

# Report Card on Ontario's Secondary Schools 2025

FRASER  
INSTITUTE

2025

Peter Cowley, Joel Emes,  
and Max Shang

COMPARESCHOOLRANKINGS.ORG





# Report Card on Ontario's Secondary Schools 2025

By Peter Cowley, Joel Emes and Max Shang

# Contents

Introduction / 3

Key academic indicators of school performance / 5

Other indicators of school performance / 8

Notes / 9

How does your school stack up? / 10

Appendix: Calculating the *Overall rating out of 10* / 18

About the authors / 20

Publishing information / 21

Supporting the Fraser Institute / 22

Purpose, funding, & independence / 22

About the Fraser Institute / 23

Editorial Advisory Board / 24

# Introduction

The *Report Card on Ontario's Secondary Schools 2025* (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 \(EQAO\)](#),<sup>1</sup> the provincial ministry of education, and local school boards may also provide useful information.<sup>2</sup> 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.<sup>3</sup> 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.

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 co-author Max Shang at [max.shang@fraserinstitute.org](mailto:max.shang@fraserinstitute.org).

# 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).<sup>4</sup> They are:

- (1) the average level of achievement on the grade-9 EQAO assessment in mathematics<sup>5</sup>;
- (2) the percentage of [Ontario Secondary School Literacy Tests](#) (OSSLT) written by first-time eligible students that were successfully completed;
- (3) the percentage of Ontario Secondary School Literacy Tests written by previously eligible students that were successfully completed;
- (4) the percentage of all the completed tests written by students at the school that were assessed either as unsuccessful (OSSLT) or below the provincial standard (grade-9 math tests);
- (5) the difference between male and female students in their average levels of achievement on grade-9 EQAO assessment in 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, *Avg. level Gr 9 Math (Acad)* and *Avg. 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. In school year 2021/22, a new de-streamed math course replaced the Grade 9 academic and applied courses.

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 provincial standard. 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-OSSLT*—determine how successful the school has been in narrowing the achievement gap between male and female students in literacy and mathematics.<sup>5</sup> 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 compared to the other schools in the Report Card?"

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 10 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*, provide supplementary information about the school's effectiveness.

## The *Tests not written* indicator

Schools that administer the assessments provided by the Education Quality and Accountability Office (EQAO) 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 *Grade 9 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. As the new de-streamed math course replaced the Grade 9 academic and applied courses in September 2021, there will be no trend indicators for grade-9 math.

## The student characteristics indicators

For each school, the *Report Card* notes the percentage of its students who are enrolled in English as a second language/English language learner programs or who have certain identified special needs. As was noted in the Introduction, it is sometimes useful to compare a school's results to those of similar schools. 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 Ministry of Education's web site at <http://www.edu.gov.on.ca>, the web site of the Toronto Catholic District School Board at <http://www.tcdsb.org/>, and the web sites of schools of interest.
- 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 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.
- 5 A new de-streamed math course replaces the Grade 9 academic and applied courses in September 2021. For more information, see <https://www.dcp.edu.gov.on.ca/en/teaching-destreamed>.
- 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 (Fraser Institute, 1999).

# How does your school stack up?

## Important notes to the rankings

In this table, schools are ranked (on the left hand side of the page) in descending order (from 1 to 747) 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 2023/2024. 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 2023/2024, at least 10 students who wrote the grade-9 EQAO math test and at least 10 first-time-eligible or previ-

ously 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 in no way be construed as 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--	
2023/2024	Last 5 yrs	Trend			2023/2024	Last 5 yrs
1	2	—	St. Robert	Thornhill	10.0	9.4
1	3	▲	St. Therese of Lisieux	Richmond Hill	10.0	9.4
1	4	▲	St. Augustine	Markham	10.0	9.3
1	n/a	n/a	St Michael's Choir	Toronto	10.0	n/a
5	1	—	Ursula Franklin	Toronto	9.7	9.5
6	8	▲	Pierre Elliott Trudeau	Markham	9.5	9.0
7	n/a	n/a	Olive Grove High School	Mississauga	9.4	n/a
8	9	▲	Iroquois Ridge	Oakville	9.3	9.0
8	10	▲	Cardinal Carter-Arts	Toronto	9.3	9.0
8	14	▲	Abbey Park	Oakville	9.3	8.8
8	25	▲	Gaétan Gervais	Oakville	9.3	8.4
12	6	—	Oakville Trafalgar	Oakville	9.2	9.1
12	11	—	Bayview	Richmond Hill	9.2	9.0
12	39	▲	Bloor	Toronto	9.2	8.3
15	15	▲	Leaside	Toronto	9.1	8.8
15	20	▲	Lawrence Park	Toronto	9.1	8.5
15	21	▲	Malvern	Toronto	9.1	8.5
18	7	—	Markville	Markham	9.0	9.1
18	12	—	Unionville	Unionville	9.0	8.9

---Rank---			School name	City	--Overall rating--	
2023/2024	Last 5 yrs	Trend			2023/2024	Last 5 yrs
18	28	▲	Humberside	Toronto	9.0	8.4
18	53	—	Collège Français	Toronto	9.0	8.1
18	n/a	n/a	York Mills	Toronto	9.0	n/a
23	5	—	Colonel By	Gloucester	8.9	9.2
23	13	—	Bur Oak	Markham	8.9	8.8
23	21	—	Earl Haig	Toronto	8.9	8.5
23	30	—	A Y Jackson	Toronto	8.9	8.4
23	40	▲	Thornlea	Thornhill	8.9	8.3
23	n/a	n/a	ISNA High School	Mississauga	8.9	n/a
29	26	▲	Milliken Mills	Unionville	8.8	8.4
29	26	—	White Oaks	Oakville	8.8	8.4
29	51	—	Toronto Ouest	Toronto	8.8	8.1
29	n/a	n/a	John Fraser SS	Mississauga	8.8	n/a
33	16	—	London Central	London	8.7	8.8
33	19	—	William Lyon Mackenzie	Toronto	8.7	8.7
33	42	—	Sir John A Macdonald	Waterloo	8.7	8.2
33	46	▲	Riverdale	Toronto	8.7	8.2
33	59	▲	Bishop Allen	Toronto	8.7	8.0
33	71	—	Richview	Toronto	8.7	7.8

---Rank---				---Overall rating---			---Rank---				---Overall rating---		
Last			School name	City	Last		School name	City	Last		Last		
2023/	5	Trend			2023/	5			2023/	5	2023/	5	
2024	yrs				2024	yrs			2024	yrs			
39	18	—	Earl of March	Kanata	8.6	8.7	95	31	—	All Saints	Kanata	7.9	8.4
39	46	—	Father John Redmond	Toronto	8.6	8.2	95	54	—	St. Marcellinus	Mississauga	7.9	8.1
39	79	▲	Lo-Ellen Park	Sudbury	8.6	7.8	95	67	—	Tecumseh Vista	Tecumseh	7.9	7.9
42	21	—	Garth Webb	Oakville	8.5	8.5	95	68	—	Westmount	Thornhill	7.9	7.9
42	44	▲	Father Michael McGivney	Markham	8.5	8.2	95	82	—	St. Benedict	Sudbury	7.9	7.7
42	51	▲	Newmarket	Newmarket	8.5	8.1	95	86	—	W A Porter	Toronto	7.9	7.7
42	68	▲	Alexander MacKenzie	Richmond Hill	8.5	7.9	95	90	—	Dr Norman Bethune	Toronto	7.9	7.7
46	17	—	North Toronto	Toronto	8.4	8.8	95	118	—	Jean Vanier	Richmond Hill	7.9	7.5
46	35	—	Aurora	Aurora	8.4	8.3	95	128	—	Garneau	Gloucester	7.9	7.5
46	37	—	Agincourt	Toronto	8.4	8.3	95	131	▲	St. Brother André	Markham	7.9	7.4
46	50	—	Donald A. Wilson	Whitby	8.4	8.1	95	134	▲	All Saints	Whitby	7.9	7.4
46	90	—	Cardinal Carter	Leamington	8.4	7.7	95	175	▲	Anderson	Whitby	7.9	7.1
46	n/a	n/a	David Saint-Jacques	Kitchener	8.4	n/a	95	n/a	n/a	Al-Manarat Islamic School	Mississauga	7.9	n/a
52	24	—	Richmond Hill	Richmond Hill	8.3	8.5	95	n/a	n/a	Canterbury HS	Ottawa	7.9	n/a
52	33	—	Bill Hogarth	Markham	8.3	8.4	95	n/a	n/a	Streetsville SS	Mississauga	7.9	n/a
52	36	—	West Carleton	Dunrobin	8.3	8.3	111	57	—	Eden	St Catharines	7.8	8.1
52	43	—	Dr G W Williams	Aurora	8.3	8.2	111	82	—	A.Y. Jackson	Kanata	7.8	7.7
52	44	—	Nepean	Ottawa	8.3	8.2	111	109	—	St. Michael	Kemptville	7.8	7.6
52	49	▲	Bill Crothers	Unionville	8.3	8.1	111	137	—	Jeunes sans frontières	Brampton	7.8	7.4
52	54	—	Markham	Markham	8.3	8.1	111	144	—	St. Thomas Aquinas	London	7.8	7.3
52	68	—	Richmond Green	Richmond Hill	8.3	7.9	111	150	—	Pickering	Ajax	7.8	7.3
52	74	—	Erin	Erin	8.3	7.8	111	324	—	Roméo Dallaire	Barrie	7.8	6.2
52	76	▲	St.-Trinité	Oakville	8.3	7.8	111	n/a	n/a	ÉSC Pape-François	Stouffville	7.8	n/a
52	106	—	Norval-Morrisseau	Richmond Hill	8.3	7.6	119	66	—	St.-Frère-André	Toronto	7.7	7.9
52	114	—	Lockerby	Sudbury	8.3	7.5	119	93	—	Notre Dame	Toronto	7.7	7.7
52	n/a	n/a	The Woodlands School	Mississauga	8.3	n/a	119	93	—	John F Ross	Guelph	7.7	7.7
65	31	—	Etobicoke-Arts	Toronto	8.2	8.4	119	106	—	St. Paul	Mississauga	7.7	7.6
65	37	—	St. Thomas of Villanova	LaSalle	8.2	8.3	119	111	—	St. Aloysius Gonzaga	Mississauga	7.7	7.6
65	46	—	Merivale	Nepean	8.2	8.2	119	128	—	Marc-Garneau	Trenton	7.7	7.5
65	57	▲	Guelph	Guelph	8.2	8.1	119	144	▲	Belle River	Belle River	7.7	7.3
65	59	—	Bishop Macdonell	Guelph	8.2	8.0	119	152	▲	Neil McNeil	Toronto	7.7	7.3
65	59	—	Stephen Lewis	Thornhill	8.2	8.0	119	159	—	Assumption	Burlington	7.7	7.2
65	71	—	Sacred Heart	Stittsville	8.2	7.8	119	181	▲	E L Crossley	Fonthill	7.7	7.1
65	76	—	Bishop Paul Francis Reding	Milton	8.2	7.8	119	183	▲	Georgetown	Georgetown	7.7	7.1
65	79	—	Nelson	Burlington	8.2	7.8	130	82	—	Maple	Maple	7.6	7.7
65	81	—	Thornhill	Thornhill	8.2	7.8	130	106	—	Aldershot	Burlington	7.6	7.6
65	82	▲	Northern	Toronto	8.2	7.7	130	126	—	Cardinal Carter	Aurora	7.6	7.5
65	101	▲	St. Joseph	Mississauga	8.2	7.6	130	128	—	Bishop Tonnos	Ancaster	7.6	7.5
65	104	—	St. Thomas Aquinas	Oakville	8.2	7.6	130	133	—	A N Myer	Niagara Falls	7.6	7.4
65	109	—	Jeanne-Lajoie	Pembroke	8.2	7.6	130	142	—	Holy Names	Windsor	7.6	7.3
79	34	▼	Lisgar	Ottawa	8.1	8.3	130	152	▲	Mer Bleue	Orléans	7.6	7.3
79	54	—	St. Ignatius of Loyola	Oakville	8.1	8.1	130	159	▲	Assumption	Windsor	7.6	7.2
79	64	—	Vaughan	Thornhill	8.1	8.0	130	191	—	Loretto Abbey	Toronto	7.6	7.0
79	74	—	Thomas A Blakelock	Oakville	8.1	7.8	130	207	▲	Father Bressani	Woodbridge	7.6	6.9
79	97	—	Renaissance	Aurora	8.1	7.7	130	232	—	Highland	Dundas	7.6	6.7
79	111	—	Corpus Christi	Burlington	8.1	7.6	130	n/a	n/a	Lorne Park SS	Mississauga	7.6	n/a
79	149	▲	Etobicoke	Toronto	8.1	7.3	142	73	▼	Paul-Desmarais	Ottawa	7.5	7.8
86	40	—	Centennial	Guelph	8.0	8.3	142	76	—	St. Joseph	Nepean	7.5	7.8
86	62	—	St. Francis Xavier	Mississauga	8.0	8.0	142	99	—	Harbord	Toronto	7.5	7.6
86	62	—	Rosedale Heights-Arts	Toronto	8.0	8.0	142	101	—	Glebe	Ottawa	7.5	7.6
86	86	▲	Milton	Milton	8.0	7.7	142	120	—	Cameron Heights	Kitchener	7.5	7.5
86	100	▲	Dr. Frank J. Hayden	Burlington	8.0	7.6	142	152	—	Béatrice-Desloges	Orléans	7.5	7.3
86	120	—	St. David	Waterloo	8.0	7.5	142	152	—	Forest Hill	Toronto	7.5	7.3
86	125	—	Oakridge	London	8.0	7.5	142	191	—	St. Francis	St Catharines	7.5	7.0
86	180	▲	Monarch Park	Toronto	8.0	7.1	150	97	▼	Middlefield	Markham	7.4	7.7
86	258	▲	St. Paul	Niagara Falls	8.0	6.6	150	114	—	St. Anne	Tecumseh	7.4	7.5
95	28	—	Ange-Gabriel	Brockville	7.9	8.4	150	131	—	Burlington Central	Burlington	7.4	7.4

---Rank--- Last					Overall rating		---Rank--- Last					Overall rating	
2023/ 2024	5 yrs	Trend	School name	City	2023/ 2024	5 yrs	2023/ 2024	5 yrs	Trend	School name	City	2023/ 2024	5 yrs
150	134	—	Sir Winston Churchill	St Catharines	7.4	7.4	201	222	▲	Notre Dame	Ajax	7.1	6.8
150	152	—	Brooklin	Whitby	7.4	7.3	201	232	—	St. Joseph's	Windsor	7.1	6.7
150	214	▲	Kitchener Waterloo	Kitchener	7.4	6.9	201	239	—	St. Maximilian Kolbe	Aurora	7.1	6.7
150	239	—	Cardinal Newman	Stoney Creek	7.4	6.7	201	239	—	St. Mary	Pickering	7.1	6.7
150	258	—	de Casselman	Casselman	7.4	6.6	201	254	—	Albert Campbell	Toronto	7.1	6.6
158	86	—	Holy Trinity	Kanata	7.3	7.7	201	265	▲	St. Mary	Cobourg	7.1	6.5
158	86	—	Marie-Rivier	Kingston	7.3	7.7	201	333	—	Kincardine	Kincardine	7.1	6.2
158	118	—	Westmount	Hamilton	7.3	7.5	201	494	▲	Georges-P-Vanier	Hamilton	7.1	5.1
158	122	—	St. Mark	Manotick	7.3	7.5	201	n/a	n/a	Cawthra Park SS	Mississauga	7.1	n/a
158	137	—	St. Joseph's	Renfrew	7.3	7.4	201	n/a	n/a	Turner Fenton SS	Brampton	7.1	n/a
158	137	—	A B Lucas	London	7.3	7.4	220	114	—	Marymount	Sudbury	7.0	7.5
158	140	—	St.-Familie	Mississauga	7.3	7.4	220	114	▼	Longfields Davidson Heights	Nepean	7.0	7.5
158	144	—	Dunbarton	Pickering	7.3	7.3	220	159	—	Christ the King	Georgetown	7.0	7.2
158	144	—	R H King	Toronto	7.3	7.3	220	159	▼	Eastview	Barrie	7.0	7.2
158	152	—	Centre Wellington	Fergus	7.3	7.3	220	172	—	Loyola	Mississauga	7.0	7.2
158	172	▲	Senator O'Connor	Toronto	7.3	7.2	220	181	—	Bluevale	Waterloo	7.0	7.1
158	183	—	Sinclair	Whitby	7.3	7.1	220	183	—	Ancaster	Ancaster	7.0	7.1
158	207	▲	Sydenham	Sydenham	7.3	6.9	220	188	—	Don Mills	Toronto	7.0	7.1
158	214	—	St. Marys	St Marys	7.3	6.9	220	222	▲	St. Michael	Stratford	7.0	6.8
158	222	—	Northern	Sarnia	7.3	6.8	220	246	—	Frontenac	Kingston	7.0	6.7
158	248	—	Le Sommet	Hawkesbury	7.3	6.7	220	277	—	Glengarry	Alexandria	7.0	6.5
158	264	—	Bishop Smith	Pembroke	7.3	6.6	220	279	—	Holy Cross	Kingston	7.0	6.5
158	265	—	North Dundas	Chesterville	7.3	6.5	220	279	—	Sir Oliver Mowat	Toronto	7.0	6.5
158	308	—	Holy Cross	St Catharines	7.3	6.3	220	284	▲	Barrie North	Barrie	7.0	6.4
158	329	▲	Almonte	Almonte	7.3	6.2	220	292	—	Acton	Acton	7.0	6.4
178	65	▼	John McCrae	Nepean	7.2	7.9	220	318	—	Hawkesbury	Hawkesbury	7.0	6.2
178	90	—	Holy Name of Mary	Brampton	7.2	7.7	220	n/a	n/a	Brampton Centennial SS	Brampton	7.0	n/a
178	93	—	Mary Ward	Toronto	7.2	7.7	220	n/a	n/a	Mille-Iles	Kingston	7.0	n/a
178	111	—	St. Joseph's	Toronto	7.2	7.6	238	134	▼	Vincent Massey	Windsor	6.9	7.4
178	122	▼	Mother Teresa	Nepean	7.2	7.5	238	140	▼	St. Matthew	Orléans	6.9	7.4
178	144	—	Sandwich	LaSalle	7.2	7.3	238	166	—	Cardinal Ambrozic	Brampton	6.9	7.2
178	159	—	Stouffville	Stouffville	7.2	7.2	238	169	—	Maxwell Heights	Oshawa	6.9	7.2
178	166	—	St. Elizabeth	Thornhill	7.2	7.2	238	196	—	Our Lady of Mount Carmel	Mississauga	6.9	7.0
178	169	—	Père-René-de-Galinée	Cambridge	7.2	7.2	238	217	—	Brockville	Brockville	6.9	6.9
178	177	—	J Clarke Richardson	Ajax	7.2	7.1	238	222	—	Resurrection	Kitchener	6.9	6.8
178	194	—	Marshall McLuhan	Toronto	7.2	7.0	238	228	▲	Martingrove	Toronto	6.9	6.8
178	194	—	St. Mary's	Hamilton	7.2	7.0	238	231	—	Regiopolis/Notre-Dame	Kingston	6.9	6.8
178	198	—	Sacred Heart	Newmarket	7.2	7.0	238	234	—	St. Josephs Morrow Park	Toronto	6.9	6.7
178	207	—	St. Mary's	Brockville	7.2	6.9	238	248	—	Assumption	Brantford	6.9	6.7
178	213	—	Governor Simcoe	St Catharines	7.2	6.9	238	265	—	Sacred Heart	Walkerton	6.9	6.5
178	235	—	Gabriel-Dumont	London	7.2	6.7	238	362	—	Georgian Bay	Meaford	6.9	6.0
178	248	—	Francis Libermann	Toronto	7.2	6.7	238	396	—	St. John	Perth	6.9	5.8
178	254	—	Étienne-Brûlé	Toronto	7.2	6.6	238	398	▲	Gravenhurst	Gravenhurst	6.9	5.8
178	288	▲	Lambton Central	Petrolia	7.2	6.4	238	n/a	n/a	Odyssée	North Bay	6.9	n/a
178	n/a	n/a	Mayfield SS	Caledon	7.2	n/a	254	93	—	Maurice-Lapointe	Kanata	6.8	7.7
178	n/a	n/a	North Park SS	Brampton	7.2	n/a	254	103	▼	Uxbridge	Uxbridge	6.8	7.6
178	n/a	n/a	Port Credit SS	Mississauga	7.2	n/a	254	183	—	Henry Street	Whitby	6.8	7.1
178	n/a	n/a	West Niagara Secondary	Lincoln	7.2	n/a	254	196	—	Charlottenburgh and Lancaster	Williamstown	6.8	7.0
201	104	▼	Tommy Douglas	Woodbridge	7.1	7.6	254	198	—	Notre Dame	Carleton Place	6.8	7.0
201	126	—	Holy Trinity	Oakville	7.1	7.5	254	201	—	Atikokan	Atikokan	6.8	7.0
201	152	—	Mother Teresa	London	7.1	7.3	254	202	—	Craig Kielburger	Milton	6.8	7.0
201	165	▼	Pierre-Savard	Nepean	7.1	7.2	254	219	—	Franco-Ouest	Nepean	6.8	6.8
201	169	—	Michael Power/St. Joseph	Toronto	7.1	7.2	254	248	—	Notre Dame	Brampton	6.8	6.7
201	177	—	Blessed Trinity	Grimsby	7.1	7.1	254	248	—	St. Andre Bessette	London	6.8	6.7
201	202	—	Samuel-Genest	Ottawa	7.1	7.0	254	262	—	Embrun	Embrun	6.8	6.6
201	210	—	St. Michael	Niagara Falls	7.1	6.9	254	271	—	St. Benedict	Cambridge	6.8	6.5
201	217	—	St. Patrick	Toronto	7.1	6.9	254	278	—	Pickering	Pickering	6.8	6.5

---Rank---				---Overall rating---		---Rank---				---Overall rating---			
2023/	Last			2023/	Last	2023/	Last			2023/	Last		
2024	5	Trend	School name	2024	5	2024	5	Trend	School name	2024	5		
			City						City				
254	324	▲	Western	Toronto	6.8	6.2	311	515	—	Port Colborne	Port Colborne	6.5	4.9
254	346	—	Innisdale	Barrie	6.8	6.1	311	n/a	n/a	Elsie MacGill Secondary	Milton	6.5	n/a
254	396	—	St. Charles	Sudbury	6.8	5.8	326	151	▼	Elmira	Elmira	6.4	7.3
254	403	▲	Wellington Heights	Mount Forest	6.8	5.8	326	172	▼	Father Leo J Austin	Whitby	6.4	7.2
254	486	—	Thorold	Thorold	6.8	5.1	326	279	—	R. S. McLaughlin	Oshawa	6.4	6.5
254	n/a	n/a	Confédération	Welland	6.8	n/a	326	300	—	Bowmanville	Bowmanville	6.4	6.3
254	n/a	n/a	Glenforest SS	Mississauga	6.8	n/a	326	304	—	Huntsville	Huntsville	6.4	6.3
254	n/a	n/a	Harold M. Brathwaite	Brampton	6.8	n/a	326	308	—	Nouvelle-Alliance	Barrie	6.4	6.3
275	122	▼	South Carleton	Richmond	6.7	7.5	326	318	—	Gananoque	Gananoque	6.4	6.2
275	159	—	St. Francis Xavier	Gloucester	6.7	7.2	326	328	—	Lakeshore	Port Colborne	6.4	6.2
275	190	▼	Northview Heights	Toronto	6.7	7.1	326	438	▲	Central Huron	Clinton	6.4	5.5
275	191	—	Emily Carr	Woodbridge	6.7	7.0	326	477	—	Rockland	Rockland	6.4	5.2
275	210	—	Bracebridge and Muskoka Lakes	Bracebridge	6.7	6.9	326	n/a	n/a	Kateri Tekakwitha Catholic	Milton	6.4	n/a
275	235	—	Arnprior	Arnprior	6.7	6.7	326	n/a	n/a	Pierre-de-Blois	Nepean	6.4	n/a
275	245	—	St. Peter's	Peterborough	6.7	6.7	338	183	—	De La Salle	Ottawa	6.3	7.1
275	246	—	Laura Secord	St Catharines	6.7	6.7	338	188	▼	Saugeen	Port Elgin	6.3	7.1
275	254	—	King City	King City	6.7	6.6	338	228	—	Medway	Arva	6.3	6.8
275	265	—	Westdale	Hamilton	6.7	6.5	338	258	—	Woodbridge	Woodbridge	6.3	6.6
275	272	▲	Pope John Paul II	Toronto	6.7	6.5	338	265	—	Huron Heights	Kitchener	6.3	6.5
275	297	—	Centennial	Welland	6.7	6.4	338	300	—	St. Pius X	Ottawa	6.3	6.3
275	308	—	Franco-Cité	Ottawa	6.7	6.3	338	318	—	Westlane	Niagara Falls	6.3	6.2
275	353	▲	Central Commerce	Toronto	6.7	6.0	338	353	—	North Park	Brantford	6.3	6.0
275	363	—	Georges Vanier	Toronto	6.7	6.0	338	368	—	Silverthorn	Toronto	6.3	6.0
275	434	—	St. Theresa	Belleville	6.7	5.5	338	n/a	n/a	L'Académie de la Seigneurie	Casselman	6.3	n/a
275	463	—	Elmvale	Elmvale	6.7	5.3	338	n/a	n/a	Castlebrooke Secondary	Brampton	6.3	n/a
275	n/a	n/a	Chinguacousy SS	BRAMPTON	6.7	n/a	349	175	▼	St. Thomas Aquinas	Russell	6.2	7.1
275	n/a	n/a	Mississauga Secondary	Mississauga	6.7	n/a	349	202	▼	St. Edmund Campion	Brampton	6.2	7.0
294	142	▼	Louis-Riel	Gloucester	6.6	7.3	349	222	—	St. Paul	Ottawa	6.2	6.8
294	168	—	St.-Charles-Garnier	Whitby	6.6	7.2	349	262	▼	Waterloo	Waterloo	6.2	6.6
294	210	—	St. John's	Brantford	6.6	6.9	349	279	—	Lord Dorchester	Dorchester	6.2	6.5
294	220	—	St. Ignatius	Thunder Bay	6.6	6.8	349	284	—	Monseigneur-de-Charbonnel	Toronto	6.2	6.4
294	228	—	Immaculata	Ottawa	6.6	6.8	349	318	—	West Humber	Toronto	6.2	6.2
294	239	—	Sir William Mulock	Newmarket	6.6	6.7	349	342	—	Sir Wilfrid Laurier	Toronto	6.2	6.1
294	254	—	Ursuline (The Pines)	Chatham	6.6	6.6	349	346	▲	Notre Dame	Welland	6.2	6.1
294	274	—	Victoria Park	Toronto	6.6	6.5	349	360	—	Brebeuf	Toronto	6.2	6.0
294	297	—	Nicholson	Belleville	6.6	6.4	349	403	—	Cardinal Newman	Toronto	6.2	5.8
294	317	—	Port Perry	Port Perry	6.6	6.2	349	424	—	Simcoe	Simcoe	6.2	5.6
294	385	—	Glenview Park	Cambridge	6.6	5.9	349	n/a	n/a	Iona SS	Mississauga	6.2	n/a
294	393	—	Bayridge	Kingston	6.6	5.8	349	n/a	n/a	Erindale SS	MISSISSAUGA	6.2	n/a
294	n/a	n/a	Our Lady Of the Lake C.H.S.	Keswick	6.6	n/a	349	n/a	n/a	És de la Rivière des Français	Noëlville	6.2	n/a
294	n/a	n/a	Jordan Christian	Lincoln	6.6	n/a	349	n/a	n/a	Kingston	Kingston	6.2	n/a
294	n/a	n/a	Humberview Secondary	Bolton	6.6	n/a	349	n/a	n/a	Sandalwood Heights	Brampton	6.2	n/a
294	n/a	n/a	Peninsula Shores District	Warton	6.6	n/a	349	n/a	n/a	Superior CVI	Thunder Bay	6.2	n/a
294	n/a	n/a	Maple Ridge	Barrie	6.6	n/a	367	177	▼	Sir Robert Borden	Nepean	6.1	7.1
311	206	—	Notre Dame	Burlington	6.5	6.9	367	235	—	Sir John A Macdonald	Toronto	6.1	6.7
311	214	—	Gisèle-Lalonde	Orléans	6.5	6.9	367	235	—	Sir Wilfrid Laurier	Orléans	6.1	6.7
311	220	—	Jean Vanier	Milton	6.5	6.8	367	288	—	MacKenzie	Deep River	6.1	6.4
311	239	—	St. Peter	Orléans	6.5	6.7	367	304	—	Grand River	Kitchener	6.1	6.3
311	258	—	Collingwood	Collingwood	6.5	6.6	367	308	▼	St. Marguerite d'Youville	Brampton	6.1	6.3
311	265	—	Owen Sound	Owen Sound	6.5	6.5	367	324	—	Walkerville	Windsor	6.1	6.2
311	279	—	St. Joseph's	St Thomas	6.5	6.5	367	333	—	Monsignor Doyle	Cambridge	6.1	6.2
311	292	—	M M Robinson	Burlington	6.5	6.4	367	338	—	St. Mary's	Kitchener	6.1	6.1
311	292	—	Parkdale	Toronto	6.5	6.4	367	342	—	St. Joseph's	Cornwall	6.1	6.1
311	300	—	Jean Vanier	Collingwood	6.5	6.3	367	345	—	Holy Cross	Woodbridge	6.1	6.1
311	307	—	Denis Morris	St Catharines	6.5	6.3	367	349	—	Holy Cross	Peterborough	6.1	6.1
311	338	—	de-Lamothe-Cadillac	Windsor	6.5	6.1	367	349	—	Banting Memorial	Alliston	6.1	6.1
311	466	▲	Hagersville	Hagersville	6.5	5.3	367	353	—	St. Stephen's	Bowmanville	6.1	6.0



---Rank---			Last			---Overall rating---			Last		
2023/	5				2023/	5			2023/	5	
2024	yrs	Trend	School name	City	2024	yrs			2024	yrs	
367	353	—	DSBN Academy	St Catharines	6.1	6.0			422	n/a	n/a
367	360	—	St. Jean de Brebeuf	Woodbridge	6.1	6.0			422	n/a	n/a
367	371	—	Huron Heights	Newmarket	6.1	6.0			440	300	—
367	400	—	St.-François-Xavier	Sarnia	6.1	5.8			440	304	▼
367	438	▲	Parkside	St Thomas	6.1	5.5			440	329	—
367	458	—	St. Thomas More	Hamilton	6.1	5.4			440	333	—
367	475	—	St.-Marie	New Liskeard	6.1	5.2			440	338	▼
367	n/a	n/a	Hammarkjold HS	Thunder Bay	6.1	n/a			440	374	—
367	n/a	n/a	Meadowvale SS	Mississauga	6.1	n/a			440	385	—
390	288	—	Waterdown	Waterdown	6.0	6.4			440	393	—
390	353	—	St. Patrick's	Sarnia	6.0	6.0			440	407	—
390	363	—	Riverside	Windsor	6.0	6.0			440	415	—
390	414	▲	Thousand Islands	Brockville	6.0	5.7			440	427	—
390	423	▲	St. Joan of Arc	Maple	6.0	5.6			440	517	—
390	444	—	Norwell	Palmerston	6.0	5.5			440	522	—
390	451	▲	Fenelon Falls	Fenelon Falls	6.0	5.4			453	308	—
390	489	—	John Diefenbaker	Hanover	6.0	5.1			453	315	—
390	n/a	n/a	Philippe-Lamarche	Toronto	6.0	n/a			453	315	▼
390	n/a	n/a	Louise Arbour S.S.	Brampton	6.0	n/a			453	329	▼
390	n/a	n/a	Stephen Lewis SS	Mississauga	6.0	n/a			453	333	▼
401	198	—	Philip Pocock	Mississauga	5.9	7.0			453	338	—
401	222	▼	Cairine Wilson	Ottawa	5.9	6.8			453	349	—
401	239	▼	St. Joan of Arc	Mississauga	5.9	6.7			453	368	—
401	253	▼	E.J.Lajeunesse	Windsor	5.9	6.6			453	368	—
401	274	—	Sir Frederick Banting	London	5.9	6.5			453	371	—
401	284	—	Archbishop Denis O'Connor	Ajax	5.9	6.4			453	390	▼
401	284	—	Osgoode Township	Metcalfe	5.9	6.4			453	409	—
401	292	▼	Waterloo-Oxford	Baden	5.9	6.4			453	411	—
401	308	▼	Preston	Cambridge	5.9	6.3			453	415	—
401	342	—	Hearst	Hearst	5.9	6.1			453	427	—
401	346	—	Cardinal Leger	Brampton	5.9	6.1			453	457	—
401	353	—	St. James	Guelph	5.9	6.0			453	474	▲
401	374	—	Bishop Ryan	Hamilton	5.9	5.9			453	494	—
401	374	—	Galt	Cambridge	5.9	5.9			453	500	—
401	409	—	St. Joan of Arc	Barrie	5.9	5.7			453	500	—
401	419	—	James Cardinal McGuigan	Toronto	5.9	5.6			453	515	—
401	438	—	Lindsay	Lindsay	5.9	5.5			453	531	▲
401	465	—	Valour	Petawawa	5.9	5.3			453	554	▲
401	470	—	Cayuga	Cayuga	5.9	5.3			453	n/a	n/a
401	539	—	Newtonbrook	Toronto	5.9	4.7			453	n/a	n/a
401	n/a	n/a	North Star High School	Amherstburg	5.9	n/a			478	274	—
422	272	—	Kingsville	Kingsville	5.8	6.5			478	288	—
422	296	—	Bradford	Bradford	5.8	6.4			478	329	▼
422	318	▼	Holy Trinity	Simcoe	5.8	6.2			478	366	—
422	318	—	North Grenville	Kemptville	5.8	6.2			478	379	—
422	324	—	F J Brennan	Windsor	5.8	6.2			478	400	—
422	353	—	Plantagenet	Plantagenet	5.8	6.0			478	405	—
422	382	—	Woodstock	Woodstock	5.8	5.9			478	419	—
422	383	—	Danforth	Toronto	5.8	5.9			478	444	—
422	390	—	St. Thomas Aquinas	Kenora	5.8	5.8			478	447	—
422	412	—	La Salle	Kingston	5.8	5.7			478	455	—
422	424	—	South Huron	Exeter	5.8	5.6			478	468	—
422	451	—	St. Mary's	Owen Sound	5.8	5.4			478	530	—
422	461	▲	Holy Cross	Strathroy	5.8	5.3			478	540	▲
422	481	—	Eastwood	Kitchener	5.8	5.2			478	576	—
422	569	—	Grey Highlands	Flesherton	5.8	4.4			478	n/a	n/a
422	n/a	n/a	Windsor Islamic	Windsor	5.8	n/a			478	n/a	n/a



---Rank---				---Overall rating---			---Rank---				---Overall rating---			
Last					Last		Last					Last		
2023/	5				2023/	5		2023/	5			2023/	5	
2024	yrs	Trend	School name	City	2024	yrs		2024	yrs	Trend	School name	City	2024	yrs
478	n/a	n/a	Fletcher's Meadow SS	Brampton	5.5	n/a		552	435	—	Rideau	Elgin	5.0	5.5
478	n/a	n/a	Rick Hansen SS	Mississauga	5.5	n/a		552	443	—	Opeongo	Douglas	5.0	5.5
497	205	▼	Mitchell	Mitchell	5.4	7.0		552	461	—	Kenner	Peterborough	5.0	5.3
497	333	—	Robert F Hall	Caledon East	5.4	6.2		552	472	—	Campbellford	Campbellford	5.0	5.2
497	371	—	Holy Trinity	Courtice	5.4	6.0		552	488	—	Nottawasaga Pines	Angus	5.0	5.1
497	379	—	Ajax	Ajax	5.4	5.9		552	509	—	Nouveau Regard - Jeunesse Nord	Cochrane	5.0	5.0
497	399	—	Stratford District	Stratford	5.4	5.8		552	n/a	n/a	Bramalea SS	Brampton	5.0	n/a
497	407	—	Hillcrest	Ottawa	5.4	5.7		559	385	—	St. Martin	Mississauga	4.9	5.9
497	419	▼	St. Joseph-Scollard Hall	North Bay	5.4	5.6		559	435	—	Pine Ridge	Pickering	4.9	5.5
497	419	—	St. Dominic	Bracebridge	5.4	5.6		559	438	—	Clarington Central	Bowmanville	4.9	5.5
497	430	—	Centre Dufferin	Shelburne	5.4	5.6		559	447	—	Ascension of Our Lord	Mississauga	4.9	5.4
497	483	—	Monsignor Percy Johnson	Toronto	5.4	5.1		559	458	▼	Nantyr Shores	Innisfil	4.9	5.4
497	490	—	Centennial	Belleville	5.4	5.1		559	466	—	St. Mary's	Toronto	4.9	5.3
497	497	—	l'Essor	Tecumseh	5.4	5.1		559	521	—	Lakeshore	Toronto	4.9	4.8
497	513	—	H B Beal	London	5.4	4.9		559	531	—	Forest Heights	Kitchener	4.9	4.7
497	n/a	n/a	Applewood Heights SS	Mississauga	5.4	n/a		559	547	▲	Twin Lakes	Orillia	4.9	4.6
497	n/a	n/a	Jean Augustine	Brampton	5.4	n/a		559	551	—	Cedarbrae	Toronto	4.9	4.5
497	n/a	n/a	Peel Virtual Secondary School	Brampton	5.4	n/a		559	559	—	Stayner	Stayner	4.9	4.5
513	297	▼	Orchard Park	Stoney Creek	5.3	6.4		559	570	—	Thistletown	Toronto	4.9	4.4
513	377	▼	St. Augustine	Brampton	5.3	5.9		559	570	▲	West Hill	Toronto	4.9	4.4
513	383	—	Wexford Collegiate-Arts	Toronto	5.3	5.9		559	640	▲	Notre-Dame	Woodstock	4.9	2.7
513	385	—	London South	London	5.3	5.9		573	363	▼	Holy Trinity	Cornwall	4.8	6.0
513	405	—	Saltfleet	Stoney Creek	5.3	5.7		573	400	▼	St. Thomas Aquinas	Lindsay	4.8	5.8
513	415	▼	Adam Scott	Peterborough	5.3	5.6		573	451	—	Le Caron	Penetanguishene	4.8	5.4
513	431	—	St. Patrick	Thunder Bay	5.3	5.6		573	479	—	Huron Park	Woodstock	4.8	5.2
513	438	—	Brantford	Brantford	5.3	5.5		573	522	—	Lester B Pearson	Gloucester	4.8	4.8
513	447	—	Haliburton Highland	Haliburton	5.3	5.4		573	527	—	McKinnon Park	Caledonia	4.8	4.8
513	490	—	Ingersoll District	Ingersoll	5.3	5.1		573	549	—	Blenheim	Blenheim	4.8	4.5
513	490	—	L'Amoreaux	Toronto	5.3	5.1		573	559	—	Lasalle	Sudbury	4.8	4.5
513	493	—	Sir Wilfrid Laurier	London	5.3	5.1		573	n/a	n/a	Lincoln M. Alexander S.S.	Mississauga	4.8	n/a
513	503	—	Lambton Kent	Dresden	5.3	5.0		582	486	—	St. Jean de Brebeuf	Hamilton	4.7	5.1
513	527	▲	O'Gorman	Timmins	5.3	4.8		582	507	—	Glendale	Tillsonburg	4.7	5.0
513	540	—	Georgian Bay District	Midland	5.3	4.7		582	533	—	F E Madill	Wingham	4.7	4.7
513	573	—	Stamford	Niagara Falls	5.3	4.4		582	544	—	Tilbury	Tilbury	4.7	4.6
513	595	▲	Waterford	Waterford	5.3	4.0		582	545	—	Jean Vanier	Toronto	4.7	4.6
513	n/a	n/a	Granite Ridge Education Centre	Sharbot Lake	5.3	n/a		582	559	—	Manitoulin	M'Chigeeng	4.7	4.5
513	n/a	n/a	TDSB Virtual Secondary	Toronto	5.3	n/a		582	564	—	St. Basil The Great	Toronto	4.7	4.4
532	308	▼	Langstaff	Richmond Hill	5.2	6.3		582	577	—	Catholic Central	Windsor	4.7	4.3
532	377	▼	Listowel	Listowel	5.2	5.9		582	n/a	n/a	David Suzuki Secondary	Brampton	4.7	n/a
532	379	▼	L'Escale	Rockland	5.2	5.9		591	349	▼	Our Lady of Lourdes	Guelph	4.6	6.1
532	415	▼	Bear Creek	Barrie	5.2	5.6		591	393	—	Clarke	Newcastle	4.6	5.8
532	433	—	Holy Trinity	Bradford	5.2	5.5		591	431	▼	St. Patrick's	Ottawa	4.6	5.6
532	451	—	St. Mary's	Sault Ste. Marie	5.2	5.4		591	494	▼	St. Peter's	Barrie	4.6	5.1
532	458	—	St. Mary's	Woodstock	5.2	5.4		591	500	—	Notre Dame	Ottawa	4.6	5.0
532	471	—	Lively	Lively	5.2	5.2		591	510	—	Madonna	Toronto	4.6	5.0
532	479	—	Woodroffe	Ottawa	5.2	5.2		591	533	—	Blessed Mother Teresa	Toronto	4.6	4.7
532	483	—	St. Theresa's	Midland	5.2	5.1		591	533	—	East Elgin	Aylmer	4.6	4.7
532	499	—	St. Francis Xavier	Hammond	5.2	5.0		591	570	—	Glendale	Hamilton	4.6	4.4
532	n/a	n/a	Saint-Joseph	Wawa	5.2	n/a		591	589	—	Fellowes	Pembroke	4.6	4.1
532	n/a	n/a	Minto	Ottawa	5.2	n/a		591	602	—	Cathedral	Hamilton	4.6	3.8
545	385	▼	Chaminade	Toronto	5.1	5.9		591	605	—	Oakwood	Toronto	4.6	3.8
545	446	—	Paris	Paris	5.1	5.4		591	n/a	n/a	Clarkson SS	Mississauga	4.6	n/a
545	456	—	Lester B Pearson	Toronto	5.1	5.4		591	n/a	n/a	Echo du Nord	Kapuskasing	4.6	n/a
545	478	—	Le Relais	Alexandria	5.1	5.2		605	366	—	Bell	Nepean	4.5	6.0
545	481	—	Jean-Vanier	Welland	5.1	5.2		605	424	—	Perth and District	Perth	4.5	5.6
545	567	—	Roland Michener	South Porcupine	5.1	4.4		605	435	—	Chatham-Kent	Chatham	4.5	5.5
545	n/a	n/a	ÉS Château Jeunesse	Longlac	5.1	n/a		605	463	—	St. Thomas Aquinas	Tottenham	4.5	5.3

---Rank---					---Rank---					---Rank---					---Rank---				
Last					Last					Last					Last				
2023/	5				2023/	5				2023/	5				2023/	5			
2024	yrs	Trend	School name	City	2024	yrs				2024	yrs	Trend	School name	City	2024	yrs			
605	485	—	Thomas A Stewart	Peterborough	4.5	5.1				666	503	▼	Marc Garneau	Toronto	3.8	5.0			
605	513	—	Keswick	Keswick	4.5	4.9				666	548	▼	Macdonald-Cartier	Sudbury	3.8	4.6			
605	524	▼	Brock	Cannington	4.5	4.8				666	580	—	Ernestown	Odessa	3.8	4.2			
605	555	—	Collège Notre-Dame	Sudbury	4.5	4.5				666	583	—	W F Herman	Windsor	3.8	4.2			
605	556	—	South Grenville	Prescott	4.5	4.5				666	608	—	G L Roberts	Oshawa	3.8	3.7			
605	566	—	Valley Heights	Langton	4.5	4.4				666	611	—	Sir Allan MacNab	Hamilton	3.8	3.7			
605	574	—	Wallaceburg	Wallaceburg	4.5	4.4				672	427	▼	Englehart	Englehart	3.7	5.6			
605	590	—	Eastdale	Wellsand	4.5	4.0				672	551	▼	Timmins	Timmins	3.7	4.5			
605	622	—	Archbishop Romero	Toronto	4.5	3.2				672	588	—	Smiths Falls	Smiths Falls	3.7	4.1			
605	n/a	n/a	Kirkland Lake District Composite	Kirkland Lake	4.5	n/a				672	620	—	Clarke Road	London	3.7	3.4			
605	n/a	n/a	North Middlesex DHS	Parkhill	4.5	n/a				672	630	—	Chelmsford Valley	Chelmsford	3.7	3.1			
620	390	▼	John Cabot	Mississauga	4.4	5.8				672	634	—	College Avenue	Woodstock	3.7	2.9			
620	413	—	L'Héritage	Cornwall	4.4	5.7				678	540	—	Deslauriers	Nepean	3.6	4.7			
620	507	—	Bishop Alexander Carter	Hanmer	4.4	5.0				678	579	—	North Albion	Toronto	3.6	4.2			
620	510	▼	Stephen Leacock	Toronto	4.4	5.0				678	592	—	Seaway	Iroquois	3.6	4.0			
620	519	—	I'Horizon	Val Caron	4.4	4.8				678	612	—	Nora Frances Henderson	Hamilton	3.6	3.7			
620	524	—	Sherwood	Hamilton	4.4	4.8				682	590	—	North Hastings	Bancroft	3.5	4.0			
620	526	—	Father Henry Carr	Toronto	4.4	4.8				682	597	—	Marathon	Marathon	3.5	3.9			
620	577	—	Tagwi	Avonmore	4.4	4.3				682	609	—	Michipicoten	Wawa	3.5	3.7			
620	583	—	Therault	Timmins	4.4	4.2				682	619	—	White Pines	Sault Ste. Marie	3.5	3.5			
620	585	—	David and Mary Thomson	Toronto	4.4	4.1				682	638	—	Downsview	Toronto	3.5	2.8			
620	594	—	John Polanyi	Toronto	4.4	4.0				682	639	—	Nipigon Red Rock	Red Rock	3.5	2.8			
620	627	—	St. Catharines	St Catharines	4.4	3.2				682	n/a	n/a	North Addington	Cloyne	3.5	n/a			
620	n/a	n/a	ÉS catholique l'Envolée du Nord	Kirkland Lake	4.4	n/a				689	585	▼	Beaver Brae	Kenora	3.4	4.1			
633	472	▼	Leamington	Leamington	4.3	5.2				689	600	—	Dante Alighieri	Toronto	3.4	3.8			
633	503	—	Madawaska Valley	Barry's Bay	4.3	5.0				689	618	—	Winston Churchill	Toronto	3.4	3.5			
633	506	—	La Citadelle	Cornwall	4.3	5.0				689	621	—	Almaguin Highlands	South River	3.4	3.4			
633	519	—	Bishop Marrocco/Thomas Merton	Toronto	4.3	4.8				689	n/a	n/a	Jeunesse-Nord	Blind River	3.4	n/a			
633	533	—	Napanee	Napanee	4.3	4.7				694	602	—	Gloucester	Gloucester	3.3	3.8			
633	543	—	Birchmount Park	Toronto	4.3	4.7				694	n/a	n/a	Chapleau HS	Chapleau	3.3	n/a			
633	580	—	Central Algoma	Desbarats	4.3	4.2				694	n/a	n/a	Thomas L Kennedy SS	Mississauga	3.3	n/a			
633	n/a	n/a	Notre-Dame-du-Sault	Sault Ste. Marie	4.3	n/a				697	592	▼	John McGregor	Chatham	3.2	4.0			
641	447	▼	Patrick Fogarty	Orillia	4.2	5.4				697	601	—	Red Lake	Red Lake	3.2	3.8			
641	469	▼	St. Thomas Aquinas	Brampton	4.2	5.3				697	613	—	Lake Superior	Terrace Bay	3.2	3.6			
641	533	—	Eastdale	Oshawa	4.2	4.7				697	637	—	Montcalm	London	3.2	2.8			
641	545	—	Mère-Teresa	Hamilton	4.2	4.6				697	652	▲	Cochrane	Cochrane	3.2	1.5			
641	575	—	Moir	Belleville	4.2	4.3				702	518	▼	Algonquin	North Bay	3.1	4.9			
641	604	—	Rainy River	Rainy River	4.2	3.8				702	624	—	Cornwall	Cornwall	3.1	3.2			
641	648	▲	Central	Toronto	4.2	2.1				704	631	—	Weston	Toronto	3.0	3.0			
641	n/a	n/a	ÉS de Pain Court	Pain Court	4.2	n/a				704	646	—	Kipling	Toronto	3.0	2.2			
649	512	—	Superior Heights	Sault Ste. Marie	4.1	4.9				706	558	—	York Memorial	Toronto	2.9	4.5			
649	557	—	Jarvis	Toronto	4.1	4.5				706	605	—	C W Jefferys	Toronto	2.9	3.8			
649	580	—	Regina Mundi	London	4.1	4.2				706	644	—	ÉS Northern	Sturgeon Falls	2.9	2.4			
649	599	—	Sutton	Sutton West	4.1	3.8				709	598	—	Westminster	London	2.8	3.9			
649	615	—	W C Eaket	Blind River	4.1	3.6				709	610	▼	Prince Edward	Picton	2.8	3.7			
654	475	▼	Father Michael Goetz	Mississauga	4.0	5.2				709	643	▲	Emery	Toronto	2.8	2.4			
654	498	—	Brookfield	Ottawa	4.0	5.1				709	654	—	Arthur Voaden	St Thomas	2.8	1.5			
654	551	—	Confederation	Val Caron	4.0	4.5				709	n/a	n/a	Kapuskasing DHS	Kapuskasing	2.8	n/a			
654	559	—	John Paul II	London	4.0	4.5				714	n/a	n/a	É.S.C. L'Alliance	Iroquois Falls	2.7	n/a			
654	559	—	Glencoe	Glencoe	4.0	4.5				715	617	▼	Hon W C Kennedy	Windsor	2.6	3.6			
654	567	—	Runnymede	Toronto	4.0	4.4				716	585	—	Elliot Lake	Elliot Lake	2.5	4.1			
660	529	—	Cité des Jeunes	Kapuskasing	3.9	4.8				716	624	—	Ridgemont	Ottawa	2.5	3.2			
660	533	▼	Delhi	Delhi	3.9	4.7				716	629	—	Champlain	Chelmsford	2.5	3.1			
660	550	—	Parry Sound	Parry Sound	3.9	4.5				716	631	▼	Pauline Johnson	Brantford	2.5	3.0			
660	564	—	Fort Frances	Fort Frances	3.9	4.4				720	605	▼	Sacré-Coeur	Sudbury	2.4	3.8			
660	596	—	F J McElligott	Mattawa	3.9	4.0				720	616	—	Norwood	Norwood	2.4	3.6			
660	624	—	Athens	Athens	3.9	3.2				720	628	—	Dunnville	Dunnville	2.4	3.1			

---Rank---			---Overall rating---			
Last			Last			
2023/	5		2023/	5		
2024	yrs	Trend	School name	City	2024	yrs
720	647	—	Sir Winston Churchill	Hamilton	2.4	2.2
724	613	—	George S Henry	Toronto	2.3	3.6
725	642	—	Geraldton	Geraldton	2.2	2.5
725	n/a	n/a	Bernie Custis	Hamilton	2.2	n/a
727	649	—	St. Lawrence	Cornwall	2.1	2.1
727	651	—	Queen Elizabeth	Sioux Lookout	2.1	1.7
729	635	▼	Trenton	Trenton	2.0	2.9
730	636	—	Espanola	Espanola	1.9	2.9
731	641	—	Hanmer	Hanmer	1.8	2.6
732	631	—	Ridgetown	Ridgetown	1.7	3.0
733	650	▼	Westview Centennial	Toronto	1.6	2.0
734	623	—	Iroquois Falls	Iroquois Falls	1.4	3.2
735	653	—	Westview Freedom Academy	Windsor	1.3	1.5

---Rank---			---Overall rating---			
Last			Last			
2023/	5		2023/	5		
2024	yrs	Trend	School name	City	2024	yrs
736	656	—	Sir Guy Carleton	Nepean	1.0	0.6
737	n/a	n/a	St. Luke Catholic	Smiths Falls	0.9	n/a
737	n/a	n/a	West Credit SS	Mississauga	0.9	n/a
739	n/a	n/a	Judith Nyman	BRAMPTON	0.7	n/a
740	645	—	Northern Lights	Moosonee	0.4	2.3
741	n/a	n/a	Ottawa Technical	Ottawa	0.3	n/a
742	655	—	College Heights	Guelph	0.0	1.3
742	n/a	n/a	Vezina Secondary School	Attawapiskat	0.0	n/a
742	n/a	n/a	St Matthew Catholic	Cornwall	0.0	n/a
742	n/a	n/a	St Luke Catholic Learning Centre	Maple	0.0	n/a
742	n/a	n/a	l'Alliance	Iroquois Falls	0.0	n/a
742	n/a	n/a	Manitouwadge	Manitouwadge	0.0	n/a

# Appendix: 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 compared with others in the report card?” The following is a simplified description of the procedure used to convert the data received from the [Education Quality and Accountability Office](#) 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 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,  $\mu$  is the mean of the all-schools distribution of results, and  $\sigma$  is the standard deviation of the same all-schools distribution.

- 3 The standardized data for 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*,  $\mu$  is the average calculated according to the formula:

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

where  $\sigma$  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 a Senior Fellow and former Director of School Performance Studies at the Fraser Institute. He has a B.Comm. from the University of British Columbia (1974). 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 in by *The 1999 Report Card on British Columbia's Secondary Schools, Boys, Girls, and Grades: Academic Gender Balance in British Columbia's Secondary Schools*, and *The 1999 Report Card on Alberta's High Schools*. Since then, Mr Cowley has co-authored all of the Institute's annual Report Cards. Annual editions now include Report Cards on elementary and secondary schools in British Columbia, Alberta, and Ontario and on secondary schools in Quebec.

### Joel Emes

Joel Emes is a Senior Economist, Addington Centre for Measurement, at the Fraser Institute. Joel started his career with the Fraser Institute and rejoined after a stint as a senior analyst, acting executive director and then senior advisor to British Columbia's provincial government. Mr Emes initiated and led several flagship projects in the areas of tax freedom and government performance, spending, debt, and unfunded liabilities. He supports many projects at the Institute in areas such as investment, equalization, school performance and fiscal policy. Joel holds a B.A. and an M.A. in economics from Simon Fraser University.

### Max Shang

Max Shang is an Economist at the Fraser Institute. Prior to joining the Institute, Max worked for the Food and Agriculture Organization of the United Nations as a statistician and University of Guelph as senior research associate. His past research work has been published in leading peer-reviewed academic journals including Canadian Journal of Agricultural Economics and Computational Statistics. During his Ph.D. study, Max developed two more efficient statistical methods for calculating insurance premium. He holds a Ph.D. in Food, Agricultural and Resource Economics from the University of Guelph.

# Publishing information

## Distribution

These publications are available from <<http://www.fraserinstitute.org>> in Portable Document Format (PDF) and can be read with Adobe Acrobat® 7 or Adobe Reader®, versions 7 or later. Adobe Reader® X, the most recent version, is available free of charge from Adobe Systems Inc. at <<http://get.adobe.com/reader/>>. Readers who have trouble viewing or printing our PDF files using applications from other manufacturers (e.g., Apple's Preview) should use Reader® or Acrobat®.

## Ordering publications

For information about ordering the printed publications of the Fraser Institute, please contact the publications coordinator:

- ✉ e-mail: [sales@fraserinstitute.org](mailto:sales@fraserinstitute.org)
- ✉ telephone: 604.688.0221 ext. 580  
or, toll free, 1.800.665.3558 ext. 580
- ✉ fax: 604.688.8539.

## Media

For media enquiries, please contact our Communications Department:

- ✉ 604.714.4582
- ✉ e-mail: [communications@fraserinstitute.org](mailto:communications@fraserinstitute.org)

## Copyright

Copyright ©2025 by the Fraser Institute. All rights reserved. No part of this publication may be reproduced in any manner whatsoever without written permission except in the case of brief passages quoted in critical articles and reviews.

## ISSN

- ✉ 1707–2395 Studies in Education Policy  
(English online edition)
- ✉ 1492–1863 Studies in Education Policy  
(English print edition)

## Typesetting

- ✉ Nick Murphy

## Cover design

- ✉ Joel Poirier

# Supporting the Fraser Institute

To learn how to support the Fraser Institute, please contact

- ✎ Development Department, Fraser Institute  
Fourth Floor, 1770 Burrard Street  
Vancouver, British Columbia, V6J 3G7 Canada
- ✎ telephone, toll-free: 1.800.665.3558 ext. 548
- ✎ e-mail: [development@fraserinstitute.org](mailto:development@fraserinstitute.org)
- ✎ website: <http://www.fraserinstitute.org/donate>

## Purpose, funding, & independence

The Fraser Institute provides a useful public service. We report objective information about the economic and social effects of current public policies, and we offer evidence-based research and education about policy options that can improve the quality of life.

The Institute is a non-profit organization. Our activities are funded by charitable donations, unrestricted grants, ticket sales, and sponsorships from events, the licensing of products for public distribution, and the sale of publications.

All research is subject to rigorous review by external experts, and is conducted and published separately from the Institute's Board of Directors and its donors.

The opinions expressed by the authors are those of the individuals themselves, and do not necessarily reflect those of the Institute, its Board of Directors, its donors and supporters, or its staff. This publication in no way implies that the Fraser Institute, its directors, or staff are in favour of, or oppose the passage of, any bill; or that they support or oppose any particular political party or candidate.

As a healthy part of public discussion among fellow citizens who desire to improve the lives of people through better public policy, the Institute welcomes evidence-focused scrutiny of the research we publish, including verification of data sources, replication of analytical methods, and intelligent debate about the practical effects of policy recommendations.



# About the Fraser Institute

Our mission is to improve the quality of life for Canadians, their families and future generations by studying, measuring and broadly communicating the effects of government policies, entrepreneurship and choice on their well-being.

Notre mission consiste à améliorer la qualité de vie des Canadiens et des générations à venir en étudiant, en mesurant et en diffusant les effets des politiques gouvernementales, de l'entrepreneuriat et des choix sur leur bien-être.

## Peer review—validating the accuracy of our research

The Fraser Institute maintains a rigorous peer review process for its research. New research, major research projects, and substantively modified research conducted by the Fraser Institute are reviewed by a minimum of one internal expert and two external experts. Reviewers are expected to have a recognized expertise in the topic area being addressed. Whenever possible, external review is a blind process.

Commentaries and conference papers are reviewed by internal experts. Updates to previously reviewed research or new editions of previously reviewed research are not reviewed unless the update includes substantive or material changes in the methodology.

The review process is overseen by the directors of the Institute's research departments who are responsible for ensuring all research published by the Institute passes through the appropriate peer review. If a dispute about the recommendations of the reviewers should arise during the Institute's peer review process, the Institute has an Editorial Advisory Board, a panel of scholars from Canada, the United States, and Europe to whom it can turn for help in resolving the dispute.

# Editorial Advisory Board

## Members

Prof. Terry L. Anderson	Prof. Erwin Diewert	Prof. Herbert G. Grubel	Prof. Michael Parkin
Prof. Robert Barro	Prof. J.C. Herbert Emery	Dr. Jerry Jordan	Prof. Friedrich Schneider
Prof. Jean-Pierre Centi	Prof. Steven Globerman	Prof. Robert Lawson	Prof. Lawrence B. Smith
Prof. John Chant	Prof. Jack L. Granatstein	Prof. Ross McKittrick	Mr. Vito Tanzi

## Past members

Prof. Armen Alchian*	Prof. James Gwartney*	Prof. F.G. Pennance*
Prof. Michael Bliss*	Prof. Friedrich A. Hayek*†	Prof. George Stigler*†
Prof. James M. Buchanan*†	Prof. H.G. Johnson*	Sir Alan Walters*
Prof. Stephen Easton*	Prof. Ronald W. Jones*	Prof. Edwin G. West*

\* deceased; † Nobel Laureate