

Education Quality and
Accountability Office



School Report

First-Time Eligible Students



Ontario Secondary School Literacy Test, March 2007

School: Francis Libermann Catholic HS (707708)

Board: Toronto Catholic District School Board (67059)

I am pleased to provide you with this report, which shows the achievement of students on the March 2007 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 meeting the expectations of the curriculum.

Literacy is a lifelong gift. EQAO works with Ontario’s educators to provide valuable information that will help students strive for success and thrive by applying the foundational reading and writing skills that they have developed.

EQAO’s literacy test results are intended to be used together with regular classroom assessments conducted by a student’s teacher and other school data. These are all important methods of supporting students in their schooling. I trust that this report, when considered in conjunction with other classroom-generated data, will help educators and parents work together to provide students with the skills that are the foundation of a rich and fulfilling adult life.

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

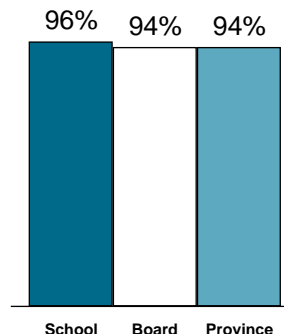
WHERE TO FIND . . .

PAGE

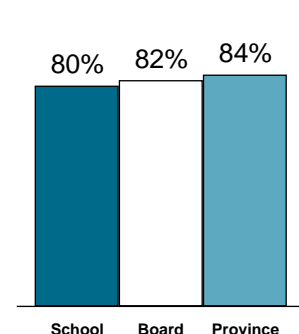
Summary of results: March 2007	1
Participation rates: over time	2
Achievement results: over time	3
Tips for using this report.....	4
Contextual information: March 2007.....	5
Detailed achievement results: March 2007	
All students.....	6
All students by gender.....	7–9
All ESL/ELD learners.....	10
All students with special needs.....	11
All students with special needs receiving accommodations.....	12–14
All students taking academic-level English.....	15
All students taking applied-level English.....	16
All students taking locally developed English course.....	17
All students taking ESL/ELD English course.....	18
Contextual information: over time.....	19
Percentage of successful students: over time.....	20
Percentage of successful students by gender: over time.....	21, 22
Student questionnaire results	23–25
Explanation of terms	26

**FIRST-TIME ELIGIBLE STUDENTS, MARCH 2007:
PARTICIPATION RATE AND ACHIEVEMENT RESULTS**

Percentage of Eligible Students Who Participated Fully

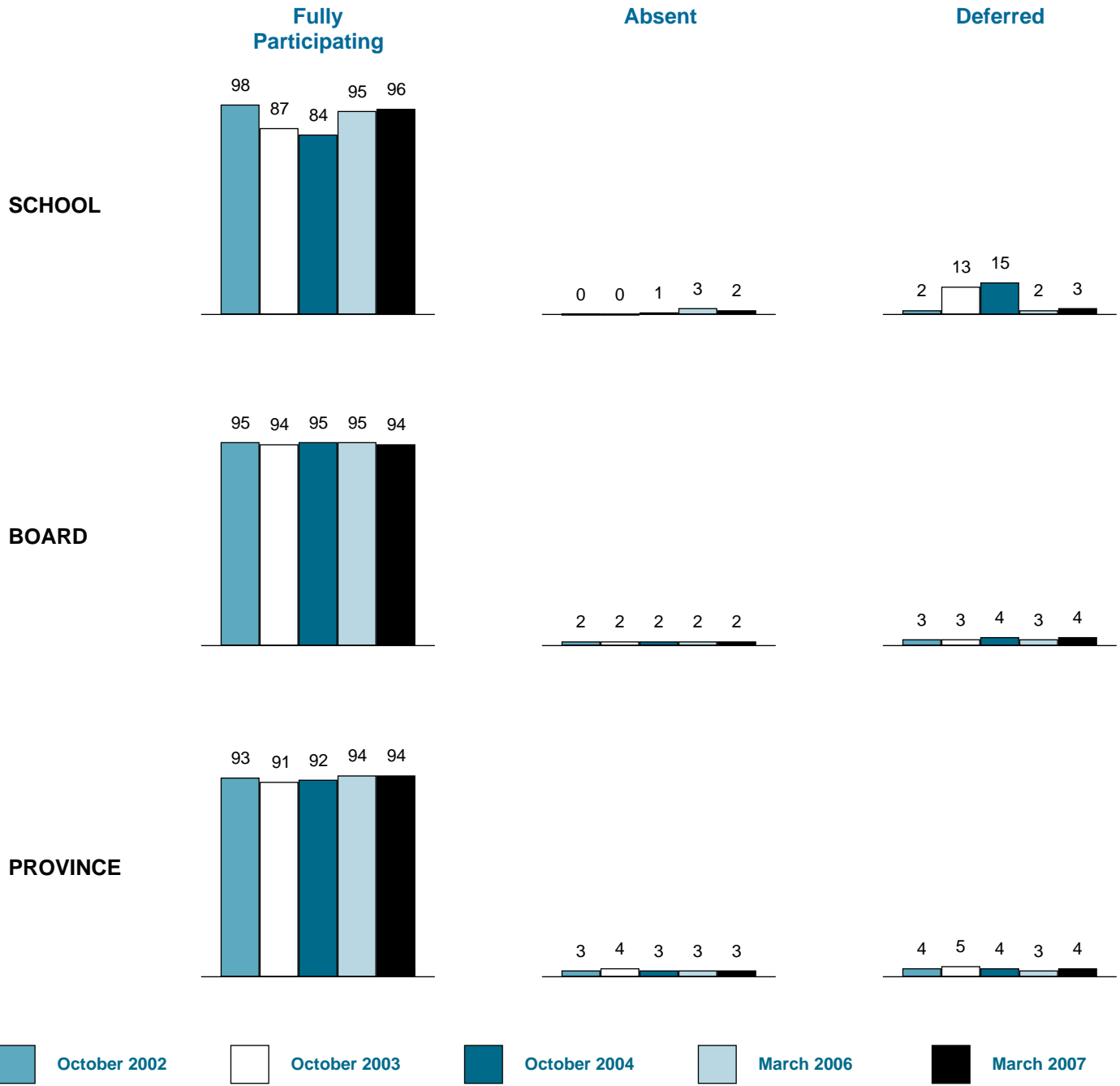


Percentage of Fully Participating Students Who Were Successful



PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*



Number of First-Time Eligible Students

	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>
School	155	218	208	191	186
Board	6 575	6 484	6 911	6 819	6 804
Province	146 539	157 464	160 088	158 817	155 906

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

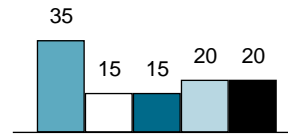
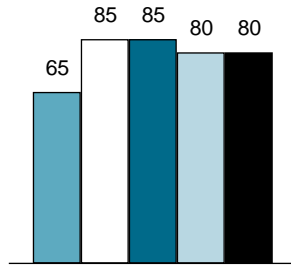
ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*

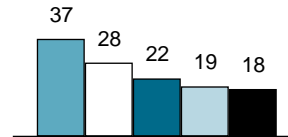
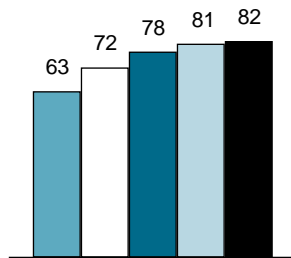
Successful

Not Successful

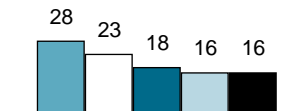
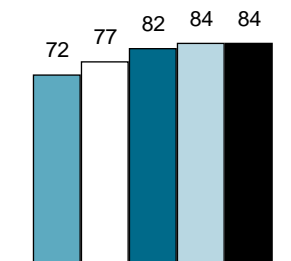
SCHOOL



BOARD



PROVINCE



Number of Fully Participating First-Time Eligible Students

	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>
School	152	189	175	182	178
Board	6 247	6 113	6 533	6 480	6 415
Province	136 028	143 025	147 781	149 098	146 173

* 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;
- ◆ student questionnaire results 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.

OSSLT Results for First-Time Eligible Students, March 2007

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	
Enrolment						
Number of first-time eligible students	186		6 804		155 906	
Number of schools with first-time eligible students	n/a		35		783	
Number of students who were exempted	0		59		1 875	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all first-time eligible students, those who participated fully in the assessment	178	96%	6 415	94%	146 173	94%
Of all first-time eligible students, those who were absent	3	2%	104	2%	3 932	3%
Of all first-time eligible students, those who were deferred	5	3%	285	4%	5 801	4%
Gender[†] Based on number of first-time eligible students						
Female	95	51%	3 434	50%	76 252	49%
Male	91	49%	3 370	50%	79 638	51%
Gender not specified	0	0%	0	0%	16	<1%
Student Status[†] Based on number of first-time eligible students						
ESL/ELD learners*	13	7%	293	4%	5 684	4%
ESL/ELD learners receiving special provisions**	10	6%	118	2%	2 560	2%
Students with special needs (excluding gifted)*	40	22%	1 230	18%	22 052	14%
Students with special needs receiving accommodations (excluding gifted)**	33	19%	983	15%	17 415	12%
Level of Study for English[†] Based on number of first-time eligible students						
Academic	117	63%	4 664	69%	102 911	66%
Applied	43	23%	1 627	24%	39 564	25%
Locally developed	14	8%	194	3%	6 160	4%
ESL/ELD	10	5%	262	4%	4 644	3%
Other	2	1%	56	1%	2 519	2%
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:		172	6 380	145 362	
First language learned at home was other than English	58	34%	2 497	39%	31 535	22%
Speak only or mostly English at home	114	66%	3 685	58%	111 636	77%
Speak another language (or languages) as often as English at home	45	26%	1 877	29%	22 685	16%
Speak only or mostly another language (or other languages) at home	11	6%	786	12%	10 306	7%

[†] Demographic information is provided by schools and/or boards through the **Student Data Collection** process. Some data may be missing because they were not reported by schools.

* See Explanation of Terms.

** Percentages are based on fully participating students.

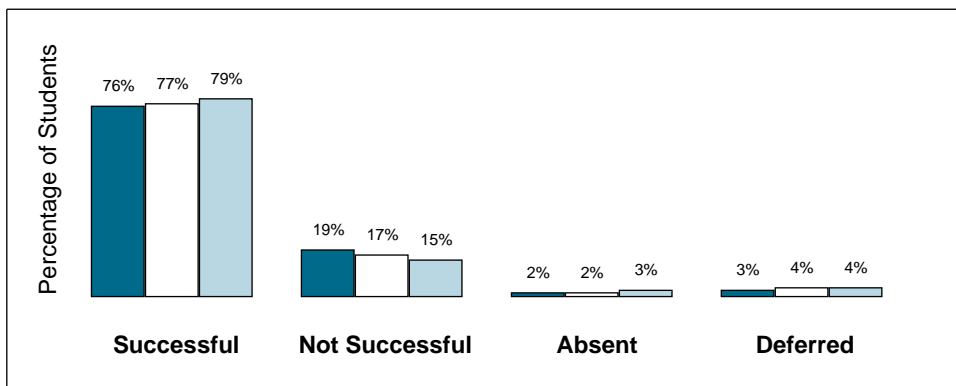
^{††} Demographic information pertaining to "language" is gathered from the **Student Questionnaire** completed by students. Some data may be missing, because they were not provided by students.

OSSLT Results for First-Time Eligible Students, March 2007

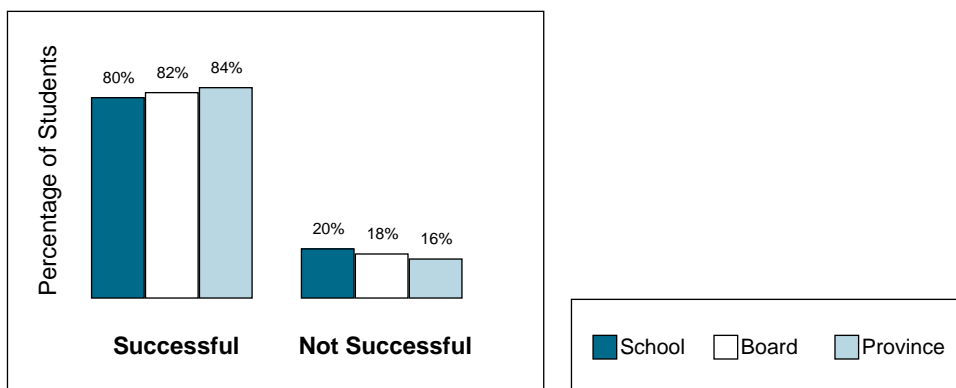
Results for All First-Time Eligible Students*

	First-Time Eligible Students					
	All			Fully Participating		
	School # = 186	Board # = 6 804	Province # = 155 906	School # = 178	Board # = 6 415	Province # = 146 173
Successful	142	76%	77%	80%	82%	84%
Not Successful	36	19%	17%	20%	18%	16%
Fully Participating	178	96%	94%			
Absent	3	2%	2%			
Deferred	5	3%	4%			

Results for All First-Time Eligible Students



Results for Fully Participating First-Time Eligible Students



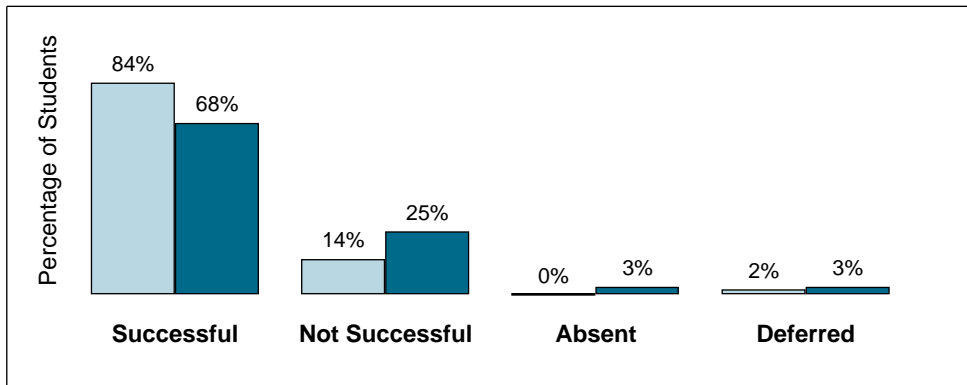
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

OSSLT Results for First-Time Eligible Students, March 2007

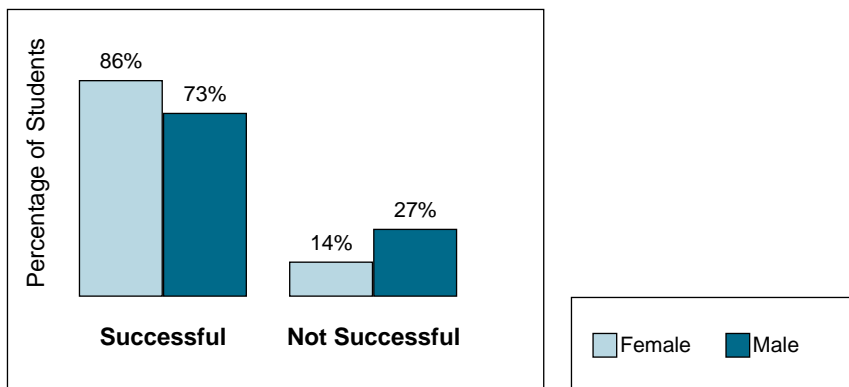
School Results by Gender^{*†}

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 95		Male # = 91		Female # = 93	Male # = 85
Successful	80	84%	62	68%	86%	73%
Not Successful	13	14%	23	25%	14%	27%
Fully Participating	93	98%	85	93%		
Absent	0	0%	3	3%		
Deferred	2	2%	3	3%		

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.

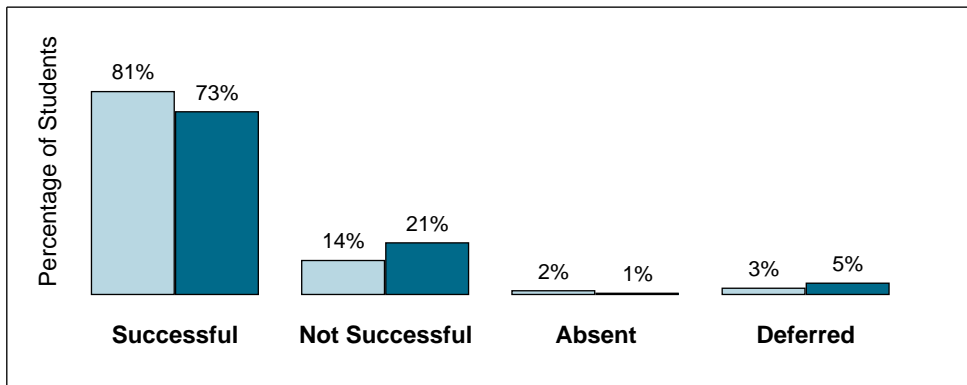
† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

OSSLT Results for First-Time Eligible Students, March 2007

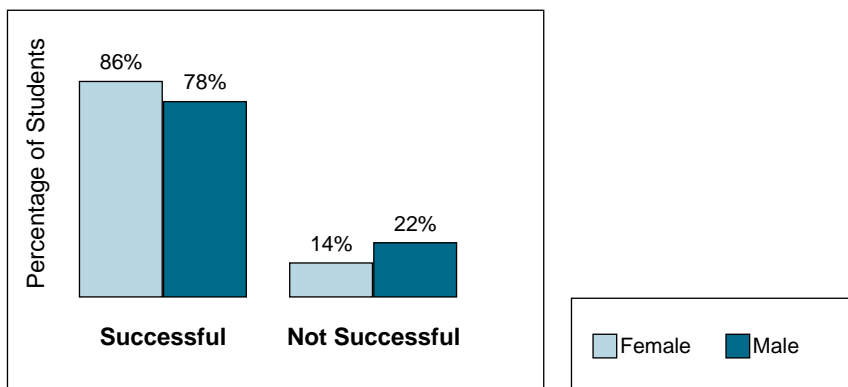
Board Results by Gender*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 3 434		Male # = 3 370		Female # = 3 260	Male # = 3 155
Successful	2 791	81%	2 459	73%	86%	78%
Not Successful	469	14%	696	21%	14%	22%
Fully Participating	3 260	95%	3 155	94%		
Absent	57	2%	47	1%		
Deferred	117	3%	168	5%		

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 2007

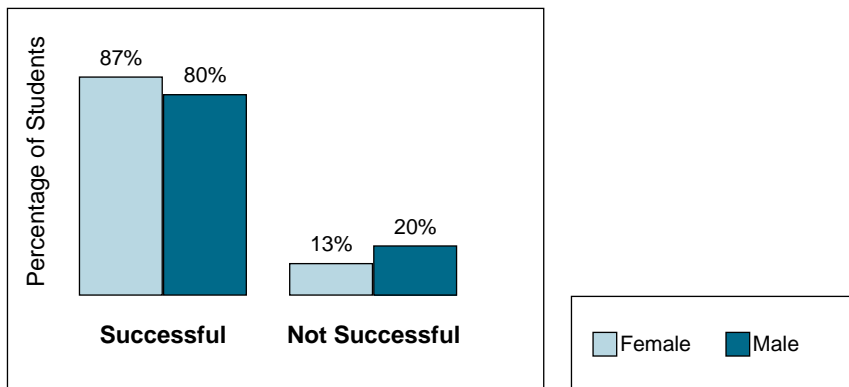
Provincial Results by Gender*†

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 76 252		Male # = 79 638		Female # = 72 031	Male # = 74 129
Successful	62 935	83%	59 533	75%	87%	80%
Not Successful	9 096	12%	14 596	18%	13%	20%
Fully Participating	72 031	94%	74 129	93%		
Absent	1 933	3%	1 996	3%		
Deferred	2 288	3%	3 513	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.

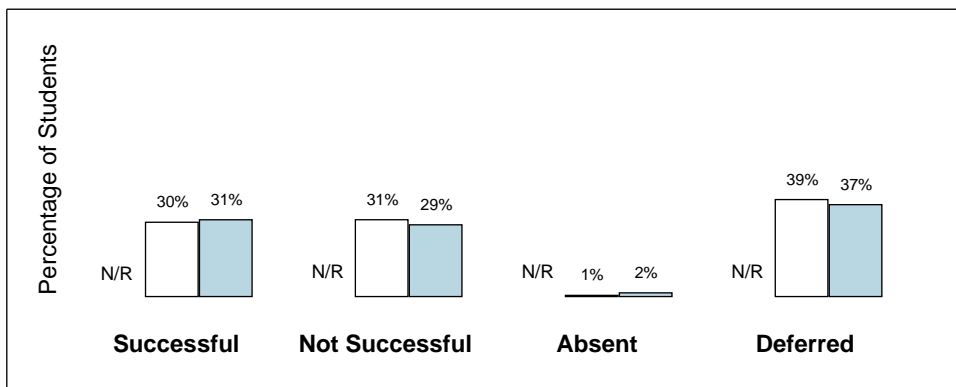
† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

OSSLT Results for First-Time Eligible Students, March 2007

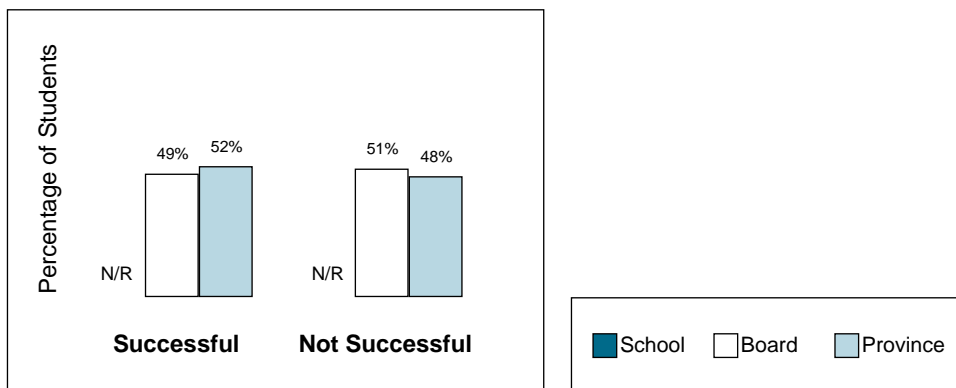
Results for English as a Second Language/English Literacy Development Learners*†

Results for ESL/ELD Learners First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 293	Province # = 5 684	School # = N/R	Board # = 177	Province # = 3 438
Successful	N/R	N/R	30%	31%	N/R	49%
Not Successful	N/R	N/R	31%	29%	N/R	51%
Fully Participating	N/R	N/R	60%	60%		
Absent	N/R	N/R	1%	2%		
Deferred	N/R	N/R	39%	37%		

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.

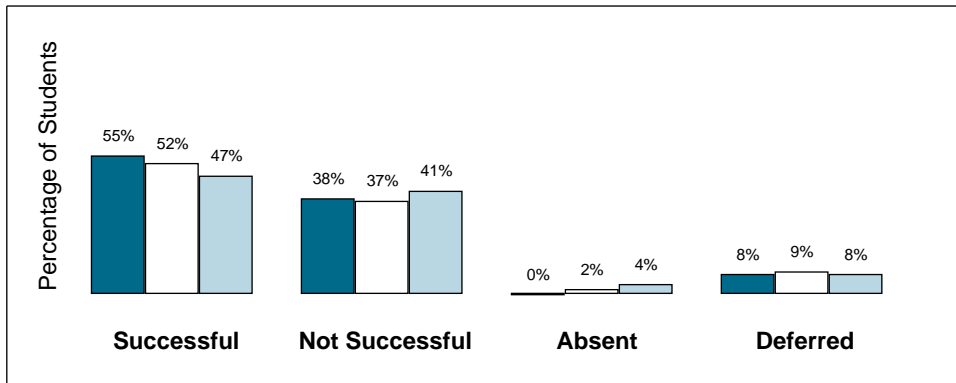
†Based on information regarding ESL or ELD status provided by schools through the **Student Data Collection** process.

OSSLT Results for First-Time Eligible Students, March 2007

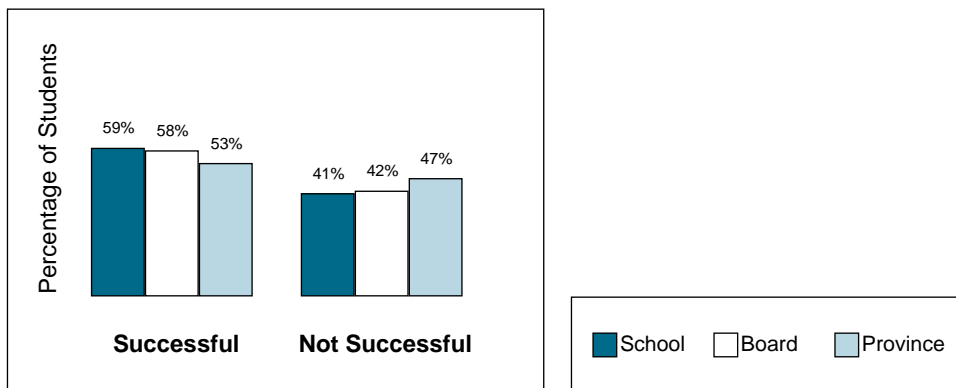
Results for Students with Special Needs (excluding gifted)*†

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # = 40	Board # = 1 230	Province # = 22 052	School # = 37	Board # = 1 094	Province # = 19 425
Successful	22	55%	52%	47%	59%	53%
Not Successful	15	38%	37%	41%	42%	47%
Fully Participating	37	92%	89%	88%		
Absent	0	0%	2%	4%		
Deferred	3	8%	9%	8%		

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.

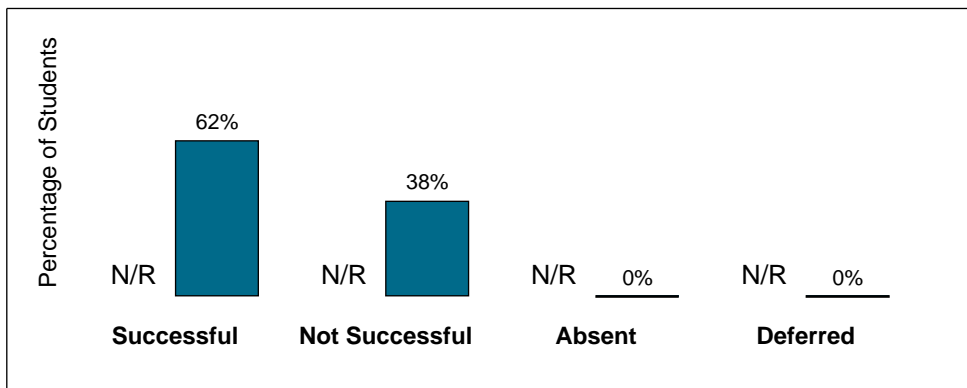
†Based on information provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

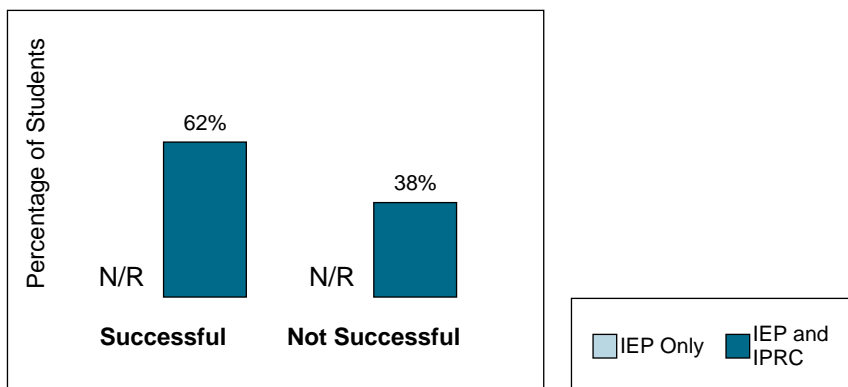
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

School Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = N/R		IEP and IPRC # = 29		IEP Only # = N/R	IEP and IPRC # = 29
Successful	N/R	N/R	18	62%	N/R	62%
Not Successful	N/R	N/R	11	38%	N/R	38%
Fully Participating	N/R	N/R	29	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.

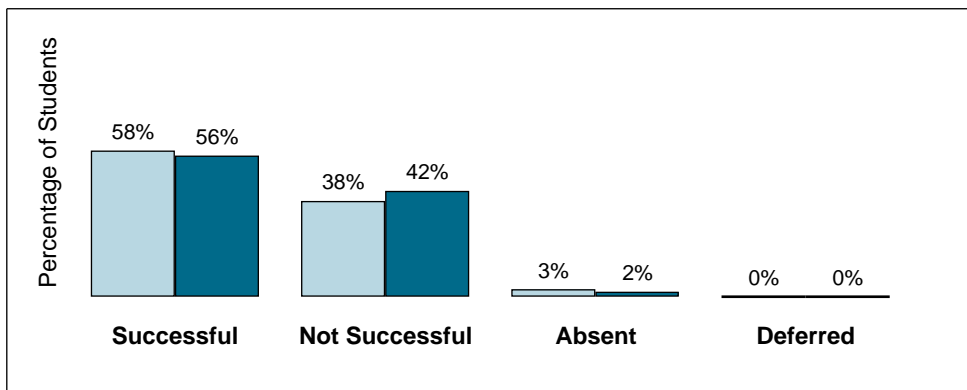
†Based on information provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

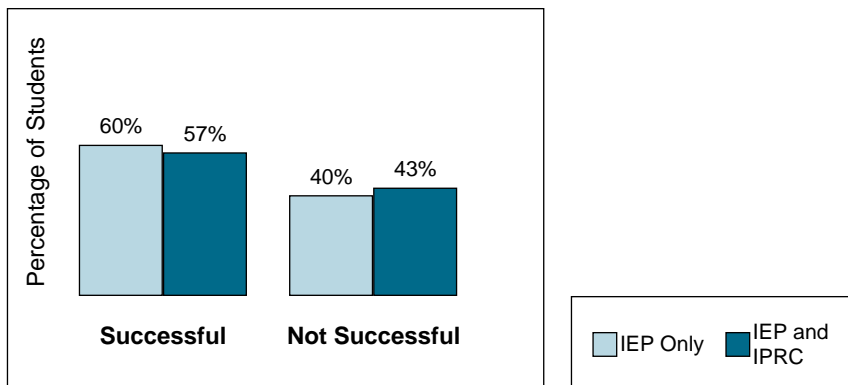
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students				
	All		Fully Participating	
	IEP Only # = 200	IEP and IPRC # = 804	IEP Only # = 194	IEP and IPRC # = 789
Successful	117	58%	453	56%
Not Successful	77	38%	336	42%
Fully Participating	194	97%	789	98%
Absent	6	3%	15	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.

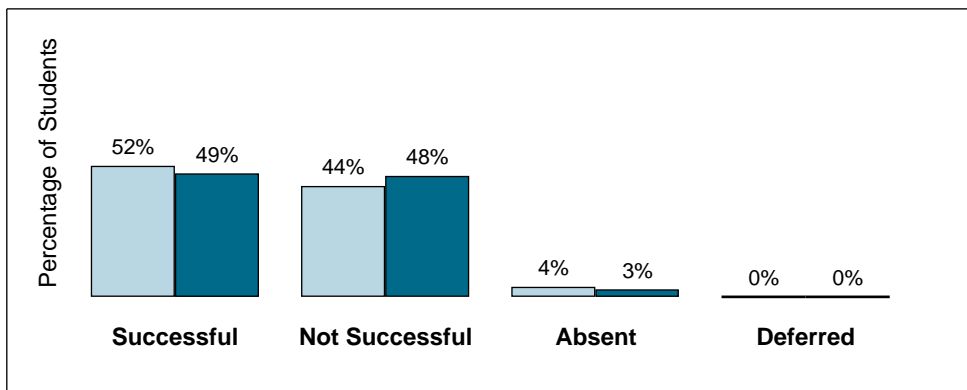
†Based on information provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

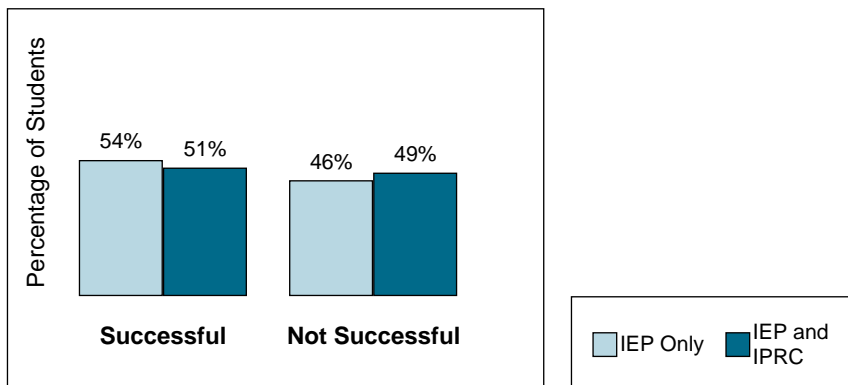
Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 4 670		IEP and IPRC # = 13 402		IEP Only # = 4 470	IEP and IPRC # = 12 945
Successful	2 410	52%	6 575	49%	54%	51%
Not Successful	2 060	44%	6 370	48%	46%	49%
Fully Participating	4 470	96%	12 945	97%		
Absent	200	4%	457	3%		
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.

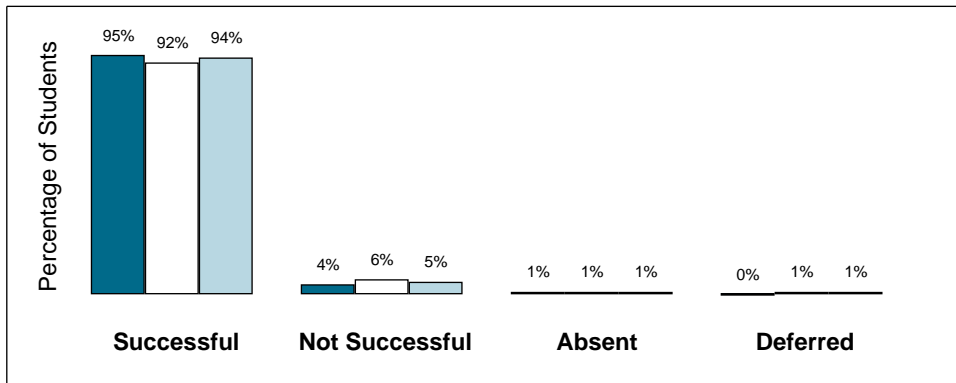
†Based on information provided by schools through the **Student Data Collection** process.

OSSLT Results for First-Time Eligible Students, March 2007

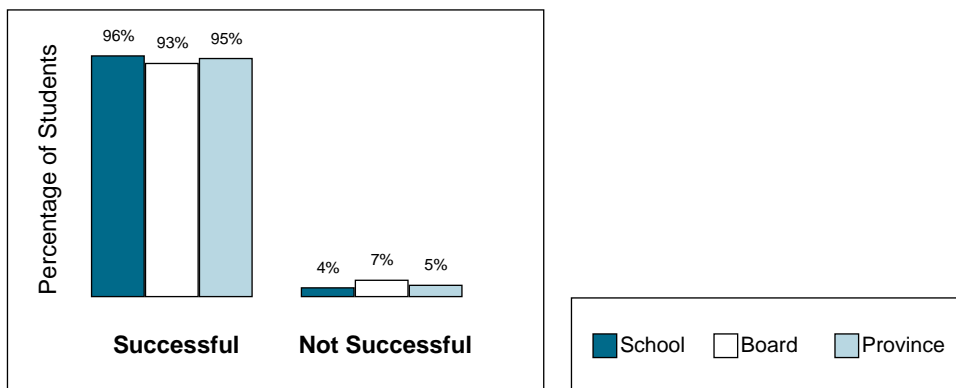
Results for Students Taking Academic-Level English*†

Results for Students Taking Academic Level English First-Time Eligible Students							
	All			Fully Participating			
	School # = 117	Board # = 4 664	Province # = 102 911	School # = 116	Board # = 4 597	Province # = 101 126	
Successful	111	95%	92%	94%	96%	93%	95%
Not Successful	5	4%	6%	5%	4%	7%	5%
Fully Participating	116	99%	99%	98%			
Absent	1	1%	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.

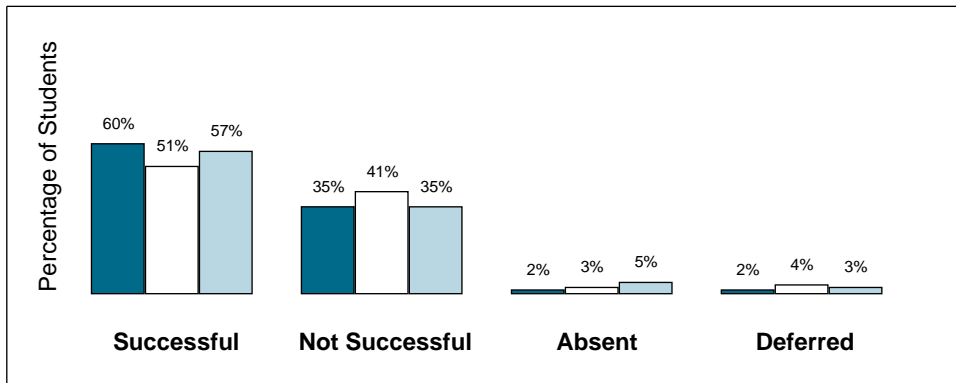
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

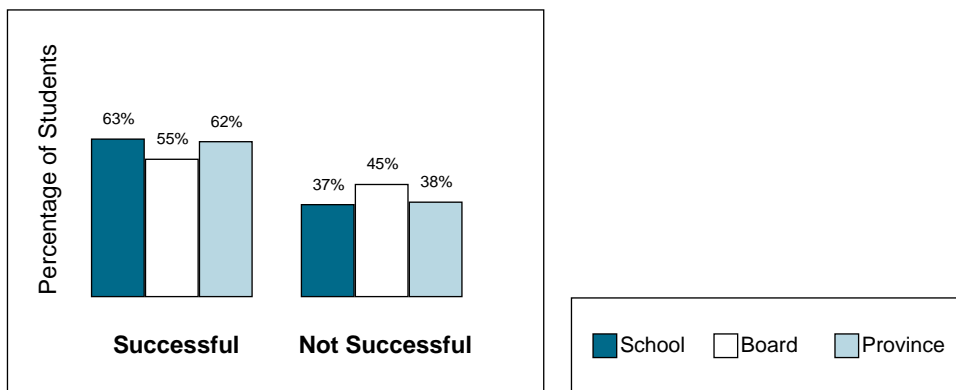
Results for Students Taking Applied-Level English*†

Results for Students Taking Applied Level English First-Time Eligible Students						
	All			Fully Participating		
	School # = 43	Board # = 1 627	Province # = 39 564	School # = 41	Board # = 1 509	Province # = 36 502
Successful	26	60%	51%	57%	63%	55%
Not Successful	15	35%	41%	35%	37%	45%
Fully Participating	41	95%	93%	92%		
Absent	1	2%	3%	5%		
Deferred	1	2%	4%	3%		

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.

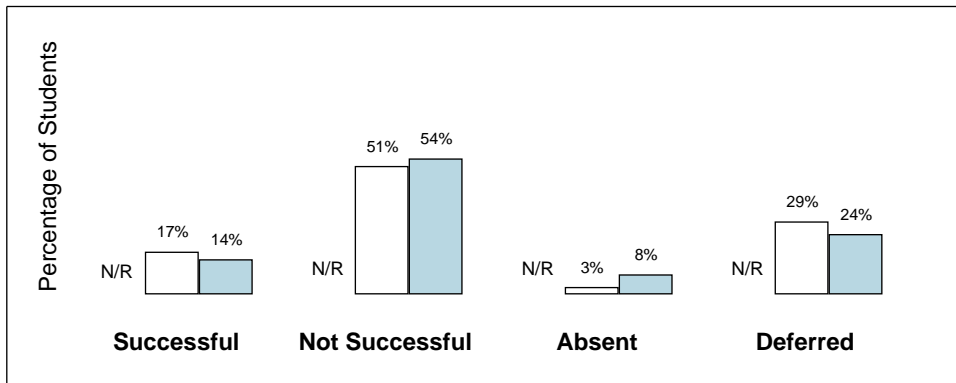
†Based on information regarding level of study in English provided by schools through the **Student Data Collection** process.

OSSLT Results for First-Time Eligible Students, March 2007

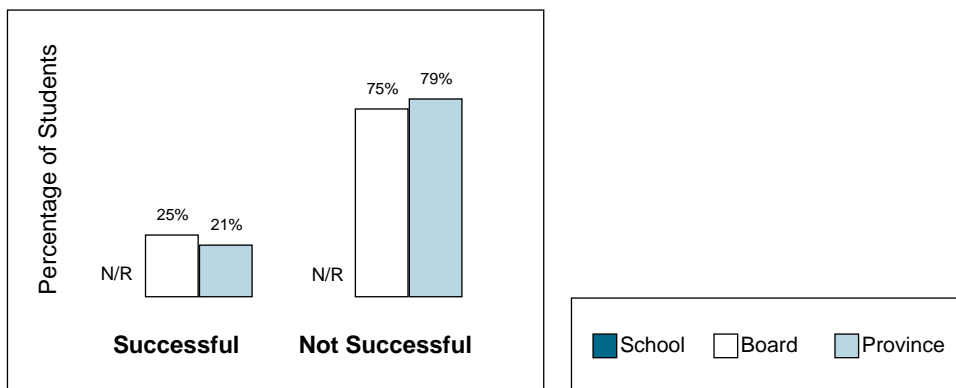
Results for Students Taking Locally Developed English Course*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 194	Province # = 6 160	School # = N/R	Board # = 132	Province # = 4 211
Successful	N/R	N/R	17%	N/R	25%	21%
Not Successful	N/R	N/R	51%	N/R	75%	79%
Fully Participating	N/R	N/R	68%	N/R	75%	79%
Absent	N/R	N/R	3%	N/R	8%	8%
Deferred	N/R	N/R	29%	N/R	24%	24%

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.

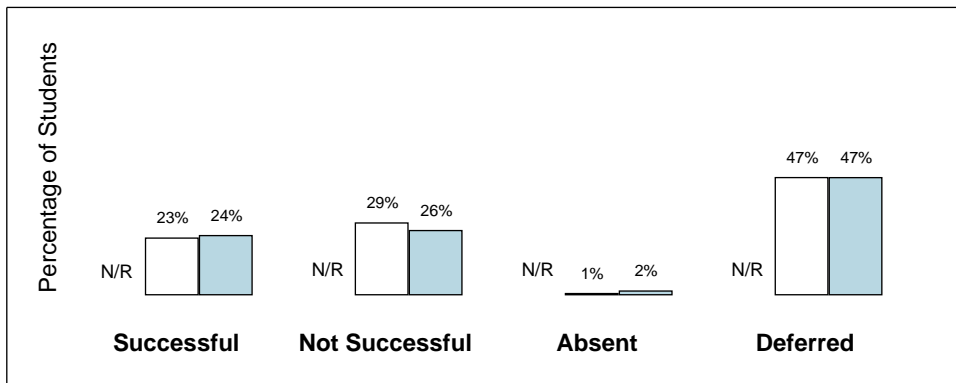
†Based on information regarding level of study in English provided by schools through the **Student Data Collection** process.

OSSLT Results for First-Time Eligible Students, March 2007

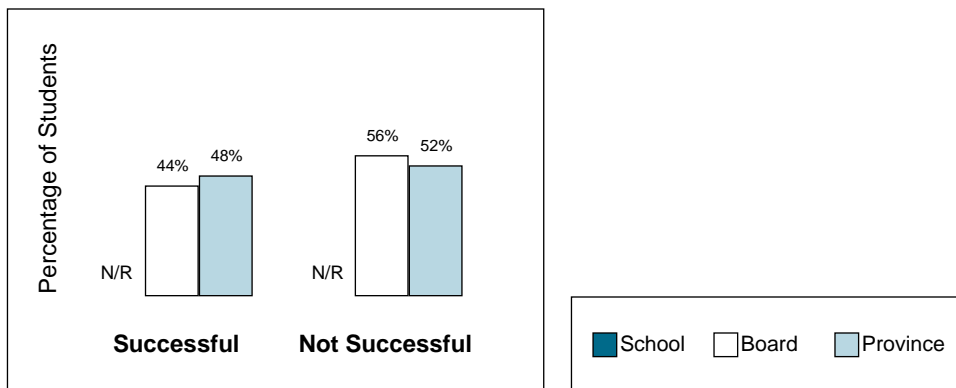
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course *†

Results for Students Taking ESL/ELD Course First-Time Eligible Students							
	All			Fully Participating			
	School # = N/R	Board # = 262	Province # = 4 644	School # = N/R	Board # = 136	Province # = 2 360	
Successful	N/R	N/R	23%	24%	N/R	44%	48%
Not Successful	N/R	N/R	29%	26%	N/R	56%	52%
Fully Participating	N/R	N/R	52%	51%			
Absent	N/R	N/R	1%	2%			
Deferred	N/R	N/R	47%	47%			

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, October 2002–March 2007

Contextual Information for School

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

	Oct. 2002	Oct. 2003	Oct. 2004	Mar. 2006	Mar. 2007
Enrolment					
Number of first-time eligible students	155	218	208	191	186
Number of students who were exempted	0	6	1	0	0
Participation in the Test					
Of all first-time eligible students, those who participated fully in the assessment	98%	87%	84%	95%	96%
Of all first-time eligible students, those who were absent	0%	0%	1%	3%	2%
Of all first-time eligible students, those who were deferred	2%	13%	15%	2%	3%
Gender[†] Based on number of first-time eligible students					
Female	44%	45%	41%	45%	51%
Male	56%	55%	59%	55%	49%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of first-time eligible students					
ESL/ELD learners*	6% ⁺	6% ⁺	6%	4%	7%
ESL/ELD learners receiving special provisions**	n/a	n/a	5%	3%	6%
Students with special needs (excluding gifted)*	15%	12%	21%	17%	22%
Students with special needs receiving accommodations (excluding gifted)**	14%	12%	17%	12%	19%
Level of Study for English[†] Based on number of first-time eligible students					
Academic	69%	68%	58%	64%	63%
Applied	27%	27%	35%	27%	23%
Locally developed	3%	0%	2%	2%	8%
ESL/ELD	n/a	n/a	5%	3%	5%
Other	n/a	n/a	n/a	n/a	1%
Language^{††} Based on Student Questionnaire data					
Number of Respondents:	n/a	189	175	182	172
First language learned at home was other than English	n/a	32%	33%	40%	34%
Speak only or mostly English at home	n/a	71%	59%	60%	66%
Speak another language (or languages) as often as English at home	n/a	24%	33%	31%	26%
Speak only or mostly another language (or other languages) at home	n/a	4%	7%	9%	6%

[†] Demographic information is provided by schools and/or boards through the **Student Data Collection** process. Some data may be missing because they were not reported by schools.

* See Explanation of Terms.

** Percentages are based on fully participating students.

^{††} Demographic information pertaining to "language" is gathered from the **Student Questionnaire** completed by students. Some data may be missing, because they were not provided by students.

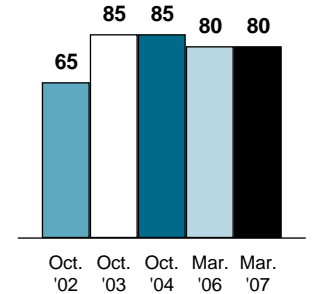
⁺ The percentage of students in these two years may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

n/a Information not available.

OSSLT Results over Time, October 2002–March 2007

School Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
<i>Number of Students</i>	155		218		208		191		186	
Successful	99	64%	160	73%	149	72%	145	76%	142	76%
Not Successful	53	34%	29	13%	26	12%	37	19%	36	19%
Fully Participating	152	98%	189	87%	175	84%	182	95%	178	96%
Absent	0	0%	0	0%	2	1%	5	3%	3	2%
Deferred	3	2%	29	13%	31	15%	4	2%	5	3%
Fully Participating Successful	99	65%	160	85%	149	85%	145	80%	142	80%

School Results over Time: Percentage of Fully Participating Successful Students



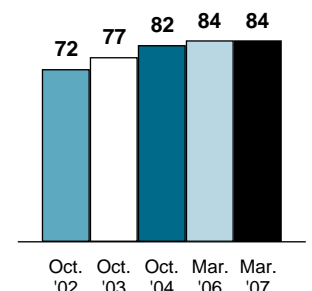
Board Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
<i>Number of Students</i>	6 575		6 484		6 911		6 819		6 804	
Successful	3 957	60%	4 425	68%	5 087	74%	5 238	77%	5 250	77%
Not Successful	2 290	35%	1 688	26%	1 446	21%	1 242	18%	1 165	17%
Fully Participating	6 247	95%	6 113	94%	6 533	95%	6 480	95%	6 415	94%
Absent	102	2%	162	2%	133	2%	117	2%	104	2%
Deferred	226	3%	209	3%	245	4%	222	3%	285	4%
Fully Participating Successful	3 957	63%	4 425	72%	5 087	78%	5 238	81%	5 250	82%

Board Results over Time: Percentage of Fully Participating Successful Students



Provincial Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
<i>Number of Students</i>	146 539		157 464		160 088		158 817		155 906	
Successful	97 459	67%	109 609	70%	121 855	76%	125 830	79%	122 475	79%
Not Successful	38 569	26%	33 416	21%	25 926	16%	23 268	15%	23 698	15%
Fully Participating	136 028	93%	143 025	91%	147 781	92%	149 098	94%	146 173	94%
Absent	3 991	3%	6 612	4%	5 435	3%	4 715	3%	3 932	3%
Deferred	6 520	4%	7 827	5%	6 872	4%	5 004	3%	5 801	4%
Fully Participating Successful	97 459	72%	109 609	77%	121 855	82%	125 830	84%	122 475	84%

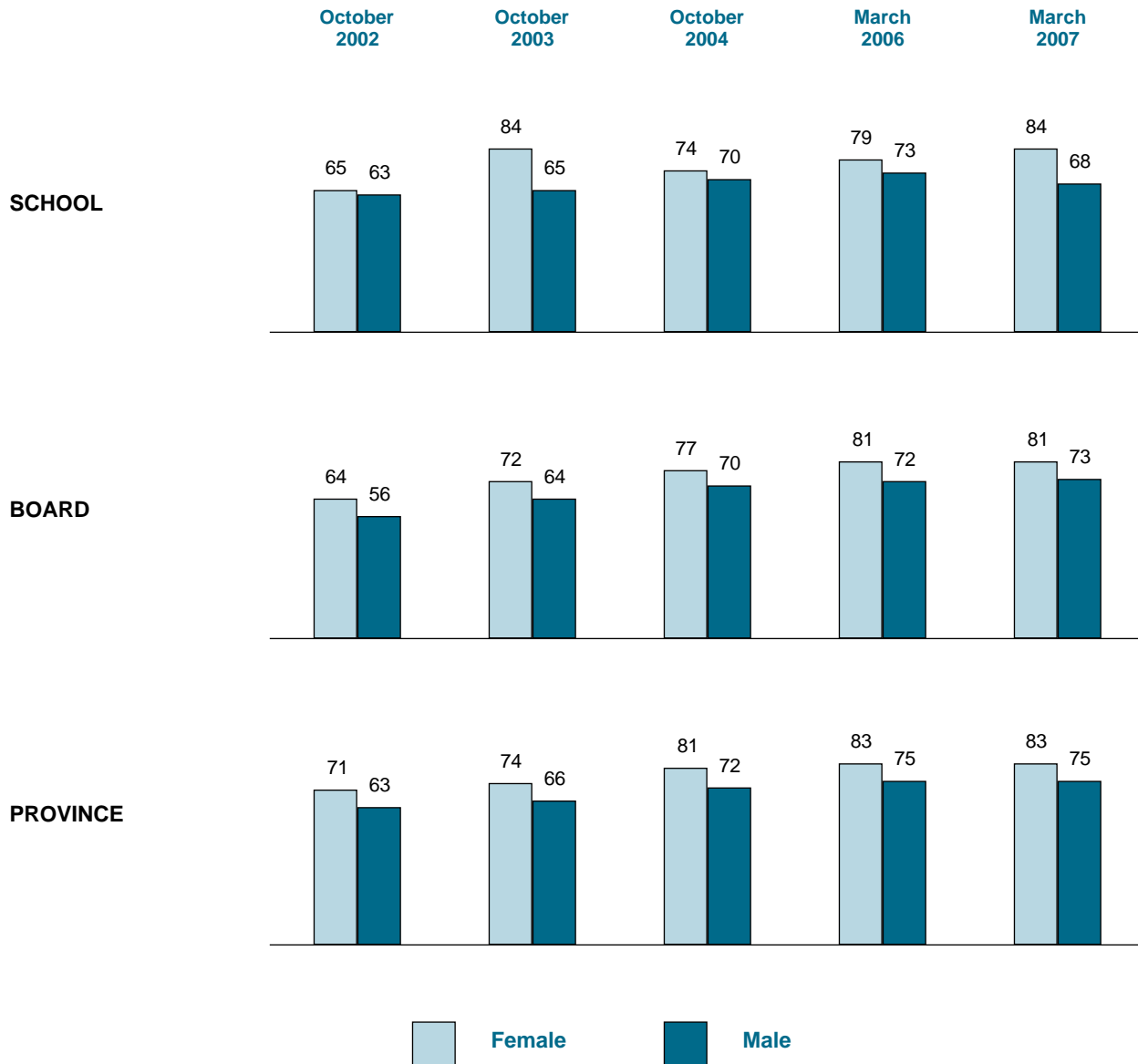
Provincial Results over Time: Percentage of Fully Participating Successful Students



* 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

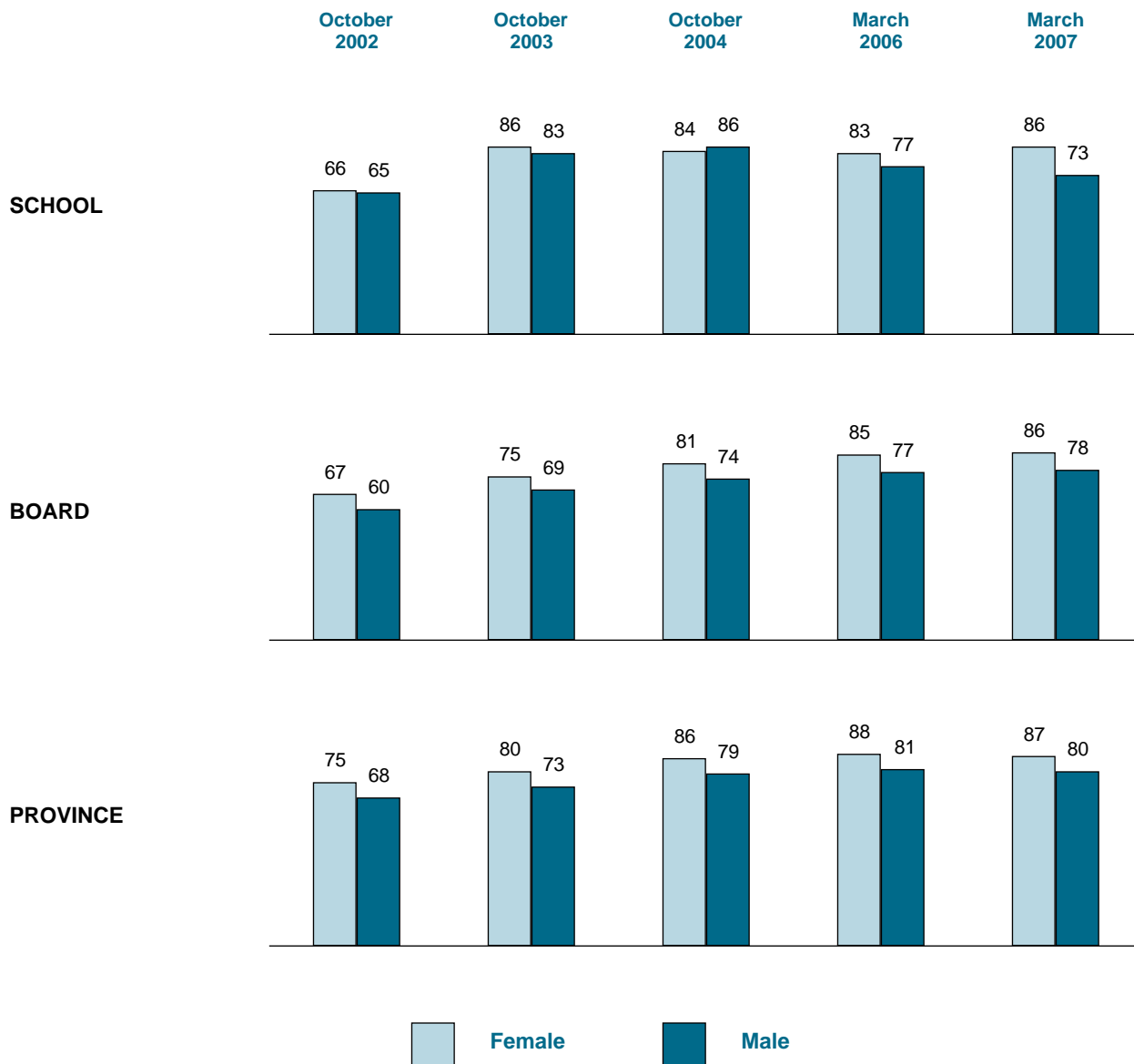
Number of First-Time Eligible Students†

	<u>October 2002</u>		<u>October 2003</u>		<u>October 2004</u>		<u>March 2006</u>		<u>March 2007</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	68	87	98	120	85	123	86	105	95	91
Board	3 390	3 091	3 163	3 067	3 565	3 310	3 577	3 239	3 434	3 370
Province	70 675	73 999	75 023	79 904	77 110	81 469	77 358	81 402	76 252	79 638

† 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

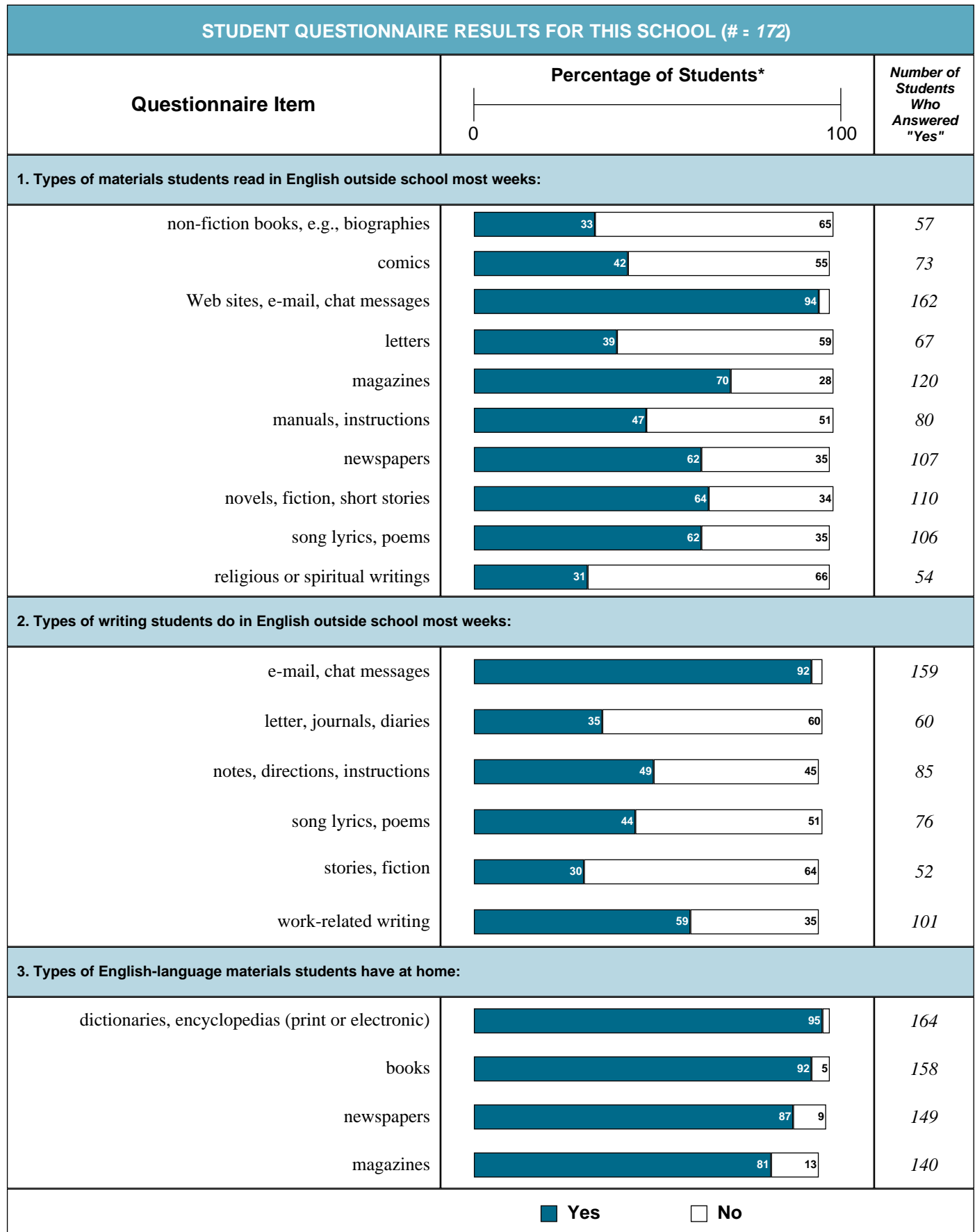


Number of Fully Participating First-Time Eligible Students†

	<u>October 2002</u>		<u>October 2003</u>		<u>October 2004</u>		<u>March 2006</u>		<u>March 2007</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	67	85	95	94	75	100	82	100	93	85
Board	3 257	2 906	3 019	2 854	3 394	3 111	3 413	3 064	3 260	3 155
Province	66 527	68 153	69 529	71 961	72 296	74 659	73 081	75 966	72 031	74 129

† Includes only students for whom gender data were available.

OSSLT Results for First-Time Eligible Students, March 2007



* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

OSSLT Results for First-Time Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 172)		
Questionnaire Item	Percentage of Students*	
Number of Students		
4. Number of hours a week students read materials written in English outside school, not including homework:		
one hour or less	30	51
more than one hour but less than three hours	38	66
more than three hours but less than five hours	17	30
five hours or more	13	23
5. Number of hours a week students write in English outside school, not including homework:		
one hour or less	38	65
more than one hour but less than three hours	32	55
more than three hours but less than five hours	13	23
five hours or more	13	22
6. How often students use a computer at home for homework:		
don't have a computer at home	2	4
never or hardly ever use a computer for homework	8	13
use a computer once or twice a month for homework	12	21
use a computer once or twice a week for homework	37	63
use a computer almost every day for homework	41	70
7. First language students learned at home was English:		
yes	66	114
no	34	58
8. Language(s) students speak at home:		
only or mostly English	66	114
another language (or languages) as often as English	26	45
only or mostly another language (or other languages)	6	11

* Percentages may not add to 100, due to a lack of or ambiguous responses.

OSSLT Results for First-Time Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 172)	Females* (#= 89)	Males* (#= 83)	All (#= 6 380)	Females* (#= 3 241)	Males* (#= 3 139)	All (#= 145 362)	Females* (#= 71 725)	Males* (#= 73 624)
Percentage of students indicating that they									
have a computer at home.	97%	99%	95%	98%	98%	97%	97%	98%	97%
use the computer almost every day for homework.	41%	48%	33%	32%	35%	28%	31%	33%	29%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:									
non-fiction books, e.g., biographies	33%	37%	29%	38%	38%	37%	35%	34%	35%
comics	42%	46%	39%	42%	38%	46%	39%	34%	43%
Web sites, e-mail, chat messages	94%	96%	93%	95%	96%	93%	93%	95%	90%
letters	39%	47%	30%	48%	56%	41%	44%	50%	38%
magazines	70%	82%	57%	77%	87%	66%	76%	86%	67%
manuals, instruction	47%	36%	58%	48%	40%	56%	42%	33%	52%
newspapers	62%	61%	64%	64%	64%	64%	55%	53%	58%
novels, fiction, short stories	64%	82%	45%	68%	79%	56%	67%	78%	56%
song lyrics, poems	62%	66%	57%	70%	82%	58%	63%	76%	51%
religious or spiritual writings	31%	28%	35%	27%	29%	26%	21%	22%	19%
Percentage of students indicating that they read materials written in English outside school, not including homework, for									
more than three hours a week.	31%	35%	27%	34%	39%	29%	39%	44%	34%
Percentage of students indicating that they have the following English-language materials at home:									
dictionaries, encyclopedias (print or electronic)	95%	97%	94%	93%	94%	92%	93%	94%	91%
books	92%	97%	87%	94%	96%	92%	95%	97%	93%
newspapers	87%	89%	84%	81%	83%	80%	87%	88%	87%
magazines	81%	84%	78%	85%	90%	81%	88%	92%	85%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:									
e-mail, chat messages	92%	97%	88%	95%	97%	93%	93%	96%	91%
letters, journals, diaries	35%	53%	16%	36%	54%	17%	32%	50%	14%
notes, directions, instructions	49%	53%	46%	48%	51%	46%	46%	49%	43%
song lyrics, poems	44%	47%	41%	46%	52%	39%	38%	45%	31%
stories, fiction	30%	40%	19%	32%	36%	28%	28%	32%	24%
work-related writing	59%	64%	53%	57%	58%	56%	50%	50%	50%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	26%	29%	23%	30%	33%	26%	31%	36%	27%
Percentage of students indicating that the first language they learned at home was									
other than English.	34%	29%	39%	39%	40%	39%	22%	22%	22%
Percentage of students indicating that they speak the following language(s) at home:									
only or mostly English	66%	73%	59%	58%	58%	57%	77%	77%	77%
another language (or languages) as often as English	26%	25%	28%	29%	30%	29%	16%	16%	15%
only or mostly another language (or other languages)	6%	2%	11%	12%	11%	14%	7%	6%	8%

* Includes only students for whom gender data were available.

EXPLANATION OF TERMS

First-Time Eligible Students	First-time eligible students typically entered Grade 9 during the 2005–2006 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 2007. First-time eligible includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).
Previously Eligible Students	Previously eligible 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 2007 (i.e., those working toward an OSSD).
All Eligible Students	This method of reporting provides percentages based on all 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).
Fully Participating Students	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.
Successful	Students who fully participated in the OSSLT and received a score that met the expected standard.
Not Successful	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
Absent	Students are deemed to be absent if there is no work for one or both sessions of the administration.
Deferred	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</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.
OSSLC	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 (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	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.
ESL/ELD Learners	English as a second language (ESL)/English literacy development (ELD) learners are identified by the school.
ESL/ELD Learners Receiving Special Provisions	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>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
Students with Special Needs (excluding gifted)	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.
Students with Special Needs Receiving Accommodations (excluding gifted)	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>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
N/R	"Not reported" indicates that the number of students fully participating (fewer than 15 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.