



School Report

Previously 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 also includes demographic and attitudinal information, which provides context for interpreting the achievement results.

Reading and writing skills are critical to success both in and out of school in the 21st century. It is important for students to make sense of what they read and communicate clearly when they write. The OSSLT assesses whether Ontario students have acquired these fundamental reading and writing skills across all subjects up to the end of Grade 9.

By assessing all students in our education system at key stages in their schooling, EQAO is able to provide reliable and objective data at the individual student, school and board levels. EQAO results alongside board and classroom assessment data have proven effective for monitoring progress and allowing school communities to make evidence-based decisions in their planning.

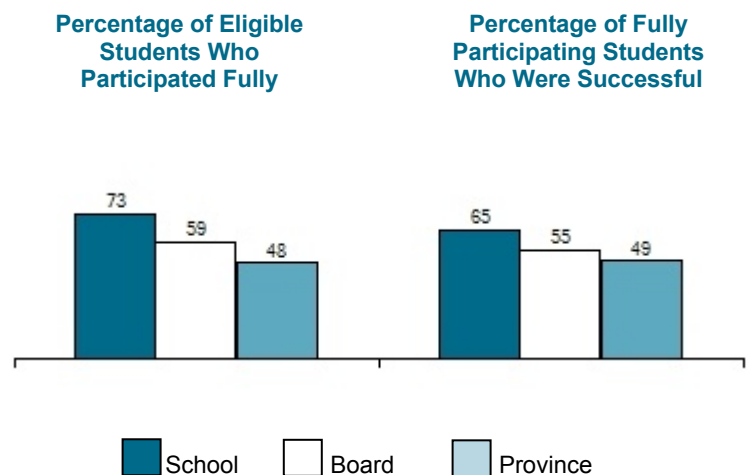
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

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PREVIOUSLY ELIGIBLE STUDENTS, 2014–2015: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



Ontario Secondary School Literacy Test, 2014–2015

TIPS

Each 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 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 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;
- 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.

Ontario Secondary School Literacy Test, 2014–2015

Contextual Information

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

	School		Board		Province	
Enrolment						
Number of previously eligible students	70		1 932		54 024	
Number of schools with previously eligible students	n/a		31		819	
Number of students who were exempted	0		7		2 074	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all previously eligible students, those who participated fully in the assessment	51	73%	1 138	59%	25 989	48%
Of all previously eligible students, those who were absent	7	10%	168	9%	4 639	9%
Of all previously eligible students, those who were deferred	1	1%	338	17%	5 835	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	11	16%	288	15%	17 562	33%
Gender[†] Based on number of previously eligible students						
Female	30	43%	766	40%	21 079	39%
Male	40	57%	1 166	60%	32 945	61%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of previously eligible students						
English language learners*	22	31%	663	34%	8 278	15%
English language learners receiving special provisions**	6	12%	309	27%	4 282	16%
Students with special education needs (excluding gifted)*	21	30%	675	35%	21 881	41%
Students with special education needs receiving accommodations (excluding gifted)**	13	25%	349	31%	8 724	34%
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:		47		1 049	
					24 015	
First language learned at home was other than English	24	51%	496	47%	8 119	34%
Speak only or mostly English at home	20	43%	517	49%	14 853	62%
Speak another language (or other languages) as often as English at home	14	30%	299	29%	5 026	21%
Speak only or mostly another language (or other languages) at home	12	26%	220	21%	3 919	16%

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

* See Explanation of Terms.

** Percentages are based on fully participating students.

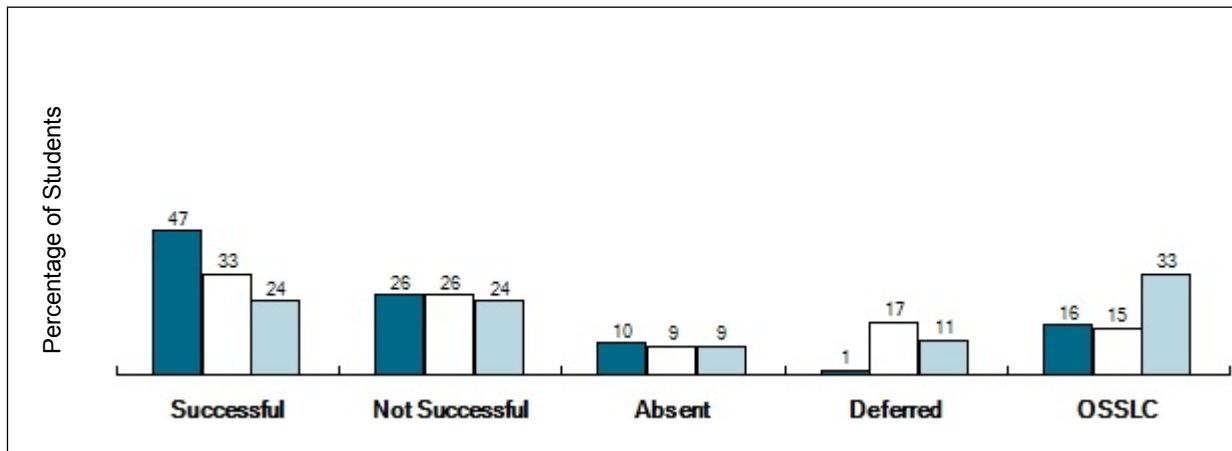
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

Ontario Secondary School Literacy Test, 2014–2015

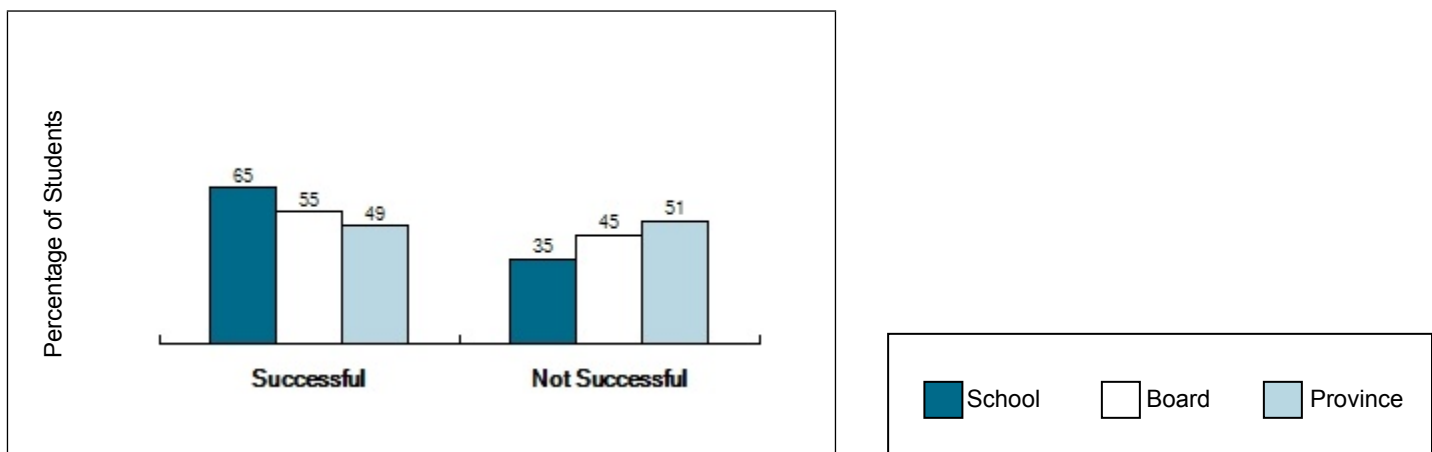
Results for All Students*

Results for All Students Previously Eligible Students						
	All			Fully Participating		
	School # = 70	Board # = 1 932	Province # = 54 024	School # = 51	Board # = 1 138	Province # = 25 989
Successful	33	47%	33%	65%	55%	49%
Not Successful	18	26%	26%	35%	45%	51%
Fully Participating	51	73%	59%	48%		
Absent	7	10%	9%	9%		
Deferred	1	1%	17%	11%		
OSSLC	11	16%	15%	33%		

Results for All Previously Eligible Students



Results for Fully Participating Previously Eligible Students



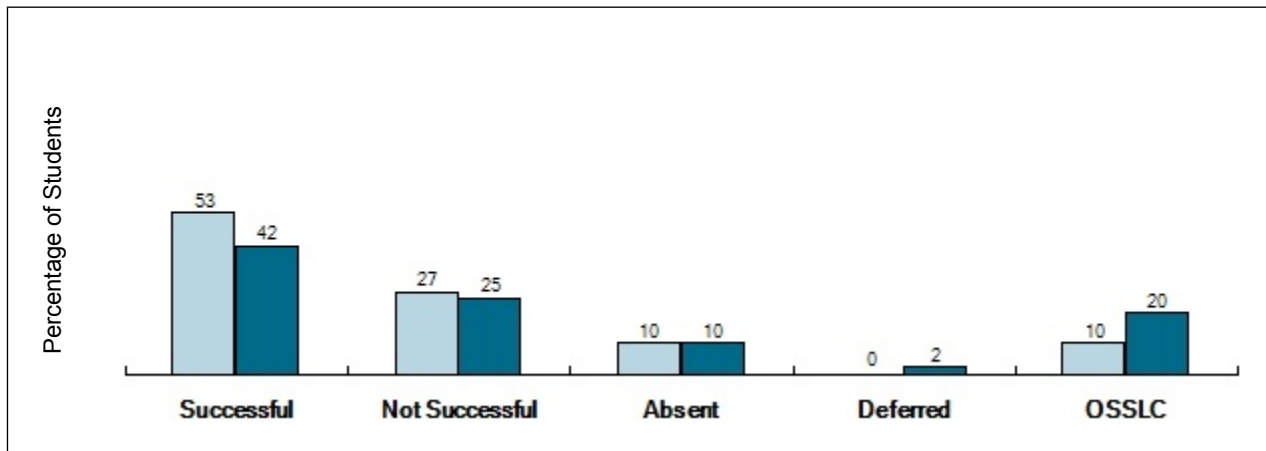
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2014–2015

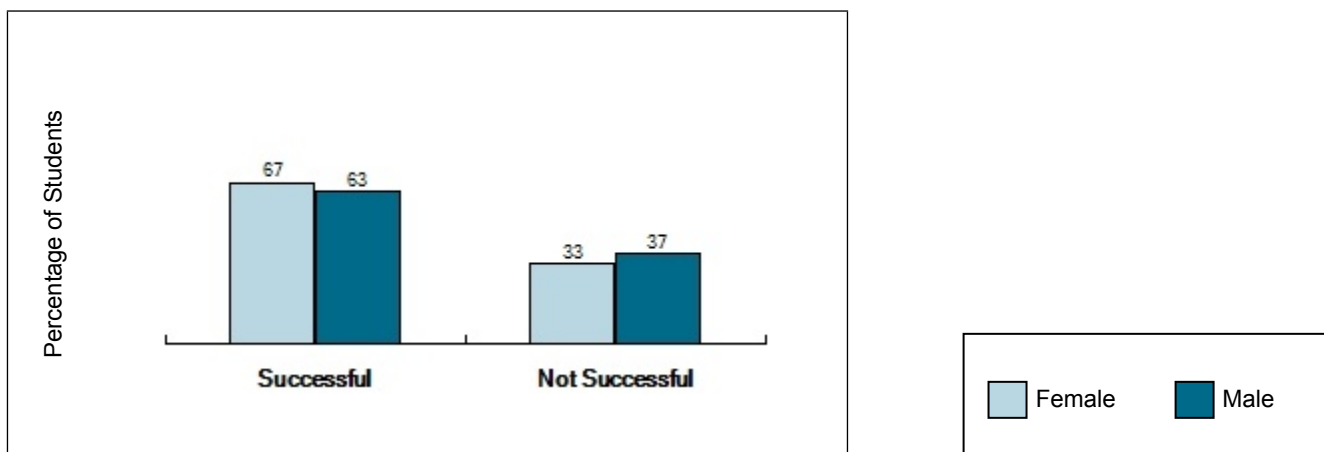
School Results by Gender*†

	School Results by Gender Previously Eligible Students					
	All				Fully Participating	
	Female # = 30		Male # = 40		Female # = 24	Male # = 27
Successful	16	53%	17	42%	67%	63%
Not Successful	8	27%	10	25%	33%	37%
Fully Participating	24	80%	27	68%		
Absent	3	10%	4	10%		
Deferred	0	0%	1	2%		
OSSLC	3	10%	8	20%		

School Results for All Previously Eligible Students by Gender



School Results for Fully Participating Previously Eligible Students by Gender



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

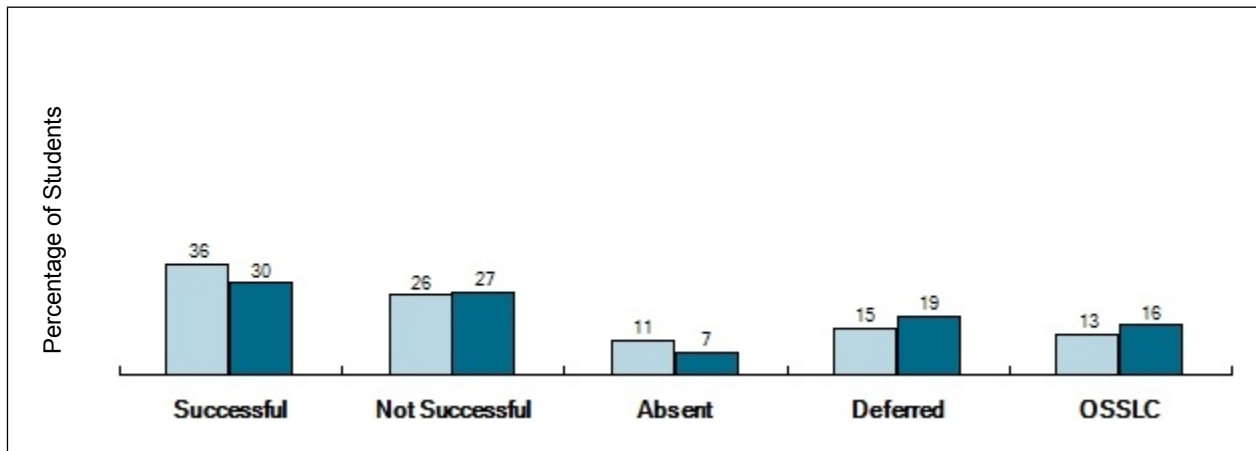
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2014–2015

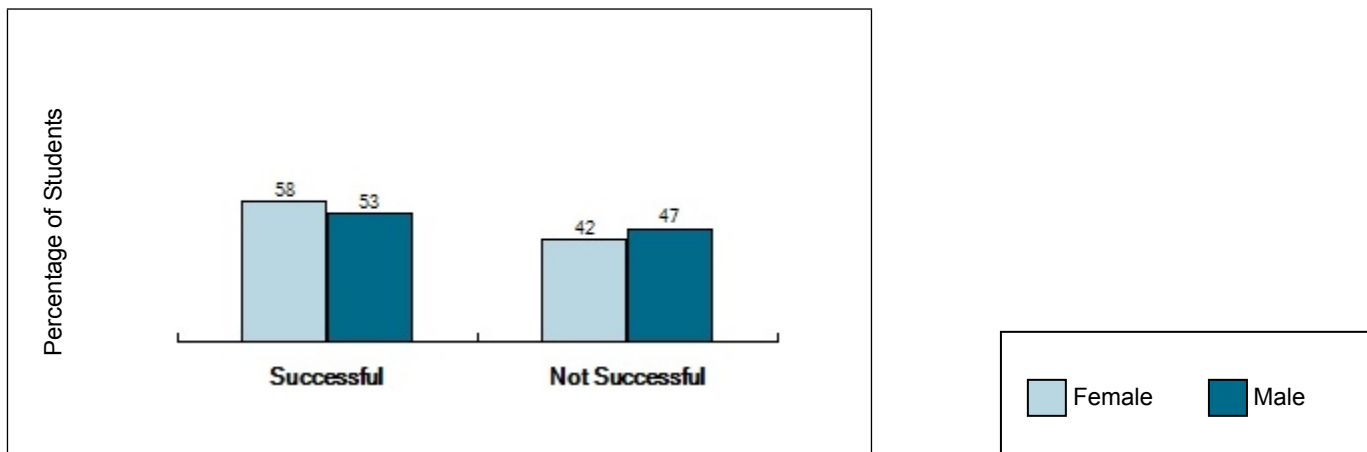
Board Results by Gender*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 766		Male # = 1 166		Female # = 471	Male # = 667
Successful	273	36%	355	30%	58%	53%
Not Successful	198	26%	312	27%	42%	47%
Fully Participating	471	61%	667	57%		
Absent	81	11%	87	7%		
Deferred	113	15%	225	19%		
OSSLC	101	13%	187	16%		

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.

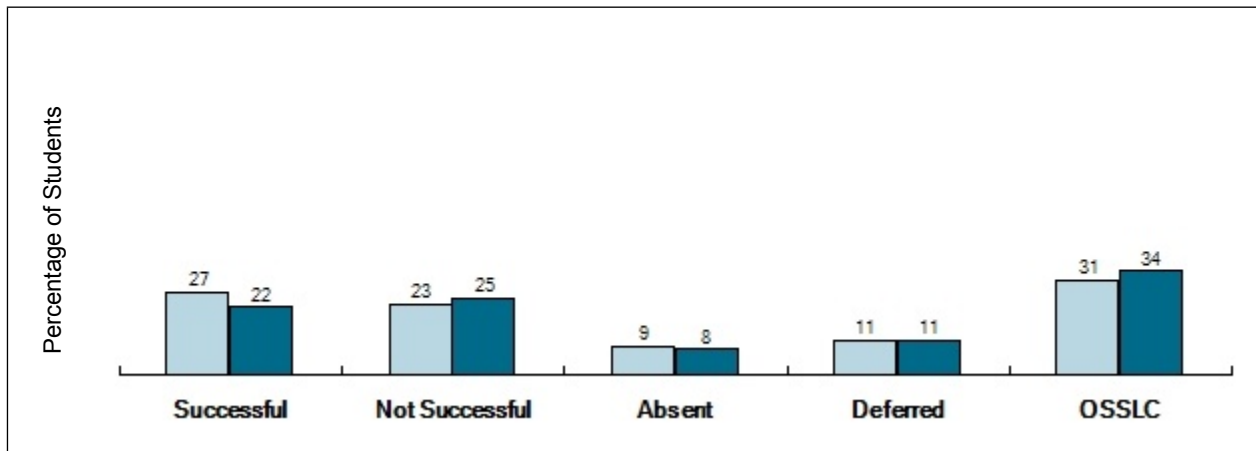
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Ontario Secondary School Literacy Test, 2014–2015

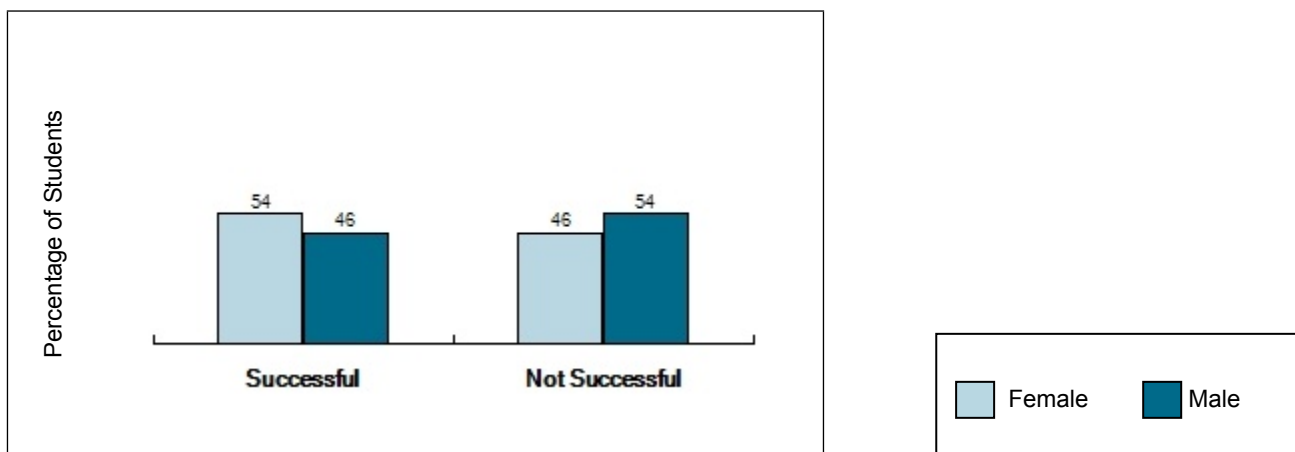
Provincial Results by Gender*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 21 079		Male # = 32 945		Female # = 10 444	Male # = 15 545
Successful	5 669	27%	7 169	22%	54%	46%
Not Successful	4 775	23%	8 376	25%	46%	54%
Fully Participating	10 444	50%	15 545	47%		
Absent	1 851	9%	2 788	8%		
Deferred	2 311	11%	3 524	11%		
OSSLC	6 473	31%	11 089	34%		

Provincial Results for All Previously Eligible Students by Gender



Provincial Results for Fully Participating Previously Eligible Students by Gender



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

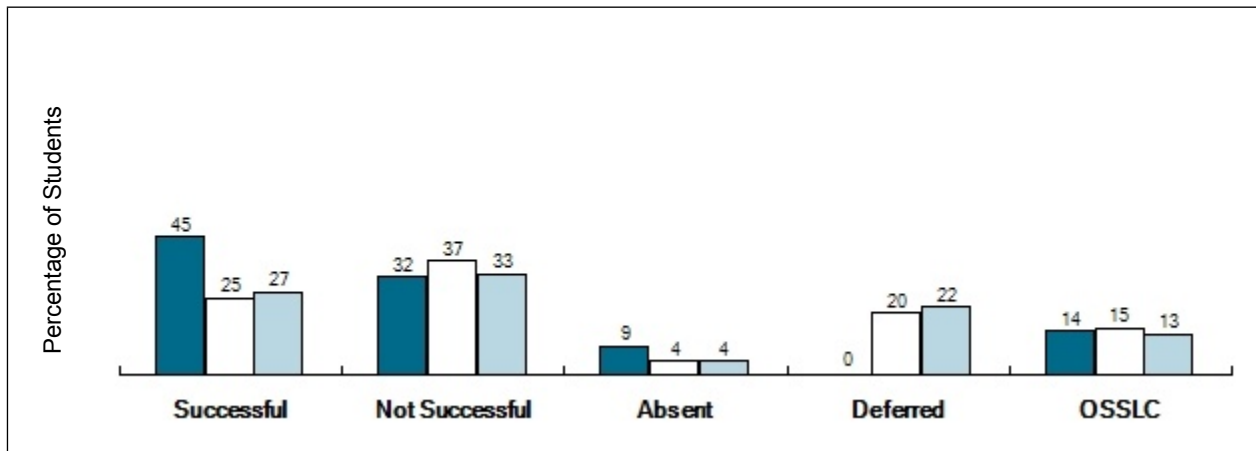
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2014–2015

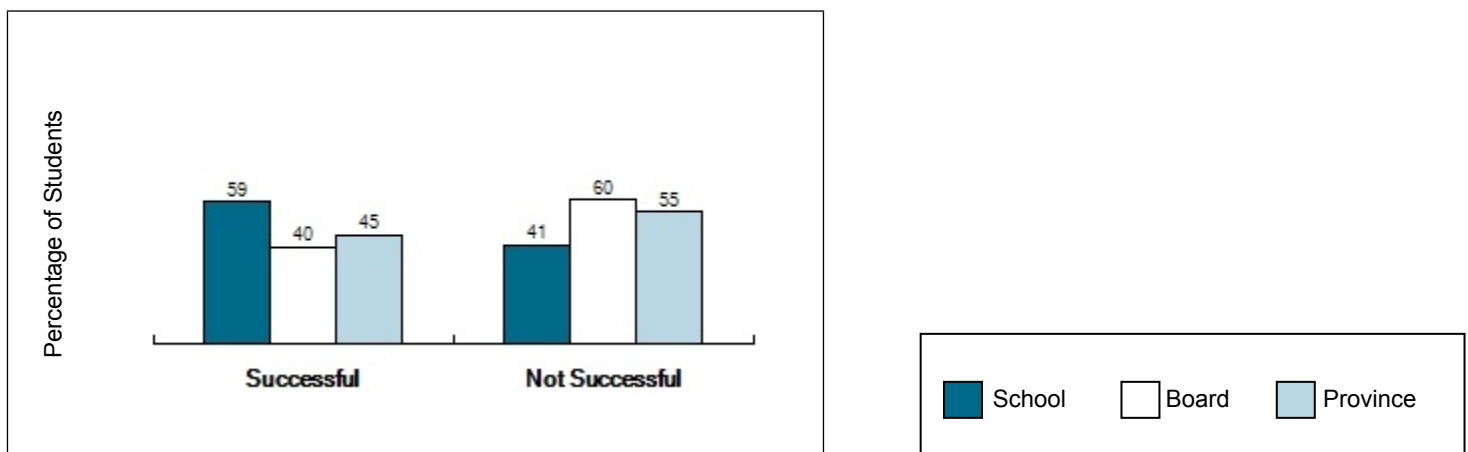
Results for English Language Learners*

Results for English Language Learners Previously Eligible Students						
	All			Fully Participating		
	School # = 22	Board # = 663	Province # = 8 278	School # = 17	Board # = 410	Province # = 5 040
Successful	10	45%	25%	27%	59%	45%
Not Successful	7	32%	37%	33%	41%	55%
Fully Participating	17	77%	62%	61%		
Absent	2	9%	4%	4%		
Deferred	0	0%	20%	22%		
OSSLC	3	14%	15%	13%		

Results for All Previously Eligible English Language Learners



Results for Fully Participating Previously Eligible English Language Learners



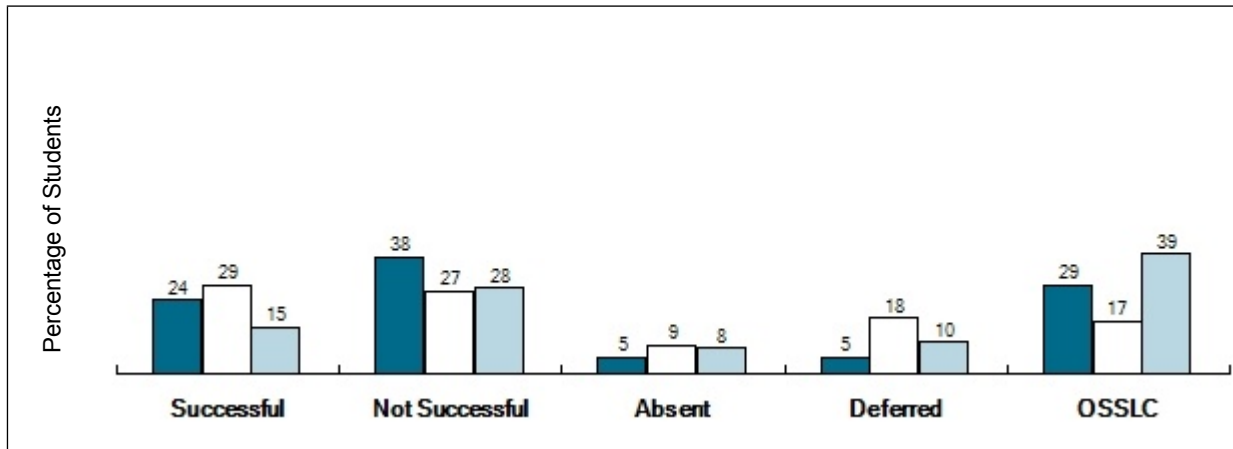
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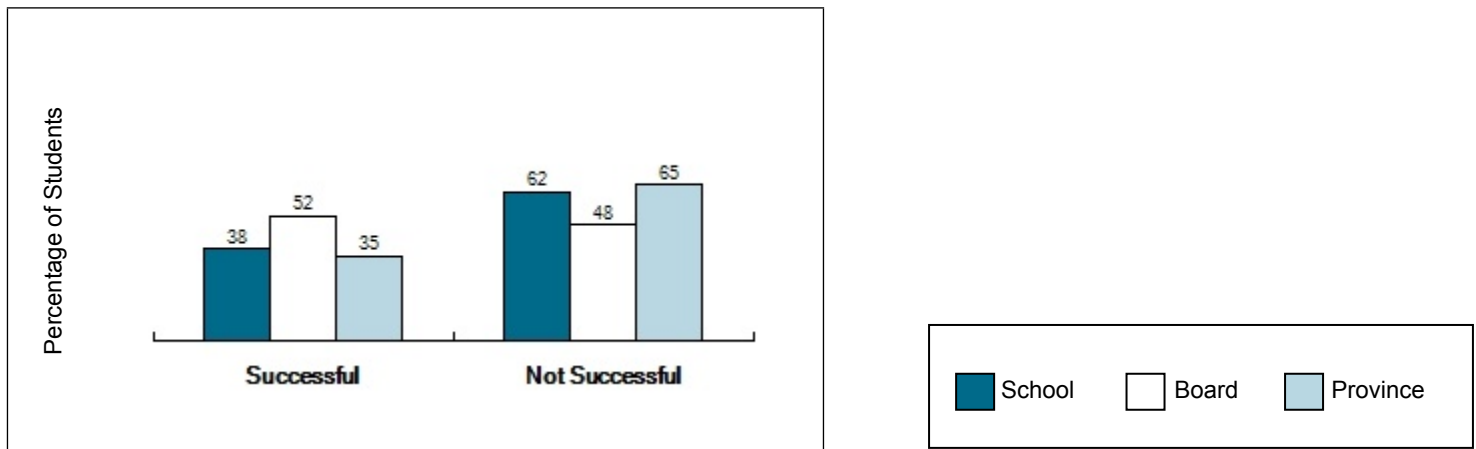
Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students						
	All			Fully Participating		
	School # = 21	Board # = 675	Province # = 21 881	School # = 13	Board # = 380	Province # = 9 370
Successful	5	24%	29%	15%	38%	52%
Not Successful	8	38%	27%	28%	62%	48%
Fully Participating	13	62%	56%	43%		
Absent	1	5%	9%	8%		
Deferred	1	5%	18%	10%		
OSSLC	6	29%	17%	39%		

Results for All Previously Eligible Students with Special Education Needs (excluding gifted)



Results for Fully Participating Previously Eligible Students with Special Education Needs (excluding gifted)



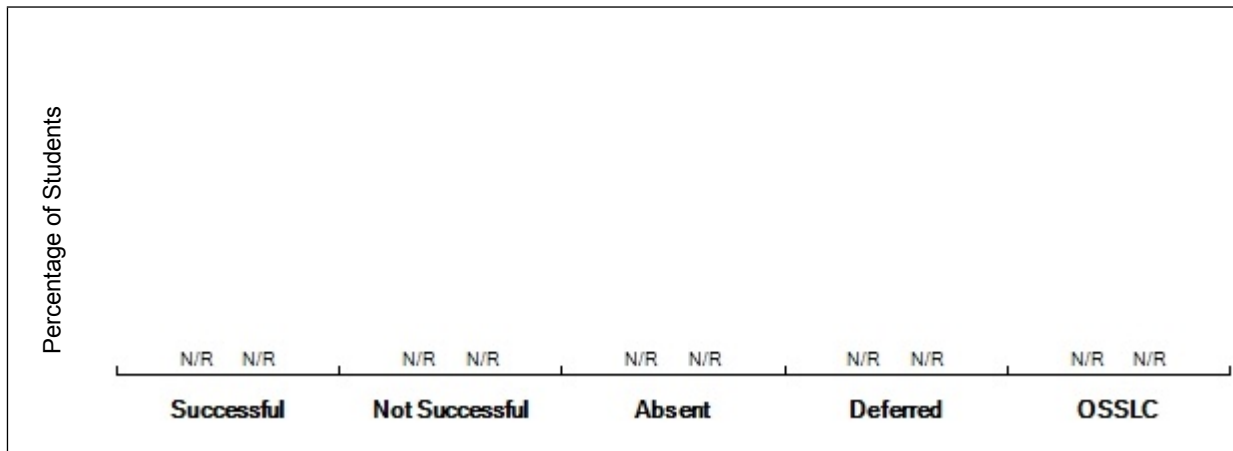
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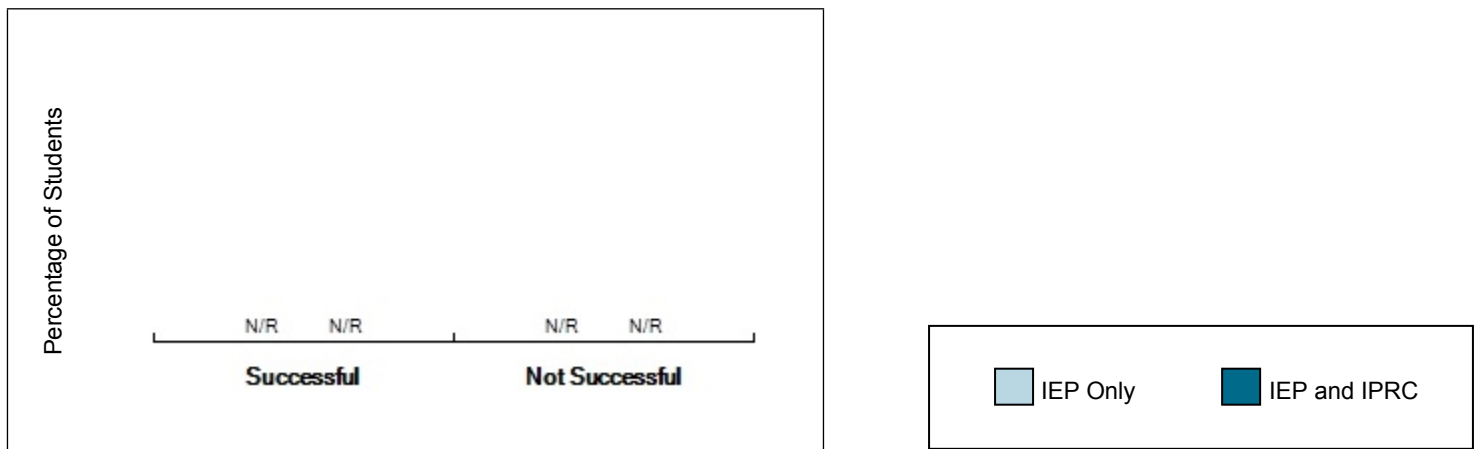
School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously 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
Fully Participating	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		
OSSLC	N/R	N/R	N/R	N/R		

School Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



School Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)

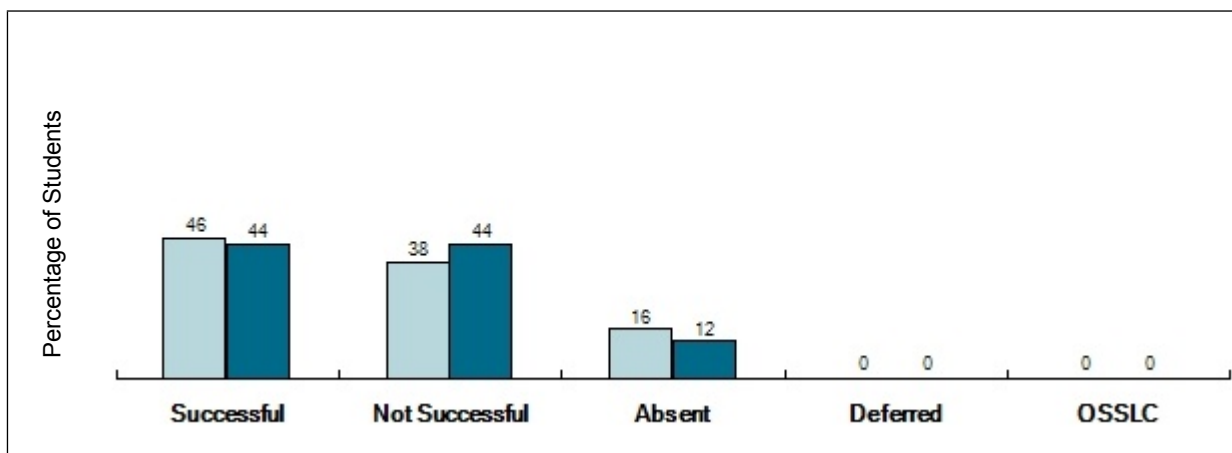


Ontario Secondary School Literacy Test, 2014–2015

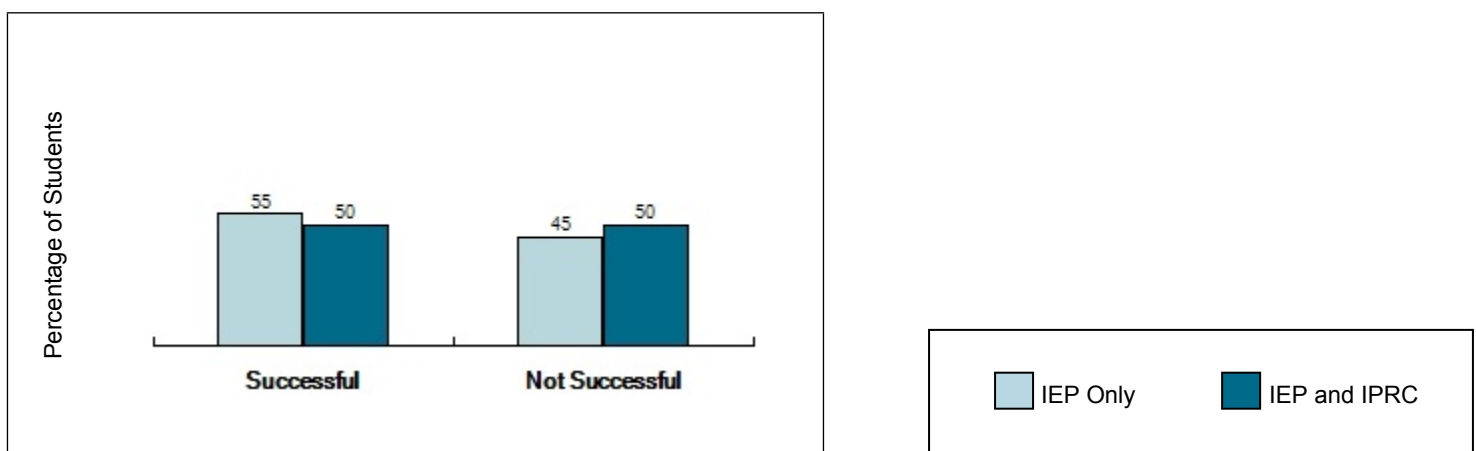
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 205		IEP and IPRC # = 202		IEP Only # = 172	IEP and IPRC # = 177
Successful	95	46%	88	44%	55%	50%
Not Successful	77	38%	89	44%	45%	50%
Fully Participating	172	84%	177	88%		
Absent	33	16%	25	12%		
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)

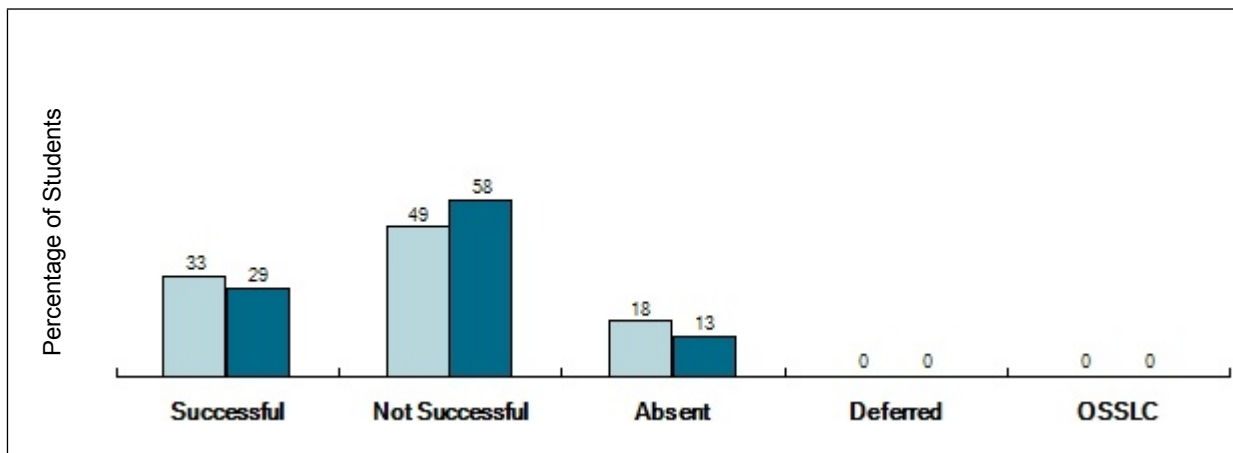


Ontario Secondary School Literacy Test, 2014–2015

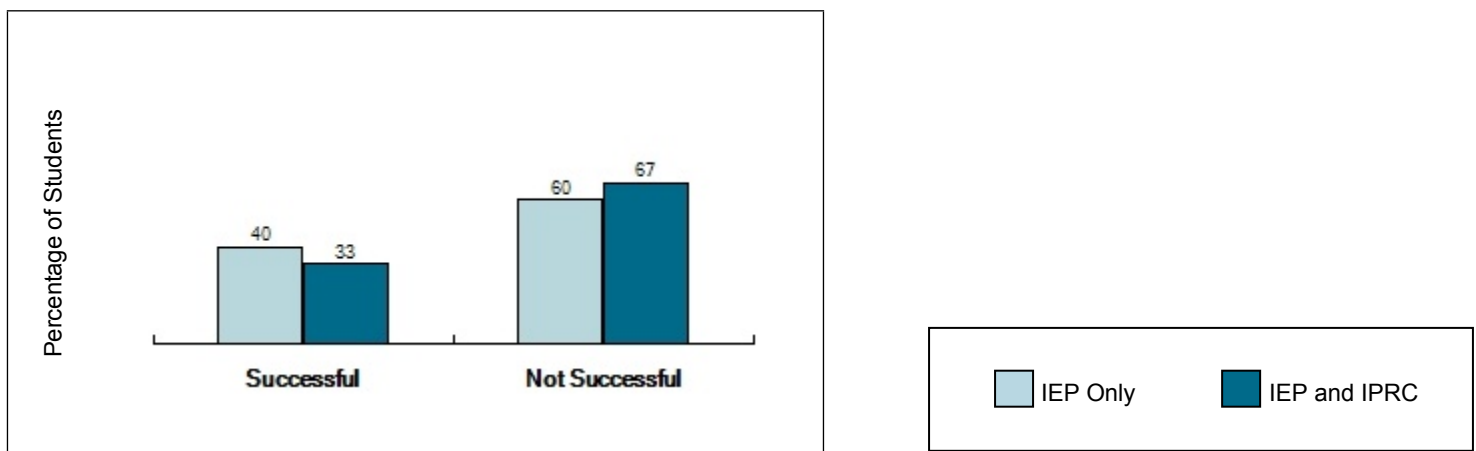
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 4 135		IEP and IPRC # = 6 113		IEP Only # = 3 407	IEP and IPRC # = 5 317
Successful	1 363	33%	1 777	29%	40%	33%
Not Successful	2 044	49%	3 540	58%	60%	67%
Fully Participating	3 407	82%	5 317	87%		
Absent	728	18%	797	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

Provincial Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)



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



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

Ontario Secondary School Literacy Test, 2014–2015

STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 47)

Questionnaire Item	Percentage of Students*		Number of Students Who Answered "Yes"
	0	100	
1. Types of materials students read in English outside school most weeks:			
non-fiction books, e.g., biographies	45	51	21
comics	28	66	13
Web sites, e-mail, chat messages	96	4	45
letters	34	64	16
magazines	45	53	21
manuals, instructions	45	53	21
newspapers	28	70	13
novels, fiction, short stories	68	28	32
song lyrics, poems	66	30	31
religious or spiritual writings	36	62	17
2. Types of writing students do in English outside school most weeks:			
e-mail, chat messages	94	4	44
letter, journals, diaries	28	68	13
notes, directions, instructions	68	28	32
song lyrics, poems	34	57	16
stories, fiction	28	66	13
work-related writing	53	43	25
3. Types of English language materials students have at home (print or electronic):			
dictionaries, encyclopedias	74	23	35
books	91	6	43
newspapers	62	34	29
magazines	68	32	32

Yes No

* 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 (# = 47)

Questionnaire Item	Percentage of Students*		Number of Students
4. Number of hours a week students read materials written in English outside school, not including homework:			
one hour or less		23	11
more than one hour but less than three hours		38	18
more than three hours but less than five hours		15	7
five hours or more		21	10
5. Number of hours a week students write in English outside school, not including homework:			
one hour or less		30	14
more than one hour but less than three hours		34	16
more than three hours but less than five hours		26	12
five hours or more		6	3
6. How often students use a computer at home for homework:			
don't have a computer at home		4	2
never or hardly ever use a computer for homework		15	7
use a computer once or twice a month for homework		11	5
use a computer once or twice a week for homework		23	11
use a computer almost every day for homework		47	22
7. First language students learned at home was English:			
yes		49	23
no		51	24
8. Language(s) students speak at home:			
only or mostly English		43	20
another language (or other languages) as often as English		30	14
only or mostly another language (or other languages)		26	12

* 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 (# = 47)	Female* (# = 21)	Male* (# = 26)	All (# = 1 049)	Female* (# = 444)	Male* (# = 605)	All (# = 24 015)	Female* (# = 9 807)	Male* (# = 14 208)
Percentage of students indicating that they									
have a computer at home.	96%	95%	96%	92%	93%	92%	91%	92%	91%
use the computer almost every day for homework.	47%	62%	35%	31%	34%	28%	25%	28%	23%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:									
non-fiction books, e.g., biographies	45%	38%	50%	41%	39%	42%	39%	39%	39%
comics	28%	24%	31%	33%	25%	39%	34%	27%	39%
Web sites, e-mail, chat messages	96%	100%	92%	91%	92%	90%	91%	94%	90%
letters	34%	29%	38%	35%	37%	33%	37%	40%	35%
magazines	45%	52%	38%	45%	53%	38%	46%	55%	40%
manuals, instructions	45%	43%	46%	47%	39%	52%	49%	39%	55%
newspapers	28%	19%	35%	39%	37%	40%	37%	35%	38%
novels, fiction, short stories	68%	86%	54%	67%	80%	59%	62%	74%	54%
song lyrics, poems	66%	71%	62%	66%	77%	59%	68%	79%	60%
religious or spiritual writings	36%	38%	35%	28%	30%	27%	27%	29%	25%
Percentage of students indicating that they read materials written in English outside school, not including homework, for									
more than three hours a week.	36%	38%	35%	38%	43%	34%	30%	35%	27%
Percentage of students indicating that they have the following English language materials at home (print or electronic):									
dictionaries, encyclopedias	74%	76%	73%	78%	82%	74%	71%	74%	69%
books	91%	95%	88%	89%	90%	89%	88%	91%	86%
newspapers	62%	67%	58%	64%	63%	65%	66%	65%	67%
magazines	68%	81%	58%	64%	66%	62%	64%	67%	62%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:									
e-mail, chat messages	94%	95%	92%	93%	94%	93%	93%	94%	92%
letters, journals, diaries	28%	29%	27%	28%	39%	20%	29%	43%	20%
notes, directions, instructions	68%	71%	65%	53%	53%	52%	53%	57%	51%
song lyrics, poems	34%	29%	38%	39%	45%	35%	41%	49%	36%
stories, fiction	28%	33%	23%	30%	35%	26%	31%	36%	27%
work-related writing	53%	57%	50%	58%	56%	60%	55%	55%	55%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	32%	29%	35%	28%	30%	26%	25%	29%	23%
Percentage of students indicating that the first language they learned at home was									
other than English.	51%	57%	46%	47%	52%	44%	34%	36%	32%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	43%	38%	46%	49%	46%	52%	62%	59%	64%
another language (or other languages) as often as English	30%	29%	31%	29%	30%	28%	21%	23%	20%
only or mostly another language (or other languages)	26%	29%	23%	21%	23%	19%	16%	17%	16%

* Includes only students for whom gender data were available.

** Percentages may not add up to 100, due to rounding or to ambiguous or blank responses.

Ontario Secondary School Literacy Test, 2014–2015

EXPLANATION OF TERMS	
First-Time Eligible Students	First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.
Previously Eligible Students	Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.
All Eligible Students	This method of reporting provides percentages based on all students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
Fully Participating Students	This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.
Successful	Students who fully participated in the OSSLT and received a score that met the expected standard.
Not Successful	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
Absent	Students who did not submit work for one or both sessions due to absence or for other reasons.
Deferred	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
OSSLC	Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007).
English Language Learners Receiving Special Provisions	English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified solely as gifted are not included.
Students with Special Education Needs Receiving Accommodations (excluding gifted)	Students with special education needs identified by the school as receiving test accommodations. Students identified solely as gifted are not included. Detailed information about accommodations is available in the Ministry of Education <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements</i> (2011) and in EQAO's <i>Guide for Accommodations, Special Provisions, Deferrals and Exemptions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact the school principal.