BEYOND NUMBERS:

Understanding Our Student Learning Needs Through Our Diversity

EQAO

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MEASURING STUDENT ACHIEVEMENT USING THE EQAO PROVINCIAL ASSESSMENTS

The Education Quality and Accountability Office (EQAO) is the provincial office responsible for educational quality and accountability. It is an independent government body that develops and oversees reading, writing and mathematics tests that Ontario students undergo in Grades 3, 6, 9, and 10. EQAO offers independent data in relation to the learning expectations outlined in the Ontario Curriculum. EQAO is committed to anti-racism, diversity, equity and inclusion throughout its work. For more information or for provincial results please visit https://www.eqao.com/. The MYSP indicator is the proportion of students who met provincial standards (e.g., Level 3 or 4) on the various EQAO assessments.

At a Glance infographics from EQAO:

- At a Glance - Grade 3 Assessment of Reading, Writing and Mathematics (eqao.com)
- At a Glance - Grade 6 Assessment of Reading, Writing and Mathematics (eqao.com)

EQAO: Language Grade 3 and Grade 6
Measuring the reading and writing skills required to comprehend and respond to reading texts and to communicate through written forms as expected in the Ontario Language Curriculum, up to the end of grade 3.

Student learning of the knowledge and skills defined in the expectations found in: https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language .

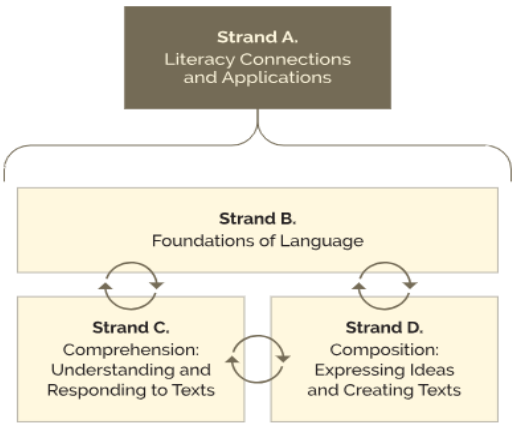
Reading

- Understanding explicitly stated ideas and information
- Understanding implicitly stated ideas and information (inferencing)
- Responding to a reading selection by making connections and integrating the reader's personal knowledge and experience with the information and ideas in the text

Writing

- Developing a main idea with sufficient supporting detail
- Organizing ideas in a coherent manner

- Using conventions (syntax, grammar, cohesive ties, capitalization and punctuation) in a manner that does not distract from clear communication
- Attitudes about reading & writing

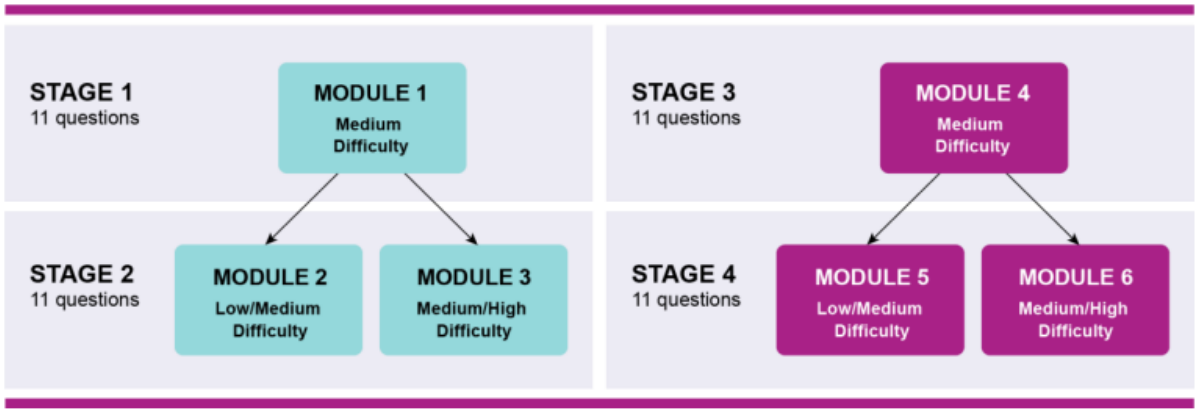


EQAO: Math- Grade 3 and Grade 6
Three categories of knowledge and skills assessed: Knowledge and Understanding, Application, and Thinking

Five mathematics strands assessed: Number, Algebra, Data, Spatial Sense and Financial Literacy

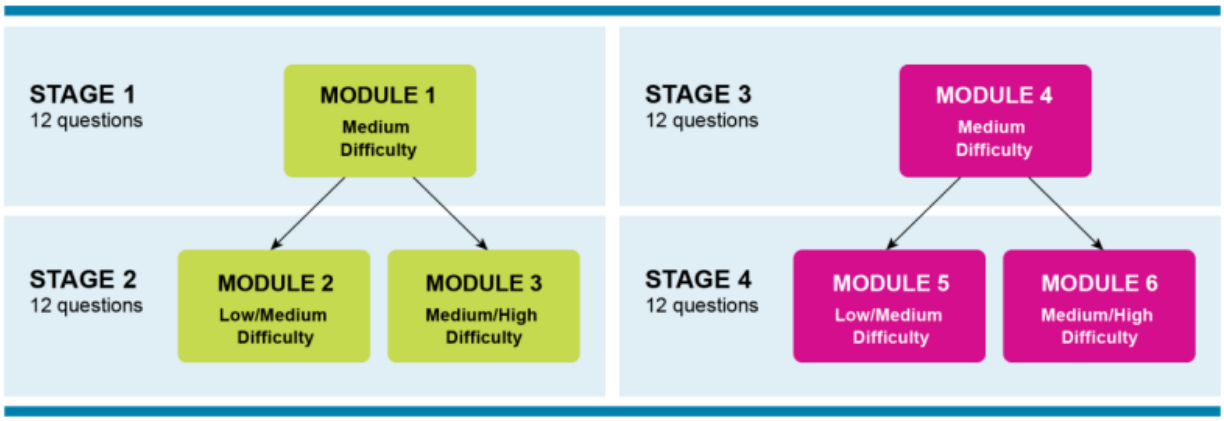
Student learning of the knowledge and skills defined in the expectations found in: https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-mathematics

Mathematics Grade 3- Questions tailored to students' proficiency level.



Framework—Assessment of Reading, Writing and Mathematics, Primary Division, 2022 19

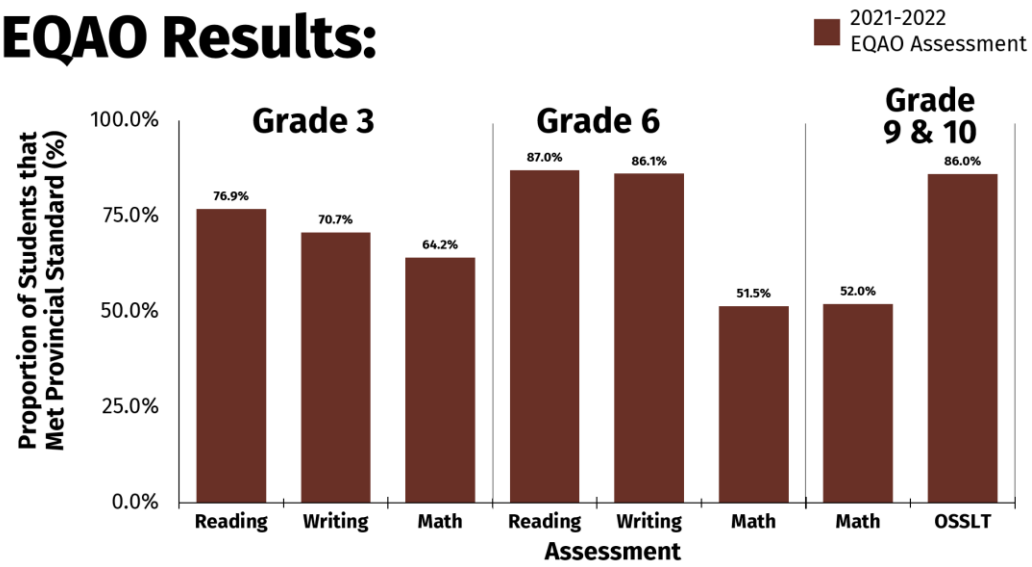
Mathematics Grade 6- Questions tailored to students' proficiency level.



Framework—Assessment of Reading, Writing and Mathematics, Junior Division, 2022 19

OVERALL STUDENT ACHIEVEMENT OUTCOMES

The figure below includes the EQAO student achievement outcomes for the proportion of students who met standard on the EQAO assessments in grade 3, 6, 9 and 10 in the 2021-2022 school year.



STUDENT OUTCOMES BY DEMOGRAPHIC PARTICIPATION

As not all students responded to the demographic questions, fewer students are reflected in the disaggregated results below. The tables show outcome groups who met standard on the EQAO assessment, first for all students, followed by results for those who completed the demographic questions on the Student Census within the 2021-2022 school year. Please note that only grade 6, 9 and 10 EQAO results are included in this analysis as grade 3 students did not participate in the 2021 Student Census.

Each table shows the number of students in Grade 6 and the proportion of students who met the provincial standard (i.e., Level 3 or Level 4) within the 2021-2022 school year.

Total number of Grade 6 students (2021-2022)	% student meeting provincial standard		
	Reading %	Writing %	Mathematics %
1800	87.0%	85.9%	51.9%

Number of Grade 6 participants in the census (2021-2022)	% student meeting provincial standard		
	Reading %	Writing %	Mathematics %
1455	88.2%	86.9%	53.6%

STUDENT ACHIEVEMENT ACROSS EQUITY GROUPS

Please be aware that the data presented in this section may differ from what is presented in other sections of this report (e.g., previous 2021 Student Census section, student outcome sections, Appendix). The data in this section of the report joins the demographic questions on the 2021 Student Census survey to student EQAO achievement (e.g., some student may not have participated on the 2021 Student Census at all/fully or wrote the EQAO during the 2021-2022 school year and so no data is available in this analysis). Put simply, this section of the report filters only the data that is complete when the data sets are joined (i.e., the data present in this section and the Appendix filters based on the presence of both the equity sub-group data from the 2021 Student Census survey and EQAO achievement from our student data warehouse).

DISAGGREGATED RESULTS BY SELF-IDENTIFIED INDIGENOUS IDENTITY

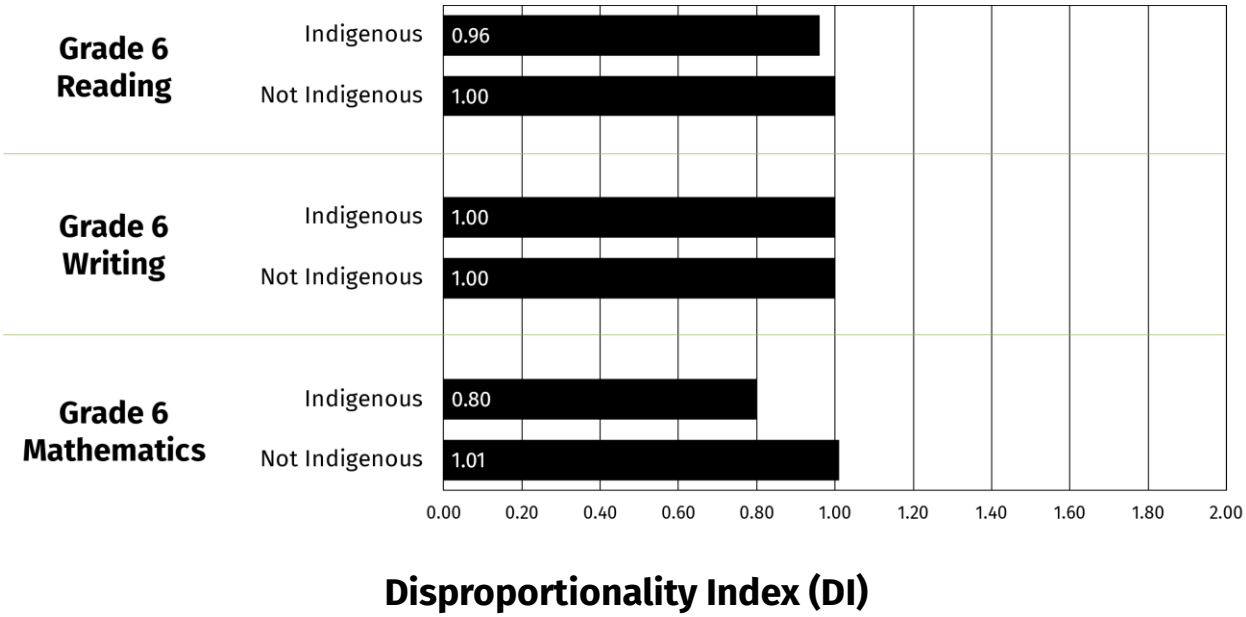
Outcome Group: Students who Met Standard on the Grade 3 EQAO

Disaggregated reporting for Grade 3 EQAO achievement data is unavailable because Grade 3 students did not participate in the 2021 Student Census. As a result, there is no breakdown of EQAO achievement data by specific groups for this cohort.

Outcome Group: Students who Met Standard on the Grade 6 EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known indigenous identity and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Grade 6 EQAO by Indigenous Identity



Elementary Findings:

Grade 6 Reading: When examining students who met standard on this EQAO assessment, we observe an expected representation of students who identified as Indigenous (DI = 0.96, n = 40) and non-indigenous (DI = 1.00, n = 909) when compared to our student population.

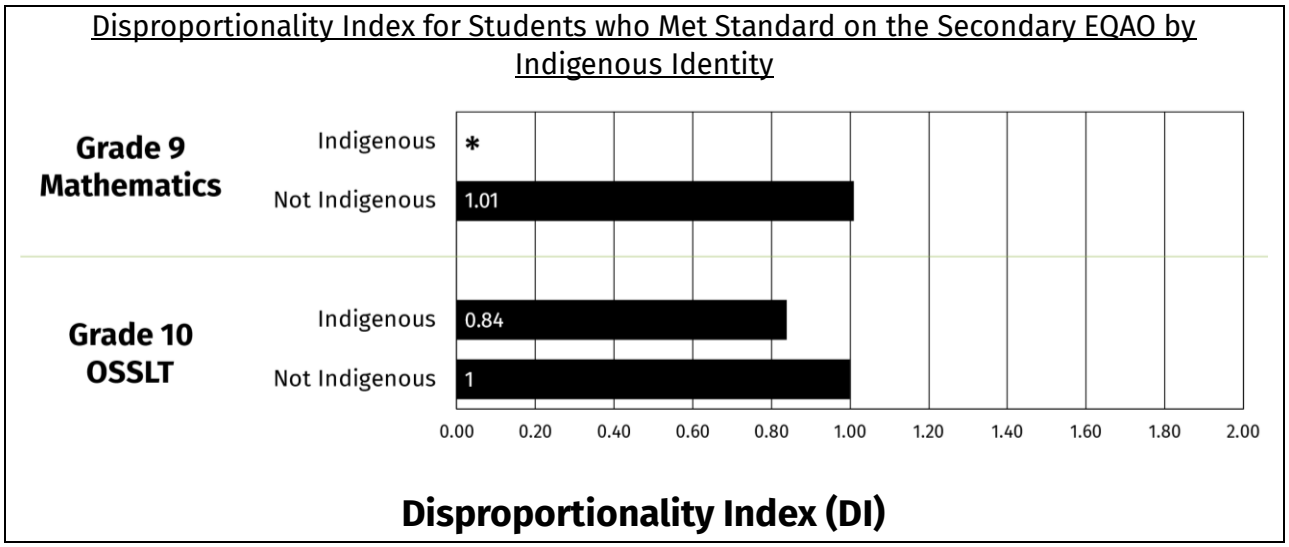
Grade 6 Writing: When examining students who met standard on this EQAO assessment, we observe an expected representation of students who identified as Indigenous (DI = 1.00, n = 41) and non-indigenous (DI = 1.00, n = 891) when compared to our student population.

Grade 6 Mathematics: When examining students who met standard on this EQAO assessment, we observe an under representation of students who identified as Indigenous (DI = 0.80, n = 21) and an expected representation of students who identified as non-indigenous (DI = 1.01, n = 577) when compared to our student population.

For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students who Met Standard on the Secondary EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known indigenous identity and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.



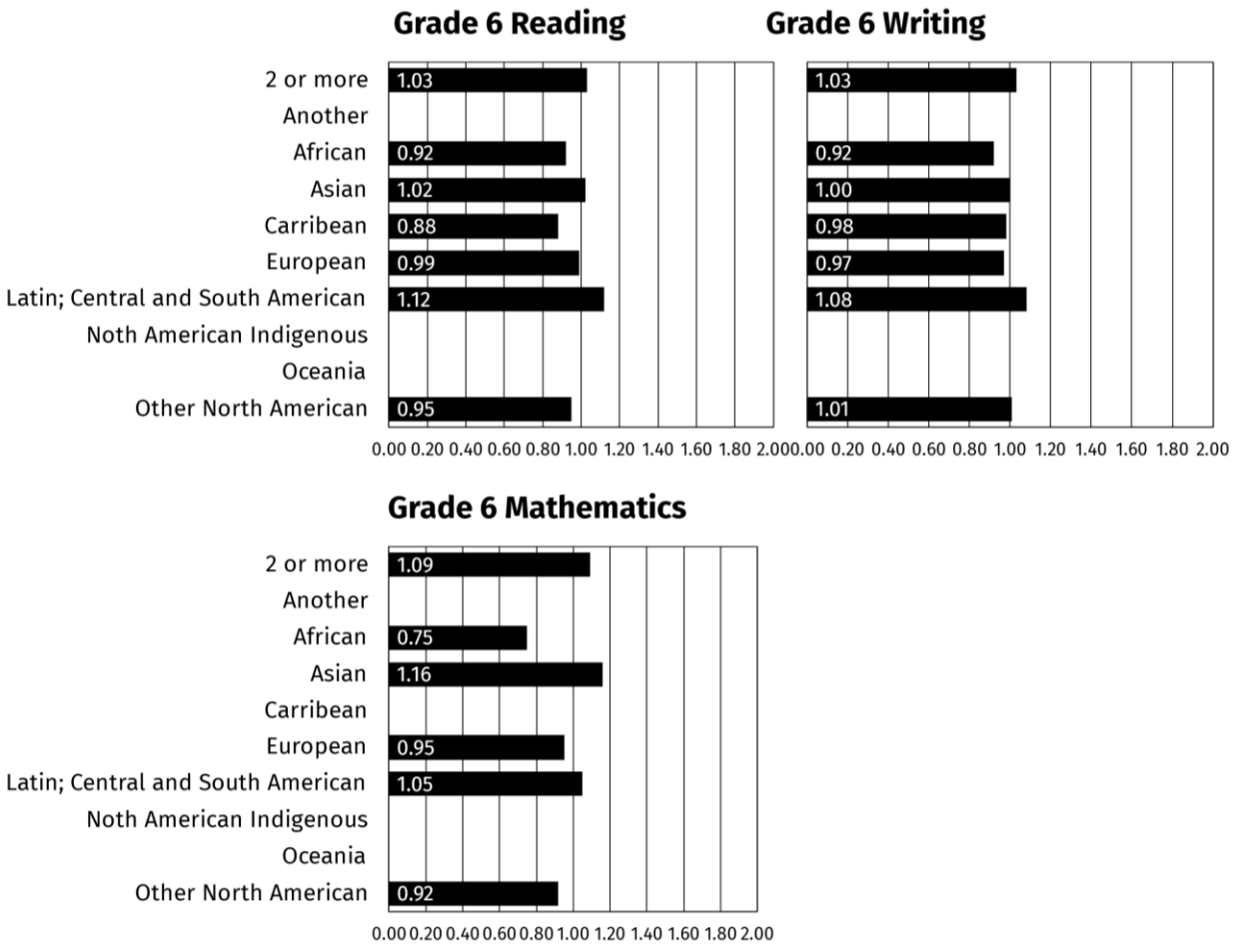
Secondary Findings: When examining students who met standard on the various Secondary EQAO assessments (i.e., Grade 9 Mathematics and Grade 10 OSSLT), we observe an under representation of students who identify as indigenous (DI = 0.84, n = 19), compared to our student population. An expected representation of students was observed for student who identified as non-indigenous (DI = 1.01, n = 403) and (DI = 1.00, n = 839) compared to our student population. Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): indigenous. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED ETHNICITY

Outcome Group: Students who Met Standard on the Grade 6 EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known ethnic identity and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Grade 6 EQAO by Ethnic Identity



Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): Another, Caribbean (Mathematics only), North American Indigenous and Oceania.

Grade 6 Reading: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identify as Latin; Central and South American (DI = 1.12, n = 21) and an under representation for students who identify as African (DI = 0.92, n

= 70) and Caribbean (DI = 0.88, n = 11) when compared to our student population. An expected representation was observed for students that identified as Asian (DI = 1.02, n = 95), European (DI = 0.99, n = 300), Other North American (DI = 0.95, n = 120) and 2 or more ethnicities (DI = 1.03, n = 422) when compared to our student population.

Grade 6 Writing: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identify as Latin; Central and South American (DI = 1.08, n = 20) and an under representation for students who identify as African (DI = 0.92, n = 69) when compared to our student population. An expected representation was observed for students that identified as Asian (DI = 1.00, n = 91), Caribbean (DI = 0.98, n = 12), European (DI = 0.97, n = 290), Other North American (DI = 1.01, n = 125) and 2 or more ethnicities (DI = 1.03, n = 416) when compared to our student population.

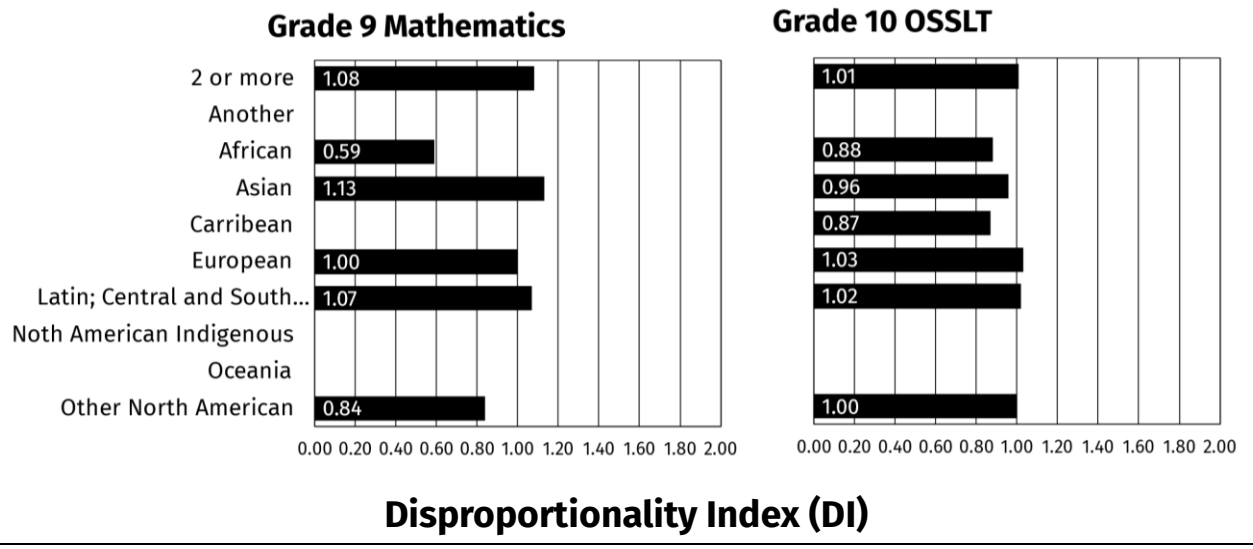
Grade 6 Mathematics: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identify as Asian (DI = 1.16, n = 66) and who identify with 2 or more racial identities (DI = 1.09, n = 274) and an under representation for students who identify as African (DI = 0.75, n = 35), European (DI = 0.95, n = 177) and students who identify with another Noth American identity (DI = 0.92, n = 71) when compared to our student population. An expected representation was observed for students that identified as and Latin; Central and South American (DI = 1.05, n = 12) when compared to our student population.

For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students who Met Standard on the Secondary EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known ethnic identity and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Secondary EQAO by Ethnic Identity



Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): Another, Caribbean (Mathematics only), North American Indigenous and Oceania.

Secondary Findings:

Grade 9 Mathematics: When examining students who met standard on this EQAO assessment, we observe an over representation of student who identify as Asian (DI = 1.13, n = 70), Latin; south and Central American (DI = 1.07, n = 15) and with 2 or more ethnicities (DI = 1.08, n = 153) when compared to our student population. In contrast, we observe an under representation of students who identify as African (DI =0.59, n = 16) and Other North American (DI =0.84, n = 34) compared to our student population. An expected representation of students was observed for students who identified as European (DI = 1.00, n = 104) compared to our student population.

Grade 10 OSSLT: When examining students who met standard on this EQAO assessment, we observe an under representation of student who identify as African (DI = 0.88, n = 43) and Caribbean (DI = 0.87, n = 11) when compared to our student population. An expected representation of students was observed for student who identified as Asian (DI = 0.96, n = 101), European (DI = 1.03, n = 224), Latin; Central and South American (DI = 1.02, n = 24), Other North American (DI = 1.00, n = 97) and 2 or more ethnicities (DI = 1.01, n = 342) compared to our student population.

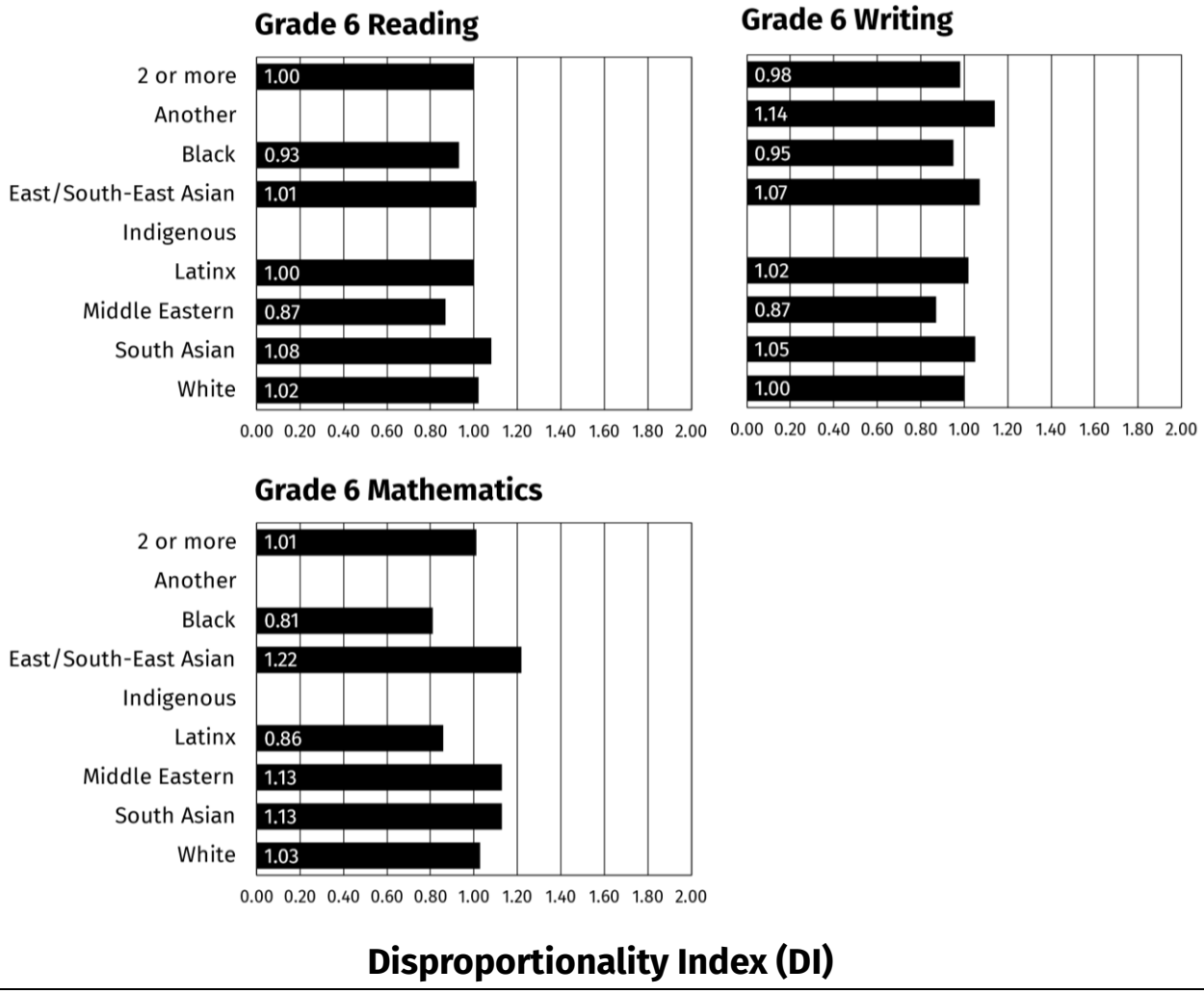
For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED RACIAL IDENTITY

Outcome Group: Students who Met Standard on the Grade 6 EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known racial identity and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Grade 6 EQAO by Racial Identity



Elementary Findings:

Grade 6 Reading: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identified as South Asian (DI = 1.08, n = 25) and an under representation of students who identified as black (DI = 0.93, n = 108) and

Middle Eastern (DI = 0.87, n = 20) when compared to our student population. An expected representation was observed for students that identified as East/South-East Asian (DI = 1.01, n = 59), Latinx (DI = 1.00, n = 53), white (DI = 1.02, n = 677), and 2 or more racial identities (DI = 1.00, n = 64) when compared to our student population. Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): another and indigenous.

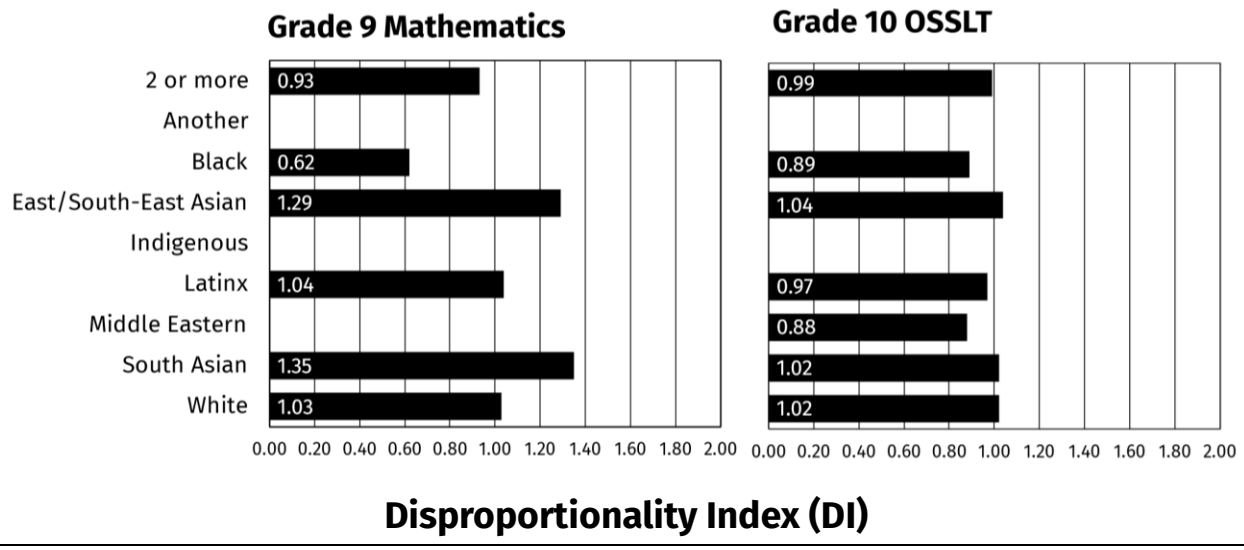
Grade 6 Writing: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identified as East/South-East Asian (DI = 1.07, n = 62), and another racial identity (DI = 1.14, n = 10) and an under representation of students who identified as Middle Eastern (DI = 0.87, n = 20) when compared to our student population. An expected representation was observed for students that identified as black (DI = 0.95, n = 110), Latinx (DI = 1.02, n = 54), south Asian (DI = 1.05, n = 24), white (DI = 1.00, n = 662) and 2 or more racial identities (DI = 0.98, n = 62) when compared to our student population. Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): indigenous.

Grade 6 Mathematics: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identified as East/South-East Asian (DI = 1.22, n = 44), and Middle Eastern (DI = 1.13 n = 16), South Asian (DI = 1.13 n = 16), and an under representation of students who identified as black (DI = 0.81, n = 58) and Latinx (DI = 0.86, n = 28) when compared to our student population. An expected representation was observed for students that identified as white (DI = 1.03, n = 423) and 2 or more racial identities (DI = 1.01, n = 39) when compared to our student population. Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): another and indigenous.

Outcome Group: Students who Met Standard on the Secondary EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known racial identity and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Secondary EQAO by Racial Identity



Secondary Findings:

Grade 9 Mathematics: When examining students who met standard on this EQAO assessment, we observe an over representation of student who identify as East/South-East Asian (DI = 1.29, n = 38) and south Asian (DI = 1.35 n = 31) when compared to our student population. In contrast, we observe an under representation of students who identify as black (DI = 0.62, n = 29) and with 2 or more racial identities (DI = 0.93, n = 17) compared to our student population. An expected representation of students was observed for student who identified as Latinx (DI = 1.04, n = 25) and white (DI = 1.03 n = 253) compared to our student population. Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): indigenous, middle eastern, and another racial identity.

Grade 10 OSSLT: When examining students who met standard on this EQAO assessment, we observe an under representation of student who identify as black (DI = 0.89, n = 65) and middle eastern (DI = 0.88, n = 19) when compared to our student population. An expected representation of students was observed for student who identified as East/south-East Asian (DI = 1.04, n = 51), Latinx (DI = 0.97, n = 49), south Asian (DI = 1.02, n = 38), white (DI = 1.02, n = 558) and 2 or more racial identities (DI = 0.99, n = 60) compared to our student population. Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): indigenous and another racial identity.

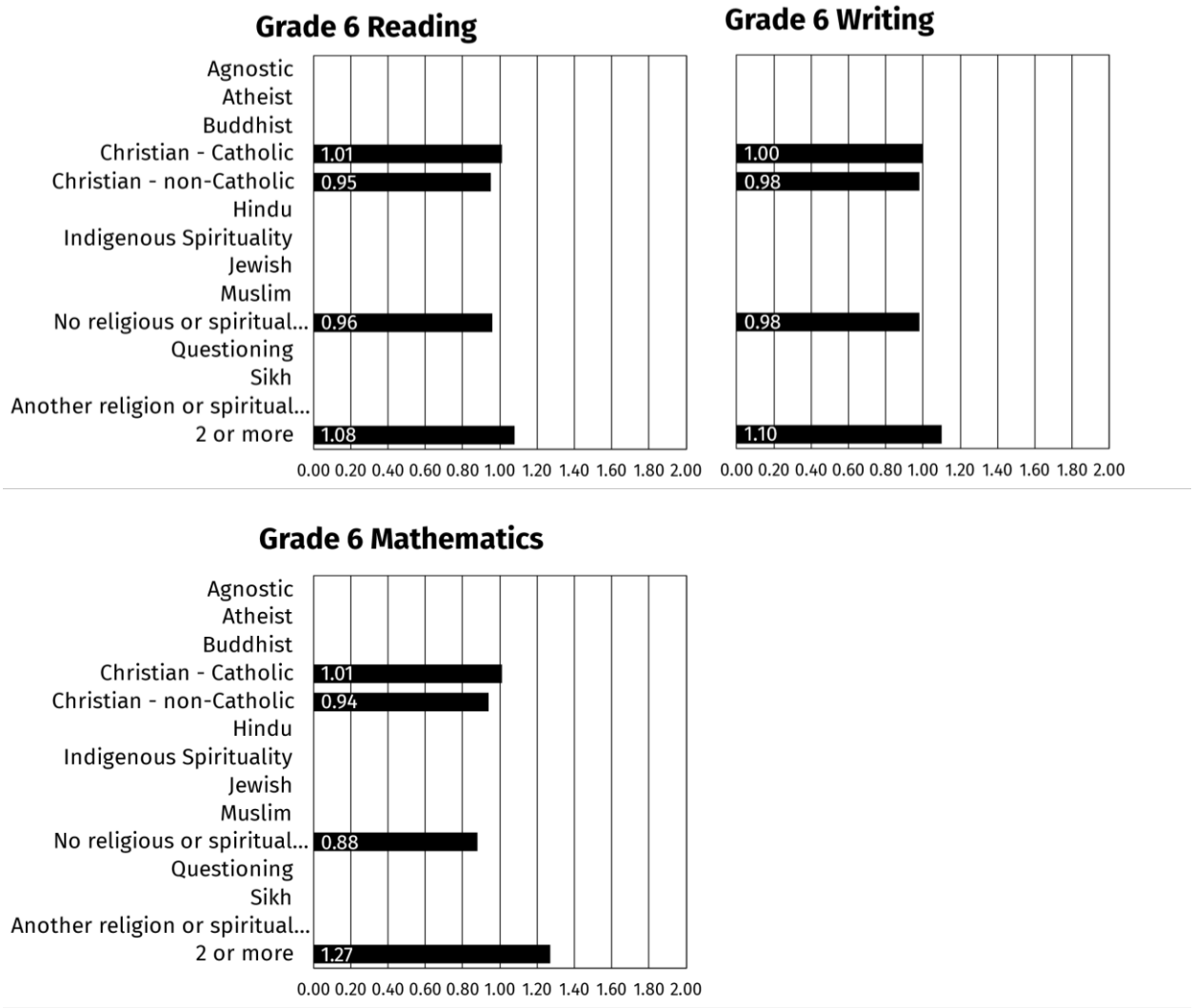
For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED RELIGIOUS IDENTITY

Outcome Group: Students who Met Standard on the Grade 6 EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known religious identity and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Grade 6 EQAO by Religious Identity



Elementary Findings: Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): agnostic, atheist, Buddhist, Hindu, Indigenous spirituality, Jewish, Muslim, Questioning, Sikh, another religion or spiritual affiliation.

Grade 6 Reading: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identified as 2 or more religious affiliations (DI = 1.08, n = 42) when compared to our student population. An expected representation was observed for students that identified as Christian, Catholic (DI = 1.01, n = 814), Christian, non-Catholic (DI = 0.95, n = 103) and no religious or spiritual affiliation (DI = 0.96, n = 26) when compared to our student population.

Grade 6 Writing: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identified as 2 or more religious affiliations (DI = 1.10, n = 42) when compared to our student population. An expected representation was observed for students that identified as Christian, Catholic (DI = 1.00, n = 796), Christian, non-Catholic (DI = 0.98, n = 104) and no religious or spiritual affiliation (DI = 0.98, n = 26) when compared to our student population.

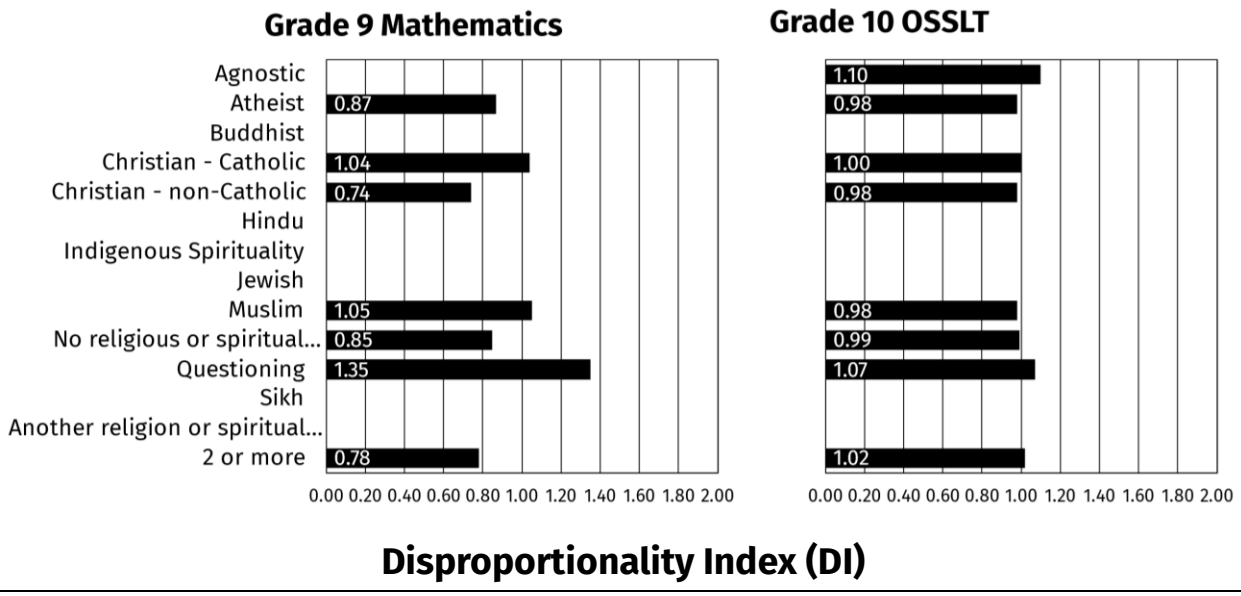
Grade 6 Mathematics: When examining students who met standard on this EQAO assessment, we observe an over representation of students who identified as 2 or more religious affiliations (DI = 1.27, n = 30) and an under representation for students who identify as Christian, non-Catholic (DI = 0.94, n = 62) and with no religious or spiritual affiliation (DI = 0.88, n = 15) when compared to our student population. An expected representation was observed for students that identified as Christian, Catholic (DI = 1.01, n = 496) when compared to our student population.

For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students who Met Standard on the Secondary EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known indigenous identity and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Secondary EQAO by Religious Identity



Secondary Findings:

Grade 9 Mathematics: When examining students who met standard on this EQAO assessment, we observe an over representation of student who are questioning (DI = 1.35, n = 27) and Muslim (DI = 1.05, n =23) when compared to our student population. In contrast, we observe an under representation of students who identify as atheist (DI = 0.87, n = 17), Christian, non-Catholic (DI = 0.74, n = 36), with 2 or more religious affiliations (DI = 0.78, n = 11) and with no spiritual or religious affiliations (DI = 0.85, n = 22) compared to our student population. An expected representation of students was observed for student who identified as Christian, Catholic (DI = 1.04, n = 240) compared to our student population. Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): Agnostic, Buddhist, Hindu, Indigenous spirituality, Jewish, Sikh, and another religion or spiritual affiliation.

Grade 10 OSSLT: When examining students who met standard on this EQAO assessment, we observe an over representation of student who identify as Agnostic (DI = 1.10, n = 14) and Questioning (DI = 1.07, n = 39) when compared to our student population. An expected representation of students was observed for student who identified as Atheist (DI = 0.98, n = 41), Christian – Catholic (DI = 1.00, n = 477), Christian – non-Catholic (DI = 0.98, n = 94), Muslim (DI = 0.98, n = 40), No religious or spiritual affiliation (DI = 0.99, n = 61) and with 2 or more religious or spiritual affiliations (DI = 1.02, n = 27) compared to our student population.

Disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): Buddhist, Hindu, Indigenous spirituality, Jewish, Sikh, and another religion or spiritual affiliation.

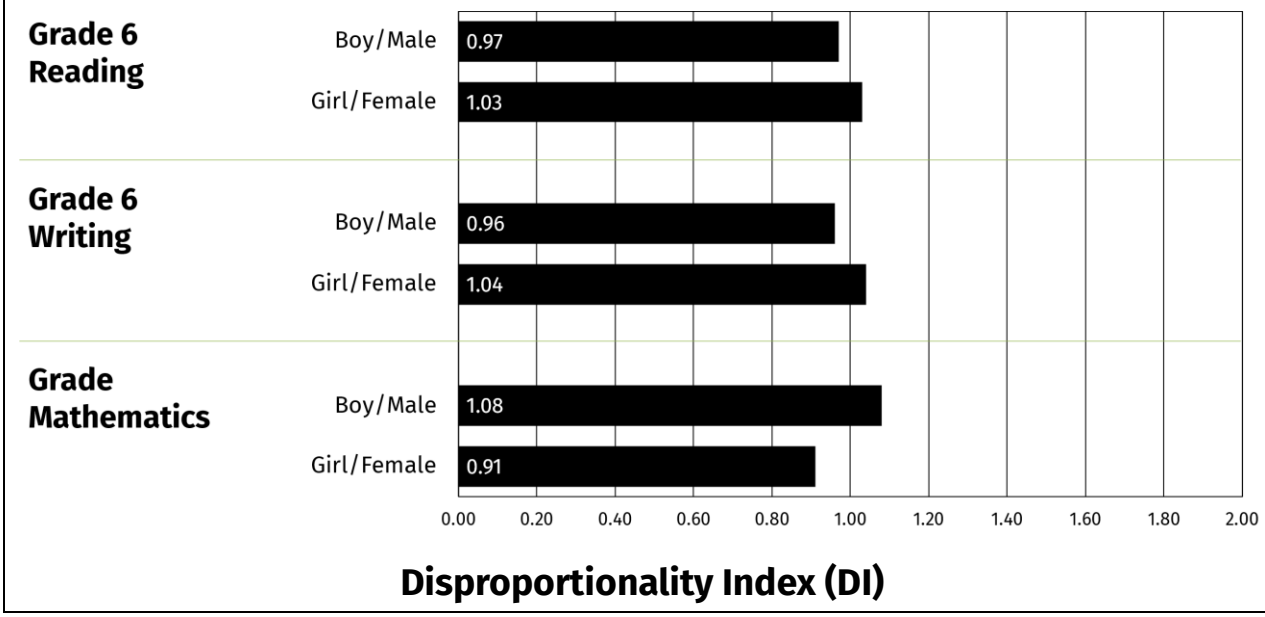
For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED GENDER AT BIRTH

Outcome Group: Students who Met Standard on the Grade 6 EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known gender/sexual orientation and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Grade 6 EQAO by Gender at Birth



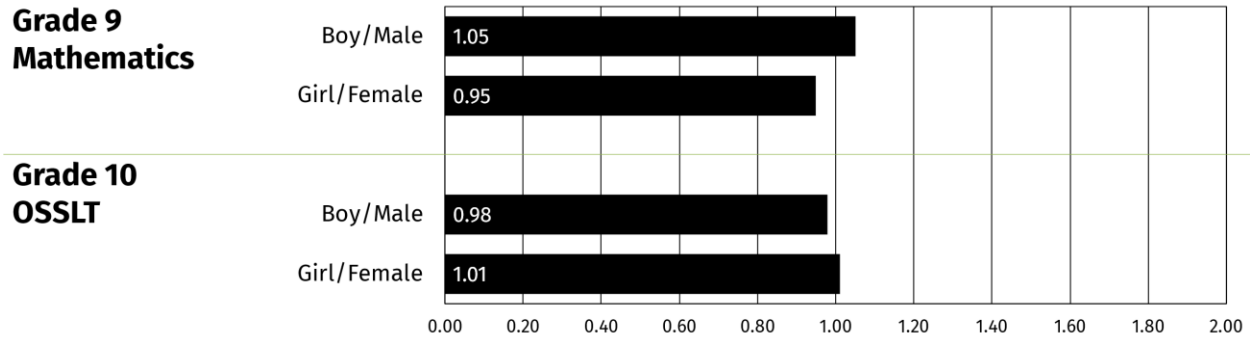
Secondary Findings: When examining students who met standard on the various Grade 6 EQAO assessments (i.e., Reading, Writing and Mathematics), we observe an expected representation of students who identify as a boy/male (DI =0.97, n = 565) and a girl/female (DI = 1.03, n = 598) on the Reading assessment. As well, we observe an expected representation of students who identify as a boy/male (DI = 0.96, n = 555) and a girl/female (DI = 1.04, n = 594) on the Writing assessment. However, we do observe an over representation of students who identify as a boy/male (DI = 1.08, n = 382) and an under representation of students who identify as a girl/female (DI = 0.91, n = 319) on the mathematics assessment compared to our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students who Met Standard on the Secondary EQAO

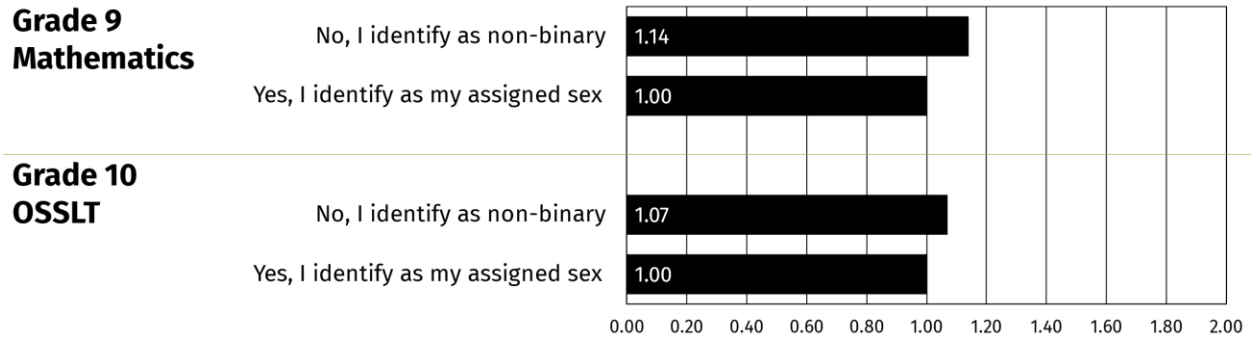
The figure below presents a summary of the Disproportionality Index (DI) for students with both known gender/sexual orientation and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Secondary EQAO by Gender at Birth and Gender Identity

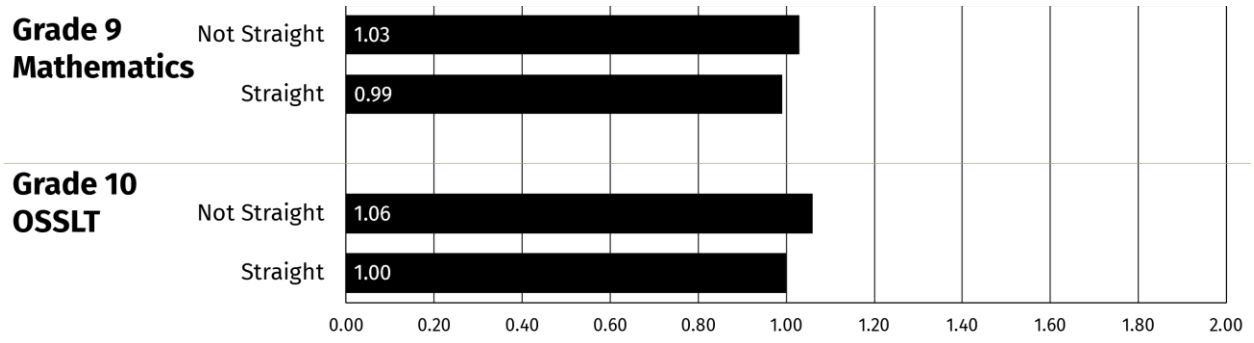
Gender at Birth:



Gender Identity:



Sexual Orientations:



Disproportionality Index (DI)

Secondary Findings:

Gender at Birth: When examining students who met standard on the Secondary EQAO assessment, we observe an expected representation of students who met standard on the Grade 9 Mathematics assessments and who identified as a boy/male (DI = 1.05, n = 222) and a girl/female (DI = 0.95, n = 196) compared to our student population. As well, we observe an expected representation of students who met standard on the Grade 10 OSSLT assessments and who identified as a boy/male (DI = 0.98, n = 412) and a girl/female (DI = 1.01, n = 473) compared to our student population.

Gender Identity: When examining students who met standard on the Secondary EQAO assessment, we observe an expected representation of students who identified as their assigned sex at birth on the Grade 9 Mathematics (DI = 1.00, n = 403) and OSSLT (DI = 1.00, n = 846) assessment compared to our student population. However, we do observe an over representation of students who identify as non-binary on both the Grade 9 Mathematics (DI = 1.14, n = 10) and OSSLT (DI = 1.07, n = 22) assessment compared to our student population.

Sexual Orientation: When examining students who met standard on the Secondary EQAO assessment, we observe an expected representation of students who do not identify as straight on the Grade 9 Mathematics (DI = 1.03, n = 51) assessment and overrepresented on the OSSLT (DI = 1.06, n = 106) assessment compared to our student population. As well, we observe an expected representation of students who identify as straight on both the Grade 9 Mathematics (DI = 0.99, n = 328) and OSSLT (DI = 1.00, n = 698) assessment compared to our student population.

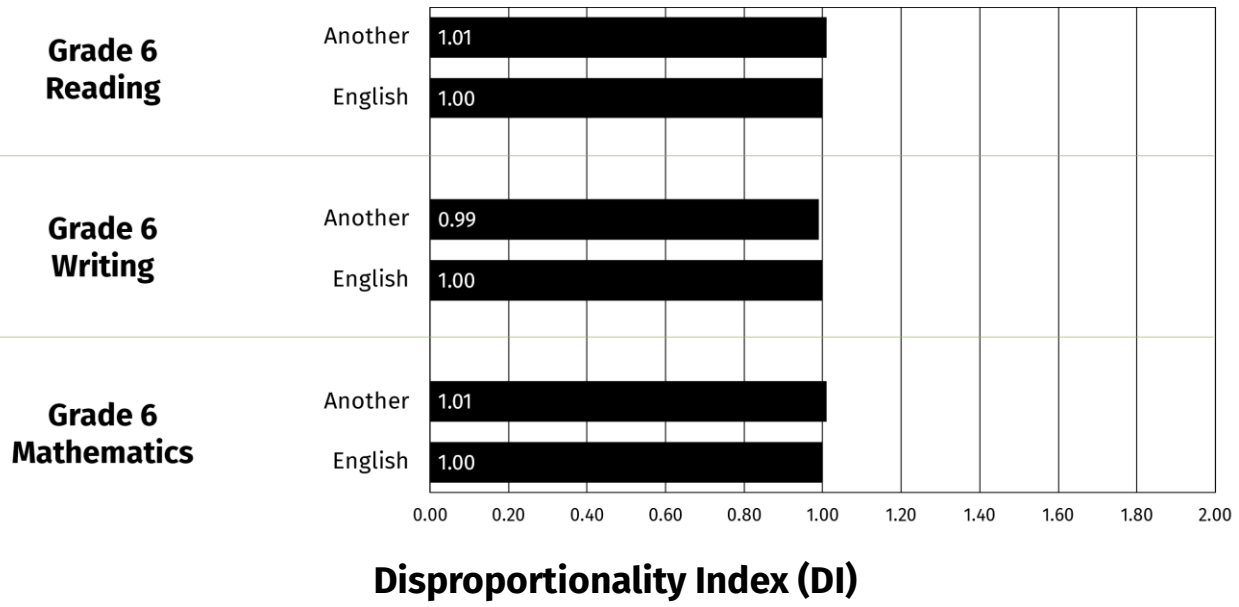
For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED LANGUAGE SPOKEN CATEGORY

Outcome Group: Students who Met Standard on the Grade 6 EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known languages spoken and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Grade 6 EQAO by Language Spoken Category

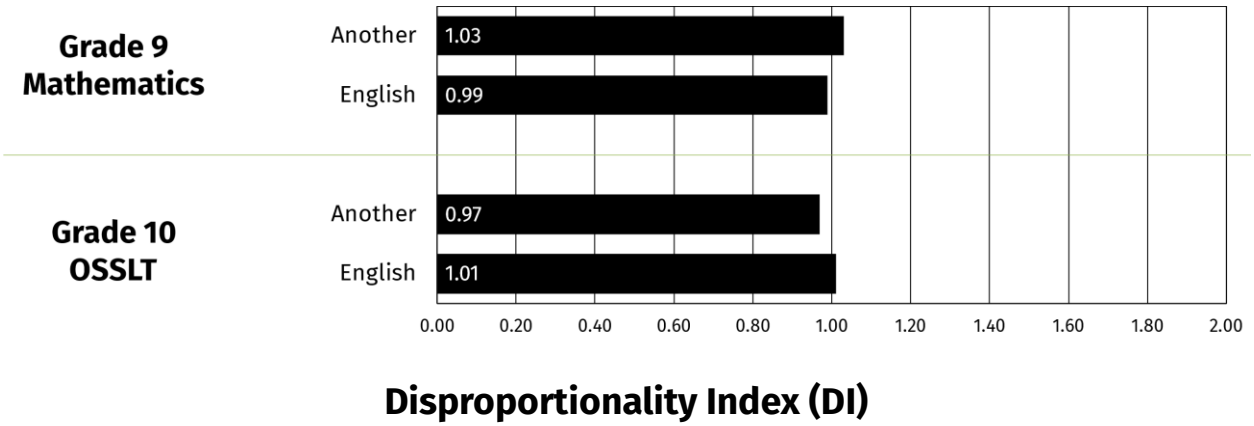


Elementary Findings: When examining students who met standard on the various Grade 6 EQAO assessments (i.e., Reading, Writing and Mathematics), we observe an expected representation of students who identify as an English or non-English speaking across each assessment: student who identify as speaking another language for the Reading (DI = 1.01, n = 298), Writing (DI = 0.99, n = 289) and Mathematics (DI = 1.01, n = 183) assessments, and for students identify as speaking English for the Reading (DI = 1.00, n = 872), Writing (DI = 1.00, n = 865) and Mathematics (DI = 1.00, n = 533).

Outcome Group: Students who Met Standard on the Secondary EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known languages spoken and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Secondary EQAO by Language Spoken Category

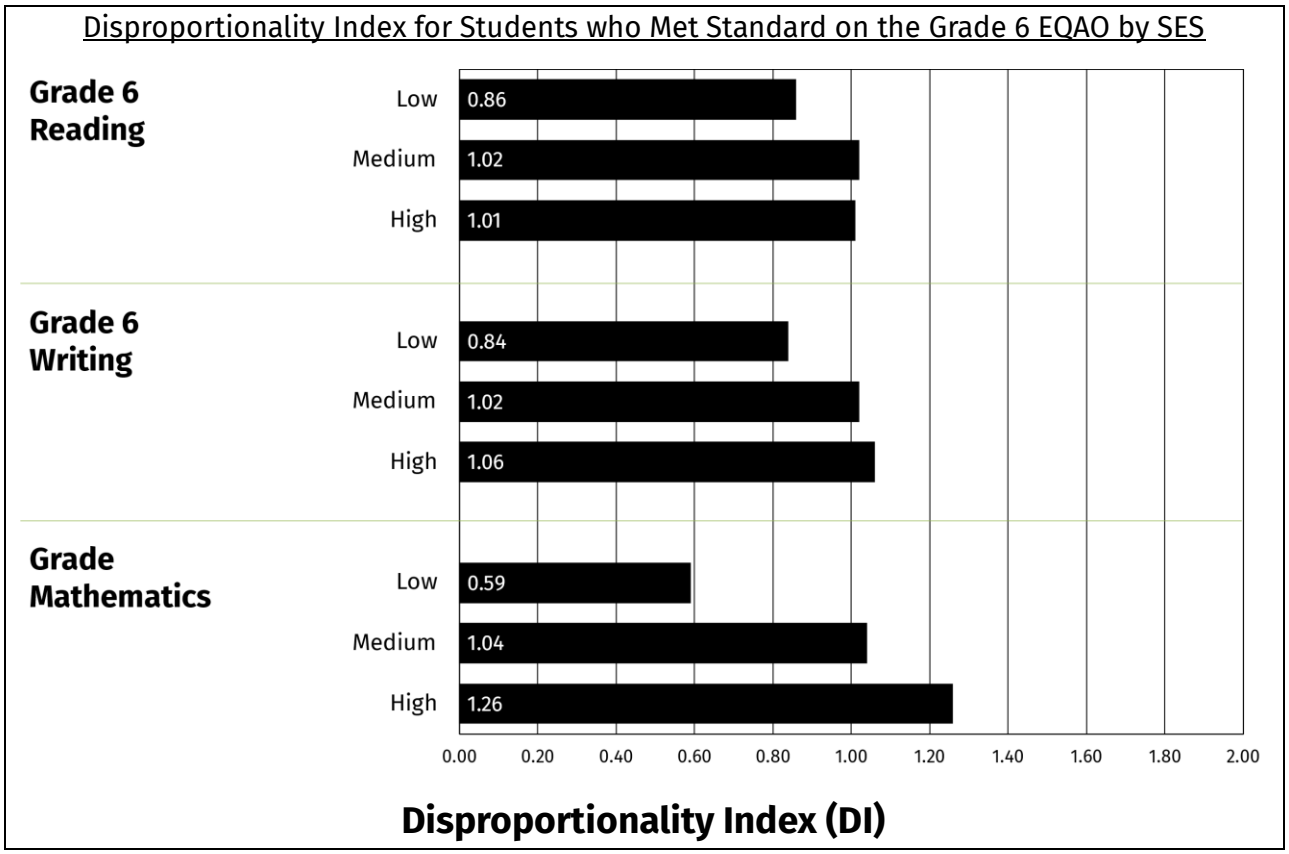


Secondary Findings: When examining students who met standard on the various Secondary EQAO assessments (i.e., Grade 9 Mathematics and Grade 10 OSSLT), we observe an expected representation of students who identify as an English or non-English speaking across each assessment: student who identify as non-English speaking on the Grade 9 Mathematics (DI = 1.03, n = 116) and OSSLT (DI = 0.97, n = 223) assessments, and for students identify as speaking English for the Grade 9 Mathematics (DI = 0.99, n = 304) and OSSLT (DI = 1.01, n = 665). For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SOCIO-ECONOMIC STATUS INDICATOR (SES)

Outcome Group: Students who Met Standard on the Grade 6 EQAO

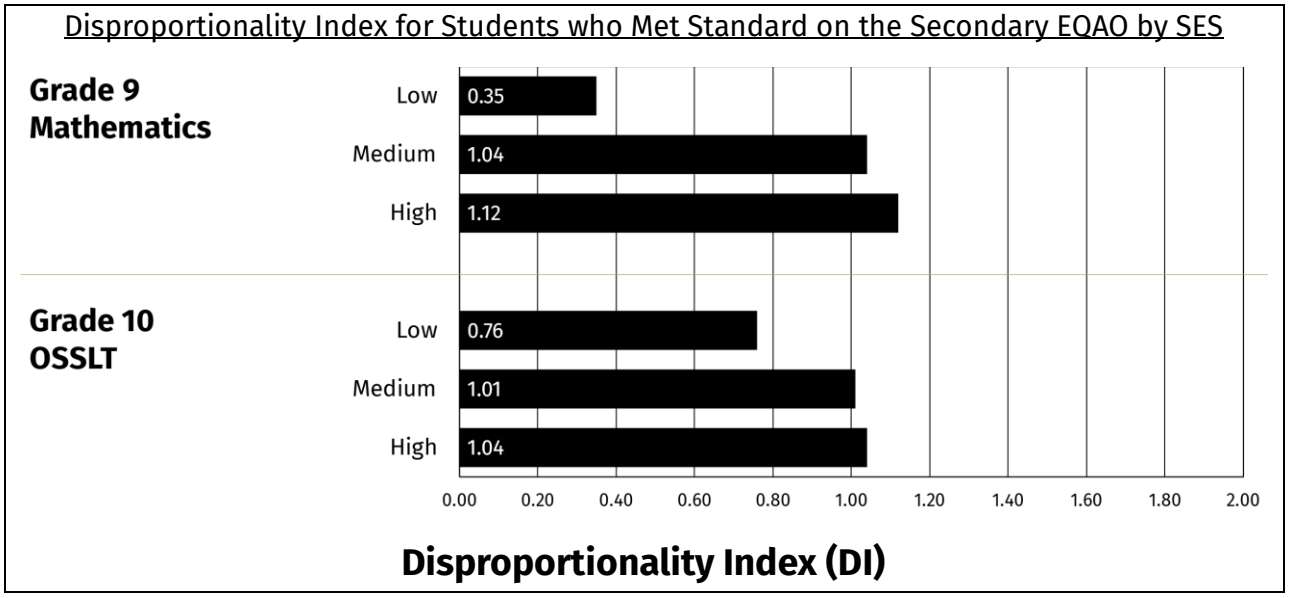
The figure below presents a summary of the Disproportionality Index (DI) for students with both known socio-economic status (SES) and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.



Elementary Findings: When examining students who met standard on the various Grade 6 EQAO assessments (i.e., Reading, Writing and Mathematics), we observe an under representation of students who come from a low socio-economic status (SES) household on the Reading (DI = 0.86, n = 133), Writing (DI = 0.84, n = 128) and Mathematics (DI = 0.59, n = 55) assessments when compared to our student population. In contrast, we observe an over representation of students who come from a high socio-economic status (SES) household on the Writing (DI = 1.06, n = 106) and Mathematics (DI = 1.26, n = 77) assessments and have an expected representation on the Reading (DI = 1.01, n = 102) assessment when compared to our student population. Students who come from a medium socio-economic status (SES) household are represented expectedly across all assessments: Reading (DI = 1.02, n = 952), Writing (DI = 1.02, n = 937), and Mathematics (DI = 1.04, n = 587).

Outcome Group: Students who Met Standard on the Secondary EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known socio-economic status (SES) and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.



Secondary Finding: When examining students who met standard on the various Secondary EQAO assessments, we observe an under representation of students who come from a low socio-economic status (SES) household on the Grade 9 Mathematics (DI = 0.35, n = 10) and OSSLT (DI = 0.76, n = 38) assessments when compared to our student population. In contrast, we observe an over representation of students who come from a high socio-economic status (SES) household on the Grade 9 Mathematics (DI = 1.12, n = 58) assessment but have expected representation on the OSSLT (DI = 1.04, n = 113) assessments when compared to our student population. Students who come from a medium socio-economic status (SES) household are represented expectedly across both Grade 9 Mathematics (DI = 1.04, n = 355) and OSSLT (DI = 1.01, n = 740) compared to our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

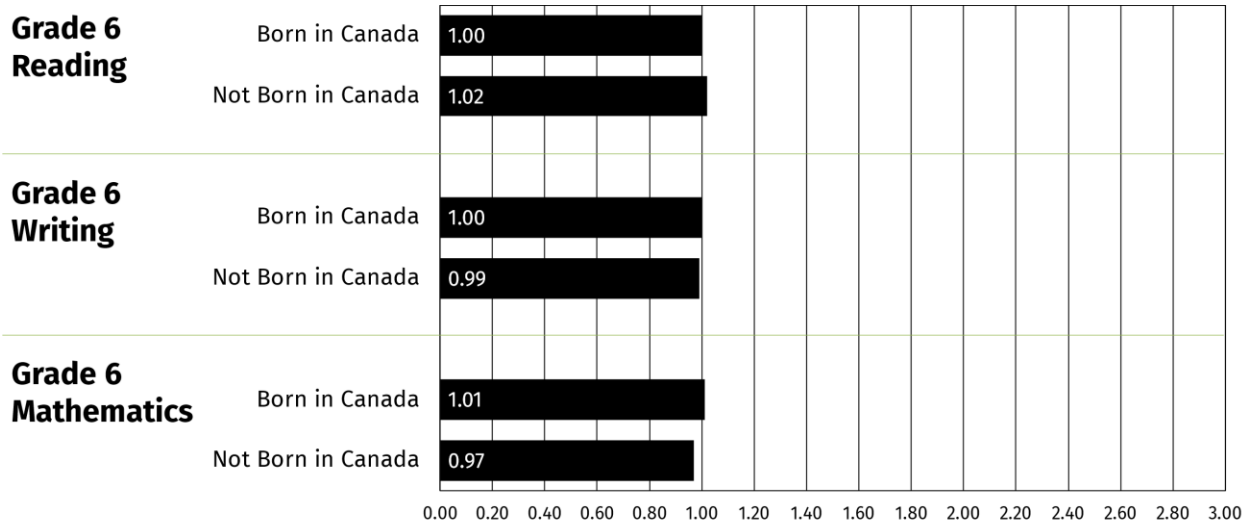
DISAGGREGATED RESULTS BY SELF-IDENTIFIED CANADIAN CITIZENSHIP STATUS

Outcome Group: Students who Met Standard on the Grade 6 EQAO

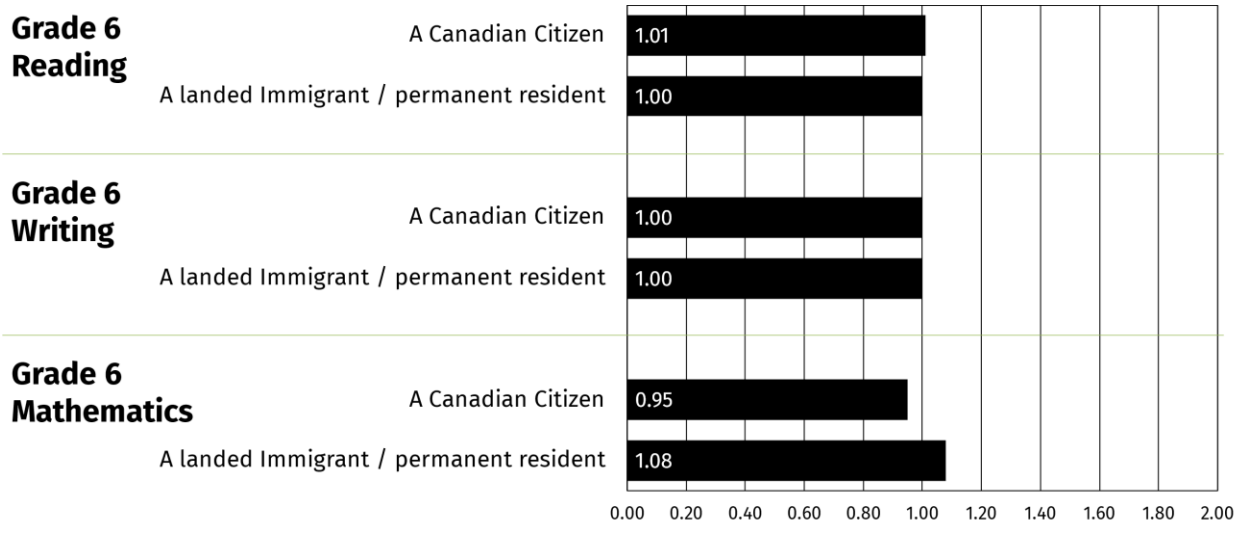
The figure below presents a summary of the Disproportionality Index (DI) for students with both known Canadian citizenship status and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Grade 6 EQAO by Canadian Citizenship Status

Born in Canada:



Citizenship Status:



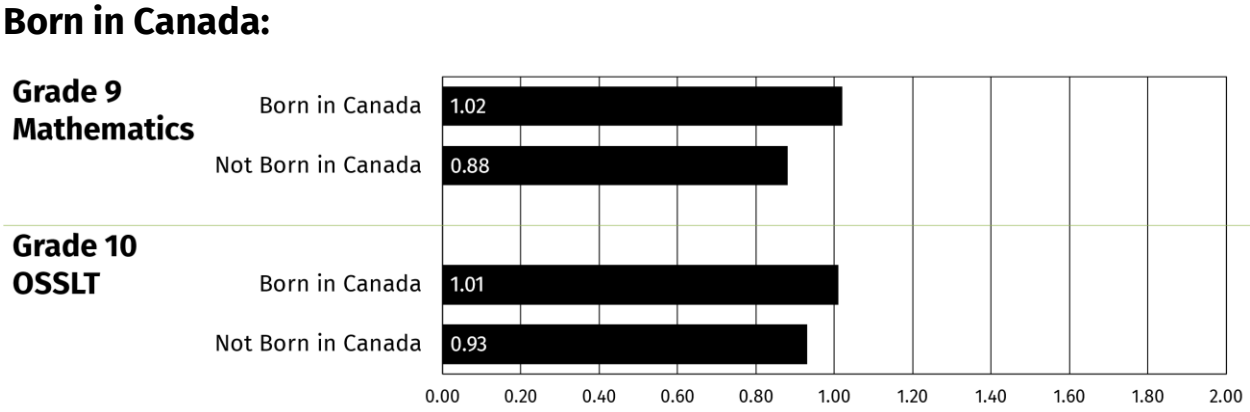
Disproportionality Index (DI)

Elementary Findings: When examining students who met standard on the various Grade 6 EQAO assessments (i.e., Reading, Writing and Mathematics), we observe an expected representation of students who were Born in Canada on the Reading (DI = 1.00, n = 983), Writing (DI = 1.00, n = 978) and Mathematics (DI = 1.01, n = 605) assessment and expected representation for students who were not born in Canada on the Reading (DI = 1.02, n = 188), Writing (DI = 0.99, n = 181) and Mathematics (DI = 0.97, n = 110) assessment. We also see an expected representation for student who are a Canadian citizen on the Reading (DI = 1.01, n = 78), Writing (DI = 1.00, n = 72) and Mathematics (DI = 0.95, n = 44) assessments. For students who are a landed Immigrant / permanent resident, we see an expected representation on the Reading (DI = 1.00, n = 45) and (DI = 1.00, n = 42) Writing assessment, but observe an over representation on the Mathematics (DI = 1.08, n = 28) assessment. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

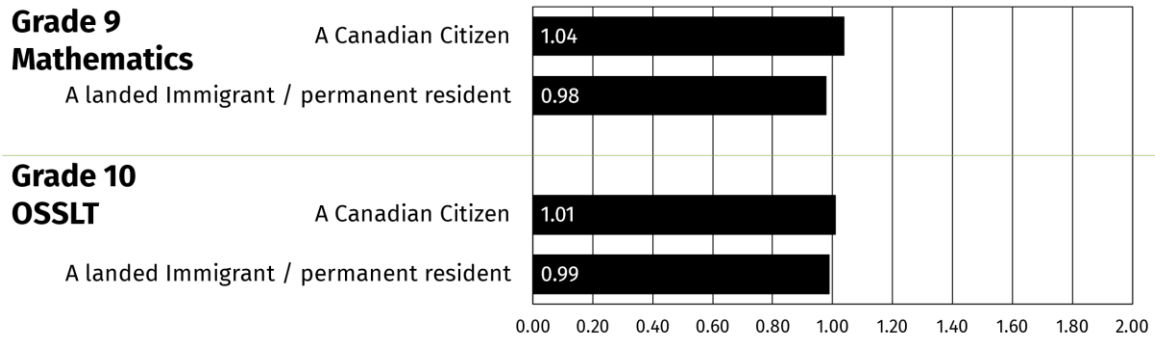
Outcome Group: Students who Met Standard on the Secondary EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known Canadian citizenship status and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Secondary EQAO by Canadian Citizenship Status



Citizenship Status:



Disproportionality Index (DI)

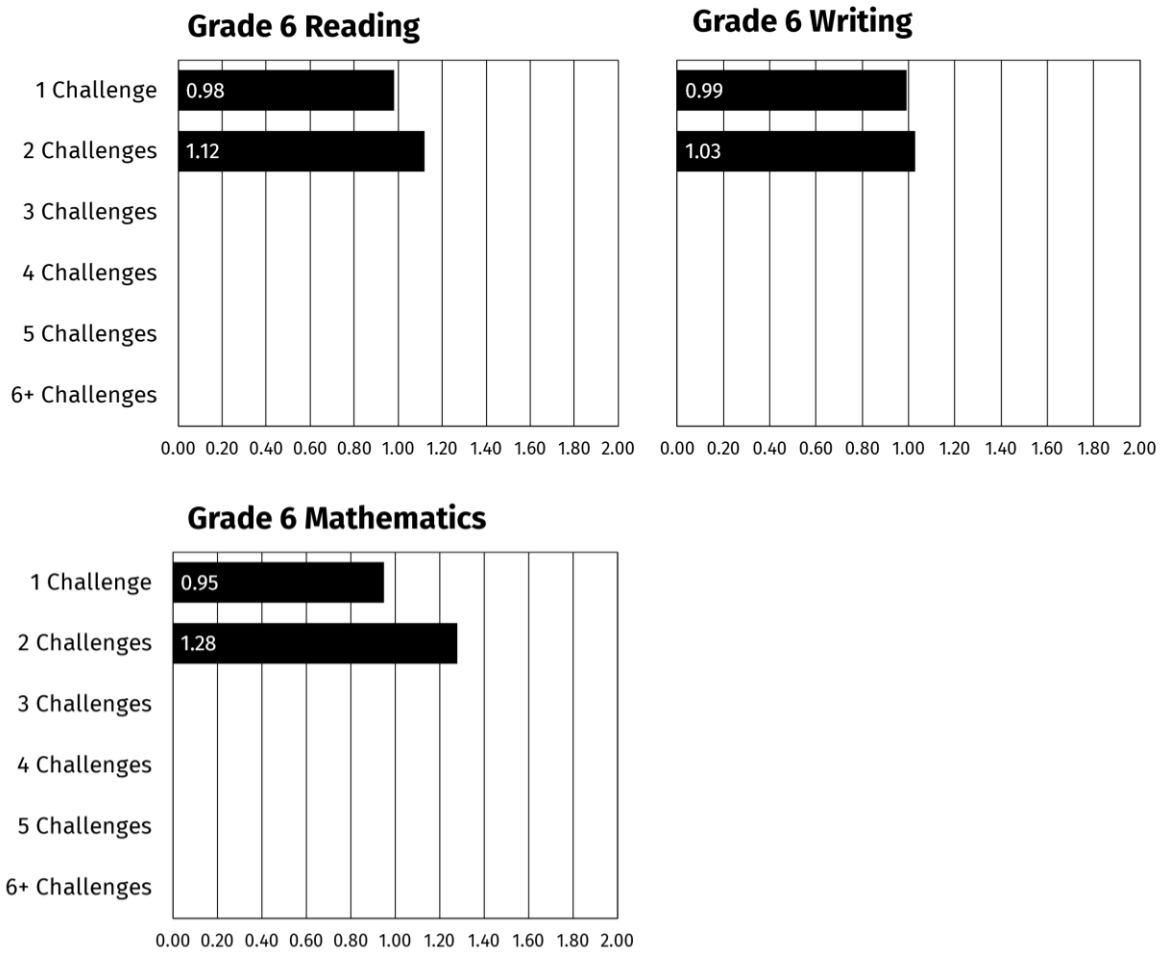
Secondary Findings: When examining students who met standard on the Secondary EQAO assessment, we observe an over representation of students who were not born in Canada on the Grade 9 Mathematics (DI = 0.88, n = 63) and OSSLT (DI = 0.93, n = 123) assessments when compared to our student population. We observe an expected representation for students who were born in Canada on the Grade 9 Mathematics (DI = 1.02, n = 358) and OSSLT (DI = 1.01, n = 769) assessments when compared to our student population. We also observe an expected representation for students who are a Canadian Citizen on the Grade 9 Mathematics (DI = 1.04, n = 33) and OSSLT (DI = 1.01, n = 75) assessments when compared to our student population. Additionally, we observe an expected representation for students who are a landed Immigrant / permanent resident on the Grade 9 Mathematics (DI = 0.98, n = 21) and OSSLT (DI = 0.99, n = 31) assessments when compared to our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

DISAGGREGATED RESULTS BY SELF-IDENTIFIED NUMBER OF CHALLENGES

Outcome Group: Students who Met Standard on the Grade 6 EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known number of challenges and available 2021-2022 Elementary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Grade 6 EQAO by Number of Challenges



The disproportionality Index could not be calculated for the following identities due to small cell count (e.g., number of students was less than 10): three or more challenges.

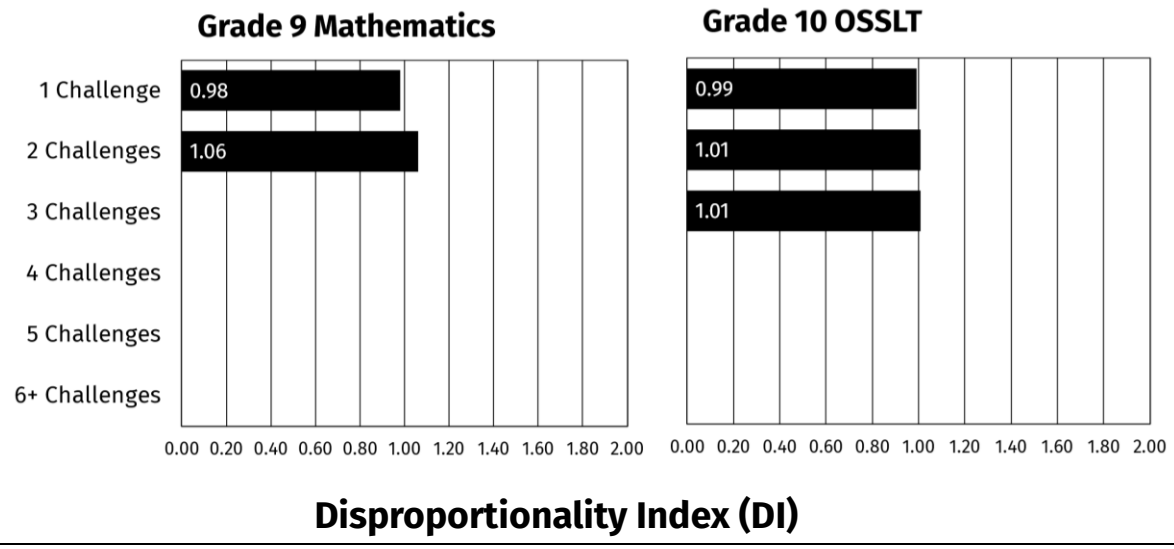
Elementary Findings: When examining students who met standard on the various Grade 6 EQAO assessments (i.e., Reading, Writing and Mathematics), we observe an expected representation of students who identify as having 1 challenge across the Reading (DI = 0.98, n = 185), Writing (DI = 0.99, n = 183) and an under representation for Mathematics (DI = 0.95, n =

98) assessment when compared to our student population. In contrast, we observe an over representation of students of students who identify as having 2 challenges across the Reading (DI = 1.12, n = 35) and Mathematics (DI = 1.28, n = 22) assessment and expected on the Writing (DI = 1.03, n = 32) assessment when compared to our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Outcome Group: Students who Met Standard on the Secondary EQAO

The figure below presents a summary of the Disproportionality Index (DI) for students with both known number of challenges and available 2021-2022 Secondary EQAO assessment data, with more detailed information provided in Appendix. For more information about how the DI is calculated, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

Disproportionality Index for Students who Met Standard on the Secondary EQAO by Number of Challenges



Secondary Findings: When examining students who met standard on the various Secondary EQAO assessments, we observe an expected representation of students who identify as having 1 challenge in the Grade 9 Mathematics (DI = 0.98, n = 57) and OSSLT (DI = 0.99, n = 140) assessments when compared to our student population. We also observe an expected representation for students who met standard on the OSSLT with 2 challenges (DI = 1.01, n = 53) and 3 challenges (DI = 1.01, n = 25). We also observe an overrepresentation of students who met standard on the Grade 9 Mathematics (DI = 1.06, n = 14) assessment when compared to our student population. For more information about how the DI value should be interpreted, please refer to the previous section of this report, Calculating Disparities and Disproportionalities.

CONCLUSION

In conclusion, the 2021 Student Census, conducted by the Waterloo Catholic District School Board (WCDSB), stands as a testament to our commitment to equity, inclusivity, and continuous improvement within our learning community. Rooted in our Catholic tradition and guided by Gospel values, this census was a data collection exercise guided by our moral imperative to uphold the dignity and respect of every individual entrusted to our care.

Through a meticulous process involving collaboration, feedback, and adherence to legislative guidance, we developed and administered the census with the utmost integrity and sensitivity. Recognizing the diverse identities and experiences of our students, we ensured that the survey was accessible, voluntary, and inclusive, with provisions for accommodations and language support.

The census results offer us invaluable insights into the demographic makeup and lived experiences of our student population, enabling us to identify disparities, gaps, and areas for improvement. By analyzing the data collected, we can better understand the unique needs of our students and tailor our support services and programs accordingly.

Furthermore, the transparency and accountability embedded in our technical procedures and data flow underscore our commitment to privacy and security while maximizing the utility of the gathered information. Through both Phase I and Phase II of data dissemination and interpretation, we are well positioned to embark on a journey of reflection, reconciliation, and action.

The 2021 2021 Student Census serves as a catalyst for positive change, empowering us to foster a more inclusive, supportive, and enriching learning environment for all members of the WCDSB community. As we move forward, guided by our shared values and principles, we remain steadfast in our dedication to advancing equity, justice, and excellence in education.

APPENDIX – DETAILED DISPROPORTIONALITY FOR THE EQAO / OSSLT DATA SET

The following tables display the Grade 6 EQAO results for Reading, Writing, and Mathematics for all students and those who participated in the census. Each table shows the number of students and the proportion of students who met the provincial standard (i.e., Level 3 or Level 4).

Total number of Grade 6 students (2021-2022)	% student meeting provincial standard		
	Reading %	Writing %	Mathematics%
1800	87.0%	85.9%	51.9%

Number of Grade 6 participants in the census (2021-2022)	% student meeting provincial standard		
	Reading %	Writing %	Mathematics%
1455	88.2%	86.9%	53.6%

The following tables display the Grade 9 EQAO results for Mathematics for all students and those who participated in the census. Each table shows the number of students and the proportion of students who met the provincial standard (i.e., Level 3 or Level 4).

Total number of Grade 9 students (2021-2022)	% student meeting provincial standard
	Mathematics %
1882	53.0%

Number of Grade 9 participants in the census (2021-2022)	% student meeting provincial standard
	Mathematics %
1151	57.8%

The following tables display the Grade 10 OSSLT results for all students and those who participated in the census. Each table shows the number of students and the proportion of students who met the provincial standard (i.e., Level 3 or Level 4).

Total number of Grade 10 students (2021-2022)	% student meeting provincial standard
	OSSLT %
1962	86.1%

Number of Grade 10 participants in the census (2021-2022)	% student meeting provincial standard
	OSSLT %
1118	89.2%

Student Outcome Groups explored within this data set:

These results use the equity questions from the census.

Group 1: Students who “met the Provincial Standards.”

GROUP 1: DISPROPORTIONALITY INDEX (DI) FOR STUDENTS WHO "MET THE PROVINCIAL STANDARDS" BY SELF-IDENTIFIED EQUITY GROUPS MEASURED ON THE 2021 STUDENT CENSUS

Grade 6 - EQAO

Indigenous Identity	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
Indigenous	49	4.4%	40	4.2%	0.96	
Not Indigenous	1062	95.6%	909	95.8%	1.00	
Total	**1111**	**100%**	**949**	**100%**		
Writing						
Indigenous	49	4.4%	41	4.4%	1.00	
Not Indigenous	1062	95.6%	891	95.6%	1.00	
Total	**1111**	**100%**	**932**	**100%**		
Math						
Indigenous	49	4.4%	21	3.5%	0.80	Under-represented
Not Indigenous	1062	95.6%	577	96.5%	1.01	Over-represented
Total	**1111**	**100%**	**598**	**100%**		

Grade 9 - EQAO

Indigenous Identity	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
Indigenous	24	2.4%	<10	-	-	
Not Indigenous	992	97.6%	403	-	1.01	
Total	**1016**	**100%**	**-**	**-**		

Grade 10 - OSSLT

Indigenous Identity	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Indigenous	28	2.8%	19	2.2%	0.84	Under-represented
Not Indigenous	967	97.2%	839	97.8%	1.00	
Total	**995**	**100%**	**858**	**100%**		

Grade 6 - EQAO

Ethnic Identity	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
2 or more	475	38.4%	422	40.6%	1.03	
African	96	7.8%	70	6.7%	0.92	Under-represented
Another	-	-	-	-	-	
Asian	117	9.5%	95	9.1%	1.02	
Caribbean	15	1.2%	11	1.1%	0.88	Under-represented
European	357	28.8%	300	28.9%	0.99	
Latin; Central and South American	22	1.8%	21	2.0%	1.12	Over-represented
North American Indigenous	-	-	-	-	-	
Oceania	-	-	-	-	-	
Other North American	156	12.6%	120	11.5%	0.95	
Total	**1238**	**100%**	**1039**	**100%**		
Writing						
2 or more	475	38.4%	416	40.7%	1.03	
African	96	7.8%	69	6.7%	0.92	Under-represented
Another	-	-	-	-	-	
Asian	117	9.5%	91	8.9%	1.00	
Caribbean	15	1.2%	12	1.2%	0.98	
European	357	28.8%	290	28.3%	0.97	
Latin; Central and South American	22	1.8%	20	2.0%	1.08	Over-represented
North American Indigenous	-	-	-	-	-	
Oceania	-	-	-	-	-	
Other North American	156	12.6%	125	12.2%	1.01	
Total	**1238**	**100%**	**1023**	**100%**		
Math						
2 or more	475	38.4%	274	43.1%	1.09	Over-represented
African	96	7.8%	35	5.5%	0.75	Under-represented
Another	-	-	-	-	-	
Asian	117	9.5%	66	10.4%	1.16	Over-represented
Caribbean	15	1.2%	-	-	-	
European	357	28.8%	177	27.9%	0.95	Under-represented
Latin; Central and South American	22	1.8%	12	1.9%	1.05	
North American Indigenous	-	-	-	-	-	
Oceania	-	-	-	-	-	

Ethnic Identity	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Other North American	156	12.6%	71	11.2%	0.92	Under-represented
Total	**1238**	**100%**	**635**	**100%**		

Grade 9 - EQAO

Ethnic Identity	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
2 or more	367	35.7%	153	39.0%	1.08	Over-represented
African	81	7.9%	16	4.1%	0.59	Under-represented
Another	-	-	-	-	-	
Asian	159	15.5%	70	17.9%	1.13	Over-represented
Caribbean	14	1.4%	-	-	-	
European	276	26.8%	104	26.5%	1.00	
Latin; Central and South American	34	3.3%	15	3.8%	1.07	Over-represented
North American Indigenous	-	-	-	-		
Oceania	-	-	-	-		
Other North American	97	9.4%	34	8.7%	0.84	Under-represented
Total	**1028**	**100%**	**392**	**100%**		

Grade 10 - OSSLT

Ethnic Identity	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
2 or more	389	38.4%	342	40.6%	1.01	
African	74	7.3%	43	5.1%	0.88	Under-represented
Another	-	-	-	-	-	
Asian	134	13.2%	101	12.0%	0.96	
Caribbean	14	1.4%	11	1.3%	0.87	Under-represented
European	258	25.4%	224	26.6%	1.03	
Latin; Central and South American	33	3.3%	24	2.9%	1.02	
North American Indigenous	-	-	-	-	-	
Oceania	-	-	-	-	-	

Ethnic Identity	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Other North American	112	11.0%	97	11.5%	1.00	
Total	**1014**	**100%**	**842**	**100%**		

Grade 6 - EQAO

Racial Identity	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
2 or more	75	6.1%	64	6.4%	1.00	
Another	12	1.0%	-	-	-	
Black	144	11.8%	108	10.7%	0.93	Under-represented
ESE Asian	71	5.8%	59	5.9%	1.01	
Indigenous	10	0.8%	-	-	-	
Latinx	62	5.1%	53	5.3%	1.00	
Middle Eastern	29	2.4%	20	2.0%	0.87	Under-represented
South Asian	35	2.9%	25	2.5%	1.08	Over-represented
White	784	64.2%	677	67.3%	1.02	
Total	**1222**	**100%**	**1006**	**100%**		
Writing						
2 or more	75	6.1%	62	6.2%	0.98	
Another	12	1.0%	10	1.0%	1.14	Over-represented
Black	144	11.8%	110	11.0%	0.95	
ESE Asian	71	5.8%	62	6.2%	1.07	Over-represented
Indigenous	10	0.8%	-	-		
Latinx	62	5.1%	54	5.4%	1.02	
Middle Eastern	29	2.4%	20	2.0%	0.87	Under-represented
South Asian	35	2.9%	24	2.4%	1.05	
White	784	64.2%	662	65.9%	1.00	
Total	**1222**	**100%**	**1004**	**100%**		
Math						
2 or more	75	6.1%	39	6.3%	1.01	
Another	12	1.0%	-	-		
Black	144	11.8%	58	9.3%	0.81	Under-represented
ESE Asian	71	5.8%	44	7.1%	1.22	Over-represented
Indigenous	10	0.8%	-	-		
Latinx	62	5.1%	28	4.5%	0.86	Under-represented
Middle Eastern	29	2.4%	16	2.6%	1.13	Over-represented
South Asian	35	2.9%	16	2.6%	1.13	Over-represented
White	784	64.2%	423	67.8%	1.03	
Total	**1222**	**100%**	**624**	**100%**		

Grade 9 - EQAO

Race Identity	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
2 or more	64	6.1%	17	4.3%	0.93	Under-represented
Another	-	-	-	-		
Black	128	12.2%	29	7.4%	0.62	Under-represented
ESE Asian	76	7.3%	38	9.7%	1.29	Over-represented
Indigenous	-	-	-	-		
Latinx	68	6.5%	25	6.4%	1.04	
Middle Eastern	35	3.3%	-	-		
South Asian	61	5.8%	31	7.9%	1.35	Over-represented
White	614	58.7%	253	64.4%	1.03	
Total	**1046**	**100%**	**393**	**100%**		

Grade 10 - OSSLT

Race Identity	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
2 or more	72	7.2%	60	7.1%	0.99	
Another	-	-	-	-		
Black	99	9.9%	65	7.7%	0.89	Under-represented
ESE Asian	64	6.4%	51	6.1%	1.04	
Indigenous	-	-	-	-		
Latinx	66	6.6%	49	5.8%	0.97	
Middle Eastern	31	3.1%	19	2.3%	0.88	Under-represented
South Asian	42	4.2%	38	4.5%	1.02	
White	627	62.6%	558	66.4%	1.02	
Total	**1001**	**100%**	**840**	**100%**		

Grade 6 - EQAO

Religion	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
2 or more	43	3.6%	42	4.3%	1.08	Over-represented
Agnostic	10	0.8%	-	-		
Another religion or spiritual affiliation	-	-	-	-		
Atheist	-	-	-	-		

Religion	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Buddhist	-	-	-	-		
Christian – Catholic	940	79.5%	814	82.6%	1.01	
Christian – non-Catholic	135	11.4%	103	10.5%	0.95	
Hindu	12	1.0%	-	-		
Indigenous Spirituality	-	-	-	-		
Jewish	-	-	-	-		
Muslim	10	0.8%	-	-		
No religious or spiritual affiliation	33	2.8%	26	2.6%	0.96	
Questioning	-	-	-	-		
Sikh	-	-	-	-		
Total	**1183**	**100%**	**985**	**100%**		
Writing						
2 or more	43	3.6%	42	4.3%	1.10	Over-represented
Agnostic	10	0.8%	-	-		
Another religion or spiritual affiliation	-	-	-	-		
Atheist	-	-	-	-		
Buddhist	-	-	-	-		
Christian – Catholic	940	79.5%	796	82.2%	1.00	
Christian – non-Catholic	135	11.4%	104	10.7%	0.98	
Hindu	12	1.0%		-		
Indigenous Spirituality	-	-		-		
Jewish	-	-		-		
Muslim	10	0.8%		-		
No religious or spiritual affiliation	33	2.8%	26	2.7%	0.98	
Questioning	-	-		-		
Sikh	-	-		-		
Total	**1183**	**100%**	**968**	**100%**		
Math						
2 or more	43	3.6%	30	5.0%	1.27	Over-represented
Agnostic	10	0.8%	-	-		
Another religion or spiritual affiliation	-	-	-	-		
Atheist	-	-	-	-		
Buddhist	-	-	-	-		
Christian – Catholic	940	79.5%	496	82.3%	1.01	

Religion	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Christian – non-Catholic	135	11.4%	62	10.3%	0.94	Under-represented
Hindu	12	1.0%	-	-		
Indigenous Spirituality	-	-	-	-		
Jewish	-	-	-	-		
Muslim	10	0.8%	-	-		
No religious or spiritual affiliation	33	2.8%	15	2.5%	0.88	Under-represented
Questioning	-	-	-	-		
Sikh	-	-	-	-		
Total	**1183**	**100%**	**603**	**100%**		

Grade 9 - EQAO

Religion	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
2 or more	37	3.7%	11	2.9%	0.78	Under-represented
Agnostic	13	1.3%	-	-		
Another religion or spiritual affiliation	-	-	-	-		
Atheist	47	4.7%	17	4.5%	0.87	Under-represented
Buddhist	-	-	-	-		
Christian – Catholic	597	59.8%	240	63.8%	1.04	
Christian – non-Catholic	127	12.7%	36	9.6%	0.74	Under-represented
Hindu	-	-	-	-		
Indigenous Spirituality	-	-	-	-		
Jewish	-	-	-	-		
Muslim	61	6.1%	23	6.1%	1.05	Over-represented
No religious or spiritual affiliation	71	7.1%	22	5.9%	0.85	Under-represented
Questioning	45	4.5%	27	7.2%	1.35	Over-represented
Sikh	-	-	-	-		
Total	**998**	**100%**	**376**	**100%**		

Grade 10 - OSSLT

Religion	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
2 or more	32	3.4%	27	3.4%	1.02	
Agnostic	14	1.5%	14	1.8%	1.10	Over-represented
Another religion or spiritual affiliation	-	-	-	-		
Atheist	48	5.1%	41	5.2%	0.98	
Buddhist	-	-	-	-		
Christian – Catholic	556	58.9%	477	60.2%	1.00	
Christian – non-Catholic	125	13.2%	94	11.9%	0.98	
Hindu	-	-	-	-		
Indigenous Spirituality	-	-	-	-		
Jewish	-	-	-	-		
Muslim	54	5.7%	40	5.0%	0.98	
No religious or spiritual affiliation	75	7.9%	61	7.7%	0.99	
Questioning	40	4.2%	39	4.9%	1.07	Over-represented
Sikh	-	-	-	-		
Total	**944**	**100%**	**793**	**100%**		

Grade 6 - EQAO

Gender at Birth	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
Another	-	-	-	-		
Boy/Male	711	50.4%	565	48.6%	0.97	
Girl/Female	701	49.6%	598	51.4%	1.03	
Total	**1412**	**100%**	**1163**	**100%**		
Writing						
Another	-	-	-	-		
Boy/Male	711	50.4%	555	48.3%	0.96	
Girl/Female	701	49.6%	594	51.7%	1.04	
Total	**1412**	**100%**	**1149**	**100%**		
Math						
Another	-	-	-	-		
Boy/Male	711	50.4%	382	54.5%	1.08	Over-represented
Girl/Female	701	49.6%	319	45.5%	0.91	Under-represented
Total	**1412**	**100%**	**701**	**100%**		

Grade 9 - EQAO

Gender at Birth	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
Another	-	-	-	-		
Boy/Male	578	52.1%	222	53.1%	1.05	
Girl/Female	531	47.9%	196	46.9%	0.95	
Total	**1109**	**100%**	**418**	**100%**		

Grade 10 - OSSLT

Gender at Birth	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Another	-	-	-	-		
Boy/Male	509	47.6%	412	46.6%	0.98	
Girl/Female	560	52.4%	473	53.4%	1.01	
Total	**1069**	**100%**	**885**	**100%**		

Grade 9 - EQAO

Gender Identity	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
Yes, I identify as my assigned sex	1046	97.0%	403	97.6%	1.00	
No, I identify as non-binary	32	3.0%	10	2.4%	1.14	Over-represented
Total	**1078**	**100%**	**413**	**100%**		

Grade 10 - OSSLT

Gender Identity	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Yes, I identify as my assigned sex	1025	97.7%	846	97.5%	1.00	
No, I identify as non-binary	24	2.3%	22	2.5%	1.07	Over-represented
Total	**1049**	**100%**	**868**	**100%**		

Grade 9 - EQAO

Sexual Orientation Identity	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
Not Straight	133	12.3%	51	12.4%	1.03	
Straight	854	79.0%	328	79.8%	0.99	
Total	**987**	**91.3%**	**379**	**92.2%**		

Grade 10 - OSSLT

Sexual Orientation Identity	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Not Straight	124	11.9%	106	12.3%	1.06	Over-represented
Straight	825	79.4%	698	80.8%	1.00	
Total	**949**	**91.3%**	**804**	**93.1%**		

Grade 6 - EQAO

Language	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
Another	376	26.6%	298	25.5%	1.01	
English	1035	73.4%	872	74.5%	1.00	
Total	**1411**	**100%**	**1170**	**100%**		
Writing						
Another	376	26.6%	289	25.0%	0.99	
English	1035	73.4%	865	75.0%	1.00	
Total	**1411**	**100%**	**1154**	**100%**		
Math						
Another	376	26.6%	183	25.6%	1.01	
English	1035	73.4%	533	74.4%	1.00	
Total	**1411**	**100%**	**716**	**100%**		

Grade 9 - EQAO

Language	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
Another	308	27.9%	116	27.6%	1.03	
English	797	72.1%	304	72.4%	0.99	
Total	**1105**	**100%**	**420**	**100%**		

Grade 10 - OSSLT

Language	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Another	313	29.2%	223	25.1%	0.97	
English	760	70.8%	665	74.9%	1.01	
Total	**1073**	**100%**	**888**	**100%**		

Grade 6 – EQAO

Socio-Economic Status (SES)	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
Low	201	14.0%	133	11.2%	0.86	Under-represented
Medium	1118	77.9%	952	80.2%	1.02	
High	117	8.1%	102	8.6%	1.01	
Total	**1436**	**100%**	**1187**	**100%**		
Writing						
Low	201	14.0%	128	10.9%	0.84	Under-represented
Medium	1118	77.9%	937	80.0%	1.02	
High	117	8.1%	106	9.1%	1.06	Over-represented
Total	**1436**	**100%**	**1171**	**100%**		
Math						
Low	201	14.0%	55	7.6%	0.59	Under-represented
Medium	1118	77.9%	587	81.6%	1.04	
High	117	8.1%	77	10.7%	1.26	Over-represented
Total	**1436**	**100%**	**719**	**100%**		

Grade 9 - EQAO

Socio-Economic Status (SES)	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
Low	88	7.9%	10	2.4%	0.35	Under-represented
Medium	903	80.8%	355	83.9%	1.04	
High	127	11.4%	58	13.7%	1.12	Over-represented
Total	**1118**	**100%**	**423**	**100%**		

Grade 10 - OSSLT

Socio-Economic Status (SES)	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Low	85	7.9%	38	4.3%	0.76	Under-represented
Medium	868	80.4%	740	83.1%	1.01	
High	126	11.7%	113	12.7%	1.04	
Total	**1079**	**100%**	**891**	**100%**		

Grade 6 – EQAO

Born in Canada	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
Don't know	-	-	-	-		
Not Born in Canada	237	16.7%	188	16.1%	1.02	
Born in Canada	1183	83.3%	983	83.9%	1.00	
Total	**1420**	**100%**	**1171**	**100%**		
Writing						
Don't know	-	-	-	-		
Not Born in Canada	237	16.7%	181	15.6%	0.99	
Born in Canada	1183	83.3%	978	83.5%	1.00	
Total	**1420**	**100%**	**1159**	**99%**		
Math						
Don't know	-	-	-	-		
Not Born in Canada	237	16.7%	110	15.4%	0.97	
Born in Canada	1183	83.3%	605	84.6%	1.01	
Total	**1420**	**100%**	**715**	**100%**		

Grade 9 - EQAO

Born in Canada	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
Don't know	-	-	-	-		
Not Born in Canada	199	17.9%	63	15.0%	0.88	Under-represented
Born in Canada	913	82.1%	358	85.0%	1.02	
Total	**1112**	**100%**	**421**	**100%**		

Grade 10 - OSSLT

Born in Canada	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Don't know	-	-	-	-		
Not Born in Canada	204	18.9%	123	13.8%	0.93	Under-represented
Born in Canada	874	81.1%	769	86.2%	1.01	
Total	**1078**	**100%**	**892**	**100%**		

Grade 6 – EQAO

Citizenship	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
A Canadian Citizen	92	63.0%	78	63.4%	1.01	
A landed immigrant/ permanent resident	54	37.0%	45	36.6%	1.00	
A refugee claimant	-	-	-	-		
An international student	-	-	-	-		
Not listed above	-	-	-	-		
Total	**146**	**100%**	**123**	**100%**		
Writing						
A Canadian Citizen	92	63.0%	72	63.2%	1.00	
A landed immigrant/ permanent resident	54	37.0%	42	36.8%	1.00	
A refugee claimant	-	-	-	-		
An international student	-	-	-	-		
Not listed above	-	-	-	-		

Total	**146**	**100%**	**114**	**100%**		
Math						
A Canadian Citizen	92	63.0%	44	61.1%	0.95	
A landed immigrant/ permanent resident	54	37.0%	28	38.9%	1.08	Over-represented
A refugee claimant	-	-	-	-		
An international student	-	-	-	-		
Not listed above	-	-	-	-		
Total	**146**	**100%**	**72**	**100%**		

Grade 9 – EQAO

Citizenship	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
A Canadian Citizen	84	58.7%	33	61.1%	1.04	
A landed immigrant/ permanent resident	49	34.3%	21	38.9%	0.98	
A refugee claimant	-	-	-	-		
An international student	10	7.0%	-	-		
Not listed above	-	-	-	-		
Total	**143**	**100%**	**54**	**100%**		

Grade 10 – EQAO

Citizenship	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
A Canadian Citizen	95	60.1%	75	70.8%	1.01	
A landed immigrant/ permanent resident	47	29.7%	31	29.2%	0.99	
A refugee claimant	-	-	-	-		
An international student	16	10.1%	-	-		
Not listed above	-	-	-	-		
Total	**158**	**100%**	**106**	**100%**		

Grade 6 - EQAO

Challenges	Grade 6 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Reading						
1 Challenge	236	81.9%	185	84.1%	0.98	
2 Challenges	42	14.6%	35	15.9%	1.12	Over-represented
3 Challenges	10	3.5%	-	-		
4 Challenges	-	-	-	-		
5 Challenges	-	-	-	-		
6 or more Challenges	-	-	-	-		
Total	**288**	**100%**	**220**	**100%**		
Writing						
1 Challenge	236	81.9%	183	85.1%	0.99	
2 Challenges	42	14.6%	32	14.9%	1.03	
3 Challenges	10	3.5%	-	-		
4 Challenges	-	-	-	-		
5 Challenges	-	-	-	-		
6 or more Challenges	-	-	-	-		
Total	**288**	**100%**	**215**	**100%**		
Math						
1 Challenge	236	81.9%	98	81.7%	0.95	Under-represented
2 Challenges	42	14.6%	22	18.3%	1.28	Over-represented
3 Challenges	10	3.5%	-	-		
4 Challenges	-	-	-	-		
5 Challenges	-	-	-	-		
6 or more Challenges	-	-	-	-		
Total	**288**	**100%**	**120**	**100%**		

Grade 9 - EQAO

Challenges	Grade 9 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
Math						
1 Challenge	195	71.4%	57	80.3%	0.98	
2 Challenges	51	18.7%	14	19.7%	1.06	Over-represented
3 Challenges	17	6.2%	-	-		
4 Challenges	10	3.7%	-	-		
5 Challenges	-	-	-	-		
6 or more Challenges	-	-	-	-		
Total	**273**	**100%**	**71**	**100%**		

Grade 10 - OSSLT

Challenges	Grade 10 Population		Outcome: Met the Provincial Standards		DI	Interpretation of DI
	#	%	#	%		
1 Challenge	171	64.0%	140	64.2%	0.99	
2 Challenges	65	24.3%	53	24.3%	1.01	
3 Challenges	31	11.6%	25	11.5%	1.01	
4 Challenges	-	-	-	-		
5 Challenges	-	-	-	-		
6 or more Challenges	-	-	-	-		
Total	**267**	**100%**	**218**	**100%**		