



# School Board Report

## Previously Eligible Students



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

#### Board: Simcoe Muskoka Catholic DSB (67091)

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,

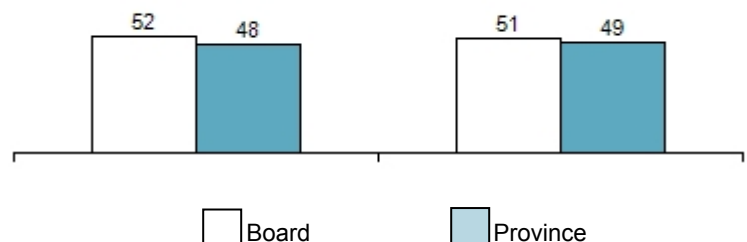
Bruce Rodrigues  
Chief Executive Officer  
Education Quality and Accountability Office

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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	549		55 284	
Number of schools with previously eligible students	9		826	
Number of students who were exempted	39		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	286	52%	26 333	48%
Of all previously eligible students, those who were absent	33	6%	4 879	9%
Of all previously eligible students, those who were deferred	55	10%	6 236	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	175	32%	17 836	32%
<b>Gender<sup>†</sup> Based on number of previously eligible students</b>				
Female	218	40%	21 746	39%
Male	331	60%	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*	10	2%	9 520	17%
English language learners receiving special provisions**	3	1%	4 902	19%
Students with special education needs (excluding gifted)*	256	47%	22 033	40%
Students with special education needs receiving accommodations (excluding gifted)**	103	36%	8 707	33%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>				
	Number of Respondents: 252		24 351	
First language learned at home was other than English	36	14%	8 456	35%
Speak only or mostly English at home	203	81%	14 731	60%
Speak another language (or other languages) as often as English at home	35	14%	5 187	21%
Speak only or mostly another language (or other languages) at home	13	5%	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	45	8%	13 586	25%
1 year prior to the assessment	47	9%	7 843	14%
2 years prior to the assessment	316	58%	24 715	45%
3 or more years prior to the assessment	134	24%	10 053	18%
Data not available	7	1%	919	2%
<b>Year Student Entered Current Board†</b>				
Year of the assessment	34	6%	8 385	15%
1 year prior to the assessment	41	7%	5 381	10%
2 years prior to the assessment	114	21%	6 790	12%
3 or more years prior to the assessment	354	64%	32 974	60%
Data not available	6	1%	3 586	6%

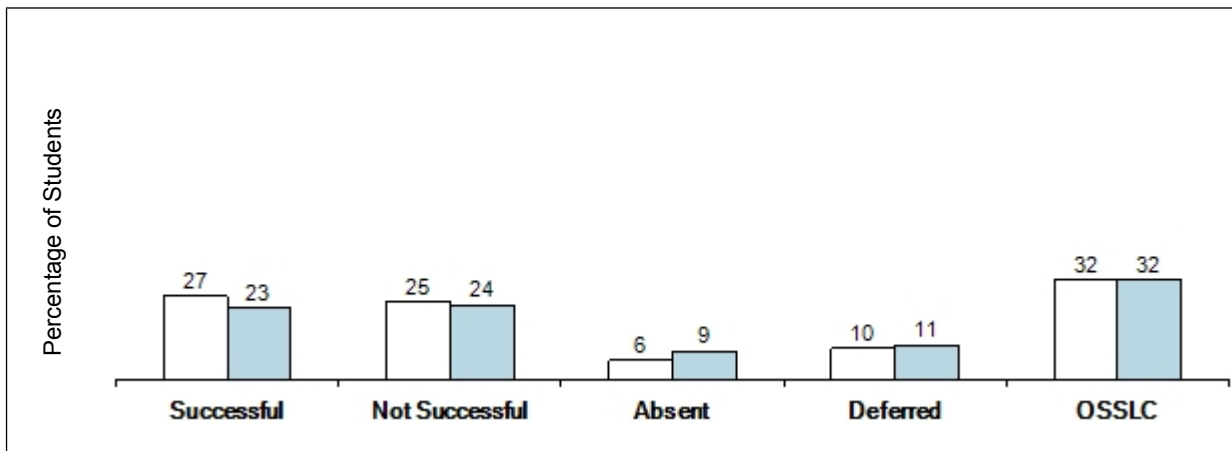
† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

## Ontario Secondary School Literacy Test, 2015–2016

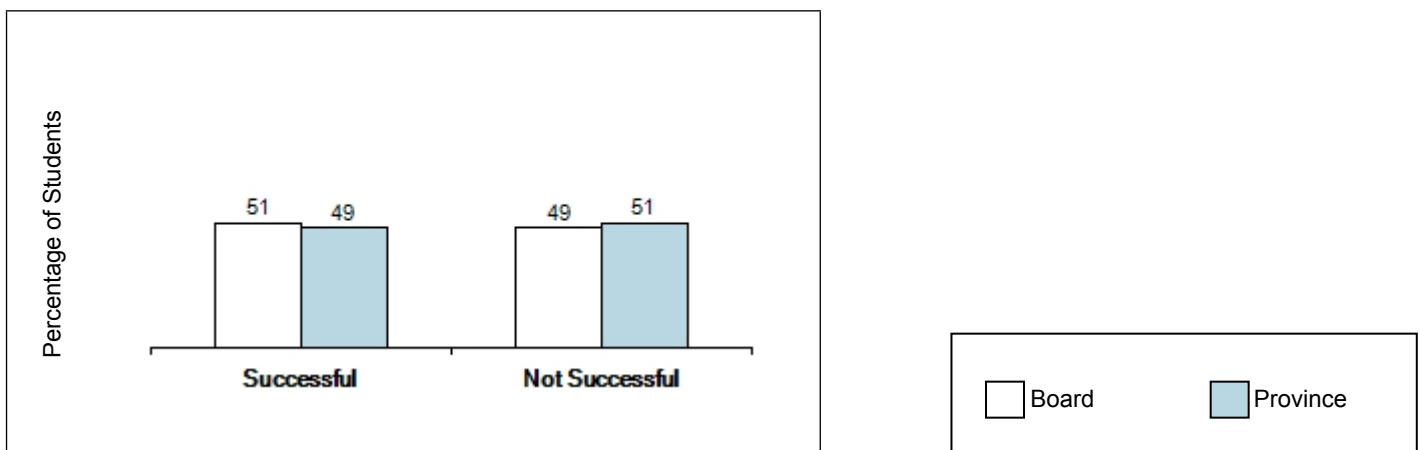
### Results for All Students\*

	Results for All Students Previously Eligible Students			
	All		Fully Participating	
	Board # = 549	Province # = 55 284	Board # = 286	Province # = 26 333
Successful	147	27%	23%	49%
Not Successful	139	25%	24%	51%
<b>Fully Participating</b>	<b>286</b>	<b>52%</b>	<b>48%</b>	
Absent	33	6%	9%	
Deferred	55	10%	11%	
OSSLC	175	32%	32%	

### Results for All Previously Eligible Students\*



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



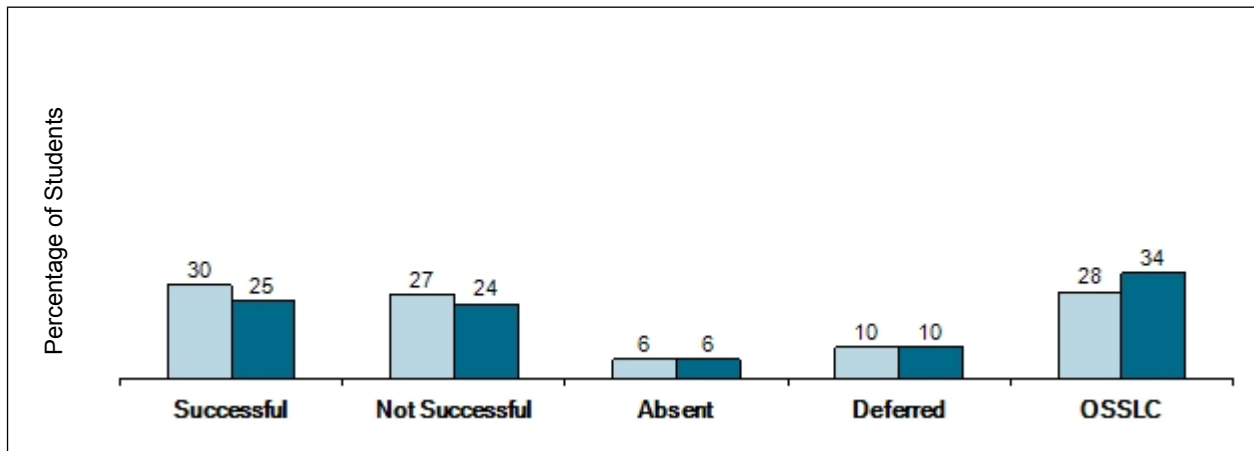
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2015–2016

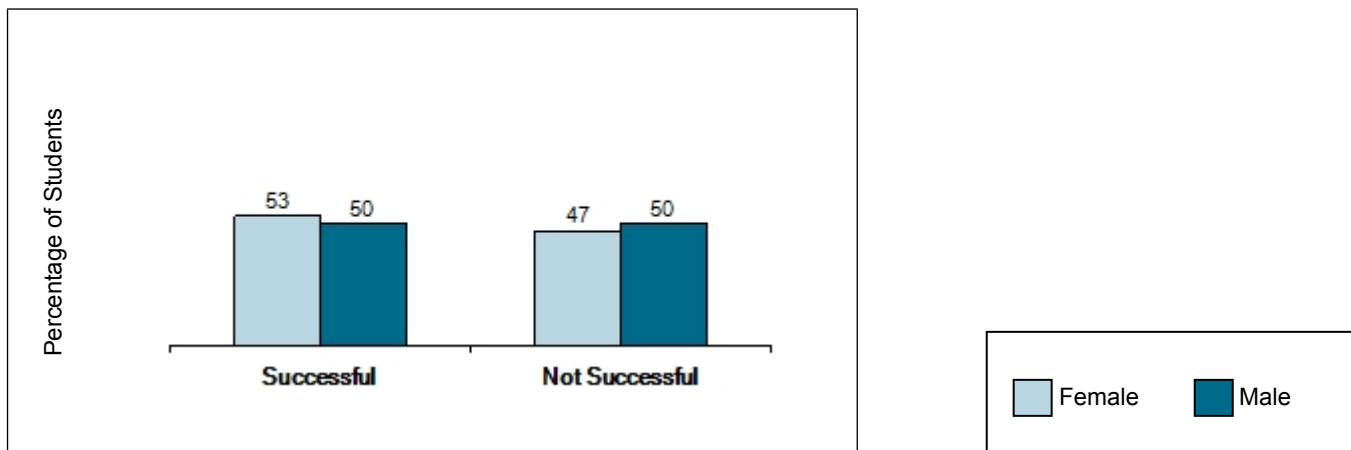
### Board Results by Gender\*†

	Board Results by Gender Previously Eligible Students					
	All				Fully Participating	
	Female # = 218		Male # = 331		Female # = 123	Male # = 163
Successful	65	30%	82	25%	53%	50%
Not Successful	58	27%	81	24%	47%	50%
<b>Fully Participating</b>	<b>123</b>	<b>56%</b>	<b>163</b>	<b>49%</b>		
Absent	12	6%	21	6%		
Deferred	21	10%	34	10%		
OSSLC	62	28%	113	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.

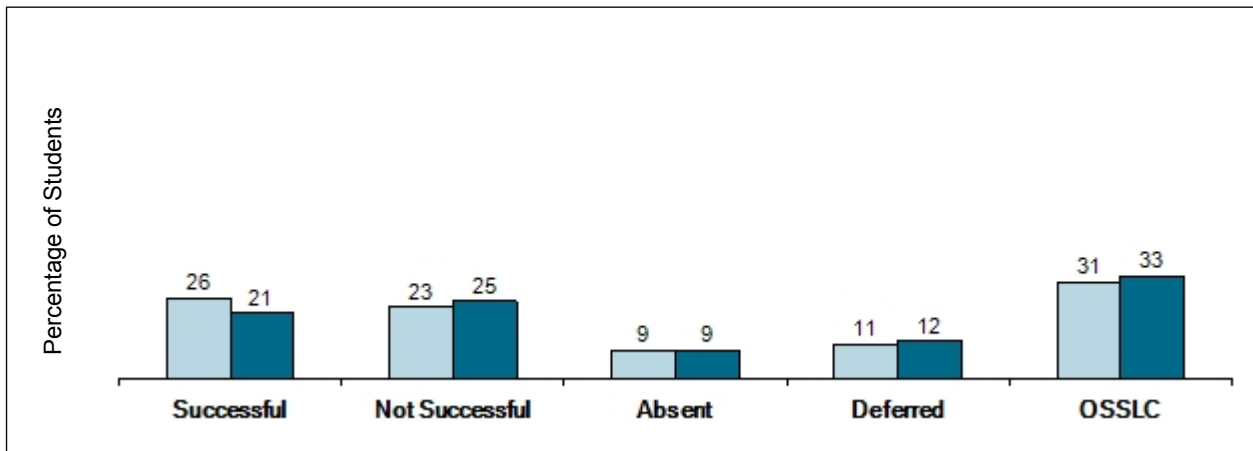
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2015–2016

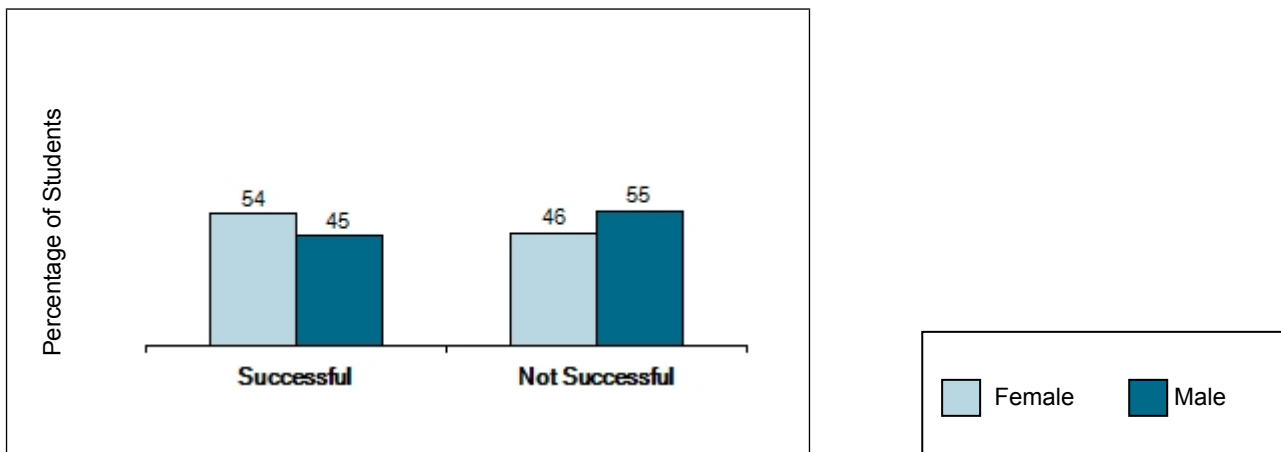
### Provincial Results by Gender\*†

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.

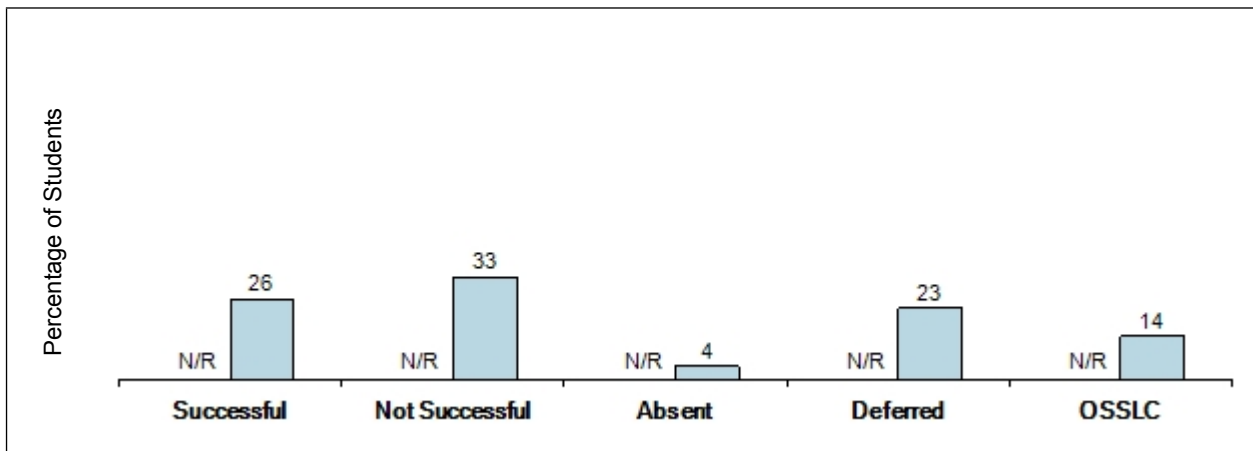
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## Ontario Secondary School Literacy Test, 2015–2016

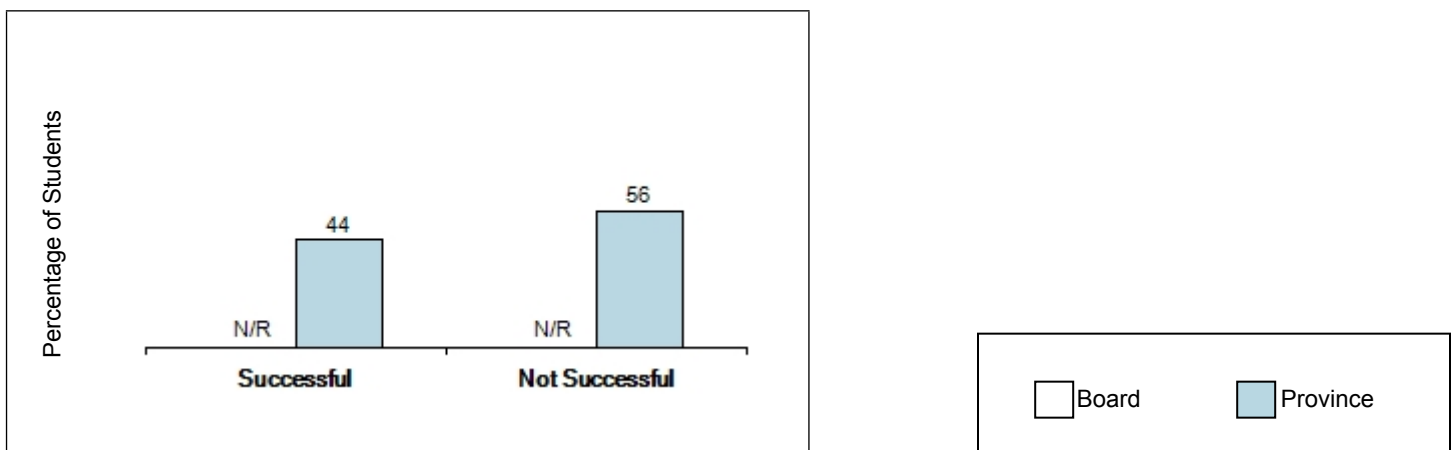
### Results for English Language Learners\*

	Results for English Language Learners Previously Eligible Students			
	All		Fully Participating	
	Board # = <i>N/R</i>	Province # = 9 520	Board # = <i>N/R</i>	Province # = 5 611
Successful	<i>N/R</i>	<i>N/R</i>	<i>N/R</i>	44%
Not Successful	<i>N/R</i>	<i>N/R</i>	<i>N/R</i>	56%
<b>Fully Participating</b>	<i>N/R</i>	<i>N/R</i>	<i>N/R</i>	59%
Absent	<i>N/R</i>	<i>N/R</i>	<i>N/R</i>	4%
Deferred	<i>N/R</i>	<i>N/R</i>	<i>N/R</i>	23%
OSSLC	<i>N/R</i>	<i>N/R</i>	<i>N/R</i>	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.

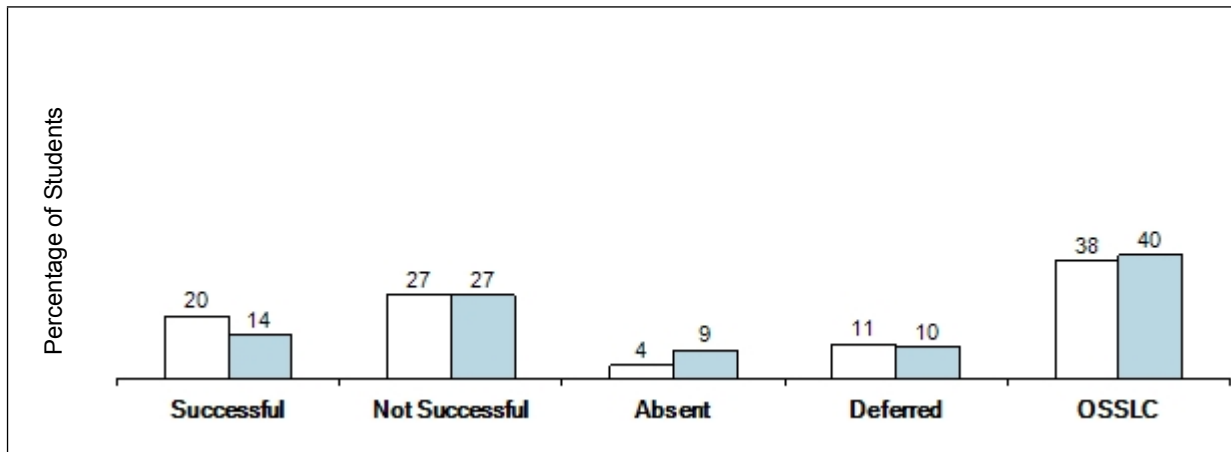


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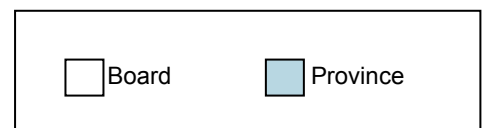
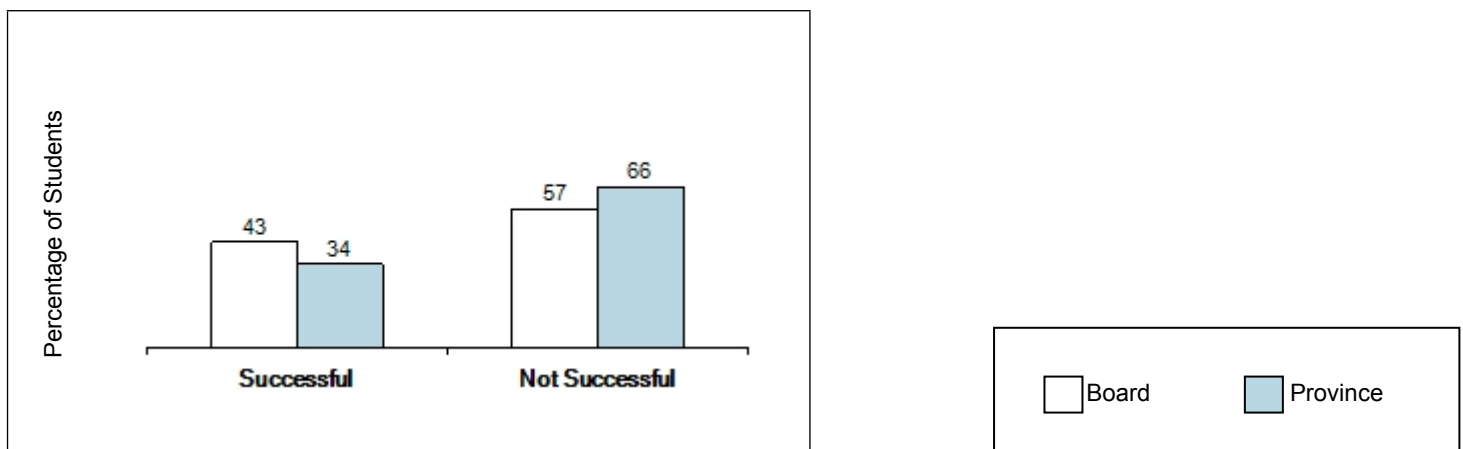
### Results for Students with Special Education Needs (excluding gifted)\*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students			
	All		Fully Participating	
	Board # = 256	Province # = 22 033	Board # = 121	Province # = 9 167
Successful	52	20%	14%	43%
Not Successful	69	27%	27%	57%
<b>Fully Participating</b>	<b>121</b>	<b>47%</b>	<b>42%</b>	
Absent	9	4%	9%	
Deferred	29	11%	10%	
OSSLC	97	38%	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)\*



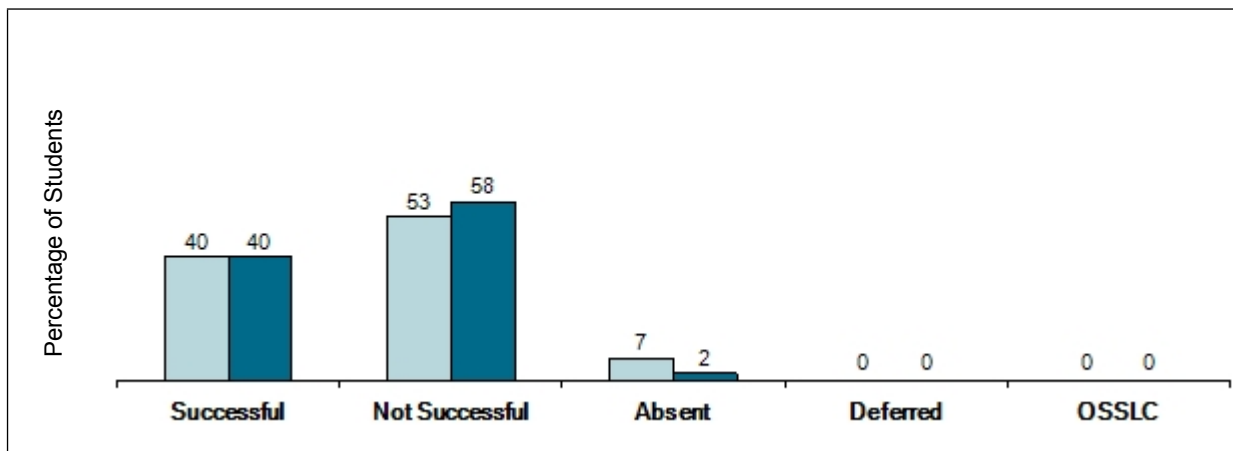
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## Ontario Secondary School Literacy Test, 2015–2016

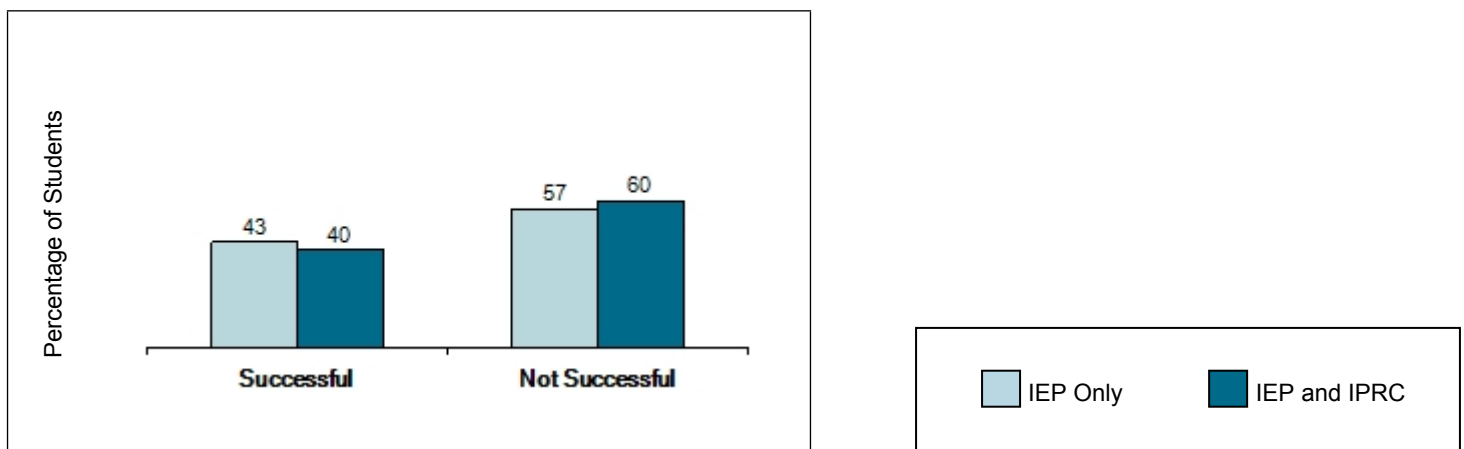
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 55		IEP and IPRC # = 53		IEP Only # = 51	IEP and IPRC # = 52
Successful	22	40%	21	40%	43%	40%
Not Successful	29	53%	31	58%	57%	60%
<b>Fully Participating</b>	<b>51</b>	<b>93%</b>	<b>52</b>	<b>98%</b>		
Absent	4	7%	1	2%		
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)\*



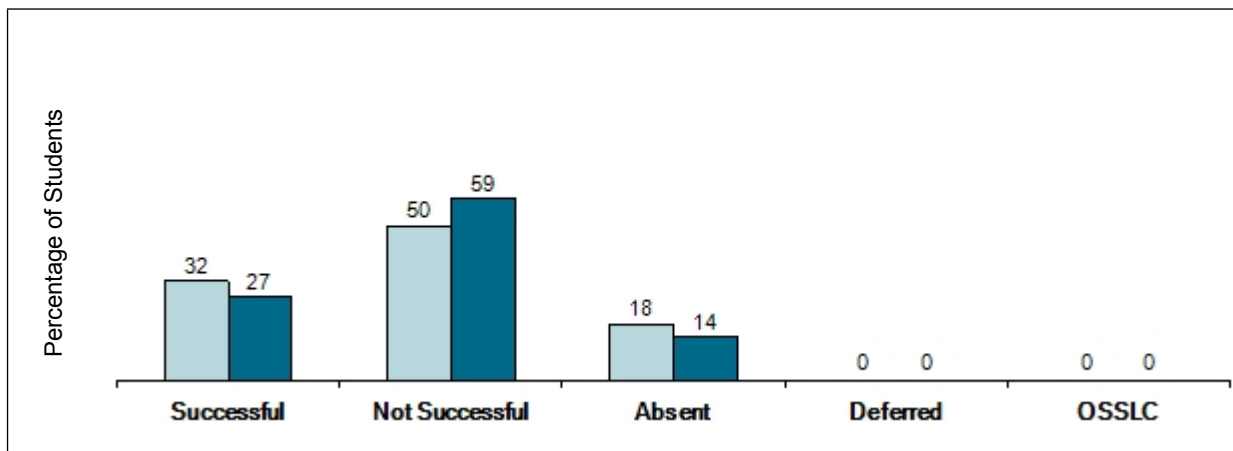
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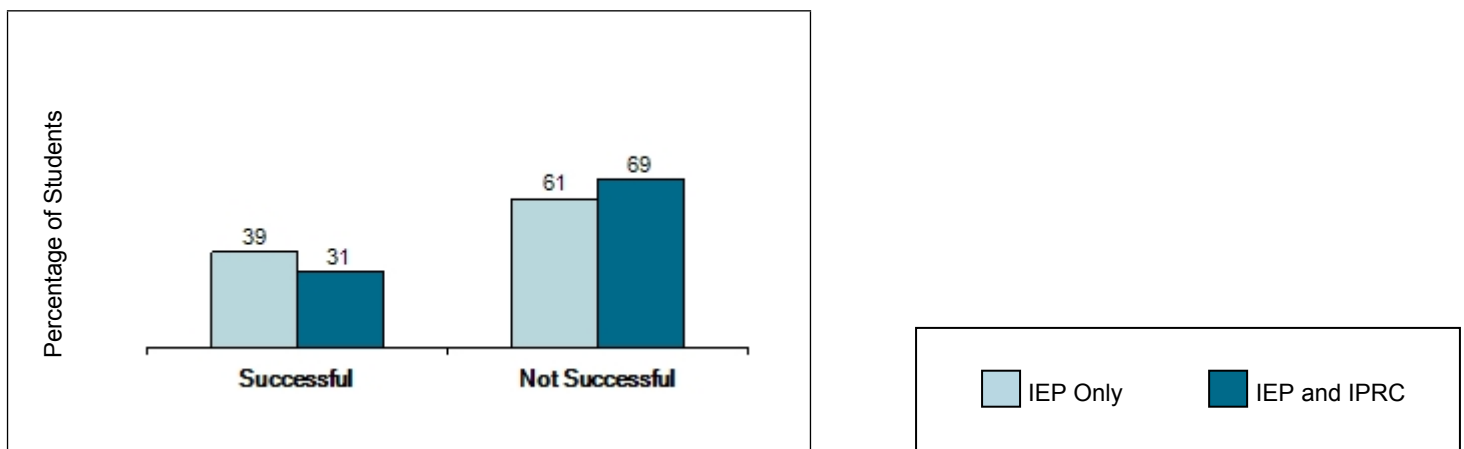
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

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)\*



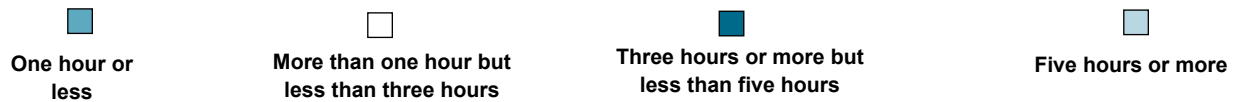
### Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



\* 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 (# = 252)

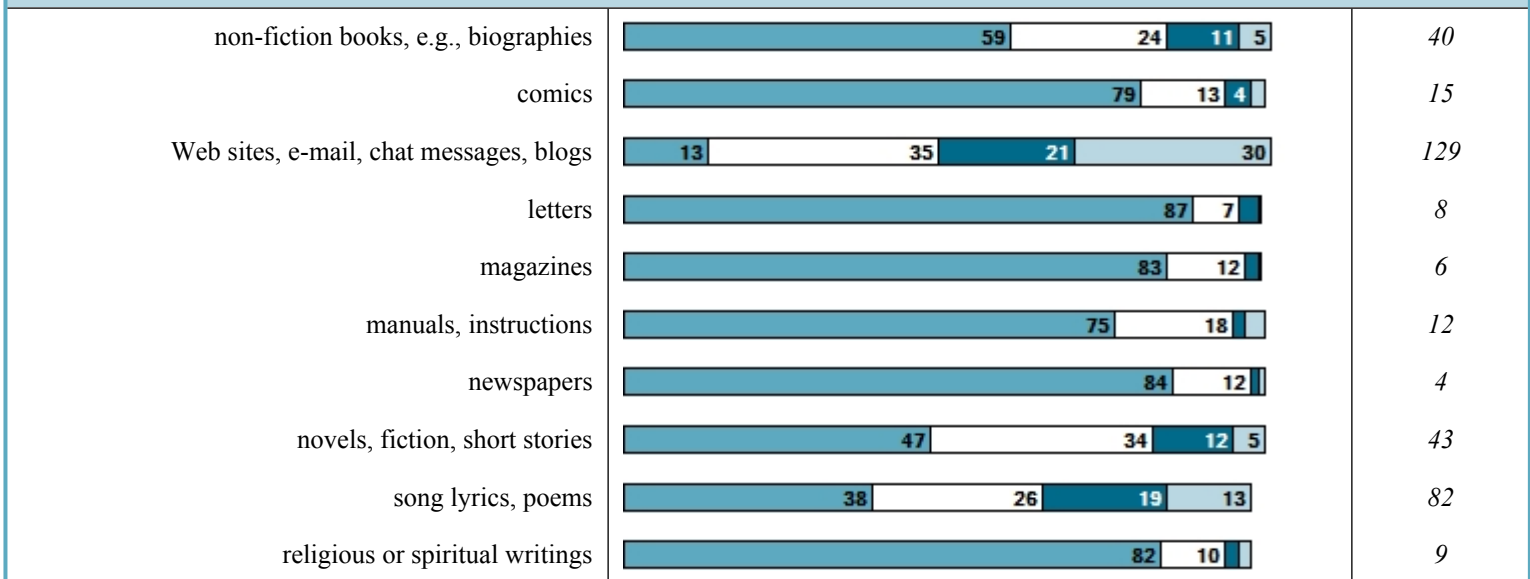


### TYPES OF MATERIALS STUDENTS READ IN ENGLISH

1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).

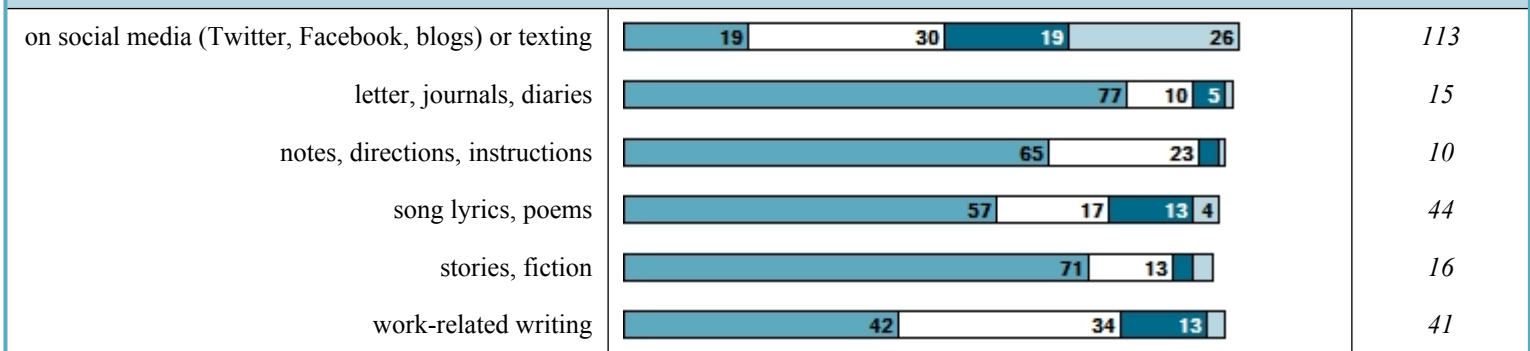
Percentage of Students\*

*Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"*



### TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH

2. Indicate how much time you spend outside school most weeks writing.



\* 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 (# = 252)

### HOME COMPUTER USE



3. Indicate how often you use a computer at home for homework (choose one only).

*Number of students*

I don't have a computer at home		15
I never or hardly ever use the computer for homework		42
I use the computer once or twice a month for homework		49
I use the computer once or twice a week for homework		70
I use the computer almost every day for homework		73

### LANGUAGE BACKGROUND

4. Is English the first language you learned at home?

yes		216
no		36

5. What languages do you speak at home (choose one only)?

only or mostly English		203
another language (or other languages) as often as English		35
only or mostly another language (or other languages)		13



Yes



No

### TYPES OF ENGLISH LANGUAGE-MATERIALS STUDENTS HAVE AT HOME

6. Indicate what English-language materials you have at home (print or electronic).

Percentage of Students\*

*Number of students who answered "Yes"*

dictionaries, encyclopedias		193
books		229
newspapers		196
magazines		182

\* 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 (# = 252)	Female* (# = 113)	Male* (# = 139)	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>93%</b>	96%	90%	<b>90%</b>	91%	89%
use the computer almost every day for homework.	<b>29%</b>	33%	26%	<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>16%</b>	20%	12%	<b>14%</b>	16%	14%
comics	<b>6%</b>	3%	9%	<b>7%</b>	5%	8%
Web sites, e-mail, chat messages, blogs	<b>51%</b>	60%	44%	<b>52%</b>	59%	47%
letters	<b>3%</b>	4%	3%	<b>3%</b>	3%	3%
magazines	<b>2%</b>	2%	3%	<b>3%</b>	4%	3%
manuals, instructions	<b>5%</b>	1%	8%	<b>4%</b>	2%	6%
newspapers	<b>2%</b>	1%	2%	<b>3%</b>	3%	4%
novels, fiction, short stories	<b>17%</b>	22%	13%	<b>20%</b>	28%	15%
song lyrics, poems	<b>33%</b>	42%	25%	<b>27%</b>	31%	24%
religious or spiritual writings	<b>4%</b>	4%	3%	<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>77%</b>	81%	73%	<b>76%</b>	78%	75%
books	<b>91%</b>	94%	88%	<b>91%</b>	93%	89%
newspapers	<b>78%</b>	81%	76%	<b>70%</b>	69%	70%
magazines	<b>72%</b>	76%	69%	<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>	56%	36%	<b>44%</b>	53%	39%
letters, journals, diaries	<b>6%</b>	9%	4%	<b>5%</b>	8%	3%
notes, directions, instructions	<b>4%</b>	6%	2%	<b>7%</b>	8%	6%
song lyrics, poems	<b>17%</b>	19%	17%	<b>15%</b>	16%	14%
stories, fiction	<b>6%</b>	8%	5%	<b>8%</b>	12%	6%
work-related writing	<b>16%</b>	19%	14%	<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 (# = 252)	Female* (# = 113)	Male* (# = 139)	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.	14%	19%	11%	35%	38%	33%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	81%	78%	83%	60%	58%	63%
another language (or other languages) as often as English	14%	15%	13%	21%	23%	20%
only or mostly another language (or other languages)	5%	7%	4%	17%	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.