



School Board Report

Previously Eligible Students



Ontario Secondary School Literacy Test, 2014–2015

Board: Lambton Kent District School Board (66036)

On behalf of EQAO, I am pleased to provide you with the results of the 2015 Ontario Secondary School Literacy Test (OSSLT). This report also includes demographic and attitudinal information, which provides context for interpreting the achievement results.

Reading and writing skills are critical to success both in and out of school in the 21st century. It is important for students to make sense of what they read and communicate clearly when they write. The OSSLT assesses whether Ontario students have acquired these fundamental reading and writing skills across all subjects up to the end of Grade 9.

By assessing all students in our education system at key stages in their schooling, EQAO is able to provide reliable and objective data at the individual student, school and board levels. EQAO results alongside board and classroom assessment data have proven effective for monitoring progress and allowing school communities to make evidence-based decisions in their planning.

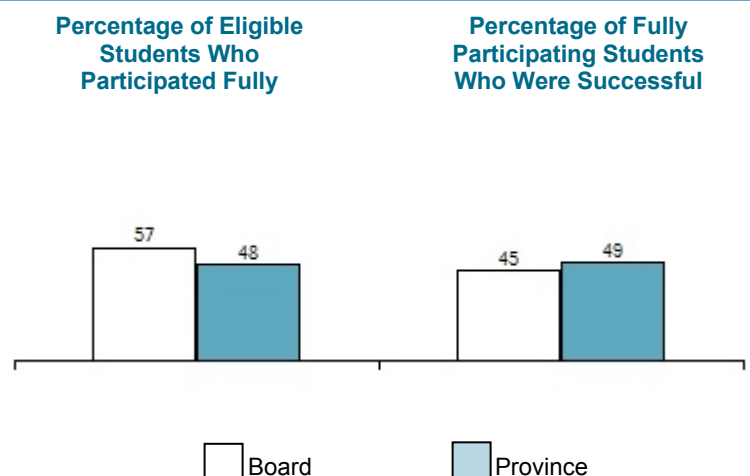
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

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PREVIOUSLY ELIGIBLE STUDENTS, 2014–2015: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



Ontario Secondary School Literacy Test, 2014–2015

TIPS

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



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



Exercise caution when interpreting results for small boards as differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



EQAO values students' privacy. Beginning in 2012–2013, results are not reported publicly for schools where fewer than 10 students fully participated because it might be possible to identify individual students. Prior to 2012–2013, results were not reported publicly for schools where fewer than 15 students fully participated.

WHAT IS IN THIS REPORT?

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

This report includes

- ♦ results for this board compared to the province and
- ♦ information about the characteristics of the students who participated.

Specifically, you will find

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

HOW TO USE THIS REPORT

- ♦ Examine the contextual information to understand the similarities and differences between the board and the province. Consider the challenges that any differences might present.
- ♦ Examine the board results.
 - Are these results consistent with what you would expect?
 - How do these results compare to the provincial results?
 - How do these results compare over time?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ♦ Speak to the board chair about the goals for improving student performance.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments.

Learn more about us at www.eqao.com.

Ontario Secondary School Literacy Test, 2014–2015

Contextual Information

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

	Board		Province	
Enrolment				
Number of previously eligible students	858		54 024	
Number of schools with previously eligible students	13		819	
Number of students who were exempted	22		2 074	
	Number	Percent	Number	Percent
Participation in the Test				
Of all previously eligible students, those who participated fully in the assessment	490	57%	25 989	48%
Of all previously eligible students, those who were absent	89	10%	4 639	9%
Of all previously eligible students, those who were deferred	40	5%	5 835	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	239	28%	17 562	33%
Gender[†] Based on number of previously eligible students				
Female	335	39%	21 079	39%
Male	523	61%	32 945	61%
Gender not specified	0	0%	0	0%
Student Status[†] Based on number of previously eligible students				
English language learners*	15	2%	8 278	15%
English language learners receiving special provisions**	10	2%	4 282	16%
Students with special education needs (excluding gifted)*	424	49%	21 881	41%
Students with special education needs receiving accommodations (excluding gifted)**	236	48%	8 724	34%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents: 459		24 015	
First language learned at home was other than English	23	5%	8 119	34%
Speak only or mostly English at home	420	92%	14 853	62%
Speak another language (or other languages) as often as English at home	29	6%	5 026	21%
Speak only or mostly another language (or other languages) at home	5	1%	3 919	16%

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

* See Explanation of Terms.

** Percentages are based on fully participating students.

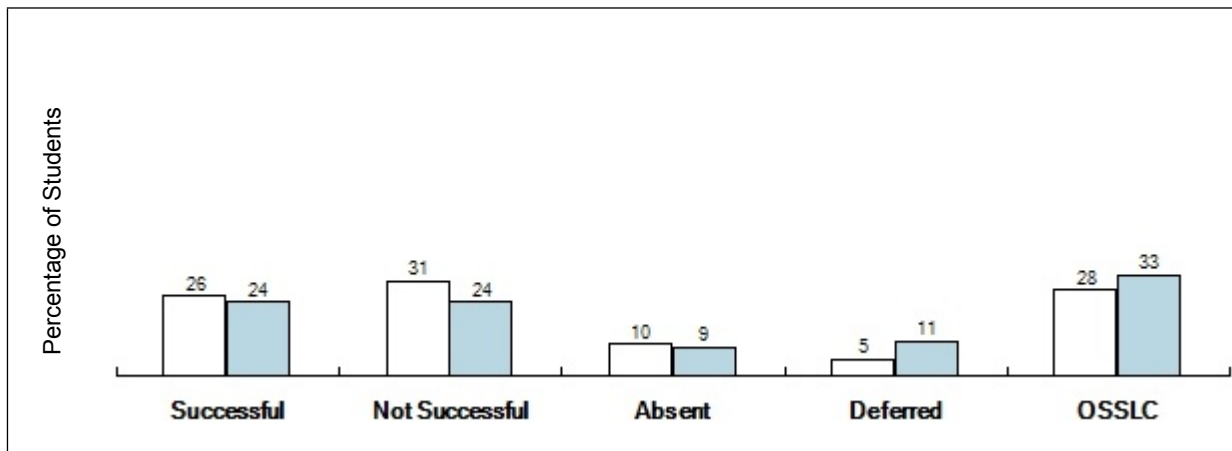
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

Ontario Secondary School Literacy Test, 2014–2015

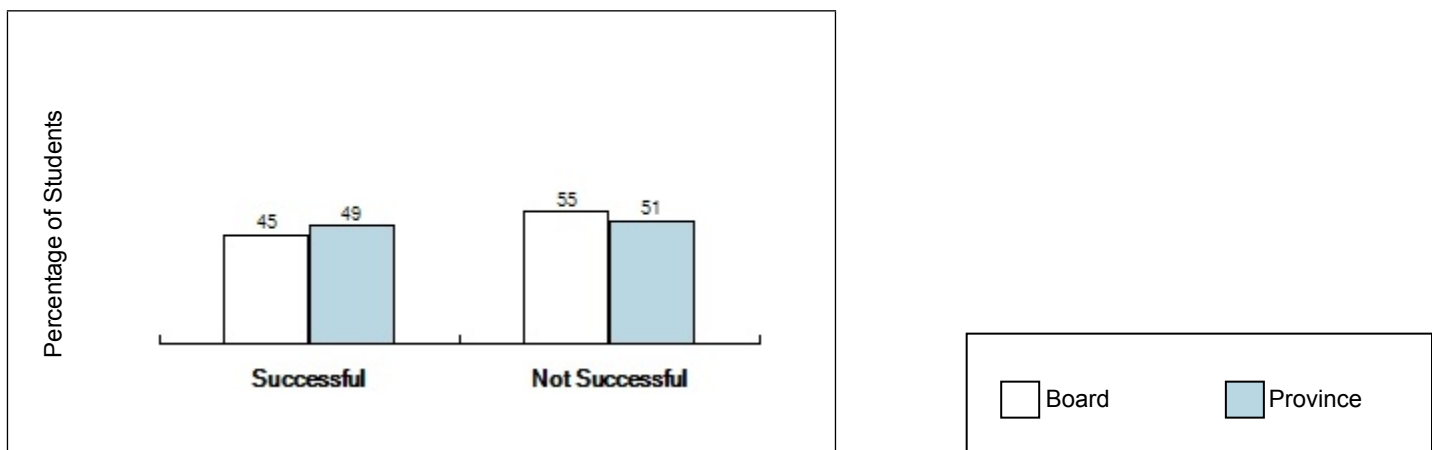
Results for All Students*

	Results for All Students Previously Eligible Students				
	All		Fully Participating		
	Board # = 858	Province # = 54 024	Board # = 490	Province # = 25 989	
Successful	222	26%	24%	45%	49%
Not Successful	268	31%	24%	55%	51%
Fully Participating	490	57%	48%		
Absent	89	10%	9%		
Deferred	40	5%	11%		
OSSLC	239	28%	33%		

Results for All Previously Eligible Students



Results for Fully Participating Previously Eligible Students



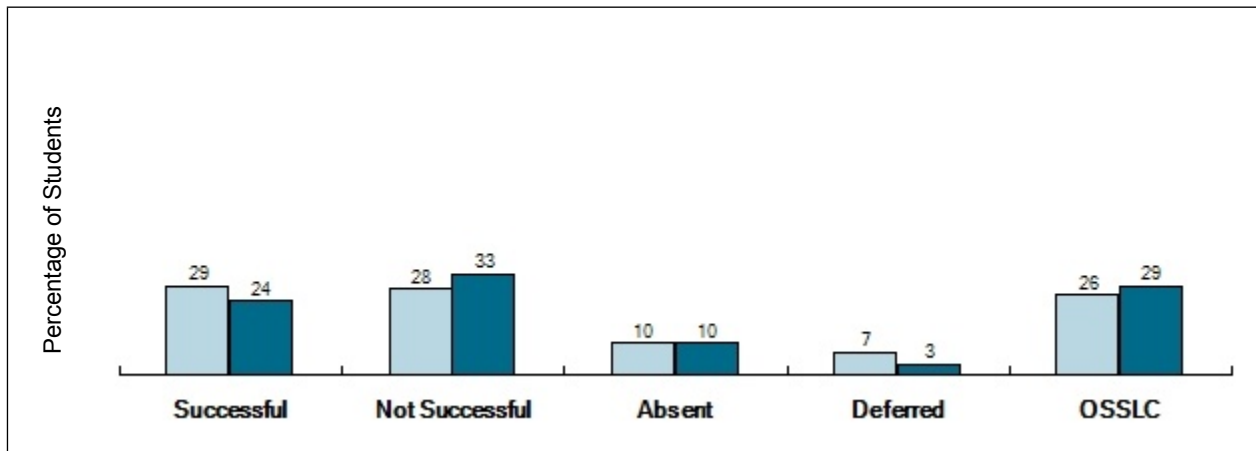
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Ontario Secondary School Literacy Test, 2014–2015

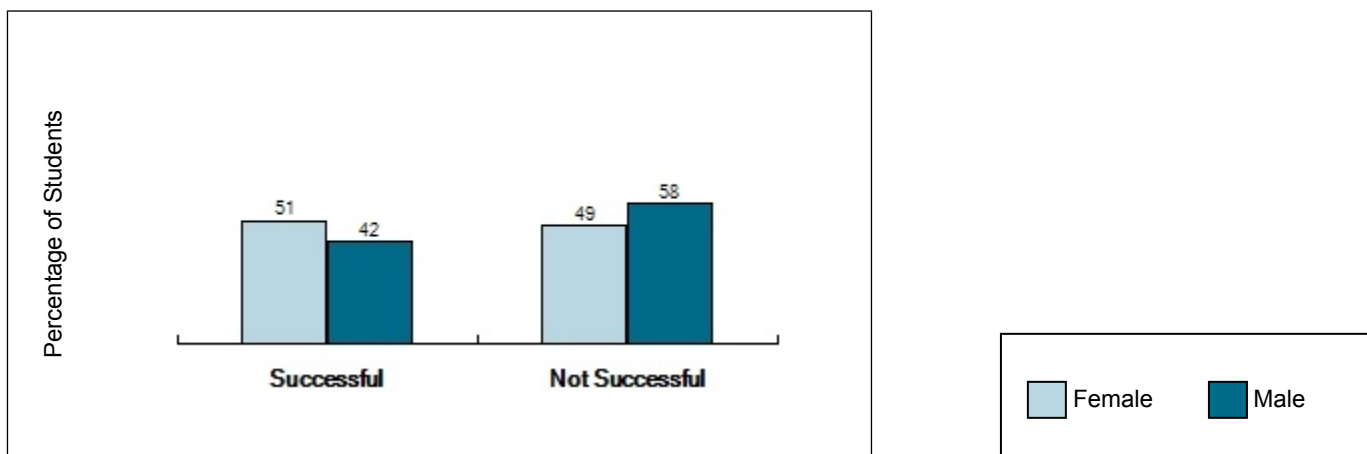
Board Results by Gender*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 335		Male # = 523		Female # = 191	Male # = 299
Successful	97	29%	125	24%	51%	42%
Not Successful	94	28%	174	33%	49%	58%
Fully Participating	191	57%	299	57%		
Absent	35	10%	54	10%		
Deferred	22	7%	18	3%		
OSSLC	87	26%	152	29%		

Board Results for All Previously Eligible Students by Gender



Board Results for Fully Participating Previously Eligible Students by Gender



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

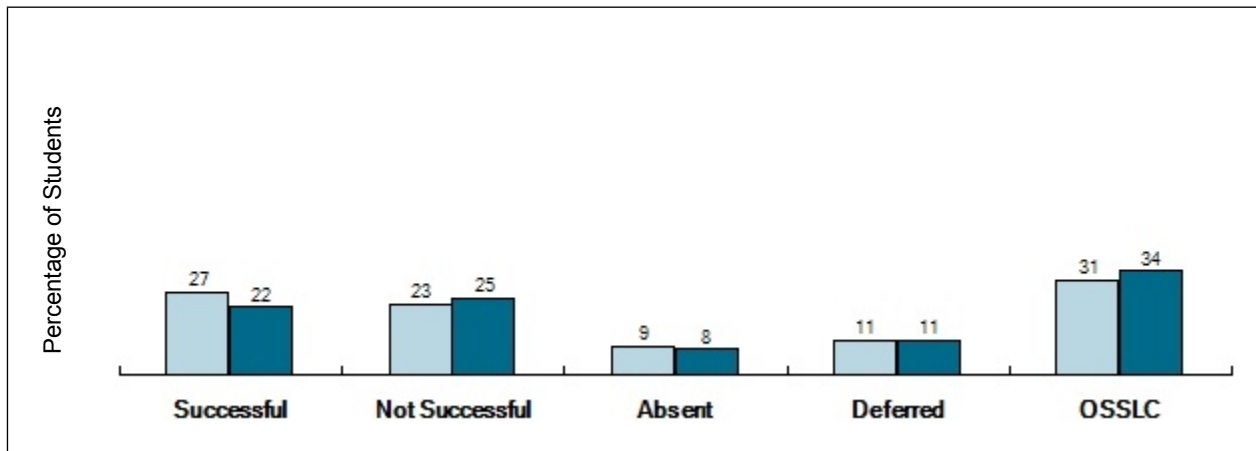
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2014–2015

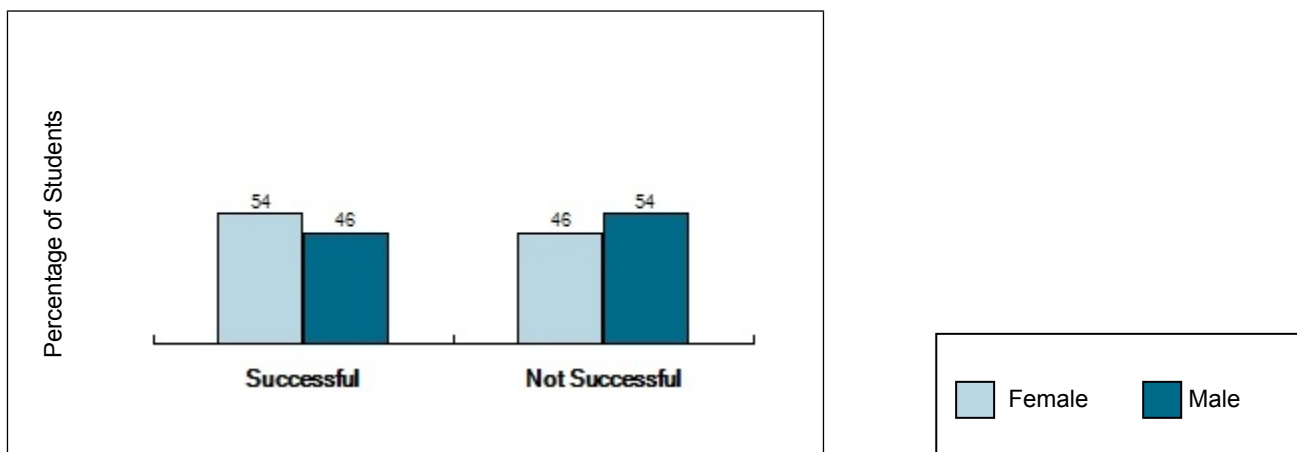
Provincial Results by Gender*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 21 079		Male # = 32 945		Female # = 10 444	Male # = 15 545
Successful	5 669	27%	7 169	22%	54%	46%
Not Successful	4 775	23%	8 376	25%	46%	54%
Fully Participating	10 444	50%	15 545	47%		
Absent	1 851	9%	2 788	8%		
Deferred	2 311	11%	3 524	11%		
OSSLC	6 473	31%	11 089	34%		

Provincial Results for All Previously Eligible Students by Gender



Provincial Results for Fully Participating Previously Eligible Students by Gender



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

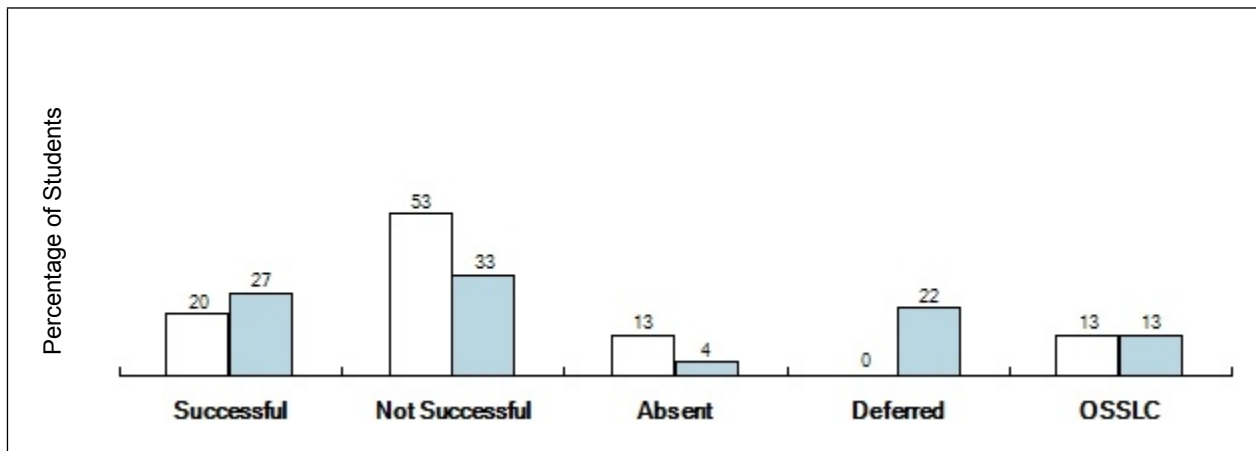
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Ontario Secondary School Literacy Test, 2014–2015

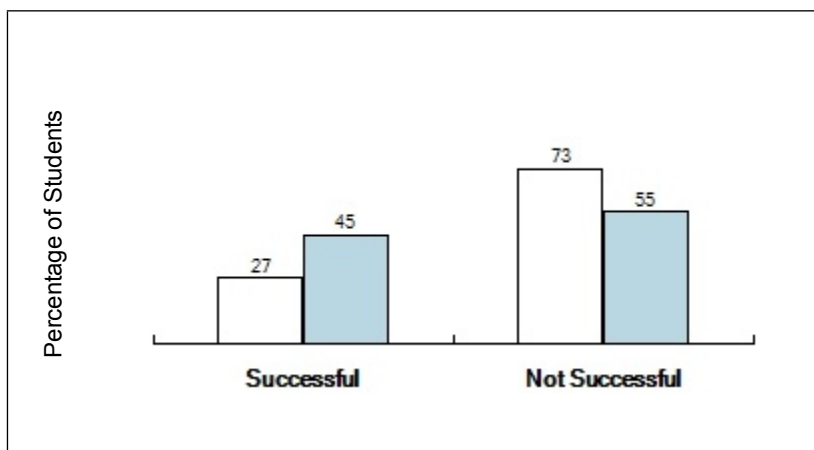
Results for English Language Learners*

	Results for English Language Learners Previously Eligible Students			
	All		Fully Participating	
	Board # = 15	Province # = 8 278	Board # = 11	Province # = 5 040
Successful	3	20%	27%	45%
Not Successful	8	53%	33%	55%
Fully Participating	11	73%	61%	
Absent	2	13%	4%	
Deferred	0	0%	22%	
OSSLC	2	13%	13%	

Results for All Previously Eligible English Language Learners



Results for Fully Participating Previously Eligible English Language Learners



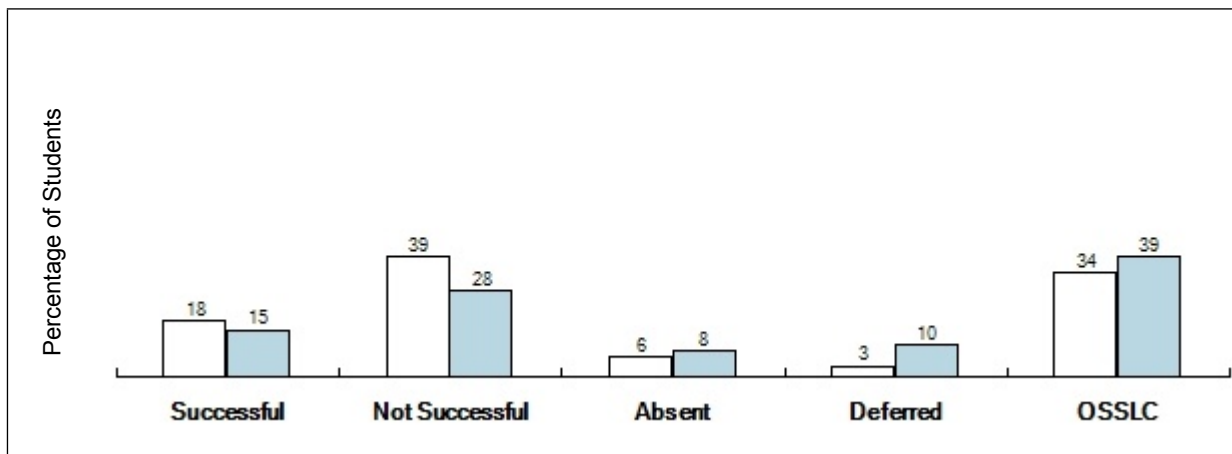
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Ontario Secondary School Literacy Test, 2014–2015

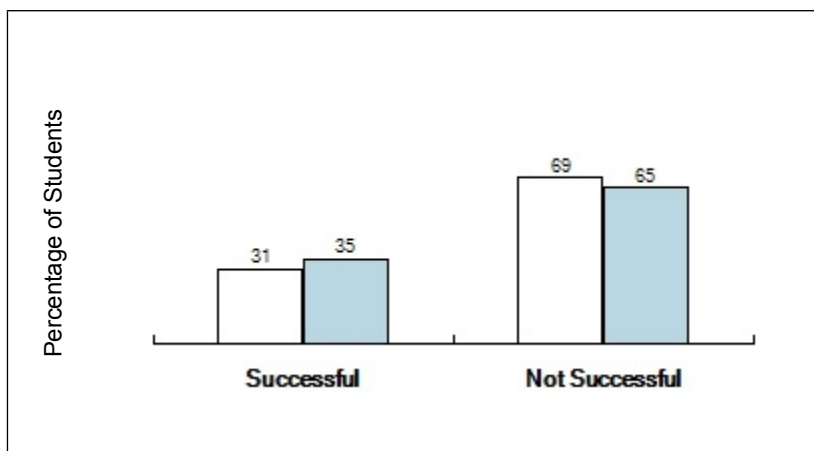
Results for Students with Special Education Needs (excluding gifted)*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students				
	All		Fully Participating		
	Board # = 424	Province # = 21 881	Board # = 240	Province # = 9 370	
Successful	75	18%	15%	31%	35%
Not Successful	165	39%	28%	69%	65%
Fully Participating	240	57%	43%		
Absent	27	6%	8%		
Deferred	13	3%	10%		
OSSLC	144	34%	39%		

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



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



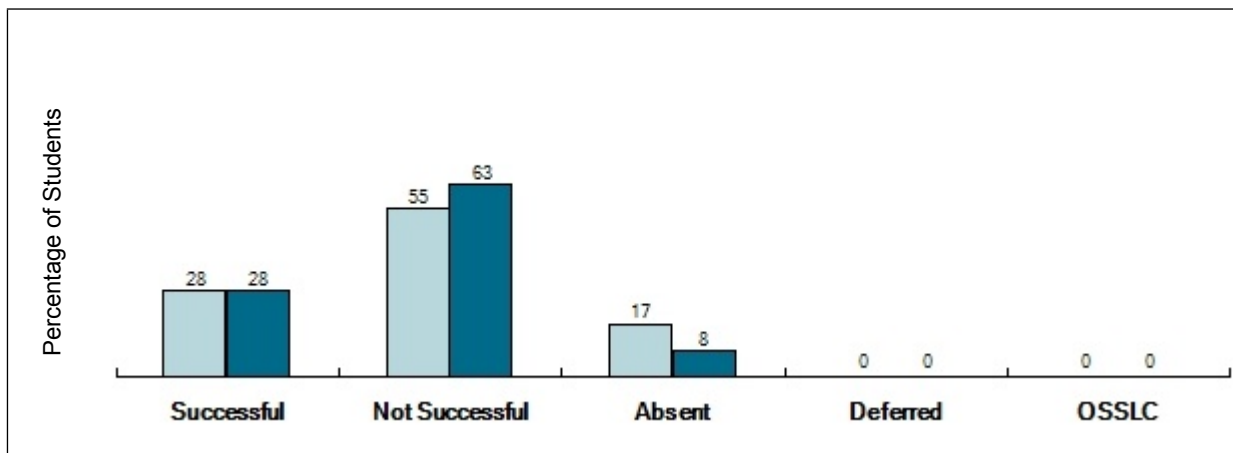
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Ontario Secondary School Literacy Test, 2014–2015

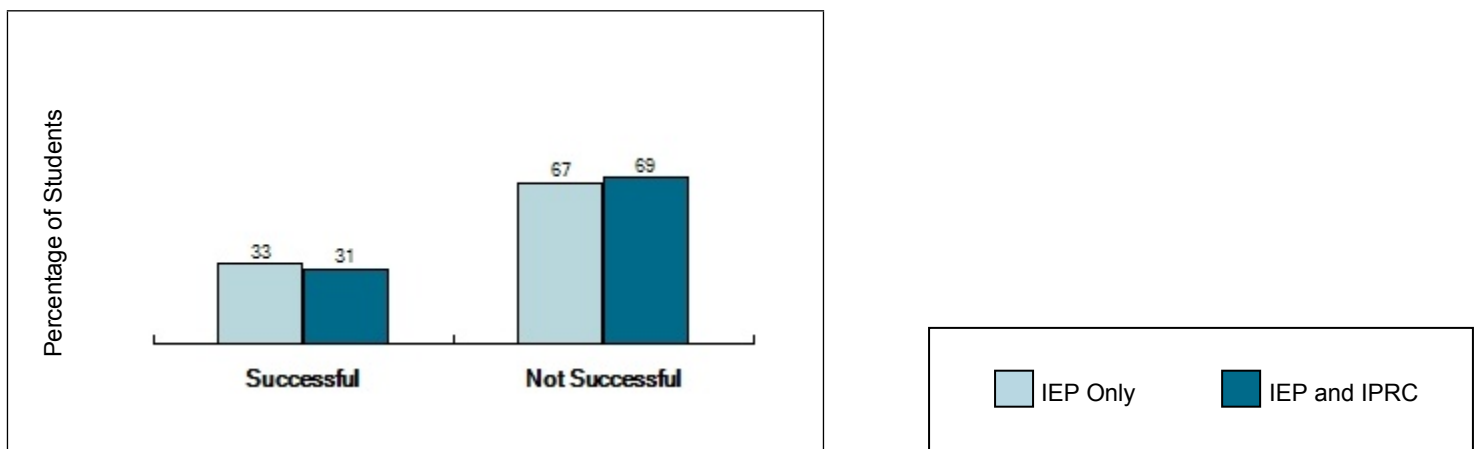
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 47		IEP and IPRC # = 215		IEP Only # = 39	IEP and IPRC # = 197
Successful	13	28%	61	28%	33%	31%
Not Successful	26	55%	136	63%	67%	69%
Fully Participating	39	83%	197	92%		
Absent	8	17%	18	8%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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



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



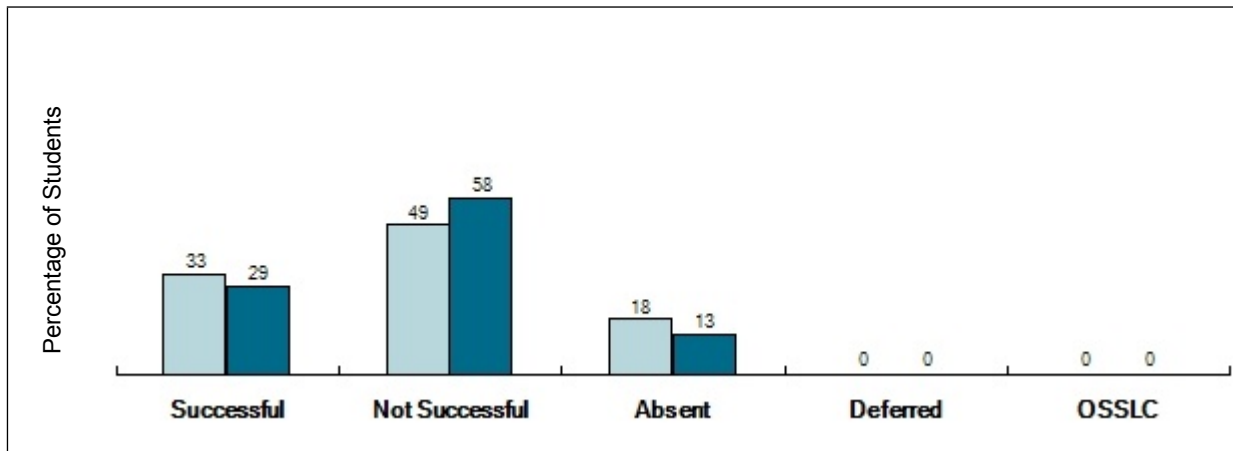
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Ontario Secondary School Literacy Test, 2014–2015

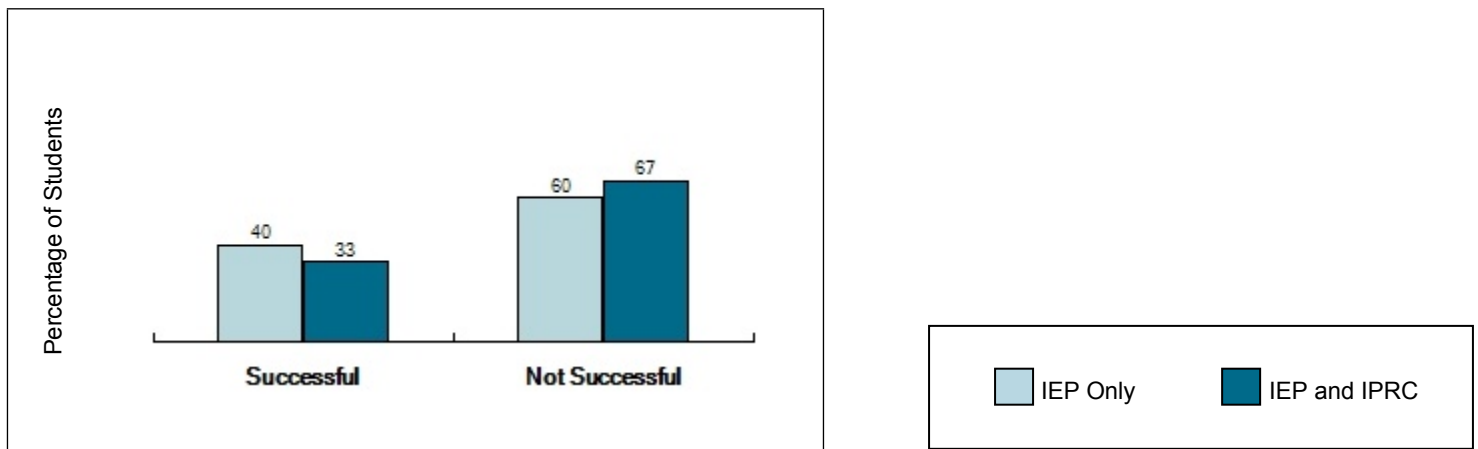
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 4 135		IEP and IPRC # = 6 113		IEP Only # = 3 407	IEP and IPRC # = 5 317
Successful	1 363	33%	1 777	29%	40%	33%
Not Successful	2 044	49%	3 540	58%	60%	67%
Fully Participating	3 407	82%	5 317	87%		
Absent	728	18%	797	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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



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



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

Ontario Secondary School Literacy Test, 2014–2015



















STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 459)

Questionnaire Item	Percentage of Students*		Number of Students Who Answered "Yes"
	0	100	
1. Types of materials students read in English outside school most weeks:			
non-fiction books, e.g., biographies	38	56	174
comics	30	63	136
Web sites, e-mail, chat messages	92	6	424
letters	38	55	175
magazines	47	47	217
manuals, instructions	46	47	212
newspapers	30	64	136
novels, fiction, short stories	57	38	263
song lyrics, poems	68	29	310
religious or spiritual writings	20	73	90
2. Types of writing students do in English outside school most weeks:			
e-mail, chat messages	93	6	427
letter, journals, diaries	31	63	142
notes, directions, instructions	51	43	234
song lyrics, poems	42	52	193
stories, fiction	26	68	120
work-related writing	49	46	225
3. Types of English language materials students have at home (print or electronic):			
dictionaries, encyclopedias	66	27	304
books	88	9	405
newspapers	73	22	333
magazines	69	27	319
 Yes No			

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

Ontario Secondary School Literacy Test, 2014–2015

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 459)

Questionnaire Item	Percentage of Students*		Number of Students
	0	100	
4. Number of hours a week students read materials written in English outside school, not including homework:			
one hour or less		42	191
more than one hour but less than three hours		31	143
more than three hours but less than five hours		12	56
five hours or more		14	66
5. Number of hours a week students write in English outside school, not including homework:			
one hour or less		47	215
more than one hour but less than three hours		30	136
more than three hours but less than five hours		11	52
five hours or more		11	49
6. How often students use a computer at home for homework:			
don't have a computer at home		14	64
never or hardly ever use a computer for homework		26	121
use a computer once or twice a month for homework		19	87
use a computer once or twice a week for homework		25	114
use a computer almost every day for homework		15	71
7. First language students learned at home was English:			
yes		95	435
no		5	23
8. Language(s) students speak at home:			
only or mostly English		92	420
another language (or other languages) as often as English		6	29
only or mostly another language (or other languages)		1	5

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

Ontario Secondary School Literacy Test, 2014–2015

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 459)	Female* (# = 181)	Male* (# = 278)	All (# = 24 015)	Female* (# = 9 807)	Male* (# = 14 208)
Percentage of students indicating that they						
have a computer at home.	86%	88%	84%	91%	92%	91%
use the computer almost every day for homework.	15%	18%	14%	25%	28%	23%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:						
non-fiction books, e.g., biographies	38%	41%	36%	39%	39%	39%
comics	30%	24%	33%	34%	27%	39%
Web sites, e-mail, chat messages	92%	94%	91%	91%	94%	90%
letters	38%	45%	33%	37%	40%	35%
magazines	47%	55%	42%	46%	55%	40%
manuals, instructions	46%	34%	54%	49%	39%	55%
newspapers	30%	30%	29%	37%	35%	38%
novels, fiction, short stories	57%	74%	46%	62%	74%	54%
song lyrics, poems	68%	83%	57%	68%	79%	60%
religious or spiritual writings	20%	27%	15%	27%	29%	25%
Percentage of students indicating that they read materials written in English outside school, not including homework, for						
more than three hours a week.	27%	30%	24%	30%	35%	27%
Percentage of students indicating that they have the following English language materials at home (print or electronic):						
dictionaries, encyclopedias	66%	73%	62%	71%	74%	69%
books	88%	93%	85%	88%	91%	86%
newspapers	73%	75%	71%	66%	65%	67%
magazines	69%	75%	66%	64%	67%	62%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:						
e-mail, chat messages	93%	94%	92%	93%	94%	92%
letters, journals, diaries	31%	52%	17%	29%	43%	20%
notes, directions, instructions	51%	62%	44%	53%	57%	51%
song lyrics, poems	42%	53%	35%	41%	49%	36%
stories, fiction	26%	36%	19%	31%	36%	27%
work-related writing	49%	47%	50%	55%	55%	55%
Percentage of students indicating that they write in English outside school, not including homework, for						
more than three hours a week.	22%	28%	18%	25%	29%	23%
Percentage of students indicating that the first language they learned at home was						
other than English.	5%	6%	5%	34%	36%	32%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	92%	91%	92%	62%	59%	64%
another language (or other languages) as often as English	6%	8%	5%	21%	23%	20%
only or mostly another language (or other languages)	1%	1%	1%	16%	17%	16%

* Includes only students for whom gender data were available.

** Percentages may not add up to 100, due to rounding or to ambiguous or blank responses.

Ontario Secondary School Literacy Test, 2014–2015

EXPLANATION OF TERMS	
First-Time Eligible Students	First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.
Previously Eligible Students	Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.
All Eligible Students	This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
Fully Participating Students	This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.
Successful	Students who fully participated in the OSSLT and received a score that met the expected standard.
Not Successful	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
Absent	Students who did not submit work for one or both sessions due to absence or for other reasons.
Deferred	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
OSSLC	Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007).
English Language Learners Receiving Special Provisions	English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified solely as gifted are not included.
Students with Special Education Needs Receiving Accommodations (excluding gifted)	Students with special education needs identified by the school as receiving test accommodations. Students identified solely as gifted are not included. Detailed information about accommodations is available in the Ministry of Education <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements</i> (2011) and in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact personnel at the board.