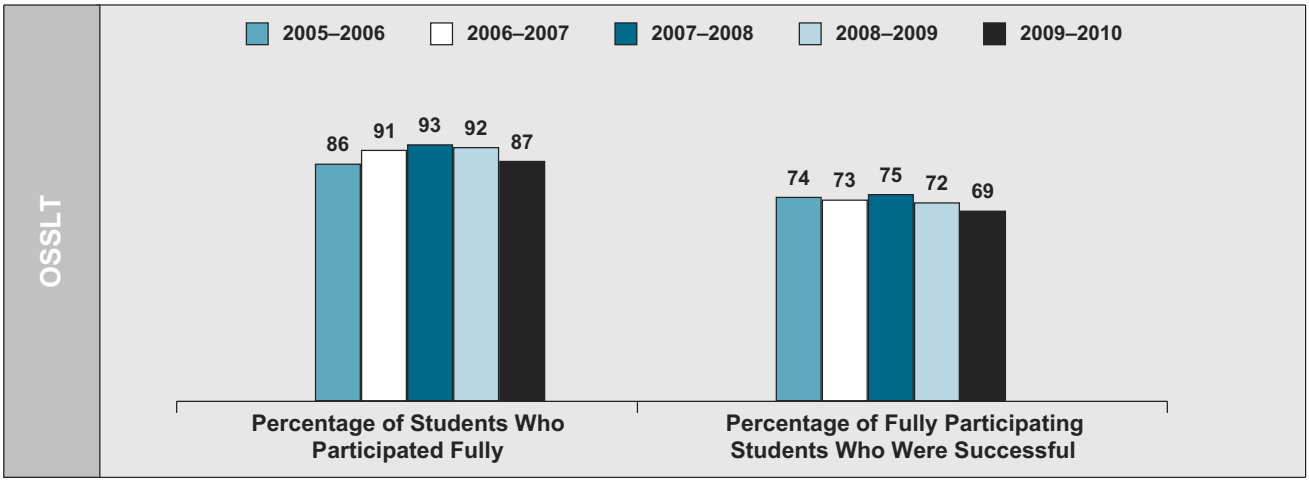
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	298	305	306	287	287
Applied mathematics	251	240	252	190	215
OSSLT: first-time eligible students who participated fully	585	524	533	518	463
OSSLT: first-time eligible fully participating students who were successful	433	385	401	375	319

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 60% participated fully and 39% of fully participating students were successful.

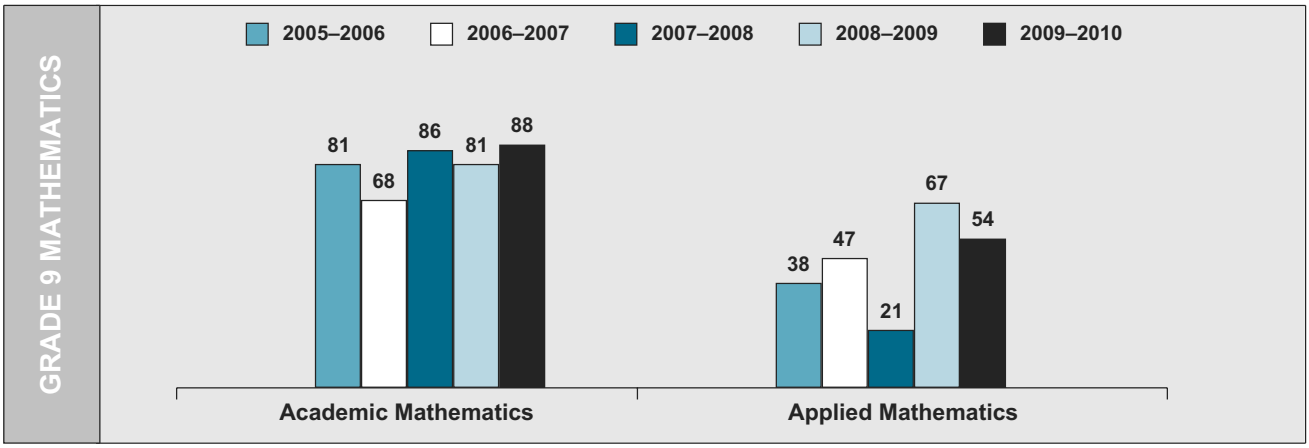
Board Name: Kenora Catholic DSB (29050)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	4%	35%	20%
Students with special education needs receiving accommodations[1] [2]	2%	23%	21%
Speak only or mostly a language other than English at home	2%	0%	3%
Number of schools	*1*	*1*	*1*

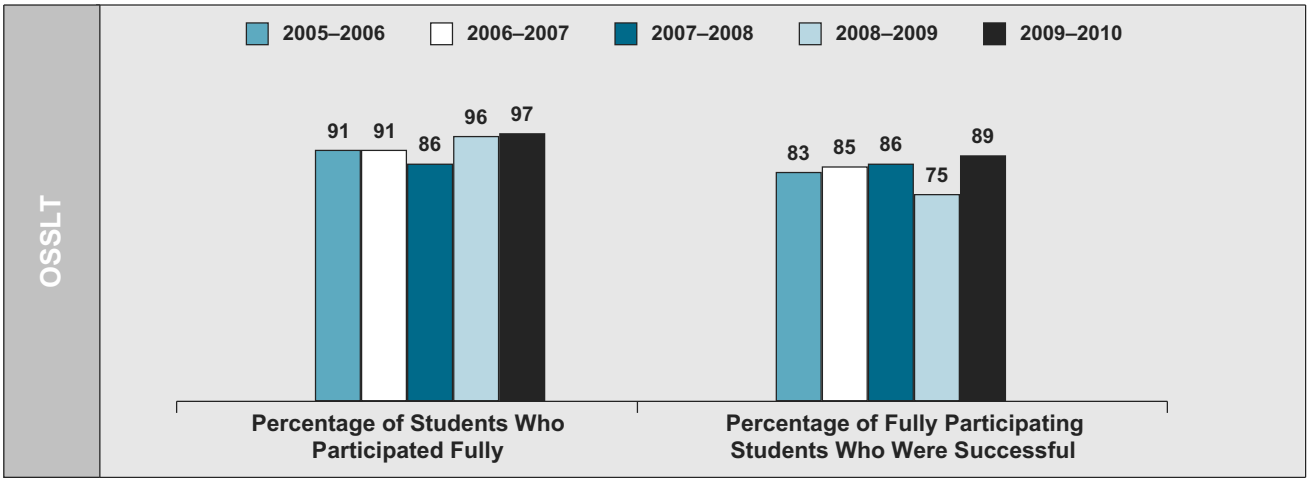
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	58	62	50	53	51
Applied mathematics	26	19	29	43	26
OSSLT: first-time eligible students who participated fully	71	85	83	76	91
OSSLT: first-time eligible fully participating students who were successful	59	72	71	57	81

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: N/R

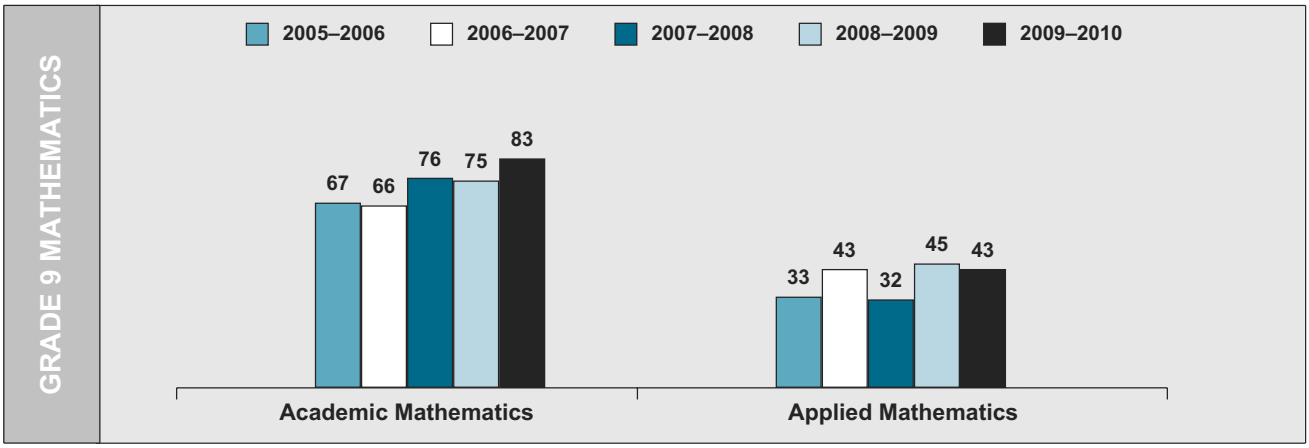
Board Name: Lakehead DSB (28061)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	<1%	1%
English language learners receiving special provisions[1]	0%	<1%	1%
Students with special education needs (excluding gifted)	4%	27%	19%
Students with special education needs receiving accommodations[1] [2]	1%	9%	14%
Speak only or mostly a language other than English at home	1%	2%	2%
Number of schools	*4*	*4*	*5*

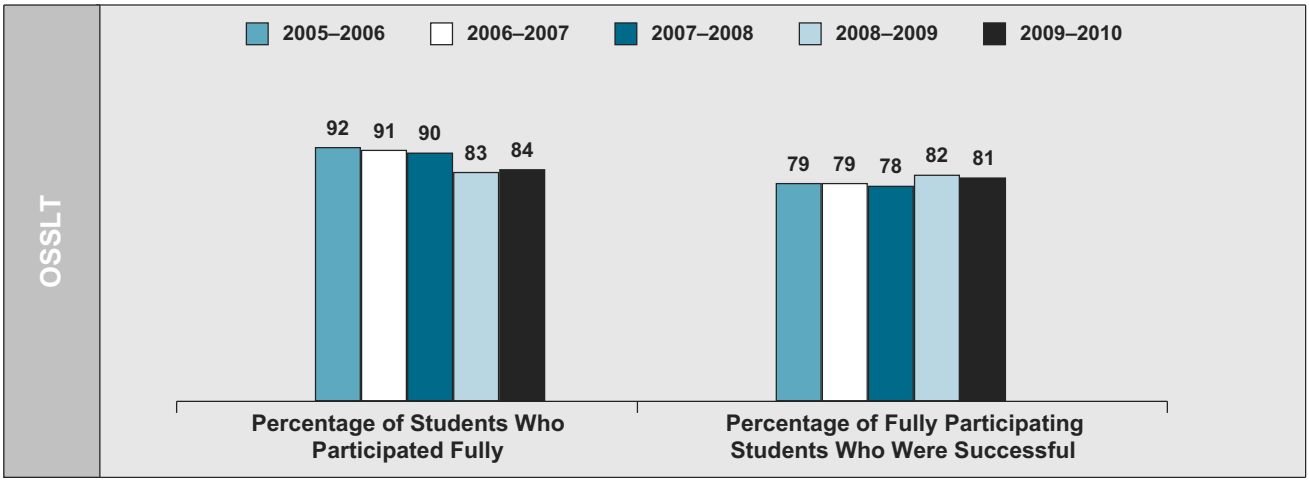
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	663	548	492	469	482
Applied mathematics	435	387	372	343	317
OSSLT: first-time eligible students who participated fully	947	965	920	804	801
OSSLT: first-time eligible fully participating students who were successful	745	763	716	659	646

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 52% participated fully and 44% of fully participating students were successful.

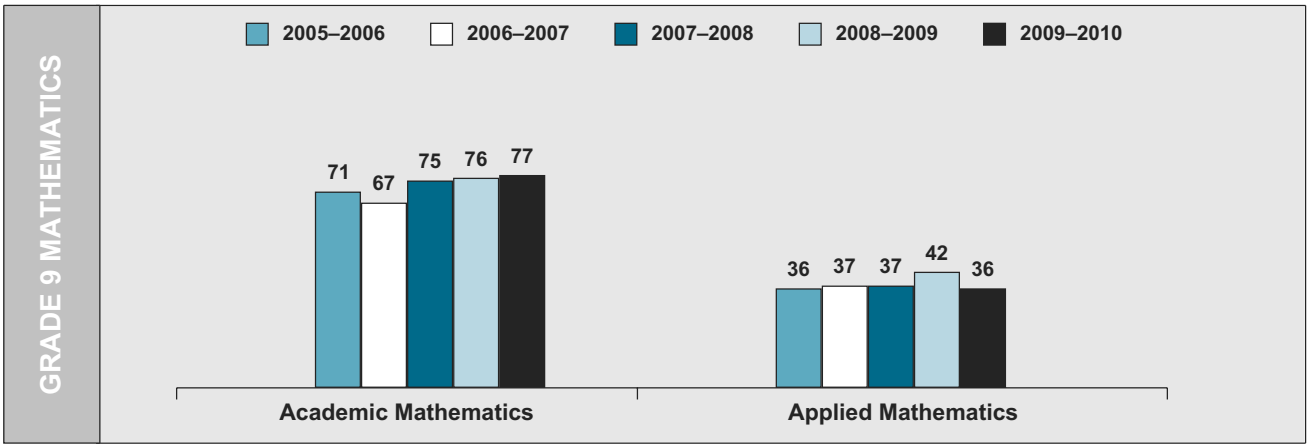
Board Name: Lambton Kent District School Board (66036)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	3%	<1%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	4%	33%	22%
Students with special education needs receiving accommodations[1] [2]	3%	24%	20%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	*12*	*13*	*14*

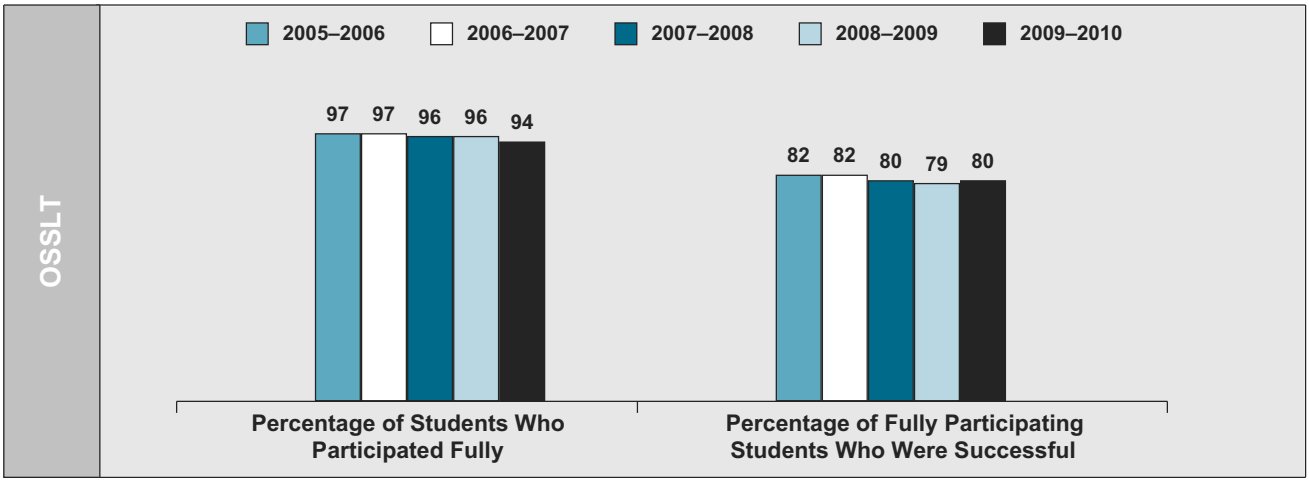
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 377	1 310	1 223	1 178	1 102
Applied mathematics	824	798	769	713	766
OSSLT: first-time eligible students who participated fully	2 201	2 139	2 102	1 994	1 883
OSSLT: first-time eligible fully participating students who were successful	1 801	1 745	1 680	1 578	1 515

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 65% participated fully and 55% of fully participating students were successful.

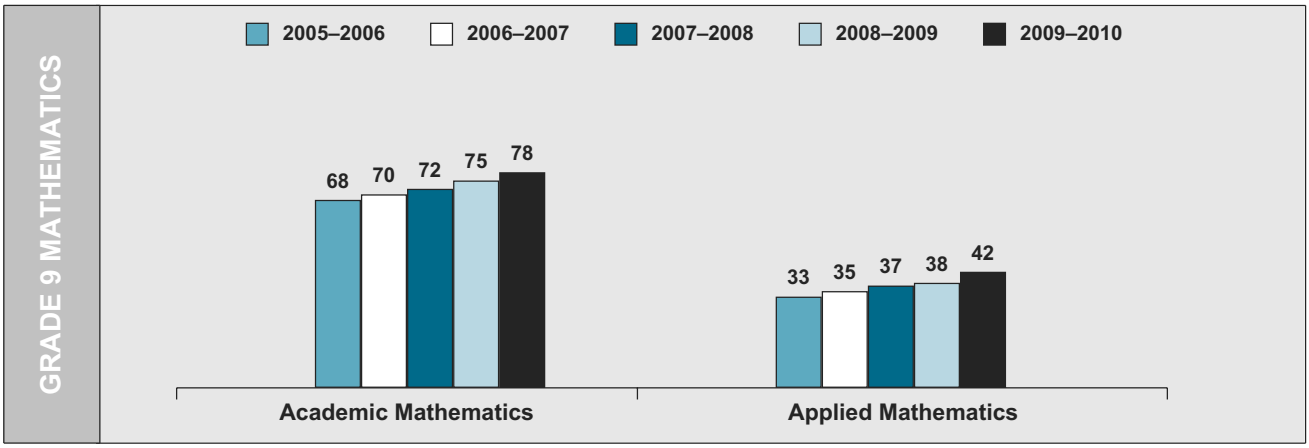
Board Name: Limestone DSB (66206)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	0%	2%
English language learners receiving special provisions[1]	1%	0%	1%
Students with special education needs (excluding gifted)	11%	44%	28%
Students with special education needs receiving accommodations[1] [2]	8%	38%	26%
Speak only or mostly a language other than English at home	3%	<1%	2%
Number of schools	*11*	*11*	*12*

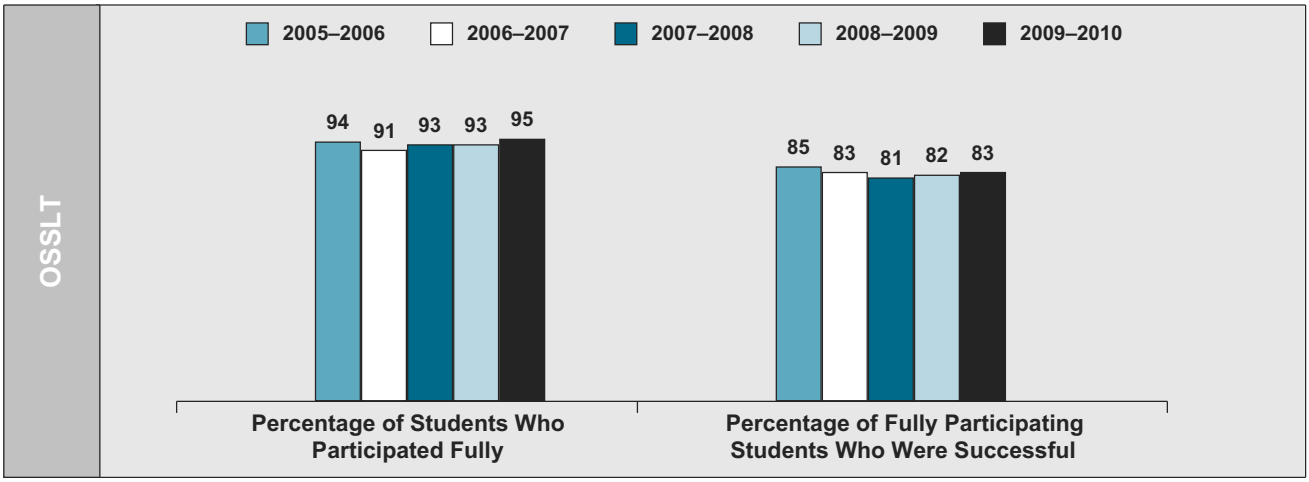
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 109	1 115	966	1 012	986
Applied mathematics	532	522	493	469	469
OSSLT: first-time eligible students who participated fully	1 681	1 626	1 711	1 564	1 621
OSSLT: first-time eligible fully participating students who were successful	1 428	1 350	1 393	1 285	1 351

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 43% participated fully and 63% of fully participating students were successful.

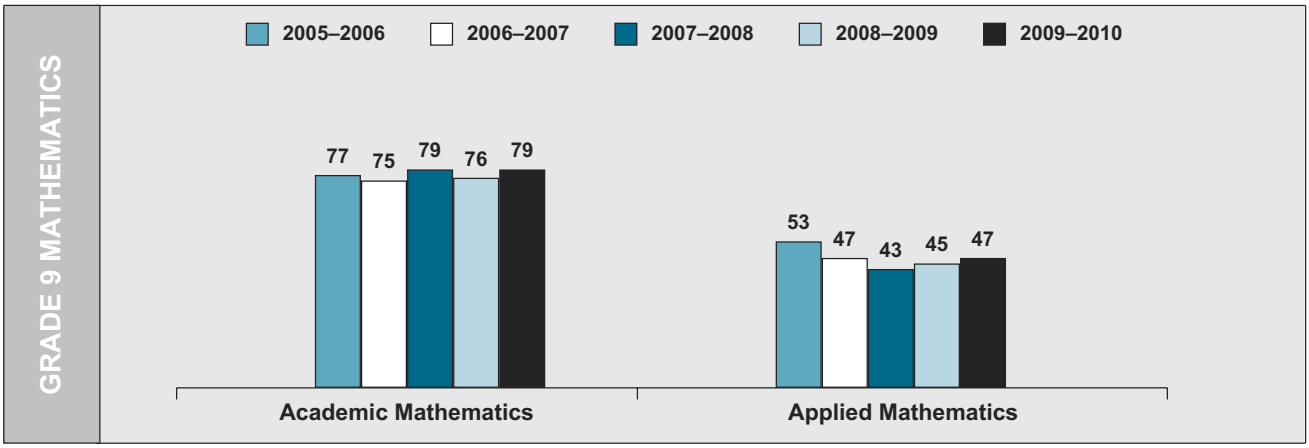
Board Name: London District Catholic School Board (67032)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	4%	2%
English language learners receiving special provisions[1]	1%	3%	<1%
Students with special education needs (excluding gifted)	3%	23%	10%
Students with special education needs receiving accommodations[1] [2]	3%	15%	8%
Speak only or mostly a language other than English at home	9%	10%	6%
Number of schools	*8*	*8*	*8*

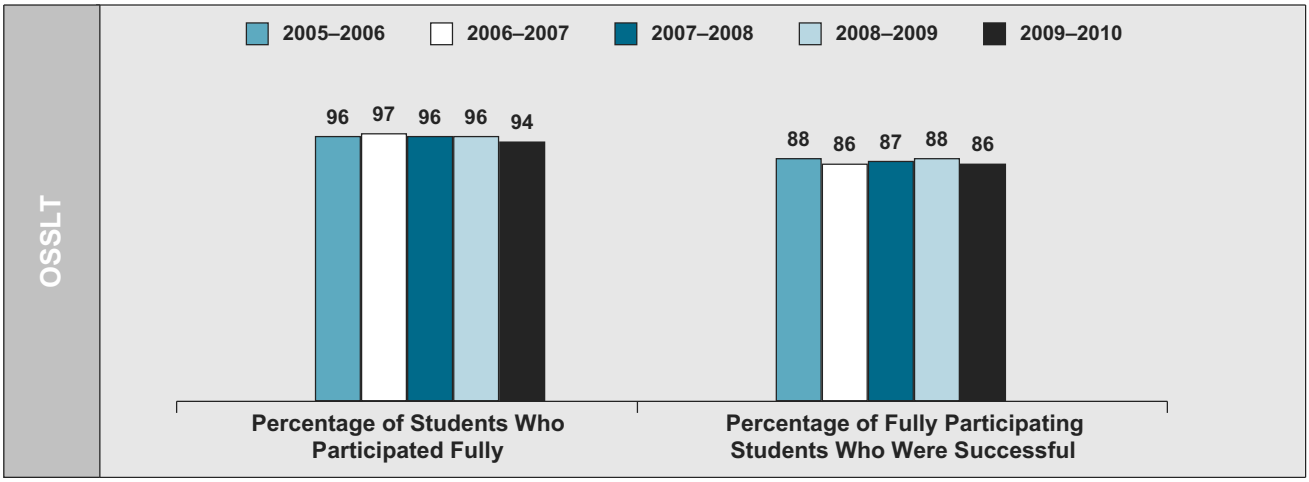
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 280	1 367	1 438	1 391	1 390
Applied mathematics	624	725	698	699	604
OSSLT: first-time eligible students who participated fully	1 919	1 886	2 076	2 040	1 986
OSSLT: first-time eligible fully participating students who were successful	1 692	1 624	1 802	1 788	1 707

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 60% participated fully and 54% of fully participating students were successful.

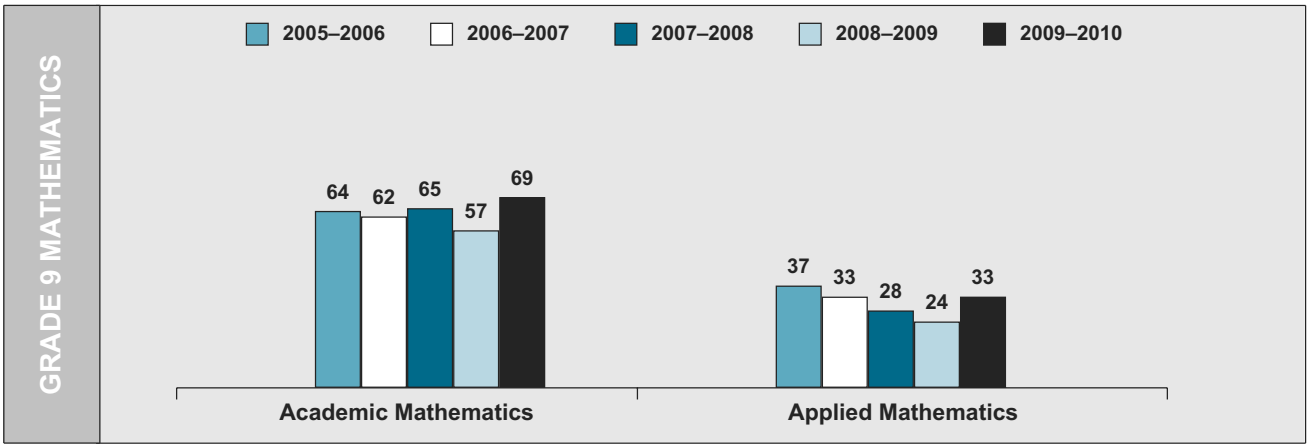
Board Name: Near North DSB (28037)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	<1%	0%
English language learners receiving special provisions[1]	0%	<1%	0%
Students with special education needs (excluding gifted)	7%	32%	26%
Students with special education needs receiving accommodations[1] [2]	6%	29%	24%
Speak only or mostly a language other than English at home	1%	3%	1%
Number of schools	7	7	7

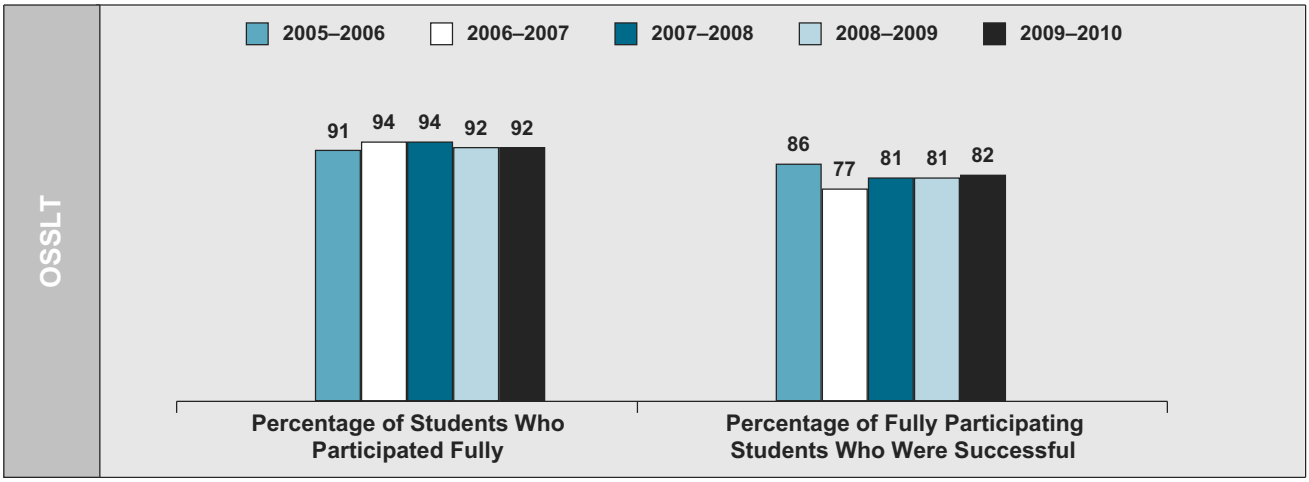
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	514	531	464	535	467
Applied mathematics	527	436	441	448	419
OSSLT: first-time eligible students who participated fully	974	1 013	962	883	894
OSSLT: first-time eligible fully participating students who were successful	841	782	776	719	731

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 54% participated fully and 62% of fully participating students were successful.

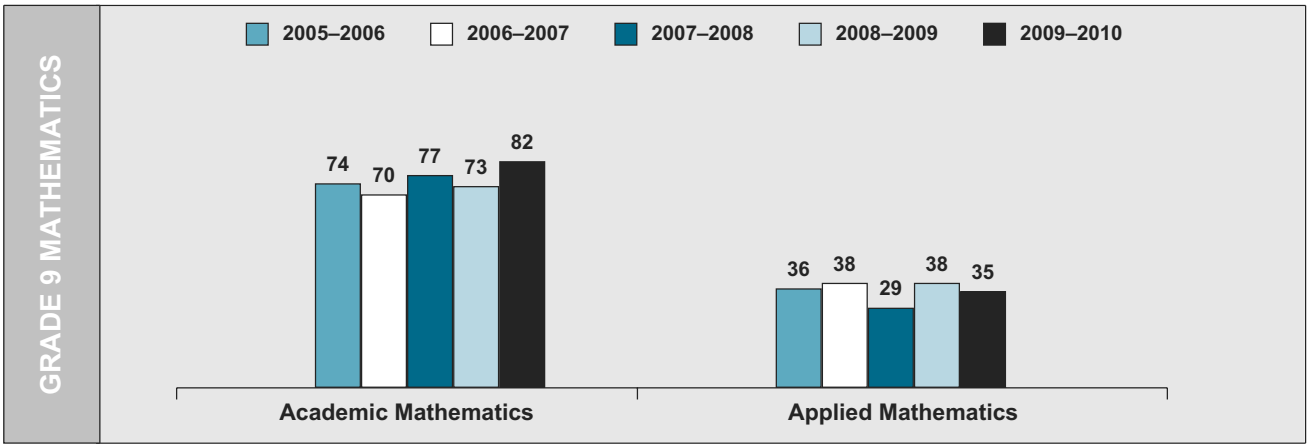
Board Name: Niagara Catholic DSB (67156)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	1%
English language learners receiving special provisions[1]	1%	2%	1%
Students with special education needs (excluding gifted)	3%	35%	14%
Students with special education needs receiving accommodations[1] [2]	3%	31%	11%
Speak only or mostly a language other than English at home	4%	5%	3%
Number of schools	*8*	*8*	*8*

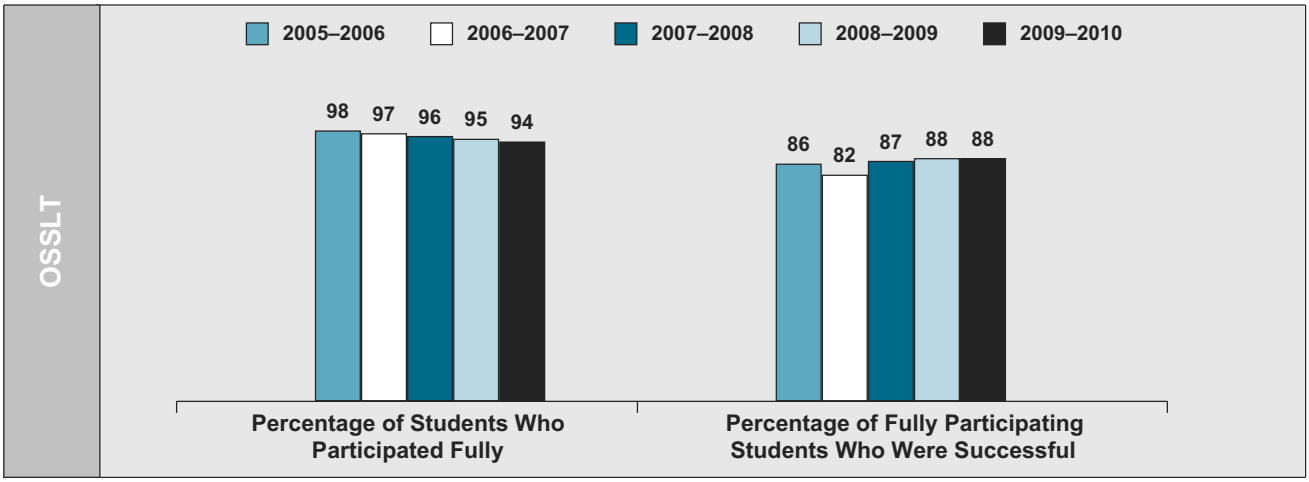
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 394	1 470	1 452	1 389	1 409
Applied mathematics	608	629	627	637	644
OSSLT: first-time eligible students who participated fully	2 010	1 884	1 988	1 960	1 901
OSSLT: first-time eligible fully participating students who were successful	1 733	1 551	1 729	1 725	1 667

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 55% participated fully and 62% of fully participating students were successful.

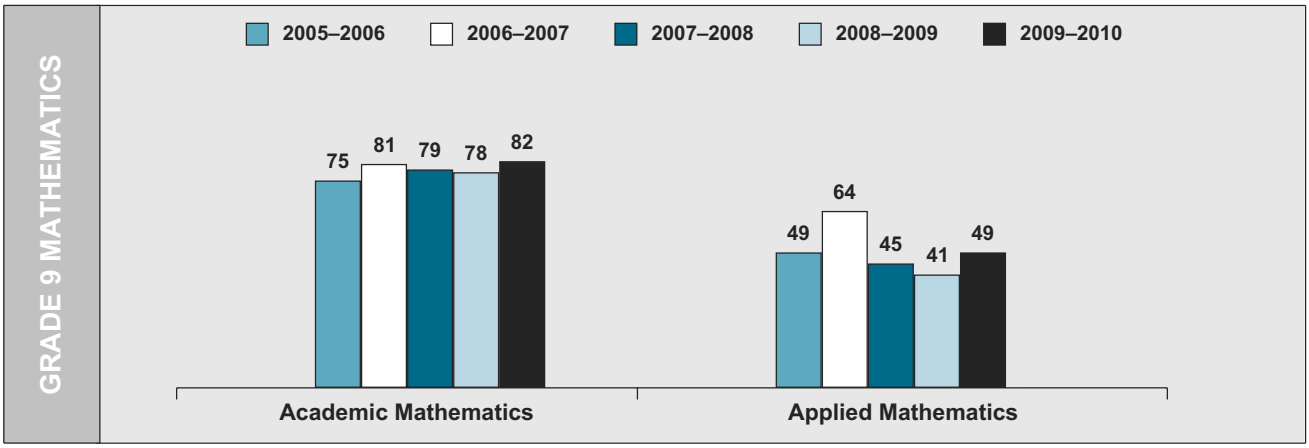
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	6%	42%	26%
Students with special education needs receiving accommodations[1] [2]	5%	40%	18%
Speak only or mostly a language other than English at home	4%	1%	1%
Number of schools	*1*	*1*	*1*

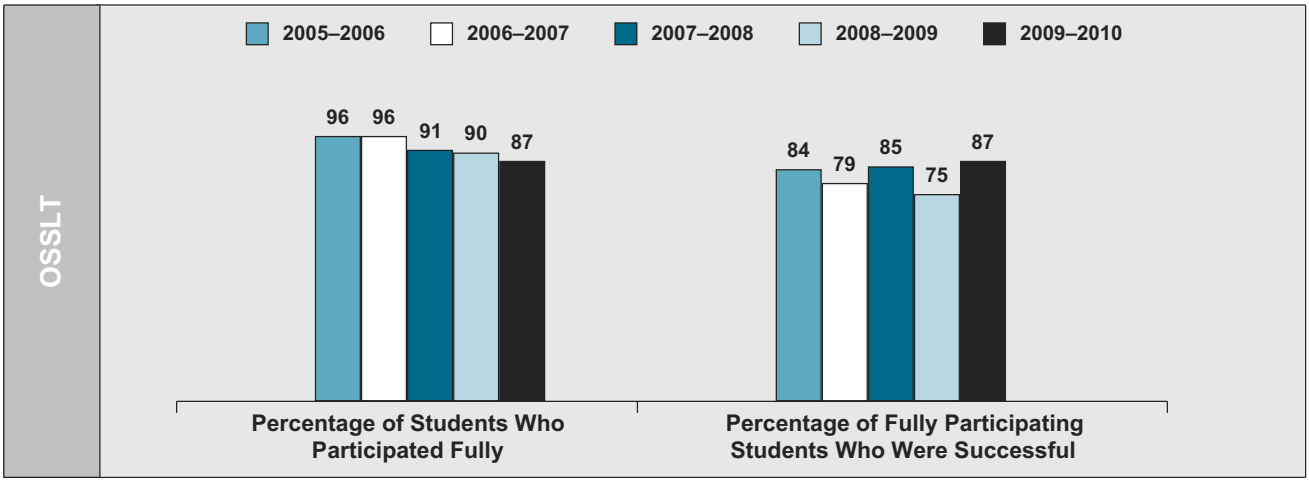
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	122	161	95	127	130
Applied mathematics	135	107	106	106	105
OSSLT: first-time eligible students who participated fully	257	219	252	170	206
OSSLT: first-time eligible fully participating students who were successful	216	174	215	128	180

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 41% participated fully and 64% of fully participating students were successful.

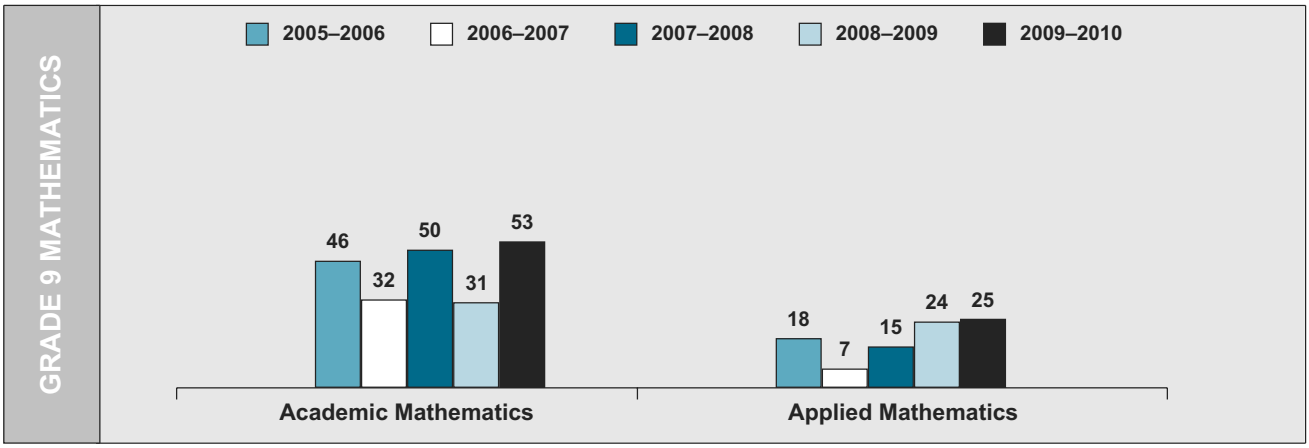
Board Name: Northeastern Catholic DSB (29009)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	8%	29%	16%
Students with special education needs receiving accommodations[1] [2]	8%	30%	15%
Speak only or mostly a language other than English at home	4%	4%	4%
Number of schools	*1*	*1*	*1*

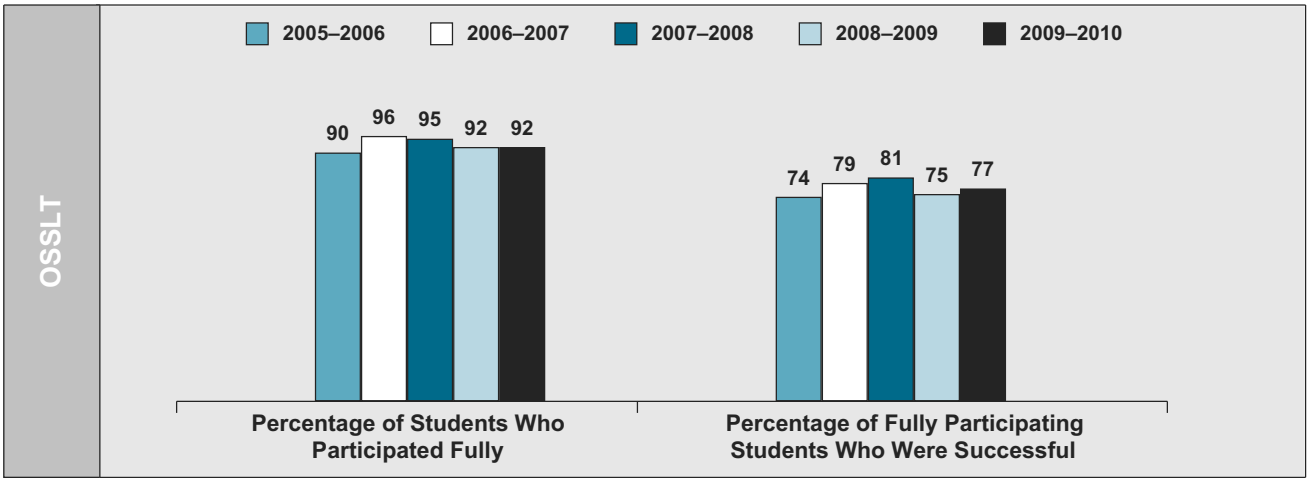
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	87	65	68	70	53
Applied mathematics	49	67	73	49	48
OSSLT: first-time eligible students who participated fully	117	137	112	111	111
OSSLT: first-time eligible fully participating students who were successful	87	108	91	83	85

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 49% participated fully and 50% of fully participating students were successful.

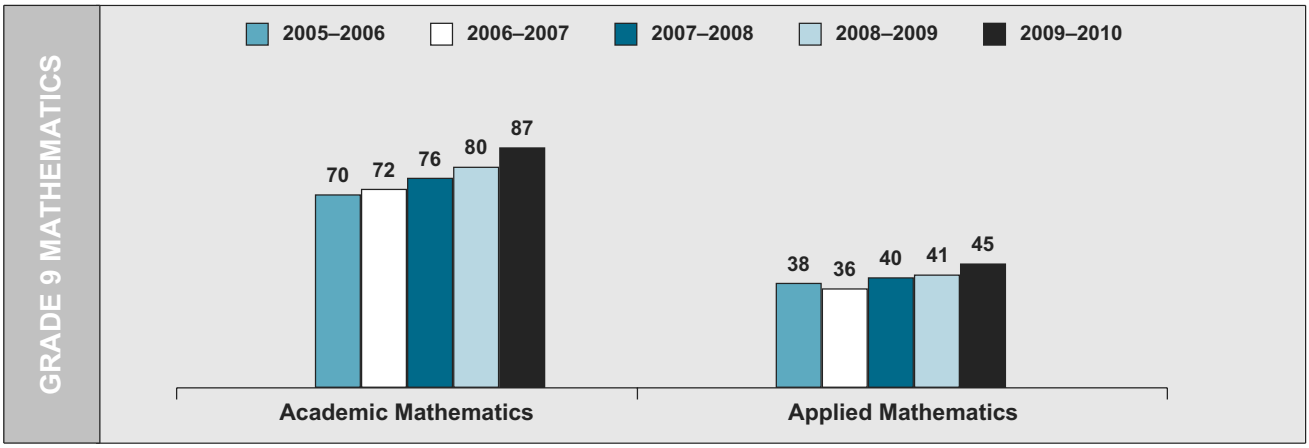
Board Name: Ottawa Catholic District School Board (67180)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	6%	3%
English language learners receiving special provisions[1]	1%	2%	1%
Students with special education needs (excluding gifted)	6%	31%	15%
Students with special education needs receiving accommodations[1] [2]	3%	17%	13%
Speak only or mostly a language other than English at home	6%	8%	6%
Number of schools	*15*	*15*	*16*

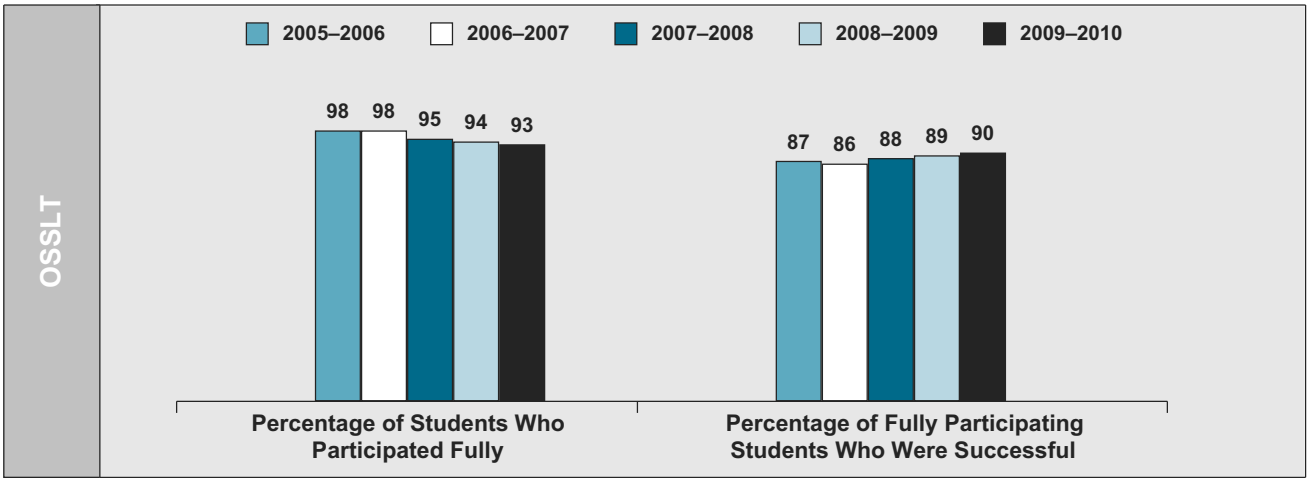
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	2 522	2 621	2 457	2 411	2 432
Applied mathematics	894	905	898	858	944
OSSLT: first-time eligible students who participated fully	3 412	3 499	3 544	3 292	3 157
OSSLT: first-time eligible fully participating students who were successful	2 980	3 022	3 103	2 934	2 848

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 76% participated fully and 57% of fully participating students were successful.

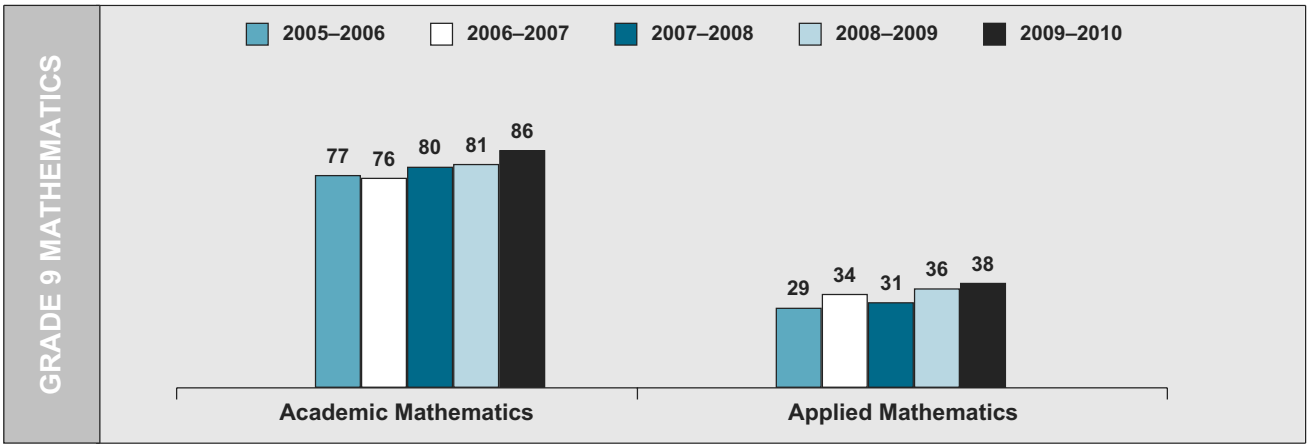
Board Name: Ottawa-Carleton DSB (66184)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	8%	14%	9%
English language learners receiving special provisions[1]	1%	4%	5%
Students with special education needs (excluding gifted)	9%	47%	20%
Students with special education needs receiving accommodations[1] [2]	7%	32%	17%
Speak only or mostly a language other than English at home	11%	9%	9%
Number of schools	*23*	*24*	*30*

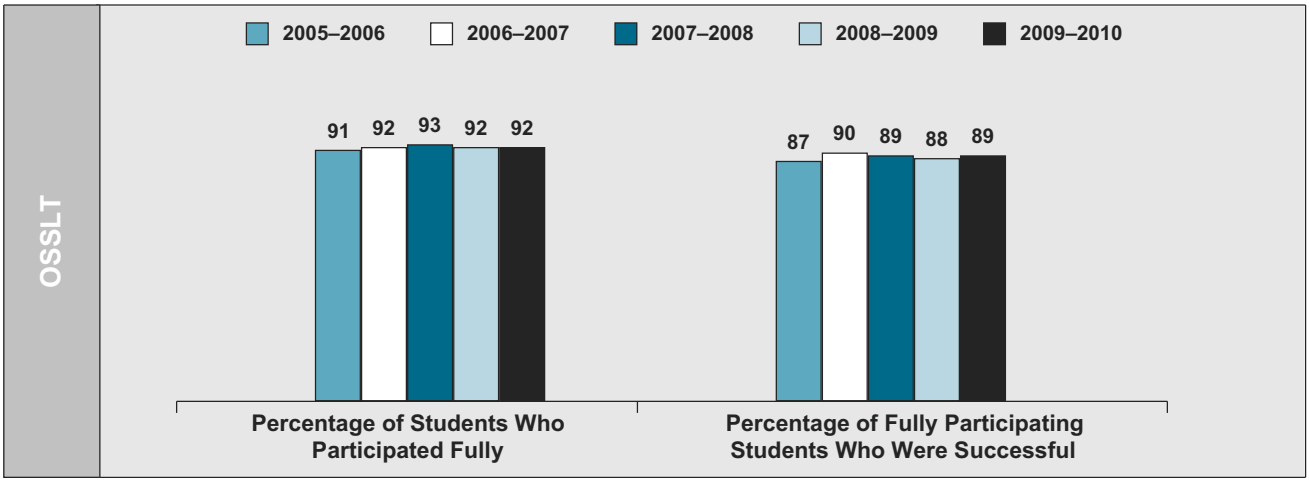
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	4 387	4 170	4 041	4 074	4 159
Applied mathematics	1 395	1 165	1 146	1 228	1 099
OSSLT: first-time eligible students who participated fully	5 551	5 243	4 949	4 932	5 021
OSSLT: first-time eligible fully participating students who were successful	4 804	4 717	4 418	4 361	4 464

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 68% participated fully and 57% of fully participating students were successful.

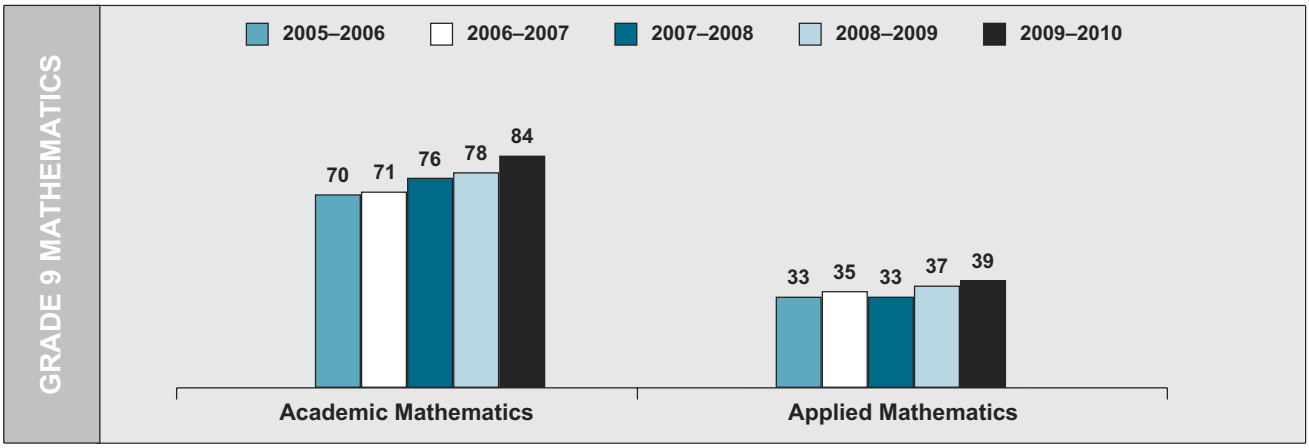
Board Name: Peel District School Board (66125)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	8%	4%
English language learners receiving special provisions[1]	3%	6%	2%
Students with special education needs (excluding gifted)	3%	24%	12%
Students with special education needs receiving accommodations[1] [2]	3%	23%	11%
Speak only or mostly a language other than English at home	12%	9%	10%
Number of schools	*30*	*34*	*37*

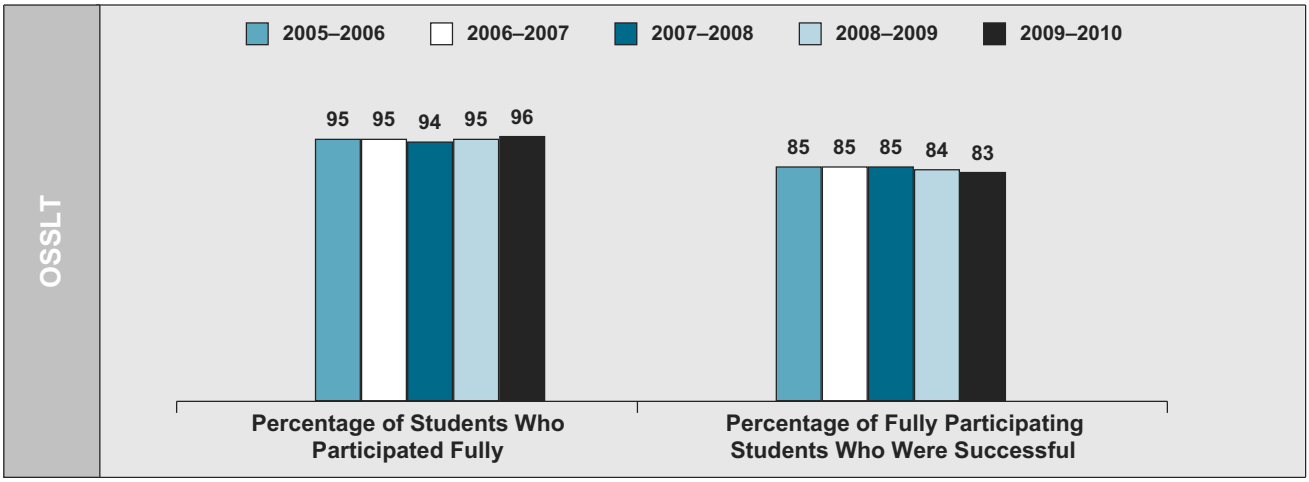
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	7 066	7 452	7 301	7 483	7 336
Applied mathematics	2 878	2 529	2 840	2 786	2 851
OSSLT: first-time eligible students who participated fully	9 233	9 222	9 421	9 497	9 857
OSSLT: first-time eligible fully participating students who were successful	7 816	7 812	7 967	7 999	8 152

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 53% participated fully and 49% of fully participating students were successful.

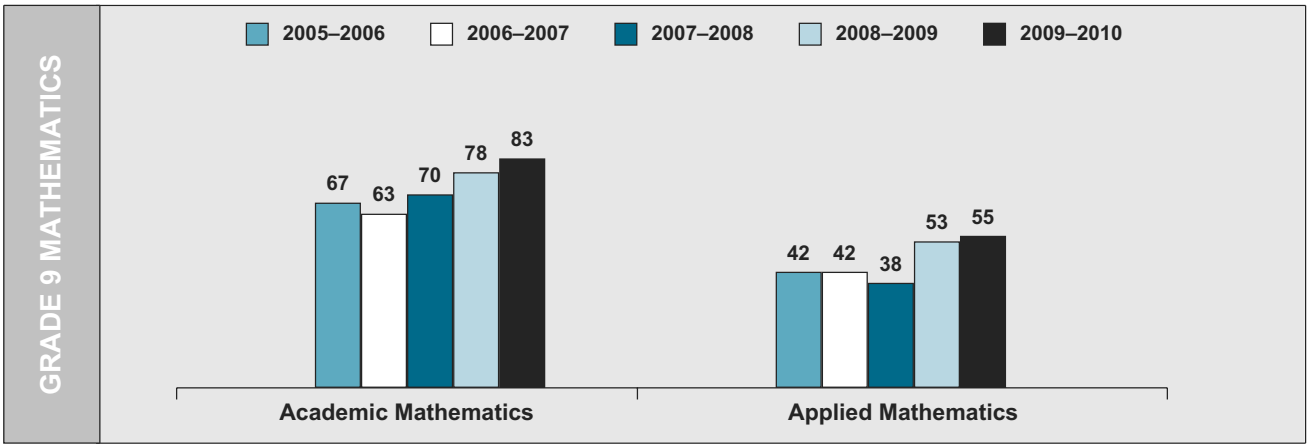
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	<1%	<1%
English language learners receiving special provisions[1]	0%	<1%	<1%
Students with special education needs (excluding gifted)	6%	37%	19%
Students with special education needs receiving accommodations[1] [2]	4%	32%	17%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	*6*	*6*	*6*

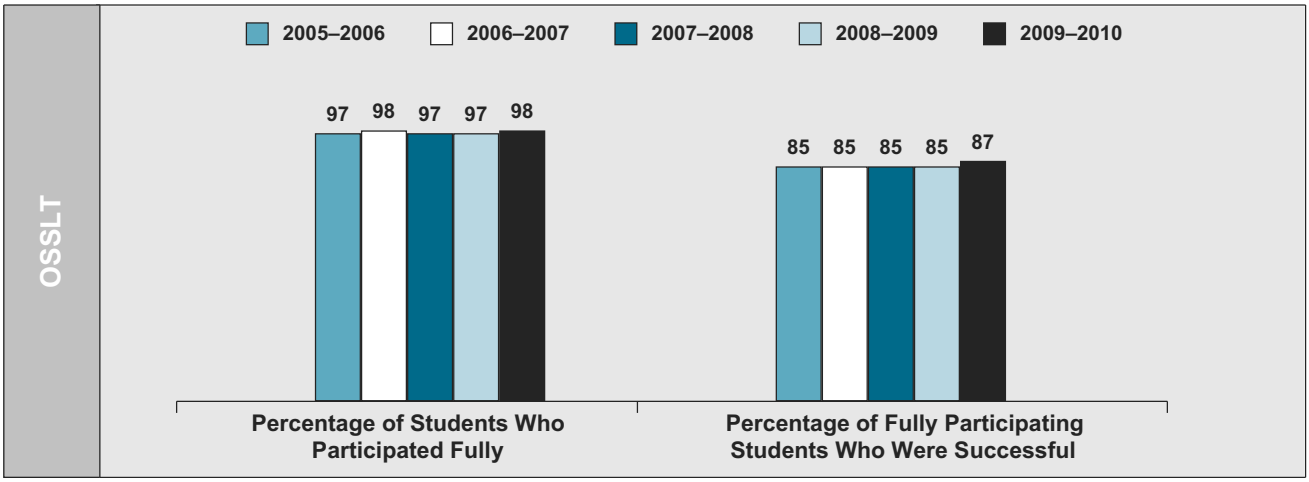
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	829	856	811	805	630
Applied mathematics	521	445	476	463	425
OSSLT: first-time eligible students who participated fully	1 281	1 320	1 293	1 269	1 256
OSSLT: first-time eligible fully participating students who were successful	1 094	1 124	1 100	1 073	1 095

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 80% participated fully and 59% of fully participating students were successful.

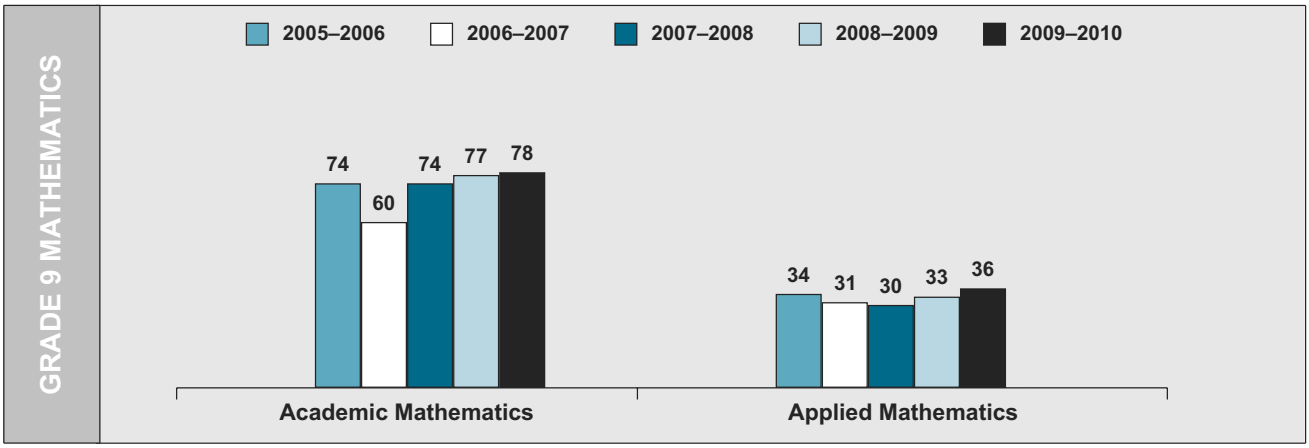
Board Name: Rainbow District School Board (28029)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	1%
English language learners receiving special provisions[1]	<1%	0%	1%
Students with special education needs (excluding gifted)	7%	27%	17%
Students with special education needs receiving accommodations[1] [2]	7%	27%	16%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	*9*	*10*	*11*

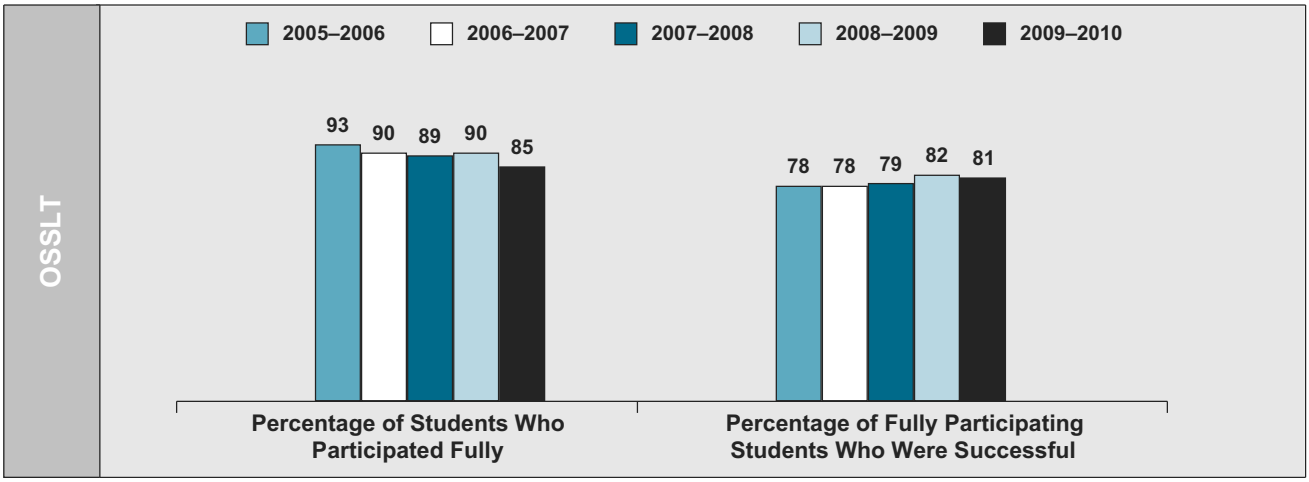
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	945	923	797	753	765
Applied mathematics	567	550	479	505	480
OSSLT: first-time eligible students who participated fully	1 377	1 304	1 296	1 187	1 083
OSSLT: first-time eligible fully participating students who were successful	1 071	1 018	1 030	970	877

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 42% participated fully and 44% of fully participating students were successful.

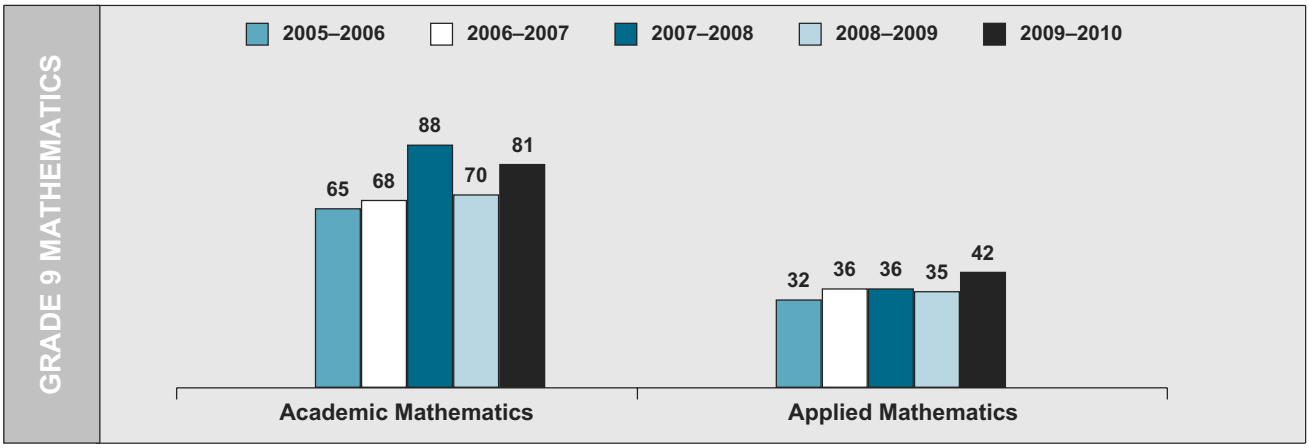
Board Name: Rainy River DSB (28053)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	7%	33%	18%
Students with special education needs receiving accommodations[1] [2]	3%	20%	16%
Speak only or mostly a language other than English at home	0%	0%	2%
Number of schools	*3*	*3*	*3*

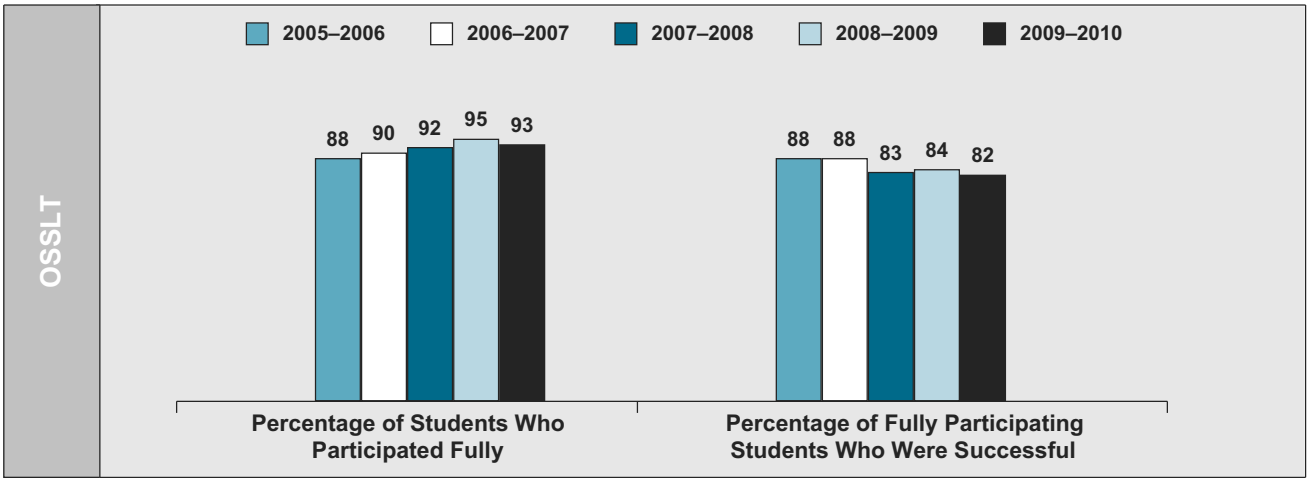
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	174	170	144	174	154
Applied mathematics	114	137	131	126	120
OSSLT: first-time eligible students who participated fully	268	248	277	264	280
OSSLT: first-time eligible fully participating students who were successful	236	217	231	221	231

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 72% participated fully and 38% of fully participating students were successful.

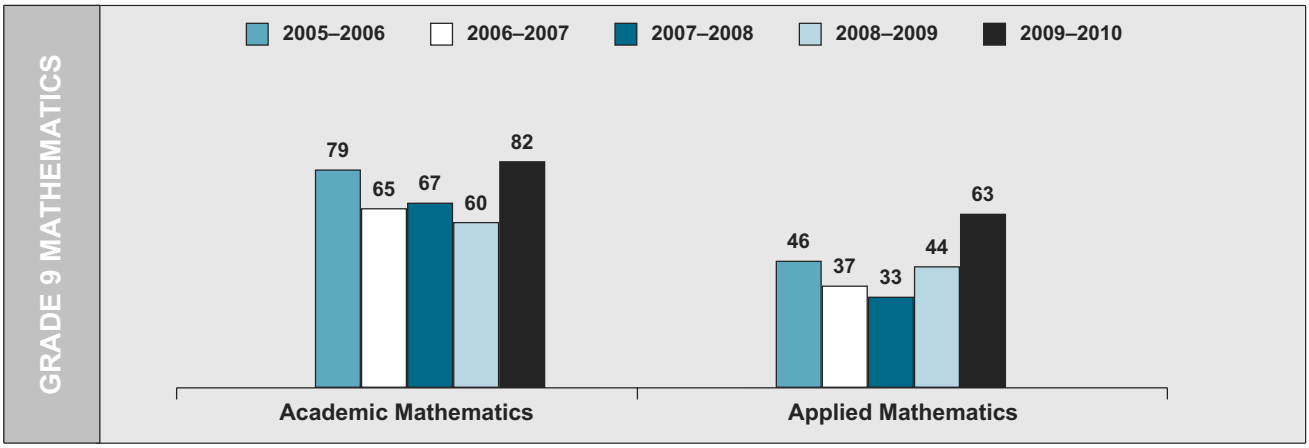
Board Name: Renfrew County Catholic DSB (67199)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	6%	37%	20%
Students with special education needs receiving accommodations[1] [2]	2%	34%	18%
Speak only or mostly a language other than English at home	2%	1%	<1%
Number of schools	*2*	*2*	*2*

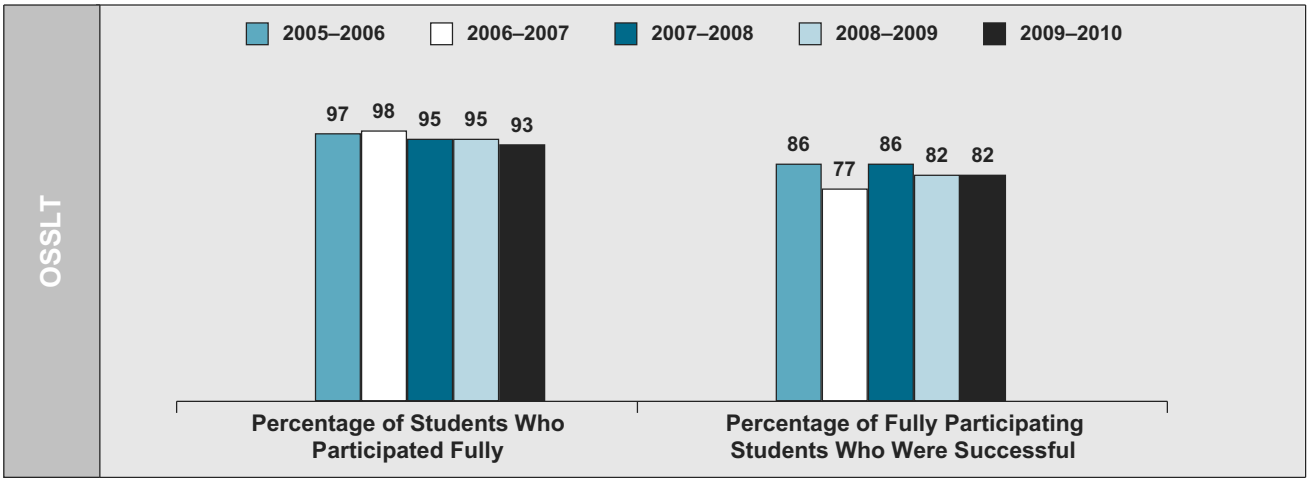
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	191	168	171	163	148
Applied mathematics	117	113	92	115	131
OSSLT: first-time eligible students who participated fully	315	287	259	273	250
OSSLT: first-time eligible fully participating students who were successful	270	220	222	223	205

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 63% participated fully and 54% of fully participating students were successful.

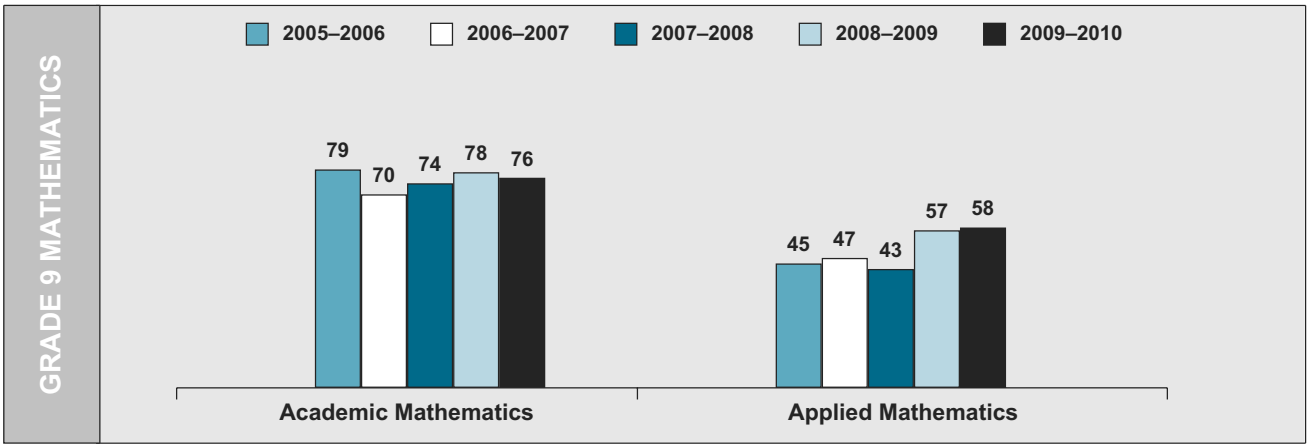
Board Name: Renfrew County DSB (66214)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	5%	34%	19%
Students with special education needs receiving accommodations[1] [2]	3%	20%	14%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	*7*	*7*	*8*

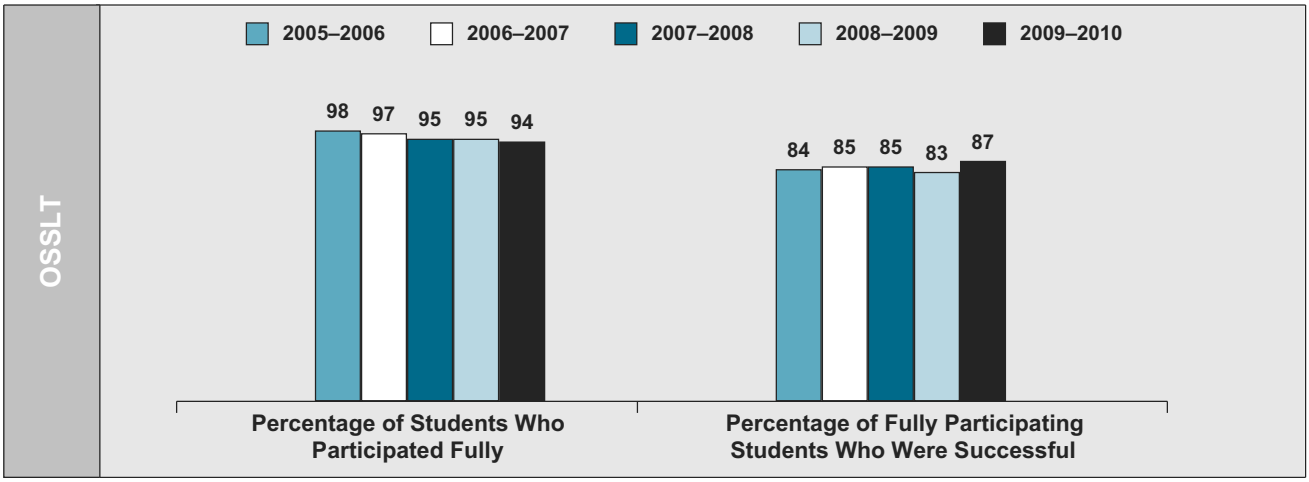
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	570	608	511	533	514
Applied mathematics	407	327	349	304	319
OSSLT: first-time eligible students who participated fully	1 000	1 039	944	908	835
OSSLT: first-time eligible fully participating students who were successful	841	882	800	756	726

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 49% participated fully and 60% of fully participating students were successful.

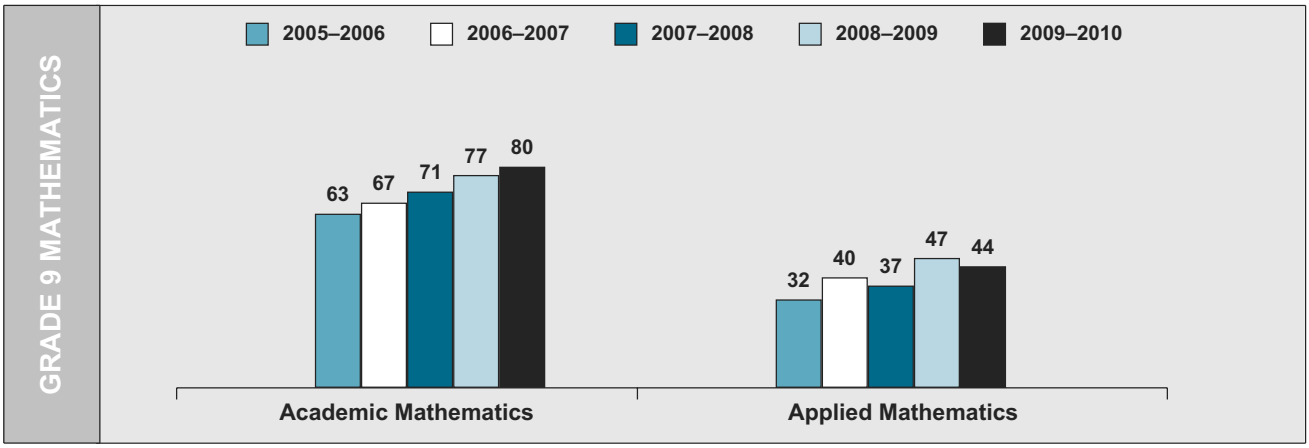
Board Name: Simcoe County DSB (66109)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	1%
English language learners receiving special provisions[1]	<1%	<1%	<1%
Students with special education needs (excluding gifted)	4%	29%	18%
Students with special education needs receiving accommodations[1] [2]	2%	18%	17%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	*16*	*16*	*20*

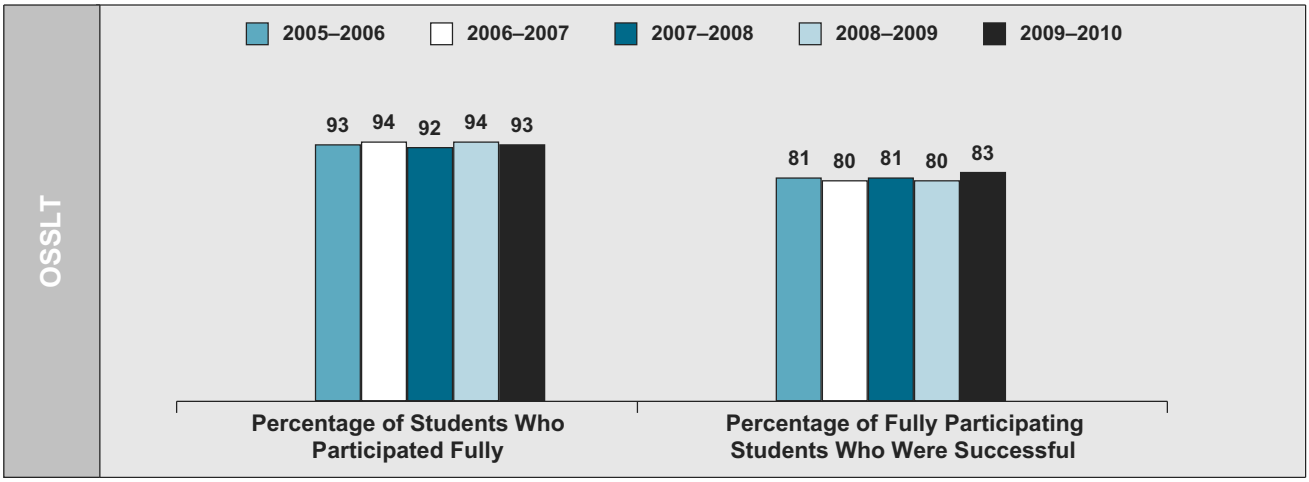
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	2 580	2 408	2 277	2 294	2 210
Applied mathematics	1 875	1 842	1 776	1 786	1 701
OSSLT: first-time eligible students who participated fully	4 400	4 360	4 283	4 087	4 040
OSSLT: first-time eligible fully participating students who were successful	3 567	3 505	3 479	3 266	3 345

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 49% participated fully and 57% of fully participating students were successful.

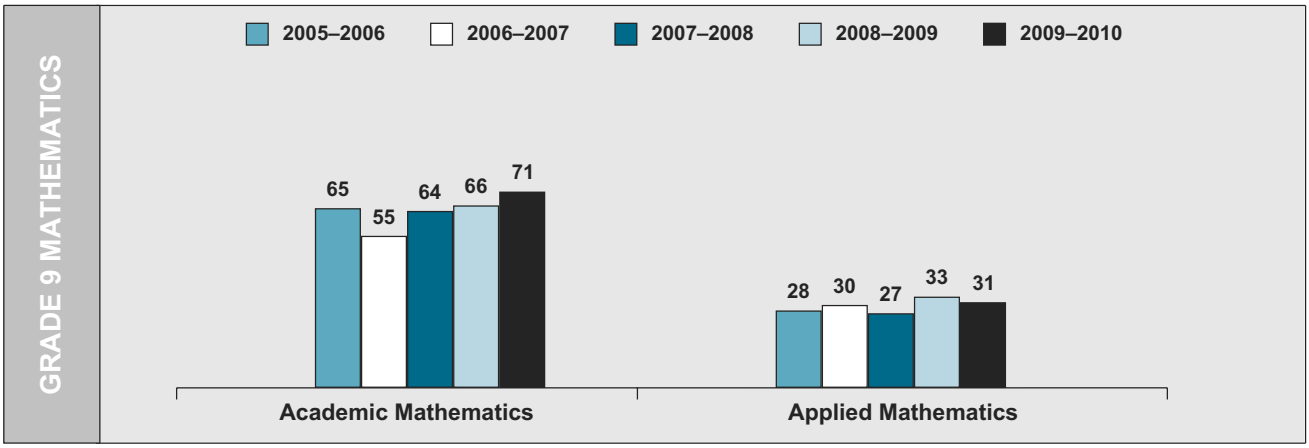
Board Name: Simcoe Muskoka Catholic DSB (67091)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	1%	<1%
English language learners receiving special provisions[1]	<1%	1%	<1%
Students with special education needs (excluding gifted)	3%	36%	17%
Students with special education needs receiving accommodations[1] [2]	2%	20%	14%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	*9*	*9*	*9*

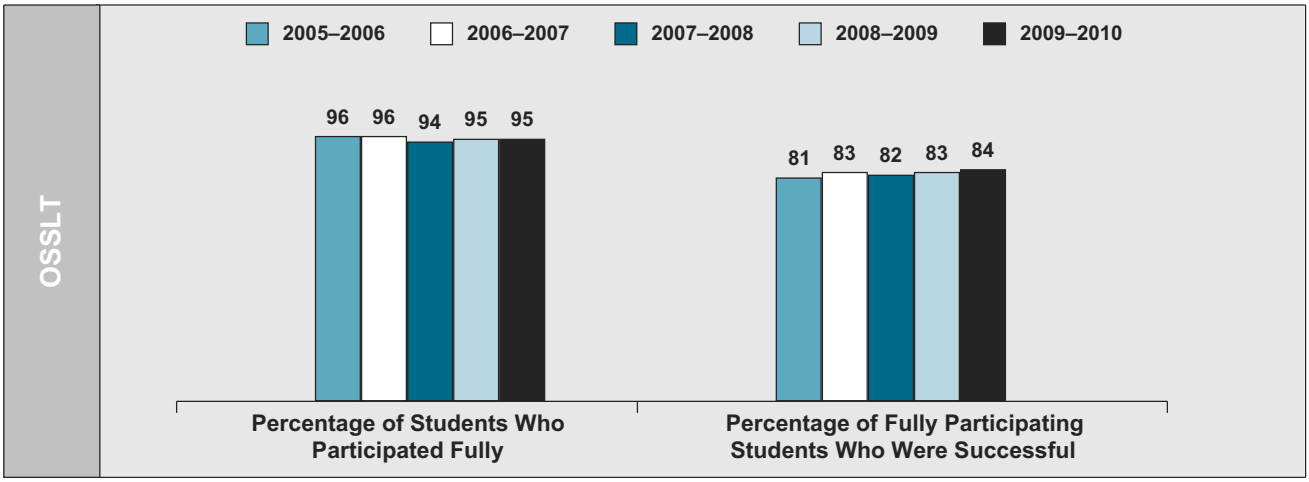
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 198	1 319	1 291	1 196	1 312
Applied mathematics	669	623	652	558	563
OSSLT: first-time eligible students who participated fully	1 864	1 761	1 930	1 912	1 755
OSSLT: first-time eligible fully participating students who were successful	1 516	1 460	1 580	1 586	1 469

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 69% participated fully and 55% of fully participating students were successful.

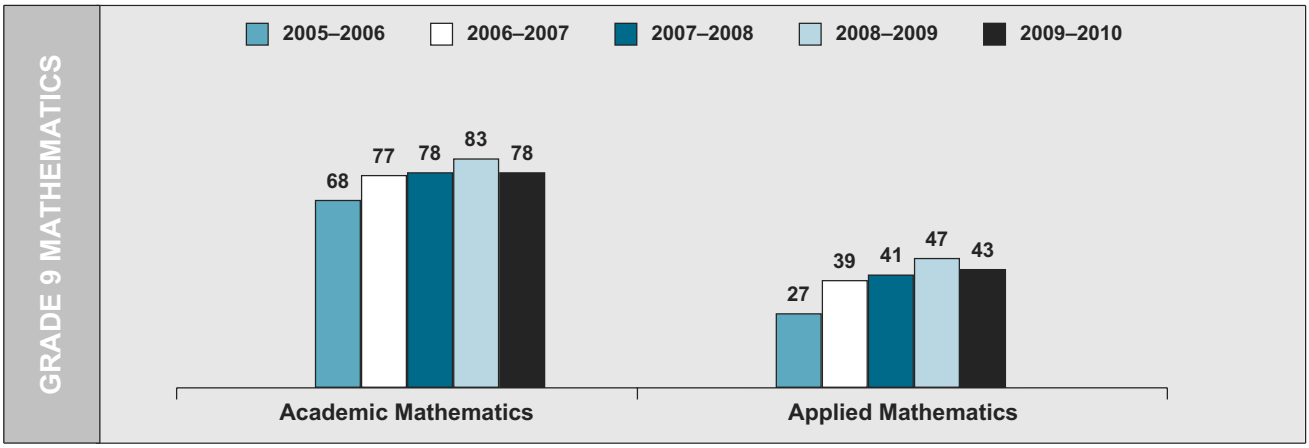
Board Name: St. Clair Catholic District School Board (67040)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	6%	33%	22%
Students with special education needs receiving accommodations[1] [2]	1%	11%	22%
Speak only or mostly a language other than English at home	4%	<1%	1%
Number of schools	*3*	*3*	*3*

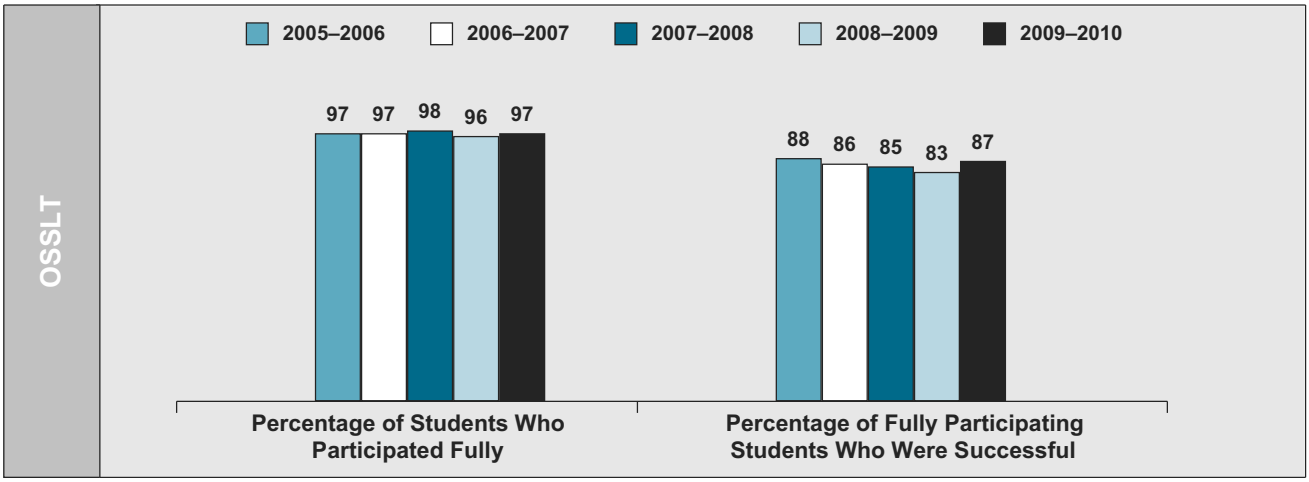
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	537	425	393	442	445
Applied mathematics	274	277	282	252	235
OSSLT: first-time eligible students who participated fully	752	763	702	667	709
OSSLT: first-time eligible fully participating students who were successful	659	655	596	552	620

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 55% participated fully and 79% of fully participating students were successful.

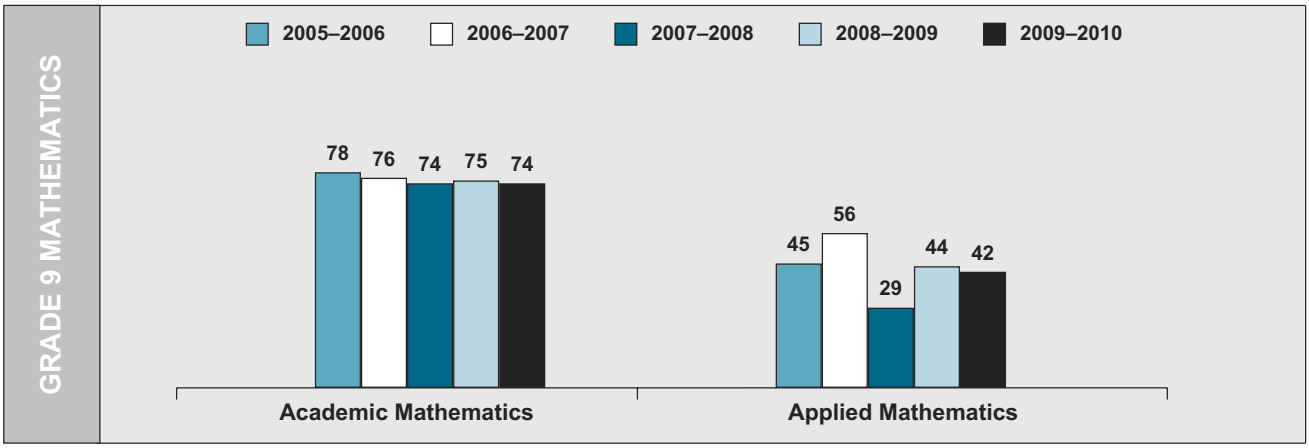
Board Name: Sudbury Catholic DSB (29033)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	7%	31%	19%
Students with special education needs receiving accommodations[1] [2]	6%	22%	14%
Speak only or mostly a language other than English at home	1%	0%	<1%
Number of schools	*4*	*4*	*4*

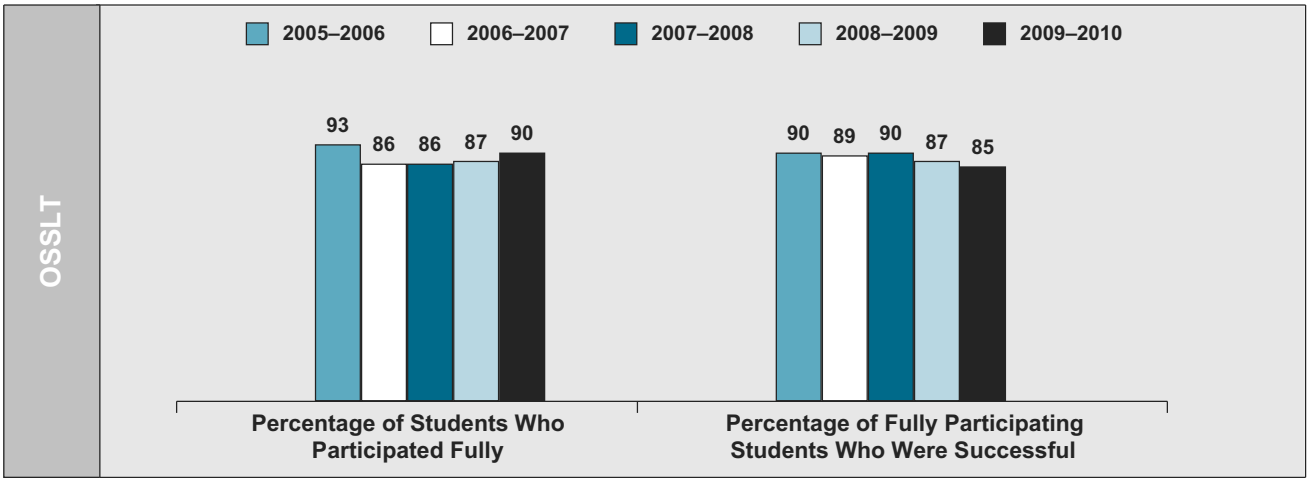
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	307	353	362	369	347
Applied mathematics	157	131	140	188	144
OSSLT: first-time eligible students who participated fully	383	396	416	421	472
OSSLT: first-time eligible fully participating students who were successful	343	354	373	365	399

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 50% participated fully and 65% of fully participating students were successful.

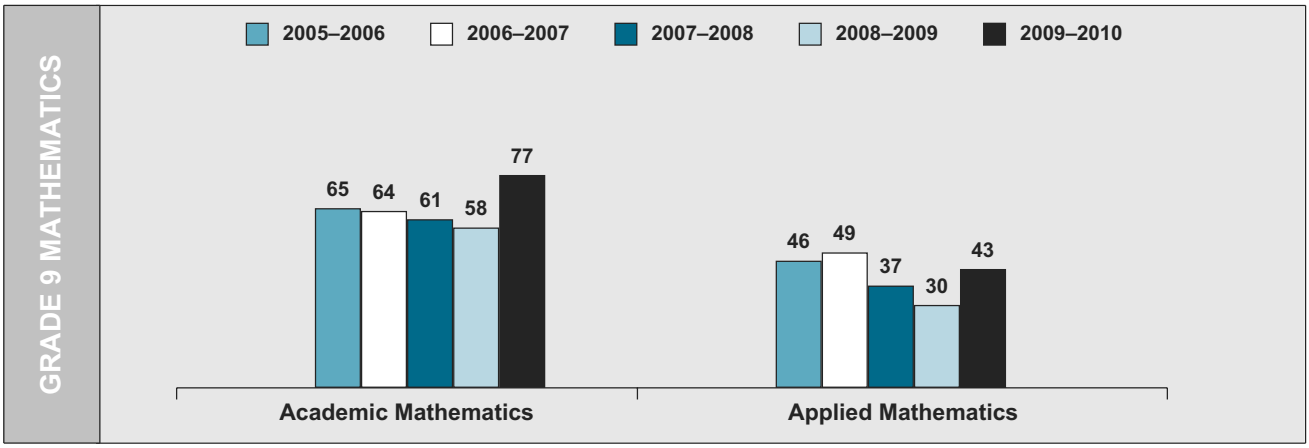
Board Name: Superior-Greenstone DSB (28070)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	5%	31%	24%
Students with special education needs receiving accommodations[1] [2]	4%	26%	19%
Speak only or mostly a language other than English at home	1%	3%	1%
Number of schools	*5*	*5*	*5*

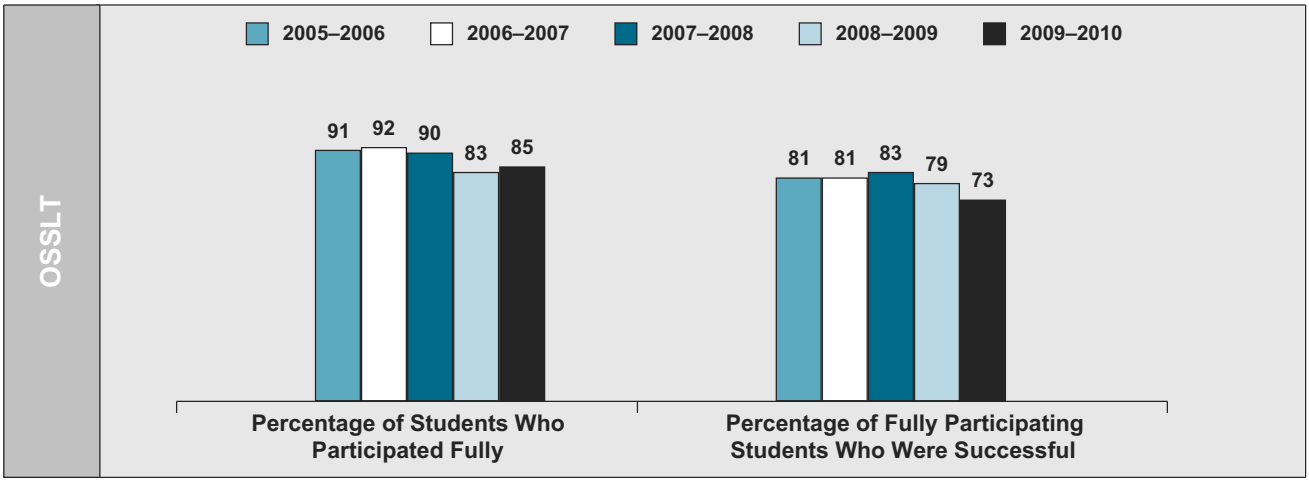
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	158	132	115	106	104
Applied mathematics	123	134	114	122	118
OSSLT: first-time eligible students who participated fully	267	249	257	196	195
OSSLT: first-time eligible fully participating students who were successful	215	201	213	154	143

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 52% participated fully and 38% of fully participating students were successful.

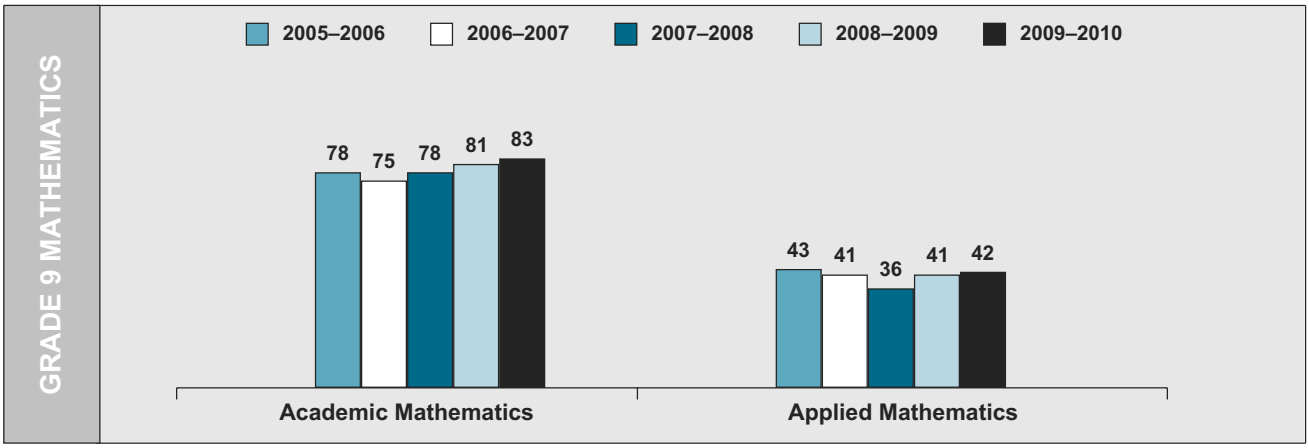
Board Name: Thames Valley District School Board (66044)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	3%	3%
English language learners receiving special provisions[1]	1%	1%	2%
Students with special education needs (excluding gifted)	3%	24%	17%
Students with special education needs receiving accommodations[1] [2]	2%	10%	11%
Speak only or mostly a language other than English at home	5%	3%	4%
Number of schools	*28*	*28*	*31*

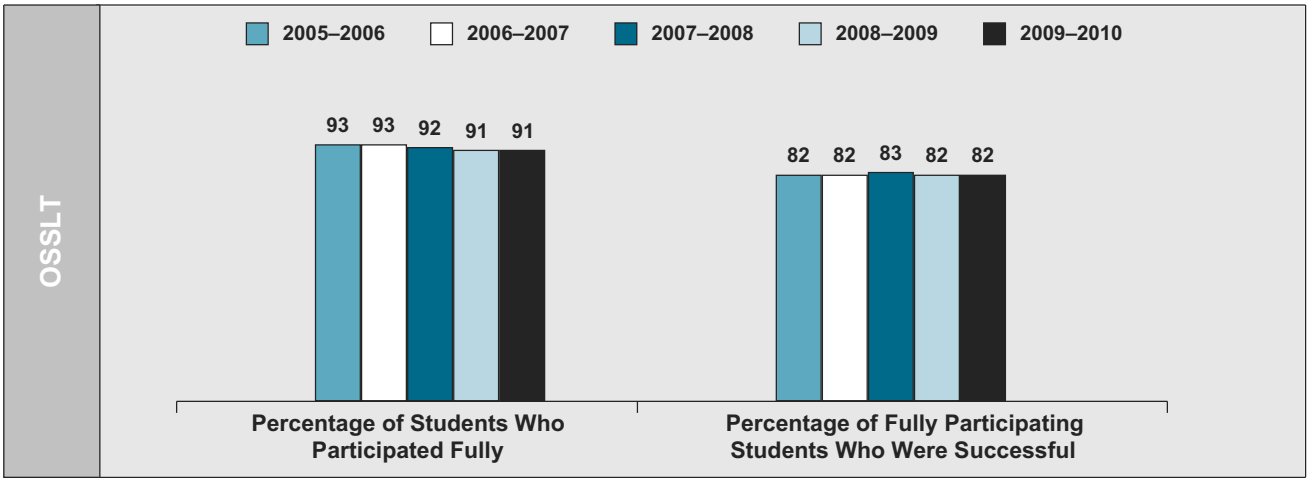
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	3 711	3 572	3 359	3 381	3 412
Applied mathematics	2 328	2 319	2 180	2 265	2 121
OSSLT: first-time eligible students who participated fully	5 935	5 674	5 537	5 294	5 298
OSSLT: first-time eligible fully participating students who were successful	4 896	4 665	4 604	4 338	4 318

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 52% participated fully and 49% of fully participating students were successful.

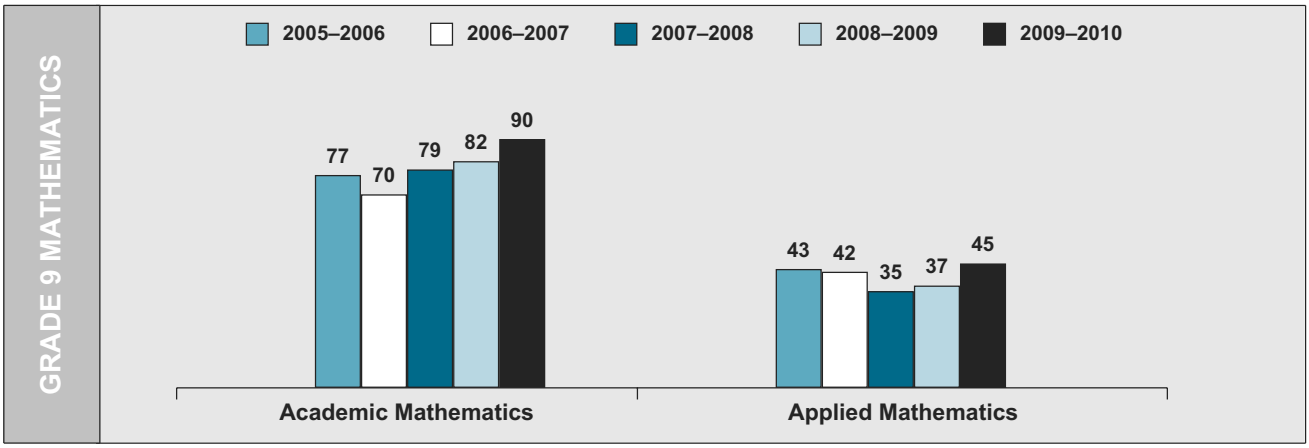
Board Name: Thunder Bay Catholic DSB (29068)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions[1]	0%	0%	0%
Students with special education needs (excluding gifted)	3%	22%	11%
Students with special education needs receiving accommodations[1] [2]	1%	13%	6%
Speak only or mostly a language other than English at home	1%	2%	1%
Number of schools	*2*	*2*	*2*

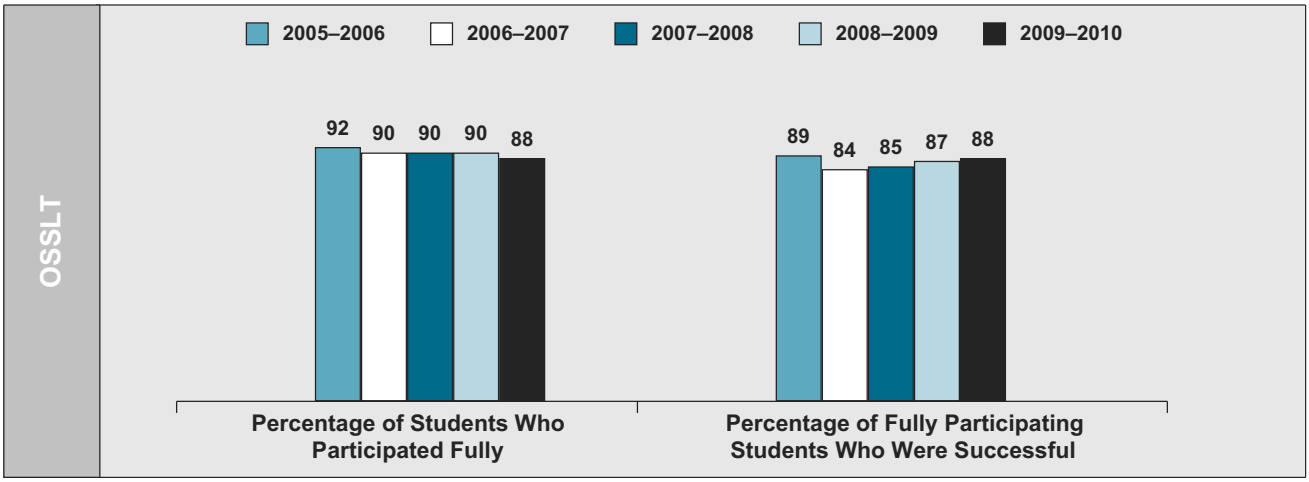
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	373	426	346	372	353
Applied mathematics	240	220	205	245	258
OSSLT: first-time eligible students who participated fully	541	529	591	505	549
OSSLT: first-time eligible fully participating students who were successful	481	446	505	438	482

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 55% participated fully and 49% of fully participating students were successful.

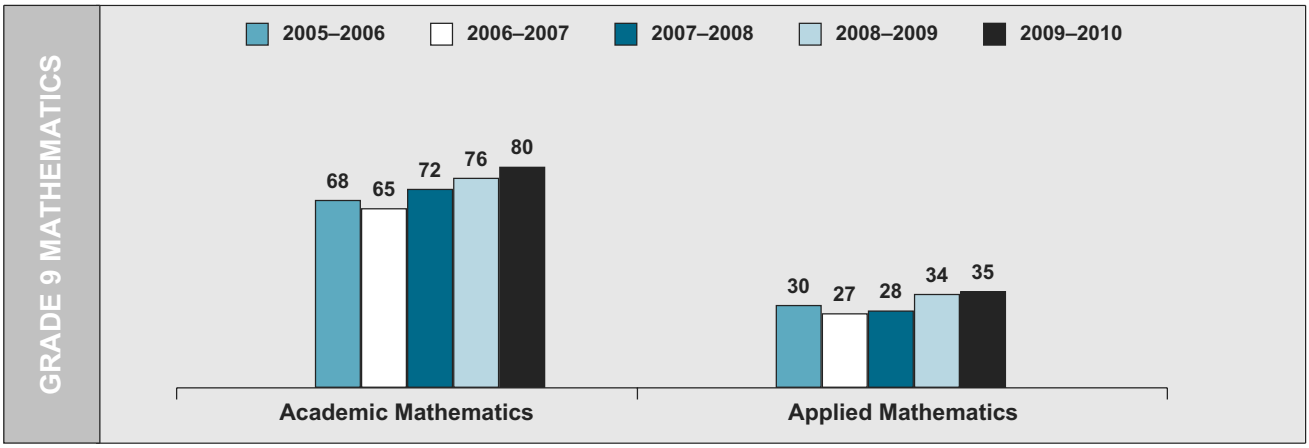
Board Name: Toronto Catholic District School Board (67059)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	9%	16%	11%
English language learners receiving special provisions[1]	4%	10%	7%
Students with special education needs (excluding gifted)	3%	32%	16%
Students with special education needs receiving accommodations[1] [2]	4%	32%	14%
Speak only or mostly a language other than English at home	12%	17%	11%
Number of schools	*32*	*33*	*33*

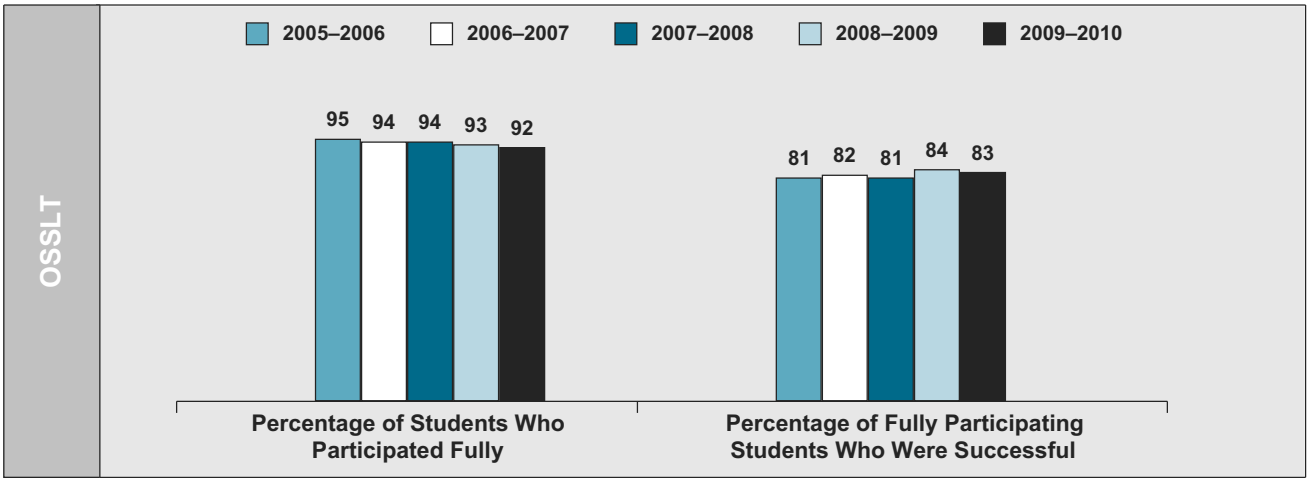
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	4 625	4 591	4 633	4 652	4 814
Applied mathematics	2 214	2 249	2 351	2 533	2 498
OSSLT: first-time eligible students who participated fully	6 480	6 415	6 472	6 593	6 668
OSSLT: first-time eligible fully participating students who were successful	5 238	5 250	5 265	5 551	5 507

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 57% participated fully and 48% of fully participating students were successful.

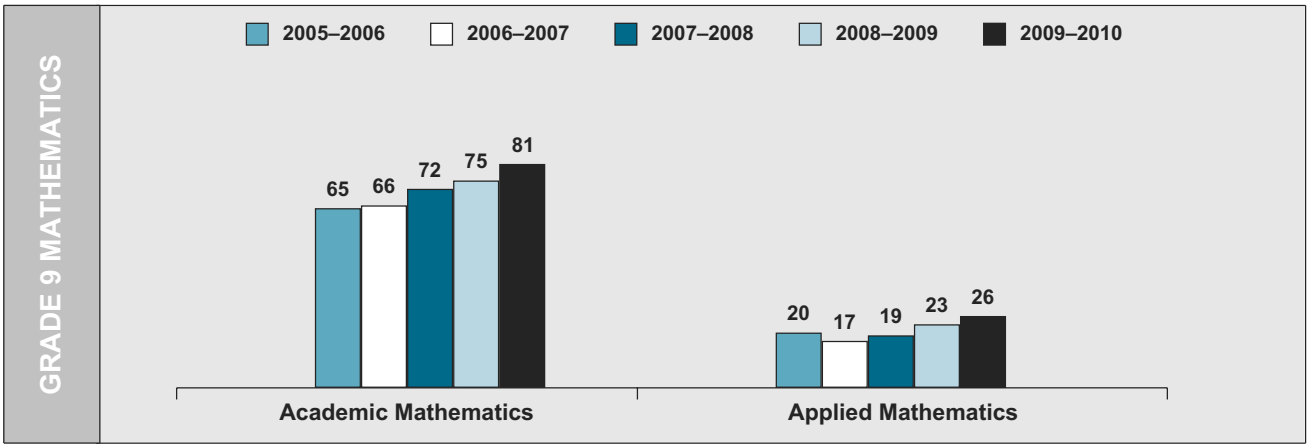
Board Name: Toronto DSB (66052)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	16%	9%
English language learners receiving special provisions[1]	2%	6%	3%
Students with special education needs (excluding gifted)	6%	34%	15%
Students with special education needs receiving accommodations[1] [2]	3%	20%	10%
Speak only or mostly a language other than English at home	18%	15%	15%
Number of schools	*85*	*94*	*102*

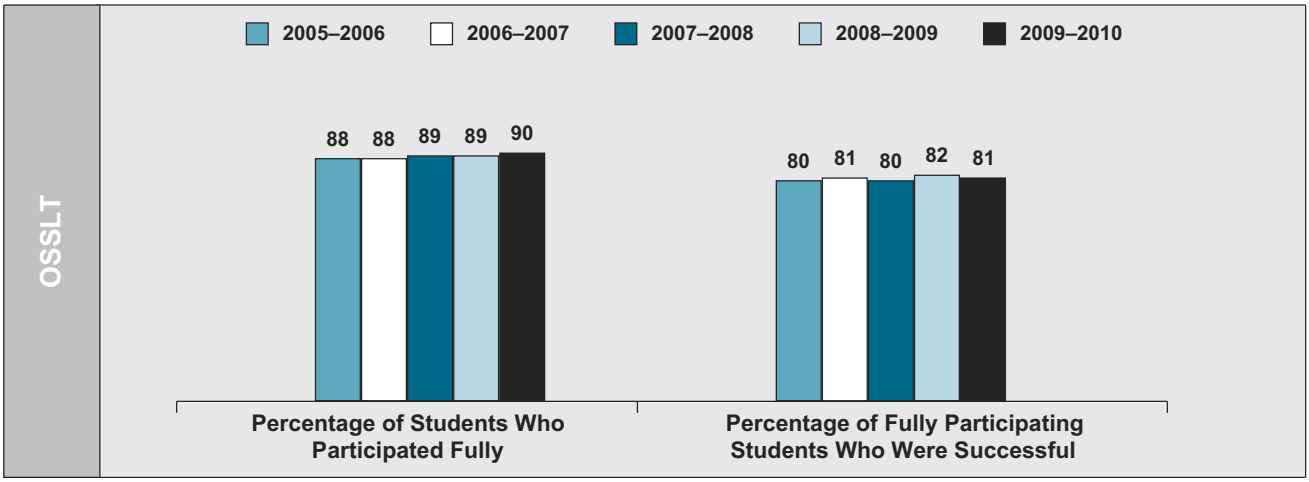
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	13 690	13 528	13 329	13 279	13 239
Applied mathematics	6 551	6 228	5 894	6 356	6 175
OSSLT: first-time eligible students who participated fully	17 667	17 191	16 918	16 985	16 870
OSSLT: first-time eligible fully participating students who were successful	14 207	13 893	13 612	13 924	13 616

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 57% participated fully and 43% of fully participating students were successful.

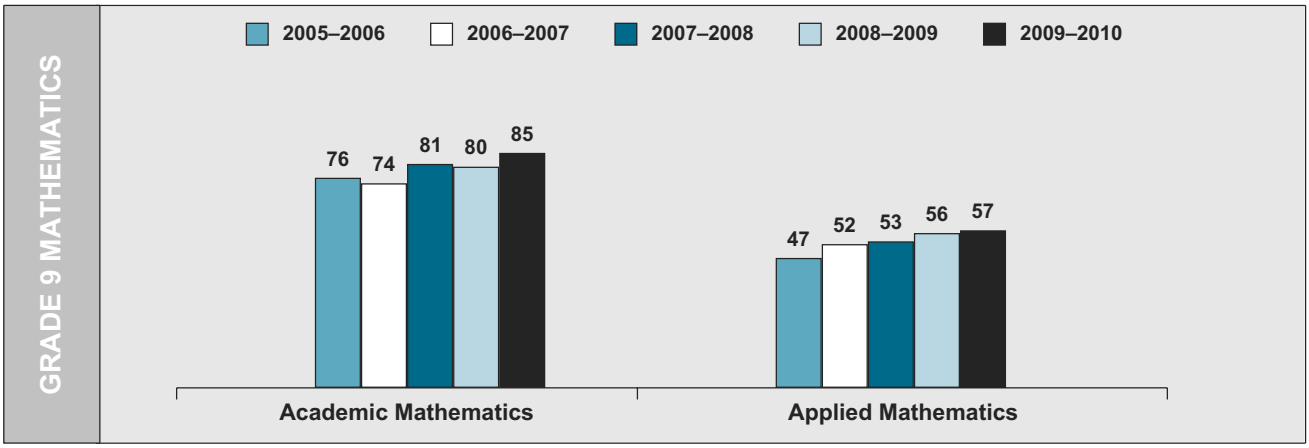
Board Name: Trillium Lakelands DSB (66087)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions[1]	<1%	<1%	0%
Students with special education needs (excluding gifted)	5%	34%	19%
Students with special education needs receiving accommodations[1] [2]	4%	29%	15%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	7	7	8

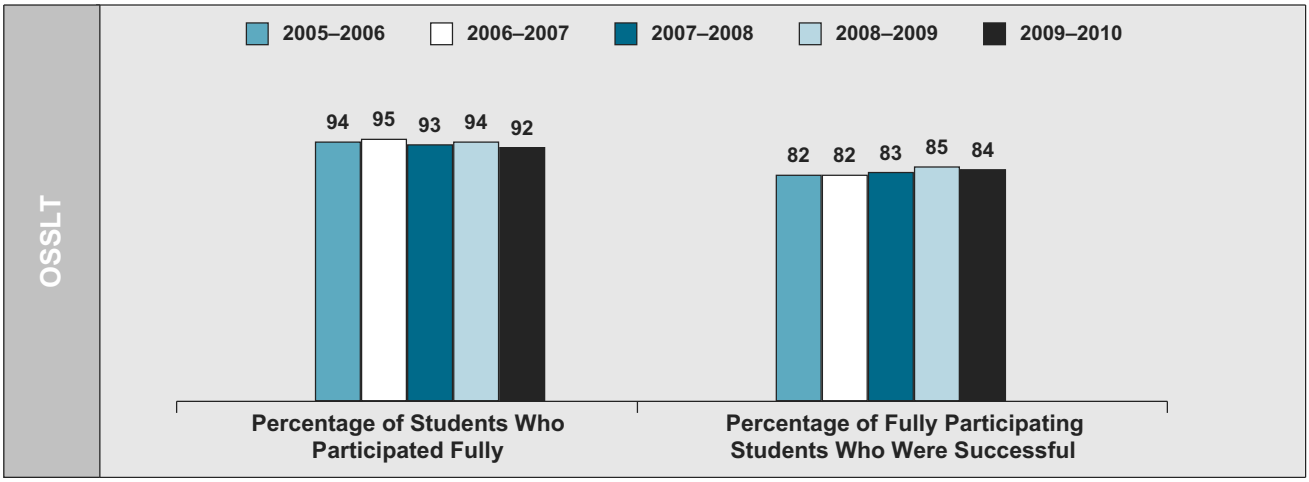
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	828	831	815	797	880
Applied mathematics	593	599	601	565	529
OSSLT: first-time eligible students who participated fully	1 433	1 362	1 422	1 343	1 344
OSSLT: first-time eligible fully participating students who were successful	1 181	1 113	1 179	1 148	1 135

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 49% participated fully and 62% of fully participating students were successful.

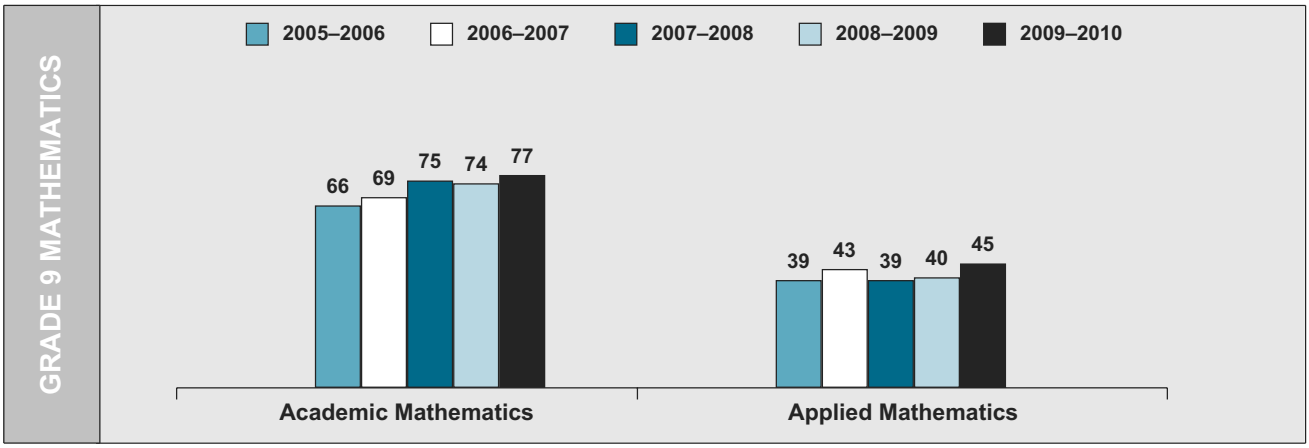
Board Name: Upper Canada DSB (66192)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	<1%	2%
English language learners receiving special provisions[1]	1%	<1%	2%
Students with special education needs (excluding gifted)	9%	43%	28%
Students with special education needs receiving accommodations[1] [2]	7%	35%	25%
Speak only or mostly a language other than English at home	2%	2%	2%
Number of schools	*22*	*22*	*25*

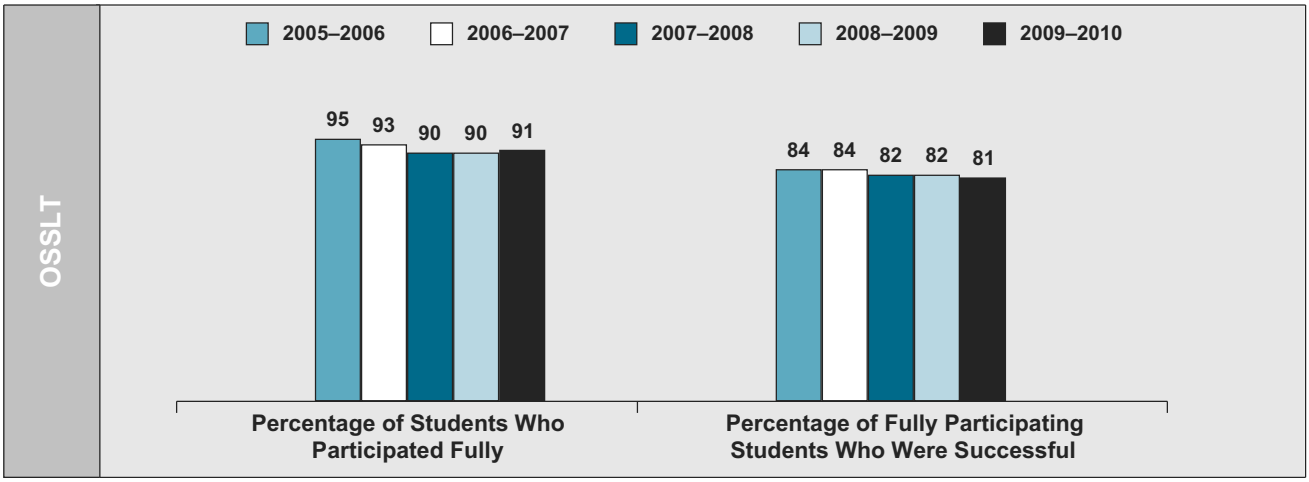
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 712	1 625	1 469	1 307	1 341
Applied mathematics	1 039	1 135	1 012	1 025	884
OSSLT: first-time eligible students who participated fully	2 932	2 892	2 831	2 558	2 439
OSSLT: first-time eligible fully participating students who were successful	2 453	2 419	2 330	2 100	1 974

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 44% participated fully and 54% of fully participating students were successful.

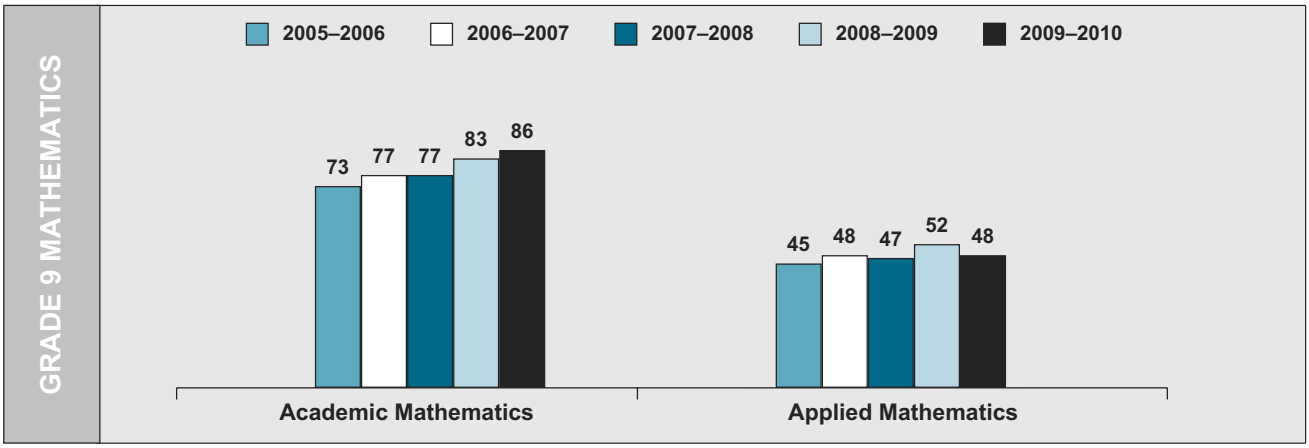
Board Name: Upper Grand DSB (66117)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	3%	1%
English language learners receiving special provisions[1]	<1%	3%	1%
Students with special education needs (excluding gifted)	4%	23%	15%
Students with special education needs receiving accommodations[1] [2]	3%	13%	12%
Speak only or mostly a language other than English at home	4%	3%	2%
Number of schools	*10*	*11*	*15*

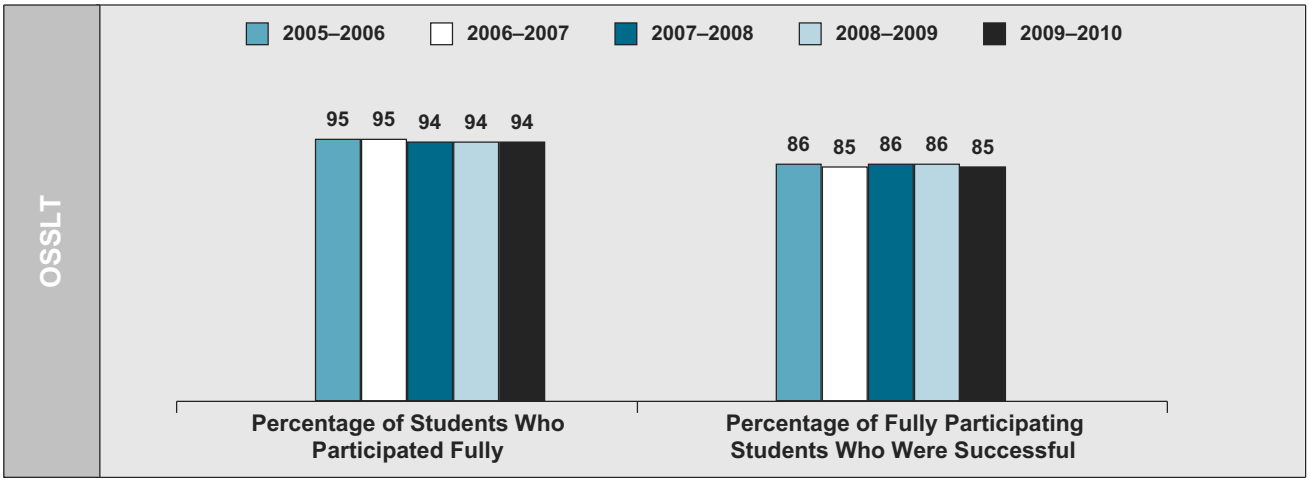
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 858	1 757	1 670	1 665	1 656
Applied mathematics	982	954	868	906	898
OSSLT: first-time eligible students who participated fully	2 774	2 748	2 610	2 489	2 529
OSSLT: first-time eligible fully participating students who were successful	2 391	2 349	2 244	2 149	2 160

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 58% participated fully and 56% of fully participating students were successful.

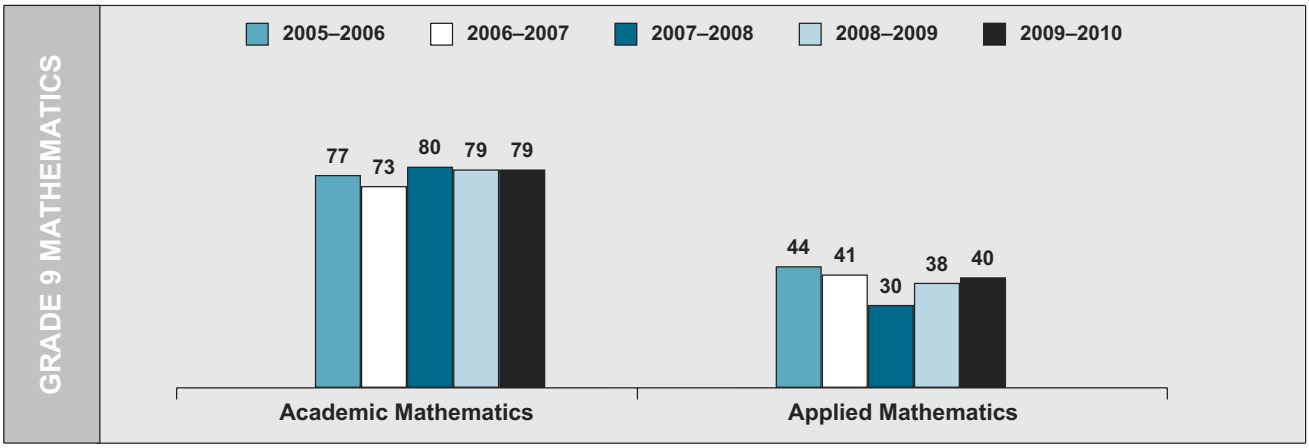
Board Name: Waterloo Catholic DSB (67148)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	5%	2%
English language learners receiving special provisions[1]	1%	3%	1%
Students with special education needs (excluding gifted)	9%	46%	26%
Students with special education needs receiving accommodations[1] [2]	3%	37%	21%
Speak only or mostly a language other than English at home	8%	9%	6%
Number of schools	*5*	*5*	*5*

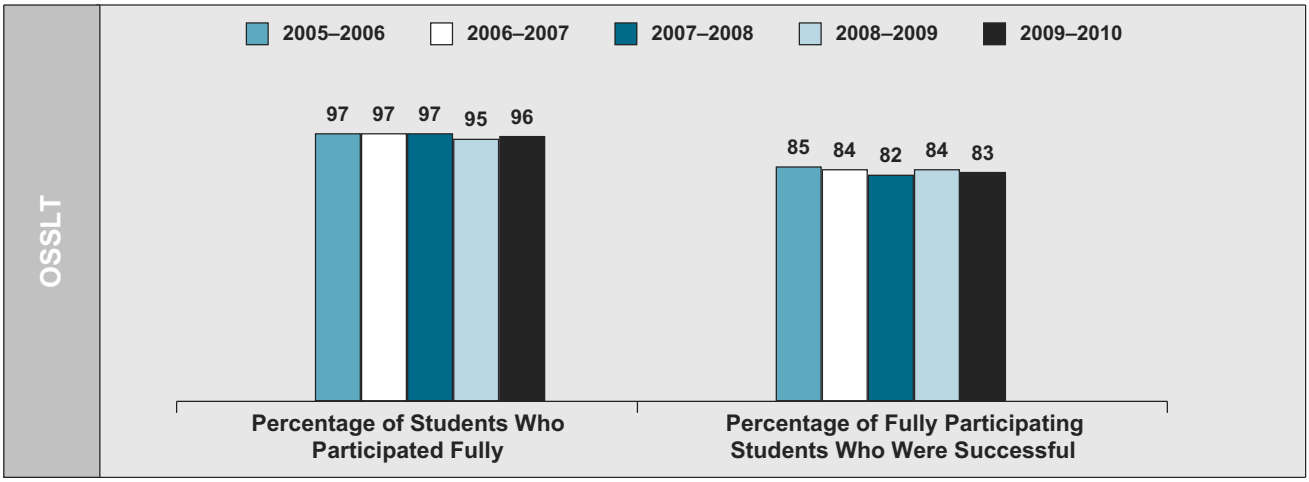
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 253	1 200	1 204	1 164	1 098
Applied mathematics	627	587	602	602	538
OSSLT: first-time eligible students who participated fully	1 805	1 783	1 773	1 732	1 689
OSSLT: first-time eligible fully participating students who were successful	1 529	1 501	1 453	1 452	1 396

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 64% participated fully and 42% of fully participating students were successful.

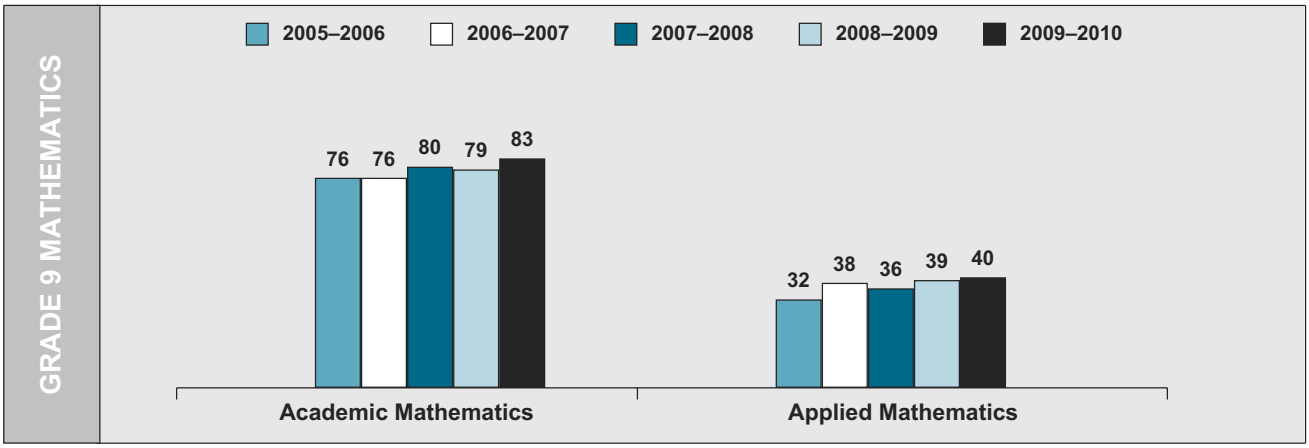
Board Name: Waterloo Region DSB (66176)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	5%	7%	5%
English language learners receiving special provisions[1]	1%	3%	1%
Students with special education needs (excluding gifted)	5%	31%	15%
Students with special education needs receiving accommodations[1] [2]	3%	19%	12%
Speak only or mostly a language other than English at home	8%	4%	6%
Number of schools	*16*	*16*	*16*

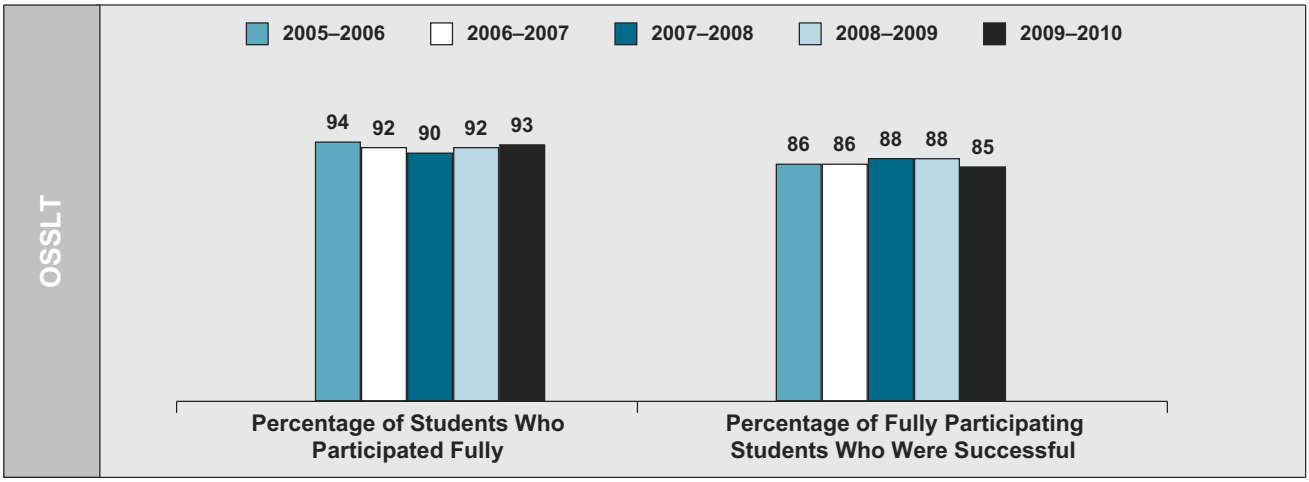
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	3 056	3 057	3 057	3 131	3 184
Applied mathematics	1 680	1 497	1 422	1 480	1 483
OSSLT: first-time eligible students who participated fully	4 273	4 296	4 153	4 103	4 300
OSSLT: first-time eligible fully participating students who were successful	3 681	3 707	3 649	3 619	3 674

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 50% participated fully and 54% of fully participating students were successful.

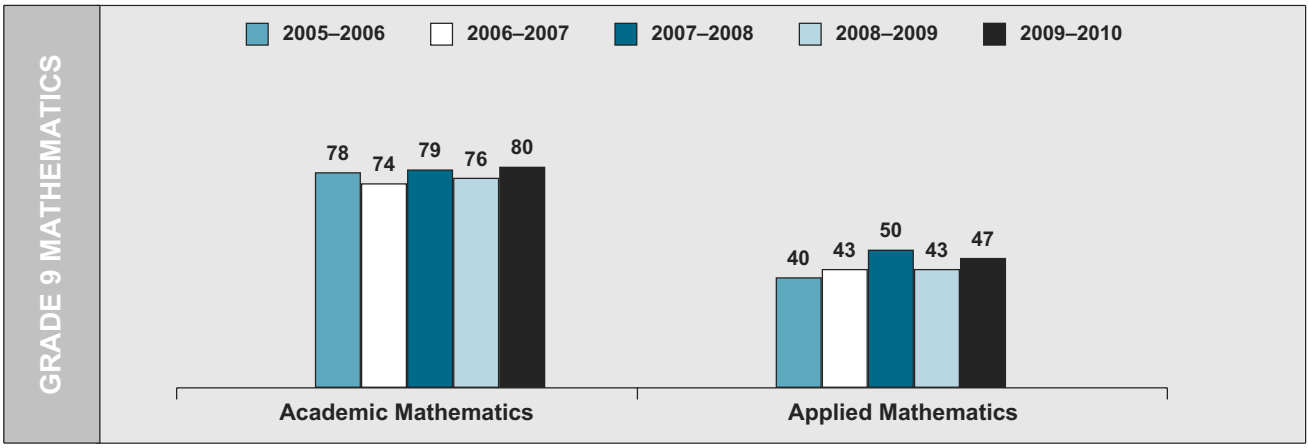
Board Name: Wellington Catholic DSB (67130)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	1%
English language learners receiving special provisions[1]	0%	1%	<1%
Students with special education needs (excluding gifted)	5%	40%	15%
Students with special education needs receiving accommodations[1] [2]	4%	39%	14%
Speak only or mostly a language other than English at home	6%	4%	5%
Number of schools	*3*	*3*	*3*

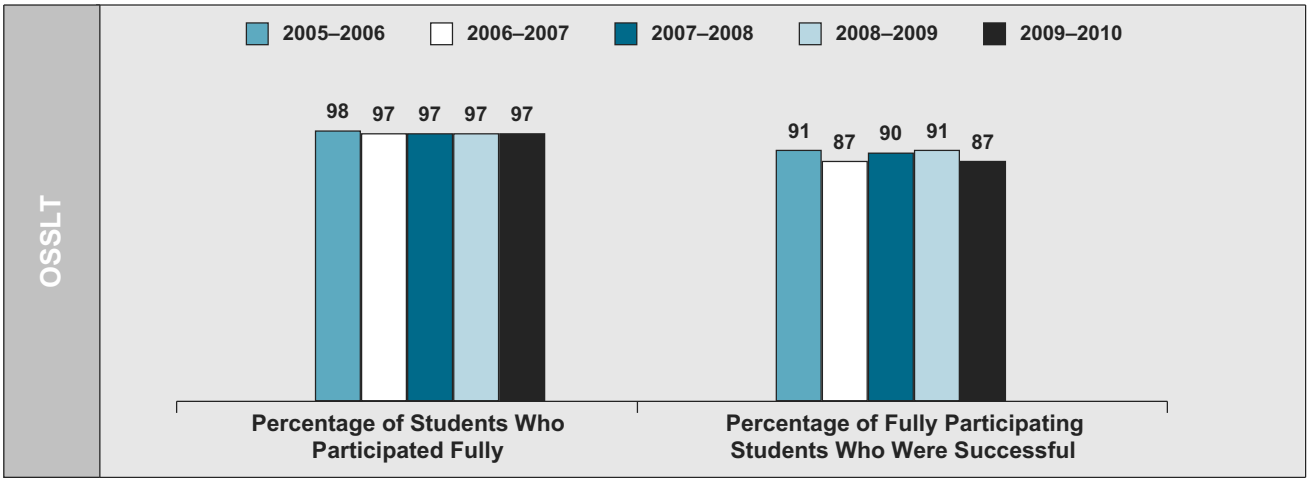
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	447	503	449	466	484
Applied mathematics	147	123	171	151	154
OSSLT: first-time eligible students who participated fully	607	610	600	606	629
OSSLT: first-time eligible fully participating students who were successful	552	530	543	549	547

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 72% participated fully and 61% of fully participating students were successful.

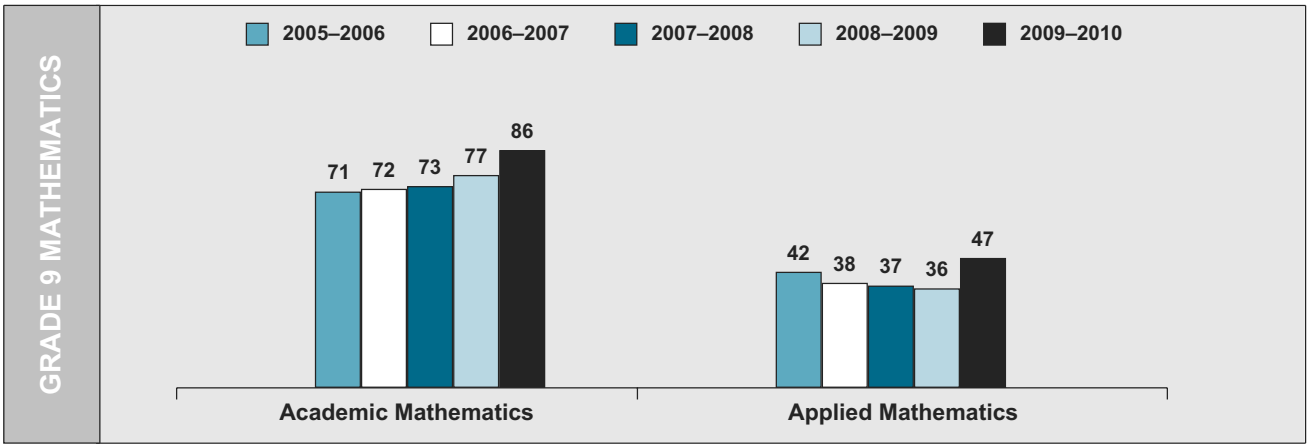
Board Name: Windsor-Essex Catholic DSB (67024)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	4%
English language learners receiving special provisions[1]	<1%	3%	1%
Students with special education needs (excluding gifted)	3%	27%	15%
Students with special education needs receiving accommodations[1] [2]	2%	17%	11%
Speak only or mostly a language other than English at home	4%	5%	5%
Number of schools	*8*	*8*	*9*

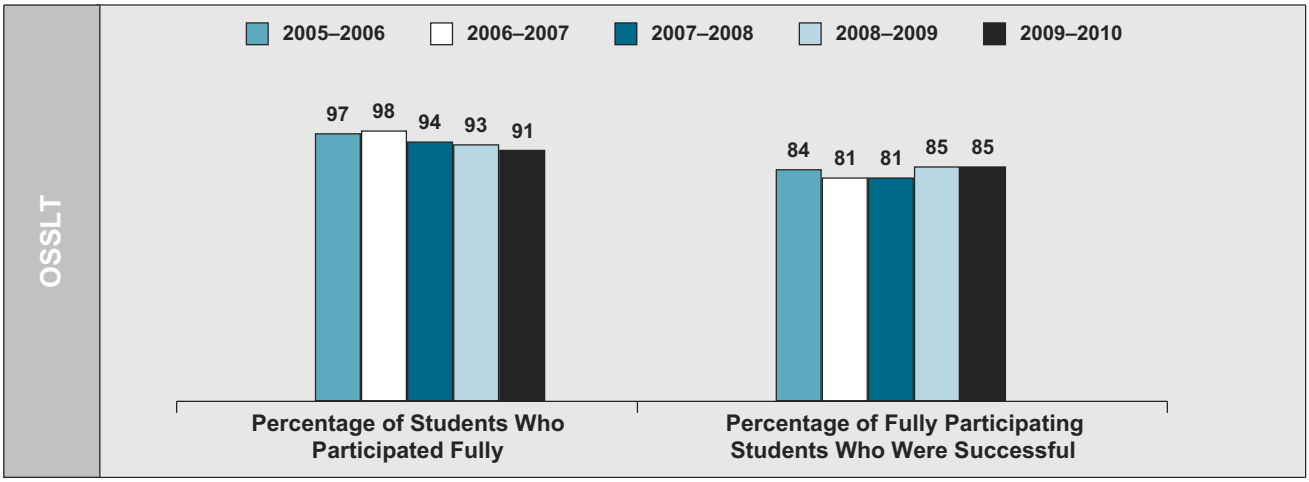
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	1 343	1 303	1 350	1 290	1 278
Applied mathematics	742	695	698	719	671
OSSLT: first-time eligible students who participated fully	2 077	1 987	1 985	1 883	1 847
OSSLT: first-time eligible fully participating students who were successful	1 752	1 616	1 603	1 595	1 577

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 61% participated fully and 49% of fully participating students were successful.

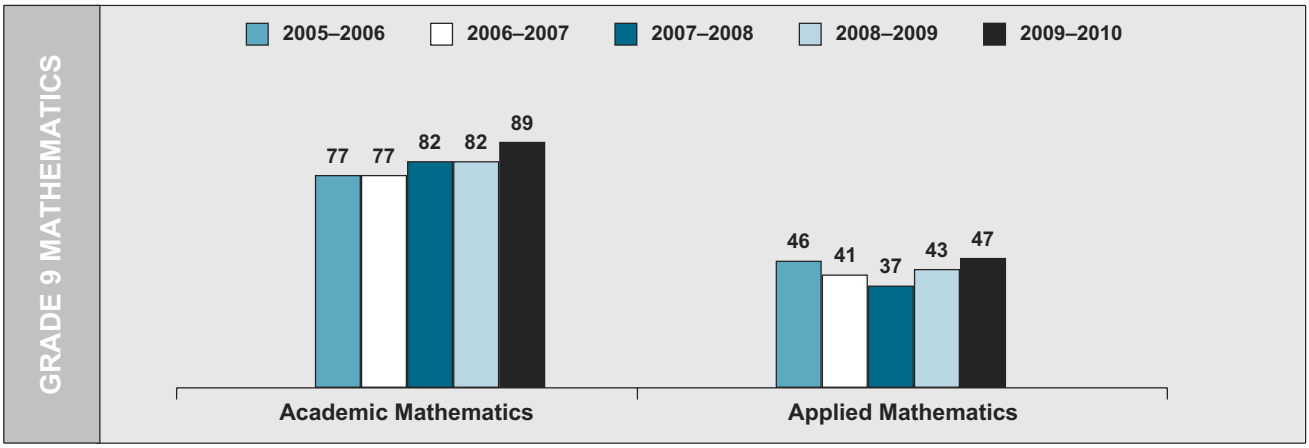
Board Name: York Catholic DSB (67075)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	4%	2%
English language learners receiving special provisions[1]	1%	3%	2%
Students with special education needs (excluding gifted)	4%	37%	12%
Students with special education needs receiving accommodations[1] [2]	4%	37%	12%
Speak only or mostly a language other than English at home	8%	8%	7%
Number of schools	*15*	*15*	*16*

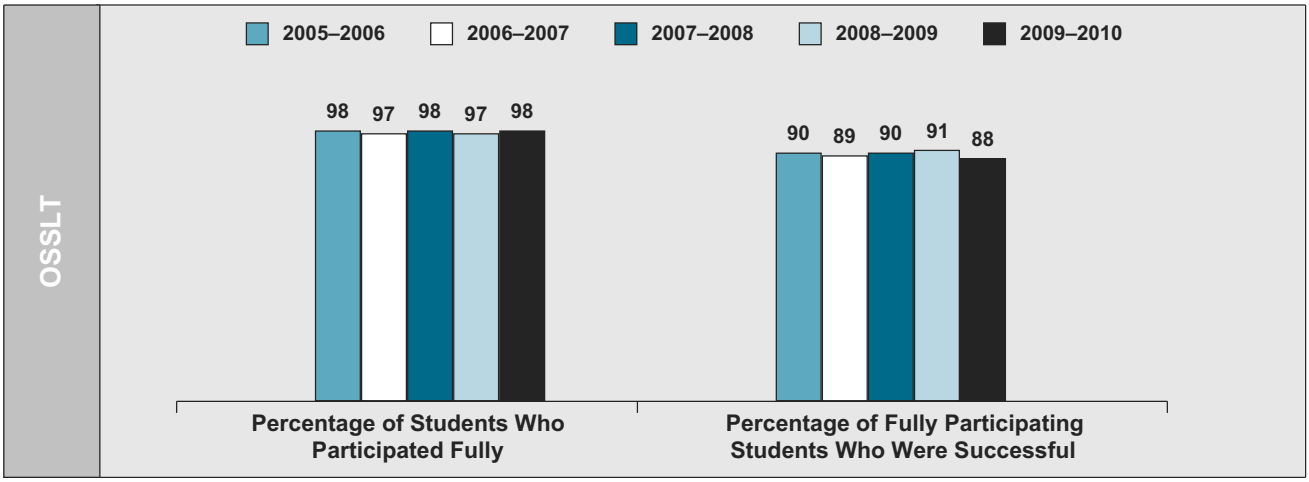
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	2 998	3 338	3 327	3 469	3 402
Applied mathematics	959	900	883	939	1 053
OSSLT: first-time eligible students who participated fully	3 998	4 062	4 256	4 125	4 378
OSSLT: first-time eligible fully participating students who were successful	3 590	3 607	3 816	3 747	3 865

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 69% participated fully and 54% of fully participating students were successful.

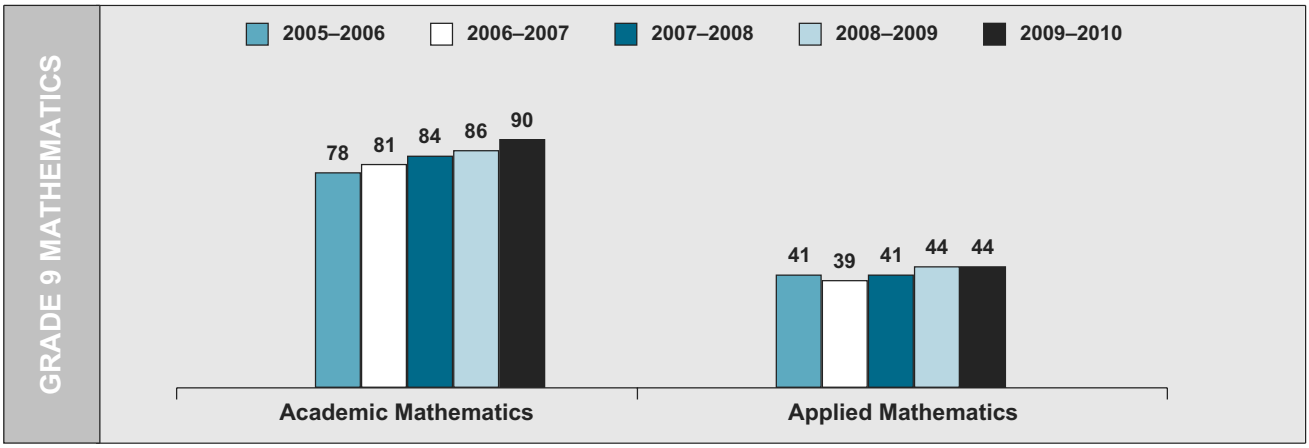
Board Name: York Region DSB (66095)

DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	10%	11%	10%
English language learners receiving special provisions[1]	6%	10%	5%
Students with special education needs (excluding gifted)	6%	46%	15%
Students with special education needs receiving accommodations[1] [2]	6%	40%	14%
Speak only or mostly a language other than English at home	15%	11%	13%
Number of schools	*31*	*32*	*32*

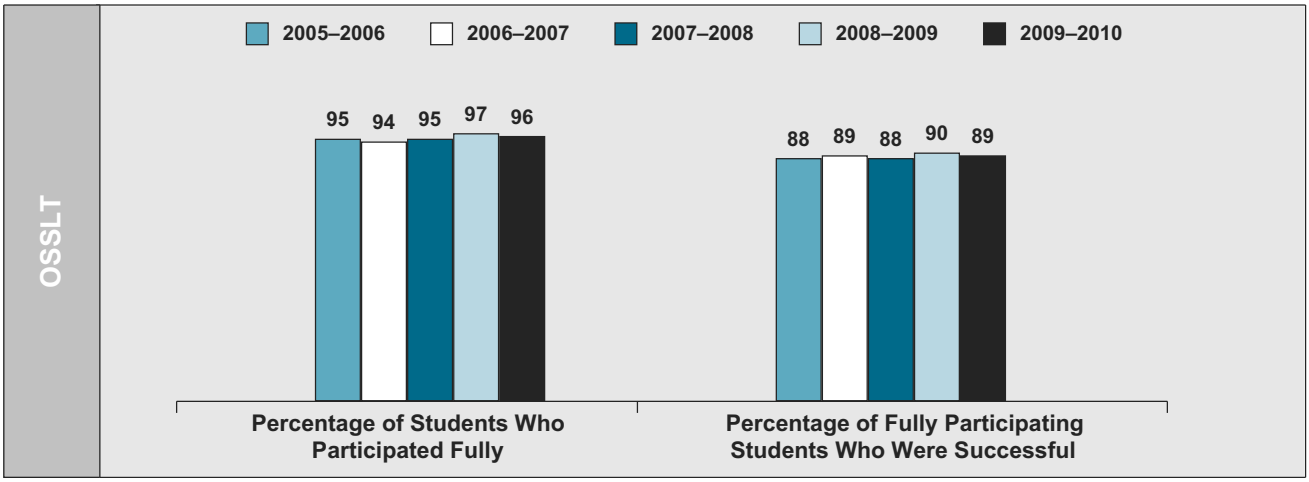
[1] Percentages are based on the number of students who participated fully.
[2] Excluding gifted for OSSLT

Number of Students	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic mathematics	6 589	6 556	6 786	7 200	7 260
Applied mathematics	1 656	1 764	1 821	1 805	2 011
OSSLT: first-time eligible students who participated fully	9 047	8 449	8 665	8 512	8 811
OSSLT: first-time eligible fully participating students who were successful	7 953	7 490	7 612	7 664	7 805

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



PERCENTAGE FIRST-TIME ELIGIBLE STUDENTS PARTICIPATING FULLY AND PERCENTAGE SUCCESSFUL OVER TIME



Note: 2010 OSSLT results for previously eligible students: 51% participated fully and 57% of fully participating students were successful.

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.

Education Quality and Accountability Office

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