

# School Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, April 2009

**School: Pierre Elliott Trudeau HS (894672)**

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

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

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

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

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

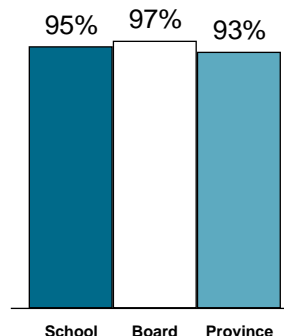
Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

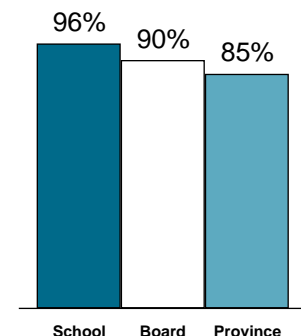
WHERE TO FIND . . .	PAGE
Summary of results: April 2009.....	1
Participation rates: Over time.....	2
Achievement results: Over time.....	3
Tips for using this report.....	4
Contextual information: April 2009.....	5
Detailed achievement results: April 2009	
All students.....	6
Students by gender.....	7–9
English language learners.....	10
Students with special needs.....	11
Students with special needs receiving accommodations.....	12–14
Students taking academic English course.....	15
Students taking applied English course.....	16
Students taking locally developed English course.....	17
Students taking ESL/ELD course.....	18
Contextual information: Over time.....	19
Percentage of successful students: Over time.....	20
Percentage of successful students by gender: Over time.....	21, 22
Student questionnaire results.....	23–25
Explanation of terms.....	26

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

**Percentage of Eligible Students Who Participated Fully**



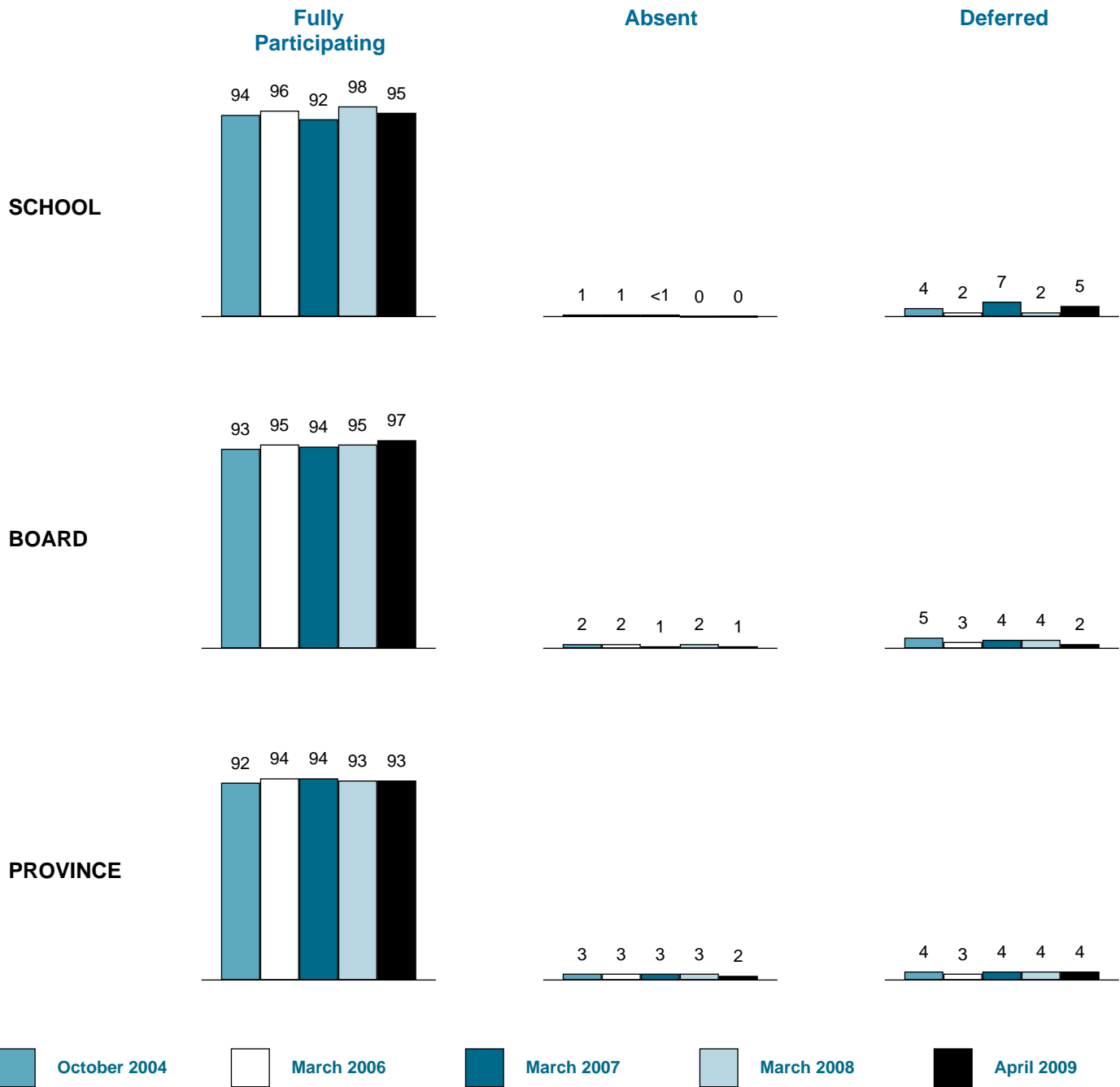
**Percentage of Fully Participating Students Who Were Successful**



# Ontario Secondary School Literacy Test, April 2009

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

### PERCENTAGE OF STUDENTS\*



### Number of First-Time Eligible Students

	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>	<u>March 2008</u>	<u>April 2009</u>
School	273	348	268	255	265
Board	8 817	9 569	8 954	9 157	8 810
Province	160 088	158 817	155 906	156 151	152 830

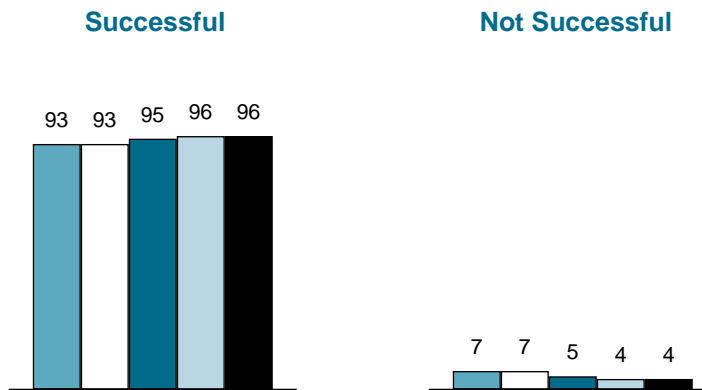
\* Percentages in graphs may not add up to 100, due to rounding.

# Ontario Secondary School Literacy Test, April 2009

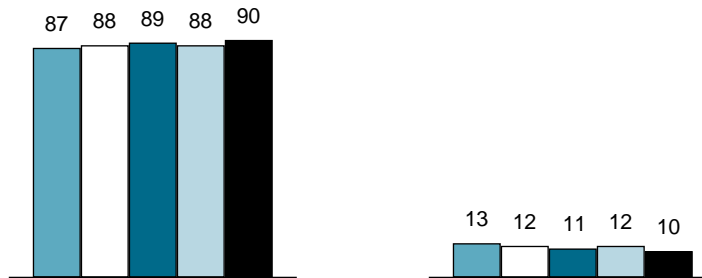
## ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

### PERCENTAGE OF STUDENTS\*

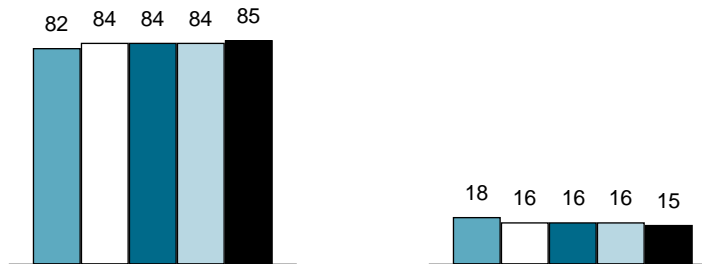
**SCHOOL**



**BOARD**



**PROVINCE**



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

	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>	<u>March 2008</u>	<u>April 2009</u>
School	257	335	247	249	252
Board	8 218	9 047	8 449	8 665	8 512
Province	147 781	149 098	146 173	145 603	142 394

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

## TIPS

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



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



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



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



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

## WHAT IS IN THIS REPORT?

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

### This report includes

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

### Specifically, you will find

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

## HOW TO USE THIS REPORT

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

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

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

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

### Contextual Information

This information provides a context for interpreting the school's results.

	School		Board		Province	
<b>Enrolment</b>						
Number of first-time eligible students	265		8 810		152 830	
Number of schools with first-time eligible students	n/a		33		798	
Number of students who were exempted	0		104		1 679	
	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	252	95%	8 512	97%	142 394	93%
Of all first-time eligible students, those who were absent	0	0%	79	1%	3 707	2%
Of all first-time eligible students, those who were deferred	13	5%	219	2%	6 729	4%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	135	51%	4 203	48%	74 355	49%
Male	130	49%	4 607	52%	78 459	51%
Gender not specified	0	0%	0	0%	16	<1%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>						
English language learners*	20	8%	547	6%	6 177	4%
English language learners receiving special provisions**	8	3%	371	4%	2 739	2%
Students with special needs (excluding gifted)*	22	8%	1 324	15%	24 066	16%
Students with special needs receiving accommodations (excluding gifted)**	22	9%	1 221	14%	18 680	13%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	233	88%	6 957	79%	102 880	67%
Applied	17	6%	1 250	14%	37 845	25%
Locally developed	3	1%	185	2%	5 958	4%
ESL/ELD	12	5%	342	4%	3 733	2%
Other	0	0%	76	1%	2 337	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		252		8 408	
					140 462	
First language learned at home was other than English	175	69%	3 355	40%	30 851	22%
Speak only or mostly English at home	95	38%	5 003	60%	106 970	76%
Speak another language (or other languages) as often as English at home	111	44%	2 322	28%	23 530	17%
Speak only or mostly another language (or other languages) at home	45	18%	1 048	12%	9 294	7%

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

\* See Explanation of Terms.

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

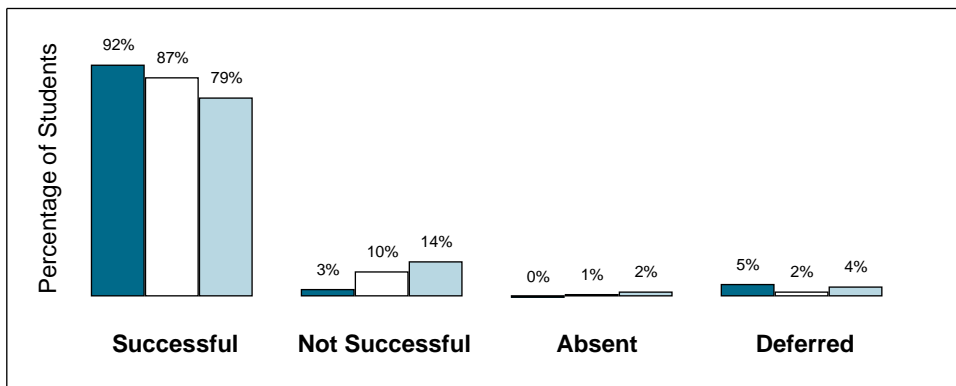
<sup>††</sup> Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

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

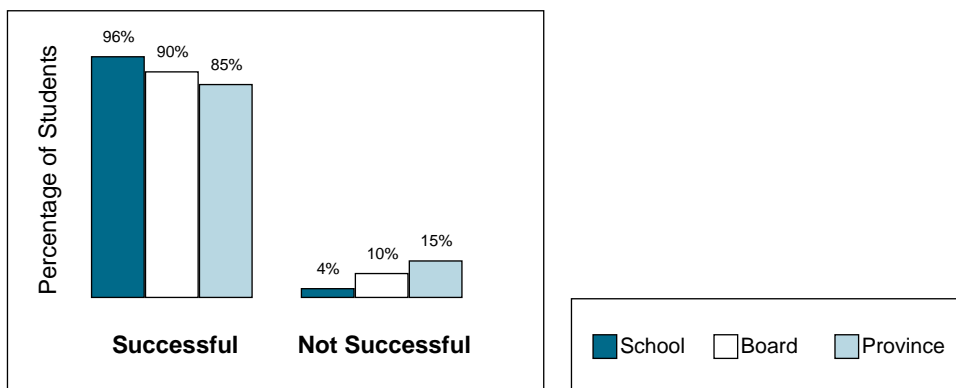
### Results for All Students\*

	First-Time Eligible Students						
	All			Fully Participating			
	School # = 265	Board # = 8 810	Province # = 152 830	School # = 252	Board # = 8 512	Province # = 142 394	
Successful	243	92%	87%	79%	96%	90%	85%
Not Successful	9	3%	10%	14%	4%	10%	15%
Fully Participating	252	95%	97%	93%			
Absent	0	0%	1%	2%			
Deferred	13	5%	2%	4%			

### Results for All First-Time Eligible Students



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



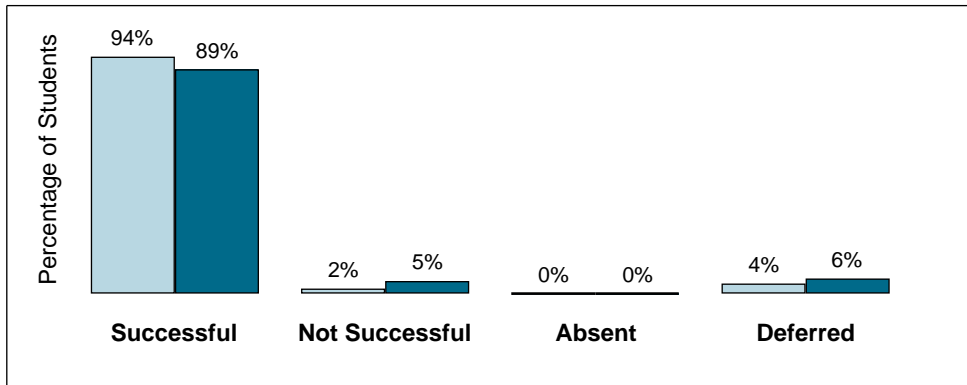
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## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

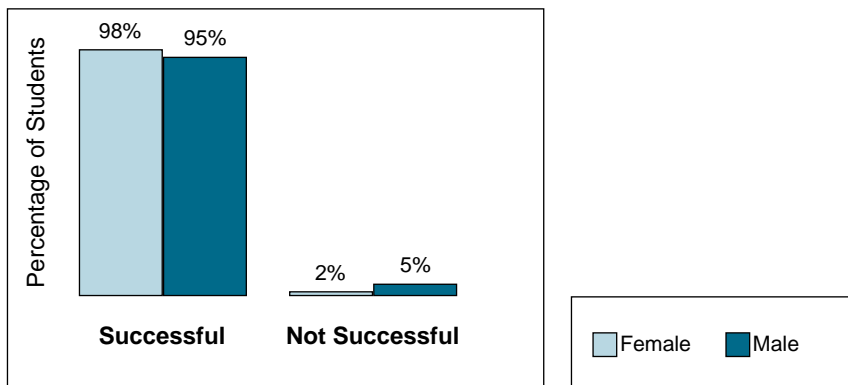
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 135		Male # = 130		Female # = 130	Male # = 122
Successful	127	94%	116	89%	98%	95%
Not Successful	3	2%	6	5%	2%	5%
Fully Participating	130	96%	122	94%		
Absent	0	0%	0	0%		
Deferred	5	4%	8	6%		

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



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



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

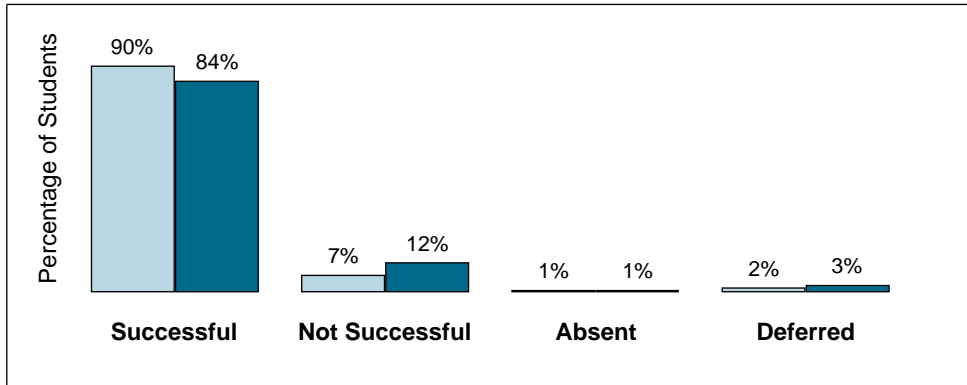
† Includes only students for whom gender data were available.

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

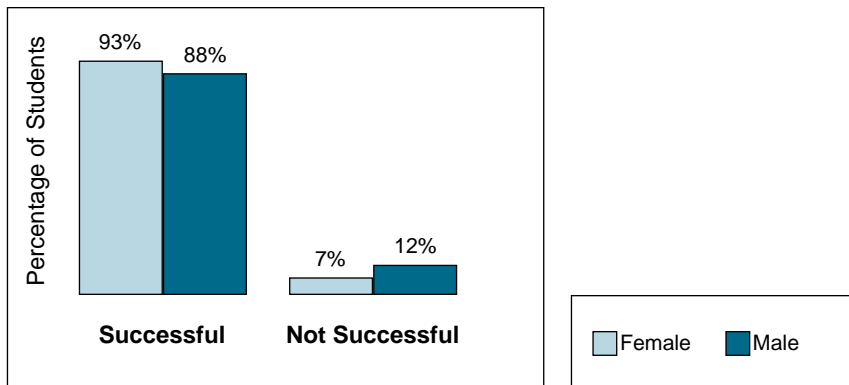
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 4 203		Male # = 4 607		Female # = 4 095	Male # = 4 417
Successful	3 793	90%	3 871	84%	93%	88%
Not Successful	302	7%	546	12%	7%	12%
<b>Fully Participating</b>	<b>4 095</b>	<b>97%</b>	<b>4 417</b>	<b>96%</b>		
Absent	30	1%	49	1%		
Deferred	78	2%	141	3%		

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



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



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

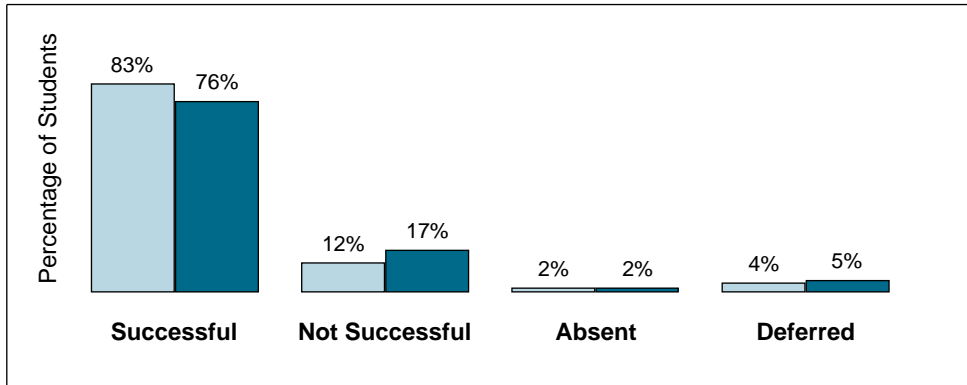
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## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

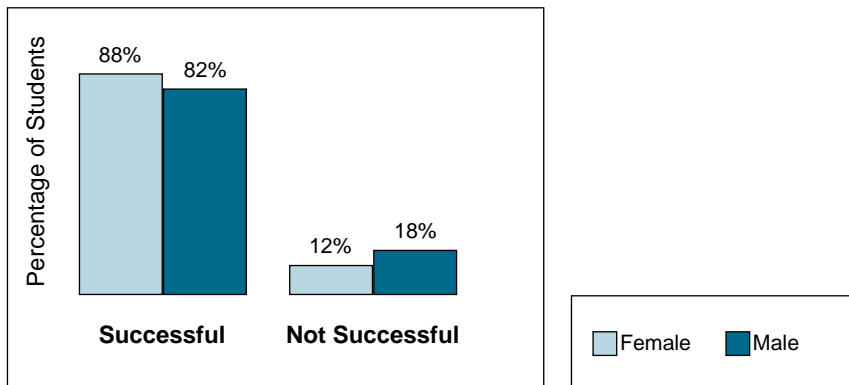
### Provincial Results by Gender<sup>\*†</sup>

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 74 355		Male # = 78 459		Female # = 69 954	Male # = 72 432
Successful	61 348	83%	59 423	76%	88%	82%
Not Successful	8 606	12%	13 009	17%	12%	18%
<b>Fully Participating</b>	<b>69 954</b>	<b>94%</b>	<b>72 432</b>	<b>92%</b>		
Absent	1 785	2%	1 914	2%		
Deferred	2 616	4%	4 113	5%		

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



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



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

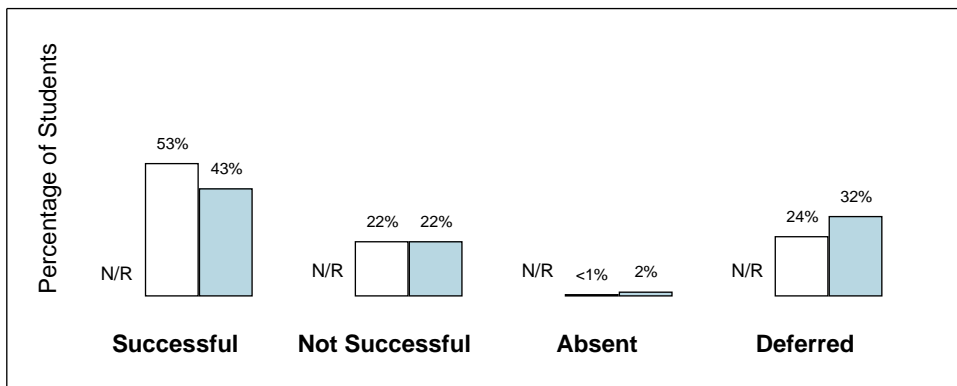
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## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

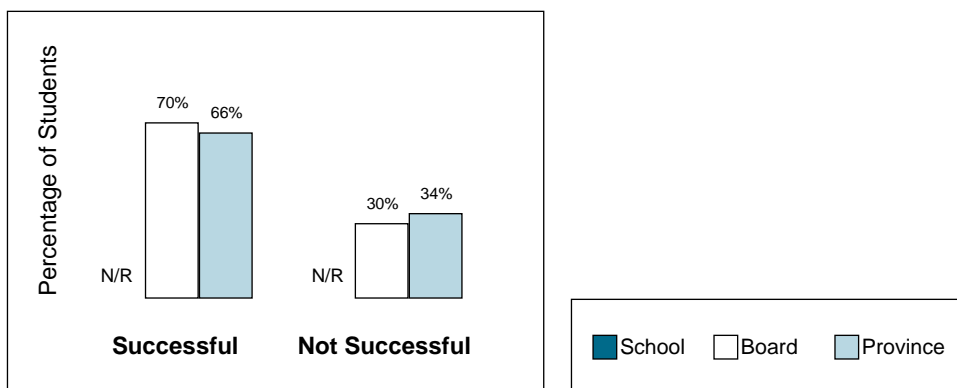
### Results for English Language Learners\*

Results for English Language Learners First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 547	Province # = 6 177	School # = N/R	Board # = 413	Province # = 4 059
Successful	N/R	N/R	53%	43%	N/R	66%
Not Successful	N/R	N/R	22%	22%	N/R	34%
<b>Fully Participating</b>	N/R	N/R	<b>76%</b>	<b>66%</b>		
Absent	N/R	N/R	<1%	2%		
Deferred	N/R	N/R	24%	32%		

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



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



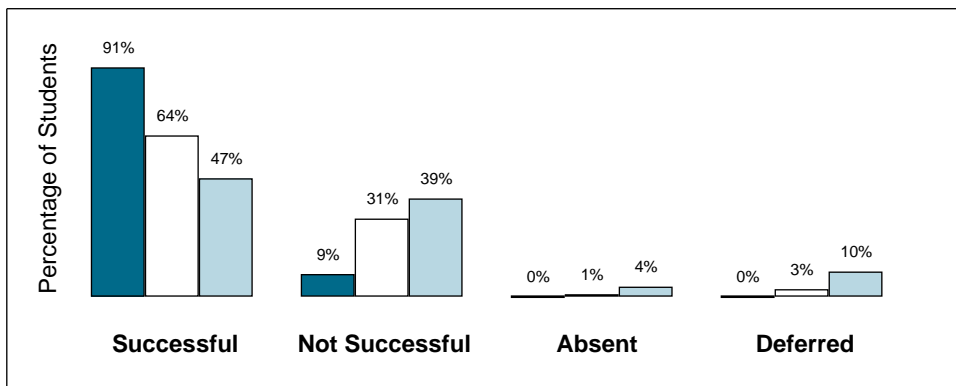
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## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

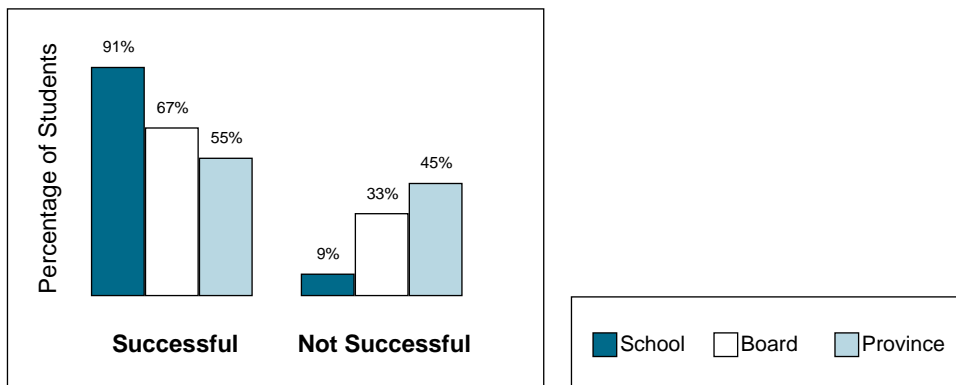
### Results for Students with Special Needs (excluding gifted)\*

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students							
	All			Fully Participating			
	School # = 22	Board # = 1 324	Province # = 24 066	School # = 22	Board # = 1 261	Province # = 20 716	
Successful	20	91%	64%	47%	91%	67%	55%
Not Successful	2	9%	31%	39%	9%	33%	45%
<b>Fully Participating</b>	<b>22</b>	<b>100%</b>	<b>95%</b>	<b>86%</b>			
Absent	0	0%	1%	4%			
Deferred	0	0%	3%	10%			

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



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



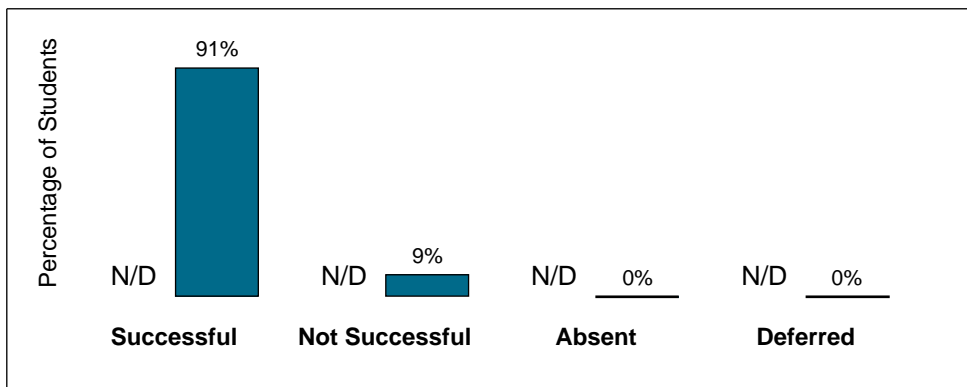
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## Ontario Secondary School Literacy Test, April 2009, First-Time Eligible Students

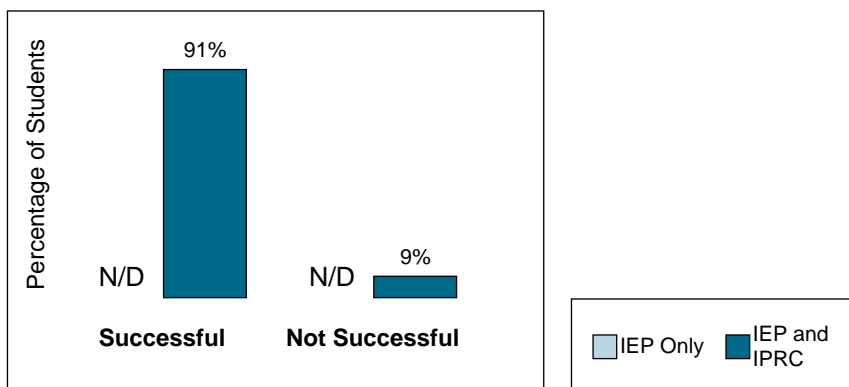
### School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

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 # = 22		IEP Only # = N/D	IEP and IPRC # = 22
Successful	N/D	N/D	20	91%	N/D	91%
Not Successful	N/D	N/D	2	9%	N/D	9%
<b>Fully Participating</b>	<b>N/D</b>	<b>N/D</b>	<b>22</b>	<b>100%</b>		
Absent	N/D	N/D	0	0%		
Deferred	N/D	N/D	0	0%		

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



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



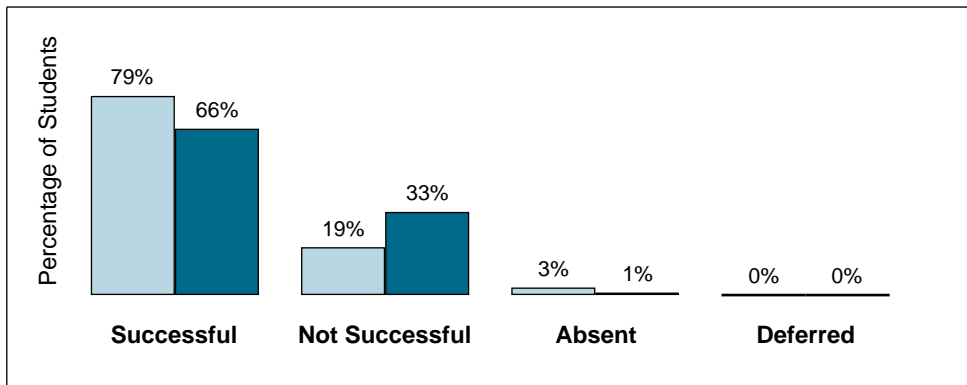
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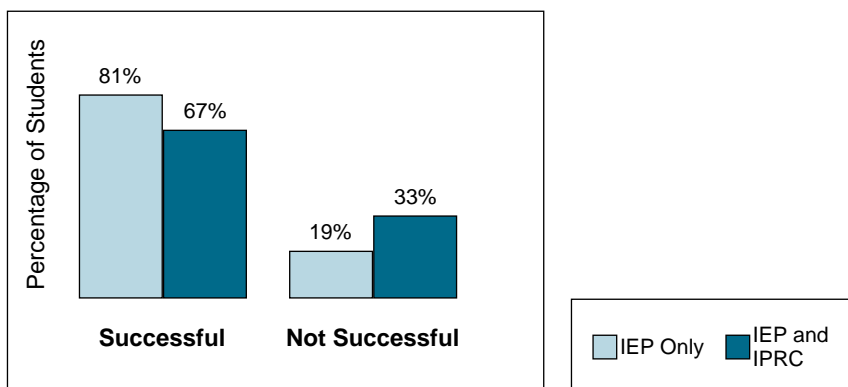
### Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 70		IEP and IPRC # = 1 166		IEP Only # = 68	IEP and IPRC # = 1 153
Successful	55	79%	768	66%	81%	67%
Not Successful	13	19%	385	33%	19%	33%
<b>Fully Participating</b>	<b>68</b>	<b>97%</b>	<b>1 153</b>	<b>99%</b>		
Absent	2	3%	13	1%		
Deferred	0	0%	0	0%		

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



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



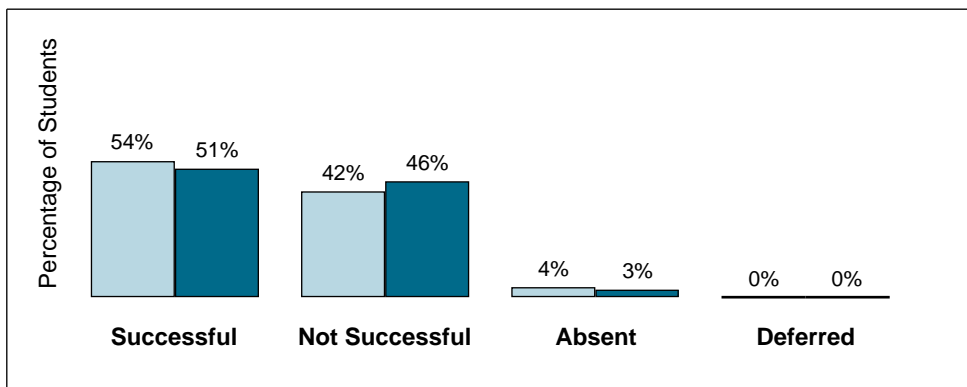
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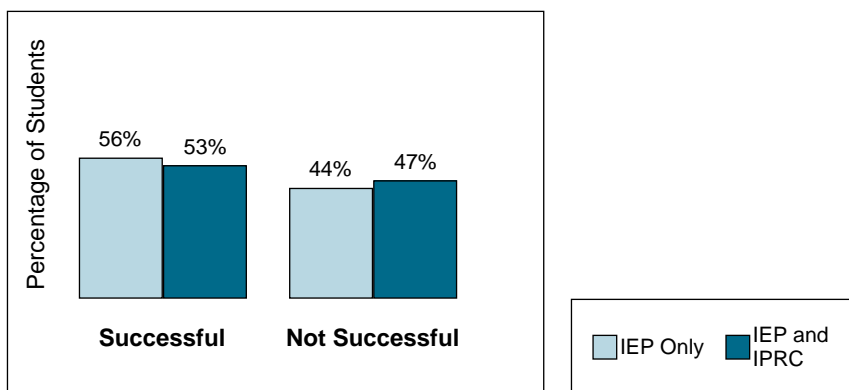
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 5 893		IEP and IPRC # = 13 440		IEP Only # = 5 652	IEP and IPRC # = 13 028
Successful	3 160	54%	6 897	51%	56%	53%
Not Successful	2 492	42%	6 131	46%	44%	47%
<b>Fully Participating</b>	<b>5 652</b>	<b>96%</b>	<b>13 028</b>	<b>97%</b>		
Absent	241	4%	412	3%		
Deferred	0	0%	0	0%		

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



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



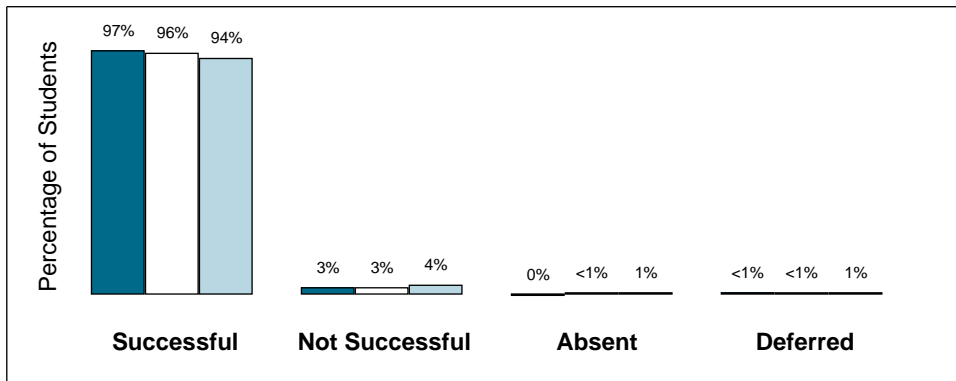
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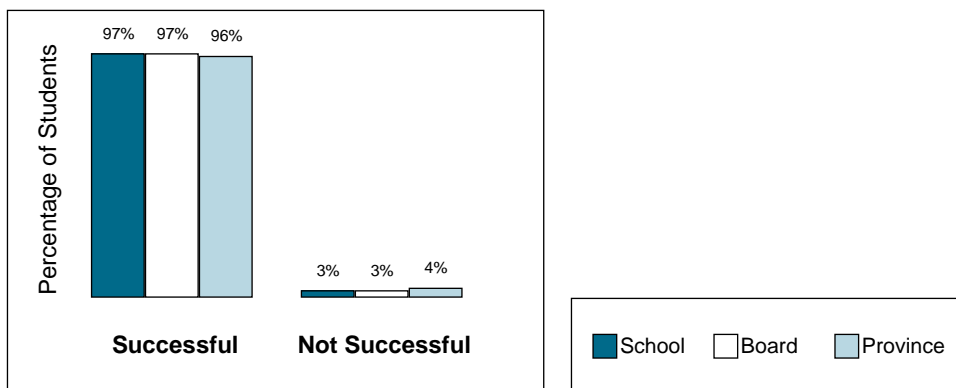
### Results for Students Taking Academic English Course\*

Results for Students Taking Academic English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = 233	Board # = 6 957	Province # = 102 880	School # = 232	Board # = 6 899	Province # = 100 997
Successful	225	97%	96%	94%	97%	97%
Not Successful	7	3%	3%	4%	3%	3%
Fully Participating	232	100%	99%	98%		
Absent	0	0%	<1%	1%		
Deferred	1	<1%	<1%	1%		

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



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



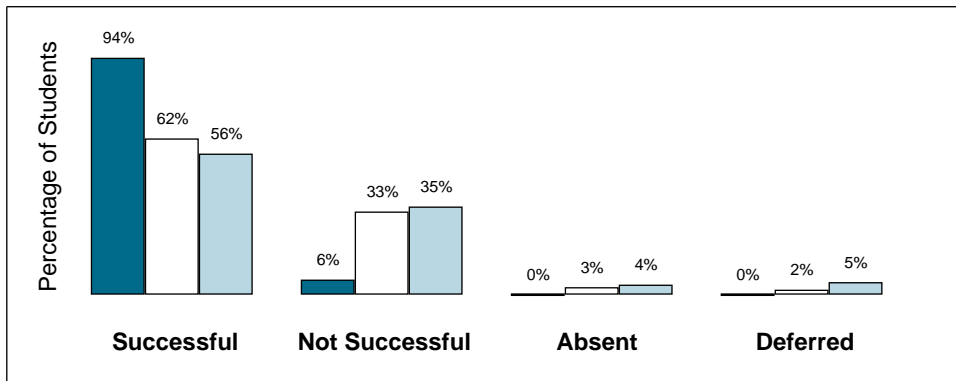
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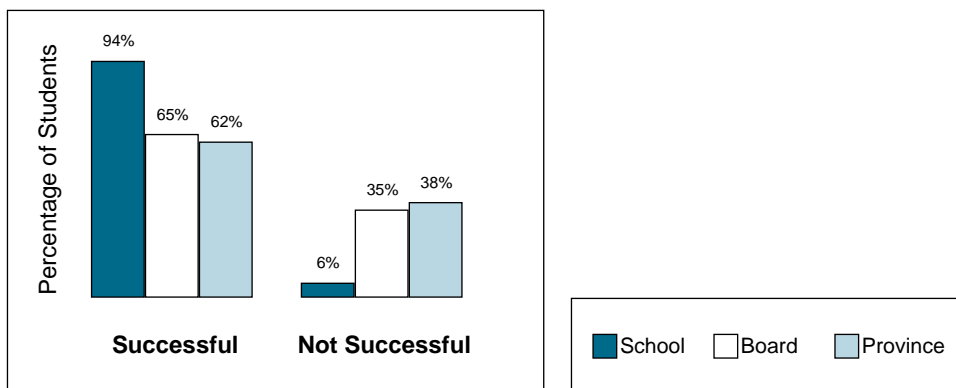
### Results for Students Taking Applied English Course\*

Results for Students Taking Applied English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = 17	Board # = 1 250	Province # = 37 845	School # = 17	Board # = 1 192	Province # = 34 401
Successful	16	94%	62%	56%	94%	65%
Not Successful	1	6%	33%	35%	6%	38%
Fully Participating	17	100%	95%	91%		
Absent	0	0%	3%	4%		
Deferred	0	0%	2%	5%		

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



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



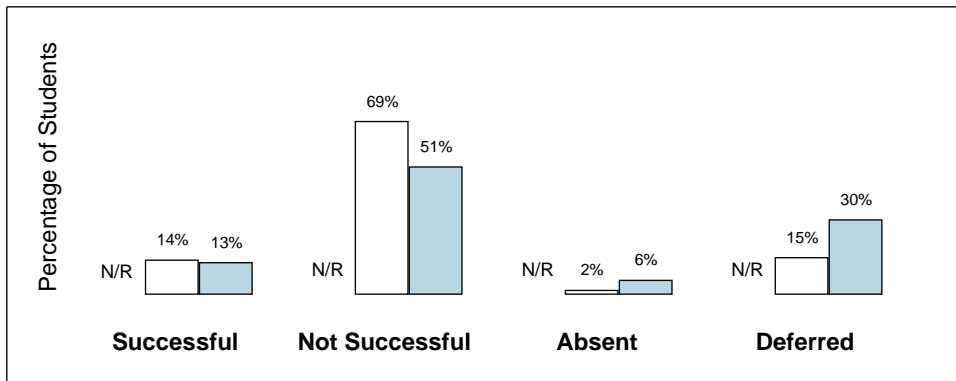
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

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

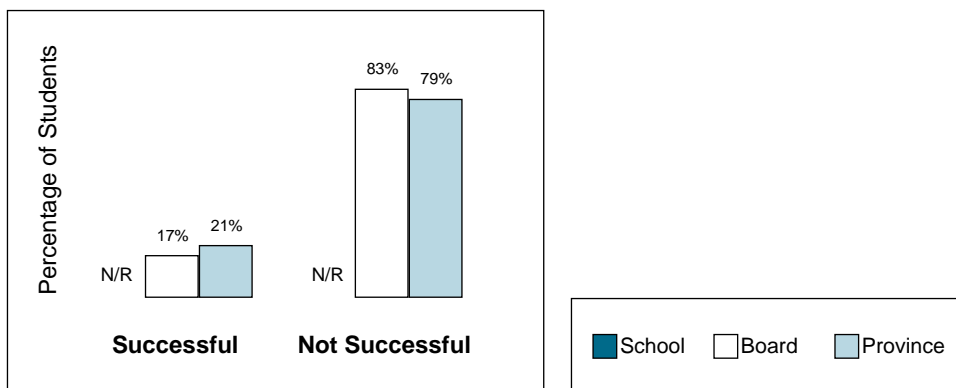
### Results for Students Taking Locally Developed English Course\*

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 185	Province # = 5 958	School # = N/R	Board # = 154	Province # = 3 815
Successful	N/R	N/R	14%	13%	N/R	21%
Not Successful	N/R	N/R	69%	51%	N/R	79%
Fully Participating	N/R	N/R	83%	64%		
Absent	N/R	N/R	2%	6%		
Deferred	N/R	N/R	15%	30%		

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



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



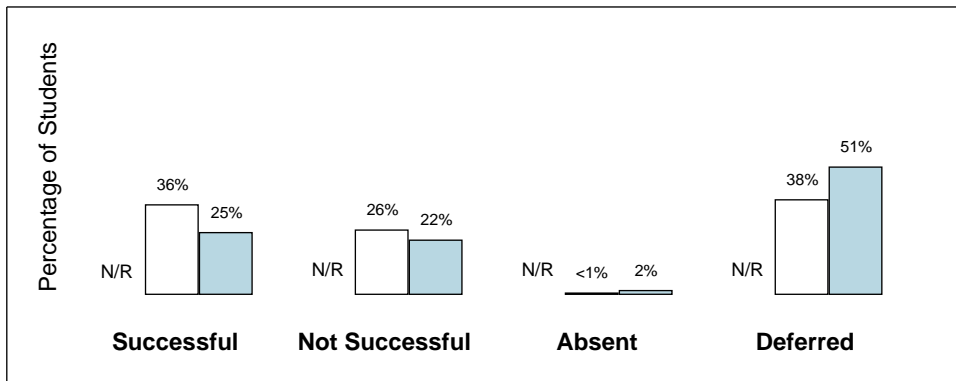
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

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

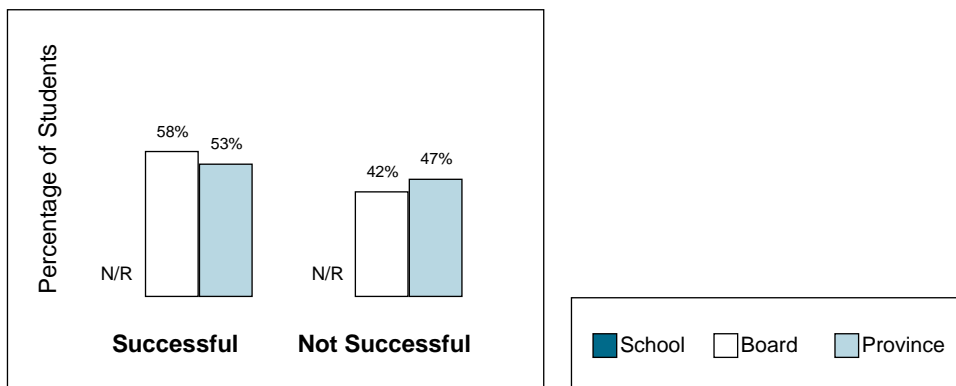
### Results for Students Taking ESL/ELD Course\*

Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All				Fully Participating	
	School # = N/R	Board # = 342	Province # = 3 733	School # = N/R	Board # = 210	Province # = 1 745
Successful	N/R	N/R	36%	25%	N/R	53%
Not Successful	N/R	N/R	26%	22%	N/R	47%
Fully Participating	N/R	N/R	61%	47%		
Absent	N/R	N/R	<1%	2%		
Deferred	N/R	N/R	38%	51%		

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



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



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

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

### Contextual Information over Time

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

	Oct. 2004	Mar. 2006	Mar. 2007	Mar. 2008	Apr. 2009
<b>Enrolment</b>					
Number of first-time eligible students	273	348	268	255	265
Number of students who were exempted	8	7	0	0	0
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	94%	96%	92%	98%	95%
Of all first-time eligible students, those who were absent	1%	1%	<1%	0%	0%
Of all first-time eligible students, those who were deferred	4%	2%	7%	2%	5%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	53%	50%	53%	53%	51%
Male	46%	50%	47%	47%	49%
Gender not specified	<1%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
English language learners*	10%	7%	9%	5%	8%
English language learners receiving special provisions**	6%	6%	1%	4%	3%
Students with special needs (excluding gifted)*	7%	10%	8%	7%	8%
Students with special needs receiving accommodations (excluding gifted)**	1%	10%	9%	8%	9%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	81%	81%	82%	87%	88%
Applied	10%	10%	8%	8%	6%
Locally developed	0%	0%	0%	0%	1%
ESL/ELD	8%	9%	10%	5%	5%
Other	n/a	n/a	0%	0%	0%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
	<b>Number of Respondents:</b>	<b>256</b>	<b>335</b>	<b>247</b>	<b>249</b>
First language learned at home was other than English		61%	65%	61%	58%
Speak only or mostly English at home		42%	37%	43%	41%
Speak another language (or other languages) as often as English at home		41%	39%	38%	38%
Speak only or mostly another language (or other languages) at home		16%	23%	19%	20%

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

\* See Explanation of Terms.

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

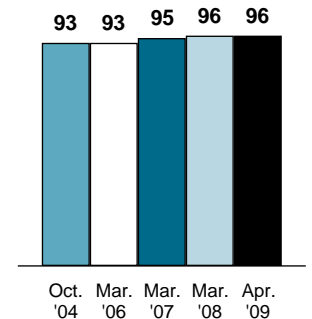
<sup>††</sup> Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

n/a Information not available.

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

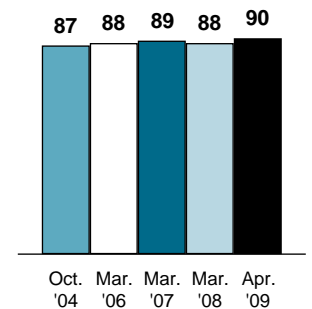
School Results: All First-Time Eligible Students*										
	October 2004		March 2006		March 2007		March 2008		April 2009	
Number of Students	273		348		268		255		265	
Successful	239	88%	311	89%	234	87%	239	94%	243	92%
Not Successful	18	7%	24	7%	13	5%	10	4%	9	3%
Fully Participating	257	94%	335	96%	247	92%	249	98%	252	95%
Absent	4	1%	5	1%	1	<1%	0	0%	0	0%
Deferred	12	4%	8	2%	20	7%	6	2%	13	5%
Fully Participating Successful	239	93%	311	93%	234	95%	239	96%	243	96%

School Results over Time: Percentage of Fully Participating Successful Students



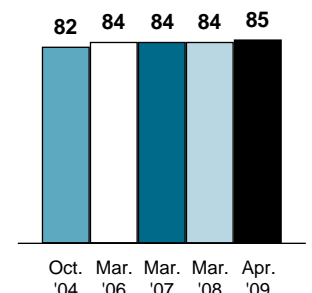
Board Results: All First-Time Eligible Students*										
	October 2004		March 2006		March 2007		March 2008		April 2009	
Number of Students	8 817		9 569		8 954		9 157		8 810	
Successful	7 176	81%	7 953	83%	7 490	84%	7 612	83%	7 664	87%
Not Successful	1 042	12%	1 094	11%	959	11%	1 053	11%	848	10%
Fully Participating	8 218	93%	9 047	95%	8 449	94%	8 665	95%	8 512	97%
Absent	200	2%	198	2%	124	1%	171	2%	79	1%
Deferred	399	5%	324	3%	381	4%	321	4%	219	2%
Fully Participating Successful	7 176	87%	7 953	88%	7 490	89%	7 612	88%	7 664	90%

Board Results over Time: Percentage of Fully Participating Successful Students



Provincial Results: All First-Time Eligible Students*										
	October 2004		March 2006		March 2007		March 2008		April 2009	
Number of Students	160 088		158 817		155 906		156 151		152 830	
Successful	121 855	76%	125 830	79%	122 475	79%	122 324	78%	120 776	79%
Not Successful	25 926	16%	23 268	15%	23 698	15%	23 279	15%	21 618	14%
Fully Participating	147 781	92%	149 098	94%	146 173	94%	145 603	93%	142 394	93%
Absent	5 435	3%	4 715	3%	3 932	3%	4 357	3%	3 707	2%
Deferred	6 872	4%	5 004	3%	5 801	4%	6 191	4%	6 729	4%
Fully Participating Successful	121 855	82%	125 830	84%	122 475	84%	122 324	84%	120 776	85%

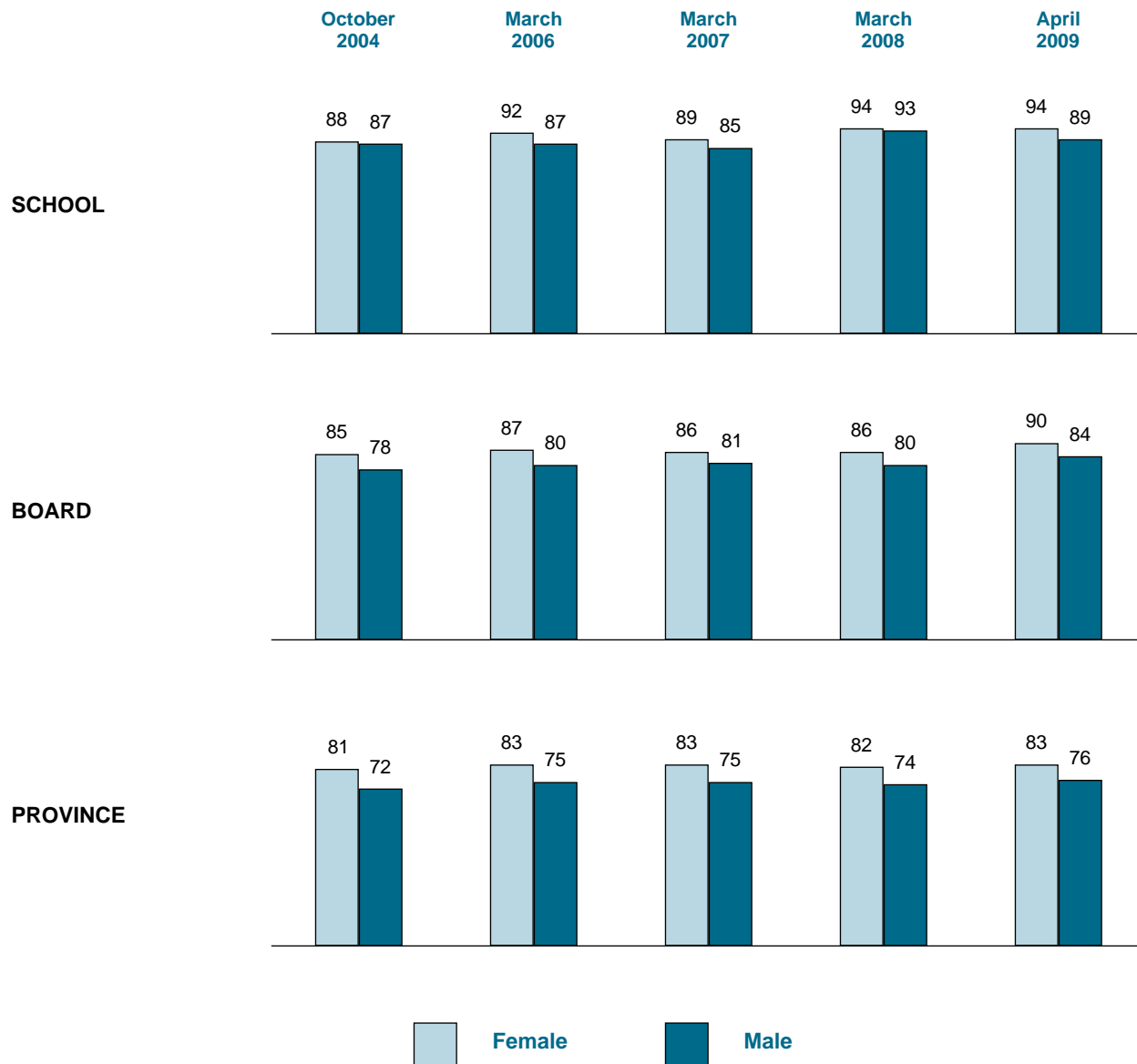
Provincial Results over Time: Percentage of Fully Participating Successful Students



\* 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:  
ONTARIO SECONDARY SCHOOL LITERACY TEST**



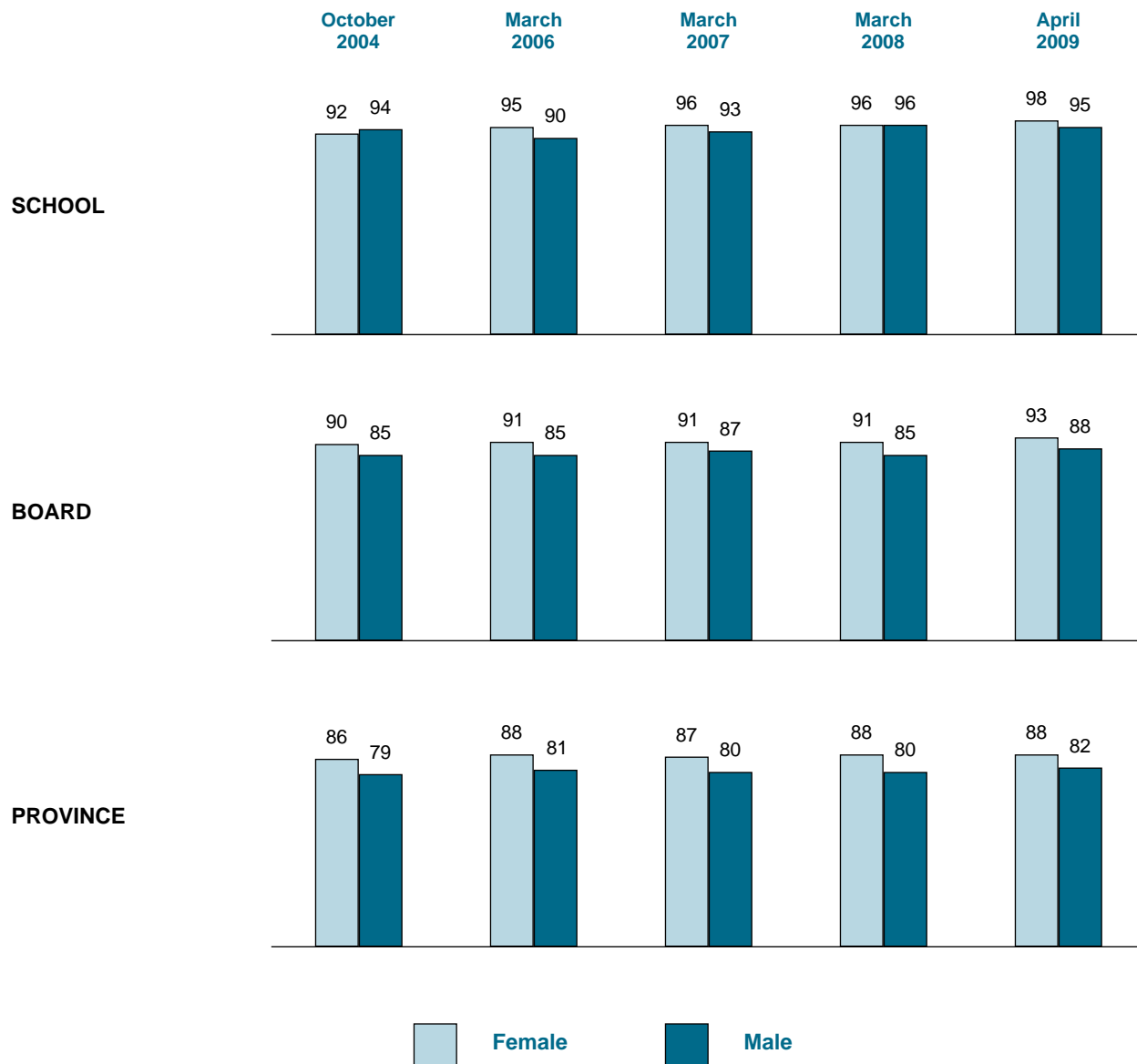
**Number of First-Time Eligible Students†**

	October 2004		March 2006		March 2007		March 2008		April 2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	146	126	173	175	141	127	134	121	135	130
Board	4 251	4 548	4 624	4 939	4 325	4 629	4 475	4 682	4 203	4 607
Province	77 110	81 469	77 358	81 402	76 252	79 638	76 226	79 904	74 355	78 459

† Includes only students for whom gender data were available.

**ACHIEVEMENT RESULTS OVER TIME BY GENDER†**

**PERCENTAGE OF FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL:  
ONTARIO SECONDARY SCHOOL LITERACY TEST**

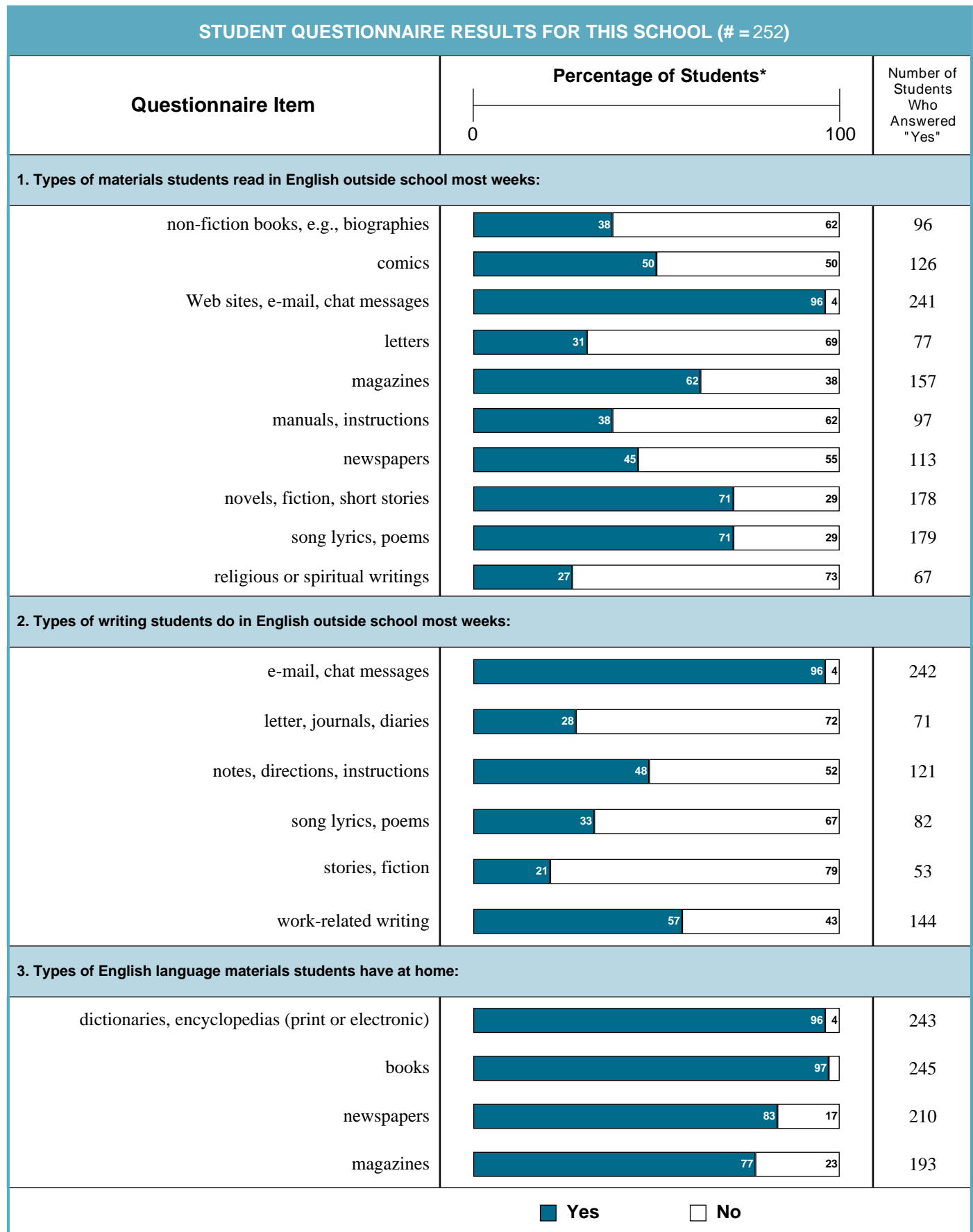


**Number of Fully Participating First-Time Eligible Students†**

	October 2004		March 2006		March 2007		March 2008		April 2009	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	139	117	167	168	131	116	131	118	130	122
Board	4 008	4 204	4 405	4 636	4 116	4 333	4 260	4 405	4 095	4 417
Province	72 296	74 659	73 081	75 966	72 031	74 129	71 615	73 969	69 954	72 432

† Includes only students for whom gender data were available.

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



\* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

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

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 252)		
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	23	57
more than one hour but less than three hours	34	86
more than three hours but less than five hours	22	55
five hours or more	21	53
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	33	83
more than one hour but less than three hours	35	87
more than three hours but less than five hours	18	45
five hours or more	15	37
<b>6. How often students use a computer at home for homework:</b>		
don't have a computer at home	1	3
never or hardly ever use a computer for homework	2	4
use a computer once or twice a month for homework	5	13
use a computer once or twice a week for homework	23	57
use a computer almost every day for homework	69	175
<b>7. First language students learned at home was English:</b>		
yes	31	77
no	69	175
<b>8. Language(s) students speak at home:</b>		
only or mostly English	38	95
another language (or other languages) as often as English	44	111
only or mostly another language (or other languages)	18	45

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

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

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 252)	Female* (#= 130)	Male* (#= 122)	All (#= 8 408)	Female* (#= 4 054)	Male* (#= 4 354)	All (#= 1 40 462)	Female* (#= 69 178)	Male* (#= 71 275)
<b>Percentage of students indicating that they</b>									
have a computer at home.	99%	100%	98%	99%	99%	98%	98%	98%	97%
use the computer almost every day for homework.	69%	78%	60%	45%	47%	42%	30%	32%	28%
<b>Percentage of students indicating that they read the following types of materials in English outside school most weeks:</b>									
non-fiction books, e.g., biographies	38%	38%	38%	36%	34%	39%	34%	33%	35%
comics	50%	49%	51%	39%	34%	44%	35%	29%	41%
Web sites, e-mail, chat messages	96%	98%	93%	94%	96%	91%	92%	95%	90%
letters	31%	34%	27%	37%	42%	32%	38%	43%	33%
magazines	62%	76%	48%	69%	81%	59%	71%	82%	60%
manuals, instructions	38%	29%	48%	43%	35%	51%	40%	31%	50%
newspapers	45%	44%	46%	49%	45%	53%	52%	50%	53%
novels, fiction, short stories	71%	82%	58%	73%	85%	61%	70%	84%	56%
song lyrics, poems	71%	83%	58%	65%	78%	52%	64%	77%	52%
religious or spiritual writings	27%	28%	25%	22%	22%	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.	43%	51%	34%	41%	48%	34%	40%	47%	32%
<b>Percentage of students indicating that they have the following English language materials at home:</b>									
dictionaries, encyclopedias (print or electronic)	96%	98%	95%	93%	95%	92%	92%	93%	90%
books	97%	98%	96%	95%	97%	94%	95%	97%	92%
newspapers	83%	80%	87%	87%	87%	87%	86%	86%	85%
magazines	77%	83%	70%	83%	87%	80%	86%	89%	82%
<b>Percentage of students indicating that they do the following types of writing in English outside school most weeks:</b>									
e-mail, chat messages	96%	99%	93%	95%	96%	93%	94%	96%	92%
letters, journals, diaries	28%	45%	11%	29%	44%	16%	28%	43%	14%
notes, directions, instructions	48%	55%	40%	48%	52%	44%	44%	49%	40%
song lyrics, poems	33%	42%	23%	36%	42%	29%	39%	46%	31%
stories, fiction	21%	25%	16%	29%	34%	25%	29%	35%	24%
work-related writing	57%	55%	59%	52%	52%	51%	46%	46%	46%
<b>Percentage of students indicating that they write in English outside school, not including homework, for</b>									
more than three hours a week.	33%	40%	25%	30%	34%	26%	29%	33%	25%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	69%	70%	69%	40%	41%	39%	22%	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	38%	35%	41%	60%	59%	60%	76%	76%	76%
another language (or other languages) as often as English	44%	50%	38%	28%	29%	26%	17%	17%	16%
only or mostly another language (or other languages)	18%	15%	20%	12%	11%	13%	7%	6%	7%

\* Includes only students for whom gender data were available.

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

## Ontario Secondary School Literacy Test, April 2009

## EXPLANATION OF TERMS

<b>First-Time Eligible Students</b>	First-time eligible students typically entered Grade 9 during the 2007–2008 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in April 2009. 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 April 2009 (i.e., those working toward an OSSD).
<b>All Eligible Students</b>	This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
<b>Fully Participating Students</b>	This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.
<b>Successful</b>	Students who fully participated in the OSSLT and received a score that met the expected standard.
<b>Not Successful</b>	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
<b>Absent</b>	Students are deemed to be absent if there is no work for one or both sessions of the administration.
<b>Deferred</b>	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions. A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
<b>OSSLC</b>	Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
<b>Exempted</b>	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
<b>English Language Learners</b>	Students who have been identified by the school in accordance with English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
<b>English Language Learners Receiving Special Provisions</b>	English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
<b>Students with Special Needs (excluding gifted)</b>	Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified as gifted are not included.
<b>Students with Special Needs Receiving Accommodations (excluding gifted)</b>	Students with special needs identified by the school as receiving test accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's 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 is so small (fewer than six in a group) that identification of individual student results might be possible; therefore results are not reported.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the group or year specified.
<b>W</b>	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.

# School Report

Previously Eligible Students



## Ontario Secondary School Literacy Test, April 2009

School: Pierre Elliott Trudeau HS (894672)

Board: York Region DSB (66095)

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

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

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

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

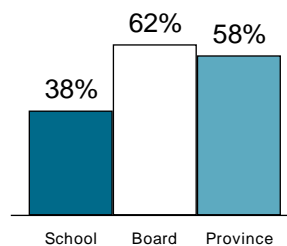
Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

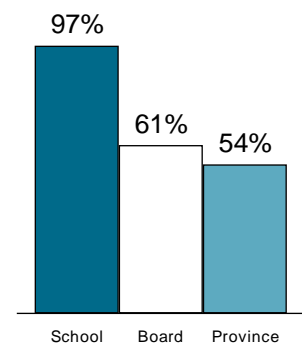
WHERE TO FIND . . .	PAGE
Summary of results: April 2009.....	1
Tips for using this report.....	2
Contextual information: April 2009.....	3
Detailed achievement results: April 2009	
All students.....	4
Students by gender.....	5-7
English language learners.....	8
Students with special needs.....	9
Students with special needs receiving accommodations.....	10-12
Student questionnaire results .....	13-15
Explanation of terms .....	16

### PREVIOUSLY ELIGIBLE STUDENTS, APRIL 2009: 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, English language learners;
- ◆ student questionnaire results and
- ◆ an explanation of all terms used in this report.

## HOW TO USE THIS REPORT

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

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

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

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

### Contextual Information

This information provides a context for interpreting the school's results.

	School		Board		Province	
<b>Enrolment</b>						
Number of previously eligible students	88		2 373		52 571	
Number of schools with previously eligible students	n/a		31		801	
Number of students who were exempted	0		103		2 053	
	Number	Percent	Number	Percent	Number	Percent
<b>Participation in the Test</b>						
Of all previously eligible students, those who participated fully in the assessment	33	38%	1 478	62%	30 751	58%
Of all previously eligible students, those who were absent	0	0%	107	5%	5 911	11%
Of all previously eligible students, those who were deferred	35	40%	293	12%	5 790	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	20	23%	495	21%	10 119	19%
<b>Gender<sup>†</sup> Based on number of previously eligible students</b>						
Female	38	43%	939	40%	21 104	40%
Male	50	57%	1 434	60%	31 466	60%
Gender not specified	0	0%	0	0%	1	<1%
<b>Student Status<sup>†</sup> Based on number of previously eligible students</b>						
English language learners*	56	64%	802	34%	7 242	14%
English language learners receiving special provisions**	23	70%	477	32%	3 198	10%
Students with special needs (excluding gifted)*	5	6%	594	25%	17 693	34%
Students with special needs receiving accommodations (excluding gifted)**	1	3%	330	22%	9 047	29%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		33		1 446	
					30 139	
First language learned at home was other than English	28	85%	829	57%	10 054	33%
Speak only or mostly English at home	6	18%	558	39%	19 105	63%
Speak another language (or other languages) as often as English at home	4	12%	389	27%	6 122	20%
Speak only or mostly another language (or other languages) at home	23	70%	488	34%	4 654	15%

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

\* See Explanation of Terms.

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

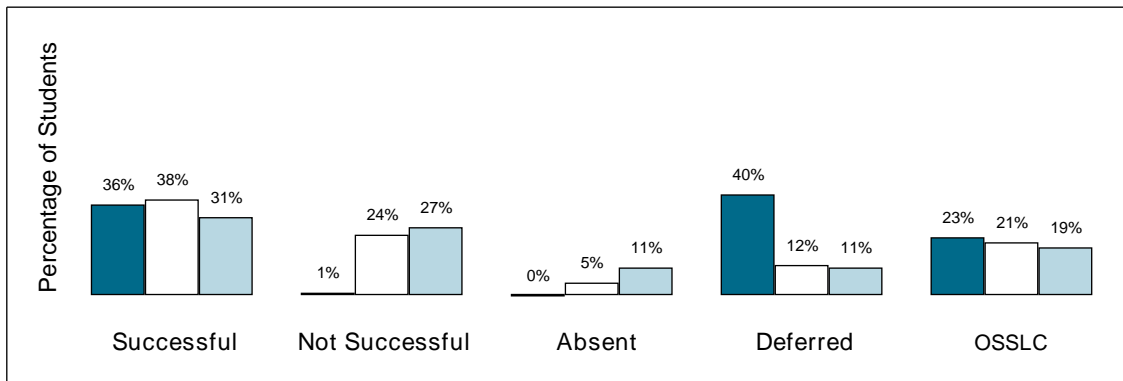
<sup>††</sup> Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

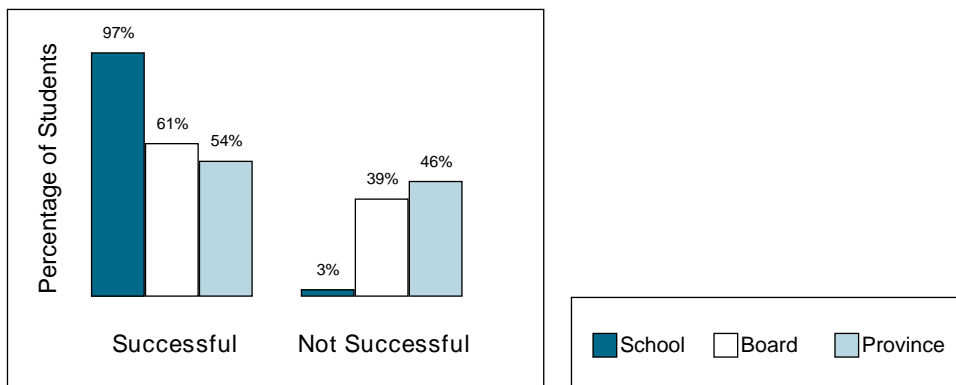
### Results for All Students\*

	Previously Eligible Students						
	All			Fully Participating			
	School # =88	Board # =2 373	Province # =52 571	School # =33	Board # =1 478	Province # =30 751	
Successful	32	36%	38%	31%	97%	61%	54%
Not Successful	1	1%	24%	27%	3%	39%	46%
<b>Fully Participating</b>	<b>33</b>	<b>38%</b>	<b>62%</b>	<b>58%</b>			
Absent	0	0%	5%	11%			
Deferred	35	40%	12%	11%			
OSSLC	20	23%	21%	19%			

### Results for All Previously Eligible Students



### Results for Fully Participating Previously Eligible Students



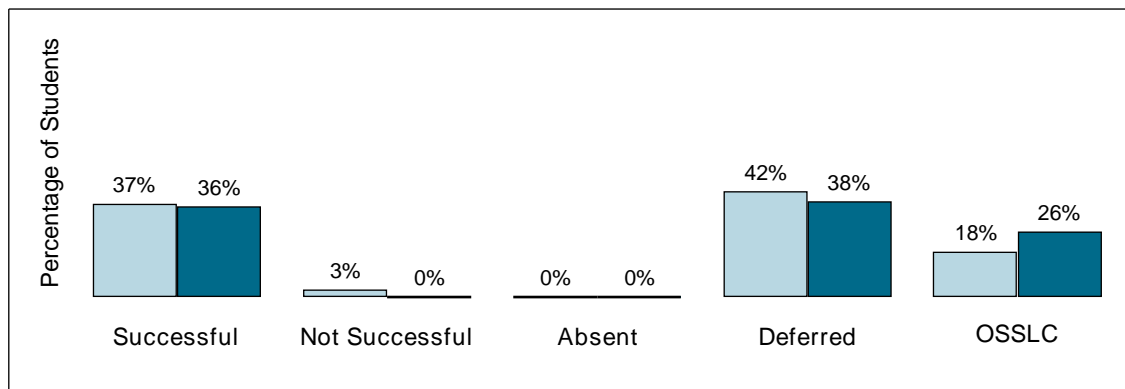
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

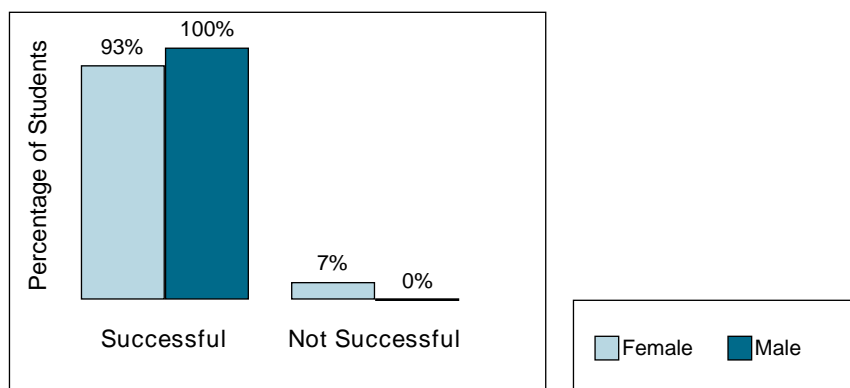
### School Results by Gender\*†

School Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 38		Male # = 50		Female # = 15	Male # = 18
Successful	14	37%	18	36%	93%	100%
Not Successful	1	3%	0	0%	7%	0%
<b>Fully Participating</b>	<b>15</b>	<b>39%</b>	<b>18</b>	<b>36%</b>		
Absent	0	0%	0	0%		
Deferred	16	42%	19	38%		
OSSLC	7	18%	13	26%		

### 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.

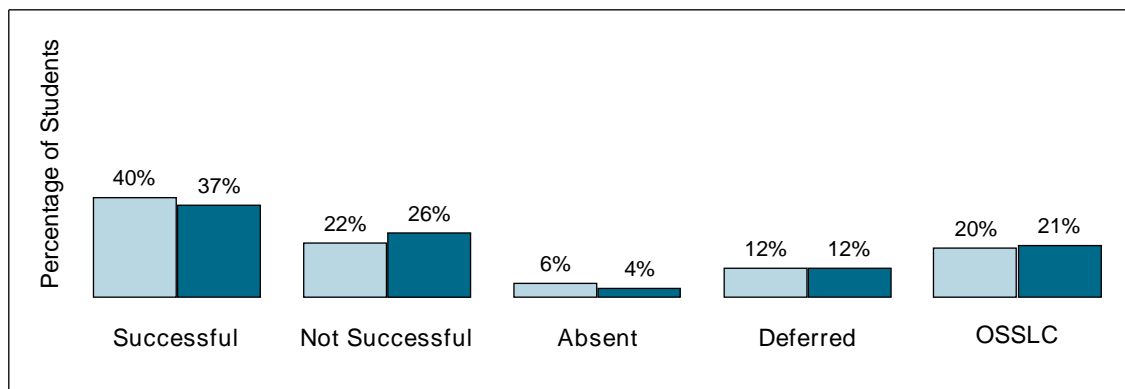
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

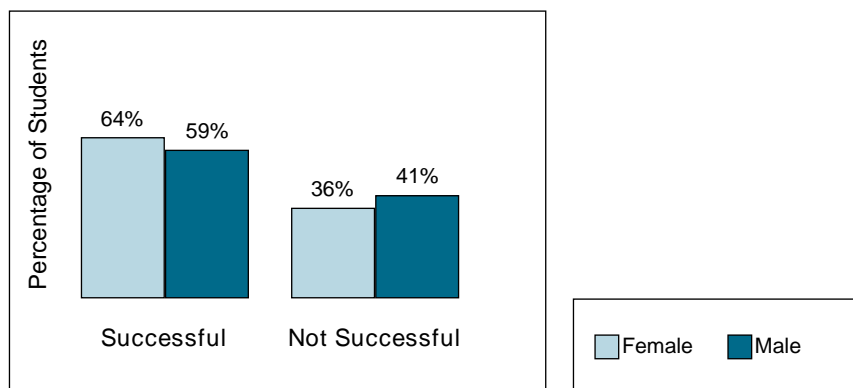
### Board Results by Gender<sup>\*†</sup>

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 939		Male # = 1 434		Female # = 580	Male # = 898
Successful	371	40%	526	37%	64%	59%
Not Successful	209	22%	372	26%	36%	41%
<b>Fully Participating</b>	<b>580</b>	<b>62%</b>	<b>898</b>	<b>63%</b>		
Absent	52	6%	55	4%		
Deferred	117	12%	176	12%		
OSSLC	190	20%	305	21%		

### 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.

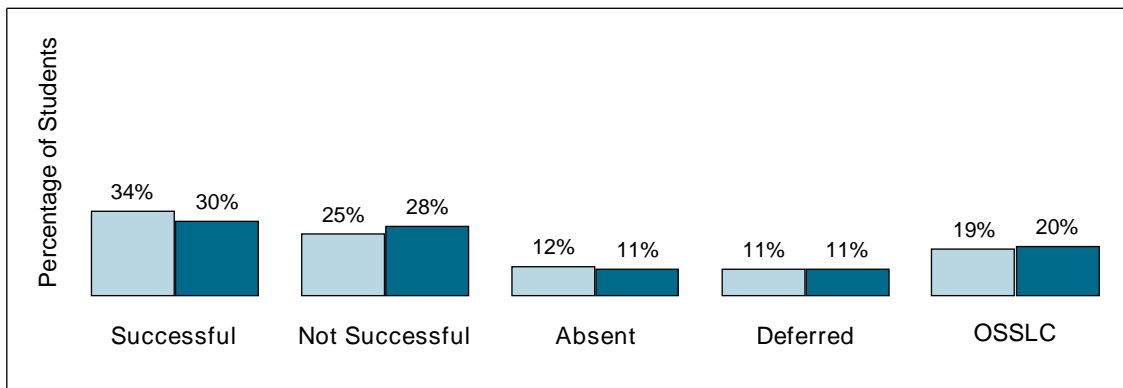
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

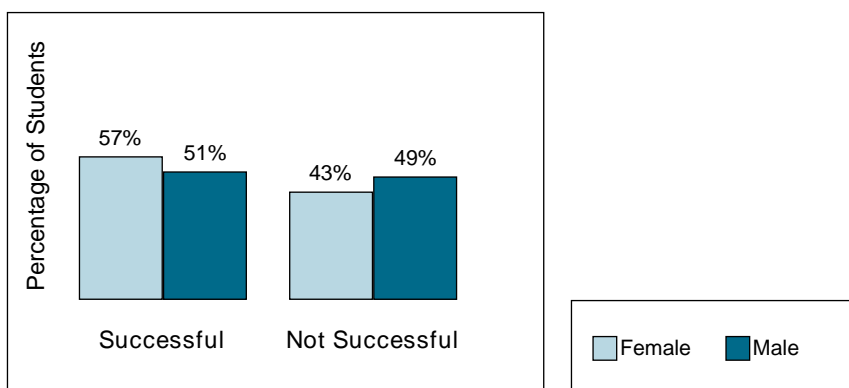
### Provincial Results by Gender\*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 21 104		Male # = 31 466		Female # = 12 480	Male # = 18 270
Successful	7 119	34%	9 402	30%	57%	51%
Not Successful	5 361	25%	8 868	28%	43%	49%
<b>Fully Participating</b>	<b>12 480</b>	<b>59%</b>	<b>18 270</b>	<b>58%</b>		
Absent	2 436	12%	3 475	11%		
Deferred	2 273	11%	3 517	11%		
OSSLC	3 915	19%	6 204	20%		

### 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.

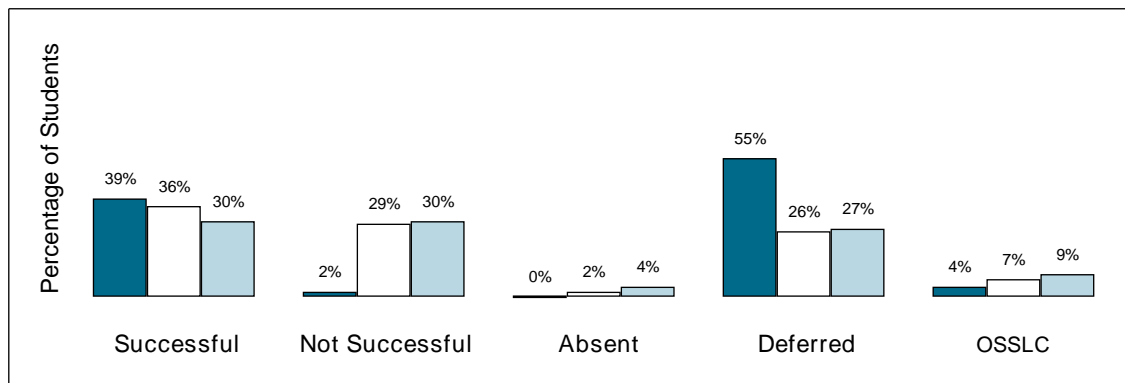
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

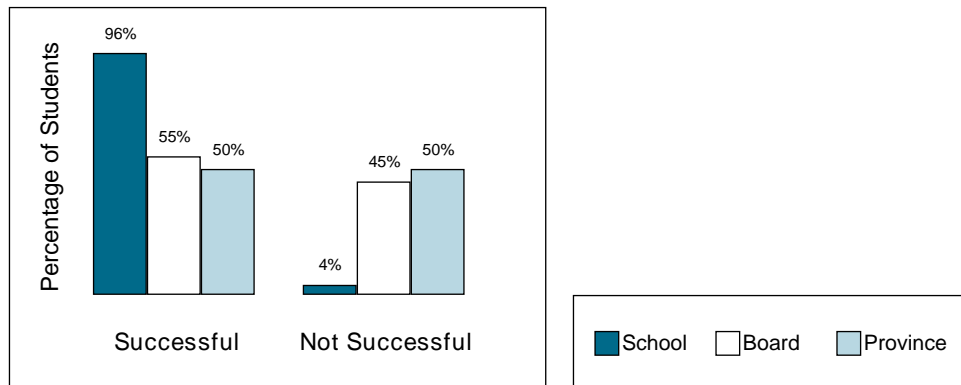
### Results for English Language Learners\*

Results for English Language Learners Previously Eligible Students						
	All			Fully Participating		
	School # = 56	Board # = 802	Province # = 7 242	School # = 23	Board # = 522	Province # = 4 392
Successful	22	39%	36%	30%	96%	55%
Not Successful	1	2%	29%	30%	4%	45%
<b>Fully Participating</b>	<b>23</b>	<b>41%</b>	<b>65%</b>	<b>61%</b>		
Absent	0	0%	2%	4%		
Deferred	31	55%	26%	27%		
OSSLC	2	4%	7%	9%		

### Results for All Previously Eligible English Language Learners



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



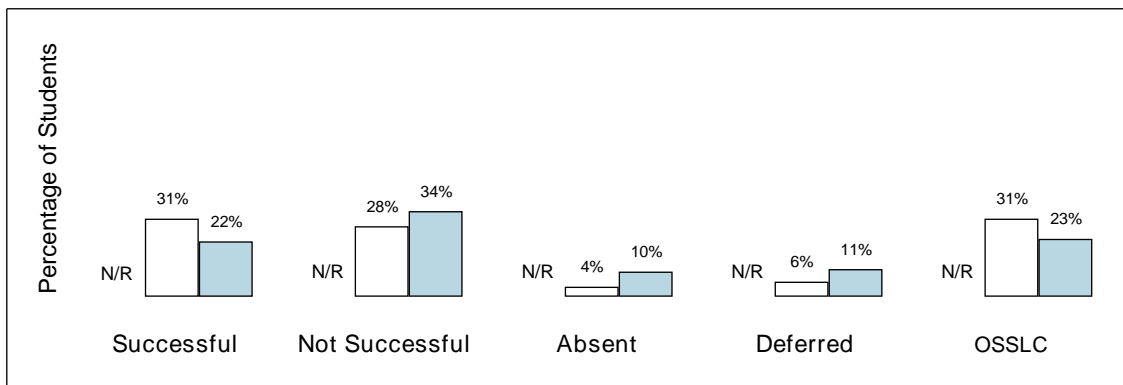
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

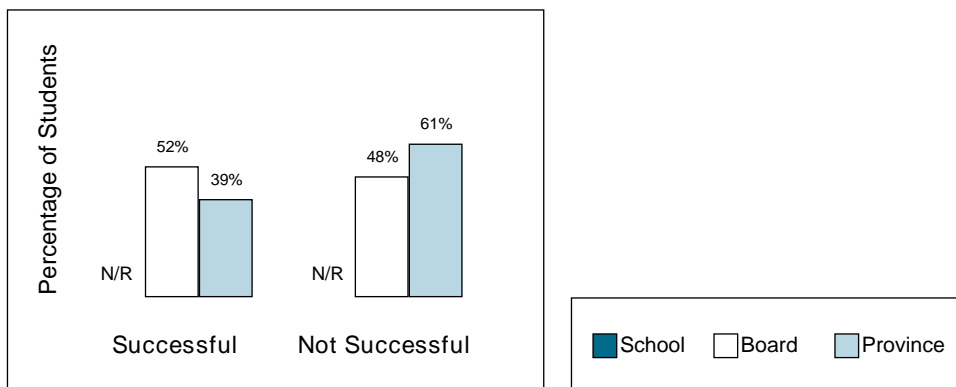
### Results for Students with Special Needs (excluding gifted)\*

Results for Students with Special Needs (excluding gifted) Previously Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 594	Province # = 17 693	School # = N/R	Board # = 348	Province # = 9 939
Successful	N/R	N/R	31%	22%	N/R	39%
Not Successful	N/R	N/R	28%	34%	N/R	61%
<b>Fully Participating</b>	<b>N/R</b>	<b>N/R</b>	<b>59%</b>	<b>56%</b>		
Absent	N/R	N/R	4%	10%		
Deferred	N/R	N/R	6%	11%		
OSSLC	N/R	N/R	31%	23%		

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



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



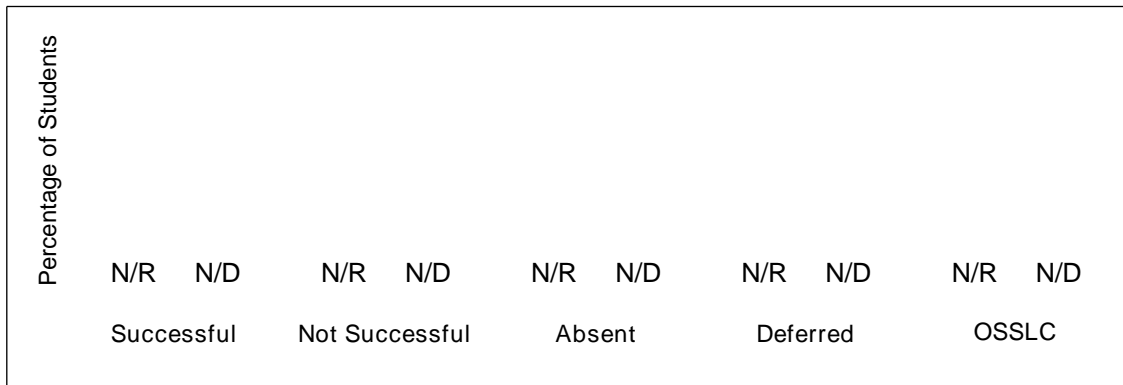
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

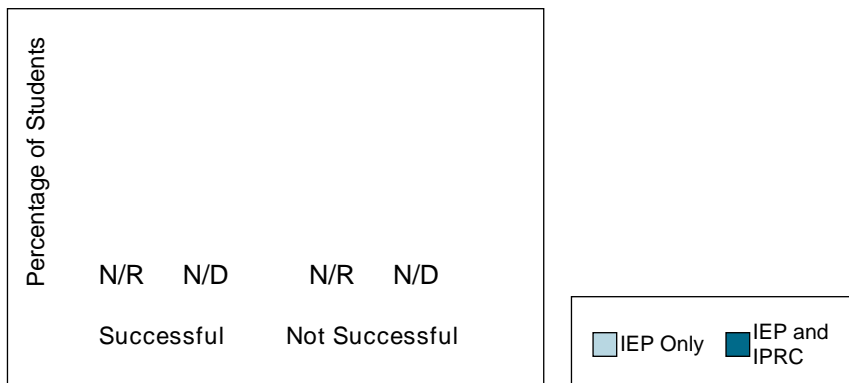
### School Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

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

### 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)



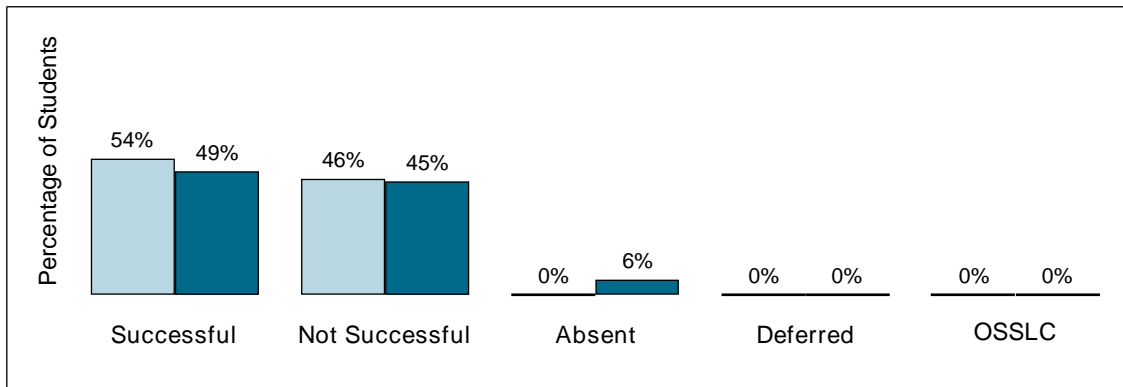
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

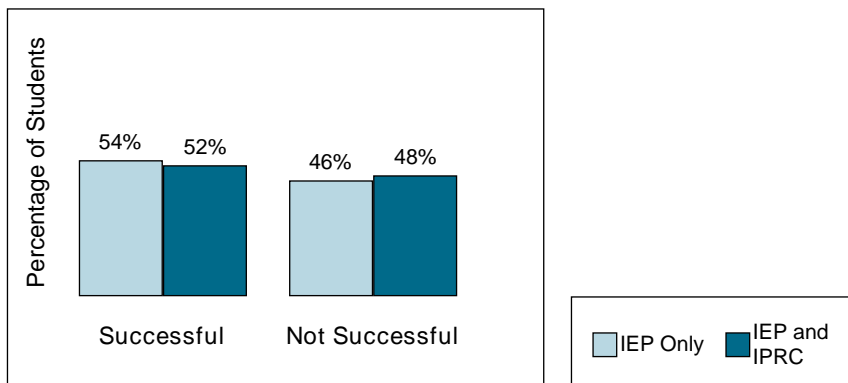
### Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 26		IEP and IPRC # = 324		IEP Only # = 26	IEP and IPRC # = 304
Successful	14	54%	158	49%	54%	52%
Not Successful	12	46%	146	45%	46%	48%
<b>Fully Participating</b>	<b>26</b>	<b>100%</b>	<b>304</b>	<b>94%</b>		
Absent	0	0%	20	6%		
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)



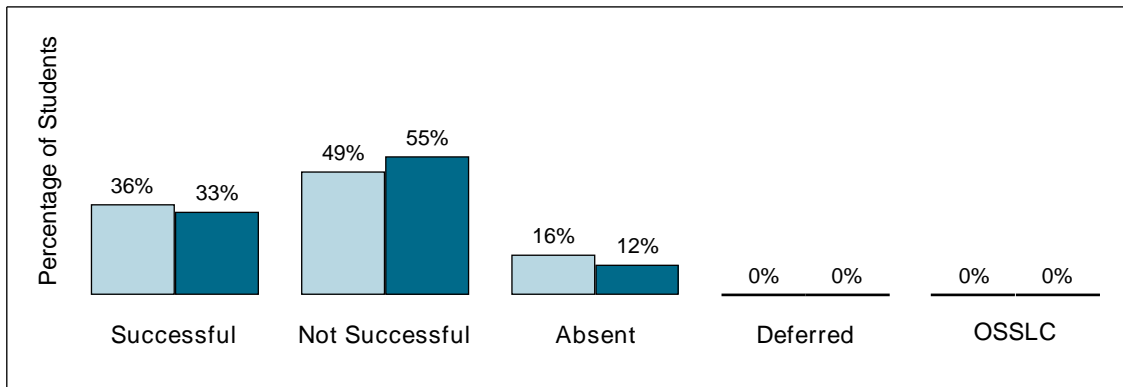
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

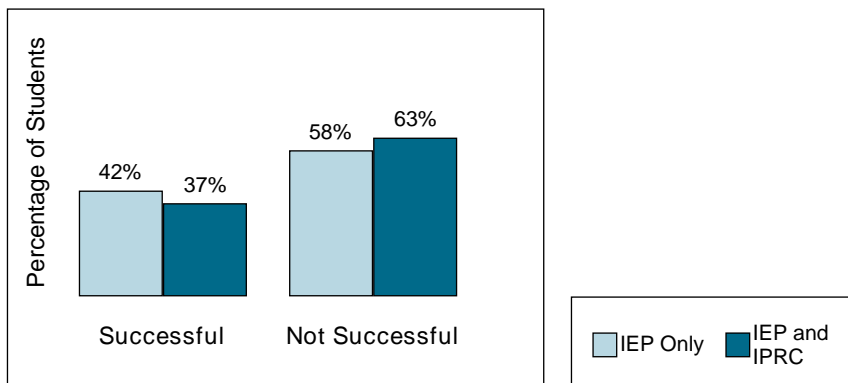
### Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 3 171		IEP and IPRC # = 7 239		IEP Only # = 2 676	IEP and IPRC # = 6 371
Successful	1 134	36%	2 363	33%	42%	37%
Not Successful	1 542	49%	4 008	55%	58%	63%
<b>Fully Participating</b>	<b>2 676</b>	<b>84%</b>	<b>6 371</b>	<b>88%</b>		
Absent	495	16%	868	12%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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

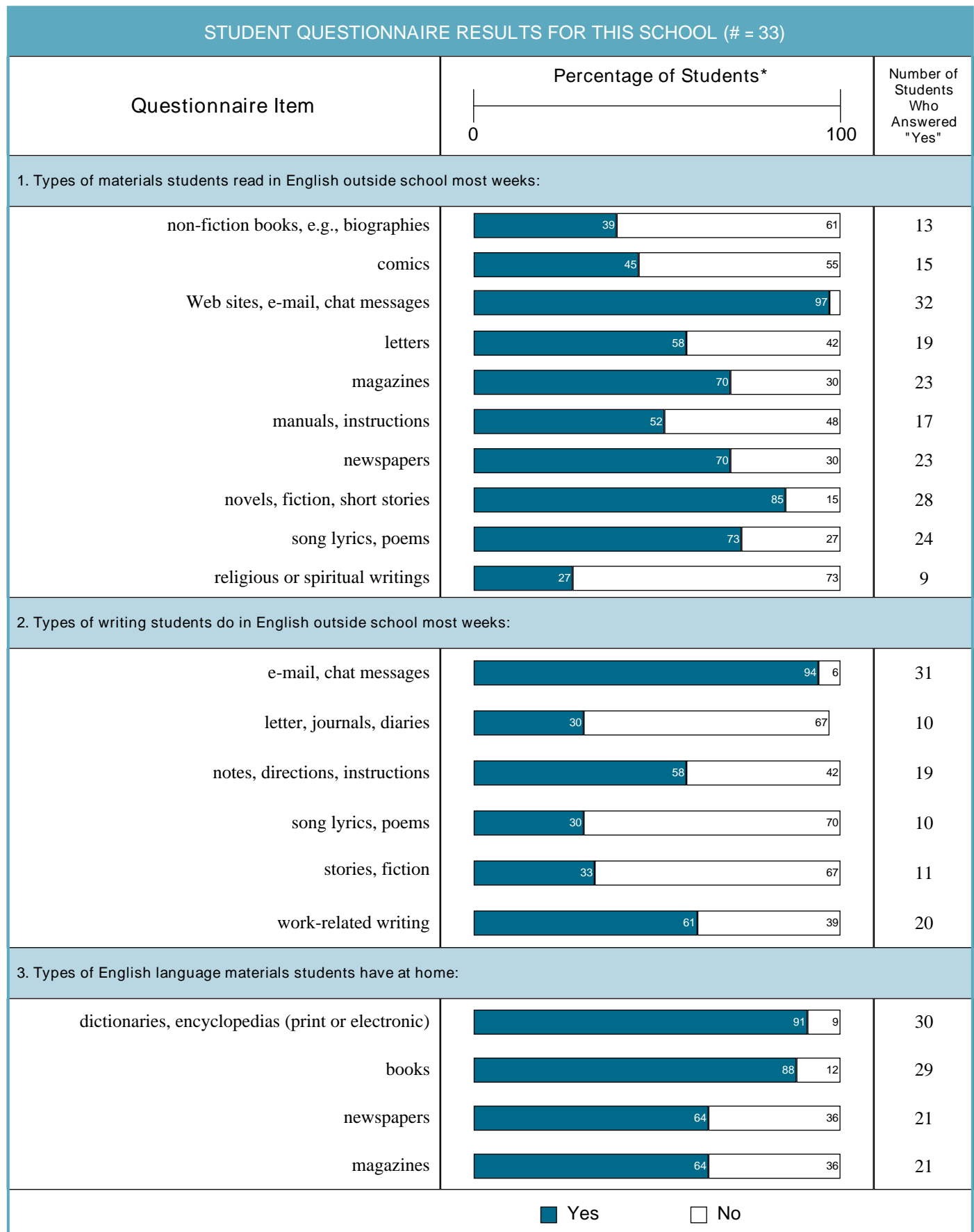


### Provincial Results for Fully Participating Previously Eligible Students with Special Needs Receiving Accommodations (excluding gifted)




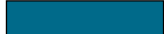
















\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students



\* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a box, the percentage of responses is smaller than 4.

### Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 33)		
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	 27	9
more than one hour but less than three hours	 30	10
more than three hours but less than five hours	 27	9
five hours or more	 15	5
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	 39	13
more than one hour but less than three hours	 36	12
more than three hours but less than five hours	 18	6
five hours or more	 6	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	 0	0
use a computer once or twice a month for homework	 0	0
use a computer once or twice a week for homework	 18	6
use a computer almost every day for homework	 82	27
<b>7. First language students learned at home was English:</b>		
yes	 15	5
no	 85	28
<b>8. Language(s) students speak at home:</b>		
only or mostly English	 18	6
another language (or other languages) as often as English	 12	4
only or mostly another language (or other languages)	 70	23

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

## Ontario Secondary School Literacy Test, April 2009, Previously Eligible Students

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 33)	Female* (#= 15)	Male* (#= 18)	All (#= 1 446)	Female* (#= 570)	Male* (#= 876)	All (#= 30 139)	Female* (#= 12 296)	Male* (#= 17 842)
Percentage of students indicating that they									
have a computer at home.	100%	100%	100%	97%	98%	96%	94%	95%	93%
use the computer almost every day for homework.	82%	93%	72%	40%	43%	37%	28%	31%	26%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:									
non-fiction books, e.g., biographies	39%	27%	50%	36%	36%	36%	38%	39%	37%
comics	45%	47%	44%	42%	36%	46%	38%	31%	42%
Web sites, e-mail, chat messages	97%	100%	94%	91%	92%	89%	89%	92%	87%
letters	58%	60%	56%	51%	56%	47%	51%	56%	47%
magazines	70%	67%	72%	68%	79%	62%	71%	80%	64%
manuals, instructions	52%	40%	61%	50%	42%	55%	51%	41%	57%
newspapers	70%	60%	78%	57%	53%	59%	58%	57%	59%
novels, fiction, short stories	85%	93%	78%	65%	78%	57%	59%	75%	49%
song lyrics, poems	73%	67%	78%	67%	77%	61%	65%	77%	57%
religious or spiritual writings	27%	40%	17%	26%	27%	25%	26%	28%	24%
Percentage of students indicating that they read materials written in English outside school, not including homework, for									
more than three hours a week.	42%	40%	44%	34%	38%	31%	29%	34%	26%
Percentage of students indicating that they have the following English language materials at home:									
dictionaries, encyclopedias (print or electronic)	91%	93%	89%	86%	86%	86%	84%	86%	83%
books	88%	87%	89%	89%	91%	87%	89%	93%	86%
newspapers	64%	60%	67%	76%	75%	78%	79%	79%	80%
magazines	64%	60%	67%	74%	79%	72%	79%	83%	77%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:									
e-mail, chat messages	94%	100%	89%	91%	91%	91%	91%	93%	89%
letters, journals, diaries	30%	40%	22%	35%	48%	26%	35%	52%	23%
notes, directions, instructions	58%	60%	56%	55%	57%	54%	51%	54%	48%
song lyrics, poems	30%	27%	33%	44%	49%	40%	45%	52%	39%
stories, fiction	33%	20%	44%	30%	34%	28%	31%	36%	27%
work-related writing	61%	53%	67%	56%	58%	54%	52%	53%	52%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	24%	20%	28%	29%	31%	27%	27%	30%	25%
Percentage of students indicating that the first language they learned at home was									
other than English.	85%	100%	72%	57%	60%	55%	33%	35%	32%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	18%	7%	28%	39%	35%	41%	63%	61%	65%
another language (or other languages) as often as English	12%	7%	17%	27%	27%	27%	20%	22%	19%
only or mostly another language (or other languages)	70%	87%	56%	34%	37%	32%	15%	16%	15%

\* Includes only students for whom gender data were available.

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

## Ontario Secondary School Literacy Test, April 2009

## EXPLANATION OF TERMS

<b>First-Time Eligible Students</b>	First-time eligible students typically entered Grade 9 during the 2007–2008 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in April 2009. 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 April 2009 (i.e., those working toward an OSSD).
<b>All Eligible Students</b>	This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
<b>Fully Participating Students</b>	This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.
<b>Successful</b>	Students who fully participated in the OSSLT and received a score that met the expected standard.
<b>Not Successful</b>	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
<b>Absent</b>	Students are deemed to be absent if there is no work for one or both sessions of the administration.
<b>Deferred</b>	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions. A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
<b>OSSLC</b>	Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
<b>Exempted</b>	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
<b>English Language Learners</b>	Students who have been identified by the school in accordance with English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
<b>English Language Learners Receiving Special Provisions</b>	English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
<b>Students with Special Needs (excluding gifted)</b>	Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified as gifted are not included.
<b>Students with Special Needs Receiving Accommodations (excluding gifted)</b>	Students with special needs identified by the school as receiving test accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's 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 is so small (fewer than six in a group) that identification of individual student results might be possible; therefore results are not reported.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the group or year specified.
<b>W</b>	Results for some or all students are being withheld by EQAO. For further information, please contact the school principal.