



School Board Report

Previously Eligible Students



Ontario Secondary School Literacy Test, 2014–2015

Board: Windsor-Essex Catholic DSB (67024)

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.

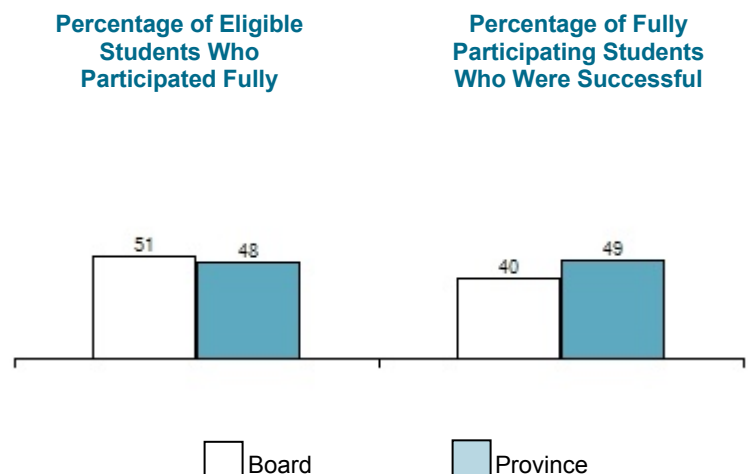
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to 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

WHERE TO FIND ...	PAGE
Summary of results.....	1
Tips for using this report.....	2
Contextual information.....	3
Detailed achievement results:	
All students.....	4
Students by gender.....	5
English language learners.....	7
Students with special education needs.....	8
Students with special education needs receiving accommodations.....	9
Student questionnaire results.....	11
Explanation of terms.....	14

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	644		54 024	
Number of schools with previously eligible students	9		819	
Number of students who were exempted	2		2 074	
	Number	Percent	Number	Percent
Participation in the Test				
Of all previously eligible students, those who participated fully in the assessment	327	51%	25 989	48%
Of all previously eligible students, those who were absent	38	6%	4 639	9%
Of all previously eligible students, those who were deferred	60	9%	5 835	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	219	34%	17 562	33%
Gender[†] Based on number of previously eligible students				
Female	253	39%	21 079	39%
Male	391	61%	32 945	61%
Gender not specified	0	0%	0	0%
Student Status[†] Based on number of previously eligible students				
English language learners*	147	23%	8 278	15%
English language learners receiving special provisions**	82	25%	4 282	16%
Students with special education needs (excluding gifted)*	257	40%	21 881	41%
Students with special education needs receiving accommodations (excluding gifted)**	94	29%	8 724	34%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents: 293		24 015	
First language learned at home was other than English	103	35%	8 119	34%
Speak only or mostly English at home	172	59%	14 853	62%
Speak another language (or other languages) as often as English at home	73	25%	5 026	21%
Speak only or mostly another language (or other languages) at home	42	14%	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.

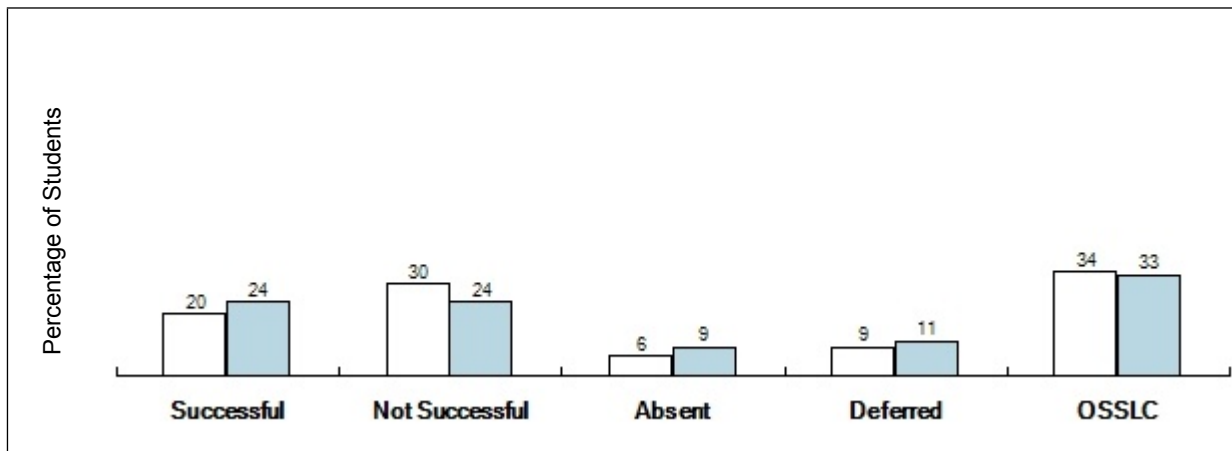
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

Ontario Secondary School Literacy Test, 2014–2015

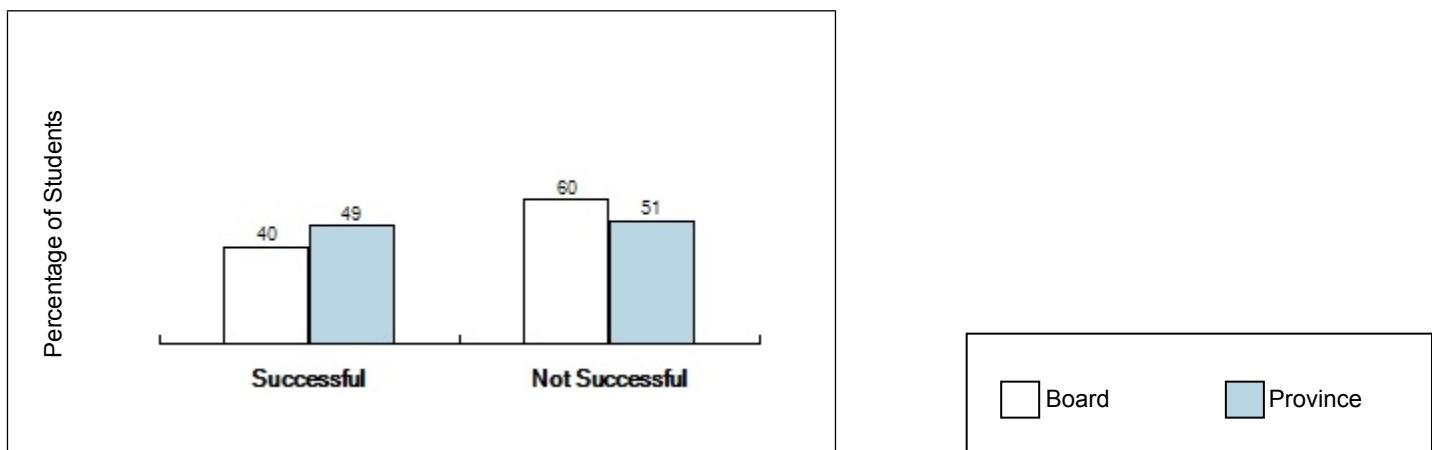
Results for All Students*

	Results for All Students Previously Eligible Students				
	All		Fully Participating		
	Board # = 644	Province # = 54 024	Board # = 327	Province # = 25 989	
Successful	132	20%	24%	40%	49%
Not Successful	195	30%	24%	60%	51%
Fully Participating	327	51%	48%		
Absent	38	6%	9%		
Deferred	60	9%	11%		
OSSLC	219	34%	33%		

Results for All Previously Eligible Students



Results for Fully Participating Previously Eligible Students



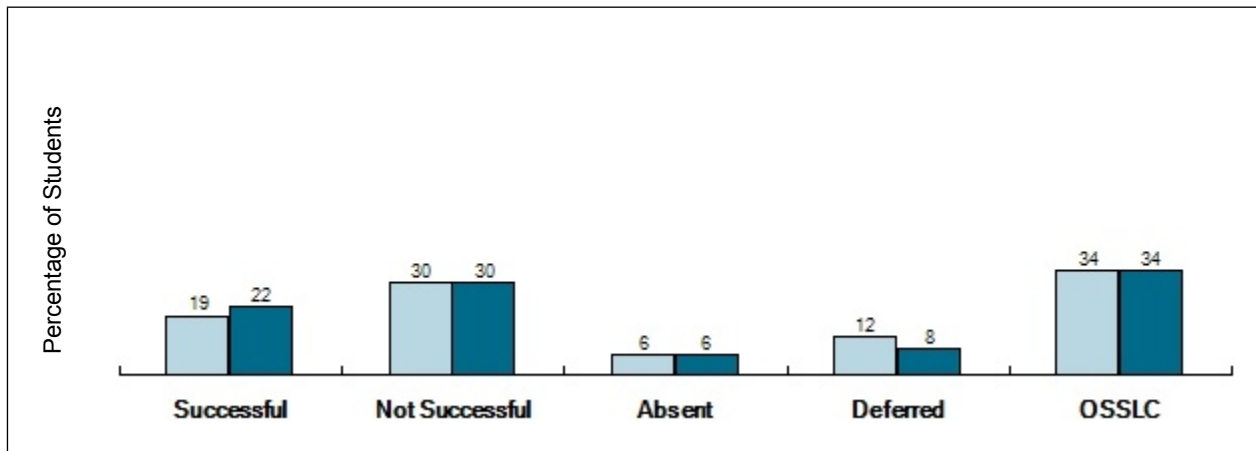
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2014–2015

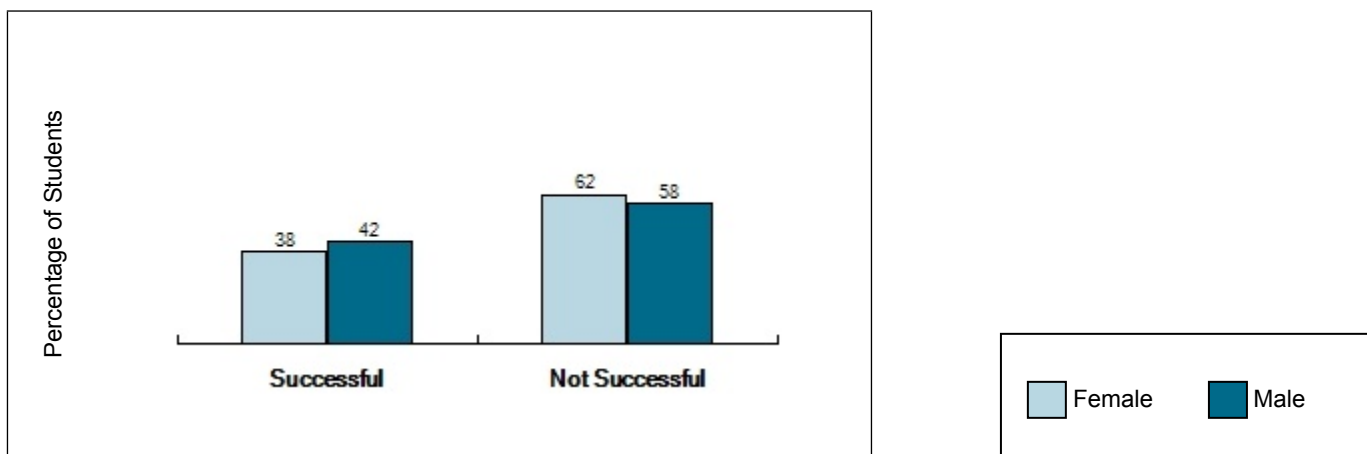
Board Results by Gender*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 253		Male # = 391		Female # = 123	Male # = 204
Successful	47	19%	85	22%	38%	42%
Not Successful	76	30%	119	30%	62%	58%
Fully Participating	123	49%	204	52%		
Absent	15	6%	23	6%		
Deferred	30	12%	30	8%		
OSSLC	85	34%	134	34%		

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.

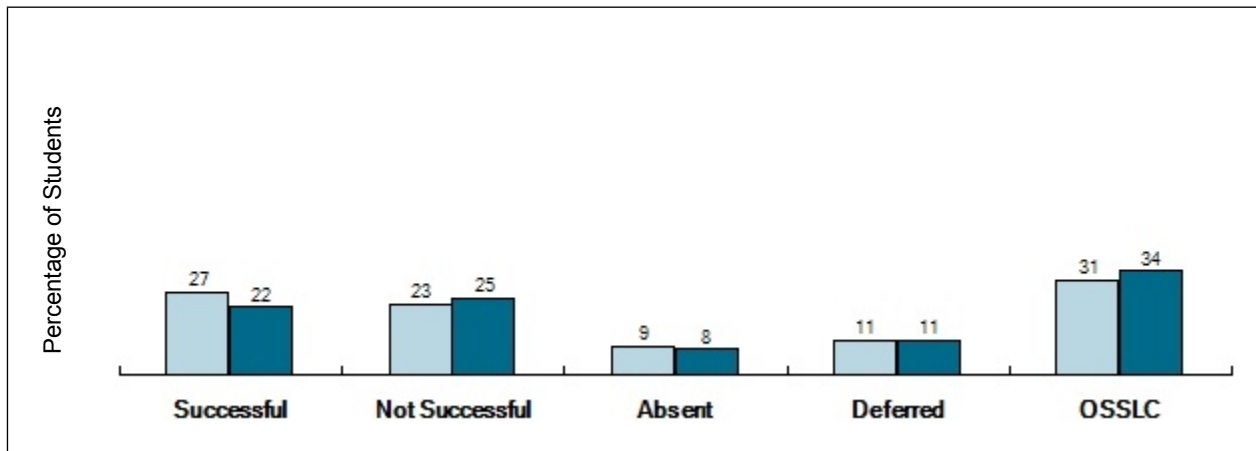
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2014–2015

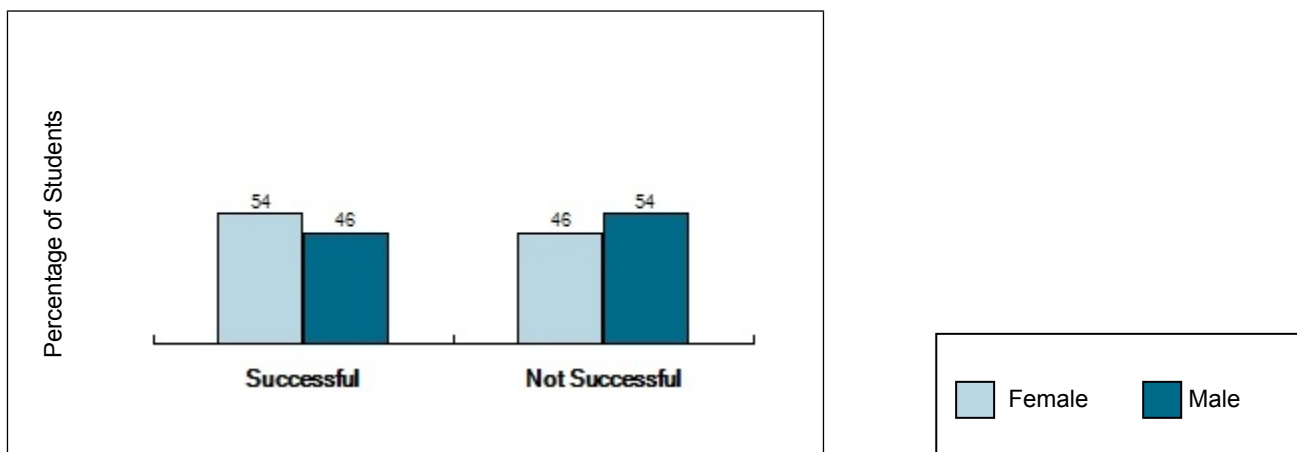
Provincial Results by Gender*†

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.

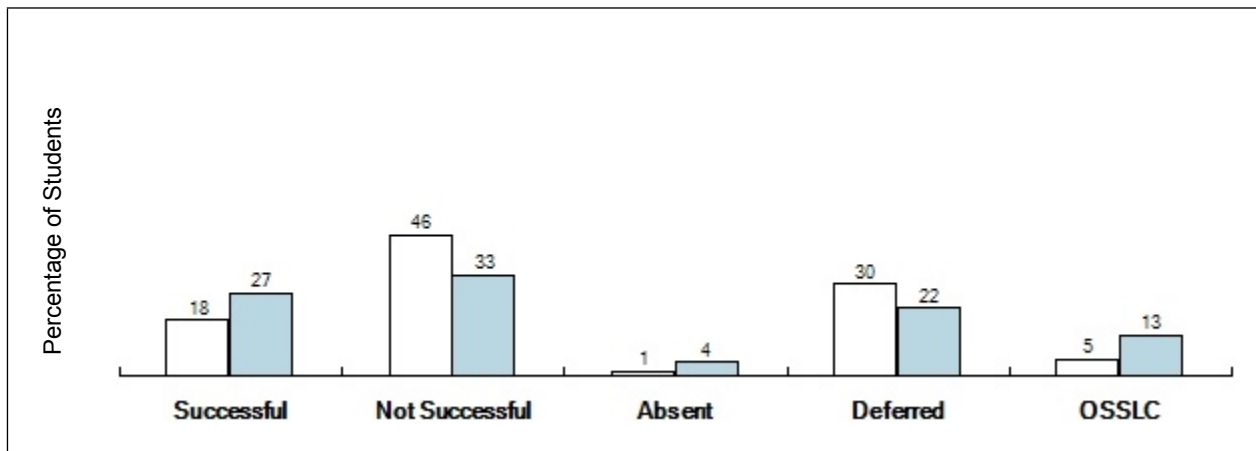
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2014–2015

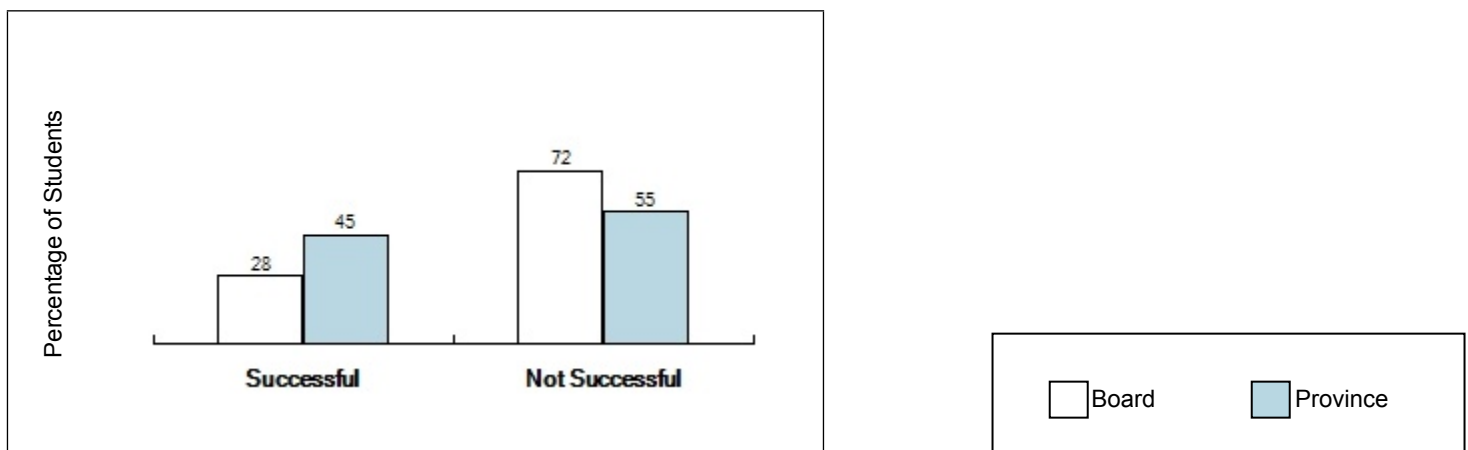
Results for English Language Learners*

	Results for English Language Learners Previously Eligible Students			
	All		Fully Participating	
	Board # = 147	Province # = 8 278	Board # = 93	Province # = 5 040
Successful	26	18%	27%	45%
Not Successful	67	46%	33%	55%
Fully Participating	93	63%	61%	
Absent	2	1%	4%	
Deferred	44	30%	22%	
OSSLC	8	5%	13%	

Results for All Previously Eligible English Language Learners



Results for Fully Participating Previously Eligible English Language Learners



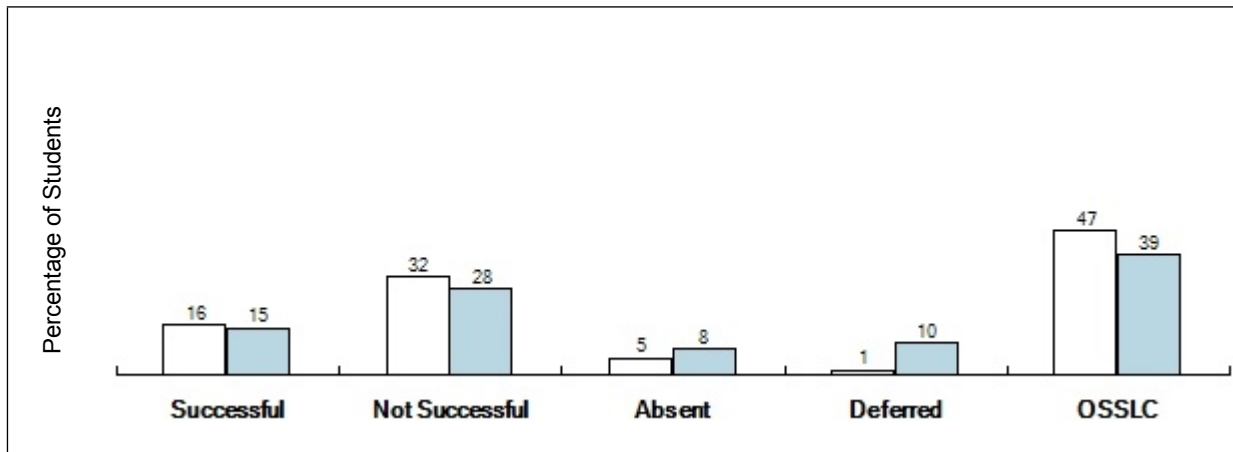
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2014–2015

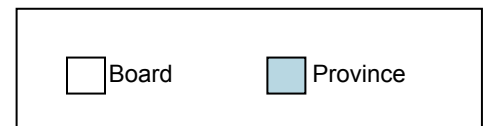
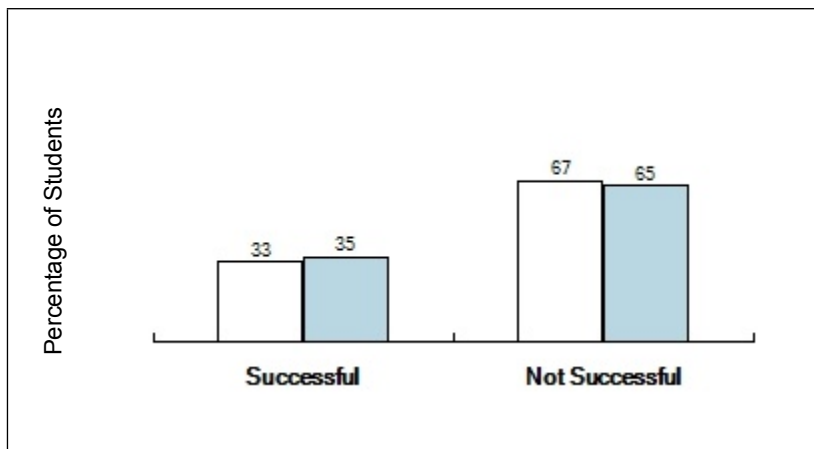
Results for Students with Special Education Needs (excluding gifted)*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students			
	All		Fully Participating	
	Board # = 257	Province # = 21 881	Board # = 121	Province # = 9 370
Successful	40	16%	33%	35%
Not Successful	81	32%	67%	65%
Fully Participating	121	47%		
Absent	13	5%		8%
Deferred	3	1%		10%
OSSLC	120	47%		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)



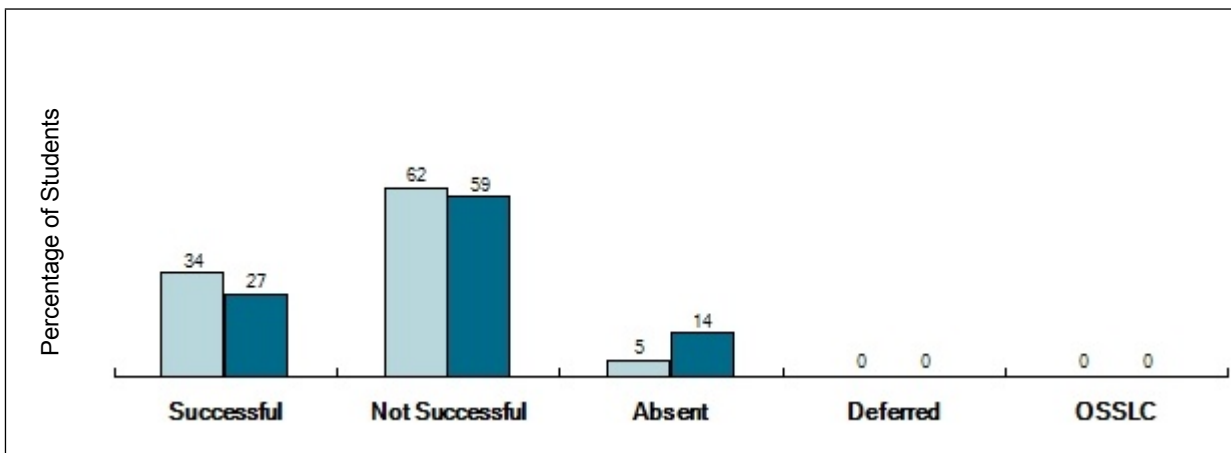
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2014–2015

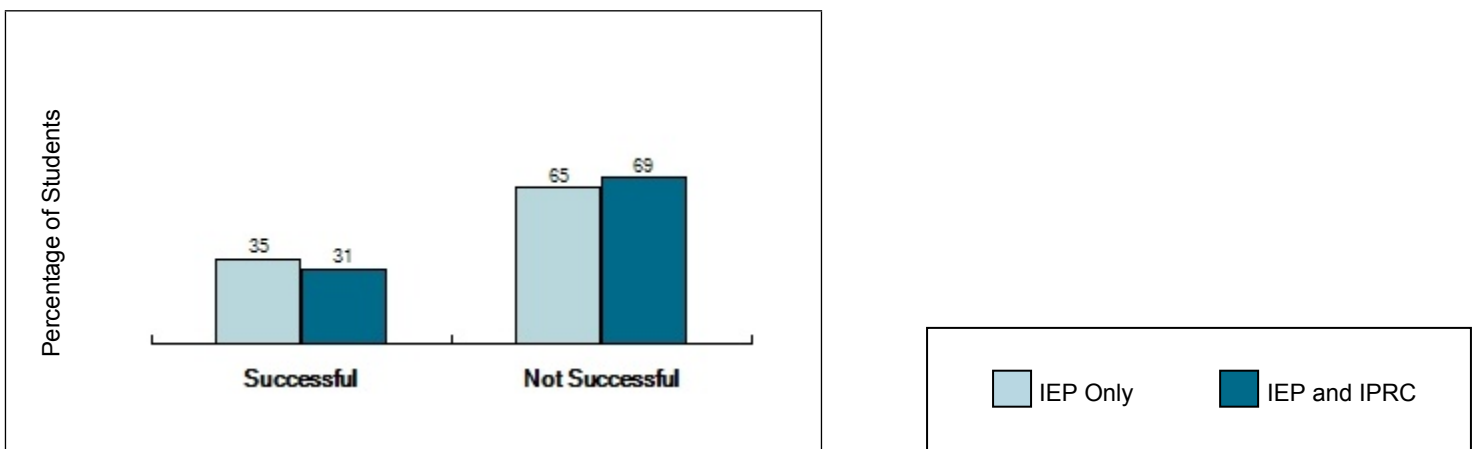
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 65		IEP and IPRC # = 37		IEP Only # = 62	IEP and IPRC # = 32
Successful	22	34%	10	27%	35%	31%
Not Successful	40	62%	22	59%	65%	69%
Fully Participating	62	95%	32	86%		
Absent	3	5%	5	14%		
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)



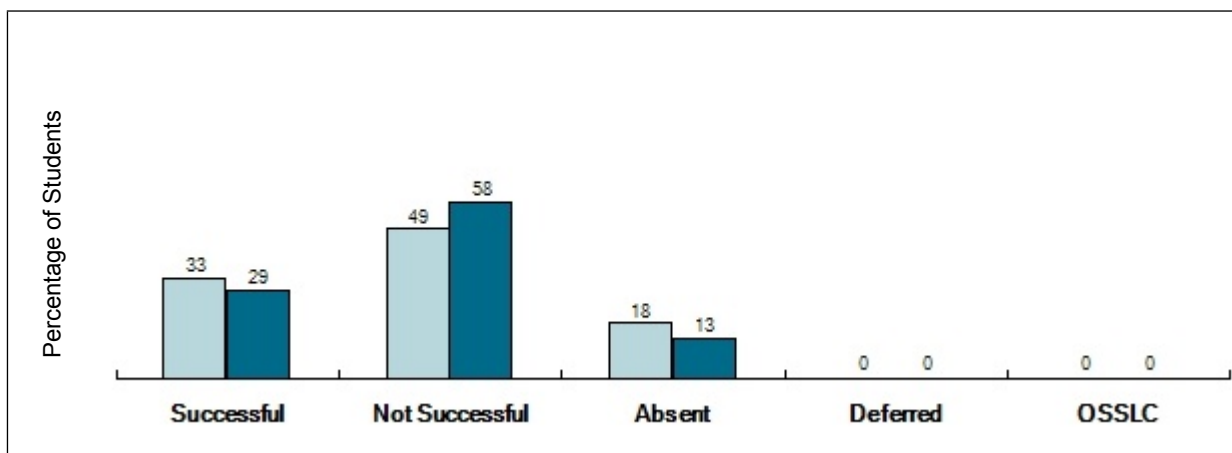
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2014–2015

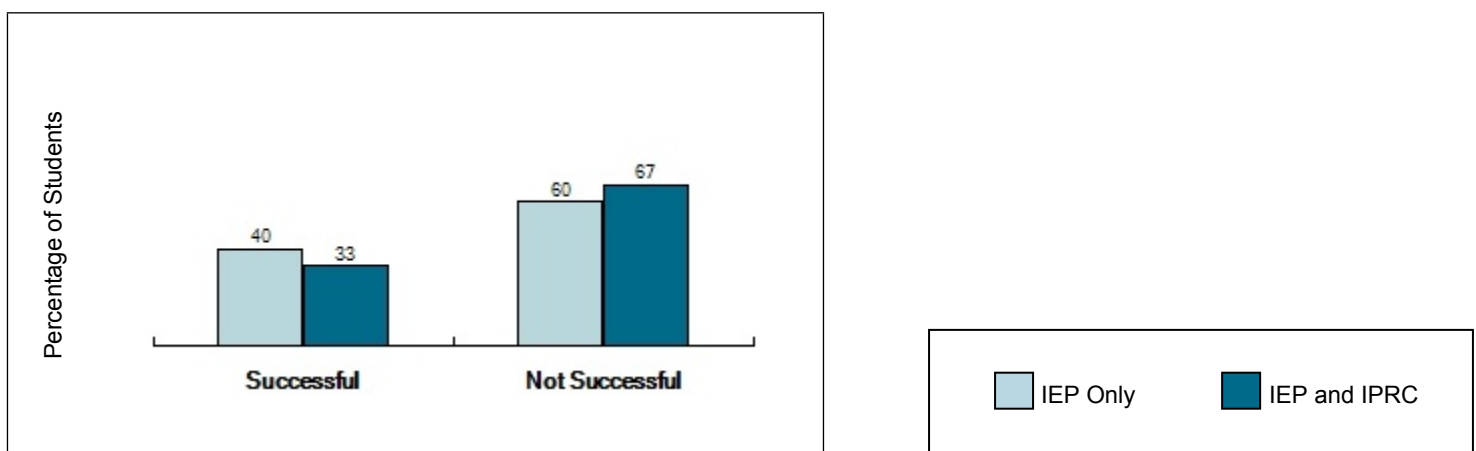
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

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 (# = 293)

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	34	58	101
comics	31	62	92
Web sites, e-mail, chat messages	90	6	263
letters	38	56	111
magazines	46	48	136
manuals, instructions	47	47	138
newspapers	40	54	118
novels, fiction, short stories	54	41	158
song lyrics, poems	70	26	206
religious or spiritual writings	29	65	85
2. Types of writing students do in English outside school most weeks:			
e-mail, chat messages	92	5	270
letter, journals, diaries	30	65	87
notes, directions, instructions	53	43	154
song lyrics, poems	50	45	146
stories, fiction	29	65	86
work-related writing	53	42	156
3. Types of English language materials students have at home (print or electronic):			
dictionaries, encyclopedias	69	27	201
books	85	12	249
newspapers	69	27	201
magazines	67	28	196

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 (# = 293)

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	40		116
more than one hour but less than three hours	29		85
more than three hours but less than five hours	17		51
five hours or more	13		38
5. Number of hours a week students write in English outside school, not including homework:			
one hour or less	39		113
more than one hour but less than three hours	32		93
more than three hours but less than five hours	15		44
five hours or more	13		39
6. How often students use a computer at home for homework:			
don't have a computer at home	8		24
never or hardly ever use a computer for homework	19		57
use a computer once or twice a month for homework	18		54
use a computer once or twice a week for homework	29		86
use a computer almost every day for homework	23		68
7. First language students learned at home was English:			
yes	65		189
no	35		103
8. Language(s) students speak at home:			
only or mostly English	59		172
another language (or other languages) as often as English	25		73
only or mostly another language (or other languages)	14		42

* 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 (# = 293)	Female* (# = 113)	Male* (# = 180)	All (# = 24 015)	Female* (# = 9 807)	Male* (# = 14 208)
Percentage of students indicating that they						
have a computer at home.	90%	91%	90%	91%	92%	91%
use the computer almost every day for homework.	23%	19%	26%	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	34%	40%	31%	39%	39%	39%
comics	31%	25%	36%	34%	27%	39%
Web sites, e-mail, chat messages	90%	97%	85%	91%	94%	90%
letters	38%	46%	33%	37%	40%	35%
magazines	46%	52%	43%	46%	55%	40%
manuals, instructions	47%	38%	53%	49%	39%	55%
newspapers	40%	42%	39%	37%	35%	38%
novels, fiction, short stories	54%	71%	43%	62%	74%	54%
song lyrics, poems	70%	82%	63%	68%	79%	60%
religious or spiritual writings	29%	32%	27%	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.	30%	40%	24%	30%	35%	27%
Percentage of students indicating that they have the following English language materials at home (print or electronic):						
dictionaries, encyclopedias	69%	71%	67%	71%	74%	69%
books	85%	91%	81%	88%	91%	86%
newspapers	69%	63%	72%	66%	65%	67%
magazines	67%	69%	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	92%	95%	91%	93%	94%	92%
letters, journals, diaries	30%	46%	19%	29%	43%	20%
notes, directions, instructions	53%	52%	53%	53%	57%	51%
song lyrics, poems	50%	57%	46%	41%	49%	36%
stories, fiction	29%	40%	23%	31%	36%	27%
work-related writing	53%	54%	53%	55%	55%	55%
Percentage of students indicating that they write in English outside school, not including homework, for						
more than three hours a week.	28%	32%	26%	25%	29%	23%
Percentage of students indicating that the first language they learned at home was						
other than English.	35%	36%	34%	34%	36%	32%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	59%	58%	59%	62%	59%	64%
another language (or other languages) as often as English	25%	28%	23%	21%	23%	20%
only or mostly another language (or other languages)	14%	13%	15%	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.