

Education Quality and  
Accountability Office



# School Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, March 2007

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

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

I am pleased to provide you with this report, which shows the achievement of students on the March 2007 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 meeting the expectations of the curriculum.

Literacy is a lifelong gift. EQAO works with Ontario’s educators to provide valuable information that will help students strive for success and thrive by applying the foundational reading and writing skills that they have developed.

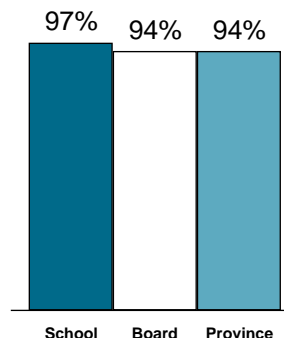
EQAO’s literacy test results are intended to be used together with regular classroom assessments conducted by a student’s teacher and other school data. These are all important methods of supporting students in their schooling. I trust that this report, when considered in conjunction with other classroom-generated data, will help educators and parents work together to provide students with the skills that are the foundation of a rich and fulfilling adult life.

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

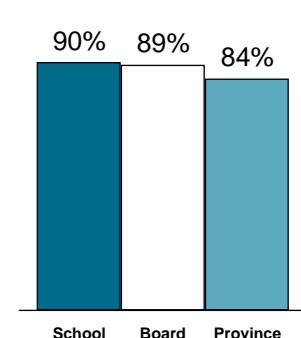
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### FIRST-TIME ELIGIBLE STUDENTS, MARCH 2007: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

**Percentage of Eligible Students Who Participated Fully**

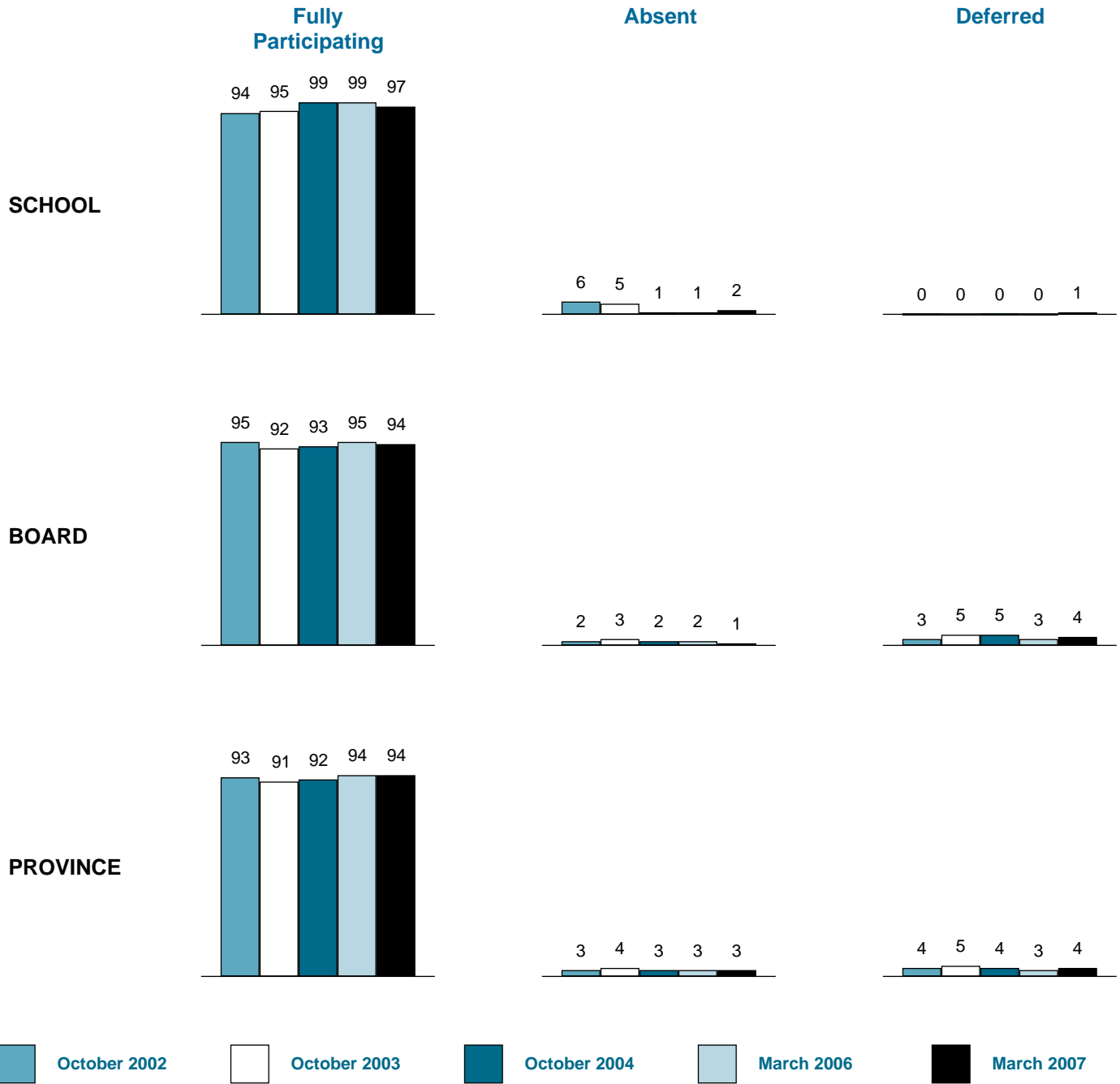


**Percentage of Fully Participating Students Who Were Successful**



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

**PERCENTAGE OF STUDENTS\***



**Number of First-Time Eligible Students**

	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>
School	194	196	215	205	197
Board	7 780	8 616	8 817	9 569	8 954
Province	146 539	157 464	160 088	158 817	155 906

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

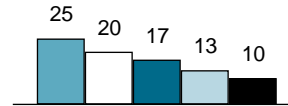
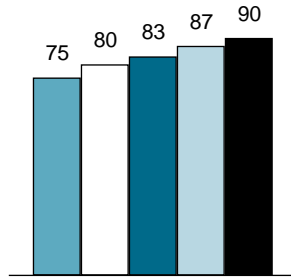
**ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME**

**PERCENTAGE OF STUDENTS\***

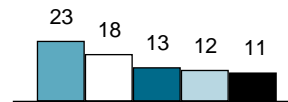
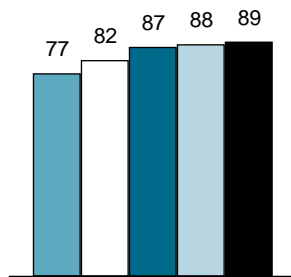
**Successful**

**Not Successful**

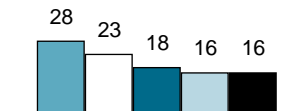
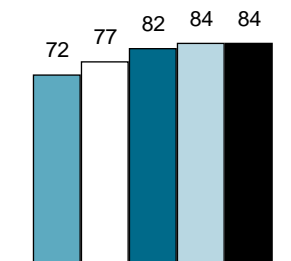
**SCHOOL**



**BOARD**



**PROVINCE**



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

	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>
School	183	187	212	202	191
Board	7 375	7 927	8 218	9 047	8 449
Province	136 028	143 025	147 781	149 098	146 173

\* 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;
- ◆ 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?
- ◆ 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 2007

### 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	
<b>Enrolment</b>						
Number of first-time eligible students	197		8 954		155 906	
Number of schools with first-time eligible students	n/a		32		783	
Number of students who were exempted	2		77		1 875	
	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	191	97%	8 449	94%	146 173	94%
Of all first-time eligible students, those who were absent	4	2%	124	1%	3 932	3%
Of all first-time eligible students, those who were deferred	2	1%	381	4%	5 801	4%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	99	50%	4 325	48%	76 252	49%
Male	98	50%	4 629	52%	79 638	51%
Gender not specified	0	0%	0	0%	16	<1%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>						
ESL/ELD learners*	0	0%	687	8%	5 684	4%
ESL/ELD learners receiving special provisions**	0	0%	359	4%	2 560	2%
Students with special needs (excluding gifted)*	23	12%	1 308	15%	22 052	14%
Students with special needs receiving accommodations (excluding gifted)**	20	10%	1 146	14%	17 415	12%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	149	76%	6 719	75%	102 911	66%
Applied	46	23%	1 287	14%	39 564	25%
Locally developed	0	0%	180	2%	6 160	4%
ESL/ELD	0	0%	684	8%	4 644	3%
Other	2	1%	80	1%	2 519	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		191	8 406	145 362	
First language learned at home was other than English	11	6%	3 279	39%	31 535	22%
Speak only or mostly English at home	186	97%	5 185	62%	111 636	77%
Speak another language (or languages) as often as English at home	4	2%	2 005	24%	22 685	16%
Speak only or mostly another language (or other languages) at home	0	0%	1 179	14%	10 306	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.

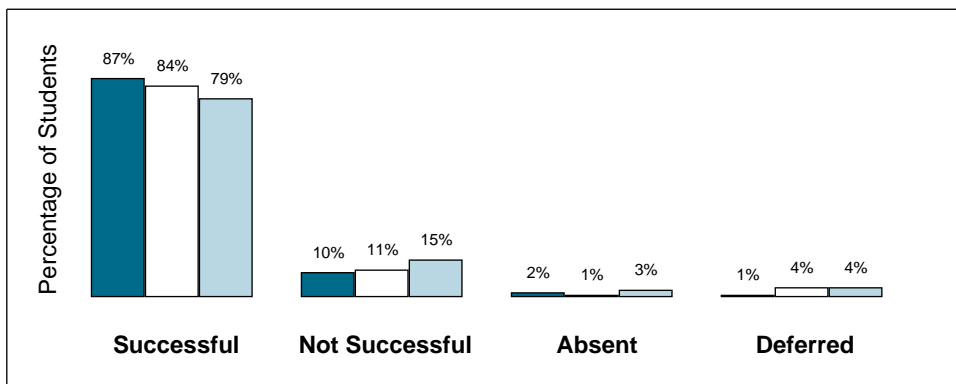
<sup>††</sup> Demographic information pertaining to "language" is gathered from the Student Questionnaire completed by students. Some data may be missing, because they were not provided by students.

## OSSLT Results for First-Time Eligible Students, March 2007

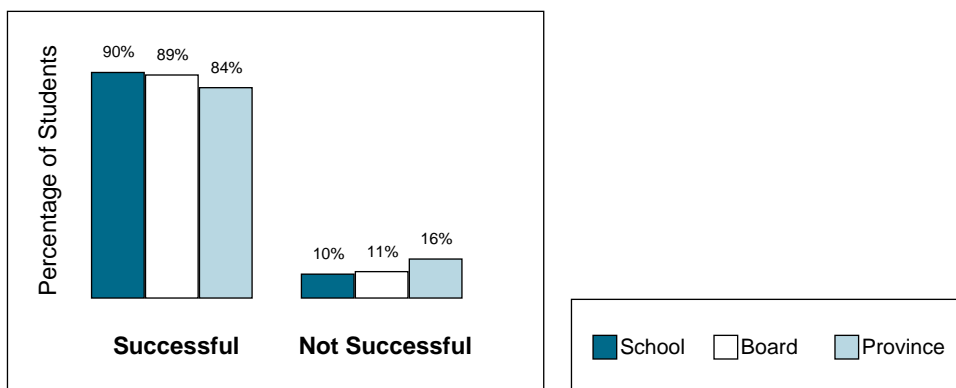
### Results for All First-Time Eligible Students\*

	First-Time Eligible Students					
	All			Fully Participating		
	School # = 197	Board # = 8 954	Province # = 155 906	School # = 191	Board # = 8 449	Province # = 146 173
Successful	172	87%	84%	90%	89%	84%
Not Successful	19	10%	11%	10%	11%	16%
Fully Participating	191	97%	94%	94%		
Absent	4	2%	1%			3%
Deferred	2	1%	4%			4%

### Results for All First-Time Eligible Students



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



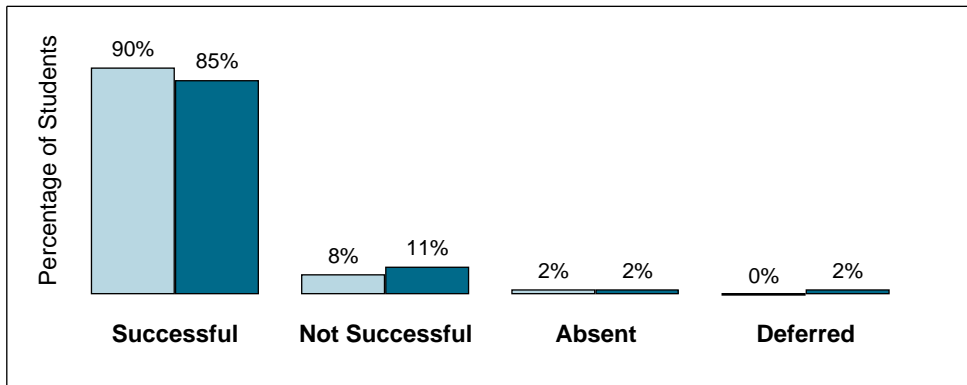
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for First-Time Eligible Students, March 2007

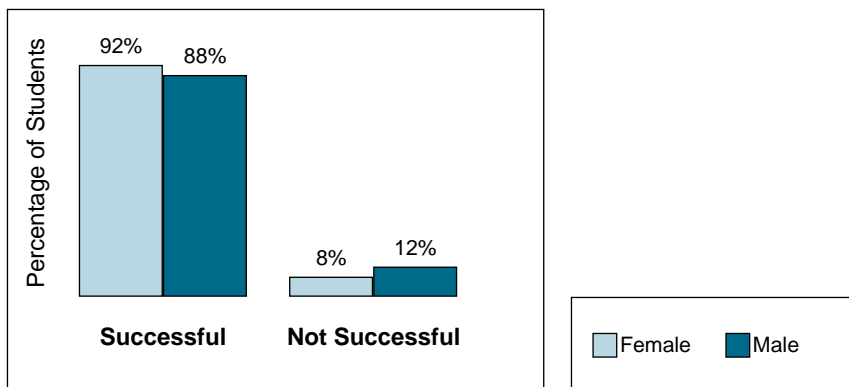
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 99		Male # = 98		Female # = 97	Male # = 94
Successful	89	90%	83	85%	92%	88%
Not Successful	8	8%	11	11%	8%	12%
<b>Fully Participating</b>	<b>97</b>	<b>98%</b>	<b>94</b>	<b>96%</b>		
Absent	2	2%	2	2%		
Deferred	0	0%	2	2%		

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



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



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

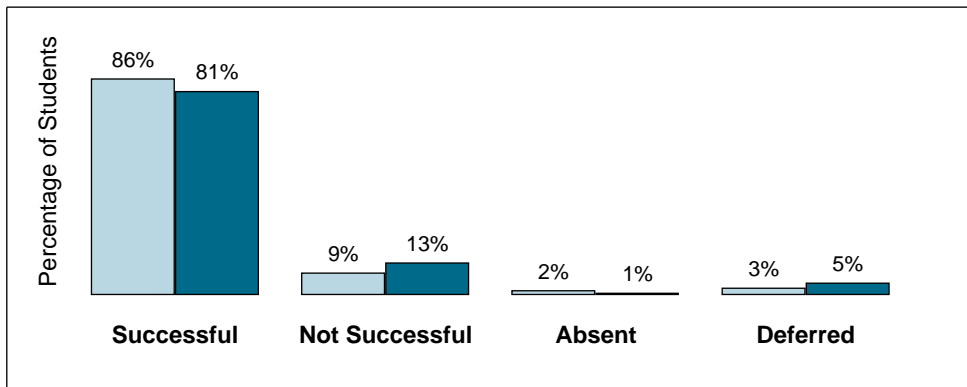
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2007

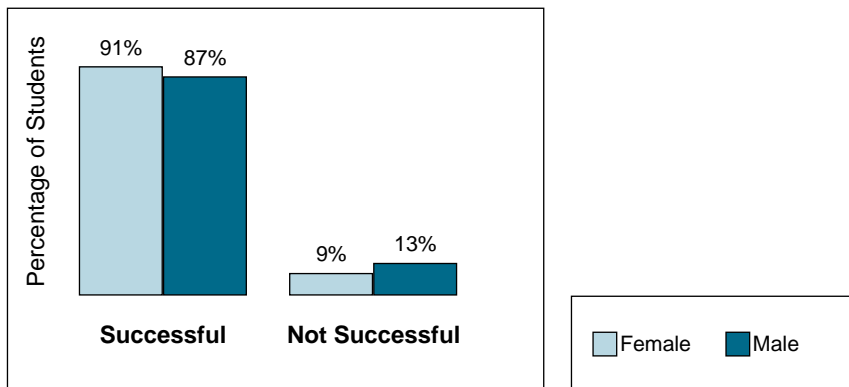
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 4 325		Male # = 4 629		Female # = 4 116	Male # = 4 333
Successful	3 741	86%	3 749	81%	91%	87%
Not Successful	375	9%	584	13%	9%	13%
<b>Fully Participating</b>	<b>4 116</b>	<b>95%</b>	<b>4 333</b>	<b>94%</b>		
Absent	65	2%	59	1%		
Deferred	144	3%	237	5%		

### 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 2007

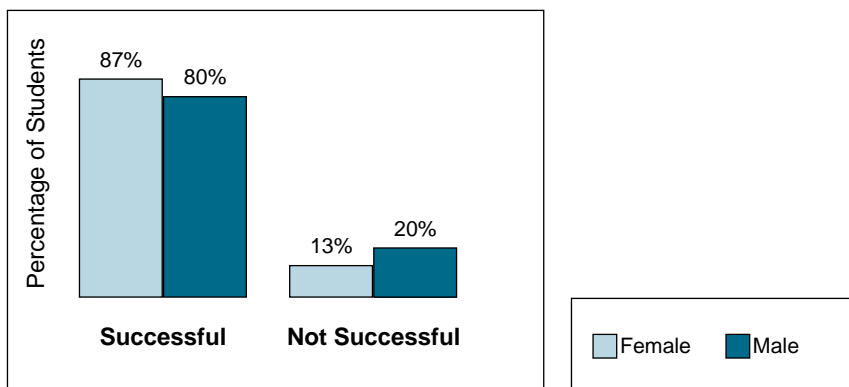
### Provincial Results by Gender\*†

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 76 252		Male # = 79 638		Female # = 72 031	Male # = 74 129
Successful	62 935	83%	59 533	75%	87%	80%
Not Successful	9 096	12%	14 596	18%	13%	20%
<b>Fully Participating</b>	<b>72 031</b>	<b>94%</b>	<b>74 129</b>	<b>93%</b>		
Absent	1 933	3%	1 996	3%		
Deferred	2 288	3%	3 513	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.

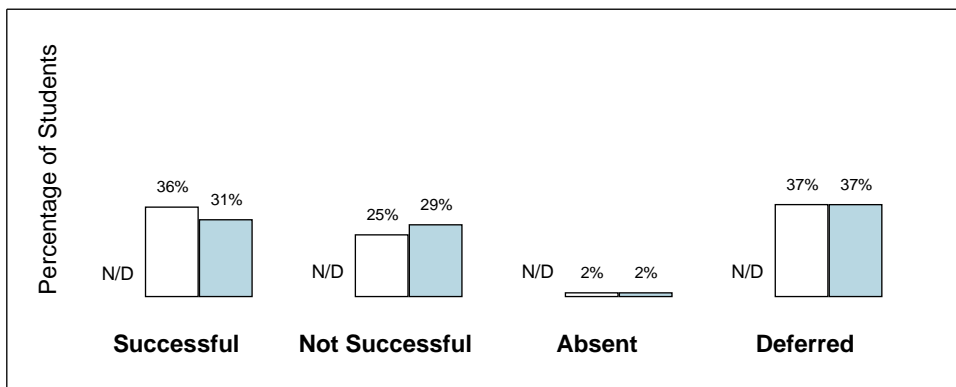
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2007

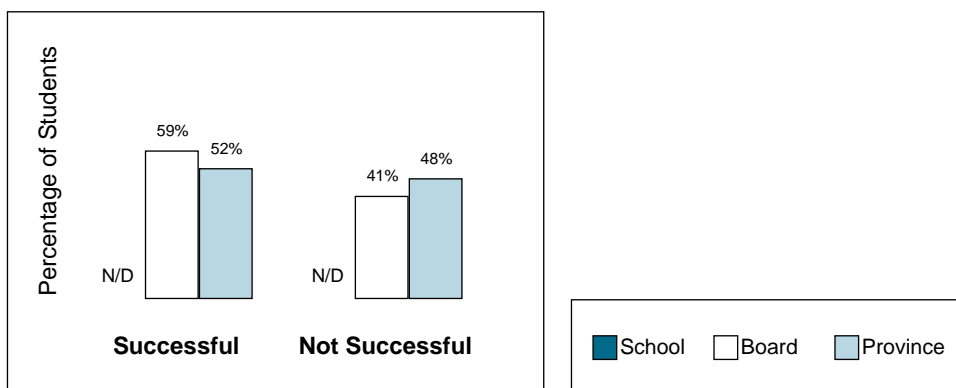
Results for English as a Second Language/English Literacy Development Learners\*†

Results for ESL/ELD Learners First-Time Eligible Students						
	All			Fully Participating		
	School # = N/D	Board # = 687	Province # = 5 684	School # = N/D	Board # = 417	Province # = 3 438
Successful	N/D	N/D	36%	N/D	59%	52%
Not Successful	N/D	N/D	25%	N/D	41%	48%
Fully Participating	N/D	N/D	61%	N/D	60%	
Absent	N/D	N/D	2%	N/D	2%	
Deferred	N/D	N/D	37%	N/D	37%	

### 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.

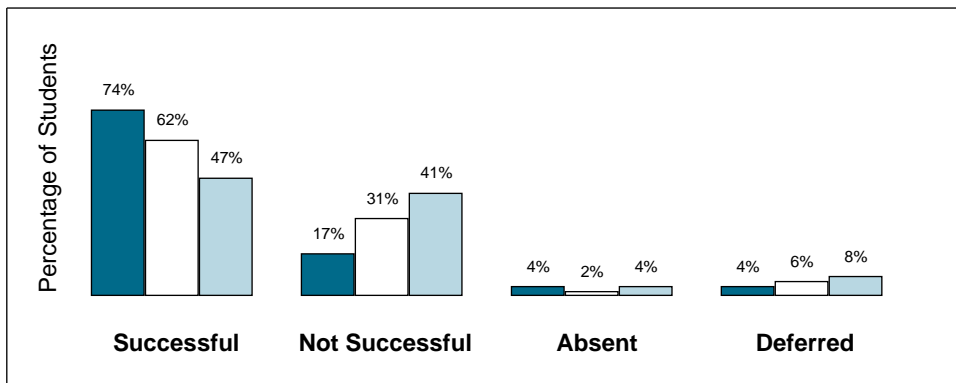
†Based on information regarding ESL or ELD status provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

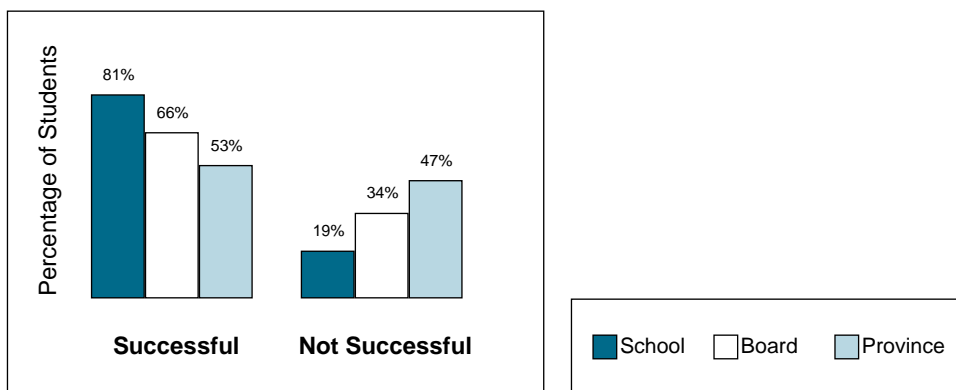
Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # = 23	Board # = 1 308	Province # = 22 052	School # = 21	Board # = 1 211	Province # = 19 425
Successful	17	74%	62%	47%	81%	66%
Not Successful	4	17%	31%	41%	19%	34%
<b>Fully Participating</b>	<b>21</b>	<b>91%</b>	<b>93%</b>	<b>88%</b>		
Absent	1	4%	2%	4%		
Deferred	1	4%	6%	8%		

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.

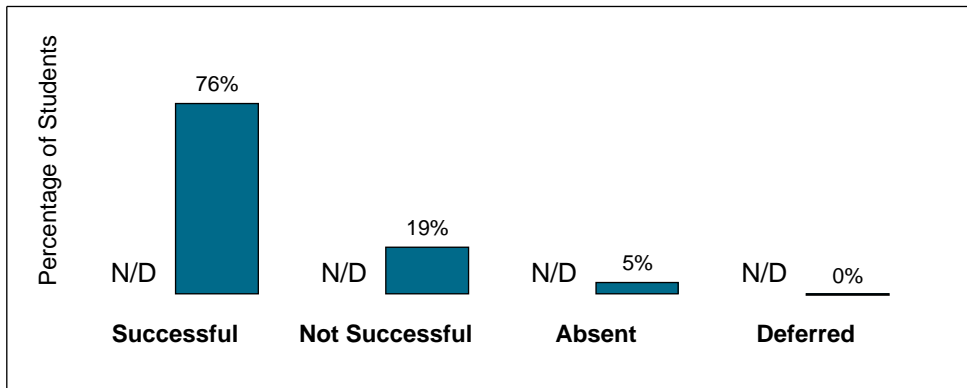
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

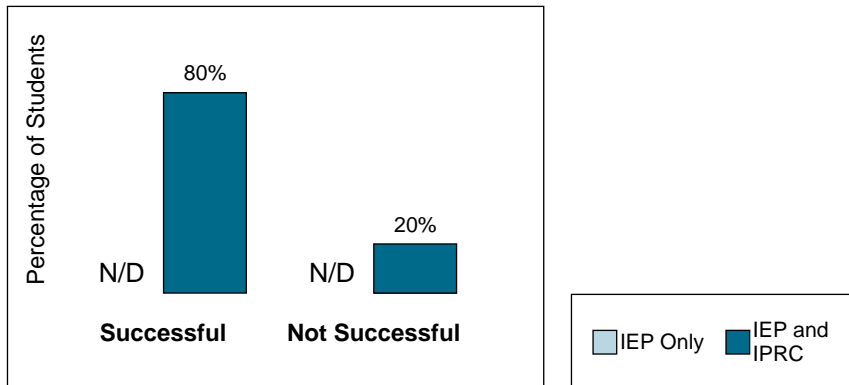
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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 # = 21		IEP Only # = N/D	IEP and IPRC # = 20
Successful	N/D	N/D	16	76%	N/D	80%
Not Successful	N/D	N/D	4	19%	N/D	20%
<b>Fully Participating</b>	N/D	N/D	20	95%		
Absent	N/D	N/D	1	5%		
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.

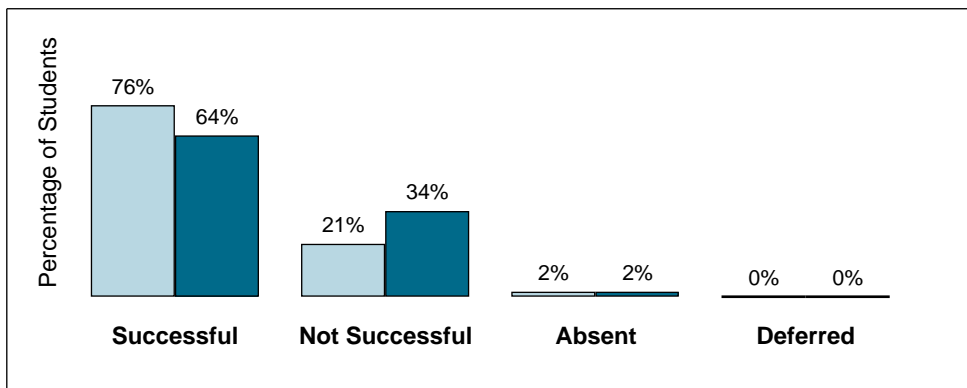
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

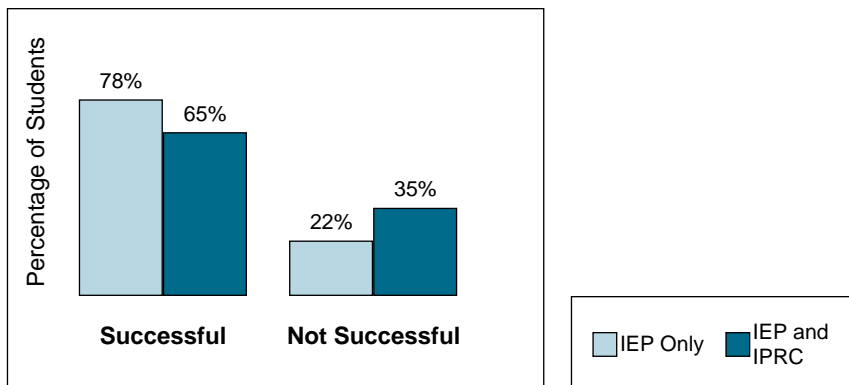
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 42		IEP and IPRC # = 1 125		IEP Only # = 41	IEP and IPRC # = 1 105
Successful	32	76%	721	64%	78%	65%
Not Successful	9	21%	384	34%	22%	35%
<b>Fully Participating</b>	<b>41</b>	<b>98%</b>	<b>1 105</b>	<b>98%</b>		
Absent	1	2%	20	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.

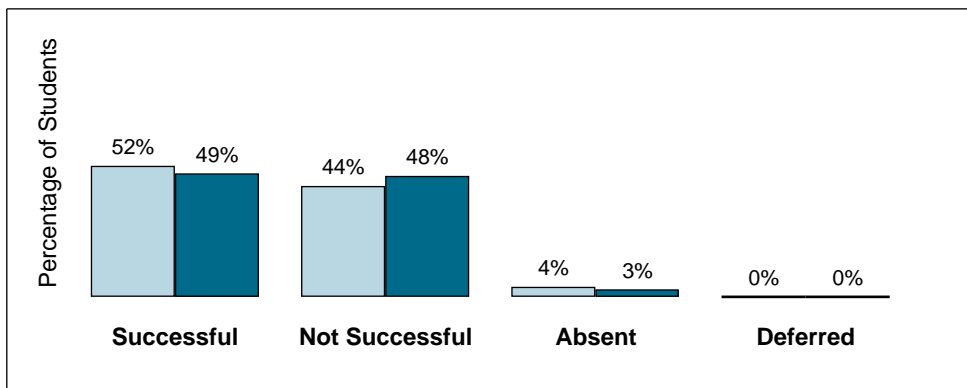
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

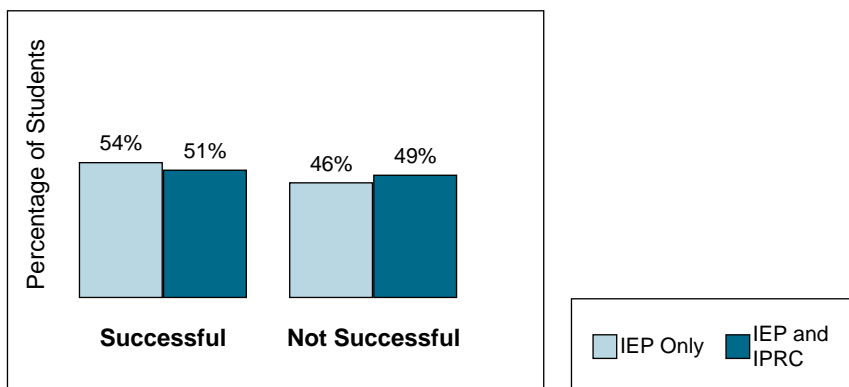
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 4 670		IEP and IPRC # = 13 402		IEP Only # = 4 470	IEP and IPRC # = 12 945
Successful	2 410	52%	6 575	49%	54%	51%
Not Successful	2 060	44%	6 370	48%	46%	49%
<b>Fully Participating</b>	<b>4 470</b>	<b>96%</b>	<b>12 945</b>	<b>97%</b>		
Absent	200	4%	457	3%		
Deferred	0	0%	0	0%		

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



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



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

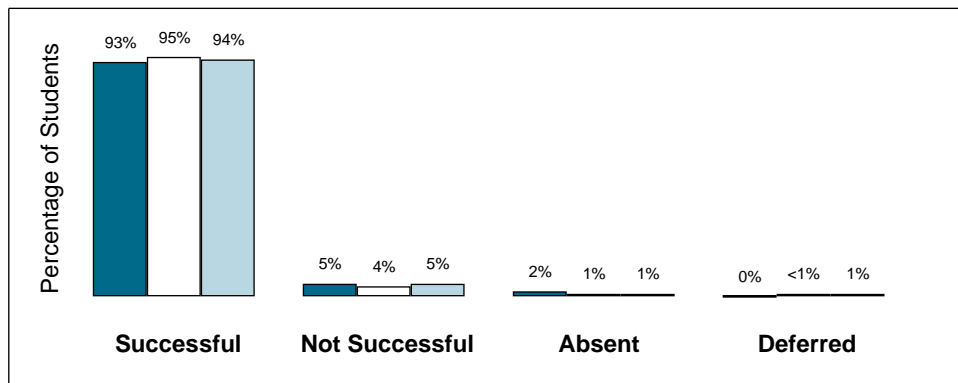
†Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

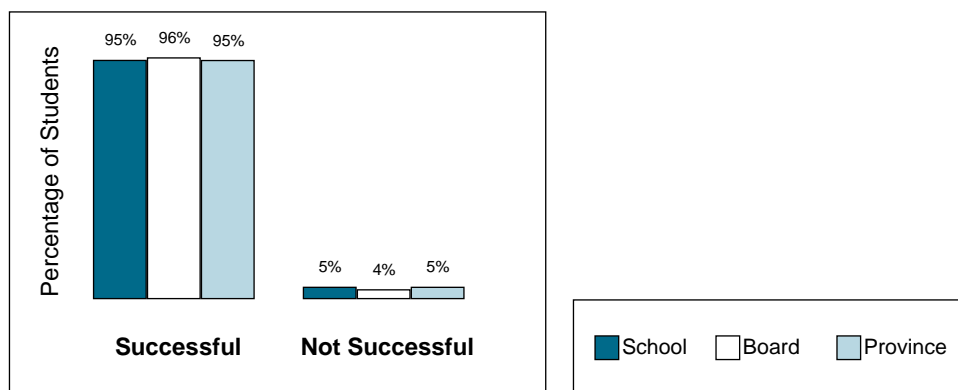
### Results for Students Taking Academic-Level English\*†

Results for Students Taking Academic Level English First-Time Eligible Students						
	All			Fully Participating		
	School # = 149	Board # = 6 719	Province # = 102 911	School # = 146	Board # = 6 650	Province # = 101 126
Successful	139	93%	95%	94%	95%	96%
Not Successful	7	5%	4%	5%	4%	5%
Fully Participating	146	98%	99%	98%		
Absent	3	2%	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.

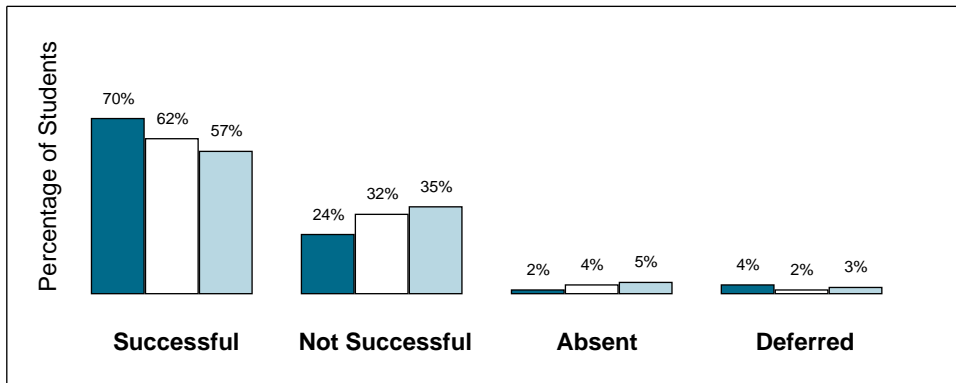
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

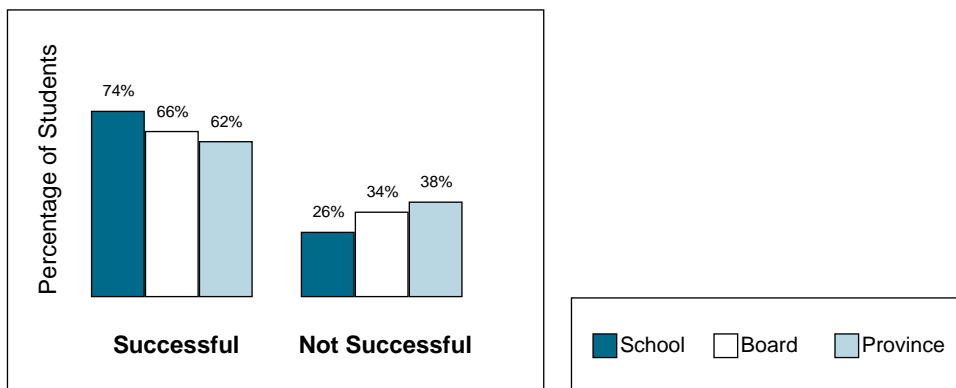
### Results for Students Taking Applied-Level English<sup>\*†</sup>

Results for Students Taking Applied Level English First-Time Eligible Students						
	All			Fully Participating		
	School # = 46	Board # = 1 287	Province # = 39 564	School # = 43	Board # = 1 211	Province # = 36 502
Successful	32	70%	62%	57%	74%	66%
Not Successful	11	24%	32%	35%	26%	34%
Fully Participating	43	93%	94%	92%		
Absent	1	2%	4%	5%		
Deferred	2	4%	2%	3%		

### 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.

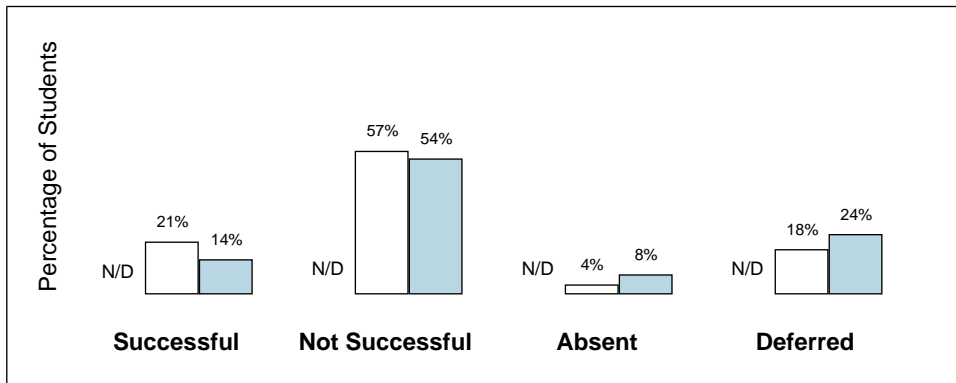
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

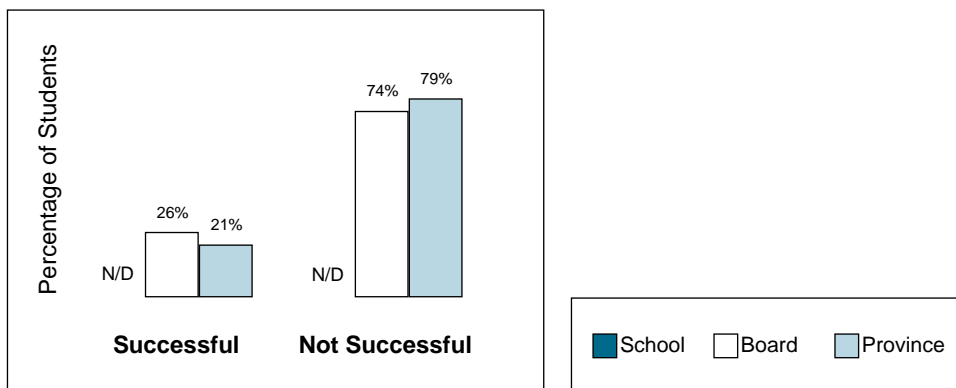
### Results for Students Taking Locally Developed English Course\*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/D	Board # = 180	Province # = 6 160	School # = N/D	Board # = 140	Province # = 4 211
Successful	N/D	N/D	21%	14%	N/D	21%
Not Successful	N/D	N/D	57%	54%	N/D	79%
Fully Participating	N/D	N/D	78%	68%		
Absent	N/D	N/D	4%	8%		
Deferred	N/D	N/D	18%	24%		

### 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.

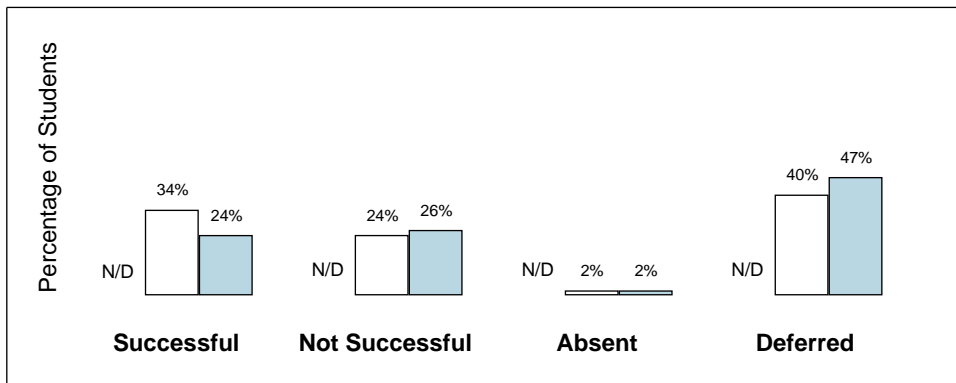
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

## OSSLT Results for First-Time Eligible Students, March 2007

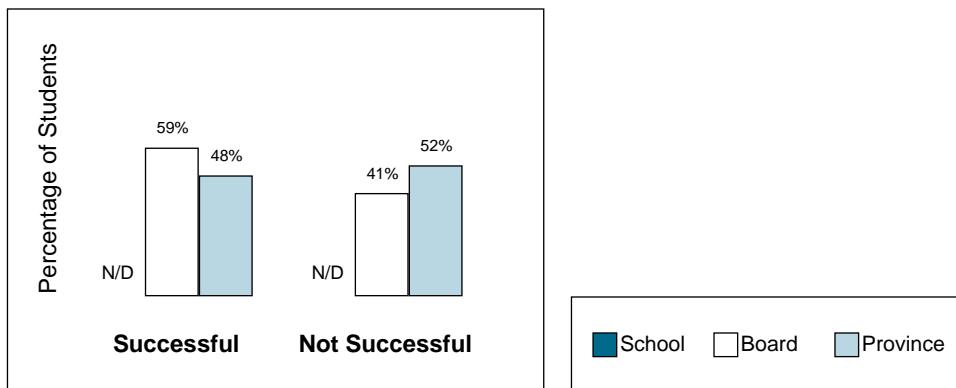
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course \*†

Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/D	Board # = 684	Province # = 4 644	School # = N/D	Board # = 394	Province # = 2 360
Successful	N/D	N/D	34%	24%	N/D	59%
Not Successful	N/D	N/D	24%	26%	N/D	41%
Fully Participating	N/D	N/D	58%	51%		
Absent	N/D	N/D	2%	2%		
Deferred	N/D	N/D	40%	47%		

### 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 2002–March 2007

### Contextual Information for School

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

	Oct. 2002	Oct. 2003	Oct. 2004	Mar. 2006	Mar. 2007
<b>Enrolment</b>					
Number of first-time eligible students	194	196	215	205	197
Number of students who were exempted	0	4	0	0	2
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	94%	95%	99%	99%	97%
Of all first-time eligible students, those who were absent	6%	5%	1%	1%	2%
Of all first-time eligible students, those who were deferred	0%	0%	0%	0%	1%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	45%	44%	49%	41%	50%
Male	49%	54%	50%	59%	50%
Gender not specified	6%	3%	<1%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
ESL/ELD learners*	1% <sup>+</sup>	0% <sup>+</sup>	0%	0%	0%
ESL/ELD learners receiving special provisions**	n/a	n/a	0%	0%	0%
Students with special needs (excluding gifted)*	16%	17%	14%	12%	12%
Students with special needs receiving accommodations (excluding gifted)**	15%	17%	14%	12%	10%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	70%	74%	77%	82%	76%
Applied	19%	16%	17%	16%	23%
Locally developed	2%	10%	5%	0%	0%
ESL/ELD	n/a	n/a	0%	0%	0%
Other	n/a	n/a	n/a	n/a	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	n/a	186	209	202	191
First language learned at home was other than English	n/a	6%	5%	4%	6%
Speak only or mostly English at home	n/a	93%	94%	95%	97%
Speak another language (or languages) as often as English at home	n/a	6%	3%	4%	2%
Speak only or mostly another language (or other languages) at home	n/a	1%	3%	0%	0%

<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.

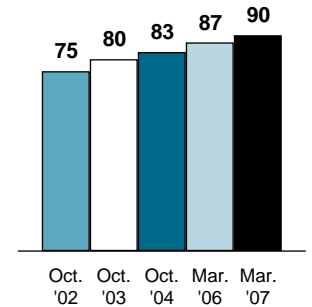
<sup>+</sup> The percentage of students in these two years may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

n/a Information not available.

## OSSLT Results over Time, October 2002–March 2007

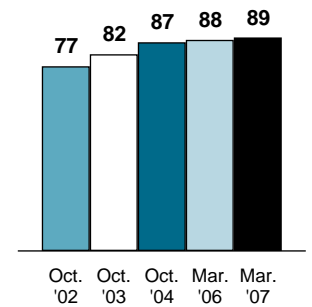
School Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
Number of Students	194		196		215		205		197	
Successful	137	71%	149	76%	177	82%	176	86%	172	87%
Not Successful	46	24%	38	19%	35	16%	26	13%	19	10%
Fully Participating	183	94%	187	95%	212	99%	202	99%	191	97%
Absent	11	6%	9	5%	3	1%	3	1%	4	2%
Deferred	0	0%	0	0%	0	0%	0	0%	2	1%
Fully Participating Successful	137	75%	149	80%	177	83%	176	87%	172	90%

School Results over Time: Percentage of Fully Participating Successful Students



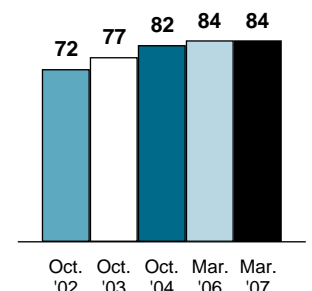
Board Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
Number of Students	7 780		8 616		8 817		9 569		8 954	
Successful	5 670	73%	6 481	75%	7 176	81%	7 953	83%	7 490	84%
Not Successful	1 705	22%	1 446	17%	1 042	12%	1 094	11%	959	11%
Fully Participating	7 375	95%	7 927	92%	8 218	93%	9 047	95%	8 449	94%
Absent	155	2%	266	3%	200	2%	198	2%	124	1%
Deferred	250	3%	423	5%	399	5%	324	3%	381	4%
Fully Participating Successful	5 670	77%	6 481	82%	7 176	87%	7 953	88%	7 490	89%

Board Results over Time: Percentage of Fully Participating Successful Students



Provincial Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
Number of Students	146 539		157 464		160 088		158 817		155 906	
Successful	97 459	67%	109 609	70%	121 855	76%	125 830	79%	122 475	79%
Not Successful	38 569	26%	33 416	21%	25 926	16%	23 268	15%	23 698	15%
Fully Participating	136 028	93%	143 025	91%	147 781	92%	149 098	94%	146 173	94%
Absent	3 991	3%	6 612	4%	5 435	3%	4 715	3%	3 932	3%
Deferred	6 520	4%	7 827	5%	6 872	4%	5 004	3%	5 801	4%
Fully Participating Successful	97 459	72%	109 609	77%	121 855	82%	125 830	84%	122 475	84%

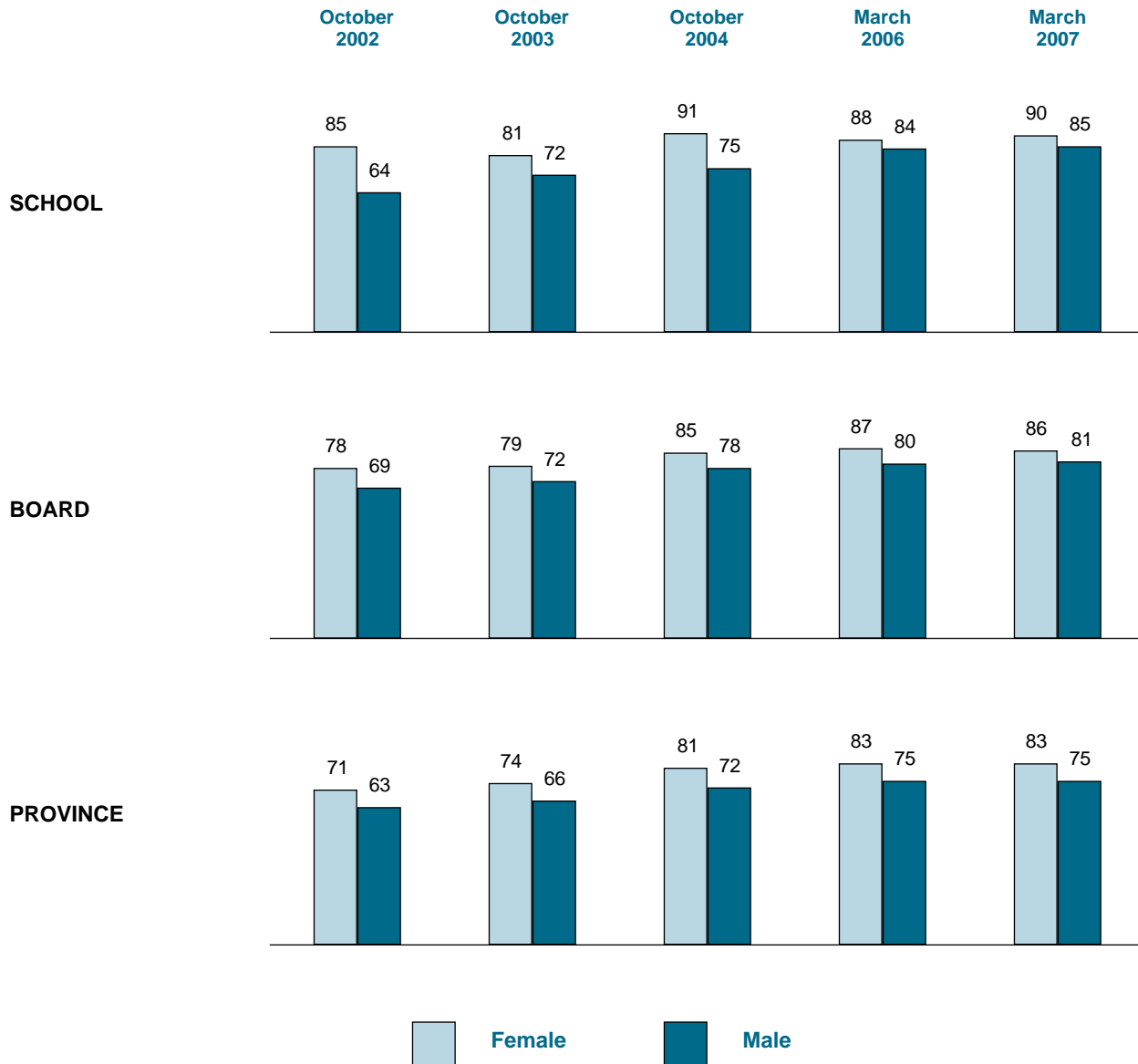
Provincial Results over Time: Percentage of Fully Participating Successful Students



\* 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

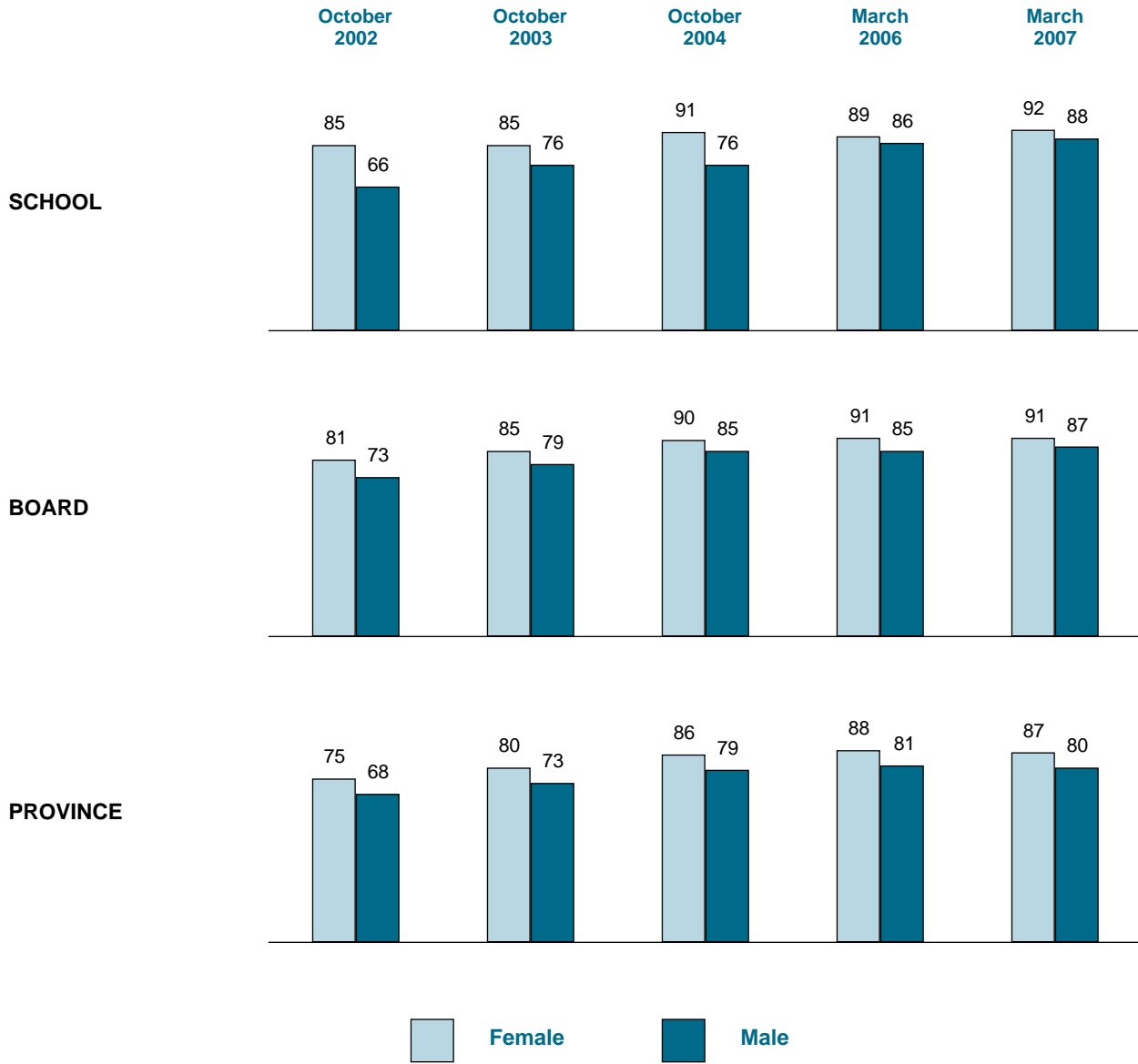
**Number of First-Time Eligible Students†**

	October 2002		October 2003		October 2004		March 2006		March 2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	87	95	86	105	106	108	84	121	99	98
Board	3 676	4 005	4 052	4 520	4 251	4 548	4 624	4 939	4 325	4 629
Province	70 675	73 999	75 023	79 904	77 110	81 469	77 358	81 402	76 252	79 638

† 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 2002		October 2003		October 2004		March 2006		March 2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	87	93	82	100	105	107	83	119	97	94
Board	3 517	3 776	3 771	4 130	4 008	4 204	4 405	4 636	4 116	4 333
Province	66 527	68 153	69 529	71 961	72 296	74 659	73 081	75 966	72 031	74 129

† Includes only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 191)			
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		76	
comics		78	
Web sites, e-mail, chat messages		179	
letters		82	
magazines		149	
manuals, instructions		72	
newspapers		109	
novels, fiction, short stories		141	
song lyrics, poems		100	
religious or spiritual writings		39	
<b>2. Types of writing students do in English outside school most weeks:</b>			
e-mail, chat messages		178	
letter, journals, diaries		57	
notes, directions, instructions		92	
song lyrics, poems		50	
stories, fiction		61	
work-related writing		97	
<b>3. Types of English-language materials students have at home:</b>			
dictionaries, encyclopedias (print or electronic)		179	
books		182	
newspapers		171	
magazines		181	

\* 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 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 191)		
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	21	40
more than one hour but less than three hours	30	58
more than three hours but less than five hours	28	53
five hours or more	21	40
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	39	75
more than one hour but less than three hours	32	61
more than three hours but less than five hours	19	36
five hours or more	10	19
<b>6. How often students use a computer at home for homework:</b>		
don't have a computer at home	3	5
never or hardly ever use a computer for homework	6	12
use a computer once or twice a month for homework	12	23
use a computer once or twice a week for homework	41	79
use a computer almost every day for homework	38	72
<b>7. First language students learned at home was English:</b>		
yes	94	180
no	6	11
<b>8. Language(s) students speak at home:</b>		
only or mostly English	97	186
another language (or languages) as often as English	2	4
only or mostly another language (or other languages)	0	0

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

## OSSLT Results for First-Time Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 191)	Females* (#= 97)	Males* (#= 94)	All (#= 8 406)	Females* (#= 4 097)	Males* (#= 4 309)	All (#= 145 362)	Females* (#= 71 725)	Males* (#= 73 624)
<b>Percentage of students indicating that they</b>									
have a computer at home.	97%	96%	99%	99%	99%	99%	97%	98%	97%
use the computer almost every day for homework.	38%	48%	27%	45%	47%	43%	31%	33%	29%
<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	40%	35%	45%	35%	33%	37%	35%	34%	35%
comics	41%	31%	51%	42%	38%	46%	39%	34%	43%
Web sites, e-mail, chat messages	94%	96%	91%	94%	96%	92%	93%	95%	90%
letters	43%	53%	33%	42%	48%	36%	44%	50%	38%
magazines	78%	84%	72%	74%	85%	64%	76%	86%	67%
manuals, instruction	38%	29%	47%	45%	35%	53%	42%	33%	52%
newspapers	57%	54%	61%	53%	49%	56%	55%	53%	58%
novels, fiction, short stories	74%	87%	61%	70%	80%	61%	67%	78%	56%
song lyrics, poems	52%	70%	34%	62%	74%	50%	63%	76%	51%
religious or spiritual writings	20%	24%	17%	22%	23%	22%	21%	22%	19%
<b>Percentage of students indicating that they read materials written in English outside school, not including homework, for</b>									
more than three hours a week.	49%	59%	38%	39%	43%	36%	39%	44%	34%
<b>Percentage of students indicating that they have the following English-language materials at home:</b>									
dictionaries, encyclopedias (print or electronic)	94%	93%	95%	94%	95%	94%	93%	94%	91%
books	95%	96%	95%	95%	97%	94%	95%	97%	93%
newspapers	90%	86%	94%	88%	89%	88%	87%	88%	87%
magazines	95%	96%	94%	86%	90%	83%	88%	92%	85%
<b>Percentage of students indicating that they do the following types of writing in English outside school most weeks:</b>									
e-mail, chat messages	93%	96%	90%	95%	97%	94%	93%	96%	91%
letters, journals, diaries	30%	48%	11%	32%	49%	16%	32%	50%	14%
notes, directions, instructions	48%	58%	38%	47%	50%	44%	46%	49%	43%
song lyrics, poems	26%	32%	20%	35%	41%	29%	38%	45%	31%
stories, fiction	32%	36%	28%	28%	30%	26%	28%	32%	24%
work-related writing	51%	49%	52%	56%	55%	57%	50%	50%	50%
<b>Percentage of students indicating that they write in English outside school, not including homework, for</b>									
more than three hours a week.	29%	36%	21%	31%	36%	27%	31%	36%	27%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	6%	5%	6%	39%	39%	39%	22%	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:</b>									
only or mostly English	97%	97%	98%	62%	62%	61%	77%	77%	77%
another language (or languages) as often as English	2%	2%	2%	24%	25%	23%	16%	16%	15%
only or mostly another language (or other languages)	0%	0%	0%	14%	13%	15%	7%	6%	8%

\* 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 2005–2006 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 2007. 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 2007 (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>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 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>	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 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 2007

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

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

I am pleased to provide you with this report, which shows the achievement of students on the March 2007 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 meeting the expectations of the curriculum.

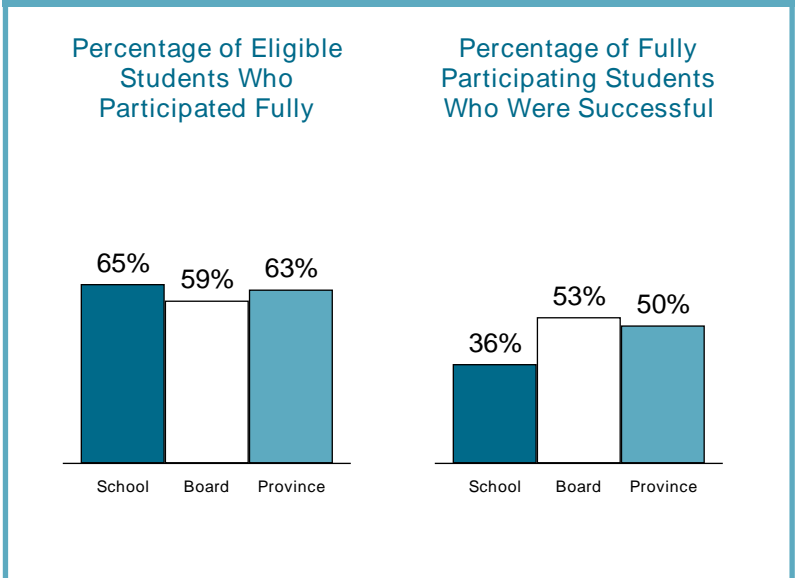
Literacy is a lifelong gift. EQAO works with Ontario's educators to provide valuable information that will help students strive for success and thrive by applying the foundational reading and writing skills that they have developed.

EQAO's literacy test results are intended to be used together with regular classroom assessments conducted by a student's teacher and other school data. These are all important methods of supporting students in their schooling. I trust that this report, when considered in conjunction with other classroom-generated data, will help educators and parents work together to provide students with the skills that are the foundation of a rich and fulfilling adult life.

Marguerite Jackson  
 Chief Executive Officer  
 Education Quality and Accountability Office

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#### PREVIOUSLY ELIGIBLE STUDENTS, MARCH 2007: 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, ESL/ELD;
- ◆ 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?
- ◆ 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 2007

### 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	
<b>Enrolment</b>						
Number of previously eligible students	34		1 965		47 670	
Number of schools with previously eligible students	n/a		30		780	
Number of students who were exempted	4		65		1 789	
	Number	Percent	Number	Percent	Number	Percent
<b>Participation in the Test</b>						
Of all previously eligible students, those who participated fully in the assessment	22	65%	1 161	59%	29 951	63%
Of all previously eligible students, those who were absent	4	12%	132	7%	4 731	10%
Of all previously eligible students, those who were deferred	1	3%	175	9%	3 929	8%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	7	21%	497	25%	9 059	19%
<b>Gender<sup>†</sup> Based on number of previously eligible students</b>						
Female	10	29%	752	38%	18 724	39%
Male	24	71%	1 213	62%	28 942	61%
Gender not specified	0	0%	0	0%	4	<1%
<b>Student Status<sup>†</sup> Based on number of previously eligible students</b>						
ESL/ELD learners*	0	0%	363	18%	6 132	13%
ESL/ELD learners receiving special provisions**	0	0%	201	17%	2 913	10%
Students with special needs (excluding gifted)*	20	59%	626	32%	15 277	32%
Students with special needs receiving accommodations (excluding gifted)**	12	55%	385	33%	8 618	29%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		22		1 142	
					29 605	
First language learned at home was other than English	2	9%	606	53%	10 273	35%
Speak only or mostly English at home	18	82%	496	43%	18 269	62%
Speak another language (or languages) as often as English at home	4	18%	310	27%	6 130	21%
Speak only or mostly another language (or other languages) at home	0	0%	330	29%	4 962	17%

<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.

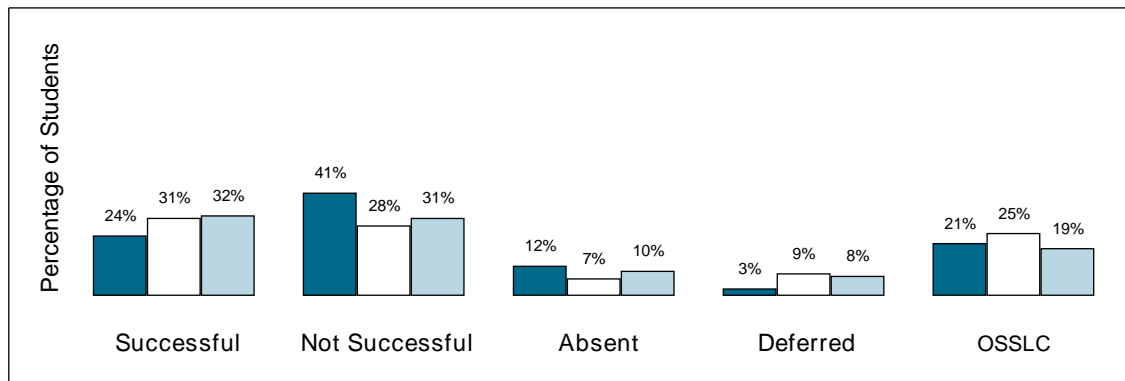
<sup>††</sup> Demographic information pertaining to "language" is gathered from the Student Questionnaire completed by students. Some data may be missing, because they were not provided by students.

## OSSLT Results for Previously Eligible Students, March 2007

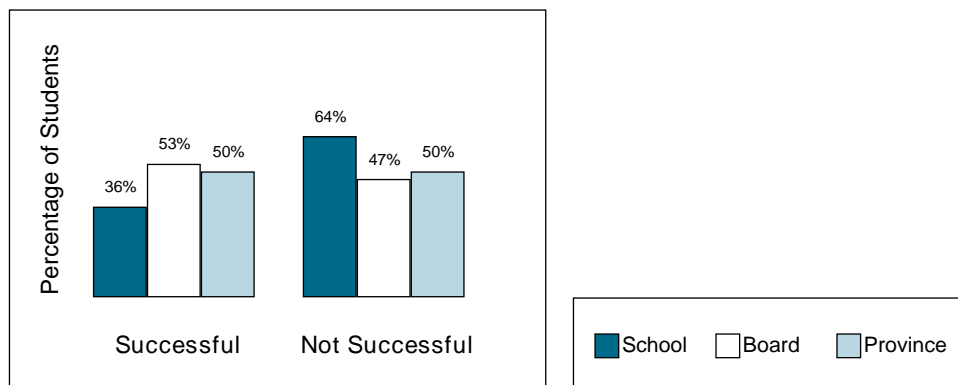
### Results for All Previously Eligible Students\*

	Previously Eligible Students					
	All			Fully Participating		
	School # =34	Board # =1 965	Province # =47 670	School # =22	Board # =1 161	Province # =29 951
Successful	8	24%	31%	32%	36%	53%
Not Successful	14	41%	28%	31%	64%	47%
<b>Fully Participating</b>	<b>22</b>	<b>65%</b>	<b>59%</b>	<b>63%</b>		
Absent	4	12%	7%	10%		
Deferred	1	3%	9%	8%		
OSSLC	7	21%	25%	19%		

### Results for All Previously Eligible Students



### Results for Fully Participating Previously Eligible Students



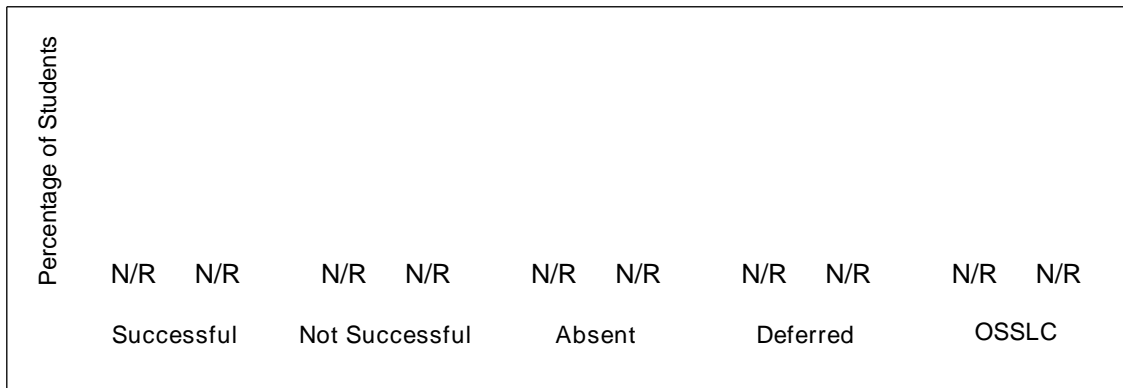
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for Previously Eligible Students, March 2007

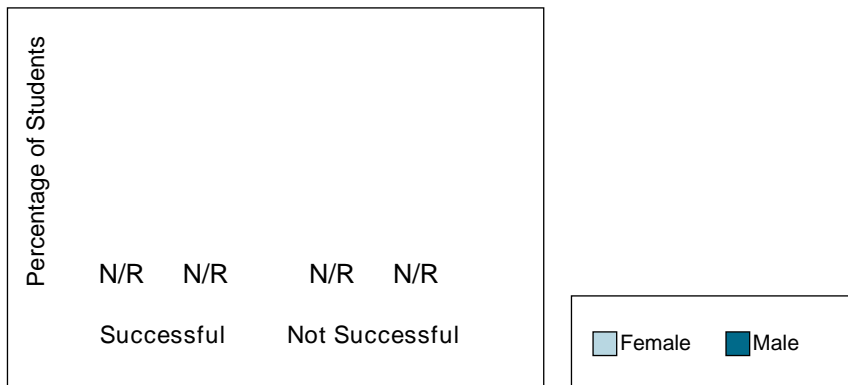
### School Results by Gender<sup>\*†</sup>

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.

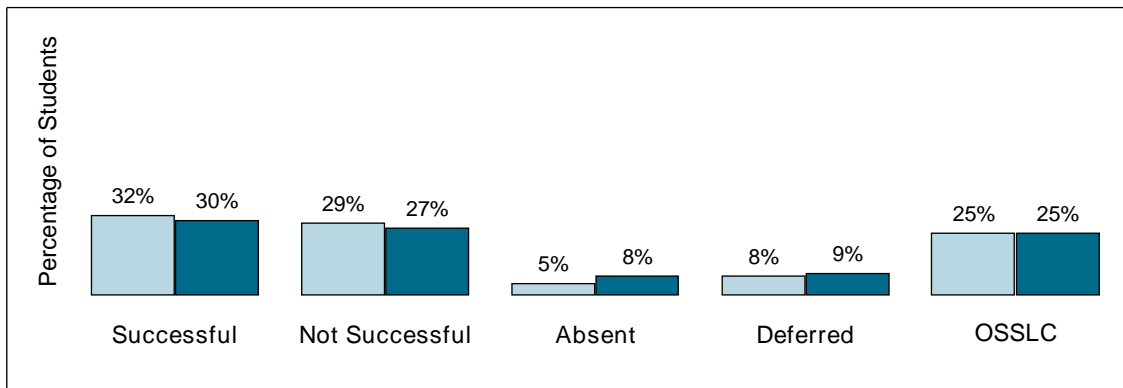
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## OSSLT Results for Previously Eligible Students, March 2007

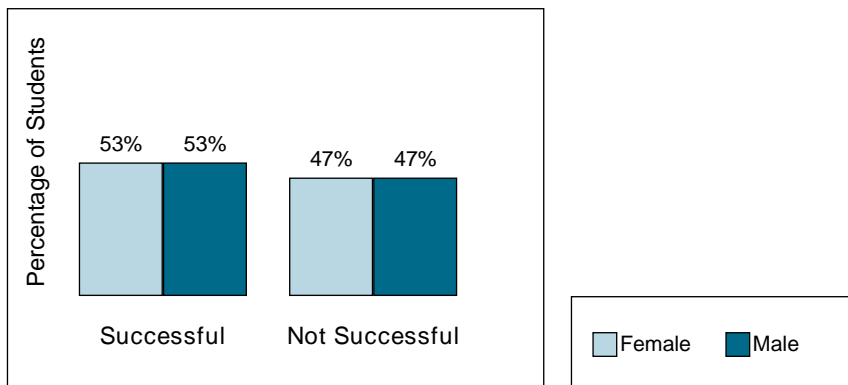
### Board Results by Gender\*†

Board Results by Gender Previously Eligible Students					
	All			Fully Participating	
	Female # = 752		Male # = 1 213	Female # = 462	Male # = 699
Successful	244	32%	368	53%	53%
Not Successful	218	29%	331	47%	47%
<b>Fully Participating</b>	<b>462</b>	<b>61%</b>	<b>699</b>	<b>58%</b>	
Absent	38	5%	94	8%	
Deferred	61	8%	114	9%	
OSSLC	191	25%	306	25%	

### 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.

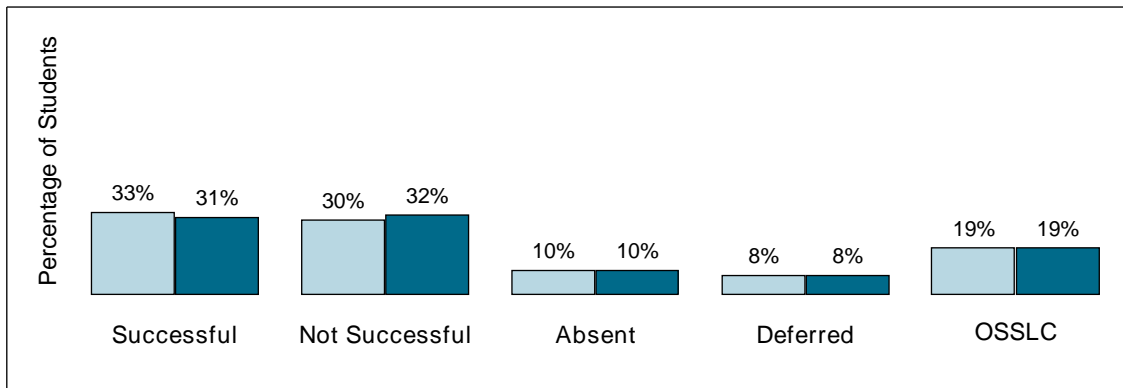
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## OSSLT Results for Previously Eligible Students, March 2007

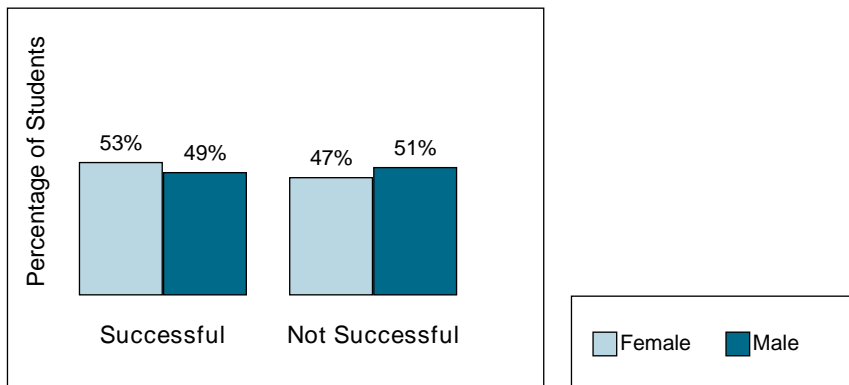
### Provincial Results by Gender\*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 18 724		Male # = 28 942		Female # = 11 817	Male # = 18 133
Successful	6 229	33%	8 895	31%	53%	49%
Not Successful	5 588	30%	9 238	32%	47%	51%
<b>Fully Participating</b>	<b>11 817</b>	<b>63%</b>	<b>18 133</b>	<b>63%</b>		
Absent	1 918	10%	2 812	10%		
Deferred	1 490	8%	2 439	8%		
OSSLC	3 499	19%	5 558	19%		

### 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.

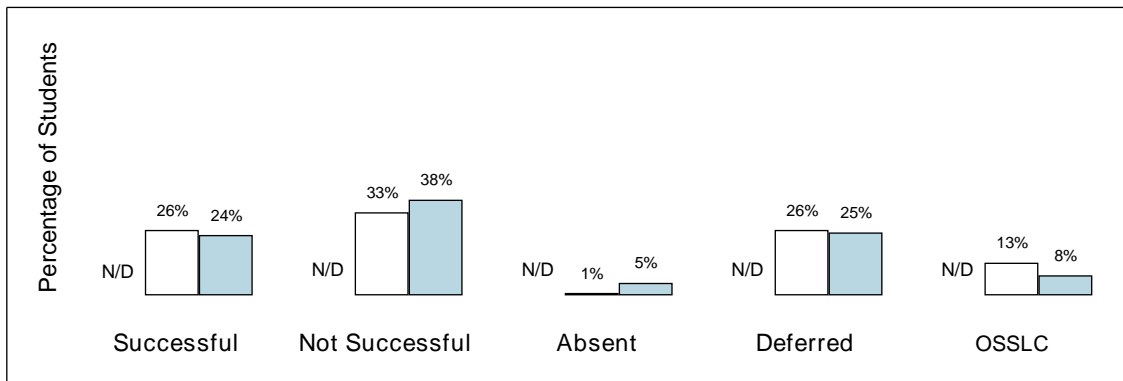
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

## OSSLT Results for Previously Eligible Students, March 2007

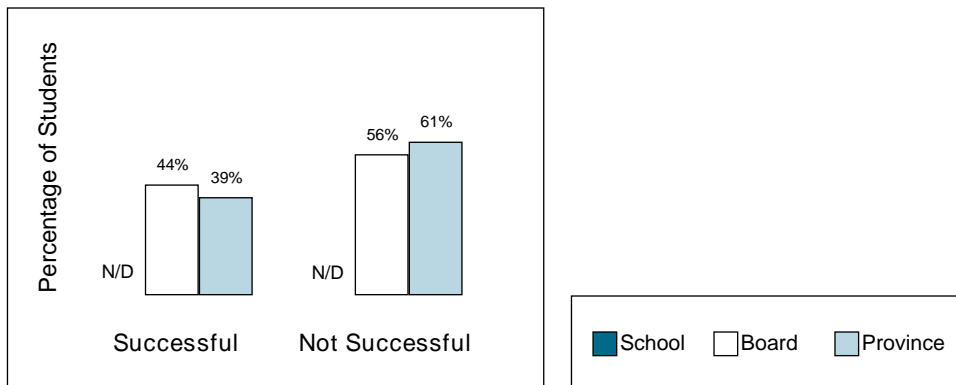
Results for English as a Second Language/English Literacy Development Learners\*†

Results for ESL/ELD Learners Previously Eligible Students						
	All			Fully Participating		
	School # = N/D	Board # = 363	Province # = 6 132	School # = N/D	Board # = 215	Province # = 3 833
Successful	N/D	N/D	26%	24%	N/D	39%
Not Successful	N/D	N/D	33%	38%	N/D	61%
<b>Fully Participating</b>	<b>N/D</b>	<b>N/D</b>	<b>59%</b>	<b>63%</b>		
Absent	N/D	N/D	1%	5%		
Deferred	N/D	N/D	26%	25%		
OSSLC	N/D	N/D	13%	8%		

### 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.

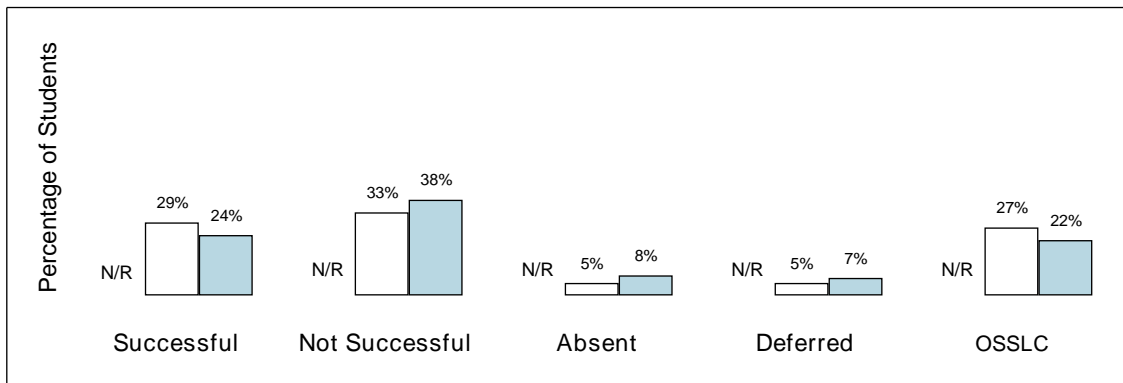
† Based on information regarding ESL or ELD status provided by schools through the Student Data Collection process.

## OSSLT Results for Previously Eligible Students, March 2007

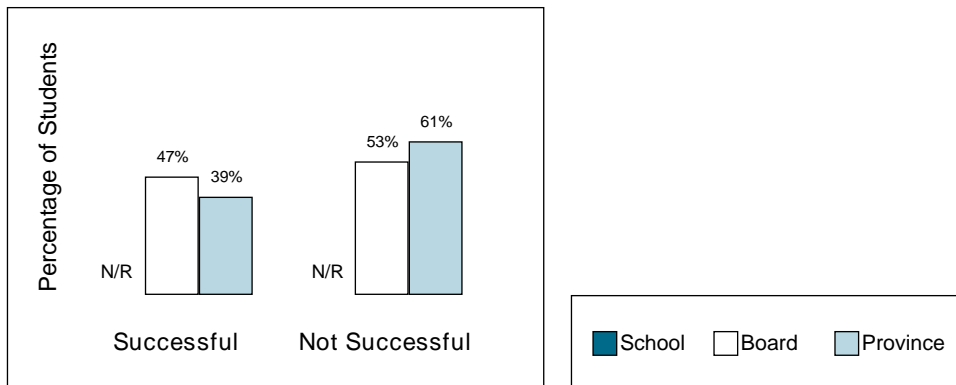
### Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) Previously Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 626	Province # = 15 277	School # = N/R	Board # = 391	Province # = 9 560
Successful	N/R	N/R	29%	24%	N/R	47%
Not Successful	N/R	N/R	33%	38%	N/R	53%
<b>Fully Participating</b>	<b>N/R</b>	<b>N/R</b>	<b>62%</b>	<b>63%</b>		
Absent	N/R	N/R	5%	8%		
Deferred	N/R	N/R	5%	7%		
OSSLC	N/R	N/R	27%	22%		

### 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.

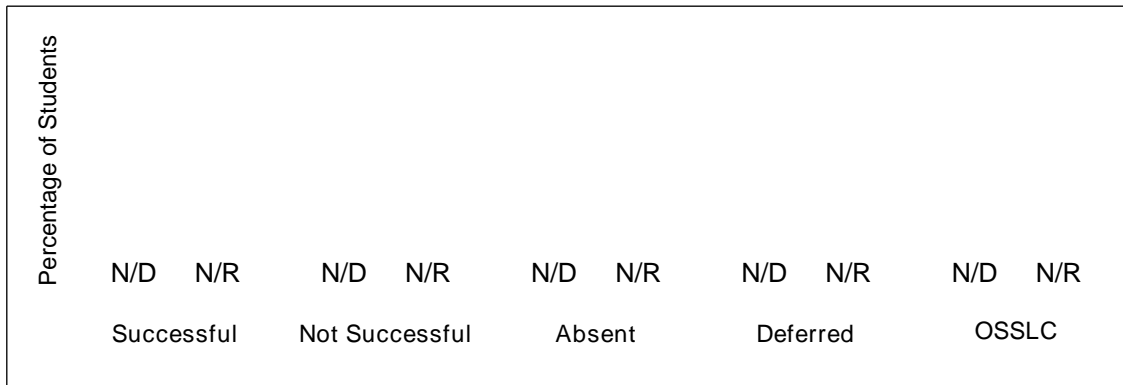
† Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for Previously Eligible Students, March 2007

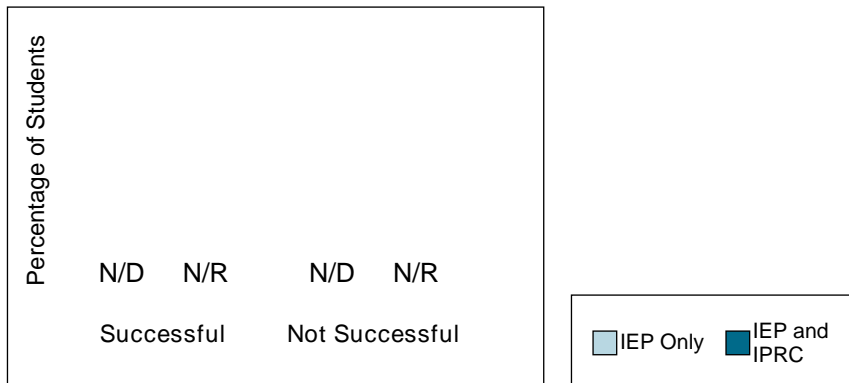
### School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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.

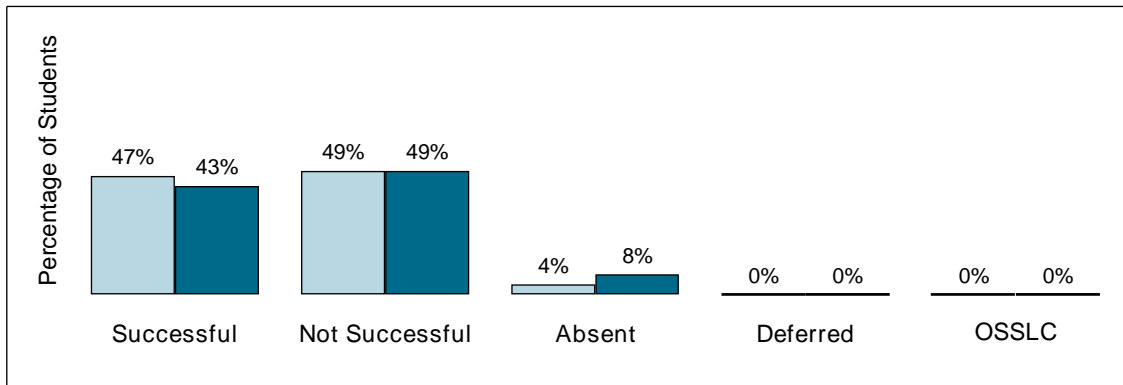
† Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for Previously Eligible Students, March 2007

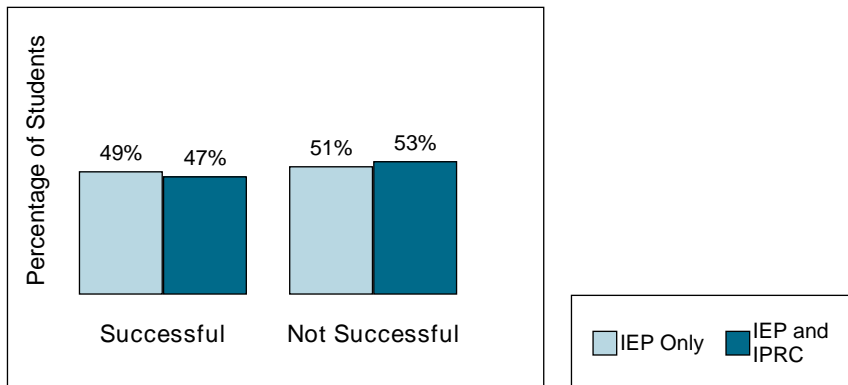
### Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 57		IEP and IPRC # = 359		IEP Only # = 55	IEP and IPRC # = 330
Successful	27	47%	155	43%	49%	47%
Not Successful	28	49%	175	49%	51%	53%
<b>Fully Participating</b>	<b>55</b>	<b>96%</b>	<b>330</b>	<b>92%</b>		
Absent	2	4%	29	8%		
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.

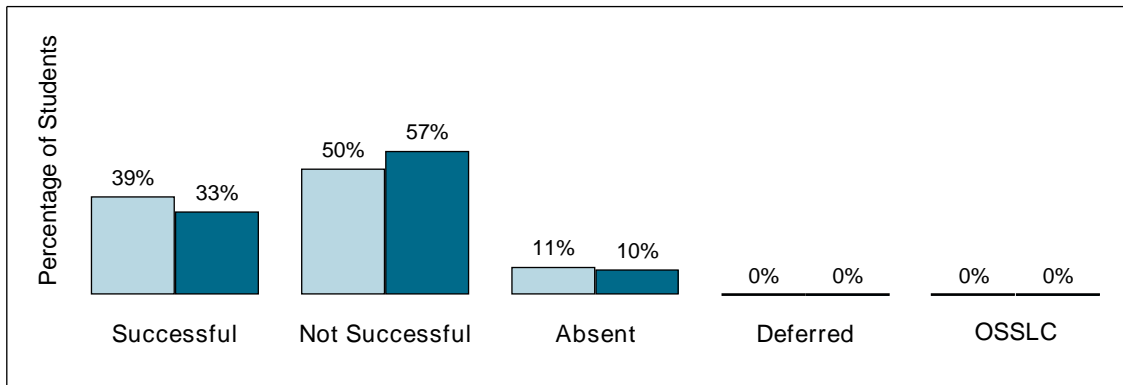
† Based on information provided by schools through the Student Data Collection process.

## OSSLT Results for Previously Eligible Students, March 2007

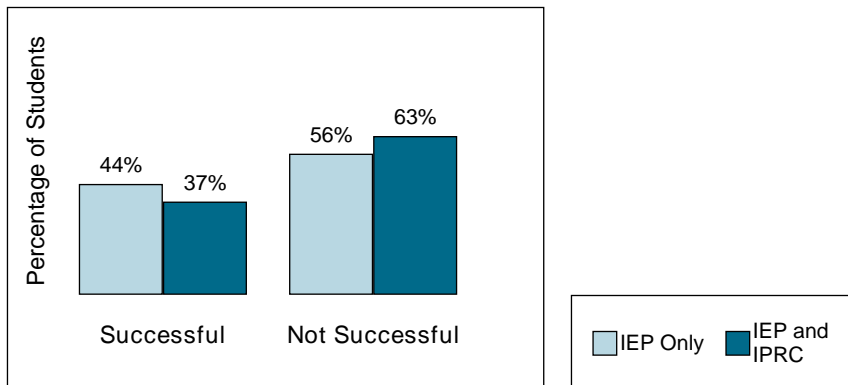
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 2 637		IEP and IPRC # = 6 967		IEP Only # = 2 358	IEP and IPRC # = 6 260
Successful	1 031	39%	2 323	33%	44%	37%
Not Successful	1 327	50%	3 937	57%	56%	63%
<b>Fully Participating</b>	<b>2 358</b>	<b>89%</b>	<b>6 260</b>	<b>90%</b>		
Absent	279	11%	707	10%		
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 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 22)			
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			9
comics			8
Web sites, e-mail, chat messages			21
letters			10
magazines			17
manuals, instructions			11
newspapers			12
novels, fiction, short stories			10
song lyrics, poems			11
religious or spiritual writings			4
<b>2. Types of writing students do in English outside school most weeks:</b>			
e-mail, chat messages			20
letter, journals, diaries			9
notes, directions, instructions			14
song lyrics, poems			9
stories, fiction			8
work-related writing			15
<b>3. Types of English-language materials students have at home:</b>			
dictionaries, encyclopedias (print or electronic)			22
books			21
newspapers			20
magazines			21

\* 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 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# - 22)		
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	50	11
more than one hour but less than three hours	32	7
more than three hours but less than five hours	18	4
five hours or more	0	0
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	45	10
more than one hour but less than three hours	36	8
more than three hours but less than five hours	9	2
five hours or more	9	2
<b>6. How often students use a computer at home for homework:</b>		
don't have a computer at home	0	0
never or hardly ever use a computer for homework	23	5
use a computer once or twice a month for homework	27	6
use a computer once or twice a week for homework	27	6
use a computer almost every day for homework	23	5
<b>7. First language students learned at home was English:</b>		
yes	91	20
no	9	2
<b>8. Language(s) students speak at home:</b>		
only or mostly English	82	18
another language (or languages) as often as English	18	4
only or mostly another language (or other languages)	0	0

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

## OSSLT Results for Previously Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 22)	Females* (#= 9)	Males* (#= 13)	All (#= 1 142)	Females* (#= 458)	Males* (#= 684)	All (#= 29 605)	Females* (#= 11 727)	Males* (#= 17 877)
Percentage of students indicating that they									
have a computer at home.	100%	100%	100%	96%	98%	95%	93%	93%	92%
use the computer almost every day for homework.	23%	11%	31%	39%	40%	38%	28%	30%	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	41%	44%	38%	36%	36%	36%	37%	39%	36%
comics	36%	33%	38%	42%	43%	42%	41%	36%	44%
Web sites, e-mail, chat messages	95%	100%	92%	88%	91%	86%	88%	91%	86%
letters	45%	67%	31%	51%	58%	46%	56%	63%	52%
magazines	77%	89%	69%	70%	79%	64%	75%	83%	70%
manuals, instruction	50%	44%	54%	52%	43%	59%	52%	43%	59%
newspapers	55%	67%	46%	54%	50%	56%	61%	60%	61%
novels, fiction, short stories	45%	67%	31%	62%	73%	55%	57%	70%	48%
song lyrics, poems	50%	67%	38%	63%	71%	58%	62%	74%	55%
religious or spiritual writings	18%	11%	23%	25%	26%	24%	25%	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.	18%	22%	15%	28%	33%	24%	29%	32%	27%
Percentage of students indicating that they have the following English-language materials at home:									
dictionaries, encyclopedias (print or electronic)	100%	100%	100%	86%	87%	86%	85%	86%	84%
books	95%	100%	92%	88%	91%	86%	88%	91%	86%
newspapers	91%	100%	85%	78%	74%	80%	80%	80%	81%
magazines	95%	100%	92%	77%	80%	75%	81%	84%	79%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:									
e-mail, chat messages	91%	100%	85%	89%	92%	87%	88%	91%	87%
letters, journals, diaries	41%	67%	23%	37%	53%	26%	37%	57%	24%
notes, directions, instructions	64%	78%	54%	53%	54%	53%	50%	53%	49%
song lyrics, poems	41%	44%	38%	38%	41%	36%	43%	50%	39%
stories, fiction	36%	44%	31%	31%	33%	30%	28%	32%	26%
work-related writing	68%	78%	62%	57%	58%	57%	54%	55%	54%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	18%	11%	23%	25%	26%	25%	28%	31%	26%
Percentage of students indicating that the first language they learned at home was									
other than English.	9%	11%	8%	53%	56%	51%	35%	38%	32%
Percentage of students indicating that they speak the following language(s) at home:									
only or mostly English	82%	78%	85%	43%	40%	45%	62%	58%	64%
another language (or languages) as often as English	18%	22%	15%	27%	28%	26%	21%	23%	19%
only or mostly another language (or other languages)	0%	0%	0%	29%	31%	27%	17%	18%	16%

\* 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 2005–2006 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 2007. 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 2007 (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>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 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>	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 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.