



Education  
Quality and  
Accountability  
Office

# SCHOOL REPORT

## First-Time Eligible Students

Ontario Secondary School Literacy Test, March 2006

**School: Neil McNeil HS (734080)**

**Board: Toronto Catholic District School Board (67059)**

I am pleased to provide you with this report, which shows student achievement in this school for the March 2006 OSSLT and the previous four administrations.

Working with Ontario educators, EQAO has designed assessments that provide a gauge of student learning at a few critical transition points and a vehicle for assuring people that, at these points, all Ontario students are being assessed by the same yardstick. Large-scale assessment results are one piece of the picture that shows how students are doing in our schools. EQAO's literacy test results should be used together with other school data and the regular assessments conducted by a student's teacher, all of which are important methods of supporting students in their schooling.

Literacy is a lifelong gift. EQAO works with Ontario's educators to provide valuable information that will support students in developing reading and writing foundation skills through the years.

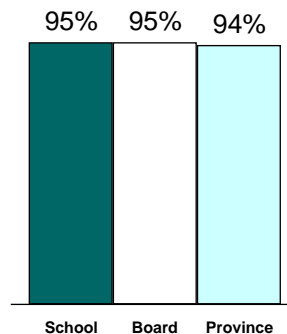
I trust that this report, when used with other school data and the regular classroom assessments conducted by a student's teachers, will help educators and parents work together so that each young person finds success in the journey through school.

**Marguerite Jackson**  
Chief Executive Officer  
Education Quality and Accountability Office

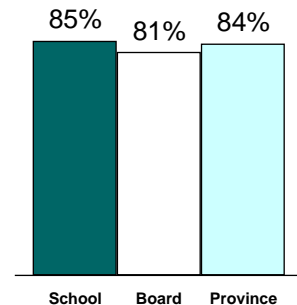
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### FIRST-TIME ELIGIBLE STUDENTS, MARCH 2006: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

**Percentage of Eligible Students Who Participated Fully**

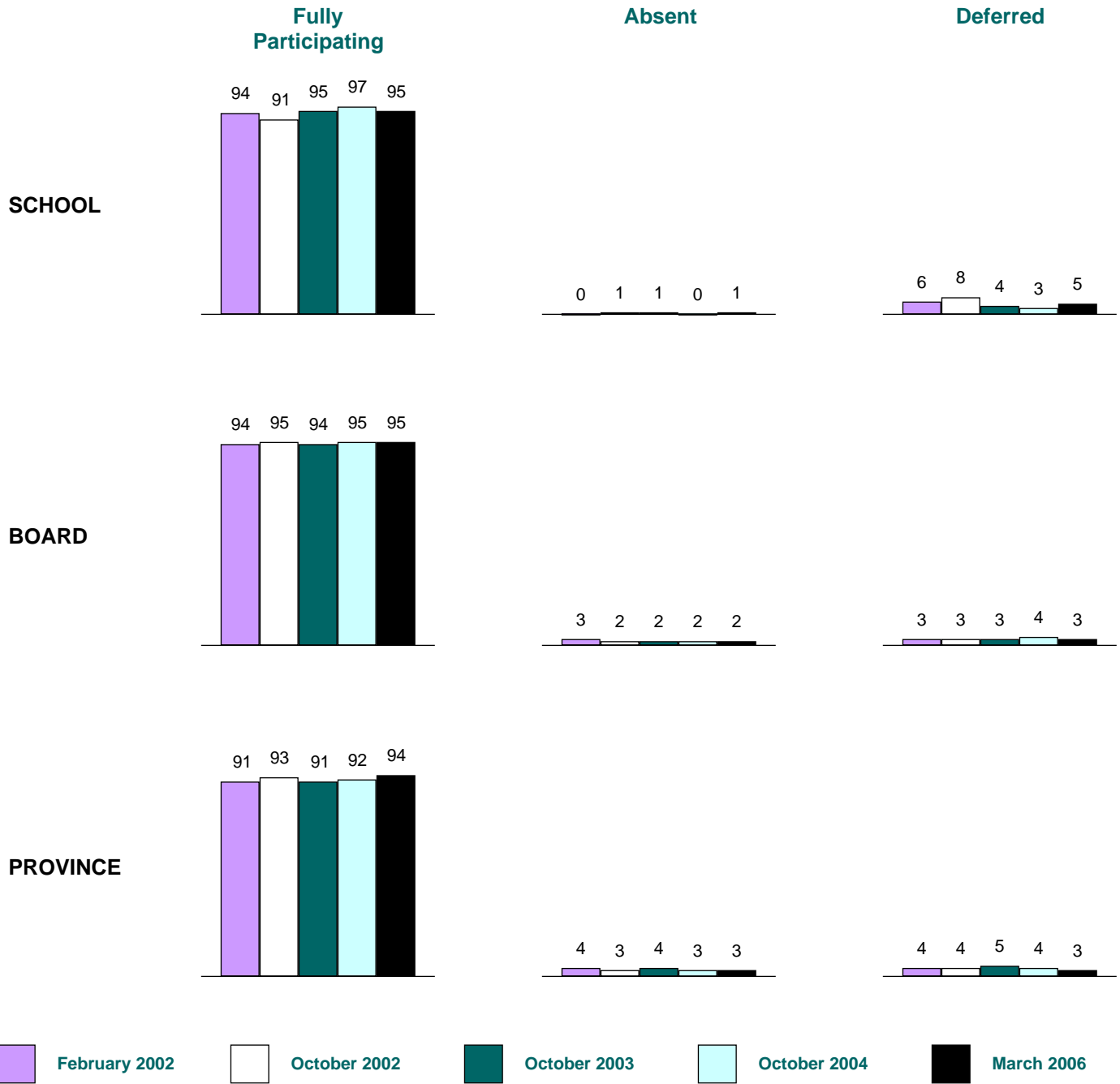


**Percentage of Fully Participating Students Who Were Successful**



PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS\*



Number of First-Time Eligible Students

|          | <u>February 2002</u> | <u>October 2002</u> | <u>October 2003</u> | <u>October 2004</u> | <u>March 2006</u> |
|----------|----------------------|---------------------|---------------------|---------------------|-------------------|
| School   | 104                  | 114                 | 127                 | 130                 | 173               |
| Board    | 6 379                | 6 575               | 6 484               | 6 911               | 6 819             |
| Province | 141 061              | 146 539             | 157 464             | 160 088             | 158 817           |

\* Percentages in graphs may not add up to 100, due to rounding.

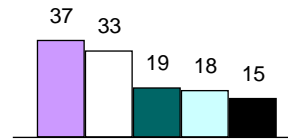
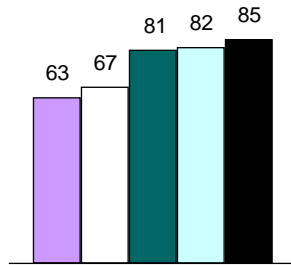
**ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME**

**PERCENTAGE OF STUDENTS\***

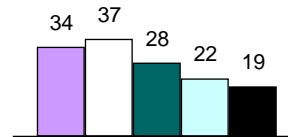
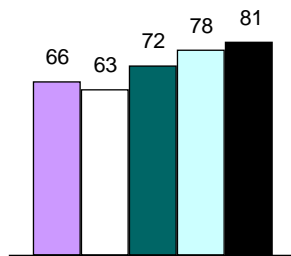
**Successful**

**Not Successful**

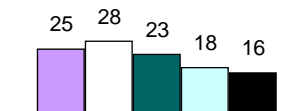
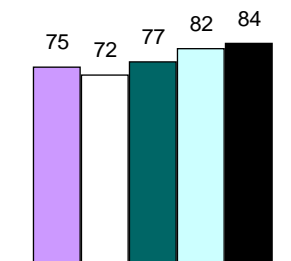
**SCHOOL**



**BOARD**



**PROVINCE**



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

|          | <u>February 2002</u> | <u>October 2002</u> | <u>October 2003</u> | <u>October 2004</u> | <u>March 2006</u> |
|----------|----------------------|---------------------|---------------------|---------------------|-------------------|
| School   | 98                   | 104                 | 121                 | 126                 | 164               |
| Board    | 5 983                | 6 247               | 6 113               | 6 533               | 6 480             |
| Province | 129 032              | 136 028             | 143 025             | 147 781             | 149 098           |

\* Percentages in graphs may not add up to 100, due to rounding.

## TIPS

Each school is unique. To appreciate the distinctive character of a school, look at the contextual information to understand the features and characteristics of the community it serves.



This test captures the performance of students at one point in time each year. Consider the results along with other information about students' performance.



Exercise caution when interpreting results for small schools. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



Trends may be difficult to identify or to interpret. This is especially true in small schools or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 15 students fully participated, because it might be possible to identify individual students.

## WHAT IS IN THIS REPORT?

This report shows how well students at this school have met the minimum standard for literacy to the end of Grade 9 as set out in *The Ontario Curriculum*.

### This report includes

- ◆ results for this school compared to the board and province;
- ◆ a comparison of results over the past five administrations of the test to aid in monitoring improvement and
- ◆ information about the characteristics of the students who participated.

### Specifically, you will find

- ◆ summary graphs showing participation and success rates;
- ◆ detailed tables and graphs showing results for various groups of students, e.g., by gender, ESL/ELD and
- ◆ an explanation of all terms used in this report.

## HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences among this school, the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the school results.
  - Are these results consistent with what you would expect?
  - How do these results compare to the provincial results?
  - How do these results compare over time?
- ◆ Speak to the school principal or the school council chair about the goals for improving student performance.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments.

Learn more about us at [www.eqao.com](http://www.eqao.com).

## OSSLT Results for First-Time Eligible Students, March 2006

### Contextual Information

This information provides a context for interpreting the school's results for this year in relation to those of the board and the province.

|   | School     |      | Board        |     | Province       |     |
|---|------------|------|--------------|-----|----------------|-----|
| Number of first-time eligible students  | 173        |      | 6 819        |     | 158 817        |     |
| Number of schools with first-time eligible students                                 | n/a        |      | 35           |     | 777            |     |
| Students who were exempted  | 0          |      | 45           |     | 1 617          |     |
| <b>Participation in the Test</b>  | <b>173</b> |      | <b>6 819</b> |     | <b>158 817</b> |     |
|   | #          | %    | #            | %   | #              | %   |
| Of all first-time eligible students, those who participated fully in the assessment | 164        | 95%  | 6 480        | 95% | 149 098        | 94% |
| Of all first-time eligible students, those who were absent                          | 1          | 1%   | 117          | 2%  | 4 715          | 3%  |
| Of all first-time eligible students, those who were deferred                        | 8          | 5%   | 222          | 3%  | 5 004          | 3%  |
| <b>Demographic Information*</b>   | <b>173</b> |      | <b>6 819</b> |     | <b>158 817</b> |     |
|   | #          | %    | #            | %   | #              | %   |
| <b>Gender</b>   |            |      |              |     |                |     |
| Female  | 0          | 0%   | 3 577        | 52% | 77 358         | 49% |
| Male  | 173        | 100% | 3 239        | 48% | 81 402         | 51% |
| Gender not specified  | 0          | 0%   | 3            | <1% | 57             | <1% |
| <b>Student Status**</b>   |            |      |              |     |                |     |
| English as a second language (ESL) or English literacy development (ELD) learners   | 3          | 2%   | 276          | 4%  | 6 181          | 4%  |
| ESL/ELD learners receiving special provisions***                                    | 0          | 0%   | 127          | 2%  | 3 222          | 2%  |
| Identified as students with special needs (excluding gifted)                        | 41         | 24%  | 1 390        | 20% | 21 755         | 14% |
| Students with special needs receiving accommodations (excluding gifted)***          | 33         | 20%  | 1 074        | 17% | 16 891         | 11% |
| <b>Level of Study for English****</b>   |            |      |              |     |                |     |
| Academic  | 120        | 69%  | 4 630        | 68% | 102 066        | 64% |
| Applied   | 45         | 26%  | 1 623        | 24% | 39 273         | 25% |
| Locally developed   | 5          | 3%   | 157          | 2%  | 5 191          | 3%  |
| ESL/ELD   | 1          | 1%   | 265          | 4%  | 5 557          | 3%  |
| <b>Demographic Information*</b><br>(based on Student Questionnaire data)            | <b>164</b> |      | <b>6 361</b> |     | <b>147 512</b> |     |
|   | #          | %    | #            | %   | #              | %   |
| <b>Language</b>   |            |      |              |     |                |     |
| First language learned at home was other than English                               | 42         | 26%  | 2 463        | 39% | 33 293         | 23% |
| Speak only or mostly English at home  | 115        | 70%  | 3 620        | 57% | 112 280        | 76% |
| Speak another language (or languages) as often as English at home                   | 39         | 24%  | 1 907        | 30% | 23 140         | 16% |
| Speak only or mostly another language (or other languages) at home                  | 10         | 6%   | 807          | 13% | 11 406         | 8%  |

\* Demographic information is provided by schools and/or boards through the **Student Data Collection** process, except data pertaining to "Language," which are gathered from the **Student Questionnaire** completed by students.

\*\* See Explanation of Terms.

\*\*\* Percentages are based on fully participating students.

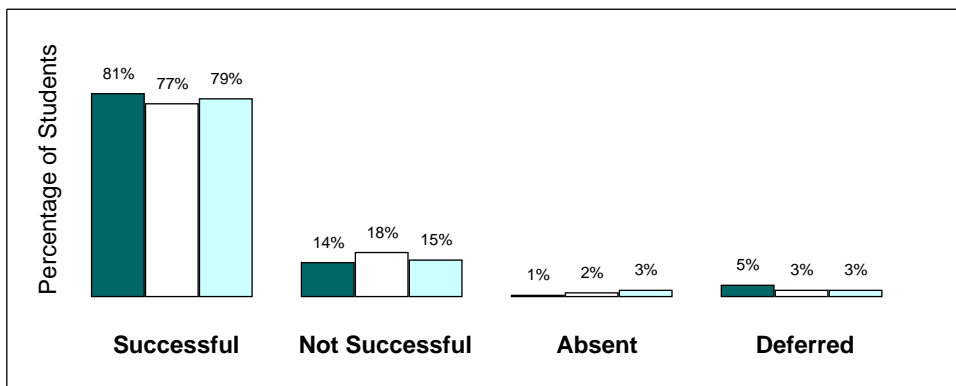
\*\*\*\* Data pertaining to level of study for English course may not account for all students; some data may be missing because they were not reported by schools.

## OSSLT Results for First-Time Eligible Students, March 2006

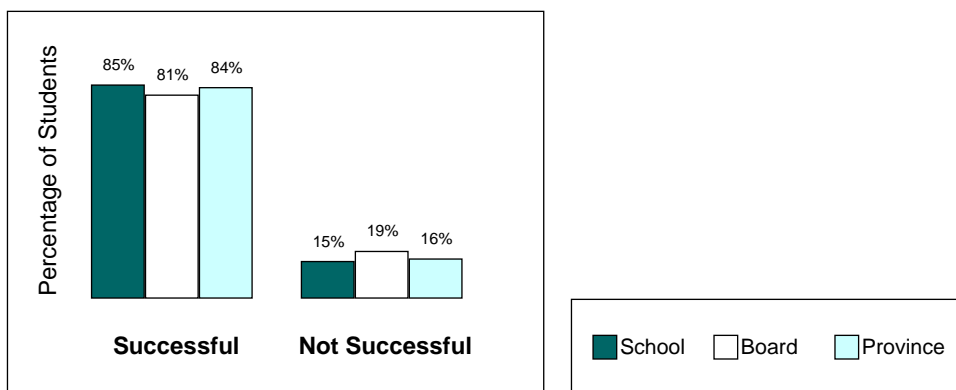
### Results for All First-Time Eligible Students\*

| First-Time Eligible Students |                   |                    |                         |                     |                    |                         |
|------------------------------|-------------------|--------------------|-------------------------|---------------------|--------------------|-------------------------|
|                              | All               |                    |                         | Fully Participating |                    |                         |
|                              | School<br># = 173 | Board<br># = 6 819 | Province<br># = 158 817 | School<br># = 164   | Board<br># = 6 480 | Province<br># = 149 098 |
| Successful                   | 140               | 81%                | 77%                     | 85%                 | 81%                | 84%                     |
| Not Successful               | 24                | 14%                | 18%                     | 15%                 | 19%                | 16%                     |
| <b>Fully Participating</b>   | <b>164</b>        | <b>95%</b>         | <b>95%</b>              |                     |                    | <b>94%</b>              |
| Absent                       | 1                 | 1%                 | 2%                      |                     |                    | 3%                      |
| Deferred                     | 8                 | 5%                 | 3%                      |                     |                    | 3%                      |

### Results for All First-Time Eligible Students



### Results for Fully Participating First-Time Eligible Students



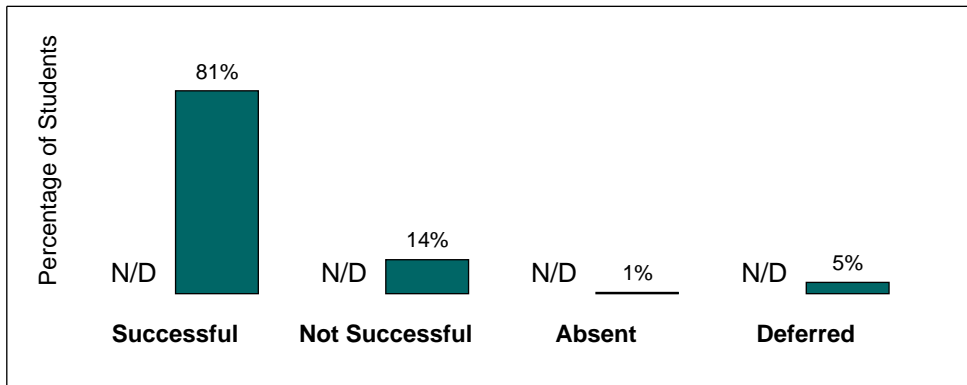
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for First-Time Eligible Students, March 2006

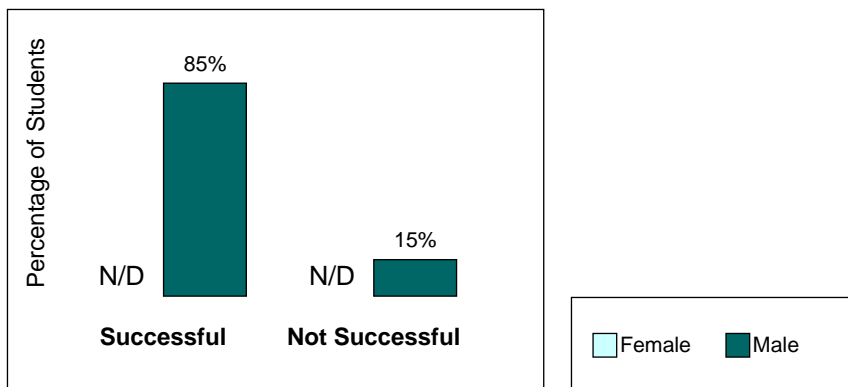
### School Results by Gender\*†

| School Results by Gender<br>First-Time Eligible Students |                   |     |                 |     |                     |                 |
|--|-------------------|-----|-----------------|-----|---------------------|-----------------|
|  | All               |     |                 |     | Fully Participating |                 |
|  | Female<br># = N/D |     | Male<br># = 173 |     | Female<br># = N/D   | Male<br># = 164 |
| Successful   | N/D               | N/D | 140             | 81% | N/D                 | 85%             |
| Not Successful   | N/D               | N/D | 24              | 14% | N/D                 | 15%             |
| <b>Fully Participating</b>                               | N/D               | N/D | 164             | 95% |                     |                 |
| Absent   | N/D               | N/D | 1               | 1%  |                     |                 |
| Deferred   | N/D               | N/D | 8               | 5%  |                     |                 |

### School Results for All First-Time Eligible Students by Gender



### School Results for Fully Participating First-Time Eligible Students by Gender



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

† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2006

### Board Results by Gender\*†

| Board Results by Gender<br>First-Time Eligible Students |                     |            |                   |            |                     |                   |
|---|---------------------|------------|-------------------|------------|---------------------|-------------------|
|   | All                 |            |                   |            | Fully Participating |                   |
|   | Female<br># = 3 577 |            | Male<br># = 3 239 |            | Female<br># = 3 413 | Male<br># = 3 064 |
| Successful  | 2 891               | 81%        | 2 345             | 72%        | 85%                 | 77%               |
| Not Successful  | 522                 | 15%        | 719               | 22%        | 15%                 | 23%               |
| <b>Fully Participating</b>                              | <b>3 413</b>        | <b>95%</b> | <b>3 064</b>      | <b>95%</b> |                     |                   |
| Absent  | 56                  | 2%         | 61                | 2%         |                     |                   |
| Deferred  | 108                 | 3%         | 114               | 4%         |                     |                   |

### Board Results for All First-Time Eligible Students by Gender



### Board Results for Fully Participating First-Time Eligible Students by Gender



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

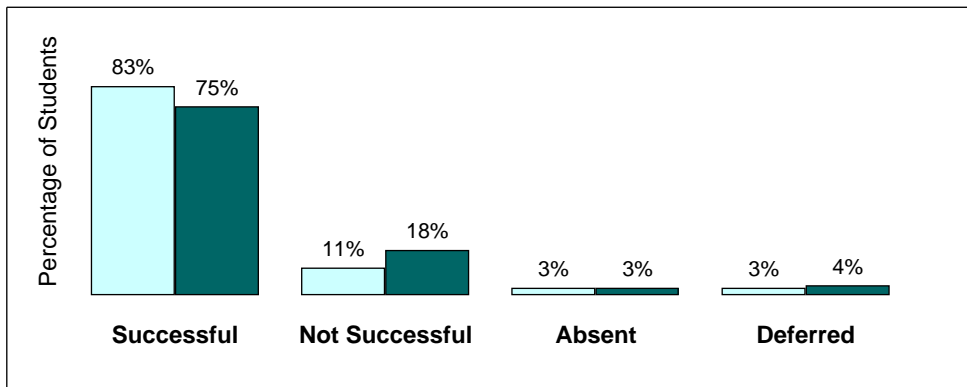
† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2006

### Provincial Results by Gender\*†

| Provincial Results by Gender<br>First-Time Eligible Students |                      |            |                    |            |                      |                    |
|--|----------------------|------------|--------------------|------------|----------------------|--------------------|
|  | All                  |            |                    |            | Fully Participating  |                    |
|  | Female<br># = 77 358 |            | Male<br># = 81 402 |            | Female<br># = 73 081 | Male<br># = 75 966 |
| Successful   | 64 393               | 83%        | 61 406             | 75%        | 88%                  | 81%                |
| Not Successful   | 8 688                | 11%        | 14 560             | 18%        | 12%                  | 19%                |
| <b>Fully Participating</b>                                   | <b>73 081</b>        | <b>94%</b> | <b>75 966</b>      | <b>93%</b> |                      |                    |
| Absent   | 2 254                | 3%         | 2 455              | 3%         |                      |                    |
| Deferred   | 2 023                | 3%         | 2 981              | 4%         |                      |                    |

### Provincial Results for All First-Time Eligible Students by Gender



### Provincial Results for Fully Participating First-Time Eligible Students by Gender



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

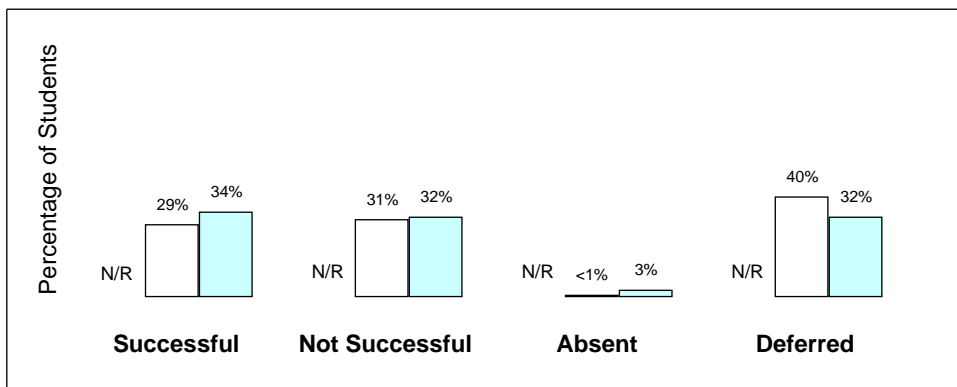
† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2006

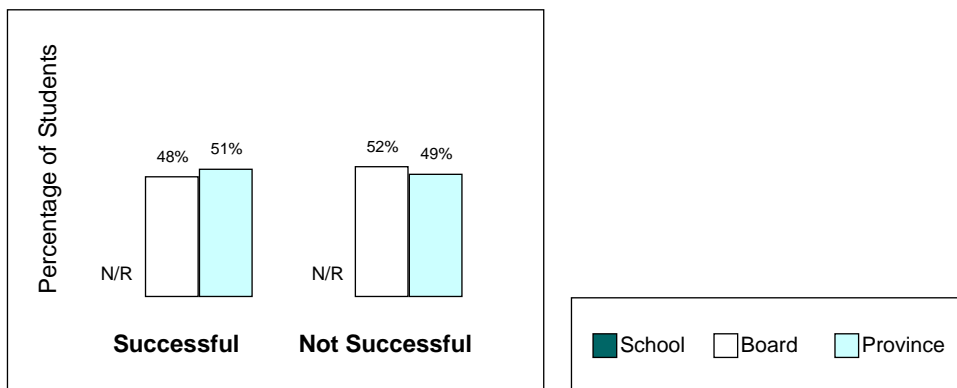
Results for English as a Second Language/English Literacy Development Learners\*†

| Results for ESL/ELD Learners<br>First-Time Eligible Students |                   |                  |                       |                   |                     |                       |
|--|-------------------|------------------|-----------------------|-------------------|---------------------|-----------------------|
|  | All               |                  |                       |                   | Fully Participating |                       |
|  | School<br># = N/R | Board<br># = 276 | Province<br># = 6 181 | School<br># = N/R | Board<br># = 165    | Province<br># = 4 066 |
| Successful   | N/R               | N/R              | 29%                   | 34%               | N/R                 | 48%                   |
| Not Successful   | N/R               | N/R              | 31%                   | 32%               | N/R                 | 52%                   |
| <b>Fully Participating</b>                                   | N/R               | N/R              | 60%                   | 66%               |                     |                       |
| Absent   | N/R               | N/R              | <1%                   | 3%                |                     |                       |
| Deferred   | N/R               | N/R              | 40%                   | 32%               |                     |                       |

### Results for All First-Time Eligible ESL/ELD Learners



### Results for Fully Participating First-Time Eligible ESL/ELD Learners



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

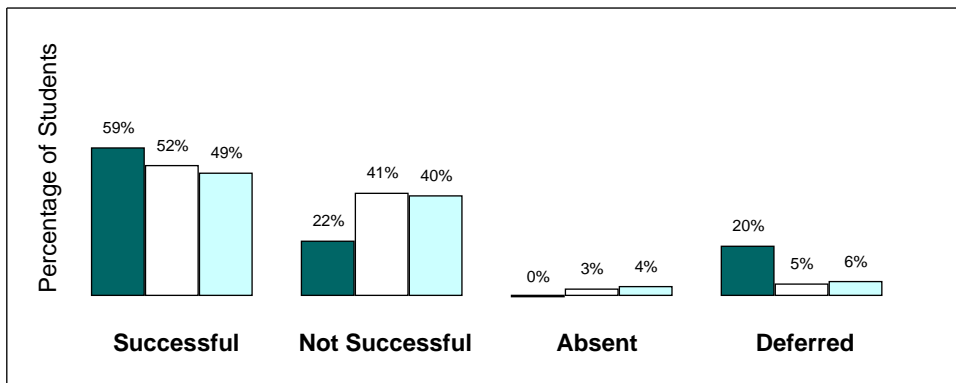
†Based on information regarding ESL or ELD status provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2006

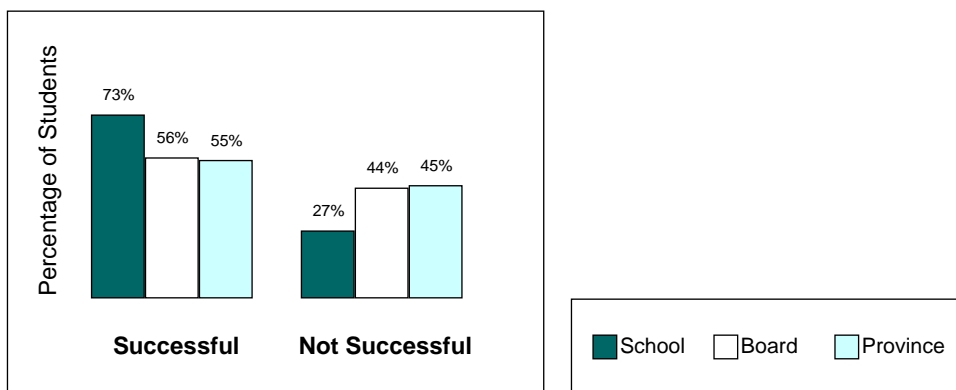
### Results for Students with Special Needs (excluding gifted)\*†

| Results for Students with Special Needs<br>(excluding gifted)<br>First-Time Eligible Students |                  |                    |                        |                     |                    |                        |
|---|------------------|--------------------|------------------------|---------------------|--------------------|------------------------|
|   | All              |                    |                        | Fully Participating |                    |                        |
|   | School<br># = 41 | Board<br># = 1 390 | Province<br># = 21 755 | School<br># = 33    | Board<br># = 1 280 | Province<br># = 19 487 |
| Successful  | 24               | 59%                | 52%                    | 49%                 | 73%                | 56%                    |
| Not Successful  | 9                | 22%                | 41%                    | 40%                 | 27%                | 44%                    |
| <b>Fully Participating</b>  | <b>33</b>        | <b>80%</b>         | <b>92%</b>             | <b>90%</b>          |                    |                        |
| Absent  | 0                | 0%                 | 3%                     | 4%                  |                    |                        |
| Deferred  | 8                | 20%                | 5%                     | 6%                  |                    |                        |

### Results for All First-Time Eligible Students with Special Needs (excluding gifted)



### Results for Fully Participating First-Time Eligible Students with Special Needs (excluding gifted)



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

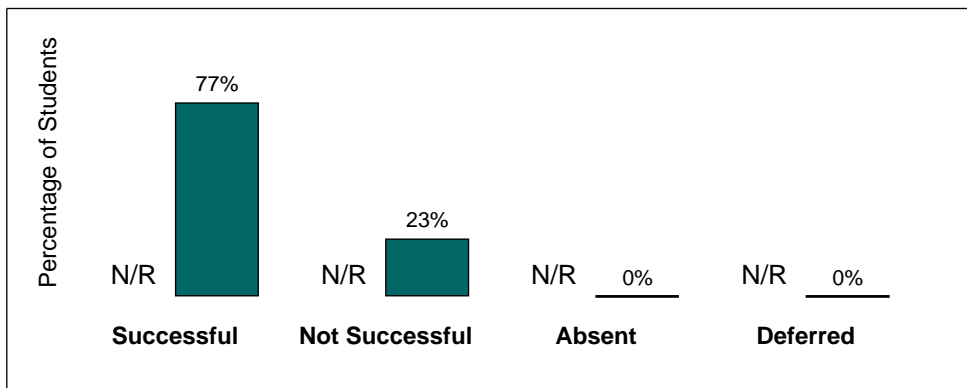
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2006

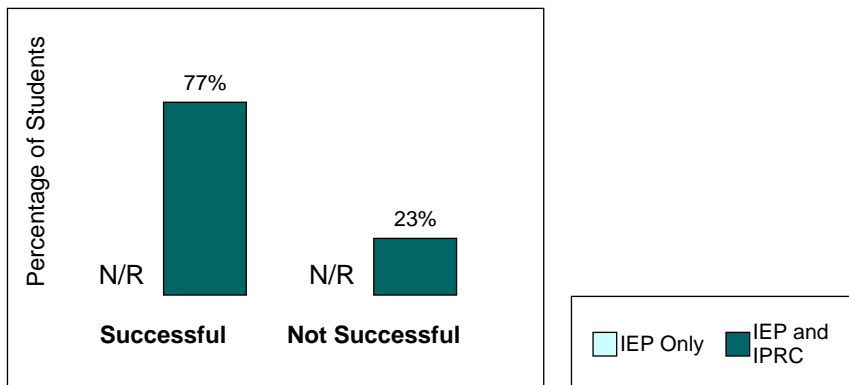
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

| School Results for Students with Special Needs Receiving Accommodations<br>(excluding gifted)<br>First-Time Eligible Students |                     |     |                        |      |                     |                        |
|---|---------------------|-----|------------------------|------|---------------------|------------------------|
|   | All                 |     |                        |      | Fully Participating |                        |
|   | IEP Only<br># = N/R |     | IEP and IPRC<br># = 26 |      | IEP Only<br># = N/R | IEP and IPRC<br># = 26 |
| Successful  | N/R                 | N/R | 20                     | 77%  | N/R                 | 77%                    |
| Not Successful  | N/R                 | N/R | 6                      | 23%  | N/R                 | 23%                    |
| <b>Fully Participating</b>  | N/R                 | N/R | 26                     | 100% |                     |                        |
| Absent  | N/R                 | N/R | 0                      | 0%   |                     |                        |
| Deferred  | N/R                 | N/R | 0                      | 0%   |                     |                        |

School Results for All First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



School Results for Fully Participating First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



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

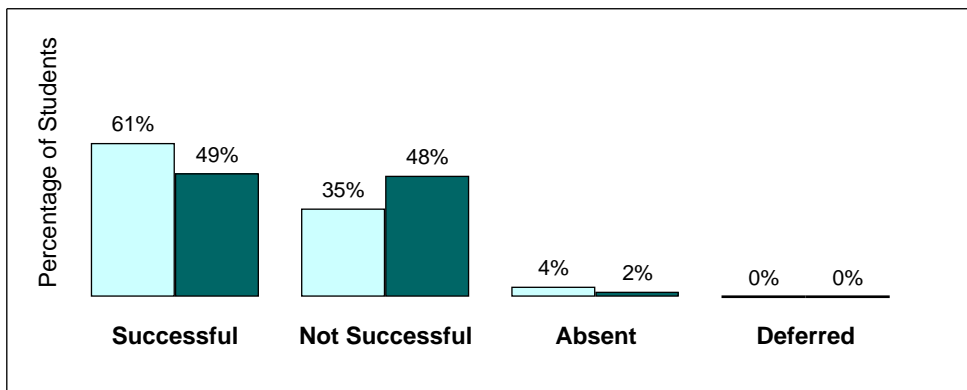
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2006

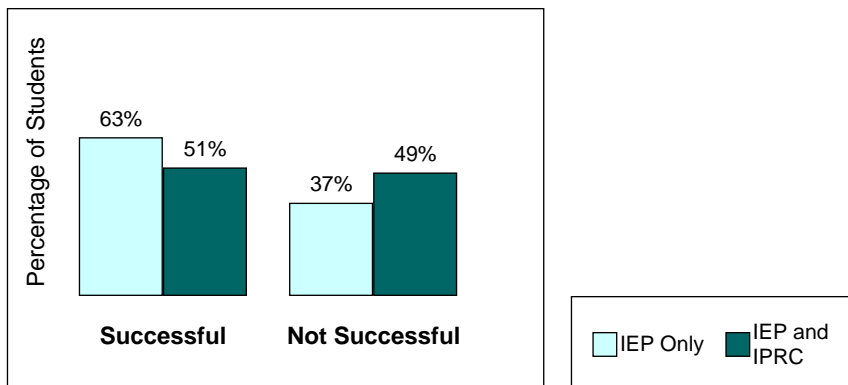
### Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

| Board Results for Students with Special Needs Receiving Accommodations<br>(excluding gifted)<br>First-Time Eligible Students |                     |            |                         |            |                     |                         |
|--|---------------------|------------|-------------------------|------------|---------------------|-------------------------|
|  | All                 |            |                         |            | Fully Participating |                         |
|  | IEP Only<br># = 326 |            | IEP and IPRC<br># = 779 |            | IEP Only<br># = 312 | IEP and IPRC<br># = 762 |
| Successful   | 198                 | 61%        | 385                     | 49%        | 63%                 | 51%                     |
| Not Successful   | 114                 | 35%        | 377                     | 48%        | 37%                 | 49%                     |
| <b>Fully Participating</b>   | <b>312</b>          | <b>96%</b> | <b>762</b>              | <b>98%</b> |                     |                         |
| Absent   | 14                  | 4%         | 17                      | 2%         |                     |                         |
| Deferred   | 0                   | 0%         | 0                       | 0%         |                     |                         |

### Board Results for All First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



### Board Results for Fully Participating First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



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

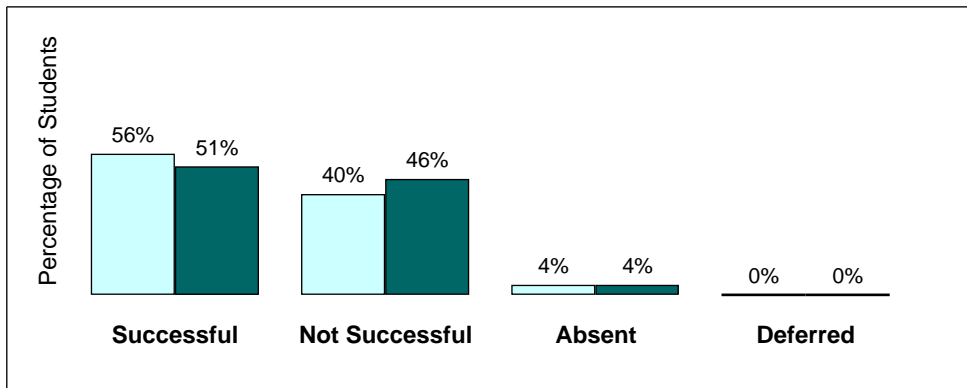
†Based on information provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2006

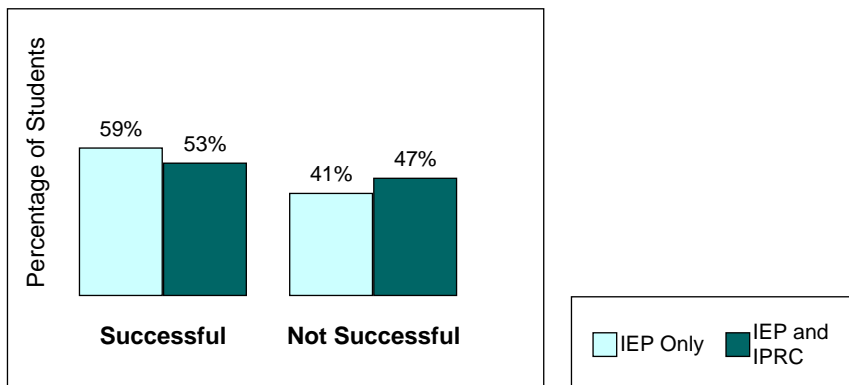
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

| Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students |                       |            |                            |            |                       |                            |
|---|-----------------------|------------|----------------------------|------------|-----------------------|----------------------------|
|   | All                   |            |                            |            | Fully Participating   |                            |
|   | IEP Only<br># = 4 482 |            | IEP and IPRC<br># = 13 082 |            | IEP Only<br># = 4 289 | IEP and IPRC<br># = 12 602 |
| Successful  | 2 510                 | 56%        | 6 629                      | 51%        | 59%                   | 53%                        |
| Not Successful  | 1 779                 | 40%        | 5 973                      | 46%        | 41%                   | 47%                        |
| <b>Fully Participating</b>  | <b>4 289</b>          | <b>96%</b> | <b>12 602</b>              | <b>96%</b> |                       |                            |
| Absent  | 193                   | 4%         | 480                        | 4%         |                       |                            |
| Deferred  | 0                     | 0%         | 0                          | 0%         |                       |                            |

### Provincial Results for All First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



### Provincial Results for Fully Participating First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



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

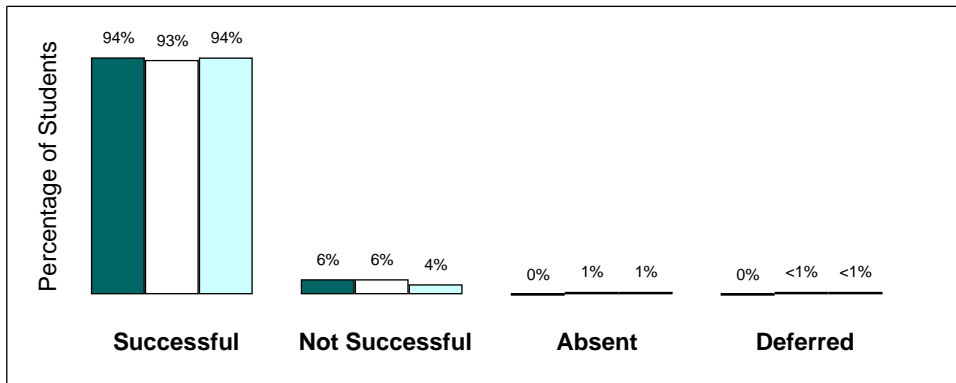
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2006

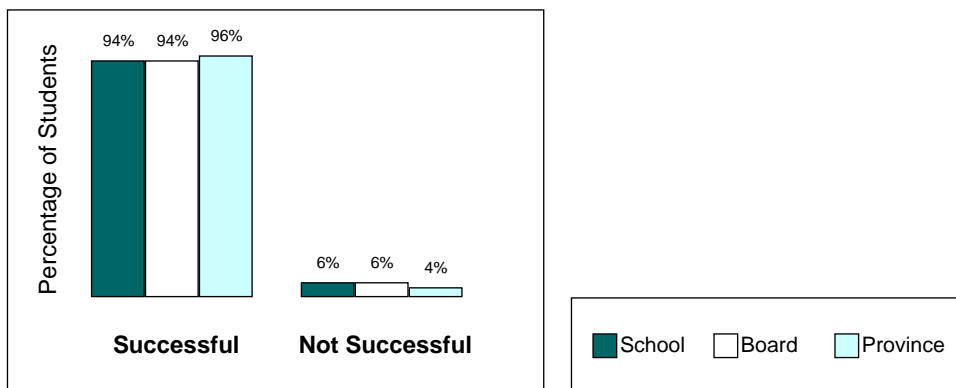
### Results for Students Taking Academic-Level English\*†

| Results for Students Taking Academic Level English First-Time Eligible Students |                   |                    |                         |                     |                    |                         |  |
|---|-------------------|--------------------|-------------------------|---------------------|--------------------|-------------------------|--|
|   | All               |                    |                         | Fully Participating |                    |                         |  |
|   | School<br># = 120 | Board<br># = 4 630 | Province<br># = 102 066 | School<br># = 120   | Board<br># = 4 580 | Province<br># = 100 164 |  |
| Successful  | 113               | 94%                | 93%                     | 94%                 | 94%                | 96%                     |  |
| Not Successful  | 7                 | 6%                 | 6%                      | 6%                  | 6%                 | 4%                      |  |
| <b>Fully Participating</b>  | <b>120</b>        | <b>100%</b>        | <b>99%</b>              | <b>98%</b>          |                    |                         |  |
| Absent  | 0                 | 0%                 | 1%                      | 1%                  |                    |                         |  |
| Deferred  | 0                 | 0%                 | <1%                     | <1%                 |                    |                         |  |

### Results for All First-Time Eligible Students Taking Academic-Level English



### Results for Fully Participating First-Time Eligible Students Taking Academic-Level English



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

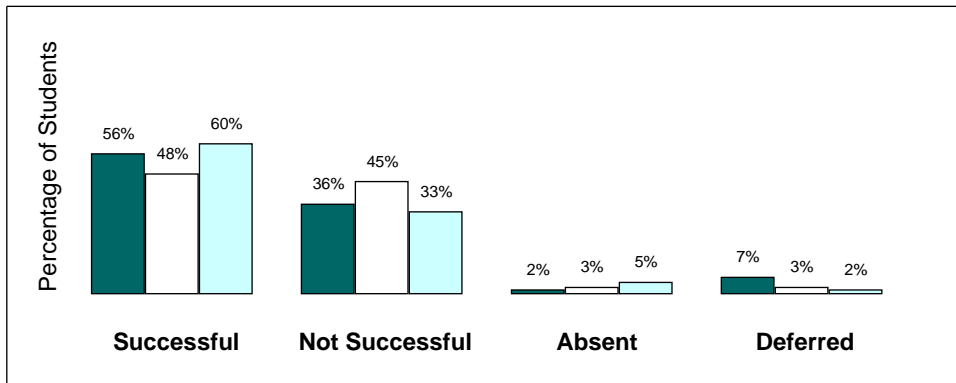
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2006

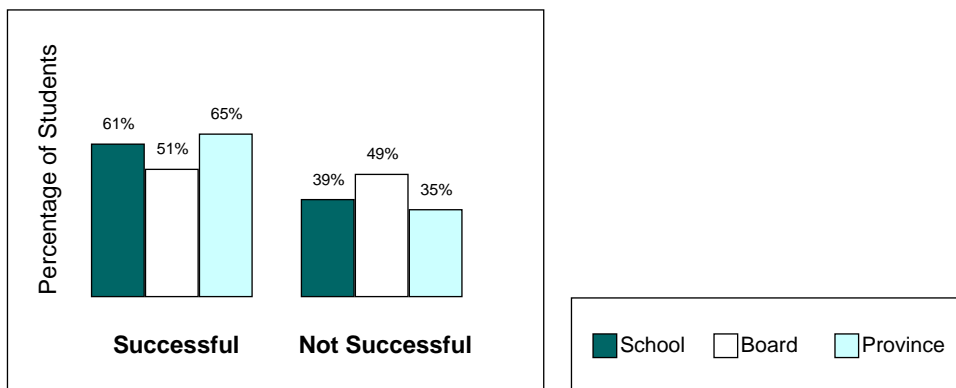
### Results for Students Taking Applied-Level English<sup>\*†</sup>

| Results for Students Taking Applied Level English First-Time Eligible Students |                  |                    |                        |                     |                    |                        |
|--|------------------|--------------------|------------------------|---------------------|--------------------|------------------------|
|  | All              |                    |                        | Fully Participating |                    |                        |
|  | School<br># = 45 | Board<br># = 1 623 | Province<br># = 39 273 | School<br># = 41    | Board<br># = 1 520 | Province<br># = 36 406 |
| Successful   | 25               | 56%                | 48%                    | 60%                 | 61%                | 51%                    |
| Not Successful   | 16               | 36%                | 45%                    | 33%                 | 39%                | 49%                    |
| <b>Fully Participating</b>   | <b>41</b>        | <b>91%</b>         | <b>94%</b>             | <b>93%</b>          |                    |                        |
| Absent   | 1                | 2%                 | 3%                     | 5%                  |                    |                        |
| Deferred   | 3                | 7%                 | 3%                     | 2%                  |                    |                        |

### Results for All First-Time Eligible Students Taking Applied-Level English



### Results for Fully Participating First-Time Eligible Students Taking Applied-Level English



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

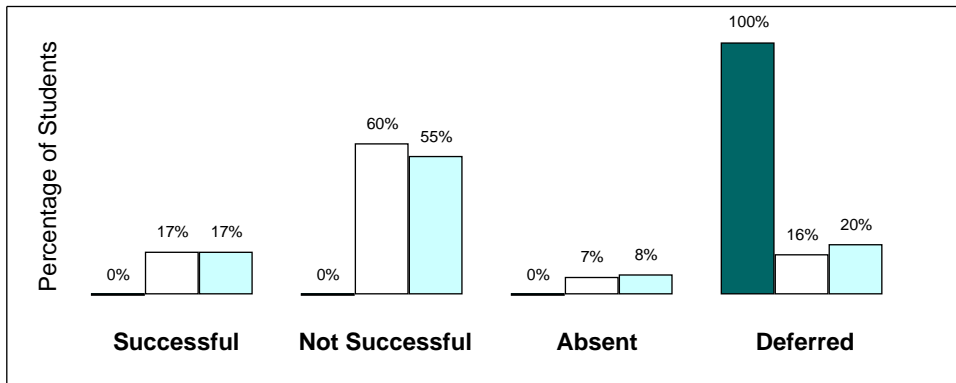
†Based on information regarding level of study in English provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2006

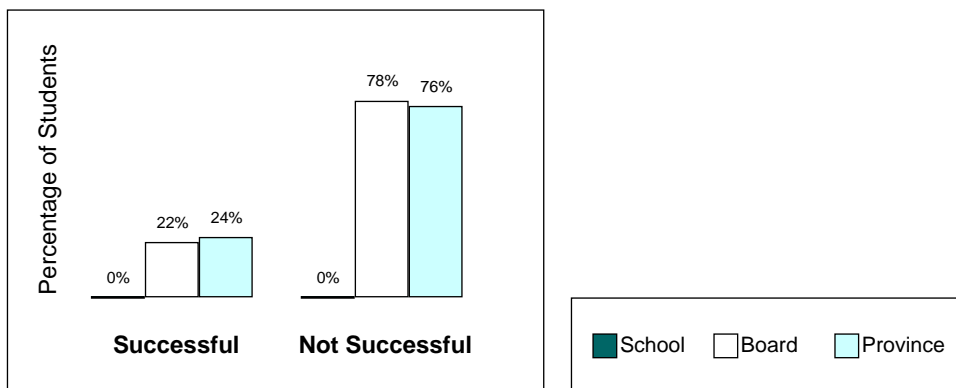
### Results for Students Taking Locally Developed English Course\*†

| Results for Students Taking Locally Developed English Course First-Time Eligible Students |                 |                  |                       |                     |                  |                       |
|---|-----------------|------------------|-----------------------|---------------------|------------------|-----------------------|
|   | All             |                  |                       | Fully Participating |                  |                       |
|   | School<br># = 5 | Board<br># = 157 | Province<br># = 5 191 | School<br># = 0     | Board<br># = 121 | Province<br># = 3 734 |
| Successful  | 0               | 0%               | 17%                   | 17%                 | 0%               | 22%                   |
| Not Successful  | 0               | 0%               | 60%                   | 55%                 | 0%               | 78%                   |
| <b>Fully Participating</b>  | <b>0</b>        | <b>0%</b>        | <b>77%</b>            | <b>72%</b>          |                  |                       |
| Absent  | 0               | 0%               | 7%                    | 8%                  |                  |                       |
| Deferred  | 5               | 100%             | 16%                   | 20%                 |                  |                       |

### Results for All First-Time Eligible Students Taking Locally Developed English Course



### Results for Fully Participating First-Time Eligible Students Taking Locally Developed English Course



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

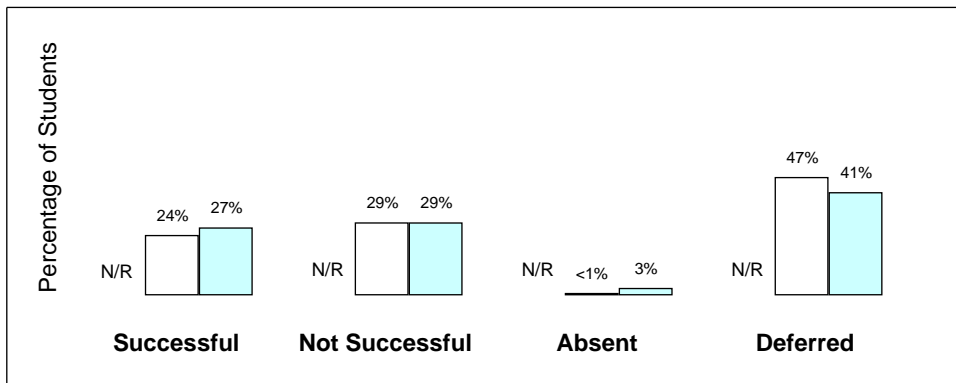
†Based on information regarding level of study in English provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2006

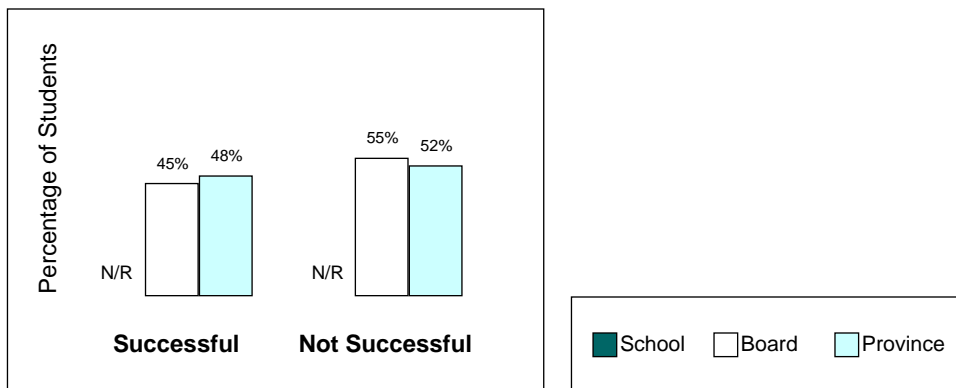
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course \*†

| Results for Students Taking ESL/ELD Course First-Time Eligible Students |                   |                  |                       |                     |                  |                       |     |
|---|-------------------|------------------|-----------------------|---------------------|------------------|-----------------------|-----|
|   | All               |                  |                       | Fully Participating |                  |                       |     |
|   | School<br># = N/R | Board<br># = 265 | Province<br># = 5 557 | School<br># = N/R   | Board<br># = 139 | Province<br># = 3 129 |     |
| Successful  | N/R               | N/R              | 24%                   | 27%                 | N/R              | 45%                   | 48% |
| Not Successful  | N/R               | N/R              | 29%                   | 29%                 | N/R              | 55%                   | 52% |
| <b>Fully Participating</b>  | N/R               | N/R              | 52%                   | 56%                 |                  |                       |     |
| Absent  | N/R               | N/R              | <1%                   | 3%                  |                  |                       |     |
| Deferred  | N/R               | N/R              | 47%                   | 41%                 |                  |                       |     |

### Results for All First-Time Eligible Students Taking ESL/ELD Course



### Results for Fully Participating First-Time Eligible Students Taking ESL/ELD Course



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

†Based on information regarding level of study in English provided by schools through the **Student Data Collection** process.

## OSSLT Results over Time, February 2002–March 2006

### Contextual Information for School\*

This information provides a context for interpreting the school's results over the past five administrations.

|   | Feb. 2002                    | Oct. 2002 | Oct. 2003 | Oct. 2004        | Mar. 2006       |
|---|------------------------------|-----------|-----------|------------------|-----------------|
| Number of first-time eligible students  | 104                          | 114       | 127       | 130              | 173             |
| Students who were exempted  | 0                            | 0         | 0         | 0                | 0               |
| <b>Participation in the Test</b>  |                              |           |           |                  |                 |
| <i>Number of Students</i>   | 104                          | 114       | 127       | 130              | 173             |
| Of all first-time eligible students, those who participated fully in the assessment | 94%                          | 91%       | 95%       | 97%              | 95%             |
| Of all first-time eligible students, those who were absent                          | 0%                           | 1%        | 1%        | 0%               | 1%              |
| Of all first-time eligible students, those who were deferred                        | 6%                           | 8%        | 4%        | 3%               | 5%              |
| <b>Demographic Information*</b>   |                              |           |           |                  |                 |
| <i>Number of Students</i>   | 104                          | 114       | 127       | 130              | 173             |
| <b>Gender</b>   |                              |           |           |                  |                 |
| Female  | 0%                           | 0%        | 0%        | 0%               | 0%              |
| Male  | 99%                          | 99%       | 100%      | 100%             | 100%            |
| Gender not specified  | 1%                           | 1%        | 0%        | 0%               | 0%              |
| <b>Student Status**</b>   |                              |           |           |                  |                 |
| English as a second language (ESL) or English literacy development (ELD) learners   | 2%                           | 26%       | 5%        | 4% <sup>+</sup>  | 2% <sup>+</sup> |
| ESL/ELD learners receiving special provisions***                                    | n/a                          | n/a       | n/a       | n/a <sup>+</sup> | 0% <sup>+</sup> |
| Identified as students with special needs (excluding gifted)                        | 19%                          | 22%       | 18%       | 22%              | 24%             |
| Students with special needs receiving accommodations (excluding gifted)***          | 15%                          | 20%       | 15%       | 21%              | 20%             |
| <b>Level of Study for English****</b>   |                              |           |           |                  |                 |
| Academic  | 69%                          | 54%       | 75%       | 64%              | 69%             |
| Applied   | 31%                          | 19%       | 23%       | 32%              | 26%             |
| Locally developed   | 0%                           | 0%        | 0%        | 0%               | 3%              |
| ESL/ELD   | n/a                          | n/a       | n/a       | 5%               | 1%              |
| <b>Demographic Information*</b>   |                              |           |           |                  |                 |
| <i>(based on Student Questionnaire data)</i>  | <i>Number of Respondants</i> | n/a       | n/a       | 121              | 126             |
| <b>Language</b>   |                              |           |           |                  |                 |
| First language learned at home was other than English                               | n/a                          | n/a       | 31%       | 42%              | 26%             |
| Speak only or mostly English at home  | n/a                          | n/a       | 69%       | 60%              | 70%             |
| Speak another language (or languages) as often as English at home                   | n/a                          | n/a       | 21%       | 28%              | 24%             |
| Speak only or mostly another language (or other languages) at home                  | n/a                          | n/a       | 9%        | 12%              | 6%              |

\* Demographic information is provided by schools and/or boards through the **Student Data Collection** process, except data pertaining to "Language," which are gathered from the **Student Questionnaire** completed by students.

\*\* See the Explanation of Terms.

\*\*\* Percentages are based on fully participating students.

\*\*\*\* Data pertaining to level of study for English course may not account for all students; some data may be missing because they were not reported by schools.

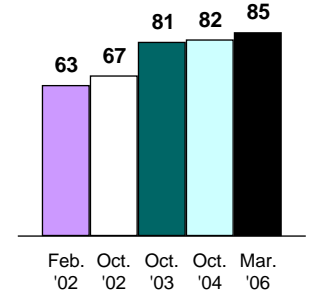
<sup>+</sup> As the definition for the ESL/ELD group changed effective the 2004 assessments from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners," the percentage of students in this group may not be comparable with previous years.

n/a Information not available.

## OSSLT Results over Time, February 2002–March 2006

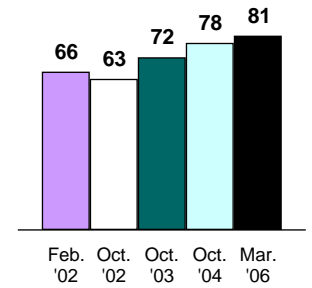
| School Results: All First-Time Eligible Students* |               |     |              |     |              |     |              |     |            |     |
|---|---------------|-----|--------------|-----|--------------|-----|--------------|-----|------------|-----|
|   | February 2002 |     | October 2002 |     | October 2003 |     | October 2004 |     | March 2006 |     |
| <i>Number of Students</i>                         | <b>104</b>    |     | <b>114</b>   |     | <b>127</b>   |     | <b>130</b>   |     | <b>173</b> |     |
| Successful  | 62            | 60% | 70           | 61% | 98           | 77% | 103          | 79% | 140        | 81% |
| Not Successful                                    | 36            | 35% | 34           | 30% | 23           | 18% | 23           | 18% | 24         | 14% |
| <b>Fully Participating</b>                        | 98            | 94% | 104          | 91% | 121          | 95% | 126          | 97% | 164        | 95% |
| Absent  | 0             | 0%  | 1            | 1%  | 1            | 1%  | 0            | 0%  | 1          | 1%  |
| Deferred  | 6             | 6%  | 9            | 8%  | 5            | 4%  | 4            | 3%  | 8          | 5%  |
| <b>Fully Participating Successful</b>             | 62            | 63% | 70           | 67% | 98           | 81% | 103          | 82% | 140        | 85% |

School Results over Time: Percentage of Fully Participating Successful Students



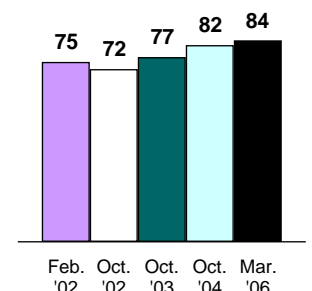
| Board Results: All First-Time Eligible Students* |               |     |              |     |              |     |              |     |              |     |
|--|---------------|-----|--------------|-----|--------------|-----|--------------|-----|--------------|-----|
|  | February 2002 |     | October 2002 |     | October 2003 |     | October 2004 |     | March 2006   |     |
| <i>Number of Students</i>                        | <b>6 379</b>  |     | <b>6 575</b> |     | <b>6 484</b> |     | <b>6 911</b> |     | <b>6 819</b> |     |
| Successful                                       | 3 963         | 62% | 3 957        | 60% | 4 425        | 68% | 5 087        | 74% | 5 238        | 77% |
| Not Successful                                   | 2 020         | 32% | 2 290        | 35% | 1 688        | 26% | 1 446        | 21% | 1 242        | 18% |
| <b>Fully Participating</b>                       | 5 983         | 94% | 6 247        | 95% | 6 113        | 94% | 6 533        | 95% | 6 480        | 95% |
| Absent   | 214           | 3%  | 102          | 2%  | 162          | 2%  | 133          | 2%  | 117          | 2%  |
| Deferred   | 182           | 3%  | 226          | 3%  | 209          | 3%  | 245          | 4%  | 222          | 3%  |
| <b>Fully Participating Successful</b>            | 3 963         | 66% | 3 957        | 63% | 4 425        | 72% | 5 087        | 78% | 5 238        | 81% |

Board Results over Time: Percentage of Fully Participating Successful Students



| Provincial Results: All First-Time Eligible Students* |                |     |                |     |                |     |                |     |                |     |
|---|----------------|-----|----------------|-----|----------------|-----|----------------|-----|----------------|-----|
|   | February 2002  |     | October 2002   |     | October 2003   |     | October 2004   |     | March 2006     |     |
| <i>Number of Students</i>                             | <b>141 061</b> |     | <b>146 539</b> |     | <b>157 464</b> |     | <b>160 088</b> |     | <b>158 817</b> |     |
| Successful  | 97 227         | 69% | 97 459         | 67% | 109 609        | 70% | 121 855        | 76% | 125 830        | 79% |
| Not Successful  | 31 805         | 23% | 38 569         | 26% | 33 416         | 21% | 25 926         | 16% | 23 268         | 15% |
| <b>Fully Participating</b>                            | 129 032        | 91% | 136 028        | 93% | 143 025        | 91% | 147 781        | 92% | 149 098        | 94% |
| Absent  | 5 889          | 4%  | 3 991          | 3%  | 6 612          | 4%  | 5 435          | 3%  | 4 715          | 3%  |
| Deferred  | 6 140          | 4%  | 6 520          | 4%  | 7 827          | 5%  | 6 872          | 4%  | 5 004          | 3%  |
| <b>Fully Participating Successful</b>                 | 97 227         | 75% | 97 459         | 72% | 109 609        | 77% | 121 855        | 82% | 125 830        | 84% |

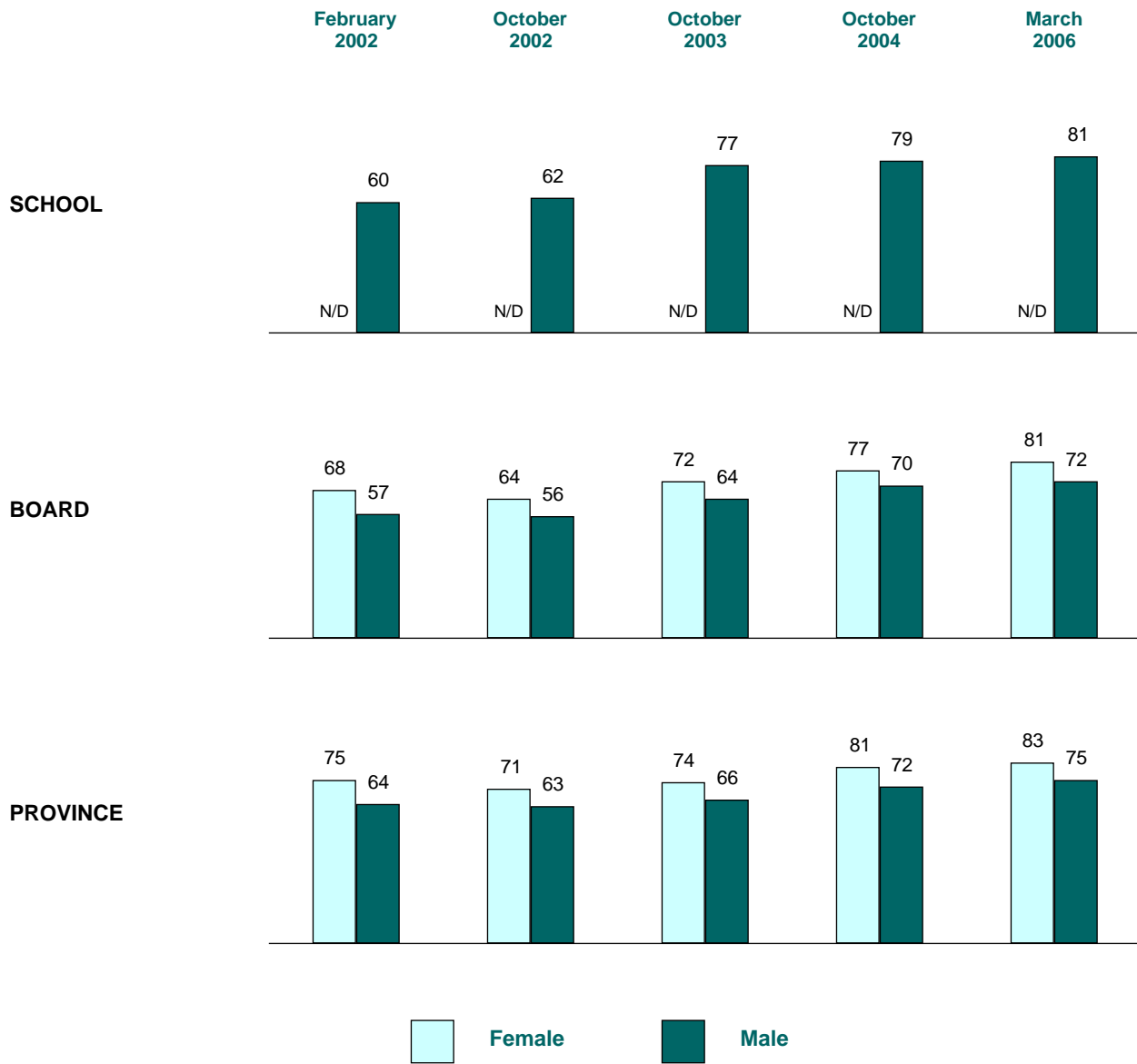
Provincial Results over Time: Percentage of Fully Participating Successful Students



\* Percentages in tables may not add up to 100, due to rounding.

**ACHIEVEMENT RESULTS OVER TIME BY GENDER**

**PERCENTAGE OF ALL FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL**



Female Male

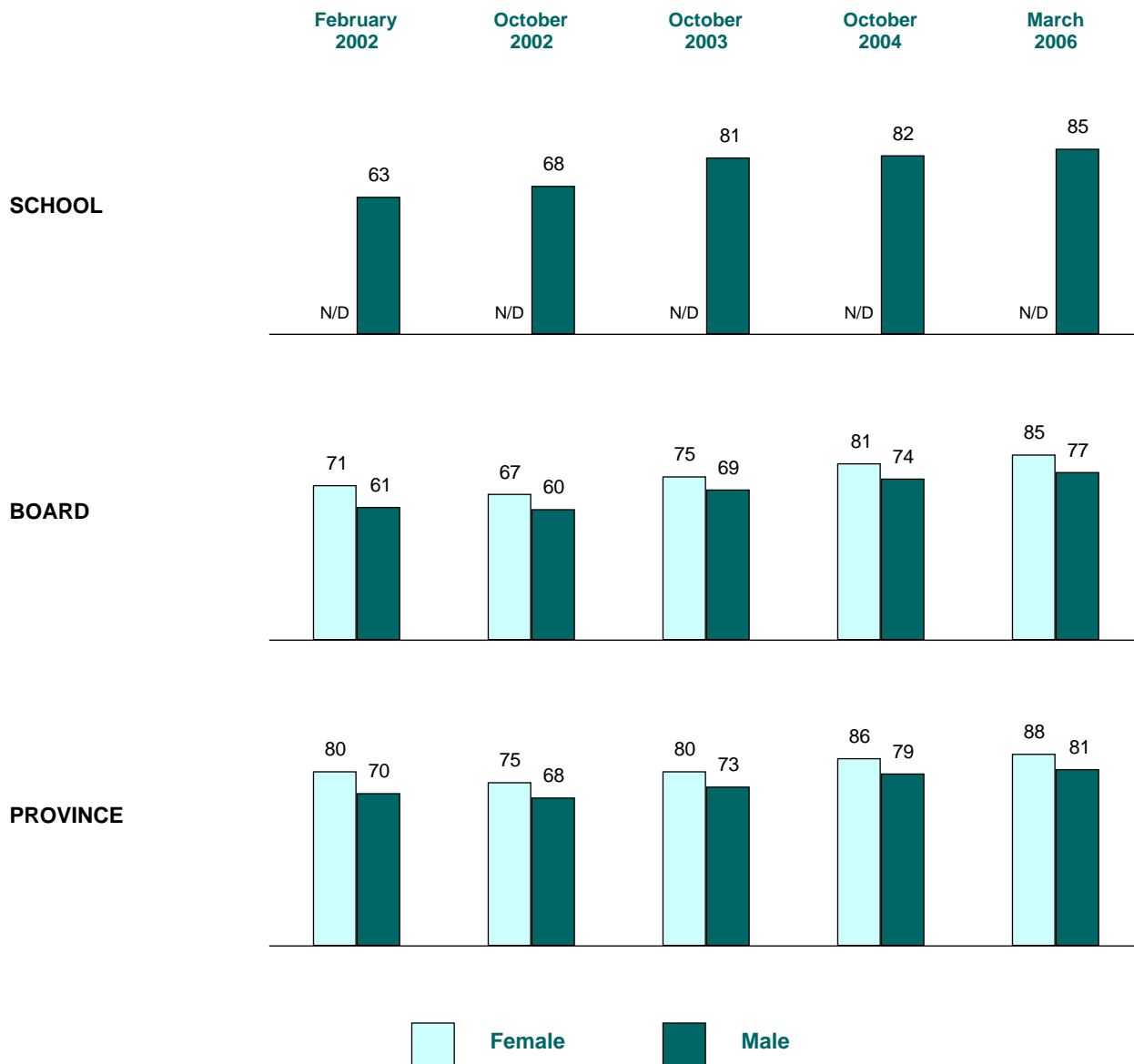
**Number of First-Time Eligible Students†**

|          | <u>February 2002</u> |        | <u>October 2002</u> |        | <u>October 2003</u> |        | <u>October 2004</u> |        | <u>March 2006</u> |        |
|----------|----------------------|--------|---------------------|--------|---------------------|--------|---------------------|--------|-------------------|--------|
|          | Female               | Male   | Female              | Male   | Female              | Male   | Female              | Male   | Female            | Male   |
| School   | N/D                  | 103    | N/D                 | 113    | N/D                 | 127    | N/D                 | 130    | N/D               | 173    |
| Board    | 3 243                | 3 034  | 3 390               | 3 091  | 3 163               | 3 067  | 3 565               | 3 310  | 3 577             | 3 239  |
| Province | 67 586               | 71 131 | 70 675              | 73 999 | 75 023              | 79 904 | 77 110              | 81 469 | 77 358            | 81 402 |

† Includes only students for whom gender data were available.

**ACHIEVEMENT RESULTS OVER TIME BY GENDER**

**PERCENTAGE OF FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL**



**Number of Fully Participating First-Time Eligible Students†**

|          | <u>February 2002</u> |        | <u>October 2002</u> |        | <u>October 2003</u> |        | <u>October 2004</u> |        | <u>March 2006</u> |        |
|----------|----------------------|--------|---------------------|--------|---------------------|--------|---------------------|--------|-------------------|--------|
|          | Female               | Male   | Female              | Male   | Female              | Male   | Female              | Male   | Female            | Male   |
| School   | N/D                  | 98     | N/D                 | 103    | N/D                 | 121    | N/D                 | 126    | N/D               | 164    |
| Board    | 3 082                | 2 834  | 3 257               | 2 906  | 3 019               | 2 854  | 3 394               | 3 111  | 3 413             | 3 064  |
| Province | 62 931               | 64 744 | 66 527              | 68 153 | 69 529              | 71 961 | 72 296              | 74 659 | 73 081            | 75 966 |

† Includes only students for whom gender data were available.

## Results from the Student Questionnaire for All First-Time Eligible Students†

| Percentage of first-time eligible students indicating that   | School       |                  |                | Board          |                    |                  | Province         |                     |                   |
|--|--------------|------------------|----------------|----------------|--------------------|------------------|------------------|---------------------|-------------------|
|  | All (#= 164) | Females (#= N/D) | Males (#= 164) | All (#= 6 361) | Females (#= 3 361) | Males (#= 2 997) | All (#= 147 512) | Females (#= 72 502) | Males (#= 74 959) |
| <b>they have a computer in their home.</b>   | 99%          | N/D              | 99%            | 97%            | 97%                | 97%              | 97%              | 97%                 | 97%               |
| <b>they use the computer almost every day for homework.</b>  | 26%          | N/D              | 26%            | 33%            | 33%                | 32%              | 32%              | 34%                 | 30%               |
| <b>they read the following kinds of material outside school most weeks:</b>                            |              |                  |                |                |                    |                  |                  |                     |                   |
| non-fiction books, e.g., biographies   | 43%          | N/D              | 43%            | 38%            | 40%                | 37%              | 37%              | 37%                 | 36%               |
| comics   | 47%          | N/D              | 47%            | 43%            | 40%                | 47%              | 41%              | 37%                 | 45%               |
| Web sites, e-mail, chat messages   | 90%          | N/D              | 90%            | 93%            | 94%                | 91%              | 92%              | 94%                 | 90%               |
| letters  | 39%          | N/D              | 39%            | 50%            | 57%                | 41%              | 46%              | 55%                 | 38%               |
| magazines  | 72%          | N/D              | 72%            | 79%            | 88%                | 69%              | 78%              | 87%                 | 70%               |
| manuals, instructions  | 52%          | N/D              | 52%            | 48%            | 40%                | 58%              | 44%              | 34%                 | 52%               |
| newspapers   | 76%          | N/D              | 76%            | 65%            | 64%                | 65%              | 56%              | 54%                 | 58%               |
| novels, fiction, short stories   | 63%          | N/D              | 63%            | 69%            | 80%                | 56%              | 68%              | 80%                 | 57%               |
| song lyrics, poems   | 57%          | N/D              | 57%            | 69%            | 80%                | 57%              | 64%              | 77%                 | 51%               |
| religious or spiritual writings  | 28%          | N/D              | 28%            | 27%            | 28%                | 26%              | 22%              | 23%                 | 20%               |
| <b>they read in English outside school for more than three hours a week (not including homework).</b>  | 38%          | N/D              | 38%            | 37%            | 42%                | 30%              | 41%              | 47%                 | 36%               |
| <b>they have the following English-language materials at home:</b>                                     |              |                  |                |                |                    |                  |                  |                     |                   |
| dictionaries, encyclopedias (print or electronic)  | 95%          | N/D              | 95%            | 93%            | 95%                | 92%              | 93%              | 94%                 | 92%               |
| books  | 96%          | N/D              | 96%            | 94%            | 96%                | 91%              | 95%              | 97%                 | 93%               |
| newspapers   | 76%          | N/D              | 76%            | 82%            | 82%                | 82%              | 87%              | 88%                 | 87%               |
| magazines  | 80%          | N/D              | 80%            | 87%            | 90%                | 82%              | 89%              | 92%                 | 86%               |
| <b>they do the following types of writing outside school most weeks:</b>                               |              |                  |                |                |                    |                  |                  |                     |                   |
| e-mail, chat messages  | 93%          | N/D              | 93%            | 93%            | 94%                | 93%              | 93%              | 95%                 | 90%               |
| letters, journals, diaries   | 17%          | N/D              | 17%            | 39%            | 57%                | 18%              | 35%              | 56%                 | 15%               |
| notes, directions, instructions  | 41%          | N/D              | 41%            | 47%            | 48%                | 46%              | 46%              | 50%                 | 42%               |
| song lyrics, poems   | 31%          | N/D              | 31%            | 45%            | 51%                | 38%              | 40%              | 48%                 | 32%               |
| stories, fiction   | 29%          | N/D              | 29%            | 31%            | 34%                | 27%              | 28%              | 32%                 | 25%               |
| work-related writing   | 48%          | N/D              | 48%            | 58%            | 61%                | 56%              | 51%              | 51%                 | 50%               |
| <b>they write in English outside school for more than three hours a week (not including homework).</b> | 24%          | N/D              | 24%            | 30%            | 33%                | 26%              | 33%              | 38%                 | 27%               |

† Includes only students for whom gender data were available.

## EXPLANATION OF TERMS

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| <b>First-Time Eligible Students</b>  | First-time eligible students typically entered Grade 9 during the 2004–2005 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in March 2006. <b>First-time eligible</b> includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).        |
| <b>Previously Eligible Students</b>  | <b>Previously eligible</b> includes all students who were not successful during a previous administration, or who were absent or deferred, and who were eligible to write the OSSLT in March 2006 (i.e., those working toward an OSSD).  |
| <b>All Eligible Students</b>   | This method of reporting provides percentages based on <b>all</b> students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).  |
| <b>Fully Participating Students</b>  | This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.   |
| <b>Successful</b>  | Students who fully participated in the OSSLT and received a score that met the expected standard.  |
| <b>Not Successful</b>  | Students who fully participated in the OSSLT and received a score that did not meet the expected standard.   |
| <b>Absent</b>  | Students are deemed to be absent if there is no work for <b>one or both</b> sessions of the administration.  |
| <b>Deferred</b>  | Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>Complete Guide for Administering the Ontario Secondary School Literacy Test</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.  |
| <b>OSSLC</b>   | Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC. |
| <b>Exempted</b>  | Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.  |
| <b>ESL/ELD Learners</b>  | English as a second language (ESL)/English literacy development (ELD) learners are identified by the school.   |
| <b>ESL/ELD Learners Receiving Special Provisions</b>                           | Students receiving special provisions are students identified by the school as ESL/ELD learners. Detailed information about special provisions is available in EQAO's <i>Complete Guide for Administering the Ontario Secondary School Literacy Test</i> .   |
| <b>Students with Special Needs (excluding gifted)</b>                          | These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified as gifted are not included.   |
| <b>Students with Special Needs Receiving Accommodations (excluding gifted)</b> | Students receiving test accommodations are students identified by the school as students with special needs. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's <i>Complete Guide for Administering the Ontario Secondary School Literacy Test</i> .  |
| <b>N/R</b>   | "Not reported" indicates that the number of students fully participating (fewer than 15) or responding to the Student Questionnaire (fewer than six) is so small that identification of individual student results might be possible; results are not reported.  |
| <b>N/D</b>   | "No data available" is used to indicate that there were no students in the group or year specified.  |