



School Board Report

First-Time Eligible Students



Ontario Secondary School Literacy Test, March 2012

Board: Peel District School Board (66125)

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.

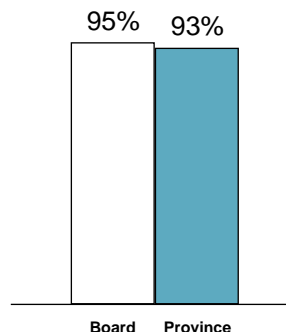
Sincerely,

Marguerite Jackson
 Chief Executive Officer
 Education Quality and Accountability Office

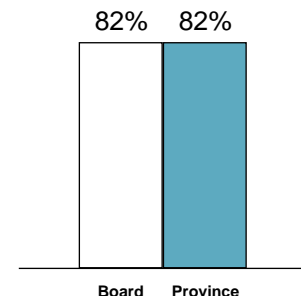
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FIRST-TIME ELIGIBLE STUDENTS, MARCH 2012: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully



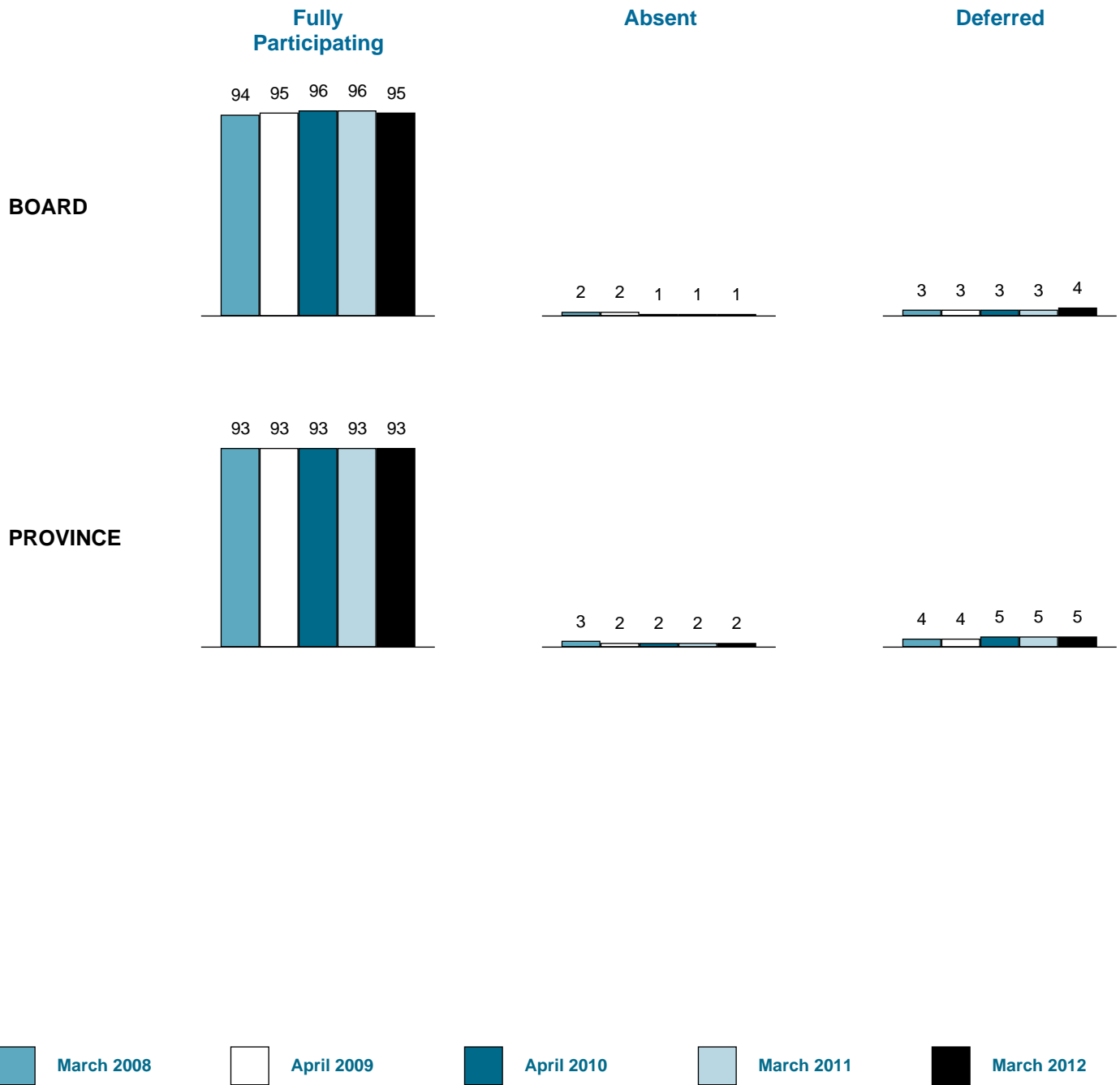
Percentage of Fully Participating Students Who Were Successful



Ontario Secondary School Literacy Test, March 2012

PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*



	Number of First-Time Eligible Students				
	March 2008	April 2009	April 2010	March 2011	March 2012
Board	9 981	10 010	10 293	10 060	10 118
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

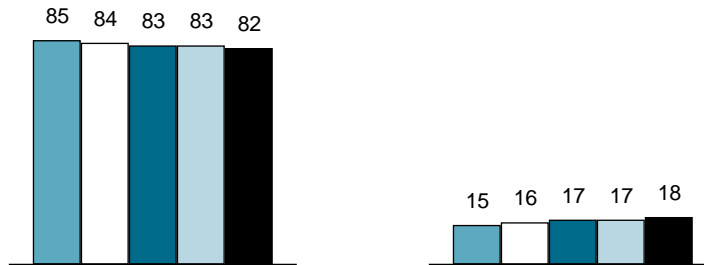
ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*

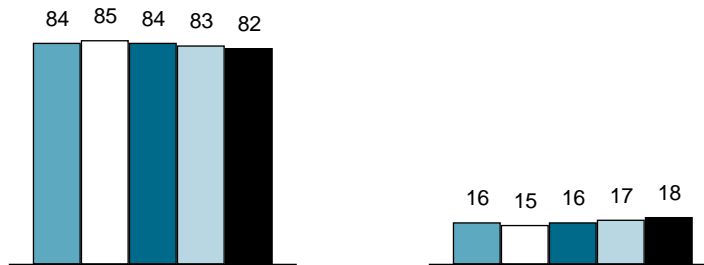
Successful

Not Successful

BOARD



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	9 421	9 497	9 857	9 627	9 594
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	10 118		147 306	
Number of schools with first-time eligible students	38		796	
Number of students who were exempted	38		1 694	
	Number	Percent	Number	Percent
Participation in the Test				
Of all first-time eligible students, those who participated fully in the assessment	9 594	95%	137 002	93%
Of all first-time eligible students, those who were absent	127	1%	2 966	2%
Of all first-time eligible students, those who were deferred	397	4%	7 338	5%
Gender[†] Based on number of first-time eligible students				
Female	4 824	48%	71 934	49%
Male	5 293	52%	75 370	51%
Gender not specified	1	<1%	2	<1%
Student Status[†] Based on number of first-time eligible students				
English language learners*	903	9%	7 488	5%
English language learners receiving special provisions**	694	7%	3 826	3%
Students with special education needs (excluding gifted)*	1 220	12%	25 432	17%
Students with special education needs receiving accommodations (excluding gifted)**	1 093	11%	20 030	15%
Course Type in English[†] Based on number of first-time eligible students				
Academic	7 845	78%	103 941	71%
Applied	1 630	16%	33 142	22%
Locally developed	328	3%	4 937	3%
ESL/ELD	297	3%	3 297	2%
Other	18	<1%	1 987	1%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents:		9 470	
			133 489	
First language learned at home was other than English	4 117	43%	30 044	23%
Speak only or mostly English at home	5 243	55%	99 373	74%
Speak another language (or other languages) as often as English at home	3 203	34%	24 109	18%
Speak only or mostly another language (or other languages) at home	954	10%	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.

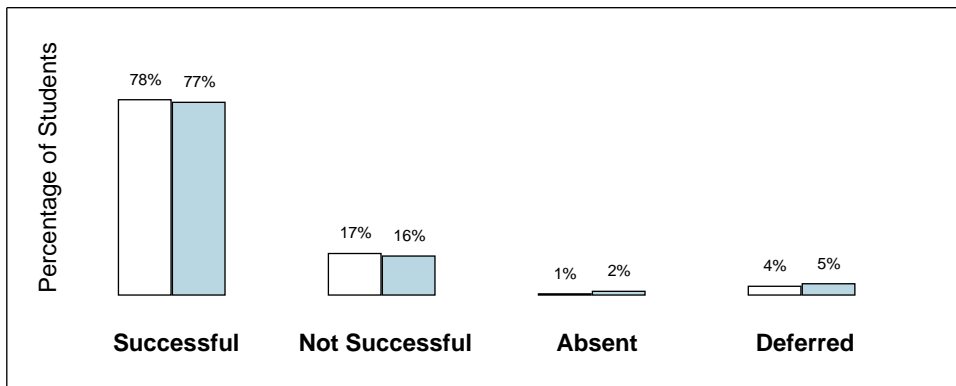
^{††} Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

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

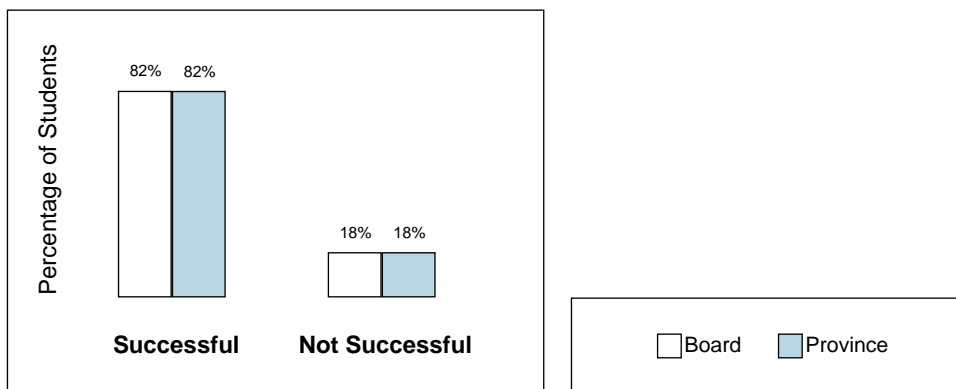
Results for All Students*

First-Time Eligible Students					
	All		Fully Participating		
	Board # = 10 118	Province # = 147 306	Board # = 9 594	Province # = 137 002	
Successful	7 855	78%	77%	82%	82%
Not Successful	1 739	17%	16%	18%	18%
Fully Participating	9 594	95%	93%		
Absent	127	1%	2%		
Deferred	397	4%	5%		

Results for All First-Time Eligible Students



Results for Fully Participating First-Time Eligible Students



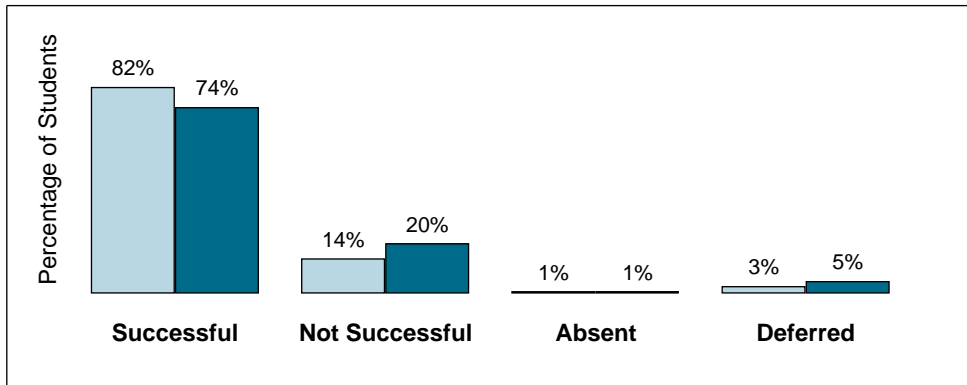
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

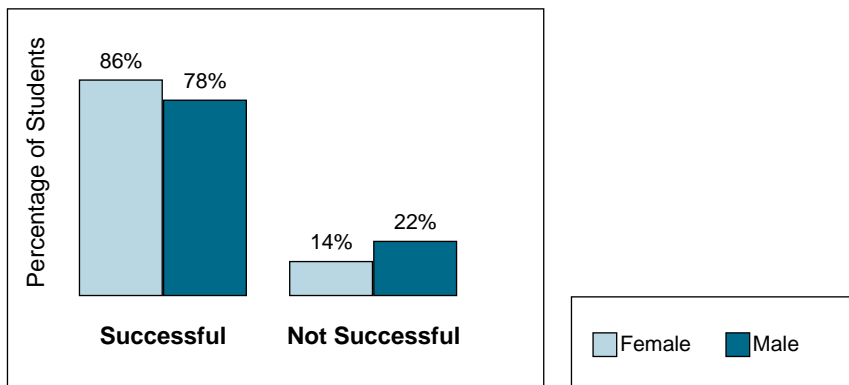
Board Results by Gender*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 4 824		Male # = 5 293		Female # = 4 616	Male # = 4 977
Successful	3 957	82%	3 897	74%	86%	78%
Not Successful	659	14%	1 080	20%	14%	22%
Fully Participating	4 616	96%	4 977	94%		
Absent	56	1%	71	1%		
Deferred	152	3%	245	5%		

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.

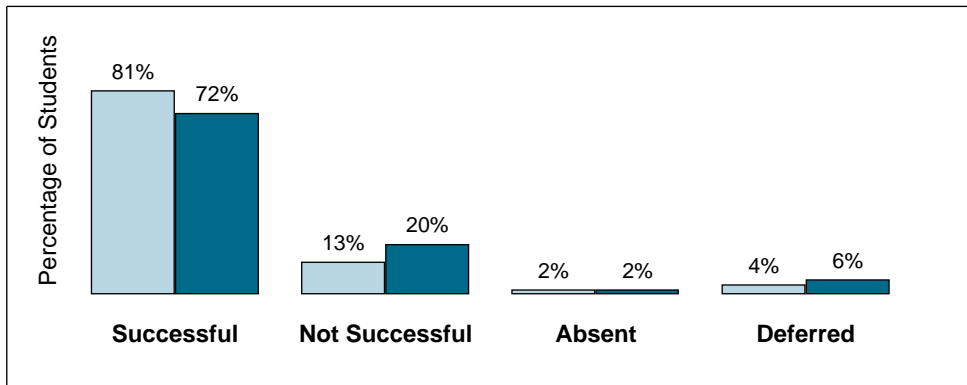
† Includes only students for whom gender data were available.

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

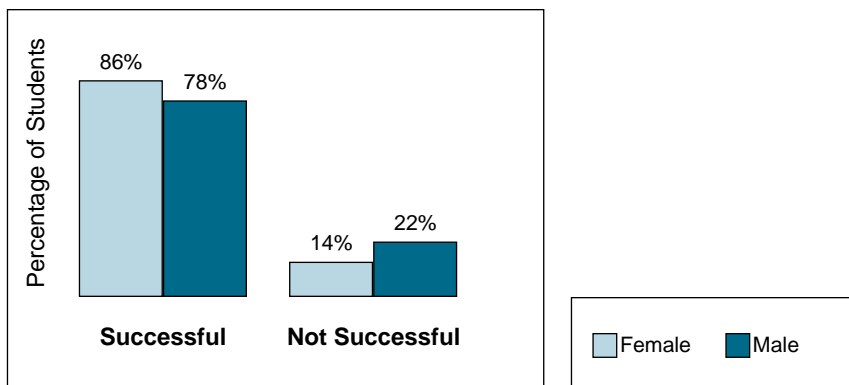
Provincial Results by Gender^{*†}

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



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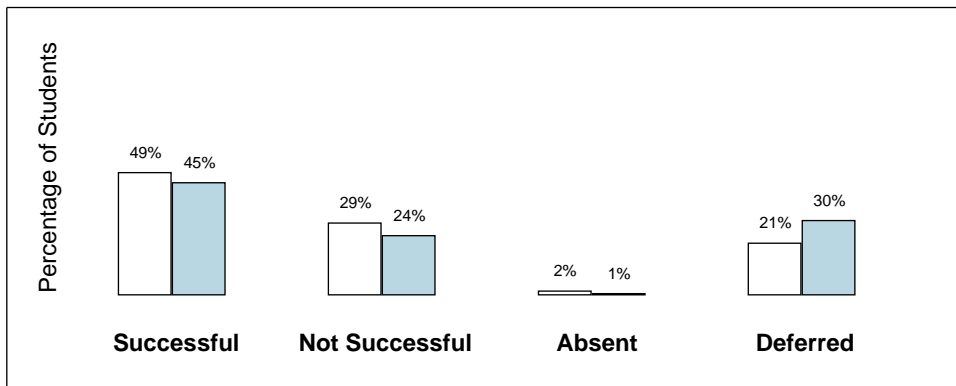
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

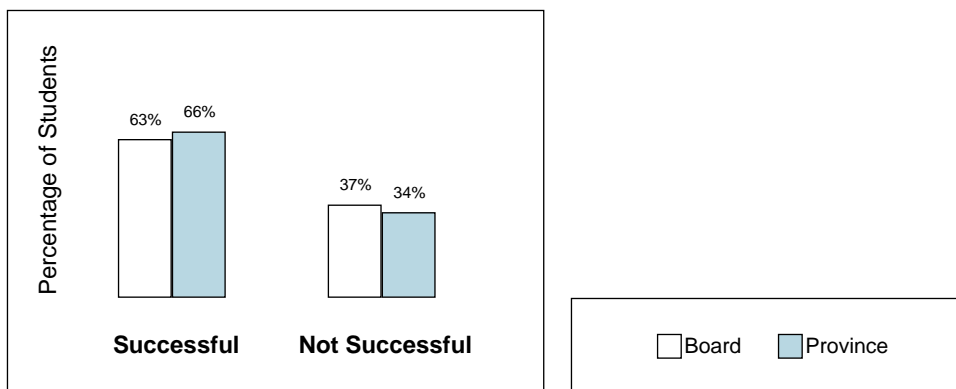
Results for English Language Learners*

Results for English Language Learners First-Time Eligible Students					
	All			Fully Participating	
	Board # = 903		Province # = 7 488	Board # = 699	Province # = 5 120
Successful	439	49%	45%	63%	66%
Not Successful	260	29%	24%	37%	34%
Fully Participating	699	77%	68%		
Absent	14	2%	1%		
Deferred	190	21%	30%		

Results for All First-Time Eligible English Language Learners



Results for Fully Participating First-Time Eligible English Language Learners



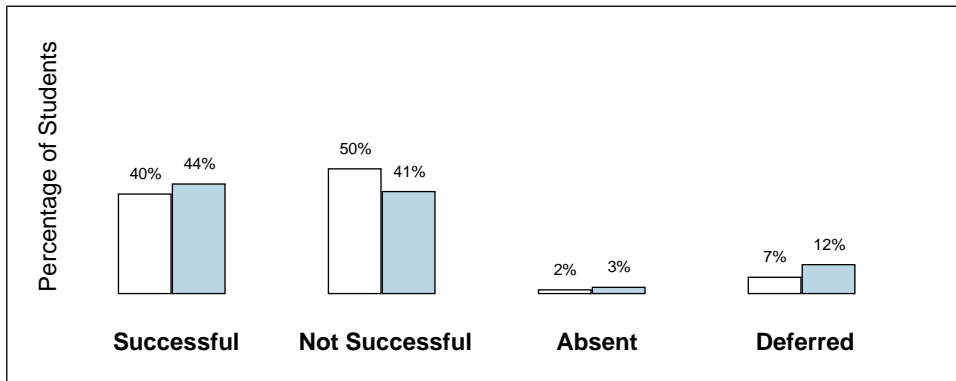
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

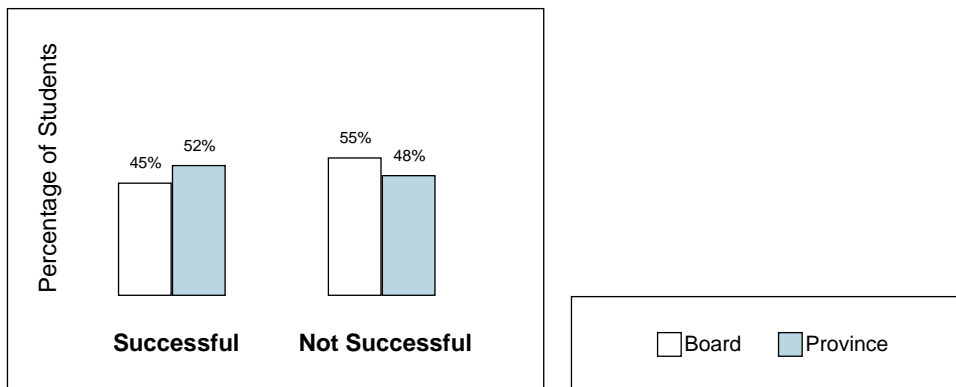
Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students					
	All			Fully Participating	
	Board # = 1 220	Province # = 25 432		Board # = 1 106	Province # = 21 630
Successful	493	40%	44%	45%	52%
Not Successful	613	50%	41%	55%	48%
Fully Participating	1 106	91%	85%		
Absent	27	2%	3%		
Deferred	87	7%	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)



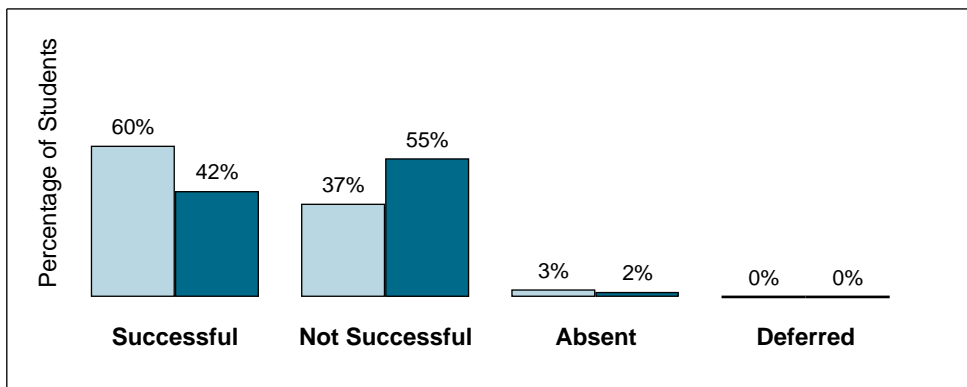
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

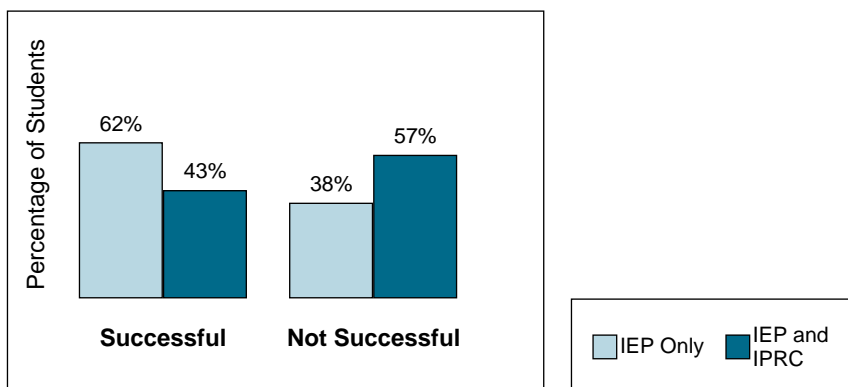
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 73		IEP and IPRC # = 1 047		IEP Only # = 71	IEP and IPRC # = 1 022
Successful	44	60%	442	42%	62%	43%
Not Successful	27	37%	580	55%	38%	57%
Fully Participating	71	97%	1 022	98%		
Absent	2	3%	25	2%		
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)



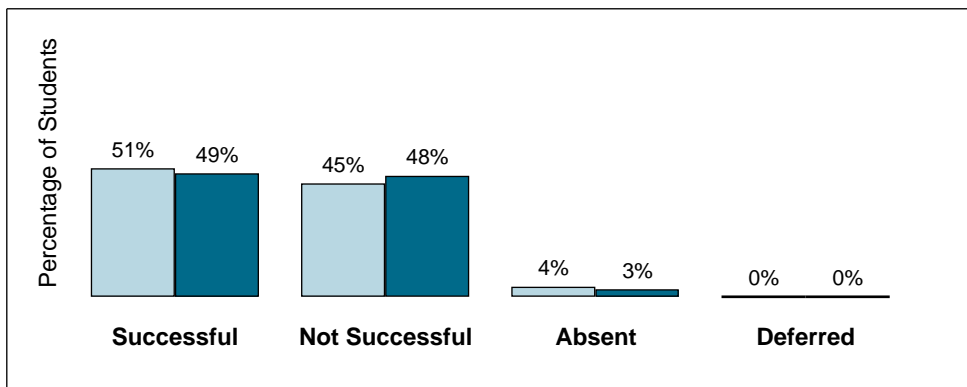
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

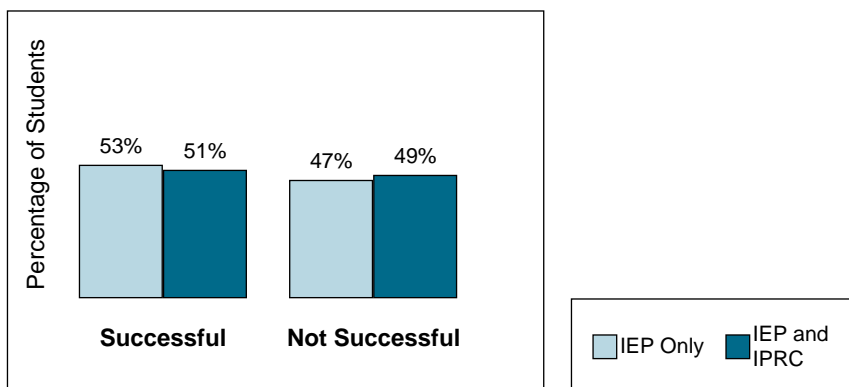
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

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)



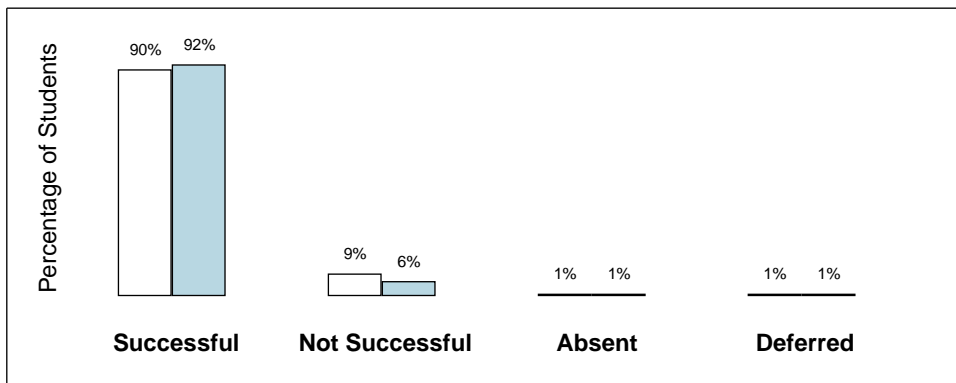
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

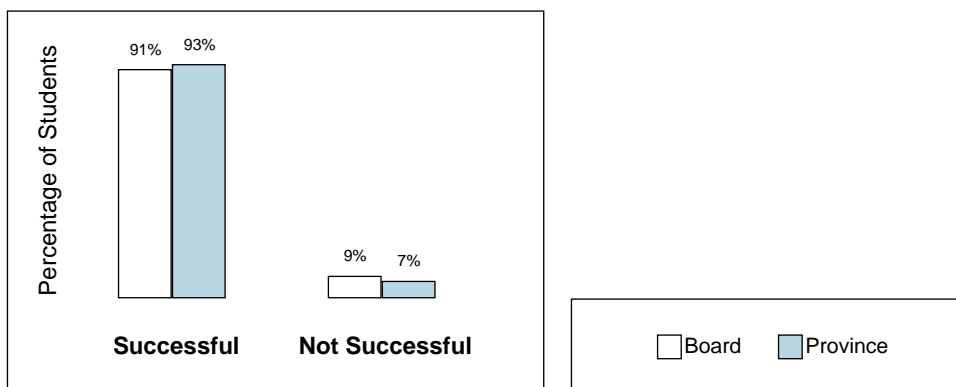
Results for Students Taking Academic English Course*

Results for Students Taking Academic English Course First-Time Eligible Students					
	All		Fully Participating		
	Board # = 7 845	Province # = 103 941	Board # = 7 754	Province # = 101 926	
Successful	7 069	90%	92%	91%	93%
Not Successful	685	9%	6%	9%	7%
Fully Participating	7 754	99%	98%		
Absent	45	1%	1%		
Deferred	46	1%	1%		

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



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



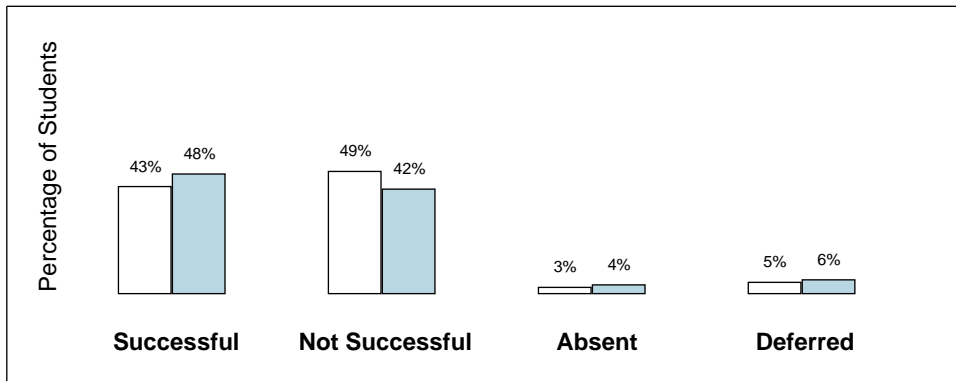
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

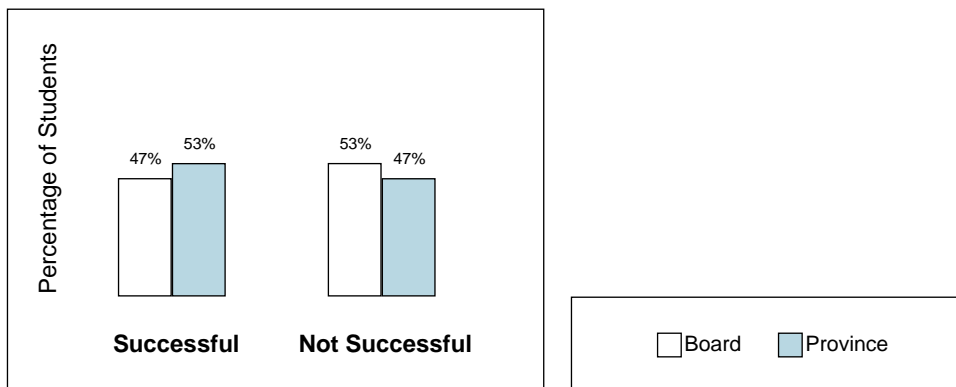
Results for Students Taking Applied English Course*

Results for Students Taking Applied English Course First-Time Eligible Students					
	All			Fully Participating	
	Board # = 1 630		Province # = 33 142	Board # = 1 495	Province # = 29 958
Successful	704	43%	48%	47%	53%
Not Successful	791	49%	42%	53%	47%
Fully Participating	1 495	92%	90%		
Absent	54	3%	4%		
Deferred	81	5%	6%		

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



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



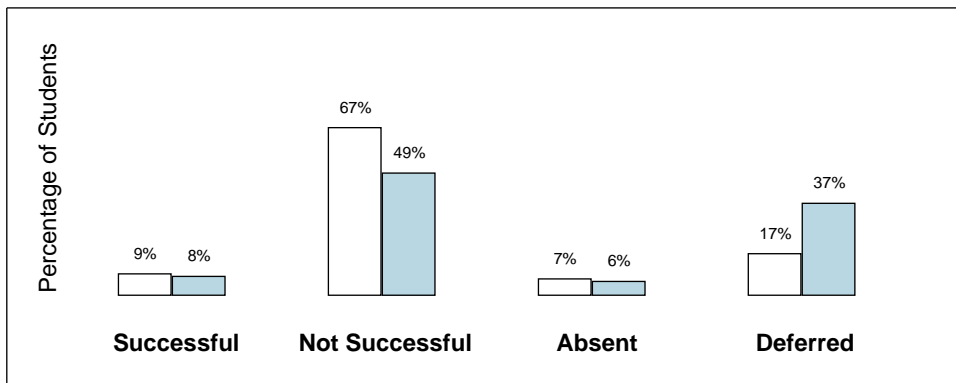
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

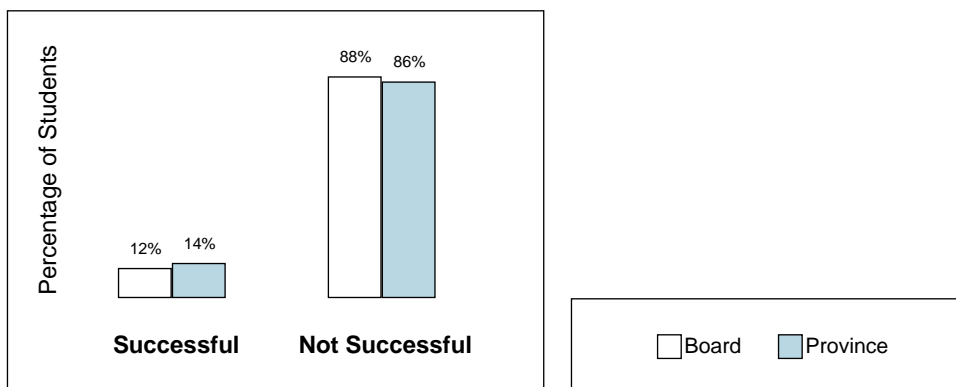
Results for Students Taking Locally Developed English Course*

Results for Students Taking Locally Developed English Course First-Time Eligible Students					
	All		Fully Participating		
	Board # = 328	Province # = 4 937	Board # = 250	Province # = 2 804	
Successful	29	9%	8%	12%	14%
Not Successful	221	67%	49%	88%	86%
Fully Participating	250	76%	57%		
Absent	22	7%	6%		
Deferred	56	17%	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



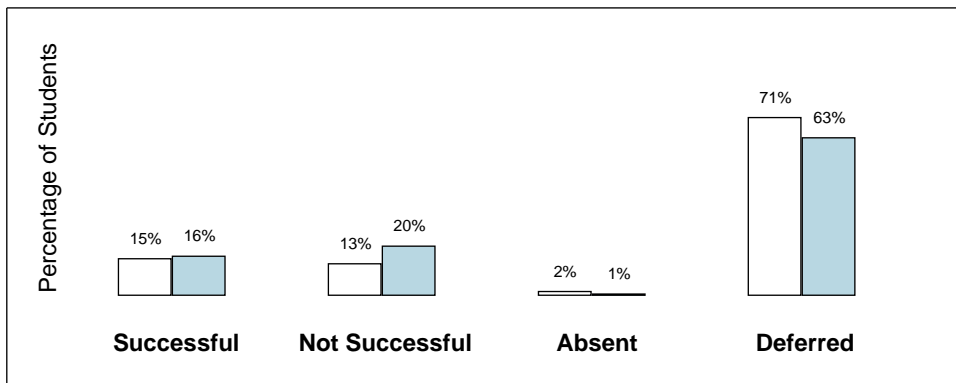
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Ontario Secondary School Literacy Test, March 2012, First-Time Eligible Students

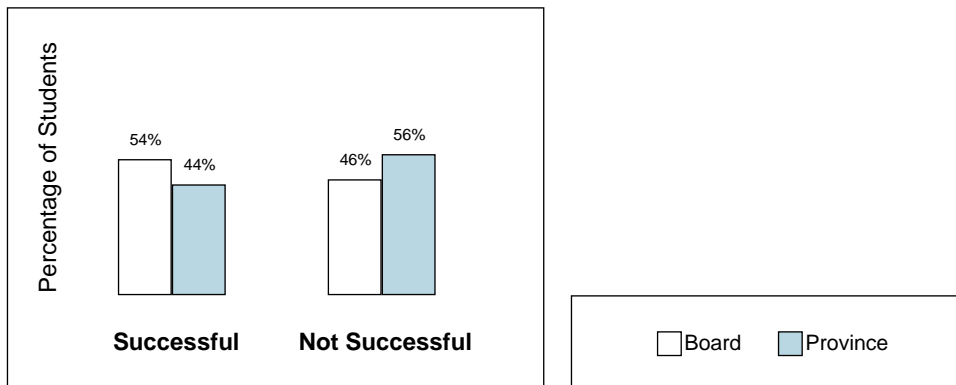
Results for Students Taking ESL/ELD Course*

Results for Students Taking ESL/ELD Course First-Time Eligible Students					
	All			Fully Participating	
	Board # = 297		Province # = 3 297	Board # = 82	Province # = 1 184
Successful	44	15%	16%	54%	44%
Not Successful	38	13%	20%	46%	56%
Fully Participating	82	28%	36%		
Absent	5	2%	1%		
Deferred	210	71%	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	9 981	10 010	10 293	10 060	10 118	
Number of schools with first-time eligible students	42	44	37	38	38	
Number of students who were exempted	77	104	81	90	38	
Participation in the Test						
Of all first-time eligible students, those who participated fully in the assessment	94%	95%	96%	96%	95%	
Of all first-time eligible students, those who were absent	2%	2%	1%	1%	1%	
Of all first-time eligible students, those who were deferred	3%	3%	3%	3%	4%	
Gender[†] Based on number of first-time eligible students						
Female	48%	47%	48%	48%	48%	
Male	52%	53%	52%	52%	52%	
Gender not specified	<1%	<1%	0%	0%	<1%	
Student Status[†] Based on number of first-time eligible students						
English language learners*	4%	3%	4%	4%	9%	
English language learners receiving special provisions**	2%	2%	2%	2%	7%	
Students with special education needs (excluding gifted)*	14%	12%	12%	13%	12%	
Students with special education needs receiving accommodations (excluding gifted)**	11%	11%	11%	12%	11%	
Course Type in English[†] Based on number of first-time eligible students						
Academic	75%	74%	77%	77%	78%	
Applied	17%	17%	17%	17%	16%	
Locally developed	4%	4%	3%	3%	3%	
ESL/ELD	4%	3%	3%	3%	3%	
Other	<1%	1%	<1%	<1%	<1%	
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:	9 314	9 367	9 767	9 467	9 470
First language learned at home was other than English	41%	41%	43%	43%	43%	
Speak only or mostly English at home	60%	59%	57%	57%	55%	
Speak another language (or other languages) as often as English at home	30%	31%	32%	33%	34%	
Speak only or mostly another language (or other languages) at home	10%	10%	10%	10%	10%	

[†] 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.

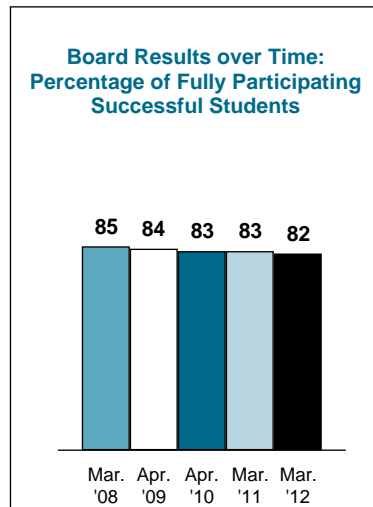
* See Explanation of Terms.

** Percentages are based on fully participating students.

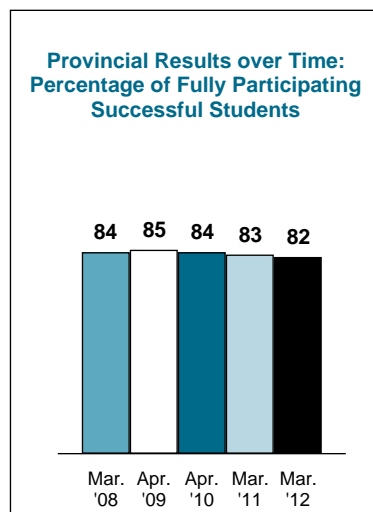
^{††} Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

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>	9 981		10 010		10 293		10 060		10 118	
Successful (all)	7 967	80%	7 999	80%	8 152	79%	7 977	79%	7 855	78%
Not Successful	1 454	15%	1 498	15%	1 705	17%	1 650	16%	1 739	17%
Fully Participating	9 421	94%	9 497	95%	9 857	96%	9 627	96%	9 594	95%
Absent	228	2%	205	2%	144	1%	149	1%	127	1%
Deferred	332	3%	308	3%	292	3%	284	3%	397	4%
Fully Participating Successful	7 967	85%	7 999	84%	8 152	83%	7 977	83%	7 855	82%



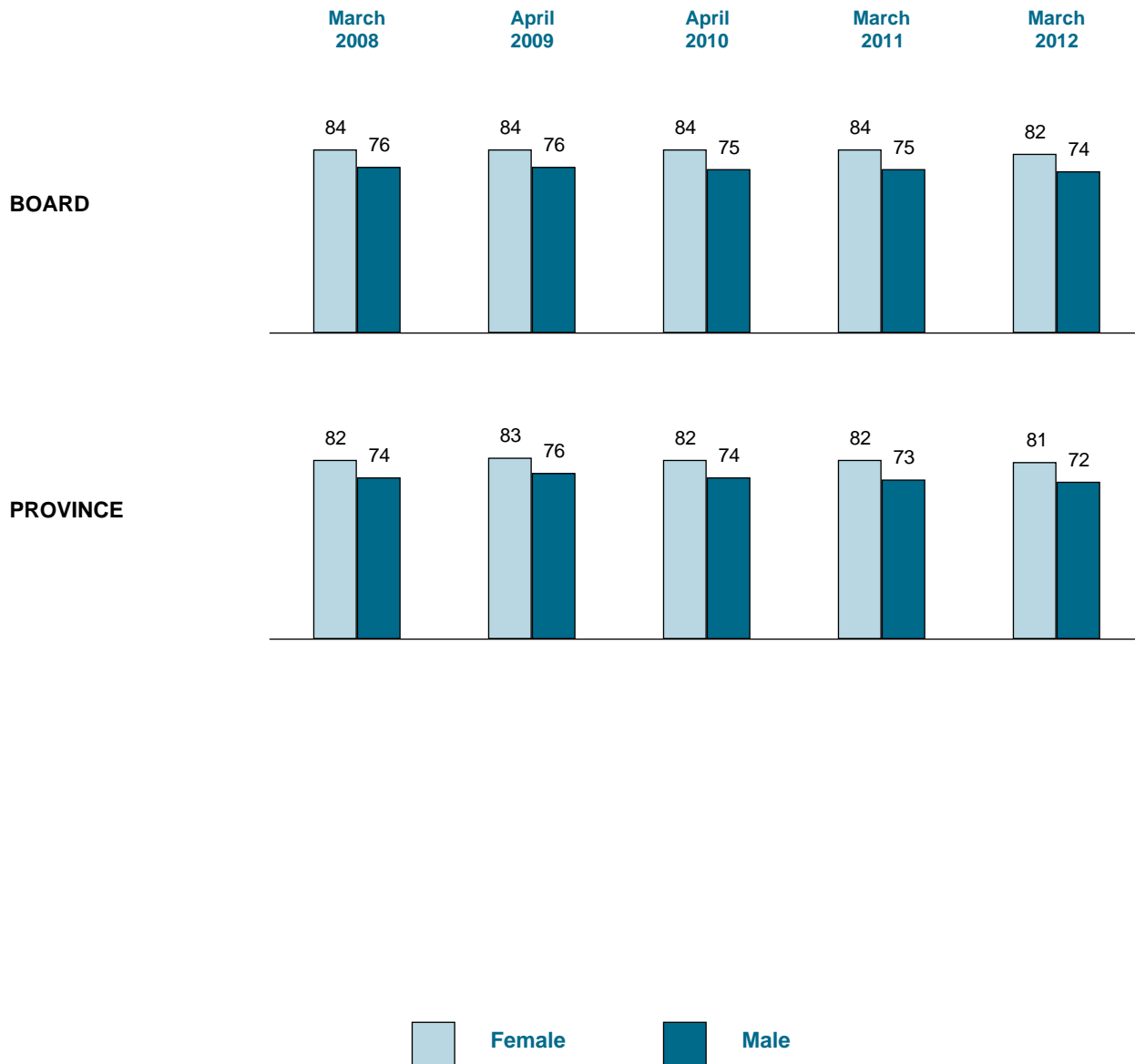
Provincial Results over Time*										
	March 2008		April 2009		April 2010		March 2011		March 2012	
<i>All Students</i>	156 151		152 830		153 490		153 635		147 306	
Successful (all)	122 324	78%	120 776	79%	120 218	78%	118 961	77%	112 717	77%
Not Successful	23 279	15%	21 618	14%	22 737	15%	24 285	16%	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%



* 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

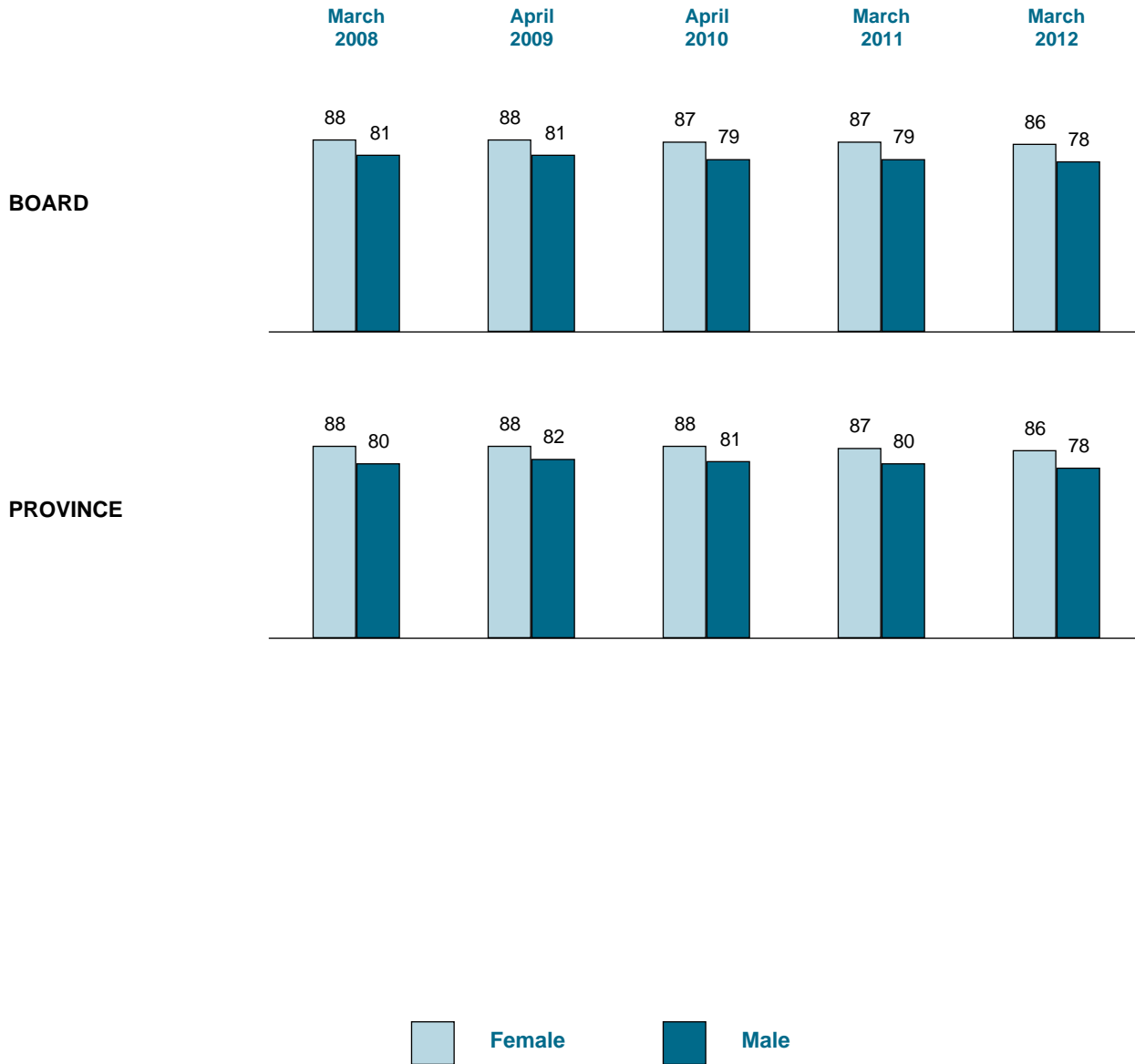
Number of First-Time Eligible Students†

	March 2008		April 2009		April 2010		March 2011		March 2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	4 768	5 212	4 694	5 315	4 916	5 377	4 866	5 194	4 824	5 293
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**

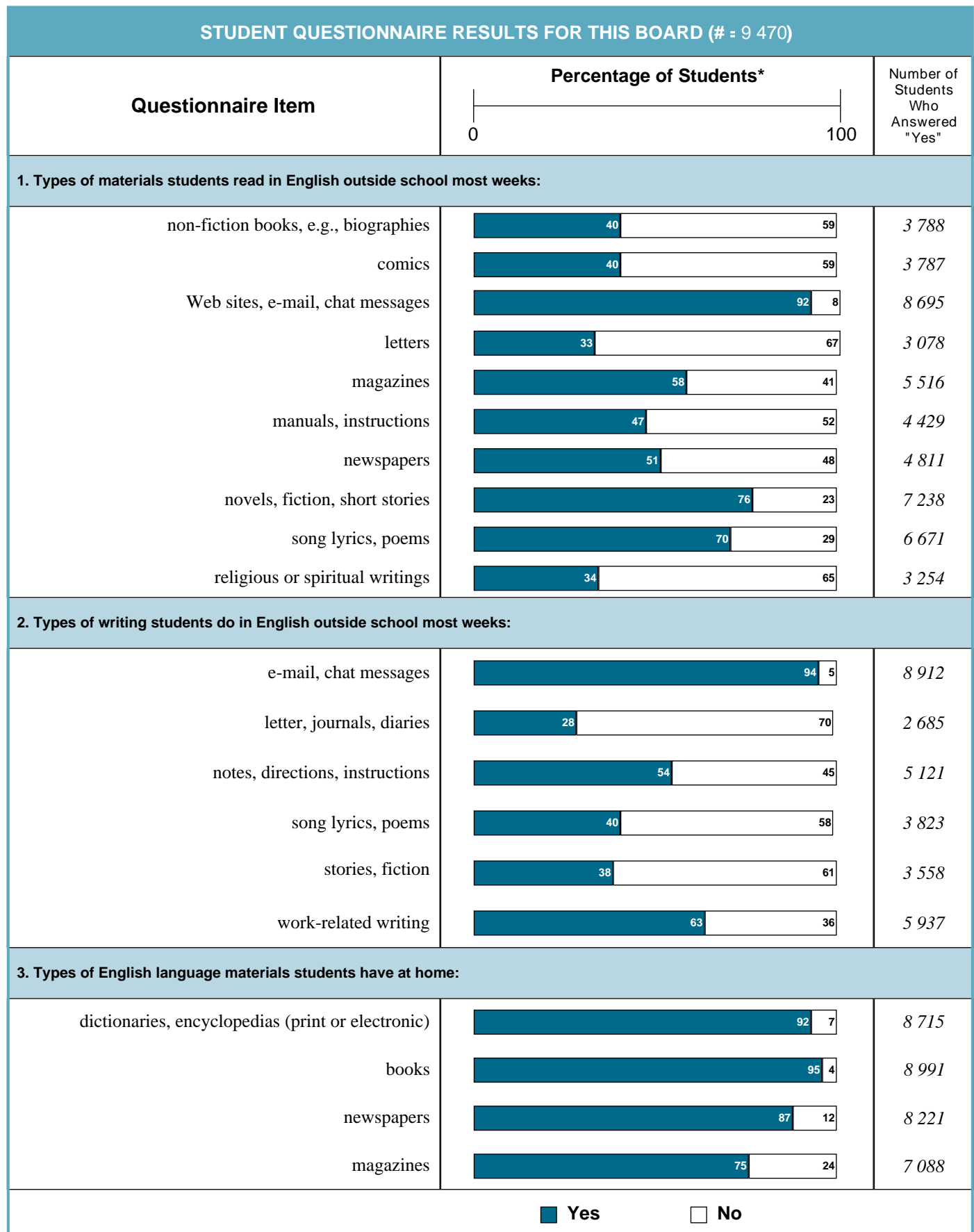


Number of Fully Participating First-Time Eligible Students‡

	March 2008		April 2009		April 2010		March 2011		March 2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	4 543	4 877	4 498	4 998	4 742	5 115	4 711	4 916	4 616	4 977
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 (# = 9 470)		
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	26	2 473
more than one hour but less than three hours	34	3 176
more than three hours but less than five hours	20	1 915
five hours or more	20	1 856
5. Number of hours a week students write in English outside school, not including homework:		
one hour or less	35	3 297
more than one hour but less than three hours	35	3 311
more than three hours but less than five hours	16	1 561
five hours or more	13	1 219
6. How often students use a computer at home for homework:		
don't have a computer at home	1	121
never or hardly ever use a computer for homework	5	438
use a computer once or twice a month for homework	10	930
use a computer once or twice a week for homework	36	3 409
use a computer almost every day for homework	48	4 549
7. First language students learned at home was English:		
yes	56	5 330
no	43	4 117
8. Language(s) students speak at home:		
only or mostly English	55	5 243
another language (or other languages) as often as English	34	3 203
only or mostly another language (or other languages)	10	954

* 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 (#= 9 470)	Female* (#= 4 571)	Male* (#= 4 898)	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.	48%	50%	46%	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	40%	37%	43%	36%	33%	39%
comics	40%	33%	47%	34%	27%	41%
Web sites, e-mail, chat messages	92%	93%	90%	91%	93%	88%
letters	33%	35%	30%	30%	33%	28%
magazines	58%	69%	48%	61%	72%	50%
manuals, instructions	47%	38%	55%	40%	29%	50%
newspapers	51%	50%	52%	44%	41%	46%
novels, fiction, short stories	76%	86%	67%	71%	82%	60%
song lyrics, poems	70%	82%	60%	67%	79%	56%
religious or spiritual writings	34%	35%	34%	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.	40%	45%	35%	38%	43%	32%
Percentage of students indicating that they have the following English language materials at home:						
dictionaries, encyclopedias (print or electronic)	92%	94%	90%	89%	90%	87%
books	95%	97%	93%	94%	96%	92%
newspapers	87%	88%	86%	81%	82%	80%
magazines	75%	80%	70%	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%	96%	92%	93%	95%	91%
letters, journals, diaries	28%	41%	16%	27%	39%	14%
notes, directions, instructions	54%	57%	51%	47%	50%	45%
song lyrics, poems	40%	47%	35%	39%	46%	32%
stories, fiction	38%	43%	33%	32%	38%	27%
work-related writing	63%	64%	62%	53%	53%	53%
Percentage of students indicating that they write in English outside school, not including homework, for						
more than three hours a week.	29%	32%	27%	25%	27%	22%
Percentage of students indicating that the first language they learned at home was						
other than English.	43%	43%	44%	23%	23%	22%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	55%	57%	54%	74%	75%	74%
another language (or other languages) as often as English	34%	35%	33%	18%	19%	17%
only or mostly another language (or other languages)	10%	8%	12%	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.