

APRIL 2007

Report Card on Ontario's Secondary Schools

2007 Edition

Peter Cowley and Stephen Easton

Contents

<i>Introduction</i>	3
<i>Key academic indicators of school performance</i>	5
<i>Other indicators of school performance</i>	8
<i>Notes</i>	10
<i>Detailed school reports</i>	11
<i>Ranking the schools</i>	62
<i>Appendix: Calculating the Overall rating out of 10</i>	69
<i>About the authors</i>	71
<i>Acknowledgments</i>	72

Studies in Education Policy are published periodically throughout the year by The Fraser Institute, Vancouver, British Columbia, Canada.

The Fraser Institute

Our vision is a free and prosperous world where individuals benefit from greater choice, competitive markets, and personal responsibility. Our mission is to measure, study, and communicate the impact of competitive markets and government interventions on the welfare of individuals.

Founded in 1974, we are an independent research and educational organization with offices in Vancouver, Calgary, and Toronto, and international partners in over 70 countries. Our work is financed by tax-deductible contributions from thousands of individuals, organizations, and foundations. In order to protect its independence, the Institute does not accept grants from government or contracts for research.

To order additional copies of Studies in Education Policy, any of our other publications, or a catalogue of the Institute's publications, please contact the publications coordinator via e-mail: sales@fraserinstitute.ca; via telephone: 604.688.0221, ext. 580 or, toll-free, 1.800.665.3558, ext. 580; via fax: 604.688.8539.

For media enquiries, please contact our Communications department via telephone: 604.714.4582; via e-mail: communications@fraserinstitute.ca

To learn more about the Institute, please visit our website at www.fraserinstitute.ca.

Copyright© 2007 The Fraser Institute. All rights reserved. No part of this book may be reproduced in any manner whatsoever without written permission except in the case of brief quotations embodied in critical articles and reviews.

The authors of this study have worked independently and opinions expressed by them are, therefore, their own, and do not necessarily reflect the opinions of the members or trustees of The Fraser Institute.

Editing: Kristin McCahon and Lindsey Thomas Martin

Typesetting by Nick Murphy

Printed and bound in Canada.

ISSN 1492–1863 Studies in Education Policy (English print edition).

ISSN 1707–2395 Studies in Education Policy (English online edition).

Date of issue: April 2007

Supporting The Fraser Institute

For information about how to support The Fraser Institute, please write to:

- Development Department, The Fraser Institute
Fourth Floor, 1770 Burrard Street
Vancouver, British Columbia, V6J 3G7 Canada

or contact the Development Department:

- via telephone, toll-free: 1.800.655.3668 ext. 586
- via e-mail: development@fraserinstitute.ca

in **Vancouver**

- via telephone: 604.688.0221 ext. 586
- via fax: 604.688.8539

in **Calgary**

- via telephone: 403.216.7175 ext. 227
- via fax: 403.234.9010

in **Toronto**

- via telephone: 416.363.6575 ext. 232
- via fax: 416.934.1639.



Introduction

The *Report Card on Ontario's Secondary Schools: 2007 Edition* (hereafter, *Report Card*) collects a variety of relevant, objective indicators of school performance into one, easily accessible public document so that anyone can analyze and compare the performance of individual schools. By doing so, the *Report Card* assists parents when they choose a school for their children and encourages and assists all those seeking to improve their schools.

The *Report Card* helps parents choose

Where parents can choose among several schools for their children, the *Report Card* provides a valuable tool for making a decision. Because it makes comparisons easy, it alerts parents to those nearby schools that appear to have more effective academic programs. Parents can also determine whether schools of interest are improving over time. By first studying the *Report Card*, parents will be better prepared to ask relevant questions when they visit schools under consideration and speak with the staff.

Of course, the choice of a school should not be made solely on the basis of a single source of information. Web sites maintained by Ontario's Education Quality and Accountability Office (EQAO),¹ the provincial ministry of education, and local school boards may also provide useful information.² Parents who already have a child enrolled at the school provide another point of view.

Naturally, a sound academic program should be complemented by effective programs in areas of school activity not measured by the *Report Card*. Nevertheless, the *Report Card* provides a detailed

picture of each school that is not easily available elsewhere.

The *Report Card* facilitates school improvement

The act of publicly rating and ranking schools attracts attention, and this can provide motivation. Schools that perform well or show consistent improvement are applauded. Poorly performing schools generate concern, as do those whose performance is deteriorating. This inevitable attention provides an incentive for all those connected with a school to focus on student results.

However, the *Report Card* offers more than just incentive. It includes a variety of indicators, each of which reports results for an aspect of school performance that may be improved. School administrators who are dedicated to their students' academic success accept the *Report Card* as another source of opportunities for improvement.

Some schools do better than others

To improve a school, one must believe that improvement is achievable. This *Report Card*, like other report cards from The Fraser Institute, provides evidence about what can be accomplished. It demonstrates clearly that even when we take into account factors such as the students' family background—which some believe dictate the degree of academic success that students can enjoy in school—some schools do better than others. This finding confirms the results of research carried out in other countries.³ Indeed, it

will come as no great surprise to experienced parents and educators that the data consistently suggest that what goes on in the schools makes a difference to academic results and that some schools make a greater difference than others.

Comparisons are at the heart of the improvement process

By comparing a school's latest results with those of earlier years, we can see if the school is improving. By comparing a school's results with those of neighbouring schools or schools having similar school and student characteristics, we can identify more successful schools and learn from them. Reference to overall provincial results places an individual school's level of achievement in a broader context.

There is great benefit in identifying schools that are particularly effective. By studying the techniques

used in schools where students are successful, less effective schools may find ways to improve. This advantage is not lost on the United Kingdom's Department of Education and Skills. Its "Leading Edge" program⁴ helps educators connect with others who have expertise in particular areas of instruction and school administration.

Comparisons are at the heart of improvement: making comparisons among schools is made simpler and more meaningful by the *Report Card's* indicators, ratings, and rankings.

You can contribute to the development of the *Report Card*

The *Report Card* program benefits from the input of interested parties. We welcome your suggestions, comments, and criticisms. Please contact Peter Cowley at 604.714.4556.



Key academic indicators of school performance

The foundation of the *Report Card* is an overall rating of each school's academic performance. We base our *Overall rating out of 10* on the school's performance on six indicators, all of which are derived from province-wide tests of literacy and mathematics skills that are administered by the province's Education Quality and Accountability Office (EQAO).⁵ They are:

- (1) the average level of achievement on the grade-9 EQAO assessment in academic mathematics;
- (2) the average level of achievement on the grade-9 EQAO assessment in applied mathematics;
- (3) the percentage of these grade-9 EQAO assessments in mathematics that did not meet the provincial standard;
- (4) the percentage of Ontario Secondary School Literacy Tests (OSSLT) that were not successfully completed;
- (5) the difference between male and female students in their average levels of achievement on the grade-9 EQAO assessment in academic mathematics; and,
- (6) the difference between male and female students attempting the OSSLT for the first time in their rate of successful completion of the test.

We have selected this set of indicators because they provide useful insight into a school's performance. As they are based on annually generated data, we can assess not only each school's performance in any given year but also its improvement or deterioration over time.

Indicators of effective teaching

Average results on grade-9 mathematics tests

Fundamental to the mission of secondary schools is ensuring that students are equipped with sound skills in literacy and mathematics. Differences among students in abilities, motivation, and work habits will inevitably have an impact upon the final results. There are, however, recognizable differences from school to school within a district in the average results on both of these tests. There is also variation within schools in the average results obtained on these tests. Such differences in outcomes cannot be explained simply by the individual and family characteristics of the school's students. We believe that teaching makes a difference to student outcomes and it therefore seems reasonable to include the average levels of achievement in these critical subject areas as indicators of effective teaching.

The indicators in mathematics—in the tables, *Average level Gr 9 Math (Acad)* and *Average level Gr 9 Math (Apld)*—show the average level of proficiency achieved by the school's students on the uniform assessments by the EQAO at the grade-9 level. Generally, each grade-9 student will write only one of the two tests, depending on the mathematics program—academic or applied—in which he or she is enrolled.

The EQAO converts the raw score on each test into a level of achievement from 1 to 4. Achievement at Levels 1 and 2 suggest that the student has not yet met the provincial standard. Level 3 is considered the provincial standard and Level 4 represents achievement well above the expected level. Achievement at Level 3 or 4 suggests that students are prepared for work at the next grade.

In order to calculate the average level achieved by the students at a school on each test, a numerical value was given to each level of achievement. Thus, Level 1 was given a value of 1 for purposes of determining the average; Level 2, a value of 2; Level 3, a value of 3; and Level 4, a value of 4. A value of 0 was given in those cases where a student completed the test but did not demonstrate sufficient understanding to be assigned achievement Level 1.

Percentage of OSSLTs successfully completed

In most cases, students must pass the Ontario Secondary School Literacy Test (OSSLT) in order to graduate. It is first written in grade 10. Students who do not pass the test in grade 10 may write the test again in subsequent school years. The OSSLT indicators report the success rate on the OSSLT by students who have not previously attempted the test—in the tables *OSSLT passed (%) - FTE*—and students who have unsuccessfully attempted the test in the past—in the tables *OSSLT passed (%) - PE*.

Percentage of grade-9 mathematics and OSSLT tests below standard

Presented in the tables as *Tests below standard (%)*, this indicator combines the results of all the OSSLT and grade-9 mathematics tests written by the students at the school. However, for the purposes of the calculation of the *Overall rating*, the percentage of tests below standard for these two test series are calculated separately.

For each school, this indicator reports the combined rate of failure on the grade-9 math tests and the OSSLT. It was derived by dividing the total number of all the above tests that provided enough information to enable the calculation of a score but did not meet the provincial standard by the total number of such tests written by the students at the school.

Since literacy and mathematical skills are critical to students' further intellectual and personal development, students should, at the minimum, demonstrate that they meet the accepted standard of performance for their grade in these subject areas. Schools have the responsibility of ensuring that their students are adequately prepared to do so.

How well do the teachers take student differences into account? The Gender gap indicators

The *Gender gap* indicators—in the tables *Gender gap (level) Math* and *Gender gap (% passed) - OSSLT*—use the result in grade-9 academic mathematics and the OSSLT result for “first-time-eligible” (FTE) students to determine how successful the school has been in narrowing the achievement gap between male and female students in literacy and mathematics.⁶ These indicators are determined, for each subject area, by calculating the absolute value of the difference between male and female students in their average level of achievement (in mathematics) or success rate (in the OSSLT). The more successful sex is reported along with the difference in the detailed tables.

Undoubtedly, some personal and family characteristics, left unmitigated, can have a deleterious effect on a student's academic development. The *Report Cards* provide evidence that successful teachers overcome such impediments. By comparing the results of male and female students in two skills areas—literacy and mathematics—in which one group or the other has enjoyed a historical advantage, we are able to gauge the extent to which schools provide effective teaching to all of their students.

In general, how is the school doing, academically? The Overall rating out of 10

While each of the indicators is important, it is almost always the case that any school does better on some indicators than on others. So, just as a teacher must make a decision about a student's overall performance, we need an overall indicator of school performance—in the tables *Overall rating out of 10*. Just as teachers combine test scores, homework, and class participation to rate a student, we have combined all the indicators to produce an overall rating. The overall rating of school performance answers the question, “In general, how is the school doing, academically?”

To derive this rating, the results for each of the six indicators, for each school year, were first standardized. Standardization is a statistical procedure whereby sets of raw data with different characteristics are converted into sets of values sharing certain statistical properties. Standardized values can readily be combined and compared. The standardized data were then weighted and combined to produce an overall standardized score. Finally, this score was converted

into an overall rating out of 10. It is from this *Overall rating out of 10* that the school's provincial rank is determined.

For schools in which there were fewer than 15 test results for boys or for girls, no values for the *Gender gap* indicators can be provided. In these cases the *Overall rating out of 10* is derived using the remaining indicators. (See Appendix 1 for an explanation of the calculation of the *Overall rating out of 10*.)



Other indicators of school performance

The *Report Card* includes other indicators that, while they are not used to derive the *Overall rating out of 10*, add more information about the school's effectiveness.

The *Tests not written* indicator

Schools that administer the EQAO's assessments are expected to ensure that all their students write the tests. Higher participation rates provide the benefit of objective assessment of learning to more students and parents. They also provide a more accurate reflection of the level of achievement at the school. A reader can have more confidence that the test results are a true reflection of the school's average achievement level if all, or almost all, of its students write the tests.

The participation rate indicator—in the tables *Tests not written (%)*—was determined by first summing, for both of the grade-9 math tests, the total number of students for whom no test data were submitted or who were exempt from testing. This result was then divided by the total number of these tests that could have been completed had all students fully participated.

The principal of a school at which a relatively large percentage of students did not complete the tests should be able to provide good reasons for the students' failure to do so and a well-developed plan to increase participation in future test sittings.

As the OSSLT is a compulsory component of Ontario's graduation program and must be successfully completed by all students prior to graduation, it is unnecessary to consider it in the calculation of this indicator.

The *Trend* indicator

Is the school improving academically? The *Report Card* provides five years of data for most schools. Unlike a snapshot of one year's results, this historical record provides evidence of change (or lack thereof) over time. To detect trends in the performance indicators, we developed the *Trend* indicator. This indicator uses statistical analysis to identify those dimensions of school performance in which there has likely been real change rather than a fluctuation in results caused by random occurrences. To calculate the trends, the standardized scores rather than raw data are used. Standardizing makes historical data more comparable and the trend measurement more reliable. Because calculation of trends is uncertain when only a small number of data points are available, a trend is indicated only in those circumstances where five years of data are available and where the trend is statistically significant. For this indicator, we have defined the term "statistically significant" to mean that, nine times out of 10, the trend that is noted is real; that is, it did not happen just by chance.

The socioeconomic indicator

Educators can and should take into account the abilities, interests, and backgrounds of their students when they design lesson plans and teach the curriculum. By doing so, they can overcome disadvantages that their students may have. The socio-economic indicator enables us to identify schools that are roughly similar to each other with respect to the home background of their students so that their results can be compared. Effective schools produce good results regardless of

the family background of their students.

For this edition of the *Report Card*, we use parents' average number of years of education as the socio-economic indicator. This indicator uses enrollment data provided by the Ministry of Education sorted by Statistic Canada's census Dissemination Areas.⁷ It also uses data from the 2001 census, provided by Statistics Canada, to determine average values of the parents' education for families of secondary school-aged children in the same census dissemination areas.

Previous studies⁸ have shown that variations in student results from school to school cannot be accounted for solely by the personal and family characteristics of its students. Many other factors—including good teaching, counselling, and school administration—contribute to the effectiveness of schools. Indicators like *Parents' avg education (yrs)* describe past relationships between a socioeconomic characteristic and a measure of school effectiveness. It should not be inferred that these relationships will,

or should, remain static. The more effectively schools enable all their students to succeed, the weaker will be the relationship between the family characteristics of students and their academic success. Consequently, this socioeconomic indicator should not be used as an excuse for poor school performance.

The student characteristics indicators

For most schools, the *Report Card* notes the percentage of its students who are enrolled in ESL programs (in the tables, *ESL (%)*) and the percentage of its students who have certain identified special needs (in the tables, *Special Needs (%)*). As was noted in the introduction, it is sometimes useful to compare a school's results with those of other schools serving students with similar personal and family characteristics. These two indicators can be used to identify schools with similar student body characteristics.



Notes

- 1 The Education Quality and Accountability Office (EQAO) is an arm's-length agency of the provincial government. It provides parents, teachers, and the public with information about student achievement. For more information, see the EQAO's web site at <http://www.eqao.com/>.
- 2 See, for instance, the EQAO's web site at <http://www.eqao.com/>, the Ministry of Education's web site at <http://www.edu.gov.on.ca>, or the web site of the Toronto Catholic District School Board at <http://www.tcdsb.org/>.
- 3 See, for instance, Michael Rutter et al., *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children* (Harvard University Press, 1979) and Peter Mortimore et al., *School Matters: The Junior Years* (Open Books, 1988).
- 4 See the website of *Leading Edge* at <http://www.standards.dfes.gov.uk/leadingedge/> (as of May 24, 2006).
- 5 The EQAO's test results, student enrollment data, and school information used or reported in this publication were provided by the Ontario Ministry of Education. The results or views expressed in this publication are those of the authors and are not those of the Ontario Ministry of Education.
- 6 For a discussion of gender-based differentials in academic achievement, see Peter Cowley and Stephen Easton, *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*. Public Policy Sources 22 (The Fraser Institute, 1999).
- 7 A Dissemination Area (DA) is a small geographic area comprising one or more neighbouring blocks, with a population of 400 to 700 persons. The DA is the smallest standard geographic area for which all census data are disseminated. All of Canada is divided into dissemination areas.
- 8 Peter Cowley with Shahrokh Shahabi-Azad, *Report Card on Alberta's High Schools: 2001 Edition*. Studies in Education Policy (The Fraser Institute, 2001): page 14.



Ranking the schools

In this table, schools are ranked (on the left hand side of the page) in descending order (from 1 to 713) according to their academic performance as measured by the *Overall rating out of 10* (shown on the right side of the table) for the school year 2005/2006. Each school's five-year average ranking and *Overall rating out of 10* are also listed. The higher the overall rating (out of 10), the higher the rank awarded to the school. Where schools tied in the overall rating, they were awarded the same rank. Where fewer than five years of data were available, "n/a" appears in the table.

Not all the province's secondary schools are included in the tables or the ranking. In order to be included, schools must have had, in the school year 2005/2006, at least 15 students who wrote either of the two versions of the grade-9 EQAO math test and at least 15 first-time-eligible or previously eligible writers of the Ontario Secondary School

Literacy Test. Private schools, including federally funded schools operated by the First Nations, are not required to administer the grade-9 EQAO tests. Since the results of these tests are a necessary component of this *Report Card*, only those private schools that both administered the EQAO tests and allowed the publication of their results could be included.

The exclusion of a school from the *Report Card* should not be considered a judgement of the school's effectiveness.

IMPORTANT: In order to get the most from the *Report Card*, readers should consult the complete table of results for each school of interest. By considering several years of results—rather than just a school's rank in the most recent year—readers can get a better idea of how the school is likely to perform in the future.

Rank		School name	City	Overall rating	
2005/2006	Last 5 years			2005/2006	Last 5 years
1	3	St Michael	Kemptville	10.0	9.5
2	16	Embrun	Embrun	9.8	8.8
3	2	London Central	London	9.6	9.6
4	5	Unionville	Unionville	9.4	9.0
4	16	Holy Name of Mary	Mississauga	9.4	8.8
4	16	St Augustine	Markham	9.4	8.8
4	29	Bayview	Richmond Hill	9.4	8.5
8	1	St Michael's Choir	Toronto	9.3	9.9
8	n/a	l'Odyssee	North Bay	9.3	n/a
8	n/a	St Therese of Lisieux	Richmond Hill	9.3	n/a
11	n/a	Marie-Rivier	Kingston	9.2	n/a
12	85	Hearst	Hearst	9.1	7.9
12	133	Notre Dame	Toronto	9.1	7.6
14	4	Colonel By	Gloucester	9.0	9.1
14	10	St Aloysius Gonzaga	Mississauga	9.0	8.9
14	24	St Robert	Thornhill	9.0	8.6
14	n/a	St Marcellinus	Mississauga	9.0	n/a
18	5	Cardinal Carter Academy for the Arts	Toronto	8.9	9.0
18	5	North Toronto	Toronto	8.9	9.0

Rank		School name	City	Overall rating	
2005/2006	Last 5 years			2005/2006	Last 5 years
18	16	Centennial	Guelph	8.9	8.8
18	24	West Carleton	Dunrobin	8.9	8.6
18	29	Lisgar	Ottawa	8.9	8.5
18	116	Aldershot	Burlington	8.9	7.7
24	42	Central Elgin	St Thomas	8.8	8.4
24	45	St Christopher	Sarnia	8.8	8.3
24	177	North Middlesex	Parkhill	8.8	7.3
27	5	Earl of March	Kanata	8.7	9.0
27	45	Oakridge	London	8.7	8.3
27	60	Belle River	Belle River	8.7	8.1
27	60	Ursula Franklin	Toronto	8.7	8.1
27	116	Richmond Hill	Richmond Hill	8.7	7.7
27	133	Bruce Peninsula District	Lion's Head	8.7	7.6
33	10	Mayfield	Caledon	8.6	8.9
33	10	Oakville Trafalgar	Oakville	8.6	8.9
33	29	Cawthra Park	Mississauga	8.6	8.5
33	52	Agincourt	Toronto	8.6	8.2
33	85	St Benedict	Sudbury	8.6	7.9
33	116	Marymount Academy	Sudbury	8.6	7.7
33	159	Chesley	Chesley	8.6	7.4

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2005/ 2006	Last 5 years			2005/ 2006	Last 5 years	2005/ 2006	Last 5 years			2005/ 2006	Last 5 years
33	n/a	St. Joan of Arc	Mississauga	8.6	n/a	90	60	W A Porter	Toronto	8.0	8.1
41	29	Northern	Sarnia	8.5	8.5	90	85	Arnprior	Arnprior	8.0	7.9
41	60	Garneau	Gloucester	8.5	8.1	90	85	Nepean	Ottawa	8.0	7.9
41	96	Notre Dame	Burlington	8.5	7.8	90	96	Béatrice-Desloges	Orléans	8.0	7.8
41	n/a	Abbey Park	Oakville	8.5	n/a	90	96	Sir Wilfrid Laurier	Orléans	8.0	7.8
45	10	Richview	Toronto	8.4	8.9	90	96	Vincent Massey	Windsor	8.0	7.8
45	16	Stratford Central	Stratford	8.4	8.8	90	96	Westmount	Thornhill	8.0	7.8
45	21	Pain Court	Pain Court	8.4	8.7	90	133	Loyola	Mississauga	8.0	7.6
45	24	Canterbury	Ottawa	8.4	8.6	90	133	Rideau	Elgin	8.0	7.6
45	29	General Amherst	Amherstburg	8.4	8.5	90	133	William Lyon Mackenzie	Toronto	8.0	7.6
45	29	John McCrae	Nepean	8.4	8.5	90	149	Kingsville	Kingsville	8.0	7.5
45	45	Sandwich	LaSalle	8.4	8.3	90	191	Middlefield	Markham	8.0	7.2
45	52	Medway	Arva	8.4	8.2	90	206	St Elizabeth	Thornhill	8.0	7.1
45	73	Brockville	Brockville	8.4	8.0	90	230	Saint Paul	Niagara Falls	8.0	7.0
45	73	Glenforest	Mississauga	8.4	8.0	90	255	Sir William Mulock	NEWMARKET	8.0	6.9
45	133	Strathroy District	Strathroy	8.4	7.6	90	281	Bishop Allen	Toronto	8.0	6.8
45	149	Regiopolis/Notre-Dame	Kingston	8.4	7.5	90	n/a	Holy Cross	Strathroy	8.0	n/a
57	10	Elmira	Elmira	8.3	8.9	115	29	Sir Robert Borden	Nepean	7.9	8.5
57	29	Mother Teresa	London	8.3	8.5	115	45	Aurora	Aurora	7.9	8.3
57	29	Nelson	Burlington	8.3	8.5	115	52	Erin	Erin	7.9	8.2
57	116	M M Robinson	Burlington	8.3	7.7	115	60	Leamington	Leamington	7.9	8.1
57	159	St Francis	St Catharines	8.3	7.4	115	96	Almonte	Almonte	7.9	7.8
57	177	Marathon	Marathon	8.3	7.3	115	96	Langstaff	Richmond Hill	7.9	7.8
57	177	St Anne's	Clinton	8.3	7.3	115	96	L'Escale	Rockland	7.9	7.8
57	391	Kapuskasing	Kapuskasing	8.3	6.1	115	116	F E Madill	Wingham	7.9	7.7
57	n/a	Richmond Green	Richmond Hill	8.3	n/a	115	191	Port Credit	Mississauga	7.9	7.2
57	n/a	Russel High	Russell	8.3	n/a	115	326	St Mary's	Owen Sound	7.9	6.5
67	29	Waterloo-Oxford	Baden	8.2	8.5	115	425	Our Lady of the Lake	Keswick	7.9	5.9
67	52	Lorne Park	Mississauga	8.2	8.2	115	n/a	Holy Trinity	Oakville	7.9	n/a
67	60	Loretto Abbey	Toronto	8.2	8.1	127	85	R H King	Toronto	7.8	7.9
67	60	Parkside	St Thomas	8.2	8.1	127	116	Br André	Markham	7.8	7.7
67	73	A.Y. Jackson	Kanata	8.2	8.0	127	133	Sir Frederick Banting	London	7.8	7.6
67	96	Markville	Markham	8.2	7.8	127	159	Lambton Central	Petrolia	7.8	7.4
67	116	Sir John A Macdonald	Toronto	8.2	7.7	127	159	Notre Dame	Carleton Place	7.8	7.4
67	255	Cobourg District CI West	Cobourg	8.2	6.9	127	177	Centre Hastings	Madoc	7.8	7.3
67	n/a	Pierre Elliott Trudeau	Markham	8.2	n/a	127	191	Père-René-de-Galinée	Cambridge	7.8	7.2
76	10	Lockerby	Sudbury	8.1	8.9	127	206	Erindale	Mississauga	7.8	7.1
76	24	Leaside	Toronto	8.1	8.6	127	230	Uxbridge	Uxbridge	7.8	7.0
76	45	de Casselman	Casselman	8.1	8.3	127	441	l'Horizon	Val Caron	7.8	5.8
76	45	Thomas A Blakelock	Oakville	8.1	8.3	127	n/a	Delphi Secondary Alternative	Toronto	7.8	n/a
76	52	Earl Haig	Toronto	8.1	8.2	127	n/a	Monseigneur-Bruyère	London	7.8	n/a
76	60	l'Essor	Tecumseh	8.1	8.1	139	5	Bayside	Belleville	7.7	9.0
76	73	St Peter	Orléans	8.1	8.0	139	73	Frontenac	Kingston	7.7	8.0
76	96	St Joseph's	St Thomas	8.1	7.8	139	73	Lord Dorchester	Dorchester	7.7	8.0
76	116	Our Lady of Lourdes	Guelph	8.1	7.7	139	96	Bell	Nepean	7.7	7.8
76	149	Don Mills	Toronto	8.1	7.5	139	133	St David	Waterloo	7.7	7.6
76	159	North Grenville	Kemptville	8.1	7.4	139	149	Renfrew	Renfrew	7.7	7.5
76	230	Assumption	Burlington	8.1	7.0	139	149	Waterdown	Waterdown	7.7	7.5
76	255	Étienne-Brûlé	Toronto	8.1	6.9	139	177	Rick Hansen	Mississauga	7.7	7.3
76	n/a	Christ the King	Georgetown	8.1	n/a	139	191	Hillcrest	Ottawa	7.7	7.2
90	21	De La Salle	Ottawa	8.0	8.7	139	255	Bishop Ryan	Hamilton	7.7	6.9
90	21	Etobicoke School of the Arts	Toronto	8.0	8.7	139	255	St Anne	Tecumseh	7.7	6.9
90	24	Bluevale	Waterloo	8.0	8.6	139	281	Mother Teresa	Nepean	7.7	6.8
90	29	A B Lucas	London	8.0	8.5	139	478	Manitouwadje	Manitouwadje	7.7	5.5
90	29	Iroquois Ridge	Oakville	8.0	8.5	139	n/a	Gisèle-Lalonde	Orléans	7.7	n/a
90	45	Waterloo	Waterloo	8.0	8.3	139	n/a	Greenwood	Toronto	7.7	n/a
90	52	Parkside	Dundas	8.0	8.2	154	29	Lester B Pearson	Burlington	7.6	8.5
90	60	St Thomas Aquinas	London	8.0	8.1	154	42	St Marys	St Marys	7.6	8.4

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2005/2006	Last 5 years			2005/2006	Last 5 years	2005/2006	Last 5 years			2005/2006	Last 5 years
154	73	Ingersoll District	Ingersoll	7.6	8.0	208	116	St Matthew	Orléans	7.3	7.7
154	85	Markham	Markham	7.6	7.9	208	133	La Citadelle	Cornwall	7.3	7.6
154	116	St Ignatius	Thunder Bay	7.6	7.7	208	133	St Mark	Manotick	7.3	7.6
154	133	Michael Power/St Joseph	Toronto	7.6	7.6	208	159	Resurrection	Kitchener	7.3	7.4
154	149	Nicholson	Belleville	7.6	7.5	208	230	St Thomas of Villanova	LaSalle	7.3	7.0
154	159	John Fraser	Mississauga	7.6	7.4	208	312	Saint Michael	Niagara Falls	7.3	6.6
154	191	Paris	Paris	7.6	7.2	208	326	Marshall McLuhan	Toronto	7.3	6.5
154	206	Cardinal Newman	Stoney Creek	7.6	7.1	208	326	St Martin	Mississauga	7.3	6.5
154	230	Widdifield	North Bay	7.6	7.0	208	441	South Lincoln	Smithville	7.3	5.8
154	255	Brebeuf	Toronto	7.6	6.9	208	505	St Theresa	Belleville	7.3	5.3
154	345	John Paul II	London	7.6	6.3	208	n/a	Emily Carr	Woodbridge	7.3	n/a
154	371	Jean-Vanier	Wellsand	7.6	6.2	224	73	Humberside	Toronto	7.2	8.0
154	391	Franco-Cité	Ottawa	7.6	6.1	224	73	Merivale	Nepean	7.2	8.0
154	n/a	Bishop Alexander Carter	Hanmer	7.6	n/a	224	85	Preston	Cambridge	7.2	7.9
154	n/a	Bishop Tonnos	Ancaster	7.6	n/a	224	96	Orangeville	Orangeville	7.2	7.8
171	60	Lo-Ellen Park	Sudbury	7.5	8.1	224	116	Dr Norman Bethune	Toronto	7.2	7.7
171	60	Sinclair	Whitby	7.5	8.1	224	159	Newmarket	Newmarket	7.2	7.4
171	73	Westdale	Hamilton	7.5	8.0	224	159	South Carleton	Richmond	7.2	7.4
171	96	A N Myer	Niagara Falls	7.5	7.8	224	177	Stratford Northwestern	Stratford	7.2	7.3
171	96	E C Drury	Milton	7.5	7.8	224	191	O'Neill	Oshawa	7.2	7.2
171	96	Glebe	Ottawa	7.5	7.8	224	206	Holy Cross	Kingston	7.2	7.1
171	133	Cardinal Carter	Aurora	7.5	7.6	224	206	Listowel	Listowel	7.2	7.1
171	133	London South	London	7.5	7.6	224	230	Dr G W Williams	Aurora	7.2	7.0
171	133	The Woodlands	Mississauga	7.5	7.6	224	294	E L Crossley	Fonthill	7.2	6.7
171	149	Thornhill	Thornhill	7.5	7.5	224	294	Essex	Essex	7.2	6.7
171	159	Sacred Heart	Newmarket	7.5	7.4	224	294	White Oaks	Oakville	7.2	6.7
171	191	North Park	Brantford	7.5	7.2	224	312	King City	King City	7.2	6.6
171	191	Westmount	Hamilton	7.5	7.2	224	312	Sacred Heart	Walkerton	7.2	6.6
171	206	West Hill	Owen Sound	7.5	7.1	224	326	Sir James Dunn	Sault Ste. Marie	7.2	6.5
171	294	Michipicoten	Wawa	7.5	6.7	224	326	St Mary's	Cobourg	7.2	6.5
171	294	Port Arthur	Thunder Bay	7.5	6.7	224	338	Neil McNeil	Toronto	7.2	6.4
171	n/a	Nouveau Regard-Pavillon				224	345	St John	Perth	7.2	6.3
		Jeunesse Nord	Cochrane	7.5	n/a	224	537	Smiths Falls District	Smiths Falls	7.2	4.9
188	42	Lawrence Park	Toronto	7.4	8.4	224	n/a	Bishop Macdonell	Guelph	7.2	n/a
188	52	Centennial	Belleville	7.4	8.2	224	n/a	Sir John A Macdonald	Waterloo	7.2	n/a
188	73	John F Ross	Guelph	7.4	8.0	224	n/a	St. Thomas Aquinas	Russell	7.2	n/a
188	85	Eden	St Catharines	7.4	7.9	249	85	Northern	Toronto	7.1	7.9
188	96	Highland	Dundas	7.4	7.8	249	116	The Humberview	Bolton	7.1	7.7
188	116	Guelph	Guelph	7.4	7.7	249	149	Ancaster	Ancaster	7.1	7.5
188	149	St James	Guelph	7.4	7.5	249	159	Lindsay	Lindsay	7.1	7.4
188	159	Saunders	London	7.4	7.4	249	159	St Ignatius of Loyola	Oakville	7.1	7.4
188	177	Burlington Central	Burlington	7.4	7.3	249	177	Adam Scott	Peterborough	7.1	7.3
188	191	Southwood	Cambridge	7.4	7.2	249	177	Georgian Bay	Meaford	7.1	7.3
188	206	St Thomas Aquinas	Kenora	7.4	7.1	249	206	Collège Notre-Dame	Sudbury	7.1	7.1
188	230	Our Lady of Mount Carmel	Mississauga	7.4	7.0	249	206	Kincardine	Kincardine	7.1	7.1
188	230	Robert F Hall	Caledon East	7.4	7.0	249	206	Saugeen	Port Elgin	7.1	7.1
188	255	Forest Hill	Toronto	7.4	6.9	249	230	Jacob Hespeler	Cambridge	7.1	7.0
188	255	Korah	Sault Ste. Marie	7.4	6.9	249	230	Sir Oliver Mowat	Toronto	7.1	7.0
188	294	Iona	Mississauga	7.4	6.7	249	255	Cardinal Newman	Toronto	7.1	6.9
188	312	Franco-Ouest	Nepean	7.4	6.6	249	255	Dr John M Denison	Newmarket	7.1	6.9
188	345	Franco-Cité	Sturgeon Falls	7.4	6.3	249	255	Prince Edward	Picton	7.1	6.9
188	n/a	All Saints	Kanata	7.4	n/a	249	255	Rockland	Rockland	7.1	6.9
188	n/a	Donald A. Wilson	Whitby	7.4	n/a	249	255	Seaway	Iroquois	7.1	6.9
208	52	Kingston	Kingston	7.3	8.2	249	281	St Michael	Stratford	7.1	6.8
208	85	Holy Trinity	Simcoe	7.3	7.9	249	326	St Paul	Mississauga	7.1	6.5
208	96	St Peter's	Peterborough	7.3	7.8	249	345	St John's	Brantford	7.1	6.3
208	116	I E Weldon	Lindsay	7.3	7.7	249	441	John Cabot	Mississauga	7.1	5.8
208	116	St Mary's	Brockville	7.3	7.7	249	467	St Joseph's	Windsor	7.1	5.6

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2005/ 2006	Last 5 years			2005/ 2006	Last 5 years	2005/ 2006	Last 5 years			2005/ 2006	Last 5 years
271	133	Sir Winston Churchill	St Catharines	7.0	7.6	321	294	Holy Trinity	Kanata	6.7	6.7
271	191	St Mary's	Woodstock	7.0	7.2	321	294	Mitchell	Mitchell	6.7	6.7
271	230	Acton	Acton	7.0	7.0	321	326	Georgetown	Georgetown	6.7	6.5
271	255	Bishop Smith	Pembroke	7.0	6.9	321	345	Fort Frances	Fort Frances	6.7	6.3
271	255	St Joseph-Scollard Hall	North Bay	7.0	6.9	321	345	Riverside	Windsor	6.7	6.3
271	255	St Mary's	Kitchener	7.0	6.9	321	345	St Thomas Aquinas	Oakville	6.7	6.3
271	281	Assumption	Brantford	7.0	6.8	321	371	Rosedale Heights School			
271	281	Renaissance	Aurora	7.0	6.8			of the Arts	Toronto	6.7	6.2
271	312	Ridgeway-Crystal Beach	Ridgeway	7.0	6.6	321	391	Dunbarton	Pickering	6.7	6.1
271	391	Woburn	Toronto	7.0	6.1	321	414	Northview Heights	Toronto	6.7	6.0
271	425	White Pines	Sault Ste. Marie	7.0	5.9	321	414	Notre Dame	Welland	6.7	6.0
271	n/a	St Joseph	Nepean	7.0	n/a	321	441	Father Bressani	Woodbridge	6.7	5.8
283	60	Peterborough	Peterborough	6.9	8.1	321	512	Englehart	Englehart	6.7	5.2
283	96	St Joseph's	Renfrew	6.9	7.8	321	n/a	Jeunes sans frontières	Mississauga	6.7	n/a
283	116	Anderson	Whitby	6.9	7.7	321	n/a	St Jean de Brebeuf	Woodbridge	6.7	n/a
283	116	Sydenham	Sydenham	6.9	7.7	343	73	Algonquin	North Bay	6.6	8.0
283	133	Grand River	Kitchener	6.9	7.6	343	191	Collingwood	Collingwood	6.6	7.2
283	177	Orchard Park	Stoney Creek	6.9	7.3	343	206	Meadowvale	Mississauga	6.6	7.1
283	191	Glencoe	Glencoe	6.9	7.2	343	206	Orillia	Orillia	6.6	7.1
283	294	St Josephs Morrow Park	Toronto	6.9	6.7	343	206	St Joseph	Mississauga	6.6	7.1
283	345	West Park	St Catharines	6.9	6.3	343	206	St Thomas More	Hamilton	6.6	7.1
283	371	Chatham-Kent	Chatham	6.9	6.2	343	230	Ernestown	Odessa	6.6	7.0
283	414	St Patrick	Thunder Bay	6.9	6.0	343	281	All Saints	Whitby	6.6	6.8
283	457	Harbord	Toronto	6.9	5.7	343	294	Trenton	Trenton	6.6	6.7
283	457	Woodbridge	Woodbridge	6.9	5.7	343	312	Holy Names	Windsor	6.6	6.6
296	159	Laura Secord	St Catharines	6.8	7.4	343	312	St Charles	Sudbury	6.6	6.6
296	159	Martingrove	Toronto	6.8	7.4	343	345	F J Brennan	Windsor	6.6	6.3
296	177	Bishop Paul Francis Reding	Milton	6.8	7.3	343	345	Gravenhurst	Gravenhurst	6.6	6.3
296	177	Governor Simcoe	St Catharines	6.8	7.3	343	345	Madawaska Valley	Barry's Bay	6.6	6.3
296	177	McKinnon Park	Caledonia	6.8	7.3	343	371	Holy Cross	Peterborough	6.6	6.2
296	191	Chippewa	North Bay	6.8	7.2	343	371	Vaughan Road	Toronto	6.6	6.2
296	191	Gordon Graydon Memorial	Mississauga	6.8	7.2	343	391	Father Michael Goetz	Mississauga	6.6	6.1
296	206	Mary Ward	Toronto	6.8	7.1	343	414	North Lambton	Forest	6.6	6.0
296	206	Newtonbrook	Toronto	6.8	7.1	343	425	Sir Wilfrid Laurier	London	6.6	5.9
296	230	Collège français	Toronto	6.8	7.0	343	467	North Hastings	Bancroft	6.6	5.6
296	230	St Paul	Ottawa	6.8	7.0	343	n/a	Marc-Garneau	Trenton	6.6	n/a
296	255	Albert Campbell	Toronto	6.8	6.9	364	96	Moir	Belleville	6.5	7.8
296	255	Osgoode Township	Metcalfe	6.8	6.9	364	206	Huron Park	Woodstock	6.5	7.1
296	255	Thomas A Stewart	Peterborough	6.8	6.9	364	206	Ridgetown	Ridgetown	6.5	7.1
296	281	Blessed Trinity	Grimsby	6.8	6.8	364	230	Charlottenburgh and Lancaster	Williamstown	6.5	7.0
296	281	Grimsby	Grimsby	6.8	6.8	364	230	Haliburton Highland	Haliburton	6.5	7.0
296	294	St Francis Xavier	Mississauga	6.8	6.7	364	230	Thornlea	Thornhill	6.5	7.0
296	294	Trafalgar Castle	Whitby	6.8	6.7	364	255	Malvern	Toronto	6.5	6.9
296	312	Applewood Heights	Mississauga	6.8	6.6	364	255	Simcoe	Simcoe	6.5	6.9
296	312	Cayuga	Cayuga	6.8	6.6	364	281	Father Michael McGivney	Markham	6.5	6.8
296	345	Marc Garneau	Toronto	6.8	6.3	364	281	L'Amoreaux	Toronto	6.5	6.8
296	371	St Pius X	Ottawa	6.8	6.2	364	294	Centennial	Welland	6.5	6.7
296	425	St Jean de Brebeuf	Hamilton	6.8	5.9	364	312	Lakeshore	Port Colborne	6.5	6.6
296	441	Lakefield	Lakefield	6.8	5.8	364	326	Francis Libermann	Toronto	6.5	6.5
296	n/a	Mississauga	Mississauga	6.8	n/a	364	338	Carleton Place	Carleton Place	6.5	6.4
321	60	Harrow	Harrow	6.7	8.1	364	391	Fellowes	Pembroke	6.5	6.1
321	85	Centre Wellington	Fergus	6.7	7.9	364	391	Thousand Islands	Brockville	6.5	6.1
321	96	MacKenzie	Deep River	6.7	7.8	364	425	Streetsville	Mississauga	6.5	5.9
321	159	Catholic Central	London	6.7	7.4	364	441	Cameron Heights	Kitchener	6.5	5.8
321	230	Crestwood	Peterborough	6.7	7.0	382	177	Milliken Mills	Markham	6.4	7.3
321	230	Glengarry	Alexandria	6.7	7.0	382	206	South Grenville	Prescott	6.4	7.1
321	230	John Diefenbaker	Hanover	6.7	7.0	382	230	Milton	Milton	6.4	7.0
321	230	Opeongo	Douglas	6.7	7.0	382	255	Eastview	Barrie	6.4	6.9

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2005/2006	Last 5 years			2005/2006	Last 5 years	2005/2006	Last 5 years			2005/2006	Last 5 years
382	255	South Huron	Exeter	6.4	6.9	441	230	St Basil	Sault Ste. Marie	6.0	7.0
382	255	Westside	Orangeville	6.4	6.9	441	281	Centre Dufferin	Shelburne	6.0	6.8
382	345	Alexander MacKenzie	Richmond Hill	6.4	6.3	441	281	Nouvelle-Alliance	Barrie	6.0	6.8
382	345	Clarke	Newcastle	6.4	6.3	441	345	Delhi	Delhi	6.0	6.3
382	345	St Joseph's	Toronto	6.4	6.3	441	345	Jeanne-Lajoie	Pembroke	6.0	6.3
382	371	Manitoulin	M'Chigeeng	6.4	6.2	441	371	Patrick Fogarty	Orillia	6.0	6.2
382	391	Central Huron	Clinton	6.4	6.1	441	391	Brampton Centennial	Brampton	6.0	6.1
382	391	Loyalist	Kingston	6.4	6.1	441	391	Holy Trinity	Bradford	6.0	6.1
382	391	Rothwell-Osnabruck	Ingleside	6.4	6.1	441	425	Grey Highlands	Flesherton	6.0	5.9
382	414	Cobourg District CI East	Cobourg	6.4	6.0	441	425	Sainte-Marie	New Liskeard	6.0	5.9
382	425	Dryden	Dryden	6.4	5.9	441	441	Walkerton	Walkerton	6.0	5.8
382	491	Le Relais	Alexandria	6.4	5.4	441	491	Holy Cross	Woodbridge	6.0	5.4
382	491	St Joan of Arc	Maple	6.4	5.4	441	512	Samuel-Genest	Ottawa	6.0	5.2
382	n/a	Le Sommet	Hawkesbury	6.4	n/a	441	519	Cardinal Leger	Brampton	6.0	5.1
382	n/a	Maple	Maple	6.4	n/a	441	527	West Ferris	North Bay	6.0	5.0
401	206	Bracebridge and Muskoka Lakes	Bracebridge	6.3	7.1	441	537	Dunnville	Dunnville	6.0	4.9
401	206	East Northumberland	Brighton	6.3	7.1	441	n/a	Wellington Heights	Mount Forest	6.0	n/a
401	281	Port Perry	Port Perry	6.3	6.8	460	206	Deslauriers	Nepean	5.9	7.1
401	294	Norwich	Norwich	6.3	6.7	460	294	St Joseph's	Barrie	5.9	6.7
401	312	North Park	Brampton	6.3	6.6	460	371	Denis Morris	St Catharines	5.9	6.2
401	345	Glenview Park	Cambridge	6.3	6.3	460	371	Philip Pocock	Mississauga	5.9	6.2
401	371	Ajax	Ajax	6.3	6.2	460	425	Ursuline (The Pines)	Chatham	5.9	5.9
401	371	Hawkesbury	Hawkesbury	6.3	6.2	460	467	Heart Lake	Brampton	5.9	5.6
401	371	St Dominic	Bracebridge	6.3	6.2	460	467	Plantagenet	Plantagenet	5.9	5.6
401	391	Monsignor Doyle	Cambridge	6.3	6.1	460	505	Huron Heights	Newmarket	5.9	5.3
401	441	Father Leo J Austin	Whitby	6.3	5.8	460	505	Turner Fenton	Brampton	5.9	5.3
401	457	St Paul	Trenton	6.3	5.7	460	519	Theriault	Timmins	5.9	5.1
413	230	Goderich District	Goderich	6.2	7.0	460	537	Wexford Collegiate School for the Arts	Toronto	5.9	4.9
413	312	Owen Sound	Owen Sound	6.2	6.6	460	546	St Joan of Arc	Barrie	5.9	4.8
413	312	Vankleek Hill	Vankleek Hill	6.2	6.6	460	n/a	Clarington Central	Bowmanville	5.9	n/a
413	338	Jean Vanier	Collingwood	6.2	6.4	473	206	Huntsville	Huntsville	5.8	7.1
413	345	Gloucester	Gloucester	6.2	6.3	473	294	St Mary's	Sault Ste. Marie	5.8	6.7
413	371	Espanola	Espanola	6.2	6.2	473	294	Vaughan	Thornhill	5.8	6.7
413	414	Banting Memorial	Alliston	6.2	6.0	473	312	R S McLaughlin	Oshawa	5.8	6.6
413	414	Pickering	Ajax	6.2	6.0	473	345	Forest Heights	Kitchener	5.8	6.3
413	414	Sir Winston Churchill	Thunder Bay	6.2	6.0	473	345	Red Lake	Red Lake	5.8	6.3
413	425	Walkerville	Windsor	6.2	5.9	473	391	Etobicoke	Toronto	5.8	6.1
413	441	St Augustine	Brampton	6.2	5.8	473	391	Lester B Pearson	Gloucester	5.8	6.1
413	457	Saltfleet	Stoney Creek	6.2	5.7	473	441	Eastwood	Kitchener	5.8	5.8
413	457	Westlane	Niagara Falls	6.2	5.7	473	467	Napanee	Napanee	5.8	5.6
413	467	Sherwood	Hamilton	6.2	5.6	473	478	Regina Mundi	London	5.8	5.5
413	512	Almaguin Highlands	South River	6.2	5.2	473	478	Wallaceburg	Wallaceburg	5.8	5.5
413	574	Peninsula Shores District	Warton	6.2	4.5	473	491	Father John Redmond	Toronto	5.8	5.4
429	159	Sacred Heart	Stittsville	6.1	7.4	473	n/a	Holy Trinity	Courtice	5.8	n/a
429	294	Brantford	Brantford	6.1	6.7	473	n/a	Robert Bateman	Burlington	5.8	n/a
429	345	St Benedict	Cambridge	6.1	6.3	473	n/a	Sacré-Coeur	Sudbury	5.8	n/a
429	371	Bowmanville	Bowmanville	6.1	6.2	489	255	Quinte	Belleville	5.7	6.9
429	391	East Elgin	Aylmer	6.1	6.1	489	326	Port Dover	Port Dover	5.7	6.5
429	441	Catholique Champlain	Chelmsford	6.1	5.8	489	345	Silverthorn	Toronto	5.7	6.3
429	441	Notre Dame	Ottawa	6.1	5.8	489	371	Beaver Brae	Kenora	5.7	6.2
429	467	St Stephen's	Bowmanville	6.1	5.6	489	371	E.J.Lajeunesse	Windsor	5.7	6.2
429	467	Timiskaming District	New Liskeard	6.1	5.6	489	391	Stouffville District	Stouffville	5.7	6.1
429	512	Senator O'Connor	Toronto	6.1	5.2	489	414	Hamarskjold	Thunder Bay	5.7	6.0
429	527	St Marguerite d'Youville	Brampton	6.1	5.0	489	425	Bear Creek	Barrie	5.7	5.9
429	n/a	St Edmund Campion	Brampton	6.1	n/a	489	425	Rainy River	Rainy River	5.7	5.9
441	149	St Mary's	Hamilton	6.0	7.5	489	491	Victoria Park	Toronto	5.7	5.4
441	206	Sainte-Famille	Mississauga	6.0	7.1	489	546	Birchmount Park	Toronto	5.7	4.8

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2005/2006	Last 5 years			2005/2006	Last 5 years	2005/2006	Last 5 years			2005/2006	Last 5 years
489	546	Roland Michener	South Porcupine	5.7	4.8	552	491	Barrie Central	Barrie	5.1	5.4
501	326	Fenelon Falls	Fenelon Falls	5.6	6.5	552	505	Holy Cross	St Catharines	5.1	5.3
501	457	Elliot Lake	Elliot Lake	5.6	5.7	552	537	Midland	Midland	5.1	4.9
501	478	Archbishop Denis O'Connor	Ajax	5.6	5.5	552	593	Jean Vanier	Toronto	5.1	4.2
501	491	Westminster	London	5.6	5.4	552	593	John McGregor	Chatham	5.1	4.2
501	512	Monsignor Paul Dwyer	Oshawa	5.6	5.2	552	n/a	J Clarke Richardson	Ajax	5.1	n/a
501	512	Pauline Johnson	Brantford	5.6	5.2	564	191	Bayridge	Kingston	5.0	7.2
501	519	Iroquois Falls	Iroquois Falls	5.6	5.1	564	255	Kitchener Waterloo	Kitchener	5.0	6.9
501	546	Nantyr Shores	Innisfil	5.6	4.8	564	391	Park Street	Orillia	5.0	6.1
501	556	Winston Churchill	Toronto	5.6	4.7	564	414	Saint-Charles-Garnier	Whitby	5.0	6.0
501	574	Dante Alighieri Academy	Toronto	5.6	4.5	564	441	Elmvale	Elmvale	5.0	5.8
501	600	Confédération	Wellsand	5.6	4.1	564	457	Hon W C Kennedy	Windsor	5.0	5.7
501	628	Chapleau	Chapleau	5.6	3.3	564	467	Courtice	Courtice	5.0	5.6
513	338	Immaculata	Ottawa	5.5	6.4	564	491	Geraldton	Geraldton	5.0	5.4
513	345	Sarnia	Sarnia	5.5	6.3	564	491	St Thomas Aquinas	Lindsay	5.0	5.4
513	371	Cardinal Carter	Leamington	5.5	6.2	564	505	Port Hope	Port Hope	5.0	5.3
513	371	St Thomas Aquinas	Tottenham	5.5	6.2	564	505	St Joseph's	Cornwall	5.0	5.3
513	425	Port Colborne	Port Colborne	5.5	5.9	564	519	Eastdale	Oshawa	5.0	5.1
513	441	Galt	Cambridge	5.5	5.8	564	519	Monseigneur-de-Charbonnel	Toronto	5.0	5.1
513	441	La Salle	Kingston	5.5	5.8	564	n/a	Saint-François-Xavier	Sarnia	5.0	n/a
513	491	Norwell	Palmerston	5.5	5.4	578	467	Chinguacousy	Brampton	4.9	5.6
513	585	Norwood District	Norwood	5.5	4.3	578	519	Lakeport	St Catharines	4.9	5.1
513	593	Montcalm	London	5.5	4.2	578	519	St Thomas Aquinas	Brampton	4.9	5.1
523	326	Lasalle	Sudbury	5.4	6.5	578	527	Bramalea	Brampton	4.9	5.0
523	391	Hill Park	Hamilton	5.4	6.1	578	527	York Memorial	Toronto	4.9	5.0
523	441	Brookfield	Ottawa	5.4	5.8	578	585	Keswick	Keswick	4.9	4.3
523	478	Innisdale	Barrie	5.4	5.5	578	n/a	Holy Trinity	Cornwall	4.9	n/a
523	478	Stephen Leacock	Toronto	5.4	5.5	585	326	Cité des Jeunes	Kapuskasing	4.8	6.5
523	566	W F Herman	Windsor	5.4	4.6	585	491	Tilbury	Tilbury	4.8	5.4
523	n/a	F J McElligott	Mattawa	5.4	n/a	585	527	St Peter's	Barrie	4.8	5.0
530	338	Sharbot Lake	Sharbot Lake	5.3	6.4	585	546	Pope John Paul II	Toronto	4.8	4.8
530	345	Henry Street	Whitby	5.3	6.3	585	546	Sudbury	Sudbury	4.8	4.8
530	371	St Patrick's	Sarnia	5.3	6.2	585	556	George S Henry	Toronto	4.8	4.7
530	457	Perth and District	Perth	5.3	5.7	585	556	Hagersville	Hagersville	4.8	4.7
530	457	Stayner	Stayner	5.3	5.7	585	566	Glendale	Hamilton	4.8	4.6
530	478	Notre Dame	Ajax	5.3	5.5	585	593	Central Peel	Brampton	4.8	4.2
530	491	Parry Sound	Parry Sound	5.3	5.4	594	338	St Francis Xavier	Hammond	4.7	6.4
530	527	Valley Heights	Langton	5.3	5.0	594	478	Chelmsford Valley District	Chelmsford	4.7	5.5
530	527	Westgate	Thunder Bay	5.3	5.0	594	505	St Mary	Pickering	4.7	5.3
530	537	Twin Lakes	Orillia	5.3	4.9	594	519	Chaminade	Toronto	4.7	5.1
530	566	Lester B Pearson	Toronto	5.3	4.6	594	537	Pine Ridge	Pickering	4.7	4.9
530	578	Cochrane	Cochrane	5.3	4.4	594	556	Atikokan	Atikokan	4.7	4.7
530	578	Notre Dame	Brampton	5.3	4.4	594	566	H B Beal	London	4.7	4.6
543	414	Brock	Cannington	5.2	6.0	594	593	Sir Wilfrid Laurier	Toronto	4.7	4.2
543	467	Jarvis	Toronto	5.2	5.6	602	159	Cartwright	Blackstock	4.6	7.4
543	478	Bradford	Bradford	5.2	5.5	602	546	Rideau	Ottawa	4.6	4.8
543	478	Clarkson	Mississauga	5.2	5.5	602	574	St Patrick's	Ottawa	4.6	4.5
543	478	Gananoque	Gananoque	5.2	5.5	602	600	St Theresa's	Midland	4.6	4.1
543	616	John L Forster	Windsor	5.2	3.8	606	345	North Dundas	Chesterville	4.5	6.3
543	n/a	Fletcher's Meadow	Brampton	5.2	n/a	606	491	Dr F J Donevan	Oshawa	4.5	5.4
543	n/a	Harold M. Brathwaite	Brampton	5.2	n/a	606	512	Barton	Hamilton	4.5	5.2
543	n/a	Northern	Sturgeon Falls	5.2	n/a	606	537	G L Roberts	Oshawa	4.5	4.9
552	230	Woodstock	Woodstock	5.1	7.0	606	546	Assumption	Windsor	4.5	4.8
552	391	Cairine Wilson	Ottawa	5.1	6.1	606	578	Beamsville	Beamsville	4.5	4.4
552	391	College Avenue	Woodstock	5.1	6.1	606	585	East York	Toronto	4.5	4.3
552	425	Barrie North	Barrie	5.1	5.9	606	605	Clarke Road	London	4.5	4.0
552	425	Campbellford	Campbellford	5.1	5.9	606	n/a	Trillium	Chapleau	4.5	n/a
552	478	Lively	Lively	5.1	5.5	615	391	St Clair	Sarnia	4.4	6.1

Rank		School name	City	Overall rating		Rank		School name	City	Overall rating	
2005/ 2006	Last 5 years			2005/ 2006	Last 5 years	2005/ 2006	Last 5 years			2005/ 2006	Last 5 years
615	425	General Panet	Petawawa	4.4	5.9	666	611	Stamford Collegiate	Niagara Falls	3.4	3.9
615	527	Waterford	Waterford	4.4	5.0	666	611	Sutton	Sutton West	3.4	3.9
615	578	Monsignor John Pereyma	Oshawa	4.4	4.4	666	634	Monsignor Percy Johnson	Toronto	3.4	3.0
615	605	Bloor	Toronto	4.4	4.0	671	605	Lakeshore	Toronto	3.3	4.0
615	628	Lincoln M Alexander	Mississauga	4.4	3.3	671	642	St Mary's	Toronto	3.3	2.5
621	556	Timmins	Timmins	4.3	4.7	673	643	Emery	Toronto	3.2	2.4
621	566	Riverdale	Toronto	4.3	4.6	673	643	Madonna	Toronto	3.2	2.4
621	578	Athens	Athens	4.3	4.4	673	n/a	Le Caron	Penetanguishene	3.2	n/a
621	578	Blessed Mother Teresa	Toronto	4.3	4.4	676	566	West Elgin	West Lorne	3.1	4.6
621	585	Lake Superior	Terrace Bay	4.3	4.3	676	611	Ridgemont	Ottawa	3.1	3.9
621	611	Western	Toronto	4.3	3.9	678	616	Delta	Hamilton	3.0	3.8
621	626	Runnymede	Toronto	4.3	3.6	678	638	St Catharines	St Catharines	3.0	2.8
621	n/a	Avondale Sec. Alternative	Toronto	4.3	n/a	680	637	West Toronto	Toronto	2.9	2.9
629	491	Lambton Kent	Dresden	4.2	5.4	681	630	Cathedral	Hamilton	2.8	3.2
629	527	Blenheim	Blenheim	4.2	5.0	681	648	Central Commerce	Toronto	2.8	2.2
629	537	Kenner	Peterborough	4.2	4.9	683	605	Ascension of Our Lord	Mississauga	2.7	4.0
629	537	Tagwi	Avonmore	4.2	4.9	683	630	General Vanier	Cornwall	2.7	3.2
629	585	Confederation	Val Caron	4.2	4.3	683	634	North Albion	Toronto	2.7	3.0
629	600	Nipigon Red Rock	Red Rock	4.2	4.1	686	646	C W Jefferys	Toronto	2.6	2.3
635	391	Niagara	Niagara-on-the-Lake	4.1	6.1	686	646	St Patrick	Toronto	2.6	2.3
635	478	Louis-Riel	Gloucester	4.1	5.5	686	650	Father Henry Carr	Toronto	2.6	1.8
635	556	L'Héritage	Cornwall	4.1	4.7	689	616	Bawating	Sault Ste. Marie	2.5	3.8
635	556	Sir Allan MacNab	Hamilton	4.1	4.7	689	620	Queen Elizabeth	Sioux Lookout	2.5	3.7
635	566	Penetanguishene	Penetanguishene	4.1	4.6	689	655	Bishop Marrocco/ Thomas Merton	Toronto	2.5	1.3
635	578	Thomas L Kennedy	Mississauga	4.1	4.4	692	620	Northern	Sturgeon Falls	2.4	3.7
635	600	Catholic Central	Windsor	4.1	4.1	692	627	Sir John A Macdonald	Hamilton	2.4	3.4
635	620	Weston	Toronto	4.1	3.7	692	641	Queen Elizabeth	Kingston	2.4	2.7
643	338	Georges-P-Vanier	Hamilton	4.0	6.4	695	574	Eastdale	Welland	2.3	4.5
643	527	Woodroffe	Ottawa	4.0	5.0	696	620	Oakwood	Toronto	2.1	3.7
643	546	David and Mary Thomson	Toronto	4.0	4.8	696	643	Danforth	Toronto	2.1	2.4
643	611	Kipling	Toronto	4.0	3.9	698	652	Central	Toronto	2.0	1.6
643	620	Loretto	Toronto	4.0	3.7	699	653	James Cardinal McGuigan	Toronto	1.9	1.5
643	630	Archbishop Romero	Toronto	4.0	3.2	700	653	George Harvey	Toronto	1.8	1.5
649	566	Scarlett Heights				701	630	Fort Erie	Fort Erie	1.6	3.2
		Entrepreneurial	Toronto	3.9	4.6	701	649	Thistleton	Toronto	1.6	1.9
649	600	W C Eaket	Blind River	3.9	4.1	703	657	Westview Centennial	Toronto	1.2	0.9
651	556	Thorold	Thorold	3.8	4.7	703	658	Eastern Commerce	Toronto	1.2	0.8
651	593	Central Algoma	Desbarats	3.8	4.2	705	n/a	Delores D. Echum	Moose Factory	0.7	n/a
651	605	Cedarbrae	Toronto	3.8	4.0	706	663	Sir Robert L Borden	Toronto	0.4	0.2
651	616	Sir Winston Churchill	Hamilton	3.8	3.8	707	n/a	Western	Amherstburg	0.3	n/a
651	638	Parkdale	Toronto	3.8	2.8	708	658	Sir Sandford Fleming	Toronto	0.2	0.8
656	546	Oshawa Central	Oshawa	3.7	4.8	709	660	College Heights	Guelph	0.1	0.7
656	556	Arthur Voaden	St Thomas	3.7	4.7	709	n/a	Kernahan Park	St Catharines	0.1	n/a
656	585	West Hill	Toronto	3.7	4.3	711	650	Monarch Park	Toronto	0.0	1.8
659	457	Mère-Teresa	Hamilton	3.6	5.7	711	656	Downsview	Toronto	0.0	1.1
659	585	St Basil The Great	Toronto	3.6	4.3	711	661	Alexander Mackenzie	Sarnia	0.0	0.5
659	593	Kirkland Lake District	Kirkland Lake	3.6	4.2	711	662	Nelson A Boylen	Toronto	0.0	0.4
659	605	O'Gorman	Timmins	3.6	4.0	711	664	Bendale	Toronto	0.0	0.1
659	620	Don Bosco	Toronto	3.6	3.7	711	n/a	Century	Windsor	0.0	n/a
664	634	St Lawrence	Cornwall	3.5	3.0	711	n/a	Eastdale	Toronto	0.0	n/a
664	638	West Humber	Toronto	3.5	2.8	711	n/a	North Peel	Brampton	0.0	n/a
666	556	Macdonald-Cartier	Sudbury	3.4	4.7	711	n/a	Northern Eagle	Ear Falls	0.0	n/a
666	585	Hillcrest	Thunder Bay	3.4	4.3						



Appendix 1: Calculating the Overall rating out of 10

The *Overall rating out of 10* is intended to answer the question, “In general, how is the school doing, academically?” The following is a simplified description of the procedure used to convert the data received from the Ministry of Education into the *Overall rating out of 10*.

- 1 The results for English and French language examinations are separately subjected to the following procedures.
- 2 The *Average levels* achieved on each of the two grade-9 mathematics tests, the two OSSLT results (FTE and PE), and the indicators of failure on the four test sittings were standardized by calculating Z , which is defined by:

$$Z = (X - \mu) / \sigma$$

where X is the individual school’s result, μ is the mean of the all-schools distribution of results, and σ is the standard deviation of the same all-schools distribution.

- 3 The standardized results data were then aggregated. The weighting used was the number of student writers of each test relative to the total number of student test writers in the relevant subject area.
- 4 Similarly, the standardized data for the indicators of failure were aggregated using the same method of weighting.
- 5 The *Gender gap* values for the grade-9 mathematics test and the OSSLT were each calculated by determining the absolute value of the difference in the level of achievement (or success rate in the case of the OSSLT) of male students and female students at the school. The results for each subject were then standardized.
- 6 The four standardized indicator results created in steps 3, 4, and 5 were then combined to produce a weighted, average, summary standardized score for the school. The weightings used in these calculations were: combined results indicator—45%; Combined fail rate indicator—45%; Gender gap measures—5% each. For schools where there were fewer than two gender gap results, the weightings for the missing gender gap indicators were assigned to the combined fail rate indicator.
- 7 This summary standardized score was re-standardized.

This standardized score was converted into an overall rating between 0 and 10 as follows:

- 8 The allowable maximum and minimum standardized scores were set at 2.2 and -3.29 respectively. Scores equal to, or greater than, 2.2 receive an overall rating of 10. This cut-off was chosen because it allows more

than one school in a given year to be awarded 10 out of 10. Scores of equal to, or less than, -3.29 receive the lowest overall rating of 0. Schools with scores below -3.29 are likely to be outliers, a statistical term used to denote members of a population that appear to have characteristics substantially different from the rest of the population. We chose, therefore, to set the minimum score so as to disregard such extreme differences.

- 9 The resulting standardized scores were converted into *Overall ratings out of 10* according to the formula:

$$OR = \mu + (\sigma * StanScore)$$

where OR is the resulting *Overall rating out of 10*, μ is the average calculated according to the formula:

$$\mu = (OR_{\min} - 10 (Z_{\min} / Z_{\max})) / (1 - (Z_{\min} / Z_{\max}))$$

where σ is the standard deviation calculated according to the formula:

$$\sigma = (10 - \mu) / Z_{\max}$$

and *StanScore* is the standardized score calculated in (6) above and adjusted as required for minimum and maximum values as noted in (7) above. As noted in (7) above, OR_{\min} equals zero, Z_{\min} equals -3.29 ; and Z_{\max} equals 2.2.

- 10 Finally, the derived *Overall rating out of 10* is rounded to one place of the decimal to reflect the significant number of places of the decimal in the original raw data.

Note that the *Overall rating out of 10*, based as it is on standardized scores, is a relative rating. That is, in order for a school to show improvement in its *Overall rating out of 10*, it must improve more than the average. If it improves, but at a rate less than the average, it will show a decline in its rating.



About the authors

Peter Cowley

Peter Cowley is the Director of School Performance Studies at The Fraser Institute. He graduated from the University of British Columbia with a B.Comm. in 1974. Shortly thereafter, he began a long career in marketing and general management in several sectors. During his assignments in general management, process improvement was a special focus and interest. In 1994, Mr Cowley independently wrote and published *The Parent's Guide*, a popular handbook for parents of British Columbia's secondary-school students. *The Parent's Guide* web site replaced the handbook in 1995.

In 1998, Mr Cowley was co-author of The Fraser Institute's *A Secondary Schools Report Card for British Columbia*, the first of the Institute's continuing series of annual reports on school performance. This was followed by *The 1999 Report Card on British Columbia's Secondary Schools*, *The 1999 Report Card on Alberta's High Schools*, and *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*. Since then, Mr Cowley has co-authored all of the Institute's annual report cards on Canadian schools. Annual editions now include report cards on secondary schools in British Columbia, Yukon, Alberta, Ontario, and Quebec and on elementary schools in British Columbia, Alberta, and Ontario as well as the annual *Report Card on Aboriginal Education in British Columbia*.

Stephen T. Easton

Stephen T. Easton in addition to being a Senior Scholar at the Fraser Institute, is a professor of Economics, a member of the School for International Studies, and an Associate member of the School of Criminology at Simon Fraser University. He received his A.B. from Oberlin College and his Ph.D. from the University of Chicago. Recent works published by The Fraser Institute include *Marijuana Growth in British Columbia* (2004), *Privatizing Prisons* (editor, 1998), *The Costs of Crime: Who Pays and How Much? 1998 Update* (with Paul Brantingham, 1998), and *Rating Global Economic Freedom* (editor, 1992). A co-author of *A Secondary Schools Report Card for British Columbia* (1998), *Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools* (1999) and the *Report Card on Aboriginal Education in British Columbia* (2004), he has continued to co-author the *Report Cards* for British Columbia, Alberta, New Brunswick and, most recently, Ontario. Other publications about education include "Do We Have a Problem Yet? Women and Men in Higher Education," in David Laidler (ed.), *Renovating the Ivory Tower: Canadian Universities and the Knowledge Economy* (C.D. Howe Institute, 2002), pp. 60–79; "Plus ça change, plus c'est la même chose" in Stephen B. Lawton, Rodney Reed, and Fons van Wieringen, *Restructuring Public Schooling* (Springer-Verlag, 1997) and *Education in Canada: An Analysis of Elementary, Secondary, and Vocational Schooling* (The Fraser Institute, 1988). His editorials have been carried by the *Vancouver Sun*, the *Globe and Mail*, the *National Post*, the *Ottawa Citizen*, the *Stirling* chain and many other newspapers around the country.



Acknowledgments

The Fraser Institute gratefully acknowledges the generous support for this project received from The W. Garfield Weston Foundation.

THE W. GARFIELD WESTON

FOUNDATION