



# School Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, 2014–2015

**School: Blenheim DHS (895148)**

**Board: Lambton Kent District School Board (66036)**

On behalf of EQAO, I am pleased to provide you with the results of the 2015 Ontario Secondary School Literacy Test (OSSLT).

This report includes the 2015 results as well as results for previous years, so you can track progress over time. You'll also find 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.

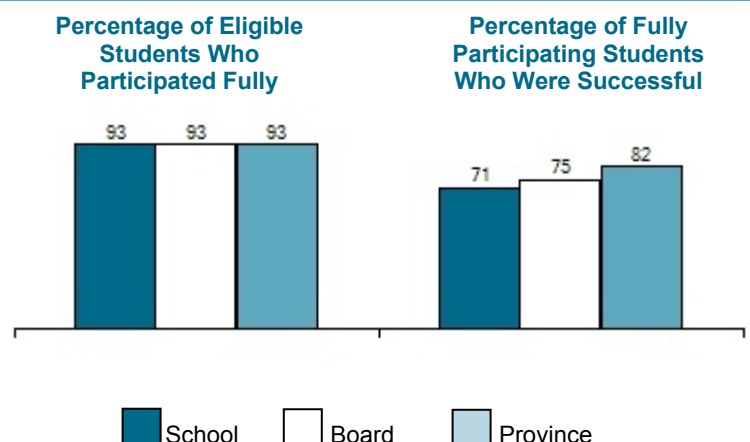
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to 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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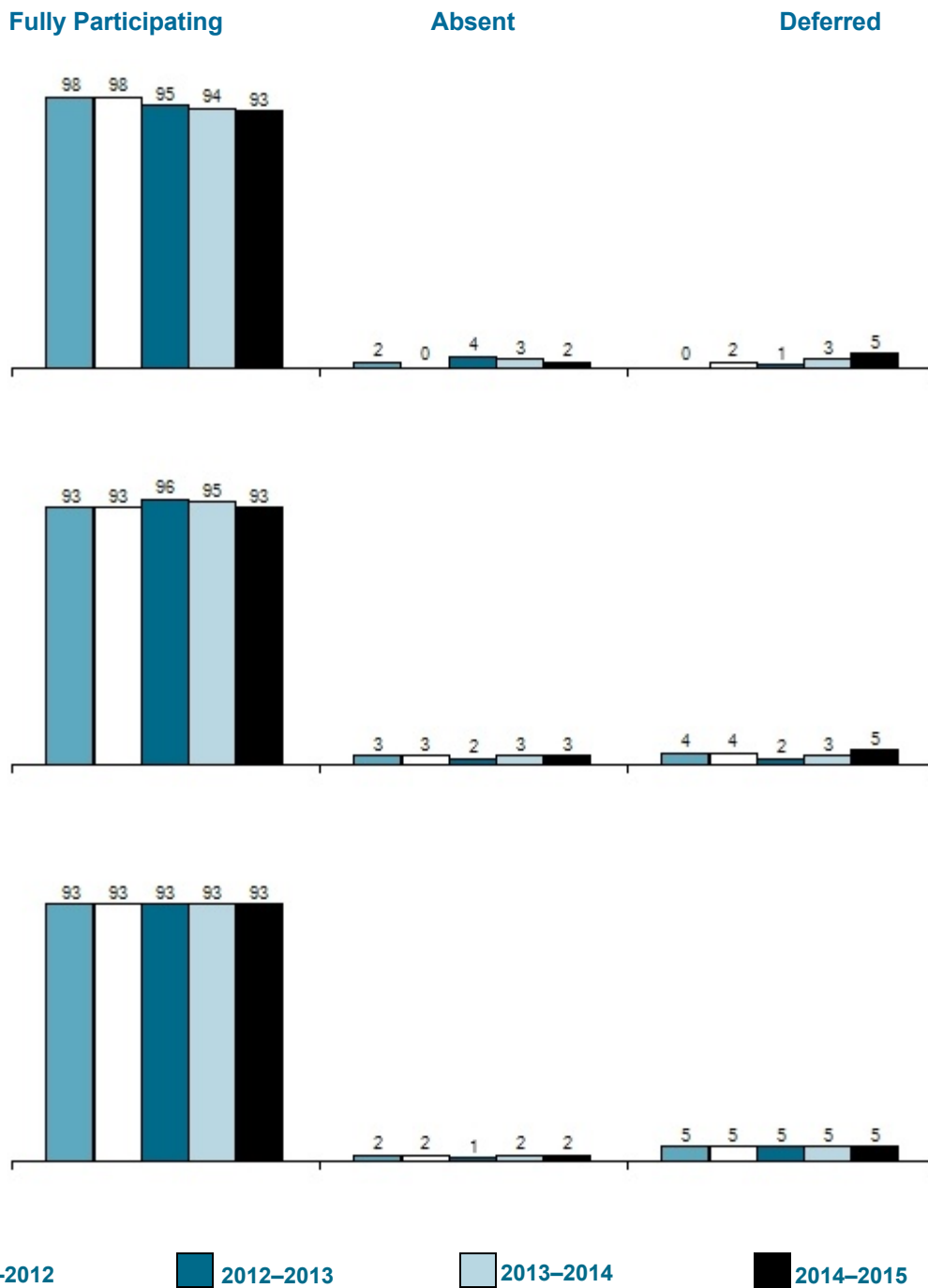
#### FIRST-TIME ELIGIBLE STUDENTS, 2014–2015: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



# Ontario Secondary School Literacy Test, 2014–2015

## PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

### PERCENTAGE OF STUDENTS\*



### Number of First-Time Eligible Students

	<u>2010–2011</u>	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>
School	96	82	77	100	59
Board	1 960	1 869	1 848	1 826	1 680
Province	153 635	147 306	143 358	141 815	137 620

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

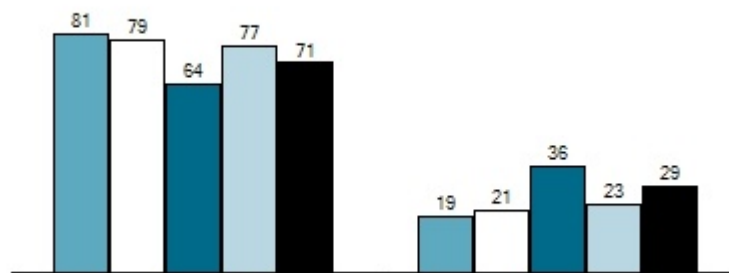
# Ontario Secondary School Literacy Test, 2014–2015

## ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

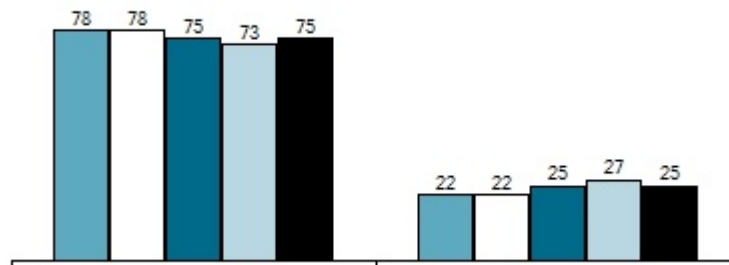
### PERCENTAGE OF STUDENTS\*

Successful                      Not Successful

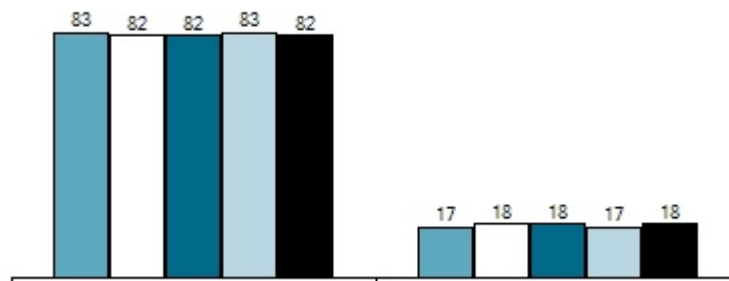
SCHOOL



BOARD



PROVINCE



2010–2011     
  2011–2012     
  2012–2013     
  2013–2014     
  2014–2015

### Number of Fully Participating First-Time Eligible Students

	<u>2010–2011</u>	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>
School	94	80	73	94	55
Board	1 823	1 732	1 768	1 726	1 556
Province	143 246	137 002	134 033	131 712	127 867

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

## Ontario Secondary School Literacy Test, 2014–2015

### TIPS

Each school is unique. To appreciate the distinctive character of a school, 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 schools. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



Trends may be difficult to identify or to interpret. This is especially true in small schools or in schools where there is a high turnover in the student population.



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 school 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 school compared to the board and province;
- a comparison of results of the current and previous administrations to aid in monitoring improvement 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 among this school, the board and the province. Consider the challenges that any differences might present.
- Examine the school 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 school principal or the school council 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, 2014–2015

### Contextual Information

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

	School		Board		Province	
<b>Enrolment</b>						
Number of first-time eligible students	59		1 680		137 620	
Number of schools with first-time eligible students	n/a		13		786	
Number of students who were exempted	3		52		1 531	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Test</b>						
Of all first-time eligible students, those who participated fully in the assessment	55	93%	1 556	93%	127 867	93%
Of all first-time eligible students, those who were absent	1	2%	45	3%	2 603	2%
Of all first-time eligible students, those who were deferred	3	5%	79	5%	7 150	5%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	30	51%	818	49%	67 023	49%
Male	29	49%	862	51%	70 597	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>						
English language learners*	1	2%	55	3%	8 042	6%
English language learners receiving special provisions**	1	2%	22	1%	4 615	4%
Students with special education needs (excluding gifted)*	15	25%	404	24%	25 772	19%
Students with special education needs receiving accommodations (excluding gifted)**	15	27%	353	23%	20 522	16%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	37	63%	957	57%	99 813	73%
Applied	21	36%	590	35%	29 316	21%
Locally developed	0	0%	118	7%	3 791	3%
ESL/ELD	0	0%	0	0%	3 513	3%
Other	1	2%	15	1%	1 187	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		51		1 448	
					121 594	
First language learned at home was other than English	1	2%	71	5%	27 255	22%
Speak only or mostly English at home	48	94%	1 365	94%	90 499	74%
Speak another language (or other languages) as often as English at home	3	6%	53	4%	22 357	18%
Speak only or mostly another language (or other languages) at home	0	0%	23	2%	7 936	7%

† 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.

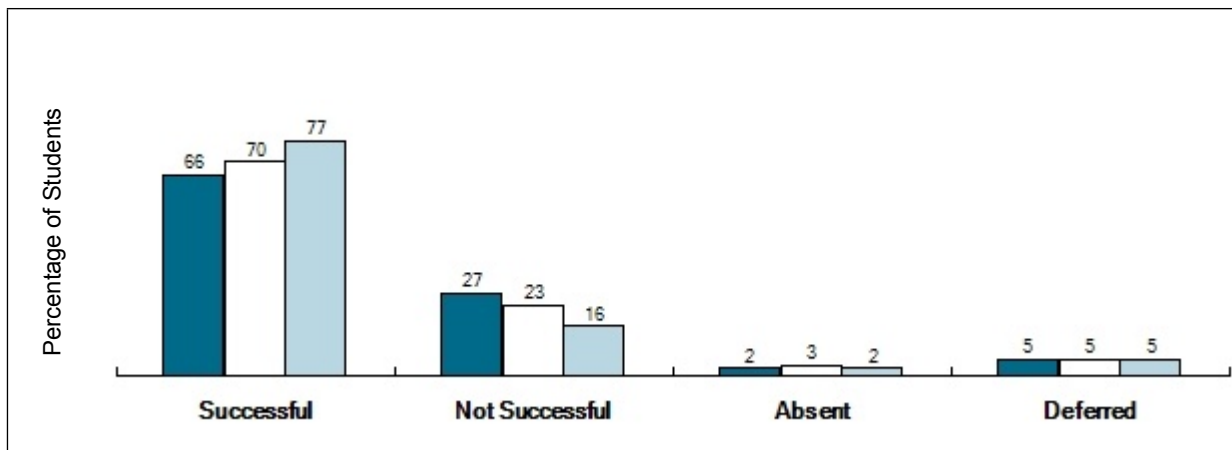
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## Ontario Secondary School Literacy Test, 2014–2015

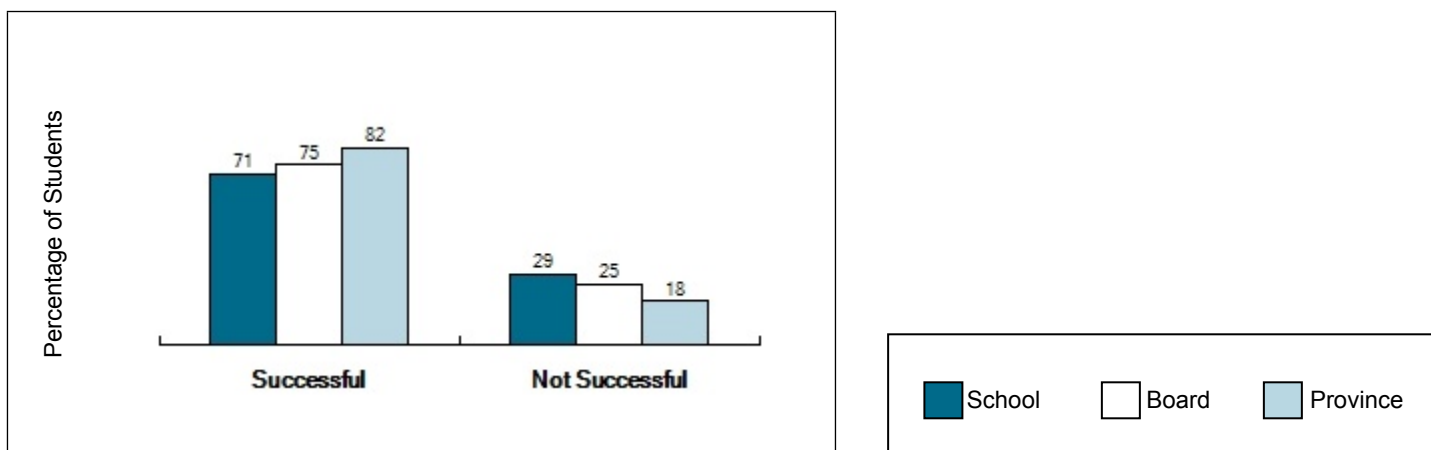
### Results for All Students\*

Results for All Students First-Time Eligible Students						
	All			Fully Participating		
	School # = 59	Board # = 1 680	Province # = 137 620	School # = 55	Board # = 1 556	Province # = 127 867
Successful	39	66%	70%	71%	75%	82%
Not Successful	16	27%	23%	29%	25%	18%
<b>Fully Participating</b>	<b>55</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>		
Absent	1	2%	3%	2%		
Deferred	3	5%	5%	5%		

### Results for All First-Time Eligible Students



### Results for Fully Participating First-Time Eligible Students



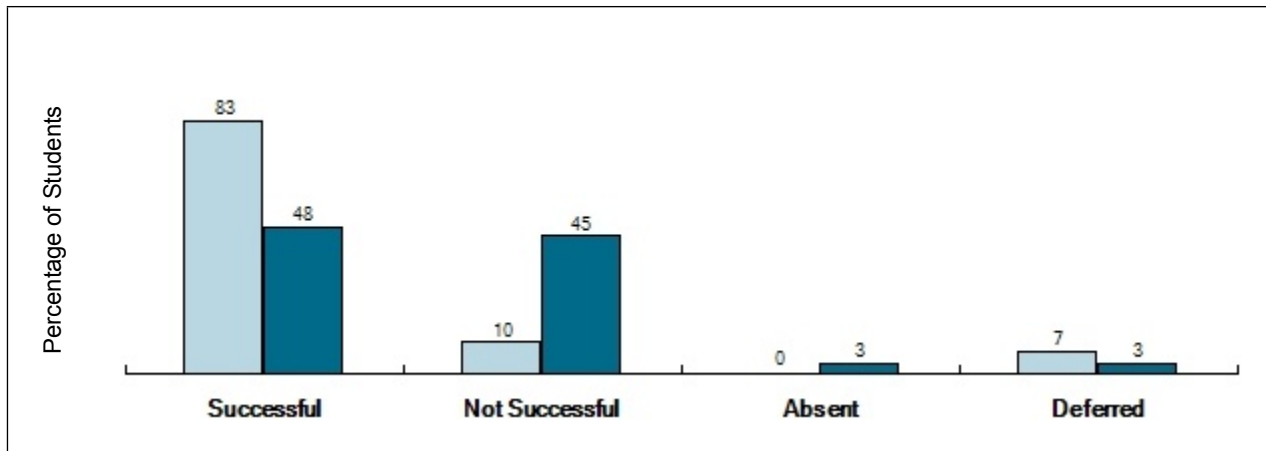
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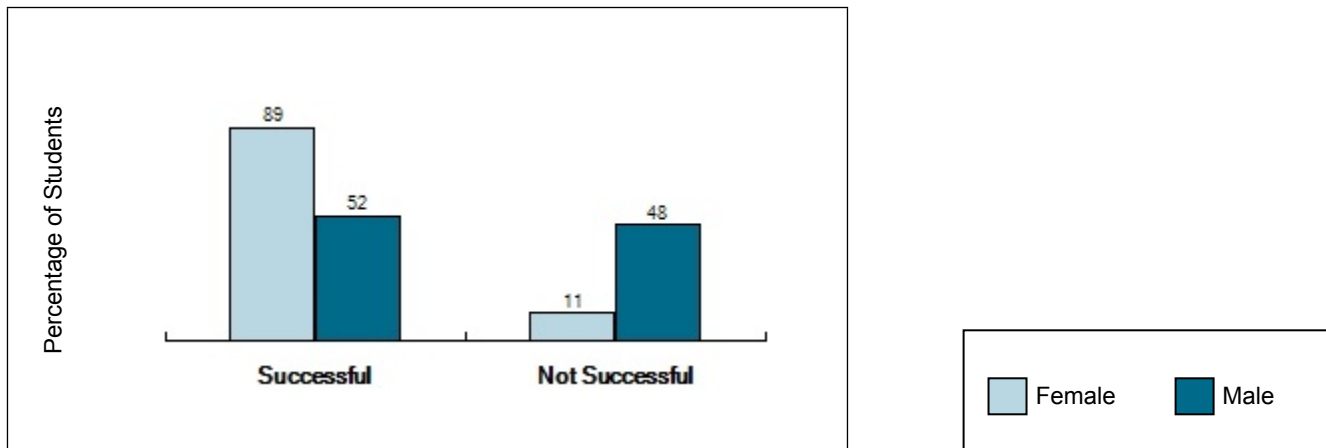
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 30		Male # = 29		Female # = 28	Male # = 27
Successful	25	83%	14	48%	89%	52%
Not Successful	3	10%	13	45%	11%	48%
<b>Fully Participating</b>	<b>28</b>	<b>93%</b>	<b>27</b>	<b>93%</b>		
Absent	0	0%	1	3%		
Deferred	2	7%	1	3%		

### School Results for All First-Time Eligible Students by Gender



### School Results for Fully Participating First-Time Eligible Students by Gender



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

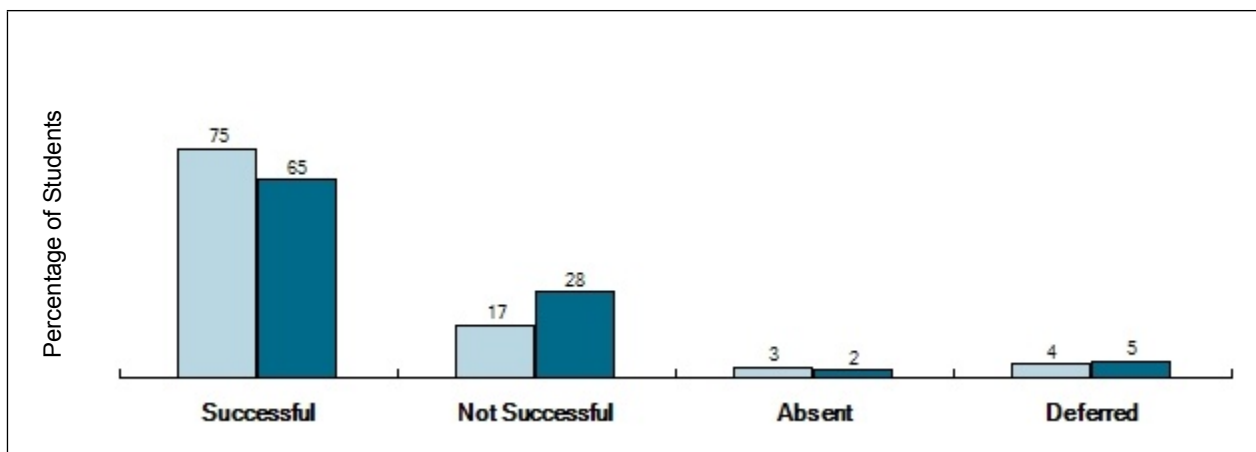
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2014–2015

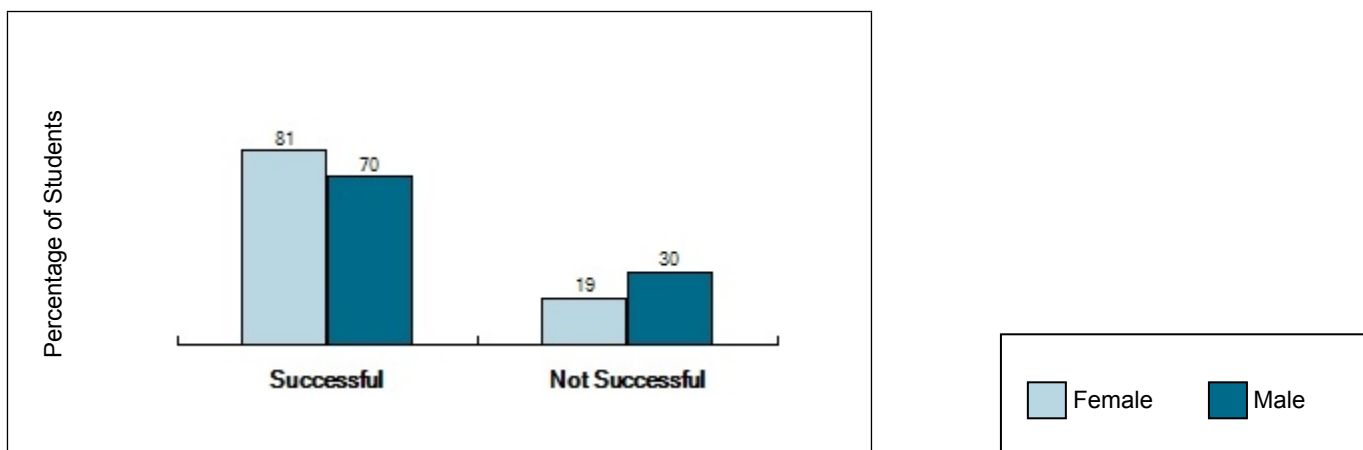
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 818		Male # = 862		Female # = 758	Male # = 798
Successful	615	75%	558	65%	81%	70%
Not Successful	143	17%	240	28%	19%	30%
<b>Fully Participating</b>	<b>758</b>	<b>93%</b>	<b>798</b>	<b>93%</b>		
Absent	24	3%	21	2%		
Deferred	36	4%	43	5%		

### Board Results for All First-Time Eligible Students by Gender



### Board Results for Fully Participating First-Time 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.

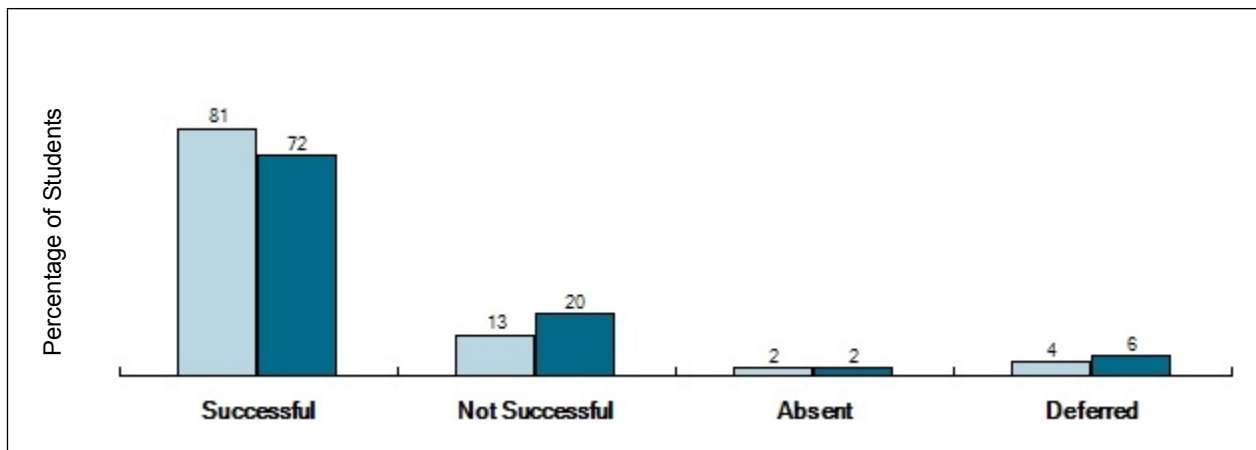


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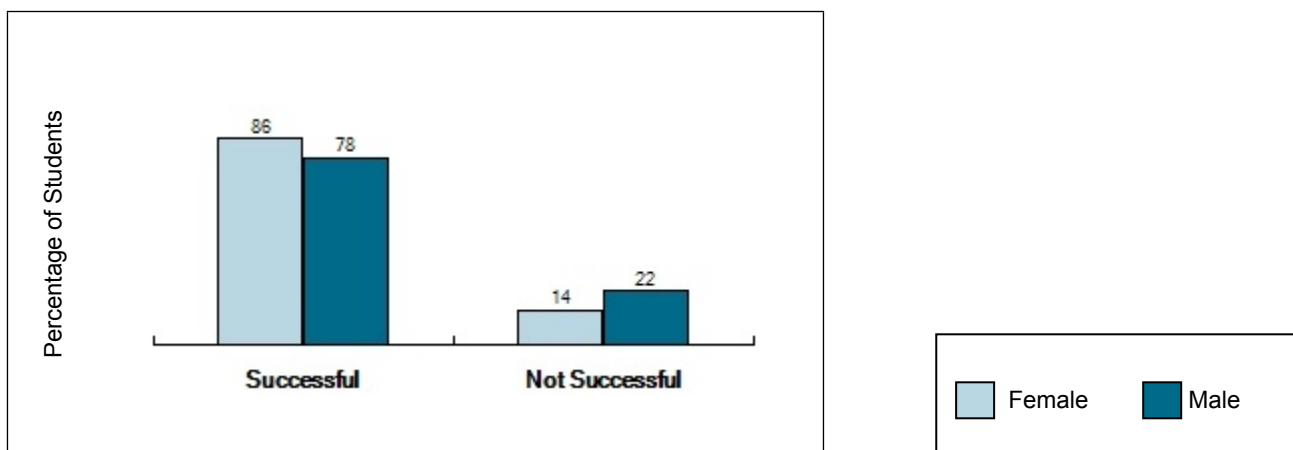
### Provincial Results by Gender\*†

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 67 023		Male # = 70 597		Female # = 62 936	Male # = 64 931
Successful	54 432	81%	50 877	72%	86%	78%
Not Successful	8 504	13%	14 054	20%	14%	22%
<b>Fully Participating</b>	<b>62 936</b>	<b>94%</b>	<b>64 931</b>	<b>92%</b>		
Absent	1 312	2%	1 291	2%		
Deferred	2 775	4%	4 375	6%		

### Provincial Results for All First-Time Eligible Students by Gender



### Provincial Results for Fully Participating First-Time Eligible Students by Gender



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

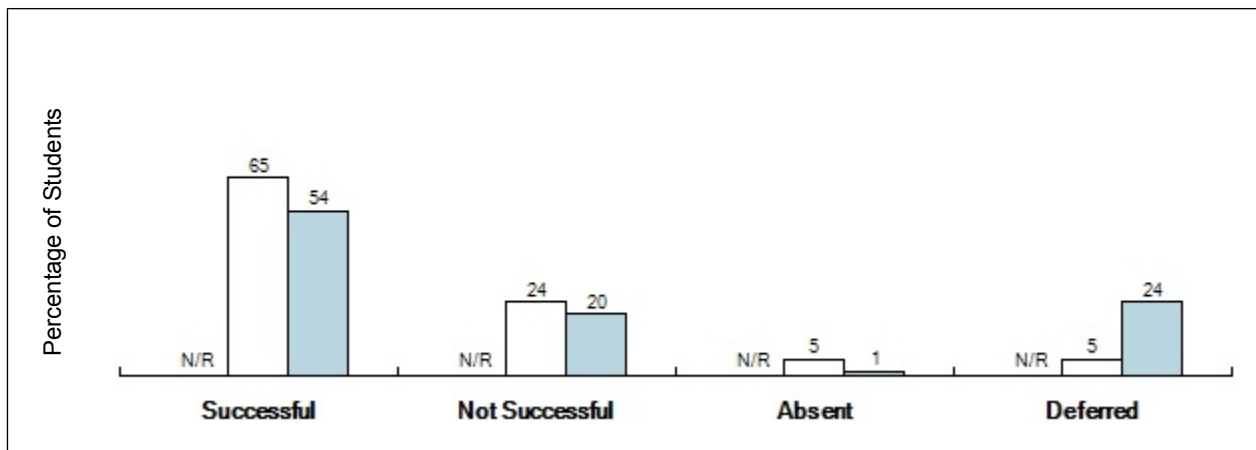
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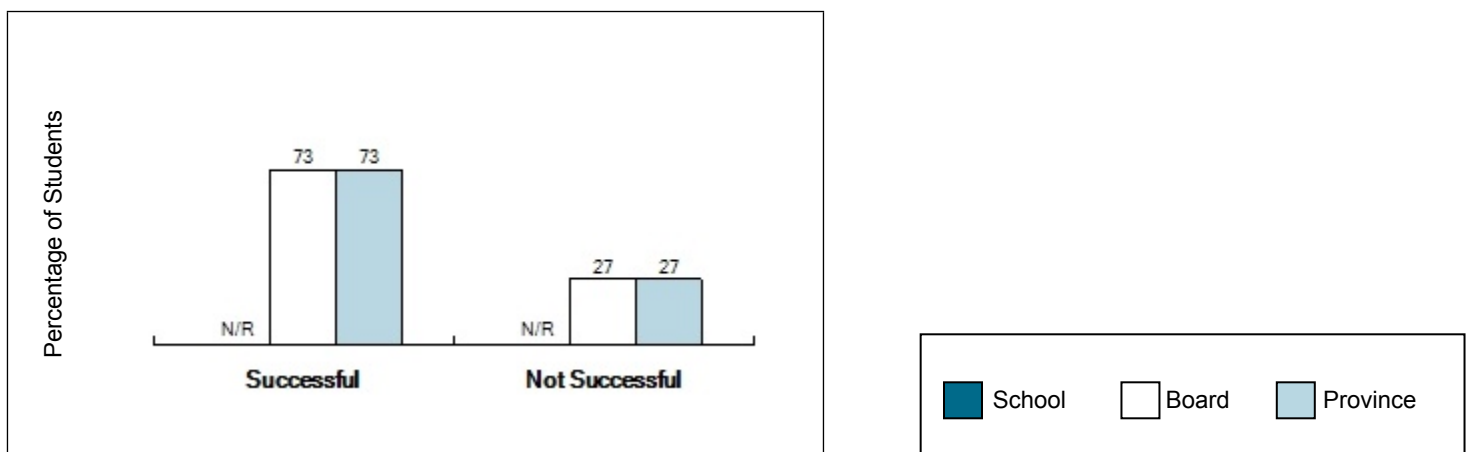
### Results for English Language Learners\*

Results for English Language Learners First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 55	Province # = 8 042	School # = N/R	Board # = 49	Province # = 6 005
Successful	N/R	N/R	65%	54%	N/R	73%
Not Successful	N/R	N/R	24%	20%	N/R	27%
<b>Fully Participating</b>	N/R	N/R	<b>89%</b>	<b>75%</b>		
Absent	N/R	N/R	5%	1%		
Deferred	N/R	N/R	5%	24%		

### Results for All First-Time Eligible English Language Learners



### Results for Fully Participating First-Time Eligible English Language Learners



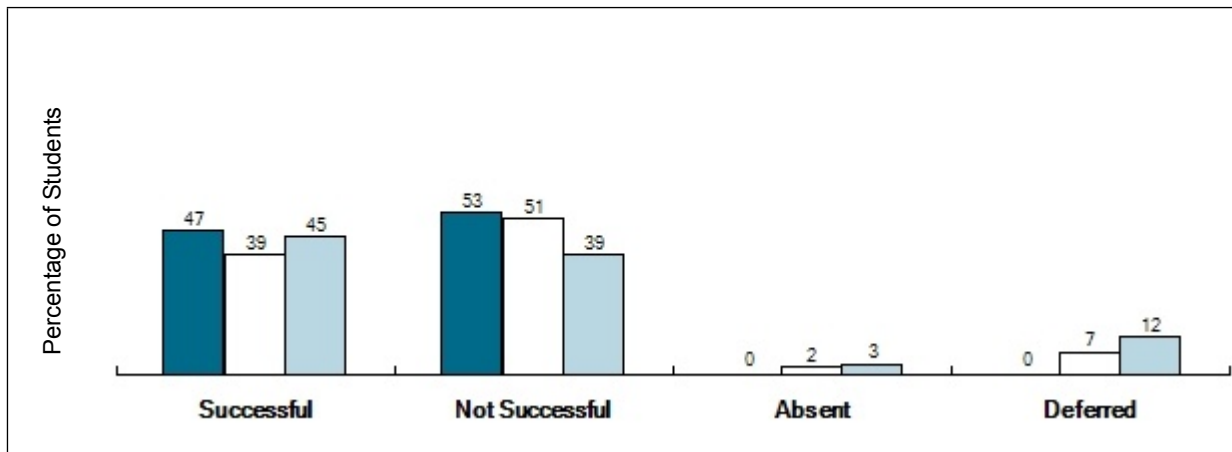
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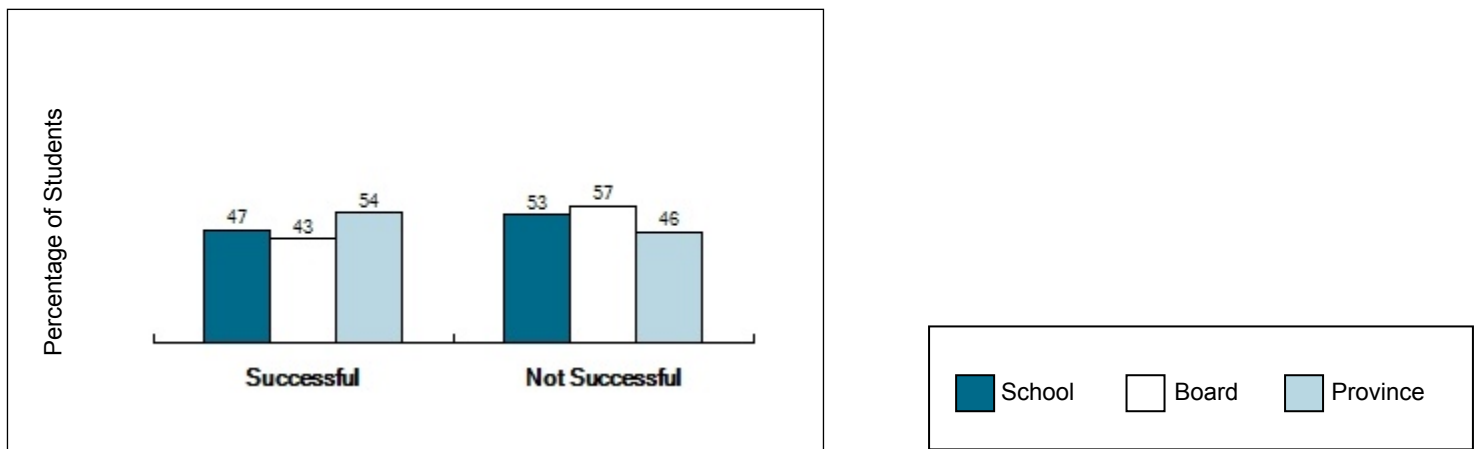
### Results for Students with Special Education Needs (excluding gifted)\*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students							
	All				Fully Participating		
	School # = 15	Board # = 404	Province # = 25 772	School # = 15	Board # = 364	Province # = 21 869	
Successful	7	47%	39%	45%	47%	43%	54%
Not Successful	8	53%	51%	39%	53%	57%	46%
<b>Fully Participating</b>	<b>15</b>	<b>100%</b>	<b>90%</b>	<b>85%</b>			
Absent	0	0%	2%	3%			
Deferred	0	0%	7%	12%			

### Results for All First-Time Eligible Students with Special Education Needs (excluding gifted)



### Results for Fully Participating First-Time Eligible Students with Special Education Needs (excluding gifted)



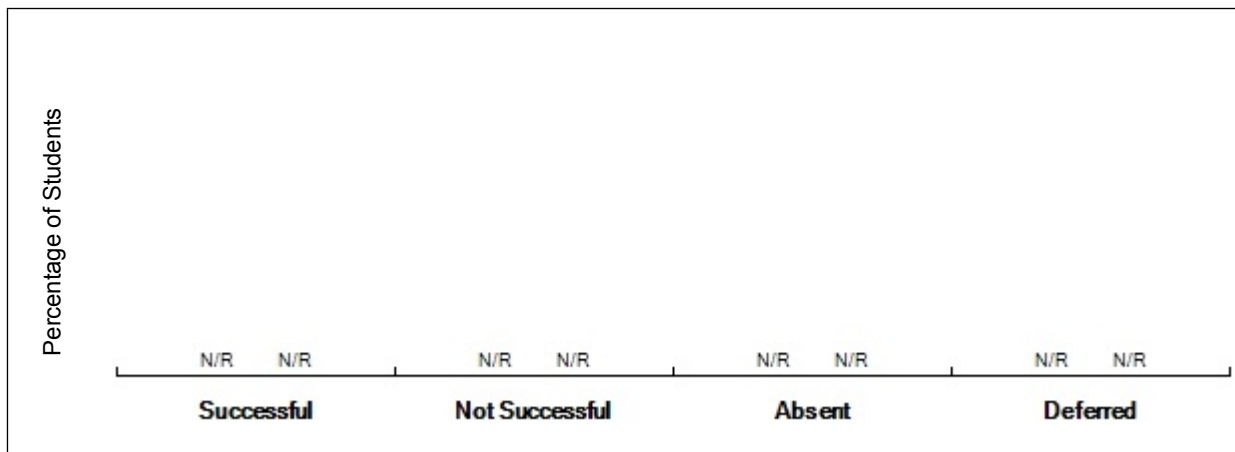
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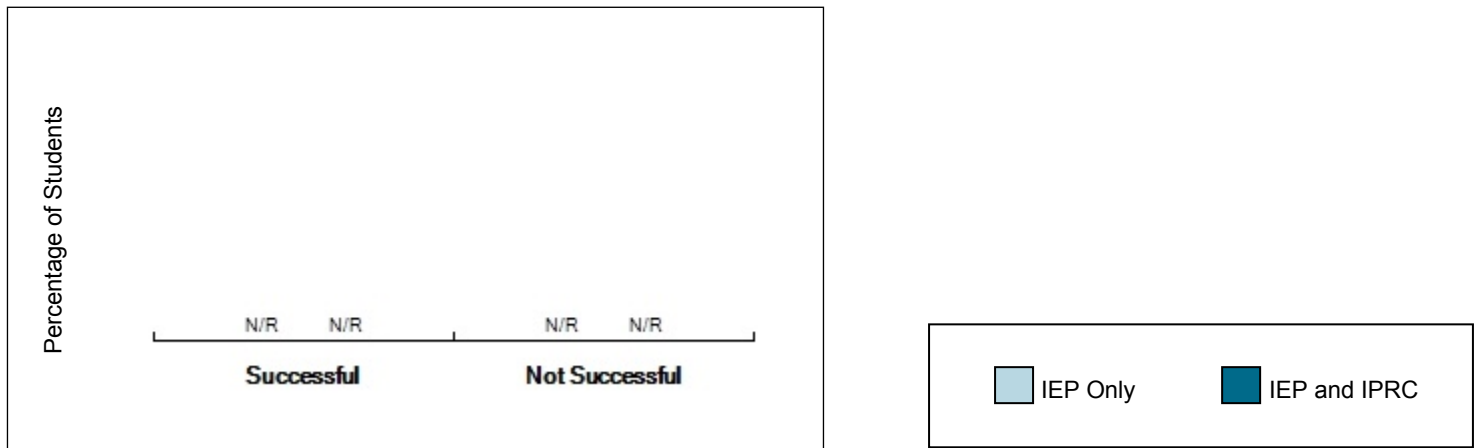
### School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = N/R		IEP and IPRC # = N/R		IEP Only # = N/R	IEP and IPRC # = N/R
Successful	N/R	N/R	N/R	N/R	N/R	N/R
Not Successful	N/R	N/R	N/R	N/R	N/R	N/R
<b>Fully Participating</b>	N/R	N/R	N/R	N/R		
Absent	N/R	N/R	N/R	N/R		
Deferred	N/R	N/R	N/R	N/R		

### School Results for All First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



### School Results for Fully Participating First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



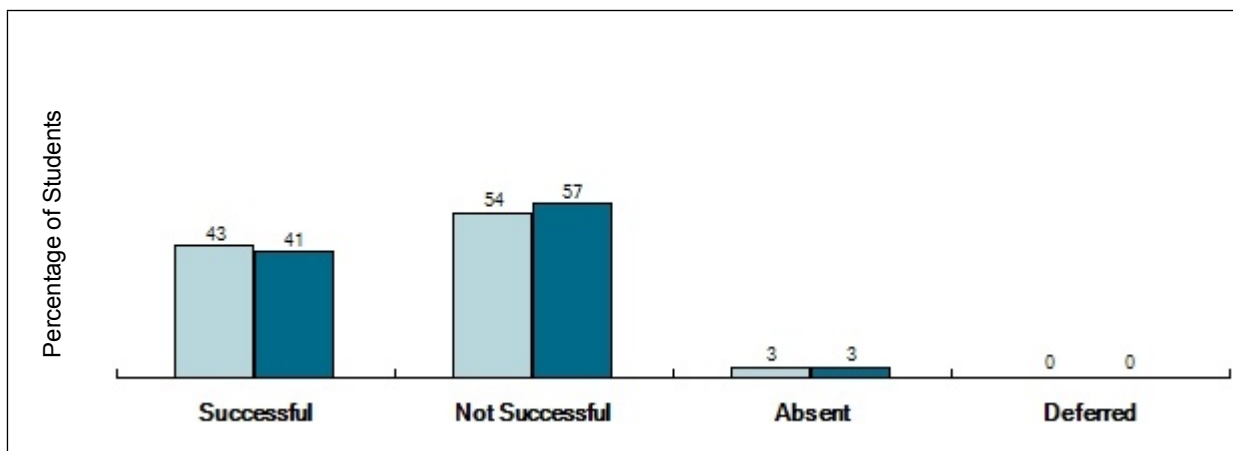
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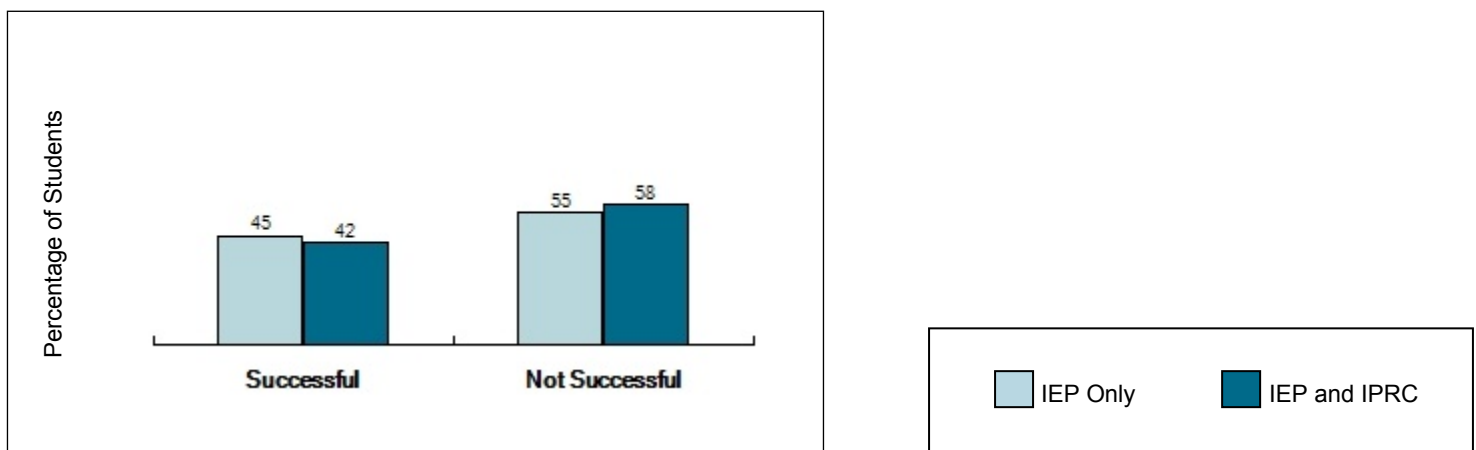
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 67		IEP and IPRC # = 296		IEP Only # = 65	IEP and IPRC # = 288
Successful	29	43%	120	41%	45%	42%
Not Successful	36	54%	168	57%	55%	58%
<b>Fully Participating</b>	<b>65</b>	<b>97%</b>	<b>288</b>	<b>97%</b>		
Absent	2	3%	8	3%		
Deferred	0	0%	0	0%		

### Board Results for All First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



### Board Results for Fully Participating First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



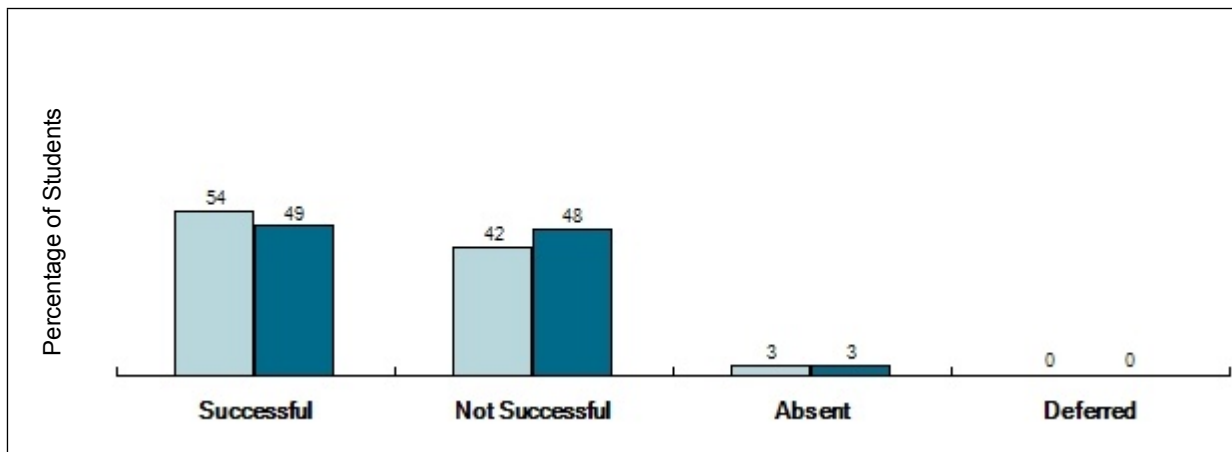
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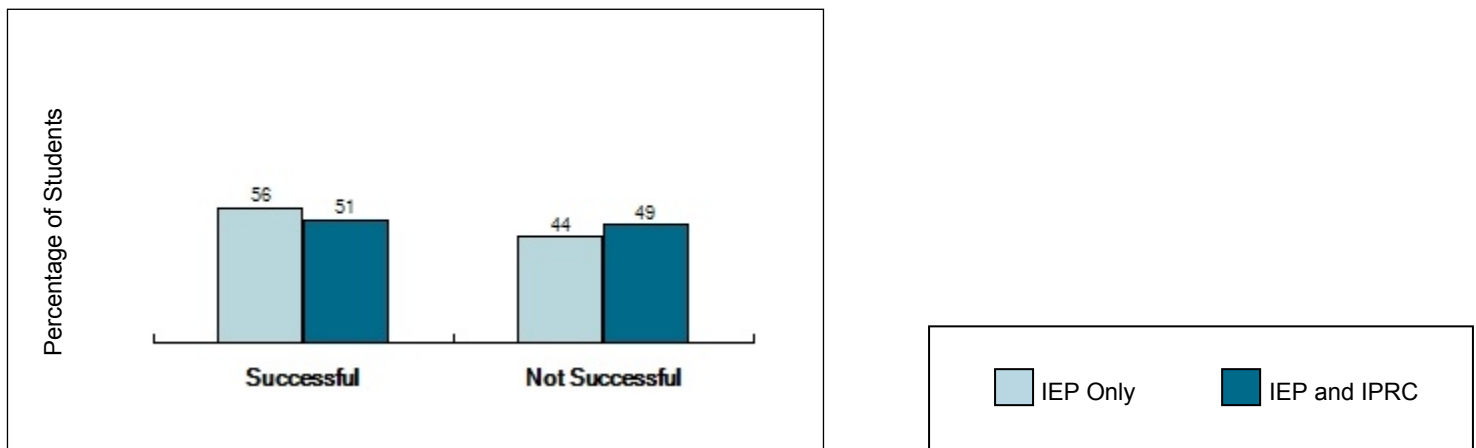
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 9 082		IEP and IPRC # = 12 084		IEP Only # = 8 770	IEP and IPRC # = 11 752
Successful	4 927	54%	5 976	49%	56%	51%
Not Successful	3 843	42%	5 776	48%	44%	49%
<b>Fully Participating</b>	<b>8 770</b>	<b>97%</b>	<b>11 752</b>	<b>97%</b>		
Absent	312	3%	332	3%		
Deferred	0	0%	0	0%		

### Provincial Results for All First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



### Provincial Results for Fully Participating First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



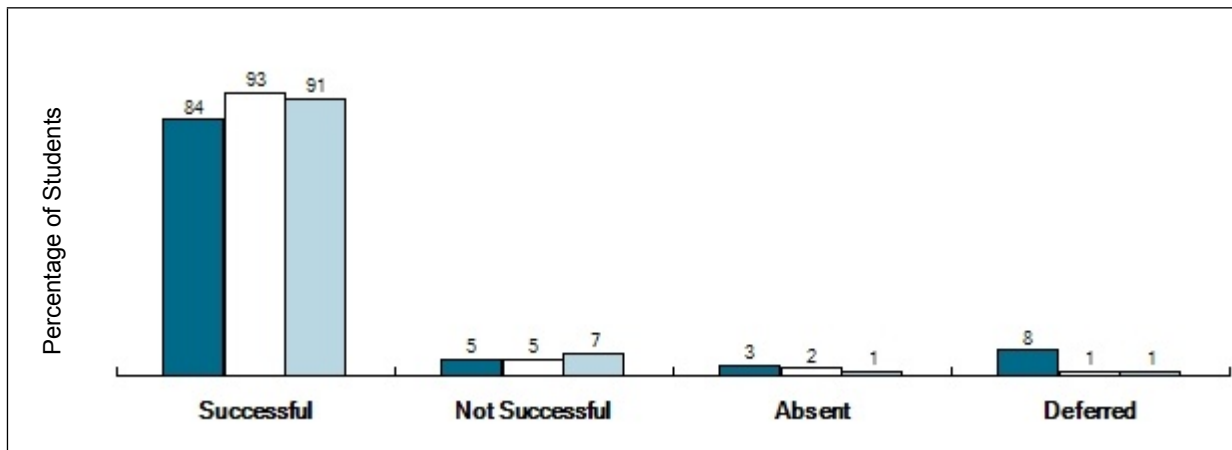
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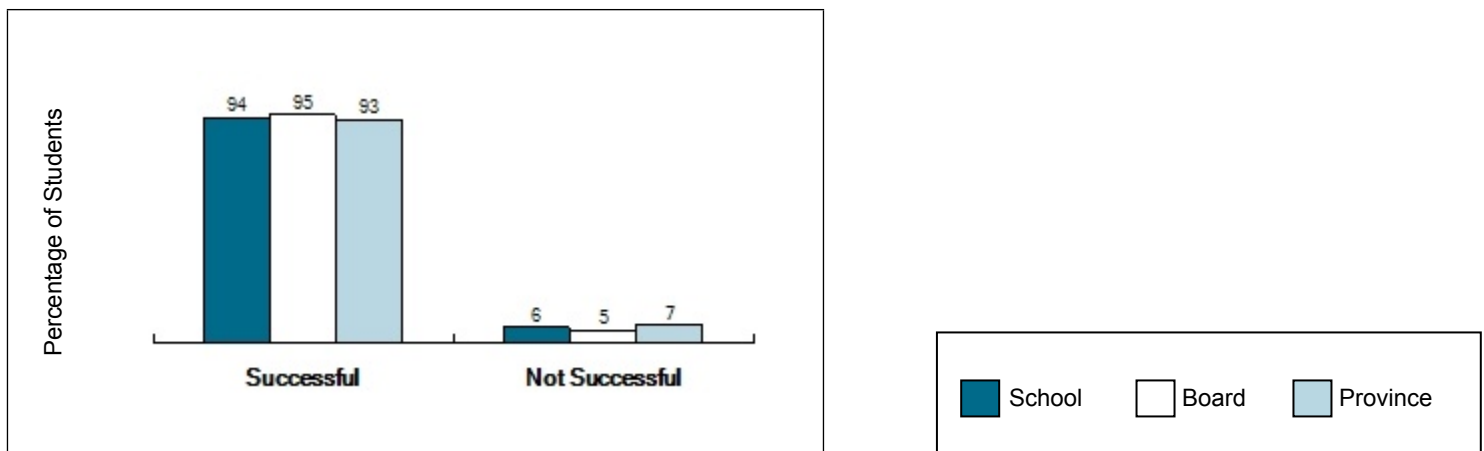
### Results for Students Taking Academic English Course\*

	Results for Students Taking Academic English Course First-Time Eligible Students						
	All			Fully Participating			
	School # = 37	Board # = 957	Province # = 99 813	School # = 33	Board # = 932	Province # = 97 615	
Successful	31	84%	93%	91%	94%	95%	93%
Not Successful	2	5%	5%	7%	6%	5%	7%
<b>Fully Participating</b>	<b>33</b>	<b>89%</b>	<b>97%</b>	<b>98%</b>			
Absent	1	3%	2%	1%			
Deferred	3	8%	1%	1%			

### Results for All First-Time Eligible Students Taking Academic English Course



### Results for Fully Participating First-Time Eligible Students Taking Academic English Course



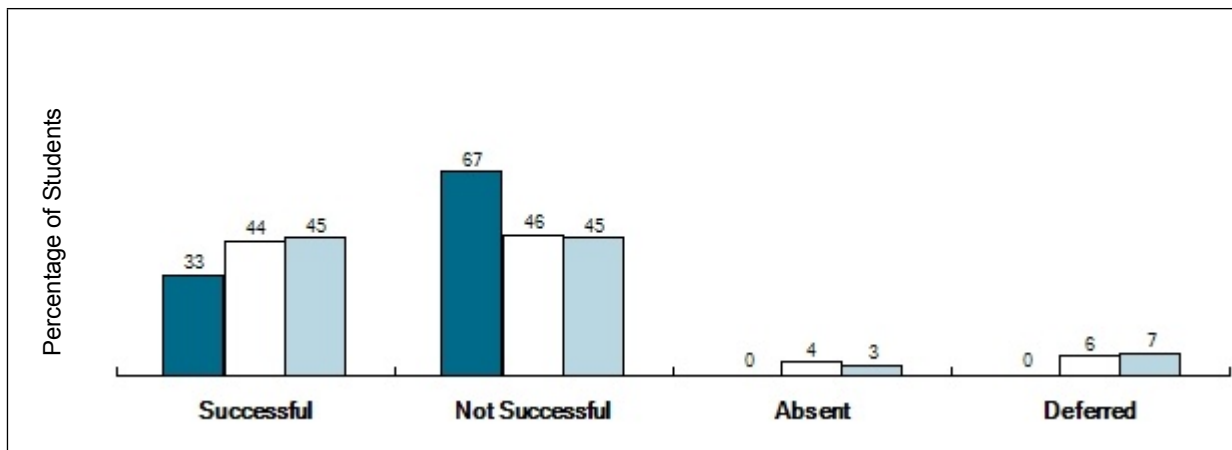
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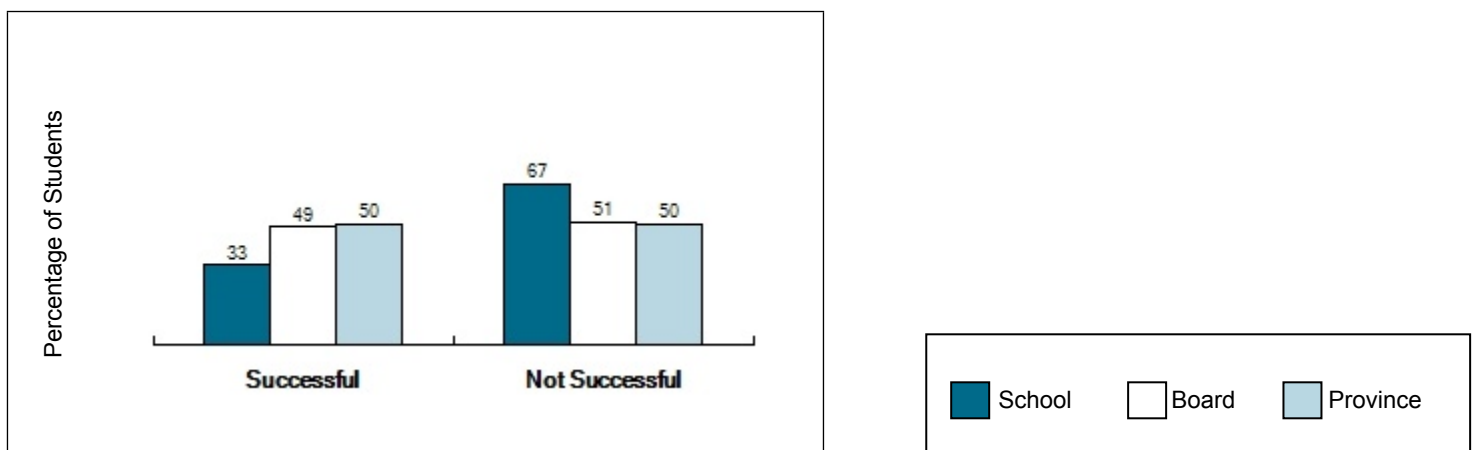
### Results for Students Taking Applied English Course\*

	Results for Students Taking Applied English Course First-Time Eligible Students						
	All			Fully Participating			
	School # = 21	Board # = 590	Province # = 29 316	School # = 21	Board # = 531	Province # = 26 213	
Successful	7	33%	44%	45%	33%	49%	50%
Not Successful	14	67%	46%	45%	67%	51%	50%
<b>Fully Participating</b>	<b>21</b>	<b>100%</b>	<b>90%</b>	<b>89%</b>			
Absent	0	0%	4%	3%			
Deferred	0	0%	6%	7%			

### Results for All First-Time Eligible Students Taking Applied English Course



### Results for Fully Participating First-Time Eligible Students Taking Applied English Course



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

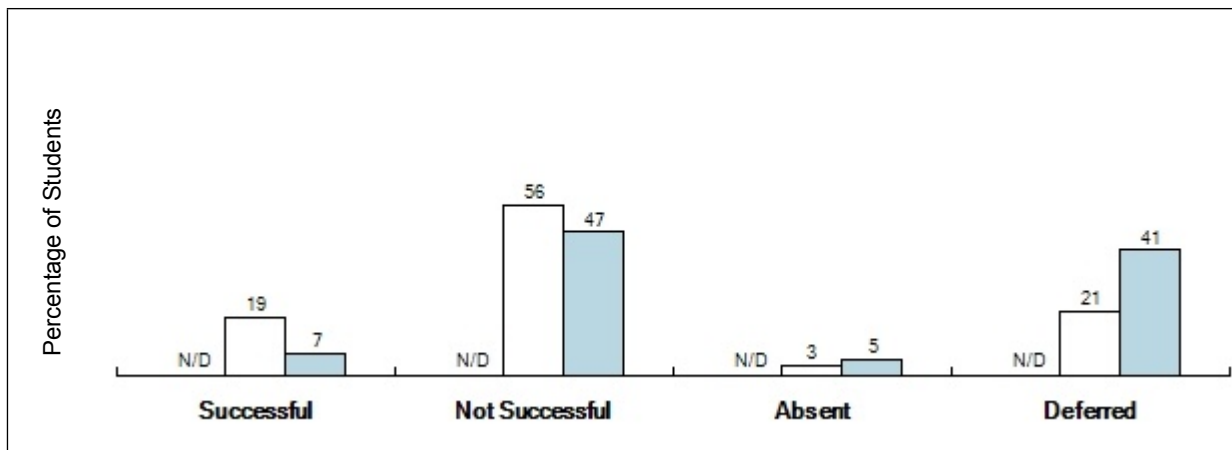


## Ontario Secondary School Literacy Test, 2014–2015

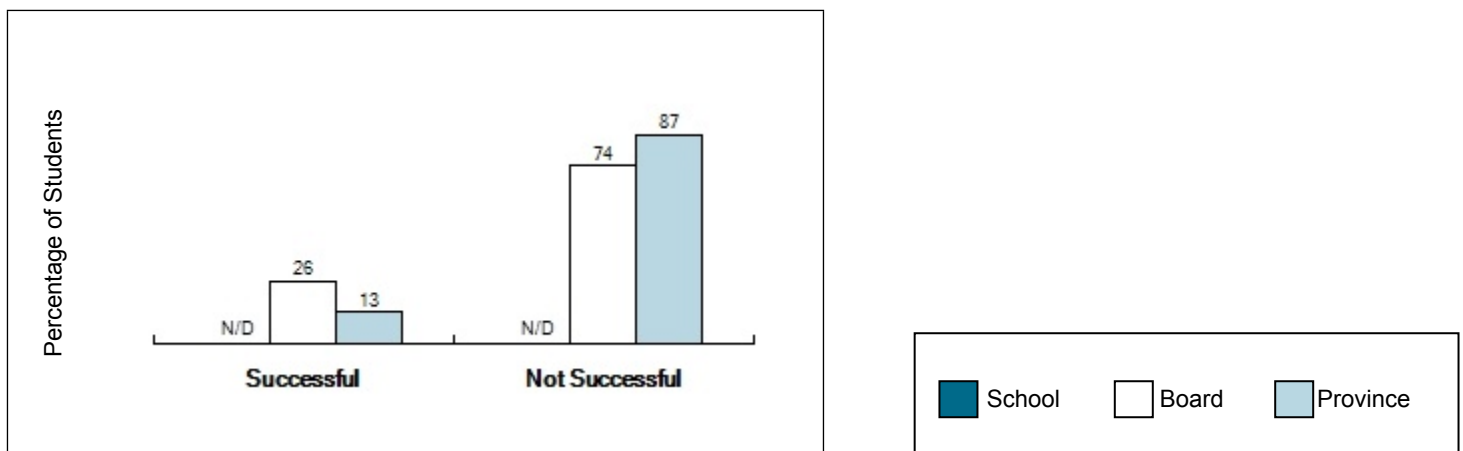
### Results for Students Taking Locally Developed English Course\*

	Results for Students Taking Locally Developed English Course First-Time Eligible Students					
	All			Fully Participating		
	School # = N/D	Board # = 118	Province # = 3 791	School # = N/D	Board # = 89	Province # = 2 064
Successful	N/D	N/D	19%	7%	N/D	13%
Not Successful	N/D	N/D	56%	47%	N/D	87%
<b>Fully Participating</b>	<b>N/D</b>	<b>N/D</b>	<b>75%</b>	<b>54%</b>		
Absent	N/D	N/D	3%	5%		
Deferred	N/D	N/D	21%	41%		

### Results for All First-Time Eligible Students Taking Locally Developed English Course



### Results for Fully Participating First-Time Eligible Students Taking Locally Developed English Course



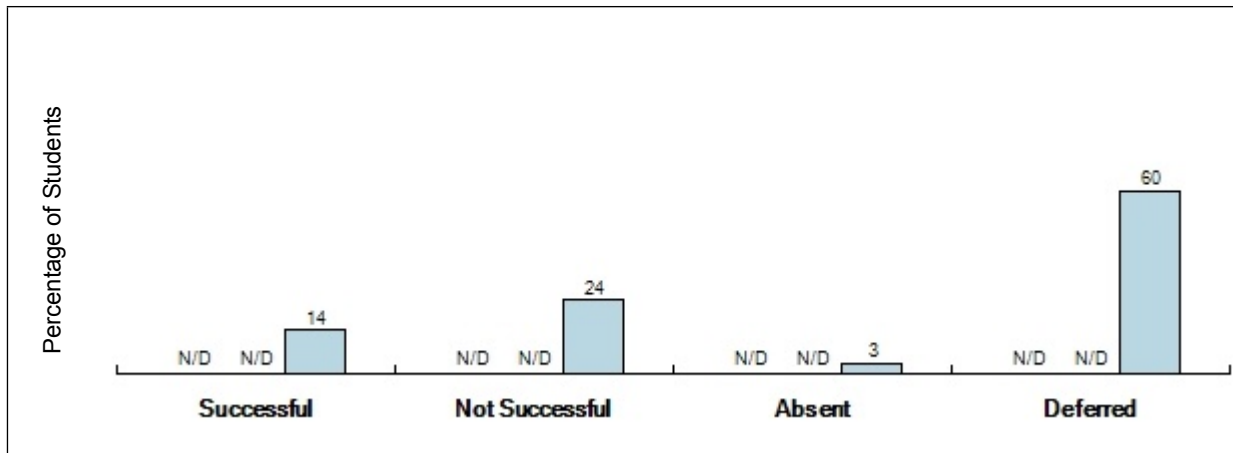
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2014–2015

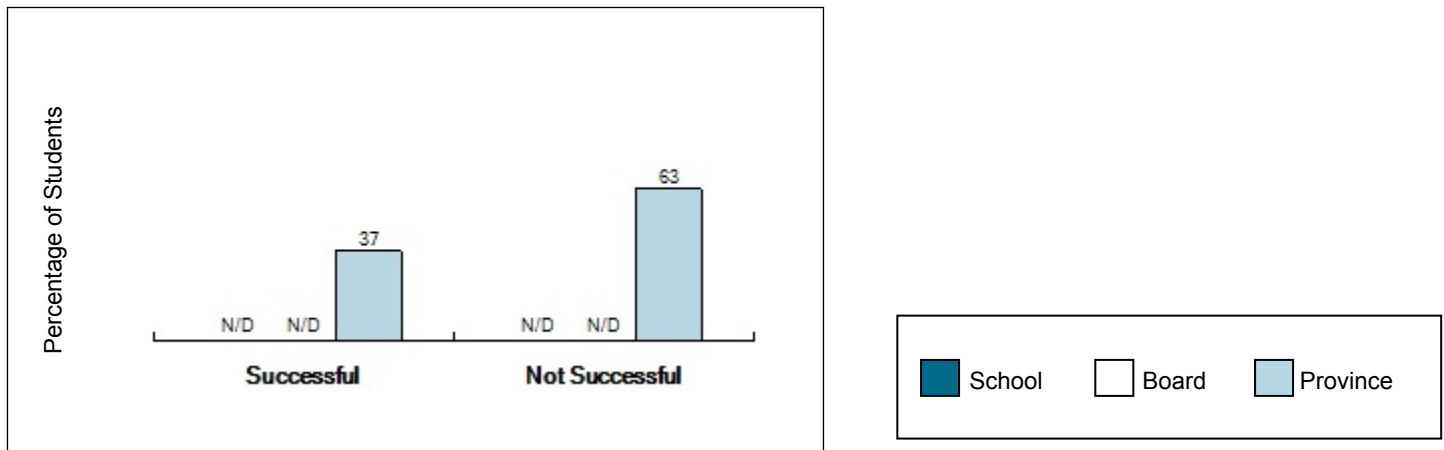
### Results for Students Taking ESL/ELD Course\*

	Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All			Fully Participating			
	School # = N/D	Board # = N/D	Province # = 3 513	School # = N/D	Board # = N/D	Province # = 1 314	
Successful	N/D	N/D	N/D	14%	N/D	N/D	37%
Not Successful	N/D	N/D	N/D	24%	N/D	N/D	63%
<b>Fully Participating</b>	N/D	N/D	N/D	37%			
Absent	N/D	N/D	N/D	3%			
Deferred	N/D	N/D	N/D	60%			

### Results for All First-Time Eligible Students Taking ESL/ELD Course



### Results for Fully Participating First-Time Eligible Students Taking ESL/ELD Course



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

## Ontario Secondary School Literacy Test, 2014–2015

### Contextual Information over Time

This information provides a context for interpreting the school's results of the current and previous administrations.

	2010–2011	2011–2012	2012–2013	2013–2014	2014–2015
<b>Enrolment</b>					
Number of first-time eligible students	96	82	77	100	59
Number of students who were exempted	0	0	3	0	3
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	98%	98%	95%	94%	93%
Of all first-time eligible students, those who were absent	2%	0%	4%	3%	2%
Of all first-time eligible students, those who were deferred	0%	2%	1%	3%	5%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	51%	48%	48%	48%	51%
Male	49%	52%	52%	52%	49%
Gender not specified	0%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
English language learners*	2%	20%	0%	2%	2%
English language learners receiving special provisions**	2%	20%	0%	2%	2%
Students with special education needs (excluding gifted)*	17%	22%	19%	16%	25%
Students with special education needs receiving accommodations (excluding gifted)**	15%	4%	16%	17%	27%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	52%	65%	56%	66%	63%
Applied	47%	30%	36%	31%	36%
Locally developed	0%	0%	0%	0%	0%
ESL/ELD	0%	0%	0%	1%	0%
Other	1%	5%	8%	2%	2%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	94	80	73	94	51
First language learned at home was other than English	7%	1%	7%	5%	2%
Speak only or mostly English at home	91%	94%	92%	94%	94%
Speak another language (or other languages) as often as English at home	4%	6%	7%	3%	6%
Speak only or mostly another language (or other languages) at home	4%	0%	0%	2%	0%

† 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.

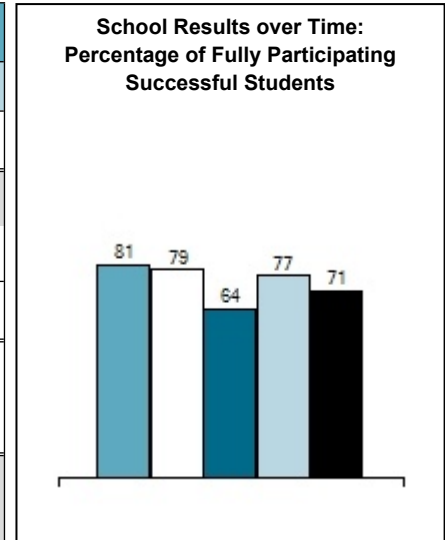
\*\* Percentages are based on fully participating students.

†† 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.

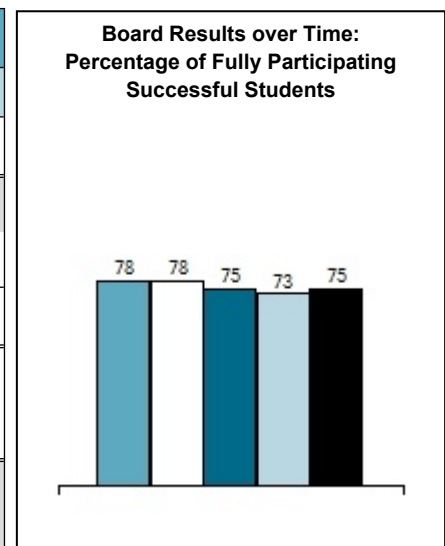
# Ontario Secondary School Literacy Test, 2014–2015

## Results over Time, 2010–2011 to 2014–2015

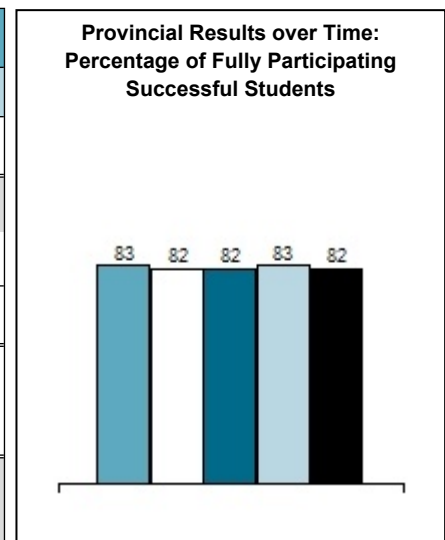
School Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	96		82		77		100		59	
<b>Successful (all)</b>	76	79%	63	77%	47	61%	72	72%	39	66%
Not Successful	18	19%	17	21%	26	34%	22	22%	16	27%
<b>Fully Participating</b>	94	98%	80	98%	73	95%	94	94%	55	93%
Absent	2	2%	0	0%	3	4%	3	3%	1	2%
Deferred	0	0%	2	2%	1	1%	3	3%	3	5%
<b>Fully Participating Successful</b>	76	81%	63	79%	47	64%	72	77%	39	71%



Board Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	1 960		1 869		1 848		1 826		1 680	
<b>Successful (all)</b>	1 415	72%	1 352	72%	1 330	72%	1 260	69%	1 173	70%
Not Successful	408	21%	380	20%	438	24%	466	26%	383	23%
<b>Fully Participating</b>	1 823	93%	1 732	93%	1 768	96%	1 726	95%	1 556	93%
Absent	66	3%	54	3%	38	2%	51	3%	45	3%
Deferred	71	4%	83	4%	42	2%	49	3%	79	5%
<b>Fully Participating Successful</b>	1 415	78%	1 352	78%	1 330	75%	1 260	73%	1 173	75%



Provincial Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	153 635		147 306		143 358		141 815		137 620	
<b>Successful (all)</b>	118 961	77%	112 717	77%	110 162	77%	108 914	77%	105 309	77%
Not Successful	24 285	16%	24 285	16%	23 871	17%	22 798	16%	22 558	16%
<b>Fully Participating</b>	143 246	93%	137 002	93%	134 033	93%	131 712	93%	127 867	93%
Absent	3 237	2%	2 966	2%	2 059	1%	2 521	2%	2 603	2%
Deferred	7 152	5%	7 338	5%	7 266	5%	7 582	5%	7 150	5%
<b>Fully Participating Successful</b>	118 961	83%	112 717	82%	110 162	82%	108 914	83%	105 309	82%



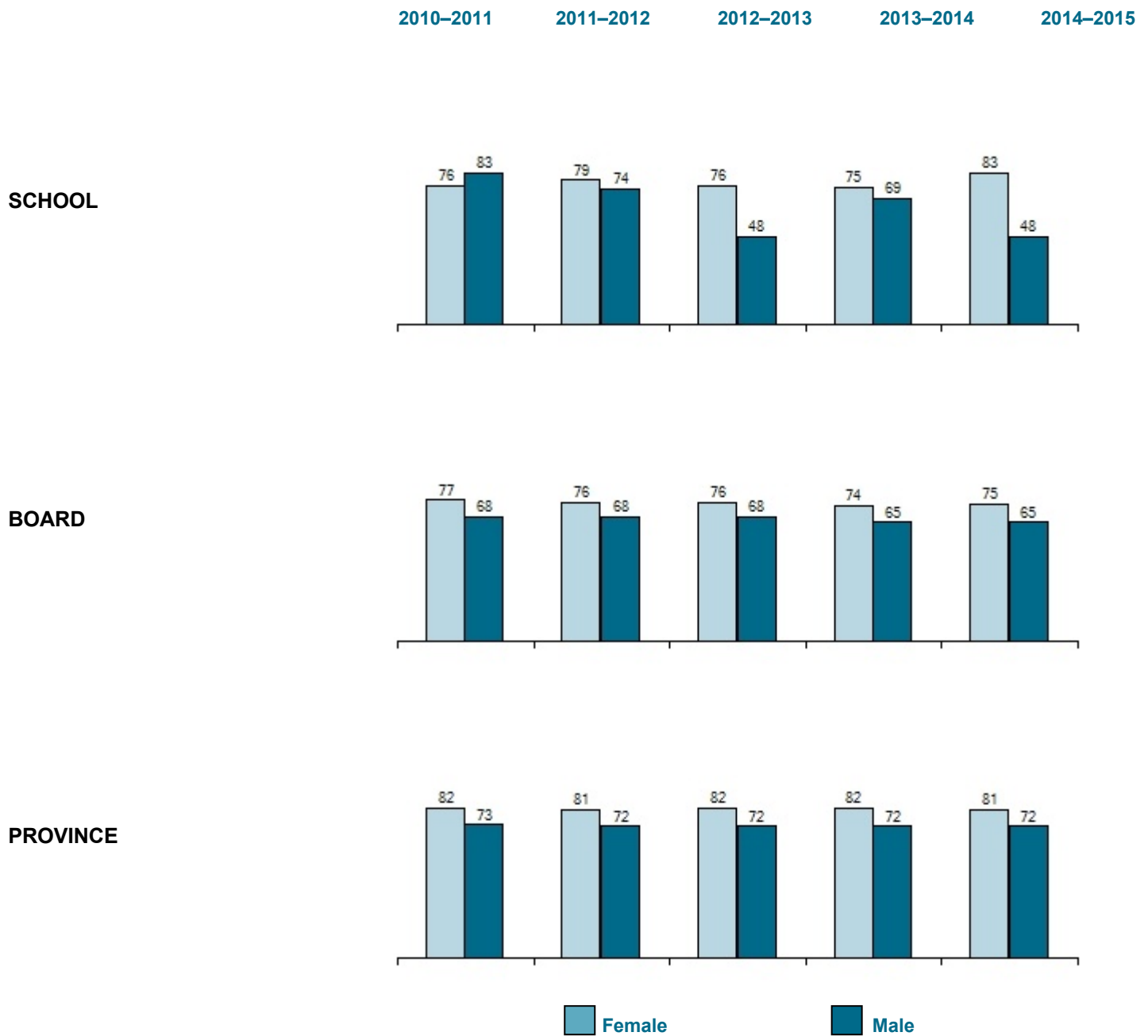
\* Percentages in tables may not add up to 100, due to rounding.

■ '11   ■ '12   ■ '13   ■ '14   ■ '15

# Ontario Secondary School Literacy Test, 2014–2015

## ACHIEVEMENT RESULTS OVER TIME BY GENDER†

### PERCENTAGE OF ALL FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL: ONTARIO SECONDARY SCHOOL LITERACY TEST



### Number of First-Time Eligible Students†

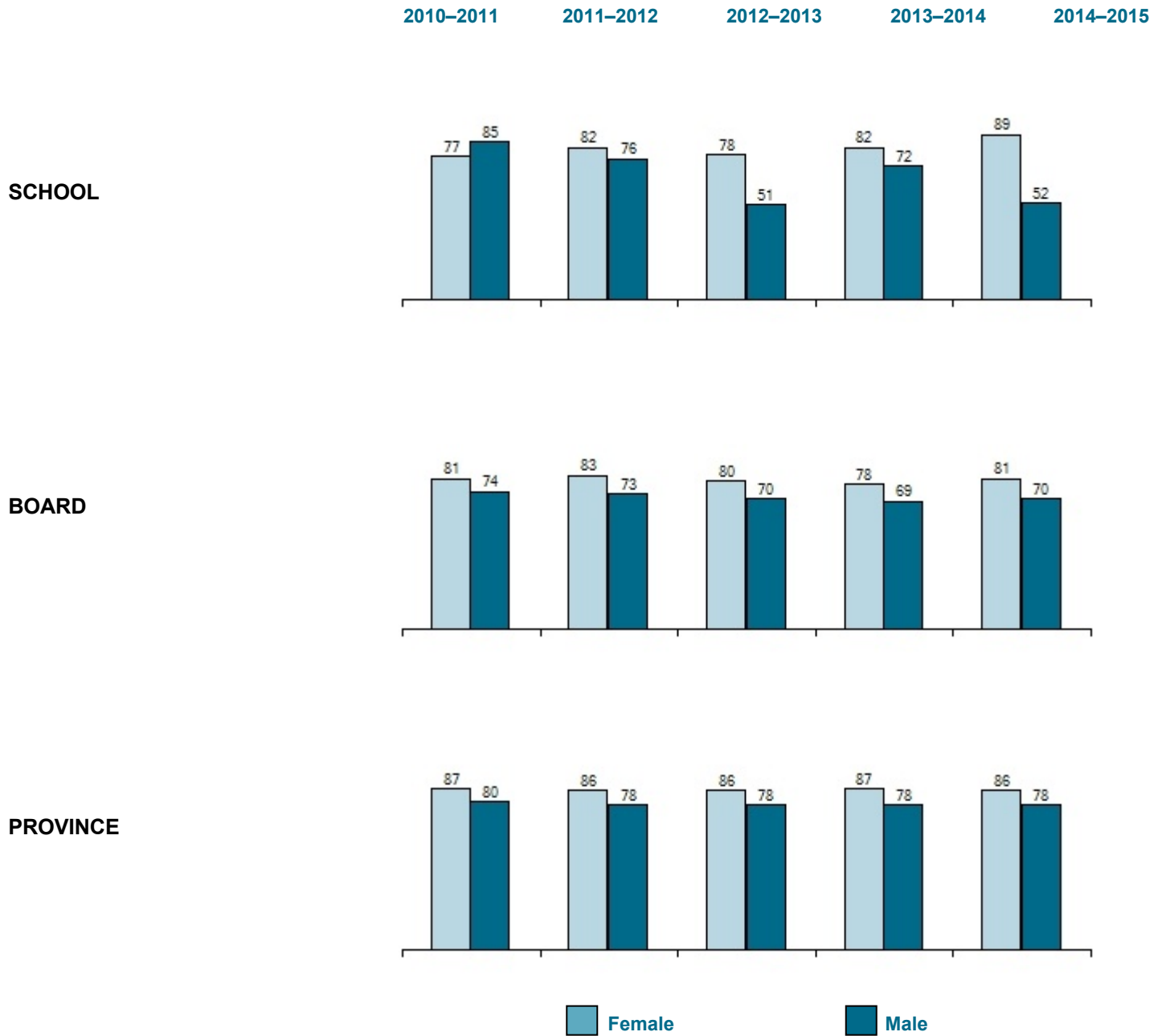
	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	49	47	39	43	37	40	48	52	30	29
Board	979	981	913	956	930	918	843	983	818	862
Province	74 954	78 681	71 934	75 370	70 092	73 260	69 290	72 521	67 023	70 597

† Includes only students for whom gender data were available.

# Ontario Secondary School Literacy Test, 2014–2015

## ACHIEVEMENT RESULTS OVER TIME BY GENDER†

### PERCENTAGE OF FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL: ONTARIO SECONDARY SCHOOL LITERACY TEST

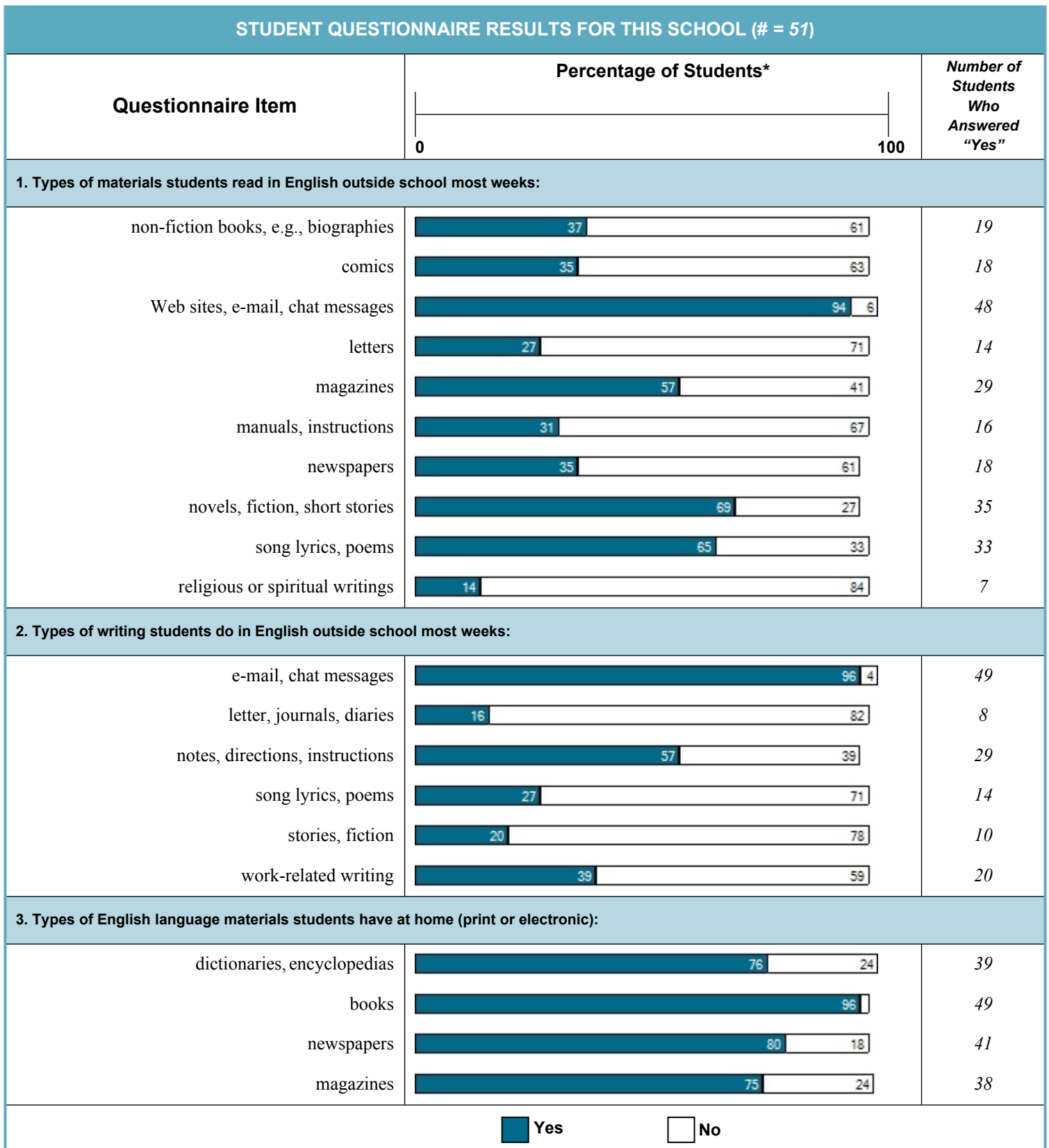


### Number of Fully Participating First-Time Eligible Students†

	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	48	46	38	42	36	37	44	50	28	27
Board	924	899	842	890	888	880	799	927	758	798
Province	70 606	72 640	67 631	69 369	66 262	67 765	65 018	66 692	62 936	64 931

† Includes only students for whom gender data were available.

















# Ontario Secondary School Literacy Test, 2014–2015



\* 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 SCHOOL (# = 51)

Questionnaire Item	Percentage of Students*		Number of Students
	0	100	
<b>4. Number of hours a week students read materials written in English outside school, not including homework:</b>			
one hour or less		27	14
more than one hour but less than three hours		37	19
more than three hours but less than five hours		22	11
five hours or more		14	7
<b>5. Number of hours a week students write in English outside school, not including homework:</b>			
one hour or less		47	24
more than one hour but less than three hours		31	16
more than three hours but less than five hours		10	5
five hours or more		12	6
<b>6. How often students use a computer at home for homework:</b>			
don't have a computer at home			0
never or hardly ever use a computer for homework		25	13
use a computer once or twice a month for homework		37	19
use a computer once or twice a week for homework		27	14
use a computer almost every day for homework		10	5
<b>7. First language students learned at home was English:</b>			
yes		98	50
no		2	1
<b>8. Language(s) students speak at home:</b>			
only or mostly English		94	48
another language (or other languages) as often as English		6	3
only or mostly another language (or other languages)			0

\* 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 SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 51)	Female* (# = 26)	Male* (# = 25)	All (# = 1 448)	Female* (# = 716)	Male* (# = 732)	All (# = 121 594)	Female* (# = 60 328)	Male* (# = 61 266)
<b>Percentage of students indicating that they</b>									
have a computer at home.	100%	100%	100%	94%	94%	93%	97%	97%	96%
use the computer almost every day for homework.	10%	8%	12%	16%	17%	15%	30%	32%	29%
<b>Percentage of students indicating that they read the following types of materials in English outside school most weeks:</b>									
non-fiction books, e.g., biographies	37%	35%	40%	34%	32%	37%	36%	34%	39%
comics	35%	23%	48%	24%	14%	34%	29%	22%	37%
Web sites, e-mail, chat messages	94%	100%	88%	93%	96%	90%	94%	95%	92%
letters	27%	42%	12%	25%	26%	24%	23%	24%	22%
magazines	57%	62%	52%	47%	53%	41%	44%	53%	35%
manuals, instructions	31%	31%	32%	41%	29%	53%	40%	31%	49%
newspapers	35%	46%	24%	30%	30%	30%	32%	31%	34%
novels, fiction, short stories	69%	81%	56%	63%	75%	52%	70%	81%	59%
song lyrics, poems	65%	85%	44%	62%	78%	47%	65%	77%	52%
religious or spiritual writings	14%	19%	8%	18%	20%	17%	23%	24%	21%
<b>Percentage of students indicating that they read materials written in English outside school, not including homework, for</b>									
more than three hours a week.	35%	38%	32%	32%	38%	27%	38%	43%	32%
<b>Percentage of students indicating that they have the following English language materials at home (print or electronic):</b>									
dictionaries, encyclopedias	76%	81%	72%	70%	73%	67%	80%	82%	78%
books	96%	100%	92%	92%	95%	90%	94%	96%	93%
newspapers	80%	81%	80%	76%	77%	75%	76%	77%	75%
magazines	75%	81%	68%	76%	79%	72%	73%	76%	69%
<b>Percentage of students indicating that they do the following types of writing in English outside school most weeks:</b>									
e-mail, chat messages	96%	96%	96%	95%	96%	93%	95%	96%	94%
letters, journals, diaries	16%	23%	8%	22%	35%	10%	24%	37%	12%
notes, directions, instructions	57%	65%	48%	44%	46%	41%	49%	53%	46%
song lyrics, poems	27%	38%	16%	31%	41%	21%	32%	39%	24%
stories, fiction	20%	27%	12%	26%	33%	20%	29%	35%	23%
work-related writing	39%	46%	32%	44%	44%	45%	56%	57%	56%
<b>Percentage of students indicating that they write in English outside school, not including homework, for</b>									
more than three hours a week.	22%	31%	12%	19%	24%	15%	25%	28%	22%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	2%	0%	4%	5%	6%	4%	22%	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	94%	92%	96%	94%	94%	95%	74%	74%	75%
another language (or other languages) as often as English	6%	8%	4%	4%	4%	3%	18%	19%	18%
only or mostly another language (or other languages)	0%	0%	0%	2%	2%	2%	7%	6%	7%

\* 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	
<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 and began Grade 9 in or after the 2000–2001 school year.
<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 the school principal.