

Ontario Student Achievement

English-Language Students



EQAO's Provincial Secondary School Report: Results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test, 2012–2013

Education Quality and
Accountability Office



Working together to improve student learning

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

Values

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

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

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

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**Results of the Grade 9 Assessment of Mathematics and
the Ontario Secondary School Literacy Test, 2012–2013**

MESSAGE FROM THE CHAIR

With 17 years of dedication to the educational success of each and every student in Ontario's publicly funded school system, EQAO continues to seek new ways to help improve student achievement each and every year. The agency, its quality assessments and its reliable data arose due to the public's demand for system accountability. The work of the agency has been focused on supporting the educational programs that can help each student succeed. Only through a commitment to providing students with the best possible learning experience can we guarantee that the children of today will become strong and influential leaders of tomorrow. This commitment requires a reliable examination of each student's achievements throughout his or her educational career, while also providing an honest tracking of the progress of Ontario's school system.

As the chair of this agency, I am proud to say that EQAO has demonstrated a commitment to supporting student achievement in literacy and mathematics, the foundation for success in all other subject areas. In that context, I am pleased to present EQAO's *Provincial Secondary School Report: Results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test, 2012–2013*. This report provides an array of valuable data and analyses that can be used by educational communities to assist in improving achievement in school and beyond.

Data are merely numbers until they are put to good use. For this reason, EQAO's work extends beyond its assessments and reporting of results. Each year, the agency develops numerous resources that guide educators and parents in the use of data to help students achieve curriculum expectations. The resources enable educational communities to work together in partnership to enhance school programs across the province.

To help educators, EQAO analyzes student responses on the assessments to determine areas of learning that require greater attention and support. The provincial report includes a collection of these observations accompanied by teaching strategies to help students improve in these particular areas. This vital section of the report allows EQAO data to act as a catalyst for improving student achievement.

The tracking of progress as students advance across multiple provincial assessments has proven to be an important and beneficial practice. Tracking information has revealed the importance of early achievement and continuous support through the years to ensure success in later grades. EQAO has tracked students' achievement from elementary school to secondary school, in Grades 3, 6 and 9 in mathematics, and in Grades 3, 6 and 10 in literacy. Tracking data allow school communities to trace their own progress over time to determine if their improvement plans are having a positive effect on student achievement or if they require further modifications. We trust that school- and board-level data will continue to initiate local discussions about where supports are needed in each school community.

EQAO's dedication to the educational success of each student in Ontario will be a driving value as the agency moves toward the future. We will continue to deliver exceptional services and support to all of our stakeholders across the province. Our belief in the need for public accountability, fair and valuable student assessment, and meaningful data will help ensure that the Ontario publicly funded education system will continue to be a strong part of the foundation of this province. EQAO plays an important role in setting Ontario students on the path to a successful future.



Brian L. Desbiens
Chair, Board of Directors

A handwritten signature in dark ink that reads "Brian Desbiens".

Brian L. Desbiens
Chair, Board of Directors

MESSAGE FROM THE CEO

As EQAO's new Chief Executive Officer and on behalf of the entire agency, I am pleased to present the results of the 2012–2013 Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT).

This year's results show that students in secondary school are maintaining their achievement. In Grade 9, 84% of students enrolled in the academic math course met the provincial math standard this year—a seven-percentage-point increase over the past five years. Students in the academic course represent 71% of all Grade 9 students in Ontario. In the applied math course, in which 29% of Ontario Grade 9 students are enrolled, there has been a six-percentage-point increase over the past five years, with 44% of students meeting the provincial standard in 2013.

The 2012–2013 OSSLT results also continue to show that the majority of Grade 10 students in Ontario are meeting the literacy expectations required for success in all subject areas, as outlined in *The Ontario Curriculum*. Of the Grade 10 students who wrote the OSSLT this year, 82% were successful, compared to 85% five years ago. This means that by Grade 10, students in Ontario demonstrate strong literacy skills that will enable them to contribute effectively to society throughout their lives.

However, longitudinal data have once again shown this year that these critical skills are difficult to acquire without proper foundations established in the early stages of a student's education. For example, many of the students who had not met the provincial math standard in Grade 6 enrolled in the applied math course in Grade 9. This year, 70% of students in the applied course who had not met the standard in Grade 3 or 6 also did not meet it in Grade 9. Meanwhile, in the academic math course, 93% of the students who had met the provincial math standard in Grade 3 and Grade 6 met it again in Grade 9.

The same pattern holds true in literacy development. More than three-quarters (76%) of students who were unsuccessful on the OSSLT on their first try this year had also not met the provincial reading standard when they were in Grade 6. This is evidence that early achievement often predicts achievement in secondary school, and early struggles, if not corrected, can compound year after year. EQAO assessments will continue to provide an important piece of reliable evidence that can help parents and educators target interventions and track their effectiveness.

We are pleased to spotlight in this provincial report schools that are demonstrating progress in supporting student achievement. By developing data-based improvement plans and using all the evidence available to them, these schools have strengthened their reflective practice and have seen positive results for their collective efforts. I trust that their stories will inspire and motivate other school communities across the province as they strive to support their own local student achievement.



Bruce Rodrigues
Chief Executive Officer

A stylized, handwritten signature in dark ink that reads "Bruce Rodrigues".

Bruce Rodrigues,
Chief Executive Officer

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Grade 9 Assessment of Mathematics

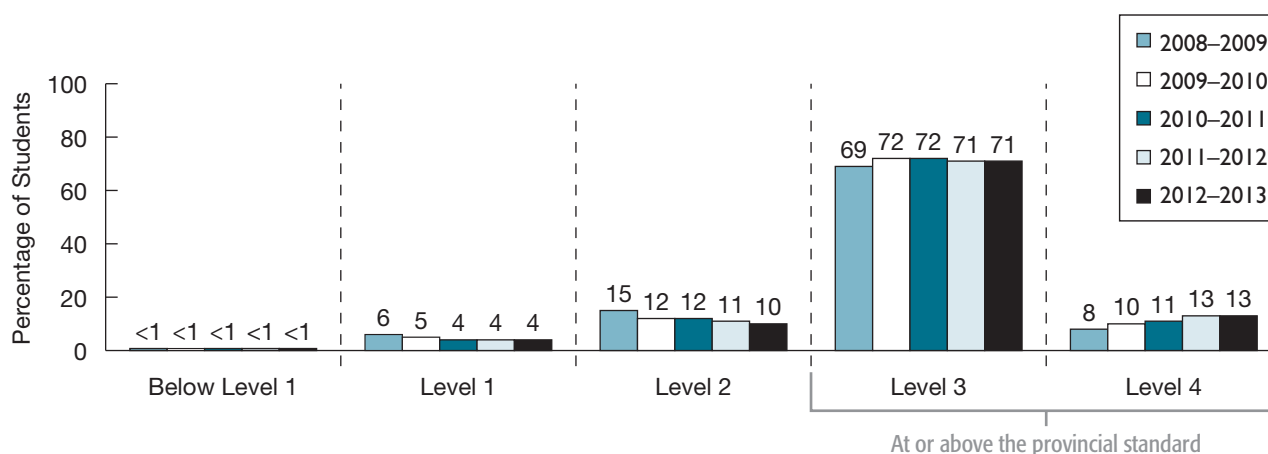
Grade 9 Assessment of Mathematics: Results at a Glance

ACADEMIC COURSE

Results for All Students Over Time^{*†}

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 100 992	# = 101 268	# = 99 278	# = 97 741	# = 97 158
Level 4	8%	10%	11%	13%	13%
Level 3	69%	72%	72%	71%	71%
Level 2	15%	12%	12%	11%	10%
Level 1	6%	5%	4%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
At or Above the Provincial Standard [‡]	77%	82%	83%	84%	84%

Percentage of All Students at Each Level Over Time



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

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

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

Note: An explanation of terms used in the tables for the Grade 9 Assessment of Mathematics is available on page 33.

Observations

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has increased by seven percentage points, from 77% to 84%.
- In 2012–2013, the percentage of students performing at or above the provincial standard in academic mathematics remained the same as the previous year's.

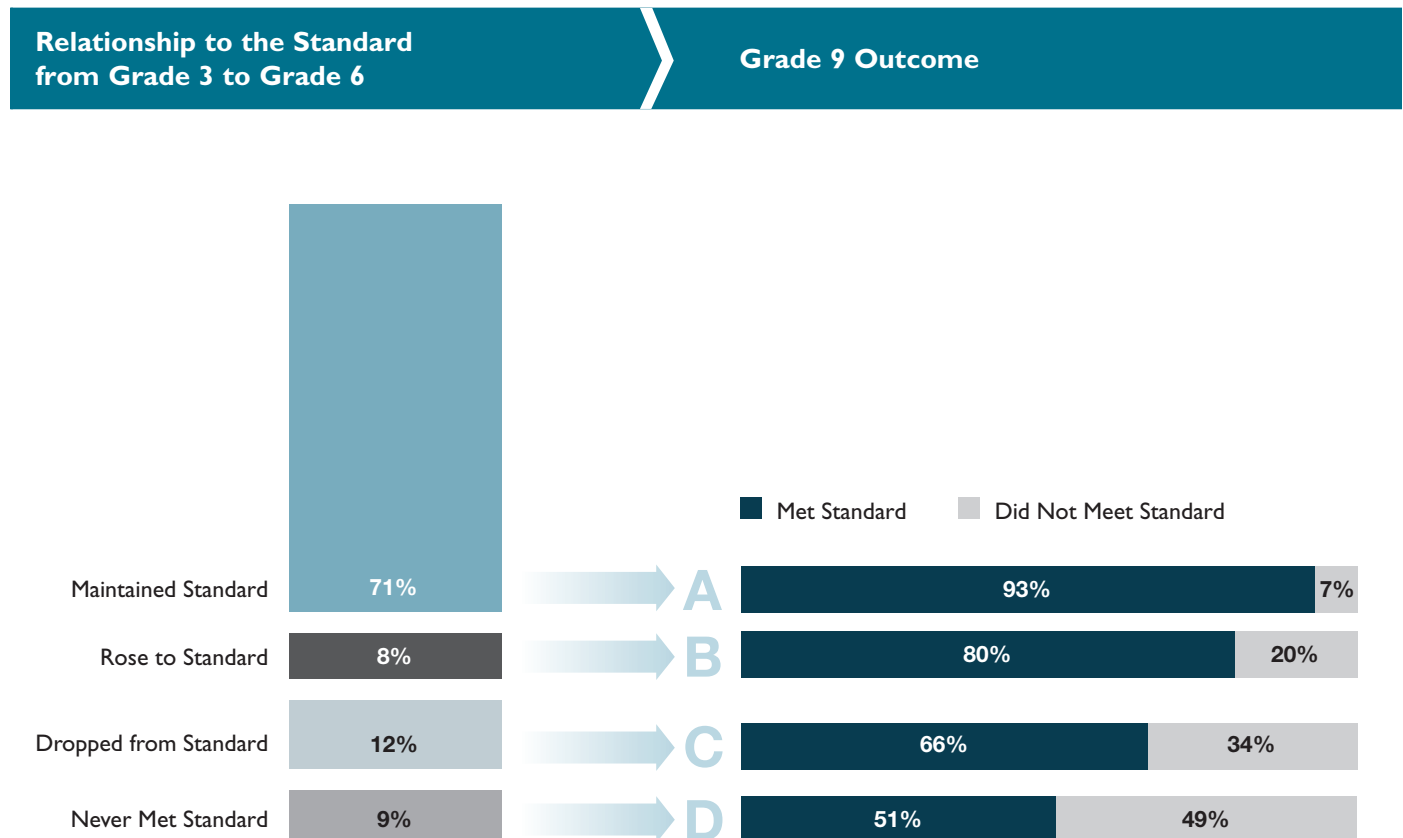
TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

The percentages in the charts are based on the number of students who could be tracked, including those who participated, were exempted or provided too little work to be scored. Of the students who met the provincial standard in both Grades 3 and 6, 91% enrolled in the academic course in Grade 9. Of the students who achieved below the provincial standard in both Grade 3 and Grade 6, 34% enrolled in the academic course in Grade 9.

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

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

Academic Mathematics Course



Number of students in the cohort: 79 751

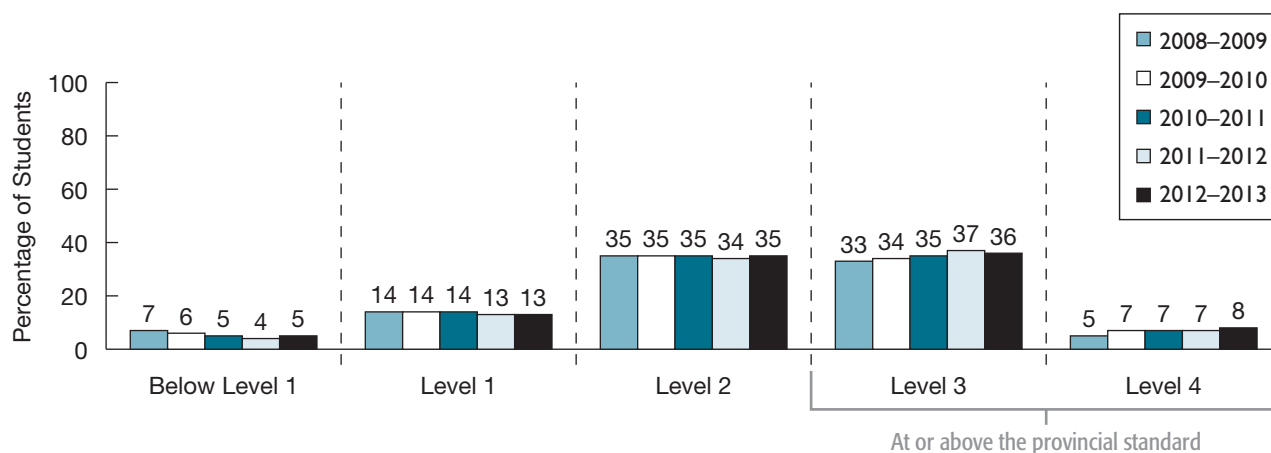
- A** Of the 56 737 students who met the provincial standard in Mathematics in both Grade 3 and Grade 6, 93% (52 603) met it again in Grade 9.
- B** Of the 6624 students who rose to the standard in Mathematics from Grade 3 to Grade 6, 80% (5278) met it in Grade 9.
- C** Of the 9543 students who had dropped from the standard in Mathematics from Grade 3 to Grade 6, 66% (6305) met it in Grade 9.
- D** Of the 6847 students who had not met the provincial standard in Mathematics in Grade 3 and had not met it in Grade 6, 51% (3488) met it in Grade 9.

APPLIED COURSE

Results for All Students Over Time^{*†}

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 48 482	# = 47 566	# = 44 095	# = 41 799	# = 39 881
Level 4	5%	7%	7%	7%	8%
Level 3	33%	34%	35%	37%	36%
Level 2	35%	35%	35%	34%	35%
Level 1	14%	14%	14%	13%	13%
Below Level 1	7%	6%	5%	4%	5%
No Data	6%	5%	5%	5%	4%
At or Above the Provincial Standard [‡]	38%	40%	42%	44%	44%

Percentage of All Students at Each Level Over Time



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

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

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

Note: An explanation of terms used in the tables for the Grade 9 Assessment of Mathematics is available on page 33.

Observations

- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by six percentage points, from 38% to 44%.
- In 2012–2013, the percentage of students performing at or above the provincial standard in applied mathematics remained the same as the previous year's.

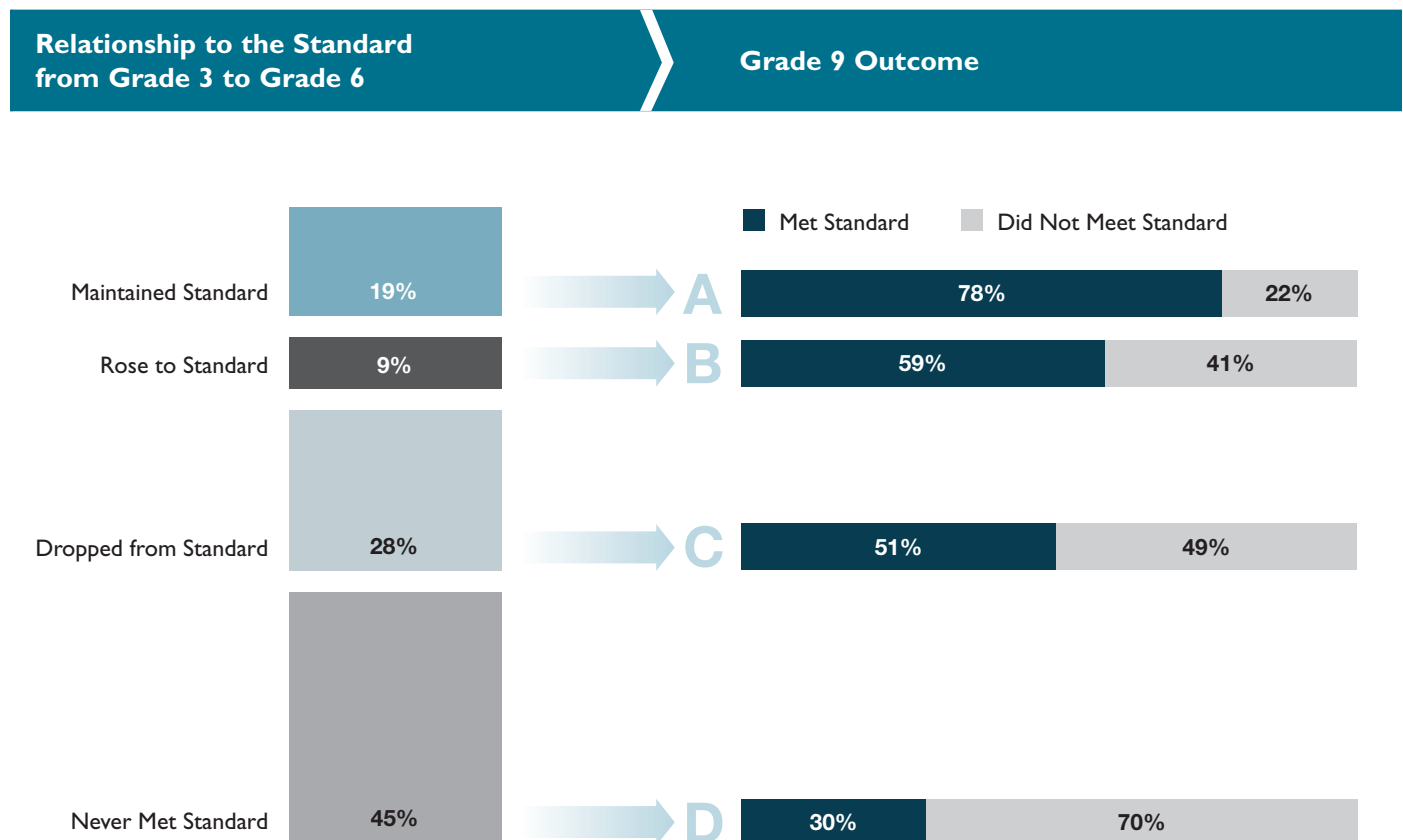
TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

The percentages in the charts are based on the number of students who could be tracked, including those who participated, were exempted or provided too little work to be scored. Of the students who met the provincial standard in both Grades 3 and 6, 9% enrolled in the applied course in Grade 9. Of the students who achieved below the provincial standard in both Grade 3 and Grade 6, 66% enrolled in the applied course in Grade 9.

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

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

Applied Mathematics Course



Number of students in the cohort: 29 122

- A** Of the 5471 students who met the provincial standard in Mathematics in both Grade 3 and Grade 6, 78% (4263) met it again in Grade 9.
- B** Of the 2530 students who rose to the standard in Mathematics from Grade 3 to Grade 6, 59% (1492) met it in Grade 9.
- C** Of the 8061 students who had dropped from the standard in Mathematics from Grade 3 to Grade 6, 51% (4077) met it in Grade 9.
- D** Of the 13 060 students who had not met the provincial standard in Mathematics in Grade 3 and had not met it in Grade 6, 30% (3905) met it in Grade 9.

Grade 9 Academic Mathematics Course: Contextual Information

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

Demographic Information and Participation Rates Over Time

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
All students	# = 100 992	# = 101 268	# = 99 278	# = 97 741	# = 97 158
GENDER*					
Female	51%	51%	51%	51%	51%
Male	49%	49%	49%	49%	49%
STUDENT STATUS*					
English language learners [†]	4%	4%	4%	5%	6%
Students with special education needs (excluding gifted) [†]	5%	5%	5%	5%	6%
LANGUAGE SPOKEN AT HOME BY THE STUDENT[‡]					
Speak only or mostly English	75%	75%	63%	72%	72%
Speak another language (or other languages) as often as English	15%	15%	15%	16%	16%
Speak only or mostly another language (or other languages)	9%	9%	9%	8%	9%
STUDENT MOBILITY[‡]					
Attended three or more elementary schools from kindergarten to Grade 8	35%	34%	35%	38%	37%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	99%	99%	99%	99%	99%

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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

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

Observations

- Over the past five years, the demographic information for the Grade 9 academic mathematics student cohort has remained relatively stable overall. However, the percentage of students who reported speaking only or mostly English at home has decreased from 75% to 72%.
- Over the past five years, the participation rate has remained very high at 99%.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the 2013 administrations of the Grade 9 Assessment of Mathematics. For the full questionnaire results for the province (available September 25, 2013), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results Over Time*

	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013
	Female					Male				
Students who completed the questionnaire	# = 49 343	# = 50 038	# = 48 047	# = 46 239	# = 46 008	# = 47 142	# = 47 099	# = 45 210	# = 43 475	# = 42 874

STUDENT ATTITUDES TOWARD MATHEMATICS

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

I like mathematics.	49%	49%	46%	50%	50%	61%	61%	57%	62%	62%
I am good at mathematics.	45%	46%	46%	50%	49%	61%	61%	60%	63%	63%
I am able to answer difficult mathematics questions.	n/a	n/a	33%	38%	38%	n/a	n/a	51%	57%	56%
Mathematics is one of my favourite subjects.	n/a	n/a	31%	34%	34%	n/a	n/a	41%	45%	45%
I understand most of the mathematics I am taught.	69%	70%	70%	72%	72%	77%	76%	75%	78%	78%
Mathematics is an easy subject.	23%	23%	23%	26%	25%	34%	34%	34%	37%	37%
I try to do my best in mathematics class.	n/a	n/a	86%	88%	89%	n/a	n/a	77%	79%	81%
The mathematics I learn now is useful for everyday life. [‡]	34%	31%	35%	35%	32%	42%	40%	43%	44%	42%
The mathematics I learn now helps me do work in other subjects.	n/a	n/a	54%	56%	54%	n/a	n/a	57%	59%	58%
I need to do well in mathematics to study what I want later.	n/a	n/a	60%	62%	61%	n/a	n/a	65%	68%	68%
I need to keep taking mathematics for the kind of job I want after I leave school.	54%	53%	54%	56%	55%	59%	59%	60%	62%	63%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† The other response options were “strongly disagree,” “disagree” and “neither agree nor disagree.”

‡ Please note that this item changed slightly in 2011.

n/a: This item was added in 2011.

Observations

- Over the past five years, a larger percentage of male than female students have indicated that they agree or strongly agree with the statements in the above table, with one exception: a larger percentage of female than male students have indicated that they agree or strongly agree with “I try to do my best in mathematics class.”
- Over the past three years, the percentage of students who indicated that they agree or strongly agree with the statement “I am able to answer difficult mathematics questions” has been smaller than the percentages of students who responded similarly to “I am good at mathematics” and “I understand most of the mathematics I am taught.”

Student Questionnaire Results Over Time (continued)

	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013
	Female					Male				
Students who completed the questionnaire	# = 49 343	# = 50 038	# = 48 047	# = 46 239	# = 46 008	# = 47 142	# = 47 099	# = 45 210	# = 43 475	# = 42 874

STUDENT ATTITUDES TOWARD MATHEMATICS (continued)

Percentage of students indicating they complete their mathematics homework at the following frequencies: ^{*†}

I am not usually assigned any mathematics homework.	2%	2%	1%	1%	1%	3%	4%	2%	2%	2%
Never or almost never	9%	9%	5%	4%	4%	15%	16%	10%	9%	8%
Sometimes	22%	22%	21%	19%	18%	26%	26%	27%	26%	25%
Often	41%	40%	36%	38%	38%	38%	38%	35%	37%	38%
Always	28%	28%	31%	36%	37%	19%	19%	21%	24%	25%

* Percentages may not add up to 100, due to a lack of or ambiguous responses.

† Please note that this question changed slightly in 2011.

Observations

- Over the past five years,
 - the percentages of female students who indicated that they often completed their mathematics homework have decreased slightly.
 - the percentages of students who indicated that they always completed their homework have increased.
 - the percentage of female students indicating that they always completed their homework has been larger than that of male students.

Student Questionnaire Results Over Time (continued)

	2010– 2011	2011– 2012	2012– 2013	2010– 2011	2011– 2012	2012– 2013
	Female			Male		
Students who completed the questionnaire	# = 48 047	# = 46 239	# = 46 008	# = 45 210	# = 43 475	# = 42 874

STUDENT ATTITUDES TOWARD MATHEMATICS (continued)*

Percentage of students indicating they feel “confident” or “very confident” that they can answer mathematics questions related to the following:†

Number sense (e.g., operations with integers, rational numbers, exponents)	62%	65%	64%	75%	78%	78%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	66%	69%	69%	69%	73%	74%
Linear relations (e.g., scatter plots, lines of best fit)	48%	54%	53%	61%	68%	67%
Analytic geometry (e.g., slope, y-intercept, equations of lines)	52%	57%	57%	61%	66%	66%
Measurement (e.g., perimeter, area, volume)	74%	76%	77%	80%	84%	85%
Geometry (e.g., angles, parallel lines)	65%	67%	66%	74%	76%	76%

Percentage of students indicating they do the following “often” or “very often” when studying mathematics or working on a mathematics problem:‡

I connect new mathematics concepts to what I already know about mathematics or other subjects.	46%	44%	44%	50%	50%	50%
I check my mathematics answers to see if they make sense.	75%	74%	75%	68%	69%	71%
I apply new mathematics concepts to real-life problems.	21%	21%	20%	32%	33%	31%
I take time to discuss my mathematics assignments with my classmates.	33%	35%	38%	31%	34%	35%
I look for more than one way to solve mathematics problems.	39%	43%	43%	48%	51%	52%

* These questions were asked for the first time in 2011.

† The other response options were “not at all confident” and “somewhat confident.”

‡ The other response options were “never or almost never” and “sometimes.”

Observations

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

Student Questionnaire Results Over Time (continued)

	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
	Female			Male		
Students who completed the questionnaire	# = 48 047	# = 46 239	# = 46 008	# = 45 210	# = 43 475	# = 42 874
OUT-OF-SCHOOL ACTIVITIES*						
Percentage of students indicating that they do the following “every day or almost every day” when they are not at school:						
Read by themselves	33%	36%	33%	18%	20%	19%
Use the Internet	76%	79%	82%	70%	77%	78%
Play video games	5%	6%	6%	36%	37%	39%
Participate in sports or other physical activities	31%	34%	33%	43%	50%	47%
Percentage of students indicating that they do the following at least once a week when they are not at school:†						
Participate in art, music or drama activities	50%	52%	51%	33%	36%	33%
Participate in other clubs or organizations	35%	40%	38%	35%	39%	37%
Work at a paid job	15%	17%	17%	21%	21%	20%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡						
Volunteer in their community	67%	75%	74%	58%	65%	64%
NUMBER OF SCHOOLS ATTENDED						
Percentage of students indicating attending the following number of schools from kindergarten to Grade 8:§						
1 school/2 schools	53%	60%	59%	51%	59%	59%
3 schools/4 schools	27%	29%	29%	29%	30%	30%
5 or more schools	7%	8%	8%	7%	8%	8%

* The response options for the items in this category were “never,” “1 or 2 times a month,” “1 to 3 times a week” and “every day or almost every day.”

† The percentages are based on the number of students who answered “1 to 3 times a week” or “every day or almost every day.”

‡ The percentages are based on the number of students who answered “1 or 2 times a month,” “1 to 3 times a week” or “every day or almost every day.”

§ Percentages may not add up to 100, due to a lack of or ambiguous responses.

Observations

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

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

– the largest difference between the genders has been for playing video games.

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

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

Volunteering

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

Teacher Questionnaire Results Over Time

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 2673	# = 2864	# = 2705	# = 2640	# = 2577
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this past year, independently or with a school team, to do the following:					
Identify how well students are meeting curriculum expectations	60%	63%	67%	70%	66%
Communicate with parents and guardians about student achievement	24%	28%	33%	33%	30%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	60%	65%	71%	73%	69%
Inform planning of their Grade 9 mathematics instructional program	42%	47%	63%	66%	64%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides for the following purpose this past year:					
Independently or with a school team:					
To inform classroom instruction	n/a	n/a	79%	81%	80%
Independently:					
To show samples of student responses to students [†]	78%	81%	74%	77%	75%
To help students understand how questions and tasks relate to mathematics curriculum expectations	75%	76%	74%	74%	72%
To communicate with parents and guardians about curriculum expectations	18%	21%	31%	30%	27%

* The wording and format of this question changed slightly in 2011.

† This item was reworded in 2011, but the meaning remains the same as in previous years.

n/a: This item was added in 2011.

Observations

- Over the past five years,
 - the percentages of teachers who indicated that they had used EQAO data for the four activities listed in the table above have increased. However, the percentages have decreased since last year.
 - about three-quarters of teachers have indicated that they had used sample student assessments and scoring guides to show samples of student responses and to help students understand how the questions and tasks relate to the mathematics curriculum expectations.
- the percentage of teachers who had used the sample student assessments and scoring guides to communicate with parents and guardians about curriculum expectations has increased.

Teacher Questionnaire Results Over Time (continued)

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 2673	# = 2864	# = 2705	# = 2640	# = 2577

SOME TEACHING PRACTICES

Percentage of teachers who “frequently” asked their students to do the following during mathematics instruction this past semester or year:^{*†}

Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	61%	62%	50%	53%	54%
Solve open-ended problems	47%	48%	38%	41%	42%
Work collaboratively to solve problems	62%	63%	48%	51%	52%
Discuss mathematical ideas and relationships	80%	80%	62%	65%	66%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	44%	45%	27%	29%	30%
Explain the reasoning behind their answers	83%	83%	75%	77%	79%
Write solutions using mathematical language and symbols	93%	91%	90%	91%	91%

USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM

Percentage of teachers who indicated that they “sometimes” or “frequently” had the majority of their students use the following resources in class this past semester or year:[‡]

Calculator	96%	98%	96%
Graphing calculator	48%	46%	44%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)	24%	26%	27%
The Internet (e.g., to access statistics or other sources of mathematical information)	21%	26%	30%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)	36%	38%	37%
Measuring device (e.g., ruler, metre stick, protractor)	75%	77%	78%
Presentation technology (e.g., interactive white board, LCD projector)	55%	66%	71%

* The wording and format of this question changed slightly in 2011.

† In 2009 and 2010, the response options for these items were “never,” “seldom,” “sometimes,” “often” and “very often.” The percentages given represent those teachers who answered “often” and “very often.” In 2011, the response options changed to “never,” “seldom,” “sometimes” and “frequently.”

Caution must be used in interpreting these data.

‡ The other response options were “never” and “seldom.”

Observations

- Over the past five years,
 - a larger percentage of teachers have indicated that they had frequently asked their students to do each of the following than have indicated any of the other options listed in the table: discuss mathematical ideas and relationships, explain the reasoning behind their answers and write solutions using mathematical language and symbols.
 - the percentages of teachers who indicated that they had frequently asked students to do each of the activities listed in the table have decreased.
- Over the past three years, the percentages of teachers who indicated that they sometimes or frequently had had the majority of their students use computer software, the Internet and presentation technology in class have increased.

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

Use of the Assessment in Students' Class Marks

	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
	Female			Male		
Students who completed the questionnaire *	# = 48 047	# = 46 239	# = 46 008	# = 45 210	# = 43 475	# = 42 874
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:†	59%	73%	71%	54%	68%	66%
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:‡§	76%	79%	80%	72%	75%	75%

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

† The response options were “yes,” “no” and “don’t know.” The percentages given represent those students who answered “yes.”

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

§ Percentages for this question are based on the number of students who answered “yes” to the previous question in the above table.

2010–2011: Females: # = 28 261; Males: # = 24 531

2011–2012: Females: # = 33 532; Males: # = 29 439

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

	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 2705	# = 2640	# = 2577
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:	98%	98%	97%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks: *			
1–5%	32%	28%	27%
6–10%	51%	53%	53%
11–15%	11%	10%	11%
16–20%	3%	3%	3%
21–25%	<1%	<1%	<1%
26–30%	1%	1%	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:*	90%	92%	91%

* 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.

2010–2011: # = 2640

2011–2012: # = 2577

2012–2013: # = 2511

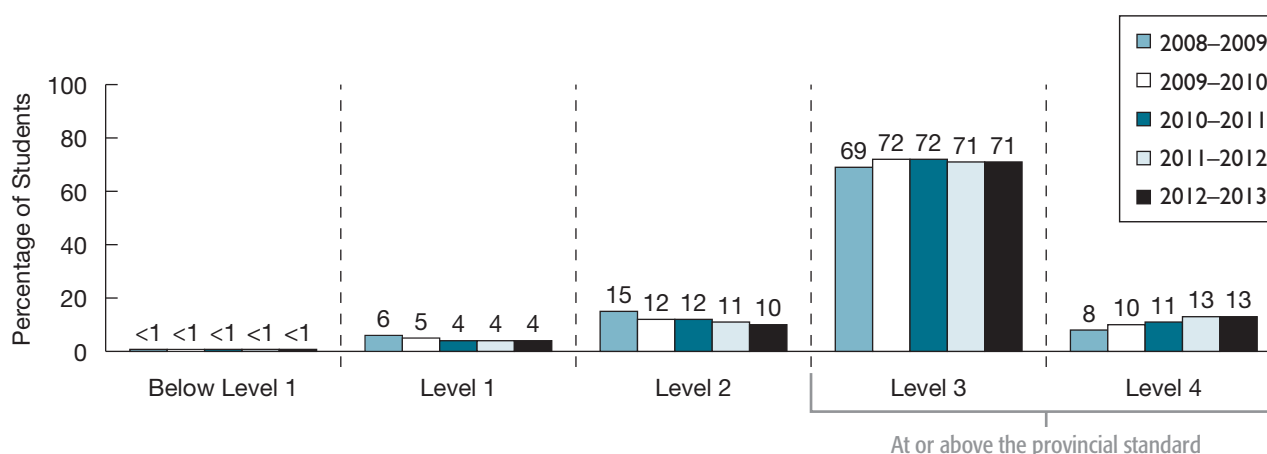
Grade 9 Academic Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time^{*†}

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 100 992	# = 101 268	# = 99 278	# = 97 741	# = 97 158
Level 4	8%	10%	11%	13%	13%
Level 3	69%	72%	72%	71%	71%
Level 2	15%	12%	12%	11%	10%
Level 1	6%	5%	4%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
At or Above the Provincial Standard [‡]	77%	82%	83%	84%	84%

Percentage of All Students at Each Level Over Time



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

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

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

Note: An explanation of terms used in the tables for the Grade 9 Assessment of Mathematics is available on page 33.

Observations

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has increased by seven percentage points, from 77% to 84%.
- Over the past five years, the percentage of students who achieved a Level 4 has increased by five percentage points, and the percentage of students who achieved a Level 2 has decreased by five percentage points.
- In 2012–2013, the percentage of students performing at or above the provincial standard in academic mathematics remained the same as the previous year's.

RESULTS BY GENDER*

Results for Female and Male Students Over Time†

	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013
	Female					Male				
	# = 51 554	# = 51 972	# = 50 814	# = 50 134	# = 49 986	# = 49 438	# = 49 296	# = 48 464	# = 47 607	# = 47 171
Level 4	7%	9%	10%	12%	12%	9%	11%	11%	13%	14%
Level 3	68%	72%	72%	70%	72%	71%	72%	73%	72%	71%
Level 2	17%	13%	12%	12%	11%	13%	11%	11%	10%	10%
Level 1	7%	5%	4%	5%	4%	5%	4%	4%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
At or Above the Provincial Standard‡	75%	81%	82%	83%	84%	80%	83%	84%	85%	85%

* Results by gender include only students for whom gender data were available.

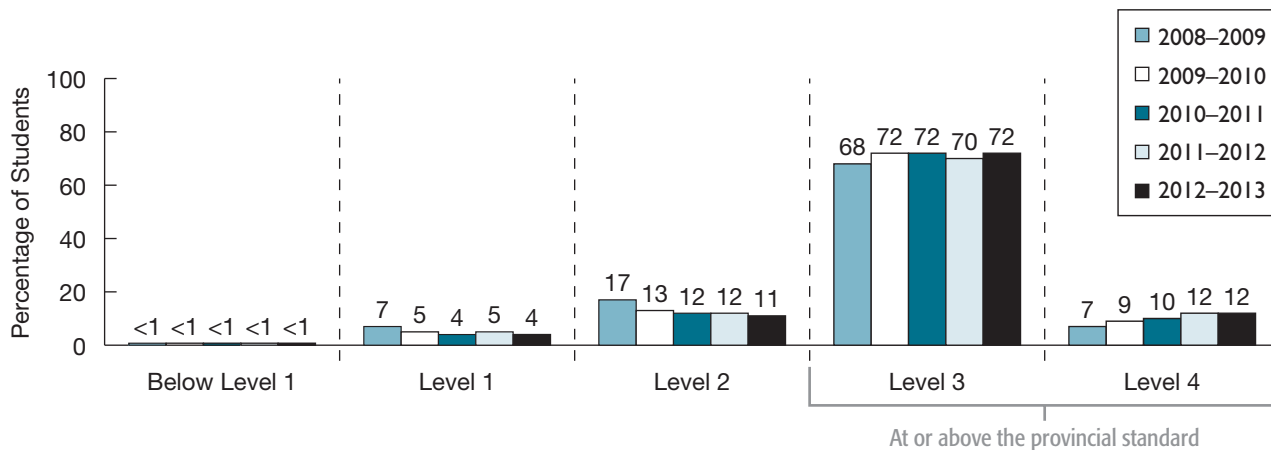
† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

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

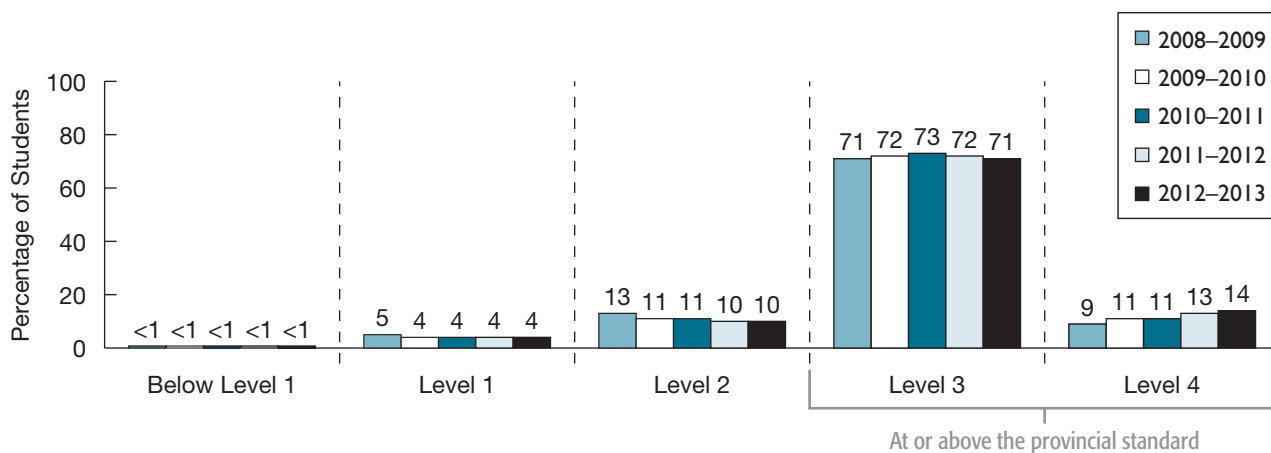
Observations

- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by nine percentage points (to 84%) and by five percentage points (to 85%), respectively.
- Over the past five years, the percentages of female and male students who achieved a Level 4 have both increased by five percentage points, while the percentages of female and male students who achieved a Level 2 have decreased by six and three percentage points, respectively.
- There has been an increase of one percentage point among female students and no change among male students in the percentage of students performing at or above the provincial standard since 2011–2012.

Percentage of Female Students at Each Level Over Time



Percentage of Male Students at Each Level Over Time

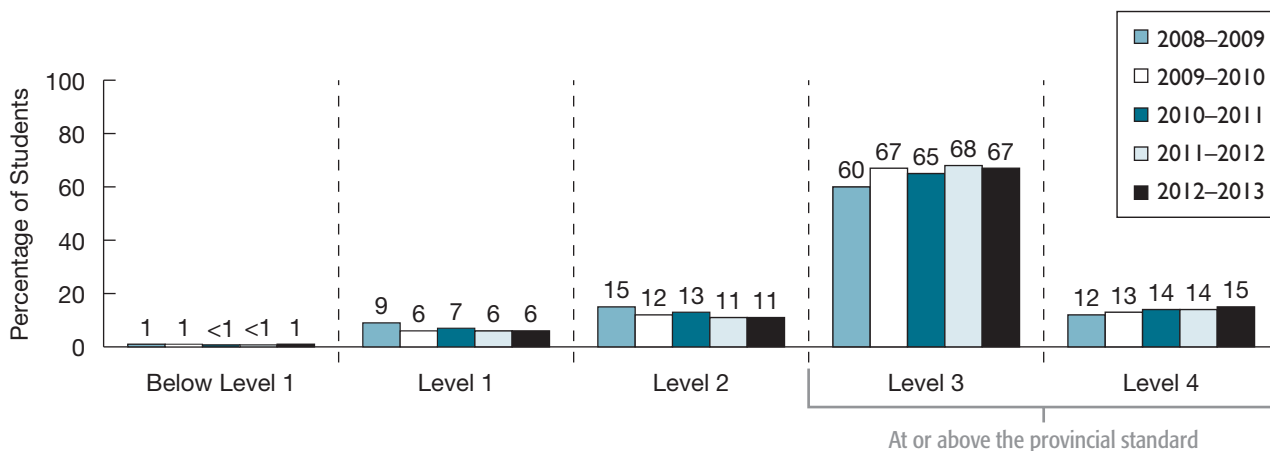


RESULTS BY STUDENT STATUS

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

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 3942	# = 3826	# = 4069	# = 5314	# = 6127
Level 4	12%	13%	14%	14%	15%
Level 3	60%	67%	65%	68%	67%
Level 2	15%	12%	13%	11%	11%
Level 1	9%	6%	7%	6%	6%
Below Level 1	1%	1%	<1%	<1%	1%
No Data	2%	1%	1%	1%	1%
At or Above the Provincial Standard [‡]	72%	79%	79%	81%	81%

Percentage of All English Language Learners at Each Level Over Time



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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

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

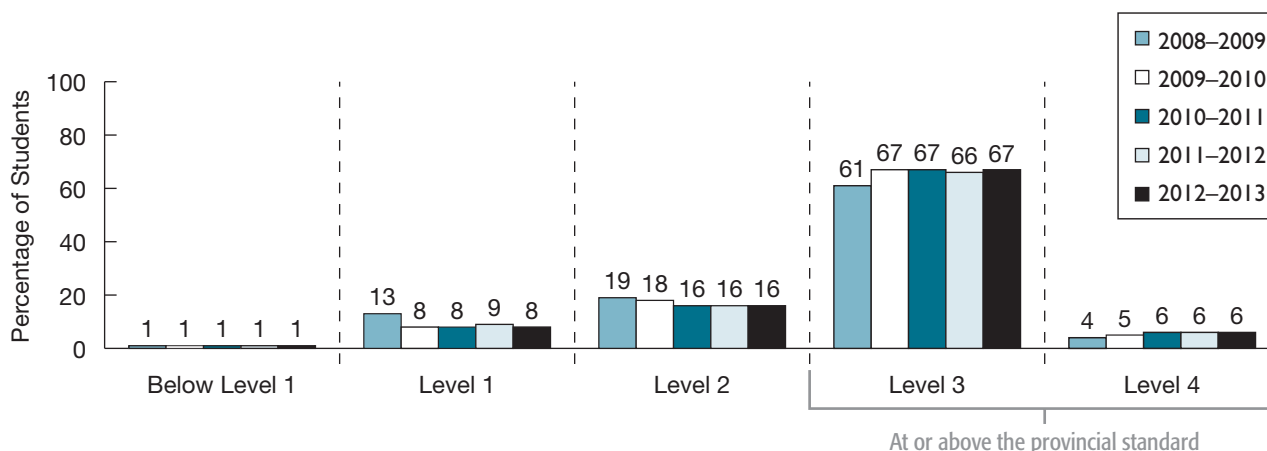
Observations

- 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—a larger improvement than that among the Grade 9 academic mathematics population as a whole (seven percentage points).
- Over the past five years, the percentage of English language learners who achieved a Level 3 has increased by seven percentage points, while the percentage of students who achieved a Level 2 has decreased by four percentage points.
- In 2012–2013, the percentage of English language learners performing at or above the provincial standard remained at 81%.

Results for All Students with Special Education Needs (Excluding Gifted) Over Time^{*†}

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 4639	# = 5090	# = 5354	# = 5374	# = 5747
Level 4	4%	5%	6%	6%	6%
Level 3	61%	67%	67%	66%	67%
Level 2	19%	18%	16%	16%	16%
Level 1	13%	8%	8%	9%	8%
Below Level 1	1%	1%	1%	1%	1%
No Data	2%	2%	2%	2%	2%
At or Above the Provincial Standard [‡]	65%	72%	73%	72%	73%

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level Over Time



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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

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

Observations

- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard in academic mathematics has increased by eight percentage points—one percentage point larger than that of the Grade 9 academic mathematics population as a whole.
- Over the past five years, the percentage of students with special education needs who achieved a Level 3 has increased by six percentage points, while the percentage of students

who achieved a Level 2 and that of those who achieved a Level 1 have decreased by three and by five percentage points, respectively.

- The percentage of students with special education needs performing at or above the provincial standard in academic mathematics has increased by one percentage point (to 73%) since 2011–2012.

Grade 9 Applied Mathematics Course: Contextual Information

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

Demographic Information and Participation Rates Over Time

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
All students	# = 48 482	# = 47 566	# = 44 095	# = 41 799	# = 39 881
GENDER*					
Female	45%	45%	45%	44%	44%
Male	55%	55%	55%	56%	56%
STUDENT STATUS*					
English language learners [†]	5%	6%	7%	8%	8%
Students with special education needs (excluding gifted) [†]	30%	32%	33%	34%	36%
LANGUAGE SPOKEN AT HOME BY THE STUDENT[‡]					
Speak only or mostly English	81%	81%	70%	78%	79%
Speak another language (or other languages) as often as English	11%	12%	13%	13%	13%
Speak only or mostly another language (or other languages)	6%	7%	8%	6%	6%
STUDENT MOBILITY[‡]					
Attended three or more elementary schools from kindergarten to Grade 8	40%	39%	41%	43%	42%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	94%	95%	95%	95%	96%

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

[†] See Grade 9 Assessment of Mathematics: Explanation of Terms.

[‡] Contextual data pertaining to the language spoken at home by the student and student mobility are gathered from the Student Questionnaire. Some data may be missing.

Observations

- Over the past five years, the demographics of the Grade 9 applied mathematics student population have remained relatively stable overall. However,
 - the percentage of English language learners has increased by three percentage points (to 8%), and the percentage of students with special education needs has increased by six percentage points (to 36%).
 - the percentage of students who reported speaking only or mostly English at home has decreased from 81% to 79%.
 - the percentage of students participating in the assessment has increased by two percentage points (to 96%) since 2008–2009.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the 2013 administrations of the Grade 9 Assessment of Mathematics. For the full questionnaire results for the province (available September 25, 2013), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results Over Time*

	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013
	Female					Male				
Students who completed the questionnaire	# = 19 517	# = 19 459	# = 17 306	# = 15 765	# = 15 120	# = 23 896	# = 23 742	# = 20 294	# = 19 468	# = 18 582

STUDENT ATTITUDES TOWARD MATHEMATICS

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

I like mathematics.	30%	30%	28%	28%	27%	42%	43%	37%	40%	40%
I am good at mathematics.	28%	28%	28%	28%	27%	43%	44%	42%	43%	41%
I am able to answer difficult mathematics questions.	n/a	n/a	15%	16%	15%	n/a	n/a	30%	30%	29%
Mathematics is one of my favourite subjects.	n/a	n/a	17%	18%	17%	n/a	n/a	24%	25%	25%
I understand most of the mathematics I am taught.	59%	60%	58%	59%	57%	66%	68%	64%	66%	65%
Mathematics is an easy subject.	17%	17%	15%	15%	14%	27%	27%	25%	25%	24%
I try to do my best in mathematics class.	n/a	n/a	80%	82%	84%	n/a	n/a	73%	75%	76%
The mathematics I learn now is useful for everyday life. [‡]	39%	38%	38%	36%	33%	44%	44%	44%	43%	42%
The mathematics I learn now helps me do work in other subjects.	n/a	n/a	46%	45%	43%	n/a	n/a	46%	48%	47%
I need to do well in mathematics to study what I want later.	n/a	n/a	48%	48%	48%	n/a	n/a	51%	52%	53%
I need to keep taking mathematics for the kind of job I want after I leave school.	39%	40%	41%	41%	41%	46%	46%	45%	47%	48%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† The other response options were “strongly disagree,” “disagree” and “neither agree nor disagree.”

‡ Please note that this item changed slightly in 2011.

n/a: This item was added in 2011.

Observations

- 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, except for “I try to do my best in mathematics class.”
 - there has been a decrease in the percentages of students who indicated that mathematics is an easy subject.
 - there has been a decrease in the percentages of female students who indicated that they like mathematics and that the mathematics they learn now is useful for everyday life.
 - however, the percentages of students who indicated that they agree or strongly agree with the other statements above have remained relatively stable.
- Over the past three years, the percentages of students who indicated that they agree or strongly agree with the statement “I am able to answer difficult mathematics questions” have been smaller than the percentages of students who responded in the same way to “I am good at mathematics” and “I understand most of the mathematics I am taught.”

Student Questionnaire Results Over Time (continued)

	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013
	Female					Male				
Students who completed the questionnaire	# = 19 517	# = 19 459	# = 17 306	# = 15 765	# = 15 120	# = 23 896	# = 23 742	# = 20 294	# = 19 468	# = 18 582

STUDENT ATTITUDES TOWARD MATHEMATICS (continued)

Percentage of students indicating they complete their mathematics homework at the following frequencies: ^{*†}										
I am not usually assigned any mathematics homework.	17%	19%	10%	11%	11%	21%	22%	11%	11%	12%
Never or almost never	13%	13%	9%	7%	7%	19%	18%	13%	10%	10%
Sometimes	31%	31%	27%	26%	26%	31%	32%	29%	29%	29%
Often	37%	37%	30%	33%	33%	34%	34%	28%	32%	31%
Always	18%	18%	18%	21%	21%	14%	14%	14%	14%	15%

* Percentages may not add up to 100, due to a lack of or ambiguous responses.

† Please note that this question changed slightly in 2011.

Observations

- Over the past five years, the percentages of students who indicated that they often completed their mathematics homework have decreased.
- Over the past five years, the percentages of students who indicated that they are not usually assigned any mathematics homework have decreased.
- Over the past five years, the percentages of female students indicating that they often or always completed their homework have remained larger than those of male students.

Student Questionnaire Results Over Time (continued)

	2010– 2011	2011– 2012	2012– 2013	2010– 2011	2011– 2012	2012– 2013
	Female			Male		
Students who completed the questionnaire	# = 17 306	# = 15 765	# = 15 120	# = 20 924	# = 19 468	# = 18 582
STUDENT ATTITUDES TOWARD MATHEMATICS (continued)*						
Percentage of students indicating they feel “confident” or “very confident” that they can answer mathematics questions related to the following:†						
Number sense (e.g., operations with integers, rational numbers, exponents)	37%	39%	38%	52%	53%	53%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	43%	42%	41%	49%	48%	49%
Linear relations (e.g., scatter plots, lines of best fit)	57%	58%	54%	63%	65%	64%
Measurement (e.g., perimeter, area, volume)	62%	64%	64%	68%	70%	71%
Geometry (e.g., angles, parallel lines)	38%	40%	41%	52%	53%	54%
Percentage of students indicating they do the following “often” or “very often” when studying mathematics or working on a mathematics problem:‡						
I connect new mathematics concepts to what I already know about mathematics or other subjects.	32%	24%	24%	37%	32%	32%
I check my mathematics answers to see if they make sense.	60%	58%	60%	55%	57%	59%
I apply new mathematics concepts to real-life problems.	18%	18%	16%	28%	28%	27%
I take time to discuss my mathematics assignments with my classmates.	21%	22%	23%	24%	23%	24%
I look for more than one way to solve mathematics problems.	35%	38%	38%	41%	46%	46%

* These questions were asked for the first time in 2011.

† The other response options were “not at all confident” and “somewhat confident.”

‡ The other response options were “never or almost never” and “sometimes.”

Observations

- Over the past three years,
 - the percentages of male students indicating they were confident or very confident that they could answer mathematics questions related to all strands have been larger than those of female students. The largest differences between female and male students’ percentages have been for Number Sense and Geometry.

– a larger percentage of male than female students have indicated that they often or very often applied each of the following strategies: “I connect new mathematics concepts to what I already know about mathematics or other subjects,” “I apply new mathematics concepts to real-life problems” and “I look for more than one way to solve mathematics problems.” For the two other statements, the percentages of male and female students have been similar.

Student Questionnaire Results Over Time (continued)

	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
	Female			Male		
Students who completed the questionnaire	# = 17 306	# = 15 765	# = 15 120	# = 20 294	# = 19 468	# = 18 582
OUT-OF-SCHOOL ACTIVITIES*						
Percentage of students indicating that they do the following “every day or almost every day” when they are not at school:						
Read by themselves	23%	26%	26%	12%	13%	14%
Use the Internet	71%	75%	78%	60%	68%	70%
Play video games	9%	9%	10%	39%	42%	43%
Participate in sports or other physical activities	23%	26%	26%	38%	44%	43%
Percentage of students indicating that they do the following at least once a week when they are not at school:†						
Participate in art, music or drama activities	43%	46%	45%	28%	31%	29%
Participate in other clubs or organizations	22%	26%	25%	28%	29%	27%
Work at a paid job	17%	18%	17%	27%	25%	25%
Percentage of students indicating that they do the following at least once a month when they are not at school:‡						
Volunteer in their community	54%	64%	62%	52%	55%	56%
NUMBER OF SCHOOLS ATTENDED						
Percentage of students indicating attending the following number of schools from kindergarten to Grade 8:§						
1 school/2 schools	49%	54%	55%	51%	56%	55%
3 schools/4 schools	30%	32%	31%	30%	30%	31%
5 or more schools	11%	12%	12%	10%	11%	11%

* The response options for the items in this category were “never,” “1 or 2 times a month,” “1 to 3 times a week” and “every day or almost every day.”

† The percentages are based on the number of students who answered “1 to 3 times a week” or “every day or almost every day.”

‡ The percentages are based on the number of students who answered “1 or 2 times a month,” “1 to 3 times a week” or “every day or almost every day.”

§ Percentages may not add up to 100, due to a lack of or ambiguous responses.

Observations

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

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

Out-of-school activities done at least once a week and done at least once a month:

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

Volunteering

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

Teacher Questionnaire Results Over Time

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 1847	# = 1989	# = 1754	# = 1753	# = 1619
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this past year, independently or with a school team, to do the following:*					
Identify how well students are meeting curriculum expectations	58%	62%	70%	71%	67%
Communicate with parents and guardians about student achievement	23%	25%	29%	31%	28%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	61%	65%	74%	74%	70%
Inform planning of their Grade 9 mathematics instructional program	42%	47%	68%	70%	65%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides for the following purposes this past year:*					
Independently or with a school team:					
To inform classroom instruction	n/a	n/a	81%	83%	81%
Independently:					
To show samples of student responses to students [†]	73%	79%	69%	74%	70%
To help students understand how questions and tasks relate to mathematics curriculum expectations	74%	74%	72%	74%	71%
To communicate with parents and guardians about curriculum expectations	17%	19%	27%	28%	27%

* The wording and format of this question changed slightly in 2011.

[†] This item was reworded in 2011, but the meaning remains the same as in previous years.

n/a: This item was added in 2011.

Observations

- Over the past five years,
 - the percentages of Grade 9 applied mathematics teachers who indicated that they had used EQAO data for the four activities listed in the table above have increased. However, the percentages have decreased since last year.
 - approximately three-quarters of teachers have indicated that they had used sample student assessments and scoring guides to show samples of student responses and to help students understand how the questions and tasks relate to the mathematics curriculum expectations.
 - the percentage of teachers who had used the sample student assessments and scoring guides to communicate with parents and guardians about curriculum expectations has increased.

Teacher Questionnaire Results Over Time (continued)

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 1847	# = 1989	# = 1754	# = 1753	# = 1619
SOME TEACHING PRACTICES					
Percentage of teachers who “frequently” asked their students to do the following during mathematics instruction this past semester or year:^{*†}					
Discuss and use problem-solving strategies for finding answers (e.g., work backward, use a chart, make a model)	54%	56%	44%	49%	48%
Solve open-ended problems	39%	42%	33%	35%	35%
Work collaboratively to solve problems	58%	61%	47%	49%	51%
Discuss mathematical ideas and relationships	71%	72%	52%	56%	55%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	38%	40%	24%	26%	24%
Explain the reasoning behind their answers	74%	75%	67%	70%	70%
Write solutions using mathematical language and symbols	87%	85%	82%	84%	85%
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” had the majority of their students use the following resources in class this past semester or year:[‡]					
Calculator			98%	98%	98%
Graphing calculator			35%	33%	31%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)			25%	27%	26%
The Internet (e.g., to access statistics or other sources of mathematical information)			26%	30%	35%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)			62%	61%	62%
Measuring device (e.g., ruler, metre stick, protractor)			85%	85%	85%
Presentation technology (e.g., interactive white board, LCD projector)			65%	73%	75%

* The wording and format of this question changed slightly in 2011.

† In 2009 and 2010, the response options for these items were “never,” “seldom,” “sometimes,” “often,” and “very often.” The percentages given represent those teachers who answered “often” and “very often.” In 2011, the response options changed to “never,” “seldom,” “sometimes” and “frequently.”

Caution must be used in interpreting these data.

‡ The other response options were “never” and “seldom.”

Observations

- Over the past five years,
 - larger percentages of teachers have indicated that they had frequently asked their students to discuss mathematical ideas and relationships, explain the reasoning behind their answers and write solutions using mathematical language and symbols than have indicated any of the other options listed in the table.
 - the percentages of teachers who indicated that they had frequently asked students to do each of the activities listed in the table above have decreased, except for the percentage for the last activity, which has remained relatively stable.
- Over the past three years, more than one-quarter of teachers have indicated that they had frequently or sometimes had the majority of their students use computer software and the Internet in class; the percentage of teachers who indicated that they had had students use presentation technology such as an interactive white board has increased to 75%.

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

Use of the Assessment in Students' Class Marks

	2010–2011	2011–2012	2012–2013	2010–2011	2011–2012	2012–2013
	Female			Male		
Students who completed the questionnaire *	# = 17 306	# = 15 765	# = 15 120	# = 20 924	# = 19 468	# = 18 582
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:†	38%	47%	46%	37%	42%	42%
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:‡§	72%	77%	78%	70%	73%	75%

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

† The response options were “yes,” “no” and “don’t know.” The percentages given represent those students who answered “yes.”

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

§ Percentages for this question are based on the number of students who answered “yes” to the previous question in the above table.

2010–2011: Females: # = 6656; Males: # = 7651

2011–2012: Females: # = 7386; Males: # = 8272

2012–2013: Females: # = 6991; Males: # = 7807

	2010–2011	2011–2012	2012–2013
Teachers who completed the questionnaire	# = 1754	# = 1753	# = 1619
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:	95%	96%	94%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*			
1–5%	31%	28%	27%
6–10%	49%	49%	49%
11–15%	12%	13%	14%
16–20%	3%	4%	3%
21–25%	<1%	<1%	1%
26–30%	1%	1%	2%
Percentage of teachers who indicated the opinion that counting some or all components of the Grade 9 Assessment of Mathematics as part of class marks motivates students to take the assessment more seriously:*	83%	85%	87%

* 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.

2010–2011: # = 1663

2011–2012: # = 1688

2012–2013: # = 1525

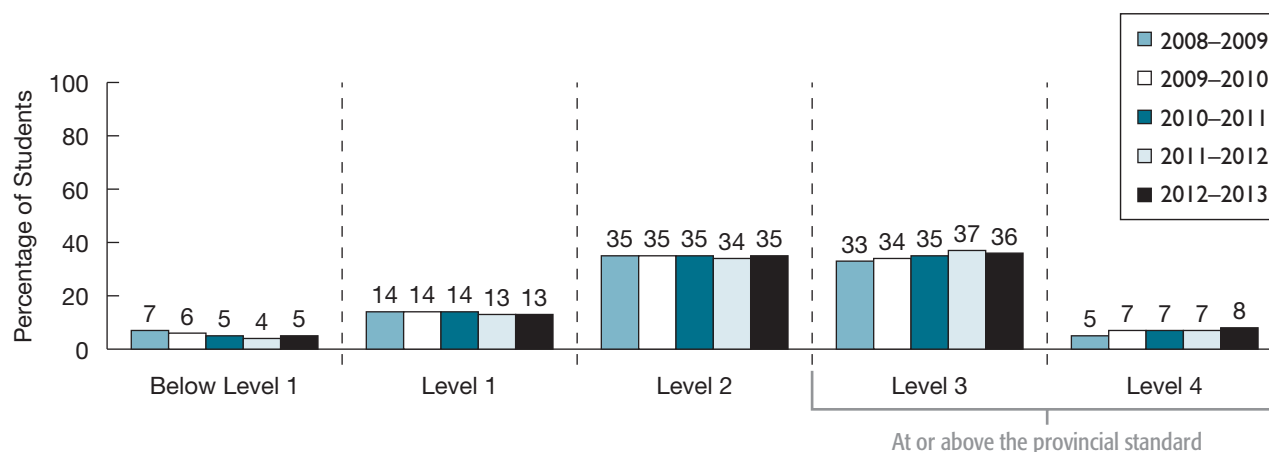
Grade 9 Applied Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time^{*†}

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 48 482	# = 47 566	# = 44 095	# = 41 799	# = 39 881
Level 4	5%	7%	7%	7%	8%
Level 3	33%	34%	35%	37%	36%
Level 2	35%	35%	35%	34%	35%
Level 1	14%	14%	14%	13%	13%
Below Level 1	7%	6%	5%	4%	5%
No Data	6%	5%	5%	5%	4%
At or Above the Provincial Standard [‡]	38%	40%	42%	44%	44%

Percentage of All Students at Each Level Over Time



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

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

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

Note: An explanation of terms used in the tables for the Grade 9 Assessment of Mathematics is available on page 33.

Observations

- Over the past five years, the percentage of students taking applied mathematics who performed at or above the provincial standard has increased by six percentage points, from 38% to 44%.
- In 2012–2013, the percentage of students performing at or above the provincial standard in applied mathematics remained the same as the previous year's.

RESULTS BY GENDER*

Results for Female and Male Students Over Time†

	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2008– 2009	2009– 2010	2010– 2011	2011– 2012	2012– 2013
	Female					Male				
	# = 21 752	# = 21 262	# = 19 721	# = 18 563	# = 17 695	# = 26 730	# = 26 304	# = 24 374	# = 23 236	# = 22 181
Level 4	4%	5%	5%	6%	7%	6%	8%	8%	8%	9%
Level 3	30%	31%	33%	35%	34%	35%	36%	36%	38%	37%
Level 2	37%	37%	37%	36%	37%	34%	33%	34%	32%	33%
Level 1	15%	16%	15%	14%	14%	13%	12%	13%	12%	12%
Below Level 1	7%	6%	5%	4%	4%	7%	5%	5%	4%	5%
No Data	6%	5%	5%	5%	4%	6%	5%	5%	5%	4%
At or Above the Provincial Standard‡	34%	36%	39%	42%	41%	41%	44%	44%	47%	46%

* Results by gender include only students for whom gender data were available.

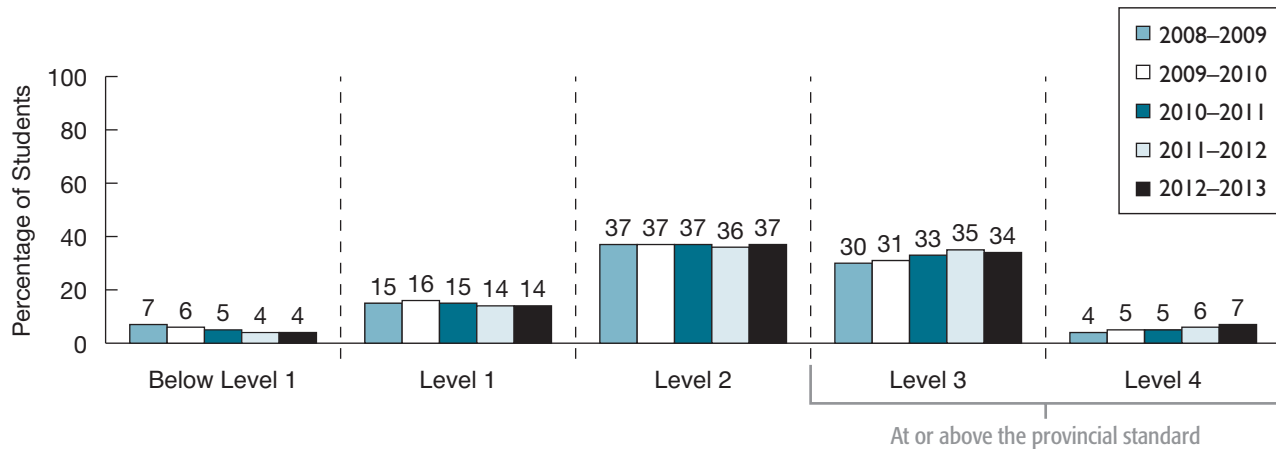
† Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

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

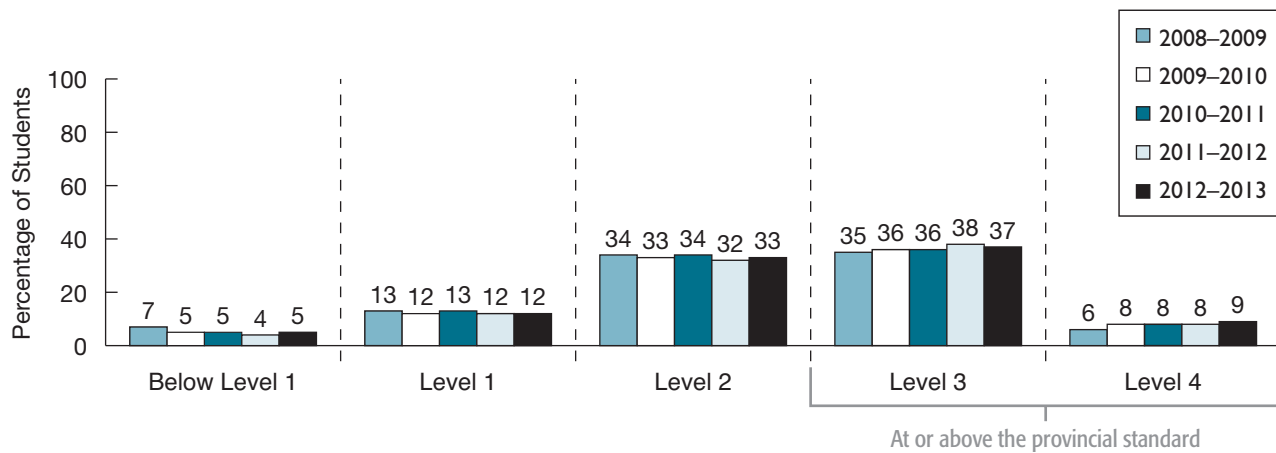
Observations

- Over the past five years,
 - the percentages of female and male students who performed at or above the provincial standard have both increased by seven and five percentage points, to 41% and 46%, respectively.
 - a larger percentage of male than female students have performed at or above the provincial standard. In 2012–2013, the gap in favour of male students remained the same as last year's and as the one from two years ago.

Percentage of Female Students at Each Level Over Time



Percentage of Male Students at Each Level Over Time

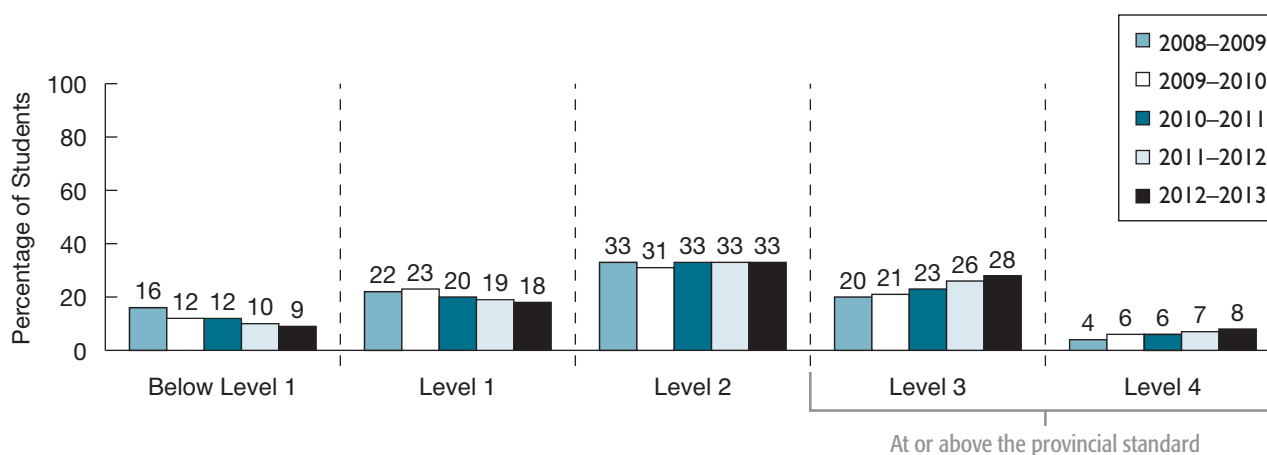


RESULTS BY STUDENT STATUS

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

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 2532	# = 2857	# = 2894	# = 3176	# = 3173
Level 4	4%	6%	6%	7%	8%
Level 3	20%	21%	23%	26%	28%
Level 2	33%	31%	33%	33%	33%
Level 1	22%	23%	20%	19%	18%
Below Level 1	16%	12%	12%	10%	9%
No Data	6%	7%	6%	5%	5%
At or Above the Provincial Standard [‡]	23%	27%	29%	33%	35%

Percentage of All English Language Learners at Each Level Over Time



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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

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

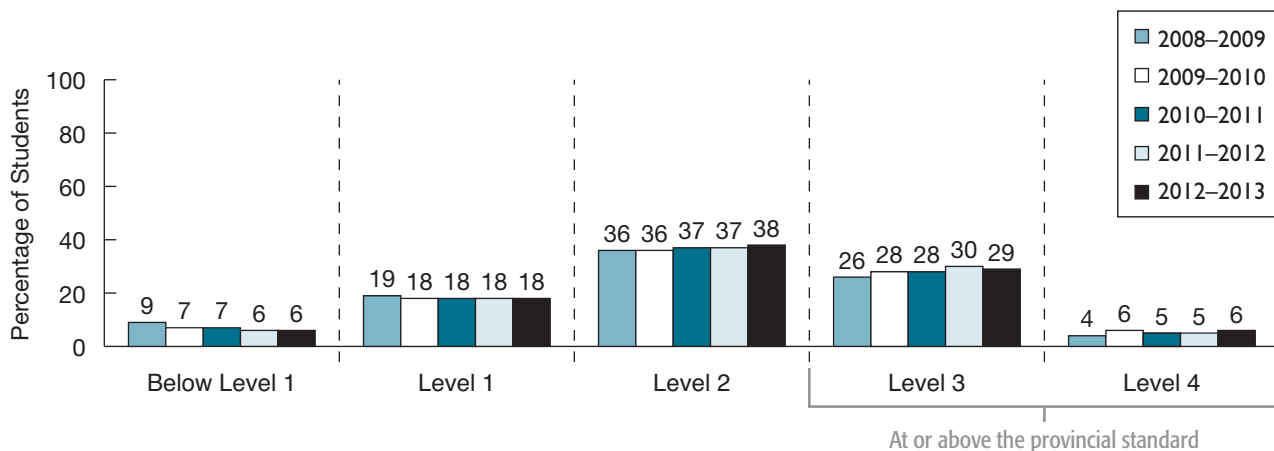
Observations

- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has been steadily increasing (from 23% to 35%).
- Over the past five years, the percentage of English language learners who achieved a Level 4 has increased by four percentage points, and the percentage who achieved a Level 3 has increased by eight percentage points. The percentage of English language learners who achieved below Level 1 has decreased by seven percentage points.
- The percentage of English language learners performing at or above the provincial standard has increased by two percentage points (to 35%) since last year.

Results for All Students with Special Education Needs (Excluding Gifted) Over Time^{*†}

	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
	# = 14 483	# = 15 203	# = 14 436	# = 14 220	# = 14 361
Level 4	4%	6%	5%	5%	6%
Level 3	26%	28%	28%	30%	29%
Level 2	36%	36%	37%	37%	38%
Level 1	19%	18%	18%	18%	18%
Below Level 1	9%	7%	7%	6%	6%
No Data	5%	5%	4%	4%	4%
At or Above the Provincial Standard [‡]	30%	33%	33%	35%	35%

Percentage of All Students with Special Education Needs (Excluding Gifted) at Each Level Over Time



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

† See Grade 9 Assessment of Mathematics: Explanation of Terms.

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

Observations

- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by five percentage points (from 30% to 35%).
- The percentage of students with special education needs performing at or above the provincial standard has remained at 35% since last year.

Grade 9 Assessment of Mathematics: Summary of Findings

Academic Course

- Over the past five years, the percentage of students taking academic mathematics who performed at or above the provincial standard has increased from 77% to 84%.
- In 2012–2013, the percentage of students performing at or above the provincial standard in academic mathematics remained the same as the previous year's.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by nine percentage points (to 84%) and by five percentage points (to 85%), 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—a larger improvement than that among the Grade 9 academic mathematics population as a whole (seven percentage points).
- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard in academic mathematics has increased by eight percentage points—one percentage point larger than that of the Grade 9 academic mathematics population as a whole.
- For the past three years, the percentage of male students indicating that they were confident or very confident that they could answer mathematics questions related to all strands has been larger than that of female students.
- Over the past three years, a larger percentage of male than female students have indicated that they often or very often applied the strategies “I connect new mathematics concepts to what I already know about mathematics or other subjects,” “I apply new mathematics concepts to real-life problems” and “I look for more than one way to solve mathematics problems.”
- Over the past three years, a slightly larger percentage of female than male students have responded often or very often to “I check my mathematics answers to see if they make sense” and to “I take time to discuss my mathematics assignments with my classmates.”

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 six percentage points, from 38% to 44%.
- In 2012–2013, the percentage of students performing at or above the provincial standard in applied mathematics remained the same as the previous year's.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have both increased by seven and five percentage points, to 41% and 46%, respectively.
- Over the past five years, the percentage of English language learners who performed at or above the provincial standard has been steadily increasing (from 24% to 36%).
- Over the past five years, the percentage of students with special education needs performing at or above the provincial standard has increased by five percentage points (from 30% to 35%).
- Over the past three years, the percentage of male students indicating that they were confident or very confident that they could answer mathematics questions related to all strands has been larger than that of female students over the last three years. The largest differences between female and male students' percentages have been for Number Sense and Geometry.
- Over the past three years, a larger percentage of male than female students have indicated that they often or very often applied each of the following strategies: “I connect new mathematics concepts to what I already know about mathematics or other subjects,” “I apply new mathematics concepts to real-life problems” and “I look for more than one way to solve mathematics problems.” For the statements “I check my mathematics answers to see if they make sense” and to “I take time to discuss my mathematics assignments with my classmates,” the percentages of male and female students have been similar.

Grade 9 Assessment of Mathematics: Explanation of Terms

All Students

This term refers to all students in the Grade 9 mathematics course (applied or academic), including students for whom we have no data.

Provincial Standard

The Ministry of Education, in *The Ontario Curriculum*, has set Level 3 as the provincial standard. Level 3 identifies a high level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Level 4 (80–100%)

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

Level 3 (70–79%)

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

Level 2 (60–69%)

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

Level 1 (50–59%)

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

Below Level 1

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

No Data

This designates students who did not receive a result, due to absence or for other reasons.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

Students with Special Education Needs (Excluding Gifted)

Students with special education needs are students formally identified by an Identification, Placement and Review Committee (IPRC), and/or students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

Grade 9 Assessment of Mathematics: Strategies for Teachers

OBSERVATIONS AND STRATEGIES FOR IMPROVEMENT: MATHEMATICS

In June 2013, EQAO released a study on how selected student and teacher variables influence the achievement of students, in both academic and applied courses, on the Grade 9 Assessment of Mathematics. A few of the influential factors of a student's success on the assessment include counting EQAO's Grade 9 Assessment of Mathematics as part of the class mark and the amount of homework a student completes. Other factors that affect a student's success on the assessment and the implications for practice can be found in the research paper posted on EQAO's public Web site: http://www.eqao.com/Research/pdf/E/Comparative_Examination_Influence_Factors_Achievement_G9Math_en.pdf.

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 2013, for both the academic and applied courses, and on feedback from teachers who scored the assessment.

The released questions can be found in the student assessment booklets and scoring guides (2012–2013) 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.

GRADE 9: ACADEMIC COURSE

Observations	Strategies for Improvement
General Observations As with last year, students performed better overall on multiple-choice than open-response questions. Overall, males continued to perform slightly better than females across all strands, cognitive skills and question types; however, performance in the Analytic Geometry strand was comparable. Overall, students continued to perform best on the questions mapped to the cognitive skill Knowledge and Understanding and had the least success on questions mapped to the cognitive skill Thinking. Students with special education needs continued to perform more than five percentage points lower than the general population on all strands, cognitive skills and question types. The performance of students with special education needs matched that of the general population in its pattern of relative strengths and weaknesses. English language learners performed approximately the same overall as the general population except on questions mapped to the Linear Relations and Measurement and Geometry strands, where they performed slightly less well.	Incorporate EQAO's sample assessment questions as students learn various curriculum expectations. Continue to provide students with opportunities to answer, discuss and create multiple-choice questions and consider common errors and misconceptions. Engage students in learning through dialogue. Create a responsive mathematics learning environment to encourage participation of all students in class discussions. Use strategies that require all group members to share ideas and communicate using mathematical terminology (e.g., timed retell, inside-outside circle). Continue to integrate the mathematical process expectations into student learning associated with all the strands. Emphasize the process Problem Solving by teaching students to develop, select, apply and compare a variety of problem-solving strategies as they pose and solve problems and conduct investigations. See the Four-Step Problem-Solving Model. Continue to differentiate instruction by utilizing various effective instructional and assessment strategies to appeal to the various ways in which students learn and demonstrate their learning. Review the allowed accommodations listed in EQAO's <i>Grade 9 Assessment of Mathematics Guide for Accommodations and Special Provisions</i> and assign them to eligible students individually. Provide the students with these accommodations throughout the course.

GRADE 9: ACADEMIC COURSE (continued)	
Observations	Strategies for Improvement
	Collaboratively build classroom word walls and use them regularly to provide visual clues and references for students as well as to help build connections between key words and terminology in the Grade 9 mathematics curriculum.
Number Sense and Algebra Overall, on both the winter and the spring administrations, students continued to demonstrate the greatest strength on the questions mapped to this strand. Students performed least well on the multiple-choice questions in this strand mapped to Application, including a question involving proportional reasoning in a context. Scorers of the open-response question involving ratios and rates reported that students who performed less well had difficulty dealing with the multiple units present in the question.	Continue to provide opportunities for students to explore integer and algebraic concepts with and without the use of manipulatives to aid in visualizing abstract concepts. Present students with many opportunities to use proportional reasoning in questions with a context involving multiple unit conversions in more than one step. Integrate the mathematical process expectations, specifically the process Problem Solving, by having students incorporate and consider units as they solve problems.
Linear Relations This year, students performed best on the questions in this strand mapped to the cognitive skill Knowledge and Understanding, with or without a context. However, students performed least well on questions in this strand overall. Students had difficulty with the multiple-choice and open-response questions requiring the calculation of the initial value in a partial variation. Scorers of the open-response question requiring students to determine the initial value and rate of change noted that some students treated the partial variation as a direct variation by using one given point to determine a rate. Scorers of the open-response question requiring students to graph a given relationship noted that students had difficulty determining an appropriate scale on the graph to accommodate the data.	Continue to provide students with opportunities to investigate linear relations in a variety of contexts. Require students to apply their mathematical tools and make plans when solving problems. Have students consider partial variations across various contexts, including those with negative rates of change and those whose initial value is unknown. Consolidate mathematical terminology (e.g., direct variation, partial variation) as it pertains to this strand by using word walls and other graphic organizers. Require students to consider the range of data that must be accommodated prior to determining an appropriate scale for a graph. Continue to provide students with opportunities to graph linear relations presented in different representations (tables, equations, descriptions).
Analytic Geometry (Academic Only) This year, students performed best on multiple-choice questions in this strand that involved identifying the graph of a given relationship. Students performed less well on questions involving the application of the rate of change. Students had difficulty with the determination of slope in the open-response questions. Scorers of the open-response questions reported the following common errors: the scale was not considered on the graph, a single point was used to determine a slope, the rise and run were inverted in the formula and negative slopes were not recognized.	Continue to provide students with realistic situations that can be modelled by linear relations. Provide opportunities to determine and apply slope across problems involving the cognitive skill Thinking, and provide examples in which graphs with axes that have different scales are given. Encourage students to consider if answers are reasonable when scales on the axes are significantly different. Continue to use the reading and writing strategies outlined in <i>Think Literacy: Cross-Curricular Approaches, Grades 7–12; Mathematics, Grades 7–9</i> to teach students to organize the information in problems (e.g., by using graphic organizers) to aid in solving them.

GRADE 9: ACADEMIC COURSE (continued)	
Observations	Strategies for Improvement
Measurement and Geometry Students performed well on multiple-choice questions mapped to curriculum expectations involving geometry in this strand. Students performed least well on multiple-choice questions mapped to curriculum expectations involving measurement and the cognitive skill Thinking. These questions required students to make a plan to solve the problem, including the initial use of the Pythagorean theorem in at least one of the questions.	Continue to integrate the acquisition of knowledge and skills from other strands into Measurement and Geometry contexts to enrich learning across all strands. Provide students with additional problems where critical dimensions are omitted but can be determined using the Pythagorean theorem or other properties. Ensure students understand when to use the Pythagorean theorem in problems by embedding questions requiring its use with those that do not require it.

GRADE 9: APPLIED COURSE

Observations	Strategies for Improvement
General Observations Students continued to perform slightly better on multiple-choice than open-response questions in the spring administration, but in the winter administration, there was no appreciable difference. Overall, males performed slightly better than females across all strands, cognitive skills and question types; however, performance was comparable in the winter administration on questions mapped to the Number Sense and Algebra strand and in the spring administration on open-response questions and on multiple-choice questions mapped to the cognitive skill Knowledge and Understanding. Again this year, students performed best on questions mapped to the cognitive skill Knowledge and Understanding and had the least success with questions mapped to the cognitive skill Application. As with last year, English language learners and students with special education needs performed approximately equally well overall, and both continued to perform less well than the general population on all strands, cognitive skills and question types. Trends in their performances continue to be consistent with those of the general population.	Incorporate EQAO's sample assessment questions as students learn various curriculum expectations. Discuss common errors and misconceptions in multiple-choice and open-response questions. Engage students in learning through dialogue. Create a responsive mathematics learning environment to encourage participation of all students in class discussions. Use strategies that require all group members to share ideas and communicate using mathematical terminology (e.g., timed retell, inside-outside circle). Continue to differentiate instruction by utilizing various effective instructional and assessment strategies to appeal to the various ways in which students learn and demonstrate their learning. Review the allowed accommodations listed in EQAO's <i>Grade 9 Assessment of Mathematics Guide for Accommodations and Special Provisions</i> and assign them to eligible students individually. Provide the students with these accommodations throughout the course. Collaboratively build classroom word walls and use them regularly to provide visual clues and references for students as well as to help build connections between key words and terminology in the Grade 9 mathematics curriculum.
Number Sense and Algebra This year, students writing the spring administration performed best on questions mapped to this strand. Overall, students were successful on the open-response question involving proportional reasoning and the open-response and multiple-choice questions involving substituting into a given formula and solving for an unknown. Students did not perform well on the multiple-choice questions involving an algebraic equation or establishing a proportion in a given context where the unknown value is in the denominator. Scorers of the open-response question requiring students to use proportional reasoning noted that some students determined an inverse rate and then were unable to complete the problem successfully.	Continue to allow students opportunities to explore integer and algebraic concepts with and without the use of manipulatives to aid in visualizing abstract concepts and developing conceptual understanding. Provide students with opportunities to work with proportions where the placement of the unknown value is varied (numerator, denominator and on either side of the proportion). Continue to integrate the mathematical process expectations into student learning associated with all the strands. Emphasize the process Representing by having students consider units when determining values in a proportion.

GRADE 9: APPLIED COURSE (continued)	
Observations	Strategies for Improvement
Linear Relations This year, students writing the winter administration performed best on questions mapped to this strand. Students were most successful on the multiple-choice questions that involved representing a given description as a graph or table of values or simple interpretations of a graph. Students who answered multiple-choice questions in this strand incorrectly often selected an option that showed they considered only part of the given information. Students performed least well on the open-response questions in this strand requiring the interpretation of points on a graph and the determination of an equation for a relationship where the initial value was not given. Scorers noted that some students had difficulty describing the meaning of points, the initial value and the rate of change in a situation.	Continue to provide students with opportunities to make connections between linear relations presented in different representations (tables, equations, descriptions). Provide students with strategies and tools to help them identify pertinent information contained in the question, such as highlighting or underlining key words and values. In multiple-choice questions, have students consider other options before selecting a response. In a responsive mathematics learning environment, encourage students to share incorrect answers and the rationale for their answers in order to highlight common misconceptions, omissions and errors. Continue to provide students with various contexts and different representations of linear relations (tables, graphs, equations, descriptions) and require them to determine the rate of change and initial value. Encourage students to demonstrate a clear and concise interpretation of the points in the relationship, the rate of change and the initial value. Connect learning and terminology from previous years to the terminology in the Grade 9 curriculum to ensure a deeper understanding (e.g., how a pattern rule for a number pattern that does not start at zero and involves addition or subtraction relates to a partial variation).
Measurement and Geometry This year, students writing both administrations performed least well on the questions mapped to this strand. Students performed well on the open-response question involving the area of a composite shape. Students did not perform well on the multiple-choice question requiring them to apply the Pythagorean theorem to find the length of the hypotenuse. Students also had difficulty in finding the volume of a composite figure. In questions mapped to curriculum expectations involving geometry, students performed well on the multiple-choice question in which students could have used the exterior angle theorem in a single step to solve for a missing value as opposed to the questions where multiple steps were required. Scorers of the open-response questions noted that students often incorrectly determined which two angles were equal in an isosceles triangle or incorrectly applied a property of parallel lines or a property of interior or exterior angles of a triangle.	Continue to integrate the learning of concepts and skills from other strands (e.g., exponents, square roots) into Measurement and Geometry contexts to enrich learning across all strands. Provide various contexts for students to practise the application of the Pythagorean theorem and the calculation of volumes of composite figures. Allow students to investigate using premade sketches in dynamic geometry software and manipulatives to help them consolidate various properties of angles. Encourage students to manipulate diagrams to see the impact of changes to the measures of angles, including special cases, and to consider the reasonableness of their answers.

LIST OF RESOURCES: GRADE 9

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.

GRADE 9: ACADEMIC AND APPLIED COURSES

Conceptual understanding

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GRADE 9: ACADEMIC AND APPLIED COURSES (continued)

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GRADE 9: ACADEMIC AND APPLIED COURSES (continued)**Word walls**

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

Case Studies: Schools on the Journey of Learning

OBSERVATIONS FROM THE FIELD

Over the past few months, EQAO has visited a number of secondary schools to learn about their successful practices, so that they can be shared with other schools across the province.

The five profiled schools, at various stages in their journey of learning, are on a path of continuous improvement and are representative of the dedicated school communities that can be found throughout the province. Each school has been identified in collaboration with its board of education because of notable improvement in its Grade 9 mathematics results over time, its location in the province and any challenging circumstances it faces. These schools are recognized for their success in improving the numeracy skills of their students.

Common themes that the schools identified as factors in addressing the mathematical learning needs of students included the following:

- Principals and teachers make good use of EQAO resources, assessment results and other data as a reference point to identify the educational needs of all students and to guide their instructional and assessment practices.
- Cross-panel communication and data sharing among Grades 7, 8 and 9 teachers continue to have a positive impact on the achievement of elementary school students as they transition to the secondary school mathematics program.
- The use of technology to support the delivery of curriculum has contributed to increased student engagement.
- Teamwork and collaboration by specialist teachers with the mathematics department facilitate the consistent delivery of instruction and assessment to the benefit of students.
- Initiatives by schools to engage parents have resulted in an increase in parental involvement, which has had a positive impact on student success.

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.

Ernestown Secondary School

LIMESTONE DISTRICT SCHOOL BOARD

Student population: 600; Grades: 9–12; Principal: Anne Otonicar

Despite declining enrolment, this semestered school provides innovative and challenging programming for academic, applied, locally developed and school community classes from Grades 9 to 12. Since most of the 600 students are bused to this largely rural school, supports and extracurricular activities are available during the school day.

Over time, with purposeful curriculum leadership, Ernestown's teachers have come to appreciate the impact of data on classroom practice, the development of their school improvement plan and, in particular, the setting of instructional goals in the mathematics department. Student success is the ultimate objective, and teachers see EQAO and other data as important tools to help them focus on and improve student achievement. As Principal Anne Otonicar states: "Use of data has to be a shared vision. Everyone has to be connected to the data and understand it. Then data can have an impact on the classroom."

Recently for example, while zeroing in on EQAO's Profile of Strengths and Areas for Improvement report, teachers discovered a significant deficit in number sense and algebra among students in applied math. This knowledge spurred the math team to delve further into the essential foundational math skills among this population, resulting in new ways to improve student achievement.

Among the math department's many successful strategies is its participation in the board's electronic 1P Network, in which teachers from several schools share EQAO resources, activities and units of study that are based on the Grade 9 math curriculum. For example, embedded in the network program are EQAO multiple-choice and open-response sample questions for staff to access and integrate into their lessons. The staff can use them to evaluate and provide timely feedback to students. Collaborating through the network, teachers have become intentional in their use of EQAO resources, and as Principal Otonicar puts it: "EQAO is totally embedded in everything we do in the classroom. It's about building students' confidence with the curriculum."



Karen Irvine, Vicki Wilson, Anne Otonicar (principal), Lisa Lowe, Neil Hopkins, Clive Morgan

Much of the confidence displayed by Ernestown's students, and borne out in EQAO data, originates from the board's initiative to implement Marian Small's "Big Ideas," which allow staff to focus on teaching through problem solving, open-ended questions and consistent practice in higher-level thinking. Additionally, using EQAO scoring guides and rubrics, staff explicitly teach students how to code their work, self-evaluate, determine next steps and employ "bump up" strategies to improve their responses. Student and teacher work together, building skills, confidence and an understanding of the shared goals posted in every classroom. Strategies such as these underpin Ernestown's successful assessment and professional development practices, which are closely tied to the school improvement plan. According to Principal Otonicar: "Use of data is about better instruction through strong assessment practices,

"Use of data is about better instruction through strong assessment practices, targeted strategies and about being reflective as a staff. Reflecting on our data on a regular basis has had a huge impact on student achievement. What we are doing in the classroom is a direct result of reflecting on the data."

Anne Otonicar, Principal

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	61%	44%
Male	39%	56%
Special education needs	15%	58%
English language learners	0%	0%
Speak primarily a language other than English at home	0%	0%

“Use of data has to be a shared vision. Everyone has to be connected to the data and understand it. Then data can have an impact on the classroom.”

Anne Otonicar

targeted strategies and about being reflective as a staff. Reflecting on our data on a regular basis has had a huge impact on student achievement. What we are doing in the classroom is a direct result of reflecting on the data.”

Data also identify students in at-risk situations, and the Student Success Team reviews referrals weekly and immediately puts supports in place through the Providing Academic Support for Success (PASS) program. The PASS program ensures missed assignments, lessons or concepts are addressed and followed up on. Close collaboration ensures there are no surprises at mid-term. All students, but particularly students with special education needs, are followed closely, and staff are guided by Ernestown’s Student Success Pyramid of Intervention model. Indeed, teachers begin to follow students prior to their entry into Grade 9, with math teachers sharing data and strategies with their elementary counterparts, engaging in reciprocal classroom visitations and organizing a well-attended Grade 9 parents’ night in the first semester.

A strength of the mathematics department is having experienced, enthusiastic math professionals teach the Grade 9 programs and mentor new teachers in their design-down planning process involving effective feedback and rich formative and summative assessment tasks. Further keys to student success are the use of educational assistants in each applied program, careful implementation of accommodations on IEPs and a school-wide values education program called SOAR (self-discipline, optimism, action and respect). Student engagement data from a “Tell Them from Me” survey further assist the school in establishing transparent, school-wide programs that ultimately affect attendance policies and school procedures. For example, survey feedback and the corresponding follow-up allow staff to maximize instructional time. As well, the scheduling of academic and applied classes simultaneously allows the appropriate program placement of students during the semester.

Parents play a key role in any successful school, and Ernestown is no exception. In addition to consulting on the school improvement plan and informing parents about EQAO, the school council makes an important financial contribution to student learning by supporting the purchase of Smart Boards, graphing calculators and Kobo readers for classrooms.

Use of data in conjunction with a wide variety of strategies and the availability of the technology such as netbooks, computer labs and personal laptops with Smart software not only expand teacher practice, they also have a far-reaching positive impact on student learning at Ernestown.



Ernestown Secondary School

L'Amoreaux Collegiate Institute

TORONTO DISTRICT SCHOOL BOARD

Student population: 845; Grades: 9–12; Principal: Valerie Nelson

L'Amoreaux Collegiate Institute serves 845 students in Grades 9–12. There is diversity in the socio-economic and cultural backgrounds of the students, and all heritages are honoured and celebrated. Of the 845 students, 38% require special education assistance and services, and more than 80% are English language learners. At L'Amoreaux, where student needs are complex, a dedicated, cohesive and committed team of professionals are constantly working to maintain a learning environment that supports improvement in student achievement. EQAO data indicate impressive results over time in Grade 9 mathematics at the applied level. It is also worth noting that the results do not show a gender gap. L'Amoreaux has been identified as an Urban Priority High School by the Ministry of Education, and so has received additional funds to support student achievement.

Working together as a team, the staff examines and analyzes EQAO as well as all other available data to identify and prioritize academic concerns and to develop strategies to address them and influence programming. Teachers who apply for Urban Priority funding for their department or classroom must submit a proposal that includes data showing how their initiative will support students and academic achievement. The Assistant Curriculum Leader of Mathematics and Literacy/Numeracy uses EQAO data extensively to identify challenges, trends, strengths and appropriate strategies to meet the needs of all students. For example, when the EQAO Individual Item Report showed that students at the Grade 9 applied level had difficulty with open-response questions, all teachers in the math department met to develop a plan of action that included modelling by teachers, use of EQAO-type questions, breaking down questions and providing ample opportunity for students to practise and receive feedback. They also ensured that students understand the vocabulary of the curriculum used during the assessment. These words are posted in the classrooms and reviewed regularly. All teachers of Grade 9 mathematics meet regularly to co-plan and prepare assignments and assessments, ensuring consistency in the delivery of the curriculum and of standards for students. Any



Tina Tran, Monique Lewis, Winsome Crooks, Valerie Nelson (principal)

teacher new to the mathematics department has access to binders with lessons, with detailed units laid out. These efforts offer extensive support to teachers in the English as a Second Language and Special Education departments. This collaborative approach is essential. Principal Valerie Nelson states: “We have a collaborative culture of success. No problem is taken on by one person. There is a series of interventions.”

The after-school program also contributes to student success at L'Amoreaux. Students who are experiencing difficulty or simply need additional support are welcome at the after-school program all year long. In keeping with the school's collaborative approach, students are encouraged to seek assistance from any of the available math teachers. In a purposeful approach, teachers also integrate the use of technology, such as Smart Boards, to engage students and enhance learning during math classes, as they believe that many students need to be active participants in the learning process. Grade 9 mathematics classes are scheduled simultaneously to allow students to move from one instructional level to another. Teachers monitor the students closely to ensure they are at the correct level.

Transition planning with feeder schools is important for staff at L'Amoreaux. There are many opportunities for rich conversations with Grade 8 teachers. Together, teachers from both panels work to align the curriculum, share common methodology and identify common language and assessment practices to ensure a smooth transition to secondary school. Teachers from L'Amoreaux visit all feeder schools to gather information on student learning styles, any supports already in

“We are not afraid of data anymore. It informs and strengthens our decisions. It helps us understand where our students are and helps us make decisions about how to help each one reach their potential.”

Valerie Nelson, Principal

place, achievement on the Grade 6 EQAO assessment and any special needs that need to be addressed. This cross-panel dialogue is important to staff at L'Amoreaux as they strive to implement the resulting recommendations and ensure a successful four-year journey for all students. In addition, Grade 8 students participate in a series of transition workshops offered in August. Moving On Up, sponsored by the Continuing Education Department, is a program designed by the Assistant Curriculum Leader and delivered with the help of colleagues. It offers workshops on organization, getting to know the school and character development. Through this experience, students begin to make connections with teachers, become more familiar with the physical environment and therefore feel more comfortable when school begins in September.

Communication with parents is a priority, and the staff is often creative in their efforts to encourage parental involvement. Parent-teacher interviews are an opportunity for the school to share their students' successes through art displays and drama presentations. At the same time, parents have the opportunity to receive information and ask questions about the co-op program, apprenticeships and the different pathways available. Parents of Grade 9 students receive a letter guiding them to the EQAO Web site and are encouraged to make use of the resources available there. Report cards and progress reports for Grade 9 students are mailed to parents, and teachers follow up with parents of at-risk students to offer assistance to the student



L'Amoreaux Collegiate Institute

“We have a collaborative culture of success.

No problem is taken on by one person.”

Valerie Nelson

or make suggestions to the parents so that they can be more actively involved in their child's learning. Principal Nelson indicates that there are generations of siblings at the school, and there is a culture of trust with parents.

At L'Amoreaux Collegiate Institute (“the Jewel of the North East,” according to its Web site) the administration and staff work diligently to provide many meaningful and varied learning experiences for students in a culture of caring adults. Consistency and continuity in the delivery of the curriculum are hallmarks for this team. The collaborative approach includes visionary and innovative leadership, a strong belief in professional development, teachers who hold themselves responsible for their own learning and a genuine desire to provide each and every student with the opportunity to succeed. Data are an integral part of the informed decision-making process, but it is the relationships between teachers and students that complete the picture and allow the school to sustain consistently strong EQAO Grade 9 mathematics results over time. Principal Nelson states: “We are not afraid of data anymore. It informs and strengthens our decisions. It helps us understand where our students are and helps us make decisions about how to help each one reach their potential.”

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	45%	52%
Male	55%	48%
Special education needs	3%	44%
English language learners	17%	28%
Speak primarily a language other than English at home	21%	24%

St. Ignatius of Loyola Catholic Secondary School

HALTON CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1186; Grades: 9–12; Principal: Nijole Vaitonis

St. Ignatius of Loyola Catholic Secondary School has a population of 1186 students in Grades 9–12. The school offers a full spectrum of programs, including locally developed, applied, academic and university prep courses, as well as extended French and the Ontario Youth Apprenticeship Program. Data indicates that the number of English language learners has increased in the last few years, and 24% of the current Grade 10 students were born outside of Canada. Students have the opportunity to participate in a wide range of clubs, events, projects and sports teams. There are high academic expectations from students, teachers and parents. The 2012–2013 Halton Youth Survey reveals that 97.7% of Loyola students believe that good grades are important, and 89.9% of students agree that teacher expectations are high. Ninety percent of Grade 9 students are enrolled in academic math classes.

At St. Ignatius of Loyola, the Student Success Team examines and analyzes EQAO data, progress and mid-term reports, marks and learning skills to identify trends and make evidence-based decisions about areas for development and improvement in order to move forward. For example, in using the EQAO Profile of Strengths and Areas for Improvement data in 2010–2011, the team noticed that students in applied classes scored below the board average in the Thinking category. Using the collaborative Catholic Learning Communities approach, the team implemented the four-step problem-solving model from EQAO's Summary of Results and Strategies for Teachers. Teachers received release

“We embrace data. We dig deeper. We look at the whole picture, and then we decide what we are going to do about it. We are committed to the process of continuous improvement, having a positive school culture and providing positive opportunities for all students.”

Nijole Vaitonis, Principal

time and worked together to look at the type of questions that needed to be included to make the concept more explicit for students. Students were exposed to EQAO-style questions and presented with open-task challenges, and teachers consistently reinforced the vocabulary of the curriculum used during the mathematics assessment. School data clearly supports the effectiveness of this strategy, as students became proficient throughout the semester with identifying key terms, making better plans to answer questions and implementing a wider variety of strategies to solve problems. Grade 10 student Matthew Aslett agrees: “The four-step problem-solving model and open tasks make you think. Marks are important, but

it is the mindset that is most important.” The four-step problem-solving model has now been extended to Grade 10 and also serves as a model for other schools in the Halton Catholic District School Board.



St. Ignatius of Loyola Catholic Secondary School

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	49%	33%
Male	51%	67%
Special education needs	5%	46%
English language learners	10%	15%
Speak primarily a language other than English at home	14%	5%

The after-school numeracy program also contributes to student success at St. Ignatius of Loyola. Teachers identify students who are experiencing difficulty or who need additional support, and they become part of the Student Success List. These students are invited to take part in an after-school numeracy program for eight consecutive weeks. During this time, a mathematics teacher is available to re-teach concepts that have proven to be difficult, and students are provided with opportunities to practise and receive immediate feedback. Parents are informed of the need for the student to attend the after-school program. Attendance is closely monitored, and data has shown that 80% of participating students successfully demonstrate continuous improvement. The implementation of this initiative supports the school's belief that every student can learn with the appropriate supports. Chris Hall, Secondary Numeracy Itinerant teacher, states: "At St. Ignatius of Loyola, it is always about what supports need to be put in place to assure student success. It is not simply a matter of changing pathways, but about what we can do as a team to have all the necessary supports in place." The special education department plays an integral role in supporting students in Grade 9 mathematics classes, and the special education resource teachers co-plan and co-teach with the math teachers.

Success and growth over time on the Grade 9 mathematics assessment has been the result of a systematic approach to examining data from various sources and using it effectively to move forward. At St. Ignatius of Loyola, teachers meet often to participate in powerful professional conversations about student achievement. The Catholic Learning Communities created over the years have led to many initiatives to support student learning. Principal Nijole Vaitonis states: "Real change happens when teachers own the conversation." As a result, every math class has a Smart Board, and teachers from various departments have worked diligently to create activities to

"At St. Ignatius of Loyola, it is always about what supports need to be put in place to assure student success. It is not simply a matter of changing pathways, but about what we can do as a team to have all the necessary supports in place."

Chris Hall, Secondary Numeracy Itinerant Teacher



Chris Hall, Nijole Vaitonis (principal), Kevin Wong

maintain student engagement through the use of technology. Two years ago, the mathematics department focused on creating consistent and effective practices that focus on assessment for learning, and they implemented the use of exit cards and success criteria. Teachers also participate in multi-school Collaborative Inquiry and Learning in Mathematics to co-plan, co-teach and debrief math lessons. Students at St. Ignatius of Loyola are prepared to demonstrate their learning when they write the Grade 9 assessment of mathematics. Grade 12 student Jarrod Baddeliyanage explains: "Teachers always provide the support and resources we need for us to reach our potential, not only in tests but day to day. They also make sure that on the day of the test we know what to expect and that there are no surprises."

St. Ignatius of Loyola is a busy school with an active parent council. It is a school community where the focus is on reaching every student. Administration, staff, students and parents embrace a culture of learning and collaboration that is key to the positive school environment, and all students are encouraged to see themselves as successful lifelong learners. Programs and initiatives to improve student achievement and provide 21st-century learning opportunities are developed based on solid evidence and data. Principal Vaitonis states: "We embrace data. We dig deeper. We look at the whole picture, and then we decide what we are going to do about it. We are committed to the process of continuous improvement, having a positive school culture and providing positive opportunities for all students."

St. John's College

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1233; Grades: 9–12; Principal: Rob Campbell

St. John's College is a Grades 9 to 12 school located in Brantford, Ontario. This school of over 1200 students reflects a fairly average demographic spread in its economic makeup and special-education population. The focus of this success story is in the area of Grade 9 mathematics. Today, the school is scoring significantly above board and provincial results in applied math, and the school and board are scoring above the provincial results in academic math. These scores reflect a significant growth—especially in the area of applied math—and are the result of strategic initiatives.

Principal Rob Campbell states: “Our data showed us that there were specific areas that we needed to focus upon in order to improve the success rate of our students. There was a need to collaborate and listen to the teachers and to draw upon their expertise. The administration lent their support to the initiatives that emerged from these discussions.”

The wealth of information provided in the EQAO reports has been instrumental in providing the school with reliable and multi-faceted data. In addition to examining the scores and analyzing board and provincial results, the school honed in on individual questions and items and studied Student Questionnaire responses. Frequent meetings and discussions concerning this data were held with special-education teachers and intermediate-division staff from the 10 elementary schools that feed into St. John's College, and provided a valid basis for change.

An initial strategy for success was to work with the students and elementary staff members to guide students in their course selections. At St. John's, “alert” meetings are now frequently held so that, if necessary, students experiencing difficulty can be rerouted within two weeks after the start of each semester.

“Our data showed us that there were specific areas that we needed to focus upon in order to improve the success rate of our students. There was a need to collaborate and listen to the teachers and to draw upon their expertise. The administration lent their support to the initiatives that emerged from these discussions.”

Rob Campbell, Principal



Rob Campbell, principal

EQAO data alerted St. John's staff members to the fact that multiple-choice questions were an area of weakness for students, especially those in the applied math strand. Also, measurement, an area that was thought to be solid, produced results that raised concerns. The school responded immediately by producing banks of multiple-choice questions that mirrored EQAO questions and organized them by strand and question type. These were highlighted throughout the term and became a diagnostic tool before and after the units that were taught. Students learned how to process these questions and find the correct solution. As well, they didn't leave any questions unanswered in their work. Similarly, the unit on measurement was researched, and with the effective teaching strategies that were used—including co-operative learning techniques, use of open questioning, problem-solving-based lessons and use of up-to-date technology—the unit showed immediate improvement.

St. John's College has taken advantage of initiatives sponsored by the board. The Math Coaching project was designed to improve teaching pedagogy and share strategies. A math coach was assigned to teach at St. John's College and also collaborate with peers and teachers from feeder schools. Through observation, discussion, collaboration, co-planning and co-teaching, effective strategies were developed and aligned throughout both panels. This successful project was extended to include ongoing professional development sessions. Dr. Marian Small provided input on big ideas in mathematics, differentiated instruction through open questioning, parallel tasks, learning goals, success criteria and assessment. This initiative has spread to other families of schools.

“We appreciate the help that we are given at lunch and after school and enjoy the way that technology provides variety and interest in mathematics. It brings [math] to life.”

Student

In addition to these efforts, St. John's College provides ongoing support for student success in mathematics. There is a lunchtime Help Room for Math held Monday through Thursday and an After-School Homework Club. These programs provide opportunities for re-teaching concepts, working on questions or taking advantage of a quiet place to concentrate on homework—all useful and relevant provisions that mean a great deal to St. John's College students. Says one student: “This encourages us not to give up. We appreciate the help that we are given at lunch and after school and enjoy the way that technology provides variety and interest in mathematics. It brings [math] to life. Math is difficult, but if I keep trying, I do well.”

The special-education staff members have provided a great deal of support by visiting classes and offering assistance to students in the applied classes as well as wherever else it is needed.

Information is also made available to parents around the EQAO assessment. This enables them to become part of the success equation at St. John's College.

While Principal Campbell is quick to acknowledge his innovative staff and the successful initiatives that have been undertaken, administrative support has been an important component in the excellent performance of the school. By highlighting mathematics in morning announcements, celebrating successes at a pep rally and finding time to visit classes, he has contributed the personal support that has raised the profile of math at the school. This support has been extended so that budget allotments have provided the appropriate technological aids (such as iPads, LCD projectors and Smart Boards) to complement teaching initiatives.

Attention to data, creative planning and focused initiatives have brought about significant improvement in pure and applied math at St. John's College. This team has created a positive learning environment and is enjoying great successes in the field of mathematics.

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	59%	41%
Male	41%	59%
Special education needs	4%	28%
English language learners	1%	1%
Speak primarily a language other than English at home	3%	3%



St. John's College

St. Joseph's Catholic High School

SIMCOE MUSKOKA CATHOLIC DISTRICT SCHOOL BOARD

Student population: 743; Grades: 9–12; Principal: Carolyn Healy

St. Joseph's Catholic High School, in Barrie, serves 743 students in Grades 9–12, with about 50% bused. Although enrolment is declining, there has been an increase in the number of students enrolling from non-feeder schools. The school has developed an excellent working relationship with its feeder schools to ensure their students and parents are informed about St. Joseph's programs and opportunities.

St. Joseph's has demonstrated continued success on the applied version of the EQAO Grade 9 Assessment of Mathematics. Examining the over-time EQAO data in conjunction with board and school data, the school team determines the students' strengths and weaknesses and uses the data to formulate an action plan to improve their success rates. Math teachers analyze the EQAO Item Information Report to find areas of strength and weakness, and they develop strategies to move students to the next level. They have developed a bank of hands-on activities involving manipulatives, and they encourage discussion to solve problems.

Richard Gallant, mathematics department chair, stresses that the use of EQAO-type questions is part of daily practice: "Students need to be familiar with the question structure, format and language of the test. We create our own block of questions that model the exemplars provided by EQAO, incorporating Targeted Improvement Strategies to enhance our programs, so students have no surprises when they write the test. We also access these resources to create lessons for the Smart Board, because we believe that technology is an integral part of the math department."

The administration provides the budget and release time necessary for professional learning in board-led workshops. The school invited EQAO's mathematics content lead to do presentations on how the questions are developed, written and scored. The staff also participated in moderated marking activities and attended a presentation by Marian Small

"Having our students engaged and participating is the key to their success. The teachers utilize their strengths and expertise to provide every student with the opportunity to experience success."

Carolyn Healy, Principal



Richard Gallant, John Zuercher, Carolyn Healy (principal), Angela Deason

addressing issues such as good questions, math talk, problem solving and hands-on investigations. Angela Deason, mathematics and special education resource teacher, reflects: "Teachers are committed to students' well-being and success and are open to new ideas. They work as a team, sharing best practices, drawing from their strengths to create effective teaching strategies to improve student learning. They readily incorporate change into their classroom practice to ensure a more positive learning environment for their students."

To ensure a seamless transition for students from Grade 8 to Grade 9, St. Joseph's Grade 9 math teachers, student success team and guidance counsellors meet with the Grades 7 and 8 teachers in the feeder schools throughout the year. To better prepare students to make decisions about the applied or academic courses, lessons at both levels are demonstrated. Many sessions focus on numeracy, and students are exposed to manipulatives and technology such as Geometer's Sketchpad, Gizmos, Logger Pro and iPads. The Grade 9 teachers also stress the importance of knowing the language of math, especially key words, so students are more familiar with the expectations in Grade 9. Timetables are created so that the academic and applied math courses run simultaneously to facilitate any necessary transitions from one level to another.

St. Joseph's also hosts a Grade 8 information night, where parents are invited into the school and the differences between academic and applied, as well as the different pathways for their children, are explained. They discuss the mentorship program,

“The EQAO data is a critical tool that reveals what needs to be done and shapes our next steps. It not only gives us the information needed to direct and change our programs as necessary but guides our decisions about course sections, time-tabling and budgeting.”

Carolyn Healy

in which a Grade 9 student is paired with a student in Grade 10. Students also spend a day at the high school and meet their mentors, which gives them a connection to facilitate their transition. The school uses these mentors to lead the students through the various departments. To engage the parents, the school uses its Web site and e-mails parents regularly. Each parent receives a grade-specific message with information about the various activities throughout the year. Because of this communication, the parent group is very active and supportive.



St. Joseph's Catholic High School

St. Joseph's has created a Student Achievement Centre, which brings together the special education, English, mathematics and science departments to welcome all students and provide assistance as necessary. The centre is staffed by experienced teachers from all four departments who are dedicated to working with struggling Grade 9 students. Critical to the centre's success is the communication and commitment among the teachers, who are encouraged to be proactive and identify struggling students early. Teachers regularly meet with administration, guidance and student success staff to discuss students at risk. There is no stigma attached to being in the centre, and students view it as a comfortable, accepting and warm place. The centre also runs a homework club staffed by teachers and educational assistants who volunteer to help.

The administration and staff of St. Joseph's High School are proud of the success of their students. “Having our students engaged and participating is the key to their success. The teachers utilize their strengths and expertise to provide every student with the opportunity to experience success,” states Principal Carolyn Healy. “The EQAO data is a critical tool that reveals what needs to be done and shapes our next steps. It not only gives us the information needed to direct and change our

programs as necessary but guides our decisions about course sections, time-tabling and budgeting. Our staff is very caring and believes that making connections and building trust with students enable them to be successful.”

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	55%	44%
Male	45%	56%
Special education needs	9%	29%
English language learners	1%	2%
Speak primarily a language other than English at home	2%	2%

Ontario Secondary School Literacy Test (OSSLT)

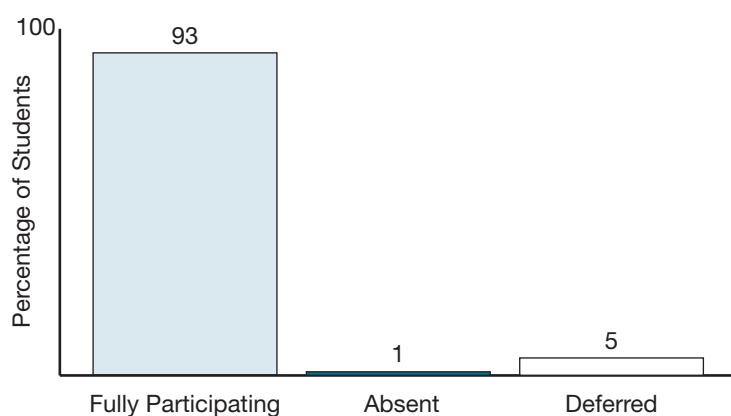
OSSLT: Results at a Glance

FIRST-TIME ELIGIBLE STUDENTS

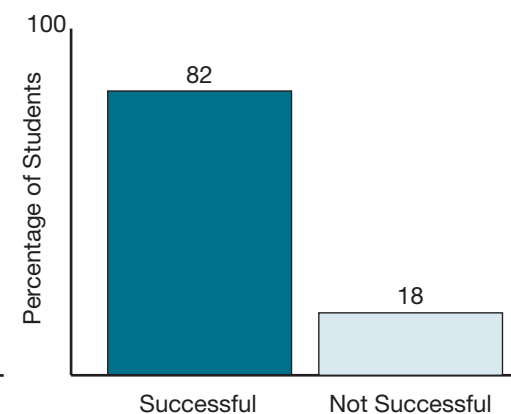
Results for First-Time Eligible Students, Spring 2013*

	ALL STUDENTS # = 143 358		FULLY PARTICIPATING STUDENTS # = 134 033
SUCCESSFUL	110 162	77%	82%
NOT SUCCESSFUL	23 871	17%	18%
FULLY PARTICIPATING	134 033	93%	
ABSENT	2 059	1%	
DEFERRED	7 266	5%	

Participation Rate, Spring 2013: All Students



Success Rate, Spring 2013: Fully Participating Students



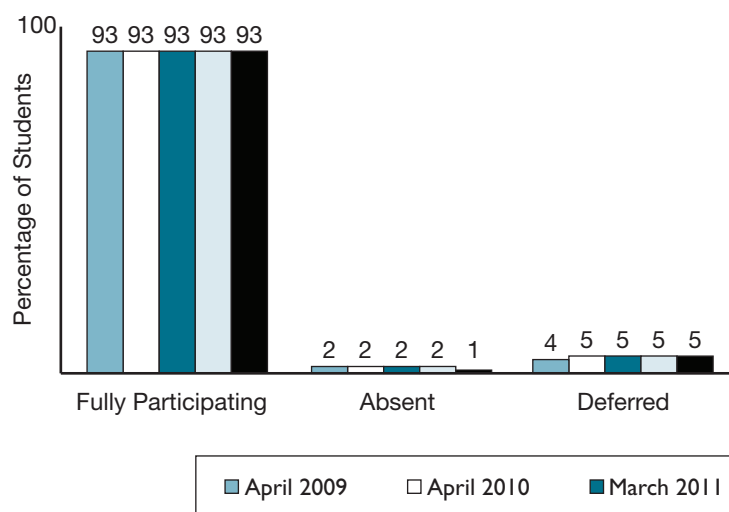
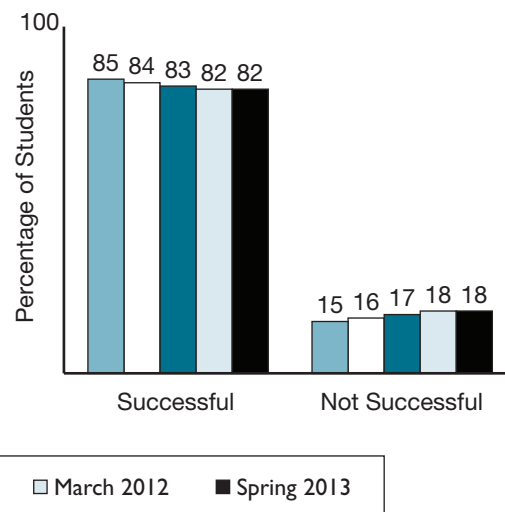
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

- Ninety-three percent of first-time eligible students participated in the 2013 OSSLT.
- Eighty-two 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				
	Apr. 2009 # = 152 830	Apr. 2010 # = 153 490	Mar. 2011 # = 153 635	Mar. 2012 # = 147 306	Spring 2013 # = 143 358	Apr. 2009 # = 142 394	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246	Mar. 2012 # = 137 002	Spring 2013 # = 134 033
SUCCESSFUL	79%	78%	77%	77%	77%	85%	84%	83%	82%	82%
NOT SUCCESSFUL	14%	15%	16%	16%	17%	15%	16%	17%	18%	18%
FULLY PARTICIPATING	93%	93%	93%	93%	93%					
ABSENT	2%	2%	2%	2%	1%					
DEFERRED	4%	5%	5%	5%	5%					

Participation Rates Over Time:
All StudentsSuccess Rates Over Time:
Fully Participating Students

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

Observations

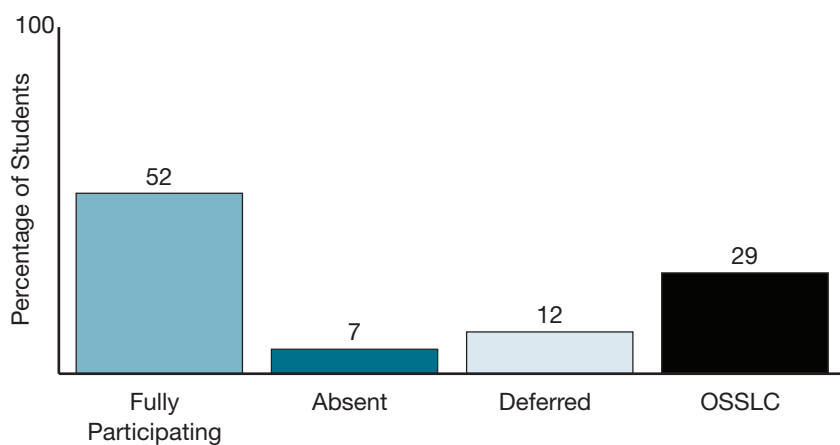
- Over the past five years, the overall participation rate for first-time eligible students has remained the same (93%).
- Over the past five years, the percentage of absent students has been 1% or 2% consistently, while the percentage of deferred students has been 4% or 5%.
- Over the past five years, the success rate for fully participating students has decreased by three percentage points, from 85% to 82%. This year, the success rate is the same as last year's.

PREVIOUSLY ELIGIBLE STUDENTS

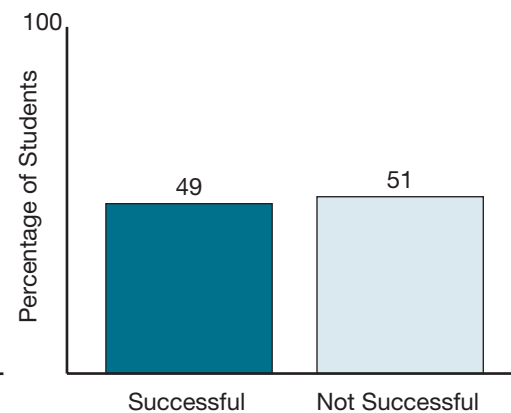
Results for Previously Eligible Students, Spring 2013*

	ALL STUDENTS # = 59 080		FULLY PARTICIPATING STUDENTS # = 30 626
SUCCESSFUL	15 121	26%	49%
NOT SUCCESSFUL	15 505	26%	51%
FULLY PARTICIPATING	30 626	52%	
ABSENT	4 344	7%	
DEFERRED	6 848	12%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	17 262	29%	

Participation Rate, Spring 2013: All Students



Success Rate, Spring 2013: Fully Participating Students



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

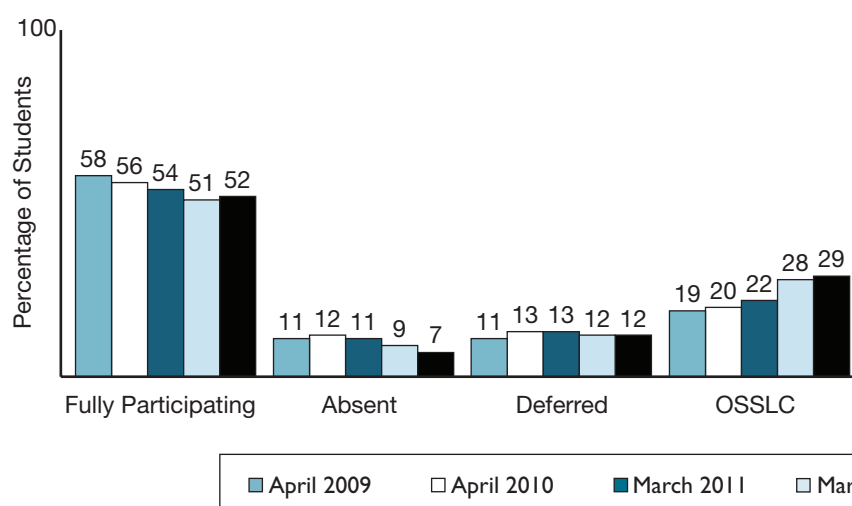
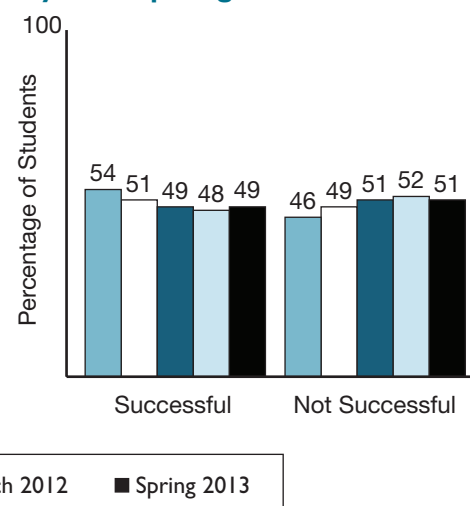
† See OSSLT: Explanation of Terms.

Observation

- Of the previously eligible students, 52% participated fully in the 2013 test, among whom 49% were successful.

Results for Previously Eligible Students Over Time^{*†}

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Apr. 2009 # = 52 571	Apr. 2010 # = 51 669	Mar. 2011 # = 54 243	Mar. 2012 # = 58 662	Spring 2013 # = 59 080	Apr. 2009 # = 30 751	Apr. 2010 # = 28 694	Mar. 2011 # = 29 539	Mar. 2012 # = 29 776	Spring 2013 # = 30 626
SUCCESSFUL	31%	28%	27%	24%	26%	54%	51%	49%	48%	49%
NOT SUCCESSFUL	27%	27%	28%	26%	26%	46%	49%	51%	52%	51%
FULLY PARTICIPATING	58%	56%	54%	51%	52%					
ABSENT	11%	12%	11%	9%	7%					
DEFERRED	11%	13%	13%	12%	12%					
OSSLC[‡]	19%	20%	22%	28%	29%					

Participation Rates Over Time:
All StudentsSuccess Rates Over Time:
Fully Participating Students

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

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

‡ See OSSLT: Explanation of Terms.

Observations

- Over the past five years, the overall participation rate for students has declined (from 58% in 2009 to 52% in 2013). However, there has been a slight increase since last year (51% to 52%).
- Over the past five years, the absence rate has slightly decreased, the deferral rate has remained relatively stable, and there has been a steady increase (to 29%) in the percentage of students who opted to take the Ontario Secondary School Literacy Course (OSSLC).
- Since 2009, there has been a five-percentage-point decrease in the percentage of fully participating students completing the OSSLT successfully (from 54% to 49%).

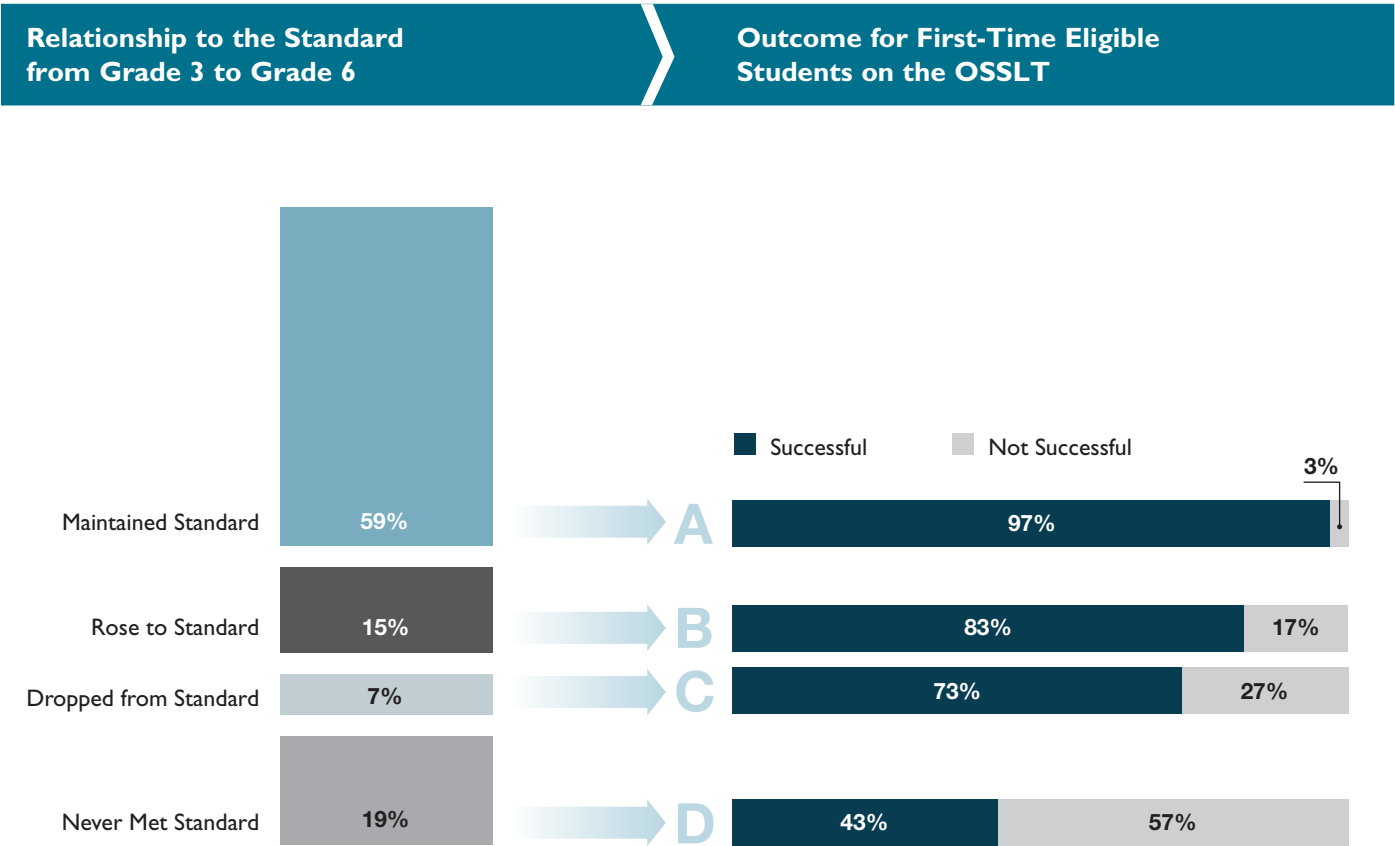
TRACKING PROGRESS IN LITERACY FROM GRADE 3 THROUGH GRADE 6 TO GRADE 10 (OSSLT)

Of the 143 358 students who were eligible to write the OSSLT in Grade 10 this year, 113 145 (79%) had been in the Ontario school system for the provincial tests in Grade 3 and Grade 6. Of these 113 145 students, 108 235 (96%) students wrote the OSSLT this year, 3417 (3%) had their participation deferred to a later administration and 1487 (1%) were absent on the day of the test.

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

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

Reading



Number of students in the cohort who participated in the OSSLT: 108 235

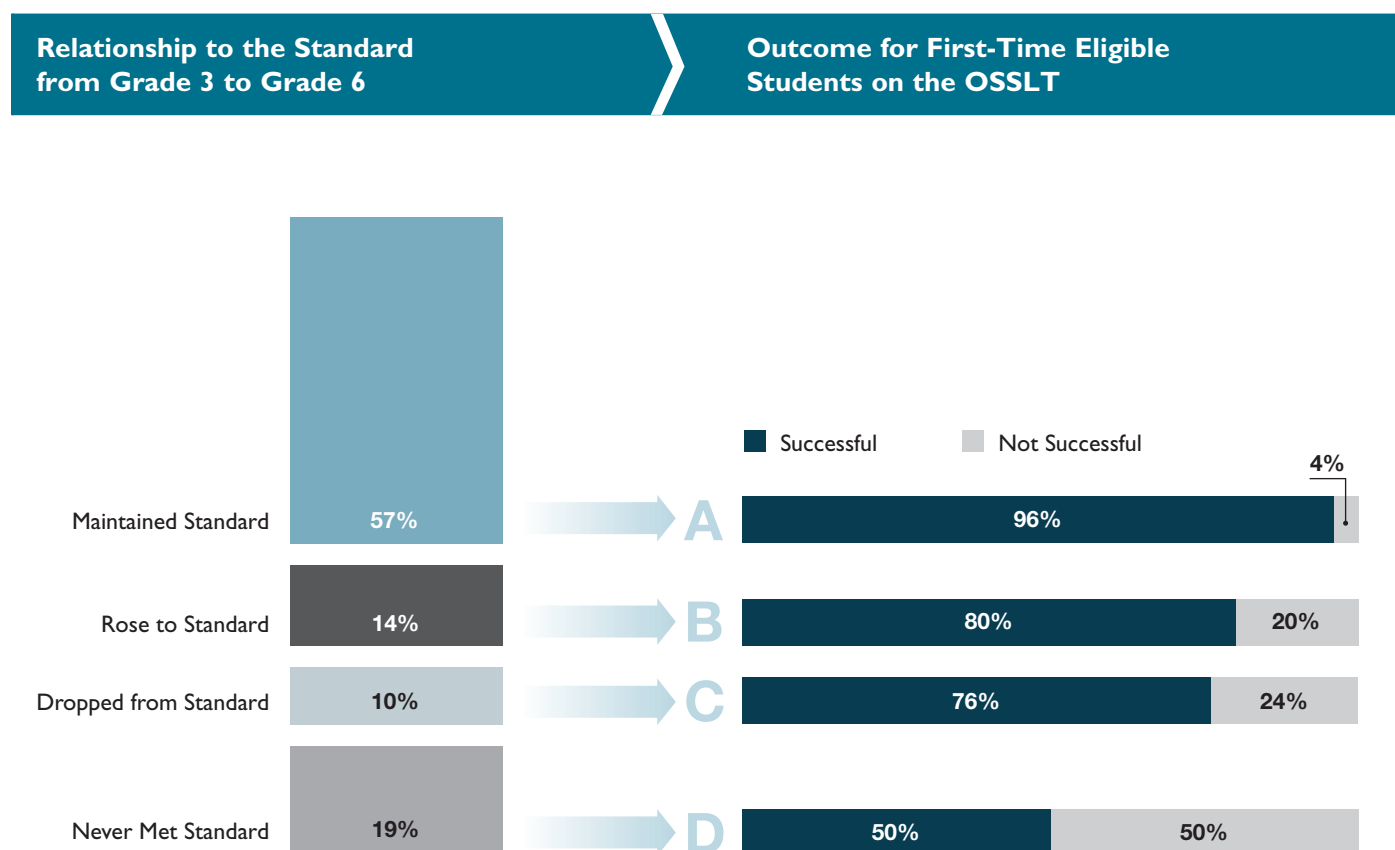
- A** Of the 63 424 students who met the provincial standard in Reading in both Grade 3 and Grade 6, 97% (61 448) were successful on the OSSLT.
- B** Of the 16 073 students who rose to the standard in Reading from Grade 3 to Grade 6, 83% (13 409) were successful on the OSSLT.
- C** Of the 7706 students who had dropped from the standard in Reading from Grade 3 to Grade 6, 73% (5631) were successful on the OSSLT.
- D** Of the 21 032 students who had not met the provincial standard in Reading in Grade 3 and had not met it in Grade 6, 43% (9141) were successful on the OSSLT.

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

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

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

Writing



Number of students in the cohort who participated in the OSSLT: 108 235

- A** Of the 61 644 students who met the provincial standard in Writing in both Grade 3 and Grade 6, 96% (58 949) were successful on the OSSLT.
- B** Of the 15 295 students who rose to the standard in Writing from Grade 3 to Grade 6, 80% (12 251) were successful on the OSSLT.
- C** Of the 11 115 students who had dropped from the standard in Writing from Grade 3 to Grade 6, 76% (8395) were successful on the OSSLT.
- D** Of the 20 181 students who had not met the provincial standard in Writing in Grade 3 and had not met it in Grade 6, 50% (10 034) were successful on the OSSLT.

OSSLT—First-Time Eligible Students: Contextual Information

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

Participation Rates by Subgroup, Spring 2013*

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER				
Female	70 092	1%	4%	95%
Male	73 260	1%	6%	92%
STUDENT STATUS				
English language learners†	8 051	1%	28%	71%
Students with special education needs (excluding gifted)†	25 390	2%	12%	86%
COURSE TYPE IN ENGLISH				
Academic	102 260	1%	1%	98%
Applied	31 172	3%	6%	91%
Locally developed	4 791	4%	37%	59%

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

† See OSSLT: Explanation of Terms.

Observations

- In 2013, the highest deferral rates were among English language learners (28%) and students in locally developed English courses (37%).
- In 2013, 86% of students with special education needs (excluding gifted) participated fully in the OSSLT.

Demographic Information and Participation Rates Over Time

	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013
All first-time eligible students	# = 152 830	# = 153 490	# = 153 635	# = 147 306	# = 143 358
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Not specified	<1%	<1%	0%	<1%	<1%
STUDENT STATUS*					
English language learners [†]	4%	4%	4%	5%	6%
English language learners who received one or more special provisions [‡]	2%	2%	2%	3%	3%
Students with special education needs (excluding gifted) [†]	16%	16%	17%	17%	18%
Students with special education needs (excluding gifted) who received one or more accommodations [‡]	13%	14%	15%	15%	15%
COURSE TYPE IN ENGLISH*					
Academic	67%	68%	69%	71%	71%
Applied	25%	24%	24%	22%	22%
Locally developed	4%	4%	4%	3%	3%
LANGUAGE[§]					
Number of students who completed the questionnaire	140 462	140 855	140 186	133 489	130 397
First language learned at home was other than English	22%	22%	22%	23%	23%
Speak only or mostly English at home	76%	75%	75%	74%	74%
Speak another language (or other languages) as often as English at home	17%	17%	18%	18%	19%
Speak only or mostly another language (or other languages) at home	7%	7%	7%	7%	7%
PARTICIPATION IN THE TEST					
Number and percentage of fully participating first-time eligible students	142 394 93%	142 955 93%	143 246 93%	137 002 93%	134 033 93%
Students who were exempted	1 679	1 800	1 744	1 694	1 670

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

† See OSSLT: Explanation of Terms.

‡ Percentages are based on the number of fully participating students.

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

Observations

- Over the past five years,
 - the percentage of students who were English language learners has slightly increased from 4% to 6%.
 - the percentage of students with special education needs and that of those with special education needs who received accommodations have each increased by two percentage points.
 - the percentage of students in the applied English course has slightly decreased, from 25% to 22%, while the percentage of students in the academic English course has increased by four percentage points, to 71%.
 - the percentage of students indicating that they speak only or mostly English at home has decreased, from 76% to 74%.

Student Questionnaire Results Over Time: Reading

	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013
	Female					Male				
Students who completed the questionnaire*	# = 69 178	# = 69 260	# = 69 390	# = 66 141	# = 64 707	# = 71 275	# = 71 591	# = 70 796	# = 67 346	# = 65 684
Percentage of first-time eligible students indicating that										
they read English outside school for more than three hours a week (not counting homework)	47%	47%	42%	43%	43%	32%	32%	30%	32%	32%
Percentage of first-time eligible students indicating that they read the following kinds of material in English outside school most weeks:										
Non-fiction books (e.g., biographies)	33%	34%	34%	33%	33%	35%	37%	38%	39%	40%
Comics	29%	29%	27%	27%	25%	41%	41%	41%	41%	41%
Web sites, e-mail, chat messages	95%	95%	94%	93%	92%	90%	90%	89%	88%	88%
Letters	43%	41%	37%	33%	30%	33%	33%	29%	28%	26%
Magazines	82%	80%	77%	72%	66%	60%	58%	55%	50%	44%
Manuals, instructions	31%	32%	31%	29%	29%	50%	52%	50%	50%	48%
Newspapers	50%	49%	45%	41%	38%	53%	51%	49%	46%	43%
Novels, short stories, other fiction	84%	83%	82%	82%	81%	56%	57%	57%	60%	59%
Song lyrics, poems	77%	80%	80%	79%	77%	52%	55%	56%	56%	53%
Religious or spiritual writings	22%	23%	23%	23%	24%	19%	21%	21%	22%	22%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

Observations

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

- A larger percentage of female than male students have reported reading outside school for more than three hours a week (not counting homework); this percentage has remained relatively stable for male students (between 30% and 32%), whereas the percentage of female students has decreased, from 47% to 43%.
- Web sites, and e-mail and chat messages have been the most frequently reported types of reading materials among students of both genders.
- The percentages of students who indicated reading non-fiction books, Web sites, e-mail and chat messages, manuals, fiction, song lyrics and poems and religious or spiritual writings have remained relatively stable for both males and females.
- The percentages of students who indicated reading letters, magazines and newspapers have decreased.
- There has continued to be a larger percentage of female than male students who report reading the following three types of materials: magazines, novels and other fiction, and song lyrics and poems.
- A larger percentage of male than female students have reported reading non-fiction books, comics and manuals.

Student Questionnaire Results Over Time: Writing

	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013
	Female					Male				
Students who completed the questionnaire*	# = 69 178	# = 69 260	# = 69 390	# = 66 141	# = 64 707	# = 71 275	# = 71 591	# = 70 796	# = 67 346	# = 65 684
Percentage of first-time eligible students indicating that										
they write in English outside school for more than three hours a week (not counting homework)	33%	33%	29%	27%	28%	25%	24%	22%	22%	22%
Percentage of first-time eligible students indicating that they do the following types of writing in English outside school most weeks:										
E-mail, chat messages	96%	96%	96%	95%	95%	92%	93%	92%	91%	91%
Letters, journals, diaries	43%	44%	43%	39%	40%	14%	14%	14%	14%	14%
Notes, directions, instructions	49%	50%	50%	50%	49%	40%	43%	43%	45%	44%
Song lyrics, poems	46%	48%	47%	46%	43%	31%	33%	33%	32%	29%
Stories, fiction	35%	35%	36%	38%	38%	24%	25%	25%	27%	27%
Work-related writing	46%	50%	51%	53%	55%	46%	49%	50%	53%	55%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

Observations

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

- There has been a five-percentage-point decrease (to 28%) among female students and a three-percentage-point decrease (to 22%) among male students who indicated that they wrote in English outside school for more than three hours a week (not counting homework).
- As in previous years, the most frequently reported types of writing outside school for both genders in 2013 were e-mail and chat messages. This percentage has remained large and stable.
- Percentages for female students have been larger than those for male students for all types of writing except work-related writing, which the two genders have engaged with to a similar extent. Meanwhile, in 2013, there was a 26-percentage-point gender gap for letters, journals and diaries, a 14-percentage-point gap for song lyrics and poems, an 11-percentage-point gap for stories and fiction and a five-percentage-point gap for notes, directions and instructions.

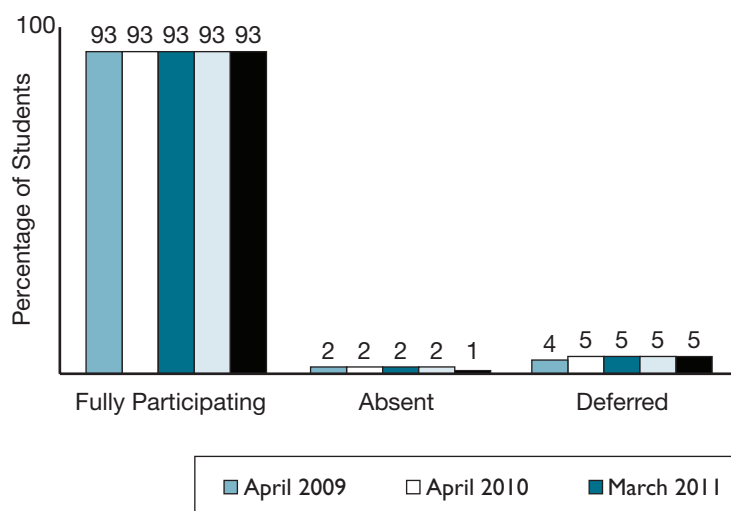
OSSLT—First-Time Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

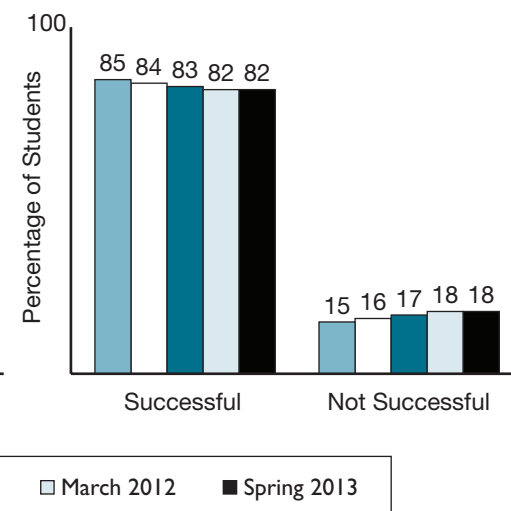
Results for First-Time Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Apr. 2009 # = 152 830	Apr. 2010 # = 153 490	Mar. 2011 # = 153 635	Mar. 2012 # = 147 306	Spring 2013 # = 143 358	Apr. 2009 # = 142 394	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246	Mar. 2012 # = 137 002	Spring 2013 # = 134 033
SUCCESSFUL	79%	78%	77%	77%	77%	85%	84%	83%	82%	82%
NOT SUCCESSFUL	14%	15%	16%	16%	17%	15%	16%	17%	18%	18%
FULLY PARTICIPATING	93%	93%	93%	93%	93%					
ABSENT	2%	2%	2%	2%	1%					
DEFERRED	4%	5%	5%	5%	5%					

Participation Rates Over Time: All Students



Success Rates Over Time: Fully Participating Students



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

Observations

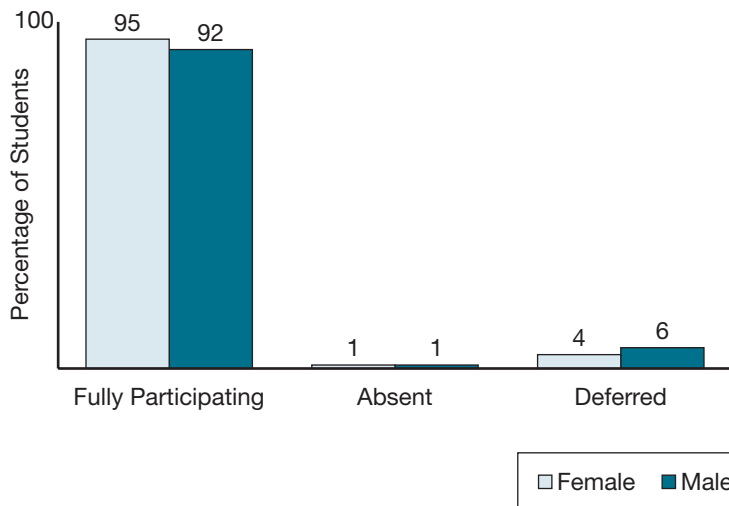
- Over the past five years, the overall participation rate for first-time eligible students has remained the same (93%).
- Over the past five years, the percentage of absent students has been 1% or 2% consistently, while the percentage of deferred students has been 4% or 5%.
- Over the past five years, the success rate for fully participating students has decreased by three percentage points, from 85% to 82%. This year, the success rate is the same as last year's.

RESULTS BY GENDER

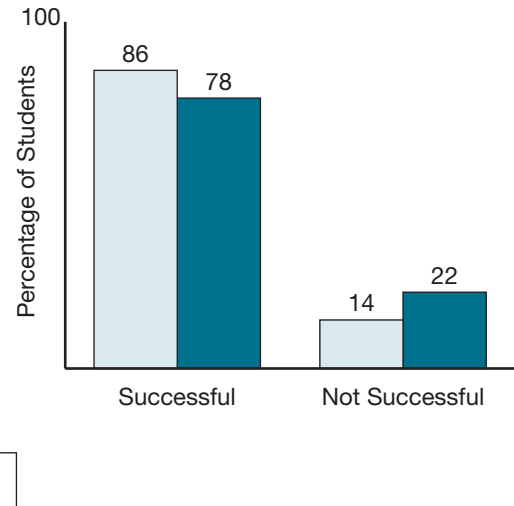
Results for Female and Male Students, Spring 2013^{*†}

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 70 092		Male # = 73 260		Female # = 66 262	Male # = 67 765
SUCCESSFUL	57 204	82%	52 952	72%	86%	78%
NOT SUCCESSFUL	9 058	13%	14 813	20%	14%	22%
FULLY PARTICIPATING	66 262	95%	67 765	92%		
ABSENT	996	1%	1 063	1%		
DEFERRED	2 834	4%	4 432	6%		

Participation Rates, Spring 2013: All Female and Male Students



Success Rates, Spring 2013: Fully Participating Female and Male Students



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

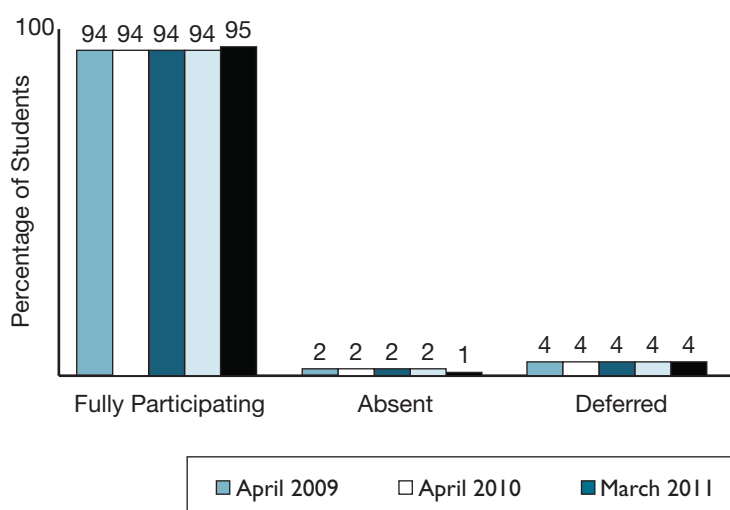
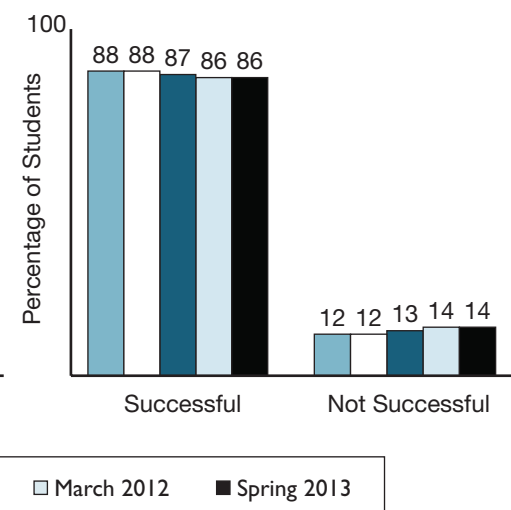
† Includes only students for whom gender data were available.

Observation

- A larger percentage of fully participating female (86%) than male (78%) students successfully completed the 2013 OSSLT.

Results for Female Students Over Time^{*†}

	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	Apr. 2009 # = 74 355	Apr. 2010 # = 74 545	Mar. 2011 # = 74 954	Mar. 2012 # = 71 934	Spring 2013 # = 70 092	Apr. 2009 # = 69 954	Apr. 2010 # = 70 055	Mar. 2011 # = 70 606	Mar. 2012 # = 67 631	Spring 2013 # = 66 262
SUCCESSFUL	83%	82%	82%	81%	82%	88%	88%	87%	86%	86%
NOT SUCCESSFUL	12%	12%	13%	13%	13%	12%	12%	13%	14%	14%
FULLY PARTICIPATING	94%	94%	94%	94%	95%					
ABSENT	2%	2%	2%	2%	1%					
DEFERRED	4%	4%	4%	4%	4%					

Participation Rates Over Time:
All Female StudentsSuccess Rates Over Time:
Fully Participating Female Students

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

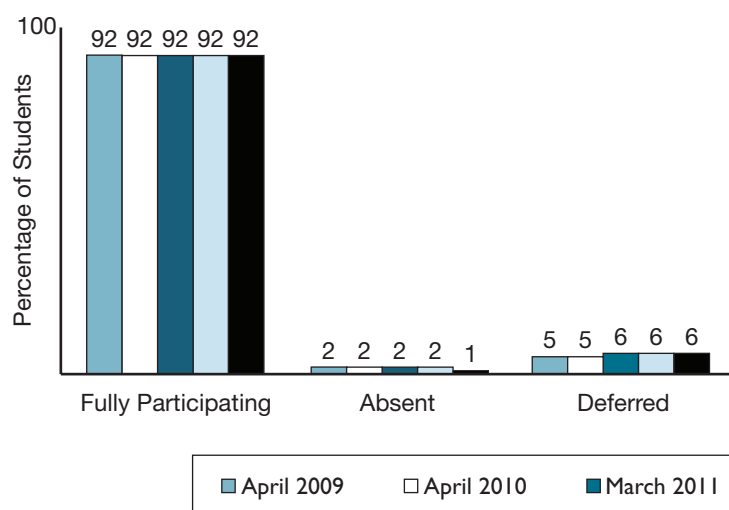
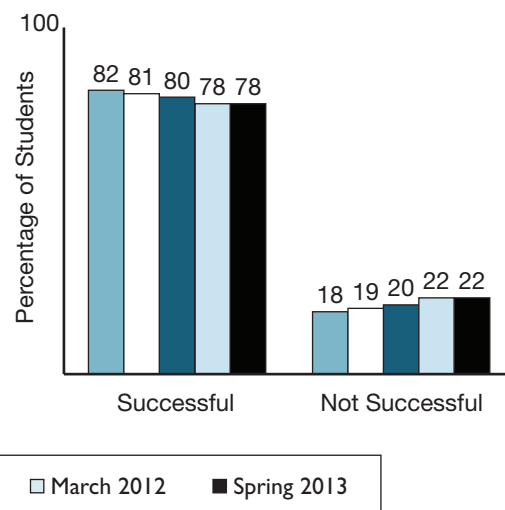
† Includes only students for whom gender data were available.

Observations

- Over the past five years, the overall participation rate for female students has remained relatively stable.
- Over the past five years, the percentage of fully participating female students completing the OSSLT successfully has been relatively consistent (86%–88%). For the second consecutive year, the percentage has remained the same at 86%.

Results for Male Students Over Time^{*†}

	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	Apr. 2009 # = 78 459	Apr. 2010 # = 78 940	Mar. 2011 # = 78 681	Mar. 2012 # = 75 370	Spring 2013 # = 73 260	Apr. 2009 # = 72 432	Apr. 2010 # = 72 896	Mar. 2011 # = 72 640	Mar. 2012 # = 69 369	Spring 2013 # = 67 765
SUCCESSFUL	76%	74%	73%	72%	72%	82%	81%	80%	78%	78%
NOT SUCCESSFUL	17%	18%	19%	20%	20%	18%	19%	20%	22%	22%
FULLY PARTICIPATING	92%	92%	92%	92%	92%					
ABSENT	2%	2%	2%	2%	1%					
DEFERRED	5%	5%	6%	6%	6%					

Participation Rates Over Time:
All Male StudentsSuccess Rates Over Time:
Fully Participating Male Students

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

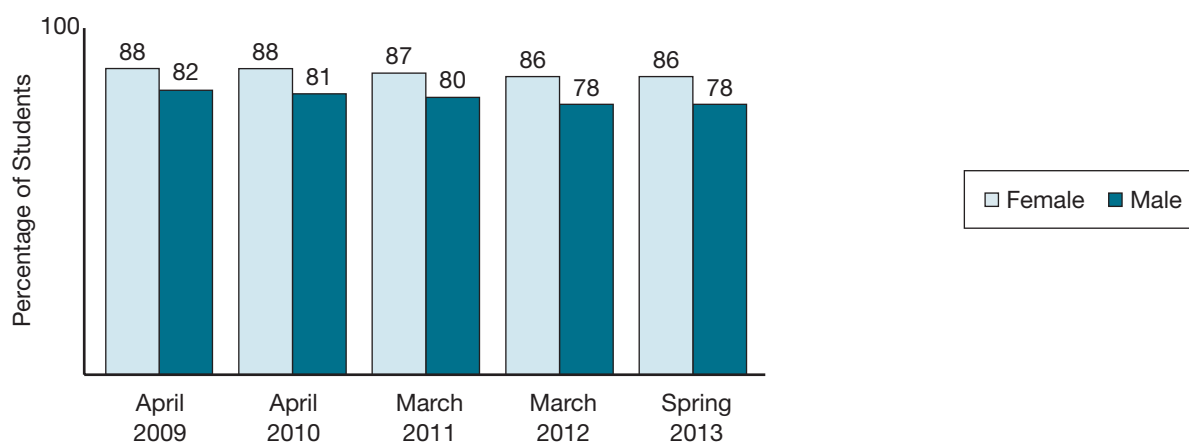
† Includes only students for whom gender data were available.

Observations

- Over the past five years, the overall participation rate for male students has been consistently at 92%.
- Since 2009, the percentage of fully participating male students completing the OSSLT successfully has decreased by four percentage points (to 78%). For the second consecutive year, the percentage has remained the same at 78%.

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

	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013
FEMALE	69 954	70 055	70 606	67 631	66 262
MALE	72 432	72 896	72 640	69 369	67 765

Success Rates Over Time:
Fully Participating Female and Male Students

* Includes only students for whom gender data were available.

Observations

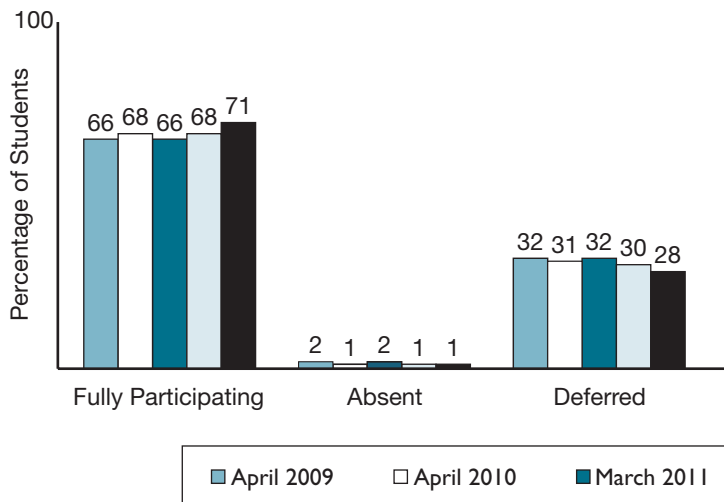
- Over the past five years, the gender gap in favour of females has remained relatively stable (six to eight percentage points).
- For both genders, the success rate remained the same as last year's.

RESULTS BY STUDENT STATUS

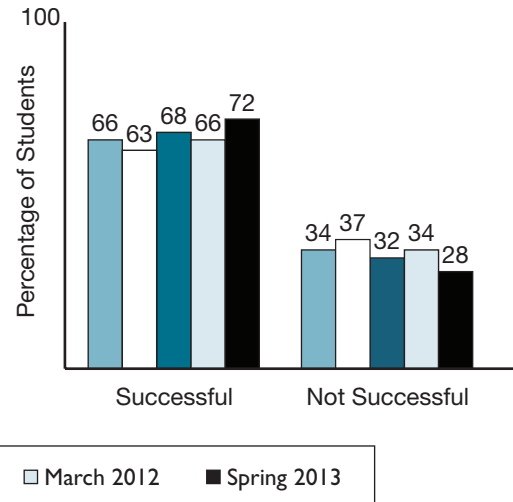
Results for English Language Learners Over Time^{*†}

	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	Apr. 2009 # = 6177	Apr. 2010 # = 6627	Mar. 2011 # = 6854	Mar. 2012 # = 7488	Spring 2013 # = 8051	Apr. 2009 # = 4059	Apr. 2010 # = 4479	Mar. 2011 # = 4505	Mar. 2012 # = 5120	Spring 2013 # = 5727
SUCCESSFUL	43%	43%	45%	45%	51%	66%	63%	68%	66%	72%
NOT SUCCESSFUL	22%	25%	21%	24%	20%	34%	37%	32%	34%	28%
FULLY PARTICIPATING	66%	68%	66%	68%	71%					
ABSENT	2%	1%	2%	1%	1%					
DEFERRED	32%	31%	32%	30%	28%					

**Participation Rates Over Time:
All English Language Learners**



**Success Rates Over Time:
Fully Participating English Language Learners**



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

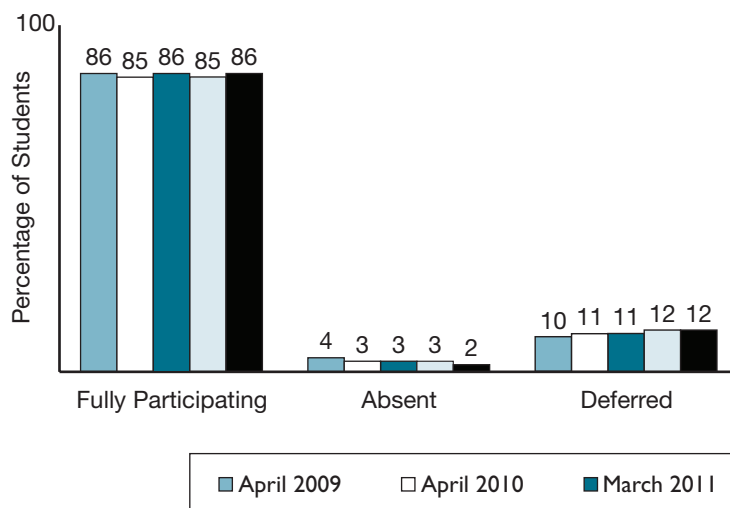
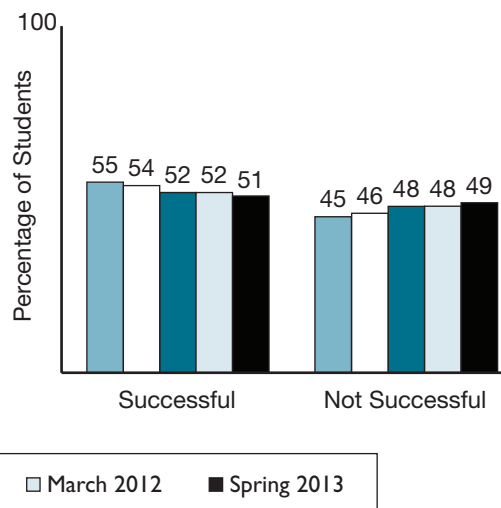
† See OSSLT: Explanation of Terms.

Observations

- Over the past five years, the overall participation rate for English language learners has increased, from 66% in 2009 to 71% in 2013; the deferral rate for this group has decreased, from 32% to 28%.
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has increased by six percentage points, from 66% to 72%. The percentage has increased by six percentage points since last year.

Results for Students with Special Education Needs (Excluding Gifted) Over Time^{*†}

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS				
	Apr. 2009 # = 24 066	Apr. 2010 # = 25 185	Mar. 2011 # = 26 590	Mar. 2012 # = 25 432	Spring 2013 # = 25 390	Apr. 2009 # = 20 716	Apr. 2010 # = 21 514	Mar. 2011 # = 22 776	Mar. 2012 # = 21 630	Spring 2013 # = 21 831
SUCCESSFUL	47%	46%	45%	44%	44%	55%	54%	52%	52%	51%
NOT SUCCESSFUL	39%	39%	41%	41%	42%	45%	46%	48%	48%	49%
FULLY PARTICIPATING	86%	85%	86%	85%	86%					
ABSENT	4%	3%	3%	3%	2%					
DEFERRED	10%	11%	11%	12%	12%					

Participation Rates Over Time:
All Students with Special Education Needs
(Excluding Gifted)Success Rates Over Time:
Fully Participating Students with
Special Education Needs (Excluding Gifted)

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

† See OSSLT: Explanation of Terms.

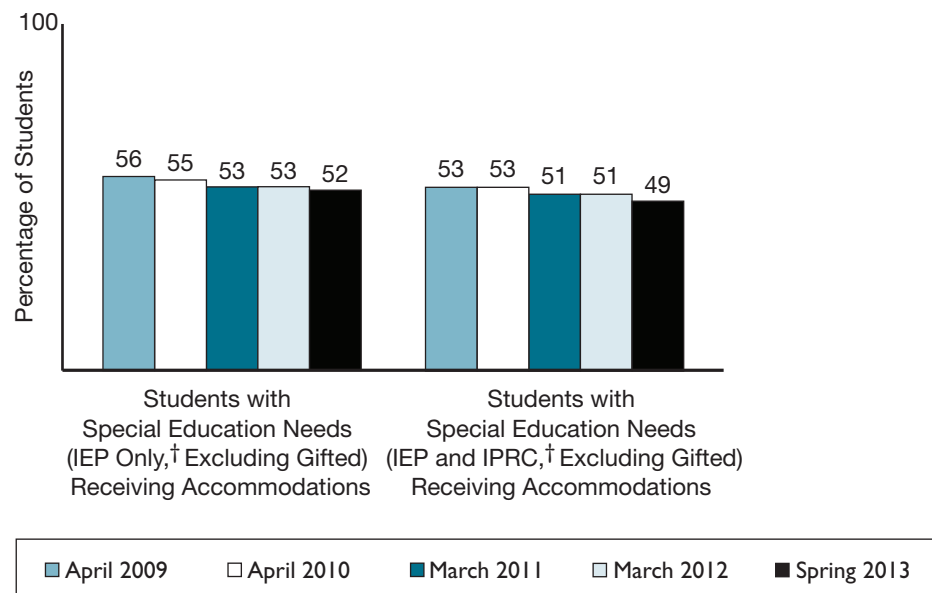
Observations

- Over the past five years, the overall participation rate for students with special education needs (excluding gifted) has been relatively stable (85% or 86%).
- Over the past five years, the deferral rate for students with special education needs (excluding gifted) has slightly increased by two percentage points (to 12%).
- Since 2009, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully has decreased by four percentage points (to 51%). The percentage has decreased by one percentage point since last year.

Number of Fully Participating Students with Special Education Needs (Excluding Gifted) Receiving Accommodations

	APRIL 2009	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013
Students with Special Education Needs (IEP Only, [†] Excluding Gifted) Receiving Accommodations	5 652	6 445	7 356	7 344	7 927
Students with Special Education Needs (IEP and IPRC, [†] Excluding Gifted) Receiving Accommodations	13 028	13 007	13 631	12 686	12 653

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



* See OSSLT: Explanation of Terms.

[†] Individual Education Plan (IEP); Identification, Placement and Review Committee (IPRC).

Observations

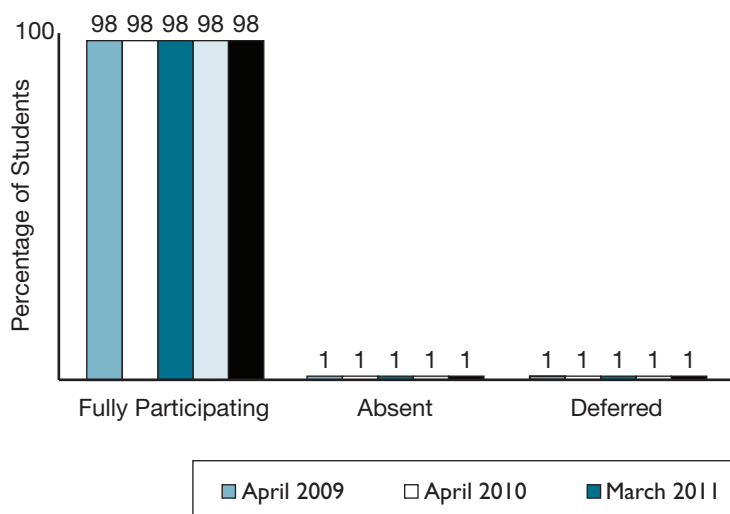
- Since 2009, the success rate for fully participating students with special education needs (IEP only, excluding gifted) receiving accommodations has decreased by four percentage points, from 56% to 52%.
- Since 2009, the success rate for fully participating students with special education needs (IEP and IPRC, excluding gifted) receiving accommodations has decreased by four percentage points, from 53% to 49%.

RESULTS BY COURSE TYPE IN ENGLISH

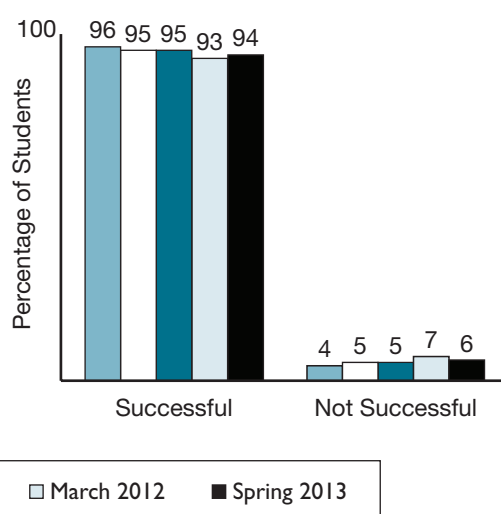
Results for Students Taking the Academic English Course Over Time*

	ALL STUDENTS IN THE ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE ACADEMIC ENGLISH COURSE				
	Apr. 2009 # = 102 880	Apr. 2010 # = 104 882	Mar. 2011 # = 106 194	Mar. 2012 # = 103 941	Spring 2013 # = 102 260	Apr. 2009 # = 100 997	Apr. 2010 # = 102 854	Mar. 2011 # = 104 274	Mar. 2012 # = 101 926	Spring 2013 # = 100 711
SUCCESSFUL	94%	93%	93%	92%	92%	96%	95%	95%	93%	94%
NOT SUCCESSFUL	4%	5%	5%	6%	6%	4%	5%	5%	7%	6%
FULLY PARTICIPATING	98%	98%	98%	98%	98%					
ABSENT	1%	1%	1%	1%	1%					
DEFERRED	1%	1%	1%	1%	1%					

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



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



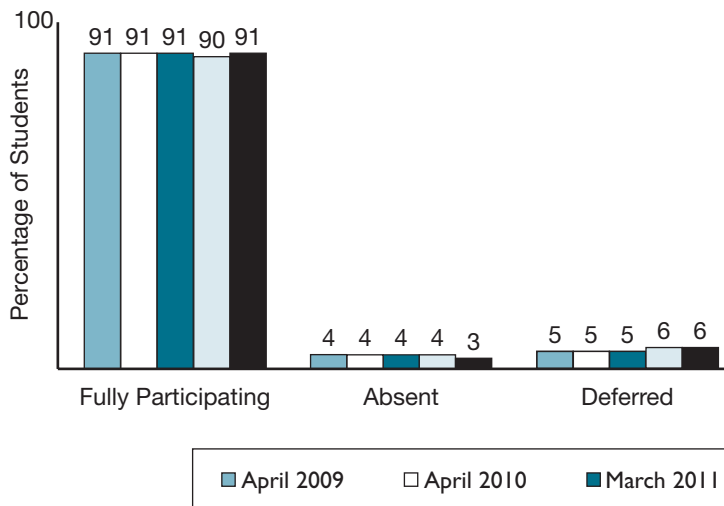
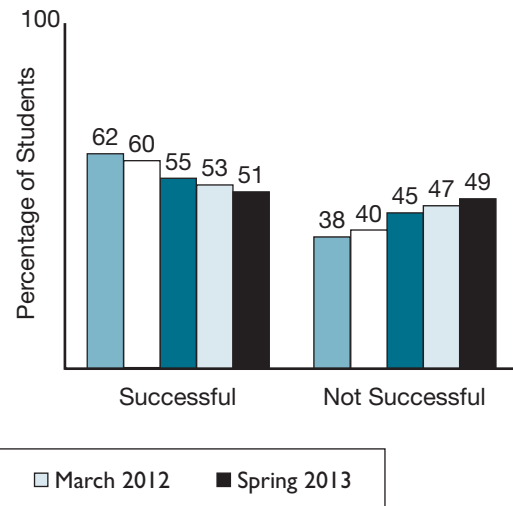
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

- Over the past five years, the overall participation rate for students taking an academic English course has remained consistently high (98%).
- Over the past five years, the success rate for fully participating students taking an academic English course has been high (93% to 96%). However, there was a two-percentage-point decrease between 2011 and 2012 (95% to 93%), with a slight increase this year to 94%.

Results for Students Taking the Applied English Course Over Time*

	ALL STUDENTS IN THE APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE APPLIED ENGLISH COURSE				
	Apr. 2009 # = 37 845	Apr. 2010 # = 37 406	Mar. 2011 # = 36 362	Mar. 2012 # = 33 142	Spring 2013 # = 31 172	Apr. 2009 # = 34 401	Apr. 2010 # = 33 945	Mar. 2011 # = 33 149	Mar. 2012 # = 29 958	Spring 2013 # = 28 252
SUCCESSFUL	56%	55%	50%	48%	46%	62%	60%	55%	53%	51%
NOT SUCCESSFUL	35%	36%	41%	42%	45%	38%	40%	45%	47%	49%
FULLY PARTICIPATING	91%	91%	91%	90%	91%					
ABSENT	4%	4%	4%	4%	3%					
DEFERRED	5%	5%	5%	6%	6%					

Participation Rates Over Time:
All Students in the Applied English CourseSuccess Rates Over Time:
Fully Participating Students in the Applied English Course

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

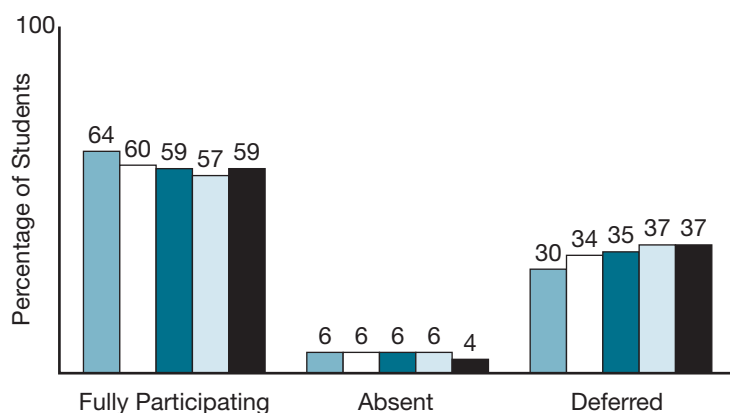
Observations

- Over the past five years, the overall participation rate for students taking an applied English course has remained consistent (90% or 91%).
- Over the past five years, the success rate for fully participating students taking an applied English course has decreased by 11 percentage points, from 62% to 51%.

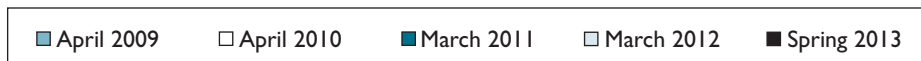
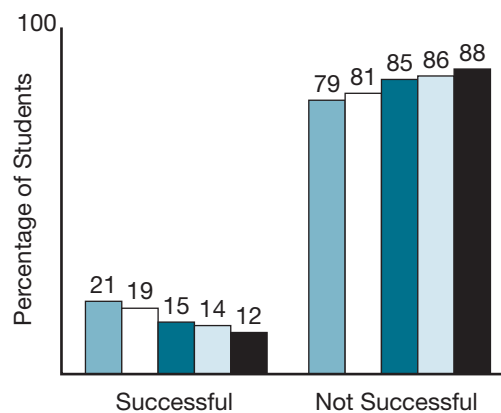
Results for Students Taking a Locally Developed English Course Over Time*

	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	Apr. 2009 # = 5958	Apr. 2010 # = 5671	Mar. 2011 # = 5557	Mar. 2012 # = 4937	Spring 2013 # = 4791	Apr. 2009 # = 3815	Apr. 2010 # = 3411	Mar. 2011 # = 3252	Mar. 2012 # = 2804	Spring 2013 # = 2814
SUCCESSFUL	13%	11%	9%	8%	7%	21%	19%	15%	14%	12%
NOT SUCCESSFUL	51%	49%	50%	49%	52%	79%	81%	85%	86%	88%
FULLY PARTICIPATING	64%	60%	59%	57%	59%					
ABSENT	6%	6%	6%	6%	4%					
DEFERRED	30%	34%	35%	37%	37%					

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 students taking a locally developed English course has decreased by five percentage points (to 59%).
- Over the past five years, the deferral rate for students in locally developed English courses has increased by seven percentage points (to 37%).
- Since April 2009, the success rate for fully participating students taking a locally developed English course has decreased by nine percentage points (to 12%).

OSSLT—Previously Eligible Students: Contextual Information

Participation Rates by Subgroup, Spring 2013*

	NUMBER OF PREVIOUSLY ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE OSSLC [†]	PERCENTAGE FULLY PARTICIPATING
GENDER					
Female	23 342	7%	11%	28%	53%
Male	35 738	7%	12%	30%	51%
STUDENT STATUS					
English language learners [†]	9 756	3%	27%	10%	60%
Students with special education needs (excluding gifted) [†]	21 851	7%	10%	36%	47%

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

† See OSSLT: Explanation of Terms.

Observations

- The participation rates for females and males are similar. There are more male than female students among previously eligible students.
- The highest participation rate was among English language learners. However, the highest deferral rate was also among English language learners.
- The largest percentage of students fulfilling the literacy requirement through the OSSLC was for students with special education needs.

Demographic Information and Participation Rates, Spring 2013

	SPRING 2013
All previously eligible students	# = 59 080
GENDER*	
Female	40%
Male	60%
Not specified	0%
STUDENT STATUS*	
English language learners†	17%
English language learners who received one or more special provisions‡	16%
Students with special education needs (excluding gifted)†	37%
Students with special education needs (excluding gifted) who received one or more accommodations‡	31%
LANGUAGE§	
Number of students who completed the questionnaire	29 436
First language learned at home was other than English	35%
Speak only or mostly English at home	60%
Speak another language (or other languages) as often as English at home	22%
Speak only or mostly another language (or other languages) at home	17%
PARTICIPATION IN THE TEST	
Number and percentage of fully participating previously eligible students	30 626 52%
Number of students who were exempted	2 309

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

† See OSSLT: Explanation of Terms.

‡ Percentages are based on the number of fully participating students.

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

Student Questionnaire Results, Spring 2013: Reading

	SPRING 2013	
	Female	Male
Students who completed the questionnaire*	# = 11 965	# = 17 471
Percentage of previously eligible students indicating that		
they read English outside school for more than three hours a week (not counting homework)	32%	25%
Percentage of previously eligible students indicating that they read the following kinds of material in English outside school most weeks:		
Non-fiction books (e.g., biographies)	39%	38%
Comics	30%	42%
Web sites, e-mail, chat messages	91%	86%
Letters	46%	40%
Magazines	67%	50%
Manuals, instructions	40%	54%
Newspapers	45%	47%
Novels, short stories, other fiction	73%	52%
Song lyrics, poems	80%	60%
Religious or spiritual writings	28%	26%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

Observations

The following observations are about previously eligible female and male students' answers to the 2013 Student Questionnaire.

- A larger percentage of female (32%) than male (25%) students reported reading outside school for more than three hours a week (not counting homework).
- A larger percentage of female than male students reported reading Web sites, e-mail and chat messages (five percentage points more), letters (six percentage points more), magazines (17 percentage points more), novels, short stories and other fiction (21 percentage points more) and song lyrics and poems (20 percentage points more).
- A larger percentage of male than female students reported reading comics (12 percentage points more) and manuals (14 percentage points more).
- The two genders reported reading non-fiction books, newspapers and religious or spiritual writings to a similar extent.
- Web sites, and e-mail and chat messages were the most frequently reported types of reading materials among students of both genders.

Student Questionnaire Results, Spring 2013: Writing

	SPRING 2013	
	Female	Male
Students who completed the questionnaire *	# = 11 965	# = 17 471
Percentage of previously eligible students indicating that		
they write in English outside school for more than three hours a week (not counting homework)	28%	24%
Percentage of previously eligible students indicating that they do the following types of writing in English outside school most weeks:		
E-mail, chat messages	94%	90%
Letters, journals, diaries	48%	23%
Notes, directions, instructions	56%	50%
Song lyrics, poems	52%	40%
Stories, fiction	36%	30%
Work-related writing	56%	55%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

Observations

The following observations are about previously eligible female and male students' answers to the 2013 Student Questionnaire.

- A larger percentage of female (28%) than male (24%) students indicated that they wrote in English for more than three hours a week outside school (not counting homework).
- The most frequently reported types of writing outside school for both genders were e-mail and chat messages, which the two genders indicated writing to a similar extent.
- The percentages for female students were larger than those for male students for all types of writing except work-related writing, which the two genders engaged with to a similar extent; the largest difference was for writing letters, journals and diaries.

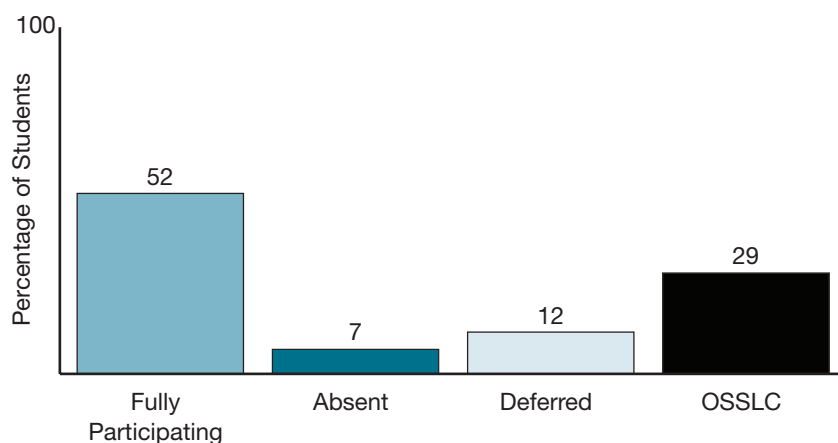
OSSLT—Previously Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

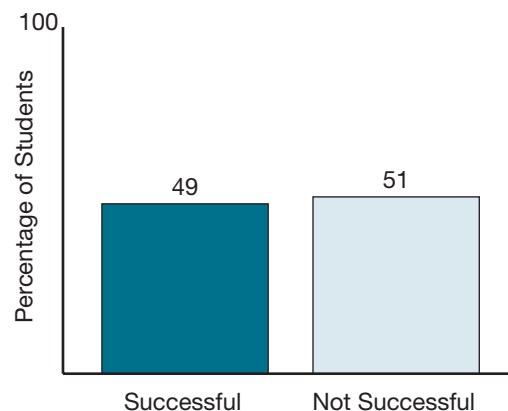
Results for Previously Eligible Students, Spring 2013*

	ALL STUDENTS # = 59 080		FULLY PARTICIPATING STUDENTS # = 30 626
SUCCESSFUL	15 121	26%	49%
NOT SUCCESSFUL	15 505	26%	51%
FULLY PARTICIPATING	30 626	52%	
ABSENT	4 344	7%	
DEFERRED	6 848	12%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	17 262	29%	

Participation Rate, Spring 2013:
All Students



Success Rate, Spring 2013:
Fully Participating Students



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

† See OSSLT: Explanation of Terms.

Observation

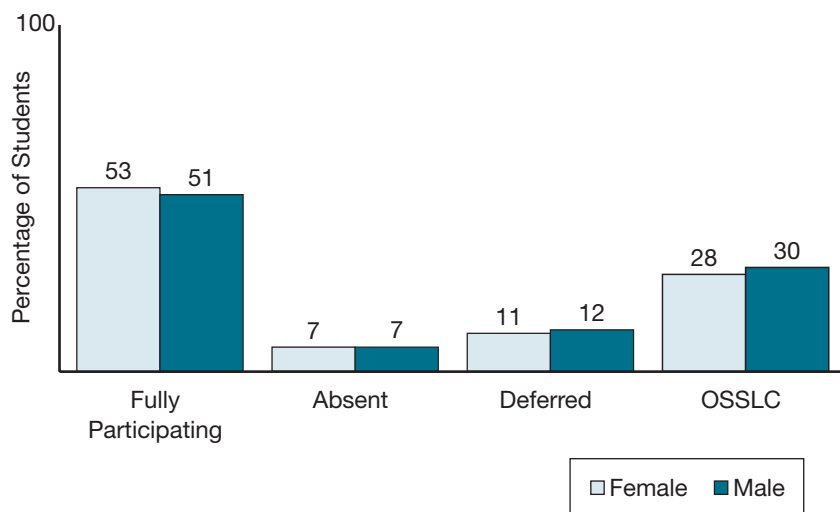
- Of the previously eligible students, 52% participated fully in the 2013 test, among whom 49% were successful.

RESULTS BY GENDER

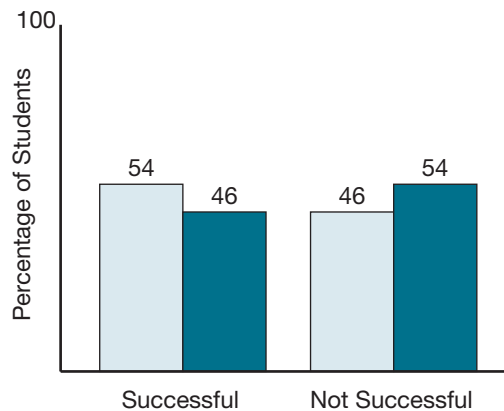
Results for Female and Male Students, Spring 2013^{*†}

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 23 342		Male # = 35 738		Female # = 12 358	Male # = 18 268
SUCCESSFUL	6 709	29%	8 412	24%	54%	46%
NOT SUCCESSFUL	5 649	24%	9 856	28%	46%	54%
FULLY PARTICIPATING	12 358	53%	18 268	51%		
ABSENT	1 748	7%	2 596	7%		
DEFERRED	2 647	11%	4 201	12%		
OSSLT[‡]	6 589	28%	10 673	30%		

Participation Rates, Spring 2013: All Female and Male Students



Success Rates, Spring 2013: Fully Participating Female and 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.

‡ See OSSLT: Explanation of Terms.

Observations

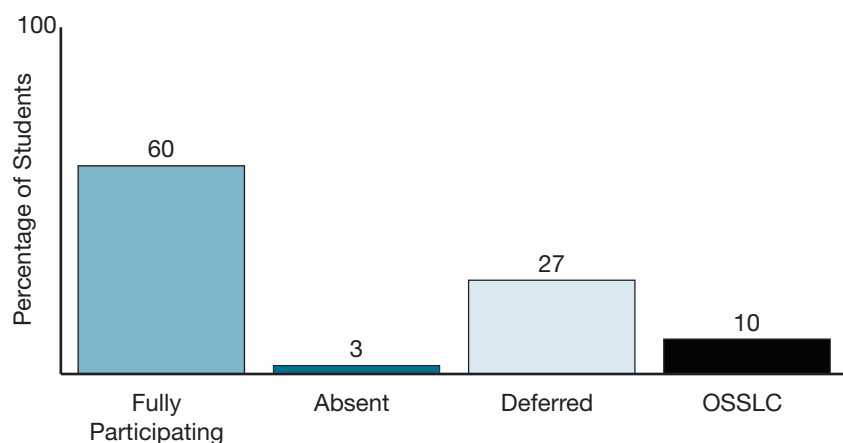
- The participation rates for female and male students were similar.
- Among fully participating students, a larger percentage of females (54%) than males (46%) successfully completed the 2013 OSSLT.

RESULTS BY STUDENT STATUS

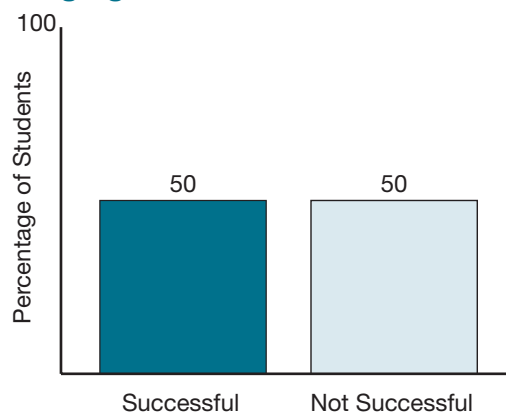
Results for English Language Learners, Spring 2013*

	ALL ENGLISH LANGUAGE LEARNERS # = 9756		FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS # = 5865
SUCCESSFUL	2905	30%	50%
NOT SUCCESSFUL	2960	30%	50%
FULLY PARTICIPATING	5865	60%	
ABSENT	310	3%	
DEFERRED	2613	27%	
OSSLC[†]	968	10%	

Participation Rate, Spring 2013: All English Language Learners



Success Rate, Spring 2013: Fully Participating English Language Learners



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

† See OSSLT: Explanation of Terms.

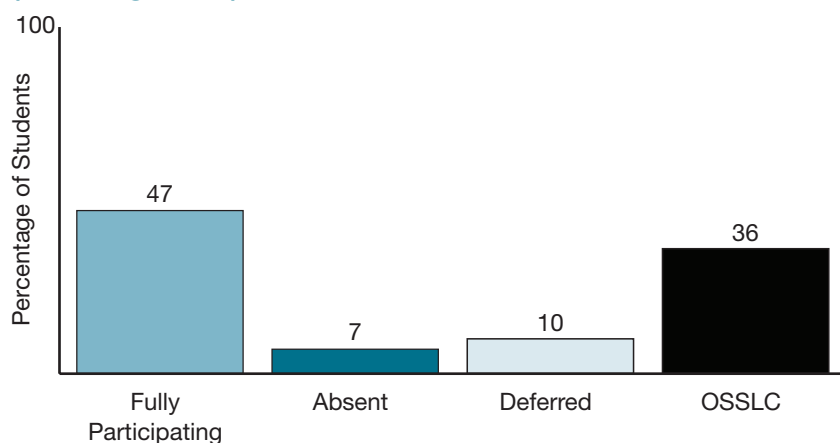
Observations

- English language learners participated in the 2013 OSSLT at a rate of 60%.
- The fully participating English language learners were successful on the test at a rate of 50%.

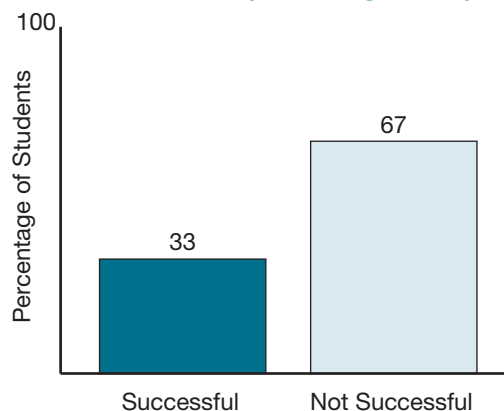
Results for Students with Special Education Needs (Excluding Gifted), Spring 2013*

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS # = 21 851		FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS # = 10 196
SUCCESSFUL	3 359	15%	33%
NOT SUCCESSFUL	6 837	31%	67%
FULLY PARTICIPATING	10 196	47%	
ABSENT	1 553	7%	
DEFERRED	2 187	10%	
OSSLC†	7 915	36%	

Participation Rate, Spring 2013:
All Students with Special Education Needs
(Excluding Gifted)



Success Rate, Spring 2013:
Fully Participating Students with Special Education Needs (Excluding Gifted)



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

† See OSSLT: Explanation of Terms.

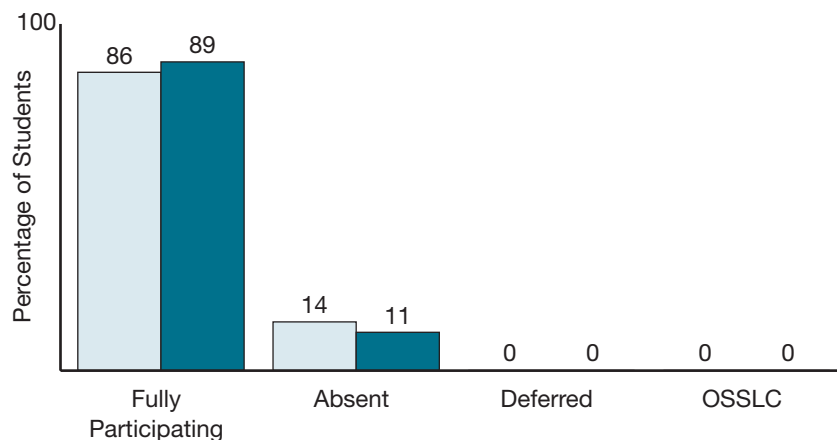
Observations

- Students with special education needs participated in the 2013 OSSLT at a rate of 47%.
- The fully participating students with special education needs were successful on the OSSLT at a rate of 33%, compared to 49% for all fully participating previously eligible students.

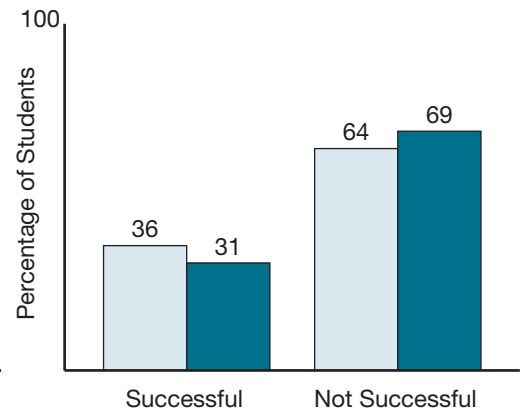
Results for Students with Special Education Needs (Excluding Gifted) Receiving Accommodations, Spring 2013^{*†}

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS				FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS	
	IEP Only [‡] # = 3994		IEP and IPRC [‡] # = 6952		IEP Only [‡] # = 3423	IEP and IPRC [‡] # = 6153
SUCCESSFUL	1227	31%	1933	28%	36%	31%
NOT SUCCESSFUL	2196	55%	4220	61%	64%	69%
FULLY PARTICIPATING	3423	86%	6153	89%		
ABSENT	571	14%	799	11%		
DEFERRED	0	0%	0	0%		
OSSLC[†]	0	0%	0	0%		

Participation Rates, Spring 2013:
Students with Special Education Needs Receiving Accommodations



Success Rates, Spring 2013:
Students with Special Education Needs Receiving Accommodations



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

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

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

† See OSSLT: Explanation of Terms.

‡ Individual Education Plan (IEP); Identification, Placement and Review Committee (IPRC)

Observations

- Of the students with special education needs (IEP only), 86% participated in the 2013 test, among whom 36% were successful.
- Of the students with special education needs (IEP and IPRC), 89% participated in the 2013 test, among whom 31% were successful.

OSSLT: Summary of Findings

First-Time Eligible Students

- Ninety-three percent of first-time eligible students participated in the 2013 OSSLT.
- Eighty-two percent of fully participating first-time eligible students were successful on the test.
- Over the past five years, the success rate for fully participating students has decreased by three percentage points, from 85% to 82%. This year, the success rate is the same as last year's.
- Over the past five years, a larger percentage of female than male students have reported reading outside school for more than three hours a week (not counting homework); this percentage has remained relatively stable for male students (between 30% and 32%), whereas the percentage of female students has decreased from 47% to 43%.
- Over the past five years, there has continued to be a larger percentage of female than male students who report reading the following three types of materials: magazines, novels and other fiction, and song lyrics and poems. A larger percentage of male than female students have reported reading non-fiction books, comics and manuals.
- Over the past five years, there has been a five-percentage-point decrease (to 28%) among female students and a three-percentage-point decrease (to 22%) among male students who indicated that they wrote in English outside school for more than three hours a week (not counting homework).
- As in previous years, in 2013, the most frequently reported types of writing and reading materials engaged with outside school by students of both genders were e-mail and chat messages. These percentages have remained large and stable.
- A larger percentage of fully participating female (86%) than male (78%) students successfully completed the 2013 OSSLT.
- Over the past five years, the gender gap in favour of females has remained relatively stable (six to eight percentage points).
- Over the past five years, the overall participation rate for English language learners has increased (to 71%).
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has increased by six percentage points, from 66% to 72%. The percentage has increased by six percentage points since last year.
- Since 2009, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully has decreased by four percentage points, from 55% to 51%.
- In 2013, the success rate for fully participating students taking an academic English course remained high (94%) and was higher than the success rates for fully participating students taking an applied English course (51%) and for those taking a locally developed English course (12%).

Previously Eligible Students

- Since 2009, there has been a five-percentage-point decrease in the percentage of fully participating previously eligible students completing the OSSLT successfully (from 54% to 49%).
- The participation rates for female and male students were similar for the 2013 OSSLT. Among fully participating students, a larger percentage of females (54%) than males (46%) successfully completed the test.
- English language learners fully participated in the 2013 OSSLT at a rate of 60%. These students were successful at a rate of 50%.
- Students with special education needs fully participated in the 2013 OSSLT at a rate of 47%. These students were successful at a rate of 33%, compared to 49% for all fully participating previously eligible students.

OSSLT: Explanation of Terms

First-Time Eligible Students

First-time eligible students typically entered Grade 9 during the 2011–2012 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 2013. “First-time eligible” includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).

Previously Eligible Students

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

All Students

This method of reporting provides percentages based on **all** students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempted students).

Fully Participating Students

This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.

Successful

Students who fully participated in the OSSLT and received a score that met the expected standard.

Not Successful

Students who fully participated in the OSSLT and received a score that did not meet the expected standard.

Absent

Students who did not have a result due to absence for one or both sessions or for other reasons.

Deferred

Students’ participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO’s *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*. A student is categorized as deferred only if the school indicates a deferral. If a student has completed any portion of the OSSLT, he or she is not categorized as deferred.

OSSLC

Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry

of Education Web site (www.edu.gov.on.ca). 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 solely as gifted are not included.

Students with Special Education Needs (Excluding Gifted) Receiving Accommodations

These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Ontario *Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2011) and in EQAO’s *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

N/R

“Not reported” indicates that the number of 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.

OSSLT: Strategies for Teachers

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 and May 2013 administrations of the Ontario Secondary School Literacy Test (OSSLT) and of their performance in previous years, as well as on feedback from scorers of the 2013 OSSLT. Some of the observations refer to released sections of the 2013 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: 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	The overall performance of first-time eligible students was similar on questions assessing all three reading skills. Overall performance declined somewhat on Reading Skill 1 and improved somewhat on Reading Skills 2 and 3 since 2011 and 2012.	Reading Skills and Strategies Continue to teach students before-, during- and after-reading strategies across all content areas with a focus on reading informational and graphic texts. In all departments, review and use <i>Think Literacy</i> subject-specific supports to help students with all three reading skills. Use small-group structures such as reciprocal teaching and literature circles (or information text circles) to cultivate multiple comprehension strategies, such as predicting and summarizing, and to clarify vocabulary and content. To improve comprehension, regularly teach summarizing strategies. Provide frequent opportunities for students to summarize brief text excerpts, orally and in writing. Have small groups read these to one another and determine which ones identify the main idea and sufficient supporting details of the selection most effectively. This practice also provides students with an opportunity to hear what paraphrasing sounds like and to use language more flexibly.

	Observations	Strategies for Improvement
Reading (continued)		Reading Skills and Strategies (continued) Model think-alouds to show students how to determine where there are gaps in a text that require them to make inferences. Encourage students to read closely for an accurate understanding of details and to connect these details to form inferences. Model how to make connections between one's knowledge from outside a reading selection with information provided by the selection. Use entry and exit cards with prompts such as "What is this text about?" "What do I already know about the subject?" "What did I learn about X today?" "How did it connect to what I learned about X yesterday?" "What ideas or terms were similar in these two texts I've read?" See the new EQAO resource "Making Connections Makes Sense," listed at the end of this chart, for more information on this strategy. Use a variety of instructional methods to build academic language and vocabulary. Use word walls and word-learning strategies to ensure the acquisition of concepts and subject-specific terms in all courses.
	Approximately half of all first-time eligible students received a Code 30 on open-response reading questions related to Q7 on the information passage and Q6 on the dialogue, indicating that they could provide relevant and sufficient details to support their responses. Scorers continue to note that students who read questions carefully, highlighting and attending to key words that signal the requirements of the response (e.g., "why," "how," "identify" and "explain"), are more likely to receive top scores. Students should be aware that many questions have two parts that are to be addressed.	Text Forms and Elements Provide ongoing subject-based instruction in reading a variety of text forms (e.g., informational, graphical and literary texts). Continue to offer direct instruction about the reading of graphic texts, about the purposes and effects of graphic features and about the layout of text. Provide opportunities for students to read and explain data and access information presented in graphic formats. Encourage students to find online charts and graphic texts related to the subject of exploration and to present and explain them. Have students transpose brief script excerpts into dialogues. Model how to use speech tags (e.g., "he exclaimed") to signal who is speaking each line and then have the students remove several speech tags to indicate the inferential nature of the written form. Provide dialogues that have no speech tags and have students practise adding speech tags to build a working knowledge of the form. Continue to provide direct instruction on organizational patterns and relationships between ideas in texts, and opportunities for students to use their knowledge of them to understand how main ideas and supporting details are presented and related in texts.

	Observations	Strategies for Improvement
Reading (continued)	An analysis of the performance of all sub-groups shows that they follow the same trends as the student population as a whole, with the following exceptions: This year, males slightly outperformed females on multiple-choice questions relating to Reading Skill 1. Overall male performance was slightly lower than that of females on multiple-choice questions relating to Reading Skills 2 and 3. Females outperformed males on open-response reading questions relating to both Reading Skills 2 and 3. The overall performance of English language learners on multiple-choice questions relating to all three reading skills has improved since 2012. The greatest gap in reading performance on multiple-choice questions relating to all three reading skills was between students in academic and applied programs. The overall performance of students with special education needs on all three reading skills has improved since 2012. However, as in previous years, there continues to be a gap in the reading performance between these students and the general population on questions relating to all three reading skills.	Student Groups Provide direct instruction to help students understand question words (e.g., “identify,” “explain whether or not”) and how these signal the kind of response required. Across all subject areas, engage students in discussions using higher-level questioning. Encourage students to attempt all questions on school-based assessments and on the OSSLT. Before and during reading, use cognitive templates that help students navigate through texts (e.g., the probable passage template helps students preview vocabulary, break down and identify textual components [who, what, where] and predict content). To address the literacy skills of males, identify the degree to which boys’ underachievement intersects with other factors (course level, socio-economic status, culture) in order to determine the most effective interventions for struggling readers and students at risk. Adopt practices used in schools with small gender gaps in their OSSLT results and described in the EQAO research study <i>Towards an Understanding of Gender Differences in Literacy Achievement</i>. To assist English language learners and students with special education needs, continue to incorporate visual tools (e.g., concept maps), academic vocabulary tools (e.g., word charts) and scaffolds (e.g., paragraph frames, summary frames) in all subject areas.

OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT: 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	Students performed well on multiple-choice questions assessing Writing Skill 1 (the ability to identify the main idea and supporting details). Performance improved this year on questions assessing both Writing Skill 1 (developing a main idea) and Writing Skill 2 (organization) and declined on questions assessing Writing Skill 3 (the accurate use of conventions). As in previous years, overall performance on topic development was somewhat lower than on use of conventions. Performance on topic development and use of conventions was similar on the two short-writing tasks. As in 2012, the majority of first-time eligible students scored a Code 30 for topic development on both short-writing tasks. Scorers noted that a significant number of students ignored conventions such as starting sentences with capital letters, using commas to set off dependent clauses and setting commas and periods inside quotation marks. Additionally, scorers noted simple strategies students could use to improve spelling accuracy in their responses, such as referring to words in the prompts (e.g., “environmental,” “business”). As in 2012, in the long-writing tasks, students were more successful in topic development on the series of paragraphs expressing an opinion than on the news report, and a larger percentage of students scored a Code 50 or Code 60 on the opinion task than they did on the news report. Scorers noted that the use of transitional words and phrases was often significant in determining whether students had made connections between ideas in their responses.	Writing Skills As a staff, plan a few key cross-curricular writing initiatives to ensure that students have opportunity in all subject areas to practise and gain proficiency with a variety of forms. Provide mixed subject-teacher groups with opportunities to share how the communications category of achievement charts informs their teaching and assessment of writing. Review work samples from a variety of subject areas to identify common concerns. Use the videos and learning resources associated with moderated marking and teaching-learning critical pathways to establish a degree of school-wide consistency in writing expectations, and to identify key strategies that need to be taught and reinforced across the curriculum. Use writing to learn strategies to help students consolidate their thinking, build understanding and gain proficiency in formulating and recording their thoughts. After reading, viewing or discussion, provide students with frequent opportunities to brainstorm and then write increasingly extended responses to key questions. Model how to select relevant supporting details and how to add content by selecting sufficient details. Use hands-on activities for building content such as those suggested in the <i>Think Literacy</i> documents. During all components of the writing process, encourage students to use precise vocabulary, substituting specific words and concepts for vague and general ones (e.g., “things,” “stuff,” “people”). Provide direct instruction in identifying and using a variety of organizational patterns in different forms of writing for different purposes (e.g., compare/contrast, definition or process, chronological order or order of importance).

	Observations	Strategies for Improvement
Writing (continued)	This year, students performed somewhat better on conventions for the series of paragraphs expressing an opinion than for the news report. Performance improved somewhat on the former and declined slightly on the latter. This was true for all student groups. Scorers noted the need to identify differences between written and televised “live” news reports with reference to voice and format. Scorers also recommended that students should take the opportunity to provide specific information and facts within the commentary they provided from those who were featured in the news report. Vague comments such as “We had an awesome time” or “The students from X school did great work” did not help students get higher scores.	Writing Skills (continued) Post charts of transitional words and phrases that signal these patterns. Provide students with text excerpts in which transitional words and phrases have been removed, and have the students revise to include these in order to show the likely relationships between text ideas and components. Review basic grammar (e.g., sentence types and structure, combining sentences, punctuation, noun-verb agreement) in the context of revising and editing, across all subject areas. Make grammar part of the peer-editing process. Provide direct instruction in identifying writing forms and elements. Show models to clarify the characteristics of forms, such as a news report (e.g., objective point of view, use of dates and quotations) as distinct from other writing forms (e.g., editorial, persuasive opinion piece or personal narrative). Provide frequent opportunities to practise persuasive writing (e.g., a petition, a fundraising pamphlet, or a letter to the editor, an administrator or a community leader) using different instructional strategies for non-fiction writing (e.g., think-aloud, place mat, group writing, whole-class discussions and the Ministry-licensed graphic organizer software). Provide discussion structures (e.g., four corners) to help students learn how to develop an opinion and generate sufficient supporting details on the subject. Gather a range of student writing samples (e.g., Ministry exemplars such as the Grade 9 academic English supported opinion essays on conflict, student-written essays and reports available online, and OSSLT preparation materials, including the released student responses, annotations and rubrics) and have students sort them by quality (high, medium, low), explain the basis for their designations and make suggestions for improvement. Subsequently, have students revise weak work to show how it can be improved. Involve all students in defining the criteria for effective work using language that is meaningful to them, and provide them with concrete examples of work at a variety of levels to help them understand the criteria and differences. Use Ministry of Education video resources and <i>Growing Success</i> for ideas on assessment for learning, offering specific descriptive feedback on course work and student self-assessment and student development of learning goals.

	Observations	Strategies for Improvement
Writing (continued)	An analysis of the performance of all student groups on both short-writing tasks shows that they follow the same trends as the student population as a whole. However, • as in previous years, females outperformed males at the top code on both topic development and the use of conventions for the two short-writing tasks. • approximately two-thirds of English language learners scored a top code on topic development, and more than three-quarters did so for the use of conventions on both short-writing tasks. • nearly half of all students with special education needs and students in applied courses scored a top code for topic development on both short-writing tasks, and the majority of both scored the top code on use of conventions. On both short- and long-writing tasks, there continues to be a significant gap in performance on both topic development and conventions between students in academic and applied programs. Females substantially outperformed males at the top codes (50 and 60) on both topic development and conventions on the two long-writing tasks. On the long-writing tasks, compared to first-time eligible students as a whole, students with special education needs were less successful on both topic development and the use of conventions on both tasks.	Student Groups Acquaint students with thinking strategies and processes and their adaptation to specific situations. Explicitly teach students metacognitive habits to help them understand themselves as learners, monitor their levels of effort, establish targets and set learning goals. Analyze and use online writing forms (e.g., wikis, blogs, fan fiction, zines, Web pages) to engage all students (especially males) in writing for specific audiences and purposes. When working with English language learners and students with special education needs, break down complex tasks using the strategy implementation continuum (model, share and guide before assessing independent use of a strategy or skill) when introducing and reviewing reading and writing strategies. Focus on strategies and activities to help English language learners build subject-specific vocabulary. To enhance language acquisition, directly teach listening skills through a variety of activities, including quick writes, request and carousel. Continue to use diverse instructional methods, including differentiated instruction and universal design for learning, in order to include students with exceptionalities more effectively.

GENERAL OBSERVATIONS AND SUGGESTED STRATEGIES FOR IMPROVEMENT

	Observations	Strategies for Improvement
Lack of Success	For unsuccessful students, there has been a general improvement in all three reading skills and in topic development in writing from 2012 to 2013. Response data continues to indicate that the multiple-choice questions assessing the three reading skills were effective in distinguishing between successful and unsuccessful readers. Data from the multiple-choice responses suggest that effective readers • read the whole selection to find all relevant information related to the question before selecting the correct option. • understand structural patterns in a text and use them to make meaning. • use prior knowledge when demonstrating their understanding of a text. Scorers noted that reading open-responses at Codes 10 and 20 tended to provide one or more general statements that were unsupported by specific details from the reading selections. Codes 10 and 20 responses also indicated that students were not using basic reading strategies (e.g., inferring who is speaking, differentiating a main idea from details that support it) in order to provide accurate responses with specific details from the selections. Students who were unsuccessful on writing tasks produced responses that lacked focus and supporting details and did not demonstrate control of writing conventions. Scorers also noted that unsuccessful students frequently responded to short-writing prompts as though they were related to the previous reading selection, thus generating responses that were irrelevant, off topic or deemed a Code 10.	In courses with students whose skills are substantially below grade level, review the key elements of reading fluency. Provide opportunities for struggling students to read a greater number of short texts on a subject, at a variety of reading levels, and to read frequently, both independently and in small groups, in order to build knowledge of vocabulary, information, ideas and language conventions. Review and use reading strategies to support struggling students from the new Ministry of Education resource on adolescent literacy. For professional development, refer to the Literacy Assessment Matters print resources and video, which list steps for identifying needs and responding to classroom data, planning assessment for learning, teacher moderation, targeted instruction, and reflecting on and refining practice. Use and adapt Ministry-commissioned subject-specific literacy lessons that tailor reading and writing strategies to content. In all subjects, help students understand the learning objectives and success criteria for reading and writing assignments, such as those in EQAO's OSSLT scoring guides. 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. Ensure that students practise test-taking skills, becoming familiar with the discrete components of the OSSLT and the specific expectations. For whole-school approaches to student success, have teachers embed literacy strategies across all subjects and view demonstration-classroom videos that show how learning-focused conversations can promote literacy development. Refer to EQAO's school success stories to learn how cross-curricular school teams have been effective in supporting literacy skill development among struggling and second-time-eligible students.

RESOURCES

EQAO reminds educators to use the **OSSLT preparation materials** posted on the EQAO Web site to prepare students for writing the test: *Planning and Preparation Guide*, “Getting Ready Guide,” “Released OSSLT Materials” (previous tests and answers), “Sample Test Materials” and “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.

Resources are listed in alphabetical order by topic.

List of Resources (2013)

Adolescent literacy

- Ministry of Education of Ontario (EduGAINS). (2012). *Adolescent literacy: Engaging research and teaching (ALERT)—Necessary for some: How to help students who struggle with reading*. Available at http://www.edugains.ca/resources/LIT/AdolescentLiteracy/AL_Resources/ReadingALERT_8X11.pdf

Assessment for learning

- Ministry of Education of Ontario. (2007). *Assessment video—Clip 1*. [Video posted under “Resources for the Ontario Curriculum, Grades 9–12, ESL and ELD, 2007”]. Available at <http://www.edu.gov.on.ca/eng/policyfunding/ocup/>
- Ministry of Education of Ontario. (2007). *Assessment video—Clip 2*. [Video posted under “Resources for the Ontario Curriculum, Grades 9–12, ESL and ELD, 2007”]. Available at <http://www.edu.gov.on.ca/eng/policyfunding/ocup/>
- Ministry of Education of Ontario. (2010). Chapter 4: Assessment for and as learning. In *Growing success: Assessment, evaluation, and reporting in Ontario schools* (pp. 27–36). Available at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
- Literacy and Numeracy Secretariat. (2006, April 27). *Rethinking classroom assessment with purpose in mind* [Webcast]. Available at <http://www.curriculum.org/secretariat/april27.shtml>
- Literacy and Numeracy Secretariat. (2006, April 27). *Rethinking classroom assessment with purpose in mind: Viewing and discussion guide*. Available at <http://www.curriculum.org/secretariat/files/April27Guide.pdf>
- Literacy and Numeracy Secretariat. (2007, December). *Student self-assessment* (Capacity Building Series: Secretariat Special Edition 4). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/StudentSelfAssessment.pdf>

Boys’ underachievement

- Martino, W. (2008, April). *Boys’ underachievement: Which boys are we talking about?* (What Works? Research into Practice: Research Monograph 12). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Martino.pdf>

Building academic language and vocabulary

- Cummins, J. (2007, June). *Promoting literacy in multilingual contexts* (What Works? Research into Practice: Research Monograph 5). Available at <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Cummins.pdf>

Cognitive templates

- Ministry of Education of Ontario. (2004). Reading between the lines/prediction (probable passages). In *Think literacy: Subject-specific examples: Language/English, Grades 7–9* (pp. 8–13). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish.pdf>

Differentiated instruction

- Literacy and Numeracy Secretariat. (2006, March 29). *Differentiated instruction: Continuing the conversation* [Webcast]. Available at <http://www.curriculum.org/secretariat/march29.shtml>
- Ministry of Education of Ontario. (2005). Planning for inclusion: Universal design for learning and differentiated instruction. In *Education for all: The report of the expert panel on literacy and numeracy instruction for students with special education needs, kindergarten to Grade 6* (pp. 9–18). Available at <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>
- Ministry of Education of Ontario. (2011). Instructional approaches. In *Learning for all, K–12* [draft] (pp. 13–24). Available at <http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf>
- Ministry of Education of Ontario. (2008). For differentiated learning structures, see various resources. Available at <http://www.edugains.ca/newsite/di2/index.html>

List of Resources (2013) (continued)

Discussion structures

- Ministry of Education of Ontario. (2004). Oral communication. In *Think literacy: Cross-curricular approaches, Grades 7–12* (pp. 32–40). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitLearning.pdf>
- Ministry of Education of Ontario. (2004). Oral communication. In *Think literacy: Cross-curricular approaches, Grades 7–12* (pp. 152–192). Available at <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Oral.pdf>

Embedding literacy strategies

- Ministry of Education of Ontario. (n.d.). *Think literacy: Embedding literacy strategies into daily instruction* [Slide presentation]. Available at <http://curriculum.adobeconnect.com/thinkliteracy/>

English language learners

- Coelho, E. (2007). How long does it take? Lessons from EQAO data on English language learners in Ontario schools. *Inspire: The Journal of Literacy and Numeracy for Ontario*. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/equity/ELL_July30.html
- Ministry of Education of Ontario. (2005). Teach language everywhere: A cross-curricular approach. In *Many roots, many voices: Supporting English language learners in every classroom* (pp. 23–34). Available at <http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>
- Literacy and Numeracy Secretariat. (2005, December 7). *Teaching and learning in multilingual Ontario* [Webcast]. Available at <http://www.curriculum.org/secretariat/december7.shtml>
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**List of
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Organizational patterns and relationships between ideas (continued)

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OSSLT: Case Studies— Schools on the Journey of Learning

Case Studies: Schools on the Journey of Learning

OBSERVATIONS FROM THE FIELD

Over the past few months, EQAO has visited a number of secondary schools in Ontario to learn about their successful practices, with the aim of sharing these practices with other schools throughout the province. Engaging with the education community in this manner has allowed EQAO to learn about strategies being used to support student achievement in literacy.

In celebration of this spirit of achievement, EQAO has profiled five publicly funded Ontario secondary schools. The schools have been identified in collaboration with their board of education because of the notable growth of their OSSLT results over time, their location in the province and any challenging circumstances they face. These schools are recognized for their success in improving the literacy skills of their students.

Each school team shared what EQAO and other data have taught it about its students and the innovative approaches it is using to address areas for improvement.

Several common themes emerged throughout the visits, including the following:

- Principals and teachers are making good use of EQAO data and resources to help identify the educational needs of all students and to guide their interventions for those struggling. Throughout the province, there continues to be a strong emphasis on early identification and support of students with special education needs.
- All secondary school teachers are committed to teaching literacy, as demonstrated by their efforts to work in collaborative teams to deliver the curriculum while focusing on ways to engage students in their own learning.
- Initiatives by schools to connect with parents have continued to boost parental involvement, which has had a positive impact on student success.
- Cross-panel dialogue to analyze EQAO and classroom data, engage in moderated marking, and share and refine instructional and assessment practices contribute to improved student learning. A culture of high expectations and a focus on building relationships are priorities.

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 school teams and celebrate their exemplary work.

A.Y. Jackson Secondary School

TORONTO DISTRICT SCHOOL BOARD

Student population: 980; Grades: 10–12; Principal: Boyd Bugden

A.Y. Jackson Secondary School, situated in Toronto, serves 980 students in Grades 10–12. The school population is very diverse and has a large English-language-learner component. One of the greatest challenges is declining enrolment. With the loss of 20 to 30 students annually, the administration works hard to maintain course sections. Since 80% of A.Y. Jackson students plan to attend university and only 15% make college their goal, one of the biggest challenges is to create pathways for college- and work-bound students.

A.Y. Jackson has an active school council that collaborates with the administration to encourage students and parents to participate in various activities throughout the year. The council is very supportive and has worked with administration and staff on various projects, such as improving the school Web site. The council has also provided input on the purchase of resources for students and on technology upgrades in the school library—an effort to make it more relevant to student needs.

Early in September, the school team reviews its year-to-year OSSLT data to determine areas of strength and places for improvement. The educators deconstruct the EQAO data, looking for patterns in Item Information Reports to best determine their focus areas. For example, in considering the large English-language-learner population, the school team decided to focus on the concept of making inferences; the educators built a six-week-long unit targeting English-language-learner classes and Grade 11 applied students. The teachers modelled their assignments on EQAO-type questions, and the scoring criteria from EQAO rubrics were used as part of their daily practice in all subject areas.

Improving literacy is a shared responsibility at the school, and every department actively participates in the implementation of rich literacy programming. Students recognize that literacy is



Boyd Bugden (principal), Ralph DeCastro, Frances Handlarski, Natasha Satyanarayana, Abby Kwan, Alan Zuk, Janice Field

a part of every subject and not just important for the OSSLT. Teachers, through their observations and assessments, report that students now make connections and links more effectively.

The school team meets with feeder schools throughout the year to share information about incoming students, especially English language learners and those needing special education programs. Students with an IEP are discussed, and appropriate supports are put into place. To ease the transition from elementary to high school, students from feeder schools are invited to events such as the Science Olympics, where they can participate in planned activities. These events give student leaders from A.Y. Jackson the opportunity to showcase the school and answer questions from incoming students.

A strategy used by the Literacy Team is an assessment unit created specifically to identify areas of need and to generate data for a cohort of students. Using *The Ontario Curriculum* and EQAO resources as a framework, the team creates its own assessment for its Grade 10 students. Teachers use moderated marking to



A.Y. Jackson Secondary School

“I am very proud of our success at A.Y. Jackson Secondary School. EQAO data is a critical tool used to guide our progress. It reveals what needs to be done and shapes our next steps to provide quality instruction for our students. Using the data provided by EQAO, the school and board, we continually develop strategies and adjust our daily practice to meet the ever-changing needs of our students. I am fortunate to work with teachers who believe that literacy is important and an integral component of all departments and work together to ensure that all students will experience success.”

Boyd Bugden, Principal

review student work and to generate the data. Frances Handlarski, Assistant Curriculum Leader (ACL) of Library and Literacy, states: “As a result of this assessment unit, we discovered many students had gaps in their learning and needed assistance, not just those identified as ESL or special education.”

Students were given descriptive feedback on their results. They met individually with teachers to work on areas that required improvement. The students were also directed to the EQAO Web site, where they could access resources, questions and answer keys. Abby Kwan, ACL of Special Education, states: “Providing descriptive feedback to the students is one of our greatest achievements and the best use of our time and efforts. Students feel valued and work hard to improve their skills.”

A PowerPoint presentation about the OSSLT was developed and presented to Grade 10 students. The presentation gave students an overview of the test and broke it down so they would know what to expect. Students were encouraged to use the Reading and Writing Achievement software to enhance their skills. Natasha Satyanarayana, ACL of Modern Languages and Literacy, states: “We have a lot of technology infused into our classrooms. The technology we have available assists our students and contributes to their success. We have portable labs where students can independently access practice exercises and receive immediate feedback.”

Each year, after the OSSLT is administered, a survey is conducted with Grade 10 students to determine how prepared they felt when writing the test, which support strategies worked and what could be improved. The results of this survey are used to further inform classroom practice.

Another offering to Level 1 and 2 students is an after-school literacy program that provides one-on-one assistance. Any other students wishing to receive assistance are also welcome. The school has

piloted a program with its English language learners that uses a modified version of the EQAO primary and junior assessments to provide examples of question style and format. Before March break, parents are invited to the school; teachers demonstrate the various types of questions on the test and how it is scored, and a booklet is provided to each parent for additional support.

A.Y. Jackson also runs a Saturday morning program for English language learners from October to May. Tutors from the school population run various activities, which include games, presentations and excursions, to enhance students’ language acquisition. This program is very popular, and the school receives many requests from students in other schools who want to attend.

Principal Boyd Bugden states: “I am very proud of our success at A.Y. Jackson Secondary School. EQAO data is a critical tool used to guide our progress. It reveals what needs to be done and shapes our next steps to provide quality instruction for our students. Using the data provided by EQAO, the school and board, we continually develop strategies and adjust our daily practice to meet the ever-changing needs of our students. I am fortunate to work with teachers who believe that literacy is important and an integral component of all departments and work together to ensure that all students will experience success.”

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

48%	Female
52%	Male
5%	Applied
83%	Academic
0%	Locally developed
3%	Other
9%	Special education needs
17%	English language learners
78%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

Huntsville High School

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

Student population: 943; Grades: 9–12; Vice-principals: Tanya Fraser, Trent Willett

In response to its demographics, Huntsville High School offers a broad spectrum of educational opportunities—including academic, applied and locally developed courses, as well as five Specialist High Skills Major (SHSM) programs. Its student population is socio-economically and academically diverse and largely rural. Data indicating that 40% of Huntsville High School graduates remain and work in the area prompted a forward-thinking administrative team to forge mutually beneficial partnerships with the Town of Huntsville’s business community. This initiative secured co-op placements and career options for students, and provided them with hands-on training in skills appropriate to local trades through SHSM programs.

Students with special education needs perform well on EQAO’s Ontario Secondary School Literacy Test (OSSLT); this speaks to the collaborative force behind the school-wide delivery of *The Ontario Curriculum* and teachers’ determination to meet the educational needs of every child. EQAO data play a pivotal role in meeting these needs and providing areas of focus for Huntsville’s school improvement plan. Last year, for instance, OSSLT data illuminated troubling gaps in success rates for specific groups. This prompted staff to develop SMART goals to target the gaps. Using EQAO resources and a universal design model, they collaborated to create and implement anchor charts, quality tasks, high-yield strategies and common rubrics school-wide. “EQAO data help us to ensure that every student is reflected in our targeted strategies. Without data it’s a guessing game,” says Vice-Principal Trent Willett.

Huntsville’s Professional Learning Team views EQAO data globally, and intentionally uses it to zero in on instructional strategies that will increase student achievement. With support, each teacher is responsible for designing, implementing and assessing these strategies, which include the three-part lesson, authentic student talk and goal setting. Using EQAO’s Item Information Report to lead their intervention strategies, teachers consistently return



Tanya Fraser (vice-principal), Jill Klodnicki, Allison Myers, Trent Willett (vice-principal)

to the data, reflect deeply on their instructional practices, gauge the impact of their strategies on student success and adjust their teaching to maximize student learning. This year, for example, when EQAO data showed deficits in reading skills, the Student Success Team launched a professional learning community composed of Grade 9 teachers with a focus on improving specific reading strategies. Another successful intervention used the workshop model, but this time for students. Staff embedded key EQAO literacy skills into their lessons and assessments—even systematically teaching students to use EQAO scoring guides to code their own work and understand how to improve. Similarly, EQAO’s Student Questionnaire data identified a need to increase student engagement in reading for enjoyment and, as a result, next year a “Huntsville High Reads” initiative will be coordinated with the board’s own Battle of the Books. It is clear that Huntsville teachers understand the importance of engaging students in their own learning and helping students visualize themselves as successful.

To reach this level of achievement, special-education team members begin their work even before students enter high school. They conduct a highly focused needs assessment of Grade 8 students and share cross-panel transition data, curriculum expectations and teaching strategies with their feeder schools. As a result, Huntsville’s special-education staff are able to identify



“This data helps us gain perspective into the lives of our students.”

Tanya Fraser, Vice-principal

“EQAO data help us to ensure that every student is reflected in our targeted strategies. Without data it’s a guessing game.”

Trent Willett, Vice-principal

students who are at risk, determine proper program placement, plan specific early intervention strategies and ensure that the assistive technology supports prescribed in their Individual Education Plans are in place to help them be successful. “This data helps us gain perspective into the lives of our students,” notes Vice-Principal Tanya Fraser.

Further facilitating a smooth and positive transition to high school, a trained student leadership team called the Link Crew works specifically with Grade 8 at-risk students, visiting SHSM courses for one day in the spring. Before school starts, these senior students organize an orientation day of games and activities for all incoming students, thereby building self-confidence, strong connections to the school and a resolve to achieve academically.

From the moment students enter Huntsville, a highly organized, compassionate team of professionals monitors their progress, personalizing assessment data, offering support and tracking at-risk students on a database. If students score below 60% on mid-terms, specific intervention strategies, including Credit Recovery, the Learning Strategies course and the contributions of well-trained educational assistants have a positive effect on credit accumulation. Strategic time-tabling of academic and applied

compulsory courses allows for program placement adjustments throughout the semester.

Aligned with board initiatives and supported by its resources and professional development program, Huntsville has long made literacy a priority across the curriculum. Strong, visible leadership both guides and supports work at the school. Teachers make good use of EQAO resources to embed common language, assessment practices and literacy strategies into the curriculum. The support of a full-time literacy coach helps focus skill development and contributes to consistency in instructional evidence-based practice in all subject areas.

In this vibrant, collaborative school community, everyone has a voice and an investment in striving for excellence. Examples of staff enthusiastically taking the initiative to create new literacy-based tasks underline a caring and professional-yet-relaxed school culture where teachers, parents and students feel valued, informed and respected.



Huntsville High School

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

53%	Female
47%	Male
32%	Applied
66%	Academic
3%	Locally developed
0%	Other
24%	Special education needs
0%	English language learners
4%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

O’Gorman High School

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student population: 450; Grades: 9–12; Principal: Darren Berthier

O’Gorman High School has a population of 450 students in Grades 9–12, of whom approximately 10% are Aboriginal. The school has a positive and supportive relationship with its various Aboriginal community partners and regularly accesses an Aboriginal liaison working through the Northeastern Catholic School Board. O’Gorman serves a large geographical area, with many students bused long distances and some students boarding in the city. To better serve the community, the school has created an Alternate Education program to help adults returning to complete their high school education and improve their employment prospects in a local economy that has experienced fluctuations due to changes in the forestry and mining industries. This program provides an opportunity for its participants to complete the requirements for their graduation diploma.

O’Gorman provides a collaborative approach to learning. Success for all students is of utmost importance, and everyone believes that all students can learn with appropriate and effective supports. Principal Darren Berthier states: “I believe it is extremely important that all teachers have the opportunity to engage in dialogue about our data so that it becomes a whole-school, collective responsibility.” The school success team and the literacy team meet with the principal and vice-principal to examine a variety of data on student achievement and to make informed decisions about areas for growth. Resources such as Reading Ahead and the Ontario Comprehension Assessment are used, and the results are analyzed by teachers and administrators. Teachers use EQAO data to determine areas for further improvement and to identify the students who need assistance in specific areas. They use EQAO’s “Summary of Results and Strategies for Teachers” to identify appropriate and effective strategies to address these needs.

Over the last few years, the O’Gorman team has implemented many effective strategies to support student learning and to provide purposeful preparation for the OSSLT. According to Principal Berthier, one successful strategy is to “create a school community where everyone takes ownership and understands that it is not the responsibility of only the English department.” With the same skills and strategies taught consistently in many

classes, students realize that literacy is important in all subject areas, not just in English. All teachers are aware of the school’s literacy needs, and all disciplines must include one literacy question on each exam.

By examining the achievement data, as well as through the moderated marking of student assignments, teachers are able to identify students who are at risk and to provide ongoing support.

Intermediate teachers from feeder schools are invited to O’Gorman to participate in a moderated marking activity, which provides an excellent opportunity for them to see the growth of their former students. The school has a good working relationship with its feeder schools and promotes dialogue between the two panels to track and improve student achievement.



Chandra Ciccone, Stephanie Claveau, Sharon Maisonneuve, Darren Berthier (principal)

“I believe it is extremely important that all teachers have the opportunity to engage in dialogue about our data so that it becomes a whole-school, collective responsibility.”

Darren Berthier, Principal

In January, struggling students are invited to participate in lunchtime and/or after-school sessions to receive assistance related to the different aspects of the OSSLT. By the time they take the test, these students are confident about their skills and their abilities.

A Grade 12 student indicated that the students are very well prepared for the literacy test and appreciated the clear explanation of assessment-day procedure she received. She states: "The teachers are very supportive. They make you feel comfortable and they encourage you. In the end, with all the support, it was a good experience." Principal Berthier and his team believe that the more confident the students feel, the better the opportunity for student success.

The school purposefully uses technology to engage students and to remind them of school goals. A strategy that has been successful is to use the electronic display boards in the front foyer and in the cafeteria to display tips and reminders about a specific skill or strategy related to the school literacy goal as well as to the OSSLT. Teachers post and regularly refer to EQAO vocabulary in the classrooms as a daily reminder to students.

Teachers are committed to differentiated instruction as a powerful means of ensuring that students receive the instruction they require. Most teachers have received training on differentiated instruction, and the school offers staff

relevant and useful resources. Diagnostic assessments, flexible groupings during regular classes, small-group instruction and co-teaching allow teachers to focus on specific skills and strategies and to provide sufficient practice opportunities and feedback for the students.

One of the school's goals is to maintain effective communication with families. With respect to the OSSLT, parents are informed about the sample items, strategies and suggestions on the EQAO Web site through school newsletters and an automatic messaging system. Parents are also made aware of the lunchtime and after-school assistance available. They are very supportive of a new initiative in which Grade 9 students have the opportunity to take mathematics and English for the full school year.

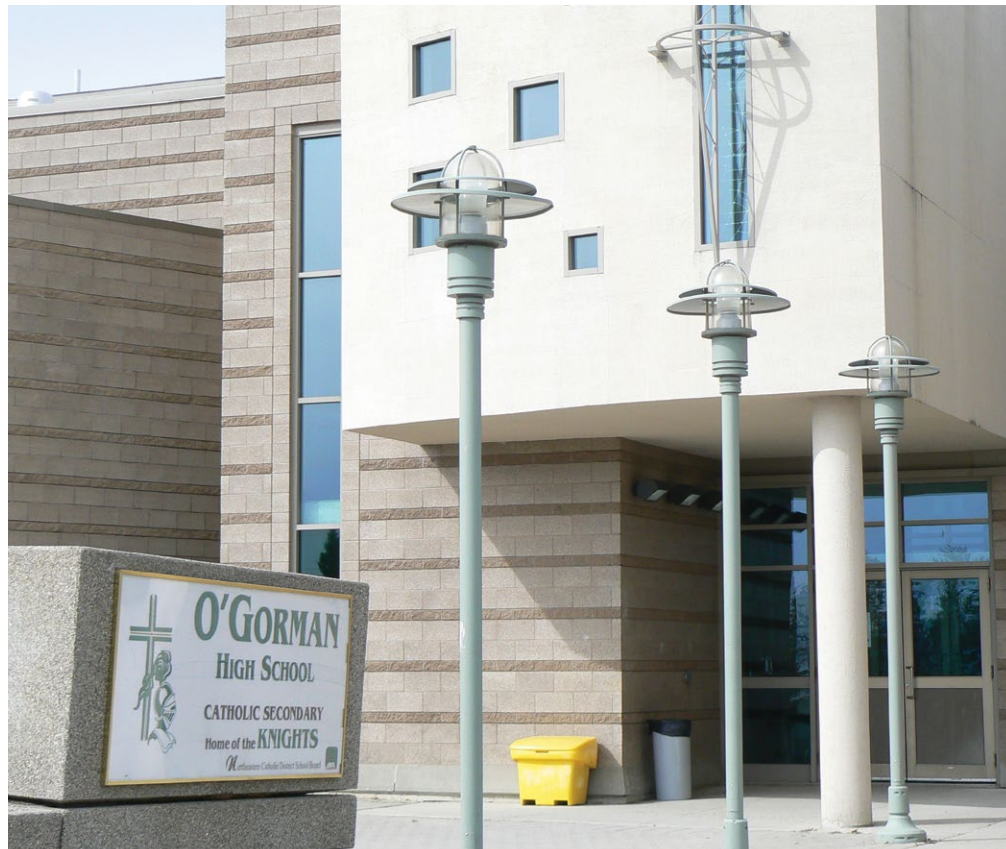
O'Gorman High School is a learning community in which students are encouraged to do their best always and are supported by caring individuals who collect and analyze data from various sources in order to deliver programs that meet all students' needs. Student engagement is the focus, and every effort is made to provide meaningful learning experiences for all.

OSSLT STUDENT POPULATION

(eligible to write the test for the 1st time)

49%	Female
51%	Male
35%	Applied
50%	Academic
12%	Locally developed
2%	Other
19%	Special education needs
0%	English language learners
13%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire



O'Gorman High School

St. Joseph's Catholic High School

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1037; Grades: 9–12; Principal: Tish Hedderson

St. Joseph's Catholic High School in Windsor serves 1037 students in Grades 9–12. It is a dual stream school offering French Immersion. Fifty-two different countries are represented in the diverse student population, and each country's flag stands proudly in the foyer. Many students (22–26%) speak a language other than English at home, and 27–32% do not have English as a first language. Among the entire school population, as many as 36% of students are taking courses at the applied level.

The administrators and staff analyze EQAO literacy results, focusing on attitudinal and contextual information in addition to achievement trends. The OSSLT data indicate consistent improvement over time and that the school's efforts have been rewarded, as its success rate surpasses those of the board and province.

Groups of teachers meet early in the fall and use EQAO's "Six Questions to Ask When Looking at Your School's Results" as discussion prompts. They review OSSLT data in order to formulate goals for the school improvement plan. Close examination of the data revealed a significant deficiency in boys' literacy results. The literacy team, with the support of administration, developed a program with a soccer theme. Incorporating high-interest resources and teaching specific strategies allowed teachers to maintain student engagement while working to close the gender gap. This initiative, which received funding from the Ministry, proved successful and the resources purchased continue to be effective in Grade 10 applied classes.

Professional learning community meetings considered EQAO data along with the information in the board's data warehouse. One area of need identified was making inferences. The team developed a school-wide approach to address this area and to focus on the explicit teaching of effective literacy strategies. The approach was



Daniela Koppeser, Tish Hedderson (principal)

multi-faceted and included strategies such as "I Think, I Read, Therefore" from the Ministry's *Think Literacy*. Students used the same graphic organizers throughout the grades and subject areas to guide them in finding the main idea and supporting ideas in various texts. A Grade 12 student interviewed indicated that using graphic organizers this way helped students organize their thinking. She has continued to apply the skills she developed solving the inference challenges in her life outside school and during her preparation for university. She states: "Teachers had high expectations and [told us] that effort would always be necessary to succeed. They also made sure that we had what we needed to be able to do well."

Students are presented with a different inference challenge every week during morning announcements. These critical and creative thinking challenges consist of three related words for which students have to determine and articulate the connection.

"We continue to have more and richer conversations about literacy because of the data. Data has been the springboard to our decision making—our decisions for student achievement are grounded in relevant data."

Tish Hedderson, Principal

“The results of this school-wide goal have been very rewarding. Students have demonstrated increased skills at solving problems that involve thinking outside the box, and we continue to see a steady improvement.”

Tish Hedderson

Answers are submitted to determine the weekly winners, and points are tallied for the entire year. Parents support this challenge financially by providing a pizza party for the winning class at the end of each semester. The challenge has resulted in strong student engagement. “The results of this school-wide goal have been very rewarding. Students have demonstrated increased skills at solving problems that involve thinking outside the box, and we continue to see a steady improvement,” indicates Principal Tish Hedderson.

There is a strong focus on literacy skills for all students from the time they enter the school. Teachers regularly use questions that encourage higher-level thinking and use EQAO stems as models in their class. Strengths and needs are assessed, and teachers work to continue to provide the support needed to improve student learning. Students are guided through the literacy activities in all content areas and provided with many opportunities to practise their skills. Teachers then provide timely feedback so that students are aware of their achievement and next steps.

At St. Joseph's Catholic High School, data clearly play an important role in determining the focus for student achievement. Everyone is challenged to think critically about literacy strategies and how to best meet student learning needs. There is much emphasis on embedding literacy and differentiated instruction in all subject areas. The literacy support teacher states: “We have found it important to put a face to the data. This helps us make informed decisions and work to improve the achievement of students in our school.” Improving student achievement over time is very important to all members of this school community. Principal Hedderson states: “We continue to have more and richer conversations about literacy because of the data. Data has been the springboard to our decision making—our decisions for student achievement are grounded in relevant data.”

OSSLT STUDENT POPULATION

(eligible to write the test for the 1st time)

48%	Female
52%	Male
28%	Applied
66%	Academic
4%	Locally developed
1%	Other
21%	Special education needs
2%	English language learners
27%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire



St. Joseph's Catholic High School

St. Joseph's Catholic Secondary School

CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Student population: 900; Grades: 9–12; Principal: John Cameron

Located in Cornwall, St. Joseph's Catholic Secondary School offers a wide range of programs to accommodate the needs of the students it receives from its nine feeder schools, including a small self-identified Aboriginal student population and a French Immersion component. The school works closely with the elementary schools to ensure a smooth transition for students into secondary school—a process that involves intensive cross-panel discussions about EQAO data and individual student histories. Grade 8 students visit the school throughout the year, and parents and students attend a welcome barbecue and orientation day held in August. Parents are encouraged to help their children select courses and decide their educational pathways.

Parents are involved in many aspects of school life. They volunteer in the athletic and music programs, tutor students and have input into the planning of special programs and events. Communication is ongoing. For example, the school Web site has links to the EQAO site, which provides resources and information for parents to help them better understand the Ontario Secondary School Literacy Test (OSSLT).

As shown by the degree of parental involvement, the environment at St. Joseph's is that of a caring family. The school mission statement emphasizes high expectations and a belief that all students can succeed if they have a sense of belonging in an inclusive atmosphere. This mission is achieved through differentiated instruction based on in-depth knowledge of each student.

This knowledge is deepened by the school's integrated use of the Catholic District School Board of Eastern Ontario's Achieve Plus program. St. Joseph's teachers use board data along with their EQAO results to develop their school improvement plan. Notes Principal John Cameron: "Teachers use data from EQAO to inform their practice across every subject."

In September, new students are given diagnostic testing in academics to identify their areas of strength and to discover which students require additional support. In June, teachers use EQAO resources to assess Grade 9 students' readiness for the OSSLT. Teachers use this data and their student survey



Elizabeth McCormick, Stephanie McDougall, John Cameron (principal)

results to focus on specific areas of the curriculum that require remediation. The School Support Team meets with teachers weekly to identify any child at risk. Each student is matched with a teacher, who is available for individual help and advice. This mentorship program helps students throughout their years at St. Joseph's and ensures student success. As a Grade 11 student states: "The teachers at St. Joseph's are always there to provide us with help in any subject and give us advice and support. One of the main reasons that students succeed is that we are in an environment that is like a family."

Student engagement is a key strategy, and student input is used extensively to improve achievement. For example, in September, Grade 10 students complete the Student Voice Survey, which is based on the EQAO Student Questionnaire, to ascertain learning styles and to understand student perceptions about what they need to be successful. The survey provides insight, and teachers can focus on specific skill areas, then personalize and differentiate instruction to ensure success. Gender interests are considered when planning, and lessons and assignments include options for kinesthetic and visual learners. Reluctant readers get daily scheduled practice. Students are encouraged to use graphic organizers, to deliver rough drafts for descriptive feedback before they complete assignments and to reflect on their next steps for improvement. Indeed, reflection and improvement are part of the school culture for both staff and students. A follow-up questionnaire is administered after the OSSLT to give further insight into how well the students thought they had been prepared for each section of the assessment. It is no surprise, then, that students at St. Joseph's are confident, engaged and motivated about their learning.

"Teachers use data from EQAO to inform their practice across every subject."

John Cameron, Principal



St. Joseph's Catholic Secondary School

This staff cares. Teachers are available throughout student lunch periods to provide help in various subject areas. At-risk students are invited to the study hall for remediation. Older students act as peer tutors. It is a truism at St. Joseph's that failure is not an option.

As Principal Cameron puts it: "We all know the students very well. Our team knows how each student best learns and they prepare accordingly. We believe that every child can succeed, and our staff does an exceptional job of ensuring that every child *does* succeed. We are a family. We meet the needs of the students, whatever they are."

"We all know the students very well. Our team knows how each student best learns and they prepare accordingly. We believe that every child can succeed, and our staff does an exceptional job of ensuring that every child *does* succeed. We are a family. We meet the needs of the students, whatever they are."

John Cameron

The culture of caring for and connecting with students on a personal level ensures that the students at St. Joseph's Catholic Secondary School are motivated. In this educational family, parents and students are engaged and have a voice in school planning. The in-depth knowledge gained through the extensive use of data allows the teachers to focus on programming based on learning styles and remediation for specific student needs. A habit of reflecting on past experiences and learning from them guarantees St. Joseph's continuing improvement.

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

44%	Female
56%	Male
37%	Applied
57%	Academic
3%	Locally developed
3%	Other
31%	Special education needs
3%	English language learners
11%	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 province-wide 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.

Many countries have identified the acquisition of 21st-century skills as critical to providing students with meaningful and engaging school experiences and preparing them for their future life and workplace demands. Various groups of educators, policy-makers, government leaders, representatives of business and technology firms and others have attempted to identify and describe these critical skills to meet the needs of the next generation of learners. There is general agreement among members of the 21st-century-skills movement that cross-curricular skills are required to live in, function in and contribute to the “knowledge society.” These skills include broad competencies, such as creativity, innovation, problem solving, communication, collaboration, teamwork and critical thinking; different literacies, such as media, technology, financial, health and global literacy; as well as numeracy.

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 and the other by the MTCU. These skills are also referred to as employability skills, essential skills or basic literacy skills. The Conference Board of Canada and the MTCU have identified 21st-century or essential employability skills that can be organized into six skill categories: numeracy; communication; critical thinking and problem solving; personal management; interpersonal skills; and information management.

An examination of the EQAO elementary and secondary literacy and mathematics assessments (including student and teacher questionnaires) indicates that, currently, there is a link to some of the learning outcomes associated with four skill categories: communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours).

Ontario students also participate in several national and international assessments that link to key 21st-century skills. The full reports and highlights for the assessments referenced in these pages can be located on the EQAO Web site (www.eqao.com):

- Pan-Canadian Assessment Program (PCAP), an initiative of the Council of Ministers of Education, Canada, is administered every three years to Grade 8 students. Reading, mathematics and science assessment items are administered to randomly selected students in a random sample of schools through a random assignment of test booklets.
- Programme for International Student Assessment (PISA), by the Organisation for Economic Co-Operation and Development (OECD), is undertaken every three years to assess the achievement of 15-year-old students in three domains: reading, mathematics and science.
- Trends in International Mathematics and Science Study (TIMSS) measures the mathematics and science achievement of students in Grades 4 and 8. TIMSS has been administered to Grade 4 students in 1995, 2003, 2007 and 2011 and to Grade 8 students in 1995, 1999, 2003, 2007 and 2011. Ontario students participated in each assessment.

Each of the three assessments identifies core skills that link to some of the learning outcomes associated with four 21st-century-skill categories: communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours). For example, the OECD framework for PISA lists the following as skills students require to be lifelong learners and meet the challenges of the future: analyzing, reasoning, problem solving and communicating ideas effectively.

Based on an examination of the 2012 EQAO data and the findings from the most recent national and international assessment results, this report updates the information on the progress students are making toward the acquisition of 21st-century skills expected by the end of Grade 12. For each of communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours), the following charts demonstrate the links among the associated learning outcomes, the numeracy and literacy skills assessed by the Grade 9 Assessment of Mathematics and the OSSLT, respectively, and EQAO data.*

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

I. Communication

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE OSSLT	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2009–2013
- 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 - Overall achievement results - Percentage first-time-eligible (FTE) students at top scores for writing tasks averaged over the past five years: * - 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
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.	- Overall achievement results - 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 interpreting reading selections by integrating information
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES - PCAP (2010) reading results by jurisdiction - PISA (2009) overall reading achievement results

2. Numeracy

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE GRADE 9 ASSESSMENT OF MATHEMATICS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2009–2013
- Execute mathematical operations accurately - Decide what needs to be measured or calculated - Use relevant mathematical knowledge and skills to explain or clarify ideas - Access, analyze and apply knowledge and skills from various disciplines	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.	- Overall achievement results - Average percentage of students at top scores (Codes 30 and 40) for open-response questions related to skills of application and of knowledge and understanding - Average percentage of students who were successful on multiple-choice questions related to skills of application and of knowledge and understanding - Student Questionnaire data: some learning strategies
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES - PCAP (2010) mathematics results by jurisdiction - PISA (2009) overall mathematics achievement results - TIMSS (2011) Grade 8 trends in mathematics achievement results, percentage of students reaching TIMSS Intermediate benchmark and results by jurisdiction

* First-time eligible students (FTE) typically entered Grade 9 during the 2011–2012 school year. These students (and any others placed in this cohort) were required to write the OSSLT for the first time in the spring of 2013. “FTE” includes all students in the FTE cohort who are working toward an Ontario Secondary School Diploma (OSSD).

3. Critical Thinking and Problem Solving

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE GRADE 9 ASSESSMENT OF MATHEMATICS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2009–2013
• 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 relationships between elements, and draw appropriate conclusions with supporting evidence.	1) Overall achievement results 2) Average percentage of students at top scores (Codes 30 and 40) for open-response questions related to skill of problem solving 3) Average percentage of students who were successful on multiple-choice questions related to skill of problem solving
	LITERACY SKILLS ASSESSED BY THE OSSLT	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2009–2013
	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 the text.	1) Average percentage of FTE students at top scores (Codes 30 and 40) for open-response questions related to reading skills of making inferences and interpreting reading selections by integrating information and ideas in them with personal knowledge and experiences 2) Average percentage of FTE students successful on multiple-choice questions related to skills of making inferences and interpreting reading selections by integrating information and ideas in them with personal knowledge and experiences

4. Personal Management: Attitudes and Behaviours

21ST-CENTURY LEARNING OUTCOMES	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE GRADE 9 ASSESSMENT OF MATHEMATICS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2009–2013
• Feel good about yourself and be confident • Show interest, initiative and effort	Students are expected to demonstrate the mathematical skills required by <i>The Ontario Curriculum</i> up to the end of Grade 9 and connect their mathematical thinking to daily life.	1) Student Questionnaire data: student engagement, self-perception and confidence 2) Student Questionnaire data: perceptions of mathematical learning and its connection to real-life contexts
		NATIONAL AND INTERNATIONAL DATA RELATED TO THE LEARNING OUTCOMES
	LITERACY SKILLS ASSESSED BY THE OSSLT	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2009–2013
	Students are expected to demonstrate the literacy (reading and writing) skills required by <i>The Ontario Curriculum</i> across all subject areas up to the end of Grade 9, and connect their literacy skills to daily life.	1) Student Questionnaire data: time spent reading and the variety of reading done outside school 2) Student Questionnaire data: time spent writing and the variety of writing done outside school

AN EXAMINATION OF 21ST-CENTURY SKILLS

The following information from the Grade 9 Assessment of Mathematics, the OSSLT and the relevant national and international assessments provides indications of how Ontario secondary school students are progressing toward acquiring the 21st-century skills described on the previous pages.

1. Communication

Since 2009, 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,

- more than one-third of students have reached the top scores (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. 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.
- on average, two-thirds 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.
- students have performed 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 following observations are based on the relevant national and international assessments.

The 2010 PCAP results show that

- Ontario Grade 8 students were above the Canadian average in all three subjects tested—reading, mathematics and science—on the 2010 PCAP test.
- in reading, Ontario Grade 8 students were above the Canadian average and performed significantly better than students in all other jurisdictions.
- the average score for female Ontario Grade 8 students was higher than that for their male counterparts (530 compared with 503).

Each PISA administration focuses on one major assessment domain. In 2009, reading was the major domain, whereas mathematics and science were minor domains. The 2009 PISA results show that

- 92% of 15-year-old Ontario students met or exceeded PISA's achievement benchmark at which students begin to demonstrate the kind of knowledge and skills needed to use reading competencies effectively. Ontario students have maintained high-average scale scores in overall reading achievement since 2000, and in 2009 they performed significantly better than the Canadian average on all five reading subscales (accessing and retrieving, integrating and interpreting, reflecting and evaluating, continuous text, non-continuous text).

2. Numeracy

Students performing at or above the provincial standard (Level 3) 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).

Academic Mathematics Course

Since 2009, more than three-quarters of students taking the academic mathematics course have performed at or above the provincial standard (Level 3).

Over the past five years,

- more than 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.
- on average, more than one-half of students have received the top scores (Codes 30 and 40) on the 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.

Over the past three years,

- the Student Questionnaire data have shown that approximately one-half of students indicated that they connect new mathematics concepts to what they already know about mathematics or other subjects.

Applied Mathematics Course

Since 2009, over one-third of students taking the applied mathematics course have performed at or above the provincial standard (Level 3). This indicates a gradual increase over the past five years.

Over the past five years,

- almost two-thirds of students have performed well on multiple-choice questions assessing knowledge and understanding, and more than one-half of students have performed well on multiple-choice questions assessing the application of mathematical concepts. These students were able to demonstrate their understanding of mathematical concepts and were able to select and use computation strategies and apply formulas related to the assessed concepts.
- on average, approximately one-third of students have received the top scores (Codes 30 and 40) for 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.

Over the past three years,

- the Student Questionnaire data have shown that approximately one-third of students indicated that they connect new mathematics concepts to what they already know about mathematics or other subjects.

The following observations are based on the relevant national and international assessments.

The 2010 PCAP results show that

- in mathematics, 92% of Ontario Grade 8 students achieved Level 2—the expected level of performance—or above. Fully half of Ontario students (50%) performed at the two highest levels of achievement (Levels 3 and 4).
- Ontario Grade 8 student results were above the Canadian average on two of the four math subdomains assessed—geometry and measurement, and patterns and relationships. They were at the Canadian average in the other two math subdomains—numbers and operations, and data management and probability.
- there were no significant differences between the average scores of male and female Ontario Grade 8 students in mathematics.

The 2009 PISA results show that

- the achievement of 15-year-old Ontario students in mathematics was at the Canadian average. Ontario students' achievement in mathematics has remained relatively unchanged since 2000.

The 2011 TIMSS results show that

- Grade 8 students in Ontario have shown significant improvement from 1995 to 2011.
- since 1995, the average scale score for Ontario's Grade 8 students has increased significantly, from 501 in 1995 to 512 in 2011. Also, the percentage of Ontario Grade 8 students achieving or exceeding the TIMSS Intermediate benchmark has increased significantly, from 65% to 71% between 1995 and 2011. (No participating jurisdiction had an average scale score at the Advanced benchmark.) Ontario students performed as well as those in Alberta but not as well as those in Quebec.
- the results of the TIMSS assessment of Grade 8 students and EQAO's province-wide Grade 9 Assessment of Mathematics are not directly comparable. However, the significant improvement in Ontario student achievement on TIMSS since it was first administered in 1995 is consistent with the substantial improvement in student achievement on the EQAO Grade 9 mathematics assessment over a similar period.

3. 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 and Applied Mathematics Courses

Over the past five years,

- the overall performance of students taking the academic mathematics course has been better than that of students taking the applied mathematics course; however, students in both courses 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 and require continued support in selecting and using problem-solving strategies to determine a solution and support their thinking.

OSSLT

Over the past five years,

- approximately 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-third 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.

4. Personal Management: Attitudes and Behaviours

More than 90% of students responded to the Student Questionnaires for the Grade 9 Assessment of Mathematics and the OSSLT, which gather information about students' attitudes toward their reading, writing and mathematics learning, and related behaviours. Schools are encouraged to use this contextual data when reviewing achievement data to inform their decisions for targeting strategies and resources for student improvement.

Academic Mathematics Course

Over the past five years, the Student Questionnaire data have shown that

- approximately one-half of students indicated that they liked mathematics and were good at mathematics.
- although nearly three-quarters of students indicated that they understood most of what they have been taught, fewer than one-half stated that the mathematics they were learning was useful for everyday life, suggesting that many students did not see real-life connections to the mathematics they were learning.

Applied Mathematics Course

Over the past five years, the Student Questionnaire data have shown that

- approximately one-third of students indicated that they liked mathematics and were good at mathematics.
- although almost two-thirds of the students indicated that they understood most of what they have been taught, fewer than one-half stated that the mathematics they were learning was useful for everyday life, suggesting that many students did not see real-life connections to the mathematics they were learning.

Among students in academic and applied mathematics courses, fewer females than males indicated each of the following: that they liked mathematics, that they understood most of what they had been taught and that the mathematics they were learning was very useful for everyday life. This suggests that many females do not have a positive self-perception of their mathematical learning.

TIMSS (2011) also asked students to complete a questionnaire on their behaviours and attitudes in mathematics.

- The index "Like to learn mathematics" was created from students' answers to five questions.
 - In Ontario, 26% of the Grade 8 students like to learn mathematics, 41% somewhat like to learn mathematics and 34% don't like learning mathematics, which is comparable to the international average. The average achievement of Grade 8 students who like learning mathematics is higher than the average for those who don't. This index can explain 12% of the variation in student achievement in mathematics on the 2011 TIMSS.
- The index "Confidence in mathematics" was created from students' answers to nine questions in Grade 8.
 - In Ontario, 32% of the Grade 8 students feel confident in mathematics, which is higher than the international average. The average achievement of the students who feel confident is higher than the average achievement of the 28% of students who don't feel confident in mathematics. The index "Confidence in mathematics" can explain 36% of the variation in achievement in mathematics on the 2011 TIMSS.
- The index "Valuing mathematics" was created from students' answers to six questions.
 - In Ontario, 55% of the Grade 8 students value mathematics, which is higher than the international average, and 8% don't value mathematics. The average achievement of students who value mathematics is higher than the average achievement of students who don't value mathematics. Valuing mathematics can explain 6% of the variation in Grade 8 students' achievement in mathematics on the 2011 TIMSS.

OSSLT

Over the past five years, the Student Questionnaire data have shown that

- more than 90% of students applied their skills to write e-mail and chat messages. However, only one-third to one-half of students applied their skills to write in other forms for their own use outside school, including personal and work-related writing. Fewer than one-third of students wrote in English outside school for more than three hours a week.

- more than 90% of students read Web sites and e-mail and chat messages, and more than one-half of students read a variety of texts, such as magazines, newspapers, song lyrics, poems and fiction, for their own use outside school. However, fewer than one-half of students read in English outside school for more than three hours a week.

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 progressing toward acquiring the 21st-century skills in communication, numeracy, critical thinking and problem solving, and personal management (attitudes and behaviours). The findings, confirmed by the data from relevant national and international assessments, 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 continued consideration when providing support for students. These include

- using critical-thinking skills to solve problems;
- communicating ideas clearly, coherently and effectively;
- making real-life connections for applying numeracy and literacy skills and
- developing positive self-perceptions of themselves as readers, writers and mathematical thinkers.

The findings and areas for consideration of the 21st-century skills report for elementary students are consistent with those identified in this secondary report. Acquiring the communication, numeracy, critical thinking and problem solving and personal management skills (attitudes and behaviours) occurs on a learning continuum that begins in the elementary grades. Ensuring that all students acquire these skills requires a committed and collaborative response from all educators, Grades 1 to 12. The 21st-century skills are enduring and have a lifelong impact. All students today—not only a select few—need to acquire them.

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Appendices

THE EQAO ASSESSMENT PROCESS

EQAO conducts several province-wide tests, among them the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test.

About the Grade 9 Assessment of Mathematics

The Grade 9 Assessment of Mathematics measures how well students enrolled in a Grade 9 applied or academic mathematics course have met *The Ontario Curriculum* expectations in mathematics up to the end of Grade 9. The test is administered in two 60-minute sessions and is conducted twice annually—in January for students in first-semester courses and in June for students in second-semester and full-year courses.

About the Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) assesses the cross-curricular reading and writing skills students are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*. Students across Ontario write the OSSLT in two 75-minute sessions in March or April each year. Students must be successful on the OSSLT, or complete the Ontario Secondary School Literacy Course (OSSLC), to earn their Ontario Secondary School Diploma.

Students who 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 tests are developed in keeping with the *Principles for Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. EQAO consults with internationally recognized experts in large-scale assessment for all aspects of the tests: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the assessments, including question development and review (i.e., for bias, curriculum connection and content), scoring-material development and scoring.

Parallel English- and French-language versions of the tests are developed. Each version has the same number and types of questions but reflects variations in the curricula for both languages and, in the case of Grade 9, between the academic and applied courses.

The Grade 9 Assessment of Mathematics contains multiple-choice and open-response questions through which students can demonstrate what they know and can do. Grade 9 students enrolled in the academic mathematics course are assessed on their demonstration of knowledge and skills across the four strands of the academic mathematics curriculum: number sense and algebra, linear relations, analytic geometry, and measurement and geometry. Grade 9 students enrolled in the applied mathematics course are assessed on their demonstration of knowledge and skills across the three strands of the applied mathematics curriculum: number sense and algebra, linear relations, and measurement and geometry.

The OSSLT measures student literacy through multiple-choice questions, open-response reading questions, and short- and long-writing tasks. Although each year's test is made up of a new set of questions, the literacy standard remains the same. The standard for the OSSLT describes a minimum acceptable level of student achievement. It describes student performance in literacy that meets or exceeds the minimum criteria (successful) or does not meet the minimum criteria (not successful).

Consistency and Fairness

Each year, schools are sent English- or French-language administration 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 tests, including

- professional responsibilities for the administration of the tests;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return of materials);
- the permitted accommodations and special provisions and
- the deferrals and exemptions allowed for students participating in the OSSLT, according to the Ministry of Education's *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* (2011).

Quality Assurance

EQAO has established quality-assurance procedures to help ensure that its assessments are administered consistently and fairly across the province and that the data produced are valid and reliable. EQAO follows a number of procedures to ensure that parents, educators and the public have confidence in the validity and reliability of the results reported:

- **Quality-assurance monitors:** EQAO contracts quality-assurance monitors to visit a random sample of schools in order to observe the administration of the assessments to determine the extent to which EQAO guidelines are being followed.
- **Examination of test materials:** Following each assessment, EQAO looks for evidence of possible irregularities in its administration. This is done through an examination of test materials from a random sample of schools prior to scoring.
- **Follow-up on reports of irregularities:** EQAO systematically follows up on any reports of irregularities received from principals, teachers, parents and others.
- **Database analyses:** EQAO conducts two types of statistical analysis of student response data. The first identifies student response patterns that suggest the possibility of collusion between two or more students. The second examines unusual changes in the proportion of primary, junior and Grade 9 students in a school performing at or above the provincial standard (Level 3) over time and in the overall patterns of school results for open-response items. In the case of the OSSLT, the data are analyzed for unusual changes in a school's rate of success.

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. If the two scores are not identical or adjacent, an expert scorer adjudicates the score.

Given the EQAO scoring process, parents and students can be assured that the results obtained are a reliable indication of the students' work and that the work has been scored against the same standard, which has been applied consistently for all students across the province and from year to year.

Reporting

The results of the assessments yield individual, school and school-board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the assessments provide valuable information to support improvement planning at the school, school-board and provincial levels.

ABOUT THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

EQAO's tests measure student achievement in reading, writing and mathematics in relation to *Ontario Curriculum* expectations. The resulting data provide accountability and a gauge of quality in Ontario's publicly funded education system. By providing this important evidence about learning, EQAO acts as a catalyst for increasing the success of Ontario students.

The objective and reliable results from EQAO's tests complement the information obtained from classroom and other assessments to provide students, parents, teachers and administrators with a clear and comprehensive picture of student achievement and a basis for targeted improvement planning at the individual, school, school board and provincial levels. EQAO helps build capacity for the appropriate use of data by providing resources that educators, parents, policy-makers and others in the education community can use to improve learning and teaching. EQAO distributes an individual report to each student who writes a test, and posts school, school board and provincial results on its Web site.

Mandate

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

Values

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

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment processes and the positive difference their efforts make in student outcomes.

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

School Board Results

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

Board Name: Algoma DSB (28010)

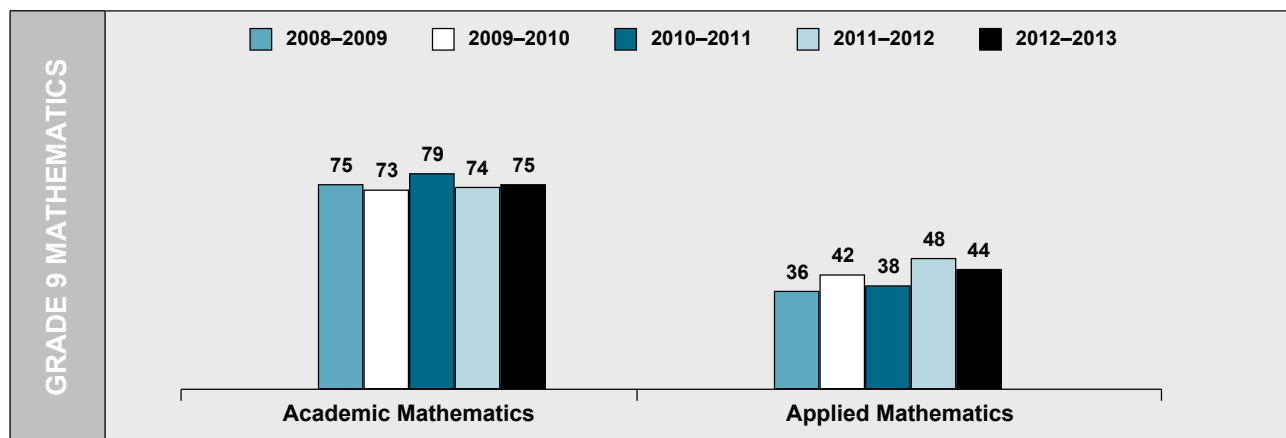
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	6%	31%	25%
Students with special education needs receiving accommodations*†	3%	17%	22%
Speak only or mostly a language other than English at home	2%	<1%	1%
Number of schools	9	11	11

* Percentages are based on the number of students who participated fully.

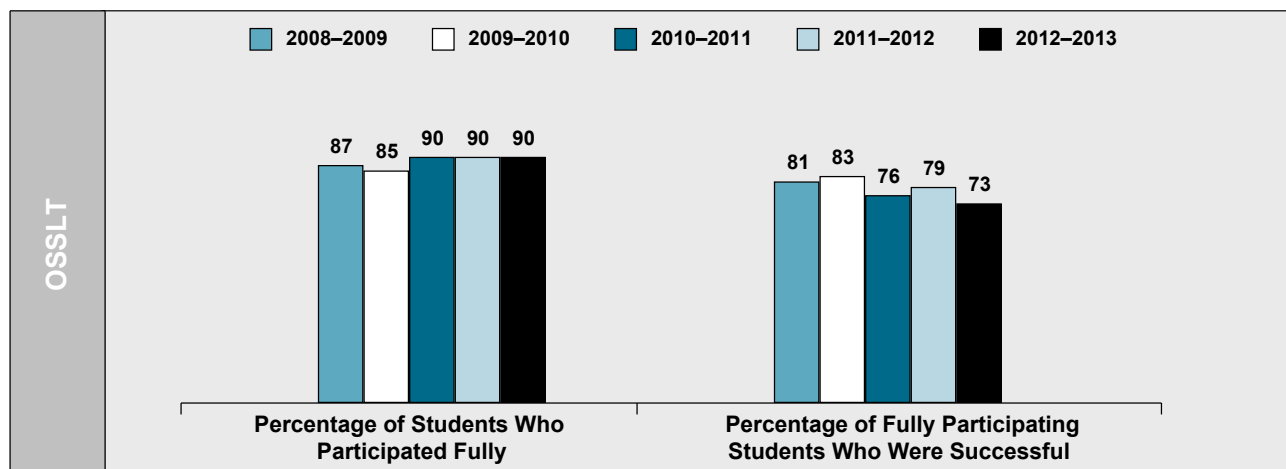
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	510	527	529	516	474
Applied mathematics	393	346	291	287	249
OSSLT: first-time eligible students who participated fully	929	824	840	782	753
OSSLT: first-time eligible fully participating students who were successful	748	680	638	615	552

**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: 2013 OSSLT results for previously eligible students: 48% participated fully and 41% of fully participating students were successful.

Board Name: Algonquin and Lakeshore Catholic DSB (67202)

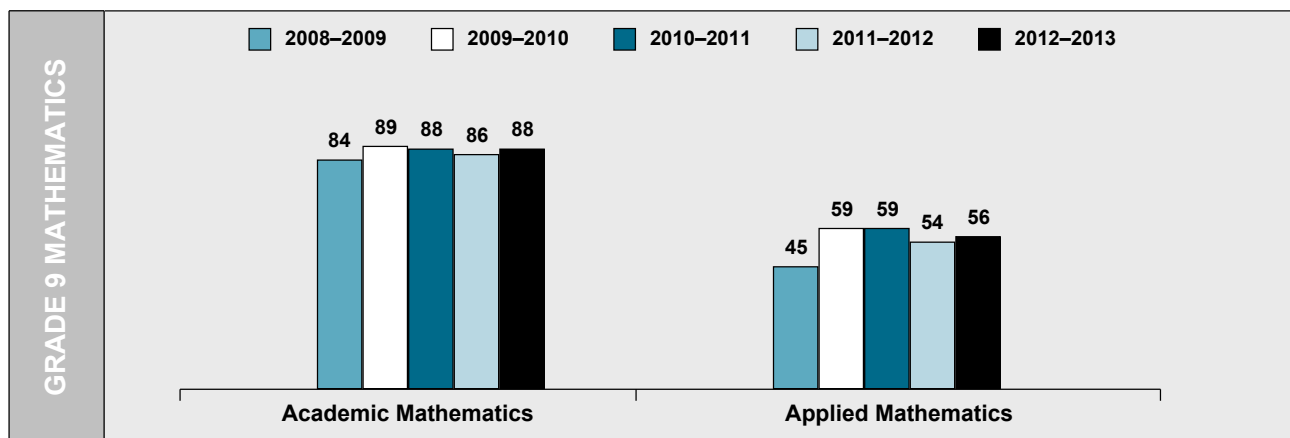
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	1%
English language learners receiving special provisions*	<1%	<1%	1%
Students with special education needs (excluding gifted)	8%	44%	22%
Students with special education needs receiving accommodations*†	6%	36%	18%
Speak only or mostly a language other than English at home	4%	2%	3%
Number of schools	5	5	5

* Percentages are based on the number of students who participated fully.

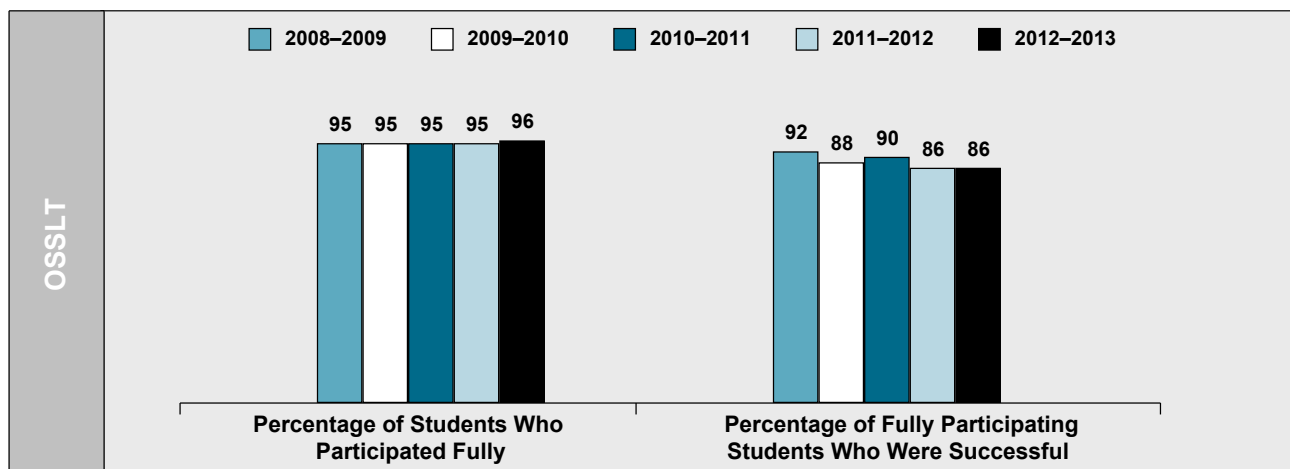
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	662	650	647	554	623
Applied mathematics	243	316	253	264	228
OSSLT: first-time eligible students who participated fully	933	875	940	882	786
OSSLT: first-time eligible fully participating students who were successful	857	773	843	757	673

**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: 2013 OSSLT results for previously eligible students: 45% participated fully and 61% of fully participating students were successful.

Board Name: Avon Maitland DSB (66010)

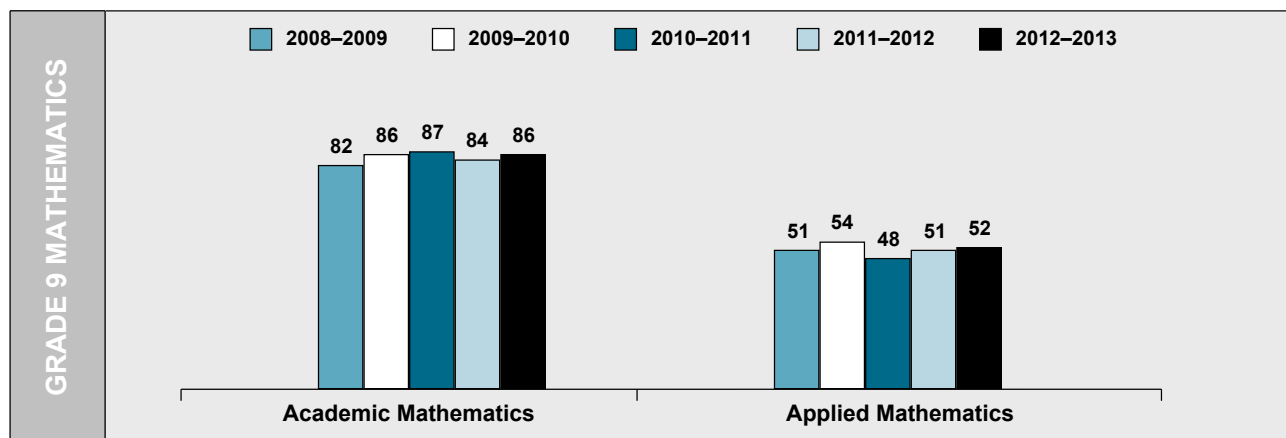
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	5%	27%	16%
Students with special education needs receiving accommodations*†	4%	26%	13%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	9	9	9

* Percentages are based on the number of students who participated fully.

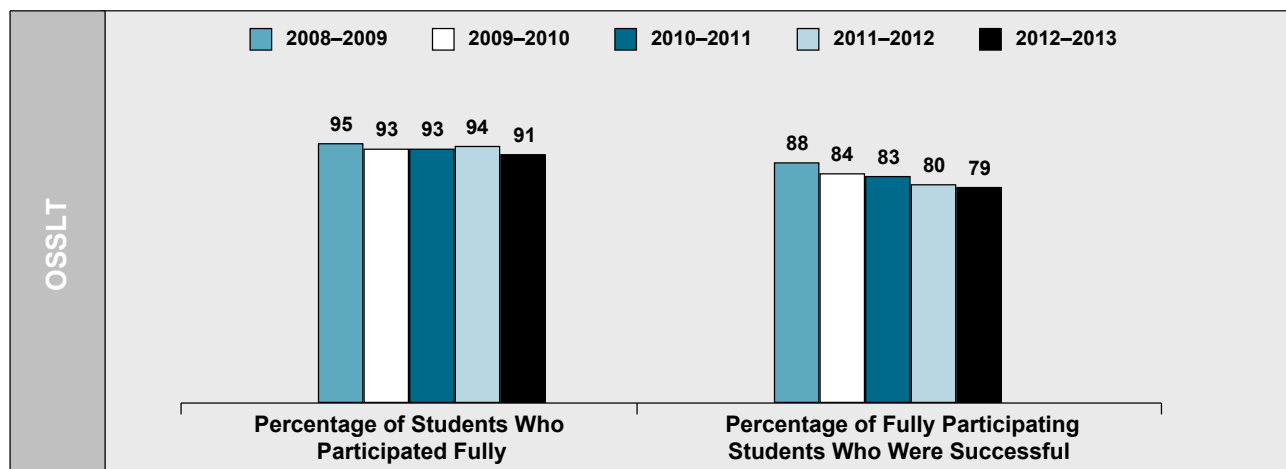
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	786	834	777	756	770
Applied mathematics	548	518	490	436	457
OSSLT: first-time eligible students who participated fully	1 384	1 296	1 366	1 257	1 149
OSSLT: first-time eligible fully participating students who were successful	1 216	1 093	1 136	1 006	913

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: 2013 OSSLT results for previously eligible students: 33% participated fully and 49% of fully participating students were successful.

Board Name: Bluewater DSB (66001)

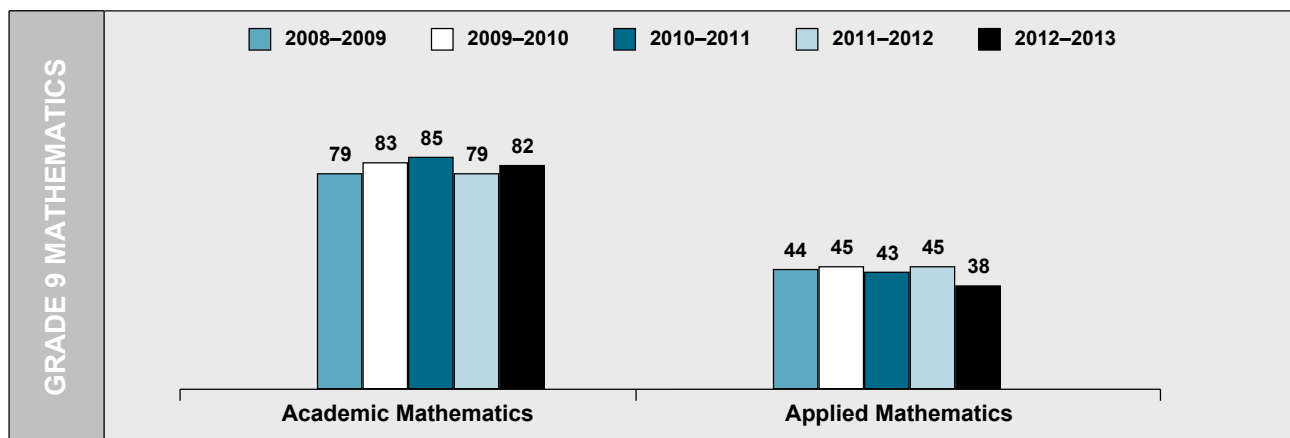
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	6%	32%	24%
Students with special education needs receiving accommodations*†	4%	18%	20%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	11	11	11

* Percentages are based on the number of students who participated fully.

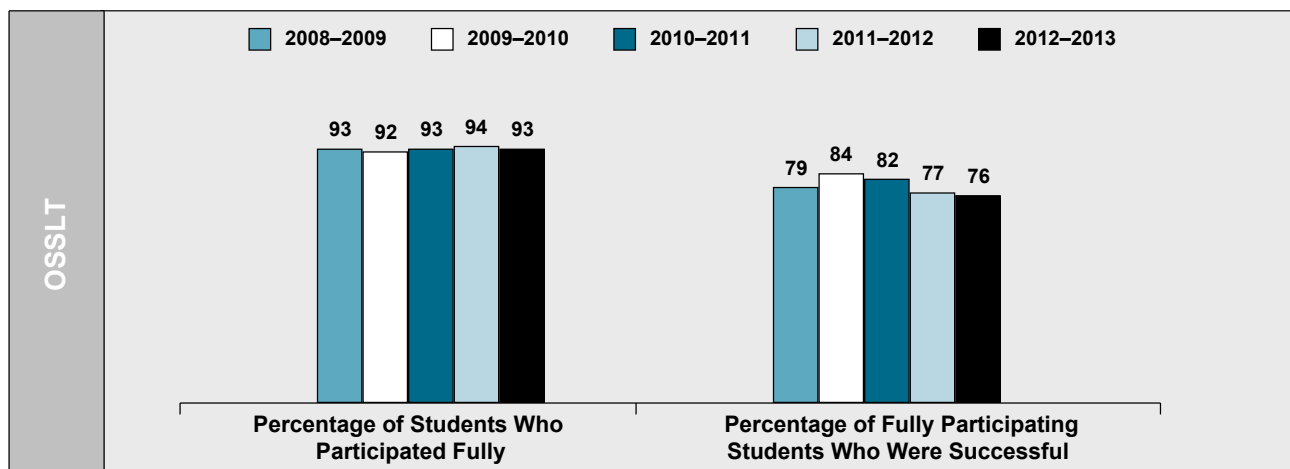
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	835	776	742	725	719
Applied mathematics	578	525	480	471	419
OSSLT: first-time eligible students who participated fully	1 415	1 369	1 246	1 224	1 163
OSSLT: first-time eligible fully participating students who were successful	1 123	1 152	1 022	942	883

**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: 2013 OSSLT results for previously eligible students: 48% participated fully and 49% of fully participating students were successful.

Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

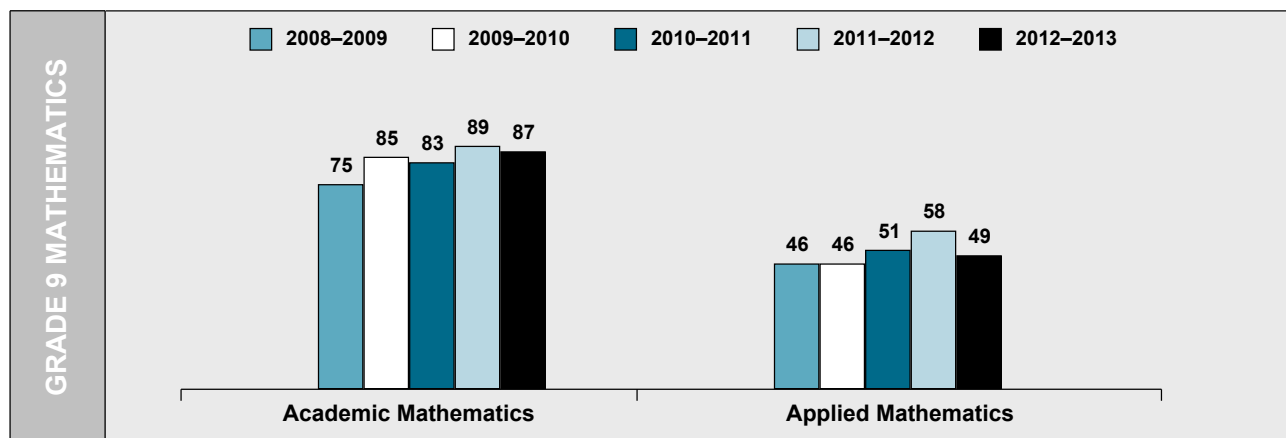
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	32%	11%
Students with special education needs receiving accommodations*†	4%	29%	9%
Speak only or mostly a language other than English at home	2%	3%	3%
Number of schools	3	3	3

* Percentages are based on the number of students who participated fully.

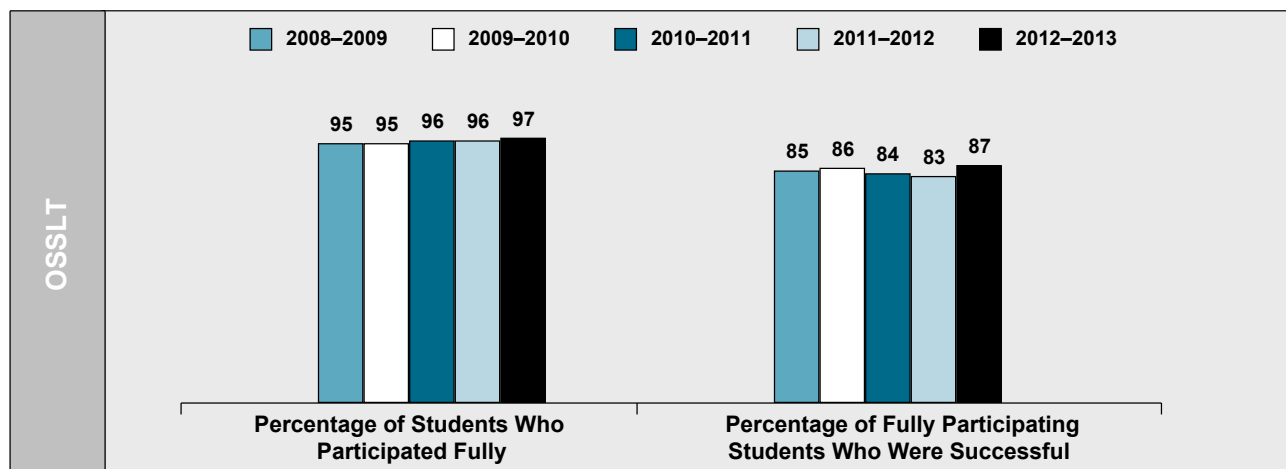
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	630	599	586	535	498
Applied mathematics	379	347	305	308	277
OSSLT: first-time eligible students who participated fully	914	930	907	840	807
OSSLT: first-time eligible fully participating students who were successful	780	803	765	694	704

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: 2013 OSSLT results for previously eligible students: 50% participated fully and 57% of fully participating students were successful.

Board Name: Bruce-Grey Catholic DSB (67008)

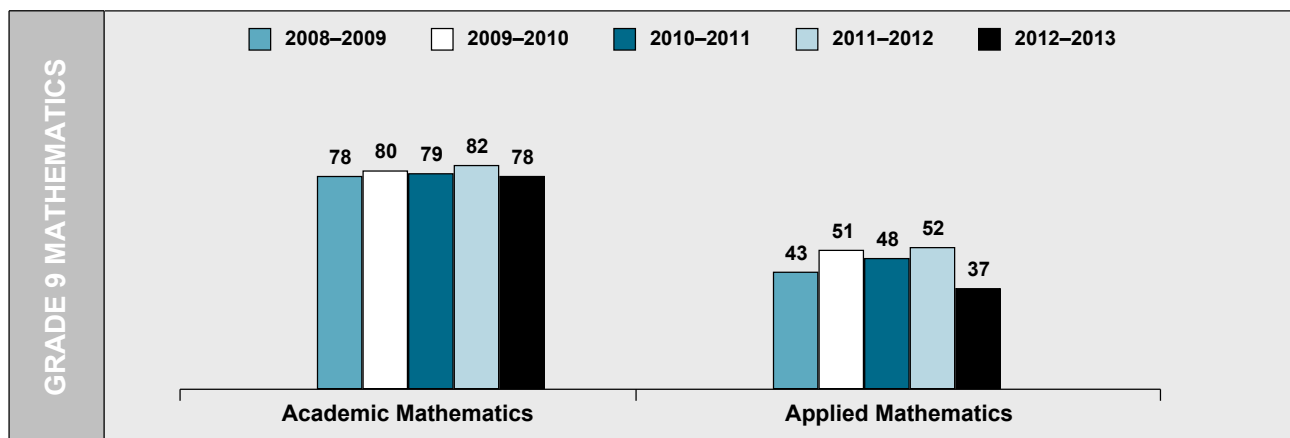
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	10%	48%	20%
Students with special education needs receiving accommodations*†	5%	20%	19%
Speak only or mostly a language other than English at home	1%	0%	1%
Number of schools	2	2	2

* Percentages are based on the number of students who participated fully.

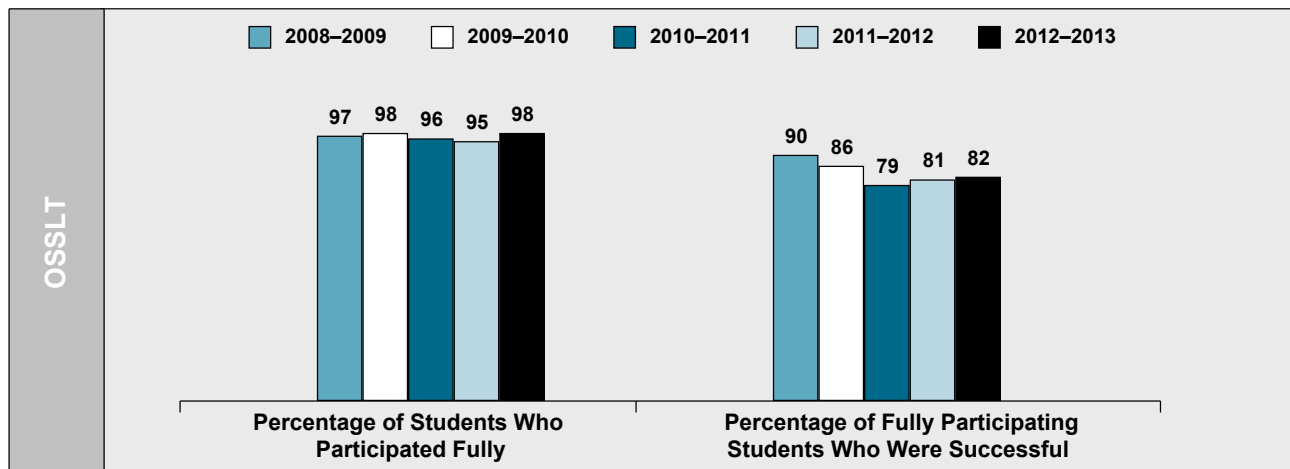
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	235	189	198	187	199
Applied mathematics	106	80	101	67	82
OSSLT: first-time eligible students who participated fully	290	348	269	288	259
OSSLT: first-time eligible fully participating students who were successful	261	298	213	232	213

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: 2013 OSSLT results for previously eligible students: 64% participated fully and 57% of fully participating students were successful.

Board Name: Catholic DSB of Eastern Ontario (67172)

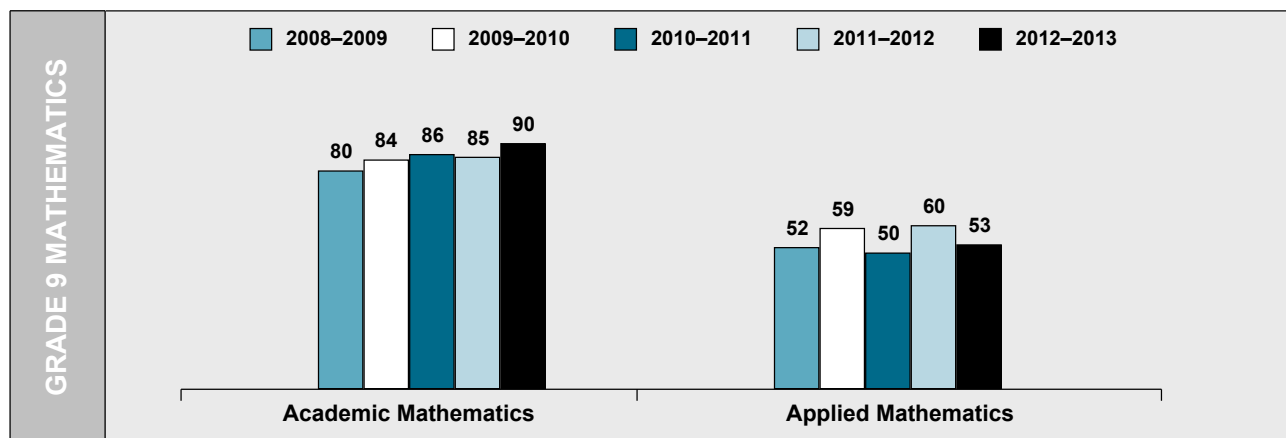
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	11%	52%	31%
Students with special education needs receiving accommodations*†	9%	39%	27%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	8	9	10

* Percentages are based on the number of students who participated fully.

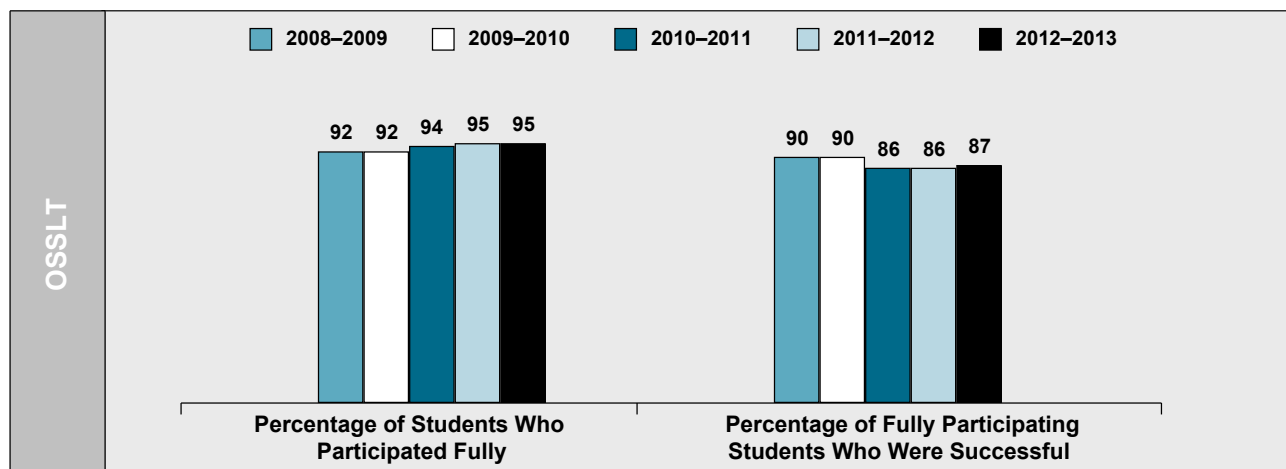
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	695	679	670	618	677
Applied mathematics	400	401	329	394	314
OSSLT: first-time eligible students who participated fully	960	1 097	1 071	1 029	963
OSSLT: first-time eligible fully participating students who were successful	867	985	919	882	837

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: 2013 OSSLT results for previously eligible students: 42% participated fully and 56% of fully participating students were successful.

Board Name: DSB of Niagara (66150)

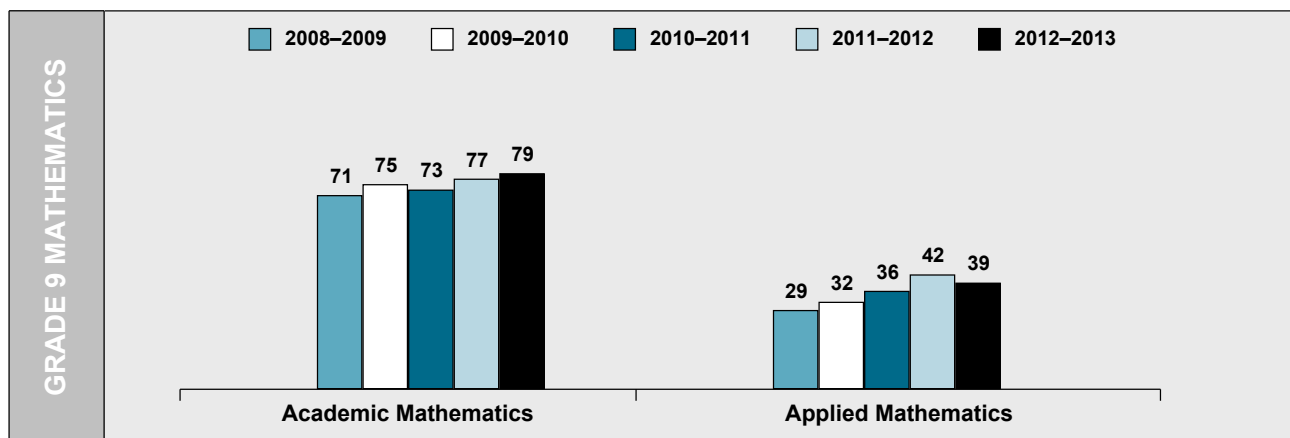
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	3%	4%
English language learners receiving special provisions*	2%	2%	3%
Students with special education needs (excluding gifted)	6%	41%	19%
Students with special education needs receiving accommodations*†	4%	32%	17%
Speak only or mostly a language other than English at home	4%	2%	3%
Number of schools	19	20	20

* Percentages are based on the number of students who participated fully.

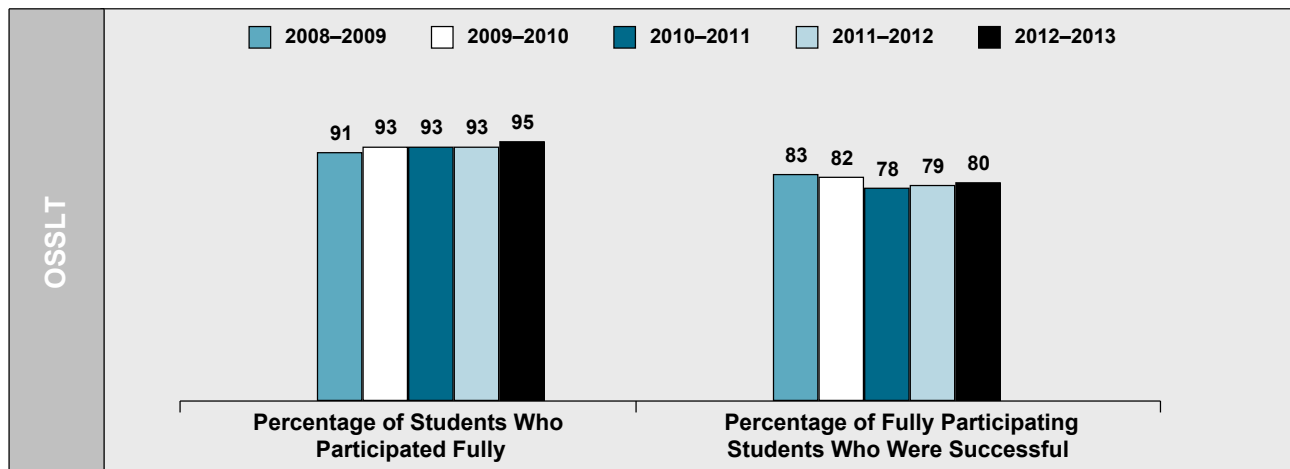
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 971	2 024	1 991	1 791	1 836
Applied mathematics	941	986	918	808	836
OSSLT: first-time eligible students who participated fully	2 875	2 867	2 884	2 770	2 534
OSSLT: first-time eligible fully participating students who were successful	2 384	2 358	2 259	2 195	2 018

**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: 2013 OSSLT results for previously eligible students: 42% participated fully and 50% of fully participating students were successful.

Board Name: DSB Ontario North East (28002)

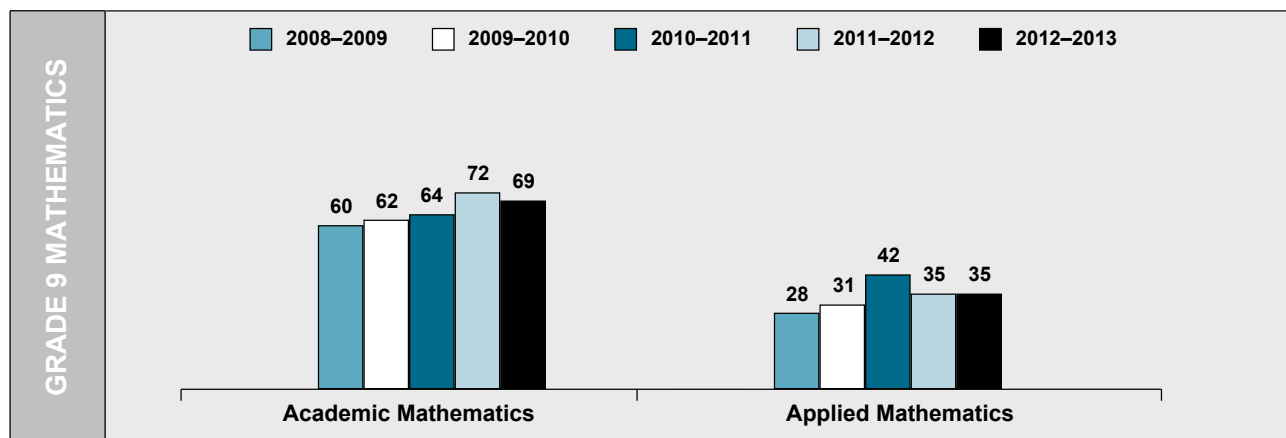
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	8%	33%	28%
Students with special education needs receiving accommodations*†	4%	24%	24%
Speak only or mostly a language other than English at home	2%	4%	2%
Number of schools	9	9	10

* Percentages are based on the number of students who participated fully.

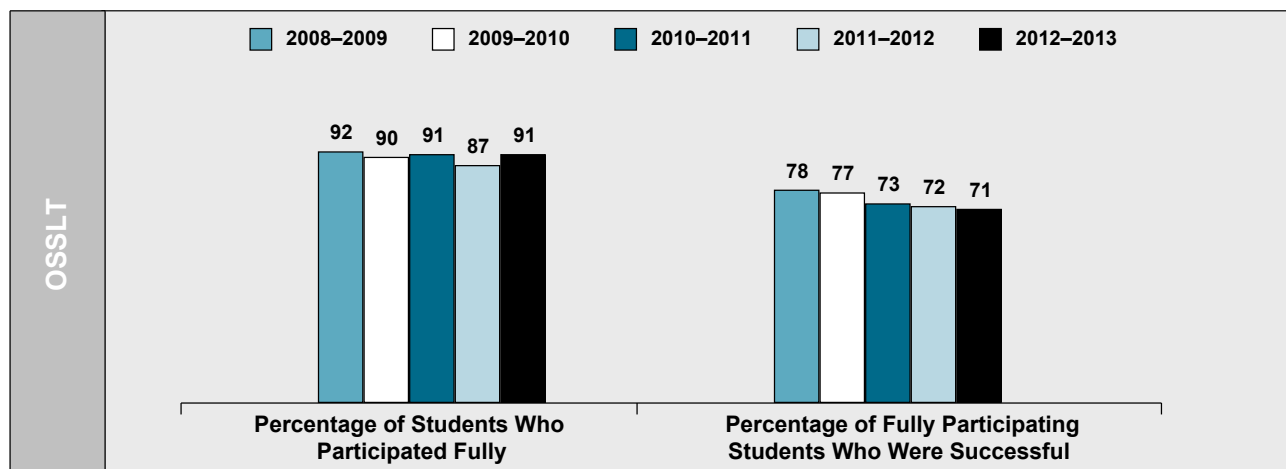
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	409	367	351	371	340
Applied mathematics	371	311	317	311	278
OSSLT: first-time eligible students who participated fully	715	726	659	621	606
OSSLT: first-time eligible fully participating students who were successful	555	560	478	445	429

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: 2013 OSSLT results for previously eligible students: 49% participated fully and 44% of fully participating students were successful.

Board Name: Dufferin Peel Catholic DSB (67083)

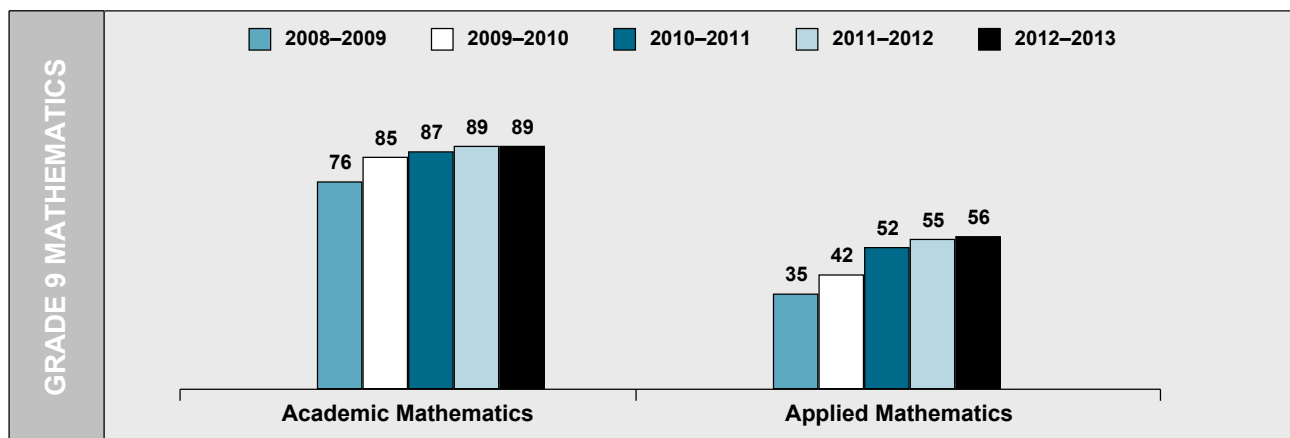
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	10%	8%
English language learners receiving special provisions*	4%	6%	5%
Students with special education needs (excluding gifted)	3%	28%	13%
Students with special education needs receiving accommodations*†	2%	22%	12%
Speak only or mostly a language other than English at home	10%	7%	8%
Number of schools	25	25	26

* Percentages are based on the number of students who participated fully.

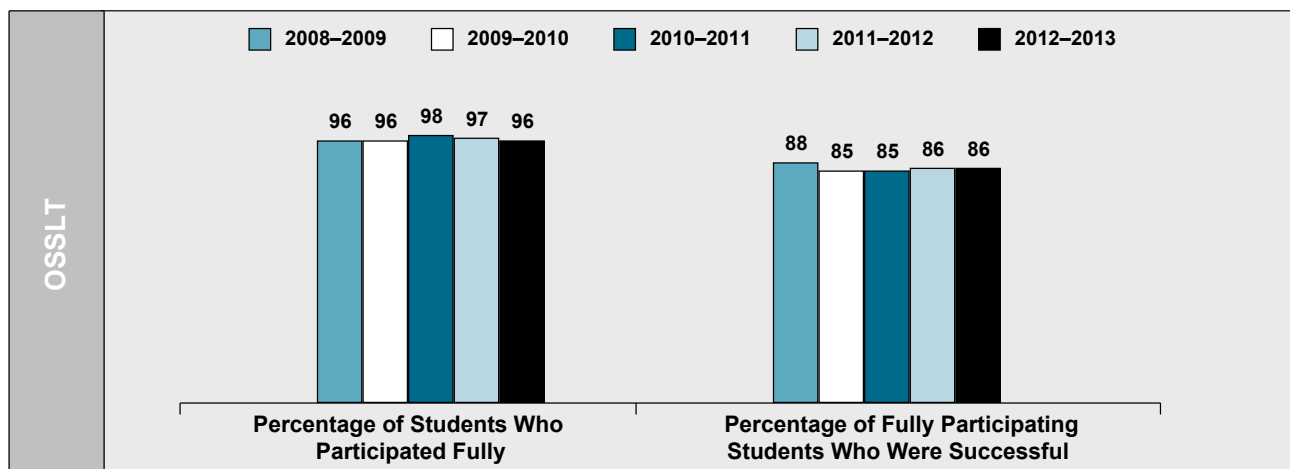
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	5 380	5 740	5 457	5 435	5 387
Applied mathematics	2 307	2 310	2 232	2 070	2 033
OSSLT: first-time eligible students who participated fully	7 597	7 627	8 167	7 751	7 505
OSSLT: first-time eligible fully participating students who were successful	6 662	6 485	6 963	6 658	6 478

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: 2013 OSSLT results for previously eligible students: 41% participated fully and 60% of fully participating students were successful.

Board Name: Durham Catholic DSB (67105)

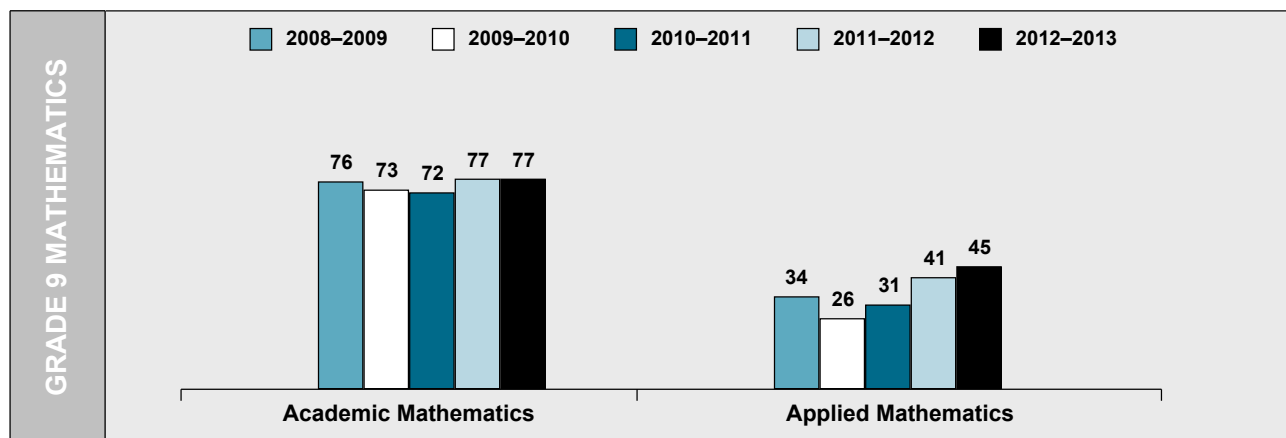
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	3%
English language learners receiving special provisions*	1%	1%	3%
Students with special education needs (excluding gifted)	4%	38%	14%
Students with special education needs receiving accommodations*†	3%	31%	13%
Speak only or mostly a language other than English at home	4%	3%	3%
Number of schools	7	7	7

* Percentages are based on the number of students who participated fully.

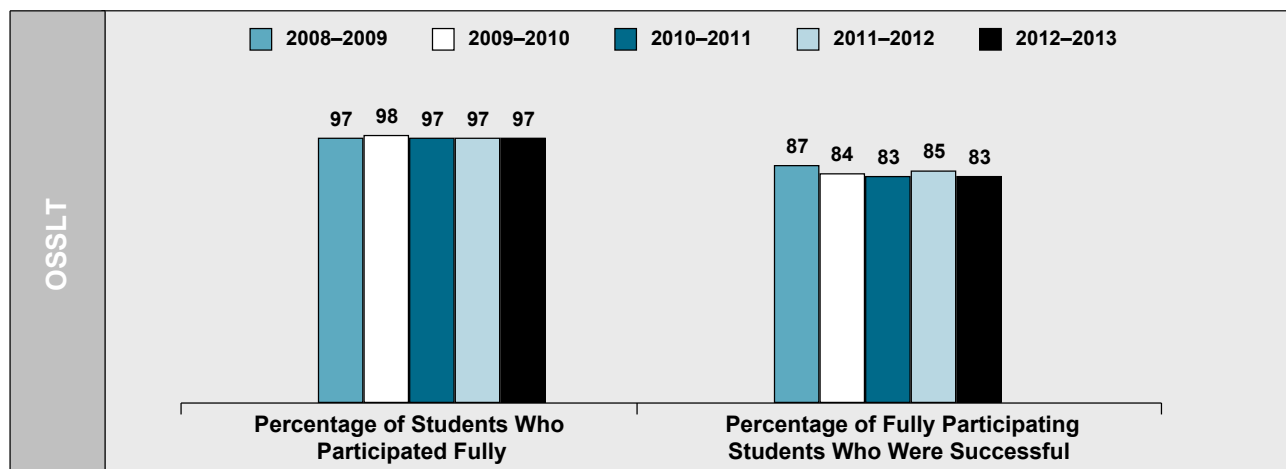
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 480	1 453	1 451	1 356	1 218
Applied mathematics	604	578	509	461	411
OSSLT: first-time eligible students who participated fully	2 048	2 168	2 019	1 945	1 838
OSSLT: first-time eligible fully participating students who were successful	1 782	1 813	1 670	1 646	1 528

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: 2013 OSSLT results for previously eligible students: 54% participated fully and 47% of fully participating students were successful.

Board Name: Durham DSB (66060)

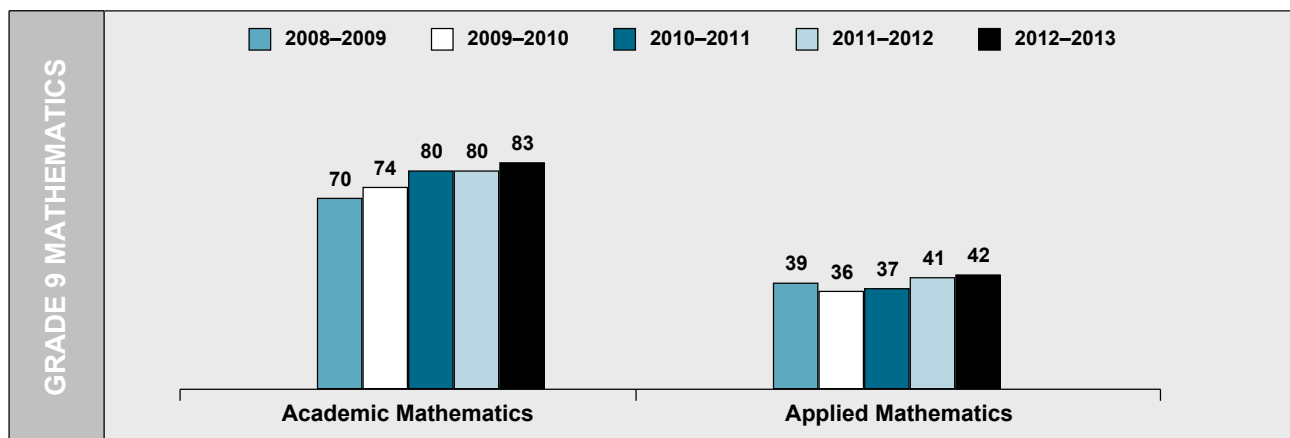
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	2%
English language learners receiving special provisions*	<1%	<1%	1%
Students with special education needs (excluding gifted)	6%	36%	17%
Students with special education needs receiving accommodations*†	5%	32%	16%
Speak only or mostly a language other than English at home	4%	3%	3%
Number of schools	19	19	21

* Percentages are based on the number of students who participated fully.

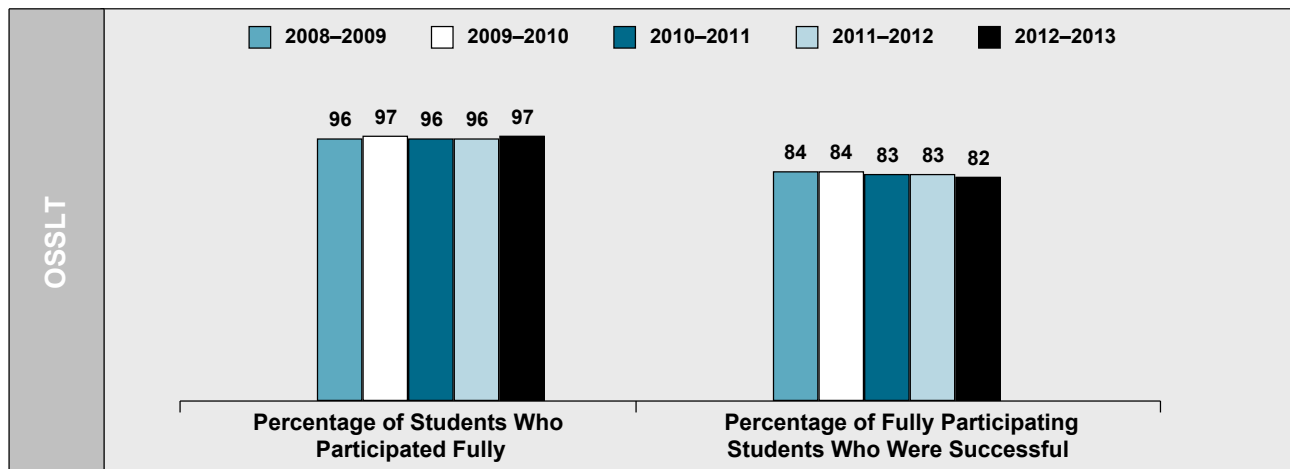
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	3 558	3 743	3 545	3 595	3 503
Applied mathematics	1 638	1 640	1 543	1 492	1 410
OSSLT: first-time eligible students who participated fully	5 433	5 155	5 305	4 968	4 957
OSSLT: first-time eligible fully participating students who were successful	4 559	4 353	4 389	4 131	4 084

**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: 2013 OSSLT results for previously eligible students: 43% participated fully and 54% of fully participating students were successful.

Board Name: Grand Erie DSB (66168)

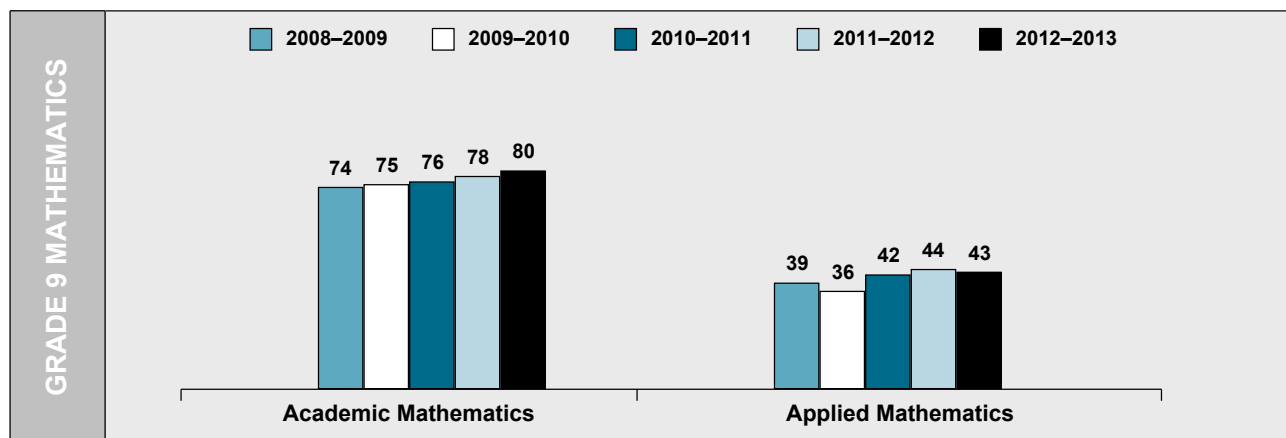
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	3%	22%	17%
Students with special education needs receiving accommodations*†	2%	14%	14%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	12	14	14

* Percentages are based on the number of students who participated fully.

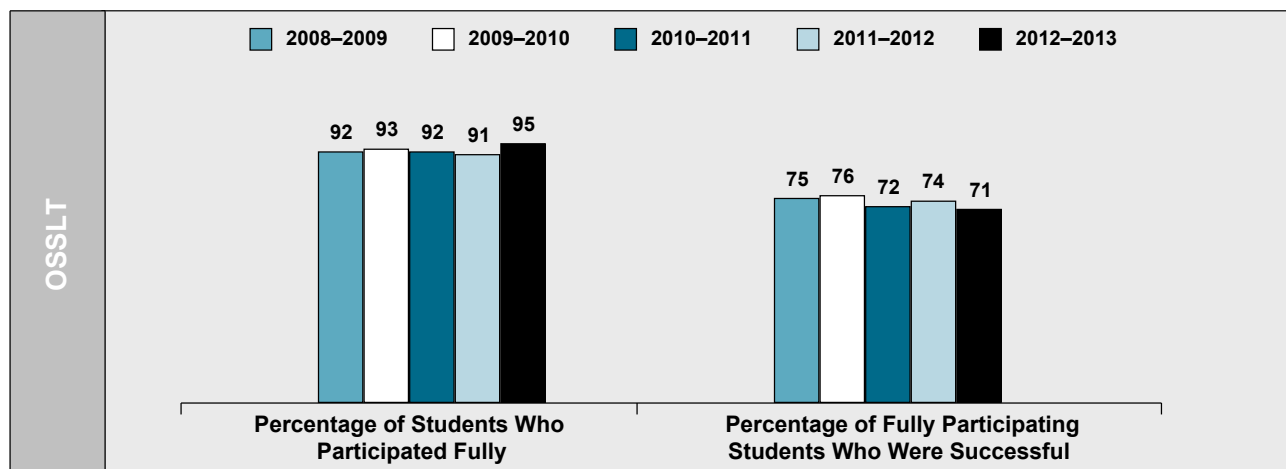
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 104	1 091	1 153	1 051	1 058
Applied mathematics	902	909	857	852	785
OSSLT: first-time eligible students who participated fully	1 993	2 006	2 059	1 945	1 940
OSSLT: first-time eligible fully participating students who were successful	1 501	1 519	1 480	1 443	1 375

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: 2013 OSSLT results for previously eligible students: 48% participated fully and 43% of fully participating students were successful.

Board Name: Greater Essex County DSB (66028)

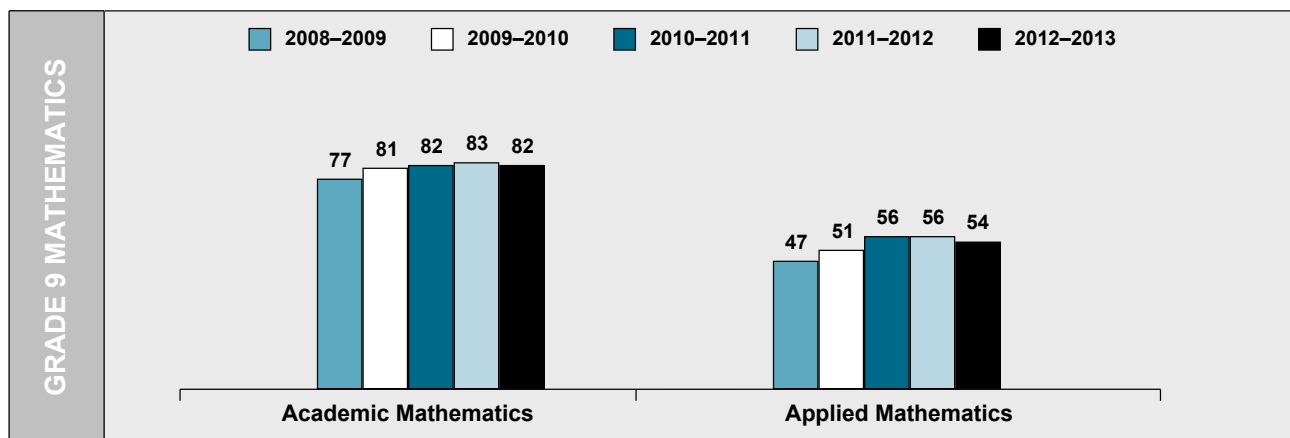
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	4%
English language learners receiving special provisions*	1%	2%	2%
Students with special education needs (excluding gifted)	4%	19%	15%
Students with special education needs receiving accommodations*†	3%	17%	13%
Speak only or mostly a language other than English at home	8%	5%	5%
Number of schools	14	15	17

* Percentages are based on the number of students who participated fully.

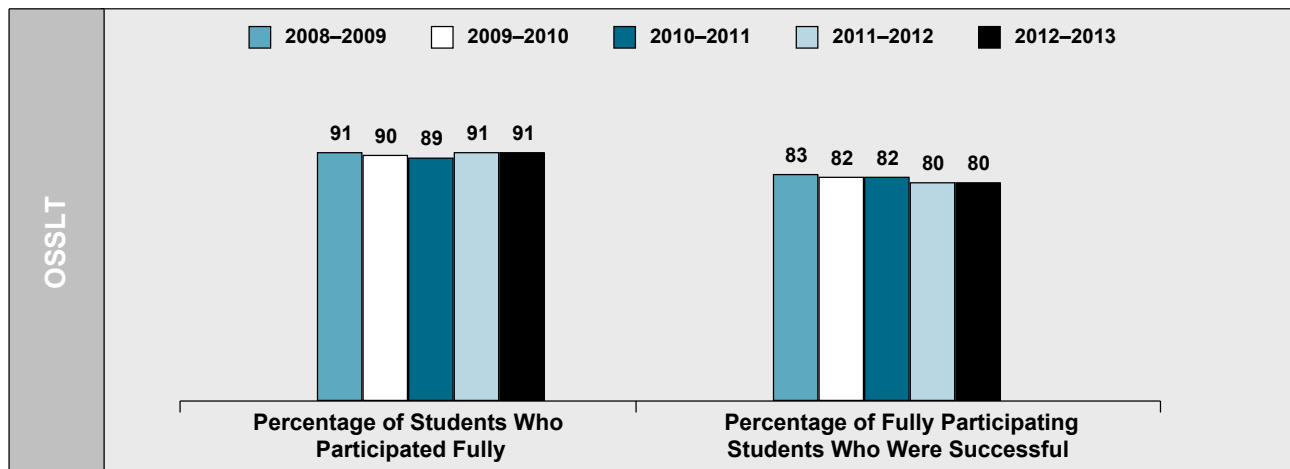
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 781	1 784	1 783	1 711	1 790
Applied mathematics	963	966	870	801	819
OSSLT: first-time eligible students who participated fully	2 739	2 814	2 705	2 665	2 572
OSSLT: first-time eligible fully participating students who were successful	2 286	2 299	2 229	2 128	2 048

**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: 2013 OSSLT results for previously eligible students: 51% participated fully and 41% of fully participating students were successful.

Board Name: Halton Catholic DSB (67113)

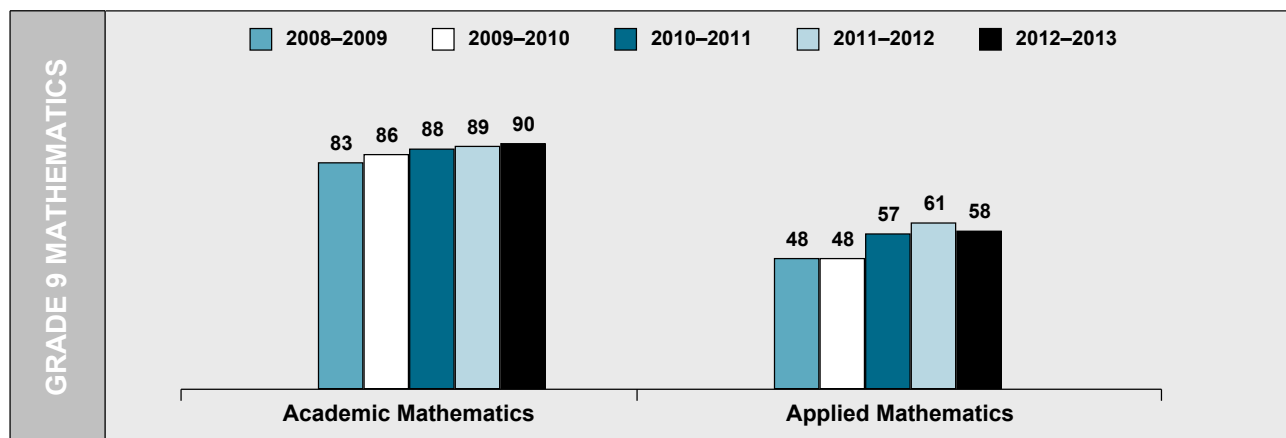
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	4%	4%
English language learners receiving special provisions*	2%	3%	2%
Students with special education needs (excluding gifted)	6%	39%	14%
Students with special education needs receiving accommodations*†	4%	34%	11%
Speak only or mostly a language other than English at home	9%	7%	6%
Number of schools	8	9	9

* Percentages are based on the number of students who participated fully.

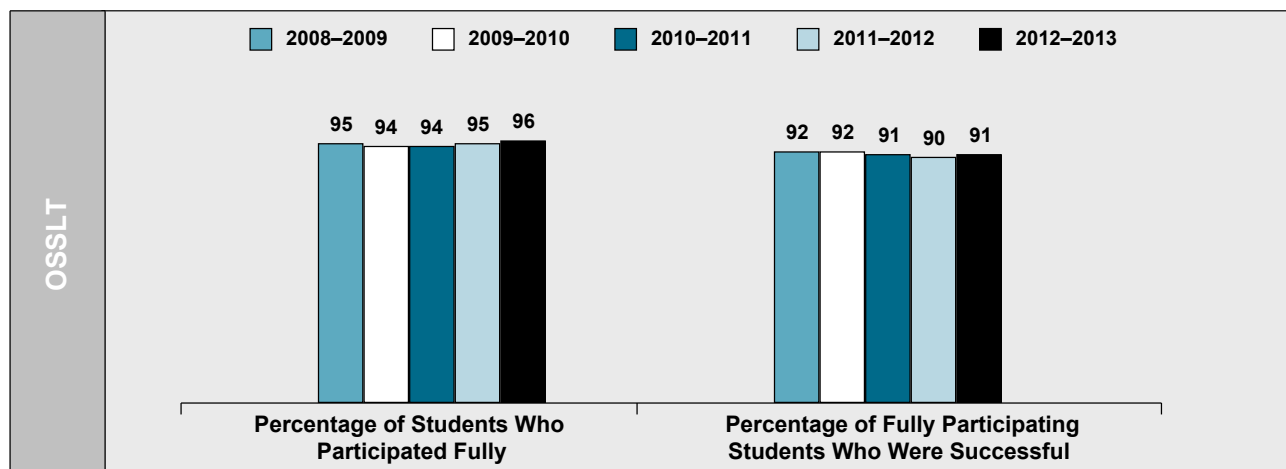
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 738	1 817	1 769	1 864	1 945
Applied mathematics	538	577	528	471	483
OSSLT: first-time eligible students who participated fully	2 135	2 128	2 238	2 185	2 236
OSSLT: first-time eligible fully participating students who were successful	1 973	1 960	2 046	1 968	2 038

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: 2013 OSSLT results for previously eligible students: 64% participated fully and 61% of fully participating students were successful.

Board Name: Halton DSB (66133)

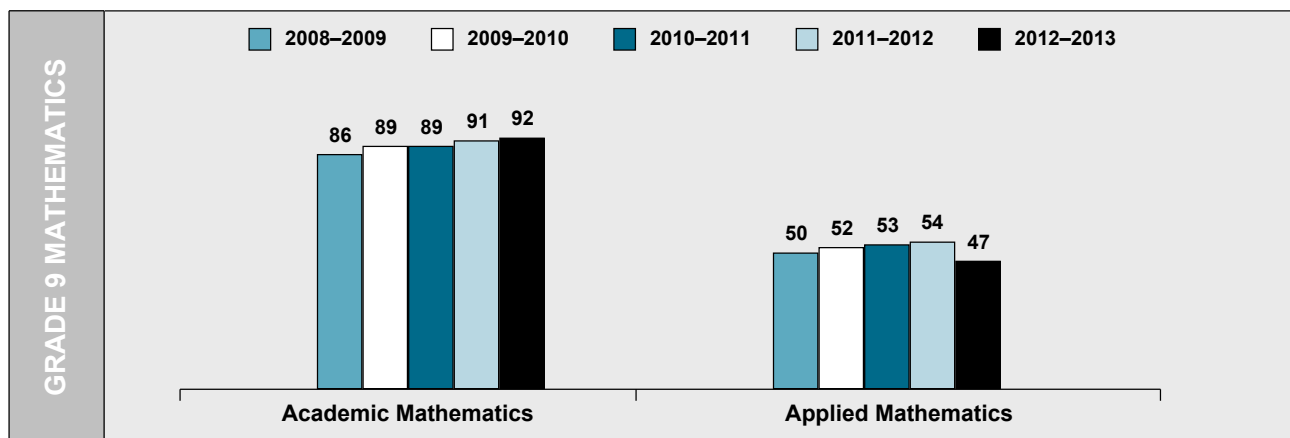
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	8%	6%	6%
English language learners receiving special provisions*	3%	4%	3%
Students with special education needs (excluding gifted)	7%	48%	16%
Students with special education needs receiving accommodations*†	6%	45%	13%
Speak only or mostly a language other than English at home	9%	5%	5%
Number of schools	16	16	19

* Percentages are based on the number of students who participated fully.

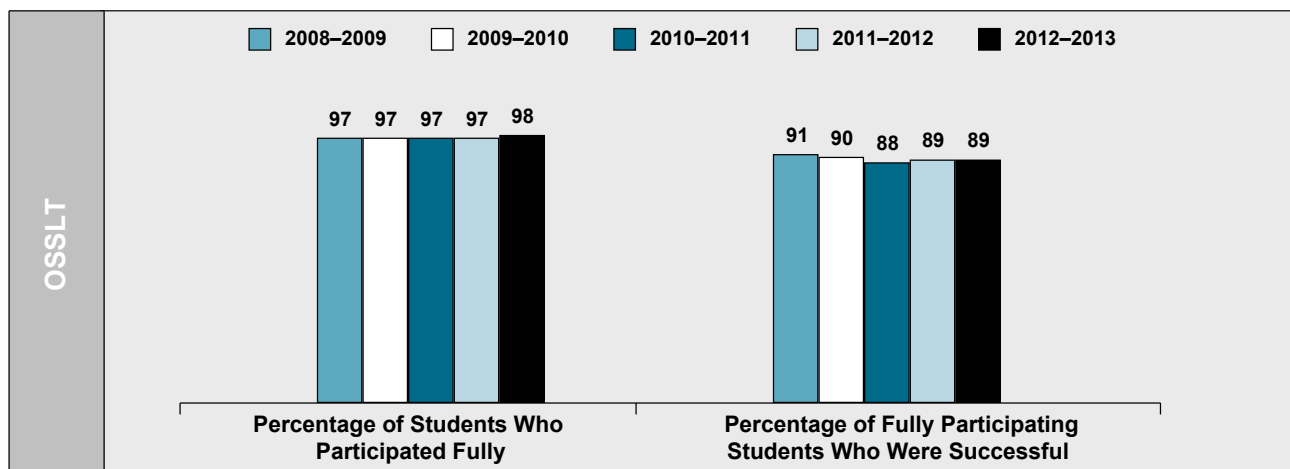
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	3 059	2 958	3 177	3 111	3 198
Applied mathematics	803	760	716	752	706
OSSLT: first-time eligible students who participated fully	3 696	3 953	3 814	3 893	3 896
OSSLT: first-time eligible fully participating students who were successful	3 360	3 540	3 373	3 447	3 458

**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: 2013 OSSLT results for previously eligible students: 57% participated fully and 66% of fully participating students were successful.

Board Name: Hamilton-Wentworth Catholic DSB (67121)

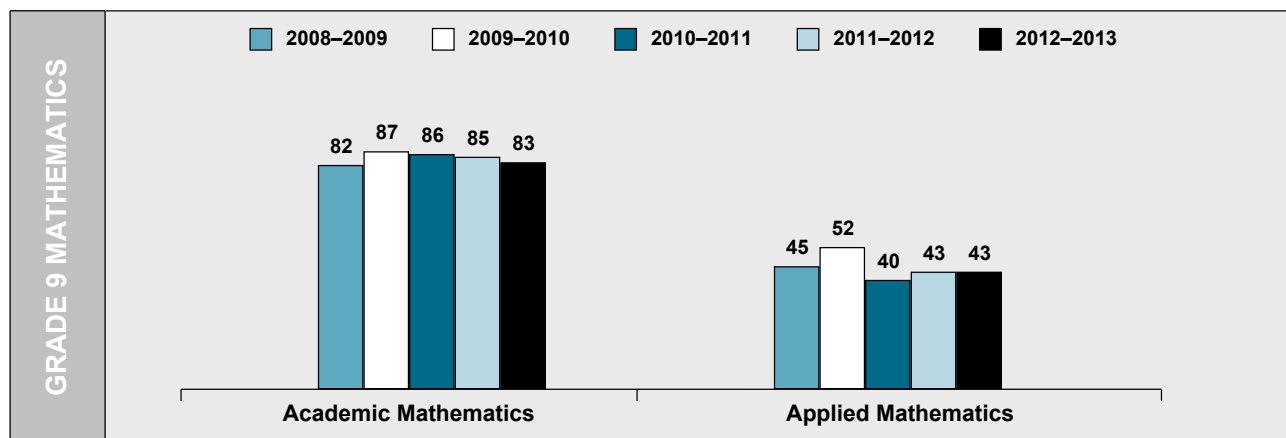
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	8%	6%
English language learners receiving special provisions*	1%	3%	4%
Students with special education needs (excluding gifted)	5%	36%	17%
Students with special education needs receiving accommodations*†	4%	28%	14%
Speak only or mostly a language other than English at home	7%	9%	6%
Number of schools	7	7	7

* Percentages are based on the number of students who participated fully.

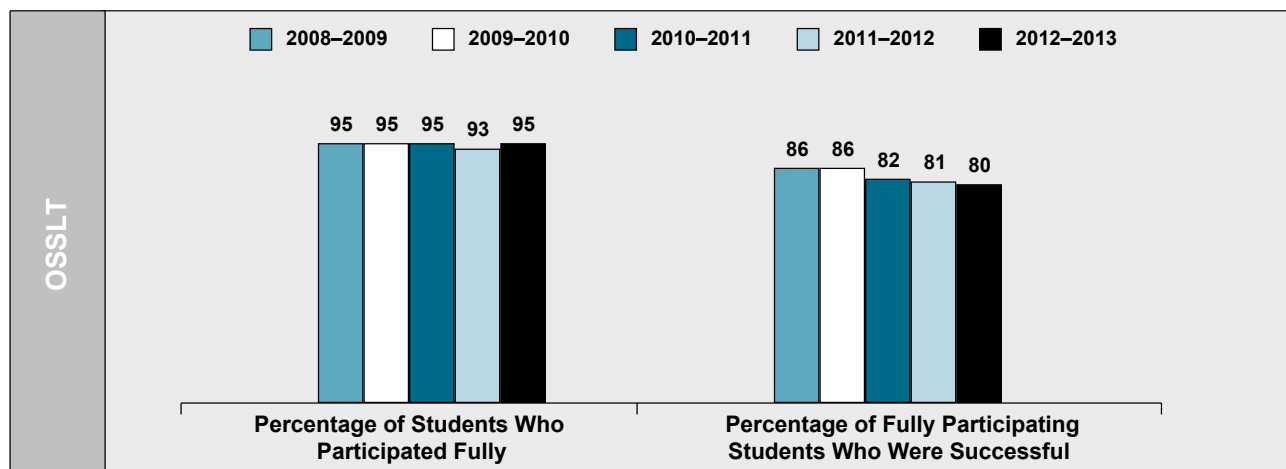
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 563	1 511	1 451	1 479	1 560
Applied mathematics	832	835	845	878	772
OSSLT: first-time eligible students who participated fully	2 279	2 299	2 261	2 137	2 198
OSSLT: first-time eligible fully participating students who were successful	1 970	1 985	1 847	1 727	1 760

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: 2013 OSSLT results for previously eligible students: 68% participated fully and 42% of fully participating students were successful.

Board Name: Hamilton-Wentworth DSB (66141)

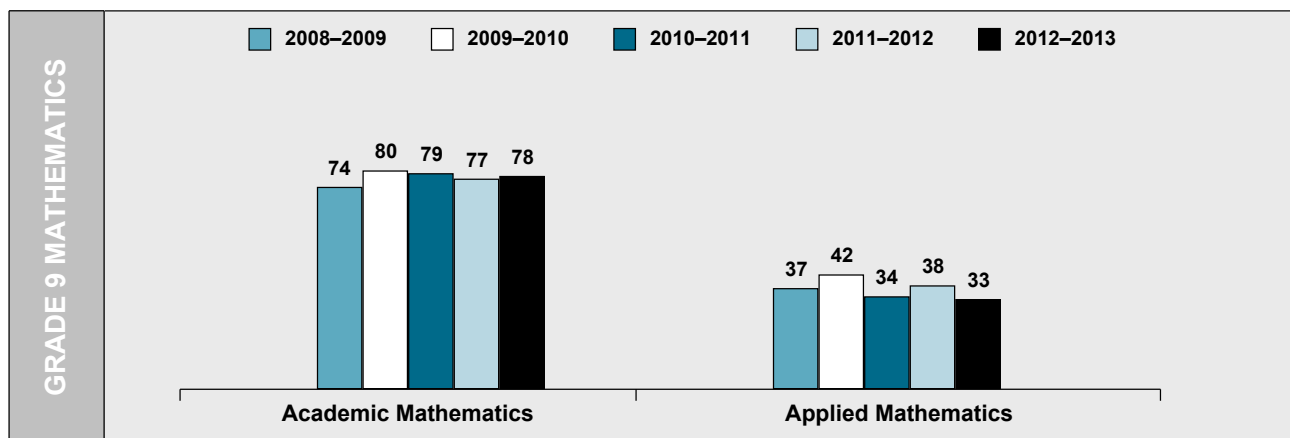
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	8%	4%
English language learners receiving special provisions*	1%	7%	2%
Students with special education needs (excluding gifted)	6%	30%	19%
Students with special education needs receiving accommodations*†	6%	32%	16%
Speak only or mostly a language other than English at home	8%	7%	6%
Number of schools	17	18	21

* Percentages are based on the number of students who participated fully.

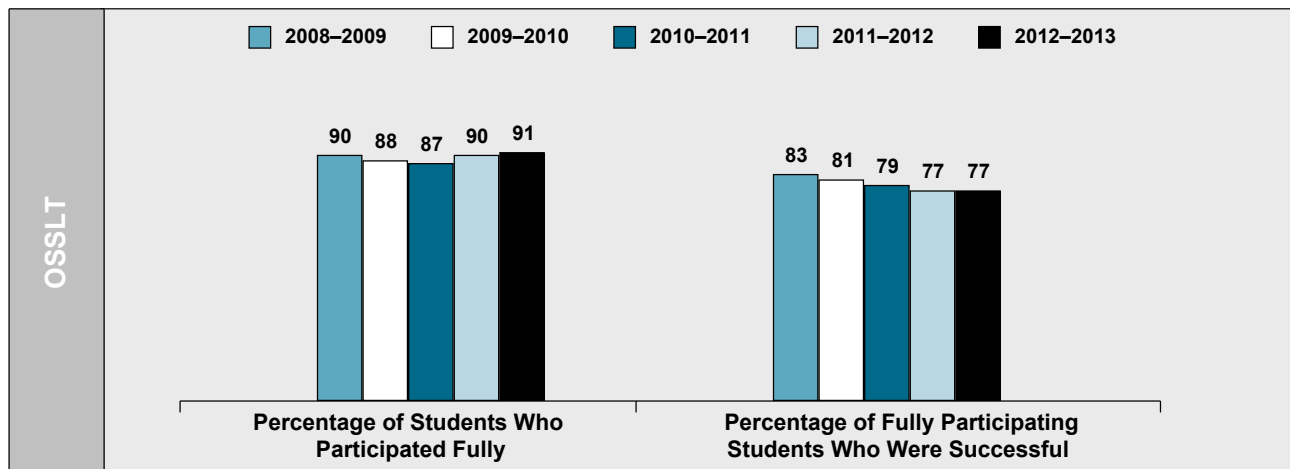
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	2 275	2 309	2 247	2 223	2 307
Applied mathematics	1 509	1 347	1 245	1 192	1 143
OSSLT: first-time eligible students who participated fully	3 534	3 520	3 452	3 365	3 283
OSSLT: first-time eligible fully participating students who were successful	2 944	2 859	2 743	2 601	2 530

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: 2013 OSSLT results for previously eligible students: 53% participated fully and 38% of fully participating students were successful.

Board Name: Hastings and Prince Edward DSB (66222)

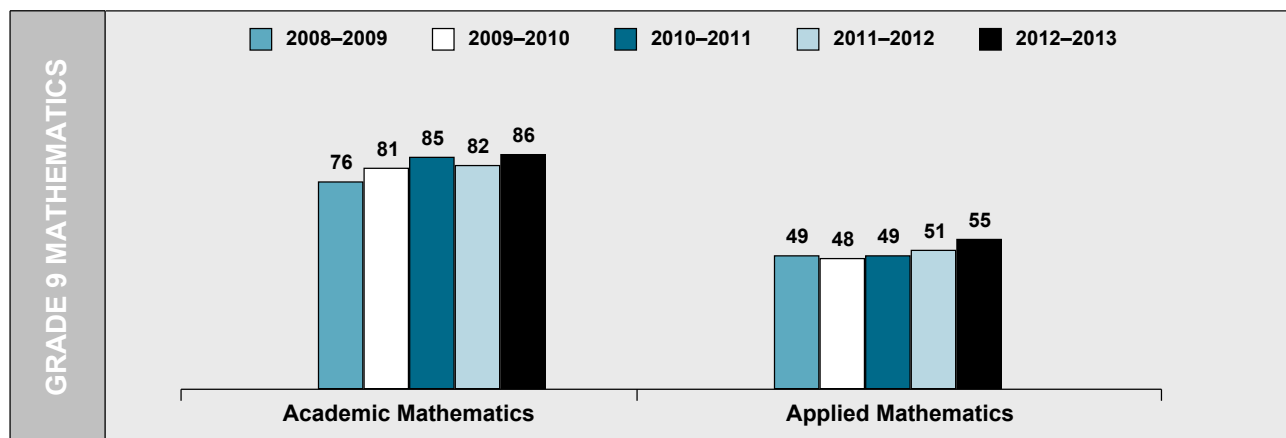
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	<1%	1%
English language learners receiving special provisions*	1%	0%	1%
Students with special education needs (excluding gifted)	5%	29%	24%
Students with special education needs receiving accommodations*†	5%	26%	16%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	8	9	9

* Percentages are based on the number of students who participated fully.

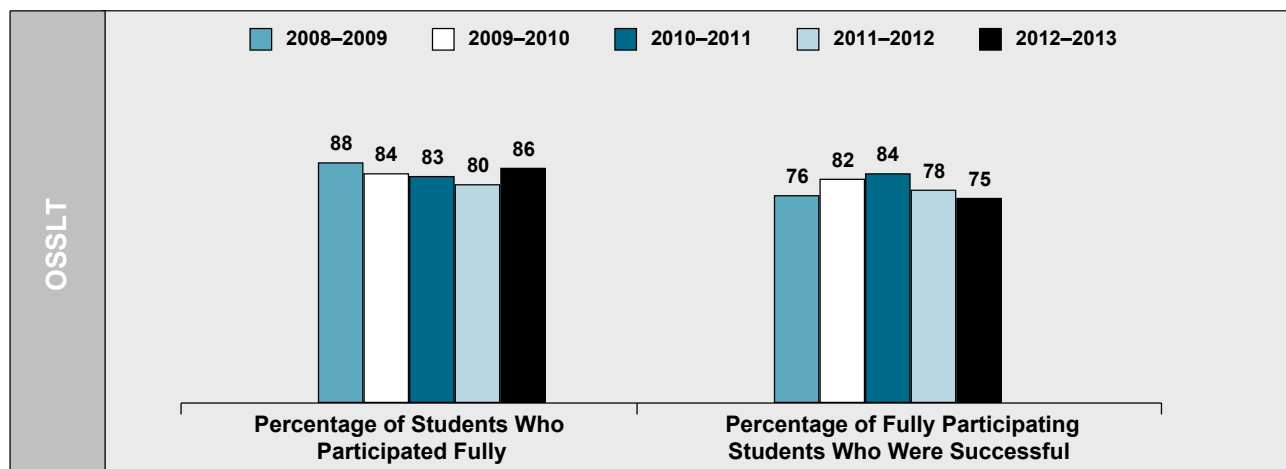
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	657	705	595	593	568
Applied mathematics	555	543	447	461	423
OSSLT: first-time eligible students who participated fully	1 301	1 142	1 168	997	1 060
OSSLT: first-time eligible fully participating students who were successful	995	941	979	779	790

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: 2013 OSSLT results for previously eligible students: 55% participated fully and 33% of fully participating students were successful.

Board Name: Huron-Perth Catholic DSB (67016)

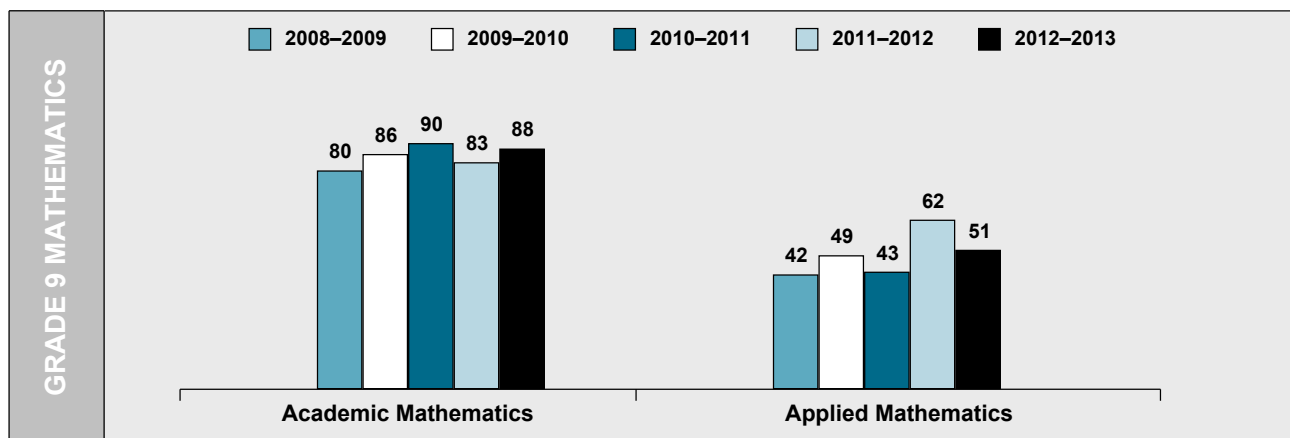
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	1%	1%
English language learners receiving special provisions*	0%	1%	1%
Students with special education needs (excluding gifted)	8%	50%	18%
Students with special education needs receiving accommodations*†	9%	50%	18%
Speak only or mostly a language other than English at home	2%	3%	1%
Number of schools	2	2	2

* Percentages are based on the number of students who participated fully.

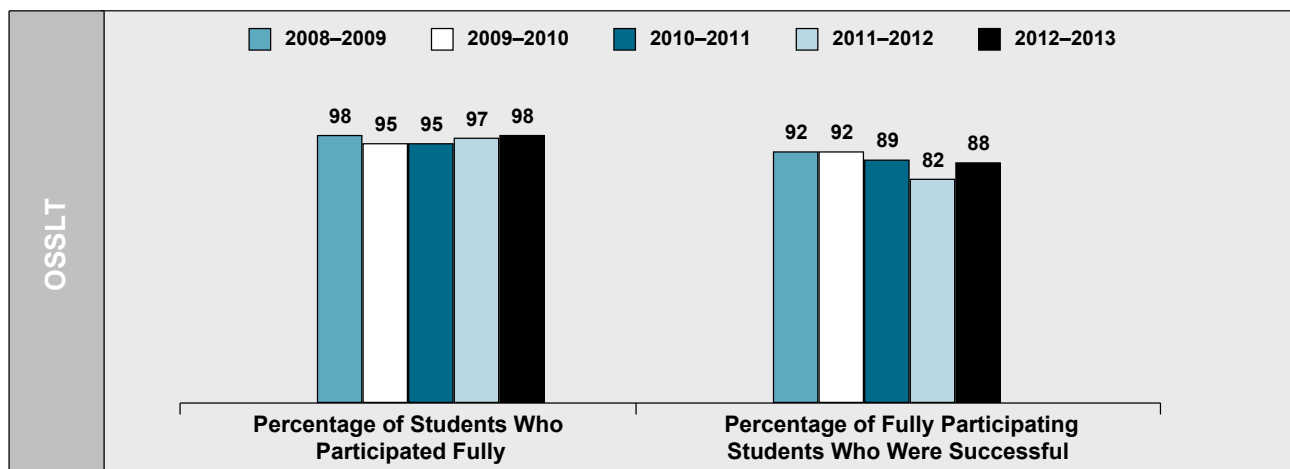
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	250	293	210	214	249
Applied mathematics	74	70	82	71	72
OSSLT: first-time eligible students who participated fully	353	310	347	291	288
OSSLT: first-time eligible fully participating students who were successful	326	285	308	239	252

**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: 2013 OSSLT results for previously eligible students: 54% participated fully and 57% of fully participating students were successful.

Board Name: Huron-Superior Catholic DSB (29025)

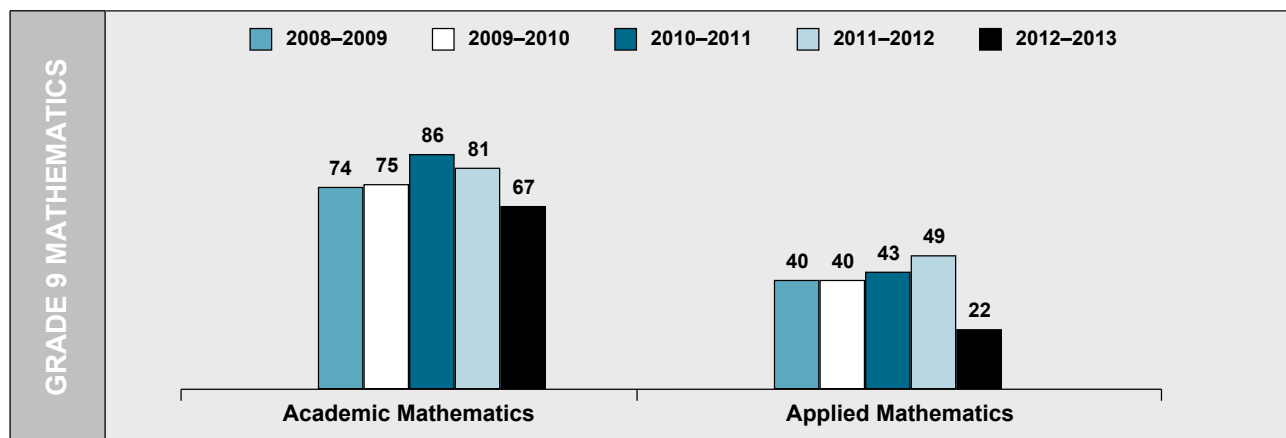
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	6%	26%	24%
Students with special education needs receiving accommodations*†	5%	23%	21%
Speak only or mostly a language other than English at home	0%	2%	1%
Number of schools	2	2	3

* Percentages are based on the number of students who participated fully.

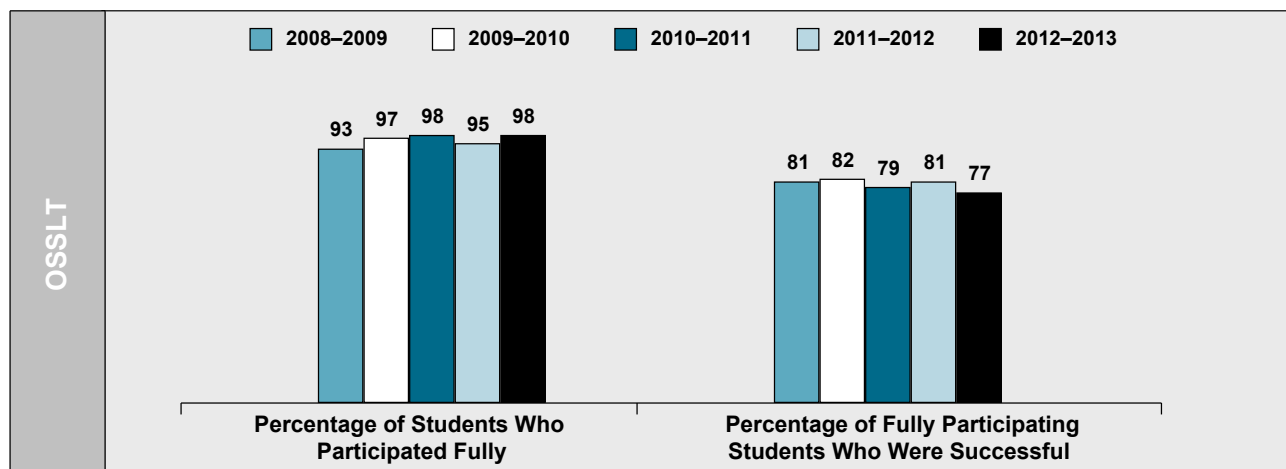
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	210	234	226	249	187
Applied mathematics	115	115	99	107	68
OSSLT: first-time eligible students who participated fully	352	340	327	274	307
OSSLT: first-time eligible fully participating students who were successful	285	279	257	223	237

**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: 2013 OSSLT results for previously eligible students: 60% participated fully and 63% of fully participating students were successful.

Board Name: James Bay Lowlands SSB (15148)

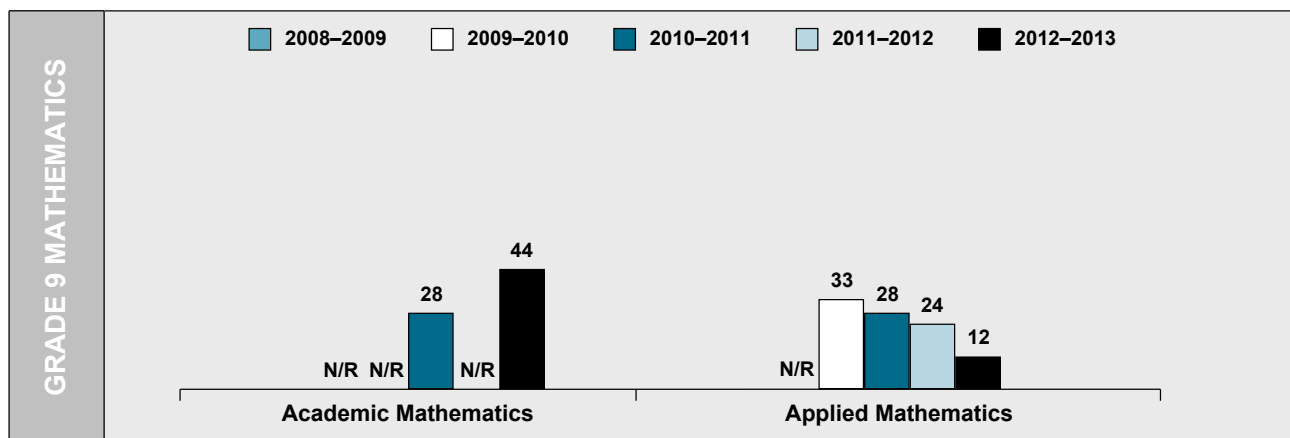
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	0%	24%	4%
Students with special education needs receiving accommodations*†	0%	13%	8%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

* Percentages are based on the number of students who participated fully.

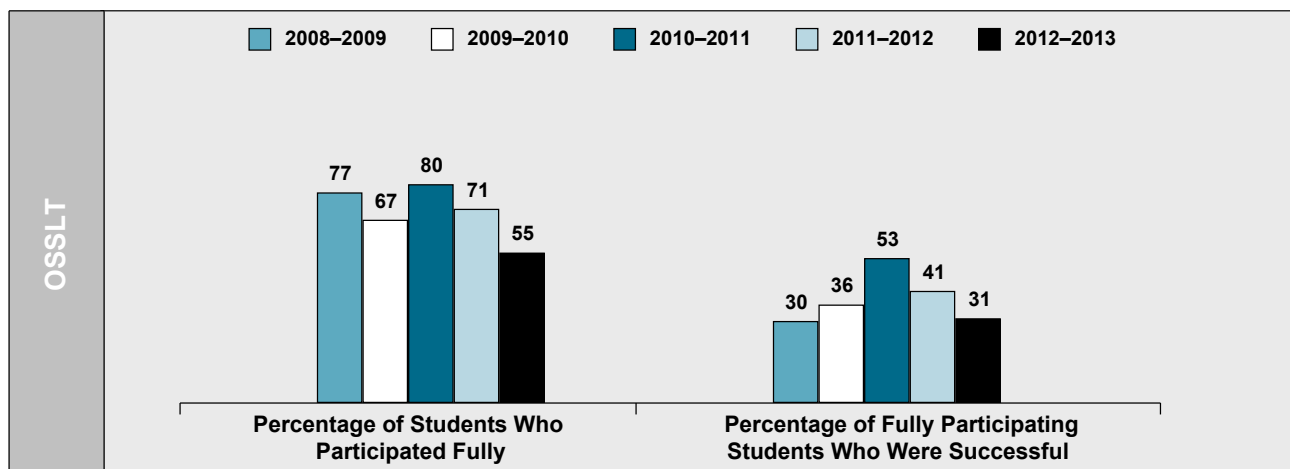
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	10	13	18	12	16
Applied mathematics	14	18	18	17	17
OSSLT: first-time eligible students who participated fully	30	28	36	27	26
OSSLT: first-time eligible fully participating students who were successful	9	10	19	11	8

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: 2013 OSSLT results for previously eligible students: N/R

Board Name: Kawartha Pine Ridge DSB (66079)

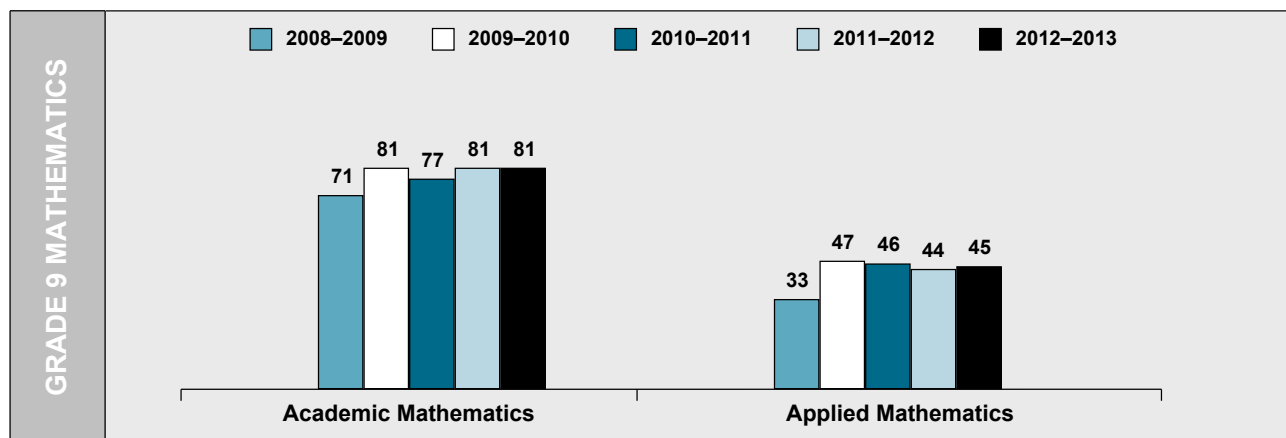
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	1%
English language learners receiving special provisions*	<1%	<1%	1%
Students with special education needs (excluding gifted)	10%	40%	27%
Students with special education needs receiving accommodations*†	7%	29%	25%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	15	16	17

* Percentages are based on the number of students who participated fully.

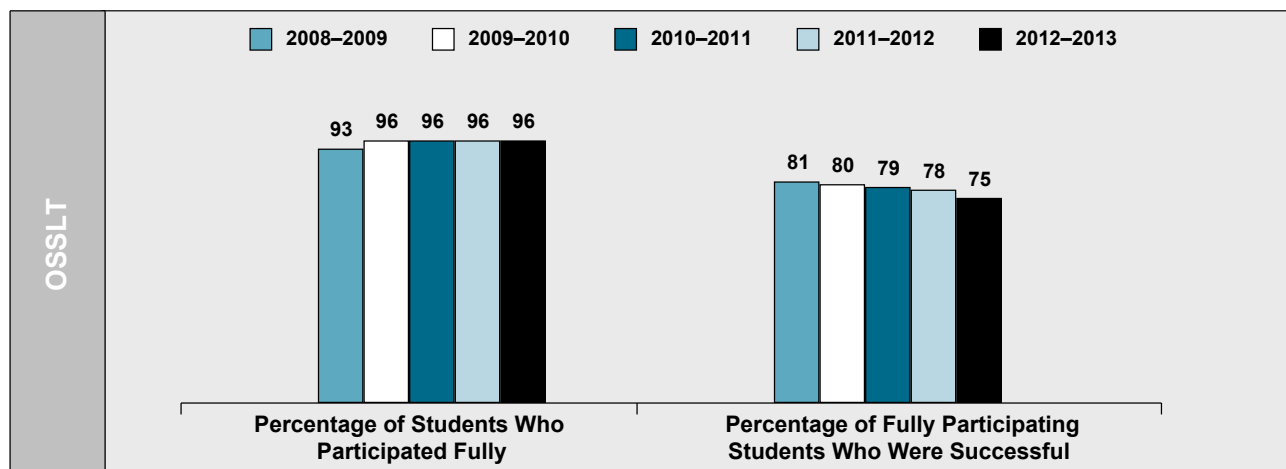
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 655	1 645	1 525	1 372	1 459
Applied mathematics	1 053	1 037	997	914	872
OSSLT: first-time eligible students who participated fully	2 714	2 701	2 746	2 555	2 305
OSSLT: first-time eligible fully participating students who were successful	2 187	2 168	2 158	1 992	1 732

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: 2013 OSSLT results for previously eligible students: 39% participated fully and 48% of fully participating students were successful.

Board Name: Keewatin-Patricia DSB (28045)

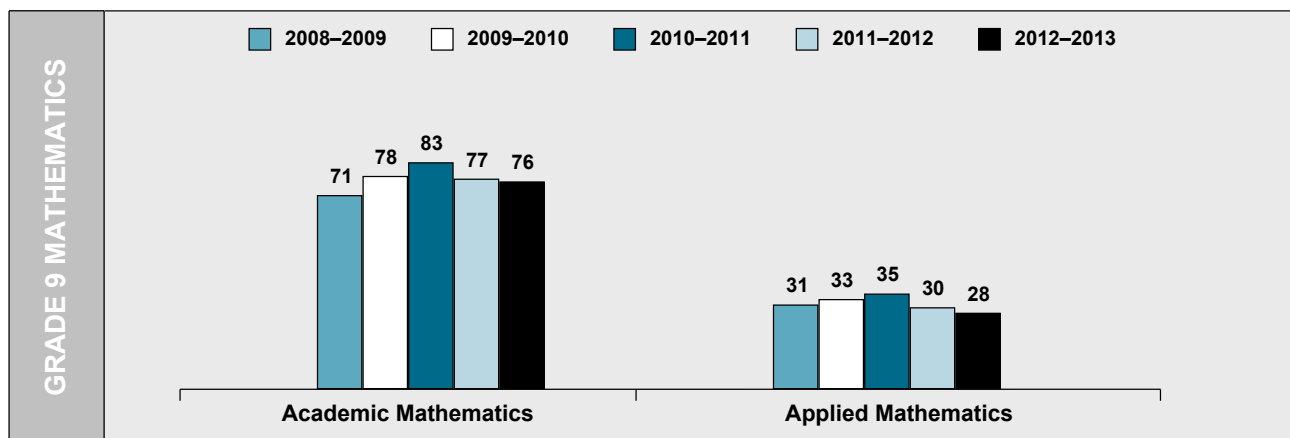
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	7%	32%	19%
Students with special education needs receiving accommodations*†	5%	26%	17%
Speak only or mostly a language other than English at home	2%	3%	1%
Number of schools	6	6	6

* Percentages are based on the number of students who participated fully.

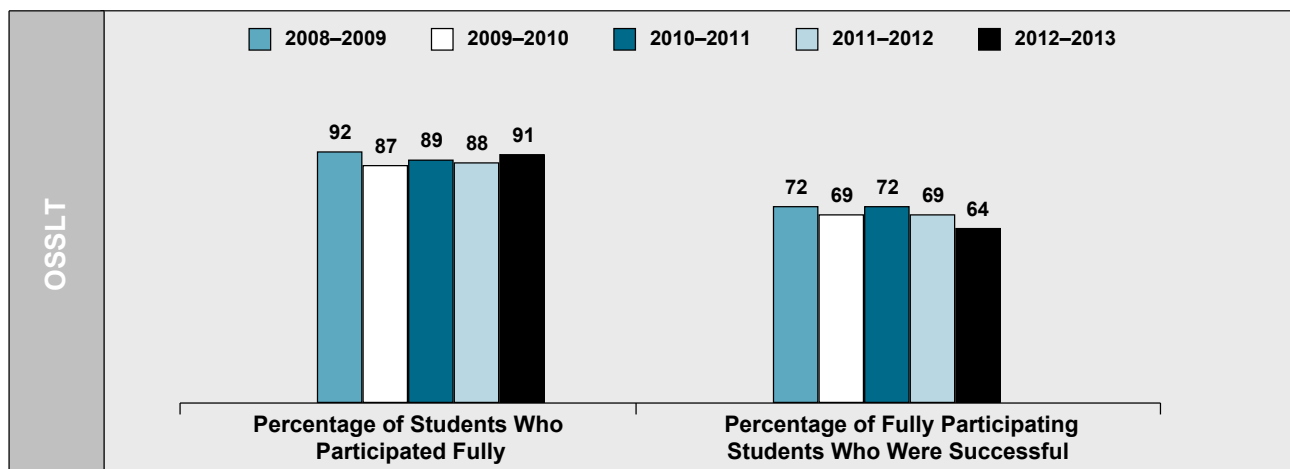
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	287	287	269	272	257
Applied mathematics	190	215	215	169	185
OSSLT: first-time eligible students who participated fully	518	463	467	461	430
OSSLT: first-time eligible fully participating students who were successful	375	319	338	319	274

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: 2013 OSSLT results for previously eligible students: 33% participated fully and 31% of fully participating students were successful.

Board Name: Kenora Catholic DSB (29050)

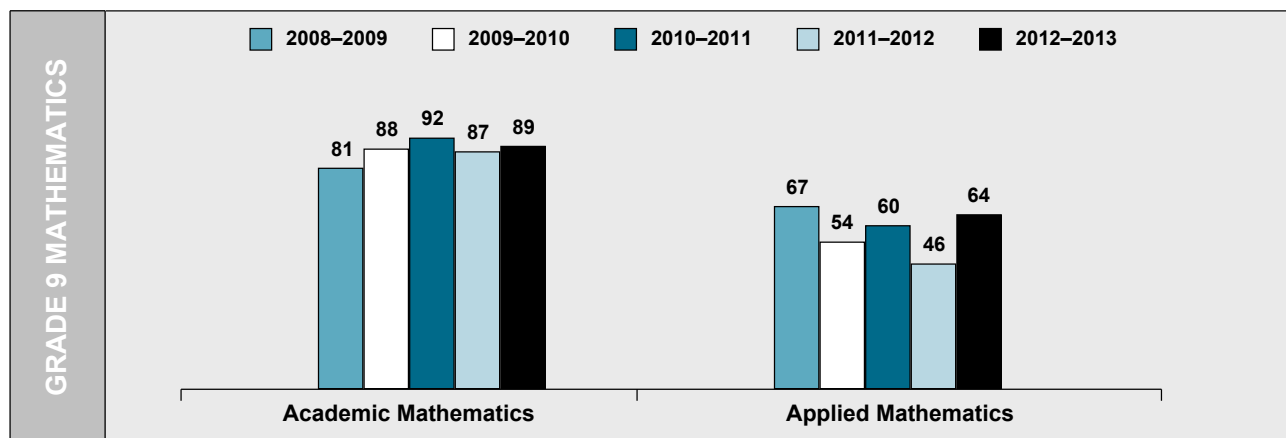
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	0%	19%	14%
Students with special education needs receiving accommodations*†	0%	20%	14%
Speak only or mostly a language other than English at home	0%	3%	4%
Number of schools	1	1	1

* Percentages are based on the number of students who participated fully.

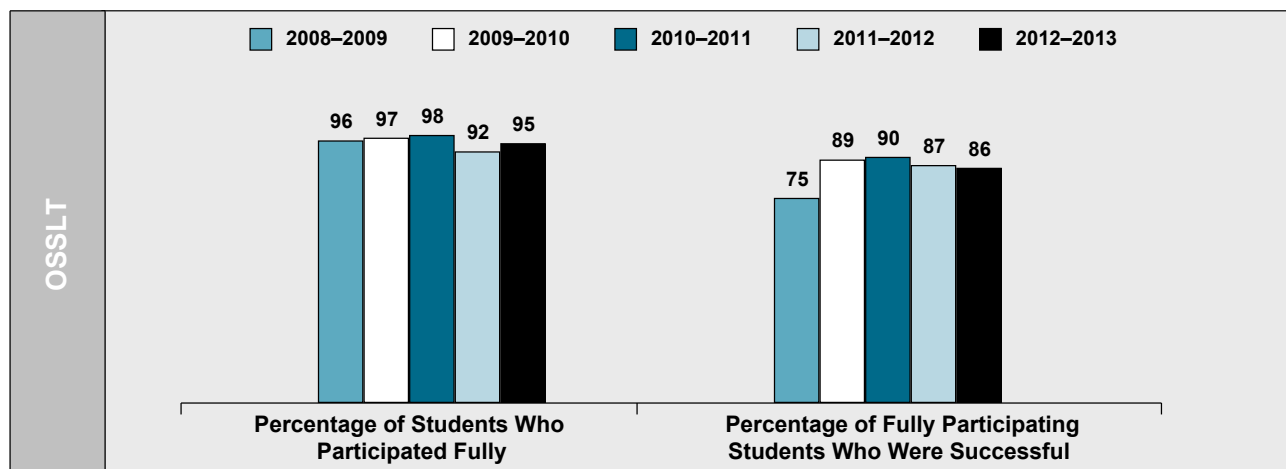
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	53	51	61	61	64
Applied mathematics	43	26	30	28	36
OSSLT: first-time eligible students who participated fully	76	91	83	84	92
OSSLT: first-time eligible fully participating students who were successful	57	81	75	73	79

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: 2013 OSSLT results for previously eligible students: 61% participated fully and 71% of fully participating students were successful.

Board Name: Lakehead DSB (28061)

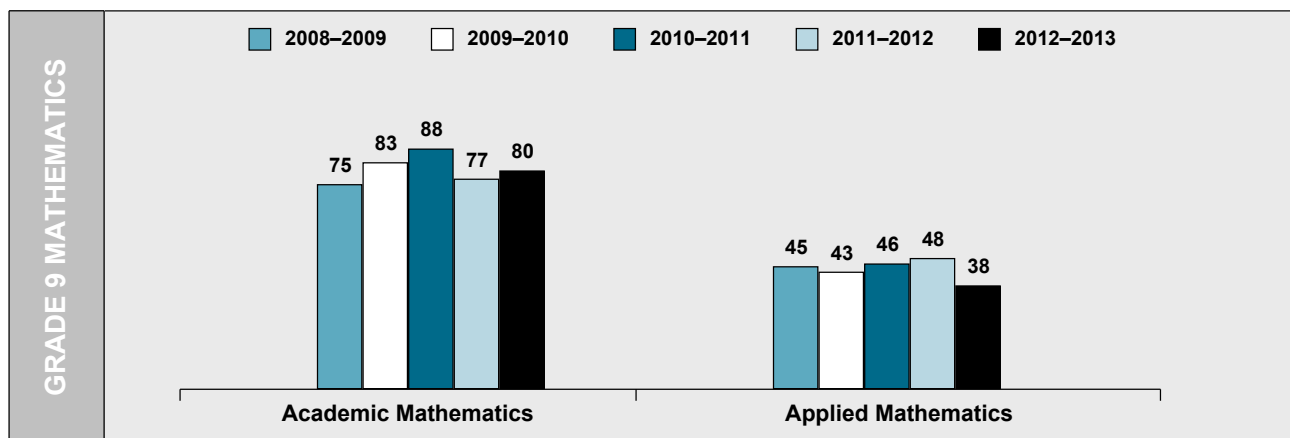
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	1%
English language learners receiving special provisions*	<1%	<1%	1%
Students with special education needs (excluding gifted)	4%	26%	17%
Students with special education needs receiving accommodations*†	1%	8%	14%
Speak only or mostly a language other than English at home	2%	2%	2%
Number of schools	4	4	5

* Percentages are based on the number of students who participated fully.

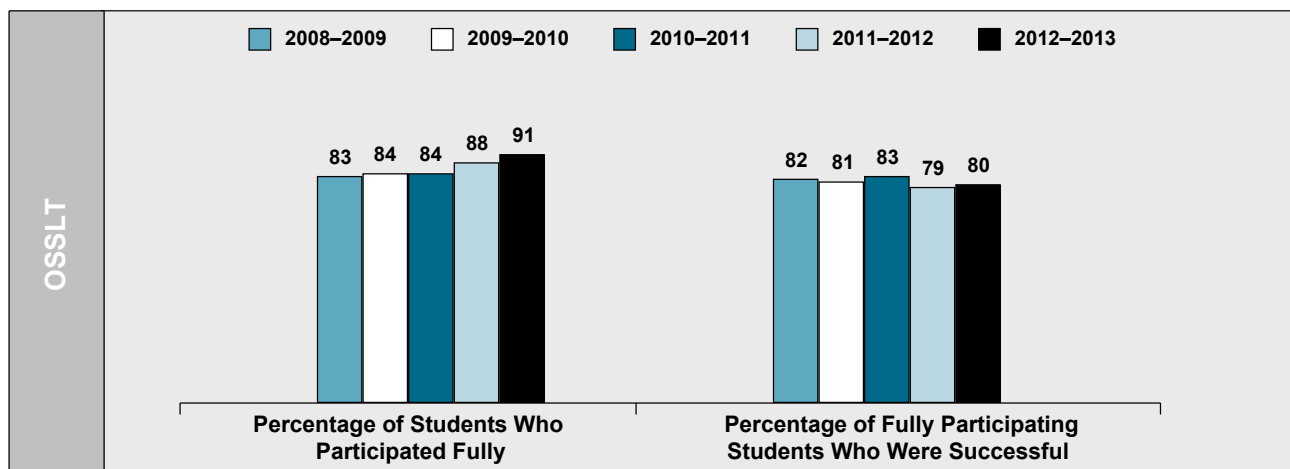
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	469	482	471	424	433
Applied mathematics	343	317	324	210	272
OSSLT: first-time eligible students who participated fully	804	801	760	769	653
OSSLT: first-time eligible fully participating students who were successful	659	646	634	608	521

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: 2013 OSSLT results for previously eligible students: 58% participated fully and 46% of fully participating students were successful.

Board Name: Lambton Kent District School Board (66036)

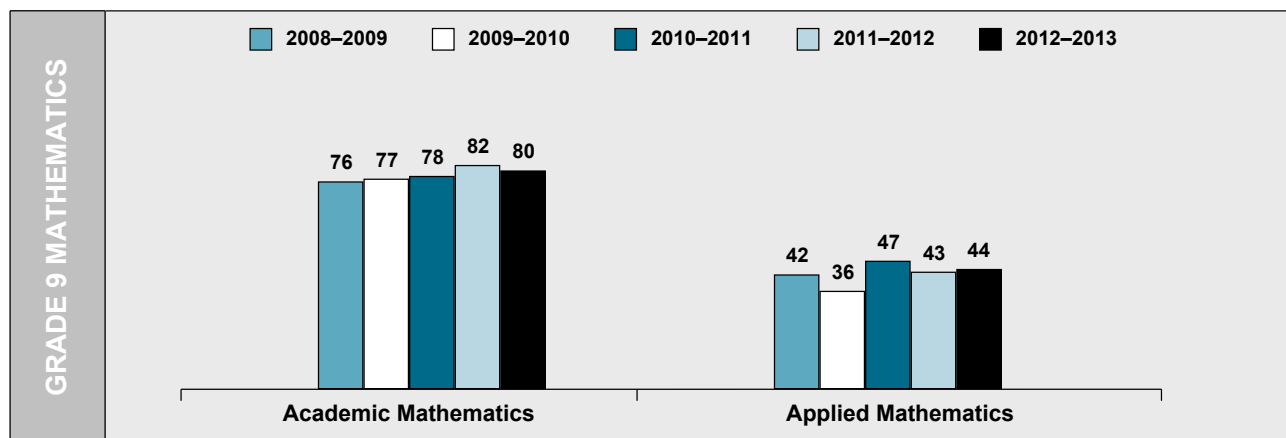
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	1%
English language learners receiving special provisions*	<1%	<1%	<1%
Students with special education needs (excluding gifted)	6%	39%	24%
Students with special education needs receiving accommodations*†	4%	32%	22%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	12	13	13

* Percentages are based on the number of students who participated fully.

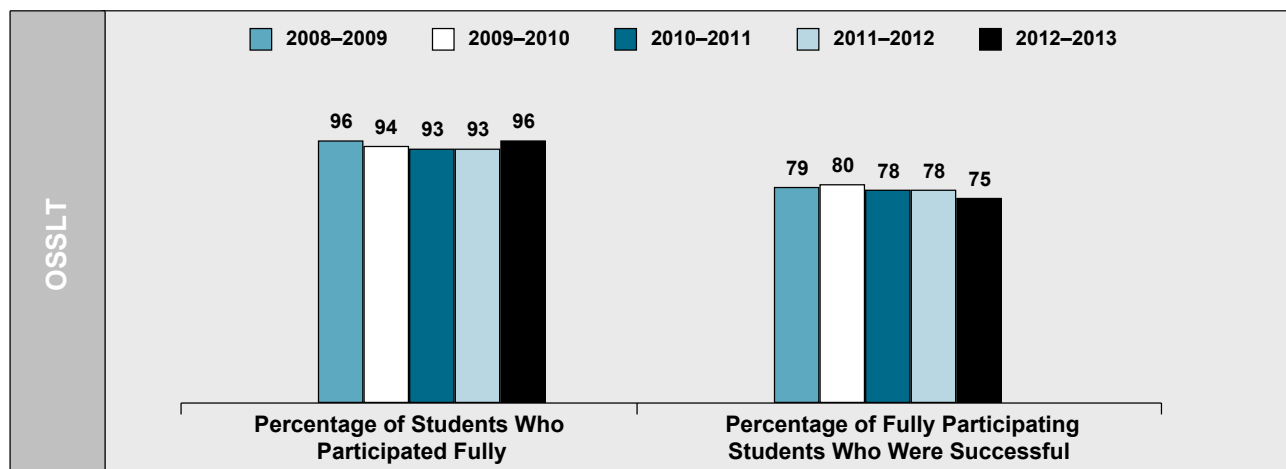
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 178	1 102	1 067	1 065	1 051
Applied mathematics	713	766	702	669	709
OSSLT: first-time eligible students who participated fully	1 994	1 883	1 823	1 732	1 768
OSSLT: first-time eligible fully participating students who were successful	1 578	1 515	1 415	1 352	1 330

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: 2013 OSSLT results for previously eligible students: 56% participated fully and 46% of fully participating students were successful.

Board Name: Limestone DSB (66206)

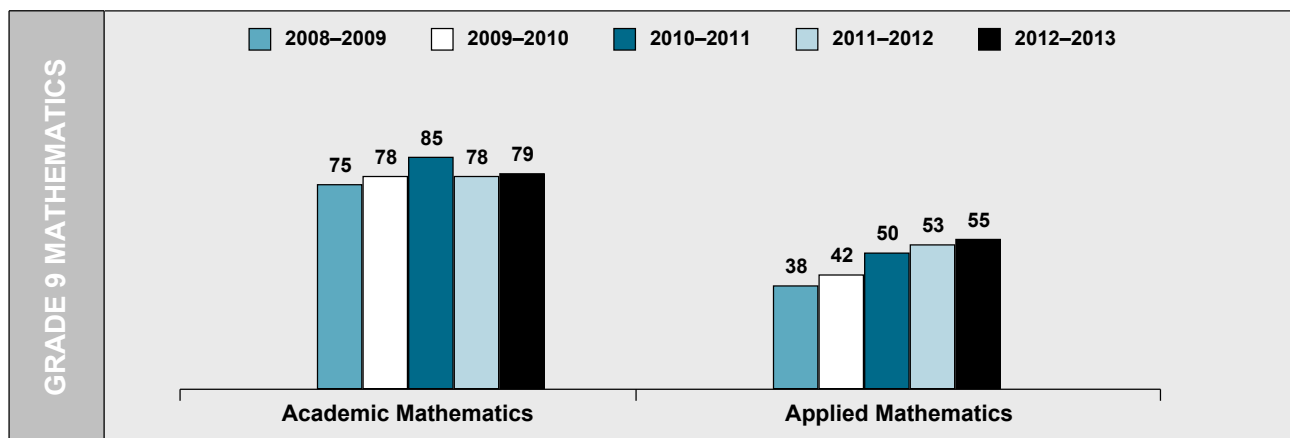
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	1%
English language learners receiving special provisions*	<1%	0%	1%
Students with special education needs (excluding gifted)	13%	52%	32%
Students with special education needs receiving accommodations*†	11%	47%	30%
Speak only or mostly a language other than English at home	2%	<1%	2%
Number of schools	11	11	11

* Percentages are based on the number of students who participated fully.

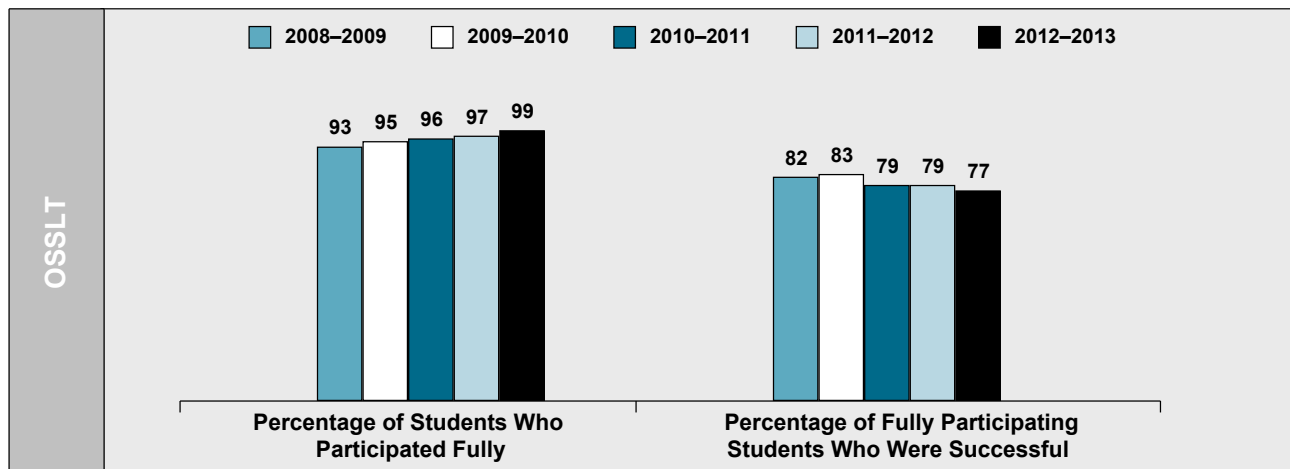
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 012	986	1 007	913	968
Applied mathematics	469	469	453	377	393
OSSLT: first-time eligible students who participated fully	1 564	1 621	1 571	1 556	1 402
OSSLT: first-time eligible fully participating students who were successful	1 285	1 351	1 245	1 228	1 083

**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: 2013 OSSLT results for previously eligible students: 35% participated fully and 54% of fully participating students were successful.

Board Name: London District Catholic School Board (67032)

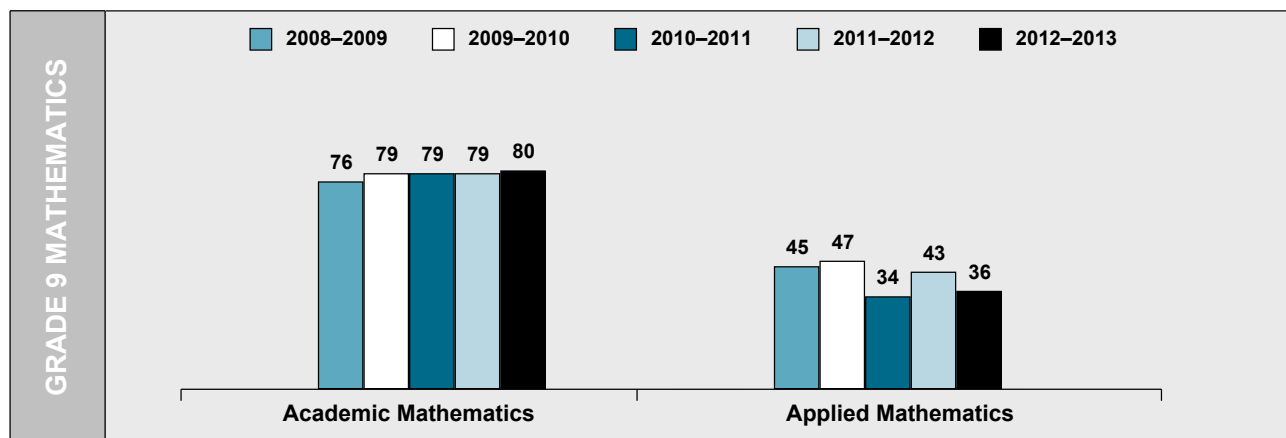
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	4%	2%
English language learners receiving special provisions*	1%	4%	2%
Students with special education needs (excluding gifted)	4%	25%	12%
Students with special education needs receiving accommodations*†	3%	18%	10%
Speak only or mostly a language other than English at home	8%	8%	7%
Number of schools	8	8	8

* Percentages are based on the number of students who participated fully.

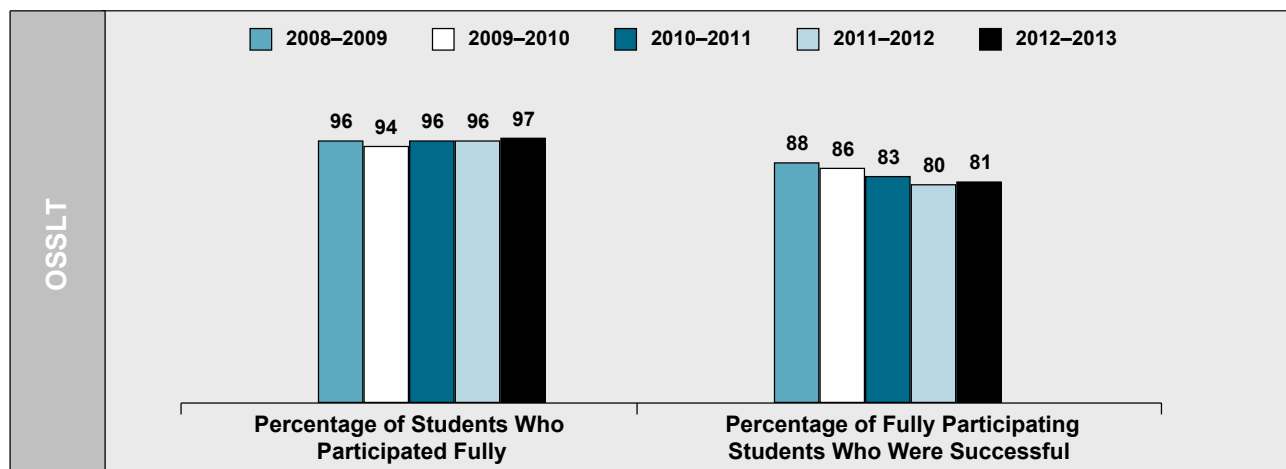
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 391	1 390	1 274	1 184	1 114
Applied mathematics	699	604	592	512	438
OSSLT: first-time eligible students who participated fully	2 040	1 986	1 950	1 758	1 652
OSSLT: first-time eligible fully participating students who were successful	1 788	1 707	1 611	1 398	1 332

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: 2013 OSSLT results for previously eligible students: 61% participated fully and 50% of fully participating students were successful.

Board Name: Near North DSB (28037)

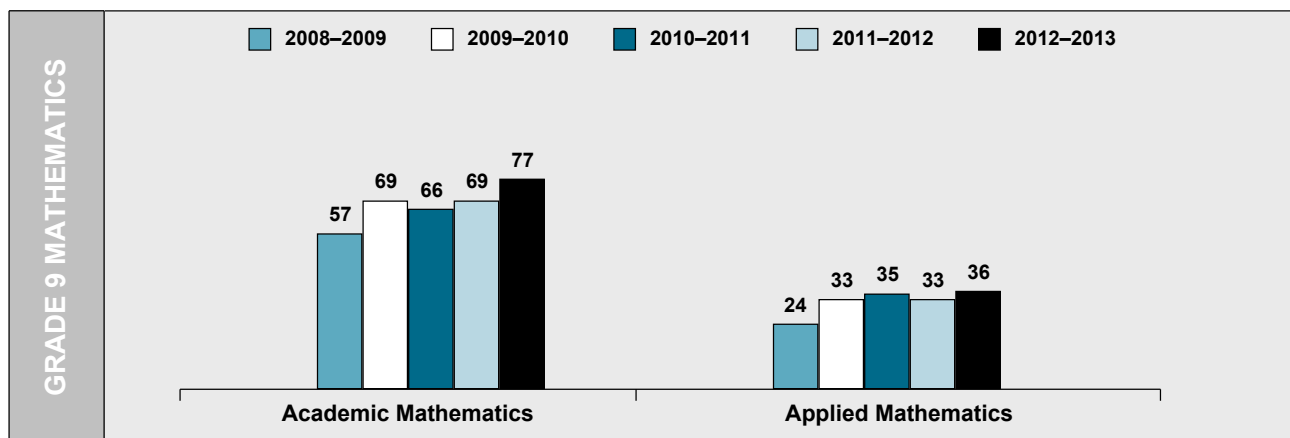
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	<1%	<1%
English language learners receiving special provisions*	1%	<1%	<1%
Students with special education needs (excluding gifted)	10%	42%	29%
Students with special education needs receiving accommodations*†	9%	41%	25%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	7	7	7

* Percentages are based on the number of students who participated fully.

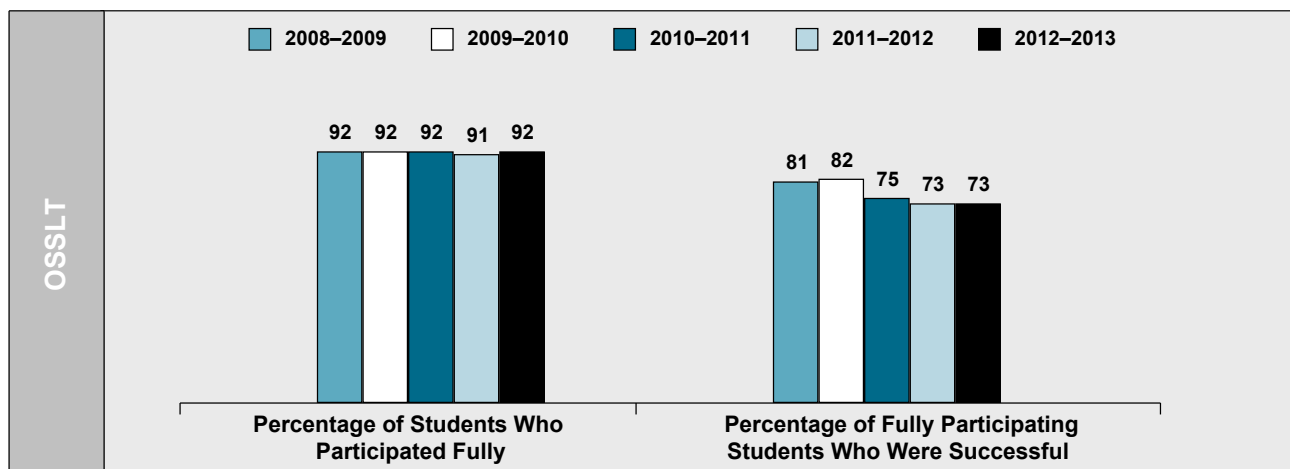
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	535	467	473	434	432
Applied mathematics	448	419	321	344	325
OSSLT: first-time eligible students who participated fully	883	894	832	763	735
OSSLT: first-time eligible fully participating students who were successful	719	731	624	558	535

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: 2013 OSSLT results for previously eligible students: 58% participated fully and 48% of fully participating students were successful.

Board Name: Niagara Catholic DSB (67156)

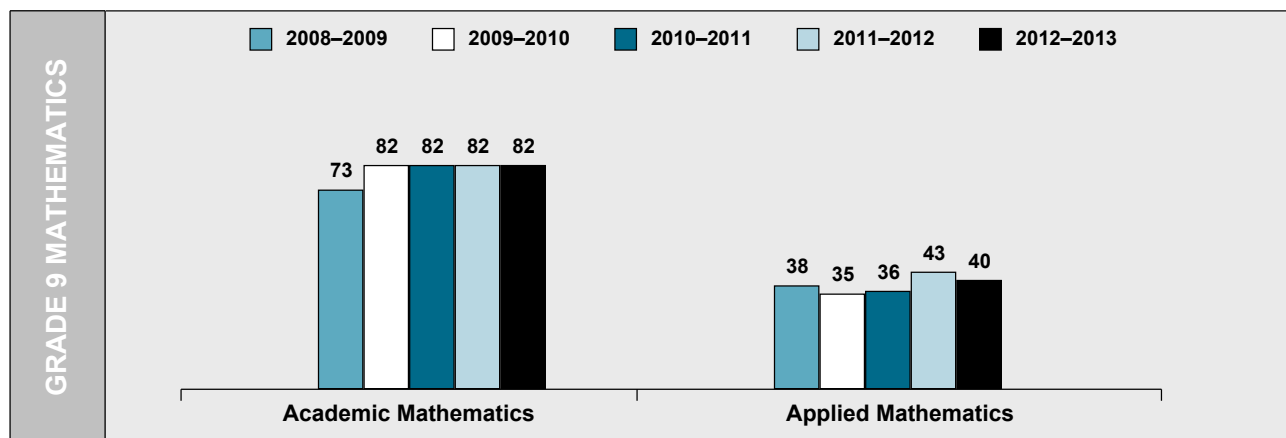
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	1%
English language learners receiving special provisions*	1%	1%	1%
Students with special education needs (excluding gifted)	4%	37%	16%
Students with special education needs receiving accommodations*†	3%	35%	13%
Speak only or mostly a language other than English at home	4%	4%	4%
Number of schools	8	8	8

* Percentages are based on the number of students who participated fully.

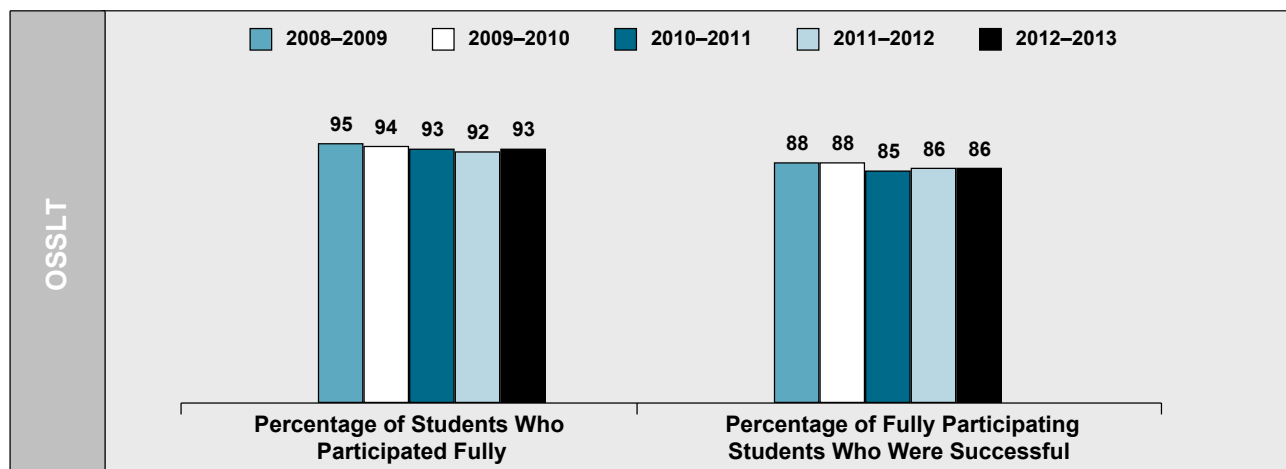
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 389	1 409	1 321	1 266	1 273
Applied mathematics	637	644	516	459	493
OSSLT: first-time eligible students who participated fully	1 960	1 901	1 952	1 695	1 630
OSSLT: first-time eligible fully participating students who were successful	1 725	1 667	1 659	1 453	1 394

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: 2013 OSSLT results for previously eligible students: 46% participated fully and 47% of fully participating students were successful.

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

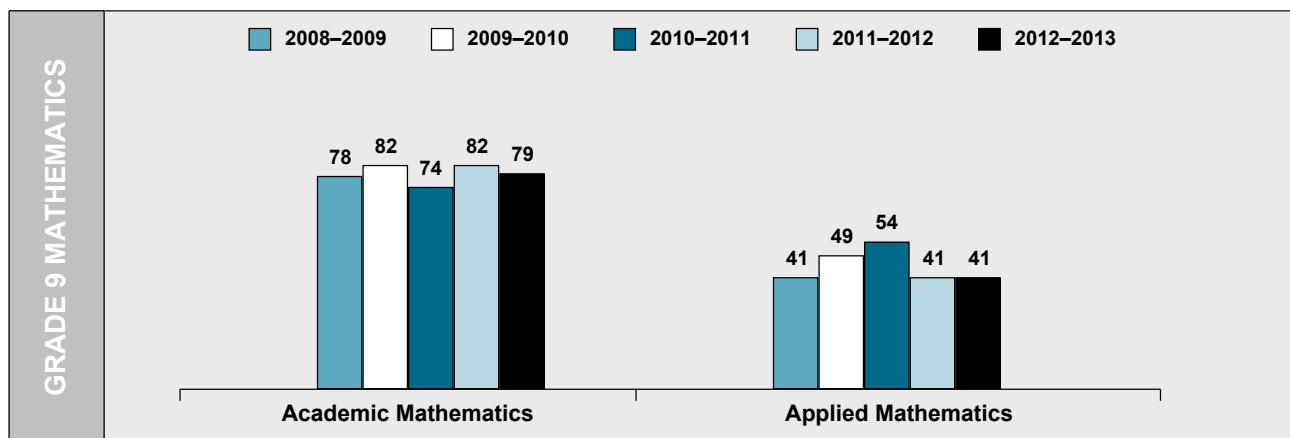
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	13%	59%	34%
Students with special education needs receiving accommodations*†	11%	50%	28%
Speak only or mostly a language other than English at home	2%	4%	1%
Number of schools	1	1	1

* Percentages are based on the number of students who participated fully.

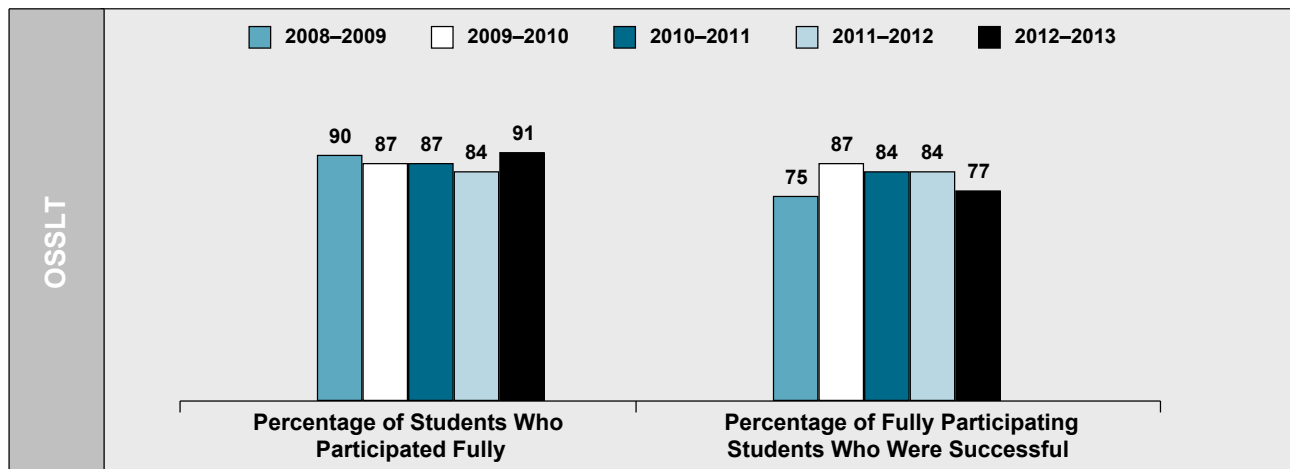
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	127	130	88	103	133
Applied mathematics	106	105	101	64	86
OSSLT: first-time eligible students who participated fully	170	206	209	156	153
OSSLT: first-time eligible fully participating students who were successful	128	180	175	131	118

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: 2013 OSSLT results for previously eligible students: 63% participated fully and 49% of fully participating students were successful.

Board Name: Northeastern Catholic DSB (29009)

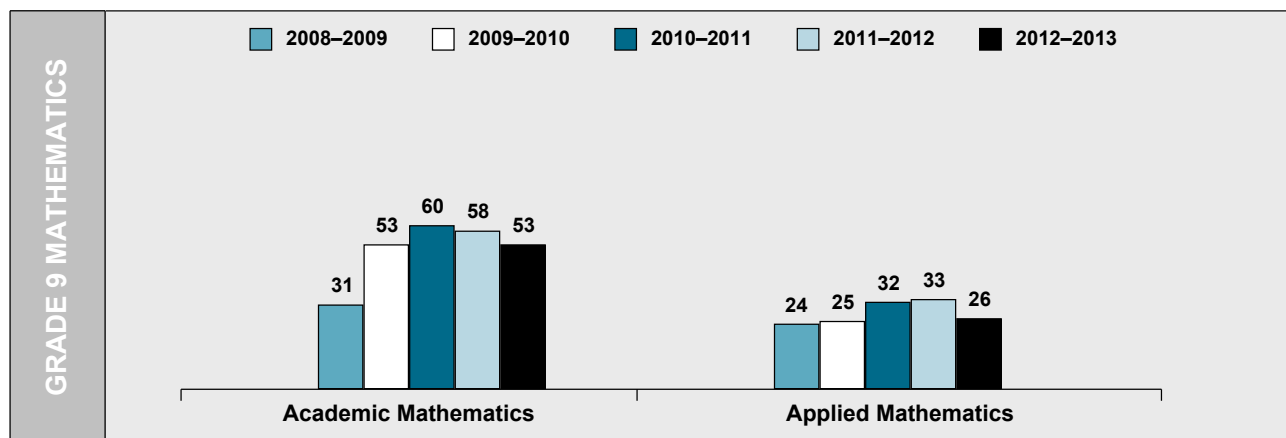
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	2%	33%	19%
Students with special education needs receiving accommodations*†	2%	33%	11%
Speak only or mostly a language other than English at home	7%	0%	0%
Number of schools	1	1	1

* Percentages are based on the number of students who participated fully.

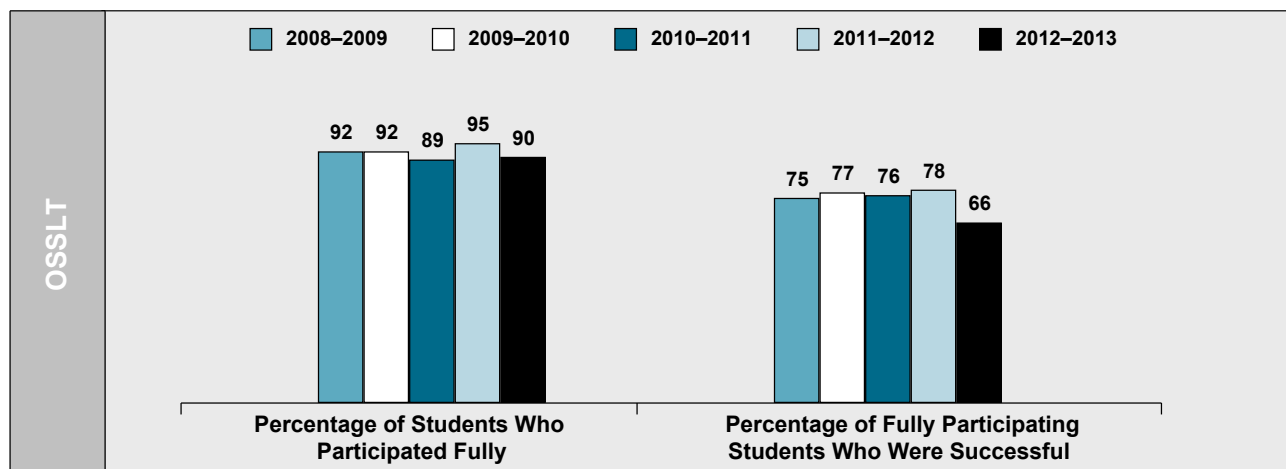
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	70	53	70	45	57
Applied mathematics	49	48	38	33	43
OSSLT: first-time eligible students who participated fully	111	111	86	103	79
OSSLT: first-time eligible fully participating students who were successful	83	85	65	80	52

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: 2013 OSSLT results for previously eligible students: 59% participated fully and 45% of fully participating students were successful.

Board Name: Ottawa Catholic District School Board (67180)

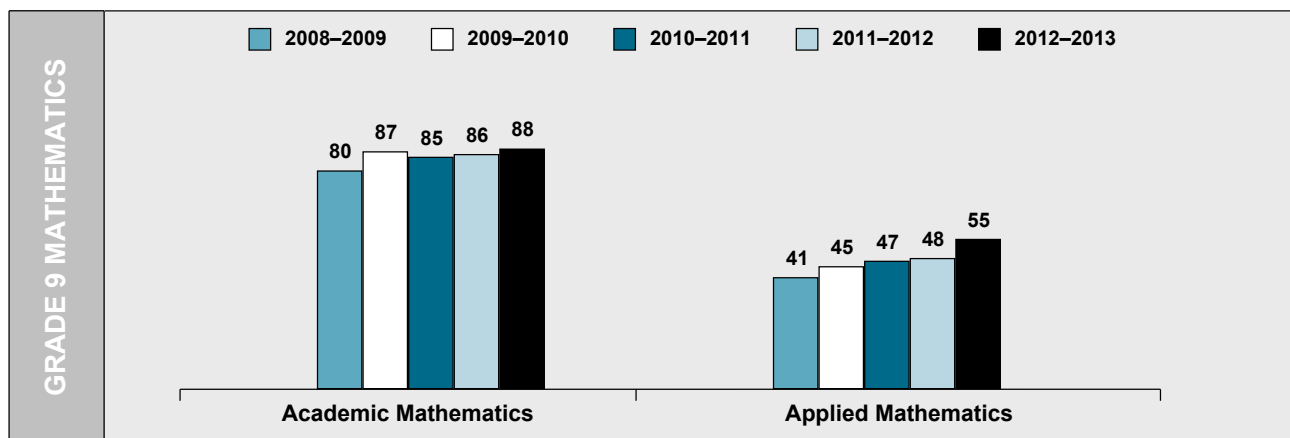
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	6%	3%
English language learners receiving special provisions*	2%	4%	1%
Students with special education needs (excluding gifted)	9%	37%	19%
Students with special education needs receiving accommodations*†	7%	23%	17%
Speak only or mostly a language other than English at home	7%	7%	6%
Number of schools	15	15	17

* Percentages are based on the number of students who participated fully.

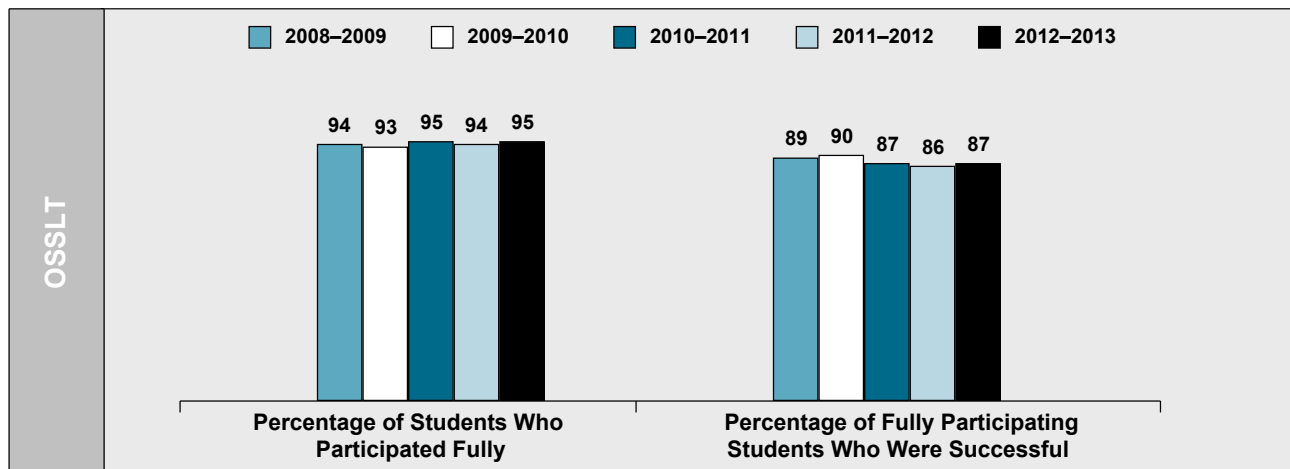
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	2 411	2 432	2 304	2 312	2 205
Applied mathematics	858	944	789	819	798
OSSLT: first-time eligible students who participated fully	3 292	3 157	3 317	3 066	3 092
OSSLT: first-time eligible fully participating students who were successful	2 934	2 848	2 898	2 628	2 677

**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: 2013 OSSLT results for previously eligible students: 59% participated fully and 52% of fully participating students were successful.

Board Name: Ottawa-Carleton DSB (66184)

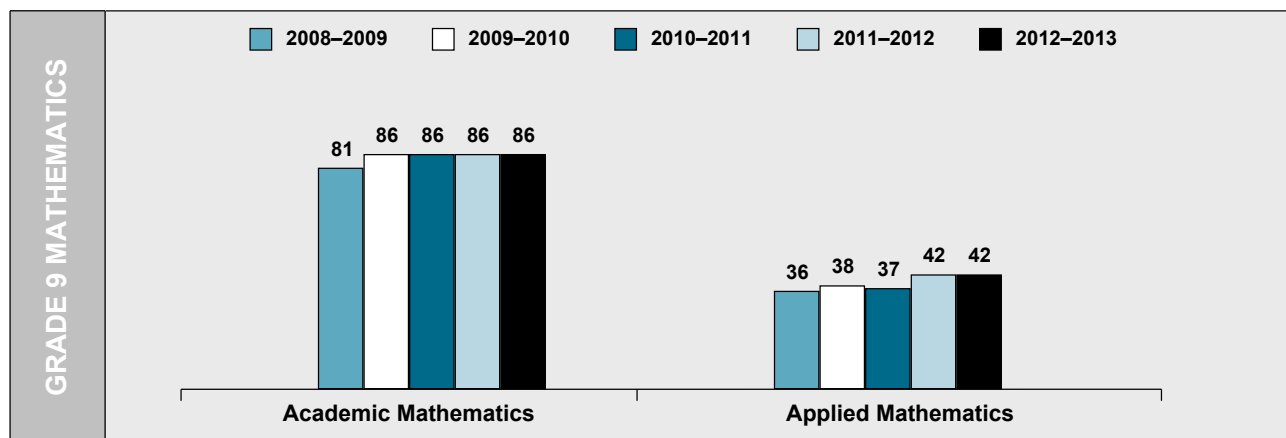
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	11%	20%	12%
English language learners receiving special provisions*	3%	9%	4%
Students with special education needs (excluding gifted)	11%	47%	19%
Students with special education needs receiving accommodations*†	10%	41%	17%
Speak only or mostly a language other than English at home	10%	9%	9%
Number of schools	23	25	30

* Percentages are based on the number of students who participated fully.

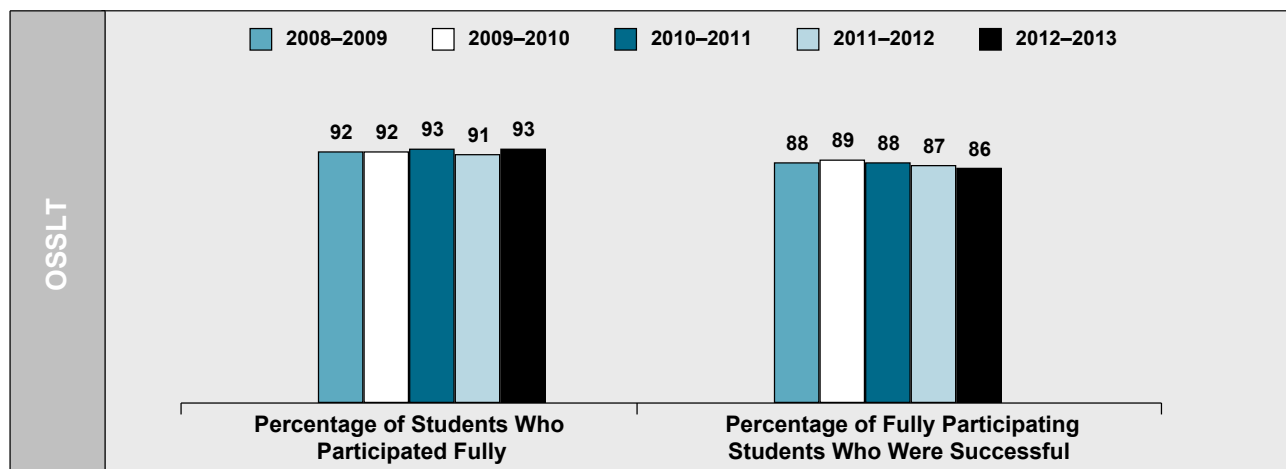
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	4 074	4 159	4 125	4 076	4 097
Applied mathematics	1 228	1 099	1 074	1 040	1 101
OSSLT: first-time eligible students who participated fully	4 932	5 021	5 124	4 878	4 896
OSSLT: first-time eligible fully participating students who were successful	4 361	4 464	4 519	4 237	4 225

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: 2013 OSSLT results for previously eligible students: 56% participated fully and 55% of fully participating students were successful.

Board Name: Peel District School Board (66125)

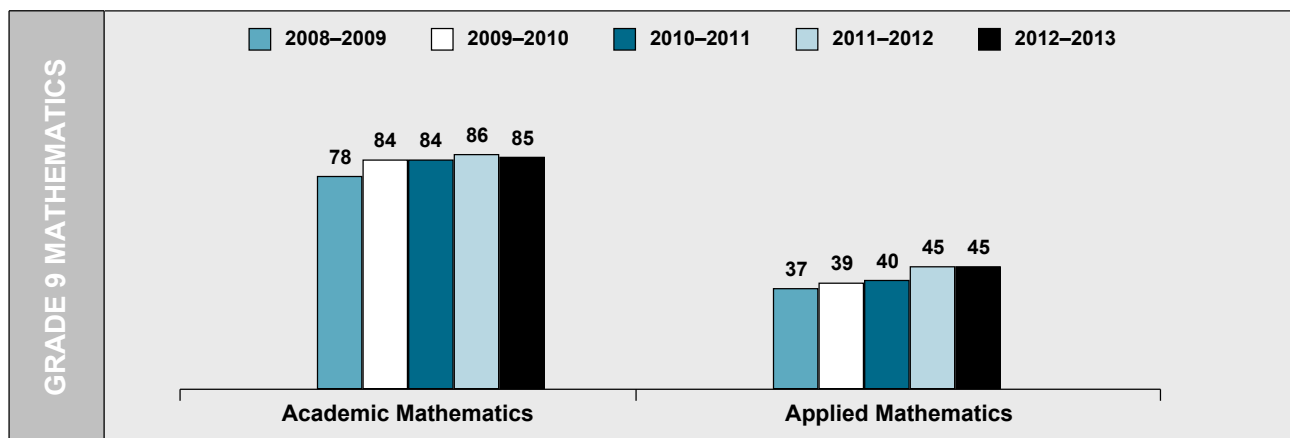
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	28%	31%	11%
English language learners receiving special provisions*	14%	20%	11%
Students with special education needs (excluding gifted)	3%	26%	12%
Students with special education needs receiving accommodations*†	2%	24%	11%
Speak only or mostly a language other than English at home	13%	9%	9%
Number of schools	33	37	40

* Percentages are based on the number of students who participated fully.

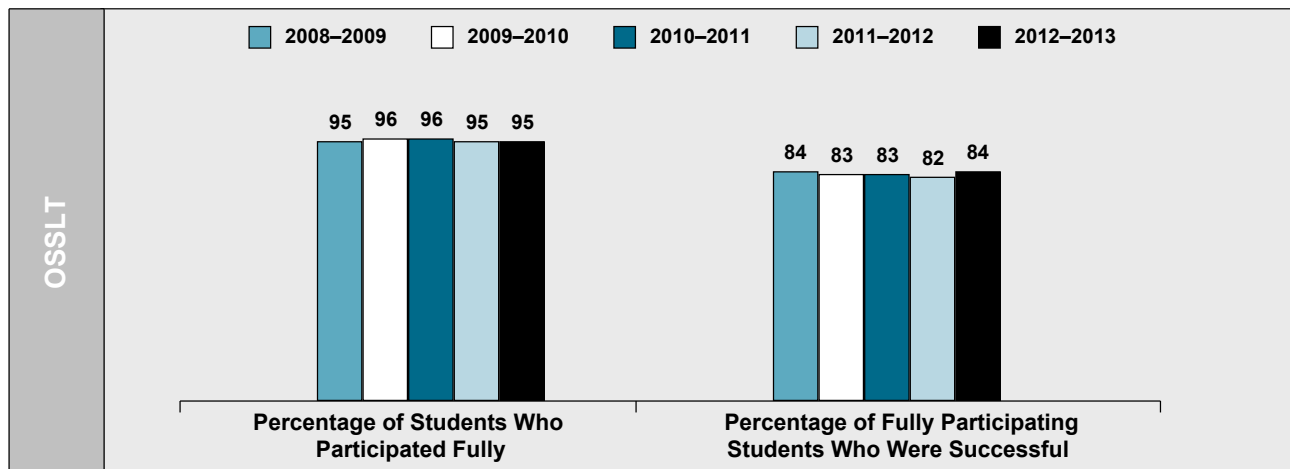
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	7 483	7 336	7 446	7 577	7 613
Applied mathematics	2 786	2 851	2 684	2 626	2 394
OSSLT: first-time eligible students who participated fully	9 497	9 857	9 627	9 594	9 638
OSSLT: first-time eligible fully participating students who were successful	7 999	8 152	7 977	7 855	8 113

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: 2013 OSSLT results for previously eligible students: 60% participated fully and 55% of fully participating students were successful.

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

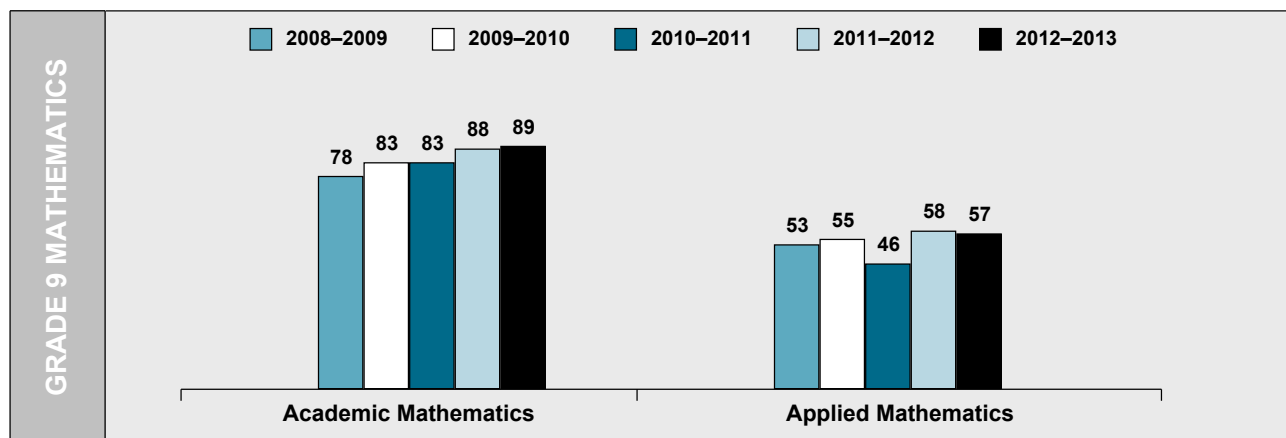
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	1%
English language learners receiving special provisions*	<1%	0%	1%
Students with special education needs (excluding gifted)	6%	47%	22%
Students with special education needs receiving accommodations*†	6%	44%	20%
Speak only or mostly a language other than English at home	3%	1%	1%
Number of schools	6	6	6

* Percentages are based on the number of students who participated fully.

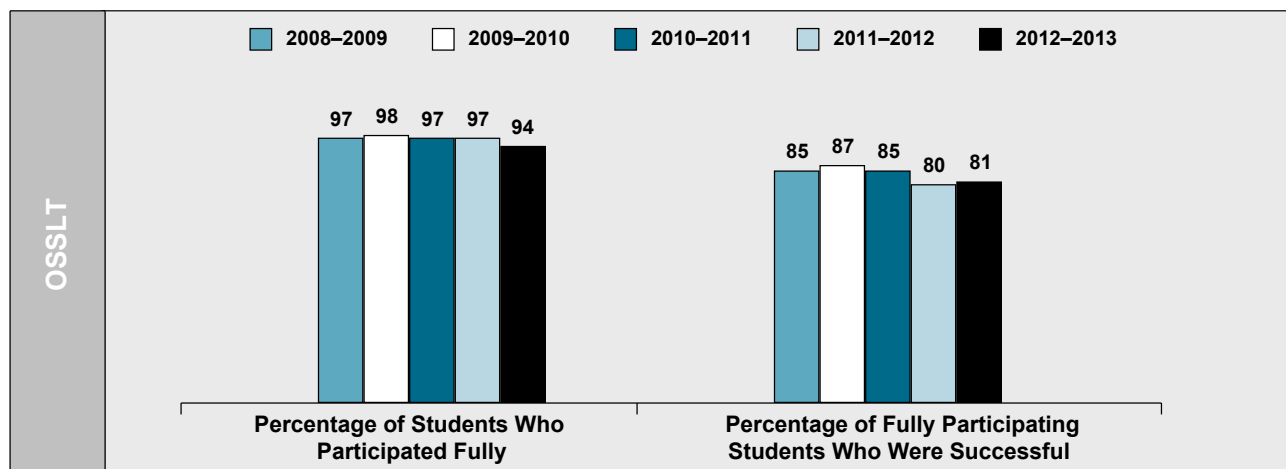
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	805	630	729	718	669
Applied mathematics	463	425	446	373	423
OSSLT: first-time eligible students who participated fully	1 269	1 256	1 179	1 157	1 051
OSSLT: first-time eligible fully participating students who were successful	1 073	1 095	997	927	847

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: 2013 OSSLT results for previously eligible students: 66% participated fully and 49% of fully participating students were successful.

Board Name: Rainbow District School Board (28029)

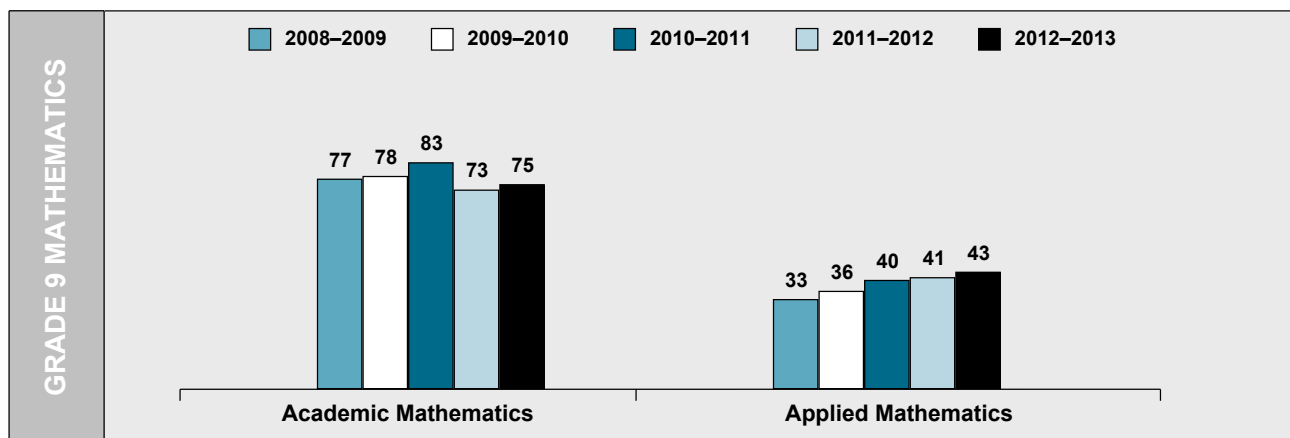
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	0%
Students with special education needs (excluding gifted)	7%	33%	24%
Students with special education needs receiving accommodations*†	6%	30%	20%
Speak only or mostly a language other than English at home	2%	1%	2%
Number of schools	9	9	13

* Percentages are based on the number of students who participated fully.

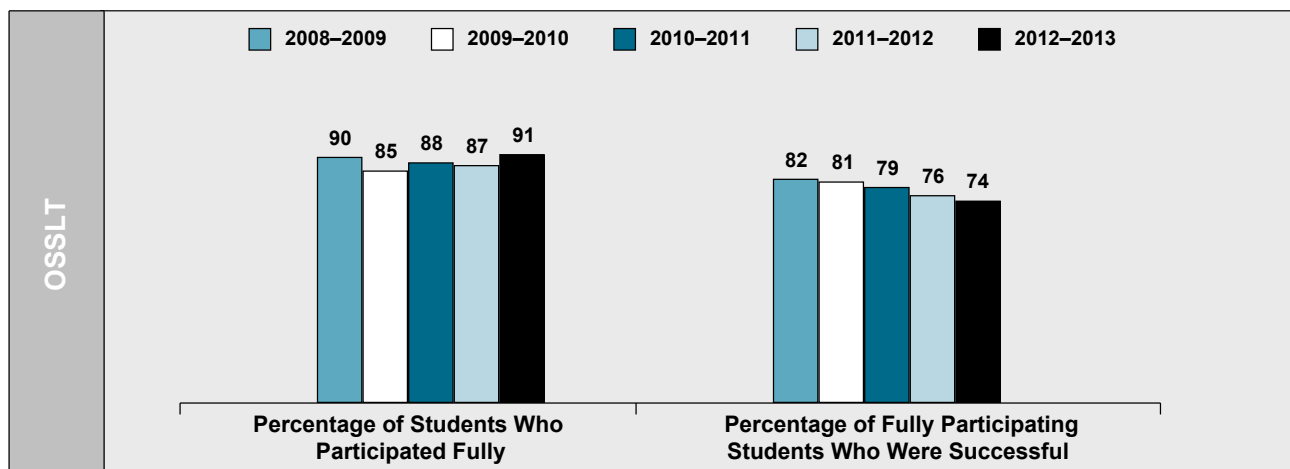
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	753	765	674	754	643
Applied mathematics	505	480	378	363	352
OSSLT: first-time eligible students who participated fully	1 187	1 083	1 148	1 054	1 117
OSSLT: first-time eligible fully participating students who were successful	970	877	905	802	825

**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: 2013 OSSLT results for previously eligible students: 46% participated fully and 37% of fully participating students were successful.

Board Name: Rainy River DSB (28053)

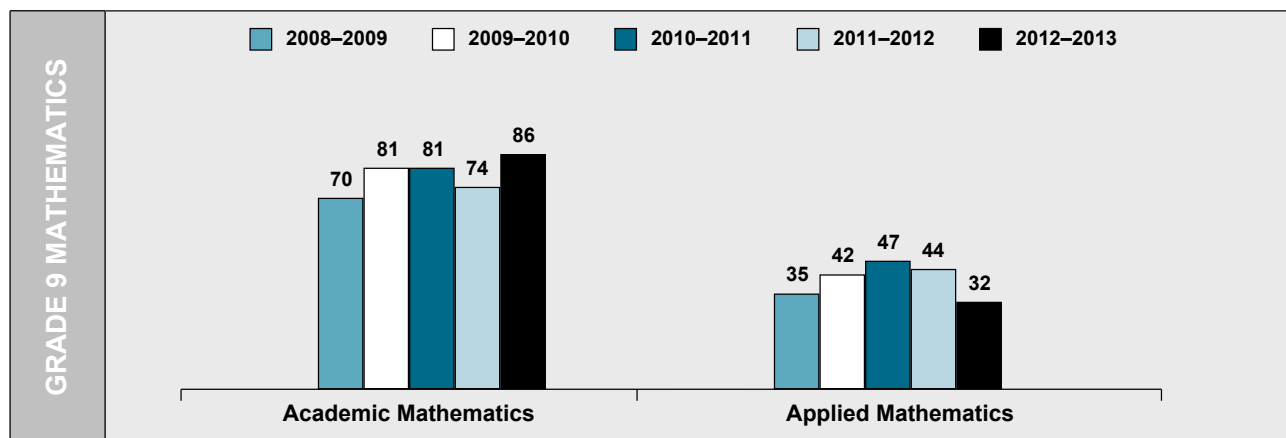
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	11%	35%	24%
Students with special education needs receiving accommodations*†	2%	17%	19%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	3	3	3

* Percentages are based on the number of students who participated fully.

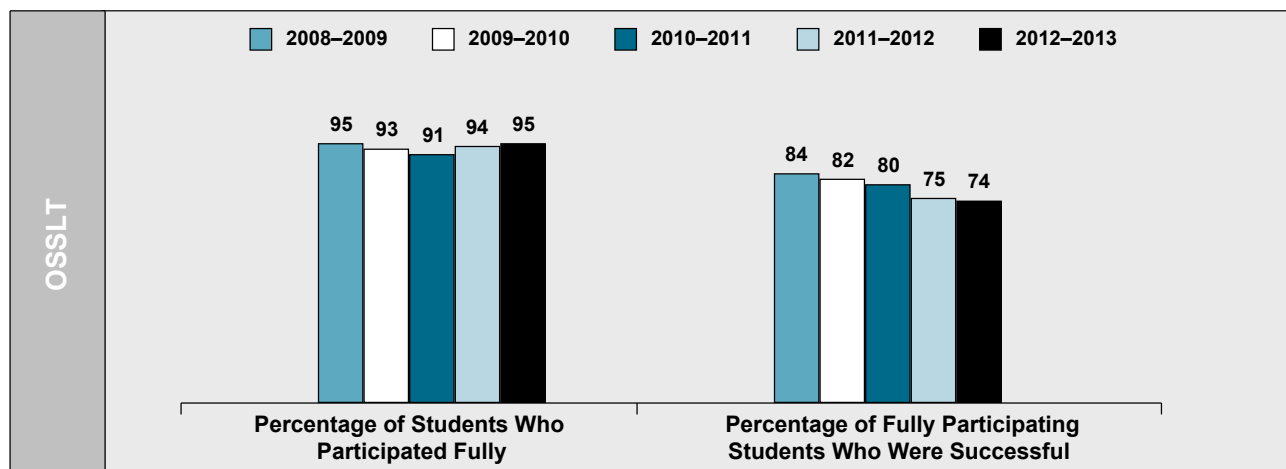
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	174	154	129	149	147
Applied mathematics	126	120	116	102	106
OSSLT: first-time eligible students who participated fully	264	280	258	238	242
OSSLT: first-time eligible fully participating students who were successful	221	231	206	179	178

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: 2013 OSSLT results for previously eligible students: 56% participated fully and 46% of fully participating students were successful.

Board Name: Renfrew County Catholic DSB (67199)

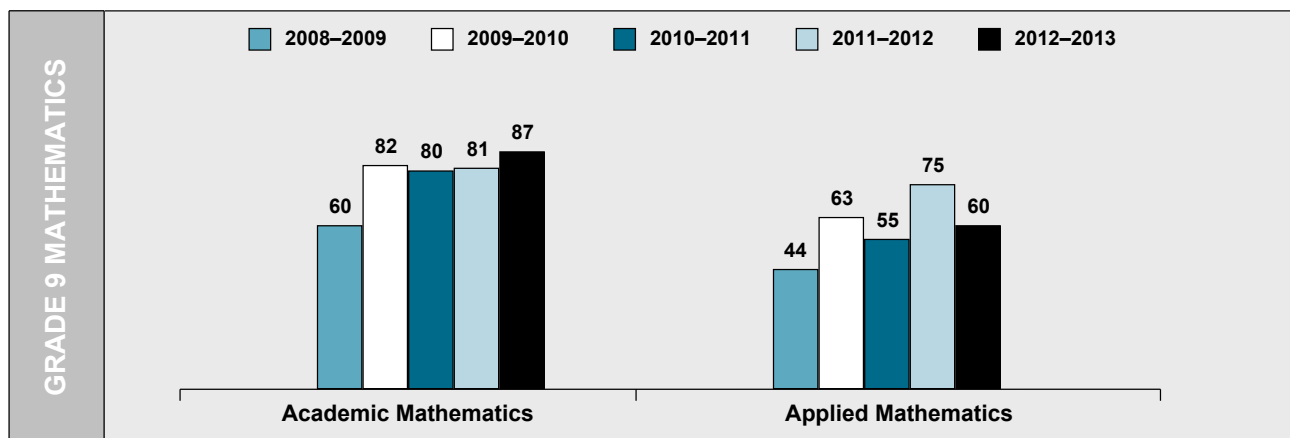
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	10%	36%	19%
Students with special education needs receiving accommodations*†	9%	29%	15%
Speak only or mostly a language other than English at home	0%	0%	<1%
Number of schools	2	3	3

* Percentages are based on the number of students who participated fully.

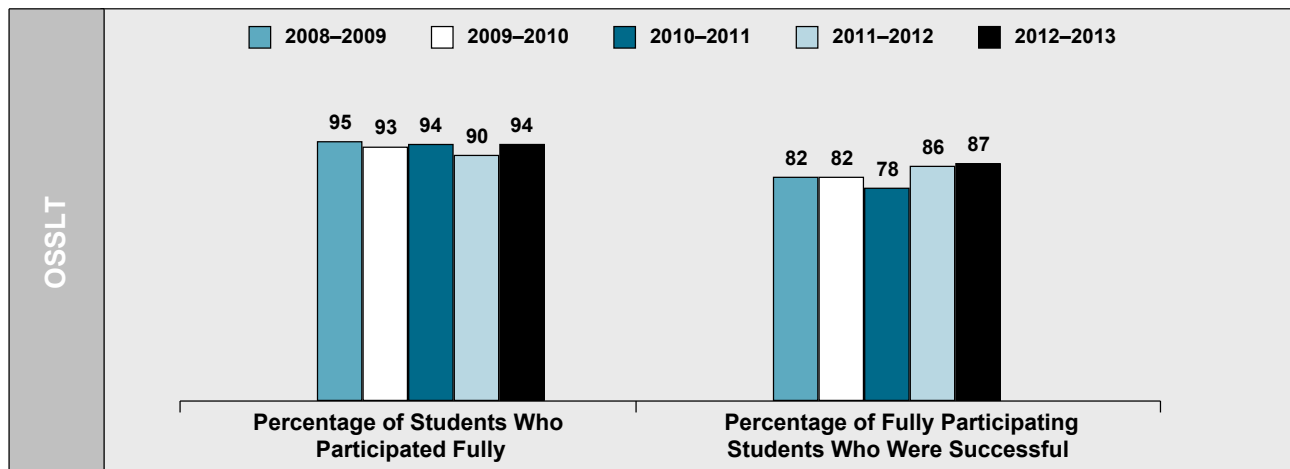
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	163	148	167	140	135
Applied mathematics	115	131	77	71	114
OSSLT: first-time eligible students who participated fully	273	250	260	220	208
OSSLT: first-time eligible fully participating students who were successful	223	205	202	189	181

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: 2013 OSSLT results for previously eligible students: 52% participated fully and 49% of fully participating students were successful.

Board Name: Renfrew County DSB (66214)

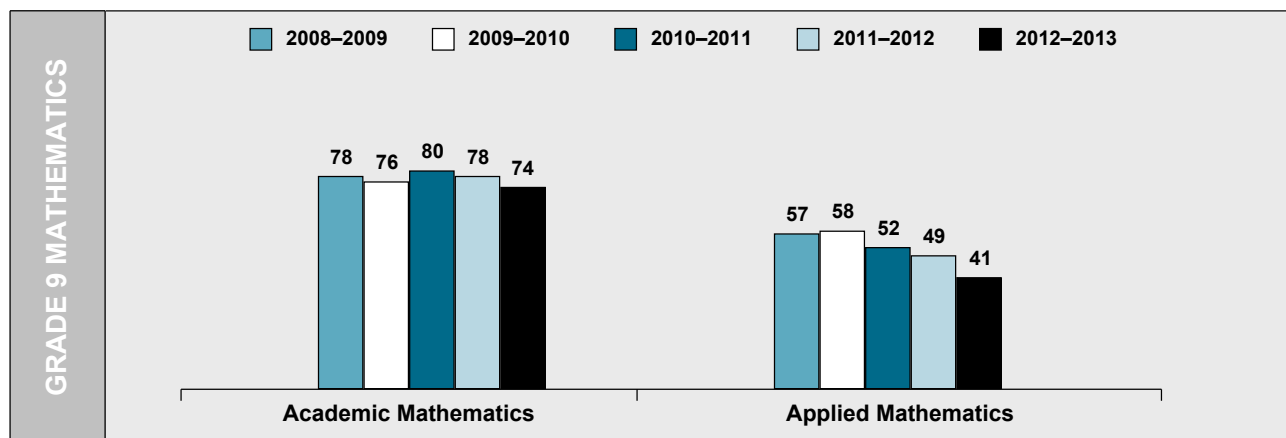
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	35%	22%
Students with special education needs receiving accommodations*†	3%	20%	18%
Speak only or mostly a language other than English at home	2%	2%	2%
Number of schools	7	7	8

* Percentages are based on the number of students who participated fully.

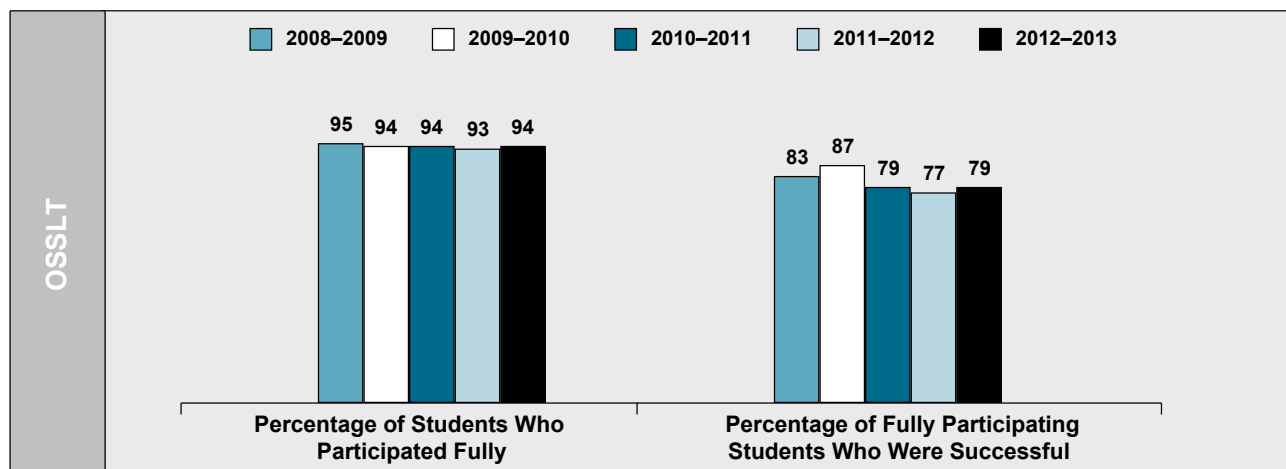
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	533	514	429	469	452
Applied mathematics	304	319	350	283	297
OSSLT: first-time eligible students who participated fully	908	835	849	772	739
OSSLT: first-time eligible fully participating students who were successful	756	726	670	591	587

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: 2013 OSSLT results for previously eligible students: 46% participated fully and 53% of fully participating students were successful.

Board Name: Simcoe County DSB (66109)

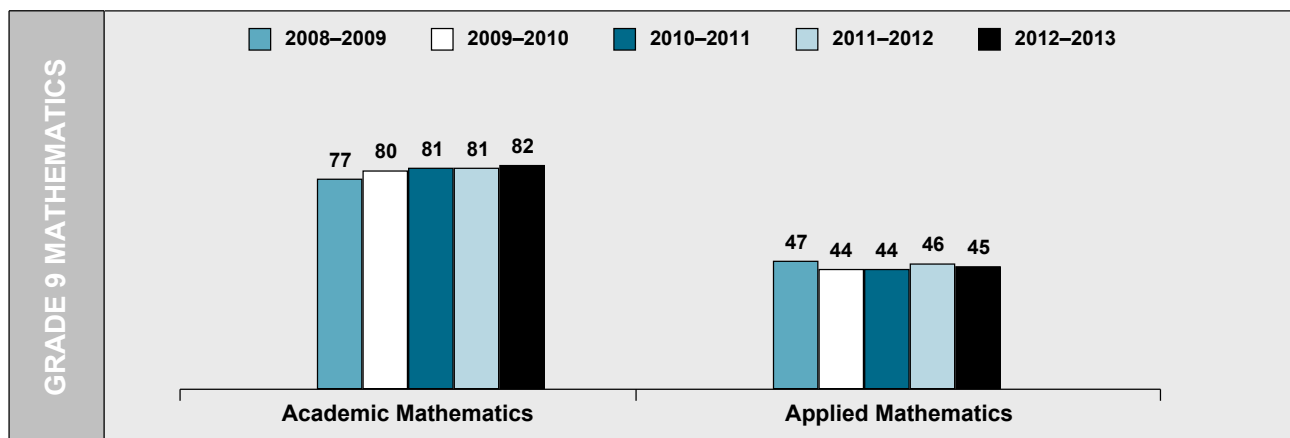
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	6%	34%	22%
Students with special education needs receiving accommodations*†	6%	31%	19%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	17	17	18

* Percentages are based on the number of students who participated fully.

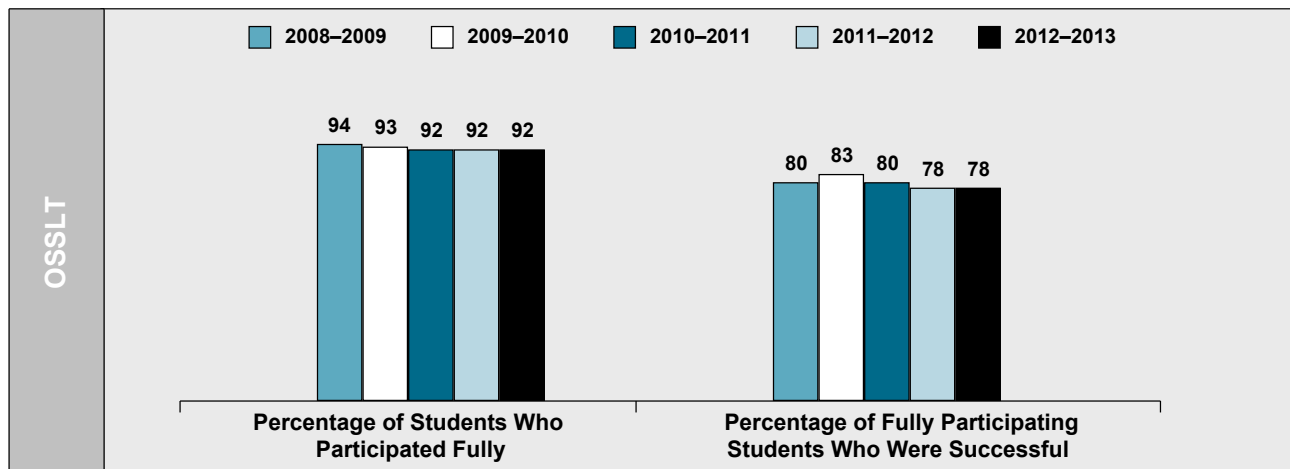
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	2 294	2 210	2 164	2 144	2 205
Applied mathematics	1 786	1 701	1 532	1 429	1 331
OSSLT: first-time eligible students who participated fully	4 087	4 040	3 832	3 634	3 549
OSSLT: first-time eligible fully participating students who were successful	3 266	3 345	3 057	2 835	2 761

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: 2013 OSSLT results for previously eligible students: 39% participated fully and 54% of fully participating students were successful.

Board Name: Simcoe Muskoka Catholic DSB (67091)

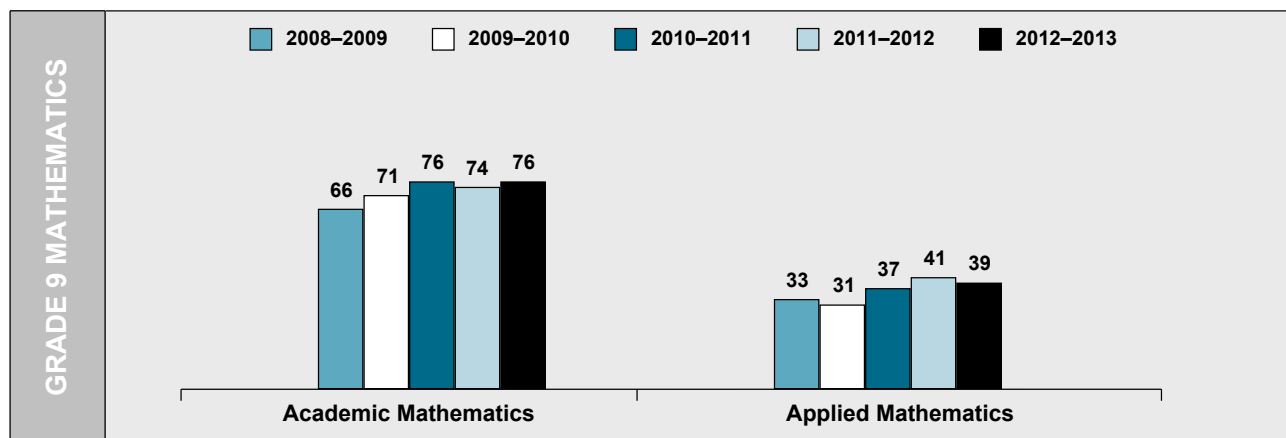
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions*	<1%	<1%	<1%
Students with special education needs (excluding gifted)	6%	36%	20%
Students with special education needs receiving accommodations*†	4%	23%	17%
Speak only or mostly a language other than English at home	3%	3%	2%
Number of schools	9	9	9

* Percentages are based on the number of students who participated fully.

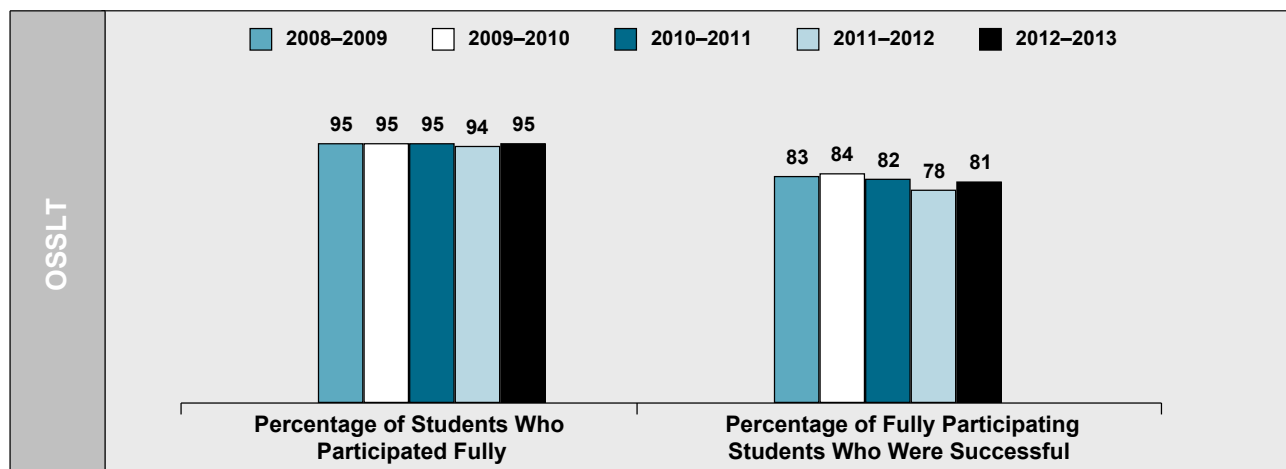
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 196	1 312	1 277	1 132	1 131
Applied mathematics	558	563	616	552	523
OSSLT: first-time eligible students who participated fully	1 912	1 755	1 858	1 838	1 675
OSSLT: first-time eligible fully participating students who were successful	1 586	1 469	1 530	1 434	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: 2013 OSSLT results for previously eligible students: 73% participated fully and 57% of fully participating students were successful.

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

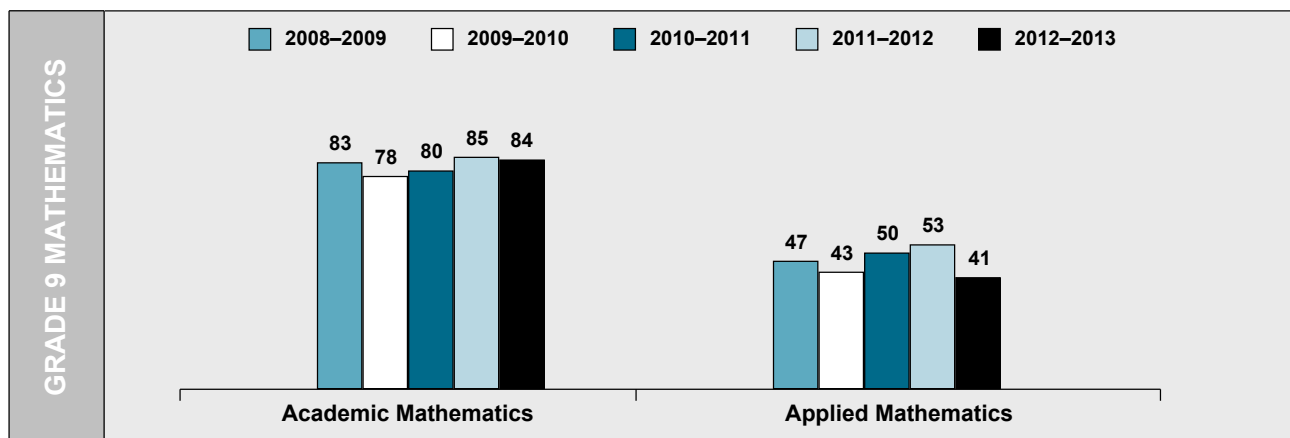
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	8%	47%	23%
Students with special education needs receiving accommodations*†	8%	47%	22%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	3	3	3

* Percentages are based on the number of students who participated fully.

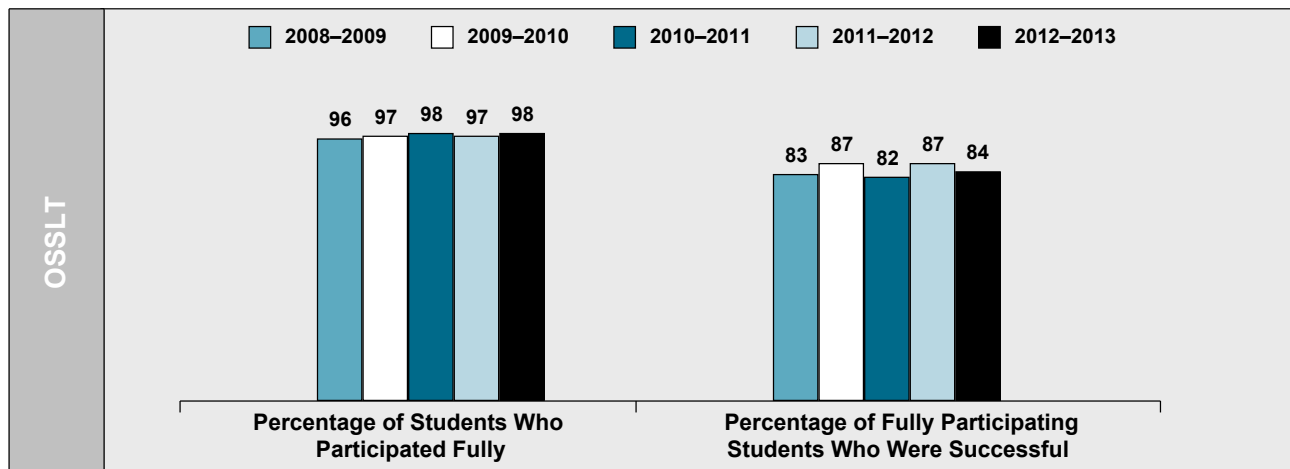
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	442	445	417	423	422
Applied mathematics	252	235	227	201	169
OSSLT: first-time eligible students who participated fully	667	709	684	634	605
OSSLT: first-time eligible fully participating students who were successful	552	620	562	551	508

**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: 2013 OSSLT results for previously eligible students: 45% participated fully and 62% of fully participating students were successful.

Board Name: Sudbury Catholic DSB (29033)

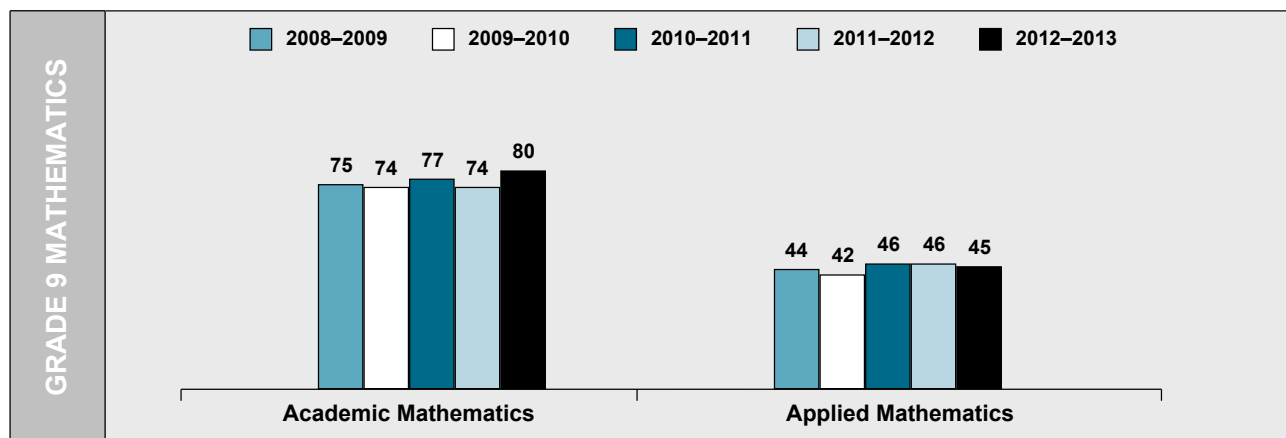
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	43%	17%
Students with special education needs receiving accommodations*†	3%	41%	12%
Speak only or mostly a language other than English at home	1%	2%	2%
Number of schools	4	4	4

* Percentages are based on the number of students who participated fully.

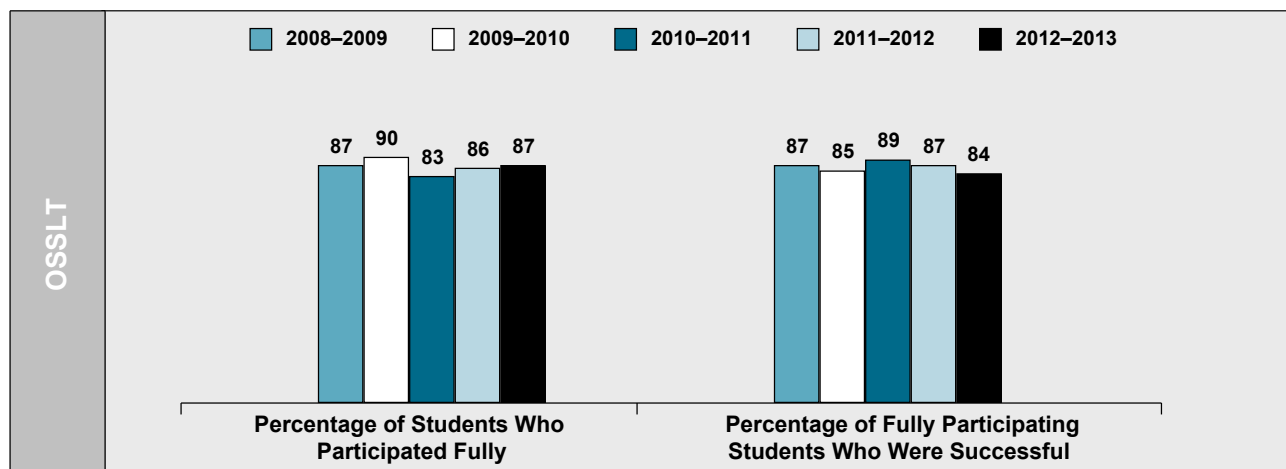
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	369	347	356	367	347
Applied mathematics	188	144	163	129	141
OSSLT: first-time eligible students who participated fully	421	472	410	421	444
OSSLT: first-time eligible fully participating students who were successful	365	399	364	365	372

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: 2013 OSSLT results for previously eligible students: 41% participated fully and 57% of fully participating students were successful.

Board Name: Superior-Greenstone DSB (28070)

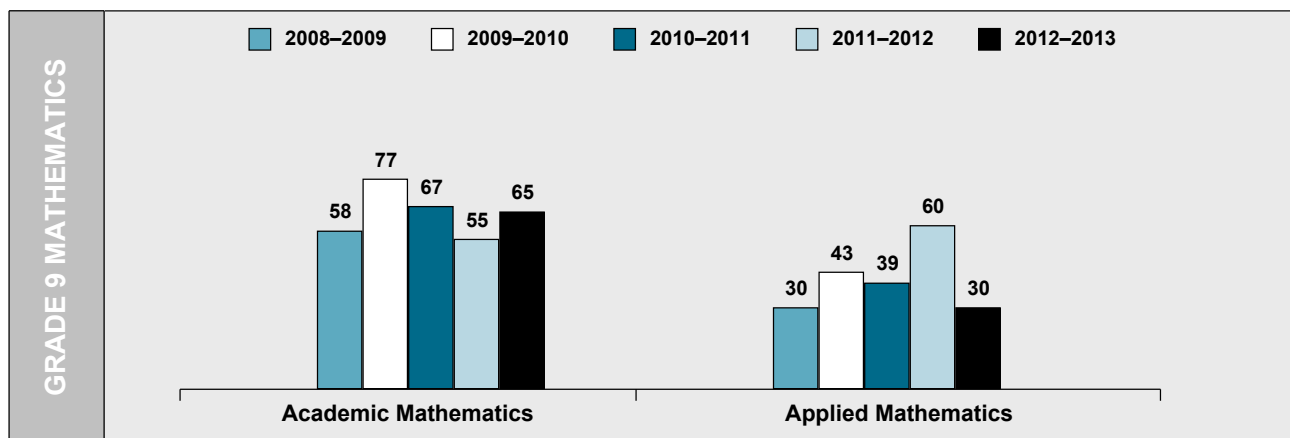
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	7%	33%	21%
Students with special education needs receiving accommodations*†	7%	32%	19%
Speak only or mostly a language other than English at home	3%	1%	2%
Number of schools	5	5	5

* Percentages are based on the number of students who participated fully.

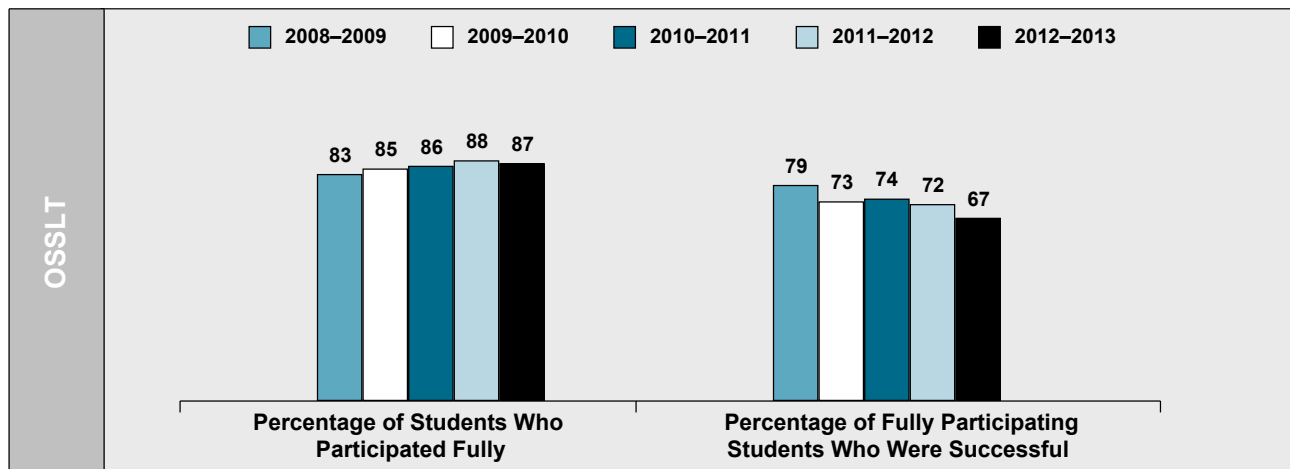
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	106	104	100	98	105
Applied mathematics	122	118	82	90	83
OSSLT: first-time eligible students who participated fully	196	195	180	158	180
OSSLT: first-time eligible fully participating students who were successful	154	143	133	113	120

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: 2013 OSSLT results for previously eligible students: 38% participated fully and 45% of fully participating students were successful.

Board Name: Thames Valley District School Board (66044)

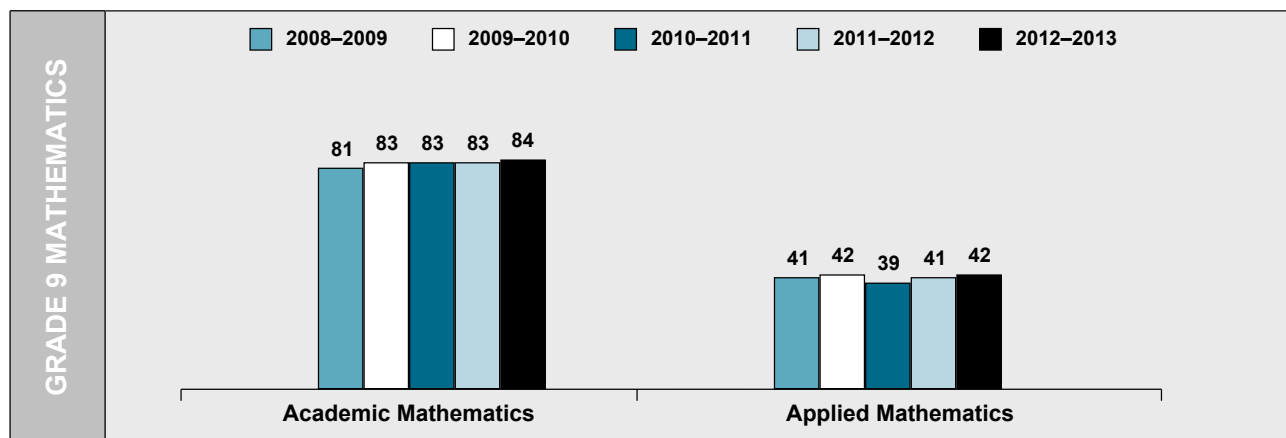
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	5%	4%
English language learners receiving special provisions*	1%	3%	3%
Students with special education needs (excluding gifted)	5%	27%	18%
Students with special education needs receiving accommodations*†	3%	16%	15%
Speak only or mostly a language other than English at home	5%	3%	4%
Number of schools	26	27	30

* Percentages are based on the number of students who participated fully.

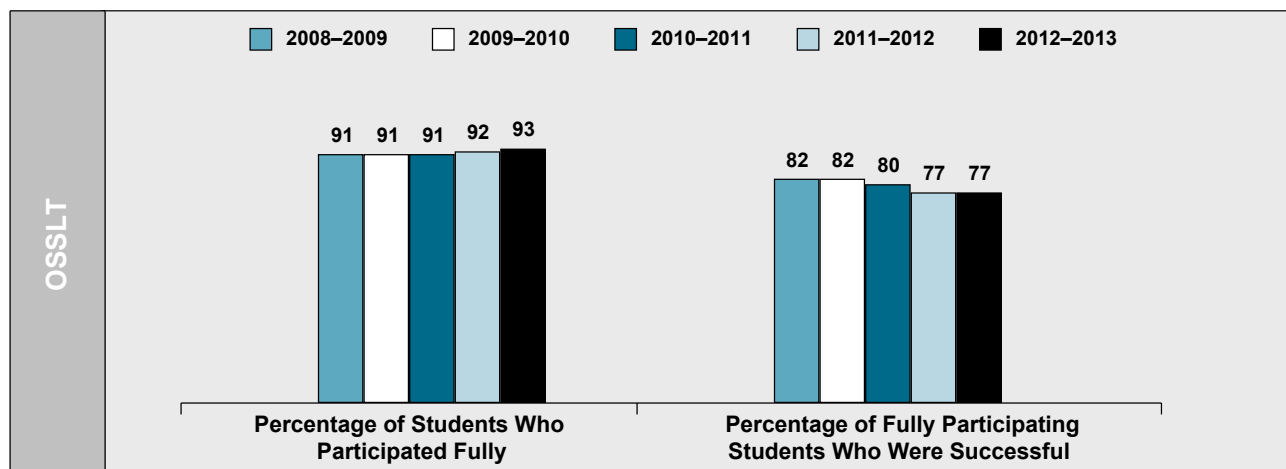
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	3 381	3 412	3 287	3 291	3 378
Applied mathematics	2 265	2 121	1 974	1 928	1 757
OSSLT: first-time eligible students who participated fully	5 294	5 298	5 265	4 994	5 020
OSSLT: first-time eligible fully participating students who were successful	4 338	4 318	4 200	3 846	3 843

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: 2013 OSSLT results for previously eligible students: 54% participated fully and 43% of fully participating students were successful.

Board Name: Thunder Bay Catholic DSB (29068)

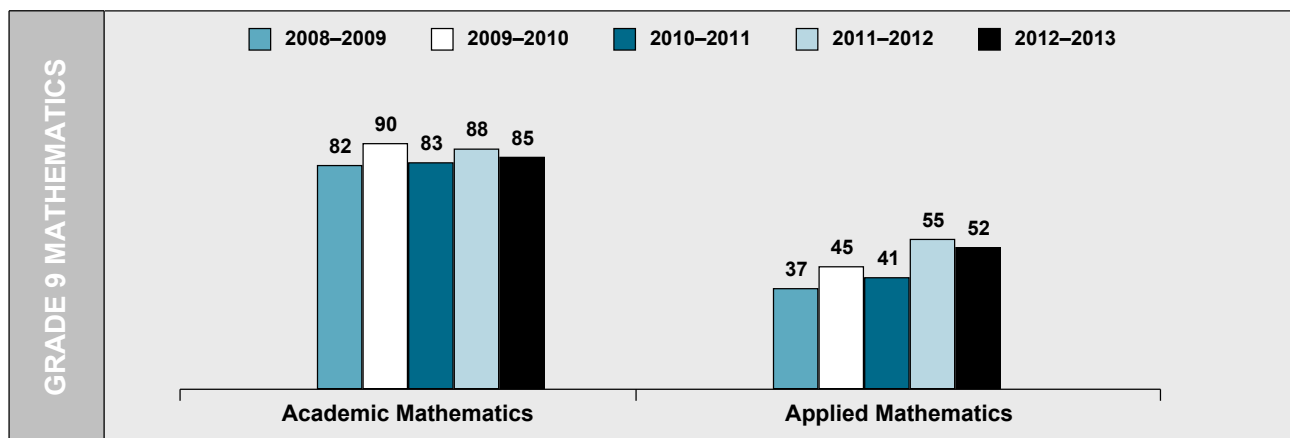
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	4%	18%	11%
Students with special education needs receiving accommodations*†	3%	10%	5%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	2	2	2

* Percentages are based on the number of students who participated fully.

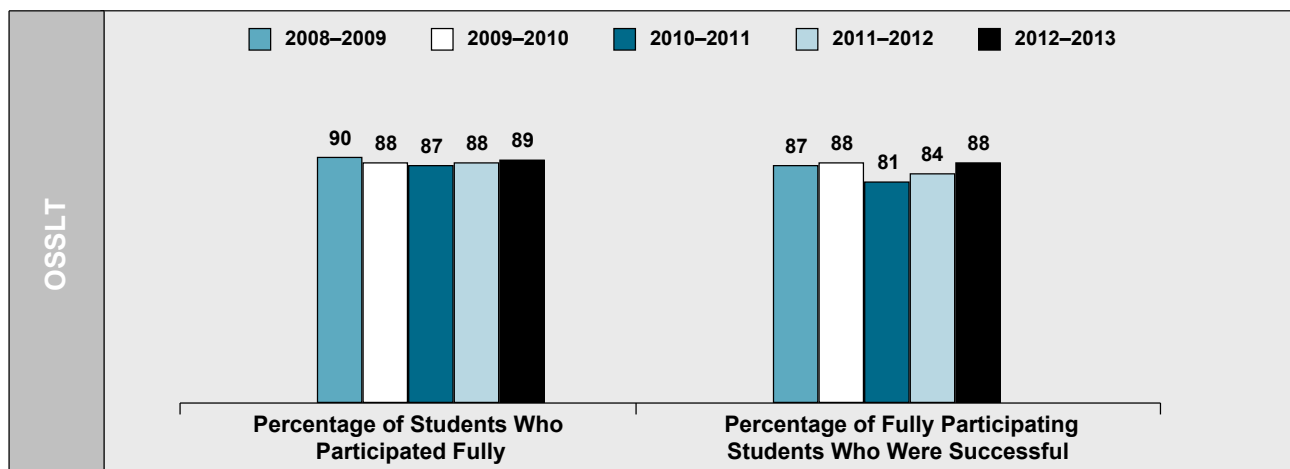
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	372	353	381	361	387
Applied mathematics	245	258	232	184	162
OSSLT: first-time eligible students who participated fully	505	549	549	519	498
OSSLT: first-time eligible fully participating students who were successful	438	482	442	437	436

**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: 2013 OSSLT results for previously eligible students: 31% participated fully and 45% of fully participating students were successful.

Board Name: Toronto Catholic District School Board (67059)

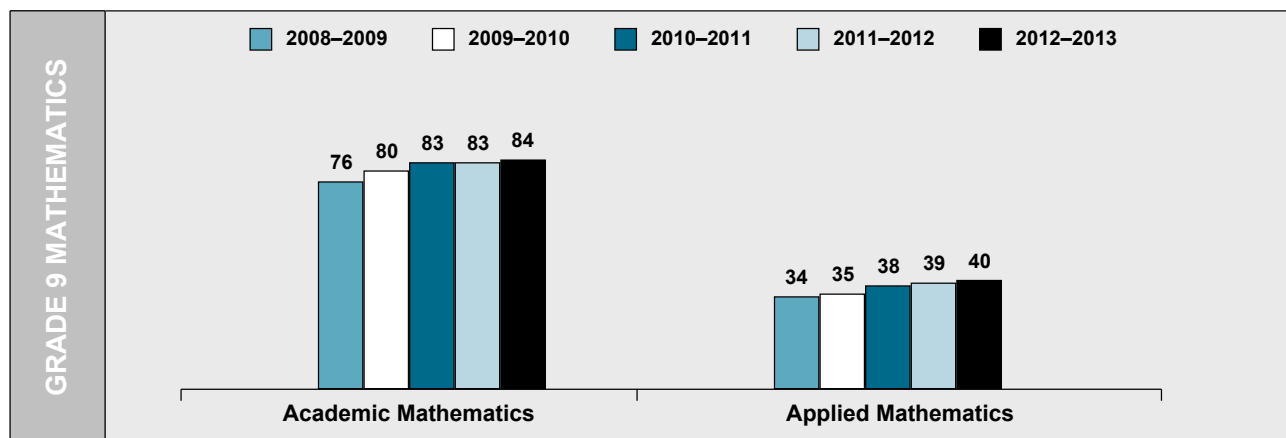
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	10%	18%	13%
English language learners receiving special provisions*	6%	12%	8%
Students with special education needs (excluding gifted)	5%	30%	16%
Students with special education needs receiving accommodations*†	5%	30%	13%
Speak only or mostly a language other than English at home	12%	16%	11%
Number of schools	32	34	36

* Percentages are based on the number of students who participated fully.

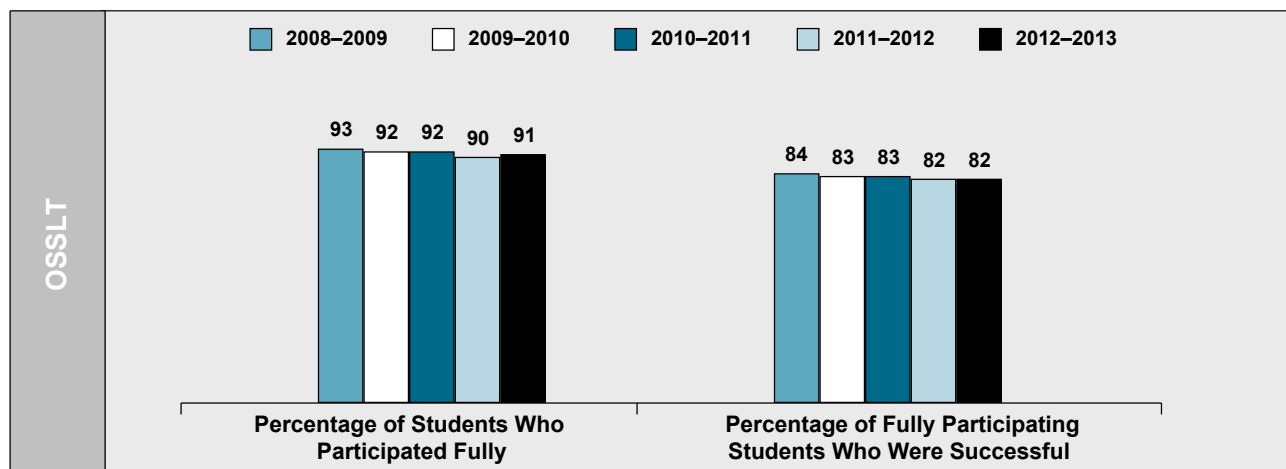
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	4 652	4 814	4 521	4 816	4 598
Applied mathematics	2 533	2 498	2 307	2 361	2 116
OSSLT: first-time eligible students who participated fully	6 593	6 668	6 819	6 369	6 608
OSSLT: first-time eligible fully participating students who were successful	5 551	5 507	5 671	5 226	5 416

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: 2013 OSSLT results for previously eligible students: 62% participated fully and 43% of fully participating students were successful.

Board Name: Toronto DSB (66052)

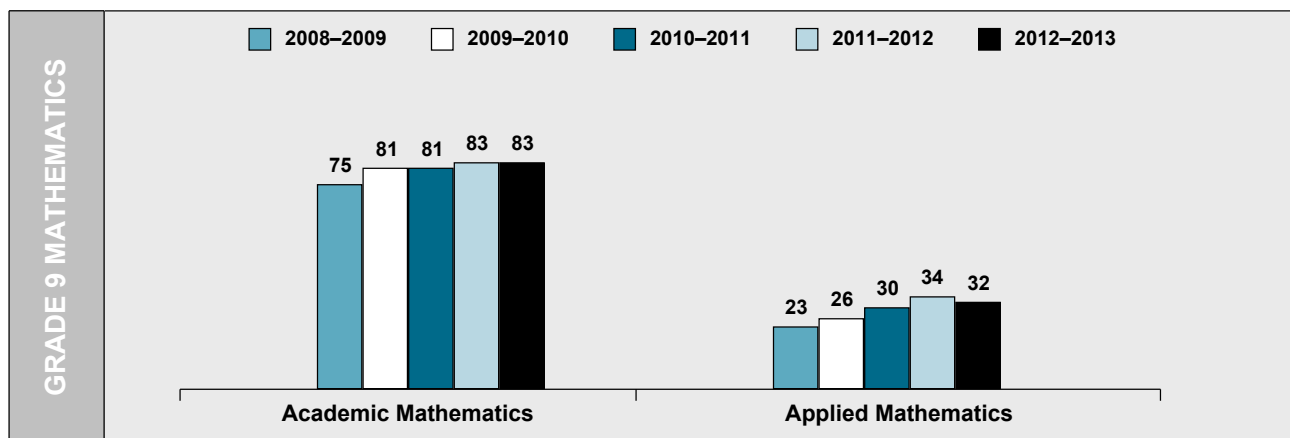
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	15%	10%
English language learners receiving special provisions*	5%	8%	4%
Students with special education needs (excluding gifted)	6%	40%	17%
Students with special education needs receiving accommodations*†	5%	31%	14%
Speak only or mostly a language other than English at home	17%	14%	14%
Number of schools	82	90	99

* Percentages are based on the number of students who participated fully.

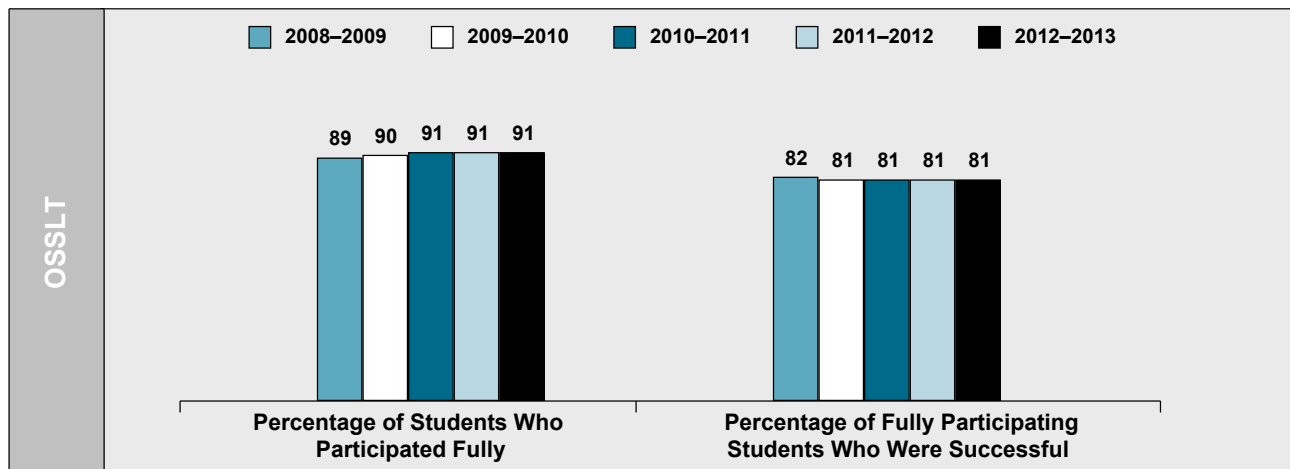
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	13 279	13 239	13 034	12 621	12 336
Applied mathematics	6 356	6 175	5 756	5 253	4 983
OSSLT: first-time eligible students who participated fully	16 985	16 870	17 204	16 711	15 910
OSSLT: first-time eligible fully participating students who were successful	13 924	13 616	14 021	13 537	12 860

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: 2013 OSSLT results for previously eligible students: 52% participated fully and 45% of fully participating students were successful.

Board Name: Trillium Lakelands DSB (66087)

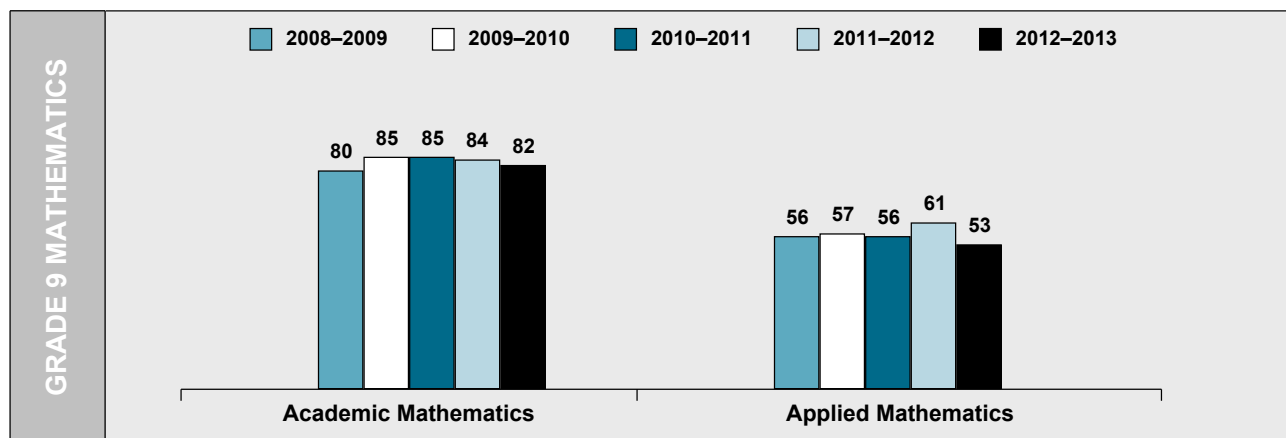
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	9%	39%	25%
Students with special education needs receiving accommodations*†	8%	38%	20%
Speak only or mostly a language other than English at home	1%	<1%	1%
Number of schools	8	8	8

* Percentages are based on the number of students who participated fully.

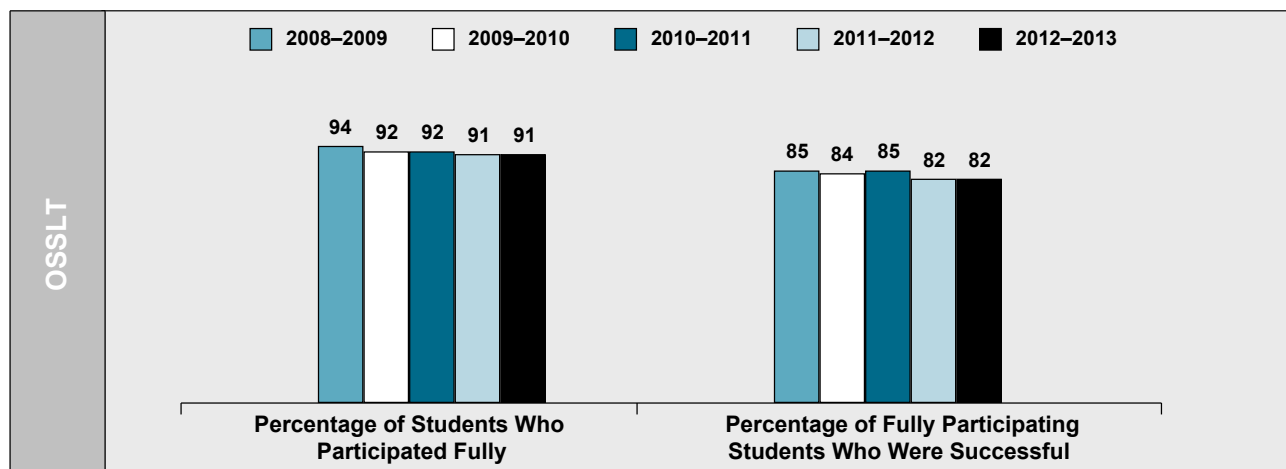
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	797	880	783	806	795
Applied mathematics	565	529	463	480	407
OSSLT: first-time eligible students who participated fully	1 343	1 344	1 355	1 189	1 246
OSSLT: first-time eligible fully participating students who were successful	1 148	1 135	1 145	975	1 017

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: 2013 OSSLT results for previously eligible students: 42% participated fully and 49% of fully participating students were successful.

Board Name: Upper Canada DSB (66192)

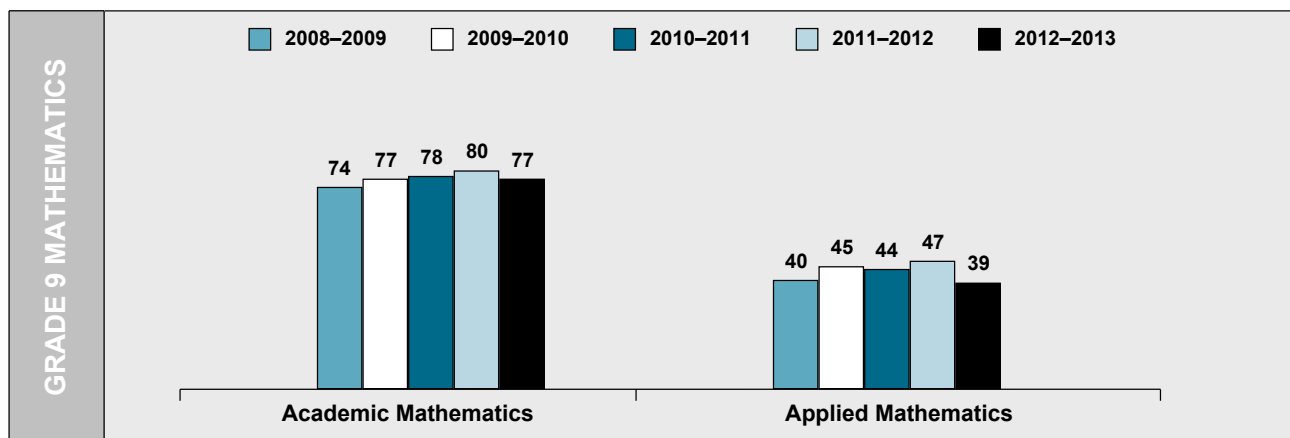
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	<1%	4%
English language learners receiving special provisions*	1%	<1%	3%
Students with special education needs (excluding gifted)	12%	51%	29%
Students with special education needs receiving accommodations*†	10%	41%	26%
Speak only or mostly a language other than English at home	2%	2%	3%
Number of schools	22	22	23

* Percentages are based on the number of students who participated fully.

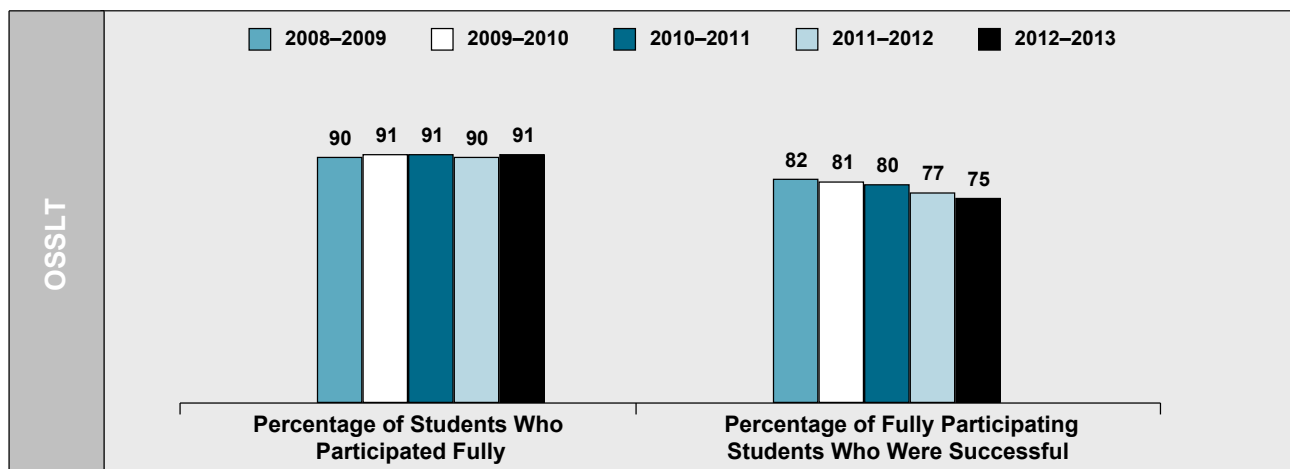
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 307	1 341	1 262	1 215	1 132
Applied mathematics	1 025	884	777	763	719
OSSLT: first-time eligible students who participated fully	2 558	2 439	2 330	2 097	2 103
OSSLT: first-time eligible fully participating students who were successful	2 100	1 974	1 855	1 610	1 578

**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: 2013 OSSLT results for previously eligible students: 48% participated fully and 48% of fully participating students were successful.

Board Name: Upper Grand DSB (66117)

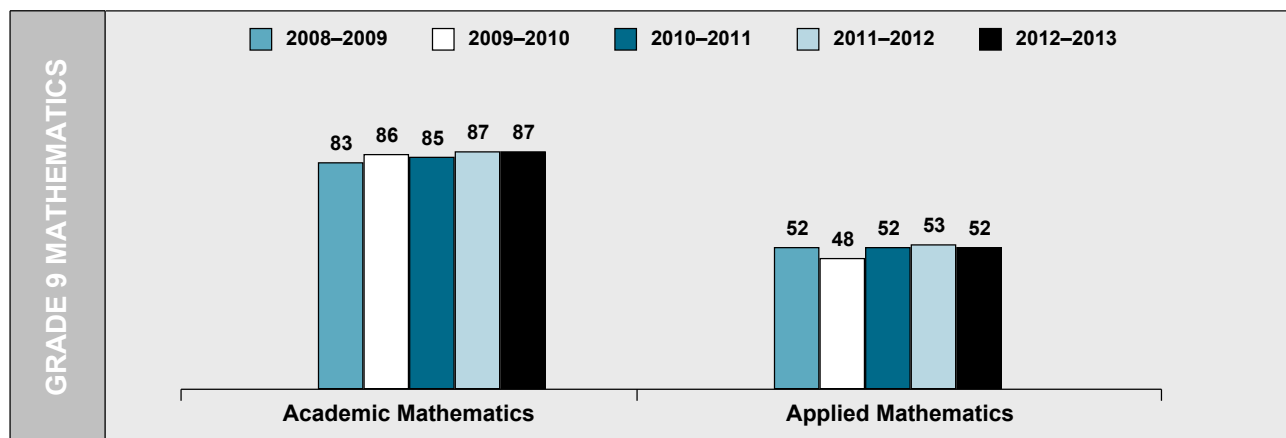
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	1%	1%
English language learners receiving special provisions*	<1%	1%	<1%
Students with special education needs (excluding gifted)	5%	34%	20%
Students with special education needs receiving accommodations*†	3%	22%	17%
Speak only or mostly a language other than English at home	5%	2%	3%
Number of schools	10	12	13

* Percentages are based on the number of students who participated fully.

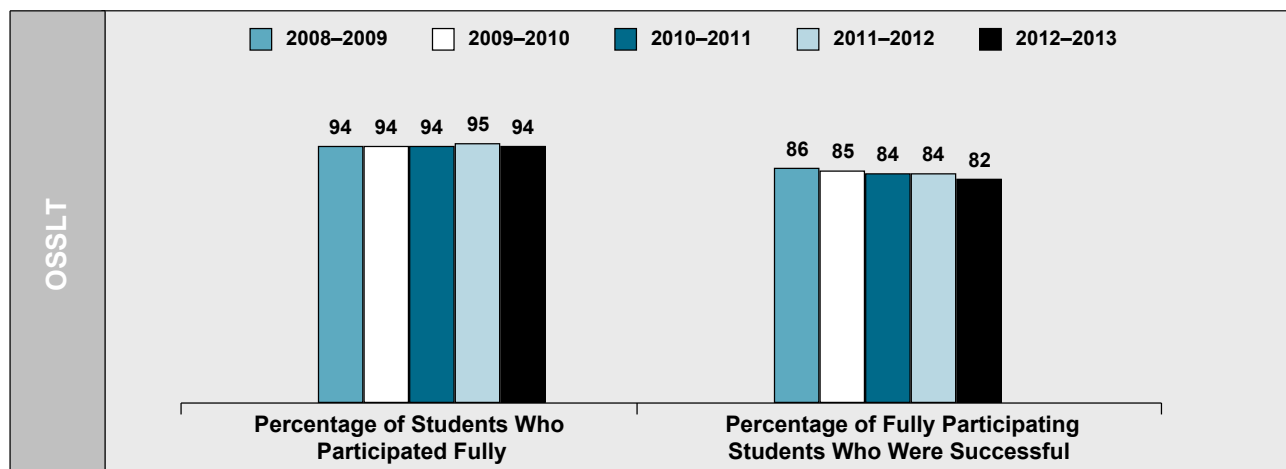
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 665	1 656	1 660	1 669	1 657
Applied mathematics	906	898	822	810	718
OSSLT: first-time eligible students who participated fully	2 489	2 529	2 552	2 468	2 460
OSSLT: first-time eligible fully participating students who were successful	2 149	2 160	2 133	2 075	2 021

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: 2013 OSSLT results for previously eligible students: 53% participated fully and 52% of fully participating students were successful.

Board Name: Waterloo Catholic DSB (67148)

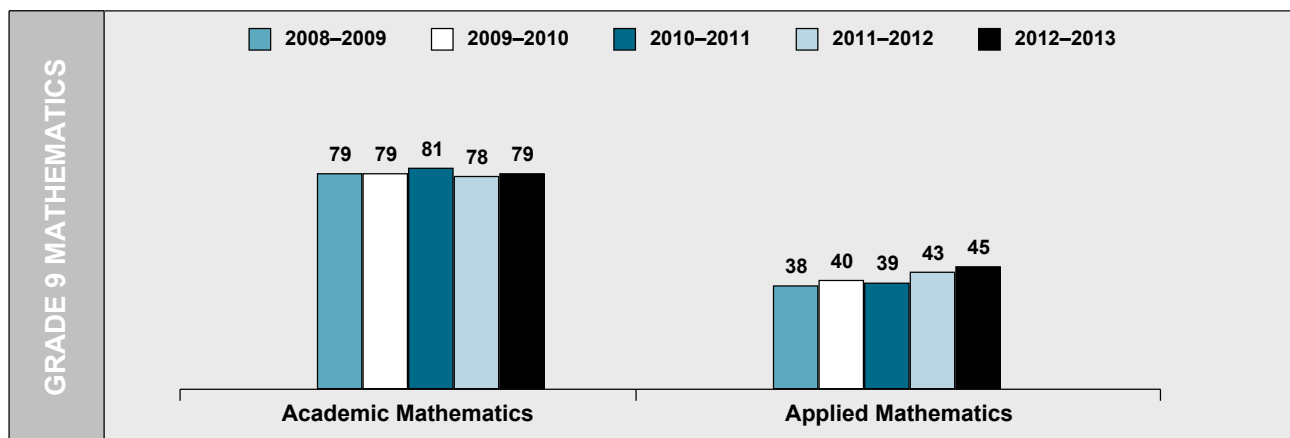
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	9%	3%
English language learners receiving special provisions*	4%	7%	1%
Students with special education needs (excluding gifted)	7%	43%	23%
Students with special education needs receiving accommodations*†	6%	43%	20%
Speak only or mostly a language other than English at home	7%	9%	6%
Number of schools	5	5	5

* Percentages are based on the number of students who participated fully.

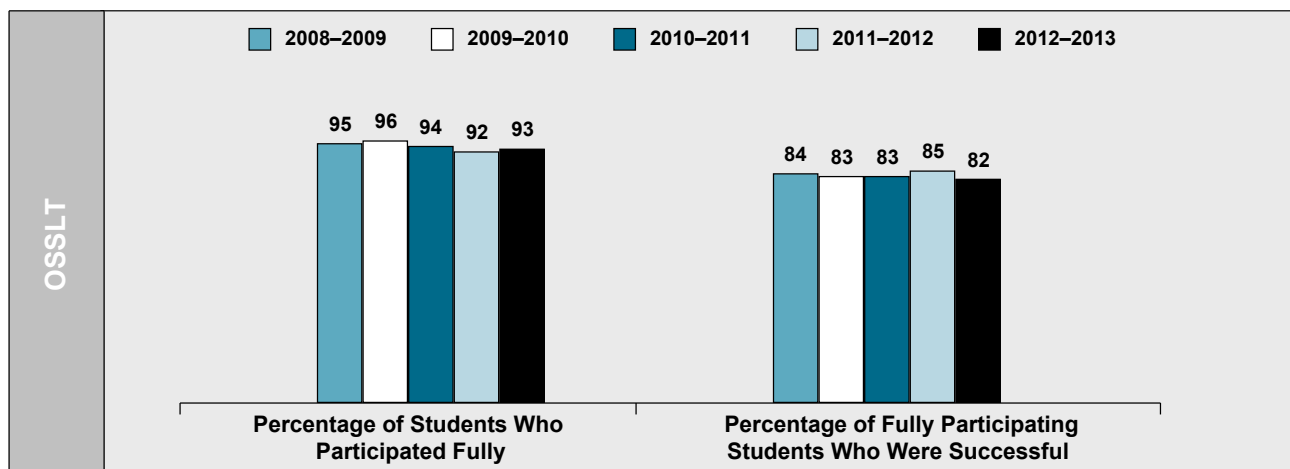
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 164	1 098	1 128	1 041	1 079
Applied mathematics	602	538	513	434	427
OSSLT: first-time eligible students who participated fully	1 732	1 689	1 542	1 490	1 369
OSSLT: first-time eligible fully participating students who were successful	1 452	1 396	1 283	1 266	1 119

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: 2013 OSSLT results for previously eligible students: 56% participated fully and 51% of fully participating students were successful.

Board Name: Waterloo Region DSB (66176)

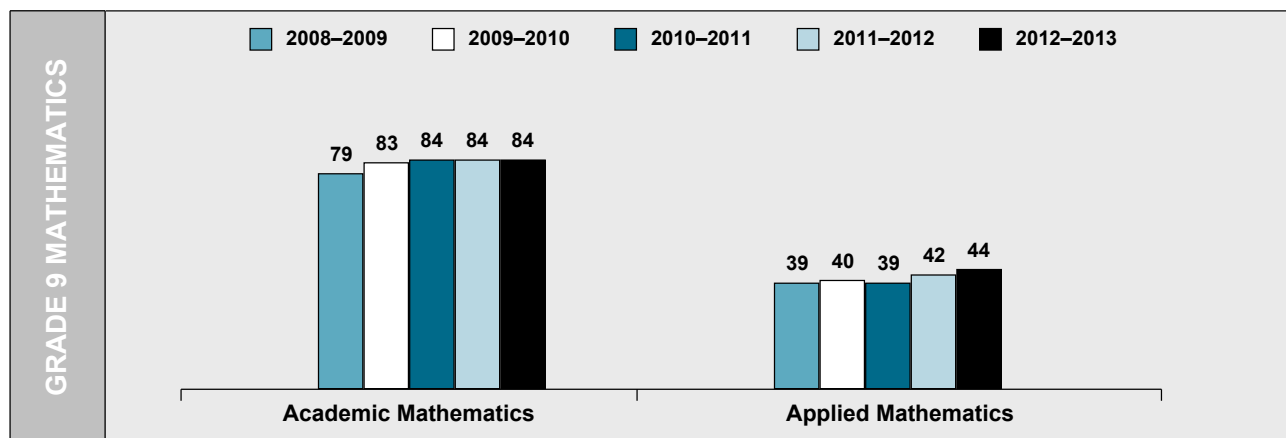
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	6%	6%
English language learners receiving special provisions*	1%	3%	2%
Students with special education needs (excluding gifted)	8%	39%	19%
Students with special education needs receiving accommodations*†	4%	26%	16%
Speak only or mostly a language other than English at home	10%	6%	6%
Number of schools	16	16	16

* Percentages are based on the number of students who participated fully.

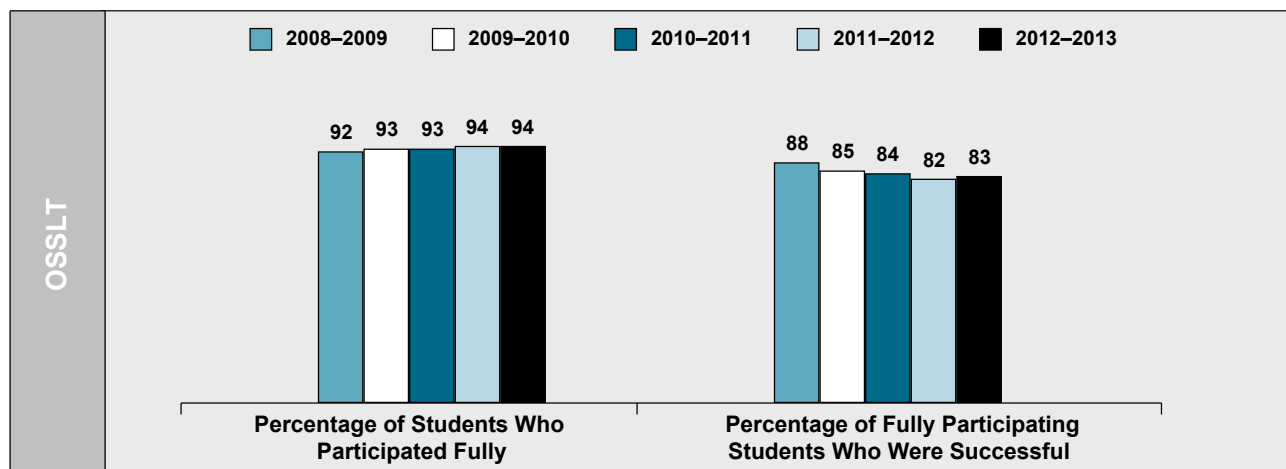
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	3 131	3 184	3 194	3 146	3 148
Applied mathematics	1 480	1 483	1 421	1 317	1 243
OSSLT: first-time eligible students who participated fully	4 103	4 300	4 450	4 397	4 242
OSSLT: first-time eligible fully participating students who were successful	3 619	3 674	3 749	3 625	3 508

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: 2013 OSSLT results for previously eligible students: 47% participated fully and 52% of fully participating students were successful.

Board Name: Wellington Catholic DSB (67130)

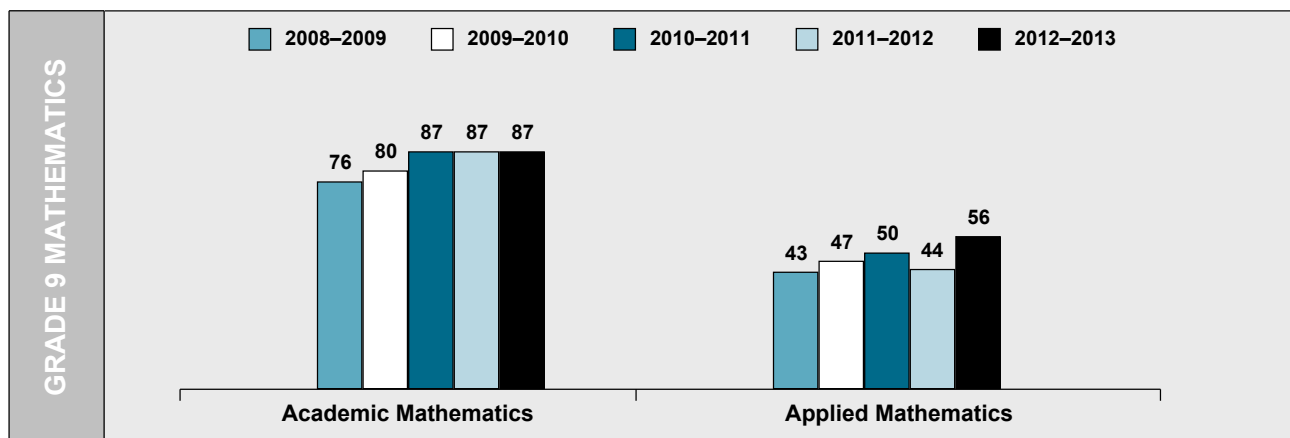
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	0%	3%
English language learners receiving special provisions*	2%	0%	2%
Students with special education needs (excluding gifted)	6%	50%	18%
Students with special education needs receiving accommodations*†	6%	51%	18%
Speak only or mostly a language other than English at home	5%	2%	4%
Number of schools	3	4	4

* Percentages are based on the number of students who participated fully.

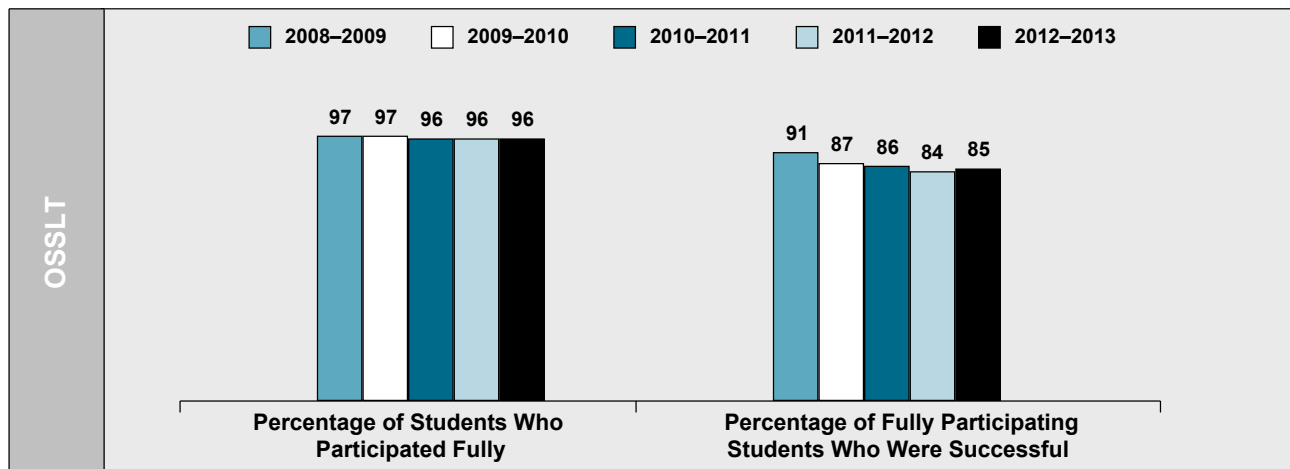
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	466	484	481	419	448
Applied mathematics	151	154	143	145	117
OSSLT: first-time eligible students who participated fully	606	629	638	621	533
OSSLT: first-time eligible fully participating students who were successful	549	547	551	522	454

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: 2013 OSSLT results for previously eligible students: 73% participated fully and 48% of fully participating students were successful.

Board Name: Windsor-Essex Catholic DSB (67024)

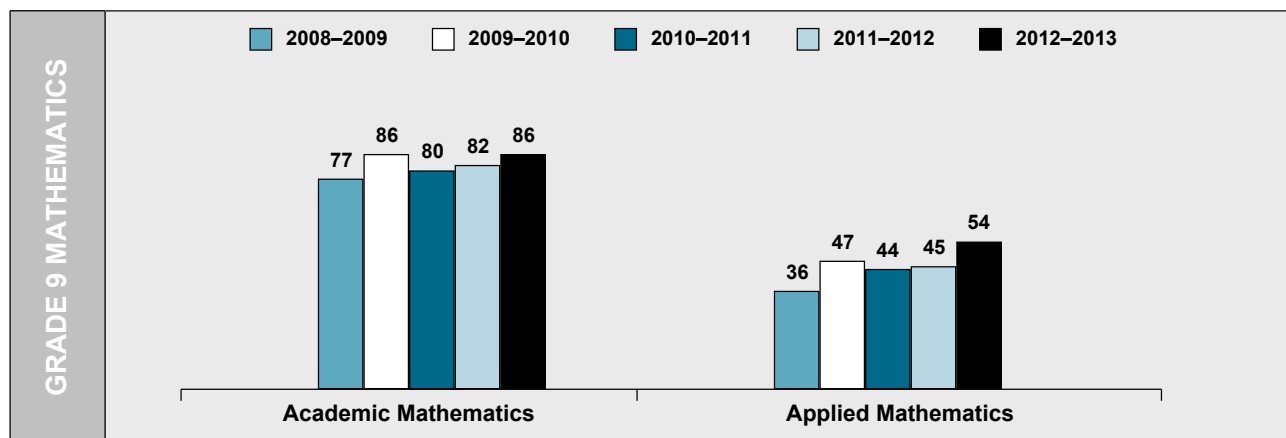
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	6%	6%
English language learners receiving special provisions*	3%	5%	1%
Students with special education needs (excluding gifted)	3%	29%	14%
Students with special education needs receiving accommodations*†	2%	22%	8%
Speak only or mostly a language other than English at home	7%	7%	5%
Number of schools	8	8	9

* Percentages are based on the number of students who participated fully.

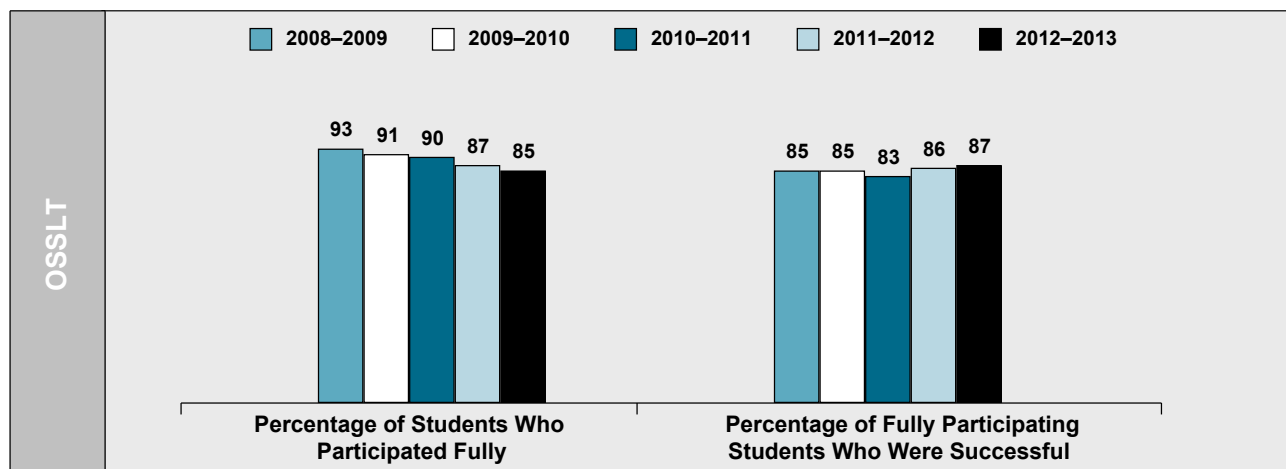
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	1 290	1 278	1 249	1 150	1 181
Applied mathematics	719	671	618	583	504
OSSLT: first-time eligible students who participated fully	1 883	1 847	1 858	1 625	1 490
OSSLT: first-time eligible fully participating students who were successful	1 595	1 577	1 537	1 404	1 289

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: 2013 OSSLT results for previously eligible students: 56% participated fully and 46% of fully participating students were successful.

Board Name: York Catholic DSB (67075)

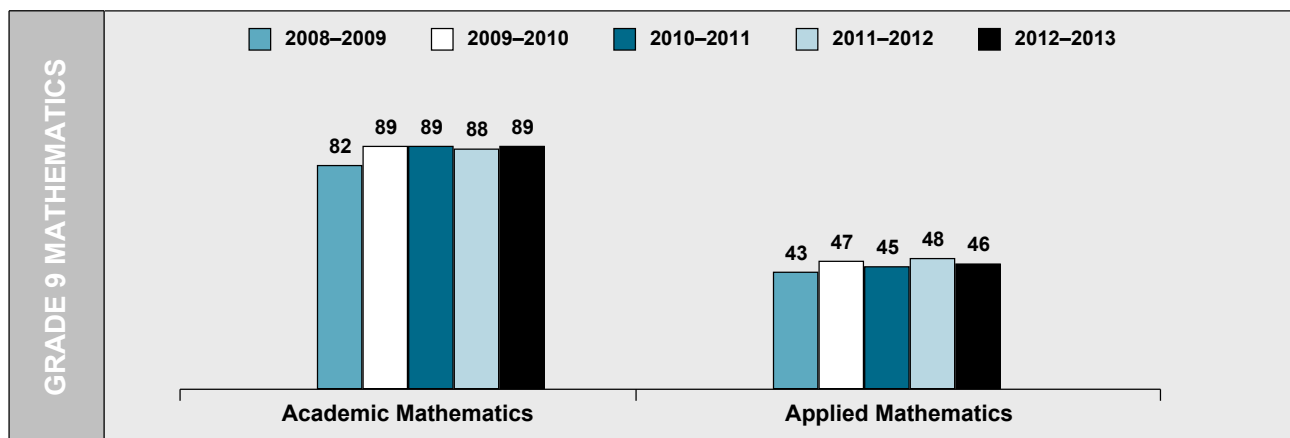
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	2%
English language learners receiving special provisions*	1%	3%	2%
Students with special education needs (excluding gifted)	5%	45%	13%
Students with special education needs receiving accommodations*†	4%	39%	12%
Speak only or mostly a language other than English at home	10%	10%	7%
Number of schools	16	16	16

* Percentages are based on the number of students who participated fully.

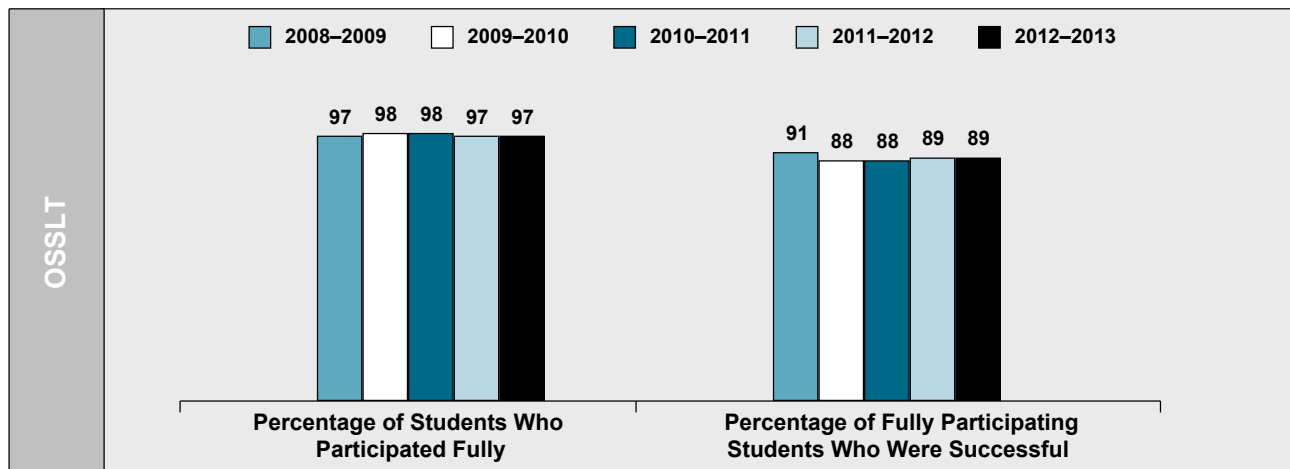
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	3 469	3 402	3 492	3 580	3 550
Applied mathematics	939	1 053	911	929	944
OSSLT: first-time eligible students who participated fully	4 125	4 378	4 365	4 309	4 442
OSSLT: first-time eligible fully participating students who were successful	3 747	3 865	3 826	3 820	3 936

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: 2013 OSSLT results for previously eligible students: 56% participated fully and 64% of fully participating students were successful.

Board Name: York Region DSB (66095)

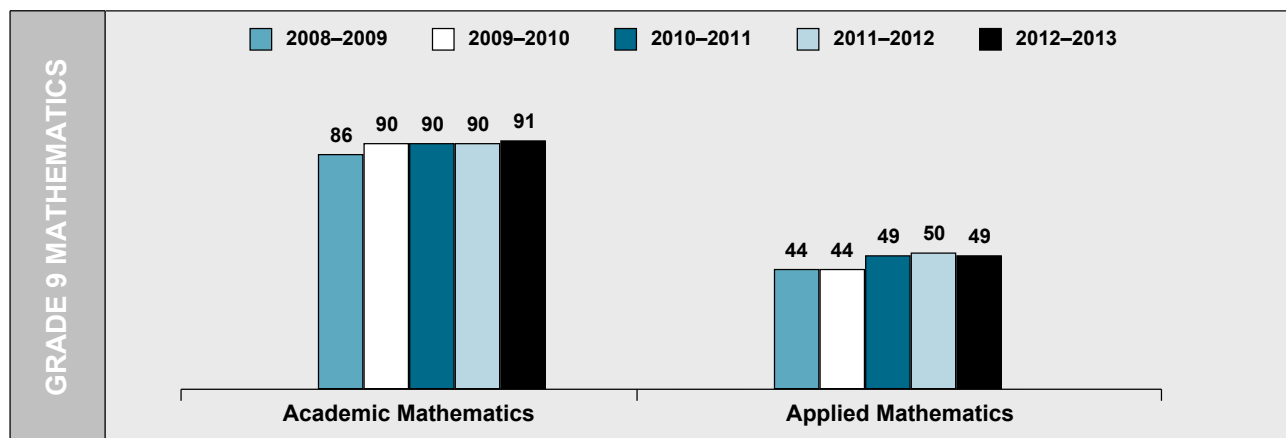
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	10%	12%	10%
English language learners receiving special provisions*	7%	8%	5%
Students with special education needs (excluding gifted)	7%	49%	16%
Students with special education needs receiving accommodations*†	7%	45%	15%
Speak only or mostly a language other than English at home	15%	10%	12%
Number of schools	32	32	36

* Percentages are based on the number of students who participated fully.

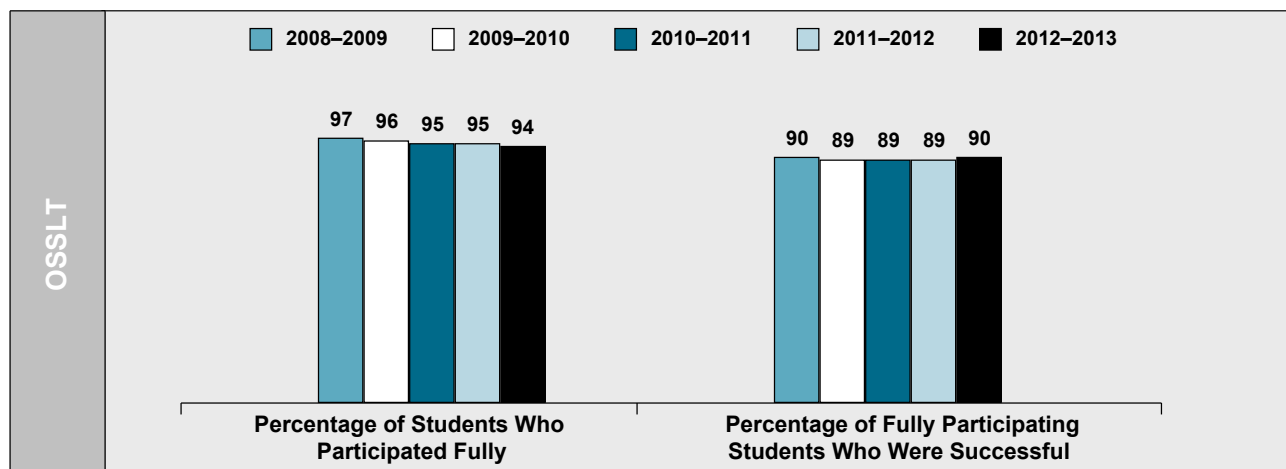
† Excluding gifted for OSSLT

Number of Students	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Academic mathematics	7 200	7 260	7 258	7 196	6 908
Applied mathematics	1 805	2 011	1 791	1 743	1 771
OSSLT: first-time eligible students who participated fully	8 512	8 811	8 853	8 669	8 432
OSSLT: first-time eligible fully participating students who were successful	7 664	7 805	7 863	7 674	7 560

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: 2013 OSSLT results for previously eligible students: 49% participated fully and 63% of fully participating students were successful.

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