

Education Quality and  
Accountability Office



# School Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, March 2007

**School: Father John Redmond Catholic SS (731951)**

**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.

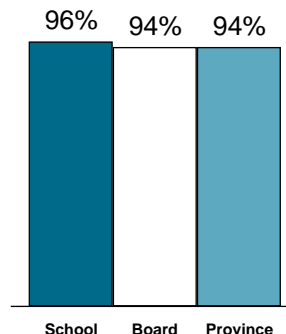
EQAO's literacy test results are intended to be used together with regular classroom assessments conducted by a student's teacher and other school data. These are all important methods of supporting students in their schooling. I trust that this report, when considered in conjunction with other classroom-generated 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

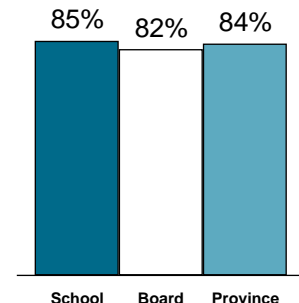
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### FIRST-TIME ELIGIBLE STUDENTS, MARCH 2007: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

**Percentage of Eligible Students Who Participated Fully**

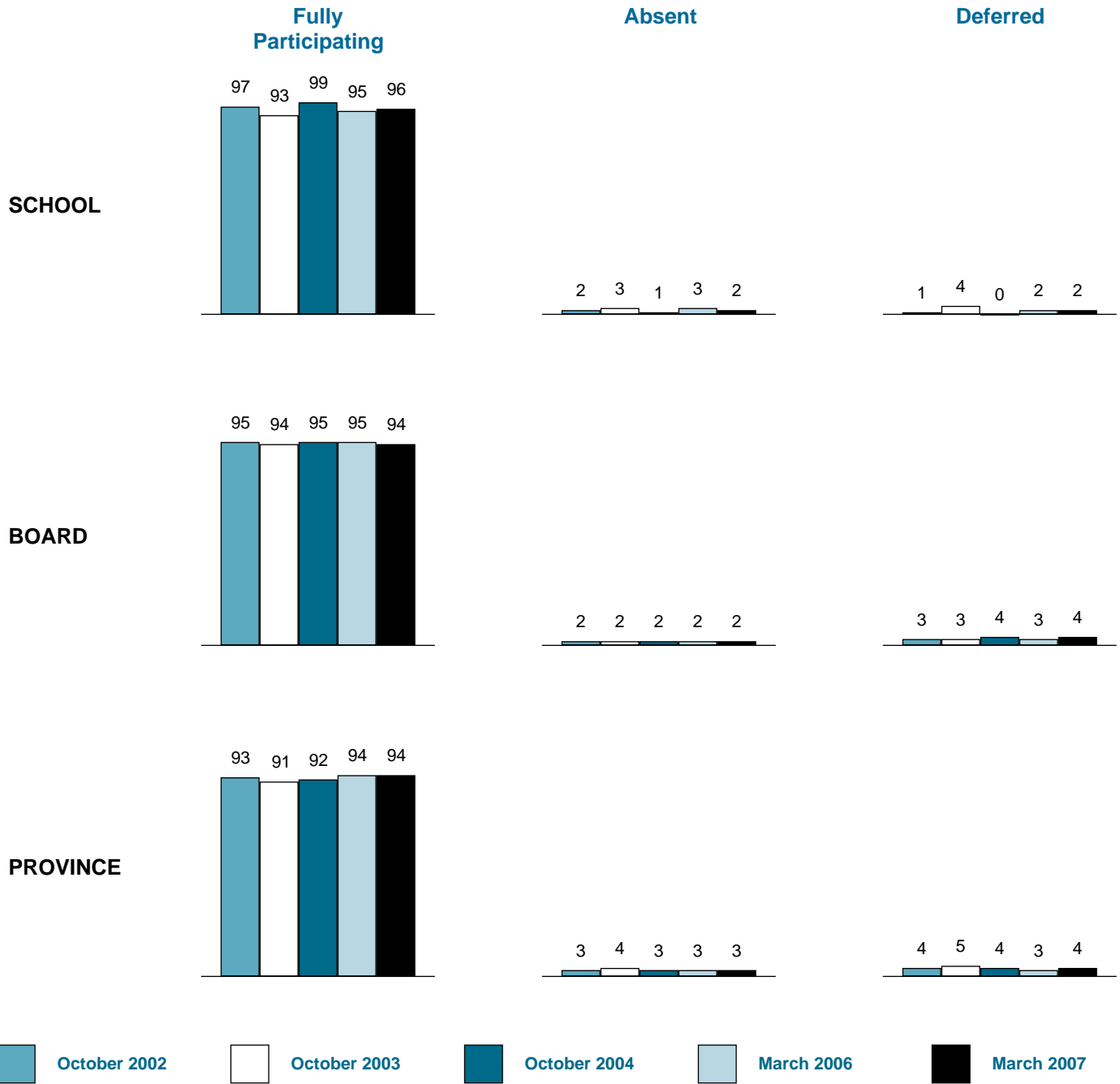


**Percentage of Fully Participating Students Who Were Successful**



**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	217	219	169	121	174
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.

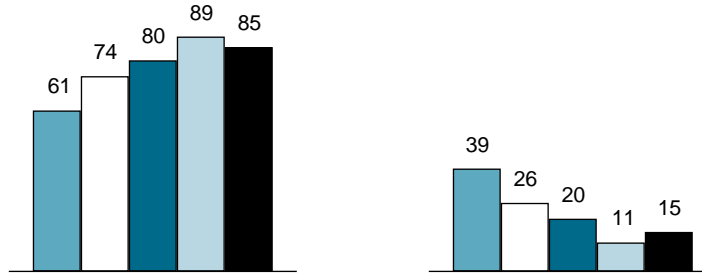
**ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME**

**PERCENTAGE OF STUDENTS\***

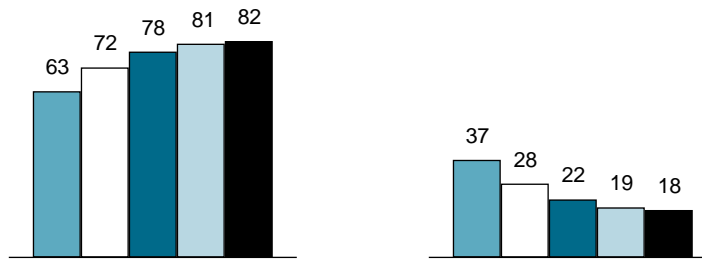
**Successful**

**Not Successful**

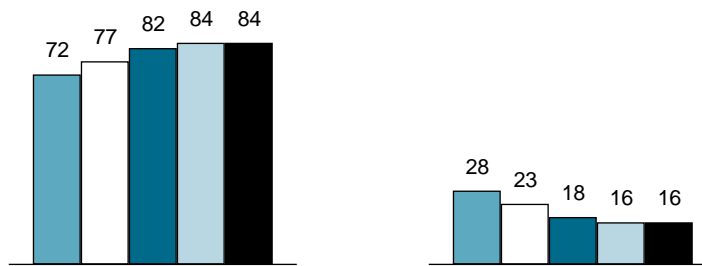
**SCHOOL**



**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	210	203	168	115	167
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](http://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	
<b>Enrolment</b>						
Number of first-time eligible students	174		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	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Test</b>						
Of all first-time eligible students, those who participated fully in the assessment	167	96%	6 415	94%	146 173	94%
Of all first-time eligible students, those who were absent	4	2%	104	2%	3 932	3%
Of all first-time eligible students, those who were deferred	3	2%	285	4%	5 801	4%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	79	45%	3 434	50%	76 252	49%
Male	95	55%	3 370	50%	79 638	51%
Gender not specified	0	0%	0	0%	16	<1%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>						
ESL/ELD learners*	7	4%	293	4%	5 684	4%
ESL/ELD learners receiving special provisions**	1	1%	118	2%	2 560	2%
Students with special needs (excluding gifted)*	29	17%	1 230	18%	22 052	14%
Students with special needs receiving accommodations (excluding gifted)**	23	14%	983	15%	17 415	12%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	122	70%	4 664	69%	102 911	66%
Applied	46	26%	1 627	24%	39 564	25%
Locally developed	0	0%	194	3%	6 160	4%
ESL/ELD	6	3%	262	4%	4 644	3%
Other	0	0%	56	1%	2 519	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		165	6 380	145 362	
First language learned at home was other than English	63	38%	2 497	39%	31 535	22%
Speak only or mostly English at home	108	65%	3 685	58%	111 636	77%
Speak another language (or languages) as often as English at home	34	21%	1 877	29%	22 685	16%
Speak only or mostly another language (or other languages) at home	22	13%	786	12%	10 306	7%

<sup>†</sup> 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.

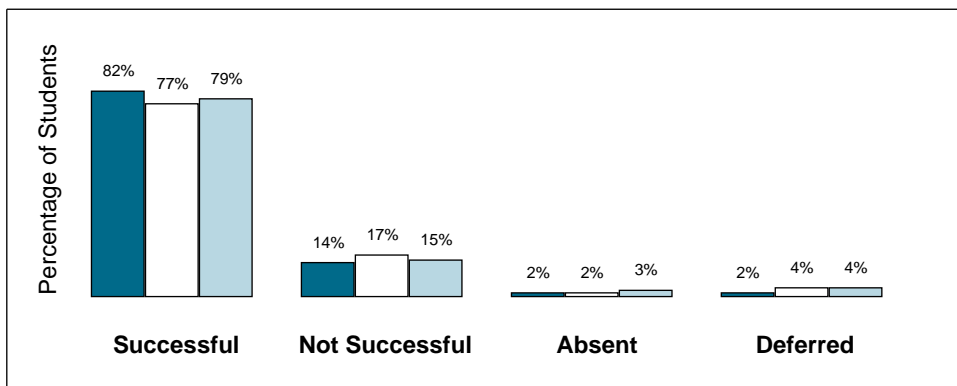
<sup>††</sup> Demographic information pertaining to "language" is gathered from the **Student Questionnaire** completed by students. Some data may be missing, because they were not provided by students.

## OSSLT Results for First-Time Eligible Students, March 2007

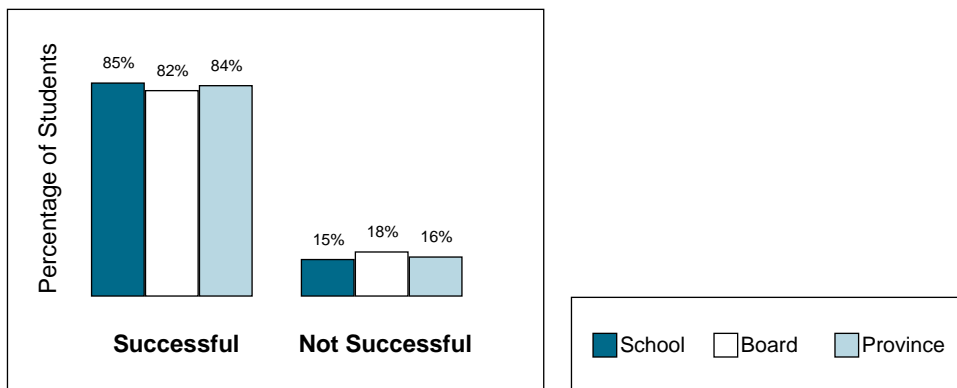
### Results for All First-Time Eligible Students\*

	First-Time Eligible Students					
	All			Fully Participating		
	School # = 174	Board # = 6 804	Province # = 155 906	School # = 167	Board # = 6 415	Province # = 146 173
Successful	142	82%	77%	85%	82%	84%
Not Successful	25	14%	17%	15%	18%	16%
<b>Fully Participating</b>	<b>167</b>	<b>96%</b>	<b>94%</b>			
Absent	4	2%	2%			
Deferred	3	2%	4%			

### Results for All First-Time Eligible Students



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



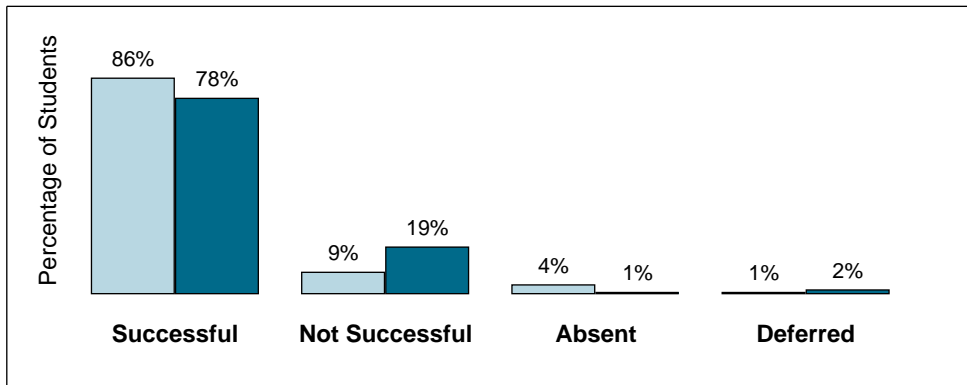
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for First-Time Eligible Students, March 2007

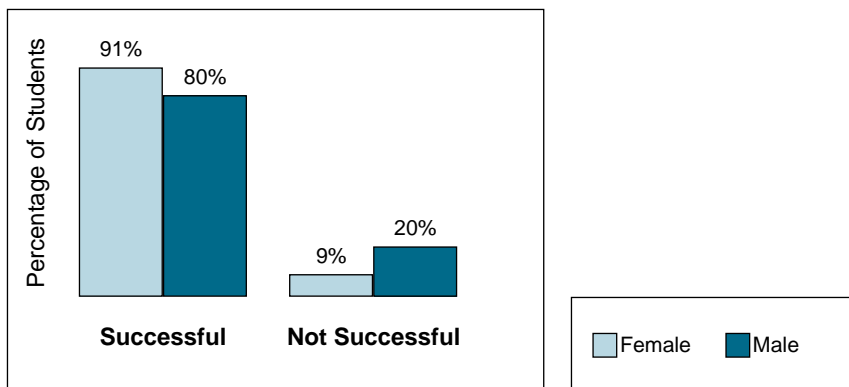
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 79		Male # = 95		Female # = 75	Male # = 92
Successful	68	86%	74	78%	91%	80%
Not Successful	7	9%	18	19%	9%	20%
<b>Fully Participating</b>	<b>75</b>	<b>95%</b>	<b>92</b>	<b>97%</b>		
Absent	3	4%	1	1%		
Deferred	1	1%	2	2%		

### 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%
<b>Fully Participating</b>	<b>3 260</b>	<b>95%</b>	<b>3 155</b>	<b>94%</b>		
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.

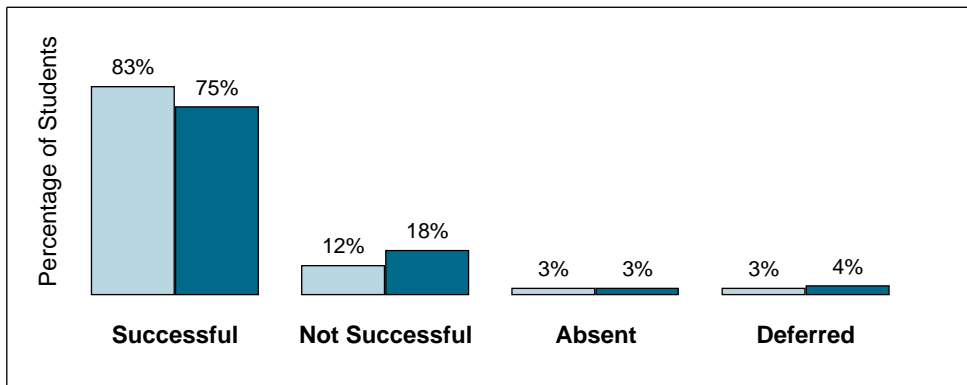
† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2007

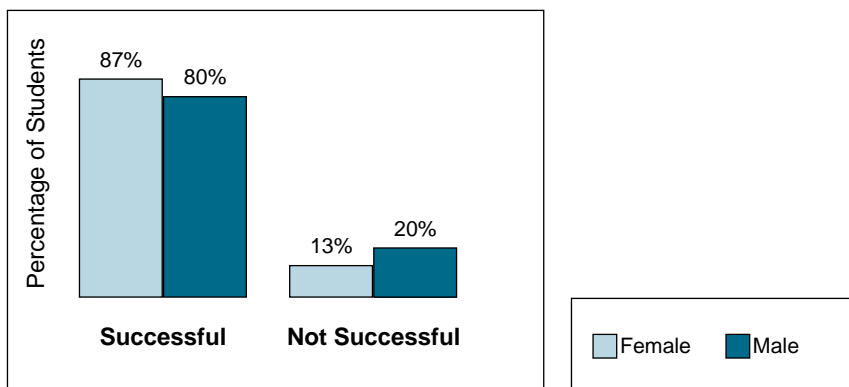
### Provincial Results by Gender\*†

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%
<b>Fully Participating</b>	<b>72 031</b>	<b>94%</b>	<b>74 129</b>	<b>93%</b>		
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.

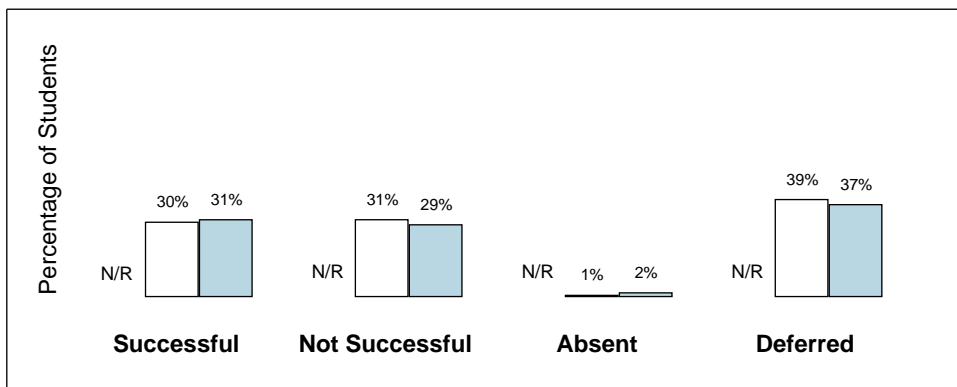
† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2007

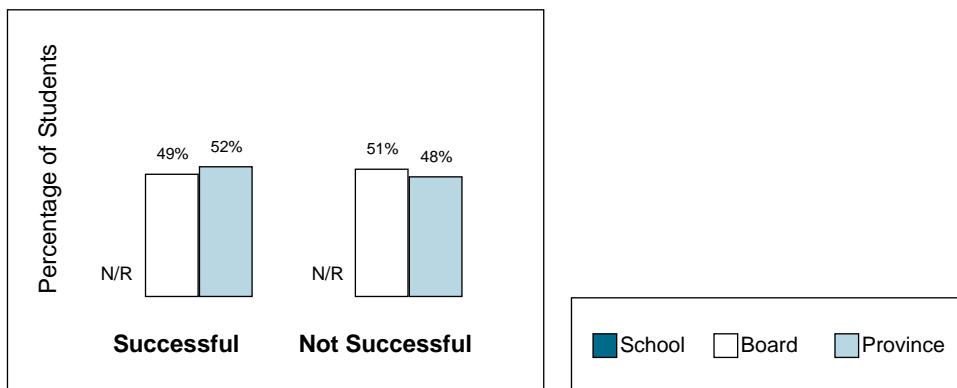
Results for English as a Second Language/English Literacy Development Learners\*†

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%
<b>Fully Participating</b>	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.

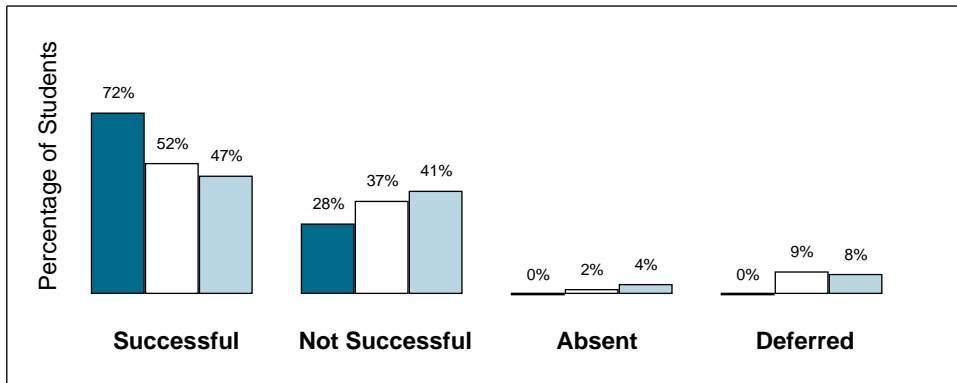
†Based on information regarding ESL or ELD status provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2007

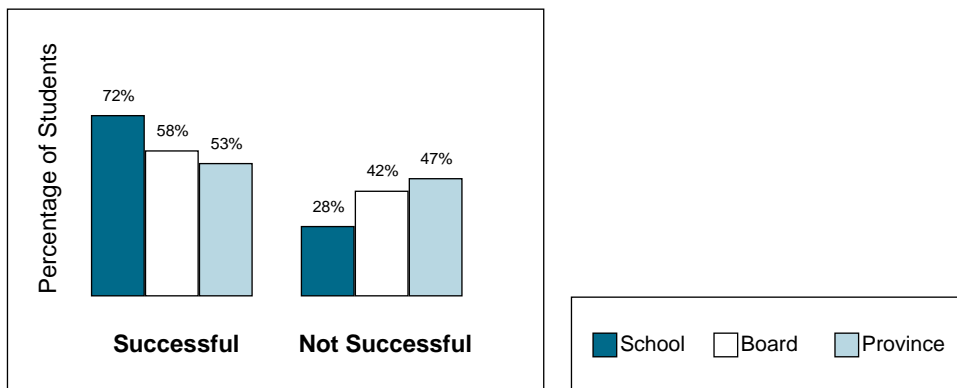
Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # = 29	Board # = 1 230	Province # = 22 052	School # = 29	Board # = 1 094	Province # = 19 425
Successful	21	72%	52%	47%	72%	53%
Not Successful	8	28%	37%	41%	28%	47%
<b>Fully Participating</b>	<b>29</b>	<b>100%</b>	<b>89%</b>	<b>88%</b>		
Absent	0	0%	2%	4%		
Deferred	0	0%	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.

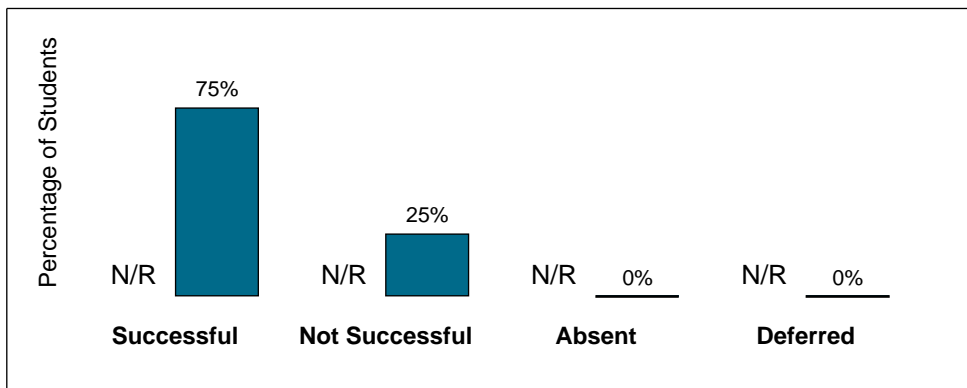
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

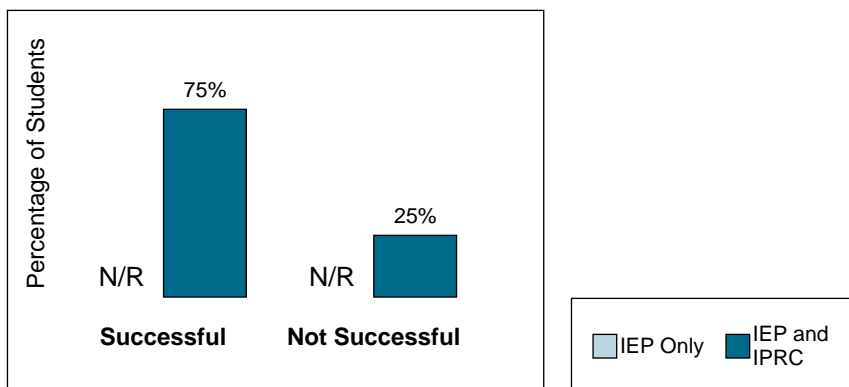
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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 # = 20		IEP Only # = N/R	IEP and IPRC # = 20
Successful	N/R	N/R	15	75%	N/R	75%
Not Successful	N/R	N/R	5	25%	N/R	25%
<b>Fully Participating</b>	N/R	N/R	20	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.

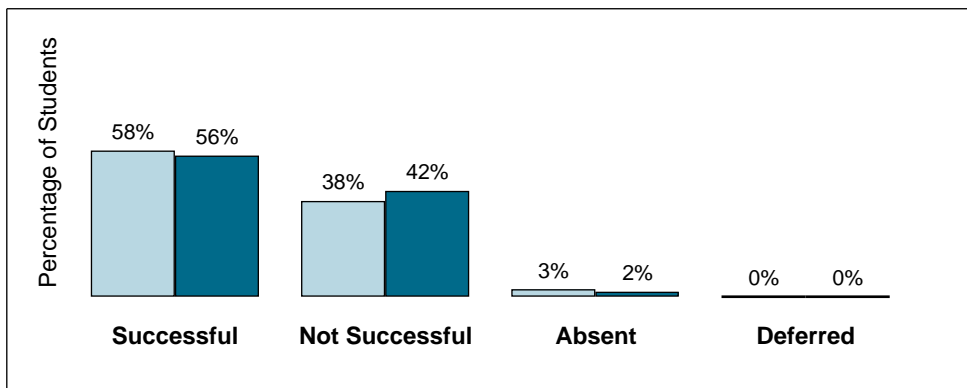
†Based on information provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2007

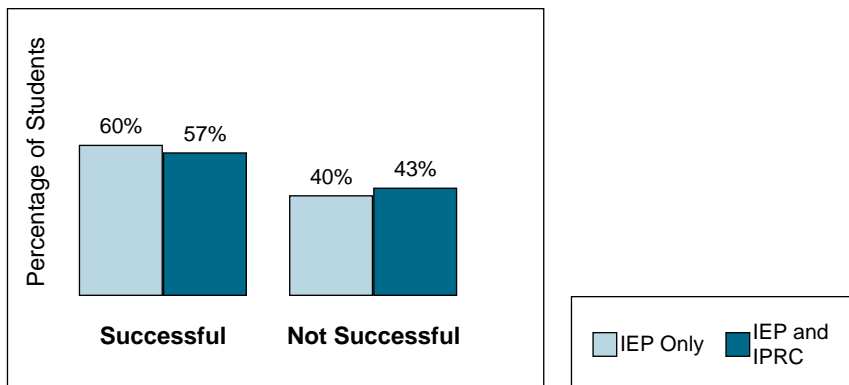
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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%
<b>Fully Participating</b>	<b>194</b>	<b>97%</b>	<b>789</b>	<b>98%</b>
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.

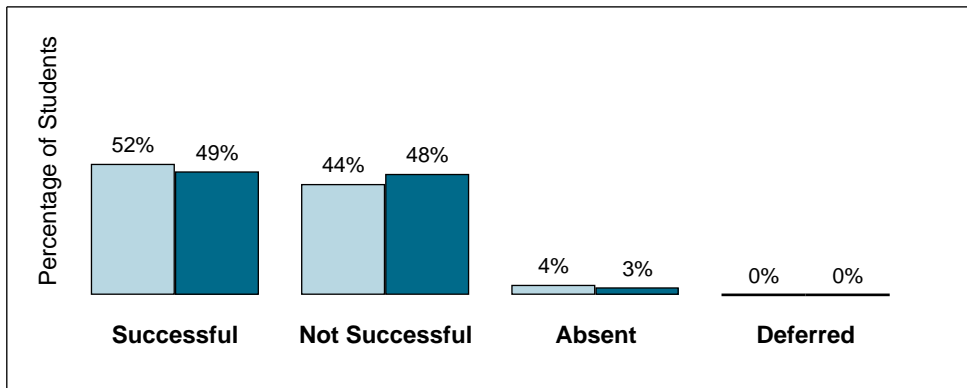
†Based on information provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2007

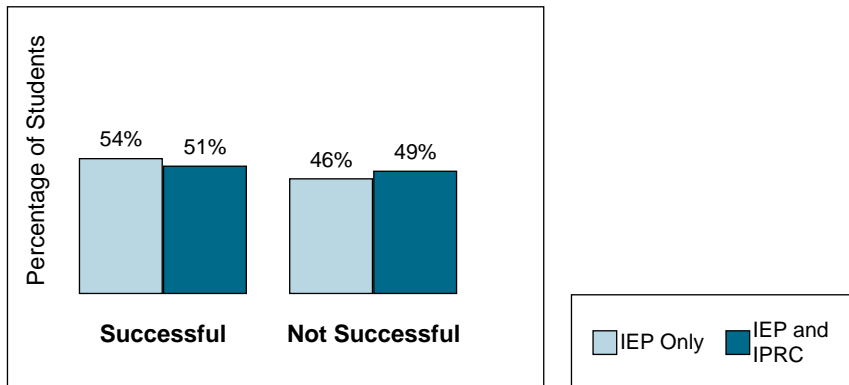
Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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%
<b>Fully Participating</b>	<b>4 470</b>	<b>96%</b>	<b>12 945</b>	<b>97%</b>		
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.

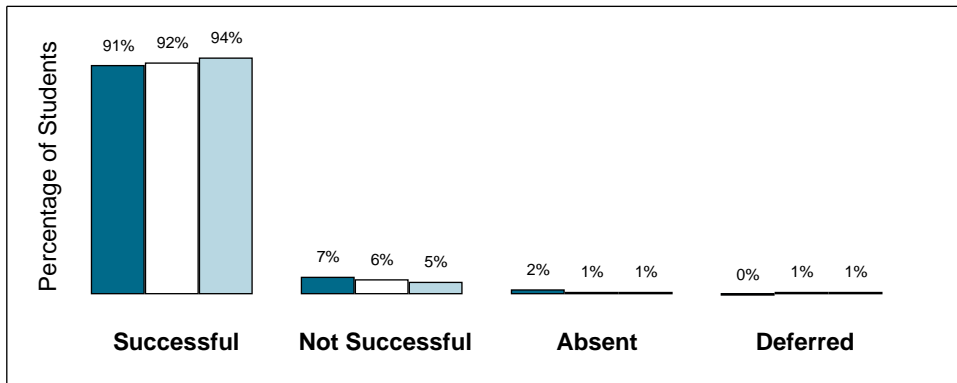
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

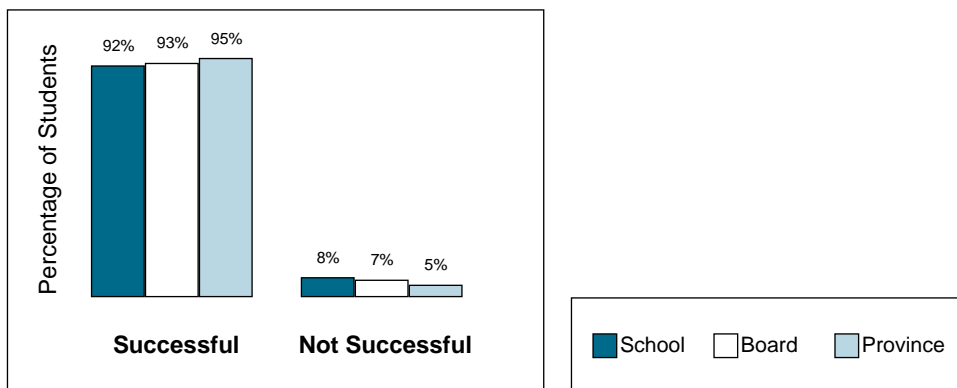
### Results for Students Taking Academic-Level English\*†

Results for Students Taking Academic Level English First-Time Eligible Students							
	All			Fully Participating			
	School # = 122	Board # = 4 664	Province # = 102 911	School # = 120	Board # = 4 597	Province # = 101 126	
Successful	111	91%	92%	92%	93%	95%	
Not Successful	9	7%	6%	8%	7%	5%	
<b>Fully Participating</b>	<b>120</b>	<b>98%</b>	<b>99%</b>	<b>98%</b>			
Absent	2	2%	1%				
Deferred	0	0%	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.

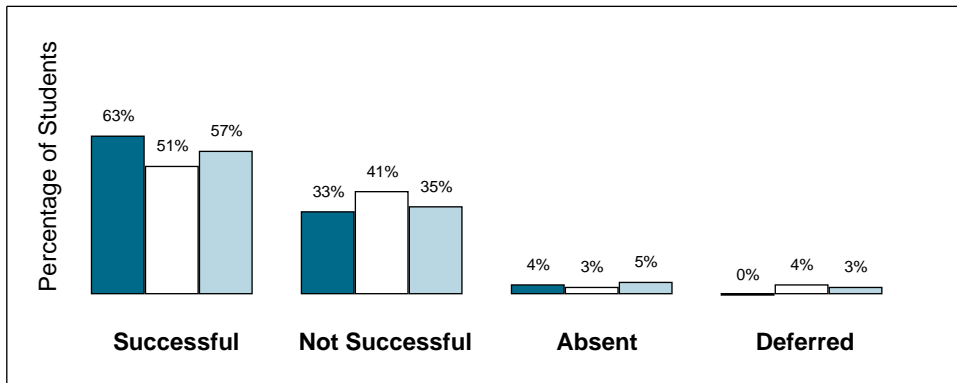
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

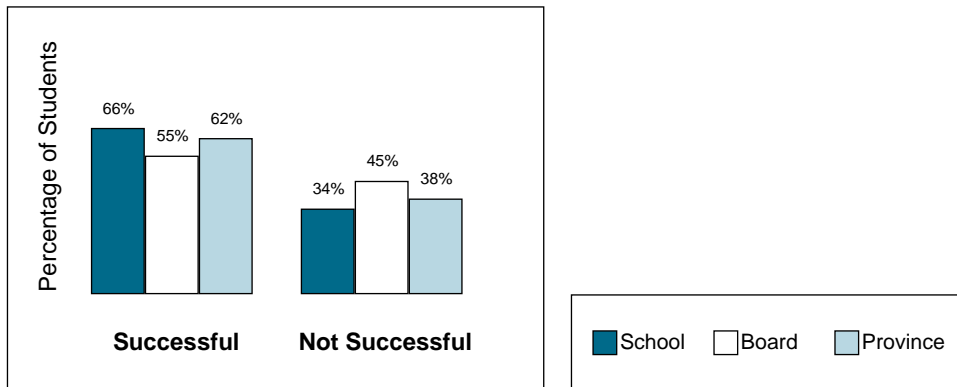
### Results for Students Taking Applied-Level English\*†

Results for Students Taking Applied Level English First-Time Eligible Students						
	All			Fully Participating		
	School # = 46	Board # = 1 627	Province # = 39 564	School # = 44	Board # = 1 509	Province # = 36 502
Successful	29	63%	51%	57%	66%	55%
Not Successful	15	33%	41%	35%	34%	45%
<b>Fully Participating</b>	<b>44</b>	<b>96%</b>	<b>93%</b>	<b>92%</b>		
Absent	2	4%	3%	5%		
Deferred	0	0%	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.

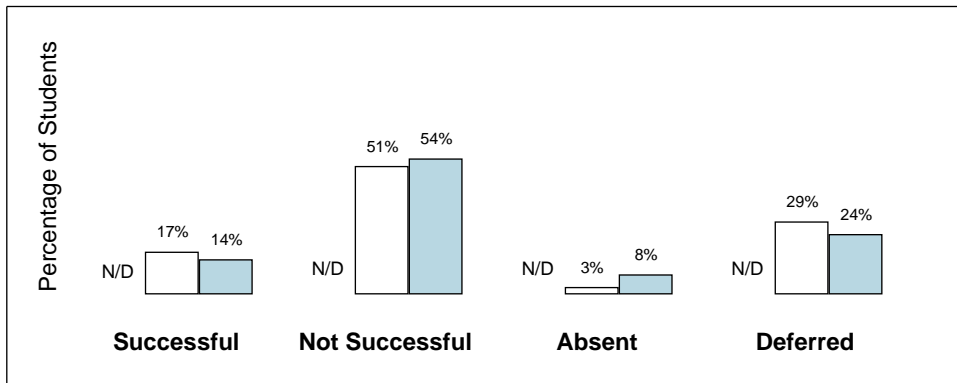
†Based on information regarding level of study in English provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2007

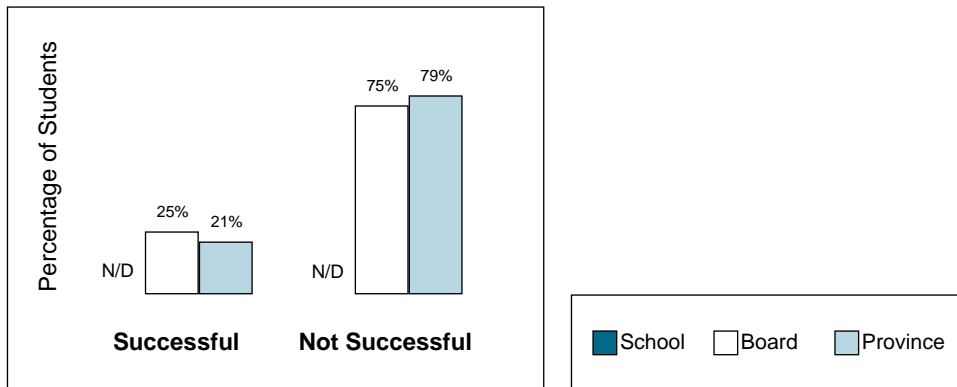
### Results for Students Taking Locally Developed English Course\*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/D	Board # = 194	Province # = 6 160	School # = N/D	Board # = 132	Province # = 4 211
Successful	N/D	N/D	17%	14%	N/D	21%
Not Successful	N/D	N/D	51%	54%	N/D	79%
<b>Fully Participating</b>	N/D	N/D	68%	68%		
Absent	N/D	N/D	3%	8%		
Deferred	N/D	N/D	29%	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.

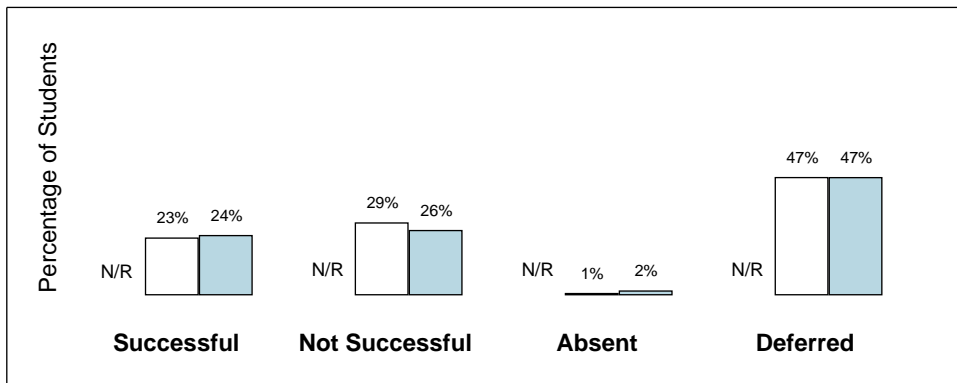
†Based on information regarding level of study in English provided by schools through the **Student Data Collection** process.

## OSSLT Results for First-Time Eligible Students, March 2007

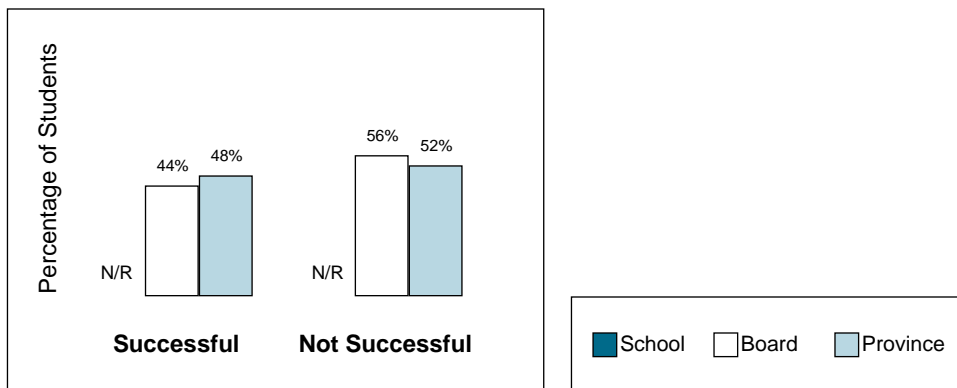
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course \*†

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%
Not Successful	N/R	N/R	29%	26%	N/R	56%
<b>Fully Participating</b>	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
<b>Enrolment</b>					
Number of first-time eligible students	217	219	169	121	174
Number of students who were exempted	2	2	0	1	0
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	97%	93%	99%	95%	96%
Of all first-time eligible students, those who were absent	2%	3%	1%	3%	2%
Of all first-time eligible students, those who were deferred	1%	4%	0%	2%	2%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	48%	44%	47%	59%	45%
Male	50%	56%	52%	41%	55%
Gender not specified	2%	0%	1%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
ESL/ELD learners*	6% <sup>+</sup>	5% <sup>+</sup>	11%	2%	4%
ESL/ELD learners receiving special provisions**	n/a	n/a	11%	0%	1%
Students with special needs (excluding gifted)*	12%	10%	12%	9%	17%
Students with special needs receiving accommodations (excluding gifted)**	12%	9%	12%	5%	14%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	79%	41%	70%	73%	70%
Applied	20%	23%	24%	21%	26%
Locally developed	0%	0%	0%	0%	0%
ESL/ELD	n/a	n/a	1%	2%	3%
Other	n/a	n/a	n/a	n/a	0%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	n/a	201	167	113	165
First language learned at home was other than English	n/a	39%	36%	31%	38%
Speak only or mostly English at home	n/a	61%	61%	63%	65%
Speak another language (or languages) as often as English at home	n/a	22%	19%	28%	21%
Speak only or mostly another language (or other languages) at home	n/a	15%	18%	9%	13%

<sup>†</sup> 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.

<sup>††</sup> 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.

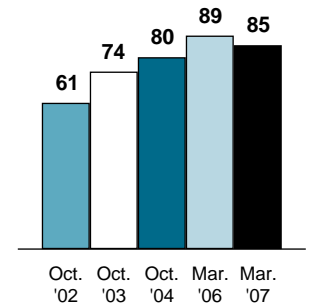
<sup>+</sup> The percentage of students in these two years may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

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>	217		219		169		121		174	
Successful	129	59%	150	68%	134	79%	102	84%	142	82%
Not Successful	81	37%	53	24%	34	20%	13	11%	25	14%
<b>Fully Participating</b>	210	97%	203	93%	168	99%	115	95%	167	96%
Absent	4	2%	7	3%	1	1%	4	3%	4	2%
Deferred	3	1%	9	4%	0	0%	2	2%	3	2%
<b>Fully Participating Successful</b>	129	61%	150	74%	134	80%	102	89%	142	85%

School Results over Time: Percentage of Fully Participating Successful Students



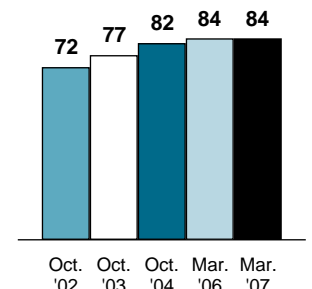
Board Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
<i>Number of Students</i>	6 575		6 484		6 911		6 819		6 804	
Successful	3 957	60%	4 425	68%	5 087	74%	5 238	77%	5 250	77%
Not Successful	2 290	35%	1 688	26%	1 446	21%	1 242	18%	1 165	17%
<b>Fully Participating</b>	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%
<b>Fully Participating Successful</b>	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%
<b>Fully Participating</b>	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%
<b>Fully Participating Successful</b>	97 459	72%	109 609	77%	121 855	82%	125 830	84%	122 475	84%

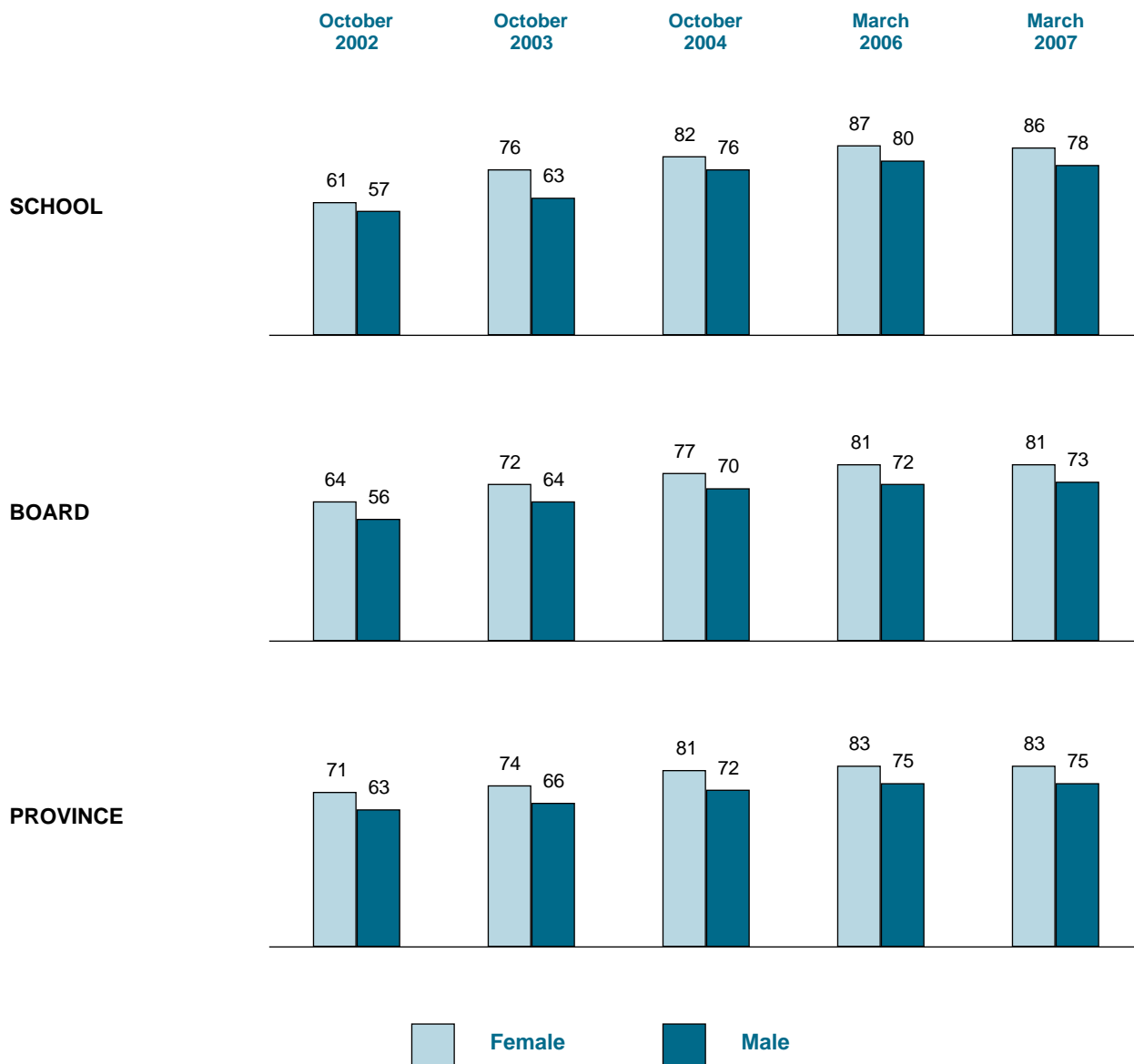
Provincial Results over Time: Percentage of Fully Participating Successful Students



\* 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

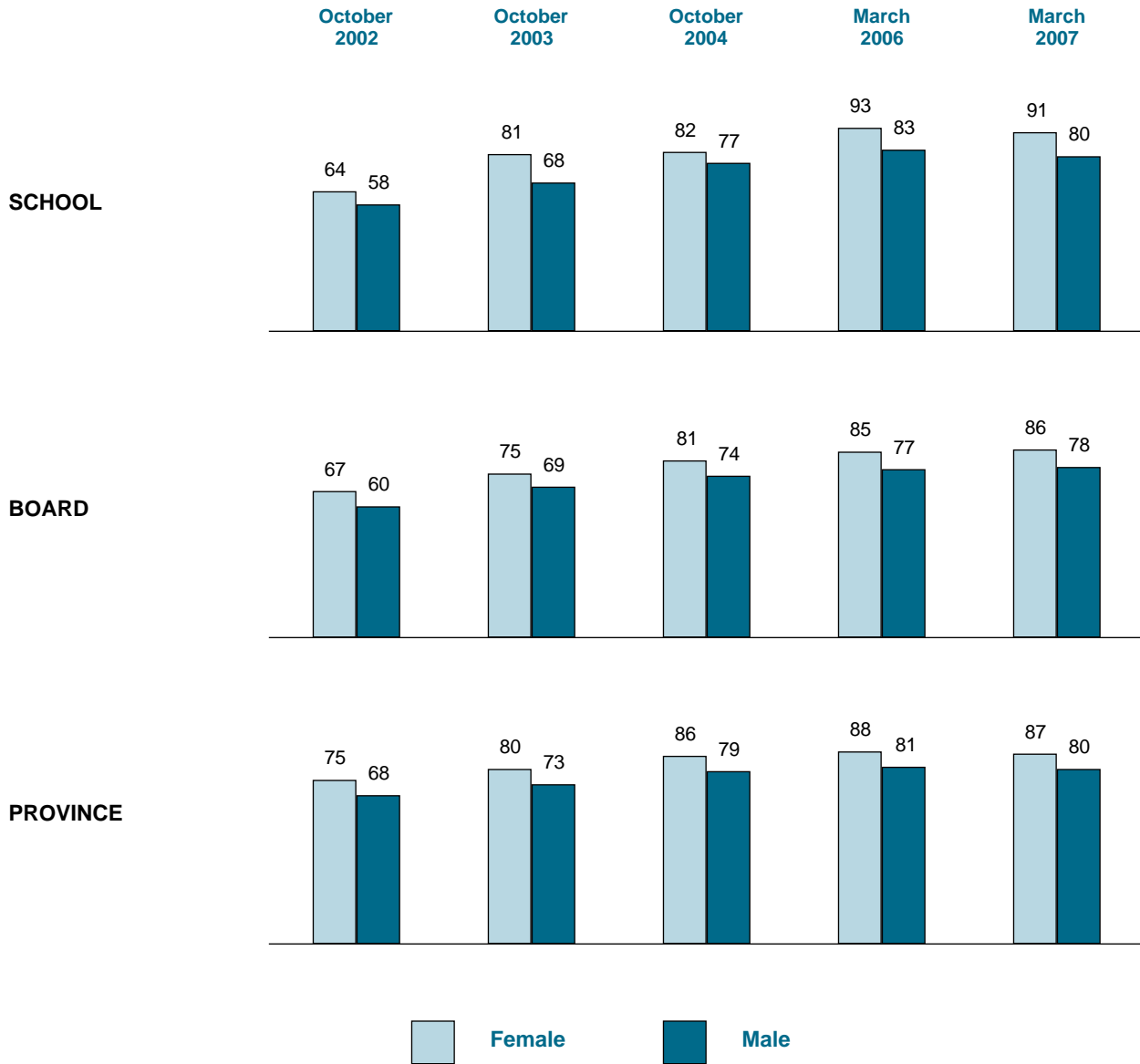
**Number of First-Time Eligible Students†**

	<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	104	108	96	123	80	88	71	50	79	95
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	99	106	90	113	80	87	67	48	75	92
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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 165)			
Questionnaire Item	Percentage of Students*		Number of Students Who Answered "Yes"
<b>1. Types of materials students read in English outside school most weeks:</b>			
non-fiction books, e.g., biographies	34   65	56	
comics	37   62	61	
Web sites, e-mail, chat messages	94   5	155	
letters	43   56	71	
magazines	79   21	130	
manuals, instructions	43   55	71	
newspapers	59   41	97	
novels, fiction, short stories	58   40	96	
song lyrics, poems	65   33	108	
religious or spiritual writings	19   79	32	
<b>2. Types of writing students do in English outside school most weeks:</b>			
e-mail, chat messages	95   5	156	
letter, journals, diaries	30   69	50	
notes, directions, instructions	41   59	67	
song lyrics, poems	42   57	70	
stories, fiction	26   73	43	
work-related writing	48   52	79	
<b>3. Types of English-language materials students have at home:</b>			
dictionaries, encyclopedias (print or electronic)	90   9	149	
books	90   9	149	
newspapers	80   19	132	
magazines	87   13	143	

\* 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 (# = 165)		
Questionnaire Item	Percentage of Students*	
Number of Students		
<b>4. Number of hours a week students read materials written in English outside school, not including homework:</b>		
one hour or less	22	37
more than one hour but less than three hours	41	68
more than three hours but less than five hours	18	29
five hours or more	16	27
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	32	52
more than one hour but less than three hours	38	63
more than three hours but less than five hours	20	33
five hours or more	10	16
<b>6. How often students use a computer at home for homework:</b>		
don't have a computer at home	2	4
never or hardly ever use a computer for homework	6	10
use a computer once or twice a month for homework	16	27
use a computer once or twice a week for homework	42	69
use a computer almost every day for homework	33	54
<b>7. First language students learned at home was English:</b>		
yes	62	102
no	38	63
<b>8. Language(s) students speak at home:</b>		
only or mostly English	65	108
another language (or languages) as often as English	21	34
only or mostly another language (or other languages)	13	22

\* 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 (#= 165)	Females* (#= 74)	Males* (#= 91)	All (#= 6 380)	Females* (#= 3 241)	Males* (#= 3 139)	All (#= 145 362)	Females* (#= 71 725)	Males* (#= 73 624)
<b>Percentage of students indicating that they</b>									
have a computer at home.	97%	97%	97%	98%	98%	97%	97%	98%	97%
use the computer almost every day for homework.	33%	36%	30%	32%	35%	28%	31%	33%	29%
<b>Percentage of students indicating that they read the following types of materials in English outside school most weeks:</b>									
non-fiction books, e.g., biographies	34%	30%	37%	38%	38%	37%	35%	34%	35%
comics	37%	30%	43%	42%	38%	46%	39%	34%	43%
Web sites, e-mail, chat messages	94%	97%	91%	95%	96%	93%	93%	95%	90%
letters	43%	43%	43%	48%	56%	41%	44%	50%	38%
magazines	79%	92%	68%	77%	87%	66%	76%	86%	67%
manuals, instruction	43%	34%	51%	48%	40%	56%	42%	33%	52%
newspapers	59%	45%	70%	64%	64%	64%	55%	53%	58%
novels, fiction, short stories	58%	62%	55%	68%	79%	56%	67%	78%	56%
song lyrics, poems	65%	82%	52%	70%	82%	58%	63%	76%	51%
religious or spiritual writings	19%	23%	16%	27%	29%	26%	21%	22%	19%
<b>Percentage of students indicating that they read materials written in English outside school, not including homework, for</b>									
more than three hours a week.	34%	38%	31%	34%	39%	29%	39%	44%	34%
<b>Percentage of students indicating that they have the following English-language materials at home:</b>									
dictionaries, encyclopedias (print or electronic)	90%	89%	91%	93%	94%	92%	93%	94%	91%
books	90%	91%	90%	94%	96%	92%	95%	97%	93%
newspapers	80%	73%	86%	81%	83%	80%	87%	88%	87%
magazines	87%	93%	81%	85%	90%	81%	88%	92%	85%
<b>Percentage of students indicating that they do the following types of writing in English outside school most weeks:</b>									
e-mail, chat messages	95%	97%	92%	95%	97%	93%	93%	96%	91%
letters, journals, diaries	30%	49%	15%	36%	54%	17%	32%	50%	14%
notes, directions, instructions	41%	43%	38%	48%	51%	46%	46%	49%	43%
song lyrics, poems	42%	53%	34%	46%	52%	39%	38%	45%	31%
stories, fiction	26%	22%	30%	32%	36%	28%	28%	32%	24%
work-related writing	48%	50%	46%	57%	58%	56%	50%	50%	50%
<b>Percentage of students indicating that they write in English outside school, not including homework, for</b>									
more than three hours a week.	30%	34%	26%	30%	33%	26%	31%	36%	27%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	38%	38%	38%	39%	40%	39%	22%	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:</b>									
only or mostly English	65%	69%	63%	58%	58%	57%	77%	77%	77%
another language (or languages) as often as English	21%	19%	22%	29%	30%	29%	16%	16%	15%
only or mostly another language (or other languages)	13%	12%	14%	12%	11%	14%	7%	6%	8%

\* Includes only students for whom gender data were available.

## EXPLANATION OF TERMS

<b>First-Time Eligible Students</b>	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. <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 2007 (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>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.
<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>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</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>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
<b>N/R</b>	"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.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the group or year specified.