

Education Quality and  
Accountability Office



# School Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, March 2008

**School: Emily Carr Secondary S (908819)**

**Board: York Region DSB (66095)**

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.

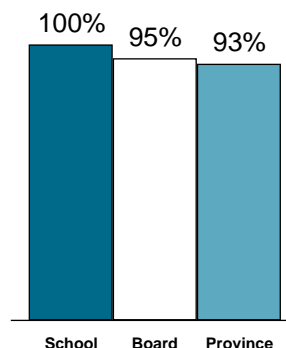
Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

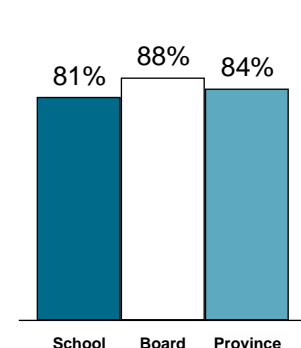
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#### FIRST-TIME ELIGIBLE STUDENTS, MARCH 2008: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

**Percentage of Eligible Students Who Participated Fully**

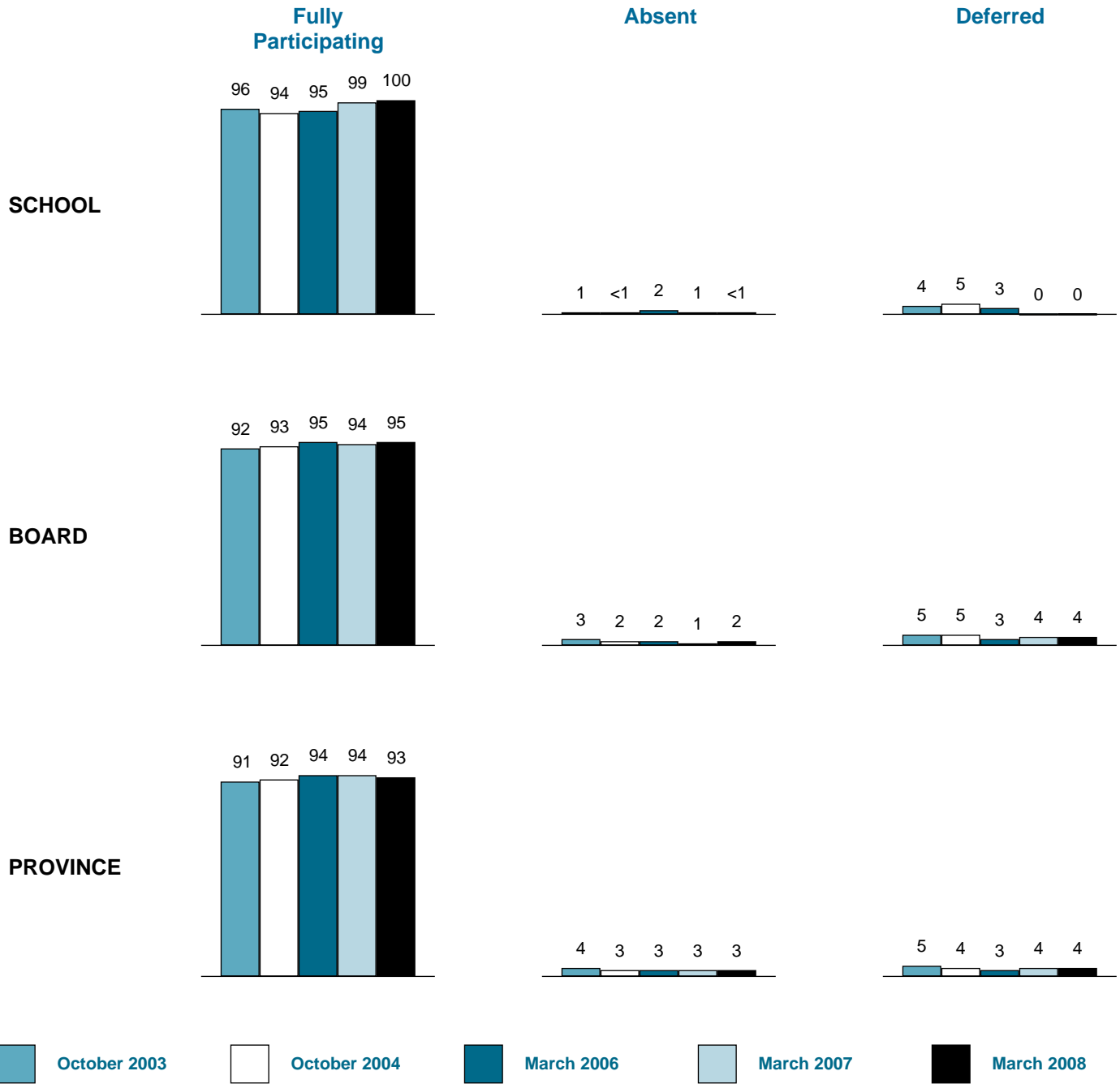


**Percentage of Fully Participating Students Who Were Successful**



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

**PERCENTAGE OF STUDENTS\***



**Number of First-Time Eligible Students**

	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>	<u>March 2008</u>
School	198	316	400	310	287
Board	8 616	8 817	9 569	8 954	9 157
Province	157 464	160 088	158 817	155 906	156 151

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

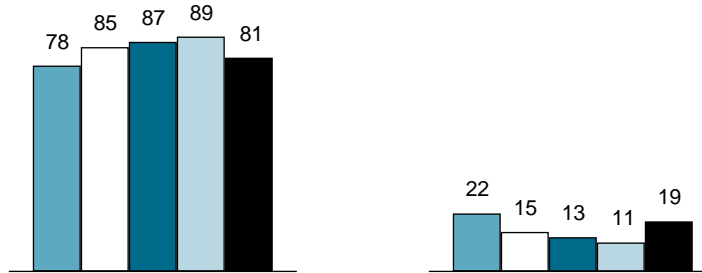
**ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME**

**PERCENTAGE OF STUDENTS\***

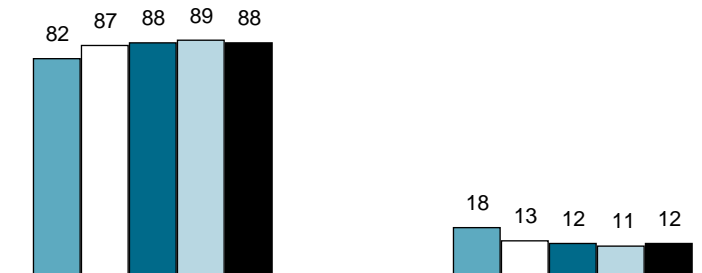
**Successful**

**Not Successful**

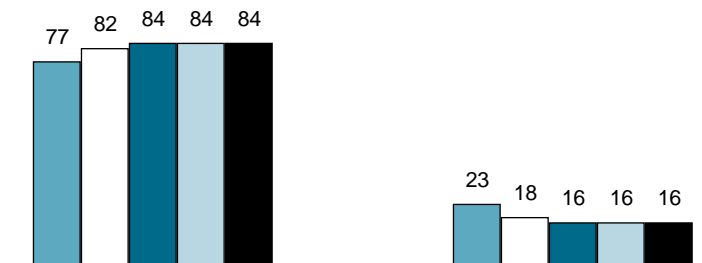
**SCHOOL**



**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	190	298	381	306	286
Board	7 927	8 218	9 047	8 449	8 665
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	287		9 157		156 151	
Number of schools with first-time eligible students	n/a		32		782	
Number of students who were exempted	1		80		1 759	
	Number	Percent	Number	Percent	Number	Percent
<b>Participation in the Test</b>						
Of all first-time eligible students, those who participated fully in the assessment	286	100%	8 665	95%	145 603	93%
Of all first-time eligible students, those who were absent	1	<1%	171	2%	4 357	3%
Of all first-time eligible students, those who were deferred	0	0%	321	4%	6 191	4%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	158	55%	4 475	49%	76 226	49%
Male	129	45%	4 682	51%	79 904	51%
Gender not specified	0	0%	0	0%	21	<1%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>						
English language learners*	1	<1%	947	10%	6 121	4%
English language learners receiving special provisions**	1	<1%	511	6%	2 558	2%
Students with special needs (excluding gifted)*	38	13%	1 282	14%	23 322	15%
Students with special needs receiving accommodations (excluding gifted)**	37	13%	1 125	13%	17 719	12%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	217	76%	6 892	75%	103 774	66%
Applied	68	24%	1 301	14%	38 834	25%
Locally developed	0	0%	141	2%	5 838	4%
ESL/ELD	1	<1%	705	8%	4 283	3%
Other	1	<1%	118	1%	3 351	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		282		8 542	
					143 535	
First language learned at home was other than English	107	38%	3 413	40%	30 991	22%
Speak only or mostly English at home	168	60%	5 028	59%	110 122	77%
Speak another language (or languages) as often as English at home	94	33%	2 273	27%	23 038	16%
Speak only or mostly another language (or other languages) at home	19	7%	1 201	14%	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.

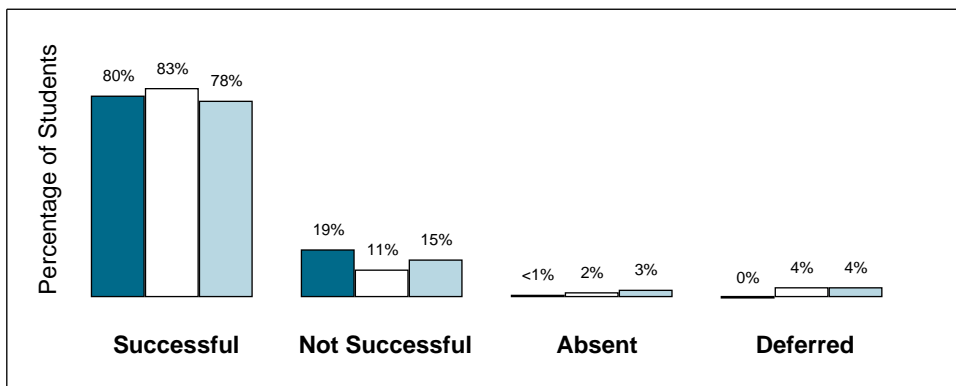
<sup>††</sup> Demographic information pertaining to "language" is gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

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

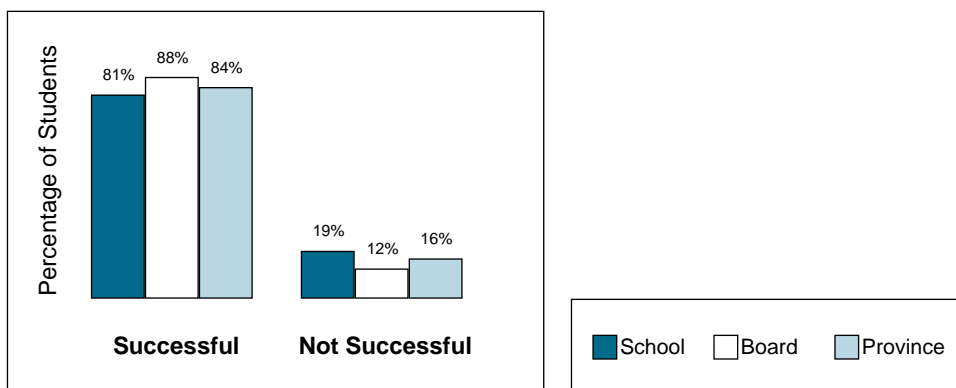
### Results for All First-Time Eligible Students\*

First-Time Eligible Students							
	All			Fully Participating			
	School # = 287	Board # = 9 157	Province # = 156 151	School # = 286	Board # = 8 665	Province # = 145 603	
Successful	231	80%	83%	81%	88%	84%	
Not Successful	55	19%	11%	19%	12%	16%	
Fully Participating	286	100%	95%	93%			
Absent	1	<1%	2%	3%			
Deferred	0	0%	4%	4%			

### Results for All First-Time Eligible Students



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



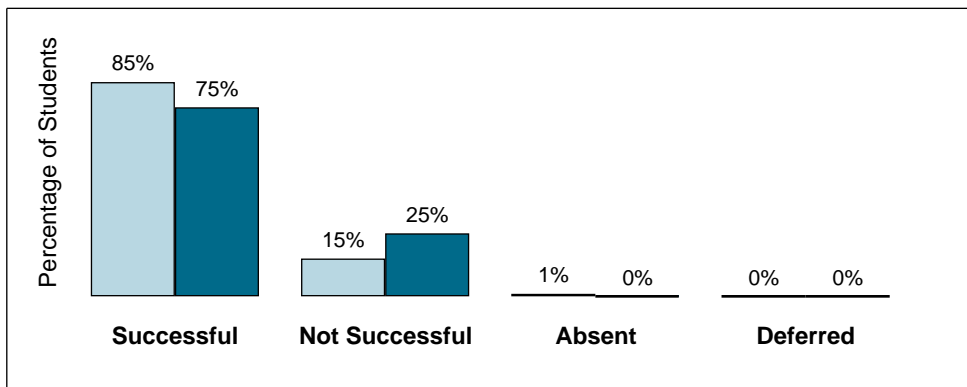
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

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

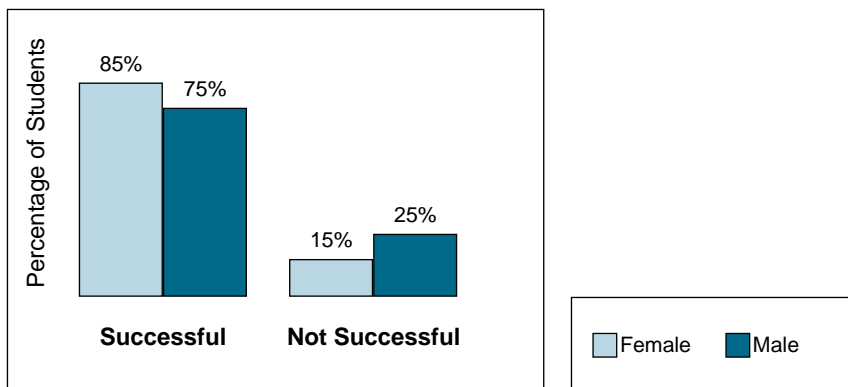
### School Results by Gender<sup>\*†</sup>

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 158		Male # = 129		Female # = 157	Male # = 129
Successful	134	85%	97	75%	85%	75%
Not Successful	23	15%	32	25%	15%	25%
<b>Fully Participating</b>	<b>157</b>	<b>99%</b>	<b>129</b>	<b>100%</b>		
Absent	1	1%	0	0%		
Deferred	0	0%	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.

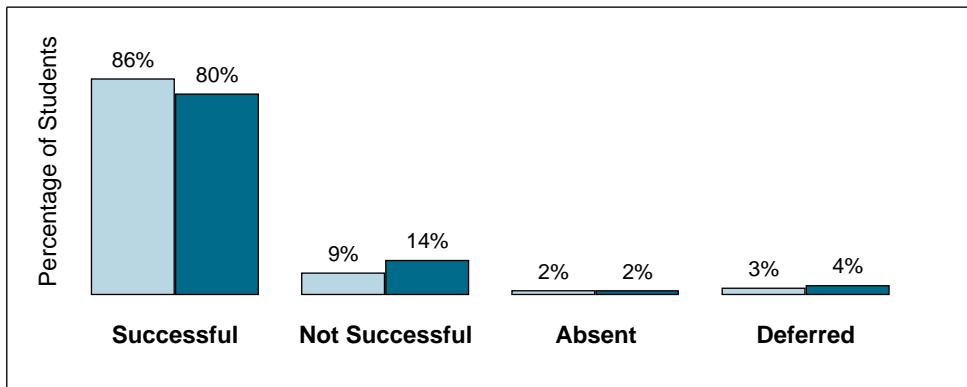
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

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

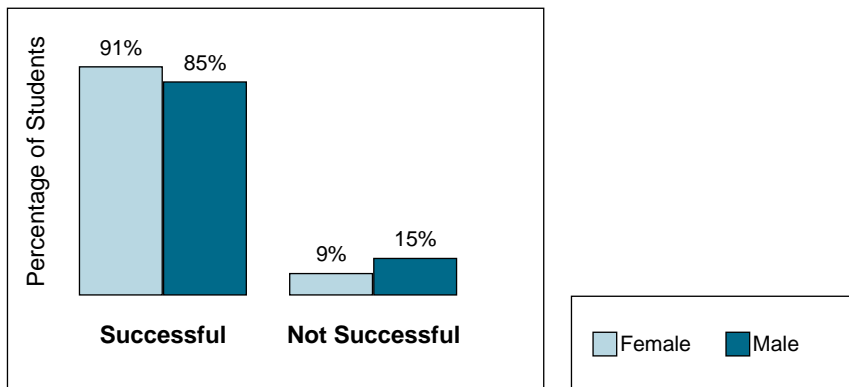
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 4 475		Male # = 4 682		Female # = 4 260	Male # = 4 405
Successful	3 869	86%	3 743	80%	91%	85%
Not Successful	391	9%	662	14%	9%	15%
<b>Fully Participating</b>	<b>4 260</b>	<b>95%</b>	<b>4 405</b>	<b>94%</b>		
Absent	85	2%	86	2%		
Deferred	130	3%	191	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 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.

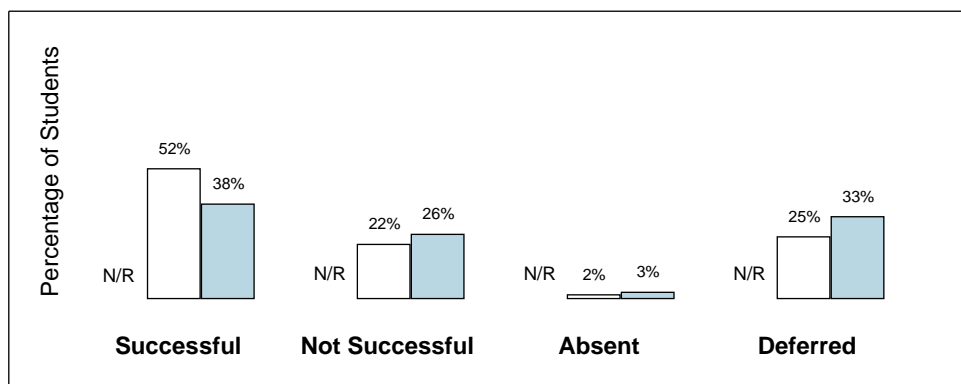
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

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

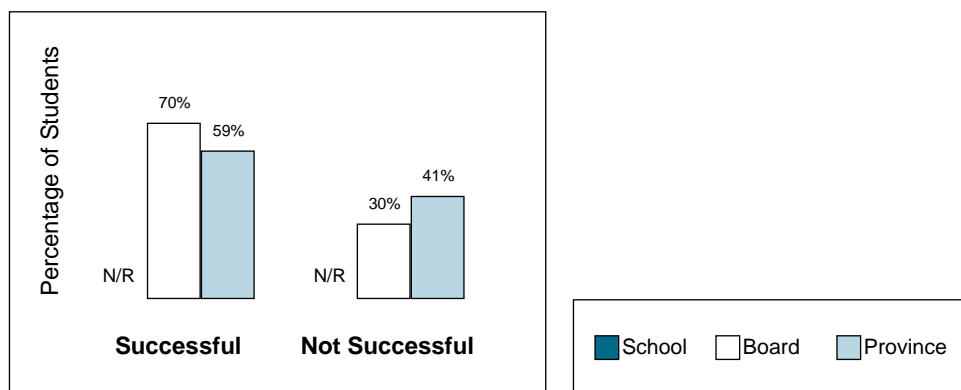
### Results for English Language Learners\*†

Results for English Language Learners First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 947	Province # = 6 121	School # = N/R	Board # = 698	Province # = 3 918
Successful	N/R	N/R	52%	38%	N/R	70%
Not Successful	N/R	N/R	22%	26%	N/R	30%
Fully Participating	N/R	N/R	74%	64%		
Absent	N/R	N/R	2%	3%		
Deferred	N/R	N/R	25%	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.

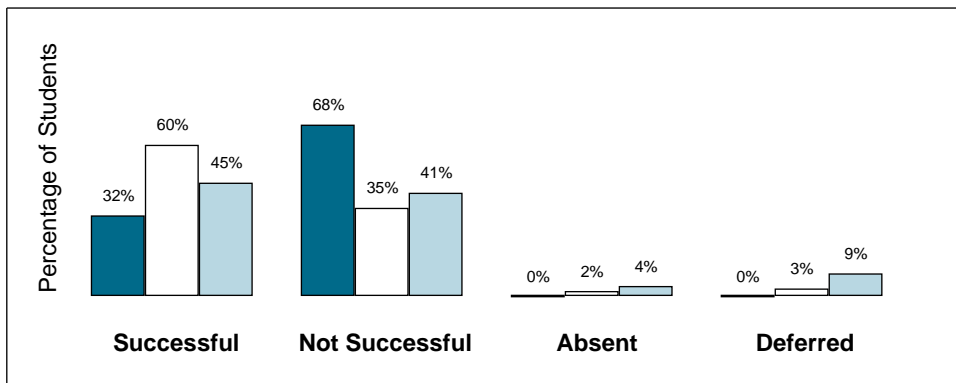
†Based on information provided by schools through the Student Data Collection process.

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

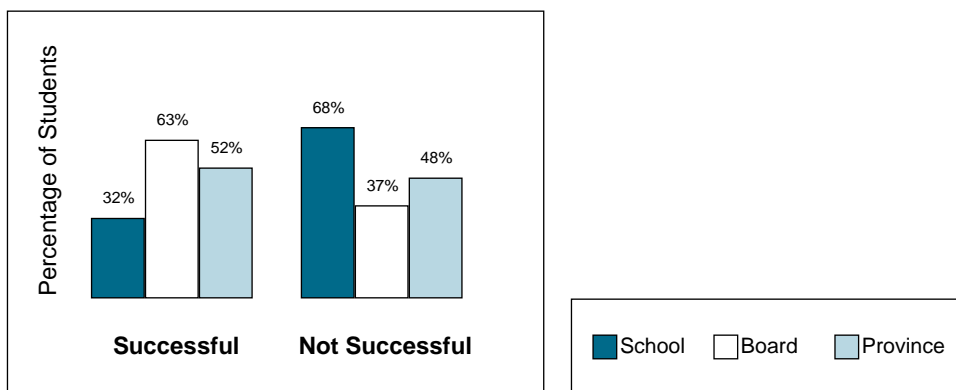
### Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # = 38	Board # = 1 282	Province # = 23 322	School # = 38	Board # = 1 224	Province # = 20 240
Successful	12	32%	60%	45%	32%	63%
Not Successful	26	68%	35%	41%	68%	37%
<b>Fully Participating</b>	<b>38</b>	<b>100%</b>	<b>95%</b>	<b>87%</b>		
Absent	0	0%	2%	4%		
Deferred	0	0%	3%	9%		

### 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.

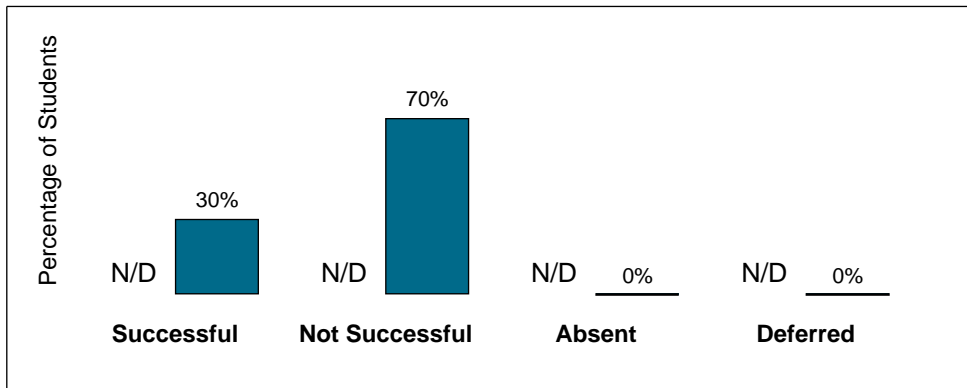
†Based on information provided by schools through the Student Data Collection process.

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

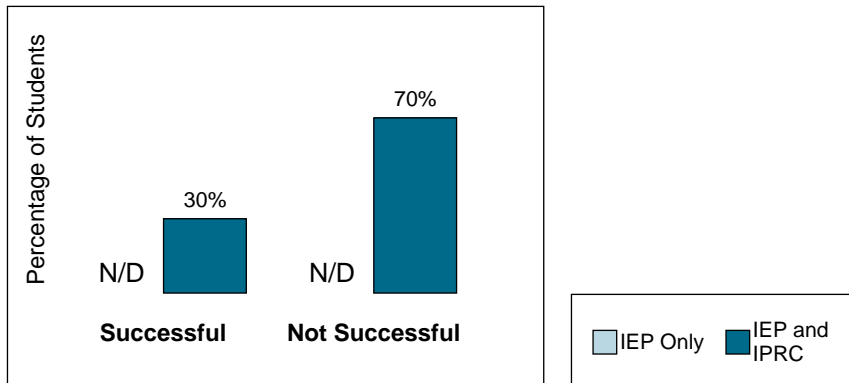
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)<sup>†</sup>

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 # = 37		IEP Only # = N/D	IEP and IPRC # = 37
Successful	N/D	N/D	11	30%	N/D	30%
Not Successful	N/D	N/D	26	70%	N/D	70%
<b>Fully Participating</b>	<b>N/D</b>	<b>N/D</b>	<b>37</b>	<b>100%</b>		
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)



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

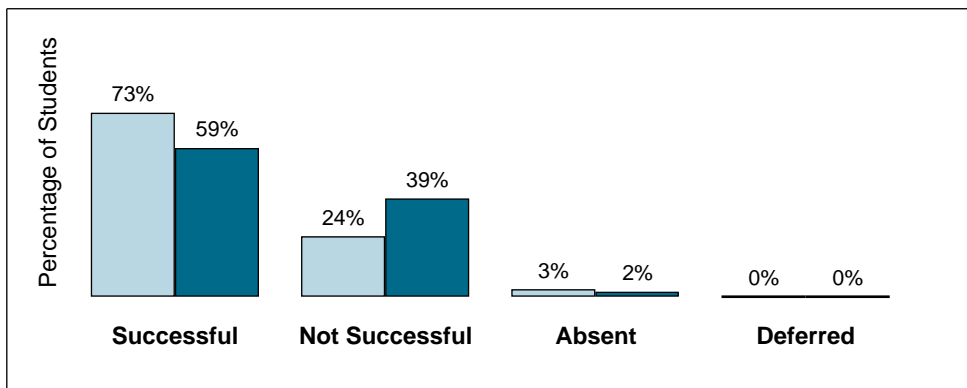
<sup>†</sup>Based on information provided by schools through the Student Data Collection process.

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

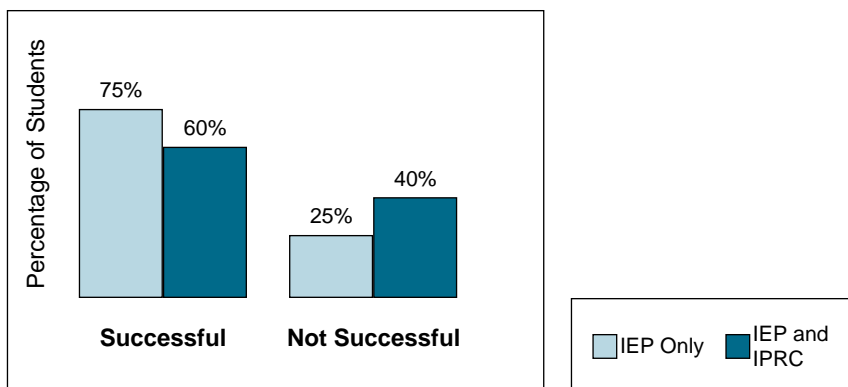
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 59		IEP and IPRC # = 1 086		IEP Only # = 57	IEP and IPRC # = 1 068
Successful	43	73%	646	59%	75%	60%
Not Successful	14	24%	422	39%	25%	40%
<b>Fully Participating</b>	<b>57</b>	<b>97%</b>	<b>1 068</b>	<b>98%</b>		
Absent	2	3%	18	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

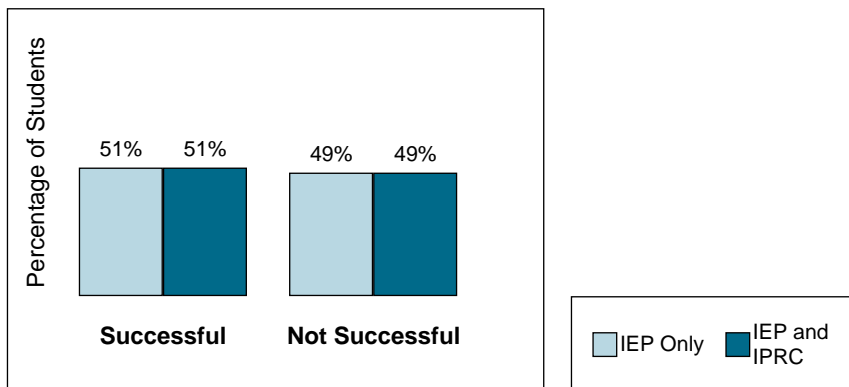
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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.

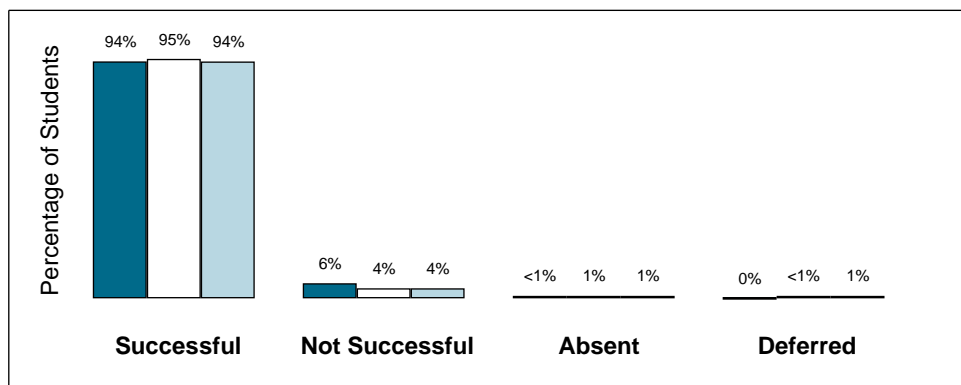
†Based on information provided by schools through the Student Data Collection process.

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

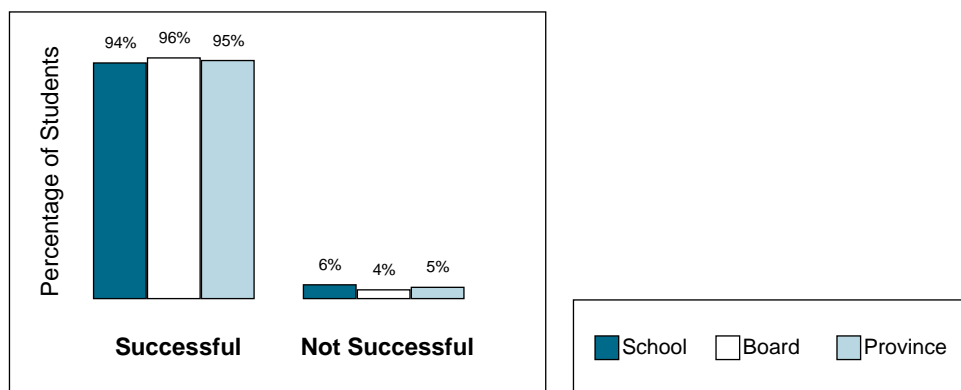
### Results for Students Taking Academic English Course\*†

Results for Students Taking Academic English Course First-Time Eligible Students							
	All			Fully Participating			
	School # = 217	Board # = 6 892	Province # = 103 774	School # = 216	Board # = 6 788	Province # = 101 698	
Successful	204	94%	95%	94%	96%	95%	
Not Successful	12	6%	4%	6%	4%	5%	
Fully Participating	216	100%	98%	98%			
Absent	1	<1%	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.

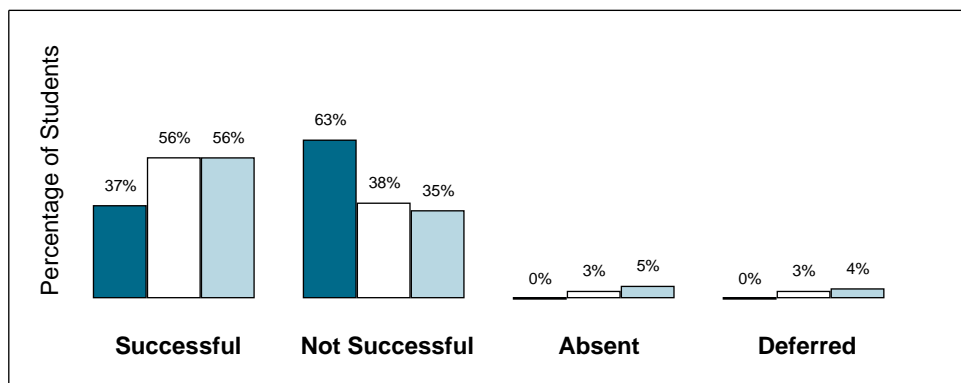
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

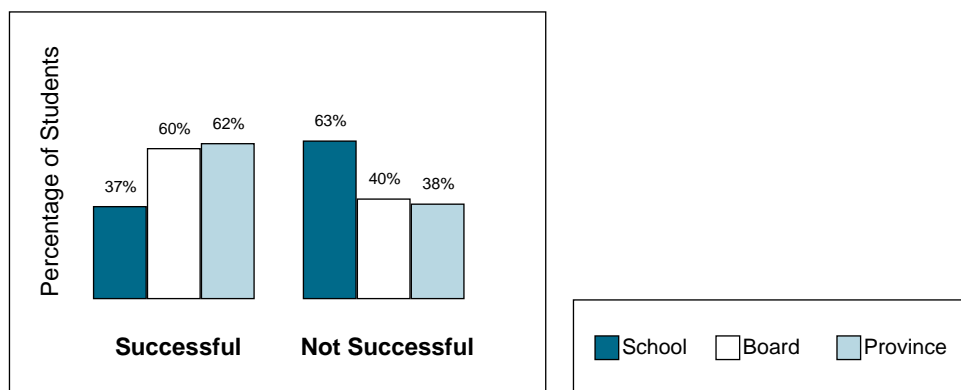
### Results for Students Taking Applied English Course\*†

Results for Students Taking Applied English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = 68	Board # = 1 301	Province # = 38 834	School # = 68	Board # = 1 221	Province # = 35 515
Successful	25	37%	56%	37%	60%	62%
Not Successful	43	63%	38%	63%	40%	38%
Fully Participating	68	100%	94%	94%	91%	
Absent	0	0%	3%	0%	3%	5%
Deferred	0	0%	3%	0%	3%	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.

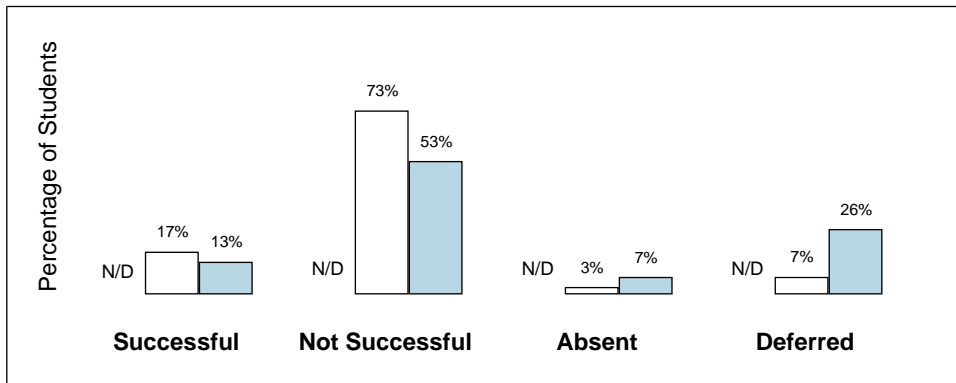
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

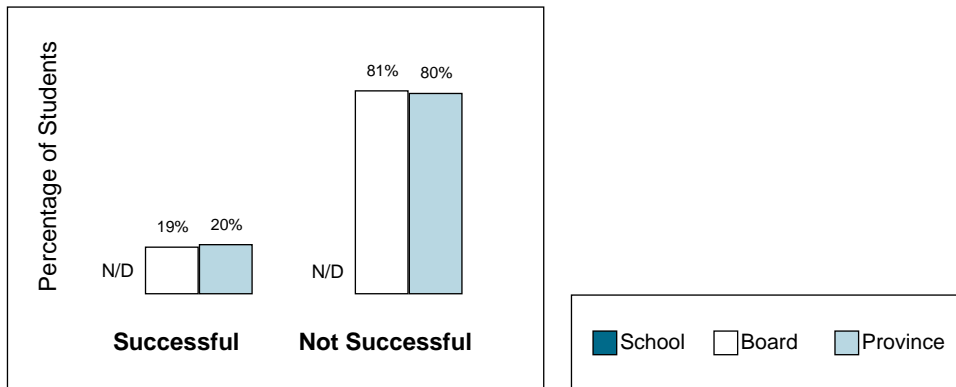
### Results for Students Taking Locally Developed English Course\*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students							
	All			Fully Participating			
	School # = N/D	Board # = 141	Province # = 5 838	School # = N/D	Board # = 127	Province # = 3 905	
Successful	N/D	N/D	17%	13%	N/D	19%	20%
Not Successful	N/D	N/D	73%	53%	N/D	81%	80%
Fully Participating	N/D	N/D	90%	67%			
Absent	N/D	N/D	3%	7%			
Deferred	N/D	N/D	7%	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.

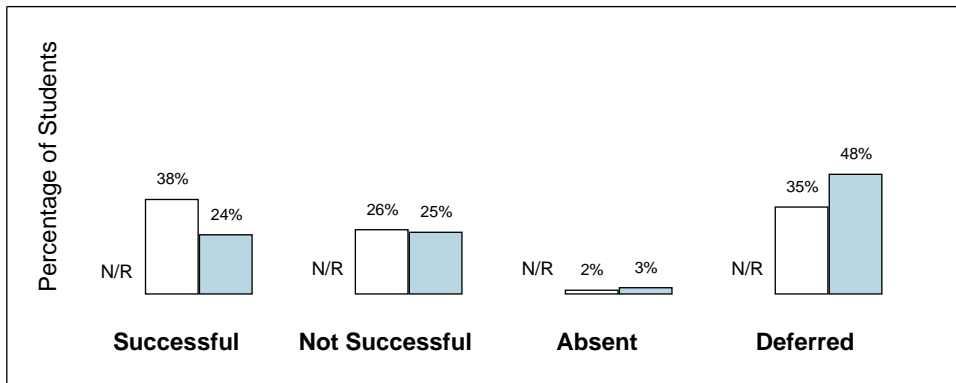
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

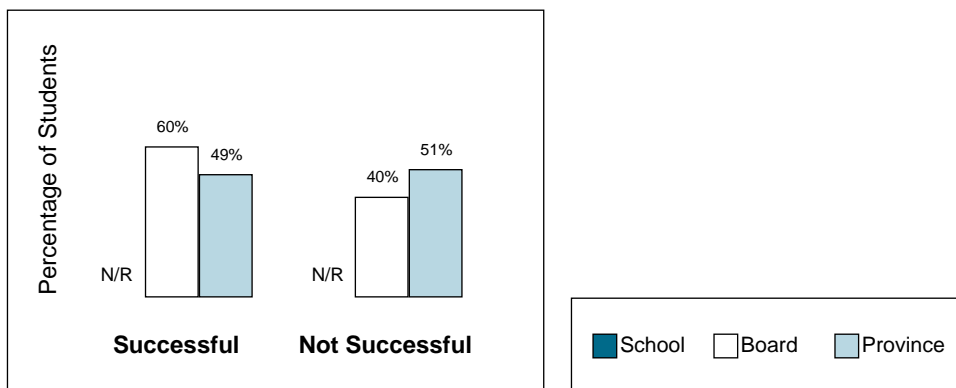
### Results for Students Taking ESL/ELD Course\*†

Results for Students Taking ESL/ELD Course First-Time Eligible Students							
	All			Fully Participating			
	School # = N/R	Board # = 705	Province # = 4 283	School # = N/R	Board # = 450	Province # = 2 114	
Successful	N/R	N/R	38%	24%	N/R	60%	49%
Not Successful	N/R	N/R	26%	25%	N/R	40%	51%
Fully Participating	N/R	N/R	64%	49%			
Absent	N/R	N/R	2%	3%			
Deferred	N/R	N/R	35%	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	198	316	400	310	287
Number of students who were exempted	1	9	1	6	1
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	96%	94%	95%	99%	100%
Of all first-time eligible students, those who were absent	1%	<1%	2%	1%	<1%
Of all first-time eligible students, those who were deferred	4%	5%	3%	0%	0%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	52%	45%	45%	47%	55%
Male	48%	55%	55%	53%	45%
Gender not specified	0%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
English language learners*	4% <sup>‡</sup>	5%	2%	2%	<1%
English language learners receiving special provisions**	n/a	2%	1%	1%	<1%
Students with special needs (excluding gifted)*	11%	16%	13%	12%	13%
Students with special needs receiving accommodations (excluding gifted)**	9%	14%	12%	11%	13%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	81%	78%	78%	78%	76%
Applied	18%	14%	18%	20%	24%
Locally developed	1%	1%	1%	0%	0%
ESL/ELD	n/a	3%	2%	2%	<1%
Other	n/a	n/a	n/a	1%	<1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	187	296	381	306	282
First language learned at home was other than English	46%	40%	39%	36%	38%
Speak only or mostly English at home	56%	60%	58%	61%	60%
Speak another language (or languages) as often as English at home	37%	27%	35%	31%	33%
Speak only or mostly another language (or other languages) at home	7%	12%	7%	8%	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.

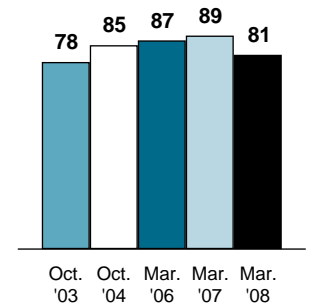
<sup>‡</sup> The percentage of students in October 2003 may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

n/a Information not available.

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

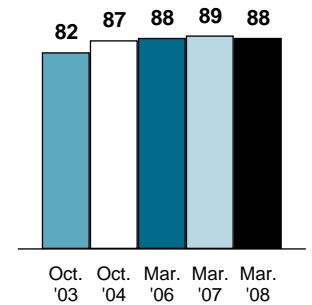
School Results: All First-Time Eligible Students*										
	October 2003		October 2004		March 2006		March 2007		March 2008	
Number of Students	198		316		400		310		287	
Successful	149	75%	252	80%	330	82%	273	88%	231	80%
Not Successful	41	21%	46	15%	51	13%	33	11%	55	19%
Fully Participating	190	96%	298	94%	381	95%	306	99%	286	100%
Absent	1	1%	1	<1%	6	2%	4	1%	1	<1%
Deferred	7	4%	17	5%	13	3%	0	0%	0	0%
Fully Participating Successful	149	78%	252	85%	330	87%	273	89%	231	81%

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	
Number of Students	8 616		8 817		9 569		8 954		9 157	
Successful	6 481	75%	7 176	81%	7 953	83%	7 490	84%	7 612	83%
Not Successful	1 446	17%	1 042	12%	1 094	11%	959	11%	1 053	11%
Fully Participating	7 927	92%	8 218	93%	9 047	95%	8 449	94%	8 665	95%
Absent	266	3%	200	2%	198	2%	124	1%	171	2%
Deferred	423	5%	399	5%	324	3%	381	4%	321	4%
Fully Participating Successful	6 481	82%	7 176	87%	7 953	88%	7 490	89%	7 612	88%

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	
Number of Students	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%
Fully Participating	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%
Fully Participating Successful	109 609	77%	121 855	82%	125 830	84%	122 475	84%	122 324	84%

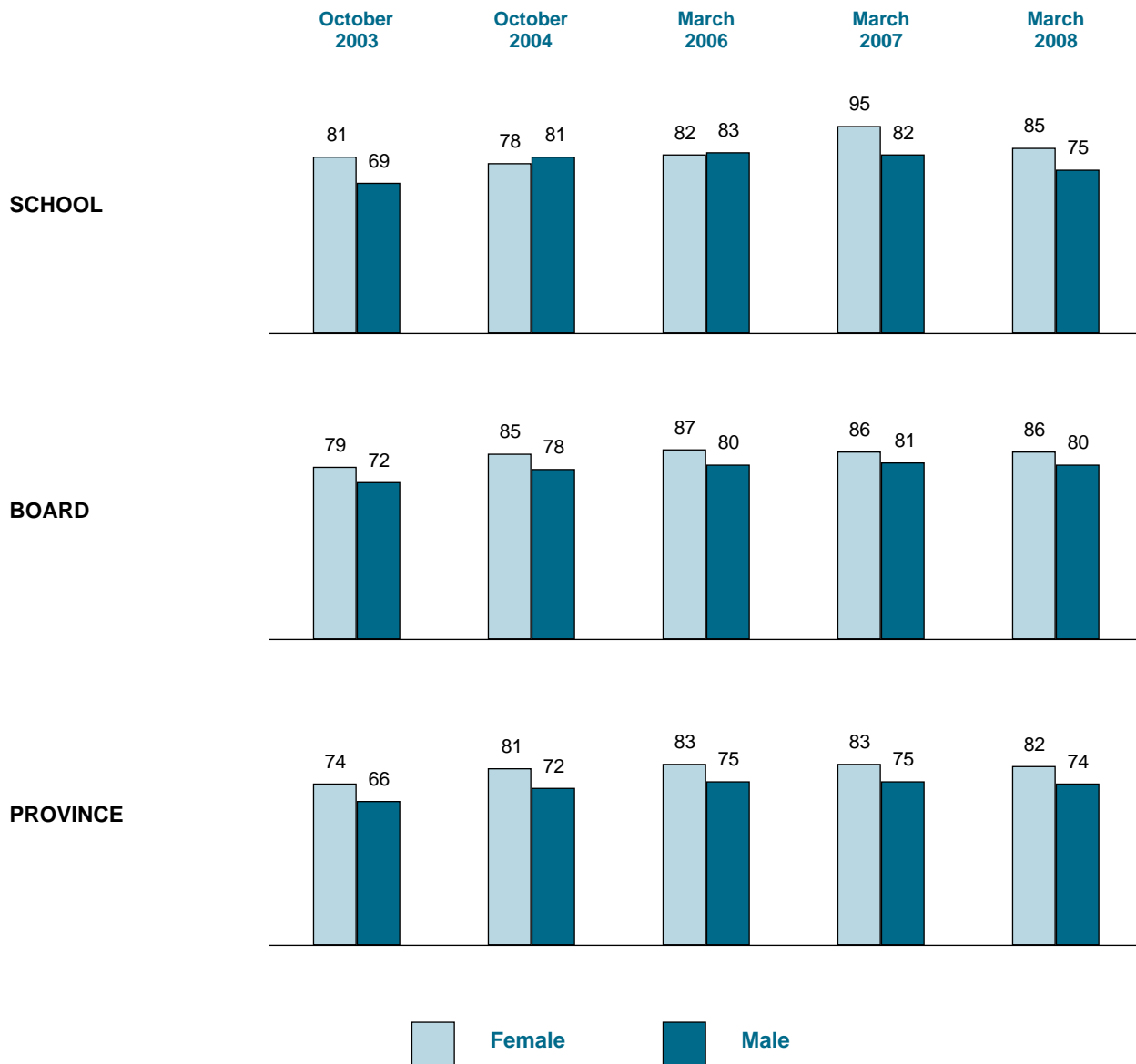
Provincial Results over Time: Percentage of Fully Participating Successful Students



\* 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**



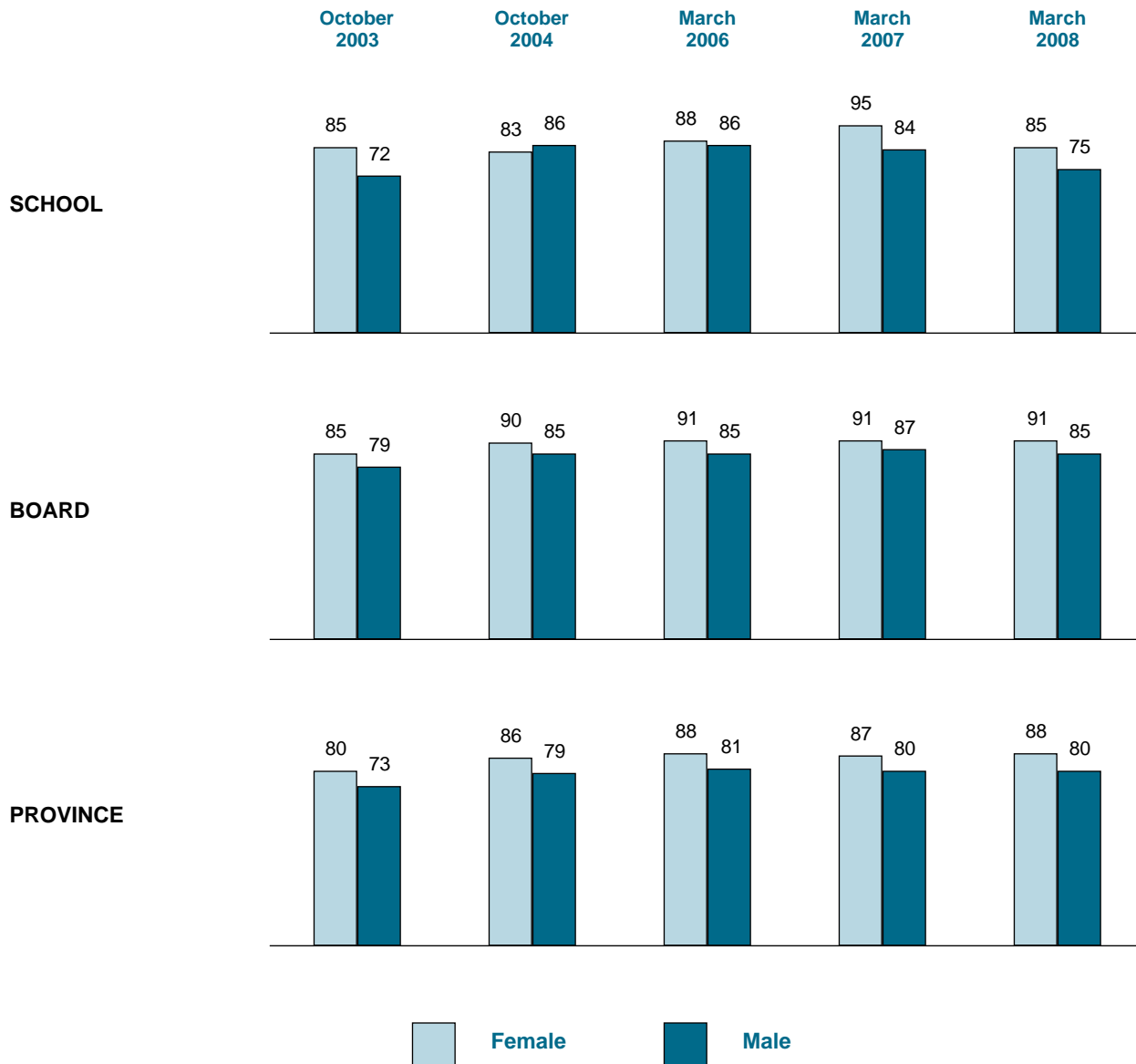
**Number of First-Time Eligible Students†**

	October 2003		October 2004		March 2006		March 2007		March 2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	103	95	141	175	180	220	147	163	158	129
Board	4 052	4 520	4 251	4 548	4 624	4 939	4 325	4 629	4 475	4 682
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†**

	October 2003		October 2004		March 2006		March 2007		March 2008	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	98	92	132	166	169	212	147	159	157	129
Board	3 771	4 130	4 008	4 204	4 405	4 636	4 116	4 333	4 260	4 405
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 (# = 282)			
Questionnaire Item	Percentage of Students*		Number of Students Who Answered "Yes"
<b>1. Types of materials students read in English outside school most weeks:</b>			
non-fiction books, e.g., biographies	41   59		115
comics	41   59		115
Web sites, e-mail, chat messages	95   5		269
letters	47   53		132
magazines	73   26		207
manuals, instructions	47   52		133
newspapers	46   53		130
novels, fiction, short stories	76   24		213
song lyrics, poems	71   29		200
religious or spiritual writings	29   70		83
<b>2. Types of writing students do in English outside school most weeks:</b>			
e-mail, chat messages	95   4		269
letter, journals, diaries	27   71		76
notes, directions, instructions	52   47		146
song lyrics, poems	40   58		113
stories, fiction	29   68		83
work-related writing	58   40		163
<b>3. Types of English language materials students have at home:</b>			
dictionaries, encyclopedias (print or electronic)	94   5		266
books	97		273
newspapers	88   11		247
magazines	87   12		244

\* 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 (# = 282)		
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	26	72
more than one hour but less than three hours	38	106
more than three hours but less than five hours	20	55
five hours or more	17	48
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	33	93
more than one hour but less than three hours	39	109
more than three hours but less than five hours	16	45
five hours or more	11	30
<b>6. How often students use a computer at home for homework:</b>		
don't have a computer at home	<1	1
never or hardly ever use a computer for homework	5	14
use a computer once or twice a month for homework	12	35
use a computer once or twice a week for homework	38	108
use a computer almost every day for homework	43	122
<b>7. First language students learned at home was English:</b>		
yes	62	175
no	38	107
<b>8. Language(s) students speak at home:</b>		
only or mostly English	60	168
another language (or languages) as often as English	33	94
only or mostly another language (or other languages)	7	19

\* 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 (#= 282)	Female* (#= 155)	Male* (#= 127)	All (#= 8 542)	Female* (#= 4 210)	Male* (#= 4 332)	All (#= 143 535)	Female* (#= 70 815)	Male* (#= 72 701)
<b>Percentage of students indicating that they</b>									
have a computer at home.	99%	98%	100%	99%	99%	98%	98%	98%	97%
use the computer almost every day for homework.	43%	46%	40%	44%	45%	42%	30%	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	41%	35%	47%	36%	34%	39%	34%	34%	35%
comics	41%	39%	43%	39%	34%	44%	36%	31%	41%
Web sites, e-mail, chat messages	95%	97%	94%	94%	95%	92%	92%	95%	90%
letters	47%	46%	47%	41%	46%	36%	41%	47%	36%
magazines	73%	81%	65%	71%	82%	60%	73%	84%	63%
manuals, instructions	47%	38%	58%	46%	37%	54%	43%	34%	52%
newspapers	46%	43%	50%	50%	46%	54%	53%	51%	55%
novels, fiction, short stories	76%	81%	69%	71%	82%	61%	67%	79%	55%
song lyrics, poems	71%	77%	63%	64%	76%	53%	63%	76%	50%
religious or spiritual writings	29%	32%	26%	23%	23%	22%	21%	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.	37%	43%	29%	41%	45%	36%	39%	45%	33%
<b>Percentage of students indicating that they have the following English language materials at home:</b>									
dictionaries, encyclopedias (print or electronic)	94%	95%	93%	94%	95%	92%	92%	93%	90%
books	97%	99%	94%	95%	97%	94%	94%	97%	92%
newspapers	88%	91%	83%	87%	88%	86%	86%	87%	86%
magazines	87%	92%	80%	84%	88%	80%	87%	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	95%	97%	94%	94%	96%	93%	94%	96%	91%
letters, journals, diaries	27%	40%	11%	31%	47%	15%	30%	46%	14%
notes, directions, instructions	52%	53%	50%	47%	50%	44%	45%	49%	41%
song lyrics, poems	40%	43%	37%	35%	41%	29%	37%	45%	30%
stories, fiction	29%	34%	24%	27%	32%	23%	28%	32%	24%
work-related writing	58%	61%	54%	55%	56%	55%	49%	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.	27%	30%	22%	31%	34%	28%	30%	35%	26%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	38%	32%	45%	40%	40%	40%	22%	22%	21%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	60%	61%	57%	59%	60%	58%	77%	77%	77%
another language (or languages) as often as English	33%	33%	34%	27%	27%	26%	16%	17%	15%
only or mostly another language (or other languages)	7%	5%	9%	14%	13%	16%	7%	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. First-time eligible includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).
<b>Previously Eligible Students</b>	Previously eligible includes all students who were not successful during a previous administration, or who were absent or deferred, and who were eligible to write the OSSLT in March 2008 (i.e., those working toward an OSSD).
<b>All Eligible Students</b>	This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
<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 one or both sessions of the administration.
<b>Deferred</b>	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions. 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 English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (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 Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
<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 Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
<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.



# School Report

## Previously Eligible Students



### Ontario Secondary School Literacy Test, March 2008

School: Emily Carr Secondary S (908819)

Board: York Region DSB (66095)

I am pleased to provide you with this report, which shows the achievement of students on the March 2008 OSSLT.

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.

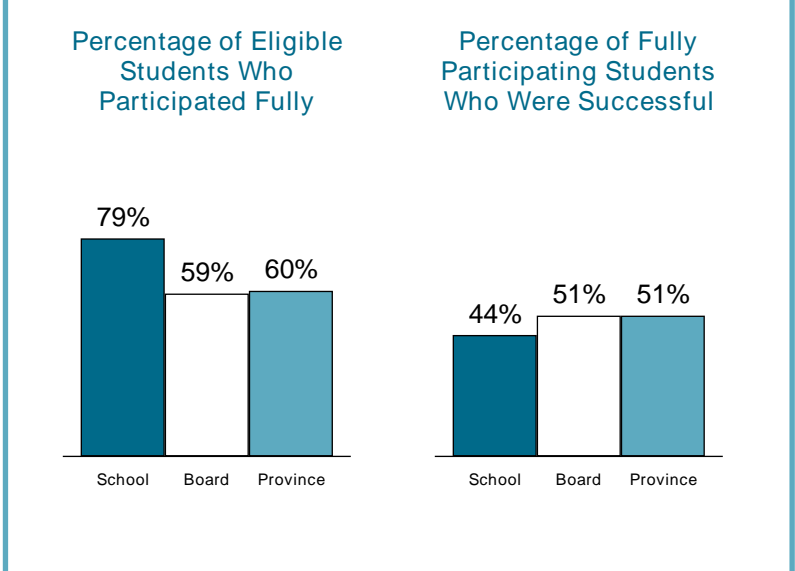
EQAO's literacy test results are to be used in conjunction with school-based data, such as that from regular classroom assessments. When used together, these sources provide a more complete picture of student knowledge and skills than they would separately. I trust this report will contribute to building 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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### PREVIOUSLY ELIGIBLE STUDENTS, MARCH 2008: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



## 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 as differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



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;
- ◆ 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 Previously 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 previously eligible students	52		1 983		50 352	
Number of schools with previously eligible students	n/a		30		785	
Number of students who were exempted	0		41		1 653	
	Number	Percent	Number	Percent	Number	Percent
<b>Participation in the Test</b>						
Of all previously eligible students, those who participated fully in the assessment	41	79%	1 170	59%	30 413	60%
Of all previously eligible students, those who were absent	7	13%	142	7%	6 329	13%
Of all previously eligible students, those who were deferred	1	2%	189	10%	5 146	10%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	3	6%	482	24%	8 464	17%
<b>Gender<sup>†</sup> Based on number of previously eligible students</b>						
Female	15	29%	738	37%	20 186	40%
Male	37	71%	1 245	63%	30 163	60%
Gender not specified	0	0%	0	0%	3	<1%
<b>Student Status<sup>†</sup> Based on number of previously eligible students</b>						
English language learners*	8	15%	599	30%	6 448	13%
English language learners receiving special provisions**	8	20%	367	31%	2 813	9%
Students with special needs (excluding gifted)*	15	29%	605	31%	16 297	32%
Students with special needs receiving accommodations (excluding gifted)**	10	24%	328	28%	8 518	28%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		40		1 151	
First language learned at home was other than English	19	48%	628	55%	10 062	34%
Speak only or mostly English at home	22	55%	501	44%	18 901	63%
Speak another language (or languages) as often as English at home	13	32%	272	24%	6 044	20%
Speak only or mostly another language (or other languages) at home	5	12%	372	32%	4 637	16%

<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.

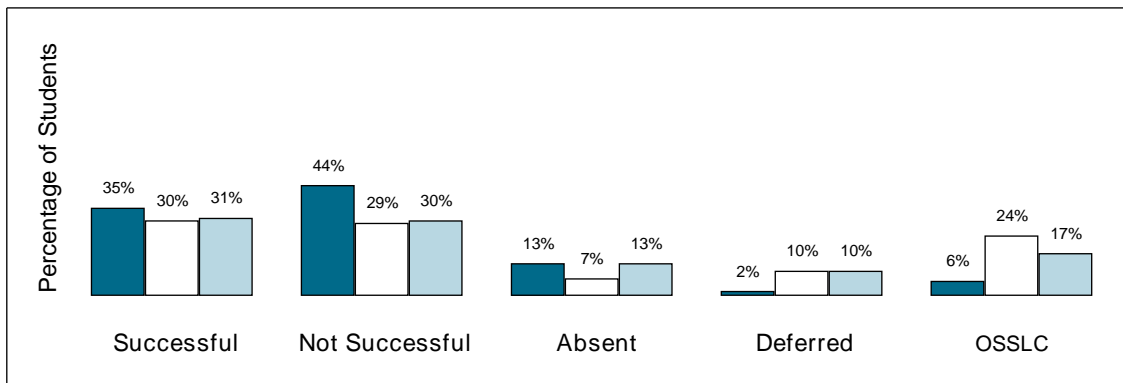
<sup>††</sup> Demographic information pertaining to "language" is gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## OSSLT Results for Previously Eligible Students, March 2008

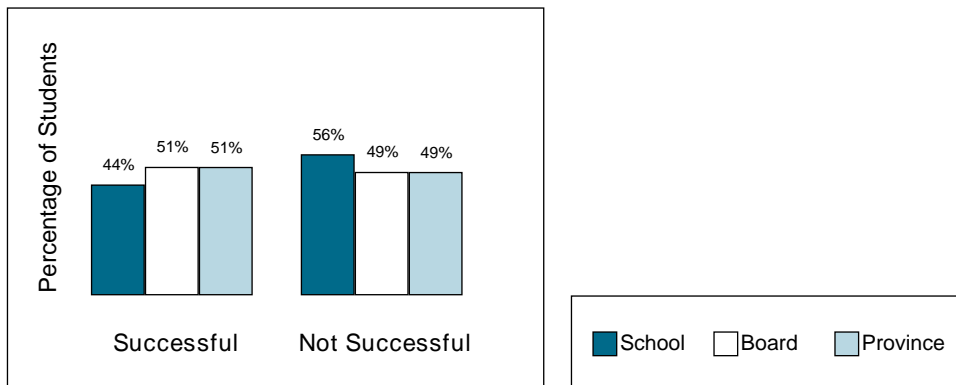
### Results for All Previously Eligible Students\*

Previously Eligible Students						
	All			Fully Participating		
	School # =52	Board # = 1 983	Province # =50 352	School # =41	Board # = 1 170	Province # =30 413
Successful	18	35%	30%	44%	51%	51%
Not Successful	23	44%	29%	56%	49%	49%
<b>Fully Participating</b>	<b>41</b>	<b>79%</b>	<b>59%</b>			
Absent	7	13%	7%			13%
Deferred	1	2%	10%			10%
OSSLC	3	6%	24%			17%

### Results for All Previously Eligible Students



### Results for Fully Participating Previously Eligible Students



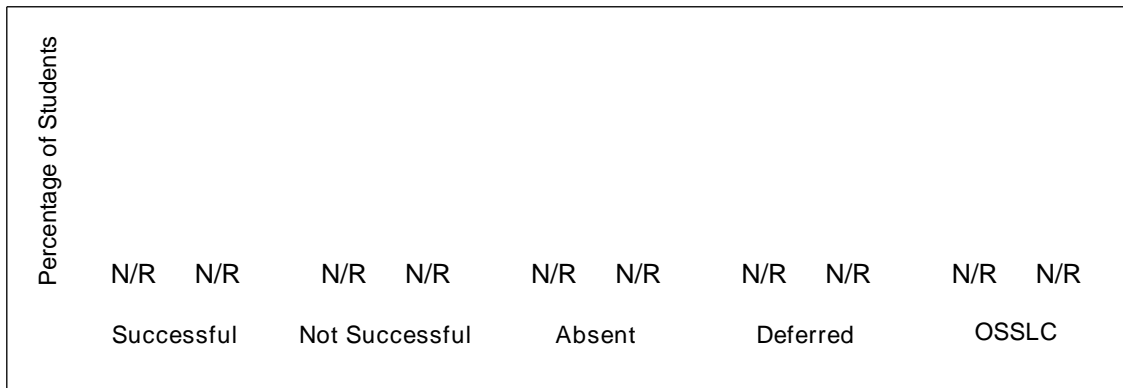
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for Previously Eligible Students, March 2008

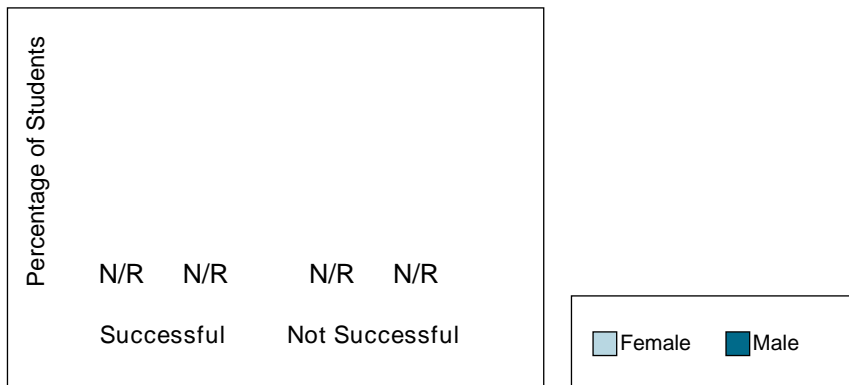
### School Results by Gender\*†

School Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = N/R		Male # = N/R		Female # = N/R	Male # = N/R
Successful	N/R	N/R	N/R	N/R	N/R	N/R
Not Successful	N/R	N/R	N/R	N/R	N/R	N/R
<b>Fully Participating</b>	N/R	N/R	N/R	N/R		
Absent	N/R	N/R	N/R	N/R		
Deferred	N/R	N/R	N/R	N/R		
OSSLC	N/R	N/R	N/R	N/R		

### School Results for All Previously Eligible Students by Gender



### School Results for Fully Participating Previously Eligible Students by Gender



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

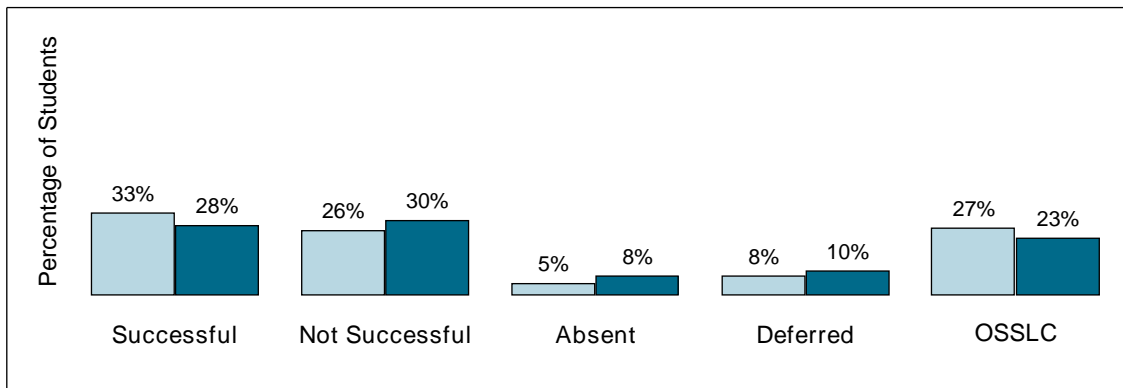
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## OSSLT Results for Previously Eligible Students, March 2008

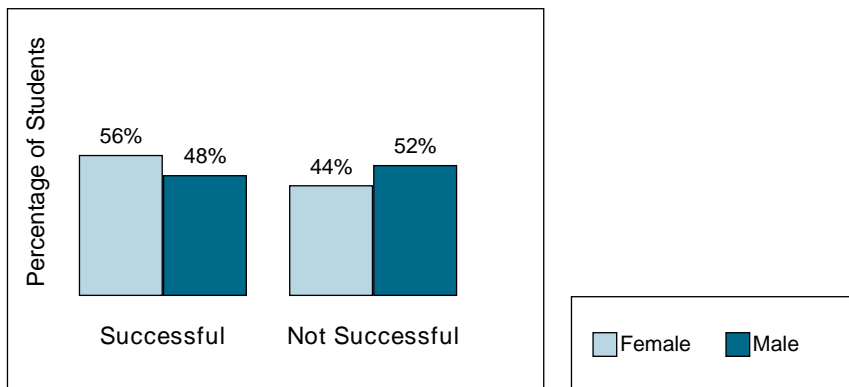
### Board Results by Gender\*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 738		Male # = 1 245		Female # = 440	Male # = 730
Successful	246	33%	354	28%	56%	48%
Not Successful	194	26%	376	30%	44%	52%
<b>Fully Participating</b>	<b>440</b>	<b>60%</b>	<b>730</b>	<b>59%</b>		
Absent	39	5%	103	8%		
Deferred	62	8%	127	10%		
OSSLC	197	27%	285	23%		

### Board Results for All Previously Eligible Students by Gender



### Board Results for Fully Participating Previously Eligible Students by Gender



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

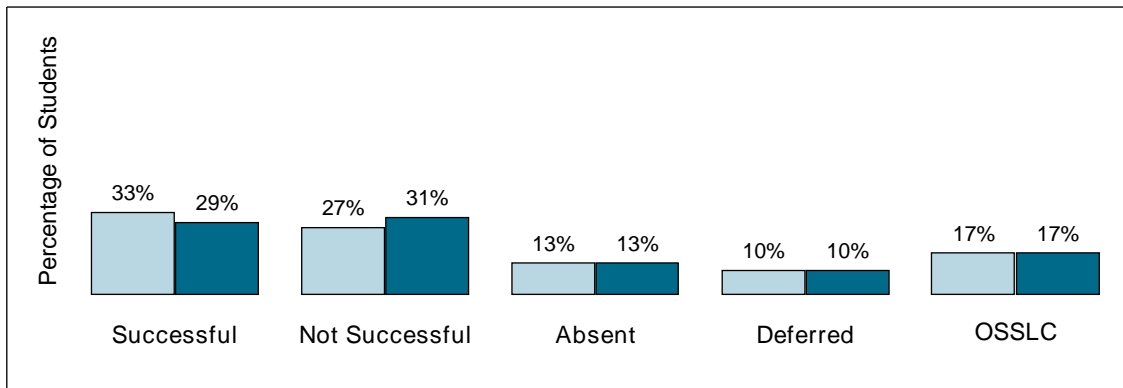
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## OSSLT Results for Previously Eligible Students, March 2008

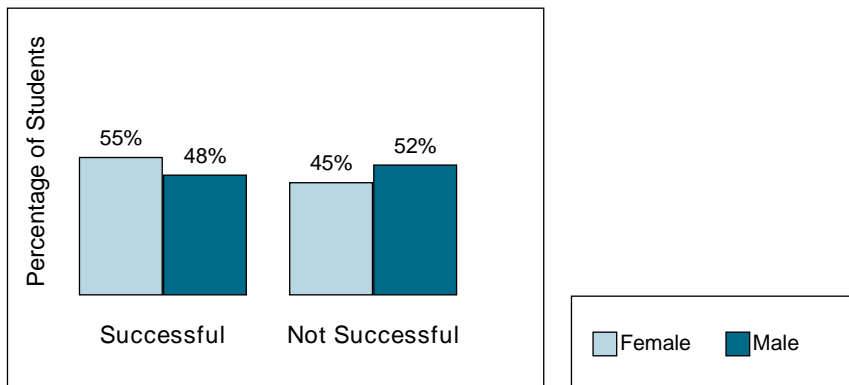
### Provincial Results by Gender\*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 20 186		Male # = 30 163		Female # = 12 222	Male # = 18 188
Successful	6 715	33%	8 816	29%	55%	48%
Not Successful	5 507	27%	9 372	31%	45%	52%
<b>Fully Participating</b>	<b>12 222</b>	<b>61%</b>	<b>18 188</b>	<b>60%</b>		
Absent	2 552	13%	3 777	13%		
Deferred	2 050	10%	3 096	10%		
OSSLC	3 362	17%	5 102	17%		

### Provincial Results for All Previously Eligible Students by Gender



### Provincial Results for Fully Participating Previously Eligible Students by Gender



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

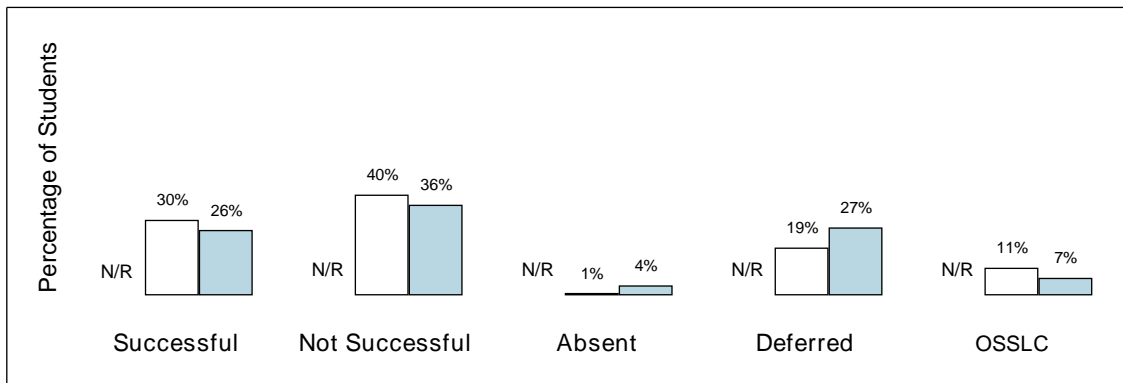
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## OSSLT Results for Previously Eligible Students, March 2008

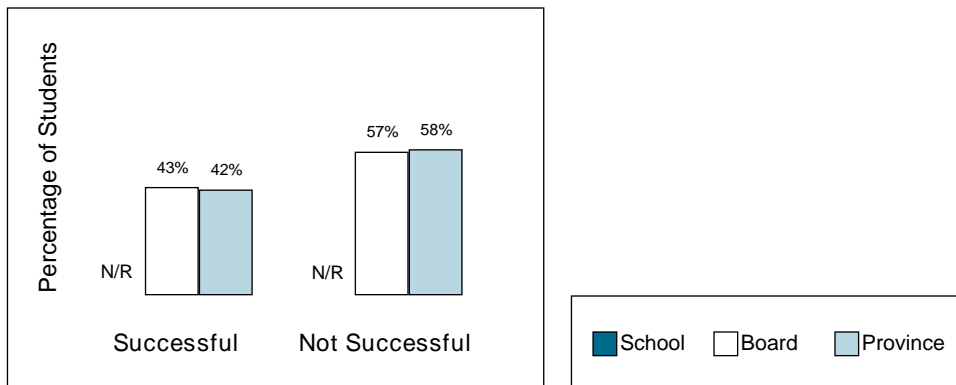
### Results for English Language Learners\*†

Results for English Language Learners Previously Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 599	Province # = 6 448	School # = N/R	Board # = 415	Province # = 4 021
Successful	N/R	N/R	30%	26%	N/R	42%
Not Successful	N/R	N/R	40%	36%	N/R	58%
<b>Fully Participating</b>	<b>N/R</b>	<b>N/R</b>	<b>69%</b>	<b>62%</b>		
Absent	N/R	N/R	1%	4%		
Deferred	N/R	N/R	19%	27%		
OSSLC	N/R	N/R	11%	7%		

### Results for All Previously Eligible English Language Learners



### Results for Fully Participating Previously Eligible English Language Learners



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

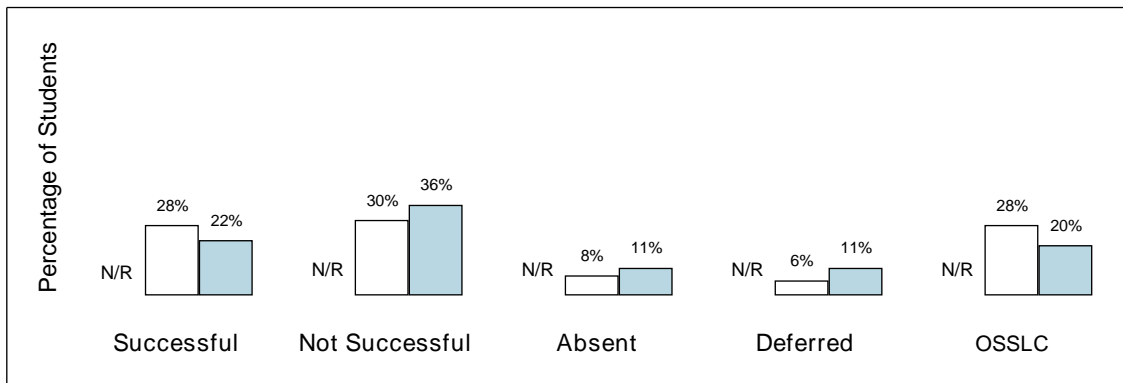
† Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for Previously Eligible Students, March 2008

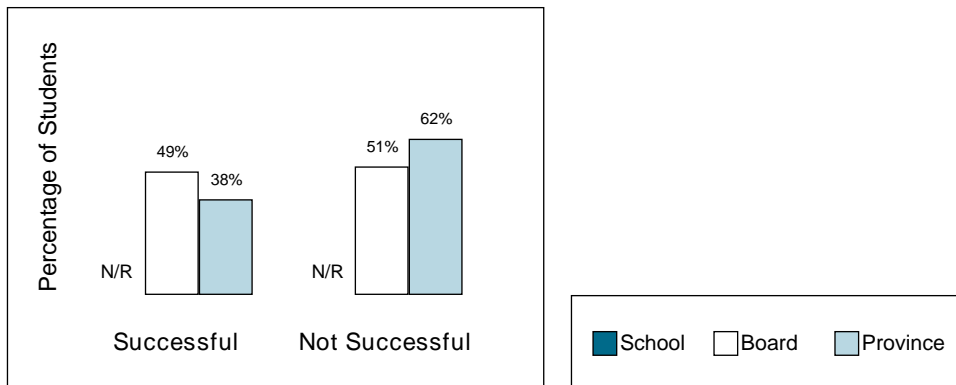
### Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 605	Province # = 16 297	School # = N/R	Board # = 350	Province # = 9 515
Successful	N/R	N/R	28%	22%	N/R	38%
Not Successful	N/R	N/R	30%	36%	N/R	62%
<b>Fully Participating</b>	<b>N/R</b>	<b>N/R</b>	<b>58%</b>	<b>58%</b>		
Absent	N/R	N/R	8%	11%		
Deferred	N/R	N/R	6%	11%		
OSSLC	N/R	N/R	28%	20%		

### Results for All Previously Eligible Students with Special Needs (excluding gifted)



### Results for Fully Participating Previously Eligible Students with Special Needs (excluding gifted)



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

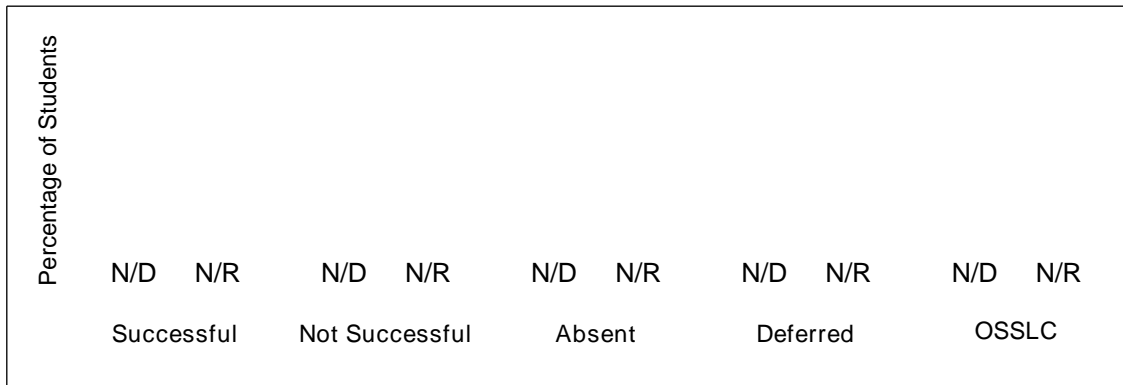
† Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for Previously Eligible Students, March 2008

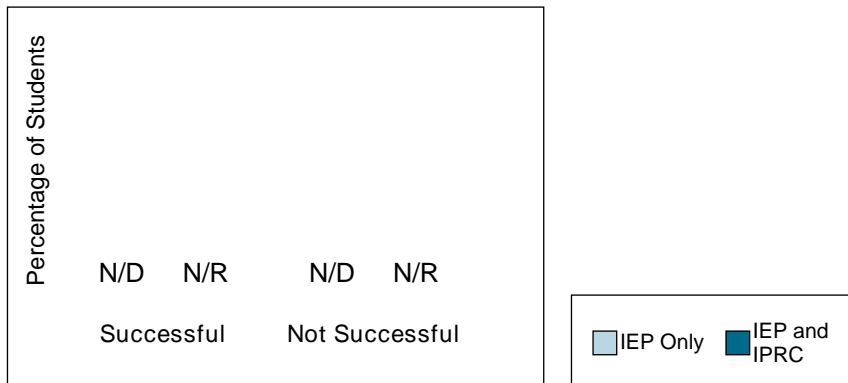
### School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

School Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously 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>	<b>N/D</b>	<b>N/D</b>	<b>N/R</b>	<b>N/R</b>		
Absent	N/D	N/D	N/R	N/R		
Deferred	N/D	N/D	N/R	N/R		
OSSLC	N/D	N/D	N/R	N/R		

### School Results for All Previously Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



### School Results for Fully Participating Previously Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



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

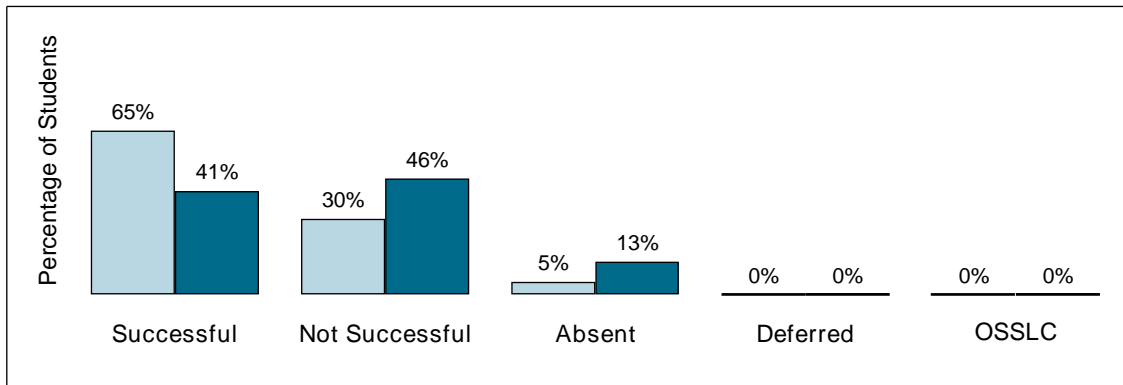
† Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for Previously Eligible Students, March 2008

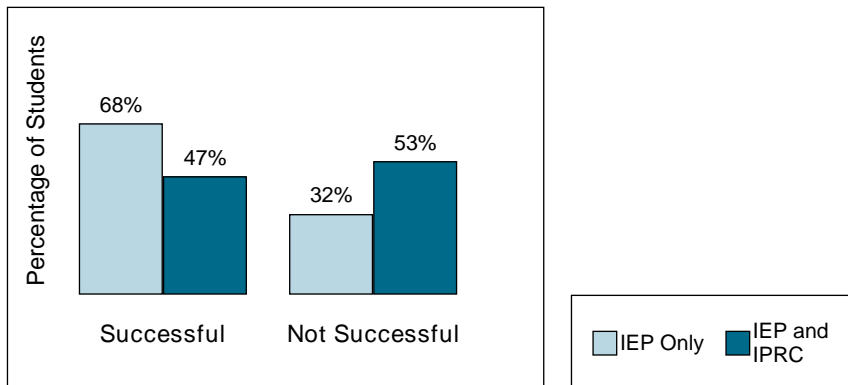
### Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 20		IEP and IPRC # = 356		IEP Only # = 19	IEP and IPRC # = 309
Successful	13	65%	146	41%	68%	47%
Not Successful	6	30%	163	46%	32%	53%
<b>Fully Participating</b>	<b>19</b>	<b>95%</b>	<b>309</b>	<b>87%</b>		
Absent	1	5%	47	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

### Board Results for All Previously Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



### Board Results for Fully Participating Previously Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



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

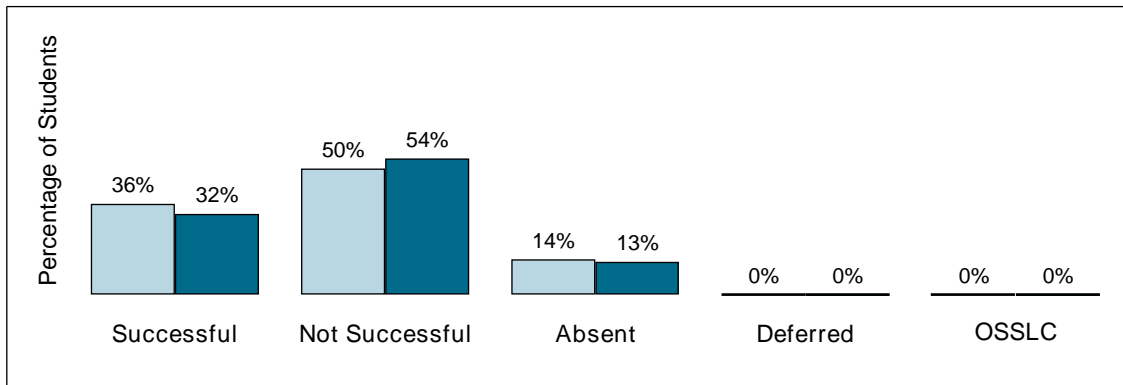
† Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for Previously Eligible Students, March 2008

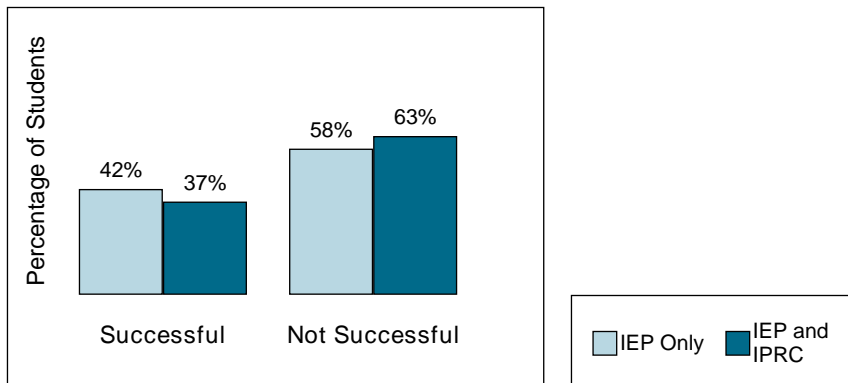
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 2 916		IEP and IPRC # = 6 955		IEP Only # = 2 494	IEP and IPRC # = 6 024
Successful	1 039	36%	2 246	32%	42%	37%
Not Successful	1 455	50%	3 778	54%	58%	63%
<b>Fully Participating</b>	<b>2 494</b>	<b>86%</b>	<b>6 024</b>	<b>87%</b>		
Absent	422	14%	931	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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



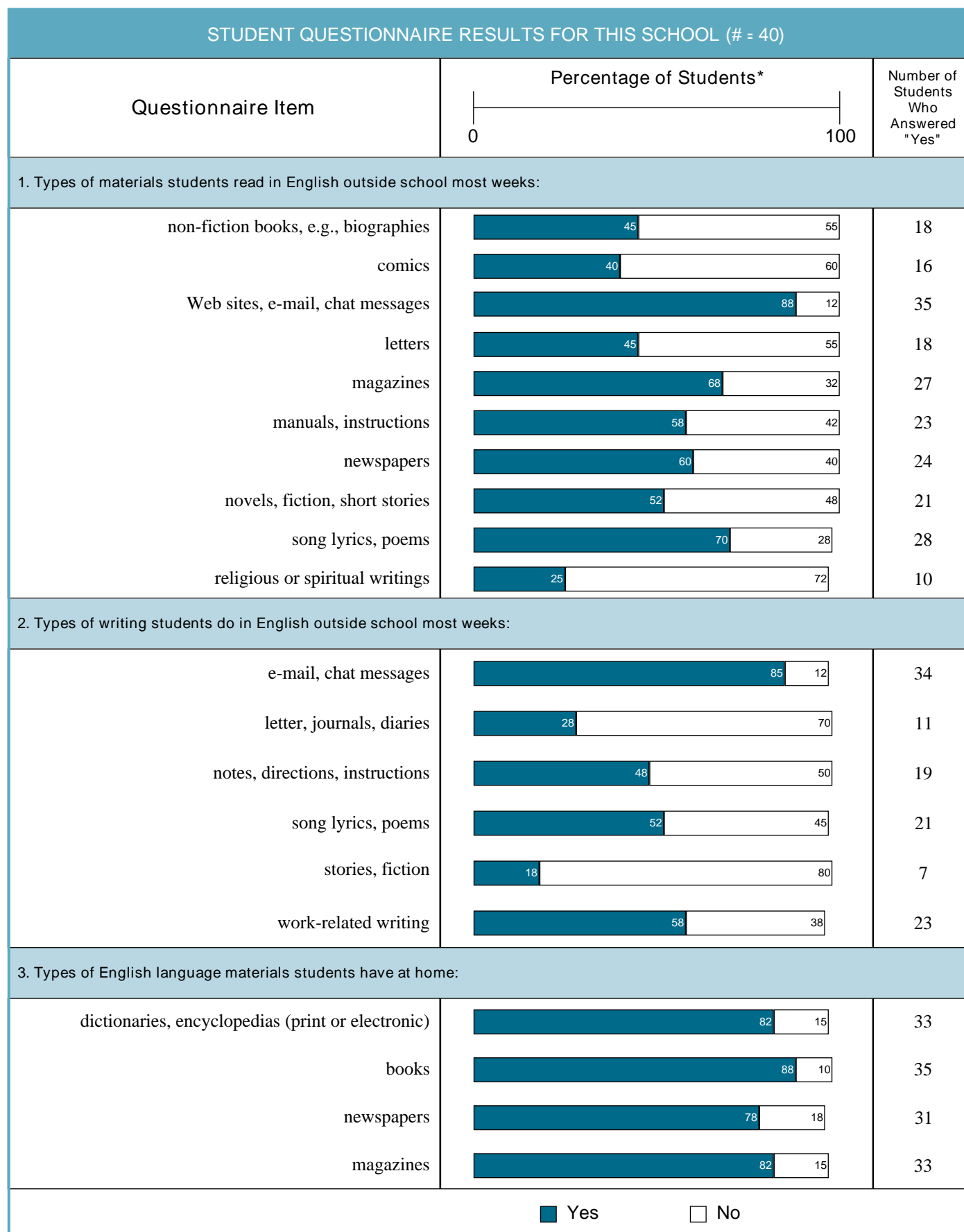
### Provincial Results for Fully Participating Previously Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



\* 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 Previously Eligible Students, March 2008



\* 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 Previously Eligible Students, March 2008

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 40)		
Questionnaire Item	Percentage of Students*	Number of Students
4. Number of hours a week students read materials written in English outside school, not including homework:		
one hour or less	 32	13
more than one hour but less than three hours	 38	15
more than three hours but less than five hours	 18	7
five hours or more	 12	5
5. Number of hours a week students write in English outside school, not including homework:		
one hour or less	 52	21
more than one hour but less than three hours	 30	12
more than three hours but less than five hours	 2	1
five hours or more	 12	5
6. How often students use a computer at home for homework:		
don't have a computer at home	 2	1
never or hardly ever use a computer for homework	 20	8
use a computer once or twice a month for homework	 30	12
use a computer once or twice a week for homework	 28	11
use a computer almost every day for homework	 20	8
7. First language students learned at home was English:		
yes	 52	21
no	 48	19
8. Language(s) students speak at home:		
only or mostly English	 55	22
another language (or languages) as often as English	 32	13
only or mostly another language (or other languages)	 12	5

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

## OSSLT Results for Previously Eligible Students, March 2008

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 40)	Female* (#= 11)	Male* (#= 29)	All (#= 1 151)	Female* (#= 434)	Male* (#= 717)	All (#= 29 819)	Female* (#= 12 032)	Male* (#= 17 784)
Percentage of students indicating that they									
have a computer at home.	98%	100%	97%	97%	98%	96%	93%	94%	93%
use the computer almost every day for homework.	20%	18%	21%	39%	39%	40%	28%	31%	26%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:									
non-fiction books, e.g., biographies	45%	27%	52%	36%	35%	37%	38%	40%	37%
comics	40%	18%	48%	40%	36%	42%	39%	34%	43%
Web sites, e-mail, chat messages	88%	91%	86%	89%	91%	87%	89%	92%	87%
letters	45%	45%	45%	48%	51%	46%	53%	59%	49%
magazines	68%	91%	59%	70%	81%	64%	73%	82%	66%
manuals, instructions	58%	45%	62%	52%	44%	57%	53%	43%	59%
newspapers	60%	45%	66%	52%	48%	55%	59%	58%	59%
novels, fiction, short stories	52%	36%	59%	59%	67%	54%	57%	71%	48%
song lyrics, poems	70%	73%	69%	63%	72%	58%	63%	75%	55%
religious or spiritual writings	25%	18%	28%	22%	22%	22%	26%	28%	24%
Percentage of students indicating that they read materials written in English outside school, not including homework, for									
more than three hours a week.	30%	18%	34%	26%	26%	26%	29%	33%	27%
Percentage of students indicating that they have the following English language materials at home:									
dictionaries, encyclopedias (print or electronic)	82%	91%	79%	85%	85%	85%	84%	86%	83%
books	88%	100%	83%	87%	90%	86%	88%	92%	86%
newspapers	78%	82%	76%	76%	74%	77%	80%	79%	80%
magazines	82%	100%	76%	75%	82%	70%	80%	84%	78%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:									
e-mail, chat messages	85%	100%	79%	91%	92%	90%	90%	92%	89%
letters, journals, diaries	28%	36%	24%	31%	45%	23%	36%	54%	23%
notes, directions, instructions	48%	36%	52%	50%	47%	51%	51%	53%	49%
song lyrics, poems	52%	55%	52%	40%	43%	38%	43%	50%	38%
stories, fiction	18%	0%	24%	29%	30%	28%	29%	34%	26%
work-related writing	58%	64%	55%	57%	58%	57%	54%	54%	54%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	15%	18%	14%	24%	22%	26%	28%	31%	26%
Percentage of students indicating that the first language they learned at home was									
other than English.	48%	64%	41%	55%	57%	53%	34%	36%	32%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	55%	45%	59%	44%	42%	44%	63%	61%	65%
another language (or languages) as often as English	32%	36%	31%	24%	21%	25%	20%	22%	19%
only or mostly another language (or other languages)	12%	18%	10%	32%	36%	30%	16%	17%	15%

\* 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. First-time eligible includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).
<b>Previously Eligible Students</b>	Previously eligible includes all students who were not successful during a previous administration, or who were absent or deferred, and who were eligible to write the OSSLT in March 2008 (i.e., those working toward an OSSD).
<b>All Eligible Students</b>	This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
<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 one or both sessions of the administration.
<b>Deferred</b>	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions. 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 English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (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 Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
<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 Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
<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.