



School Board Report

Previously Eligible Students



Ontario Secondary School Literacy Test, 2014–2015

Board: Peterborough Victoria Northumberland and Clarington CDSB (67067)

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.

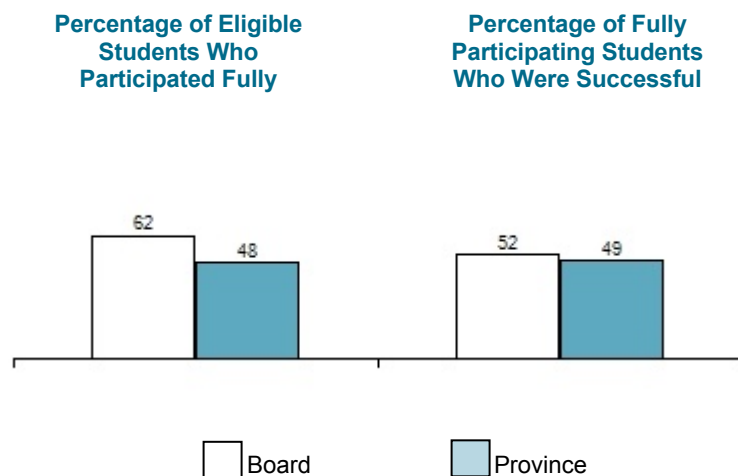
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to 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	333		54 024	
Number of schools with previously eligible students	6		819	
Number of students who were exempted	49		2 074	
	Number	Percent	Number	Percent
Participation in the Test				
Of all previously eligible students, those who participated fully in the assessment	207	62%	25 989	48%
Of all previously eligible students, those who were absent	14	4%	4 639	9%
Of all previously eligible students, those who were deferred	16	5%	5 835	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	96	29%	17 562	33%
Gender[†] Based on number of previously eligible students				
Female	122	37%	21 079	39%
Male	211	63%	32 945	61%
Gender not specified	0	0%	0	0%
Student Status[†] Based on number of previously eligible students				
English language learners*	0	0%	8 278	15%
English language learners receiving special provisions**	0	0%	4 282	16%
Students with special education needs (excluding gifted)*	212	64%	21 881	41%
Students with special education needs receiving accommodations (excluding gifted)**	114	55%	8 724	34%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents: 179		24 015	
First language learned at home was other than English	11	6%	8 119	34%
Speak only or mostly English at home	162	91%	14 853	62%
Speak another language (or other languages) as often as English at home	15	8%	5 026	21%
Speak only or mostly another language (or other languages) at home	1	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.

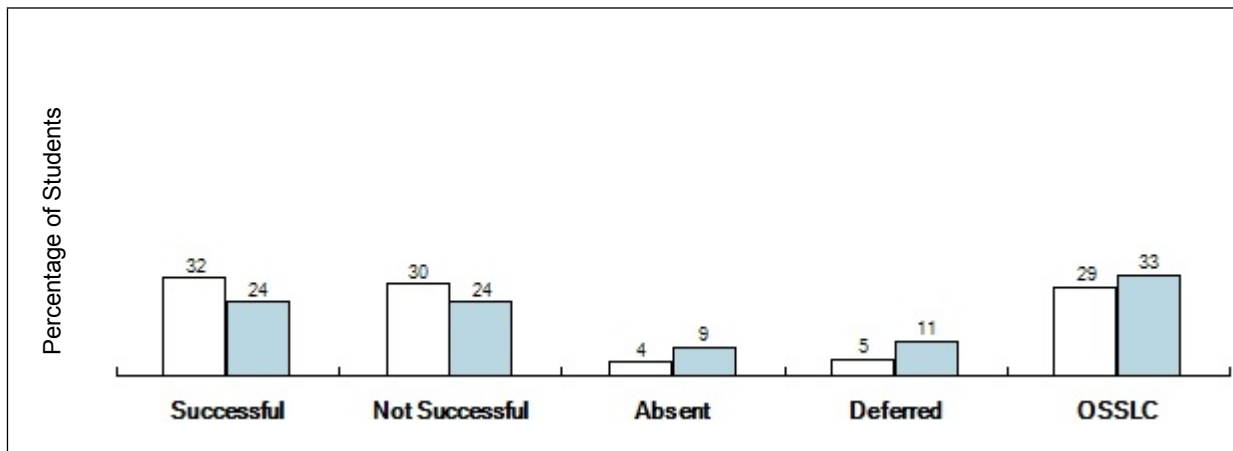
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

Ontario Secondary School Literacy Test, 2014–2015

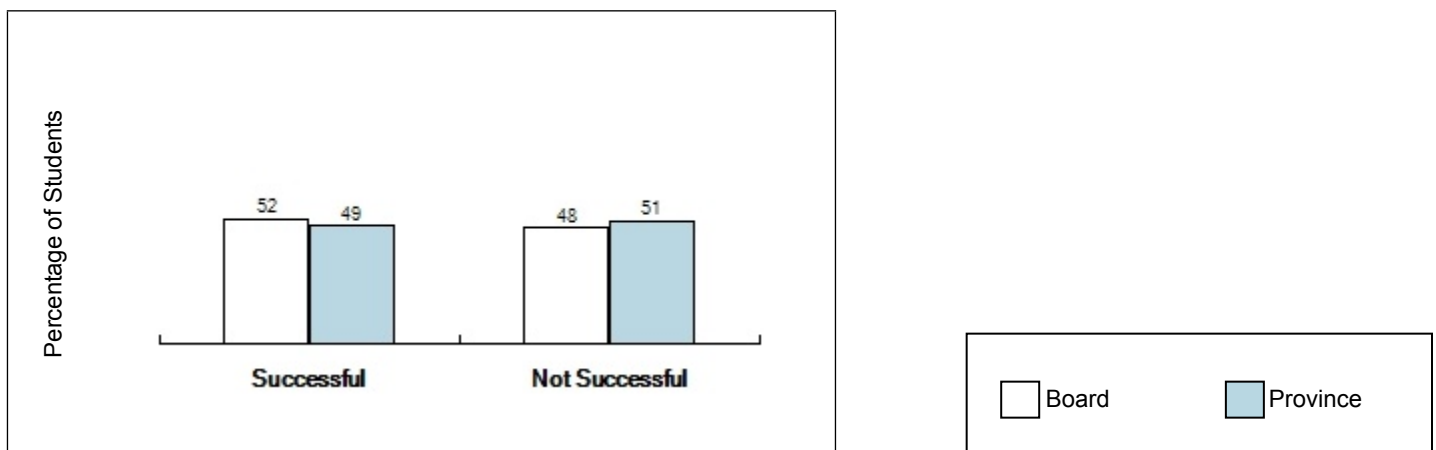
Results for All Students*

	Results for All Students Previously Eligible Students			
	All		Fully Participating	
	Board # = 333	Province # = 54 024	Board # = 207	Province # = 25 989
Successful	108	32%	52%	49%
Not Successful	99	30%	48%	51%
Fully Participating	207	62%	48%	
Absent	14	4%	9%	
Deferred	16	5%	11%	
OSSLC	96	29%	33%	

Results for All Previously Eligible Students



Results for Fully Participating Previously Eligible Students



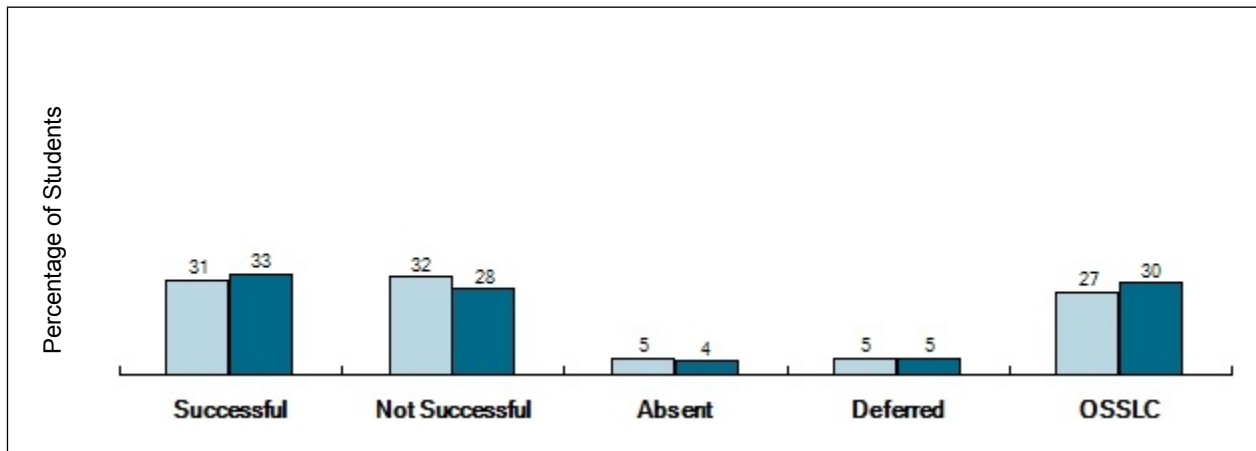
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Ontario Secondary School Literacy Test, 2014–2015

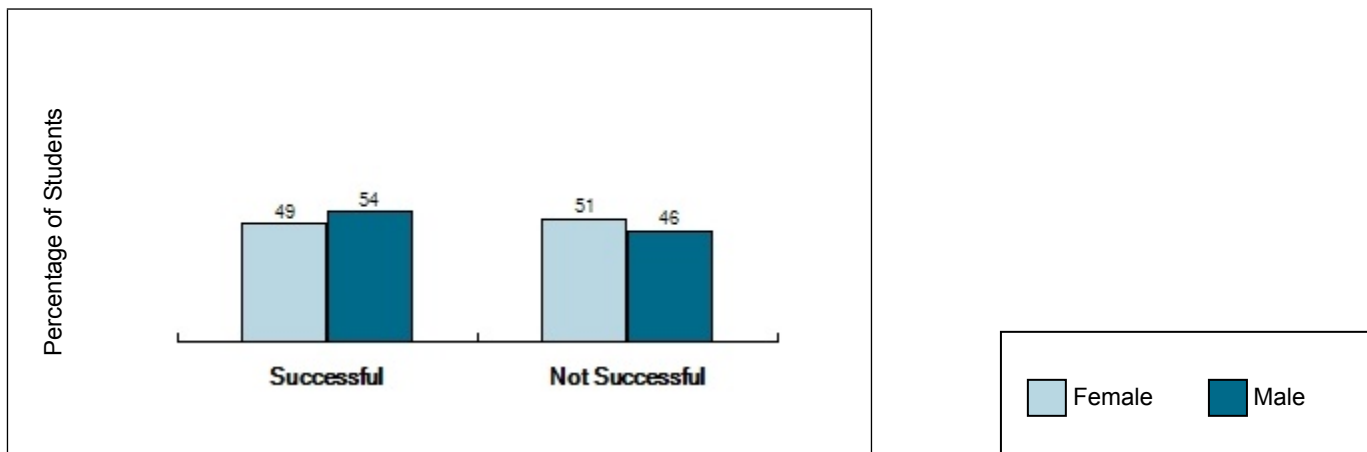
Board Results by Gender*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 122		Male # = 211		Female # = 77	Male # = 130
Successful	38	31%	70	33%	49%	54%
Not Successful	39	32%	60	28%	51%	46%
Fully Participating	77	63%	130	62%		
Absent	6	5%	8	4%		
Deferred	6	5%	10	5%		
OSSLC	33	27%	63	30%		

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.

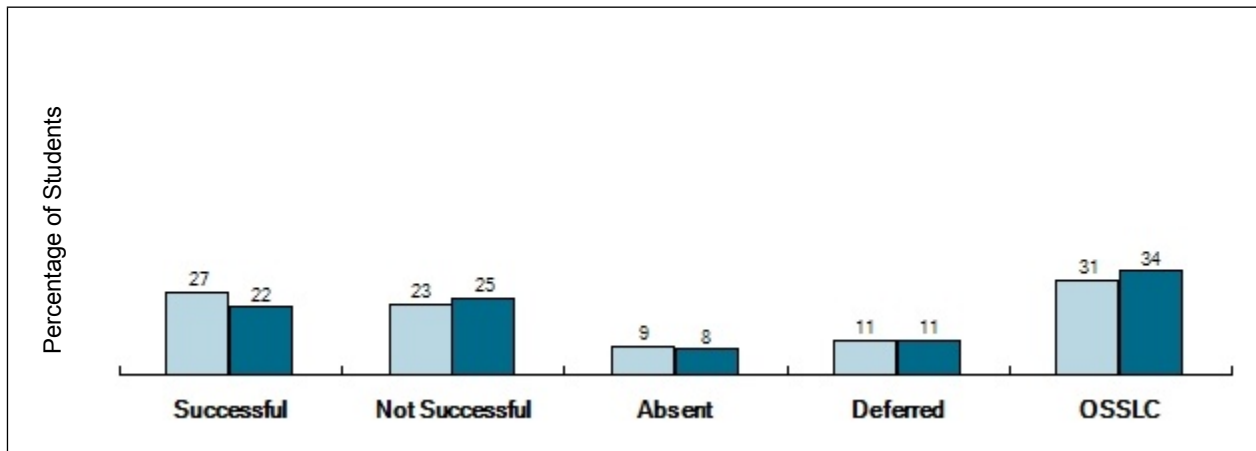
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2014–2015

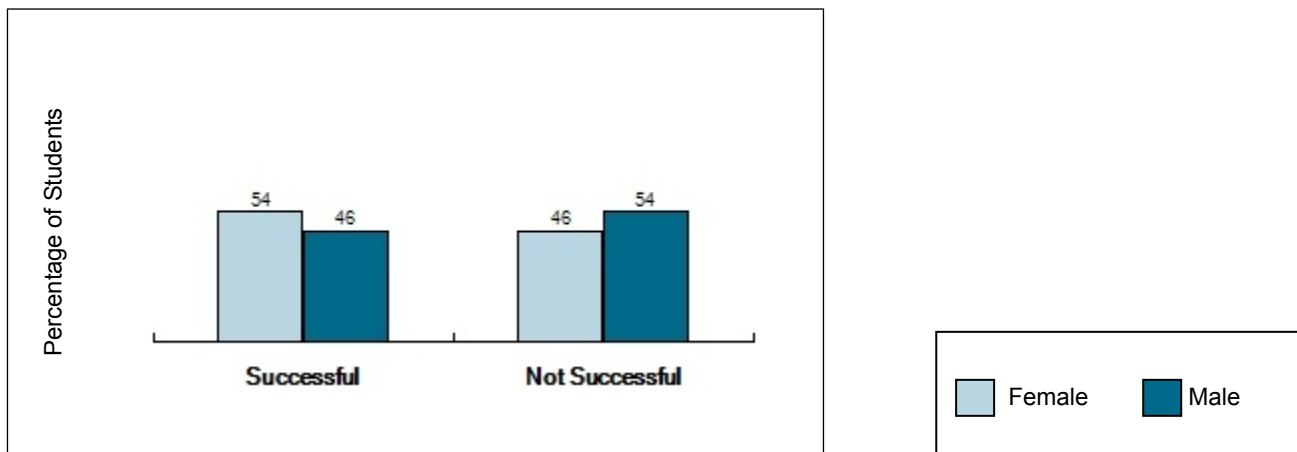
Provincial Results by Gender*†

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.

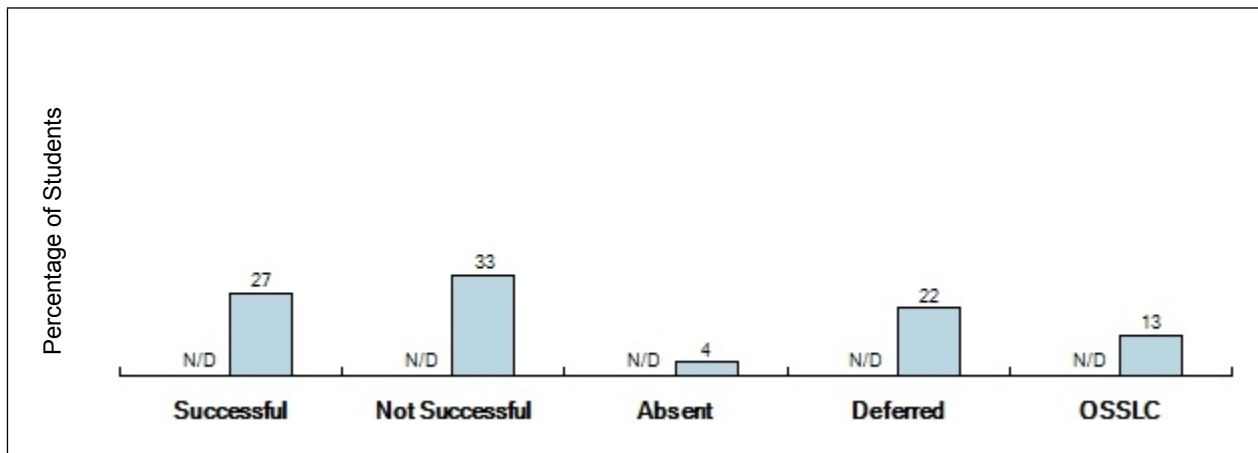
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Ontario Secondary School Literacy Test, 2014–2015

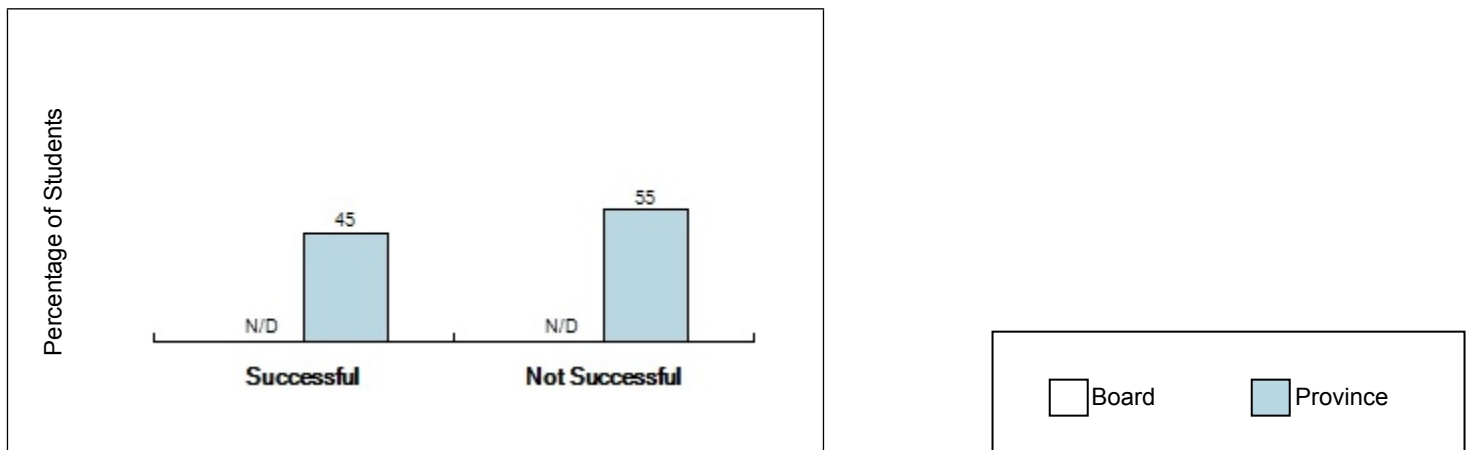
Results for English Language Learners*

	Results for English Language Learners Previously Eligible Students				
	All			Fully Participating	
	Board # = N/D	Province # = 8 278		Board # = N/D	Province # = 5 040
Successful	N/D	N/D	27%	N/D	45%
Not Successful	N/D	N/D	33%	N/D	55%
Fully Participating	N/D	N/D	61%		
Absent	N/D	N/D	4%		
Deferred	N/D	N/D	22%		
OSSLC	N/D	N/D	13%		

Results for All Previously Eligible English Language Learners



Results for Fully Participating Previously Eligible English Language Learners



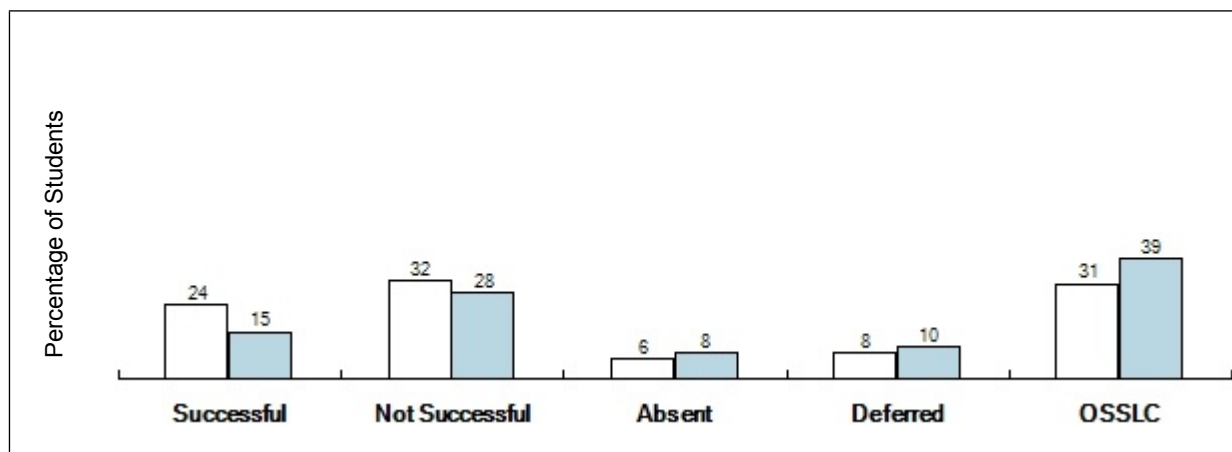
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Ontario Secondary School Literacy Test, 2014–2015

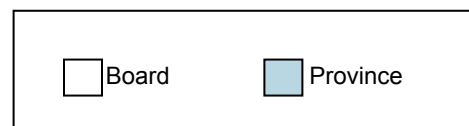
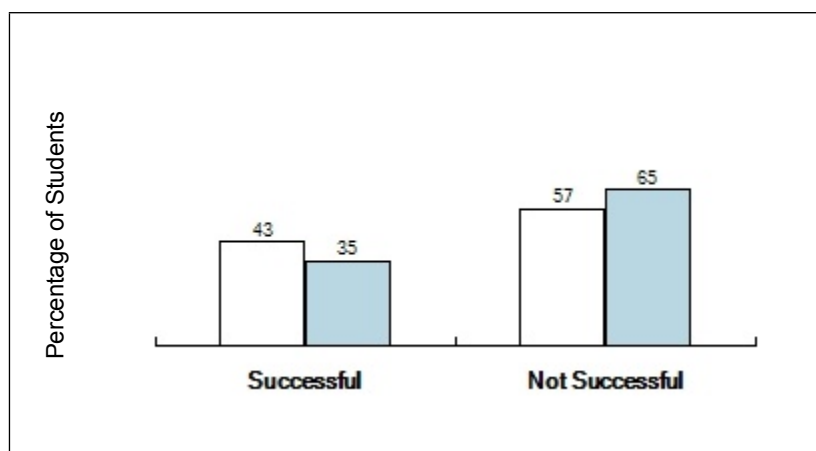
Results for Students with Special Education Needs (excluding gifted)*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students			
	All		Fully Participating	
	Board # = 212	Province # = 21 881	Board # = 119	Province # = 9 370
Successful	51	24%	43%	35%
Not Successful	68	32%	57%	65%
Fully Participating	119	56%	43%	
Absent	12	6%	8%	
Deferred	16	8%	10%	
OSSLC	65	31%	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)



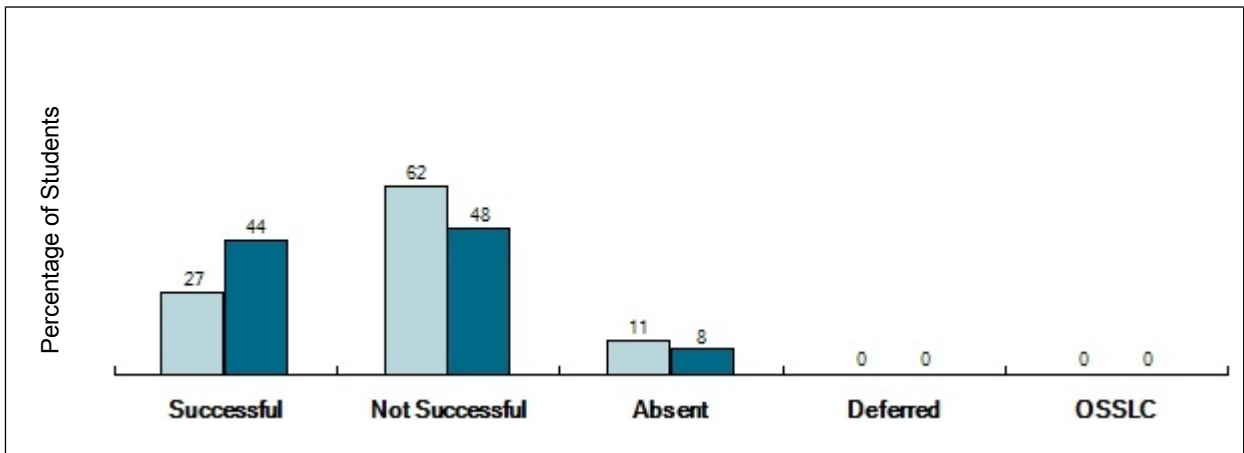
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Ontario Secondary School Literacy Test, 2014–2015

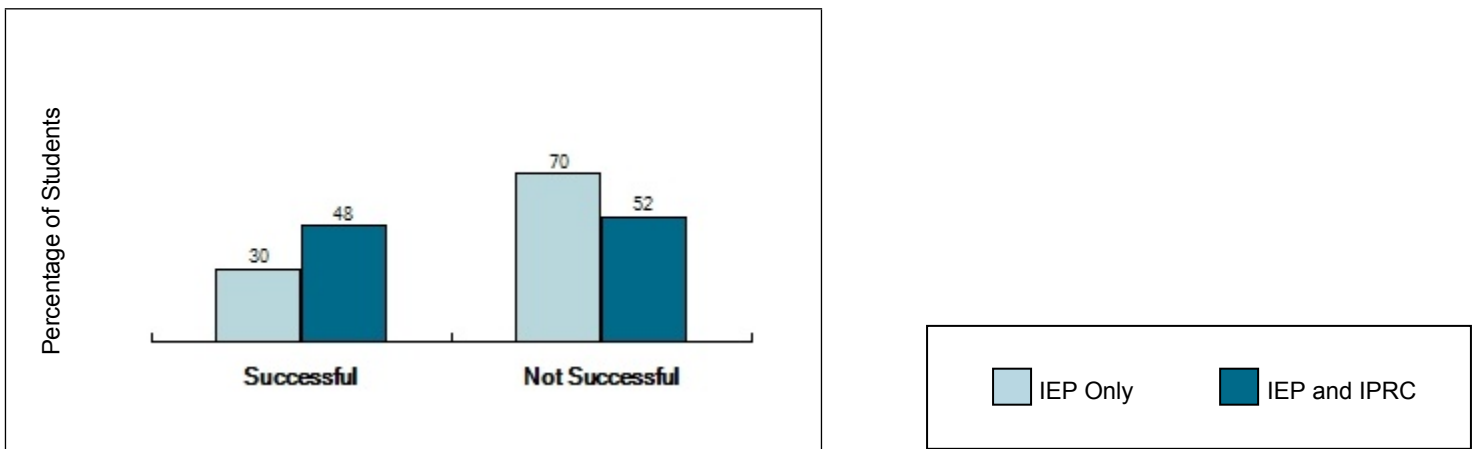
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 37		IEP and IPRC # = 88		IEP Only # = 33	IEP and IPRC # = 81
Successful	10	27%	39	44%	30%	48%
Not Successful	23	62%	42	48%	70%	52%
Fully Participating	33	89%	81	92%		
Absent	4	11%	7	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)



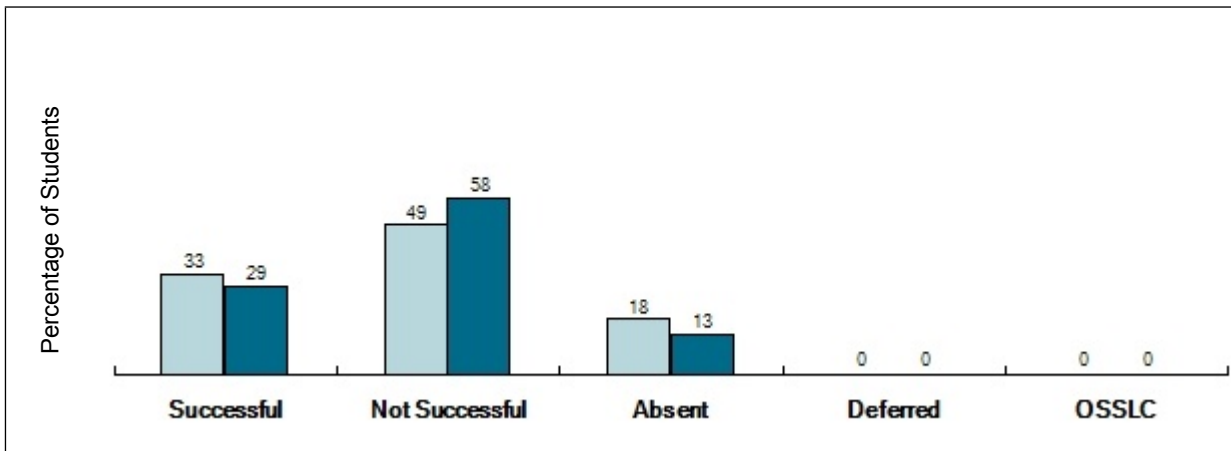
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Ontario Secondary School Literacy Test, 2014–2015

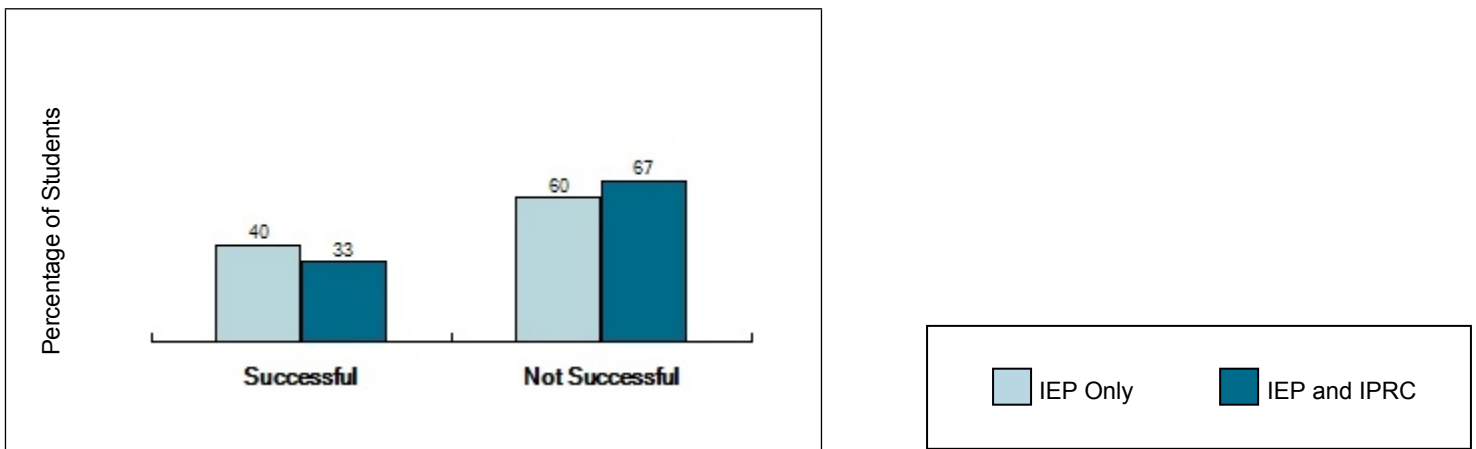
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

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 (# = 179)

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	35	60	62
comics	25	67	44
Web sites, e-mail, chat messages	88	8	158
letters	33	60	59
magazines	51	44	92
manuals, instructions	40	54	72
newspapers	31	62	56
novels, fiction, short stories	47	47	85
song lyrics, poems	64	32	114
religious or spiritual writings	19	75	34
2. Types of writing students do in English outside school most weeks:			
e-mail, chat messages	92	7	165
letter, journals, diaries	24	71	43
notes, directions, instructions	45	50	80
song lyrics, poems	36	59	65
stories, fiction	26	69	46
work-related writing	59	37	106
3. Types of English language materials students have at home (print or electronic):			
dictionaries, encyclopedias	67	28	120
books	89	9	159
newspapers	80	17	143
magazines	74	22	132
			

* 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 (# = 179)

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	45		80
more than one hour but less than three hours	25		44
more than three hours but less than five hours	16		29
five hours or more	15		26
5. Number of hours a week students write in English outside school, not including homework:			
one hour or less	46		82
more than one hour but less than three hours	32		57
more than three hours but less than five hours	12		22
five hours or more	9		16
6. How often students use a computer at home for homework:			
don't have a computer at home	9		16
never or hardly ever use a computer for homework	25		45
use a computer once or twice a month for homework	23		41
use a computer once or twice a week for homework	28		51
use a computer almost every day for homework	14		25
7. First language students learned at home was English:			
yes	93		167
no	6		11
8. Language(s) students speak at home:			
only or mostly English	91		162
another language (or other languages) as often as English	8		15
only or mostly another language (or other languages)	1		1

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Ontario Secondary School Literacy Test, 2014–2015

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 179)	Female* (# = 71)	Male* (# = 108)	All (# = 24 015)	Female* (# = 9 807)	Male* (# = 14 208)
Percentage of students indicating that they						
have a computer at home.	91%	92%	90%	91%	92%	91%
use the computer almost every day for homework.	14%	18%	11%	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	35%	32%	36%	39%	39%	39%
comics	25%	17%	30%	34%	27%	39%
Web sites, e-mail, chat messages	88%	92%	86%	91%	94%	90%
letters	33%	32%	33%	37%	40%	35%
magazines	51%	61%	45%	46%	55%	40%
manuals, instructions	40%	24%	51%	49%	39%	55%
newspapers	31%	28%	33%	37%	35%	38%
novels, fiction, short stories	47%	65%	36%	62%	74%	54%
song lyrics, poems	64%	80%	53%	68%	79%	60%
religious or spiritual writings	19%	20%	19%	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.	31%	34%	29%	30%	35%	27%
Percentage of students indicating that they have the following English language materials at home (print or electronic):						
dictionaries, encyclopedias	67%	63%	69%	71%	74%	69%
books	89%	89%	89%	88%	91%	86%
newspapers	80%	76%	82%	66%	65%	67%
magazines	74%	75%	73%	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%	96%	90%	93%	94%	92%
letters, journals, diaries	24%	38%	15%	29%	43%	20%
notes, directions, instructions	45%	42%	46%	53%	57%	51%
song lyrics, poems	36%	51%	27%	41%	49%	36%
stories, fiction	26%	31%	22%	31%	36%	27%
work-related writing	59%	54%	63%	55%	55%	55%
Percentage of students indicating that they write in English outside school, not including homework, for						
more than three hours a week.	21%	24%	19%	25%	29%	23%
Percentage of students indicating that the first language they learned at home was						
other than English.	6%	7%	6%	34%	36%	32%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	91%	90%	91%	62%	59%	64%
another language (or other languages) as often as English	8%	10%	7%	21%	23%	20%
only or mostly another language (or other languages)	1%	0%	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.