



# School Report

## First-Time Eligible Students



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

**School: Longfields Davidson Heights SS (900494)**

**Board: Ottawa-Carleton DSB (66184)**

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.

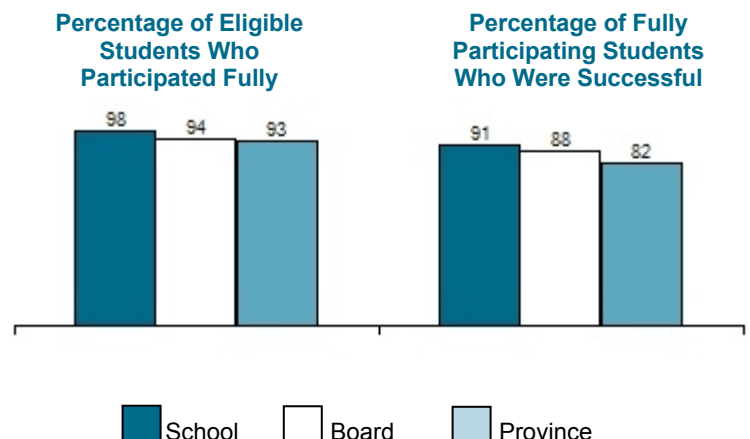
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to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

WHERE TO FIND ...	PAGE
Summary of results.....	1
Participation rates: Over time.....	2
Achievement results: Over time.....	3
Tips for using this report.....	4
Contextual information.....	5
Detailed achievement results:	
All students.....	6
Students by gender.....	7
English language learners.....	10
Students with special education needs.....	11
Students with special education needs receiving accommodations.....	12
Students taking academic English course.....	15
Students taking applied English course.....	16
Students taking locally developed English course.....	17
Students taking ESL/ELD course.....	18
Contextual information: Over time.....	19
Percentage of successful students: Over time.....	20
Percentage of successful students by gender: Over time.....	21
Student questionnaire results.....	23
Explanation of terms.....	26

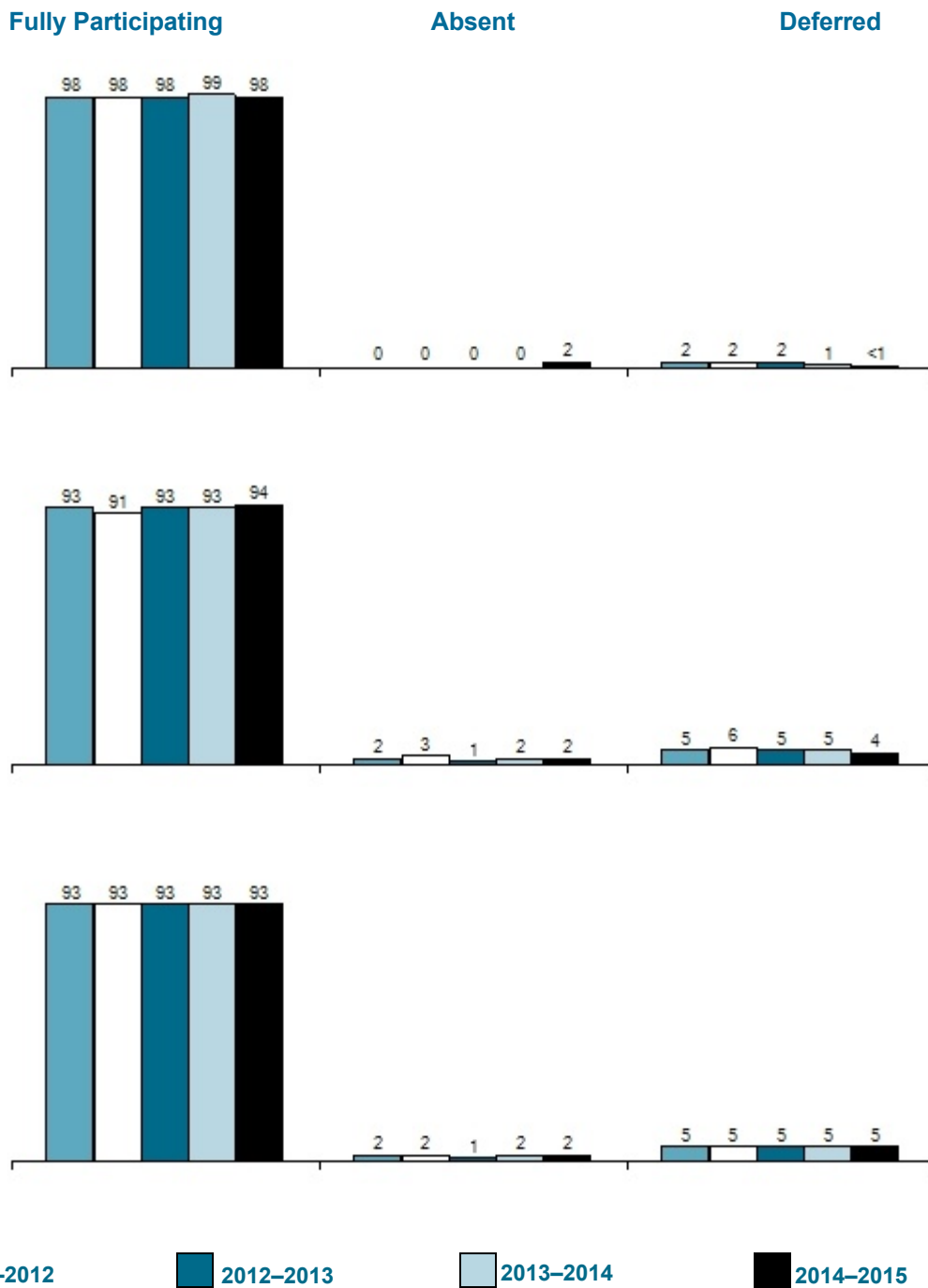
#### FIRST-TIME ELIGIBLE STUDENTS, 2014–2015: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



# 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	253	241	293	340	341
Board	5 517	5 348	5 254	5 279	5 009
Province	153 635	147 306	143 358	141 815	137 620

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

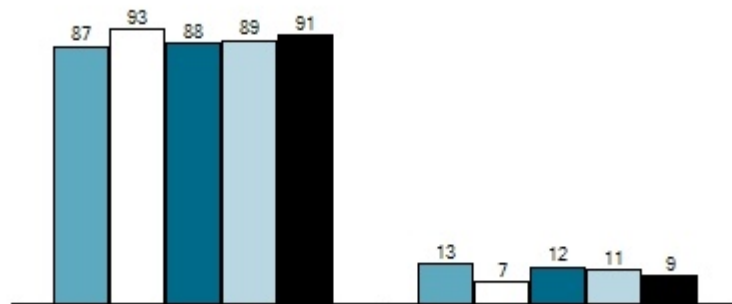
# Ontario Secondary School Literacy Test, 2014–2015

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

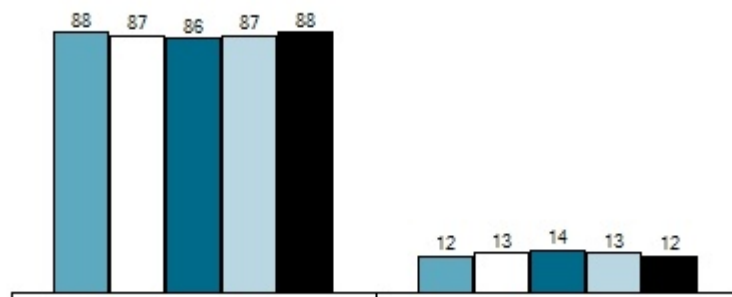
### PERCENTAGE OF STUDENTS\*

Successful                      Not Successful

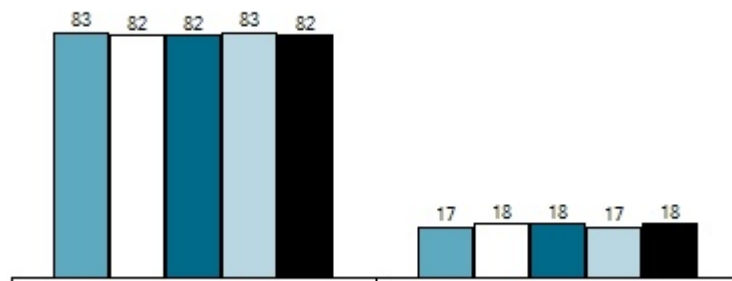
SCHOOL



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	249	235	288	336	333
Board	5 124	4 878	4 896	4 901	4 703
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	341		5 009		137 620	
Number of schools with first-time eligible students	n/a		29		786	
Number of students who were exempted	0		32		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	333	98%	4 703	94%	127 867	93%
Of all first-time eligible students, those who were absent	7	2%	83	2%	2 603	2%
Of all first-time eligible students, those who were deferred	1	<1%	223	4%	7 150	5%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	187	55%	2 472	49%	67 023	49%
Male	154	45%	2 537	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*	57	17%	872	17%	8 042	6%
English language learners receiving special provisions**	7	2%	517	11%	4 615	4%
Students with special education needs (excluding gifted)*	52	15%	1 030	21%	25 772	19%
Students with special education needs receiving accommodations (excluding gifted)**	47	14%	849	18%	20 522	16%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	294	86%	4 179	83%	99 813	73%
Applied	43	13%	570	11%	29 316	21%
Locally developed	0	0%	55	1%	3 791	3%
ESL/ELD	0	0%	163	3%	3 513	3%
Other	4	1%	42	1%	1 187	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents: 312		4 446		121 594	
First language learned at home was other than English	114	37%	1 256	28%	27 255	22%
Speak only or mostly English at home	191	61%	3 072	69%	90 499	74%
Speak another language (or other languages) as often as English at home	94	30%	973	22%	22 357	18%
Speak only or mostly another language (or other languages) at home	25	8%	376	8%	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.

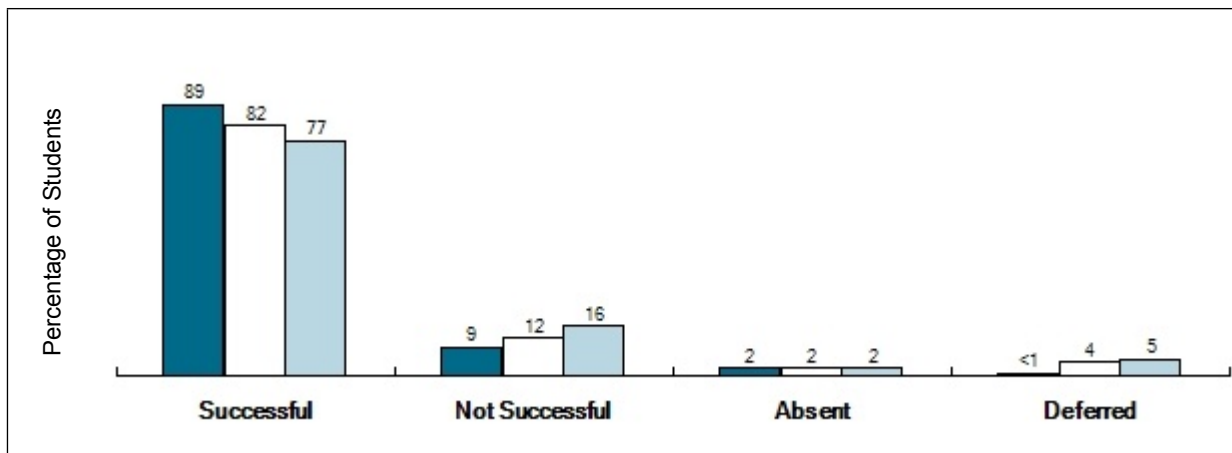
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## Ontario Secondary School Literacy Test, 2014–2015

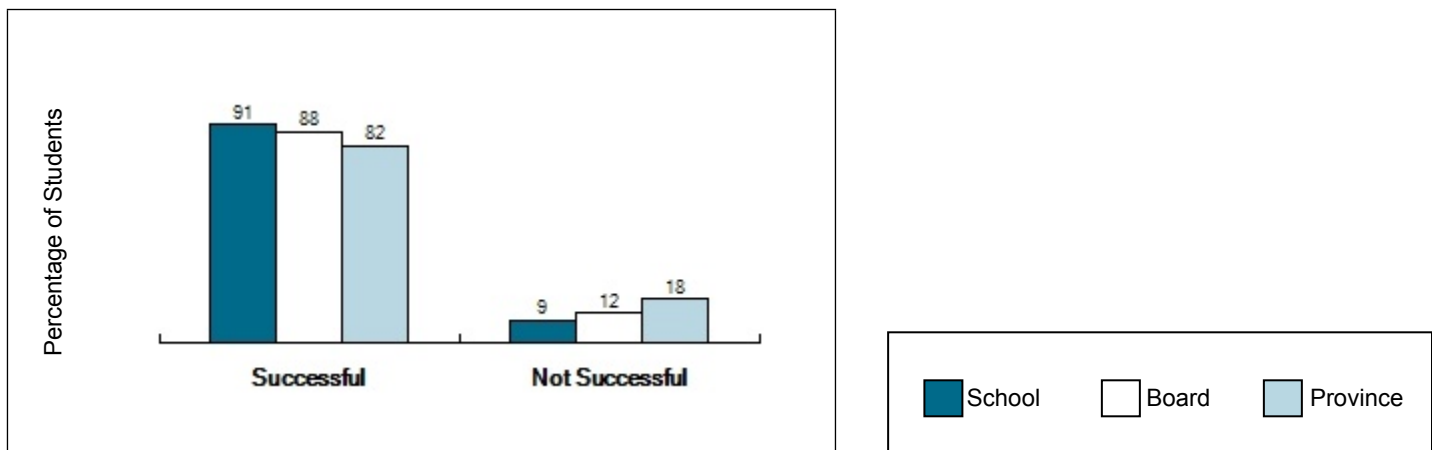
### Results for All Students\*

Results for All Students First-Time Eligible Students							
	All			Fully Participating			
	School # = 341	Board # = 5 009	Province # = 137 620	School # = 333	Board # = 4 703	Province # = 127 867	
Successful	304	89%	82%	77%	91%	88%	82%
Not Successful	29	9%	12%	16%	9%	12%	18%
<b>Fully Participating</b>	<b>333</b>	<b>98%</b>	<b>94%</b>	<b>93%</b>			
Absent	7	2%	2%	2%			
Deferred	1	<1%	4%	5%			

### Results for All First-Time Eligible Students



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



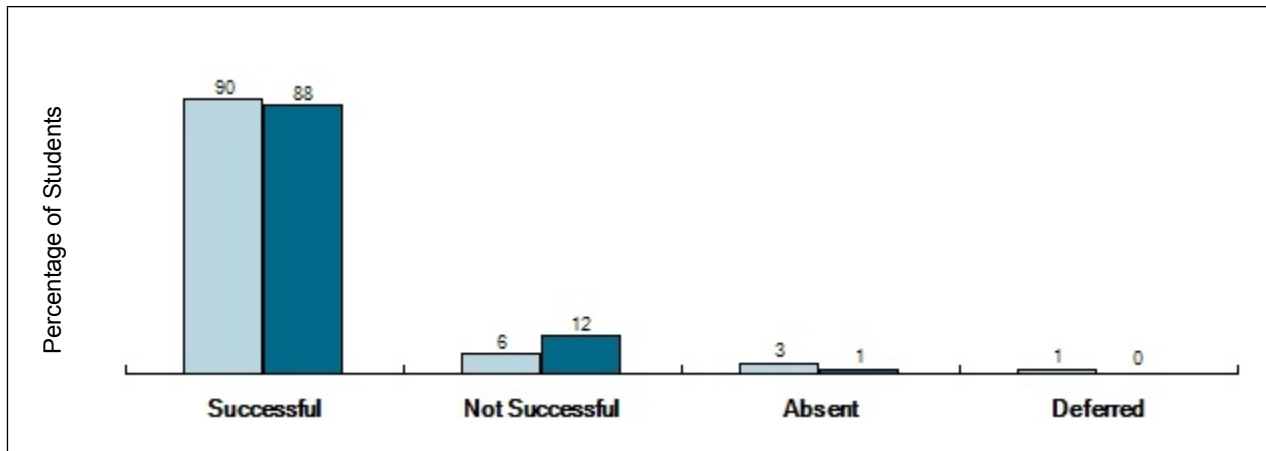
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## Ontario Secondary School Literacy Test, 2014–2015

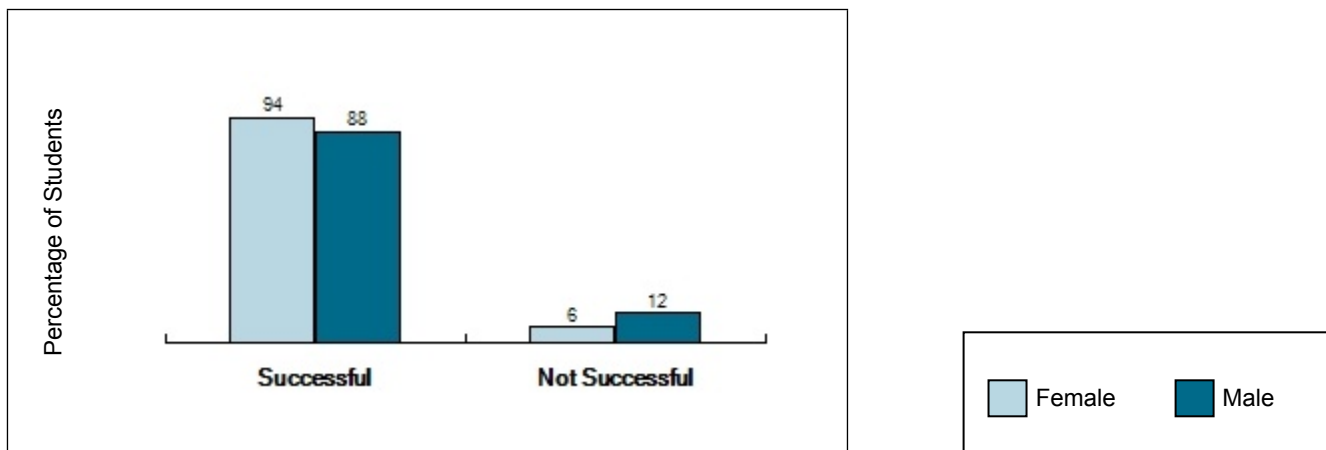
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 187		Male # = 154		Female # = 180	Male # = 153
Successful	169	90%	135	88%	94%	88%
Not Successful	11	6%	18	12%	6%	12%
<b>Fully Participating</b>	<b>180</b>	<b>96%</b>	<b>153</b>	<b>99%</b>		
Absent	6	3%	1	1%		
Deferred	1	1%	0	0%		

### 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.

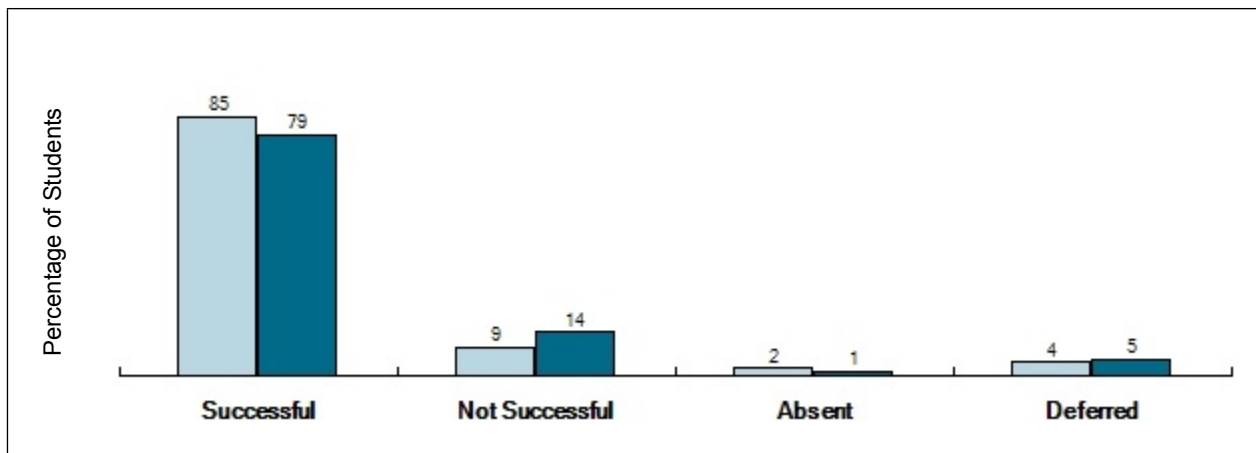
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2014–2015

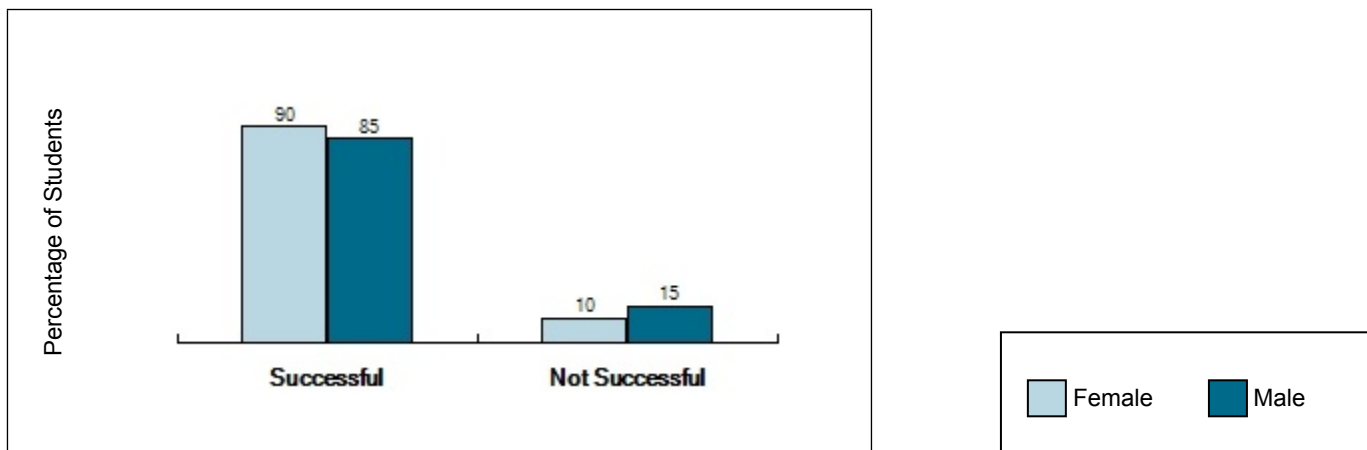
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 2 472		Male # = 2 537		Female # = 2 334	Male # = 2 369
Successful	2 111	85%	2 007	79%	90%	85%
Not Successful	223	9%	362	14%	10%	15%
<b>Fully Participating</b>	<b>2 334</b>	<b>94%</b>	<b>2 369</b>	<b>93%</b>		
Absent	45	2%	38	1%		
Deferred	93	4%	130	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.

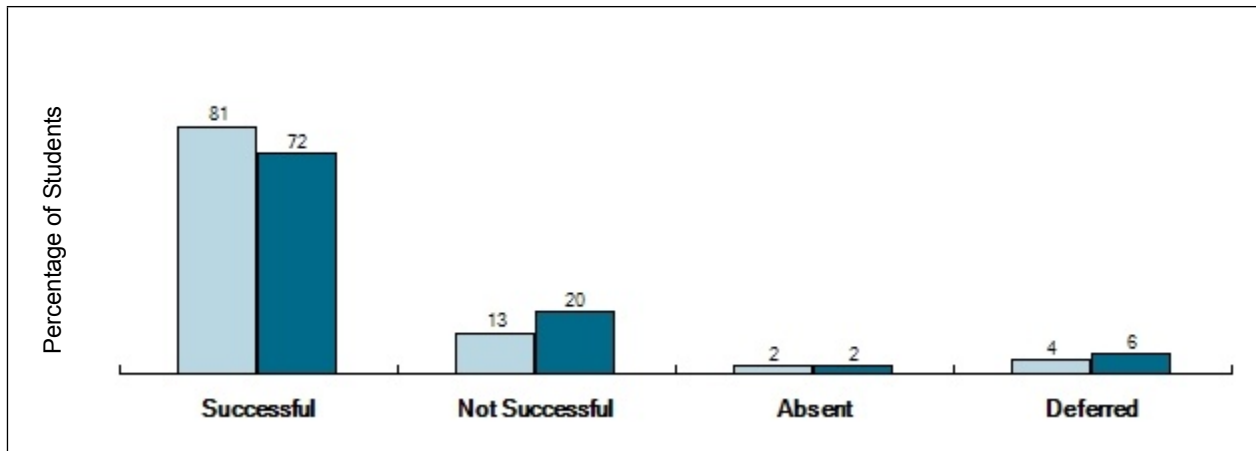


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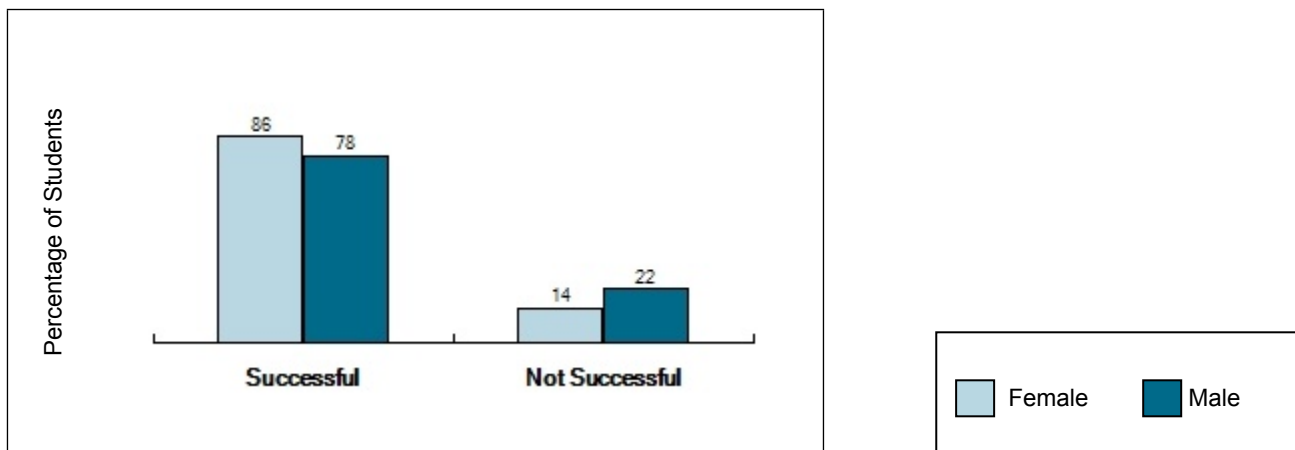
### Provincial Results by Gender\*†

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.

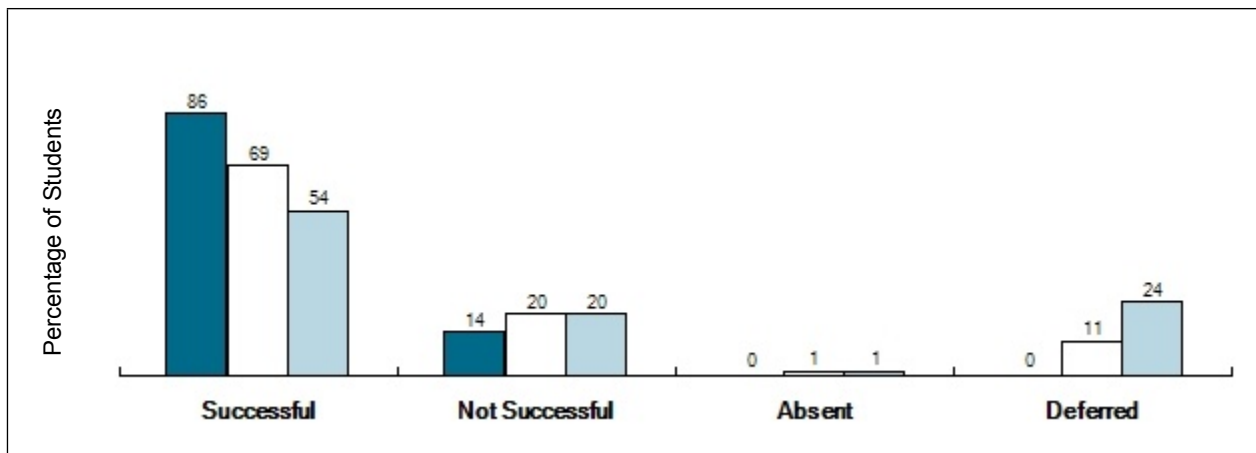
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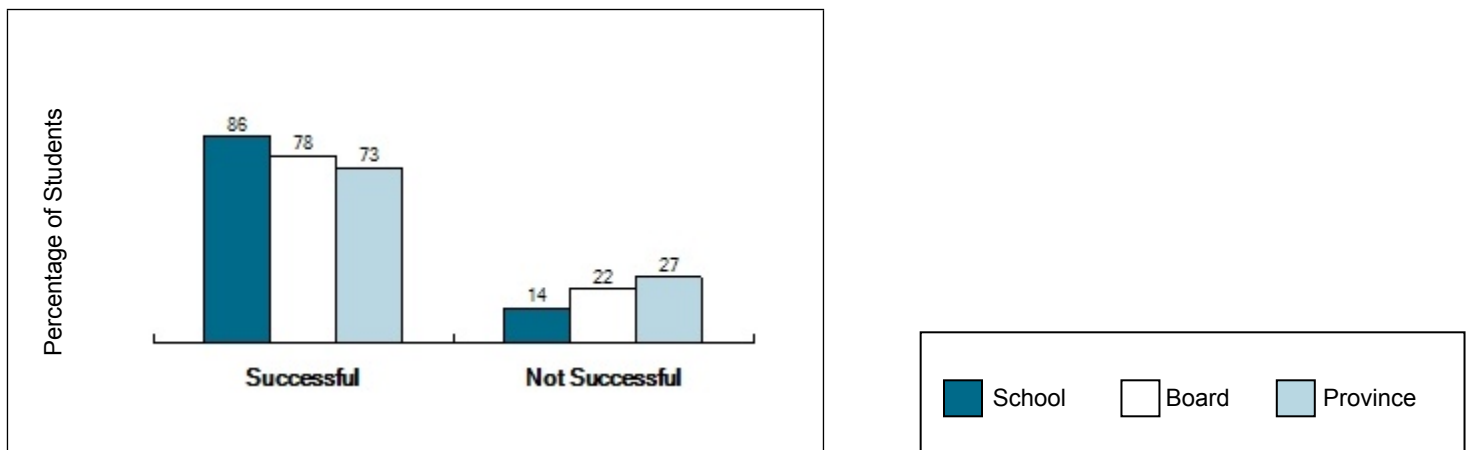
### Results for English Language Learners\*

Results for English Language Learners First-Time Eligible Students						
	All			Fully Participating		
	School # = 57	Board # = 872	Province # = 8 042	School # = 57	Board # = 771	Province # = 6 005
Successful	49	86%	69%	86%	78%	73%
Not Successful	8	14%	20%	14%	22%	27%
<b>Fully Participating</b>	<b>57</b>	<b>100%</b>	<b>88%</b>	<b>57</b>	<b>771</b>	<b>6 005</b>
Absent	0	0%	1%	0	1%	1%
Deferred	0	0%	11%	0	11%	24%

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



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



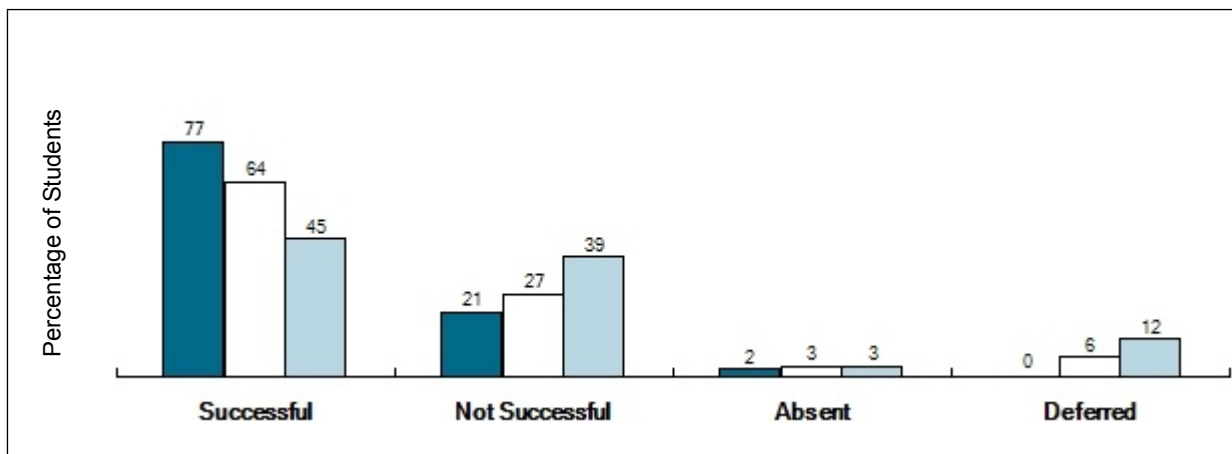
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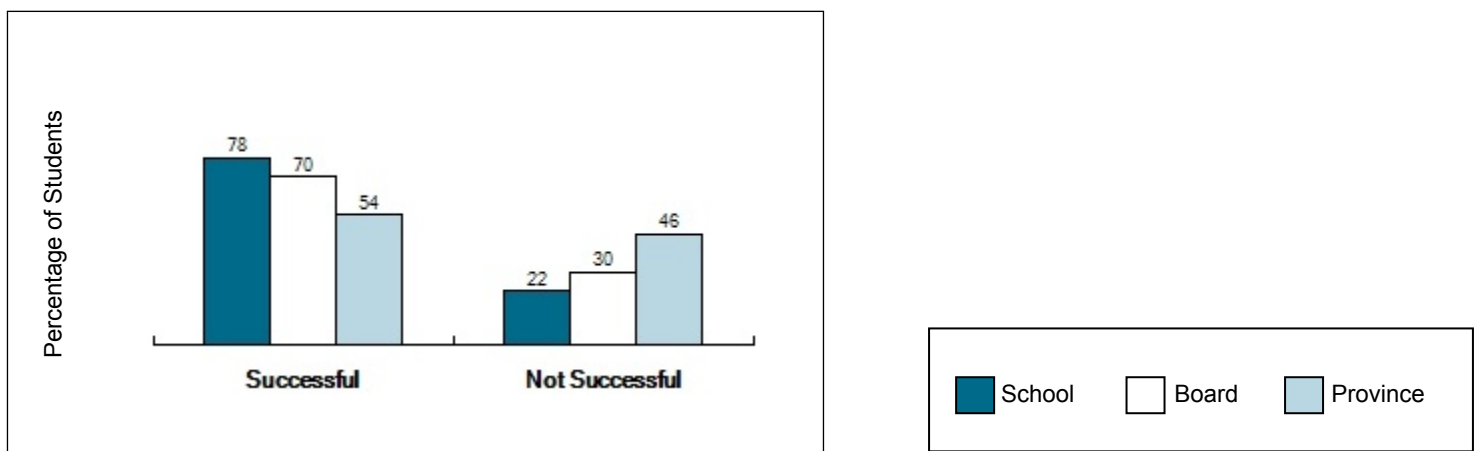
### Results for Students with Special Education Needs (excluding gifted)\*

	Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating			
	School # = 52	Board # = 1 030	Province # = 25 772	School # = 51	Board # = 940	Province # = 21 869	
Successful	40	77%	64%	45%	78%	70%	54%
Not Successful	11	21%	27%	39%	22%	30%	46%
<b>Fully Participating</b>	<b>51</b>	<b>98%</b>	<b>91%</b>	<b>85%</b>			
Absent	1	2%	3%	3%			
Deferred	0	0%	6%	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)



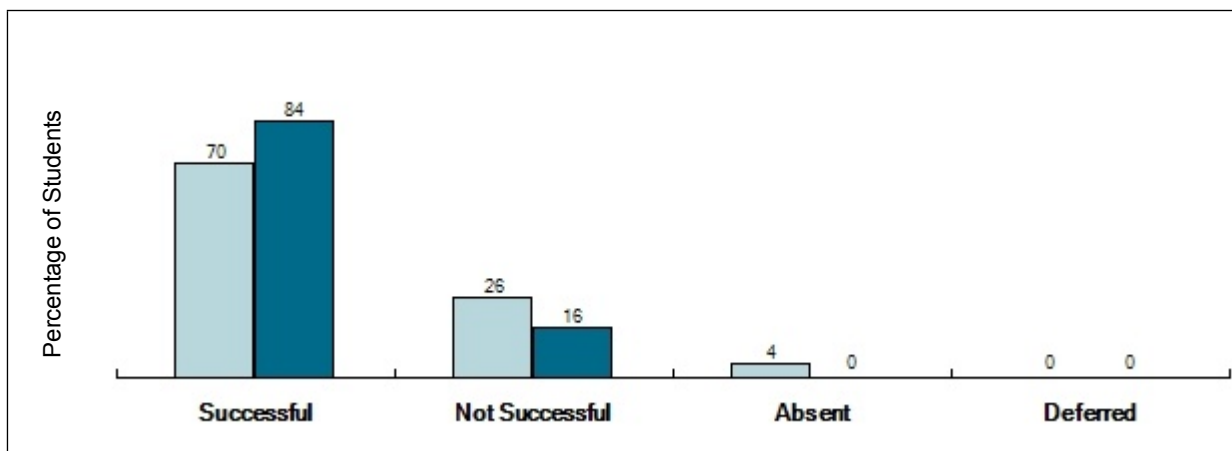
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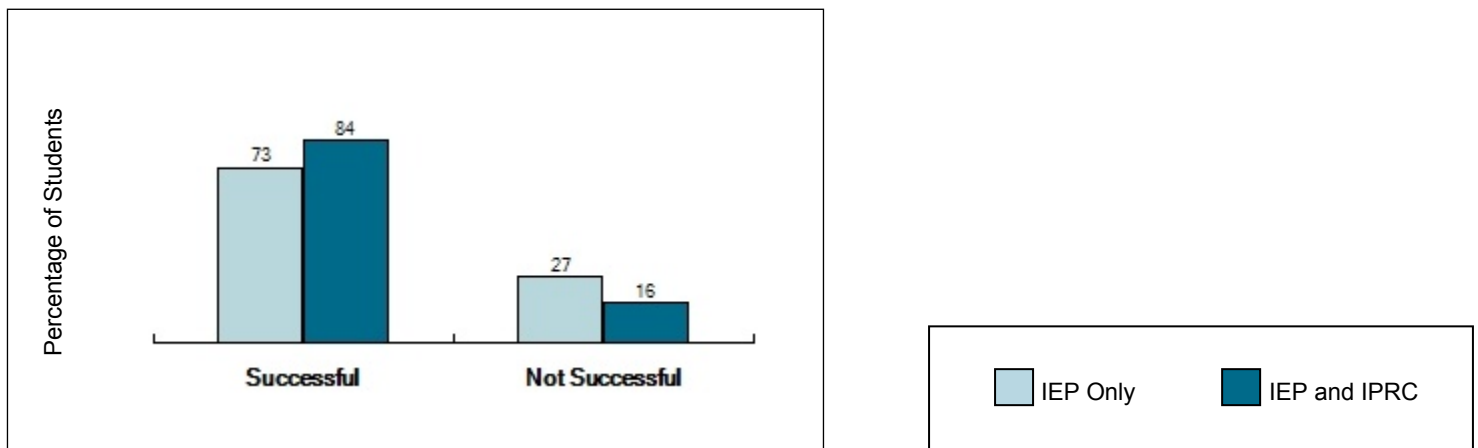
### School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 23		IEP and IPRC # = 25		IEP Only # = 22	IEP and IPRC # = 25
Successful	16	70%	21	84%	73%	84%
Not Successful	6	26%	4	16%	27%	16%
<b>Fully Participating</b>	<b>22</b>	<b>96%</b>	<b>25</b>	<b>100%</b>		
Absent	1	4%	0	0%		
Deferred	0	0%	0	0%		

### 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)



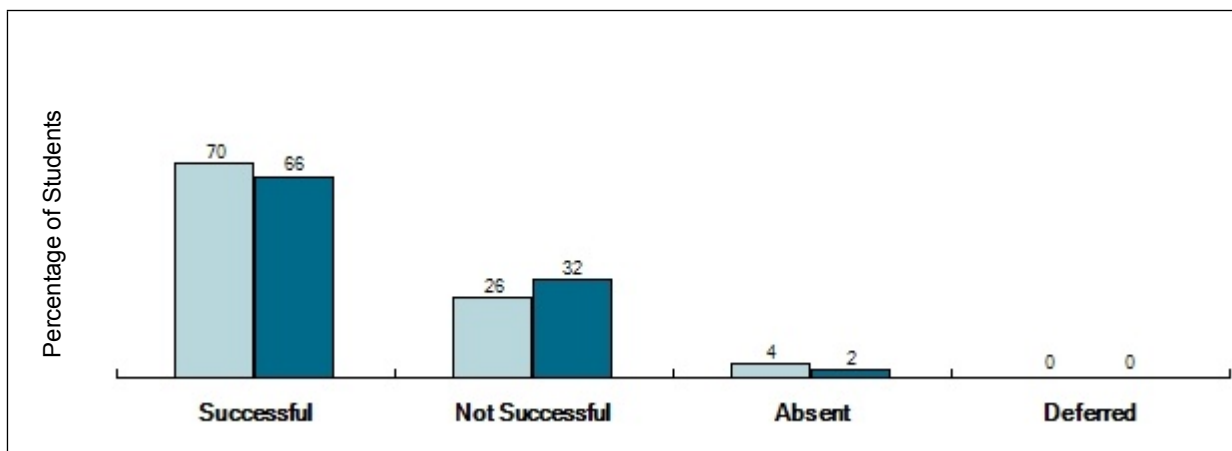
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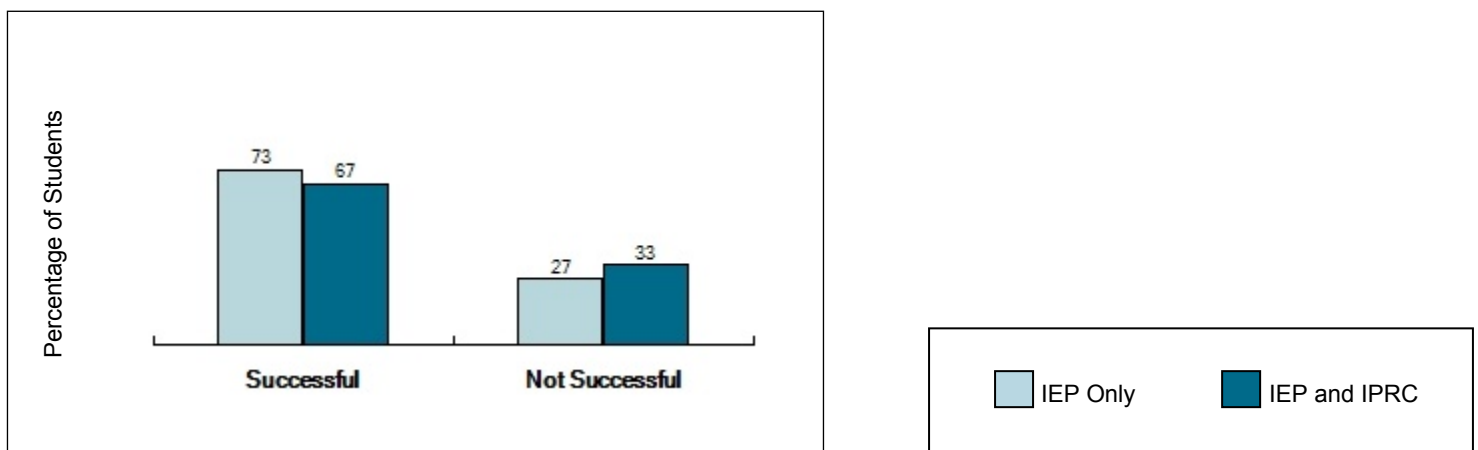
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 504		IEP and IPRC # = 372		IEP Only # = 483	IEP and IPRC # = 366
Successful	351	70%	246	66%	73%	67%
Not Successful	132	26%	120	32%	27%	33%
<b>Fully Participating</b>	<b>483</b>	<b>96%</b>	<b>366</b>	<b>98%</b>		
Absent	21	4%	6	2%		
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)



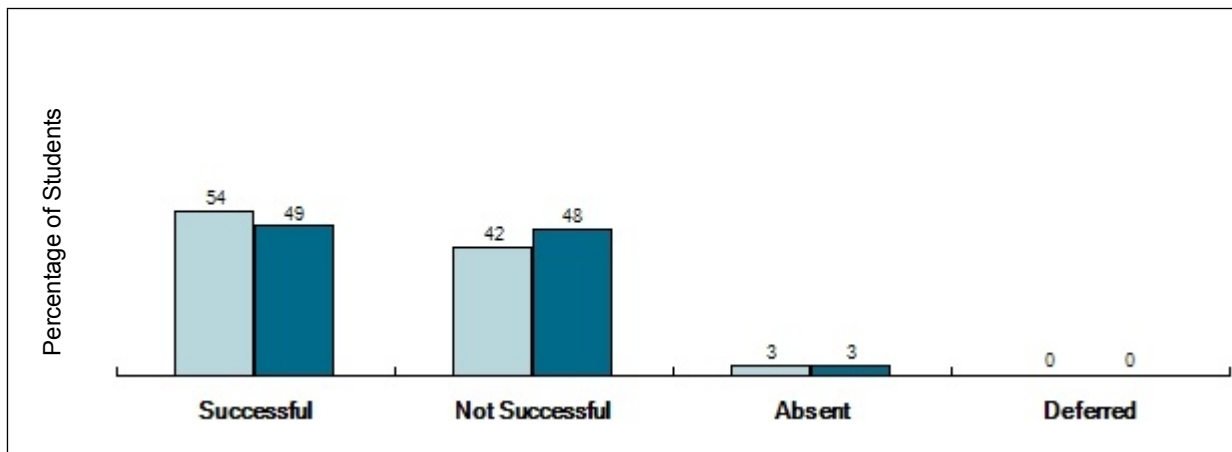
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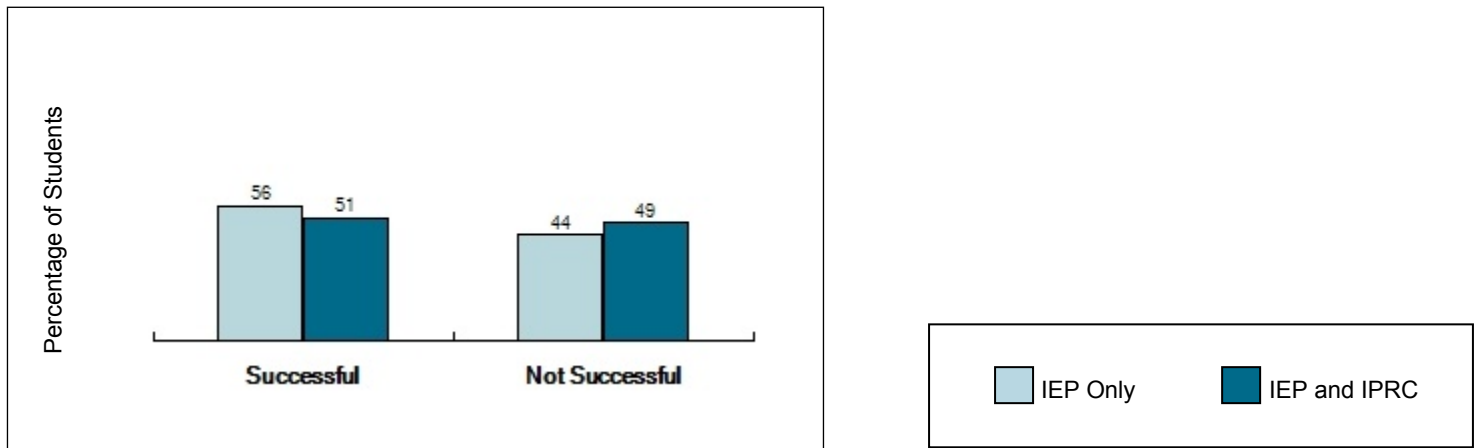
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

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)



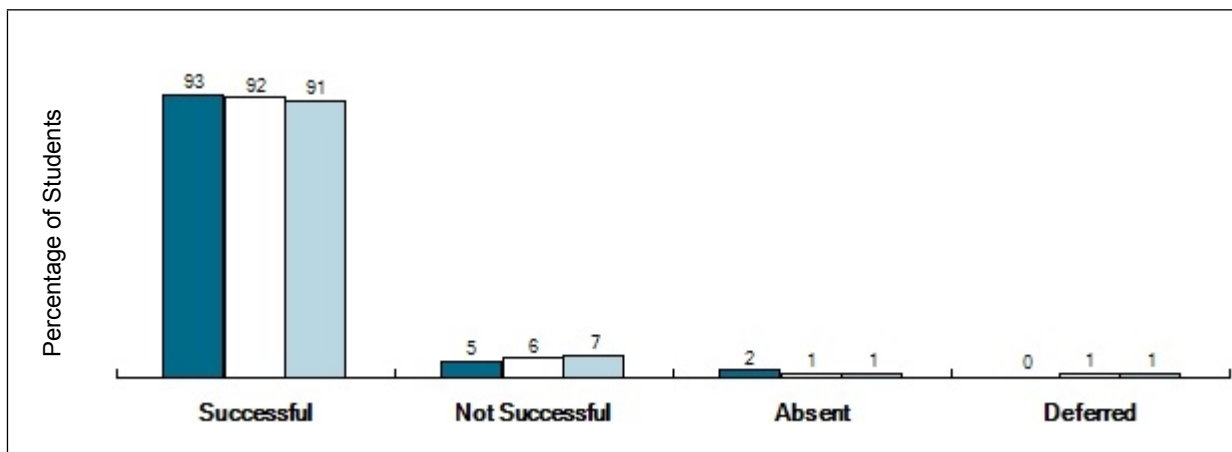
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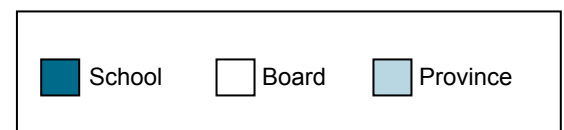
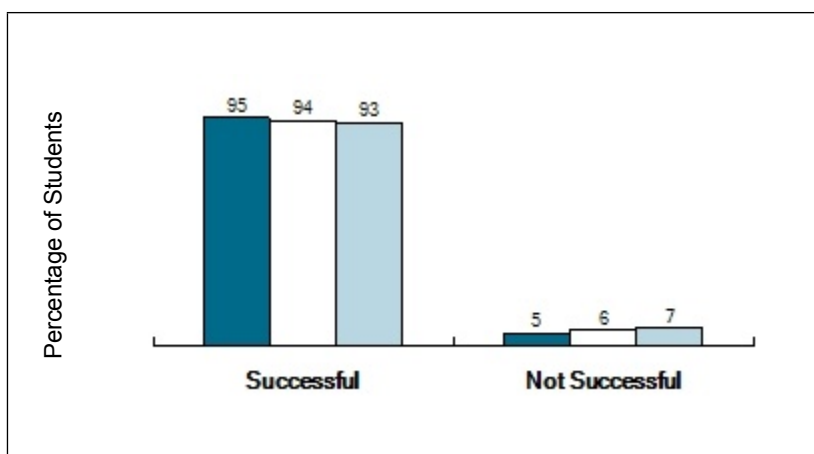
### Results for Students Taking Academic English Course\*

	Results for Students Taking Academic English Course First-Time Eligible Students						
	All			Fully Participating			
	School # = 294	Board # = 4 179	Province # = 99 813	School # = 288	Board # = 4 084	Province # = 97 615	
Successful	273	93%	92%	91%	95%	94%	93%
Not Successful	15	5%	6%	7%	5%	6%	7%
<b>Fully Participating</b>	<b>288</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>			
Absent	6	2%	1%	1%			
Deferred	0	0%	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



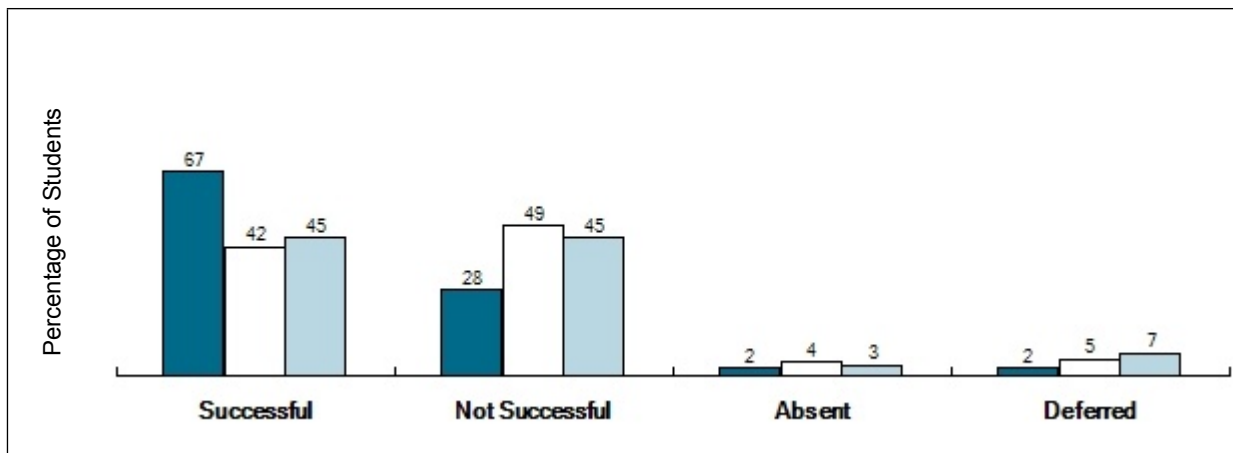
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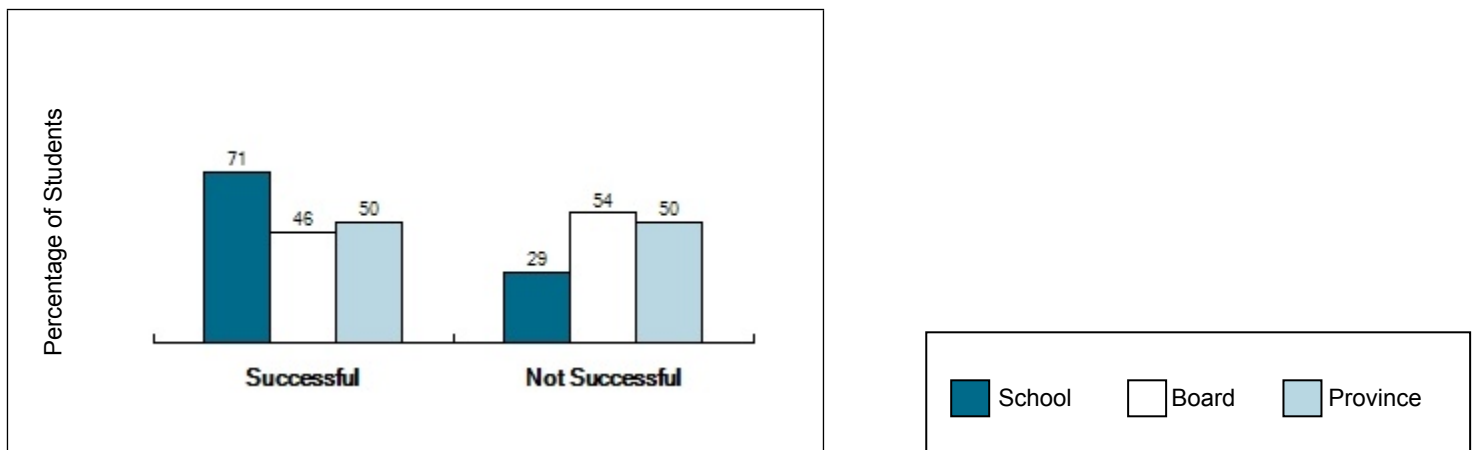
### Results for Students Taking Applied English Course\*

Results for Students Taking Applied English Course First-Time Eligible Students							
	All			Fully Participating			
	School # = 43	Board # = 570	Province # = 29 316	School # = 41	Board # = 519	Province # = 26 213	
Successful	29	67%	42%	45%	71%	46%	50%
Not Successful	12	28%	49%	45%	29%	54%	50%
<b>Fully Participating</b>	<b>41</b>	<b>95%</b>	<b>91%</b>	<b>89%</b>			
Absent	1	2%	4%	3%			
Deferred	1	2%	5%	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.

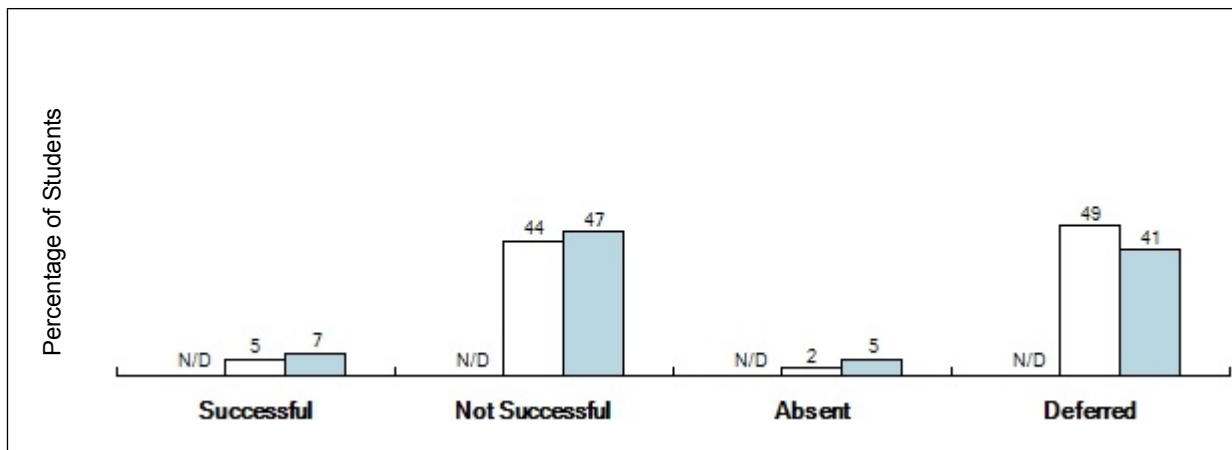


## Ontario Secondary School Literacy Test, 2014–2015

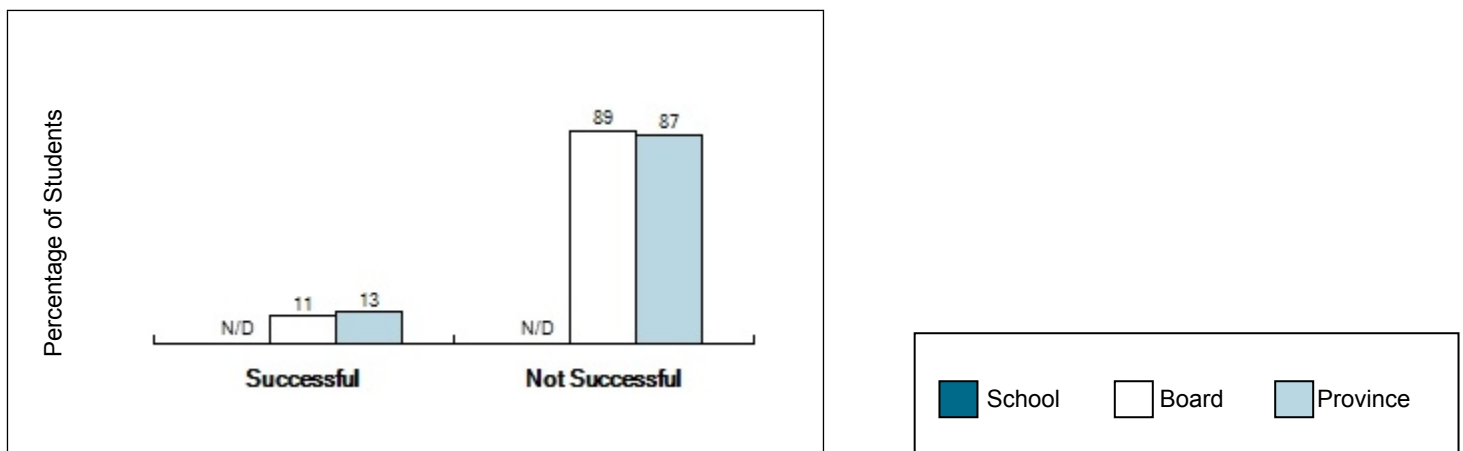
### Results for Students Taking Locally Developed English Course\*

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/D	Board # = 55	Province # = 3 791	School # = N/D	Board # = 27	Province # = 2 064
Successful	N/D	N/D	5%	7%	N/D	13%
Not Successful	N/D	N/D	44%	47%	N/D	87%
<b>Fully Participating</b>	<b>N/D</b>	<b>N/D</b>	<b>49%</b>	<b>54%</b>		
Absent	N/D	N/D	2%	5%		
Deferred	N/D	N/D	49%	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



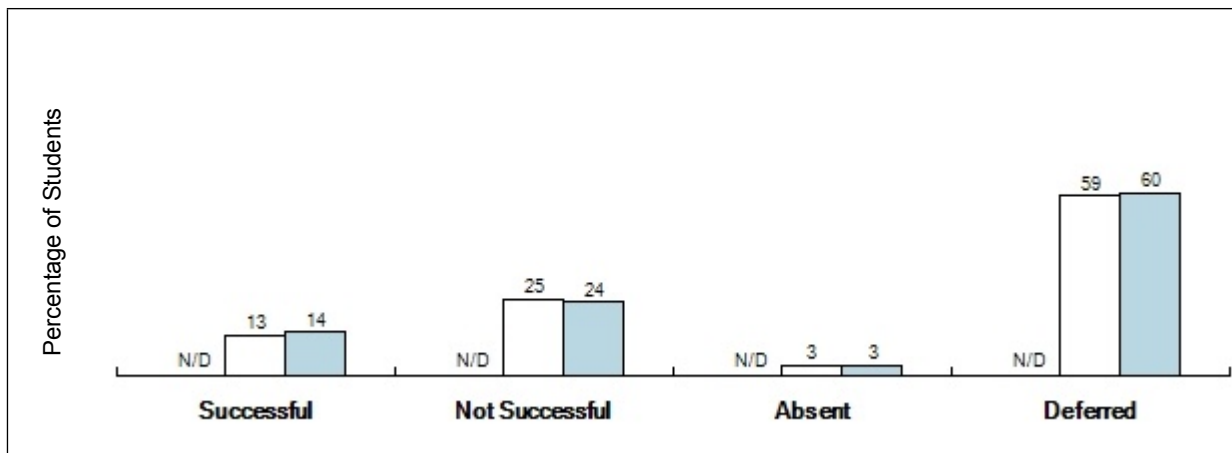
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2014–2015

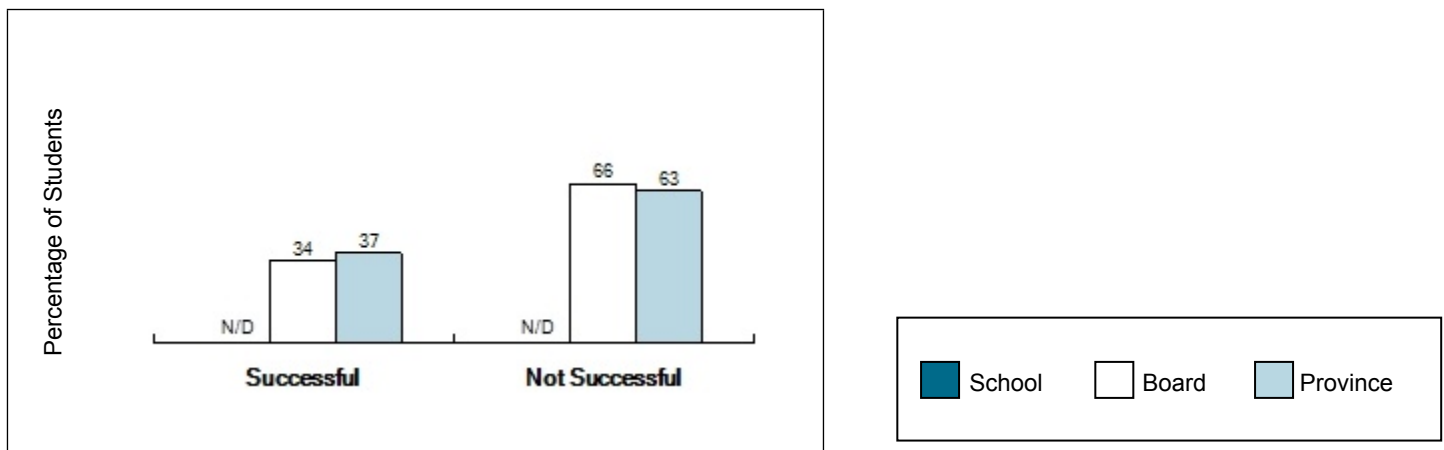
### Results for Students Taking ESL/ELD Course\*

	Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All			Fully Participating			
	School # = N/D	Board # = 163	Province # = 3 513	School # = N/D	Board # = 62	Province # = 1 314	
Successful	N/D	N/D	13%	14%	N/D	34%	37%
Not Successful	N/D	N/D	25%	24%	N/D	66%	63%
<b>Fully Participating</b>	N/D	N/D	38%	37%			
Absent	N/D	N/D	3%	3%			
Deferred	N/D	N/D	59%	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	253	241	293	340	341
Number of students who were exempted	5	0	4	3	0
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	98%	98%	98%	99%	98%
Of all first-time eligible students, those who were absent	0%	0%	0%	0%	2%
Of all first-time eligible students, those who were deferred	2%	2%	2%	1%	<1%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	48%	45%	45%	50%	55%
Male	52%	55%	55%	50%	45%
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*	5%	7%	14%	16%	17%
English language learners receiving special provisions**	0%	0%	0%	1%	2%
Students with special education needs (excluding gifted)*	26%	13%	14%	13%	15%
Students with special education needs receiving accommodations (excluding gifted)**	22%	10%	12%	12%	14%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	80%	86%	87%	89%	86%
Applied	18%	12%	13%	11%	13%
Locally developed	0%	0%	0%	0%	0%
ESL/ELD	0%	0%	0%	0%	0%
Other	2%	2%	0%	0%	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	245	224	279	322	312
First language learned at home was other than English	33%	44%	46%	39%	37%
Speak only or mostly English at home	62%	56%	51%	50%	61%
Speak another language (or other languages) as often as English at home	30%	30%	38%	36%	30%
Speak only or mostly another language (or other languages) at home	7%	13%	10%	13%	8%

† 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.

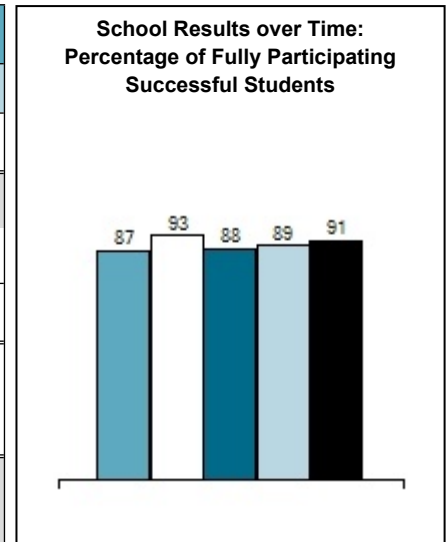
\*\* Percentages are based on fully participating students.

†† 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.

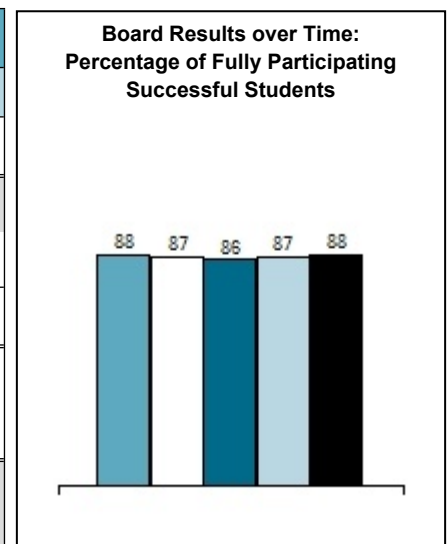
# Ontario Secondary School Literacy Test, 2014–2015

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

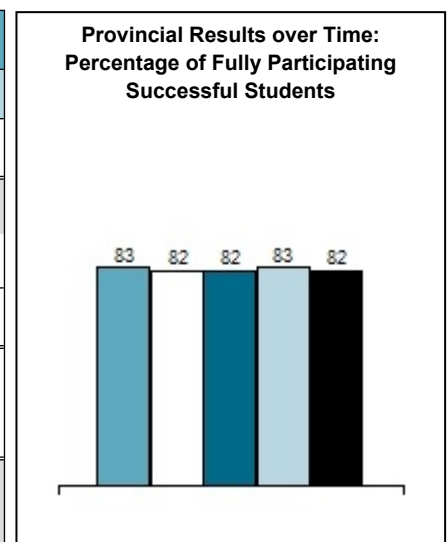
School Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	253		241		293		340		341	
<b>Successful (all)</b>	217	86%	219	91%	253	86%	299	88%	304	89%
Not Successful	32	13%	16	7%	35	12%	37	11%	29	9%
<b>Fully Participating</b>	249	98%	235	98%	288	98%	336	99%	333	98%
Absent	0	0%	0	0%	0	0%	0	0%	7	2%
Deferred	4	2%	6	2%	5	2%	4	1%	1	<1%
<b>Fully Participating Successful</b>	217	87%	219	93%	253	88%	299	89%	304	91%



Board Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	5 517		5 348		5 254		5 279		5 009	
<b>Successful (all)</b>	4 519	82%	4 237	79%	4 225	80%	4 285	81%	4 118	82%
Not Successful	605	11%	641	12%	671	13%	616	12%	585	12%
<b>Fully Participating</b>	5 124	93%	4 878	91%	4 896	93%	4 901	93%	4 703	94%
Absent	122	2%	145	3%	72	1%	96	2%	83	2%
Deferred	271	5%	325	6%	286	5%	282	5%	223	4%
<b>Fully Participating Successful</b>	4 519	88%	4 237	87%	4 225	86%	4 285	87%	4 118	88%



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%



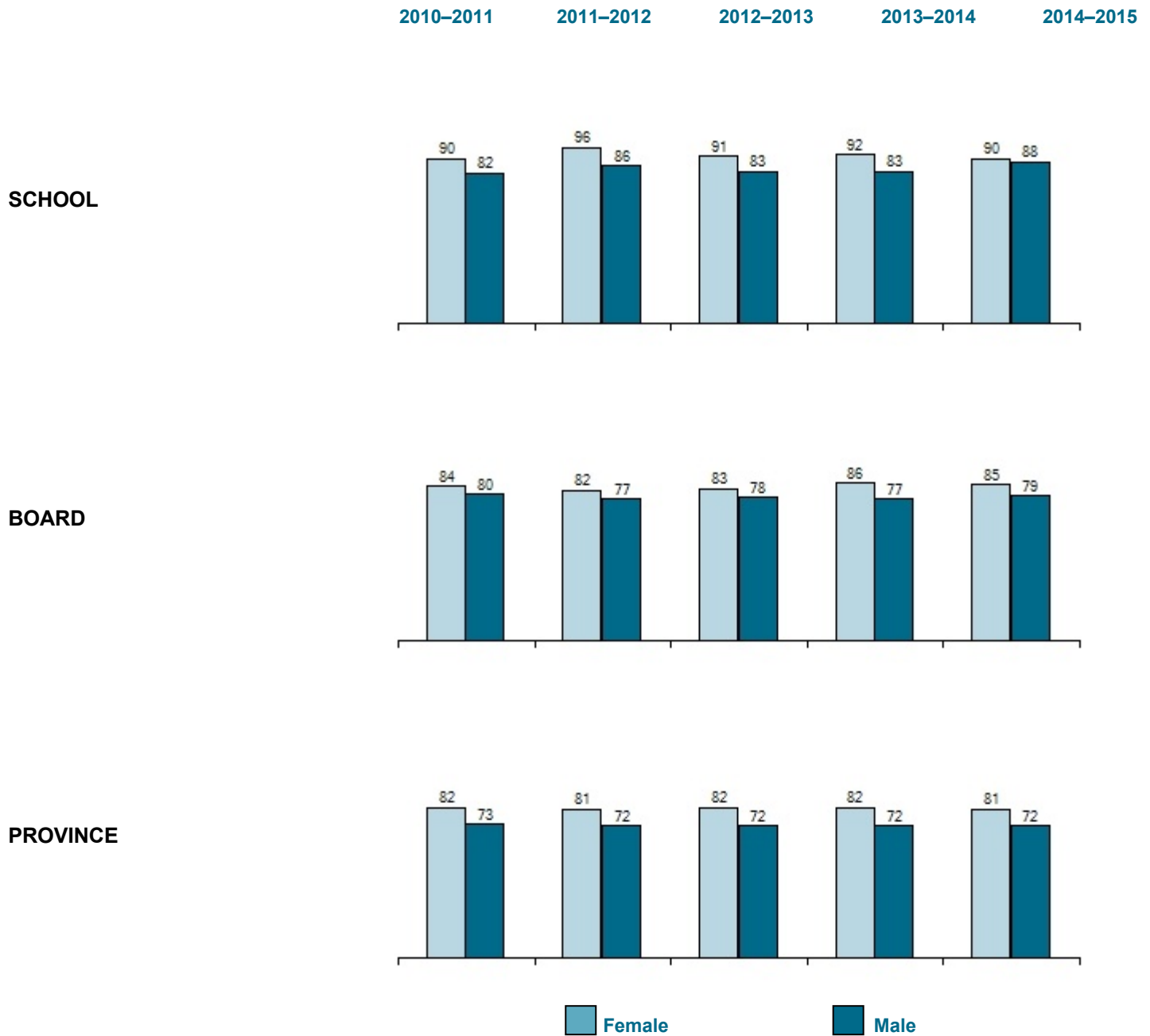
\* Percentages in tables may not add up to 100, due to rounding.

■ '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†

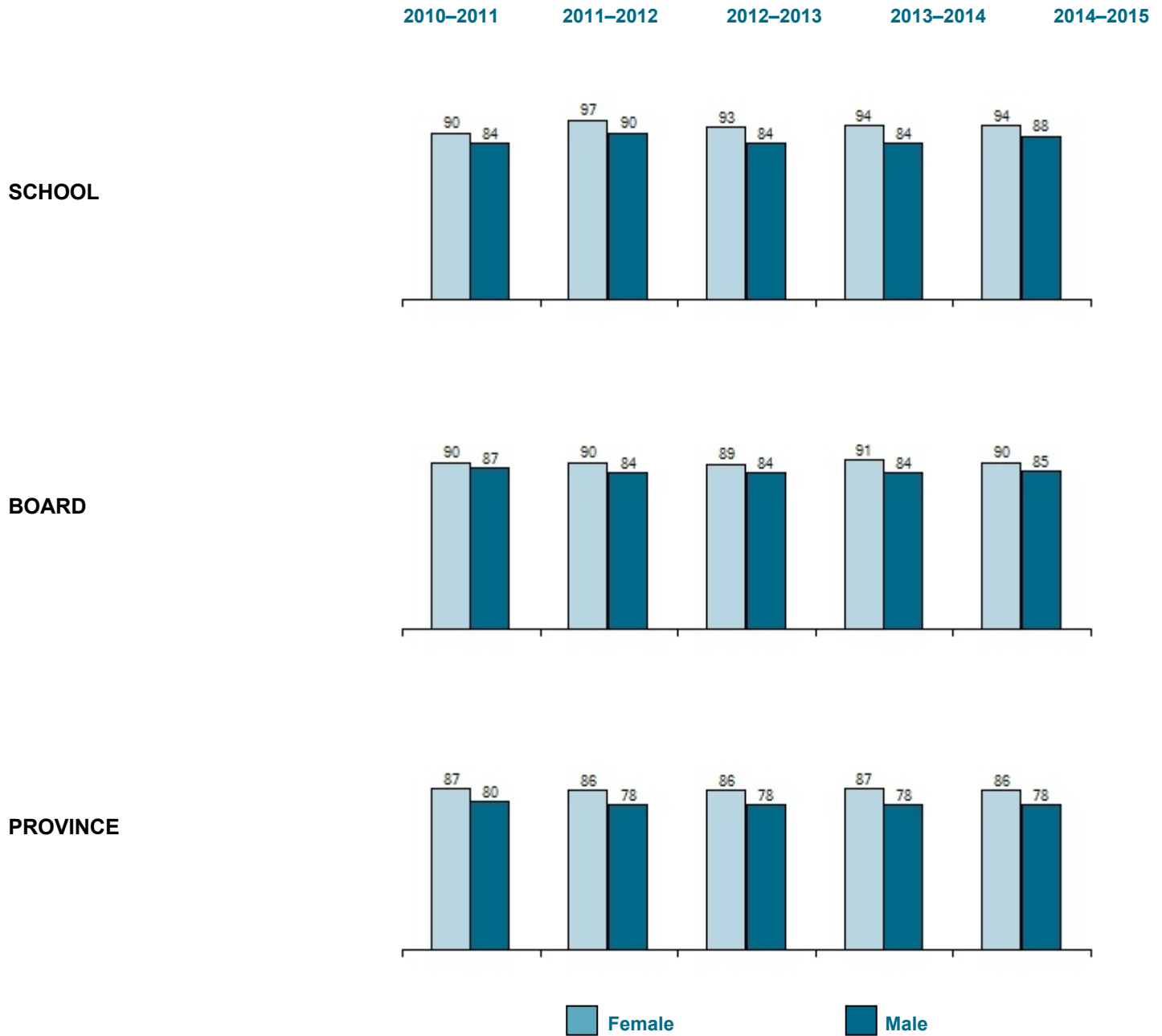
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	121	132	109	132	131	162	171	169	187	154
Board	2 727	2 790	2 601	2 747	2 637	2 617	2 556	2 723	2 472	2 537
Province	74 954	78 681	71 934	75 370	70 092	73 260	69 290	72 521	67 023	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

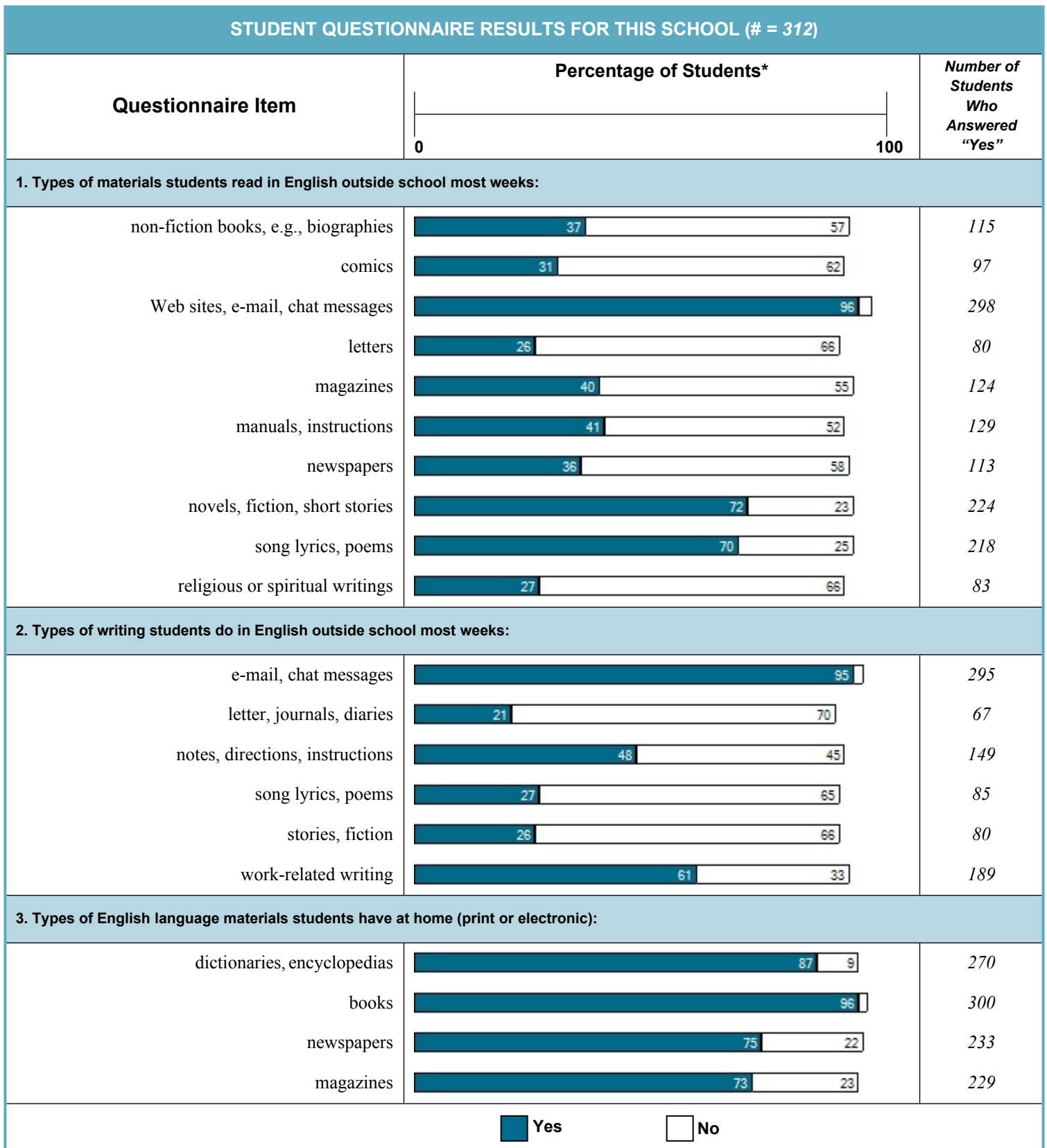


### Number of Fully Participating First-Time Eligible Students†

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	121	128	108	127	128	160	168	168	180	153
Board	2 547	2 577	2 380	2 498	2 469	2 427	2 398	2 503	2 334	2 369
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 (# = 312)			
Questionnaire Item	Percentage of Students*		Number of Students
<b>4. Number of hours a week students read materials written in English outside school, not including homework:</b>			
one hour or less		21	65
more than one hour but less than three hours		33	104
more than three hours but less than five hours		20	63
five hours or more		24	75
<b>5. Number of hours a week students write in English outside school, not including homework:</b>			
one hour or less		37	114
more than one hour but less than three hours		32	101
more than three hours but less than five hours		14	44
five hours or more		14	45
<b>6. How often students use a computer at home for homework:</b>			
don't have a computer at home		2	2
never or hardly ever use a computer for homework		9	9
use a computer once or twice a month for homework		15	46
use a computer once or twice a week for homework		37	114
use a computer almost every day for homework		45	139
<b>7. First language students learned at home was English:</b>			
yes		63	197
no		37	114
<b>8. Language(s) students speak at home:</b>			
only or mostly English		61	191
another language (or other languages) as often as English		30	94
only or mostly another language (or other languages)		8	25

\* 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 (# = 312)	Female* (# = 172)	Male* (# = 140)	All (# = 4 446)	Female* (# = 2 229)	Male* (# = 2 217)	All (# = 121 594)	Female* (# = 60 328)	Male* (# = 61 266)
<b>Percentage of students indicating that they</b>									
have a computer at home.	99%	99%	99%	98%	98%	97%	97%	97%	96%
use the computer almost every day for homework.	45%	45%	44%	41%	42%	40%	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%	31%	44%	38%	33%	42%	36%	34%	39%
comics	31%	24%	40%	29%	22%	36%	29%	22%	37%
Web sites, e-mail, chat messages	96%	97%	94%	94%	95%	93%	94%	95%	92%
letters	26%	24%	27%	22%	22%	22%	23%	24%	22%
magazines	40%	44%	34%	44%	51%	36%	44%	53%	35%
manuals, instructions	41%	36%	48%	36%	28%	45%	40%	31%	49%
newspapers	36%	33%	41%	35%	31%	39%	32%	31%	34%
novels, fiction, short stories	72%	82%	59%	73%	83%	63%	70%	81%	59%
song lyrics, poems	70%	83%	54%	61%	73%	49%	65%	77%	52%
religious or spiritual writings	27%	24%	29%	21%	21%	21%	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.	44%	49%	38%	44%	48%	41%	38%	43%	32%
<b>Percentage of students indicating that they have the following English language materials at home (print or electronic):</b>									
dictionaries, encyclopedias	87%	89%	84%	86%	87%	84%	80%	82%	78%
books	96%	98%	94%	95%	97%	94%	94%	96%	93%
newspapers	75%	73%	77%	74%	74%	74%	76%	77%	75%
magazines	73%	74%	72%	75%	78%	71%	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	95%	95%	94%	95%	96%	94%	95%	96%	94%
letters, journals, diaries	21%	31%	10%	24%	37%	12%	24%	37%	12%
notes, directions, instructions	48%	52%	42%	48%	51%	46%	49%	53%	46%
song lyrics, poems	27%	28%	26%	28%	33%	22%	32%	39%	24%
stories, fiction	26%	26%	25%	29%	34%	23%	29%	35%	23%
work-related writing	61%	62%	59%	61%	62%	60%	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.	29%	27%	30%	26%	27%	24%	25%	28%	22%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	37%	37%	36%	28%	27%	29%	22%	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	61%	61%	61%	69%	70%	69%	74%	74%	75%
another language (or other languages) as often as English	30%	29%	31%	22%	23%	21%	18%	19%	18%
only or mostly another language (or other languages)	8%	10%	6%	8%	7%	10%	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.