



School Report

First-Time Eligible Students



Ontario Secondary School Literacy Test, March 2007

School: Keswick High School (919233)

Board: York Region DSB (66095)

I am pleased to provide you with this report, which shows the achievement of students on the March 2007 OSSLT and the previous four administrations.

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

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

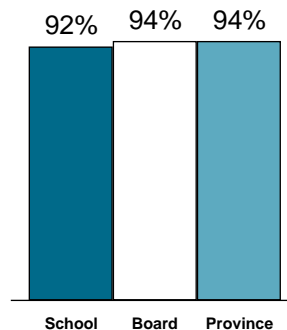
EQAO's literacy test results are intended to be used together with regular classroom assessments conducted by a student's teacher and other school data. These are all important methods of supporting students in their schooling. I trust that this report, when considered in conjunction with other classroom-generated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

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

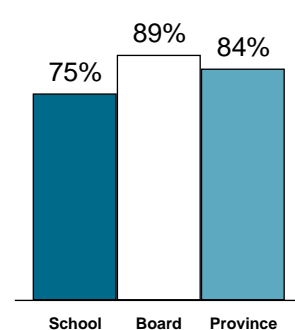
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FIRST-TIME ELIGIBLE STUDENTS, MARCH 2007: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully

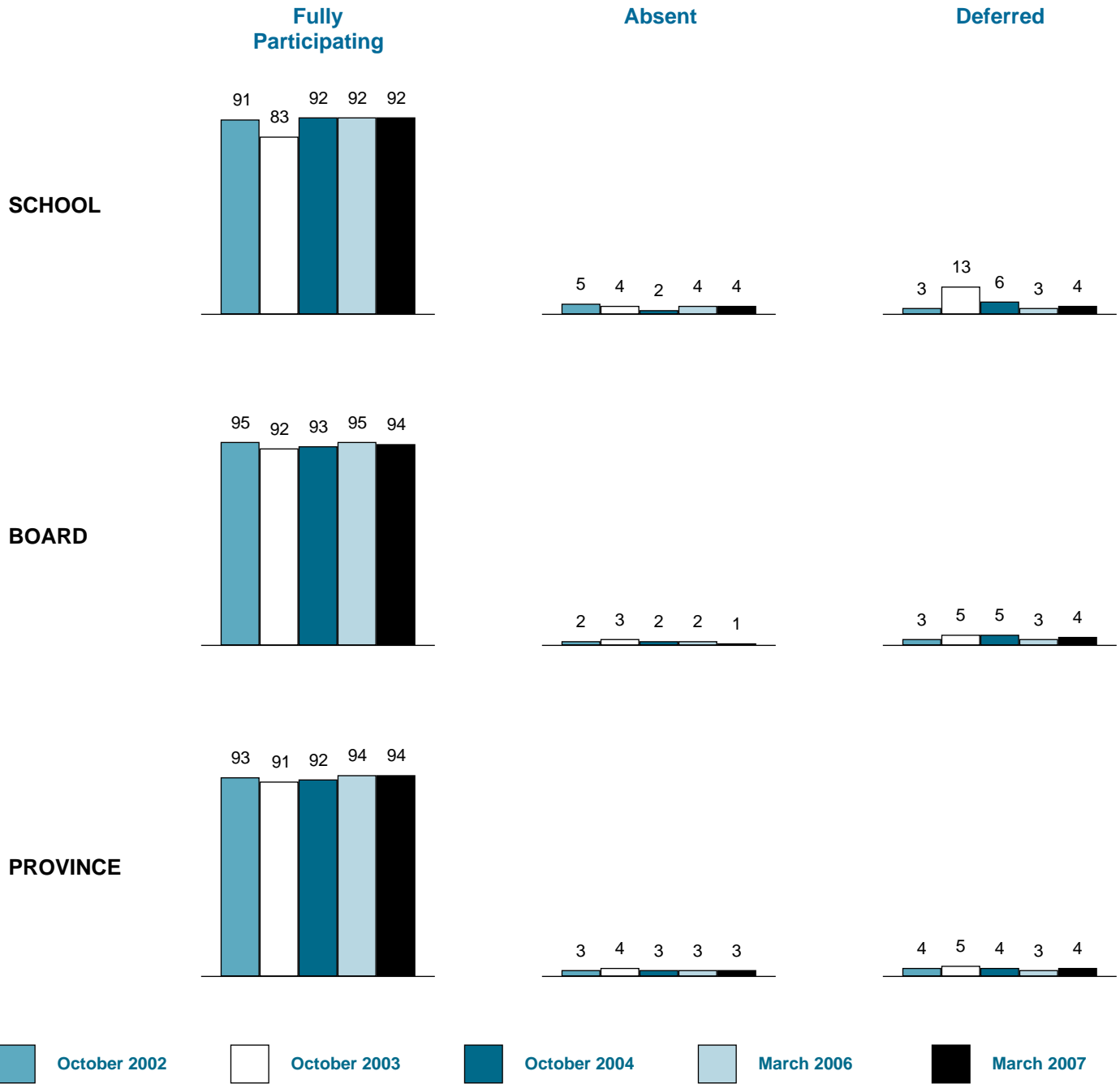


Percentage of Fully Participating Students Who Were Successful



PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*



	Number of First-Time Eligible Students				
	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>
School	270	342	360	372	416
Board	7 780	8 616	8 817	9 569	8 954
Province	146 539	157 464	160 088	158 817	155 906

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

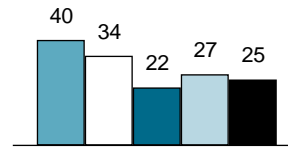
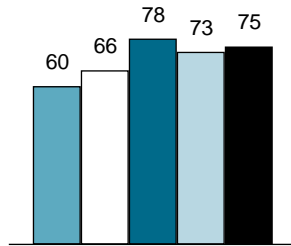
ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*

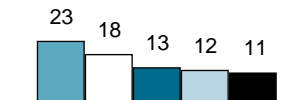
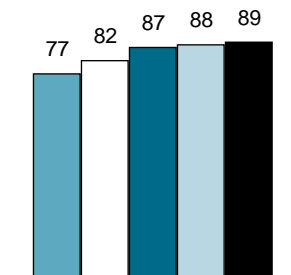
Successful

Not Successful

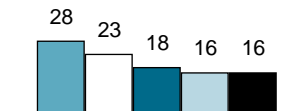
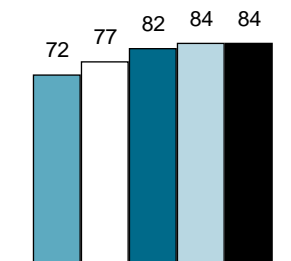
SCHOOL



BOARD



PROVINCE



Number of Fully Participating First-Time Eligible Students

	<u>October 2002</u>	<u>October 2003</u>	<u>October 2004</u>	<u>March 2006</u>	<u>March 2007</u>
School	247	283	331	344	383
Board	7 375	7 927	8 218	9 047	8 449
Province	136 028	143 025	147 781	149 098	146 173

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

TIPS

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



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



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



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



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

WHAT IS IN THIS REPORT?

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

This report includes

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

Specifically, you will find

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

OSSLT Results for First-Time Eligible Students, March 2007

Contextual Information

This information provides a context for interpreting the school's results for this year in relation to those of the board and the province.

	School		Board		Province	
Enrolment						
Number of first-time eligible students	416		8 954		155 906	
Number of schools with first-time eligible students	n/a		32		783	
Number of students who were exempted	7		77		1 875	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all first-time eligible students, those who participated fully in the assessment	383	92%	8 449	94%	146 173	94%
Of all first-time eligible students, those who were absent	15	4%	124	1%	3 932	3%
Of all first-time eligible students, those who were deferred	18	4%	381	4%	5 801	4%
Gender[†] Based on number of first-time eligible students						
Female	211	51%	4 325	48%	76 252	49%
Male	205	49%	4 629	52%	79 638	51%
Gender not specified	0	0%	0	0%	16	<1%
Student Status[†] Based on number of first-time eligible students						
ESL/ELD learners*	0	0%	687	8%	5 684	4%
ESL/ELD learners receiving special provisions**	0	0%	359	4%	2 560	2%
Students with special needs (excluding gifted)*	86	21%	1 308	15%	22 052	14%
Students with special needs receiving accommodations (excluding gifted)**	66	17%	1 146	14%	17 415	12%
Level of Study for English[†] Based on number of first-time eligible students						
Academic	249	60%	6 719	75%	102 911	66%
Applied	140	34%	1 287	14%	39 564	25%
Locally developed	21	5%	180	2%	6 160	4%
ESL/ELD	0	0%	684	8%	4 644	3%
Other	6	1%	80	1%	2 519	2%
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:		381		8 406	
					145 362	
First language learned at home was other than English	14	4%	3 279	39%	31 535	22%
Speak only or mostly English at home	356	93%	5 185	62%	111 636	77%
Speak another language (or languages) as often as English at home	19	5%	2 005	24%	22 685	16%
Speak only or mostly another language (or other languages) at home	3	1%	1 179	14%	10 306	7%

[†] 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.

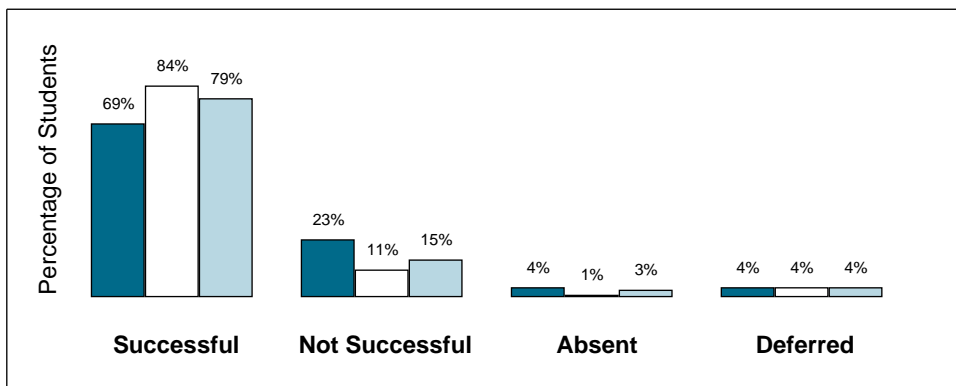
^{††} Demographic information pertaining to "language" is gathered from the Student Questionnaire completed by students. Some data may be missing, because they were not provided by students.

OSSLT Results for First-Time Eligible Students, March 2007

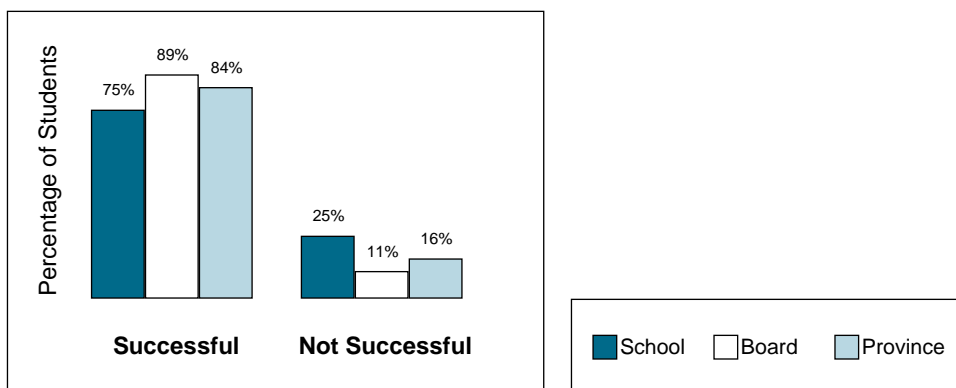
Results for All First-Time Eligible Students*

	First-Time Eligible Students					
	All			Fully Participating		
	School # = 416	Board # = 8 954	Province # = 155 906	School # = 383	Board # = 8 449	Province # = 146 173
Successful	287	69%	84%	75%	89%	84%
Not Successful	96	23%	11%	25%	11%	16%
Fully Participating	383	92%	94%	94%		
Absent	15	4%	1%	3%		
Deferred	18	4%	4%	4%		

Results for All First-Time Eligible Students



Results for Fully Participating First-Time Eligible Students



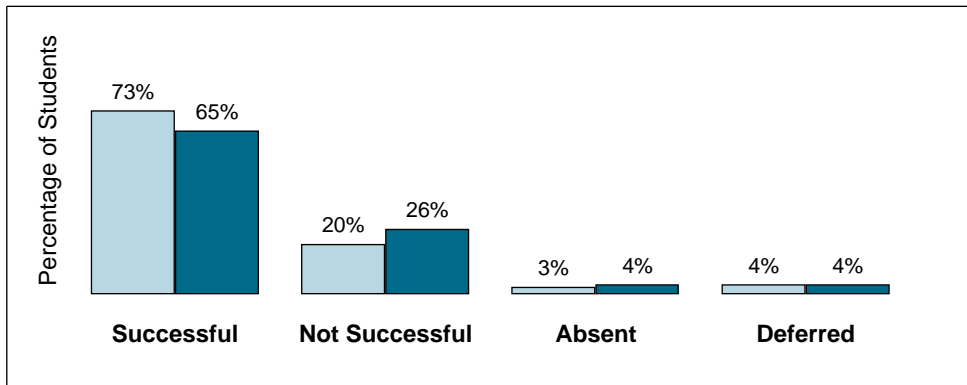
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

OSSLT Results for First-Time Eligible Students, March 2007

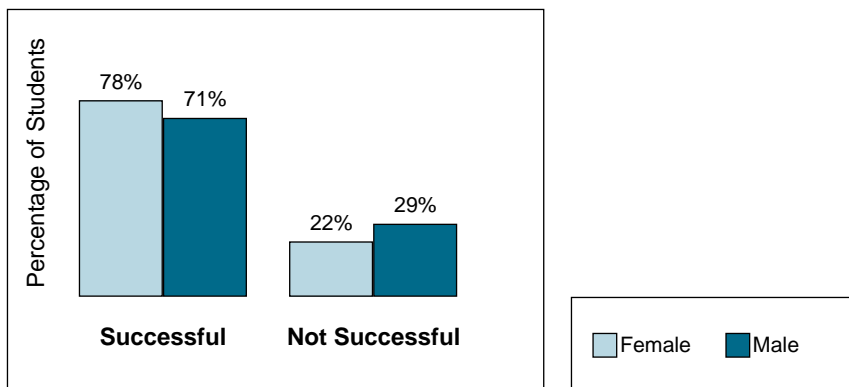
School Results by Gender^{*†}

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 211		Male # = 205		Female # = 195	Male # = 188
Successful	153	73%	134	65%	78%	71%
Not Successful	42	20%	54	26%	22%	29%
Fully Participating	195	92%	188	92%		
Absent	7	3%	8	4%		
Deferred	9	4%	9	4%		

School Results for All First-Time Eligible Students by Gender



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



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

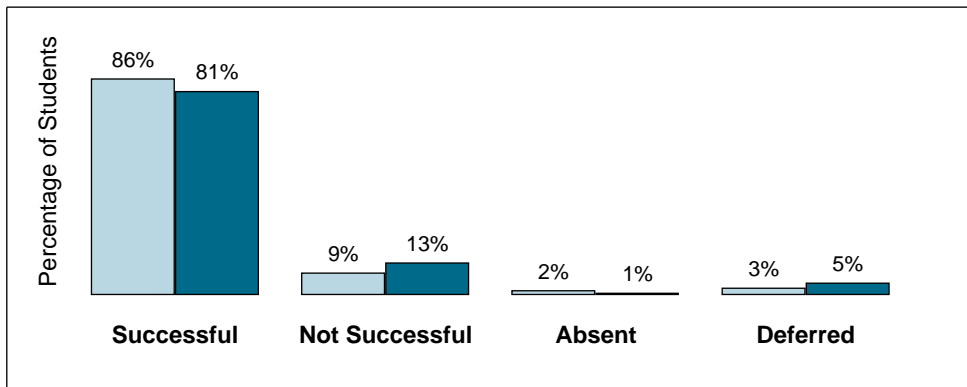
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

OSSLT Results for First-Time Eligible Students, March 2007

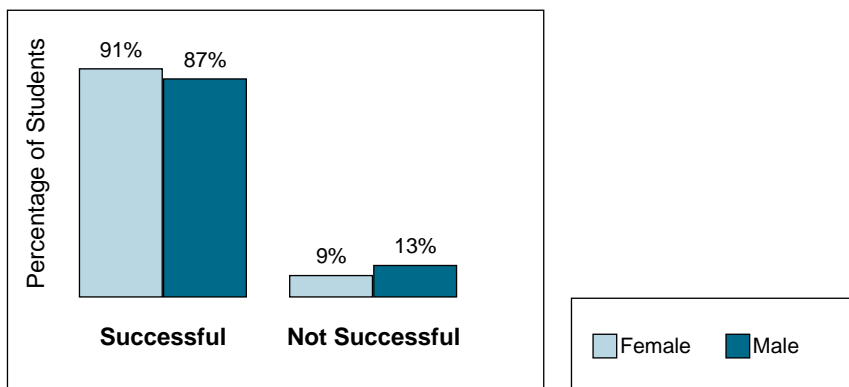
Board Results by Gender*†

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

Board Results for All First-Time Eligible Students by Gender



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



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† 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

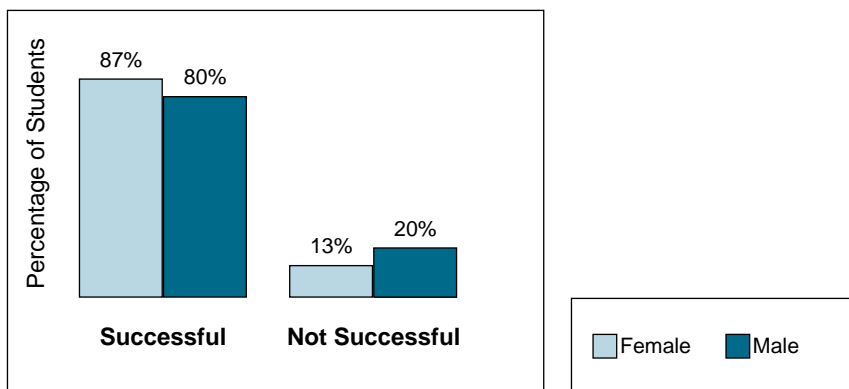
Provincial Results by Gender*†

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%
Fully Participating	72 031	94%	74 129	93%		
Absent	1 933	3%	1 996	3%		
Deferred	2 288	3%	3 513	4%		

Provincial Results for All First-Time Eligible Students by Gender



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



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

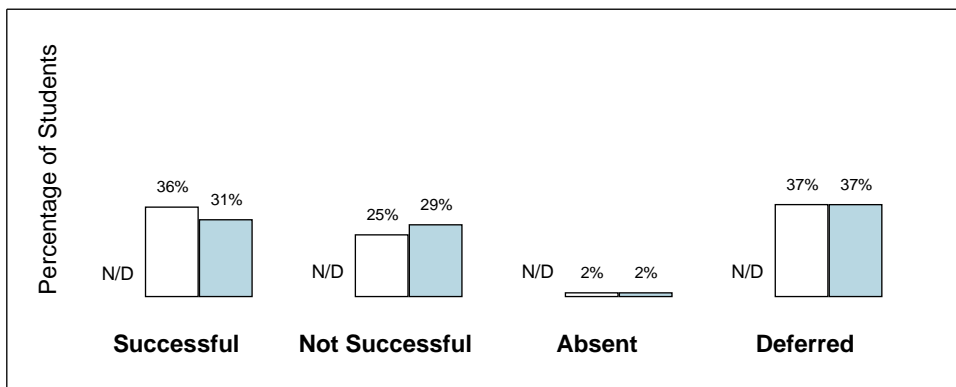
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

OSSLT Results for First-Time Eligible Students, March 2007

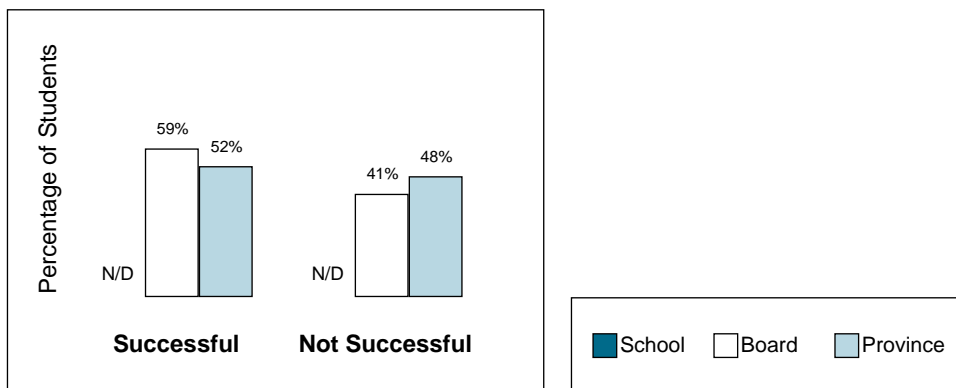
Results for English as a Second Language/English Literacy Development Learners*†

Results for ESL/ELD Learners First-Time Eligible Students						
	All				Fully Participating	
	School # = N/D	Board # = 687	Province # = 5 684	School # = N/D	Board # = 417	Province # = 3 438
Successful	N/D	N/D	36%	31%	N/D	59%
Not Successful	N/D	N/D	25%	29%	N/D	41%
Fully Participating	N/D	N/D	61%	60%		
Absent	N/D	N/D	2%	2%		
Deferred	N/D	N/D	37%	37%		

Results for All First-Time Eligible ESL/ELD Learners



Results for Fully Participating First-Time Eligible ESL/ELD Learners



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

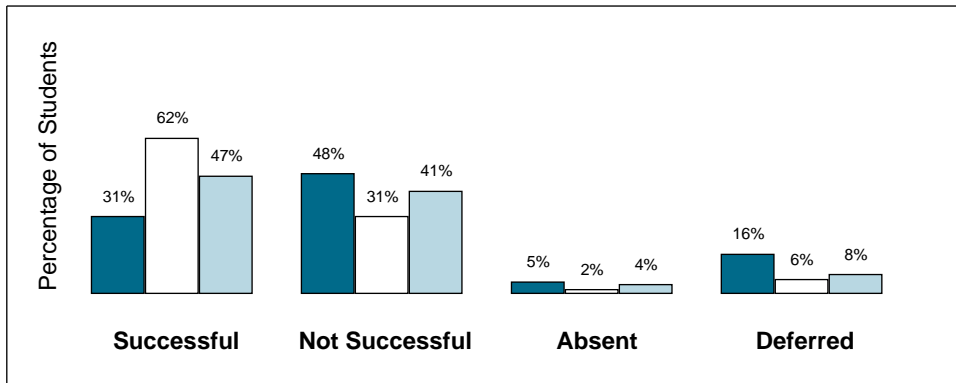
†Based on information regarding ESL or ELD status provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

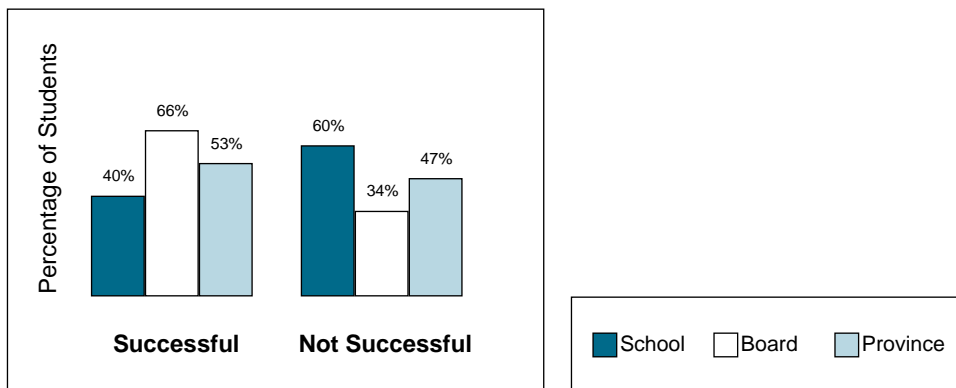
Results for Students with Special Needs (excluding gifted)^{*†}

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # = 86	Board # = 1 308	Province # = 22 052	School # = 68	Board # = 1 211	Province # = 19 425
Successful	27	31%	62%	47%	40%	66%
Not Successful	41	48%	31%	41%	60%	34%
Fully Participating	68	79%	93%	88%		
Absent	4	5%	2%	4%		
Deferred	14	16%	6%	8%		

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



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



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

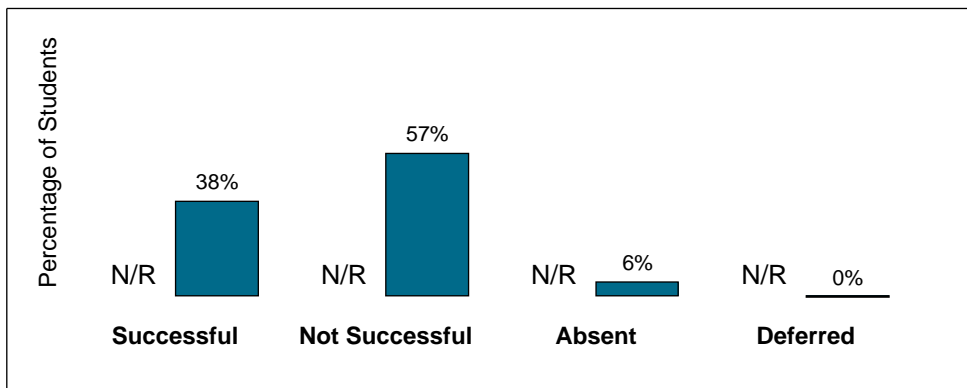
†Based on information provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

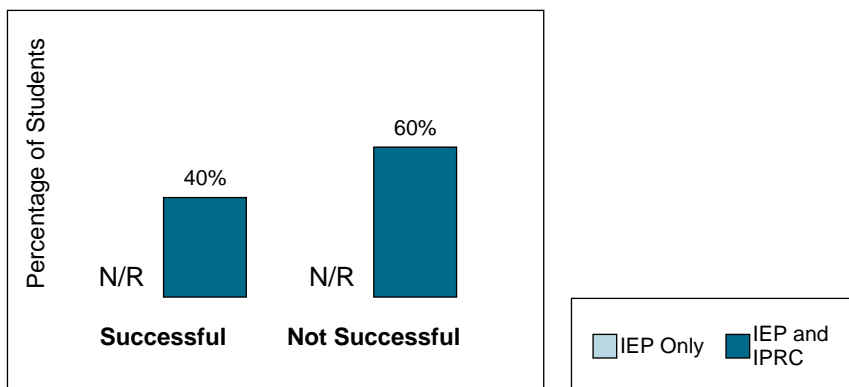
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

School Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = N/R		IEP and IPRC # = 69		IEP Only # = N/R	IEP and IPRC # = 65
Successful	N/R	N/R	26	38%	N/R	40%
Not Successful	N/R	N/R	39	57%	N/R	60%
Fully Participating	N/R	N/R	65	94%		
Absent	N/R	N/R	4	6%		
Deferred	N/R	N/R	0	0%		

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



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



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

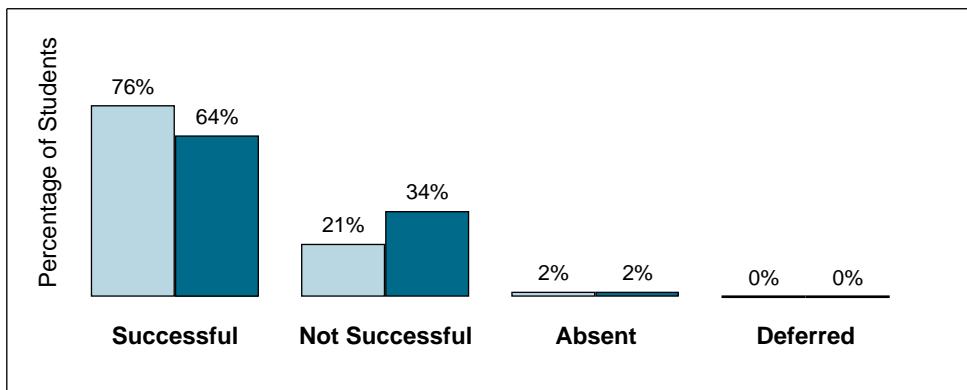
†Based on information provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

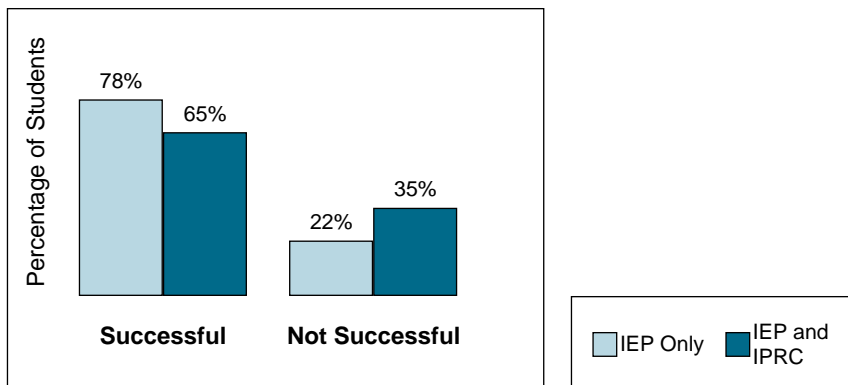
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 42		IEP and IPRC # = 1 125		IEP Only # = 41	IEP and IPRC # = 1 105
Successful	32	76%	721	64%	78%	65%
Not Successful	9	21%	384	34%	22%	35%
Fully Participating	41	98%	1 105	98%		
Absent	1	2%	20	2%		
Deferred	0	0%	0	0%		

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



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



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

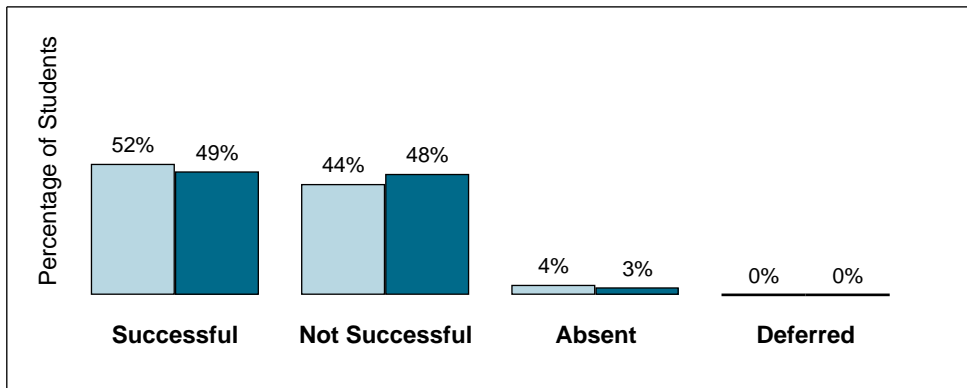
†Based on information provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

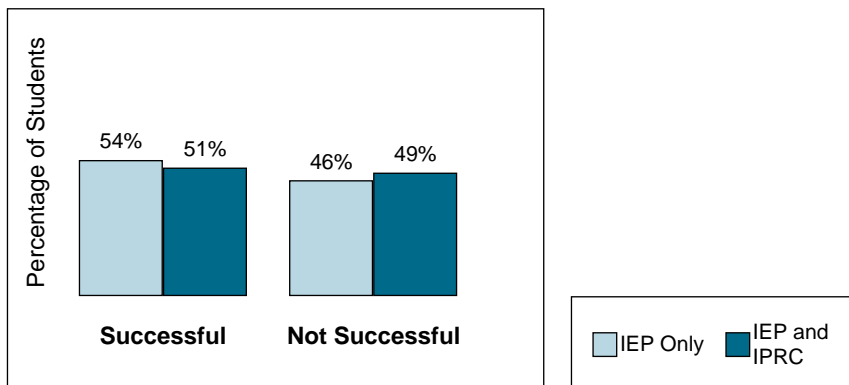
Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

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

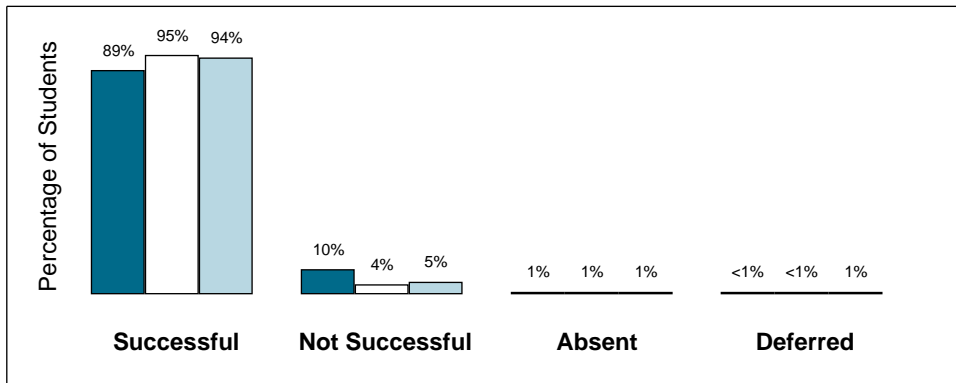
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OSSLT Results for First-Time Eligible Students, March 2007

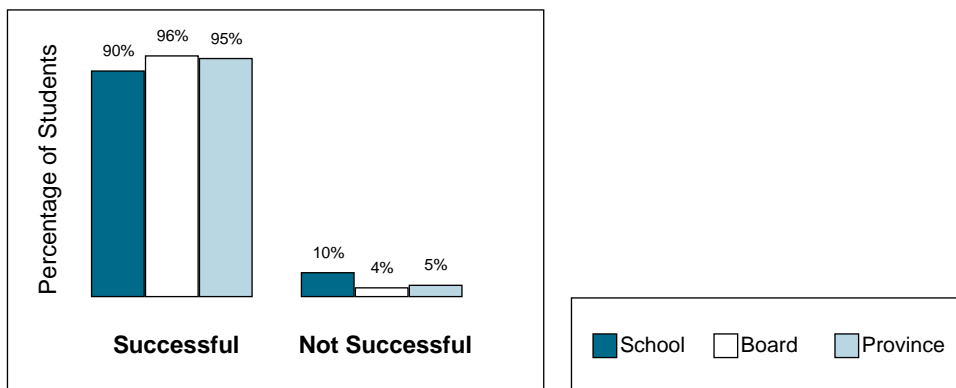
Results for Students Taking Academic-Level English*†

Results for Students Taking Academic Level English First-Time Eligible Students							
	All			Fully Participating			
	School # = 249	Board # = 6 719	Province # = 102 911	School # = 245	Board # = 6 650	Province # = 101 126	
Successful	221	89%	95%	94%	90%	96%	95%
Not Successful	24	10%	4%	5%	10%	4%	5%
Fully Participating	245	98%	99%	98%			
Absent	3	1%	1%	1%			
Deferred	1	<1%	<1%	1%			

Results for All First-Time Eligible Students Taking Academic-Level English



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



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

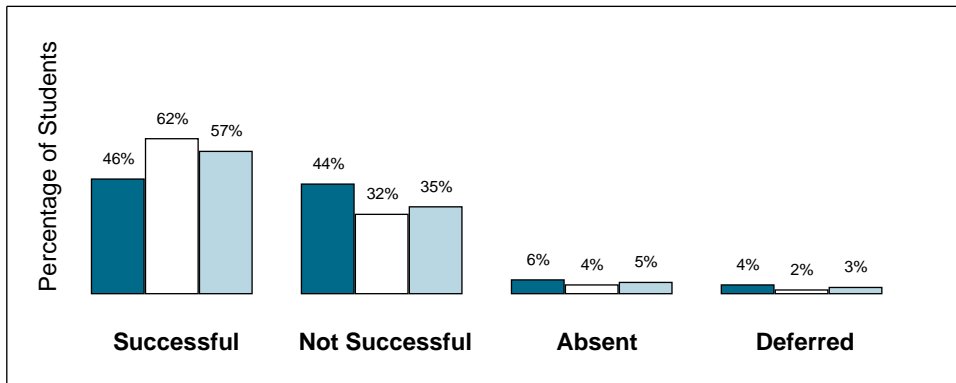
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

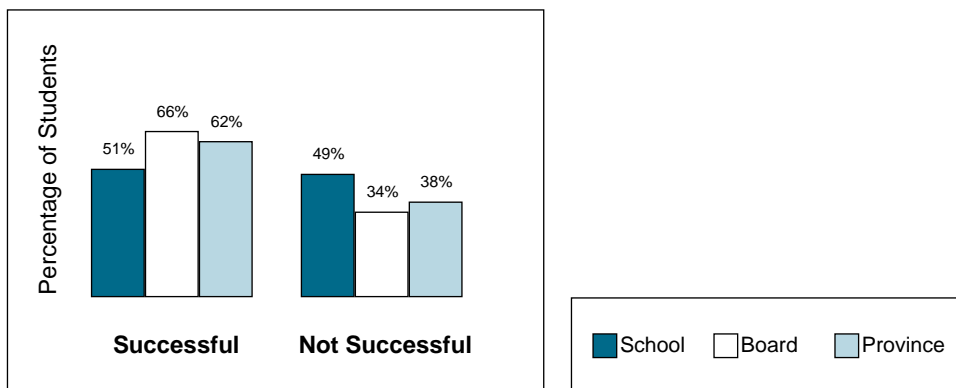
Results for Students Taking Applied-Level English^{*†}

Results for Students Taking Applied Level English First-Time Eligible Students						
	All			Fully Participating		
	School # = 140	Board # = 1 287	Province # = 39 564	School # = 125	Board # = 1 211	Province # = 36 502
Successful	64	46%	62%	57%	51%	66%
Not Successful	61	44%	32%	35%	49%	34%
Fully Participating	125	89%	94%	92%		
Absent	9	6%	4%	5%		
Deferred	6	4%	2%	3%		

Results for All First-Time Eligible Students Taking Applied-Level English



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



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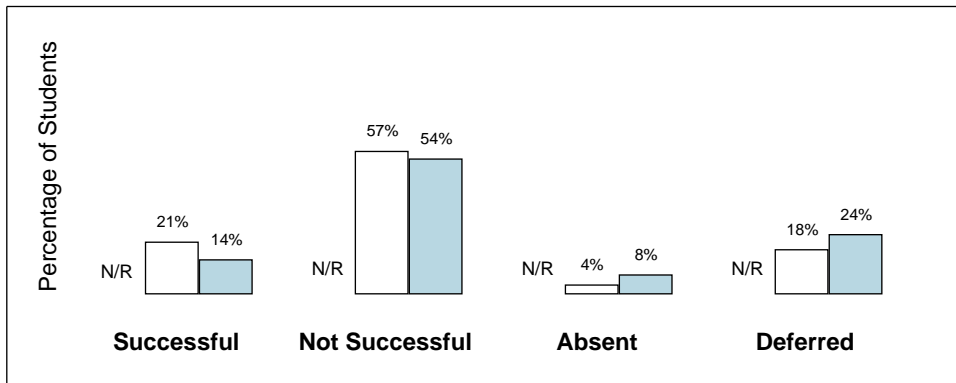
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

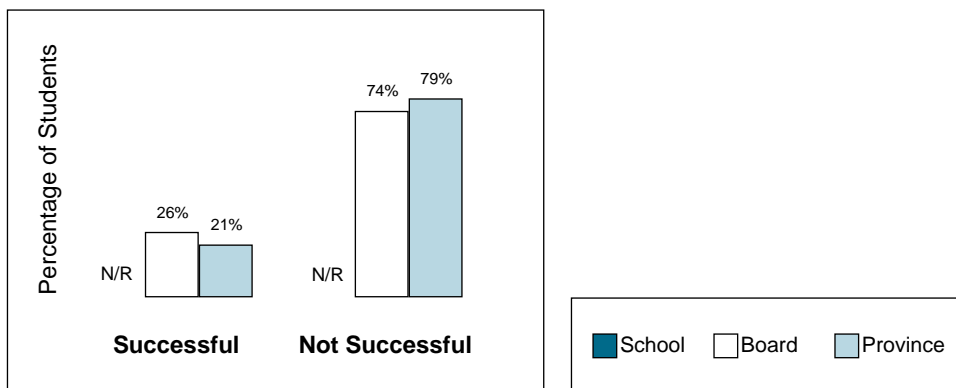
Results for Students Taking Locally Developed English Course*†

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 180	Province # = 6 160	School # = N/R	Board # = 140	Province # = 4 211
Successful	N/R	N/R	21%	14%	N/R	26%
Not Successful	N/R	N/R	57%	54%	N/R	74%
Fully Participating	N/R	N/R	78%	68%		
Absent	N/R	N/R	4%	8%		
Deferred	N/R	N/R	18%	24%		

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



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



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

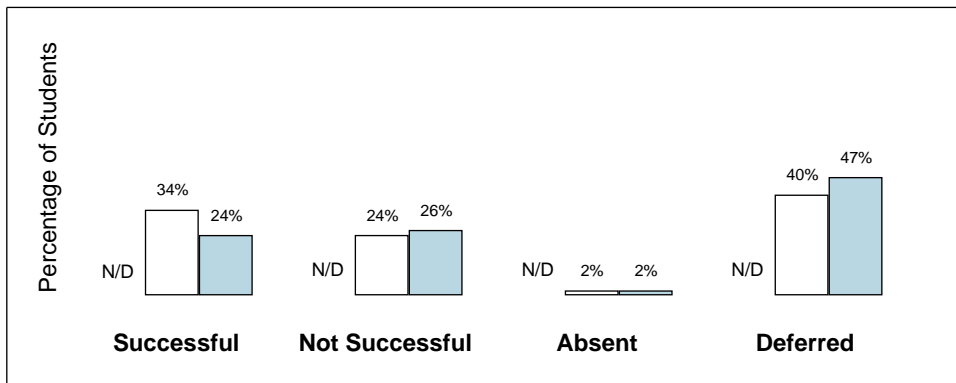
†Based on information regarding level of study in English provided by schools through the Student Data Collection process.

OSSLT Results for First-Time Eligible Students, March 2007

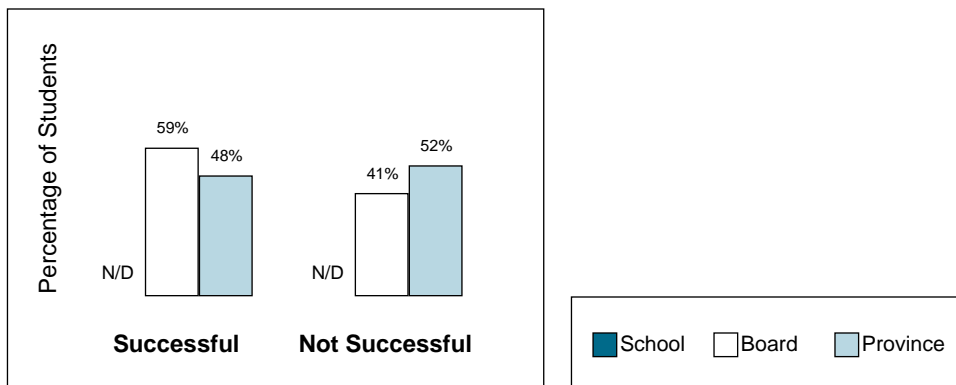
Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course *†

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

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



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



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

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

OSSLT Results over Time, October 2002–March 2007

Contextual Information for School

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

	Oct. 2002	Oct. 2003	Oct. 2004	Mar. 2006	Mar. 2007
Enrolment					
Number of first-time eligible students	270	342	360	372	416
Number of students who were exempted	0	7	4	7	7
Participation in the Test					
Of all first-time eligible students, those who participated fully in the assessment	91%	83%	92%	92%	92%
Of all first-time eligible students, those who were absent	5%	4%	2%	4%	4%
Of all first-time eligible students, those who were deferred	3%	13%	6%	3%	4%
Gender[†] Based on number of first-time eligible students					
Female	48%	49%	48%	51%	51%
Male	43%	49%	52%	49%	49%
Gender not specified	9%	1%	0%	0%	0%
Student Status[†] Based on number of first-time eligible students					
ESL/ELD learners*	0% ⁺	0% ⁺	1%	0%	0%
ESL/ELD learners receiving special provisions**	n/a	n/a	<1%	0%	0%
Students with special needs (excluding gifted)*	14%	20%	24%	23%	21%
Students with special needs receiving accommodations (excluding gifted)**	12%	13%	21%	22%	17%
Level of Study for English[†] Based on number of first-time eligible students					
Academic	63%	56%	61%	59%	60%
Applied	27%	31%	35%	32%	34%
Locally developed	7%	1%	<1%	5%	5%
ESL/ELD	n/a	n/a	1%	0%	0%
Other	n/a	n/a	n/a	n/a	1%
Language^{††} Based on Student Questionnaire data					
Number of Respondents:	n/a	284	331	344	381
First language learned at home was other than English	n/a	3%	2%	4%	4%
Speak only or mostly English at home	n/a	95%	96%	95%	93%
Speak another language (or languages) as often as English at home	n/a	4%	3%	4%	5%
Speak only or mostly another language (or other languages) at home	n/a	1%	1%	1%	1%

[†] 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.

^{††} 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.

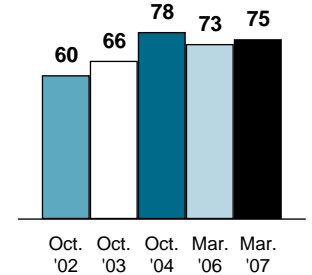
⁺ The percentage of students in these two years may not be comparable with those of later years as the definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners".

n/a Information not available.

OSSLT Results over Time, October 2002–March 2007

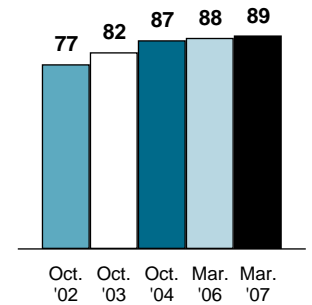
School Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
Number of Students	270		342		360		372		416	
Successful	149	55%	187	55%	259	72%	250	67%	287	69%
Not Successful	98	36%	96	28%	72	20%	94	25%	96	23%
Fully Participating	247	91%	283	83%	331	92%	344	92%	383	92%
Absent	14	5%	15	4%	9	2%	16	4%	15	4%
Deferred	9	3%	44	13%	20	6%	12	3%	18	4%
Fully Participating Successful	149	60%	187	66%	259	78%	250	73%	287	75%

School Results over Time: Percentage of Fully Participating Successful Students



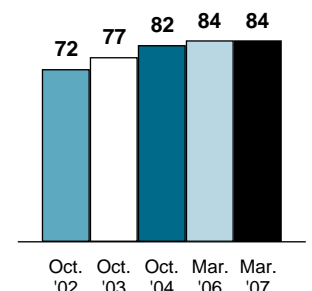
Board Results: All First-Time Eligible Students*										
	October 2002		October 2003		October 2004		March 2006		March 2007	
Number of Students	7 780		8 616		8 817		9 569		8 954	
Successful	5 670	73%	6 481	75%	7 176	81%	7 953	83%	7 490	84%
Not Successful	1 705	22%	1 446	17%	1 042	12%	1 094	11%	959	11%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

Board Results over Time: Percentage of Fully Participating Successful Students



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

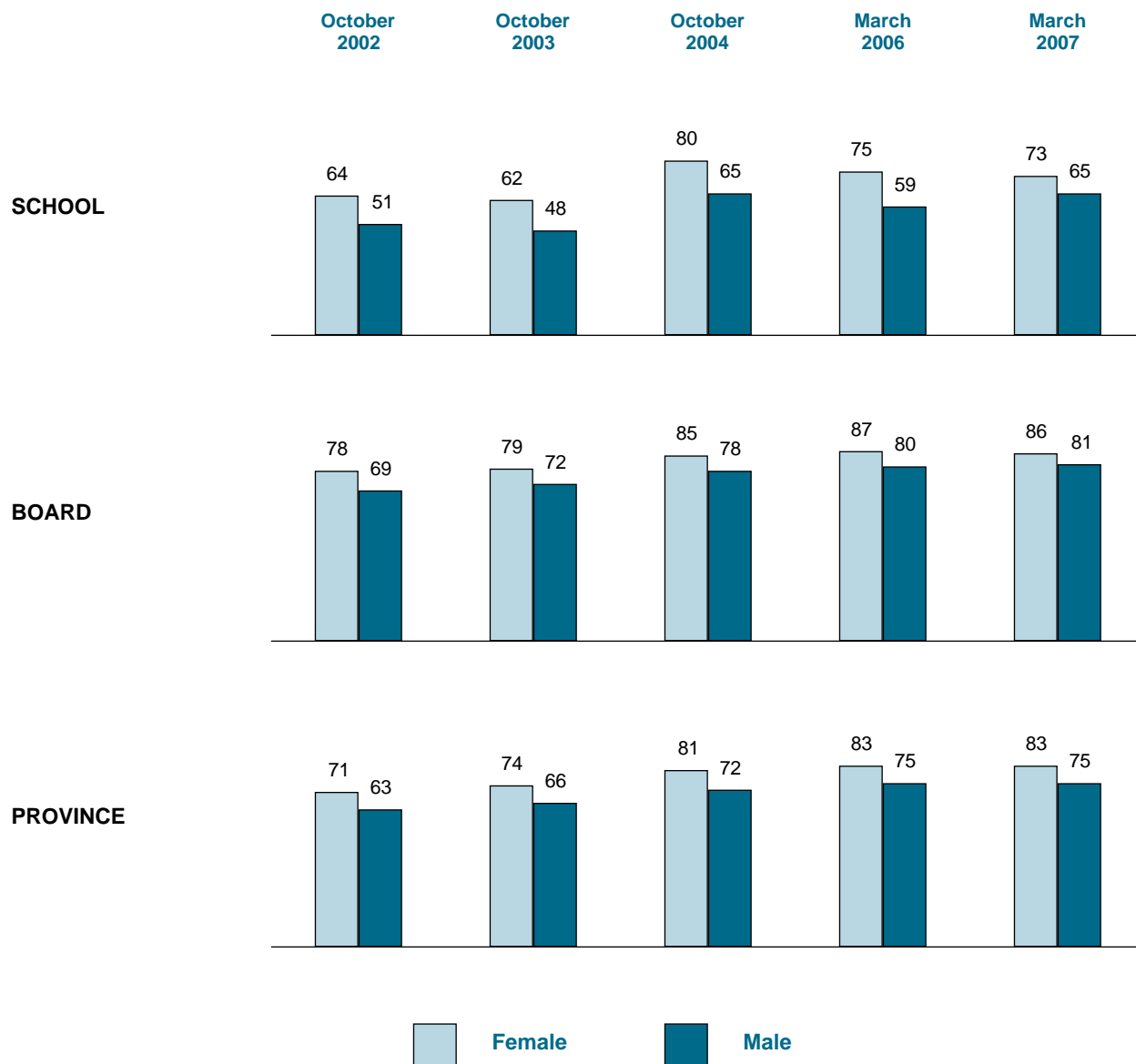
Provincial Results over Time: Percentage of Fully Participating Successful Students



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

ACHIEVEMENT RESULTS OVER TIME BY GENDER†

PERCENTAGE OF ALL FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL



Female Male

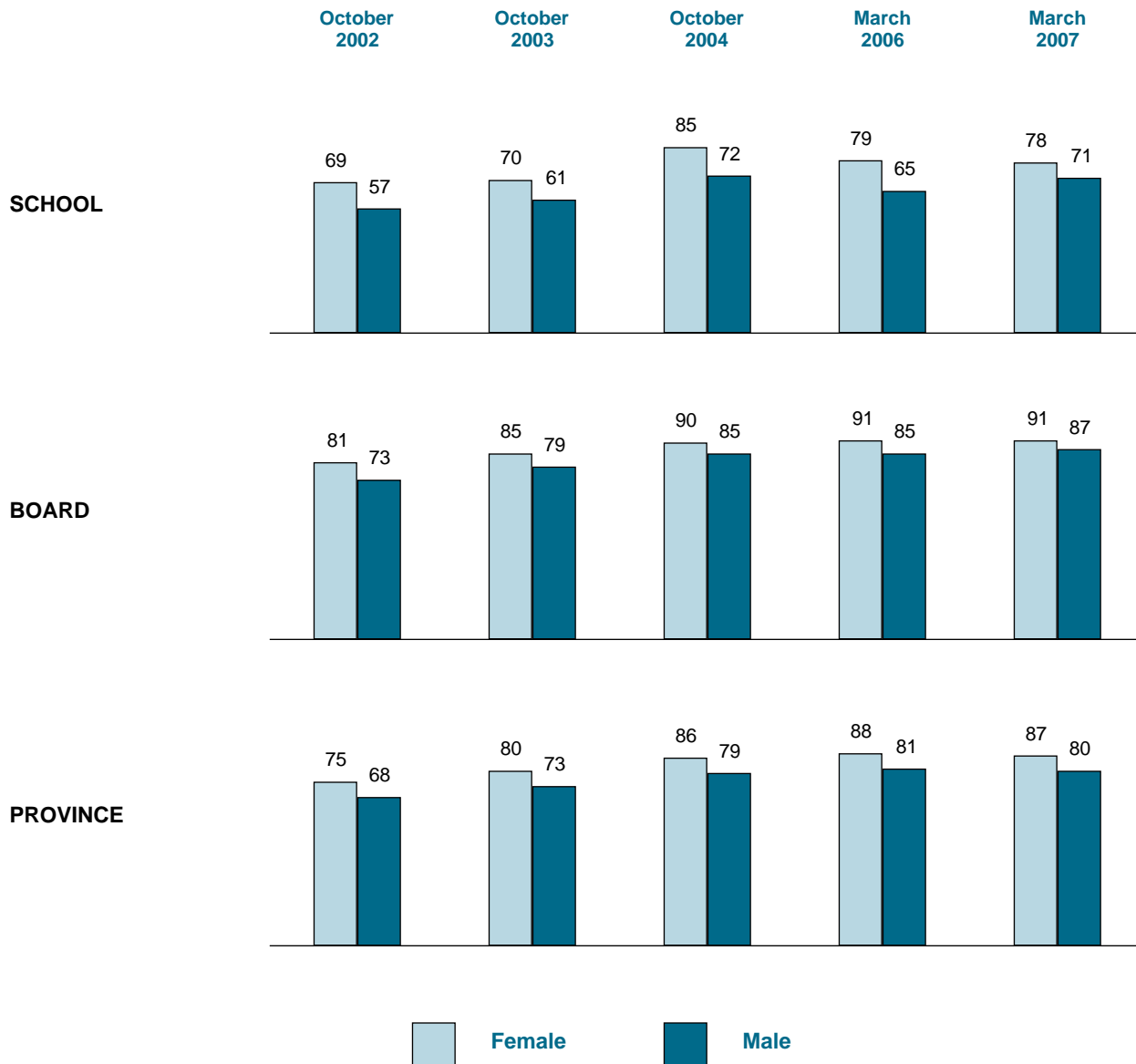
Number of First-Time Eligible Students†

	October 2002		October 2003		October 2004		March 2006		March 2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	130	115	168	169	173	187	190	182	211	205
Board	3 676	4 005	4 052	4 520	4 251	4 548	4 624	4 939	4 325	4 629
Province	70 675	73 999	75 023	79 904	77 110	81 469	77 358	81 402	76 252	79 638

† Includes only students for whom gender data were available.

ACHIEVEMENT RESULTS OVER TIME BY GENDER†

PERCENTAGE OF FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL



Number of Fully Participating First-Time Eligible Students†

	October 2002		October 2003		October 2004		March 2006		March 2007	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	120	104	148	133	163	168	179	165	195	188
Board	3 517	3 776	3 771	4 130	4 008	4 204	4 405	4 636	4 116	4 333
Province	66 527	68 153	69 529	71 961	72 296	74 659	73 081	75 966	72 031	74 129

† Includes only students for whom gender data were available.

OSSLT Results for First-Time Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 381)			
Questionnaire Item	Percentage of Students*		Number of Students Who Answered "Yes"
1. Types of materials students read in English outside school most weeks:			
non-fiction books, e.g., biographies	31 68		119
comics	33 67		124
Web sites, e-mail, chat messages	94 5		359
letters	41 58		156
magazines	74 25		283
manuals, instructions	40 59		153
newspapers	51 48		196
novels, fiction, short stories	58 41		222
song lyrics, poems	67 32		257
religious or spiritual writings	17 82		66
2. Types of writing students do in English outside school most weeks:			
e-mail, chat messages	94 5		358
letter, journals, diaries	34 64		131
notes, directions, instructions	45 54		170
song lyrics, poems	41 58		156
stories, fiction	27 72		102
work-related writing	43 56		162
3. Types of English-language materials students have at home:			
dictionaries, encyclopedias (print or electronic)	89 10		340
books	94 4		359
newspapers	92 7		351
magazines	93 6		356

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

OSSLT Results for First-Time Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 381)		
Questionnaire Item	Percentage of Students*	
Number of Students		
4. Number of hours a week students read materials written in English outside school, not including homework:		
one hour or less	30	114
more than one hour but less than three hours	39	150
more than three hours but less than five hours	15	59
five hours or more	15	58
5. Number of hours a week students write in English outside school, not including homework:		
one hour or less	34	129
more than one hour but less than three hours	35	134
more than three hours but less than five hours	15	59
five hours or more	15	56
6. How often students use a computer at home for homework:		
don't have a computer at home	3	11
never or hardly ever use a computer for homework	9	33
use a computer once or twice a month for homework	20	75
use a computer once or twice a week for homework	39	150
use a computer almost every day for homework	29	112
7. First language students learned at home was English:		
yes	96	367
no	4	14
8. Language(s) students speak at home:		
only or mostly English	93	356
another language (or languages) as often as English	5	19
only or mostly another language (or other languages)	1	3

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

OSSLT Results for First-Time Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 381)	Females* (#= 194)	Males* (#= 187)	All (#= 8 406)	Females* (#= 4 097)	Males* (#= 4 309)	All (#= 145 362)	Females* (#= 71 725)	Males* (#= 73 624)
Percentage of students indicating that they									
have a computer at home.	97%	98%	96%	99%	99%	99%	97%	98%	97%
use the computer almost every day for homework.	29%	31%	28%	45%	47%	43%	31%	33%	29%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:									
non-fiction books, e.g., biographies	31%	29%	33%	35%	33%	37%	35%	34%	35%
comics	33%	29%	36%	42%	38%	46%	39%	34%	43%
Web sites, e-mail, chat messages	94%	96%	93%	94%	96%	92%	93%	95%	90%
letters	41%	43%	39%	42%	48%	36%	44%	50%	38%
magazines	74%	84%	64%	74%	85%	64%	76%	86%	67%
manuals, instruction	40%	31%	49%	45%	35%	53%	42%	33%	52%
newspapers	51%	45%	58%	53%	49%	56%	55%	53%	58%
novels, fiction, short stories	58%	65%	51%	70%	80%	61%	67%	78%	56%
song lyrics, poems	67%	79%	55%	62%	74%	50%	63%	76%	51%
religious or spiritual writings	17%	16%	19%	22%	23%	22%	21%	22%	19%
Percentage of students indicating that they read materials written in English outside school, not including homework, for									
more than three hours a week.	31%	37%	25%	39%	43%	36%	39%	44%	34%
Percentage of students indicating that they have the following English-language materials at home:									
dictionaries, encyclopedias (print or electronic)	89%	92%	87%	94%	95%	94%	93%	94%	91%
books	94%	96%	93%	95%	97%	94%	95%	97%	93%
newspapers	92%	93%	91%	88%	89%	88%	87%	88%	87%
magazines	93%	94%	93%	86%	90%	83%	88%	92%	85%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:									
e-mail, chat messages	94%	96%	92%	95%	97%	94%	93%	96%	91%
letters, journals, diaries	34%	47%	21%	32%	49%	16%	32%	50%	14%
notes, directions, instructions	45%	51%	38%	47%	50%	44%	46%	49%	43%
song lyrics, poems	41%	47%	34%	35%	41%	29%	38%	45%	31%
stories, fiction	27%	29%	24%	28%	30%	26%	28%	32%	24%
work-related writing	43%	47%	37%	56%	55%	57%	50%	50%	50%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	30%	35%	26%	31%	36%	27%	31%	36%	27%
Percentage of students indicating that the first language they learned at home was									
other than English.	4%	4%	4%	39%	39%	39%	22%	22%	22%
Percentage of students indicating that they speak the following language(s) at home:									
only or mostly English	93%	94%	93%	62%	62%	61%	77%	77%	77%
another language (or languages) as often as English	5%	5%	5%	24%	25%	23%	16%	16%	15%
only or mostly another language (or other languages)	1%	1%	1%	14%	13%	15%	7%	6%	8%

* Includes only students for whom gender data were available.

EXPLANATION OF TERMS

First-Time Eligible Students	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).
Previously Eligible Students	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).
All Eligible Students	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).
Fully Participating Students	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.
Successful	Students who fully participated in the OSSLT and received a score that met the expected standard.
Not Successful	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
Absent	Students are deemed to be absent if there is no work for one or both sessions of the administration.
Deferred	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.
OSSLC	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 (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	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.
ESL/ELD Learners	English as a second language (ESL)/English literacy development (ELD) learners are identified by the school.
ESL/ELD Learners Receiving Special Provisions	Students receiving special provisions are students identified by the school as ESL/ELD learners. Detailed information about special provisions is available in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
Students with Special Needs (excluding gifted)	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.
Students with Special Needs Receiving Accommodations (excluding gifted)	Students receiving test accommodations are students identified by the school as students with special needs. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
N/R	"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.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.

Education Quality and
Accountability Office



School Report

Previously Eligible Students



Ontario Secondary School Literacy Test, March 2007

School: Keswick High School (919233)

Board: York Region DSB (66095)

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

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

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

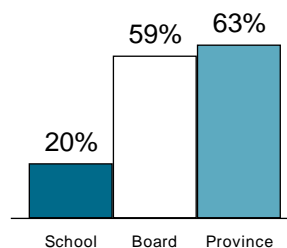
EQAO's literacy test results are intended to be used together with regular classroom assessments conducted by a student's teacher and other school data. These are all important methods of supporting students in their schooling. I trust that this report, when considered in conjunction with other classroom-generated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

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

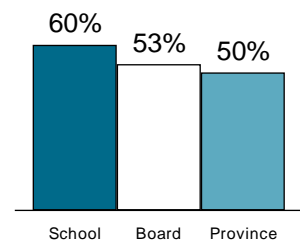
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PREVIOUSLY ELIGIBLE STUDENTS, MARCH 2007: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



TIPS

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



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



Exercise caution when interpreting results for small schools as differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



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

WHAT IS IN THIS REPORT?

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

This report includes

- ◆ results for this school compared to the board and province;
- ◆ information about the characteristics of the students who participated.

Specifically, you will find

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

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

OSSLT Results for Previously Eligible Students, March 2007

Contextual Information

This information provides a context for interpreting the school's results for this year in relation to those of the board and the province.

	School		Board		Province	
Enrolment						
Number of previously eligible students	147		1 965		47 670	
Number of schools with previously eligible students	n/a		30		780	
Number of students who were exempted	0		65		1 789	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all previously eligible students, those who participated fully in the assessment	30	20%	1 161	59%	29 951	63%
Of all previously eligible students, those who were absent	3	2%	132	7%	4 731	10%
Of all previously eligible students, those who were deferred	0	0%	175	9%	3 929	8%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	114	78%	497	25%	9 059	19%
Gender[†] Based on number of previously eligible students						
Female	62	42%	752	38%	18 724	39%
Male	85	58%	1 213	62%	28 942	61%
Gender not specified	0	0%	0	0%	4	<1%
Student Status[†] Based on number of previously eligible students						
ESL/ELD learners*	0	0%	363	18%	6 132	13%
ESL/ELD learners receiving special provisions**	0	0%	201	17%	2 913	10%
Students with special needs (excluding gifted)*	29	20%	626	32%	15 277	32%
Students with special needs receiving accommodations (excluding gifted)**	3	10%	385	33%	8 618	29%
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:		30		1 142	
					29 605	
First language learned at home was other than English	0	0%	606	53%	10 273	35%
Speak only or mostly English at home	29	97%	496	43%	18 269	62%
Speak another language (or languages) as often as English at home	1	3%	310	27%	6 130	21%
Speak only or mostly another language (or other languages) at home	0	0%	330	29%	4 962	17%

[†] 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.

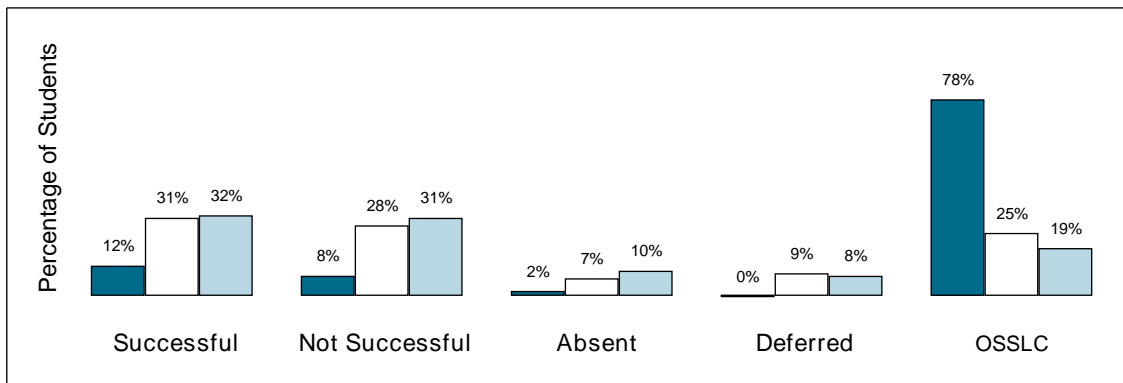
^{††} Demographic information pertaining to "language" is gathered from the Student Questionnaire completed by students. Some data may be missing, because they were not provided by students.

OSSLT Results for Previously Eligible Students, March 2007

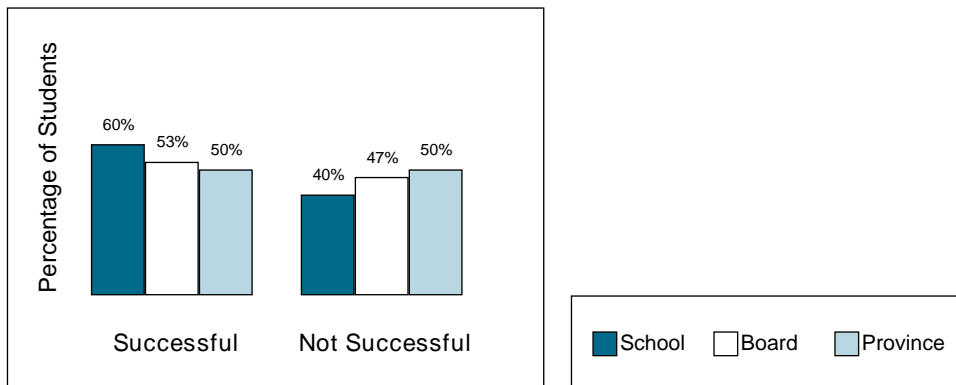
Results for All Previously Eligible Students*

Previously Eligible Students						
	All			Fully Participating		
	School # = 147	Board # = 1 965	Province # = 47 670	School # = 30	Board # = 1 161	Province # = 29 951
Successful	18	12%	31%	32%	60%	53%
Not Successful	12	8%	28%	31%	40%	47%
Fully Participating	30	20%	59%	63%		
Absent	3	2%	7%	10%		
Deferred	0	0%	9%	8%		
OSSLC	114	78%	25%	19%		

Results for All Previously Eligible Students



Results for Fully Participating Previously Eligible Students



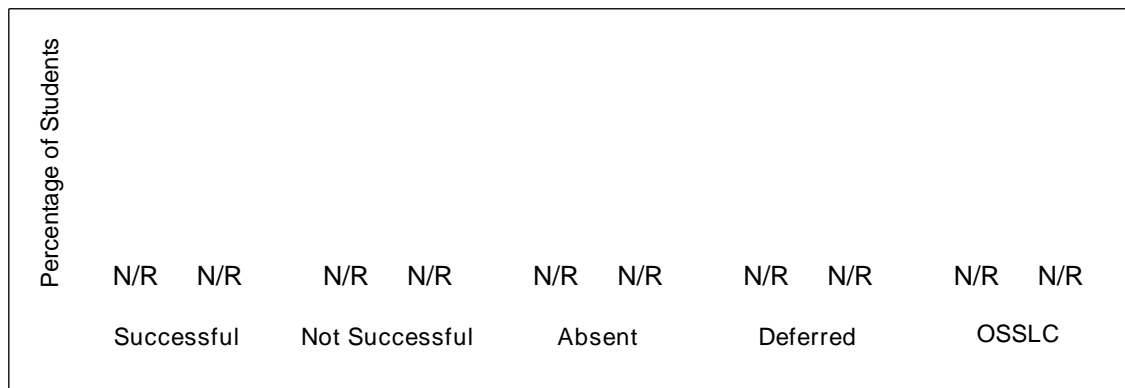
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

OSSLT Results for Previously Eligible Students, March 2007

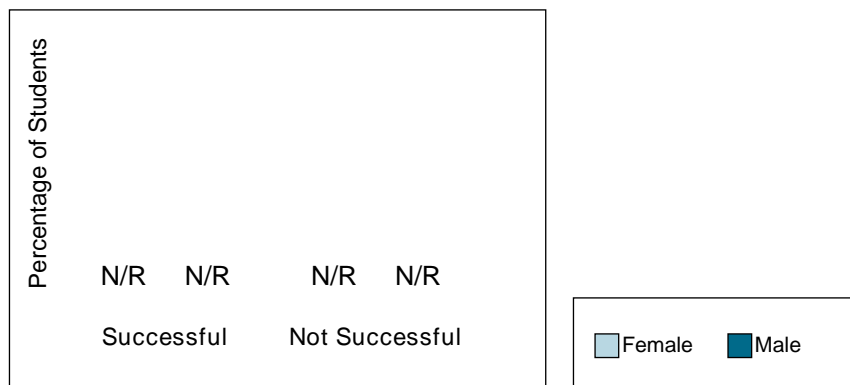
School Results by Gender^{*†}

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

School Results for All Previously Eligible Students by Gender



School Results for Fully Participating Previously Eligible Students by Gender



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

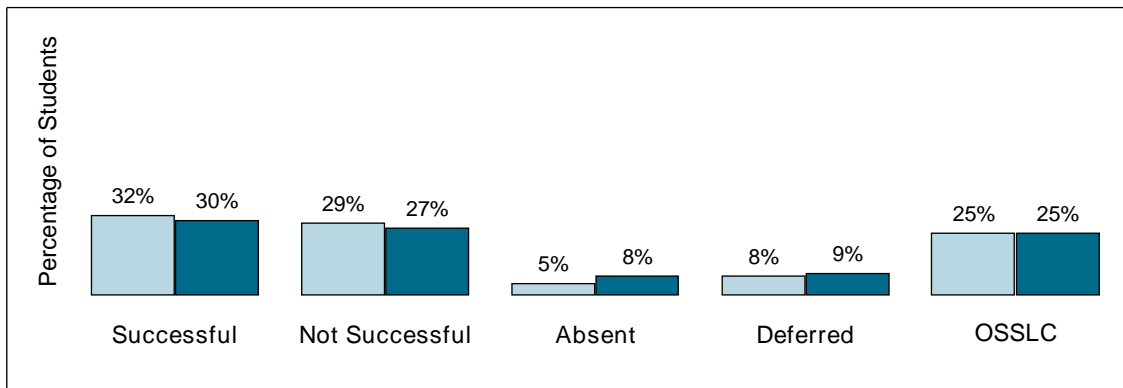
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

OSSLT Results for Previously Eligible Students, March 2007

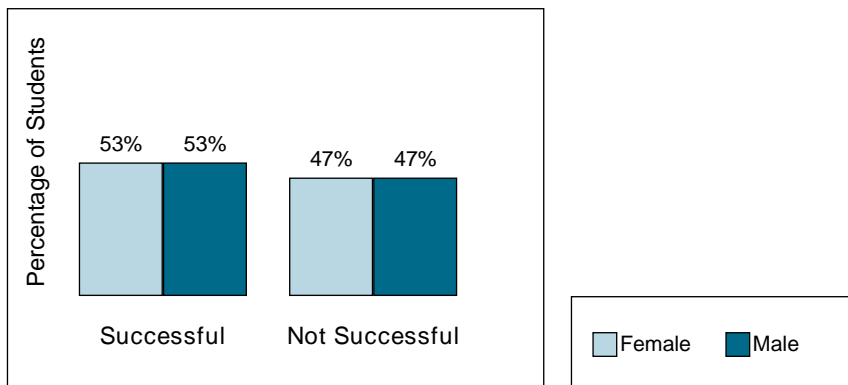
Board Results by Gender*†

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

Board Results for All Previously Eligible Students by Gender



Board Results for Fully Participating Previously Eligible Students by Gender



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

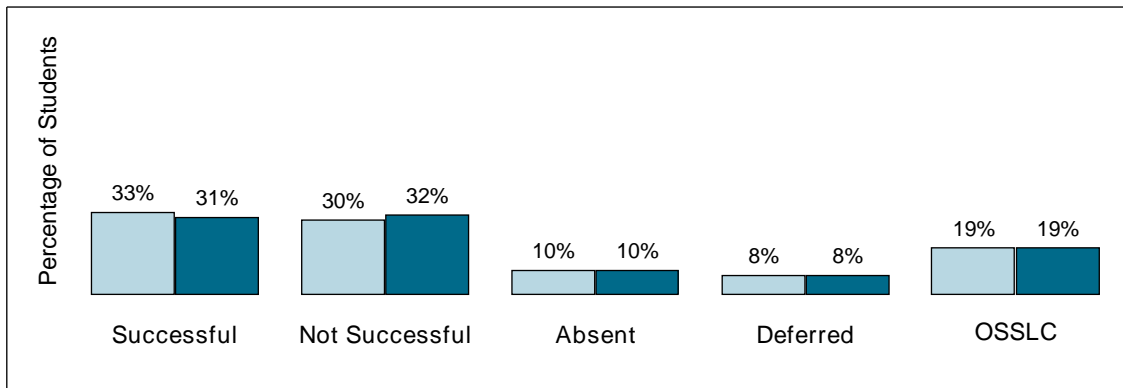
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

OSSLT Results for Previously Eligible Students, March 2007

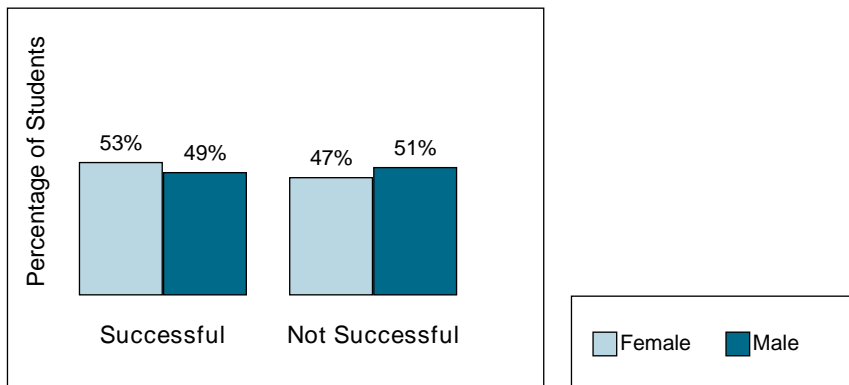
Provincial Results by Gender*†

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

Provincial Results for All Previously Eligible Students by Gender



Provincial Results for Fully Participating Previously Eligible Students by Gender



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

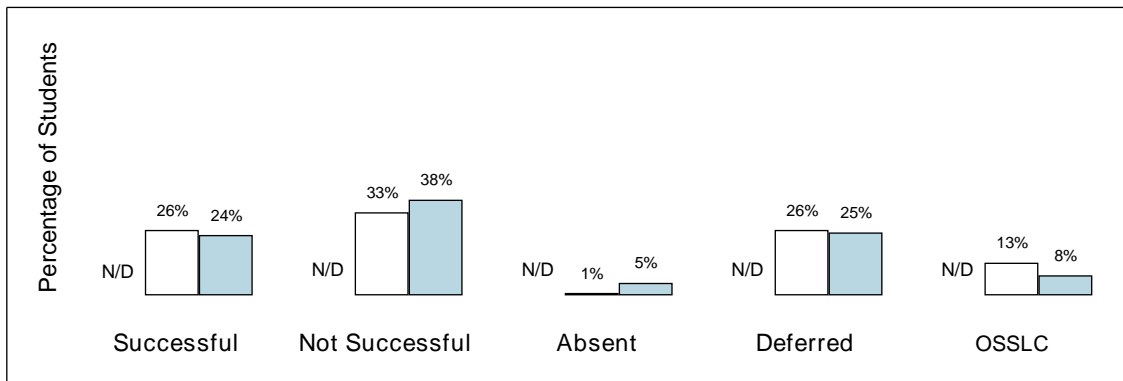
† Based on information provided by schools through the Student Data Collection process. Includes only students for whom gender data were available.

OSSLT Results for Previously Eligible Students, March 2007

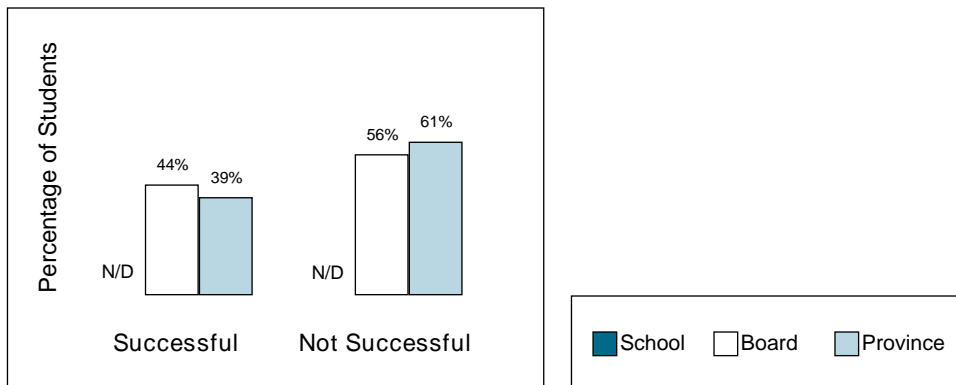
Results for English as a Second Language/English Literacy Development Learners*†

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

Results for All Previously Eligible ESL/ELD Learners



Results for Fully Participating Previously Eligible ESL/ELD Learners



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

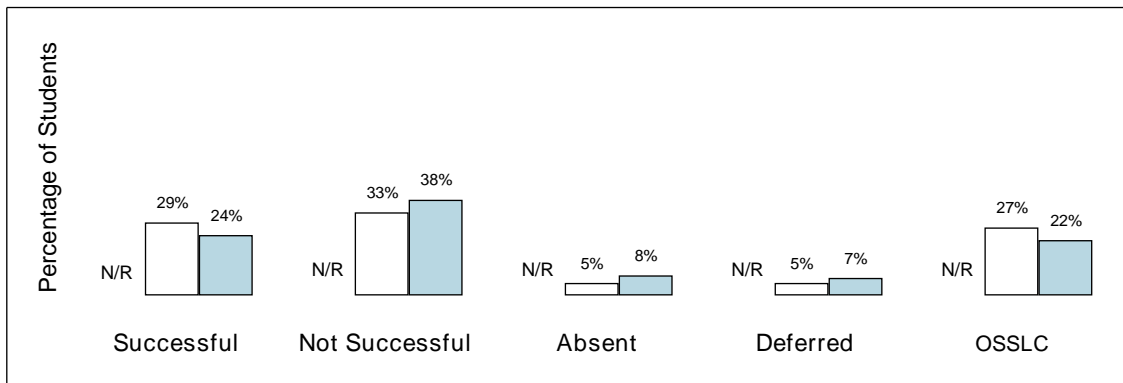
† Based on information regarding ESL or ELD status provided by schools through the Student Data Collection process.

OSSLT Results for Previously Eligible Students, March 2007

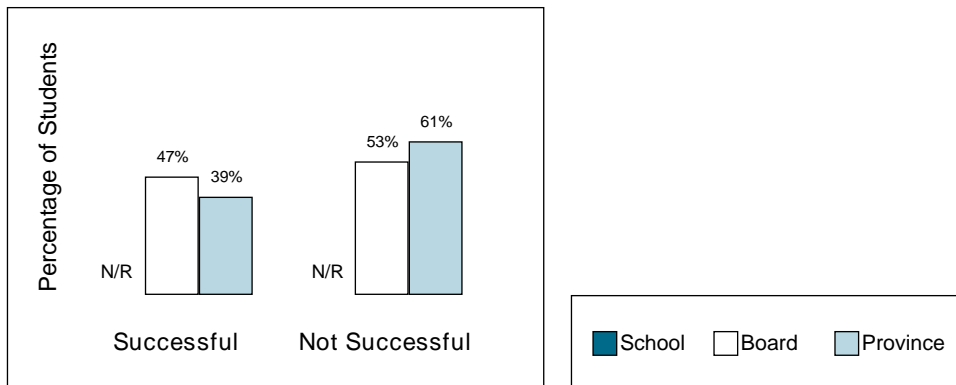
Results for Students with Special Needs (excluding gifted)*†

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

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



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



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

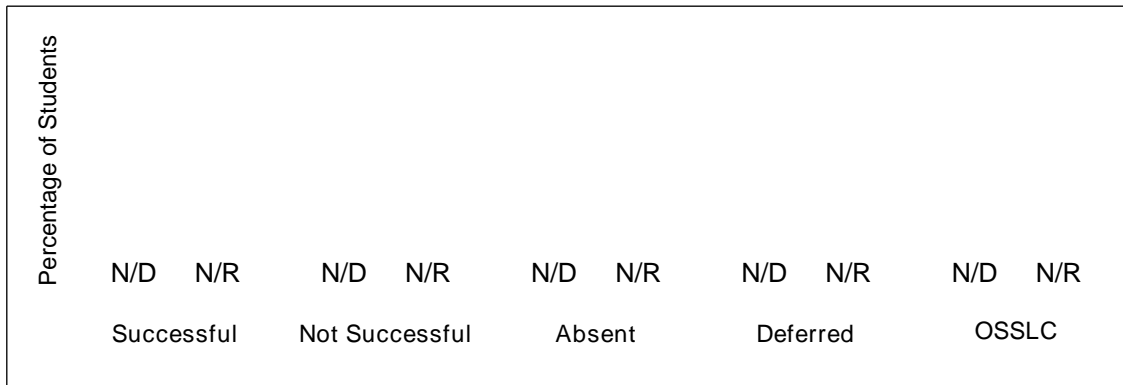
† Based on information provided by schools through the Student Data Collection process.

OSSLT Results for Previously Eligible Students, March 2007

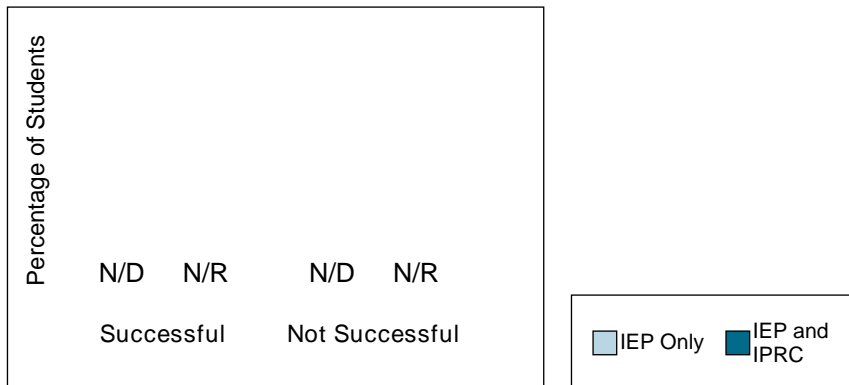
School Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

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

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



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



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

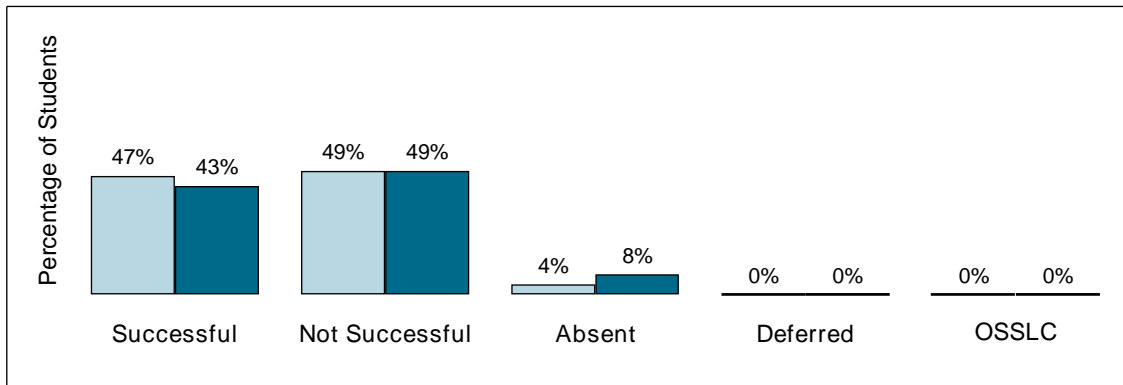
† Based on information provided by schools through the Student Data Collection process.

OSSLT Results for Previously Eligible Students, March 2007

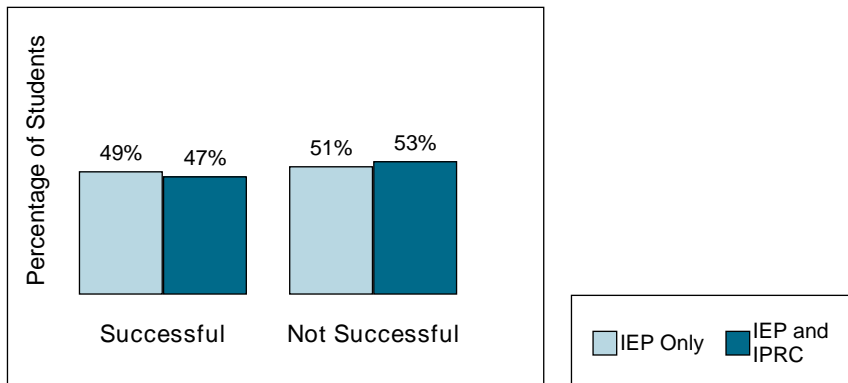
Board Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 57		IEP and IPRC # = 359		IEP Only # = 55	IEP and IPRC # = 330
Successful	27	47%	155	43%	49%	47%
Not Successful	28	49%	175	49%	51%	53%
Fully Participating	55	96%	330	92%		
Absent	2	4%	29	8%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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



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



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

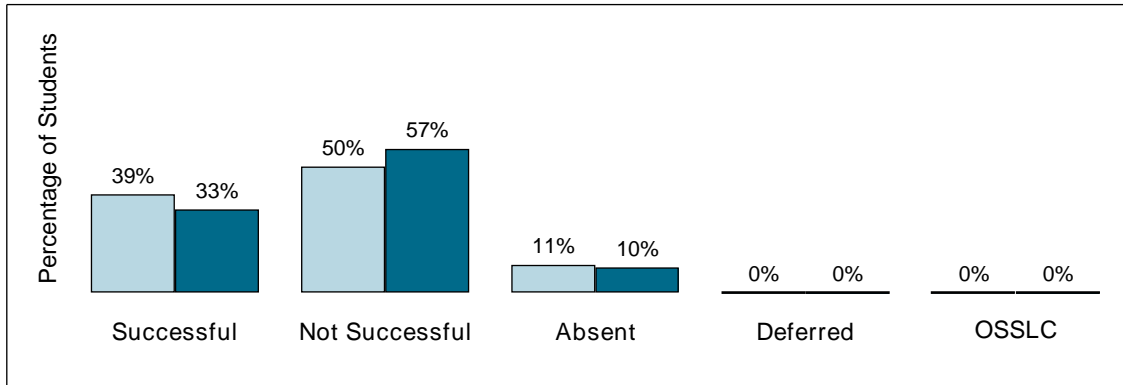
† Based on information provided by schools through the Student Data Collection process.

OSSLT Results for Previously Eligible Students, March 2007

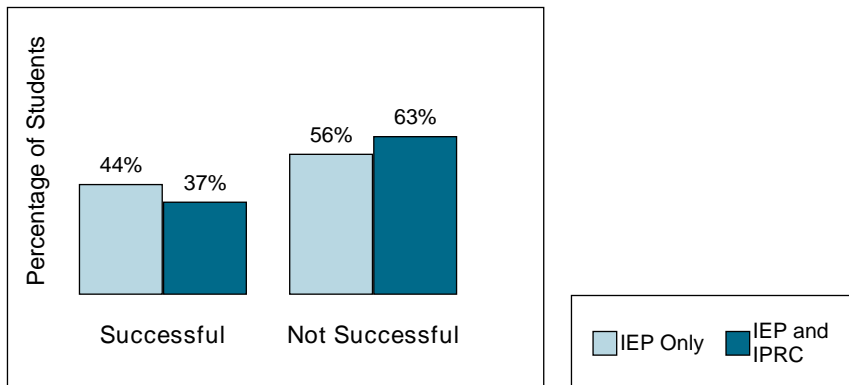
Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted)*†

Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 2 637		IEP and IPRC # = 6 967		IEP Only # = 2 358	IEP and IPRC # = 6 260
Successful	1 031	39%	2 323	33%	44%	37%
Not Successful	1 327	50%	3 937	57%	56%	63%
Fully Participating	2 358	89%	6 260	90%		
Absent	279	11%	707	10%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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



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



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

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

OSSLT Results for Previously Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 30)			
Questionnaire Item	Percentage of Students*		Number of Students Who Answered "Yes"
1. Types of materials students read in English outside school most weeks:			
non-fiction books, e.g., biographies			11
comics			14
Web sites, e-mail, chat messages			28
letters			19
magazines			25
manuals, instructions			13
newspapers			20
novels, fiction, short stories			16
song lyrics, poems			23
religious or spiritual writings			5
2. Types of writing students do in English outside school most weeks:			
e-mail, chat messages			29
letter, journals, diaries			12
notes, directions, instructions			13
song lyrics, poems			16
stories, fiction			7
work-related writing			14
3. Types of English-language materials students have at home:			
dictionaries, encyclopedias (print or electronic)			23
books			28
newspapers			28
magazines			29

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

OSSLT Results for Previously Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# - 30)		
Questionnaire Item	Percentage of Students*	
Number of Students		
4. Number of hours a week students read materials written in English outside school, not including homework:		
one hour or less	40	12
more than one hour but less than three hours	20	6
more than three hours but less than five hours	20	6
five hours or more	20	6
5. Number of hours a week students write in English outside school, not including homework:		
one hour or less	47	14
more than one hour but less than three hours	13	4
more than three hours but less than five hours	20	6
five hours or more	20	6
6. How often students use a computer at home for homework:		
don't have a computer at home	7	2
never or hardly ever use a computer for homework	13	4
use a computer once or twice a month for homework	17	5
use a computer once or twice a week for homework	23	7
use a computer almost every day for homework	40	12
7. First language students learned at home was English:		
yes	100	30
no	0	0
8. Language(s) students speak at home:		
only or mostly English	97	29
another language (or languages) as often as English	3	1
only or mostly another language (or other languages)	0	0

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

OSSLT Results for Previously Eligible Students, March 2007

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (#= 30)	Females* (#= 12)	Males* (#= 18)	All (#= 1 142)	Females* (#= 458)	Males* (#= 684)	All (#= 29 605)	Females* (#= 11 727)	Males* (#= 17 877)
Percentage of students indicating that they									
have a computer at home.	93%	100%	89%	96%	98%	95%	93%	93%	92%
use the computer almost every day for homework.	40%	50%	33%	39%	40%	38%	28%	30%	26%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:									
non-fiction books, e.g., biographies	37%	42%	33%	36%	36%	36%	37%	39%	36%
comics	47%	67%	33%	42%	43%	42%	41%	36%	44%
Web sites, e-mail, chat messages	93%	100%	89%	88%	91%	86%	88%	91%	86%
letters	63%	75%	56%	51%	58%	46%	56%	63%	52%
magazines	83%	92%	78%	70%	79%	64%	75%	83%	70%
manuals, instruction	43%	42%	44%	52%	43%	59%	52%	43%	59%
newspapers	67%	67%	67%	54%	50%	56%	61%	60%	61%
novels, fiction, short stories	53%	58%	50%	62%	73%	55%	57%	70%	48%
song lyrics, poems	77%	92%	67%	63%	71%	58%	62%	74%	55%
religious or spiritual writings	17%	25%	11%	25%	26%	24%	25%	28%	24%
Percentage of students indicating that they read materials written in English outside school, not including homework, for									
more than three hours a week.	40%	42%	39%	28%	33%	24%	29%	32%	27%
Percentage of students indicating that they have the following English-language materials at home:									
dictionaries, encyclopedias (print or electronic)	77%	67%	83%	86%	87%	86%	85%	86%	84%
books	93%	83%	100%	88%	91%	86%	88%	91%	86%
newspapers	93%	92%	94%	78%	74%	80%	80%	80%	81%
magazines	97%	92%	100%	77%	80%	75%	81%	84%	79%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:									
e-mail, chat messages	97%	100%	94%	89%	92%	87%	88%	91%	87%
letters, journals, diaries	40%	75%	17%	37%	53%	26%	37%	57%	24%
notes, directions, instructions	43%	50%	39%	53%	54%	53%	50%	53%	49%
song lyrics, poems	53%	67%	44%	38%	41%	36%	43%	50%	39%
stories, fiction	23%	25%	22%	31%	33%	30%	28%	32%	26%
work-related writing	47%	42%	50%	57%	58%	57%	54%	55%	54%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	40%	42%	39%	25%	26%	25%	28%	31%	26%
Percentage of students indicating that the first language they learned at home was									
other than English.	0%	0%	0%	53%	56%	51%	35%	38%	32%
Percentage of students indicating that they speak the following language(s) at home:									
only or mostly English	97%	92%	100%	43%	40%	45%	62%	58%	64%
another language (or languages) as often as English	3%	8%	0%	27%	28%	26%	21%	23%	19%
only or mostly another language (or other languages)	0%	0%	0%	29%	31%	27%	17%	18%	16%

* Includes only students for whom gender data were available.

EXPLANATION OF TERMS

First-Time Eligible Students	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).
Previously Eligible Students	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).
All Eligible Students	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).
Fully Participating Students	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.
Successful	Students who fully participated in the OSSLT and received a score that met the expected standard.
Not Successful	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
Absent	Students are deemed to be absent if there is no work for one or both sessions of the administration.
Deferred	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.
OSSLC	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 (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	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.
ESL/ELD Learners	English as a second language (ESL)/English literacy development (ELD) learners are identified by the school.
ESL/ELD Learners Receiving Special Provisions	Students receiving special provisions are students identified by the school as ESL/ELD learners. Detailed information about special provisions is available in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
Students with Special Needs (excluding gifted)	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.
Students with Special Needs Receiving Accommodations (excluding gifted)	Students receiving test accommodations are students identified by the school as students with special needs. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions.
N/R	"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.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.