



# School Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, March 2008

**School: Mary Ward Catholic SS (730882)**

**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 2008 OSSLT and the previous four administrations.

Designed in close collaboration with Ontario educators, EQAO assessments ensure that the achievement of all students in publicly funded schools across the province is measured against a common benchmark at key stages in their education. By providing this snapshot of how well Ontario students are learning the expectations of *The Ontario Curriculum*, EQAO's large-scale testing results have become an important tool to support student achievement.

Literacy is a gift for life. That is why EQAO strives to provide objective and reliable information that helps identify and address learning needs so that students may reach their full potential.

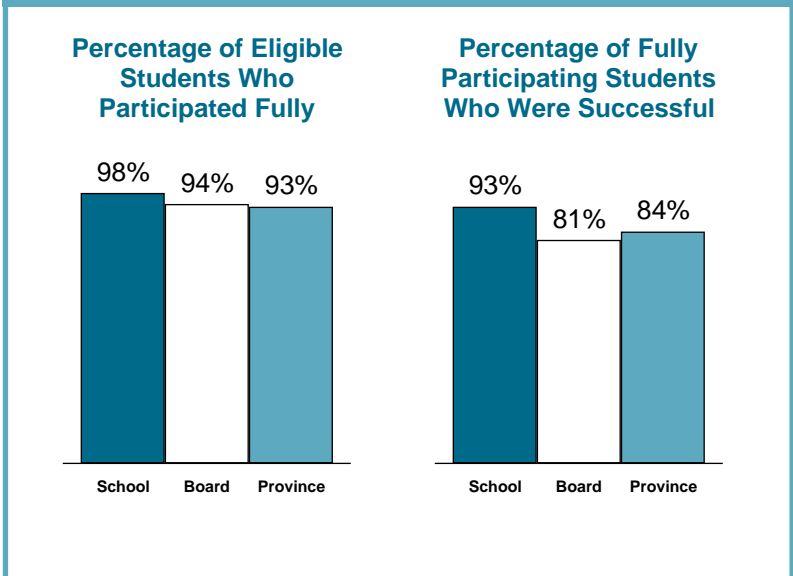
EQAO's literacy test results are to be used in conjunction with school-based data, such as that from regular classroom assessments. When used together, these sources provide a more complete picture of student knowledge and skills than they would separately. I trust this report will contribute to building strong literacy skills—skills that are so essential to living a fulfilling life.

Sincerely,

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

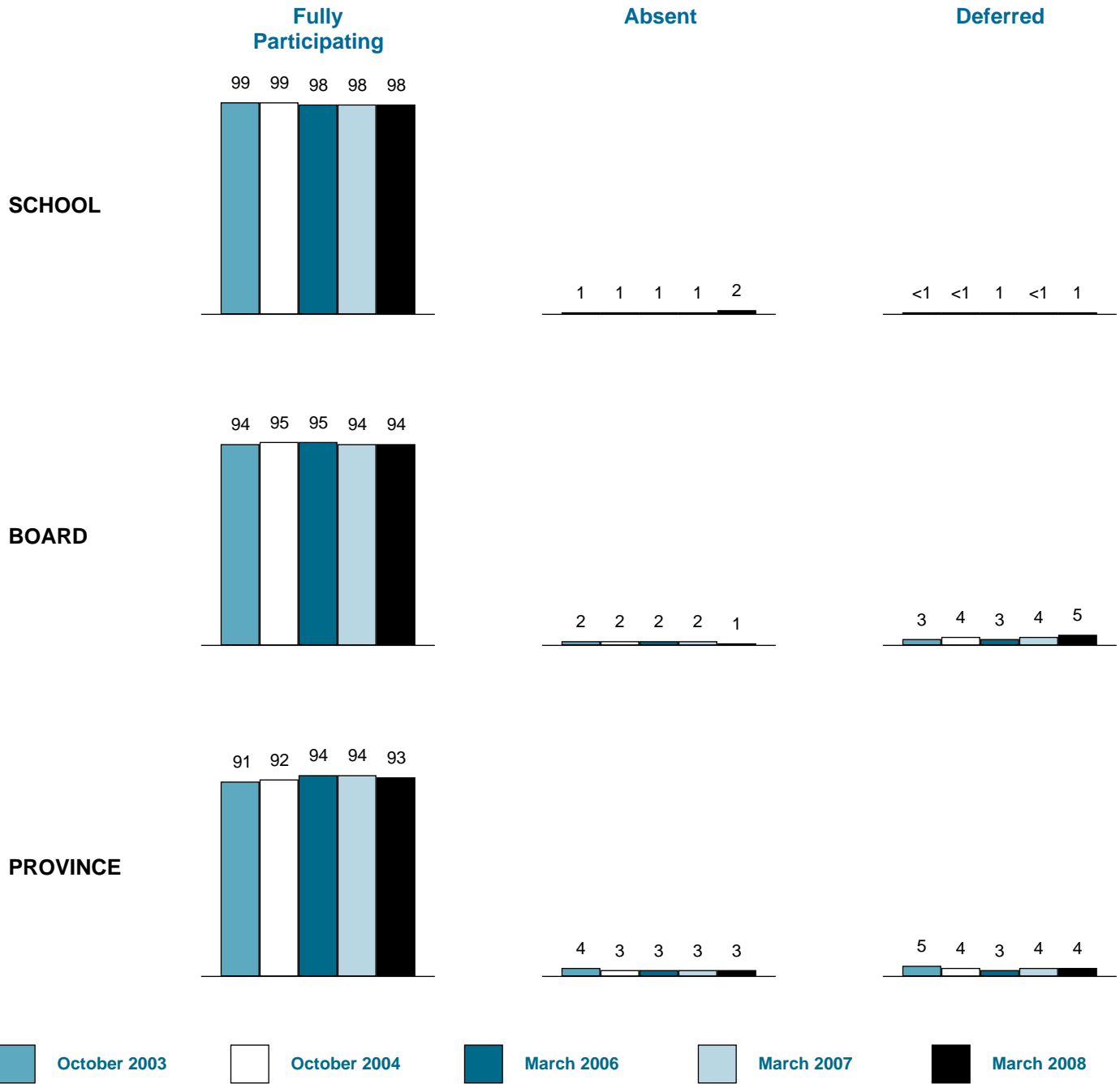
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### FIRST-TIME ELIGIBLE STUDENTS, MARCH 2008: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



**PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME**

**PERCENTAGE OF STUDENTS\***



**Number of First-Time Eligible Students**

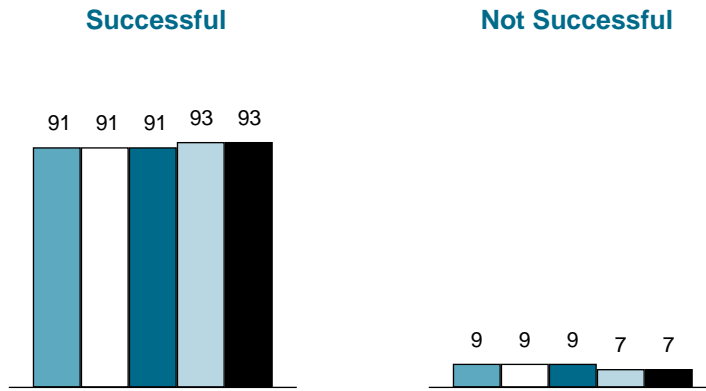
	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>	<u>March 2008</u>
School	235	300	286	252	292
Board	6 484	6 911	6 819	6 804	6 897
Province	157 464	160 088	158 817	155 906	156 151

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

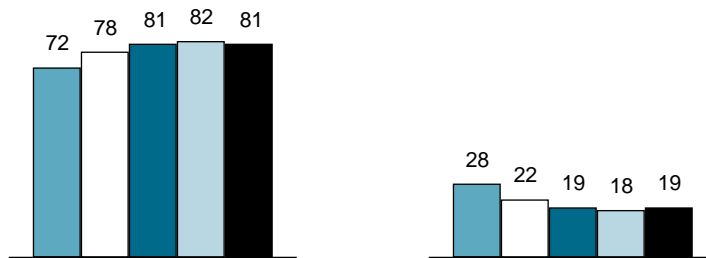
**ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME**

**PERCENTAGE OF STUDENTS\***

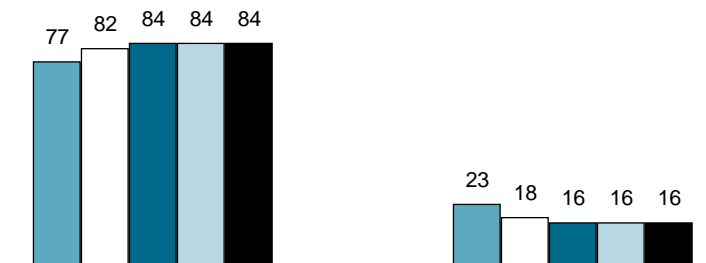
**SCHOOL**



**BOARD**



**PROVINCE**



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

	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>	<u>March 2008</u>
School	232	296	281	248	285
Board	6 113	6 533	6 480	6 415	6 472
Province	143 025	147 781	149 098	146 173	145 603

\* 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, English language learners;
- ◆ 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?
  - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ 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 2008

### Contextual Information

This information provides a context for interpreting the school's results.

	School		Board		Province	
<b>Enrolment</b>						
Number of first-time eligible students	292		6 897		156 151	
Number of schools with first-time eligible students	n/a		36		782	
Number of students who were exempted	1		47		1 759	
	<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	285	98%	6 472	94%	145 603	93%
Of all first-time eligible students, those who were absent	5	2%	84	1%	4 357	3%
Of all first-time eligible students, those who were deferred	2	1%	341	5%	6 191	4%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	176	60%	3 529	51%	76 226	49%
Male	116	40%	3 364	49%	79 904	51%
Gender not specified	0	0%	4	<1%	21	<1%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>						
English language learners*	5	2%	298	4%	6 121	4%
English language learners receiving special provisions**	2	1%	103	2%	2 558	2%
Students with special needs (excluding gifted)*	11	4%	1 010	15%	23 322	15%
Students with special needs receiving accommodations (excluding gifted)**	9	3%	844	13%	17 719	12%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	249	85%	4 779	69%	103 774	66%
Applied	35	12%	1 575	23%	38 834	25%
Locally developed	1	<1%	227	3%	5 838	4%
ESL/ELD	5	2%	256	4%	4 283	3%
Other	2	1%	56	1%	3 351	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		285		6 379	
					143 535	
First language learned at home was other than English	125	44%	2 384	37%	30 991	22%
Speak only or mostly English at home	186	65%	3 705	58%	110 122	77%
Speak another language (or languages) as often as English at home	74	26%	1 898	30%	23 038	16%
Speak only or mostly another language (or other languages) at home	24	8%	736	12%	9 636	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.

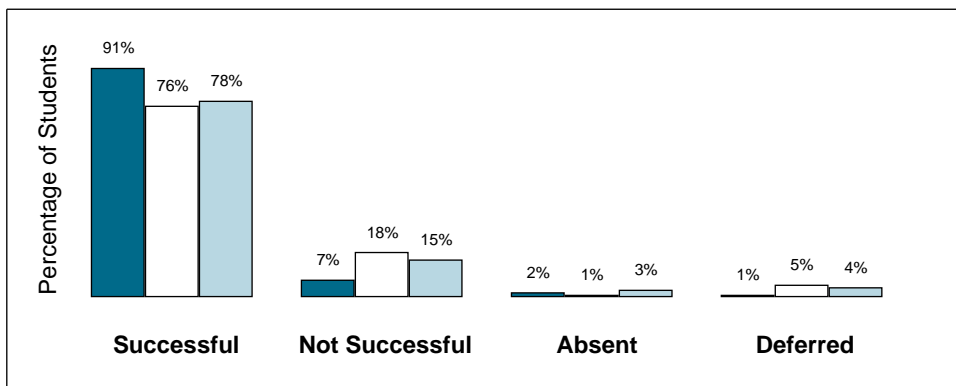
<sup>††</sup> Demographic information pertaining to "language" is gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## OSSLT Results for First-Time Eligible Students, March 2008

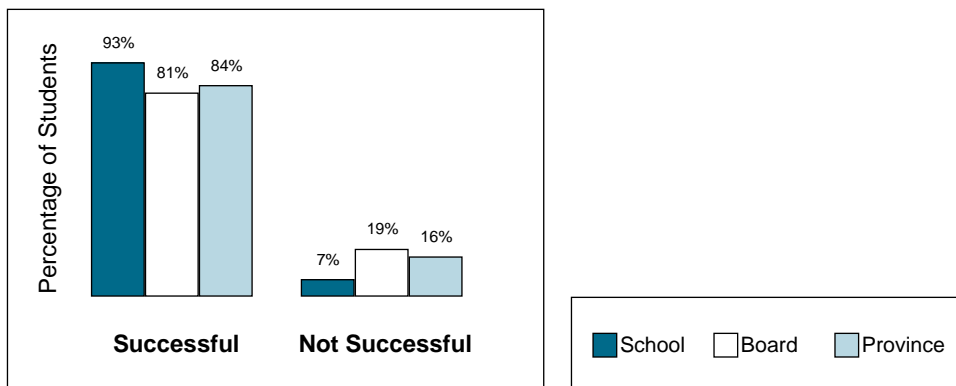
### Results for All First-Time Eligible Students\*

	First-Time Eligible Students						
	All			Fully Participating			
	School # = 292	Board # = 6 897	Province # = 156 151	School # = 285	Board # = 6 472	Province # = 145 603	
Successful	265	91%	76%	78%	93%	81%	84%
Not Successful	20	7%	18%	15%	7%	19%	16%
<b>Fully Participating</b>	<b>285</b>	<b>98%</b>	<b>94%</b>	<b>93%</b>			
Absent	5	2%	1%	3%			
Deferred	2	1%	5%	4%			

### Results for All First-Time Eligible Students



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



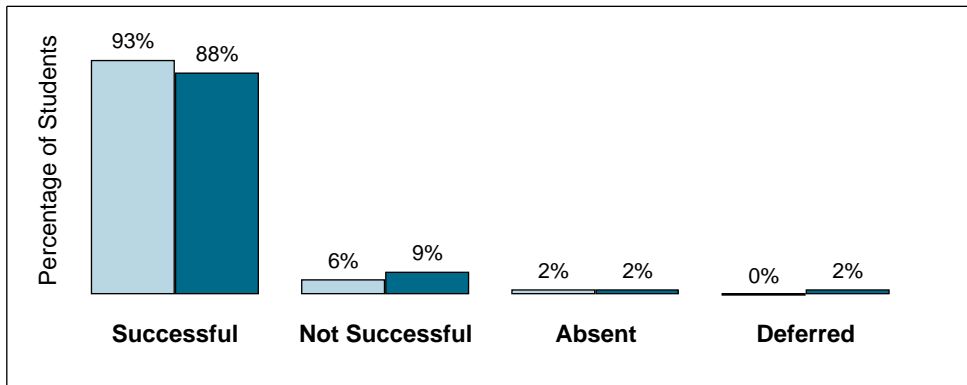
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for First-Time Eligible Students, March 2008

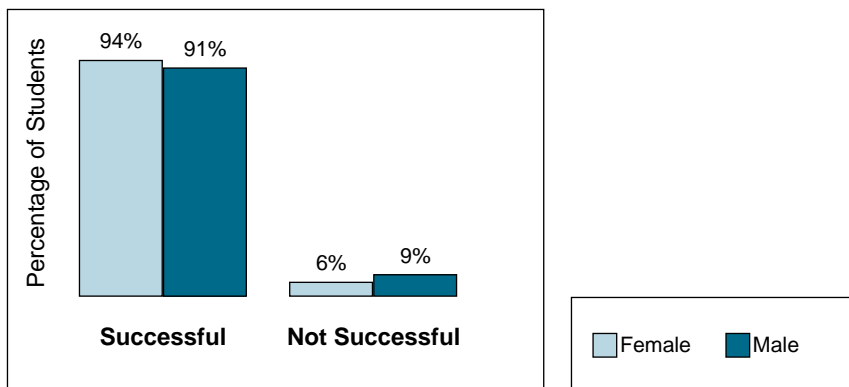
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 176		Male # = 116		Female # = 173	Male # = 112
Successful	163	93%	102	88%	94%	91%
Not Successful	10	6%	10	9%	6%	9%
<b>Fully Participating</b>	<b>173</b>	<b>98%</b>	<b>112</b>	<b>97%</b>		
Absent	3	2%	2	2%		
Deferred	0	0%	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 2008

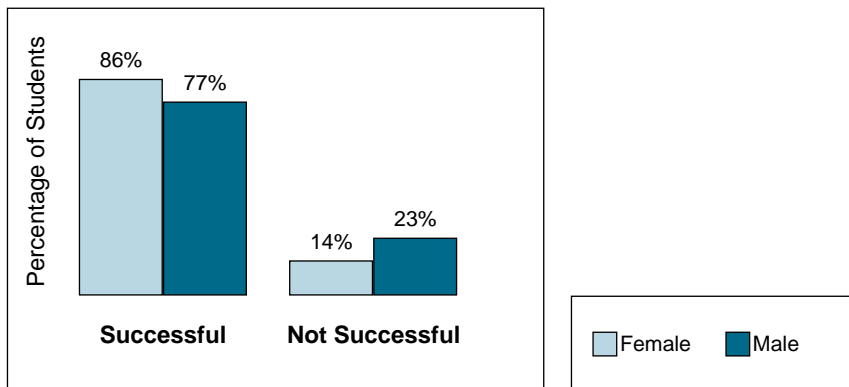
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 3 529		Male # = 3 364		Female # = 3 335	Male # = 3 133
Successful	2 858	81%	2 403	71%	86%	77%
Not Successful	477	14%	730	22%	14%	23%
<b>Fully Participating</b>	<b>3 335</b>	<b>95%</b>	<b>3 133</b>	<b>93%</b>		
Absent	45	1%	39	1%		
Deferred	149	4%	192	6%		

### 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 2008

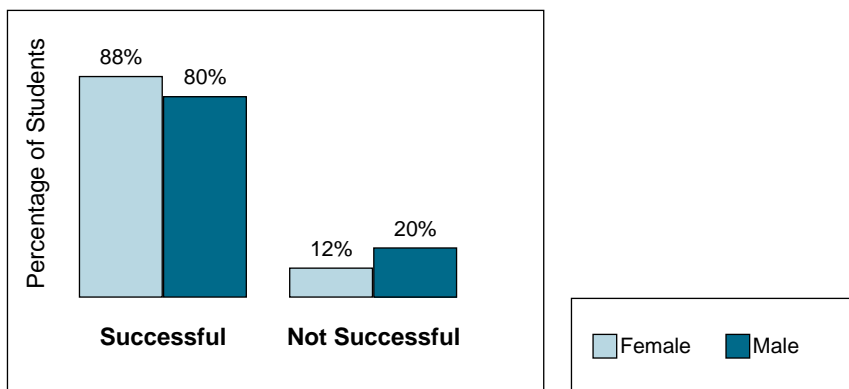
### Provincial Results by Gender\*†

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 76 226		Male # = 79 904		Female # = 71 615	Male # = 73 969
Successful	62 806	82%	59 503	74%	88%	80%
Not Successful	8 809	12%	14 466	18%	12%	20%
<b>Fully Participating</b>	<b>71 615</b>	<b>94%</b>	<b>73 969</b>	<b>93%</b>		
Absent	2 131	3%	2 224	3%		
Deferred	2 480	3%	3 711	5%		

### 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.

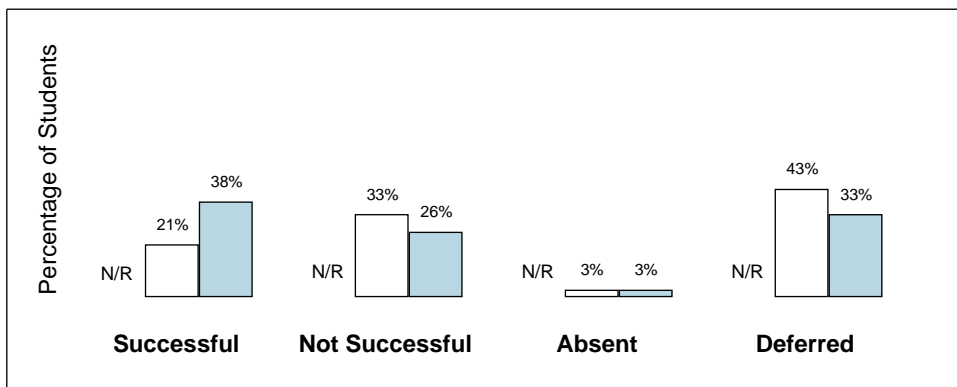
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## OSSLT Results for First-Time Eligible Students, March 2008

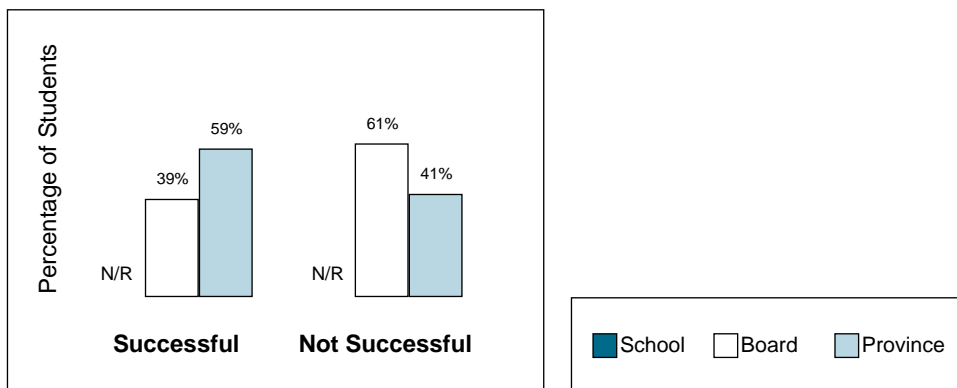
### Results for English Language Learners\*†

Results for English Language Learners First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 298	Province # = 6 121	School # = N/R	Board # = 162	Province # = 3 918
Successful	N/R	N/R	21%	38%	N/R	39%
Not Successful	N/R	N/R	33%	26%	N/R	61%
<b>Fully Participating</b>	N/R	N/R	54%	64%		
Absent	N/R	N/R	3%	3%		
Deferred	N/R	N/R	43%	33%		

### Results for All First-Time Eligible English Language Learners



### Results for Fully Participating First-Time Eligible English Language Learners



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

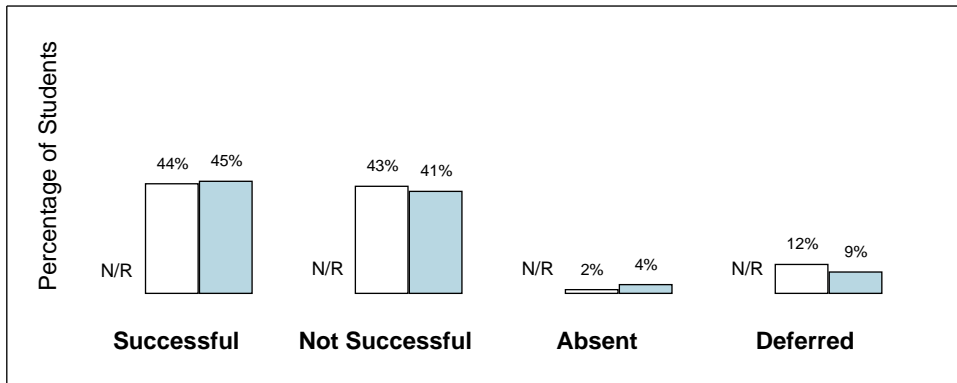
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2008

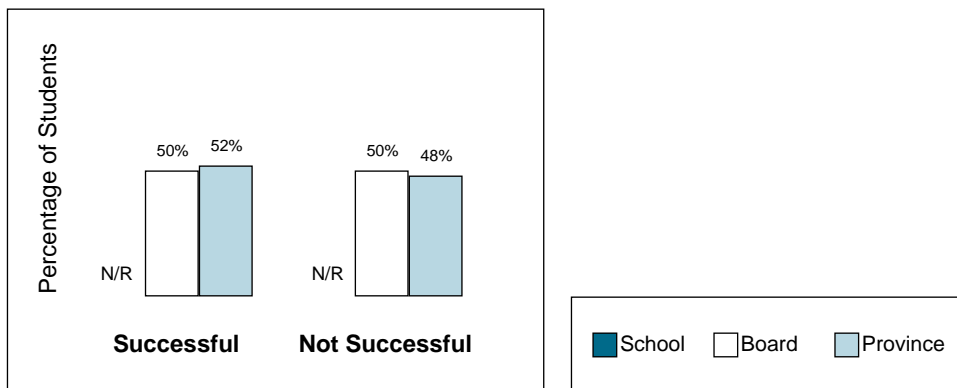
Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 1 010	Province # = 23 322	School # = N/R	Board # = 872	Province # = 20 240
Successful	N/R	N/R	44%	N/R	50%	52%
Not Successful	N/R	N/R	43%	N/R	50%	48%
<b>Fully Participating</b>	N/R	N/R	86%			
Absent	N/R	N/R	2%			
Deferred	N/R	N/R	12%			

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.

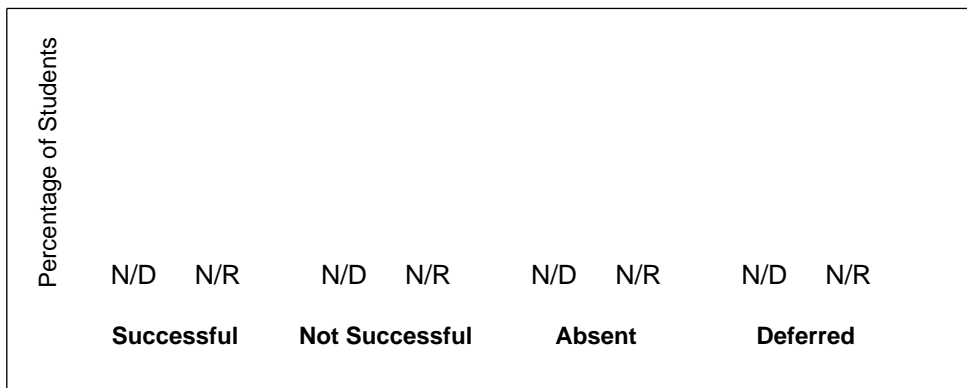
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2008

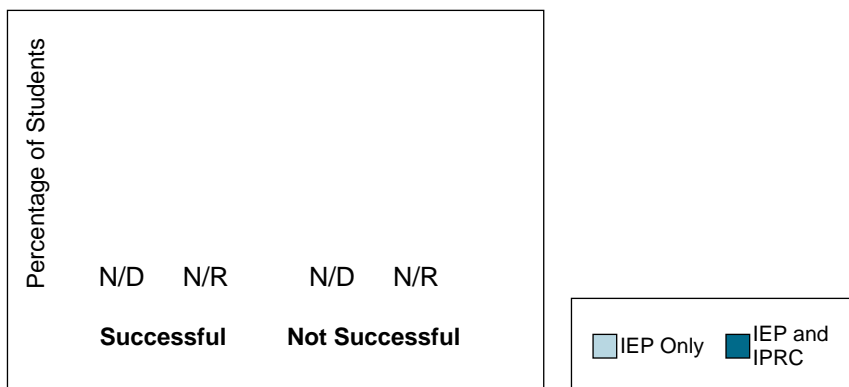
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

School Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = N/D		IEP and IPRC # = N/R		IEP Only # = N/D	IEP and IPRC # = N/R
Successful	N/D	N/D	N/R	N/R	N/D	N/R
Not Successful	N/D	N/D	N/R	N/R	N/D	N/R
<b>Fully Participating</b>	N/D	N/D	N/R	N/R		
Absent	N/D	N/D	N/R	N/R		
Deferred	N/D	N/D	N/R	N/R		

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.

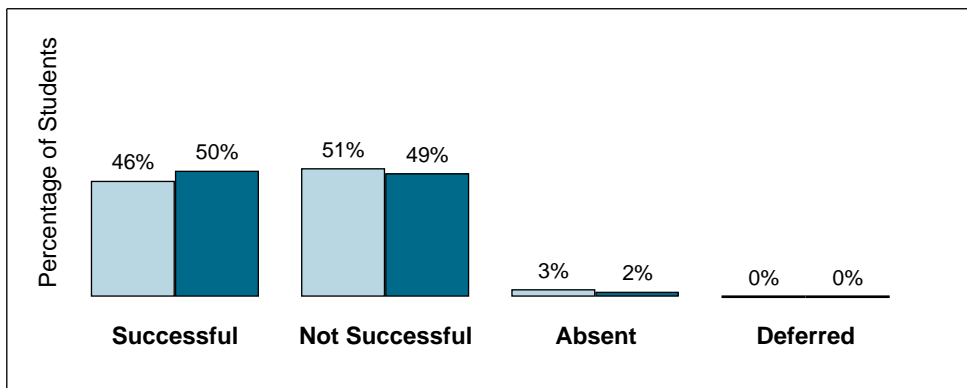
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2008

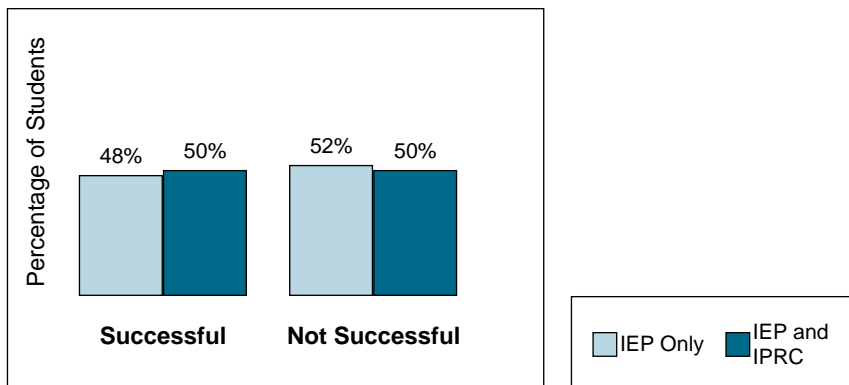
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 104		IEP and IPRC # = 757		IEP Only # = 101	IEP and IPRC # = 743
Successful	48	46%	375	50%	48%	50%
Not Successful	53	51%	368	49%	52%	50%
<b>Fully Participating</b>	<b>101</b>	<b>97%</b>	<b>743</b>	<b>98%</b>		
Absent	3	3%	14	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 2008

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 # = 5 752		IEP and IPRC # = 12 720		IEP Only # = 5 462	IEP and IPRC # = 12 257
Successful	2 794	49%	6 222	49%	51%	51%
Not Successful	2 668	46%	6 035	47%	49%	49%
<b>Fully Participating</b>	<b>5 462</b>	<b>95%</b>	<b>12 257</b>	<b>96%</b>		
Absent	290	5%	463	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.

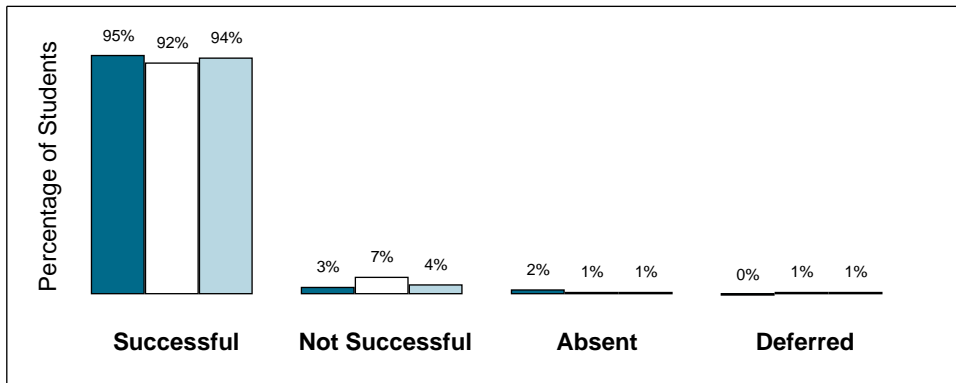
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## OSSLT Results for First-Time Eligible Students, March 2008

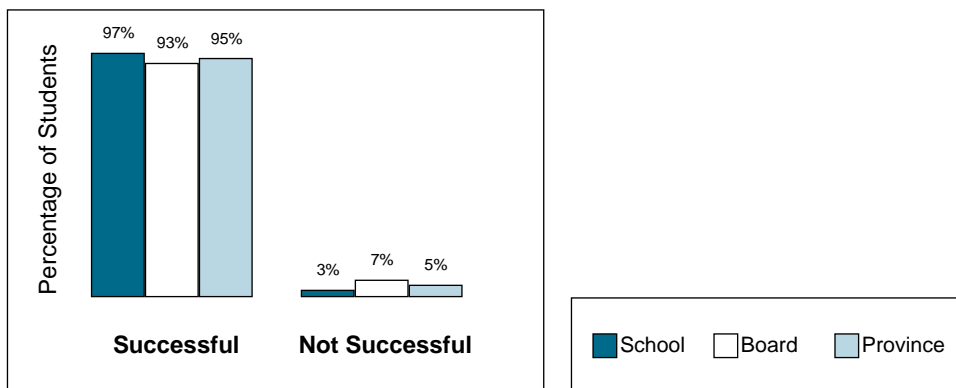
### Results for Students Taking Academic English Course\*†

Results for Students Taking Academic English Course First-Time Eligible Students							
	All			Fully Participating			
	School # = 249	Board # = 4 779	Province # = 103 774	School # = 245	Board # = 4 716	Province # = 101 698	
Successful	237	95%	92%	94%	97%	93%	95%
Not Successful	8	3%	7%	4%	3%	7%	5%
<b>Fully Participating</b>	<b>245</b>	<b>98%</b>	<b>99%</b>	<b>98%</b>			
Absent	4	2%	1%	1%			
Deferred	0	0%	1%	1%			

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



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



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

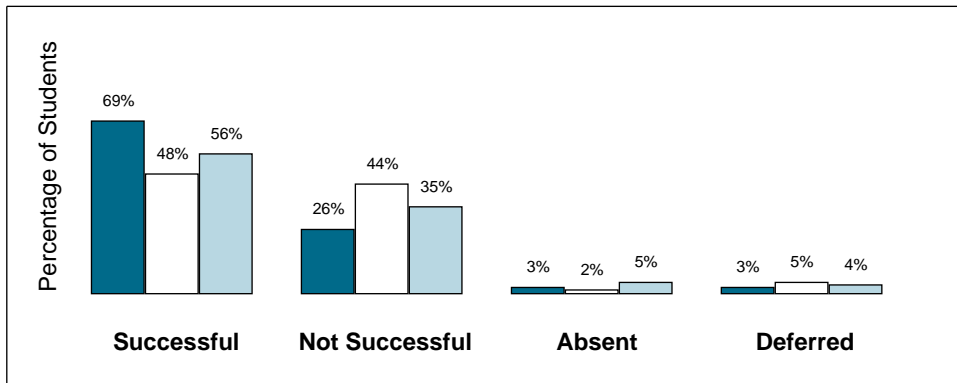
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2008

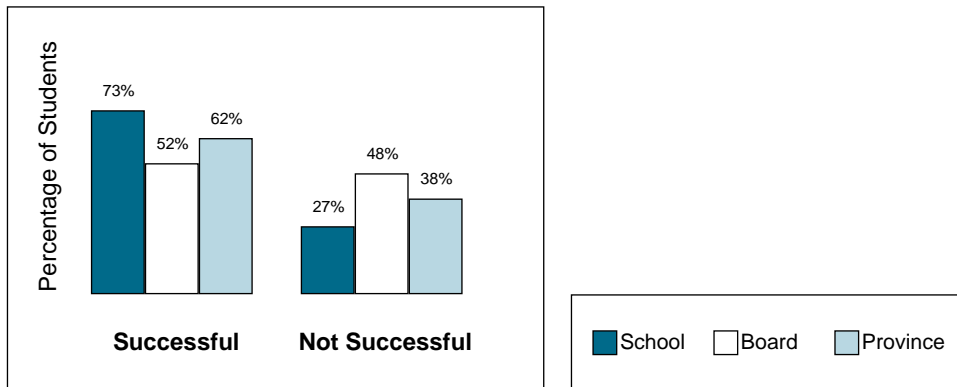
### Results for Students Taking Applied English Course\*†

Results for Students Taking Applied English Course First-Time Eligible Students							
	All			Fully Participating			
	School # = 35	Board # = 1 575	Province # = 38 834	School # = 33	Board # = 1 451	Province # = 35 515	
Successful	24	69%	48%	56%	73%	52%	62%
Not Successful	9	26%	44%	35%	27%	48%	38%
<b>Fully Participating</b>	<b>33</b>	<b>94%</b>	<b>92%</b>	<b>91%</b>			
Absent	1	3%	2%	5%			
Deferred	1	3%	5%	4%			

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



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



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

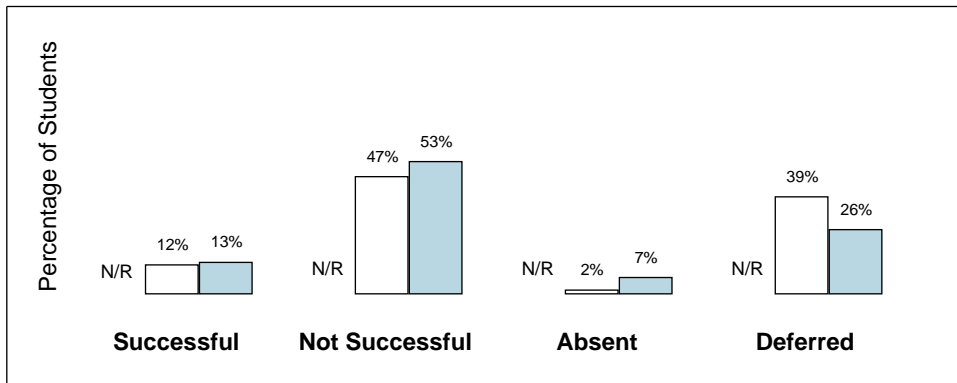
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## OSSLT Results for First-Time Eligible Students, March 2008

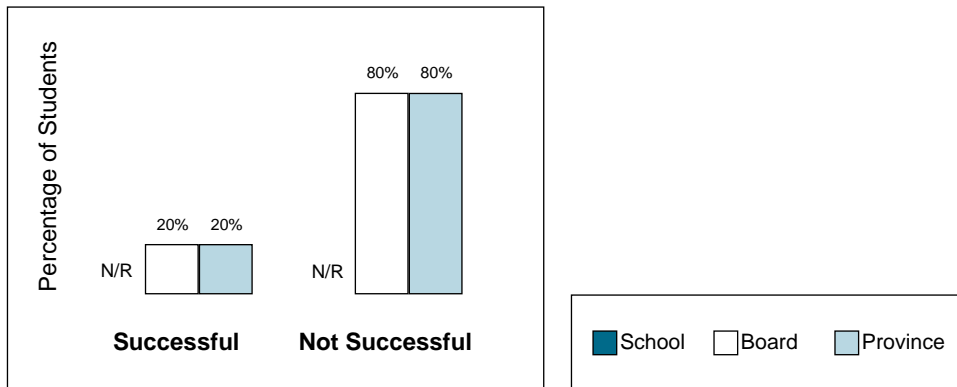
### Results for Students Taking Locally Developed English Course\*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 227	Province # = 5 838	School # = N/R	Board # = 133	Province # = 3 905
Successful	N/R	N/R	12%	13%	N/R	20%
Not Successful	N/R	N/R	47%	53%	N/R	80%
<b>Fully Participating</b>	N/R	N/R	59%	67%		
Absent	N/R	N/R	2%	7%		
Deferred	N/R	N/R	39%	26%		

### 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.

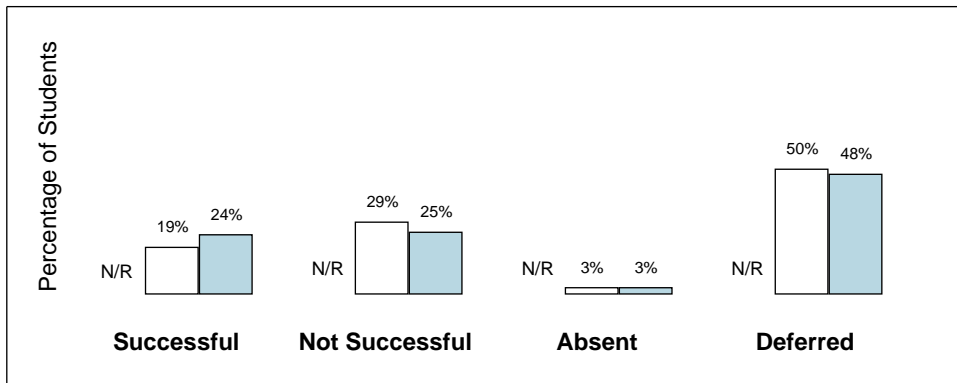
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2008

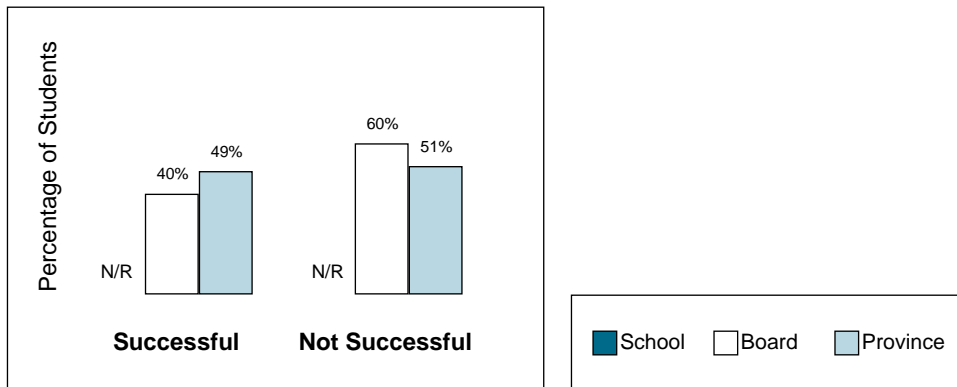
### Results for Students Taking ESL/ELD Course\*†

Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 256	Province # = 4 283	School # = N/R	Board # = 121	Province # = 2 114
Successful	N/R	N/R	19%	24%	N/R	49%
Not Successful	N/R	N/R	29%	25%	N/R	51%
<b>Fully Participating</b>	N/R	N/R	47%	49%		
Absent	N/R	N/R	3%	3%		
Deferred	N/R	N/R	50%	48%		

### 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 2003–March 2008

### Contextual Information for School

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

	Oct. 2003	Oct. 2004	Mar. 2006	Mar. 2007	Mar. 2008
<b>Enrolment</b>					
Number of first-time eligible students	235	300	286	252	292
Number of students who were exempted	2	7	2	3	1
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	99%	99%	98%	98%	98%
Of all first-time eligible students, those who were absent	1%	1%	1%	1%	2%
Of all first-time eligible students, those who were deferred	<1%	<1%	1%	<1%	1%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	53%	58%	57%	52%	60%
Male	46%	42%	43%	48%	40%
Gender not specified	1%	<1%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
English language learners*	6% <sup>‡</sup>	5%	3%	2%	2%
English language learners receiving special provisions**	n/a	5%	3%	0%	1%
Students with special needs (excluding gifted)*	9%	3%	9%	6%	4%
Students with special needs receiving accommodations (excluding gifted)**	9%	3%	8%	5%	3%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	79%	85%	84%	80%	85%
Applied	11%	9%	10%	16%	12%
Locally developed	9%	<1%	1%	1%	<1%
ESL/ELD	n/a	5%	3%	2%	2%
Other	n/a	n/a	n/a	1%	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	232	295	280	248	285
First language learned at home was other than English	47%	41%	39%	49%	44%
Speak only or mostly English at home	53%	58%	63%	59%	65%
Speak another language (or languages) as often as English at home	34%	32%	27%	28%	26%
Speak only or mostly another language (or other languages) at home	12%	9%	9%	13%	8%

<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.

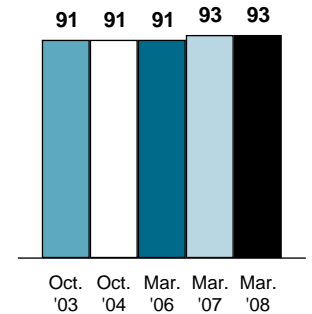
<sup>‡</sup> The percentage of students in October 2003 may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

n/a Information not available.

## OSSLT Results over Time, October 2003–March 2008

School Results: All First-Time Eligible Students*										
	October 2003		October 2004		March 2006		March 2007		March 2008	
<i>Number of Students</i>	235		300		286		252		292	
Successful	210	89%	270	90%	256	90%	230	91%	265	91%
Not Successful	22	9%	26	9%	25	9%	18	7%	20	7%
<b>Fully Participating</b>	232	99%	296	99%	281	98%	248	98%	285	98%
Absent	2	1%	3	1%	2	1%	3	1%	5	2%
Deferred	1	<1%	1	<1%	3	1%	1	<1%	2	1%
<b>Fully Participating Successful</b>	210	91%	270	91%	256	91%	230	93%	265	93%

School Results over Time: Percentage of Fully Participating Successful Students



Board Results: All First-Time Eligible Students*										
	October 2003		October 2004		March 2006		March 2007		March 2008	
<i>Number of Students</i>	6 484		6 911		6 819		6 804		6 897	
Successful	4 425	68%	5 087	74%	5 238	77%	5 250	77%	5 265	76%
Not Successful	1 688	26%	1 446	21%	1 242	18%	1 165	17%	1 207	18%
<b>Fully Participating</b>	6 113	94%	6 533	95%	6 480	95%	6 415	94%	6 472	94%
Absent	162	2%	133	2%	117	2%	104	2%	84	1%
Deferred	209	3%	245	4%	222	3%	285	4%	341	5%
<b>Fully Participating Successful</b>	4 425	72%	5 087	78%	5 238	81%	5 250	82%	5 265	81%

Board Results over Time: Percentage of Fully Participating Successful Students



Provincial Results: All First-Time Eligible Students*										
	October 2003		October 2004		March 2006		March 2007		March 2008	
<i>Number of Students</i>	157 464		160 088		158 817		155 906		156 151	
Successful	109 609	70%	121 855	76%	125 830	79%	122 475	79%	122 324	78%
Not Successful	33 416	21%	25 926	16%	23 268	15%	23 698	15%	23 279	15%
<b>Fully Participating</b>	143 025	91%	147 781	92%	149 098	94%	146 173	94%	145 603	93%
Absent	6 612	4%	5 435	3%	4 715	3%	3 932	3%	4 357	3%
Deferred	7 827	5%	6 872	4%	5 004	3%	5 801	4%	6 191	4%
<b>Fully Participating Successful</b>	109 609	77%	121 855	82%	125 830	84%	122 475	84%	122 324	84%

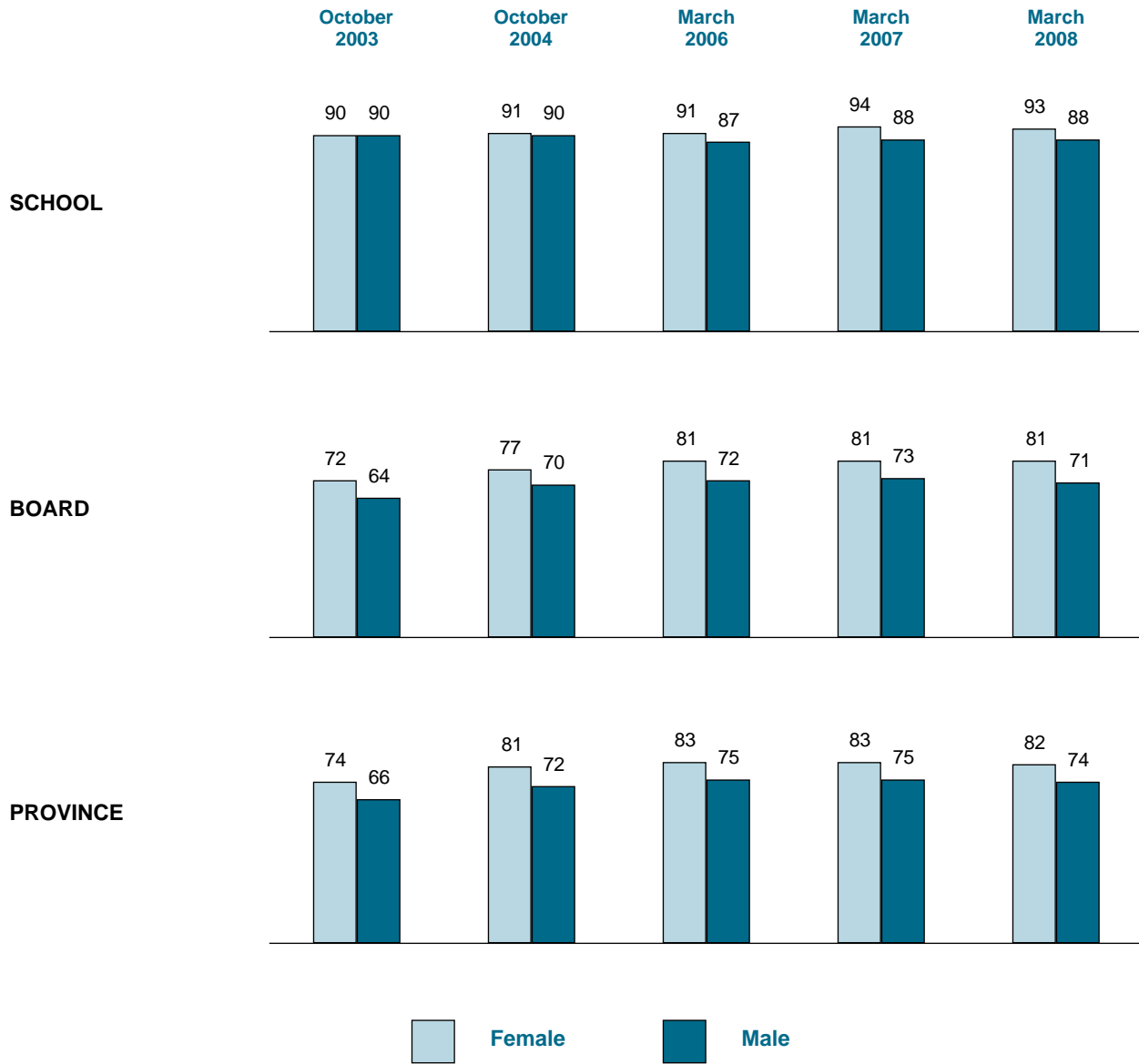
Provincial Results over Time: Percentage of Fully Participating Successful Students



\* 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**



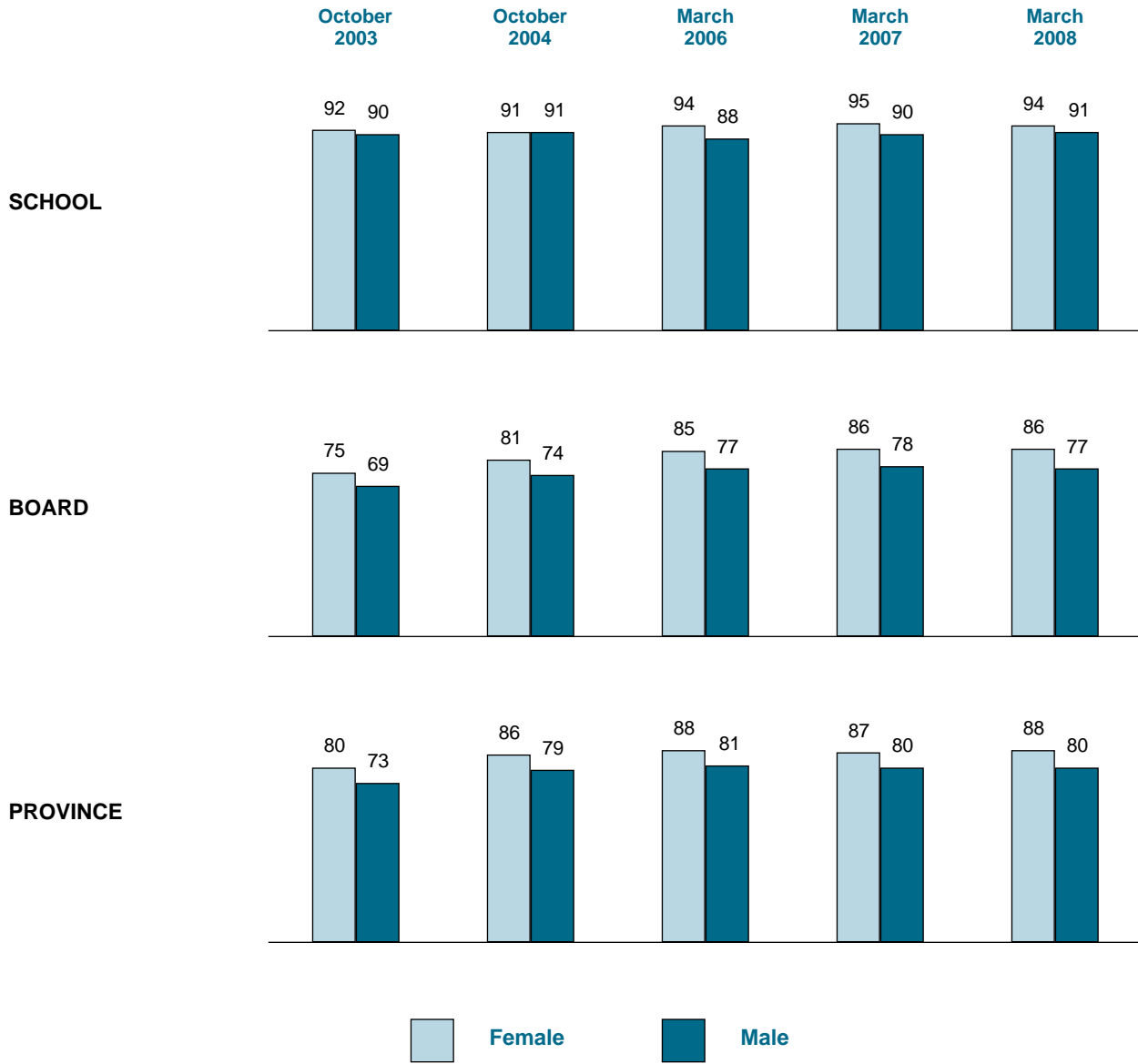
**Number of First-Time Eligible Students†**

	<u>October 2003</u>		<u>October 2004</u>		<u>March 2006</u>		<u>March 2007</u>		<u>March 2008</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	124	109	173	126	164	122	132	120	176	116
Board	3 163	3 067	3 565	3 310	3 577	3 239	3 434	3 370	3 529	3 364
Province	75 023	79 904	77 110	81 469	77 358	81 402	76 252	79 638	76 226	79 904

† 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 2003</u>		<u>October 2004</u>		<u>March 2006</u>		<u>March 2007</u>		<u>March 2008</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	121	109	172	124	160	121	130	118	173	112
Board	3 019	2 854	3 394	3 111	3 413	3 064	3 260	3 155	3 335	3 133
Province	69 529	71 961	72 296	74 659	73 081	75 966	72 031	74 129	71 615	73 969

† Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2008

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 285)			
Questionnaire Item	Percentage of Students*		Number of Students Who Answered "Yes"
	0	100	
<b>1. Types of materials students read in English outside school most weeks:</b>			
non-fiction books, e.g., biographies	41	59	118
comics	39	61	112
Web sites, e-mail, chat messages	94	6	268
letters	40	60	113
magazines	63	37	180
manuals, instructions	49	51	140
newspapers	63	37	180
novels, fiction, short stories	76	24	218
song lyrics, poems	73	27	208
religious or spiritual writings	36	64	102
<b>2. Types of writing students do in English outside school most weeks:</b>			
e-mail, chat messages	98		279
letter, journals, diaries	41	59	117
notes, directions, instructions	53	47	152
song lyrics, poems	45	55	127
stories, fiction	36	64	103
work-related writing	71	29	202
<b>3. Types of English language materials students have at home:</b>			
dictionaries, encyclopedias (print or electronic)	97		277
books	98		278
newspapers	89	11	254
magazines	84	16	238
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

\* 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 2008

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 285)		
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	18	50
more than one hour but less than three hours	33	93
more than three hours but less than five hours	22	62
five hours or more	28	80
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	26	74
more than one hour but less than three hours	32	90
more than three hours but less than five hours	17	49
five hours or more	25	72
<b>6. How often students use a computer at home for homework:</b>		
don't have a computer at home	1	3
never or hardly ever use a computer for homework	1	3
use a computer once or twice a month for homework	4	10
use a computer once or twice a week for homework	23	65
use a computer almost every day for homework	72	204
<b>7. First language students learned at home was English:</b>		
yes	56	160
no	44	125
<b>8. Language(s) students speak at home:</b>		
only or mostly English	65	186
another language (or languages) as often as English	26	74
only or mostly another language (or other languages)	8	24

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

## OSSLT Results for First-Time Eligible Students, March 2008

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 285)	Female* (#= 173)	Male* (#= 112)	All (#= 6 379)	Female* (#= 3 305)	Male* (#= 3 070)	All (#= 143 535)	Female* (#= 70 815)	Male* (#= 72 701)
<b>Percentage of students indicating that they</b>									
have a computer at home.	<b>99%</b>	99%	99%	<b>98%</b>	98%	97%	<b>98%</b>	98%	97%
use the computer almost every day for homework.	<b>72%</b>	72%	71%	<b>31%</b>	34%	28%	<b>30%</b>	32%	28%
<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	<b>41%</b>	43%	39%	<b>39%</b>	40%	39%	<b>34%</b>	34%	35%
comics	<b>39%</b>	35%	46%	<b>40%</b>	35%	45%	<b>36%</b>	31%	41%
Web sites, e-mail, chat messages	<b>94%</b>	94%	94%	<b>93%</b>	95%	91%	<b>92%</b>	95%	90%
letters	<b>40%</b>	43%	34%	<b>45%</b>	51%	39%	<b>41%</b>	47%	36%
magazines	<b>63%</b>	71%	51%	<b>72%</b>	83%	60%	<b>73%</b>	84%	63%
manuals, instructions	<b>49%</b>	43%	58%	<b>49%</b>	41%	57%	<b>43%</b>	34%	52%
newspapers	<b>63%</b>	63%	63%	<b>61%</b>	61%	61%	<b>53%</b>	51%	55%
novels, fiction, short stories	<b>76%</b>	88%	59%	<b>69%</b>	82%	55%	<b>67%</b>	79%	55%
song lyrics, poems	<b>73%</b>	79%	64%	<b>71%</b>	82%	60%	<b>63%</b>	76%	50%
religious or spiritual writings	<b>36%</b>	33%	40%	<b>29%</b>	31%	26%	<b>21%</b>	23%	20%
<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.	<b>50%</b>	55%	42%	<b>36%</b>	43%	29%	<b>39%</b>	45%	33%
<b>Percentage of students indicating that they have the following English language materials at home:</b>									
dictionaries, encyclopedias (print or electronic)	<b>97%</b>	98%	96%	<b>92%</b>	94%	91%	<b>92%</b>	93%	90%
books	<b>98%</b>	99%	96%	<b>93%</b>	95%	91%	<b>94%</b>	97%	92%
newspapers	<b>89%</b>	92%	85%	<b>81%</b>	83%	79%	<b>86%</b>	87%	86%
magazines	<b>84%</b>	89%	75%	<b>84%</b>	89%	78%	<b>87%</b>	91%	83%
<b>Percentage of students indicating that they do the following types of writing in English outside school most weeks:</b>									
e-mail, chat messages	<b>98%</b>	99%	96%	<b>94%</b>	96%	92%	<b>94%</b>	96%	91%
letters, journals, diaries	<b>41%</b>	56%	18%	<b>34%</b>	50%	18%	<b>30%</b>	46%	14%
notes, directions, instructions	<b>53%</b>	56%	49%	<b>50%</b>	52%	47%	<b>45%</b>	49%	41%
song lyrics, poems	<b>45%</b>	48%	39%	<b>45%</b>	52%	39%	<b>37%</b>	45%	30%
stories, fiction	<b>36%</b>	41%	29%	<b>32%</b>	37%	27%	<b>28%</b>	32%	24%
work-related writing	<b>71%</b>	71%	71%	<b>57%</b>	59%	56%	<b>49%</b>	49%	48%
<b>Percentage of students indicating that they write in English outside school, not including homework, for</b>									
more than three hours a week.	<b>42%</b>	46%	37%	<b>30%</b>	35%	25%	<b>30%</b>	35%	26%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	<b>44%</b>	43%	46%	<b>37%</b>	39%	36%	<b>22%</b>	22%	21%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	<b>65%</b>	70%	58%	<b>58%</b>	59%	58%	<b>77%</b>	77%	77%
another language (or languages) as often as English	<b>26%</b>	23%	30%	<b>30%</b>	30%	29%	<b>16%</b>	17%	15%
only or mostly another language (or other languages)	<b>8%</b>	7%	11%	<b>12%</b>	11%	12%	<b>7%</b>	6%	7%

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

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

## EXPLANATION OF TERMS

<b>First-Time Eligible Students</b>	First-time eligible students typically entered Grade 9 during the 2006–2007 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 2008. <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 2008 (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>English Language Learners</b>	These are students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007). English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.
<b>English Language Learners Receiving Special Provisions</b>	These are English language learners identified by the school as receiving special provisions. 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>	These are students with special needs identified by the school as receiving test accommodations. 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.