



Education  
Quality and  
Accountability  
Office

# SCHOOL REPORT

## First-Time Eligible Students

Ontario Secondary School Literacy Test, March 2006

**School: Monsignor Percy Johnson Catholic HS (732443)**

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

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

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

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

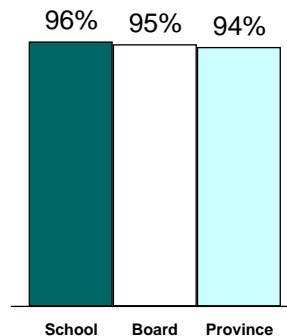
I trust that this report, when used with other school data and the regular classroom assessments conducted by a student's teachers, will help educators and parents work together so that each young person finds success in the journey through school.

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

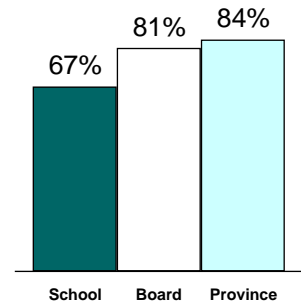
WHERE TO FIND . . .	PAGE
Summary of results: March 2006.....	1
Participation rates: over time .....	2
Achievement results: over time .....	3
Tips for using this report.....	4
Contextual information: March 2006.....	5
Detailed achievement results: March 2006	
All students.....	6
All students by gender.....	7-9
All ESL/ELD learners.....	10
All students with special needs.....	11
All students with special needs receiving accommodations.....	12-14
All students taking academic-level English.....	15
All students applied-level English.....	16
All students taking locally developed English course.....	17
All students taking ESL/ELD English course.....	18
Contextual information: over time.....	19
Percentage of successful students: over time.....	20
Percentage of successful students by gender: over time.....	21-22
Student questionnaire results .....	23
Explanation of terms .....	24

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

**Percentage of Eligible Students Who Participated Fully**

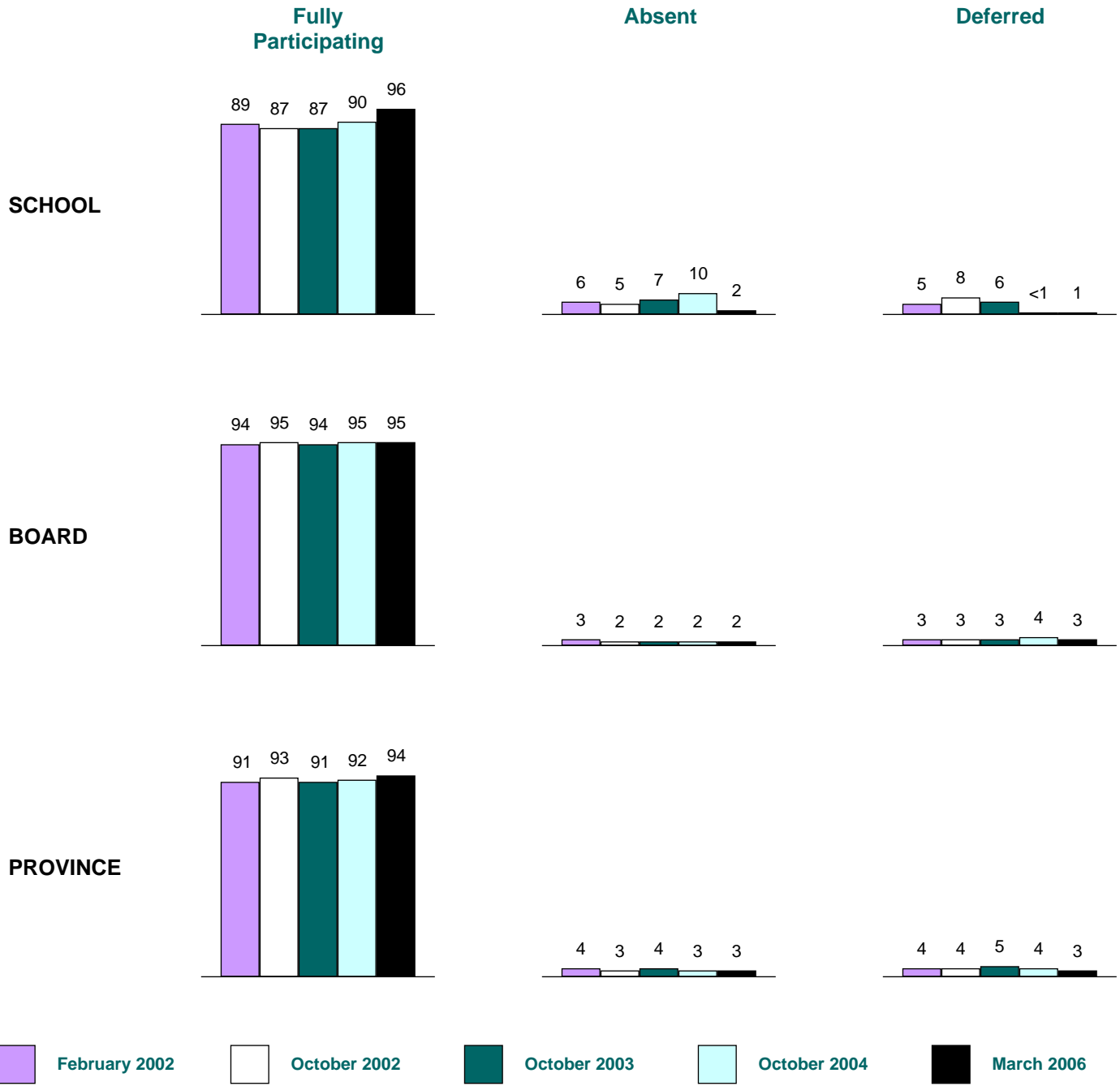


**Percentage of Fully Participating Students Who Were Successful**



PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS\*



Number of First-Time Eligible Students

	<u>February 2002</u>	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>
School	137	201	264	231	168
Board	6 379	6 575	6 484	6 911	6 819
Province	141 061	146 539	157 464	160 088	158 817

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

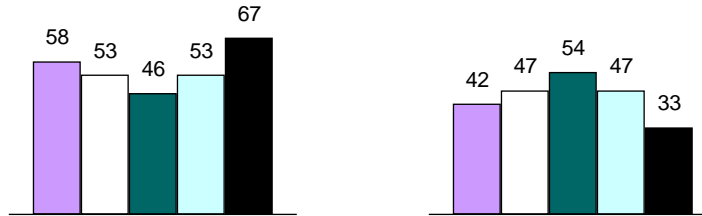
**ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME**

**PERCENTAGE OF STUDENTS\***

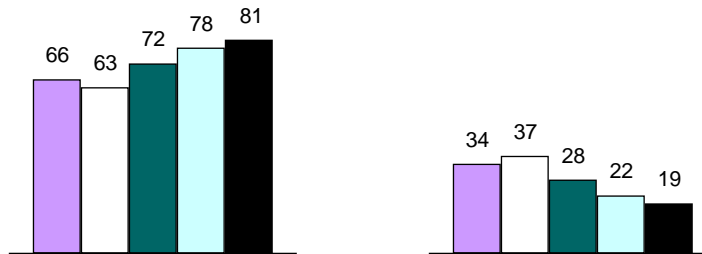
**Successful**

**Not Successful**

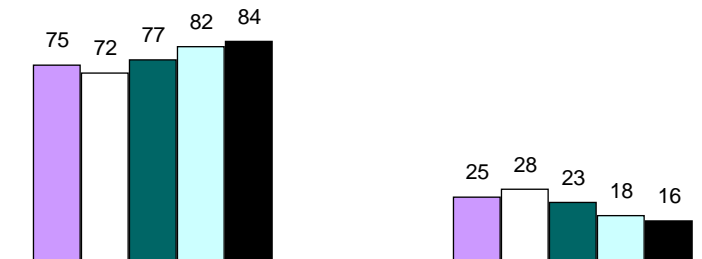
**SCHOOL**



**BOARD**



**PROVINCE**



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

	<u>February 2002</u>	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>
School	122	174	230	208	162
Board	5 983	6 247	6 113	6 533	6 480
Province	129 032	136 028	143 025	147 781	149 098

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

## TIPS

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



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



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



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



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

## WHAT IS IN THIS REPORT?

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

### This report includes

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

### Specifically, you will find

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

## HOW TO USE THIS REPORT

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

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

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

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

### Contextual Information

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

	School		Board		Province	
Number of first-time eligible students	168		6 819		158 817	
Number of schools with first-time eligible students	n/a		35		777	
Students who were exempted	0		45		1 617	
<b>Participation in the Test</b>	<b>168</b>		<b>6 819</b>		<b>158 817</b>	
	#	%	#	%	#	%
Of all first-time eligible students, those who participated fully in the assessment	162	96%	6 480	95%	149 098	94%
Of all first-time eligible students, those who were absent	4	2%	117	2%	4 715	3%
Of all first-time eligible students, those who were deferred	2	1%	222	3%	5 004	3%
<b>Demographic Information*</b>	<b>168</b>		<b>6 819</b>		<b>158 817</b>	
	#	%	#	%	#	%
<b>Gender</b>						
Female	99	59%	3 577	52%	77 358	49%
Male	69	41%	3 239	48%	81 402	51%
Gender not specified	0	0%	3	<1%	57	<1%
<b>Student Status**</b>						
English as a second language (ESL) or English literacy development (ELD) learners	3	2%	276	4%	6 181	4%
ESL/ELD learners receiving special provisions***	0	0%	127	2%	3 222	2%
Identified as students with special needs (excluding gifted)	32	19%	1 390	20%	21 755	14%
Students with special needs receiving accommodations (excluding gifted)***	0	0%	1 074	17%	16 891	11%
<b>Level of Study for English****</b>						
Academic	91	54%	4 630	68%	102 066	64%
Applied	61	36%	1 623	24%	39 273	25%
Locally developed	10	6%	157	2%	5 191	3%
ESL/ELD	3	2%	265	4%	5 557	3%
<b>Demographic Information*</b> (based on Student Questionnaire data)	<b>162</b>		<b>6 361</b>		<b>147 512</b>	
	#	%	#	%	#	%
<b>Language</b>						
First language learned at home was other than English	65	40%	2 463	39%	33 293	23%
Speak only or mostly English at home	86	53%	3 620	57%	112 280	76%
Speak another language (or languages) as often as English at home	61	38%	1 907	30%	23 140	16%
Speak only or mostly another language (or other languages) at home	12	7%	807	13%	11 406	8%

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

\*\* See Explanation of Terms.

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

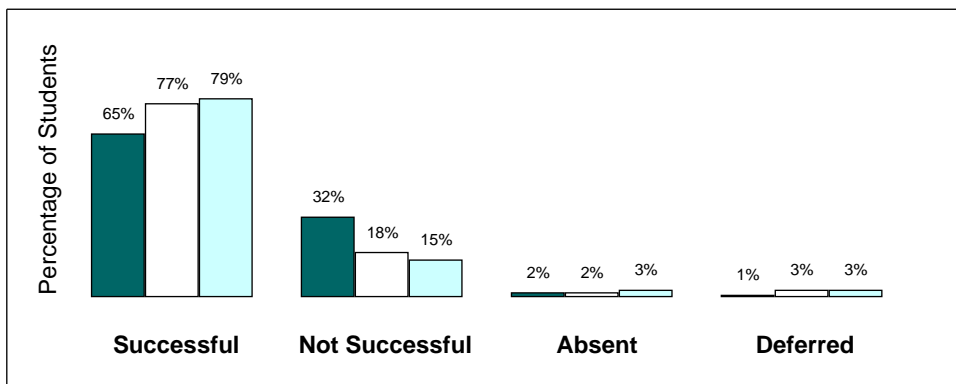
\*\*\*\* Data pertaining to level of study for English course may not account for all students; some data may be missing because they were not reported by schools.

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

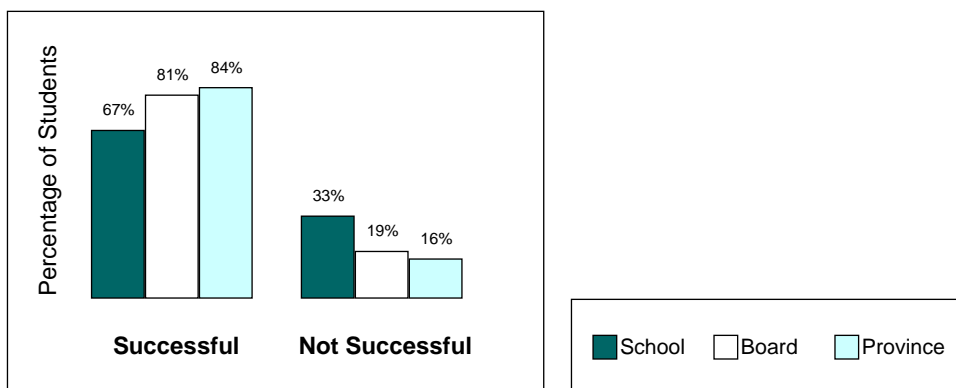
### Results for All First-Time Eligible Students\*

First-Time Eligible Students						
	All			Fully Participating		
	School # = 168	Board # = 6 819	Province # = 158 817	School # = 162	Board # = 6 480	Province # = 149 098
Successful	109	65%	77%	79%	67%	81%
Not Successful	53	32%	18%	15%	33%	19%
<b>Fully Participating</b>	<b>162</b>	<b>96%</b>	<b>95%</b>	<b>94%</b>		
Absent	4	2%	2%	3%		
Deferred	2	1%	3%	3%		

### Results for All First-Time Eligible Students



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



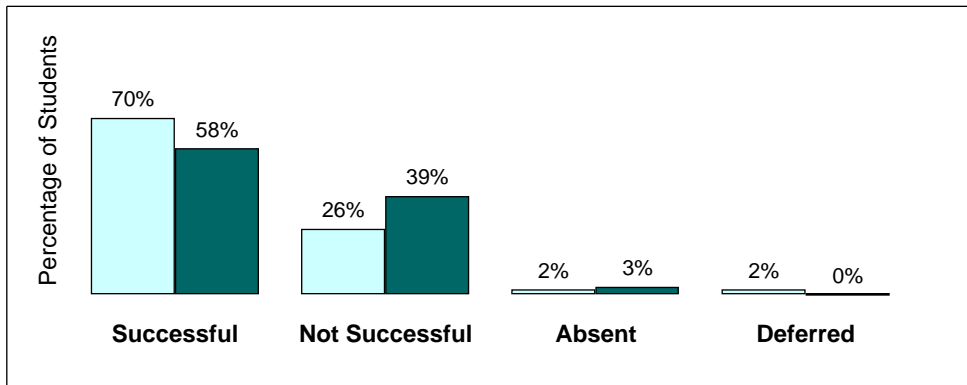
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

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

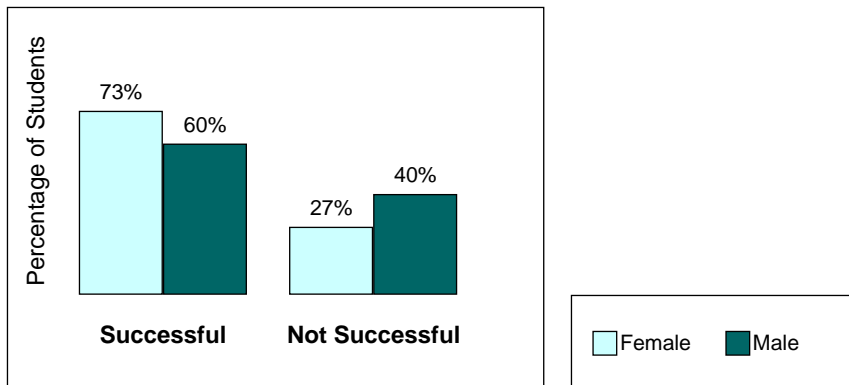
### School Results by Gender<sup>\*†</sup>

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 99		Male # = 69		Female # = 95	Male # = 67
Successful	69	70%	40	58%	73%	60%
Not Successful	26	26%	27	39%	27%	40%
<b>Fully Participating</b>	<b>95</b>	<b>96%</b>	<b>67</b>	<b>97%</b>		
Absent	2	2%	2	3%		
Deferred	2	2%	0	0%		

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



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



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

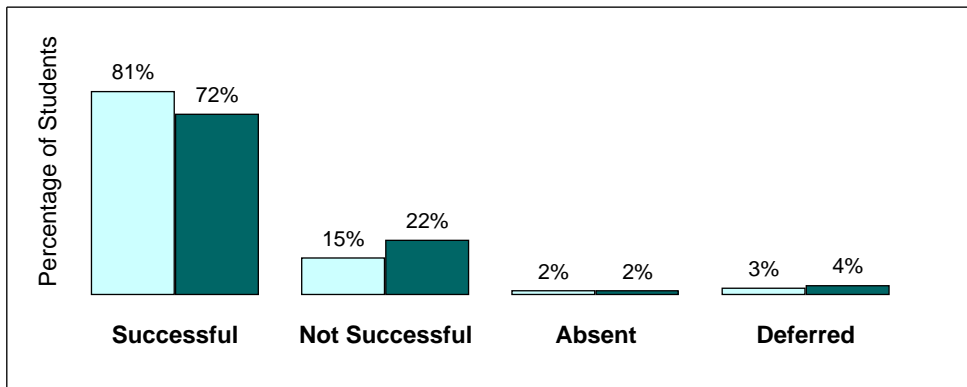
† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

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

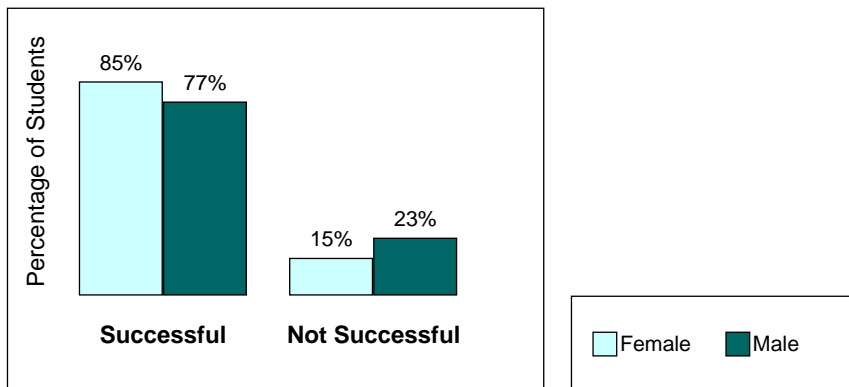
### Board Results by Gender\*†

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

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



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



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

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

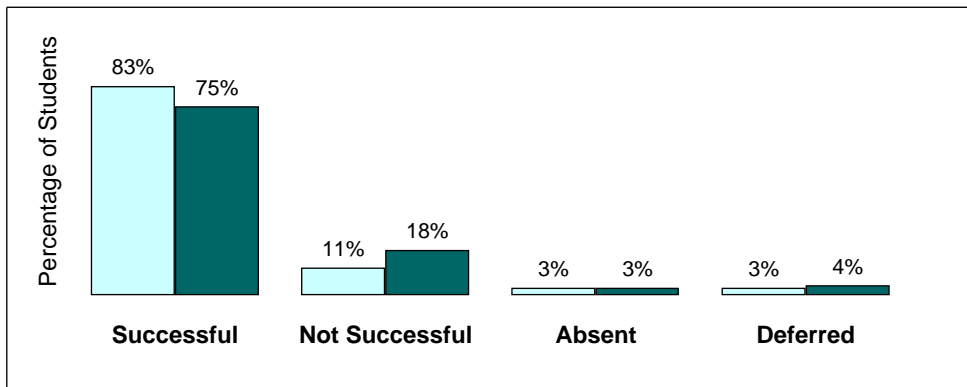


## OSSLT Results for First-Time Eligible Students, March 2006

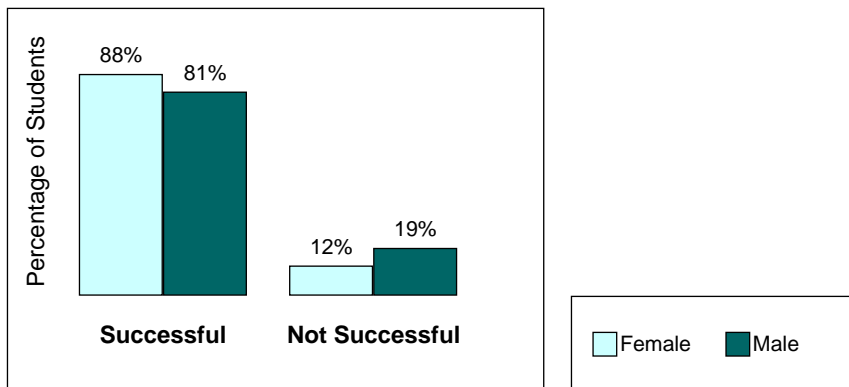
### Provincial Results by Gender\*†

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

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



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



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

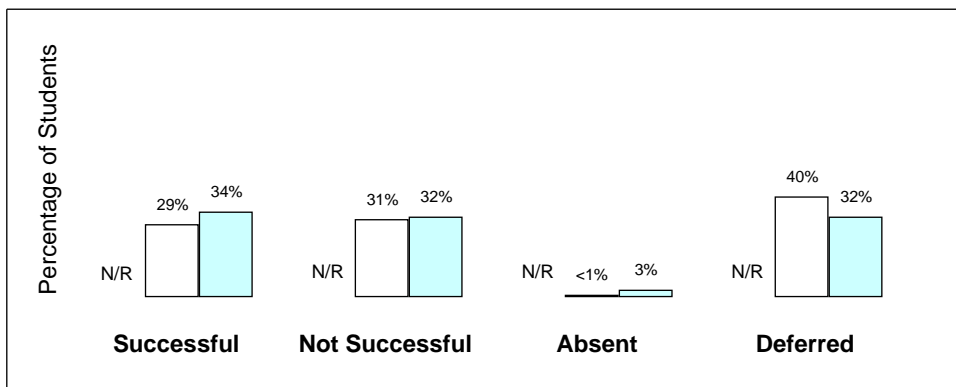
† Based on information provided by schools through the **Student Data Collection** process. Includes only students for whom gender data were available.

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

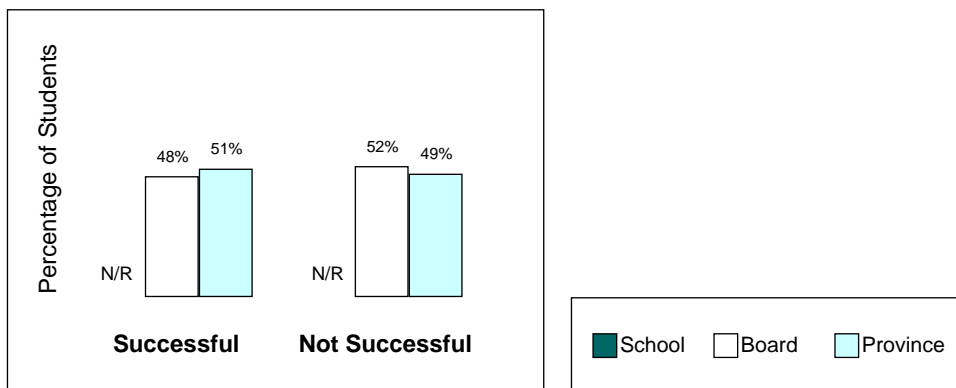
Results for English as a Second Language/English Literacy Development Learners\*†

Results for ESL/ELD Learners First-Time Eligible Students							
	All			Fully Participating			
	School # = N/R	Board # = 276	Province # = 6 181	School # = N/R	Board # = 165	Province # = 4 066	
Successful	N/R	N/R	29%	34%	N/R	48%	51%
Not Successful	N/R	N/R	31%	32%	N/R	52%	49%
<b>Fully Participating</b>	N/R	N/R	60%	66%			
Absent	N/R	N/R	<1%	3%			
Deferred	N/R	N/R	40%	32%			

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



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



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

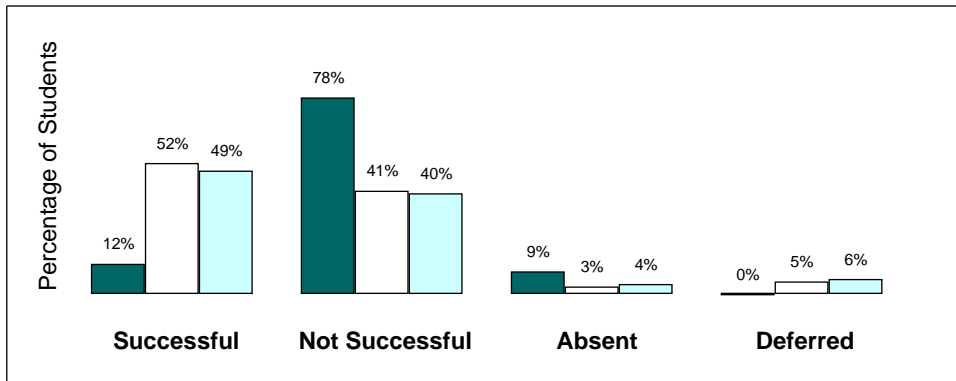
†Based on information regarding ESL or ELD status provided by schools through the **Student Data Collection** process.

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

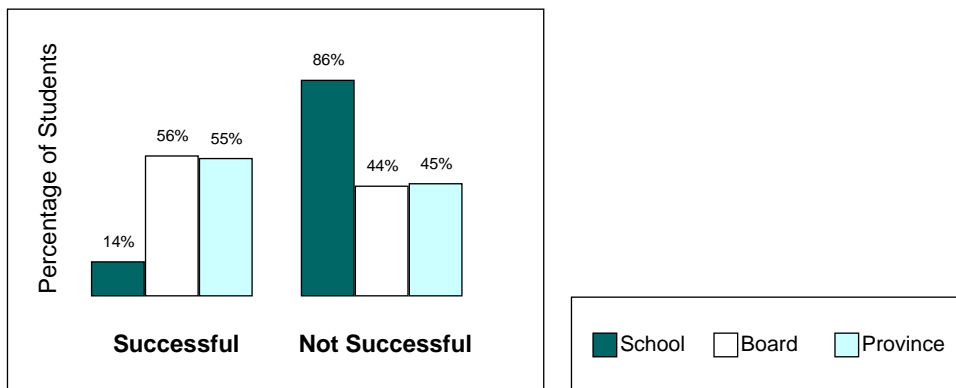
Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # = 32	Board # = 1 390	Province # = 21 755	School # = 29	Board # = 1 280	Province # = 19 487
Successful	4	12%	52%	49%	14%	56%
Not Successful	25	78%	41%	40%	86%	44%
<b>Fully Participating</b>	<b>29</b>	<b>91%</b>	<b>92%</b>	<b>90%</b>		
Absent	3	9%	3%	4%		
Deferred	0	0%	5%	6%		

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



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



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

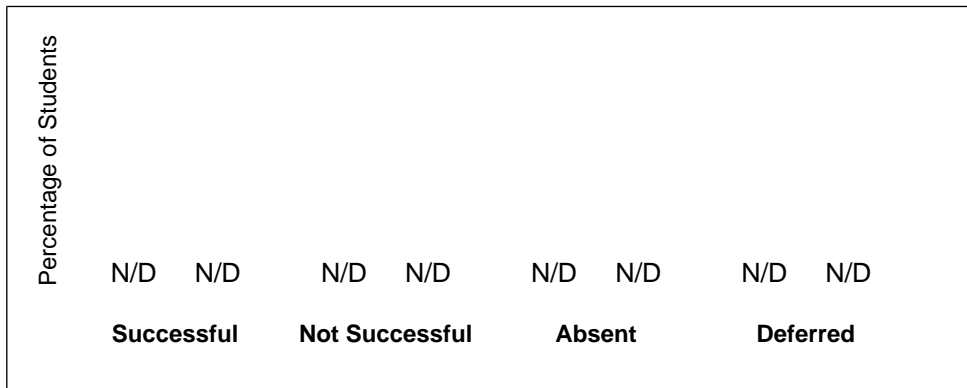
†Based on information provided by schools through the Student Data Collection process.

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

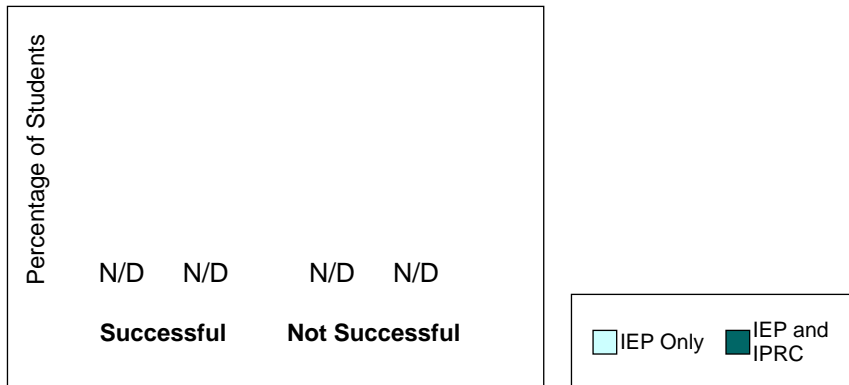
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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

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



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



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

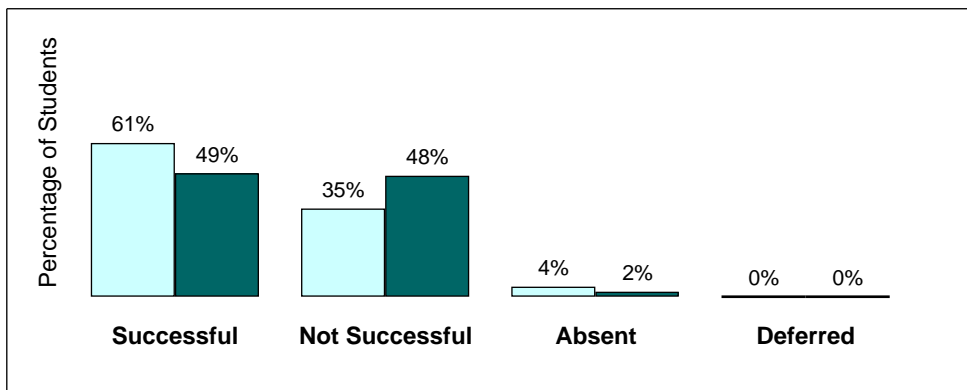
†Based on information provided by schools through the Student Data Collection process.

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

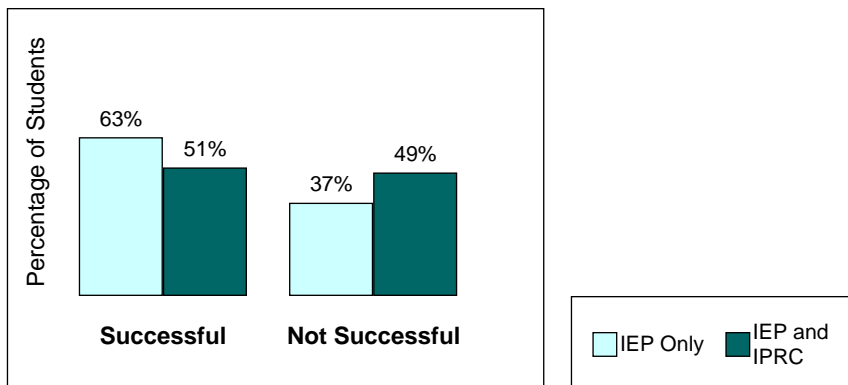
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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

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



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



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

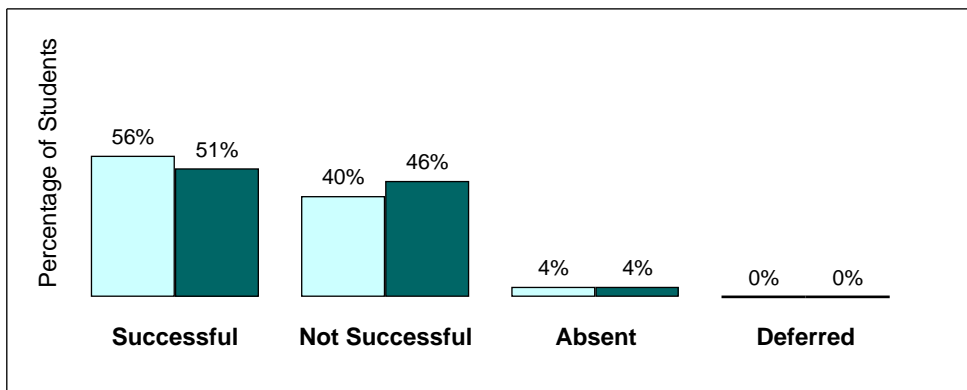
†Based on information provided by schools through the Student Data Collection process.

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

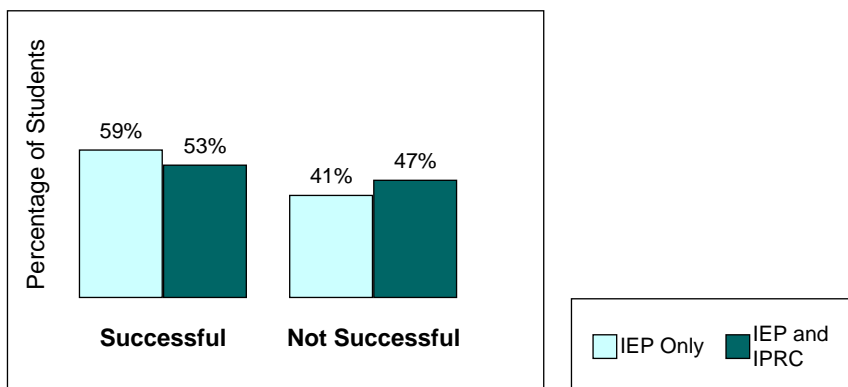
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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

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



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



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

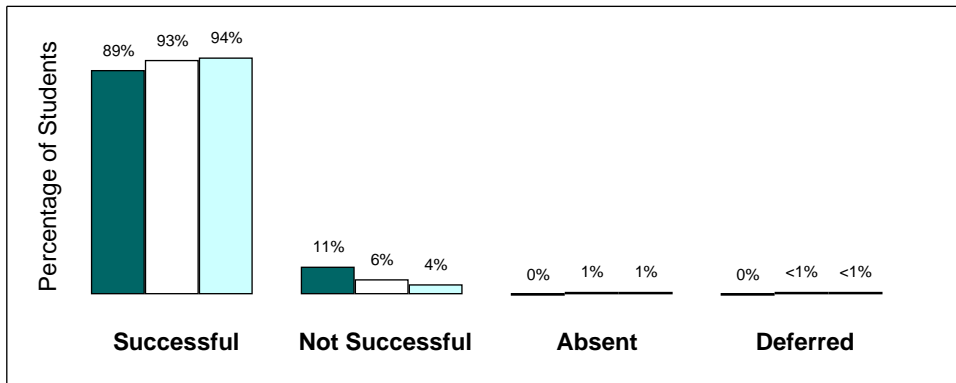
†Based on information provided by schools through the **Student Data Collection** process.

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

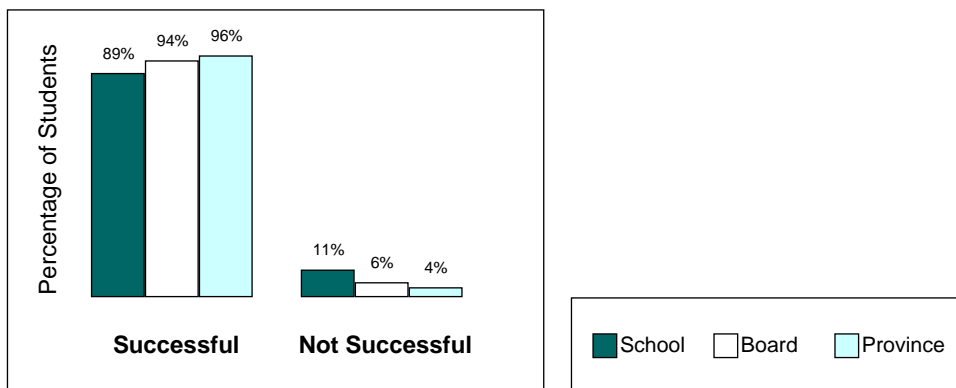
### Results for Students Taking Academic-Level English\*†

Results for Students Taking Academic Level English First-Time Eligible Students						
	All			Fully Participating		
	School # = 91	Board # = 4 630	Province # = 102 066	School # = 91	Board # = 4 580	Province # = 100 164
Successful	81	89%	93%	94%	89%	94%
Not Successful	10	11%	6%	4%	11%	6%
<b>Fully Participating</b>	<b>91</b>	<b>100%</b>	<b>99%</b>	<b>98%</b>		
Absent	0	0%	1%	1%		
Deferred	0	0%	<1%	<1%		

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



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



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

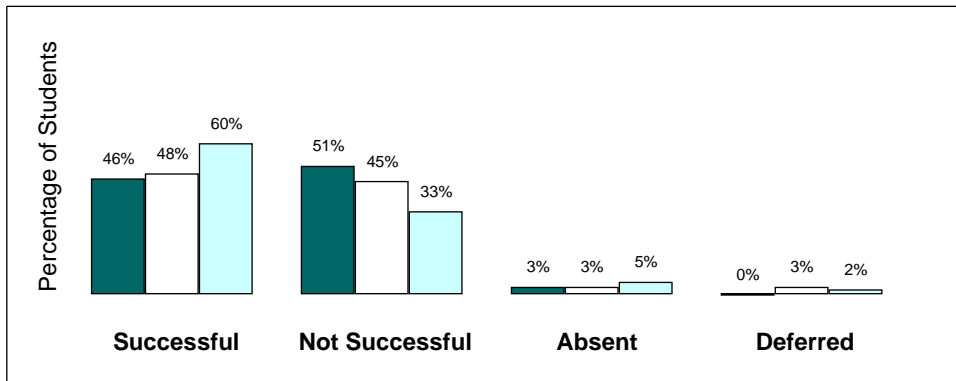
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

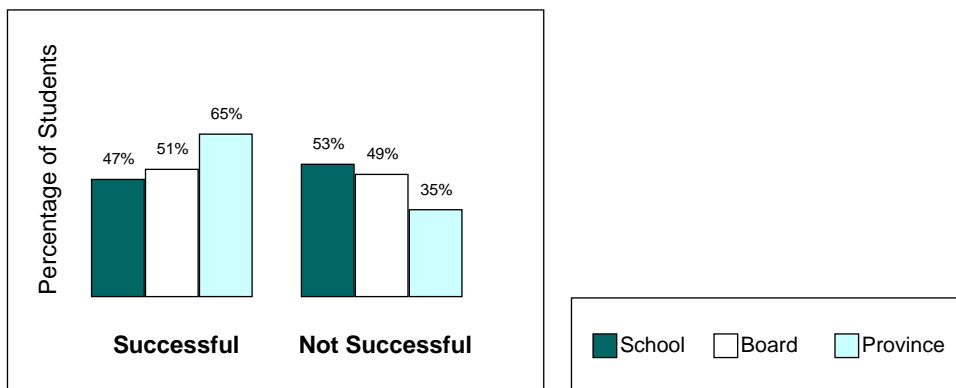
### Results for Students Taking Applied-Level English\*†

Results for Students Taking Applied Level English First-Time Eligible Students						
	All			Fully Participating		
	School # = 61	Board # = 1 623	Province # = 39 273	School # = 59	Board # = 1 520	Province # = 36 406
Successful	28	46%	48%	47%	51%	65%
Not Successful	31	51%	45%	53%	49%	35%
<b>Fully Participating</b>	<b>59</b>	<b>97%</b>	<b>94%</b>	<b>93%</b>		
Absent	2	3%	3%	5%		
Deferred	0	0%	3%	2%		

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



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



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

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

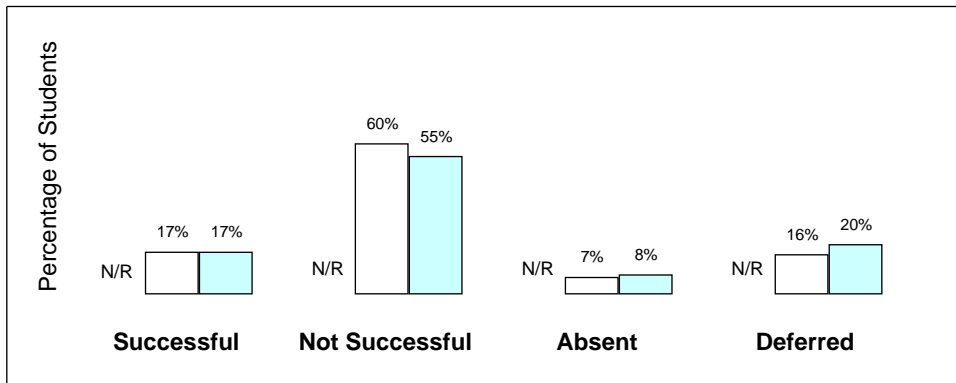


## OSSLT Results for First-Time Eligible Students, March 2006

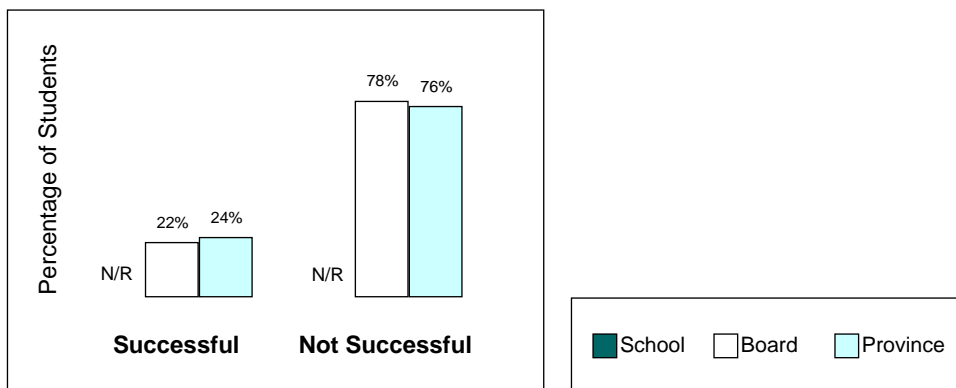
### Results for Students Taking Locally Developed English Course\*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 157	Province # = 5 191	School # = N/R	Board # = 121	Province # = 3 734
Successful	N/R	N/R	17%	17%	N/R	24%
Not Successful	N/R	N/R	60%	55%	N/R	76%
<b>Fully Participating</b>	N/R	N/R	77%	72%		
Absent	N/R	N/R	7%	8%		
Deferred	N/R	N/R	16%	20%		

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



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



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

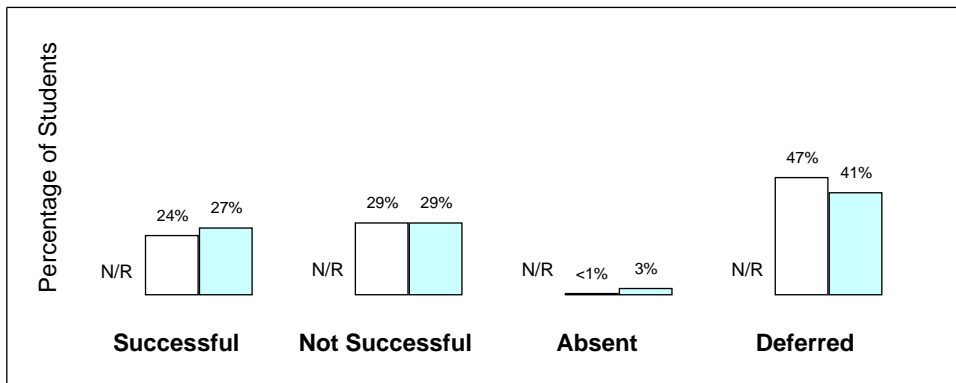
†Based on information regarding level of study in English provided by schools through the **Student Data Collection** process.

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

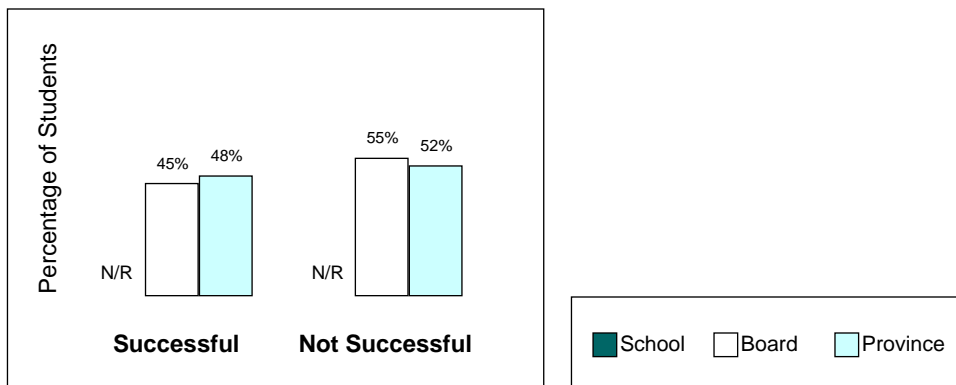
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course \*†

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

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



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



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

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

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

### Contextual Information for School\*

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

	Feb. 2002	Oct. 2002	Oct. 2003	Oct. 2004	Mar. 2006
Number of first-time eligible students	137	201	264	231	168
Students who were exempted	1	1	0	3	0
<b>Participation in the Test</b>					
<i>Number of Students</i>	137	201	264	231	168
Of all first-time eligible students, those who participated fully in the assessment	89%	87%	87%	90%	96%
Of all first-time eligible students, those who were absent	6%	5%	7%	10%	2%
Of all first-time eligible students, those who were deferred	5%	8%	6%	<1%	1%
<b>Demographic Information*</b>					
<i>Number of Students</i>	137	201	264	231	168
<b>Gender</b>					
Female	45%	48%	45%	48%	59%
Male	53%	51%	54%	50%	41%
Gender not specified	2%	1%	1%	2%	0%
<b>Student Status**</b>					
English as a second language (ESL) or English literacy development (ELD) learners	0%	4%	11%	<1% <sup>+</sup>	2% <sup>+</sup>
ESL/ELD learners receiving special provisions***	n/a	n/a	n/a	n/a <sup>+</sup>	0% <sup>+</sup>
Identified as students with special needs (excluding gifted)	9%	11%	12%	19%	19%
Students with special needs receiving accommodations (excluding gifted)***	10%	9%	10%	19%	0%
<b>Level of Study for English****</b>					
Academic	67%	58%	44%	46%	54%
Applied	32%	37%	43%	43%	36%
Locally developed	1%	1%	1%	<1%	6%
ESL/ELD	n/a	n/a	n/a	6%	2%
<b>Demographic Information*</b>					
<i>(based on Student Questionnaire data)</i>	<i>Number of Respondants</i>	n/a	n/a	228	203
<b>Language</b>					
First language learned at home was other than English	n/a	n/a	39%	38%	40%
Speak only or mostly English at home	n/a	n/a	50%	53%	53%
Speak another language (or languages) as often as English at home	n/a	n/a	36%	35%	38%
Speak only or mostly another language (or other languages) at home	n/a	n/a	13%	10%	7%

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

\*\* See the Explanation of Terms.

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

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

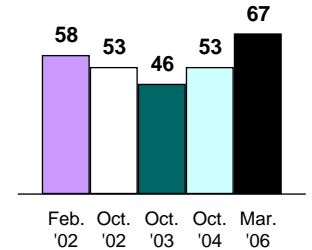
<sup>+</sup> As the definition for the ESL/ELD group changed effective the 2004 assessments from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners," the percentage of students in this group may not be comparable with previous years.

n/a Information not available.

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

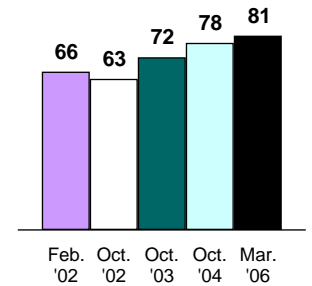
School Results: All First-Time Eligible Students*										
	February 2002		October 2002		October 2003		October 2004		March 2006	
<i>Number of Students</i>	137		201		264		231		168	
Successful	71	52%	93	46%	106	40%	111	48%	109	65%
Not Successful	51	37%	81	40%	124	47%	97	42%	53	32%
<b>Fully Participating</b>	122	89%	174	87%	230	87%	208	90%	162	96%
Absent	8	6%	11	5%	18	7%	22	10%	4	2%
Deferred	7	5%	16	8%	16	6%	1	<1%	2	1%
<b>Fully Participating Successful</b>	71	58%	93	53%	106	46%	111	53%	109	67%

School Results over Time: Percentage of Fully Participating Successful Students



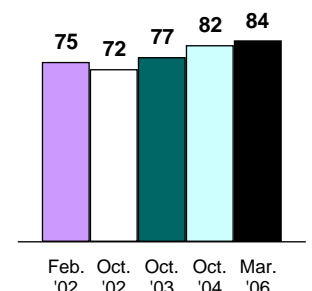
Board Results: All First-Time Eligible Students*										
	February 2002		October 2002		October 2003		October 2004		March 2006	
<i>Number of Students</i>	6 379		6 575		6 484		6 911		6 819	
Successful	3 963	62%	3 957	60%	4 425	68%	5 087	74%	5 238	77%
Not Successful	2 020	32%	2 290	35%	1 688	26%	1 446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

Board Results over Time: Percentage of Fully Participating Successful Students



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

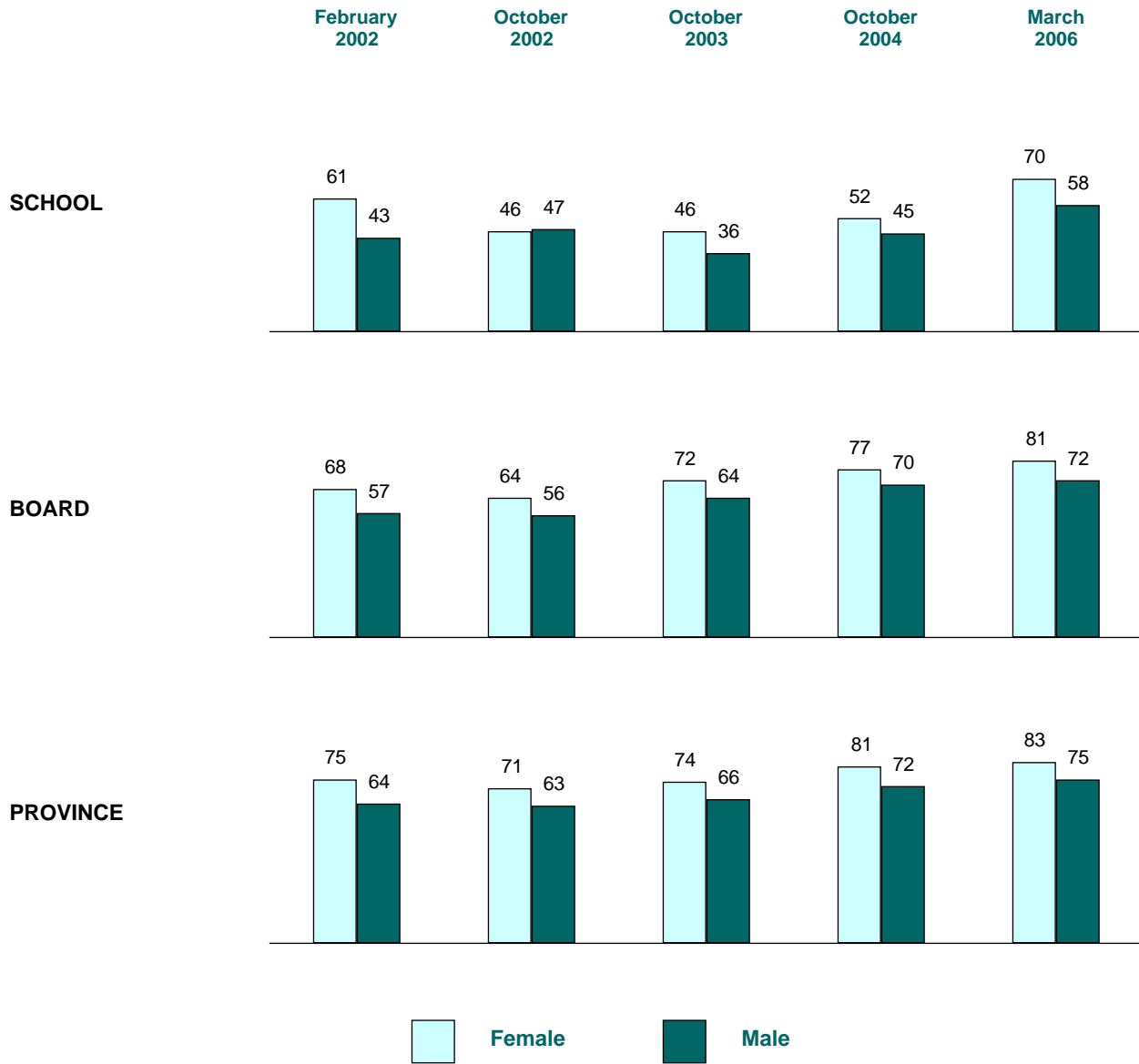
Provincial Results over Time: Percentage of Fully Participating Successful Students



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

**ACHIEVEMENT RESULTS OVER TIME BY GENDER**

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



Female Male

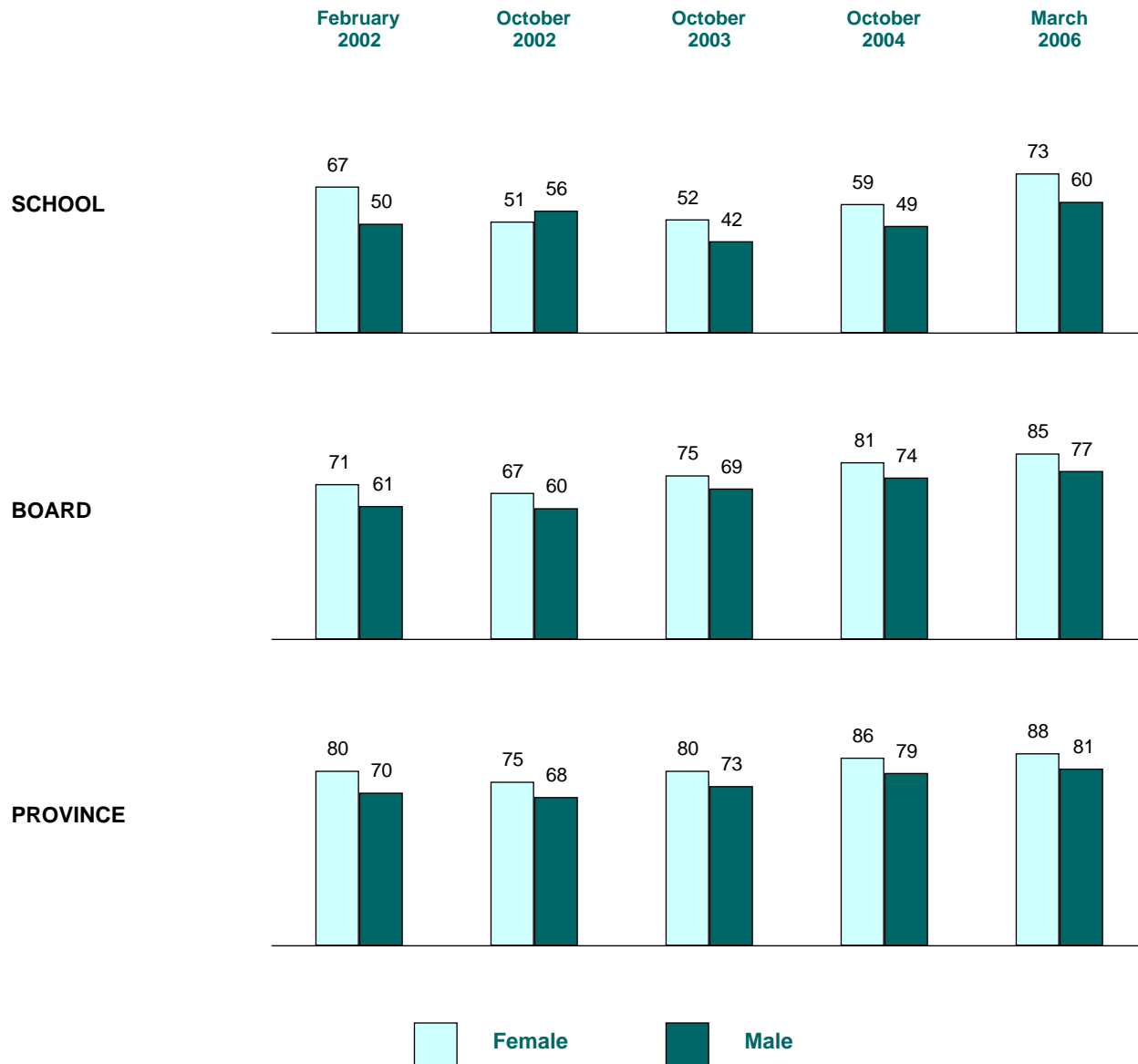
**Number of First-Time Eligible Students†**

	<u>February 2002</u>		<u>October 2002</u>		<u>October 2003</u>		<u>October 2004</u>		<u>March 2006</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	62	72	96	102	118	143	112	115	99	69
Board	3 243	3 034	3 390	3 091	3 163	3 067	3 565	3 310	3 577	3 239
Province	67 586	71 131	70 675	73 999	75 023	79 904	77 110	81 469	77 358	81 402

† Includes only students for whom gender data were available.

**ACHIEVEMENT RESULTS OVER TIME BY GENDER**

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



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

	<u>February 2002</u>		<u>October 2002</u>		<u>October 2003</u>		<u>October 2004</u>		<u>March 2006</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	57	62	87	86	104	125	99	106	95	67
Board	3 082	2 834	3 257	2 906	3 019	2 854	3 394	3 111	3 413	3 064
Province	62 931	64 744	66 527	68 153	69 529	71 961	72 296	74 659	73 081	75 966

† Includes only students for whom gender data were available.

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

Percentage of first-time eligible students indicating that	School			Board			Province		
	All (#= 162)	Females (#= 95)	Males (#= 67)	All (#= 6 361)	Females (#= 3 361)	Males (#= 2 997)	All (#= 147 512)	Females (#= 72 502)	Males (#= 74 959)
<b>they have a computer in their home.</b>	94%	95%	93%	97%	97%	97%	97%	97%	97%
<b>they use the computer almost every day for homework.</b>	26%	26%	25%	33%	33%	32%	32%	34%	30%
<b>they read the following kinds of material outside school most weeks:</b>									
non-fiction books, e.g., biographies	40%	42%	37%	38%	40%	37%	37%	37%	36%
comics	36%	33%	40%	43%	40%	47%	41%	37%	45%
Web sites, e-mail, chat messages	90%	92%	87%	93%	94%	91%	92%	94%	90%
letters	46%	51%	40%	50%	57%	41%	46%	55%	38%
magazines	78%	86%	66%	79%	88%	69%	78%	87%	70%
manuals, instructions	49%	37%	66%	48%	40%	58%	44%	34%	52%
newspapers	60%	62%	58%	65%	64%	65%	56%	54%	58%
novels, fiction, short stories	70%	83%	51%	69%	80%	56%	68%	80%	57%
song lyrics, poems	74%	83%	61%	69%	80%	57%	64%	77%	51%
religious or spiritual writings	37%	38%	36%	27%	28%	26%	22%	23%	20%
<b>they read in English outside school for more than three hours a week (not including homework).</b>	29%	37%	18%	37%	42%	30%	41%	47%	36%
<b>they have the following English-language materials at home:</b>									
dictionaries, encyclopedias (print or electronic)	92%	94%	90%	93%	95%	92%	93%	94%	92%
books	93%	96%	90%	94%	96%	91%	95%	97%	93%
newspapers	80%	77%	84%	82%	82%	82%	87%	88%	87%
magazines	86%	91%	79%	87%	90%	82%	89%	92%	86%
<b>they do the following types of writing outside school most weeks:</b>									
e-mail, chat messages	88%	91%	85%	93%	94%	93%	93%	95%	90%
letters, journals, diaries	38%	57%	12%	39%	57%	18%	35%	56%	15%
notes, directions, instructions	44%	43%	45%	47%	48%	46%	46%	50%	42%
song lyrics, poems	50%	58%	39%	45%	51%	38%	40%	48%	32%
stories, fiction	32%	36%	27%	31%	34%	27%	28%	32%	25%
work-related writing	52%	57%	46%	58%	61%	56%	51%	51%	50%
<b>they write in English outside school for more than three hours a week (not including homework).</b>	21%	27%	12%	30%	33%	26%	33%	38%	27%

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