



Education  
Quality and  
Accountability  
Office

# SCHOOL REPORT

## First-Time Eligible Students

Ontario Secondary School Literacy Test, March 2006

**School: Stouffville District SS (945455)**

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

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.

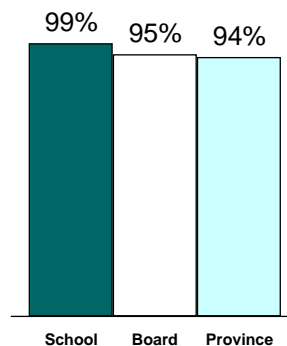
I trust that this report, when used with other school data and the regular classroom assessments conducted by a student's teachers, will help educators and parents work together so that each young person finds success in the journey through school.

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

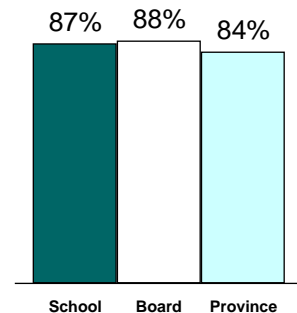
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### FIRST-TIME ELIGIBLE STUDENTS, MARCH 2006: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

**Percentage of Eligible Students Who Participated Fully**

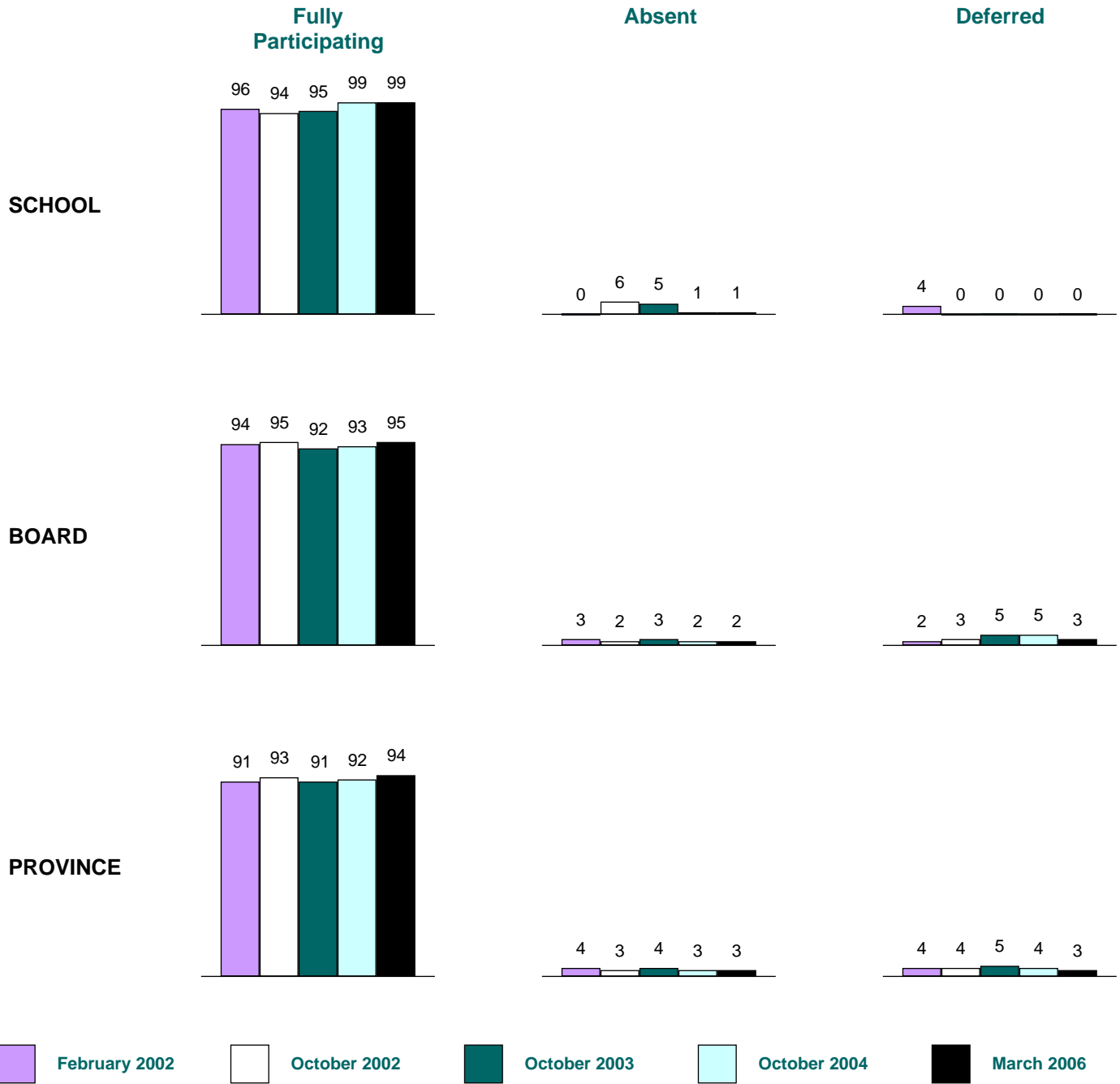


**Percentage of Fully Participating Students Who Were Successful**



PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS\*



	Number of First-Time Eligible Students				
	February 2002	October 2002	October 2003	October 2004	March 2006
School	184	194	196	215	205
Board	7 105	7 780	8 616	8 817	9 569
Province	141 061	146 539	157 464	160 088	158 817

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

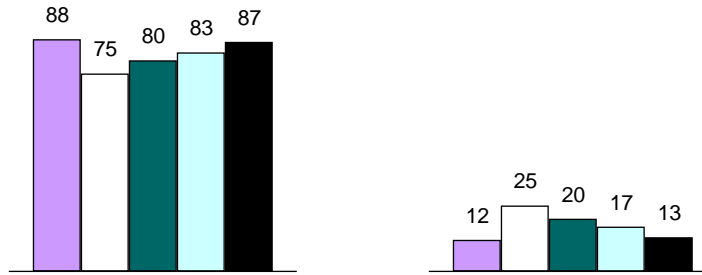
**ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME**

**PERCENTAGE OF STUDENTS\***

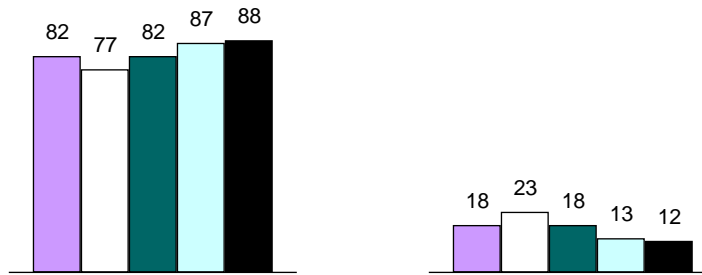
**Successful**

**Not Successful**

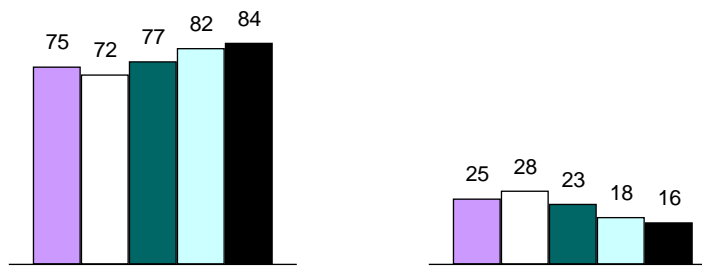
**SCHOOL**



**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	177	183	187	212	202
Board	6 708	7 375	7 927	8 218	9 047
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	205		9 569		158 817	
Number of schools with first-time eligible students	n/a		30		777	
Students who were exempted	0		114		1 617	
<b>Participation in the Test</b>	<b>205</b>		<b>9 569</b>		<b>158 817</b>	
	#	%	#	%	#	%
Of all first-time eligible students, those who participated fully in the assessment	202	99%	9 047	95%	149 098	94%
Of all first-time eligible students, those who were absent	3	1%	198	2%	4 715	3%
Of all first-time eligible students, those who were deferred	0	0%	324	3%	5 004	3%
<b>Demographic Information*</b>	<b>205</b>		<b>9 569</b>		<b>158 817</b>	
	#	%	#	%	#	%
<b>Gender</b>						
Female	84	41%	4 624	48%	77 358	49%
Male	121	59%	4 939	52%	81 402	51%
Gender not specified	0	0%	6	<1%	57	<1%
<b>Student Status**</b>						
English as a second language (ESL) or English literacy development (ELD) learners	0	0%	841	9%	6 181	4%
ESL/ELD learners receiving special provisions***	0	0%	529	6%	3 222	2%
Identified as students with special needs (excluding gifted)	24	12%	1 347	14%	21 755	14%
Students with special needs receiving accommodations (excluding gifted)***	24	12%	1 106	12%	16 891	11%
<b>Level of Study for English****</b>						
Academic	169	82%	7 023	73%	102 066	64%
Applied	33	16%	1 363	14%	39 273	25%
Locally developed	0	0%	172	2%	5 191	3%
ESL/ELD	0	0%	868	9%	5 557	3%
<b>Demographic Information*</b> (based on Student Questionnaire data)	<b>202</b>		<b>9 020</b>		<b>147 512</b>	
	#	%	#	%	#	%
<b>Language</b>						
First language learned at home was other than English	8	4%	3 671	41%	33 293	23%
Speak only or mostly English at home	192	95%	5 375	60%	112 280	76%
Speak another language (or languages) as often as English at home	8	4%	2 229	25%	23 140	16%
Speak only or mostly another language (or other languages) at home	0	0%	1 382	15%	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.

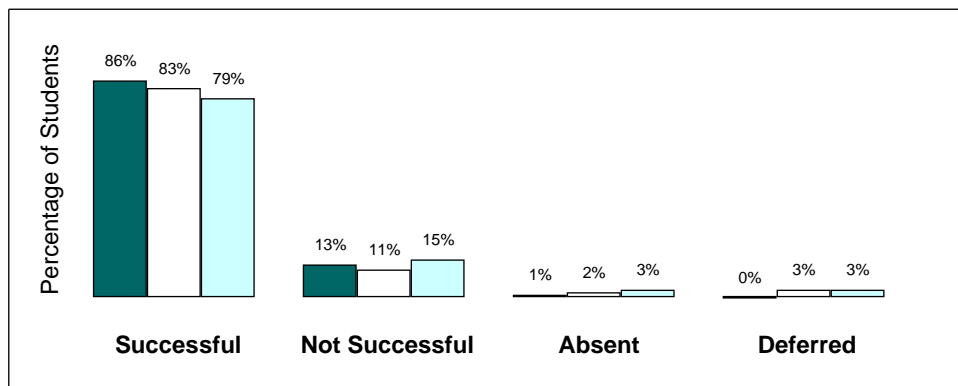
\*\*\*\* Data pertaining to level of study for English course may not account for all students; some data may be missing because they were not reported by schools.

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

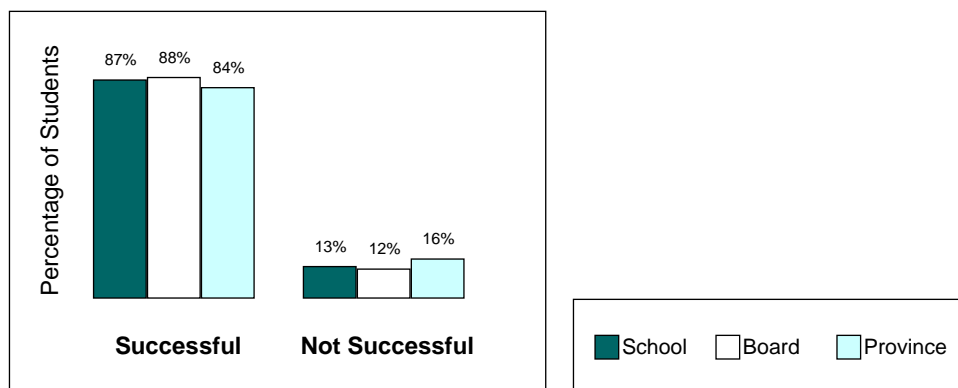
### Results for All First-Time Eligible Students\*

First-Time Eligible Students						
	All			Fully Participating		
	School # = 205	Board # = 9 569	Province # = 158 817	School # = 202	Board # = 9 047	Province # = 149 098
Successful	176	86%	83%	79%	87%	88%
Not Successful	26	13%	11%	15%	13%	12%
Fully Participating	202	99%	95%	94%		
Absent	3	1%	2%	3%		
Deferred	0	0%	3%	3%		

### Results for All First-Time Eligible Students



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



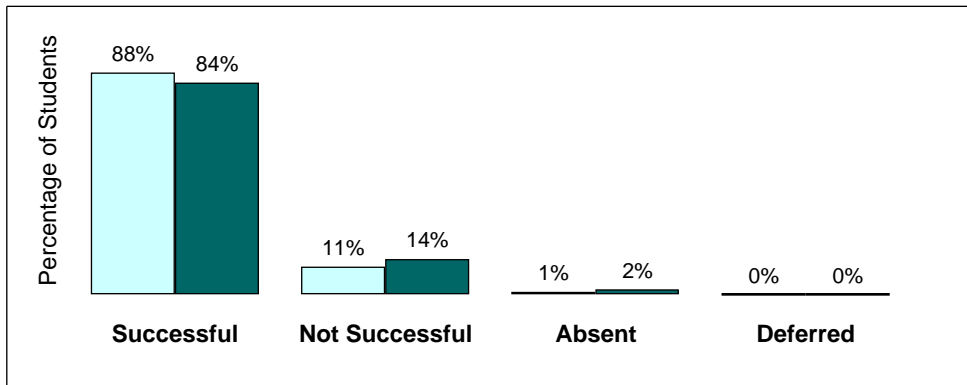
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

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

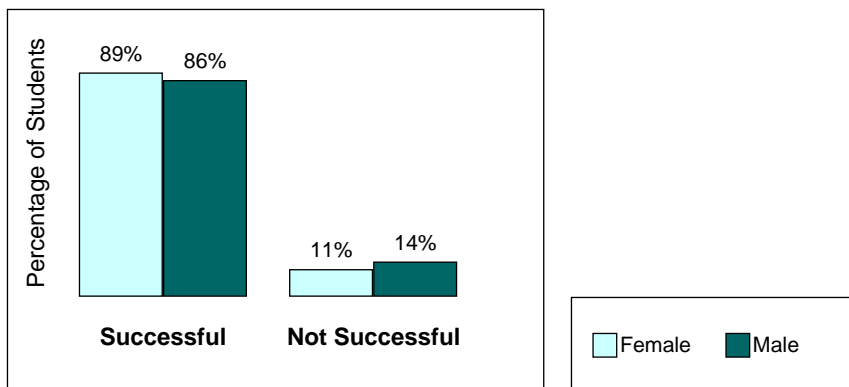
### School Results by Gender<sup>\*†</sup>

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 84		Male # = 121		Female # = 83	Male # = 119
Successful	74	88%	102	84%	89%	86%
Not Successful	9	11%	17	14%	11%	14%
<b>Fully Participating</b>	<b>83</b>	<b>99%</b>	<b>119</b>	<b>98%</b>		
Absent	1	1%	2	2%		
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.

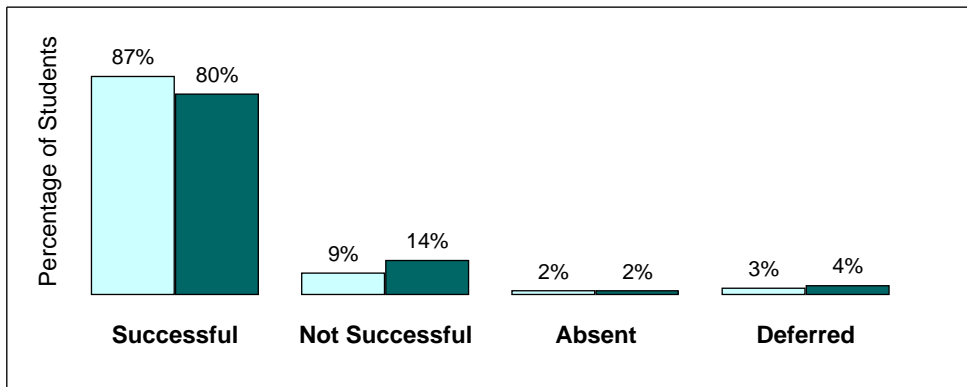
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

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

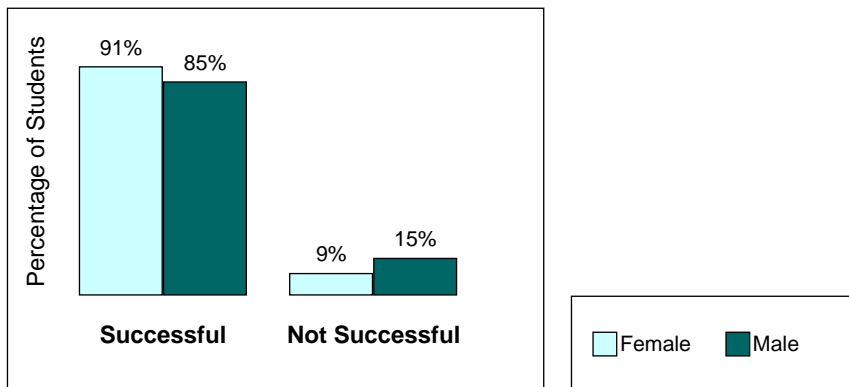
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 4 624		Male # = 4 939		Female # = 4 405	Male # = 4 636
Successful	4 010	87%	3 939	80%	91%	85%
Not Successful	395	9%	697	14%	9%	15%
<b>Fully Participating</b>	<b>4 405</b>	<b>95%</b>	<b>4 636</b>	<b>94%</b>		
Absent	84	2%	114	2%		
Deferred	135	3%	189	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.

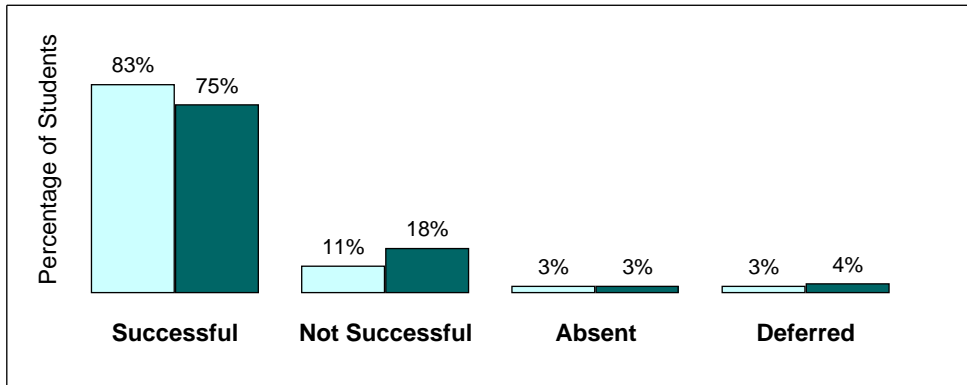
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## 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.

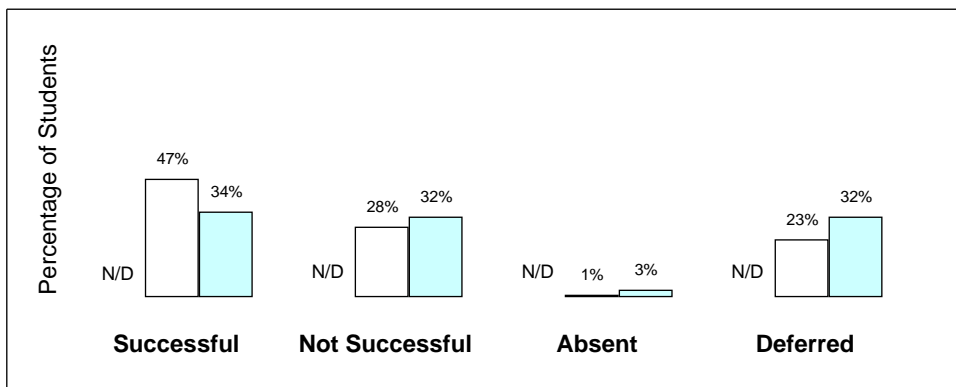
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

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

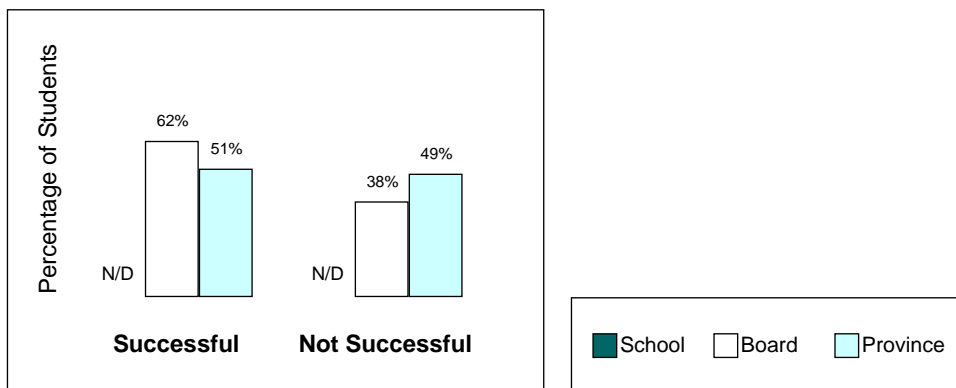
Results for English as a Second Language/English Literacy Development Learners\*†

Results for ESL/ELD Learners First-Time Eligible Students						
	All			Fully Participating		
	School # = N/D	Board # = 841	Province # = 6 181	School # = N/D	Board # = 634	Province # = 4 066
Successful	N/D	N/D	47%	N/D	62%	51%
Not Successful	N/D	N/D	28%	N/D	38%	49%
Fully Participating	N/D	N/D	75%	N/D	66%	
Absent	N/D	N/D	1%	N/D	3%	
Deferred	N/D	N/D	23%	N/D	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.

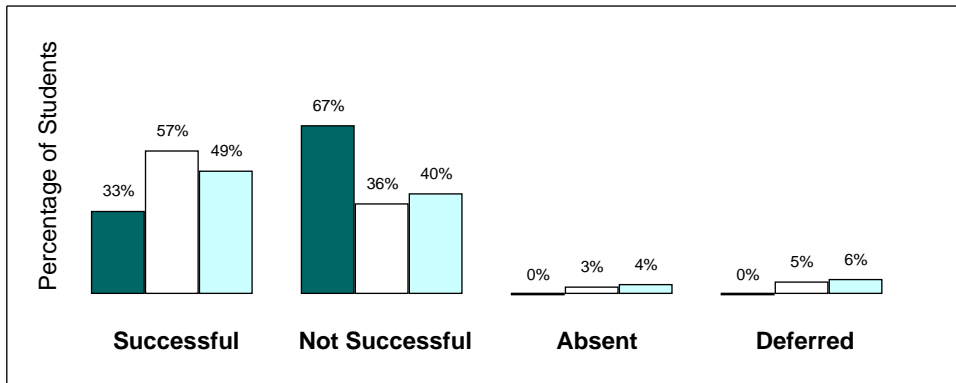
†Based on information regarding ESL or ELD status provided by schools through the Student Data Collection process.

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

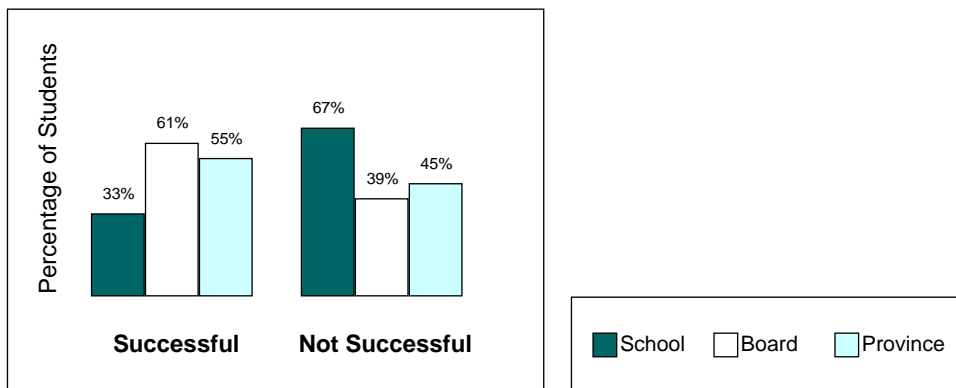
### Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # =24	Board # =1 347	Province # =21 755	School # =24	Board # =1 246	Province # =19 487
Successful	8	33%	57%	49%	33%	61%
Not Successful	16	67%	36%	40%	67%	39%
<b>Fully Participating</b>	<b>24</b>	<b>100%</b>	<b>93%</b>	<b>90%</b>		
Absent	0	0%	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.

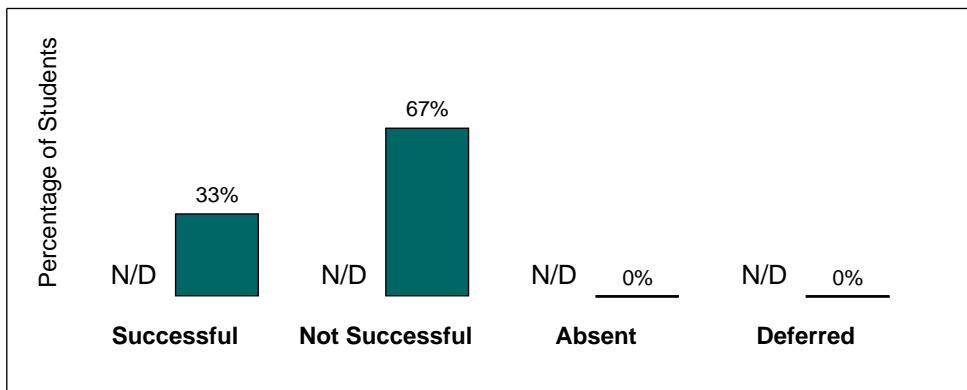
†Based on information provided by schools through the Student Data Collection process.

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

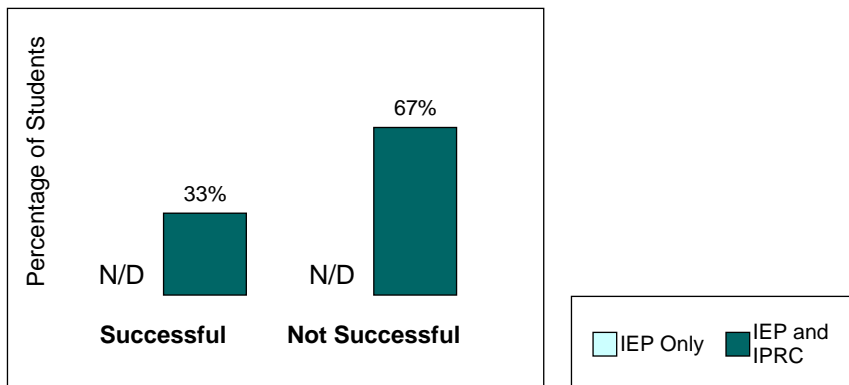
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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 # = 24		IEP Only # = N/D	IEP and IPRC # = 24
Successful	N/D	N/D	8	33%	N/D	33%
Not Successful	N/D	N/D	16	67%	N/D	67%
<b>Fully Participating</b>	N/D	N/D	24	100%		
Absent	N/D	N/D	0	0%		
Deferred	N/D	N/D	0	0%		

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



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



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

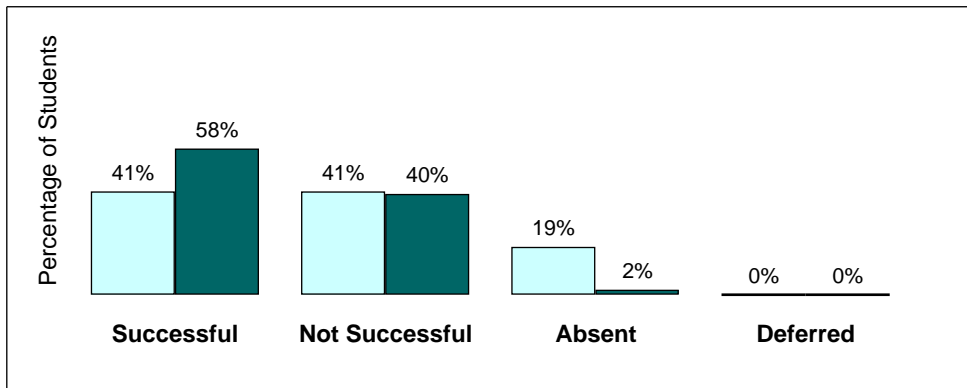
†Based on information provided by schools through the Student Data Collection process.

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

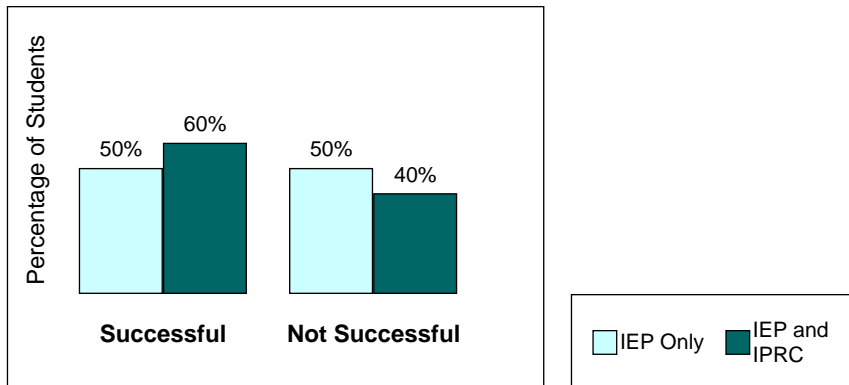
### Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 27		IEP and IPRC # = 1 109		IEP Only # = 22	IEP and IPRC # = 1 084
Successful	11	41%	645	58%	50%	60%
Not Successful	11	41%	439	40%	50%	40%
<b>Fully Participating</b>	<b>22</b>	<b>81%</b>	<b>1 084</b>	<b>98%</b>		
Absent	5	19%	25	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

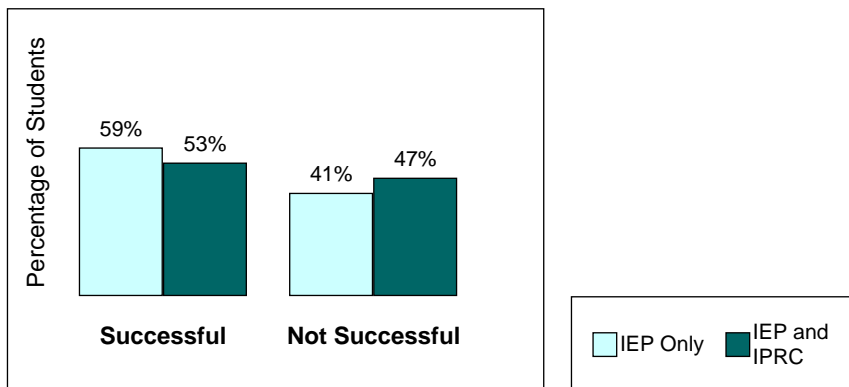
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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.

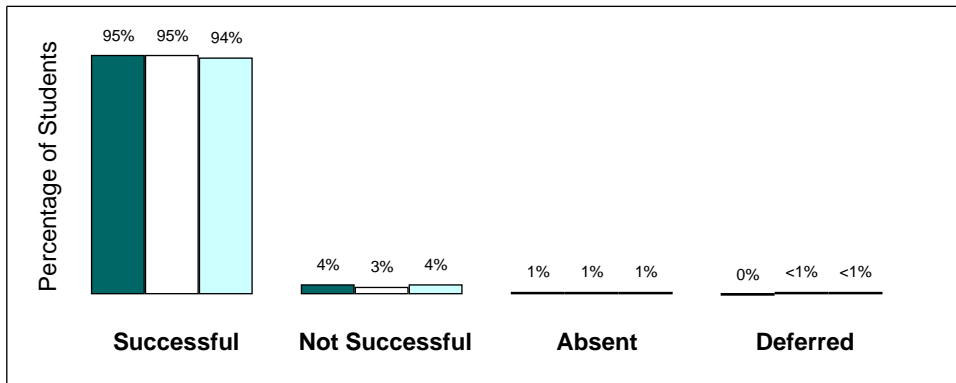
†Based on information provided by schools through the Student Data Collection process.

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

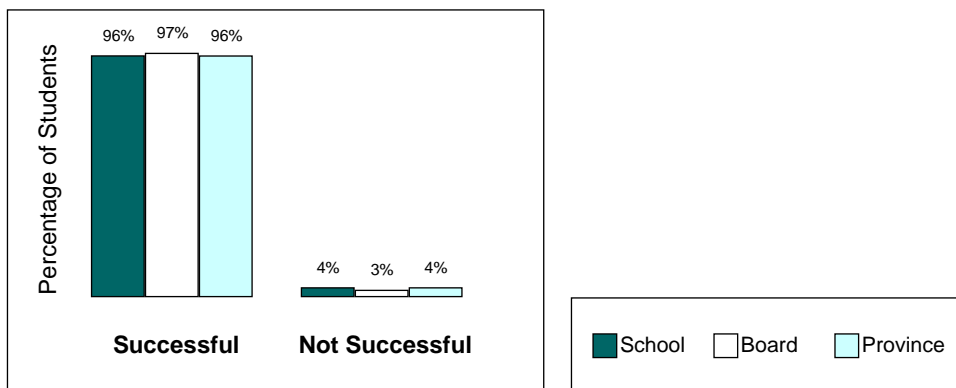
### Results for Students Taking Academic-Level English\*†

Results for Students Taking Academic Level English First-Time Eligible Students							
	All			Fully Participating			
	School # = 169	Board # = 7 023	Province # = 102 066	School # = 168	Board # = 6 919	Province # = 100 164	
Successful	161	95%	95%	96%	97%	96%	
Not Successful	7	4%	3%	4%	3%	4%	
<b>Fully Participating</b>	<b>168</b>	<b>99%</b>	<b>99%</b>	<b>98%</b>			
Absent	1	1%	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.

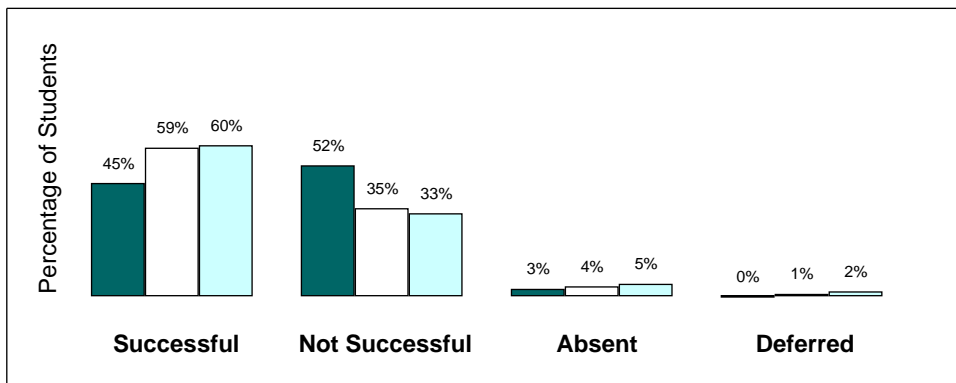
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

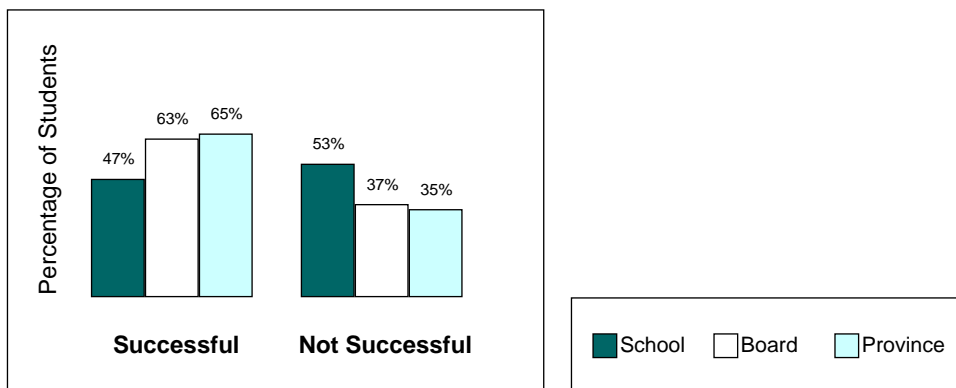
### Results for Students Taking Applied-Level English<sup>\*†</sup>

Results for Students Taking Applied Level English First-Time Eligible Students						
	All			Fully Participating		
	School # = 33	Board # = 1 363	Province # = 39 273	School # = 32	Board # = 1 284	Province # = 36 406
Successful	15	45%	59%	60%	47%	63%
Not Successful	17	52%	35%	33%	53%	37%
<b>Fully Participating</b>	<b>32</b>	<b>97%</b>	<b>94%</b>	<b>93%</b>		
Absent	1	3%	4%	5%		
Deferred	0	0%	1%	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.

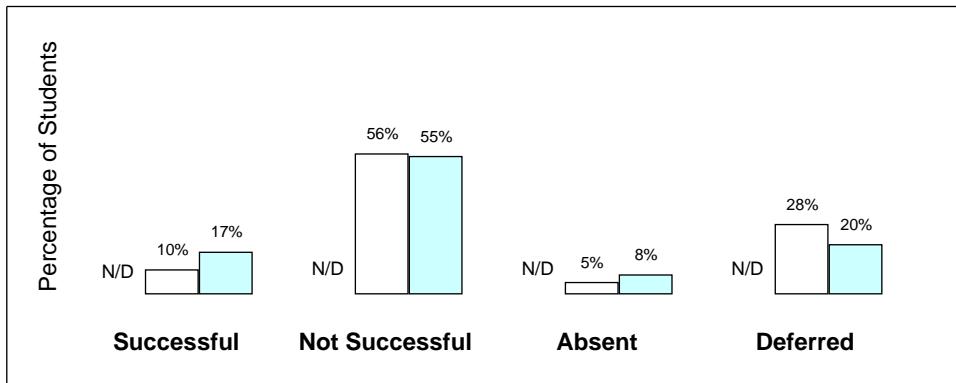
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

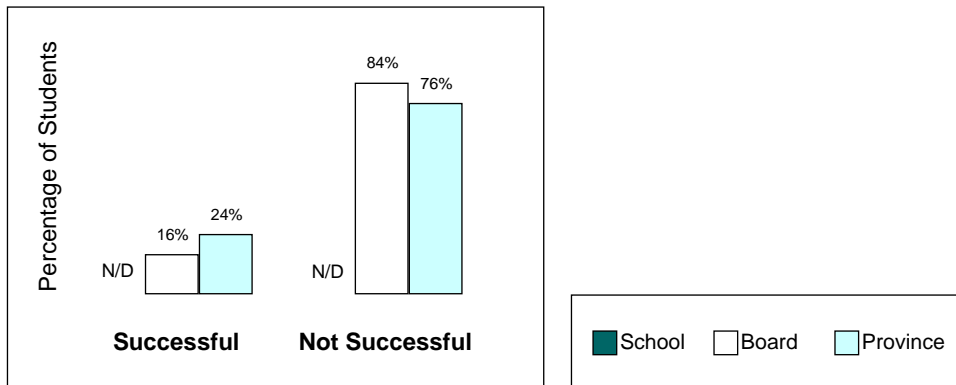
### Results for Students Taking Locally Developed English Course\*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students							
	All			Fully Participating			
	School # = N/D	Board # = 172	Province # = 5 191	School # = N/D	Board # = 115	Province # = 3 734	
Successful	N/D	N/D	10%	17%	N/D	16%	24%
Not Successful	N/D	N/D	56%	55%	N/D	84%	76%
Fully Participating	N/D	N/D	67%	72%			
Absent	N/D	N/D	5%	8%			
Deferred	N/D	N/D	28%	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.

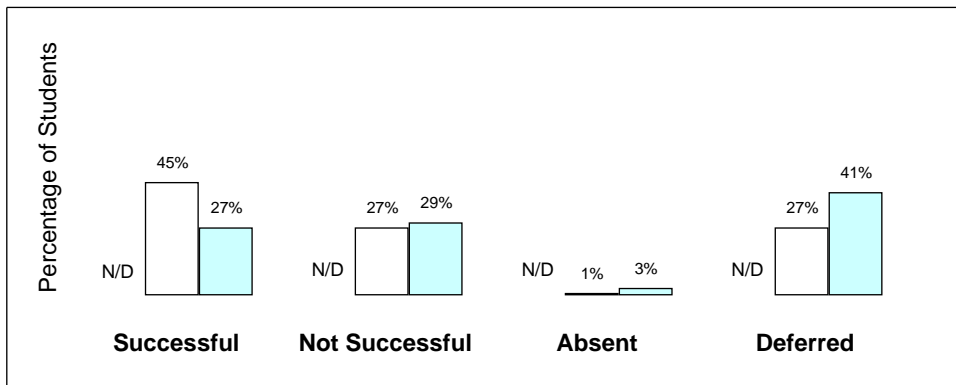
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

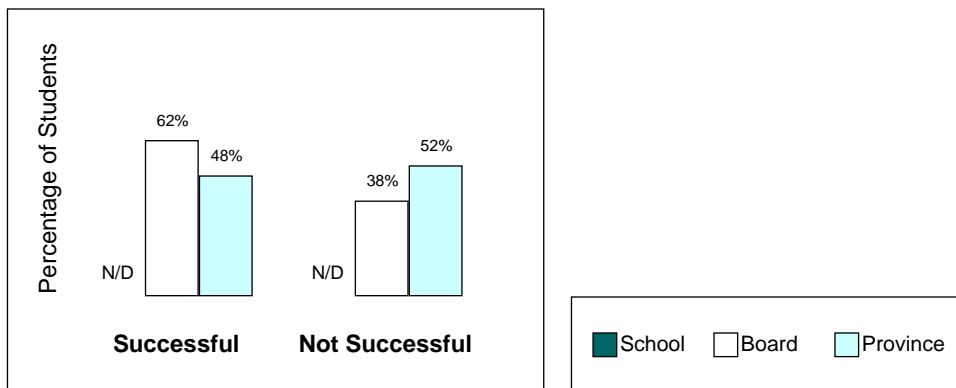
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course \*†

Results for Students Taking ESL/ELD Course First-Time Eligible Students							
	All			Fully Participating			
	School # = N/D	Board # = 868	Province # = 5 557	School # = N/D	Board # = 624	Province # = 3 129	
Successful	N/D	N/D	45%	27%	N/D	62%	48%
Not Successful	N/D	N/D	27%	29%	N/D	38%	52%
Fully Participating	N/D	N/D	72%	56%			
Absent	N/D	N/D	1%	3%			
Deferred	N/D	N/D	27%	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	184	194	196	215	205	
Students who were exempted	1	0	4	0	0	
<b>Participation in the Test</b>						
Number of Students	184	194	196	215	205	
Of all first-time eligible students, those who participated fully in the assessment	96%	94%	95%	99%	99%	
Of all first-time eligible students, those who were absent	0%	6%	5%	1%	1%	
Of all first-time eligible students, those who were deferred	4%	0%	0%	0%	0%	
<b>Demographic Information*</b>						
Number of Students	184	194	196	215	205	
<b>Gender</b>						
Female	48%	45%	44%	49%	41%	
Male	52%	49%	54%	50%	59%	
Gender not specified	1%	6%	3%	<1%	0%	
<b>Student Status**</b>						
English as a second language (ESL) or English literacy development (ELD) learners	1%	1%	0%	0% <sup>+</sup>	0% <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)	23%	16%	17%	14%	12%	
Students with special needs receiving accommodations (excluding gifted)***	16%	15%	17%	14%	12%	
<b>Level of Study for English****</b>						
Academic	0%	70%	74%	77%	82%	
Applied	0%	19%	16%	17%	16%	
Locally developed	0%	2%	10%	5%	0%	
ESL/ELD	n/a	n/a	n/a	0%	0%	
<b>Demographic Information*</b>						
(based on Student Questionnaire data)	Number of Respondants	n/a	n/a	186	209	202
<b>Language</b>						
First language learned at home was other than English	n/a	n/a	6%	5%	4%	
Speak only or mostly English at home	n/a	n/a	93%	94%	95%	
Speak another language (or languages) as often as English at home	n/a	n/a	6%	3%	4%	
Speak only or mostly another language (or other languages) at home	n/a	n/a	1%	3%	0%	

\* 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.

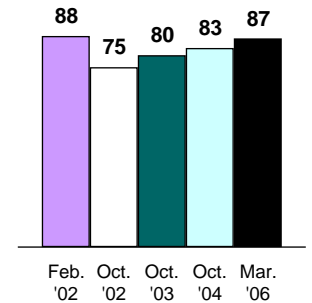
<sup>+</sup> As the definition for the ESL/ELD group changed effective the 2004 assessments from “students enrolled in an ESL/ELD program” to “students designated as ESL/ELD learners,” the percentage of students in this group may not be comparable with previous years.

n/a Information not available.

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

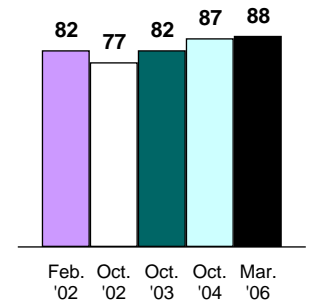
School Results: All First-Time Eligible Students*										
	February 2002		October 2002		October 2003		October 2004		March 2006	
Number of Students	184		194		196		215		205	
Successful	155	84%	137	71%	149	76%	177	82%	176	86%
Not Successful	22	12%	46	24%	38	19%	35	16%	26	13%
Fully Participating	177	96%	183	94%	187	95%	212	99%	202	99%
Absent	0	0%	11	6%	9	5%	3	1%	3	1%
Deferred	7	4%	0	0%	0	0%	0	0%	0	0%
Fully Participating Successful	155	88%	137	75%	149	80%	177	83%	176	87%

School Results over Time: Percentage of Fully Participating Successful Students



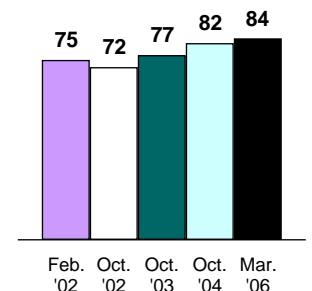
Board Results: All First-Time Eligible Students*										
	February 2002		October 2002		October 2003		October 2004		March 2006	
Number of Students	7 105		7 780		8 616		8 817		9 569	
Successful	5 496	77%	5 670	73%	6 481	75%	7 176	81%	7 953	83%
Not Successful	1 212	17%	1 705	22%	1 446	17%	1 042	12%	1 094	11%
Fully Participating	6 708	94%	7 375	95%	7 927	92%	8 218	93%	9 047	95%
Absent	231	3%	155	2%	266	3%	200	2%	198	2%
Deferred	166	2%	250	3%	423	5%	399	5%	324	3%
Fully Participating Successful	5 496	82%	5 670	77%	6 481	82%	7 176	87%	7 953	88%

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	
Number of Students	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%
Fully Participating	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%
Fully Participating Successful	97 227	75%	97 459	72%	109 609	77%	121 855	82%	125 830	84%

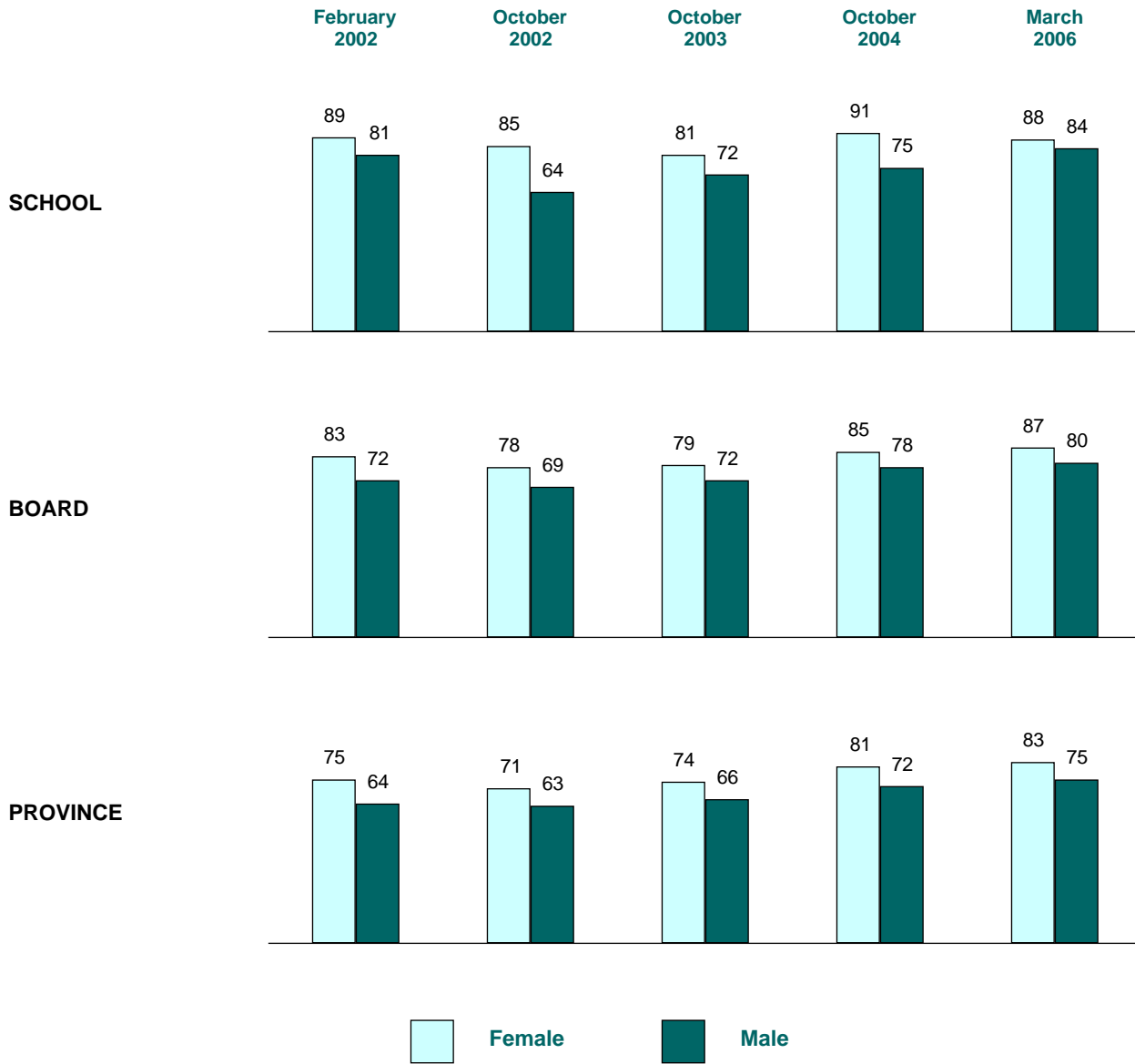
Provincial Results over Time: Percentage of Fully Participating Successful Students



\* 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

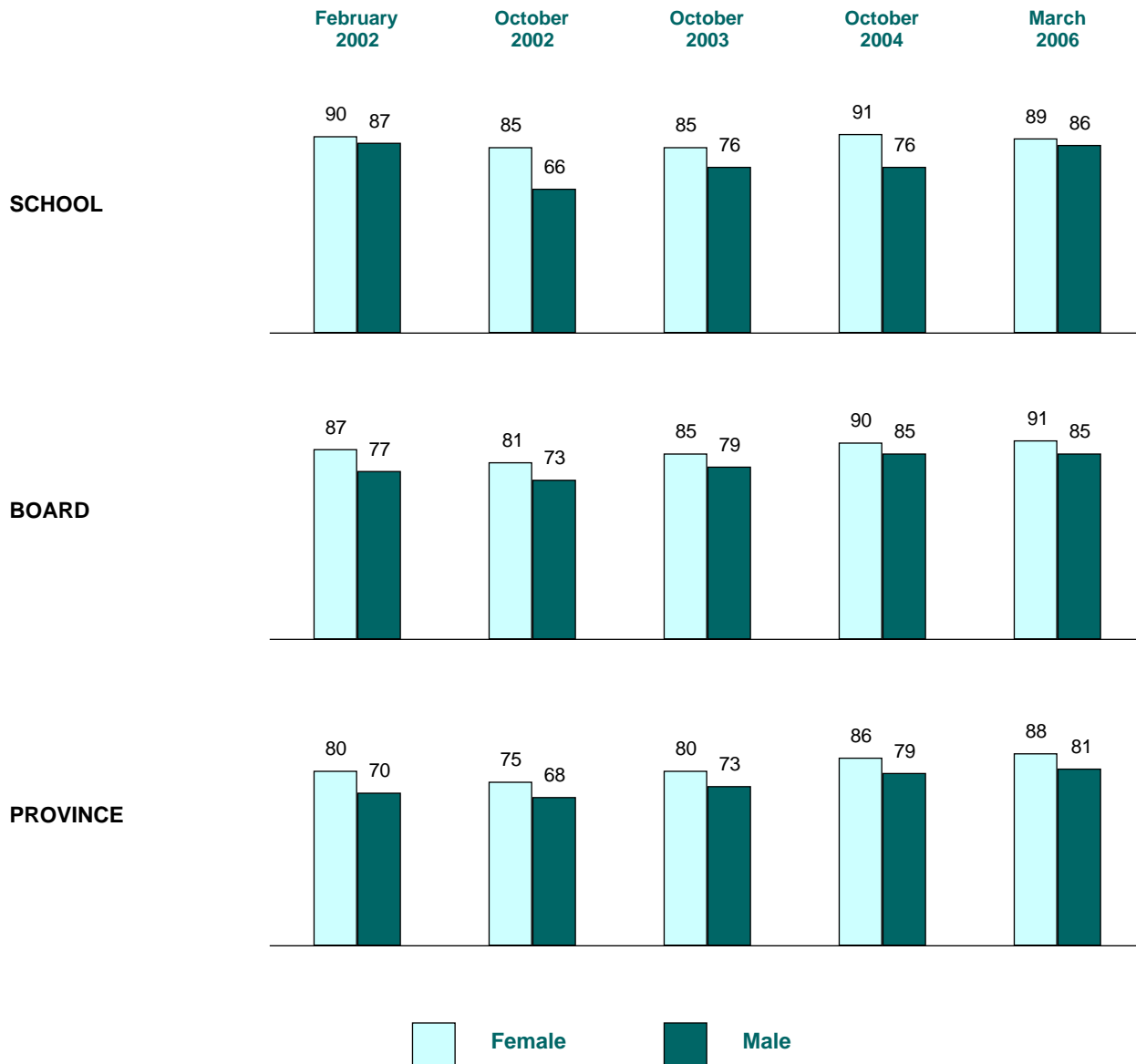
**Number of First-Time Eligible Students†**

	February 2002		October 2002		October 2003		October 2004		March 2006	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	88	95	87	95	86	105	106	108	84	121
Board	3 401	3 637	3 676	4 005	4 052	4 520	4 251	4 548	4 624	4 939
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†**

	February 2002		October 2002		October 2003		October 2004		March 2006	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	87	89	87	93	82	100	105	107	83	119
Board	3 246	3 409	3 517	3 776	3 771	4 130	4 008	4 204	4 405	4 636
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 (#= 202)	Females (#= 83)	Males (#= 119)	All (#= 9 020)	Females (#= 4 393)	Males (#= 4 621)	All (#= 147 512)	Females (#= 72 502)	Males (#= 74 959)
they have a computer in their home.	98%	98%	97%	99%	99%	98%	97%	97%	97%
they use the computer almost every day for homework.	26%	22%	29%	43%	45%	42%	32%	34%	30%
they read the following kinds of material outside school most weeks:									
non-fiction books, e.g., biographies	33%	34%	33%	37%	35%	38%	37%	37%	36%
comics	34%	27%	39%	44%	41%	46%	41%	37%	45%
Web sites, e-mail, chat messages	88%	93%	84%	93%	95%	91%	92%	94%	90%
letters	43%	52%	36%	44%	52%	36%	46%	55%	38%
magazines	81%	93%	73%	76%	85%	67%	78%	87%	70%
manuals, instructions	36%	28%	42%	46%	37%	54%	44%	34%	52%
newspapers	52%	51%	53%	54%	50%	58%	56%	54%	58%
novels, fiction, short stories	66%	80%	56%	71%	82%	62%	68%	80%	57%
song lyrics, poems	46%	58%	38%	62%	75%	50%	64%	77%	51%
religious or spiritual writings	23%	19%	26%	24%	25%	23%	22%	23%	20%
they read in English outside school for more than three hours a week (not including homework).	40%	47%	34%	42%	47%	38%	41%	47%	36%
they have the following English-language materials at home:									
dictionaries, encyclopedias (print or electronic)	95%	99%	92%	94%	96%	93%	93%	94%	92%
books	97%	99%	96%	95%	97%	94%	95%	97%	93%
newspapers	92%	90%	92%	88%	89%	87%	87%	88%	87%
magazines	96%	98%	95%	86%	90%	83%	89%	92%	86%
they do the following types of writing outside school most weeks:									
e-mail, chat messages	88%	93%	85%	94%	96%	93%	93%	95%	90%
letters, journals, diaries	28%	57%	8%	35%	55%	16%	35%	56%	15%
notes, directions, instructions	38%	48%	30%	46%	50%	42%	46%	50%	42%
song lyrics, poems	28%	31%	26%	36%	43%	29%	40%	48%	32%
stories, fiction	21%	25%	18%	29%	32%	25%	28%	32%	25%
work-related writing	47%	45%	49%	57%	57%	56%	51%	51%	50%
they write in English outside school for more than three hours a week (not including homework).	25%	33%	19%	34%	38%	30%	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. 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 2006 (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 Complete Guide for Administering the Ontario Secondary School Literacy Test. 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 Complete Guide for Administering the Ontario Secondary School Literacy Test.
<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 Complete Guide for Administering the Ontario Secondary School Literacy Test.
<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.



Education  
Quality and  
Accountability  
Office

# SCHOOL REPORT Previously Eligible Students

## Ontario Secondary School Literacy Test, March 2006

School: Stouffville District SS (945455)

Board: York Region DSB (66095)

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

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.

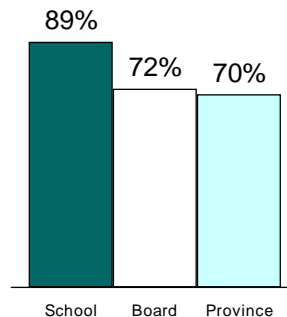
I trust that this report, when used with other school data and the regular classroom assessments conducted by a student's teachers, will help educators and parents work together so that each young person finds success in the journey through school.

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

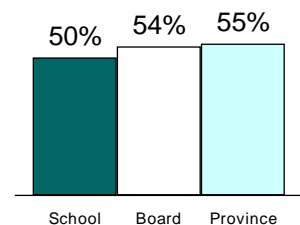
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### PREVIOUSLY ELIGIBLE STUDENTS, MARCH 2006: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



## 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, 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 Previously 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 previously eligible students	38		1 688		46 465	
Number of schools with previously eligible students	n/a		29		765	
Students who were exempted	0		31		2 047	
<b>Participation in the Test</b>	<b>38</b>		<b>1 688</b>		<b>46 465</b>	
	#	%	#	%	#	%
Of all previously eligible students, those who participated fully in the assessment	34	89%	1 207	72%	32 352	70%
Of all previously eligible students, those who were absent	2	5%	145	9%	5 151	11%
Of all previously eligible students, those who were deferred	0	0%	36	2%	2 204	5%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) <sup>††</sup>	2	5%	300	18%	6 758	15%
<b>Demographic Information*</b>	<b>38</b>		<b>1 688</b>		<b>46 465</b>	
	#	%	#	%	#	%
<b>Gender</b>						
Female	12	32%	639	38%	18 752	40%
Male	26	68%	1 049	62%	27 673	60%
Gender not specified	0	0%	0	0%	40	<1%
<b>Student Status**</b>						
English as a second language (ESL) or English literacy development (ELD) learners	0	0%	181	11%	4 959	11%
ESL/ELD learners receiving special provisions***	0	0%	132	11%	2 643	8%
Identified as students with special needs (excluding gifted)	19	50%	543	32%	13 216	28%
Identified as students with special needs receiving accommodations (excluding gifted)***	16	47%	319	26%	7 806	24%
<b>Demographic Information*</b> (based on Student Questionnaire data)	<b>33</b>		<b>1 196</b>		<b>31 568</b>	
	#	%	#	%	#	%
<b>Language</b>						
First language learned at home was other than English	2	6%	609	51%	11 769	37%
Speak only or mostly English at home	28	85%	558	47%	18 942	60%
Speak another language (or languages) as often as English at home	3	9%	332	28%	6 724	21%
Speak only or mostly another language (or other languages) at home	2	6%	296	25%	5 632	18%

\* 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.

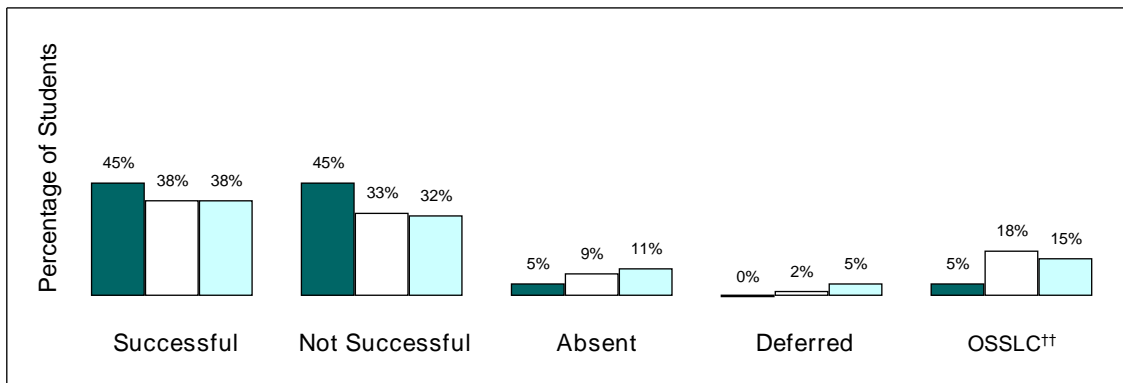
†† For March 2006, may not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

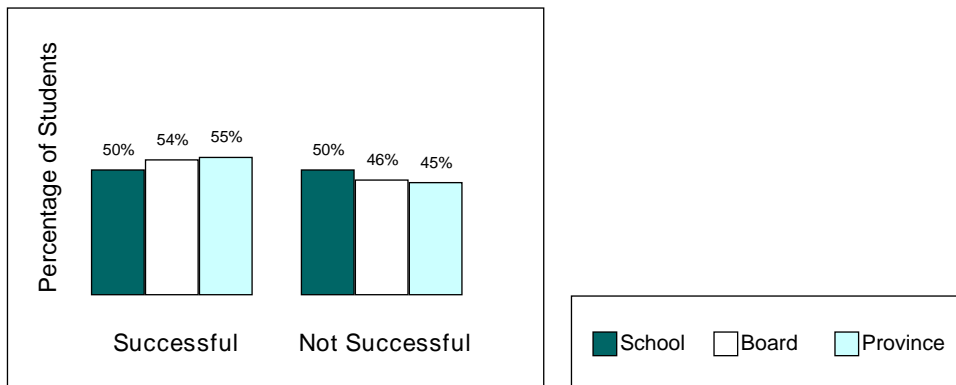
### Results for All Previously Eligible Students\*

Previously Eligible Students						
	All			Fully Participating		
	School # = 38	Board # = 1 688	Province # = 46 465	School # = 34	Board # = 1 207	Province # = 32 352
Successful	17	45%	38%	50%	54%	55%
Not Successful	17	45%	33%	50%	46%	45%
<b>Fully Participating</b>	<b>34</b>	<b>89%</b>	<b>72%</b>			
Absent	2	5%	9%			
Deferred	0	0%	2%			
OSSLC <sup>††</sup>	2	5%	18%			

### 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.

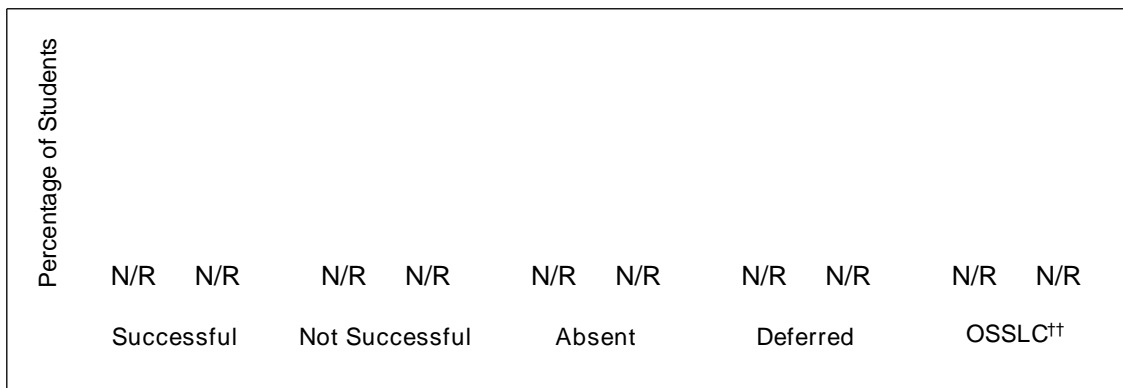
†† May not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

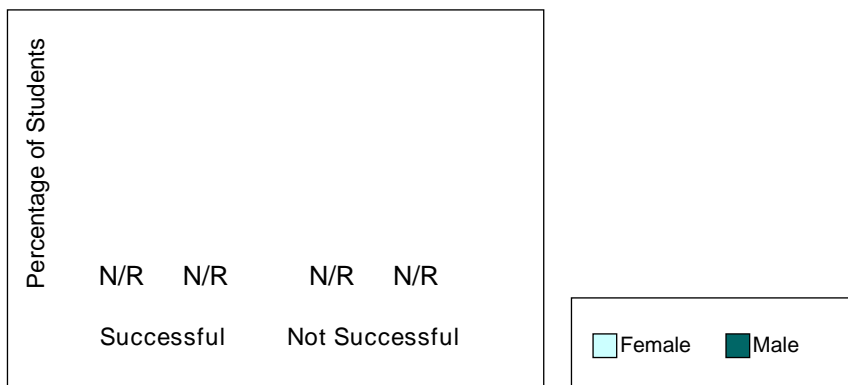
### School Results by Gender\*†

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.

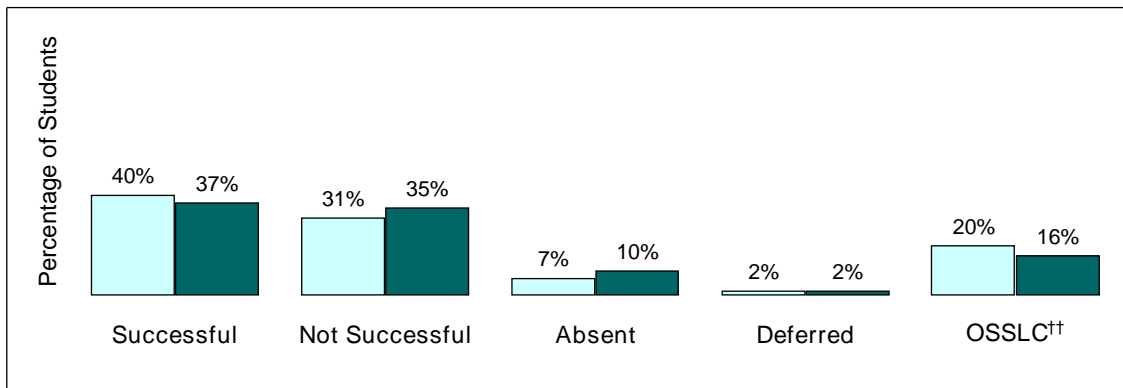
†† May not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

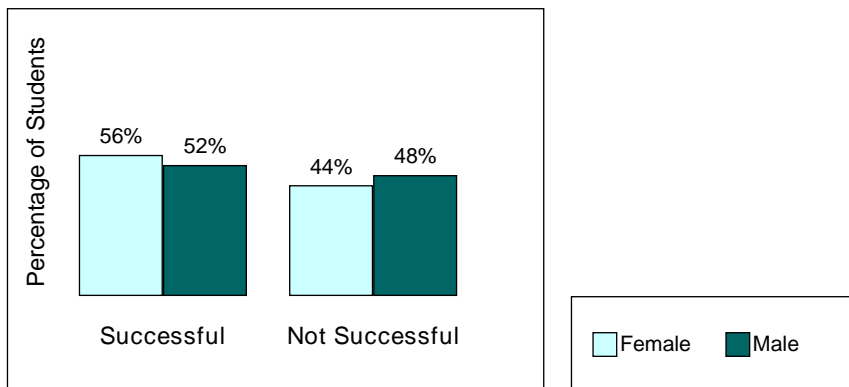
### Board Results by Gender\*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 639		Male # = 1 049		Female # = 450	Male # = 757
Successful	254	40%	392	37%	56%	52%
Not Successful	196	31%	365	35%	44%	48%
<b>Fully Participating</b>	<b>450</b>	<b>70%</b>	<b>757</b>	<b>72%</b>		
Absent	45	7%	100	10%		
Deferred	14	2%	22	2%		
OSSLC††	130	20%	170	16%		

### 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.

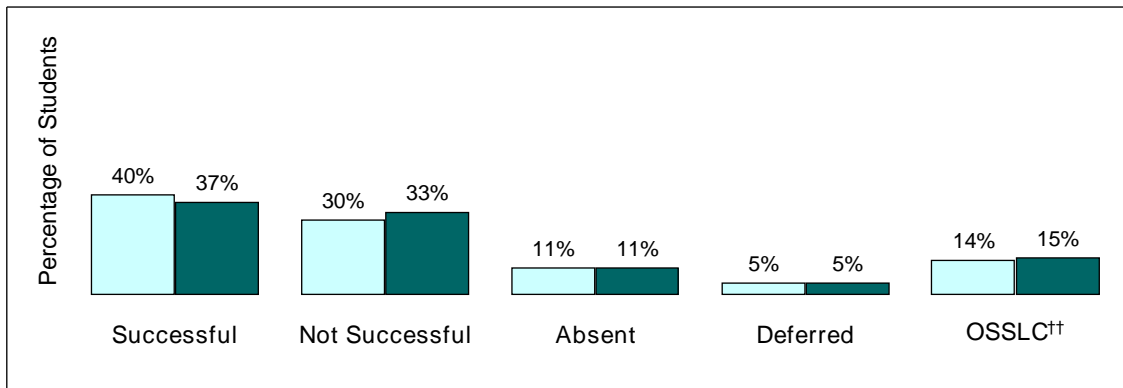
†† May not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

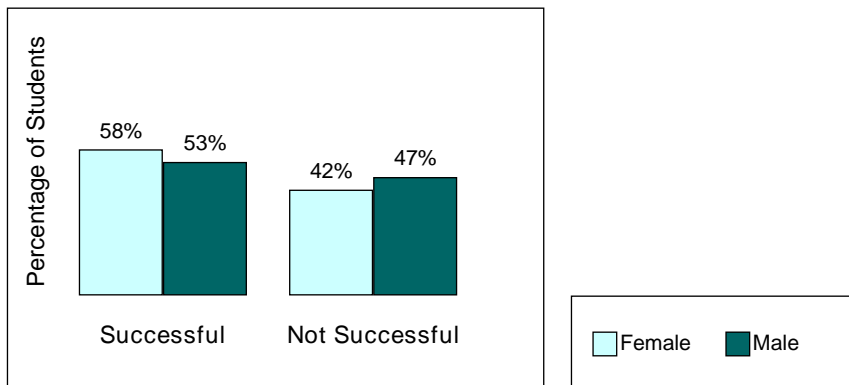
### Provincial Results by Gender\*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 18 752		Male # = 27 673		Female # = 13 060	Male # = 19 287
Successful	7 520	40%	10 158	37%	58%	53%
Not Successful	5 540	30%	9 129	33%	42%	47%
<b>Fully Participating</b>	<b>13 060</b>	<b>70%</b>	<b>19 287</b>	<b>70%</b>		
Absent	2 122	11%	3 021	11%		
Deferred	864	5%	1 340	5%		
OSSLC††	2 706	14%	4 025	15%		

### 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.

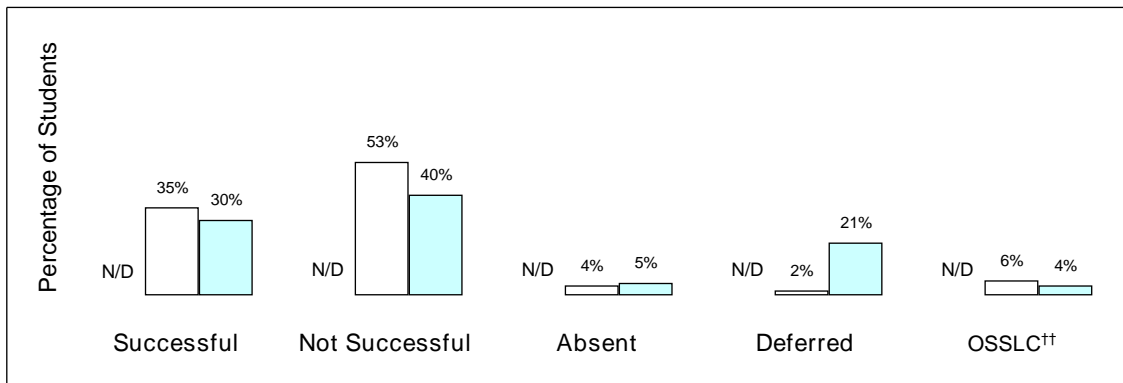
†† May not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

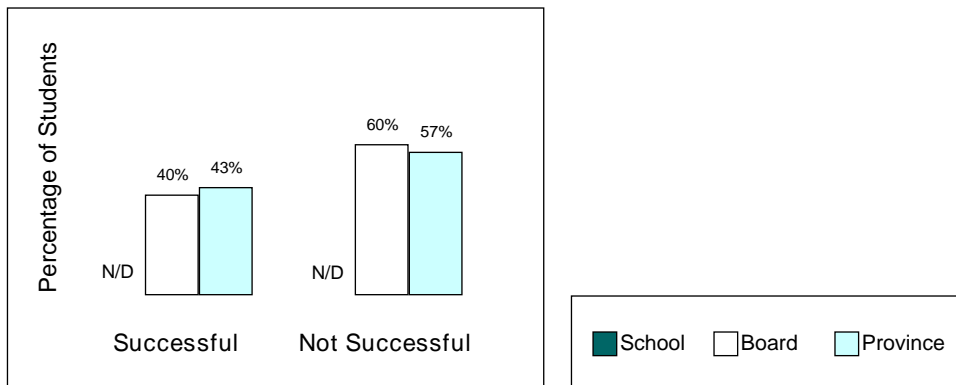
### Results for English as a Second Language/English Literacy Development Learners\*†

Results for ESL/ELD Learners Previously Eligible Students						
	All				Fully Participating	
	School # = N/D	Board # = 181	Province # = 4 959	School # = N/D	Board # = 159	Province # = 3 504
Successful	N/D	N/D	35%	30%	N/D	43%
Not Successful	N/D	N/D	53%	40%	N/D	57%
<b>Fully Participating</b>	<b>N/D</b>	<b>N/D</b>	<b>88%</b>	<b>71%</b>		
Absent	N/D	N/D	4%	5%		
Deferred	N/D	N/D	2%	21%		
OSSLC††	N/D	N/D	6%	4%		

### Results for All Previously Eligible ESL/ELD Learners



### Results for Fully Participating Previously 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.

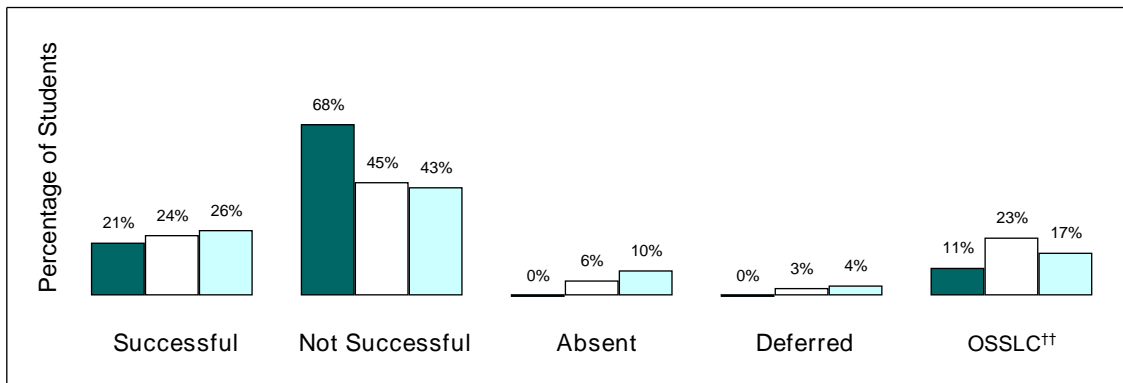
†† May not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

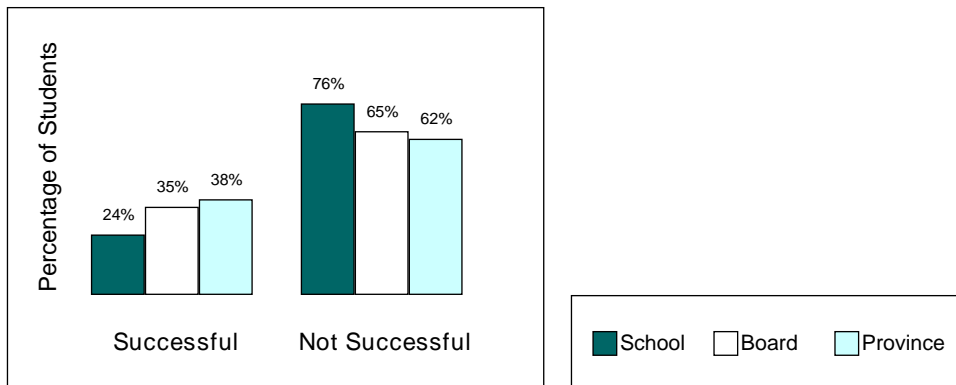
### Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) Previously Eligible Students						
	All			Fully Participating		
	School # = 19	Board # = 543	Province # = 13 216	School # = 17	Board # = 370	Province # = 9 128
Successful	4	21%	24%	26%	24%	38%
Not Successful	13	68%	45%	43%	76%	62%
<b>Fully Participating</b>	<b>17</b>	<b>89%</b>	<b>68%</b>	<b>69%</b>		
Absent	0	0%	6%	10%		
Deferred	0	0%	3%	4%		
OSSLT††	2	11%	23%	17%		

### 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.

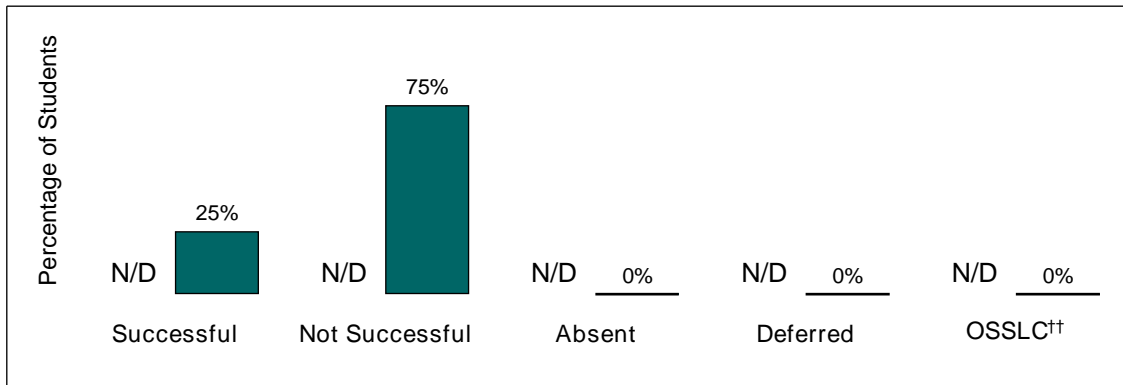
†† May not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

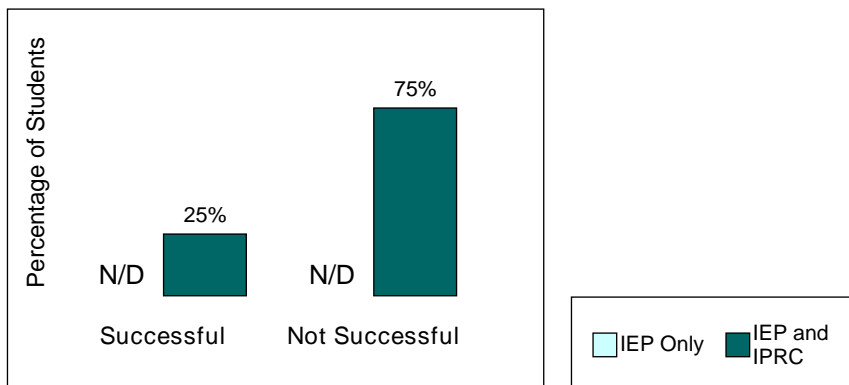
### School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

School Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = N/D		IEP and IPRC # = 16		IEP Only # = N/D	IEP and IPRC # = 16
Successful	N/D	N/D	4	25%	N/D	25%
Not Successful	N/D	N/D	12	75%	N/D	75%
<b>Fully Participating</b>	<b>N/D</b>	<b>N/D</b>	<b>16</b>	<b>100%</b>		
Absent	N/D	N/D	0	0%		
Deferred	N/D	N/D	0	0%		
OSSLC††	N/D	N/D	0	0%		

### 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.

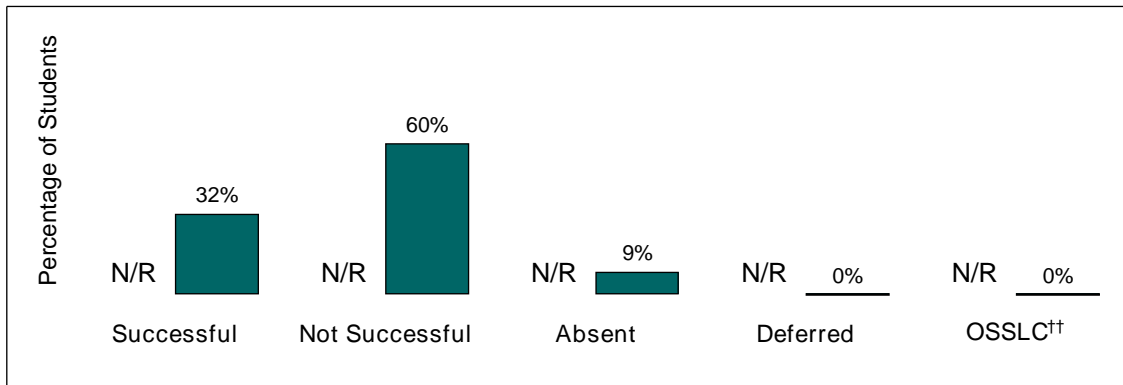
†† May not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

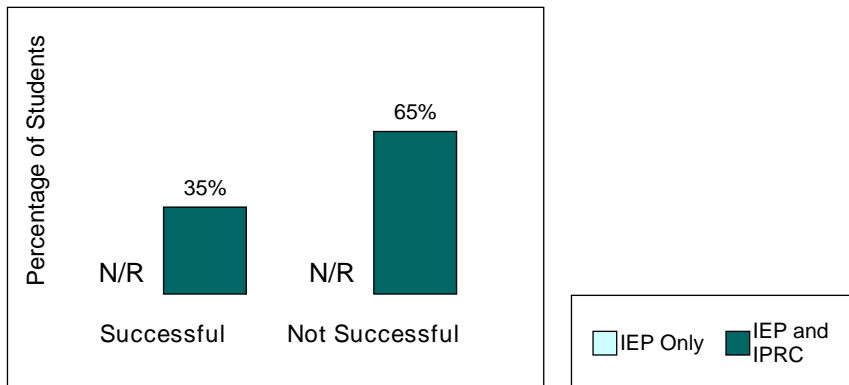
### Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = N/R		IEP and IPRC # = 336		IEP Only # = N/R	IEP and IPRC # = 307
Successful	N/R	N/R	106	32%	N/R	35%
Not Successful	N/R	N/R	201	60%	N/R	65%
<b>Fully Participating</b>	N/R	N/R	307	91%		
Absent	N/R	N/R	29	9%		
Deferred	N/R	N/R	0	0%		
OSSLC††	N/R	N/R	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.

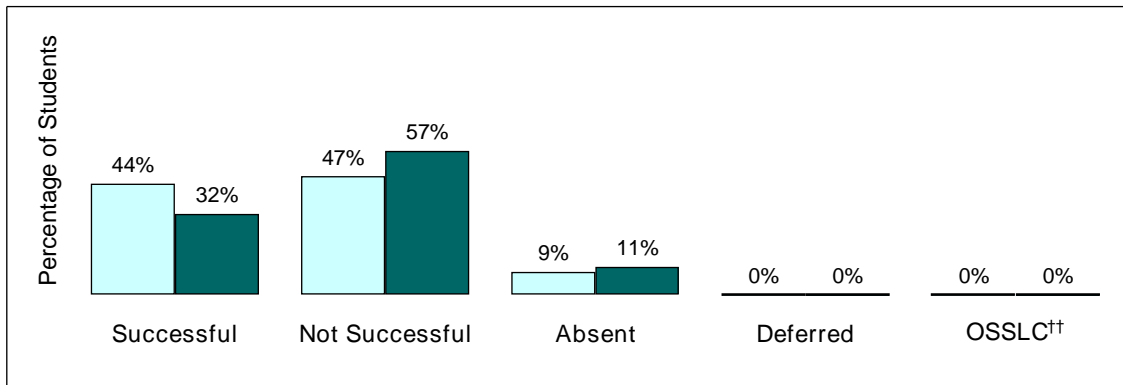
†† May not include some students who completed the course in first semester.

## OSSLT Results for Previously Eligible Students, March 2006

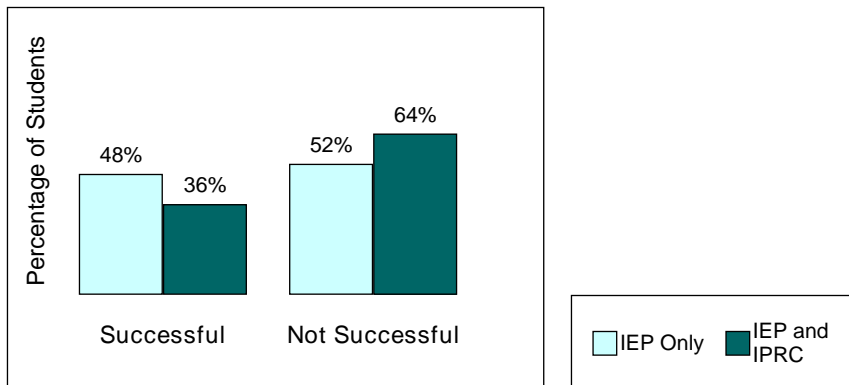
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 2 083		IEP and IPRC # = 6 626		IEP Only # = 1 887	IEP and IPRC # = 5 919
Successful	914	44%	2 127	32%	48%	36%
Not Successful	973	47%	3 792	57%	52%	64%
<b>Fully Participating</b>	<b>1 887</b>	<b>91%</b>	<b>5 919</b>	<b>89%</b>		
Absent	196	9%	707	11%		
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.

†† May not include some students who completed the course in first semester.

## Results from the Student Questionnaire for All Previously Eligible Students†

Percentage of previously eligible students indicating that	School			Board			Province		
	All (#= 33)	Females (#= 9)	Males (#= 24)	All (#= 1 196)	Females (#= 445)	Males (#= 751)	All (#= 31 568)	Females (#= 12 756)	Males (#= 18 806)
they have a computer in their home.	94%	100%	92%	95%	97%	93%	92%	92%	92%
they use the computer almost every day for homework.	24%	33%	21%	36%	38%	36%	27%	29%	26%
they read the following kinds of material outside school most weeks:									
non-fiction books, e.g., biographies	36%	44%	33%	40%	41%	40%	39%	40%	38%
comics	42%	22%	50%	40%	37%	43%	42%	37%	45%
Web sites, e-mail, chat messages	79%	100%	71%	89%	94%	86%	87%	90%	85%
letters	58%	56%	58%	55%	62%	50%	57%	66%	51%
magazines	82%	89%	79%	75%	84%	69%	77%	84%	72%
manuals, instructions	61%	56%	62%	53%	47%	57%	53%	44%	58%
newspapers	61%	89%	50%	57%	56%	58%	61%	60%	62%
novels, fiction, short stories	42%	56%	38%	57%	73%	48%	59%	72%	49%
song lyrics, poems	48%	78%	38%	65%	77%	57%	64%	75%	56%
religious or spiritual writings	12%	11%	12%	26%	29%	23%	27%	29%	25%
they read in English outside school for three hours or more a week (not including homework).	9%	22%	4%	30%	34%	27%	31%	33%	29%
they have the following English-language materials at home:									
dictionaries, encyclopedias (print or electronic)	82%	100%	75%	87%	91%	85%	87%	88%	86%
books	76%	100%	67%	89%	95%	86%	89%	92%	88%
newspapers	85%	100%	79%	80%	83%	78%	81%	80%	81%
magazines	88%	100%	83%	81%	87%	78%	82%	85%	80%
they do the following types of writing outside school most weeks:									
e-mail messages, chat-room conversations	82%	100%	75%	90%	94%	88%	87%	90%	85%
letters, journals, diaries	27%	44%	21%	40%	63%	26%	39%	61%	25%
notes, directions, instructions	36%	33%	38%	52%	57%	49%	51%	54%	49%
song lyrics, poems	30%	56%	21%	43%	49%	39%	44%	51%	40%
stories, fiction	18%	11%	21%	29%	34%	26%	29%	33%	26%
work-related writing	58%	78%	50%	59%	62%	58%	55%	56%	55%
they write in English outside school for three hours or more a week (not including homework).	27%	33%	25%	30%	34%	27%	29%	32%	26%

† 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. 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 2006 (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 Complete Guide for Administering the Ontario Secondary School Literacy Test. 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 Complete Guide for Administering the Ontario Secondary School Literacy Test.
<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 Complete Guide for Administering the Ontario Secondary School Literacy Test.
<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.