

# School Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, April 2009

**School: Cardinal Newman HS (694193)**

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

I am pleased to provide you with this report about student achievement on the April 2009 OSSLT and the previous four administrations.

The OSSLT assesses the reading and writing skills students are expected to have acquired across all subjects up to the end of Grade 9. Developed with Ontario educators, EQAO assessments ensure that the achievement of all Ontario students in the publicly funded school system is measured using the same yardstick at a few critical transition points in their schooling. By providing a snapshot of how well each student in the province is meeting the learning expectations outlined in *The Ontario Curriculum*, EQAO's assessments have become an important tool educators rely on to support student learning.

Literacy is a lifelong gift. That is why EQAO strives to provide parents, guardians and Ontario educators with transparent and valuable information that will ultimately help all students acquire the foundational reading and writing skills they need to reach their full potential.

OSSLT results are to be interpreted and used alongside results from classroom assessments and other school-level data, as these are all sources of important information for supporting students in their education. I trust that this report will help educators and parents work together in support of student learning.

Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

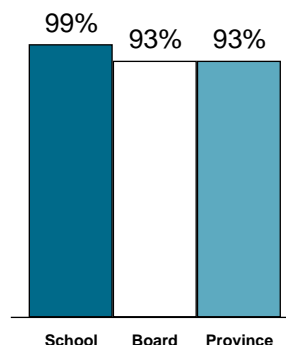
**WHERE TO FIND . . .**

**PAGE**

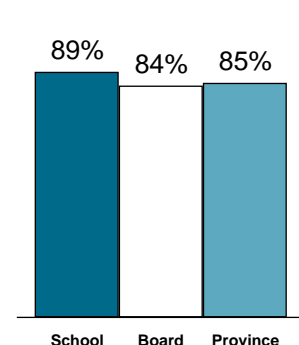
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### FIRST-TIME ELIGIBLE STUDENTS, APRIL 2009: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

**Percentage of Eligible Students Who Participated Fully**



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

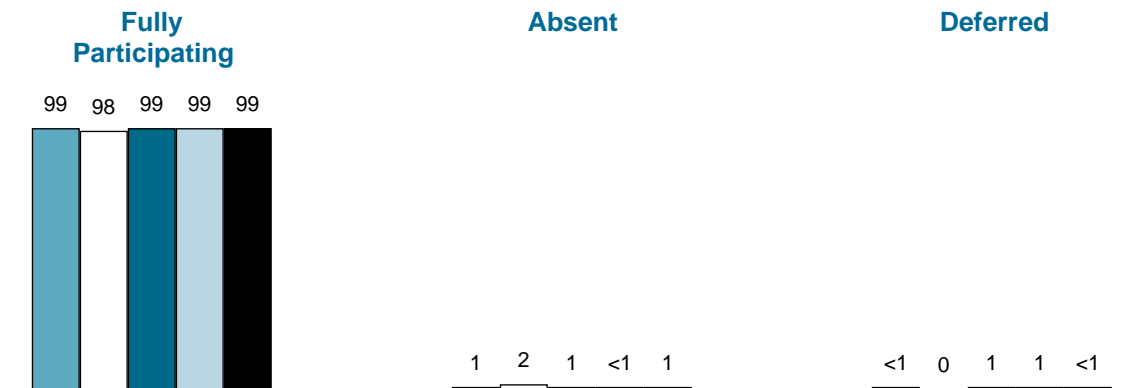


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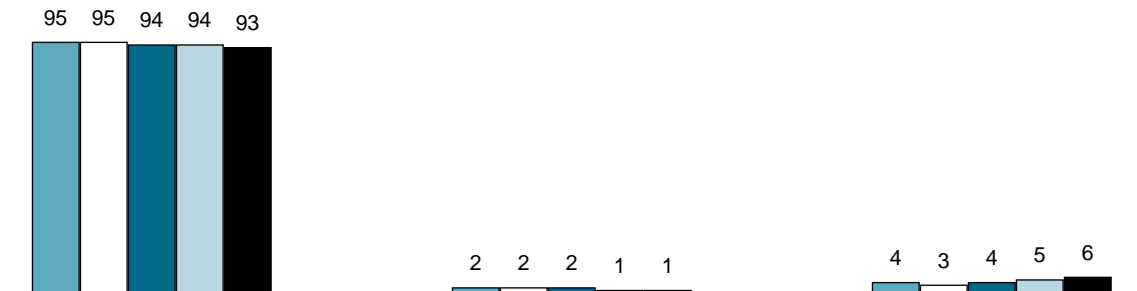
## PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

### PERCENTAGE OF STUDENTS\*

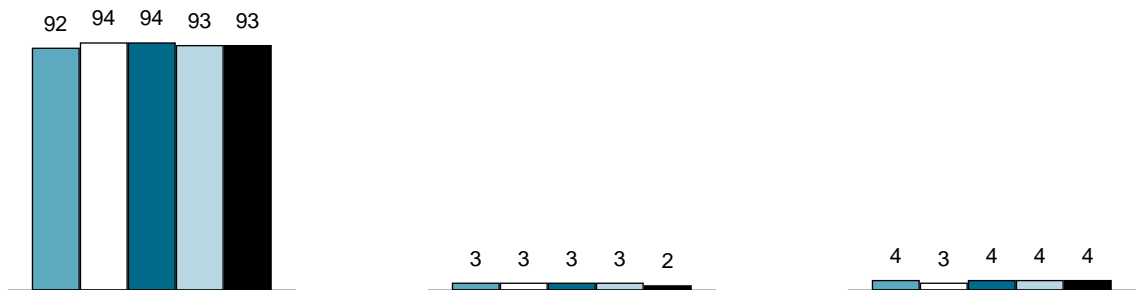
**SCHOOL**



**BOARD**



**PROVINCE**



October 2004



March 2006



March 2007



March 2008



April 2009

### Number of First-Time Eligible Students

	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>	<u>March 2008</u>	<u>April 2009</u>
School	315	382	338	316	292
Board	6 911	6 819	6 804	6 897	7 071
Province	160 088	158 817	155 906	156 151	152 830

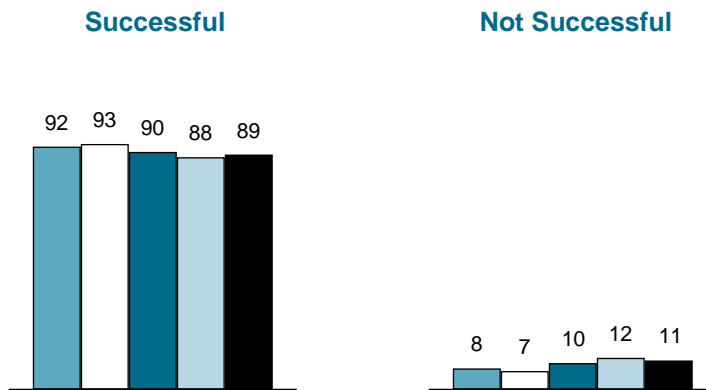
\* Percentages in graphs may not add up to 100, due to rounding.

# Ontario Secondary School Literacy Test, April 2009

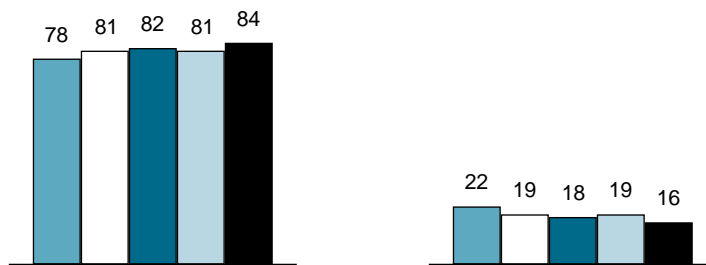
## ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

### PERCENTAGE OF STUDENTS\*

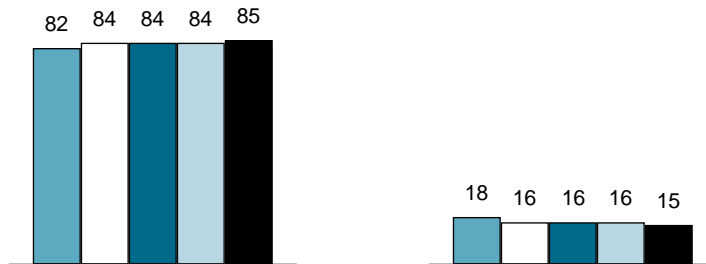
**SCHOOL**



**BOARD**



**PROVINCE**



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

	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>	<u>March 2008</u>	<u>April 2009</u>
School	312	375	334	313	289
Board	6 533	6 480	6 415	6 472	6 593
Province	147 781	149 098	146 173	145 603	142 394

\* 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).

# Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

## 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		7 071		152 830	
Number of schools with first-time eligible students	n/a		36		798	
Number of students who were exempted	3		56		1 679	
	<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	289	99%	6 593	93%	142 394	93%
Of all first-time eligible students, those who were absent	2	1%	63	1%	3 707	2%
Of all first-time eligible students, those who were deferred	1	<1%	415	6%	6 729	4%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	129	44%	3 581	51%	74 355	49%
Male	163	56%	3 490	49%	78 459	51%
Gender not specified	0	0%	0	0%	16	<1%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>						
English language learners*	11	4%	686	10%	6 177	4%
English language learners receiving special provisions**	3	1%	322	5%	2 739	2%
Students with special needs (excluding gifted)*	40	14%	1 151	16%	24 066	16%
Students with special needs receiving accommodations (excluding gifted)**	40	14%	984	15%	18 680	13%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	222	76%	4 792	68%	102 880	67%
Applied	59	20%	1 758	25%	37 845	25%
Locally developed	6	2%	209	3%	5 958	4%
ESL/ELD	0	0%	251	4%	3 733	2%
Other	5	2%	61	1%	2 337	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		284		6 494	
					140 462	
First language learned at home was other than English	57	20%	2 338	36%	30 851	22%
Speak only or mostly English at home	220	77%	3 781	58%	106 970	76%
Speak another language (or other languages) as often as English at home	49	17%	1 932	30%	23 530	17%
Speak only or mostly another language (or other languages) at home	14	5%	745	11%	9 294	7%

<sup>†</sup> Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

\* See Explanation of Terms.

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

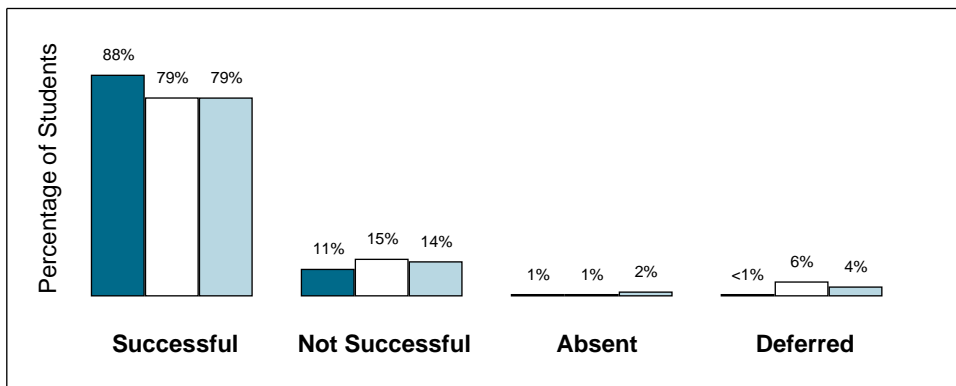
<sup>††</sup> Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

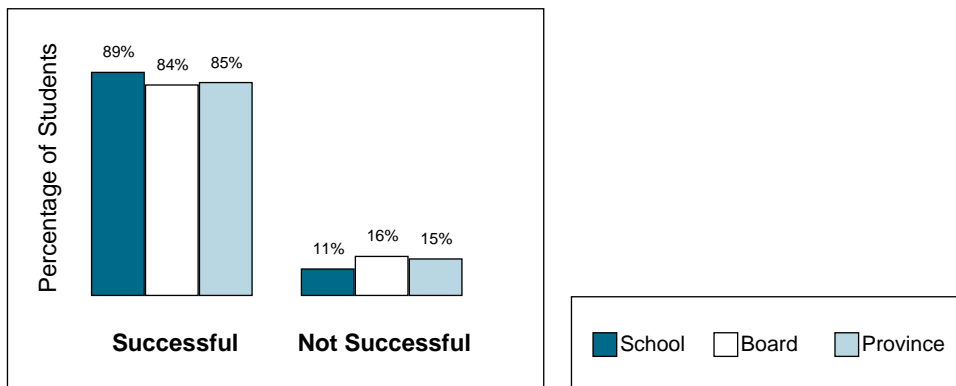
### Results for All Students\*

First-Time Eligible Students							
	All			Fully Participating			
	School # = 292	Board # = 7 071	Province # = 152 830	School # = 289	Board # = 6 593	Province # = 142 394	
Successful	256	88%	79%	79%	89%	84%	85%
Not Successful	33	11%	15%	14%	11%	16%	15%
<b>Fully Participating</b>	<b>289</b>	<b>99%</b>	<b>93%</b>	<b>93%</b>			
Absent	2	1%	1%	2%			
Deferred	1	<1%	6%	4%			

### Results for All First-Time Eligible Students



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



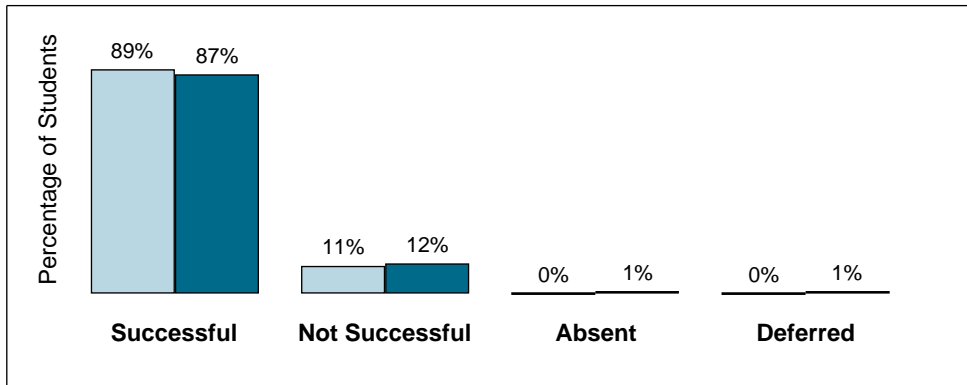
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## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

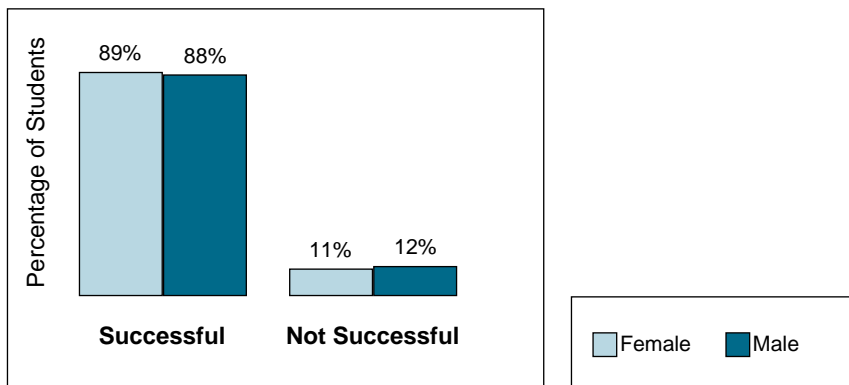
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 129		Male # = 163		Female # = 129	Male # = 160
Successful	115	89%	141	87%	89%	88%
Not Successful	14	11%	19	12%	11%	12%
<b>Fully Participating</b>	<b>129</b>	<b>100%</b>	<b>160</b>	<b>98%</b>		
Absent	0	0%	2	1%		
Deferred	0	0%	1	1%		

### 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.

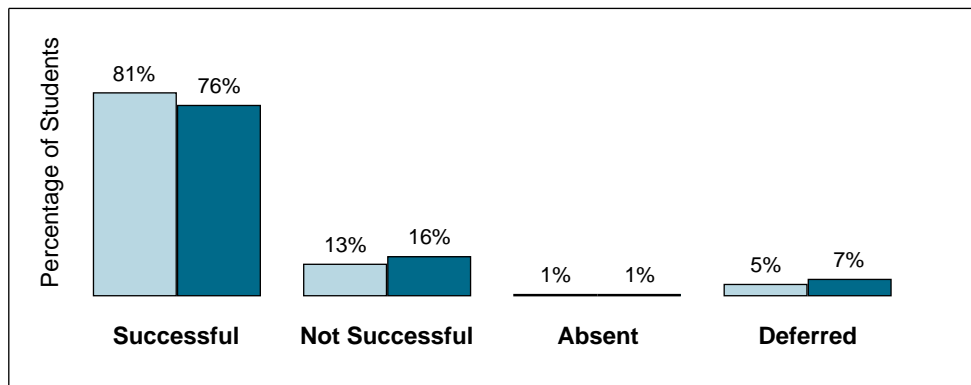
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

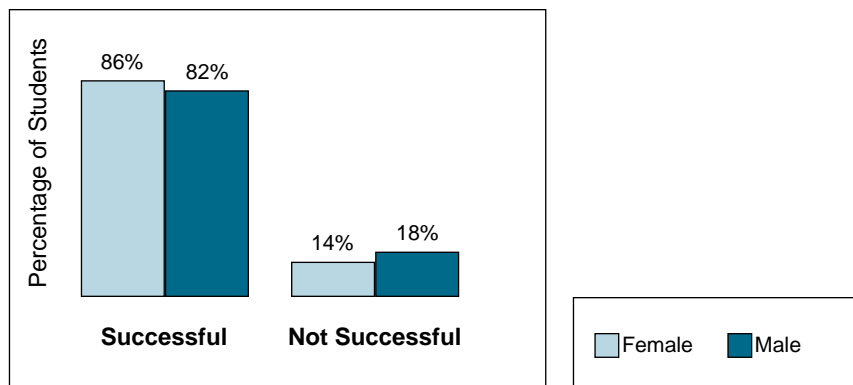
### Board Results by Gender<sup>\*†</sup>

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 3 581		Male # = 3 490		Female # = 3 367	Male # = 3 226
Successful	2 897	81%	2 654	76%	86%	82%
Not Successful	470	13%	572	16%	14%	18%
<b>Fully Participating</b>	<b>3 367</b>	<b>94%</b>	<b>3 226</b>	<b>92%</b>		
Absent	34	1%	29	1%		
Deferred	180	5%	235	7%		

### 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.

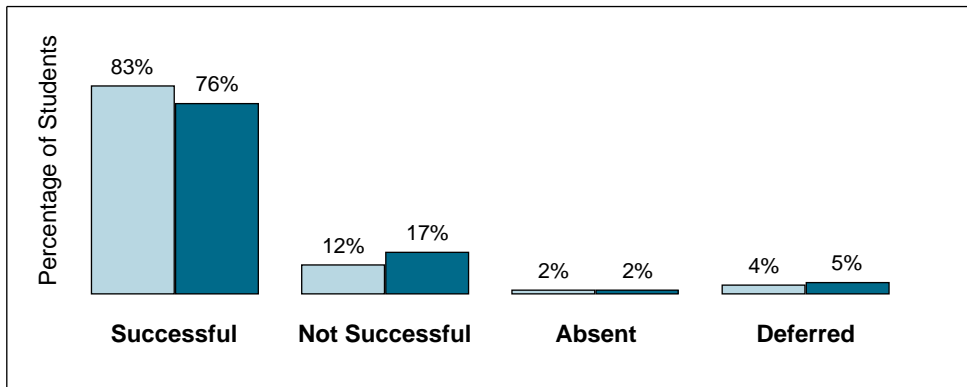
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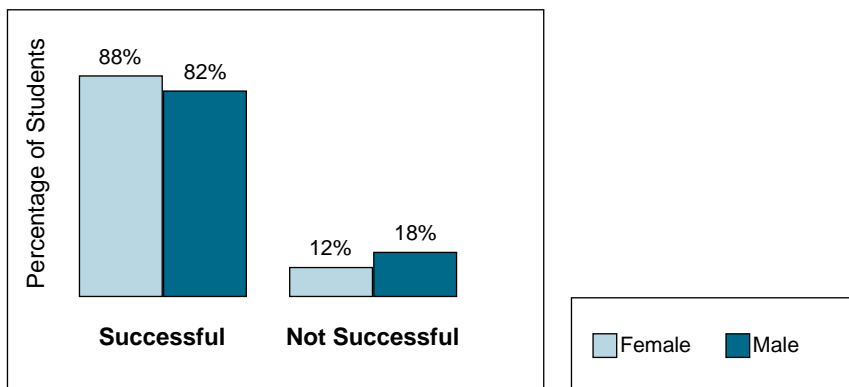
### Provincial Results by Gender<sup>\*†</sup>

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 74 355		Male # = 78 459		Female # = 69 954	Male # = 72 432
Successful	61 348	83%	59 423	76%	88%	82%
Not Successful	8 606	12%	13 009	17%	12%	18%
<b>Fully Participating</b>	<b>69 954</b>	<b>94%</b>	<b>72 432</b>	<b>92%</b>		
Absent	1 785	2%	1 914	2%		
Deferred	2 616	4%	4 113	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.

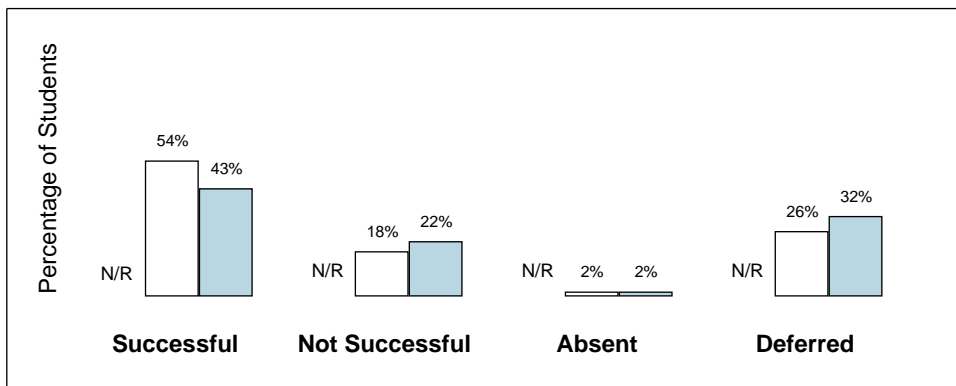
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## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

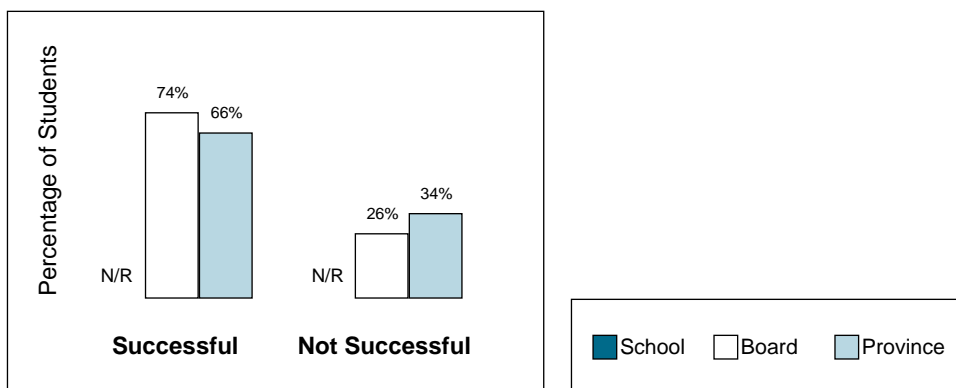
### Results for English Language Learners\*

Results for English Language Learners First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 686	Province # = 6 177	School # = N/R	Board # = 494	Province # = 4 059
Successful	N/R	N/R	54%	43%	N/R	66%
Not Successful	N/R	N/R	18%	22%	N/R	34%
<b>Fully Participating</b>	N/R	N/R	72%	66%		
Absent	N/R	N/R	2%	2%		
Deferred	N/R	N/R	26%	32%		

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



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



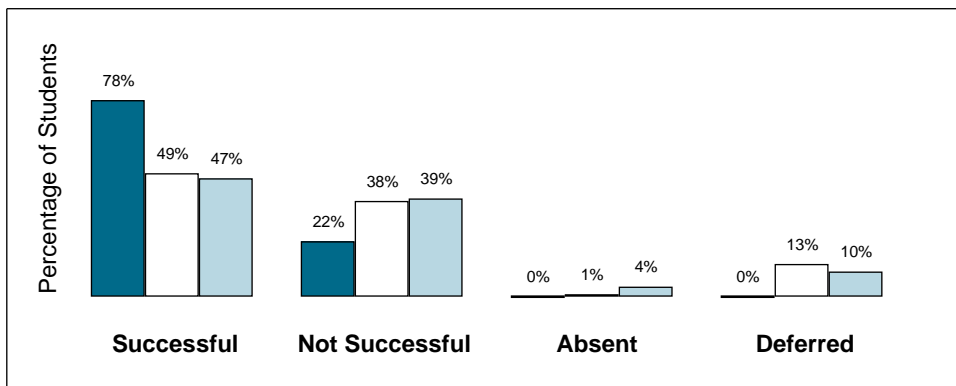
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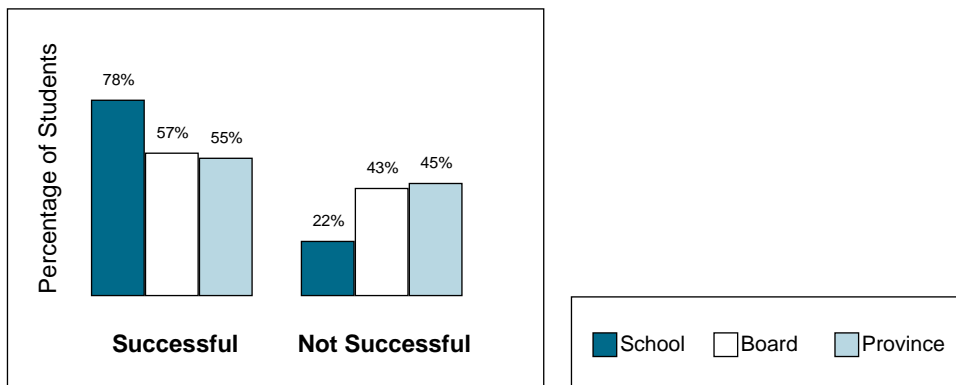
### Results for Students with Special Needs (excluding gifted)\*

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students							
	All			Fully Participating			
	School # = 40	Board # = 1 151	Province # = 24 066	School # = 40	Board # = 998	Province # = 20 716	
Successful	31	78%	49%	47%	78%	57%	55%
Not Successful	9	22%	38%	39%	22%	43%	45%
<b>Fully Participating</b>	<b>40</b>	<b>100%</b>	<b>87%</b>	<b>86%</b>			
Absent	0	0%	1%	4%			
Deferred	0	0%	13%	10%			

### 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)



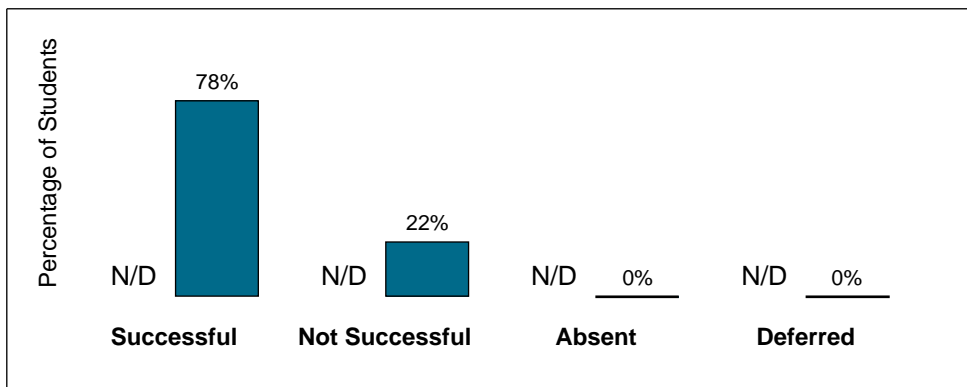
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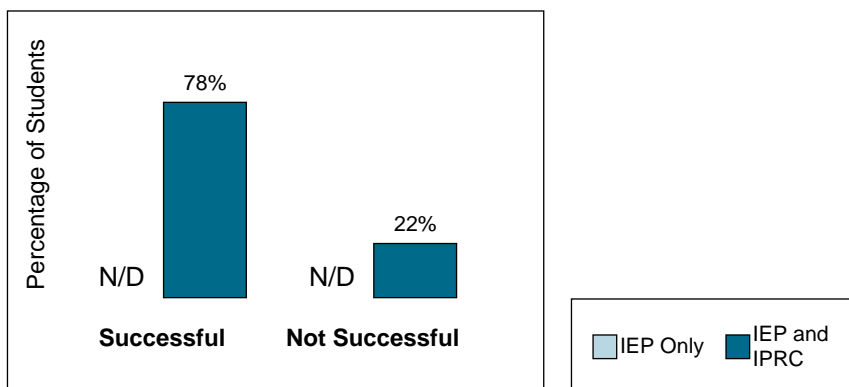
### School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

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 # = 40		IEP Only # = N/D	IEP and IPRC # = 40
Successful	N/D	N/D	31	78%	N/D	78%
Not Successful	N/D	N/D	9	22%	N/D	22%
<b>Fully Participating</b>	N/D	N/D	40	100%		
Absent	N/D	N/D	0	0%		
Deferred	N/D	N/D	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)



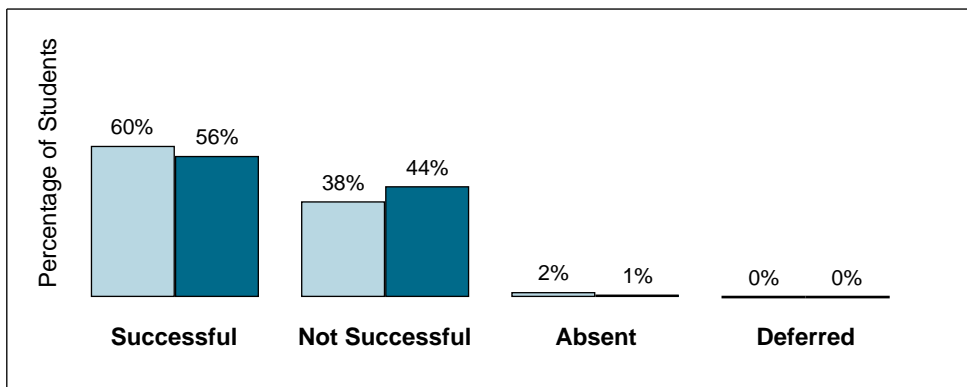
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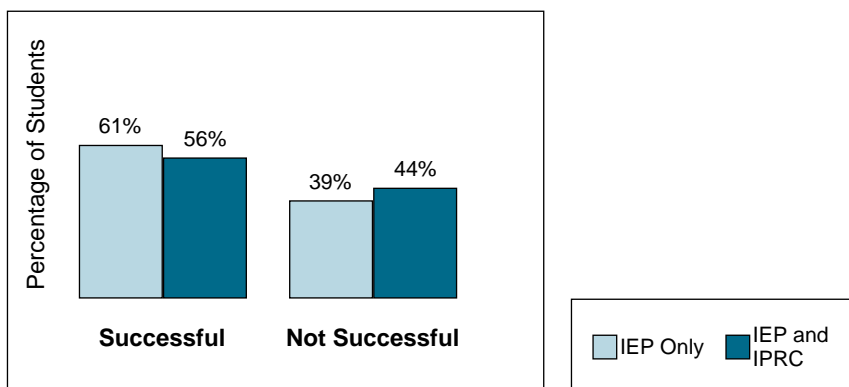
### Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 123		IEP and IPRC # = 869		IEP Only # = 121	IEP and IPRC # = 863
Successful	74	60%	483	56%	61%	56%
Not Successful	47	38%	380	44%	39%	44%
<b>Fully Participating</b>	<b>121</b>	<b>98%</b>	<b>863</b>	<b>99%</b>		
Absent	2	2%	6	1%		
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)



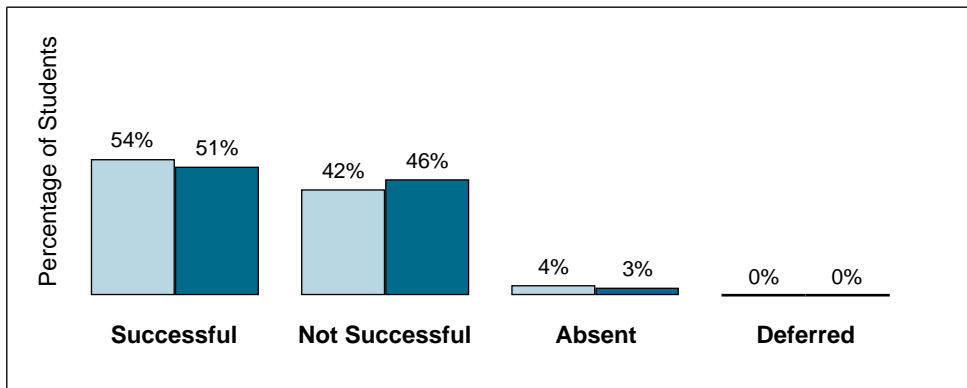
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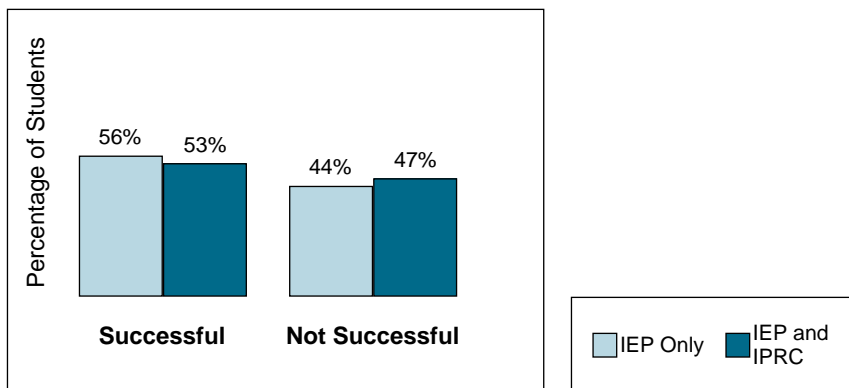
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 5 893		IEP and IPRC # = 13 440		IEP Only # = 5 652	IEP and IPRC # = 13 028
Successful	3 160	54%	6 897	51%	56%	53%
Not Successful	2 492	42%	6 131	46%	44%	47%
<b>Fully Participating</b>	<b>5 652</b>	<b>96%</b>	<b>13 028</b>	<b>97%</b>		
Absent	241	4%	412	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)



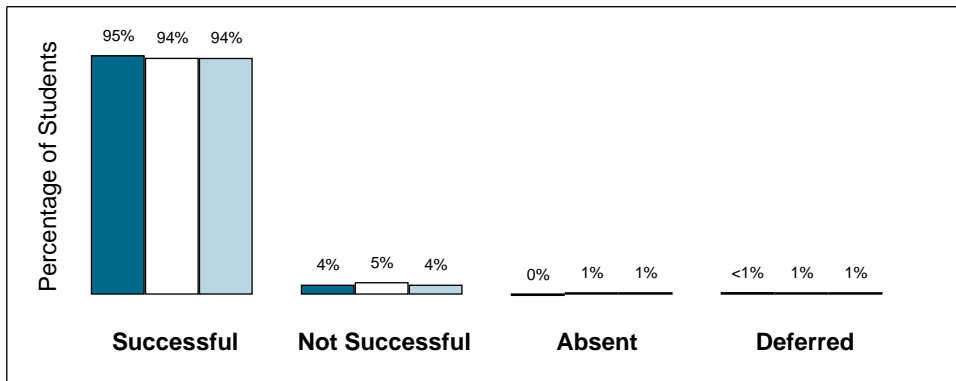
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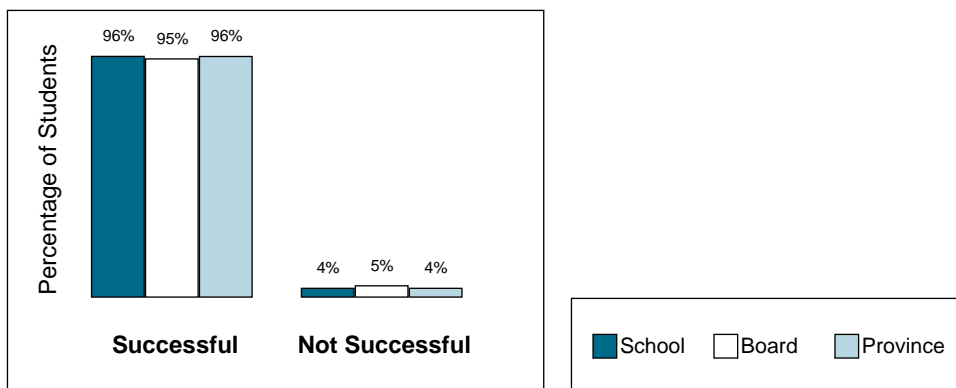
### Results for Students Taking Academic English Course\*

Results for Students Taking Academic English Course First-Time Eligible Students							
	All			Fully Participating			
	School # = 222	Board # = 4 792	Province # = 102 880	School # = 221	Board # = 4 723	Province # = 100 997	
Successful	212	95%	94%	94%	96%	95%	96%
Not Successful	9	4%	5%	4%	4%	5%	4%
<b>Fully Participating</b>	<b>221</b>	<b>100%</b>	<b>99%</b>	<b>98%</b>			
Absent	0	0%	1%	1%			
Deferred	1	<1%	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



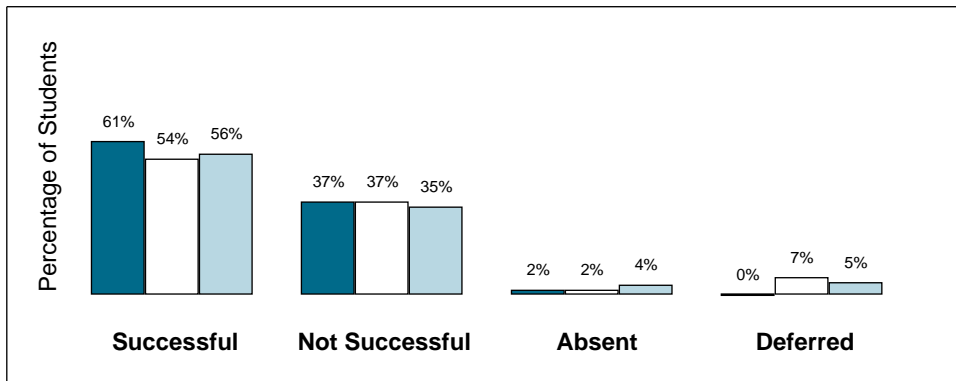
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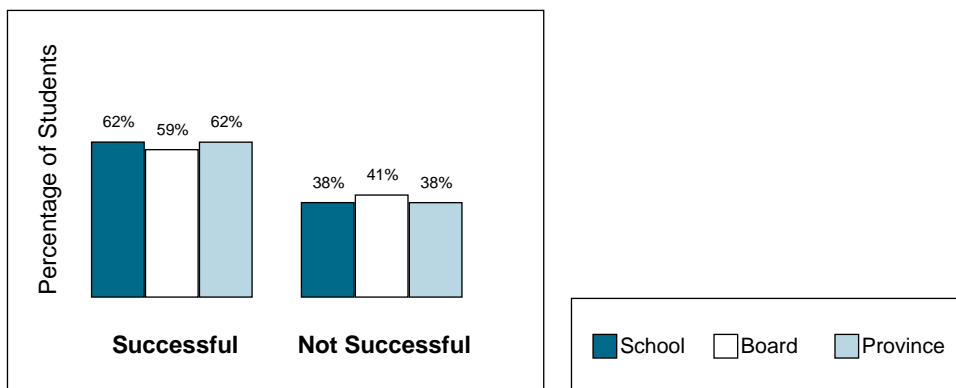
### Results for Students Taking Applied English Course\*

Results for Students Taking Applied English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = 59	Board # = 1 758	Province # = 37 845	School # = 58	Board # = 1 598	Province # = 34 401
Successful	36	61%	54%	56%	62%	59%
Not Successful	22	37%	37%	35%	38%	41%
<b>Fully Participating</b>	<b>58</b>	<b>98%</b>	<b>91%</b>	<b>91%</b>		
Absent	1	2%	2%	4%		
Deferred	0	0%	7%	5%		

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



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



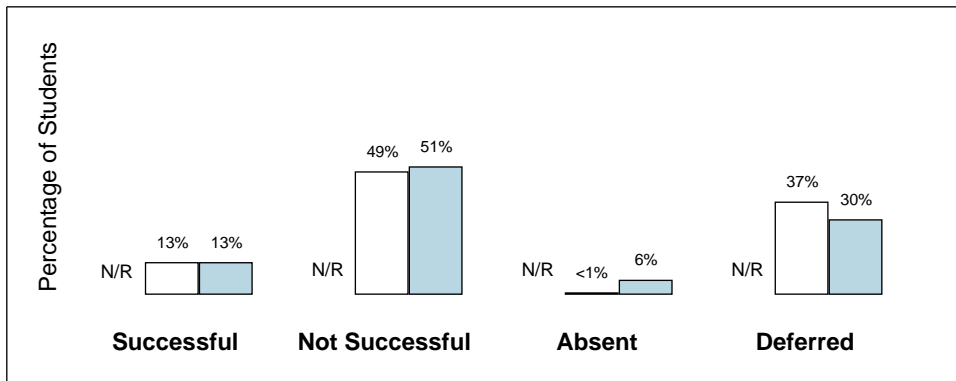
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

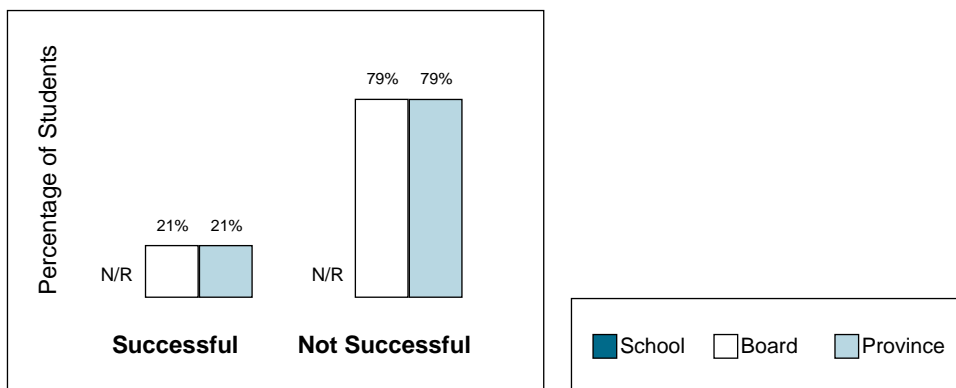
### Results for Students Taking Locally Developed English Course\*

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 209	Province # = 5 958	School # = N/R	Board # = 131	Province # = 3 815
Successful	N/R	N/R	13%	13%	N/R	21%
Not Successful	N/R	N/R	49%	51%	N/R	79%
<b>Fully Participating</b>	N/R	N/R	63%	64%		
Absent	N/R	N/R	<1%	6%		
Deferred	N/R	N/R	37%	30%		

### 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



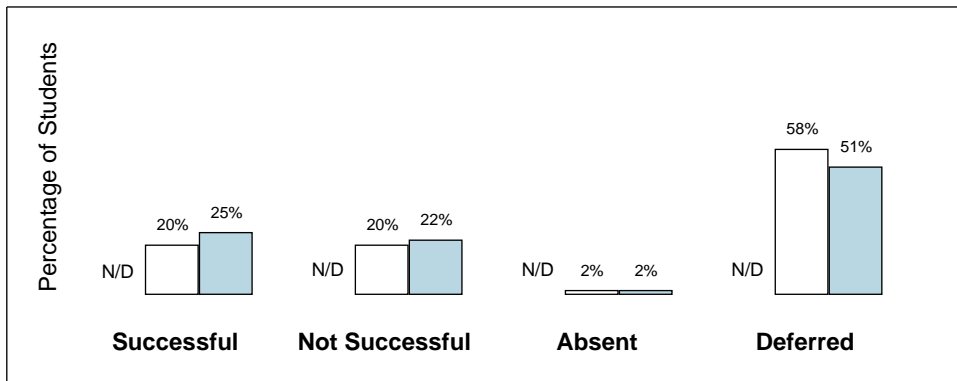
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

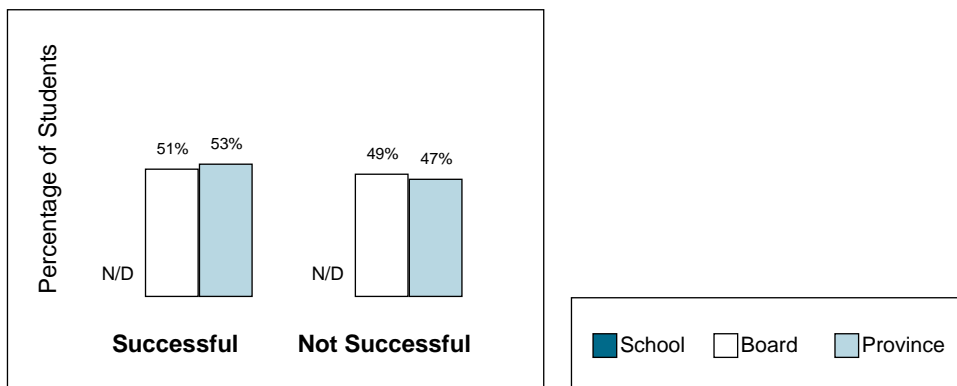
### Results for Students Taking ESL/ELD Course\*

Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All				Fully Participating	
	School # = N/D	Board # = 251	Province # = 3 733	School # = N/D	Board # = 100	Province # = 1 745
Successful	N/D	N/D	20%	25%	N/D	53%
Not Successful	N/D	N/D	20%	22%	N/D	47%
<b>Fully Participating</b>	N/D	N/D	40%	47%		
Absent	N/D	N/D	2%	2%		
Deferred	N/D	N/D	58%	51%		

### 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.

## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

### Contextual Information over Time

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

	Oct. 2004	Mar. 2006	Mar. 2007	Mar. 2008	Apr. 2009
<b>Enrolment</b>					
Number of first-time eligible students	315	382	338	316	292
Number of students who were exempted	3	2	4	0	3
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	99%	98%	99%	99%	99%
Of all first-time eligible students, those who were absent	1%	2%	1%	<1%	1%
Of all first-time eligible students, those who were deferred	<1%	0%	1%	1%	<1%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	46%	51%	46%	48%	44%
Male	53%	49%	54%	52%	56%
Gender not specified	1%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
English language learners*	1%	1%	0%	0%	4%
English language learners receiving special provisions**	1%	0%	0%	0%	1%
Students with special needs (excluding gifted)*	14%	20%	20%	14%	14%
Students with special needs receiving accommodations (excluding gifted)**	14%	18%	19%	14%	14%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	79%	81%	78%	73%	76%
Applied	17%	16%	20%	25%	20%
Locally developed	1%	1%	1%	2%	2%
ESL/ELD	1%	1%	0%	0%	0%
Other	n/a	n/a	2%	1%	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	309	371	332	310	284
First language learned at home was other than English	24%	21%	23%	21%	20%
Speak only or mostly English at home	75%	79%	77%	77%	77%
Speak another language (or other languages) as often as English at home	17%	16%	16%	17%	17%
Speak only or mostly another language (or other languages) at home	6%	5%	6%	5%	5%

<sup>†</sup> Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

\* See Explanation of Terms.

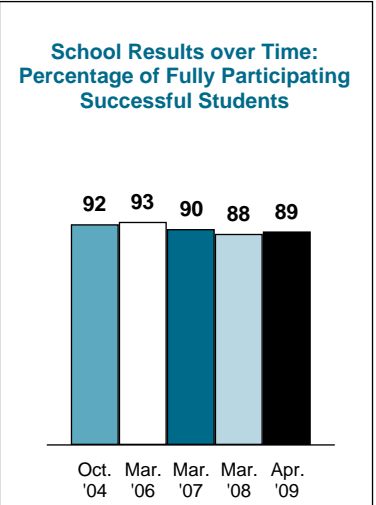
\*\* Percentages are based on fully participating students.

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

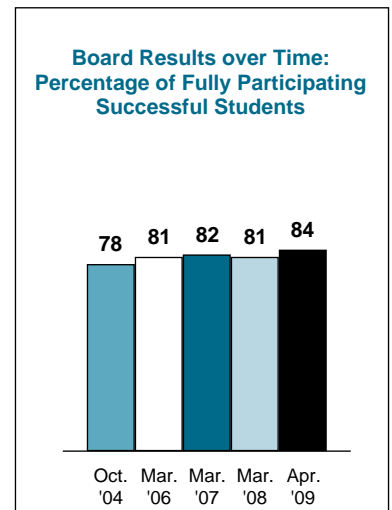
n/a Information not available.

## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students Results over Time, October 2004–April 2009

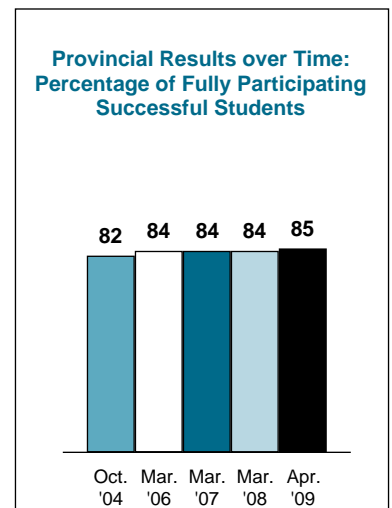
School Results: All First-Time Eligible Students*										
	October 2004		March 2006		March 2007		March 2008		April 2009	
<i>Number of Students</i>	315		382		338		316		292	
Successful	287	91%	347	91%	299	88%	276	87%	256	88%
Not Successful	25	8%	28	7%	35	10%	37	12%	33	11%
<b>Fully Participating</b>	312		375		334		313		289	
Absent	2	1%	7	2%	2	1%	1	<1%	2	1%
Deferred	1	<1%	0	0%	2	1%	2	1%	1	<1%
<b>Fully Participating Successful</b>	287		347		299		276		256	
	92%		93%		90%		88%		89%	



Board Results: All First-Time Eligible Students*										
	October 2004		March 2006		March 2007		March 2008		April 2009	
<i>Number of Students</i>	6 911		6 819		6 804		6 897		7 071	
Successful	5 087	74%	5 238	77%	5 250	77%	5 265	76%	5 551	79%
Not Successful	1 446	21%	1 242	18%	1 165	17%	1 207	18%	1 042	15%
<b>Fully Participating</b>	6 533		6 480		6 415		6 472		6 593	
Absent	133	2%	117	2%	104	2%	84	1%	63	1%
Deferred	245	4%	222	3%	285	4%	341	5%	415	6%
<b>Fully Participating Successful</b>	5 087		5 238		5 250		5 265		5 551	
	78%		81%		82%		81%		84%	



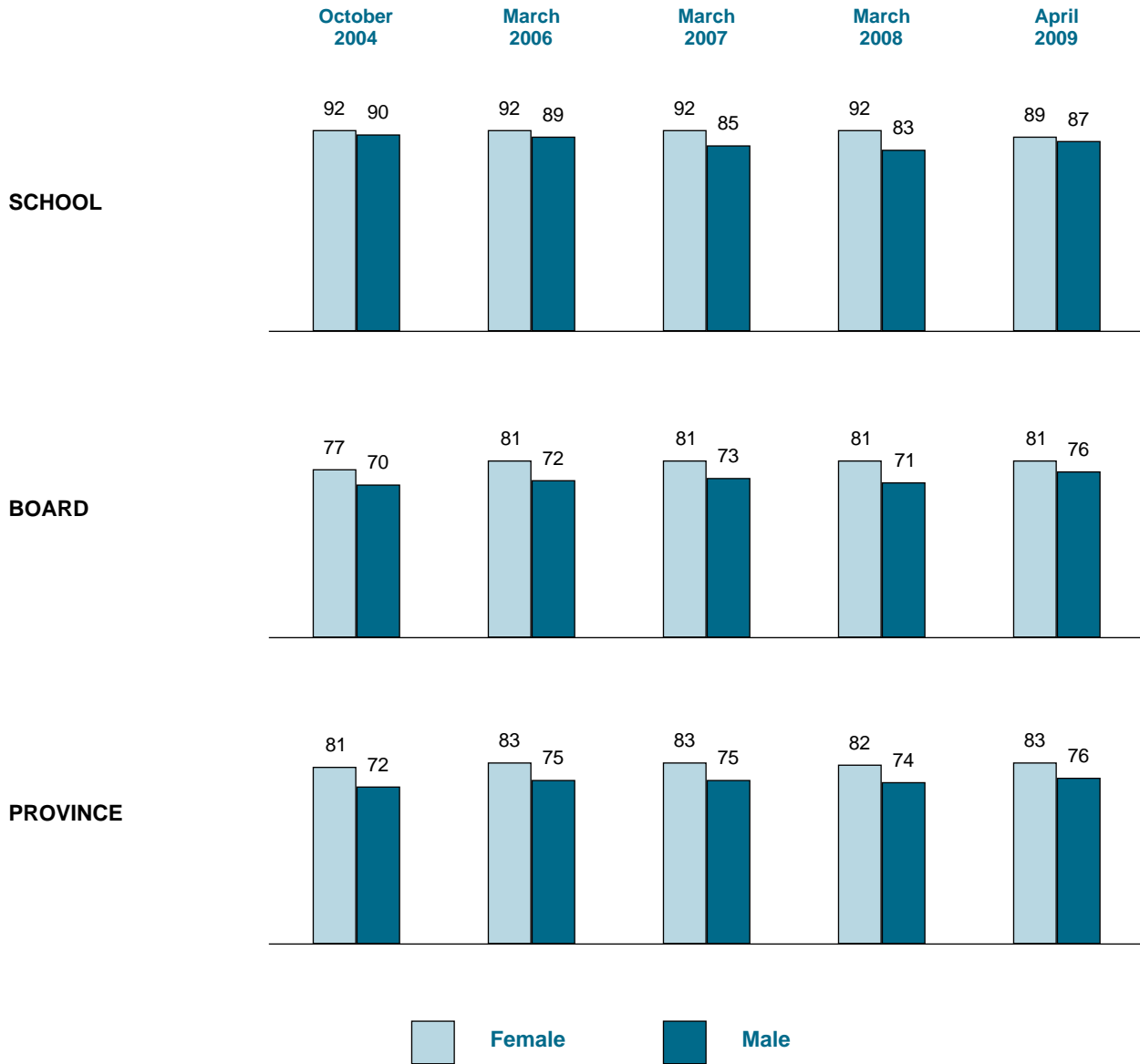
Provincial Results: All First-Time Eligible Students*										
	October 2004		March 2006		March 2007		March 2008		April 2009	
<i>Number of Students</i>	160 088		158 817		155 906		156 151		152 830	
Successful	121 855	76%	125 830	79%	122 475	79%	122 324	78%	120 776	79%
Not Successful	25 926	16%	23 268	15%	23 698	15%	23 279	15%	21 618	14%
<b>Fully Participating</b>	147 781		149 098		146 173		145 603		142 394	
Absent	5 435	3%	4 715	3%	3 932	3%	4 357	3%	3 707	2%
Deferred	6 872	4%	5 004	3%	5 801	4%	6 191	4%	6 729	4%
<b>Fully Participating Successful</b>	121 855		125 830		122 475		122 324		120 776	
	82%		84%		84%		84%		85%	



\* 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:  
ONTARIO SECONDARY SCHOOL LITERACY TEST**



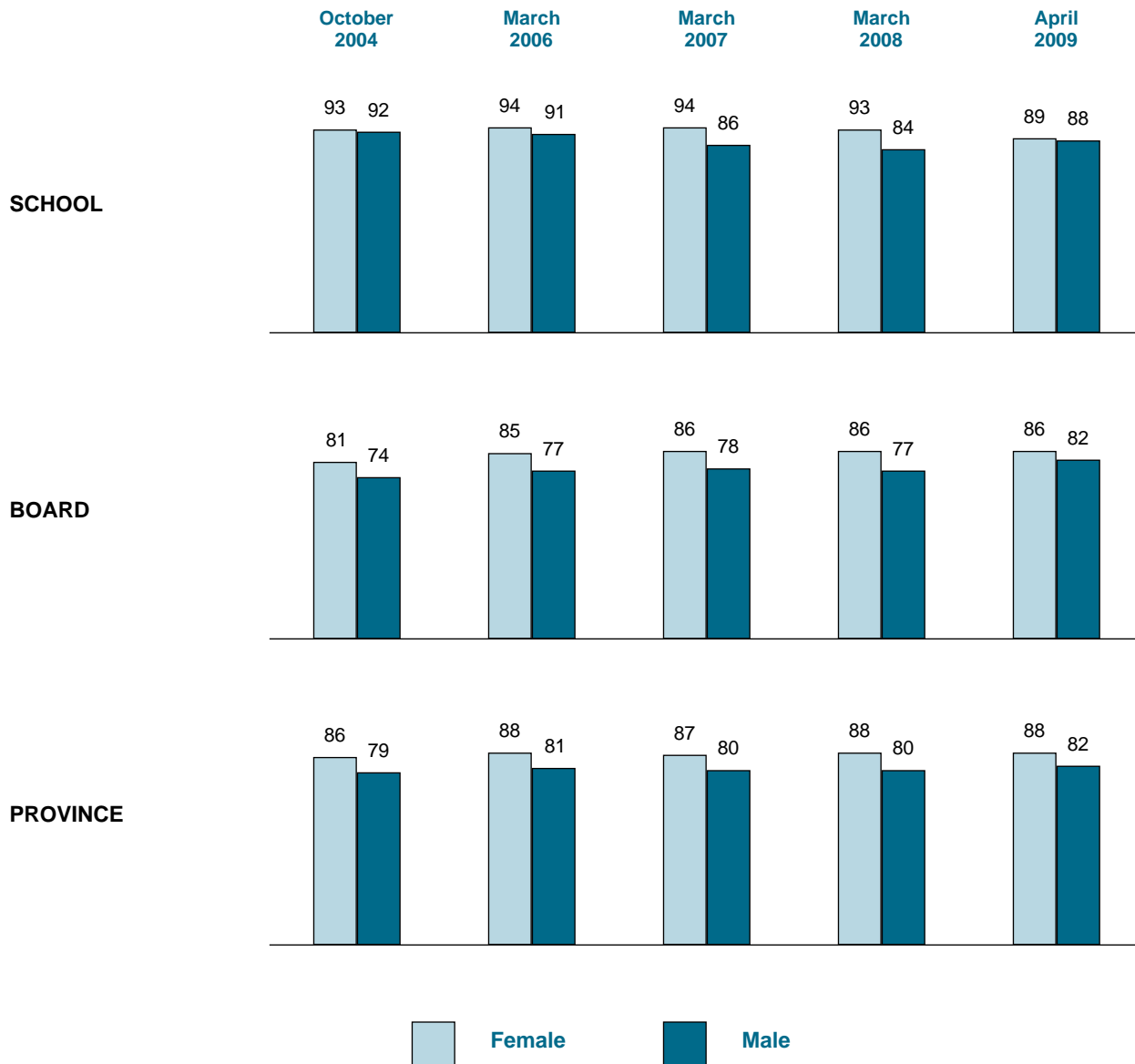
**Number of First-Time Eligible Students†**

	<u>October 2004</u>		<u>March 2006</u>		<u>March 2007</u>		<u>March 2008</u>		<u>April 2009</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	146	167	195	187	156	182	152	164	129	163
Board	3 565	3 310	3 577	3 239	3 434	3 370	3 529	3 364	3 581	3 490
Province	77 110	81 469	77 358	81 402	76 252	79 638	76 226	79 904	74 355	78 459

† 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:  
ONTARIO SECONDARY SCHOOL LITERACY TEST**

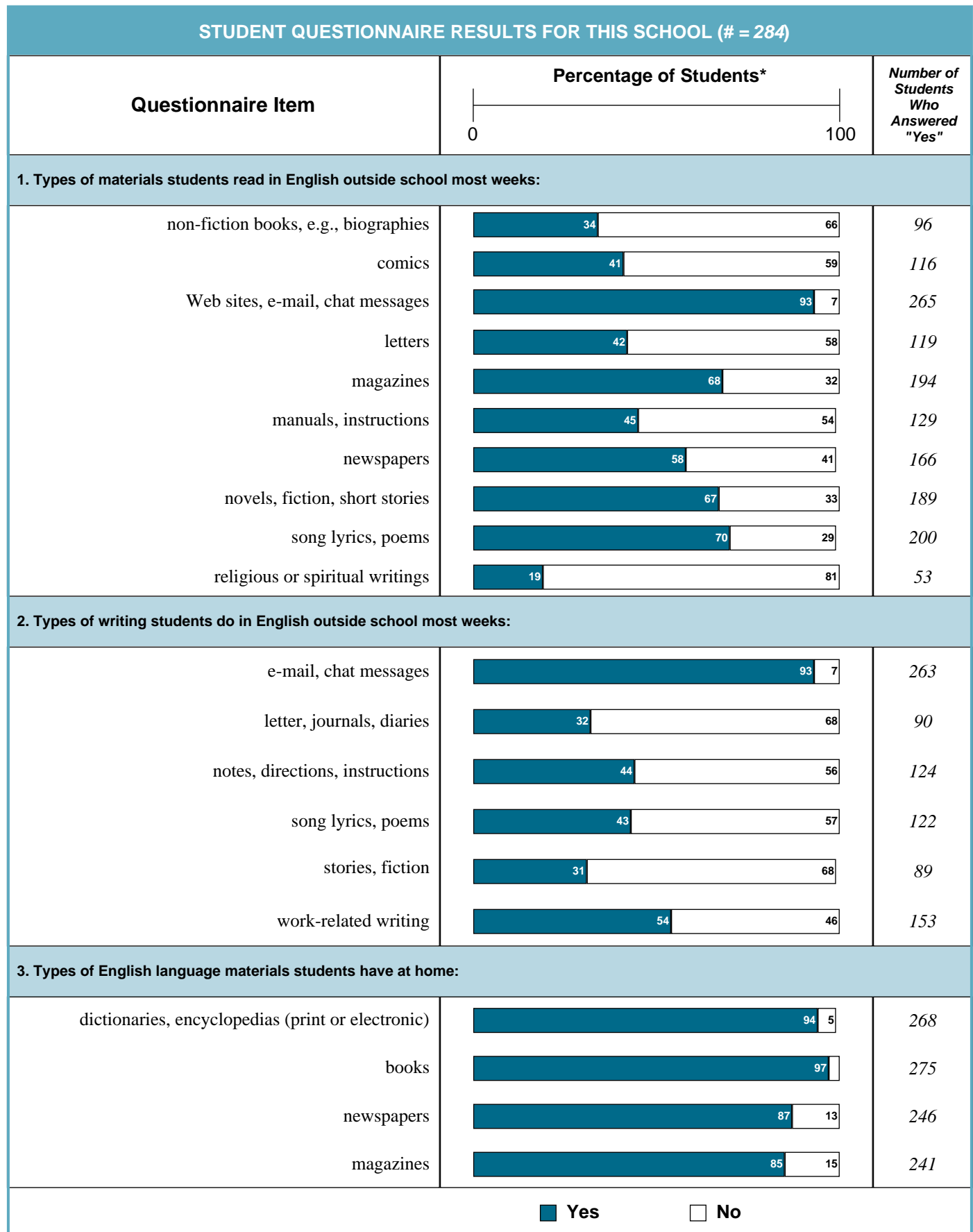


**Number of Fully Participating First-Time Eligible Students†**

	<u>October 2004</u>		<u>March 2006</u>		<u>March 2007</u>		<u>March 2008</u>		<u>April 2009</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	145	165	191	184	154	180	151	162	129	160
Board	3 394	3 111	3 413	3 064	3 260	3 155	3 335	3 133	3 367	3 226
Province	72 296	74 659	73 081	75 966	72 031	74 129	71 615	73 969	69 954	72 432

† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students



\* 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.

Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 284)		
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	38	107
more than one hour but less than three hours	35	100
more than three hours but less than five hours	14	41
five hours or more	12	35
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	39	112
more than one hour but less than three hours	37	104
more than three hours but less than five hours	14	40
five hours or more	9	26
<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	3	8
use a computer once or twice a month for homework	20	58
use a computer once or twice a week for homework	46	130
use a computer almost every day for homework	29	83
<b>7. First language students learned at home was English:</b>		
yes	80	227
no	20	57
<b>8. Language(s) students speak at home:</b>		
only or mostly English	77	220
another language (or other languages) as often as English	17	49
only or mostly another language (or other languages)	5	14

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

## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 284)	Female* (#= 127)	Male* (#= 157)	All (#= 6 494)	Female* (#= 3 332)	Male* (#= 3 162)	All (#= 1 40 462)	Female* (#= 69 178)	Male* (#= 71 275)
<b>Percentage of students indicating that they</b>									
have a computer at home.	<b>98%</b>	99%	97%	<b>98%</b>	98%	98%	<b>98%</b>	98%	97%
use the computer almost every day for homework.	<b>29%</b>	28%	30%	<b>32%</b>	34%	30%	<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>34%</b>	31%	36%	<b>38%</b>	38%	38%	<b>34%</b>	33%	35%
comics	<b>41%</b>	32%	48%	<b>39%</b>	31%	46%	<b>35%</b>	29%	41%
Web sites, e-mail, chat messages	<b>93%</b>	95%	92%	<b>93%</b>	95%	91%	<b>92%</b>	95%	90%
letters	<b>42%</b>	47%	38%	<b>42%</b>	47%	37%	<b>38%</b>	43%	33%
magazines	<b>68%</b>	85%	55%	<b>71%</b>	83%	58%	<b>71%</b>	82%	60%
manuals, instructions	<b>45%</b>	37%	52%	<b>47%</b>	39%	55%	<b>40%</b>	31%	50%
newspapers	<b>58%</b>	57%	60%	<b>61%</b>	60%	62%	<b>52%</b>	50%	53%
novels, fiction, short stories	<b>67%</b>	78%	57%	<b>71%</b>	84%	57%	<b>70%</b>	84%	56%
song lyrics, poems	<b>70%</b>	80%	62%	<b>72%</b>	83%	61%	<b>64%</b>	77%	52%
religious or spiritual writings	<b>19%</b>	20%	18%	<b>27%</b>	29%	25%	<b>21%</b>	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.	<b>27%</b>	31%	24%	<b>37%</b>	44%	30%	<b>40%</b>	47%	32%
<b>Percentage of students indicating that they have the following English language materials at home:</b>									
dictionaries, encyclopedias (print or electronic)	<b>94%</b>	97%	92%	<b>92%</b>	93%	92%	<b>92%</b>	93%	90%
books	<b>97%</b>	98%	96%	<b>94%</b>	97%	92%	<b>95%</b>	97%	92%
newspapers	<b>87%</b>	87%	87%	<b>81%</b>	81%	80%	<b>86%</b>	86%	85%
magazines	<b>85%</b>	88%	82%	<b>83%</b>	87%	78%	<b>86%</b>	89%	82%
<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>93%</b>	97%	89%	<b>95%</b>	96%	93%	<b>94%</b>	96%	92%
letters, journals, diaries	<b>32%</b>	47%	19%	<b>33%</b>	48%	18%	<b>28%</b>	43%	14%
notes, directions, instructions	<b>44%</b>	51%	38%	<b>49%</b>	52%	45%	<b>44%</b>	49%	40%
song lyrics, poems	<b>43%</b>	46%	40%	<b>47%</b>	53%	40%	<b>39%</b>	46%	31%
stories, fiction	<b>31%</b>	37%	27%	<b>33%</b>	39%	28%	<b>29%</b>	35%	24%
work-related writing	<b>54%</b>	52%	55%	<b>53%</b>	54%	51%	<b>46%</b>	46%	46%
<b>Percentage of students indicating that they write in English outside school, not including homework, for</b>									
more than three hours a week.	<b>23%</b>	25%	22%	<b>30%</b>	33%	27%	<b>29%</b>	33%	25%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	<b>20%</b>	20%	20%	<b>36%</b>	36%	36%	<b>22%</b>	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	<b>77%</b>	78%	77%	<b>58%</b>	59%	57%	<b>76%</b>	76%	76%
another language (or other languages) as often as English	<b>17%</b>	18%	17%	<b>30%</b>	30%	30%	<b>17%</b>	17%	16%
only or mostly another language (or other languages)	<b>5%</b>	3%	6%	<b>11%</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.

## Ontario Secondary School Literacy Test, April 2009

## EXPLANATION OF TERMS

<b>First-Time Eligible Students</b>	First-time eligible students typically entered Grade 9 during the 2007–2008 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 April 2009. <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 April 2009 (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>	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). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
<b>English Language Learners Receiving Special Provisions</b>	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>	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 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 is so small (fewer than six in a group) 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.
<b>W</b>	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.