



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



2024-2025

**STUDENT LEARNING UPDATE:**

# Achievement of Learning Outcomes in Core Academic Skills



This summary focuses on **literacy** and **mathematics** outcomes, aligning with the first priority in the Ministry’s Student Achievement Plan (SAP). Results that follow highlight key observations from EQAO assessments, perceptual questionnaires, and disaggregation of achievement results by identity-based data.

## EQAO Participation

In the 2023-2024 EQAO assessments, the OCDSB had high levels of participation with 21,014 students across the OCDSB taking part. Grades 3 and 6 saw the highest participation rates, typically around 94-96%. Participation in Grade 9 math was 84%, while participation rate was 92% on the Ontario Secondary School Literacy Test (OSSLT) for first-time eligible students.

Participation rates remain high in 2023-2024, signaling active engagement, particularly in the earlier grades.

21,014

Total number of OCDSB students taking part

84% Grades 9 math student participation rate

94-96%

Grades 3 and 6 student participation rates

92%

OSSLT participation rate for first-time eligible students

# Literacy:

## EQAO Grade 3 and 6 (Reading and Writing) and the OSSLT

### Assessment Outcomes:

In 2023-2024, OCDSB results generally align closely with provincial performance across literacy assessments. In Grade 3, the OCDSB matches the province in reading (71%) but is slightly below in writing (62% vs. 64%). Similarly, in Grade 6, the OCDSB is just below the province in reading (81% vs. 82%) and writing (79% vs. 80%). For the OSSLT, OCDSB is above the province, with first-time eligible students achieving 87% (compared to 85%).

Over time, OCDSB results show areas of both strength and opportunities for growth. While Grade 3 and 6 reading and writing have experienced slight declines over the past three years, this trend is also reflected in the provincial results. Although there was a slight decrease in the OSSLT scores compared to the previous year, the success rate of 87% shows continued success in this area.

87% of OCDSB students were successful on the secondary literacy test, a 2% higher success rate than was seen province-wide. Elementary reading and writing scores were either on par or slightly less than the province.

EQAO Participants		# Fully Participating (OCDSB)			% Met Provincial Standard/Successful					
					OCDSB	Prov.	OCDSB	Prov.	OCDSB	Prov.
		2021-2022	2022-2023	2023-2024	2021-2022		2022-2023		2023-2024	
<b>GRADE 3</b>	Reading	4,470	4,801	4,613	<b>74%</b>	73%	<b>72%</b>	73%	<b>71%</b>	71%
	Writing	4,470	4,797	4,625	<b>66%</b>	65%	<b>64%</b>	66%	<b>62%</b>	64%
<b>GRADE 6</b>	Reading	4,716	4,972	4,954	<b>85%</b>	85%	<b>84%</b>	84%	<b>81%</b>	82%
	Writing	4,712	4,964	4,959	<b>84%</b>	84%	<b>83%</b>	84%	<b>79%</b>	80%
<b>OSSLT</b>	First-time Eligible	4,887	5,089	5,324	<b>87%</b>	82%	<b>89%</b>	85%	<b>87%</b>	85%

## Perceptions about Reading and Writing (Student Questionnaire):

- In elementary, younger students (Grade 3) tend to feel more confident and express higher interest in both reading and writing compared to older students (Grade 6).
- There may be a rebound in enthusiasm for writing and confidence in reading for students in secondary, based on increases reported on the OSSLT questionnaire.
- Writing tends to be less favored as an activity compared to reading, and confidence in writing ability is generally lower across all groups.

<b>% Agreeing with the Following Statements</b>	<b>Grade 3</b>	<b>Grade 6</b>	<b>OSSLT FTE</b>
I like to read.	<b>76%</b>	<b>66%</b>	<b>61%</b>
I am a good reader.	<b>76%</b>	<b>74%</b>	<b>79%</b>
Being a good reader is important to me.	<b>70%</b>	<b>62%</b>	<b>65%</b>
I like to write.	<b>59%</b>	<b>54%</b>	<b>56%</b>
I am a good writer.	<b>60%</b>	<b>52%</b>	<b>65%</b>
Being a good writer is important to me.	<b>65%</b>	<b>60%</b>	<b>67%</b>

# Mathematics:

## EQAO Grade 3, 6 and 9

### Assessment Outcomes:

In the 2023-2024 school year, OCDSB students slightly outperformed the province on the math assessments for all three grades (62% vs. 61% in Grade 3; 52% vs. 50% in Grade 6; and 55% vs. 54% in Grade 9). While the differences are small, the trend of marginally higher results was consistent.

In recent years, the percentage of OCDSB students meeting the provincial standard has shown stability across the grades with a 1% increase in Grade 3. Provincially, similar stability was observed, also showing a 1% increase in Grade 3.

Compared to the province, OCDSB students were more likely to meet the provincial standard in mathematics (Grade 3, 6, and 9).

EQAO Participants	# Fully Participating (OCDSB)			% Met Provincial Standard/Successful					
				OCDSB	Prov.	OCDSB	Prov.	OCDSB	Prov.
	2021-2022	2022-2023	2023-2024	2021-2022		2022-2023		2023-2024	
Grade 3 Mathematics	4,476	4,808	4,627	<b>61%</b>	59%	<b>61%</b>	60%	<b>62%</b>	61%
Grade 6 Mathematics	4,708	4,963	4,966	<b>52%</b>	47%	<b>52%</b>	50%	<b>52%</b>	50%
Grade 9 Mathematics	3,335	5,169	5,206	<b>57%</b>	52%	<b>55%</b>	54%	<b>55%</b>	54%

### Perceptions about Mathematics (Student Questionnaire):

- Similar to literacy, younger students are more likely to report enjoyment and confidence in math than their older peers. These rates drop substantially in Grade 6.
- Growth mindset shows more stability across the grades, with only small decreases (2-3%) of those in agreement with the statements 'a person can always get better at math' and 'almost everyone can understand math if they work at it.'
- The importance of being good at math remains high throughout, suggesting that students continue to value math despite finding it increasingly challenging and less enjoyable.

<b>% Agreeing with the Following Statements</b>	Grade 3	Grade 6	Grade 9
I like math.	<b>72%</b>	<b>52%</b>	<b>52%</b>
I am good at math.	<b>65%</b>	<b>52%</b>	<b>55%</b>
Being good at math is important to me.	<b>71%</b>	<b>69%</b>	<b>74%</b>
A person can always get better at math.	<b>88%</b>	<b>87%</b>	<b>85%</b>
Almost everyone can understand math if they work at it.	<b>75%</b>	<b>76%</b>	<b>74%</b>

## Results by Identity

An important analysis of our achievement data is the disaggregation of data for identified groups of students. This is done to monitor our progress and inform ongoing efforts to reduce disproportionalities for underserved students. Detailed tables with disproportionality indices can be found [here](#).

Reporting of disaggregated data is done using two datasets. One is district-level reporting based on information available for the full population of students in the student information system. The other is for the subset of students who participated (or their parents/caregivers participated) in the 2024 Valuing Voices Student Survey. Demographic characteristics for which we have population data (based on our student information system) include: multilingual learners, students with a special education need, students who identify as Indigenous, and students residing in low-income neighbourhoods.

Achievement results show that gaps persist for Multilingual Learners, students with special education needs (excluding gifted), students who identify as Indigenous, and students residing in low-income neighbourhoods. Additionally, results show differences in achievement based on race and religion.

## Multilingual Learners

In recent years, the percentage of Multilingual Learners (MLLs) meeting the provincial standard has declined in elementary and secondary, with the largest decreases being in the area of literacy. The lower success rates on EQAO of MLLs at the OCDSB compared to the province on most assessments is noted, and results for MLLs are being further explored based on more nuanced information about their English proficiency. Compared to the previous year, achievement gaps have slightly narrowed in Grade 3 math, while they have persisted or widened in other areas.

MLL		OCDSB						Province		
		2021-2022		2022-2023		2023-2024		2021-2022	2022-2023	2023-2024
		N	% Met	N	% Met	N	% Met			
GRADE 3	Reading	641	<b>50%</b>	620	<b>41%</b>	574	<b>40%</b>	67%	65%	59%
	Writing	646	<b>40%</b>	620	<b>34%</b>	579	<b>33%</b>	60%	59%	53%
	Math	648	<b>37%</b>	626	<b>31%</b>	584	<b>33%</b>	54%	55%	53%
GRADE 6	Reading	844	<b>68%</b>	869	<b>67%</b>	807	<b>58%</b>	78%	77%	72%
	Writing	846	<b>68%</b>	868	<b>68%</b>	808	<b>58%</b>	80%	79%	73%
	Math	846	<b>34%</b>	868	<b>34%</b>	815	<b>32%</b>	43%	45%	44%
GRADE 9	Math	680	<b>39%</b>	1,023	<b>36%</b>	1,001	<b>31%</b>	42%	34%	32%
OSSLT	FTE	896	<b>77%</b>	1,000	<b>79%</b>	720	<b>68%</b>	67%	67%	63%

## Students with Special Education Needs

OCDSB results show that students with special education needs (excluding gifted; SpEd) consistently perform at a higher level across all EQAO assessments (subjects and grade level) as compared to their provincial counterparts.

Over time, the performance of students with special education needs has shown some fluctuations, with increases in recent years in math in Grades 3 and 9 and in secondary literacy but with decreases in elementary literacy. Compared to the previous year, achievement gaps have narrowed across almost all assessments, especially Grade 6 reading and math, with an exception of Grade 9 math, which slightly widened.

SpEd		OCDSB						Province		
		2021-2022		2022-2023		2023-2024		2021-2022	2022-2023	2023-2024
		N	% Met	N	% Met	N	% Met			
GRADE 3	Reading	733	<b>52%</b>	707	<b>53%</b>	581	<b>50%</b>	48%	47%	45%
	Writing	736	<b>45%</b>	705	<b>42%</b>	583	<b>40%</b>	39%	38%	38%
	Math	734	<b>35%</b>	703	<b>40%</b>	580	<b>39%</b>	29%	29%	31%
GRADE 6	Reading	1,023	<b>68%</b>	1,100	<b>67%</b>	1,061	<b>63%</b>	64%	62%	59%
	Writing	1,023	<b>63%</b>	1,096	<b>64%</b>	1,063	<b>57%</b>	61%	60%	55%
	Math	1,018	<b>29%</b>	1,093	<b>28%</b>	1,061	<b>29%</b>	21%	23%	24%
GRADE 9	Math	640	<b>32%</b>	1,067	<b>37%</b>	1,105	<b>35%</b>	26%	28%	29%
OSSLT	FTE	1,105	<b>71%</b>	1,088	<b>73%</b>	1,253	<b>75%</b>	57%	62%	63%



## Students who identify as Indigenous

Students who identify as Indigenous (INDG) in the OCDSB showed mixed performance in the EQAO assessments compared to Indigenous students province-wide. It is important to note that some of these fluctuations may be influenced by the smaller size of this group. OCDSB results were higher in Grade 3 math, Grade 6 writing, and especially the OSSLT. However, they were lower in Grade 3 writing, Grade 6 reading and math, and Grade 9 math. Across the 2021-2024 period, there is a notable increase in performance on the OSSLT, but with several other areas reflecting a decline. Compared to the 2022-23 school year, achievement gaps have narrowed on the OSSLT and in Grade 6 writing, while they have widened across the other assessments, especially in Grade 3 writing.

INDG		OCDSB						Province		
		2021-2022		2022-2023		2023-2024		2021-2022	2022-2023	2023-2024
		N	% Met	N	% Met	N	% Met			
GRADE 3	Reading	71	<b>56%</b>	89	<b>65%</b>	74	<b>55%</b>	58%	57%	55%
	Writing	72	<b>47%</b>	89	<b>57%</b>	75	<b>41%</b>	47%	48%	47%
	Math	72	<b>42%</b>	89	<b>45%</b>	74	<b>45%</b>	39%	40%	42%
GRADE 6	Reading	89	<b>81%</b>	100	<b>80%</b>	80	<b>66%</b>	73%	72%	68%
	Writing	89	<b>70%</b>	100	<b>68%</b>	80	<b>69%</b>	70%	69%	64%
	Math	88	<b>30%</b>	98	<b>28%</b>	78	<b>23%</b>	26%	27%	28%
GRADE 9	Math	56	<b>25%</b>	83	<b>35%</b>	90	<b>29%</b>	30%	30%	31%
OSSLT	FTE	73	<b>73%</b>	103	<b>73%</b>	89	<b>83%</b>	66%	69%	70%

## Students residing in lower-income neighbourhoods

OCDSB students residing in lower-income neighbourhoods (Low-SES) demonstrated inconsistent trends in achievement outcomes in the EQAO assessments over the past few years. The data shows improvements in elementary math and relative stability in Grade 3 literacy, however there were increases then declines in Grade 6 and secondary literacy and a decline in Grade 9 math. Given that Low-SES is calculated based on OCDSB internal data, there are no provincial comparisons available. Compared to the previous year, gaps have generally had minimal change. They have slightly narrowed in Grade 3 writing and math and slightly widened across the other assessments (mainly on the OSSLT).

Low-SES		OCDSB					
		2021-2022		2022-2023		2023-2024	
		N	% Met	N	% Met	N	% Met
GRADE 3	Reading	1,225	61%	1,264	62%	1,574	60%
	Writing	1,228	52%	1,266	52%	1,582	52%
	Math	1,229	44%	1,267	48%	1,582	50%
GRADE 6	Reading	1,212	73%	1,266	75%	1,594	71%
	Writing	1,216	72%	1,275	75%	1,596	69%
	Math	1,213	36%	1,267	40%	1,592	40%
GRADE 9	Math	1,074	43%	1,616	41%	1,661	40%
OSSLT	FTE	1,420	80%	1,516	82%	1,579	77%

## Results by Identity-Based Data from 2024 Valuing Voices Student Survey

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For Valuing Voices survey participants, reporting groups are based on self-reported information from one of five questions related to Indigenous identity, race, gender identity, disability, and religion. At the time of Valuing Voices data collection, parents of children in K-6 completed the survey on behalf of their child (response rate of 56%), while students in Grades 7-12 completed their own survey (response rate of 66%). Considerations of the data, such as representativeness of the survey participants compared to the full population, as well as external influential factors, should be acknowledged when interpreting disproportionality.

Students' performance varied based on Indigenous Identity, Race, Gender Identity, Disability, and Religion.

The disaggregation of EQAO assessment results demonstrated disproportionalities in academic achievement across various student identities, emphasizing the importance of addressing systemic barriers to equity.

## Indigenous Identity

Across all EQAO assessments, students who identify as Indigenous met the provincial standard at a lower rate than their non-Indigenous peers. This pattern of achievement results (based on students identified as Indigenous through the Valuing Voices Student Survey) is consistent with the results from the student information system (as reported above). Compared to the previous year, achievement of Indigenous students in Grade 3 math and on the OSSLT remained stable, while other areas experienced a decline. Similarly, achievement gaps (compared to the overall student population) remained stable in Grade 3 math, and narrowed by 1% on the OSSLT, with increases across other assessments.

Indigenous Identity (2023-2024)	Grade 3						Grade 6						Grade 9		OSSLT	
	Math		Reading		Writing		Math		Reading		Writing		Math		FTE	
	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met
<b>Respondents</b>	2,479	65%	2,476	74%	2,480	65%	2,467	57%	2,460	85%	2,461	82%	3,704	57%	3,477	88%
Not INDG	2,398	66%	2,394	75%	2,398	66%	2,386	58%	2,380	85%	2,381	83%	3,539	58%	3,281	89%
First Nation	39	54%	40	60%	40	53%	37	30%	37	70%	37	68%	87	33%	84	79%
Métis	17	29%	18	50%	18	39%	20	35%	20	85%	20	80%	35	46%	42	95%
Inuit	10	20%	9	22%	9	0%	9	44%	9	89%	9	89%	26	38%	34	85%
Unspecified*	20	50%	20	70%	20	65%	22	50%	21	81%	21	67%	43	47%	70	81%
Indigenous (composite)**	81	47%	82	59%	82	49%	81	38%	80	78%	80	71%	165	37%	198	81%

\*Participants who responded "yes" to Indigenous Identity but did not specify First Nation, Métis, or Inuit.

\*\*Any respondent identifying as Indigenous (unique individuals/no overlap in count)

Note. From a statistical perspective, caution is advised when interpreting indices where there are fewer than 30 total students and/or fewer than 10 students for a particular outcome. In such cases, these counts are displayed in red.

## Race

The analysis of data based on self-reported racial identity demonstrated differences in EQAO results. Black, Indigenous, and Middle Eastern students consistently met the provincial standard at a lower rate than the overall student population across almost all subjects and grade levels. East Asian and South Asian students tend to perform above average, particularly in Grade 9 mathematics where 83% of East Asian students and 72% of South Asian students meet the standard, exceeding the overall average of 55%. White students generally perform at or slightly above average across assessments. Compared to the previous year, achievement gaps have slightly narrowed for Black, Indigenous and Latino/Latina/Latinx students (across at least three assessments) while some gaps have increased for the other racial identities, in particular for Middle Eastern students (who were less likely to meet the standard) and Southeast Asian students (who were more likely to meet the standard on multiple assessments).

Race (2023-2024)	Grade 3						Grade 6						Grade 9		OSSLT	
	Math		Reading		Writing		Math		Reading		Writing		Math		FTE	
	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met
<b>Respondents</b>	2,401	<b>66%</b>	2,397	<b>74%</b>	2,401	<b>65%</b>	2,375	<b>57%</b>	2,369	<b>85%</b>	2,370	<b>82%</b>	3,614	<b>57%</b>	3,360	<b>88%</b>
Black	209	<b>46%</b>	208	<b>67%</b>	209	<b>54%</b>	202	<b>36%</b>	203	<b>73%</b>	203	<b>67%</b>	382	<b>33%</b>	346	<b>77%</b>
East Asian	209	<b>86%</b>	208	<b>85%</b>	208	<b>79%</b>	241	<b>85%</b>	237	<b>94%</b>	237	<b>92%</b>	387	<b>83%</b>	379	<b>95%</b>
Indigenous	43	<b>51%</b>	42	<b>67%</b>	42	<b>50%</b>	39	<b>36%</b>	39	<b>87%</b>	39	<b>77%</b>	106	<b>37%</b>	116	<b>81%</b>
Latino/Latina/ Latinx	55	<b>65%</b>	54	<b>78%</b>	54	<b>74%</b>	54	<b>52%</b>	54	<b>85%</b>	54	<b>85%</b>	103	<b>44%</b>	105	<b>88%</b>
Middle Eastern	429	<b>51%</b>	427	<b>58%</b>	428	<b>50%</b>	397	<b>40%</b>	396	<b>69%</b>	396	<b>72%</b>	672	<b>39%</b>	549	<b>78%</b>
South Asian	257	<b>72%</b>	256	<b>78%</b>	257	<b>68%</b>	262	<b>67%</b>	262	<b>90%</b>	262	<b>88%</b>	383	<b>72%</b>	337	<b>93%</b>
Southeast Asian	82	<b>59%</b>	83	<b>76%</b>	83	<b>64%</b>	70	<b>60%</b>	70	<b>83%</b>	70	<b>89%</b>	127	<b>67%</b>	128	<b>92%</b>
White	1,340	<b>72%</b>	1,339	<b>80%</b>	1,341	<b>71%</b>	1,313	<b>60%</b>	1,311	<b>90%</b>	1,312	<b>85%</b>	1,950	<b>63%</b>	1,959	<b>92%</b>
Another/ Not listed	100	<b>63%</b>	101	<b>77%</b>	101	<b>64%</b>	68	<b>53%</b>	68	<b>81%</b>	68	<b>82%</b>	105	<b>54%</b>	85	<b>87%</b>

## Gender Identity

In both elementary and secondary, girls outperform boys in literacy while success rates were higher for boys in math. Students with a reported gender identity that was included in the Gender Diverse composite had varied results, with the higher achievement in Grade 6 reading and on both secondary assessments. Success rates for those included in gender composite were lower for Grade 6 math and writing, while the sample sizes in Grade 3 were too small for reliable analysis. Achievement gaps for students who identified as Gender Diverse revealed mixed trends compared 2022-2023; on some assessments gaps narrowed, while on others they persisted or widened.

Gender Identity (2023-2024)	Grade 3						Grade 6						Grade 9		OSSLT	
	Math		Reading		Writing		Math		Reading		Writing		Math		FTE	
	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met
<b>Respondents</b>	2,379	<b>66%</b>	2,375	<b>74%</b>	2,379	<b>65%</b>	2,341	<b>57%</b>	2,335	<b>84%</b>	2,336	<b>82%</b>	3,559	<b>57%</b>	3,293	<b>88%</b>
Boy or Man	1,243	<b>70%</b>	1,242	<b>70%</b>	1,243	<b>59%</b>	1,246	<b>60%</b>	1,243	<b>81%</b>	1,241	<b>77%</b>	1,688	<b>59%</b>	1,494	<b>87%</b>
Girl or Woman	1,123	<b>61%</b>	1,120	<b>78%</b>	1,123	<b>72%</b>	1,051	<b>54%</b>	1,048	<b>88%</b>	1,051	<b>88%</b>	1,707	<b>55%</b>	1,609	<b>90%</b>
Gender Diverse (composite)*	25	<b>80%</b>	25	<b>84%</b>	25	<b>56%</b>	54	<b>52%</b>	54	<b>89%</b>	54	<b>80%</b>	237	<b>59%</b>	313	<b>93%</b>

\*Gender diverse includes the following gender identities: genderfluid, gender non-conforming, nonbinary, questioning, trans boy or man, trans girl or woman, two spirit, a gender not listed, and/or not sure.

Note. From a statistical perspective, caution is advised when interpreting indices where there are fewer than 30 total students and/or fewer than 10 students for a particular outcome. In such cases, these counts are displayed in red.

## Disability

Overall, students without disabilities consistently performed better compared to those with self-reported disabilities across all subjects. In elementary, the most common disabilities reported (and therefore the only groups with sufficient data for reliable analysis) included students with Autism Spectrum Disorders, Developmental, and Learning Disabilities. These students were less likely to meet the provincial standard across all EQAO assessments, with students with Learning Disabilities tending to show the lowest achievement rates. Compared to the previous year, achievement gaps narrowed in Grade 3 math and writing for students with a Learning Disability and Grade 3 math for students with Autism, but otherwise generally persisted or widened.

Disability (2023-2024)	Grade 3						Grade 6					
	Math		Reading		Writing		Math		Reading		Writing	
	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met
<b>Respondents</b>	2,299	<b>66%</b>	2,295	<b>75%</b>	2,299	<b>66%</b>	2,299	<b>57%</b>	2,292	<b>85%</b>	2,294	<b>82%</b>
No Disability	2,064	<b>69%</b>	2,059	<b>77%</b>	2,062	<b>68%</b>	2,013	<b>60%</b>	2,007	<b>86%</b>	2,008	<b>84%</b>
Autism Spectrum Disorder	64	<b>47%</b>	64	<b>55%</b>	65	<b>37%</b>	63	<b>43%</b>	62	<b>73%</b>	63	<b>62%</b>
Developmental	78	<b>45%</b>	78	<b>58%</b>	79	<b>52%</b>	86	<b>41%</b>	86	<b>73%</b>	86	<b>69%</b>
Learning	116	<b>45%</b>	116	<b>53%</b>	116	<b>47%</b>	155	<b>26%</b>	155	<b>70%</b>	155	<b>53%</b>
Another disability not listed	75	<b>51%</b>	73	<b>59%</b>	74	<b>55%</b>	88	<b>48%</b>	88	<b>77%</b>	88	<b>75%</b>

*Note. From a statistical perspective, caution is advised when interpreting indices where there are fewer than 30 total students and/or fewer than 10 students for a particular outcome. In such cases, these responses have been moved to the supplementary tables at the end of this report.*

For Grade 9 Math, students with disabilities were less likely to meet the provincial standard than those without, achieving lower scores across all groups. Students with Autism Spectrum Disorder, Blind or Low Vision, Deaf or Hard of Hearing disabilities scored closer to those without disabilities (50-53%), while Learning Disabilities had the lowest performance at 38%. The OSSLT results, in contrast, highlight strong literacy performance among students with disabilities, with most groups achieving success rates comparable to students without disabilities. Compared to the previous year, achievement gaps narrowed on the OSSLT for students with a Learning Disability and/or Developmental Disability, but otherwise generally persisted or widened.

Disability (2023-2024)	Grade 9		OSSLT	
	Math		FTE	
	N	% Met	N	% Met
<b>Respondents</b>	3,146	<b>58%</b>	2,932	<b>89%</b>
No Disability	2,780	<b>60%</b>	2,507	<b>89%</b>
Addiction(s)	37	<b>46%</b>	57	<b>93%</b>
Autism Spectrum Disorder	105	<b>53%</b>	129	<b>84%</b>
Blind or Low Vision	36	<b>50%</b>	47	<b>83%</b>
Chronic Pain	38	<b>47%</b>	52	<b>88%</b>
Deaf or Hard of Hearing	31	<b>52%</b>	34	<b>91%</b>
Developmental	76	<b>49%</b>	82	<b>85%</b>
Learning	175	<b>38%</b>	221	<b>88%</b>
Mental	122	<b>48%</b>	149	<b>90%</b>
Mobility	30	<b>43%</b>	35	<b>86%</b>
Physical	39	<b>49%</b>	45	<b>84%</b>
Speech Impairment	28	<b>50%</b>	33	<b>91%</b>
Another disability not listed	86	<b>53%</b>	98	<b>88%</b>

Note. From a statistical perspective, caution is advised when interpreting indices where there are fewer than 30 total students and/or fewer than 10 students for a particular outcome. In such cases, these counts are displayed in red.



## Religion

Students identifying as Agnostic, Atheist, Spiritual but not Religious, or who reported No Religious Affiliation consistently demonstrated strong performance, scoring above average on all EQAO assessments. Students identifying as Hindu, Buddhist, or Jewish also achieved above-average results across all or most assessments. In contrast, students identifying as Christian achieved mixed results, while students identifying as Muslim scored below the average across the assessments. Changes in achievement gaps, compared to 2022-2023, were varied, with narrowing gaps across multiple assessments for many identity groups. In particular, for students who identify as Muslim, achievement gaps narrowed in Grade 6 math but widened in Grade 3 and 6 writing and Grade 9 math.

Religion (2023-2024)	Grade 3						Grade 6						Grade 9		OSSLT	
	Math		Reading		Writing		Math		Reading		Writing		Math		FTE	
	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met	N	% Met
<b>Respondents</b>	2,379	66%	2,374	74%	2,378	65%	2,341	57%	2,335	84%	2,336	82%	3,556	57%	3,290	89%
Agnostic	156	78%	156	85%	156	77%	146	68%	146	95%	146	92%	160	78%	240	97%
Atheist	128	80%	128	88%	128	77%	132	72%	131	93%	131	89%	451	73%	560	96%
Buddhist	34	68%	34	68%	34	68%	37	59%	36	89%	36	92%	77	65%	73	92%
Christian	560	67%	562	79%	562	68%	597	53%	596	85%	599	82%	871	55%	843	88%
Hindu	93	77%	93	78%	93	71%	90	72%	90	86%	90	89%	118	76%	114	93%
Indigenous Spirituality	8	63%	8	50%	8	63%	18	11%	18	83%	18	78%	27	37%	33	85%
Jewish	49	73%	49	84%	49	69%	48	65%	48	92%	48	79%	92	57%	100	93%
Muslim	574	49%	572	58%	574	50%	544	41%	543	72%	542	73%	892	38%	694	79%
Sikh	28	68%	28	75%	28	71%	18	72%	18	83%	18	83%	45	73%	35	97%
Spiritual but not religious	189	68%	189	76%	189	71%	178	59%	178	89%	178	84%	130	57%	149	93%
No affiliation	688	75%	685	80%	686	71%	650	68%	648	91%	647	86%	708	70%	679	91%
Not Sure	113	66%	110	78%	111	71%	82	57%	81	84%	81	79%	354	61%	290	87%
Another	32	53%	33	64%	33	67%	45	51%	45	76%	45	80%	82	55%	130	91%

Note. From a statistical perspective, caution is advised when interpreting indices where there are fewer than 30 total students and/or fewer than 10 students for a particular outcome. In such cases, these counts are displayed in red.



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD

January 2025

EQAO GRADE 3 (2023-2024) Caution is advised when interpreting results where counts (N) are low, these cases are displayed in red:	Mathematics			Reading			Writing			Disproportionality in Achievement *		
	N	% Met Std.	Change vs 2022-23	N	% Met Std.	Change vs 2022-23	N	% Met Std.	Change vs 2022-23	Math	Reading	Writing
<b>All Students (District)</b>	<b>4,627</b>	<b>62%</b>	<b>1%</b>	<b>4,613</b>	<b>71%</b>	<b>-1%</b>	<b>4,625</b>	<b>62%</b>	<b>-2%</b>			
Multilingual Learners (ESL/ELD)	584	33%	2%	574	40%	-1%	579	33%	-1%	0.53	0.56	0.53
Low-SES	1,582	50%	2%	1,574	60%	-2%	1,582	52%	0%	0.81	0.84	0.83
Female	2,253	57%	0%	2,243	75%	-1%	2,252	69%	0%	0.92	1.05	1.10
Male	2,370	67%	2%	2,366	68%	-1%	2,369	56%	-2%	1.08	0.95	0.90
Self-identified/Undisclosed Gender	4	75%	-3%	4	75%	-14%	4	25%	-64%	1.21	1.05	0.40
Indigenous	76	43%	-2%	75	57%	-9%	76	41%	-16%	0.70	0.80	0.65
SpEd (excl. gifted)	580	39%	-1%	581	50%	-3%	583	39%	-3%	0.62	0.70	0.63
<b>Valuing Voices Survey Respondents</b>												
<b>Indigenous Identity - All Respondents</b>	<b>2,479</b>	<b>65%</b>	<b>0%</b>	<b>2,476</b>	<b>74%</b>	<b>-2%</b>	<b>2,480</b>	<b>65%</b>	<b>-3%</b>			
Does not identify as Indigenous	2,398	66%	0%	2,394	75%	-2%	2,398	66%	-2%	1.01	1.01	1.01
First Nation	39	54%	5%	40	60%	-14%	40	53%	2%	0.82	0.81	0.81
Métis	17	29%	-15%	18	50%	6%	18	39%	-22%	0.45	0.68	0.60
Inuit	10	20%	-24%	9	22%	-45%	9	0%	-78%	0.31	0.30	0.00
Unspecified	20	50%	5%	20	70%	10%	20	65%	5%	0.76	0.95	1.00
All Indigenous	81	47%	0%	82	59%	-5%	82	49%	-9%	0.72	0.79	0.75
<b>Race - All Respondents</b>	<b>2,401</b>	<b>66%</b>	<b>1%</b>	<b>2,397</b>	<b>74%</b>	<b>-2%</b>	<b>2,401</b>	<b>65%</b>	<b>-3%</b>			
Black	209	46%	4%	208	67%	10%	209	54%	8%	0.71	0.90	0.83
East Asian	209	86%	3%	208	85%	-4%	208	79%	-4%	1.31	1.14	1.21
Indigenous	43	51%	-1%	42	67%	-4%	42	50%	0%	0.78	0.90	0.77
Latino/Latina/Latinx	55	65%	6%	54	78%	2%	54	74%	15%	0.99	1.05	1.13
Middle Eastern	429	51%	1%	427	58%	-4%	428	50%	-3%	0.77	0.78	0.77
South Asian	257	72%	10%	256	78%	3%	257	68%	-2%	1.09	1.05	1.04
Southeast Asian	82	59%	-9%	83	76%	-1%	83	64%	-2%	0.89	1.02	0.98
White	1,340	72%	2%	1,339	80%	-1%	1,341	71%	-2%	1.10	1.07	1.08
Another race not listed	100	63%	5%	101	77%	1%	101	64%	-5%	0.96	1.04	0.98
<b>Gender Identity - All Respondents</b>	<b>2,379</b>	<b>66%</b>	<b>1%</b>	<b>2,375</b>	<b>74%</b>	<b>-2%</b>	<b>2,379</b>	<b>65%</b>	<b>-3%</b>			
Boy or Man	1,243	70%	3%	1,242	70%	-2%	1,243	59%	-3%	1.06	0.95	0.90
Genderfluid	4	75%	8%	4	75%	8%	4	25%	-8%	1.14	1.01	0.38
Gender Non-Conforming	4	100%	29%	4	100%	0%	4	75%	18%	1.52	1.35	1.15
Girl or Woman	1,123	61%	0%	1,120	78%	-2%	1,123	72%	-3%	0.93	1.05	1.11
Non-Binary	8	88%	23%	8	88%	-2%	8	50%	-25%	1.33	1.18	0.76
Questioning	5	80%	-20%	5	80%	-20%	5	40%	-50%	1.22	1.08	0.61
Trans Boy or Man	1	0%	-80%	1	100%	20%	1	100%	20%	0.00	1.35	1.53
Trans Girl or Woman	4	75%	N/A	4	75%	75%	4	25%	25%	1.14	1.01	0.38
Two-Spirit	1	100%	33%	1	100%	0%	1	100%	0%	1.52	1.35	1.53
Not Listed	6	50%	-33%	6	50%	-33%	6	50%	0%	0.76	0.68	0.76
Not Sure	5	80%	47%	5	100%	44%	5	100%	56%	1.22	1.35	1.53
Gender Diverse (composite)	25	80%	6%	25	84%	-4%	25	56%	-25%	1.22	1.13	0.86
<b>Disability - All Respondents</b>	<b>2,299</b>	<b>66%</b>	<b>1%</b>	<b>2,295</b>	<b>75%</b>	<b>-1%</b>	<b>2,299</b>	<b>66%</b>	<b>-2%</b>			
Does not identify as having a disability	2,064	69%	1%	2,059	77%	-2%	2,062	68%	-3%	1.03	1.03	1.03
Addiction(s)	-	N/A	N/A	-	N/A	N/A	-	N/A	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	64	47%	5%	64	55%	-3%	65	37%	-6%	0.71	0.73	0.56
Blind or Low Vision	3	67%	17%	3	100%	50%	3	67%	42%	1.00	1.34	1.01
Chronic Pain	-	N/A	N/A	-	N/A	N/A	-	N/A	N/A	N/A	N/A	N/A
Deaf or Hard of Hearing	2	100%	44%	2	100%	31%	2	100%	44%	1.51	1.34	1.51
Developmental	78	45%	-10%	78	58%	-6%	79	52%	-6%	0.68	0.77	0.79
Learning	116	45%	6%	116	53%	0%	116	47%	3%	0.68	0.70	0.71
Mental	27	56%	6%	27	48%	-10%	27	52%	-8%	0.84	0.65	0.79
Mobility	3	33%	-34%	3	67%	0%	3	33%	-34%	0.50	0.89	0.50
Physical	7	29%	-21%	7	43%	-24%	7	57%	7%	0.43	0.57	0.87
Speech Impairment	21	43%	27%	20	55%	18%	20	40%	19%	0.65	0.74	0.61
Undisclosed	1	0%	-75%	1	100%	25%	1	0%	-25%	0.00	1.34	0.00
Another disability not listed	75	51%	-9%	73	59%	-12%	74	55%	-14%	0.76	0.79	0.84
<b>Religion - All Respondents</b>	<b>2,379</b>	<b>66%</b>	<b>1%</b>	<b>2,374</b>	<b>74%</b>	<b>-2%</b>	<b>2,378</b>	<b>65%</b>	<b>-3%</b>			
Agnostic	156	78%	2%	156	85%	-4%	156	77%	-7%	1.19	1.14	1.18
Atheist	128	80%	3%	128	88%	5%	128	77%	-1%	1.21	1.19	1.17
Buddhist	34	68%	5%	34	68%	-17%	34	68%	-3%	1.03	0.91	1.04
Christian	560	67%	3%	562	79%	3%	562	68%	0%	1.01	1.06	1.04
Hindu	93	77%	8%	93	78%	0%	93	71%	0%	1.18	1.06	1.09
Indigenous Spirituality	8	63%	10%	8	50%	-15%	8	63%	16%	0.95	0.67	0.96
Jewish	49	73%	-3%	49	84%	-4%	49	69%	-13%	1.12	1.13	1.06
Muslim	574	49%	1%	572	58%	-2%	574	50%	-4%	0.74	0.79	0.76
Sikh	28	68%	18%	28	75%	3%	28	71%	15%	1.03	1.01	1.09
Spiritual but not religious	189	68%	1%	189	76%	-5%	189	71%	1%	1.04	1.03	1.09
No affiliation	688	75%	3%	685	80%	-2%	686	71%	-4%	1.14	1.08	1.09
Not Sure	113	66%	-3%	110	78%	-16%	111	71%	-5%	1.01	1.05	1.09
Another	32	53%	-12%	33	64%	-12%	33	67%	-1%	0.81	0.86	1.02

\* **Disproportionality** refers to a group's representation among students meeting the provincial standard relative to their share of the overall student population. Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**.

EQAO GRADE 6 (2023-2024) Caution is advised when interpreting results where counts (N) are low, these cases are displayed in red:	Mathematics			Reading			Writing			Disproportionality in Achievement *		
	N	% Met Std.	Change vs 2022-23	N	% Met Std.	Change vs 2022-23	N	% Met Std.	Change vs 2022-23	Math	Reading	Writing
<b>All Students (District)</b>	<b>4,966</b>	<b>52%</b>	<b>0%</b>	<b>4,954</b>	<b>81%</b>	<b>-3%</b>	<b>4,959</b>	<b>79%</b>	<b>-4%</b>			
Multilingual Learners (ESL/ELD)	815	32%	-2%	807	58%	-9%	808	58%	-10%	0.61	0.71	0.74
Low-SES	1,592	40%	0%	1,594	71%	-4%	1,596	69%	-6%	0.75	0.88	0.87
Female	2,342	48%	1%	2,337	84%	-2%	2,344	84%	-4%	0.92	1.04	1.07
Male	2,612	56%	0%	2,605	78%	-4%	2,603	74%	-5%	1.07	0.97	0.94
Self-identified/Undisclosed Gender	12	42%	6%	12	92%	-3%	12	92%	1%	0.80	1.13	1.16
Indigenous	80	23%	-4%	82	66%	-14%	82	67%	-1%	0.43	0.81	0.85
SpEd (excl. gifted)	1,061	29%	1%	1,061	63%	-4%	1,063	57%	-7%	0.55	0.78	0.72
<b>Valuing Voices Survey Respondents</b>												
<b>Indigenous Identity - All Respondents</b>	<b>2,467</b>	<b>57%</b>	<b>3%</b>	<b>2,460</b>	<b>85%</b>	<b>0%</b>	<b>2,461</b>	<b>82%</b>	<b>-3%</b>			
Does not identify as Indigenous	2,386	58%	4%	2,380	85%	0%	2,381	83%	-2%	1.01	1.00	1.00
First Nation	37	30%	-4%	37	70%	-4%	37	68%	-3%	0.52	0.83	0.82
Métis	20	35%	-27%	20	85%	-2%	20	80%	-2%	0.61	1.00	0.97
Inuit	9	44%	3%	9	89%	16%	9	89%	25%	0.78	1.05	1.08
Unspecified	22	50%	-18%	21	81%	-6%	21	67%	-27%	0.88	0.95	0.81
All Indigenous	81	38%	-8%	80	78%	-2%	80	71%	-7%	0.67	0.91	0.86
<b>Race - All Respondents</b>	<b>2,375</b>	<b>57%</b>	<b>3%</b>	<b>2,369</b>	<b>85%</b>	<b>0%</b>	<b>2,370</b>	<b>82%</b>	<b>-3%</b>			
Black	202	36%	2%	203	73%	-1%	203	67%	-5%	0.63	0.87	0.82
East Asian	241	85%	8%	237	94%	2%	237	92%	0%	1.50	1.11	1.12
Indigenous	39	36%	-3%	39	87%	8%	39	77%	6%	0.63	1.03	0.94
Latino/Latina/Latinx	54	52%	0%	54	85%	3%	54	85%	-2%	0.91	1.01	1.04
Middle Eastern	397	40%	1%	396	69%	-5%	396	72%	-8%	0.70	0.82	0.87
South Asian	262	67%	6%	262	90%	0%	262	88%	-2%	1.17	1.06	1.07
Southeast Asian	70	60%	3%	70	83%	-2%	70	89%	1%	1.05	0.98	1.08
White	1,313	60%	1%	1,311	90%	1%	1,312	85%	-2%	1.06	1.06	1.04
Another race not listed	68	53%	3%	68	81%	-4%	68	82%	-3%	0.93	0.96	1.00
<b>Gender Identity - All Respondents</b>	<b>2,341</b>	<b>57%</b>	<b>3%</b>	<b>2,335</b>	<b>84%</b>	<b>-1%</b>	<b>2,336</b>	<b>82%</b>	<b>-2%</b>			
Boy or Man	1,246	60%	2%	1,243	81%	-2%	1,241	77%	-4%	1.05	0.97	0.94
Genderfluid	10	30%	-11%	10	90%	4%	10	90%	0%	0.53	1.07	1.10
Gender Non-Conforming	11	64%	-1%	11	100%	24%	11	91%	9%	1.12	1.19	1.11
Girl or Woman	1,051	54%	4%	1,048	88%	1%	1,051	88%	-1%	0.94	1.04	1.07
Non-Binary	27	56%	7%	27	93%	11%	27	85%	-6%	0.98	1.10	1.04
Questioning	9	56%	-8%	9	89%	-1%	9	78%	-14%	0.98	1.05	0.95
Trans Boy or Man	1	100%	57%	1	100%	10%	1	100%	10%	1.76	1.19	1.22
Trans Girl or Woman	3	100%	29%	3	100%	12%	3	100%	6%	1.76	1.19	1.22
Two-Spirit	1	0%	-54%	1	0%	-92%	1	0%	-92%	0.00	0.00	0.00
Not Listed	10	50%	-2%	10	90%	13%	10	80%	1%	0.88	1.07	0.98
Not Sure	13	46%	-8%	13	92%	12%	13	100%	20%	0.81	1.09	1.22
Gender Diverse (composite)	54	52%	0%	54	89%	5%	54	80%	-5%	0.91	1.05	0.97
<b>Disability - All Respondents</b>	<b>2,299</b>	<b>57%</b>	<b>1%</b>	<b>2,292</b>	<b>85%</b>	<b>-1%</b>	<b>2,294</b>	<b>82%</b>	<b>-4%</b>			
Does not identify as having a disability	2,013	60%	2%	2,007	86%	-1%	2,008	84%	-3%	1.05	1.02	1.03
Addiction(s)	-	N/A	N/A	-	N/A	N/A	-	N/A	N/A	N/A	N/A	N/A
Autism Spectrum Disorder	63	43%	-10%	62	73%	-16%	63	62%	-20%	0.75	0.86	0.76
Blind or Low Vision	1	0%	-35%	1	0%	-87%	1	0%	-78%	0.00	0.00	0.00
Chronic Pain	1	100%	38%	1	100%	8%	1	100%	15%	1.76	1.18	1.22
Deaf or Hard of Hearing	12	33%	-17%	12	33%	-60%	12	50%	-43%	0.59	0.39	0.61
Developmental	86	41%	-3%	86	73%	-7%	86	69%	-9%	0.72	0.87	0.84
Learning	155	26%	-7%	155	70%	-10%	155	53%	-24%	0.45	0.82	0.65
Mental	49	35%	-8%	49	82%	-10%	49	67%	-28%	0.61	0.96	0.82
Mobility	2	50%	7%	2	50%	-36%	2	50%	-36%	0.88	0.59	0.61
Physical	10	50%	13%	9	78%	-17%	10	60%	-24%	0.88	0.92	0.73
Speech Impairment	20	20%	-21%	20	70%	-12%	20	40%	-19%	0.35	0.83	0.49
Undisclosed	4	25%	-1%	4	50%	-9%	4	75%	12%	0.44	0.59	0.92
Another disability not listed	88	48%	6%	88	77%	-4%	88	75%	-1%	0.84	0.91	0.92
<b>Religion - All Respondents</b>	<b>2,341</b>	<b>57%</b>	<b>3%</b>	<b>2,335</b>	<b>84%</b>	<b>-1%</b>	<b>2,336</b>	<b>82%</b>	<b>-3%</b>			
Agnostic	146	68%	0%	146	95%	2%	146	92%	-1%	1.20	1.13	1.12
Atheist	132	72%	5%	131	93%	-3%	131	89%	-2%	1.26	1.10	1.09
Buddhist	37	59%	-8%	36	89%	3%	36	92%	0%	1.04	1.05	1.12
Christian	597	53%	-3%	596	85%	-2%	599	82%	-4%	0.93	1.01	0.99
Hindu	90	72%	-5%	90	86%	-9%	90	89%	-5%	1.27	1.01	1.08
Indigenous Spirituality	18	11%	-34%	18	83%	0%	18	78%	-5%	0.19	0.99	0.95
Jewish	48	65%	-9%	48	92%	-5%	48	79%	-16%	1.13	1.08	0.96
Muslim	544	41%	5%	543	72%	0%	542	73%	-3%	0.72	0.85	0.88
Sikh	18	72%	7%	18	83%	-6%	18	83%	-17%	1.27	0.99	1.01
Spiritual but not religious	178	59%	-2%	178	89%	-3%	178	84%	-12%	1.04	1.05	1.02
No affiliation	650	68%	3%	648	91%	0%	647	86%	-3%	1.19	1.08	1.05
Not Sure	82	57%	6%	81	84%	-1%	81	79%	-6%	1.01	0.99	0.96
Another	45	51%	-3%	45	76%	-9%	45	80%	-4%	0.90	0.89	0.97

\* **Disproportionality** refers to a group's representation among students meeting the provincial standard relative to their share of the overall student population. Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**.

EQAO GRADE 9 (2023-2024) Caution is advised when interpreting results where counts (N) are low, these cases are displayed in red:	Mathematics			Disproportionality in Achievement *
	N	% Met Std.	Change vs 2022-23	
<b>All Students (District)</b>	<b>5,206</b>	<b>55%</b>	<b>-1%</b>	
Multilingual Learners (ESL/ELD)	1,001	31%	-4%	0.57
Low-SES	1,661	40%	-1%	0.73
Female	2,481	53%	-1%	0.96
Male	2,663	57%	-1%	1.04
Self-identified/Undisclosed Gender	62	52%	-4%	0.94
Indigenous	90	29%	-6%	0.53
SpEd (excl. aifted)	1,105	35%	-2%	0.63
<b>Valuing Voices Survey Respondents</b>				
<b>Indigenous Identity - All Respondents</b>	<b>3,704</b>	<b>57%</b>	<b>-3%</b>	
Does not identify as Indigenous	3,539	58%	-2%	1.02
First Nation	87	33%	-9%	0.58
Métis	35	46%	-14%	0.80
Inuit	26	38%	-23%	0.67
Unspecified	43	47%	-10%	0.81
All Indigenous	165	37%	-9%	0.64
<b>Race - All Respondents</b>	<b>3,614</b>	<b>57%</b>	<b>-3%</b>	
Black	382	33%	-6%	0.58
East Asian	387	83%	-2%	1.45
Indigenous	106	37%	-5%	0.64
Latino/Latina/Latinx	103	44%	-11%	0.76
Middle Eastern	672	39%	-6%	0.69
South Asian	383	72%	3%	1.26
Southeast Asian	127	67%	-1%	1.17
White	1,950	63%	-1%	1.09
Another race not listed	105	54%	-5%	0.95
<b>Gender Identity - All Respondents</b>	<b>3,559</b>	<b>57%</b>	<b>-3%</b>	
Boy or Man	1,688	59%	-4%	1.03
Genderfluid	61	51%	-6%	0.89
Gender Non-Conforming	42	74%	2%	1.29
Girl or Woman	1,707	55%	-1%	0.97
Non-Binary	85	69%	-2%	1.21
Questioning	41	66%	0%	1.15
Trans Boy or Man	62	56%	-9%	0.99
Trans Girl or Woman	23	57%	-17%	0.99
Two-Spirit	22	50%	-16%	0.87
Not Listed	35	57%	-30%	1.00
Not Sure	57	56%	-10%	0.98
Gender Diverse (composite)	237	59%	-7%	1.02
<b>Disability - All Respondents</b>	<b>3,146</b>	<b>58%</b>	<b>-2%</b>	
Does not identify as having a disability	2,780	60%	-2%	1.03
Addiction(s)	37	46%	-23%	0.79
Autism Spectrum Disorder	105	53%	-9%	0.91
Blind or Low Vision	36	50%	-17%	0.86
Chronic Pain	38	47%	-16%	0.81
Deaf or Hard of Hearing	31	52%	-18%	0.89
Developmental	76	49%	-14%	0.84
Learning	175	38%	-14%	0.66
Mental	122	48%	-8%	0.82
Mobility	30	43%	-18%	0.74
Physical	39	49%	-10%	0.84
Speech Impairment	28	50%	-14%	0.86
Undisclosed	17	53%	29%	0.91
Another disability not listed	86	53%	-9%	0.92
<b>Religion - All Respondents</b>	<b>3,556</b>	<b>57%</b>	<b>-3%</b>	
Agnostic	160	78%	4%	1.36
Atheist	451	73%	-3%	1.27
Buddhist	77	65%	0%	1.13
Christian	871	55%	-2%	0.97
Hindu	118	76%	4%	1.33
Indigenous Spirituality	27	37%	-5%	0.65
Jewish	92	57%	-5%	0.99
Muslim	892	38%	-4%	0.66
Sikh	45	73%	7%	1.28
Spiritual but not religious	130	57%	1%	0.99
No affiliation	708	70%	1%	1.22
Not Sure	354	61%	5%	1.07
Another	82	55%	-6%	0.96

\* **Disproportionality** refers to a group's representation among students meeting the provincial standard relative to their share of the overall student population. Values over 1 indicate **overrepresentation**, while values under 1 indicate **underrepresentation**.

EQAO OSSLT (2023-2024) Caution is advised when interpreting results where counts (N) are low, these cases are displayed in red:	First-time Eligible (FTE)			Previously Eligible (PE)			Disproportionality in Achievement *	
	N	% Met Std.	Change vs 2022-23	N	% Met Std.	Change vs 2022-23	FTE	PE
<b>All Students (District)</b>	<b>5,324</b>	<b>87%</b>	<b>-2%</b>	<b>1,328</b>	<b>60%</b>	<b>-11%</b>		
Multilingual Learners (ESL/ELD)	720	68%	-11%	393	39%	-21%	0.78	0.65
Low-SES	1,579	77%	-5%	648	52%	-10%	0.89	0.87
Female	2,560	89%	-2%	606	63%	-11%	1.02	1.04
Male	2,673	85%	-1%	698	58%	-10%	0.98	0.96
Self-identified/Undisclosed Gender	91	91%	4%	24	67%	-12%	1.05	1.11
Indigenous	90	82%	9%	45	56%	-14%	0.95	0.92
SpEd (excl. gifted)	1,253	75%	2%	402	57%	-4%	0.87	0.95
<b>Valuing Voices Survey Respondents</b>								
<b>Indigenous Identity - All Respondents</b>	<b>3,477</b>	<b>88%</b>	<b>-4%</b>	<b>673</b>	<b>63%</b>	<b>6%</b>		
Does not identify as Indigenous	3,281	89%	-3%	624	63%	5%	1.01	1.00
First Nation	84	79%	4%	27	67%	41%	0.89	1.06
Métis	42	95%	0%	6	50%	-33%	1.08	0.80
Inuit	34	85%	-5%	8	50%	12%	0.96	0.80
Unspecified	70	81%	-5%	15	53%	13%	0.92	0.85
All Indigenous	196	81%	-1%	49	59%	24%	0.91	0.94
<b>Race - All Respondents</b>	<b>3,360</b>	<b>88%</b>	<b>-4%</b>	<b>653</b>	<b>63%</b>	<b>6%</b>		
Black	346	77%	-5%	112	49%	0%	0.87	0.78
East Asian	379	95%	-2%	45	78%	-15%	1.07	1.24
Indigenous	116	81%	0%	27	63%	15%	0.92	1.01
Latino/Latina/Latinx	105	88%	2%	28	75%	25%	0.99	1.20
Middle Eastern	549	78%	-7%	197	48%	22%	0.89	0.76
South Asian	337	93%	-1%	54	76%	-20%	1.06	1.21
Southeast Asian	128	92%	1%	30	73%	16%	1.04	1.17
White	1,959	92%	-2%	256	74%	8%	1.05	1.18
Another race not listed	85	87%	-3%	25	64%	28%	0.98	1.02
<b>Gender Identity - All Respondents</b>	<b>3,293</b>	<b>88%</b>	<b>-4%</b>	<b>642</b>	<b>62%</b>	<b>6%</b>		
Boy or Man	1,494	87%	-4%	286	63%	6%	0.98	1.01
Genderfluid	81	90%	1%	12	83%	16%	1.02	1.33
Gender Non-Conforming	72	96%	1%	5	100%	0%	1.08	1.60
Girl or Woman	1,609	90%	-3%	325	61%	8%	1.01	0.98
Non-Binary	99	93%	3%	22	77%	22%	1.05	1.24
Questioning	72	97%	6%	13	85%	8%	1.10	1.35
Trans Boy or Man	80	90%	1%	11	82%	18%	1.02	1.31
Trans Girl or Woman	41	93%	0%	8	88%	50%	1.05	1.40
Two-Spirit	38	89%	5%	7	86%	43%	1.01	1.37
Not Listed	35	91%	-1%	12	42%	33%	1.03	0.67
Not Sure	88	89%	2%	11	91%	74%	1.00	1.46
Gender Diverse (composite)	313	93%	1%	55	80%	24%	1.05	1.28
<b>Disability - All Respondents</b>	<b>2,932</b>	<b>89%</b>	<b>-3%</b>	<b>526</b>	<b>62%</b>	<b>1%</b>		
Does not identify as having a disability	2,507	89%	-4%	444	61%	1%	1.01	0.98
Addiction(s)	57	93%	1%	9	44%	-23%	1.05	0.72
Autism Spectrum Disorder	129	84%	-10%	27	67%	4%	0.95	1.08
Blind or Low Vision	47	83%	-11%	3	100%	33%	0.93	1.62
Chronic Pain	52	88%	-6%	11	82%	0%	1.00	1.32
Deaf or Hard of Hearing	34	91%	-2%	3	100%	67%	1.03	1.62
Developmental	82	85%	-2%	14	43%	-36%	0.96	0.69
Learning	221	88%	-2%	42	60%	8%	0.99	0.96
Mental	149	90%	-3%	39	67%	3%	1.01	1.08
Mobility	35	86%	-10%	5	80%	40%	0.96	1.29
Physical	45	84%	-12%	8	75%	0%	0.95	1.21
Speech Impairment	33	91%	3%	7	57%	28%	1.02	0.92
Undisclosed	14	43%	-57%	5	60%	40%	0.48	0.97
Another disability not listed	98	88%	5%	17	65%	12%	0.99	1.05
<b>Religion - All Respondents</b>	<b>3,290</b>	<b>89%</b>	<b>-3%</b>	<b>645</b>	<b>63%</b>	<b>7%</b>		
Agnostic	240	97%	0%	37	89%	11%	1.10	1.42
Atheist	560	96%	-1%	65	83%	9%	1.08	1.32
Buddhist	73	92%	-3%	11	82%	18%	1.04	1.30
Christian	843	88%	-5%	121	63%	12%	1.00	1.00
Hindu	114	93%	0%	17	100%	41%	1.05	1.59
Indigenous Spirituality	33	85%	10%	7	86%	29%	0.96	1.37
Jewish	100	93%	-1%	10	60%	0%	1.05	0.96
Muslim	694	79%	-4%	264	50%	15%	0.89	0.80
Sikh	35	97%	0%	1	0%	-300%	1.10	0.00
Spiritual but not religious	149	93%	-1%	33	76%	12%	1.05	1.21
No affiliation	679	91%	-3%	99	71%	1%	1.03	1.13
Not Sure	290	87%	-2%	48	65%	-4%	0.98	1.03
Another	130	91%	2%	19	89%	-85%	1.02	1.42

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