



School Board Report

Previously Eligible Students



Ontario Secondary School Literacy Test, March 2012

Board: Windsor-Essex Catholic DSB (67024)

EQAO is pleased to provide you with the results of the March 2012 Ontario Secondary School Literacy Test (OSSLT). This report includes results for the current year as well as contextual and attitudinal information to help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO’s provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data help provide a clearer picture of student progress and serve as a solid foundation upon which parents, policymakers and school and school-board staff can base their strategies to support students in their learning. In particular, EQAO data play a critical role in helping school teams identify areas of student strength, target areas requiring support, and plan for improvement. At the school-board level, EQAO data are used by directors of education to create annual school-board reports and by trustees to establish multi-year school-board plans.

Of course, we have to keep in mind that EQAO data are just one part of the picture. Used in conjunction with other achievement information—such as report card grades and classroom assessment results—the OSSLT data are a powerful tool that helps educators, parents and students identify achievements, challenges as well as strategies for improvement. In an increasingly knowledge-based economy, literacy is a critical foundation for success in school and life outside school. For this reason, the OSSLT is a particularly valuable measure of whether Ontario students have acquired the fundamental reading and writing skills up to the end of Grade 9.

At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. We hope that you use the powerful information contained in this report to help your students reach their highest potential.

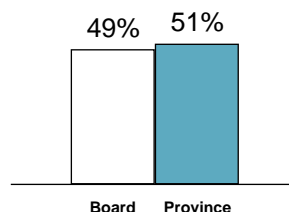
Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

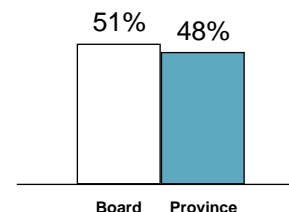
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PREVIOUSLY ELIGIBLE STUDENTS, MARCH 2012: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully



Percentage of Fully Participating Students Who Were Successful



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 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 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 and
- ◆ information about the characteristics of the students who participated.

Specifically, you will find

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

HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences 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?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ 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.

Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

Contextual Information

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

	Board		Province	
Enrolment				
Number of previously eligible students	692		58 662	
Number of schools with previously eligible students	9		821	
Number of students who were exempted	25		2 164	
	Number	Percent	Number	Percent
Participation in the Test				
Of all previously eligible students, those who participated fully in the assessment	338	49%	29 776	51%
Of all previously eligible students, those who were absent	28	4%	5 562	9%
Of all previously eligible students, those who were deferred	57	8%	6 886	12%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	269	39%	16 438	28%
Gender[†] Based on number of previously eligible students				
Female	285	41%	23 450	40%
Male	407	59%	35 211	60%
Gender not specified	0	0%	1	<1%
Student Status[†] Based on number of previously eligible students				
English language learners*	70	10%	9 214	16%
English language learners receiving special provisions**	24	7%	4 389	15%
Students with special education needs (excluding gifted)*	276	40%	21 616	37%
Students with special education needs receiving accommodations (excluding gifted)**	102	30%	9 435	32%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents:		322	28 852
First language learned at home was other than English	79	25%	9 855	34%
Speak only or mostly English at home	223	69%	17 844	62%
Speak another language (or other languages) as often as English at home	72	22%	6 032	21%
Speak only or mostly another language (or other languages) at home	26	8%	4 675	16%

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

* See Explanation of Terms.

** Percentages are based on fully participating students.

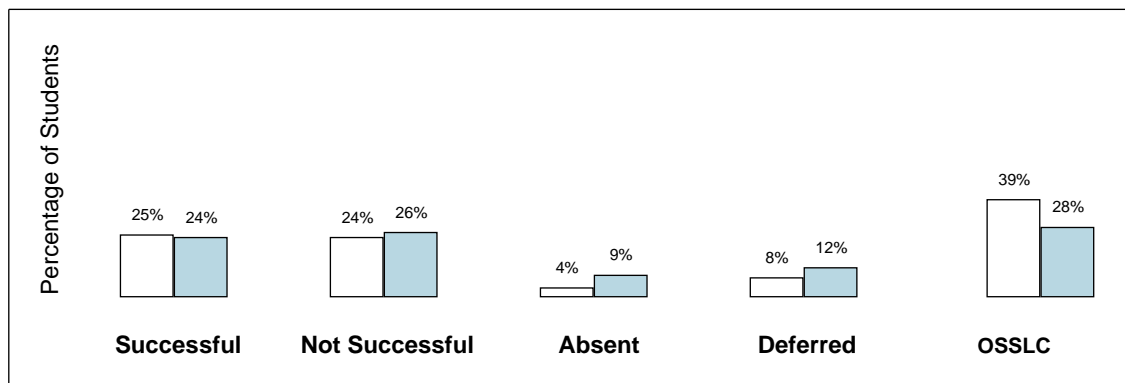
^{††} Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

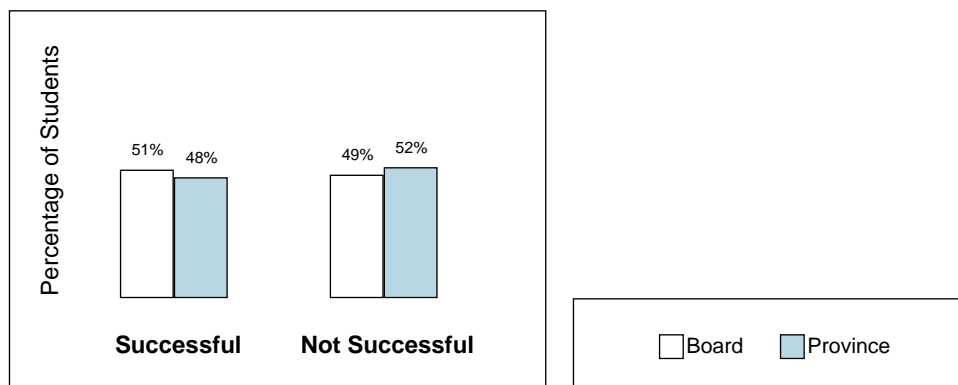
Results for All Students*

	Previously Eligible Students				
	All		Fully Participating		
	Board # = 692	Province # = 58 662	Board # = 338	Province # = 29 776	
Successful	173	25%	24%	51%	48%
Not Successful	165	24%	26%	49%	52%
Fully Participating	338	49%	51%		
Absent	28	4%	9%		
Deferred	57	8%	12%		
OSSLC	269	39%	28%		

Results for All Previously Eligible Students



Results for Fully Participating Previously Eligible Students



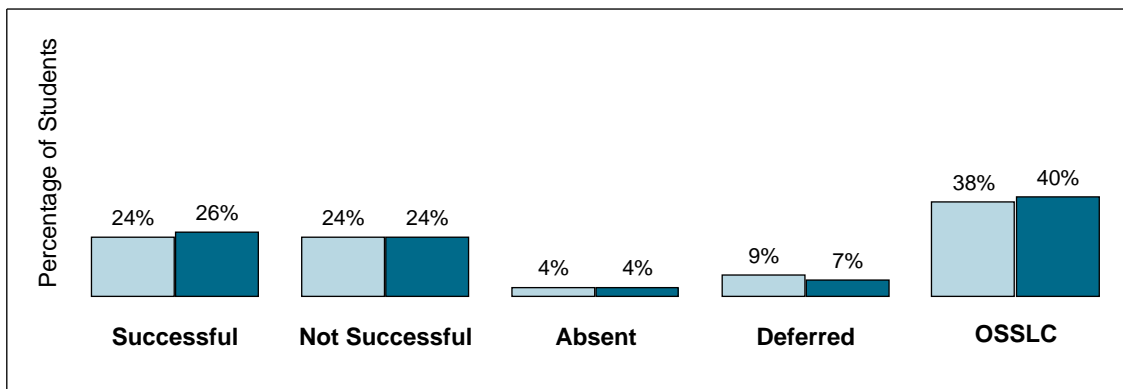
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

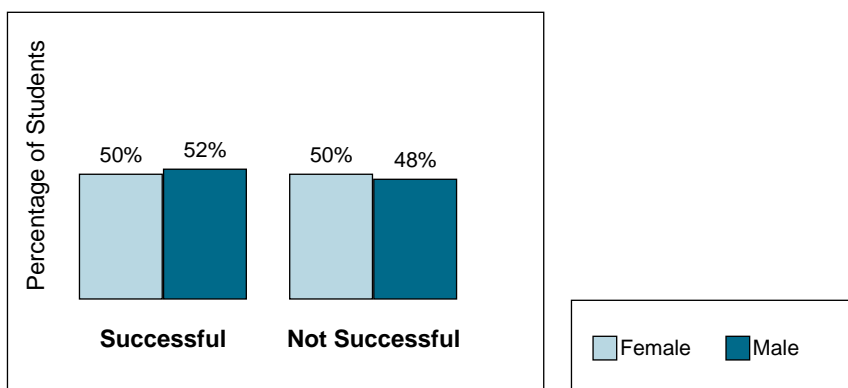
Board Results by Gender^{*†}

	Board Results by Gender Previously Eligible Students			
	All		Fully Participating	
	Female # = 285	Male # = 407	Female # = 138	Male # = 200
Successful	69	24%	104	26%
Not Successful	69	24%	96	24%
Fully Participating	138	48%	200	49%
Absent	12	4%	16	4%
Deferred	27	9%	30	7%
OSSLC	108	38%	161	40%

Board Results for All Previously Eligible Students by Gender



Board Results for Fully Participating Previously Eligible Students by Gender



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

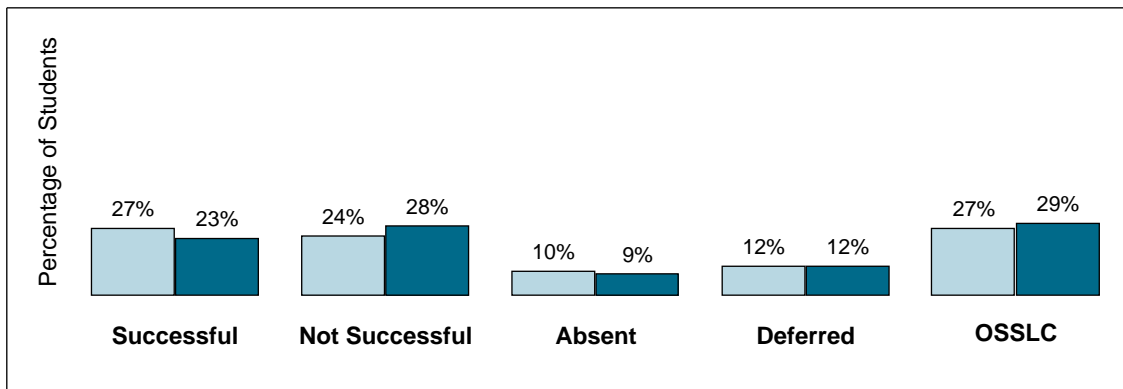
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

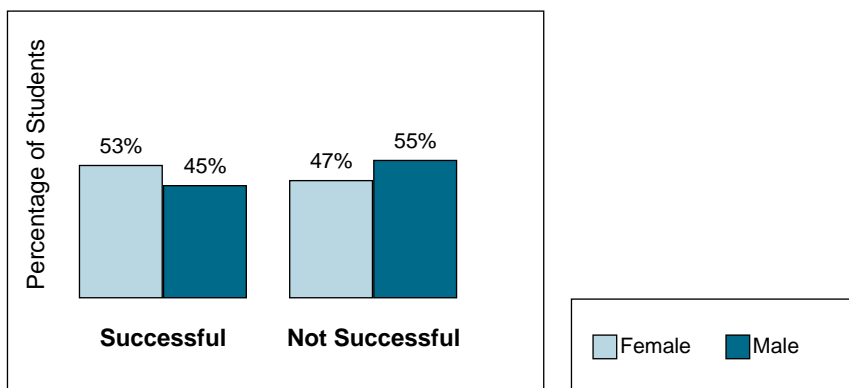
Provincial Results by Gender^{*†}

	Provincial Results by Gender Previously Eligible Students					
	All				Fully Participating	
	Female # = 23 450		Male # = 35 211		Female # = 12 073	Male # = 17 702
Successful	6 430	27%	7 940	23%	53%	45%
Not Successful	5 643	24%	9 762	28%	47%	55%
Fully Participating	12 073	51%	17 702	50%		
Absent	2 307	10%	3 255	9%		
Deferred	2 706	12%	4 180	12%		
OSSLC	6 364	27%	10 074	29%		

Provincial Results for All Previously Eligible Students by Gender



Provincial Results for Fully Participating Previously Eligible Students by Gender



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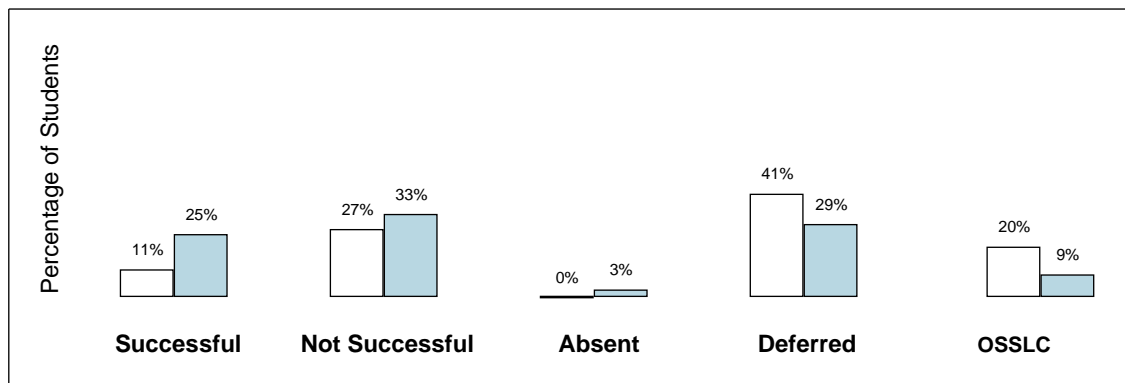
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Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

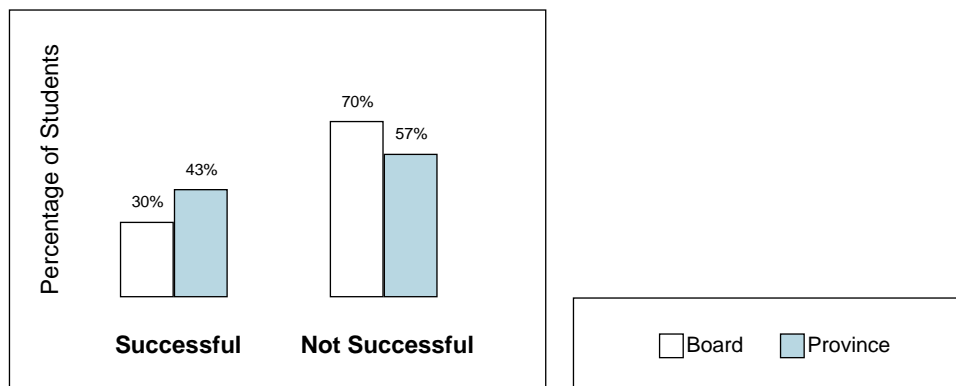
Results for English Language Learners*

Results for English Language Learners Previously Eligible Students					
	All			Fully Participating	
	Board # = 70	Province # = 9 214		Board # = 27	Province # = 5 357
Successful	8	11%	25%	30%	43%
Not Successful	19	27%	33%	70%	57%
Fully Participating	27	39%	58%		
Absent	0	0%	3%		
Deferred	29	41%	29%		
OSSLC	14	20%	9%		

Results for All Previously Eligible English Language Learners



Results for Fully Participating Previously Eligible English Language Learners



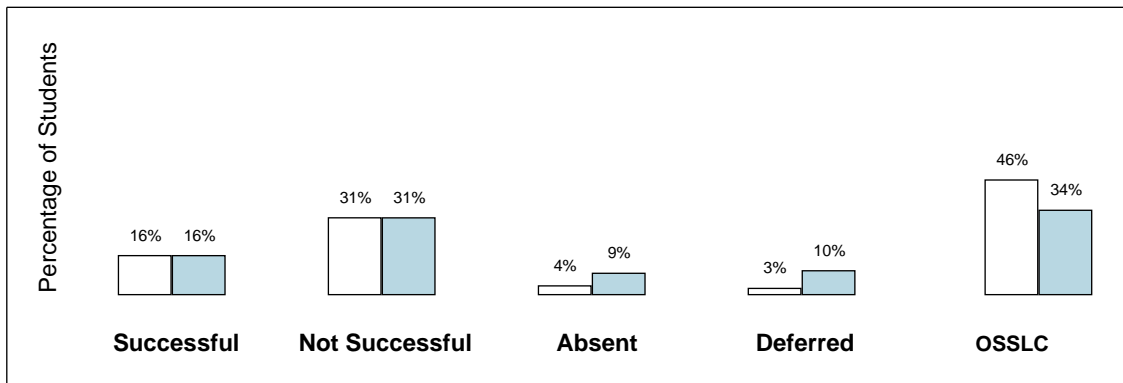
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Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

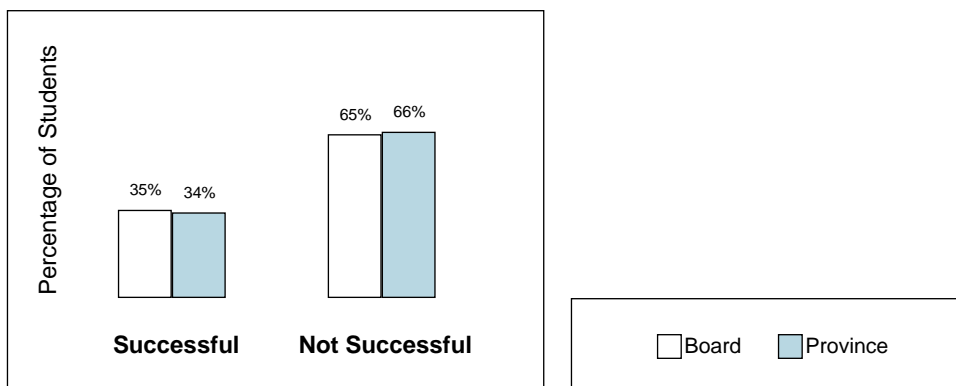
Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students					
	All			Fully Participating	
	Board # = 276	Province # = 21 616		Board # = 130	Province # = 10 202
Successful	45	16%	16%	35%	34%
Not Successful	85	31%	31%	65%	66%
Fully Participating	130	47%	47%		
Absent	10	4%	9%		
Deferred	9	3%	10%		
OSSLC	127	46%	34%		

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



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



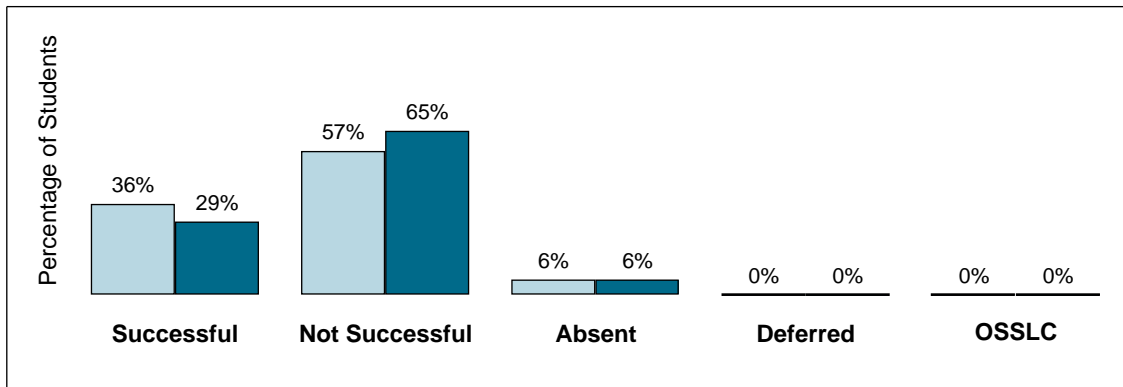
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Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

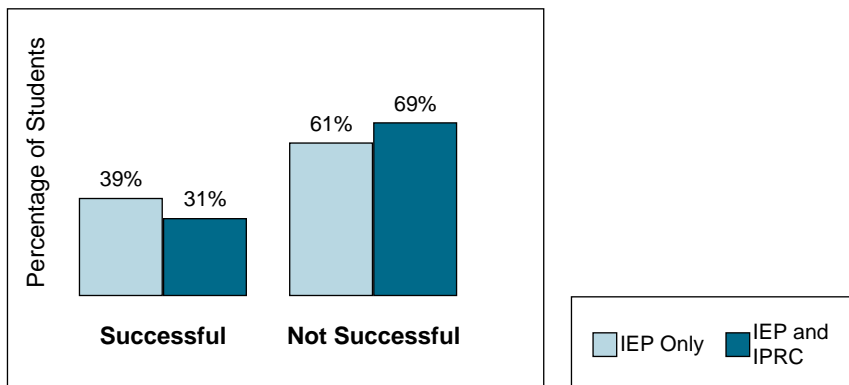
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 47		IEP and IPRC # = 62		IEP Only # = 44	IEP and IPRC # = 58
Successful	17	36%	18	29%	39%	31%
Not Successful	27	57%	40	65%	61%	69%
Fully Participating	44	94%	58	94%		
Absent	3	6%	4	6%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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



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



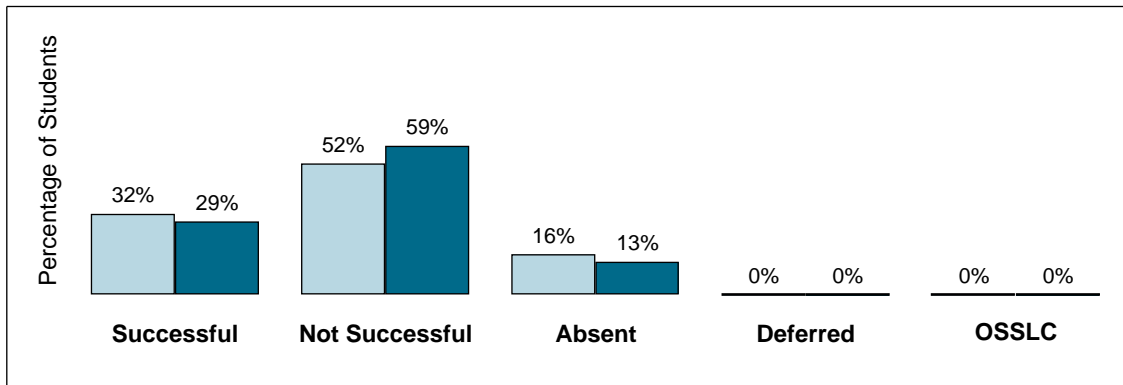
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Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

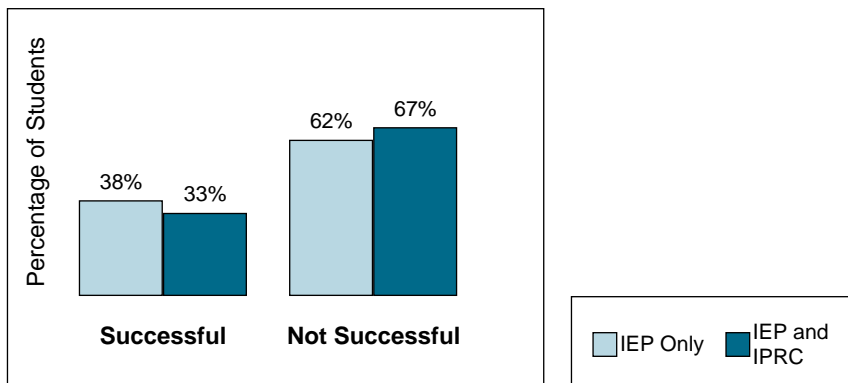
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 3 925		IEP and IPRC # = 7 064		IEP Only # = 3 287	IEP and IPRC # = 6 148
Successful	1 238	32%	2 014	29%	38%	33%
Not Successful	2 049	52%	4 134	59%	62%	67%
Fully Participating	3 287	84%	6 148	87%		
Absent	638	16%	916	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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

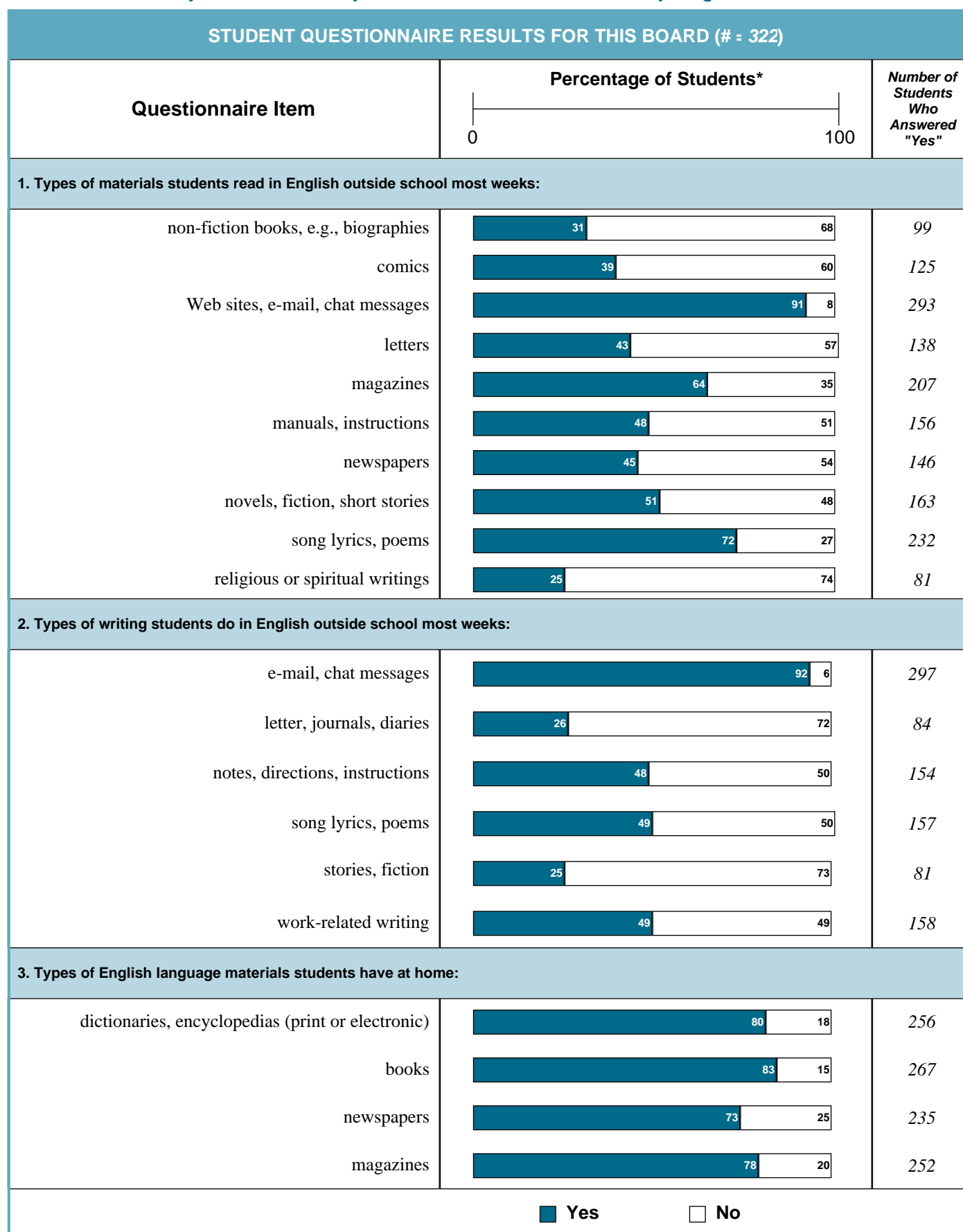


Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



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

Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students



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

Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 322)			
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	48		153
more than one hour but less than three hours	29		92
more than three hours but less than five hours	12		38
five hours or more	11		36
5. Number of hours a week students write in English outside school, not including homework:			
one hour or less	45		145
more than one hour but less than three hours	34		108
more than three hours but less than five hours	10		32
five hours or more	10		31
6. How often students use a computer at home for homework:			
don't have a computer at home	4		12
never or hardly ever use a computer for homework	16		53
use a computer once or twice a month for homework	20		66
use a computer once or twice a week for homework	34		111
use a computer almost every day for homework	24		78
7. First language students learned at home was English:			
yes	75		243
no	25		79
8. Language(s) students speak at home:			
only or mostly English	69		223
another language (or other languages) as often as English	22		72
only or mostly another language (or other languages)	8		26

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

Ontario Secondary School Literacy Test, March 2012, Previously Eligible Students

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (#= 322)	Female* (#= 132)	Male* (#= 190)	All (#= 28 852)	Female* (#= 11 773)	Male* (#= 17 078)
Percentage of students indicating that they						
have a computer at home.	96%	98%	94%	94%	95%	93%
use the computer almost every day for homework.	24%	28%	22%	29%	33%	27%
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%	38%	26%	38%	39%	38%
comics	39%	27%	47%	39%	31%	44%
Web sites, e-mail, chat messages	91%	93%	89%	88%	91%	86%
letters	43%	39%	45%	45%	50%	42%
magazines	64%	77%	55%	61%	72%	54%
manuals, instructions	48%	39%	55%	49%	39%	56%
newspapers	45%	41%	48%	49%	47%	50%
novels, fiction, short stories	51%	66%	40%	61%	74%	53%
song lyrics, poems	72%	86%	62%	70%	81%	63%
religious or spiritual writings	25%	27%	24%	27%	29%	25%
Percentage of students indicating that they read materials written in English outside school, not including homework, for						
more than three hours a week.	23%	23%	23%	28%	32%	26%
Percentage of students indicating that they have the following English language materials at home:						
dictionaries, encyclopedias (print or electronic)	80%	80%	79%	81%	83%	80%
books	83%	90%	78%	87%	91%	84%
newspapers	73%	70%	75%	73%	73%	73%
magazines	78%	89%	71%	73%	78%	70%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:						
e-mail, chat messages	92%	95%	91%	91%	93%	90%
letters, journals, diaries	26%	45%	13%	33%	48%	23%
notes, directions, instructions	48%	53%	44%	53%	55%	51%
song lyrics, poems	49%	64%	38%	48%	55%	43%
stories, fiction	25%	36%	18%	33%	37%	29%
work-related writing	49%	52%	47%	55%	56%	55%
Percentage of students indicating that they write in English outside school, not including homework, for						
more than three hours a week.	20%	24%	16%	26%	28%	24%
Percentage of students indicating that the first language they learned at home was						
other than English.	25%	30%	21%	34%	36%	33%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	69%	64%	73%	62%	60%	63%
another language (or other languages) as often as English	22%	29%	18%	21%	22%	20%
only or mostly another language (or other languages)	8%	7%	9%	16%	17%	15%

* Includes only students for whom gender data were available.

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

Ontario Secondary School Literacy Test, March 2012

EXPLANATION OF TERMS

First-Time Eligible Students	First-time eligible students typically entered Grade 9 during the 2010–2011 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 2012. 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 absent, deferred or not successful during a previous administration, and who are 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 <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.
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.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007).
English Language Learners Receiving Special Provisions	English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
Students with Special Education Needs (excluding gifted)	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 whose sole identified exceptionality is giftedness are not included.
Students with Special Education Needs Receiving Accommodations (excluding gifted)	Students with special education needs identified by the school as receiving test accommodations. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore results are not reported.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact personnel at the board.