



# School Report

## First-Time Eligible Students



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

**School: Cornwall Collegiate VS (902810)**

**Board: Upper Canada DSB (66192)**

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.

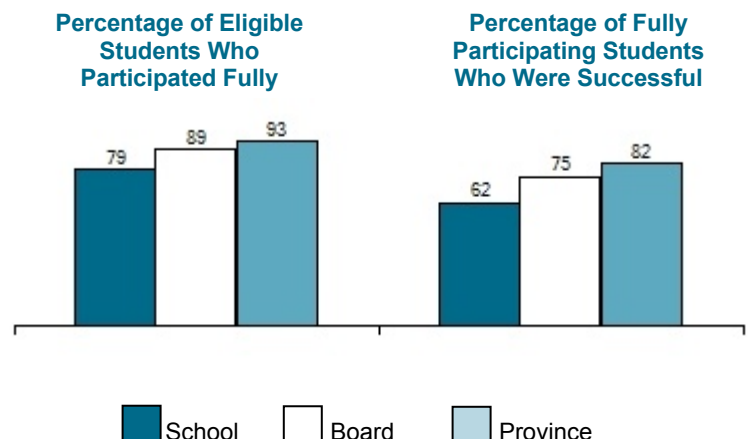
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to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

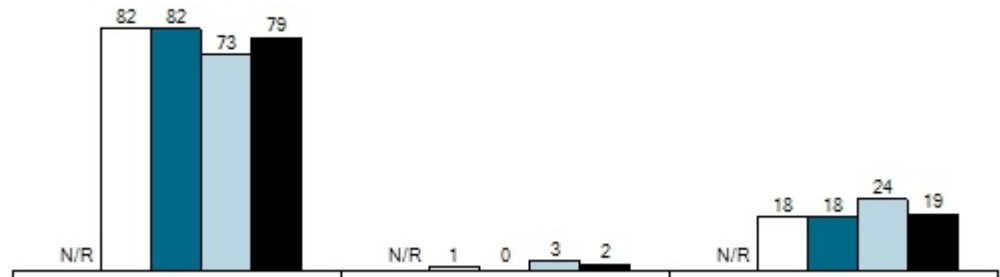
### PERCENTAGE OF STUDENTS\*

Fully Participating

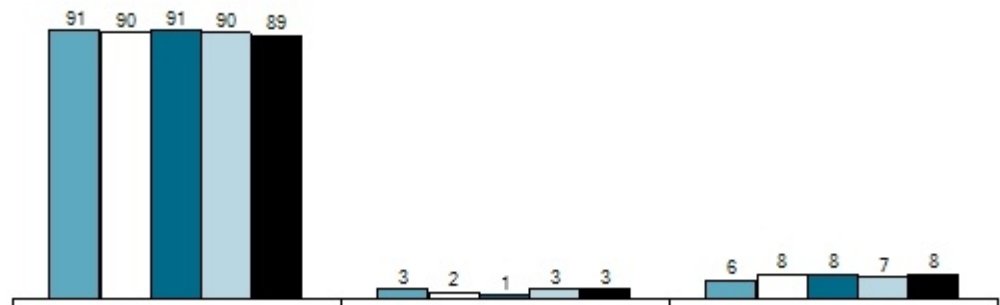
Absent

Deferred

SCHOOL



BOARD



PROVINCE



2010–2011

2011–2012

2012–2013

2013–2014

2014–2015

### 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	N/R	125	127	135	132
Board	2 564	2 334	2 310	2 204	2 149
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

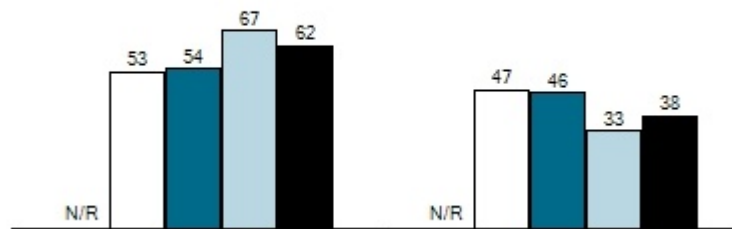
## ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

### PERCENTAGE OF STUDENTS\*

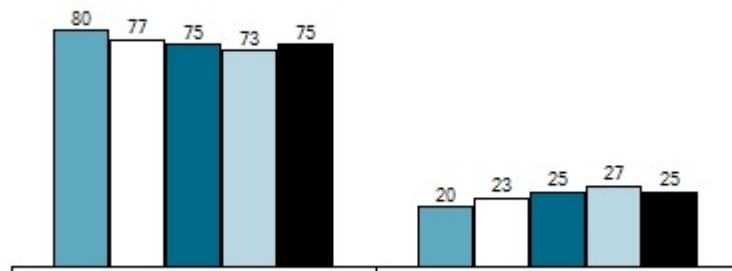
Successful

Not Successful

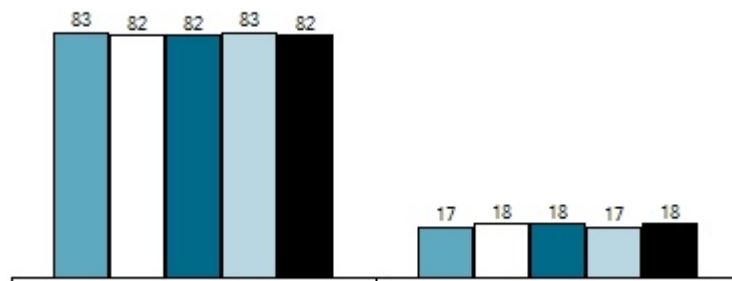
SCHOOL



BOARD



PROVINCE



### 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	N/R	102	104	98	104
Board	2 330	2 097	2 103	1 977	1 905
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	132		2 149		137 620	
Number of schools with first-time eligible students	n/a		23		786	
Number of students who were exempted	1		27		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	104	79%	1 905	89%	127 867	93%
Of all first-time eligible students, those who were absent	3	2%	68	3%	2 603	2%
Of all first-time eligible students, those who were deferred	25	19%	176	8%	7 150	5%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	64	48%	968	45%	67 023	49%
Male	68	52%	1 181	55%	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	1%	47	2%	8 042	6%
English language learners receiving special provisions**	1	1%	22	1%	4 615	4%
Students with special education needs (excluding gifted)*	57	43%	686	32%	25 772	19%
Students with special education needs receiving accommodations (excluding gifted)**	42	40%	542	28%	20 522	16%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	46	35%	1 271	59%	99 813	73%
Applied	61	46%	701	33%	29 316	21%
Locally developed	4	3%	46	2%	3 791	3%
ESL/ELD	20	15%	122	6%	3 513	3%
Other	1	1%	9	<1%	1 187	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		89		1 756	
					121 594	
First language learned at home was other than English	11	12%	107	6%	27 255	22%
Speak only or mostly English at home	74	83%	1 610	92%	90 499	74%
Speak another language (or other languages) as often as English at home	9	10%	105	6%	22 357	18%
Speak only or mostly another language (or other languages) at home	4	4%	29	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.

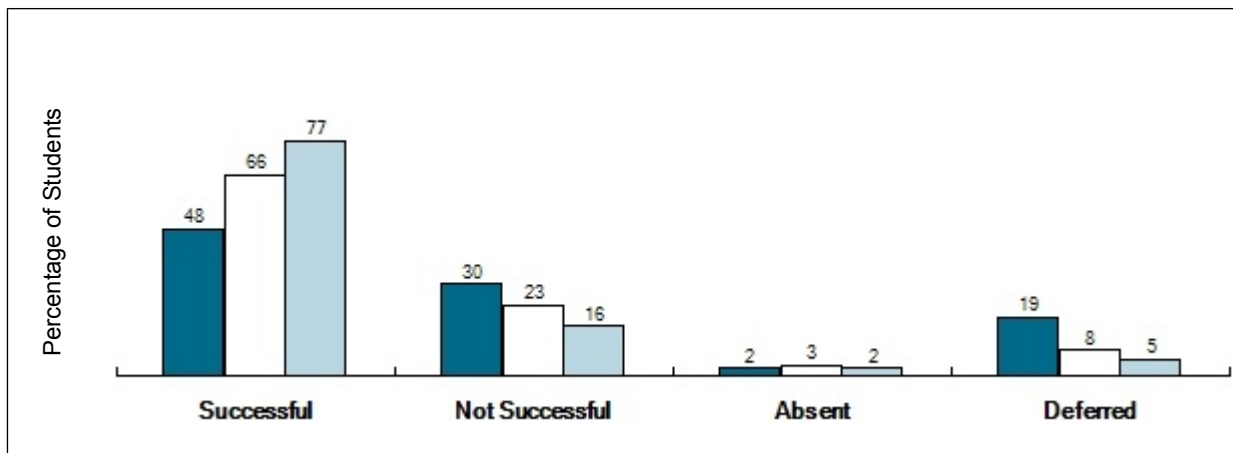
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## Ontario Secondary School Literacy Test, 2014–2015

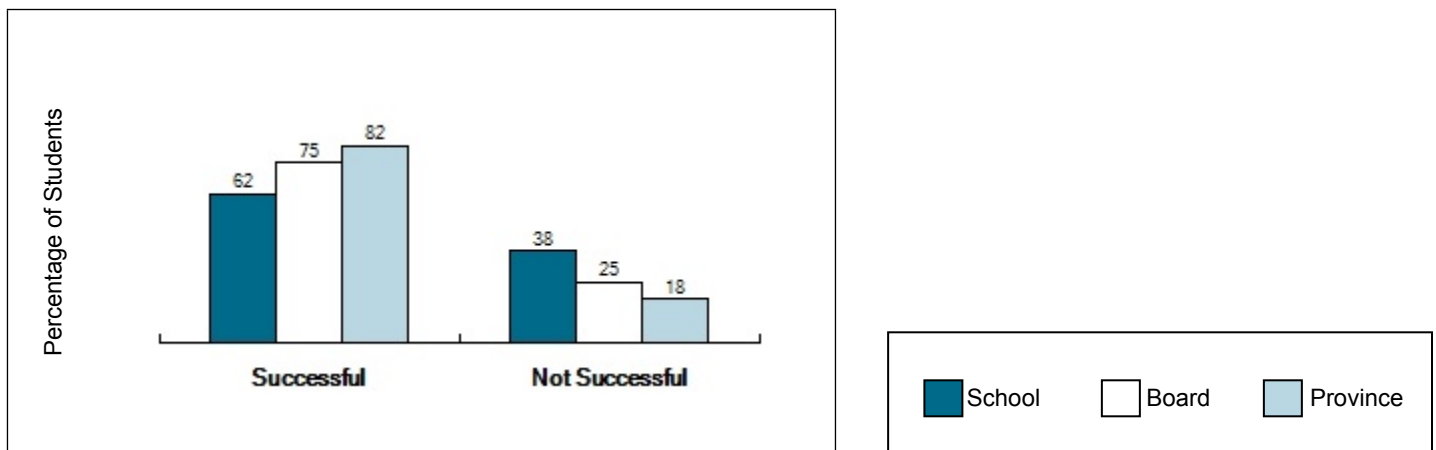
### Results for All Students\*

Results for All Students First-Time Eligible Students						
	All			Fully Participating		
	School # = 132	Board # = 2 149	Province # = 137 620	School # = 104	Board # = 1 905	Province # = 127 867
Successful	64	48%	66%	77%	62%	75%
Not Successful	40	30%	23%	16%	38%	25%
<b>Fully Participating</b>	<b>104</b>	<b>79%</b>	<b>89%</b>	<b>93%</b>		
Absent	3	2%	3%	2%		
Deferred	25	19%	8%	5%		

### Results for All First-Time Eligible Students



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



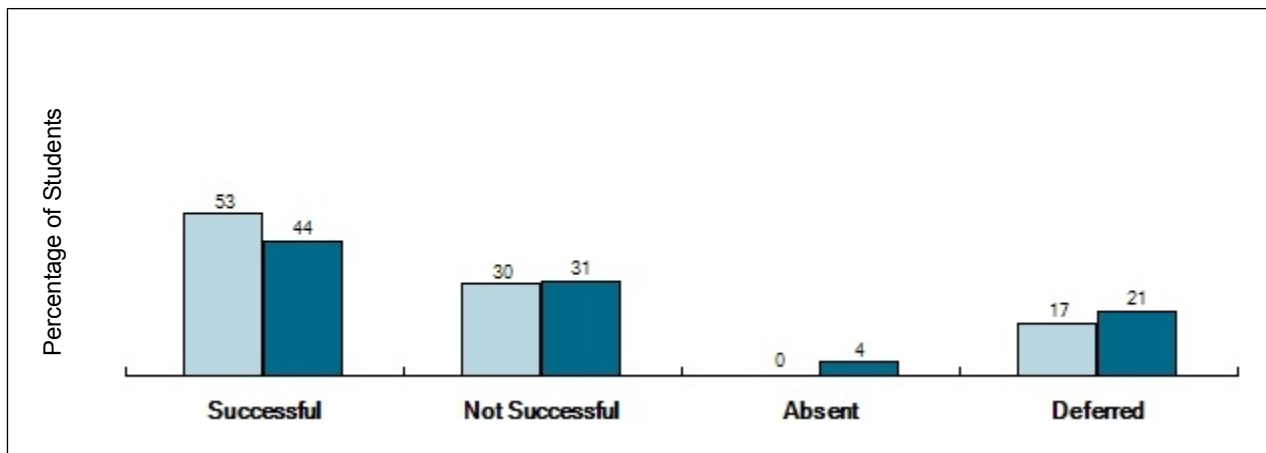
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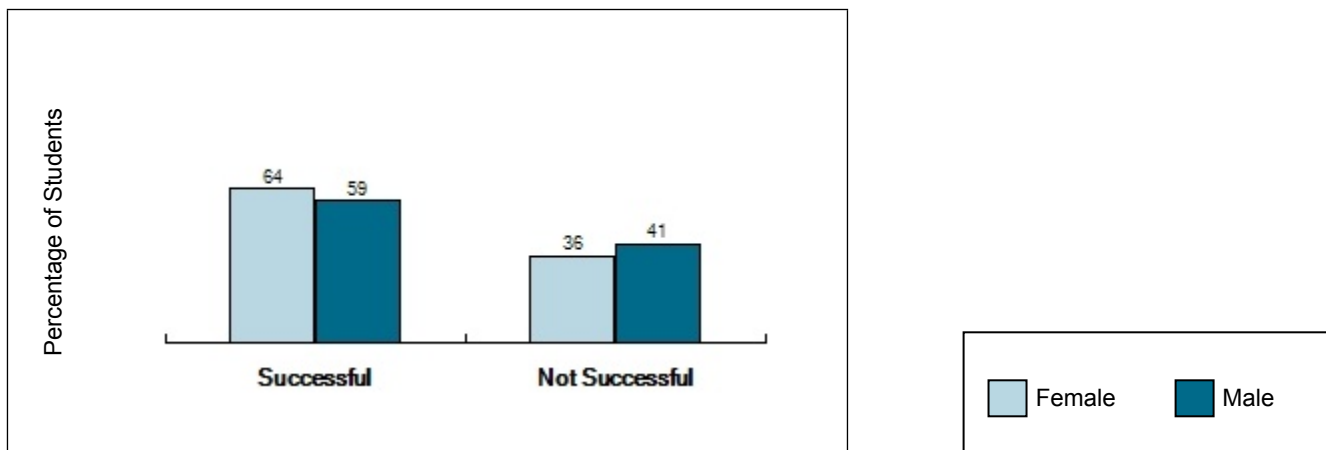
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 64		Male # = 68		Female # = 53	Male # = 51
Successful	34	53%	30	44%	64%	59%
Not Successful	19	30%	21	31%	36%	41%
<b>Fully Participating</b>	<b>53</b>	<b>83%</b>	<b>51</b>	<b>75%</b>		
Absent	0	0%	3	4%		
Deferred	11	17%	14	21%		

### 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.

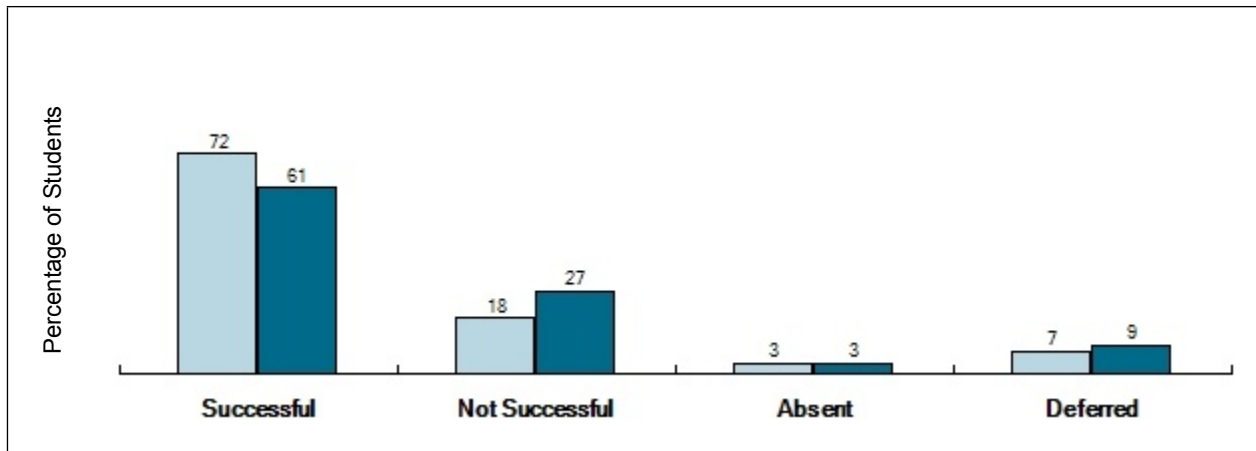
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2014–2015

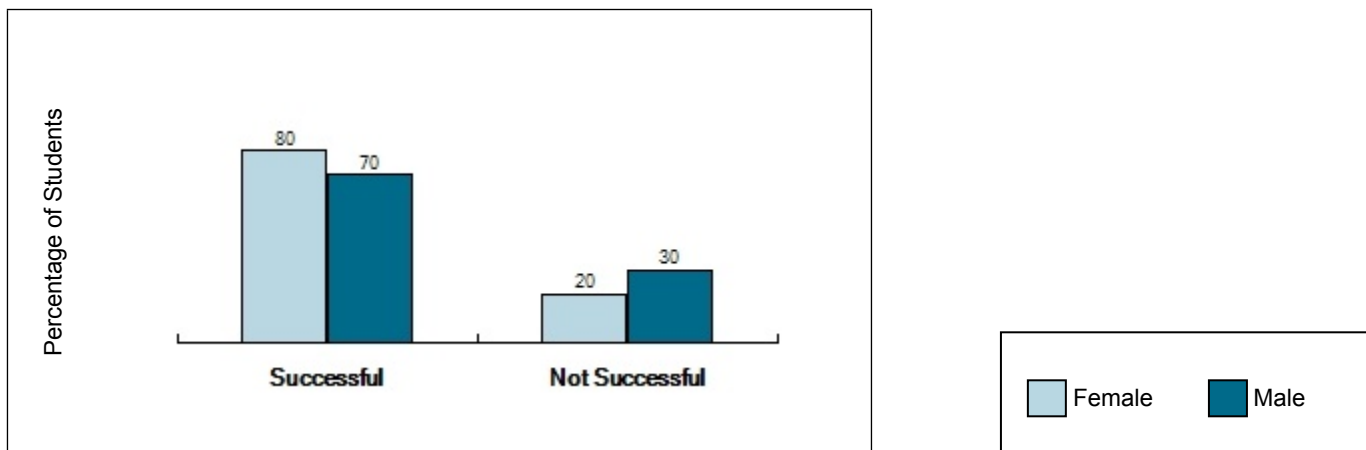
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 968		Male # = 1 181		Female # = 867	Male # = 1 038
Successful	697	72%	724	61%	80%	70%
Not Successful	170	18%	314	27%	20%	30%
<b>Fully Participating</b>	<b>867</b>	<b>90%</b>	<b>1 038</b>	<b>88%</b>		
Absent	30	3%	38	3%		
Deferred	71	7%	105	9%		

### 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.

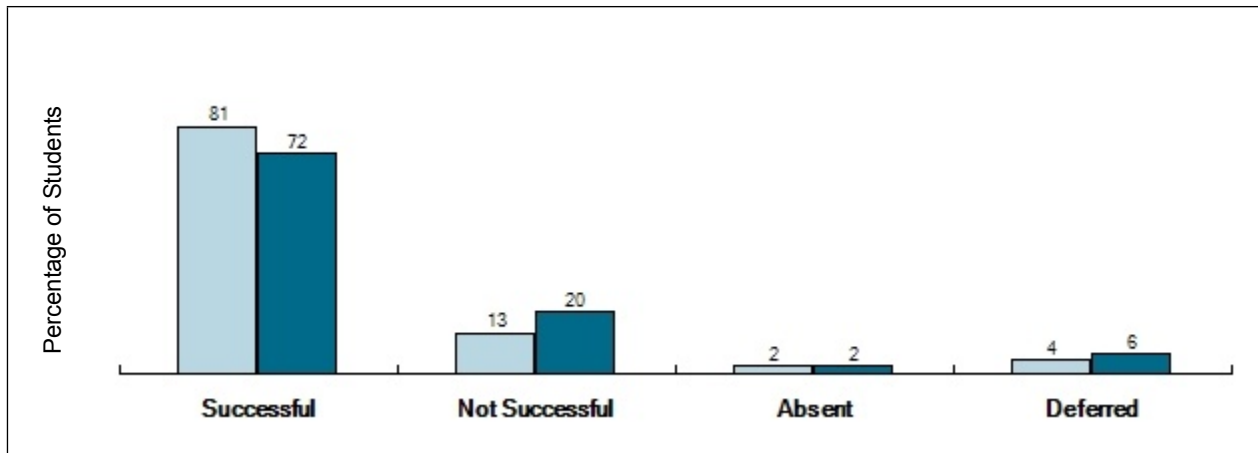


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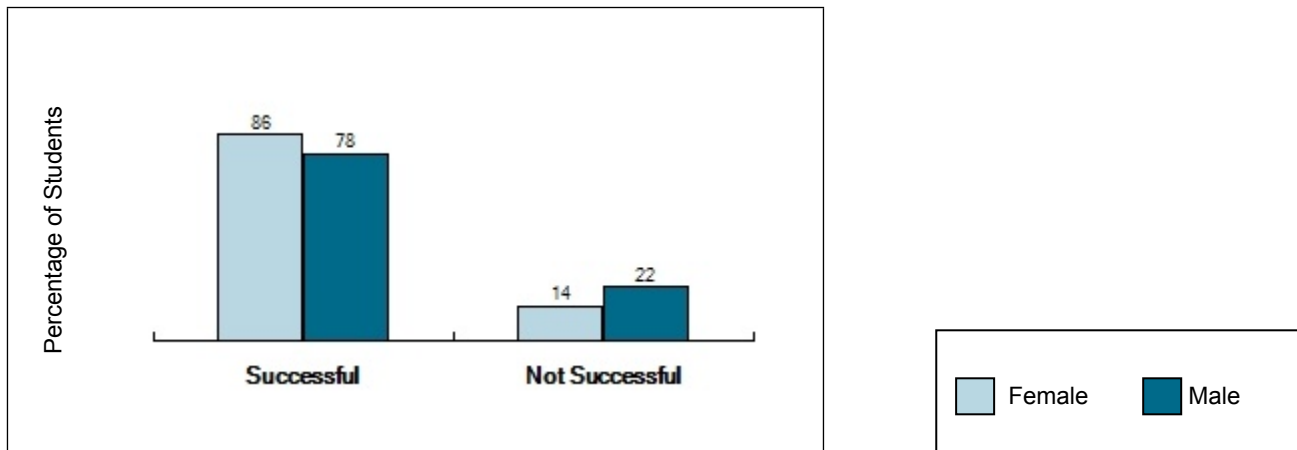
## Provincial Results by Gender\*†

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.

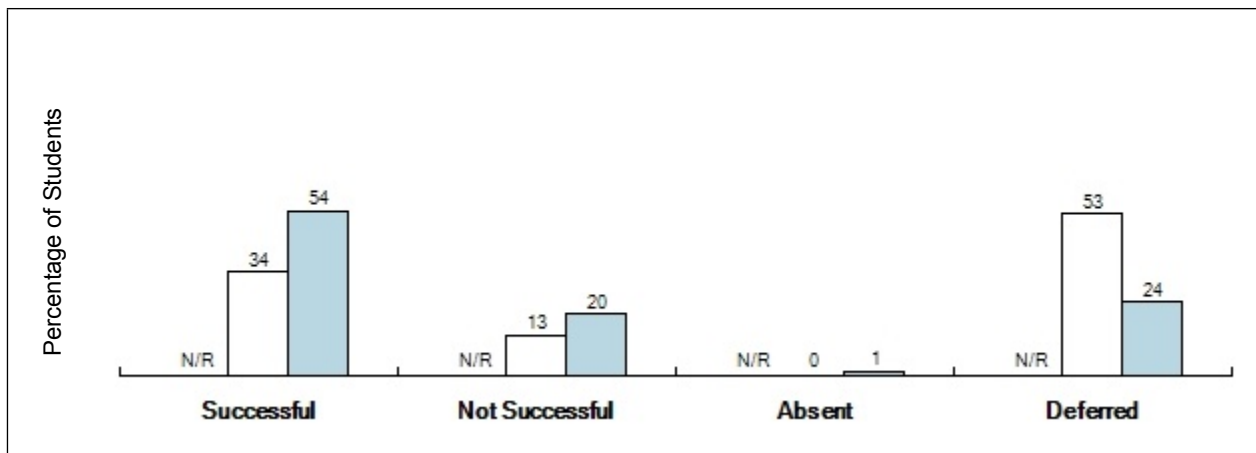
† Includes only students for whom gender data were available.

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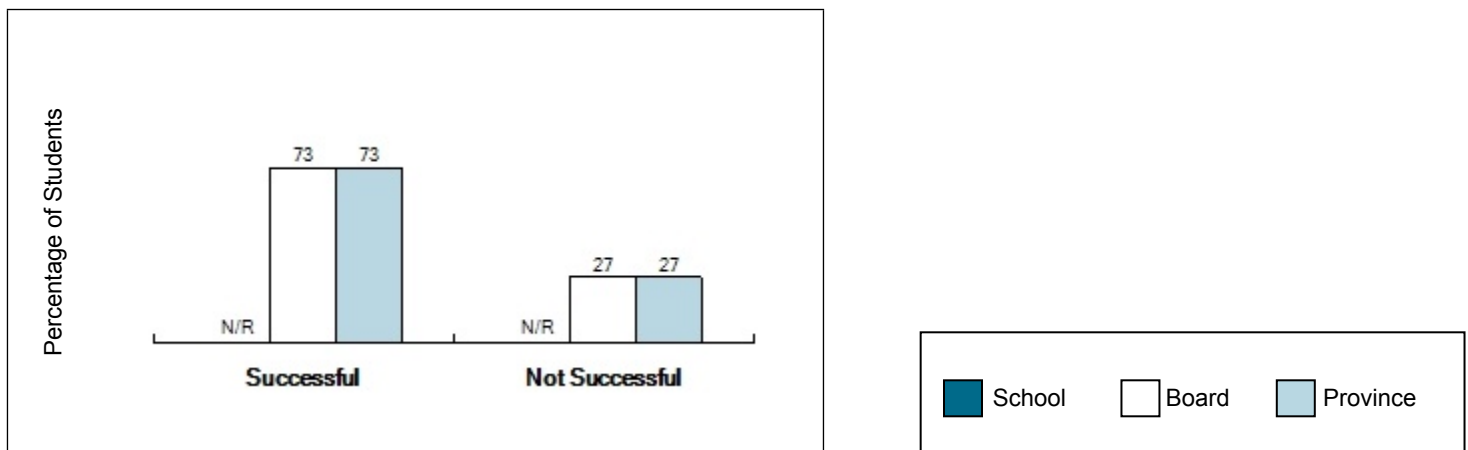
### Results for English Language Learners\*

Results for English Language Learners First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 47	Province # = 8 042	School # = N/R	Board # = 22	Province # = 6 005
Successful	N/R	N/R	34%	54%	N/R	73%
Not Successful	N/R	N/R	13%	20%	N/R	27%
<b>Fully Participating</b>	N/R	N/R	47%	75%		
Absent	N/R	N/R	0%	1%		
Deferred	N/R	N/R	53%	24%		

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



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



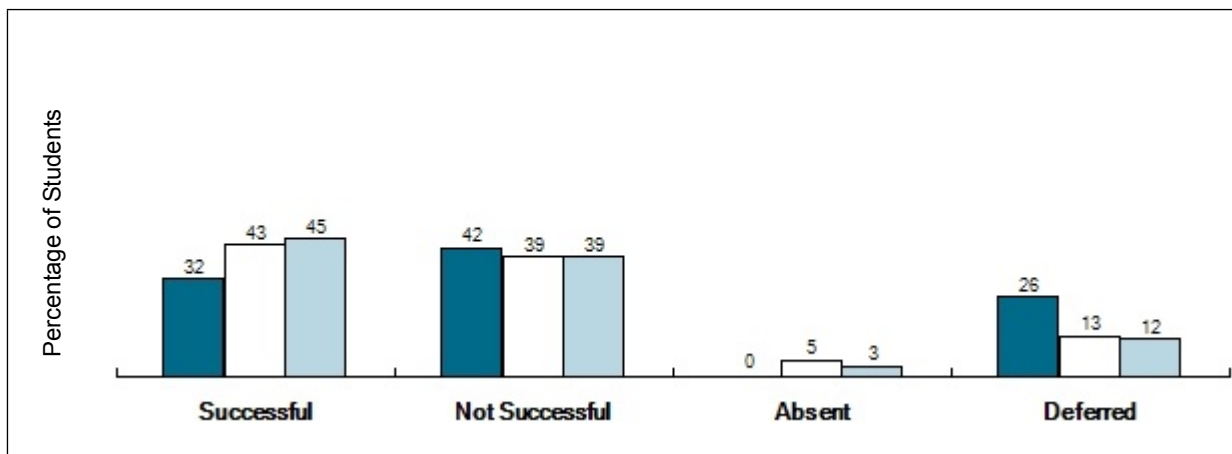
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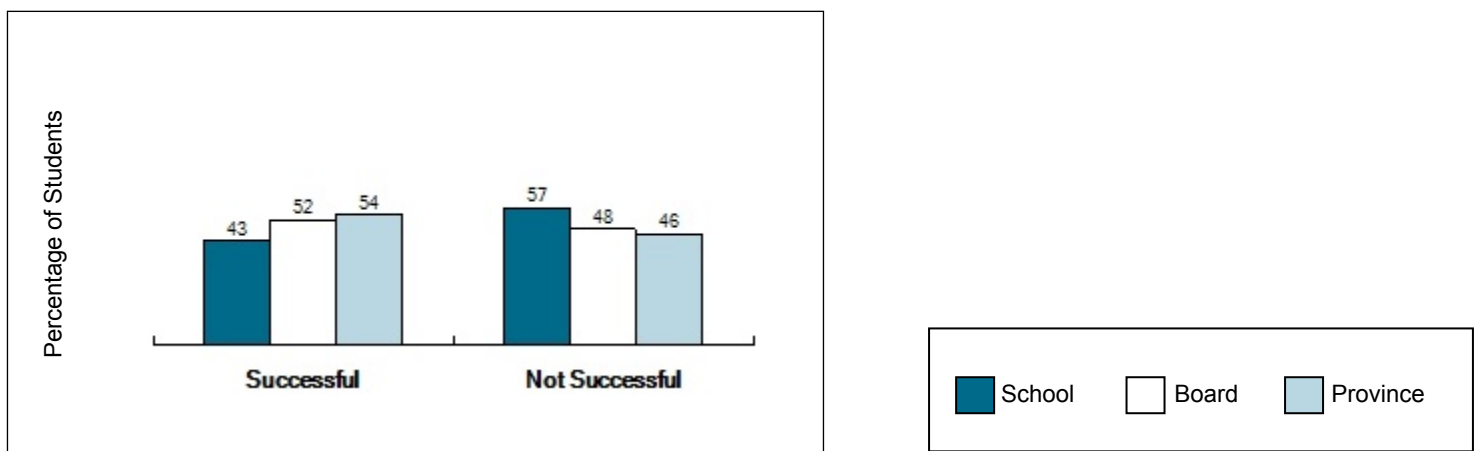
### Results for Students with Special Education Needs (excluding gifted)\*

	Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students					
	All			Fully Participating		
	School # = 57	Board # = 686	Province # = 25 772	School # = 42	Board # = 562	Province # = 21 869
Successful	18	32%	43%	45%	43%	54%
Not Successful	24	42%	39%	39%	57%	46%
<b>Fully Participating</b>	<b>42</b>	<b>74%</b>	<b>82%</b>	<b>85%</b>		
Absent	0	0%	5%	3%		
Deferred	15	26%	13%	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)



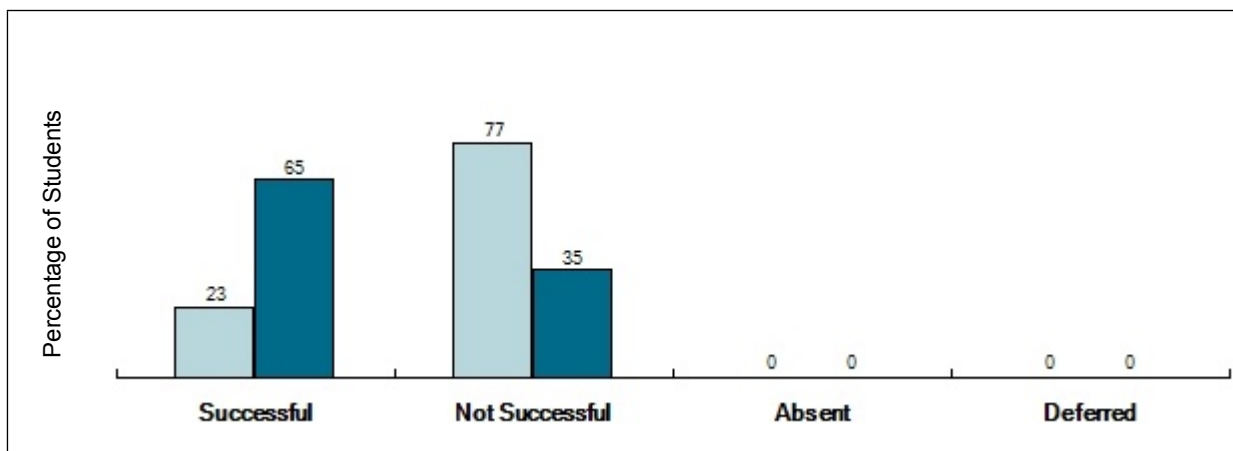
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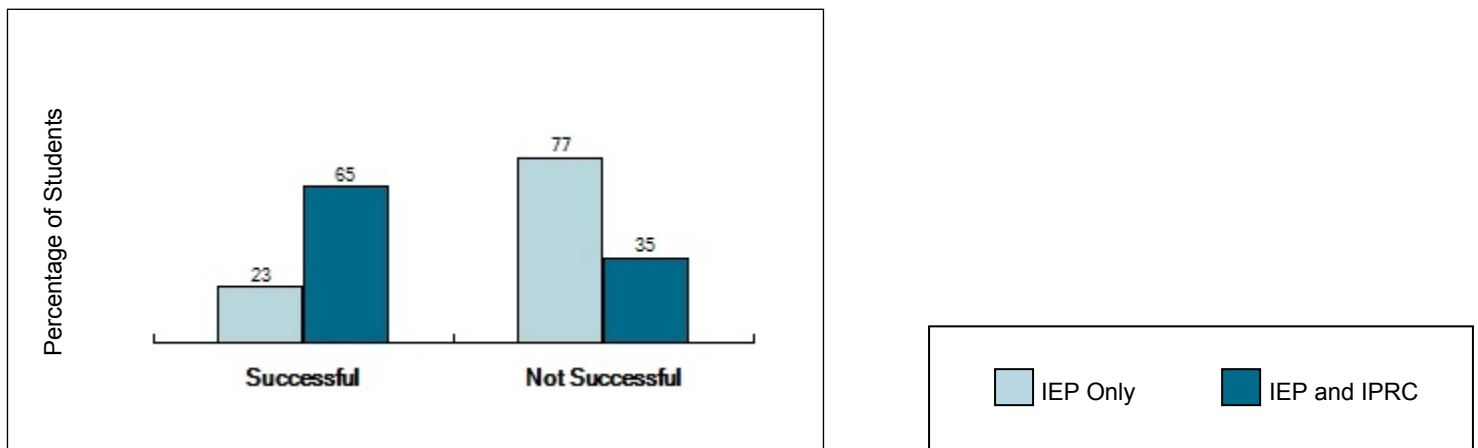
### School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 22		IEP and IPRC # = 20		IEP Only # = 22	IEP and IPRC # = 20
Successful	5	23%	13	65%	23%	65%
Not Successful	17	77%	7	35%	77%	35%
<b>Fully Participating</b>	<b>22</b>	<b>100%</b>	<b>20</b>	<b>100%</b>		
Absent	0	0%	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)



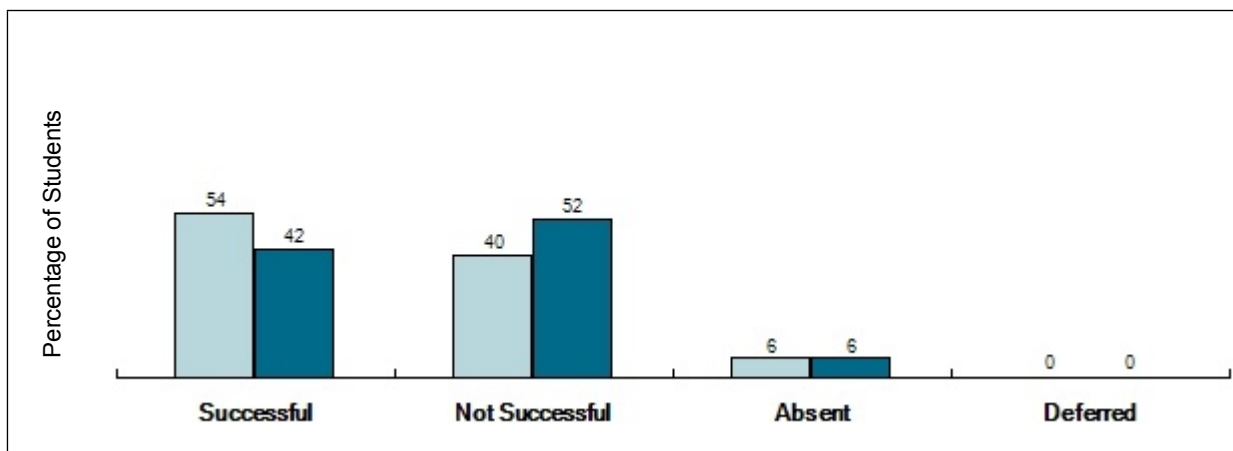
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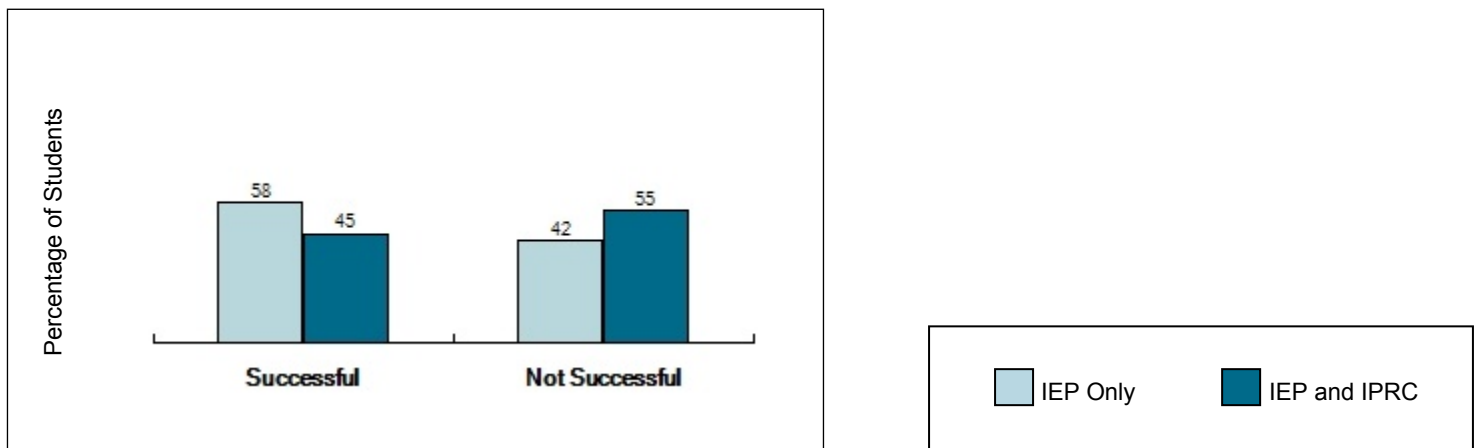
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 316		IEP and IPRC # = 260		IEP Only # = 298	IEP and IPRC # = 244
Successful	172	54%	109	42%	58%	45%
Not Successful	126	40%	135	52%	42%	55%
<b>Fully Participating</b>	<b>298</b>	<b>94%</b>	<b>244</b>	<b>94%</b>		
Absent	18	6%	16	6%		
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)



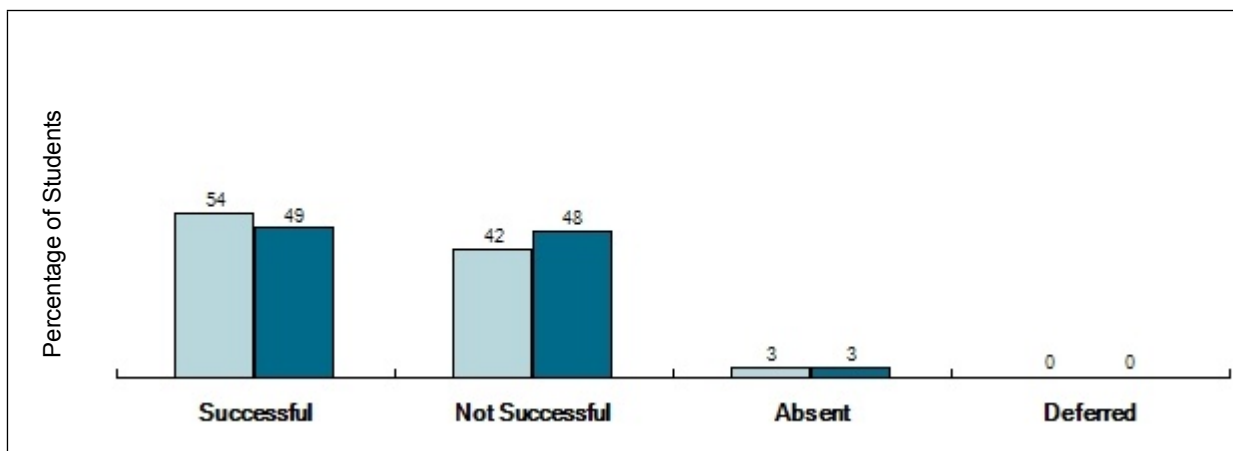
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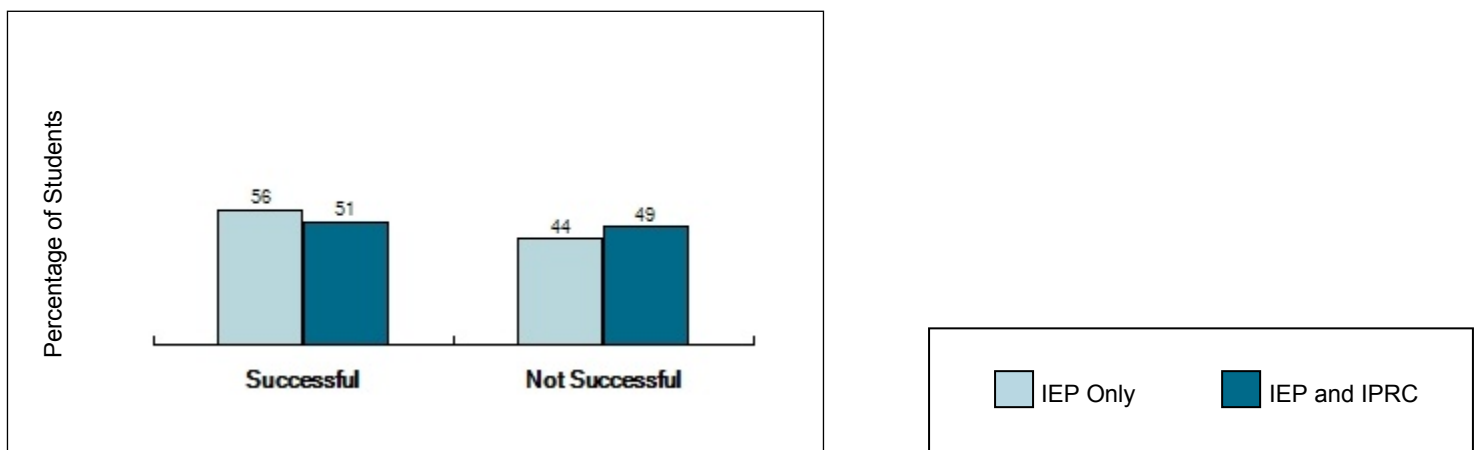
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

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)



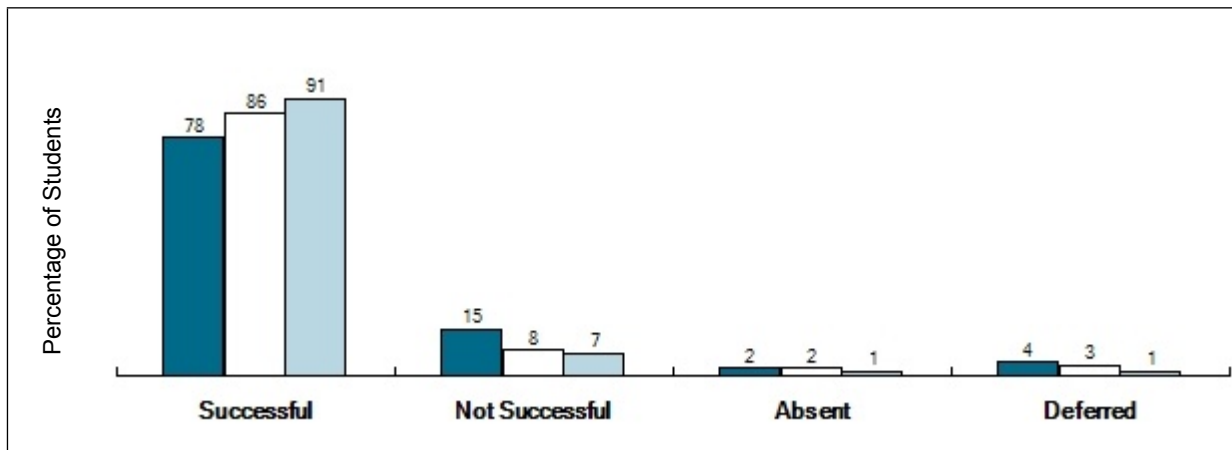
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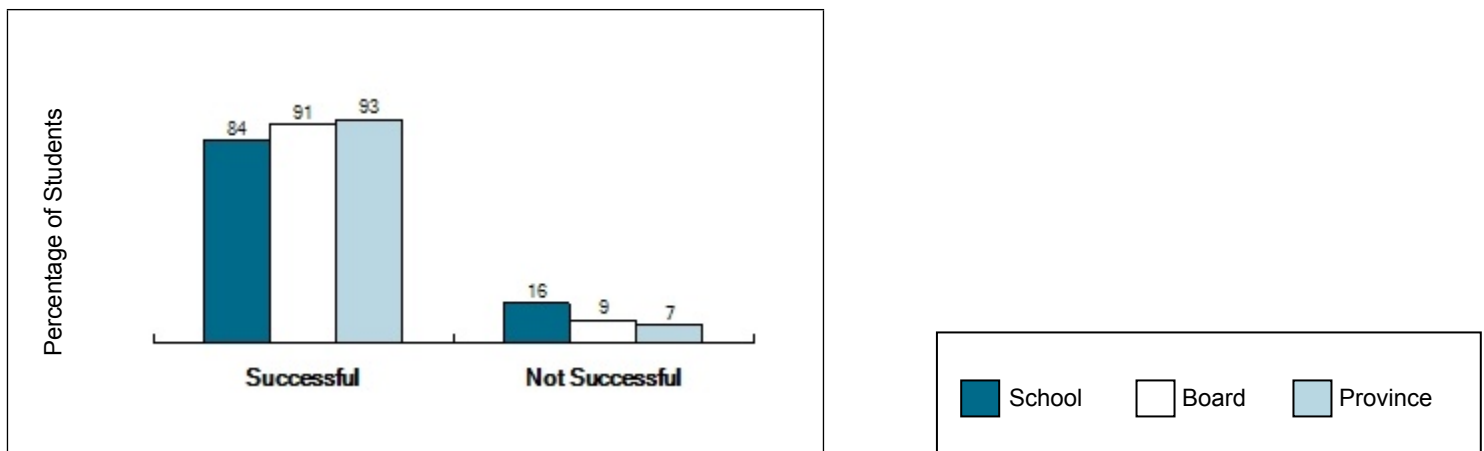
### Results for Students Taking Academic English Course\*

	Results for Students Taking Academic English Course First-Time Eligible Students					
	All			Fully Participating		
	School # = 46	Board # = 1 271	Province # = 99 813	School # = 43	Board # = 1 206	Province # = 97 615
Successful	36	78%	86%	91%	84%	93%
Not Successful	7	15%	8%	7%	16%	9%
<b>Fully Participating</b>	<b>43</b>	<b>93%</b>	<b>95%</b>	<b>98%</b>		
Absent	1	2%	2%	1%		
Deferred	2	4%	3%	1%		

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



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



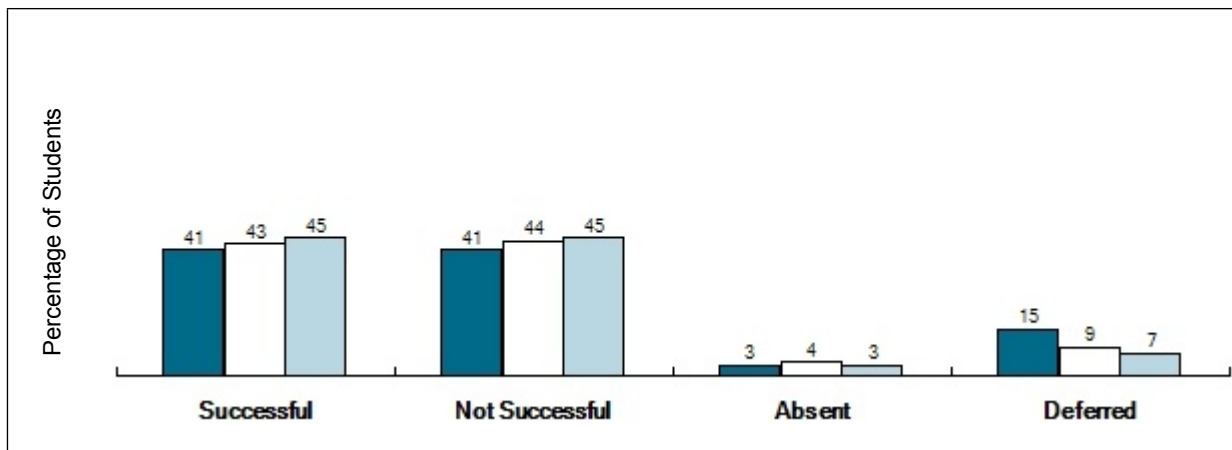
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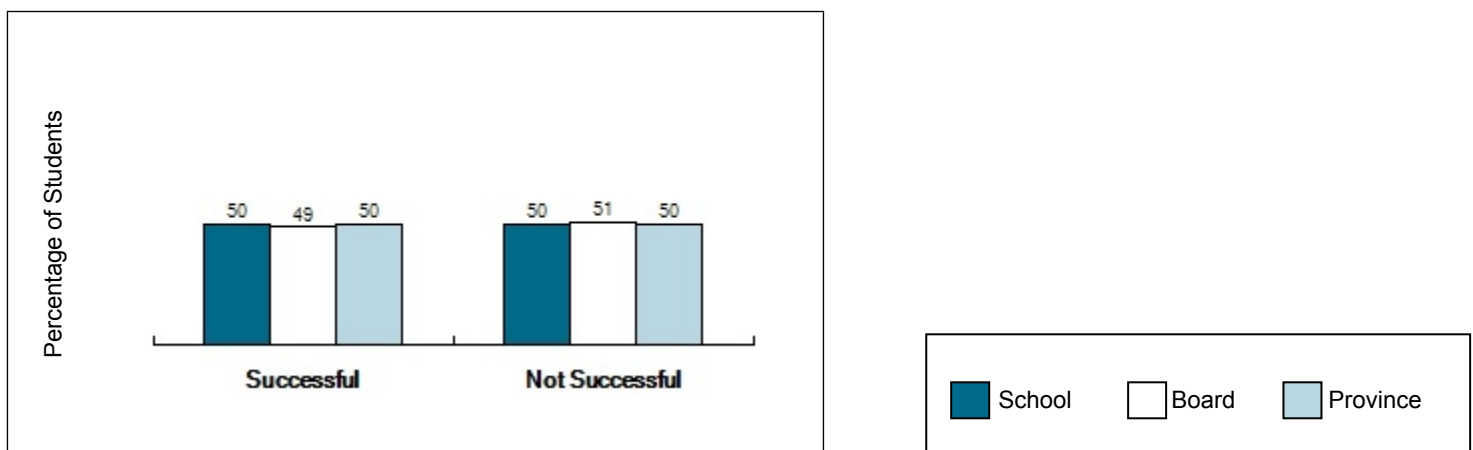
### Results for Students Taking Applied English Course\*

	Results for Students Taking Applied English Course First-Time Eligible Students						
	All			Fully Participating			
	School # = 61	Board # = 701	Province # = 29 316	School # = 50	Board # = 610	Province # = 26 213	
Successful	25	41%	43%	45%	50%	49%	50%
Not Successful	25	41%	44%	45%	50%	51%	50%
<b>Fully Participating</b>	<b>50</b>	<b>82%</b>	<b>87%</b>	<b>89%</b>			
Absent	2	3%	4%	3%			
Deferred	9	15%	9%	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.

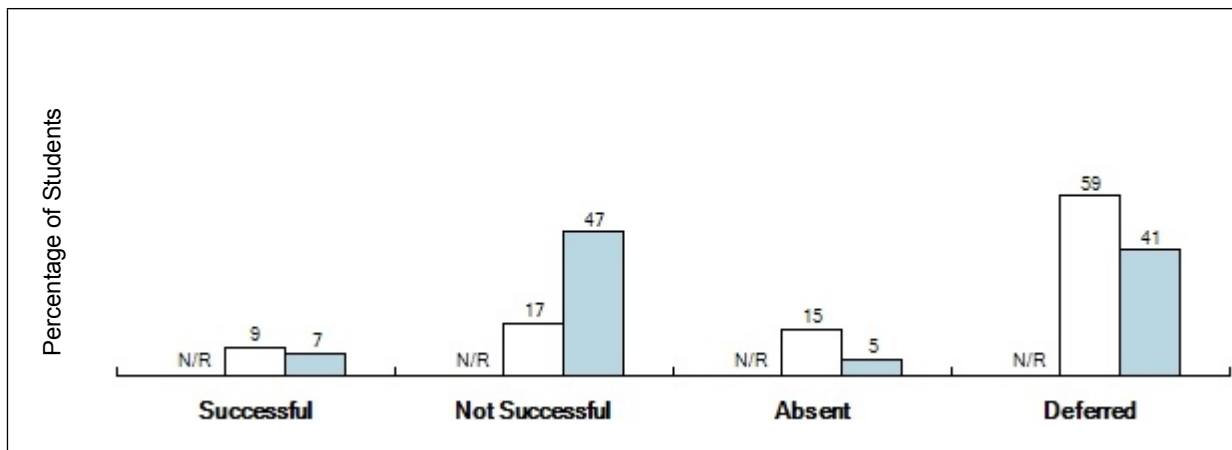


## Ontario Secondary School Literacy Test, 2014–2015

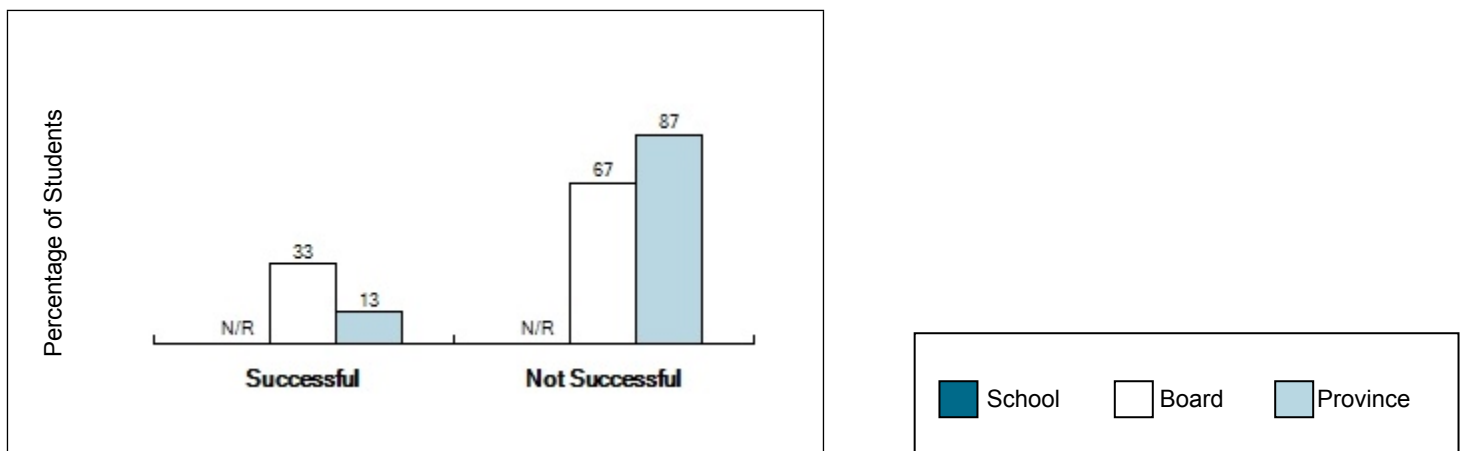
### Results for Students Taking Locally Developed English Course\*

	Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All			Fully Participating			
	School # = N/R	Board # = 46	Province # = 3 791	School # = N/R	Board # = 12	Province # = 2 064	
Successful	N/R	N/R	9%	7%	N/R	33%	13%
Not Successful	N/R	N/R	17%	47%	N/R	67%	87%
<b>Fully Participating</b>	N/R	N/R	26%	54%			
Absent	N/R	N/R	15%	5%			
Deferred	N/R	N/R	59%	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



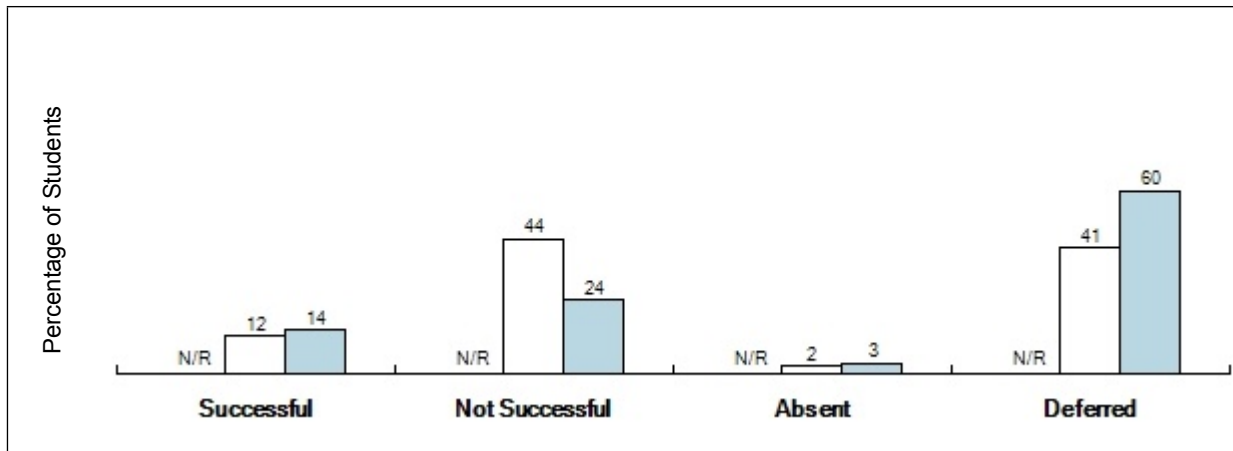
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2014–2015

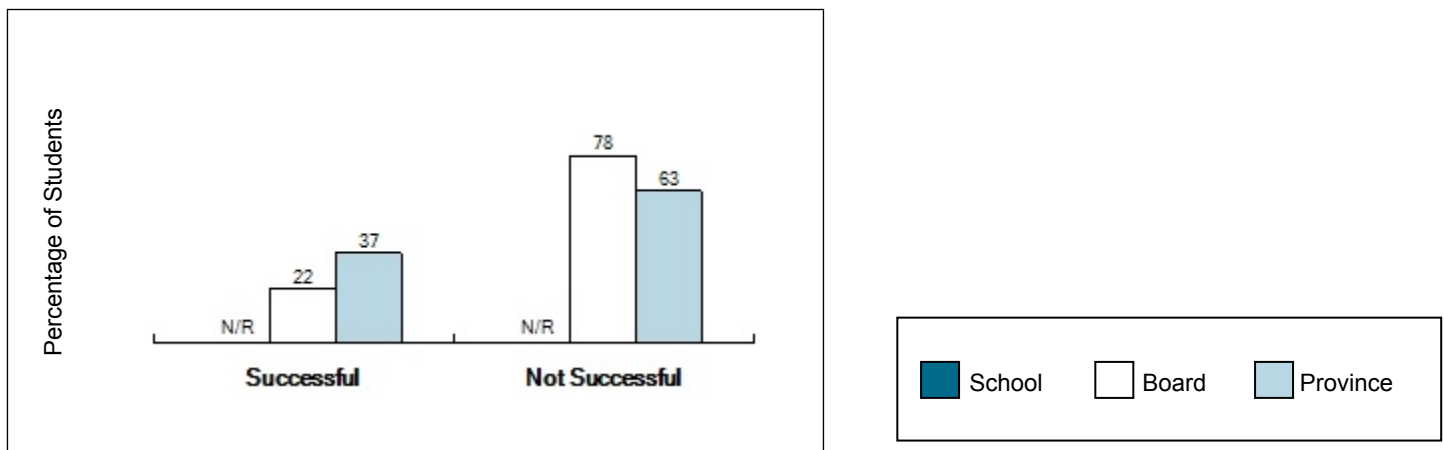
### Results for Students Taking ESL/ELD Course\*

Results for Students Taking ESL/ELD Course First-Time Eligible Students							
	All			Fully Participating			
	School # = N/R	Board # = 122	Province # = 3 513	School # = N/R	Board # = 69	Province # = 1 314	
Successful	N/R	N/R	12%	14%	N/R	22%	37%
Not Successful	N/R	N/R	44%	24%	N/R	78%	63%
<b>Fully Participating</b>	N/R	N/R	57%	37%			
Absent	N/R	N/R	2%	3%			
Deferred	N/R	N/R	41%	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	N/R	125	127	135	132
Number of students who were exempted	N/R	1	1	5	1
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	N/R	82%	82%	73%	79%
Of all first-time eligible students, those who were absent	N/R	1%	0%	3%	2%
Of all first-time eligible students, those who were deferred	N/R	18%	18%	24%	19%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	N/R	49%	47%	50%	48%
Male	N/R	51%	53%	50%	52%
Gender not specified	N/R	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
English language learners*	N/R	14%	2%	16%	1%
English language learners receiving special provisions**	N/R	10%	1%	19%	1%
Students with special education needs (excluding gifted)*	N/R	30%	34%	40%	43%
Students with special education needs receiving accommodations (excluding gifted)**	N/R	29%	32%	33%	40%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	N/R	30%	43%	37%	35%
Applied	N/R	45%	39%	41%	46%
Locally developed	N/R	9%	15%	21%	3%
ESL/ELD	N/R	7%	2%	1%	15%
Other	N/R	10%	2%	0%	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	N/R	98	99	96	89
First language learned at home was other than English	N/R	21%	12%	22%	12%
Speak only or mostly English at home	N/R	74%	80%	76%	83%
Speak another language (or other languages) as often as English at home	N/R	23%	19%	21%	10%
Speak only or mostly another language (or other languages) at home	N/R	2%	1%	3%	4%

† 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.

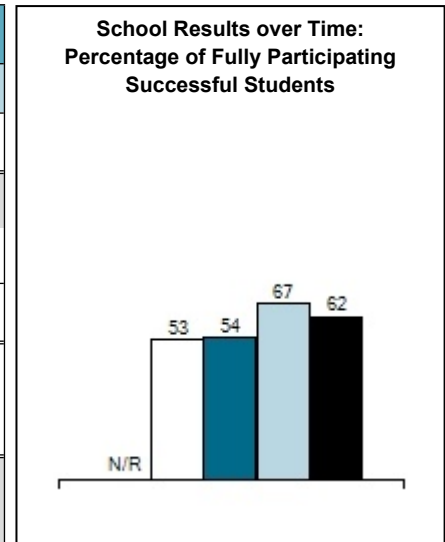
\*\* Percentages are based on fully participating students.

†† 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.

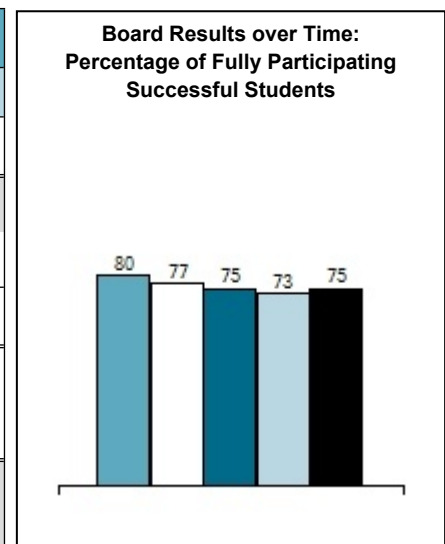
# Ontario Secondary School Literacy Test, 2014–2015

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

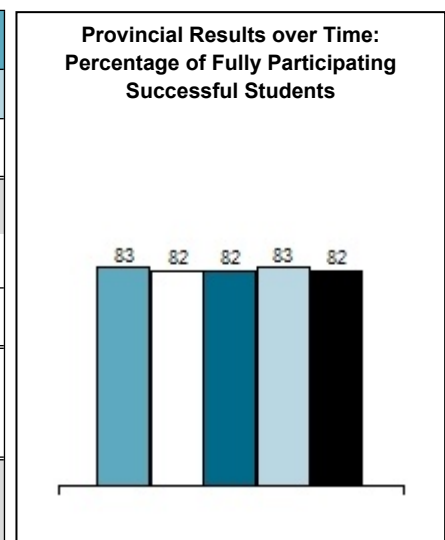
School Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	N/R		125		127		135		132	
<b>Successful (all)</b>	N/R	N/R	54	43%	56	44%	66	49%	64	48%
Not Successful	N/R	N/R	48	38%	48	38%	32	24%	40	30%
<b>Fully Participating</b>	N/R	N/R	102	82%	104	82%	98	73%	104	79%
Absent	N/R	N/R	1	1%	0	0%	4	3%	3	2%
Deferred	N/R	N/R	22	18%	23	18%	33	24%	25	19%
<b>Fully Participating Successful</b>	N/R	N/R	54	53%	56	54%	66	67%	64	62%



Board Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	2 564		2 334		2 310		2 204		2 149	
<b>Successful (all)</b>	1 855	72%	1 610	69%	1 578	68%	1 451	66%	1 421	66%
Not Successful	475	19%	487	21%	525	23%	526	24%	484	23%
<b>Fully Participating</b>	2 330	91%	2 097	90%	2 103	91%	1 977	90%	1 905	89%
Absent	74	3%	53	2%	30	1%	70	3%	68	3%
Deferred	160	6%	184	8%	177	8%	157	7%	176	8%
<b>Fully Participating Successful</b>	1 855	80%	1 610	77%	1 578	75%	1 451	73%	1 421	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%



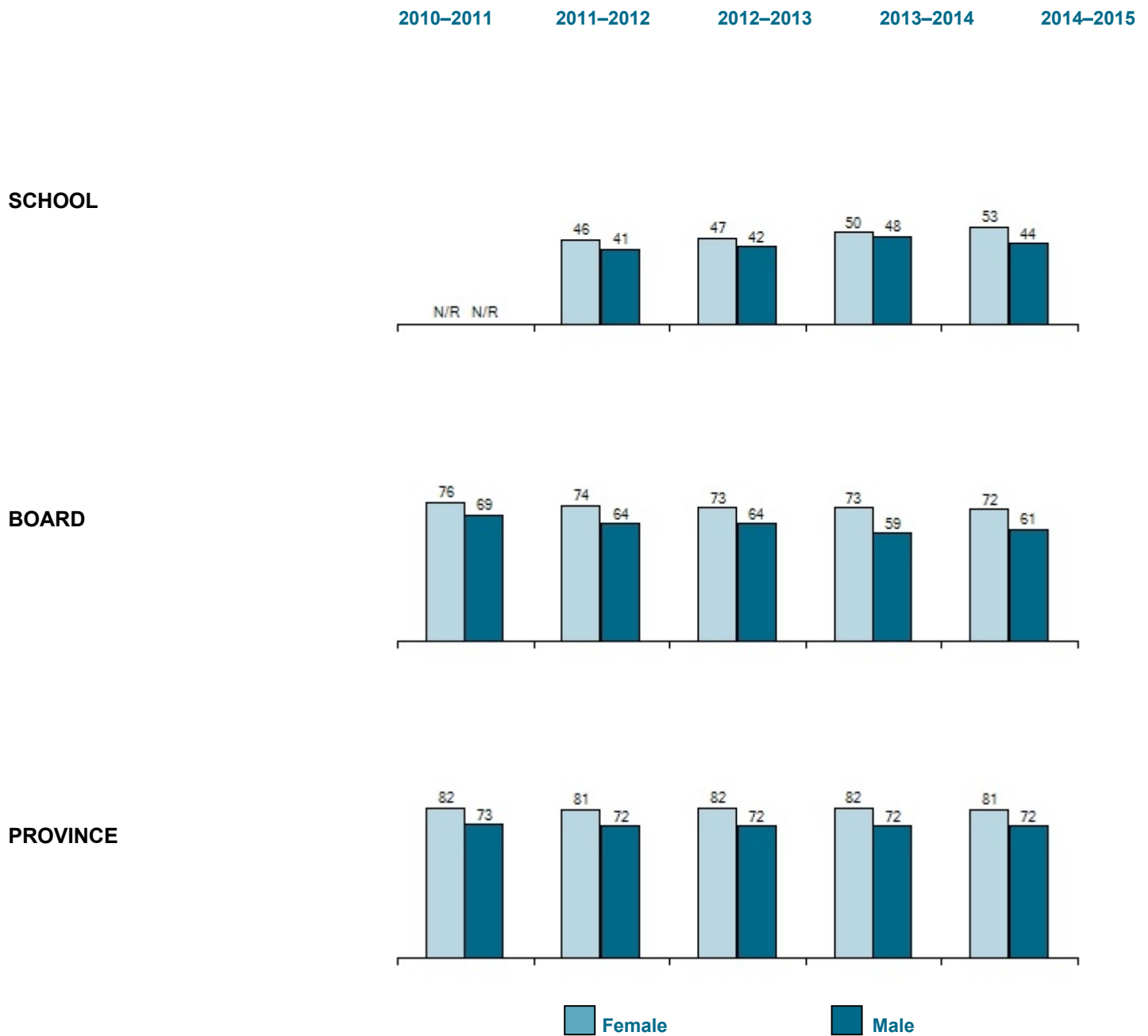
\* Percentages in tables may not add up to 100, due to rounding.

■ '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†

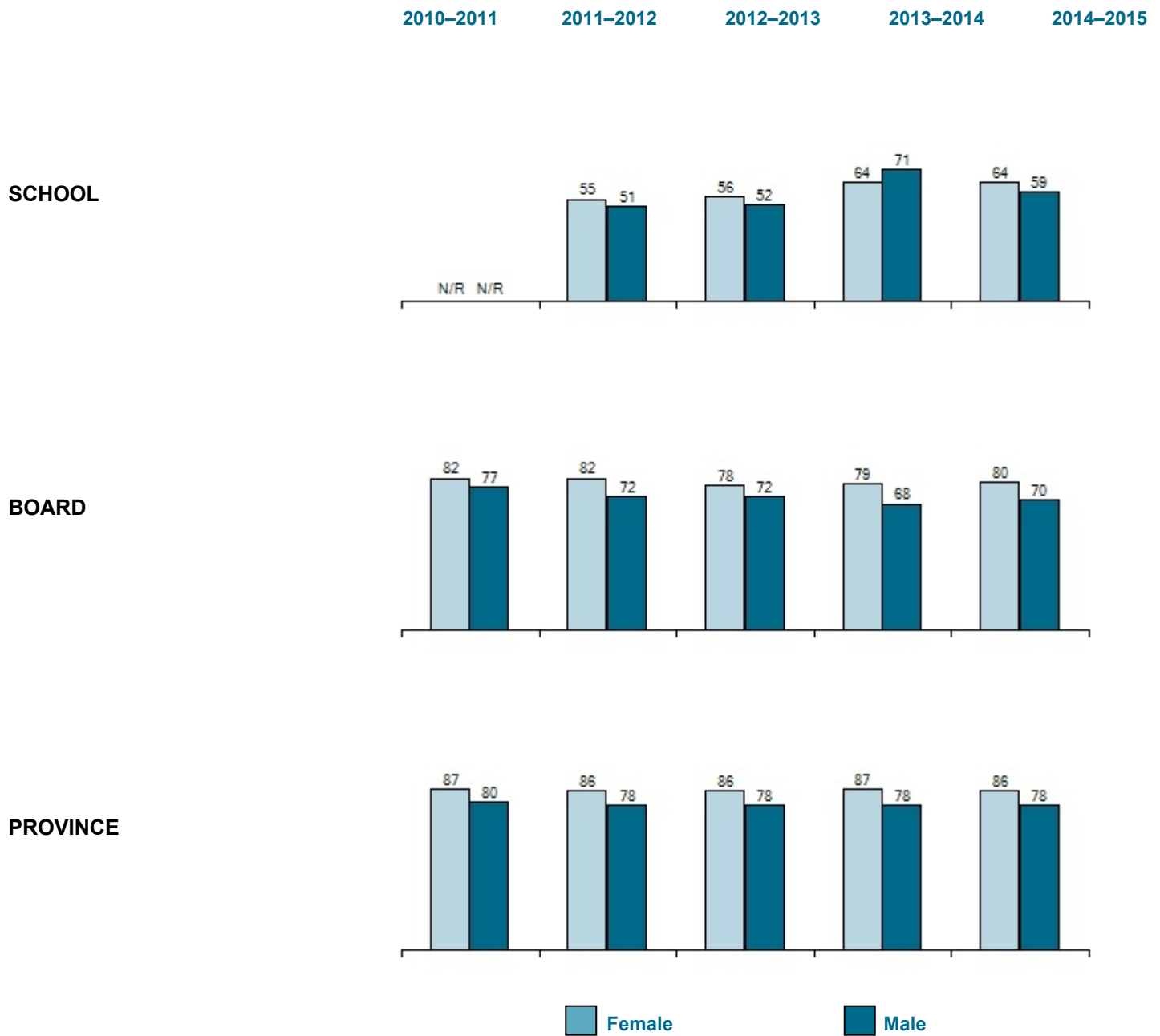
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	N/R	N/R	61	64	60	67	68	67	64	68
Board	1 238	1 326	1 120	1 214	1 111	1 199	1 059	1 145	968	1 181
Province	74 954	78 681	71 934	75 370	70 092	73 260	69 290	72 521	67 023	70 597

† 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

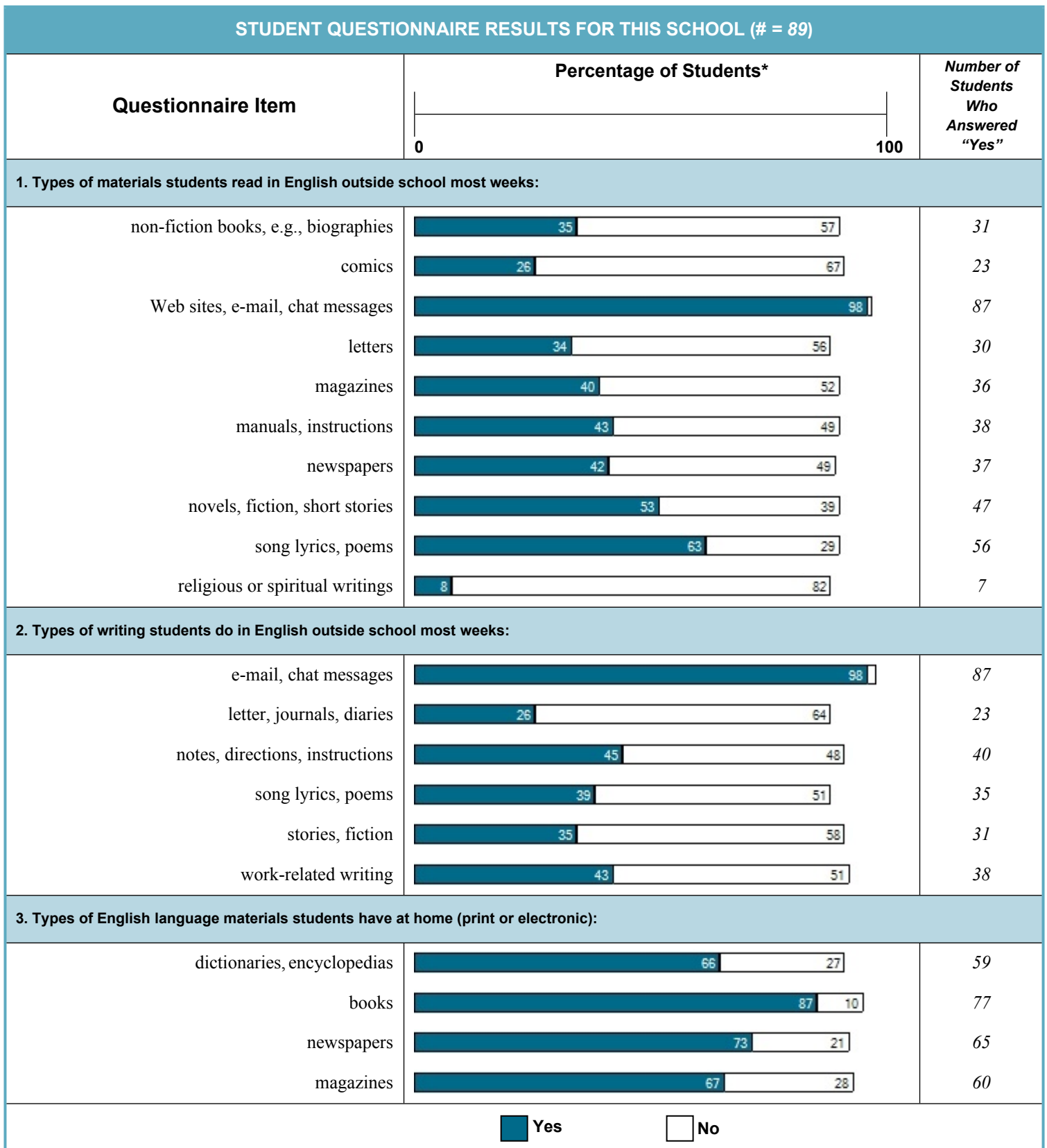


### Number of Fully Participating First-Time Eligible Students†

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	N/R	N/R	51	51	50	54	53	45	53	51
Board	1 145	1 185	1 021	1 076	1 039	1 064	979	998	867	1 038
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 (# = 89)		
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	35	31
more than one hour but less than three hours	28	25
more than three hours but less than five hours	20	18
five hours or more	17	15
<b>5. Number of hours a week students write in English outside school, not including homework:</b>		
one hour or less	40	36
more than one hour but less than three hours	21	19
more than three hours but less than five hours	21	19
five hours or more	17	15
<b>6. How often students use a computer at home for homework:</b>		
don't have a computer at home	16	14
never or hardly ever use a computer for homework	28	25
use a computer once or twice a month for homework	22	20
use a computer once or twice a week for homework	19	17
use a computer almost every day for homework	15	13
<b>7. First language students learned at home was English:</b>		
yes	87	77
no	12	11
<b>8. Language(s) students speak at home:</b>		
only or mostly English	83	74
another language (or other languages) as often as English	10	9
only or mostly another language (or other languages)	4	4

\* 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 (# = 89)	Female* (# = 46)	Male* (# = 43)	All (# = 1 756)	Female* (# = 811)	Male* (# = 945)	All (# = 121 594)	Female* (# = 60 328)	Male* (# = 61 266)
<b>Percentage of students indicating that they</b>									
have a computer at home.	84%	83%	86%	93%	95%	92%	97%	97%	96%
use the computer almost every day for homework.	15%	22%	7%	18%	20%	17%	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	35%	35%	35%	33%	32%	34%	36%	34%	39%
comics	26%	22%	30%	26%	20%	32%	29%	22%	37%
Web sites, e-mail, chat messages	98%	98%	98%	92%	95%	89%	94%	95%	92%
letters	34%	35%	33%	24%	26%	22%	23%	24%	22%
magazines	40%	41%	40%	47%	52%	43%	44%	53%	35%
manuals, instructions	43%	33%	53%	40%	29%	49%	40%	31%	49%
newspapers	42%	28%	56%	31%	29%	33%	32%	31%	34%
novels, fiction, short stories	53%	61%	44%	62%	76%	50%	70%	81%	59%
song lyrics, poems	63%	80%	44%	59%	75%	45%	65%	77%	52%
religious or spiritual writings	8%	9%	7%	12%	13%	12%	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.	37%	43%	30%	39%	47%	32%	38%	43%	32%
<b>Percentage of students indicating that they have the following English language materials at home (print or electronic):</b>									
dictionaries, encyclopedias	66%	78%	53%	76%	77%	75%	80%	82%	78%
books	87%	93%	79%	93%	96%	91%	94%	96%	93%
newspapers	73%	65%	81%	78%	78%	79%	76%	77%	75%
magazines	67%	65%	70%	77%	79%	75%	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	98%	98%	98%	94%	96%	92%	95%	96%	94%
letters, journals, diaries	26%	46%	5%	22%	36%	10%	24%	37%	12%
notes, directions, instructions	45%	39%	51%	46%	50%	43%	49%	53%	46%
song lyrics, poems	39%	54%	23%	30%	39%	21%	32%	39%	24%
stories, fiction	35%	41%	28%	26%	33%	20%	29%	35%	23%
work-related writing	43%	30%	56%	49%	51%	47%	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.	38%	46%	30%	26%	31%	21%	25%	28%	22%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	12%	11%	14%	6%	6%	6%	22%	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	83%	83%	84%	92%	91%	92%	74%	74%	75%
another language (or other languages) as often as English	10%	11%	9%	6%	7%	5%	18%	19%	18%
only or mostly another language (or other languages)	4%	4%	5%	2%	1%	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.