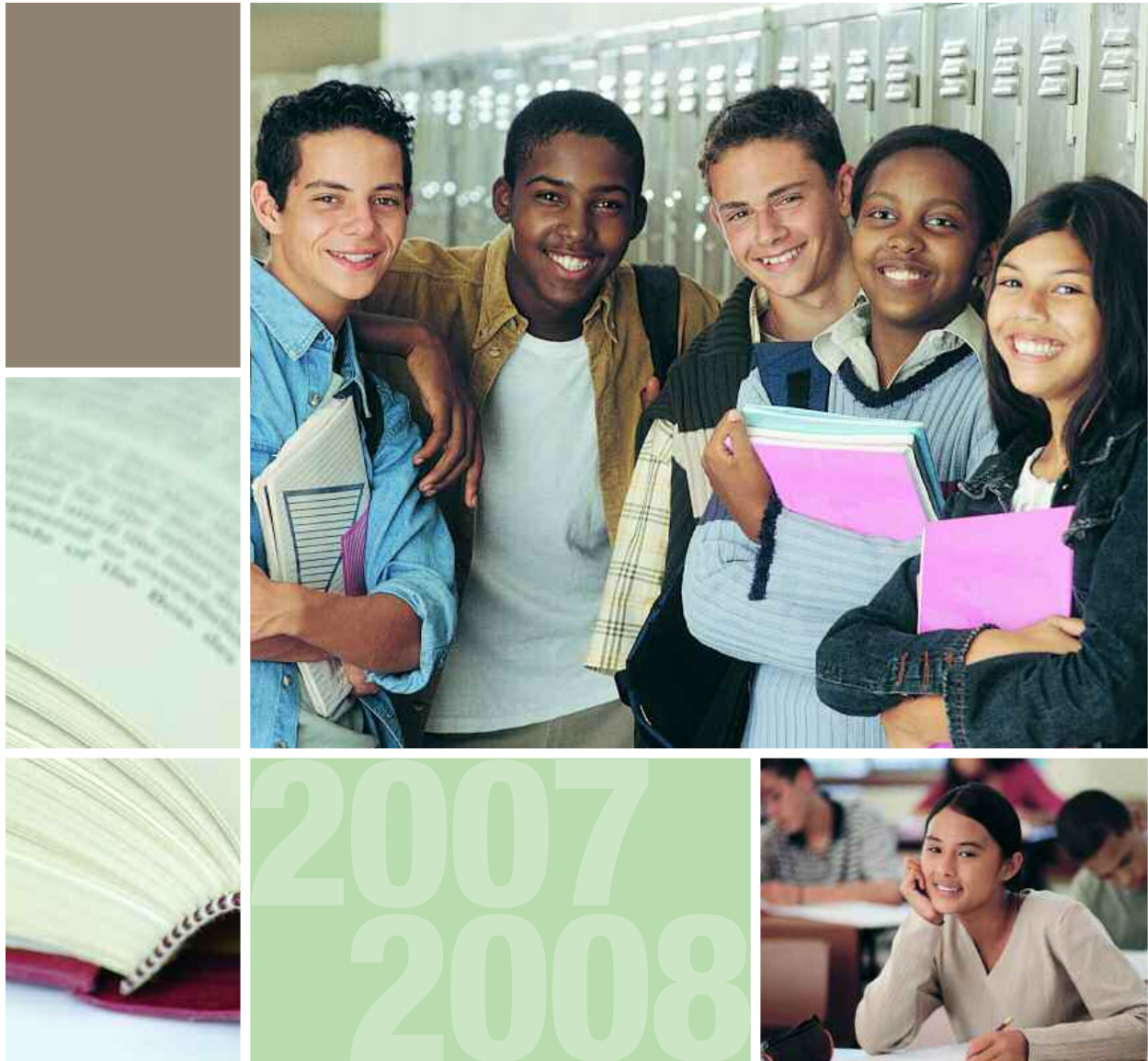


Ontario Student Achievement

English-Language Students



EQAO's Provincial Report

on the Results of the 2007–2008

Ontario Secondary School Literacy Test

Education Quality and
Accountability Office



Ontario Student Achievement

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Message from the Chair

Five years ago, UNESCO put literacy on the world agenda as a fundamental human right. Our public education system has always embraced the view that literacy skills are not a luxury or privilege, but a human right that is essential for personal empowerment, informed decision making and greater engagement in society. It is in the context of reflection on our progress in ensuring that every young person in our system is equipped with this fundamental right that the Education Quality and Accountability Office (EQAO) publishes its seventh report on student achievement in literacy.

As the new Chair of EQAO's Board of Directors, I am honoured to continue the work of providing administrators and educators with regular, pertinent data to enrich debate and inform strategies that seek to ensure excellence and equity for every student across this province.

The results of the 2007–2008 Ontario Secondary School Literacy Test (OSSLT) offer strong evidence of the system-wide quality of instruction in critical reading and writing skills. This year, the percentage of students who met the standards for literacy remained at the record levels of 2006 and 2007, with 84% of students who attempted the test for the first time being successful. As encouraging as these results are, they nonetheless challenge us to attend to the growth of every student by determining where continued attention is required to close the gap between those who are thriving and those who are not yet mastering foundational literacy skills.

As a world-class leader in large-scale assessment programs, EQAO provides Ontario taxpayers, the government and the publicly funded education system with a reliable, objective gauge of the extent to which our young people are developing competency in areas that are so essential for their success in life beyond high school. However, at EQAO our interpretation of accountability extends beyond delivering an arm's-length, evidence-based snapshot of student progress to stakeholders in the public school system. In addition to this, we approach accountability from the perspective of supporting administrators, teachers and parents by providing timely, helpful feedback as a vital part of the cycle of learning and the development of innovative classroom practices.

For a number of years, OSSLT results have been contributing to purposeful conversations that take place in board and school meeting rooms and in students' homes across the province. Linked directly to curriculum expectations, this EQAO test and its achievement data are a support for informing improvement-planning efforts to aid the success of every student, in every school.

This report, and the discussions it enlightens, are testimony to the provincial and local commitment to higher levels of literacy for all young people. The strides in student achievement over the years are due to the dedication of teachers, schools, school board administrators and public policy makers who continue to translate insight from OSSLT results and other sources of data into action to strengthen literacy skills. In this way, we are all working together to ensure every young person in our province is bestowed with the fundamental right of literacy, so they may reach their fullest potential.



Brian L. Desbiens
Chair, Board of Directors



Brian L. Desbiens
Chair, Board of Directors

Message from the CEO

On behalf of EQAO, I am pleased to present the results of the 2007–2008 OSSLT. This test measures student achievement in literacy, across all subjects, according to the expectations outlined in *The Ontario Curriculum*. This year the OSSLT was administered to 176 016 secondary school students across the province on March 27, 2008.

The findings of this year's OSSLT provide a common lens through which administrators, teachers and parents can assess the progress of young people across the province according to a consistent standard for reading and writing skills. This year's results demonstrate that Ontario's Grade 10 students have maintained a high level of achievement in literacy. This report contains year-to-year comparisons to provide evidence-based benchmarks that help track the effectiveness of improvement strategies implemented at the provincial and local levels. Over the past years, the commitment of school communities and their supporters to strengthening student learning in literacy has translated into significant improvements for specific groups, as well as overall gains.

Over the past five test administrations,

- the success rate among students enrolled in academic English courses has increased by five percentage points, from 90% to 95% in 2008. This is the fifth straight year the results from this group are 90% or higher.
- the success rate among students enrolled in applied English courses has increased by 13 percentage points, from 49% to 62%. For the past four years, the results from this group have been over 60%.
- the success rate among English language learners has increased by 17 percentage points, from 42% to 59%.
- the success rate among students with special needs has increased by six percentage points, from 46% to 52%.

The information offered in this report does not mark the end of a cycle of learning, but a beginning. Timely, useful data are the starting point for conversations about how educators are covering curriculum expectations, as well as how they are ensuring all students develop the literacy skills essential for their successful future. The linking of goals and practices to tangible evidence leads to purposeful improvement, as evidenced by the progress made since the literacy test was introduced.

Administrators, teachers, policy-makers, researchers and parents approach EQAO data as a rich source of information that supports the setting of clear goals and helps in identifying areas for intervention. Each school uses these results to supplement its own understanding of its priorities and performance.

Although an 84% success rate among those attempting the test for the first time may be encouraging, the students who were not successful combined with the seven percent who were absent or deferred means more than one in five Grade 10 students continue to struggle with literacy or were not in a position to attempt the test. Though we can take heart in the strides made over the years, we remain accountable to every single young person in our system. At EQAO, we remain committed to continuing to provide meaningful, useful information to support the perseverance of our educators in bringing about the best achievement in every student, in every classroom.

In this report, we profile three schools that serve as fine examples of the use of data from the OSSLT to identify students and skills that require attention and support. These schools are profiled for their success and represent just a few of the excellent, innovative learning communities across Ontario.



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 2008 plus comparisons over time for English-language students in publicly funded schools. The first set of

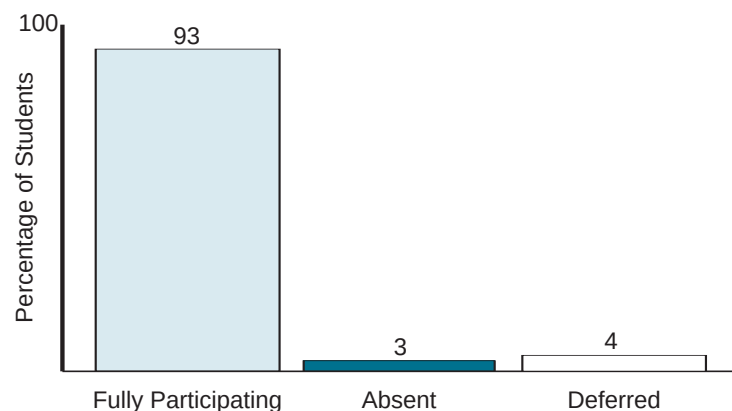
tables provides results for first-time eligible students. Please note that definitions of terms may be found in the Explanation of Terms in the appendices.

Student Participation and Success Rates, March 2008

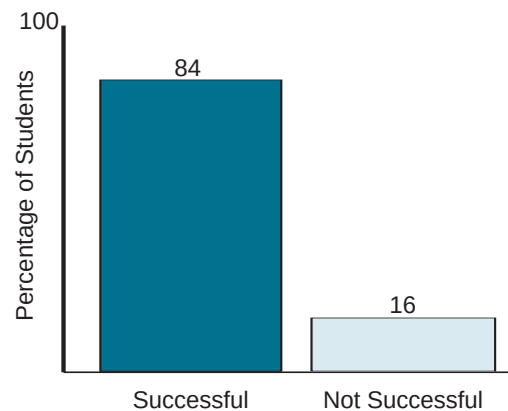
Overall Results*

	ALL STUDENTS # = 156 151		FULLY PARTICIPATING STUDENTS # = 145 603	
SUCCESSFUL	122 324	78%	122 324	84%
NOT SUCCESSFUL	23 279	15%	23 279	16%
OVERALL PARTICIPATION RATE	145 603	93%		
ABSENT	4 357	3%		
DEFERRED	6 191	4%		

Participation:
All Students, 2008



Results:
Fully Participating Students, 2008



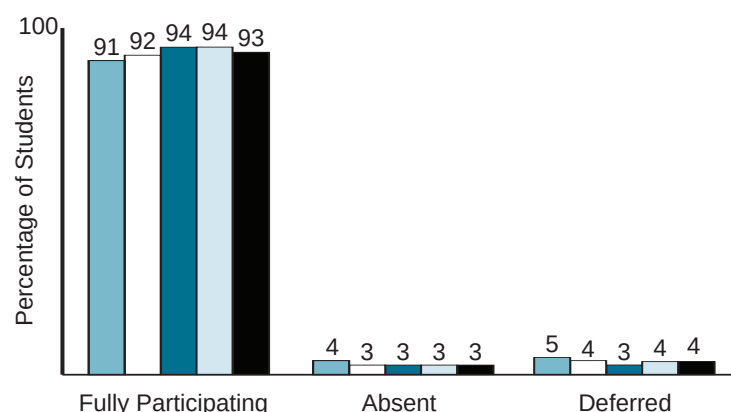
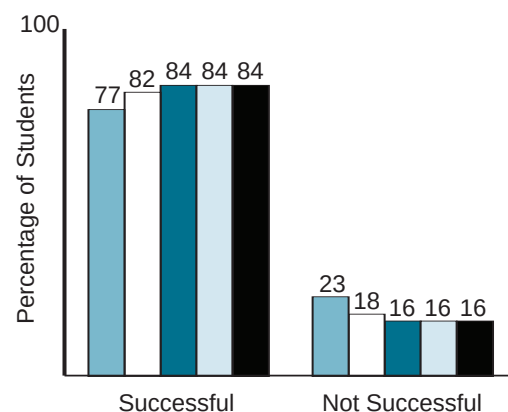
*Percentages in tables and bar graphs may not add up to 100, due to rounding.

Observations

- Of all students eligible to write the OSSLT for the first time in 2008, 93% participated.
- 84% of fully participating first-time eligible students successfully completed the test.

Results over Time*

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Oct. 2003 # = 157 464	Oct. 2004 # = 160 088	Mar. 2006 # = 158 817	Mar. 2007 # = 155 906	Mar. 2008 # = 156 151	Oct. 2003 # = 143 025	Oct. 2004 # = 147 781	Mar. 2006 # = 149 098	Mar. 2007 # = 146 173	Mar. 2008 # = 145 603
SUCCESSFUL	70%	76%	79%	79%	78%	77%	82%	84%	84%	84%
NOT SUCCESSFUL	21%	16%	15%	15%	15%	23%	18%	16%	16%	16%
OVERALL PARTICIPATION RATE	91%	92%	94%	94%	93%					
ABSENT	4%	3%	3%	3%	3%					
DEFERRED	5%	4%	3%	4%	4%					

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

■ October 2003 □ October 2004 ■ March 2006 □ March 2007 ■ March 2008

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

Observations

- In March 2008, the number of first-time eligible students was 156 151, which was similar to the March 2007 total, 155 906. The peak was 160 088 in October 2004.
- The overall participation rate for first-time eligible students was 93% in March 2008, a one-percentage-point decrease from that of the previous year.
- 84% of fully participating first-time eligible students were successful on the test, maintaining the record levels of 2006 and 2007 and representing an increase of seven percentage points over the past five years.
- The percentages of first-time eligible students absent and deferred for the March 2008 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 2008*

Overall Results

	ALL STUDENTS # = 50 352		FULLY PARTICIPATING STUDENTS # = 30 413	
SUCCESSFUL	15 531	31%	15 531	51%
NOT SUCCESSFUL	14 882	30%	14 882	49%
OVERALL PARTICIPATION RATE	30 413	60%		
ABSENT	6 329	13%		
DEFERRED	5 146	10%		
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	8 464	17%		

Results over Time‡

	ALL STUDENTS					FULLY PARTICIPATING STUDENTS				
	Oct. 2003 # = 56 034	Oct. 2004 # = 51 907	Mar. 2006 # = 46 465	Mar. 2007 # = 47 670	Mar. 2008 # = 50 352	Oct. 2003 # = 46 095	Oct. 2004 # = 38 628	Mar. 2006 # = 32 352	Mar. 2007 # = 29 951	Mar. 2008 # = 30 413
SUCCESSFUL	50%	46%	38%	32%	31%	61%	62%	55%	50%	51%
NOT SUCCESSFUL	32%	28%	32%	31%	30%	39%	38%	45%	50%	49%
OVERALL PARTICIPATION RATE	82%	74%	70%	63%	60%					
ABSENT	9%	12%	11%	10%	13%					
DEFERRED	1%	4%	5%	8%	10%					
FULFILLING THE REQUIREMENT THROUGH THE OSSLC†	7%	10%	15%	19%	17%					

*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 English language learners and students with special needs, and the number of times students have attempted the test), caution must be used in interpreting these data.

Observations

- The overall participation rate for previously eligible students declined for the fifth year in a row. The decrease in the rate from 2007 was mostly the result of an increase of three percentage points in the absence rate and two percentage points in the deferral rate.
- There was a two-percentage-point decrease in the number of students opting to take the Ontario Secondary School Literacy Course (OSSLC).
- There was a one-percentage-point increase in the number of fully participating previously eligible students successfully completing the OSSLT (from 50% in March 2007 to 51% in March 2008).
- The overall deferral rate for previously eligible students has increased markedly over the past five years, from 1% of the previously eligible population in 2003 to 10% in 2008.

Detailed Results: First-Time Eligible Students

Student Participation Rates by Student Characteristic, March 2008

	NUMBER OF FIRST-TIME ELIGIBLE	PERCENTAGE OF FIRST-TIME ELIGIBLE	PERCENTAGE ABSENT ONE OR BOTH SESSIONS	PERCENTAGE DEFERRED	PERCENTAGE FULLY PARTICIPATING
GENDER*					
Female	76 226	49%	3%	3%	94%
Male	79 904	51%	3%	5%	93%
STUDENT STATUS*					
English Language Learners†	6 121	4%	3%	33%	64%
Students with Special Needs (Excluding Gifted)†	23 322	15%	4%	9%	87%
LEVEL OF STUDY IN ENGLISH*					
Academic	103 774	66%	1%	1%	98%
Applied	38 834	25%	5%	4%	91%
Locally Developed	5 838	4%	7%	26%	67%

*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 English language learners (33%) and students in locally developed English courses (26%).
- 87% 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 2003	OCTOBER 2004	MARCH 2006	MARCH 2007	MARCH 2008
ALL FIRST-TIME ELIGIBLE STUDENTS	157 464	160 088	158 817	155 906	156 151
GENDER*					
Female	48%	48%	49%	49%	49%
Male	51%	51%	51%	51%	51%
Gender Not Specified	2%	1%	<1%	<1%	<1%
STUDENT STATUS*					
English Language Learners [†]	5% [§]	4%	4%	4%	4%
Students with Special Needs (Excluding Gifted) [†]	13%	12%	14%	14%	15%
Students with Special Needs (Excluding Gifted) Receiving Accommodations ^{†‡}	10%	11%	11%	12%	12%
LEVEL OF STUDY IN ENGLISH*					
Academic	64%	63%	64%	66%	66%
Applied	26%	26%	25%	25%	25%
Locally Developed	3%	3%	3%	4%	4%
PARTICIPATION IN THE TEST					
Fully Participating First-Time Eligible Students	143 025	147 781	149 098	146 173	145 603
	91%	92%	94%	94%	93%
Fully Participating Students with Special Needs (Excluding Gifted) Who Received One or More Accommodations	11%	11%	11%	12%	12%
Fully Participating English Language Learners Who Received One or More Special Provisions	2%	3%	2%	2%	2%
Students Who Were Exempted	2 253	2 102	1 617	1 875	1 759

*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 the number of 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” (now referred to as English language learners).

DEMOGRAPHIC INFORMATION (CONTINUED)	OCTOBER 2003	OCTOBER 2004	MARCH 2006	MARCH 2007	MARCH 2008
ALL FIRST-TIME ELIGIBLE STUDENTS	157 464	160 088	158 817	155 906	156 151
LANGUAGE*					
First Language Learned at Home Was Other Than English	24%	22%	23%	22%	22%
Speak Only or Mostly English at Home	75%	76%	76%	77%	77%
Speak Another Language (or Other Languages) as Often as English at Home	17%	15%	16%	16%	16%
Speak Only or Mostly Another Language (or Other Languages) at Home	8%	8%	8%	7%	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.

Observations

- The percentages of the general student population that are first-time eligible English language learners and students in academic, applied and locally developed English courses have remained relatively stable over the past five years.
- The percentage of first-time eligible students with special needs (excluding gifted) receiving accommodations remained the same as in 2007 (12%).
- The overall number of students who were exempted decreased slightly from March 2007 to March 2008 and 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. These percentages are identical to last year's. The proportion of the student population whose first language or home language is English and the proportion who speak another language have been relatively stable over the past five years.

STUDENT QUESTIONNAIRE	OCTOBER 2003		OCTOBER 2004		MARCH 2006		MARCH 2007		MARCH 2008	
NUMBER OF COMPLETED QUESTIONNAIRES	Female* # = 70 374	Male* # = 71 801	Female* # = 71 922	Male* # = 74 086	Female* # = 72 502	Male* # = 74 959	Female* # = 71 725	Male* # = 73 624	Female* # = 70 815	Male* # = 72 701
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).	39%	31%	39%	30%	47%	36%	44%	34%	45%	33%
they read the following kinds of material in English outside school most weeks:										
Non-fiction books, e.g., biographies	25%	23%	27%	25%	37%	36%	34%	35%	34%	35%
Comics	30%	37%	26%	33%	37%	45%	34%	43%	31%	41%
Web sites, e-mail, chat messages	83%	75%	80%	72%	94%	90%	95%	90%	95%	90%
Letters	42%	19%	36%	17%	55%	38%	50%	38%	47%	36%
Magazines	82%	65%	83%	64%	87%	70%	86%	67%	84%	63%
Manuals, instructions	15%	27%	13%	27%	34%	52%	33%	52%	34%	52%
Newspapers	42%	48%	41%	46%	54%	58%	53%	58%	51%	55%
Novels, short stories, other fiction	66%	46%	68%	46%	80%	57%	78%	56%	79%	55%
Song lyrics, poems	55%	28%	62%	37%	77%	51%	76%	51%	76%	50%
Religious or spiritual writings	16%	12%	15%	12%	23%	20%	22%	19%	23%	20%
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).	31%	23%	33%	24%	38%	27%	36%	27%	35%	26%
they do the following types of writing in English outside school most weeks:										
E-mail, chat messages	92%	87%	91%	86%	95%	90%	96%	91%	96%	91%
Letters, journals, diaries	58%	14%	55%	13%	56%	15%	50%	14%	46%	14%
Notes, directions, instructions	39%	29%	39%	28%	50%	42%	49%	43%	49%	41%
Song lyrics, poems	39%	25%	41%	24%	48%	32%	45%	31%	45%	30%
Stories, fiction	20%	15%	22%	15%	32%	25%	32%	24%	32%	24%
Work-related writing	35%	35%	37%	37%	51%	50%	50%	50%	49%	48%

* Includes only students for whom gender data were available.

STUDENT QUESTIONNAIRE (CONTINUED)	OCTOBER 2003		OCTOBER 2004		MARCH 2006		MARCH 2007		MARCH 2008	
NUMBER OF COMPLETED QUESTIONNAIRES	Female* # = 70 374	Male* # = 71 801	Female* # = 71 922	Male* # = 74 086	Female* # = 72 502	Male* # = 74 959	Female* # = 71 725	Male* # = 73 624	Female* # = 70 815	Male* # = 72 701
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%	93%	90%
Books			92%	86%	97%	93%	97%	93%	97%	92%
Newspapers			82%	78%	88%	87%	88%	87%	87%	86%
Magazines			87%	79%	92%	86%	92%	85%	91%	83%

* Includes only students for whom gender data were available.

Observations

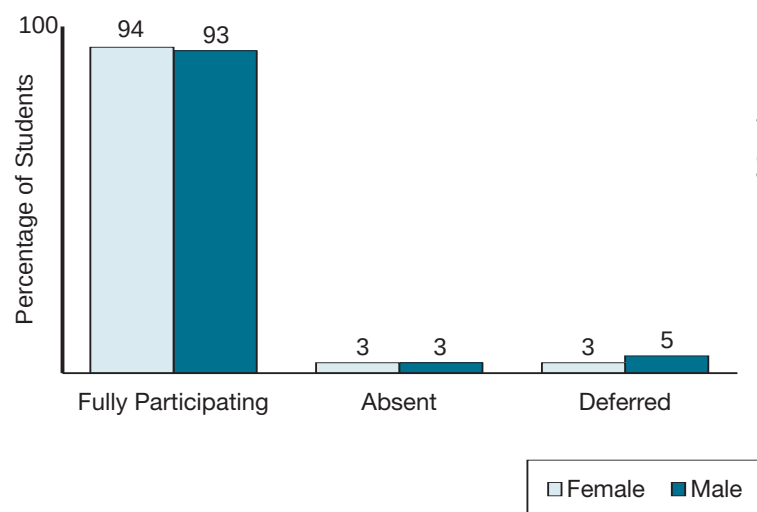
- The percentage of students who reported reading outside school for more than three hours a week (not counting homework) remained relatively stable compared to 2007.
- More females than males reported high levels of extracurricular reading in each of the past five years.
- Overall adolescent reading preferences 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 males and females from March 2007, 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 three years.
- A larger percentage of females than males indicated they write each type of writing covered by the student questionnaire, outside school.
- 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 four years.

Results by Student Characteristic

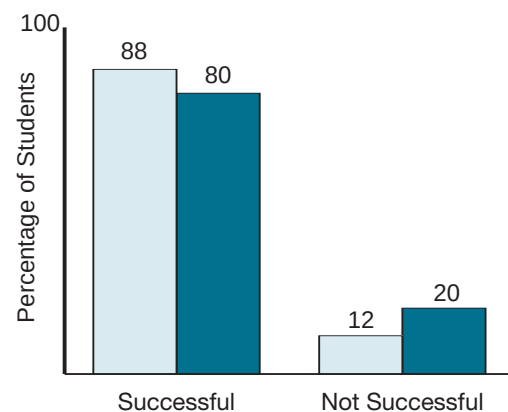
Results by Gender, March 2008^{*†}

	ALL FEMALE AND MALE STUDENTS				FULLY PARTICIPATING FEMALE AND MALE STUDENTS			
	Female # = 76 226		Male # = 79 904		Female # = 71 615		Male # = 73 969	
SUCCESSFUL	62 806	82%	59 503	74%	62 806	88%	59 503	80%
NOT SUCCESSFUL	8 809	12%	14 466	18%	8 809	12%	14 466	20%
OVERALL PARTICIPATION RATE	71 615	94%	73 969	93%				
ABSENT	2 131	3%	2 224	3%				
DEFERRED	2 480	3%	3 711	5%				

Participation:
All Female and Male Students, 2008



Results:
Fully Participating Female and Male Students, 2008



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

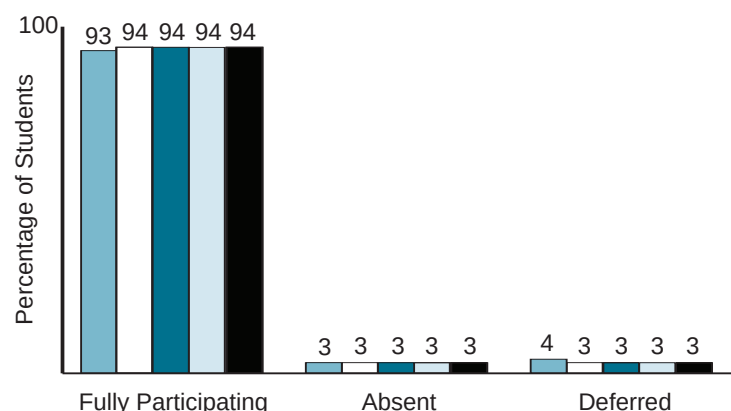
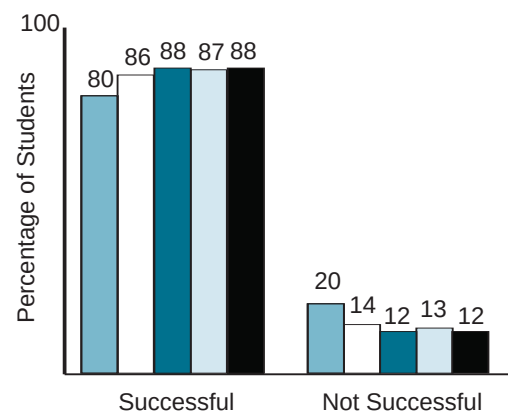
†Includes only students for whom gender data were provided by the school through the Student Data Collection process.

Observation

- A larger percentage of fully participating first-time eligible female (88%) than male (80%) students successfully completed the March 2008 OSSLT.

Results for Female Students over Time^{*†}

	ALL FEMALE STUDENTS					FULLY PARTICIPATING FEMALE STUDENTS				
	Oct. 2003 # = 75 023	Oct. 2004 # = 77 110	Mar. 2006 # = 77 358	Mar. 2007 # = 76 252	Mar. 2008 # = 76 226	Oct. 2003 # = 69 529	Oct. 2004 # = 72 296	Mar. 2006 # = 73 081	Mar. 2007 # = 72 031	Mar. 2008 # = 71 615
SUCCESSFUL	74%	81%	83%	83%	82%	80%	86%	88%	87% [‡]	88%
NOT SUCCESSFUL	19%	13%	11%	12%	12%	20%	14%	12%	13%	12%
OVERALL PARTICIPATION RATE	93%	94%	94%	94%	94%					
ABSENT	3%	3%	3%	3%	3%					
DEFERRED	4%	3%	3%	3%	3%					

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

■ October 2003 □ October 2004 ■ March 2006 □ March 2007 ■ March 2008

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

†Includes only students for whom gender data were provided by the school through the Student Data Collection process.

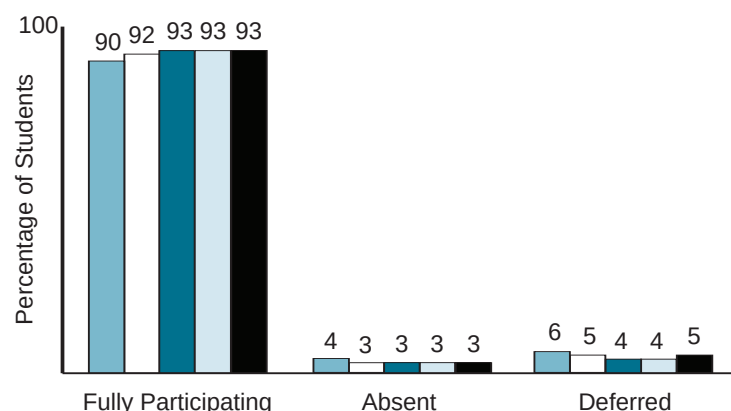
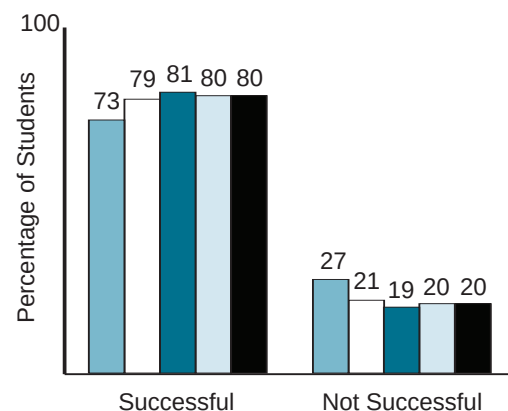
‡The slight decline in the female success rate between March 2006 and March 2007 was due to rounding.

Observations

- The participation rate for first-time eligible female students has remained consistent at 93–94% since October 2003.
- Over the past five years, the overall percentage of fully participating first-time eligible female students successfully completing the OSSLT has increased from 80% in 2003 to 88% in 2008.

Results for Male Students over Time^{*†}

	ALL MALE STUDENTS					FULLY PARTICIPATING MALE STUDENTS				
	Oct. 2003 # = 79 904	Oct. 2004 # = 81 469	Mar. 2006 # = 81 402	Mar. 2007 # = 79 638	Mar. 2008 # = 79 904	Oct. 2003 # = 71 961	Oct. 2004 # = 74 659	Mar. 2006 # = 75 966	Mar. 2007 # = 74 129	Mar. 2008 # = 73 969
SUCCESSFUL	66%	72%	75%	75%	74%	73%	79%	81%	80% [‡]	80%
NOT SUCCESSFUL	24%	19%	18%	18%	18%	27%	21%	19%	20%	20%
OVERALL PARTICIPATION RATE	90%	92%	93%	93%	93%					
ABSENT	4%	3%	3%	3%	3%					
DEFERRED	6%	5%	4%	4%	5%					

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

■ October 2003 □ October 2004 ■ March 2006 ■ March 2007 ■ March 2008

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

†Includes only students for whom gender data were provided by the school through the Student Data Collection process.

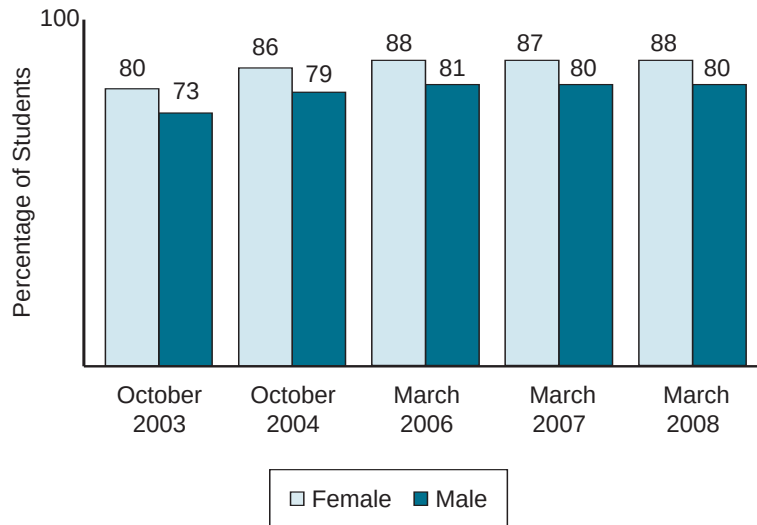
‡The slight decline in the male success rates between March 2006 and March 2007 was due to rounding.

Observations

- The participation rate for first-time eligible male students has remained relatively consistent at 90–93% over the past five years.
- Over the past five years, the percentage of fully participating first-time eligible male students successfully completing the OSSLT has increased from 73% in October 2003 to 80% in March 2008.

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

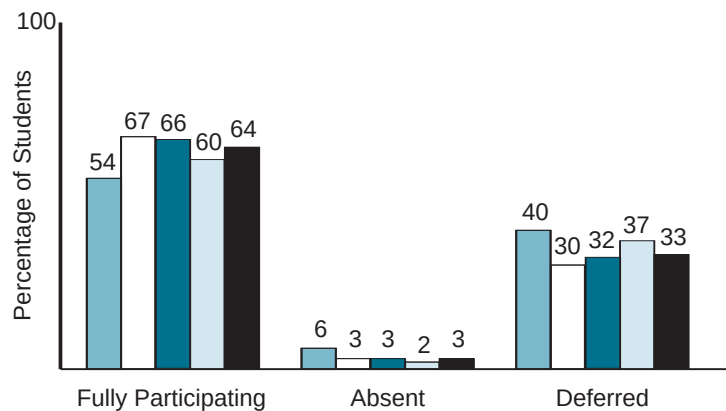
- The overall success rates for males and females have increased by seven and eight percentage points respectively between October 2003 and March 2008.
- The gender gap, in favour of females, has remained virtually unchanged since October 2003.

Results by Student Status over Time

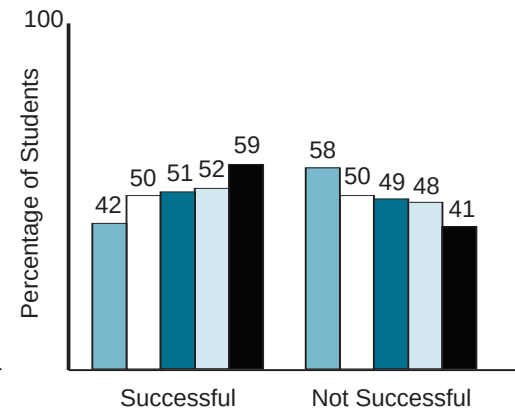
English Language Learners^{*†‡}

	ALL ENGLISH LANGUAGE LEARNERS					FULLY PARTICIPATING ENGLISH LANGUAGE LEARNERS				
	Oct. 2003 # = 8589	Oct. 2004 # = 7054	Mar. 2006 # = 6181	Mar. 2007 # = 5684	Mar. 2008 # = 6121	Oct. 2003 # = 4677	Oct. 2004 # = 4691	Mar. 2006 # = 4066	Mar. 2007 # = 3438	Mar. 2008 # = 3918
SUCCESSFUL	23%	33%	34%	31%	38%	42%	50%	51%	52%	59%
NOT SUCCESSFUL	32%	33%	32%	29%	26%	58%	50%	49%	48%	41%
OVERALL PARTICIPATION RATE	54%	67%	66%	60%	64%					
ABSENT	6%	3%	3%	2%	3%					
DEFERRED	40%	30%	32%	37%	33%					

**Participation over Time:
All English Language Learners**



**Results over Time:
Fully Participating English Language Learners**



■ October 2003 □ October 2004 ■ March 2006 □ March 2007 ■ March 2008

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

†Includes only students for whom information regarding English language learner status was provided by the school 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" (now referred to as English language learners).

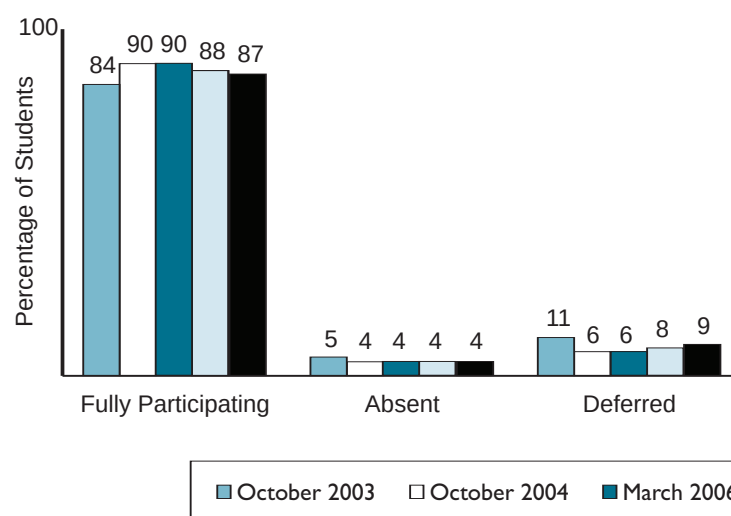
Observations

- There was a four-percentage-point increase to 64% in the participation rate for first-time eligible English language learners from March 2007 to March 2008. The participation rate for this group of students has remained high in comparison to that of October 2003.
- The deferral rate for this group has decreased by four percentage points since March 2007 and has remained low in comparison to that of October 2003.
- The percentage of fully participating first-time eligible English language learners who successfully completed the March 2008 OSSLT increased by seven percentage points to 59%, continuing a steady trend of improved results since October 2003. For the past three years, more fully participating English language learners have been successful than unsuccessful on the test.

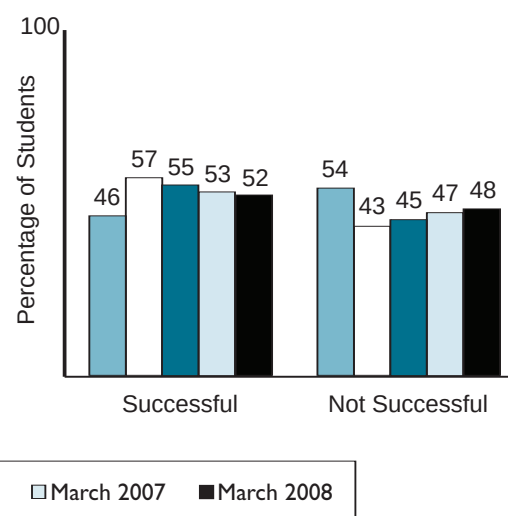
Students with Special Needs (Excluding Gifted)*†‡

	ALL STUDENTS WITH SPECIAL NEEDS (EXCLUDING GIFTED)					FULLY PARTICIPATING STUDENTS WITH SPECIAL NEEDS (EXCLUDING GIFTED)				
	Oct. 2003 # = 20 426	Oct. 2004 # = 19 775	Mar. 2006 # = 21 755	Mar. 2007 # = 22 052	Mar. 2008 # = 23 322	Oct. 2003 # = 17 183	Oct. 2004 # = 17 709	Mar. 2006 # = 19 487	Mar. 2007 # = 19 425	Mar. 2008 # = 20 240
SUCCESSFUL	39%	51%	49%	47%	45%	46%	57%	55%	53%	52%
NOT SUCCESSFUL	46%	38%	40%	41%	41%	54%	43%	45%	47%	48%
OVERALL PARTICIPATION RATE	84%	90%	90%	88%	87%					
ABSENT	5%	4%	4%	4%	4%					
DEFERRED	11%	6%	6%	8%	9%					

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



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



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

†Includes only students for whom information regarding special needs was provided by the school through the Student Data Collection process.

‡See Explanation of Terms.

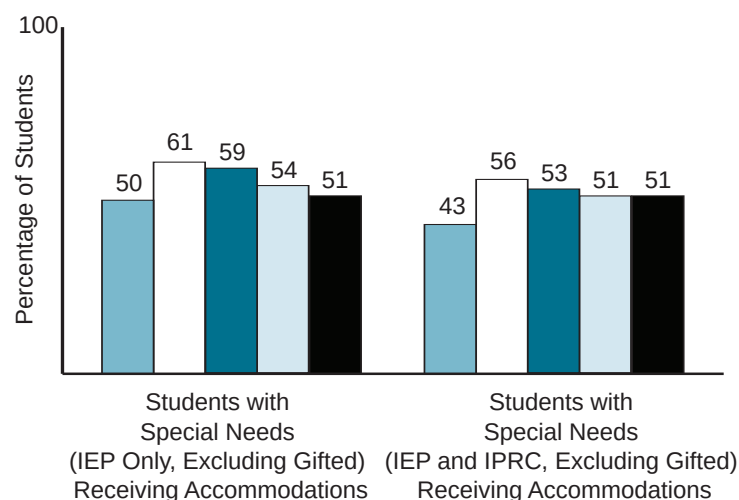
Observations

- The deferral rate for students with special needs (excluding gifted) has increased by three percentage points in the past three years.
- The participation rate for first-time eligible students with special needs (excluding gifted) declined by one percentage point to 87% from March 2007. The participation rate for this group nevertheless remained relatively high in comparison to that of October 2003.
- The percentage of fully participating first-time eligible students with special needs (excluding gifted) who successfully completed the March 2008 OSSLT dropped by one percentage point from the previous year to 52%. 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 rate in October 2003.

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

Success Rates over Time:

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



■ October 2003 □ October 2004 ■ March 2006 □ March 2007 ■ March 2008

*Includes only students with special needs for whom information regarding accommodations was provided by the school through the Student Data Collection process.

†See Explanation of Terms.

Observations

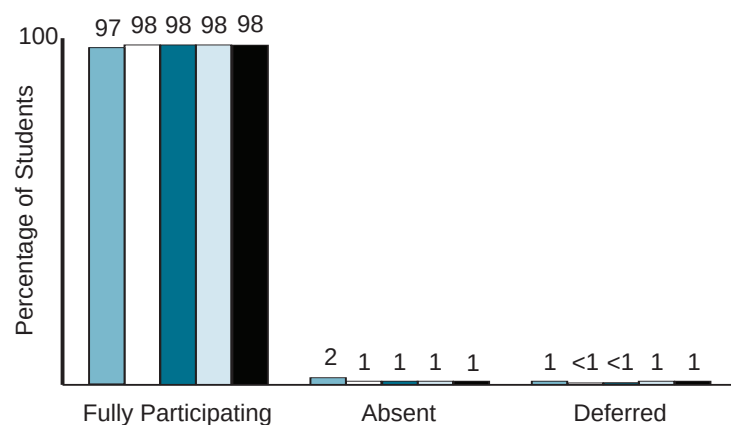
- The success rate for fully participating first-time eligible students with special needs (IEP only, excluding gifted) receiving accommodations declined by three percentage points from March 2007 to 51% in March 2008.
- The success rate for fully participating first-time eligible students with special needs (IEP and IPRC, excluding gifted) receiving accommodations remained identical to that in 2007, at 51%.

Results by Level of Study in English over Time

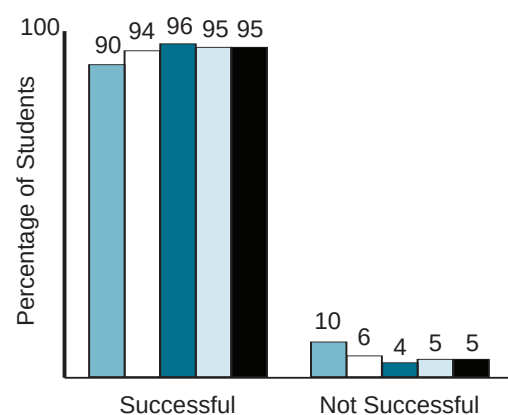
Academic English Course^{*†}

	ALL STUDENTS IN AN ACADEMIC ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN AN ACADEMIC ENGLISH COURSE				
	Oct. 2003 # = 101 327	Oct. 2004 # = 100 642	Mar. 2006 # = 102 066	Mar. 2007 # = 102 911	Mar. 2008 # = 103 774	Oct. 2003 # = 98 709	Oct. 2004 # = 99 058	Mar. 2006 # = 100 164	Mar. 2007 # = 101 126	Mar. 2008 # = 101 698
SUCCESSFUL	87%	92%	94%	94%	94%	90%	94%	96%	95%	95%
NOT SUCCESSFUL	9%	6%	4%	5%	4%	10%	6%	4%	5%	5%
OVERALL PARTICIPATION RATE	97%	98%	98%	98%	98%					
ABSENT	2%	1%	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 2003 □ October 2004 ■ March 2006 □ March 2007 ■ March 2008

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

†Includes only students for whom information regarding level of study in English was provided by the school through the Student Data Collection process.

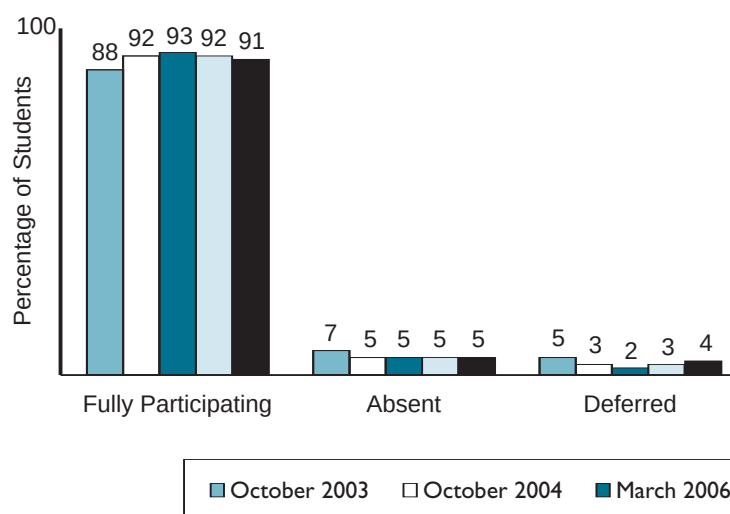
Observations

- The overall participation rates for first-time eligible students taking an academic English course have remained consistently high at 97–98% over the past five years.
- The success rates for fully participating first-time eligible students taking an academic English course have been high each year since the inception of the OSSLT.

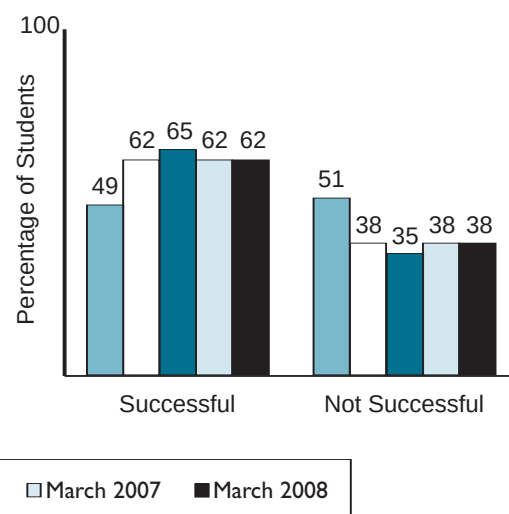
Applied English Course^{*†}

	ALL STUDENTS IN AN APPLIED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN AN APPLIED ENGLISH COURSE				
	Oct. 2003 # = 41 493	Oct. 2004 # = 40 841	Mar. 2006 # = 39 273	Mar. 2007 # = 39 564	Mar. 2008 # = 38 834	Oct. 2003 # = 36 545	Oct. 2004 # = 37 381	Mar. 2006 # = 36 406	Mar. 2007 # = 36 502	Mar. 2008 # = 35 515
SUCCESSFUL	43%	57%	60%	57%	56%	49%	62%	65%	62%	62%
NOT SUCCESSFUL	45%	35%	33%	35%	35%	51%	38%	35%	38%	38%
OVERALL PARTICIPATION RATE	88%	92%	93%	92%	91%					
ABSENT	7%	5%	5%	5%	5%					
DEFERRED	5%	3%	2%	3%	4%					

**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.

†Includes only students for whom information regarding level of study in English was provided by the school through the Student Data Collection process.

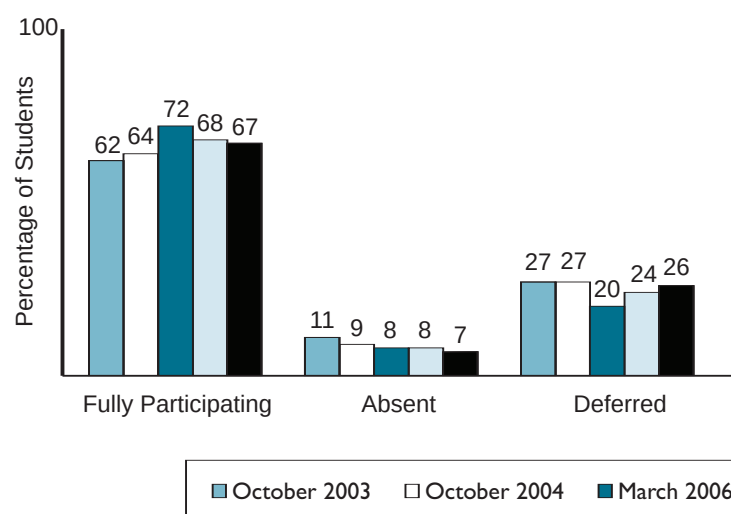
Observations

- The overall participation rates for first-time eligible students taking an applied English course have been in the 91–93% range over the past four years. These rates are higher than those in October 2003.
- The success rate for fully participating first-time eligible students taking an applied English course remained identical to that in 2007, at 62%.
- The success rates for fully participating first-time eligible students taking an applied English course during the past four administrations of the test have been significantly higher than those in October 2003.

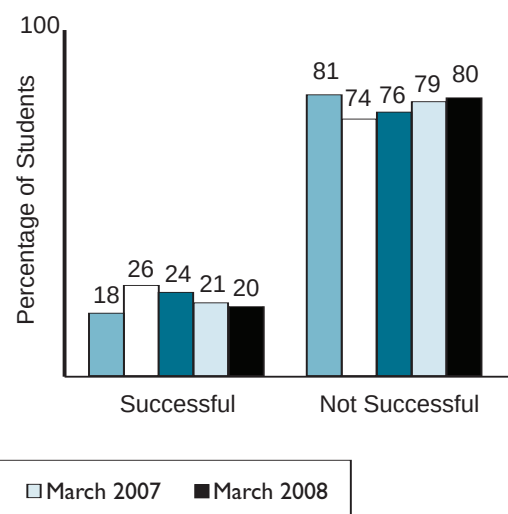
Locally Developed English Course^{*†}

	ALL STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE					FULLY PARTICIPATING STUDENTS IN A LOCALLY DEVELOPED ENGLISH COURSE				
	Oct. 2003 # = 5281	Oct. 2004 # = 4937	Mar. 2006 # = 5191	Mar. 2007 # = 6160	Mar. 2008 # = 5838	Oct. 2003 # = 3262	Oct. 2004 # = 3138	Mar. 2006 # = 3734	Mar. 2007 # = 4211	Mar. 2008 # = 3905
SUCCESSFUL	11%	16%	17%	14%	13%	18%	26%	24%	21%	20%
NOT SUCCESSFUL	50%	47%	55%	54%	53%	81%	74%	76%	79%	80%
OVERALL PARTICIPATION RATE	62%	64%	72%	68%	67%					
ABSENT	11%	9%	8%	8%	7%					
DEFERRED	27%	27%	20%	24%	26%					

**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.

†Includes only students for whom information regarding level of study in English was provided by the school through the Student Data Collection process.

Observations

- The overall participation rate for first-time eligible students taking a locally developed English course has declined from 72% in March 2006 to 67% in March 2008.
- 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 one percentage point from March 2007 to 20% in March 2008. There has been a downward trend in success rates since October 2004.

Summary of Findings: March 2008

- 84% of fully participating first-time eligible students were successful on the test, maintaining the record levels of 2006 and 2007 and representing an increase of seven percentage points over the past five years.
- There has been a marked increase in the deferral rate of previously eligible students over the past five years.
- 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 three years.
- Overall adolescent reading preferences 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 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 (88%) than male (80%) students successfully completed the March 2008 OSSLT. The gender gap, in favour of females, has remained virtually unchanged since October 2003.
- The percentage of fully participating first-time eligible English language learners who successfully completed the March 2008 OSSLT increased by seven percentage points to 59%, continuing a steady trend of improved results since October 2003. For the past three years, more fully participating English language learners have been successful than unsuccessful on the test.
- The success rates for fully participating first-time eligible students with special needs (excluding gifted) have declined by five percentage points since October 2004. However, on the past four 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 first-time eligible students' performance on the March 2008 OSSLT and on feedback from OSSLT scorers.

The first set of observations and strategies focus on the reading and writing skills measured by the test and are followed by observations about English language learners, students with special needs, gender and levels of study in English. Some of the observations refer to reading selections that can be found on the EQAO Web site. Some of the strategies refer to resources published by the Ministry of Education and the Literacy and Numeracy Secretariat. A list of these resources is included at the end of the chart.

Observations and Suggested Strategies for Improvement by Skill: Reading

Through a combination of multiple-choice and open-response questions about narrative, informational and graphic reading selections, the OSSLT focuses on three reading skills:

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

	Observations:	Strategies for Improvement:
Reading	The data indicate that the responses to multiple-choice questions on the three reading skills were effective in distinguishing between successful and unsuccessful readers. The pattern of performance on multiple-choice reading questions among each subpopulation (i.e., students taking academic or applied English courses, males, females, English language learners, students with special needs) was consistent with that of all students. The data from the multiple-choice responses suggest that effective readers • read the whole selection to find all information relevant to the question before selecting the correct option. • understand structural patterns in the text and use them to make meaning. • use prior knowledge when demonstrating their understanding of the text. This year, students were most successful in responding to multiple-choice questions on the dialogue (Section IX) and least successful on the graphic text (Section XI). Students responded more successfully to open-response reading questions that asked them to use information from the selection to support a personal interpretation (Skill 3). Students were less successful in answering open-response reading questions that asked about structural elements, such as the main idea (Skill 2).	Continue to teach strategies for locating information, such as skimming and scanning to preview a text. See the list of resources at the end of this chart for more information on this strategy. Continue to provide direct instruction on using contextual cues to construct meaning from texts. See the list of resources at the end of this chart for more information on this strategy. Continue to teach students before-, during- and after-reading strategies to assist them in making connections between their prior knowledge and new content when reading informational and graphic texts. See the list of resources at the end of this chart for more information on these strategies. Using reading materials in subject-specific courses, model with a think aloud how to identify the most and least important ideas. See the list of resources at the end of this chart for more information on this strategy. Continue to provide direct instruction on the reading of graphic texts, on the purposes and effects of graphic features and on the layout of text. Provide opportunities for students to read and explain data and access information presented in graphic formats. See the list of resources at the end of this chart for more information on this topic.

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

	Observations:	Strategies for Improvement:
Writing	Students generally performed well on all multiple-choice writing questions. Scores were highest for questions asking about organization (Skill 2), then came those about the main idea and supporting detail (Skill 1), then those about conventions (Skill 3). The scores for subpopulations of applied students, English language learners and students with special needs showed a similar pattern. As in 2007, students performed better on short-writing tasks than on long-writing tasks. As in previous years, students performed better using conventions than developing and supporting main ideas in open-response writing tasks. Approximately one-third of student responses to the two long-writing tasks showed a clear and consistent focus, specific supporting details and coherent organization. Slightly under one-half of student responses showed sufficient supporting details and mechanical organization. These patterns were consistent among all subpopulations. More than 80% of students used conventions in the long-writing tasks in a manner that did not distract from communication. While percentages vary, this is true of all subpopulations.	Continue to help students organize their writing around a well-developed main idea supported by specific and relevant details. See the list of resources at the end of this chart for more information on this topic. Continue to provide students with proofreading strategies for eliminating errors in grammar and punctuation in their writing in every subject. See the list of resources at the end of this chart for more information on this strategy. Have all subject-specific teachers participate in moderated marking sessions, so that they use the same criteria and terminology when providing feedback for improvement. See the list of resources at the end of this chart for more information on this strategy. When working with students to prepare them for the OSSLT, ask them to score responses using the generic scoring rubrics (available on the EQAO Web site) and to compare and explain their scores. Impress on students the need to attend to • the clarity of their handwriting, • following the rules for proper grammar, spelling and punctuation and • avoiding conventions of text messaging and informal e-mail (e.g., no capital letters, "LOL").

General Observations and Suggested Strategies for Improvement

	Observations:	Strategies for Improvement:
Lack of Success	As in 2007, unsuccessful students accounted for a large percentage of blanks on multiple-choice questions about reading selections. As was the case with all students, but more dramatically, unsuccessful students were less successful on open-response reading questions that focused on text structure, such as those requiring an explanation of the effectiveness of a final paragraph (Skill 2). As in 2007, unsuccessful students showed greater success on short-writing than on long-writing tasks. They left more blank responses to the long-writing news report than to any other writing task. Students who were not successful on writing tasks produced responses that lacked focus and supporting details.	Encourage students to attempt all questions. Continue to provide direct instruction on organization patterns and opportunities for students to use their knowledge of them to understand the ideas and information in narrative, informational and graphic texts. See the list of resources at the end of this chart for more information. Give opportunities to practise sustained on-demand writing (one to two pages) that requires a clear and consistent focus developed with specific supporting details organized in a logical way. Use small-group discussion strategies (e.g., placemat) to encourage students to generate and share ideas and activate background knowledge on a topic. See the list of resources at the end of this chart for more information on this strategy.
English Language Learners and Students with Special Needs	As in 2007, the pattern of performance among English language learners and students with special needs on all questions and writing tasks was similar to that of all students. For example, they were most successful responding to multiple-choice questions on the dialogue (Section IX) and least successful responding to those on the graphic text (Section XI). As in 2007, English language learners and students with special needs performed best on short-writing tasks.	When working with students with different needs, use a variety of teaching approaches through differentiated instruction. See the list of resources at the end of this chart for more information on this strategy. To assist English language learners and students with special needs, continue to incorporate visual tools (e.g., concept maps), vocabulary tools (e.g., word charts) and scaffolds (e.g., paragraph frames) for all subject areas. See the list of resources at the end of this chart for more information on these strategies.

	Observations:	Strategies for Improvement:
Gender	Males and females performed equally well on Reading Skill 1 questions. Females outperformed males on Reading Skills 2 and 3 questions. In 2008, males outperformed females on most of the multiple-choice reading questions on the news report (Section I). Females outperformed males on multiple-choice reading questions on all other selections. As in 2007, females performed better than males when developing and supporting main ideas and using conventions in all writing tasks.	Help males develop their literacy skills by continuing to explicitly teach the processes that effective readers and writers use. See the list of resources at the end of this chart for more information.
Level of Study in English	As in previous years, students in applied English courses did not perform as well as students in academic English courses. For example, on long-writing tasks, over 85% of academic-level students wrote clearly focused and organized responses that provided sufficient specific supporting details. However, only about 55% of applied-level students provided such responses.	Integrate literacy skills into subject-specific instruction. EQAO's School Success Stories indicate that cross-curricular school teams have been effective in supporting literacy skill development among students in applied programs. See the list of resources at the end of this chart for more information.

Resources

List of Resources

For more information about

skimming and scanning, go to pages 32–33 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/student/success/thinkliteracy/files/Reading.pdf>.

cueing systems, go to pages 34–39 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/student/success/thinkliteracy/files/Reading.pdf>.

making connections and monitoring understanding when reading different text forms, go to, for example, *Think Literacy: Subject-Specific Examples*:

- *Science and Technology, Grades 7–8* and *Science, Grade 9 Applied* (2004–2005)
- *Health and Physical Education, Grades 7–9* (2004)
- *Geography, Grades 7–9* (2004)

<http://www.edu.gov.on.ca/eng/teachers/student/success/specific.html>.

the **think aloud** strategy and a sample lesson, go to pages 44–47 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/student/success/thinkliteracy/files/Reading.pdf>.

graphic texts and suggestions about ways to improve students' understanding of them, go to pages 84–86 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/student/success/thinkliteracy/files/Reading.pdf>.

organizing writing around a main idea and supporting details, go to pages 112–123 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/student/success/thinkliteracy/files/Writing.pdf>.

proofreading for errors in writing, go to pages 136–139 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/student/success/thinkliteracy/files/Writing.pdf>.

moderated marking, go to

- http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and
- the Webcast on **moderated marking** at <http://www.curriculum.org/secretariat/september10.shtml>.

organizational patterns, go to pages 16–19 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/student/success/thinkliteracy/files/Reading.pdf>.

the **placemat strategy**, go to pages 162–164 of *Think Literacy: Cross-Curricular Approaches, Grades 7–12*: <http://www.edu.gov.on.ca/eng/student/success/thinkliteracy/files/Oral.pdf>.

List of Resources (continued)

For more information about

differentiated instruction, go to

- the Webcasts describing this strategy at <http://www.curriculum.org/secretariat/march29.shtml>;
- the concept map and explanation on pages 14–15 of *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs*: <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf> and
- the Webcast on strategies designed to meet the diverse needs of all students, including at-risk learners: <http://www.curriculum.org/secretariat/september28.shtml>.

English language learners, go to

- pages 23–26 of *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom*: <http://www.edu.gov.on.ca/eng/document/manyroots/>;
- *TIPS for English Language Learners in Mathematics: Grades 7, 8, 9 Applied, and 10 Applied*: <http://www.edu.gov.on.ca/eng/studentsuccess/lms/files/ELLMath4All.pdf>;
- the Webcast at <http://www.curriculum.org/secretariat/december7.shtml> and
- “A View from the Front of the Class,” *EQAO Connects*, Winter 2008: <http://www.eqao.com/eMagazine/index.aspx?Lang=E>.

students with special needs, go to *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6*: <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf>.

males and literacy skills development, go to

- pages 17–21 of *Me Read? No Way! A Practical Guide to Improving Boys’ Literacy Skills*: <http://www.edu.gov.on.ca/eng/document/brochure/mereread.pdf> and
- the resources at <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>.

integrating literacy strategies into subject-specific instruction, go to

- the Think Literacy: Grades 7–12: Subject-Specific Documents at <http://www.edu.gov.on.ca/eng/teachers/studentsuccess/specific.html> and
- the resources at <http://www.edu.gov.on.ca/eng/curriculum/boysliteracy.html>.

To learn about how a classroom teacher prepared struggling readers and writers for the OSSLT, go to “A View from the Front of the Class,” *EQAO Connects*, Spring 2007: <http://www.eqao.com/eMagazine/index.aspx?Lang=E>.

Case Studies: School Success Stories

Observations from the Field

Over the past few months, EQAO has visited a number 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 English language 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 and credit recovery and credit saving programs.

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 three publicly funded Ontario schools 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.

Monsignor John Pereyma Catholic Secondary School

DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Student population: 750; Grades: 9–12; Principal: Cathy Mouck

Situated in south Oshawa, Monsignor John Pereyma Catholic Secondary School serves 750 students in Grades 9 through 12. The school population has been relatively stable over the past five years and draws from seven feeder schools. The students use public transit or walk to school. There are a broad range of socio-economic challenges in the community, with many of the families affected by the closing of manufacturing plants and the associated loss of jobs.

During the past five years, there has been a consistent male-to-female ratio of 49% to 51%. Students with special needs make up 16% of the student population, and there are a significant number of students in the applied program. One in six students is on an Individual Education Plan.

When the literacy committee at Monsignor John Pereyma examined the OSSLT results, it found that many students did not know how to make connections, to develop the main idea, to make inferences or to compare and contrast. One of the first strategies that the literacy committee used was to review EQAO data in the context of the school data. They focused specifically on the open-level courses to see how the students were achieving on classroom assessments. The committee discovered that the highest failure rates were in the open-level courses in which students were being asked to compare and contrast, state opinions and make inferences. The EQAO data confirmed what the literacy committee found.

While examining the school data, the committee also found that many students in the academic program were failing. It determined that a number of students would benefit from placement in applied or locally developed programs. This prompted the literacy committee to work collaboratively with colleagues from the seven elementary associate schools to support parents in their understanding of key factors to consider when selecting the appropriate level of study for their child.

The Program Support and Student Success departments met with Grades 7 and 8 teachers to discuss students at risk and to find ways to involve their parents so that they could be well informed about the different pathways for their children in high school. The team facilitated workshops for elementary teachers in which they set up carousels to give the teachers opportunities to see how the Grade 9 test is



Monsignor John Pereyma Catholic Secondary School staff

structured, what culminating tasks look like and samples of work at the academic, applied and locally developed levels. This collaboration between the literacy committee, school administrators, teachers and parents has significantly improved students' program placement.

Monsignor John Pereyma staff members report that since the introduction of the initiative, there has been a significant increase in Grade 9 student credit accumulation. Whereas in the past some programs of study experienced high failure rates, there are now good success rates across all programs of study. Leah Power, a member of the literacy committee, states, "If students are appropriately placed, they will engage and be successful." This philosophy is shared by all school staff and the administration.

The literacy committee also worked with the rest of the staff of Monsignor John Pereyma by providing ready-to-use resources to promote literacy across the curriculum. The

"If students are appropriately placed, they will engage and be successful."

Leah Power, a member of the literacy committee

committee worked hard to ensure that the students also understood that literacy does not just happen in English class but across all subjects. All departments participated in the literacy committee and helped to raise awareness of literacy throughout the school. The committee also reached out to the parent community by sending home regular “how to help your child” letters and information.

The committee, recognizing that attendance is a major factor in student success and an area of challenge at Monsignor John Pereyma, initiated activities to motivate students to come to school. These included peer tutoring, co-teaching and a program called Read at Pereyma (RAP). The students demonstrated their support for literacy achievement by organizing a book drive to ensure that there would be a broad range of reading material to choose from, so all students could be involved.

The literacy committee strongly believes that teachers make a significant difference to students who experience failure.

Helen St. Louis and Harry Hass, members of the literacy committee, speak about the supportive and caring staff and their willingness to go the extra mile for the students. The teachers have made changes to their teaching styles to work with the students and ensure that their needs are met. “They are there to walk with the students who have failed and give them multiple opportunities to achieve success.”

Principal Cathy Mouck believes in the Durham Catholic District School Board's philosophy that students can achieve success if appropriately placed. She also believes that teachers will be successful if given the right opportunities to be supportive of students and their learning needs. “The staff at Monsignor John Pereyma certainly live the Durham Catholic District School Board's philosophy and have put the human element on the face of data to ensure that every child will experience success as a member of the Monsignor John Pereyma school community,” she says.

“The staff at Monsignor John Pereyma certainly live the Durham Catholic District School Board's philosophy and have put the human element on the face of data to ensure that every child will experience success as a member of the Monsignor John Pereyma school community.”

Cathy Mouck, principal

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

52%	Male
48%	Female
39%	Applied
50%	Academic
7%	Locally developed
3%	Other
12%	Special needs
2%	English language learners
4%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire



Monsignor John Pereyma Catholic Secondary School, Oshawa

Turner Fenton Secondary School

PEEL DISTRICT SCHOOL BOARD

Student population: 2250; Grades: 7–12; Principal: Bob Garton; Vice-Principal: Marianne Kelley

Turner Fenton Secondary School in Brampton is a school at which any child can be accommodated, regardless of ability or interest, thanks to the myriad of learning opportunities it offers. The parents of the 2250 students at this ethnically diverse school were born in 43 different countries. Turner Fenton's community encompasses a wide socio-economic range.

Program options are extensive and include academic, applied, special basic and basic programs. Turner Fenton is one of a few schools in Ontario authorized to offer the International Baccalaureate (IB) program. It also offers three regional programs: ESL, extended French and a chef-training program. In addition, an Independent Learning Centre, an alternative off-site storefront that offers applied and academic programs, meets the needs of students who cannot attend classes during regular school hours. This is a transitional program designed to keep students engaged in learning until they are able to return to the regular school system.

Student needs are paramount at Turner Fenton. After examining the data from EQAO's and the school's own assessments, Turner Fenton staff found that both reading and writing were areas of concern for their student population. As a result, the staff re-examined, through their professional learning community (PLC), the skill sets that they teach to their students and how these skills fit into the curriculum.

A key factor in this story is a formalized success plan that is tailored to the specific needs of the school. Developing common understandings and consistent teaching strategies throughout the school is the goal. The school success plan is divided into four key areas: literacy, numeracy, pathways and wellness. Professional learning, cross-panel dialogue and data use are connecting themes. Professional learning is central to the school's strategies. All staff members receive professional development in all four key areas. During half- and full-day release time, the staff is given opportunities to work cooperatively in groups with relevant material. Staff meetings

“The skills that EQAO is asking for are already embedded in the curriculum. We should role-model them everywhere naturally. They should come very naturally. They shouldn't have to be identified separately.”

Bob Garton, principal



Marianne Kelley, vice-principal, and Bob Garton, principal

are used to share strategies the groups have worked on.

Cross-panel relationships with elementary feeder schools are valued and ensure a smooth transition for Grade 9 students. This year, Turner Fenton has two cross-panel working teams to share Student Transition Profile information derived from the primary, junior and Grade 10 EQAO literacy assessment data.

Along with EQAO results, the school uses its own extensive data to plan broad supports for all students. For example, the Action Research data project demonstrates the relationship between school attendance and academic results for the purpose of tracking student credit accumulation and early examination of the needs of at-risk students.

It is not surprising that high-yield strategies abound at Turner Fenton, as encouraging excellent teaching strategies is central to each of the school's PLCs. The following are some of the strategies employed:

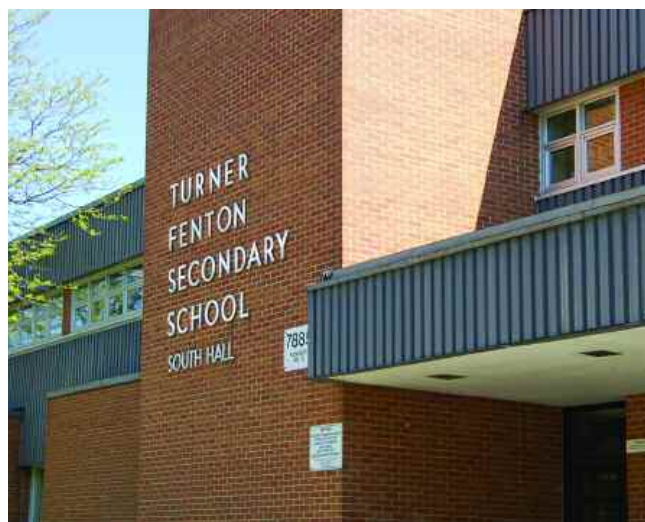
- A strong emphasis is placed on teaching soft skills. Study and time management skills are laid out and embedded in the curriculum.
- The analysis of assessment data for at-risk students helps teachers decide on the supports required.
- The Contact Room is a place for all students to get extra help.

- Assistive technologies such as Accelerated Reader and graphic organizers are used for at-risk students.
- The Stepping Out reading and writing programs provide formal strategies and support for at-risk students. Twenty staff members are trained, with at least one trained teacher in each department.
- To address the wide range of abilities in the applied and academic programs, course outlines have recently been reviewed in terms of the what, why and how of teaching.
- Teachers work with a technology resource person to learn new technologies and software.
- A focused budget process allows the school to use money effectively. The staff is able to accumulate resources with less emphasis on texts and more on novels and learning materials with ability, interest and gender in mind.
- A professional library is available to teachers.
- Weekly newsletters to staff contain tips on teaching strategies and resources.
- Communications with the school community are Web based. Information concerning curriculum, programs, skill sets and important EQAO information is posted there.

To supplement its professional learning program, the school receives financial support from the Peel Board of Education for professional development through mentorship programs. Moreover, the board supports cross-panel team meetings with feeder schools and encourages job-shadowing exchanges between secondary and elementary teachers. The board also endorses the Stepping Out program and mandates a formal success plan as well as data collection in every school.

“The more teachers are empowered to learn using the adult learning model, as opposed to laid-on professional development, the more successful you will be in the learning process in particular. The staff has great expertise. The more you get staff working on their initiatives, using their expertise, the more success you are going to have on your initiatives.”

Bob Garton, principal



Turner Fenton Secondary School, Brampton

The staff at Turner Fenton is highly involved and supported. Of the 145 teachers here, most are specialists who teach at different levels only in the area of their expertise. These are the people who deliver the excellent program and make sure the students they serve are set up for success.

Many improvements in the learning environment at Turner Fenton over the past five years can be attributed to a clear vision, strong leadership and an enduring sense of commitment to working collaboratively, sharing decisions and ensuring best practices. The tremendous growth over time in student achievement on the EQAO tests is in keeping with the dynamic and supportive climate of learning that has been established at Turner Fenton Secondary School.

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

49%	Male
51%	Female
12%	Applied
79%	Academic
7%	Locally developed
<1%	Other
10%	Special needs
3%	English language learners
11%	Speak primarily a language other than English at home*

* Based on responses to Student Questionnaire

Vincent Massey Secondary School

GREATER ESSEX COUNTY DISTRICT SCHOOL BOARD

Student population: 1430; Grades: 9–12; Principal: Melissa Nantais

Vincent Massey Secondary School is in the Greater Essex County District School Board. It has a diverse, multicultural population of 1430, with 30% of the Grade 9 students speaking English as a second language. Massey is a strong academic school, and 30% of its students take one or more courses at the enriched level. Principal Melissa Nantais and her staff offer courses at the applied, academic and enriched levels as well as locally developed courses in mathematics and English. A combination of single-semester and full-year courses are offered at Massey in a system the staff terms “Moduflex.” The Skills to Enhance Personal Success (STEPS) program, formerly the community living program, serves 41 students who are taking non-credit courses. Vincent Massey’s demographics have remained constant over the past five years.



Vincent Massey Secondary School staff

Literacy across the curriculum has been a priority at Massey for a number of years, and this is reflected in student success on the OSSLT. However, when staff members initially examined the school’s OSSLT results, they determined that basic literacy skills were an issue. Students tended to struggle with curriculum vocabulary, paragraph writing and the multiple-choice process. After an examination of other sources of data, the staff refocused its efforts to improve student achievement. Literacy was embedded in every subject area, and all teachers saw themselves as responsible for developing their students’ literacy skills.

The staff at Vincent Massey continues to examine the OSSLT data to help refine the focus and make even more students successful. Led by the Literacy Team, the staff works to improve the success rate of students in the applied program, previously eligible students and those with special needs.

“I think we’ve grown in that we’re being very precise and individualized in our instruction ... and in using information to find out where we need to focus our attention. Many of our students were on the cusp of being successful, so we needed more focused intervention based on their individual needs.”

Melissa Nantais, principal

The examination of EQAO’s detailed results allows the staff to zero in on the specific needs of borderline students. Students are taught directly how to identify, explain and expand, to express themselves in writing and to avoid making assumptions when answering explicit questions.

At Massey there is a spotlight on the reluctant reader. The school uses literature circles and relevant novels to foster literacy. Students are encouraged to “open the box” to read for themselves, whether they read a manual or a novel. There is a pervasive attitude that first-rate literacy skills can change lives, which helps students recognize the significance of literacy in all areas. The importance of literacy is stressed outside the classroom as well. Massey has a literary journal, *Confessions of a Notepad*, and a school newspaper, the *Stang*. Students are encouraged to write poetry and songs for the school’s coffee house and take part in literary competitions.

To give students an added boost, before the OSSLT, Massey holds a Literacy Blitz during which the entire staff engages in an intense and focused review. Teachers in various subjects are given resource packages with sample lessons. At-risk students are given direct instruction in small groups once a week for a month. These lessons help students to articulate their thoughts for the test and apply the skills learned from the curriculum. The students are encouraged to examine their own thinking processes to improve their proficiency. Sample tests provided by EQAO are given to familiarize the students with the importance of arriving on time, working within a scheduled timeframe and being prepared. This is a positive exercise that helps build confidence.

“I see the benefits for our students when a group of committed professionals work together. We achieve success, and we build on this success for the students. We are not working in isolation. We’re working as a whole school staff. We have a school improvement plan to look at the data, look at the information, and then work proactively for each student’s success.”

Melissa Nantais, principal

A key factor in Massey’s growing success is the transition program run in conjunction with its feeder schools. Under a Greater Essex County board initiative, the Grades 7, 8, 9 and 10 teachers meet periodically to share information, teaching strategies and assessment methods. Each spring, Massey’s student success teachers and guidance counsellors meet with Grade 8 teachers to obtain information on specific students and their support needs. This careful process and focus on individual needs ensures student success as the students transition into high school.

Appropriate student placement is another indicator of student success. Guidance counsellors work closely with Grade 8 teachers and parents to educate and help students choose appropriate pathways and courses. Parents and elementary teachers are given detailed information on differences in the curriculum requirements for essays and

“Our whole philosophy is based on continuous school improvement and helping individual students become successful in [reaching] their chosen destination. I’m firmly committed to providing pathways for all of our students and [to the idea] that each of those destinations is valuable and needs to be honoured as we support our students.”

Melissa Nantais, principal



Vincent Massey Secondary School, Windsor

homework in enriched, academic and applied courses. Knowing the requirements help students choose courses that best suit their needs and abilities. This process has resulted in improved credit accumulation for students, and teachers now see fewer students who are inappropriately placed. In addition, the Moduflex system of offering single-semester or full-year courses gives Massey the flexibility to better place students with different learning styles. If a student falters, early intervention occurs with specific support where needed, and the student can often be readily placed in a more appropriate setting, thus ensuring their success.

Building capacity, being proactive, fostering enthusiasm, recognizing the needs of students and paying attention to what works well are all hallmarks of this remarkable school community.

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

55%	Male
45%	Female
14%	Applied
85%	Academic
0%	Locally developed
1%	Other
4%	Special needs
0%	English language learners
15%	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.

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

Key Words: www.eqao.com.

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.

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

Planning and Preparation Guide: www.eqao.com.

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

Released 2008 OSSLT Items with Answer Keys and Scoring Guides: www.eqao.com.

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

School Success Stories: www.eqao.com.

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

Think Literacy: Cross-Curricular Approaches, Grades 7–12 (2003): 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.

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

Using Data to Promote Student Success: 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 27, 2008. 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, 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 language 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 2008 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 booklets 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 and ongoing monitoring for validity and reliability.

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

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.

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 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.

Explanation of Terms

First-Time Eligible Students

First-time eligible students typically entered Grade 9 during the 2006–2007 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 2008. “First-time eligible” includes all students in the first-time eligible cohort who are working toward an Ontario Secondary School Diploma (OSSD).

Previously Eligible Students

Previously eligible includes all students who were not successful during a previous administration, or who were absent or deferred, and who were eligible to write the OSSLT in March 2008 (i.e., those working toward an OSSD).

All Eligible Students

This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (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.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007). English language learners were formerly called English as a second language (ESL)/English literacy development (ELD) learners.

English Language Learners Receiving Special Provisions

These are English language learners identified by the school as receiving special provisions. 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

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

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

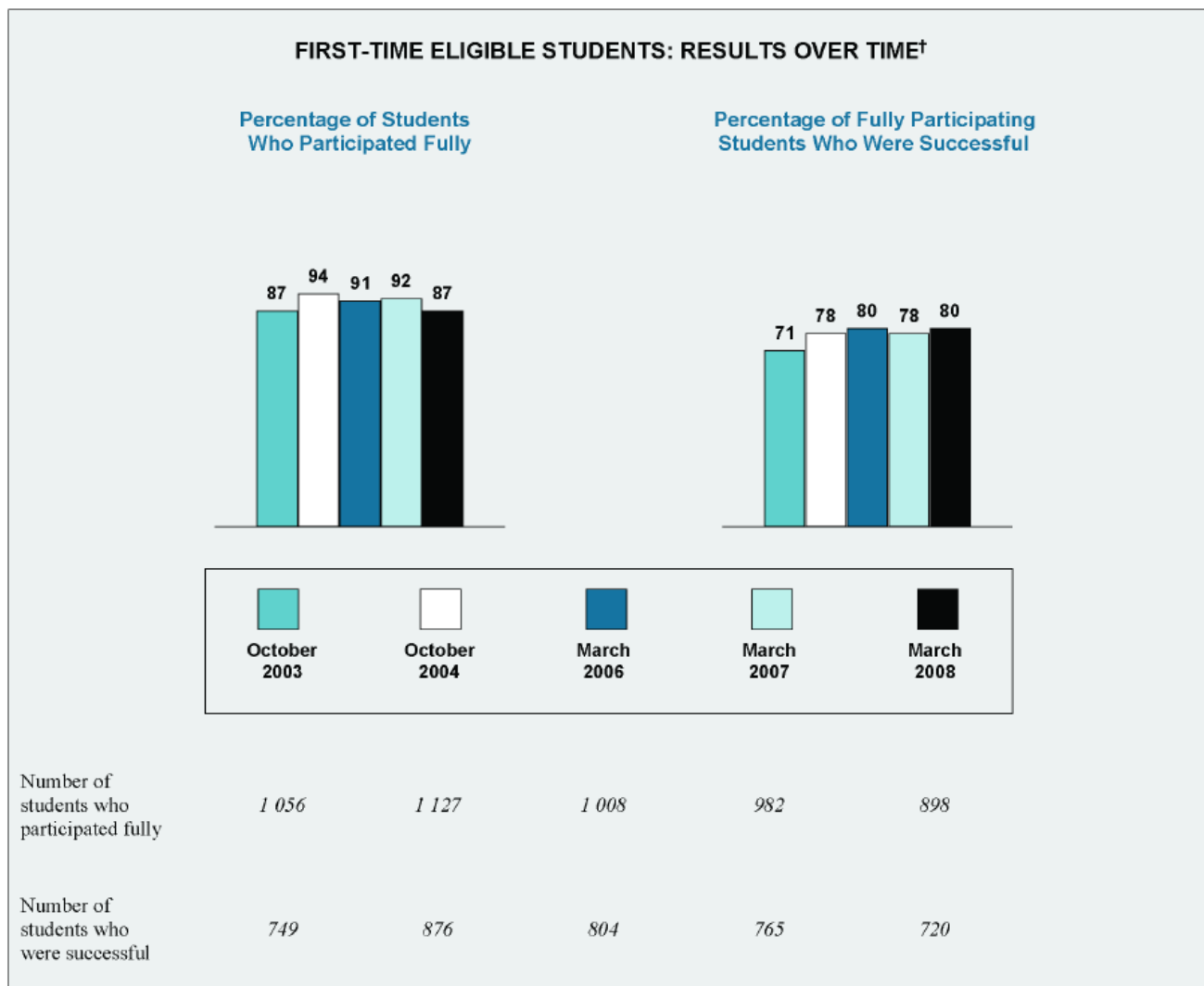
Board Results

Board Name: Algoma DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 031	Previously Eligible Students 400
Students who participated fully	87%	65%
Fully participating students who were successful in completing the OSSLT*	80%	52%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	16%	31%
Students with special needs receiving accommodations (excluding gifted)*	12%	28%
Speak another language (or languages) as often as English at home	4%	5%
Speak only or mostly a language (or languages) other than English at home	1%	1%

Number of schools administering the OSSLT	14	13
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* Percentages are based on the number of students who participated fully.



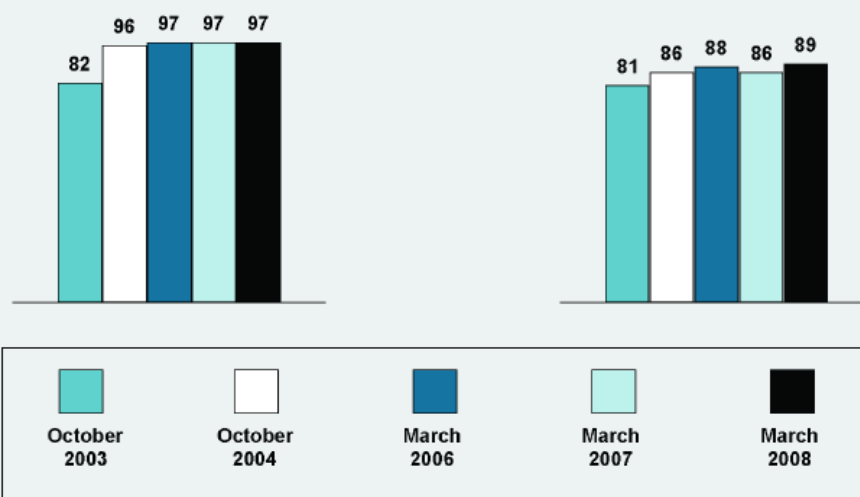
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Algonquin and Lakeshore Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 089	Previously Eligible Students 224
Students who participated fully	97%	66%
Fully participating students who were successful in completing the OSSLT*	89%	65%
English language learners	1%	20%
English language learners receiving special provisions*	1%	28%
Students with special needs (excluding gifted)	17%	38%
Students with special needs receiving accommodations (excluding gifted)*	15%	30%
Speak another language (or languages) as often as English at home	7%	16%
Speak only or mostly a language (or languages) other than English at home	2%	14%
Number of schools administering the OSSLT	5	5

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

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†

Percentage of Students
Who Participated FullyPercentage of Fully Participating
Students Who Were Successful

Number of students who participated fully	991	1 090	974	954	1 054
Number of students who were successful	802	938	859	823	941

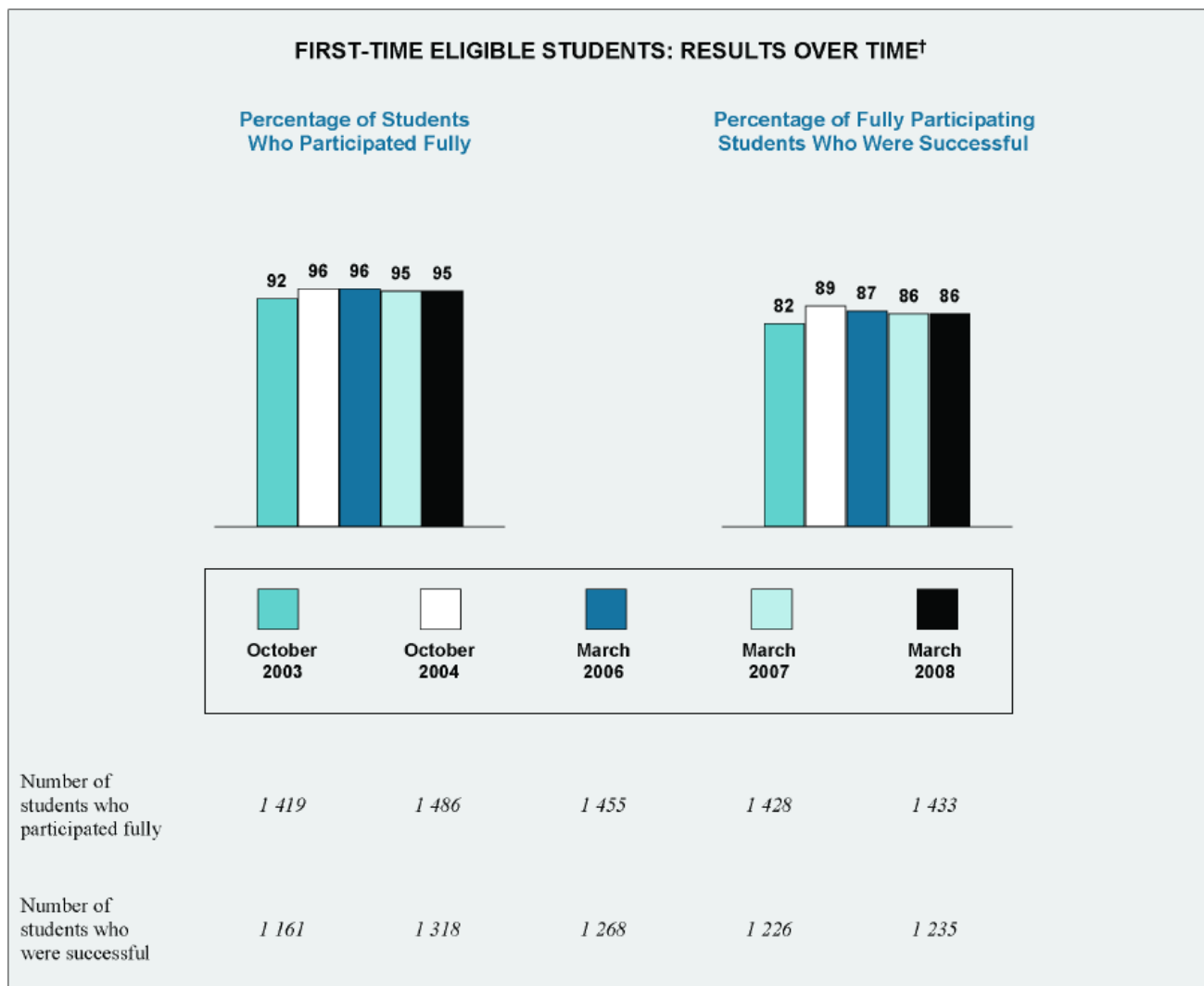
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Avon Maitland DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 509	Previously Eligible Students 444
Students who participated fully	95%	46%
Fully participating students who were successful in completing the OSSLT*	86%	56%
English language learners	<1%	<1%
English language learners receiving special provisions*	<1%	0%
Students with special needs (excluding gifted)	16%	49%
Students with special needs receiving accommodations (excluding gifted)*	14%	46%
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	1%	<1%
Number of schools administering the OSSLT	9	9

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



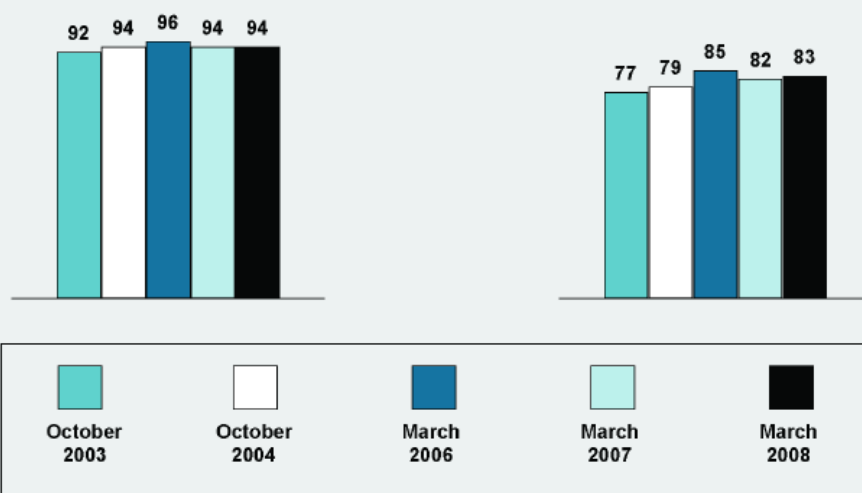
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Bluewater DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 671	Previously Eligible Students 543
Students who participated fully	94%	63%
Fully participating students who were successful in completing the OSSLT*	83%	57%
English language learners	<1%	0%
English language learners receiving special provisions*	<1%	0%
Students with special needs (excluding gifted)	19%	44%
Students with special needs receiving accommodations (excluding gifted)*	17%	40%
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.

FIRST-TIME ELIGIBLE STUDENTS: RESULTS OVER TIME†

Percentage of Students
Who Participated FullyPercentage of Fully Participating
Students Who Were SuccessfulNumber of
students who
participated fully

1 649

1 661

1 670

1 608

1 567

Number of
students who
were successful

1 265

1 319

1 420

1 312

1 293

† 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 English language learners and students with special needs, number of times the students have attempted the test).

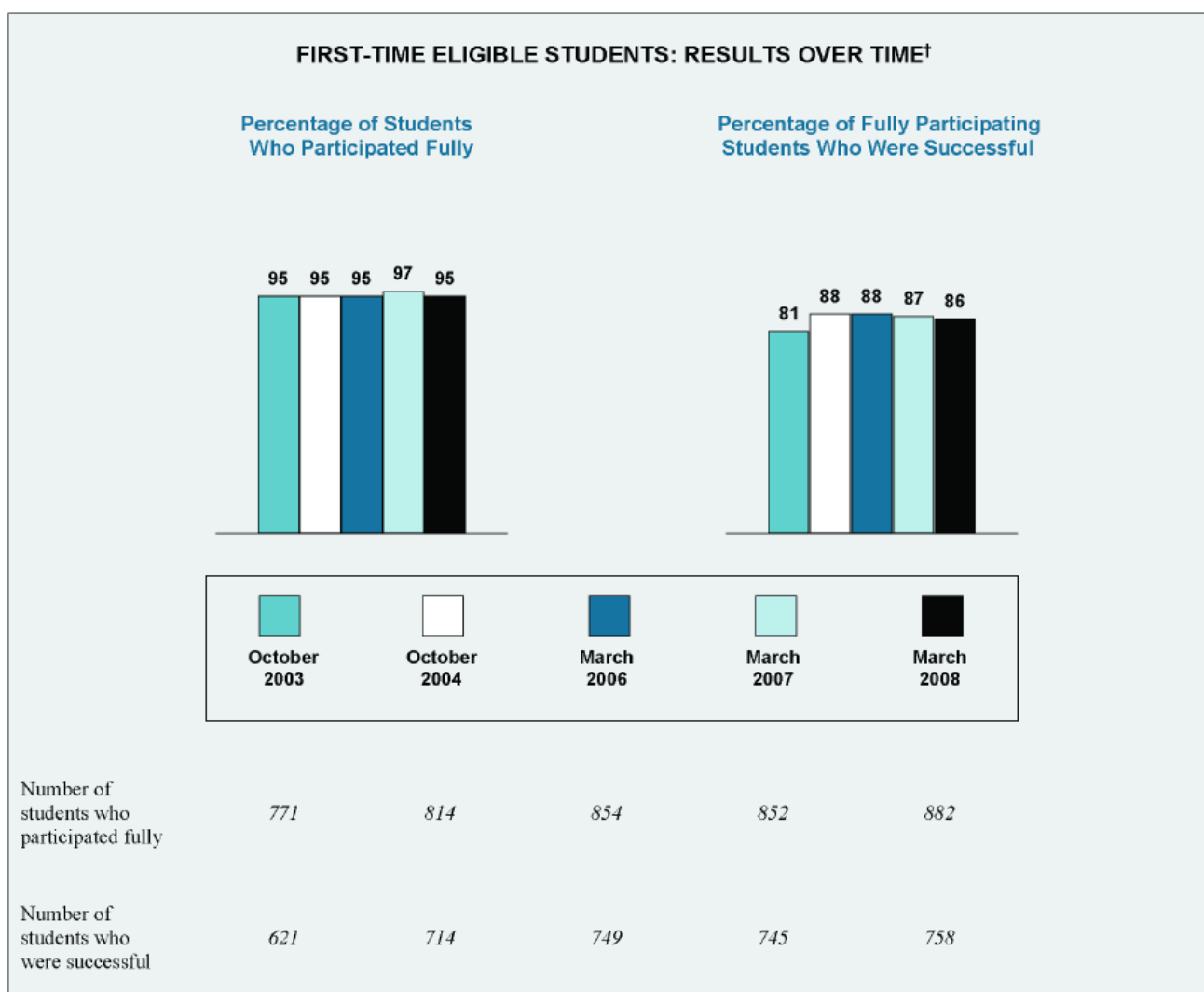
Board Results

Board Name: Brant Haldimand Norfolk Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	928	178
Students who participated fully	95%	63%
Fully participating students who were successful in completing the OSSLT*	86%	51%
English language learners	<1%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	8%	42%
Students with special needs receiving accommodations (excluding gifted)*	7%	42%
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%	2%

Number of schools administering the OSSLT	3	3
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* Percentages are based on the number of students who participated fully.

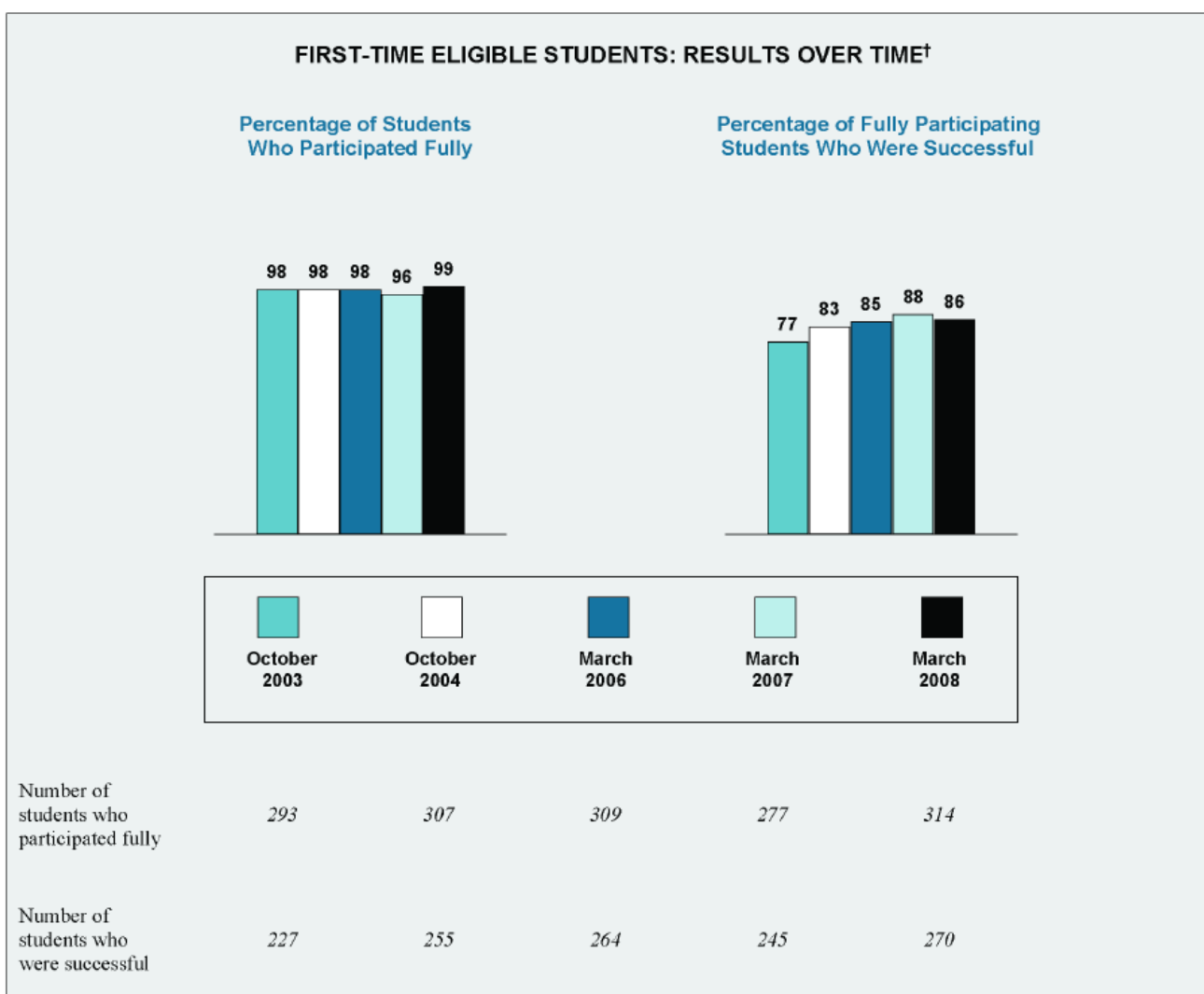


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Bruce-Grey Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 318	Previously Eligible Students 58
Students who participated fully	99%	72%
Fully participating students who were successful in completing the OSSLT*	86%	67%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	15%	38%
Students with special needs receiving accommodations (excluding gifted)*	12%	31%
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%	0%
Number of schools administering the OSSLT	2	2

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



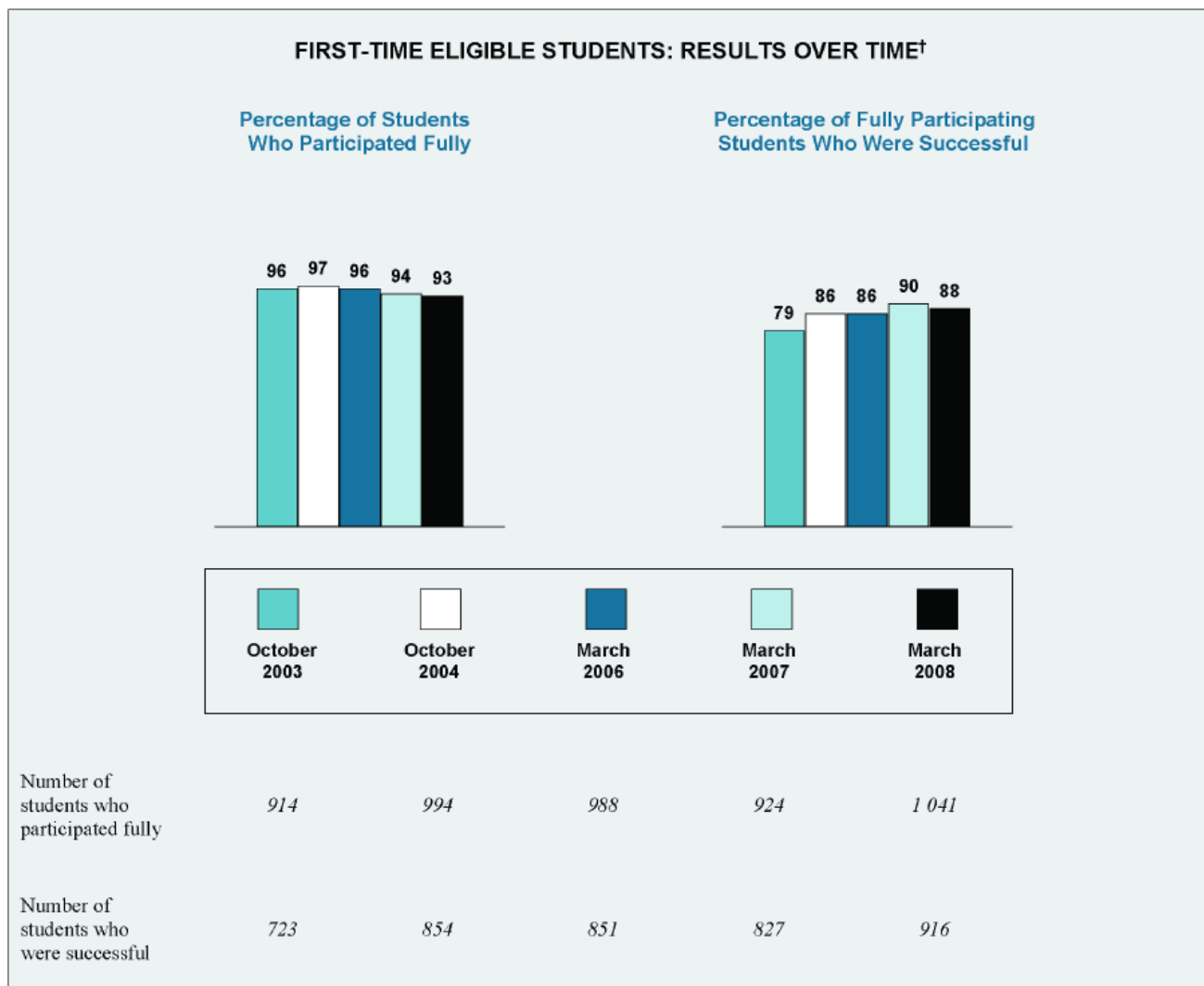
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Catholic DSB of Eastern Ontario

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 116	Previously Eligible Students 207
Students who participated fully	93%	61%
Fully participating students who were successful in completing the OSSLT*	88%	51%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	26%	71%
Students with special needs receiving accommodations (excluding gifted)*	21%	71%
Speak another language (or languages) as often as English at home	9%	10%
Speak only or mostly a language (or languages) other than English at home	2%	2%
Number of schools administering the OSSLT	10	9

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

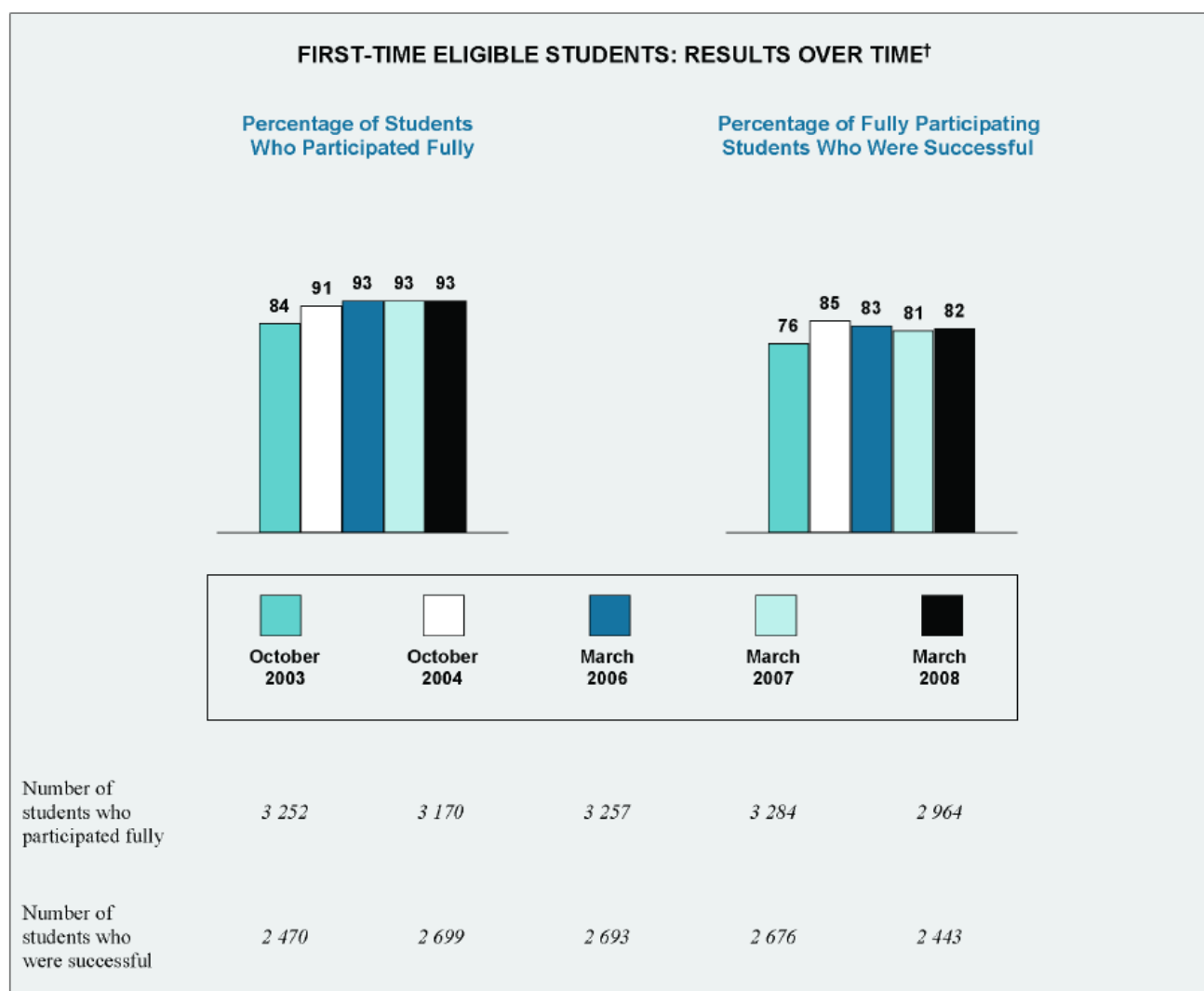


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: DSB of Niagara

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 197	Previously Eligible Students 1 322
Students who participated fully	93%	49%
Fully participating students who were successful in completing the OSSLT*	82%	51%
English language learners	1%	3%
English language learners receiving special provisions*	1%	2%
Students with special needs (excluding gifted)	11%	34%
Students with special needs receiving accommodations (excluding gifted)*	8%	25%
Speak another language (or languages) as often as English at home	8%	6%
Speak only or mostly a language (or languages) other than English at home	2%	5%
Number of schools administering the OSSLT	23	24

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



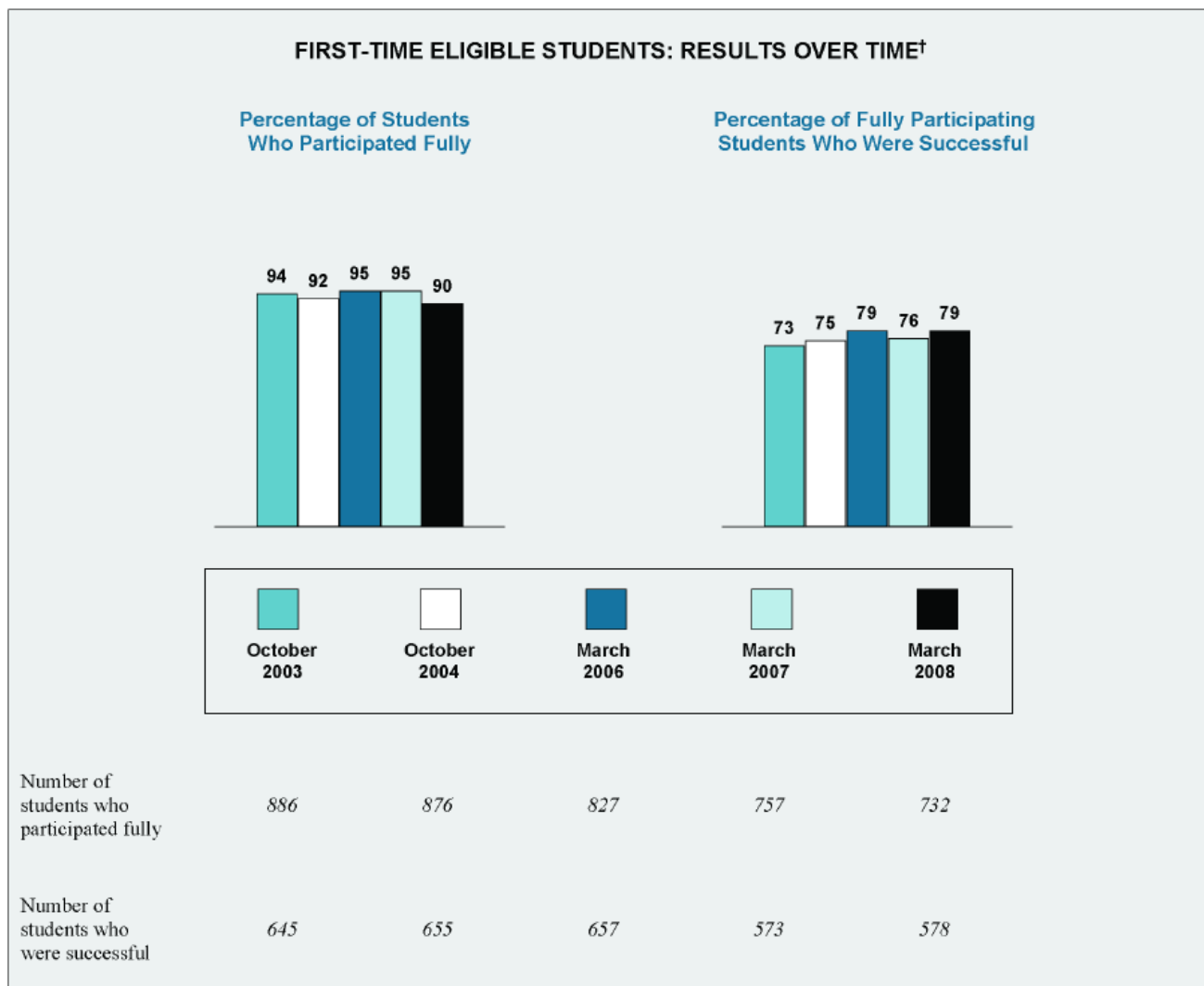
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: DSB Ontario North East

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 815	Previously Eligible Students 348
Students who participated fully	90%	68%
Fully participating students who were successful in completing the OSSLT*	79%	52%
English language learners	<1%	0%
English language learners receiving special provisions*	<1%	0%
Students with special needs (excluding gifted)	20%	32%
Students with special needs receiving accommodations (excluding gifted)*	19%	32%
Speak another language (or languages) as often as English at home	11%	13%
Speak only or mostly a language (or languages) other than English at home	3%	4%
Number of schools administering the OSSLT	11	11

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

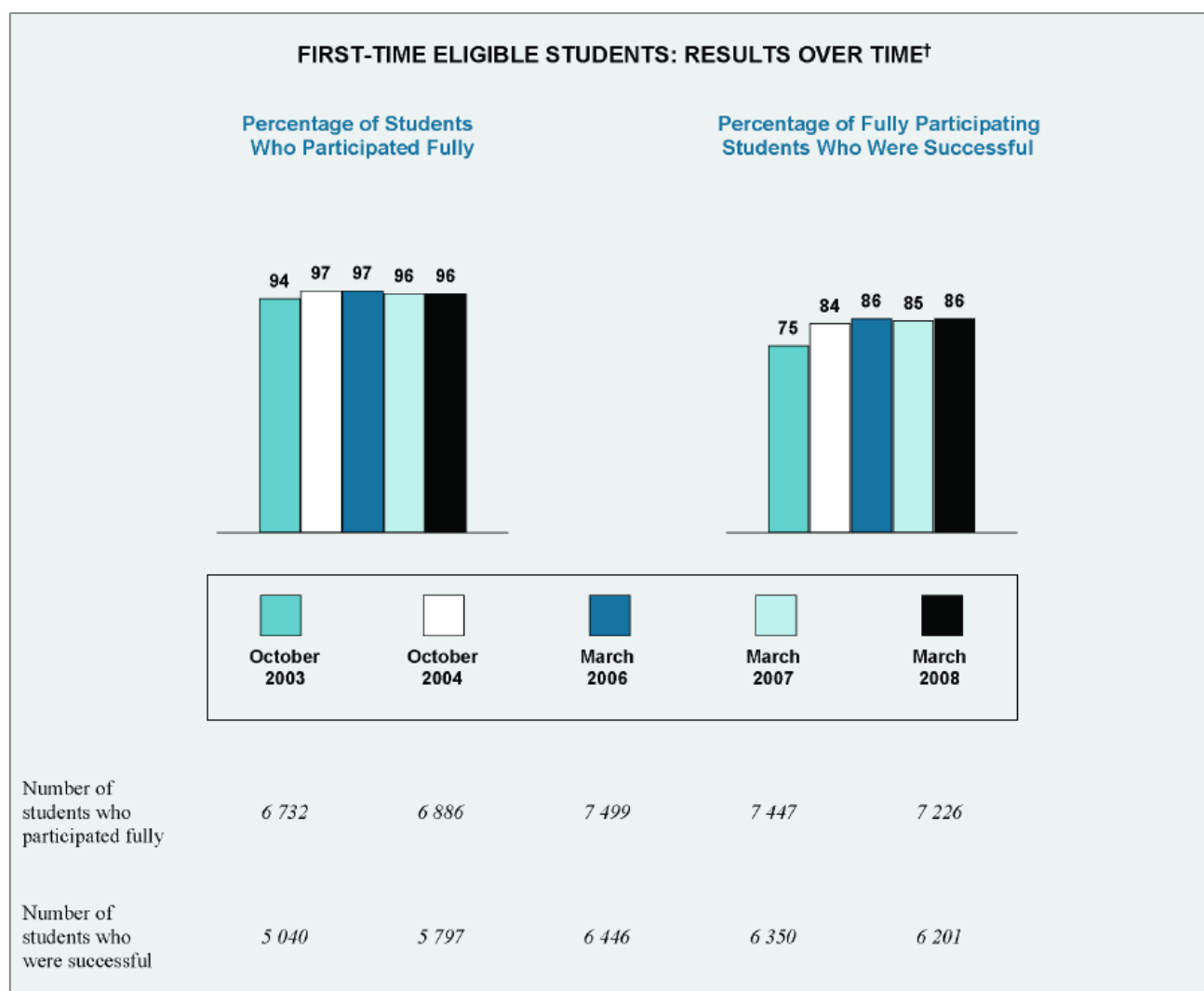


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Dufferin Peel Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 7 541	Previously Eligible Students 2 011
Students who participated fully	96%	62%
Fully participating students who were successful in completing the OSSLT*	86%	58%
English language learners	6%	19%
English language learners receiving special provisions*	3%	16%
Students with special needs (excluding gifted)	11%	31%
Students with special needs receiving accommodations (excluding gifted)*	9%	23%
Speak another language (or languages) as often as English at home	25%	31%
Speak only or mostly a language (or languages) other than English at home	9%	17%
Number of schools administering the OSSLT	27	25

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



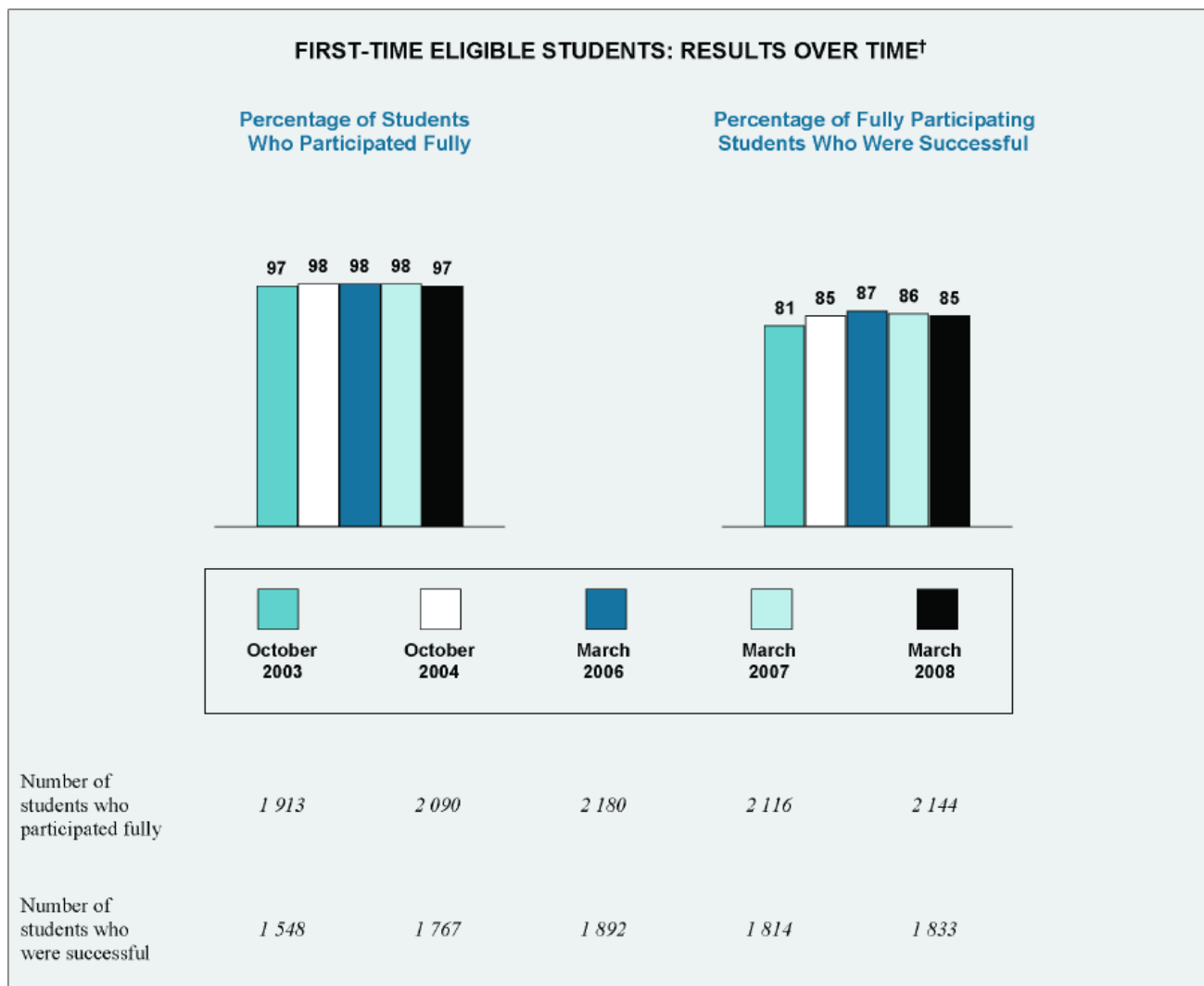
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Durham Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 217	Previously Eligible Students 434
Students who participated fully	97%	70%
Fully participating students who were successful in completing the OSSLT*	85%	58%
English language learners	2%	3%
English language learners receiving special provisions*	2%	2%
Students with special needs (excluding gifted)	11%	36%
Students with special needs receiving accommodations (excluding gifted)*	10%	31%
Speak another language (or languages) as often as English at home	10%	12%
Speak only or mostly a language (or languages) other than English at home	3%	3%
Number of schools administering the OSSLT	8	9

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

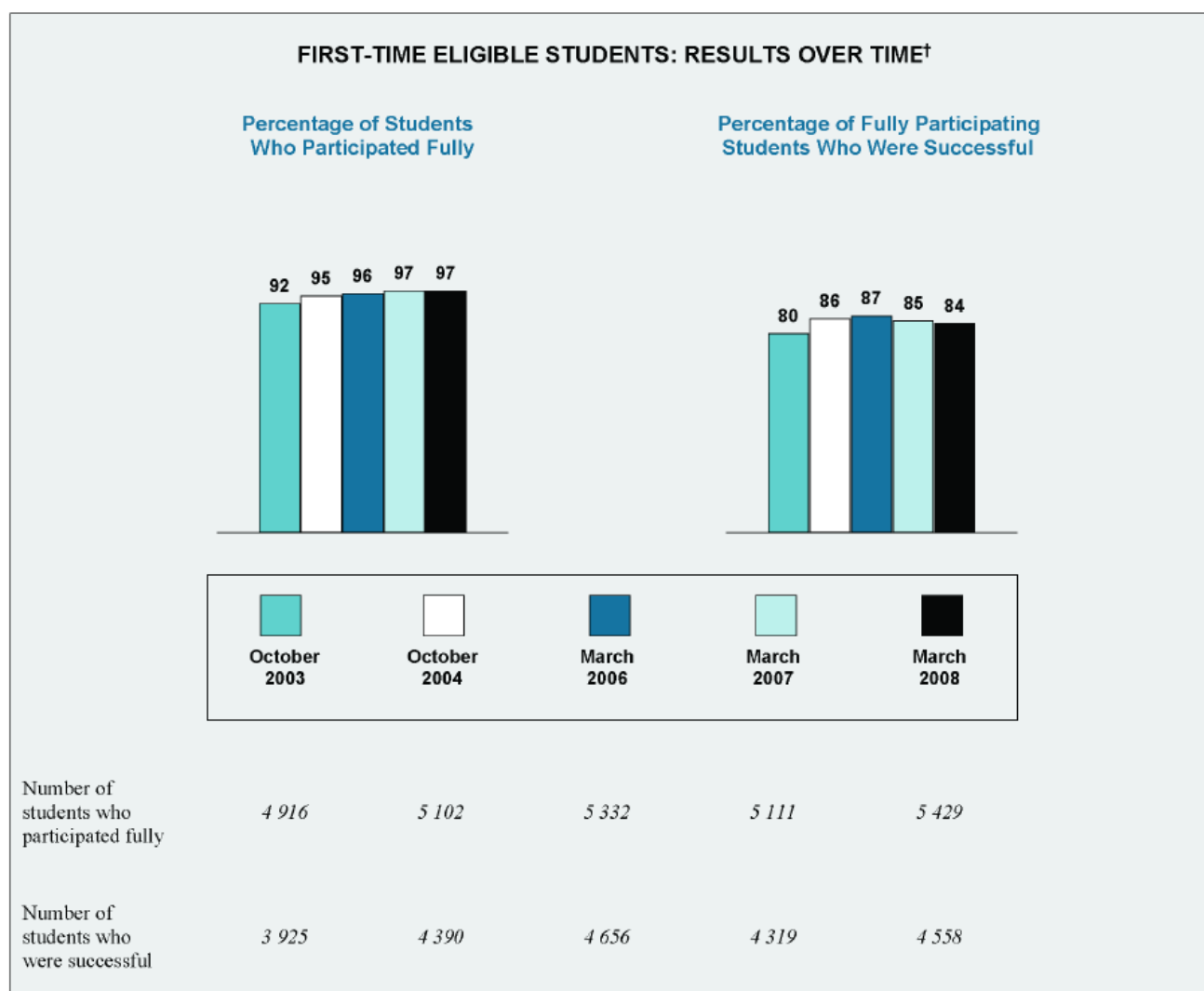


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Durham DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 5 601	Previously Eligible Students 1 265
Students who participated fully	97%	67%
Fully participating students who were successful in completing the OSSLT*	84%	57%
English language learners	2%	5%
English language learners receiving special provisions*	2%	5%
Students with special needs (excluding gifted)	14%	33%
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%	4%
Number of schools administering the OSSLT	22	21

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



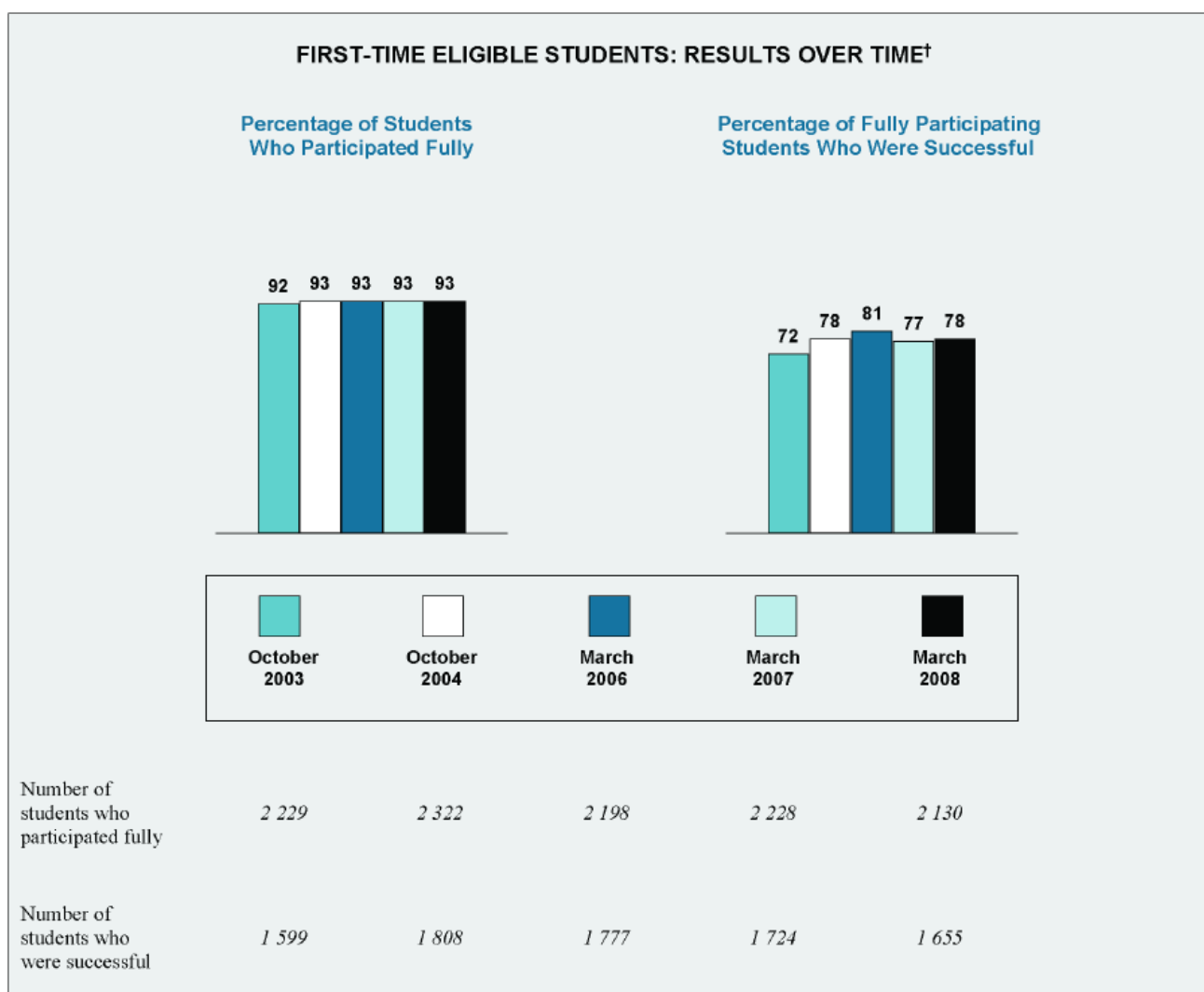
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Grand Erie DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 284	Previously Eligible Students 952
Students who participated fully	93%	64%
Fully participating students who were successful in completing the OSSLT*	78%	47%
English language learners	<1%	<1%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	12%	32%
Students with special needs receiving accommodations (excluding gifted)*	9%	23%
Speak another language (or languages) as often as English at home	7%	9%
Speak only or mostly a language (or languages) other than English at home	1%	2%
Number of schools administering the OSSLT	16	16

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

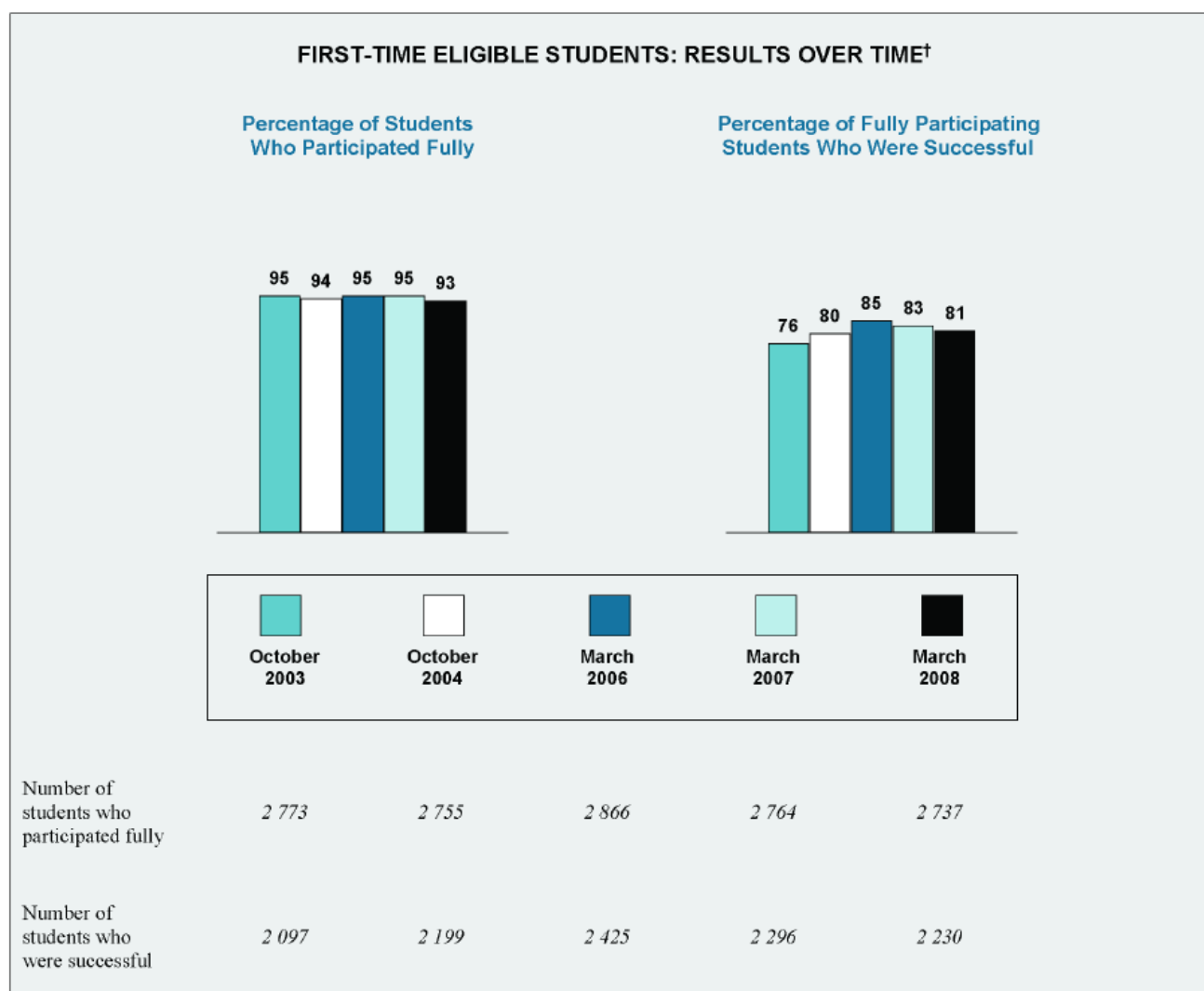


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Greater Essex County DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 942	Previously Eligible Students 770
Students who participated fully	93%	74%
Fully participating students who were successful in completing the OSSLT*	81%	47%
English language learners	3%	3%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	12%	47%
Students with special needs receiving accommodations (excluding gifted)*	11%	43%
Speak another language (or languages) as often as English at home	13%	12%
Speak only or mostly a language (or languages) other than English at home	5%	5%
Number of schools administering the OSSLT	17	17

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



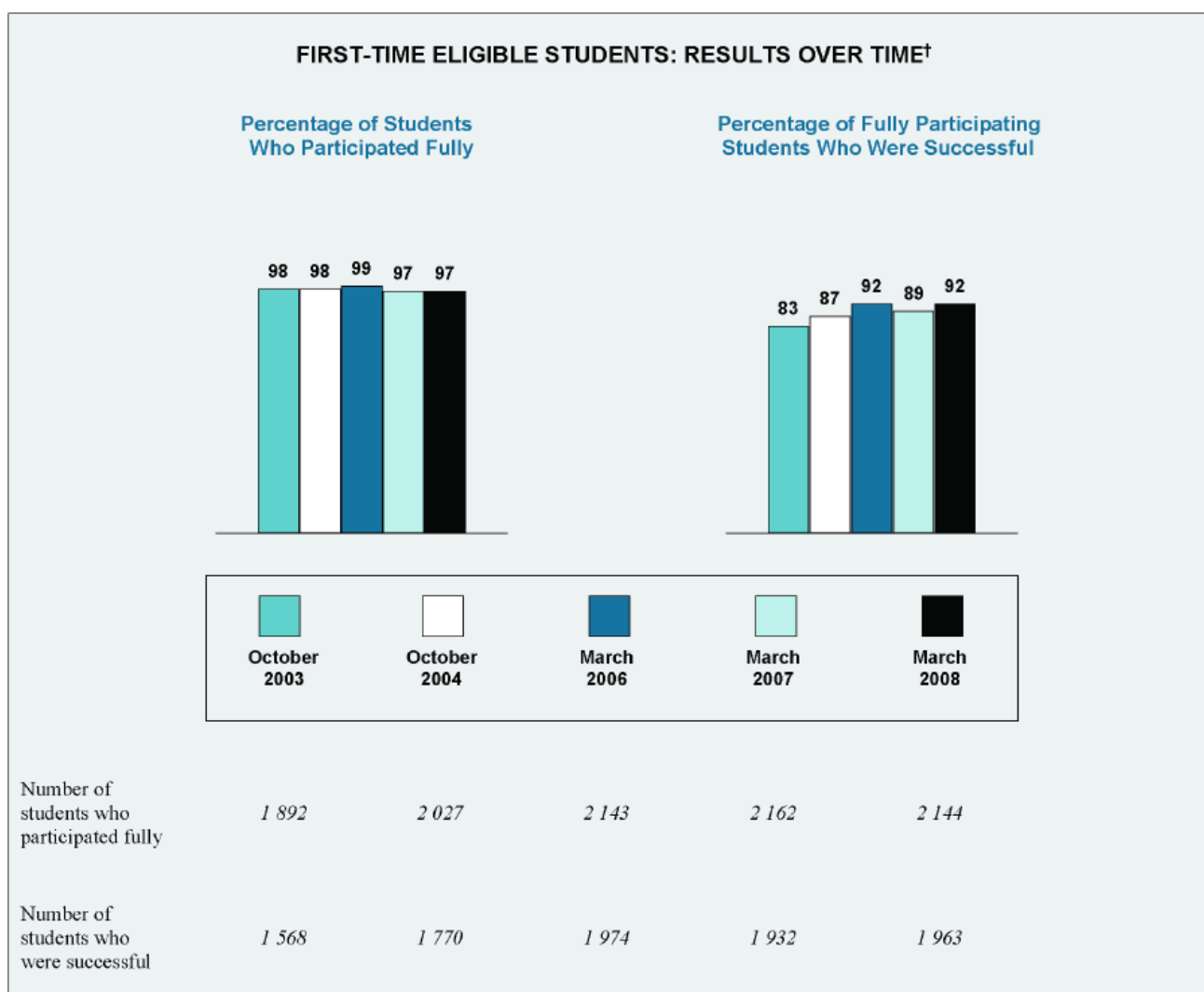
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Halton Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 220	Previously Eligible Students 384
Students who participated fully	97%	65%
Fully participating students who were successful in completing the OSSLT*	92%	69%
English language learners	2%	9%
English language learners receiving special provisions*	1%	6%
Students with special needs (excluding gifted)	12%	37%
Students with special needs receiving accommodations (excluding gifted)*	10%	27%
Speak another language (or languages) as often as English at home	12%	17%
Speak only or mostly a language (or languages) other than English at home	6%	17%
Number of schools administering the OSSLT	7	7

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

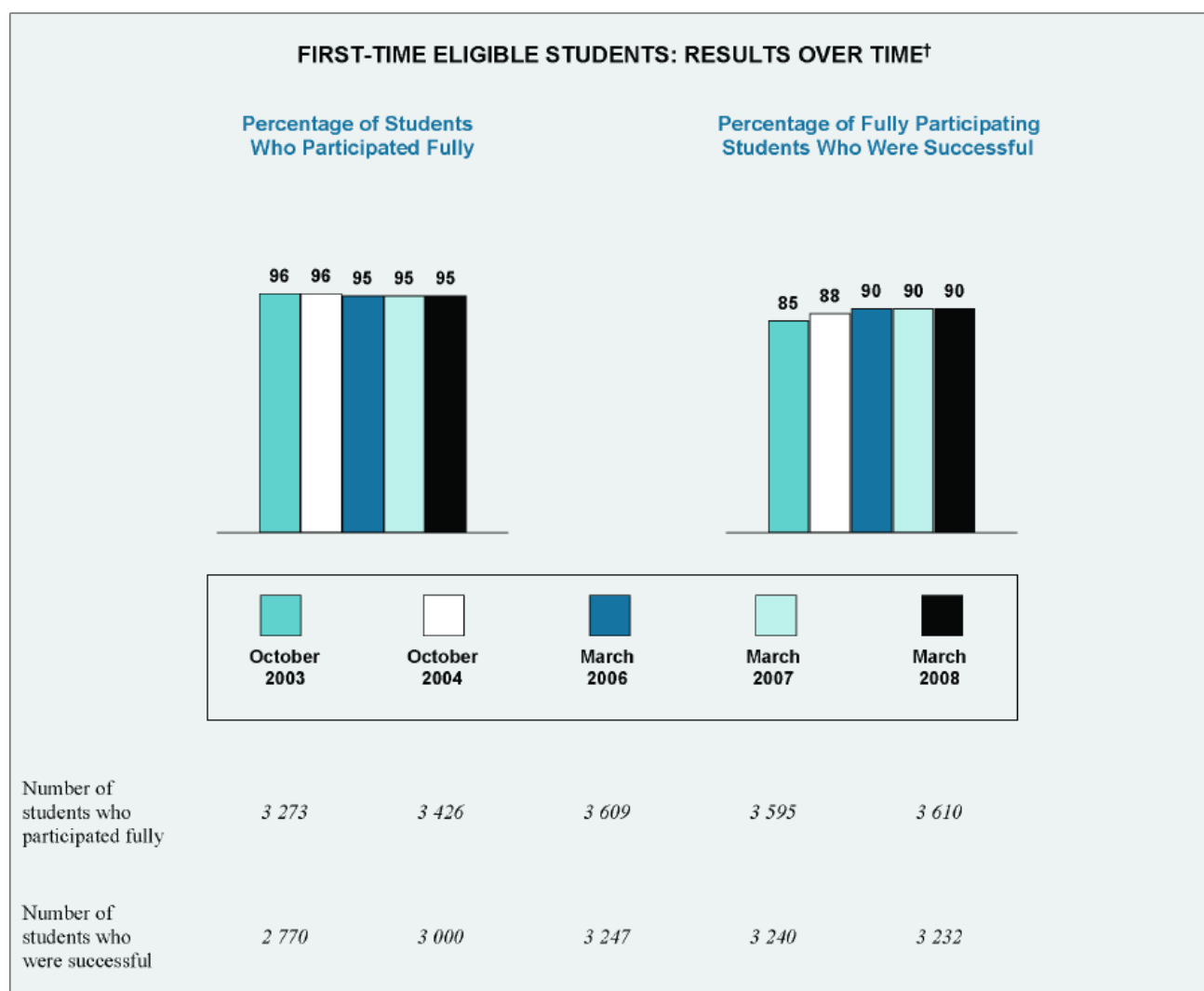


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Halton DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 799	Previously Eligible Students 783
Students who participated fully	95%	67%
Fully participating students who were successful in completing the OSSLT*	90%	67%
English language learners	2%	8%
English language learners receiving special provisions*	<1%	3%
Students with special needs (excluding gifted)	11%	26%
Students with special needs receiving accommodations (excluding gifted)*	8%	21%
Speak another language (or languages) as often as English at home	11%	17%
Speak only or mostly a language (or languages) other than English at home	5%	10%
Number of schools administering the OSSLT	19	22

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



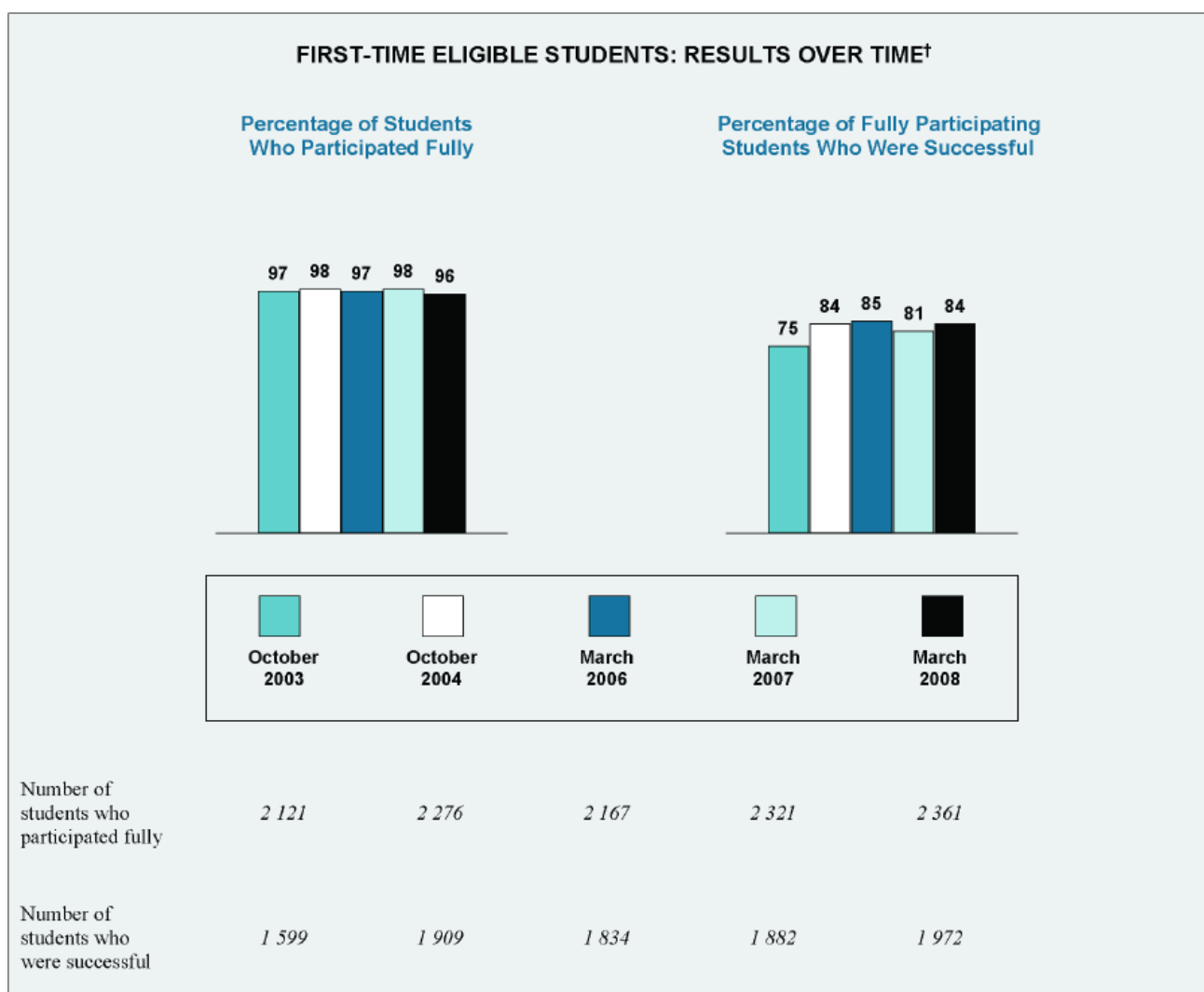
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Hamilton-Wentworth Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 468	Previously Eligible Students 737
Students who participated fully	96%	68%
Fully participating students who were successful in completing the OSSLT*	84%	48%
English language learners	1%	7%
English language learners receiving special provisions*	<1%	1%
Students with special needs (excluding gifted)	18%	46%
Students with special needs receiving accommodations (excluding gifted)*	17%	46%
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	6%	12%
Number of schools administering the OSSLT	9	9

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

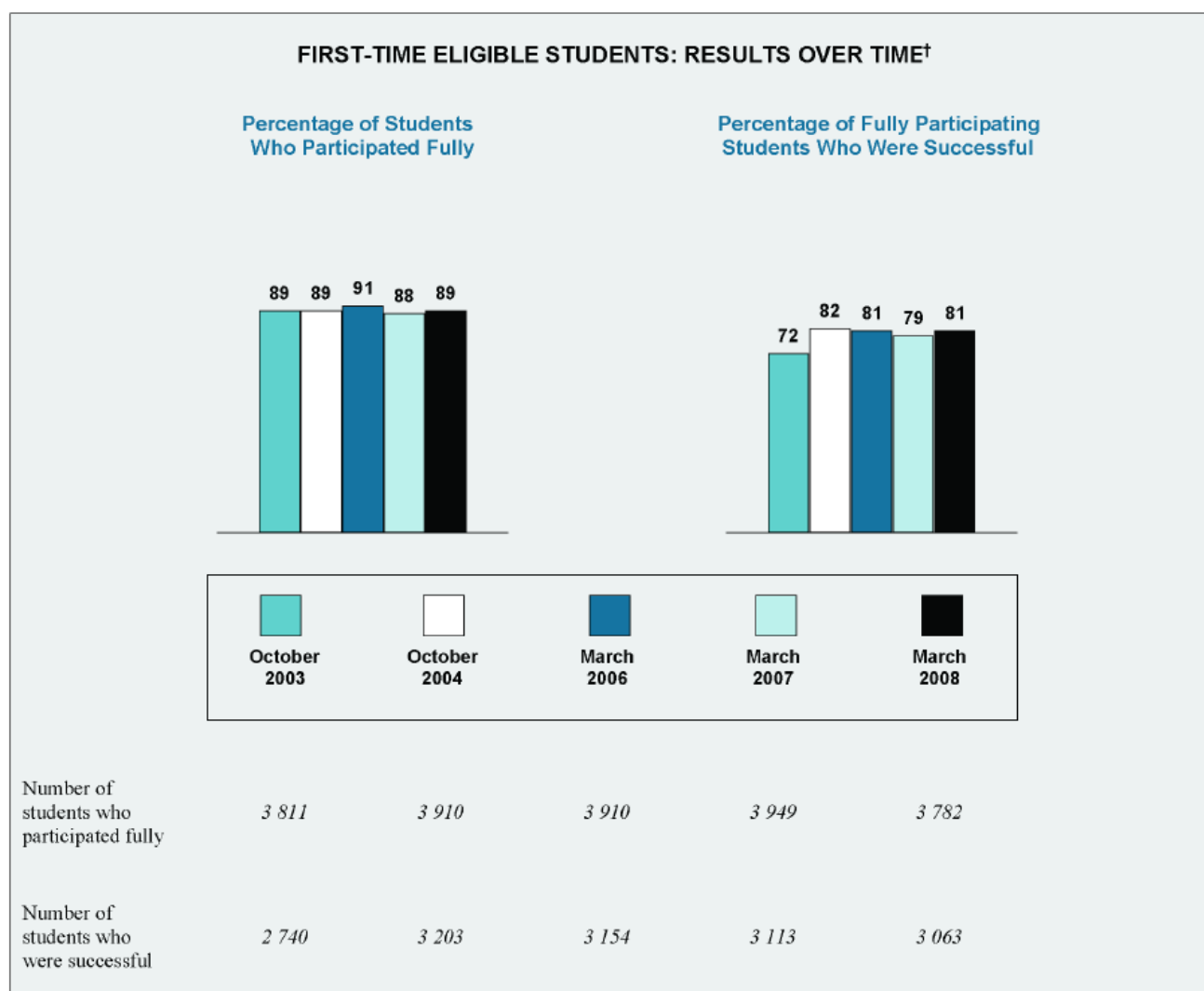


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Hamilton-Wentworth DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 243	Previously Eligible Students 1 641
Students who participated fully	89%	61%
Fully participating students who were successful in completing the OSSLT*	81%	44%
English language learners	5%	9%
English language learners receiving special provisions*	2%	6%
Students with special needs (excluding gifted)	14%	32%
Students with special needs receiving accommodations (excluding gifted)*	10%	29%
Speak another language (or languages) as often as English at home	13%	16%
Speak only or mostly a language (or languages) other than English at home	7%	9%
Number of schools administering the OSSLT	21	21

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



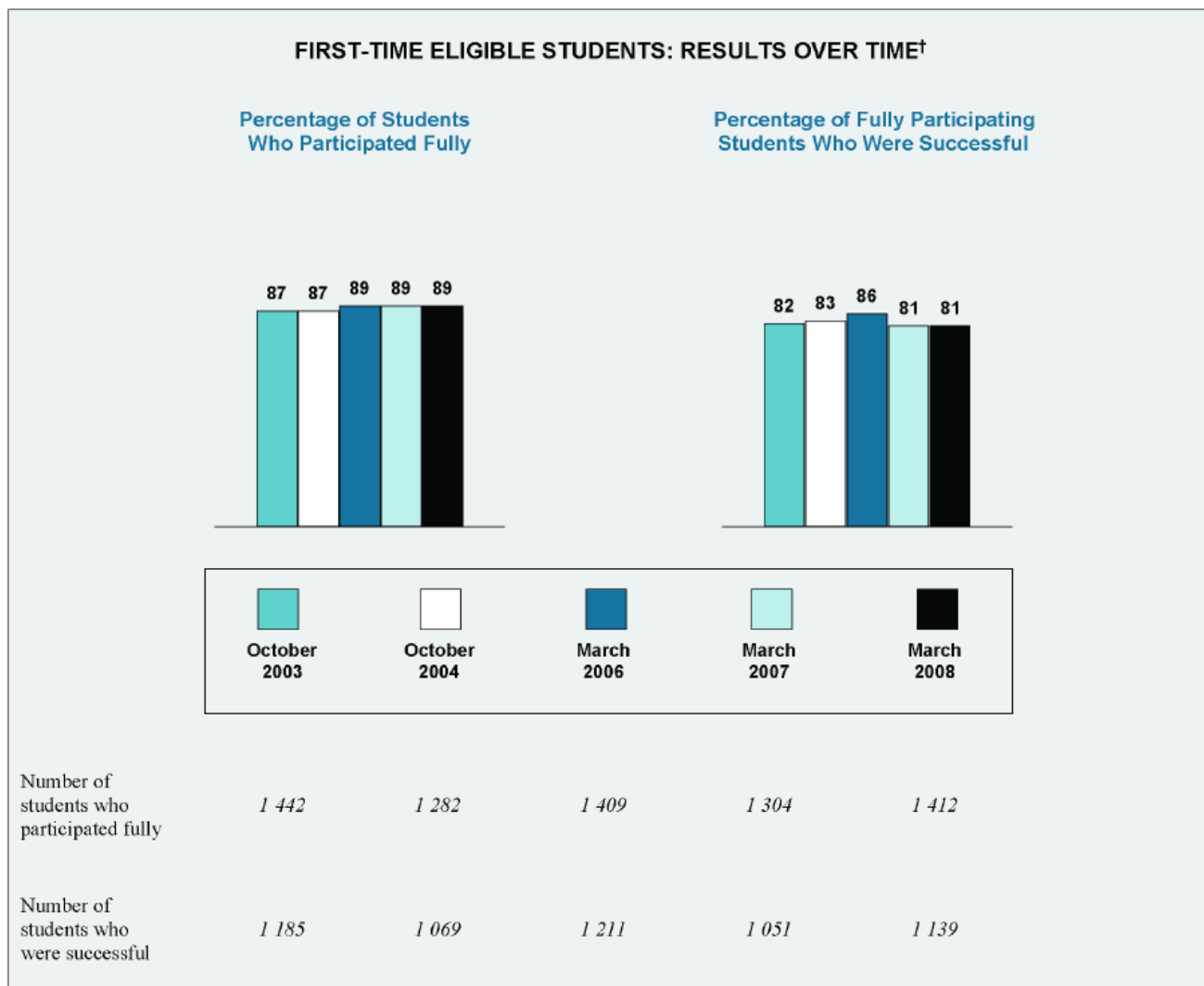
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Hastings and Prince Edward DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 590	Previously Eligible Students 640
Students who participated fully	89%	65%
Fully participating students who were successful in completing the OSSLT*	81%	46%
English language learners	1%	2%
English language learners receiving special provisions*	1%	4%
Students with special needs (excluding gifted)	19%	50%
Students with special needs receiving accommodations (excluding gifted)*	12%	50%
Speak another language (or languages) as often as English at home	4%	5%
Speak only or mostly a language (or languages) other than English at home	2%	5%
Number of schools administering the OSSLT	9	9

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

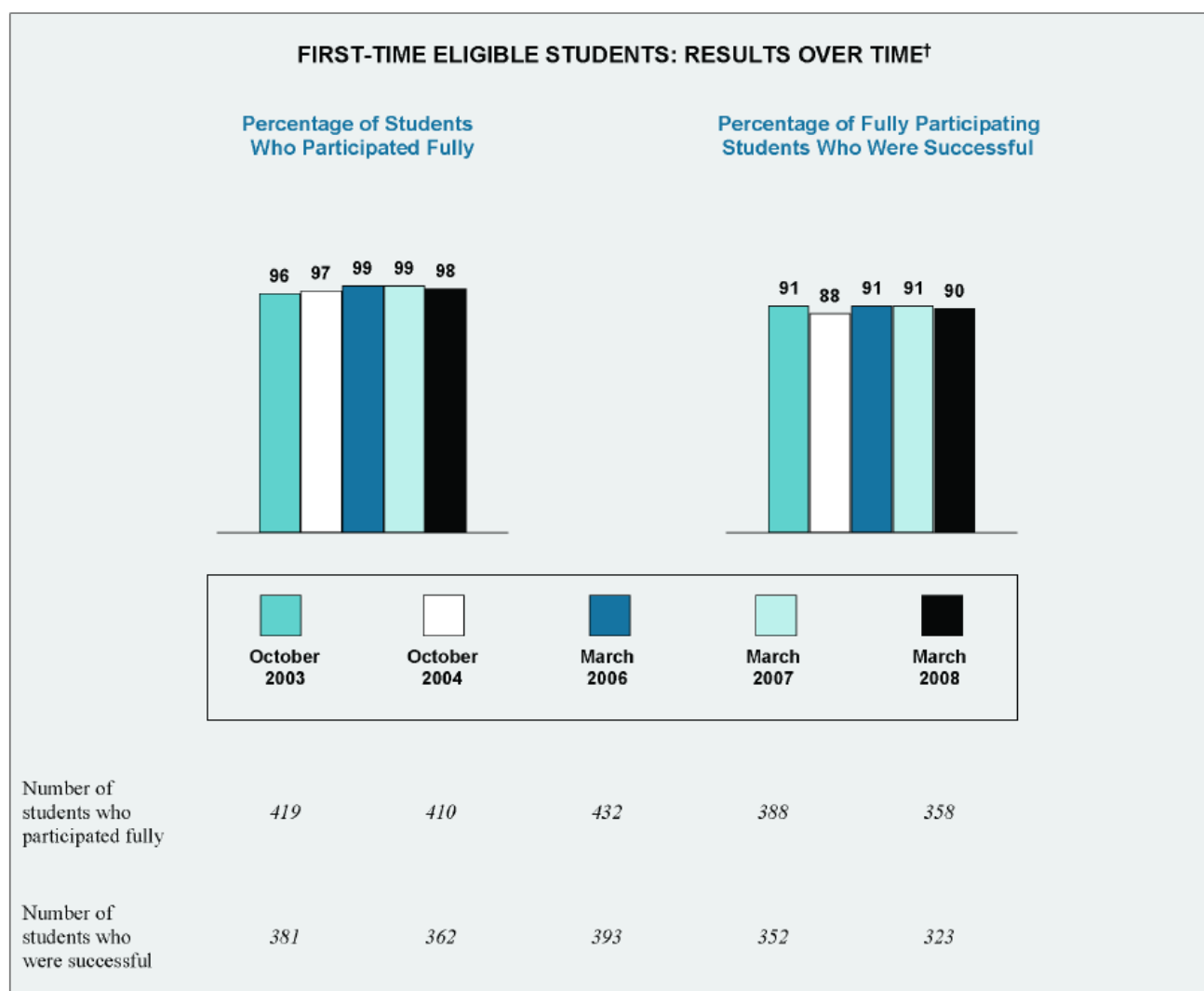


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Huron-Perth Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	365	58
Students who participated fully	98%	57%
Fully participating students who were successful in completing the OSSLT*	90%	82%
English language learners	1%	12%
English language learners receiving special provisions*	1%	21%
Students with special needs (excluding gifted)	19%	59%
Students with special needs receiving accommodations (excluding gifted)*	18%	42%
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%	18%
Number of schools administering the OSSLT	2	2

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



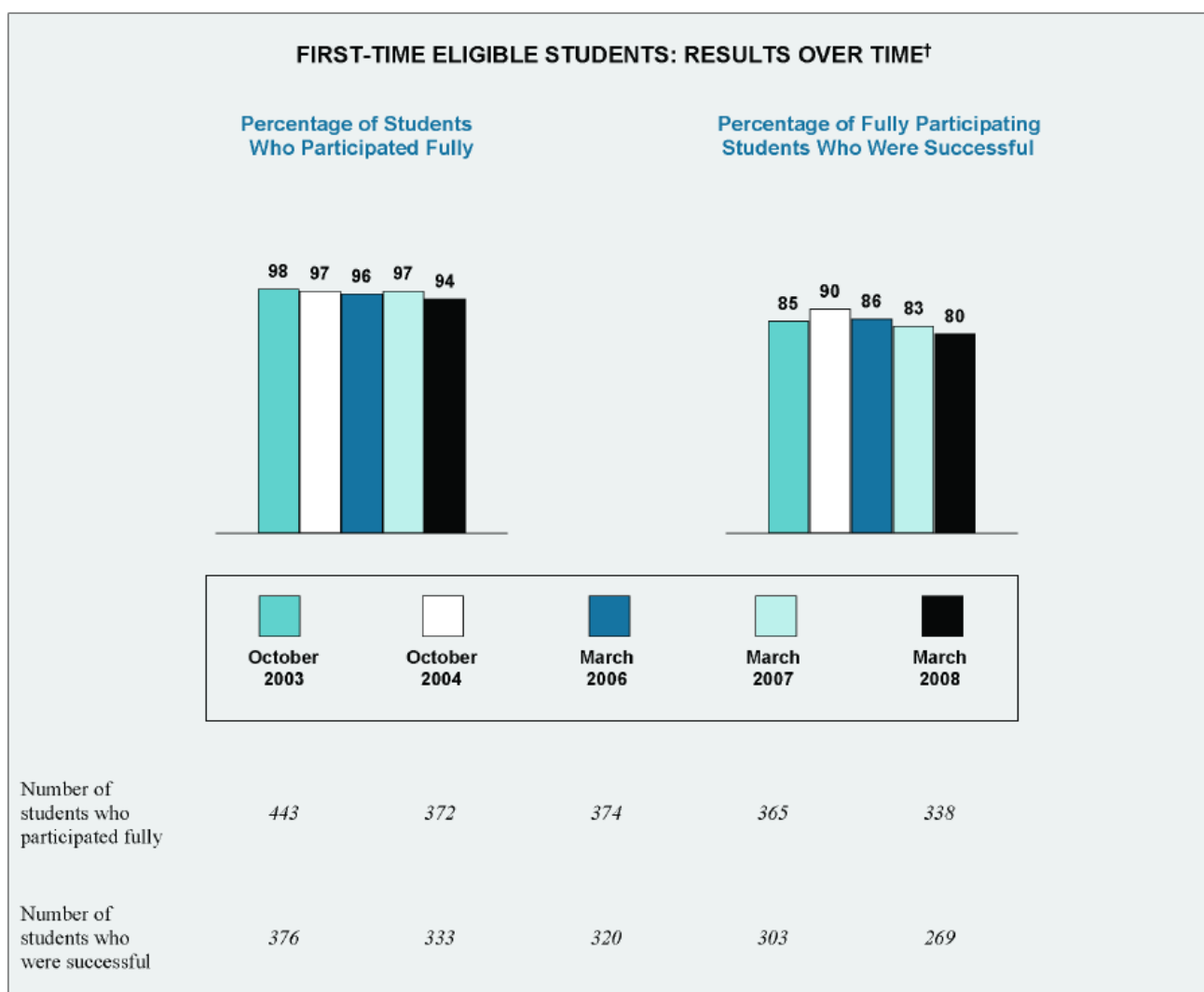
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Huron-Superior Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 359	Previously Eligible Students 111
Students who participated fully	94%	58%
Fully participating students who were successful in completing the OSSLT*	80%	45%
English language learners	2%	5%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	22%	42%
Students with special needs receiving accommodations (excluding gifted)*	16%	47%
Speak another language (or languages) as often as English at home	6%	17%
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.

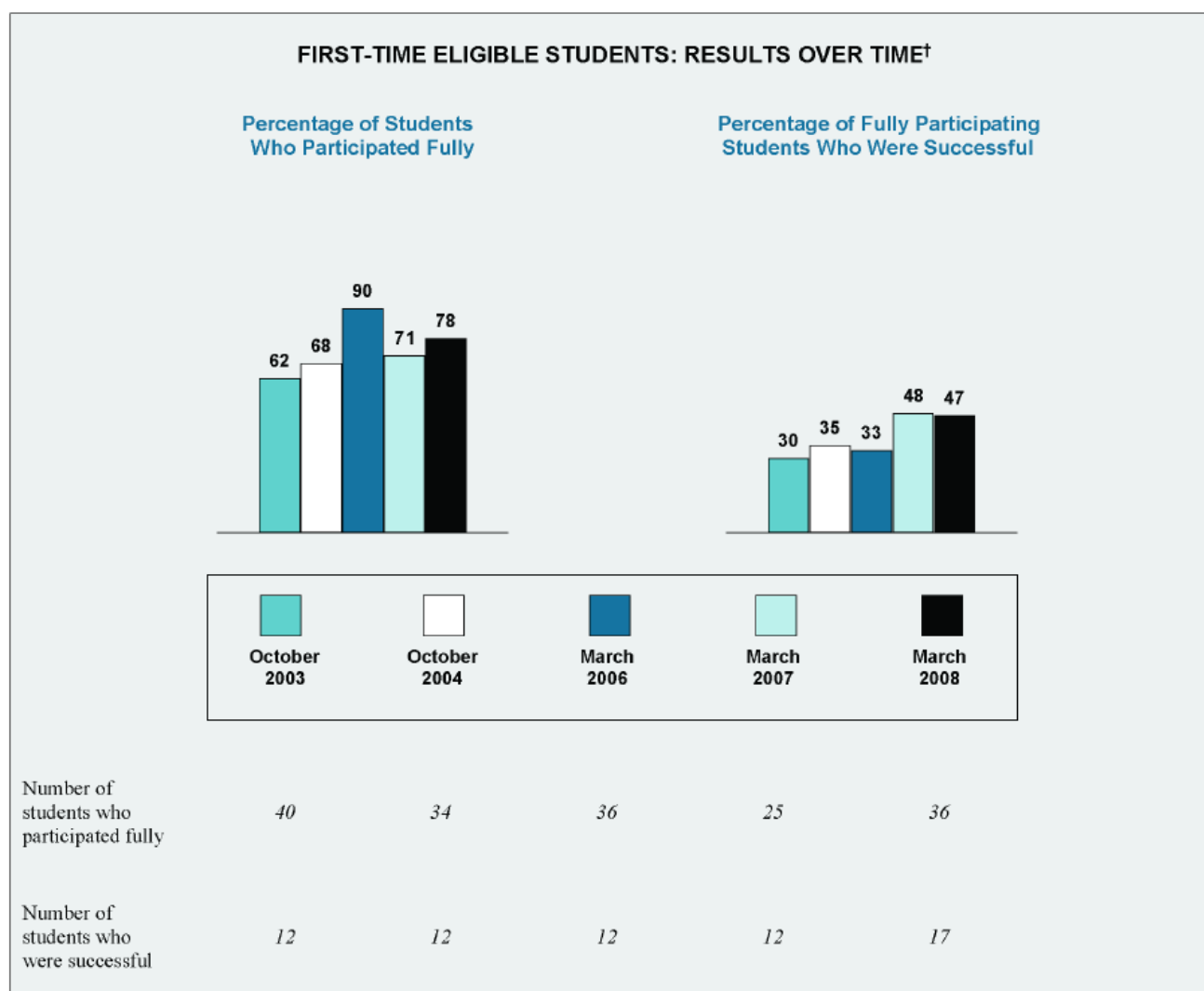


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: James Bay Lowlands SSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	46	44
Students who participated fully	78%	43%
Fully participating students who were successful in completing the OSSLT*	47%	58%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	20%	11%
Students with special needs receiving accommodations (excluding gifted)*	25%	21%
Speak another language (or languages) as often as English at home	8%	11%
Speak only or mostly a language (or languages) other than English at home	3%	0%
Number of schools administering the OSSLT	1	1

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



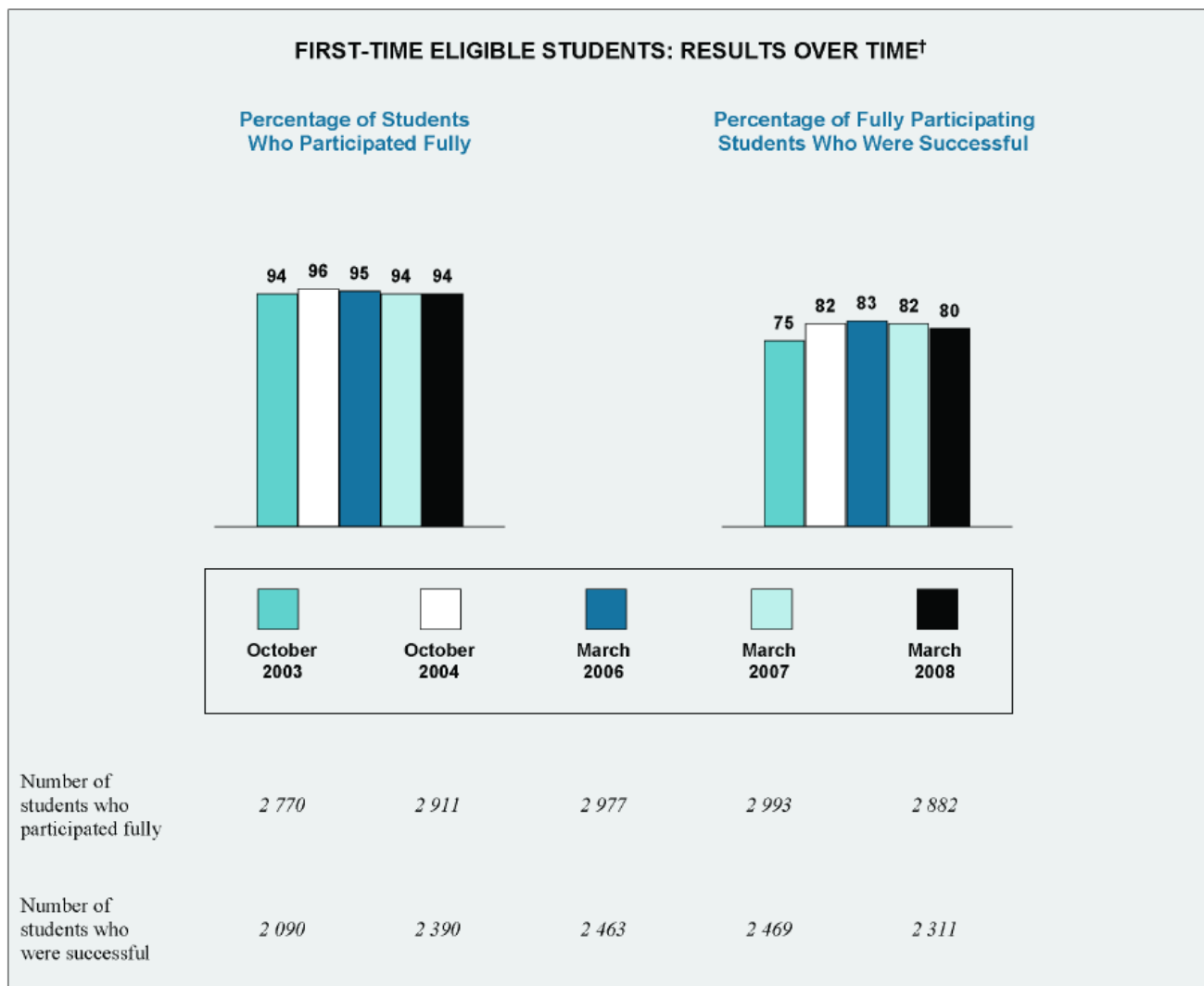
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Kawartha Pine Ridge DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 082	Previously Eligible Students 1 117
Students who participated fully	94%	54%
Fully participating students who were successful in completing the OSSLT*	80%	53%
English language learners	<1%	1%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	21%	46%
Students with special needs receiving accommodations (excluding gifted)*	18%	40%
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%	1%
Number of schools administering the OSSLT	17	18

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

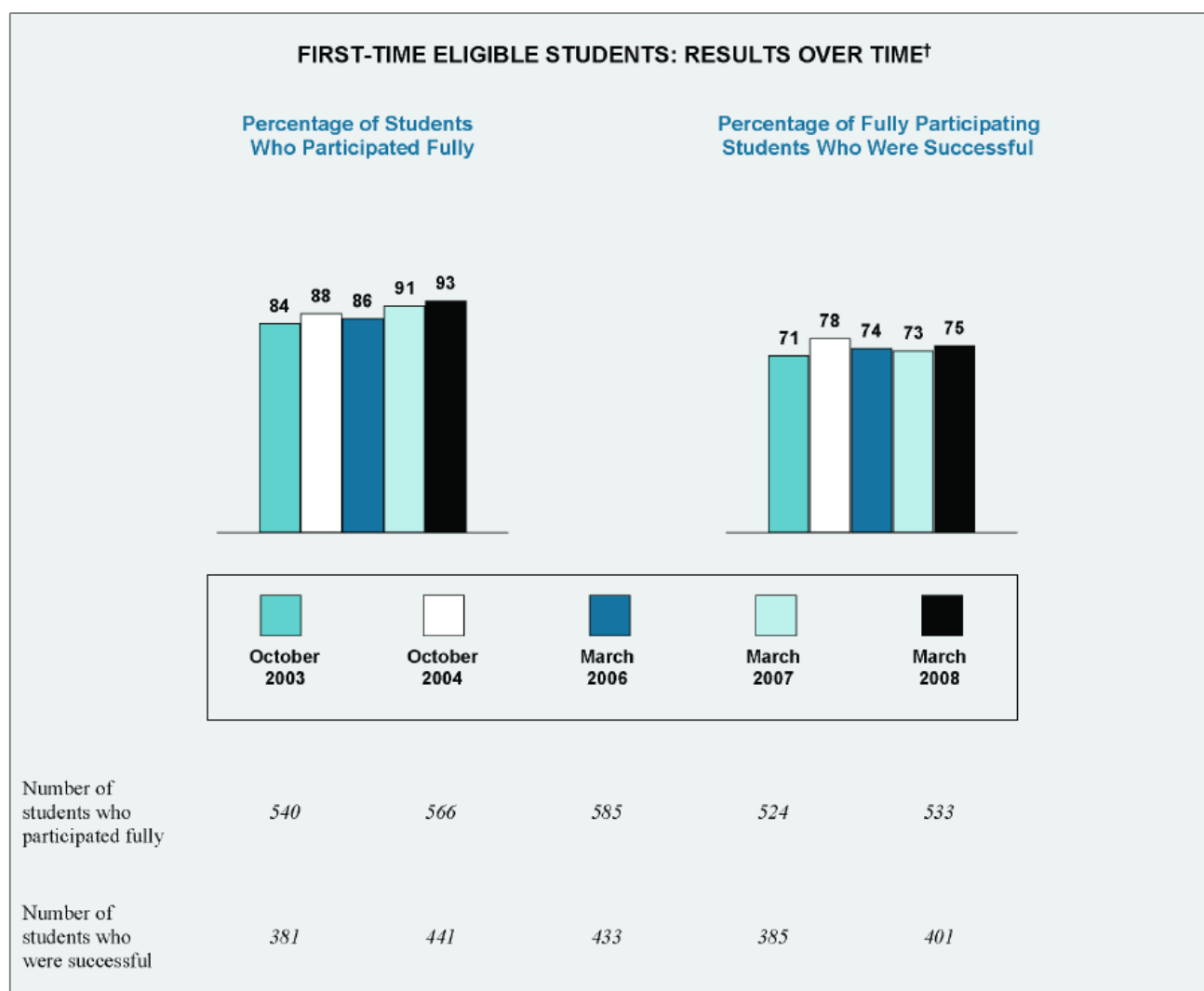


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Keewatin-Patricia DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	574	271
Students who participated fully	93%	71%
Fully participating students who were successful in completing the OSSLT*	75%	40%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	16%	26%
Students with special needs receiving accommodations (excluding gifted)*	13%	23%
Speak another language (or languages) as often as English at home	5%	16%
Speak only or mostly a language (or languages) other than English at home	<1%	2%
Number of schools administering the OSSLT	5	5

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



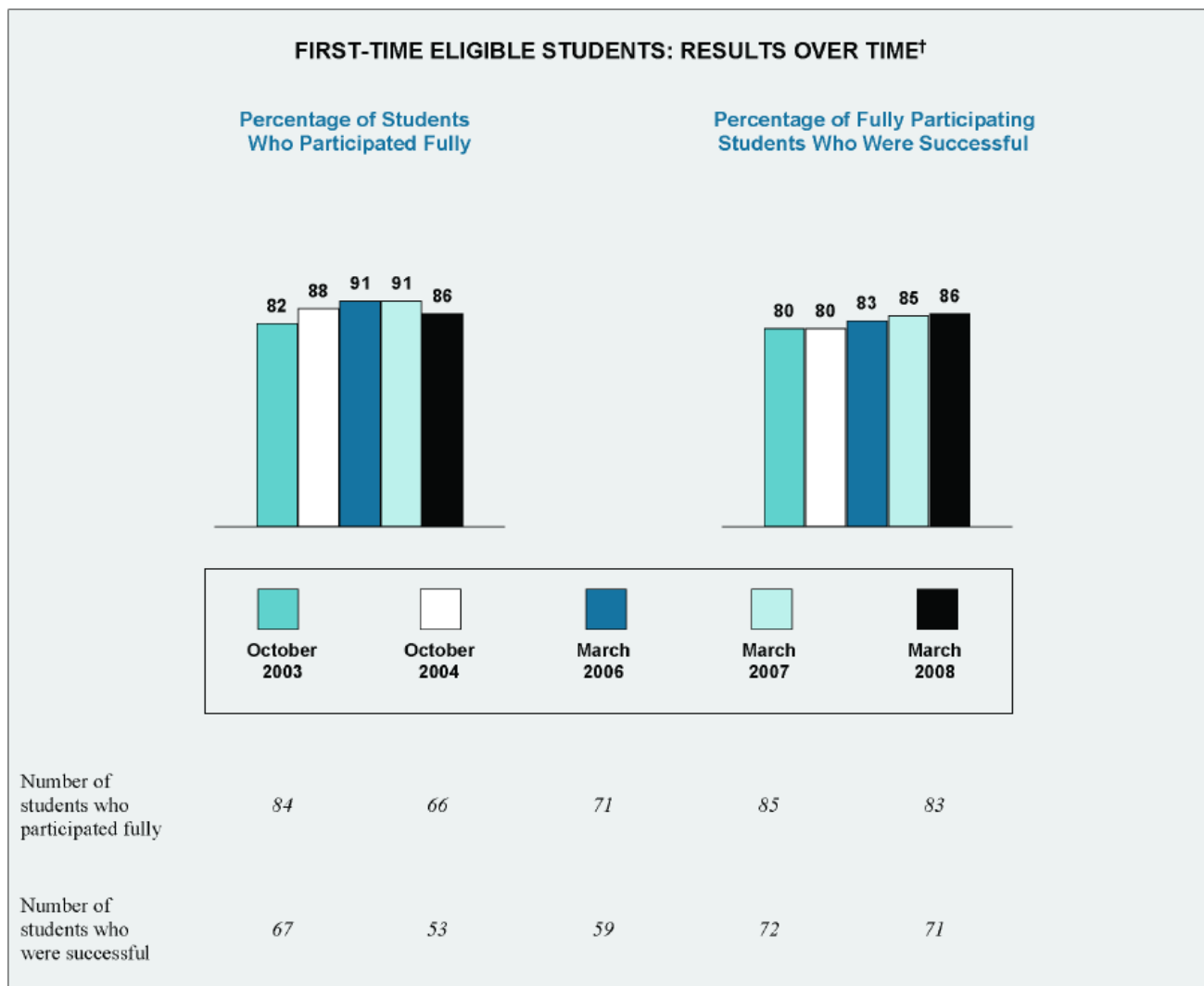
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Board Results

Board Name: Kenora Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	96	N/R
Students who participated fully	86%	N/R
Fully participating students who were successful in completing the OSSLT*	86%	N/R
English language learners	0%	N/R
English language learners receiving special provisions*	0%	N/R
Students with special needs (excluding gifted)	16%	N/R
Students with special needs receiving accommodations (excluding gifted)*	12%	N/R
Speak another language (or languages) as often as English at home	6%	N/R
Speak only or mostly a language (or languages) other than English at home	1%	N/R
Number of schools administering the OSSLT	1	N/R

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

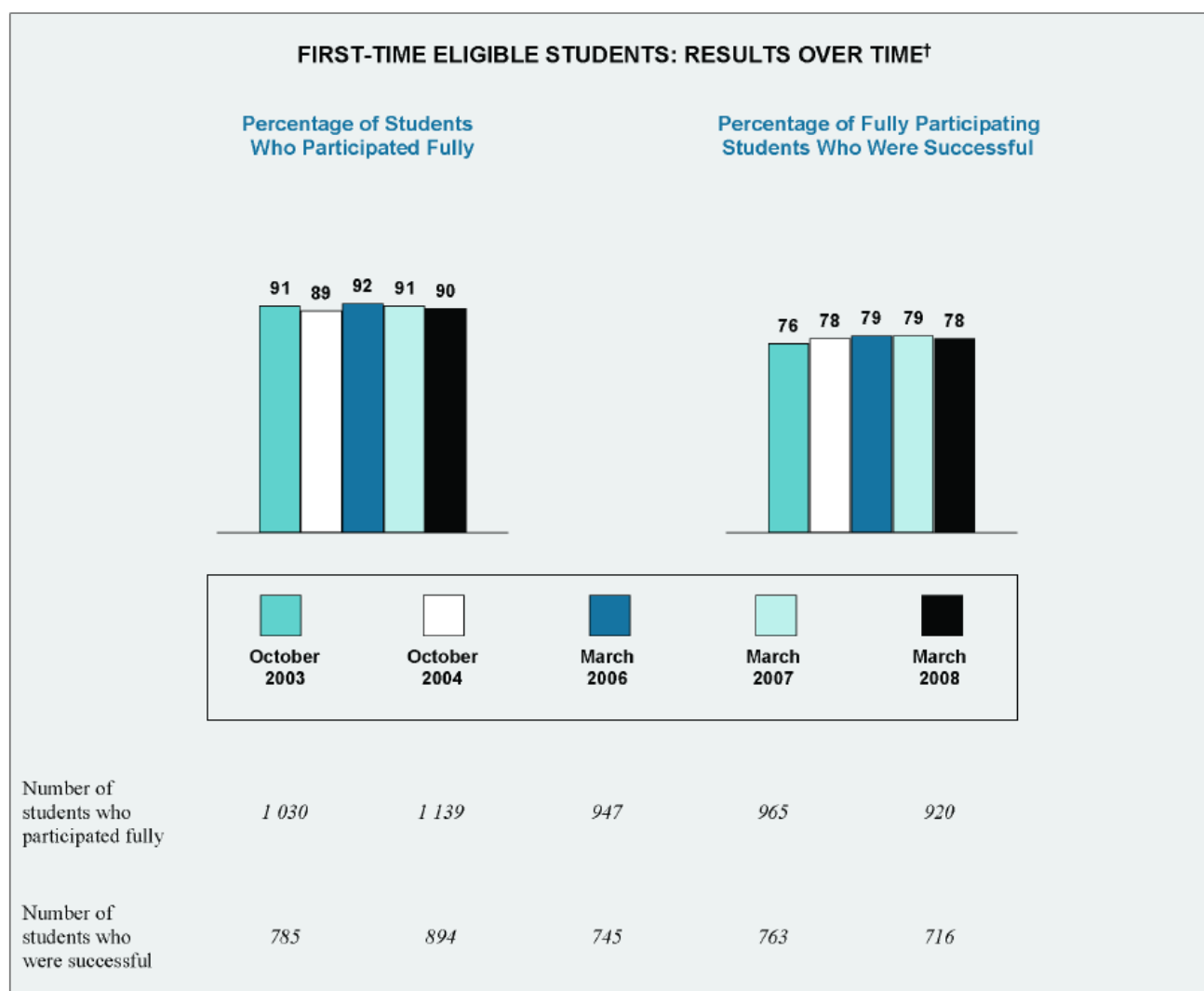


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Lakehead DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 023	Previously Eligible Students 404
Students who participated fully	90%	61%
Fully participating students who were successful in completing the OSSLT*	78%	51%
English language learners	<1%	2%
English language learners receiving special provisions*	<1%	2%
Students with special needs (excluding gifted)	15%	29%
Students with special needs receiving accommodations (excluding gifted)*	12%	26%
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	1%	3%
Number of schools administering the OSSLT	6	6

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



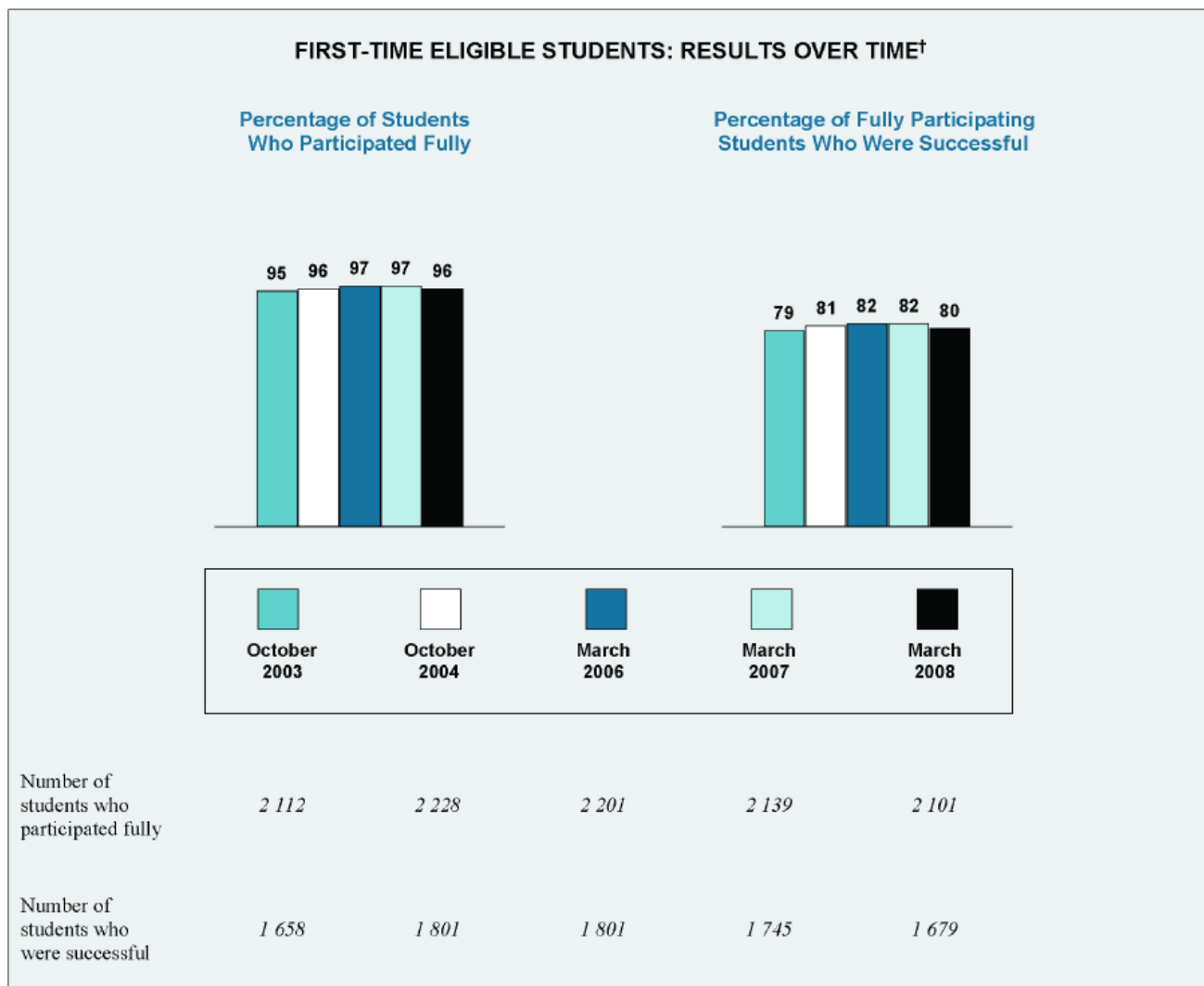
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Lambton Kent District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 192	Previously Eligible Students 610
Students who participated fully	96%	71%
Fully participating students who were successful in completing the OSSLT*	80%	50%
English language learners	<1%	2%
English language learners receiving special provisions*	<1%	2%
Students with special needs (excluding gifted)	19%	49%
Students with special needs receiving accommodations (excluding gifted)*	18%	45%
Speak another language (or languages) as often as English at home	4%	5%
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.

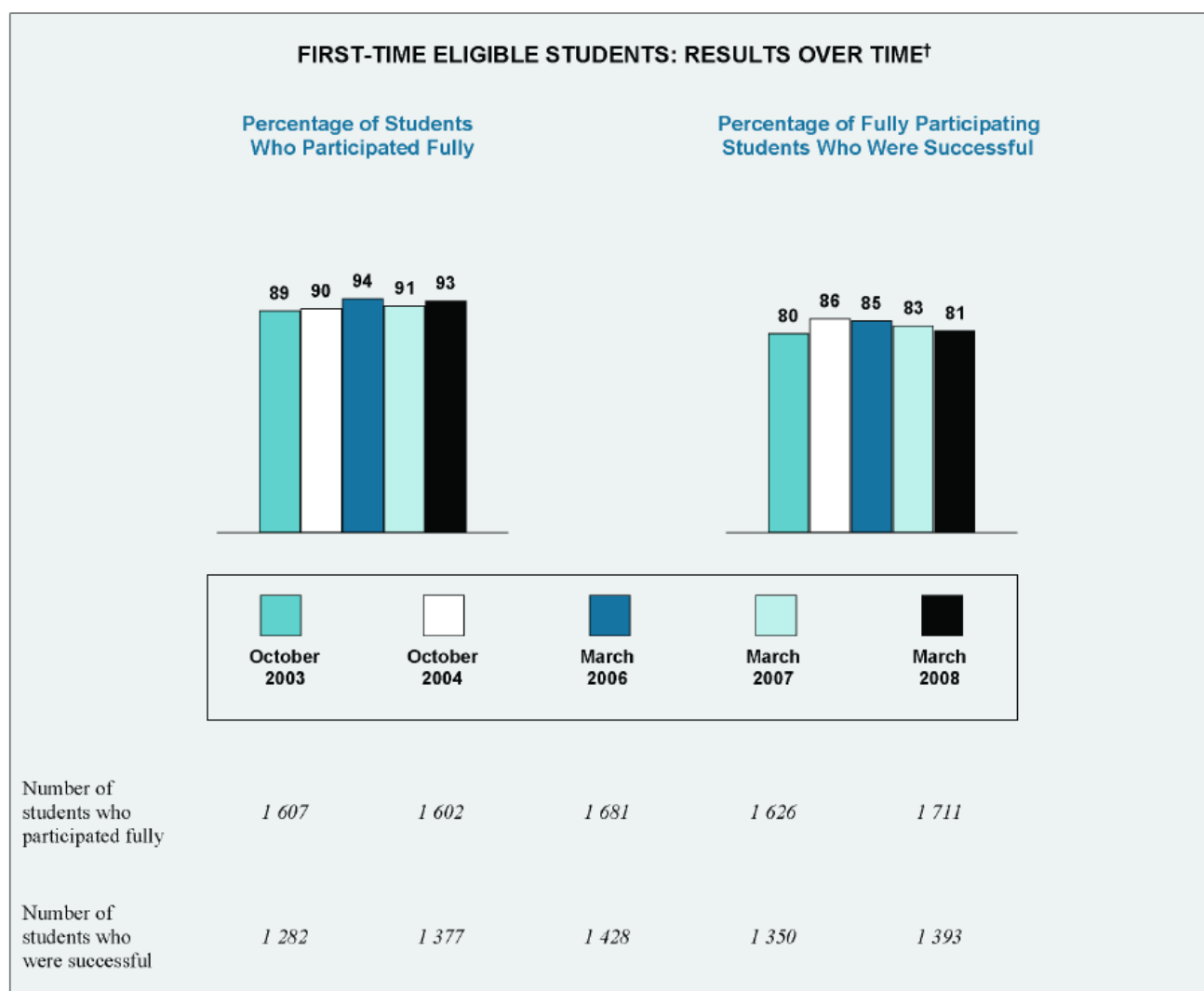


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Limestone DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 843	Previously Eligible Students 658
Students who participated fully	93%	49%
Fully participating students who were successful in completing the OSSLT*	81%	59%
English language learners	2%	3%
English language learners receiving special provisions*	1%	4%
Students with special needs (excluding gifted)	26%	40%
Students with special needs receiving accommodations (excluding gifted)*	22%	30%
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	2%	6%
Number of schools administering the OSSLT	12	12

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



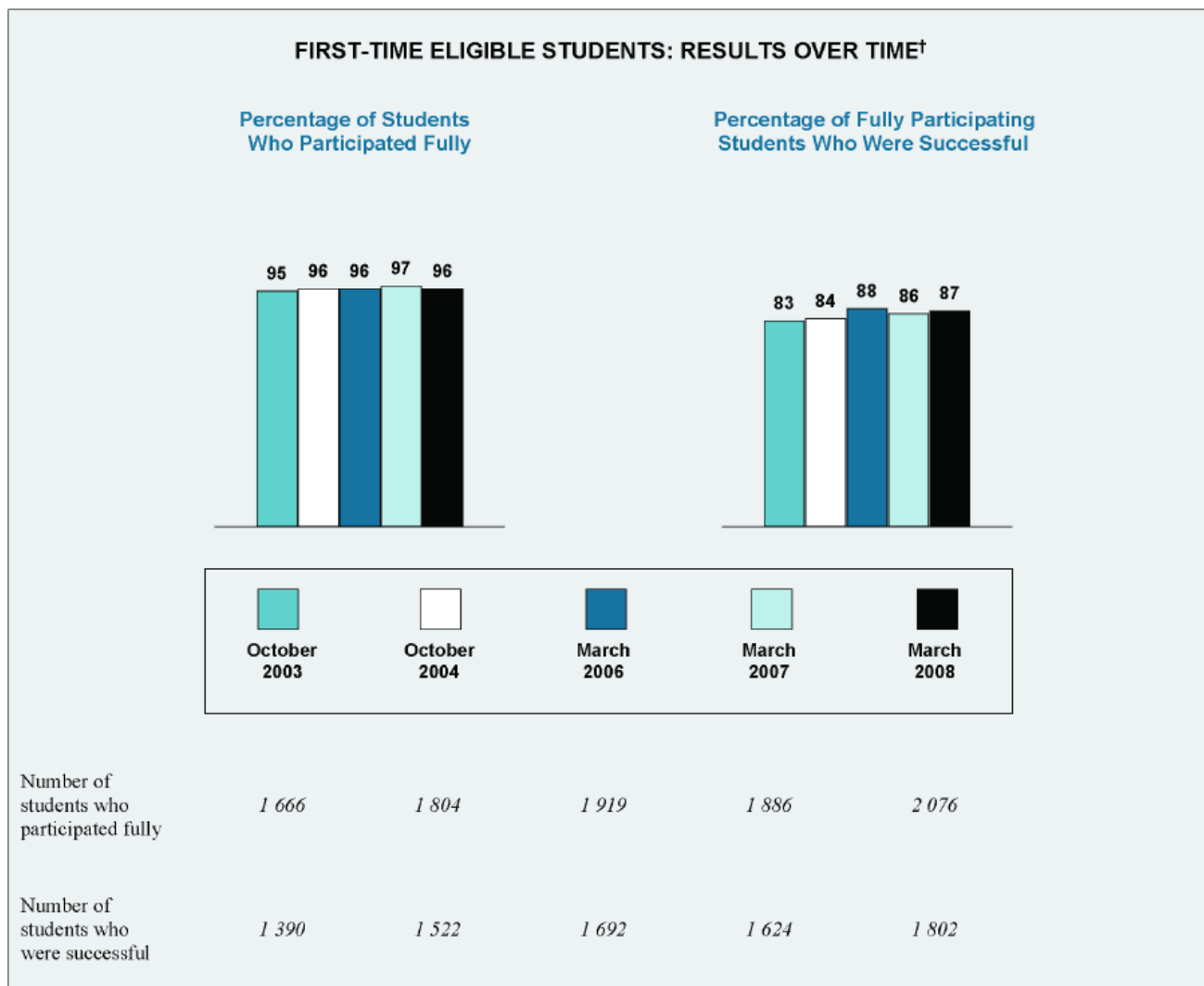
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: London District Catholic School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 157	Previously Eligible Students 321
Students who participated fully	96%	75%
Fully participating students who were successful in completing the OSSLT*	87%	62%
English language learners	2%	8%
English language learners receiving special provisions*	1%	4%
Students with special needs (excluding gifted)	12%	26%
Students with special needs receiving accommodations (excluding gifted)*	8%	19%
Speak another language (or languages) as often as English at home	15%	23%
Speak only or mostly a language (or languages) other than English at home	7%	15%
Number of schools administering the OSSLT	8	8

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

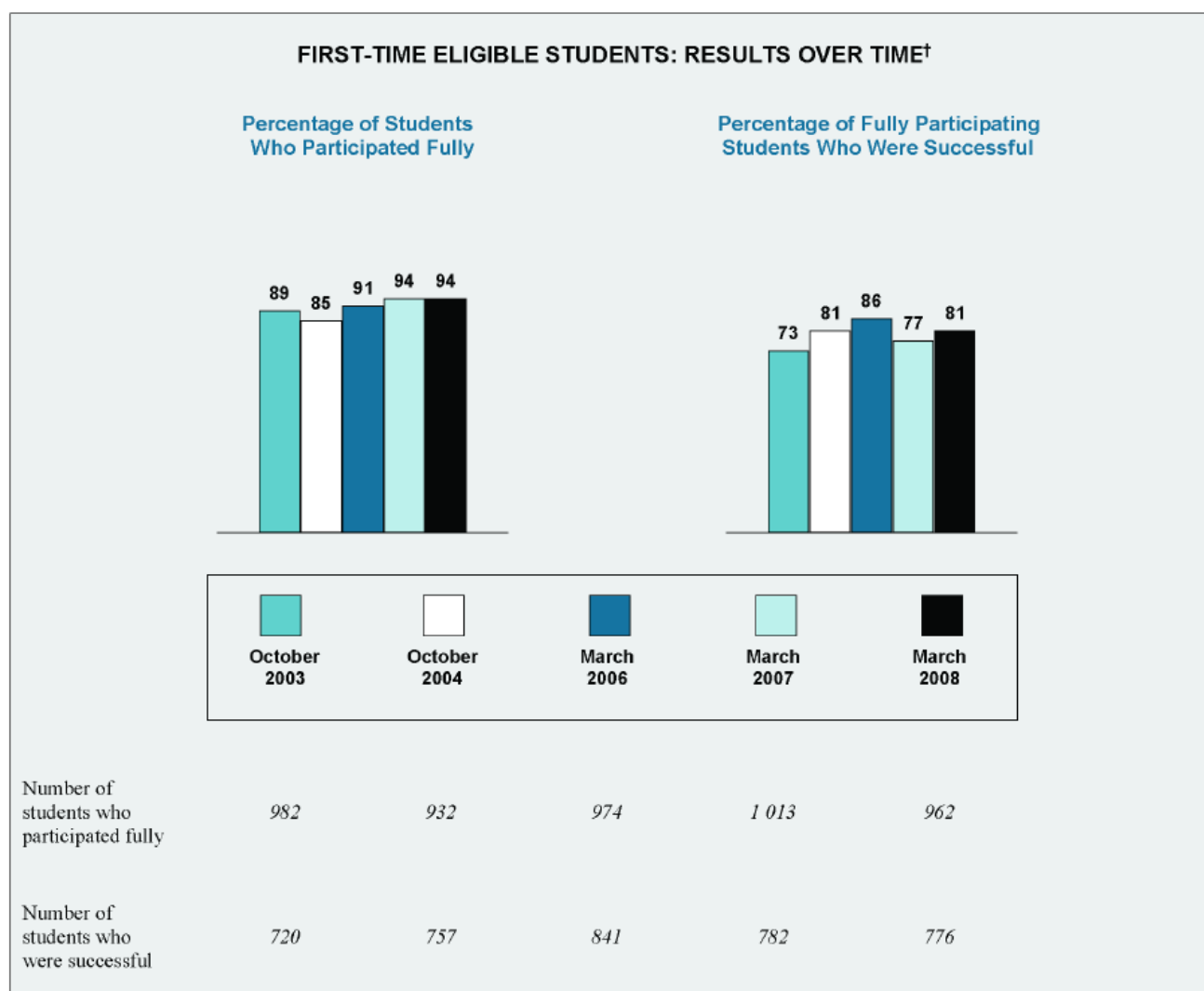


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Near North DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 018	Previously Eligible Students 361
Students who participated fully	94%	55%
Fully participating students who were successful in completing the OSSLT*	81%	54%
English language learners	<1%	<1%
English language learners receiving special provisions*	0%	1%
Students with special needs (excluding gifted)	22%	42%
Students with special needs receiving accommodations (excluding gifted)*	20%	41%
Speak another language (or languages) as often as English at home	6%	6%
Speak only or mostly a language (or languages) other than English at home	1%	4%
Number of schools administering the OSSLT	7	7

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



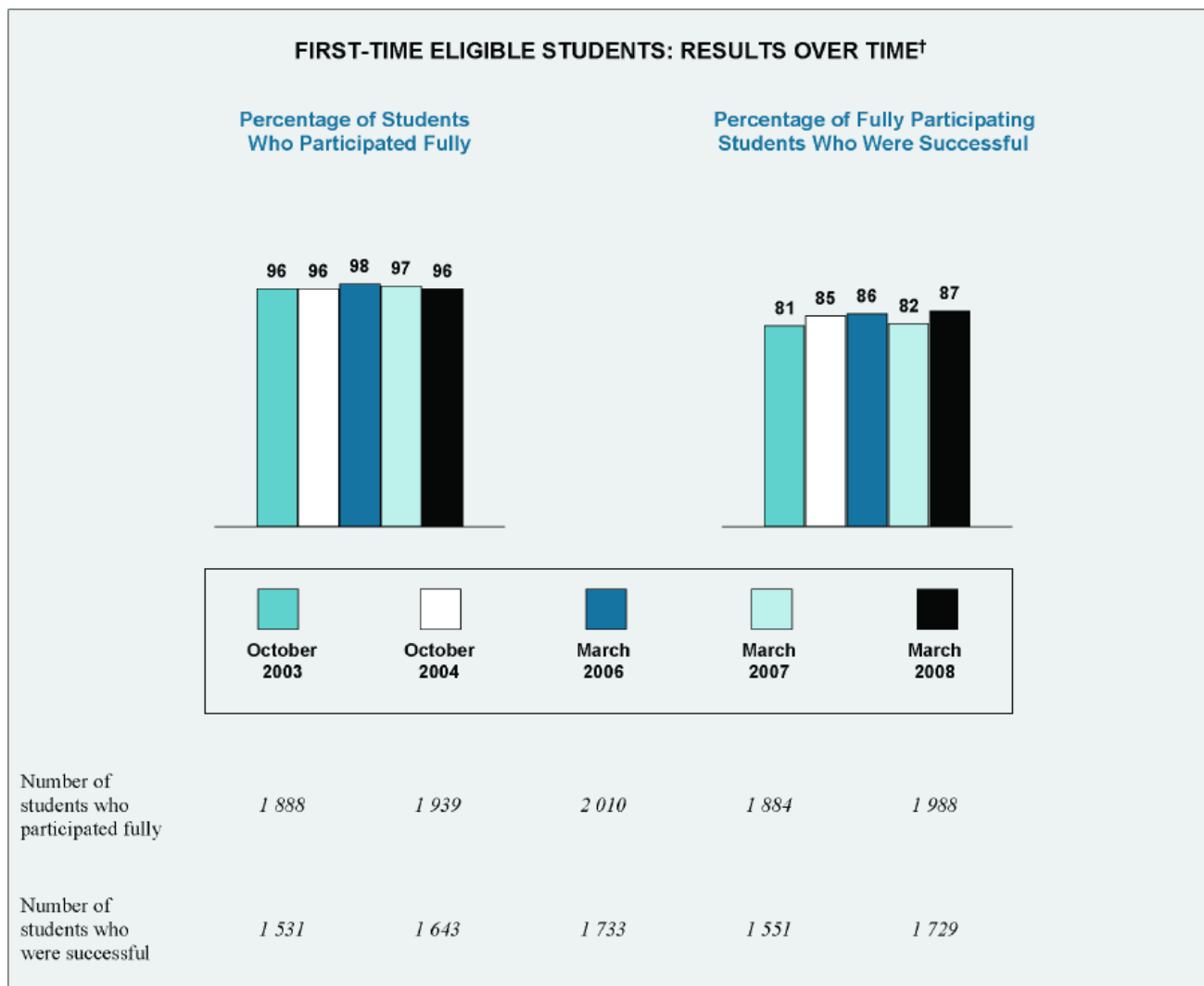
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Niagara Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 074	Previously Eligible Students 502
Students who participated fully	96%	59%
Fully participating students who were successful in completing the OSSLT*	87%	53%
English language learners	1%	1%
English language learners receiving special provisions*	1%	2%
Students with special needs (excluding gifted)	12%	43%
Students with special needs receiving accommodations (excluding gifted)*	11%	37%
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%	7%
Number of schools administering the OSSLT	8	8

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

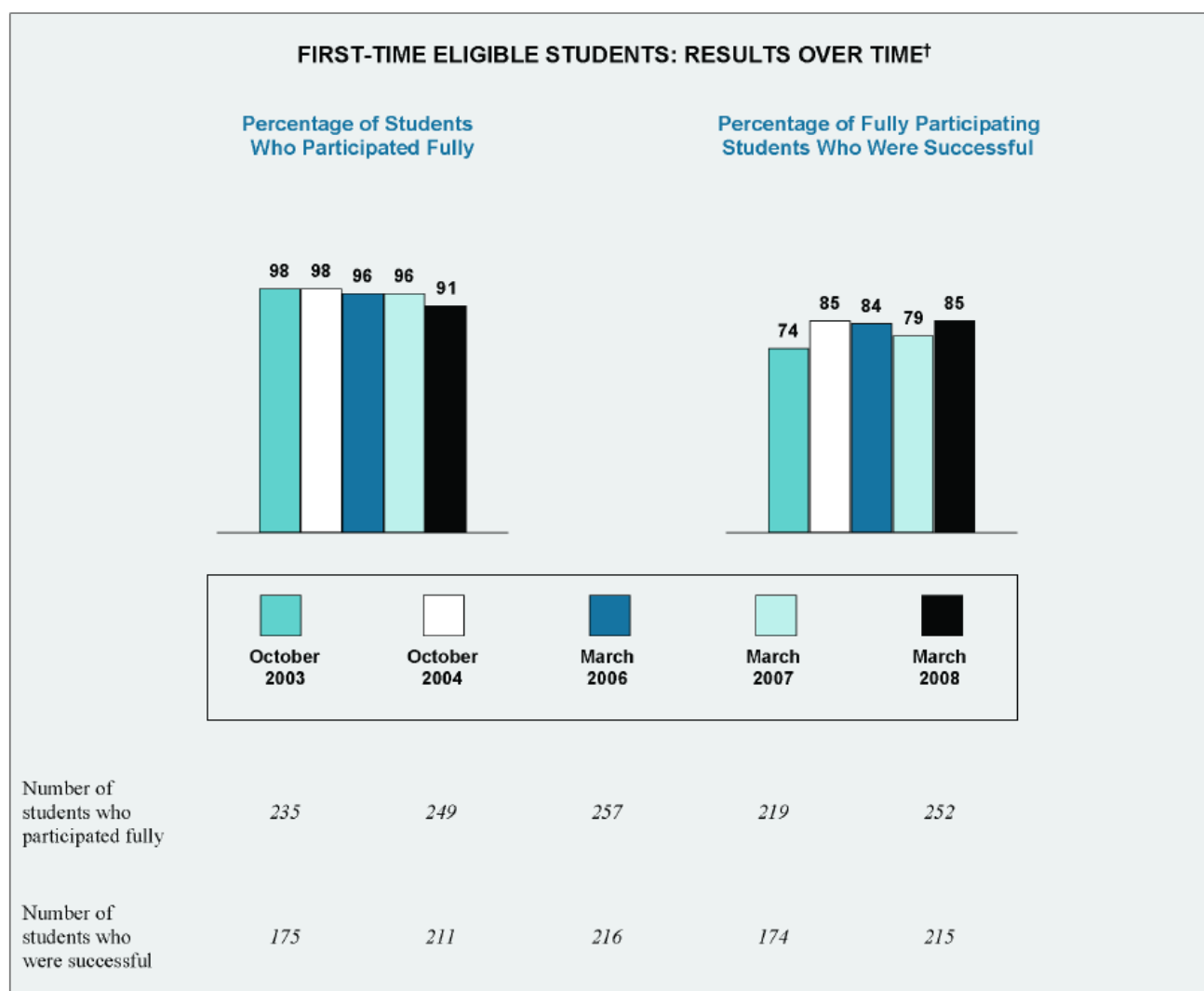


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Nipissing-Parry Sound Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	278	69
Students who participated fully	91%	42%
Fully participating students who were successful in completing the OSSLT*	85%	76%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	24%	48%
Students with special needs receiving accommodations (excluding gifted)*	19%	21%
Speak another language (or languages) as often as English at home	7%	3%
Speak only or mostly a language (or languages) other than English at home	0%	0%
Number of schools administering the OSSLT	1	1

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



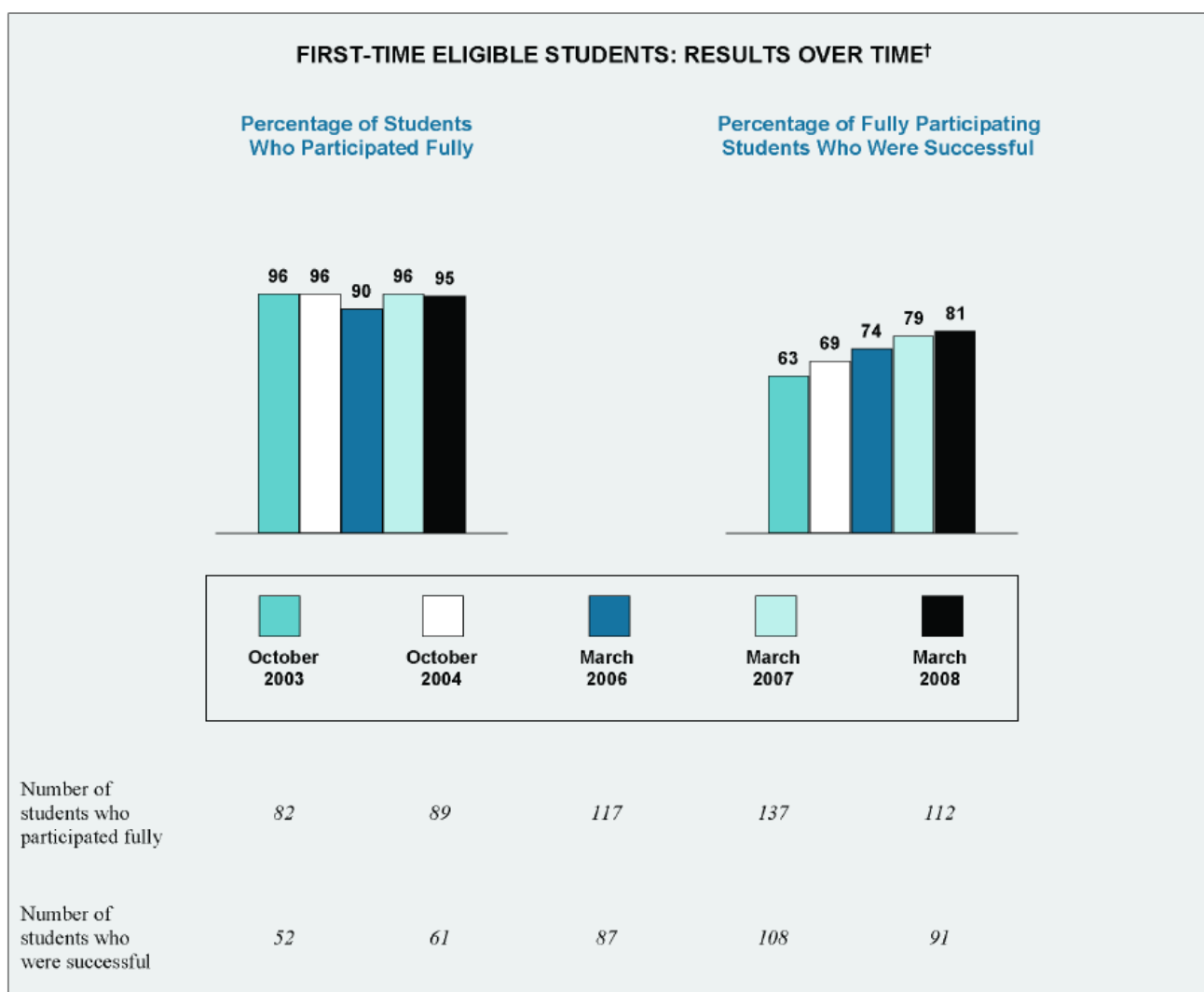
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Northeastern Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 118	Previously Eligible Students 38
Students who participated fully	95%	84%
Fully participating students who were successful in completing the OSSLT*	81%	47%
English language learners	0%	3%
English language learners receiving special provisions*	0%	3%
Students with special needs (excluding gifted)	23%	37%
Students with special needs receiving accommodations (excluding gifted)*	21%	34%
Speak another language (or languages) as often as English at home	14%	25%
Speak only or mostly a language (or languages) other than English at home	3%	9%
Number of schools administering the OSSLT	1	1

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

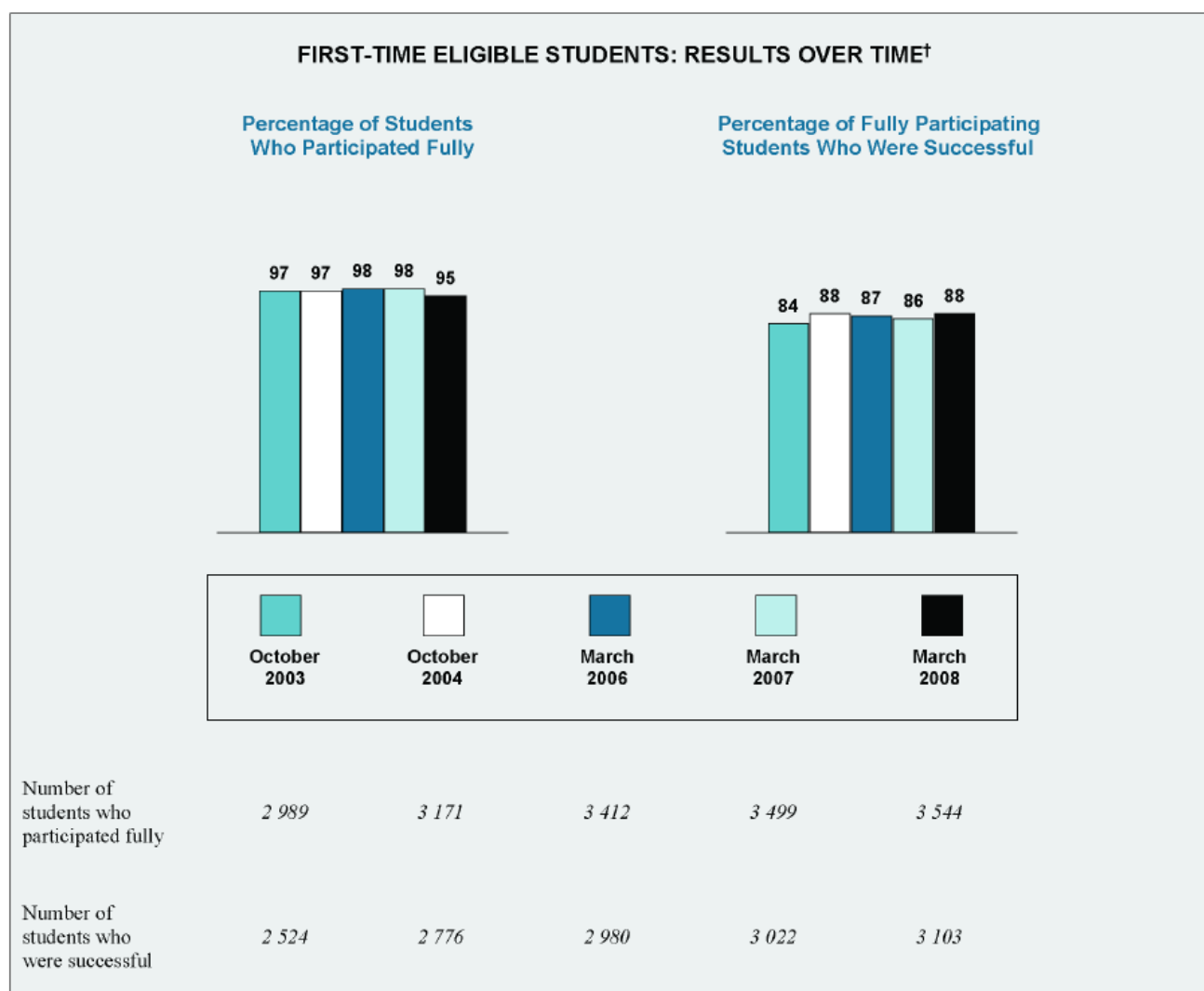


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Ottawa Catholic District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 730	Previously Eligible Students 597
Students who participated fully	95%	67%
Fully participating students who were successful in completing the OSSLT*	88%	56%
English language learners	2%	5%
English language learners receiving special provisions*	1%	3%
Students with special needs (excluding gifted)	14%	42%
Students with special needs receiving accommodations (excluding gifted)*	12%	36%
Speak another language (or languages) as often as English at home	17%	22%
Speak only or mostly a language (or languages) other than English at home	6%	10%
Number of schools administering the OSSLT	16	16

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



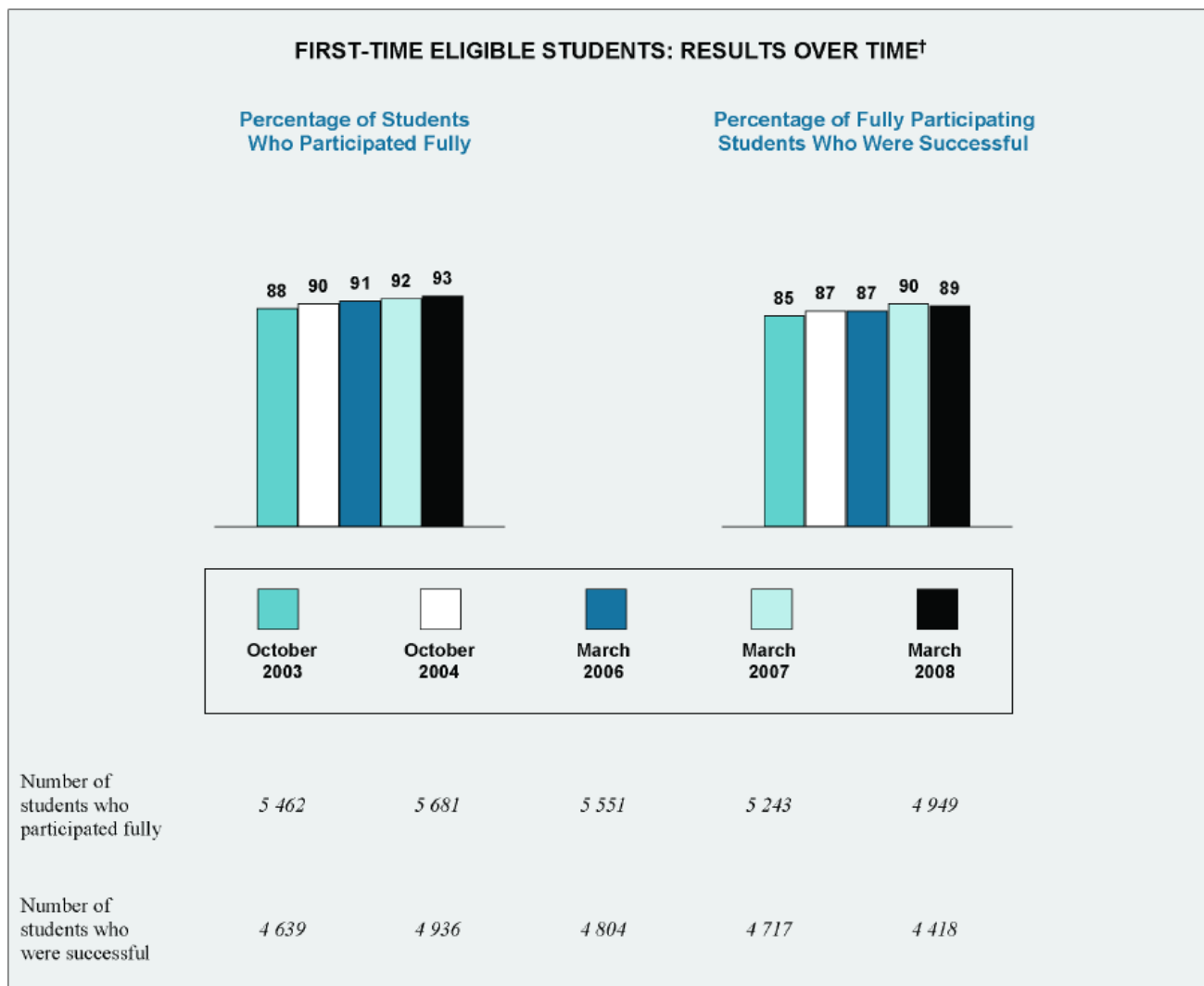
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Ottawa-Carleton DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 5 332	Previously Eligible Students 1 676
Students who participated fully	93%	64%
Fully participating students who were successful in completing the OSSLT*	89%	56%
English language learners	7%	16%
English language learners receiving special provisions*	2%	9%
Students with special needs (excluding gifted)	17%	29%
Students with special needs receiving accommodations (excluding gifted)*	13%	29%
Speak another language (or languages) as often as English at home	17%	26%
Speak only or mostly a language (or languages) other than English at home	9%	20%
Number of schools administering the OSSLT	30	30

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

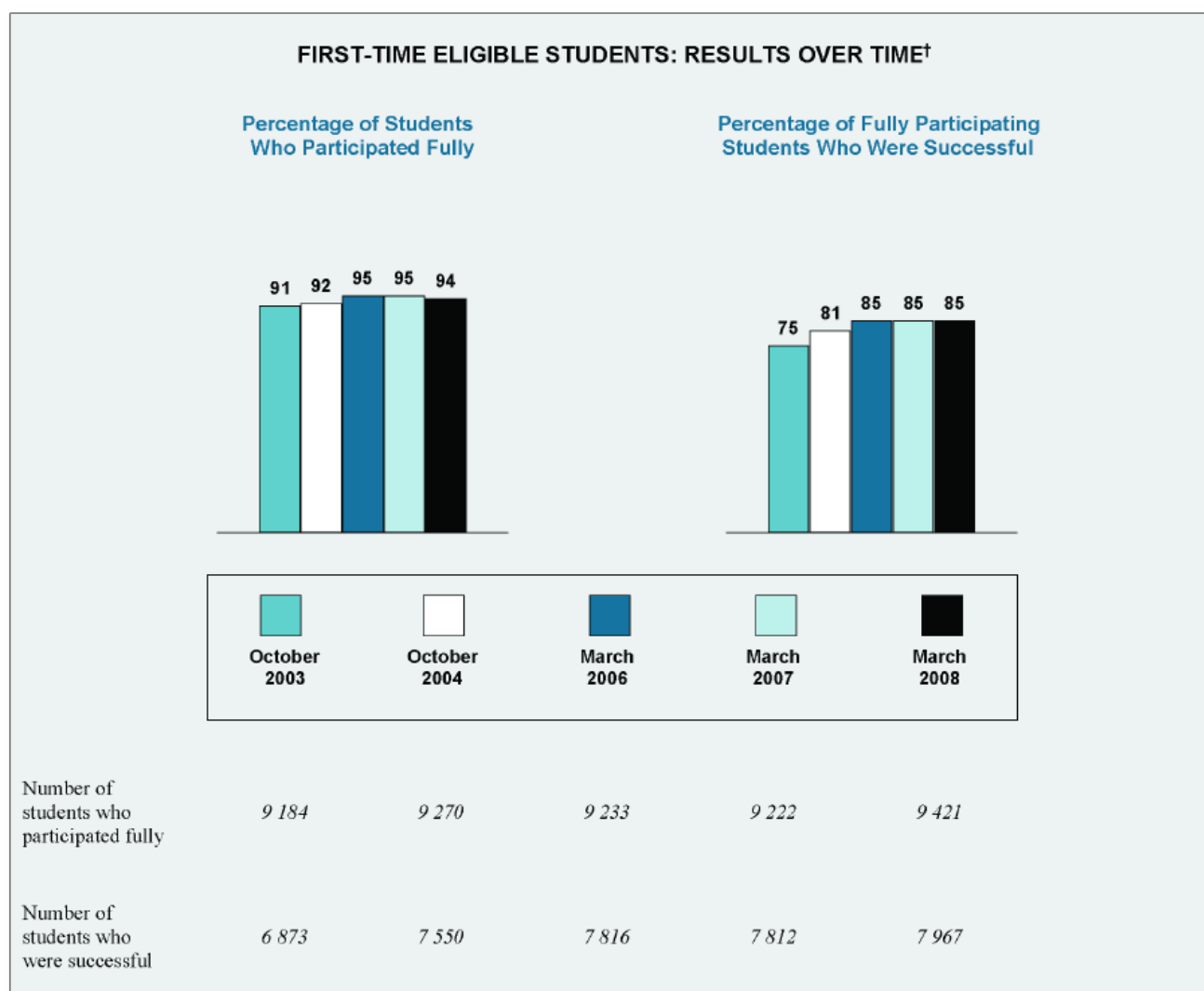


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Peel District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 9 982	Previously Eligible Students 3 894
Students who participated fully	94%	57%
Fully participating students who were successful in completing the OSSLT*	85%	50%
English language learners	4%	18%
English language learners receiving special provisions*	2%	14%
Students with special needs (excluding gifted)	14%	28%
Students with special needs receiving accommodations (excluding gifted)*	11%	22%
Speak another language (or languages) as often as English at home	30%	34%
Speak only or mostly a language (or languages) other than English at home	10%	21%
Number of schools administering the OSSLT	42	42

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



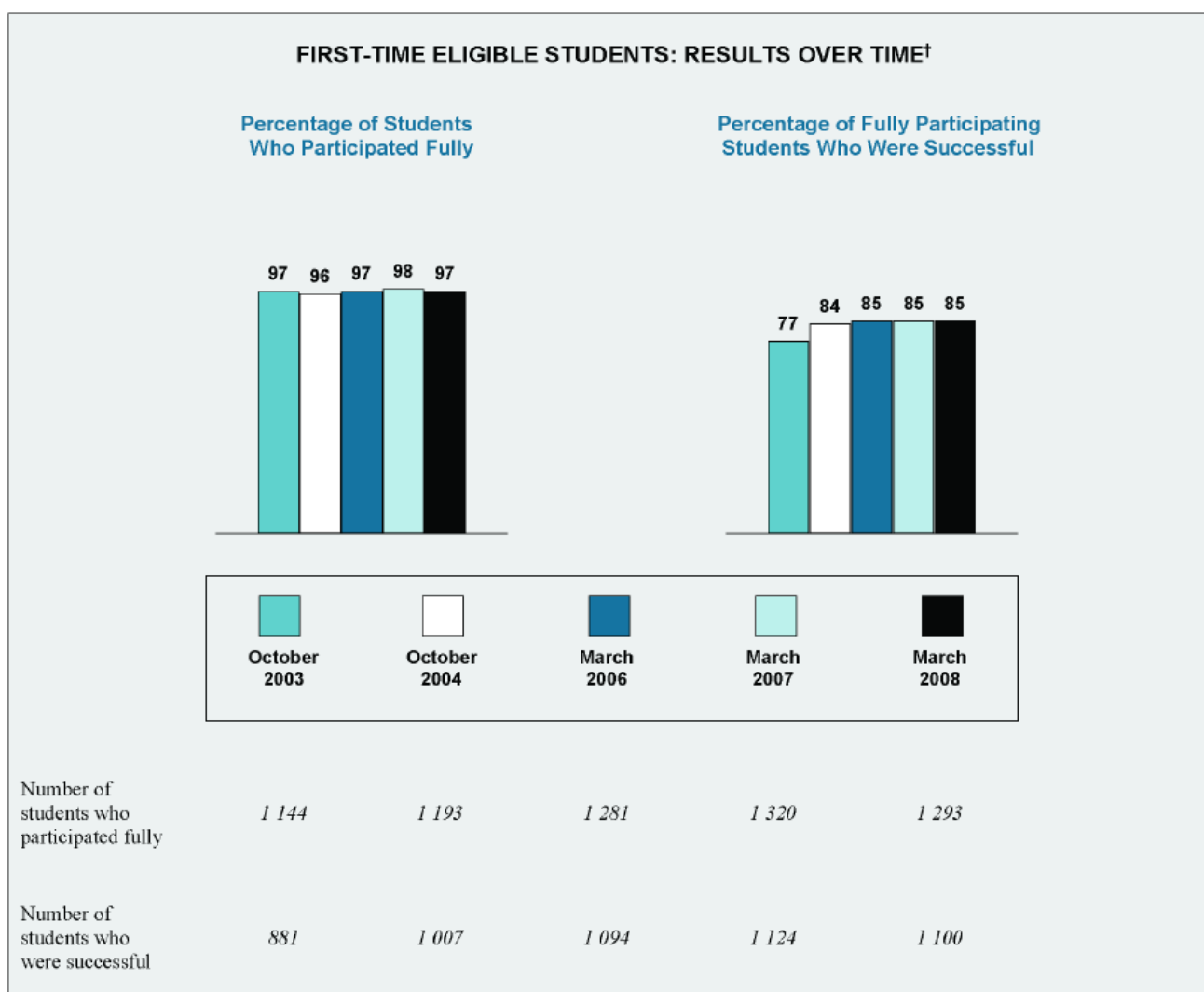
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Peterborough Victoria Northumberland and Clarington CDSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 339	Previously Eligible Students 278
Students who participated fully	97%	78%
Fully participating students who were successful in completing the OSSLT*	85%	53%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	20%	55%
Students with special needs receiving accommodations (excluding gifted)*	18%	52%
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	1%	1%
Number of schools administering the OSSLT	6	6

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



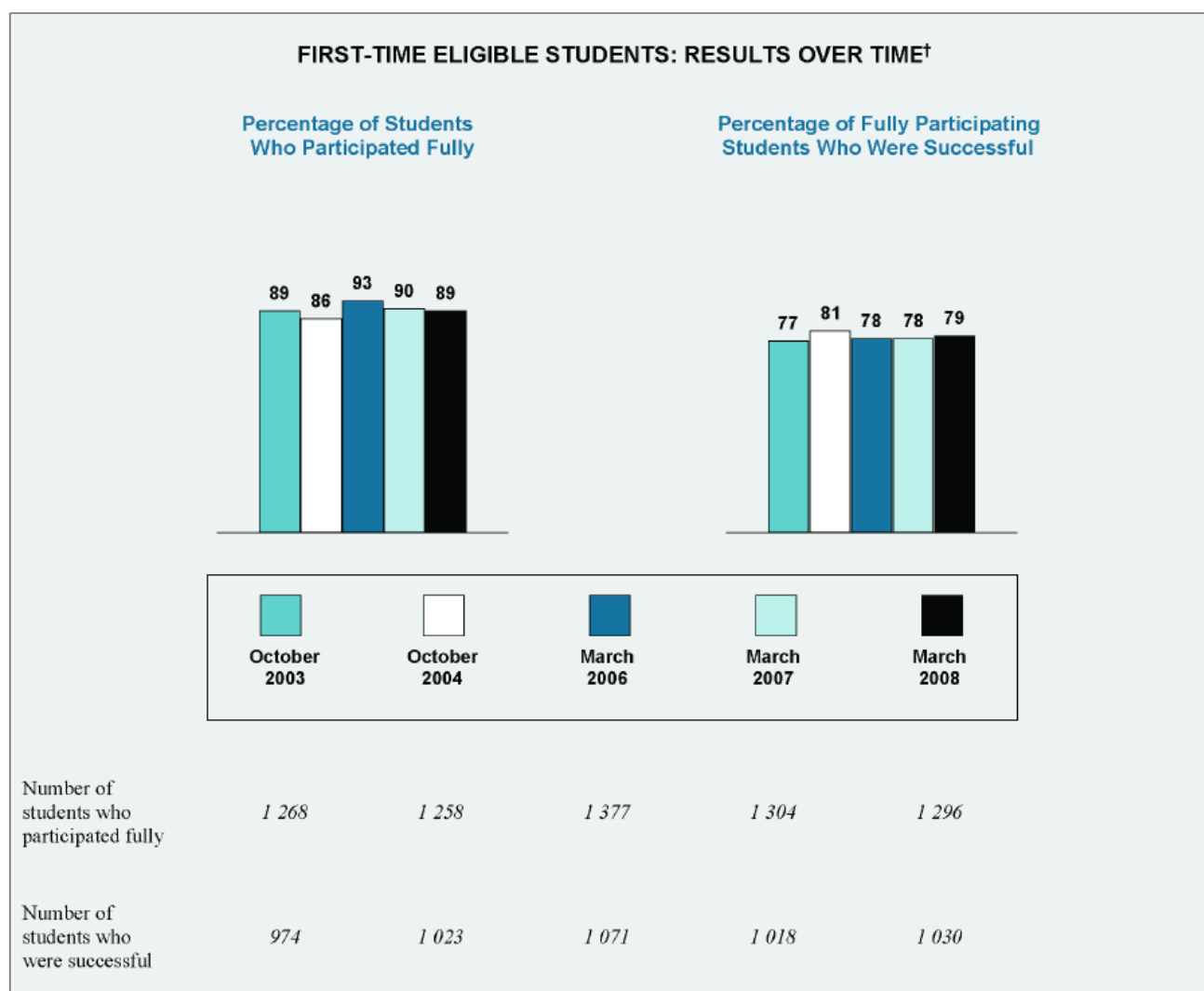
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Rainbow District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 455	Previously Eligible Students 526
Students who participated fully	89%	69%
Fully participating students who were successful in completing the OSSLT*	79%	50%
English language learners	<1%	<1%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	16%	32%
Students with special needs receiving accommodations (excluding gifted)*	12%	29%
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	1%	2%

Number of schools administering the OSSLT	10	11
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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 English language learners and students with special needs, number of times the students have attempted the test).

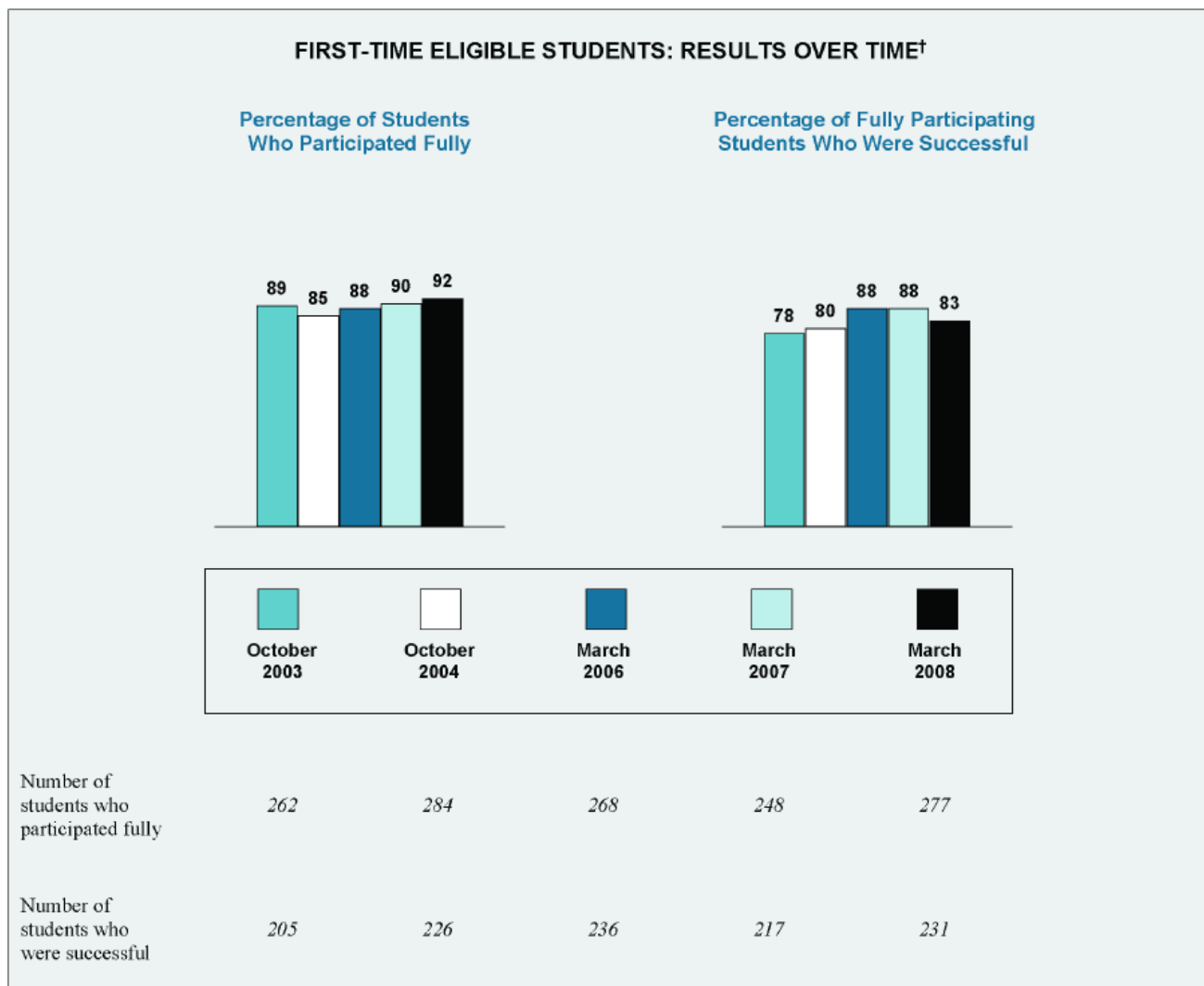
Board Results

Board Name: Rainy River DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 300	Previously Eligible Students 83
Students who participated fully	92%	53%
Fully participating students who were successful in completing the OSSLT*	83%	55%
English language learners	<1%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	18%	29%
Students with special needs receiving accommodations (excluding gifted)*	14%	34%
Speak another language (or languages) as often as English at home	4%	12%
Speak only or mostly a language (or languages) other than English at home	1%	0%

Number of schools administering the OSSLT	3	3
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* Percentages are based on the number of students who participated fully.



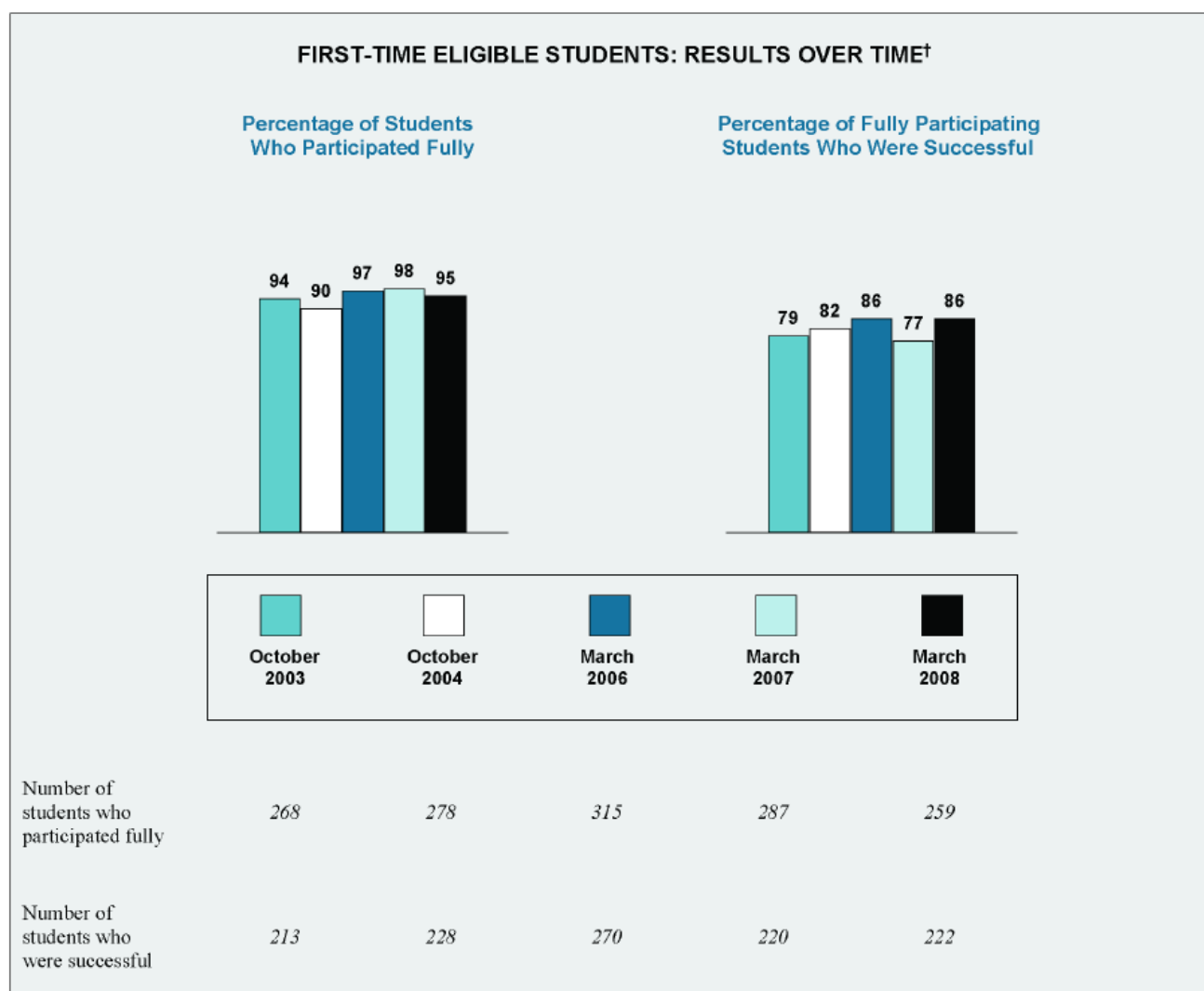
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Renfrew County Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	272	86
Students who participated fully	95%	70%
Fully participating students who were successful in completing the OSSLT*	86%	57%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	15%	44%
Students with special needs receiving accommodations (excluding gifted)*	13%	27%
Speak another language (or languages) as often as English at home	4%	5%
Speak only or mostly a language (or languages) other than English at home	1%	3%

Number of schools administering the OSSLT	3	2
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* Percentages are based on the number of students who participated fully.



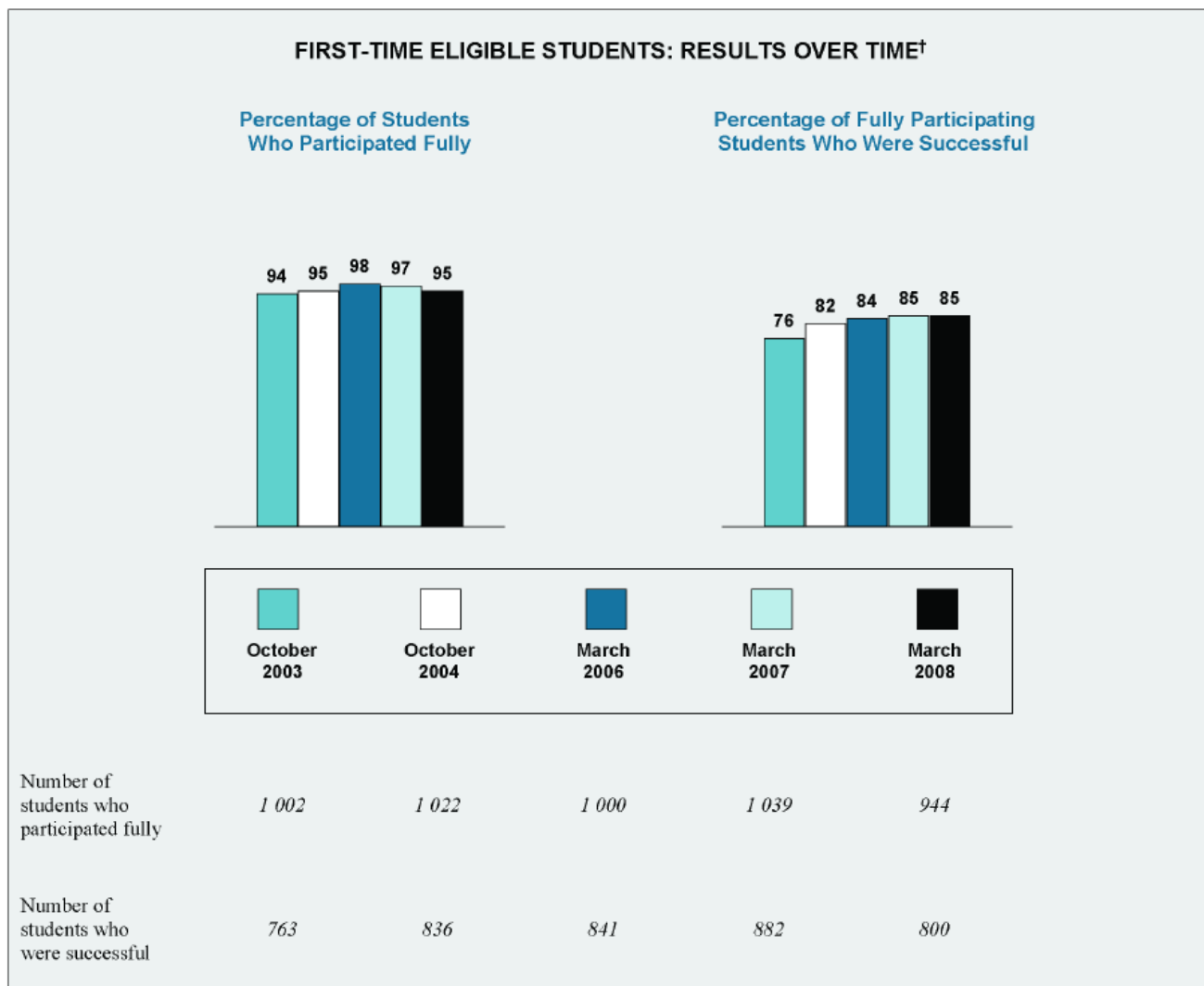
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Renfrew County DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	997	287
Students who participated fully	95%	54%
Fully participating students who were successful in completing the OSSLT*	85%	48%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	18%	45%
Students with special needs receiving accommodations (excluding gifted)*	14%	41%
Speak another language (or languages) as often as English at home	4%	5%
Speak only or mostly a language (or languages) other than English at home	1%	0%
Number of schools administering the OSSLT	8	8

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

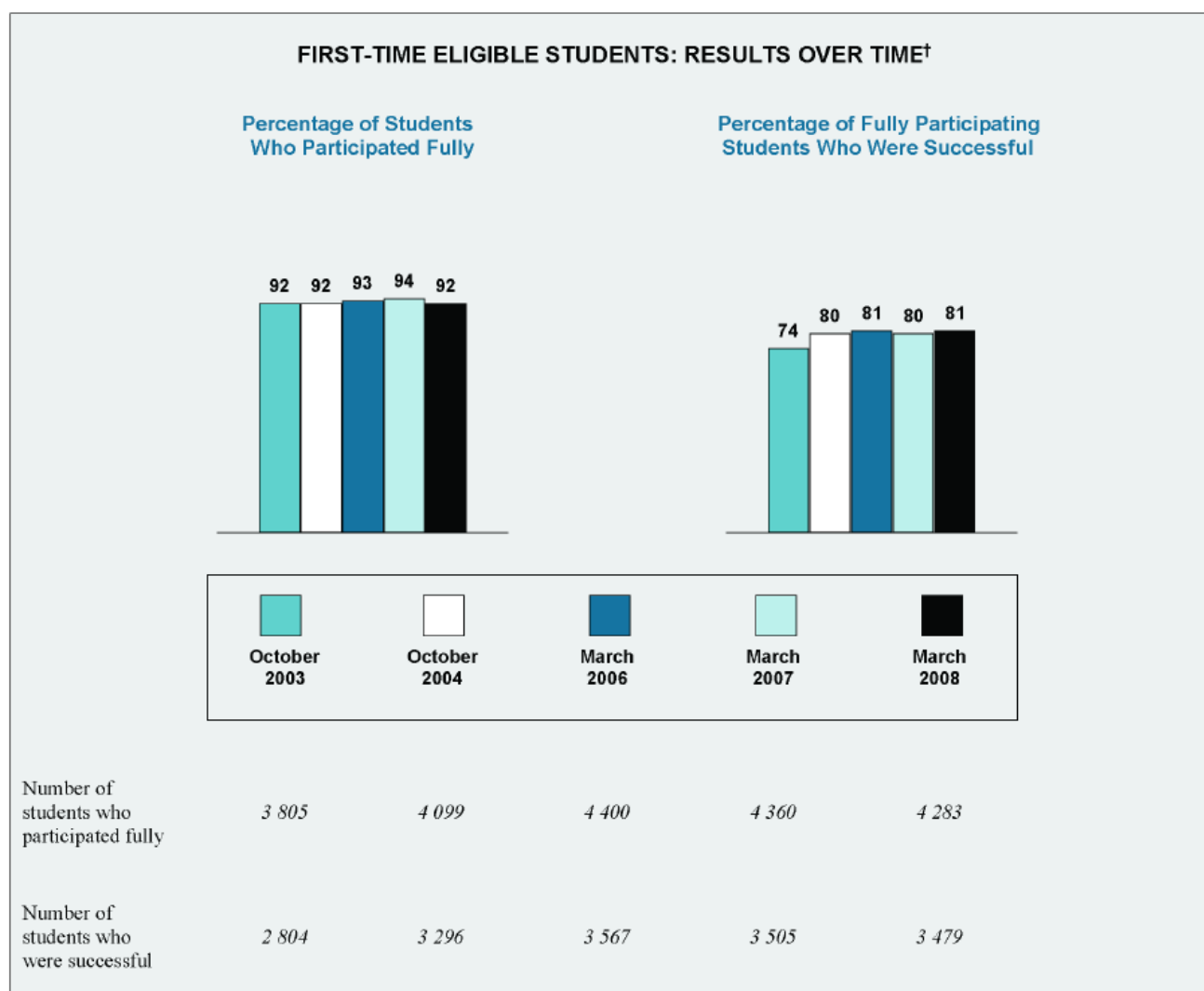


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Simcoe County DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 632	Previously Eligible Students 1 450
Students who participated fully	92%	65%
Fully participating students who were successful in completing the OSSLT*	81%	52%
English language learners	1%	1%
English language learners receiving special provisions*	<1%	1%
Students with special needs (excluding gifted)	17%	37%
Students with special needs receiving accommodations (excluding gifted)*	16%	37%
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%	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 English language learners and students with special needs, number of times the students have attempted the test).

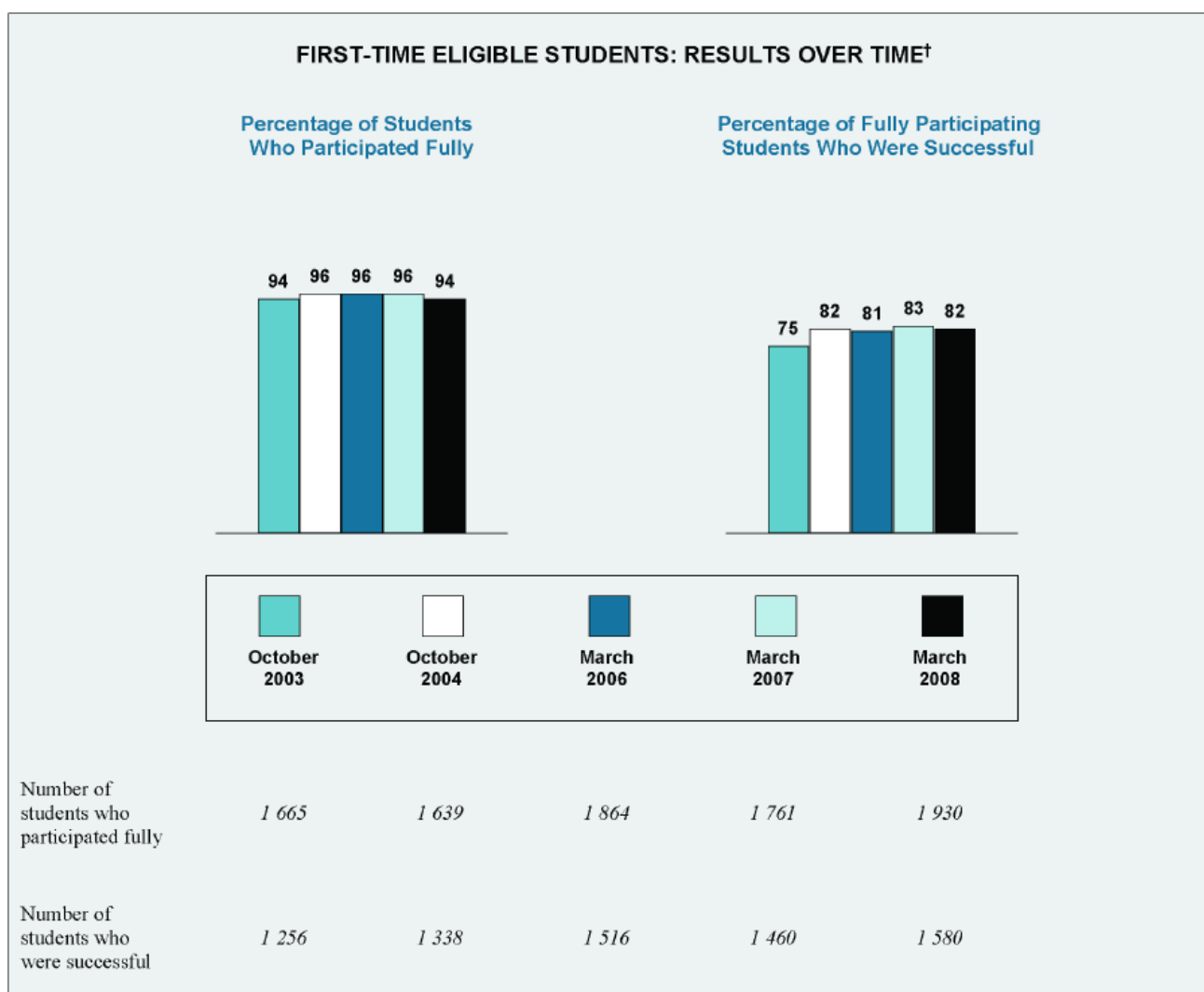
Board Results

Board Name: Simcoe Muskoka Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 046	Previously Eligible Students 466
Students who participated fully	94%	61%
Fully participating students who were successful in completing the OSSLT*	82%	58%
English language learners	<1%	0%
English language learners receiving special provisions*	<1%	0%
Students with special needs (excluding gifted)	16%	38%
Students with special needs receiving accommodations (excluding gifted)*	13%	31%
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	2%	3%

Number of schools administering the OSSLT	9	9
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* Percentages are based on the number of students who participated fully.

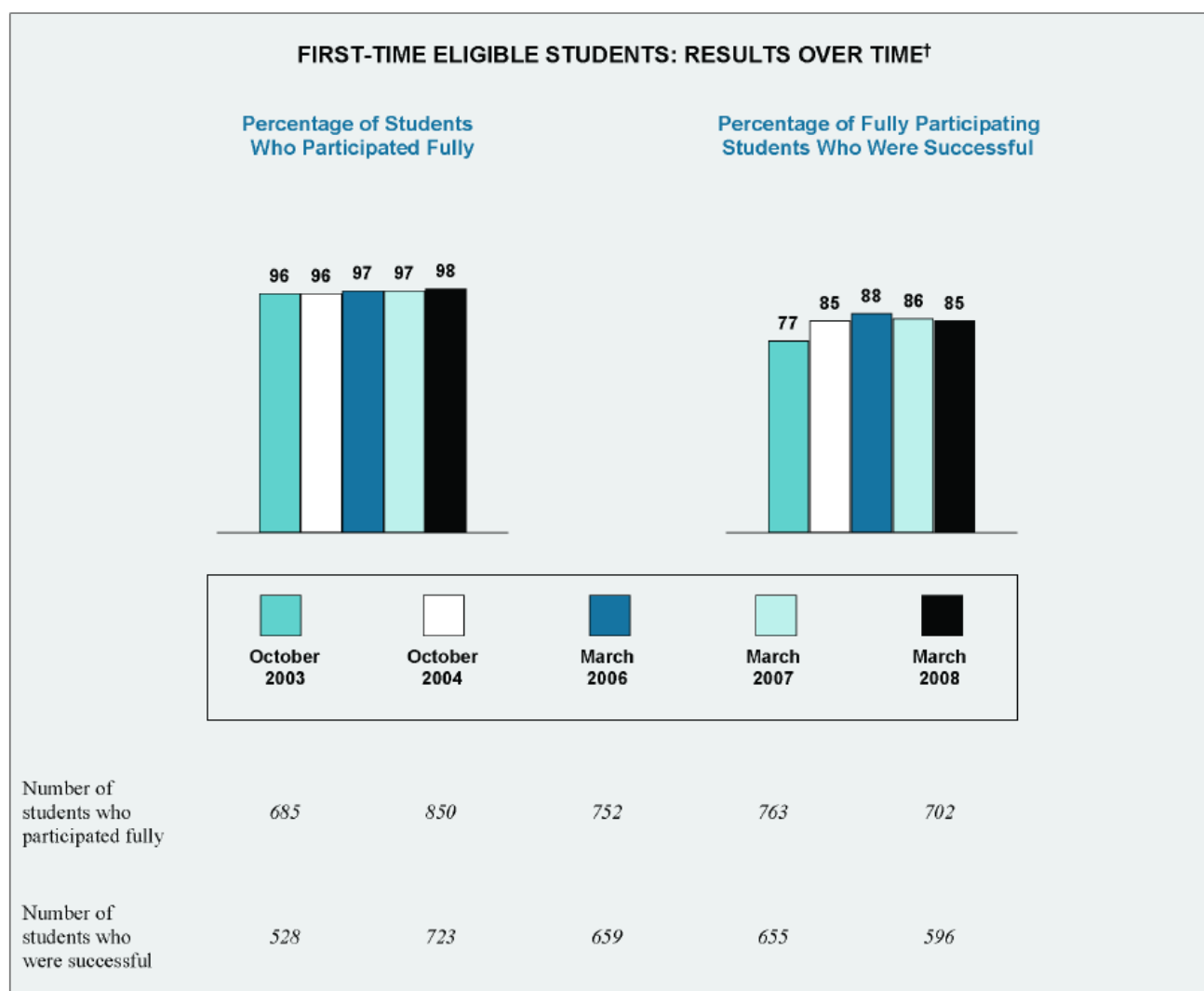


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: St. Clair Catholic District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	718	159
Students who participated fully	98%	60%
Fully participating students who were successful in completing the OSSLT*	85%	61%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	18%	48%
Students with special needs receiving accommodations (excluding gifted)*	11%	20%
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	2%	3%
Number of schools administering the OSSLT	3	3

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



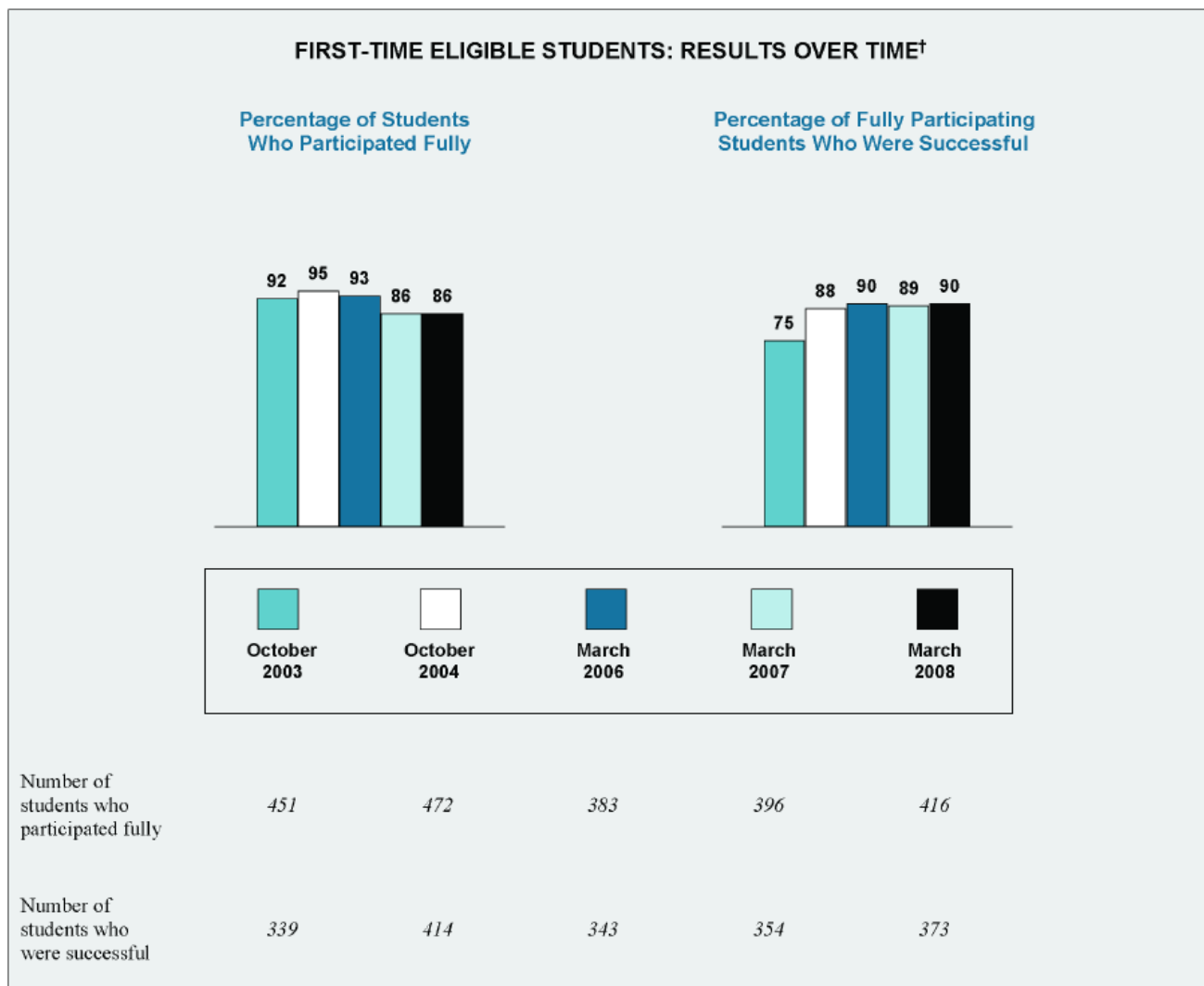
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Sudbury Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 482	Previously Eligible Students 129
Students who participated fully	86%	36%
Fully participating students who were successful in completing the OSSLT*	90%	74%
English language learners	<1%	1%
English language learners receiving special provisions*	<1%	2%
Students with special needs (excluding gifted)	14%	55%
Students with special needs receiving accommodations (excluding gifted)*	9%	52%
Speak another language (or languages) as often as English at home	11%	7%
Speak only or mostly a language (or languages) other than English at home	1%	4%
Number of schools administering the OSSLT	4	4

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

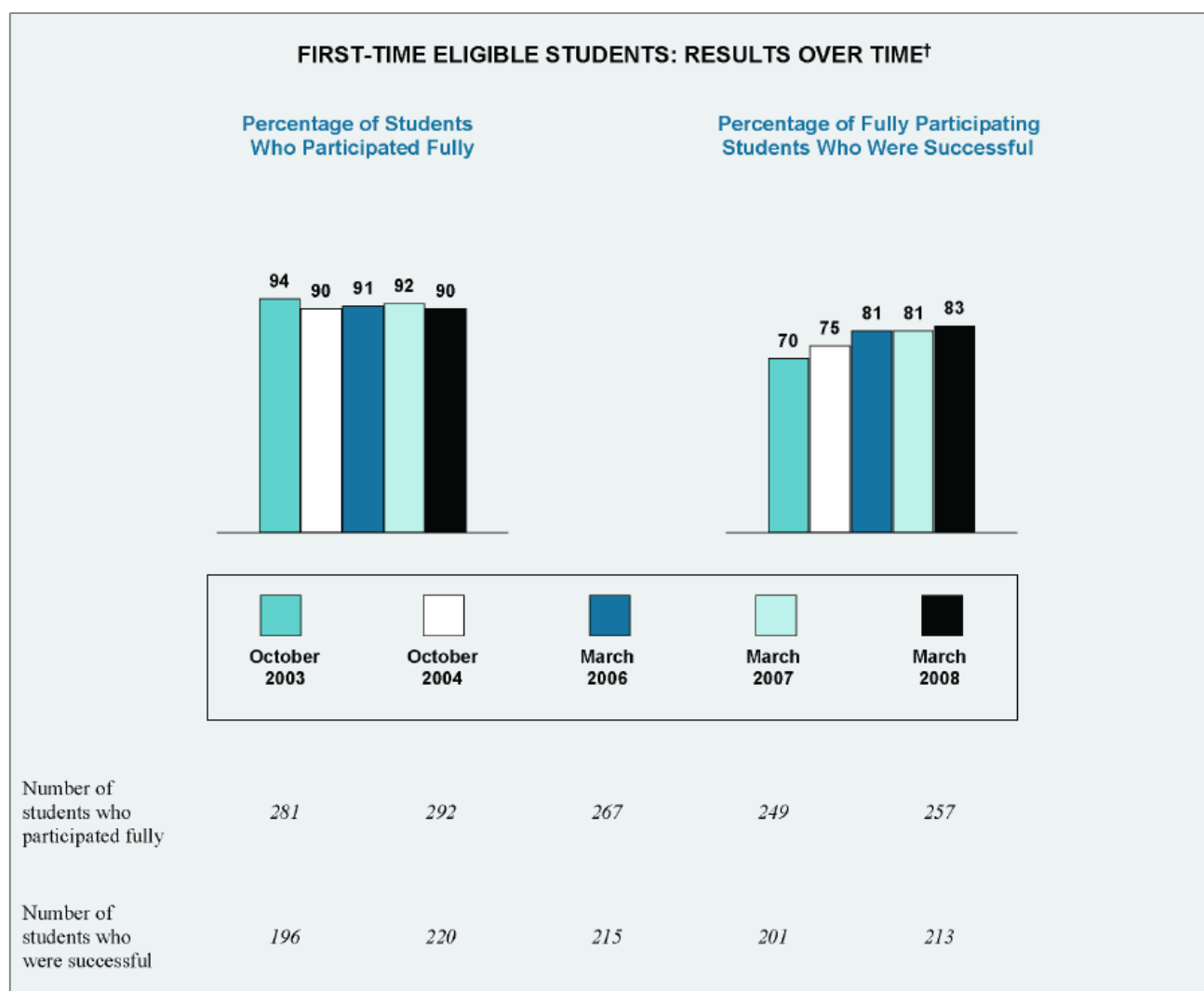


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Superior-Greenstone DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 287	Previously Eligible Students 114
Students who participated fully	90%	45%
Fully participating students who were successful in completing the OSSLT*	83%	47%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	22%	39%
Students with special needs receiving accommodations (excluding gifted)*	18%	33%
Speak another language (or languages) as often as English at home	10%	8%
Speak only or mostly a language (or languages) other than English at home	0%	0%
Number of schools administering the OSSLT	5	5

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



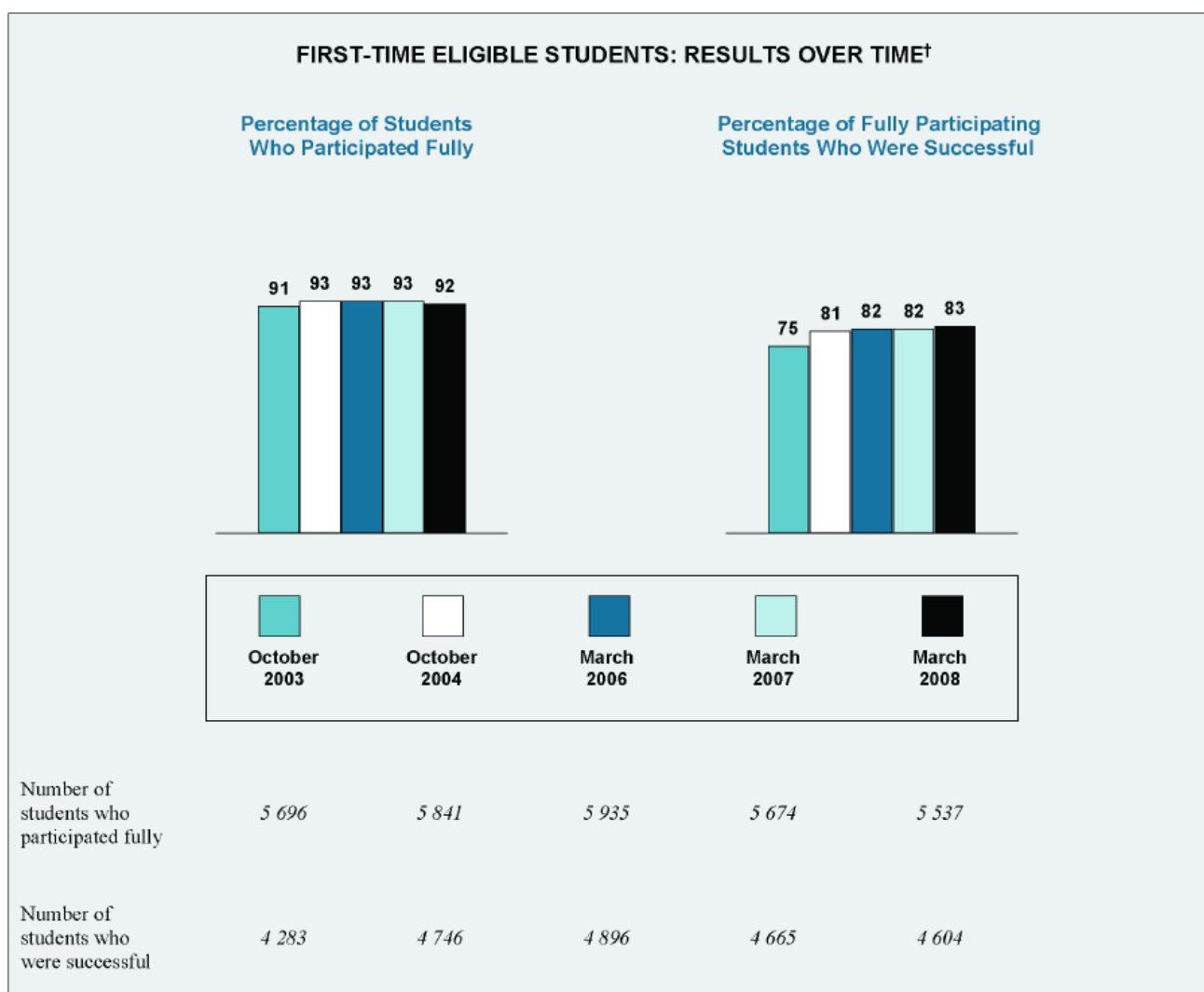
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Thames Valley District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 6 008	Previously Eligible Students 2 230
Students who participated fully	92%	51%
Fully participating students who were successful in completing the OSSLT*	83%	51%
English language learners	2%	8%
English language learners receiving special provisions*	<1%	3%
Students with special needs (excluding gifted)	14%	32%
Students with special needs receiving accommodations (excluding gifted)*	10%	21%
Speak another language (or languages) as often as English at home	9%	14%
Speak only or mostly a language (or languages) other than English at home	3%	9%
Number of schools administering the OSSLT	30	30

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



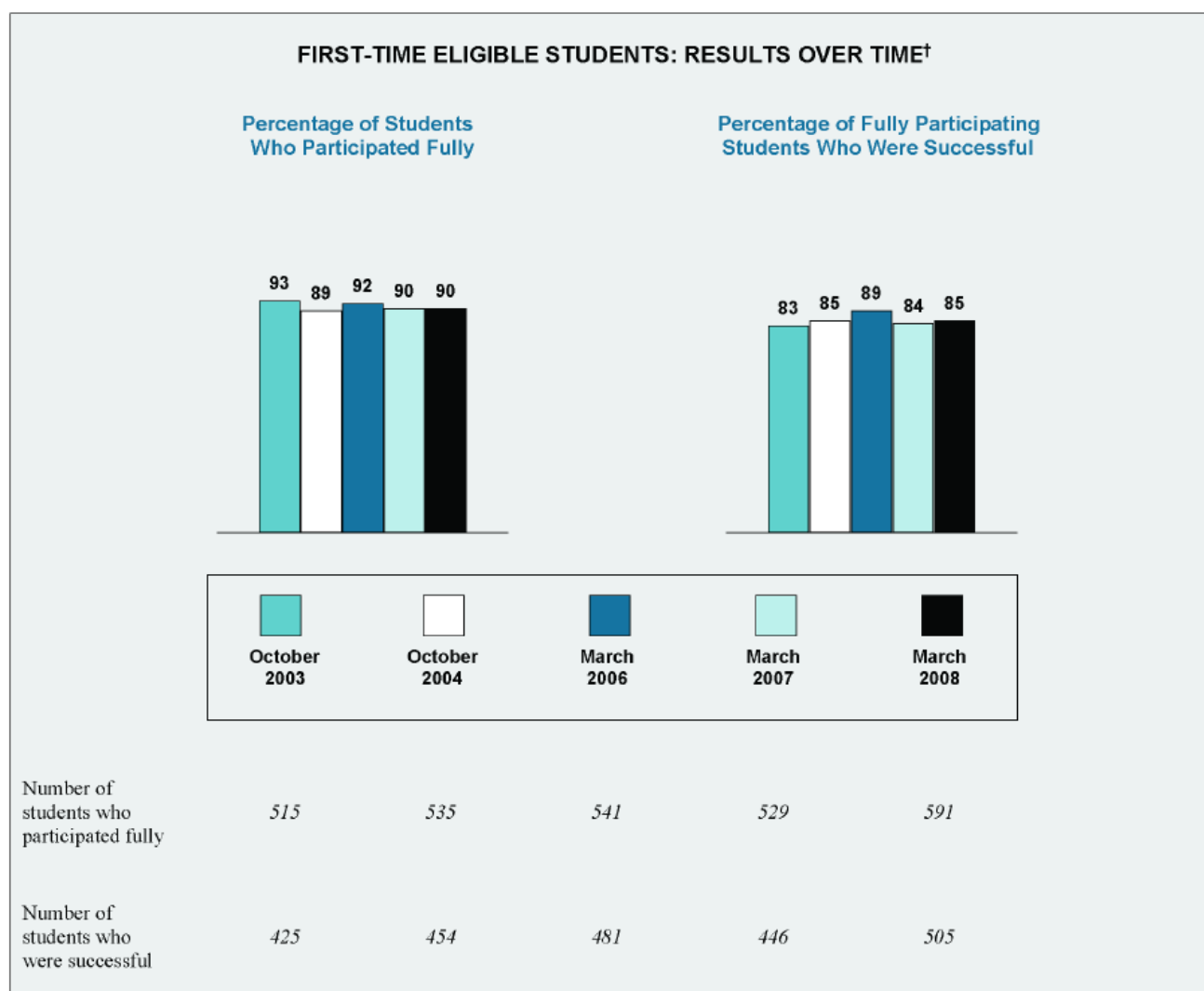
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Thunder Bay Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	659	140
Students who participated fully	90%	45%
Fully participating students who were successful in completing the OSSLT*	85%	62%
English language learners	0%	0%
English language learners receiving special provisions*	0%	0%
Students with special needs (excluding gifted)	12%	39%
Students with special needs receiving accommodations (excluding gifted)*	6%	29%
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	1%	5%

Number of schools administering the OSSLT	2	2
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* Percentages are based on the number of students who participated fully.



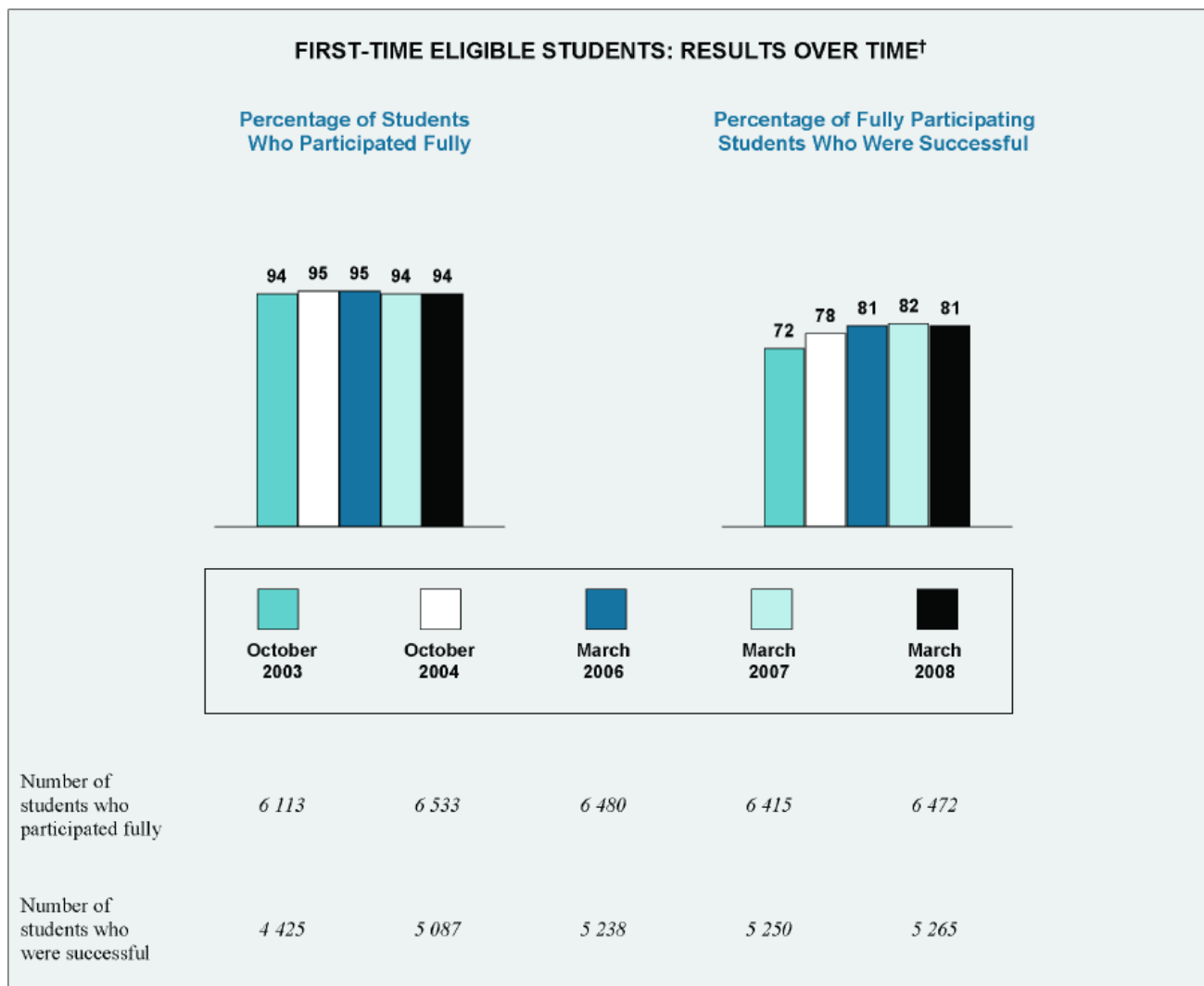
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Toronto Catholic District School Board

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 6 897	Previously Eligible Students 2 633
Students who participated fully	94%	57%
Fully participating students who were successful in completing the OSSLT*	81%	49%
English language learners	4%	13%
English language learners receiving special provisions*	2%	7%
Students with special needs (excluding gifted)	15%	28%
Students with special needs receiving accommodations (excluding gifted)*	13%	27%
Speak another language (or languages) as often as English at home	30%	34%
Speak only or mostly a language (or languages) other than English at home	12%	22%
Number of schools administering the OSSLT	36	36

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

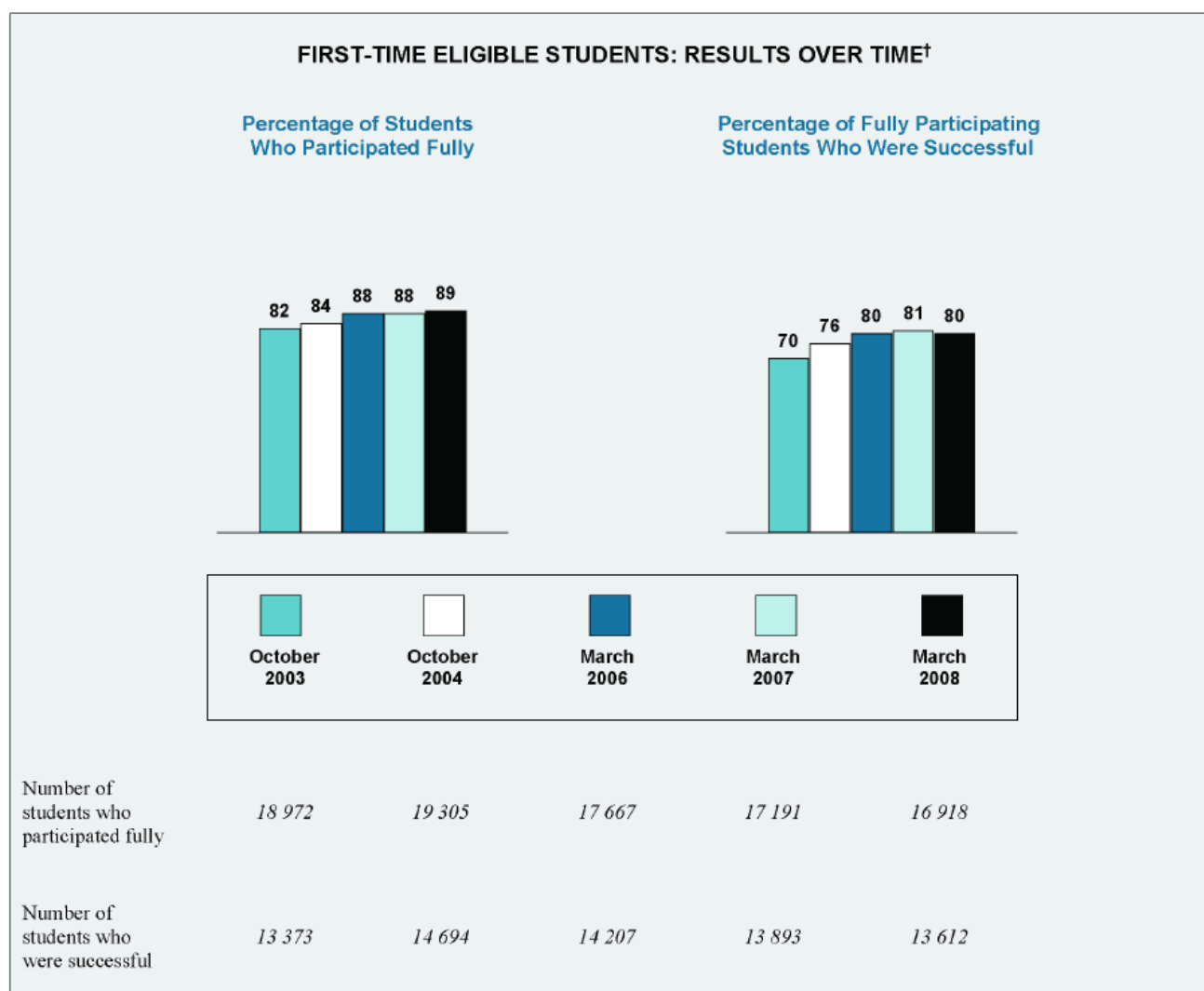


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Toronto DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 19 071	Previously Eligible Students 10 264
Students who participated fully	89%	61%
Fully participating students who were successful in completing the OSSLT*	80%	44%
English language learners	11%	28%
English language learners receiving special provisions*	4%	18%
Students with special needs (excluding gifted)	14%	21%
Students with special needs receiving accommodations (excluding gifted)*	10%	17%
Speak another language (or languages) as often as English at home	30%	30%
Speak only or mostly a language (or languages) other than English at home	16%	34%
Number of schools administering the OSSLT	105	110

* 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 English language learners and students with special needs, number of times the students have attempted the test).

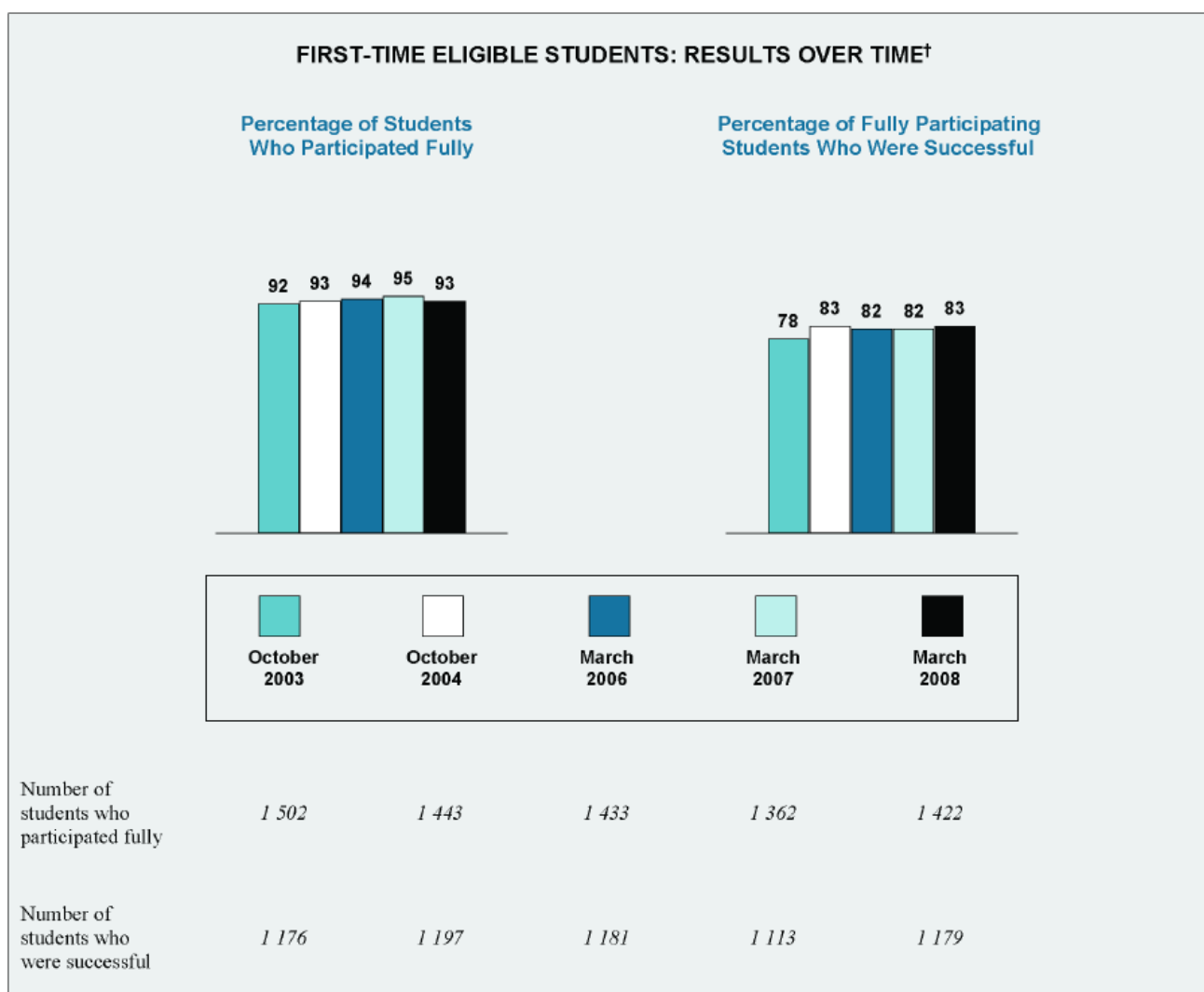
Board Results

Board Name: Trillium Lakelands DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 530	Previously Eligible Students 398
Students who participated fully	93%	72%
Fully participating students who were successful in completing the OSSLT*	83%	51%
English language learners	1%	<1%
English language learners receiving special provisions*	<1%	<1%
Students with special needs (excluding gifted)	16%	36%
Students with special needs receiving accommodations (excluding gifted)*	12%	30%
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	8	8
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* Percentages are based on the number of students who participated fully.

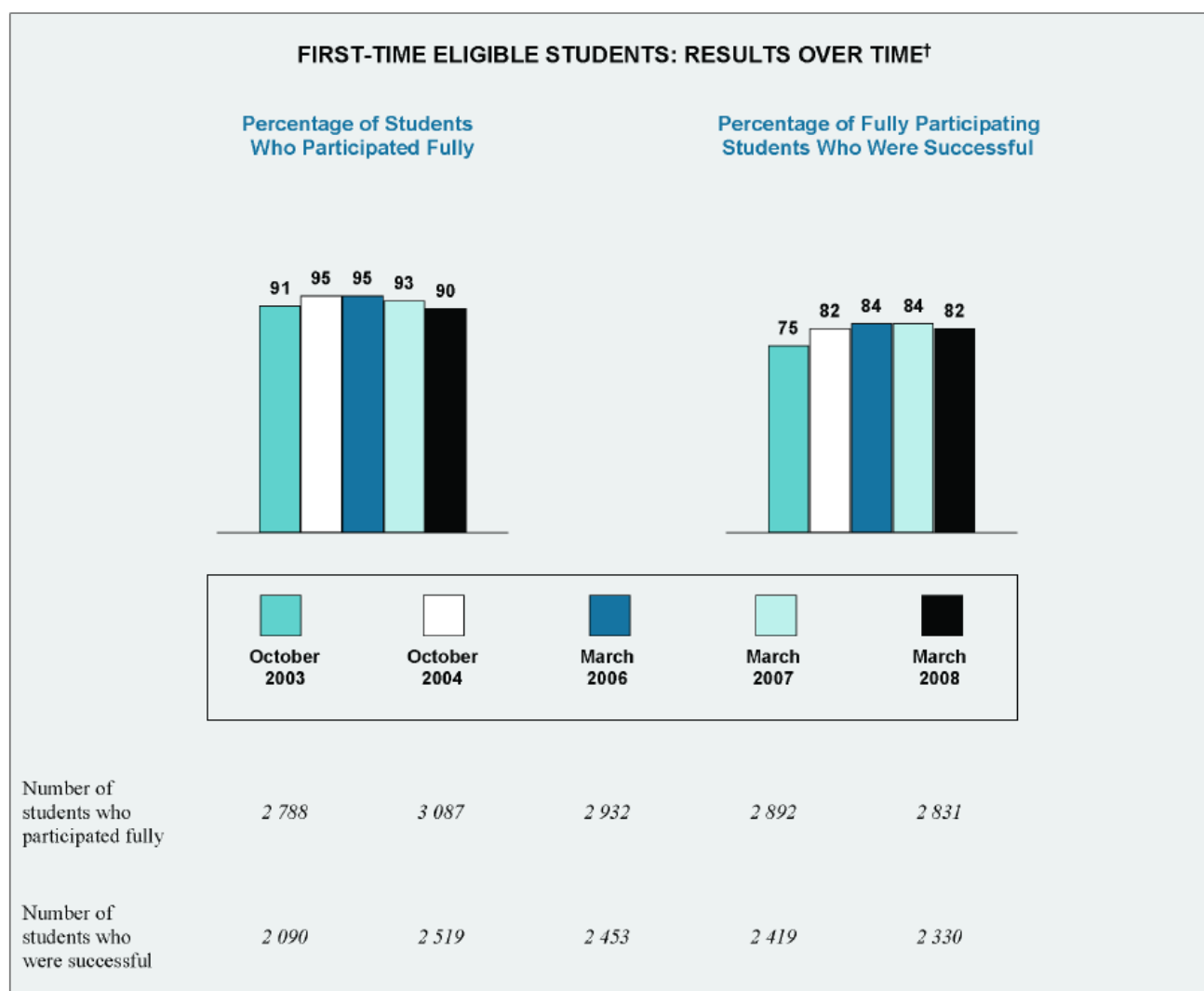


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Board Name: Upper Canada DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 3 132	Previously Eligible Students 780
Students who participated fully	90%	48%
Fully participating students who were successful in completing the OSSLT*	82%	52%
English language learners	1%	1%
English language learners receiving special provisions*	<1%	1%
Students with special needs (excluding gifted)	25%	52%
Students with special needs receiving accommodations (excluding gifted)*	21%	54%
Speak another language (or languages) as often as English at home	7%	7%
Speak only or mostly a language (or languages) other than English at home	2%	3%
Number of schools administering the OSSLT	25	25

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



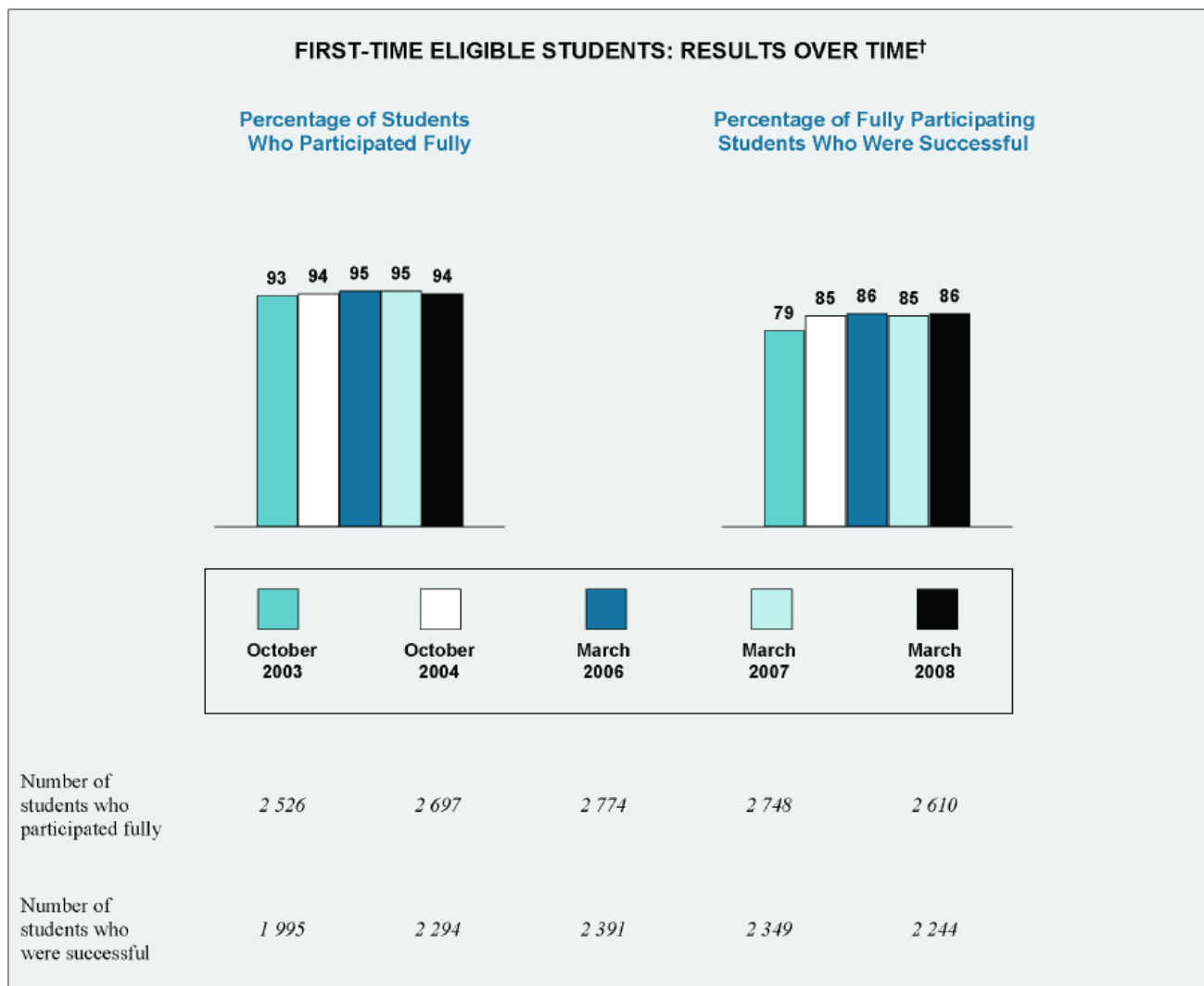
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Board Results

Board Name: Upper Grand DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 782	Previously Eligible Students 822
Students who participated fully	94%	59%
Fully participating students who were successful in completing the OSSLT*	86%	51%
English language learners	2%	4%
English language learners receiving special provisions*	1%	6%
Students with special needs (excluding gifted)	15%	40%
Students with special needs receiving accommodations (excluding gifted)*	11%	25%
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%	6%
Number of schools administering the OSSLT	12	11

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

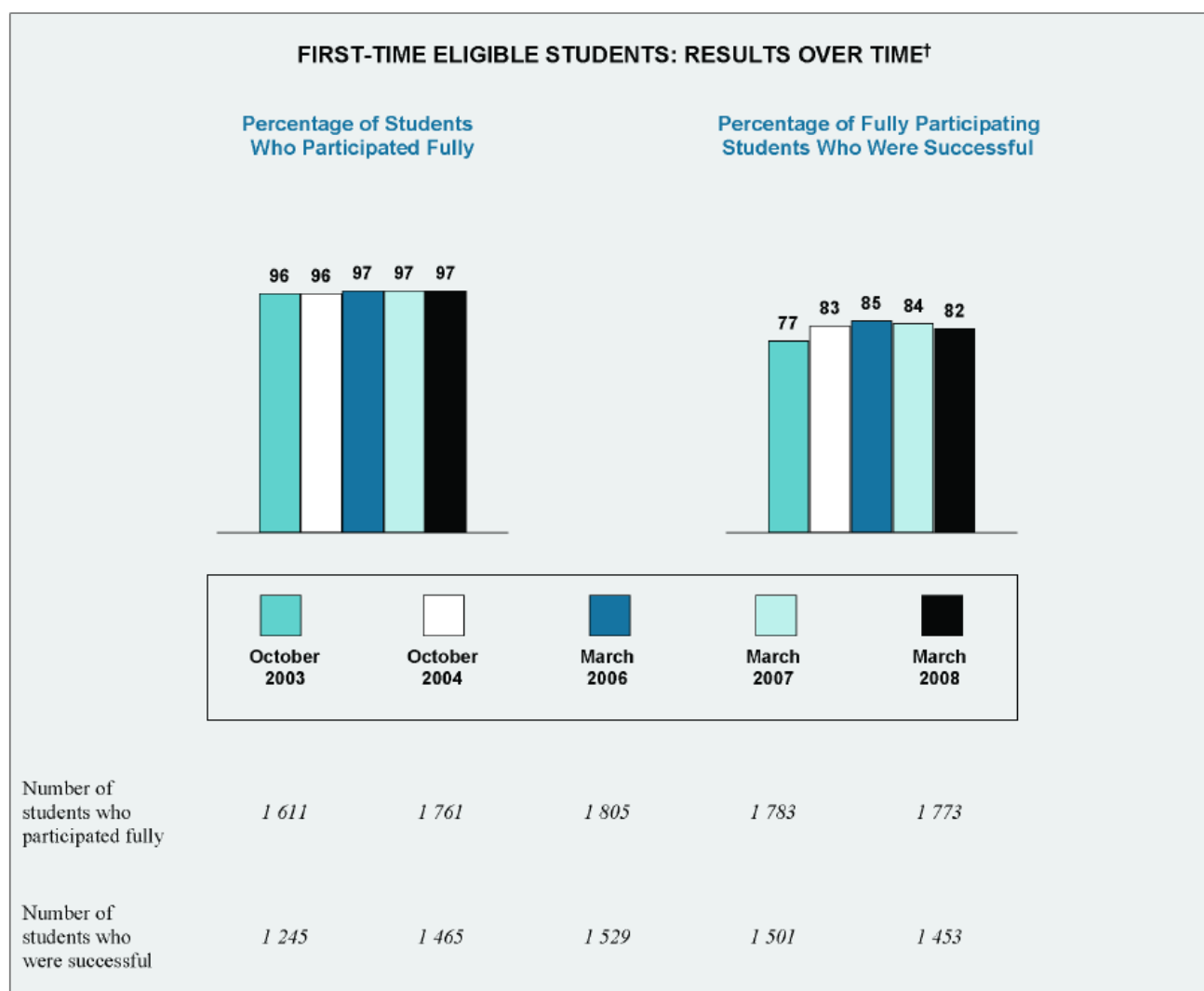


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Waterloo Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 1 832	Previously Eligible Students 453
Students who participated fully	97%	72%
Fully participating students who were successful in completing the OSSLT*	82%	56%
English language learners	1%	7%
English language learners receiving special provisions*	1%	5%
Students with special needs (excluding gifted)	24%	50%
Students with special needs receiving accommodations (excluding gifted)*	17%	46%
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	5%	11%
Number of schools administering the OSSLT	5	5

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



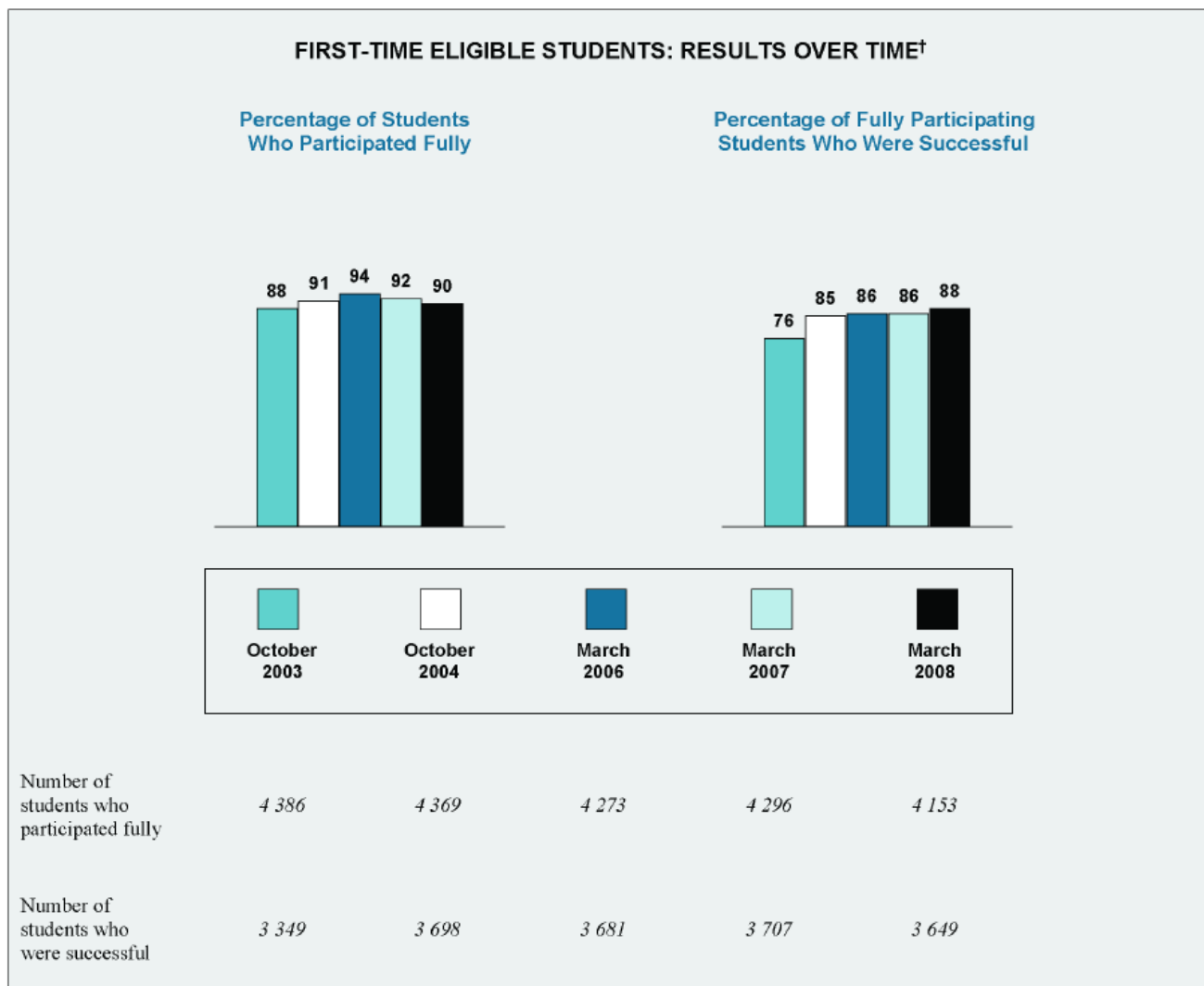
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Results

Board Name: Waterloo Region DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 604	Previously Eligible Students 1 561
Students who participated fully	90%	54%
Fully participating students who were successful in completing the OSSLT*	88%	58%
English language learners	4%	15%
English language learners receiving special provisions*	2%	15%
Students with special needs (excluding gifted)	13%	30%
Students with special needs receiving accommodations (excluding gifted)*	9%	26%
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%	16%
Number of schools administering the OSSLT	16	16

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



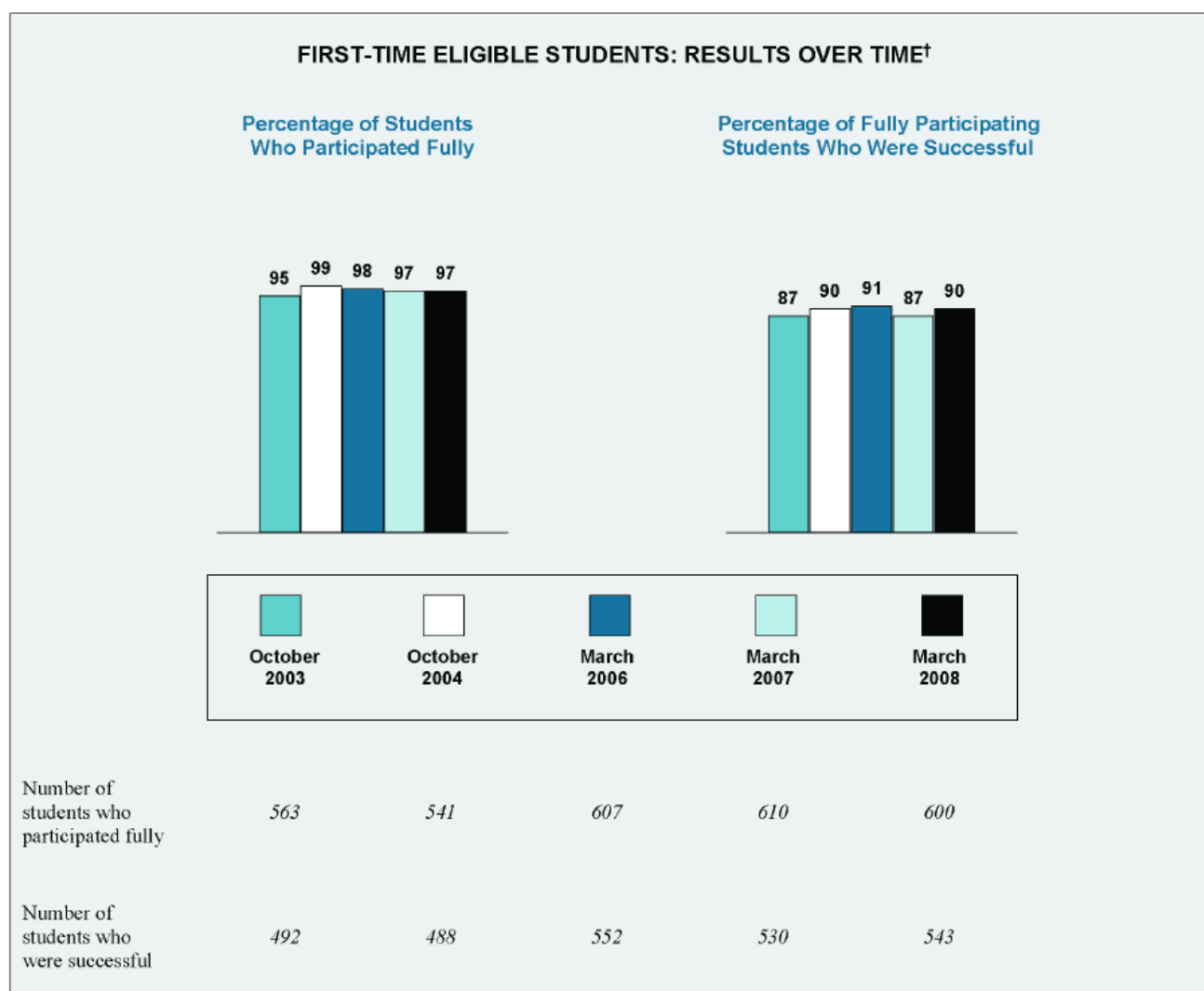
† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: Wellington Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students	Previously Eligible Students
	620	90
Students who participated fully	97%	86%
Fully participating students who were successful in completing the OSSLT*	90%	51%
English language learners	1%	1%
English language learners receiving special provisions*	<1%	1%
Students with special needs (excluding gifted)	10%	54%
Students with special needs receiving accommodations (excluding gifted)*	10%	49%
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	4%	4%

Number of schools administering the OSSLT	3	3
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* Percentages are based on the number of students who participated fully.



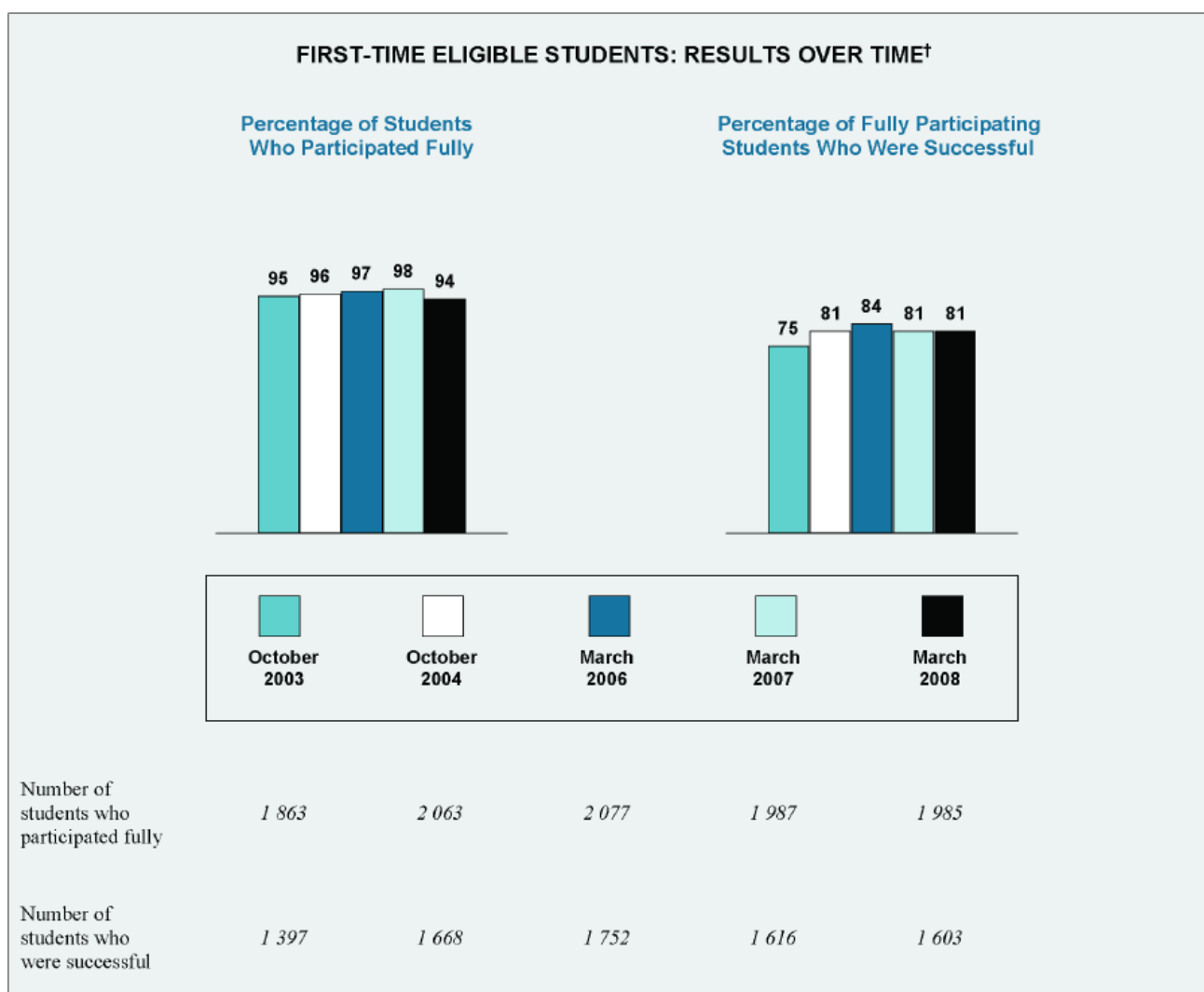
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Board Results

Board Name: Windsor-Essex Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 2 116	Previously Eligible Students 556
Students who participated fully	94%	62%
Fully participating students who were successful in completing the OSSLT*	81%	51%
English language learners	2%	11%
English language learners receiving special provisions*	1%	8%
Students with special needs (excluding gifted)	13%	33%
Students with special needs receiving accommodations (excluding gifted)*	10%	27%
Speak another language (or languages) as often as English at home	14%	20%
Speak only or mostly a language (or languages) other than English at home	5%	11%
Number of schools administering the OSSLT	9	9

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

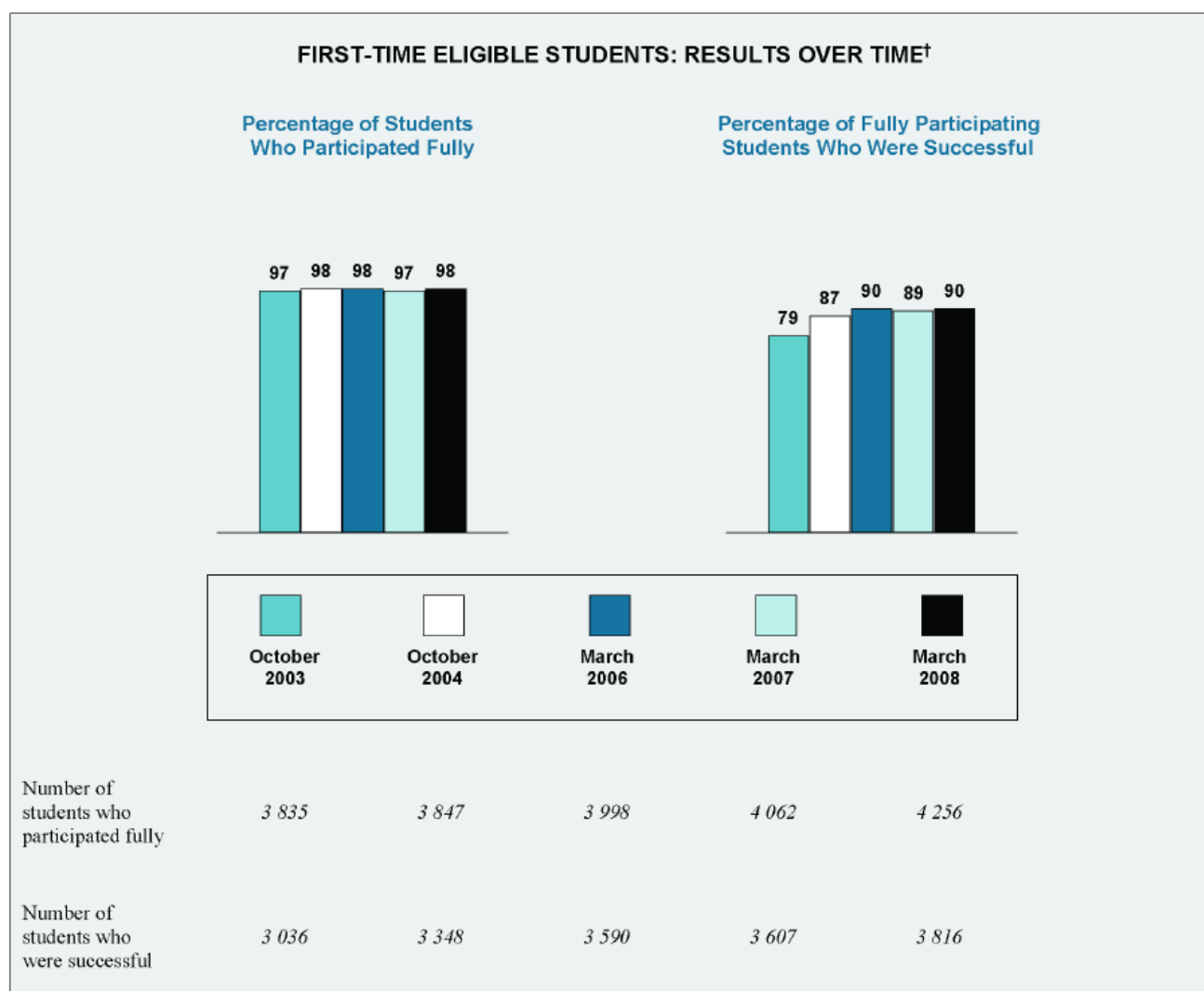


† Results over time are not provided at the board level for previously eligible students, as the results are not comparable; the demographic nature of the previously eligible student population varies from year to year (e.g., proportions of English language learners and students with special needs, number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

Board Name: York Catholic DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 4 357	Previously Eligible Students 763
Students who participated fully	98%	66%
Fully participating students who were successful in completing the OSSLT*	90%	63%
English language learners	2%	11%
English language learners receiving special provisions*	1%	8%
Students with special needs (excluding gifted)	10%	26%
Students with special needs receiving accommodations (excluding gifted)*	9%	25%
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	7%	13%
Number of schools administering the OSSLT	14	14

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



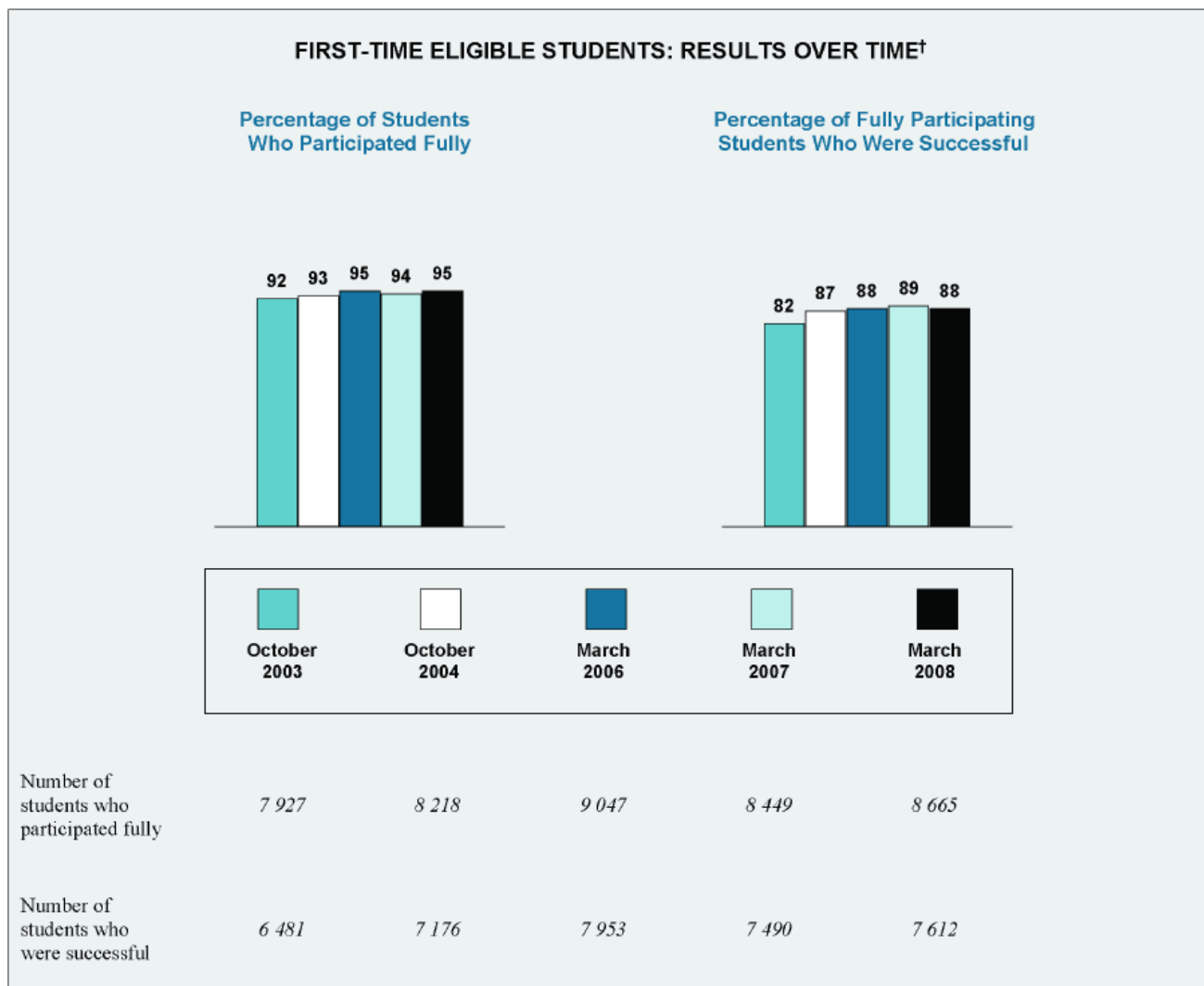
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Board Results

Board Name: York Region DSB

DEMOGRAPHIC INFORMATION	First-Time Eligible Students 9 157	Previously Eligible Students 1 983
Students who participated fully	95%	59%
Fully participating students who were successful in completing the OSSLT*	88%	51%
English language learners	10%	30%
English language learners receiving special provisions*	6%	31%
Students with special needs (excluding gifted)	14%	31%
Students with special needs receiving accommodations (excluding gifted)*	13%	28%
Speak another language (or languages) as often as English at home	27%	24%
Speak only or mostly a language (or languages) other than English at home	14%	32%
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 English language learners 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.

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