



School Board Report

First-Time 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 and the previous four years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can 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.

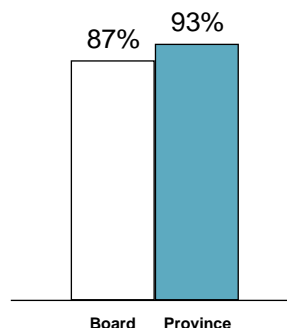
Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

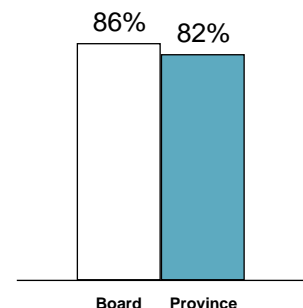
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FIRST-TIME ELIGIBLE STUDENTS, MARCH 2012: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully



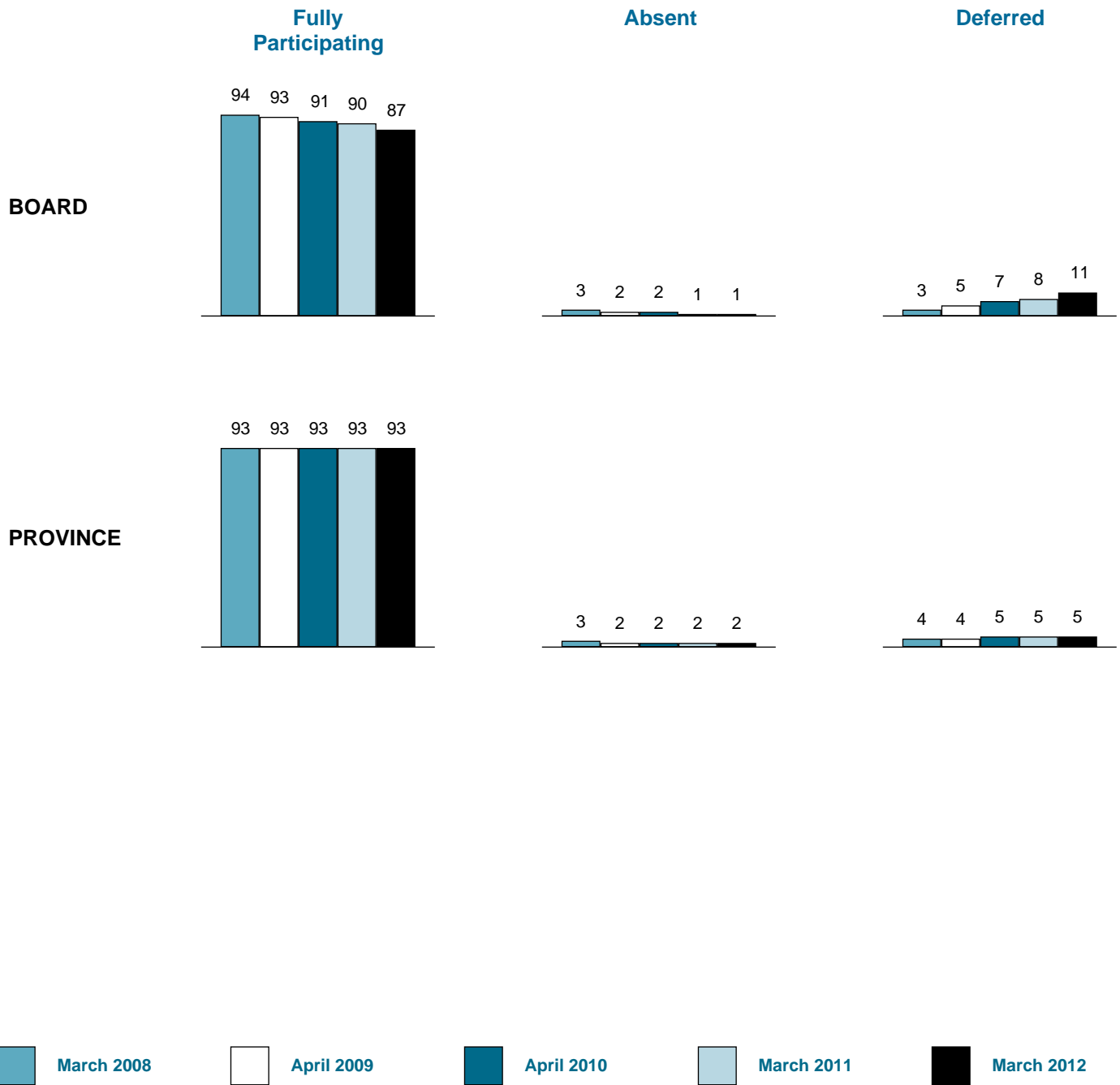
Percentage of Fully Participating Students Who Were Successful



Ontario Secondary School Literacy Test, March 2012

PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*



	<u>March 2008</u>	<u>April 2009</u>	<u>April 2010</u>	<u>March 2011</u>	<u>March 2012</u>
Board	2 116	2 023	2 028	2 054	1 862
Province	156 151	152 830	153 490	153 635	147 306

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

Ontario Secondary School Literacy Test, March 2012

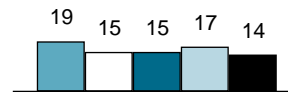
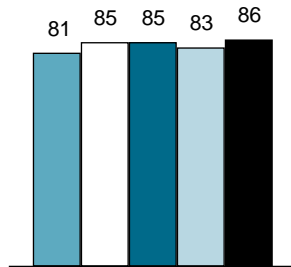
ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*

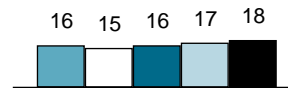
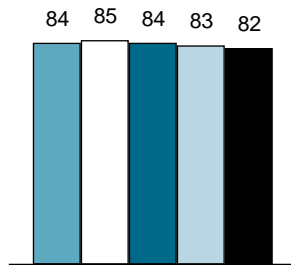
BOARD

Successful

Not Successful



PROVINCE



March 2008



April 2009



April 2010



March 2011



March 2012

Number of Fully Participating First-Time Eligible Students

	<u>March 2008</u>	<u>April 2009</u>	<u>April 2010</u>	<u>March 2011</u>	<u>March 2012</u>
Board	1 985	1 883	1 847	1 858	1 625
Province	145 603	142 394	142 955	143 246	137 002

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

TIPS

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



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



Exercise caution when interpreting results for small boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a board of 100 students, a difference of 10% represents only ten students.



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



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

WHAT IS IN THIS REPORT?

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

This report includes

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

Specifically, you will find

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

HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences 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, First-Time Eligible Students

Contextual Information

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

	Board		Province	
Enrolment				
Number of first-time eligible students	1 862		147 306	
Number of schools with first-time eligible students	9		796	
Number of students who were exempted	6		1 694	
	Number	Percent	Number	Percent
Participation in the Test				
Of all first-time eligible students, those who participated fully in the assessment	1 625	87%	137 002	93%
Of all first-time eligible students, those who were absent	26	1%	2 966	2%
Of all first-time eligible students, those who were deferred	211	11%	7 338	5%
Gender[†] Based on number of first-time eligible students				
Female	901	48%	71 934	49%
Male	961	52%	75 370	51%
Gender not specified	0	0%	2	<1%
Student Status[†] Based on number of first-time eligible students				
English language learners*	69	4%	7 488	5%
English language learners receiving special provisions**	17	1%	3 826	3%
Students with special education needs (excluding gifted)*	282	15%	25 432	17%
Students with special education needs receiving accommodations (excluding gifted)**	150	9%	20 030	15%
Course Type in English[†] Based on number of first-time eligible students				
Academic	1 254	67%	103 941	71%
Applied	469	25%	33 142	22%
Locally developed	84	5%	4 937	3%
ESL/ELD	37	2%	3 297	2%
Other	18	1%	1 987	1%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents:		1 591	133 489
First language learned at home was other than English	282	18%	30 044	23%
Speak only or mostly English at home	1 224	77%	99 373	74%
Speak another language (or other languages) as often as English at home	285	18%	24 109	18%
Speak only or mostly another language (or other languages) at home	69	4%	9 040	7%

[†] 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.

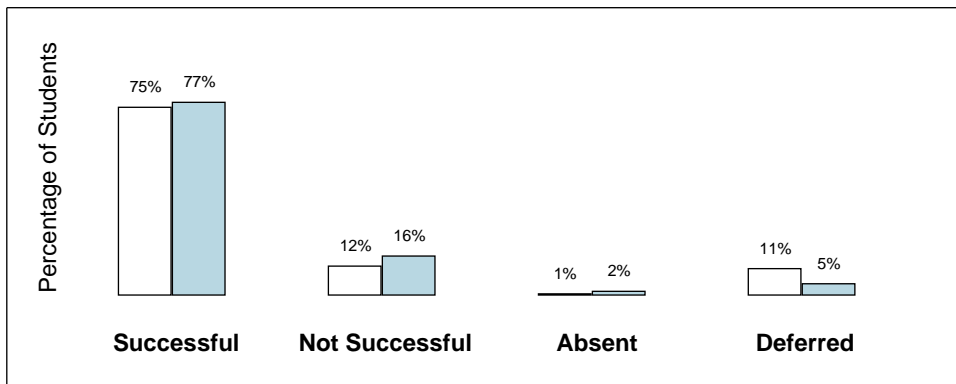
^{††} Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

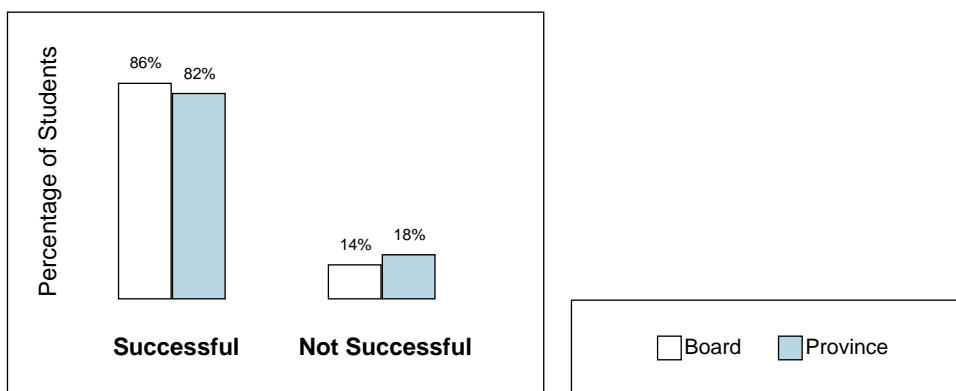
Results for All Students*

	First-Time Eligible Students			
	All		Fully Participating	
	Board # = 1 862	Province # = 147 306	Board # = 1 625	Province # = 137 002
Successful	1 404	75%	77%	86%
Not Successful	221	12%	16%	14%
Fully Participating	1 625	87%	93%	
Absent	26	1%	2%	
Deferred	211	11%	5%	

Results for All First-Time Eligible Students



Results for Fully Participating First-Time Eligible Students



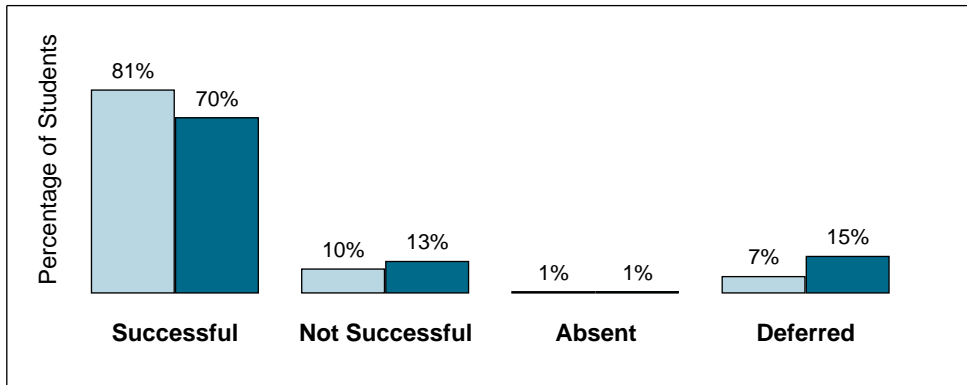
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

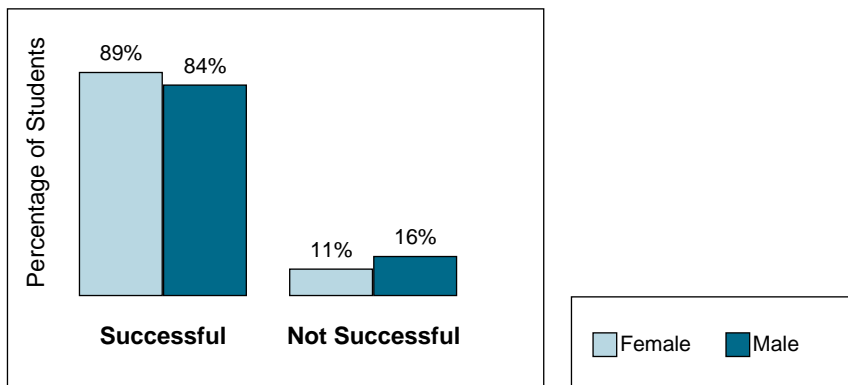
Board Results by Gender*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 901		Male # = 961		Female # = 824	Male # = 801
Successful	730	81%	674	70%	89%	84%
Not Successful	94	10%	127	13%	11%	16%
Fully Participating	824	91%	801	83%		
Absent	12	1%	14	1%		
Deferred	65	7%	146	15%		

Board Results for All First-Time Eligible Students by Gender



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



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

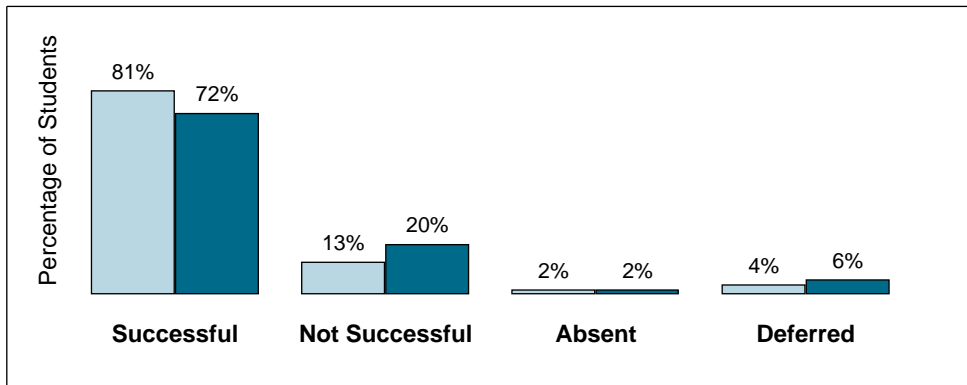
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

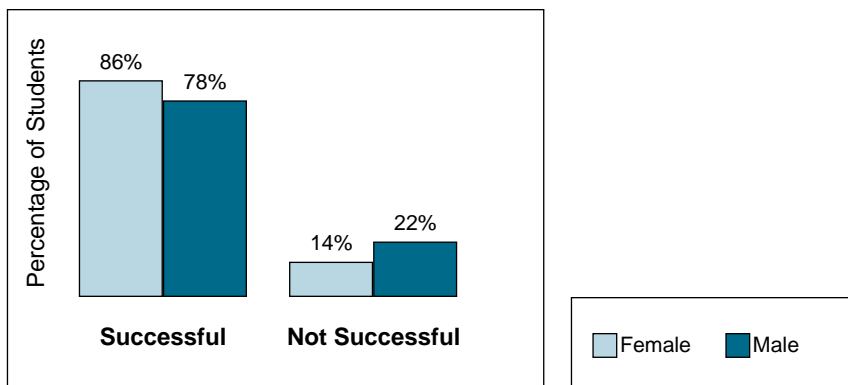
Provincial Results by Gender^{*†}

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 71 934		Male # = 75 370		Female # = 67 631	Male # = 69 369
Successful	58 464	81%	54 252	72%	86%	78%
Not Successful	9 167	13%	15 117	20%	14%	22%
Fully Participating	67 631	94%	69 369	92%		
Absent	1 458	2%	1 508	2%		
Deferred	2 845	4%	4 493	6%		

Provincial Results for All First-Time Eligible Students by Gender



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



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

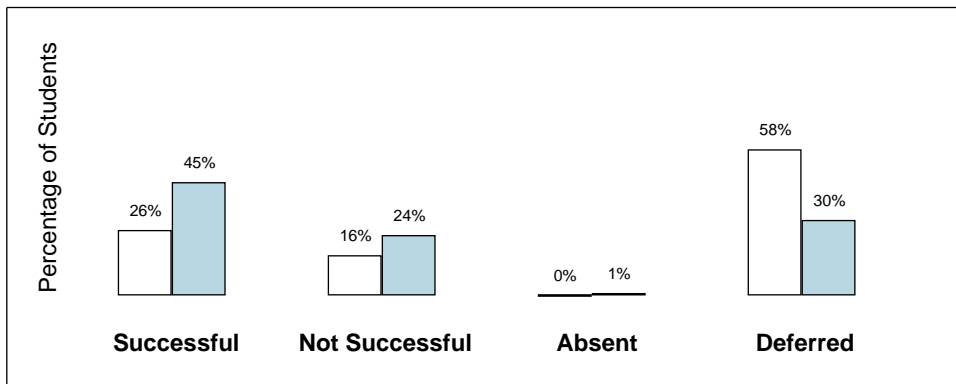
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

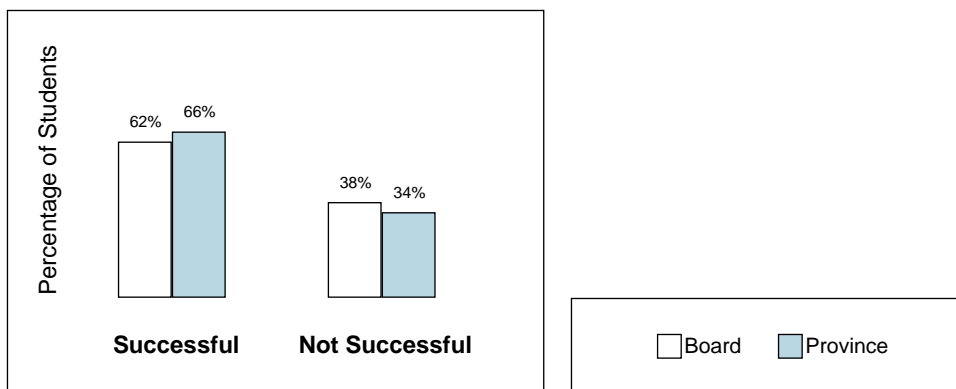
Results for English Language Learners*

Results for English Language Learners First-Time Eligible Students				
	All		Fully Participating	
	Board # = 69	Province # = 7 488	Board # = 29	Province # = 5 120
Successful	18	26%	45%	62%
Not Successful	11	16%	24%	38%
Fully Participating	29	42%	68%	
Absent	0	0%	1%	
Deferred	40	58%	30%	

Results for All First-Time Eligible English Language Learners



Results for Fully Participating First-Time Eligible English Language Learners



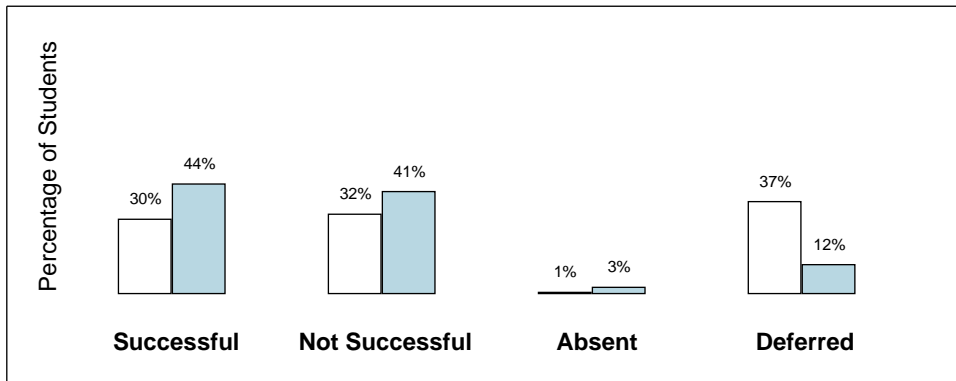
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

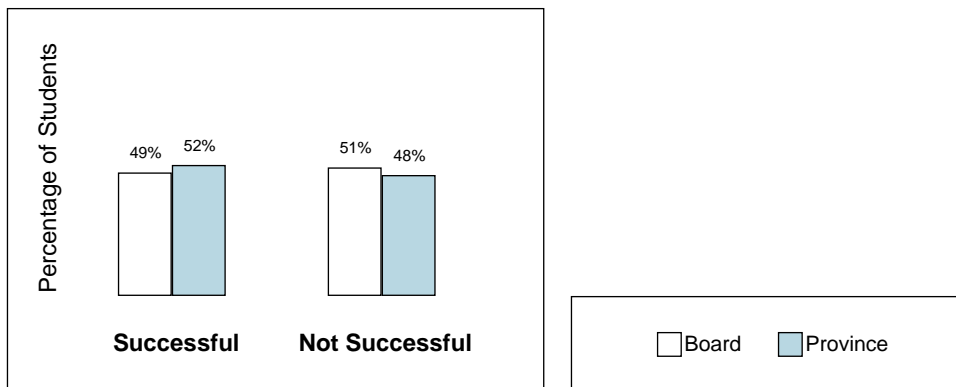
Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students					
	All			Fully Participating	
	Board # = 282	Province # = 25 432		Board # = 176	Province # = 21 630
Successful	86	30%	44%	49%	52%
Not Successful	90	32%	41%	51%	48%
Fully Participating	176	62%	85%		
Absent	3	1%	3%		
Deferred	103	37%	12%		

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



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



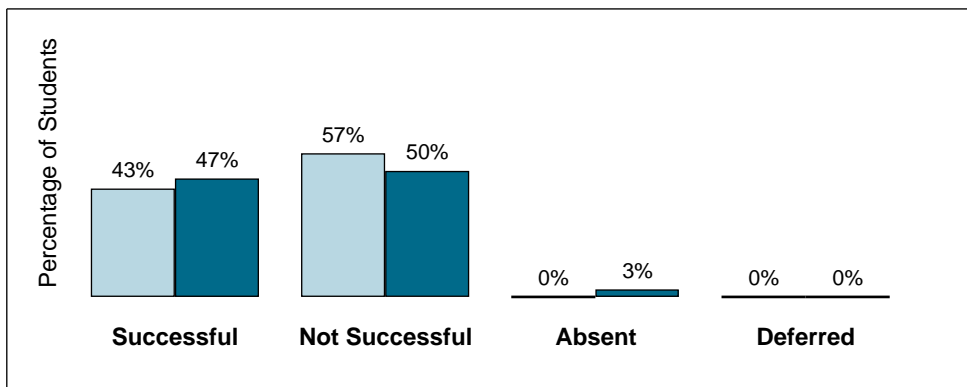
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

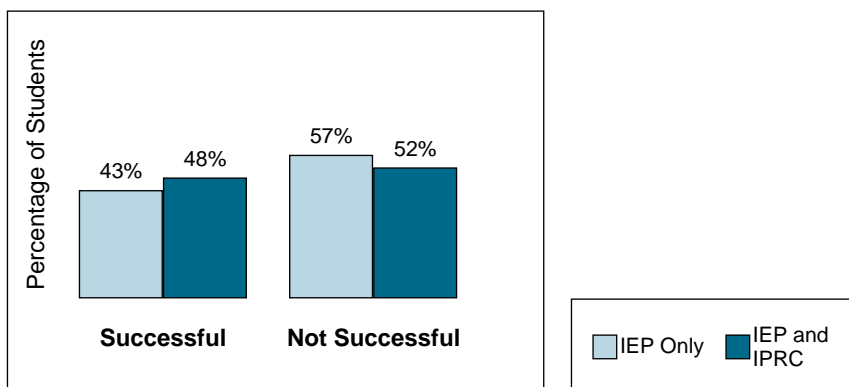
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 86		IEP and IPRC # = 66		IEP Only # = 86	IEP and IPRC # = 64
Successful	37	43%	31	47%	43%	48%
Not Successful	49	57%	33	50%	57%	52%
Fully Participating	86	100%	64	97%		
Absent	0	0%	2	3%		
Deferred	0	0%	0	0%		

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



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



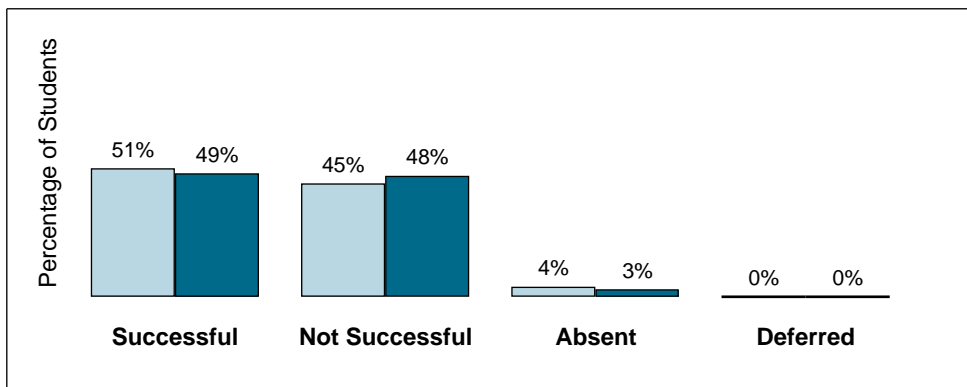
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

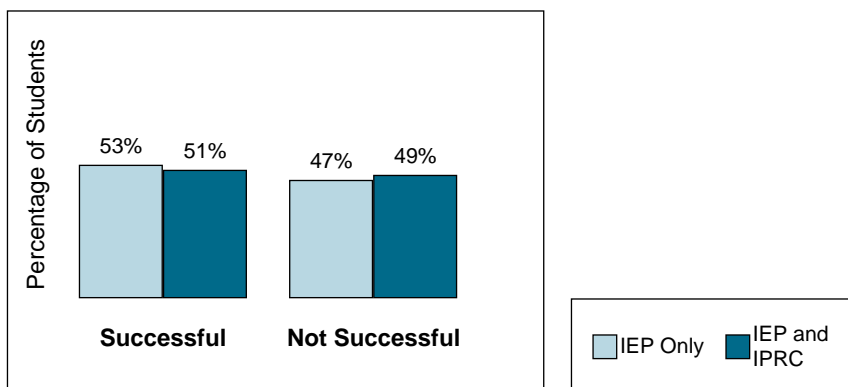
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 7 644		IEP and IPRC # = 13 043		IEP Only # = 7 344	IEP and IPRC # = 12 686
Successful	3 880	51%	6 443	49%	53%	51%
Not Successful	3 464	45%	6 243	48%	47%	49%
Fully Participating	7 344	96%	12 686	97%		
Absent	300	4%	357	3%		
Deferred	0	0%	0	0%		

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



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



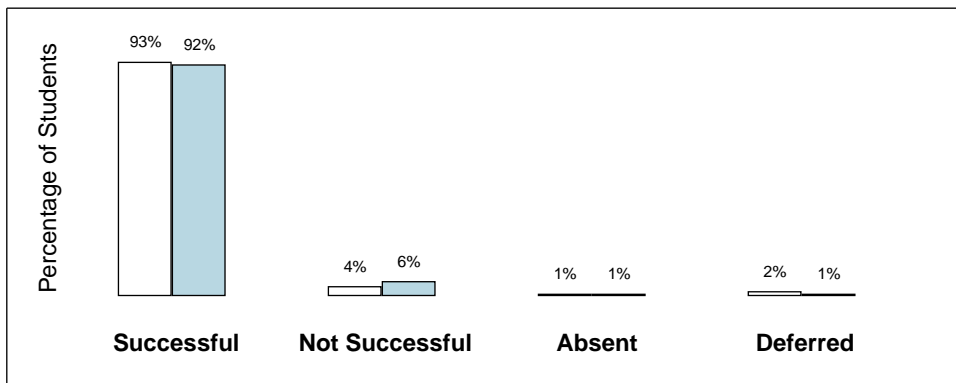
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

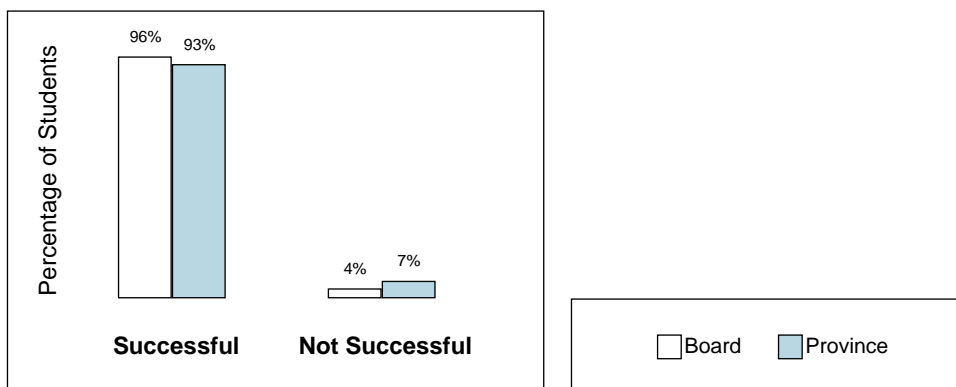
Results for Students Taking Academic English Course*

Results for Students Taking Academic English Course First-Time Eligible Students					
	All		Fully Participating		
	Board # = 1 254	Province # = 103 941	Board # = 1 219	Province # = 101 926	
Successful	1 168	93%	92%	96%	93%
Not Successful	51	4%	6%	4%	7%
Fully Participating	1 219	97%	98%		
Absent	13	1%	1%		
Deferred	22	2%	1%		

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



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



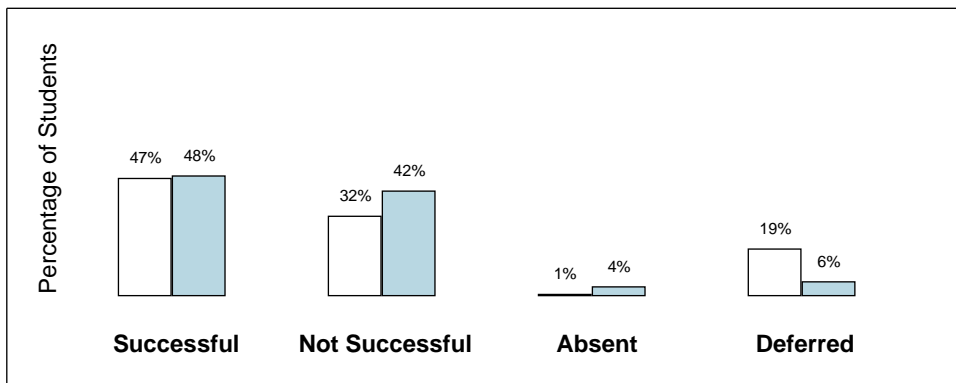
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

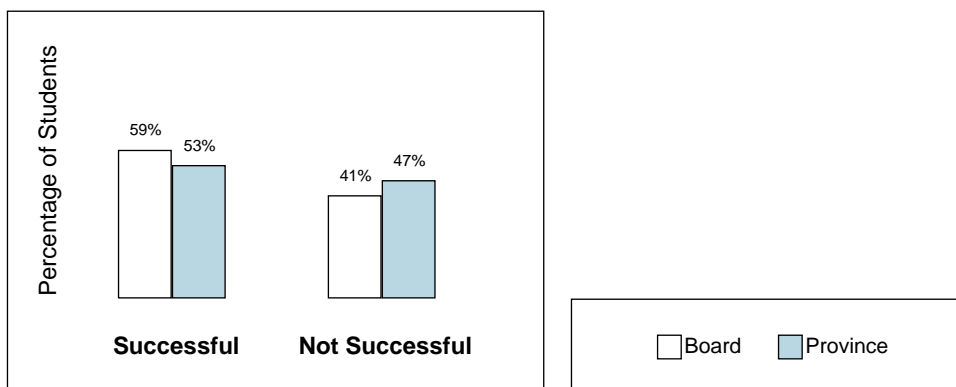
Results for Students Taking Applied English Course*

Results for Students Taking Applied English Course First-Time Eligible Students					
	All			Fully Participating	
	Board # = 469		Province # = 33 142	Board # = 373	Province # = 29 958
Successful	221	47%	48%	59%	53%
Not Successful	152	32%	42%	41%	47%
Fully Participating	373	80%	90%		
Absent	7	1%	4%		
Deferred	89	19%	6%		

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



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



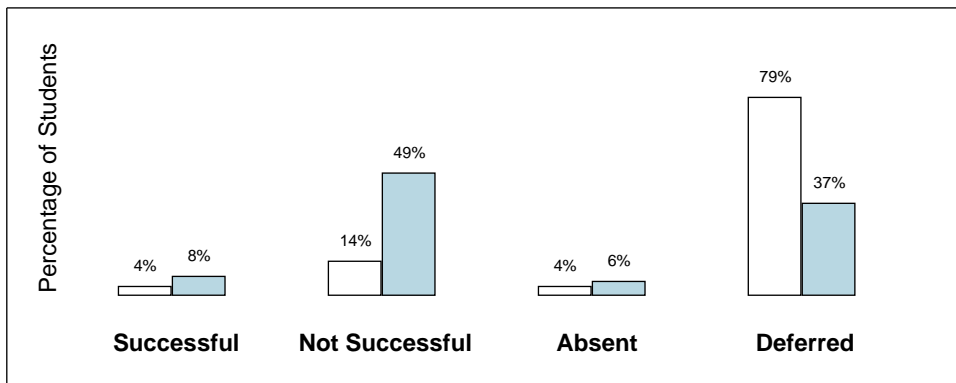
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

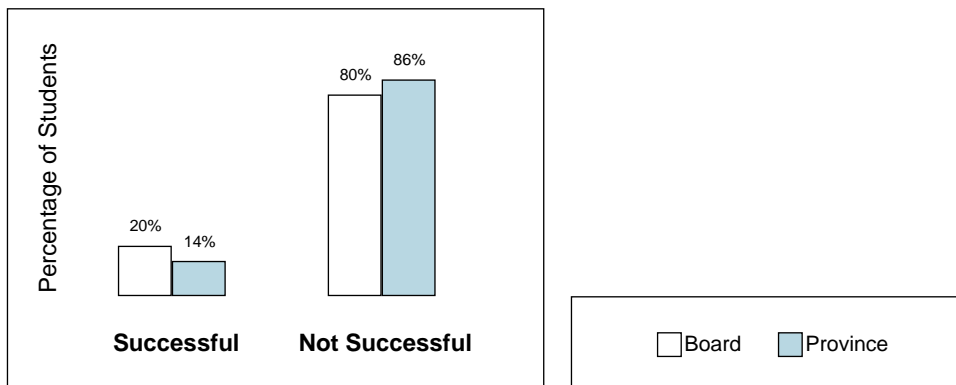
Results for Students Taking Locally Developed English Course*

Results for Students Taking Locally Developed English Course First-Time Eligible Students					
	All			Fully Participating	
	Board # = 84	Province # = 4 937		Board # = 15	Province # = 2 804
Successful	3	4%	8%	20%	14%
Not Successful	12	14%	49%	80%	86%
Fully Participating	15	18%	57%		
Absent	3	4%	6%		
Deferred	66	79%	37%		

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



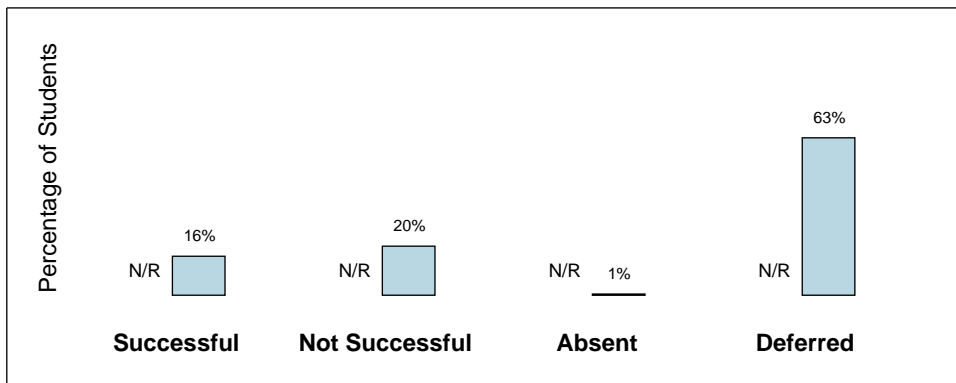
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

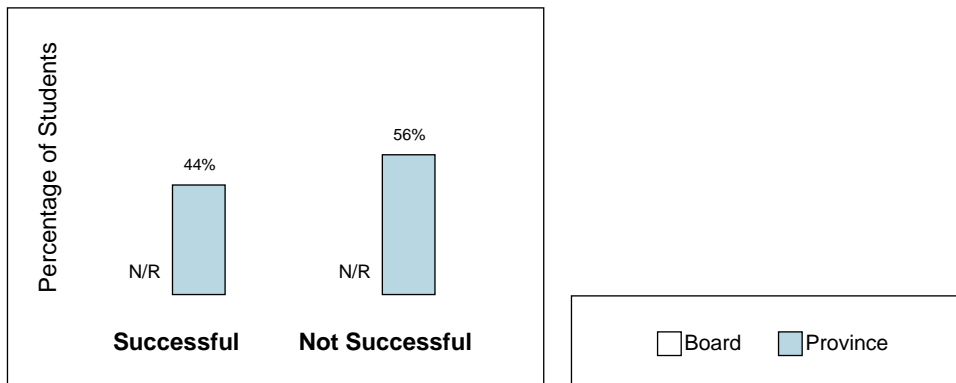
Results for Students Taking ESL/ELD Course*

Results for Students Taking ESL/ELD Course First-Time Eligible Students					
	All			Fully Participating	
	Board # = N/R		Province # = 3 297	Board # = N/R	Province # = 1 184
Successful	N/R	N/R	16%	N/R	44%
Not Successful	N/R	N/R	20%	N/R	56%
Fully Participating	N/R	N/R	36%		
Absent	N/R	N/R	1%		
Deferred	N/R	N/R	63%		

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



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



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

Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

Contextual Information over Time

This information provides a context for interpreting the board's results of the current and previous administrations.

	Mar. 2008	Apr. 2009	Apr. 2010	Mar. 2011	Mar. 2012
Enrolment					
Number of first-time eligible students	2 116	2 023	2 028	2 054	1 862
Number of schools with first-time eligible students	9	9	9	9	9
Number of students who were exempted	16	33	29	34	6
Participation in the Test					
Of all first-time eligible students, those who participated fully in the assessment	94%	93%	91%	90%	87%
Of all first-time eligible students, those who were absent	3%	2%	2%	1%	1%
Of all first-time eligible students, those who were deferred	3%	5%	7%	8%	11%
Gender[†] Based on number of first-time eligible students					
Female	49%	51%	50%	50%	48%
Male	51%	49%	50%	50%	52%
Gender not specified	0%	0%	<1%	0%	0%
Student Status[†] Based on number of first-time eligible students					
English language learners*	2%	2%	4%	5%	4%
English language learners receiving special provisions**	1%	<1%	1%	1%	1%
Students with special education needs (excluding gifted)*	13%	14%	15%	15%	15%
Students with special education needs receiving accommodations (excluding gifted)**	10%	10%	11%	10%	9%
Course Type in English[†] Based on number of first-time eligible students					
Academic	64%	65%	67%	64%	67%
Applied	26%	27%	25%	27%	25%
Locally developed	6%	6%	4%	4%	5%
ESL/ELD	2%	2%	3%	3%	2%
Other	2%	1%	1%	1%	1%
Language^{††} Based on Student Questionnaire data					
Number of Respondents:	1 965	1 868	1 831	1 801	1 591
First language learned at home was other than English	17%	16%	15%	16%	18%
Speak only or mostly English at home	80%	81%	80%	80%	77%
Speak another language (or other languages) as often as English at home	14%	14%	14%	15%	18%
Speak only or mostly another language (or other languages) at home	5%	4%	5%	4%	4%

[†] 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.

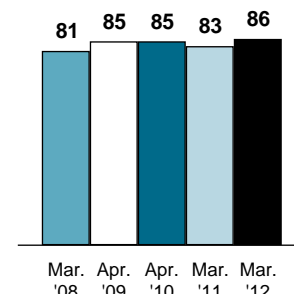
** Percentages are based on fully participating students.

^{††} 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, First-Time Eligible Students Results over Time, March 2008–March 2012

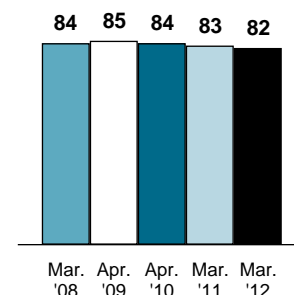
Board Results over Time*										
	March 2008		April 2009		April 2010		March 2011		March 2012	
<i>All Students</i>	2 116		2 023		2 028		2 054		1 862	
Successful (all)	1 603	76%	1 595	79%	1 577	78%	1 537	75%	1 404	75%
Not Successful	382	18%	288	14%	270	13%	321	16%	221	12%
Fully Participating	1 985	94%	1 883	93%	1 847	91%	1 858	90%	1 625	87%
Absent	61	3%	32	2%	35	2%	29	1%	26	1%
Deferred	70	3%	108	5%	146	7%	167	8%	211	11%
Fully Participating Successful	1 603	81%	1 595	85%	1 577	85%	1 537	83%	1 404	86%

Board Results over Time:
Percentage of Fully Participating Successful Students



Provincial Results over Time*										
	March 2008		April 2009		April 2010		March 2011		March 2012	
<i>All Students</i>	156 151		152 830		153 490		153 635		147 306	
Successful (all)	122 324	78%	120 776	79%	120 218	78%	118 961	77%	112 717	77%
Not Successful	23 279	15%	21 618	14%	22 737	15%	24 285	16%	24 285	16%
Fully Participating	145 603	93%	142 394	93%	142 955	93%	143 246	93%	137 002	93%
Absent	4 357	3%	3 707	2%	3 479	2%	3 237	2%	2 966	2%
Deferred	6 191	4%	6 729	4%	7 056	5%	7 152	5%	7 338	5%
Fully Participating Successful	122 324	84%	120 776	85%	120 218	84%	118 961	83%	112 717	82%

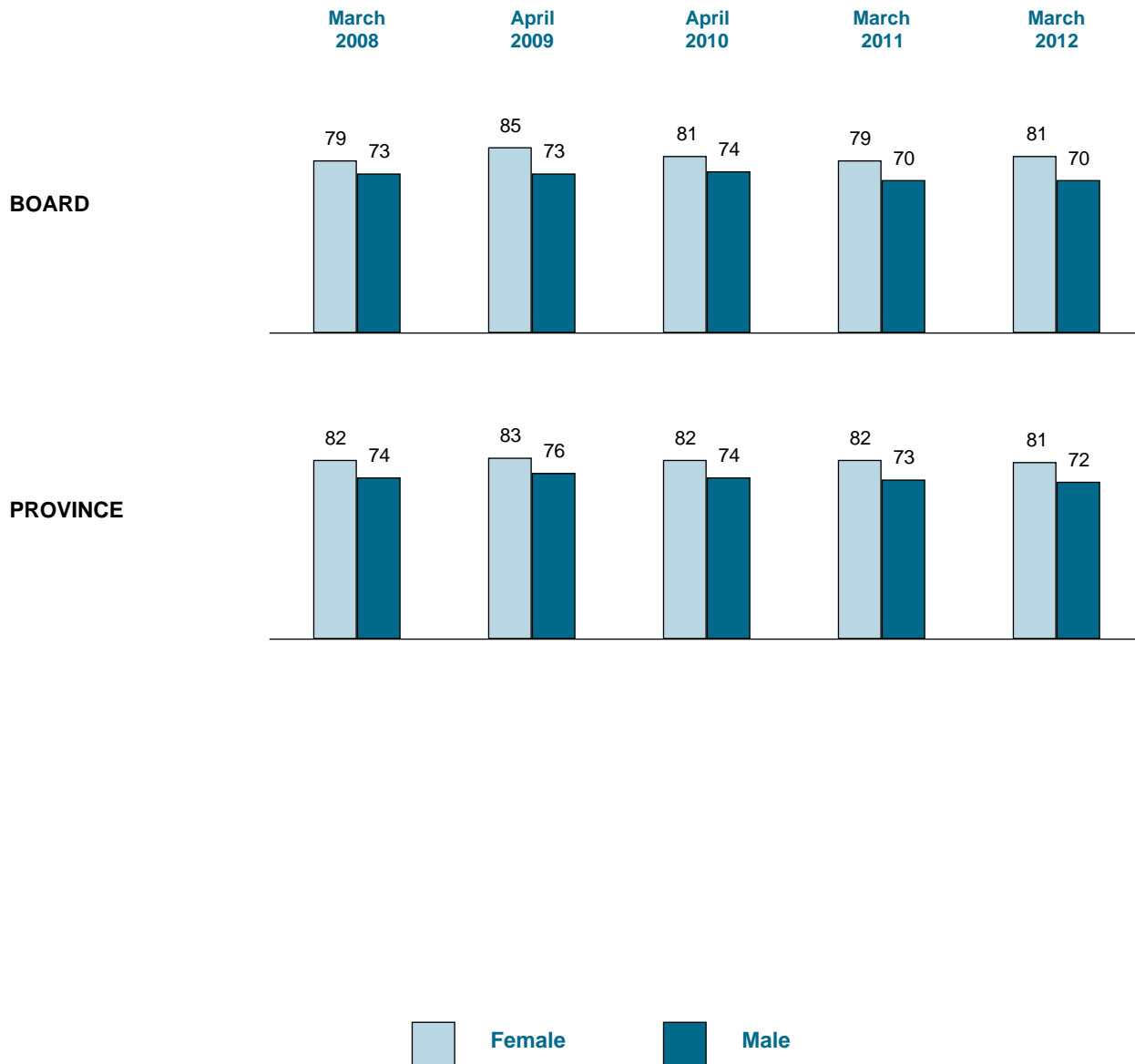
Provincial Results over Time:
Percentage of Fully Participating Successful Students



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

ACHIEVEMENT RESULTS OVER TIME BY GENDER†

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



Female Male

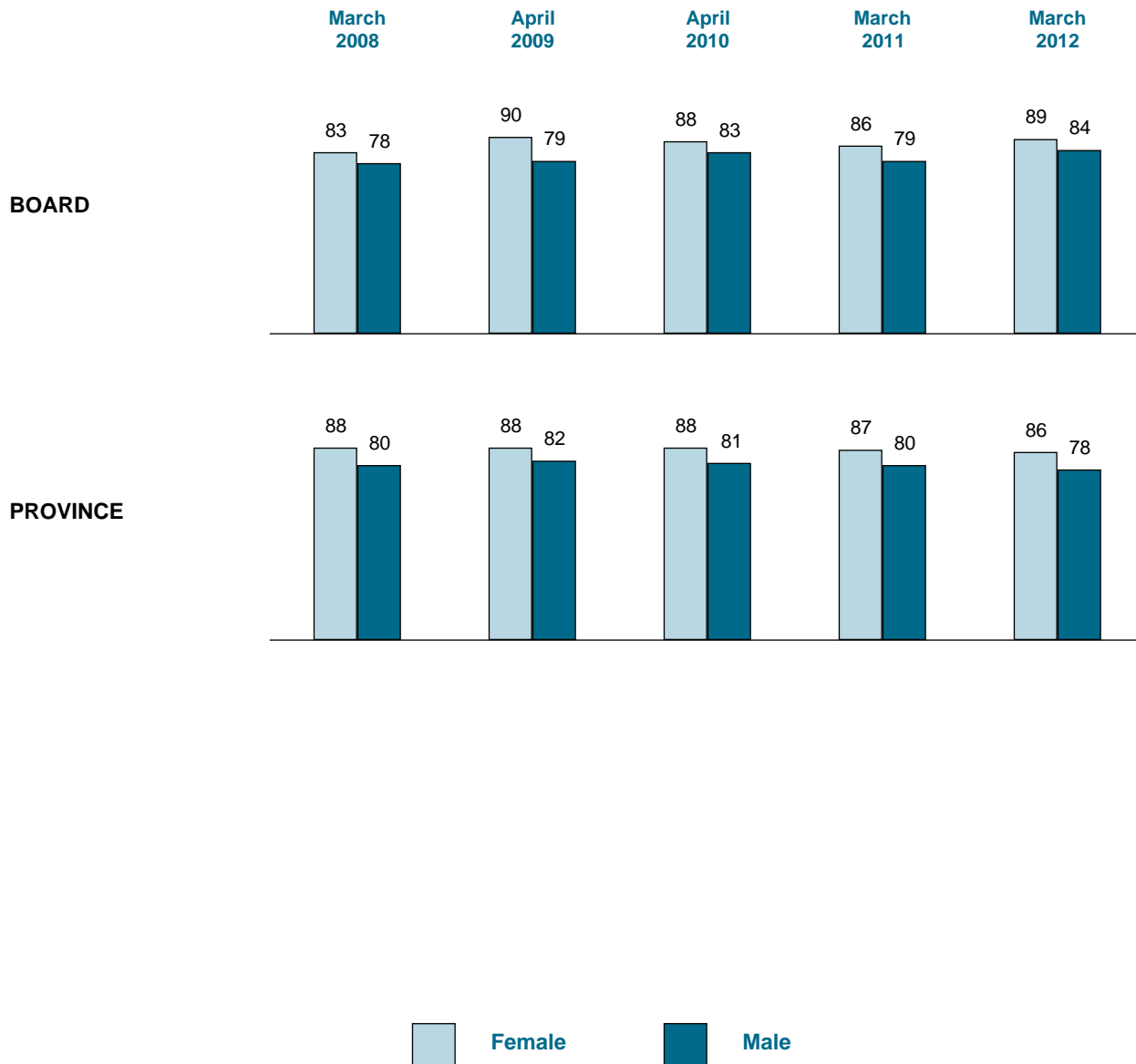
Number of First-Time Eligible Students†

	<u>March 2008</u>		<u>April 2009</u>		<u>April 2010</u>		<u>March 2011</u>		<u>March 2012</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	1 033	1 083	1 022	1 001	1 010	1 016	1 031	1 023	901	961
Province	76 226	79 904	74 355	78 459	74 545	78 940	74 954	78 681	71 934	75 370

† Includes only students for whom gender data were available.

ACHIEVEMENT RESULTS OVER TIME BY GENDER†

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

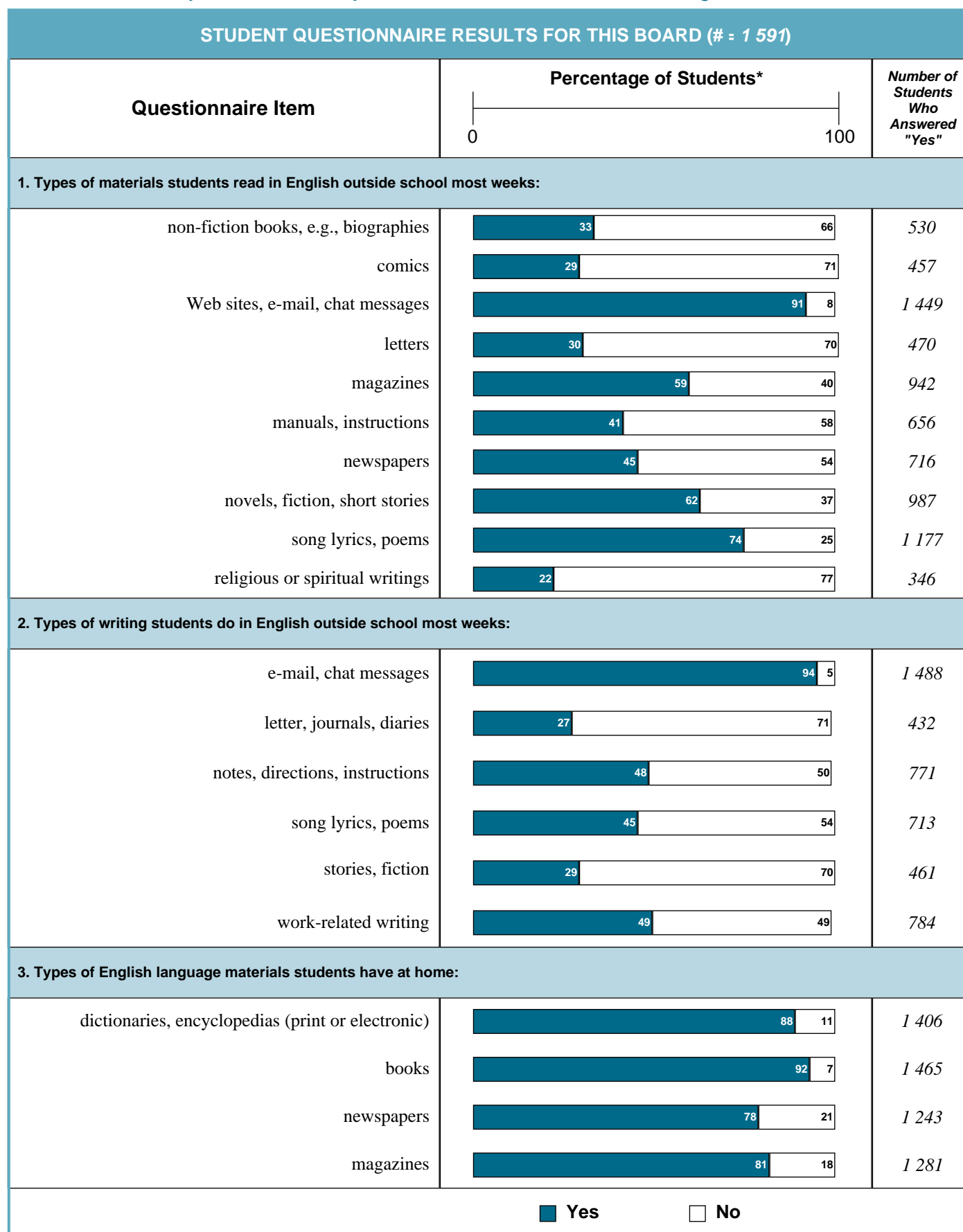


Number of Fully Participating First-Time Eligible Students‡

	<u>March 2008</u>		<u>April 2009</u>		<u>April 2010</u>		<u>March 2011</u>		<u>March 2012</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	980	1 005	961	922	938	908	951	907	824	801
Province	71 615	73 969	69 954	72 432	70 055	72 896	70 606	72 640	67 631	69 369

† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students



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

Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 591)		
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	33	528
more than one hour but less than three hours	32	516
more than three hours but less than five hours	19	307
five hours or more	14	225
5. Number of hours a week students write in English outside school, not including homework:		
one hour or less	43	684
more than one hour but less than three hours	31	501
more than three hours but less than five hours	14	218
five hours or more	10	166
6. How often students use a computer at home for homework:		
don't have a computer at home	2	26
never or hardly ever use a computer for homework	7	115
use a computer once or twice a month for homework	19	302
use a computer once or twice a week for homework	41	655
use a computer almost every day for homework	31	490
7. First language students learned at home was English:		
yes	82	1 309
no	18	282
8. Language(s) students speak at home:		
only or mostly English	77	1 224
another language (or other languages) as often as English	18	285
only or mostly another language (or other languages)	4	69

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

Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (#= 1 591)	Female* (#= 812)	Male* (#= 779)	All (#= 133 489)	Female* (#= 66 141)	Male* (#= 67 346)
Percentage of students indicating that they						
have a computer at home.	98%	99%	98%	98%	98%	97%
use the computer almost every day for homework.	31%	33%	28%	32%	34%	30%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:						
non-fiction books, e.g., biographies	33%	32%	35%	36%	33%	39%
comics	29%	22%	36%	34%	27%	41%
Web sites, e-mail, chat messages	91%	94%	88%	91%	93%	88%
letters	30%	35%	24%	30%	33%	28%
magazines	59%	74%	44%	61%	72%	50%
manuals, instructions	41%	33%	50%	40%	29%	50%
newspapers	45%	41%	49%	44%	41%	46%
novels, fiction, short stories	62%	74%	50%	71%	82%	60%
song lyrics, poems	74%	84%	64%	67%	79%	56%
religious or spiritual writings	22%	22%	22%	22%	23%	22%
Percentage of students indicating that they read materials written in English outside school, not including homework, for						
more than three hours a week.	33%	37%	30%	38%	43%	32%
Percentage of students indicating that they have the following English language materials at home:						
dictionaries, encyclopedias (print or electronic)	88%	89%	87%	89%	90%	87%
books	92%	95%	89%	94%	96%	92%
newspapers	78%	78%	78%	81%	82%	80%
magazines	81%	87%	74%	81%	85%	77%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:						
e-mail, chat messages	94%	95%	92%	93%	95%	91%
letters, journals, diaries	27%	40%	14%	27%	39%	14%
notes, directions, instructions	48%	53%	44%	47%	50%	45%
song lyrics, poems	45%	52%	37%	39%	46%	32%
stories, fiction	29%	34%	24%	32%	38%	27%
work-related writing	49%	49%	50%	53%	53%	53%
Percentage of students indicating that they write in English outside school, not including homework, for						
more than three hours a week.	24%	25%	23%	25%	27%	22%
Percentage of students indicating that the first language they learned at home was						
other than English.	18%	18%	18%	23%	23%	22%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	77%	76%	78%	74%	75%	74%
another language (or other languages) as often as English	18%	19%	17%	18%	19%	17%
only or mostly another language (or other languages)	4%	5%	4%	7%	6%	8%

* 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 are being withheld by EQAO. For further information, please contact personnel at the board.