



# School Board Report

## Previously Eligible Students



### Ontario Secondary School Literacy Test, 2015–2016

#### Board: London District Catholic School Board (67032)

On behalf of EQAO, I am pleased to provide you with the results of the 2016 Ontario Secondary School Literacy Test (OSSLT). This report also includes demographic and attitudinal information, which provides context for interpreting the achievement results.

Literacy skills are the foundation of all learning. We know that receiving the right attention and support has helped many students who didn't meet the provincial standard in elementary school overcome their early literacy struggles. This support must continue in all schools and school boards if we are to ensure that all students have the basic literacy skills they need to participate fully in society.

EQAO assesses and evaluates important aspects of the quality and effectiveness of elementary and secondary school education.

EQAO provides schools and boards with a wide range of data about their students' achievement, attitudes, behavior and demographics. By intersecting different types of data, schools gain rich insights to help evaluate the effectiveness of their programs and inform improvement planning.

EQAO provides reliable and useful information about student achievement to school communities and all partners in the education system. A thorough evaluation of student achievement requires the review of data from many sources. We are pleased to contribute to rich discussions about programs and practices, with an eye to improving them in the interest of student learning.

Sincerely,

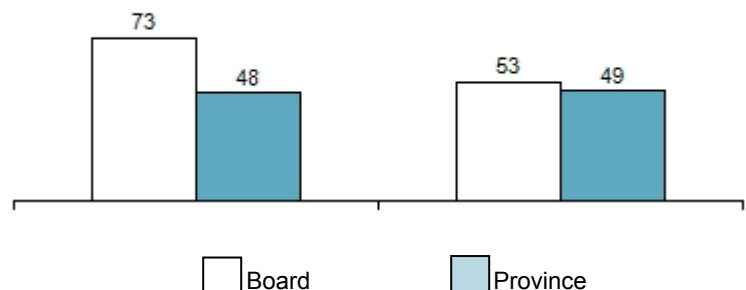
Bruce Rodrigues  
Chief Executive Officer  
Education Quality and Accountability Office

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#### PREVIOUSLY ELIGIBLE STUDENTS, 2015–2016: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully

Percentage of Fully Participating Students Who Were Successful



## Ontario Secondary School Literacy Test, 2015–2016

### 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](http://www.eqao.com).

## Ontario Secondary School Literacy Test, 2015–2016

### Contextual Information

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

	Board		Province	
<b>Enrolment</b>				
Number of previously eligible students	441		55 284	
Number of schools with previously eligible students	9		826	
Number of students who were exempted	3		1 832	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Test</b>				
Of all previously eligible students, those who participated fully in the assessment	324	73%	26 333	48%
Of all previously eligible students, those who were absent	17	4%	4 879	9%
Of all previously eligible students, those who were deferred	11	2%	6 236	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	89	20%	17 836	32%
<b>Gender<sup>†</sup> Based on number of previously eligible students</b>				
Female	195	44%	21 746	39%
Male	246	56%	33 538	61%
Gender not specified	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of previously eligible students</b>				
English language learners*	26	6%	9 520	17%
English language learners receiving special provisions**	21	6%	4 902	19%
Students with special education needs (excluding gifted)*	156	35%	22 033	40%
Students with special education needs receiving accommodations (excluding gifted)**	95	29%	8 707	33%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>				
	Number of Respondents: 292		24 351	
First language learned at home was other than English	76	26%	8 456	35%
Speak only or mostly English at home	197	67%	14 731	60%
Speak another language (or other languages) as often as English at home	59	20%	5 187	21%
Speak only or mostly another language (or other languages) at home	32	11%	4 049	17%

† 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, 2015–2016

## Contextual Information (continued)

	Board		Province	
<b>Year Student Entered Current School†</b>				
Year of the assessment	37	8%	13 586	25%
1 year prior to the assessment	37	8%	7 843	14%
2 years prior to the assessment	295	67%	24 715	45%
3 or more years prior to the assessment	72	16%	10 053	18%
Data not available	0	0%	919	2%
<b>Year Student Entered Current Board†</b>				
Year of the assessment	23	5%	8 385	15%
1 year prior to the assessment	23	5%	5 381	10%
2 years prior to the assessment	106	24%	6 790	12%
3 or more years prior to the assessment	289	66%	32 974	60%
Data not available	0	0%	3 586	6%

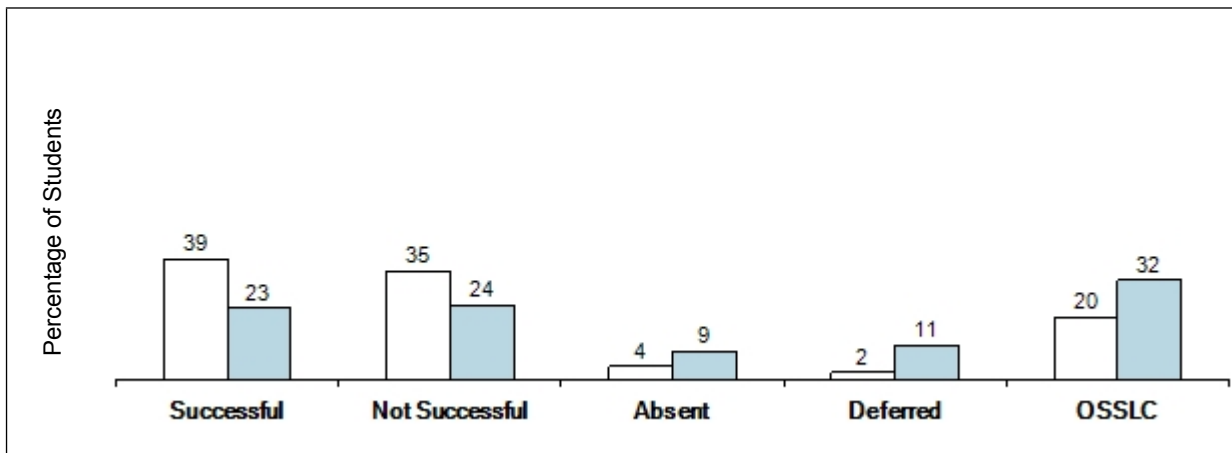
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## Ontario Secondary School Literacy Test, 2015–2016

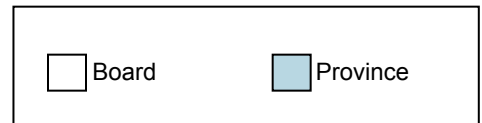
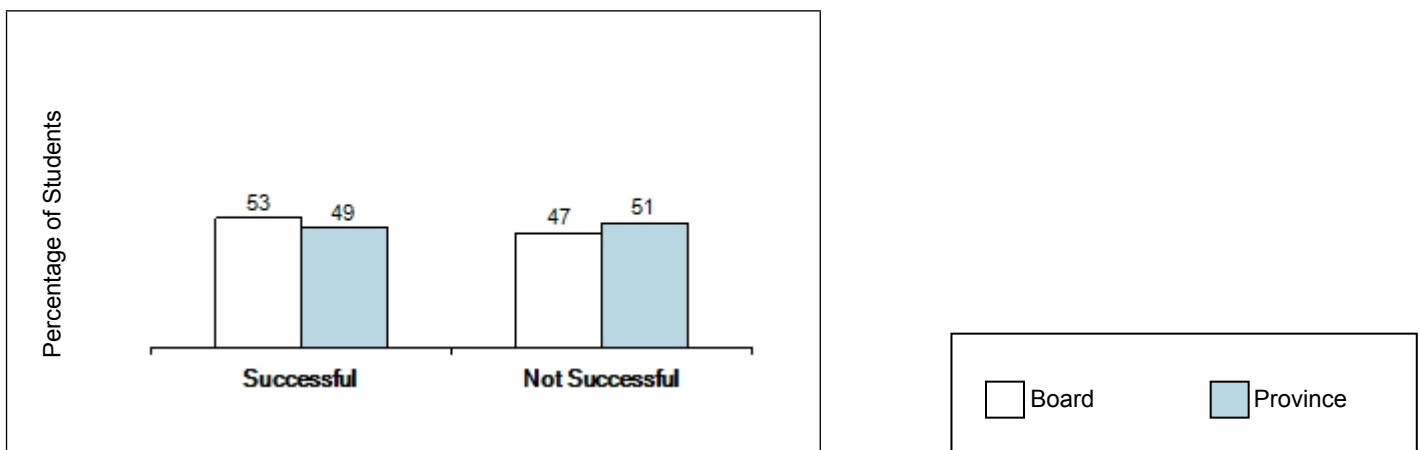
### Results for All Students\*

	Results for All Students Previously Eligible Students			
	All		Fully Participating	
	Board # = 441	Province # = 55 284	Board # = 324	Province # = 26 333
Successful	171	39%	23%	49%
Not Successful	153	35%	24%	51%
<b>Fully Participating</b>	<b>324</b>	<b>73%</b>	<b>48%</b>	
Absent	17	4%	9%	
Deferred	11	2%	11%	
OSSLC	89	20%	32%	

### Results for All Previously Eligible Students\*



### Results for Fully Participating Previously Eligible Students\*



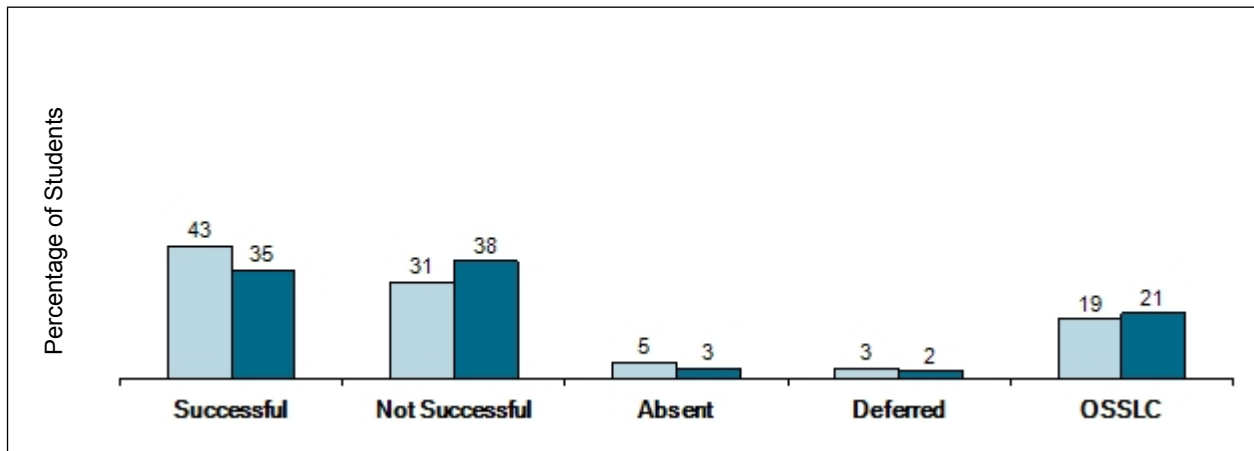
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2015–2016

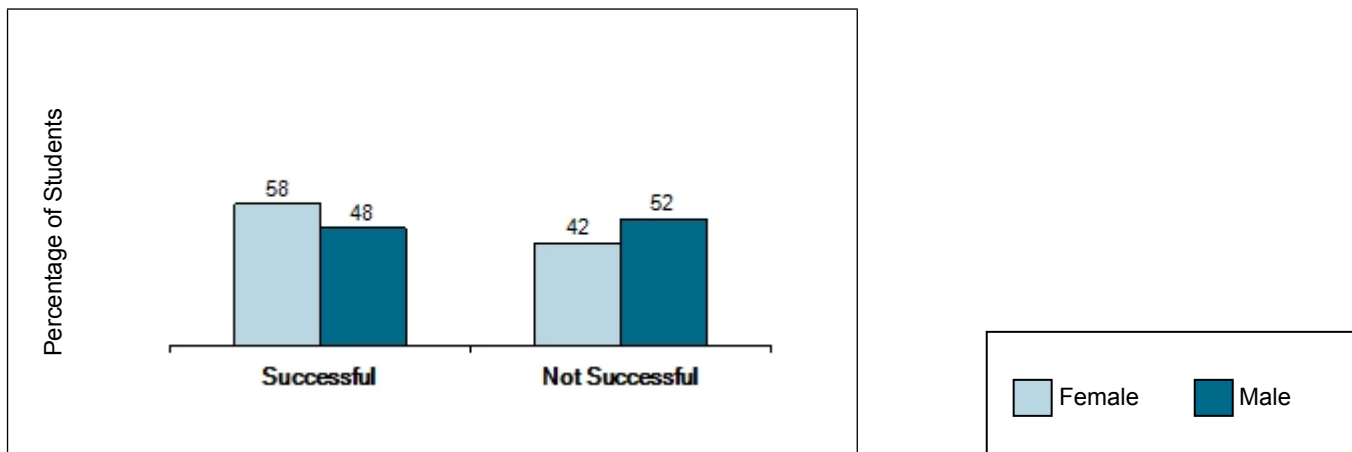
### Board Results by Gender\*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 195		Male # = 246		Female # = 144	Male # = 180
Successful	84	43%	87	35%	58%	48%
Not Successful	60	31%	93	38%	42%	52%
<b>Fully Participating</b>	<b>144</b>	<b>74%</b>	<b>180</b>	<b>73%</b>		
Absent	9	5%	8	3%		
Deferred	5	3%	6	2%		
OSSLC	37	19%	52	21%		

### 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.

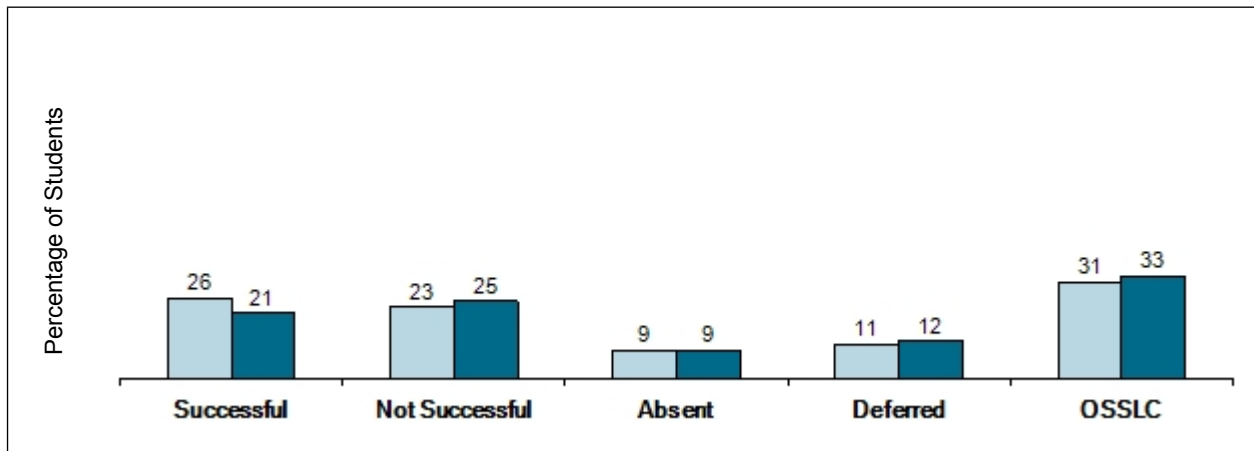
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2015–2016

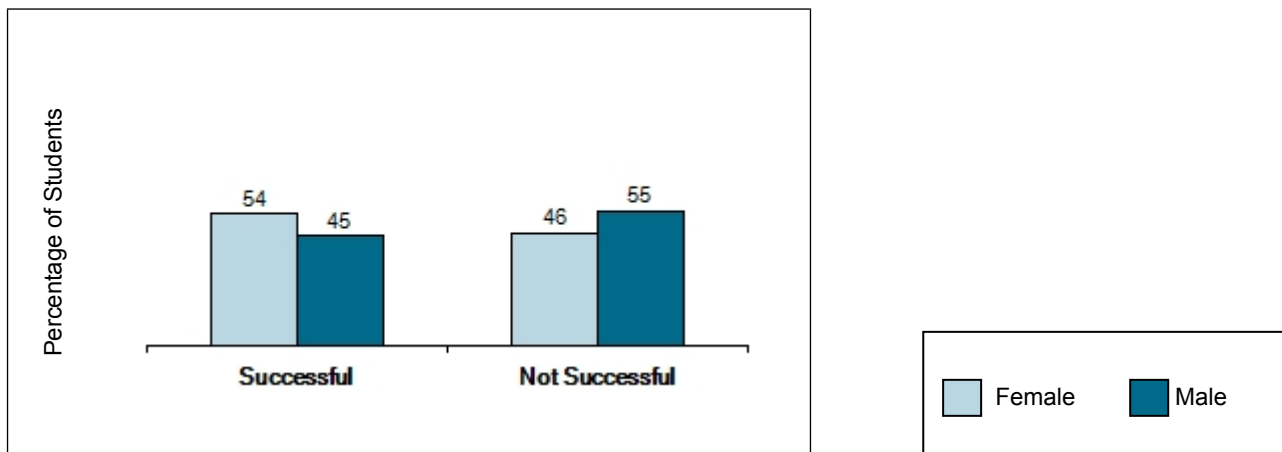
### Provincial Results by Gender\*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 21 746		Male # = 33 538		Female # = 10 731	Male # = 15 602
Successful	5 760	26%	7 062	21%	54%	45%
Not Successful	4 971	23%	8 540	25%	46%	55%
<b>Fully Participating</b>	<b>10 731</b>	<b>49%</b>	<b>15 602</b>	<b>47%</b>		
Absent	1 972	9%	2 907	9%		
Deferred	2 342	11%	3 894	12%		
OSSLC	6 701	31%	11 135	33%		

### 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.

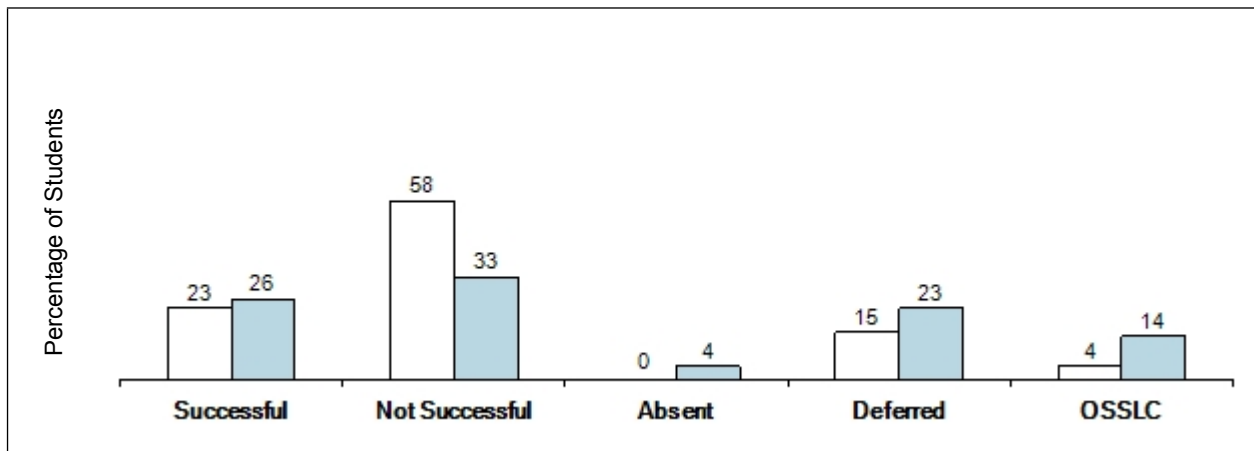
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## Ontario Secondary School Literacy Test, 2015–2016

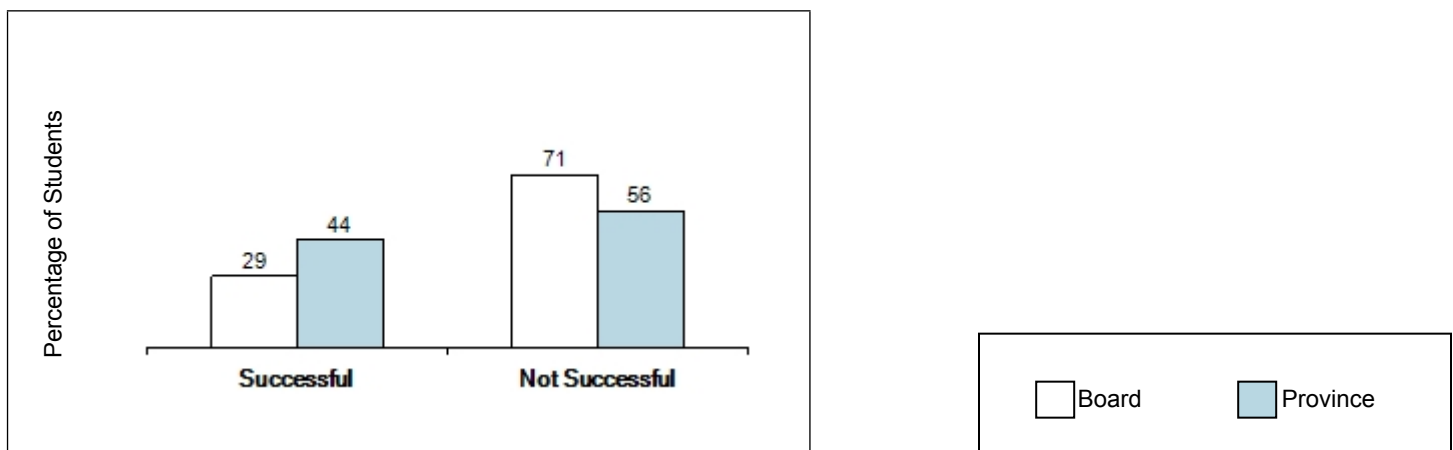
### Results for English Language Learners\*

	Results for English Language Learners Previously Eligible Students			
	All		Fully Participating	
	Board # = 26	Province # = 9 520	Board # = 21	Province # = 5 611
Successful	6	23%	26%	44%
Not Successful	15	58%	33%	56%
<b>Fully Participating</b>	<b>21</b>	<b>81%</b>	<b>59%</b>	
Absent	0	0%	4%	
Deferred	4	15%	23%	
OSSLC	1	4%	14%	

### 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.

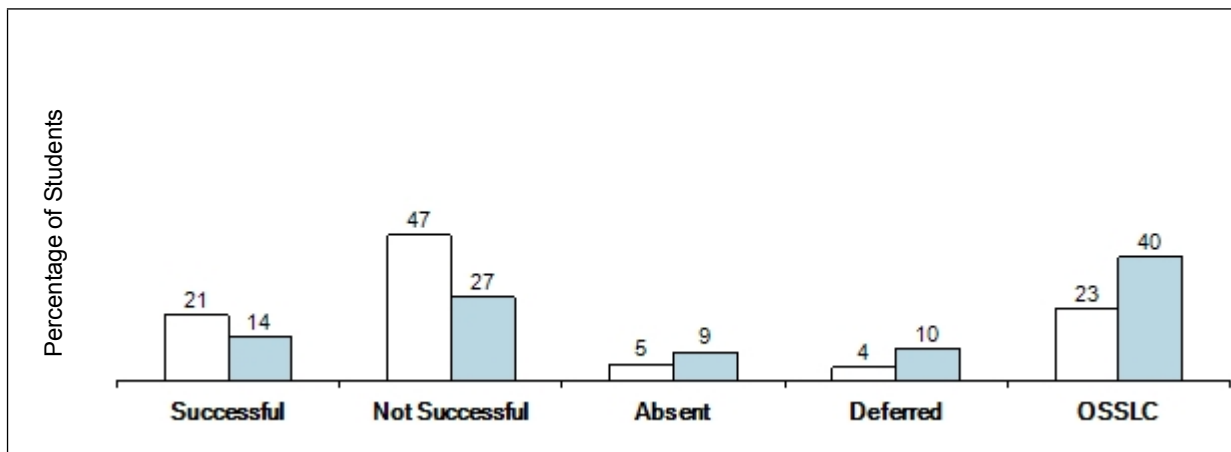


## Ontario Secondary School Literacy Test, 2015–2016

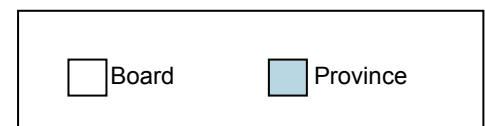
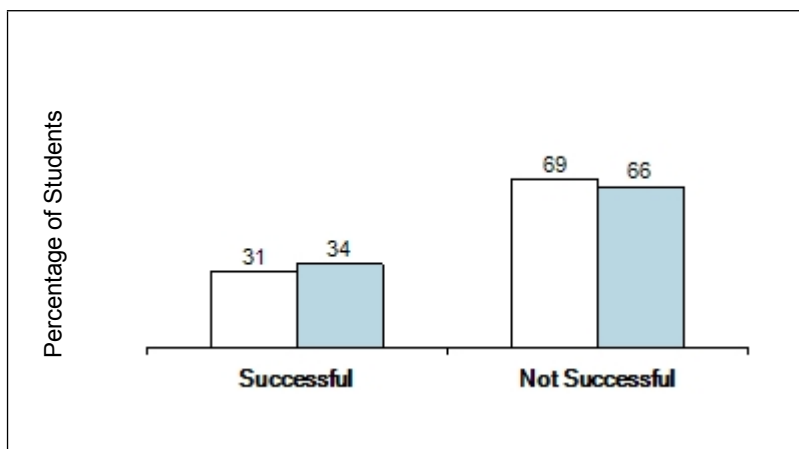
### Results for Students with Special Education Needs (excluding gifted)\*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students			
	All		Fully Participating	
	Board # = 156	Province # = 22 033	Board # = 106	Province # = 9 167
Successful	33	21%	14%	31%
Not Successful	73	47%	27%	69%
<b>Fully Participating</b>	<b>106</b>	<b>68%</b>	<b>42%</b>	
Absent	8	5%	9%	
Deferred	6	4%	10%	
OSSLC	36	23%	40%	

### 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)\*



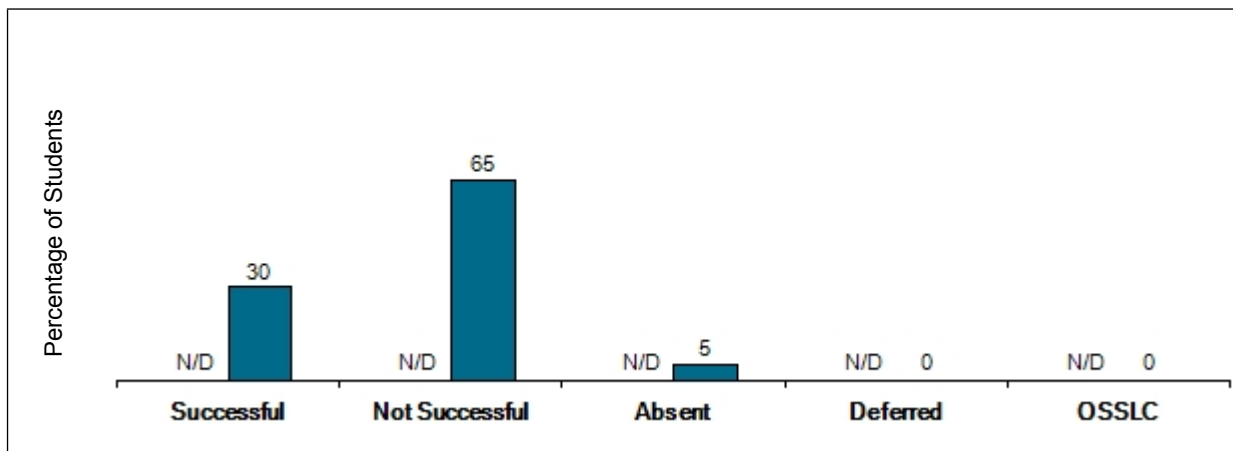
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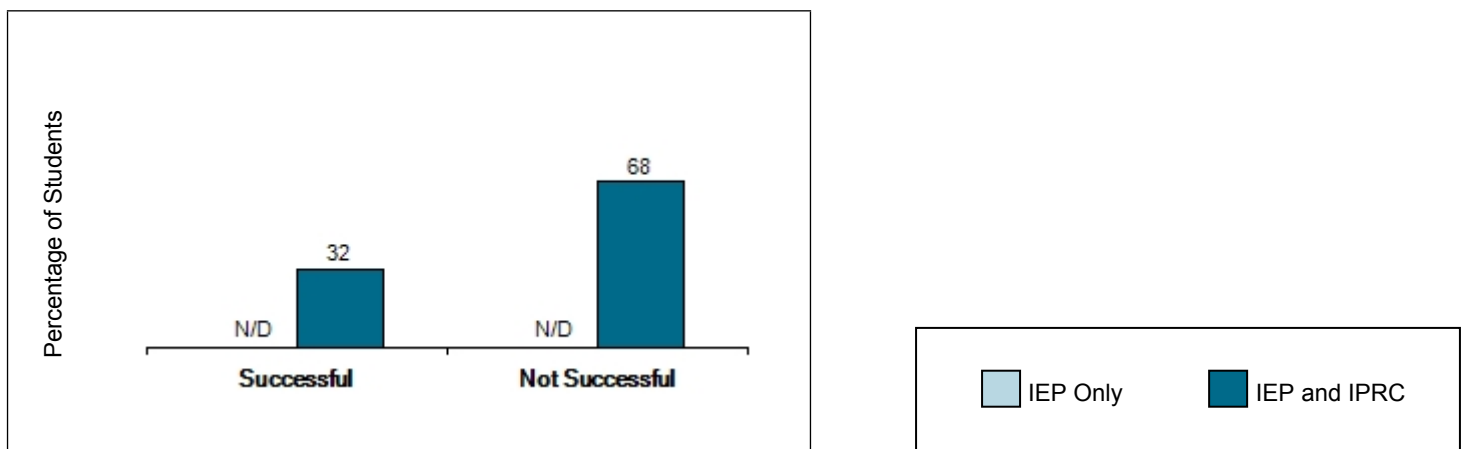
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = N/D		IEP and IPRC # = 100		IEP Only # = N/D	IEP and IPRC # = 95
Successful	N/D	N/D	30	30%	N/D	32%
Not Successful	N/D	N/D	65	65%	N/D	68%
<b>Fully Participating</b>	N/D	N/D	95	95%		
Absent	N/D	N/D	5	5%		
Deferred	N/D	N/D	0	0%		
OSSLC	N/D	N/D	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)\*



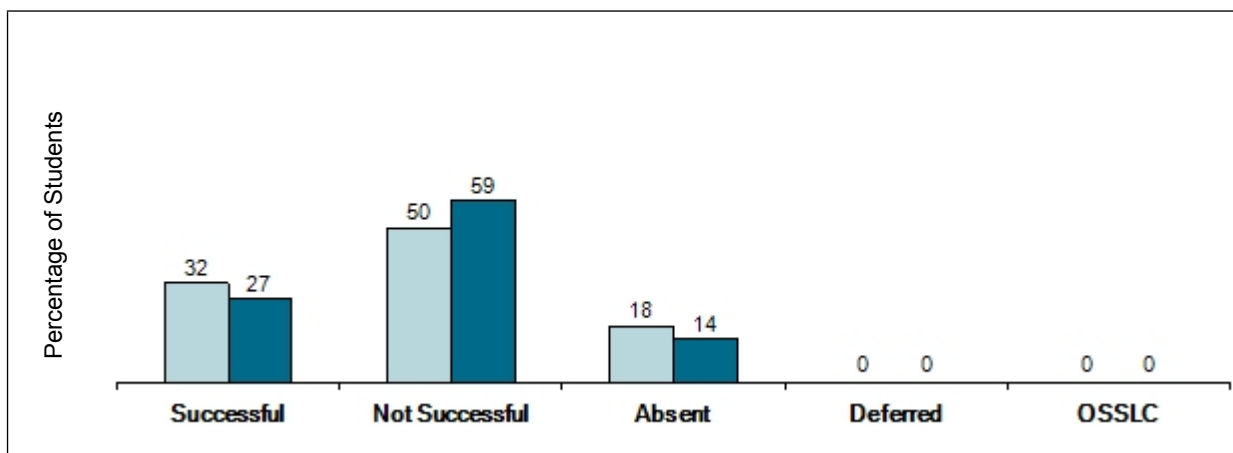
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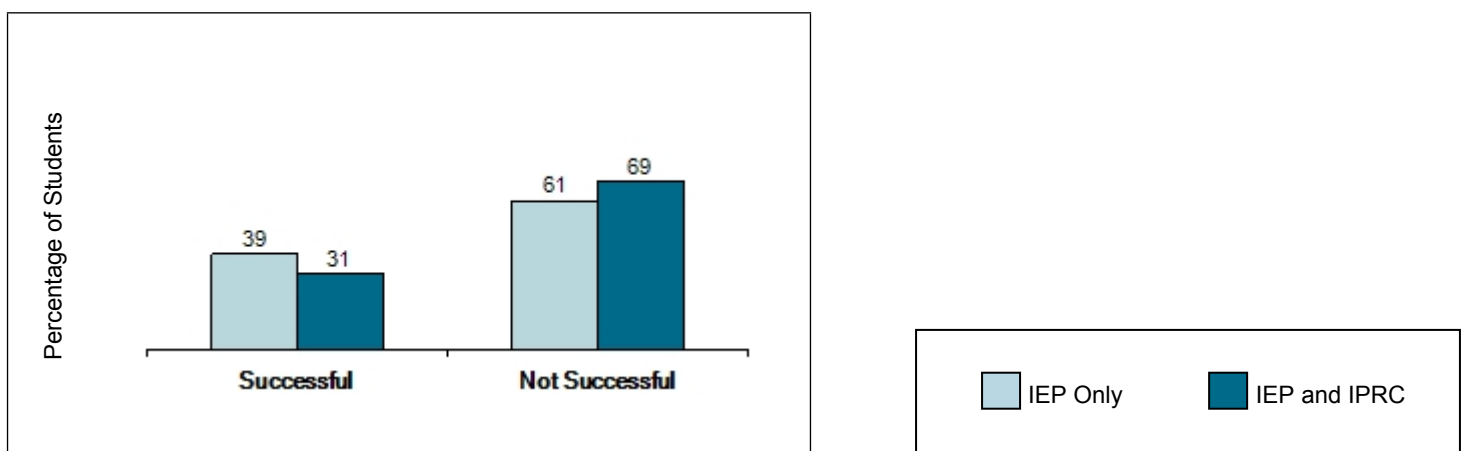
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 4 496		IEP and IPRC # = 5 885		IEP Only # = 3 670	IEP and IPRC # = 5 037
Successful	1 440	32%	1 568	27%	39%	31%
Not Successful	2 230	50%	3 469	59%	61%	69%
<b>Fully Participating</b>	<b>3 670</b>	<b>82%</b>	<b>5 037</b>	<b>86%</b>		
Absent	826	18%	848	14%		
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)\*



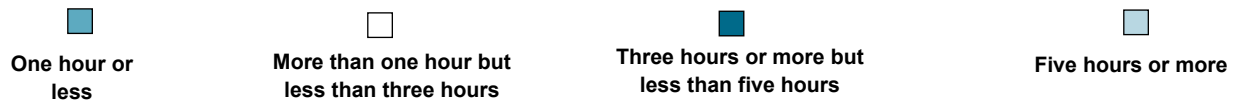
### Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



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

# Ontario Secondary School Literacy Test, 2015–2016

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 292)

















TYPES OF MATERIALS STUDENTS READ IN ENGLISH		Percentage of Students*				Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"
1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).		One hour or less	More than one hour but less than three hours	Three hours or more but less than five hours	Five hours or more	
non-fiction books, e.g., biographies		60	24	9		35
comics		78	9	5		18
Web sites, e-mail, chat messages, blogs		15	27	27	26	157
letters		83	10			4
magazines		79	12			7
manuals, instructions		76	13			10
newspapers		81	10			5
novels, fiction, short stories		49	29	11	5	46
song lyrics, poems		41	27	14	10	70
religious or spiritual writings		74	11	4		18

TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH		Percentage of Students*				Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"
2. Indicate how much time you spend outside school most weeks writing.		One hour or less	More than one hour but less than three hours	Three hours or more but less than five hours	Five hours or more	
on social media (Twitter, Facebook, blogs) or texting		23	28	22	23	131
letter, journals, diaries		78	12			10
notes, directions, instructions		66	20	5		20
song lyrics, poems		63	14	9	7	44
stories, fiction		75	10	5		18
work-related writing		52	23	12	4	47

\* 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, 2015–2016

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 292)

HOME COMPUTER USE			<i>Number of students</i>
<b>3. Indicate how often you use a computer at home for homework (choose one only).</b>			
I don't have a computer at home		9	25
I never or hardly ever use the computer for homework		15	45
I use the computer once or twice a month for homework		23	68
I use the computer once or twice a week for homework		26	75
I use the computer almost every day for homework		25	73
<b>LANGUAGE BACKGROUND</b>			
<b>4. Is English the first language you learned at home?</b>			
yes		72	211
no		26	76
<b>5. What languages do you speak at home (choose one only)?</b>			
only or mostly English		67	197
another language (or other languages) as often as English		20	59
only or mostly another language (or other languages)		11	32
<input checked="" type="checkbox"/>	<input type="checkbox"/>		
<b>Yes</b>	<b>No</b>		
<b>TYPES OF ENGLISH LANGUAGE-MATERIALS STUDENTS HAVE AT HOME</b>			<i>Number of students who answered "Yes"</i>
<b>6. Indicate what English-language materials you have at home (print or electronic).</b>		<b>Percentage of Students*</b>	
dictionaries, encyclopedias		71 / 23	207
books		86 / 8	252
newspapers		62 / 30	182
magazines		65 / 27	190

\* 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, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 292)	Female* (# = 135)	Male* (# = 157)	All (# = 24 351)	Female* (# = 10 067)	Male* (# = 14 284)
<b>HOME COMPUTER USE</b> Percentage of students indicating that they						
have a computer at home.	<b>89%</b>	89%	90%	<b>90%</b>	91%	89%
use the computer almost every day for homework.	<b>25%</b>	23%	27%	<b>27%</b>	30%	25%
<b>TYPES OF MATERIALS STUDENTS READ IN ENGLISH</b> Indicate how much time you spend reading in English outside school most weeks (print or electronic). Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”						
non-fiction books, e.g., biographies	<b>12%</b>	13%	11%	<b>14%</b>	16%	14%
comics	<b>6%</b>	4%	8%	<b>7%</b>	5%	8%
Web sites, e-mail, chat messages, blogs	<b>54%</b>	66%	43%	<b>52%</b>	59%	47%
letters	<b>1%</b>	0%	3%	<b>3%</b>	3%	3%
magazines	<b>2%</b>	4%	1%	<b>3%</b>	4%	3%
manuals, instructions	<b>3%</b>	1%	5%	<b>4%</b>	2%	6%
newspapers	<b>2%</b>	1%	3%	<b>3%</b>	3%	4%
novels, fiction, short stories	<b>16%</b>	19%	13%	<b>20%</b>	28%	15%
song lyrics, poems	<b>24%</b>	33%	17%	<b>27%</b>	31%	24%
religious or spiritual writings	<b>6%</b>	9%	4%	<b>6%</b>	7%	6%
<b>TYPES OF ENGLISH LANGUAGE-MATERIALS STUDENTS HAVE AT HOME</b> Indicate what English-language materials you have at home (print or electronic). Percentage of students						
dictionaries, encyclopedias	<b>71%</b>	70%	71%	<b>76%</b>	78%	75%
books	<b>86%</b>	84%	88%	<b>91%</b>	93%	89%
newspapers	<b>62%</b>	61%	63%	<b>70%</b>	69%	70%
magazines	<b>65%</b>	65%	65%	<b>64%</b>	66%	63%
<b>TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH</b> Indicate how much time you spend outside school most weeks writing Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”						
on social media (Twitter, Facebook, blogs) or texting	<b>45%</b>	53%	38%	<b>44%</b>	53%	39%
letters, journals, diaries	<b>3%</b>	4%	3%	<b>5%</b>	8%	3%
notes, directions, instructions	<b>7%</b>	7%	6%	<b>7%</b>	8%	6%
song lyrics, poems	<b>15%</b>	16%	15%	<b>15%</b>	16%	14%
stories, fiction	<b>6%</b>	7%	6%	<b>8%</b>	12%	6%
work-related writing	<b>16%</b>	18%	15%	<b>19%</b>	23%	16%

\* Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 292)	Female* (# = 135)	Male* (# = 157)	All (# = 24 351)	Female* (# = 10 067)	Male* (# = 14 284)
<b>LANGUAGE BACKGROUND</b>						
Percentage of students indicating that the first language they learned at home was						
other than English.	<b>26%</b>	28%	24%	<b>35%</b>	38%	33%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	<b>67%</b>	69%	66%	<b>60%</b>	58%	63%
another language (or other languages) as often as English	<b>20%</b>	19%	22%	<b>21%</b>	23%	20%
only or mostly another language (or other languages)	<b>11%</b>	11%	11%	<b>17%</b>	18%	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, 2015–2016

EXPLANATION OF TERMS	
<b>First-Time Eligible Students</b>	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.
<b>Previously Eligible Students</b>	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.
<b>All Eligible Students</b>	This method of reporting provides percentages based on <b>all</b> 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).
<b>Fully Participating Students</b>	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.
<b>Successful</b>	Students who fully participated in the OSSLT and received a score that met the expected standard.
<b>Not Successful</b>	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
<b>Absent</b>	Students who did not submit work for <b>one or both</b> sessions due to absence or for other reasons.
<b>Deferred</b>	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.
<b>OSSLC</b>	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 ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
<b>Exempted</b>	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.
<b>English Language Learners</b>	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).
<b>English Language Learners Receiving Special Provisions</b>	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> .
<b>Students with Special Education Needs (excluding gifted)</b>	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.
<b>Students with Special Education Needs Receiving Accommodations (excluding gifted)</b>	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> .
<b>N/R</b>	"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.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the group or year specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact personnel at the board.