



# School Board Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, March 2007

#### Board: Waterloo Catholic DSB (67148)

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.

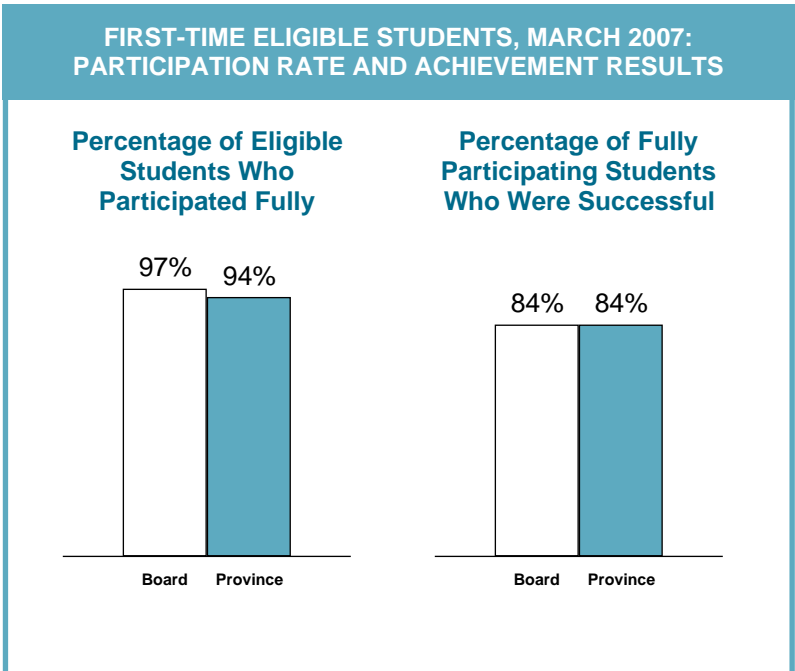
Working with Ontario educators, EQAO has designed assessments that provide a gauge of student learning at a few critical transition points and a vehicle for assuring people that, at these points, all Ontario students are being assessed by the same yardstick. Large-scale assessment results are one piece 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.

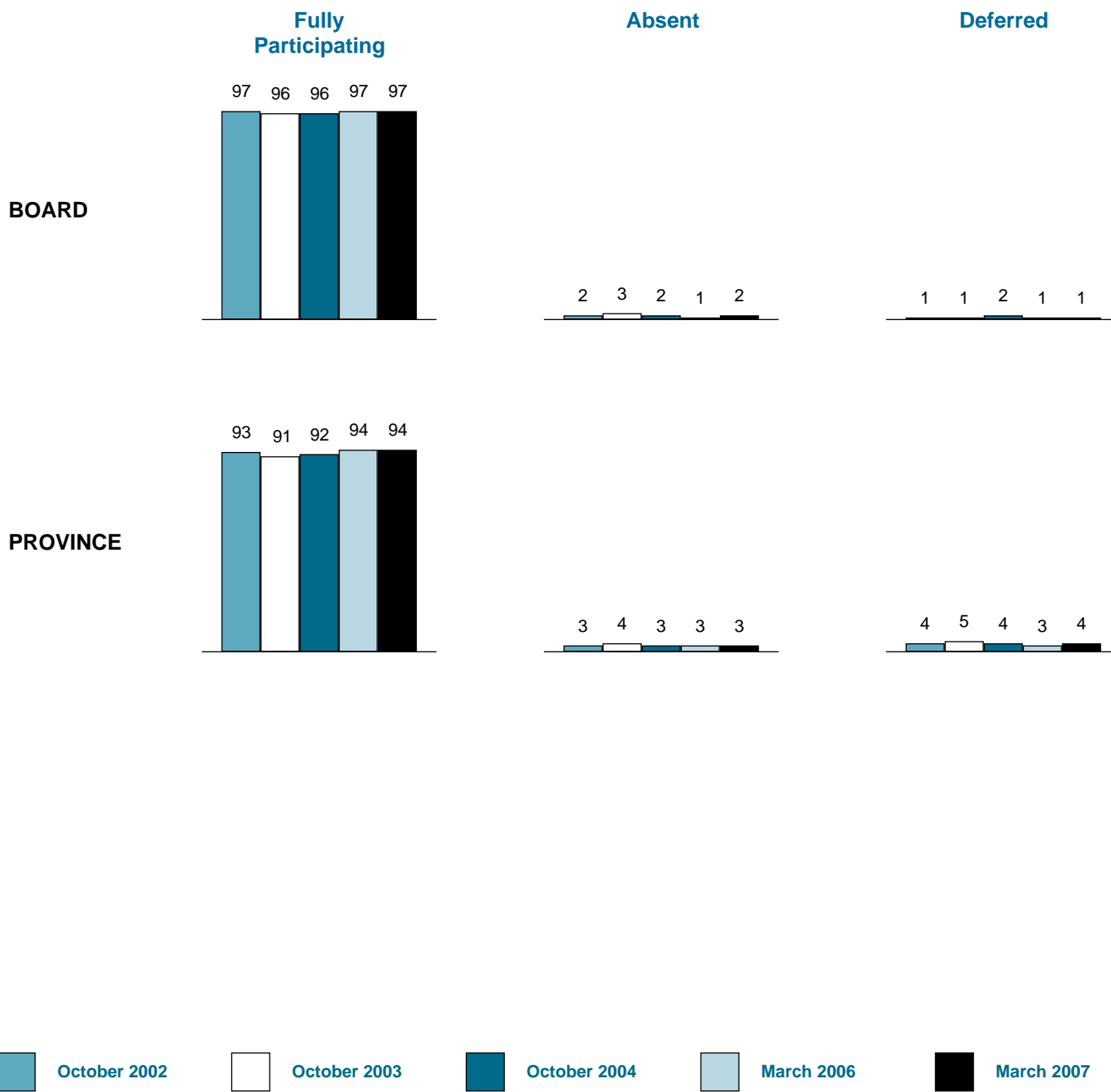
**Marguerite Jackson**  
 Chief Executive Officer  
 Education Quality and Accountability Office

WHERE TO FIND . . .	PAGE
Summary of results: March 2007.....	1
Participation rates: over time .....	2
Achievement results: over time .....	3
Tips for using this report.....	4
Contextual information: March 2007.....	5
Detailed achievement results: March 2007	
All students.....	6
All students by gender.....	7, 8
All ESL/ELD learners.....	9
All students with special needs.....	10
All students with special needs receiving accommodations.....	11, 12
All students taking academic-level English.....	13
All students taking applied-level English.....	14
All students taking locally developed English course.....	15
All students taking ESL/ELD English course.....	16
Contextual information: over time.....	17
Percentage of successful students: over time.....	18
Percentage of successful students by gender: over time.....	19, 20
Student questionnaire results .....	21-23
Explanation of terms .....	24



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

**PERCENTAGE OF STUDENTS\***



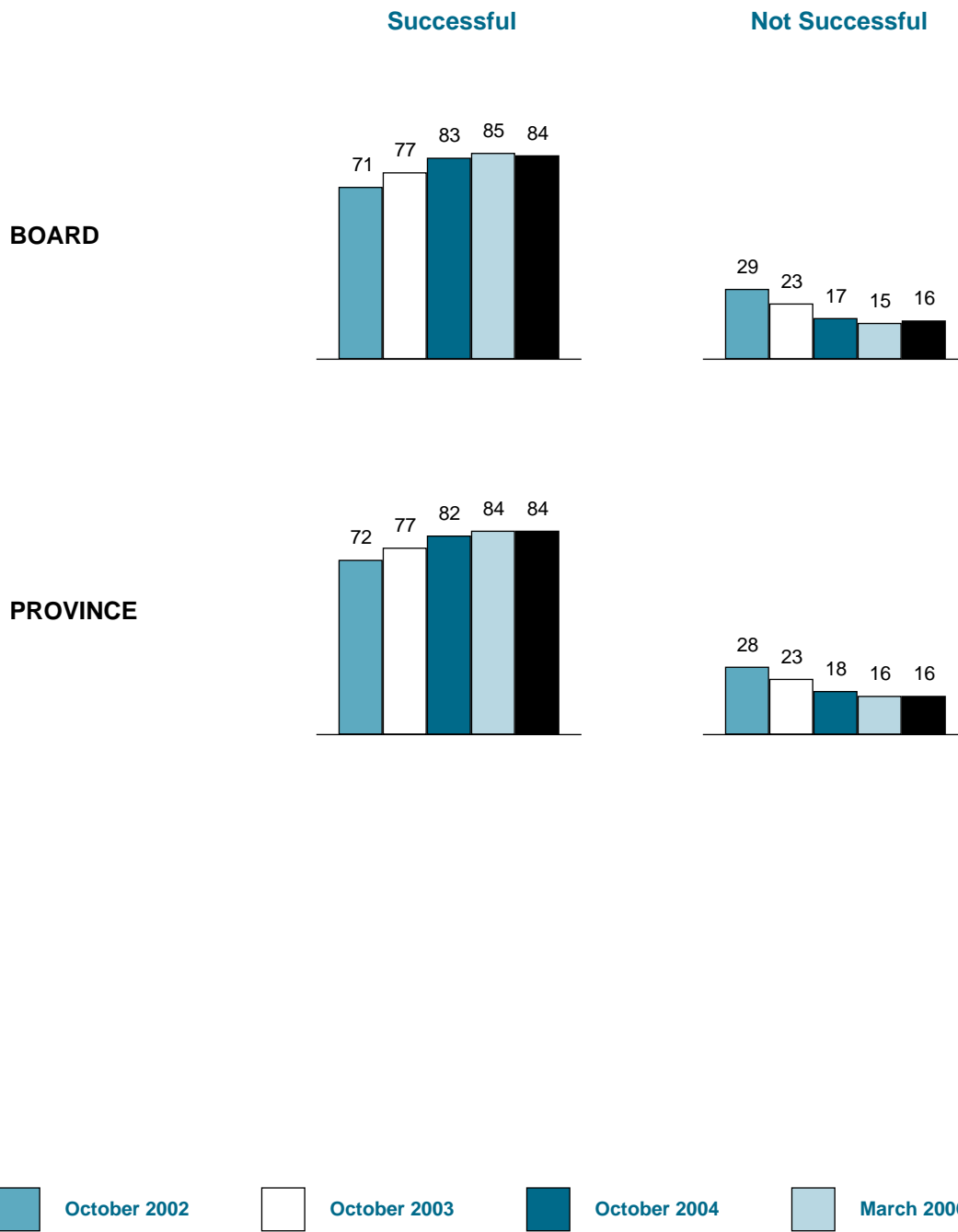
**Number of First-Time Eligible Students**

	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>
Board	1 540	1 684	1 829	1 859	1 830
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\***



<b>Number of Fully Participating First-Time Eligible Students</b>					
	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>
Board	1 495	1 611	1 761	1 805	1 783
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 board is unique. To appreciate the distinctive character of a board, 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 boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a board of 100 students, a difference of 10% represents only ten students.



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



EQAO values students' privacy. Results are not reported publicly for schools and boards 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 in this board 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 board compared to the 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 between the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the board 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 board 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 board's results for this year in relation to those of the province.

	Board		Province	
<b>Enrolment</b>				
Number of first-time eligible students	1 830		155 906	
Number of schools with first-time eligible students	5		783	
Number of students who were exempted	15		1 875	
	Number	Percent	Number	Percent
<b>Participation in the Test</b>				
Of all first-time eligible students, those who participated fully in the assessment	1 783	97%	146 173	94%
Of all first-time eligible students, those who were absent	32	2%	3 932	3%
Of all first-time eligible students, those who were deferred	15	1%	5 801	4%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>				
Female	939	51%	76 252	49%
Male	891	49%	79 638	51%
Gender not specified	0	0%	16	<1%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>				
ESL/ELD learners*	30	2%	5 684	4%
ESL/ELD learners receiving special provisions**	19	1%	2 560	2%
Students with special needs (excluding gifted)*	425	23%	22 052	14%
Students with special needs receiving accommodations (excluding gifted)**	350	20%	17 415	12%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>				
Academic	1 265	69%	102 911	66%
Applied	455	25%	39 564	25%
Locally developed	79	4%	6 160	4%
ESL/ELD	22	1%	4 644	3%
Other	9	<1%	2 519	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>				
	Number of Respondents:		1 776	145 362
First language learned at home was other than English	325	18%	31 535	22%
Speak only or mostly English at home	1 414	80%	111 636	77%
Speak another language (or languages) as often as English at home	256	14%	22 685	16%
Speak only or mostly another language (or other languages) at home	99	6%	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.

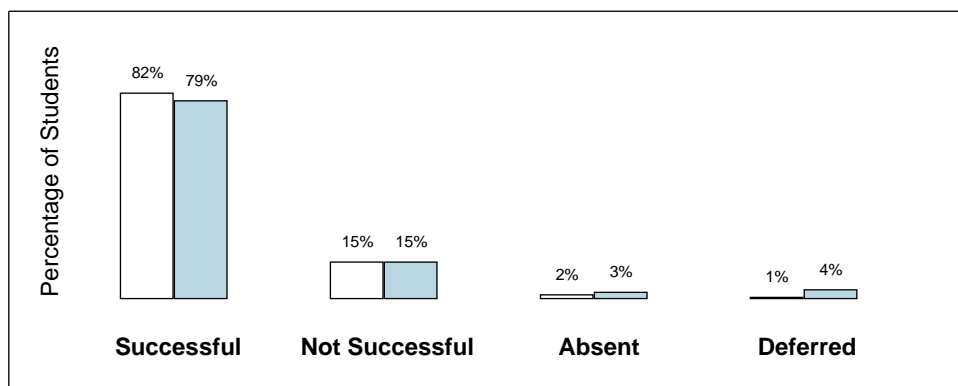
<sup>††</sup> Demographic information pertaining to "language" is gathered from the Student Questionnaire completed by students. Some data may be missing, because they were not provided by students.

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

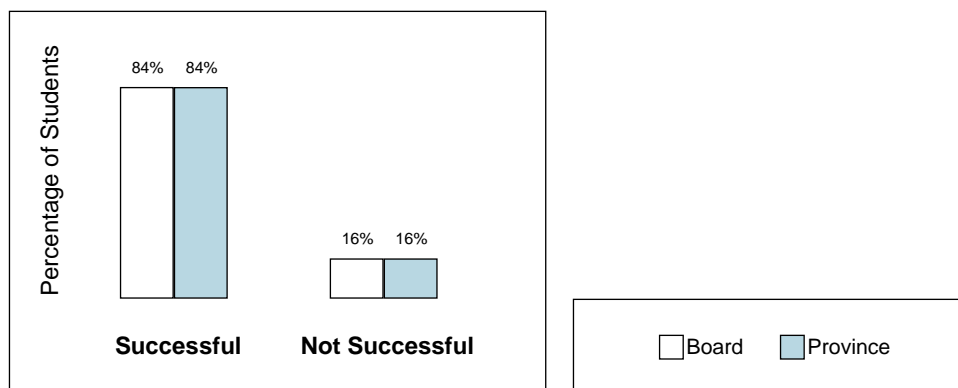
### Results for All First-Time Eligible Students\*

	First-Time Eligible Students			
	All		Fully Participating	
	Board # = 1 830	Province # = 155 906	Board # = 1 783	Province # = 146 173
Successful	1 501	82%	79%	84%
Not Successful	282	15%	15%	16%
<b>Fully Participating</b>	<b>1 783</b>	<b>97%</b>	<b>94%</b>	
Absent	32	2%	3%	
Deferred	15	1%	4%	

### Results for All First-Time Eligible Students



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



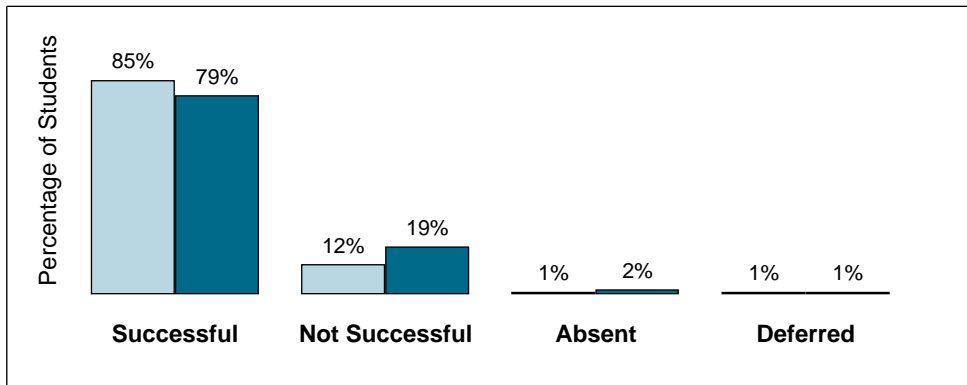
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

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

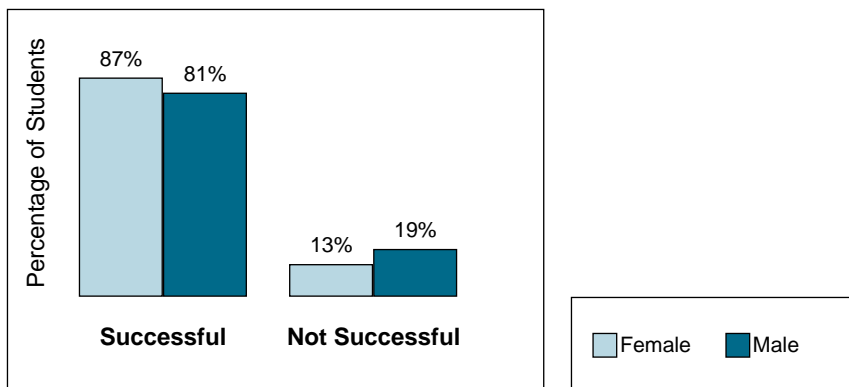
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 939		Male # = 891		Female # = 917	Male # = 866
Successful	801	85%	700	79%	87%	81%
Not Successful	116	12%	166	19%	13%	19%
<b>Fully Participating</b>	<b>917</b>	<b>98%</b>	<b>866</b>	<b>97%</b>		
Absent	14	1%	18	2%		
Deferred	8	1%	7	1%		

### 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.

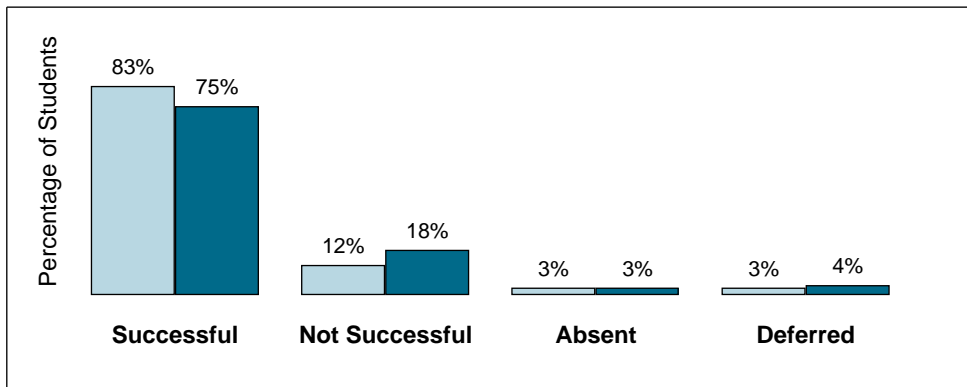
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

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

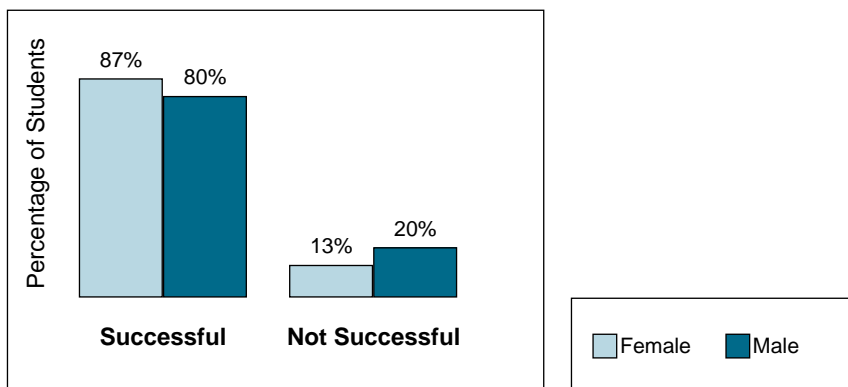
### Provincial Results by Gender\*†

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.

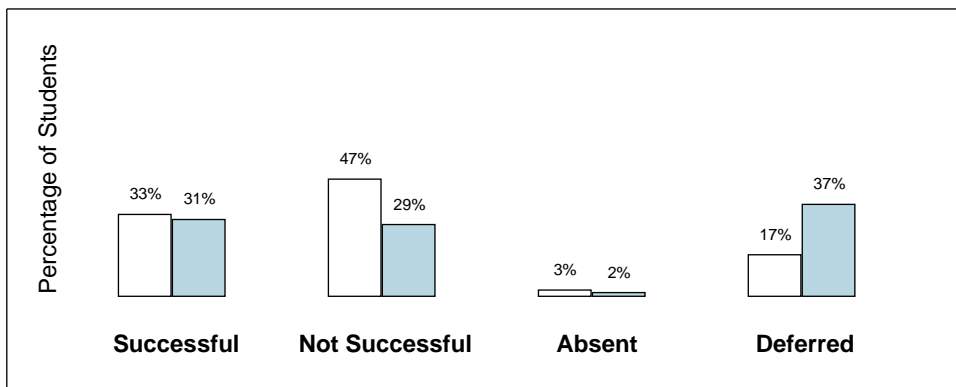
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

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

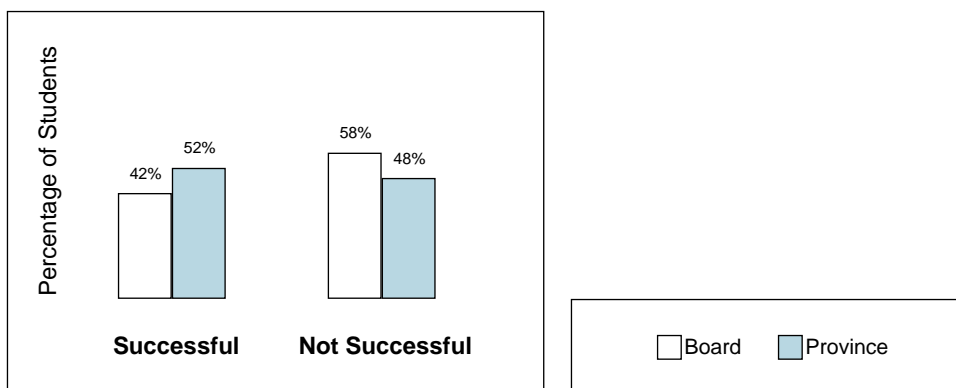
Results for English as a Second Language/English Literacy Development Learners\*†

Results for ESL/ELD Learners First-Time Eligible Students					
	All			Fully Participating	
	Board # = 30	Province # = 5 684		Board # = 24	Province # = 3 438
Successful	10	33%	31%	42%	52%
Not Successful	14	47%	29%	58%	48%
Fully Participating	24	80%	60%		
Absent	1	3%	2%		
Deferred	5	17%	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.

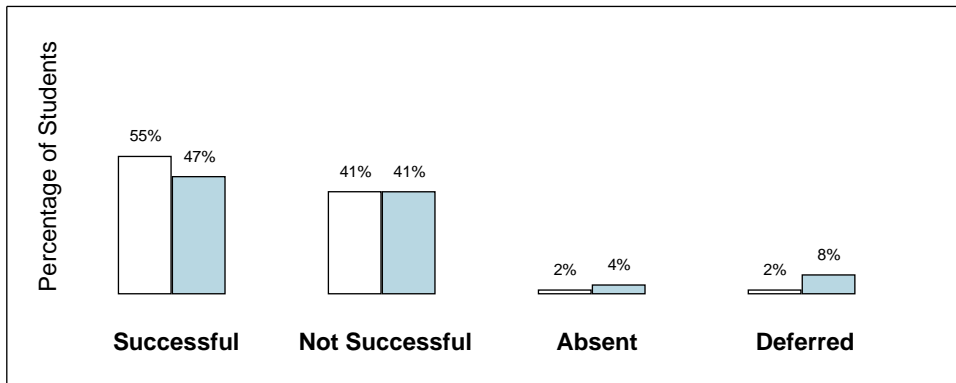
†Based on information regarding ESL or ELD status provided by schools through the Student Data Collection process.

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

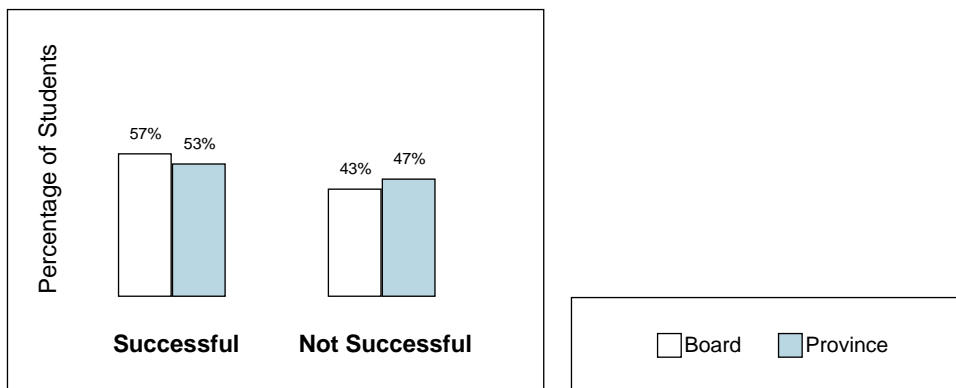
Results for Students with Special Needs (excluding gifted)\*†

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students					
	All			Fully Participating	
	Board # = 425	Province # = 22 052		Board # = 409	Province # = 19 425
Successful	234	55%	47%	57%	53%
Not Successful	175	41%	41%	43%	47%
<b>Fully Participating</b>	<b>409</b>	<b>96%</b>	<b>88%</b>		
Absent	9	2%	4%		
Deferred	7	2%	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.

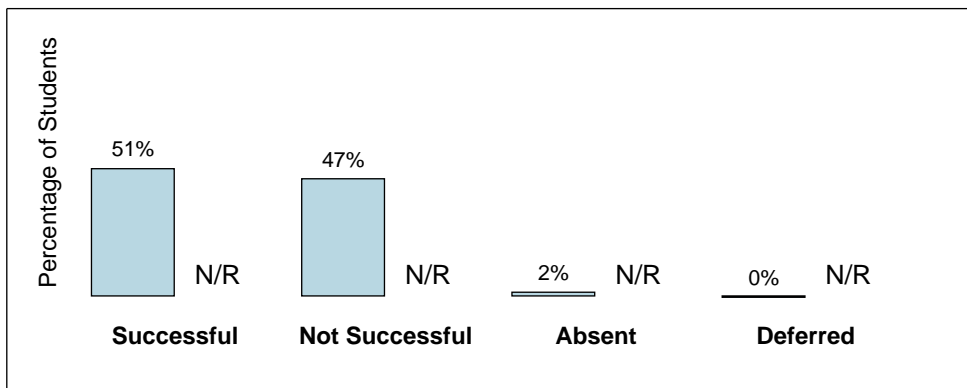
†Based on information provided by schools through the Student Data Collection process.

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

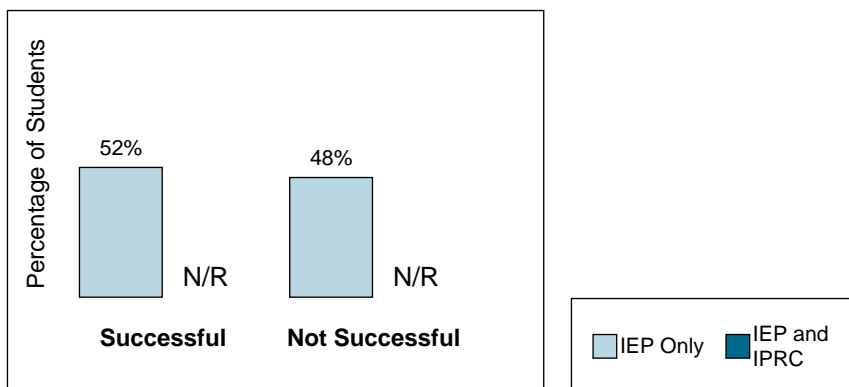
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 352		IEP and IPRC # = N/R		IEP Only # = 344	IEP and IPRC # = N/R
Successful	178	51%	N/R	N/R	52%	N/R
Not Successful	166	47%	N/R	N/R	48%	N/R
<b>Fully Participating</b>	<b>344</b>	<b>98%</b>	<b>N/R</b>	<b>N/R</b>		
Absent	8	2%	N/R	N/R		
Deferred	0	0%	N/R	N/R		

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.

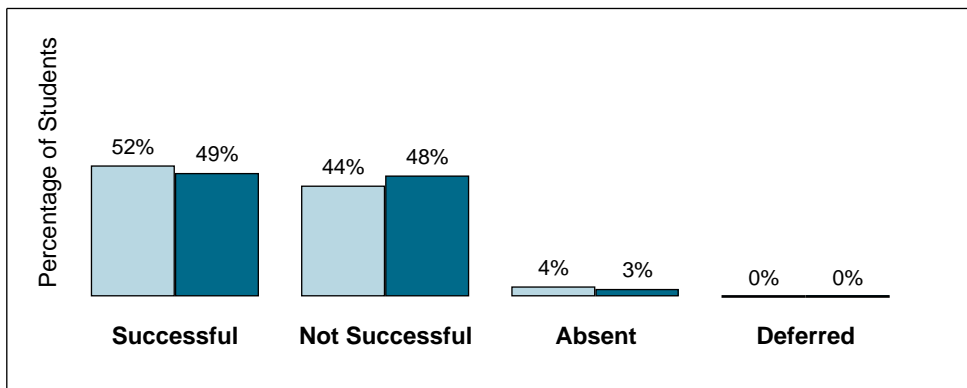
†Based on information provided by schools through the Student Data Collection process.

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

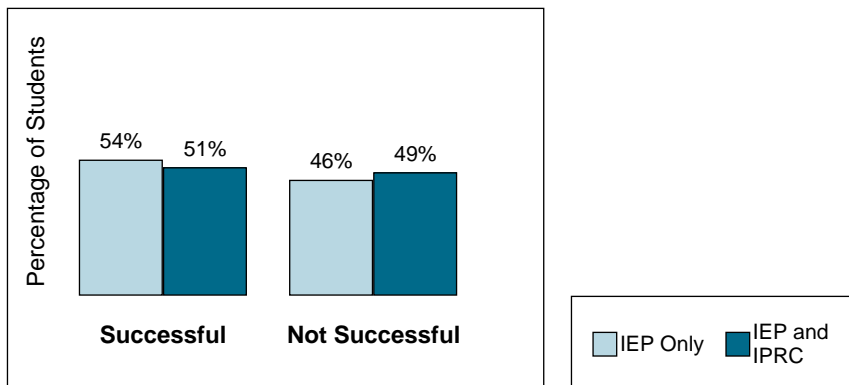
Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)\*†

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.

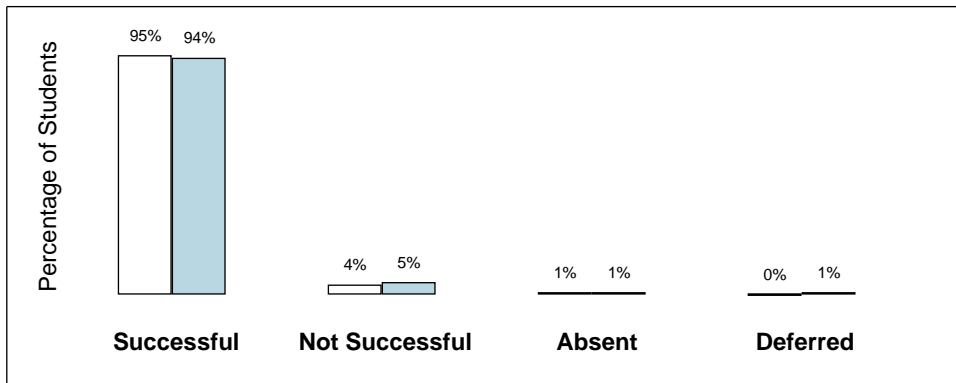
†Based on information provided by schools through the Student Data Collection process.

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

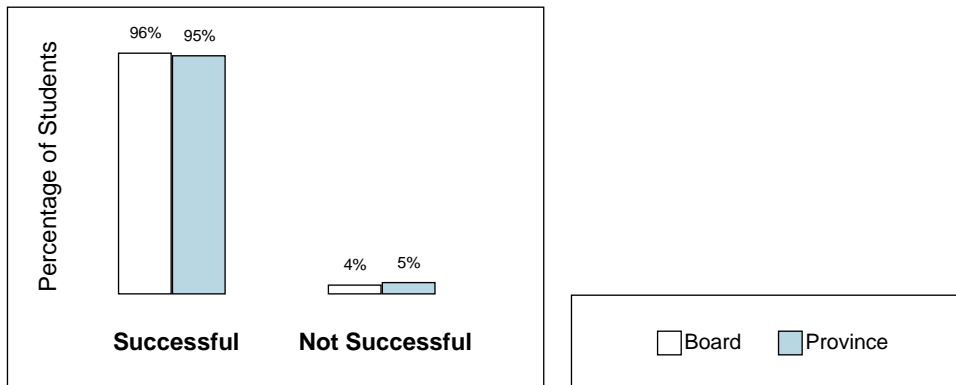
### Results for Students Taking Academic-Level English\*†

Results for Students Taking Academic Level English First-Time Eligible Students					
	All		Fully Participating		
	Board # = 1 265	Province # = 102 911	Board # = 1 253	Province # = 101 126	
Successful	1 205	95%	94%	96%	95%
Not Successful	48	4%	5%	4%	5%
<b>Fully Participating</b>	<b>1 253</b>	<b>99%</b>	<b>98%</b>		
Absent	12	1%	1%		
Deferred	0	0%	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.

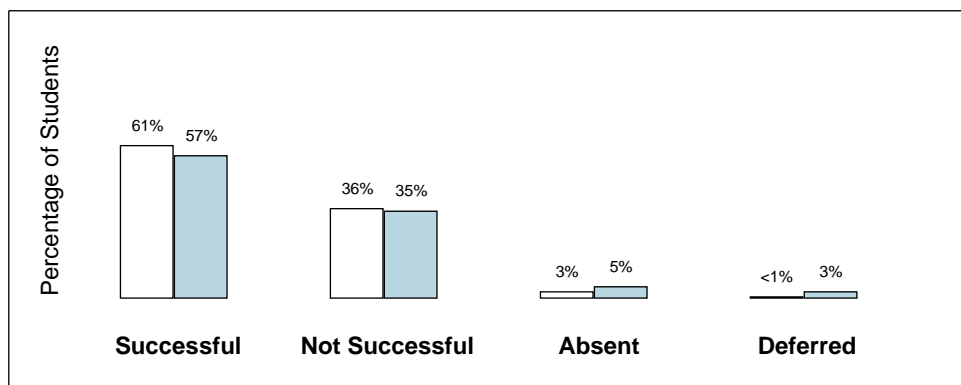
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

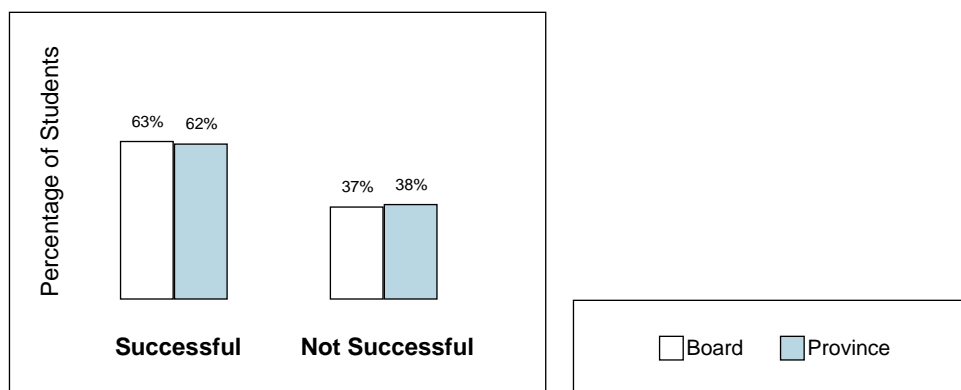
### Results for Students Taking Applied-Level English<sup>\*†</sup>

Results for Students Taking Applied Level English First-Time Eligible Students					
	All			Fully Participating	
	Board # = 455	Province # = 39 564		Board # = 440	Province # = 36 502
Successful	277	61%	57%	63%	62%
Not Successful	163	36%	35%	37%	38%
<b>Fully Participating</b>	<b>440</b>	<b>97%</b>	<b>92%</b>		
Absent	13	3%	5%		
Deferred	2	<1%	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.

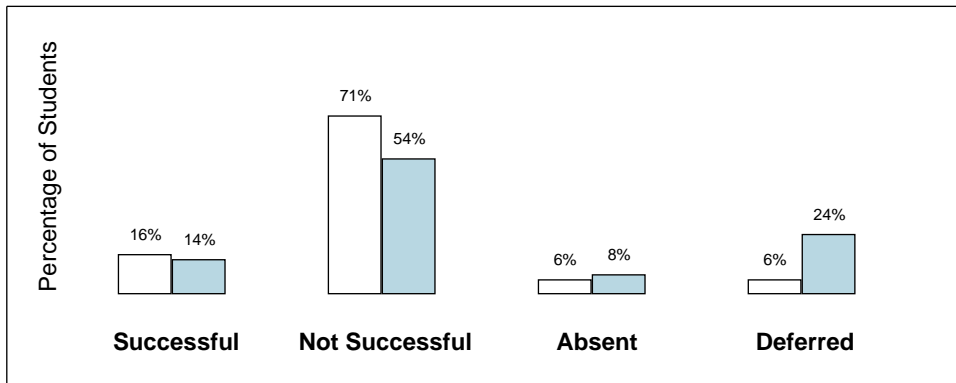
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

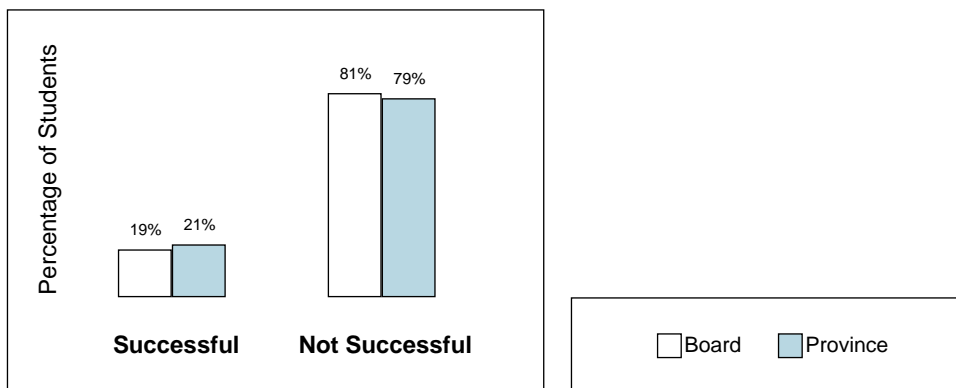
### Results for Students Taking Locally Developed English Course\*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students					
	All			Fully Participating	
	Board # = 79	Province # = 6 160		Board # = 69	Province # = 4 211
Successful	13	16%	14%	19%	21%
Not Successful	56	71%	54%	81%	79%
Fully Participating	69	87%	68%		
Absent	5	6%	8%		
Deferred	5	6%	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.

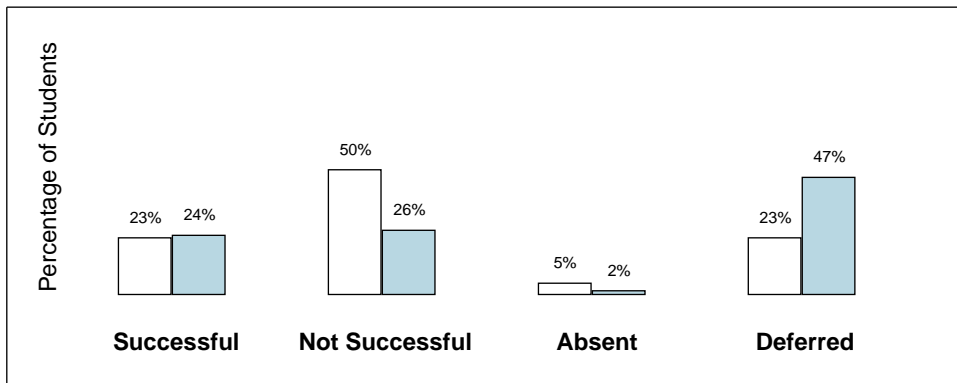
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

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

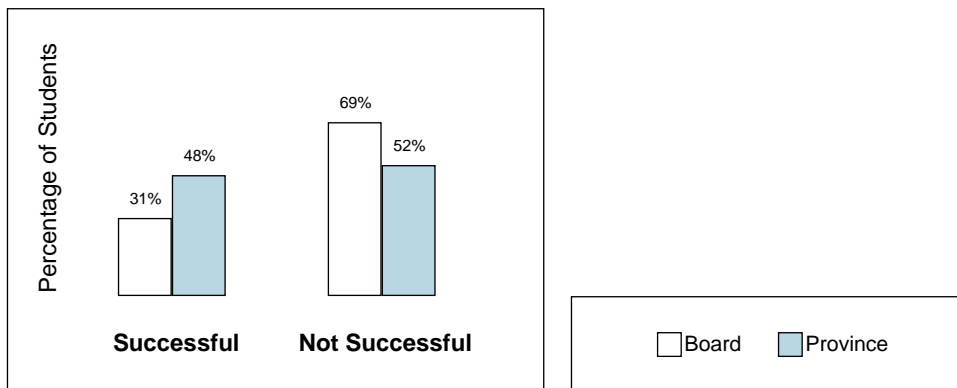
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course \*†

Results for Students Taking ESL/ELD Course First-Time Eligible Students					
	All			Fully Participating	
	Board # = 22	Province # = 4 644		Board # = 16	Province # = 2 360
Successful	5	23%	24%	31%	48%
Not Successful	11	50%	26%	69%	52%
Fully Participating	16	73%	51%		
Absent	1	5%	2%		
Deferred	5	23%	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 Board

This information provides a context for interpreting the board'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	1 540	1 684	1 829	1 859	1 830
Number of schools with first-time eligible students	n/a	n/a	n/a	6	5
Number of students who were exempted	16	24	30	20	15
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	97%	96%	96%	97%	97%
Of all first-time eligible students, those who were absent	2%	3%	2%	1%	2%
Of all first-time eligible students, those who were deferred	1%	1%	2%	1%	1%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	50%	51%	50%	46%	51%
Male	49%	49%	49%	54%	49%
Gender not specified	1%	<1%	<1%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
ESL/ELD learners*	1% <sup>+</sup>	2% <sup>+</sup>	1%	2%	2%
ESL/ELD learners receiving special provisions**	n/a	n/a	1%	1%	1%
Students with special needs (excluding gifted)*	16%	16%	21%	23%	23%
Students with special needs receiving accommodations (excluding gifted)**	14%	15%	18%	19%	20%
<b>Level of Study for English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	70%	67%	64%	66%	69%
Applied	23%	27%	29%	28%	25%
Locally developed	6%	5%	4%	4%	4%
ESL/ELD	n/a	n/a	1%	1%	1%
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	1 599	1 750	1 798	1 776
First language learned at home was other than English	n/a	21%	19%	19%	18%
Speak only or mostly English at home	n/a	76%	77%	79%	80%
Speak another language (or languages) as often as English at home	n/a	16%	15%	15%	14%
Speak only or mostly another language (or other languages) at home	n/a	7%	7%	6%	6%

<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.

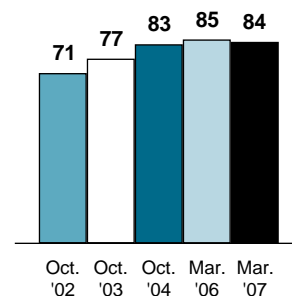
<sup>+</sup> The percentage of students in these two years may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

n/a Information not available.

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

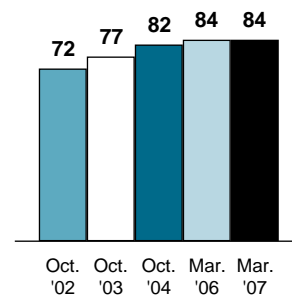
Board Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
<i>Number of Students</i>	1 540		1 684		1 829		1 859		1 830	
Successful	1 059	69%	1 245	74%	1 465	80%	1 529	82%	1 501	82%
Not Successful	436	28%	366	22%	296	16%	276	15%	282	15%
Fully Participating	1 495	97%	1 611	96%	1 761	96%	1 805	97%	1 783	97%
Absent	36	2%	56	3%	29	2%	27	1%	32	2%
Deferred	9	1%	17	1%	39	2%	27	1%	15	1%
Fully Participating Successful	1 059	71%	1 245	77%	1 465	83%	1 529	85%	1 501	84%

**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	
<i>Number of Students</i>	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%

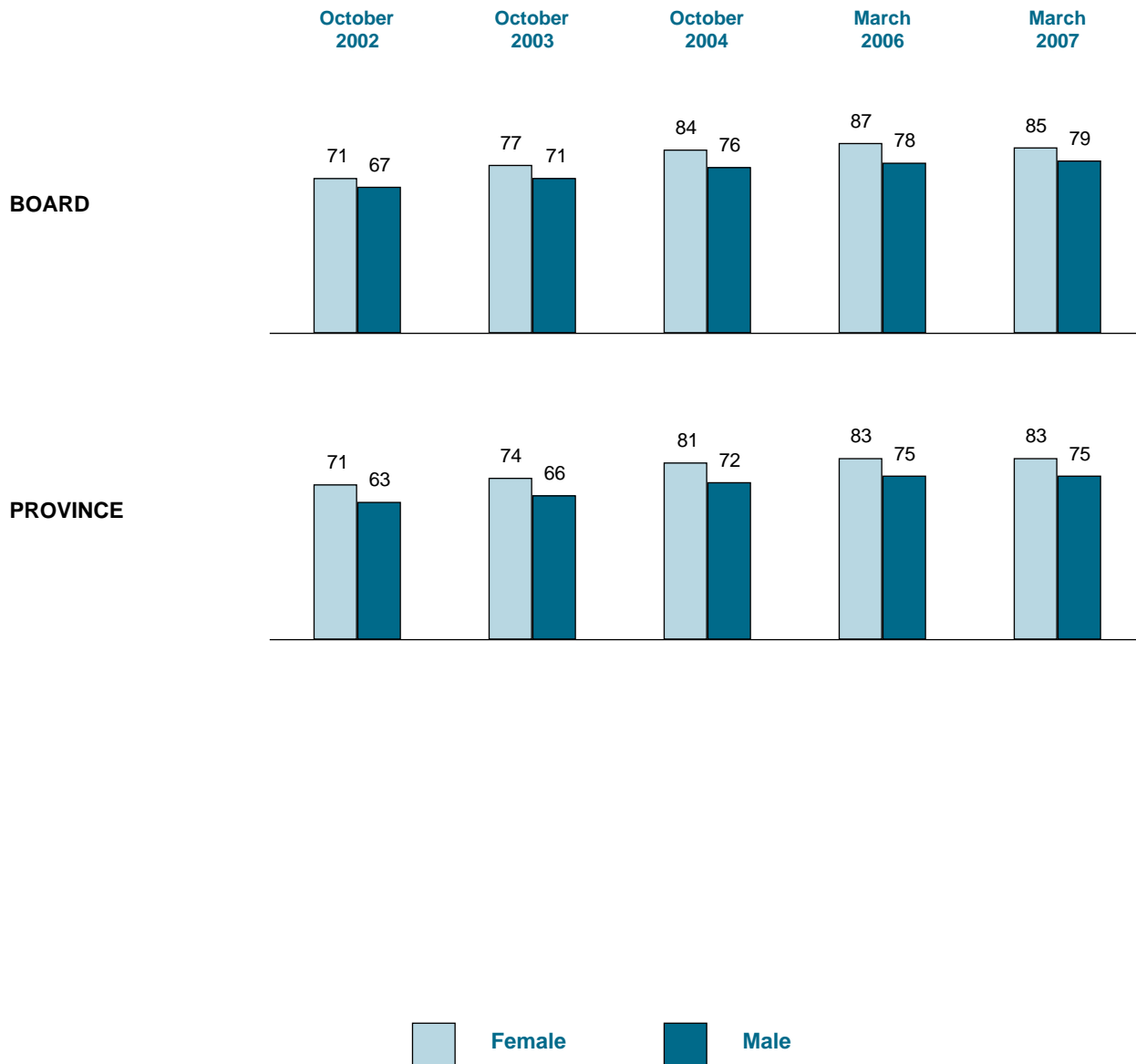
**Provincial Results over Time: Percentage of Fully Participating Successful Students**



\* 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**



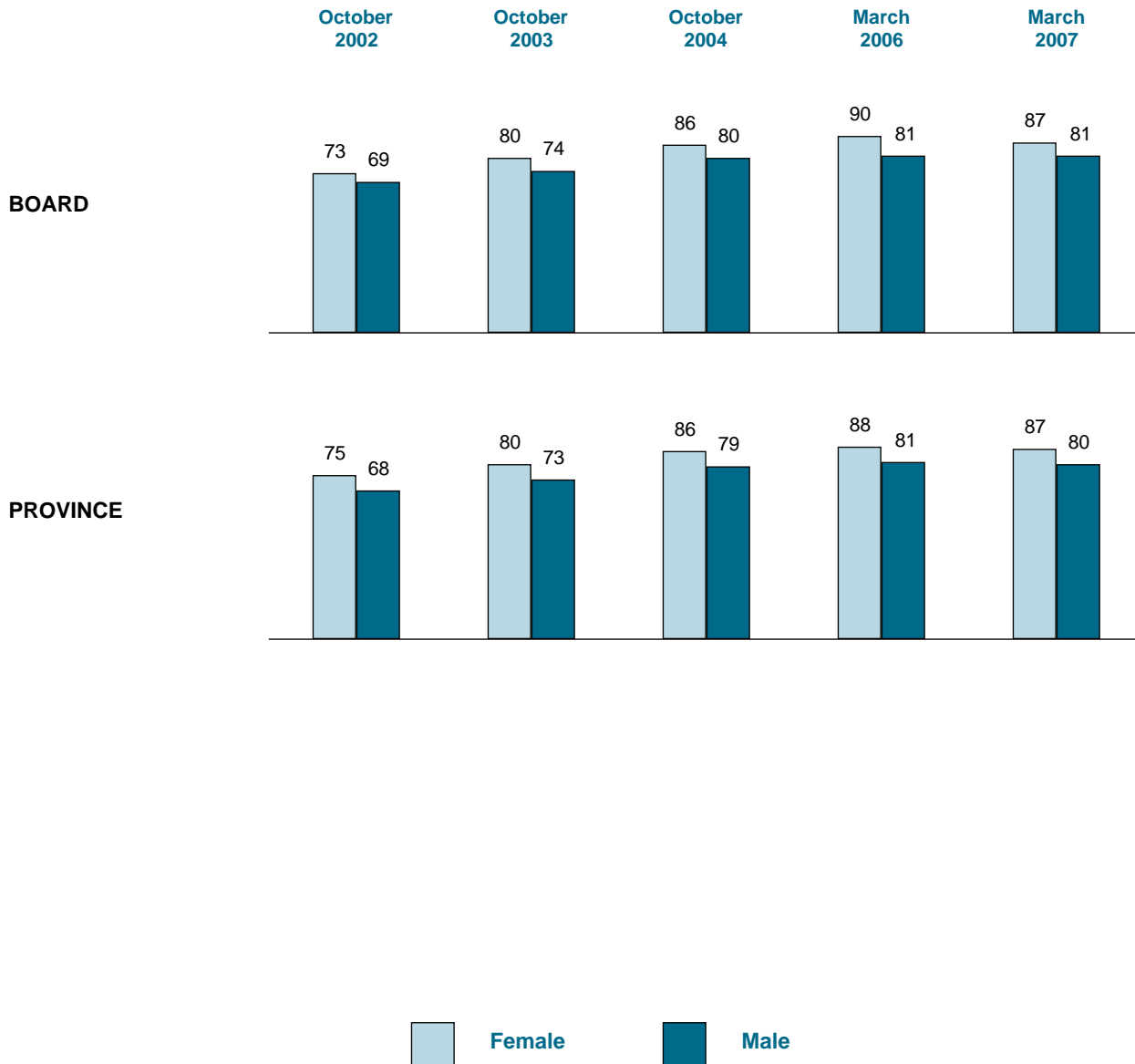
**Number of First-Time Eligible Students†**

	<u>October 2002</u>		<u>October 2003</u>		<u>October 2004</u>		<u>March 2006</u>		<u>March 2007</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	763	754	851	825	922	904	861	998	939	891
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
Board	743	731	818	788	896	864	835	970	917	866
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 BOARD (# = 1 776)		
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		530
comics		631
Web sites, e-mail, chat messages		1 657
letters		787
magazines		1 372
manuals, instructions		666
newspapers		909
novels, fiction, short stories		1 145
song lyrics, poems		1 157
religious or spiritual writings		256
<b>2. Types of writing students do in English outside school most weeks:</b>		
e-mail, chat messages		1 686
letter, journals, diaries		560
notes, directions, instructions		803
song lyrics, poems		718
stories, fiction		458
work-related writing		794
<b>3. Types of English-language materials students have at home:</b>		
dictionaries, encyclopedias (print or electronic)		1 644
books		1 687
newspapers		1 506
magazines		1 589

\* 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 BOARD (# = 1 776)		
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	28	498
more than one hour but less than three hours	35	624
more than three hours but less than five hours	20	361
five hours or more	16	286
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	36	637
more than one hour but less than three hours	34	611
more than three hours but less than five hours	17	303
five hours or more	12	219
<b>6. How often students use a computer at home for homework:</b>		
don't have a computer at home	2	29
never or hardly ever use a computer for homework	6	109
use a computer once or twice a month for homework	18	315
use a computer once or twice a week for homework	44	773
use a computer almost every day for homework	31	548
<b>7. First language students learned at home was English:</b>		
yes	82	1 450
no	18	325
<b>8. Language(s) students speak at home:</b>		
only or mostly English	80	1 414
another language (or languages) as often as English	14	256
only or mostly another language (or other languages)	6	99

\* 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 BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (#= 1 776)	Females* (#= 914)	Males* (#= 862)	All (#= 145 362)	Females* (#= 71 725)	Males* (#= 73 624)
<b>Percentage of students indicating that they</b>						
have a computer at home.	98%	98%	98%	97%	98%	97%
use the computer almost every day for homework.	31%	32%	29%	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	30%	28%	32%	35%	34%	35%
comics	36%	30%	42%	39%	34%	43%
Web sites, e-mail, chat messages	93%	95%	91%	93%	95%	90%
letters	44%	53%	35%	44%	50%	38%
magazines	77%	89%	65%	76%	86%	67%
manuals, instruction	38%	26%	49%	42%	33%	52%
newspapers	51%	49%	54%	55%	53%	58%
novels, fiction, short stories	64%	73%	55%	67%	78%	56%
song lyrics, poems	65%	78%	52%	63%	76%	51%
religious or spiritual writings	14%	15%	13%	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.	36%	41%	32%	39%	44%	34%
<b>Percentage of students indicating that they have the following English-language materials at home:</b>						
dictionaries, encyclopedias (print or electronic)	93%	93%	92%	93%	94%	91%
books	95%	97%	93%	95%	97%	93%
newspapers	85%	85%	85%	87%	88%	87%
magazines	89%	93%	86%	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	95%	97%	92%	93%	96%	91%
letters, journals, diaries	32%	50%	12%	32%	50%	14%
notes, directions, instructions	45%	50%	40%	46%	49%	43%
song lyrics, poems	40%	47%	33%	38%	45%	31%
stories, fiction	26%	30%	21%	28%	32%	24%
work-related writing	45%	46%	44%	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%	35%	23%	31%	36%	27%
<b>Percentage of students indicating that the first language they learned at home was</b>						
other than English.	18%	20%	17%	22%	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:</b>						
only or mostly English	80%	79%	80%	77%	77%	77%
another language (or languages) as often as English	14%	15%	13%	16%	16%	15%
only or mostly another language (or other languages)	6%	5%	6%	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 <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
<b>OSSLC</b>	Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
<b>Exempted</b>	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
<b>ESL/ELD Learners</b>	English as a second language (ESL)/English literacy development (ELD) learners are identified by the school.
<b>ESL/ELD Learners Receiving Special Provisions</b>	Students receiving special provisions are students identified by the school as ESL/ELD learners. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
<b>Students with Special Needs (excluding gifted)</b>	These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified as gifted are not included.
<b>Students with Special Needs Receiving Accommodations (excluding gifted)</b>	Students receiving test accommodations are students identified by the school as students with special needs. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
<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.