

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, 2013–2014**

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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MESSAGE FROM THE CHAIR

Since 1996, the Education Quality and Accountability Office (EQAO) has been evaluating how well students are meeting the reading, writing and mathematics expectations defined in *The Ontario Curriculum* at key stages in their education. The data produced by EQAO's world-class assessment program offer an independent gauge of student skills in these foundational subject areas, which are a precursor for success in all other subjects. By assessing all students, EQAO is able to provide detailed data to inform improvement planning at the school and school-board levels.

As the chair of this agency, I am pleased to present EQAO's *Provincial Secondary School Report: Results of the 2013–2014 Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT)*. The information presented in this year's report provides valuable insights into student progress and achievement, and can serve as a catalyst for increasing student success.

EQAO data can suggest areas of student learning that need greater attention and support. To help educators and parents turn EQAO data into action, EQAO hosts workshops across the province and provides a wide range of resources. Using EQAO results alongside other achievement information enables school communities to make evidence-based decisions and to monitor their progress toward their improvement goals.

Since 2008–2009, EQAO has regularly tracked the achievement of students as they progress from one provincial assessment to the next. This tracking has consistently shown that early success is a strong indicator of success at the secondary school level, and that early intervention and continuous support are critical to ensure all students reach their full potential. EQAO released a number of in-depth research reports this year tracking cohorts of students across the provincial assessments and examining relationships between achievement on the one hand and contextual and attitudinal data on the other. These reports are available in the "Research" section of the agency's Web site. Having this cohort tracking information for their own students enables principals and their teams to determine whether their school programs are effectively helping students master curriculum expectations or if the programs need to be enhanced.

EQAO is a key part of Ontario's educational landscape and takes great pride in developing world-class assessments that provide objective data to support public accountability. Just as the education system in Ontario is ever-evolving, EQAO too is in transition. The agency is at the start of a new, multi-year project to modernize the provincial assessment program. Technology has opened new opportunities that allow for different, more sophisticated, more engaging student assessments that will improve the evidence we can provide about student learning and achievement. As in everything EQAO does, our work on this initiative will be guided by our commitment to helping the educational community provide Ontario students with the best possible learning experience and set them on the path to a successful future.



Brian L. Desbiens
Chair, Board of Directors

A handwritten signature in dark ink that reads "Brian Desbiens". The signature is fluid and cursive, with the first name "Brian" being larger and more prominent than the last name "Desbiens".

Brian L. Desbiens
Chair, Board of Directors

MESSAGE FROM THE CEO

On behalf of EQAO, I am pleased to present the results of the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT) for 2013–2014.

This year's results show improved achievement in most areas for students in secondary school. In Grade 9, math success rates have been improving steadily for the past five years for students in both the academic and the applied courses. This year, 85% of students enrolled in the academic math course met the provincial math standard—a three-percentage-point increase over the past five years. In the applied program, there has been an increase of 10 percentage points over the past five years. However, the success rate of students in the applied math course has remained persistently low, with more than half (53%) the students still not meeting the provincial standard.

In terms of literacy, the 2013–2014 OSSLT results show that the vast majority of students are developing the required skills by Grade 10. Of the students who were eligible to write the OSSLT for the first time in 2014, 83% were successful—sustaining a high level achievement over the past several years. When the Grade 10 literacy results are looked at more closely, however, it becomes clear that here, too, achievement for students in the applied course is persistently low. Of students in that course, only 50% were successful on the OSSLT on their first try, which is a decrease of seven percentage points in the past five years. The persistently low success rates for students in both the applied English and applied math courses indicate that a review of these courses is warranted to determine how they might better support student achievement.

As a part of our commitment to supporting student progress, EQAO regularly tracks the achievement of students by linking their results on the elementary school assessments to their secondary results. Of the students who had not met the provincial standard in Grade 3 and also had not in Grade 6, 49% in the Grade 9 academic mathematics course and 65% in the Grade 9 applied mathematics course did not meet it again. Similarly, 75% of students in the applied English course who were unsuccessful on the OSSLT had also not met the Grade 6 provincial reading standard. There is a particular need to support those students who are unsuccessful on the elementary assessments before they get to high school, in order to get them on the path toward lasting success.

In this provincial report, we are pleased to highlight schools that are demonstrating significant progress in supporting student achievement. Using EQAO data alongside evidence from other sources, these schools have been able to develop improvement plans to enhance their school programs and teaching practices. As a result of their collaborative efforts, these schools are seeing positive results in student achievement. I trust that these stories will provide inspiration to other school communities across the province as they continue on their journey to achieving student success.



Bruce Rodrigues
Chief Executive Officer

A handwritten signature in cursive script that reads "Bruce Rodrigues".

Bruce Rodrigues,
Chief Executive Officer

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Grade 9 Assessment of Mathematics

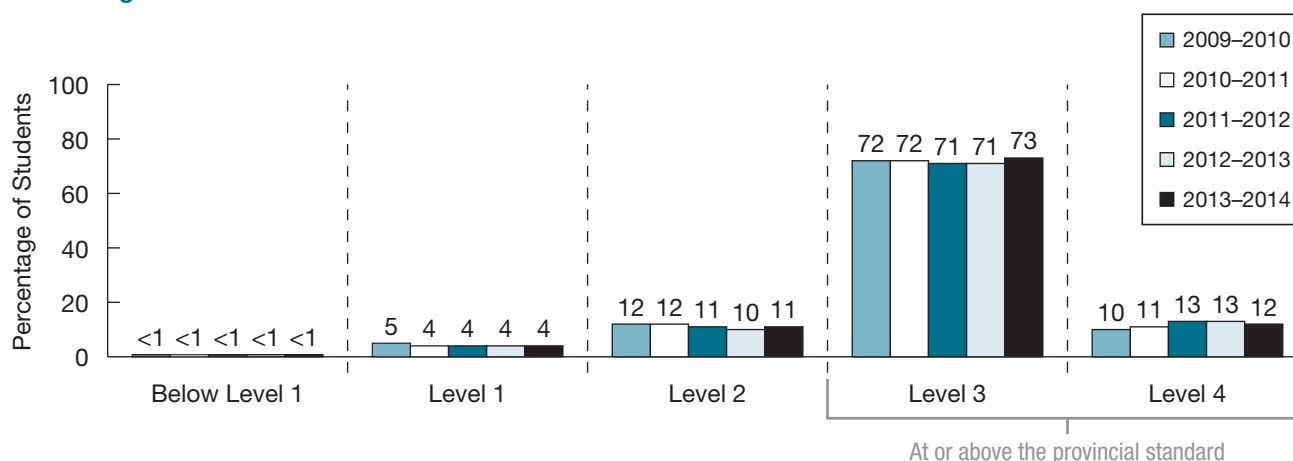
Grade 9 Assessment of Mathematics: Results at a Glance

ACADEMIC COURSE

Results for All Students Over Time[†]

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 101 268	# = 99 278	# = 97 741	# = 97 158	# = 95 914
Level 4	10%	11%	13%	13%	12%
Level 3	72%	72%	71%	71%	73%
Level 2	12%	12%	11%	10%	11%
Level 1	5%	4%	4%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
At or Above the Provincial Standard [‡]	82%	83%	84%	84%	85%

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 three percentage points, from 82% to 85%.
- In 2013–2014, there was a slight increase (of one percentage point) from the previous year's percentage of students in academic mathematics performing at or above the provincial standard.

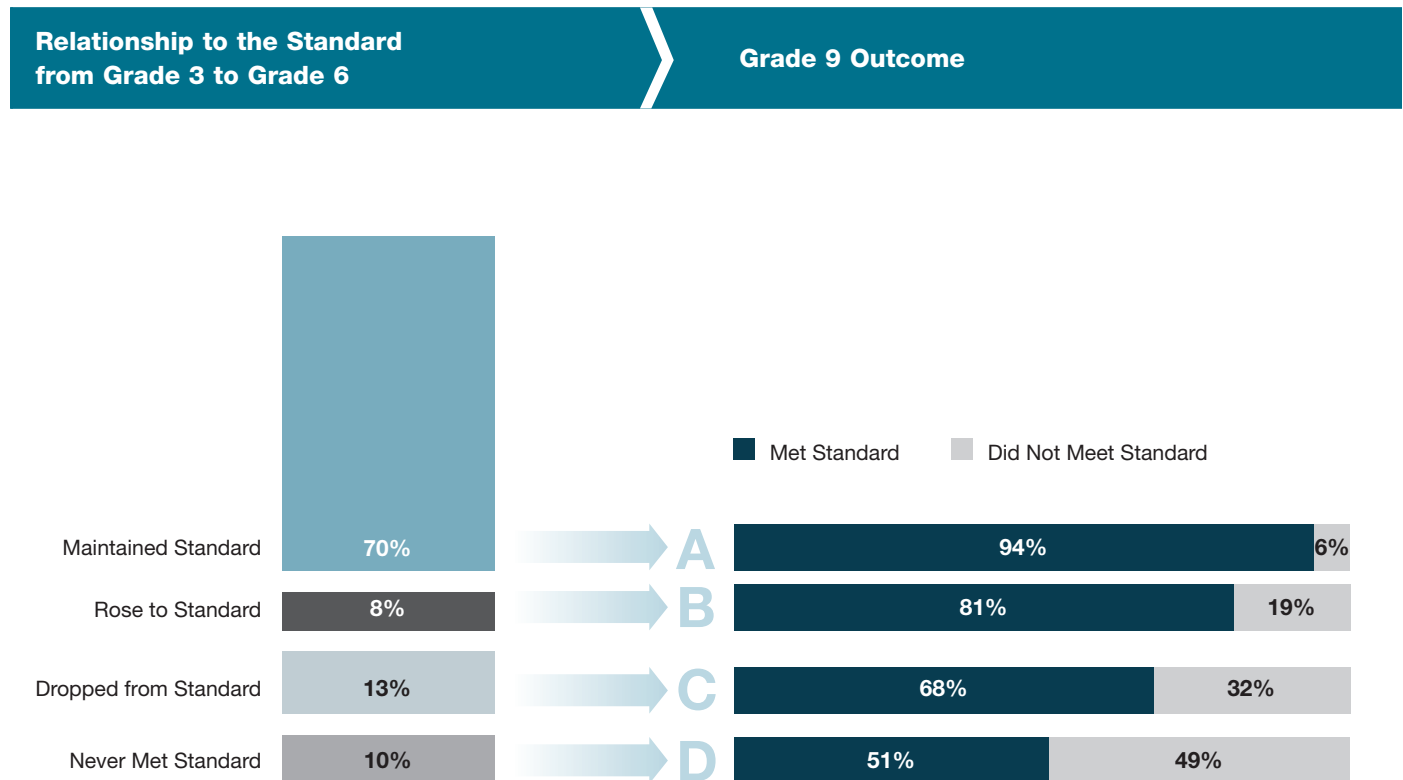
TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

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, 92% enrolled in the academic course in Grade 9. Of the students who achieved below the provincial standard in both Grade 3 and Grade 6, 36% 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: 79 270

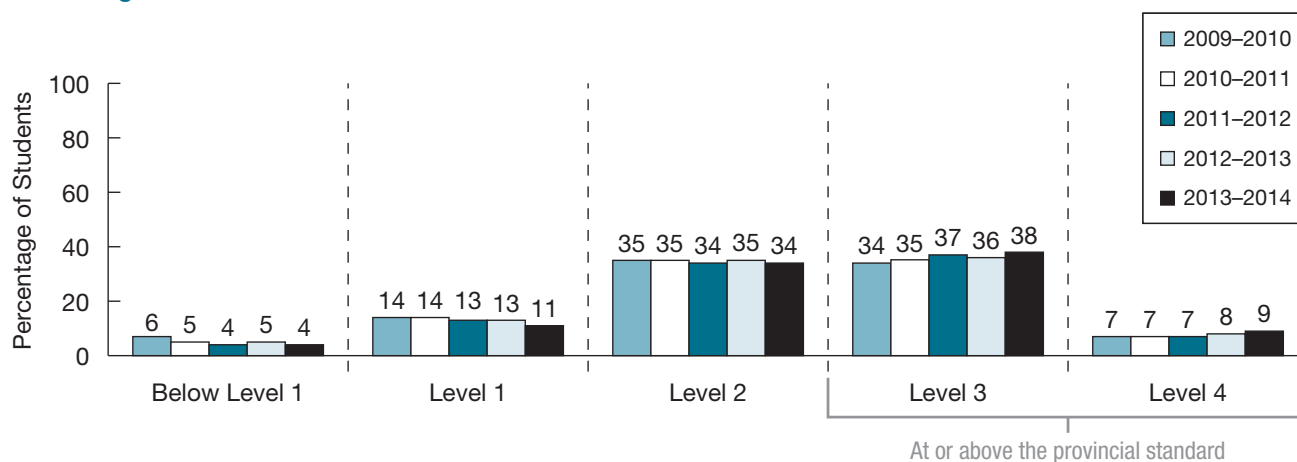
- A** Of the 55 265 students who met the provincial standard in mathematics in both Grade 3 and Grade 6, 94% (51 764) met it again in Grade 9.
- B** Of the 6118 students who rose to the standard in mathematics from Grade 3 to Grade 6, 81% (4959) met it in Grade 9.
- C** Of the 10 224 students who had dropped from the standard in mathematics from Grade 3 to Grade 6, 68% (6911) met it in Grade 9.
- D** Of the 7663 students who had not met the provincial standard in mathematics in Grade 3 and had not met it in Grade 6, 51% (3946) met it in Grade 9.

APPLIED COURSE

Results for All Students Over Time[†]

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 47 566	# = 44 095	# = 41 799	# = 39 881	# = 38 181
Level 4	7%	7%	7%	8%	9%
Level 3	34%	35%	37%	36%	38%
Level 2	35%	35%	34%	35%	34%
Level 1	14%	14%	13%	13%	11%
Below Level 1	6%	5%	4%	5%	4%
No Data	5%	5%	5%	4%	4%
At or Above the Provincial Standard [‡]	40%	42%	44%	44%	47%

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 seven percentage points, from 40% to 47%.
- In 2013–2014, the percentage of students in applied mathematics performing at or above the provincial standard increased by three percentage points from the previous year's.

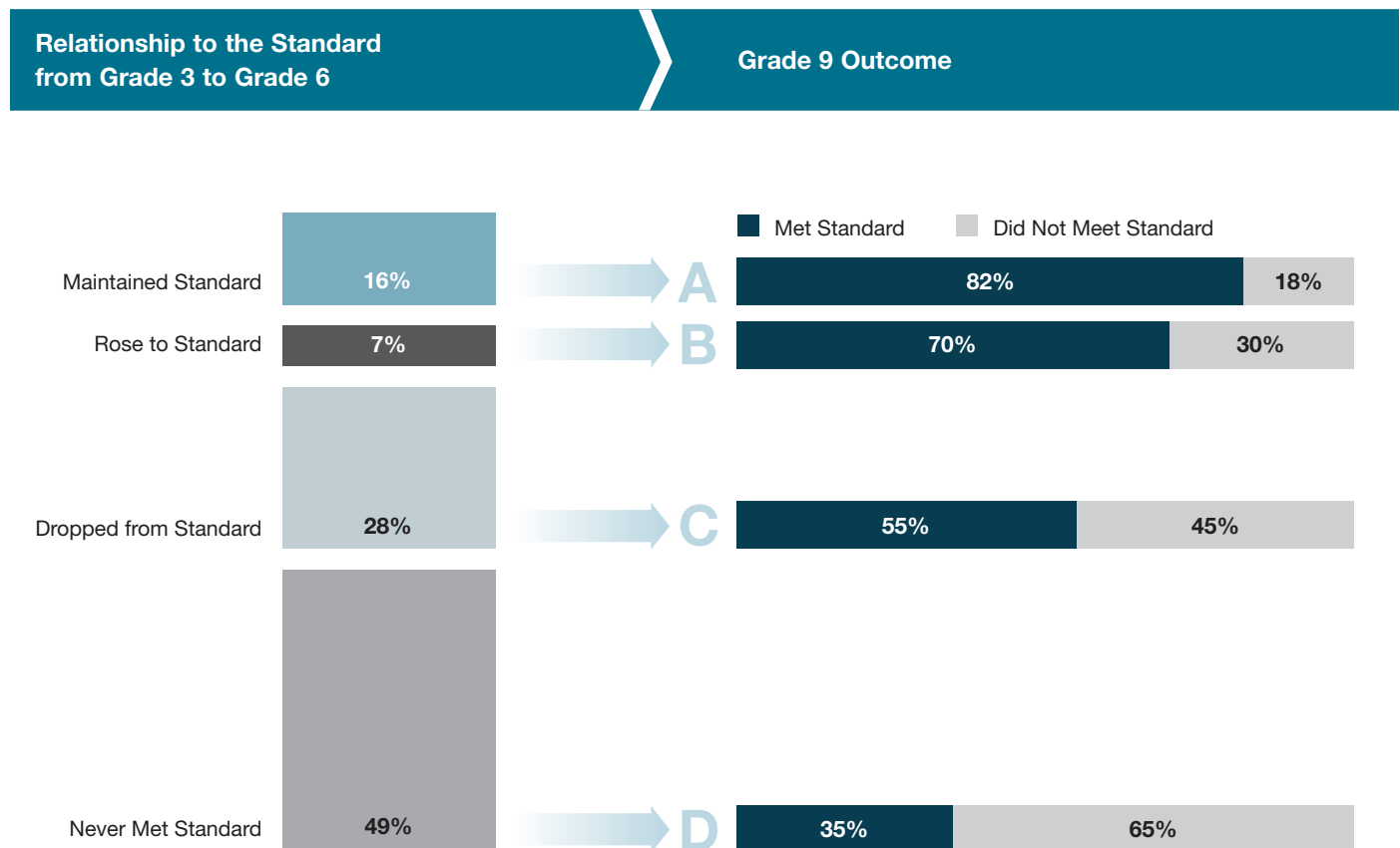
TRACKING PROGRESS IN MATHEMATICS FROM GRADE 3 THROUGH GRADE 6 TO GRADE 9

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, 8% enrolled in the applied course in Grade 9. Of the students who achieved below the provincial standard in both Grade 3 and Grade 6, 64% 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: 28 240

- A** Of the 4588 students who met the provincial standard in mathematics in both Grade 3 and Grade 6, 82% (3769) met it again in Grade 9.
- B** Of the 1921 students who rose to the standard in mathematics from Grade 3 to Grade 6, 70% (1338) met it in Grade 9.
- C** Of the 8020 students who had dropped from the standard in mathematics from Grade 3 to Grade 6, 55% (4409) met it in Grade 9.
- D** Of the 13 711 students who had not met the provincial standard in mathematics in Grade 3 and had not met it in Grade 6, 35% (4796) 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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
All students	# = 101 268	# = 99 278	# = 97 741	# = 97 158	# = 95 914
GENDER*					
Female	51%	51%	51%	51%	51%
Male	49%	49%	49%	49%	49%
STUDENT STATUS*					
English language learners†	4%	4%	5%	6%	6%
Students with special education needs (excluding gifted)†	5%	5%	5%	6%	6%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡§					
Speak only or mostly English	75%	63%	72%	72%	72%
Speak another language (or other languages) as often as English	15%	15%	16%	16%	16%
Speak only or mostly another language (or other languages)	9%	9%	8%	9%	9%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	34%	35%	38%	37%	36%
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.

§ Because of missing or ambiguous responses, percentages may not add up to 100.

Observations

- Over the past five years, the demographic information for this cohort has remained relatively stable overall. However, the percentage of students who reported speaking only or mostly English at home has decreased by three percentage points, 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 2014 administrations of the Grade 9 Assessment of Mathematics. For the full Teacher Questionnaire results for the province (available September 24, 2014), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	Female					Male				
Students who completed the questionnaire	# = 50 038	# = 48 047	# = 46 239	# = 46 008	# = 44 893	# = 47 099	# = 45 210	# = 43 475	# = 42 874	# = 42 145

STUDENT ATTITUDES TOWARD MATHEMATICS

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

I like mathematics.	49%	46%	50%	50%	50%	61%	57%	62%	62%	62%
I am good at mathematics.	46%	46%	50%	49%	49%	61%	60%	63%	63%	62%
I am able to answer difficult mathematics questions.	n/a	33%	38%	38%	38%	n/a	51%	57%	56%	55%
Mathematics is one of my favourite subjects.	n/a	31%	34%	34%	34%	n/a	41%	45%	45%	45%
I understand most of the mathematics I am taught.	70%	70%	72%	72%	72%	76%	75%	78%	78%	77%
Mathematics is an easy subject.	23%	23%	26%	25%	25%	34%	34%	37%	37%	35%
I do my best in mathematics class.‡	n/a	86%	88%	89%	72%	n/a	77%	79%	81%	67%
The mathematics I learn now is useful for everyday life.§	31%	35%	35%	32%	29%	40%	43%	44%	42%	40%
The mathematics I learn now helps me do work in other subjects.	n/a	54%	56%	54%	53%	n/a	57%	59%	58%	57%
I need to do well in mathematics to study what I want later.	n/a	60%	62%	61%	60%	n/a	65%	68%	68%	66%
I need to keep taking mathematics for the kind of job I want after I leave school.	53%	54%	56%	55%	55%	59%	60%	62%	63%	61%

* 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 2013–2014.

§ Please note that this item changed slightly in 2010–2011.

n/a: This item was added in 2010–2011.

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 do my best in mathematics class.”
- Over the past four 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 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)

	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2009– 2010	2010– 2011	2011– 2012	2012– 2013	2013– 2014
	Female					Male				
Students who completed the questionnaire	# = 50 038	# = 48 047	# = 46 239	# = 46 008	# = 44 893	# = 47 099	# = 45 210	# = 43 475	# = 42 874	# = 42 145

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%	1%	1%	1%	1%	4%	2%	2%	2%	2%
Never or almost never	9%	5%	4%	4%	4%	16%	10%	9%	8%	7%
Sometimes	22%	21%	19%	18%	18%	26%	27%	26%	25%	25%
Often	40%	36%	38%	38%	38%	38%	35%	37%	38%	38%
Always	28%	31%	36%	37%	38%	19%	21%	24%	25%	25%

* Because of missing or ambiguous responses, percentages may not add up to 100.

† Please note that this question changed slightly in 2010–2011.

Observations

- Over the past five years,
 - 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	2013–2014	2010–2011	2011–2012	2012–2013	2013–2014
	Female				Male			
Students who completed the questionnaire	# = 48 047	# = 46 239	# = 46 008	# = 44 893	# = 45 210	# = 43 475	# = 42 874	# = 42 145

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%	63%	75%	78%	78%	77%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	66%	69%	69%	68%	69%	73%	74%	73%
Linear relations (e.g., scatter plots, lines of best fit)	48%	54%	53%	54%	61%	68%	67%	66%
Analytic geometry (e.g., slope, y-intercept, equations of lines)	52%	57%	57%	58%	61%	66%	66%	66%
Measurement (e.g., perimeter, area, volume)	74%	76%	77%	78%	80%	84%	85%	84%
Geometry (e.g., angles, parallel lines)	65%	67%	66%	66%	74%	76%	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%	44%	50%	50%	50%	50%
I check my mathematics answers to see if they make sense.	75%	74%	75%	76%	68%	69%	71%	72%
I apply new mathematics concepts to real-life problems.	21%	21%	20%	20%	32%	33%	31%	31%
I take time to discuss my mathematics assignments with my classmates.	33%	35%	38%	39%	31%	34%	35%	37%
I look for more than one way to solve mathematics problems.	39%	43%	43%	44%	48%	51%	52%	52%

* These questions were asked for the first time in 2010–2011.

† 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 four 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. The larger differences between the percentages of female and male students have been for the strands Number Sense, Linear Relations and Geometry.
- Over the past four years,
 - 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	2013–2014	2010–2011	2011–2012	2012–2013	2013–2014
	Female				Male			
Students who completed the questionnaire	# = 48 047	# = 46 239	# = 46 008	# = 44 893	# = 45 210	# = 43 475	# = 42 874	# = 42 145
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%	35%	18%	20%	19%	18%
Use the Internet	76%	79%	82%	84%	70%	77%	78%	79%
Play video games	5%	6%	6%	7%	36%	37%	39%	39%
Participate in sports or other physical activities	31%	34%	33%	33%	43%	50%	47%	48%
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%	50%	33%	36%	33%	32%
Participate in other clubs or organizations	35%	40%	38%	39%	35%	39%	37%	38%
Work at a paid job	15%	17%	17%	16%	21%	21%	20%	21%
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%	74%	58%	65%	64%	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%	60%	51%	59%	59%	60%
3 schools/4 schools	27%	29%	29%	28%	29%	30%	30%	29%
5 or more schools	7%	8%	8%	8%	7%	8%	8%	7%

* These questions were asked for the first time in 2010–2011.

† The other response options were “never,” “1 or 2 times a month,” and “1 to 3 times a week.”

‡ 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.”

**Because of missing or ambiguous responses, percentages may not add up to 100.

Observations

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

- Over the past four 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 four 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, and a larger percentage of female than male students have reported participating in art, music or drama activities.

Volunteering

- Over the past four 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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 2864	# = 2705	# = 2640	# = 2577	# = 2495
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	63%	67%	70%	66%	67%
Communicate with parents and guardians about student achievement	28%	33%	33%	30%	30%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	65%	71%	73%	69%	69%
Inform planning of their Grade 9 mathematics instructional program	47%	63%	66%	64%	63%
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	79%	81%	80%	81%
Independently:					
To show samples of student responses to students†	81%	74%	77%	75%	77%
To help students understand how questions and tasks relate to mathematics curriculum expectations	76%	74%	74%	72%	73%
To communicate with parents and guardians about curriculum expectations	21%	31%	30%	27%	29%

* The wording and format of this question changed slightly in 2010–2011.

† This item was reworded in 2010–2011, but the meaning remains the same as in previous years.

n/a: This item was added in 2010–2011.

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 remained relatively stable except in the case of “Inform planning of their Grade 9 mathematics instructional program,” for which the percentages have increased. Over the past four years, all percentages have been relatively stable.
 - 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 reported having used the sample student assessments and scoring guides to communicate with parents and guardians about curriculum expectations has increased, although the percentages are still relatively low.

Teacher Questionnaire Results Over Time (continued)

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 2864	# = 2705	# = 2640	# = 2577	# = 2495
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)	62%	50%	53%	54%	56%
Solve open-ended problems	48%	38%	41%	42%	42%
Work collaboratively to solve problems	63%	48%	51%	52%	51%
Discuss mathematical ideas and relationships	80%	62%	65%	66%	67%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	45%	27%	29%	30%	29%
Explain the reasoning behind their answers	83%	75%	77%	79%	78%
Write solutions using mathematical language and symbols	91%	90%	91%	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%	97%
Graphing calculator		48%	46%	44%	39%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		24%	26%	27%	26%
The Internet (e.g., to access statistics or other sources of mathematical information)		21%	26%	30%	33%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)		36%	38%	37%	36%
Measuring device (e.g., ruler, metre stick, protractor)		75%	77%	78%	77%
Presentation technology (e.g., interactive white board, LCD projector)		55%	66%	71%	78%

* The wording and format of this question changed slightly in 2010–2011.

† In 2009–2010, 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 2010–2011, 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 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 except for the last activity, the percentage for which has remained high and relatively stable.
- Over the past four years, the percentages of teachers who indicated that they sometimes or frequently had had the majority of their students use 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	2013–2014	2010–2011	2011–2012	2012–2013	2013–2014
	Female				Male			
Students who completed the questionnaire*	# = 48 047	# = 46 239	# = 46 008	# = 44 893	# = 45 210	# = 43 475	# = 42 874	# = 42 145
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%	71%	54%	68%	66%	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%	79%	72%	75%	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.”

§ The 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

2013–2014: Females: # = 32 030; Males: # = 27 854

	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 2705	# = 2640	# = 2577	# = 2495
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%	98%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*				
1–5%	32%	28%	27%	27%
6–10%	51%	53%	53%	51%
11–15%	11%	10%	11%	14%
16–20%	3%	3%	3%	4%
21–25%	<1%	<1%	<1%	<1%
26–30%	1%	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%	90%

* The 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

2013–2014: # = 2438

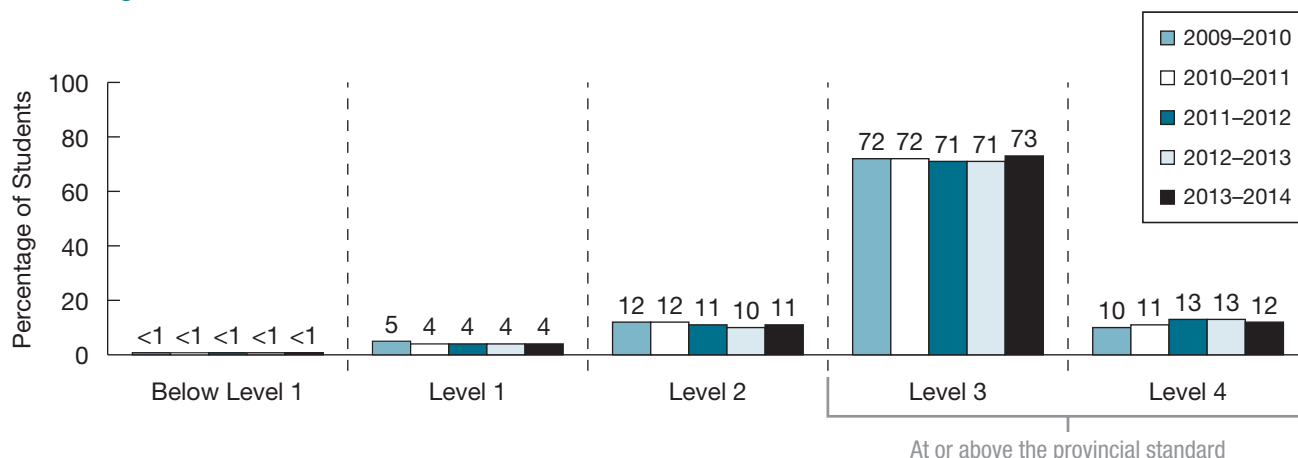
Grade 9 Academic Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time^{*†}

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 101 268	# = 99 278	# = 97 741	# = 97 158	# = 95 914
Level 4	10%	11%	13%	13%	12%
Level 3	72%	72%	71%	71%	73%
Level 2	12%	12%	11%	10%	11%
Level 1	5%	4%	4%	4%	4%
Below Level 1	<1%	<1%	<1%	<1%	<1%
No Data	1%	1%	1%	1%	1%
At or Above the Provincial Standard [‡]	82%	83%	84%	84%	85%

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 who performed at or above the provincial standard has increased by three percentage points, from 82% to 85%.
- In 2013–2014, there was a slight increase (of one percentage point) from the previous year's percentage of students performing at or above the provincial standard.

RESULTS BY GENDER*

Results for Female and Male Students Over Time†

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	Female					Male				
	# = 51 972	# = 50 814	# = 50 134	# = 49 986	# = 49 157	# = 49 296	# = 48 464	# = 47 607	# = 47 171	# = 46 757
Level 4	9%	10%	12%	12%	11%	11%	11%	13%	14%	13%
Level 3	72%	72%	70%	72%	73%	72%	73%	72%	71%	73%
Level 2	13%	12%	12%	11%	12%	11%	11%	10%	10%	10%
Level 1	5%	4%	5%	4%	4%	4%	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‡	81%	82%	83%	84%	84%	83%	84%	85%	85%	86%

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

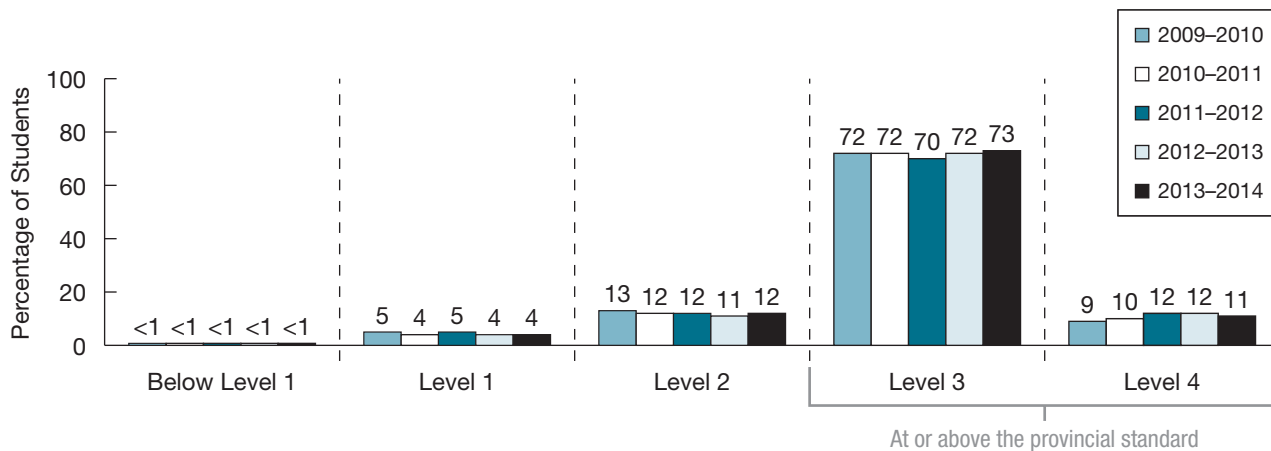
† Because percentages in tables are rounded, they may not add up to 100.

‡ 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.

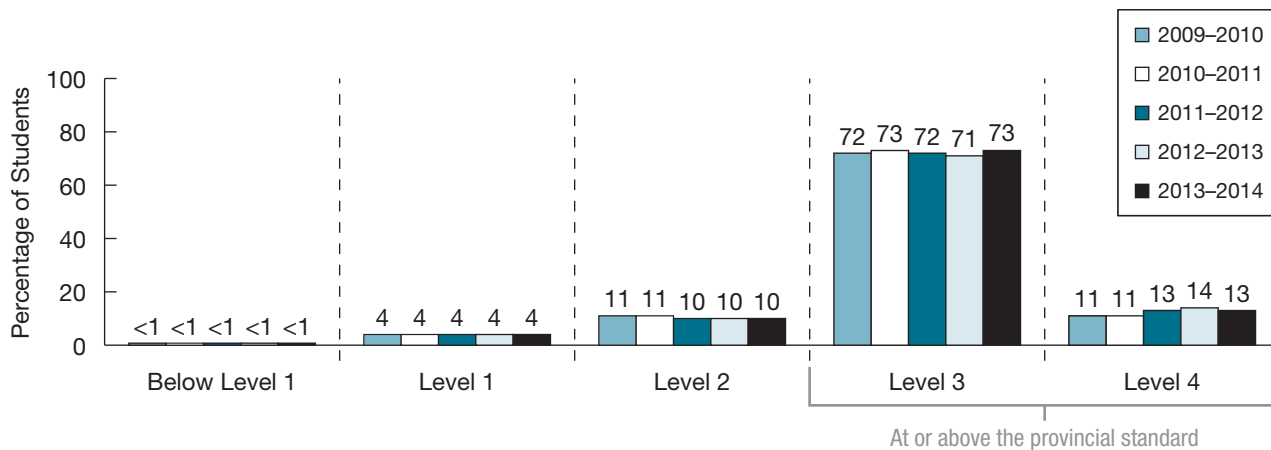
Observations

- Over the past five years, the percentages of female and male students who performed at or above the provincial standard have increased by three percentage points to 84% and to 86%, respectively.
- Since 2009–2010, the percentage of male students performing at or above the provincial standard has been slightly greater than that of female students.

Percentage of Female Students at Each Level Over Time*



Percentage of Male Students at Each Level Over Time*



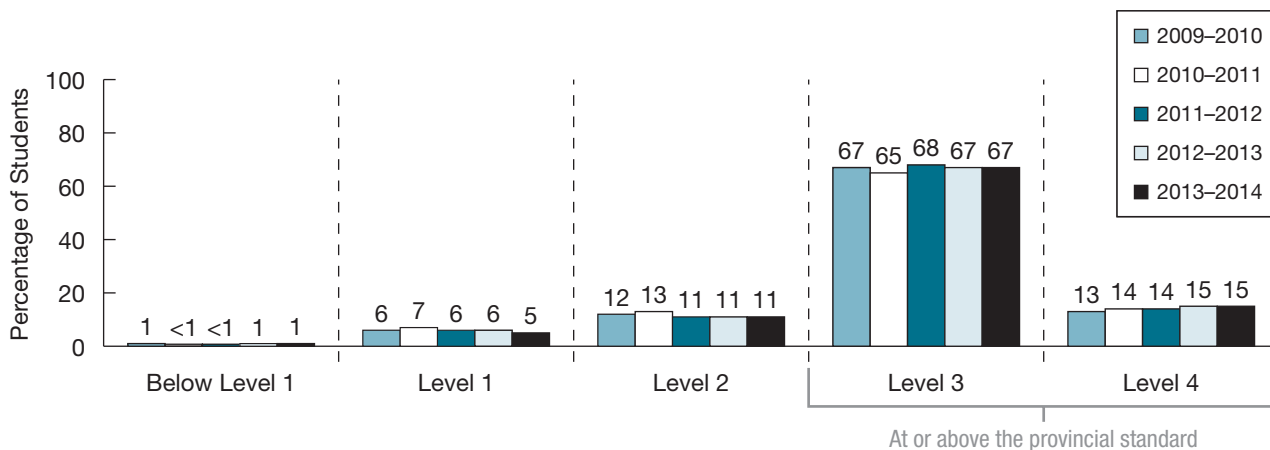
* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

RESULTS BY STUDENT STATUS

Results for All English Language Learners Over Time*†

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 3826	# = 4069	# = 5314	# = 6127	# = 6137
Level 4	13%	14%	14%	15%	15%
Level 3	67%	65%	68%	67%	67%
Level 2	12%	13%	11%	11%	11%
Level 1	6%	7%	6%	6%	5%
Below Level 1	1%	<1%	<1%	1%	1%
No Data	1%	1%	1%	1%	1%
At or Above the Provincial Standard‡	79%	79%	81%	81%	82%

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.

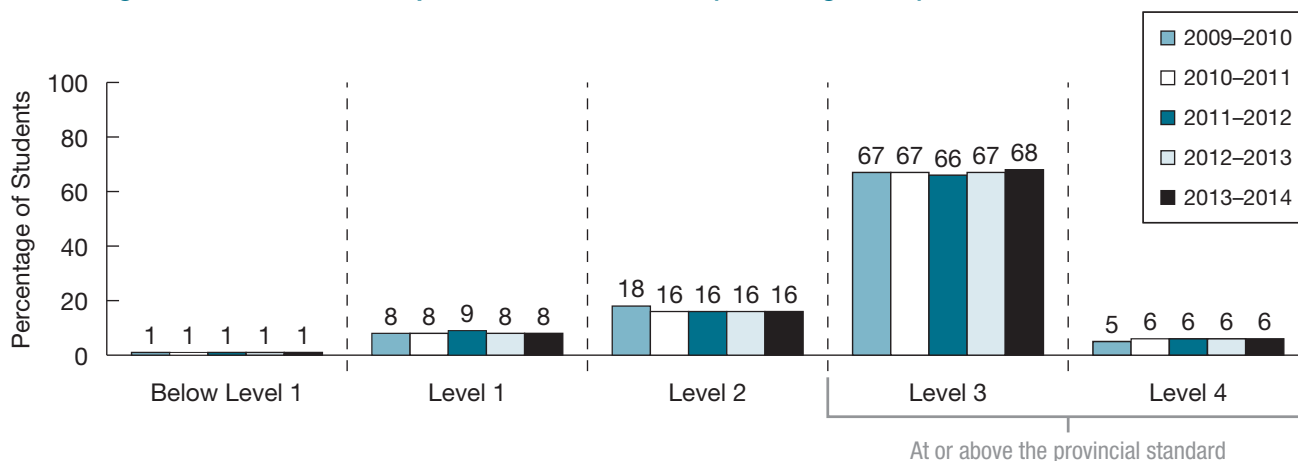
Observations

- The percentage of students who performed at or above the provincial standard has increased by three percentage points, from 79% to 82%, over the past five years, and by one percentage point since 2012–2013.

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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 5090	# = 5354	# = 5374	# = 5747	# = 5969
Level 4	5%	6%	6%	6%	6%
Level 3	67%	67%	66%	67%	68%
Level 2	18%	16%	16%	16%	16%
Level 1	8%	8%	9%	8%	8%
Below Level 1	1%	1%	1%	1%	1%
No Data	2%	2%	2%	2%	1%
At or Above the Provincial Standard‡	72%	73%	72%	73%	74%

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

- The percentage of students performing at or above the provincial standard has increased by two percentage points, from 72% to 74%, over the past five years, and by one percentage point since 2012–2013.

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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
All students	# = 47 566	# = 44 095	# = 41 799	# = 39 881	# = 38 181
GENDER*					
Female	45%	45%	44%	44%	44%
Male	55%	55%	56%	56%	56%
STUDENT STATUS*					
English language learners†	6%	7%	8%	8%	8%
Students with special education needs (excluding gifted)†	32%	33%	34%	36%	37%
LANGUAGE SPOKEN AT HOME BY THE STUDENT‡§					
Speak only or mostly English	81%	70%	78%	79%	78%
Speak another language (or other languages) as often as English	12%	13%	13%	13%	13%
Speak only or mostly another language (or other languages)	7%	8%	6%	6%	6%
STUDENT MOBILITY‡					
Attended three or more elementary schools from kindergarten to Grade 8	39%	41%	43%	42%	41%
PARTICIPATION IN THE ASSESSMENT					
Students participating in the assessment	95%	95%	95%	96%	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.

§ Because of missing or ambiguous responses, percentages may not add up to 100.

Observations

- Over the past five years, the demographics of this cohort have remained relatively stable overall. However,
 - the percentage of students with special education needs has increased by five percentage points (to 37%).
 - the percentage of students who reported speaking only or mostly English at home has decreased from 81% to 78%.

The following tables provide results from a sample of items from the questionnaires completed by students and teachers during the 2014 administrations of the Grade 9 Assessment of Mathematics. For the full Teacher Questionnaire results for the province (available September 24, 2014), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results Over Time*

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	Female					Male				
Students who completed the questionnaire	# = 19 459	# = 17 306	# = 15 765	# = 15 120	# = 14 068	# = 23 742	# = 20 294	# = 19 468	# = 18 582	# = 17 911

STUDENT ATTITUDES TOWARD MATHEMATICS

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

I like mathematics.	30%	28%	28%	27%	30%	43%	37%	40%	40%	41%
I am good at mathematics.	28%	28%	28%	27%	29%	44%	42%	43%	41%	43%
I am able to answer difficult mathematics questions.	n/a	15%	16%	15%	16%	n/a	30%	30%	29%	31%
Mathematics is one of my favourite subjects.	n/a	17%	18%	17%	18%	n/a	24%	25%	25%	25%
I understand most of the mathematics I am taught.	60%	58%	59%	57%	59%	68%	64%	66%	65%	65%
Mathematics is an easy subject.	17%	15%	15%	14%	15%	27%	25%	25%	24%	24%
I try to do my best in mathematics class.‡	n/a	80%	82%	84%	68%	n/a	73%	75%	76%	63%
The mathematics I learn now is useful for everyday life.§	38%	38%	36%	33%	31%	44%	44%	43%	42%	40%
The mathematics I learn now helps me do work in other subjects.	n/a	46%	45%	43%	43%	n/a	46%	48%	47%	47%
I need to do well in mathematics to study what I want later.	n/a	48%	48%	48%	46%	n/a	51%	52%	53%	52%
I need to keep taking mathematics for the kind of job I want after I leave school.	40%	41%	41%	41%	40%	46%	45%	47%	48%	46%

* 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 2010–2011.

n/a: This item was added in 2010–2011.

‡ Please note that this item changed slightly in 2013–2014.

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 “I do my best in mathematics class.”
 - there has been a decrease in the percentages of students who indicated that the mathematics they learn now is useful for everyday life.
 - the percentages of students who indicated that they agree or strongly agree with the other statements above have remained relatively stable.
- Over the past four 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)

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	Female					Male				
Students who completed the questionnaire	# = 19 459	# = 17 306	# = 15 765	# = 15 120	# = 14 068	# = 23 742	# = 20 294	# = 19 468	# = 18 582	# = 17 911

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.	19%	10%	11%	11%	9%	22%	11%	11%	12%	10%
Never or almost never	13%	9%	7%	7%	7%	18%	13%	10%	10%	9%
Sometimes	31%	27%	26%	26%	27%	32%	29%	29%	29%	29%
Often	37%	30%	33%	33%	34%	34%	28%	32%	31%	33%
Always	18%	18%	21%	21%	22%	14%	14%	14%	15%	16%

* Because of missing or ambiguous responses, percentages may not add up to 100.

† Please note that this question changed slightly in 2010–2011.

Observations

- Over the past five years,
 - the percentages of students who indicated that they are not usually assigned any mathematics homework have decreased substantially.
 - the percentages of students who indicated that they always complete their mathematics homework have increased but remain low.
 - a larger percentage of female than male students have indicated that they always complete their homework.

Student Questionnaire Results Over Time (continued)

	2010– 2011	2011– 2012	2012– 2013	2013– 2014	2010– 2011	2011– 2012	2012– 2013	2013– 2014
	Female				Male			
Students who completed the questionnaire	# = 17 306	# = 15 765	# = 15 120	# = 14 068	# = 20 924	# = 19 468	# = 18 582	# = 17 911
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%	39%	52%	53%	53%	54%
Algebra (e.g., solving equations, simplifying expressions with polynomials)	43%	42%	41%	43%	49%	48%	49%	49%
Linear relations (e.g., scatter plots, lines of best fit)	57%	58%	54%	55%	63%	65%	64%	65%
Measurement (e.g., perimeter, area, volume)	62%	64%	64%	66%	68%	70%	71%	71%
Geometry (e.g., angles, parallel lines)	38%	40%	41%	41%	52%	53%	54%	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%	25%	37%	32%	32%	32%
I check my mathematics answers to see if they make sense.	60%	58%	60%	62%	55%	57%	59%	59%
I apply new mathematics concepts to real-life problems.	18%	18%	16%	17%	28%	28%	27%	27%
I take time to discuss my mathematics assignments with my classmates.	21%	22%	23%	23%	24%	23%	24%	24%
I look for more than one way to solve mathematics problems.	35%	38%	38%	39%	41%	46%	46%	45%

* These questions were asked for the first time in 2010–2011.

† 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 four 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 reported 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.”
 - a larger percentage of female than male students have indicated that they often or very often checked their answers to see if they make sense.

Student Questionnaire Results Over Time (continued)

	2010–2011	2011–2012	2012–2013	2013–2014	2010–2011	2011–2012	2012–2013	2013–2014
	Female				Male			
Students who completed the questionnaire	# = 17 306	# = 15 765	# = 15 120	# = 14 068	# = 20 294	# = 19 468	# = 18 582	# = 17 911
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%	27%	12%	13%	14%	13%
Use the Internet	71%	75%	78%	81%	60%	68%	70%	71%
Play video games	9%	9%	10%	11%	39%	42%	43%	43%
Participate in sports or other physical activities	23%	26%	26%	24%	38%	44%	43%	41%
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%	42%	28%	31%	29%	27%
Participate in other clubs or organizations	22%	26%	25%	25%	28%	29%	27%	28%
Work at a paid job	17%	18%	17%	17%	27%	25%	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%	62%	52%	55%	56%	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%	56%	51%	56%	55%	57%
3 schools/4 schools	30%	32%	31%	30%	30%	30%	31%	30%
5 or more schools	11%	12%	12%	11%	10%	11%	11%	10%

* These questions were asked for the first time in 2010–2011.

† The other response options were “never,” “1 or 2 times a month,” and “1 to 3 times a week.”

‡ 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.”

**Because of missing or ambiguous responses, percentages may not add up to 100.

Observations

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

- Over the past four years, 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 four 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 four 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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 1989	# = 1754	# = 1753	# = 1619	# = 1531
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	62%	70%	71%	67%	69%
Communicate with parents and guardians about student achievement	25%	29%	31%	28%	31%
Identify areas of strength and areas for improvement in Grade 9 mathematics instructional programs	65%	74%	74%	70%	72%
Inform planning of their Grade 9 mathematics instructional program	47%	68%	70%	65%	69%
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	81%	83%	81%	83%
Independently:					
To show samples of student responses to students†	79%	69%	74%	70%	73%
To help students understand how questions and tasks relate to mathematics curriculum expectations	74%	72%	74%	71%	73%
To communicate with parents and guardians about curriculum expectations	19%	27%	28%	27%	31%

* The wording and format of this question changed slightly in 2010–2011.

† This item was reworded in 2010–2011, but the meaning remains the same as in previous years.

n/a: This item was added in 2010–2011.

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.
 - 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 used the sample student assessments and scoring guides to communicate with parents and guardians about curriculum expectations has increased and stabilized but is still low.

Teacher Questionnaire Results Over Time (continued)

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 1989	# = 1754	# = 1753	# = 1619	# = 1531
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)	56%	44%	49%	48%	53%
Solve open-ended problems	42%	33%	35%	35%	36%
Work collaboratively to solve problems	61%	47%	49%	51%	51%
Discuss mathematical ideas and relationships	72%	52%	56%	55%	59%
Conduct mathematical investigations (e.g., to demonstrate the inquiry process)	40%	24%	26%	24%	27%
Explain the reasoning behind their answers	75%	67%	70%	70%	71%
Write solutions using mathematical language and symbols	85%	82%	84%	85%	86%
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%	98%
Graphing calculator		35%	33%	31%	30%
Computer software (e.g., spreadsheet, statistical, dynamic geometry or graphing software)		25%	27%	26%	27%
The Internet (e.g., to access statistics or other sources of mathematical information)		26%	30%	35%	37%
Concrete manipulative (e.g., geoboard, algebra tiles, connecting cubes)		62%	61%	62%	62%
Measuring device (e.g., ruler, metre stick, protractor)		85%	85%	85%	84%
Presentation technology (e.g., interactive white board, LCD projector)		65%	73%	75%	81%

* The wording and format of this question changed slightly in 2010–2011.

† In 2009–2010, 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 2010–2011, 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 high and relatively stable.
- Over the past four years, more than one-quarter of teachers have indicated that they had frequently or sometimes had the majority of their students use computer software in class; the percentage of teachers who have asked their students to use Internet in class has increased to 37%; the percentage of teachers who indicated that they had had students use presentation technology such as an interactive white board has increased to 81%.

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	2013–2014	2010–2011	2011–2012	2012–2013	2013–2014
	Female				Male			
Students who completed the questionnaire*	# = 17 306	# = 15 765	# = 15 120	# = 14 068	# = 20 924	# = 19 468	# = 18 582	# = 17 911
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%	48%	37%	42%	42%	43%
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%	76%	70%	73%	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."

§ The 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

2013–2014: Females: # = 6707; Males: # = 7724

	2010–2011	2011–2012	2012–2013	2013–2014
Teachers who completed the questionnaire	# = 1754	# = 1753	# = 1619	# = 1531
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%	96%
Percentage of teachers indicating how much the assessment will count as part of their students' class marks:*				
1–5%	31%	28%	27%	26%
6–10%	49%	49%	49%	47%
11–15%	12%	13%	14%	19%
16–20%	3%	4%	3%	4%
21–25%	<1%	<1%	1%	1%
26–30%	1%	1%	2%	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:*	83%	85%	87%	85%

* The 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

2013–2014: # = 1472

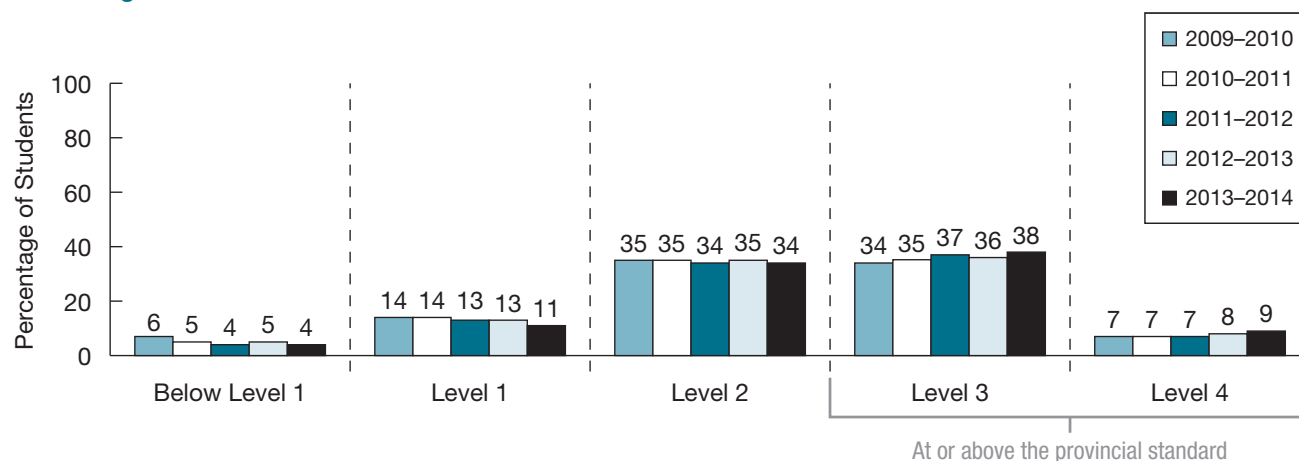
Grade 9 Applied Mathematics Course: Achievement Results

RESULTS FOR ALL STUDENTS

Results for All Students Over Time^{*†}

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 47 566	# = 44 095	# = 41 799	# = 39 881	# = 38 181
Level 4	7%	7%	7%	8%	9%
Level 3	34%	35%	37%	36%	38%
Level 2	35%	35%	34%	35%	34%
Level 1	14%	14%	13%	13%	11%
Below Level 1	6%	5%	4%	5%	4%
No Data	5%	5%	5%	4%	4%
At or Above the Provincial Standard [‡]	40%	42%	44%	44%	47%

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 who performed at or above the provincial standard has increased by seven percentage points, from 40% to 47%.
 - the percentage of students who achieved a Level 3 has increased by four percentage points, and the percentage of students who achieved a Level 1 has decreased by three percentage points.
- In 2013–2014, the percentage of students performing at or above the provincial standard in applied mathematics increased by three percentage points from the previous year's.

RESULTS BY GENDER*

Results for Female and Male Students Over Time†

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	Female					Male				
	# = 21 262	# = 19 721	# = 18 563	# = 17 695	# = 16 662	# = 26 304	# = 24 374	# = 23 236	# = 22 181	# = 21 519
Level 4	5%	5%	6%	7%	8%	8%	8%	8%	9%	10%
Level 3	31%	33%	35%	34%	37%	36%	36%	38%	37%	39%
Level 2	37%	37%	36%	37%	36%	33%	34%	32%	33%	33%
Level 1	16%	15%	14%	14%	12%	12%	13%	12%	12%	11%
Below Level 1	6%	5%	4%	4%	4%	5%	5%	4%	5%	4%
No Data	5%	5%	5%	4%	4%	5%	5%	5%	4%	4%
At or Above the Provincial Standard‡	36%	39%	42%	41%	45%	44%	44%	47%	46%	49%

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

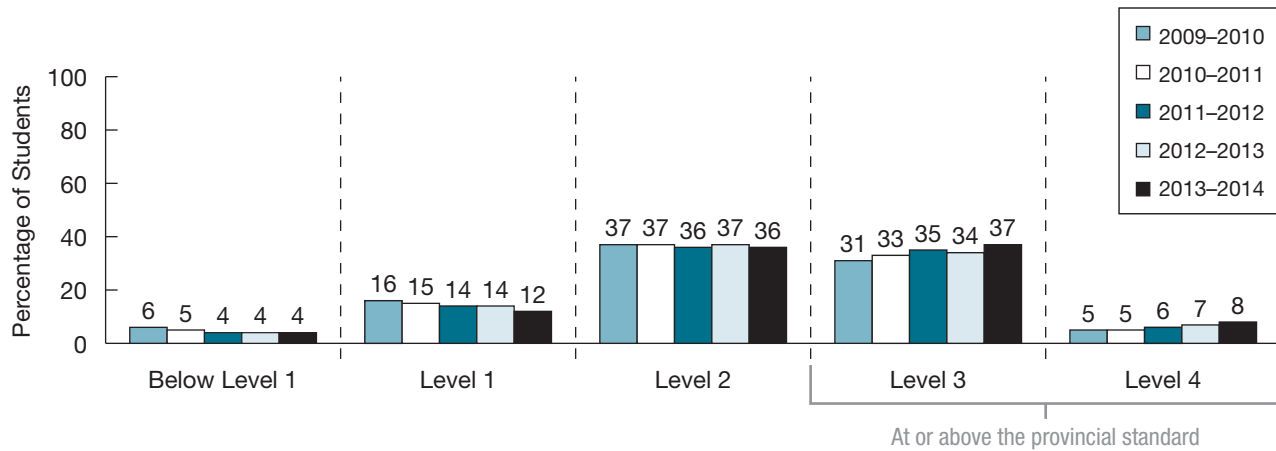
† Because percentages in tables are rounded, they may not add up to 100.

‡ 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.

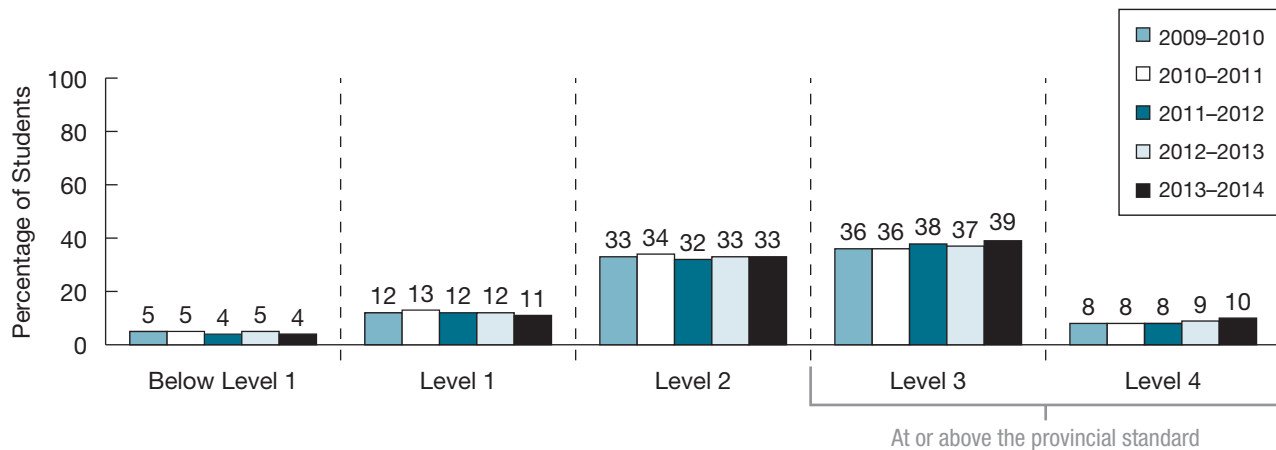
Observations

- Over the past five years,
 - the percentages of female and male students who performed at or above the provincial standard have increased by nine and five percentage points, to 45% and 49%, respectively.
 - a larger percentage of male than female students have performed at or above the provincial standard.
- The gap between male and female students has remained around five percentage points during the past four years; it is now four percentage points lower than in 2009–2010.

Percentage of Female Students at Each Level Over Time*



Percentage of Male Students at Each Level Over Time*



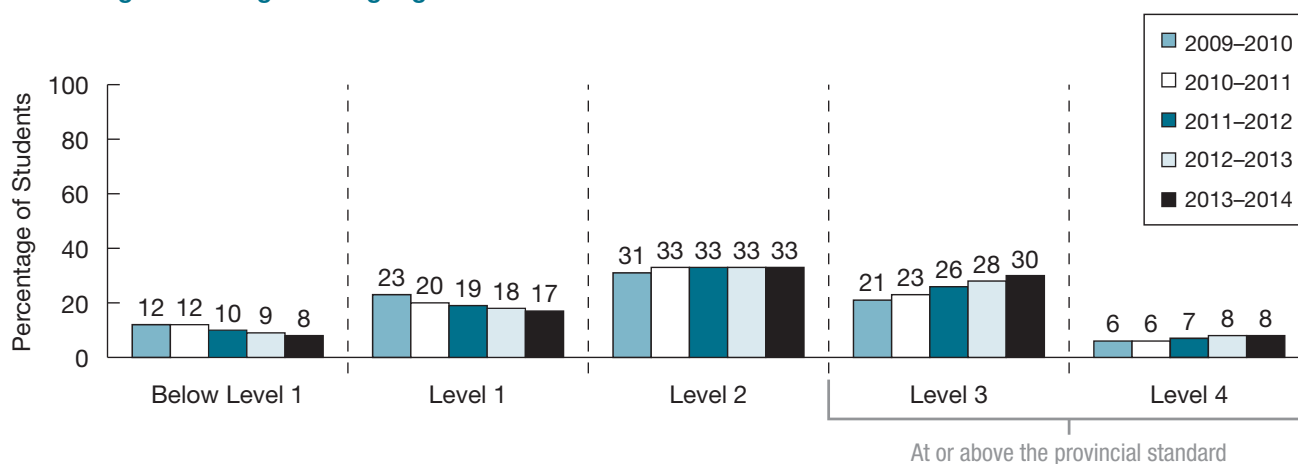
* Because percentages in graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

RESULTS BY STUDENT STATUS

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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 2857	# = 2894	# = 3176	# = 3173	# = 3115
Level 4	6%	6%	7%	8%	8%
Level 3	21%	23%	26%	28%	30%
Level 2	31%	33%	33%	33%	33%
Level 1	23%	20%	19%	18%	17%
Below Level 1	12%	12%	10%	9%	8%
No Data	7%	6%	5%	5%	4%
At or Above the Provincial Standard [‡]	27%	29%	33%	35%	38%

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.

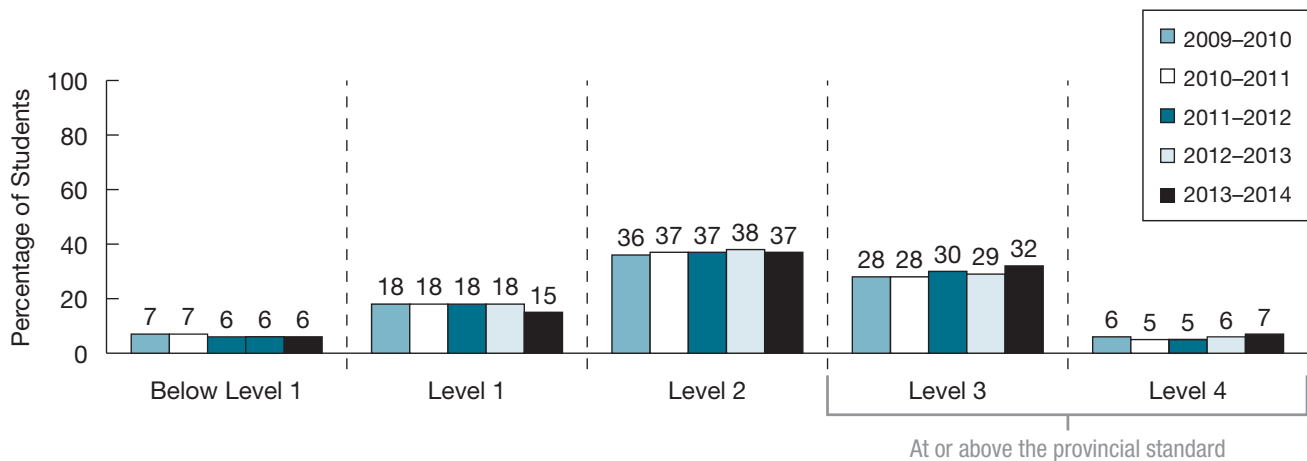
‡ These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Observations

- Over the past five years,
 - the percentage of students who performed at or above the provincial standard has been increasing (from 27% to 38%, an 11-percentage-point increase).
 - the percentage of students who achieved a Level 3 has increased by nine percentage points, and the percentage who achieved a Level 1 has decreased by six percentage points.
- In 2013–2014, the percentage of students performing at or above the provincial standard increased by three percentage points (to 38%) from the previous year's.

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

	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
	# = 15 203	# = 14 436	# = 14 220	# = 14 361	# = 14 241
Level 4	6%	5%	5%	6%	7%
Level 3	28%	28%	30%	29%	32%
Level 2	36%	37%	37%	38%	37%
Level 1	18%	18%	18%	18%	15%
Below Level 1	7%	7%	6%	6%	6%
No Data	5%	4%	4%	4%	4%
At or Above the Provincial Standard†	33%	33%	35%	35%	39%

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 performing at or above the provincial standard has increased by six percentage points (from 33% to 39%).
- In 2013–2014, the percentage of students performing at or above the provincial standard increased by four percentage points from the previous year's.

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 by three percentage points, from 82% to 85%.
- In 2013–2014, there was a slight increase (of one percentage point) from the previous year's percentage of students in academic mathematics performing at or above the provincial standard.
- Over the past five years, the percentages of female and male students in academic mathematics who performed at or above the provincial standard have increased by three percentage points to 84% and to 86%, respectively.
- The percentage of English language learners in academic mathematics who performed at or above the provincial standard has increased by three percentage points, from 79% to 82%, over the past five years, and by one percentage point since 2012–2013.
- The percentage of students with special education needs taking academic mathematics performing at or above the provincial standard has increased by two percentage points, from 72% to 74%, over the past five years, and by one percentage point since 2012–2013.
- Over the past four years, the percentages of male students in academic mathematics 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.
- Over the past four years, the percentage of students in academic mathematics 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 who responded similarly to "I am good at mathematics" and "I understand most of the mathematics I am taught."

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 seven percentage points, from 40% to 47%.
- In 2013–2014, the percentage of students in applied mathematics performing at or above the provincial standard increased by three percentage points from the previous year's.
- Over the past five years, the percentages of female and male students who performed at or above the provincial standard in applied mathematics have increased by nine and five percentage points, to 45% and 49%, respectively.
- The percentage of English language learners in applied mathematics who performed at or above the provincial standard has increased by 11 percentage points, from 27% to 38%, over the past five years, and by three percentage points since 2012–2013.
- The percentage of students with special education needs taking applied mathematics performing at or above the provincial standard has increased by six percentage points, from 33% to 39%, over the past five years, and by four percentage points since 2012–2013.
- Over the past five years, there has been a decrease in the percentages of students in applied mathematics who indicated that the mathematics they learn now is useful for everyday life.
- Over the past four years, the percentages of students in applied mathematics 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."

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: School Stories—
On the Journey of Learning**

School Stories: On the Journey of Learning

OBSERVATIONS FROM THE FIELD

Over the past year, EQAO has visited a number of secondary schools throughout Ontario to learn from their effective use of evidence and the strategies they have employed to improve student achievement in mathematics. Engaging with the education community through the documentation and recognition of these successful practices allows EQAO to share insights and observations throughout the province.

To celebrate this spirit of achievement, EQAO has profiled a number of publicly funded Ontario secondary schools. Each has been identified in collaboration with its board of education because of its notable improvement in EQAO results and trends over time, its location in the province and its efforts to address challenging circumstances. School teams have shared how EQAO and other data have informed their school improvement planning and focused efforts to support student learning in numeracy. The information that we have gathered from these conversations is consistent with research on effective schools.

Common themes emerging from these visits include the following:

- Principals and teachers examine and use evidence from multiple sources, including classroom and EQAO assessments, to focus on specific student needs and to guide their instructional and assessment practices. Schools also use trends in EQAO attitude and behaviour data from the Student Questionnaires to support decision making.
- Communication and data sharing among Grades 7, 8 and 9 teachers continue to have a positive impact on the achievement of high school students as they transition to the secondary school mathematics program. There has been a strong emphasis on supporting at-risk students, along with a belief that all students can succeed.
- Student learning and engagement have improved through the innovative use of technology in the classroom. Technology has also contributed to improved assessment-for-learning practices.
- Mathematics teachers are reflective and articulate about their instructional practices and engage in professional dialogue, moderated marking and collaborative inquiry to improve overall achievement. Teachers of all disciplines are becoming increasingly aware of the value of improving students' numeracy skills.
- Secondary teachers are committed to maintaining a positive and inclusive school culture with high expectations for all. Initiatives by schools to engage parents in their children's education have resulted in an increase in parental involvement, which has had a positive impact on student success.
- The leadership of the principal and mathematics department head is important in supporting staff and student learning. Principals recognize that the expertise and dedication of teachers are the most important resources in the school.

These schools tell just a few of the many remarkable and inspiring stories across Ontario's publicly funded school system. EQAO is pleased to highlight the accomplishments of these schools and celebrate their exemplary work in mathematics.

John Fraser Secondary School

PEEL DISTRICT SCHOOL BOARD

Student population: 1400; Grades: 9–12; Principal: Mary Nanavati

John Fraser Secondary School, in Mississauga, serves 1400 students in Grades 9–12. The school is host to a regional English as a second language program that serves students who come from 40 different language backgrounds. The English language learner population has increased over the past number of years, and support is provided through positive relationships with settlement workers, who assist students and their families. Strategic timetabling, culturally diverse materials, technology and a variety of clubs are just a few of the other supports these students receive. There is strong engagement from the parent community, especially in the area of mathematics. Parents take education seriously, and many families move into the area because of John Fraser's tradition of excellence. The staff work hard to create a welcoming environment where students are included in all activities and encouraged to take leadership roles wherever possible.

John Fraser demonstrates continued success on both the academic and the applied versions of the Grade 9 Assessment of Mathematics. Examining the EQAO data over time in conjunction with board and school data, the school team identifies strengths and weaknesses and develops a school improvement plan to build on the school's strong success rates. Data are infused throughout the school culture, as teachers believe that data inform, direct and improve instructional practice. The school has been involved in four action research projects in mathematics and has used its own action research modelled on EQAO's Student Questionnaire to develop an attitudinal survey to collect data on how the students view their ability to do mathematics and how it is relevant in their lives. Examining the data gathered, the educators develop a spreadsheet and identify areas where students are struggling. This survey is conducted three times a year to monitor students' attitudes, track changes and target



Mary Nanavati (principal), Judy Mendaglio, Sherry Couttie-Griffin, Catherine Dunne

students experiencing challenges. Teachers review the results to review their daily practice and make any necessary modifications.

Ongoing collaboration with feeder schools contributes to John Fraser's success. Staff regularly meet with the Grade 8 teachers to examine Grade 6 EQAO results and other school data, and discuss the needs of each student to ensure that students will be appropriately placed in Grade 9. They also collaborate with the feeder school counsellors in "Red Flag Transition Meetings" to complete transition profiles for students at risk.

Grade 9 students are closely monitored to ensure their transition to high school is successful. Teachers use the Ontario Numeracy Resource Package three-part lesson plans based on the Grade 8 curriculum expectations to collect data for each student. They create a data wall in order to note any gaps and track the progress of each student. Teachers offer extra help through an after-school program. In it, they focus their interventions by targeting specific skills identified by diagnostic tests.

The Student Success Centre is available to all students needing assistance to catch up, work on study habits, or rescue or recover credits. Diagnostic tests are administered so teachers can design individual programs to target gaps in understanding and review key concepts. The centre has an open-door policy and students move in and out as necessary, with about 100 receiving assistance each semester. More focused intervention is available for high-risk students, as teachers meet once a month to review their progress and modify interventions as necessary.

The Grade 9 mathematics teachers collaborate daily to plan and deliver lessons that are meaningful to students. The team is focused on the creation of rich, collaborative tasks focused on the

"At John Fraser Secondary School, we are fortunate to have teachers who value data, using it to learn and set high expectations for themselves and their students. Teachers effectively use data and are willing to think outside the box, taking risks to ensure students have every opportunity to achieve success."

Mary Nanavati, Principal

“We bring mathematics alive by having students participate in activities using manipulatives that allow them to make geometry and algebra more visual so they can move from the concrete to the abstract. Students can choose their own tools to measure and collect data enhancing their learning experience.”

Judy Mendaglio, Curriculum Head, Mathematics

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	47%	41%
Male	53%	59%
Special education needs	2%	14%
English language learners	43%	48%
Speak primarily a language other than English at home	23%	23%

development of critical thinking skills. They assign open-response questions and parallel tasks aligned with learning goals and success criteria to involve students and encourage them to share ideas and determine solutions. Word walls containing mathematical language are created from these discussions. Working collaboratively, students are more engaged, asking questions and talking to each other about the learning goals and success criteria. Students develop more confidence as they discover different ways to approach a task, and they become less afraid to make mistakes as they learn there is more than one right answer to a problem. This student collaboration allows teachers to design their instruction around student thinking, which makes mathematics more relevant and interesting.

The teachers believe that if students have the opportunity to think and solve problems together, they will, and that through this collaboration they will demonstrate their ability to transfer their

learning to new activities and problems. Students working in groups are more engaged, which gives teachers the opportunity to observe, listen and assess the students and give feedback and differentiated instruction where necessary.

Judy Mendaglio, Curriculum Head, Mathematics, states: “We bring mathematics alive by having students participate in activities using manipulatives that allow them to make geometry and algebra more visual so they can move from the concrete to the abstract. Students can choose their own tools to measure and collect data enhancing their learning experience.”

Students appreciate the support and assistance provided by the teachers. A Grade 11 student states: “The teachers allow us to work in groups so we can talk about the problem and learn from each other. I did not always like mathematics but continued to take it in Grade 10, transferring from applied to academic. It is challenging, but with the help and support of my teachers, I have confidence in my ability to be successful.”

Another successful strategy at John Fraser is Project Complete. Teachers examine the mid-term reporting data and determine which students are not experiencing success. A week is dedicated to working with individual students to provide intensive support and the opportunity to complete assignments. New data are added to the data wall, as teachers track and monitor the progress of their students.

The administrative team is very supportive and hands-on. They ensure that teachers have the resources necessary to improve their daily practice continually. Principal Mary Nanavati is proud of the teachers and their commitment to the success of students. She states: “At John Fraser Secondary School, we are fortunate to have teachers who value data, using it to learn and set high expectations for themselves and their students. Teachers effectively use data and are willing to think outside the box, taking risks to ensure students have every opportunity to achieve success.”



John Fraser Secondary School

Longfields-Davidson Heights Secondary School

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

Student population: 2000; Grades: 7–12; Principal: Patsy Agard

Longfields-Davidson Heights Secondary School, in Nepean, opened in 2009 and is the first Grades 7–12 school in the Ottawa-Carleton District School Board. The school's population is made up of 700 intermediate and 1300 secondary students. It is richly diverse in language and cultural background and is expected to grow to 2500 in the next five years. Almost 65% of the students speak a language other than English at home. The school hosts a French Immersion program.

The effective use of data is crucial to the development of the learning environment at Longfields-Davidson, where the goals for school improvement planning are always based on EQAO data. Data informed the school's decision to concentrate its efforts on increasing the number of students moving from Level 1 to Level 2. Staff members were then able to use the data to identify and implement various effective strategies to address specific needs. The comprehensive plan of action begins at Grade 7, where students write a diagnostic test at the beginning of the year. The instrument is designed to identify potential areas of need and allow teachers to put appropriate supports in place as well as to design lessons to address these areas specifically. The same process is repeated at the beginning of Grade 8. Based on research that indicates that textbooks do not foster higher-level and creative thinking skills, the decision was made not to provide a math textbook to intermediate students. Teachers worked collaboratively to design lessons based closely on curriculum expectations and supported by the most appropriate resources. Through professional development, teachers have become adept at delivering three-part math lessons and providing timely and consistent feedback to students. Access to shared lessons through Google Drive, common long-range plans and a variety of

professional resources support teachers as they learn from one another.

Many other initiatives at Longfields-Davidson contribute to student success in mathematics in general as well as consistent improvement over time on the Grade 9 EQAO mathematics assessment.

Technology plays a big role, and all math teachers have class Web sites that contain useful links to practice materials. There are data and document projectors in all math classrooms, which are used as tools to engage students in the learning process. Students at both the intermediate and the secondary levels can view math instructional videos through the school Web site. Teachers post current math lessons that students can access should they require review or additional practice, or if they have missed a class. Manipulatives are also available and used throughout the math curriculum at all grade levels. Students who are experiencing difficulty and/or who have gaps in their math knowledge are provided with the opportunity to receive additional support. During lunchtime every day, a math teacher as well as many peer tutors from the Grades 10 and 11 enriched mathematics courses are available to offer help, thus maintaining the culture of support for all students.

Grade 9 students in applied and academic classes write a mid-term assessment based on EQAO content and format. The test is administered in booklets and is timed, which mirrors the actual EQAO assessment. A student interviewed indicates that having the experience of the mock test was beneficial and that it helped to alleviate some of the stress attributed to an important assessment. She said: "Because teachers spend a lot of time reviewing concepts, providing ample opportunity to practise and talk about the answers, I felt adequately prepared. The teachers are very open and always willing to help during math classes. The most important factor for me was that I know my teachers love math and like teaching it."

The Mastery Learning program used at the school allows students from Grades 9 to 11 in academic classes to test their basic mathematical skills through an electronic bank of multiple-choice questions. Students use response clickers to select their answers and are provided with immediate feedback. Teachers can then access the information to determine areas of need and plan accordingly. Student enthusiasm for and engagement in

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	54%	45%
Male	46%	55%
Special education needs	6%	50%
English language learners	17%	16%
Speak primarily a language other than English at home	8%	5%



Back row: Patsy Agard (principal)
Front row: Travis Wing, Michael Czudner, Alain Brule

“Data enhances the evidence gathered by teachers about student achievement and identifies groups of students who require targeted intervention. Data tells us that what we are doing is working and that we are achieving our goal of moving students from one level to another using a consistent approach.”

Patsy Agard, Principal

mathematics is evident in the participation of up to 180 students in more than 25 math contests throughout the year. Students are proud of their accomplishments and appreciate receiving awards of distinction, recognition and participation. Student math work is also proudly displayed in classrooms and hallways.

Communication with parents is a priority, and many opportunities are provided for parents to become involved in their child’s learning experiences. Parent math nights are offered in Grades 8 and 9 to inform parents about new initiatives, clarify misconceptions about the “new math” and ensure a shared understanding of the importance of reaching the provincial standard. Parents are also provided with the math class Web sites as an additional tool. Parents value the communication, are very supportive and share the staff’s high expectations for all students. Principal Agard indicates that a culture of trust has resulted from working with parents as a team.

With the support of administration, the math teachers work collaboratively to provide meaningful learning experiences for all students. A deliberate approach to selecting math specialist teachers has resulted in a group of teachers who demonstrate passion and commitment to mathematics and to sharing their expertise with students of all abilities. Teachers have taken

ownership of their professional development and participate in many initiatives that allow them to reflect on their practice and to determine which improvements will best serve the needs of their students. The collaborative approach has led to effective moderation sessions, close examination of data from various sources and the development of a plan that includes instructional strategies that are “necessary for some but good for all.”

Longfields-Davidson is a very busy school, where the focus is on reaching every student. Administration, staff, students and parents embrace the culture of learning and collaboration that is key to the positive school environment, and all students are encouraged to see themselves as successful learners. There is much evidence that the model in place is successful and that this is due in great part to having the right people in the right places. Teachers are knowledgeable, motivated and supportive of one another. Students are engaged, happy and want to come to school. Programs and initiatives to improve student achievement are developed on solid evidence. Principal Agard explains: “Data enhances the evidence gathered by teachers about student achievement and identifies groups of students who require targeted intervention. Data tells us that what we are doing is working and that we are achieving our goal of moving students from one level to another using a consistent approach.”



Longfields-Davidson Heights Secondary School

Sacred Heart High School

BRUCE-GREY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 671; Grades: 9–12; Principal: Greg Schnurr

In the rural community of Walkerton, Sacred Heart High School serves 671 students in Grades 9–12, with the majority who enter Grade 9 graduating from the school. The school has experienced a steady decrease in the student population over the past five years. Many of the students live in Walkerton, but 60% are bused from more than 20 towns, villages and hamlets in the area, travelling up to 50 minutes each way. The school, with support from the board, provides late busing three days a week, giving students an opportunity to participate in after-school sports and activities.

Sacred Heart has a supportive parent community that helps organize school events such as the Relay for Life for cancer. Parents have a strong connection with parishes in the area, which are focused on enhancing home-school-parish relationships. In fact, the Knights of Columbus and the Catholic Women's League fund various school activities. Students also participate in an annual mission trip to Nicaragua, with support from the whole community.

The school team analyzes over-time EQAO data as an ongoing reference point to monitor students' progress and identify their areas of strength and those needing improvement. Early in the fall, the math department chair examines the results and then meets with the teachers who taught the students to share the data and check for any discrepancies. A decline in the math scores prompted the decision to focus the improvement plan on Grade 9 applied math. The EQAO results are also shared with the whole staff because the teachers at Sacred Heart believe that if students are to be successful, they must all share in the plan to move forward. Principal Greg Schnurr states: "It's not just the math department. This is our school and we want our school as a whole to do well."

To identify areas of student need, the school took advantage of three cross-panel release days provided by the board so that Grades 7–9 teachers from Sacred Heart and its feeder schools could meet to discuss each student to determine his or her



Paul Charette, Deborah Hicks, Greg Schnurr (principal), Dana Wilkie, James Elphick

strengths and weaknesses. On these days, the teachers focused on each math strand, examining the students' Grades 6, 7 and 8 report card marks and junior EQAO test scores. Teachers also considered attendance patterns, IEPs and schools of origin to build a profile for each student. To track this information, they developed data walls, using an Excel spreadsheet, so that they could easily access information on any student and update information throughout the year. This ongoing dialogue also provides teachers with an opportunity to learn from one another and develop strategies that will ensure a seamless transition from Grades 8 to 9. Deborah Hicks, math department chair, believes that "creating student profiles, including EQAO and classroom data, provides us with a better picture of each student and where they are at so we can determine how to better meet their needs and give them the tools they need to be successful math learners."

The Grades 7–9 teachers also analyzed the EQAO Student Questionnaire results to gauge the students' attitudes about math. They compared how students' confidence in their ability to do math was reflected in their

"Creating student profiles, including EQAO and classroom data, provides us with a better picture of each student and where they are at so we can determine how to better meet their needs and give them the tools they need to be successful math learners."

Deborah Hicks, Math Department Chair

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	62%	48%
Male	38%	52%
Special education needs	9%	52%
English language learners	0%	0%
Speak primarily a language other than English at home	2%	2%

“Examining data from an elementary and secondary perspective and encouraging collaboration and conversation among teachers from Grades 7, 8 and 9 adds another dimension to student learning that we don’t get from just the Grade 9 math results. What makes the difference is knowing where the students are at, what they need and how they can be successful. I am fortunate to work with a staff that is willing to collaborate, share, build relationships with students and give their best to ensure that every student has the opportunity to achieve success.”

Greg Schnurr, Principal

scores. At the beginning of semester two, the Grade 9 students were asked to participate in a survey, developed by the board math lead, to obtain further information about their attitudes and help staff determine next steps. The Student Work Study Teacher met with all Grade 9 students to discuss their attitudes and comfort level with math, manipulatives and technology.

A series of practice tests developed using EQAO resources is another successful strategy implemented at Sacred Heart. These tests focus on problem solving, and teachers work with the students to help them understand how to decode the questions. The teachers realize it is important for students to understand the style of the questions and the language, especially key words, before they can be successful on the Grade 9 test. Teachers also use the scoring guides with students to examine the criteria for each of the four levels. Working together, teachers and students determine what is needed to move answers to the next level. They refer to this strategy as “One Level Up.” The student success teacher also meets with each student who experiences difficulty on the practice tests and provides remediation during the school day.

After examining the data wall, student profiles and the students’ attitudes toward math, the school team made a decision to try a different approach for semester two by reducing the number of students per class in Grade 9 applied math. They requested and received an additional teacher to create three small instructional classes. The students started each unit together, completing diagnostic tests to determine their strengths and weaknesses. Based on these results, students were then divided into three groups, with those requiring the most support placed in a class of six with an educational assistant and peer tutor to assist them. The groups changed with each new unit, resulting in a positive effect on the students’ ability to understand and solve math problems and on their attitudes toward math.

Another positive outcome from this decision to create smaller, flexible groups is the excellent relationship and connection

between students and staff that has occurred and the opportunity for students to experience different teaching styles. One Grade 9 student explains: “I like that the classes are separated into different groups with each unit because they focus on what we need. In some units I struggle and I know that I will get the extra help I need, and it is interesting to work with different teachers and students.”

Principal Schnurr is very proud of their success at Sacred Heart High School. He states: “Examining data from an elementary and secondary perspective and encouraging collaboration and conversation among teachers from Grades 7, 8 and 9 adds another dimension to student learning that we don’t get from just the Grade 9 math results. What makes the difference is knowing where the students are at, what they need and how they can be successful. I am fortunate to work with a staff that is willing to collaborate, share, build relationships with students and give their best to ensure that every student has the opportunity to achieve success.”



Sacred Heart High School

St. Mary's College

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD

Student population: 670; Grades: 9–12; Principal: Larry Pezzutto



Back row: Danny Viotto, Larry Pezzutto (principal)
Front row: Mary Korab, Marilena Ebertt, Joanne Mantha-McConnell

St. Mary's College, located in Sault Ste. Marie, serves 670 students in Grades 9–12. In 2015 St. Mary's and St. Basil Secondary School will amalgamate, and the new St. Mary's will be the only secondary school in the Huron-Superior Catholic District School Board. Board personnel, department heads and lead teachers from both schools are working together through Catholic professional learning communities, using a collaborative inquiry model to ensure a smooth and successful transition. Shared instructional leadership has engendered a collegial spirit at St. Mary's that has staff taking responsibility for all students. This has resulted in improved credit accumulation.

"The board has made a commitment to support shared leadership and instructional leadership. There has been a shift for the lead teacher of a department from that of a manager to that of an instructional leader. Our lead teachers now offer support at the instructional level," says Principal Larry Pezzutto.

Each year, the EQAO data are analyzed by board staff and Principal Larry Pezzutto, who reviews the results with his department leads and their respective teachers. At St. Mary's, the EQAO data are examined along with a large board database and in-school records. This copious amount of information is unpacked to identify the needs of the students, and the department goals are aligned to meet those needs. There has been a significant increase in data awareness and use of data to inform school improvement, and now all decisions and goals are based on the use of data.

The staff members at St. Mary's have high expectations for the students and work on improving student achievement through their professional learning communities. They develop and implement effective teaching methods using specific learning goals, success criteria and descriptive feedback. Seeing a need for the review of fundamental skills in mathematics, teachers have implemented daily reviews of concepts pertinent to the material being covered. This "minds on" strategy has spread throughout the grades. For example, standard mathematics vocabulary is now embedded in the curriculum so that students are familiar with the language in their daily work and on EQAO assessments.

St. Mary's College has an extensive transition program with its seven partner schools. The Grades 7, 8 and 9 teachers review the EQAO data and plan strategies for success for the mathematics assessment and for the OSSLT. This year the board has given the EQAO cohort results from Grades 9 and 10 back to the intermediate teachers and is planning a resource booklet scaffolding the Grades 8 and 9 questions.

"Our collective work to improve student achievement in Grade 9 mathematics has been based on using the collaborative inquiry model in all of our elementary schools and in our secondary departments to determine the greatest student need and to implement specific, measurable strategies to address that need. The use of evidence from EQAO assessments and a common language of learning goals, success criteria and descriptive feedback has assisted both teachers and students in this process."

Larry Pezzutto, Principal

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	54%	52%
Male	46%	48%
Special education needs	5%	45%
English language learners	1%	0%
Speak primarily a language other than English at home	3%	2%

During the transition, some students are flagged for social, emotional or academic support. Self-identification is a great tool, and St. Mary's uses the "Tell Them from Me" survey to get to know the students. Acting on needs evident from the survey, the St. Mary's transition team has initiated the Link Crew

program to give newcomers a sense of community. Small groups of Grade 9 students are linked with two or three trained senior students. The older students help acclimatize the new arrivals in September and also act as mentors, or big brothers or sisters, throughout the year, wearing group T-shirts to be easily identified. Crew members also plan information sessions for the Grade 9 students and their parents. These sessions on drugs, how to talk to teens, study skills and the use of Smart Boards are very well attended.

Student success teams and early intervention are a part of the culture of St. Mary's College. The Student Success teacher meets with teachers on a regular basis. When any student's marks fall under 60%, his or her parents are contacted, and the student is connected to a caring staff member. Parents are informed of support mechanisms so that remediation can take place before the term marks are calculated. Individual help for students is available from teachers, university students acting as tutors in the classroom and Grade 12 students earning an interdisciplinary credit for peer tutoring. This initiative started with the Grade 9s but has been phased in through the grades and has resulted in a noteworthy increase in credit accumulation.

Skills required for the EQAO Grade 9 math assessment are embedded daily. Teachers encourage the use of "Math Games." Sample questions from past EQAO assessments are provided for each teacher through the Catholic

curriculum department, and the teachers post the anchors so that the students understand the requirements of a Level 3 or 4 solution. Finally, flexible scheduling throughout the test allows for students to feel that they are taking part in something special and to work in familiar surroundings without feeling rushed or interrupted.

"Our collective work to improve student achievement in Grade 9 mathematics has been based on using the collaborative inquiry model in all of our elementary schools and in our secondary departments to determine the greatest student need and to implement specific, measurable strategies to address that need. The use of evidence from EQAO assessments and a common language of learning goals, success criteria and descriptive feedback has assisted both teachers and students in this process," says Principal Larry Pezzutto.

There is an infrastructure supporting academic success at St. Mary's College. It is based on the use of data to inform decision making, the instructional support and leadership of the board and the effective teaching methods of the staff. Add to this the collegial atmosphere engendered through a collaborative inquiry model for delivering instruction, the "Tell Them from Me Survey," the support of the Link Crew, the intervention for students at risk and the individual help available from dedicated teachers, and one can see why St. Mary's College students are successful. This school is run not as an institution, but as a community.



St. Mary's College

St. Mary's High School

WATERLOO CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1896; Grades: 9–12; Principal: Gale Daly

St. Mary's High School, in Kitchener, has a diverse population of 1896 students in Grades 9–12. Over the past five years, the school population has decreased by approximately 400 students. St. Mary's is the board's magnet school for English language learners, attracting them from a large geographical area, including downtown and the suburbs. Several years ago, due to a desire to change the culture of the school, students were asked to complete the "Tell Them from Me" survey, and many indicated that they felt bullied and unsafe. A decision was made to focus on creating a safe and caring environment, so the "Kindness Matters" initiative was implemented, stressing the importance of kindness in every interaction. A variety of strategies have been put into place to create positive changes to the school culture, such as decreasing the number of lunch periods from three to two, organizing assemblies, speakers and draws, and promoting the message that "kindness really does matter." A student support program provides opportunities for students to monitor and improve their attendance and work habits so that they understand the importance of being at school. Over a three-year period, the staff has focused on relationships, issues related to social media and wellness in order to create a kind and caring climate in which students can learn and experience success.

Believing their school is the heart of the community, teachers organize many activities, including after-school homework clubs, sports nights and a breakfast club. St. Mary's students are involved in a number of social justice projects locally and internationally. The school provides financial assistance so that students can participate in field trips, purchase uniforms and pay sports fees. Principal Gale Daly is very proud of the staff, stating: "At St. Mary's, we

"Breaking down multiple-choice questions makes students more aware they are not easy questions. Changing them to open-response questions guides and puts meat on the bones of the curriculum and gives the students a sense of what the expectations should look like."

Mark Modolo, Mathematics Teacher

have very dedicated teachers who freely give up time with their families to ensure that our students have an opportunity to participate in a wide variety of activities. As a result, students and teachers have developed very positive relationships. The students understand that teachers know and support them."

Part of the regular practice of the administration and mathematics program head is to review the over-time EQAO Grade 9 assessment data, especially the "Profile of Strengths and Areas for Improvement," comparing the academic and applied pathways and math strands to identify strengths and areas needing improvement. They examine the Student Questionnaires to determine students' confidence levels and how they feel about mathematics. Math teachers also compare classroom assessment results to the EQAO data, reviewing EQAO assessment questions to determine whether changes are needed in programming. Teachers have observed that students' performance in the classroom and on the EQAO assessment was better on concepts learned repeatedly. To build the students' confidence, retention and understanding as they progress through the units, the teachers decided to spiral the math curriculum, revisiting the skills and concepts. Spiralling provides many opportunities to reassess students' learning, especially in key areas, and allows teachers to monitor the progress of each student by overall expectation. In order to spiral the delivery of the curriculum, teachers meet during common planning time, when possible, or after school, to set learning goals and success criteria, to discuss common assessments, always with student work in front of them. Modelling EQAO resources, teachers use multiple-choice questions to enhance thinking and problem-solving skills. Mark Modolo, mathematics teacher, states: "Breaking down multiple-choice questions makes students more aware they are not easy questions. Changing them to open-response questions guides and puts meat on the bones of the curriculum and gives the students a sense of what the expectations should look like."

Although EQAO results have indicated that students in applied math are making steady progress over time, the staff members



Mark Modolo, Gale Daly (principal), Melissa Hesch, Andrew Macpherson



St. Mary's High School

GRADE 9 STUDENT POPULATION

	ACADEMIC	APPLIED
Female	51%	45%
Male	49%	55%
Special education needs	6%	47%
English language learners	15%	24%
Speak primarily a language other than English at home	14%	9%

were concerned that these students were still achieving below the academic level. The teachers believed that all students could achieve at the same level if appropriate supports were in place. To close this learning gap, the school staffed a “gap closing” mathematics section through the allocation of a student success teacher to work with classroom teachers and students. Since the Grade 9 teachers work closely with the gap closing teacher, they end up knowing one another’s students as well as their own. Scheduling multiple Grade 9 applied classes and preparation periods simultaneously provides teachers with the opportunity to collaborate and use their time effectively to share ideas, plan, track student achievement, identify student needs and plan necessary interventions.

Ongoing collaboration with associate elementary schools contributes to the success of St. Mary’s students. Transition meetings with Grade 8 teachers and the guidance department are scheduled to review Grade 6 EQAO and school data and discuss

the individual needs of each student to ensure he or she is placed in the appropriate program in Grade 9. In addition, intermediate and Grade 9 teachers participated in cross-panel professional learning community sessions based on the work of Dr. Marian Small and with support from the board numeracy consultant, to model lessons based on key findings from cross-panel learning lessons. These teachers had the opportunity to co-plan using three-part lessons and parallel tasks and then observe each other in the classroom, making recommendations to enhance students’ problem-solving skills. The intentional scheduling of common preparation periods has contributed significantly to allowing this to happen.

To increase the engagement of some students, St. Mary’s offers a special mathematics class with a sports focus. A Grade 9 student states: “I like how we worked together in class to solve problems. This made mathematics interesting because the teachers made connections to real-life activities and were always there to help us. I didn’t see math as relevant at first and couldn’t do it, but now I like it and feel more confident.”

A Grade 9 applied math teacher, who has been an EQAO scorer for several years, works closely with the other teachers to engage in moderated marking on a regular basis. They use the Grade 9 results and scoring guides to compare their marking of the assessments to that of EQAO scorers and to develop consistency and a deep understanding of what each level looks like.

Principal Daly states: “Looking at a variety of data propels our school improvement planning. Evidence from students’ classroom and EQAO assessments and staff surveys shows us if we’re on the right track, guides our decisions and sets us in motion for the next year. I believe that our teachers are our most important resource and their creativity and passion should never be underestimated when it comes to helping students learn and achieve success.”

“Looking at a variety of data propels our school improvement planning. Evidence from students’ classroom and EQAO assessments and staff surveys shows us if we’re on the right track, guides our decisions and sets us in motion for the next year. I believe that our teachers are our most important resource and their creativity and passion should never be underestimated when it comes to helping students learn and achieve success.”

Gale Daly, Principal

Ontario Secondary School Literacy Test (OSSLT)

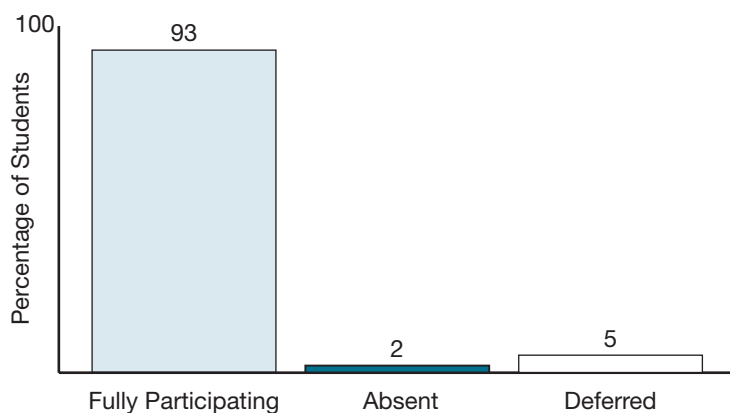
OSSLT: Results at a Glance

FIRST-TIME ELIGIBLE STUDENTS

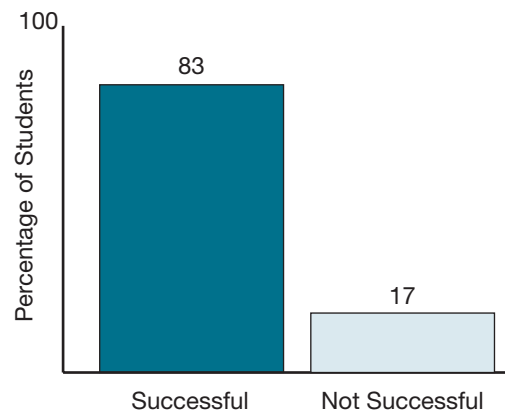
Results for First-Time Eligible Students, March 2014*

	ALL STUDENTS # = 141 815		FULLY PARTICIPATING STUDENTS # = 131 712
SUCCESSFUL	108 914	77%	83%
NOT SUCCESSFUL	22 798	16%	17%
FULLY PARTICIPATING	131 712	93%	
ABSENT	2521	2%	
DEFERRED	7582	5%	

Participation Rate, March 2014:
All Students*



Success Rate, March 2014:
Fully Participating Students*



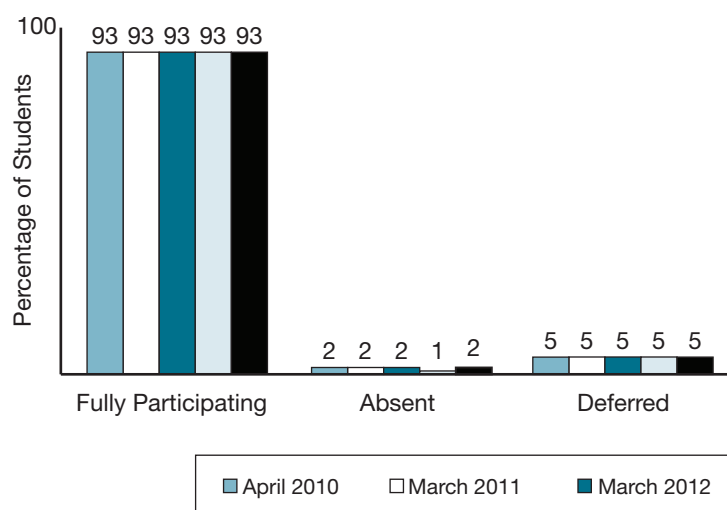
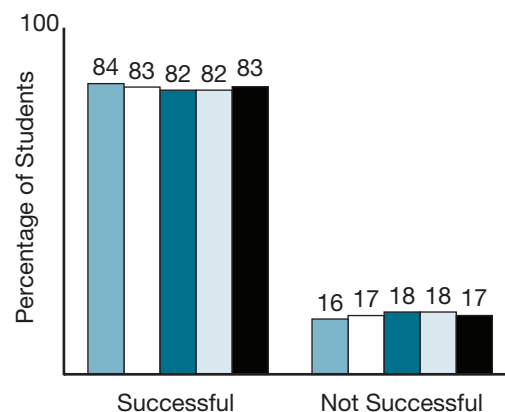
* Percentages in tables and bar graphs may not add up to 100, due to rounding.
Note: An explanation of terms used in the tables for OSSLT is available on page 81.

Observations

- Ninety-three percent of first-time eligible students participated in the March 2014 OSSLT.
- Eighty-three 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. 2010 # = 153 490	Mar. 2011 # = 153 635	Mar. 2012 # = 147 306	Spring 2013 # = 143 358	Mar. 2014 # = 141 815	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246	Mar. 2012 # = 137 002	Spring 2013 # = 134 033	Mar. 2014 # = 131 712
SUCCESSFUL	78%	77%	77%	77%	77%	84%	83%	82%	82%	83%
NOT SUCCESSFUL	15%	16%	16%	17%	16%	16%	17%	18%	18%	17%
FULLY PARTICIPATING	93%	93%	93%	93%	93%					
ABSENT	2%	2%	2%	1%	2%					
DEFERRED	5%	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.
 Note: An explanation of terms used in the tables for OSSLT is available on page 81.

Observations

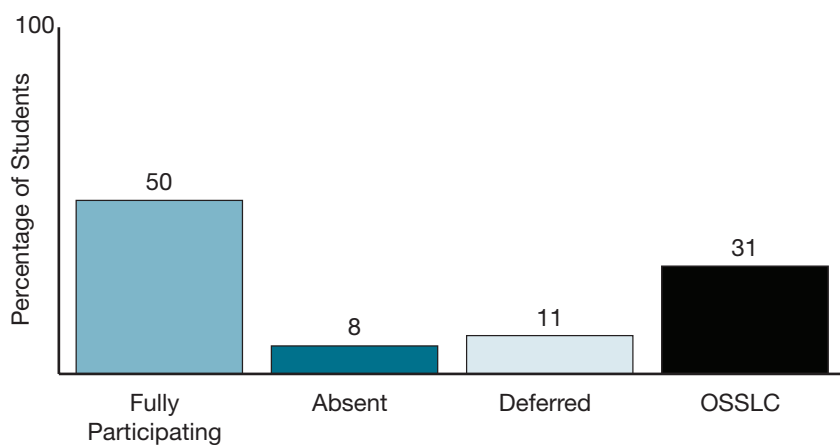
- Over the past five years, the overall participation rate for first-time eligible students has remained the same (93%).
- Over the past five years, the percentage of absent students has been 1% or 2% consistently, while the percentage of deferred students has consistently been 5%.
- Over the past five years, the success rate for fully participating students has remained relatively stable (82% to 84%).

PREVIOUSLY ELIGIBLE STUDENTS

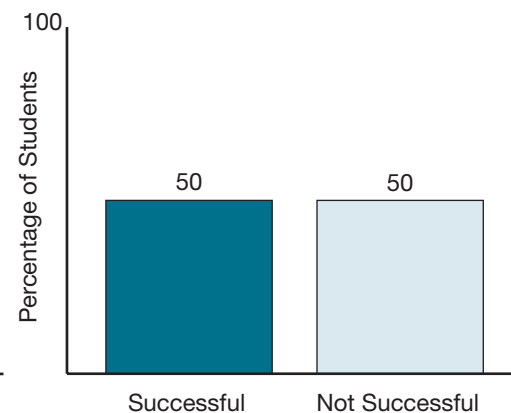
Results for Previously Eligible Students, March 2014*

	ALL STUDENTS # = 56 941		FULLY PARTICIPATING STUDENTS # = 28 312
SUCCESSFUL	14 103	25%	50%
NOT SUCCESSFUL	14 209	25%	50%
FULLY PARTICIPATING	28 312	50%	
ABSENT	4 628	8%	
DEFERRED	6 490	11%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	17 511	31%	

Participation Rate, March 2014: All Students*



Success Rate, March 2014: Fully Participating Students*



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

† See OSSLT: Explanation of Terms.

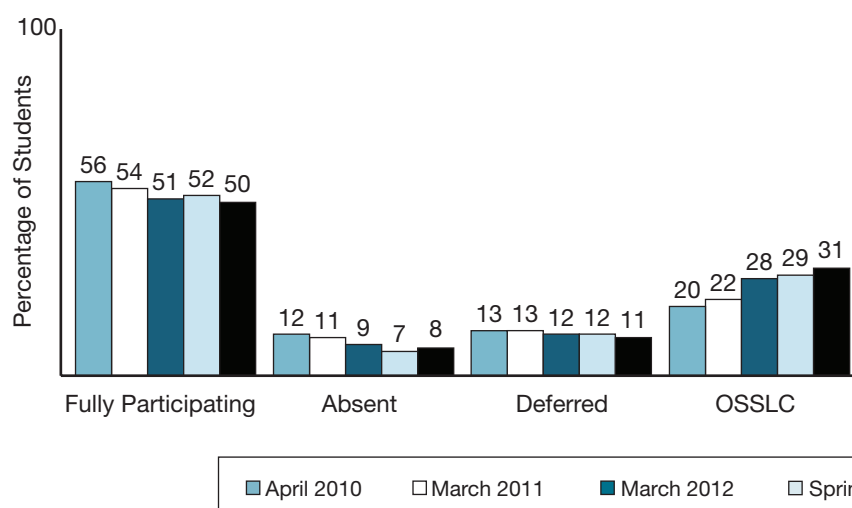
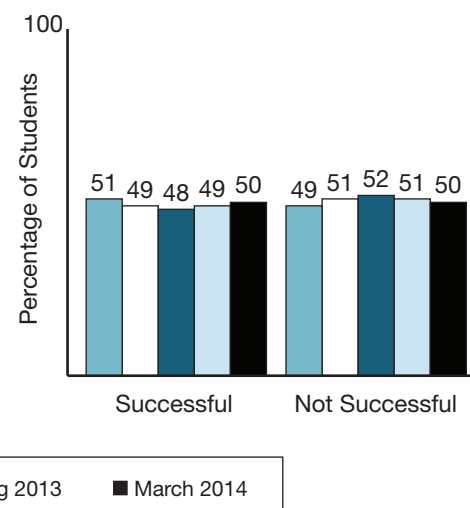
Note: An explanation of terms used in the tables for OSSLT is available on page 81.

Observation

- Of previously eligible students, 50% participated fully in the 2014 test, among whom 50% were successful.

Results for Previously Eligible Students Over Time[†]

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Apr. 2010 # = 51 669	Mar. 2011 # = 54 243	Mar. 2012 # = 58 662	Spring 2013 # = 59 080	Mar. 2014 # = 56 941	Apr. 2010 # = 28 694	Mar. 2011 # = 29 539	Mar. 2012 # = 29 776	Spring 2013 # = 30 626	Mar. 2014 # = 28 312
SUCCESSFUL	28%	27%	24%	26%	25%	51%	49%	48%	49%	50%
NOT SUCCESSFUL	27%	28%	26%	26%	25%	49%	51%	52%	51%	50%
FULLY PARTICIPATING	56%	54%	51%	52%	50%					
ABSENT	12%	11%	9%	7%	8%					
DEFERRED	13%	13%	12%	12%	11%					
OSSLC[‡]	20%	22%	28%	29%	31%					

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.

† 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.

Note: An explanation of terms used in the tables for OSSLT is available on page 81.

Observations

- Over the past five years, the overall participation rate for students has generally decreased (from 56% in 2010 to 50% in 2014).
- Over the past five years, the absence and deferral rates have declined from 12% to 8% and 13% to 11%, respectively. There has been a steady increase (from 20% to 31%) in the percentage of students opting to take the Ontario Secondary School Literacy Course (OSSLC).
- Over the past five years, the percentage of fully participating students completing the OSSLT successfully has remained relatively stable (48% to 51%).

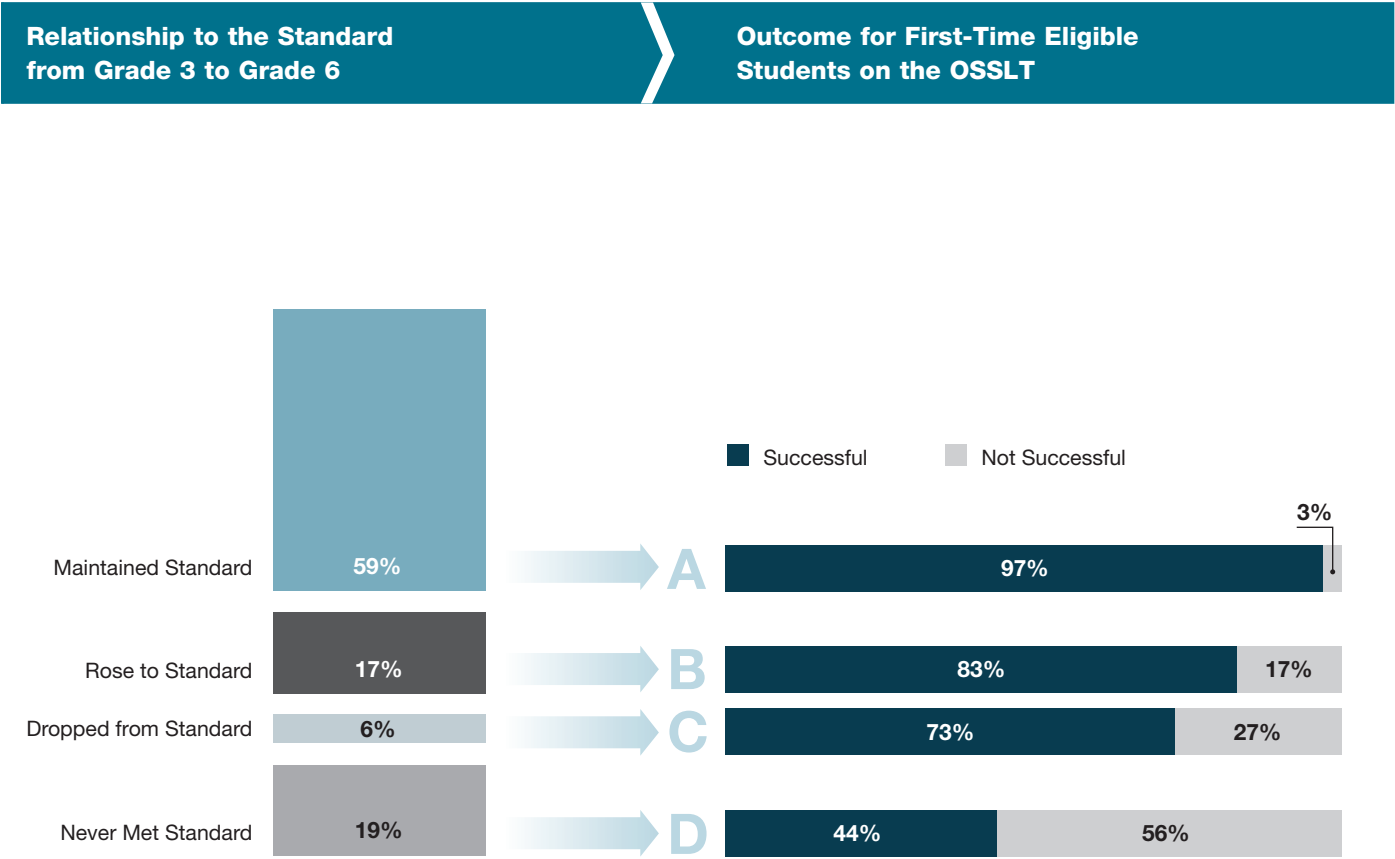
TRACKING PROGRESS IN LITERACY FROM GRADE 3 THROUGH GRADE 6 TO GRADE 10 (OSSLT)

Of the 141 815 students who were eligible to write the OSSLT in Grade 10 this year, 112 774 (80%) had been in the Ontario school system for the provincial tests in Grade 3 and Grade 6. Of these 112 774 students, 107 189 (95%) students wrote the OSSLT this year, 3743 (3%) had their participation deferred to a later administration and 1842 (2%) 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: 107 189

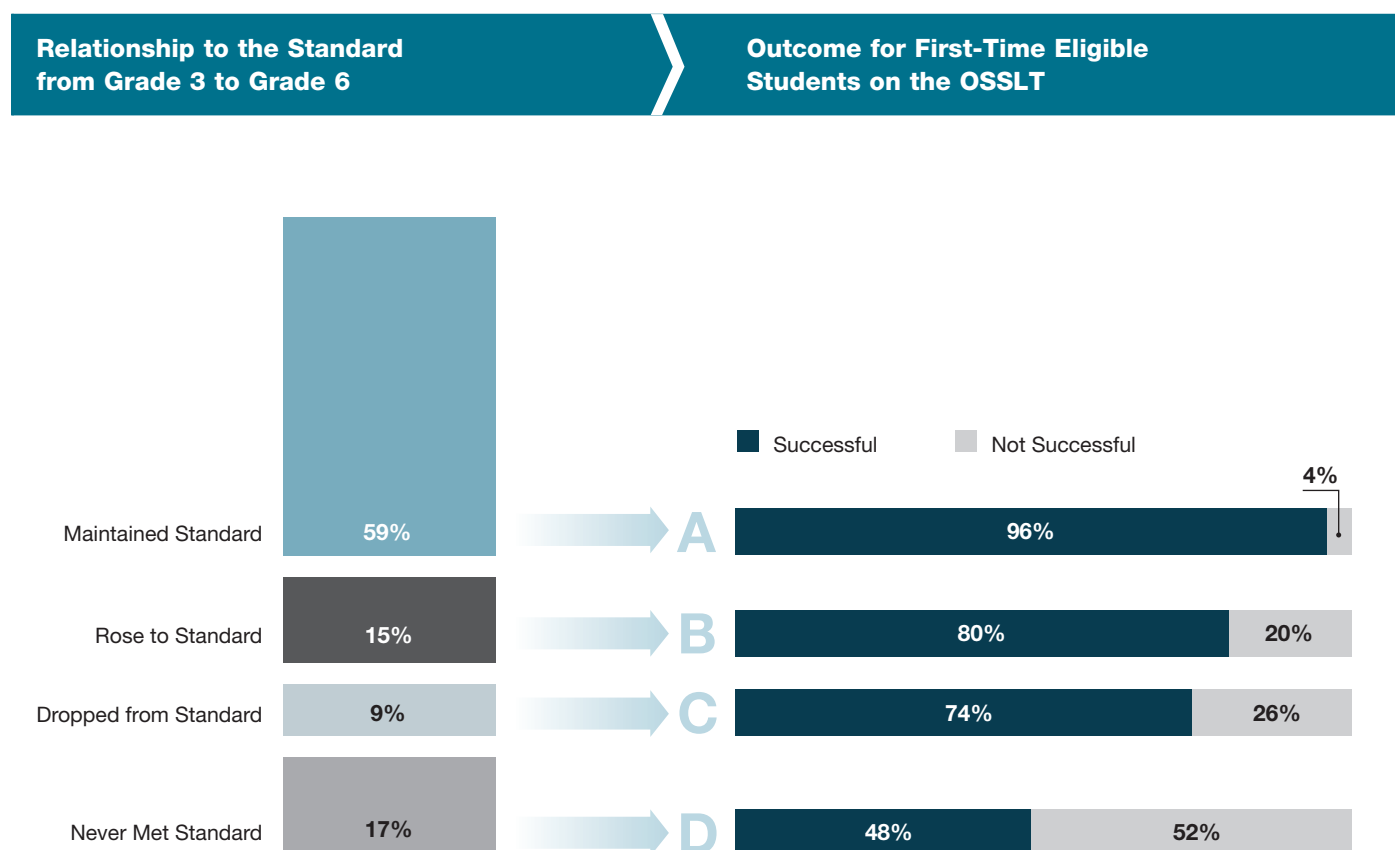
- A** Of the 63 366 students who met the provincial standard in reading in both Grade 3 and Grade 6, 97% (61 268) were successful on the OSSLT.
- B** Of the 17 761 students who rose to the standard in reading from Grade 3 to Grade 6, 83% (14 751) were successful on the OSSLT.
- C** Of the 6091 students who had dropped from the standard in reading from Grade 3 to Grade 6, 73% (4442) were successful on the OSSLT.
- D** Of the 19 971 students who had not met the provincial standard in reading in Grade 3 and had not met it in Grade 6, 44% (8737) 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: 107 221

- A** Of the 63 138 students who met the provincial standard in writing in both Grade 3 and Grade 6, 96% (60 497) were successful on the OSSLT.
- B** Of the 15 988 students who rose to the standard in writing from Grade 3 to Grade 6, 80% (12 736) were successful on the OSSLT.
- C** Of the 9605 students who had dropped from the standard in writing from Grade 3 to Grade 6, 74% (7146) were successful on the OSSLT.
- D** Of the 18 490 students who had not met the provincial standard in writing in Grade 3 and had not met it in Grade 6, 48% (8837) 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, March 2014*

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER				
Female	69 290	2%	4%	94%
Male	72 521	2%	6%	92%
STUDENT STATUS				
English language learners†	8 465	1%	28%	71%
Students with special education needs (excluding gifted)†	25 686	3%	12%	85%
COURSE TYPE IN ENGLISH				
Academic	102 020	1%	1%	98%
Applied	30 331	3%	7%	90%
Locally developed	4 744	5%	39%	56%

* 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 March 2014, the highest deferral rates were among English language learners (28%) and students in locally developed English courses (39%).
- The highest participation rate was for students taking the academic English course (98%).

Demographic Information and Participation Rates Over Time

	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	MARCH 2014
All first-time eligible students	# = 153 490	# = 153 635	# = 147 306	# = 143 358	# = 141 815
GENDER*					
Female	49%	49%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Not specified	<1%	0%	<1%	<1%	<1%
STUDENT STATUS*					
English language learners†	4%	4%	5%	6%	6%
English language learners who received one or more special provisions‡	2%	2%	3%	3%	4%
Students with special education needs (excluding gifted)†	16%	17%	17%	18%	18%
Students with special education needs (excluding gifted) who received one or more accommodations‡	14%	15%	15%	15%	16%
COURSE TYPE IN ENGLISH*					
Academic	68%	69%	71%	71%	72%
Applied	24%	24%	22%	22%	21%
Locally developed	4%	4%	3%	3%	3%
LANGUAGE§					
Number of students who completed the questionnaire	140 855	140 186	133 489	130 397	128 649
First language learned at home was other than English	22%	22%	23%	23%	23%
Speak only or mostly English at home	75%	75%	74%	74%	74%
Speak another language (or other languages) as often as English at home	17%	18%	18%	19%	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	142 955 93%	143 246 93%	137 002 93%	134 033 93%	131 712 93%
Students who were exempted	1 800	1 744	1 694	1 670	1 500

* 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 increased from 4% to 6%.
 - the percentage of students with special education needs and that of students with special education needs who received accommodations have each increased by two percentage points, to 18% and 16%, respectively.
 - the percentages of students in applied and locally developed English courses have slightly decreased, while the percentage of students in an academic English course has increased by four percentage points (to 72%).
 - the percentage of students indicating that they speak only or mostly English at home has slightly decreased, from 75% to 74%.

Student Questionnaire Results Over Time: Reading

	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	MARCH 2014	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	MARCH 2014
	Female					Male				
Students who completed the questionnaire[*]	# = 69 260	# = 69 390	# = 66 141	# = 64 707	# = 63 748	# = 71 591	# = 70 796	# = 67 346	# = 65 684	# = 64 900
Percentage of first-time eligible students indicating that										
they read English outside school for more than three hours a week (not counting homework)	47%	42%	43%	43%	44%	32%	30%	32%	32%	33%
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)	34%	34%	33%	33%	31%	37%	38%	39%	40%	38%
Comics	29%	27%	27%	25%	23%	41%	41%	41%	41%	39%
Web sites, e-mail, chat messages	95%	94%	93%	92%	92%	90%	89%	88%	88%	88%
Letters	41%	37%	33%	30%	27%	33%	29%	28%	26%	23%
Magazines	80%	77%	72%	66%	59%	58%	55%	50%	44%	39%
Manuals, instructions	32%	31%	29%	29%	26%	52%	50%	50%	48%	46%
Newspapers	49%	45%	41%	38%	33%	51%	49%	46%	43%	38%
Novels, short stories, other fiction	83%	82%	82%	81%	82%	57%	57%	60%	59%	61%
Song lyrics, poems	80%	80%	79%	77%	77%	55%	56%	56%	53%	53%
Religious or spiritual writings	23%	23%	23%	24%	23%	21%	21%	22%	22%	21%

* 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 moderately increased for male students (to 33%) and decreased for female students, from 47% in 2010 to 44% in 2014.
- Web sites and e-mail and chat messages have been the most frequently reported types of reading materials for students of both genders.
- The percentages of students who indicated reading Web sites, e-mail and chat messages and manuals have slightly decreased (by between two and four points) for both males and females.
- The percentages of students who indicated reading letters, magazines and newspapers have sharply decreased (by over 10 percentage points).
- The percentages of students who indicated reading non-fiction books has moderately decreased for females, from 34% to 31%, and remained stable among males.
- The percentage of students who indicated reading religious or spiritual writings has remained stable for both males and females.
- The percentage of students who indicated reading fiction has remained stable for females and has increased for males (from 57% to 61%), while the percentage for reading song lyrics and poems has decreased for both genders.
- There has continued to be a larger percentage of female than male students who report reading the following types of materials: novels and other fiction; Web sites and e-mail and chat messages; song lyrics and poems; and magazines.
- A larger percentage of male than female students have reported reading non-fiction, manuals and comics.

Student Questionnaire Results Over Time: Writing

	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	MARCH 2014	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	MARCH 2014
	Female					Male				
Students who completed the questionnaire*	# = 69 260	# = 69 390	# = 66 141	# = 64 707	# = 63 748	# = 71 591	# = 70 796	# = 67 346	# = 65 684	# = 64 900
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%	29%	27%	28%	28%	24%	22%	22%	22%	23%
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%	95%	95%	95%	93%	92%	91%	91%	92%
Letters, journals, diaries	44%	43%	39%	40%	39%	14%	14%	14%	14%	13%
Notes, directions, instructions	50%	50%	50%	49%	47%	43%	43%	45%	44%	43%
Song lyrics, poems	48%	47%	46%	43%	42%	33%	33%	32%	29%	28%
Stories, fiction	35%	36%	38%	38%	39%	25%	25%	27%	27%	27%
Work-related writing	50%	51%	53%	55%	54%	49%	50%	53%	55%	54%

* 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 one-percentage-point decrease (to 23%) among male students indicating 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 2014 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 in to a similar extent. Meanwhile, in March 2014, there was a 26-percentage-point gap for letters, journals and diaries, a 14-percentage-point gap for song lyrics and poems, a 12-percentage-point gap for stories and fiction and a four-percentage-point gap for notes, directions and instructions.

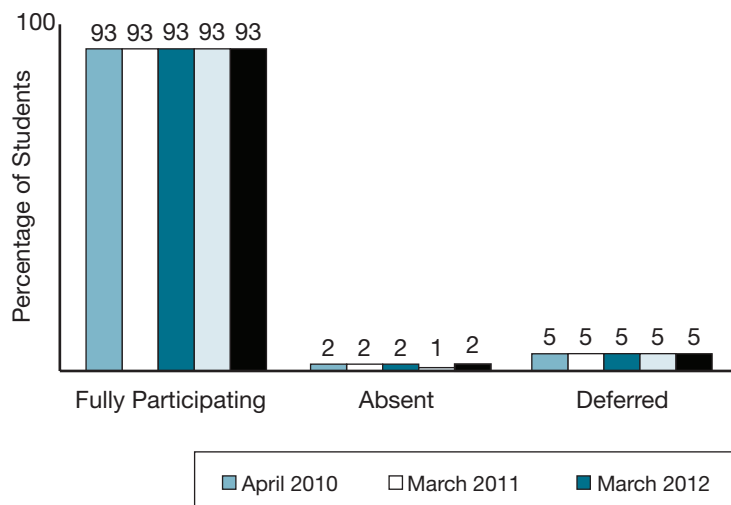
OSSLT—First-Time Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

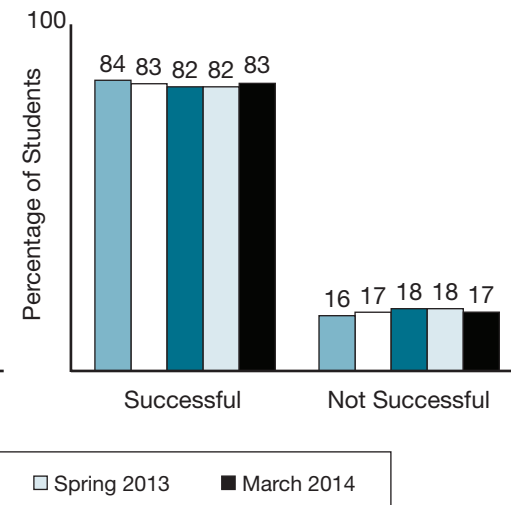
Results for First-Time Eligible Students Over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Apr. 2010 # = 153 490	Mar. 2011 # = 153 635	Mar. 2012 # = 147 306	Spring 2013 # = 143 358	Mar. 2014 # = 141 815	Apr. 2010 # = 142 955	Mar. 2011 # = 143 246	Mar. 2012 # = 137 002	Spring 2013 # = 134 033	Mar. 2014 # = 131 712
SUCCESSFUL	78%	77%	77%	77%	77%	84%	83%	82%	82%	83%
NOT SUCCESSFUL	15%	16%	16%	17%	16%	16%	17%	18%	18%	17%
FULLY PARTICIPATING	93%	93%	93%	93%	93%					
ABSENT	2%	2%	2%	1%	2%					
DEFERRED	5%	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.
Note: An explanation of terms used in the tables for OSSLT is available on page 81.

Observations

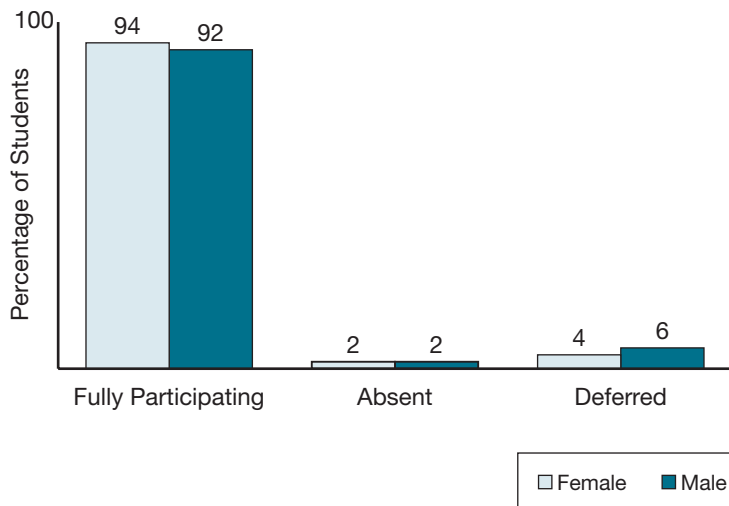
- Over the past five years, the overall participation rate for first-time eligible students has remained the same (93%).
- Over the past five years, the percentage of absent students has been 1% or 2% consistently, while the percentage of students deferred has been 5%.
- Over the past five years, the success rate has remained relatively stable (82% to 84%).

RESULTS BY GENDER*

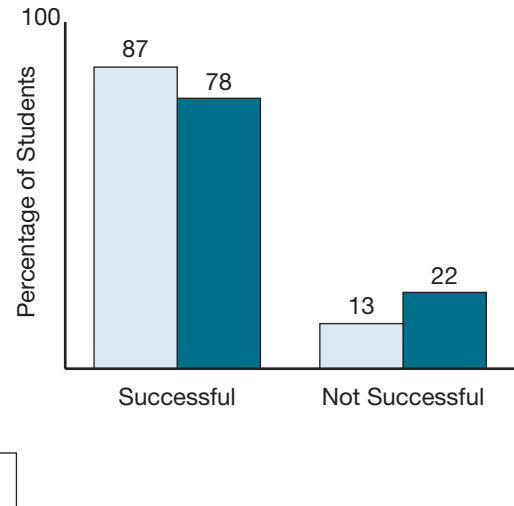
Results for Female and Male Students, March 2014†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 69 290		Male # = 72 521		Female # = 65 018	Male # = 66 692
SUCCESSFUL	56 661	82%	52 252	72%	87%	78%
NOT SUCCESSFUL	8 357	12%	14 440	20%	13%	22%
FULLY PARTICIPATING	65 018	94%	66 692	92%		
ABSENT	1 263	2%	1 256	2%		
DEFERRED	3 009	4%	4 573	6%		

Participation Rates, March 2014:
All Female and Male Students†



Success Rates, March 2014:
Fully Participating Female and Male Students†



* Includes only students for whom gender data were available.

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

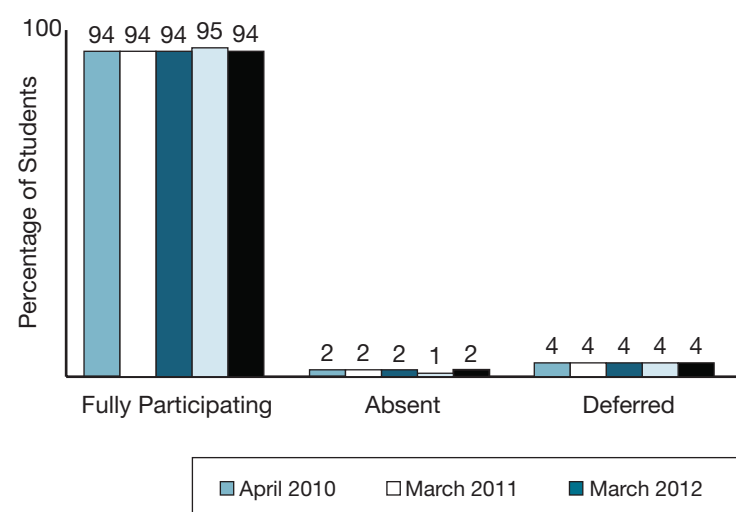
Observation

- A larger percentage of fully participating female (87%) than male (78%) students successfully completed the March 2014 OSSLT.

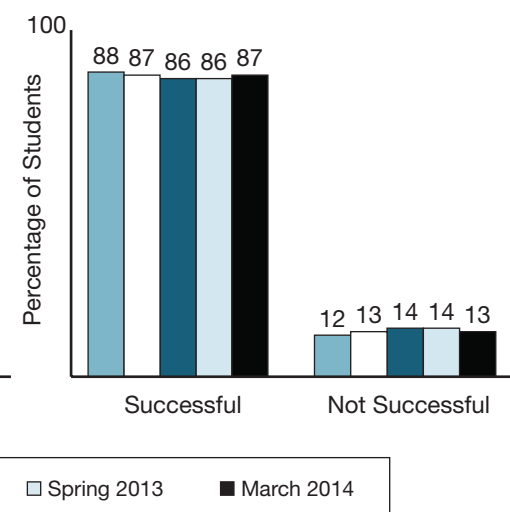
Results for Female Students Over Time[†]

	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	Apr. 2010 # = 74 545	Mar. 2011 # = 74 954	Mar. 2012 # = 71 934	Spring 2013 # = 70 092	Mar. 2014 # = 69 290	Apr. 2010 # = 70 055	Mar. 2011 # = 70 606	Mar. 2012 # = 67 631	Spring 2013 # = 66 262	Mar. 2014 # = 65 018
SUCCESSFUL	82%	82%	81%	82%	82%	88%	87%	86%	86%	87%
NOT SUCCESSFUL	12%	13%	13%	13%	12%	12%	13%	14%	14%	13%
FULLY PARTICIPATING	94%	94%	94%	95%	94%					
ABSENT	2%	2%	2%	1%	2%					
DEFERRED	4%	4%	4%	4%	4%					

Participation Rates Over Time: All Female Students^{*†}



Success Rates Over Time: Fully Participating Female Students^{*†}



* Includes only students for whom gender data were available.

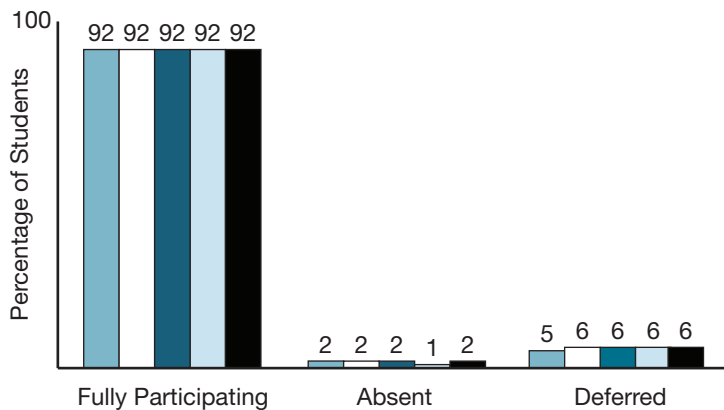
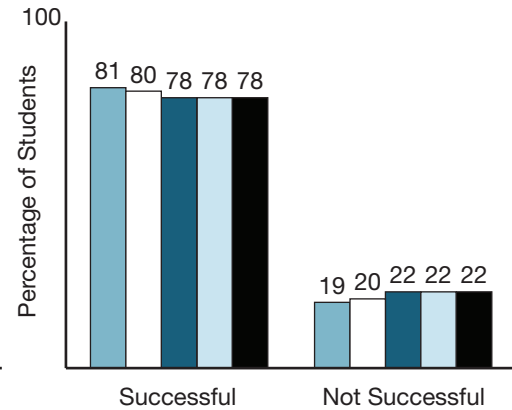
† Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

- Over the past five years, the overall participation rate for female students has remained the same (94% to 95%).
- Over the past five years, the percentage of fully participating female students completing the OSSLT successfully has been relatively consistent (86% to 88%).

Results for Male Students Over Time*†

	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	Apr. 2010 # = 78 940	Mar. 2011 # = 78 681	Mar. 2012 # = 75 370	Spring 2013 # = 73 260	Mar. 2014 # = 72 521	Apr. 2010 # = 72 896	Mar. 2011 # = 72 640	Mar. 2012 # = 69 369	Spring 2013 # = 67 765	Mar. 2014 # = 66 692
SUCCESSFUL	74%	73%	72%	72%	72%	81%	80%	78%	78%	78%
NOT SUCCESSFUL	18%	19%	20%	20%	20%	19%	20%	22%	22%	22%
FULLY PARTICIPATING	92%	92%	92%	92%	92%					
ABSENT	2%	2%	2%	1%	2%					
DEFERRED	5%	6%	6%	6%	6%					

Participation Rates Over Time:
All Male Students*†Success Rates Over Time:
Fully Participating Male Students*†

■ April 2010 □ March 2011 ■ March 2012 □ Spring 2013 ■ March 2014

* Includes only students for whom gender data were available.

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

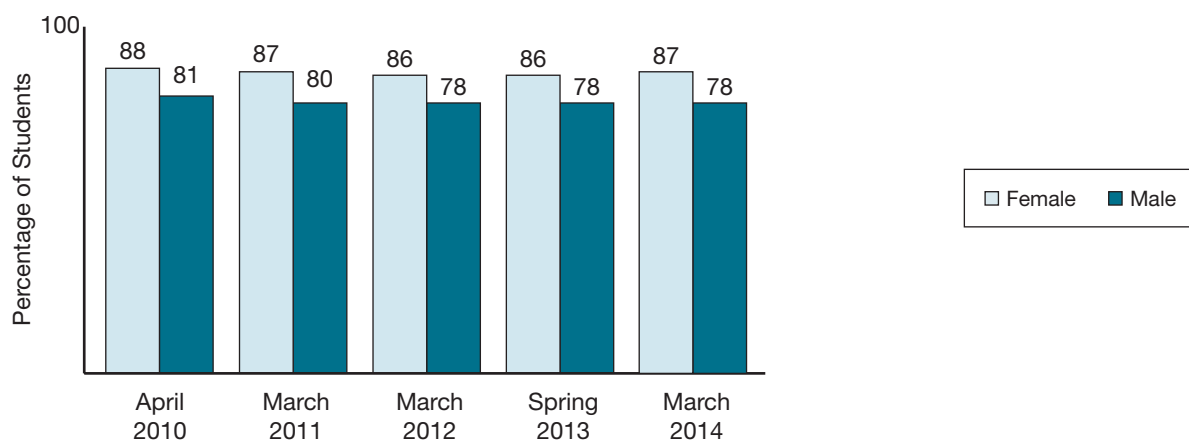
Observations

- Over the past five years, the overall participation rate for male students has consistently been 92%.
- Since April 2010, the percentage of fully participating male students completing the OSSLT successfully has decreased by three percentage points (to 78%).

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

	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	MARCH 2014
FEMALE	70 055	70 606	67 631	66 262	65 018
MALE	72 896	72 640	69 369	67 765	66 692

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



* Includes only students for whom gender data were available.

Observations

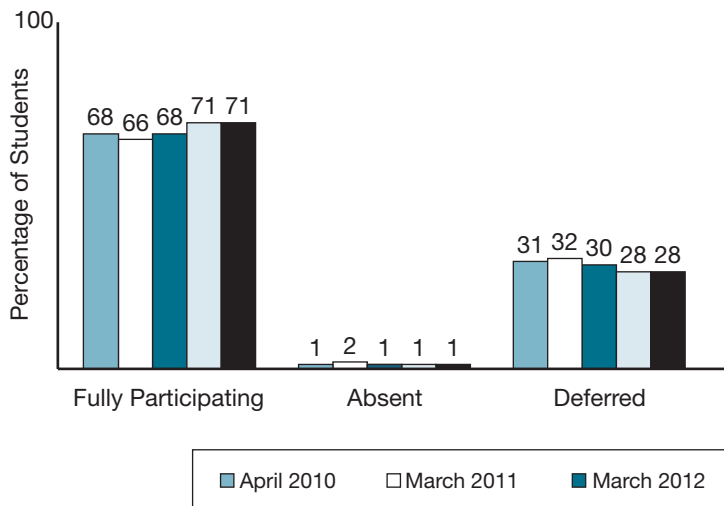
- Over the past five years, the gender gap in favour of females has remained relatively stable (seven to nine percentage points).

RESULTS BY STUDENT STATUS

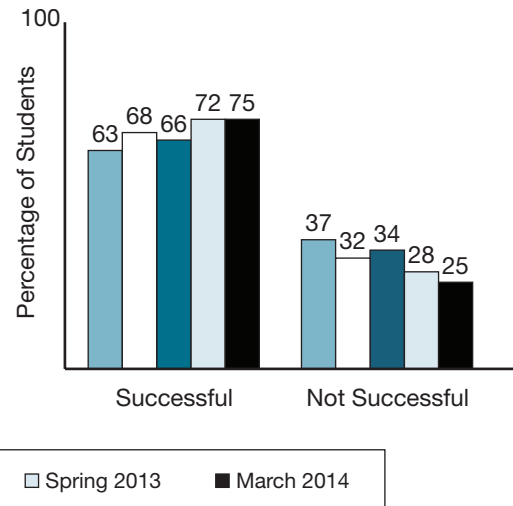
Results for English Language Learners Over Time[†]

	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	Apr. 2010 # = 6627	Mar. 2011 # = 6854	Mar. 2012 # = 7488	Spring 2013 # = 8051	March 2014 # = 8465	Apr. 2010 # = 4479	Mar. 2011 # = 4505	Mar. 2012 # = 5120	Spring 2013 # = 5727	Mar. 2014 # = 6009
SUCCESSFUL	43%	45%	45%	51%	53%	63%	68%	66%	72%	75%
NOT SUCCESSFUL	25%	21%	24%	20%	18%	37%	32%	34%	28%	25%
FULLY PARTICIPATING	68%	66%	68%	71%	71%					
ABSENT	1%	2%	1%	1%	1%					
DEFERRED	31%	32%	30%	28%	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.

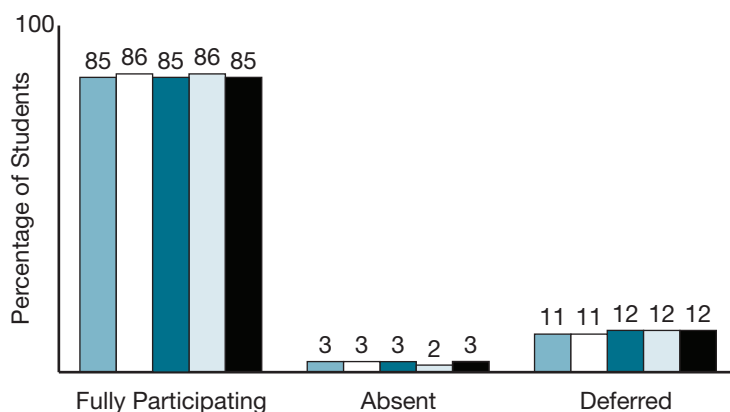
Observations

- Over the past five years, the overall participation rate for English language learners has increased (to 71%); the deferral rate for this group has decreased (from 31% to 28%).
- Over the past five years, the percentage of fully participating first-time eligible English language learners who completed the OSSLT successfully has substantially increased, by 12 percentage points (to 75%).

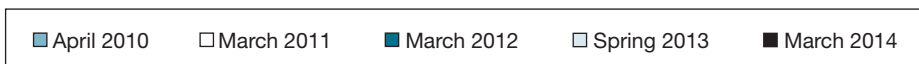
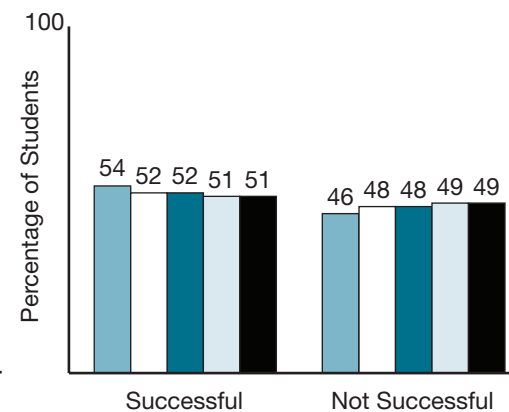
Results for Students with Special Education Needs (Excluding Gifted) Over Time[†]

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS					FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS				
	Apr. 2010 # = 25 185	Mar. 2011 # = 26 590	Mar. 2012 # = 25 432	Spring 2013 # = 25 390	Mar. 2014 # = 25 686	Apr. 2010 # = 21 514	Mar. 2011 # = 22 776	Mar. 2012 # = 21 630	Spring 2013 # = 21 831	Mar. 2014 # = 21 914
SUCCESSFUL	46%	45%	44%	44%	44%	54%	52%	52%	51%	51%
NOT SUCCESSFUL	39%	41%	41%	42%	42%	46%	48%	48%	49%	49%
FULLY PARTICIPATING	85%	86%	85%	86%	85%					
ABSENT	3%	3%	3%	2%	3%					
DEFERRED	11%	11%	12%	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.

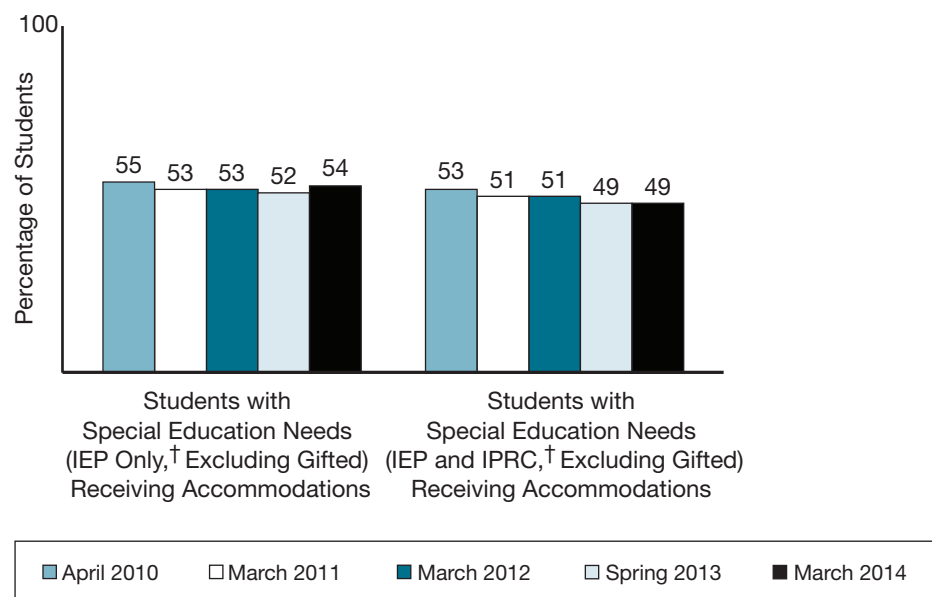
Observations

- Over the past five years, the overall participation rate for students with special education needs (excluding gifted) has been stable (85% to 86%).
- Over the past five years, the deferral rate for students with special education needs (excluding gifted) has slightly increased (from 11% to 12%).
- Since April 2010, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully has decreased by three percentage points (to 51%).

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

	APRIL 2010	MARCH 2011	MARCH 2012	SPRING 2013	MARCH 2014
Students with Special Education Needs (IEP Only, [†] Excluding Gifted) Receiving Accommodations	6 445	7 356	7 344	7 927	8 371
Students with Special Education Needs (IEP and IPRC, [†] Excluding Gifted) Receiving Accommodations	13 007	13 631	12 686	12 653	12 452

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

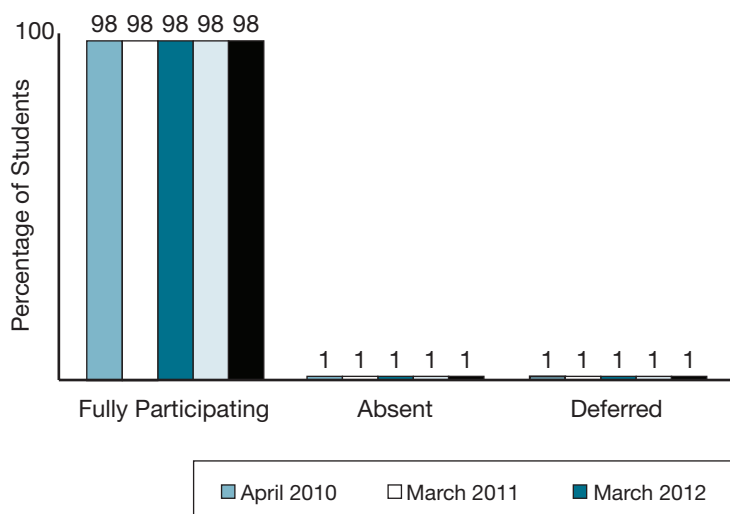
- From April 2010 to April 2013, the success rate for fully participating students with special education needs (IEP only, excluding gifted) receiving accommodations has decreased from 55% to 52%. However, the success rate in 2014 increased to 54%.
- Since April 2010, the success rate for fully participating students with special education needs (IEP and IPRC, excluding gifted) receiving accommodations has decreased (from 53% to 49%). However, the 2014 success rate was the same as last year's.

RESULTS BY COURSE TYPE IN ENGLISH

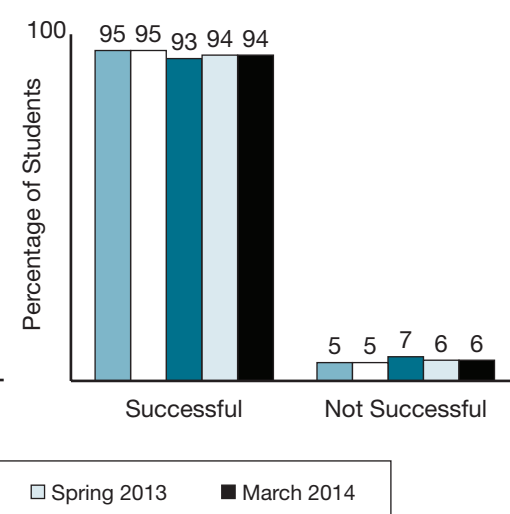
Results for Students Taking the Academic English Course Over Time*

	ALL STUDENTS IN THE ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE ACADEMIC ENGLISH COURSE				
	Apr. 2010 # = 104 882	Mar. 2011 # = 106 194	Mar. 2012 # = 103 941	Spring 2013 # = 102 260	Mar. 2014 # = 102 020	Apr. 2010 # = 102 854	Mar. 2011 # = 104 274	Mar. 2012 # = 101 926	Spring 2013 # = 100 711	Mar. 2014 # = 99 943
SUCCESSFUL	93%	93%	92%	92%	92%	95%	95%	93%	94%	94%
NOT SUCCESSFUL	5%	5%	6%	6%	6%	5%	5%	7%	6%	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.

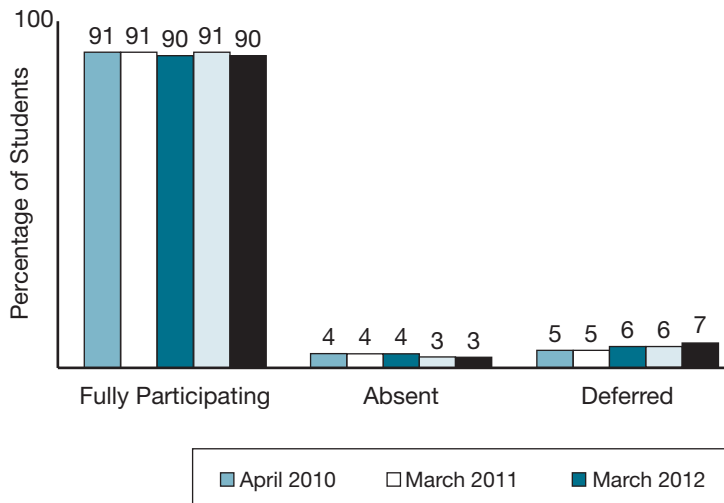
Observations

- 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 95%).

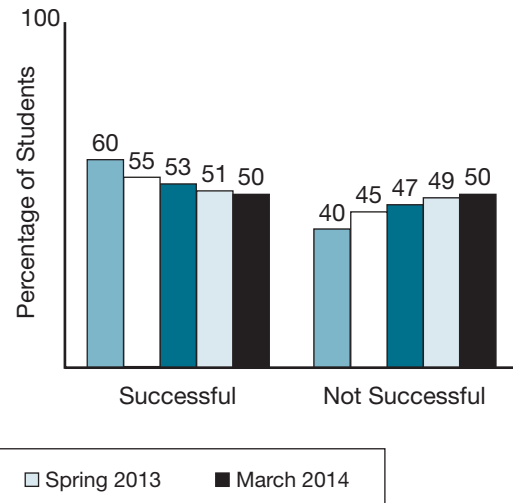
Results for Students Taking the Applied English Course Over Time*

	ALL STUDENTS IN THE APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN THE APPLIED ENGLISH COURSE				
	Apr. 2010 # = 37 406	Mar. 2011 # = 36 362	Mar. 2012 # = 33 142	Spring 2013 # = 31 172	Mar. 2014 # = 30 331	Apr. 2010 # = 33 945	Mar. 2011 # = 33 149	Mar. 2012 # = 29 958	Spring 2013 # = 28 252	Mar. 2014 # = 27 272
SUCCESSFUL	55%	50%	48%	46%	45%	60%	55%	53%	51%	50%
NOT SUCCESSFUL	36%	41%	42%	45%	45%	40%	45%	47%	49%	50%
FULLY PARTICIPATING	91%	91%	90%	91%	90%					
ABSENT	4%	4%	4%	3%	3%					
DEFERRED	5%	5%	6%	6%	7%					

Participation Rates Over Time:
All Students in the Applied English Course*



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



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

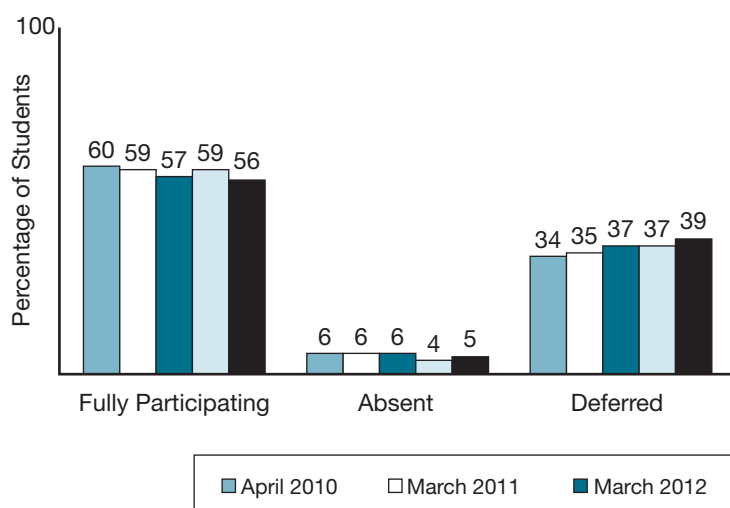
Observations

- Over the past five years, the overall participation rate for students taking an applied English course has remained consistent (90% to 91%).
- Over the past five years, the success rate for fully participating students taking an applied English course has decreased by 10 percentage points (to 50%).

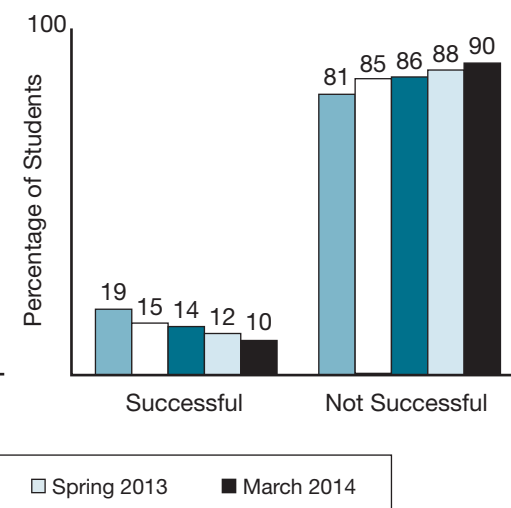
Results for Students Taking a Locally Developed English Course Over Time*

	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	Apr. 2010 # = 5671	Mar. 2011 # = 5557	Mar. 2012 # = 4937	Spring 2013 # = 4791	Mar. 2014 # = 4744	Apr. 2010 # = 3411	Mar. 2011 # = 3252	Mar. 2012 # = 2804	Spring 2013 # = 2814	Mar. 2014 # = 2662
SUCCESSFUL	11%	9%	8%	7%	5%	19%	15%	14%	12%	10%
NOT SUCCESSFUL	49%	50%	49%	52%	51%	81%	85%	86%	88%	90%
FULLY PARTICIPATING	60%	59%	57%	59%	56%					
ABSENT	6%	6%	6%	4%	5%					
DEFERRED	34%	35%	37%	37%	39%					

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 four percentage points (to 56%).
- Over the past five years, the deferral rate for students in locally developed English courses has increased by five percentage points (to 39%).
- Since April 2010, the success rate for fully participating students taking a locally developed English course has decreased by nine percentage points (to 10%).

OSSLT—Previously Eligible Students: Contextual Information

Participation Rates by Subgroup, March 2014*

	NUMBER OF PREVIOUSLY ELIGIBLE	PERCENTAGE ABSENT	PERCENTAGE DEFERRED	PERCENTAGE OSSLC†	PERCENTAGE FULLY PARTICIPATING
GENDER					
Female	22 412	8%	11%	30%	51%
Male	34 528	8%	11%	31%	49%
STUDENT STATUS					
English language learners†	9 756	3%	25%	11%	60%
Students with special education needs (excluding gifted)†	21 563	8%	10%	36%	45%

* 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 2014 participation rate for females was two percentage points higher than that for males.
- The highest participation (60%), the lowest absence (3%) and the highest deferral (25%) rates were for English language learners.
- The largest percentage fulfilling the literacy requirement through the OSSLC (36%) was for students with special education needs.

Demographic Information and Participation Rates, March 2014

	MARCH 2014
All previously eligible students	# = 56 941
GENDER*	
Female	39%
Male	61%
Not specified	<1%
STUDENT STATUS*	
English language learners [†]	17%
English language learners who received one or more special provisions [‡]	17%
Students with special education needs (excluding gifted) [†]	38%
Students with special education needs (excluding gifted) who received one or more accommodations [‡]	33%
LANGUAGE§	
Number of students who completed the questionnaire	27 389
First language learned at home was other than English	35%
Speak only or mostly English at home	59%
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	28 312 50%
Number of students who were exempted	1 989

* 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

- The percentage of male students participating is much larger than that of female students.
- In 2014, more than one-third of previously eligible students had special education needs.

Student Questionnaire Results, March 2014: Reading

	MARCH 2014	
	Female	Male
Students who completed the questionnaire*	# = 11 041	# = 16 348
Percentage of previously eligible students indicating that		
they read English outside school for more than three hours a week (not counting homework)	34%	27%
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)	38%	38%
Comics	30%	42%
Web sites, e-mail, chat messages	91%	85%
Letters	44%	38%
Magazines	61%	46%
Manuals, instructions	37%	53%
Newspapers	40%	44%
Novels, short stories, other fiction	75%	54%
Song lyrics, poems	80%	62%
Religious or spiritual writings	29%	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 March 2014 Student Questionnaire.

- A larger percentage of female (34%) than male (27%) 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, letters (six percentage points more), magazines (15 percentage points more), novels, short stories and other fiction (21 percentage points more), song lyrics and poems (18 percentage points more) and religious or spiritual writings (three percentage points more).
- A larger percentage of male than female students reported reading comics (12 percentage points more), manuals (16 percentage points more) and newspapers (four percentage points more).
- The two genders reported reading non-fiction books 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, March 2014: Writing

	MARCH 2014	
	Female	Male
Students who completed the questionnaire*	# = 11 041	# = 16 348
Percentage of previously eligible students indicating that		
they write in English outside school for more than three hours a week (not counting homework)	29%	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	47%	23%
Notes, directions, instructions	55%	51%
Song lyrics, poems	52%	40%
Stories, fiction	38%	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 March 2014 Student Questionnaire.

- A larger percentage of female (29%) 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.
- The percentages for female students were larger than those for male students for all types of writing; the largest difference was for writing letters and for journals and diaries.

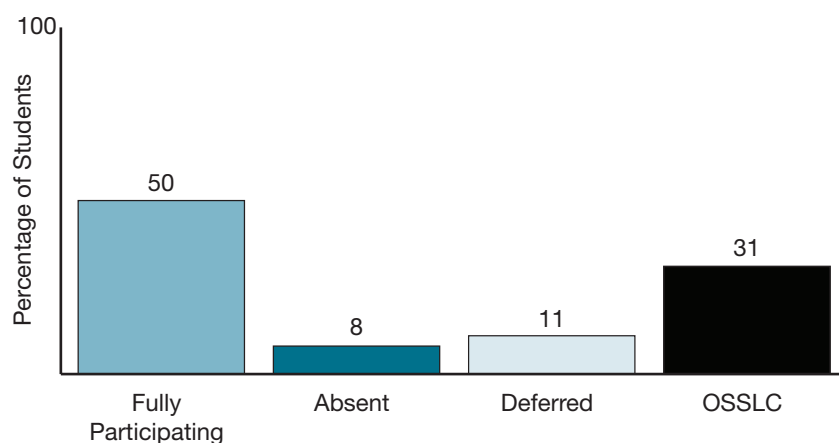
OSSLT—Previously Eligible Students: Achievement Results

RESULTS FOR ALL STUDENTS

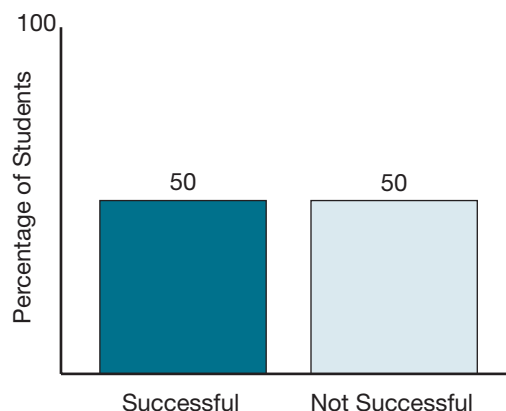
Results for Previously Eligible Students, March 2014*

	ALL STUDENTS # = 56 941		FULLY PARTICIPATING STUDENTS # = 28 312
SUCCESSFUL	14 103	25%	50%
NOT SUCCESSFUL	14 209	25%	50%
FULLY PARTICIPATING	28 312	50%	
ABSENT	4 628	8%	
DEFERRED	6 490	11%	
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	17 511	31%	

Participation Rate, March 2014:
All Students*



Success Rate, March 2014:
Fully Participating Students*



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

† See OSSLT: Explanation of Terms.

Note: An explanation of terms used in the tables for OSSLT is available on page 81.

Observation

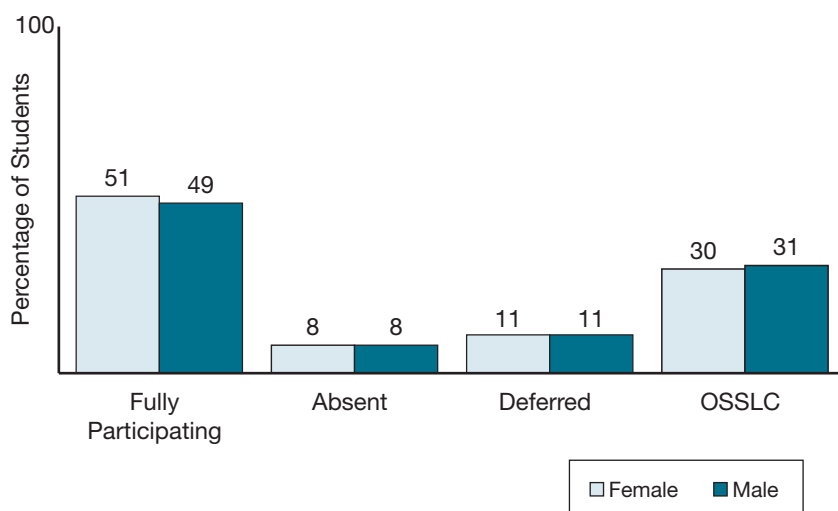
- Of the previously eligible students, 50% participated fully in the 2014 test, among whom 50% were successful.

RESULTS BY GENDER*

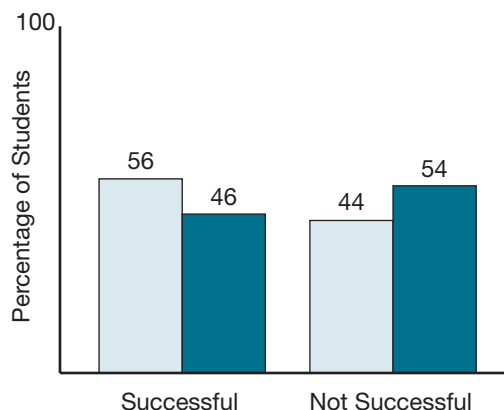
Results for Female and Male Students, March 2014†

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS	
	Female # = 22 412		Male # = 34 528		Female # = 11 332	Male # = 16 979
SUCCESSFUL	6 300	28%	7 802	23%	56%	46%
NOT SUCCESSFUL	5 032	22%	9 177	27%	44%	54%
FULLY PARTICIPATING	11 332	51%	16 979	49%		
ABSENT	1 878	8%	2 750	8%		
DEFERRED	2 523	11%	3 967	11%		
OSSLC‡	6 679	30%	10 832	31%		

Participation Rates, March 2014:
All Female and Male Students†



Success Rates, March 2014:
Fully Participating Female and Male Students†



* Includes only students for whom gender data were available.

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

‡ See OSSLT: Explanation of Terms.

Observations

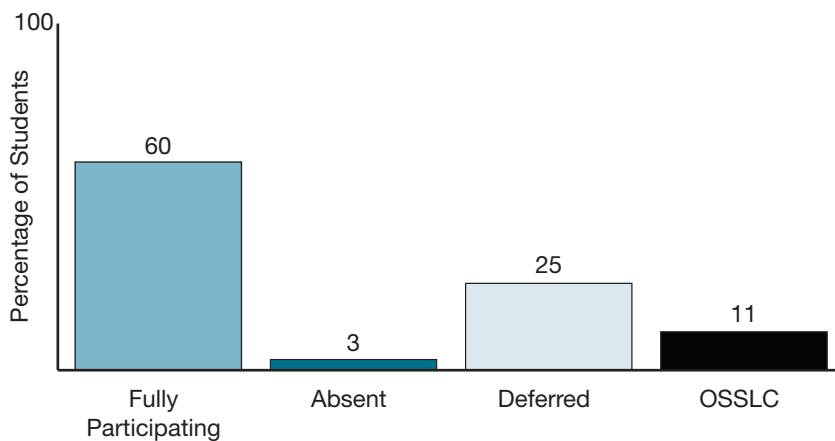
- The participation rate for female students was slightly higher than that for male students (51% and 49%, respectively).
- Among fully participating students, a larger percentage of females (56%) than males (46%) successfully completed the March 2014 OSSLT.

RESULTS BY STUDENT STATUS

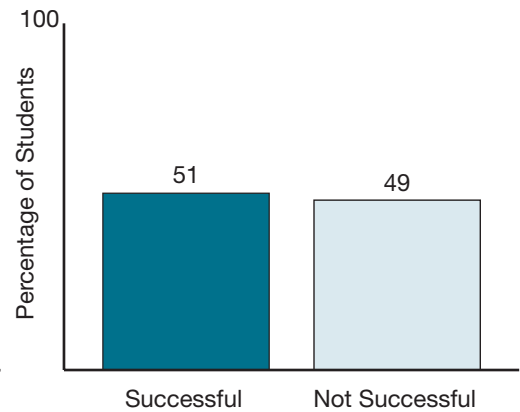
Results for English Language Learners, March 2014*

	ALL ENGLISH LANGUAGE LEARNERS # = 9756		FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS # = 5883
SUCCESSFUL	2996	31%	51%
NOT SUCCESSFUL	2887	30%	49%
FULLY PARTICIPATING	5883	60%	
ABSENT	319	3%	
DEFERRED	2454	25%	
OSSLC†	1100	11%	

Participation Rate, March 2014: All English Language Learners*



Success Rate, March 2014: 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.

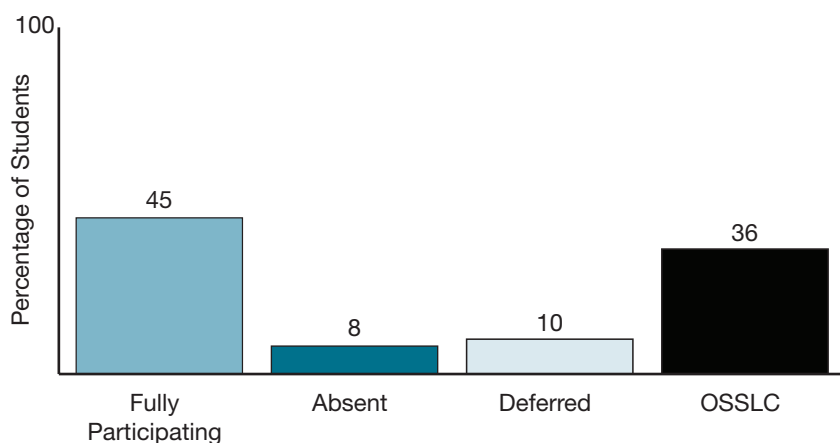
Observations

- English language learners participated in the March 2014 OSSLT at a rate of 60%.
- The fully participating English language learners were successful on the test at a rate of 51%.

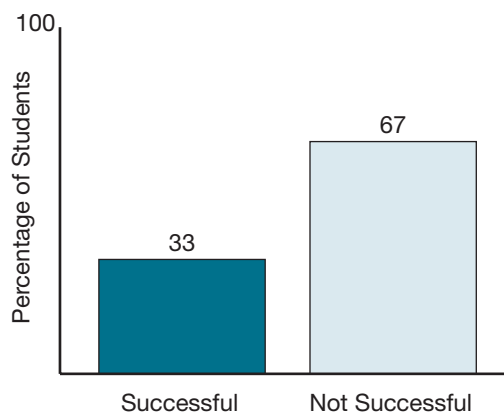
Results for Students with Special Education Needs (Excluding Gifted), March 2014*

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS # = 21 563		FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS # = 9 746
SUCCESSFUL	3 258	15%	33%
NOT SUCCESSFUL	6 488	30%	67%
FULLY PARTICIPATING	9 746	45%	
ABSENT	1 707	8%	
DEFERRED	2 257	10%	
OSSLC†	7 853	36%	

Participation Rate, March 2014:
All Students with Special Education Needs
(Excluding Gifted)*



Success Rate, March 2014:
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.

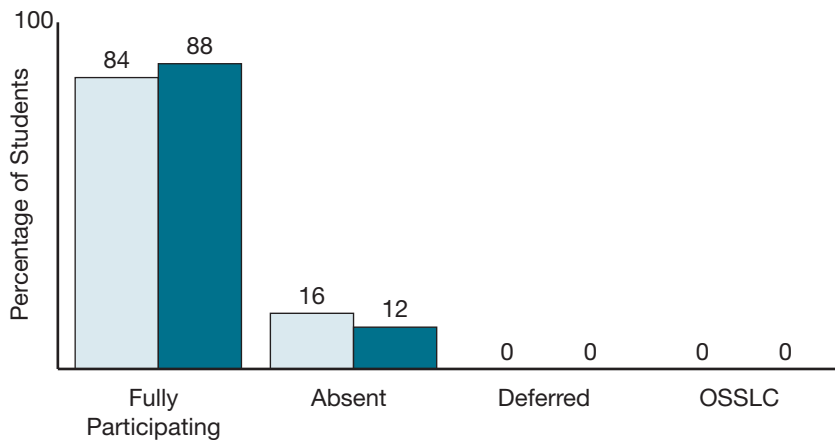
Observations

- Students with special education needs participated in the March 2014 OSSLT at a rate of 45%.
- The fully participating students with special education needs were successful on the test at a rate of 33%, compared to 50% for fully participating previously eligible students in general.

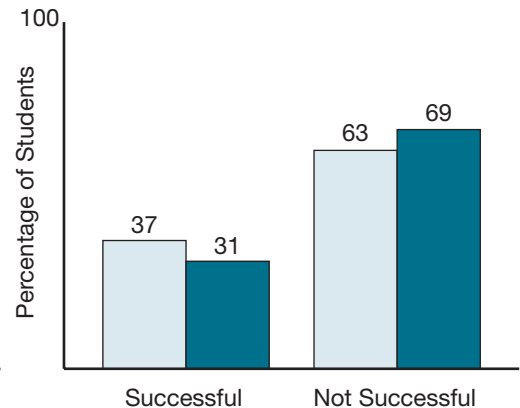
Results for Students with Special Education Needs (Excluding Gifted) Receiving Accommodations, March 2014^{††}

	ALL STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS				FULLY PARTICIPATING STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS	
	IEP Only [‡] # = 4197		IEP and IPRC [‡] # = 6478		IEP Only [‡] # = 3541	IEP and IPRC [‡] # = 5683
SUCCESSFUL	1325	32%	1775	27%	37%	31%
NOT SUCCESSFUL	2216	53%	3908	60%	63%	69%
FULLY PARTICIPATING	3541	84%	5683	88%		
ABSENT	656	16%	795	12%		
DEFERRED	0	0%	0	0%		
OSSLC[†]	0	0%	0	0%		

Participation Rates, March 2014:
Students with Special Education Needs Receiving Accommodations*



Success Rates, March 2014:
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), 84% participated in the 2014 test, among whom 37% were successful.
- Of the students with special education needs (IEP and IPRC), 88% participated in the 2014 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 March 2014 OSSLT.
- Eighty-three 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 remained relatively stable (between 82% and 84%).
- 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). However, this percentage has moderately increased for male students (to 33%) and decreased for female students, from 47% in 2010 to 44% in 2014.
- Over the past five years, there has continued to be a larger percentage of female than male students who report reading the following four types of materials: novels and other fiction; Web sites, e-mail and chat messages; song lyrics and poems; and magazines. A larger percentage of male than female students have reported reading non-fiction, manuals and comics.
- The percentages of students who indicated reading letters, magazines and newspapers has sharply decreased (by over 10 percentage points).
- Over the past five years, there has been a five-percentage-point decrease (to 28%) among female students and a one-percentage-point decrease (to 23%) among male students indicating that they wrote in English outside school for more than three hours a week (not counting homework).
- As in previous years, in 2014, the most frequently reported types of reading and writing 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 (87%) than male (78%) students successfully completed the March 2014 OSSLT.
- Over the past five years, the gender gap in favour of females has remained relatively stable (seven to nine 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 substantially increased, by 12 percentage points (to 75%).
- Since April 2010, the percentage of fully participating students with special education needs (excluding gifted) who completed the OSSLT successfully has decreased by three percentage points (to 51%).
- In March 2014, 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 (50%) and for those taking a locally developed English course (10%).

Previously Eligible Students

- Since 2010, the overall participation rate for previously eligible students has generally decreased (from 56% in 2010 to 50% in 2014).
- Over the past five years, the percentage of fully participating previously eligible students completing the OSSLT successfully has remained stable (48% to 51%).
- Over the past five years, the absence and deferral rates have declined, from 12% to 8% and from 13% to 11%, respectively. There has been a steady increase (from 20% to 31%) in the percentage of students opting to take the Ontario Secondary School Literacy Course (OSSLT).
- The 2014 participation rate for females was two percentage points higher than that for males. Among fully participating students, a larger percentage of females (56%) than males (46%) successfully completed the test.
- English language learners fully participated in the March 2014 OSSLT at a rate of 60%. These students were successful on the test at a rate of 51%, an eight-percentage-point increase from 2013.
- Students with special education needs fully participated in the March 2014 OSSLT at a rate of 45%. These students were successful at a rate of 33%, compared to 50% 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 2012–2013 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 2014. “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: School Stories— On the Journey of Learning

School Stories: On the Journey of Learning

OBSERVATIONS FROM THE FIELD

Over the past year, EQAO has visited a number of secondary schools throughout Ontario to learn from their effective use of evidence and the strategies they have employed to improve student achievement in literacy. Engaging with the education community through the documentation and recognition of these successful practices allows EQAO to share insights and observations throughout the province.

To celebrate this spirit of achievement, EQAO has profiled a number of publicly funded Ontario high schools. Each has been identified in collaboration with its board of education because of its notable improvement in EQAO results and trends over time, its location in the province and its efforts to address challenging circumstances. School teams have shared how EQAO and other data have informed its school improvement planning and focused efforts to support student learning in literacy. The information that we have gathered from these conversations is consistent with research on effective schools.

Common themes emerging from these visits include the following:

- Principals and teachers are examining and using evidence from multiple sources, including classroom and EQAO assessments, to focus on specific student needs and to guide their instructional and assessment practices. The use of school-wide moderated marking establishes consistency in expectations and is useful to identify key strategies that need to be taught across the curriculum.
- Cross-panel communication and data sharing with feeder schools continue to affect student achievement positively. There has been a strong emphasis on supporting at-risk students, along with a belief that all students can succeed.
- Cross-curricular school teams have been effective in supporting literacy skill development for all students.
- Schools are ensuring that students build confidence in their test-taking skills and familiarity with the OSSLT and its expectations.
- Teachers are articulate about their instructional practices and engage in professional dialogue and collaborative inquiry to improve overall achievement. Students are taught to reflect on their learning, monitor their levels of effort, establish targets and set learning goals.
- Initiatives by schools to connect with parents have continued to foster their involvement. This has had a positive impact on student success.

These schools tell just a few of the many remarkable and inspiring stories across Ontario's publicly funded school system. EQAO is pleased to highlight the accomplishments of these schools and celebrate their exemplary work.

Clarke High School

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Student population: 430; Grades: 9–12; Principal: Silvia Grdovic

Clarke High School is a small rural high school where staff, students and parents refer to one another as family. The school is passionate about student success and welcomes all students into a safe, inclusive learning environment.

Clarke is located on a major highway, so all 430 students must be bused. A daily bus for students in co-op placements, board-funded late buses and supportive parents provide transportation for the many extracurricular activities offered by the committed staff. The teachers, many of whom grew up in this rural community, know the students and parents well. Students are provided with emotional and social support, life skills and leadership training. There are opportunities for everyone.

Literacy skills are taught throughout the subject areas from the moment the students enter the school. Important skills required for success on the OSSLT, such as inferring and answering multiple-choice questions, are incorporated throughout the curriculum. Working with a Kawartha Pine Ridge District School Board consultant, Clarke used resources from EQAO and produced a diagnostic assessment based on the OSSLT to be used at the beginning of Grade 10. Teachers from all subjects use moderated marking to identify areas requiring improvement in the current students. As the teachers rotate through the moderated marking process using the EQAO anchors, they become more knowledgeable about expectations for student success.

“The EQAO data is important because it drives our decision-making process. The OSSLT helps our school team determine where the gaps are and in what areas we need to set priorities to improve student achievement and our instructional practices. We continually want to improve our practices as teachers and as school leaders so that we can serve our students,” states Principal Silvia Grdovic.

The location of the Pines Senior Public School on the same lot as Clarke provides easy access for transitional meetings and dialogue among the guidance, special education, student success



Back row: Roberta Youngs-Ransom, Stephen Helleiner, Lyn Westlake, Jennifer Larock
Front row: Marc Paxton, Silvia Grdovic (principal)

and Grades 7 and 8 teachers. Cohort and individual data are collected from the Grades 3 and 6 EQAO results as well as assessment data from the students' two years at the Pines.

At-risk students are identified so that strategies for success can be planned before they arrive at Clarke, and these students are paired with an adult who will identify, target and co-ordinate additional support, with accommodations as needed. Clarke students are well supported in and out of class. Students attribute their confidence and skill to their “amazing teachers.”

In September the trends identified on the Individual Item Reports for the OSSLT are cross-referenced with information about demographics and attitudes from the previous year. The resulting information is combined with the in-school achievement results from the current students to note areas needing improvement. These areas will become the focus for the new School

“The EQAO data is important because it drives our decision-making process. The OSSLT helps our school team determine where the gaps are and in what areas we need to set priorities to improve student achievement and our instructional practices. We continually want to improve our practices as teachers and as school leaders so that we can serve our students.”

Silvia Grdovic, Principal

OSSLT STUDENT POPULATION

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

39%	Female
61%	Male
41%	Applied
57%	Academic
3%	Locally developed
0%	Other
26%	Special education needs
1%	English language learners
3%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

Improvement Plan. Through a process of collaboration and discussion the staff develops a variety of strategies, and teachers choose those useful in their subject areas. For example, this year the data from EQAO indicated a need to focus on news reports, so teachers of every subject area had students practice organizing their writing in this form. After the strategies are implemented, there is a follow-up assessment.

based on linked adventure novels by seven Canadian authors. The students were engaged and improved their questioning and active listening skills through discussion groups that “opened their minds” to the opinions of others. This unit, which culminated in visits by two of the authors, was highly successful, with many students choosing to read more novels.

Parents are informed about the OSSLT. The school created information packages that outline how the school provides supports and accommodations and how parents can help their child at home.

“Our OSSLT results have been maintained and sustained through the dedication and work of the teachers. I can set direction and provide leadership, but it is the teachers in the classroom and what happens in the classroom that directly affects the students and their progress. Teachers take on that leadership and I thank them for that. This staff has bent over backwards in terms of helping students with special needs and making them feel ready for the OSSLT. It is their work that ensures our success,” states Principal Grdovic.

At Clarke, nobody slips through the cracks. Students are welcomed and provided with a safe, healthy, inclusive environment, where they are treated as respected and valued partners in learning. The teachers know the students well and use evidence from a variety of sources to focus on areas for remediation when necessary. Students are offered many opportunities to improve their academic and life skills. The positive and close relationships at Clarke result in sustained success on the OSSLT and extremely high graduation rates.



Clarke High School

Holy Trinity Catholic High School

OTTAWA CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1400; Grades: 7–12; Principal: Jennifer Oake



Alison Strucchelli, Jennifer Oake (principal), Anita Dehler, Jennifer Berube

Holy Trinity Catholic High School is located in Kanata and has a population of 1400 students in Grades 7–12. Although the demographics of the school have remained constant and homogeneous over the past five years, there has been an increase in the French-speaking student population. There are also a large number of students with special education needs. The school has a tradition of excellence, and student success is the focus of all conversations and initiatives.

Under the leadership of the administration, staff members examine and analyze EQAO literacy results, student work, report card data and teacher observations to identify trends and make informed decisions about areas for development and improvement. Data are used extensively to influence and shape classroom instruction in order to provide meaningful learning experiences for all students. There is a strong focus on literacy skills for all students from the time they enter the school. Board-generated data that include results from the primary and junior EQAO assessments allow staff to identify at-risk students and begin timely and specific intervention as early as Grade 7. While staff members are conscious of preparing students for the OSSLT, they are also aware of the need to integrate skills and content authentically so that students see their real-world applicability in different fields. Students have the opportunity to acquire skills over time, practise the skills, receive timely feedback and apply that feedback to future tasks.

Many initiatives at Holy Trinity have contributed to its success. The school literacy committee plays an integral part in planning and facilitating the implementation of many effective teaching

strategies in collaboration with teachers from both panels and all subject areas. Using triangulated evidence of student achievement from a variety of sources, teachers make decisions about programming and plan lessons. The literacy committee is also cognizant that teachers in all areas need support and appropriate materials. Grades 7–12 English teachers who were involved in a cross-panel grammar initiative received a package of grade-level resources containing lesson plans, assignments targeting specific skills and assessment instruments.

Preparation for the OSSLT includes a series of initiatives developed to ensure that students feel comfortable about the test and to provide the necessary supports so that each student can produce his or her best possible work. All Grade 10 students participate in a mock test early in the school year to ensure that there is ample time to collect the data, score the test using EQAO rubrics, provide feedback and put appropriate supports in place. The test is marked using a cross-panel and cross-curricular approach facilitated through the teacher moderation strategy, where teachers share and learn from one another using the EQAO rubrics. It is worth noting that teachers volunteer to participate in the scoring process, demonstrating a high level of commitment and dedication to student achievement. From the mock test, a list of students who are experiencing difficulty and need targeted intervention is generated, and those students are invited to attend an after-school program. Letters are sent home to keep parents informed. The achievement data collected from various sources are often shared with students and parents to stress the importance of attending the after-school program.

Students are prepared to demonstrate their learning when they write the OSSLT. A Grade 11 student interviewed indicated that students have the opportunity to practise many reading and writing strategies and that they use graphic organizers in many subjects. She also explained that teachers provide a lot of feedback and are always willing to give extra help. She found the mock literacy test very useful in lowering her anxiety, and the feedback she received after the test was very helpful. She stated: “I just did not feel as worried when I wrote the real test. I felt prepared.” Student voice is very important, and

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

53%	Female
47%	Male
17%	Applied
80%	Academic
2%	Locally developed
0%	Other
21%	Special education needs
0%	English language learners
14%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

“We use data to bring our school improvement plan to life. Data sets the tone for all our meetings and helps us to roll out our action plan. We use data to help target students so they can be more successful. It has become the credibility piece for staff and shows us where we need to go. Every single year there is a team of caring people helping our students be successful. We cannot take our results for granted.”

Jennifer Oake, Principal

Grade 10 students are surveyed after the administration of the OSSLT to determine whether the current initiatives are effective in helping them or whether changes need to be made.

Students also have the opportunity to participate in the Caring Adult Program. Each participating student is matched with an adult whose responsibility is to connect with the student and provide support, putting into action the consistent message “we care about you and want you to be as successful as you can be.” Students quickly realize that at Holy Trinity there is an entire community of caring adults who believe in them and are willing to invest time and effort in their success.

Parent-teacher interviews are held early in the school year so that parents and teachers can work together to provide the interventions and support required to ensure success. There is ongoing dialogue with parents regarding the OSSLT, and parents are also provided with information on the school Web site. Prior to the test, they receive a message with helpful tips to help their child prepare. Students are provided with a booklet that they can work through with their parents. This regular communication with parents and the sharing of resources such as a literacy preparation package, an essay guide and the EQAO Web site have resulted in a high level of engagement and support.

At Holy Trinity, 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. Embedding literacy in all subject areas has become

a priority. The collaborative approach includes visionary 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. There is also a strong belief that the work of providing a learning environment that embraces all students is never done. Principal Jennifer Oake states: “We use data to bring our school improvement plan to life. Data sets the tone for all our meetings and helps us to roll out our action plan. We use data to help target students so they can be more successful. It has become the credibility piece for staff and shows us where we need to go. Every single year there is a team of caring people helping our students be successful. We cannot take our results for granted.”



Holy Trinity Catholic High School

Michipicoten High School

ALGOMA DISTRICT SCHOOL BOARD

Student population: 130; Grades: 9–12; Principal: Petar Kusic

Michipicoten High School, in scenic Wawa, has a stabilizing influence in a community stressed by economic challenges. The tone at Michipicoten is that of an extended family, and the caring staff members have a history of producing positive attitudinal, attendance and behavioural changes in students. Teachers track students' progress and achievement and use the resulting information when planning for curriculum implementation, thus ensuring that no child slips through the cracks.

Staff members review the Ontario Secondary School Literacy Test (OSSLT) results, Item Information Reports and student responses to EQAO questionnaires along with their classroom assessment data when creating the school improvement plan. Before the transition to high school, staff review the junior-division EQAO assessment cohort results from feeder schools. With students entering from three different school boards, these data are essential for appropriate student placement. Assessment meetings are held each fall, and students are tracked through a school-wide organization system that includes colour-coded assignment sheets, success criteria and achievement charts. With this careful monitoring, teachers ensure that students do not fall behind or miss an assignment.

Through the analysis of student responses on EQAO's Item Information Reports, staff members noted that many students were close to achieving a higher score code and being successful on the OSSLT. Accordingly, the staff members chose to focus on the students' ability to complete the short-writing questions competently. Using modelling, graphic organizers, anchor charts and direct instruction, the teachers introduced a consistent



Tarmo Poldmaa, Danette Mathias, Matt Larrett, Cindy Jozin, Kara Benka, Petar Kusic (principal)

“We pride ourselves here at Michipicoten for having developed a caring, challenging and safe environment in which students can excel. Through our ‘Team Viking’ approach, we have used EQAO data to help improve our literacy skills. All the staff focuses on literacy content and improvement.”

Petar Kusic, Principal

formula for paragraph writing across the curriculum. Realizing that some students needed basic literacy skills, they developed a similar process for teaching a standardized approach to the sentence: CCCAPS (Capitalization, Complete, Comma, Avoidance of run-on, Punctuation and Spelling).

Teachers used EQAO resources by modelling and integrating sample questions and anchors from previous years' assessments during English classes. The students participated in the moderated marking of sample anchors and quickly grasped the expectations required to bring their work up to the next code on the scoring rubric for each of the components of the OSSLT. This strategy resulted in a noticeable improvement in student writing.

The writing assignments were then expanded so that students were prepared for long-writing questions. Course exams were created using the OSSLT's format and included test questions from sample OSSLTs. The students are now confident in their abilities and are excited about writing the OSSLT.

Principal Petar Kusic states: “We pride ourselves here at Michipicoten for having developed a caring, challenging and safe environment in which students can excel. Through our ‘Team Viking’ approach, we have used EQAO data to help improve our literacy skills. All the staff focuses on literacy content and improvement. Our professional learning community sessions have helped create similar expectations across the curriculum, and all the teachers speak the same language. Co-teaching, team teaching and cross-curricular activities connect numeracy and literacy. All of our students have benefited through this positive staff and student teamwork model.”

There is time built into all classes to promote reading, and encouraging reading for pleasure is a priority at Michipicoten. A reading corner in the library is stocked with graphic novels, sports

magazines and hot beverages. This area has become such a success that the English program now makes use of graphic novels in class.

Grade 9 students are given a diagnostic assessment based on the skills measured by the OSSLT. A similar test is given to students at the beginning of Grade 10. Staff members take part in moderated marking and then group the students by area of need. Students at risk are helped by the student support teacher and, if required, scheduled for the literacy course the following year. All students are taught how to use the technology necessary for accommodation.

The Algoma District School Board provides release time, secondary team support and professional training. Staff members are very supportive of literacy initiatives and embed them in their courses. Technology has been used to bridge long distances so that representatives can attend board workshops. The entire school staff takes part in after-school workshops held online.

Parents have great respect for the school and credit it with preparing students for the OSSLT and for academic success. Parents see the school as open and welcoming, and the teachers as supportive, not only to students, but to the community as a whole. Parents also feel that their children are comfortable reaching out when help is needed.

Students at Michipicoten commend their teachers for their commitment. Teachers are always available to give help and descriptive feedback on assignments. They are proactive at finding students at risk and moving them forward. They

understand that home and social situations can be difficult and are therefore flexible about assignments, since some students spend over two hours a day on buses and many have part-time jobs. Extra help with specific literacy skills, organization and study habits help prepare students for post-secondary endeavours. A nutritious breakfast and snack program run by the co-op program helps keep everyone energized throughout the day.

According to a Grade 12 student, "Teachers are always there for us and find time to help us. Early and late buses are available for students who want to be involved in extracurricular activities. Teachers do everything they possibly can to make sure we succeed."

Through consistent organization and language, and the use of effective teaching techniques, the staff members at Michipicoten maximize class time. Diagnostic tests based on the OSSLT and moderated marking allow students to be grouped by area of need for further direct instruction. The positive, caring attitude of the staff creates an environment in which students are engaged in learning, comfortable asking for help and confident about their ability to succeed.

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

40%	Female
60%	Male
48%	Applied
52%	Academic
0%	Locally developed
0%	Other
12%	Special education needs
0%	English language learners
0%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire



Michipicoten High School

Sir Frederick Banting Secondary School

THAMES VALLEY DISTRICT SCHOOL BOARD

Student population: 1250; Grades: 9–12; Principal: Joan Cooper

Sir Frederick Banting Secondary School is a part of the Thames Valley District School Board and is located in London, Ontario. The student population has remained stable at 1250 for several years, but there have been some changes in the demographics, with an increase in the number of at-risk Grade 9 students (30–35%) and a significant number of out-of-boundary admissions. Sir Frederick Banting is one of two high schools in London that offer a French Immersion program. While its demographics are challenging, this school exceeds board and provincial results on the Ontario Secondary School Literacy Test.

In examining the factors that contribute to Banting's success, one must begin with the sense of community and inclusiveness that is fostered in this school. As Principal Joan Cooper states, "We don't just tolerate diversity; we celebrate it." This spirit of belonging is typified in an annual event called "Wild Card." Prior to the end of each school year, the Grade 8 graduates from all the feeder schools are invited to a sleepover at Banting. Parents drop their children off on Friday evening and pick them up on Saturday morning. In the interim, administration, staff and senior students orchestrate a series of activities that are designed to allay fears, have students interact, and replace apprehension with anticipation. When parents come to pick up their children, they watch a video that shows all students participating and enjoying the friendships they have formed over the weekend. This gentle transition to high school diminishes fears and provides an introduction to older students so that each child can have contacts to navigate this secondary school more easily. Parents are pleased that anxiety has lessened, their children are motivated and possible negatives such as bullying or hazing are minimized.

With an emphasis on serving individual needs, solid educational information is a valued commodity. It is essential to develop an accurate student profile so that no student needs are missed. Principal Joan Cooper recognizes the value of good data and how they can provide the information necessary to select appropriate targeted interventions, when possible. She cautions that with so much available data, care must be taken so that they can inform and transform teaching and learning experiences. "What's behind the data is what's important to us." Accordingly, previous EQAO reports provide demographic information, achievement scores, item analysis data and student attitudinal information. The school

"We don't just tolerate diversity; we celebrate it."

Joan Cooper, Principal



Melanie Seifert, Nancy Carson, Joan Cooper (principal), Martha Grandmont

also administers Degrees of Reading Power to all Grade 9 students to determine who is struggling and refers to report card results, teacher recommendations, Grade 9 English results, Individual Education Plans, transitional profiles from Grade 8 and Grade 6 EQAO data. These are only some of the information sources that allow for an appropriate academic picture that will drive the decision making process and improve the success rate on the OSSLT for all students.

The school response to the information gleaned from the accumulated data profile is a blend of supports for at-risk students, initiatives that address any gaps that might exist, and best practices that will enhance the quality of literacy instruction for all students. At Sir Frederick Banting, all teachers from all disciplines are involved. There is a member from each department on the Literacy Team, and all teachers can and do develop literacy skills within their respective disciplines. Skills such as formatting, test writing and reading graphic texts are part of this cross-curricular initiative. For those students who have been flagged and have Individual Education Plans, there is ongoing assistance from the resource teacher. Individual interviews with previously eligible students occur, with a review of results and discussion of specific next-step strategies. Mock tests or practice assignments are all scored and discussed with literacy coaches. There is assistance available for all students, in all subject areas, during lunch. A Student Success and Right Track Program, peer support,

OSSLT STUDENT POPULATION

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

51%	Female
49%	Male
18%	Applied
80%	Academic
1%	Locally developed
1%	Other
20%	Special education needs
7%	English language learners
22%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

reviews the format and scoring of the OSSLT and is usually presented by a staff member who has scored the test. The presenter speaks specifically about writing strategies that can be used. Mock tests are administered and scored and then returned to students. Prior to the actual test, remedial practice and extra-help sessions are also provided.

Think Literacy strategies embedded in daily teaching, a welcoming student success resource area and EQAO resource materials are all available.

Preparation for the OSSLT is not a task that is taken lightly at Sir Frederick Banting Secondary School. A detailed and specific plan is produced that informs and prepares all students. Highlights of this plan include a Grade 10 assembly (in February), which

Parents also receive complete information on the progress of their children, and they are given information regarding available EQAO resources and a complete list of all significant preparatory events prior to the test. This communication has gained parental support for interventions and remedial programs at the school.

Sir Frederick Banting Secondary School has achieved excellent results on the OSSLT due to a great deal of hard work. The school's formula for success is not to view the OSSLT as an addendum but to include it in school planning throughout the year. This school believes strongly in providing an atmosphere that welcomes every single student who is registered and offering the supports and accommodations needed for each student to move forward. All teachers are on board, and there is a culture of acceptance and success here. This is a literacy-rich school that strives for success for all. It has demystified the OSSLT for students and parents and is constantly working to refine its programming. Sir Frederick Banting Secondary School has struck an excellent balance between culture and academics.



Sir Frederick Banting Secondary School

St. Robert Catholic High School

YORK CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1547; Grades: 9–12; Principal: Jennifer Sarna



Paul Paterson, Lisa Laviolette, Jeanne Buckley, Jennifer Sarna (principal)

Enhanced by an International Baccalaureate program, the culture of academic excellence that characterizes St. Robert Catholic High School is such that most students entering Grade 9 aim to attend university on graduation. To facilitate the achievement of these expectations, St. Robert personalizes its approach to reflect individual needs, and evaluates and programs extensively to teach literacy skills to its substantial number of English language learners. A board-wide orientation day in August, which involves some literacy and math screening procedures, provides an essential inclusionary vehicle for welcoming incoming students and allowing staff to anticipate special needs.

While the initial response to EQAO data lies with the school Literacy Committee, which identifies school-wide trends and highlights specific areas of strength and need, each department takes this information, devises its own curricular plan and incorporates its findings into the larger school improvement plan. Using EQAO as the starting point, teachers at St. Robert concentrate over time on areas of concern by integrating successful teaching strategies into the curriculum. For example, by aligning different genres of reading with the curriculum, giving descriptive feedback and matching assessment data with expectations, every staff member takes responsibility for teaching literacy.

Recently for instance, when school data indicated a difficulty with vocabulary development, staff immediately focused on that need. Then, zooming in on inferencing, they explicitly taught students how to read for meaning, articulate what they have learned and

make connections to real-life experiences. Similarly, for writing they “married EQAO data with the curriculum” and designed a course outline to ensure that all students receive the same information through targeted lessons about personal opinion pieces, news reports and sight-passage analysis. Likewise, acting on data showing strong student performances on knowledge-based questions and corresponding weaknesses on critical-thinking tasks, teachers refined their questioning practices and explicitly taught critical-thinking skills.

To accommodate evolving English-language skills, the school provides all Grade 10 students with workbooks covering essential reading and writing skills from the curriculum. Deeply invested in the academic success of their children, parents can go directly to these resources to familiarize themselves with EQAO literacy requirements. For subject teachers, they serve as diagnostic assessment devices or as lead-ins to teaching curriculum expectations. An online program called Reading Aloud is another valuable resource available to Grade 10 applied classes. Again, literacy skills outlined in the curriculum are embedded in the program. With contemporary stories and a chat area for discussing questions, it functions as a highly motivating teaching tool.

Reaching out to non-identified students, the Literacy Mentor program provides increasingly inclusive data and support. Recently transferred at-risk students who scored below 60% in Grades 9 and 10 English or weren’t successful on the OSSLT meet in small groups with staff mentors twice weekly to identify individual learning gaps, determine why these gaps exist and receive appropriate interventions. The staff mentors record progress and ultimately share improvement data with the multi-disciplinary school success team. “Trusting and sharing your data are two of the most important things teachers can do,” says Principal Sarna.

Using a continuous feedback cycle of data, St. Robert also traces trends over time. Current EQAO data, school results from the primary and junior assessments along with classroom data and data from other sources (such as credit recovery and attendance records) are used organically by small

OSSLT STUDENT POPULATION

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

51%	Female
49%	Male
4%	Applied
91%	Academic
<1%	Locally developed
<1%	Other
6%	Special education needs
10%	English language learners
58%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire

“Data helps by providing a focus to align our vision along a path that is going to produce results.”

Jennifer Sarna, Principal

successful departmental learning teams. These teams venture beyond the numbers to gather perceptual and attitudinal data, which they layer over school board statistics, ensuring student success.

Principal Sarna states: “There is a constant questioning around how we can make those incremental improvements. The challenge is continually seeking out the deeper corners of the curriculum.”

With professional development predominantly occurring on site, staff can tailor board initiatives to local needs. Recently for example, working with a board initiative, staff from various departments used EQAO data to create targeted lessons for Grades 9 and 10 students in the applied program. As part of the project, teachers worked in pairs, observing each other and discussing their insights. A comparison of data from before and after showed that these strategies improved students’ literacy skills significantly. As Principal Sarna states, “Data helps by providing a focus to align our vision along a path that is going to produce results.”

Staff at St. Robert collaborate successfully in small teams, not only within the school but also with staff from other schools, and acknowledge their commitment to meeting student needs. This was demonstrated recently by the school’s success securing a grant to address the discrepancy between the academic and applied programs’ OSSLT success rates by reviewing data, linking them to the curriculum and designing Grade 9 lessons plans with other schools.

Assistive and other technology provides another link to success by allowing students with learning disabilities to function well in the academic stream and all students with special education needs to demonstrate their learning more clearly on assessments. EQAO resources familiarize students with the language and expectations of the curriculum. Committed to improving technology school-wide, St. Robert is now purchasing iPads to improve students’ oral and written communication skills.

Ever respectful of student wishes, staff encourage student input into the schools’ many extracurricular activities, which significantly contribute to the development of language and social skills among the diverse student population. With full parental support, the teachers have collaboratively created a friendly, welcoming and safe learning community within which students thrive both socially and academically.



St. Robert Catholic High School

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.
- 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 two 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).

Based on an examination of the 2014 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).

1. Communication

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE OSSLT	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
Communicate clearly and correctly in the written form	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; - Short-writing tasks: percentages at top score (Code 30) for topic development
- Respond to written text in a manner that ensures effective communication - 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, 2010–2014 PCAP (2010) reading results by jurisdiction

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, 2010–2014
- 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, 2010–2014 - PCAP (2010) mathematics results by jurisdiction - TIMSS (2011) Grade 8 trends in mathematics achievement results (Canadian provinces), percentage of students reaching TIMSS intermediate benchmark and results by jurisdiction

* First-time eligible students (FTE) typically entered Grade 9 during the 2012–2013 school year. These students (and any others placed in this cohort) were required to write the OSSLT for the first time in March 2014. “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	LITERACY SKILLS ASSESSED BY THE OSSLT	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
• 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 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
	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE GRADE 9 ASSESSMENT OF MATHEMATICS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
	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 the skill of Thinking

4. Personal Management: Attitudes and Behaviours

21ST-CENTURY LEARNING OUTCOMES	LITERACY SKILLS ASSESSED BY THE OSSLT	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
• Feel good about yourself and be confident • Show interest, initiative and effort	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
	MATHEMATICS SKILLS AND PROCESSES ASSESSED BY THE GRADE 9 ASSESSMENT OF MATHEMATICS	EQAO DATA RELATED TO THE LEARNING OUTCOMES, 2010–2014
	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 1) TIMSS (2011): Student Questionnaire data

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 above.

1. Communication

Since 2010, 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,

- on average, 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, nearly 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.
- On average, approximately three-quarters of students have performed well on multiple-choice reading questions assessing all three reading skills, and about half have on open-response reading questions, which means that these students 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).

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 2010, more than 80% of students taking the academic mathematics course have performed at or above the provincial standard (Level 3).

Over the past five years,

- on average, more than two-thirds of students have performed well on multiple-choice questions assessing the skill Knowledge and Understanding, and approximately two-thirds of students have performed well on multiple-choice questions assessing the skill 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, approximately one-half of students have received the top scores (Codes 30 and 40) on the open-response questions assessing 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 four years,

- the Student Questionnaire data have shown that almost 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 2010, 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,

- on average, approximately two-thirds of students have performed well on multiple-choice questions assessing the skill Knowledge and Understanding, and approximately one-half of students have performed well on multiple-choice questions assessing the skill 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 skill 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 four years,

- the Student Questionnaire data have shown that fewer than 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 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).

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 more than half of 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.

Academic and Applied Mathematics Courses

Over the past five years, overall, students in both courses performed well on multiple-choice and open-response questions assessing the skill of Thinking, indicating that they can solve multi-step problems. However, students performed less well on multiple-choice questions assessing Thinking than on those assessing Knowledge and Understanding; students require continued support in selecting and using problem-solving strategies to determine a solution and support their thinking.

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.

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.

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 had 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 had 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 liked to learn mathematics, 41% somewhat liked to learn mathematics and 34% didn’t like learning mathematics, which is comparable to the international average. The average achievement of Grade 8 students who liked learning mathematics is higher than the average for those who didn’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 Ontario, 32% of the Grade 8 students felt confident in their mathematics ability, and 40% felt somewhat confident.

The average achievement of the students who felt confident is higher than the average achievement of the students who felt somewhat confident and than that of the 28% of students who didn’t feel confident. The index “Confidence with 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 valued mathematics and 8% didn’t value mathematics. The average achievement of students who valued mathematics is higher than the average achievement of students who didn’t. Valuing mathematics can explain 6% of the variation in Grade 8 students’ achievement in mathematics on the 2011 TIMSS.

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 and
- making real-life connections for applying numeracy and literacy skills.

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 communication, numeracy, critical thinking and problem solving and personal management skills 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)

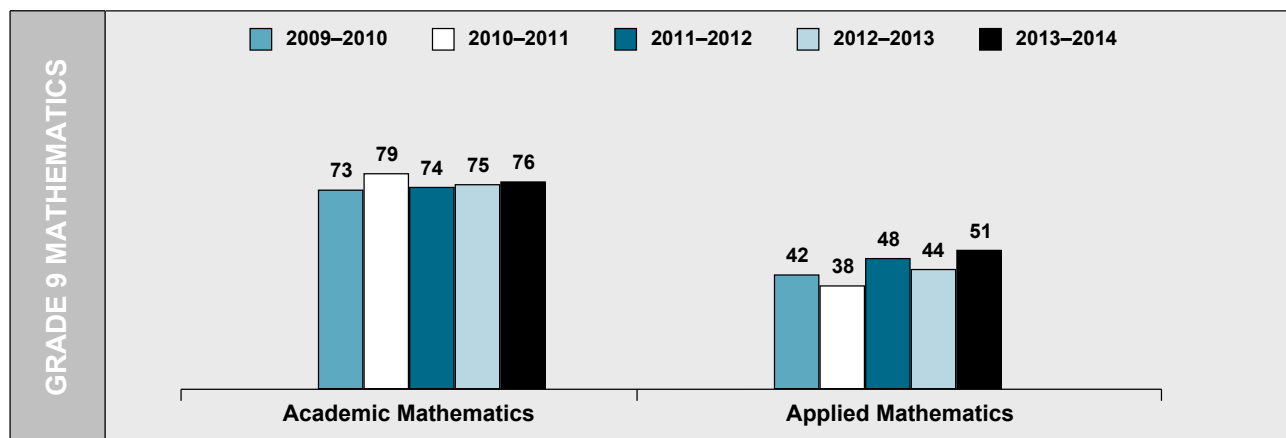
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	7%	37%	20%
Students with special education needs receiving accommodations*†	6%	33%	18%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	10	9	10

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

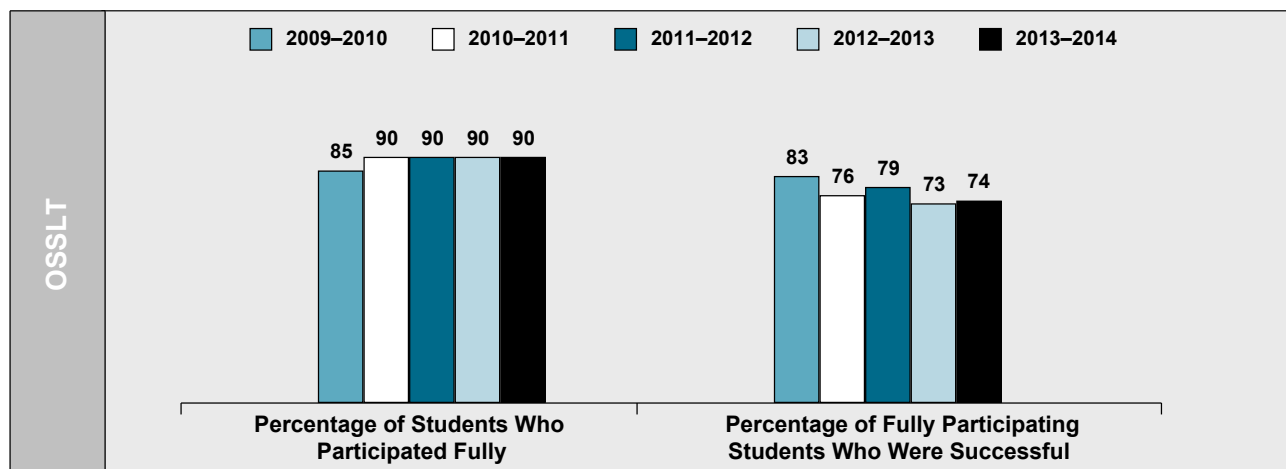
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	527	529	516	474	467
Applied mathematics	346	291	287	248	268
OSSLT: first-time eligible students who participated fully	824	840	782	753	685
OSSLT: first-time eligible fully participating students who were successful	680	638	615	552	510

**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: 2014 OSSLT results for previously eligible students: 46% participated fully and 44% of fully participating students were successful.

Board Name: Algonquin and Lakeshore Catholic DSB (67202)

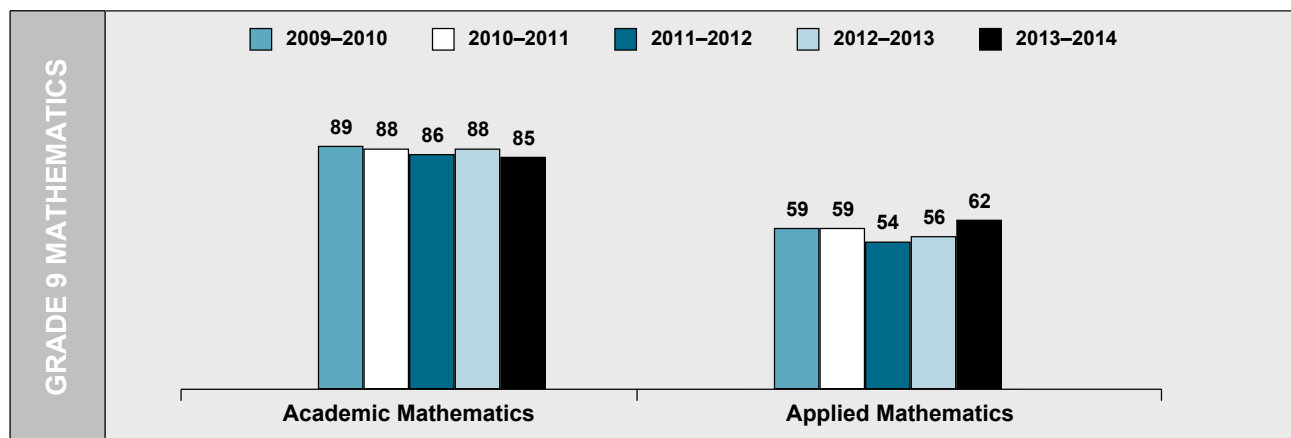
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	1%
English language learners receiving special provisions*	<1%	0%	1%
Students with special education needs (excluding gifted)	9%	48%	20%
Students with special education needs receiving accommodations*†	7%	41%	15%
Speak only or mostly a language other than English at home	2%	4%	2%
Number of schools	5	5	5

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

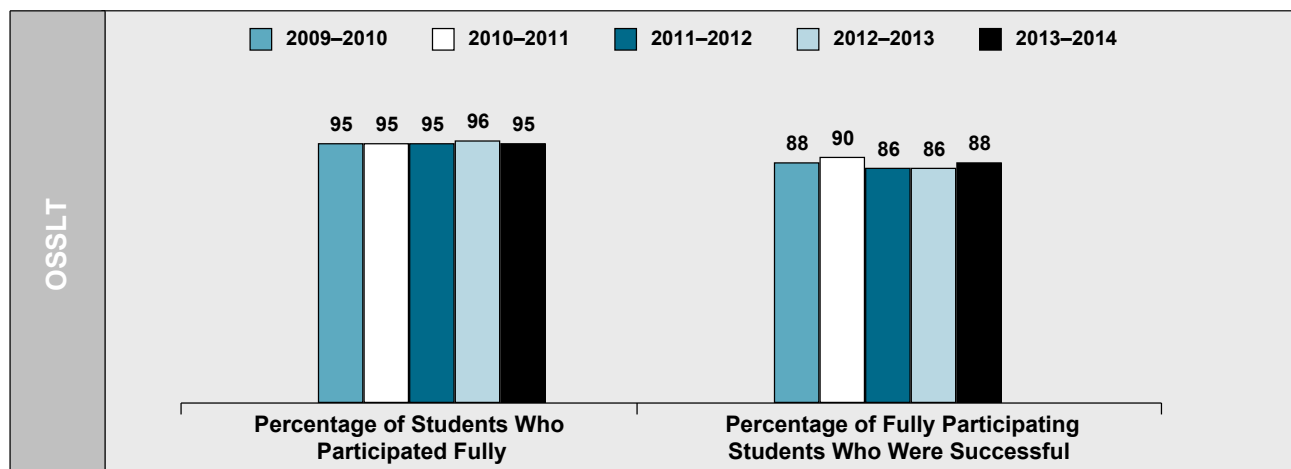
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	650	647	554	623	679
Applied mathematics	316	253	264	228	200
OSSLT: first-time eligible students who participated fully	875	940	882	786	844
OSSLT: first-time eligible fully participating students who were successful	773	843	757	673	739

**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: 2014 OSSLT results for previously eligible students: 32% participated fully and 67% of fully participating students were successful.

Board Name: Avon Maitland DSB (66010)

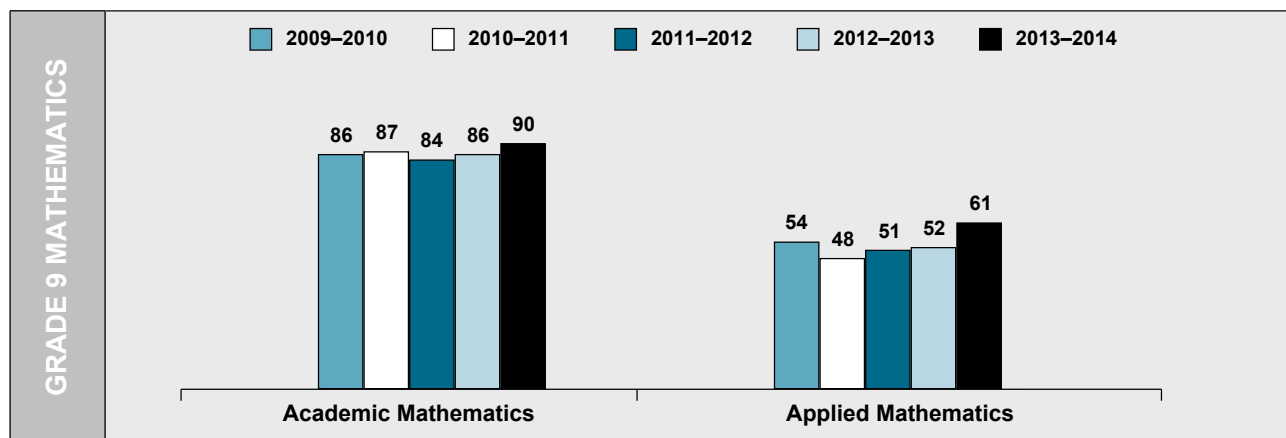
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	<1%	<1%
English language learners receiving special provisions*	0%	<1%	<1%
Students with special education needs (excluding gifted)	5%	26%	17%
Students with special education needs receiving accommodations*†	4%	24%	14%
Speak only or mostly a language other than English at home	2%	1%	1%
Number of schools	9	9	10

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

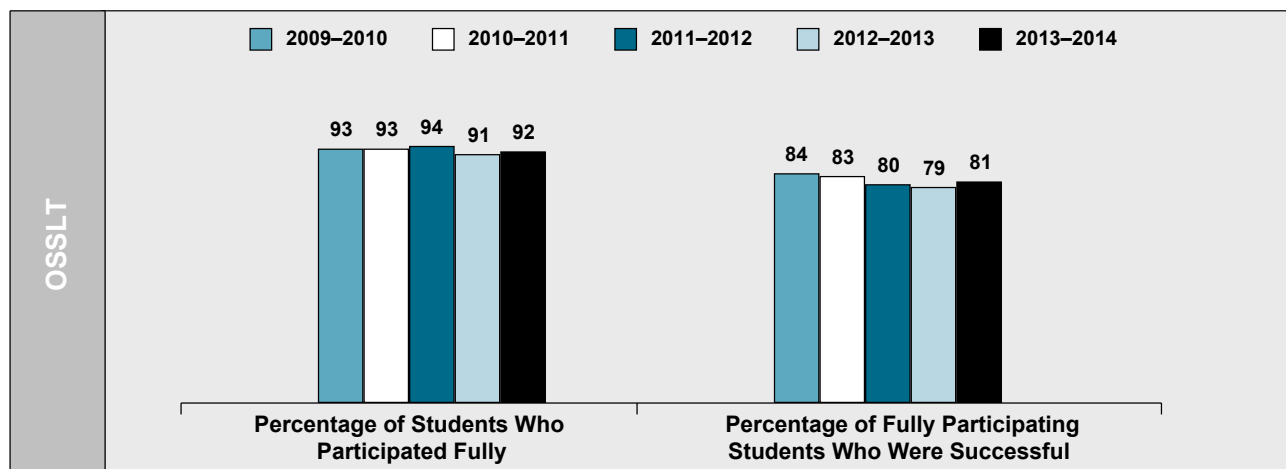
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	834	777	756	770	683
Applied mathematics	518	490	436	457	411
OSSLT: first-time eligible students who participated fully	1 296	1 366	1 257	1 149	1 198
OSSLT: first-time eligible fully participating students who were successful	1 093	1 136	1 006	913	974

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



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



Note: 2014 OSSLT results for previously eligible students: 38% participated fully and 47% of fully participating students were successful.

Board Name: Bluewater DSB (66001)

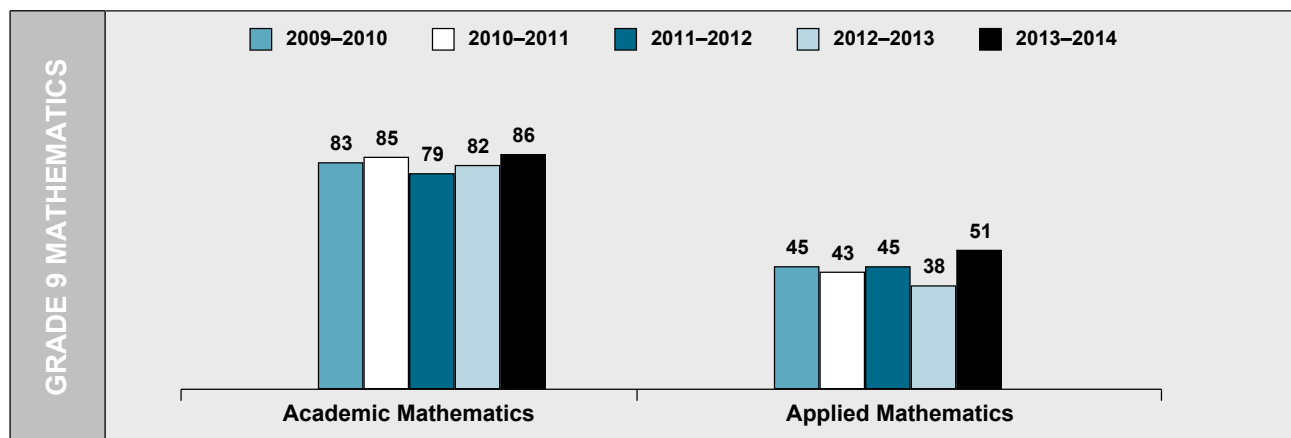
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	37%	26%
Students with special education needs receiving accommodations*†	3%	21%	23%
Speak only or mostly a language other than English at home	1%	1%	1%
Number of schools	11	11	11

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

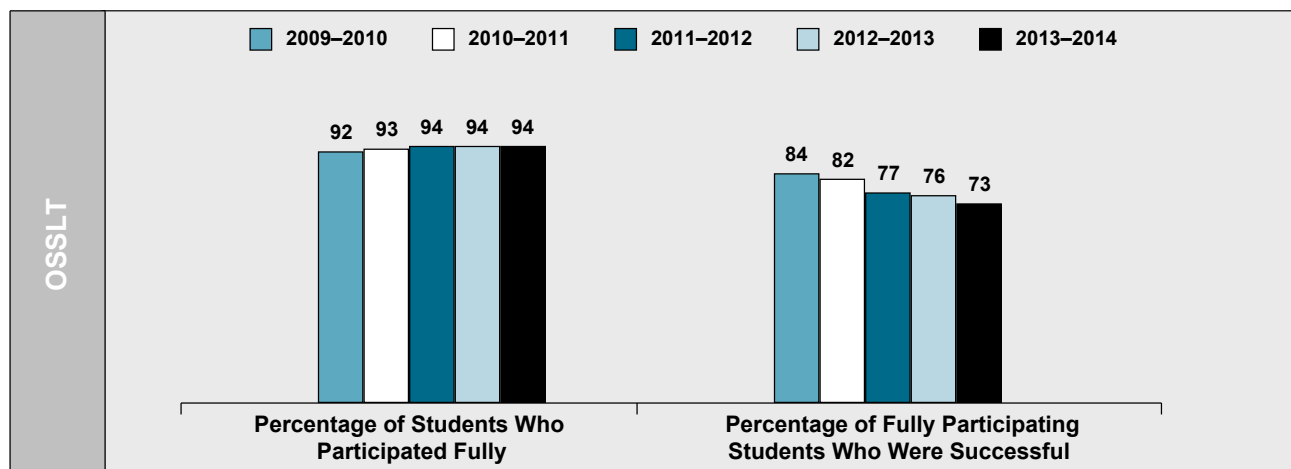
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	776	742	725	719	596
Applied mathematics	525	480	471	419	367
OSSLT: first-time eligible students who participated fully	1 369	1 246	1 224	1 165	1 157
OSSLT: first-time eligible fully participating students who were successful	1 152	1 022	942	885	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: 2014 OSSLT results for previously eligible students: 54% participated fully and 51% of fully participating students were successful.

Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

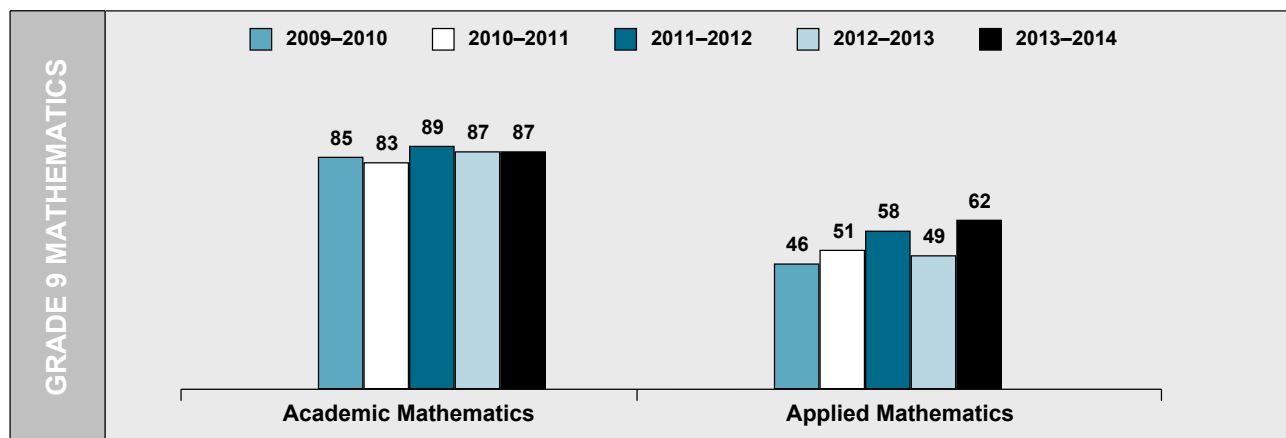
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	30%	16%
Students with special education needs receiving accommodations*†	4%	29%	13%
Speak only or mostly a language other than English at home	3%	3%	2%
Number of schools	3	3	3

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

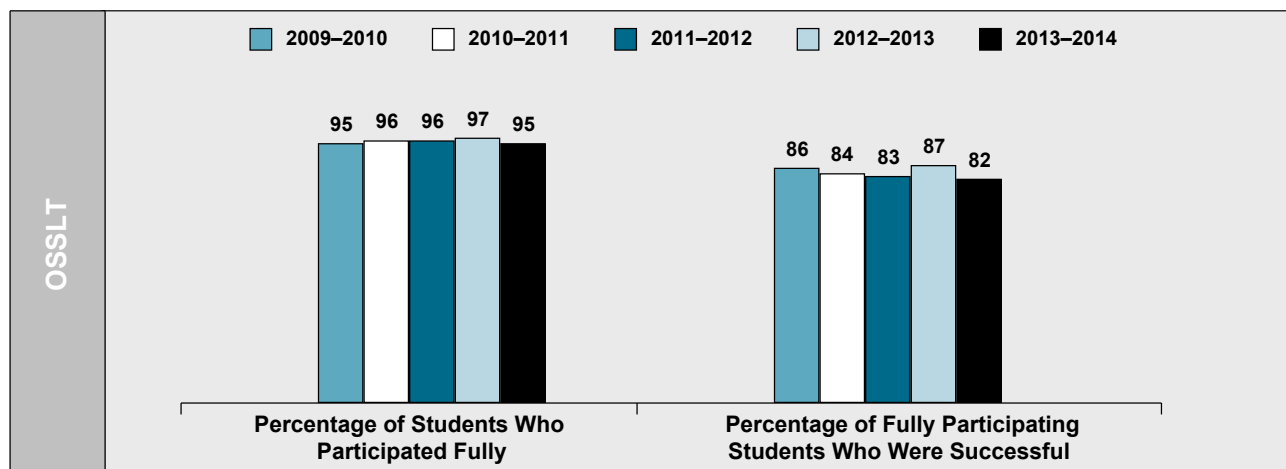
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	599	586	535	498	511
Applied mathematics	347	305	308	277	264
OSSLT: first-time eligible students who participated fully	930	907	840	807	740
OSSLT: first-time eligible fully participating students who were successful	803	765	694	704	610

**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: 2014 OSSLT results for previously eligible students: 43% participated fully and 58% of fully participating students were successful.

Board Name: Bruce-Grey Catholic DSB (67008)

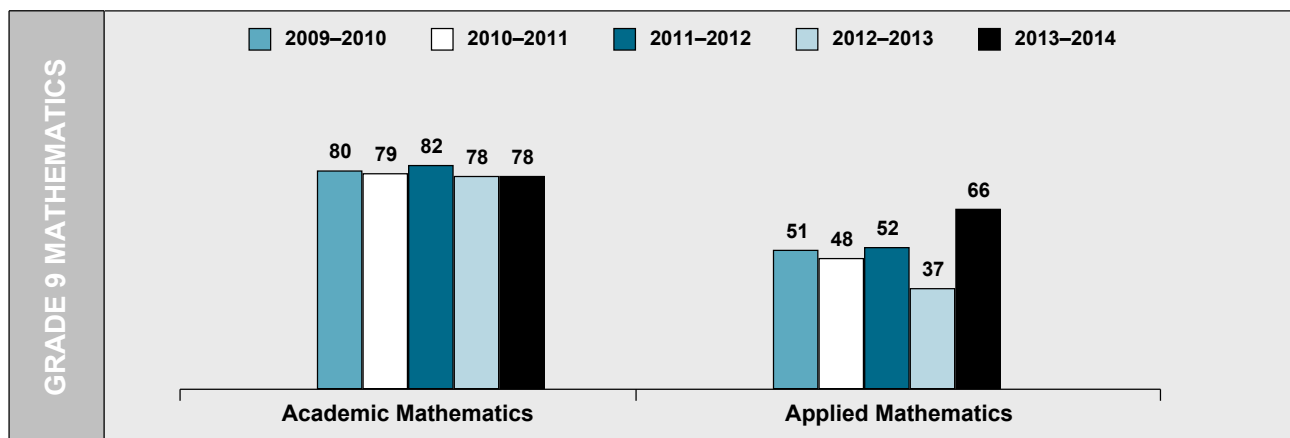
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	7%	45%	26%
Students with special education needs receiving accommodations*†	7%	44%	23%
Speak only or mostly a language other than English at home	4%	1%	1%
Number of schools	2	2	2

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

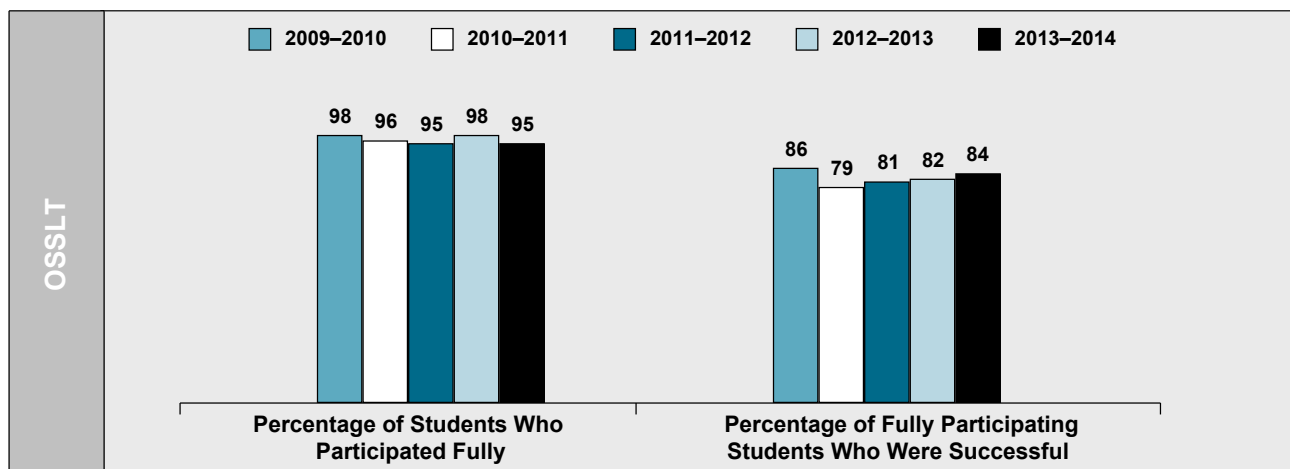
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	189	198	187	199	214
Applied mathematics	80	101	67	82	113
OSSLT: first-time eligible students who participated fully	348	269	288	259	290
OSSLT: first-time eligible fully participating students who were successful	298	213	232	213	243

**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: 2014 OSSLT results for previously eligible students: 58% participated fully and 57% of fully participating students were successful.

Board Name: Catholic DSB of Eastern Ontario (67172)

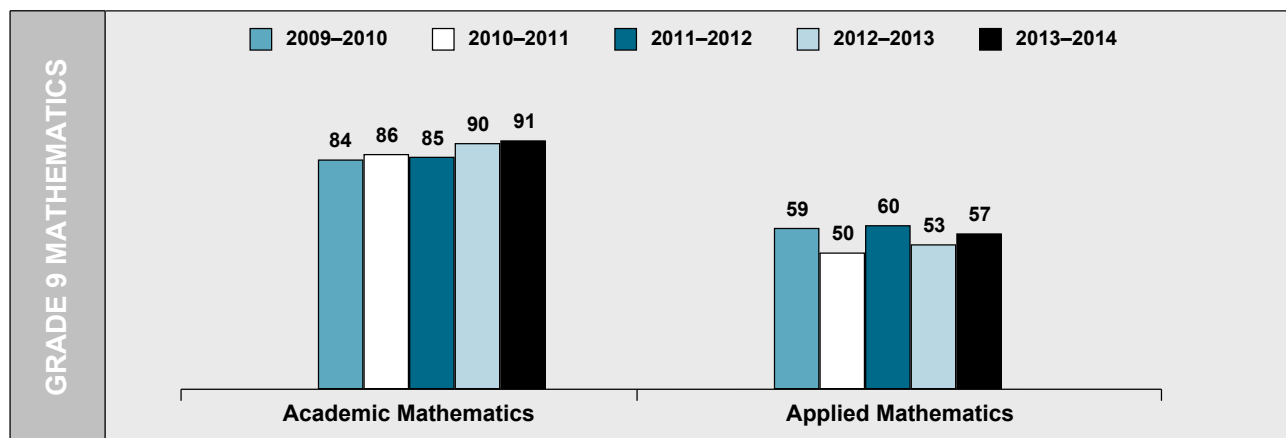
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	12%	60%	33%
Students with special education needs receiving accommodations*†	11%	46%	29%
Speak only or mostly a language other than English at home	4%	2%	2%
Number of schools	8	10	10

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

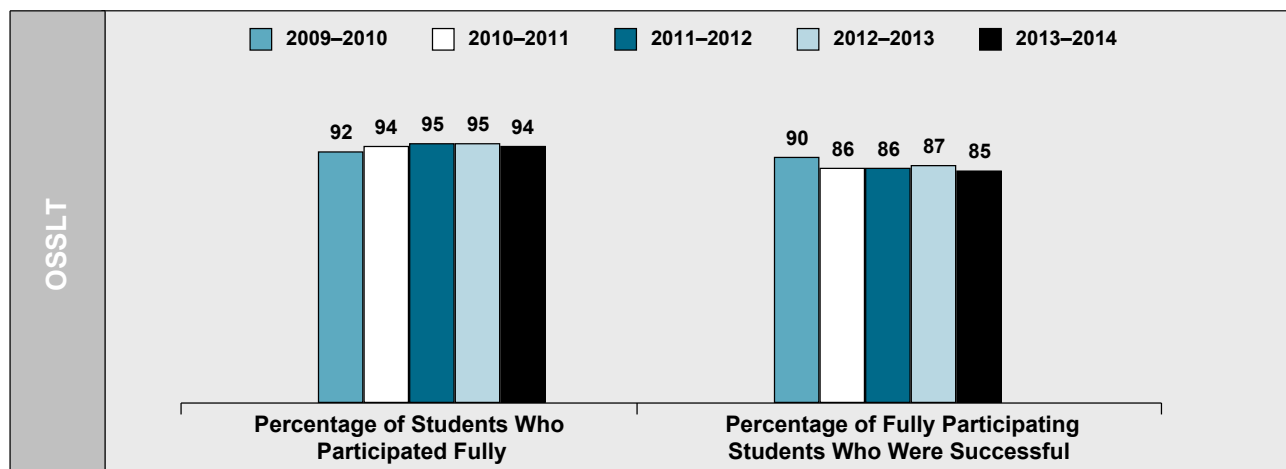
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	679	670	618	677	586
Applied mathematics	401	329	394	314	322
OSSLT: first-time eligible students who participated fully	1 097	1 071	1 029	963	1 050
OSSLT: first-time eligible fully participating students who were successful	985	919	882	837	894

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: 2014 OSSLT results for previously eligible students: 44% participated fully and 50% of fully participating students were successful.

Board Name: DSB of Niagara (66150)

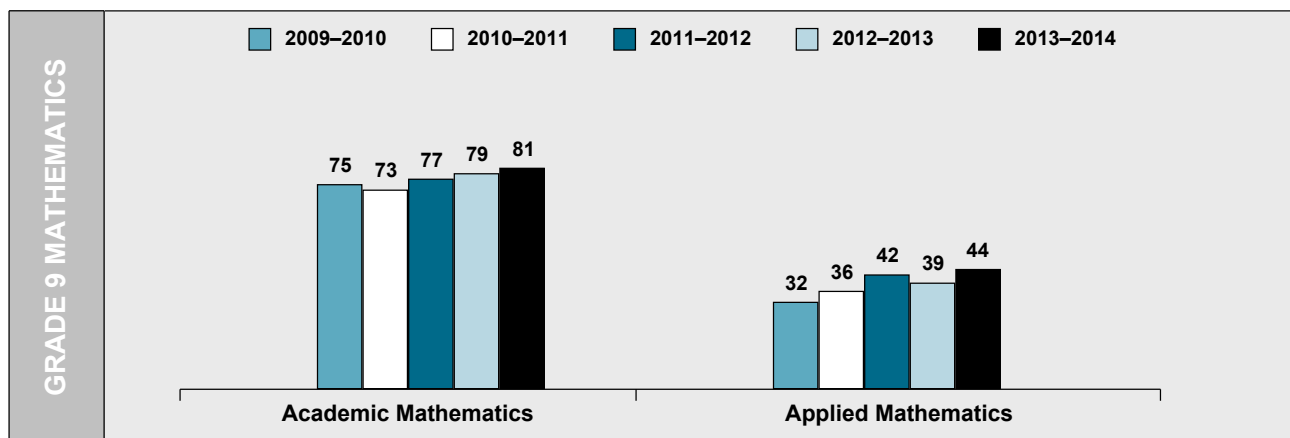
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	3%	3%
English language learners receiving special provisions*	2%	2%	2%
Students with special education needs (excluding gifted)	7%	39%	20%
Students with special education needs receiving accommodations*†	5%	33%	14%
Speak only or mostly a language other than English at home	4%	3%	3%
Number of schools	19	18	18

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

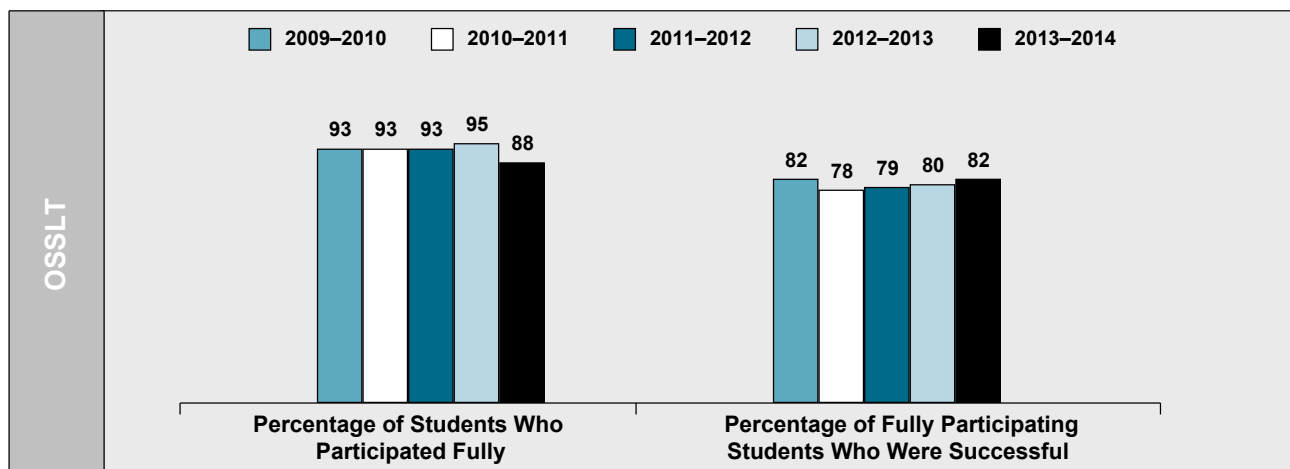
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	2 024	1 991	1 791	1 836	1 813
Applied mathematics	986	918	808	836	683
OSSLT: first-time eligible students who participated fully	2 867	2 884	2 770	2 534	2 480
OSSLT: first-time eligible fully participating students who were successful	2 358	2 259	2 195	2 018	2 046

**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: 2014 OSSLT results for previously eligible students: 37% participated fully and 51% of fully participating students were successful.

Board Name: DSB Ontario North East (28002)

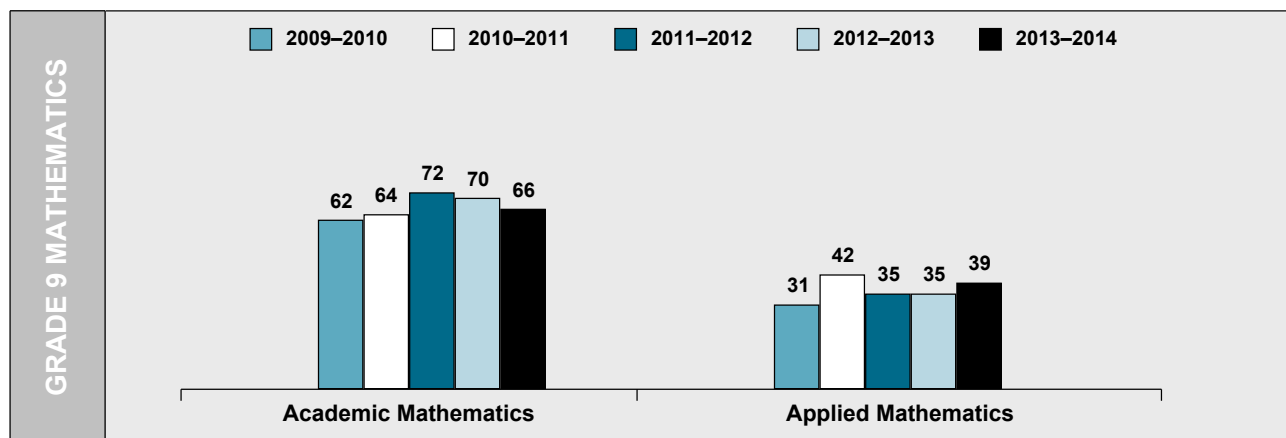
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	11%	38%	23%
Students with special education needs receiving accommodations*†	10%	35%	20%
Speak only or mostly a language other than English at home	2%	2%	2%
Number of schools	8	8	10

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

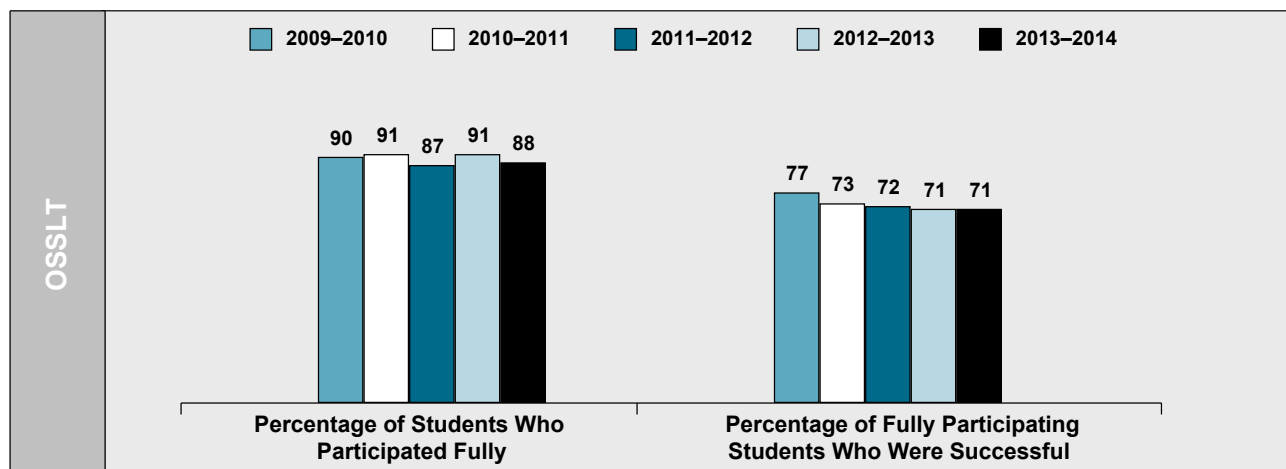
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	367	351	371	341	306
Applied mathematics	311	317	311	278	253
OSSLT: first-time eligible students who participated fully	726	659	621	606	573
OSSLT: first-time eligible fully participating students who were successful	560	478	445	429	406

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: 2014 OSSLT results for previously eligible students: 48% participated fully and 36% of fully participating students were successful.

Board Name: Dufferin-Peel Catholic DSB (67083)

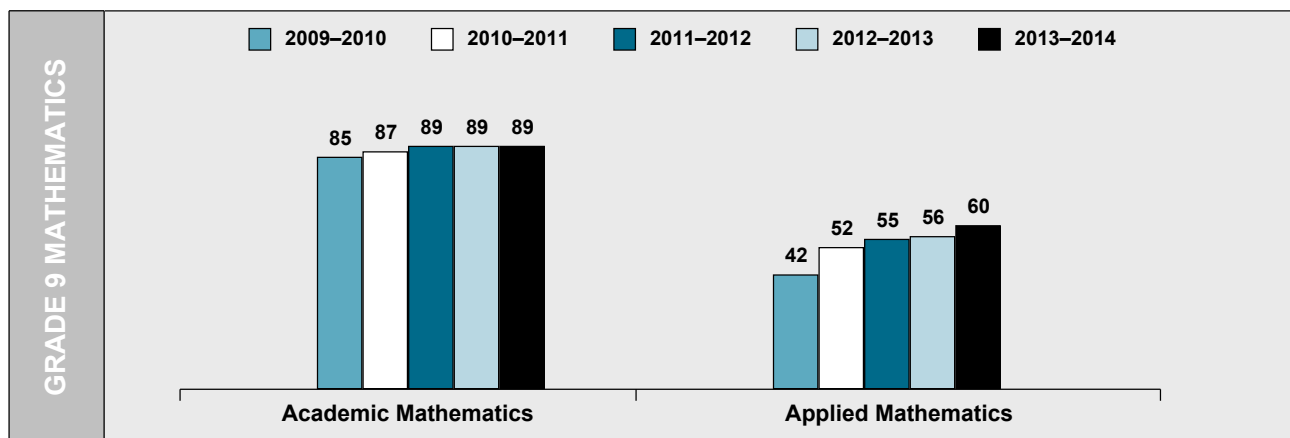
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	9%	8%
English language learners receiving special provisions*	3%	4%	5%
Students with special education needs (excluding gifted)	3%	28%	13%
Students with special education needs receiving accommodations*†	2%	20%	11%
Speak only or mostly a language other than English at home	9%	10%	8%
Number of schools	26	26	26

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

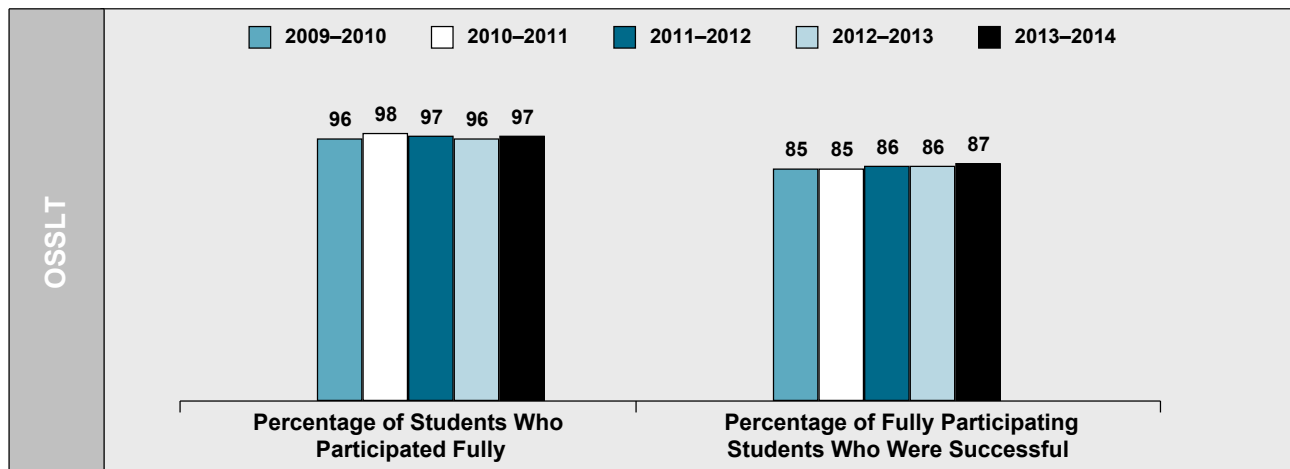
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	5 740	5 457	5 435	5 387	5 420
Applied mathematics	2 310	2 232	2 070	2 033	2 012
OSSLT: first-time eligible students who participated fully	7 627	8 167	7 751	7 505	7 461
OSSLT: first-time eligible fully participating students who were successful	6 485	6 963	6 658	6 478	6 492

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: 2014 OSSLT results for previously eligible students: 49% participated fully and 59% of fully participating students were successful.

Board Name: Durham Catholic DSB (67105)

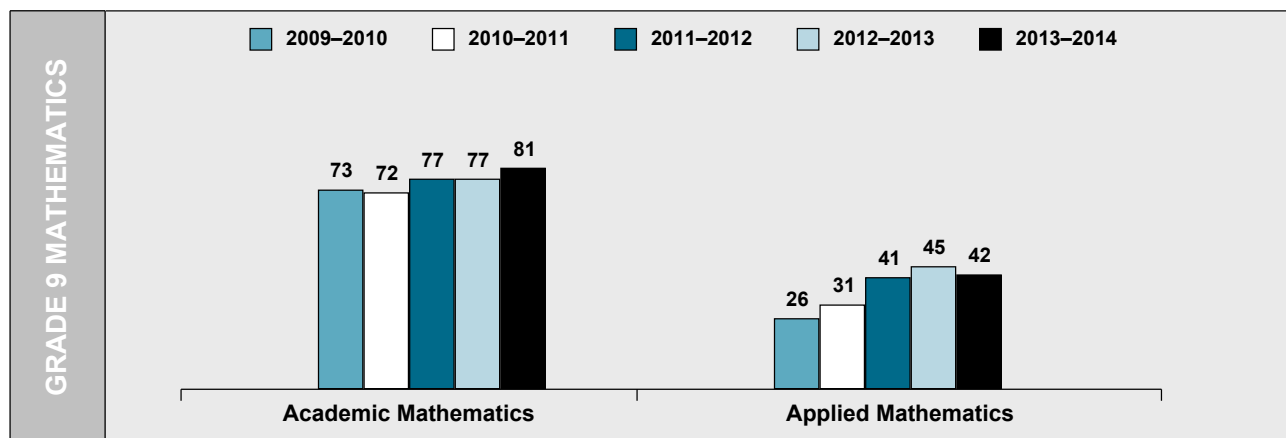
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	3%
English language learners receiving special provisions*	1%	1%	2%
Students with special education needs (excluding gifted)	4%	35%	17%
Students with special education needs receiving accommodations*†	4%	33%	15%
Speak only or mostly a language other than English at home	4%	3%	4%
Number of schools	7	7	8

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

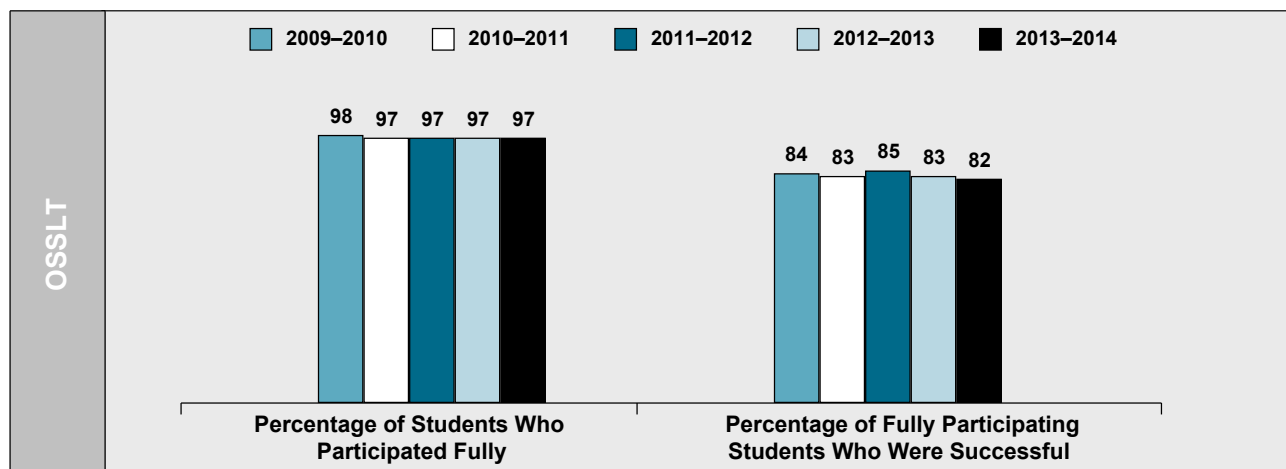
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 453	1 451	1 356	1 218	1 269
Applied mathematics	578	509	461	411	385
OSSLT: first-time eligible students who participated fully	2 168	2 019	1 945	1 838	1 672
OSSLT: first-time eligible fully participating students who were successful	1 813	1 670	1 646	1 528	1 377

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: 2014 OSSLT results for previously eligible students: 58% participated fully and 50% of fully participating students were successful.

Board Name: Durham DSB (66060)

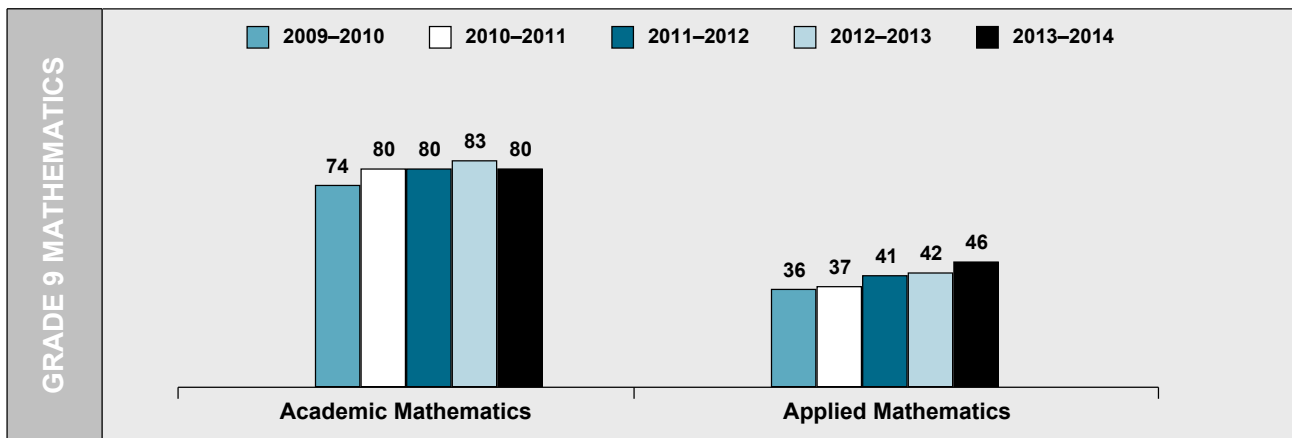
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions*	1%	1%	1%
Students with special education needs (excluding gifted)	7%	37%	18%
Students with special education needs receiving accommodations*†	5%	35%	16%
Speak only or mostly a language other than English at home	3%	2%	3%
Number of schools	18	18	19

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

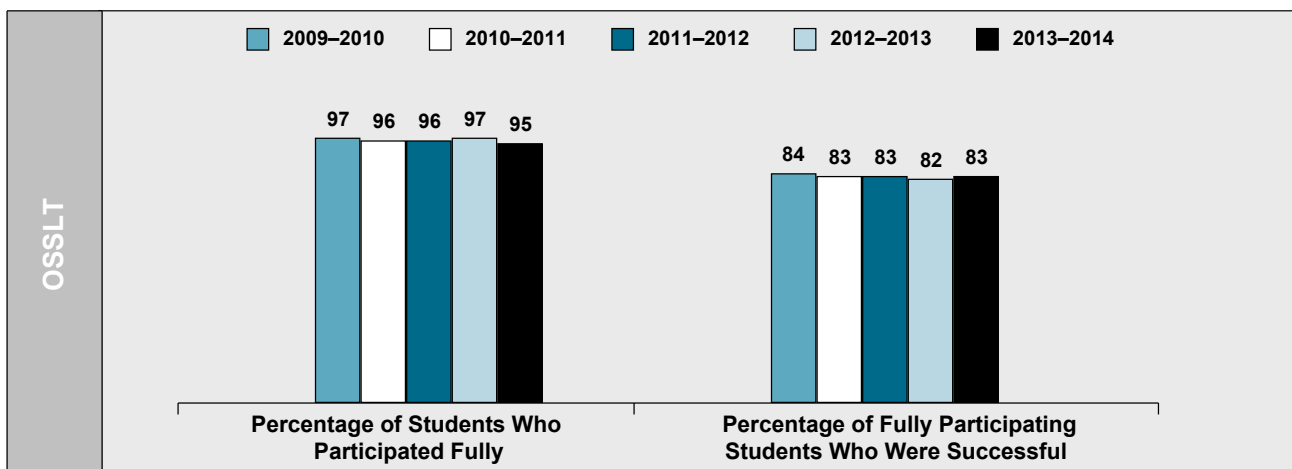
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	3 743	3 545	3 595	3 503	3 480
Applied mathematics	1 640	1 543	1 492	1 410	1 466
OSSLT: first-time eligible students who participated fully	5 155	5 305	4 968	4 957	4 915
OSSLT: first-time eligible fully participating students who were successful	4 353	4 389	4 131	4 084	4 072

**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: 2014 OSSLT results for previously eligible students: 39% participated fully and 50% of fully participating students were successful.

Board Name: Grand Erie DSB (66168)

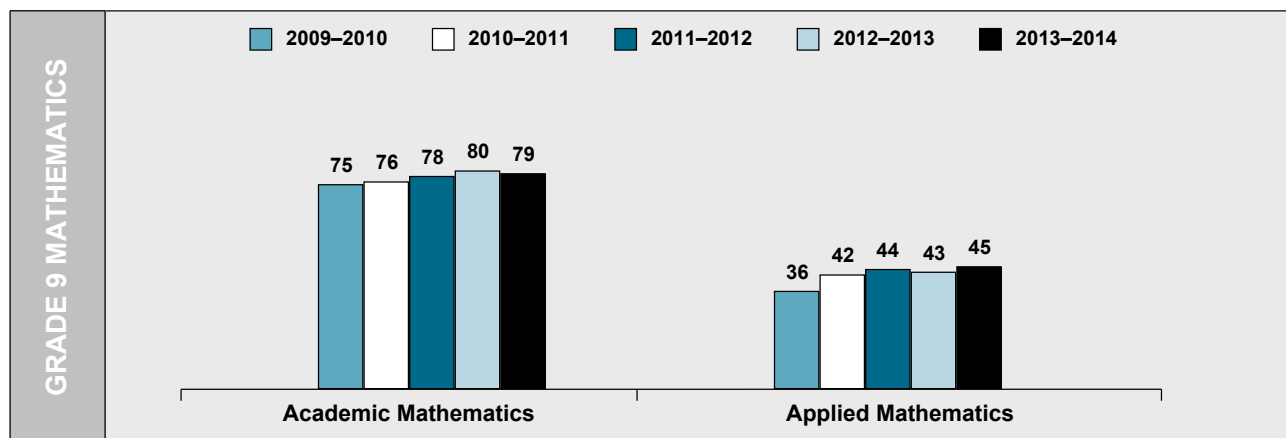
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	1%
English language learners receiving special provisions*	<1%	<1%	1%
Students with special education needs (excluding gifted)	5%	27%	20%
Students with special education needs receiving accommodations*†	3%	18%	17%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	12	12	15

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

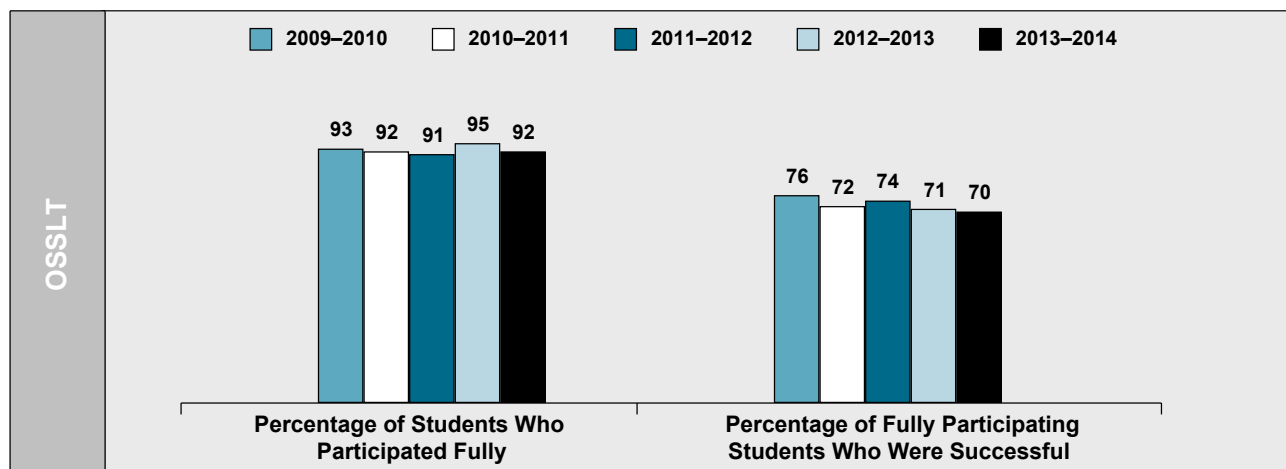
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 091	1 153	1 051	1 058	1 004
Applied mathematics	909	857	852	785	774
OSSLT: first-time eligible students who participated fully	2 006	2 059	1 945	1 940	1 864
OSSLT: first-time eligible fully participating students who were successful	1 519	1 480	1 443	1 375	1 305

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: 2014 OSSLT results for previously eligible students: 39% participated fully and 43% of fully participating students were successful.

Board Name: Greater Essex County DSB (66028)

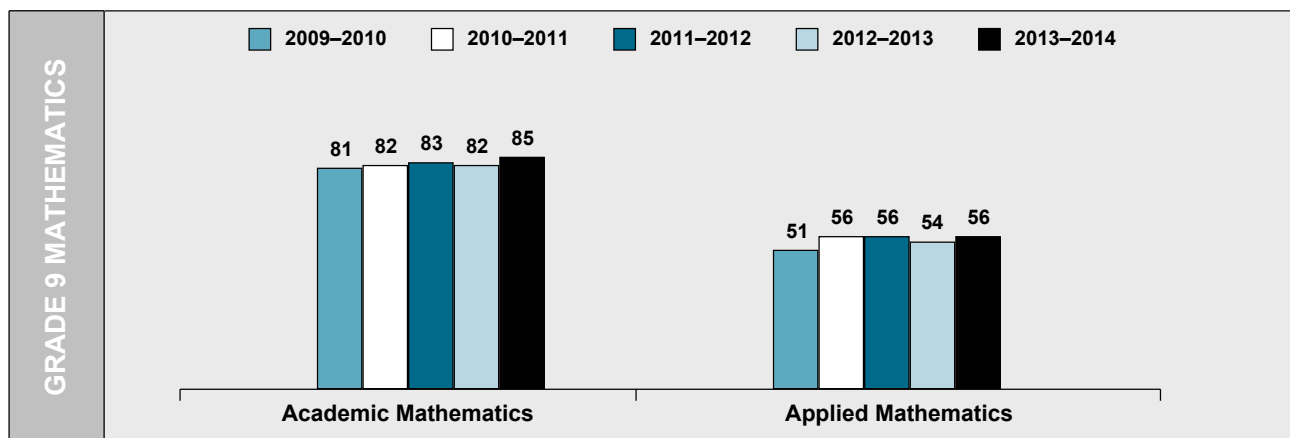
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	5%
English language learners receiving special provisions*	1%	3%	2%
Students with special education needs (excluding gifted)	4%	20%	14%
Students with special education needs receiving accommodations*†	3%	20%	12%
Speak only or mostly a language other than English at home	7%	3%	5%
Number of schools	15	16	18

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

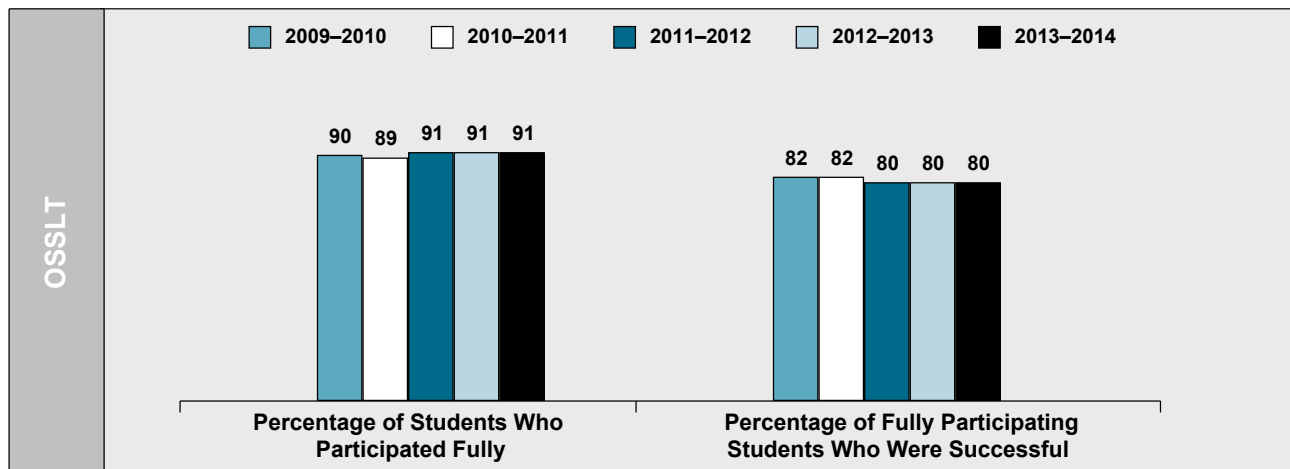
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 784	1 783	1 711	1 790	1 691
Applied mathematics	966	870	801	819	755
OSSLT: first-time eligible students who participated fully	2 814	2 705	2 665	2 572	2 605
OSSLT: first-time eligible fully participating students who were successful	2 299	2 229	2 128	2 048	2 089

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: 2014 OSSLT results for previously eligible students: 39% participated fully and 45% of fully participating students were successful.

Board Name: Halton Catholic DSB (67113)

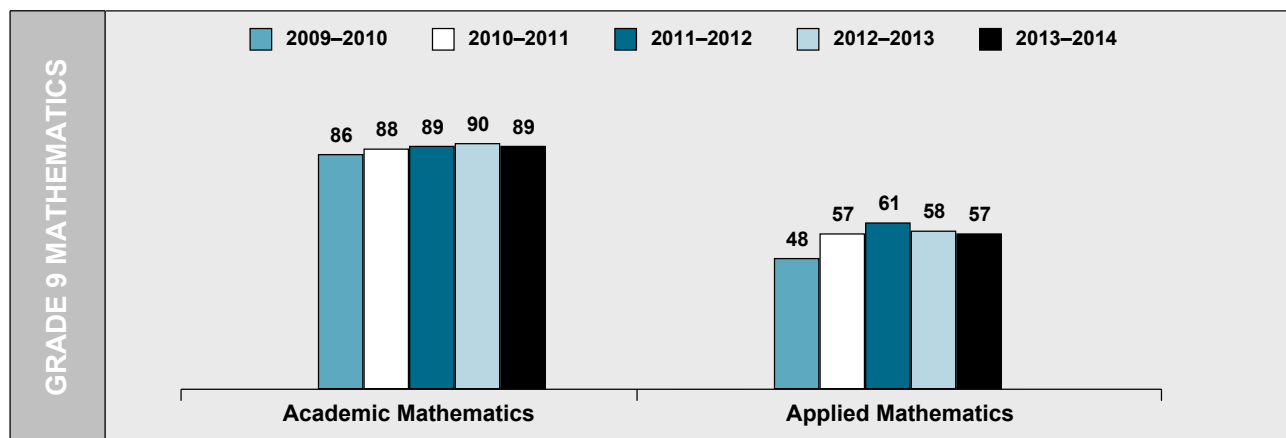
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	4%	4%
English language learners receiving special provisions*	3%	3%	2%
Students with special education needs (excluding gifted)	4%	41%	13%
Students with special education needs receiving accommodations*†	4%	33%	11%
Speak only or mostly a language other than English at home	9%	6%	6%
Number of schools	10	10	10

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

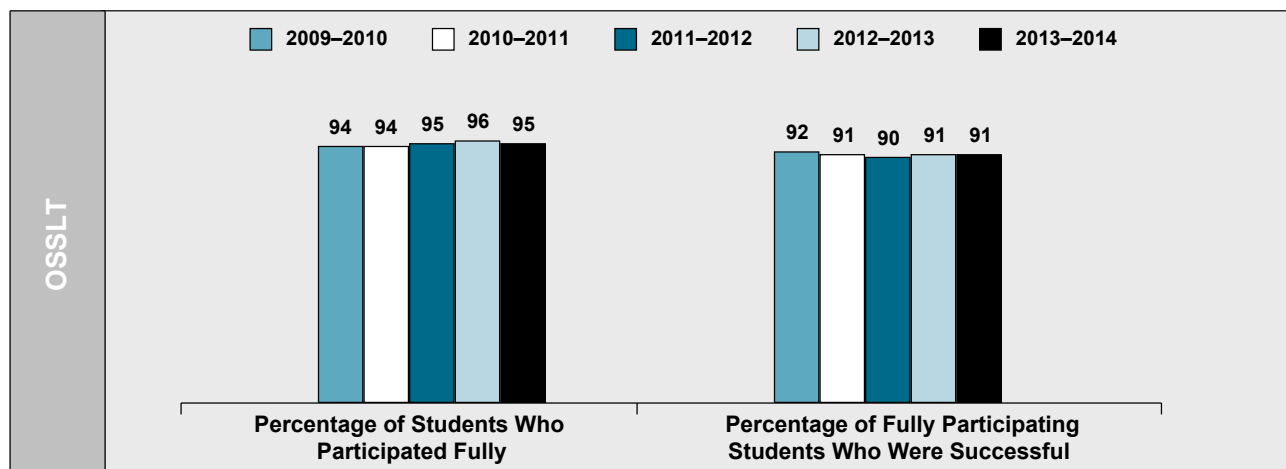
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 817	1 769	1 864	1 945	1 948
Applied mathematics	577	528	471	483	480
OSSLT: first-time eligible students who participated fully	2 128	2 238	2 185	2 236	2 282
OSSLT: first-time eligible fully participating students who were successful	1 960	2 046	1 968	2 038	2 069

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: 2014 OSSLT results for previously eligible students: 67% participated fully and 57% of fully participating students were successful.

Board Name: Halton DSB (66133)

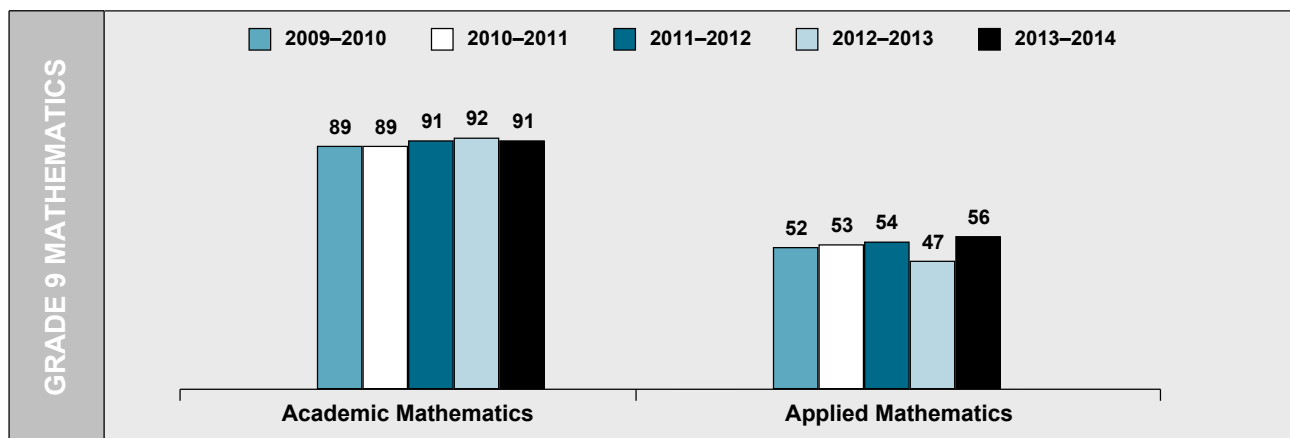
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	8%	6%	9%
English language learners receiving special provisions*	3%	2%	4%
Students with special education needs (excluding gifted)	7%	51%	16%
Students with special education needs receiving accommodations*†	8%	49%	15%
Speak only or mostly a language other than English at home	8%	4%	7%
Number of schools	17	17	21

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

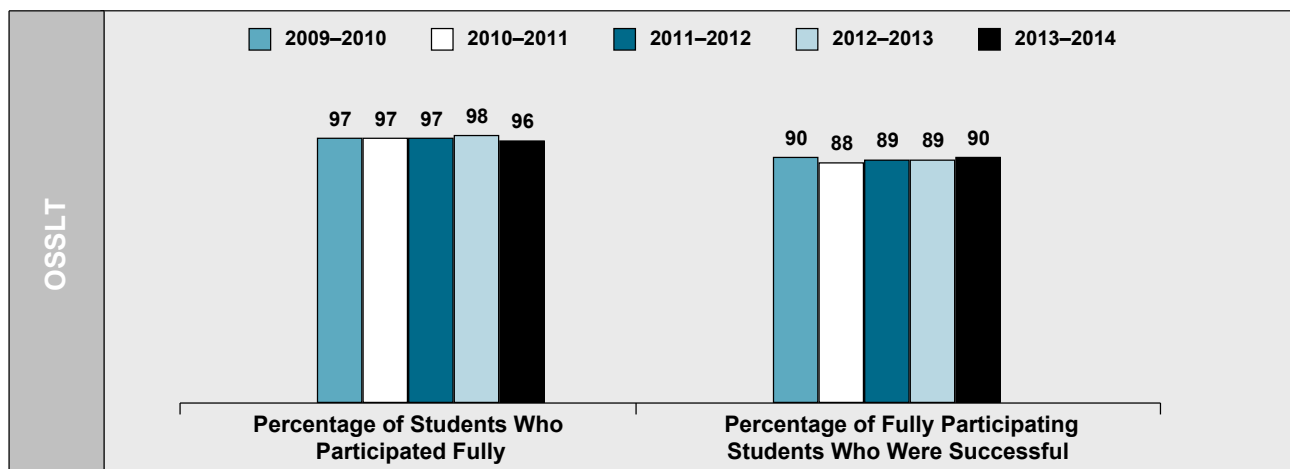
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	2 958	3 177	3 111	3 198	3 334
Applied mathematics	760	716	752	706	648
OSSLT: first-time eligible students who participated fully	3 953	3 814	3 893	3 896	3 856
OSSLT: first-time eligible fully participating students who were successful	3 540	3 373	3 447	3 458	3 463

**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: 2014 OSSLT results for previously eligible students: 49% participated fully and 64% of fully participating students were successful.

Board Name: Hamilton-Wentworth Catholic DSB (67121)

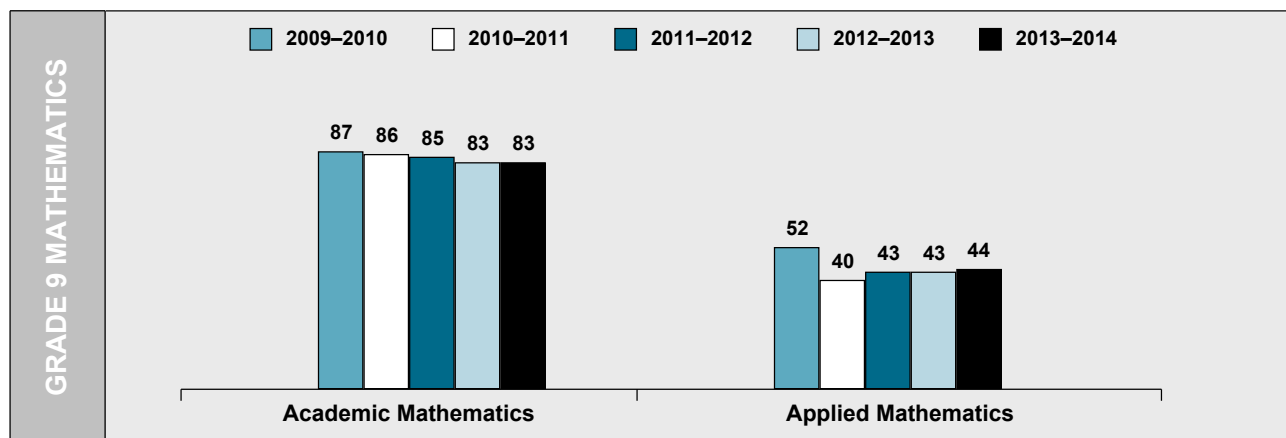
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	8%	5%
English language learners receiving special provisions*	2%	4%	3%
Students with special education needs (excluding gifted)	4%	31%	15%
Students with special education needs receiving accommodations*†	4%	28%	13%
Speak only or mostly a language other than English at home	8%	11%	7%
Number of schools	7	7	7

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

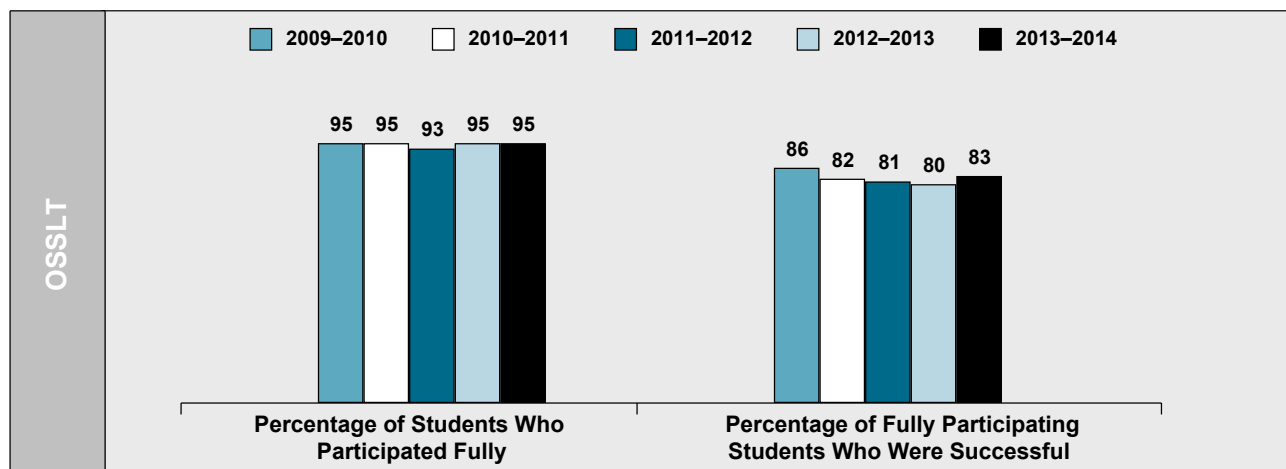
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 511	1 451	1 479	1 560	1 572
Applied mathematics	835	845	878	772	726
OSSLT: first-time eligible students who participated fully	2 299	2 261	2 137	2 198	2 177
OSSLT: first-time eligible fully participating students who were successful	1 985	1 847	1 727	1 760	1 797

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: 2014 OSSLT results for previously eligible students: 65% participated fully and 38% of fully participating students were successful.

Board Name: Hamilton-Wentworth DSB (66141)

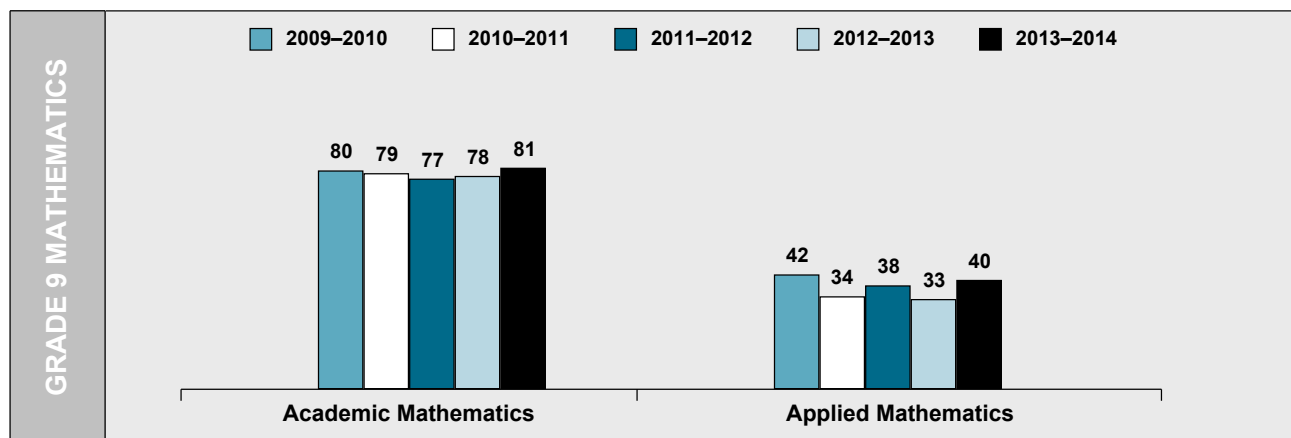
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	5%	4%
English language learners receiving special provisions*	1%	4%	2%
Students with special education needs (excluding gifted)	7%	33%	18%
Students with special education needs receiving accommodations*†	6%	28%	16%
Speak only or mostly a language other than English at home	7%	4%	6%
Number of schools	16	19	23

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

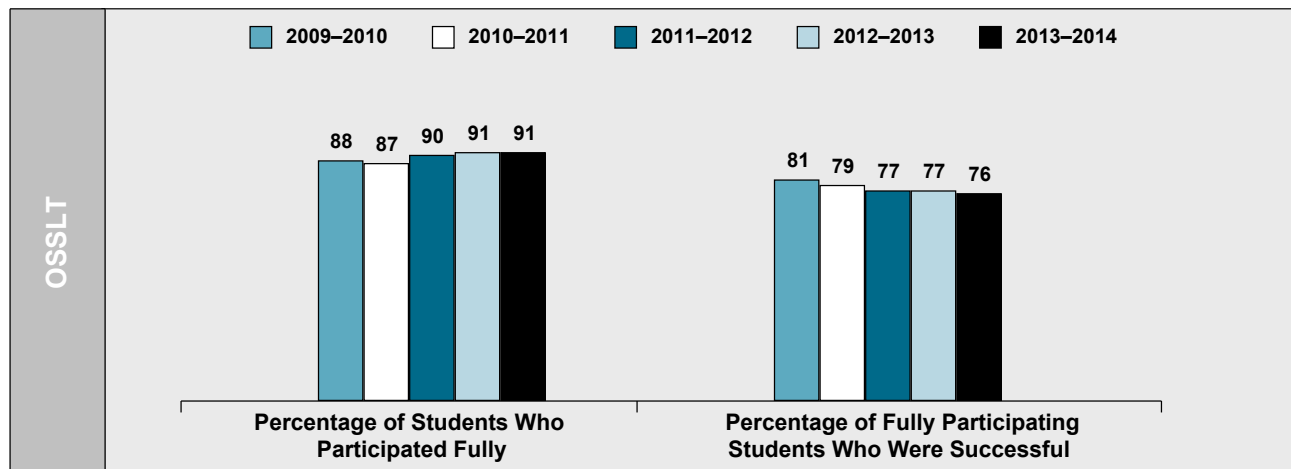
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	2 309	2 247	2 223	2 307	2 175
Applied mathematics	1 347	1 245	1 192	1 143	1 064
OSSLT: first-time eligible students who participated fully	3 520	3 452	3 365	3 283	3 337
OSSLT: first-time eligible fully participating students who were successful	2 859	2 743	2 601	2 530	2 549

**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: 2014 OSSLT results for previously eligible students: 51% participated fully and 36% of fully participating students were successful.

Board Name: Hastings and Prince Edward DSB (66222)

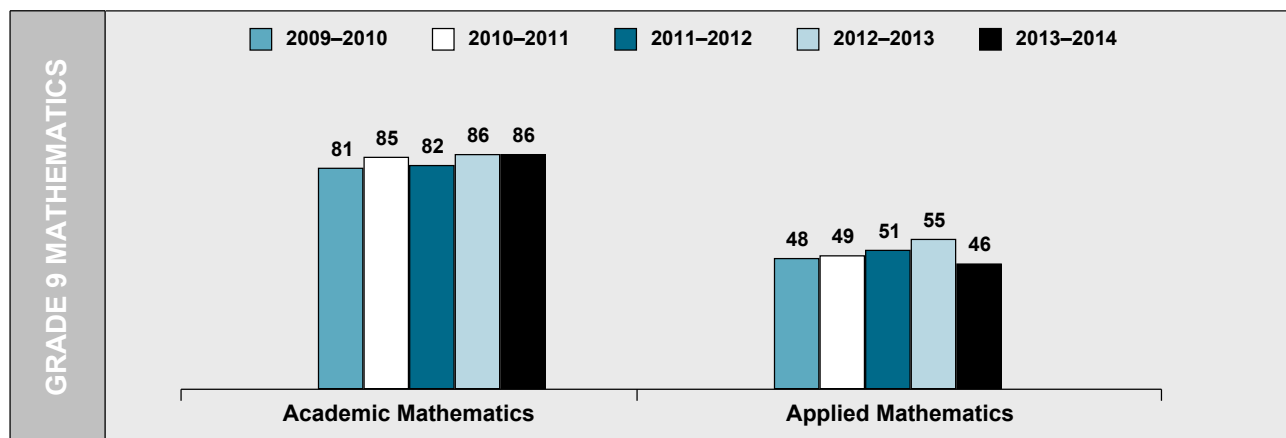
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	5%	32%	27%
Students with special education needs receiving accommodations*†	4%	28%	20%
Speak only or mostly a language other than English at home	3%	1%	1%
Number of schools	9	9	9

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

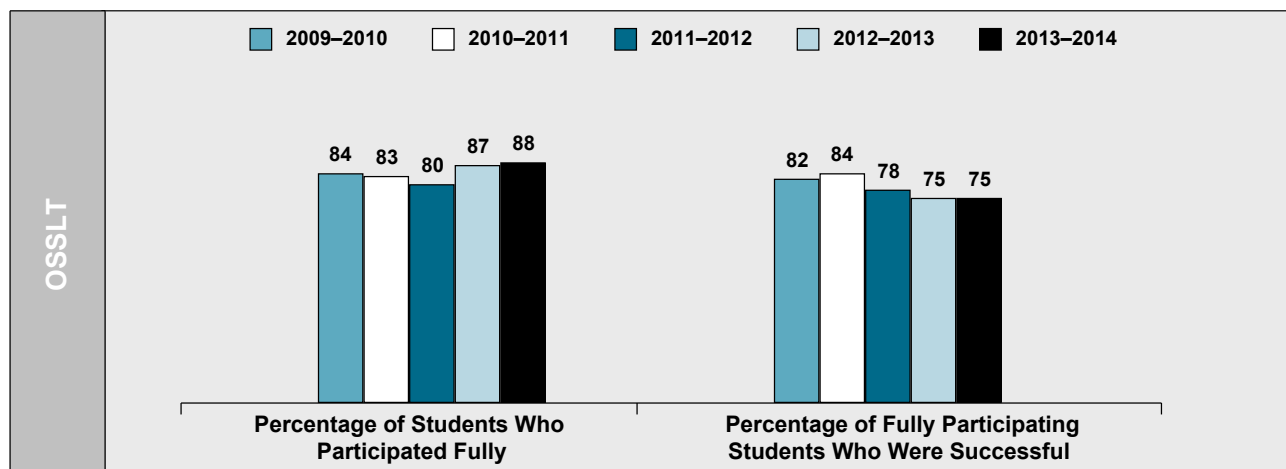
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	705	595	593	568	539
Applied mathematics	543	447	461	423	418
OSSLT: first-time eligible students who participated fully	1 142	1 168	997	1 060	1 009
OSSLT: first-time eligible fully participating students who were successful	941	979	779	790	752

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: 2014 OSSLT results for previously eligible students: 48% participated fully and 37% of fully participating students were successful.

Board Name: Huron-Perth Catholic DSB (67016)

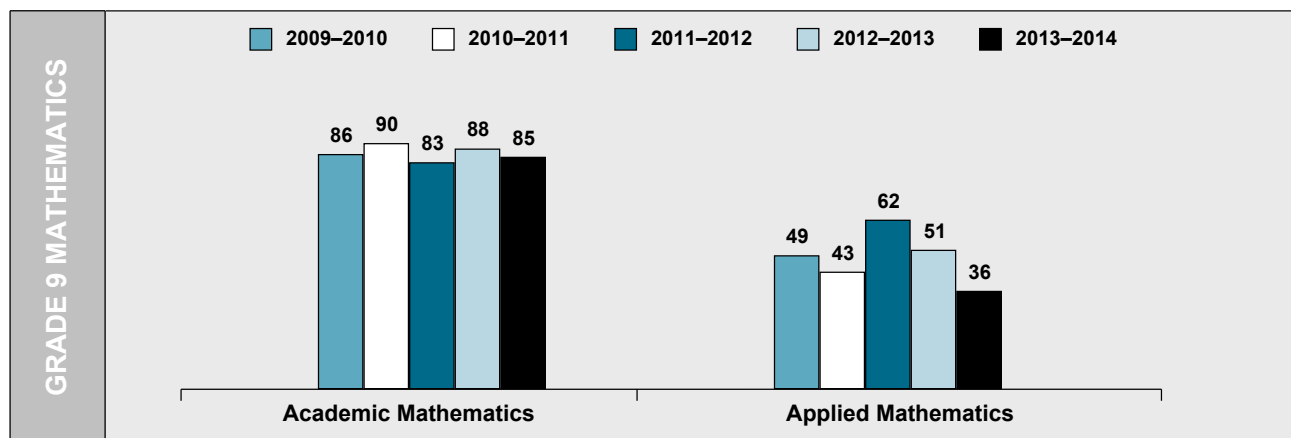
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	8%	48%	20%
Students with special education needs receiving accommodations*†	7%	49%	20%
Speak only or mostly a language other than English at home	3%	0%	2%
Number of schools	2	2	2

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

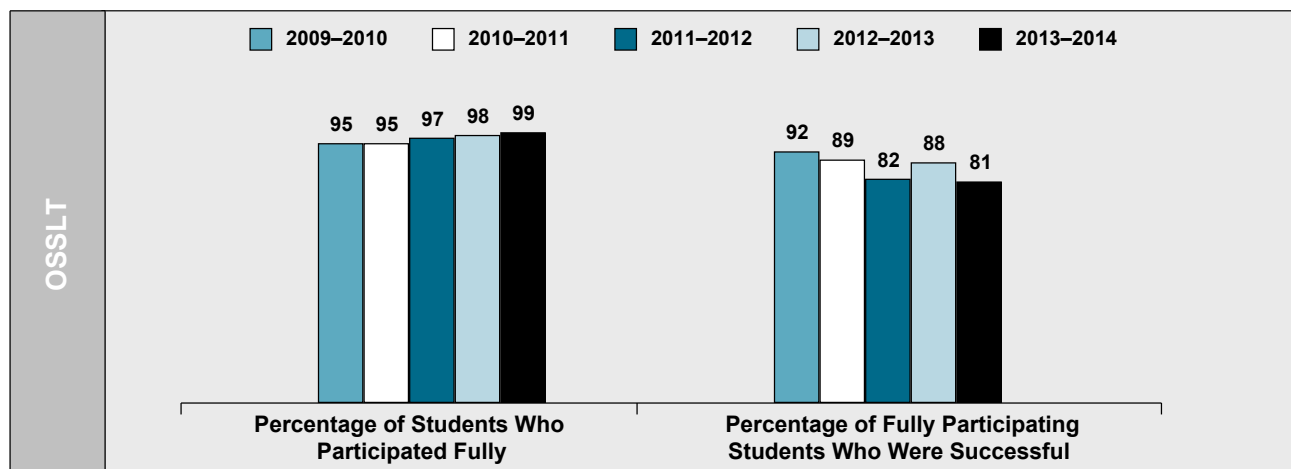
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	293	210	214	249	280
Applied mathematics	70	82	71	72	69
OSSLT: first-time eligible students who participated fully	310	347	291	288	335
OSSLT: first-time eligible fully participating students who were successful	285	308	239	252	273

**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: 2014 OSSLT results for previously eligible students: 34% participated fully and 70% of fully participating students were successful.

Board Name: Huron-Superior Catholic DSB (29025)

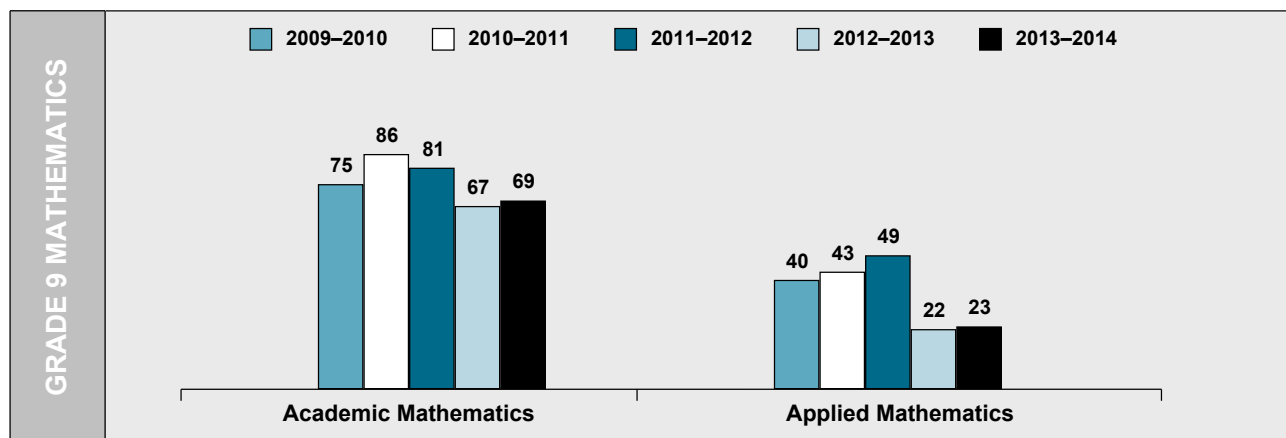
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	6%	49%	19%
Students with special education needs receiving accommodations*†	6%	50%	16%
Speak only or mostly a language other than English at home	3%	2%	<1%
Number of schools	2	2	3

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

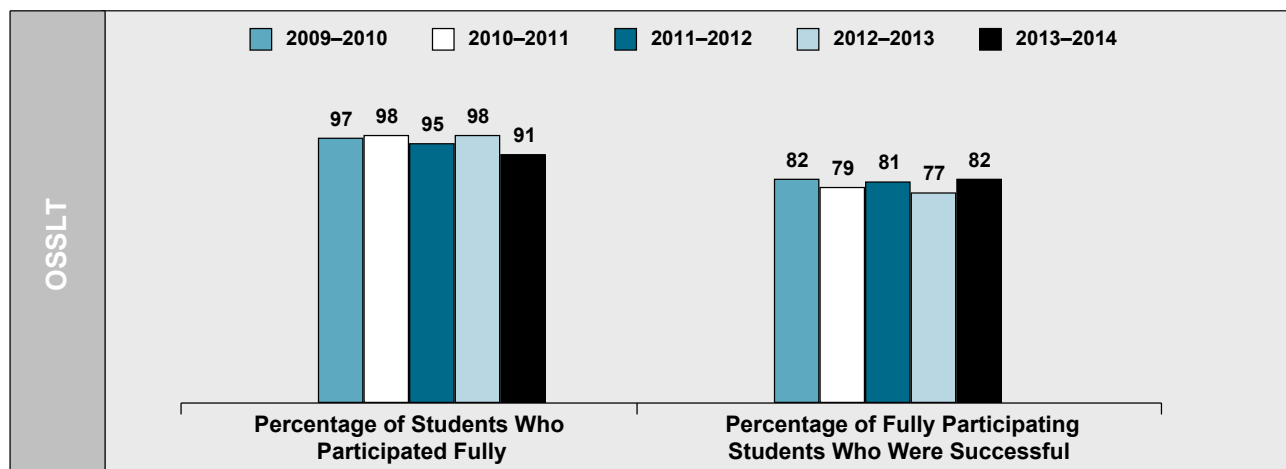
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	234	226	249	187	197
Applied mathematics	115	99	107	68	65
OSSLT: first-time eligible students who participated fully	340	327	274	307	243
OSSLT: first-time eligible fully participating students who were successful	279	257	223	237	200

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: 2014 OSSLT results for previously eligible students: 37% participated fully and 50% of fully participating students were successful.

Board Name: James Bay Lowlands SSB (15148)

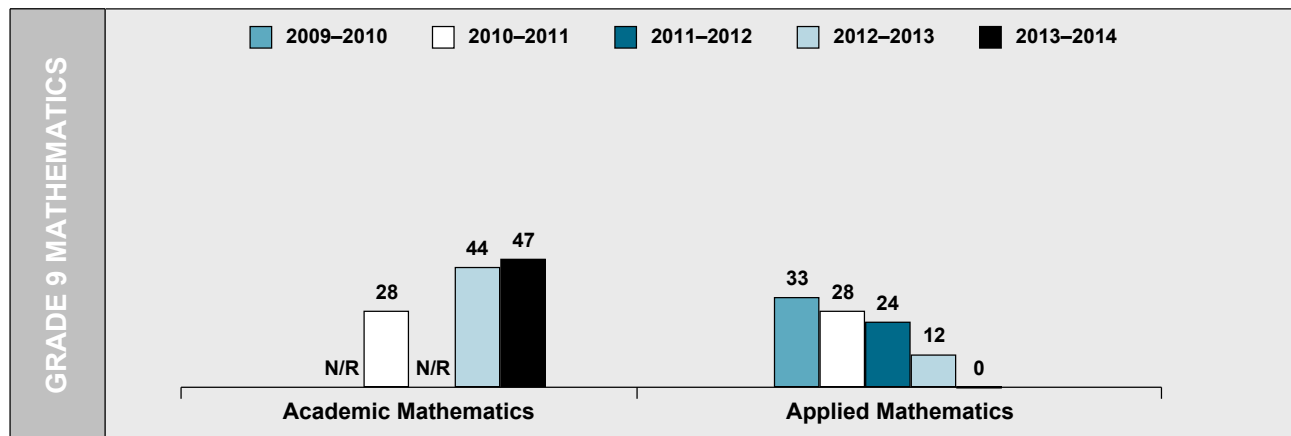
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	20%	24%	13%
Students with special education needs receiving accommodations*†	20%	25%	19%
Speak only or mostly a language other than English at home	0%	0%	8%
Number of schools	1	1	1

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

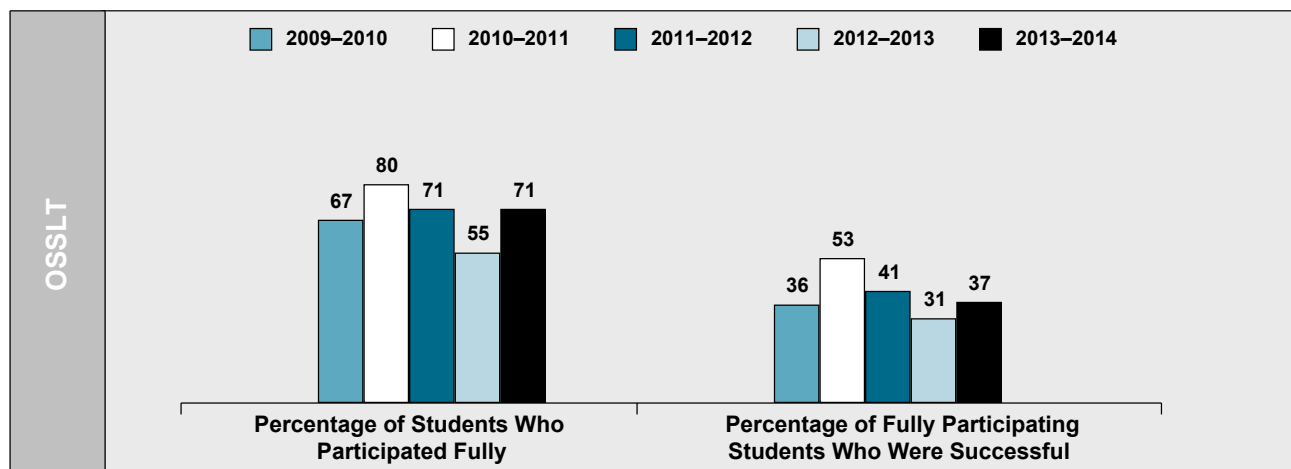
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	13	18	12	16	15
Applied mathematics	18	18	17	17	17
OSSLT: first-time eligible students who participated fully	28	36	27	26	27
OSSLT: first-time eligible fully participating students who were successful	10	19	11	8	10

**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: 2014 OSSLT results for previously eligible students: 36% participated fully and 60% of fully participating students were successful.

Board Name: Kawartha Pine Ridge DSB (66079)

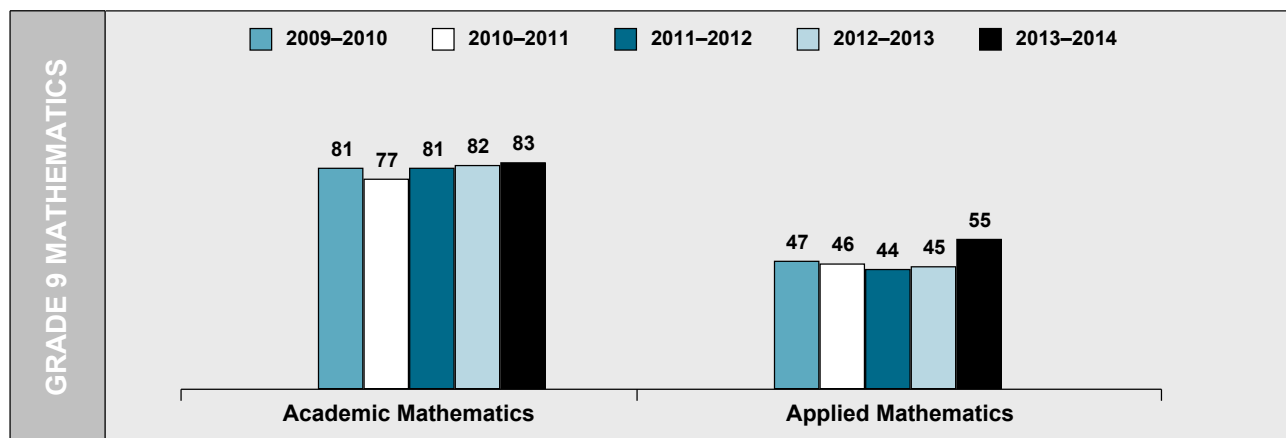
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	1%
English language learners receiving special provisions*	<1%	1%	1%
Students with special education needs (excluding gifted)	9%	43%	26%
Students with special education needs receiving accommodations*†	6%	30%	24%
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.

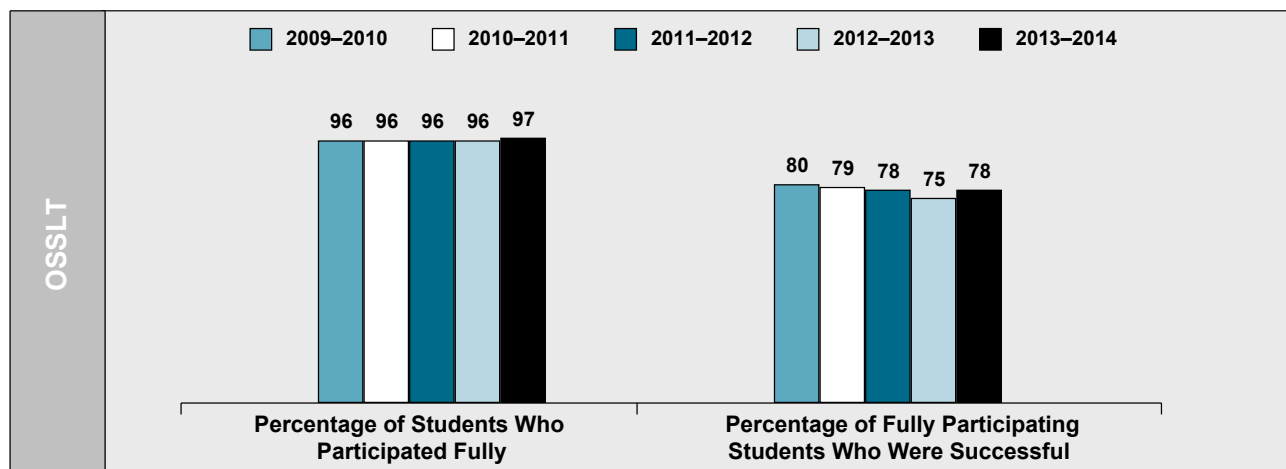
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 645	1 525	1 372	1 459	1 357
Applied mathematics	1 037	997	914	874	831
OSSLT: first-time eligible students who participated fully	2 701	2 746	2 555	2 305	2 356
OSSLT: first-time eligible fully participating students who were successful	2 168	2 158	1 992	1 732	1 829

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: 2014 OSSLT results for previously eligible students: 44% participated fully and 46% of fully participating students were successful.

Board Name: Keewatin-Patricia DSB (28045)

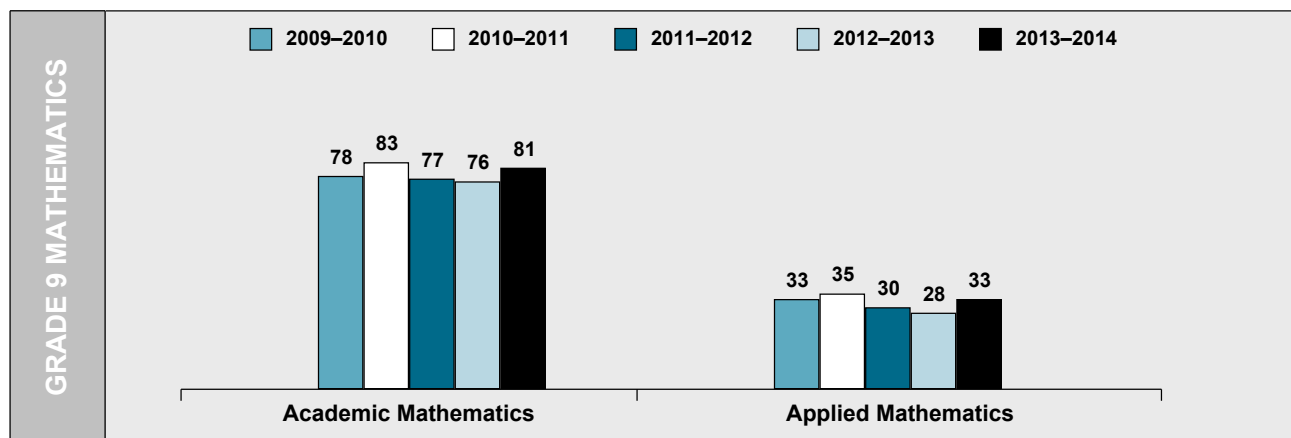
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	0%
English language learners receiving special provisions*	<1%	0%	0%
Students with special education needs (excluding gifted)	6%	30%	22%
Students with special education needs receiving accommodations*†	4%	25%	20%
Speak only or mostly a language other than English at home	2%	3%	2%
Number of schools	6	6	6

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

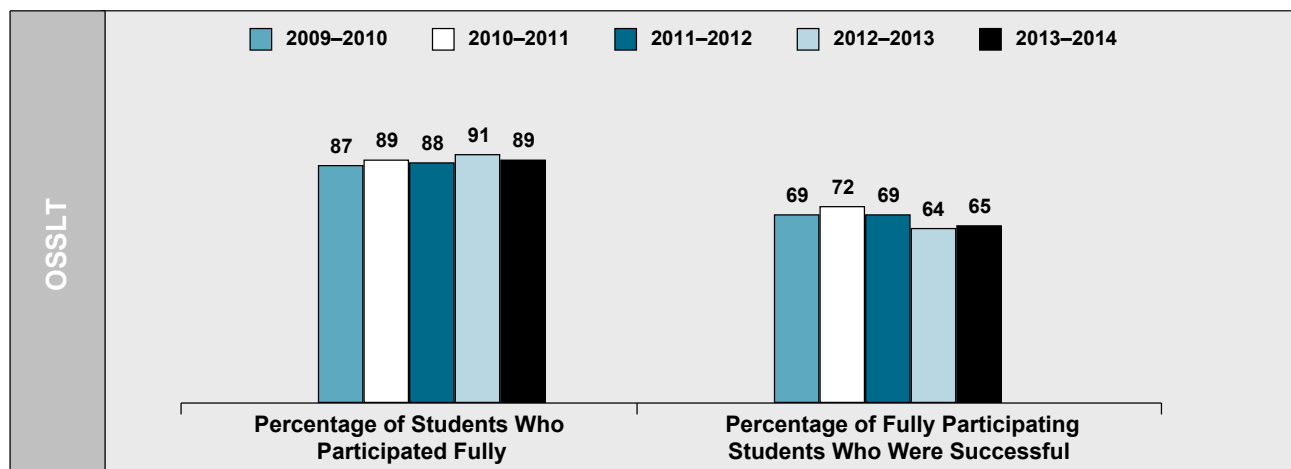
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	287	269	272	257	252
Applied mathematics	215	215	169	185	171
OSSLT: first-time eligible students who participated fully	463	467	461	430	400
OSSLT: first-time eligible fully participating students who were successful	319	338	319	274	259

**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: 2014 OSSLT results for previously eligible students: 31% participated fully and 21% of fully participating students were successful.

Board Name: Kenora Catholic DSB (29050)

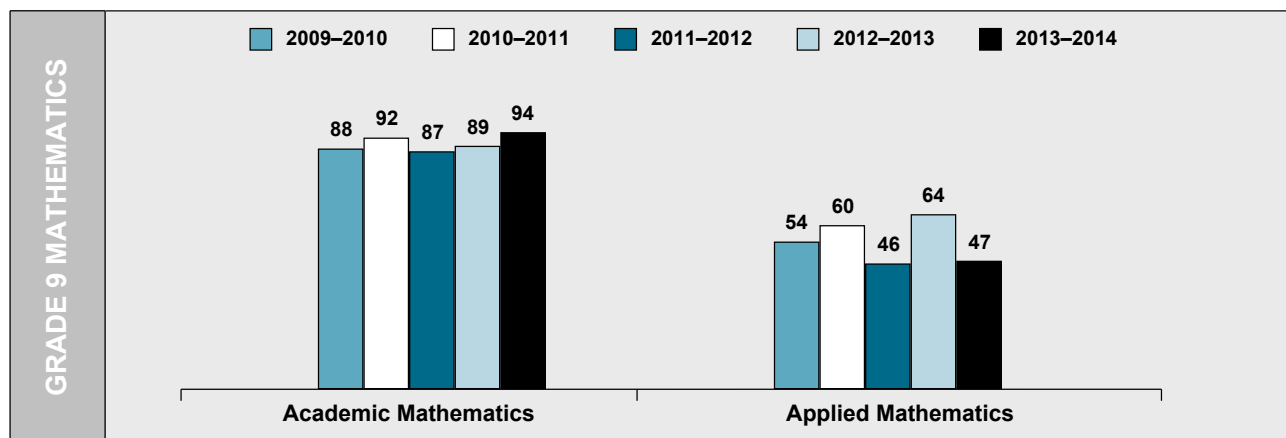
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	2%	16%	14%
Students with special education needs receiving accommodations*†	0%	16%	14%
Speak only or mostly a language other than English at home	3%	3%	0%
Number of schools	1	1	1

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

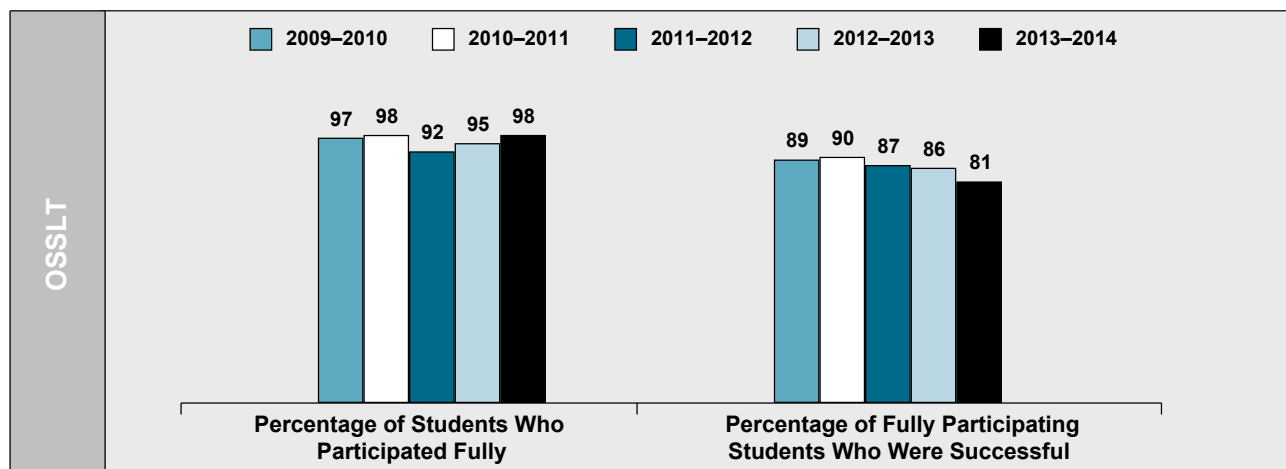
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	51	61	61	64	63
Applied mathematics	26	30	28	36	32
OSSLT: first-time eligible students who participated fully	91	83	84	92	88
OSSLT: first-time eligible fully participating students who were successful	81	75	73	79	71

**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: 2014 OSSLT results for previously eligible students: N/R

Board Name: Lakehead DSB (28061)

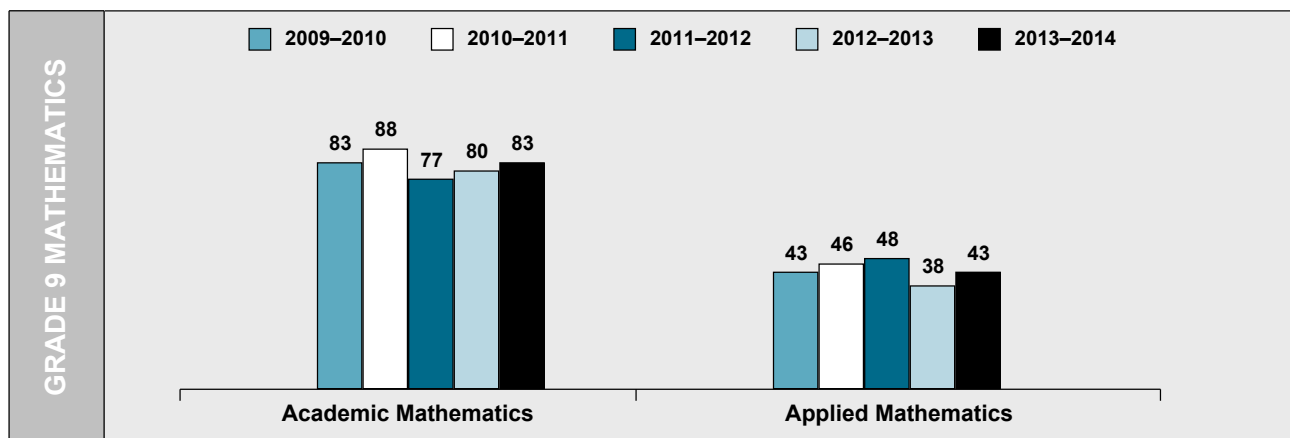
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	6%	24%	17%
Students with special education needs receiving accommodations*†	4%	18%	13%
Speak only or mostly a language other than English at home	3%	2%	2%
Number of schools	4	4	5

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

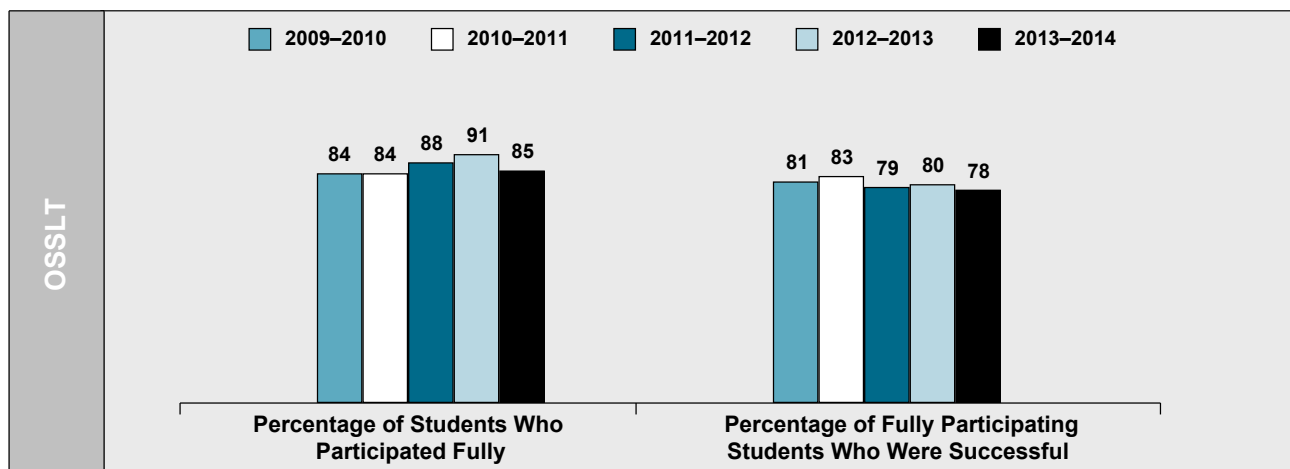
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	482	471	424	433	424
Applied mathematics	317	324	210	272	264
OSSLT: first-time eligible students who participated fully	801	760	769	653	658
OSSLT: first-time eligible fully participating students who were successful	646	634	608	521	510

**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: 2014 OSSLT results for previously eligible students: 47% participated fully and 46% of fully participating students were successful.

Board Name: Lambton Kent District School Board (66036)

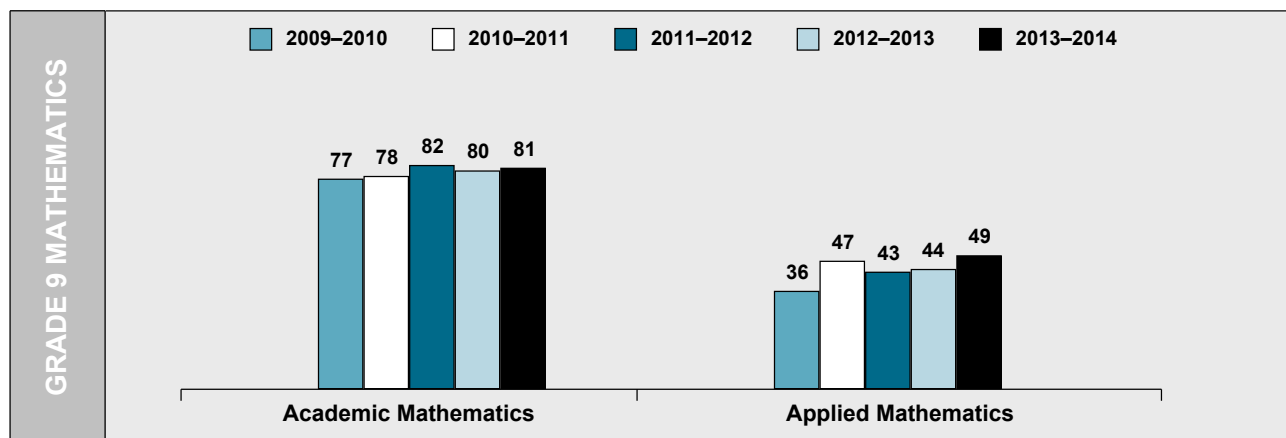
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	<1%	2%
English language learners receiving special provisions*	<1%	<1%	1%
Students with special education needs (excluding gifted)	5%	37%	25%
Students with special education needs receiving accommodations*†	4%	31%	23%
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.

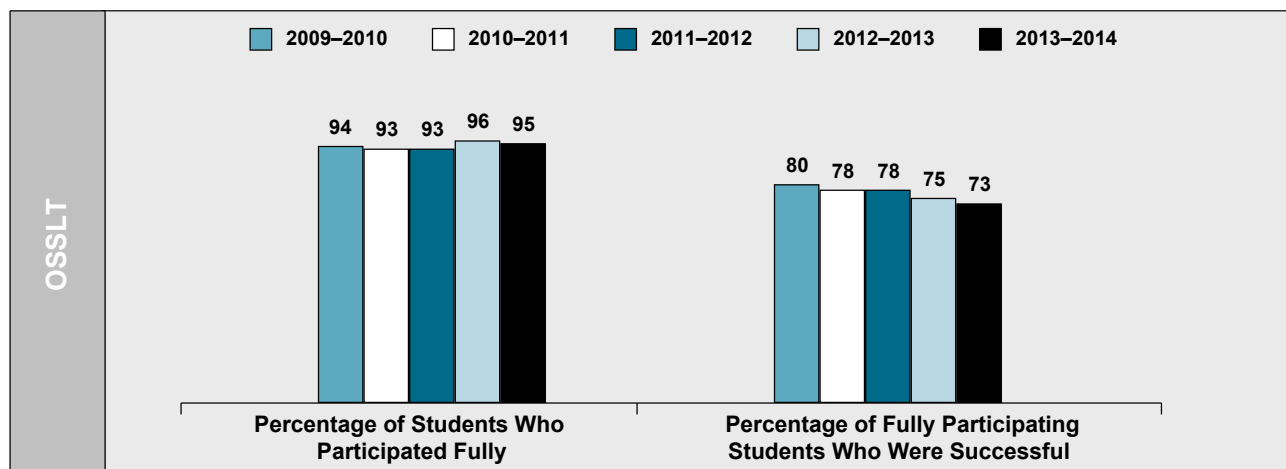
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 102	1 067	1 065	1 051	973
Applied mathematics	766	702	669	709	596
OSSLT: first-time eligible students who participated fully	1 883	1 823	1 732	1 768	1 726
OSSLT: first-time eligible fully participating students who were successful	1 515	1 415	1 352	1 330	1 260

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: 2014 OSSLT results for previously eligible students: 64% participated fully and 39% of fully participating students were successful.

Board Name: Limestone DSB (66206)

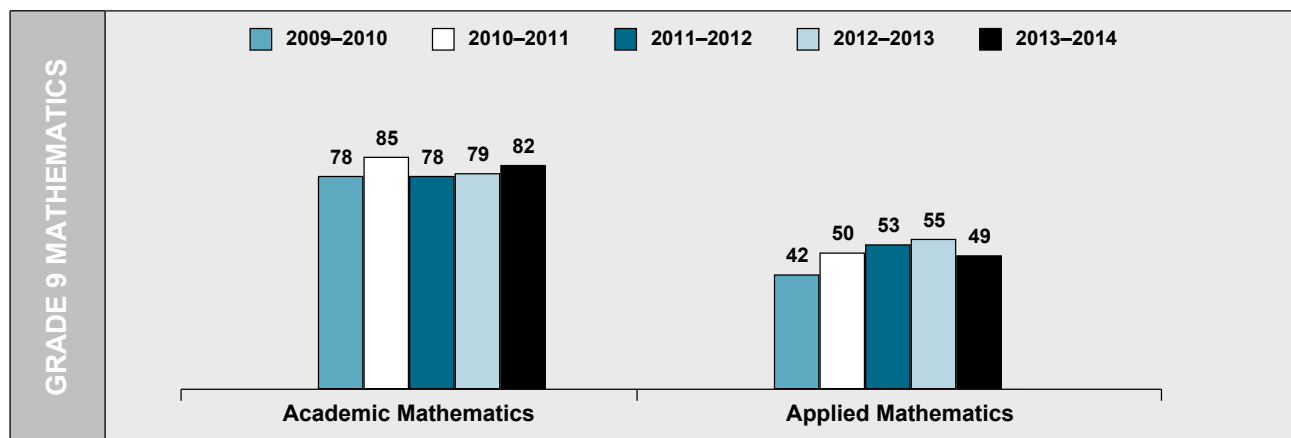
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	1%
English language learners receiving special provisions*	<1%	0%	1%
Students with special education needs (excluding gifted)	12%	54%	33%
Students with special education needs receiving accommodations*†	12%	54%	31%
Speak only or mostly a language other than English at home	3%	1%	2%
Number of schools	11	11	11

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

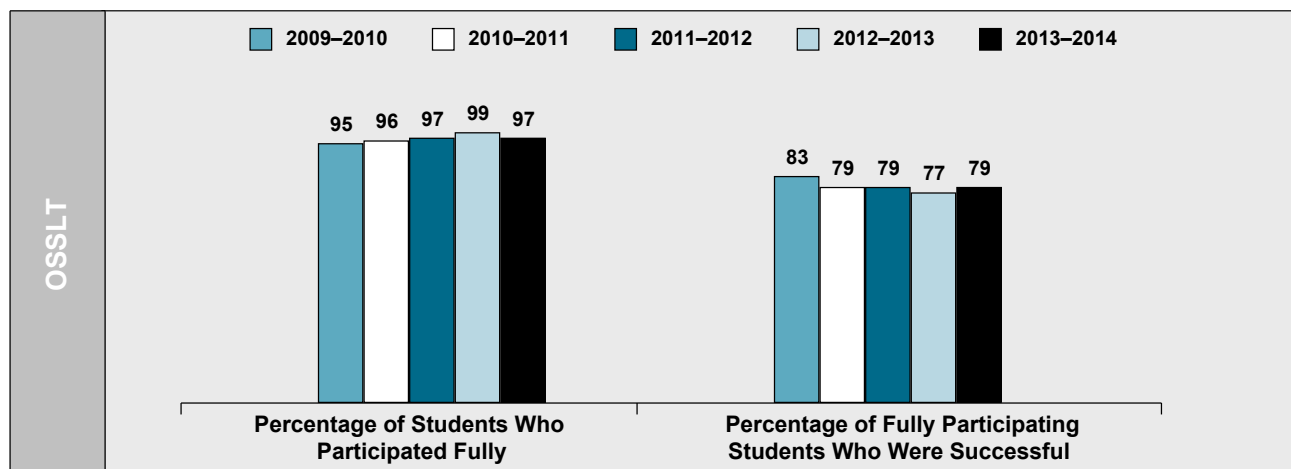
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	986	1 007	913	968	877
Applied mathematics	469	453	377	393	362
OSSLT: first-time eligible students who participated fully	1 621	1 571	1 556	1 402	1 447
OSSLT: first-time eligible fully participating students who were successful	1 351	1 245	1 228	1 083	1 141

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: 2014 OSSLT results for previously eligible students: 31% participated fully and 60% of fully participating students were successful.

Board Name: London District Catholic School Board (67032)

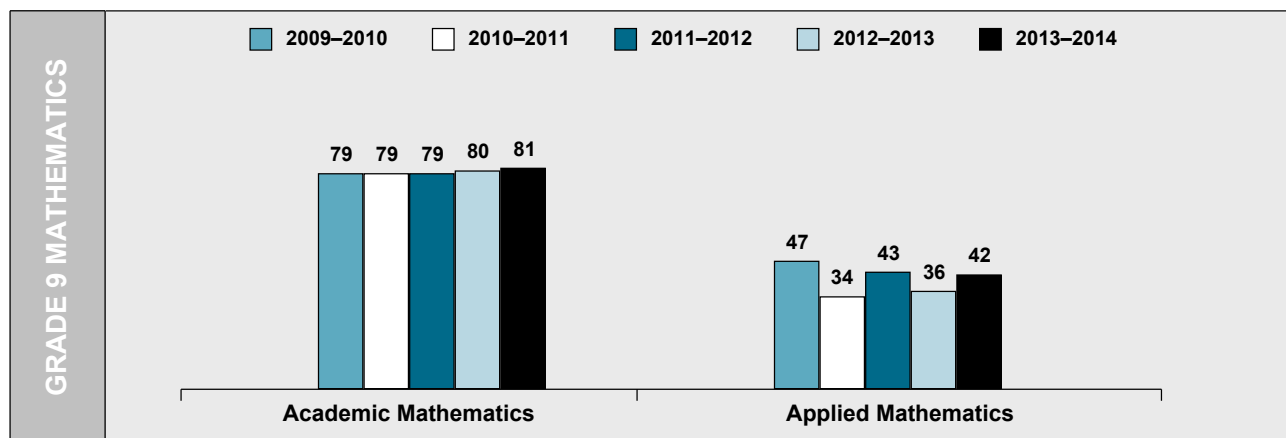
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	3%	2%
English language learners receiving special provisions*	1%	3%	1%
Students with special education needs (excluding gifted)	4%	24%	13%
Students with special education needs receiving accommodations*†	3%	20%	11%
Speak only or mostly a language other than English at home	7%	8%	7%
Number of schools	9	9	9

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

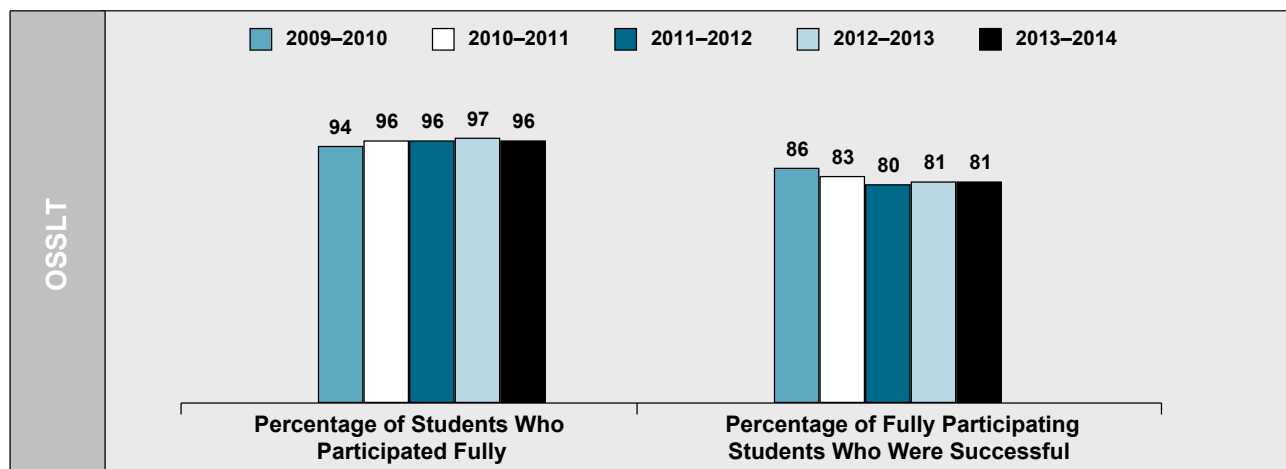
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 390	1 274	1 184	1 114	1 189
Applied mathematics	604	592	512	438	425
OSSLT: first-time eligible students who participated fully	1 986	1 950	1 758	1 652	1 510
OSSLT: first-time eligible fully participating students who were successful	1 707	1 611	1 398	1 332	1 220

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: 2014 OSSLT results for previously eligible students: 66% participated fully and 50% of fully participating students were successful.

Board Name: Near North DSB (28037)

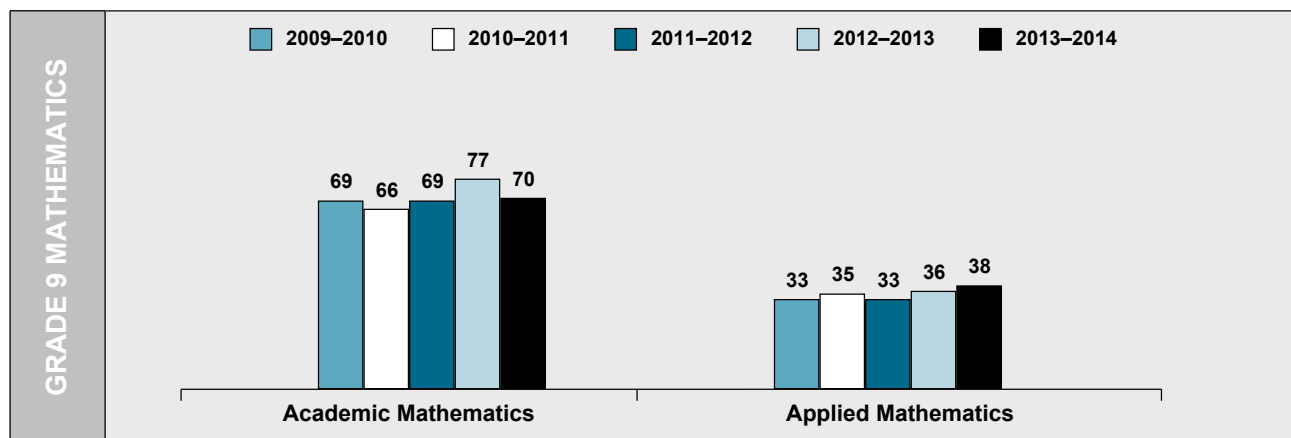
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	12%	53%	32%
Students with special education needs receiving accommodations*†	8%	45%	30%
Speak only or mostly a language other than English at home	3%	1%	2%
Number of schools	7	7	7

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

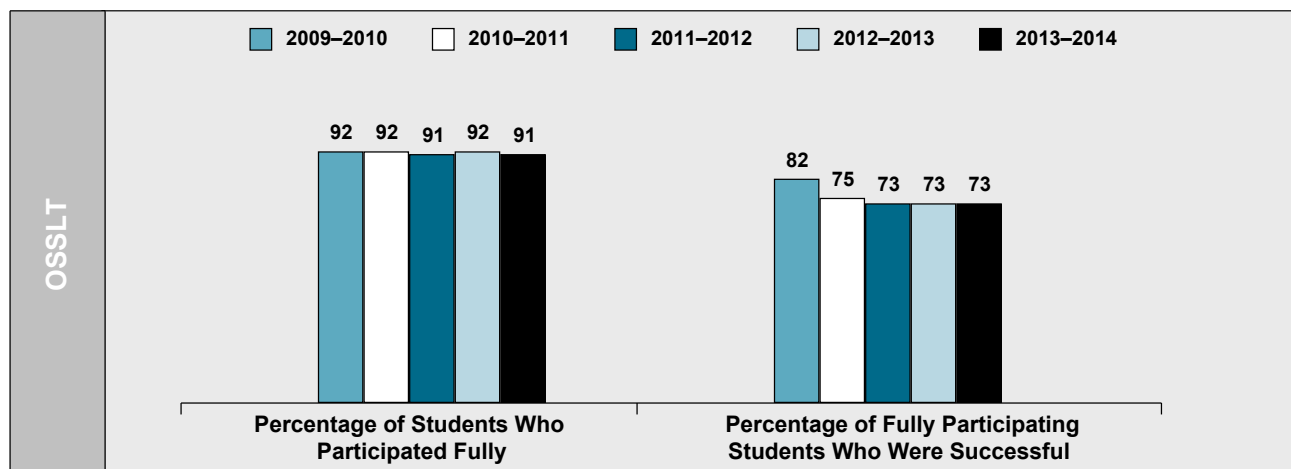
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	467	473	434	432	385
Applied mathematics	419	321	344	325	267
OSSLT: first-time eligible students who participated fully	894	832	763	735	732
OSSLT: first-time eligible fully participating students who were successful	731	624	558	535	536

**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: 2014 OSSLT results for previously eligible students: 59% participated fully and 47% of fully participating students were successful.

Board Name: Niagara Catholic DSB (67156)

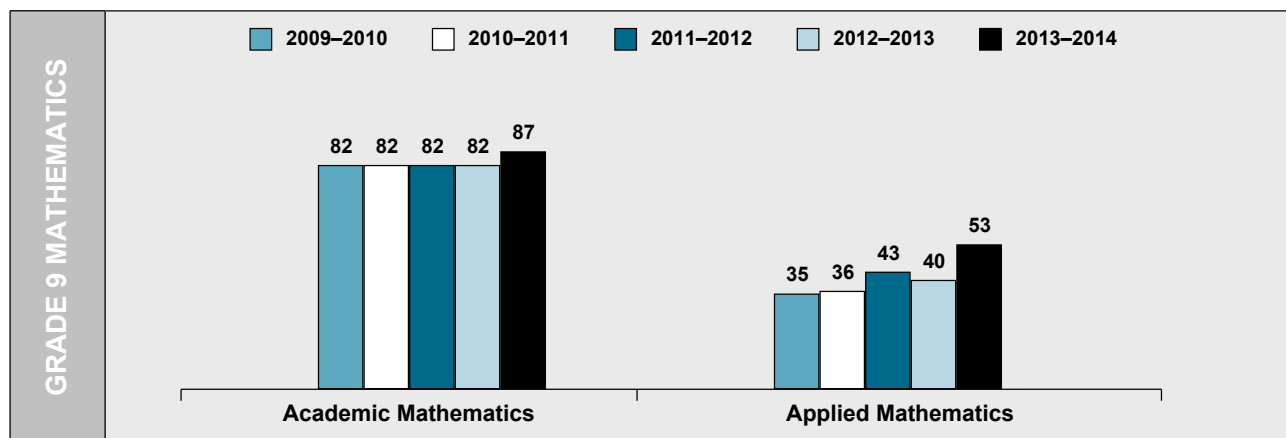
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	1%	2%
English language learners receiving special provisions*	<1%	1%	2%
Students with special education needs (excluding gifted)	4%	41%	16%
Students with special education needs receiving accommodations*†	3%	37%	11%
Speak only or mostly a language other than English at home	5%	4%	4%
Number of schools	8	8	8

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

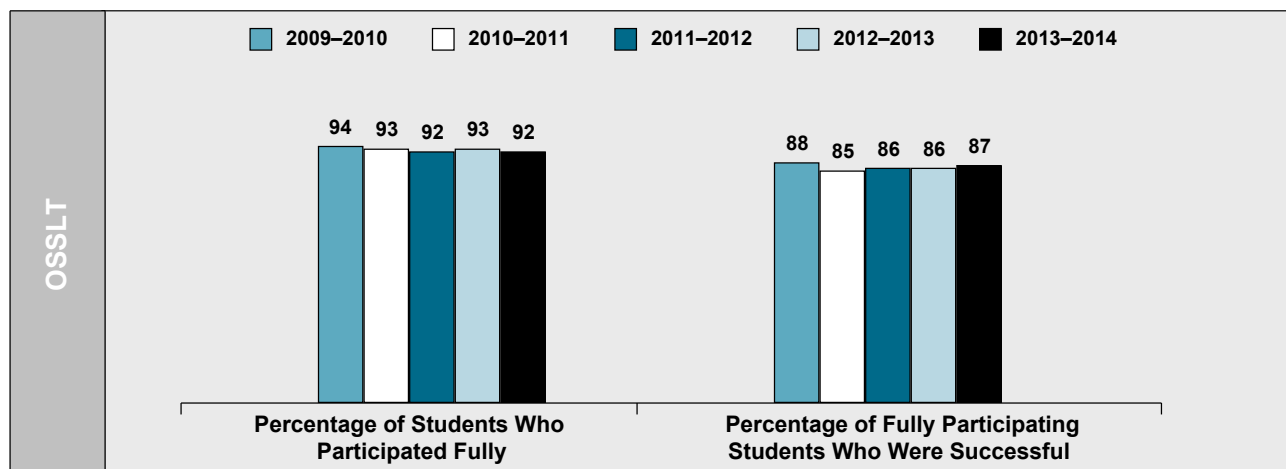
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 409	1 321	1 266	1 273	1 258
Applied mathematics	644	516	459	493	466
OSSLT: first-time eligible students who participated fully	1 901	1 952	1 695	1 630	1 661
OSSLT: first-time eligible fully participating students who were successful	1 667	1 659	1 453	1 394	1 440

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: 2014 OSSLT results for previously eligible students: 51% participated fully and 51% of fully participating students were successful.

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

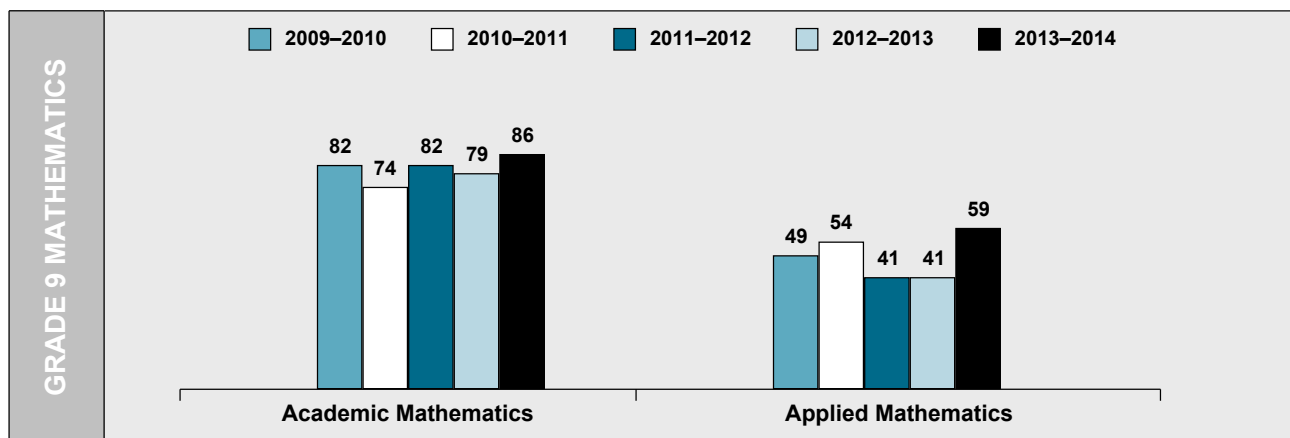
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	23%	59%	33%
Students with special education needs receiving accommodations*†	23%	53%	30%
Speak only or mostly a language other than English at home	1%	2%	2%
Number of schools	1	1	1

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

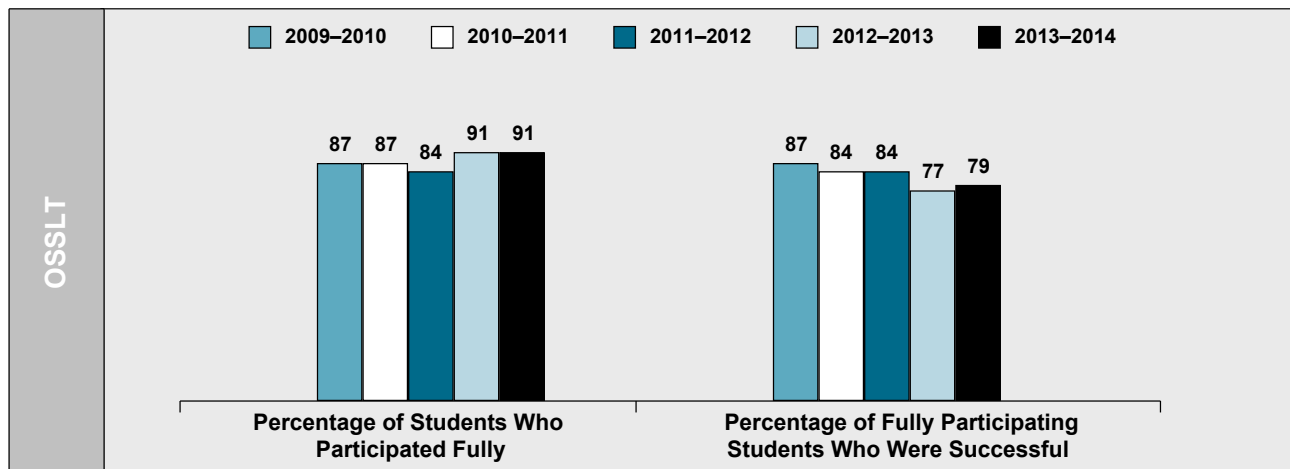
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	130	88	103	133	135
Applied mathematics	105	101	64	86	70
OSSLT: first-time eligible students who participated fully	206	209	156	153	193
OSSLT: first-time eligible fully participating students who were successful	180	175	131	118	152

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



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



Note: 2014 OSSLT results for previously eligible students: 63% participated fully and 51% of fully participating students were successful.

Board Name: Northeastern Catholic DSB (29009)

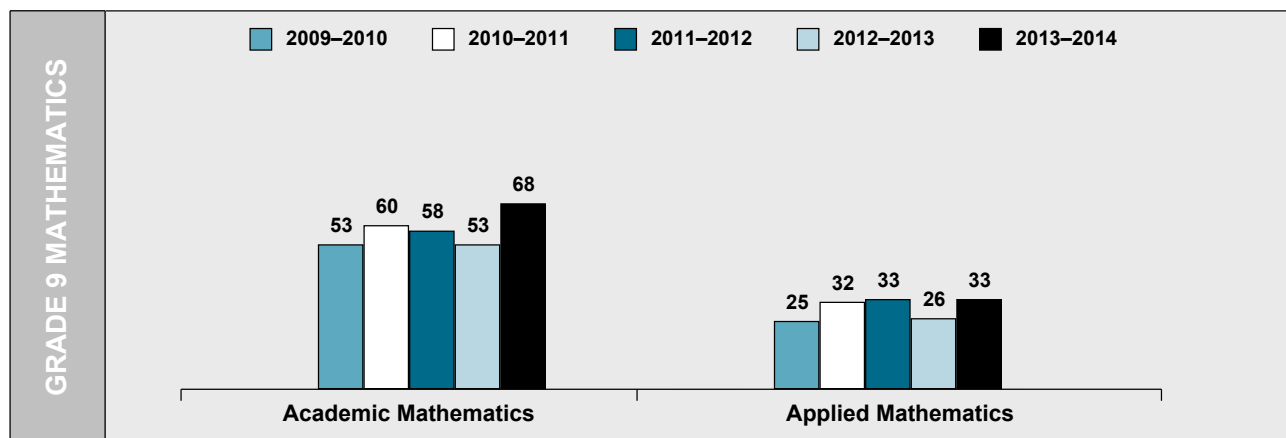
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	4%	42%	21%
Students with special education needs receiving accommodations*†	6%	42%	15%
Speak only or mostly a language other than English at home	0%	0%	1%
Number of schools	1	1	1

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

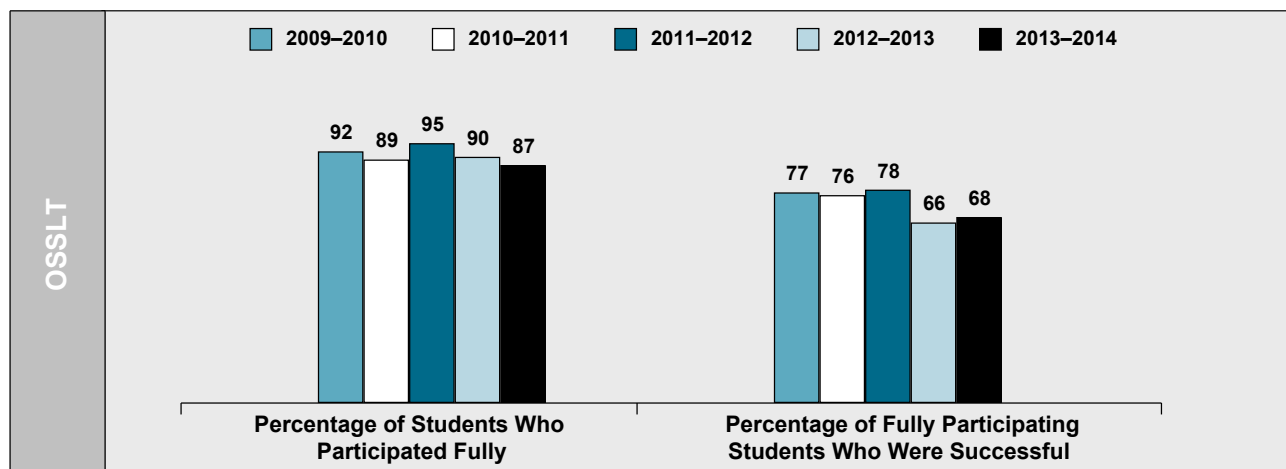
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	53	70	45	57	47
Applied mathematics	48	38	33	43	33
OSSLT: first-time eligible students who participated fully	111	86	103	79	85
OSSLT: first-time eligible fully participating students who were successful	85	65	80	52	58

**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: 2014 OSSLT results for previously eligible students: 62% participated fully and 36% of fully participating students were successful.

Board Name: Ottawa Catholic District School Board (67180)

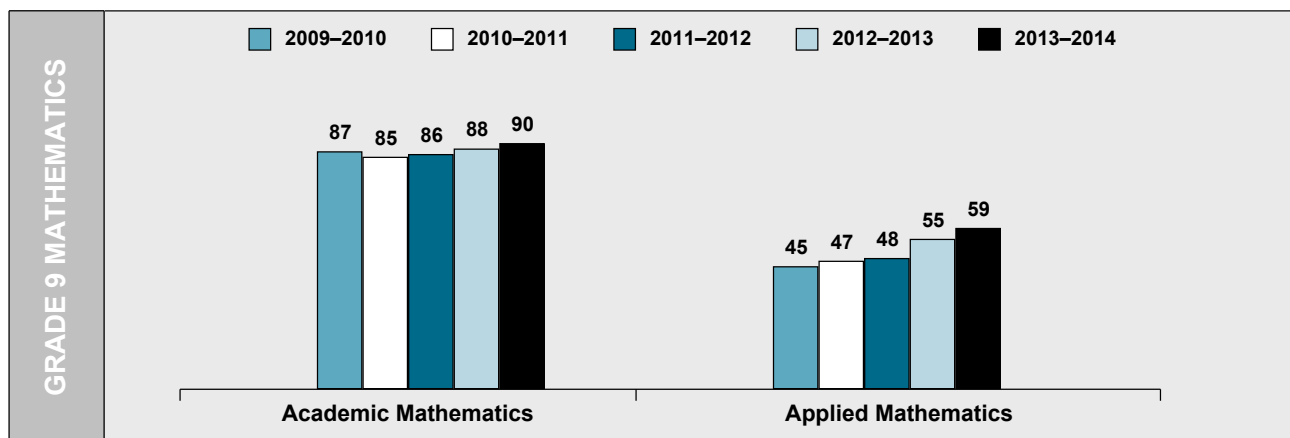
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	8%	4%
English language learners receiving special provisions*	1%	4%	2%
Students with special education needs (excluding gifted)	9%	32%	20%
Students with special education needs receiving accommodations*†	7%	24%	18%
Speak only or mostly a language other than English at home	8%	7%	6%
Number of schools	15	15	17

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

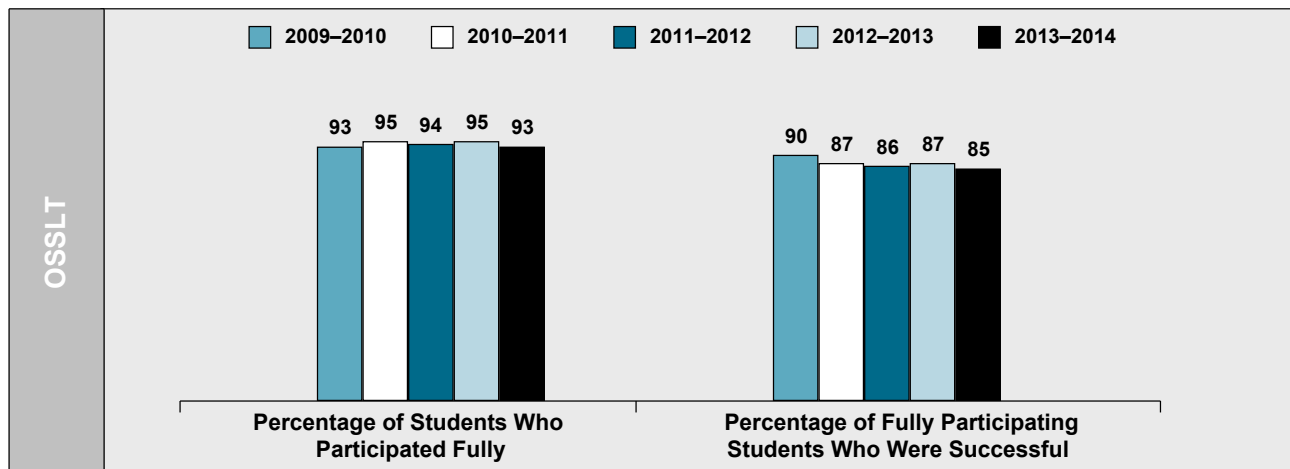
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	2 432	2 304	2 312	2 205	2 089
Applied mathematics	944	789	819	798	888
OSSLT: first-time eligible students who participated fully	3 157	3 317	3 066	3 088	2 944
OSSLT: first-time eligible fully participating students who were successful	2 848	2 898	2 628	2 680	2 513

**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: 2014 OSSLT results for previously eligible students: 62% participated fully and 49% of fully participating students were successful.

Board Name: Ottawa-Carleton DSB (66184)

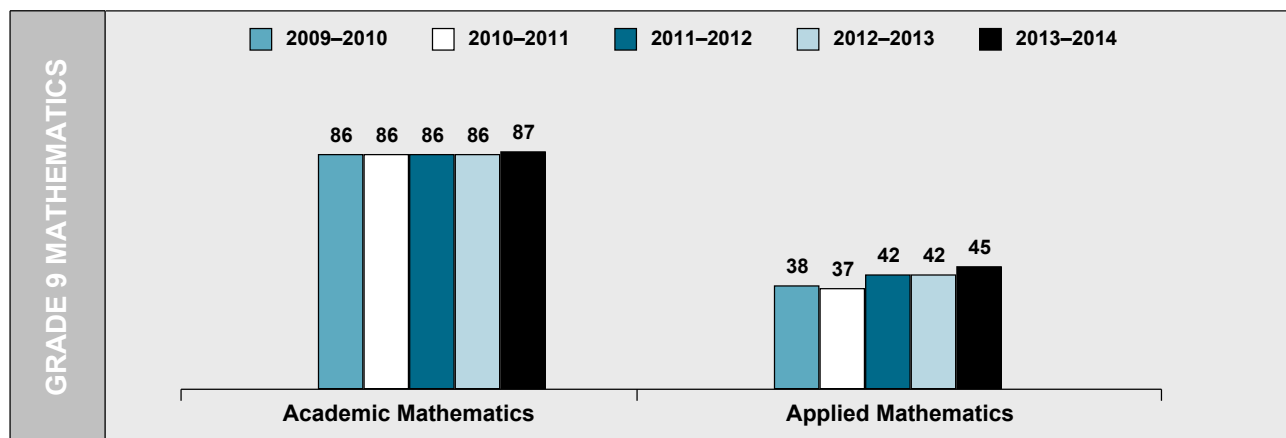
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	13%	19%	13%
English language learners receiving special provisions*	4%	8%	8%
Students with special education needs (excluding gifted)	12%	46%	20%
Students with special education needs receiving accommodations*†	11%	40%	17%
Speak only or mostly a language other than English at home	10%	8%	9%
Number of schools	23	25	30

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

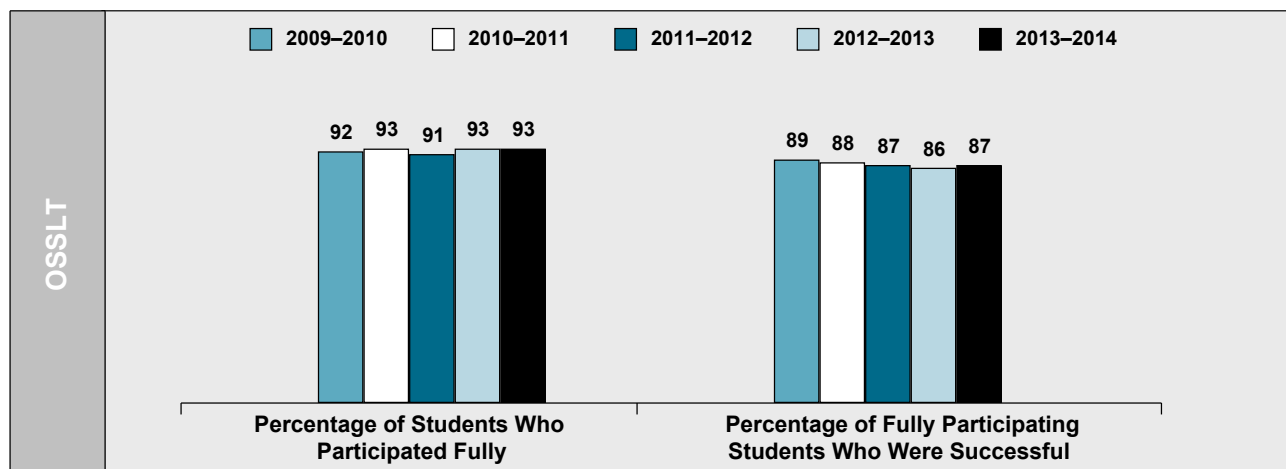
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	4 159	4 125	4 076	4 102	4 038
Applied mathematics	1 099	1 074	1 040	1 100	913
OSSLT: first-time eligible students who participated fully	5 021	5 124	4 878	4 896	4 901
OSSLT: first-time eligible fully participating students who were successful	4 464	4 519	4 237	4 225	4 285

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



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



Note: 2014 OSSLT results for previously eligible students: 55% participated fully and 56% of fully participating students were successful.

Board Name: Peel District School Board (66125)

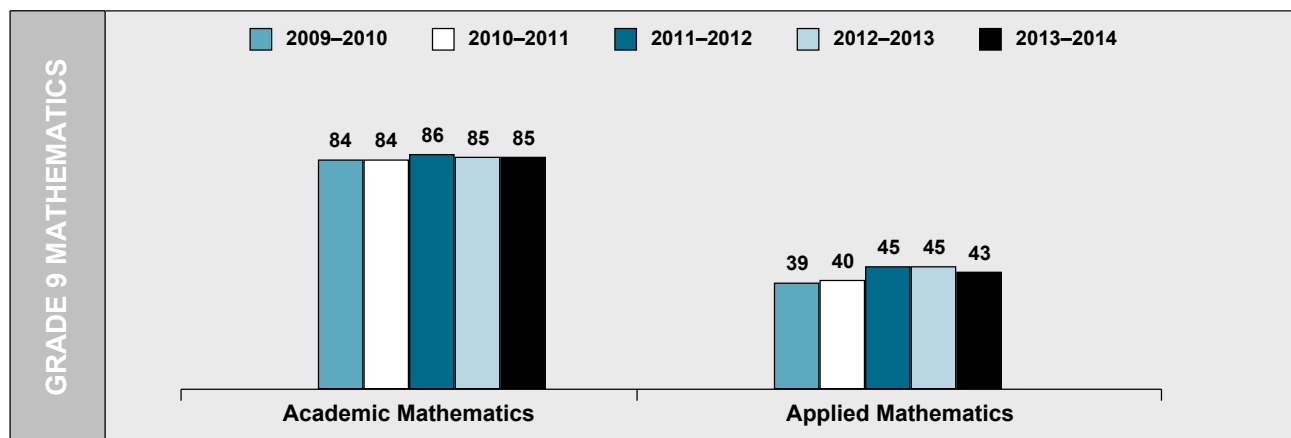
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	26%	31%	13%
English language learners receiving special provisions*	15%	21%	12%
Students with special education needs (excluding gifted)	3%	28%	12%
Students with special education needs receiving accommodations*†	3%	26%	11%
Speak only or mostly a language other than English at home	13%	10%	10%
Number of schools	32	36	39

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

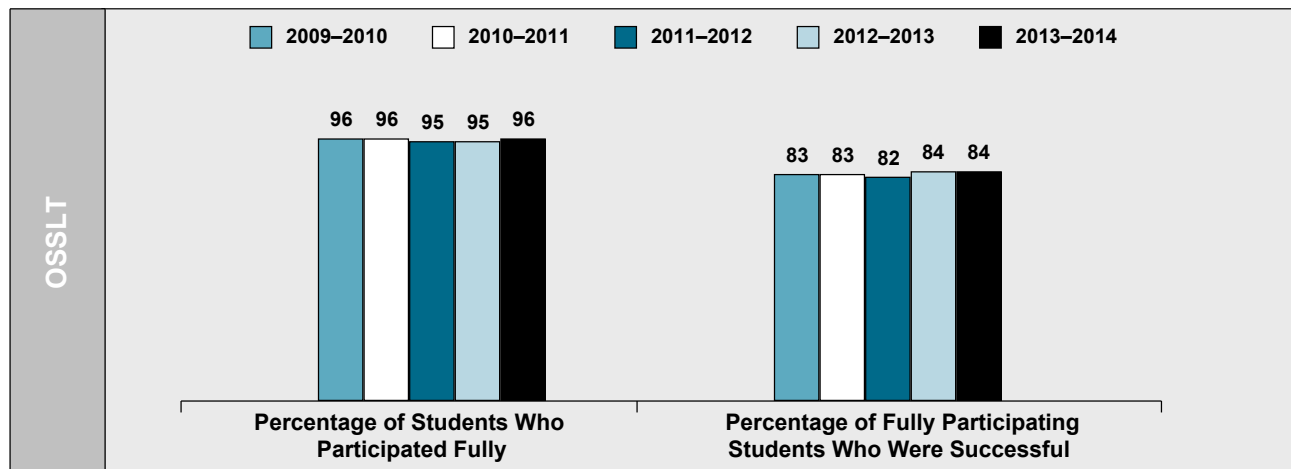
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	7 336	7 446	7 577	7 614	7 496
Applied mathematics	2 851	2 684	2 626	2 395	2 231
OSSLT: first-time eligible students who participated fully	9 857	9 627	9 594	9 639	9 541
OSSLT: first-time eligible fully participating students who were successful	8 152	7 977	7 855	8 114	8 052

**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: 2014 OSSLT results for previously eligible students: 62% participated fully and 54% of fully participating students were successful.

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

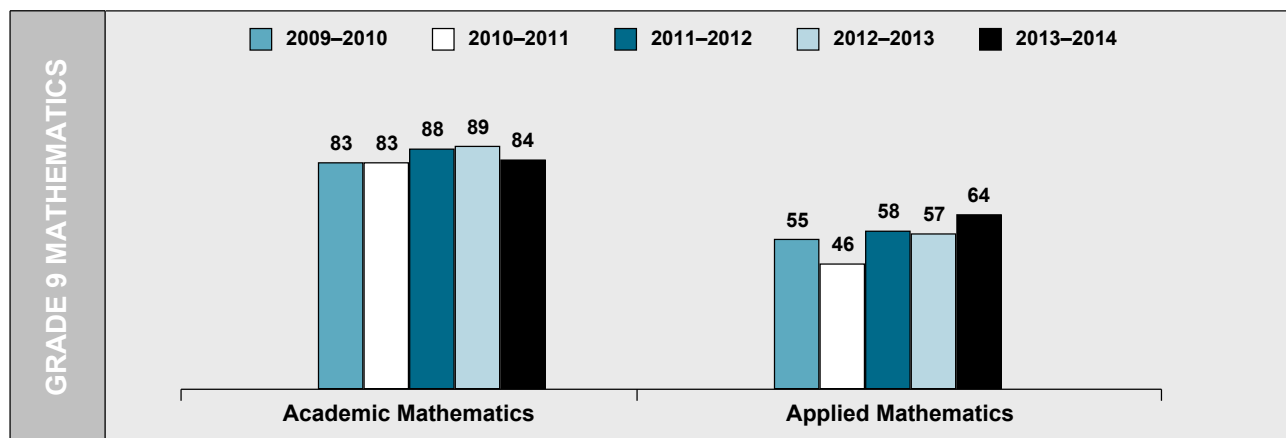
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	0%
English language learners receiving special provisions*	<1%	0%	0%
Students with special education needs (excluding gifted)	9%	47%	27%
Students with special education needs receiving accommodations*†	8%	42%	25%
Speak only or mostly a language other than English at home	2%	1%	2%
Number of schools	6	6	6

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

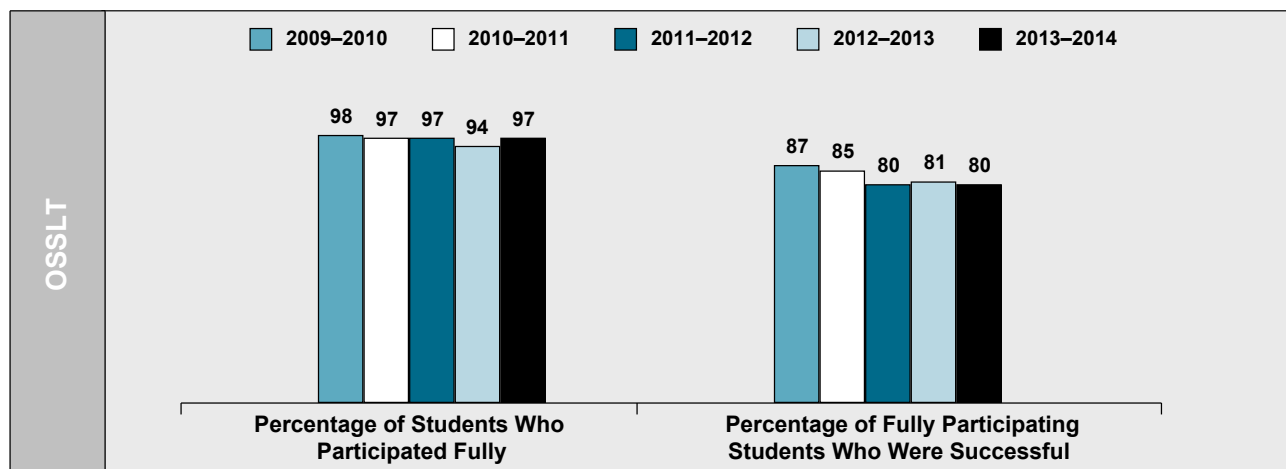
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	630	729	718	669	660
Applied mathematics	425	446	373	423	382
OSSLT: first-time eligible students who participated fully	1 256	1 179	1 157	1 051	1 070
OSSLT: first-time eligible fully participating students who were successful	1 095	997	927	847	855

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: 2014 OSSLT results for previously eligible students: 62% participated fully and 60% of fully participating students were successful.

Board Name: Rainbow District School Board (28029)

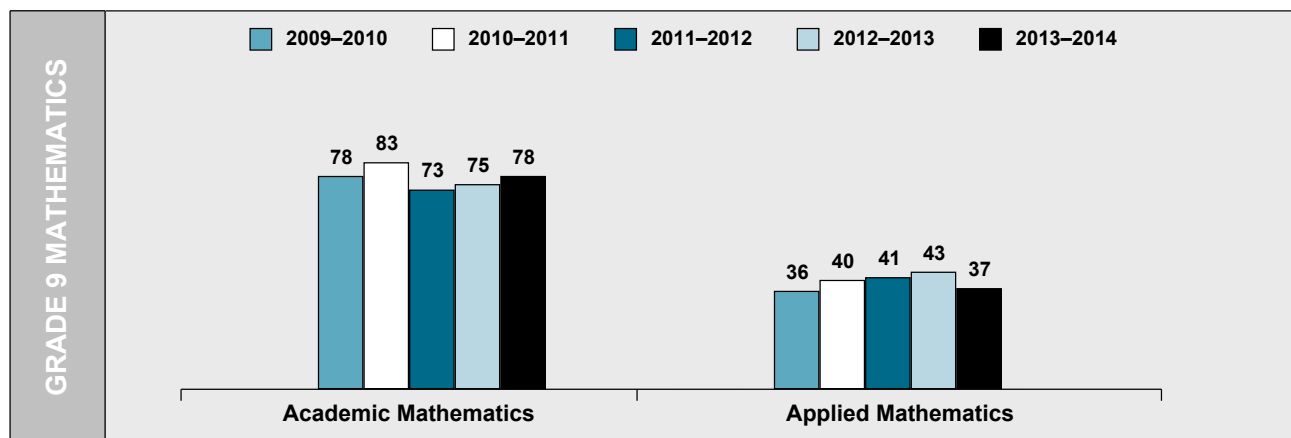
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	8%	38%	24%
Students with special education needs receiving accommodations*†	6%	33%	21%
Speak only or mostly a language other than English at home	1%	2%	2%
Number of schools	9	9	10

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

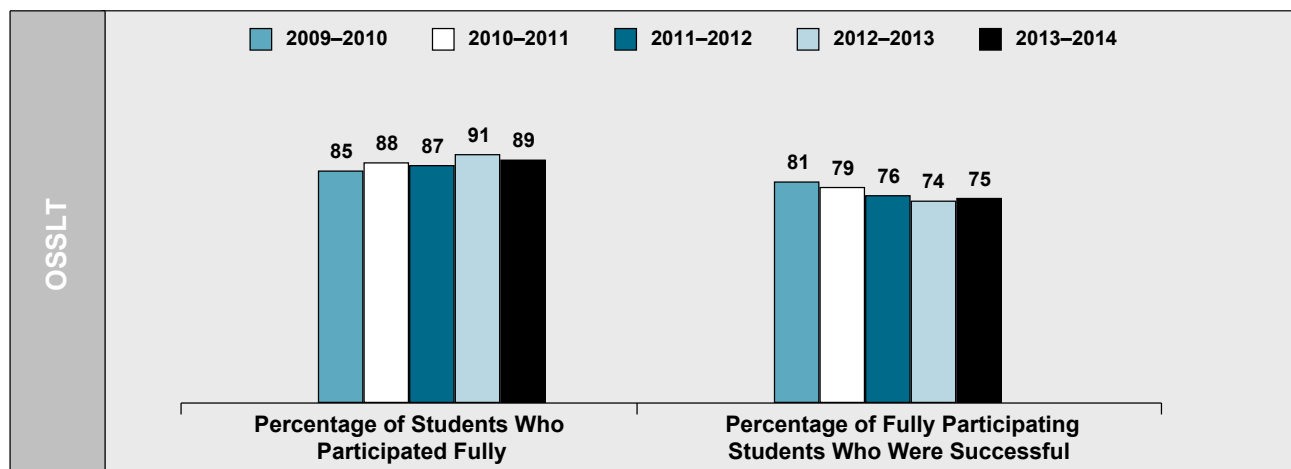
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	765	674	754	643	653
Applied mathematics	480	378	363	352	320
OSSLT: first-time eligible students who participated fully	1 083	1 148	1 054	1 117	988
OSSLT: first-time eligible fully participating students who were successful	877	905	802	825	744

**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: 2014 OSSLT results for previously eligible students: 43% participated fully and 39% of fully participating students were successful.

Board Name: Rainy River DSB (28053)

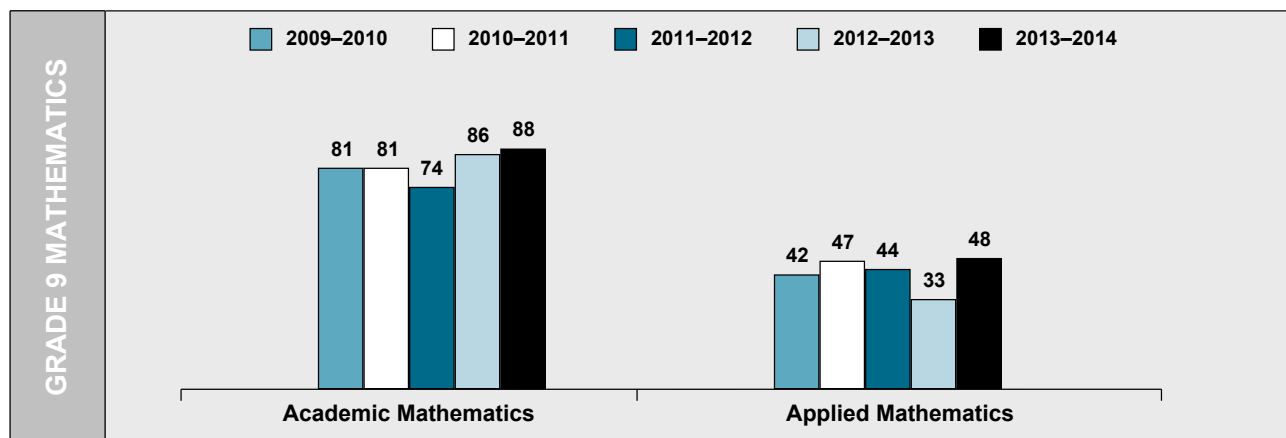
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	5%	36%	24%
Students with special education needs receiving accommodations*†	4%	34%	23%
Speak only or mostly a language other than English at home	0%	4%	1%
Number of schools	3	3	3

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

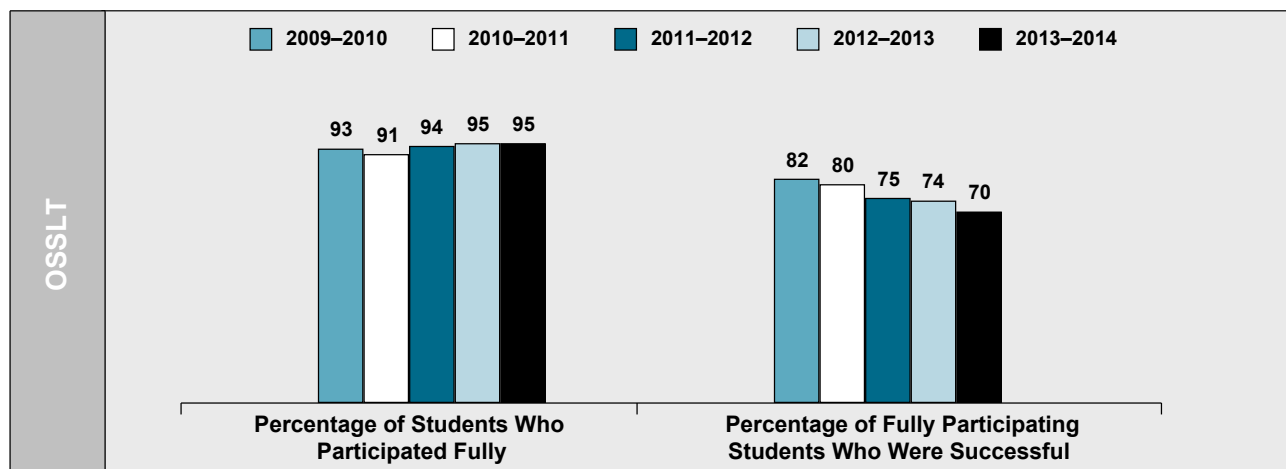
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	154	129	149	147	114
Applied mathematics	120	116	102	106	126
OSSLT: first-time eligible students who participated fully	280	258	238	242	250
OSSLT: first-time eligible fully participating students who were successful	231	206	179	178	175

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: 2014 OSSLT results for previously eligible students: 38% participated fully and 44% of fully participating students were successful.

Board Name: Renfrew County Catholic DSB (67199)

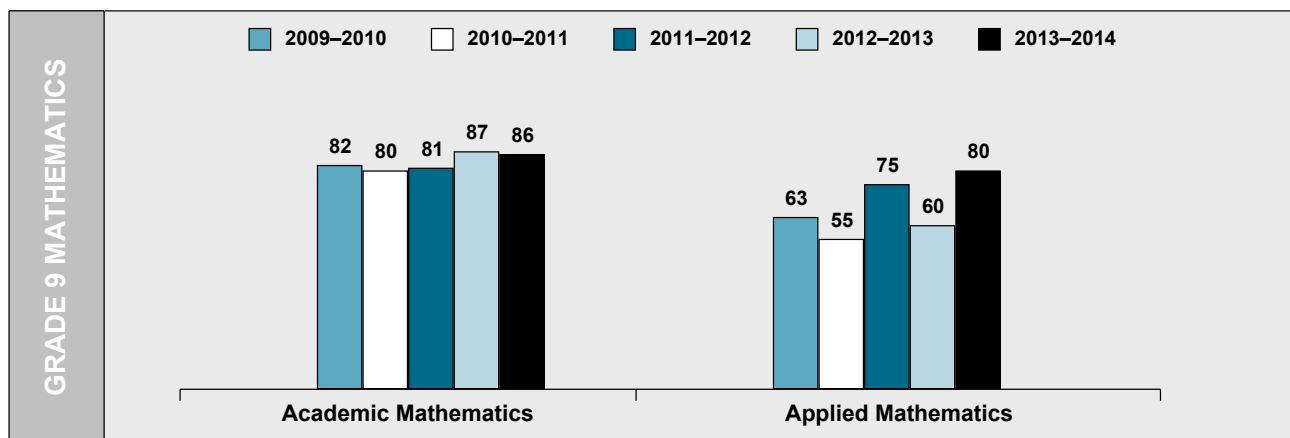
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	6%	36%	24%
Students with special education needs receiving accommodations*†	5%	37%	22%
Speak only or mostly a language other than English at home	1%	0%	0%
Number of schools	2	2	2

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

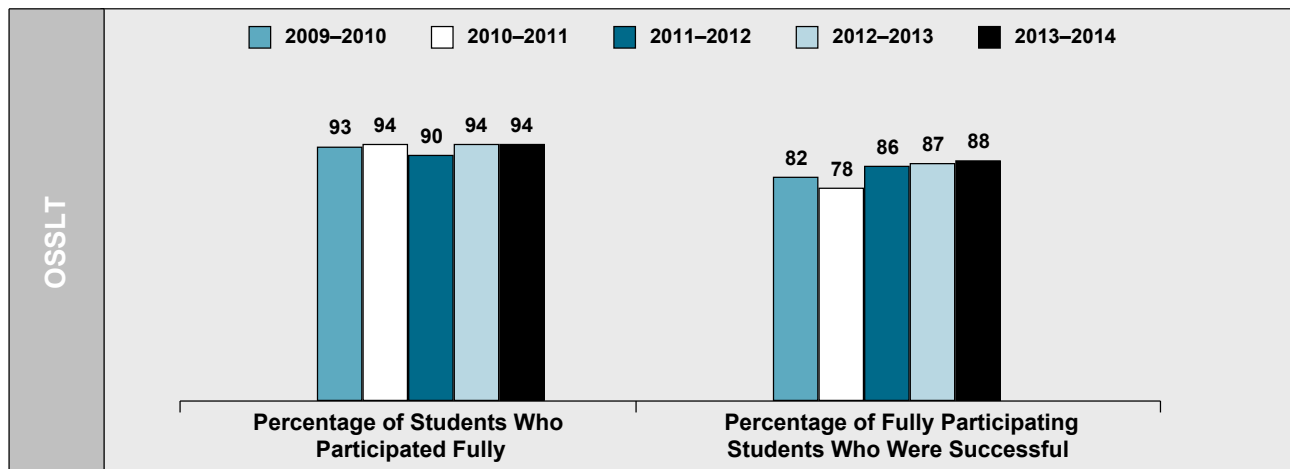
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	148	167	140	135	115
Applied mathematics	131	77	71	114	102
OSSLT: first-time eligible students who participated fully	250	260	220	206	232
OSSLT: first-time eligible fully participating students who were successful	205	202	189	179	203

**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: 2014 OSSLT results for previously eligible students: 50% participated fully and 58% of fully participating students were successful.

Board Name: Renfrew County DSB (66214)

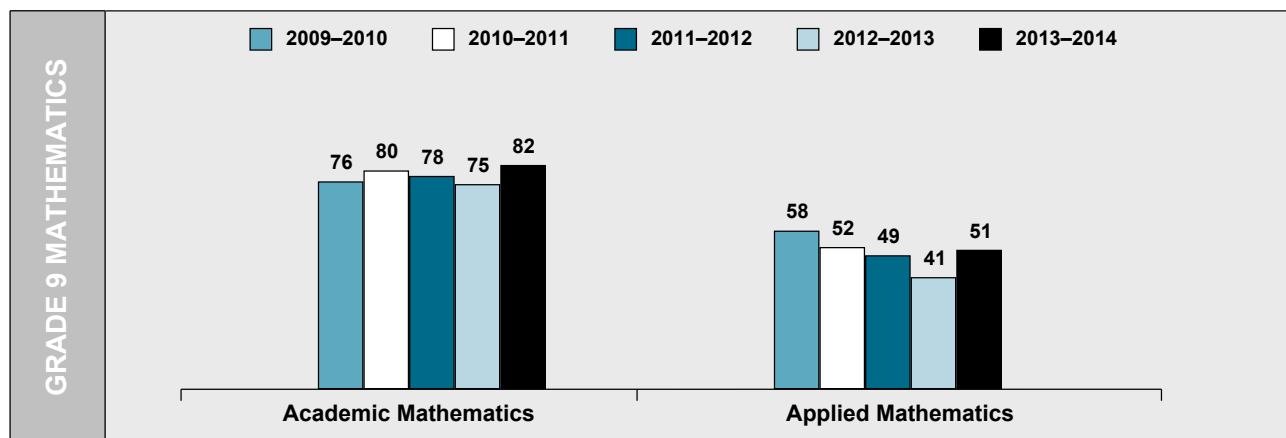
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	4%	33%	23%
Students with special education needs receiving accommodations*†	3%	24%	20%
Speak only or mostly a language other than English at home	2%	<1%	1%
Number of schools	7	7	8

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

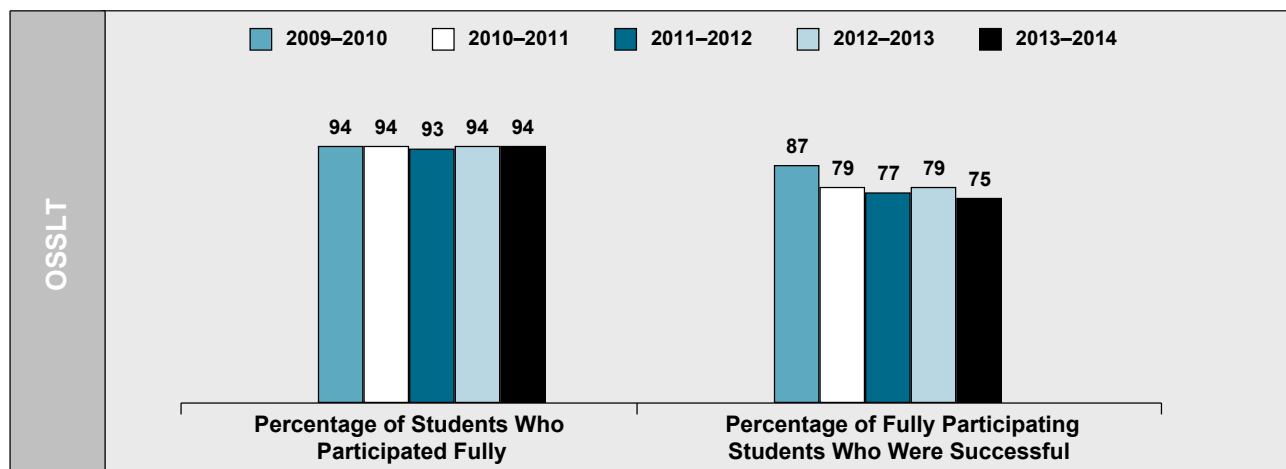
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	514	429	469	452	426
Applied mathematics	319	350	283	295	295
OSSLT: first-time eligible students who participated fully	835	849	772	739	752
OSSLT: first-time eligible fully participating students who were successful	726	670	591	587	566

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: 2014 OSSLT results for previously eligible students: 50% participated fully and 57% of fully participating students were successful.

Board Name: Simcoe County DSB (66109)

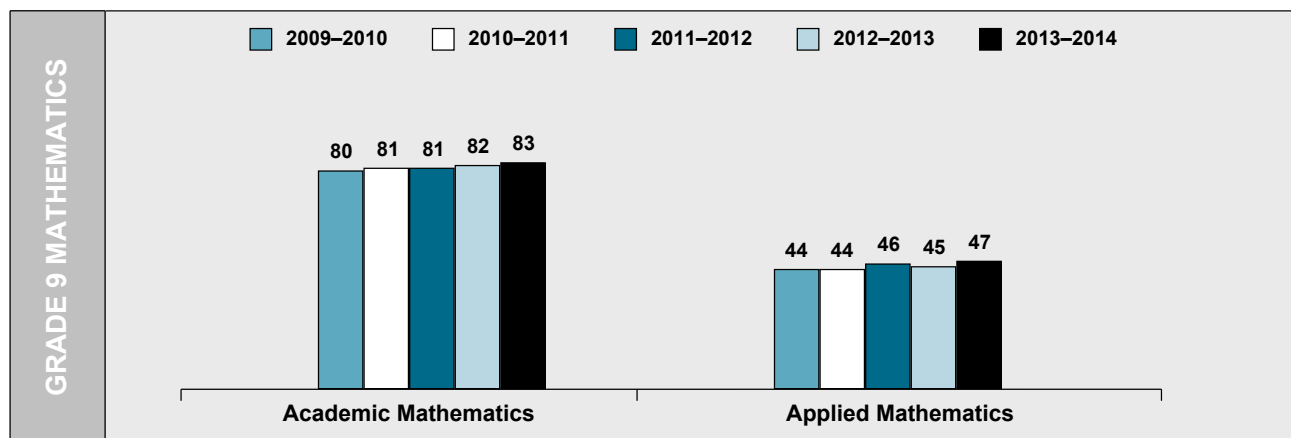
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions*	<1%	<1%	<1%
Students with special education needs (excluding gifted)	6%	33%	22%
Students with special education needs receiving accommodations*†	5%	27%	19%
Speak only or mostly a language other than English at home	2%	2%	2%
Number of schools	16	16	17

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

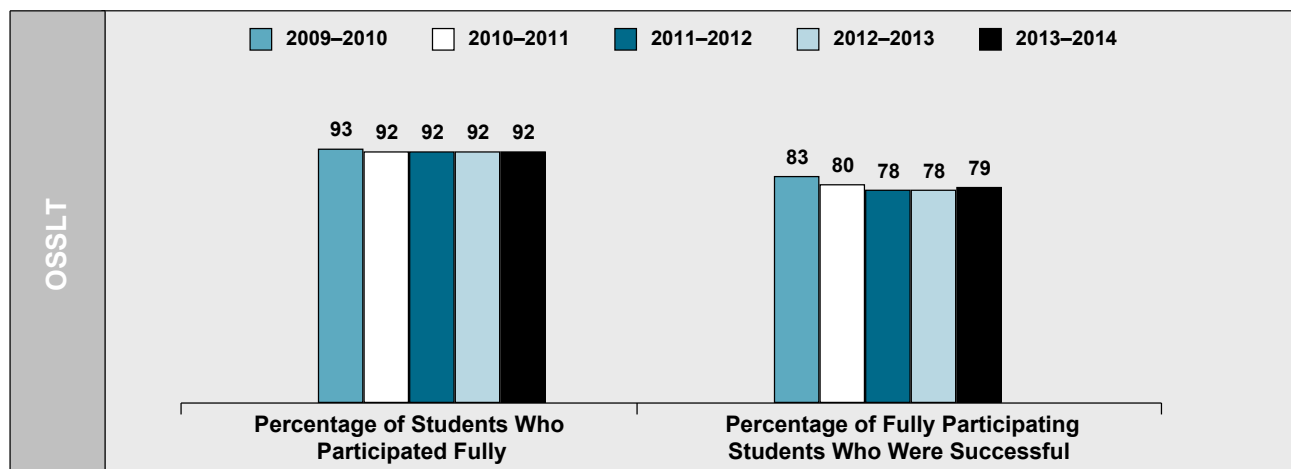
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	2 210	2 164	2 144	2 205	2 196
Applied mathematics	1 701	1 532	1 429	1 331	1 310
OSSLT: first-time eligible students who participated fully	4 040	3 832	3 634	3 550	3 525
OSSLT: first-time eligible fully participating students who were successful	3 345	3 057	2 835	2 761	2 770

**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: 2014 OSSLT results for previously eligible students: 34% participated fully and 54% of fully participating students were successful.

Board Name: Simcoe Muskoka Catholic DSB (67091)

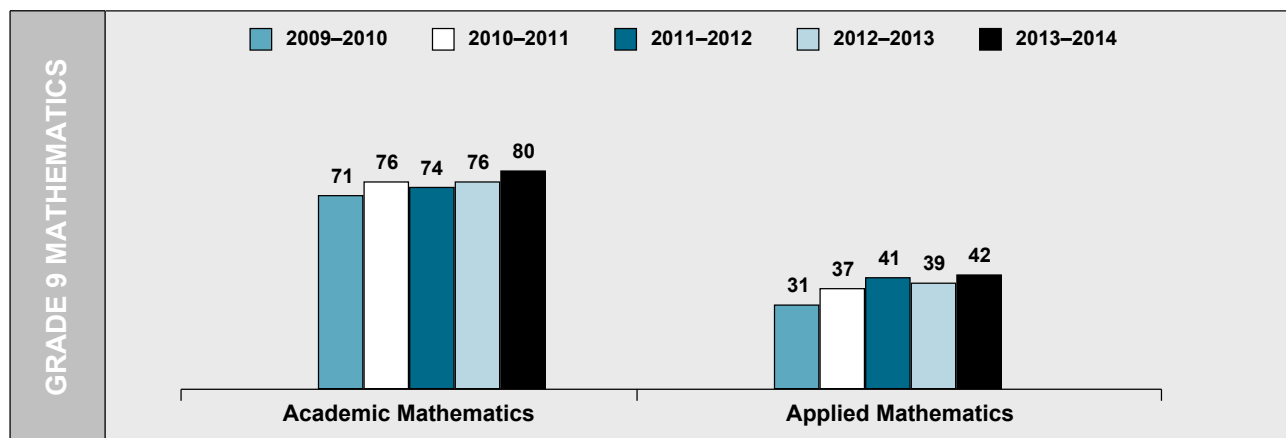
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	<1%	<1%
English language learners receiving special provisions*	<1%	0%	<1%
Students with special education needs (excluding gifted)	7%	44%	19%
Students with special education needs receiving accommodations*†	5%	31%	16%
Speak only or mostly a language other than English at home	2%	5%	2%
Number of schools	9	9	9

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

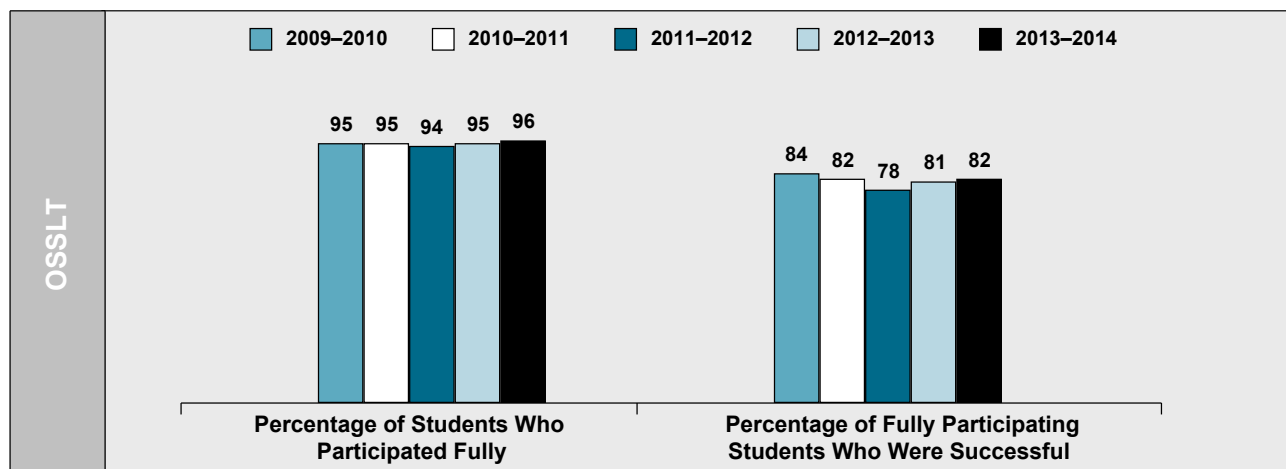
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 312	1 277	1 132	1 133	1 080
Applied mathematics	563	616	552	523	464
OSSLT: first-time eligible students who participated fully	1 755	1 858	1 838	1 675	1 610
OSSLT: first-time eligible fully participating students who were successful	1 469	1 530	1 434	1 351	1 313

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: 2014 OSSLT results for previously eligible students: 47% participated fully and 53% of fully participating students were successful.

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

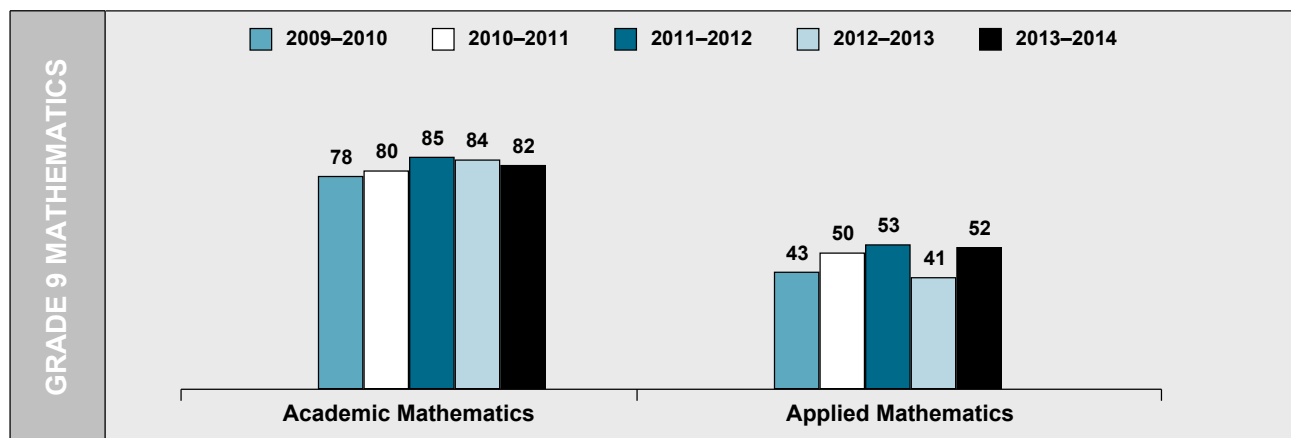
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	<1%
English language learners receiving special provisions*	0%	0%	<1%
Students with special education needs (excluding gifted)	9%	50%	23%
Students with special education needs receiving accommodations*†	8%	51%	22%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	2	2	2

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

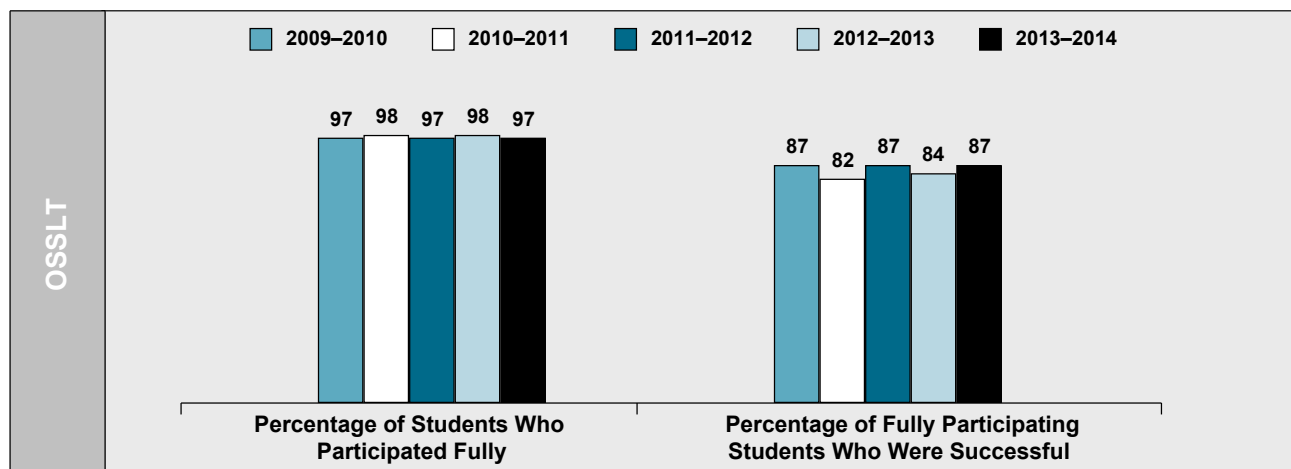
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	445	417	423	422	411
Applied mathematics	235	227	201	167	200
OSSLT: first-time eligible students who participated fully	709	684	634	605	575
OSSLT: first-time eligible fully participating students who were successful	620	562	551	508	498

**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: 2014 OSSLT results for previously eligible students: 22% participated fully and 81% of fully participating students were successful.

Board Name: Sudbury Catholic DSB (29033)

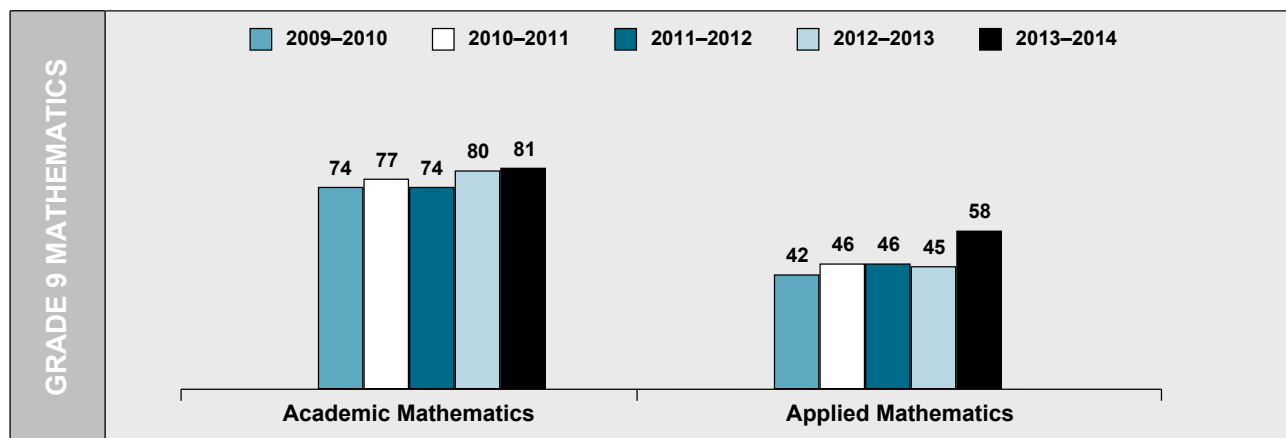
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	0%
English language learners receiving special provisions*	<1%	0%	0%
Students with special education needs (excluding gifted)	10%	43%	16%
Students with special education needs receiving accommodations*†	6%	39%	11%
Speak only or mostly a language other than English at home	2%	2%	0%
Number of schools	4	4	4

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

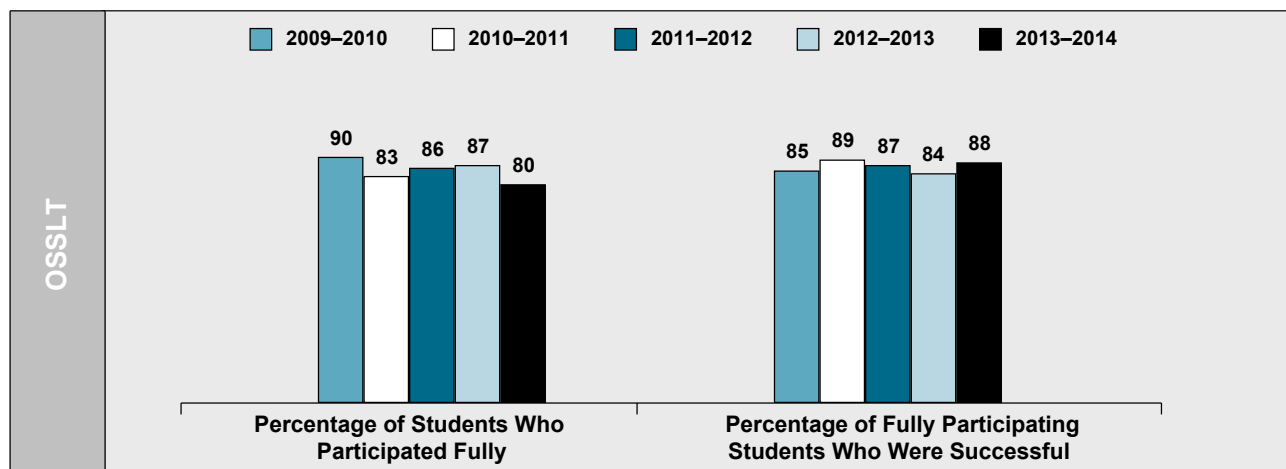
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	347	356	367	347	310
Applied mathematics	144	163	129	141	127
OSSLT: first-time eligible students who participated fully	472	410	421	444	370
OSSLT: first-time eligible fully participating students who were successful	399	364	365	372	326

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: 2014 OSSLT results for previously eligible students: 34% participated fully and 58% of fully participating students were successful.

Board Name: Superior-Greenstone DSB (28070)

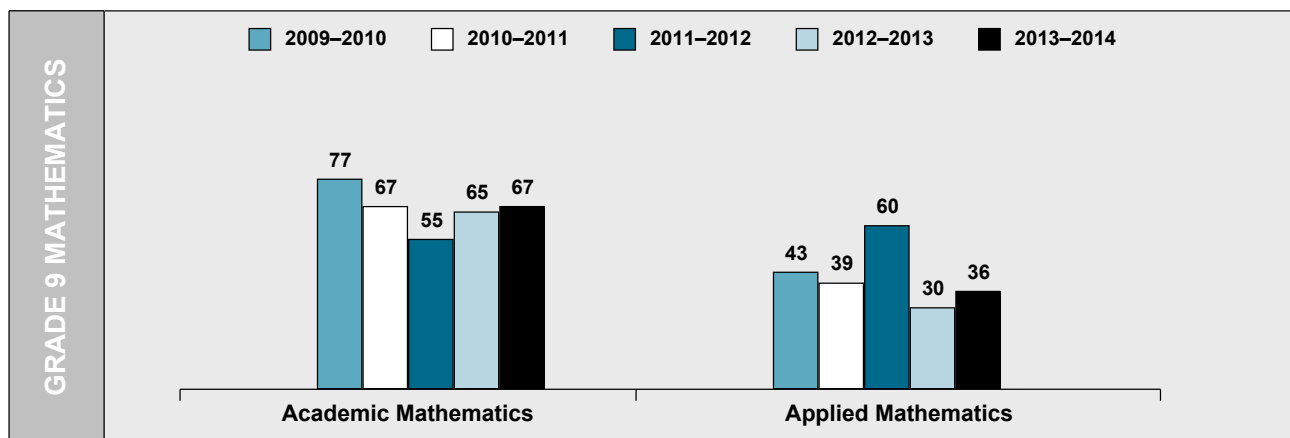
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	0%	0%	1%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	4%	42%	28%
Students with special education needs receiving accommodations*†	4%	38%	29%
Speak only or mostly a language other than English at home	3%	5%	1%
Number of schools	5	5	5

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

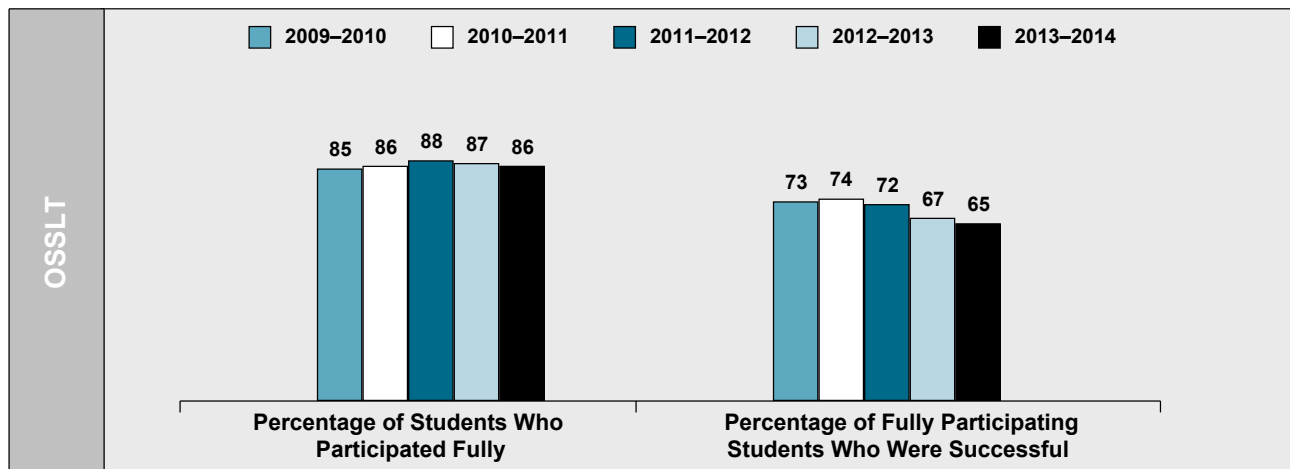
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	104	100	98	105	92
Applied mathematics	118	82	90	83	73
OSSLT: first-time eligible students who participated fully	195	180	158	180	170
OSSLT: first-time eligible fully participating students who were successful	143	133	113	120	110

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: 2014 OSSLT results for previously eligible students: 42% participated fully and 51% of fully participating students were successful.

Board Name: Thames Valley District School Board (66044)

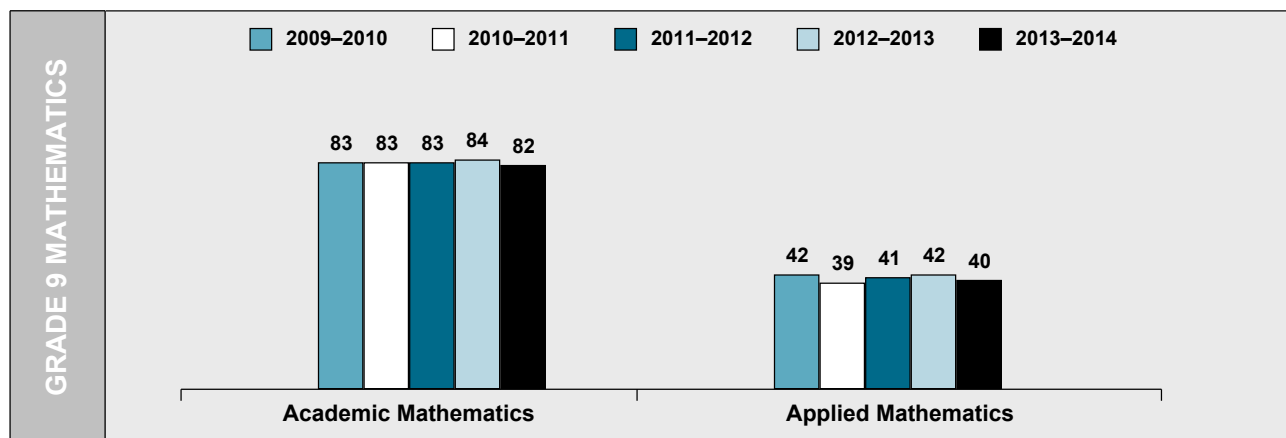
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	3%	4%	5%
English language learners receiving special provisions*	1%	2%	3%
Students with special education needs (excluding gifted)	5%	27%	18%
Students with special education needs receiving accommodations*†	3%	16%	15%
Speak only or mostly a language other than English at home	5%	3%	4%
Number of schools	26	26	29

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

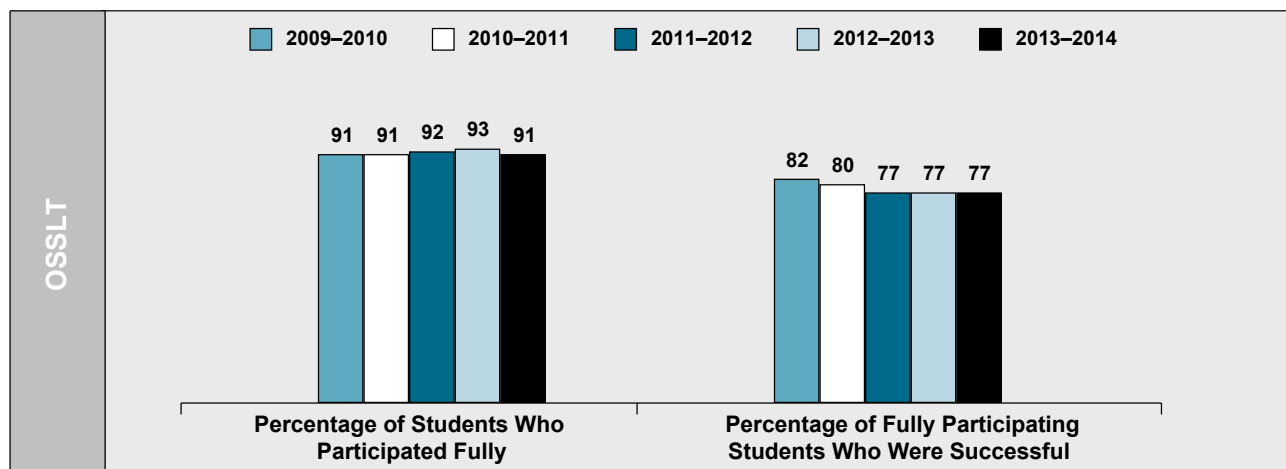
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	3 412	3 287	3 291	3 377	3 271
Applied mathematics	2 121	1 974	1 928	1 758	1 640
OSSLT: first-time eligible students who participated fully	5 298	5 265	4 994	5 020	4 923
OSSLT: first-time eligible fully participating students who were successful	4 318	4 200	3 846	3 843	3 788

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: 2014 OSSLT results for previously eligible students: 48% participated fully and 40% of fully participating students were successful.

Board Name: Thunder Bay Catholic DSB (29068)

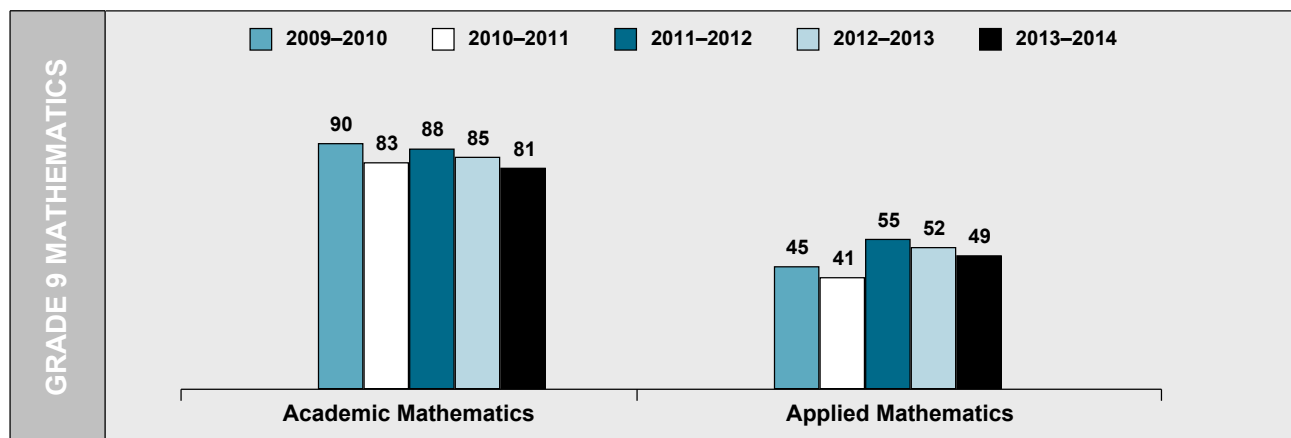
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	1%
English language learners receiving special provisions*	0%	0%	1%
Students with special education needs (excluding gifted)	4%	23%	10%
Students with special education needs receiving accommodations*†	3%	21%	6%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	2	2	2

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

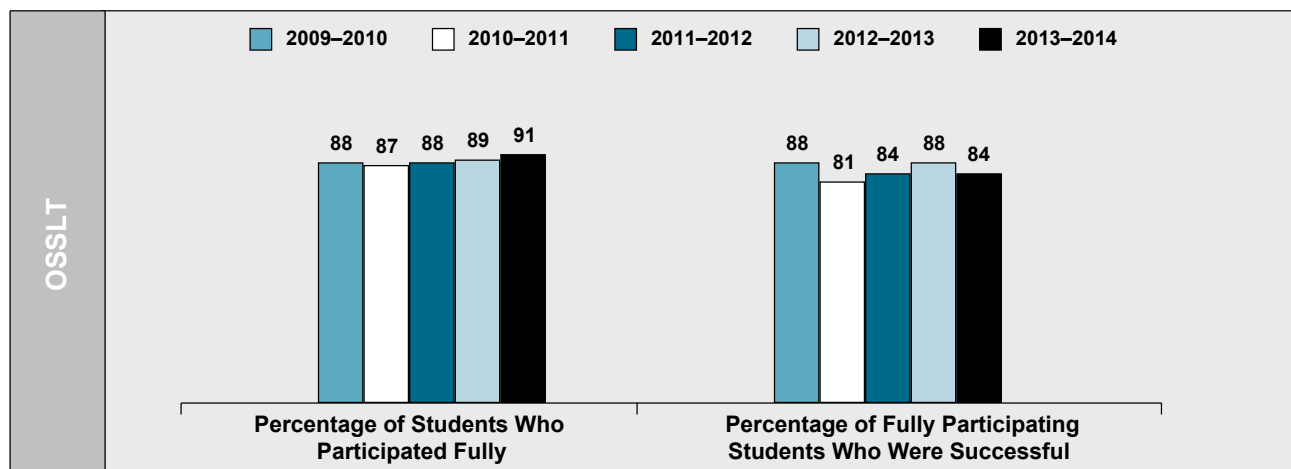
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	353	381	361	387	384
Applied mathematics	258	232	184	162	154
OSSLT: first-time eligible students who participated fully	549	549	519	498	493
OSSLT: first-time eligible fully participating students who were successful	482	442	437	436	415

**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: 2014 OSSLT results for previously eligible students: 28% participated fully and 46% of fully participating students were successful.

Board Name: Toronto Catholic District School Board (67059)

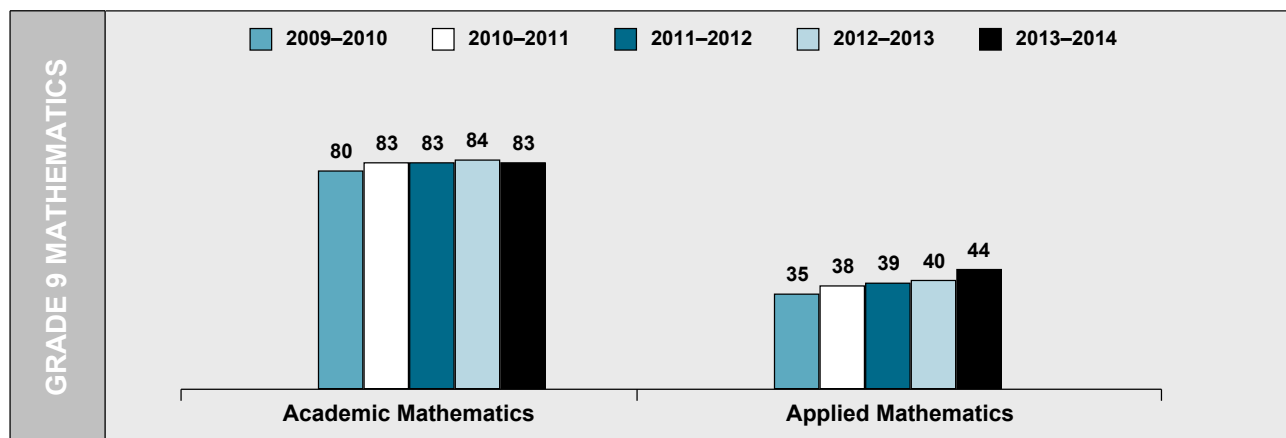
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	11%	21%	14%
English language learners receiving special provisions*	7%	14%	9%
Students with special education needs (excluding gifted)	4%	33%	16%
Students with special education needs receiving accommodations*†	4%	33%	14%
Speak only or mostly a language other than English at home	11%	16%	11%
Number of schools	33	33	36

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

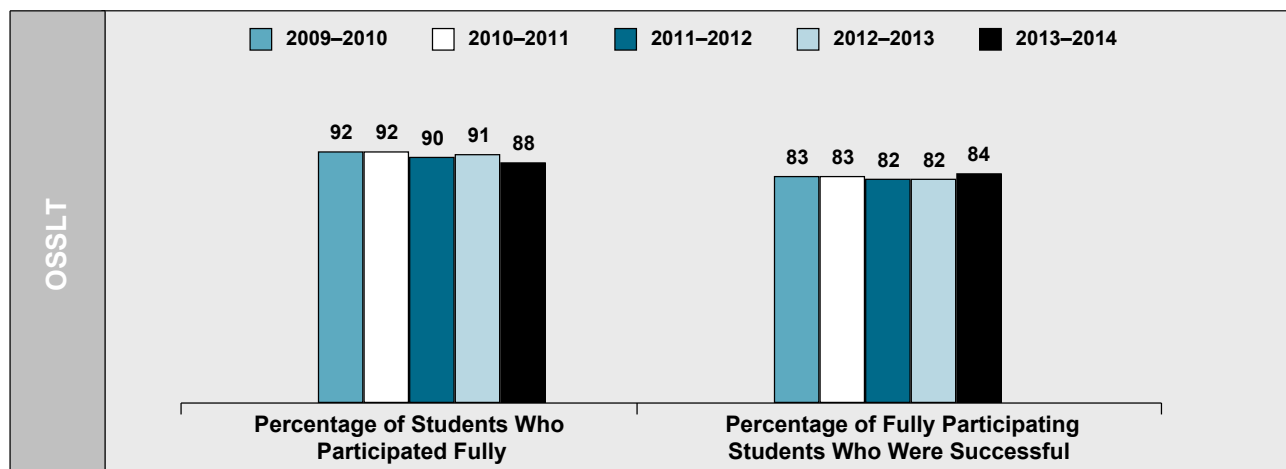
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	4 814	4 521	4 816	4 598	4 742
Applied mathematics	2 498	2 307	2 361	2 117	2 215
OSSLT: first-time eligible students who participated fully	6 668	6 819	6 369	6 608	6 284
OSSLT: first-time eligible fully participating students who were successful	5 507	5 671	5 226	5 416	5 282

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: 2014 OSSLT results for previously eligible students: 55% participated fully and 46% of fully participating students were successful.

Board Name: Toronto DSB (66052)

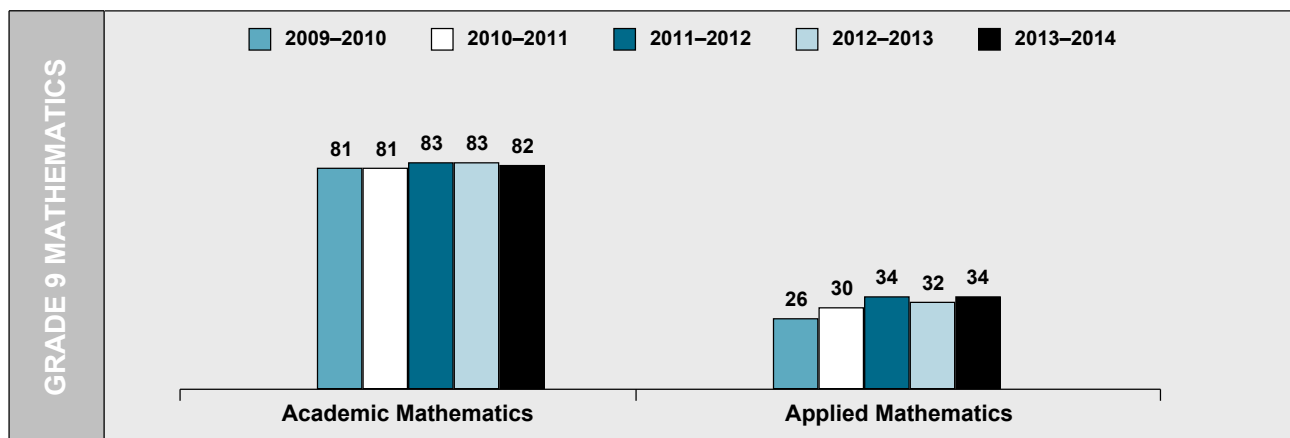
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	7%	16%	9%
English language learners receiving special provisions*	4%	9%	3%
Students with special education needs (excluding gifted)	7%	43%	18%
Students with special education needs receiving accommodations*†	6%	33%	15%
Speak only or mostly a language other than English at home	16%	14%	14%
Number of schools	81	84	98

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

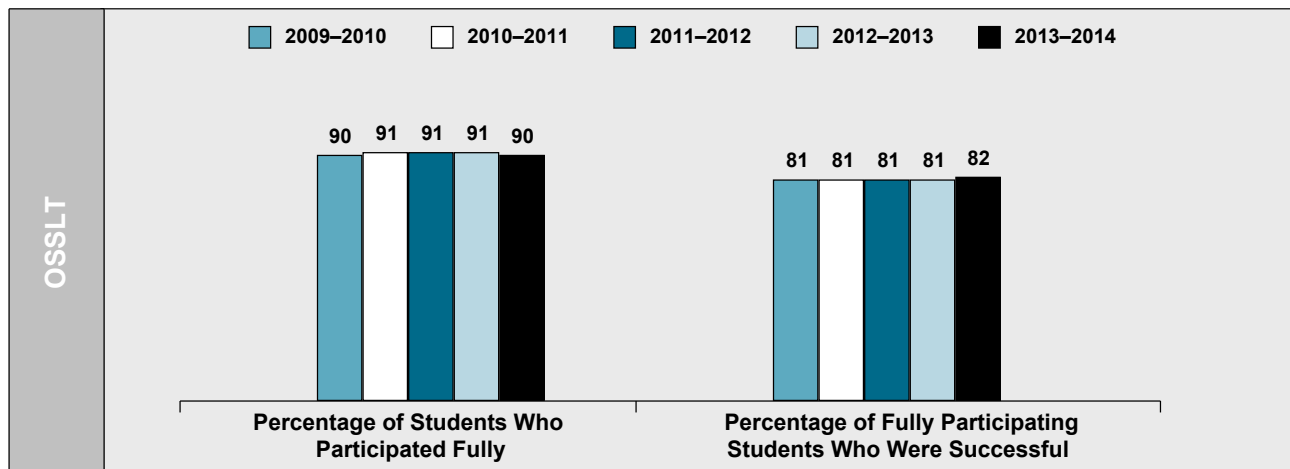
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	13 239	13 034	12 621	12 329	11 892
Applied mathematics	6 175	5 756	5 253	4 972	4 626
OSSLT: first-time eligible students who participated fully	16 870	17 204	16 711	15 912	15 378
OSSLT: first-time eligible fully participating students who were successful	13 616	14 021	13 537	12 861	12 597

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: 2014 OSSLT results for previously eligible students: 48% participated fully and 48% of fully participating students were successful.

Board Name: Trillium Lakelands DSB (66087)

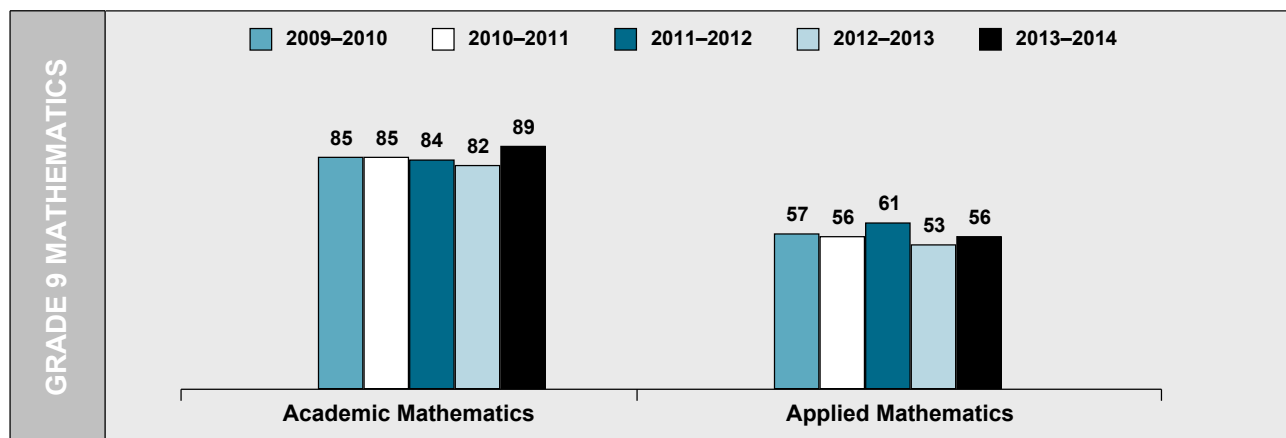
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	<1%	0%	0%
English language learners receiving special provisions*	0%	0%	0%
Students with special education needs (excluding gifted)	9%	51%	27%
Students with special education needs receiving accommodations*†	9%	48%	23%
Speak only or mostly a language other than English at home	2%	2%	1%
Number of schools	7	7	8

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

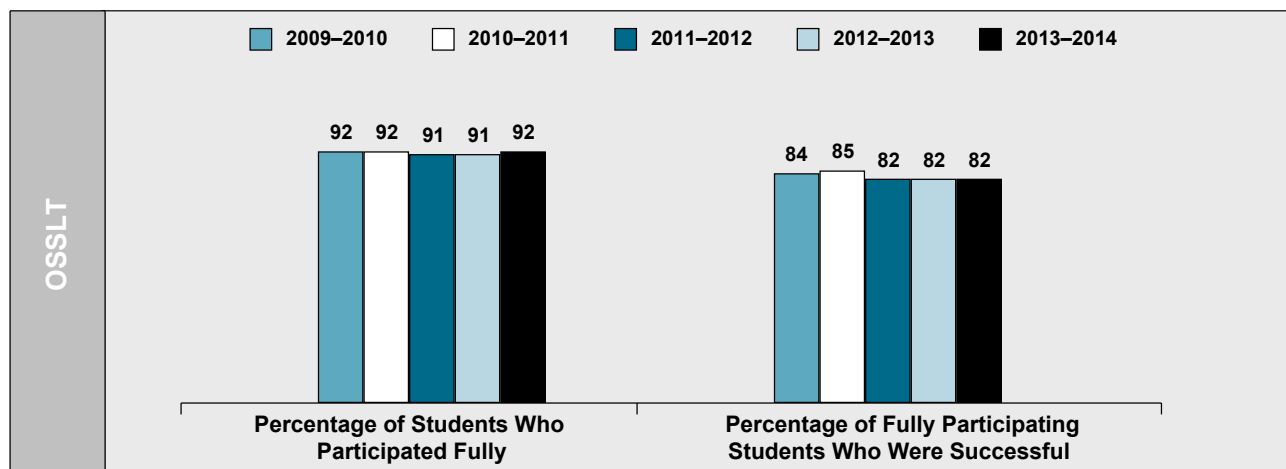
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	880	783	806	795	754
Applied mathematics	529	463	480	407	419
OSSLT: first-time eligible students who participated fully	1 344	1 355	1 189	1 246	1 130
OSSLT: first-time eligible fully participating students who were successful	1 135	1 145	975	1 017	926

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: 2014 OSSLT results for previously eligible students: 48% participated fully and 52% of fully participating students were successful.

Board Name: Upper Canada DSB (66192)

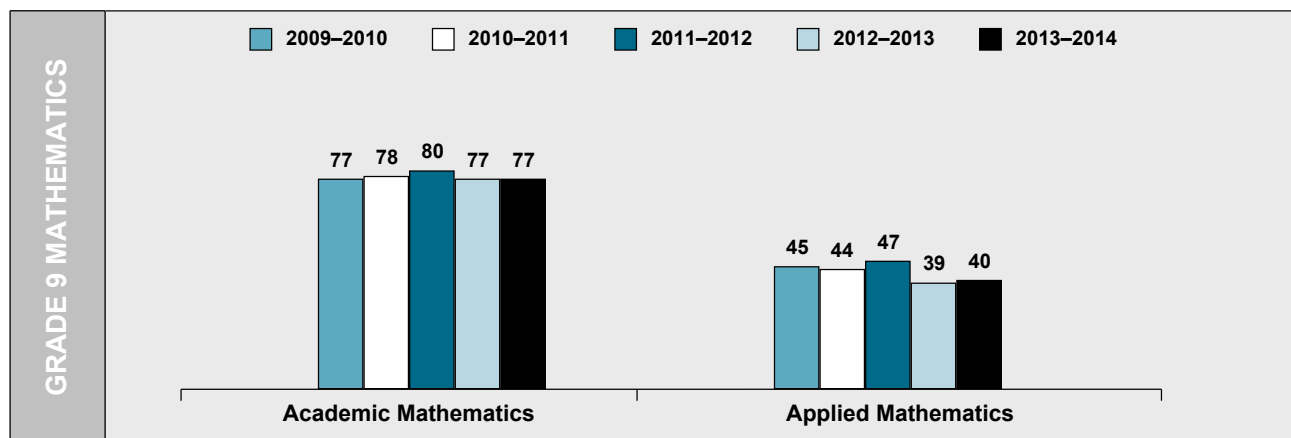
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	1%	4%
English language learners receiving special provisions*	<1%	<1%	4%
Students with special education needs (excluding gifted)	12%	48%	31%
Students with special education needs receiving accommodations*†	11%	42%	28%
Speak only or mostly a language other than English at home	3%	1%	3%
Number of schools	22	22	23

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

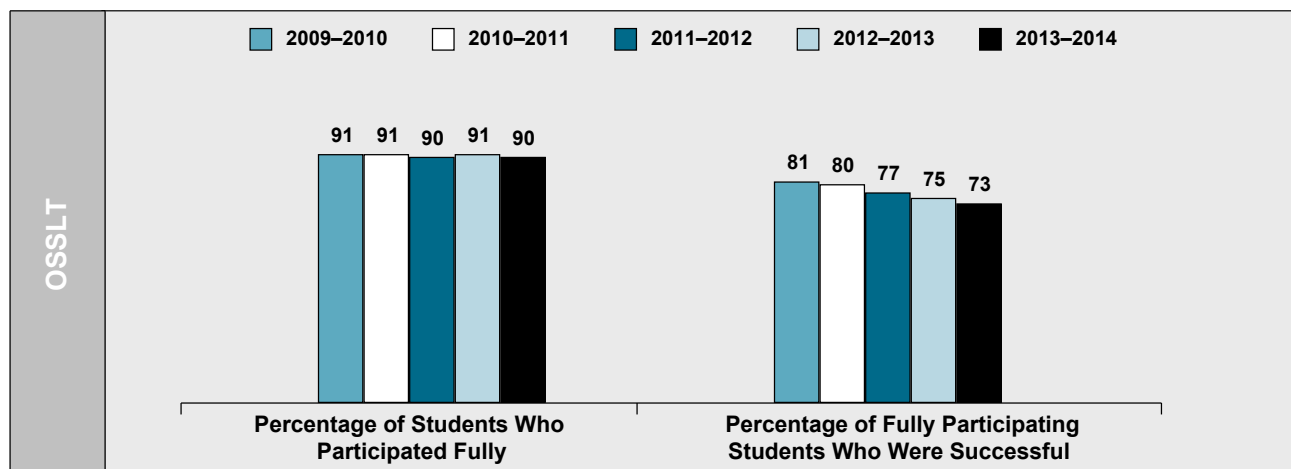
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 341	1 262	1 215	1 132	1 162
Applied mathematics	884	777	763	720	710
OSSLT: first-time eligible students who participated fully	2 439	2 330	2 097	2 103	1 977
OSSLT: first-time eligible fully participating students who were successful	1 974	1 855	1 610	1 578	1 451

**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: 2014 OSSLT results for previously eligible students: 41% participated fully and 45% of fully participating students were successful.

Board Name: Upper Grand DSB (66117)

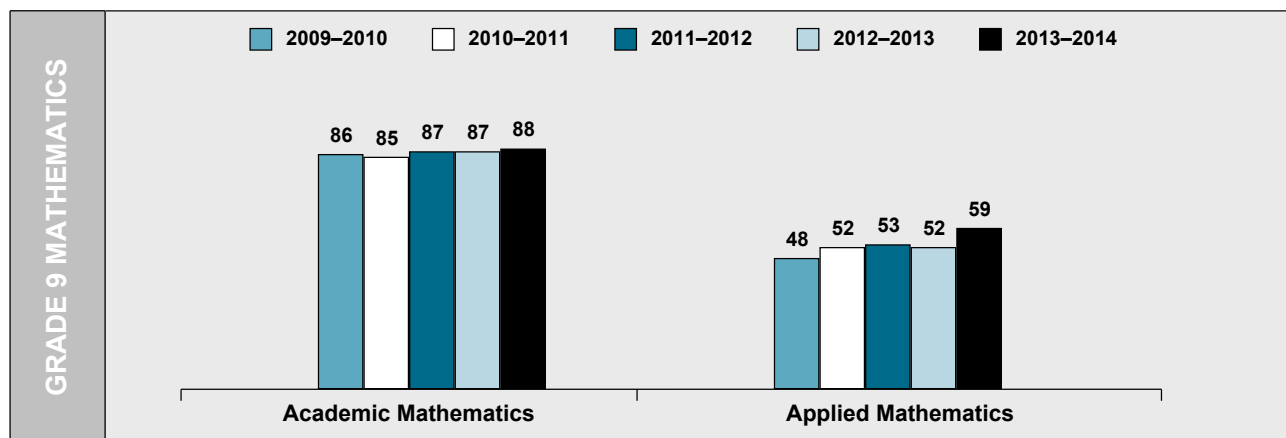
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	0%	2%
English language learners receiving special provisions*	<1%	0%	1%
Students with special education needs (excluding gifted)	7%	38%	19%
Students with special education needs receiving accommodations*†	4%	22%	16%
Speak only or mostly a language other than English at home	4%	2%	3%
Number of schools	10	12	12

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

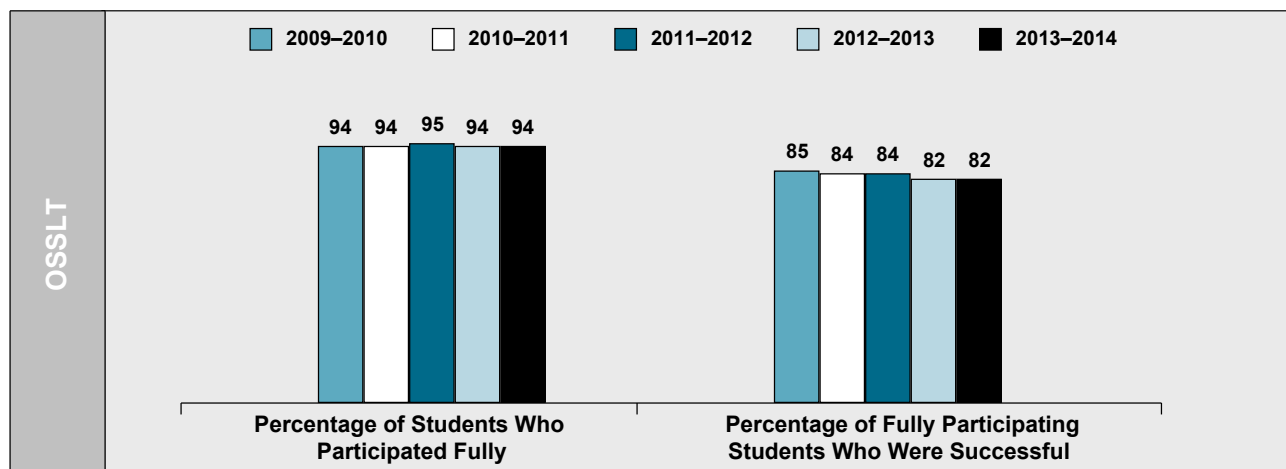
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 656	1 660	1 669	1 657	1 628
Applied mathematics	898	822	810	718	775
OSSLT: first-time eligible students who participated fully	2 529	2 552	2 468	2 460	2 374
OSSLT: first-time eligible fully participating students who were successful	2 160	2 133	2 075	2 021	1 943

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: 2014 OSSLT results for previously eligible students: 58% participated fully and 51% of fully participating students were successful.

Board Name: Waterloo Catholic DSB (67148)

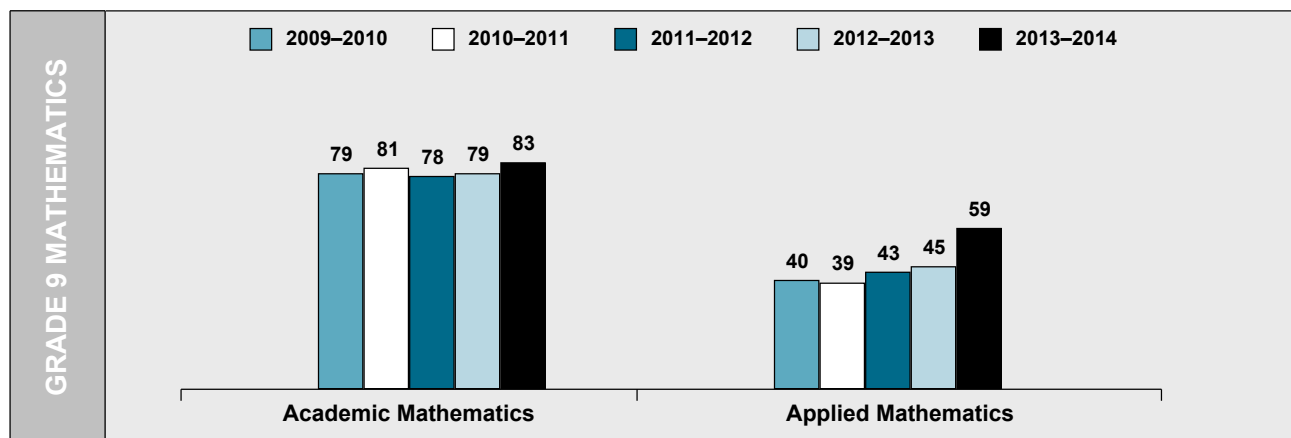
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	6%	8%	6%
English language learners receiving special provisions*	4%	7%	5%
Students with special education needs (excluding gifted)	8%	46%	21%
Students with special education needs receiving accommodations*†	6%	42%	18%
Speak only or mostly a language other than English at home	8%	6%	6%
Number of schools	5	5	5

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

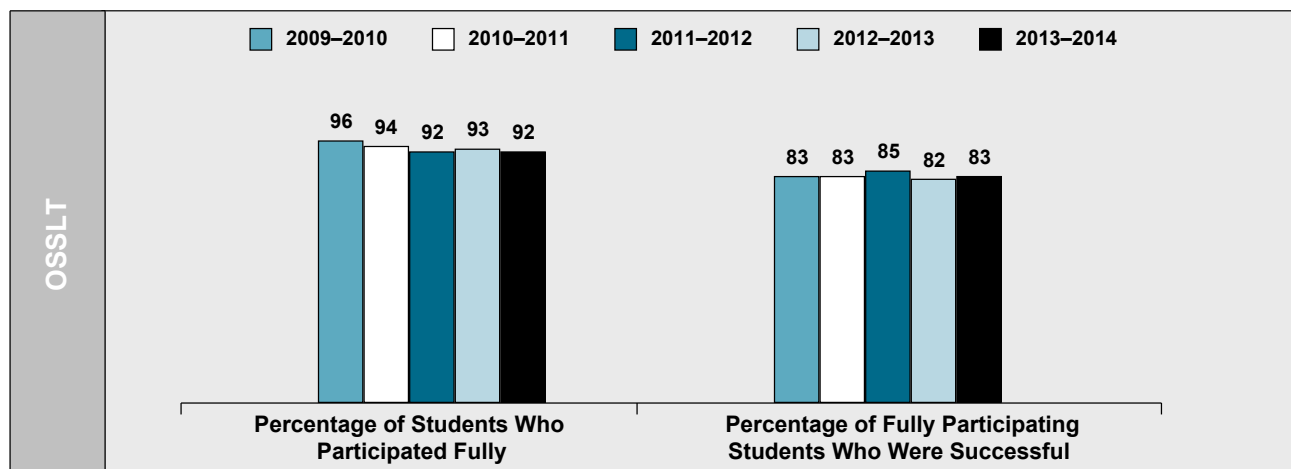
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 098	1 128	1 041	1 079	1 065
Applied mathematics	538	513	434	427	427
OSSLT: first-time eligible students who participated fully	1 689	1 542	1 490	1 369	1 445
OSSLT: first-time eligible fully participating students who were successful	1 396	1 283	1 266	1 120	1 204

**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: 2014 OSSLT results for previously eligible students: 53% participated fully and 52% of fully participating students were successful.

Board Name: Waterloo Region DSB (66176)

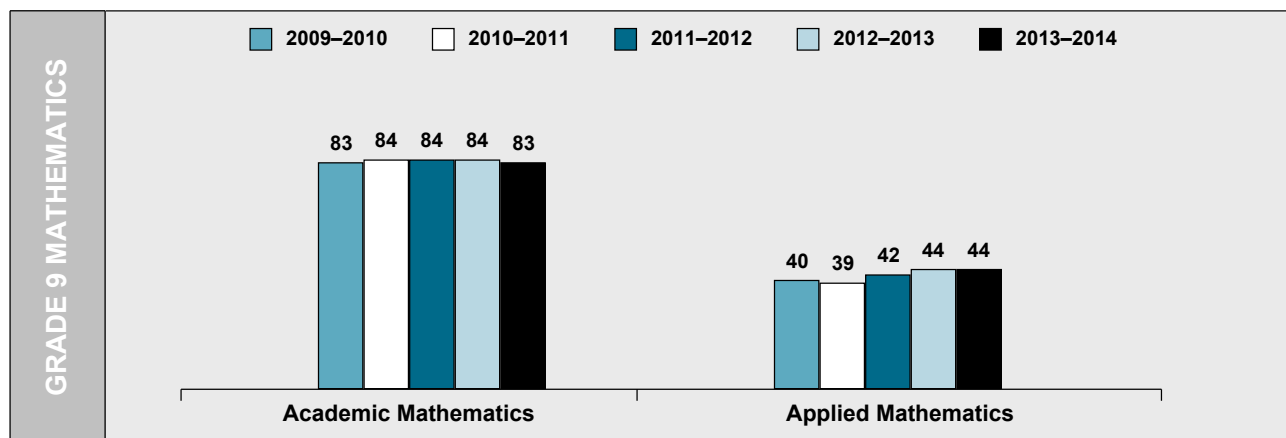
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	4%	7%	6%
English language learners receiving special provisions*	1%	3%	1%
Students with special education needs (excluding gifted)	7%	37%	18%
Students with special education needs receiving accommodations*†	5%	30%	16%
Speak only or mostly a language other than English at home	8%	5%	7%
Number of schools	16	16	16

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

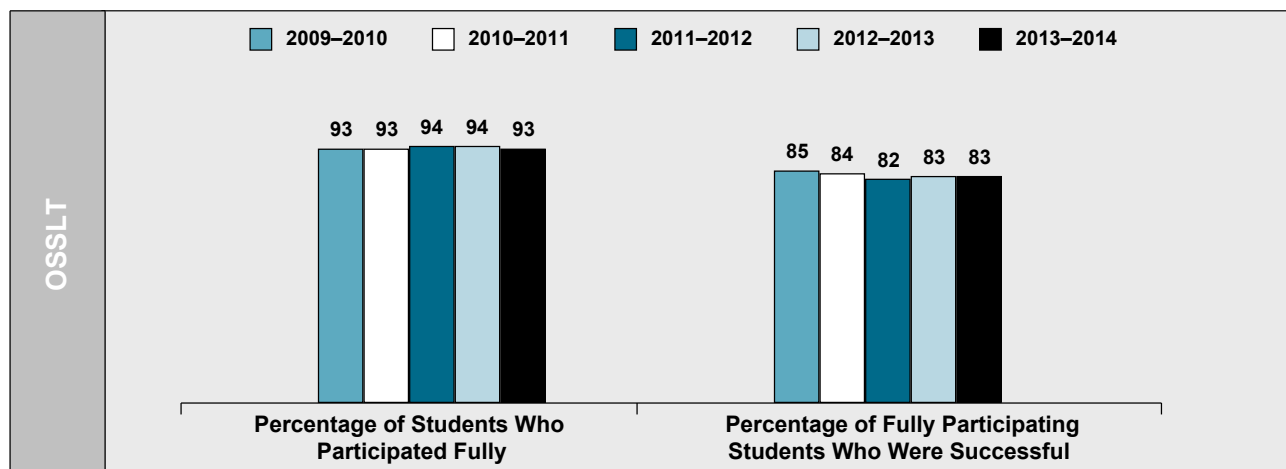
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	3 184	3 194	3 146	3 148	3 081
Applied mathematics	1 483	1 421	1 317	1 243	1 214
OSSLT: first-time eligible students who participated fully	4 300	4 450	4 397	4 242	4 225
OSSLT: first-time eligible fully participating students who were successful	3 674	3 749	3 625	3 508	3 498

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: 2014 OSSLT results for previously eligible students: 48% participated fully and 54% of fully participating students were successful.

Board Name: Wellington Catholic DSB (67130)

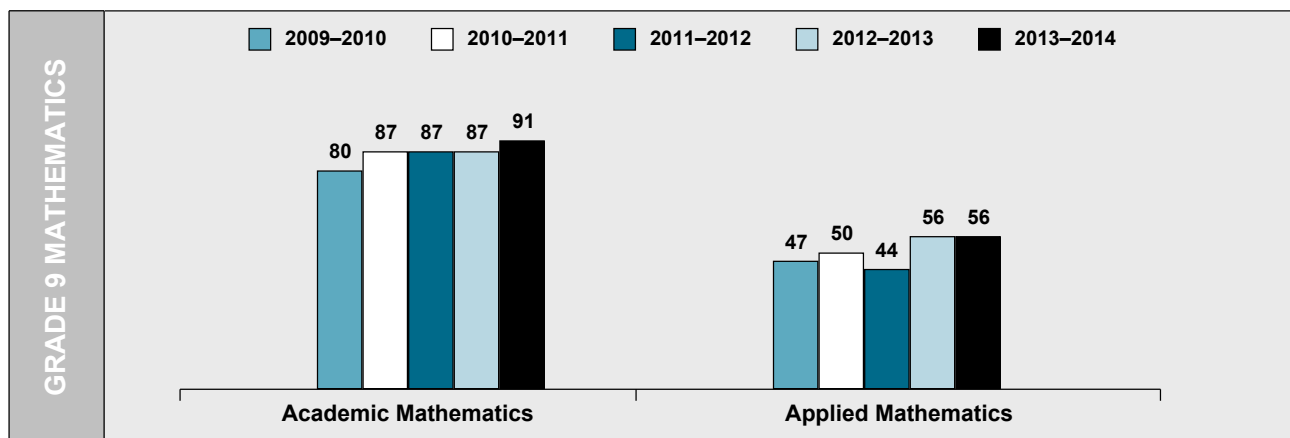
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	1%	2%	3%
English language learners receiving special provisions*	1%	2%	3%
Students with special education needs (excluding gifted)	10%	47%	15%
Students with special education needs receiving accommodations*†	10%	46%	14%
Speak only or mostly a language other than English at home	8%	3%	5%
Number of schools	4	4	4

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

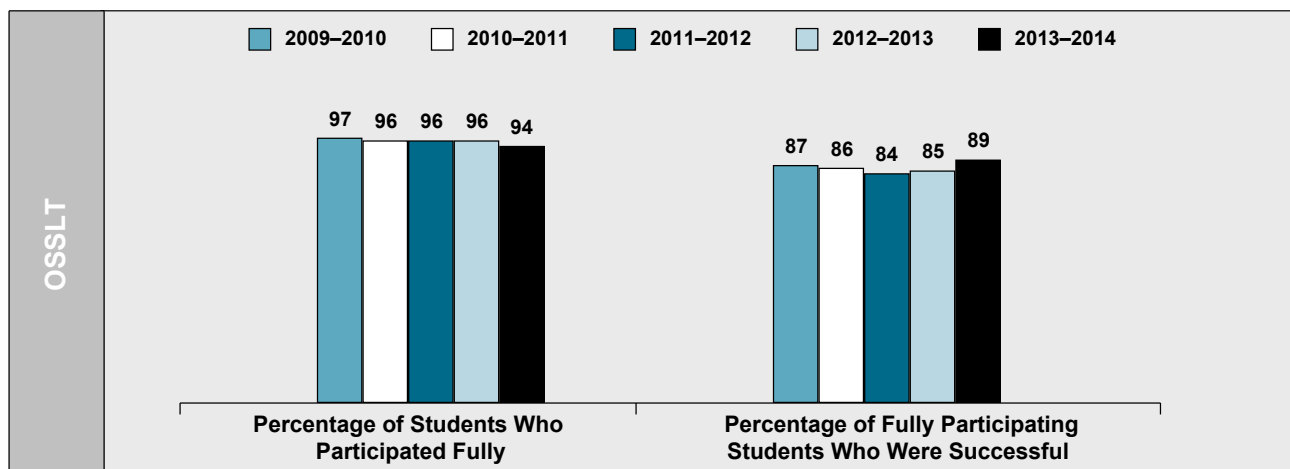
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	484	481	419	448	446
Applied mathematics	154	143	145	117	146
OSSLT: first-time eligible students who participated fully	629	638	621	533	554
OSSLT: first-time eligible fully participating students who were successful	547	551	522	454	491

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: 2014 OSSLT results for previously eligible students: 60% participated fully and 63% of fully participating students were successful.

Board Name: Windsor-Essex Catholic DSB (67024)

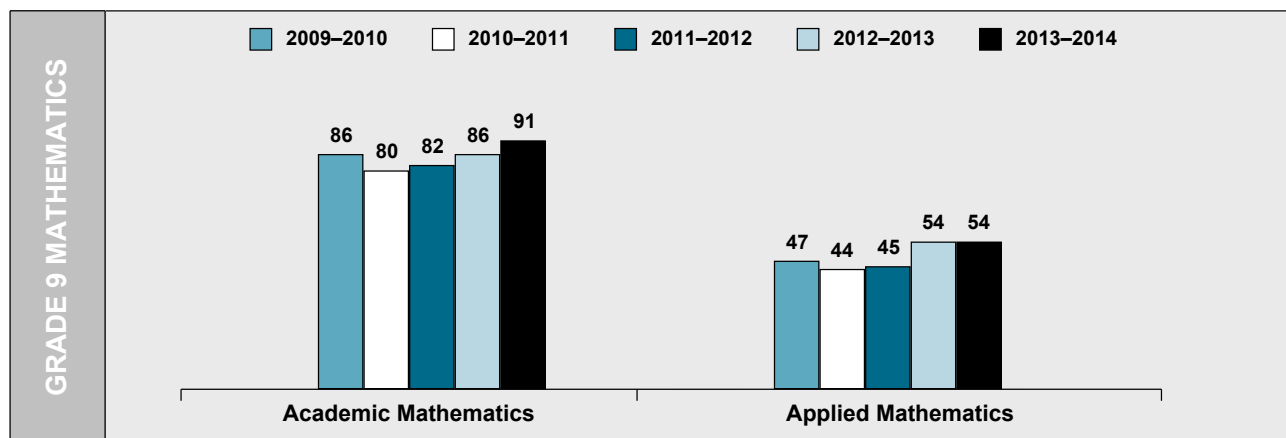
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	6%	5%
English language learners receiving special provisions*	2%	5%	1%
Students with special education needs (excluding gifted)	3%	31%	15%
Students with special education needs receiving accommodations*†	2%	24%	10%
Speak only or mostly a language other than English at home	6%	5%	4%
Number of schools	8	8	9

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

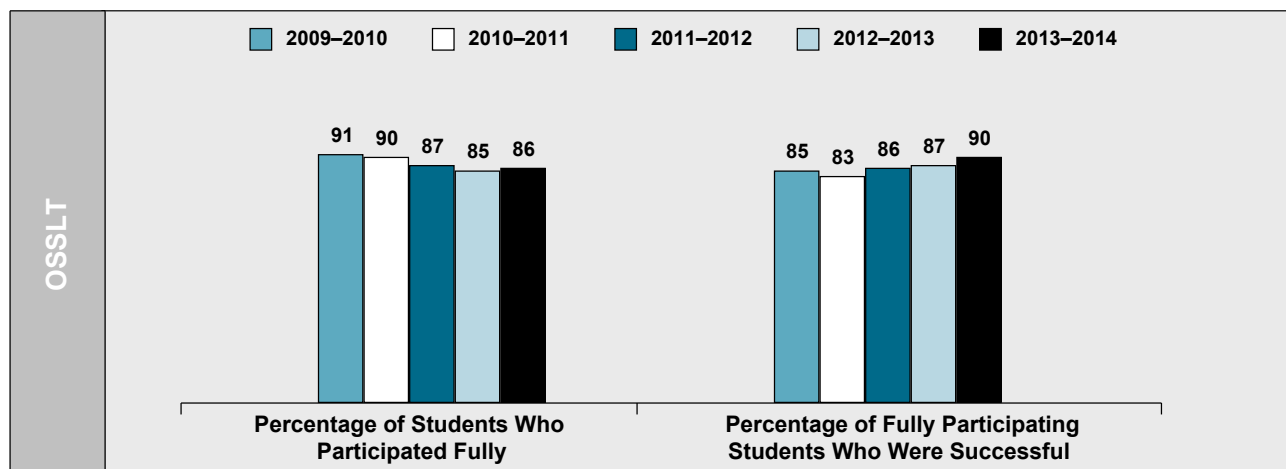
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	1 278	1 249	1 150	1 181	1 162
Applied mathematics	671	618	583	504	511
OSSLT: first-time eligible students who participated fully	1 847	1 858	1 625	1 490	1 531
OSSLT: first-time eligible fully participating students who were successful	1 577	1 537	1 404	1 289	1 372

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: 2014 OSSLT results for previously eligible students: 54% participated fully and 43% of fully participating students were successful.

Board Name: York Catholic DSB (67075)

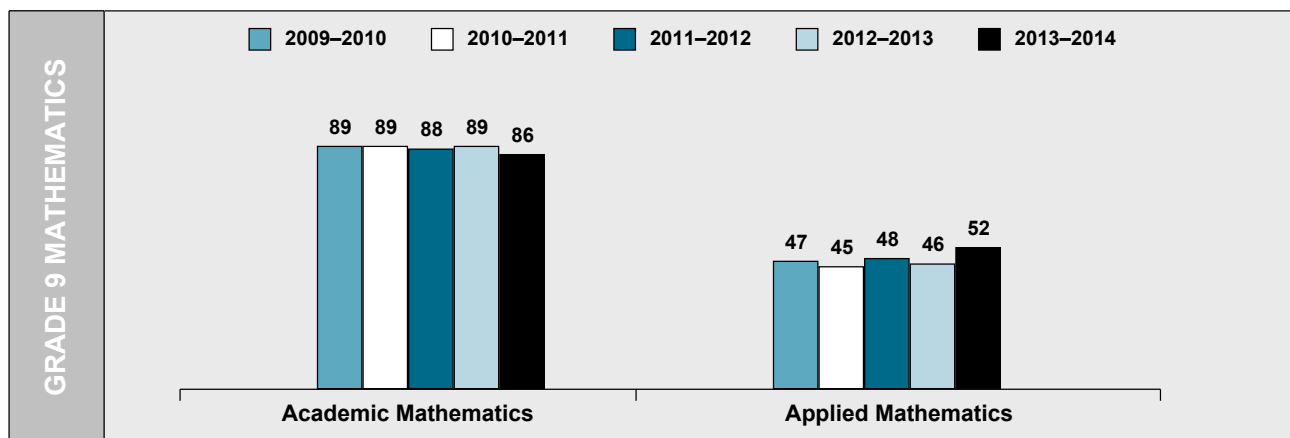
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	2%	3%	3%
English language learners receiving special provisions*	2%	3%	2%
Students with special education needs (excluding gifted)	5%	47%	14%
Students with special education needs receiving accommodations*†	5%	45%	13%
Speak only or mostly a language other than English at home	10%	8%	8%
Number of schools	15	15	16

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

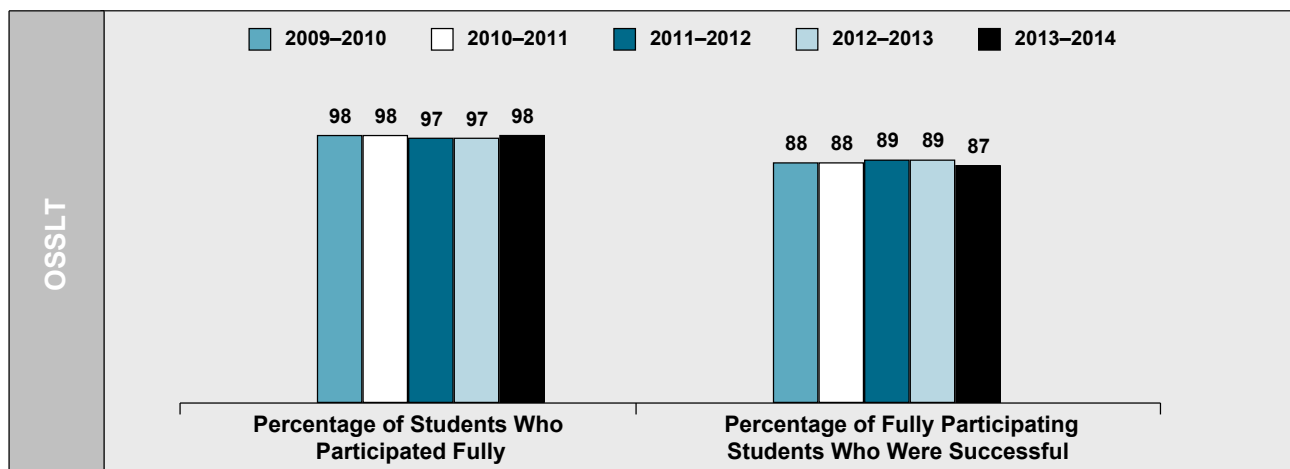
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	3 402	3 492	3 580	3 549	3 605
Applied mathematics	1 053	911	929	940	871
OSSLT: first-time eligible students who participated fully	4 378	4 365	4 309	4 442	4 342
OSSLT: first-time eligible fully participating students who were successful	3 865	3 826	3 820	3 941	3 792

**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: 2014 OSSLT results for previously eligible students: 60% participated fully and 61% of fully participating students were successful.

Board Name: York Region DSB (66095)

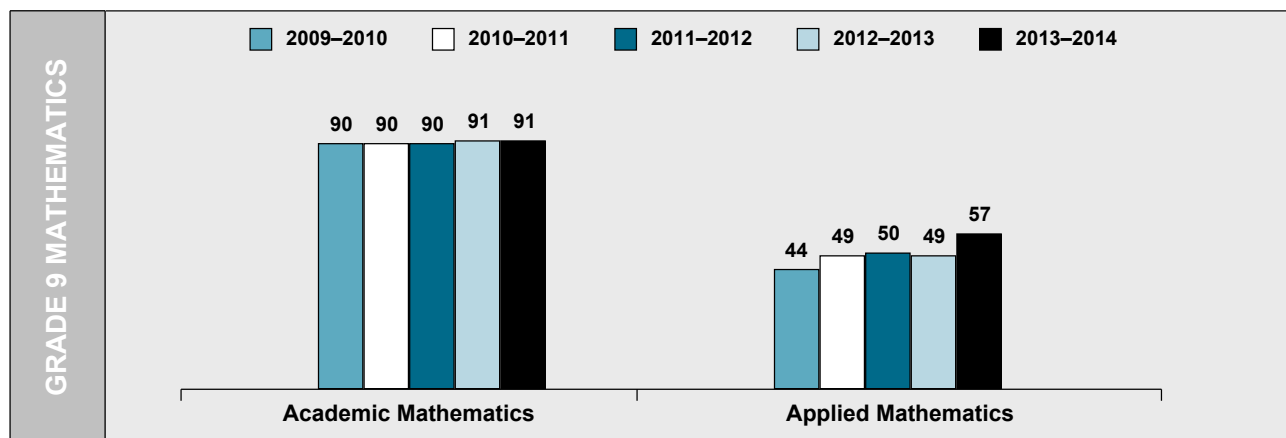
DEMOGRAPHIC INFORMATION	Grade 9		OSSLT
	Academic	Applied	FTE
English language learners	12%	15%	11%
English language learners receiving special provisions*	9%	10%	6%
Students with special education needs (excluding gifted)	6%	48%	16%
Students with special education needs receiving accommodations*†	7%	47%	15%
Speak only or mostly a language other than English at home	15%	10%	13%
Number of schools	32	33	35

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

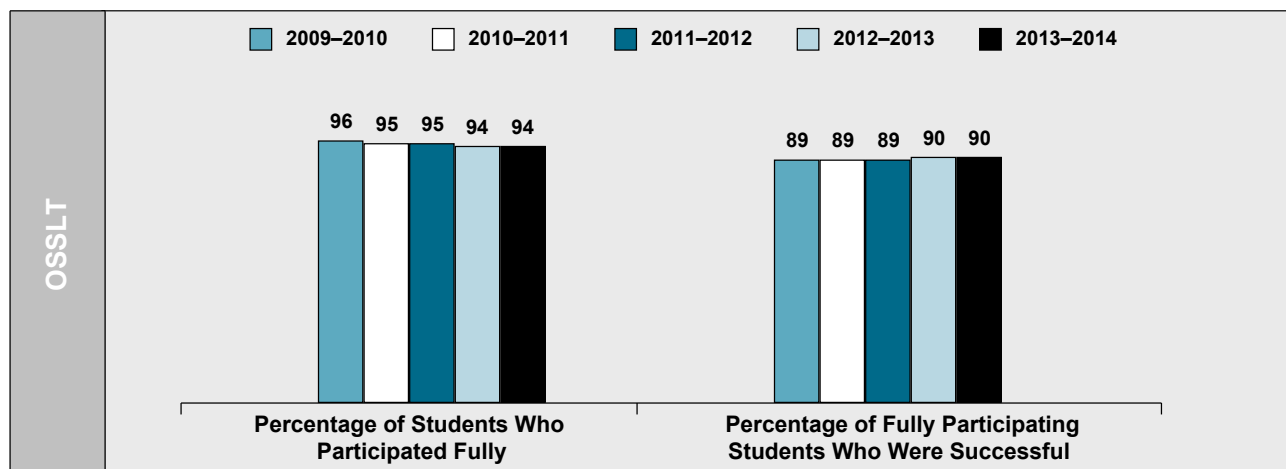
† Excluding gifted for OSSLT

Number of Students	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Academic mathematics	7 260	7 258	7 196	6 910	7 232
Applied mathematics	2 011	1 791	1 743	1 770	1 701
OSSLT: first-time eligible students who participated fully	8 811	8 853	8 669	8 432	8 282
OSSLT: first-time eligible fully participating students who were successful	7 805	7 863	7 674	7 560	7 454

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: 2014 OSSLT results for previously eligible students: 53% participated fully and 63% of fully participating students were successful.

**Education Quality and
Accountability Office**



2 Carlton Street, Suite 1200, Toronto ON M5B 2M9
Telephone: 1-888-327-7377 Web site: www.eqao.com

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