

Ontario Student Achievement



EQAO's Provincial Report on the Results of the 2006–2007 Ontario Secondary School Literacy Test

Education Quality and
Accountability Office



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on the Results of the 2006–2007

Ontario Secondary School Literacy Test

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Message from the Chair

In an age driven by knowledge and ideas, where success belongs to those who possess information, imagination, creativity and the ability to communicate ideas effectively, literacy for every student must be at the heart of our public education mandate. The future success of our students is directly linked to their ability to communicate ideas to the world and, in turn, their ability to absorb, process and comprehend the information coming at them from a multitude of sources.

It is within this context that the Education Quality and Accountability Office (EQAO) is pleased to publish its sixth report outlining student achievement on the Ontario Secondary School Literacy Test (OSSLT). This year, the percentage of students who have met the standard for literacy at the end of Grade 9 has held steady at 84%. This year's results demonstrate that the years of collective focus on literacy for young people is yielding consistent results. The results from this year's testing are not only meaningful to the current cohort of students, but also to those who follow. Province-wide testing has contributed to an ongoing cycle of learning, as the results from one year inform the focus, resources and improvement planning for the next.

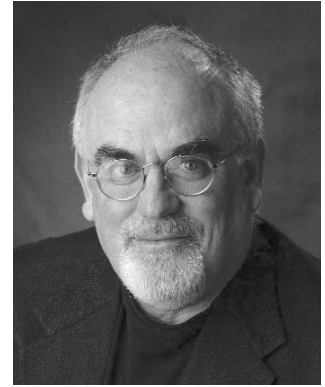
Since the literacy test was introduced, we've come to see how information gathered from the OSSLT empowers educators. The data from this test will continue to act as a tool for identifying areas that require greater attention. The data drive improvement strategies across the public education system and help support education where it matters most—in the classroom.

With now more than a decade of experience, EQAO has established itself as a leader in large-scale assessment programs. The OSSLT itself continues to provide a clear window of accountability to parents and taxpayers by providing a snapshot of student learning in every publicly funded school and school board in the province.

We are proud to play a supportive role in Ontario education by offering an independent gauge of student achievement according to a defined standard. As an arm's-length agency of the government, EQAO and its assessments are counted upon to provide objective results that are directly linked to curriculum expectations. The success of students is due to the tireless work and concerted efforts of teachers, school and school board administrators, and public policy makers. At EQAO, we support the ongoing commitment to the success of every student through timely, reliable and helpful feedback.



Charles E. Pascal
Chair, Board of Directors



Charles E. Pascal
Chair, Board of Directors

Message from the CEO

On behalf of EQAO, I'm pleased to present the results of the 2006–2007 OSSLT. This test measures whether students are meeting the standard for literacy across all subjects to the end of Grade 9 according to the expectations defined in *The Ontario Curriculum*. It was administered to 176 124 secondary-school students across the province on March 29, 2007.

In the following pages, we track student achievement over time and provide important contextual information, a summary of findings and strategies for learning. Reliable year-to-year comparisons allow us to determine the degree of progress and effectiveness of improvement plans put into place at the provincial and local levels. While the provincial success rate for students remained constant this year at 84%, we observe that over the past five years, the performance of

- female students improved from 75% in 2002 to 87% in 2007;
- male students improved from 68% in 2002 to 80%;
- English as a second language and English literacy development learners has reached a new high of 52%, an increase of 18 percentage points;
- students with special needs (excluding gifted) has improved by 16 percentage points to 53%;
- students in academic English courses improved by 10 percentage points to 95% and
- students in applied English courses increased from 38 to 62%.

This report is a rich source of data and information for parents, educators, policy-makers, researchers, taxpayers and all others who seek clear indicators of student achievement in our publicly funded education system. But data are valuable only if they move us to action. The value of this report goes beyond the information contained in its pages and takes on a higher purpose as the impetus for analysis, discussion and concrete steps toward improvement. Clearly there is more work to do to support those young people who have not grasped the basic literacy skills so essential for a successful future. We must continue to focus our collective attention on addressing this issue, and the data contained in this report will help contribute to related conversations.

As educators, we are committed to creating environments in which students can strive and thrive. In this report, we are pleased to profile the stories of 12 schools that represent hundreds of others from across the province. These schools are prime examples of learning communities that have embraced the valuable information generated through province-wide testing. Each school discusses what the data from the testing and other sources have taught them about their students and the innovative approaches they're using to address their challenges.

We present these stories as a way of celebrating the fine work of these schools and as a source of ideas and inspiration for other schools across Ontario. It is through the dedication and engagement of exemplary educators such as those in the profiled schools that Ontario's public education system will move closer to its goal of providing equity and excellence for every student.

Sincerely,



Marguerite Jackson
Chief Executive Officer



Marguerite Jackson
Chief Executive Officer

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Results at a Glance: First-Time Eligible Students

The following tables and graphs provide the overall results for March 2007 plus comparisons over time for English-language students in publicly funded schools. The first set

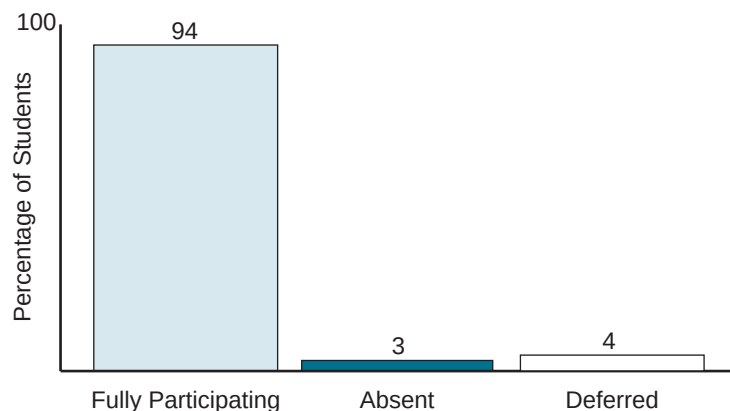
of tables provides results for first-time eligible students. Please note that definitions of terms may be found in the Explanation of Terms in the appendices.

Student Participation and Success Rates, March 2007

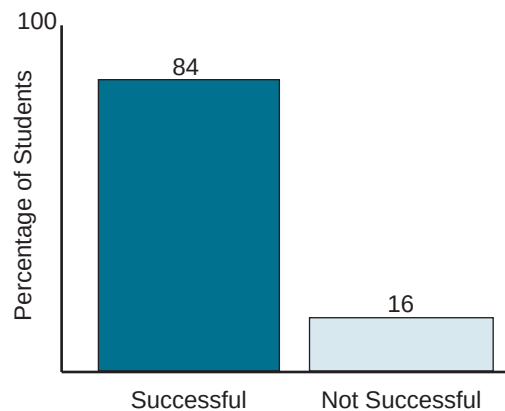
Overall Results*

	ALL STUDENTS # = 155 906		FULLY PARTICIPATING STUDENTS # = 146 173	
SUCCESSFUL	122 475	79%	122 475	84%
NOT SUCCESSFUL	23 698	15%	23 698	16%
OVERALL PARTICIPATION RATE	146 173	94%		
ABSENT	3 932	3%		
DEFERRED	5 801	4%		

Participation:
All Students, 2007



Results:
Fully Participating Students, 2007



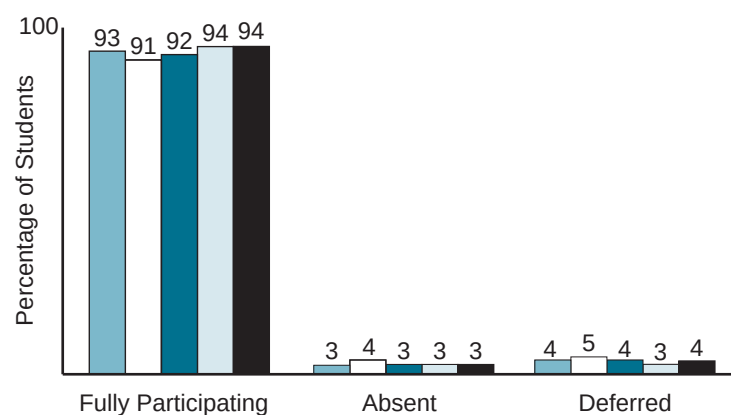
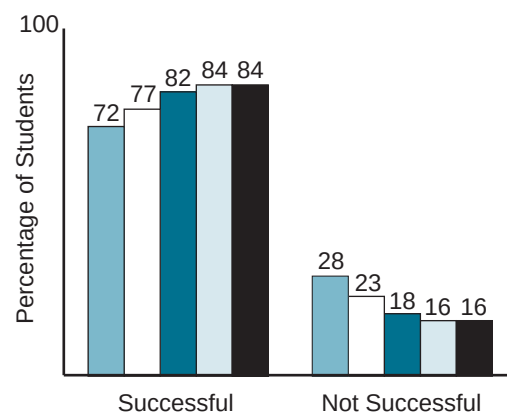
*Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

- Of all students eligible to write the OSSLT for the first time in 2007, 94% participated.
- 84% of fully participating first-time eligible students successfully completed the test.

Results over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Oct. 2002 # = 146 539	Oct. 2003 # = 157 464	Oct. 2004 # = 160 088	Mar. 2006 # = 158 817	Mar. 2007 # = 155 906	Oct. 2002 # = 136 028	Oct. 2003 # = 143 025	Oct. 2004 # = 147 781	Mar. 2006 # = 149 098	Mar. 2007 # = 146 173
SUCCESSFUL	67%	70%	76%	79%	79%	72%	77%	82%	84%	84%
NOT SUCCESSFUL	26%	21%	16%	15%	15%	28%	23%	18%	16%	16%
OVERALL PARTICIPATION RATE	93%	91%	92%	94%	94%					
ABSENT	3%	4%	3%	3%	3%					
DEFERRED	4%	5%	4%	3%	4%					

Participation over Time:
All StudentsResults over Time:
Fully Participating Students

■ October 2002 □ October 2003 ■ October 2004 □ March 2006 ■ March 2007

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

Observations

- In March 2007, the number of first-time eligible students declined to 155 906 from the March 2006 total of 158 817. The peak was 160 088 in October 2004.
- The overall participation rate for first-time eligible students remained high at 94% in March 2007, a rate identical to that of the previous year.
- The percentage of fully participating first-time eligible students successfully completing the OSSLT in March 2007 also remained identical to that in 2006, at 84%.
- The percentages of first-time eligible students absent and deferred for the March 2007 test, 3 and 4% respectively, were similar to those in previous years.

Results at a Glance: Previously Eligible Students

Student Participation and Success Rates, March 2007*

Overall Results

	ALL STUDENTS # = 47 670		FULLY PARTICIPATING STUDENTS # = 29 951	
SUCCESSFUL	15 125	32%	15 125	50%
NOT SUCCESSFUL	14 826	31%	14 826	50%
OVERALL PARTICIPATION RATE	29 951	63%		
ABSENT	4 731	10%		
DEFERRED	3 929	8%		
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	9 059	19%		

Results over Time‡

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Oct. 2002 # = 37 242	Oct. 2003 # = 56 034	Oct. 2004 # = 51 907	Mar. 2006 # = 46 465	Mar. 2007 # = 47 670	Oct. 2002 # = 33 308	Oct. 2003 # = 46 095	Oct. 2004 # = 38 628	Mar. 2006 # = 32 352	Mar. 2007 # = 29 951
SUCCESSFUL	43%	50%	46%	38%	32%	48%	61%	62%	55%	50%
NOT SUCCESSFUL	46%	32%	28%	32%	31%	52%	39%	38%	45%	50%
OVERALL PARTICIPATION RATE	89%	82%	74%	70%	63%					
ABSENT	6%	9%	12%	11%	10%					
DEFERRED	5%	1%	4%	5%	8%					
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	n/a§	7%	10%	15%	19%					

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

†See Explanation of Terms.

‡Since the demographic nature of the previously eligible student population varies from year to year (e.g., in the proportion of ESL/ELD learners and students with special needs, and the number of times students have attempted the test), caution must be used in interpreting these data.

§Data not available.

Observations

- The overall participation rate for previously eligible students declined for the fifth year in a row. This was mostly the result of an increase in the percentage of students opting to take the Ontario Secondary School Literacy Course (OSSLC) and an increase in deferral rates.
- There was a five-percentage-point decrease in the number of fully participating previously eligible students successfully completing the OSSLT (from 55% in March 2006 to 50% in March 2007).
- Although rates of student absence have declined over the past two years, the overall deferral rate for previously eligible students has increased markedly, from 1% of the previously eligible population in 2003 to 8% in 2007.

Detailed Results: First-Time Eligible Students

Student Participation Rates by Student Characteristic, March 2007

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT ONE OR BOTH SESSIONS	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER*					
Female	76 252	49%	3%	3%	94%
Male	79 638	51%	3%	4%	93%
STUDENT STATUS*					
ESL/ELD Learners†	5 684	4%	2%	37%	60%
Special Needs (Excluding Gifted)†	22 052	14%	4%	8%	88%
LEVEL OF STUDY IN ENGLISH*					
Academic	102 911	66%	1%	1%	98%
Applied	39 564	25%	5%	3%	92%
Locally Developed	6 160	4%	8%	24%	68%

*Demographic information is provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported.

†See Explanation of Terms.

Observations

- The highest deferral rates were for ESL/ELD learners and students in locally developed English courses.
- 88% of students with special needs (excluding gifted) fully participated in the OSSLT.

Contextual Information for First-Time Eligible Students: An Examination over Time

The information below provides a context for interpreting the province-wide results over time. These data are derived from information provided by the school and from the Student Questionnaire (completed by the student).

DEMOGRAPHIC INFORMATION	OCTOBER 2002	OCTOBER 2003	OCTOBER 2004	MARCH 2006	MARCH 2007
ALL FIRST-TIME ELIGIBLE STUDENTS	146 539	157 464	160 088	158 817	155 906
GENDER*					
Female	48%	48%	48%	49%	49%
Male	50%	51%	51%	51%	51%
Gender Not Specified	1%	2%	1%	<1%	<1%
STUDENT STATUS*					
ESL/ELD Learners [†]	4% [§]	5% [§]	4%	4%	4%
Students with Special Needs (Excluding Gifted) [†]	12%	13%	12%	14%	14%
Students with Special Needs (Excluding Gifted) Receiving Accommodations ^{†‡}	10%	10%	11%	11%	12%
LEVEL OF STUDY IN ENGLISH*					
Academic	69%	64%	63%	64%	66%
Applied	23%	26%	26%	25%	25%
Locally Developed	4%	3%	3%	3%	4%
PARTICIPATION IN THE TEST					
Fully Participating First-Time Eligible Students	136 028	143 025	147 781	149 098	146 173
	93%	91%	92%	94%	94%
Fully Participating Students with Special Needs (Excluding Gifted) Who Received One or More Accommodations	10%	11%	11%	11%	12%
Fully Participating ESL/ELD Learners Who Received One or More Special Provisions	1%	2%	3%	2%	2%
Students Who Were Exempted	1637	2253	2102	1617	1875

*Demographic information is provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not reported.

†See Explanation of Terms.

‡Percentages are based on fully participating students.

§The definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners."

DEMOGRAPHIC INFORMATION (CONTINUED)	OCTOBER 2002	OCTOBER 2003	OCTOBER 2004	MARCH 2006	MARCH 2007
ALL FIRST-TIME ELIGIBLE STUDENTS	146 539	157 464	160 088	158 817	155 906
LANGUAGE SPOKEN AT HOME*					
First Language Learned at Home Was Other Than English	n/a [†]	24%	22%	23%	22%
Speak Only or Mostly English at Home		75%	76%	76%	77%
Speak Another Language (or Languages) as Often as English at Home		17%	15%	16%	16%
Speak Only or Mostly Another Language (or Languages) at Home		8%	8%	8%	7%

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

†Data not available.

Observations

- The percentages of the general student population that are first-time eligible ESL/ELD learners and students in academic, applied and locally developed English courses have remained stable over the past three years.
- The percentage of first-time eligible students with special needs (excluding gifted) receiving accommodations increased to 12% of the population, continuing an upward trend since October 2002.
- The overall number of students who were exempted increased from March 2006 to March 2007 but remained smaller than in its peak year, 2003.
- 22% of first-time eligible students' first language learned at home was not English, but over three-quarters (77%) speak only or mostly English at home. The proportion of the student population whose first language or home language is English and the proportion who speak another language have been generally stable over the past five years.

STUDENT QUESTIONNAIRE	OCTOBER 2002		OCTOBER 2003		OCTOBER 2004		MARCH 2006		MARCH 2007	
NUMBER OF COMPLETED QUESTIONNAIRES	Female* # = 69 981	Male* # = 72 000	Female* # = 70 374	Male* # = 71 801	Female* # = 71 922	Male* # = 74 086	Female* # = 72 502	Male* # = 74 959	Female* # = 71 725	Male* # = 73 624
STUDENT QUESTIONNAIRE: READING										
Percentage of first-time eligible students indicating that										
they read English outside school for more than three hours a week (not counting homework).	40%	33%	39%	31%	39%	30%	47%	36%	44%	34%
they read the following kinds of material in English outside school most weeks:										
Non-fiction books, e.g., biographies	20%	18%	25%	23%	27%	25%	37%	36%	34%	35%
Comics	28%	35%	30%	37%	26%	33%	37%	45%	34%	43%
Web sites, e-mail, chat messages	80%	74%	83%	75%	80%	72%	94%	90%	95%	90%
Letters	44%	17%	42%	19%	36%	17%	55%	38%	50%	38%
Magazines	81%	64%	82%	65%	83%	64%	87%	70%	86%	67%
Manuals, instructions	10%	25%	15%	27%	13%	27%	34%	52%	33%	52%
Newspapers	44%	50%	42%	48%	41%	46%	54%	58%	53%	58%
Novels, short stories, other fiction	64%	42%	66%	46%	68%	46%	80%	57%	78%	56%
Song lyrics, poems	47%	22%	55%	28%	62%	37%	77%	51%	76%	51%
Religious or spiritual writings	14%	11%	16%	12%	15%	12%	23%	20%	22%	19%
STUDENT QUESTIONNAIRE: WRITING										
Percentage of first-time eligible students indicating that										
they write in English outside school for more than three hours a week (not counting homework).	34%	25%	31%	23%	33%	24%	38%	27%	36%	27%
they do the following types of writing in English outside school most weeks:										
E-mail, chat messages	88%	82%	92%	87%	91%	86%	95%	90%	96%	91%
Letters, journals, diaries	58%	11%	58%	14%	55%	13%	56%	15%	50%	14%
Notes, directions, instructions	46%	28%	39%	29%	39%	28%	50%	42%	49%	43%
Song lyrics, poems	32%	19%	39%	25%	41%	24%	48%	32%	45%	31%
Stories, fiction	15%	11%	20%	15%	22%	15%	32%	25%	32%	24%
Work-related writing	21%	22%	35%	35%	37%	37%	51%	50%	50%	50%

* Includes only students for whom gender data were available.

STUDENT QUESTIONNAIRE (CONTINUED)	OCTOBER 2002		OCTOBER 2003		OCTOBER 2004		MARCH 2006		MARCH 2007	
NUMBER OF COMPLETED QUESTIONNAIRES	Female* # = 69 981	Male* # = 72 000	Female* # = 70 374	Male* # = 71 801	Female* # = 71 922	Male* # = 74 086	Female* # = 72 502	Male* # = 74 959	Female* # = 71 725	Male* # = 73 624
STUDENT QUESTIONNAIRE: LANGUAGE RESOURCES AT HOME										
Percentage of first-time eligible students indicating that they have the following English-language materials at home:										
Dictionaries, encyclopedias (print or electronic)	This question was not asked.				90%	85%	94%	92%	94%	91%
Books					92%	86%	97%	93%	97%	93%
Newspapers					82%	78%	88%	87%	88%	87%
Magazines					87%	79%	92%	86%	92%	85%

* Includes only students for whom gender data were available.

Observations

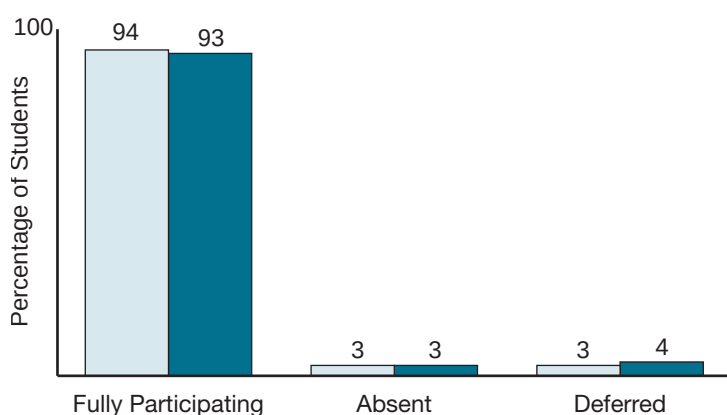
- The percentage of students who reported reading outside school for more than three hours a week (not counting homework) declined by three percentage points for female students to 44% of the population and by two percentage points for male students to 34% of the population.
- More females than males have reported high levels of extracurricular reading in each of the past five years.
- Overall adolescent reading preferences have remained consistent with those of past years. Online materials (Web sites, e-mail, chat messages) and magazines are the types of reading materials favoured by fully participating first-time eligible students of both genders.
- Although there was a slight decrease for females from March 2006, the percentages of first-time eligible males and females who indicate they write in English outside school for more than three hours a week (not counting homework) have remained relatively stable over the past five years.
- A larger percentage of females than males indicated they write each type of writing covered by the student questionnaire, outside school (except for work-related writing).
- As in previous years, the most frequently reported type of writing outside school for fully participating first-time eligible students of both genders was e-mail messages and chat-room conversations.
- Generally, more females than males indicated accessibility in the home to dictionaries, encyclopedias, books, newspapers and magazines. This difference in perceptions has been evident over the past three years.

Results by Student Characteristic

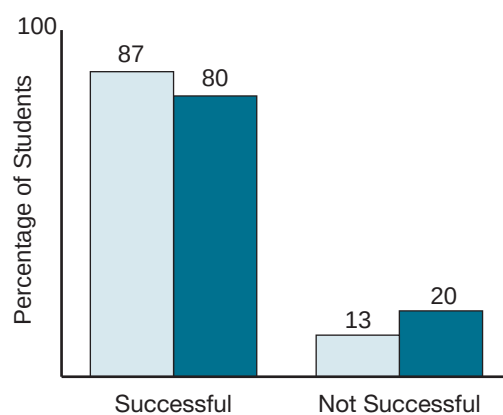
Results by Gender, March 2007^{*†}

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS			
	Female # = 76 252		Male # = 79 638		Female # = 72 031		Male # = 74 129	
SUCCESSFUL	62 935	83%	59 533	75%	62 935	87%	59 533	80%
NOT SUCCESSFUL	9 096	12%	14 596	18%	9 096	13%	14 596	20%
OVERALL PARTICIPATION RATE	72 031	94%	74 129	93%				
ABSENT	1 933	3%	1 996	3%				
DEFERRED	2 288	3%	3 513	4%				

Participation:
All Female and Male Students, 2007



Results:
Fully Participating Female and Male Students, 2007



□ Female ■ Male

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

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

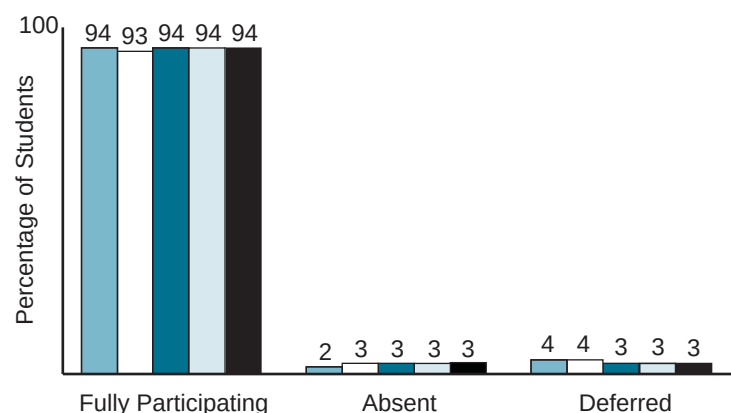
Observation

- A larger percentage of fully participating first-time eligible female (87%) than male (80%) students successfully completed the March 2007 OSSLT.

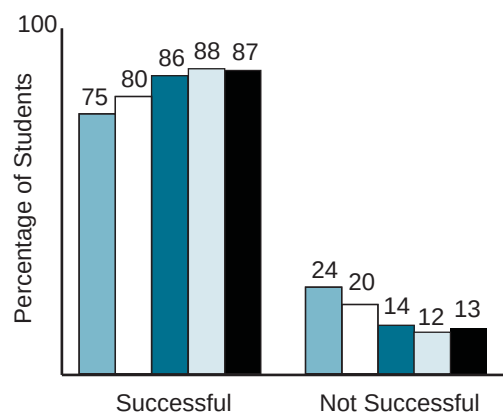
Results for Female Students over Time^{*†}

	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	Oct. 2002 # = 70 675	Oct. 2003 # = 75 023	Oct. 2004 # = 77 110	Mar. 2006 # = 77 358	Mar. 2007 # = 76 252	Oct. 2002 # = 66 527	Oct. 2003 # = 69 529	Oct. 2004 # = 72 296	Mar. 2006 # = 73 081	Mar. 2007 # = 72 031
SUCCESSFUL	71%	74%	81%	83%	83%	75%	80%	86%	88%	87% [‡]
NOT SUCCESSFUL	23%	19%	13%	11%	12%	24%	20%	14%	12%	13%
OVERALL PARTICIPATION RATE	94%	93%	94%	94%	94%					
ABSENT	2%	3%	3%	3%	3%					
DEFERRED	4%	4%	3%	3%	3%					

Participation:
All Female Students



Results over Time:
Fully Participating Female Students



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

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

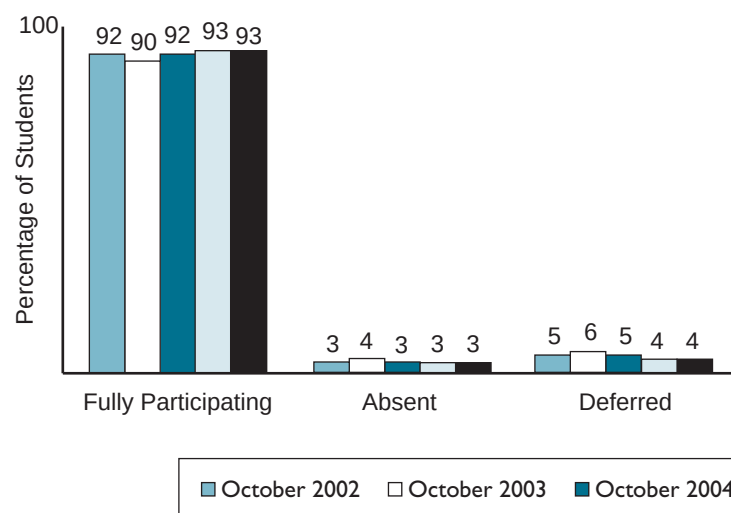
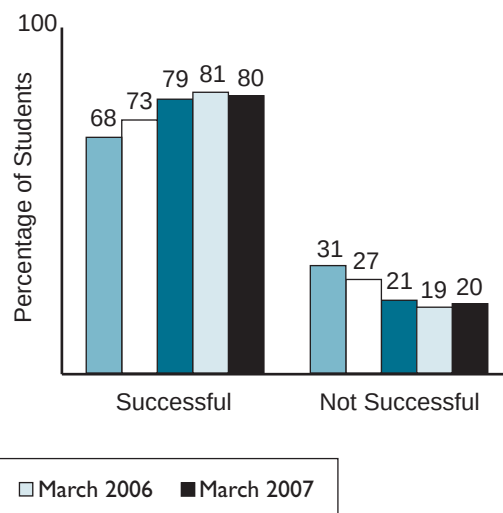
‡The slight decline in the female success rate between March 2006 and March 2007 was due to rounding.

Observations

- The participation rate for first-time eligible female students has remained consistent at 93–94% since October 2002.
- Over the past five years, the overall percentage of fully participating first-time eligible female students successfully completing the OSSLT has increased from 75% in 2002 to 87% in 2007.

Results for Male Students over Time^{*†}

	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	Oct. 2002 # = 73 999	Oct. 2003 # = 79 904	Oct. 2004 # = 81 469	Mar. 2006 # = 81 402	Mar. 2007 # = 79 638	Oct. 2002 # = 68 153	Oct. 2003 # = 71 961	Oct. 2004 # = 74 659	Mar. 2006 # = 75 966	Mar. 2007 # = 74 129
SUCCESSFUL	63%	66%	72%	75%	75%	68%	73%	79%	81%	80% [‡]
NOT SUCCESSFUL	29%	24%	19%	18%	18%	31%	27%	21%	19%	20%
OVERALL PARTICIPATION RATE	92%	90%	92%	93%	93%					
ABSENT	3%	4%	3%	3%	3%					
DEFERRED	5%	6%	5%	4%	4%					

Participation over Time:
All Male StudentsResults over Time:
Fully Participating Male Students

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

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

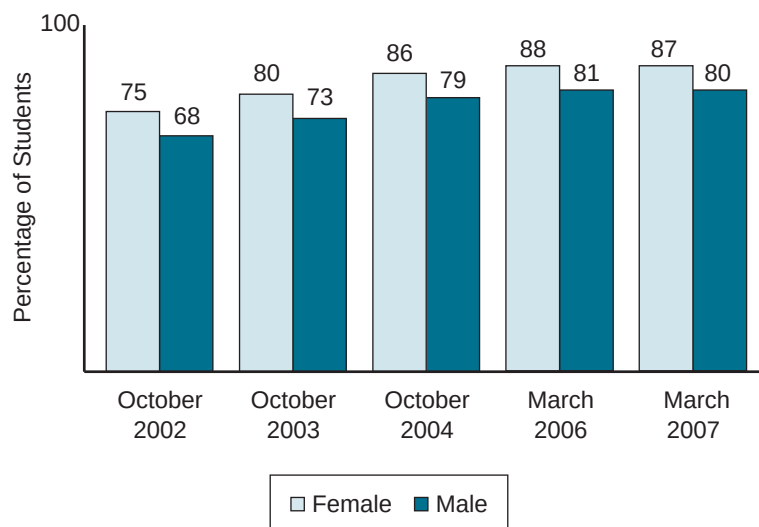
‡The slight decline in the male success rates between March 2006 and March 2007 was due to rounding.

Observations

- The participation rate for first-time eligible male students has remained relatively consistent at 90–93% over the past five years. However, over the past four administrations of the test, male-student deferrals have declined from 6% to 4%.
- Over the past five years, the percentage of fully participating first-time eligible male students successfully completing the OSSLT has increased from 68% in October 2002 to 80% in March 2007.

Results by Gender over Time*

Success Rates over Time: Fully Participating Female and Male Students



*Includes only students for whom gender data were available.

Observations

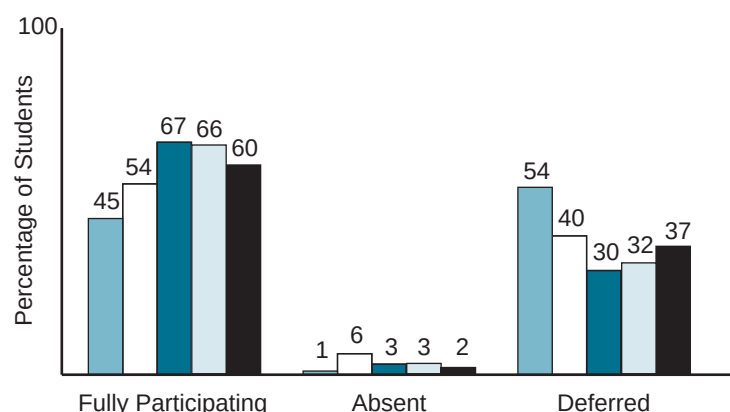
- Overall success rates for both males and females have increased by 12 percentage points between October 2002 and March 2007.
- The gender gap, in favour of females, has remained constant since October 2002.

Results by Student Status over Time

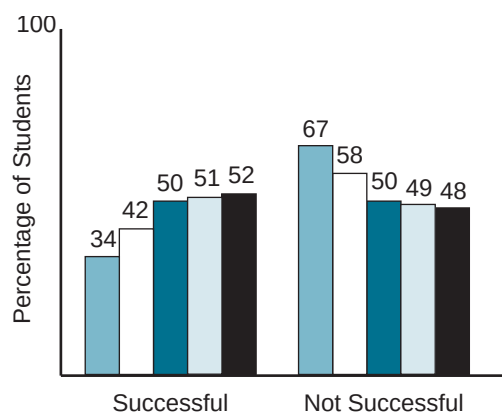
ESL/ELD Learners^{*†‡}

	ALL ESL/ELD LEARNERS					FULLY PARTICIPATING ESL/ELD LEARNERS				
	Oct. 2002 # = 5317	Oct. 2003 # = 8589	Oct. 2004 # = 7054	Mar. 2006 # = 6181	Mar. 2007 # = 5684	Oct. 2002 # = 2391	Oct. 2003 # = 4677	Oct. 2004 # = 4691	Mar. 2006 # = 4066	Mar. 2007 # = 3438
SUCCESSFUL	15%	23%	33%	34%	31%	34%	42%	50%	51%	52%
NOT SUCCESSFUL	29%	32%	33%	32%	29%	67%	58%	50%	49%	48%
OVERALL PARTICIPATION RATE	45%	54%	67%	66%	60%					
ABSENT	1%	6%	3%	3%	2%					
DEFERRED	54%	40%	30%	32%	37%					

**Participation over Time:
All ESL/ELD Learners**



**Results over Time:
Fully Participating ESL/ELD Learners**



■ October 2002 □ October 2003 ■ October 2004 □ March 2006 ■ March 2007

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

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

‡The definition for the ESL/ELD group changed in 2004 from "students enrolled in an ESL/ELD program" to "students designated as ESL/ELD learners."

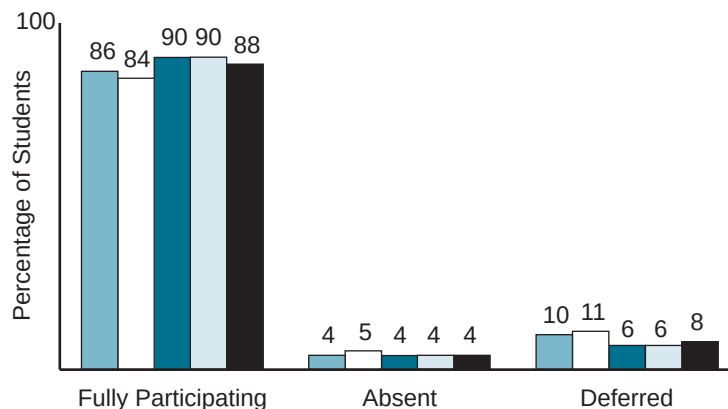
Observations

- There was a six-percentage-point drop to 60% in the participation rate for first-time eligible ESL/ELD learners between March 2006 and March 2007. The participation rate for this group of students remained high in comparison to those in October 2002 and October 2003.
- There was a seven-percentage-point increase to 37% in the deferral rate for first-time eligible ESL/ELD learners between October 2004 and March 2007. The deferral rate for this group remained low in comparison to October 2002.
- The percentage of fully participating first-time eligible ESL/ELD learners who successfully completed the March 2007 OSSLT increased by one percentage point to 52%, continuing a steady trend of improved results since October 2002. For the past two years, more fully participating ESL/ELD learners have been successful than unsuccessful on the test.

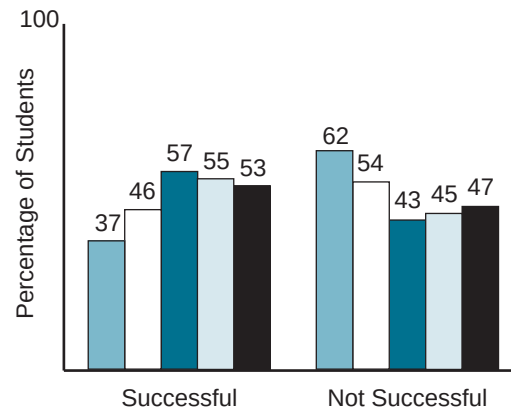
Students with Special Needs (Excluding Gifted)*†‡

	ALL STUDENTS WITH SPECIAL NEEDS (EXCLUDING GIFTED)					FULLY PARTICIPATING STUDENTS WITH SPECIAL NEEDS (EXCLUDING GIFTED)				
	Oct. 2002 # = 18 075	Oct. 2003 # = 20 426	Oct. 2004 # = 19 775	Mar. 2006 # = 21 755	Mar. 2007 # = 22 052	Oct. 2002 # = 15 591	Oct. 2003 # = 17 183	Oct. 2004 # = 17 709	Mar. 2006 # = 19 487	Mar. 2007 # = 19 425
SUCCESSFUL	32%	39%	51%	49%	47%	37%	46%	57%	55%	53%
NOT SUCCESSFUL	54%	46%	38%	40%	41%	62%	54%	43%	45%	47%
OVERALL PARTICIPATION RATE	86%	84%	90%	90%	88%					
ABSENT	4%	5%	4%	4%	4%					
DEFERRED	10%	11%	6%	6%	8%					

**Participation over Time:
All Students with Special Needs
(Excluding Gifted)**



**Results over Time:
Fully Participating Students with
Special Needs (Excluding Gifted)**



■ October 2002 □ October 2003 ■ October 2004 □ March 2006 ■ March 2007

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

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

‡See Explanation of Terms.

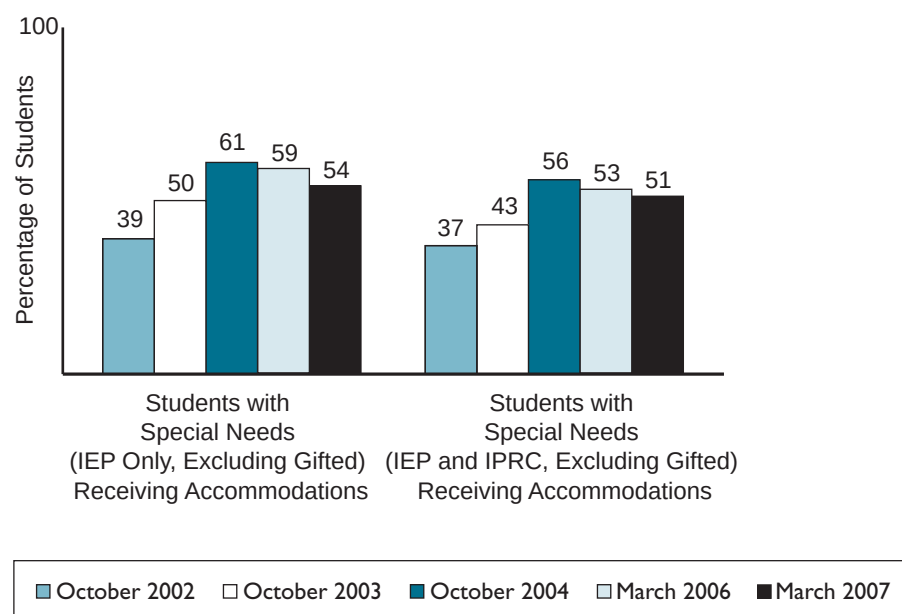
Observations

- The deferral rate for students with special needs (excluding gifted) increased by two percentage points from March 2006.
- The participation rate for first-time eligible students with special needs (excluding gifted) declined by two percentage points to 88% from March 2006. The participation rate for this group nevertheless remained high in comparison to October 2002 and October 2003.
- The percentage of fully participating first-time eligible students with special needs (excluding gifted) who successfully completed the March 2007 OSSLT dropped by two percentage points from the previous year to 53%. There has been a downward trend in success rates since October 2004, which was a peak year. The success rate remains relatively high compared to this group's success rates in the early years of the OSSLT.

Students with Special Needs (Excluding Gifted) Receiving Accommodations^{*†}

Success Rates over Time:

Fully Participating Students with Special Needs (Excluding Gifted) Receiving Accommodations



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

†See Explanation of Terms.

Observations

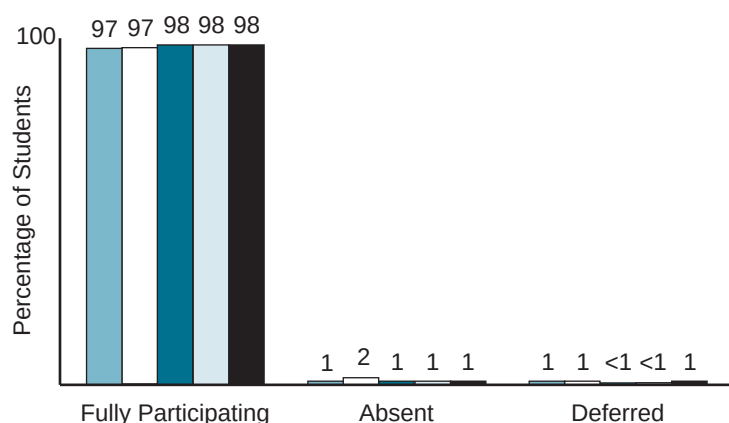
- The success rates for fully participating first-time eligible students with special needs (excluding gifted) receiving accommodations declined in March 2007. There has been a downward trend in success rates of all of these accommodated groups since October 2004.
- The success rate for fully participating first-time eligible students with special needs (IEP only, excluding gifted) receiving accommodations declined by five percentage points from March 2006 to 54% in March 2007.
- The success rates for fully participating first-time eligible students with special needs (IEP and IPRC, excluding gifted) receiving accommodations declined by two percentage points from March 2006 to 51% in March 2007.
- The success rates for students with special needs (excluding gifted) receiving accommodations remained high in comparison to October 2002 and October 2003. On the past three administrations, more of these students have been successful than unsuccessful.

Results by Level of Study in English over Time

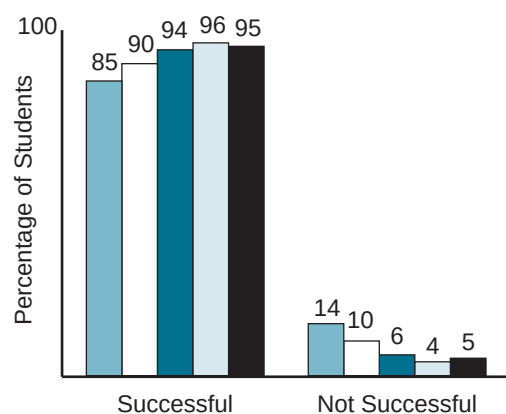
Academic English Course^{*†}

	ALL STUDENTS IN AN ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN AN ACADEMIC ENGLISH COURSE				
	Oct. 2002 # = 101 270	Oct. 2003 # = 101 327	Oct. 2004 # = 100 642	Mar. 2006 # = 102 066	Mar. 2007 # = 102 911	Oct. 2002 # = 98 668	Oct. 2003 # = 98 709	Oct. 2004 # = 99 058	Mar. 2006 # = 100 164	Mar. 2007 # = 101 126
SUCCESSFUL	83%	87%	92%	94%	94%	85%	90%	94%	96%	95%
NOT SUCCESSFUL	14%	9%	6%	4%	5%	14%	10%	6%	4%	5%
OVERALL PARTICIPATION RATE	97%	97%	98%	98%	98%					
ABSENT	1%	2%	1%	1%	1%					
DEFERRED	1%	1%	<1%	<1%	1%					

Participation over Time:
All Students in an Academic English Course



Results over Time:
Fully Participating Students
in an Academic English Course



■ October 2002 □ October 2003 ■ October 2004 □ March 2006 ■ March 2007

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

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

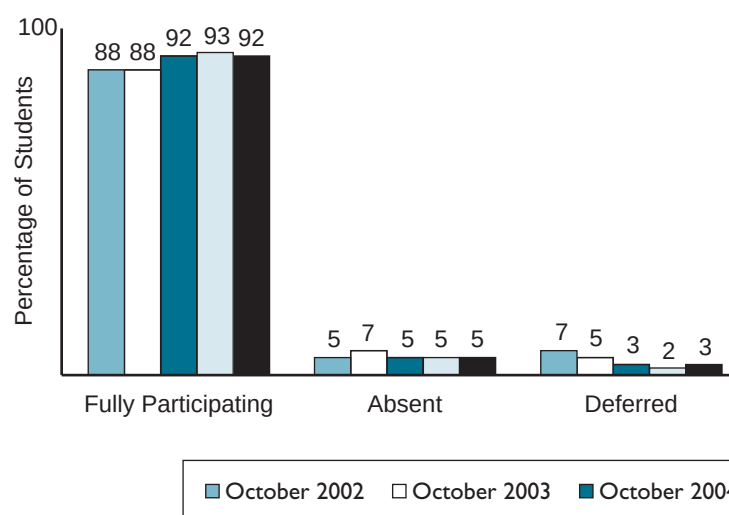
Observations

- The rate of full participation for first-time eligible students taking an academic English course has remained consistently high at 97–98% over the past five years.
- Although there was a slight decline in March 2007, the success rates for fully participating first-time eligible students taking academic English courses have been high each year since the inception of the OSSLT.

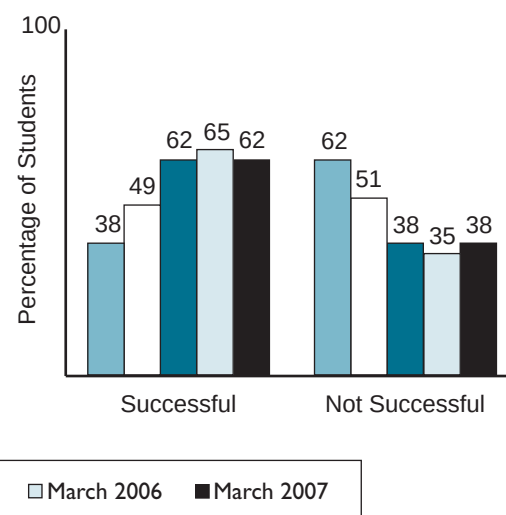
Applied English Course^{*†}

	ALL STUDENTS IN AN APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN AN APPLIED ENGLISH COURSE				
	Oct. 2002 # = 34 202	Oct. 2003 # = 41 493	Oct. 2004 # = 40 841	Mar. 2006 # = 39 273	Mar. 2007 # = 39 564	Oct. 2002 # = 30 233	Oct. 2003 # = 36 545	Oct. 2004 # = 37 381	Mar. 2006 # = 36 406	Mar. 2007 # = 36 502
SUCCESSFUL	33%	43%	57%	60%	57%	38%	49%	62%	65%	62%
NOT SUCCESSFUL	55%	45%	35%	33%	35%	62%	51%	38%	35%	38%
OVERALL PARTICIPATION RATE	88%	88%	92%	93%	92%					
ABSENT	5%	7%	5%	5%	5%					
DEFERRED	7%	5%	3%	2%	3%					

**Participation over Time:
All Students in an Applied English Course**



**Results over Time:
Fully Participating Students
in an Applied English Course**



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

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

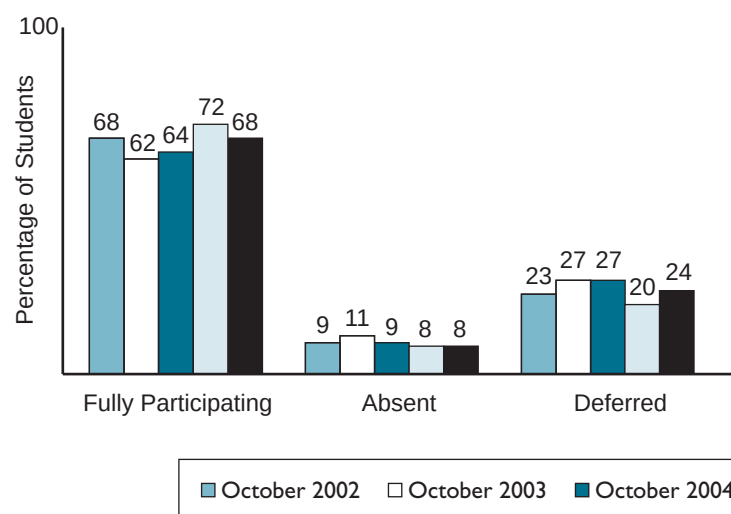
Observations

- The overall participation rates for first-time eligible students taking an applied English course have been in the 92–93% range over the past three years. These rates are higher than those on the October 2002 and October 2003 OSSLT.
- The success rate for fully participating first-time eligible students taking an applied English course declined by three percentage points from March 2006 to 62% in March 2007.
- Success rates for fully participating first-time eligible students taking an applied English course during the past three administrations of the test are significantly higher than those in the early years of the OSSLT.
- Although there was a slight increase in the percentage of applied students who were deferred from taking the test in March 2007, there has been a large decrease since October 2002.

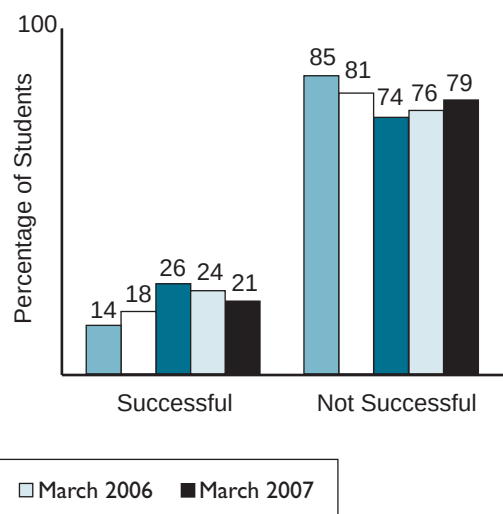
Locally Developed English Course^{*†}

	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	Oct. 2002 # = 6333	Oct. 2003 # = 5281	Oct. 2004 # = 4937	Mar. 2006 # = 5191	Mar. 2007 # = 6160	Oct. 2002 # = 4302	Oct. 2003 # = 3262	Oct. 2004 # = 3138	Mar. 2006 # = 3734	Mar. 2007 # = 4211
SUCCESSFUL	10%	11%	16%	17%	14%	14%	18%	26%	24%	21%
NOT SUCCESSFUL	59%	50%	47%	55%	54%	85%	81%	74%	76%	79%
OVERALL PARTICIPATION RATE	68%	62%	64%	72%	68%					
ABSENT	9%	11%	9%	8%	8%					
DEFERRED	23%	27%	27%	20%	24%					

**Participation over Time:
All Students in a Locally Developed English Course**



**Results over Time:
Fully Participating Students in a Locally Developed English Course**



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

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

Observations

- The overall participation rate for first-time eligible students taking a locally developed English course declined by four percentage points from March 2006 to 68% in March 2007.
- There continues to be a relatively high deferral rate for students in locally developed English courses.
- The success rate for fully participating first-time eligible students taking a locally developed English course declined by three percentage points from March 2006 to 21% in March 2007. There has been a downward trend in success rates since October 2004.

Summary of Findings: March 2007

- The percentage of fully participating first-time eligible students successfully completing the OSSLT in March 2007 remained identical to that in 2006, at 84%.
- There has been a steady increase in the percentage of previously eligible students who opt for the OSSLC to complete the literacy requirement for graduation.
- Although there were some slight decreases from March 2006, the percentages of first-time eligible males and females who indicate they read and write in English outside school for more than three hours a week (not counting homework) have remained relatively stable over the past five years.
- Overall adolescent reading preferences have remained consistent with those of past years. Online materials (Web sites, e-mail, chat messages) and magazines are the types of reading materials favoured by fully participating first-time eligible students of both genders.
- More females than males have reported high levels of extracurricular reading and writing in each of the past five years.
- A larger percentage of fully participating first-time eligible female (87%) than male (80%) students successfully completed the March 2007 OSSLT. The gender gap, in favour of females, has remained constant since October 2002.
- The percentage of fully participating first-time eligible ESL/ELD learners who successfully completed the March 2007 OSSLT increased by one percentage point to 52%, continuing a steady trend of improved results since October 2002. For the past two years, more fully participating ESL/ELD learners have been successful than unsuccessful.
- The success rates for fully participating first-time eligible students with special needs (excluding gifted) declined by two percentage points to 53% in March 2007. On the past three administrations, more of these students have been successful than unsuccessful.
- The success rates for fully participating first-time eligible students taking an academic English course remained substantially higher than those for students taking English at other levels of study.

Strategies for Success

Informing Professional Practice

The following observations and suggested strategies for improvement are meant to assist educators in helping students develop and demonstrate their literacy skills. They are based on an analysis of students' performance on the March 2007 OSSLT and on feedback from OSSLT scorers.

The first sets of observations and strategies focus on the reading and writing skills measured by the test and are followed by more general observations based on the type

of item and the students' gender and level of study in English. Some of the observations make reference to specific OSSLT items, which can be found in the Released 2007 OSSLT Items with Answer Keys and Scoring Guides.

For more information on the reading and writing skills and the tasks used to measure them, see the *Planning and Preparation Guide*.

Observations and Suggested Strategies for Improvement by Skill: Reading

The narrative, informational and graphic selections focused on three reading skills, which were tested using multiple-choice and open-response items:

Reading Skill 1: understanding explicitly stated information and ideas

Reading Skill 2: understanding implicitly stated information and ideas

Reading Skill 3: making connections between information and ideas in a reading selection and personal knowledge and experience

READING SKILL 1: UNDERSTANDING EXPLICITLY STATED INFORMATION AND IDEAS

Observations:

In general, students performed well on Reading Skill 1 items.

Students performed best on the item dealing with Flavia's writer's block in the narrative reading selection "Famous at Fifteen" (Booklet 2, Section VIII, Item 5) and on the item dealing with the meaning of the word "impact" in the graphic reading selection "How Airbags Work" (Booklet 2, Section XI, Item 1).

Students had the most difficulty with the item dealing with the meaning of the word "tolerant" in the informational reading selection "Nelson Mandela made an honorary Canadian" (Booklet 1, Section I, Item 4). Many students selected option F, "patient," over the correct option, J, "accepting," even though the sentence in which the word "tolerant" appears emphasizes "respect for diversity" and "dealing with the challenges of difference and diversity."

Strategies for Improvement:

- Ensure students realize that explicitly stated information is more common in some contexts than in others. For instance, when students read to understand a scientific process or a series of historical facts, they are usually reading for explicitly stated information. In these situations, curriculum expectations require them to read and understand information with accuracy and precision.
- Continue having students retell, restate, paraphrase and report on what they have read.

READING SKILL 2: UNDERSTANDING IMPLICITLY STATED INFORMATION AND IDEAS

Observations:

In general, students performed best on Reading Skill 2 items.

Students performed best on two items in “How Airbags Work” (Booklet 2, Section XI): the item dealing with the use of arrows in the graph (Item 4) and the item dealing with driver reaction (Item 6).

Students had the most difficulty with the item dealing with the graphic illustration of time in the same reading selection (Item 2).

Strategy for Improvement:

- Provide students with opportunities to read and explain data and abstract information presented in graphic formats.

READING SKILL 3: MAKING CONNECTIONS BETWEEN INFORMATION AND IDEAS IN A READING SELECTION AND PERSONAL KNOWLEDGE AND EXPERIENCE

Observations:

In general, students performed about the same on items dealing with Reading Skill 3 as they did on those dealing with Reading Skill 1.

Students performed best on the item dealing with the main purpose of “Famous at Fifteen” (Booklet 2, Section VIII, Item 9).

Students had the most difficulty with the item dealing with the meaning of the numbering of the subheadings in “How Airbags Work” (Booklet 2, Section XI, Item 5).

Strategies for Improvement:

- Continue to instruct students on how narrative, informational and graphic texts are organized.
- Provide students with opportunities to use their knowledge of organization patterns (e.g., chronology, cause and effect, most to least important) to understand the ideas and information in a reading selection.
- Give students opportunities to identify principles of and patterns for illustrating data and abstract information in graphic form and to understand these principles' and patterns' impact on understanding meaning.

Observations and Suggested Strategies for Improvement by Skill: Writing

Through a combination of multiple-choice questions, two short-writing tasks and two long-writing tasks (a news report and a series of paragraphs expressing an opinion), the OSSLT focuses on three writing skills:

Writing Skill 1: developing a main idea with sufficient supporting details

Writing Skill 2: organizing information and ideas in a coherent manner

Writing Skill 3: using conventions (spelling, grammar, punctuation) in a manner that does not distract from clear communication

**WRITING SKILLS 1 AND 2: DEVELOPING A MAIN IDEA WITH SUFFICIENT SUPPORTING DETAILS
AND ORGANIZING INFORMATION AND IDEAS IN A COHERENT MANNER**

Observations:

In general, students were successful in developing a main idea with supporting details in their responses to the short-writing prompts. About 93% of students were scored as providing specific and relevant information to support a main idea that was clearly connected to the prompt, while about 7% of students needed to provide more-specific and -relevant information to support the main idea.

In general, students performed less well on the long-writing tasks. Although 75 to 81% (depending on the prompt) of students were scored as providing sufficient information to support a main idea that was clearly connected to the prompt, only 19 to 25% of students were scored as providing specific and relevant support.

For multiple-choice writing items, students were generally successful in responding to Writing Skill 1 items dealing with a topic sentence and supporting details (e.g., identify an extraneous sentence in the paragraph) and Writing Skill 2 items dealing with the best order of sentences in a paragraph and combining several sentences into one.

Strategies for Improvement:

- Encourage students to focus the main idea precisely on the prompt and to develop it with specific and relevant supporting details.
- Help students organize their writing around well-developed, well-supported, clear and specific ideas.
- Ensure students have opportunities to write longer pieces (one to two pages).

**WRITING SKILL 3: USING CONVENTIONS (SPELLING, GRAMMAR, PUNCTUATION) IN A
MANNER THAT DOES NOT DISTRACT FROM CLEAR COMMUNICATION**

Observations:

In general, students used correct spelling, grammar and punctuation in their responses to the short-writing prompts.

On average, for the short-writing tasks, students' scores were about six percentage points higher on the rubrics dealing with use of conventions than on the rubrics dealing with topic development and, for the long-writing tasks, about 13 percentage points higher on the rubrics dealing with use of conventions.

The data for the 2006 EQAO junior assessment also show that fewer students in Grade 6 received a score in the top half of the writing rubric dealing with topic development than in the top half of the writing rubric dealing with the use of conventions.

In general, students had more difficulty with the multiple-choice writing items dealing with subject-verb agreement and punctuation than with Writing Skills 1 and 2 multiple-choice items.

Strategies for Improvement:

- Continue to provide students with feedback for eliminating errors in grammar and punctuation in every subject.
- Continue the successful work helping students write, spell and use grammar and punctuation correctly.

General Observations and Suggested Strategies for Improvement

ITEM TYPES

Observations:

Overall, student performance in reading did not vary by type of item. Students did as well on multiple-choice items as on open-response items.

In the open-response reading items, a significant proportion (16 to 49% of students, depending on the prompt) were scored as providing vague support in their response. Also, a significant number of open-response reading items were scored as Blank, Illegible or Off Topic (2.4 to 7% of students, depending on the prompt).

The data for the 2006 EQAO junior assessment also show that students in Grade 6 did not develop their answers to the open-response reading items enough to demonstrate a “considerable” or “thorough understanding.”

In writing, students scored higher on the multiple-choice and two short-writing tasks than on the news report and the series of paragraphs expressing an opinion.

Strategies for Improvement:

- Continue to provide students with opportunities to demonstrate their reading skills in various question and answer formats.
- Encourage students to read each question carefully before answering.

BLANKS AND LACK OF SUCCESS

Observations:

Students who were unsuccessful on the OSSLT left more items blank than successful students. A significant number of their open-response reading items were scored as Blank (4.4 to 12.3% of unsuccessful students, depending on the prompt, compared with 0.2 to 2.4% of successful students).

Also, a significant proportion of short-writing items (3.2% of unsuccessful students, for all prompts) and long-writing items (3.4 to 3.8% of unsuccessful students, depending on the prompt) were scored as Blank.

Strategy for Improvement:

- Encourage students to attempt all questions on the test.

ESL/ELD LEARNERS AND STUDENTS WITH SPECIAL NEEDS

Observations:

Performance on individual reading and writing items among ESL/ELD learners and students with special needs shows the same strengths and weaknesses as that of the general student population.

The performance of ESL/ELD learners and students with special needs was strongest on the short-writing tasks and weakest on the long-writing tasks. Performance in reading fell somewhere between the two.

Strategy for Improvement:

- Wherever possible, employ, with or without adaptations, strategies recommended in this section of the provincial report when working with ESL/ELD learners and students with special needs.

GENDER

Observations:

Male students outperformed females on all reading items on the graphic selection “Airbags.” On the narrative reading selections “Famous at Fifteen” and “Cheat,” female students outperformed males on all items but one. There was a fairly even split in the performance of male and female students on the items for the informational reading selection “Nelson Mandela made an honorary Canadian” and the information paragraph about running shoes.

Female students outperformed males on all open-response items. The percentage-point gap in favour of females for the top score on each rubric is as follows:

- eight percentage points: open-response reading items
- four percentage points: short- and long-writing topic development; short-writing use of conventions
- 15 percentage points: long-writing use of conventions

LEVEL OF STUDY IN ENGLISH

Observations:

In general, students in applied English courses continue to find the test more challenging than students in an academic English program. Of unsuccessful students, 59% are enrolled in applied English. Although their average scores on conventions in short-writing are about the same as students in academic English, their average scores in other areas relative to those of students in academic English are as follows:

- 21 to 30 percentage points lower on open-response reading, depending on the question;
- 26 percentage points lower on use of conventions in the news report and the series of paragraphs expressing an opinion;
- 33 and 40 percentage points lower for topic development for the news report and the series of paragraphs expressing an opinion;
- about nine percentage points lower on short-writing topic development and
- four to 30 percentage points lower on multiple-choice items.

Strategy for Improvement:

- Have students work in mixed-gender groups to benefit from the strengths of others and to experience viewpoints of the opposite gender.

Strategies for Improvement:

An EQAO study called “Characteristics of Successful and Unsuccessful Student Performance on the OSSLT” (available in the OSSLT Educator Resources section of the EQAO Web site) observes that the work of successful students is characterized by complexity, variety and abstraction and that the work of unsuccessful students tends toward simplicity, repetition and concreteness.

With this in mind, EQAO suggests that teachers of applied courses work in cross-curricular school teams to ensure that students in applied programs have opportunities to develop the characteristics of complexity, variety and abstraction in literacy contexts. Some suggested instructional strategies:

- Collaborate on “shared assignments” so students can use one assignment twice (e.g., geography and English in Grade 9, history and English in Grade 10) and have it scored twice (e.g., for subject content and clear and correct communication).
- Develop and use common assessment tools across subjects (e.g., a rubric for a report with criteria for subject-specific content and common and consistent characteristics for clear communication).
- Gather a range of student writing samples (e.g., anonymous or posted on the EQAO Web site) and have students sort them by quality (high, medium, low), explain the basis for their designations and make suggestions for improvement.

Case Studies: School Success Stories

Observations from the Field and School Success Stories

Over the past few months, EQAO has visited approximately 10% of Ontario's secondary schools throughout the province. Engaging with the education community in this manner has allowed EQAO to learn about and collect a sample of strategies being used to support student achievement in literacy. Several common themes emerged throughout these visits.

Principals and teachers have become more adept at using results from EQAO testing and other data as a reference point to guide their interventions for students. Data have been useful in identifying subgroups of students who continue to struggle, including students in applied-level and locally developed courses, special education and ESL/ELD learners, and boys. Throughout the province, there has been a strong emphasis on the early identification of students at risk. A particular focus has been placed on gaining the support of Grade 8 parents and students to select the appropriate level of study and encouraging student use of available accommodations.

Once the students who may be at risk are identified, staff, both within schools and across panels within families of schools, use data to identify interventions and transition programs that will best meet the needs of these students. There has been widespread use of both Ministry of Education and EQAO resources and supports to guide these efforts.

The overriding observation from all these discussions with the field is the tremendous commitment by school teams to work tirelessly to find ways to see their students succeed. This is especially true with respect to those students identified as needing additional support.

In celebration of this spirit of achievement, EQAO has selected 12 of the 783 publicly funded schools in Ontario to profile in this year's report. These schools are notable for their success at improving the literacy skills of their students as demonstrated by their OSSLT results over the years.

Each school discusses what EQAO and other data have taught them about their students and the innovative approaches they're using to address areas for improvement.

The schools profiled in the following pages represent just a few of the many remarkable and inspiring stories across Ontario's publicly funded school system. EQAO is pleased to highlight the accomplishments of these schools and celebrate the exemplary work of school teams making a significant difference in their communities. We hope their stories serve as a source of ideas and encouragement for other schools across the province.

Delhi Secondary School

GRAND ERIE DISTRICT SCHOOL BOARD

Student population: 375, Grades: 9–12, Principal: Shayne Mann

Delhi Secondary School serves 375 students in the heart of tobacco country on the north shore of Lake Erie. The school community is of varied socio-economic status, and 60% of its students are bused in from the surrounding rural area. Students identified by an Identification, Placement and Review Committee are integrated into classrooms, with supportive resources provided.

A review of OSSLT results showed that students had difficulty with reading, particularly with making inferences. In determining how to provide the required supports, the English department referred to the OSSLT Framework and reviewed the correlation between the OSSLT-required skills and the curriculum. The staff then looked at EQAO's detailed reports to see how students performed in different skill areas.

In the fall of 2005, the school undertook the Assessment for Improvement Project (AIP), a board initiative for which Delhi was a pilot school.

"The AIP was the beginning of a new era of looking at data," says principal Shayne Mann. "It was established to look at data and how we can use data to inform instruction and students' learning." While Delhi's cross-curricular approach and Drop Everything and Read program predate the initiative, "the AIP formalized these processes."

Delhi adopted a board-developed literacy framework called the "Literacy Skills Continuum," which identified a number of specific skill sets to be taught—first by modelling the skills for the students and then by leading them toward independence in applying them.

"EQAO focuses on specific skill sets rather than [merely asking] 'Can they read?' or 'Can they write?'"

"It's easier to assess whether students have achieved mastery or not."

The school also engaged parents and guardians in its literacy-promoting activities, communicating regularly by means of automated voicemails, letters home and tips on how students can



Delhi Secondary School staff



OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

62%	Male
38%	Female
48%	Applied
45%	Academic
6%	Locally developed
1%	Other
9%	Special needs
0%	ESL and ELD
0%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

prepare for the test (e.g., by ensuring proper nutrition and a good night's sleep).

Additionally, Delhi Secondary School administered the Comprehension, Attitudes, Strategies, Interests (CASI) diagnostic test of reading comprehension to Grade 9 students. Its professional learning community used CASI results and classroom-generated data at weekly meetings to identify students who might not have the literacy skills required to be successful on the OSSLT. For these students, the staff conducted an "intensive intervention" prior to the test's administration, which entailed a series of three half-day workshops, including an introduction to the OSSLT and a mock test. Separate workshops were held for first-time and previously eligible writers of the test.

"EQAO focuses on specific skill sets rather than [merely asking]

'Can they read?' or 'Can they write?'"

"It's easier to assess whether students have achieved mastery or not."

Shayne Mann, principal

General Panet High School

RENFREW COUNTY DISTRICT SCHOOL BOARD

Student population: 390, Grades: 9–12, Principal: Debra Rantz



General Panet High School staff

“It is important to recognize that schools are dynamic and, while overall goals often transcend time, strategies to address those goals are ever-changing. We strive to analyze our school data and apply processes in a purposeful way that is meaningful to our school’s unique characteristics.”

Debra Rantz, principal

General Panet High School, situated on the Canadian Armed Forces Base in Petawawa, serves the town and surrounding rural areas as well as the base. Forty percent of the students are military dependents. Due to the military initiatives in Afghanistan, many students are experiencing disruptions to their home lives. Often one or both parents are deployed on six-month tours. Living with extended family or friends, the students face the challenge of separation anxiety. The school flag flew at half-mast for more than 45 days this year.

As events in Afghanistan have an impact on the entire school community, the staff seeks, as much as possible, to make the building a media-free safe haven. While academic expectations are not compromised, there is strong focus on nurturing the emotional stability of students.

Tracking of EQAO and other data over time prompted the staff at General Panet to implement strategies to address the different learning styles and needs of girls and boys in the applied stream. As a result of the school’s initiatives, the OSSLT success rate for girls increased by 23 percentage points over four years to 89% in 2006.



Way!, the Ontario Ministry of Education’s guide to improving boys’ literacy. As well, the school uses the Canadian Achievement Tests, third edition (CAT-3) as a diagnostic tool to identify which Grade 9 boys are at risk.

Struggling students are invited to after-school tutorials. This remedial initiative reflects the whole-student focus used by staff at General Panet. Sessions are run like a club; it is common practice for staff to provide refreshments during the activities. As well, reluctant readers at the school are enticed to try fiction through a book-recommendation program called Panet’s Picks. Hall posters and lively book reviews on the school Web site also promote reading to the student population.

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

51%	Male
49%	Female
21%	Applied
78%	Academic
<1%	Locally developed
0%	Other
17%	Special needs
0%	ESL and ELD
2%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

General Panet staff set up single-gender Grade 9 applied English classes. In the interest of role-modelling, male teachers instruct boys in English. Working with curricula tailored to their experiences and interests has proven to be a winning formula for struggling students: the pass rate in these classes is 100%.

The first step to gender-specific learning for the school began with staff training on *Me Read, No*

Geraldton Composite High School

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Student population: 300, Grades: 9–12, Principal: Fred Simonaitis

“Our improvement comes from a cross-curricular and school-wide approach to literacy. Staff were instrumental in implementing professional learning communities to develop literacy skills, because they recognized literacy as an essential skill for students.”

Fred Simonaitis, principal

Geraldton Composite High School serves students from a wide range of backgrounds in the municipality of Greenstone and its outlying communities, an area of more than 2700 square kilometres. The majority of students face challenges such as daily bus trips of more than an hour each way. The high school has a 47% Aboriginal student population, and approximately 30% of its students are receiving support for special education needs.

Geraldton staff looked at EQAO test results, as well as feedback from teachers about assessment activities and discussions with students, to determine where opportunities for improvement existed. Staff indicated that students needed to be taught the importance of reading and following instructions. Some students in applied courses

needed to improve their ability to provide supporting details for their answers. In addition, basic grammar conventions needed to be reinforced.

To address these areas, the school's literacy committee, comprising teachers from multiple subject areas, developed cross-curricular initiatives. The committee

facilitated the practising of literacy skills in all Grades 9 and 10 classrooms in a manner relevant to individual teachers' subject areas and students' needs. Teachers focused on certain literacy skills, such as expressing an opinion, for two weeks at a time. Resources were provided so that if a teacher were absent, the lesson plan, with its embedded emphasis on literacy skills, would be ready. The schools' multi-disciplinary teachers could clearly see the value of developing students'

literacy skills in every class.

In addition, students wrote practice literacy tests that included consultations with teachers. In these consultations, teachers first identified areas of strength and then continued by addressing areas where students could improve. Teachers scored the test immediately so that students could receive timely feedback. Teachers noticed that this effort led to increased student confidence in writing the 2007 OSSLT.

Another strategy involved outreach to parents in Aroland, a First Nations community that the school serves. To make it easier for Aroland parents to meet with teachers on parents' night, school staff hired a bus to travel one hour to Aroland. Parents' night for Aroland students was hosted at the elementary feeder school. Geraldton staff were greeted and welcomed. “It creates a good feeling,” said Simonaitis. “Parents and students know we value them.”

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

62%	Male
38%	Female
35%	Applied
28%	Academic
35%	Locally developed
2%	Other
12%	Special needs
0%	ESL and ELD
0%	Speak primarily a language other than English at home*

*Based on responses to Student Questionnaire



Geraldton Composite High School staff



Holy Cross Catholic Secondary School

PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD

Student population: 850, Grades: 9–12, Principal: Tim Moloney



Holy Cross Catholic Secondary School staff



Holy Cross Secondary School serves one of the larger school districts in southern Ontario. Eighty percent of the student population is bused in, with trips as long as 90

minutes each way. The school, located on the south side of Peterborough, is only nine years old. Most of the students come from working-class families. The student population is stable. Holy Cross enjoys an excellent rapport with its six elementary feeder schools and the parent community.

Holy Cross staff looked at EQAO results over time as a whole-school initiative and adopted the mindset that teachers, no matter which grade or subject taught, should ensure that students received every opportunity to develop their literacy skills. Staff assembled a cross-curricular binder of assignments that teachers could use in each subject area. They incorporated literacy skills into classroom teaching and assessments.

Upon further consideration of EQAO data, staff noted that unsuccessful students had trouble making connections and comprehending what was being asked. Staff used active

“At Holy Cross, the entire school community takes ownership of and shares a responsibility for setting all our students up for success—and that’s cross-curricular.”

Tim Moloney, principal

reading, a strategy involving such approaches as underlining, highlighting and note taking, to help these students, working with them individually and in small groups. Teachers also discovered that strategies used to address areas of challenge for previously eligible students were useful for first-time writers of the literacy test.

EQAO and other data also showed that the population of Holy Cross has a slightly larger proportion of male than female students. In response to this, the staff structured assessment models to appeal to both boys and girls. These models allowed for more than

one way to master skills and included a balanced variety and choice of texts on classroom assessments and assignments. Teachers reported that students were much less anxious in attempting assignments and assessments, including the OSSLT.

Staff at Holy Cross take pride in their approach to interacting with and encouraging their students. Teachers see curriculum content delivery as one component of service to students that encourages all students to reach their full potential in high school.

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

55%	Male
45%	Female
31%	Applied
60%	Academic
9%	Locally developed
0%	Other
19%	Special needs
1%	ESL and ELD
1%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

I. E. Weldon Secondary School

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

Student population: 1243, Grades: 9–12, Principal: Bruce Barrett

This Grades 9–12 high school draws 1243 students from the town of Lindsay and the surrounding rural communities. I. E. Weldon Secondary School offers a range of pathways that include an International Baccalaureate and a French Immersion program. The school also serves 32 high-needs students through its Practical Academic Life Skills program.

After data showed that boys were three times more likely to be unsuccessful at passing the OSSLT, I. E. Weldon staff put added emphasis on building literacy success rates among boys. The school is pilot testing an all-male Grade 9 English applied class that uses materials of high appeal to boys. After this program's launch this year, classroom assessments are indicating an improvement in performance.

To further strengthen boys' literacy, funding has been made available to train teachers on implementing the *Think Literacy* document as well as to equip the library with resources to interest male students, such as graphic novels.

A review of data also prompted this secondary school to prioritize early identification of at-risk students coming out of Grade 8. For diagnosis, I. E. Weldon's student success teacher designed a 20-minute literacy test to administer to Grade 8 students at five feeder schools in February. The approximately 300 tests are evaluated by the student success teacher and results are shared with Grade 8 teachers and students.

"This is a considerable investment of time, but it's worth it,"

"This is a considerable investment of time, but it's worth it.

This initiative has provided us with extremely useful data, and it shows our elementary schools that we are wholeheartedly interested in working together on helping our kids be as successful as possible."

Bruce Barrett, principal



I. E. Weldon Secondary School staff

says principal Bruce Barrett. "This initiative has provided us with extremely useful data, and it shows our elementary schools that we are wholeheartedly interested in working together on helping our kids be as successful as possible."

I. E. Weldon staff have determined that a strong relationship with elementary schools is an essential

component of student achievement in later grades. And the elementary schools, equally committed to literacy goals, enthusiastically work in partnership with I. E. Weldon on aligning instruction. Grades 7 and 8 teachers embed summary, newspaper article and supported opinion writing in their curriculum. In addition, they construct assessments using informational and graphical text. I. E. Weldon staff provide the elementary teachers with OSSLT data on their school's former students to assist their planning.

The school focus is to emphasize literacy skills for all students, in all pathways, including those in the Practical Academic Life Skills program.

With a goal to minimize deferrals, I. E. Weldon teachers are committed to rewriting essential-level curriculum to integrate literacy tasks as well as accentuating training with assistive technology, notably Kurzweil software.

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

53%	Male
47%	Female
32%	Applied
62%	Academic
1%	Locally developed
5%	Other
11%	Special needs
0%	ESL and ELD
0%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

Langstaff Secondary School

YORK REGION DISTRICT SCHOOL BOARD

Student population: 1400, Grades: 9–12, Principal: Peter Milovanovic

This dual-track French Immersion and English school serves 1400 students in an affluent community north of Toronto. Seven hundred students are enrolled in the school's French Immersion program.

Though fully participating first-time eligible Langstaff students had an overall pass rate of 78% on the first administration of the OSSLT, in 2002, only 44% of the students in an applied course passed the test.

In the wake of these results, the administration and staff set out to determine how best to support their students. They did this by reviewing and revising their approaches to improving student literacy levels across the curriculum.

Under the guidance of principal Peter Milovanovic, the staff focused on increasing their knowledge and use of a variety of instructional strategies as highlighted by the York Region District School Board's Instructional Intelligence Institutes. Teams of teachers have regularly participated in the program throughout each school year. As well, a school committee structures and delivers professional development sessions for the entire staff on PD days and at staff meetings.

During the 2005–2006 school year, a team of Langstaff teachers carried out an action research project that focused on applied classes and the relationship between specific instructional strategies and student achievement.

From the 2002 administration of the literacy test to the one completed for the 2006–2007 school year, fully participating first-time eligible students increased their achievement by 14 percentage points and the applied results improved by 17 percentage points.



Langstaff Secondary School staff



Peter Milovanovic

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

47%	Male
53%	Female
7%	Applied
82%	Academic
1%	Locally developed
1%	Other
10%	Special needs
7%	ESL and ELD
20%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

“Data from the OSSLT is used to provide the school with a baseline for student literacy achievement. We use the information from the item analysis to identify areas of strength and areas needing improvement. Teachers from the school’s literacy team provide specific resources and professional development to assist staff in meeting these identified needs. Literacy teachers provide additional after-school support and instruction in these areas for students who may be at risk of not succeeding. In all subject areas, we focus on providing students with as much support as possible to develop literacy skills.”

Peter Milovanovic, principal

With data-driven initiatives guiding instructional practices at Langstaff, the school has formed a new team of teachers to review EQAO data and their implications more closely. The team expects to report its findings next year.

Michipicoten High School

ALGOMA DISTRICT SCHOOL BOARD

Student population: 245, Grades: 9–12, Principal: Gord Mowat

This school serves 245 students from Wawa and the surrounding areas. About a quarter of the students are bused from White River, which is a one-hour drive. The population of this logging community has been decreasing over time due to a reduction in employment opportunities, which, in turn, has had an impact on the school's demographics. Enrolment in the academic and applied courses is at an even split. Approximately 20% of the students have Individual Education Plans (IEPs).

EQAO data, which are viewed along with data from several other sources, are used to inform teacher dialogue, which promotes collaboration. As well, interpreting OSSLT data in relation to board and provincial results has helped Michipicoten High School determine focal points for literacy tasks and skill development.

Several specific areas were targeted for improvement. One of them was reading for implicit meaning. When data showed students were challenged by questions in particular skill areas, teachers at Michipicoten dedicated portions of monthly staff meetings to reflect on classroom instruction

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

58%	Male
42%	Female
38%	Applied
62%	Academic
0%	Locally developed
0%	Other
11%	Special needs
0%	ESL and ELD
0%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire



“This school is very much committed to building literacy skills, because our ultimate goal is to ensure every student succeeds in their future. Consequently, staff see the benefit of integrating literacy tasks into the curriculum and assessments.”

Gord Mowat, principal

to strengthen these skill areas. Recognizing the value of practice, teachers set out to develop questions in their subject areas that required understanding of implicit information. The increased exposure is helping students learn to avoid seeking the quick answer in favour of taking the time to identify critical information. A similar approach has been taken for newspaper article writing and opinion pieces.

The literacy team at Michipicoten has identified other tasks assessed by the OSSLT that need attention and embedded these into all curriculum across Grades 9 and 10 subjects. Students were thus exposed to each of the key focus areas in all eight of their subjects over the course of the year. This practice is in keeping with the school's goal to ensure that literacy activities are not extraneous to assessments in any subject, but instead are part of all curriculum delivery.

Another strategy for success at this school is frequent communication with parents. The teachers issue four reports per semester. Some of these are checklists, but all serve to keep parents informed. Parents also receive notices about the OSSLT that offer details on logistics and online resources for at-home practice. Staff have found that this outreach initiative is having a positive impact on student success.



Gord Mowat

O'Gorman High School

NORTHEASTERN CATHOLIC DISTRICT SCHOOL BOARD

Student population: 454, Grades: 9–12, Principal: John D'Alessandri

O'Gorman High School has a mix of students drawing from all socio-economic groups. It is the only English Catholic high school north of North Bay, and it serves outlying rural communities. About 50% of students are bused in, some from up to 80 kilometres away. The school has seen a significant increase in students in the last five years. There has been an increasing number of students in applied and essential courses as well as those with special education needs, and this combined number now accounts for 50% of the student population. Approximately one-fifth of the students at O'Gorman High School require support for special education needs.

Staff members considered various types of data, including those from EQAO assessments, and realized that students needed to improve in reading.

The school introduced the Literacy Power Program for Grades 7–10 and purchased the resources to support the professional development needed to deliver it through the Student Success initiative. Staff also ensured that literacy skills assessed on the OSSLT were integrated as part of the process.

Further, the school purchased the Students At Risk Search Engine. This online tool looks at a range of data, including attendance and mark-rate trends and is designed to identify students who are at risk of not succeeding in specific courses. An initial report was run once the software was installed. A mid-term progress report was generated,



O'Gorman High School staff

which helped identify students who continued to be at risk. Throughout this close monitoring process, intervention strategies were used to meet student needs.

Another strategy that O'Gorman staff believe has been instrumental to student achievement is the allocation of ministry funding for student-success-teacher support, which was assigned to several teachers to accommodate the needs of the students. Staff felt it was important to share their expertise to ensure the best possible support for students to

achieve success. The seven sections were divided among four teachers with expertise in literacy, numeracy, guidance/pathways, steps to success/credit rescue/credit recovery, and community, culture and caring/transitions.



“The staff refers to themselves as the O'Gorman family. Our entire staff work together. The school was designed with the concept of having one common staff room so teachers could spend time together preparing, sharing and mentoring. One of O'Gorman's strengths is that we use the expertise of our own staff members to deliver professional development. It is the combination of staff collaboration and staff delivery of professional development in collaboration with our student success leader that has been a catalyst for the success of our students in credit accumulation and on the OSSLT.”

John D'Alessandri, principal

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

38%	Male
32%	Female
32%	Applied
65%	Academic
4%	Locally developed
0%	Other
11%	Special needs
0%	ESL and ELD
1%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

St. Ignatius High School

THUNDER BAY CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1285, Grades: 9–12, Principal: Pino Tassone

St. Ignatius High School, which serves the north ward of Thunder Bay, has seen its population steadily rise over the past five years to 1285 students in 2006–2007. Approximately 160 of the students have special education designation. Eighty percent of the students are bused 15–30 minutes each way.

Analysis of OSSLT results and other school data showed that students in Grade 10 would benefit from opportunities to become familiar earlier with the literacy skills embedded in *The Ontario Curriculum* and assessed by the OSSLT. This gave rise to a creative and effective action plan at this high school. Two years ago, staff at St. Ignatius introduced a two-pronged strategy designed to provide Grade 9 students with greater exposure to literacy activities, as well as to ensure that struggling Grade 9 students are identified and monitored.

The plan calls for every Grade 9 subject teacher to include a minimum of three lessons addressing literacy skills in their curriculum. Teachers select lessons from an extensive set written by the school's literacy team. As a result, all Grade 9 students receive no fewer than 24 literacy activities across eight subjects.

Each literacy lesson is incorporated into a classroom assessment. The assessment results, which are part of the student's overall grade, are reviewed by the school administration. This allows the school administration to collect valuable feedback from all Grade 9 subject teachers and have a breadth of data to identify and track those students in need of support. In 2006–2007, 90 of the 400 Grade 9 students were flagged as requiring additional help. Close



“We are at the point where the model for literacy-skill development for our Grade 9s and 10s is solid.

And built into our model are blocks of time to review and continually track what we learn from EQAO and classroom data to ensure we support students in their areas of need, when they need it.”

Pino Tassone, principal



St. Ignatius High School staff

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

47%	Male
53%	Female
23%	Applied
73%	Academic
4%	Locally developed
<1%	Other
11%	Special needs
0%	ESL and ELD
1%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

monitoring of these students carries into Grade 10, with continued support made available as needed.

In another initiative, Grade 9 students write the OSSLT practice test over two 30-minute blocks. This activity takes place during the 15 days prior to the OSSLT administration, when all first-period Grade 10 subject teachers teach the same prescribed literacy lesson. Previously eligible students participate in these lessons with the support of staff. This strategy provides additional opportunities for Grades 9 and 10 students to become familiar with the literacy skills assessed by the OSSLT.

St. Mary Catholic High School

CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Student population: 800, Grades: 7–12, Principal: Tom Whelan

St. Mary Catholic High School serves 247 students in Grades 7 and 8, and approximately 550 students in Grades 9 through 12. Eighty-five percent of the students are bused to this rural school, with some travelling as much as 40 minutes one way. Students identified as having special education needs account for 20% of the school population. Sixty percent of the population is female. This school is well known in the community for its numerous initiatives promoting social justice.

When EQAO and other data indicated that boys in applied and locally developed English classes were underperforming, the staff at St. Mary developed a plan to strengthen their connection to literacy.

Teachers emphasized the need to discover the interests of students and chose to revisit their lesson plans to deliver the curriculum in a way that increased student engagement.

The two pillars of this strategy are choice and flexibility. When, for example, a storyboard exercise involving Curious George had minimal appeal to male students, the teacher expanded the activity to allow an *Indiana Jones and the Temple of Doom* option. Both male students' interest in the assignment and the completion rate skyrocketed. St. Mary's staff is similarly mindful of males' preferences when purchasing resource materials.

Leveraging student interests to encourage engagement aligns with the school board's initiative STOMP (Success Through Optimizing My Potential), a program that helps identify student strengths, learning styles and interests. Students with



St. Mary Catholic High School staff

“We use data to identify students’ needs and strengths coming into Grades 7 and 8 so we can place the students appropriately. We invite those in need to our after-school and summer literacy programs so that, by the time they enter Grade 9, they are positioned for success, and we are seeing success.”

Tom Whelan, principal

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

44%	Male
56%	Female
20%	Applied
76%	Academic
4%	Locally developed
0%	Other
21%	Special needs
0%	ESL and ELD
2%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

IEPs are particularly reassured by the STOMP

message that every student is unique. As a result, they are proving more inclined to use the accommodations available to them.

Another effective strategy has been the placement of Grade 8 students in the appropriate level of study when they enter Grade 9. Using Grade 6 EQAO data, as well as other data generated at its three elementary feeder schools, the school devotes much effort to program designation that best suits student need, which in turn promotes credit accumulation. A focused emphasis on communication with parents, informed by data, contributes to Grade 8 parental support for suggested program placement.

First-semester data at St. Mary Catholic High School show a 100% success rate in all courses among the school's 133 Grade 9 students.

St. Michael Catholic Secondary School

HURON PERTH CATHOLIC DISTRICT SCHOOL BOARD

Student population: 1011, Grades: 9–12, Principal: Tim Doherty

St. Michael Catholic Secondary School serves 1011 students in Grades 9 through 12. There has been little fluctuation in demographics at this school. Just over half the students live in Stratford, while 49% are bused from rural communities throughout Perth county.

The school has found it useful to analyze OSSLT data for greater insight into the needs of unsuccessful test writers. Through this review process, staff have discovered that students with IEPs who did not use available accommodations underperformed. Consequently, unsuccessful test writers are provided with additional training in assistive technologies such as Kurzweil to facilitate frequency and ease of use of these supports in the classroom and for assessments.



Tim Doherty

The data on second-time test writers has proven helpful to first-time test writers with special education needs. They are not only encouraged to use their accommodations but are tracked to ensure their comfort with assistive technologies. On test day, accommodated students write the test in classrooms supervised by teachers who are reassuringly familiar to them.

“Sometimes students are reluctant to take the accommodations to which they are entitled, but they change their mind after we talk to them and explain that we’ve found that students who have used accommodations have met with success.”

success,” notes principal Tim Doherty.

At St. Michael school, a key strategy for assisting unsuccessful test writers is to review each student’s reading and writing tasks so as to facilitate practice opportunities in areas of need, such as opinion writing and reading graphical text.

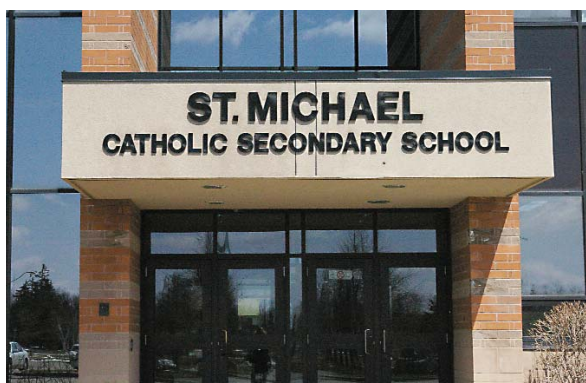
OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

51%	Male
49%	Female
21%	Applied
78%	Academic
<1%	Locally developed
0%	Other
17%	Special needs
0%	ESL and ELD
2%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

“Sometimes students are reluctant to take the accommodations to which they are entitled, but they change their mind after we talk to them and explain that we’ve found that students who have used accommodations have met with success.”

Tim Doherty, principal



Task-specific practice sessions begin in early March to allow the student to sign up for as many different sessions as they wish.

The school also applies the system-initiative Literacy Blitz, which St. Michael teachers

have customized for their school. Grade 10 teachers in each department work collaboratively to design subject-specific tasks modelled on OSSLT reading and writing activities. The tasks are assigned during one period every day on a rotating basis for 15 days.

Student feedback following the OSSLT showed that the increased exposure significantly reduced

anxiety. Students reported that the activities were similar to those they work with in class and, as a result, future test writers should be comfortable writing the OSSLT.

All initiatives in the school stem from a culture that emphasizes commitment and caring. This is typified by bimonthly team meetings of administration and special education and guidance staff at which student cases are discussed with a view to providing assistance.

St. Thomas Aquinas Roman Catholic High School

HALTON DISTRICT CATHOLIC SCHOOL BOARD

Student population: 800, Grades: 9–12, Principal: Colin McGillicuddy



Situated in an otherwise affluent city of 165 000 on the north shore of Lake Ontario, the St. Thomas Aquinas school community faces significant socio-economic challenges. The multi-ethnic student population includes many children from families new to Canada, and the special education and ESL population is the largest in the board.

In the fall and winter of 2006, the school's data-collection committee did baseline testing in core subject areas, comparing students' results with those of the previous year and looking for patterns and trends. This analysis and EQAO data revealed that, despite the accommodations provided, students with special education needs continued to struggle. The staff decided to pay particular attention to students with Level 1 or 2 achievement on their report cards and any initiatives that might help them.

Of the many literacy-directed strategies St. Thomas Aquinas has implemented, the Laptop Initiative is perhaps the most noteworthy. Established in 2005, the initiative centres on three "laptop carts"—mobile, wireless labs containing 30 laptop computers—which can be moved from class to class. Significantly, the labs are reserved for applied and locally developed classes. Not only do the laptops give these students regular, easy access to a computer, but there is a boost to the students' sense of self-worth, as they know they're getting the best technological resources the school has to offer.

"We believe passionately that our Level 1 and Level 2 students should have the same opportunities as our other students and that we should provide them with the skills they need."

EQAO testing has brought attention and resources

to these students that didn't exist before."

Colin McGillicuddy, principal



St. Thomas Aquinas Roman Catholic High School staff

This year a printer was added to each lab, as was a network drive to which students could save their work. This enabled students to resume work begun the previous day or week, print it out and present it to the teacher for immediate feedback. It also reduced the possibility

that homework might be lost and that students would be unable to complete assignments for various reasons.

Aware of the multiple stresses under which their students may be trying to learn, the staff make clear that graduating in four years is not imperative and encourage students to take as much time as they require in order to graduate.

"We also have the largest percentage of returning Grade 12 students who graduate," says principal McGillicuddy. "We've been very successful in getting kids not to give up on their education."

OSSLT STUDENT POPULATION (eligible to write the test for the 1st time)

52%	Male
48%	Female
17%	Applied
77%	Academic
4%	Locally developed
0%	Other
14%	Special needs
3%	ESL and ELD
6%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

Suggested Resources

The following resources are recommended to boards, schools and teachers as effective supports for enhancing student achievement and success.

Characteristics of Successful and Unsuccessful Student Performance on the OSSLT, available on the EQAO Web site: www.eqao.com.

Sample Test and Student Answer Sheet: www.eqao.com.

School Success Stories: www.eqao.com.

EQAO Guide to School and Board Improvement Planning (2005): www.eqao.com.

Supporting Student Success in Literacy, Grades 7–12: Effective Practices of Ontario School Boards (2004): www.edu.gov.on.ca.

Key Words: www.eqao.com.

Think Literacy: Cross-Curricular Approaches, Grades 7–12 (2003): www.edu.gov.on.ca.

Many Roots, Many Voices: Supporting English Language Learning in Every Classroom (2005), available on the Ministry of Education Web site: www.edu.gov.on.ca.

Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario (2003): www.edu.gov.on.ca.

Me Read? No Way! A Practical Guide to Improving Boys' Literacy Skills (2004): www.edu.gov.on.ca.

Think Literacy: Subject-Specific Strategies (2005): www.edu.gov.on.ca.

Planning and Preparation Guide: www.eqao.com.

Using Data to Promote Student Success: www.eqao.com.

Preparing Students for the OSSLT: Best Practices from Ontario School Boards (2003): www.edu.gov.on.ca.

Released 2007 OSSLT Items with Answer Keys and Scoring Guides: www.eqao.com.

Appendices

The EQAO Assessment Process

About the Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) is developed and administered by EQAO. The test assesses the cross-curricular reading and writing skills students are expected to have learned by the end of Grade 9, as outlined in *The Ontario Curriculum*.

Students across Ontario wrote the OSSLT on March 29, 2007. The test was administered in two 75-minute sessions.

Students must be successful on the OSSLT, or complete the Ontario Secondary School Literacy Course, to graduate with their Ontario Secondary School Diploma. Students who

were not successful have the option of retaking the test during the next administration.

On the OSSLT, literacy is considered a combination of reading and writing skills. Unsuccessful students receive information about the areas that need improvement.

EQAO consults with educators from across the province and with internationally recognized psychometricians on all aspects of the test: design, development, bias reviews, field testing, administration, scoring and reporting.

Design and Development

EQAO consults with educators from across the province and with internationally recognized psychometricians on all aspects of the test: design, development, bias reviews, field testing, administration, scoring and reporting.

Parallel English- and French-language versions of the OSSLT are developed. Although the questions are different, the overall content of the English- and French-language versions is comparable. Both versions have the same number and kinds of reading and writing tasks but reflect variations in the curricula.

The standard for the OSSLT describes a minimum acceptable level of student achievement. It describes student performance in literacy that meets or exceeds the minimum criteria (successful) or does not meet the minimum criteria (not successful).

Although each year's test is made up of a new set of questions, the literacy standard remains the same.

Consistency and Fairness

Each year, schools are sent English or French administration and accommodation guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. These procedures adhere to the *Principles for Fair Student Assessment Practices for Education in Canada* (1993).

EQAO has specific procedures in place to ensure that testing is consistent and fair for all students. Students must write the test independently in a quiet environment, supervised by teachers. Instructions are provided to ensure that a common

message is given to all students in the province. Students work on one booklet at a time in a predetermined order and the booklets are collected as they are completed.

Students with special needs are provided with accommodations according to the Ministry of Education's Policy/Program Memorandum No. 127. English as a second language (ESL) and English literacy development (ELD) learners are provided with special provisions described in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

Quality Assurance

During the administration of the OSSLT, quality assurance monitors visit publicly funded English-language Catholic and non-denominational schools as well as private schools across the province selected at random. Monitors examine security procedures for the test materials before, during and after the test and determine whether the test is administered consistently with the EQAO instructions.

For the March 2007 literacy test, monitors reported that all schools maintained tight security. Test materials were stored in secure locations, such as the school vault or the principal's office, and individual student test materials were kept unopened before the start of the test.

Scoring

EQAO has rigorous scoring procedures to ensure the reliability of test results. Before the literacy test is scored, all student papers are scrambled so that they can be distributed randomly to scorers. All student papers go through "blind scoring," with no information on the student work that might identify a student, a school or a school board. EQAO's scoring process includes scorer training, double-scoring of each student's paper and ongoing monitoring for validity and reliability.

Double-scoring involves two trained scorers independently scoring every open-response item in each student's test booklet. In cases where two scores differ, the item is scored again by a third scorer to confirm the score. EQAO scoring procedures are designed to ensure accurate and fair results for all students.

EQAO has rigorous scoring procedures to ensure the reliability of test results.

Given the EQAO scoring process, parents and students can be assured that the result obtained is a reliable indication of the student's work and has been scored against the same standard, which has been consistently applied across the province.

About the Education Quality and Accountability Office

The Education Quality and Accountability Office (EQAO) is a catalyst for increasing the success of Ontario students by measuring their achievement of reading, writing and mathematics curriculum expectations. As an arm's-length provincial agency, EQAO plays a pivotal role by conducting province-wide tests at key points in every student's primary, junior and secondary education and reporting the results. This objective and reliable evidence adds to the current

knowledge about student learning and is an important tool for improvement at the individual, school, school board and provincial levels.

Schools and school boards create their own reports of EQAO data for distribution to parents and others in their communities. EQAO posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This will be achieved through student assessments that produce objective, reliable

and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Explanation of Terms

First-Time Eligible Students

First-time eligible students typically entered Grade 9 during the 2005–2006 school year. These students (and any others who were placed in this cohort) were required to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in March 2007. “First-time eligible” includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).

Previously Eligible Students

Previously eligible includes all students who were unsuccessful, absent or deferred during a previous administration.

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 (exempted students).

Fully Participating Students

This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.

Successful

Students who fully participated in the OSSLT and received a score that met the expected standard.

Not Successful

Students who fully participated in the OSSLT and received a score that did not meet the expected standard.

Absent

Students are deemed to be absent if there is no work for one or both sessions of the administration.

Deferred

Students’ participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO’s *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*. A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.

OSSLC

Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.

Exempted

Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.

ESL/ELD Learners

English as a second language (ESL) and English literacy development (ELD) learners are identified by the school.

ESL/ELD Learners Receiving Special Provisions

Students receiving special provisions are students identified by the school as ESL/ELD learners. Detailed information about special provisions is available in EQAO’s *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

Students with Special Needs (Excluding Gifted)

These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified as gifted are not included.

Students with Special Needs (Excluding Gifted) Receiving Accommodations

Students receiving test accommodations are students identified by the school as students with special needs. Students identified as gifted are not included. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in EQAO’s *Guide for Accommodations, Special Provisions, Exemptions and Deferrals*.

N/R

“Not reported” indicates that the number of participating students is so small that identification of individual student results might be possible; results are not reported.

N/D

“No data available” is used to indicate that there were no students in the group or year specified.

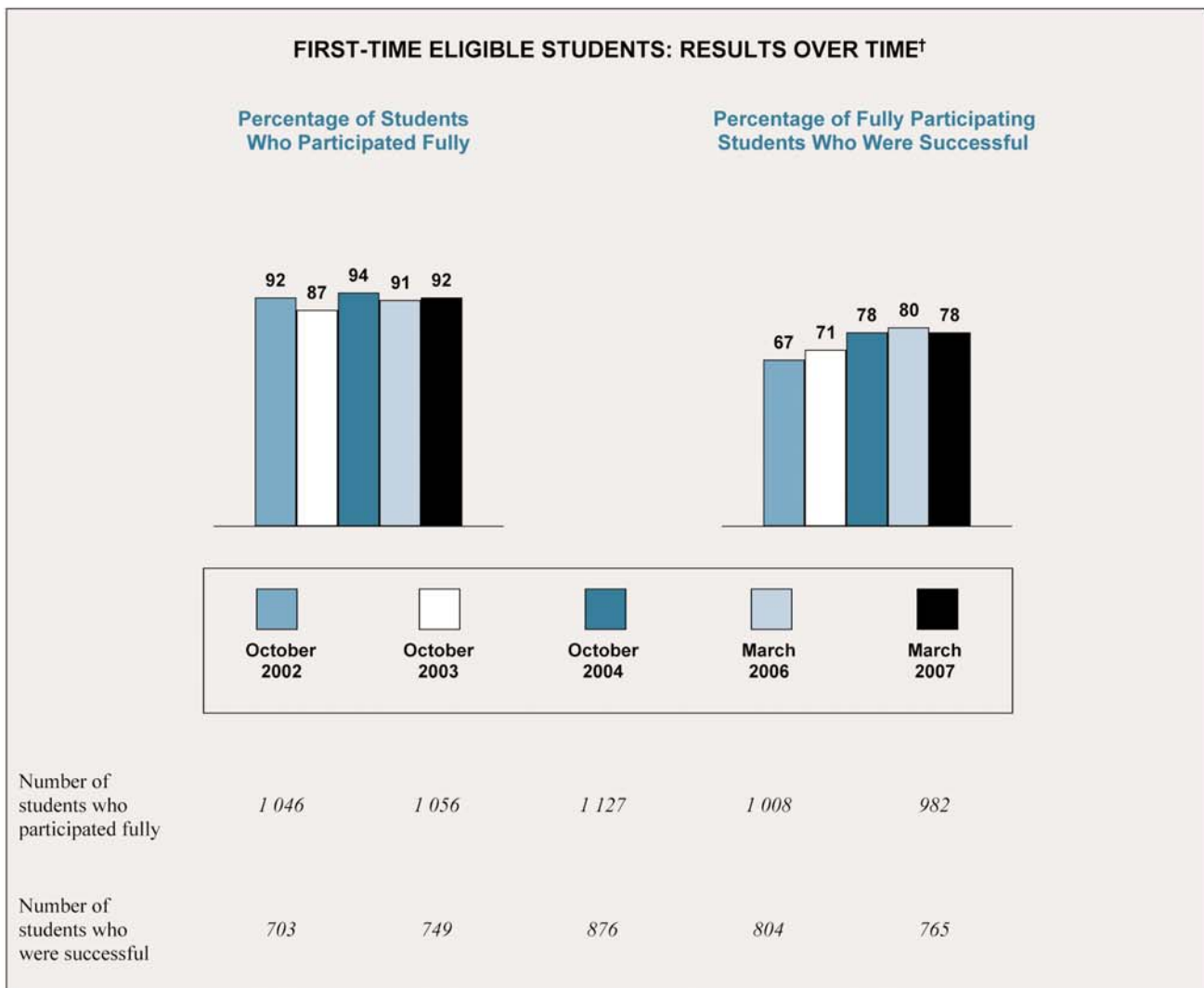
Board Results

Board Results

Board Name: Algoma DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 073	Previously Eligible Students 488
Students who participated fully	92%	52%
Fully participating students who were successful in completing the OSSLT	78%*	53%*
ESL/ELD learners	<1%	0%
ESL/ELD learners receiving special provisions	<1%*	0%*
Students with special needs (excluding gifted)	16%	26%
Students with special needs receiving accommodations (excluding gifted)	12%*	20%*
Speak another language (or languages) as often as English at home	5%	5%
Speak only or mostly a language (or languages) other than English at home	1%	0%
Number of schools administering the OSSLT	14	13

* Percentages are based on the number of students who participated fully.



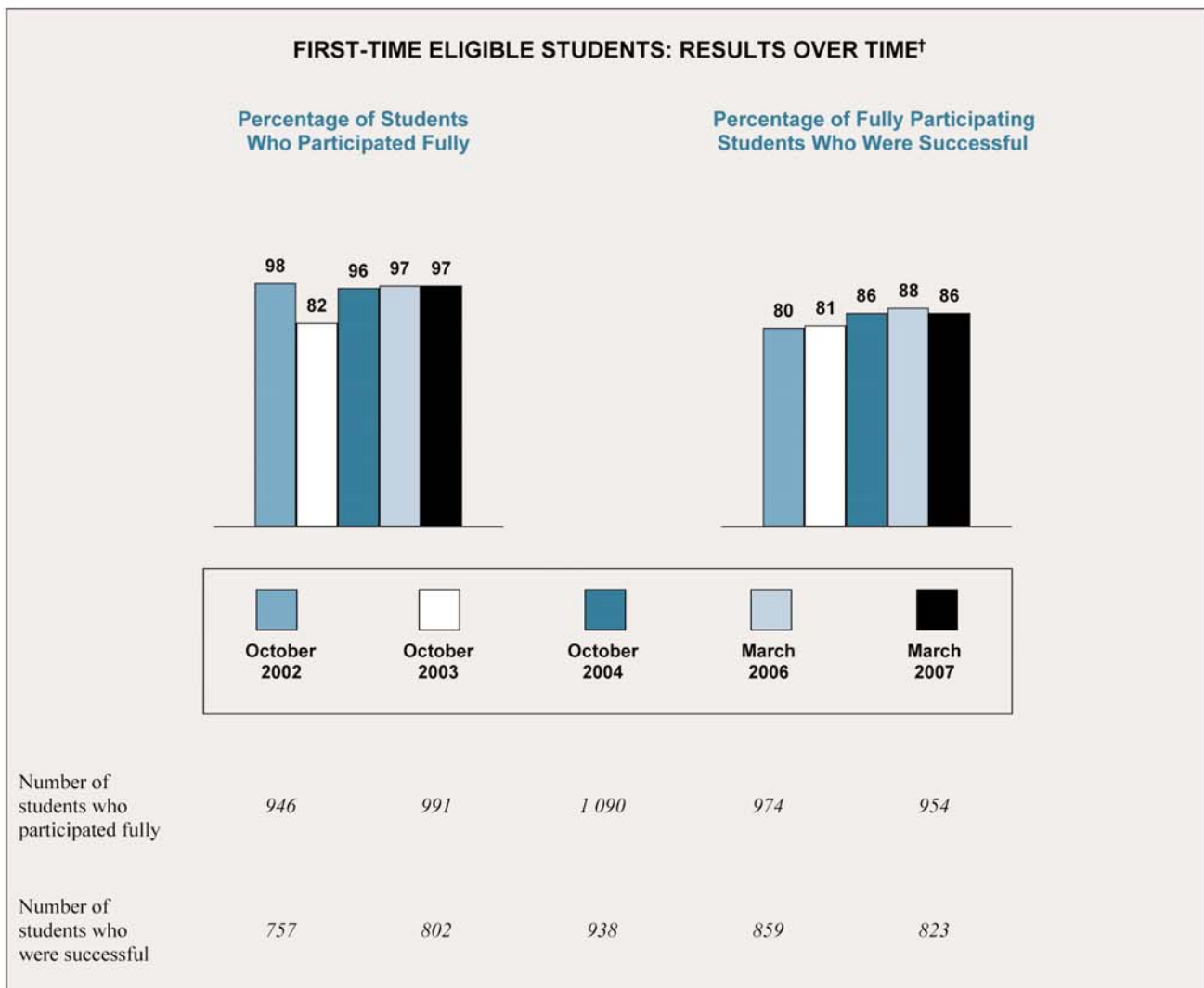
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Algonquin and Lakeshore Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	985	208
Students who participated fully	97%	58%
Fully participating students who were successful in completing the OSSLT	86%*	47%*
ESL/ELD learners	2%	29%
ESL/ELD learners receiving special provisions	2%*	34%*
Students with special needs (excluding gifted)	18%	39%
Students with special needs receiving accommodations (excluding gifted)	16%*	41%*
Speak another language (or languages) as often as English at home	8%	19%
Speak only or mostly a language (or languages) other than English at home	2%	19%
Number of schools administering the OSSLT	5	5

* Percentages are based on the number of students who participated fully.



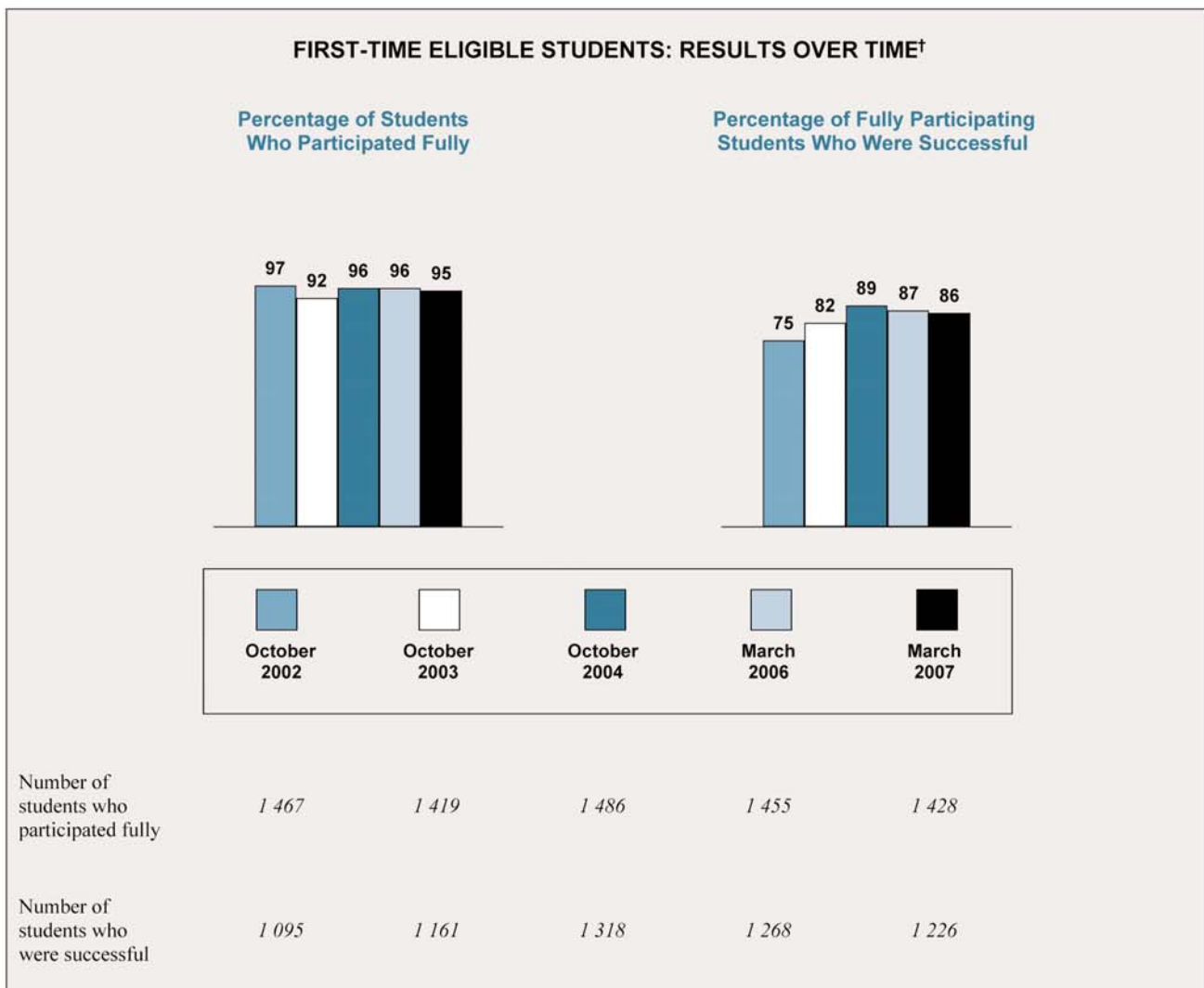
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Board Results

Board Name: Avon Maitland DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 503	Previously Eligible Students 401
Students who participated fully	95%	56%
Fully participating students who were successful in completing the OSSLT	86%*	60%*
ESL/ELD learners	<1%	<1%
ESL/ELD learners receiving special provisions	<1%*	1%*
Students with special needs (excluding gifted)	19%	43%
Students with special needs receiving accommodations (excluding gifted)	16%*	31%*
Speak another language (or languages) as often as English at home	3%	2%
Speak only or mostly a language (or languages) other than English at home	1%	1%
Number of schools administering the OSSLT	9	9

* Percentages are based on the number of students who participated fully.



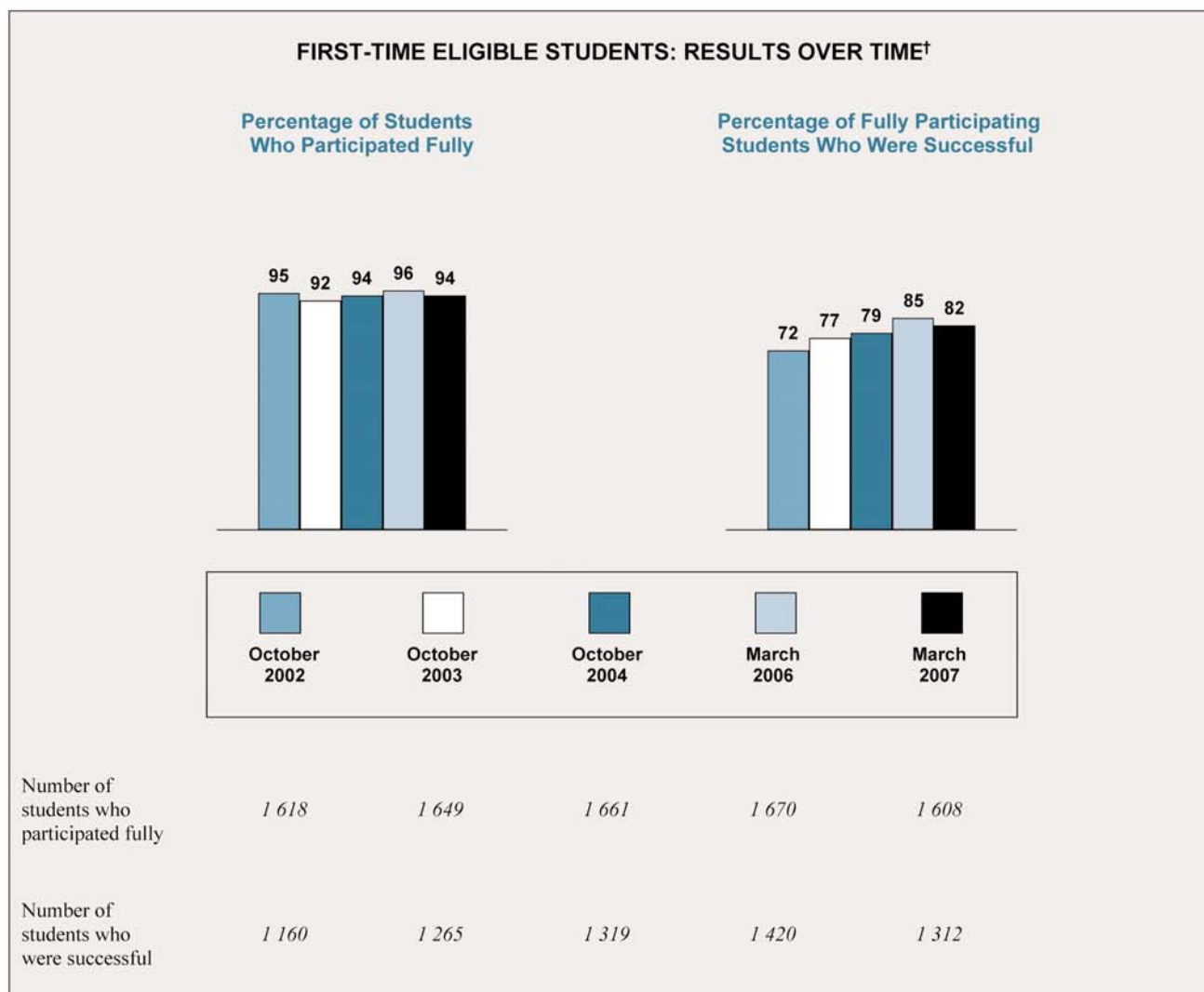
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Board Results

Board Name: Bluewater DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 707	Previously Eligible Students 455
Students who participated fully	94%	60%
Fully participating students who were successful in completing the OSSLT	82%*	51%*
ESL/ELD learners	<1%	<1%
ESL/ELD learners receiving special provisions	<1%*	<1%*
Students with special needs (excluding gifted)	18%	49%
Students with special needs receiving accommodations (excluding gifted)	16%*	42%*
Speak another language (or languages) as often as English at home	3%	2%
Speak only or mostly a language (or languages) other than English at home	1%	<1%
Number of schools administering the OSSLT	11	11

* Percentages are based on the number of students who participated fully.



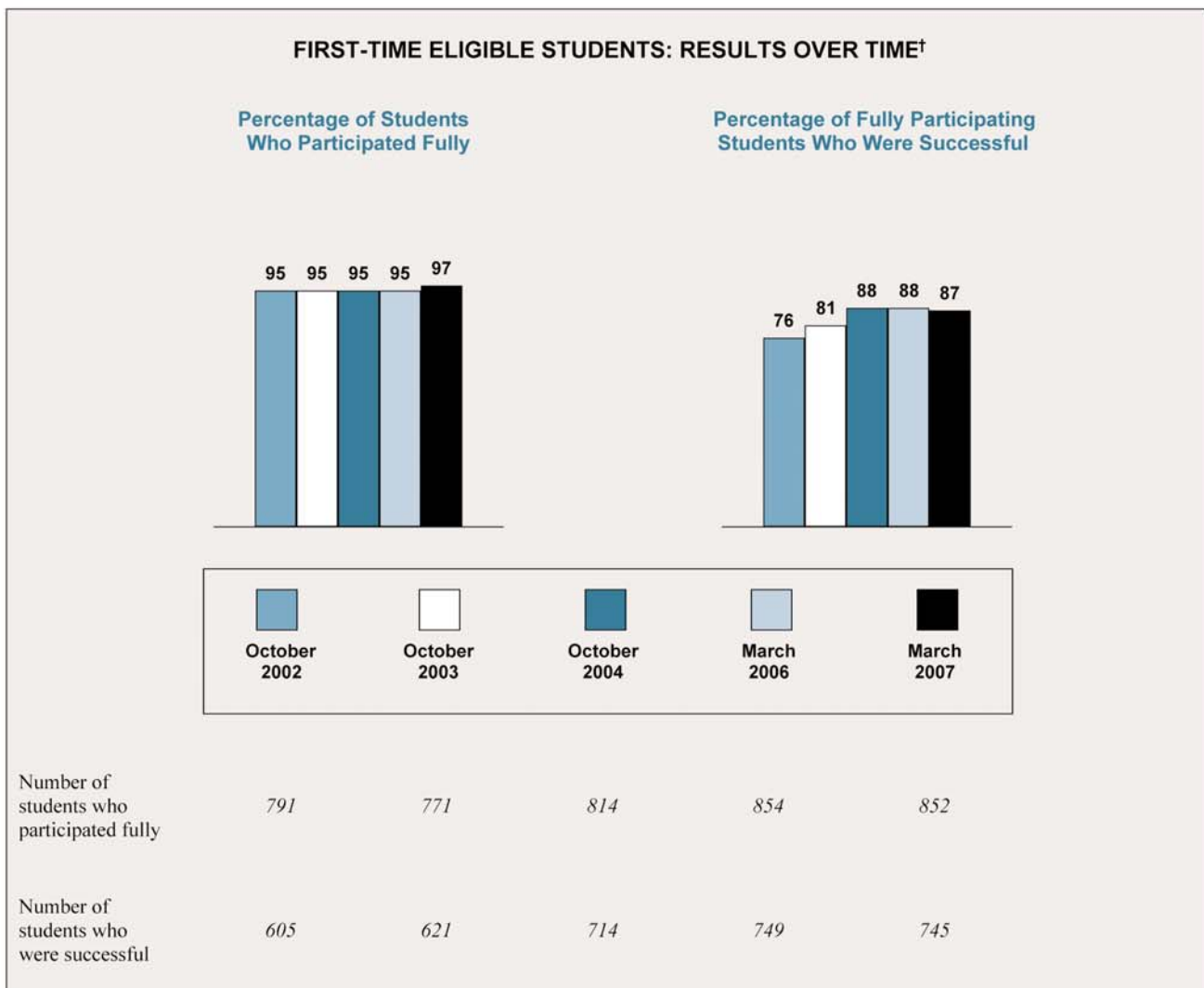
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Board Results

Board Name: Brant Haldimand Norfolk Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	875	157
Students who participated fully	97%	73%
Fully participating students who were successful in completing the OSSLT	87%*	55%*
ESL/ELD learners	0%	0%
ESL/ELD learners receiving special provisions	0%*	0%*
Students with special needs (excluding gifted)	12%	45%
Students with special needs receiving accommodations (excluding gifted)	11%*	37%*
Speak another language (or languages) as often as English at home	6%	10%
Speak only or mostly a language (or languages) other than English at home	2%	2%
Number of schools administering the OSSLT	3	3

* Percentages are based on the number of students who participated fully.

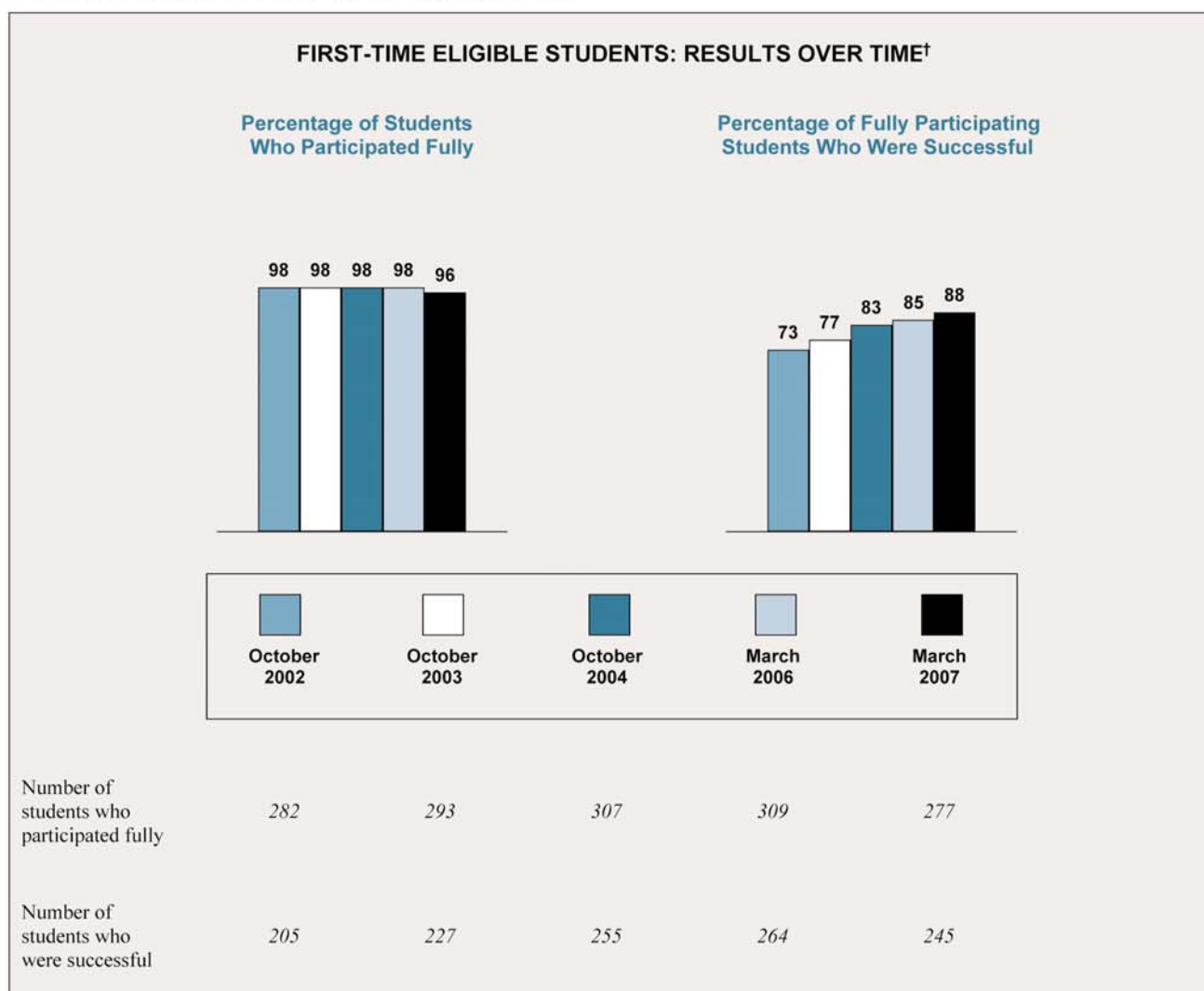


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Name: Bruce-Grey Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	289	69
Students who participated fully	96%	72%
Fully participating students who were successful in completing the OSSLT	88%*	60%*
ESL/ELD learners	0%	3%
ESL/ELD learners receiving special provisions	0%*	4%*
Students with special needs (excluding gifted)	17%	38%
Students with special needs receiving accommodations (excluding gifted)	10%*	26%*
Speak another language (or languages) as often as English at home	4%	4%
Speak only or mostly a language (or languages) other than English at home	1%	2%
Number of schools administering the OSSLT	2	2

* Percentages are based on the number of students who participated fully.



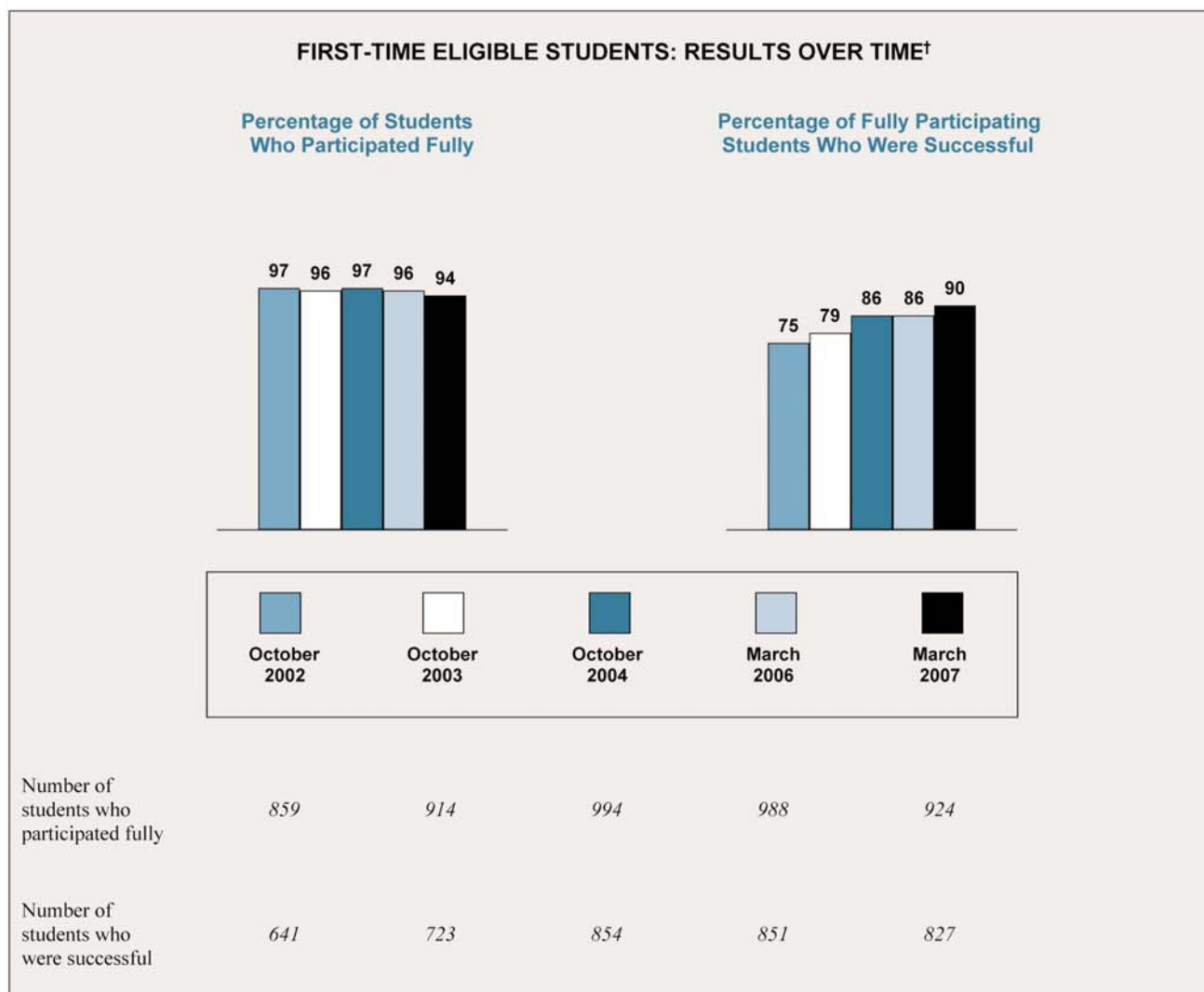
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Board Results

Board Name: Catholic DSB of Eastern Ontario

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	986	212
Students who participated fully	94%	60%
Fully participating students who were successful in completing the OSSLT	90%*	61%*
ESL/ELD learners	<1%	0%
ESL/ELD learners receiving special provisions	<1%*	0%*
Students with special needs (excluding gifted)	24%	64%
Students with special needs receiving accommodations (excluding gifted)	20%*	60%*
Speak another language (or languages) as often as English at home	10%	13%
Speak only or mostly a language (or languages) other than English at home	2%	4%
Number of schools administering the OSSLT	10	10

* Percentages are based on the number of students who participated fully.



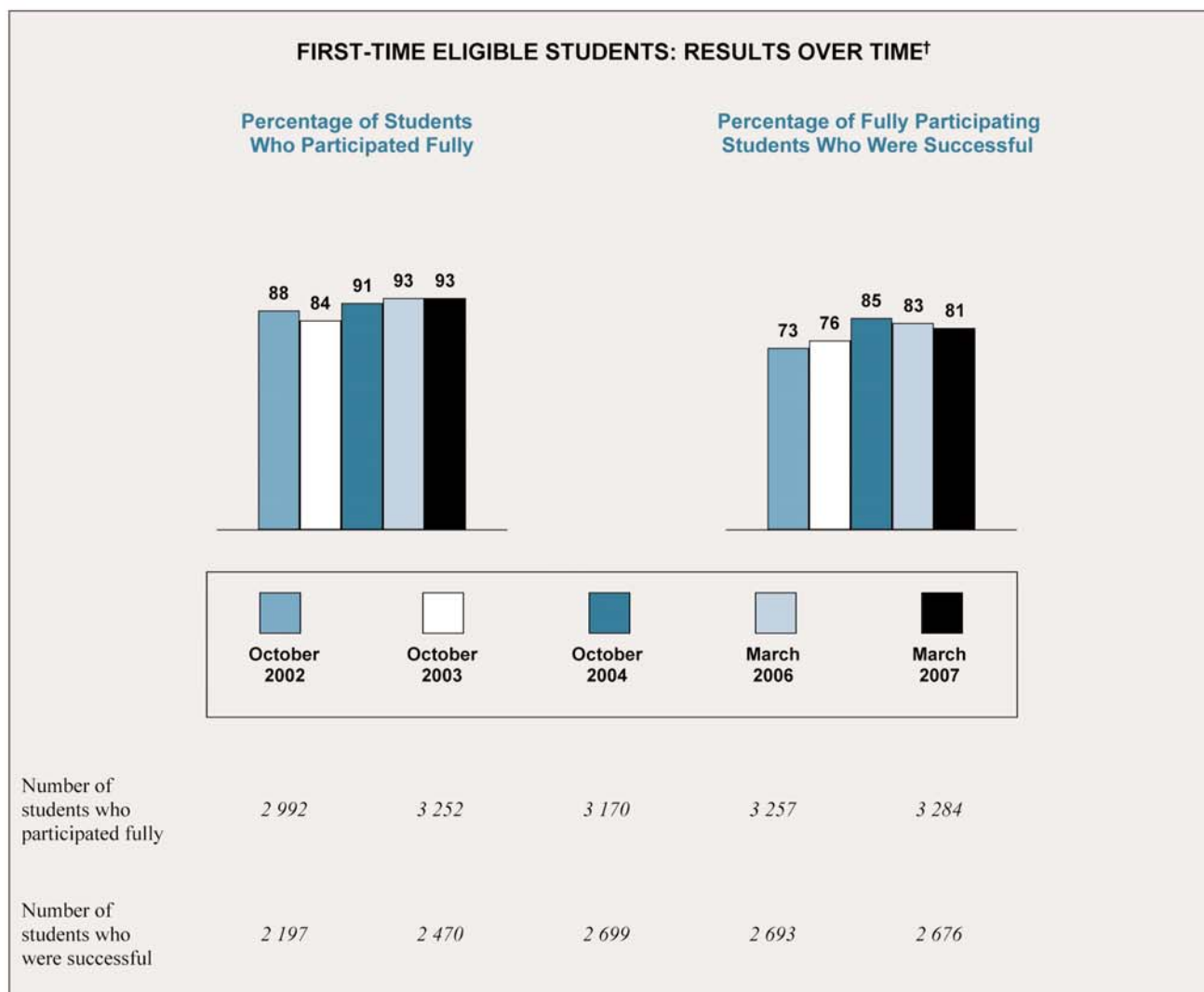
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Board Results

Board Name: DSB of Niagara

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 532	Previously Eligible Students 1 252
Students who participated fully	93%	54%
Fully participating students who were successful in completing the OSSLT	81%*	48%*
ESL/ELD learners	1%	4%
ESL/ELD learners receiving special provisions	<1%*	4%*
Students with special needs (excluding gifted)	12%	41%
Students with special needs receiving accommodations (excluding gifted)	10%*	34%*
Speak another language (or languages) as often as English at home	7%	11%
Speak only or mostly a language (or languages) other than English at home	2%	4%
Number of schools administering the OSSLT	23	24

* Percentages are based on the number of students who participated fully.



† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

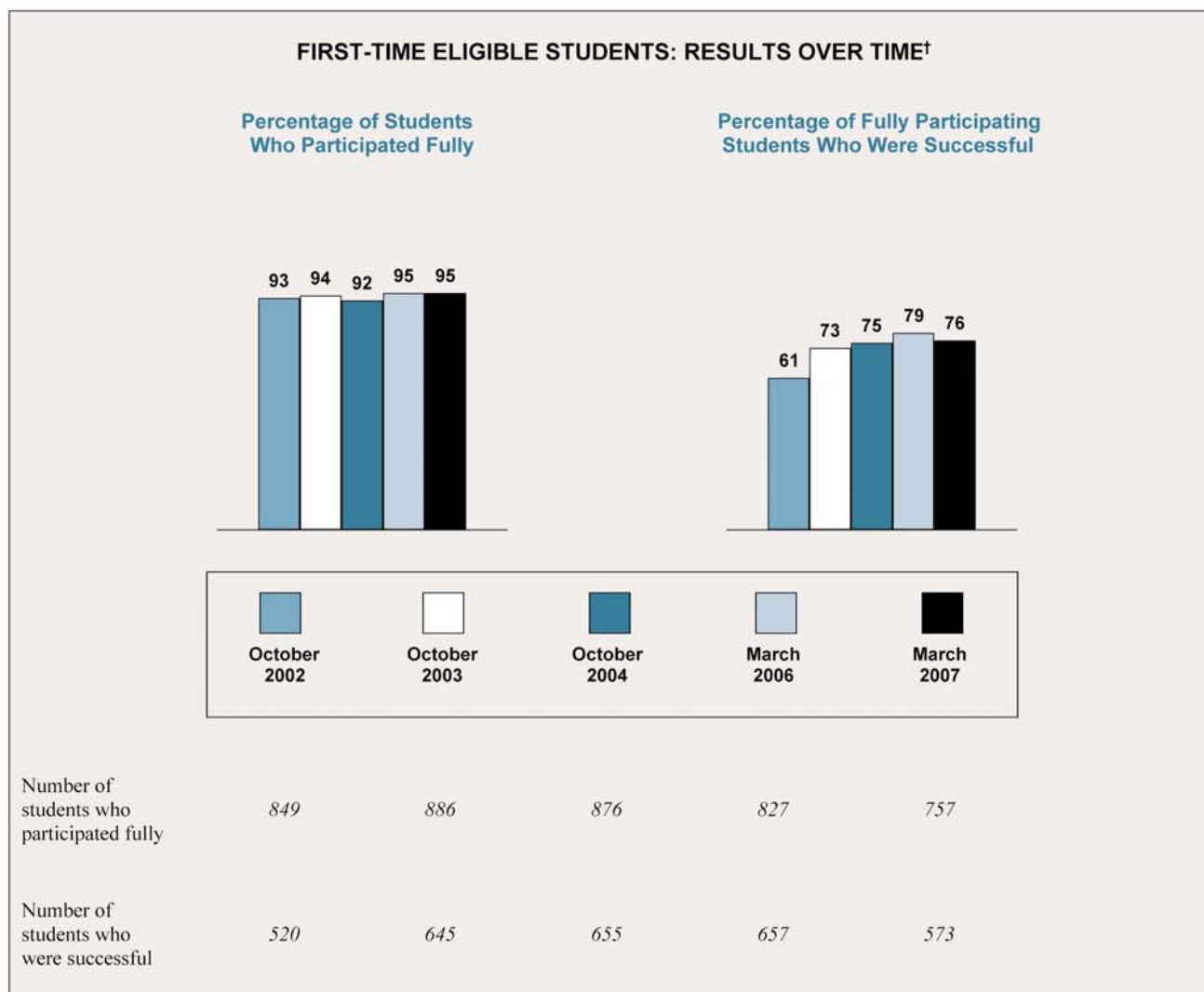
Board Results

Board Name: DSB Ontario North East

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	795	311
Students who participated fully	95%	66%
Fully participating students who were successful in completing the OSSLT	76%*	46%*
ESL/ELD learners	0%	0%
ESL/ELD learners receiving special provisions	0%*	0%*
Students with special needs (excluding gifted)	18%	37%
Students with special needs receiving accommodations (excluding gifted)	17%*	37%*
Speak another language (or languages) as often as English at home	12%	14%
Speak only or mostly a language (or languages) other than English at home	2%	6%

Number of schools administering the OSSLT	11	11
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* Percentages are based on the number of students who participated fully.



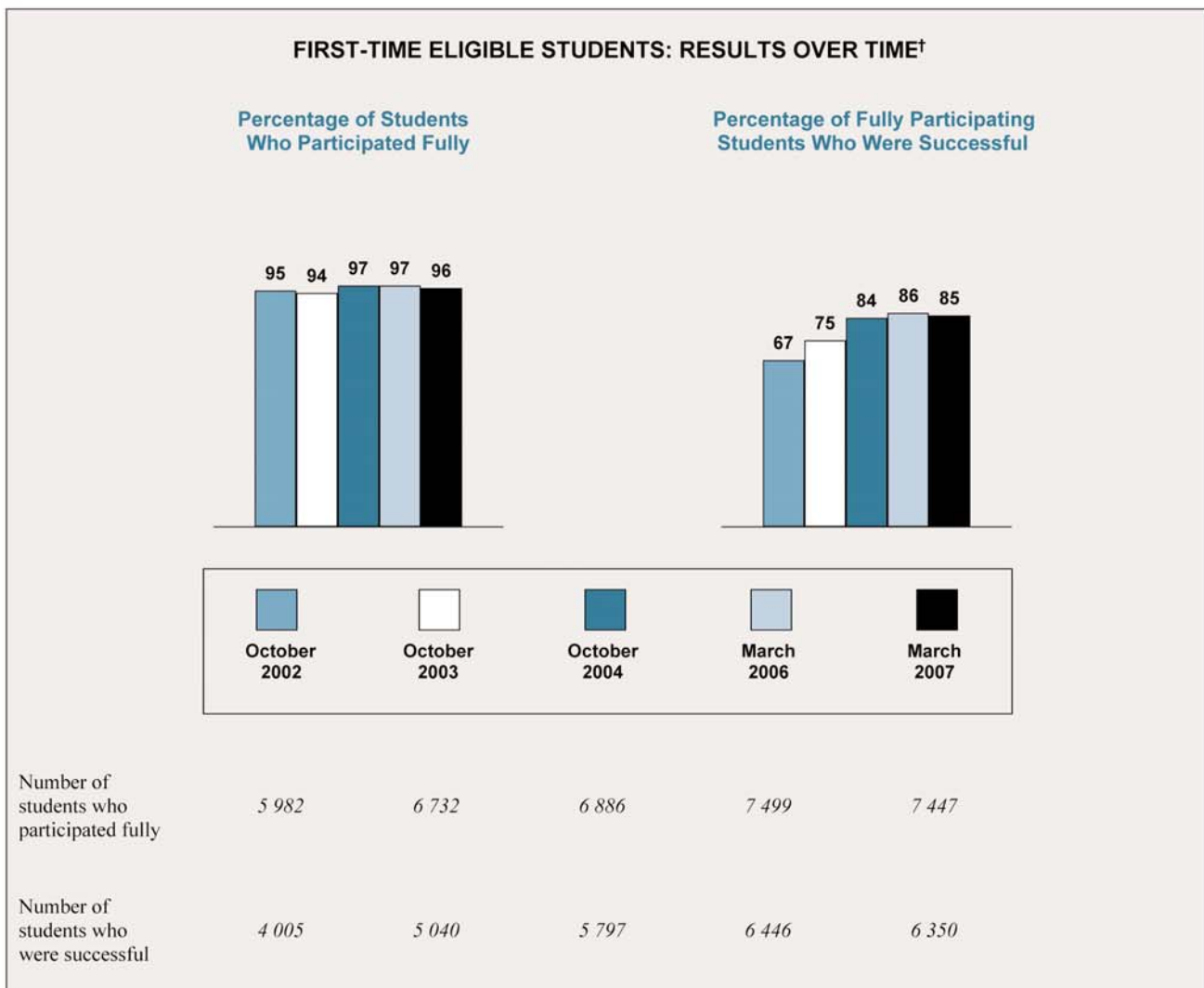
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Board Results

Board Name: Dufferin Peel Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 7 745	Previously Eligible Students 1 984
Students who participated fully	96%	58%
Fully participating students who were successful in completing the OSSLT	85%*	55%*
ESL/ELD learners	5%	20%
ESL/ELD learners receiving special provisions	3%*	16%*
Students with special needs (excluding gifted)	11%	29%
Students with special needs receiving accommodations (excluding gifted)	9%*	21%*
Speak another language (or languages) as often as English at home	25%	30%
Speak only or mostly a language (or languages) other than English at home	10%	21%
Number of schools administering the OSSLT	27	24

* Percentages are based on the number of students who participated fully.



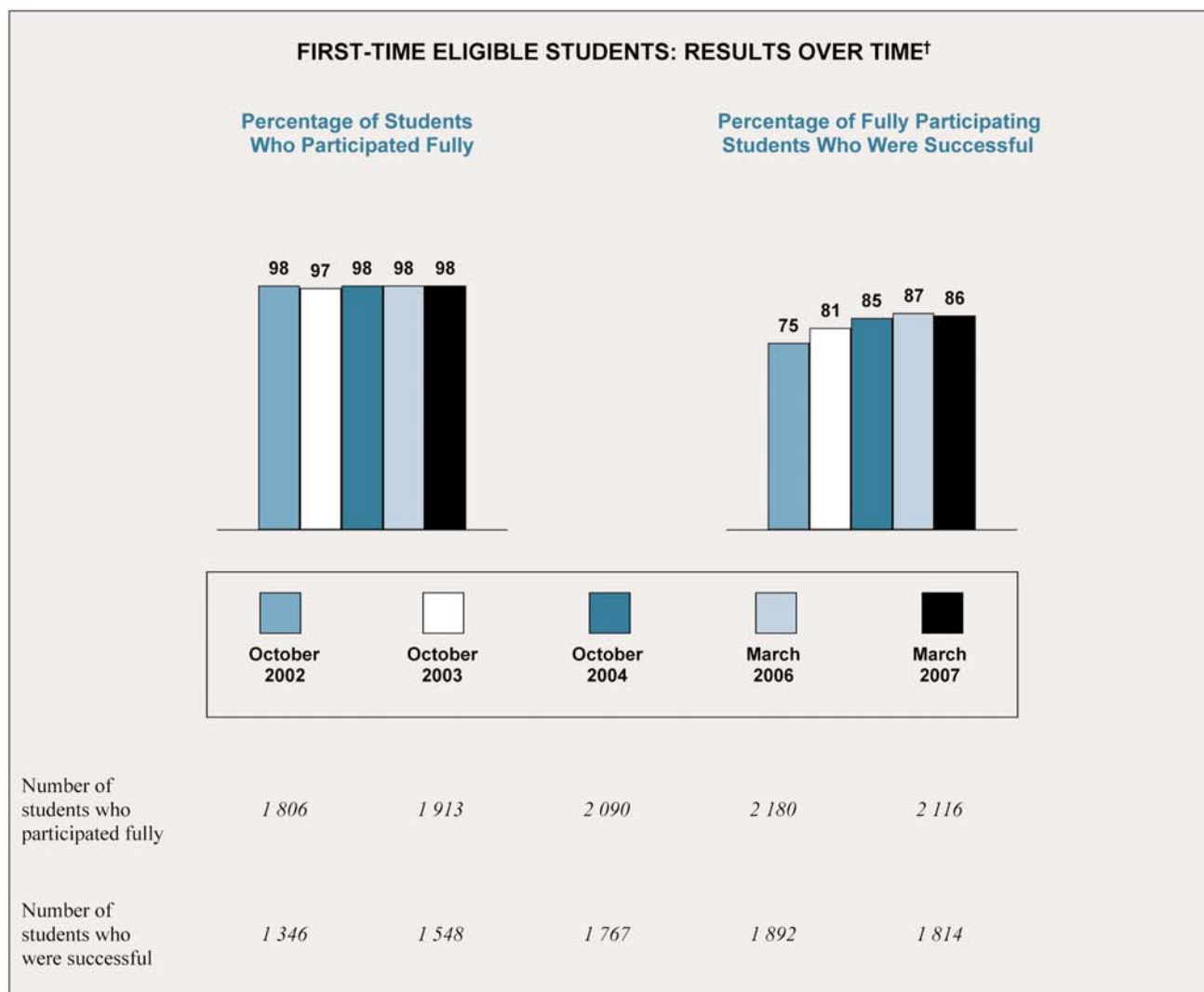
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Board Results

Board Name: Durham Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 169	Previously Eligible Students 468
Students who participated fully	98%	68%
Fully participating students who were successful in completing the OSSLT	86%*	53%*
ESL/ELD learners	1%	1%
ESL/ELD learners receiving special provisions	1%*	2%*
Students with special needs (excluding gifted)	9%	26%
Students with special needs receiving accommodations (excluding gifted)	8%*	27%*
Speak another language (or languages) as often as English at home	10%	15%
Speak only or mostly a language (or languages) other than English at home	3%	4%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.

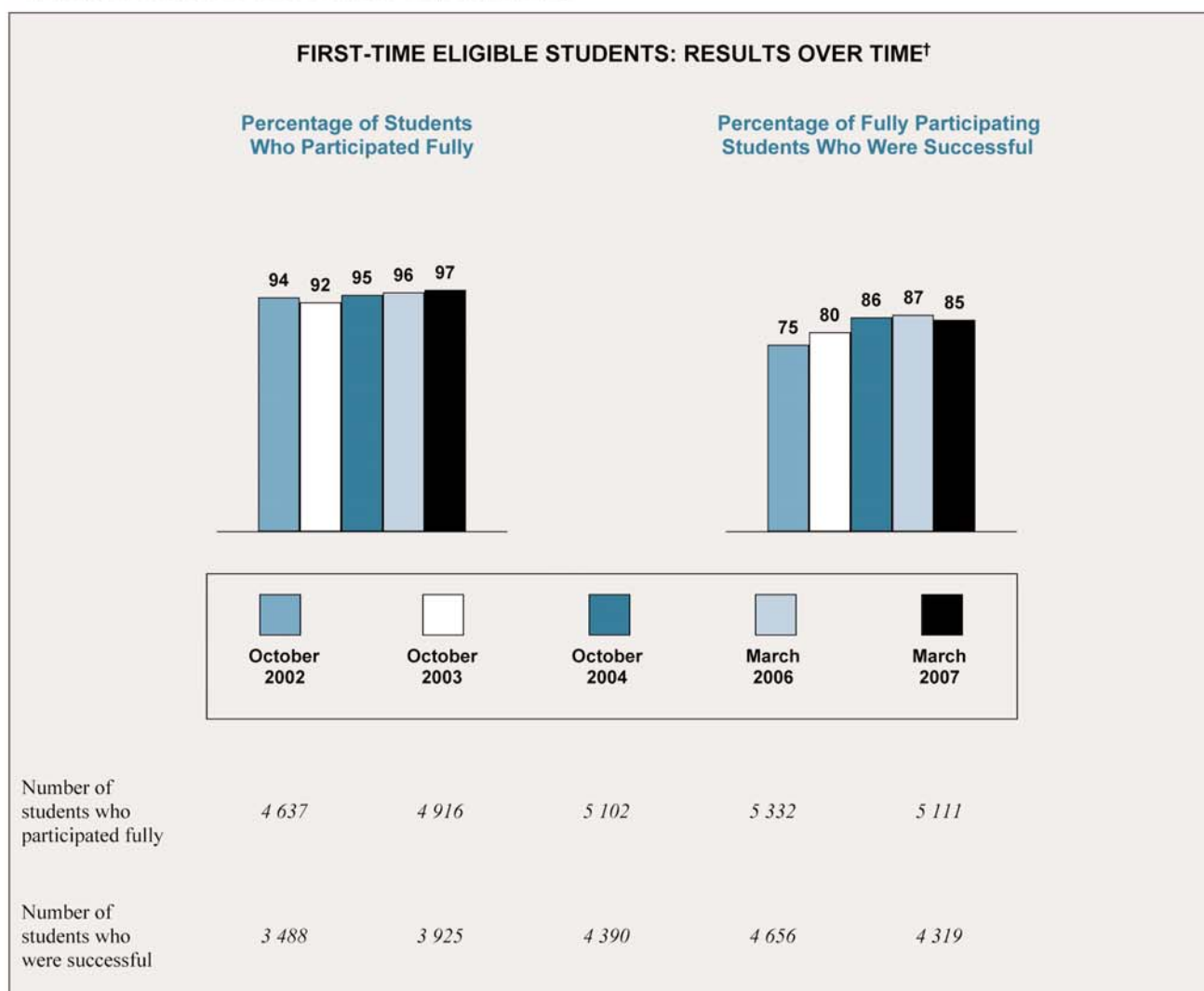


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Name: Durham DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 5 293	Previously Eligible Students 1 164
Students who participated fully	97%	71%
Fully participating students who were successful in completing the OSSLT	85%*	55%*
ESL/ELD learners	1%	7%
ESL/ELD learners receiving special provisions	1%*	5%*
Students with special needs (excluding gifted)	14%	36%
Students with special needs receiving accommodations (excluding gifted)	13%*	37%*
Speak another language (or languages) as often as English at home	8%	12%
Speak only or mostly a language (or languages) other than English at home	2%	6%
Number of schools administering the OSSLT	21	21

* Percentages are based on the number of students who participated fully.



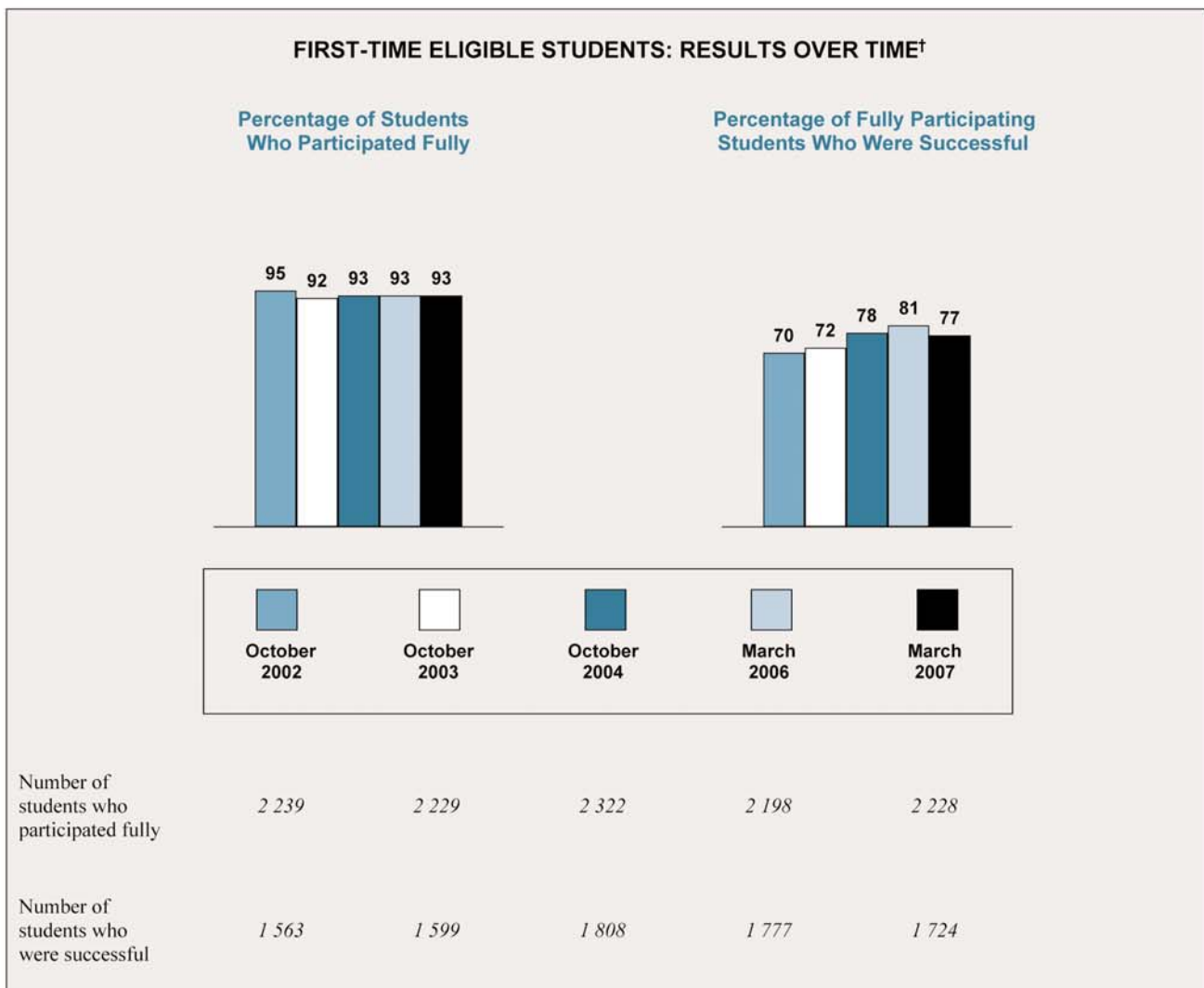
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Board Results

Board Name: Grand Erie DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 398	Previously Eligible Students 913
Students who participated fully	93%	63%
Fully participating students who were successful in completing the OSSLT	77%*	48%*
ESL/ELD learners	1%	1%
ESL/ELD learners receiving special provisions	1%*	1%*
Students with special needs (excluding gifted)	11%	34%
Students with special needs receiving accommodations (excluding gifted)	8%*	19%*
Speak another language (or languages) as often as English at home	6%	9%
Speak only or mostly a language (or languages) other than English at home	2%	3%
Number of schools administering the OSSLT	15	15

* Percentages are based on the number of students who participated fully.



† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

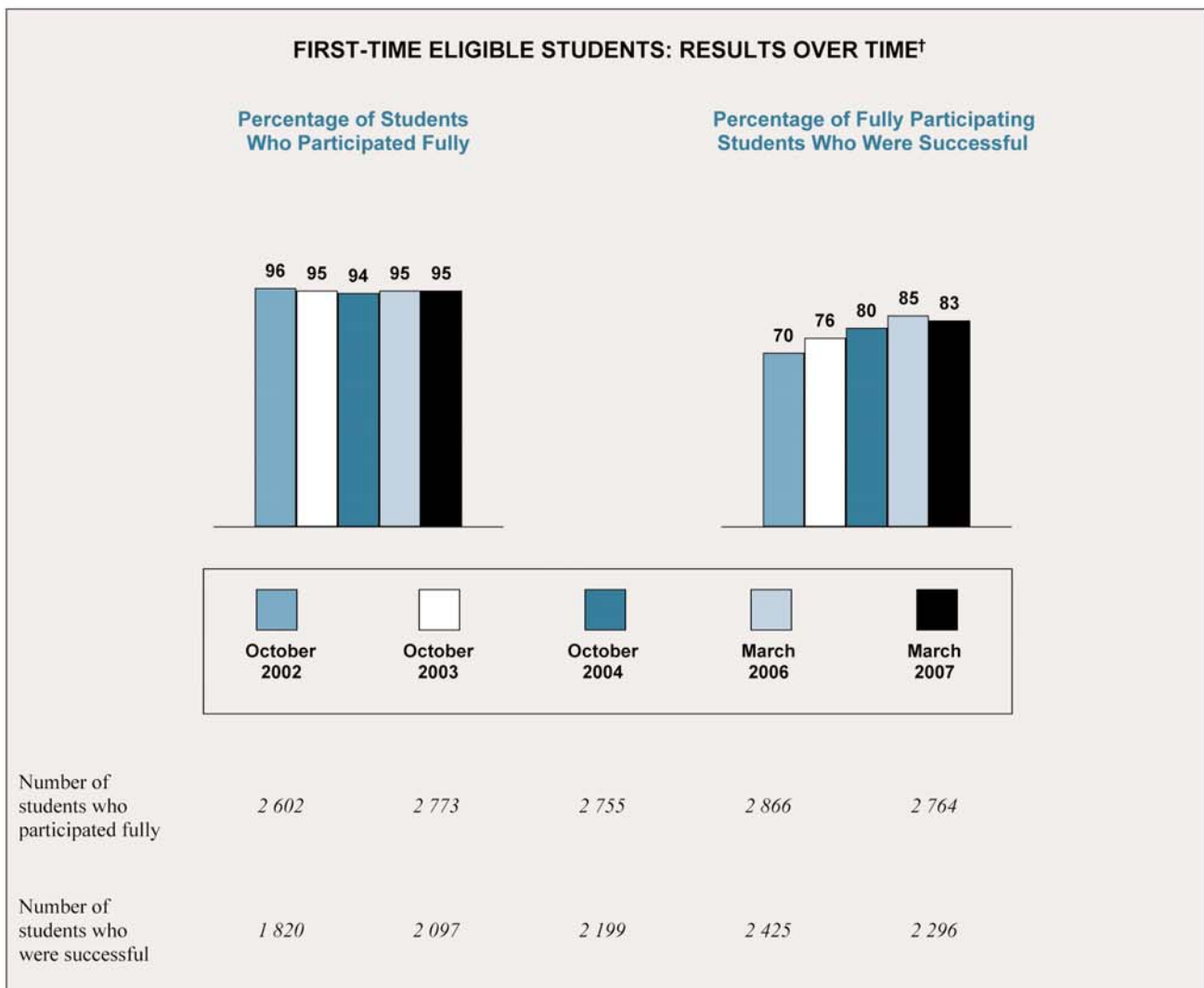
Board Results

Board Name: Greater Essex County DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 902	Previously Eligible Students 826
Students who participated fully	95%	70%
Fully participating students who were successful in completing the OSSLT	83%*	48%*
ESL/ELD learners	3%	5%
ESL/ELD learners receiving special provisions	<1%*	1%*
Students with special needs (excluding gifted)	12%	45%
Students with special needs receiving accommodations (excluding gifted)	11%*	43%*
Speak another language (or languages) as often as English at home	13%	14%
Speak only or mostly a language (or languages) other than English at home	5%	7%

Number of schools administering the OSSLT	16	16
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* Percentages are based on the number of students who participated fully.



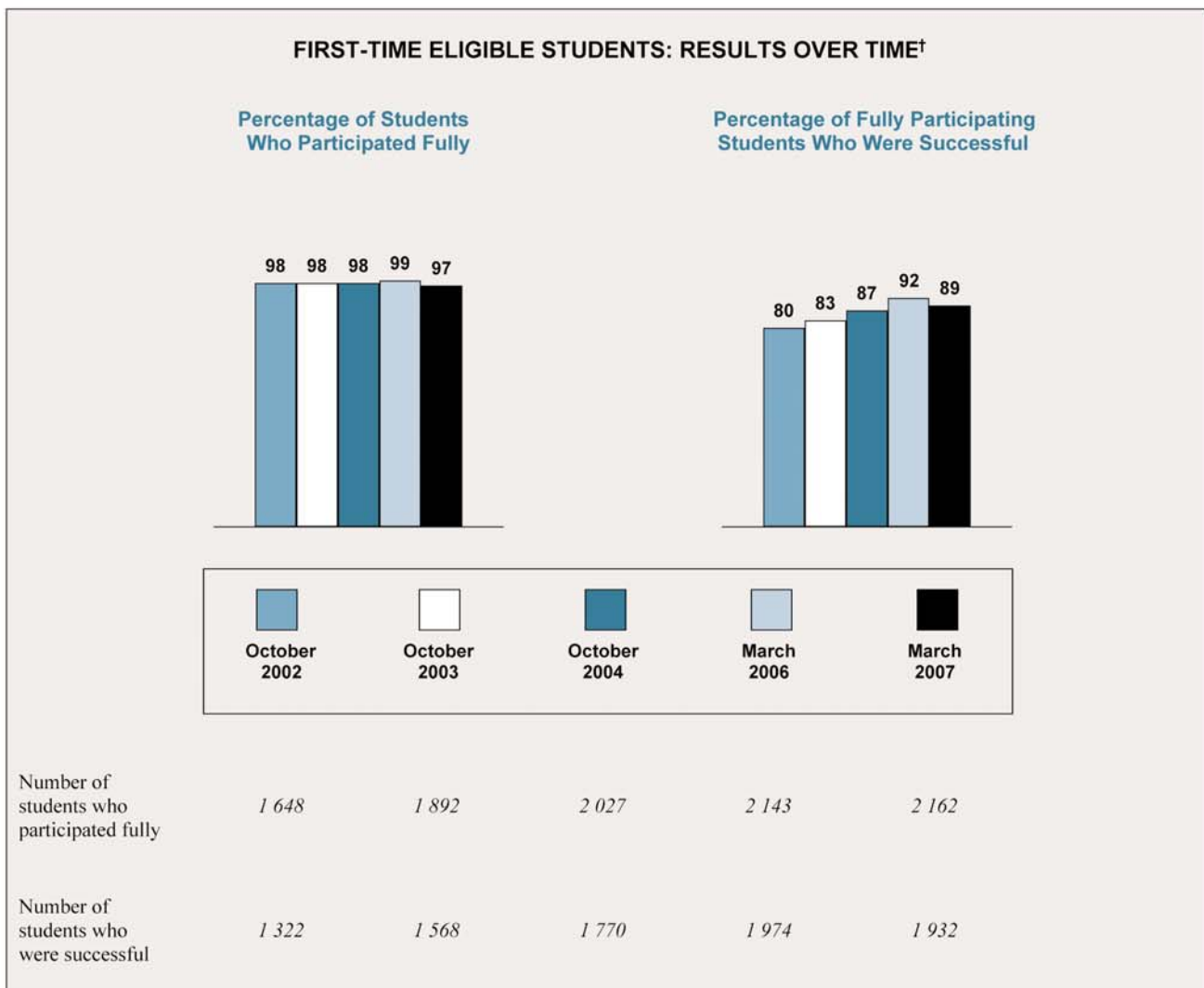
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Board Results

Board Name: Halton Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 219	Previously Eligible Students 316
Students who participated fully	97%	68%
Fully participating students who were successful in completing the OSSLT	89%*	58%*
ESL/ELD learners	2%	16%
ESL/ELD learners receiving special provisions	2%*	7%*
Students with special needs (excluding gifted)	11%	37%
Students with special needs receiving accommodations (excluding gifted)	10%*	34%*
Speak another language (or languages) as often as English at home	12%	19%
Speak only or mostly a language (or languages) other than English at home	6%	16%
Number of schools administering the OSSLT	7	7

* Percentages are based on the number of students who participated fully.



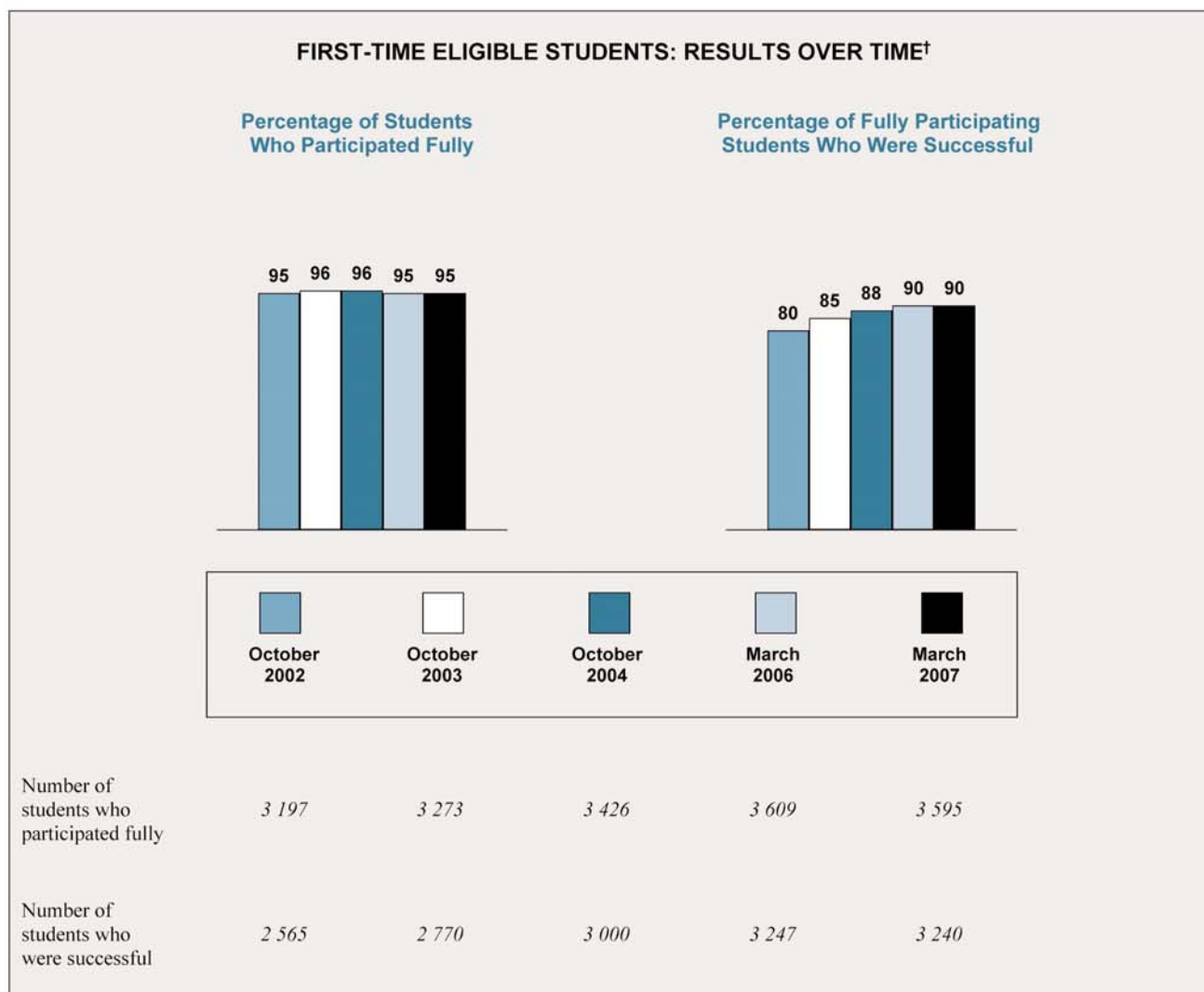
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Halton DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 782	Previously Eligible Students 756
Students who participated fully	95%	60%
Fully participating students who were successful in completing the OSSLT	90%*	61%*
ESL/ELD learners	2%	8%
ESL/ELD learners receiving special provisions	1%*	11%*
Students with special needs (excluding gifted)	10%	24%
Students with special needs receiving accommodations (excluding gifted)	8%*	18%*
Speak another language (or languages) as often as English at home	10%	14%
Speak only or mostly a language (or languages) other than English at home	5%	13%
Number of schools administering the OSSLT	17	21

* Percentages are based on the number of students who participated fully.



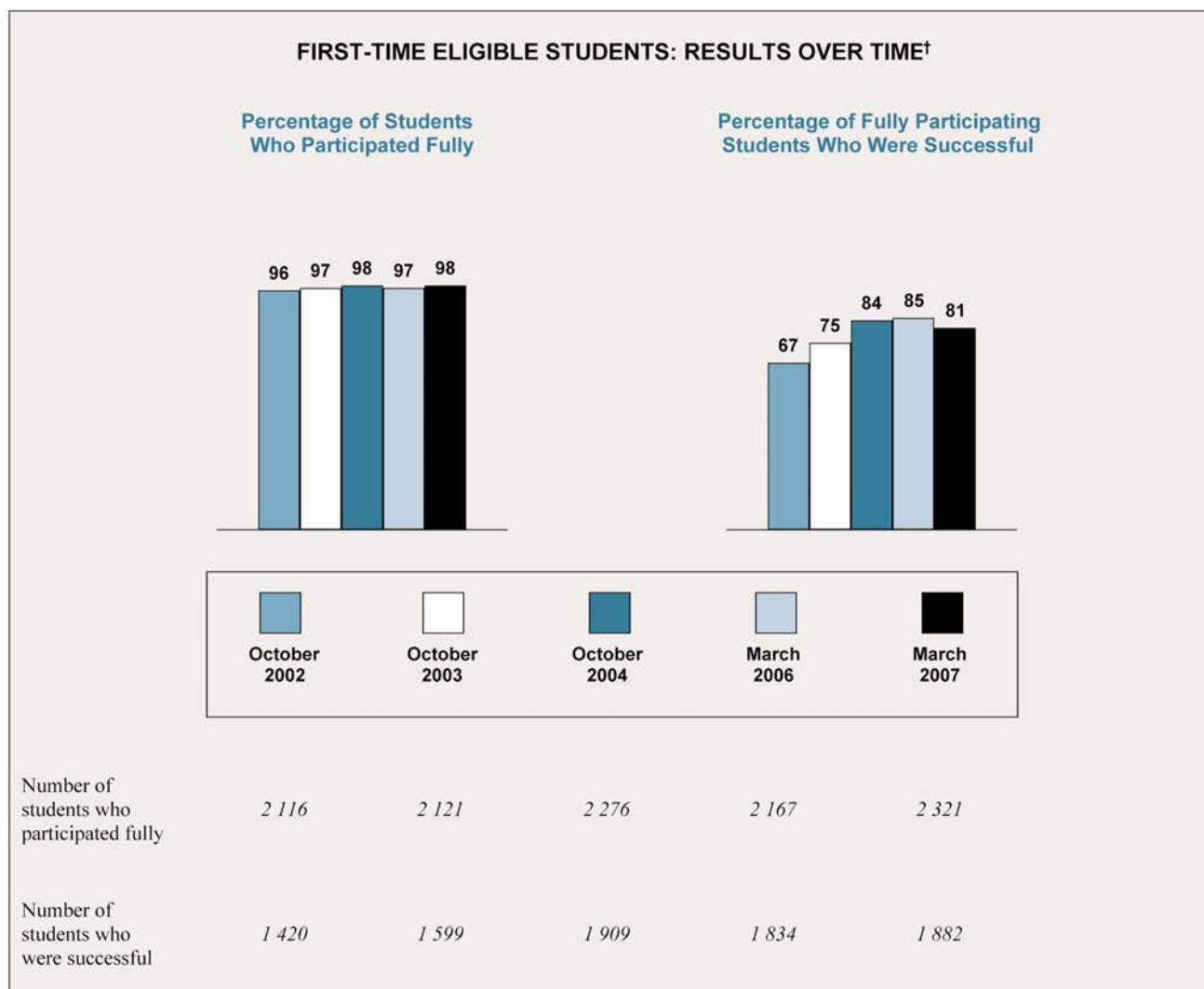
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Hamilton-Wentworth Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 379	Previously Eligible Students 596
Students who participated fully	98%	63%
Fully participating students who were successful in completing the OSSLT	81%*	47%*
ESL/ELD learners	1%	9%
ESL/ELD learners receiving special provisions	1%*	6%*
Students with special needs (excluding gifted)	16%	39%
Students with special needs receiving accommodations (excluding gifted)	16%*	41%*
Speak another language (or languages) as often as English at home	17%	24%
Speak only or mostly a language (or languages) other than English at home	6%	15%
Number of schools administering the OSSLT	7	7

* Percentages are based on the number of students who participated fully.

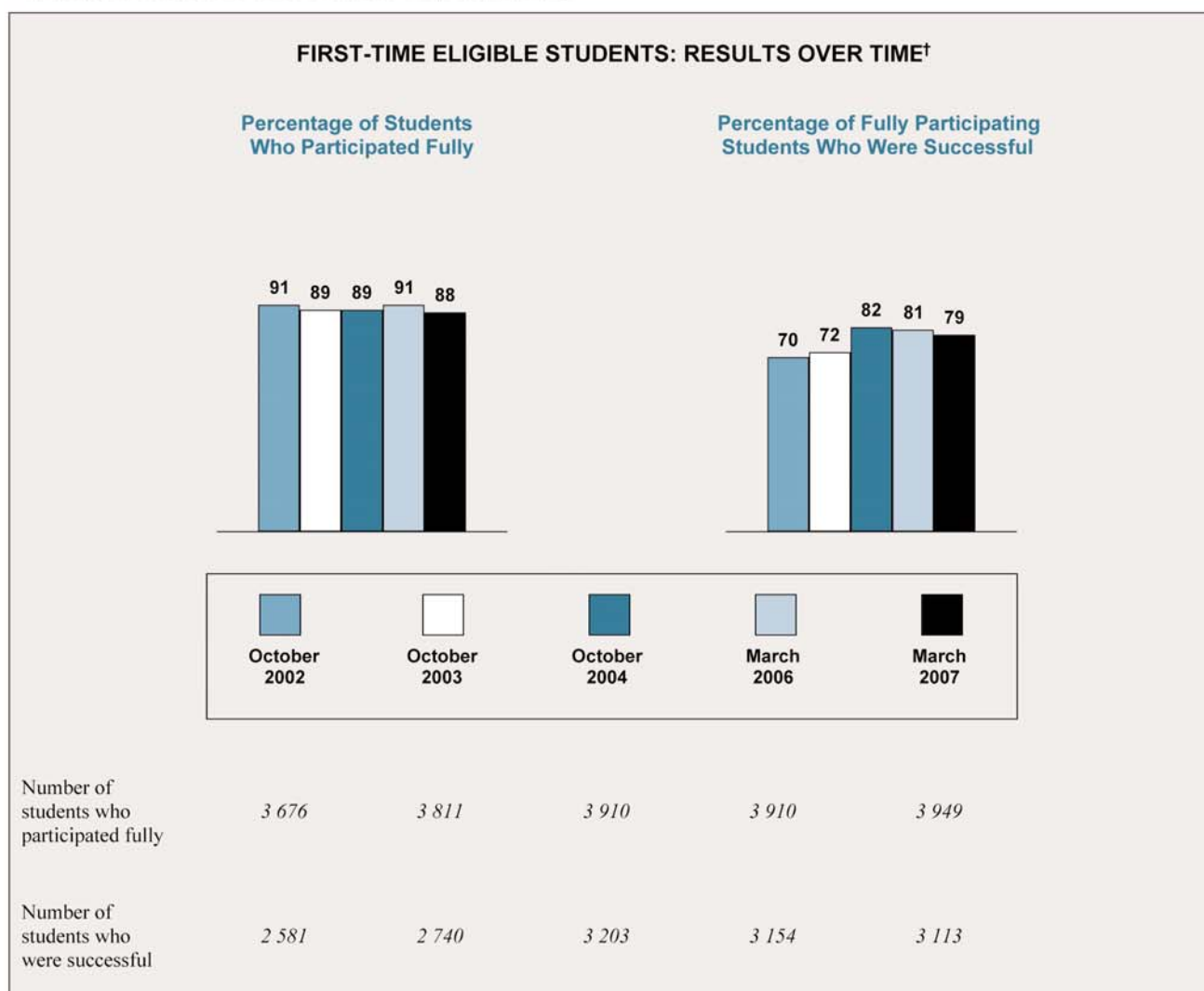


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Name: Hamilton-Wentworth DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 468	Previously Eligible Students 1 400
Students who participated fully	88%	66%
Fully participating students who were successful in completing the OSSLT	79%*	40%*
ESL/ELD learners	4%	6%
ESL/ELD learners receiving special provisions	1%*	5%*
Students with special needs (excluding gifted)	11%	36%
Students with special needs receiving accommodations (excluding gifted)	8%*	38%*
Speak another language (or languages) as often as English at home	14%	16%
Speak only or mostly a language (or languages) other than English at home	7%	12%
Number of schools administering the OSSLT	20	19

* Percentages are based on the number of students who participated fully.



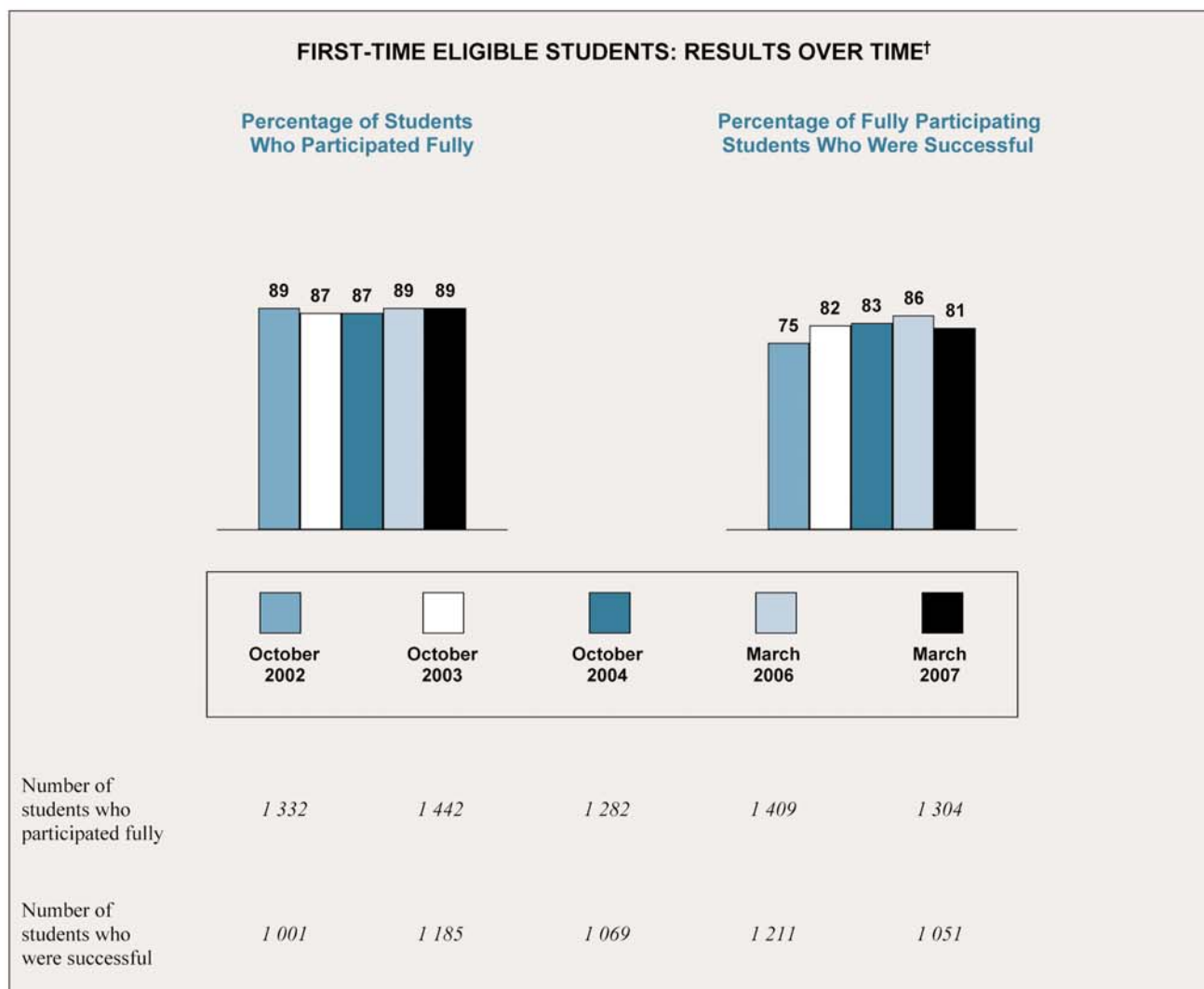
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Hastings and Prince Edward DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 460	Previously Eligible Students 624
Students who participated fully	89%	70%
Fully participating students who were successful in completing the OSSLT	81%*	45%*
ESL/ELD learners	<1%	5%
ESL/ELD learners receiving special provisions	<1%*	7%*
Students with special needs (excluding gifted)	19%	47%
Students with special needs receiving accommodations (excluding gifted)	14%*	39%*
Speak another language (or languages) as often as English at home	4%	7%
Speak only or mostly a language (or languages) other than English at home	1%	9%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.



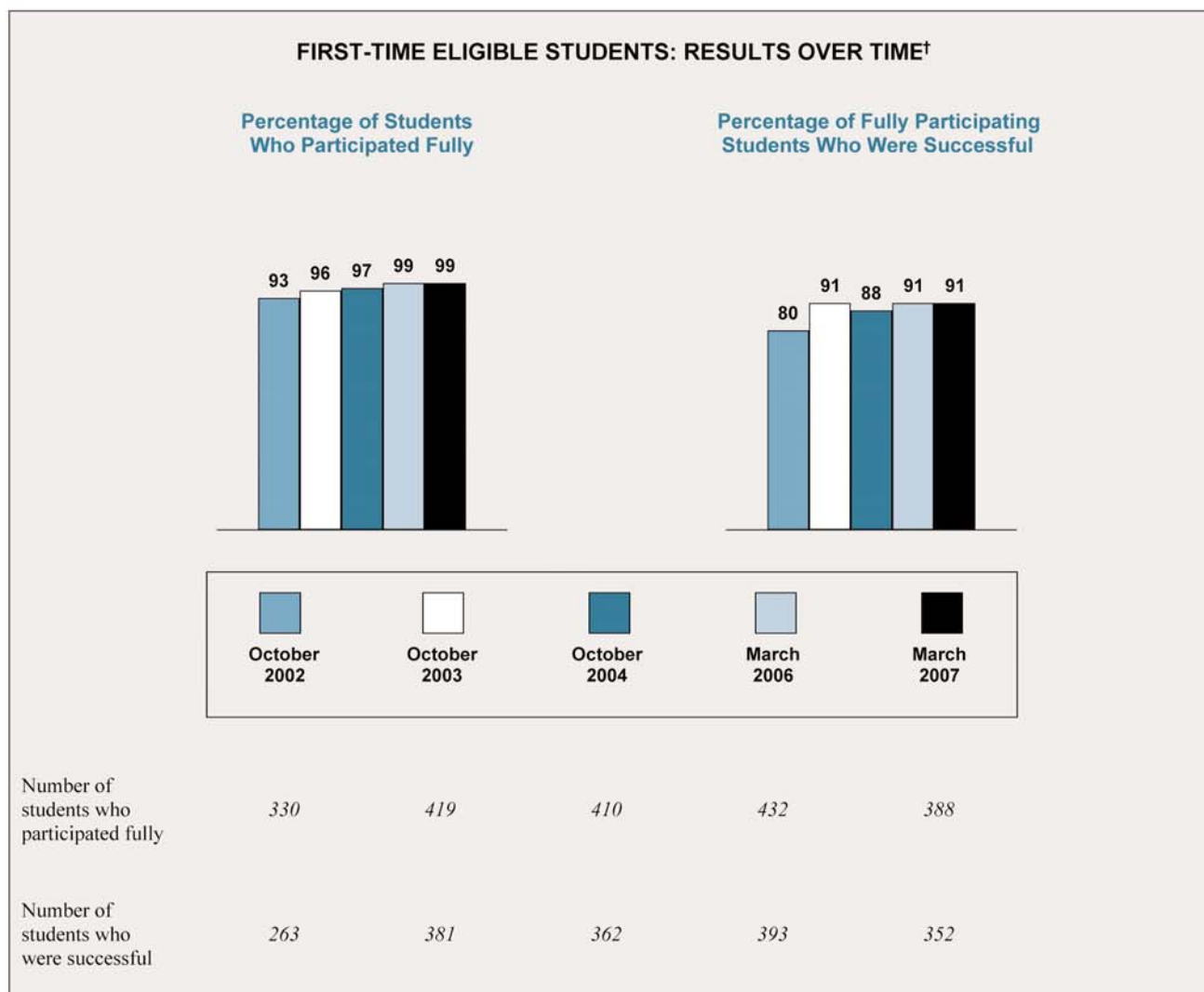
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Huron-Perth Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	393	67
Students who participated fully	99%	52%
Fully participating students who were successful in completing the OSSLT	91%*	66%*
ESL/ELD learners	<1%	1%
ESL/ELD learners receiving special provisions	0%*	3%*
Students with special needs (excluding gifted)	18%	69%
Students with special needs receiving accommodations (excluding gifted)	14%*	49%*
Speak another language (or languages) as often as English at home	3%	11%
Speak only or mostly a language (or languages) other than English at home	2%	6%
Number of schools administering the OSSLT	2	2

* Percentages are based on the number of students who participated fully.



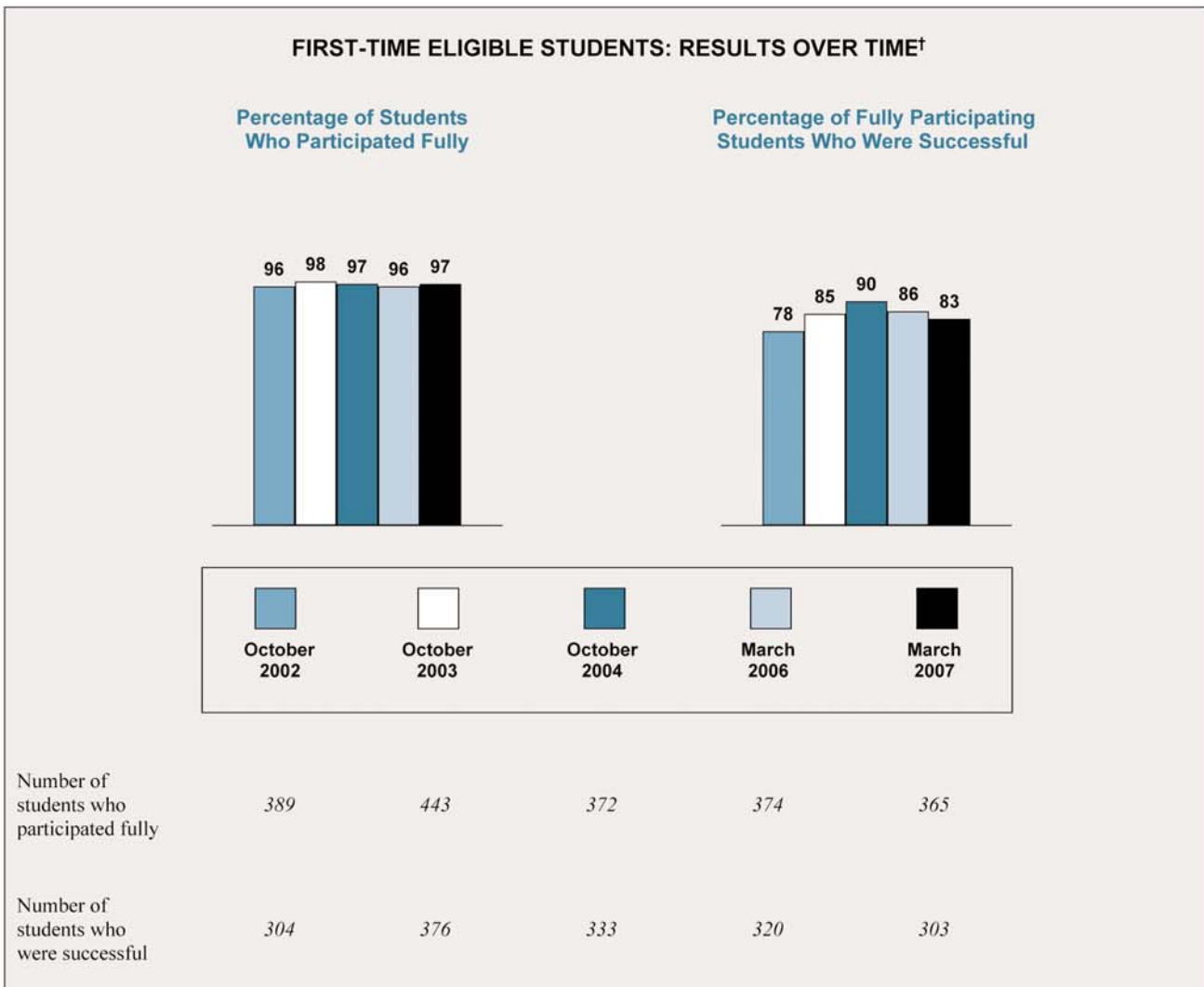
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Huron-Superior Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 377	Previously Eligible Students 96
Students who participated fully	97%	70%
Fully participating students who were successful in completing the OSSLT	83%*	49%*
ESL/ELD learners	0%	0%
ESL/ELD learners receiving special provisions	0%*	0%*
Students with special needs (excluding gifted)	16%	55%
Students with special needs receiving accommodations (excluding gifted)	14%*	48%*
Speak another language (or languages) as often as English at home	9%	6%
Speak only or mostly a language (or languages) other than English at home	1%	2%
Number of schools administering the OSSLT	3	3

* Percentages are based on the number of students who participated fully.



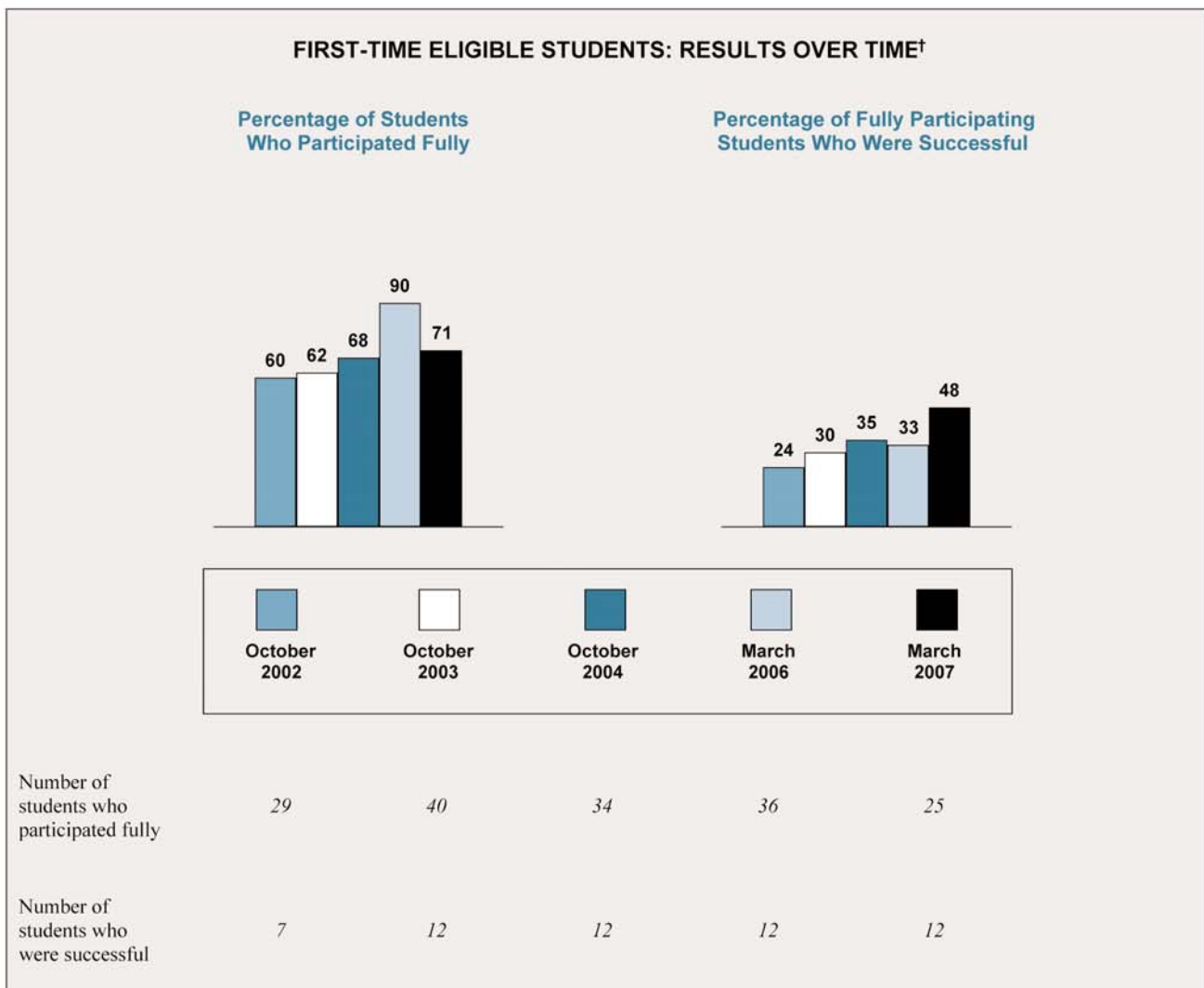
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: James Bay Lowlands SSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	35	39
Students who participated fully	71%	54%
Fully participating students who were successful in completing the OSSLT	48%*	29%*
ESL/ELD learners	0%	0%
ESL/ELD learners receiving special provisions	0%*	0%*
Students with special needs (excluding gifted)	11%	8%
Students with special needs receiving accommodations (excluding gifted)	16%*	14%*
Speak another language (or languages) as often as English at home	8%	24%
Speak only or mostly a language (or languages) other than English at home	0%	5%
Number of schools administering the OSSLT	1	1

* Percentages are based on the number of students who participated fully.



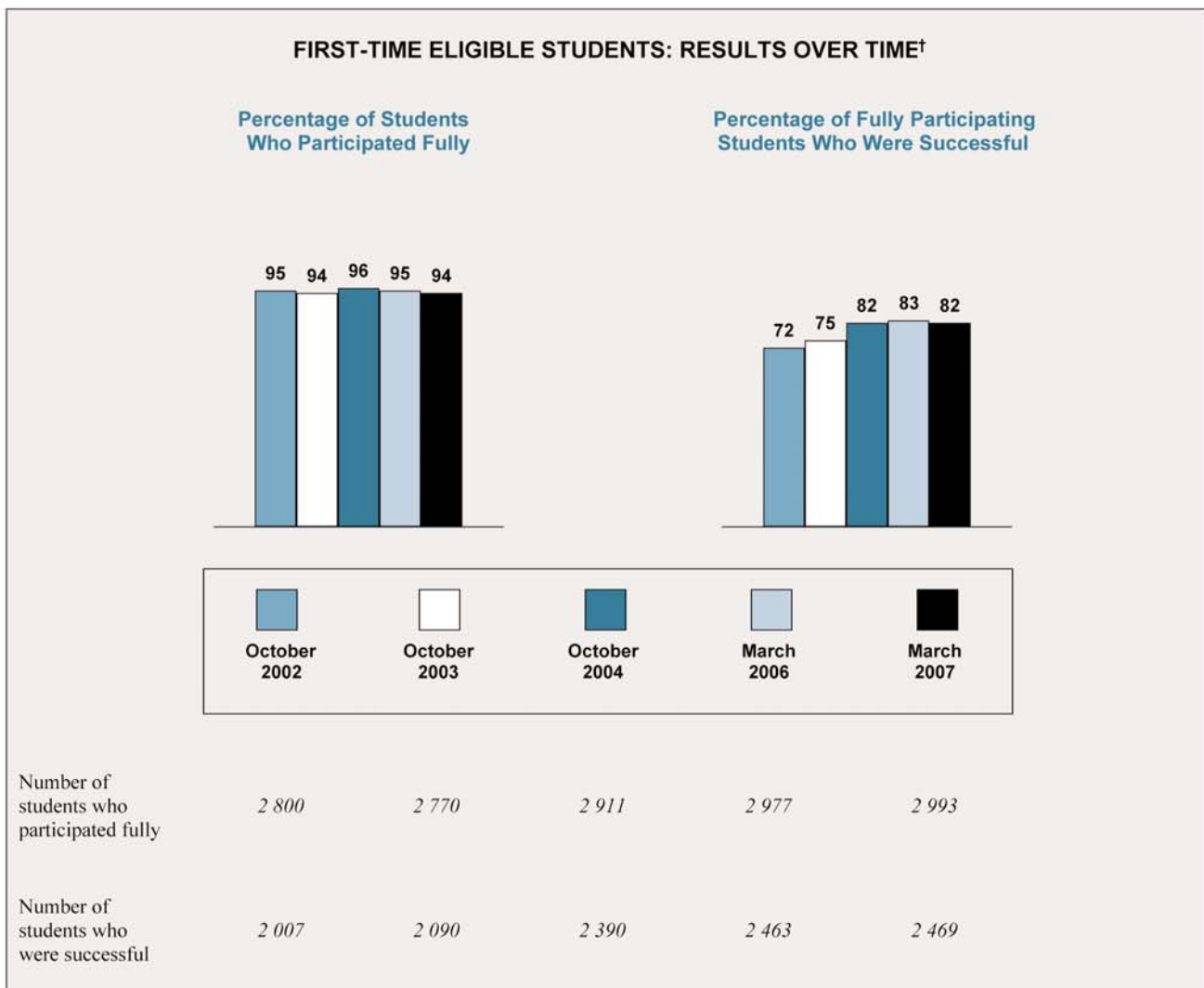
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Kawartha Pine Ridge DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 181	Previously Eligible Students 990
Students who participated fully	94%	58%
Fully participating students who were successful in completing the OSSLT	82%*	51%*
ESL/ELD learners	1%	1%
ESL/ELD learners receiving special provisions	0%*	<1%*
Students with special needs (excluding gifted)	18%	49%
Students with special needs receiving accommodations (excluding gifted)	16%*	42%*
Speak another language (or languages) as often as English at home	3%	4%
Speak only or mostly a language (or languages) other than English at home	1%	2%
Number of schools administering the OSSLT	18	18

* Percentages are based on the number of students who participated fully.



† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

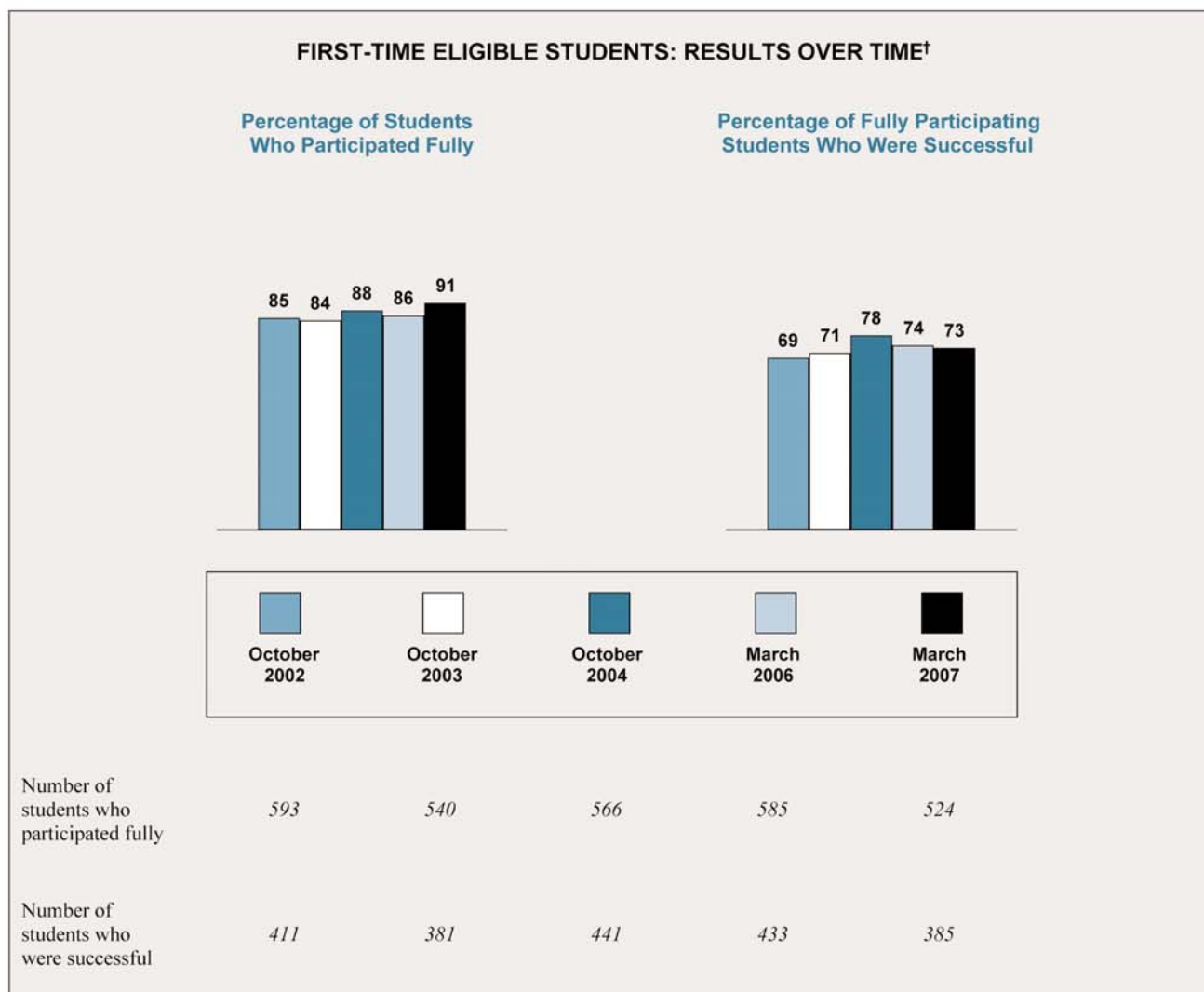
Board Results

Board Name: Keewatin-Patricia DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	573	267
Students who participated fully	91%	69%
Fully participating students who were successful in completing the OSSLT	73%*	36%*
ESL/ELD learners	0%	0%
ESL/ELD learners receiving special provisions	0%*	0%*
Students with special needs (excluding gifted)	14%	30%
Students with special needs receiving accommodations (excluding gifted)	12%*	25%*
Speak another language (or languages) as often as English at home	6%	12%
Speak only or mostly a language (or languages) other than English at home	1%	3%

Number of schools administering the OSSLT	6	5
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* Percentages are based on the number of students who participated fully.



† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

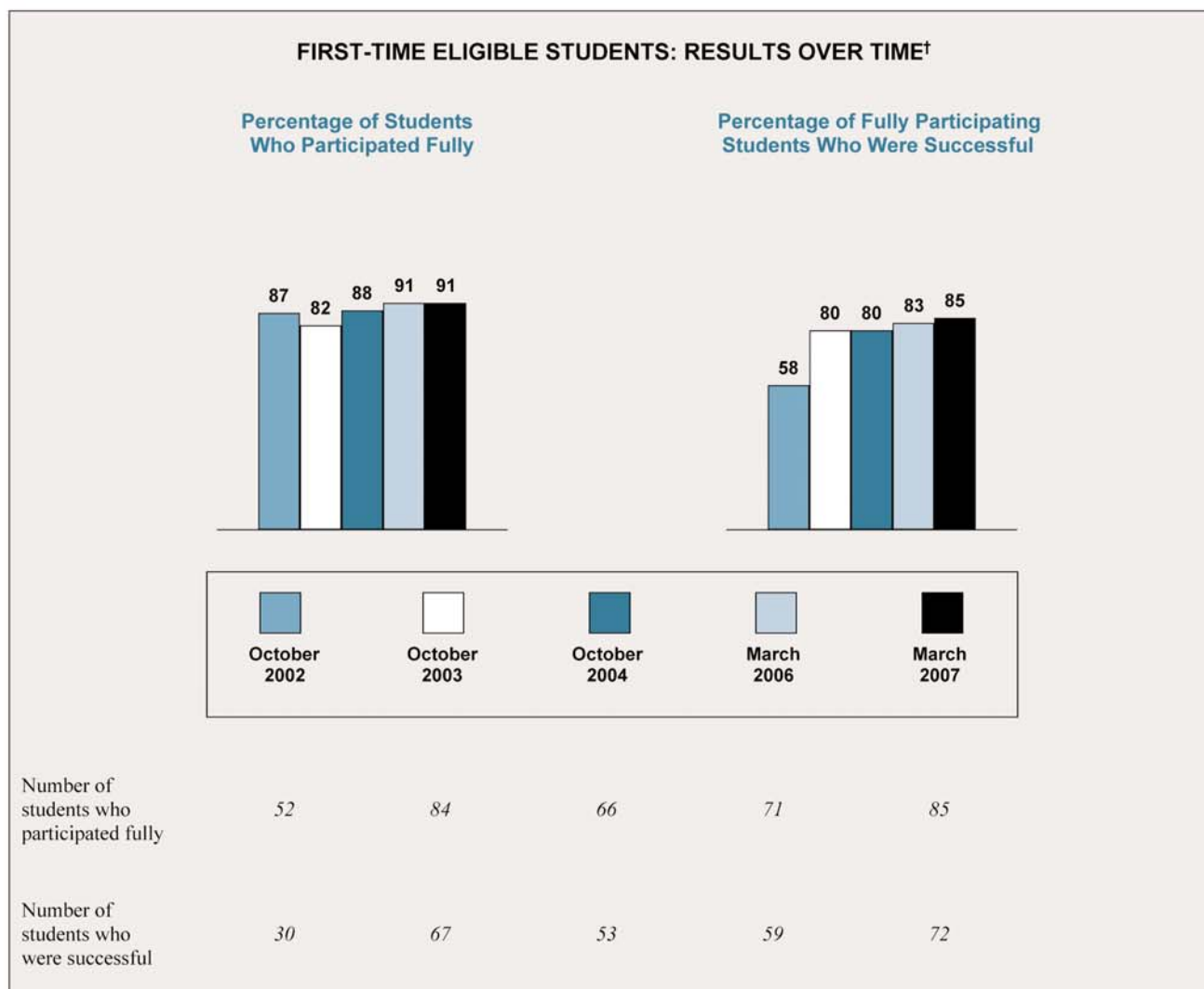
Board Results

Board Name: Kenora Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	93	N/R
Students who participated fully	91%	N/R
Fully participating students who were successful in completing the OSSLT	85%*	N/R*
ESL/ELD learners	0%	N/R
ESL/ELD learners receiving special provisions	0%*	N/R*
Students with special needs (excluding gifted)	15%	N/R
Students with special needs receiving accommodations (excluding gifted)	12%*	N/R*
Speak another language (or languages) as often as English at home	1%	N/R
Speak only or mostly a language (or languages) other than English at home	0%	N/R

Number of schools administering the OSSLT	1	N/R
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* Percentages are based on the number of students who participated fully.



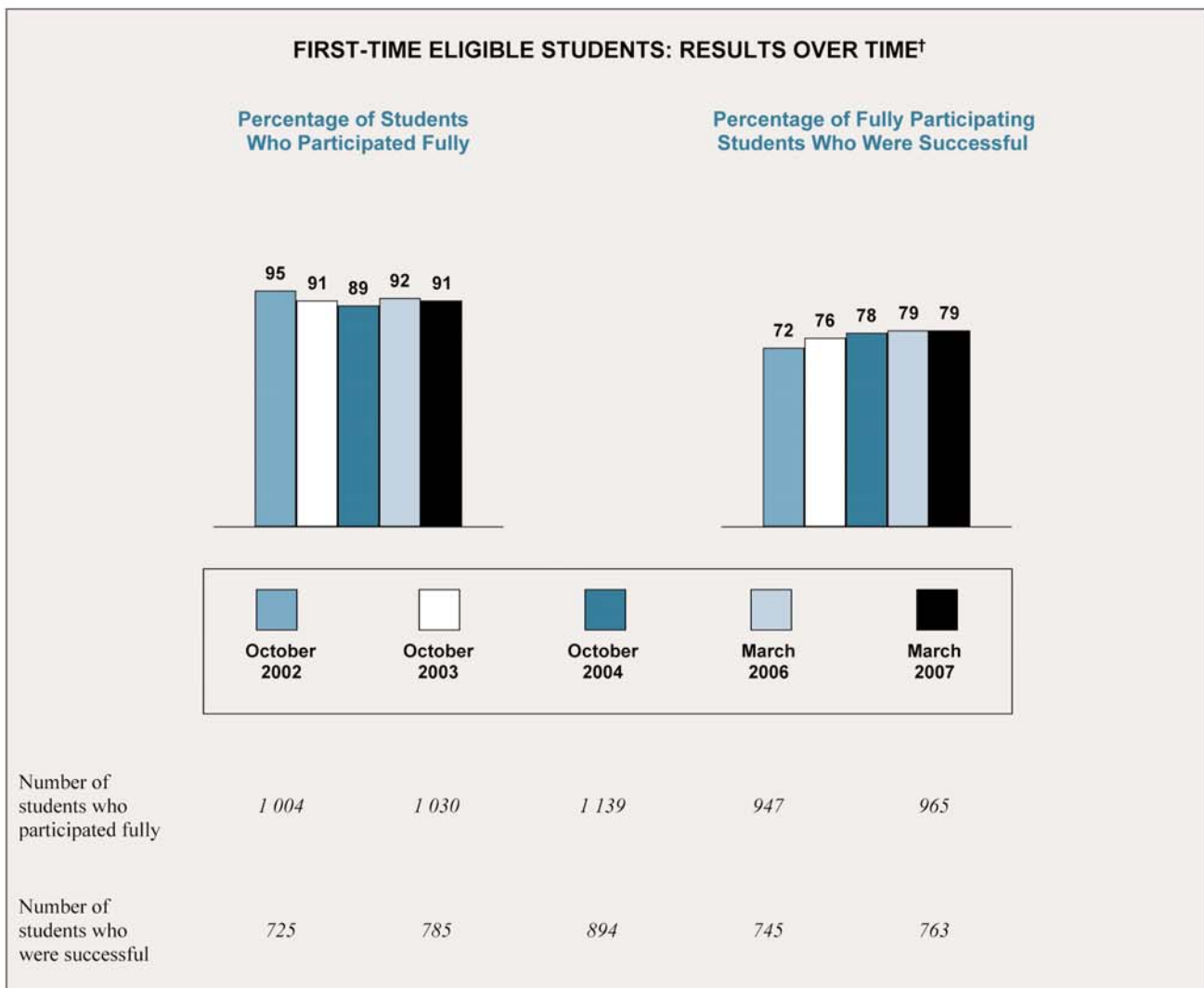
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Lakehead DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 062	Previously Eligible Students 388
Students who participated fully	91%	63%
Fully participating students who were successful in completing the OSSLT	79%*	49%*
ESL/ELD learners	<1%	2%
ESL/ELD learners receiving special provisions	<1%*	1%*
Students with special needs (excluding gifted)	13%	35%
Students with special needs receiving accommodations (excluding gifted)	12%*	27%*
Speak another language (or languages) as often as English at home	5%	10%
Speak only or mostly a language (or languages) other than English at home	1%	4%
Number of schools administering the OSSLT	5	6

* Percentages are based on the number of students who participated fully.



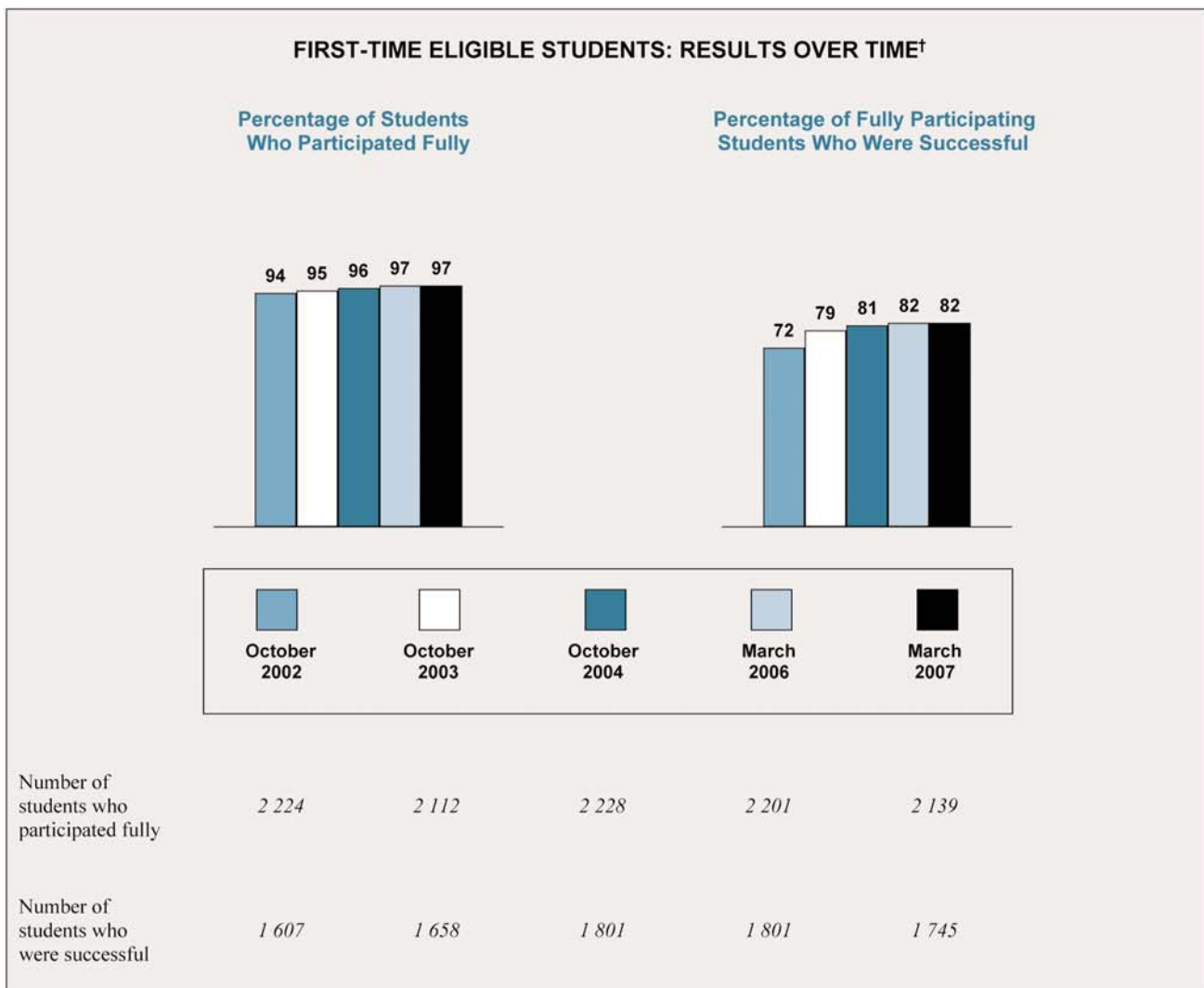
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Lambton Kent District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 203	Previously Eligible Students 654
Students who participated fully	97%	73%
Fully participating students who were successful in completing the OSSLT	82%*	52%*
ESL/ELD learners	<1%	<1%
ESL/ELD learners receiving special provisions	<1%*	1%*
Students with special needs (excluding gifted)	18%	48%
Students with special needs receiving accommodations (excluding gifted)	18%*	44%*
Speak another language (or languages) as often as English at home	4%	7%
Speak only or mostly a language (or languages) other than English at home	1%	3%
Number of schools administering the OSSLT	13	13

* Percentages are based on the number of students who participated fully.



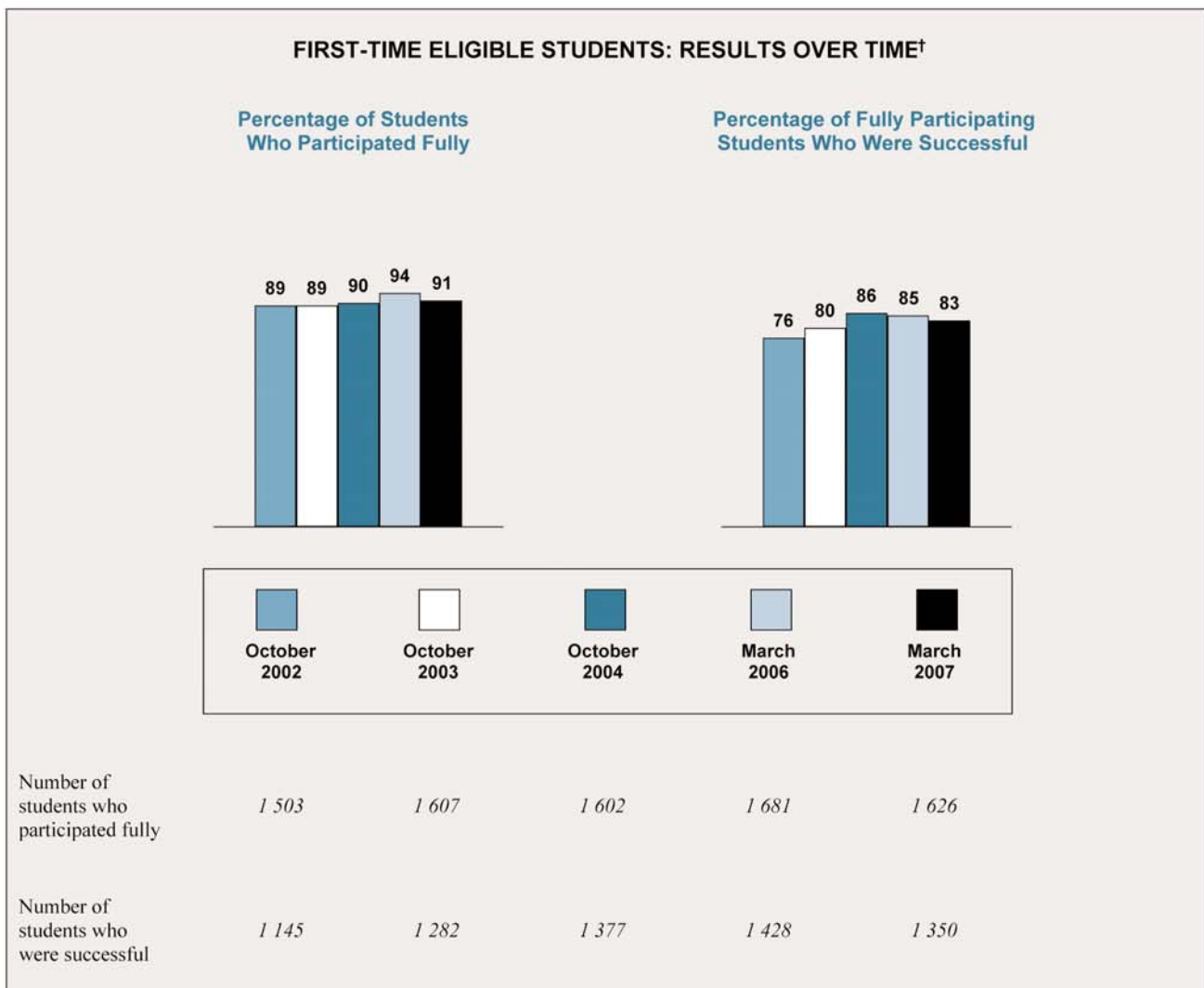
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Limestone DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 784	Previously Eligible Students 564
Students who participated fully	91%	54%
Fully participating students who were successful in completing the OSSLT	83%*	53%*
ESL/ELD learners	3%	4%
ESL/ELD learners receiving special provisions	1%*	3%*
Students with special needs (excluding gifted)	23%	46%
Students with special needs receiving accommodations (excluding gifted)	20%*	50%*
Speak another language (or languages) as often as English at home	5%	6%
Speak only or mostly a language (or languages) other than English at home	2%	5%
Number of schools administering the OSSLT	12	12

* Percentages are based on the number of students who participated fully.



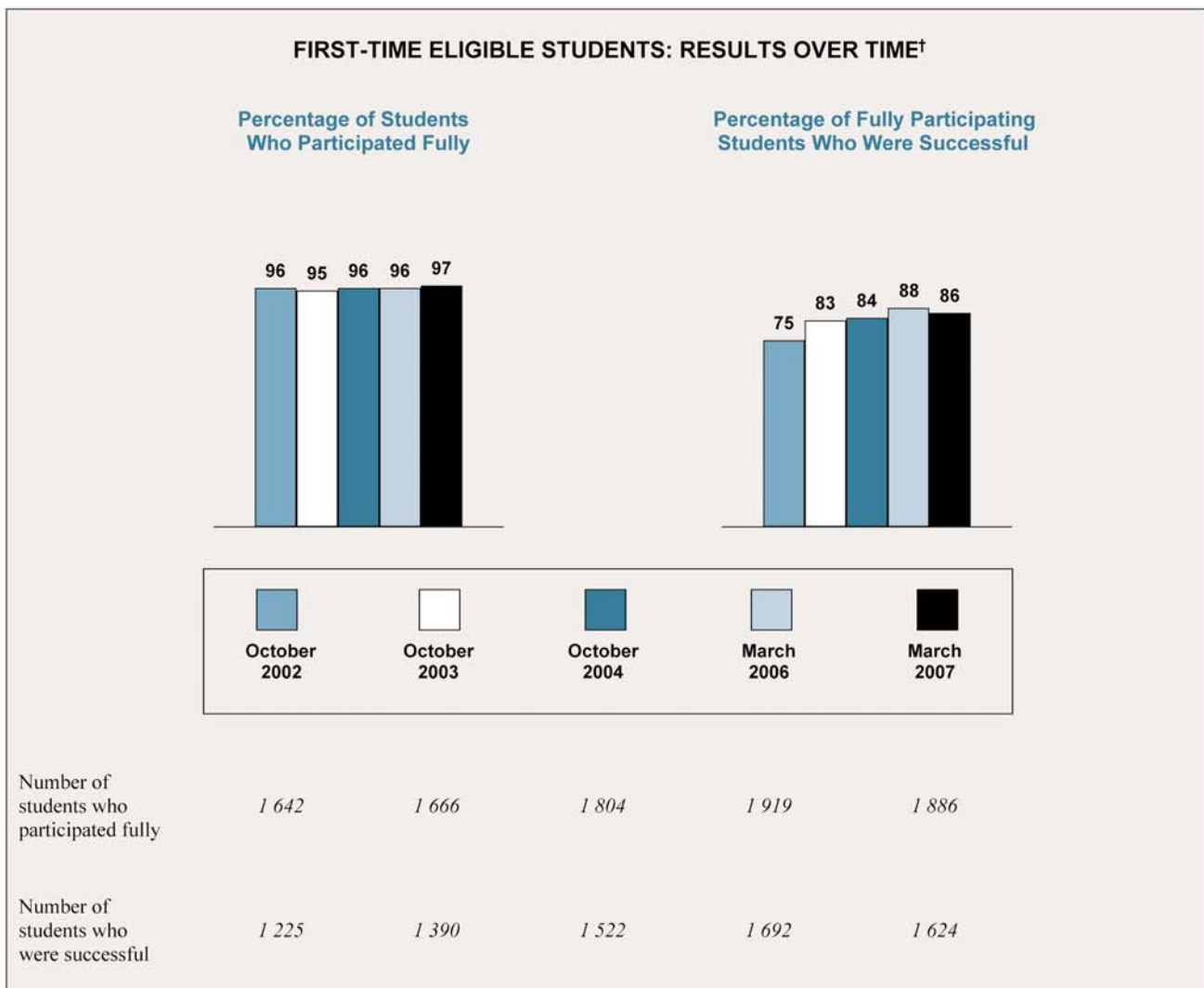
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: London District Catholic School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 943	Previously Eligible Students 292
Students who participated fully	97%	73%
Fully participating students who were successful in completing the OSSLT	86%*	57%*
ESL/ELD learners	3%	14%
ESL/ELD learners receiving special provisions	1%*	10%*
Students with special needs (excluding gifted)	10%	29%
Students with special needs receiving accommodations (excluding gifted)	8%*	23%*
Speak another language (or languages) as often as English at home	13%	27%
Speak only or mostly a language (or languages) other than English at home	7%	22%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.



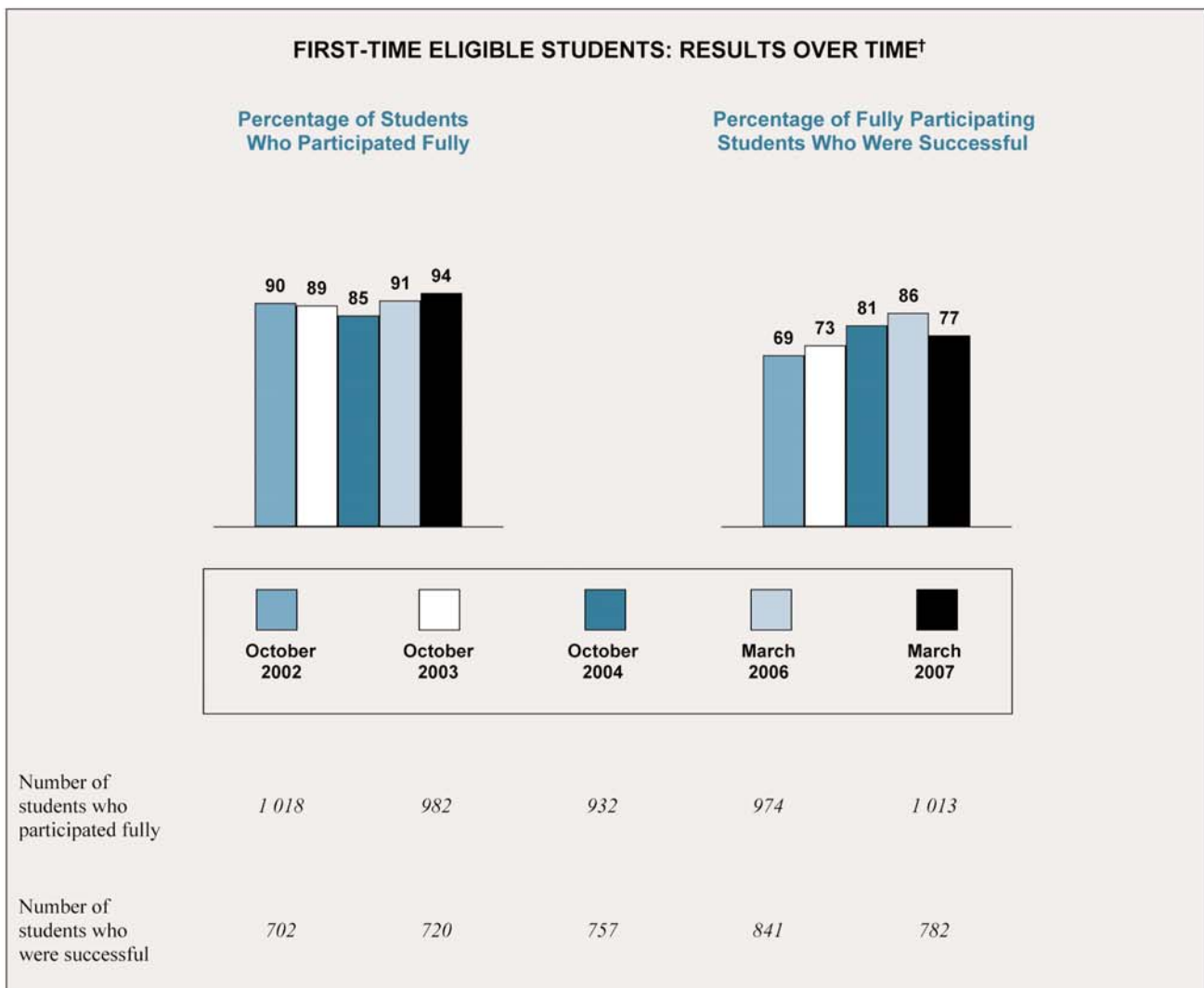
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Near North DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 082	Previously Eligible Students 328
Students who participated fully	94%	50%
Fully participating students who were successful in completing the OSSLT	77%*	50%*
ESL/ELD learners	0%	1%
ESL/ELD learners receiving special provisions	0%*	2%*
Students with special needs (excluding gifted)	20%	40%
Students with special needs receiving accommodations (excluding gifted)	18%*	42%*
Speak another language (or languages) as often as English at home	5%	9%
Speak only or mostly a language (or languages) other than English at home	<1%	1%
Number of schools administering the OSSLT	7	7

* Percentages are based on the number of students who participated fully.



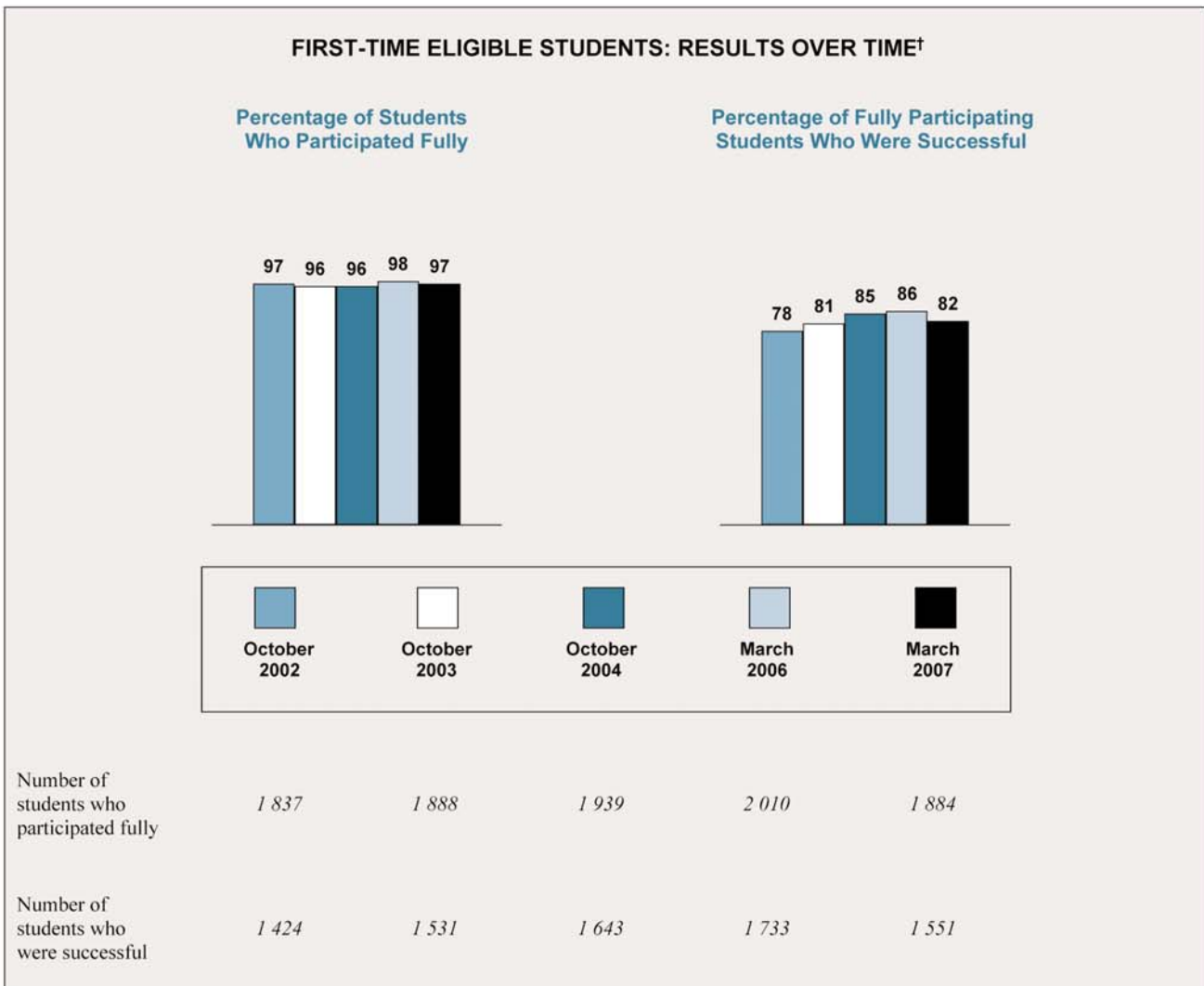
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Niagara Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 949	Previously Eligible Students 436
Students who participated fully	97%	69%
Fully participating students who were successful in completing the OSSLT	82%*	51%*
ESL/ELD learners	1%	7%
ESL/ELD learners receiving special provisions	1%*	7%*
Students with special needs (excluding gifted)	13%	39%
Students with special needs receiving accommodations (excluding gifted)	12%*	38%*
Speak another language (or languages) as often as English at home	7%	14%
Speak only or mostly a language (or languages) other than English at home	3%	11%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.



† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

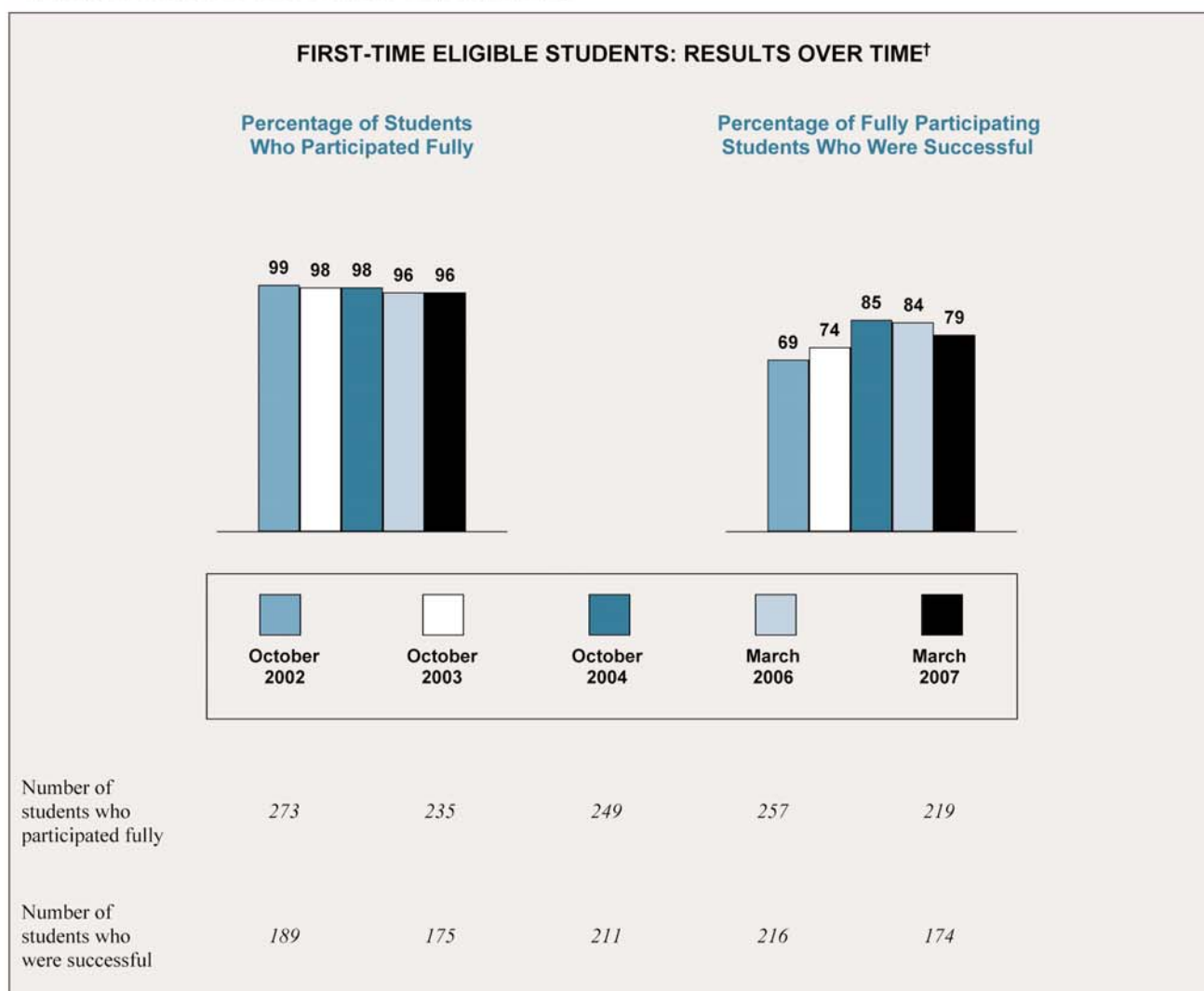
Board Results

Board Name: Nipissing-Parry Sound Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	229	54
Students who participated fully	96%	72%
Fully participating students who were successful in completing the OSSLT	79%*	54%*
ESL/ELD learners	0%	0%
ESL/ELD learners receiving special provisions	0%*	0%*
Students with special needs (excluding gifted)	24%	59%
Students with special needs receiving accommodations (excluding gifted)	21%*	44%*
Speak another language (or languages) as often as English at home	7%	11%
Speak only or mostly a language (or languages) other than English at home	1%	0%

Number of schools administering the OSSLT	1	1
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* Percentages are based on the number of students who participated fully.



† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

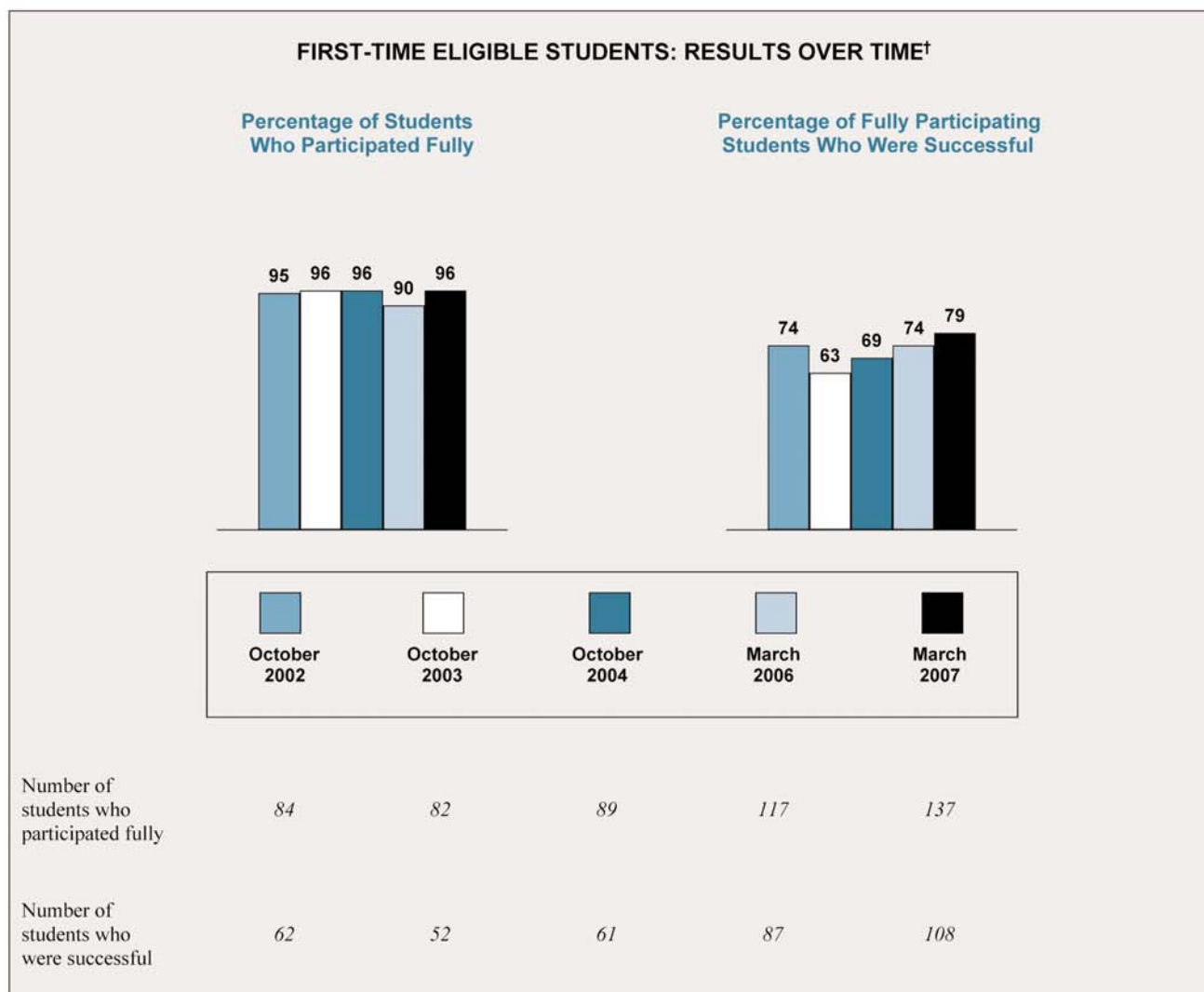
Board Results

Board Name: Northeastern Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	142	41
Students who participated fully	96%	88%
Fully participating students who were successful in completing the OSSLT	79%*	47%*
ESL/ELD learners	0%	0%
ESL/ELD learners receiving special provisions	0%*	0%*
Students with special needs (excluding gifted)	11%	51%
Students with special needs receiving accommodations (excluding gifted)	10%*	50%*
Speak another language (or languages) as often as English at home	18%	14%
Speak only or mostly a language (or languages) other than English at home	1%	11%

Number of schools administering the OSSLT	1	1
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* Percentages are based on the number of students who participated fully.



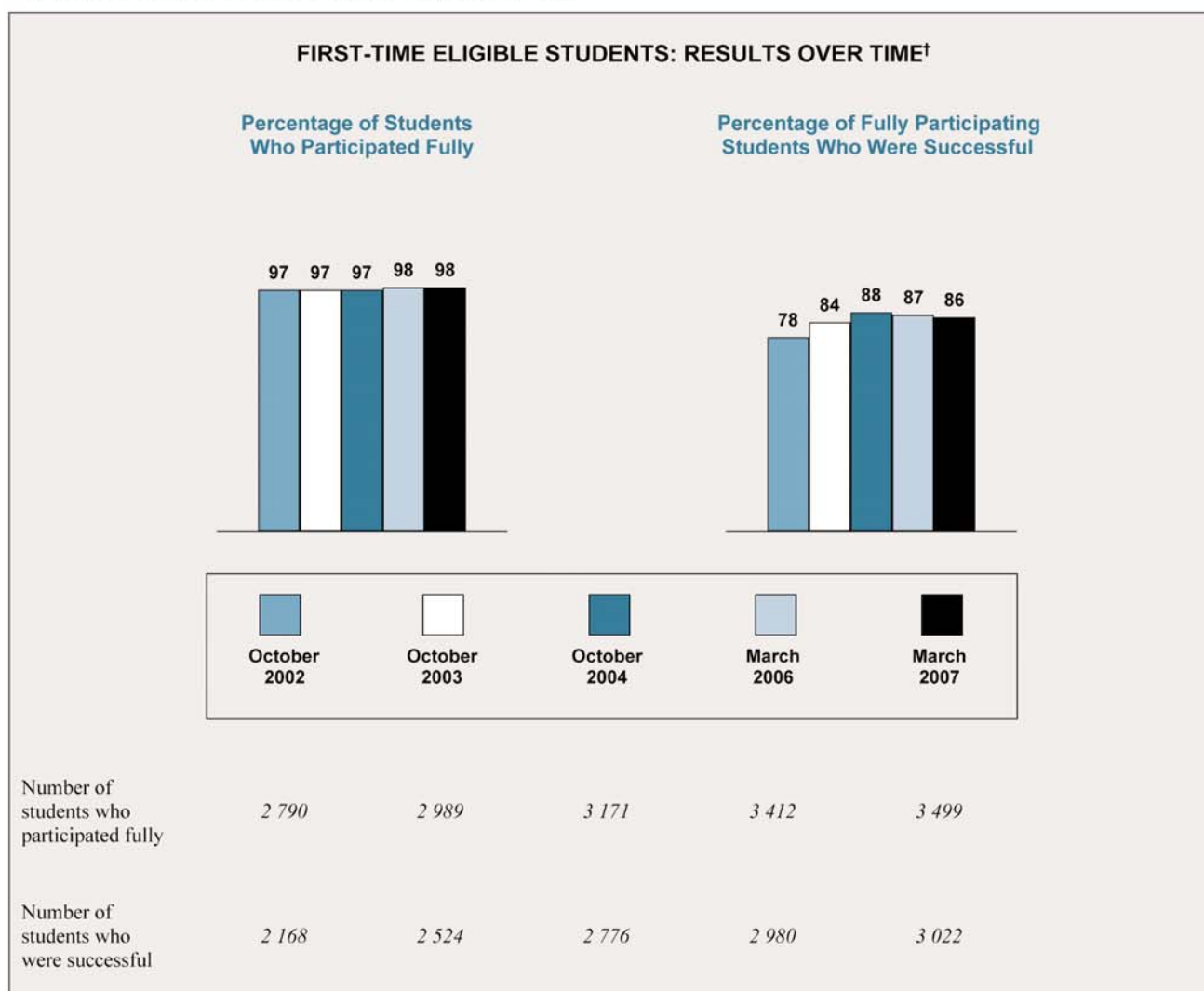
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Ottawa-Carleton District Catholic School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 576	Previously Eligible Students 552
Students who participated fully	98%	74%
Fully participating students who were successful in completing the OSSLT	86%*	56%*
ESL/ELD learners	2%	4%
ESL/ELD learners receiving special provisions	1%*	2%*
Students with special needs (excluding gifted)	13%	46%
Students with special needs receiving accommodations (excluding gifted)	12%*	38%*
Speak another language (or languages) as often as English at home	17%	27%
Speak only or mostly a language (or languages) other than English at home	6%	10%
Number of schools administering the OSSLT	17	16

* Percentages are based on the number of students who participated fully.



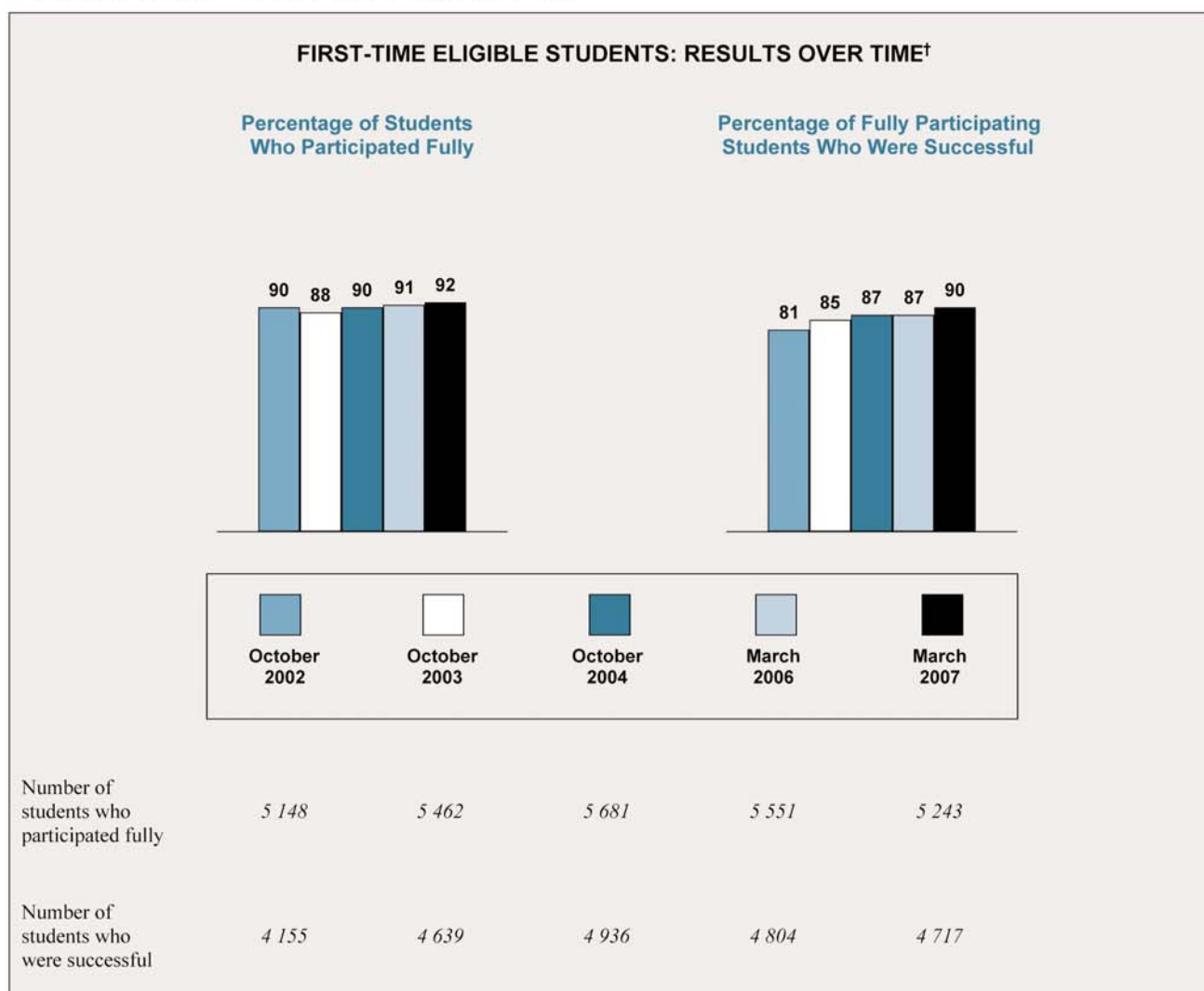
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Ottawa-Carleton DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 5 685	Previously Eligible Students 1 686
Students who participated fully	92%	60%
Fully participating students who were successful in completing the OSSLT	90%*	61%*
ESL/ELD learners	4%	12%
ESL/ELD learners receiving special provisions	1%*	7%*
Students with special needs (excluding gifted)	16%	30%
Students with special needs receiving accommodations (excluding gifted)	11%*	30%*
Speak another language (or languages) as often as English at home	19%	23%
Speak only or mostly a language (or languages) other than English at home	8%	20%
Number of schools administering the OSSLT	31	31

* Percentages are based on the number of students who participated fully.



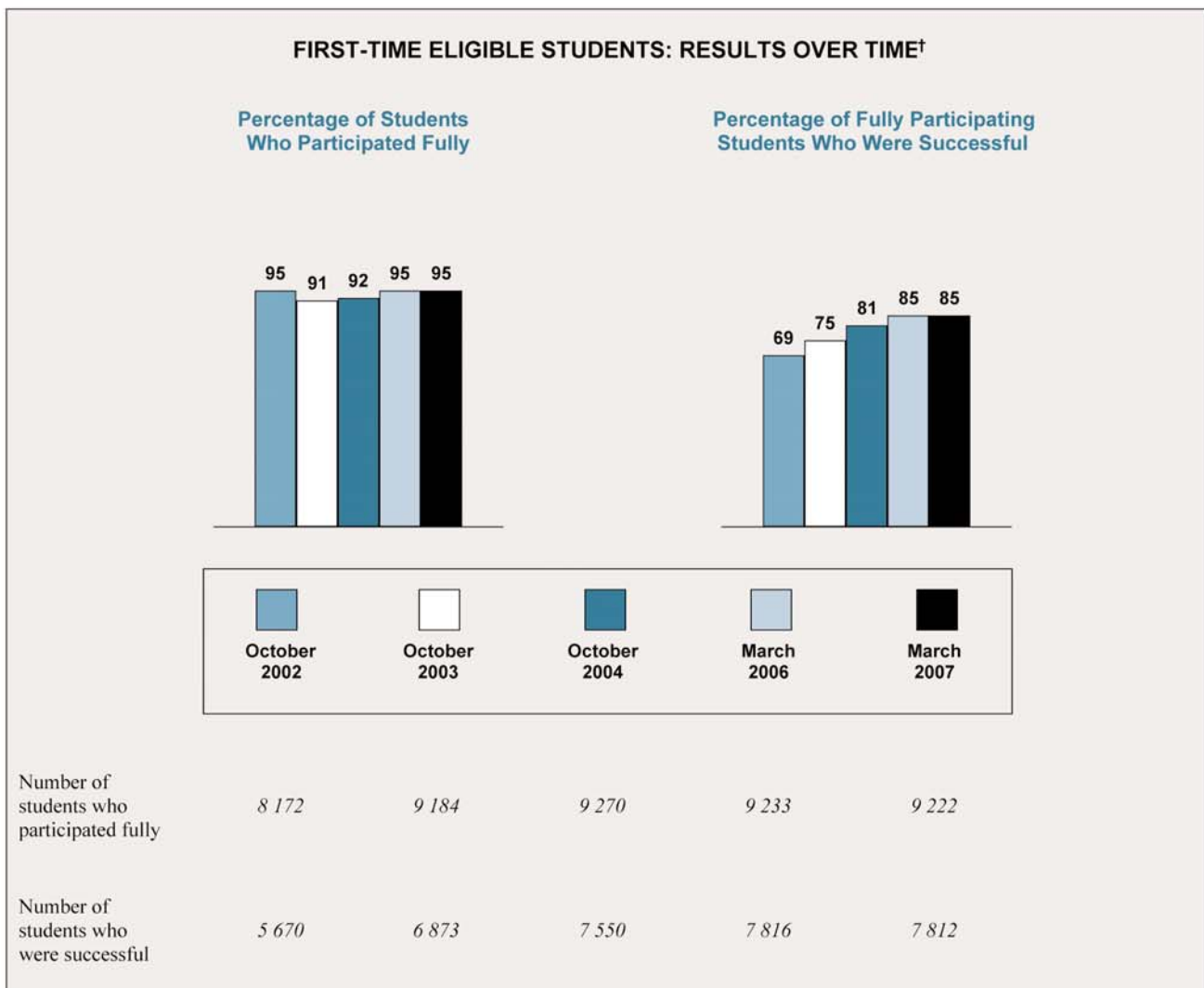
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Peel District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 9 707	Previously Eligible Students 3 439
Students who participated fully	95%	62%
Fully participating students who were successful in completing the OSSLT	85%*	51%*
ESL/ELD learners	5%	20%
ESL/ELD learners receiving special provisions	3%*	14%*
Students with special needs (excluding gifted)	11%	23%
Students with special needs receiving accommodations (excluding gifted)	11%*	20%*
Speak another language (or languages) as often as English at home	28%	34%
Speak only or mostly a language (or languages) other than English at home	11%	23%
Number of schools administering the OSSLT	37	38

* Percentages are based on the number of students who participated fully.



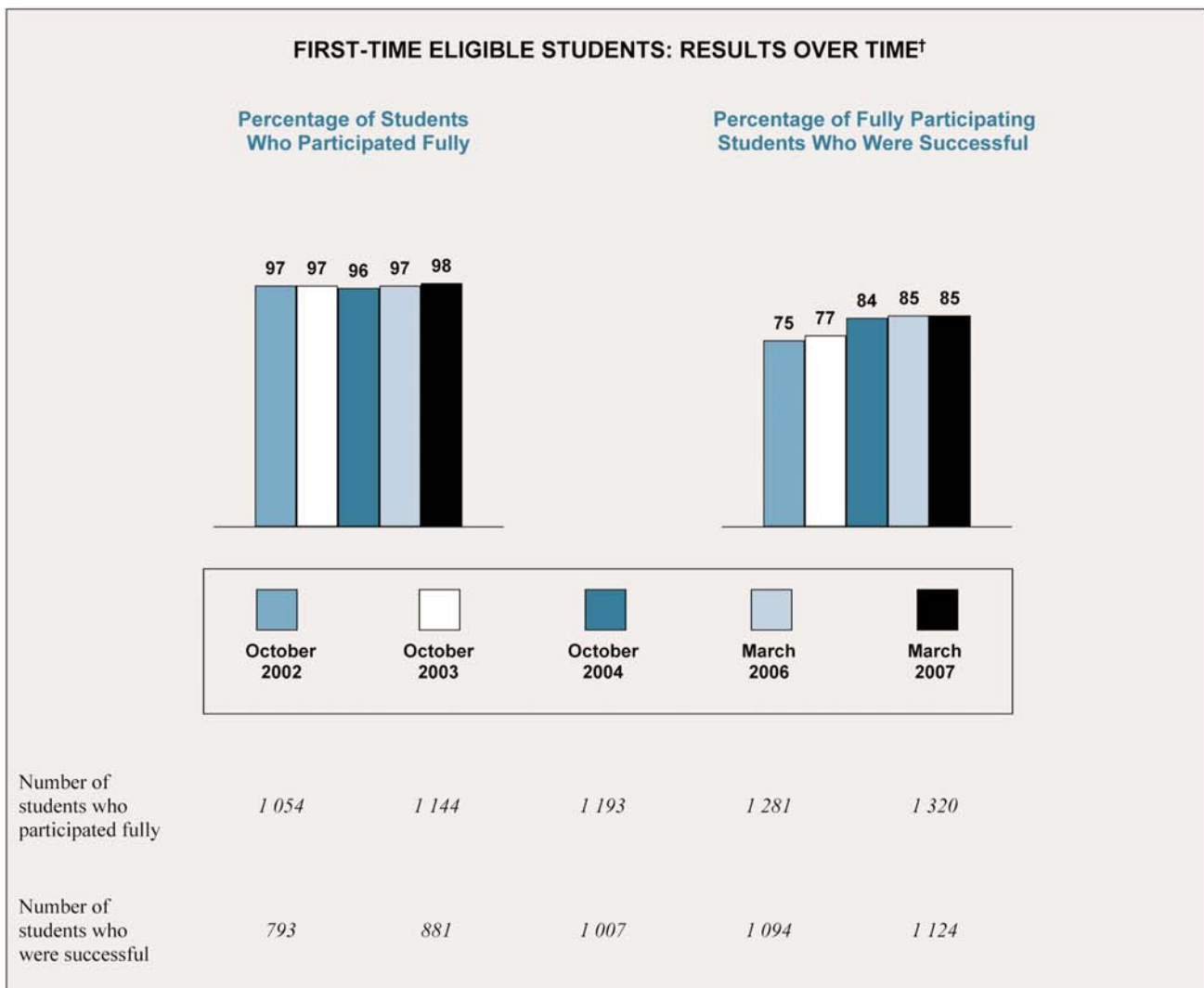
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Peterborough Victoria Northumberland and Clarington CDSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 347	Previously Eligible Students 250
Students who participated fully	98%	88%
Fully participating students who were successful in completing the OSSLT	85%*	51%*
ESL/ELD learners	<1%	<1%
ESL/ELD learners receiving special provisions	<1%*	<1%*
Students with special needs (excluding gifted)	18%	56%
Students with special needs receiving accommodations (excluding gifted)	13%*	44%*
Speak another language (or languages) as often as English at home	5%	7%
Speak only or mostly a language (or languages) other than English at home	1%	2%
Number of schools administering the OSSLT	6	6

* Percentages are based on the number of students who participated fully.



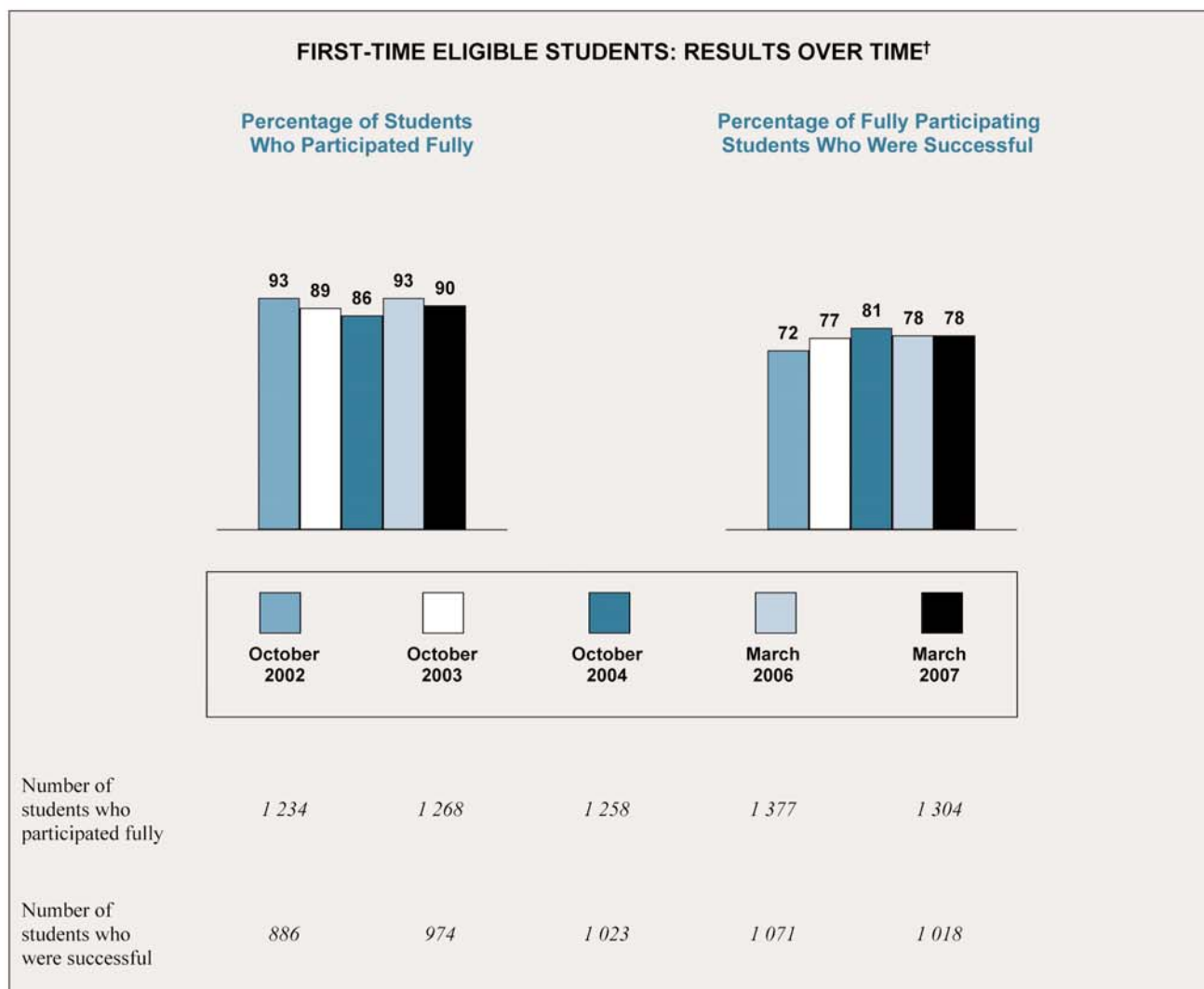
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Rainbow District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 444	Previously Eligible Students 456
Students who participated fully	90%	72%
Fully participating students who were successful in completing the OSSLT	78%*	56%*
ESL/ELD learners	<1%	2%
ESL/ELD learners receiving special provisions	<1%*	2%*
Students with special needs (excluding gifted)	13%	36%
Students with special needs receiving accommodations (excluding gifted)	12%*	33%*
Speak another language (or languages) as often as English at home	8%	13%
Speak only or mostly a language (or languages) other than English at home	1%	5%
Number of schools administering the OSSLT	11	11

* Percentages are based on the number of students who participated fully.



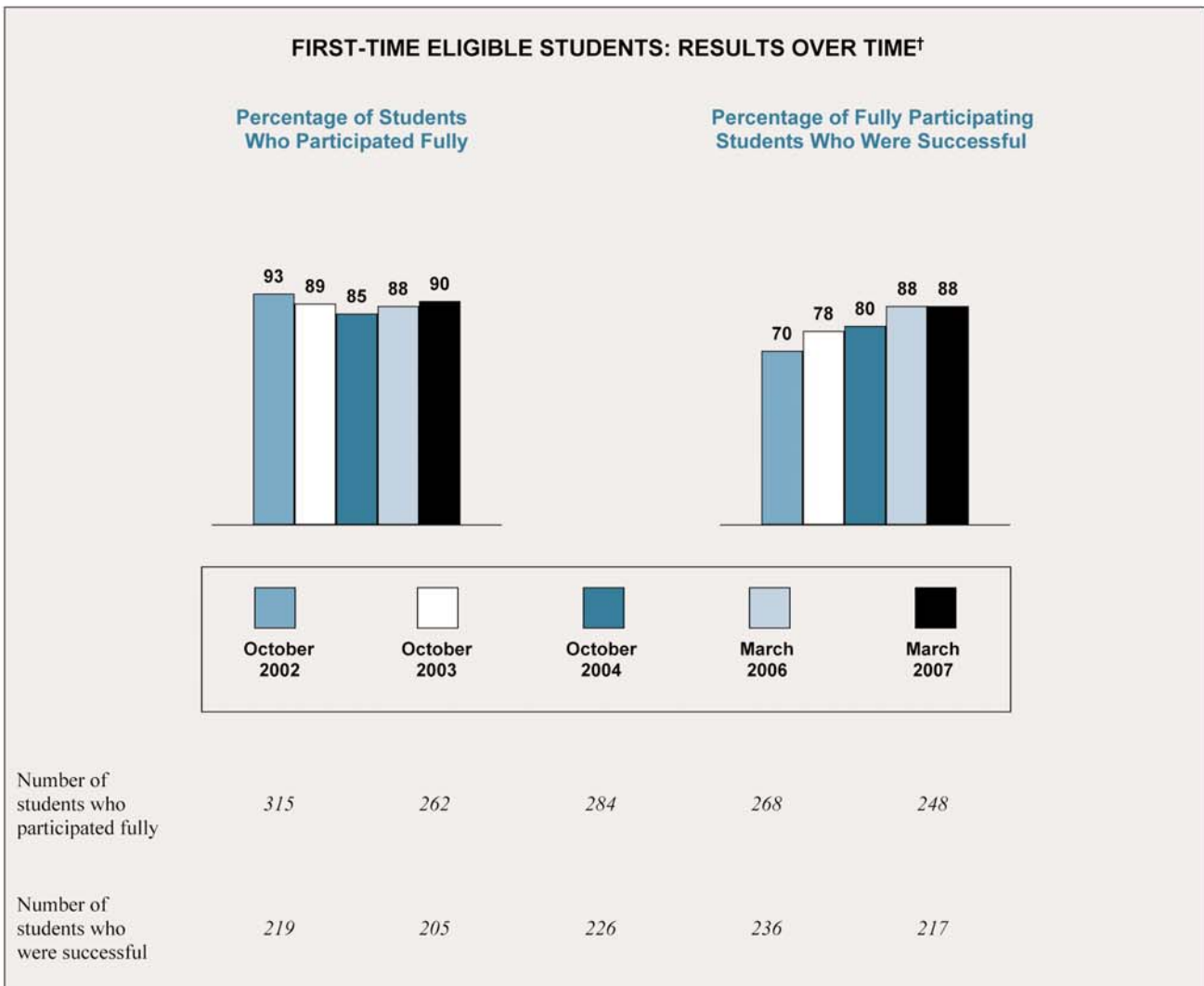
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Rainy River DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 275	Previously Eligible Students 106
Students who participated fully	90%	55%
Fully participating students who were successful in completing the OSSLT	88%*	59%*
ESL/ELD learners	0%	1%
ESL/ELD learners receiving special provisions	0%*	2%*
Students with special needs (excluding gifted)	17%	38%
Students with special needs receiving accommodations (excluding gifted)	13%*	38%*
Speak another language (or languages) as often as English at home	5%	2%
Speak only or mostly a language (or languages) other than English at home	1%	0%
Number of schools administering the OSSLT	3	3

* Percentages are based on the number of students who participated fully.



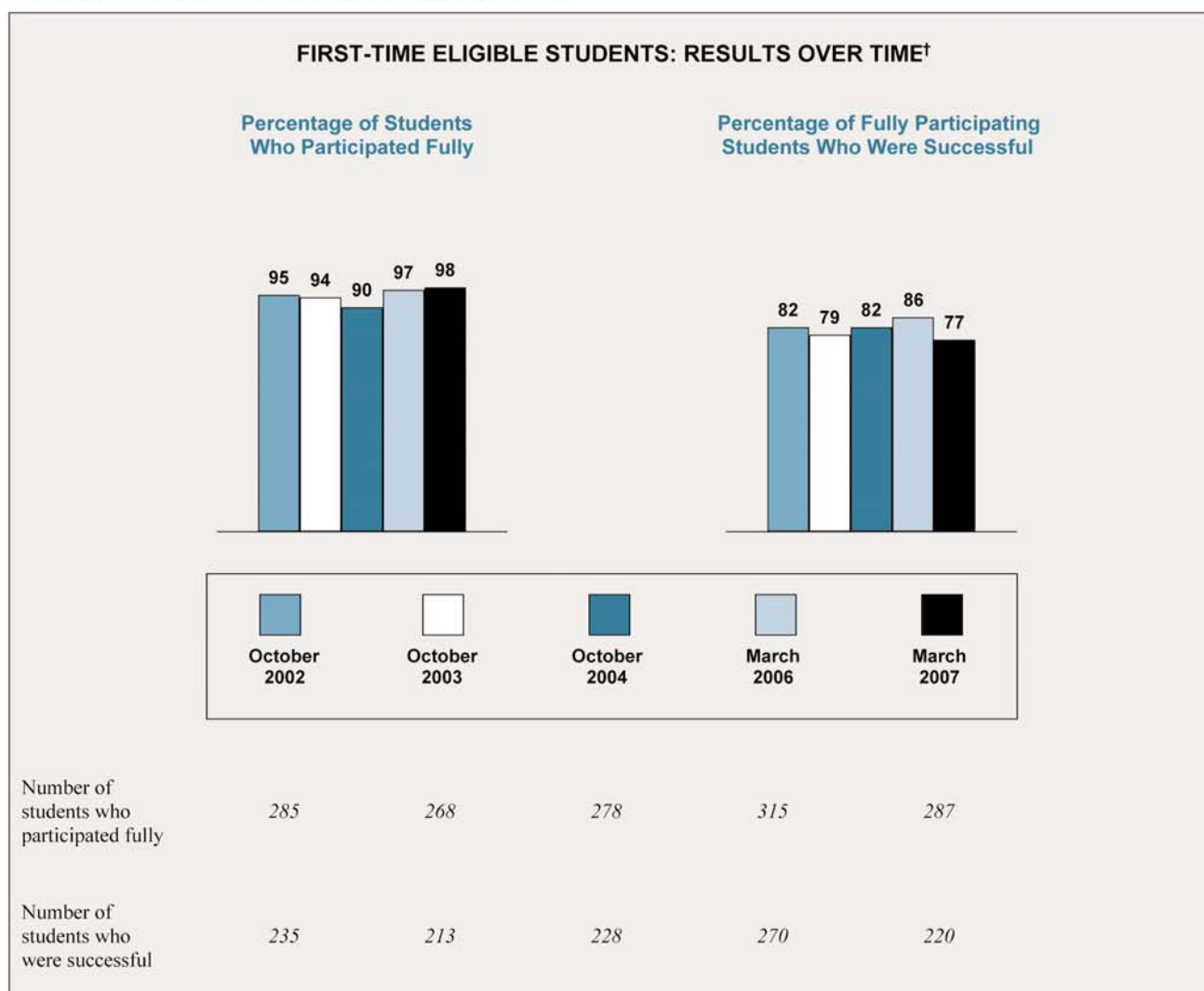
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Renfrew County Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	292	68
Students who participated fully	98%	66%
Fully participating students who were successful in completing the OSSLT	77%*	53%*
ESL/ELD learners	<1%	1%
ESL/ELD learners receiving special provisions	<1%*	2%*
Students with special needs (excluding gifted)	14%	53%
Students with special needs receiving accommodations (excluding gifted)	14%*	51%*
Speak another language (or languages) as often as English at home	5%	7%
Speak only or mostly a language (or languages) other than English at home	<1%	2%
Number of schools administering the OSSLT	2	2

* Percentages are based on the number of students who participated fully.



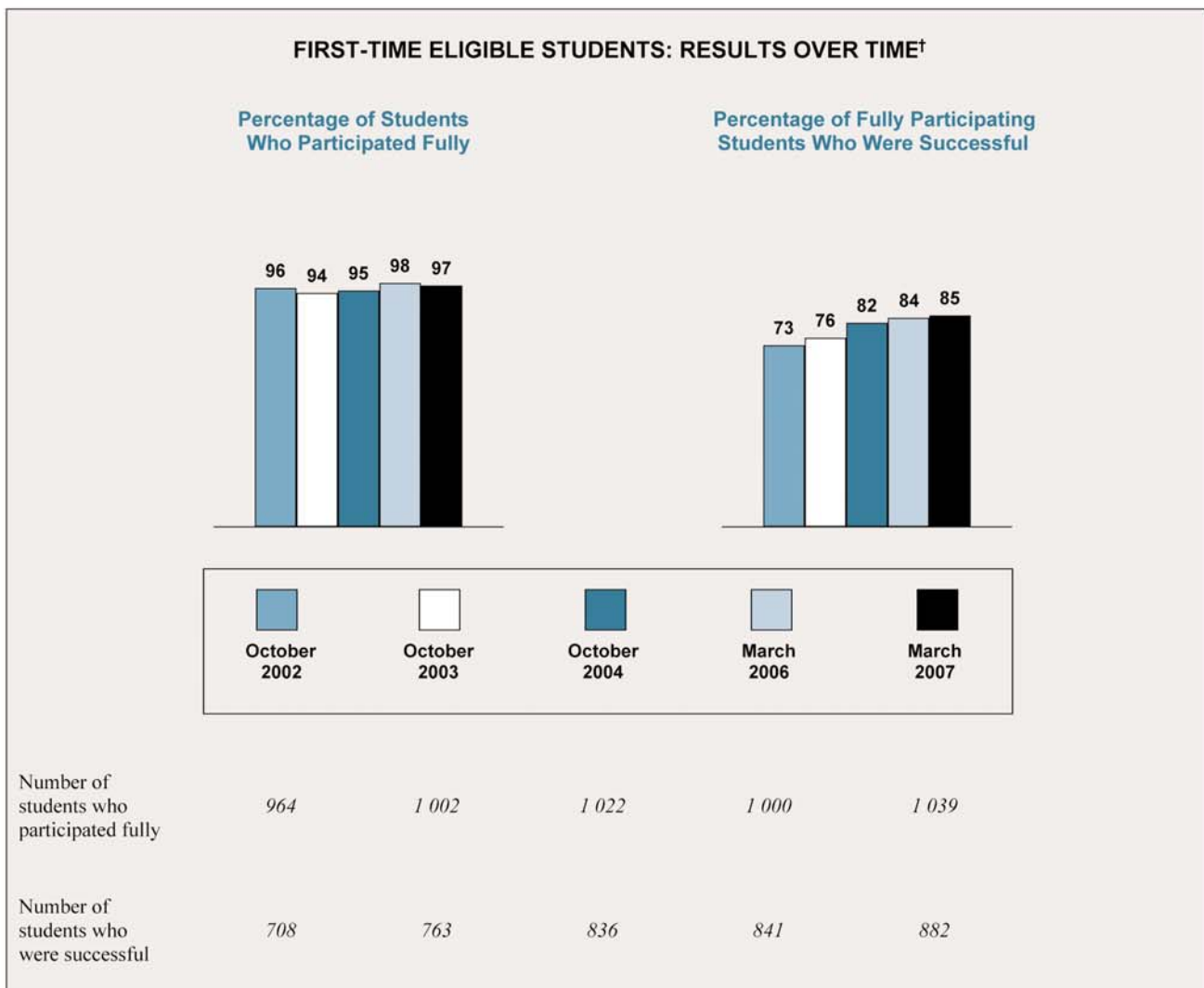
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Renfrew County DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 076	Previously Eligible Students 230
Students who participated fully	97%	80%
Fully participating students who were successful in completing the OSSLT	85%*	51%*
ESL/ELD learners	<1%	1%
ESL/ELD learners receiving special provisions	<1%*	2%*
Students with special needs (excluding gifted)	18%	45%
Students with special needs receiving accommodations (excluding gifted)	14%*	48%*
Speak another language (or languages) as often as English at home	5%	4%
Speak only or mostly a language (or languages) other than English at home	1%	2%
Number of schools administering the OSSLT	8	8

* Percentages are based on the number of students who participated fully.



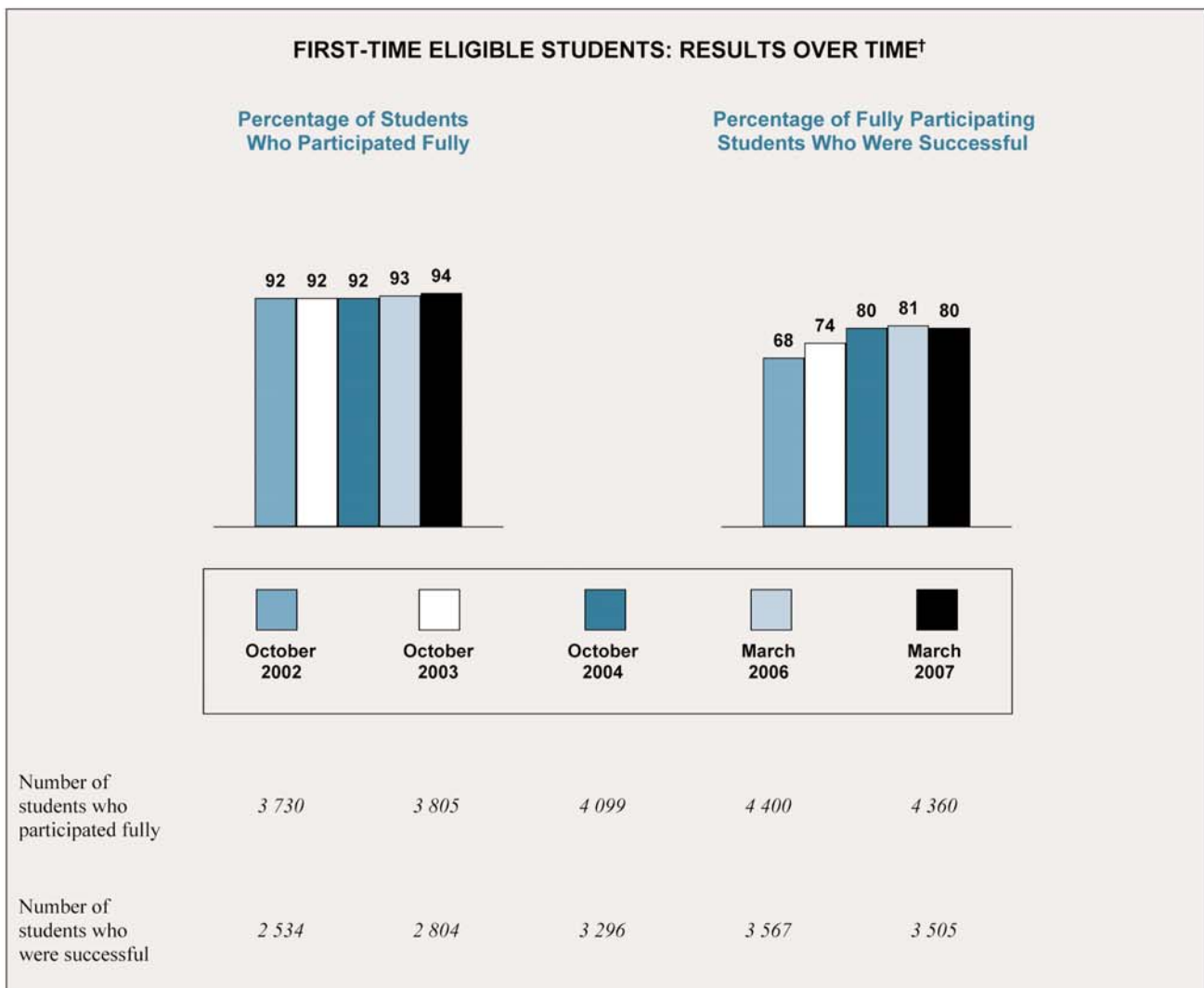
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Simcoe County DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 648	Previously Eligible Students 1 342
Students who participated fully	94%	71%
Fully participating students who were successful in completing the OSSLT	80%*	51%*
ESL/ELD learners	1%	1%
ESL/ELD learners receiving special provisions	<1%*	1%*
Students with special needs (excluding gifted)	16%	37%
Students with special needs receiving accommodations (excluding gifted)	13%*	34%*
Speak another language (or languages) as often as English at home	4%	6%
Speak only or mostly a language (or languages) other than English at home	2%	2%
Number of schools administering the OSSLT	17	17

* Percentages are based on the number of students who participated fully.



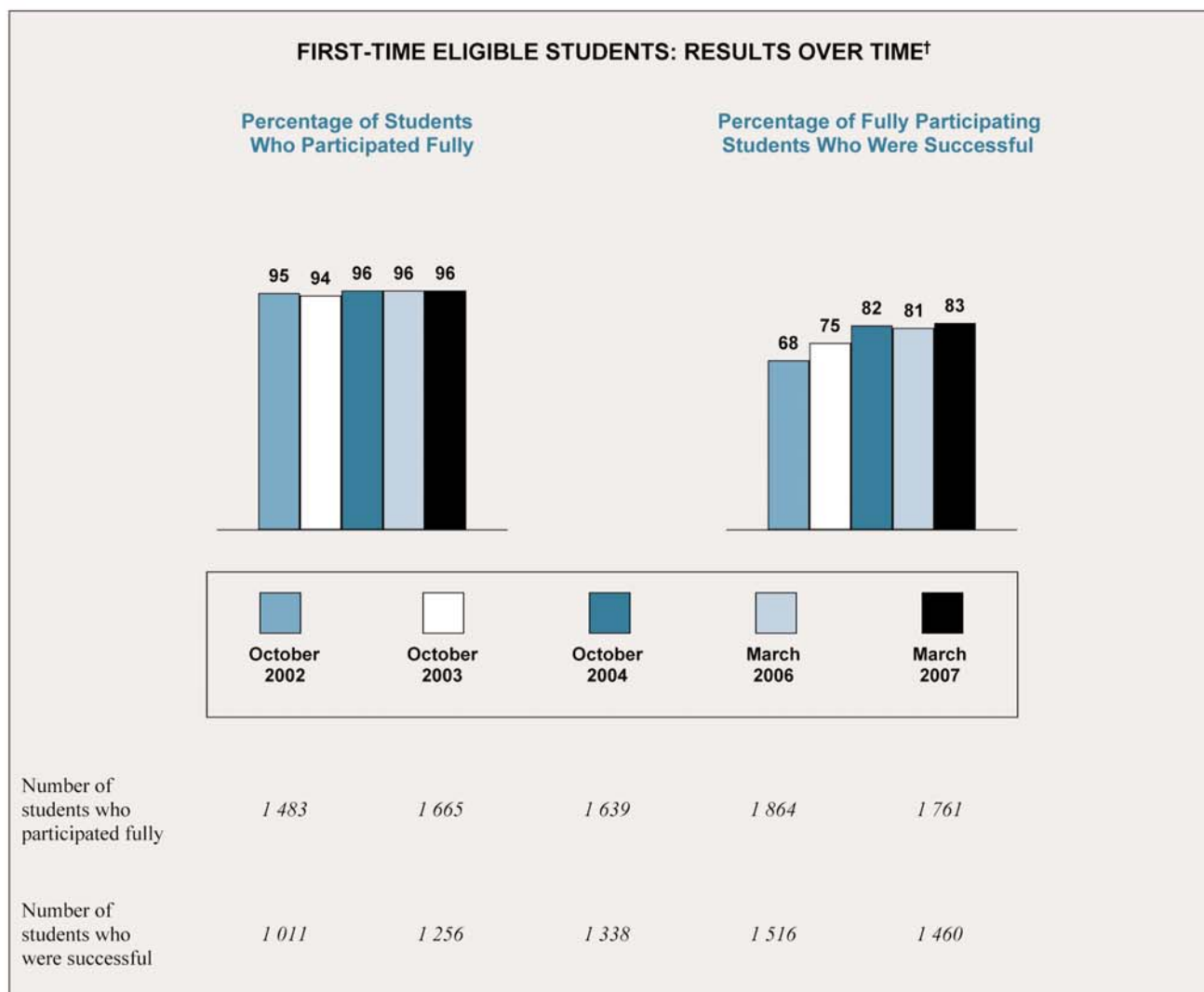
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Simcoe Muskoka Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 829	Previously Eligible Students 577
Students who participated fully	96%	66%
Fully participating students who were successful in completing the OSSLT	83%*	62%*
ESL/ELD learners	<1%	<1%
ESL/ELD learners receiving special provisions	<1%*	1%*
Students with special needs (excluding gifted)	16%	41%
Students with special needs receiving accommodations (excluding gifted)	13%*	36%*
Speak another language (or languages) as often as English at home	8%	9%
Speak only or mostly a language (or languages) other than English at home	3%	5%
Number of schools administering the OSSLT	9	9

* Percentages are based on the number of students who participated fully.



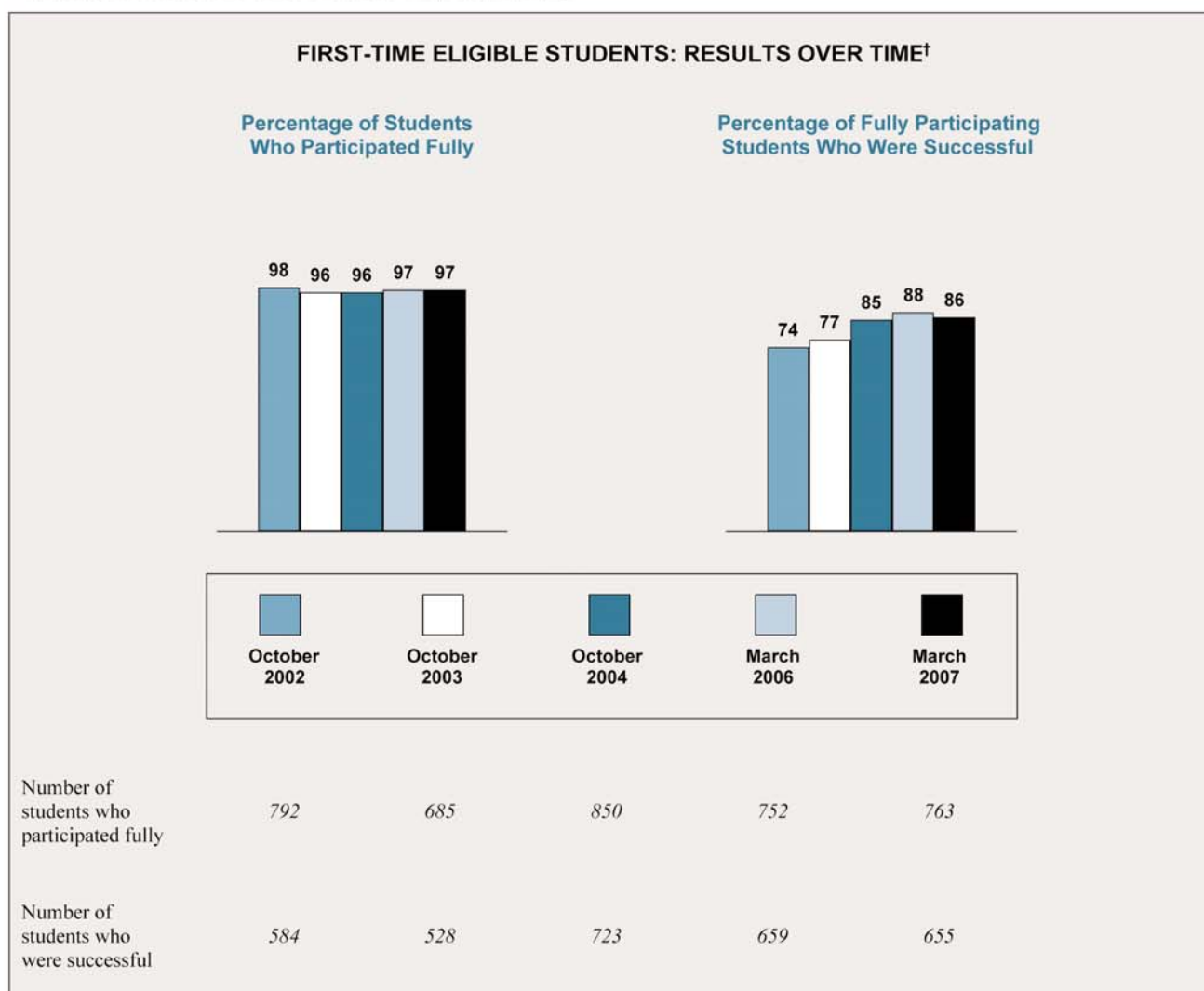
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: St. Clair Catholic District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	784	159
Students who participated fully	97%	72%
Fully participating students who were successful in completing the OSSLT	86%*	57%*
ESL/ELD learners	0%	1%
ESL/ELD learners receiving special provisions	0%*	1%*
Students with special needs (excluding gifted)	15%	48%
Students with special needs receiving accommodations (excluding gifted)	14%*	26%*
Speak another language (or languages) as often as English at home	6%	9%
Speak only or mostly a language (or languages) other than English at home	1%	3%
Number of schools administering the OSSLT	3	3

* Percentages are based on the number of students who participated fully.



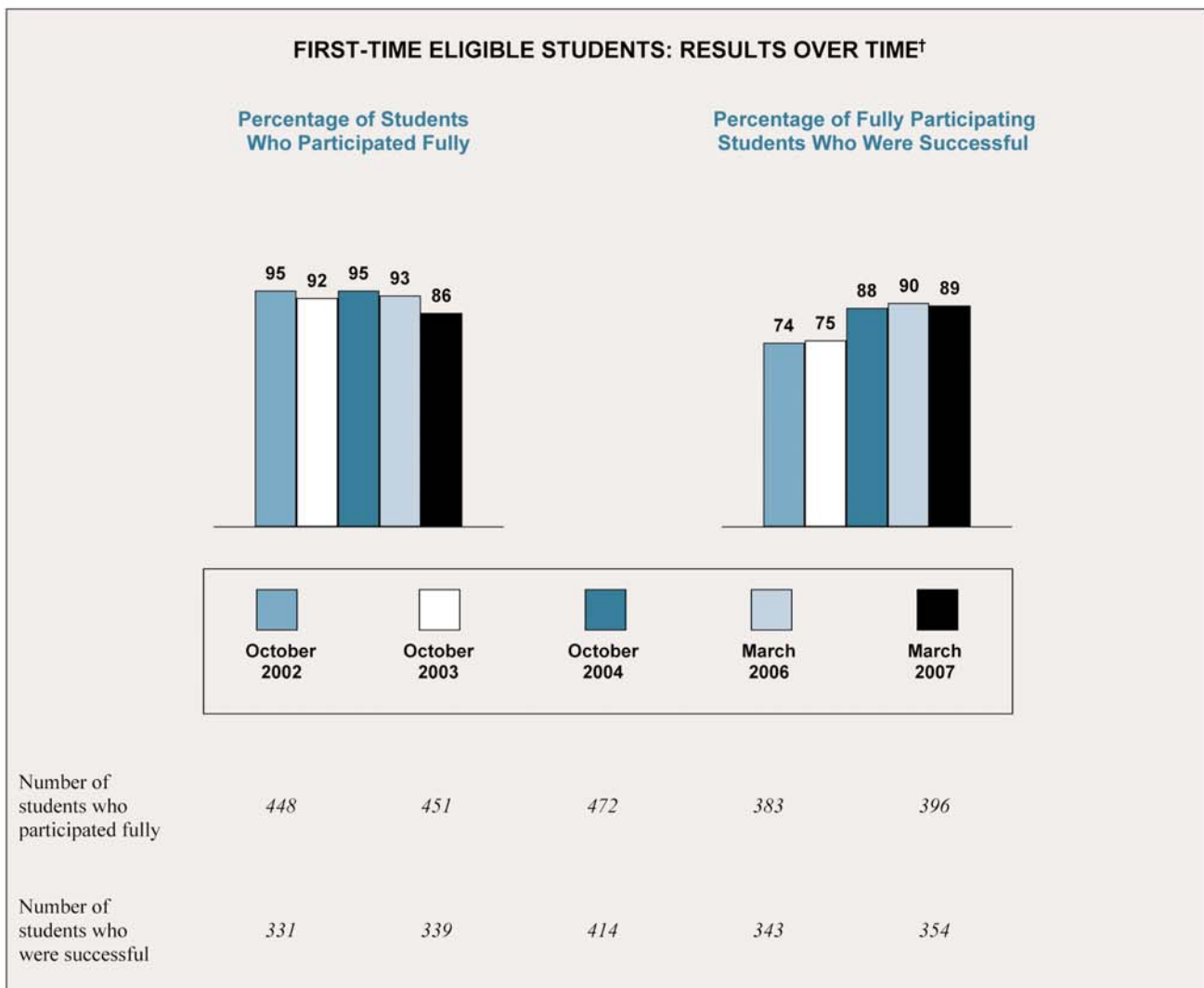
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Sudbury Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	461	94
Students who participated fully	86%	40%
Fully participating students who were successful in completing the OSSLT	89%*	63%*
ESL/ELD learners	<1%	0%
ESL/ELD learners receiving special provisions	1%*	0%*
Students with special needs (excluding gifted)	17%	54%
Students with special needs receiving accommodations (excluding gifted)	9%*	21%*
Speak another language (or languages) as often as English at home	7%	8%
Speak only or mostly a language (or languages) other than English at home	2%	3%
Number of schools administering the OSSLT	4	4

* Percentages are based on the number of students who participated fully.



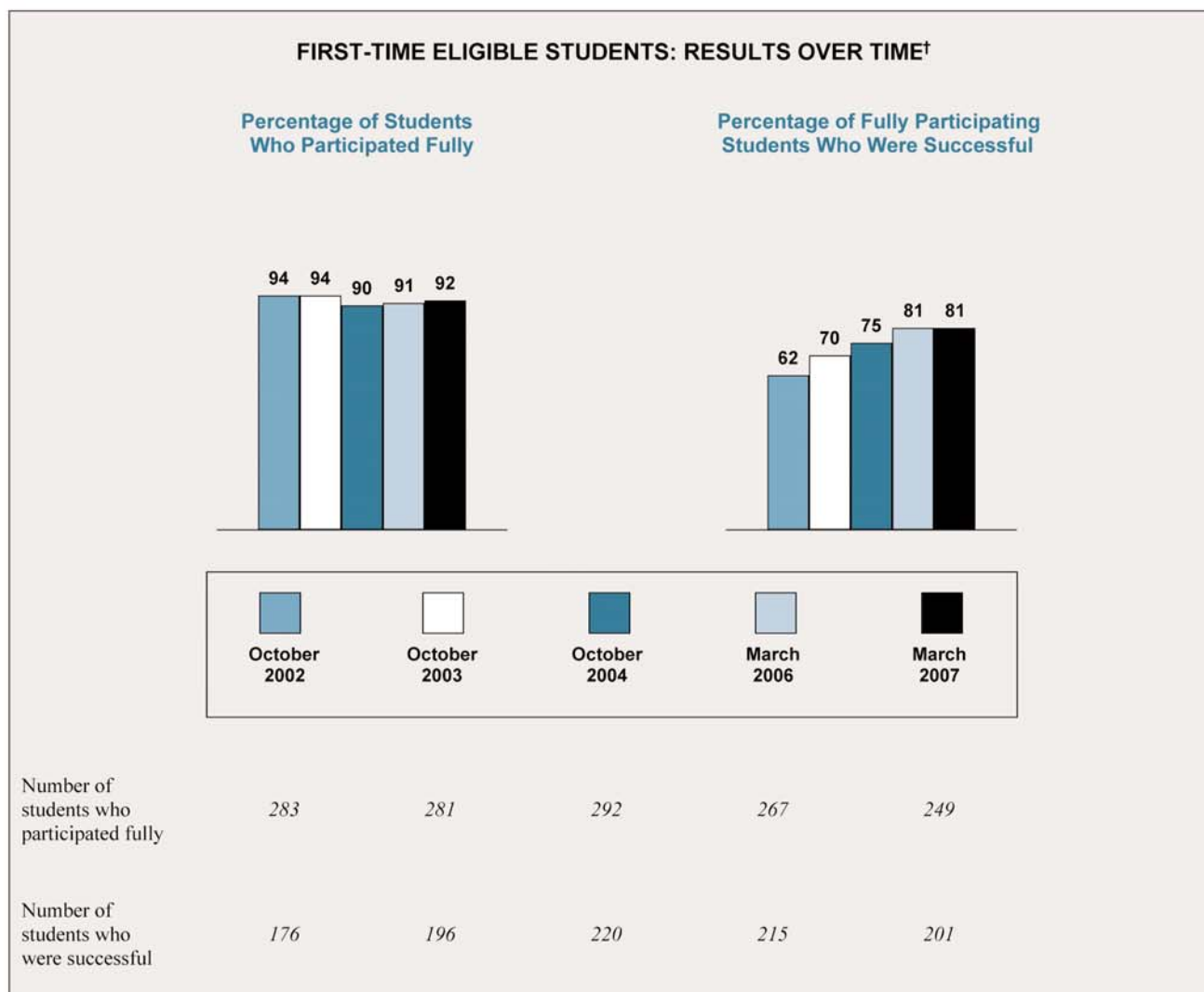
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Superior-Greenstone DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	272	118
Students who participated fully	92%	53%
Fully participating students who were successful in completing the OSSLT	81%*	35%*
ESL/ELD learners	0%	1%
ESL/ELD learners receiving special provisions	0%*	2%*
Students with special needs (excluding gifted)	18%	47%
Students with special needs receiving accommodations (excluding gifted)	15%*	48%*
Speak another language (or languages) as often as English at home	6%	10%
Speak only or mostly a language (or languages) other than English at home	<1%	3%
Number of schools administering the OSSLT	5	5

* Percentages are based on the number of students who participated fully.



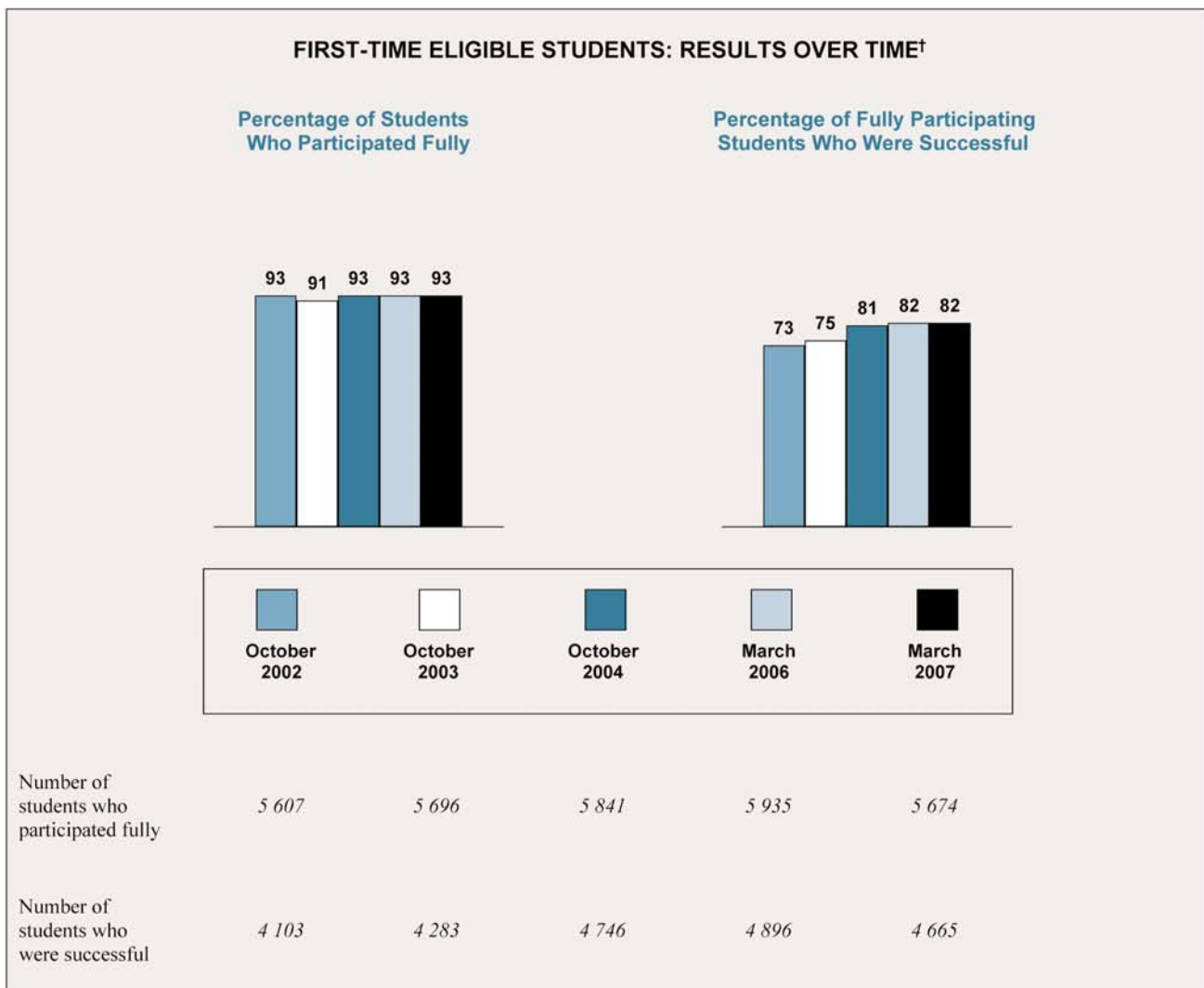
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Thames Valley District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 6 076	Previously Eligible Students 1 919
Students who participated fully	93%	61%
Fully participating students who were successful in completing the OSSLT	82%*	52%*
ESL/ELD learners	2%	7%
ESL/ELD learners receiving special provisions	1%*	5%*
Students with special needs (excluding gifted)	12%	29%
Students with special needs receiving accommodations (excluding gifted)	10%*	21%*
Speak another language (or languages) as often as English at home	8%	14%
Speak only or mostly a language (or languages) other than English at home	4%	10%
Number of schools administering the OSSLT	30	30

* Percentages are based on the number of students who participated fully.



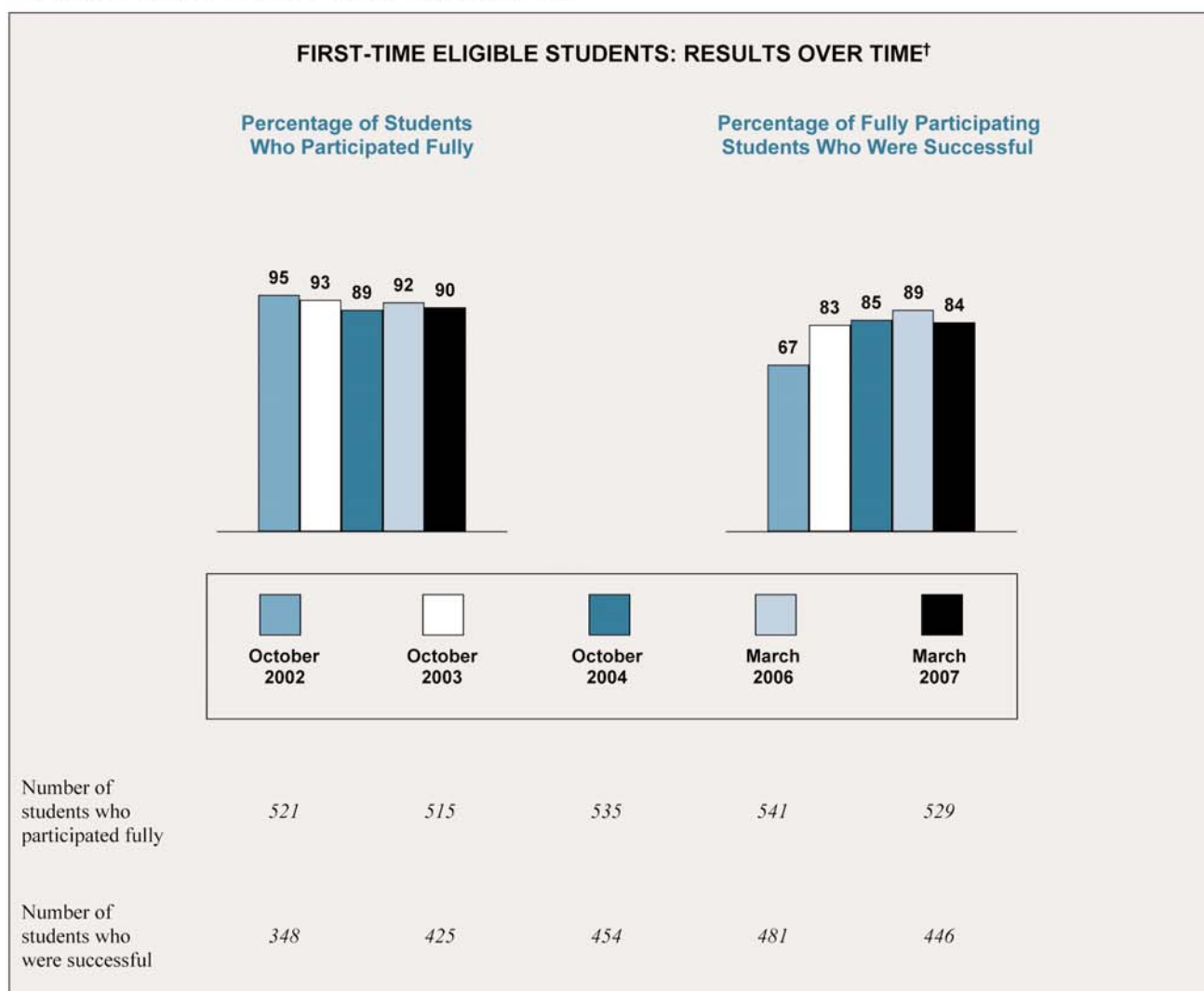
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Thunder Bay Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	589	161
Students who participated fully	90%	35%
Fully participating students who were successful in completing the OSSLT	84%*	79%*
ESL/ELD learners	0%	1%
ESL/ELD learners receiving special provisions	0%*	2%*
Students with special needs (excluding gifted)	12%	33%
Students with special needs receiving accommodations (excluding gifted)	6%*	12%*
Speak another language (or languages) as often as English at home	6%	9%
Speak only or mostly a language (or languages) other than English at home	2%	4%
Number of schools administering the OSSLT	3	3

* Percentages are based on the number of students who participated fully.



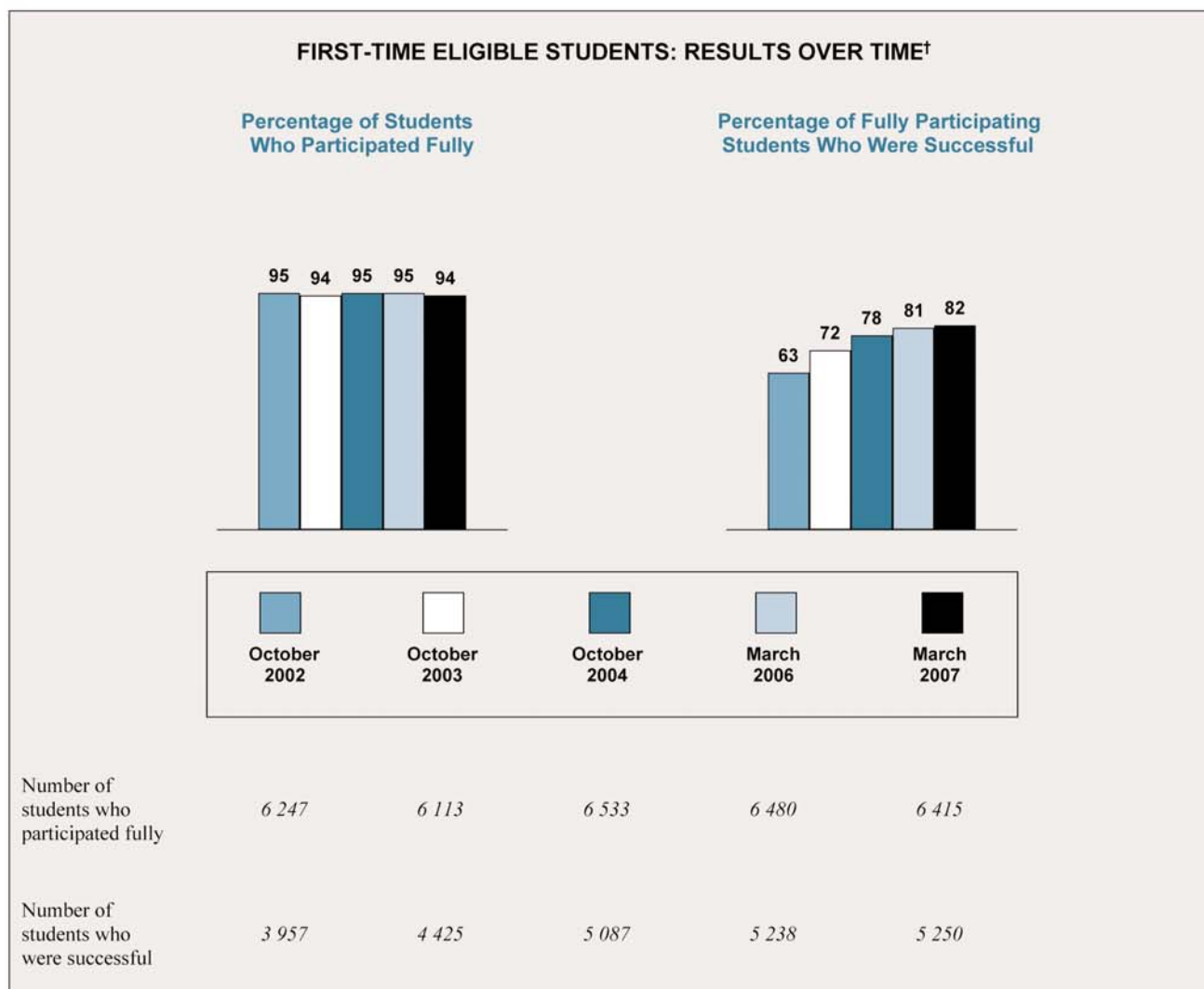
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Toronto Catholic District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 6 804	Previously Eligible Students 2 468
Students who participated fully	94%	63%
Fully participating students who were successful in completing the OSSLT	82%*	48%*
ESL/ELD learners	4%	13%
ESL/ELD learners receiving special provisions	2%*	10%*
Students with special needs (excluding gifted)	18%	32%
Students with special needs receiving accommodations (excluding gifted)	15%*	30%*
Speak another language (or languages) as often as English at home	29%	38%
Speak only or mostly a language (or languages) other than English at home	12%	23%
Number of schools administering the OSSLT	35	36

* Percentages are based on the number of students who participated fully.



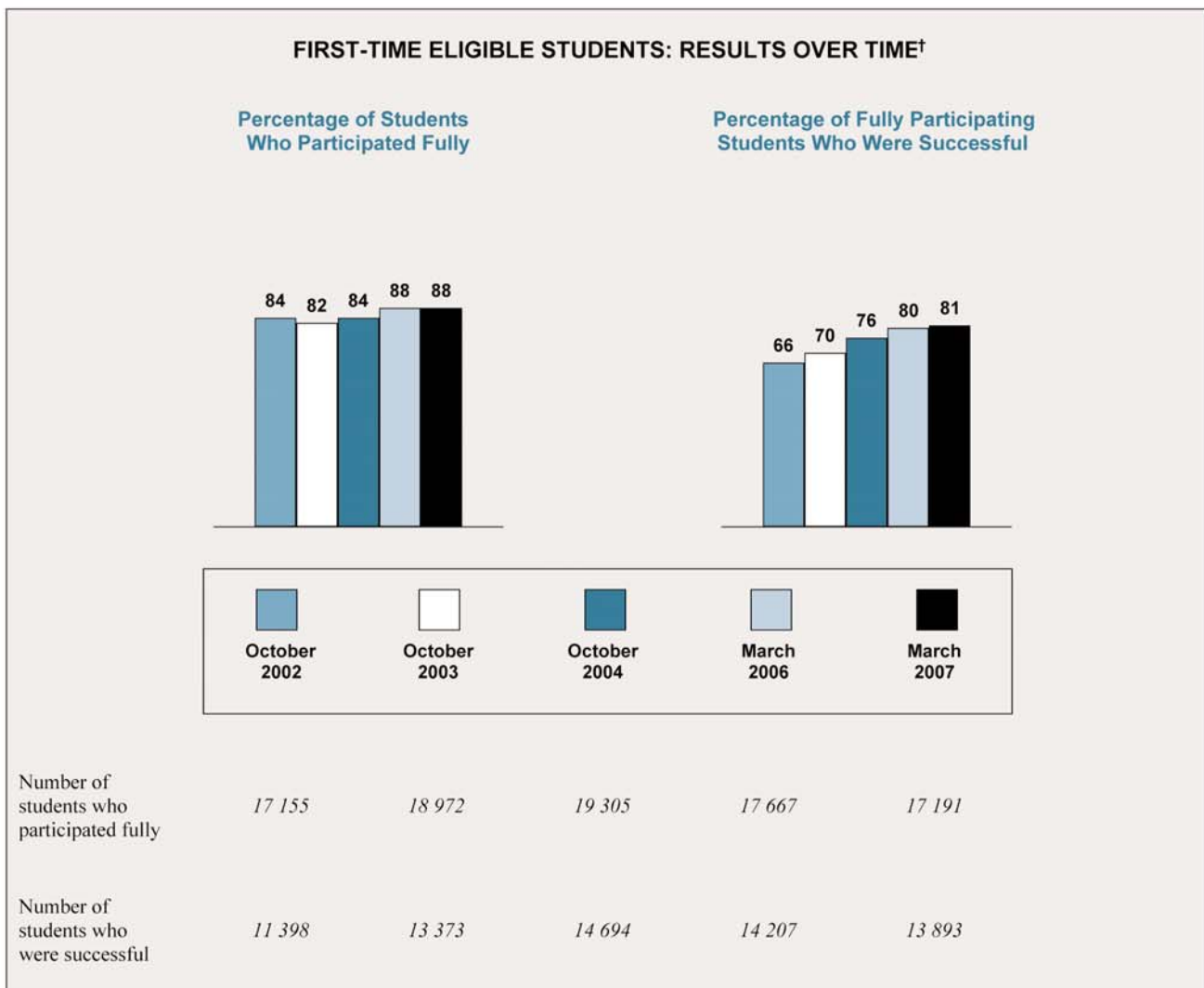
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Toronto DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 19 487	Previously Eligible Students 10 385
Students who participated fully	88%	62%
Fully participating students who were successful in completing the OSSLT	81%*	45%*
ESL/ELD learners	11%	28%
ESL/ELD learners receiving special provisions	5%*	21%*
Students with special needs (excluding gifted)	13%	20%
Students with special needs receiving accommodations (excluding gifted)	10%*	17%*
Speak another language (or languages) as often as English at home	29%	30%
Speak only or mostly a language (or languages) other than English at home	18%	35%
Number of schools administering the OSSLT	106	113

* Percentages are based on the number of students who participated fully.



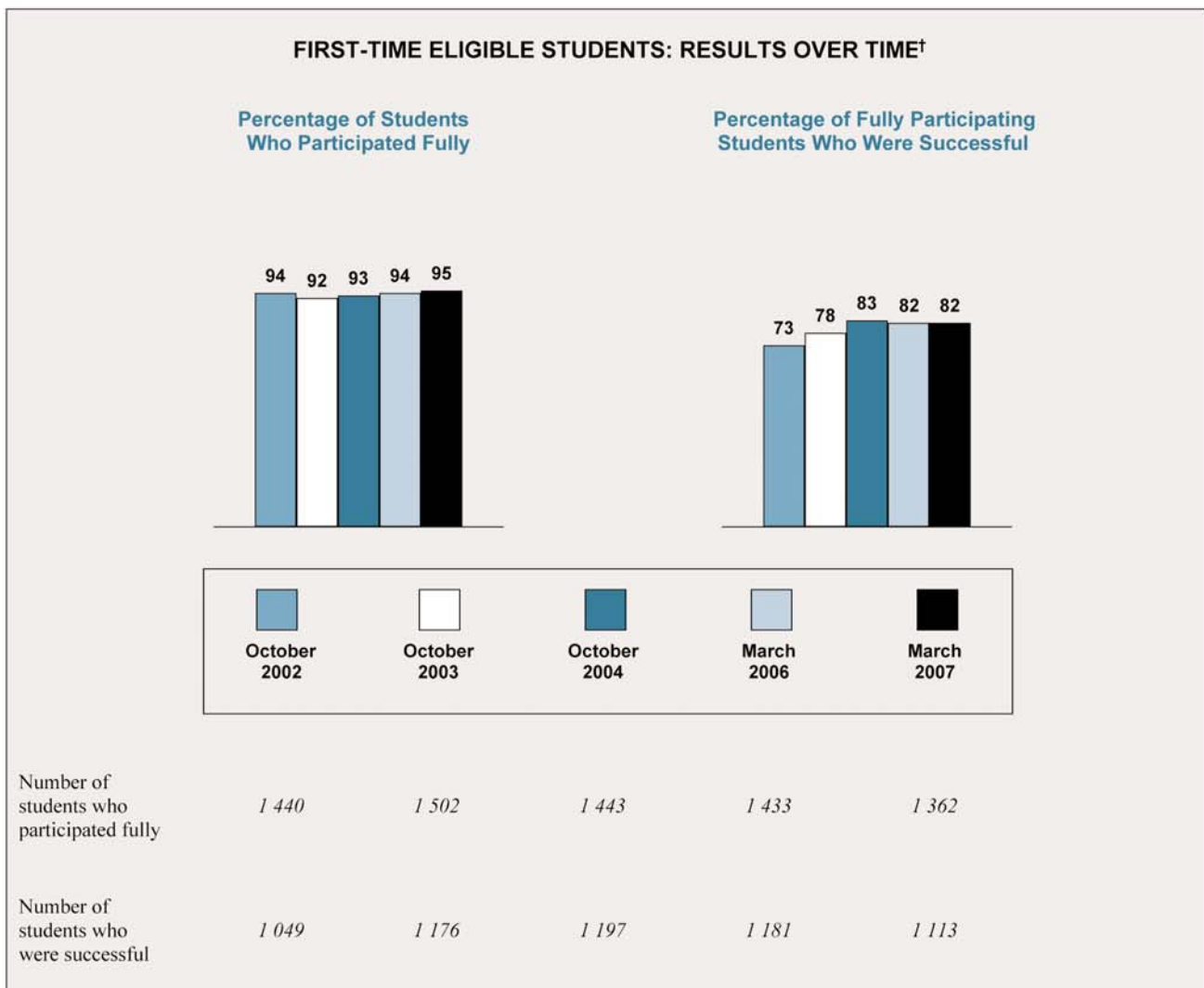
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Trillium Lakelands DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 432	Previously Eligible Students 358
Students who participated fully	95%	83%
Fully participating students who were successful in completing the OSSLT	82%*	61%*
ESL/ELD learners	<1%	<1%
ESL/ELD learners receiving special provisions	<1%*	<1%*
Students with special needs (excluding gifted)	16%	38%
Students with special needs receiving accommodations (excluding gifted)	11%*	29%*
Speak another language (or languages) as often as English at home	3%	3%
Speak only or mostly a language (or languages) other than English at home	1%	1%
Number of schools administering the OSSLT	7	7

* Percentages are based on the number of students who participated fully.



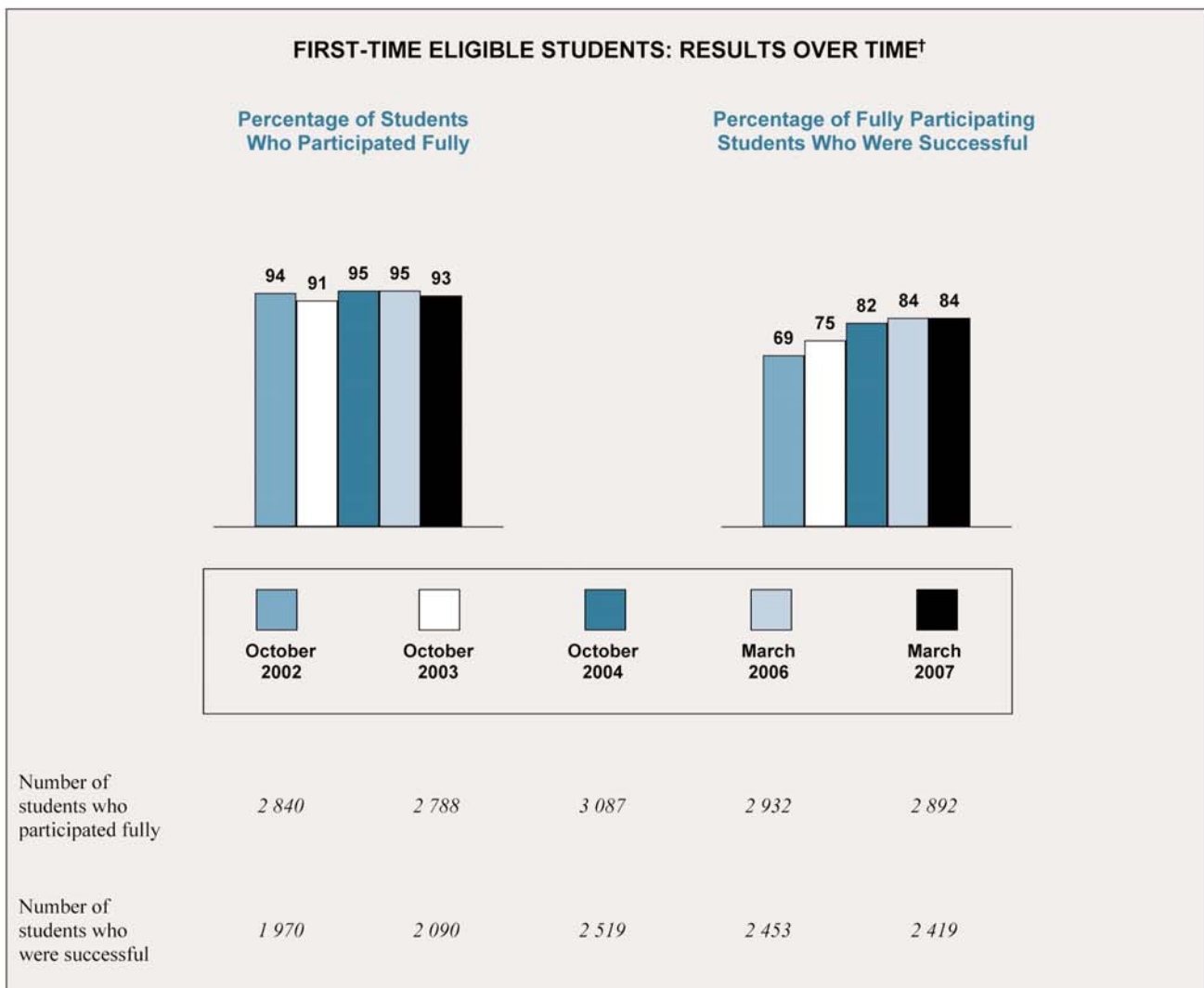
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Upper Canada DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 099	Previously Eligible Students 837
Students who participated fully	93%	54%
Fully participating students who were successful in completing the OSSLT	84%*	58%*
ESL/ELD learners	1%	2%
ESL/ELD learners receiving special provisions	1%*	3%*
Students with special needs (excluding gifted)	23%	45%
Students with special needs receiving accommodations (excluding gifted)	21%*	51%*
Speak another language (or languages) as often as English at home	8%	10%
Speak only or mostly a language (or languages) other than English at home	2%	5%
Number of schools administering the OSSLT	25	25

* Percentages are based on the number of students who participated fully.



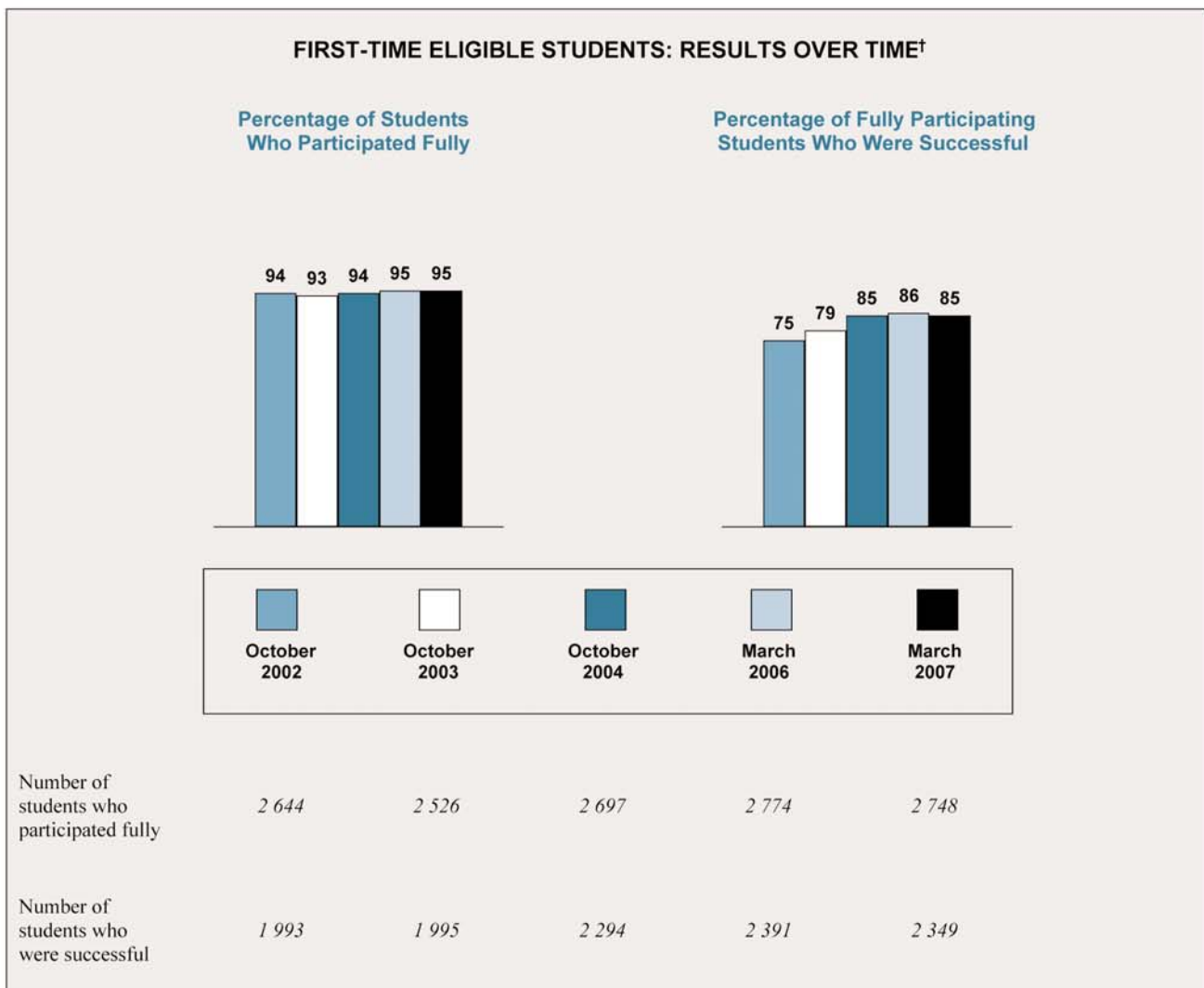
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Upper Grand DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 884	Previously Eligible Students 669
Students who participated fully	95%	62%
Fully participating students who were successful in completing the OSSLT	85%*	53%*
ESL/ELD learners	1%	2%
ESL/ELD learners receiving special provisions	1%*	2%*
Students with special needs (excluding gifted)	12%	42%
Students with special needs receiving accommodations (excluding gifted)	10%*	32%*
Speak another language (or languages) as often as English at home	6%	8%
Speak only or mostly a language (or languages) other than English at home	3%	4%
Number of schools administering the OSSLT	12	11

* Percentages are based on the number of students who participated fully.

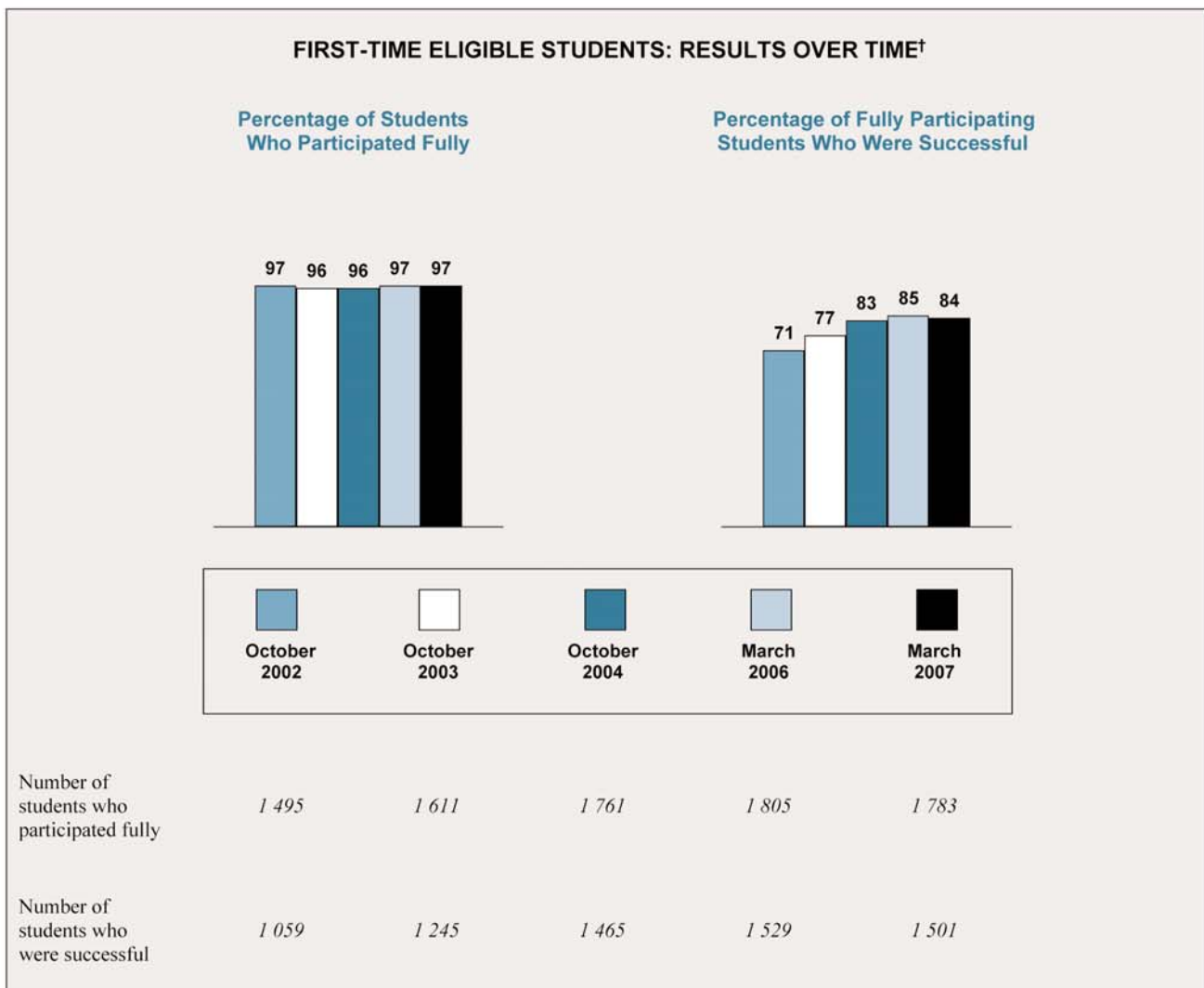


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Name: Waterloo Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 830	Previously Eligible Students 436
Students who participated fully	97%	74%
Fully participating students who were successful in completing the OSSLT	84%*	50%*
ESL/ELD learners	2%	9%
ESL/ELD learners receiving special provisions	1%*	7%*
Students with special needs (excluding gifted)	23%	50%
Students with special needs receiving accommodations (excluding gifted)	20%*	51%*
Speak another language (or languages) as often as English at home	14%	19%
Speak only or mostly a language (or languages) other than English at home	6%	14%
Number of schools administering the OSSLT	5	6

* Percentages are based on the number of students who participated fully.



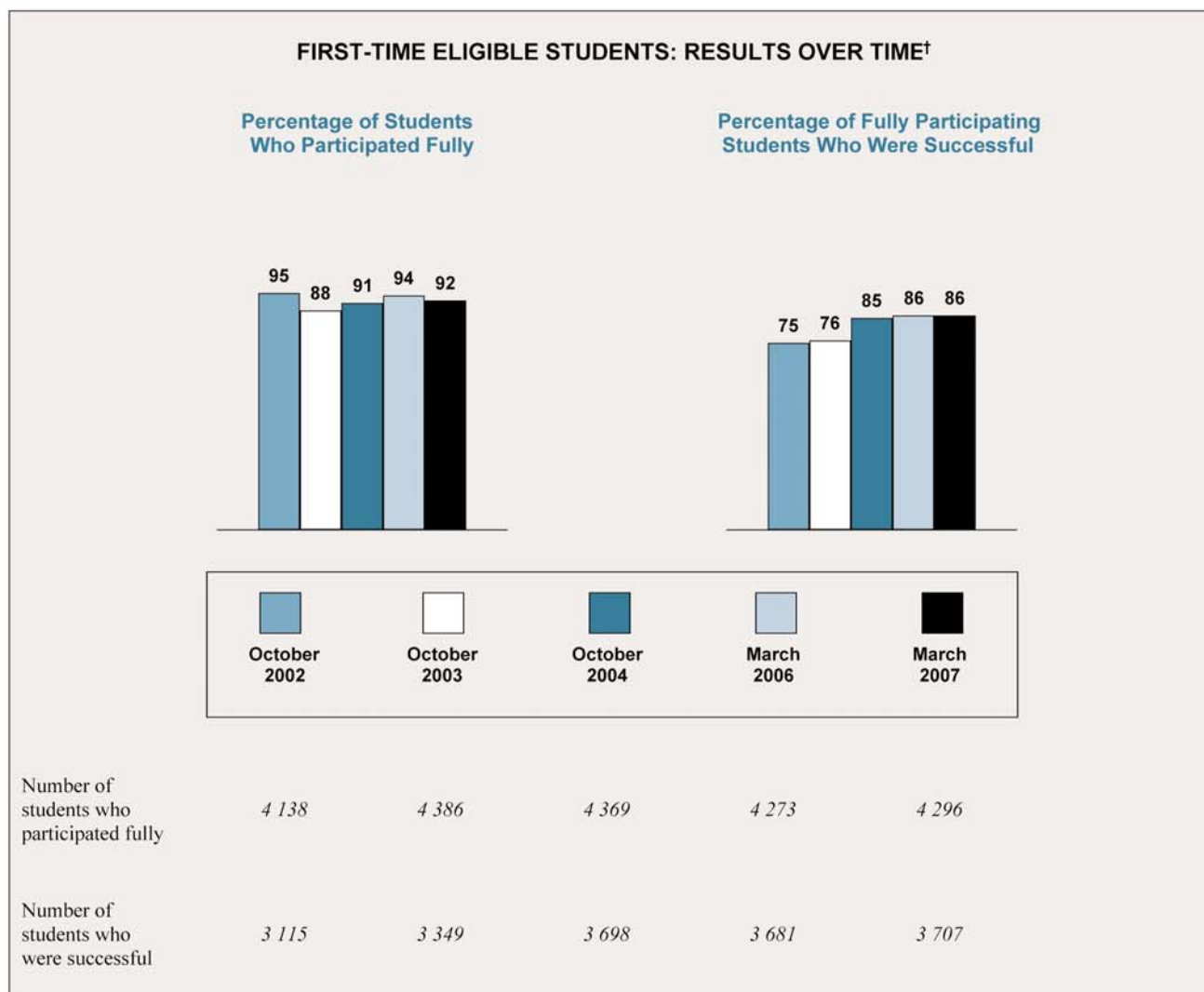
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Waterloo Region DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 650	Previously Eligible Students 1 272
Students who participated fully	92%	69%
Fully participating students who were successful in completing the OSSLT	86%*	57%*
ESL/ELD learners	3%	16%
ESL/ELD learners receiving special provisions	3%*	14%*
Students with special needs (excluding gifted)	11%	28%
Students with special needs receiving accommodations (excluding gifted)	8%*	24%*
Speak another language (or languages) as often as English at home	12%	18%
Speak only or mostly a language (or languages) other than English at home	6%	17%
Number of schools administering the OSSLT	18	15

* Percentages are based on the number of students who participated fully.



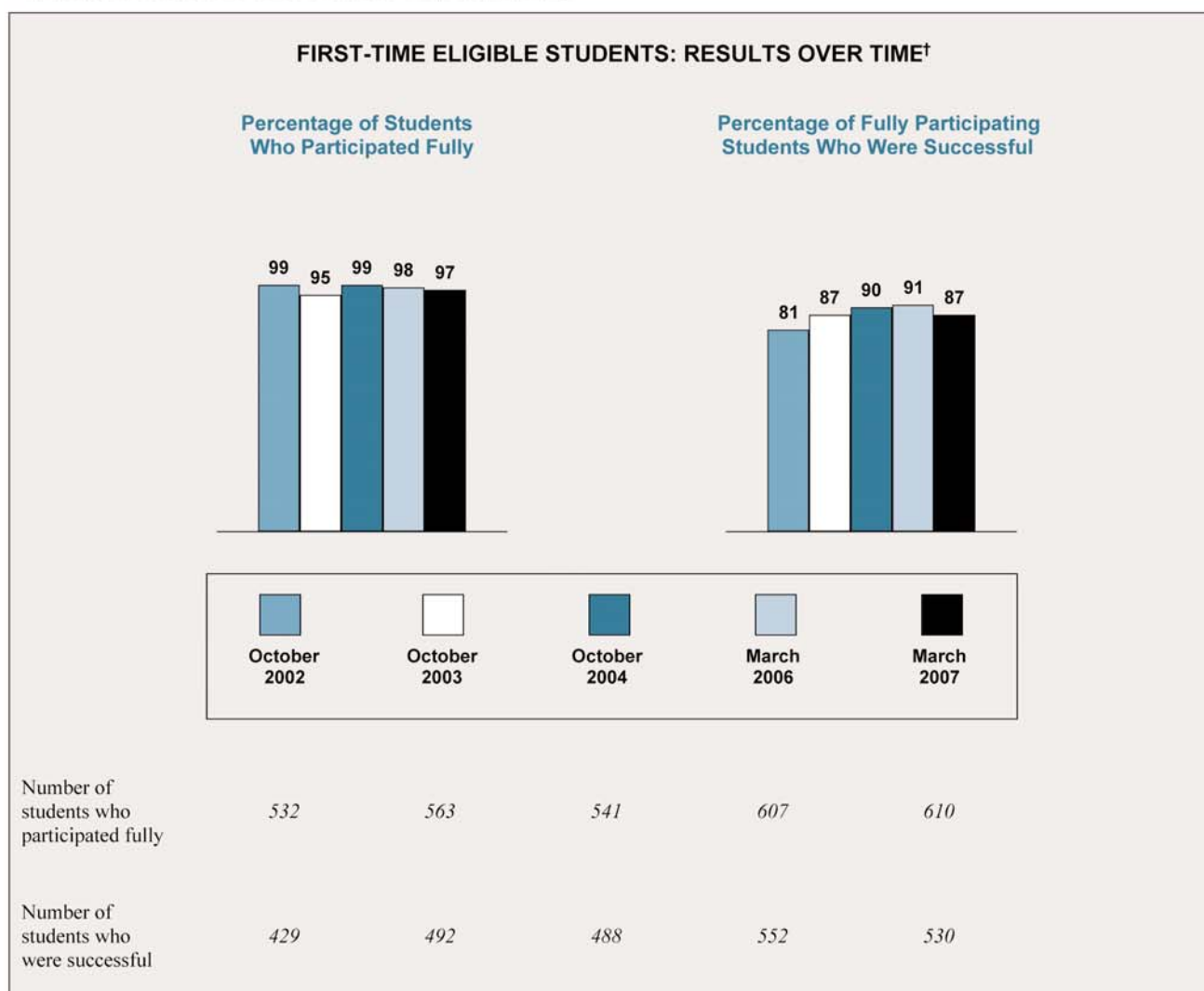
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Wellington Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	629	80
Students who participated fully	97%	76%
Fully participating students who were successful in completing the OSSLT	87%*	59%*
ESL/ELD learners	0%	0%
ESL/ELD learners receiving special provisions	0%*	0%*
Students with special needs (excluding gifted)	13%	42%
Students with special needs receiving accommodations (excluding gifted)	12%*	44%*
Speak another language (or languages) as often as English at home	10%	22%
Speak only or mostly a language (or languages) other than English at home	5%	10%
Number of schools administering the OSSLT	3	3

* Percentages are based on the number of students who participated fully.



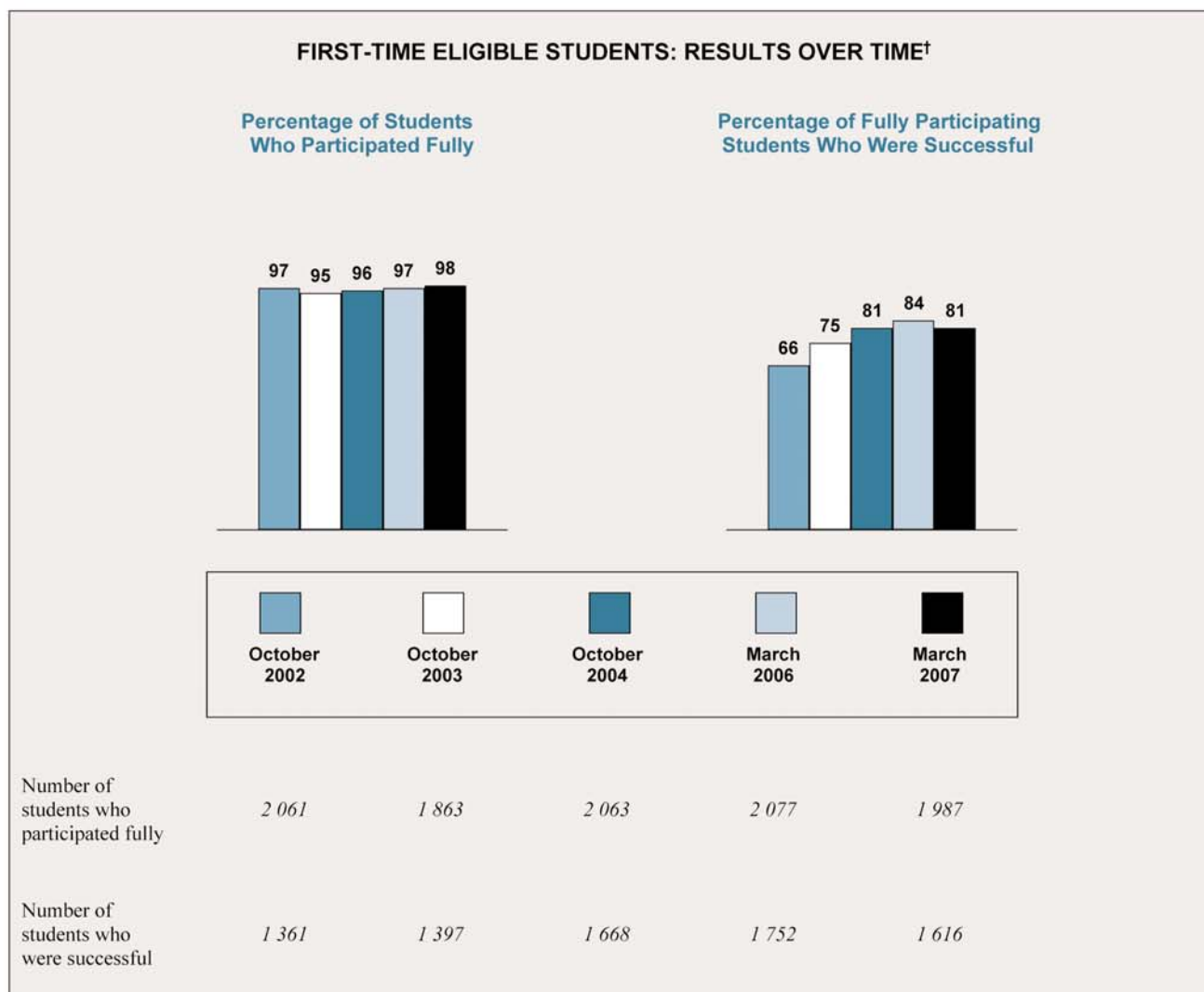
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: Windsor-Essex Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 032	Previously Eligible Students 562
Students who participated fully	98%	54%
Fully participating students who were successful in completing the OSSLT	81%*	43%*
ESL/ELD learners	2%	11%
ESL/ELD learners receiving special provisions	1%*	14%*
Students with special needs (excluding gifted)	12%	35%
Students with special needs receiving accommodations (excluding gifted)	11%*	30%*
Speak another language (or languages) as often as English at home	15%	22%
Speak only or mostly a language (or languages) other than English at home	5%	14%
Number of schools administering the OSSLT	9	9

* Percentages are based on the number of students who participated fully.



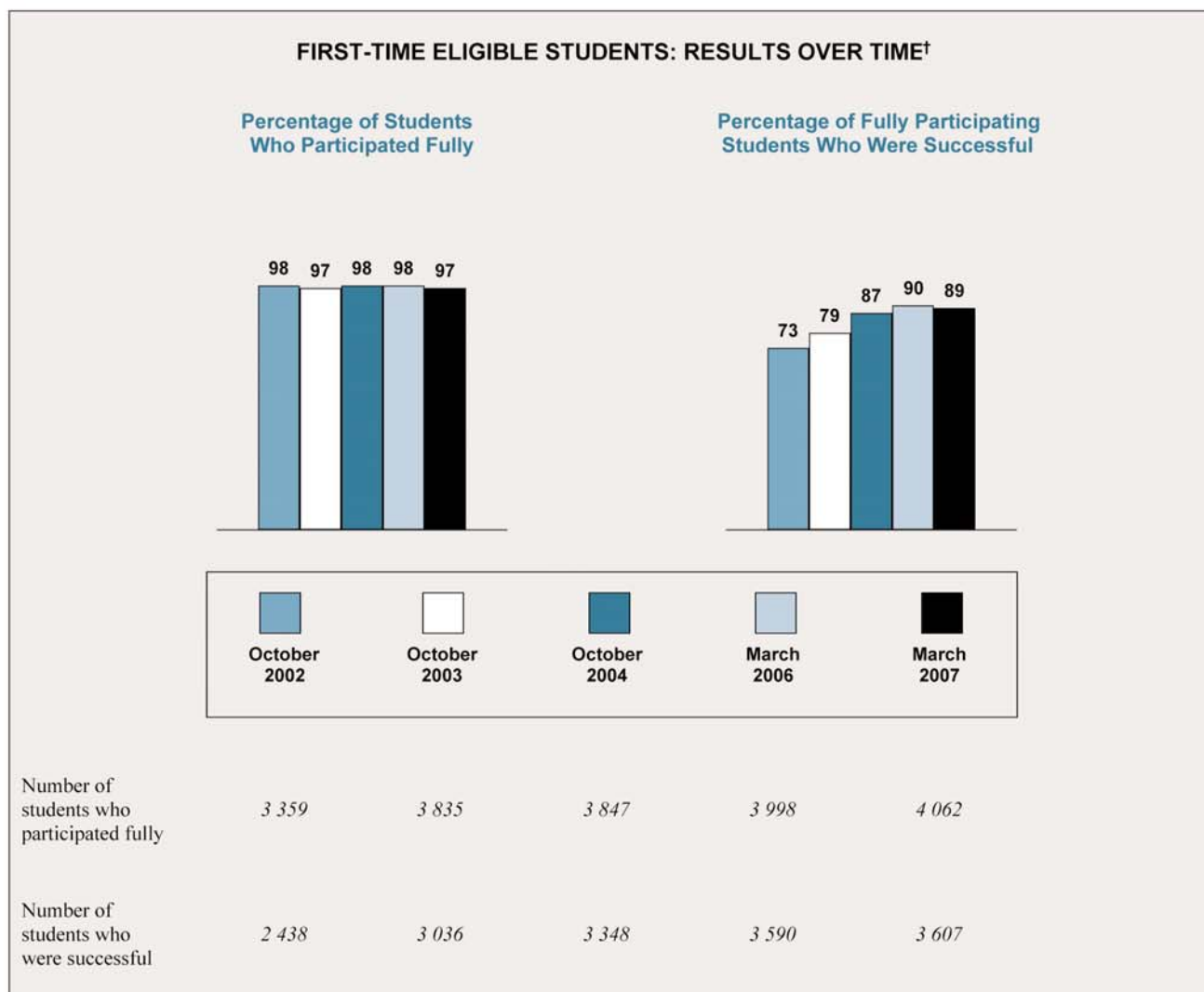
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: York Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 175	Previously Eligible Students 600
Students who participated fully	97%	56%
Fully participating students who were successful in completing the OSSLT	89%*	60%*
ESL/ELD learners	3%	7%
ESL/ELD learners receiving special provisions	2%*	6%*
Students with special needs (excluding gifted)	10%	28%
Students with special needs receiving accommodations (excluding gifted)	9%*	32%*
Speak another language (or languages) as often as English at home	21%	26%
Speak only or mostly a language (or languages) other than English at home	8%	12%
Number of schools administering the OSSLT	14	14

* Percentages are based on the number of students who participated fully.



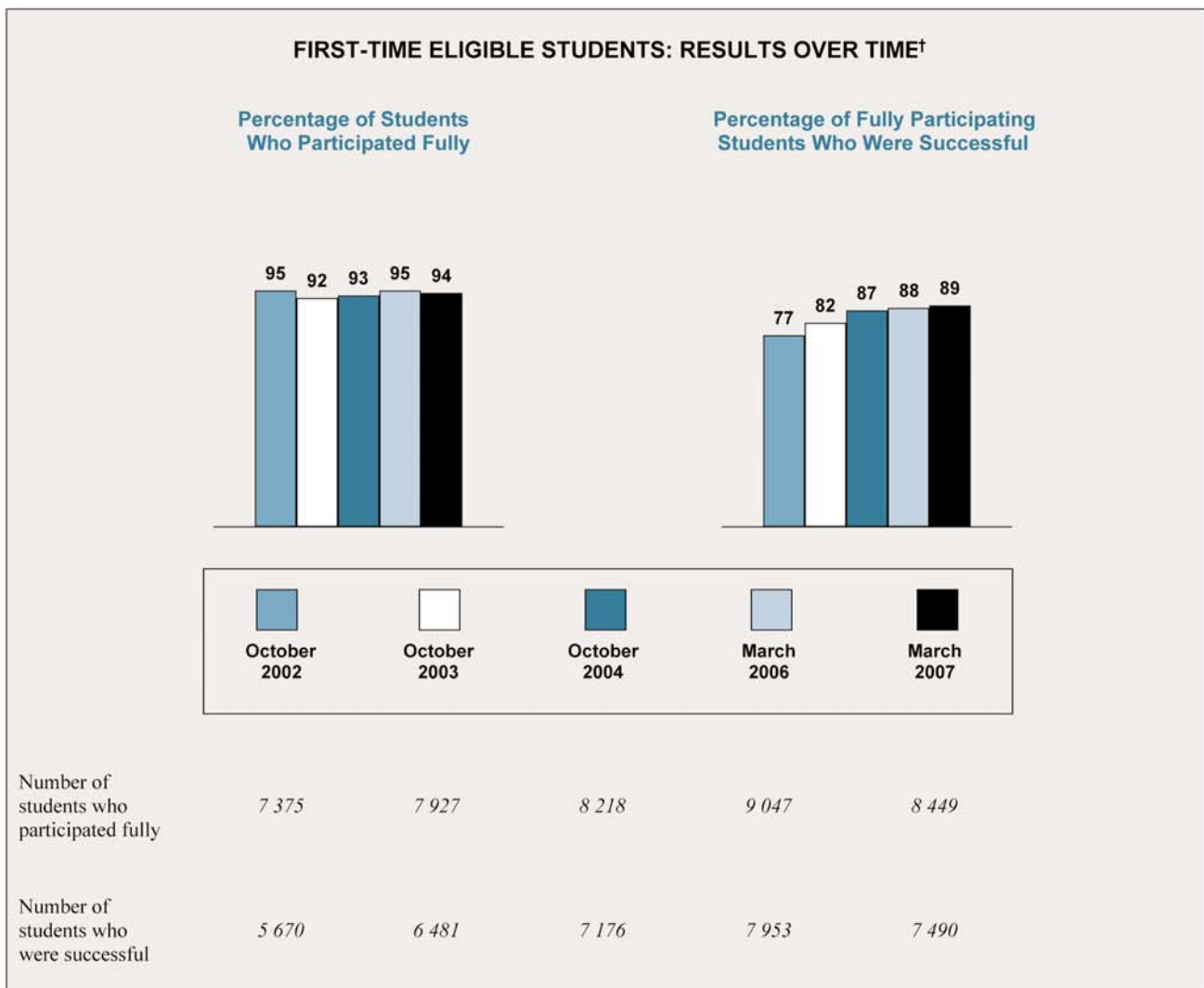
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Board Results

Board Name: York Region DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 8 954	Previously Eligible Students 1 965
Students who participated fully	94%	59%
Fully participating students who were successful in completing the OSSLT	89%*	53%*
ESL/ELD learners	8%	18%
ESL/ELD learners receiving special provisions	4%*	17%*
Students with special needs (excluding gifted)	15%	32%
Students with special needs receiving accommodations (excluding gifted)	14%*	33%*
Speak another language (or languages) as often as English at home	24%	27%
Speak only or mostly a language (or languages) other than English at home	14%	29%
Number of schools administering the OSSLT	32	30

* Percentages are based on the number of students who participated fully.



† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of ESL/ELD students and students with special needs, number of times the students have attempted the test).

Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values student learning above all other interests.

EQAO values information that has the potential to bring about constructive change and improvement.

EQAO values the dedication and expertise of Ontario's educators and works in partnership with them in all of its activities.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

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