



# School Report

## First-Time Eligible Students



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

**School: John McCrae SS (918954)**

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

On behalf of EQAO, I am pleased to provide you with the results of the 2016 Ontario Secondary School Literacy Test (OSSLT).

This report includes the 2016 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.

Literacy skills are the foundation of all learning. We know that receiving the right attention and support has helped many students who didn't meet the provincial standard in elementary school overcome their early literacy struggles. This support must continue in all schools and school boards if we are to ensure that all students have the basic literacy skills they need to participate fully in society.

EQAO assesses and evaluates important aspects of the quality and effectiveness of elementary and secondary school education.

EQAO provides schools and boards with a wide range of data about their students' achievement, attitudes, behavior and demographics. By intersecting different types of data, schools gain rich insights to help evaluate the effectiveness of their programs and inform improvement planning.

EQAO provides reliable and useful information about student achievement to school communities and all partners in the education system. A thorough evaluation of student achievement requires the review of data from many sources. The information EQAO provides allows schools and boards to have richer discussions about programs and practices, with an eye to improving them to meet their students' needs more effectively.

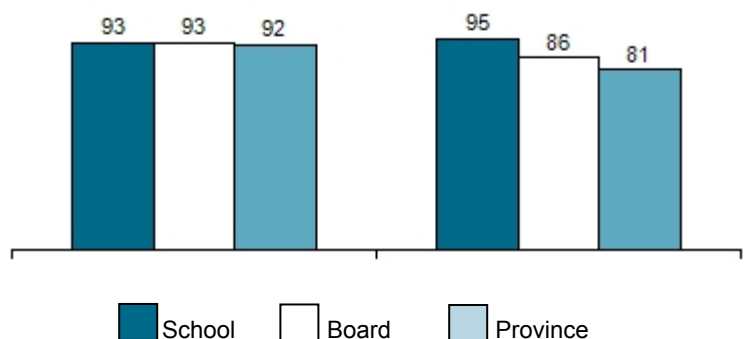
Sincerely,

Bruce Rodrigues  
 Chief Executive Officer  
 Education Quality and Accountability Office

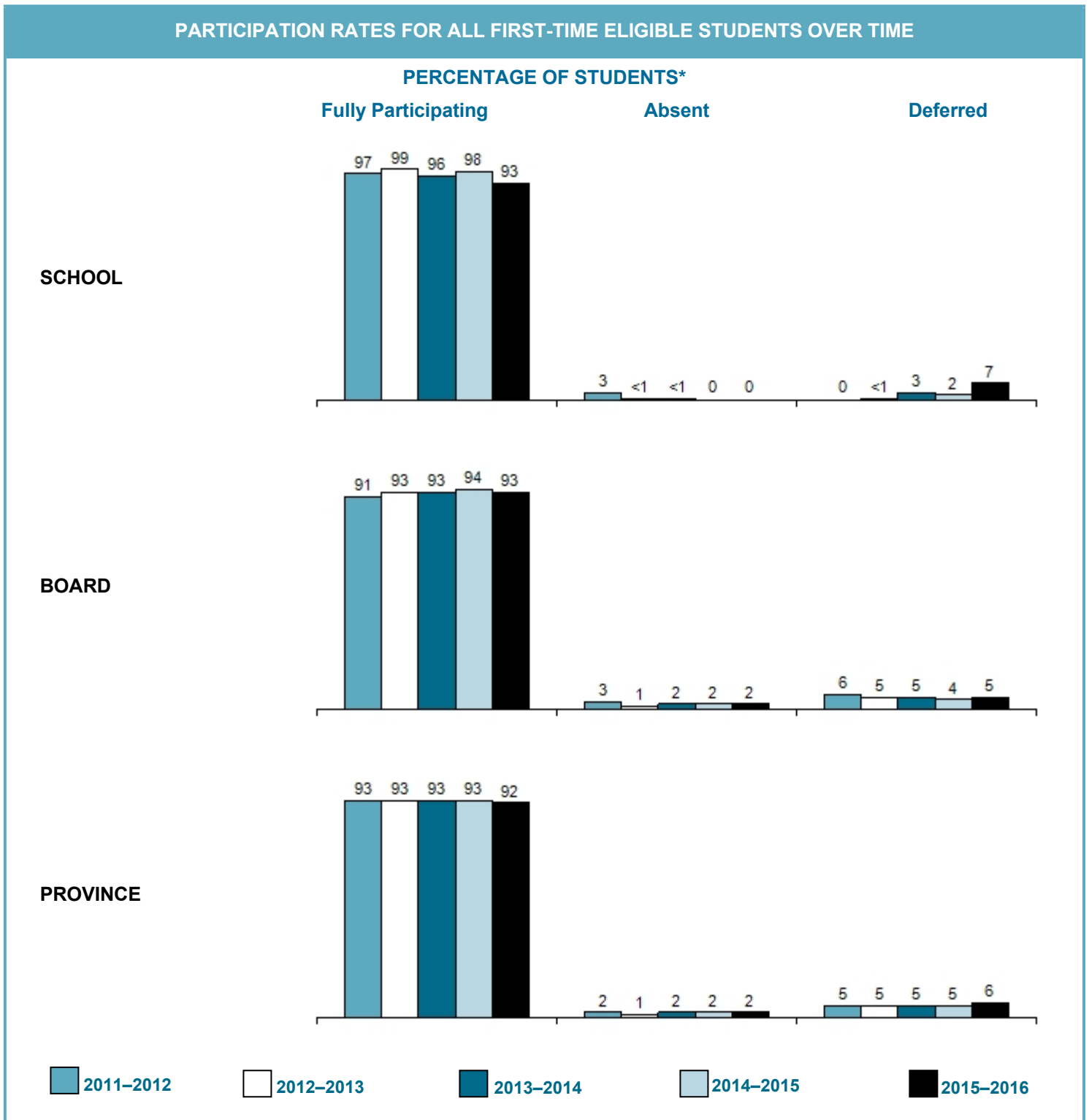
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#### FIRST-TIME ELIGIBLE STUDENTS, 2015–2016: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

**Percentage of Eligible Students Who Participated Fully**      **Percentage of Fully Participating Students Who Were Successful**



# Ontario Secondary School Literacy Test, 2015–2016



	<b>Number of First-Time Eligible Students</b>				
	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>	<u>2015–2016</u>
School	198	221	225	224	224
Board	5 348	5 254	5 279	5 009	5 101
Province	147 306	143 358	141 815	137 620	135 111

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

# Ontario Secondary School Literacy Test, 2015–2016

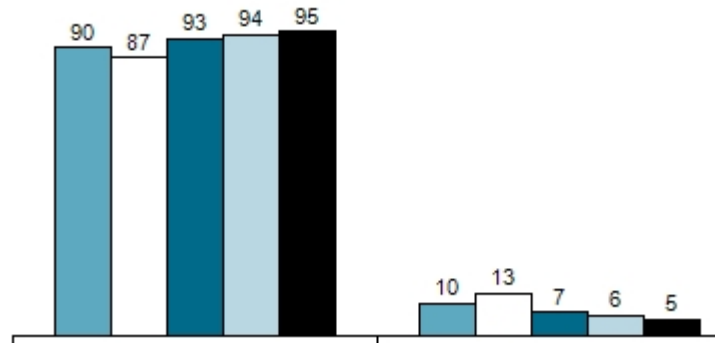
## ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

### PERCENTAGE OF STUDENTS\*

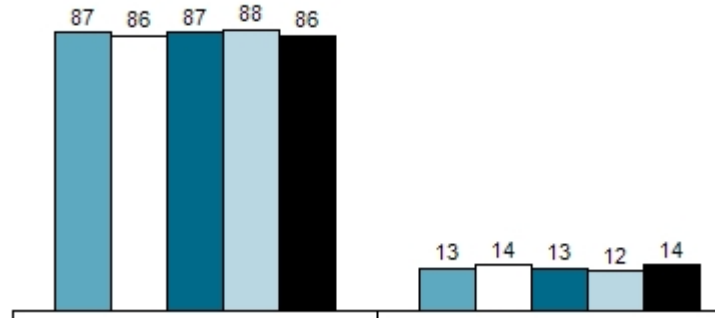
#### Successful

#### Not Successful

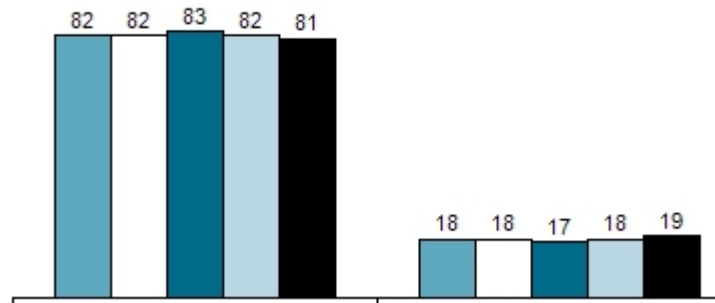
#### SCHOOL



#### BOARD



#### PROVINCE



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

	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>	<u>2015–2016</u>
School	193	219	217	219	209
Board	4 878	4 896	4 901	4 703	4 753
Province	137 002	134 033	131 712	127 867	124 977

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

## Ontario Secondary School Literacy Test, 2015–2016

### 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, 2015–2016

### 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	224		5 101		135 111	
Number of schools with first-time eligible students	n/a		29		788	
Number of students who were exempted	0		27		1 495	
	<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	209	93%	4 753	93%	124 977	92%
Of all first-time eligible students, those who were absent	0	0%	107	2%	2 599	2%
Of all first-time eligible students, those who were deferred	15	7%	241	5%	7 535	6%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	106	47%	2 538	50%	65 907	49%
Male	118	53%	2 563	50%	69 204	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*	19	8%	1 064	21%	9 488	7%
English language learners receiving special provisions**	8	4%	650	14%	5 437	4%
Students with special education needs (excluding gifted)*	51	23%	1 103	22%	25 907	19%
Students with special education needs receiving accommodations (excluding gifted)**	42	20%	926	19%	20 796	17%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	210	94%	4 265	84%	98 153	73%
Applied	12	5%	534	10%	27 678	20%
Locally developed	1	<1%	77	2%	4 372	3%
ESL/ELD	0	0%	152	3%	3 131	2%
Other	1	<1%	73	1%	1 653	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		179	4 522	119 243	
First language learned at home was other than English	44	25%	1 384	31%	28 261	24%
Speak only or mostly English at home	128	72%	2 960	65%	85 699	72%
Speak another language (or other languages) as often as English at home	36	20%	1 061	23%	23 692	20%
Speak only or mostly another language (or other languages) at home	10	6%	430	10%	8 210	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, 2015–2016

## Contextual Information (continued)

	School		Board		Province	
<b>Year Student Entered Current School†</b>						
Year of the assessment	29	13%	523	10%	13 184	10%
1 year prior to the assessment	190	85%	4 567	90%	120 222	89%
2 years prior to the assessment	0	0%	0	0%	297	<1%
3 or more years prior to the assessment	0	0%	2	<1%	2 326	2%
Data not available	5	2%	9	<1%	577	<1%
<b>Year Student Entered Current Board†</b>						
Year of the assessment	21	9%	342	7%	7 364	5%
1 year prior to the assessment	40	18%	665	13%	18 219	13%
2 years prior to the assessment	6	3%	163	3%	6 935	5%
3 or more years prior to the assessment	150	67%	3 901	76%	96 472	71%
Data not available	7	3%	30	1%	7 616	6%

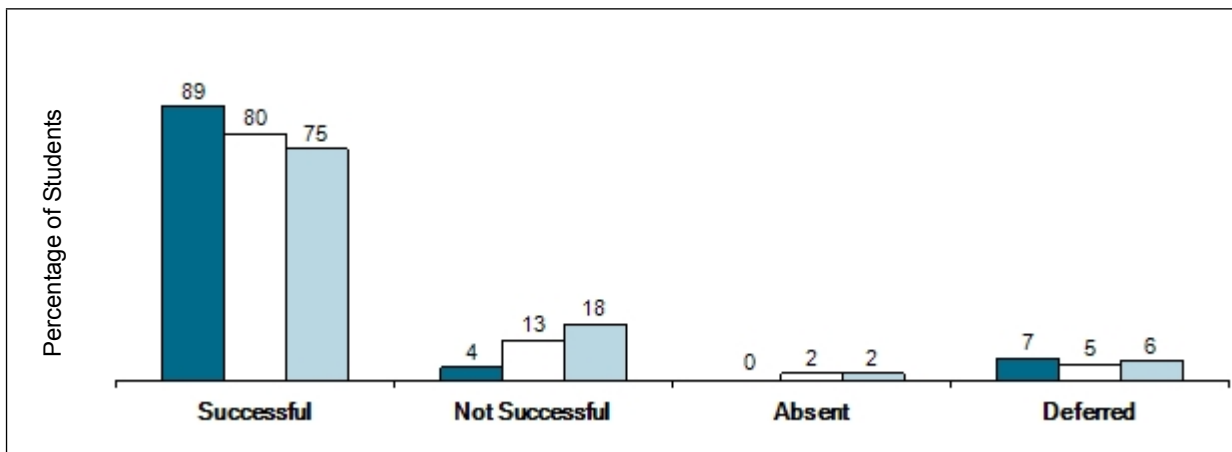
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## Ontario Secondary School Literacy Test, 2015–2016

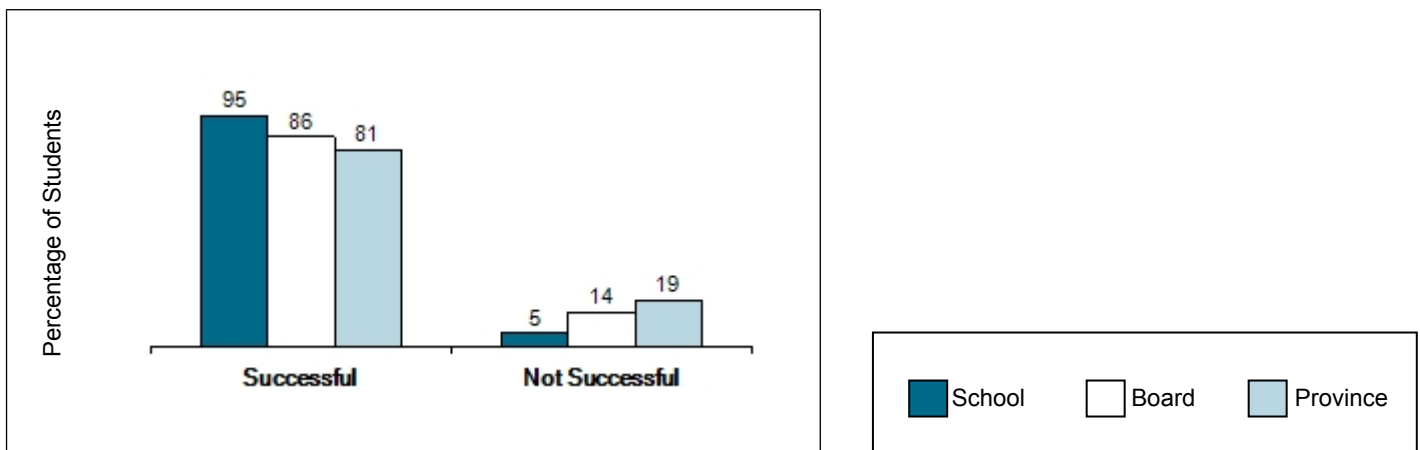
### Results for All Students\*

Results for All Students First-Time Eligible Students							
	All			Fully Participating			
	School # = 224	Board # = 5 101	Province # = 135 111	School # = 209	Board # = 4 753	Province # = 124 977	
Successful	199	89%	80%	75%	95%	86%	81%
Not Successful	10	4%	13%	18%	5%	14%	19%
<b>Fully Participating</b>	<b>209</b>	<b>93%</b>	<b>93%</b>	<b>92%</b>			
Absent	0	0%	2%	2%			
Deferred	15	7%	5%	6%			

### Results for All First-Time Eligible Students\*



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



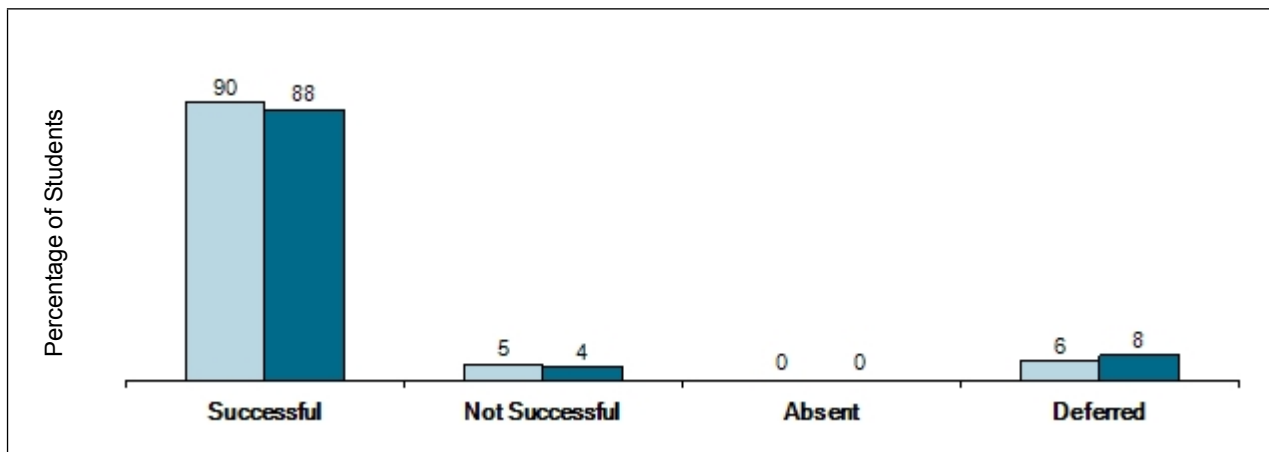
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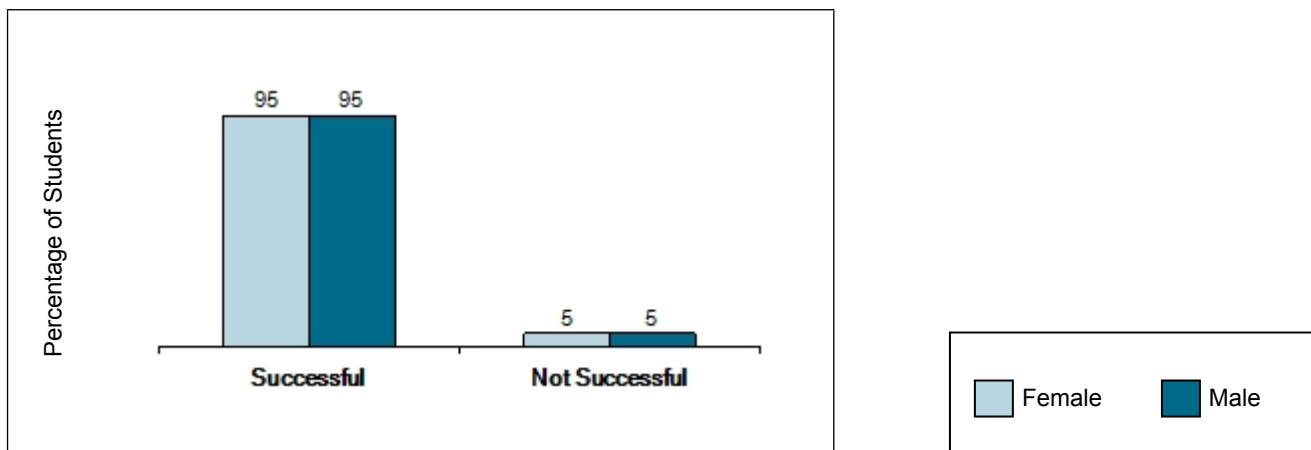
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 106		Male # = 118		Female # = 100	Male # = 109
Successful	95	90%	104	88%	95%	95%
Not Successful	5	5%	5	4%	5%	5%
<b>Fully Participating</b>	<b>100</b>	<b>94%</b>	<b>109</b>	<b>92%</b>		
Absent	0	0%	0	0%		
Deferred	6	6%	9	8%		

### 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.

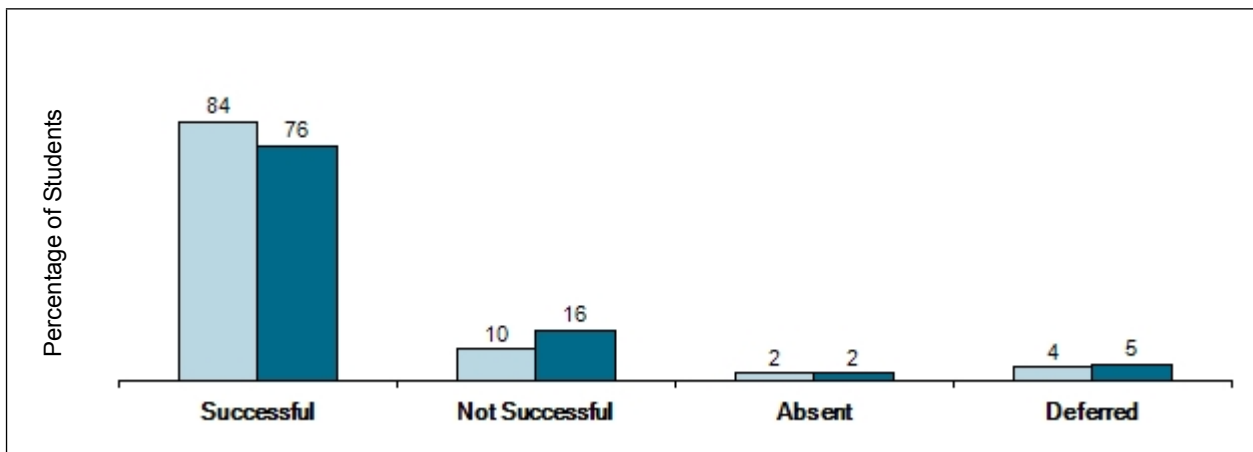


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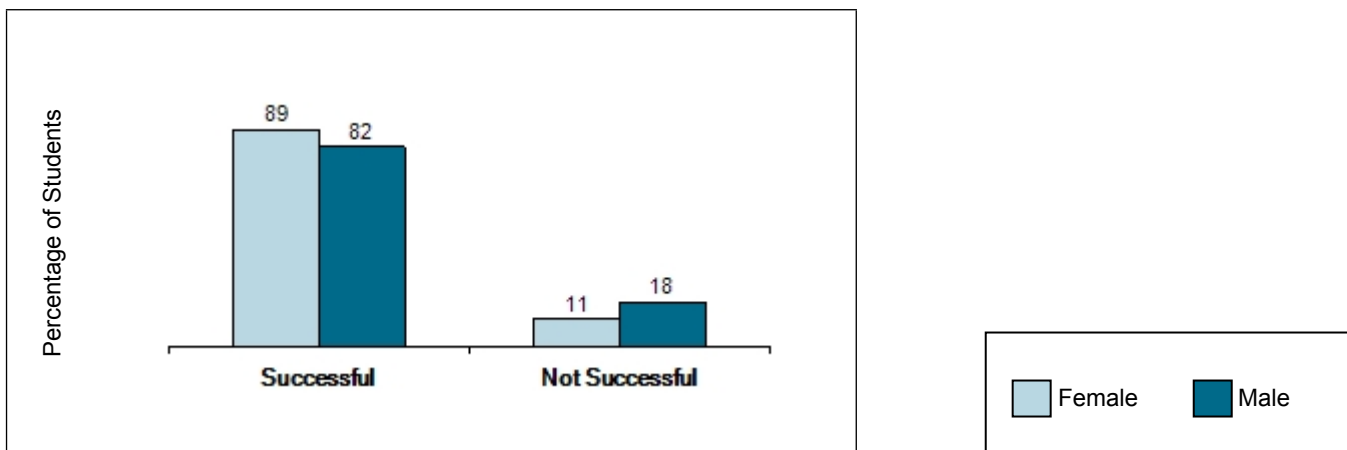
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 2 538		Male # = 2 563		Female # = 2 371	Male # = 2 382
Successful	2 122	84%	1 960	76%	89%	82%
Not Successful	249	10%	422	16%	11%	18%
<b>Fully Participating</b>	<b>2 371</b>	<b>93%</b>	<b>2 382</b>	<b>93%</b>		
Absent	57	2%	50	2%		
Deferred	110	4%	131	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.

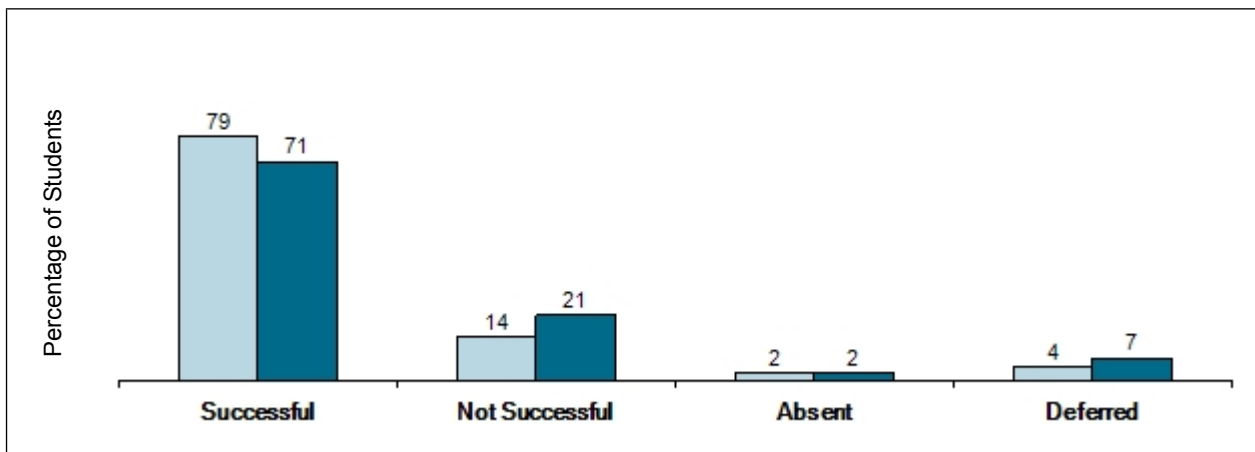
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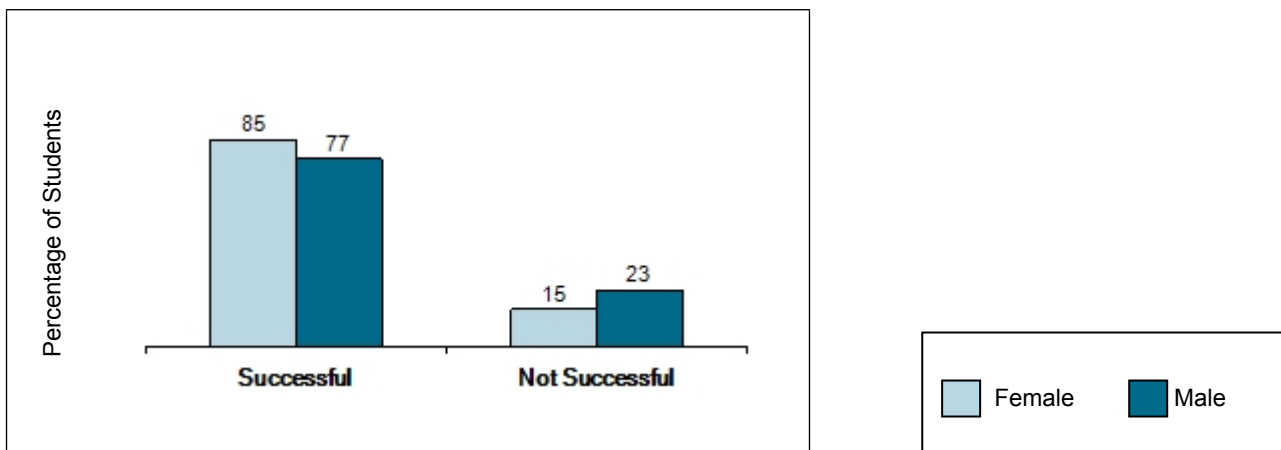
### Provincial Results by Gender\*†

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 65 907		Male # = 69 204		Female # = 61 694	Male # = 63 283
Successful	52 350	79%	48 882	71%	85%	77%
Not Successful	9 344	14%	14 401	21%	15%	23%
<b>Fully Participating</b>	<b>61 694</b>	<b>94%</b>	<b>63 283</b>	<b>91%</b>		
Absent	1 292	2%	1 307	2%		
Deferred	2 921	4%	4 614	7%		

### 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.

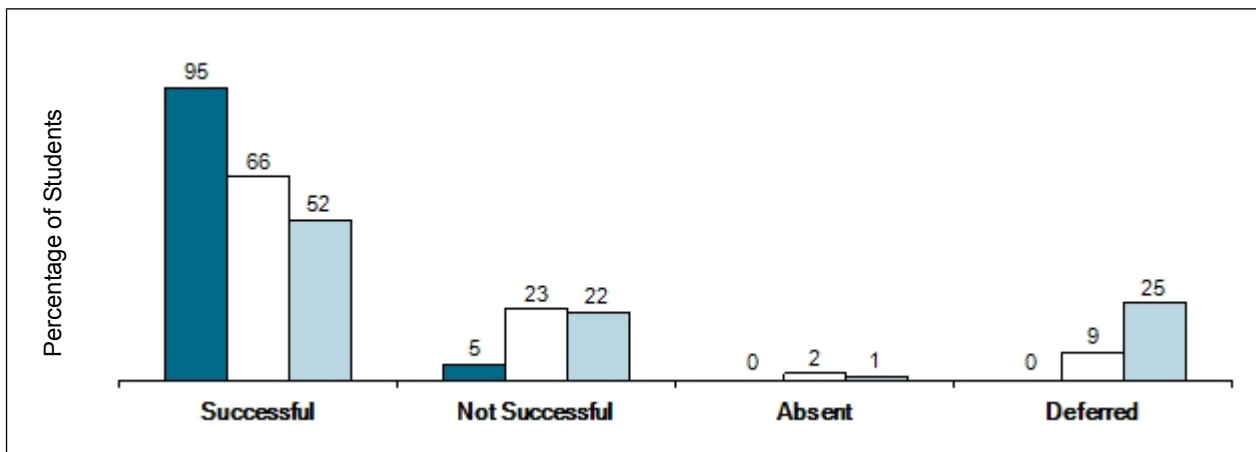
† Includes only students for whom gender data were available.

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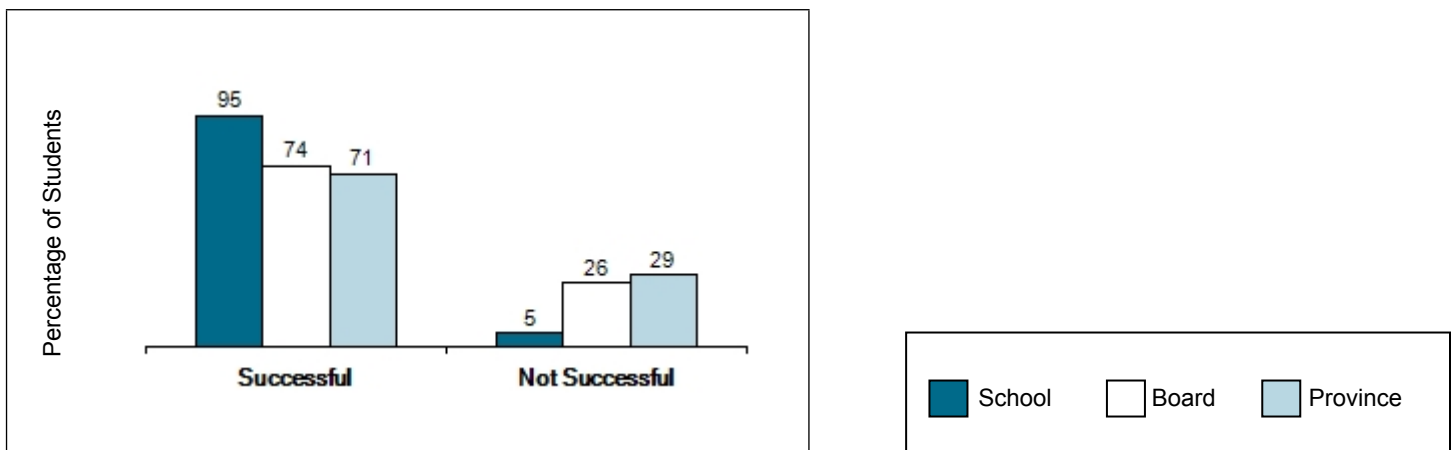
### Results for English Language Learners\*

Results for English Language Learners First-Time Eligible Students							
	All				Fully Participating		
	School # = 19	Board # = 1 064	Province # = 9 488	School # = 19	Board # = 944	Province # = 7 030	
Successful	18	95%	66%	52%	95%	74%	71%
Not Successful	1	5%	23%	22%	5%	26%	29%
<b>Fully Participating</b>	<b>19</b>	<b>100%</b>	<b>89%</b>	<b>74%</b>			
Absent	0	0%	2%	1%			
Deferred	0	0%	9%	25%			

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



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



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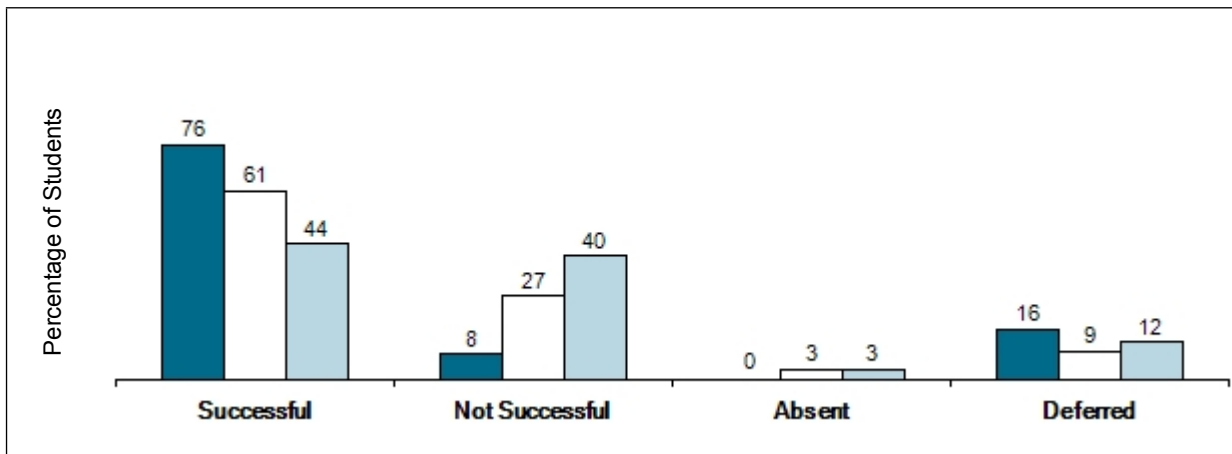
## Ontario Secondary School Literacy Test, 2015–2016

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

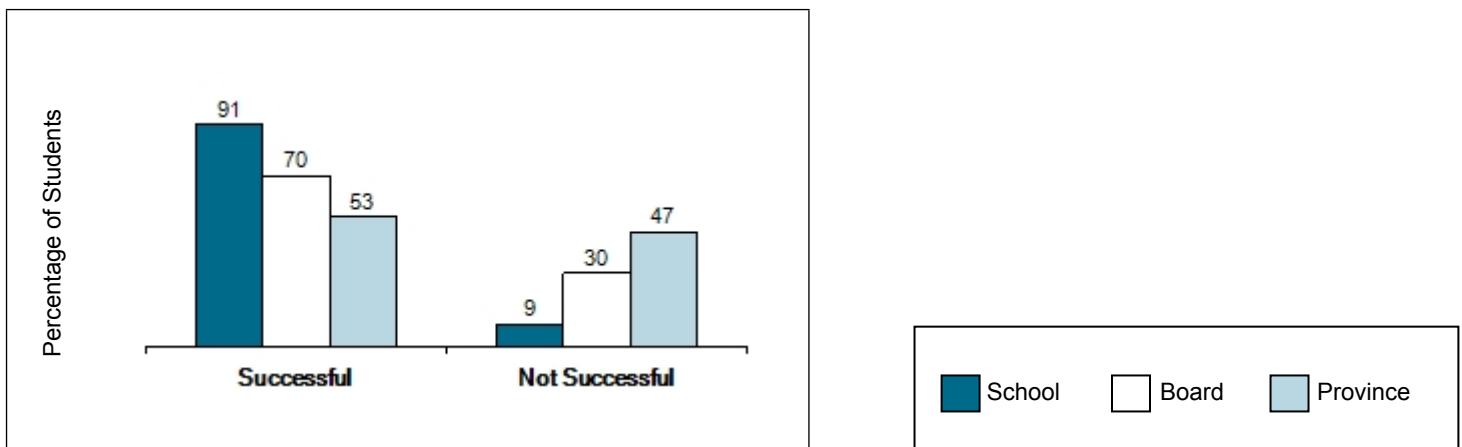
#### Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students

	All			Fully Participating			
	School # = 51	Board # = 1 103	Province # = 25 907	School # = 43	Board # = 972	Province # = 21 952	
Successful	39	76%	61%	44%	91%	70%	53%
Not Successful	4	8%	27%	40%	9%	30%	47%
<b>Fully Participating</b>	<b>43</b>	<b>84%</b>	<b>88%</b>	<b>85%</b>			
Absent	0	0%	3%	3%			
Deferred	8	16%	9%	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)\*



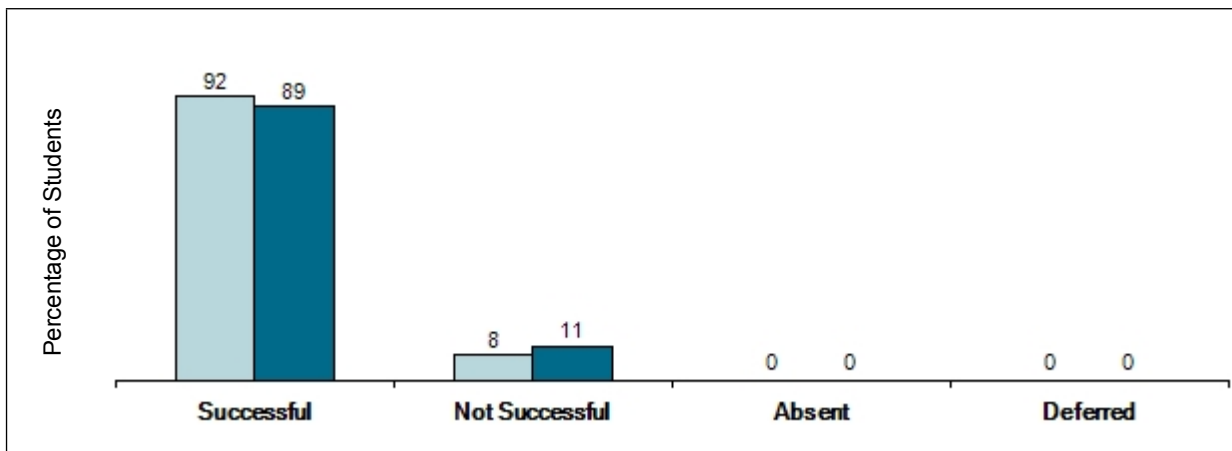
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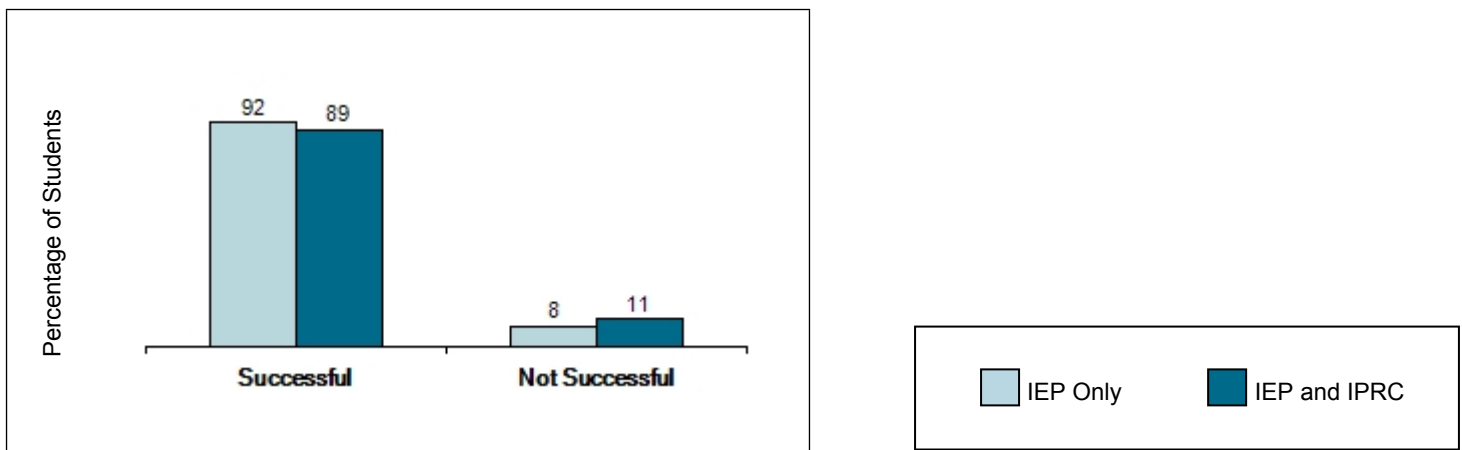
### School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 24		IEP and IPRC # = 18		IEP Only # = 24	IEP and IPRC # = 18
Successful	22	92%	16	89%	92%	89%
Not Successful	2	8%	2	11%	8%	11%
<b>Fully Participating</b>	<b>24</b>	<b>100%</b>	<b>18</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)\*



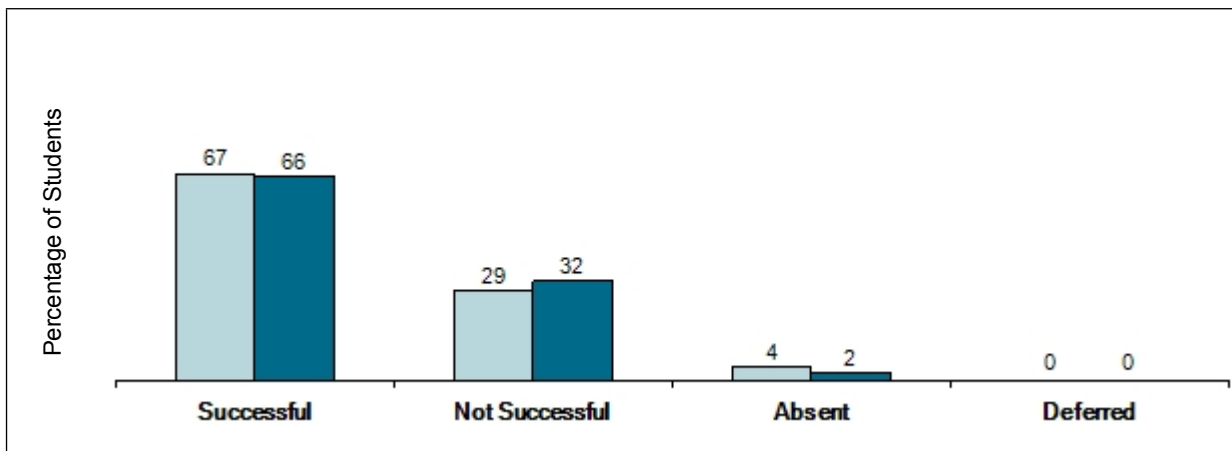
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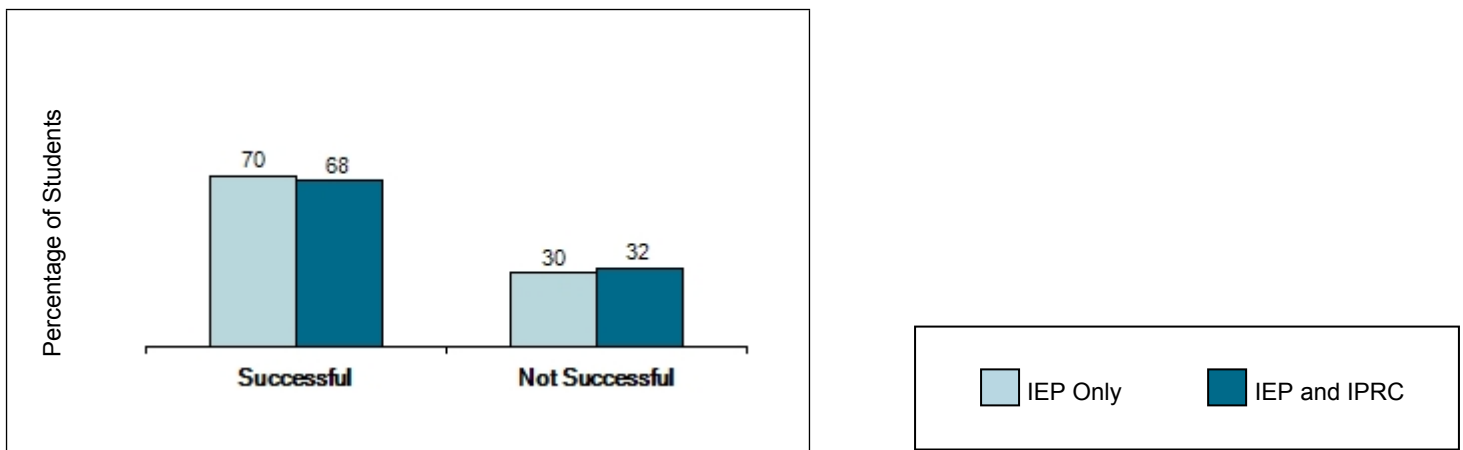
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 599		IEP and IPRC # = 358		IEP Only # = 575	IEP and IPRC # = 351
Successful	402	67%	237	66%	70%	68%
Not Successful	173	29%	114	32%	30%	32%
<b>Fully Participating</b>	<b>575</b>	<b>96%</b>	<b>351</b>	<b>98%</b>		
Absent	24	4%	7	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)\*



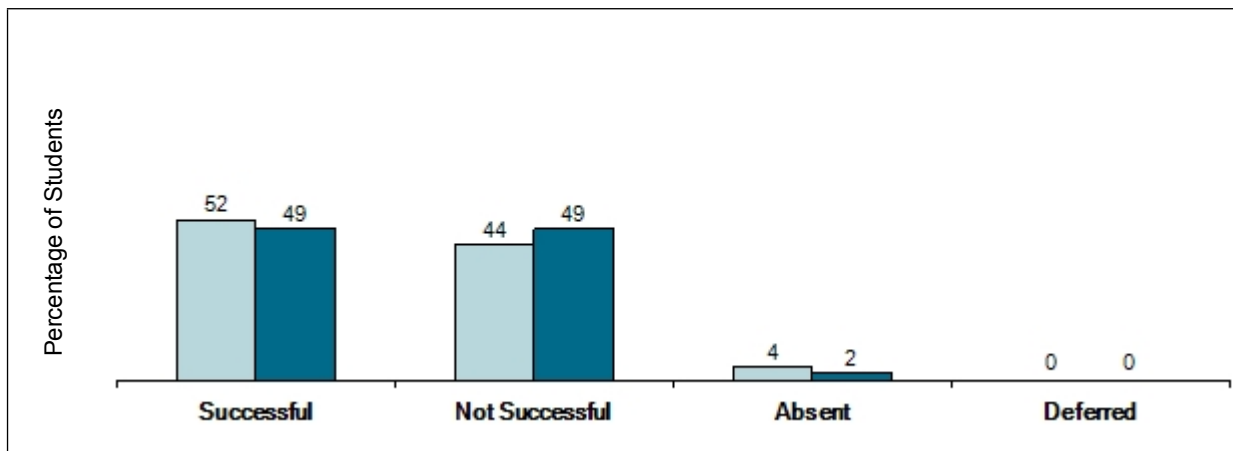
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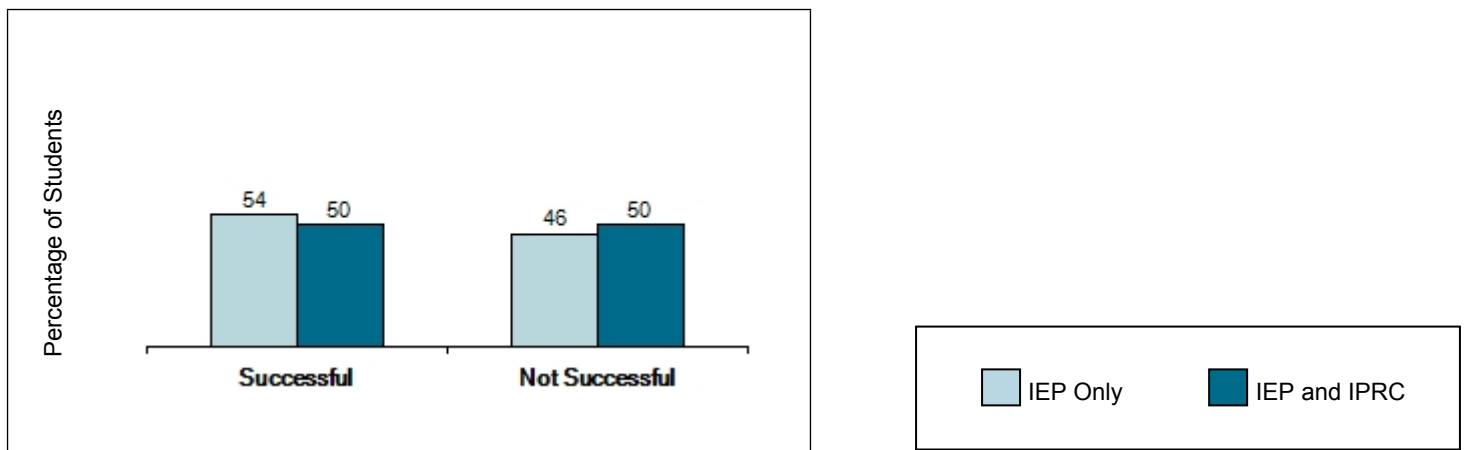
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 9 756		IEP and IPRC # = 11 715		IEP Only # = 9 338	IEP and IPRC # = 11 458
Successful	5 067	52%	5 742	49%	54%	50%
Not Successful	4 271	44%	5 716	49%	46%	50%
<b>Fully Participating</b>	<b>9 338</b>	<b>96%</b>	<b>11 458</b>	<b>98%</b>		
Absent	418	4%	257	2%		
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)\*



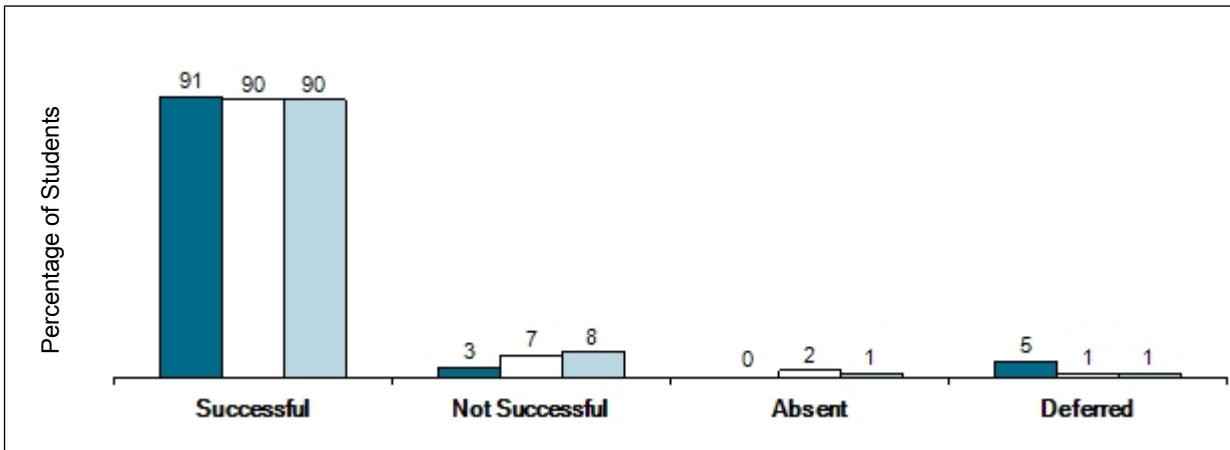
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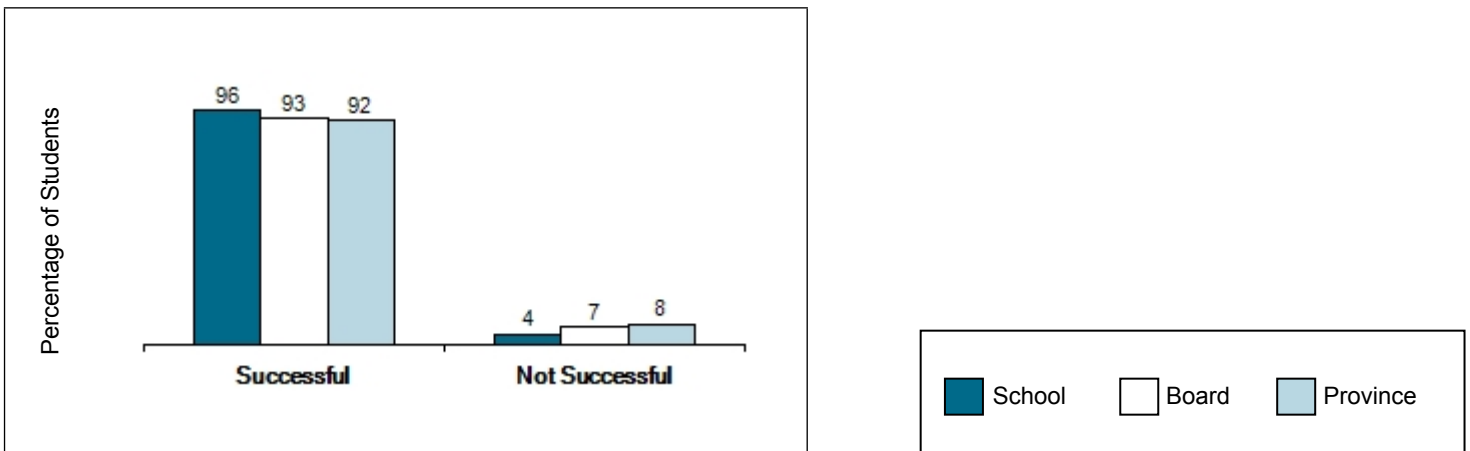
### Results for Students Taking Academic English Course\*

Results for Students Taking Academic English Course First-Time Eligible Students							
	All			Fully Participating			
	School # = 210	Board # = 4 265	Province # = 98 153	School # = 199	Board # = 4 139	Province # = 95 971	
Successful	192	91%	90%	96%	93%	92%	
Not Successful	7	3%	7%	4%	7%	8%	
<b>Fully Participating</b>	<b>199</b>	<b>95%</b>	<b>97%</b>	<b>98%</b>			
Absent	0	0%	2%	1%			
Deferred	11	5%	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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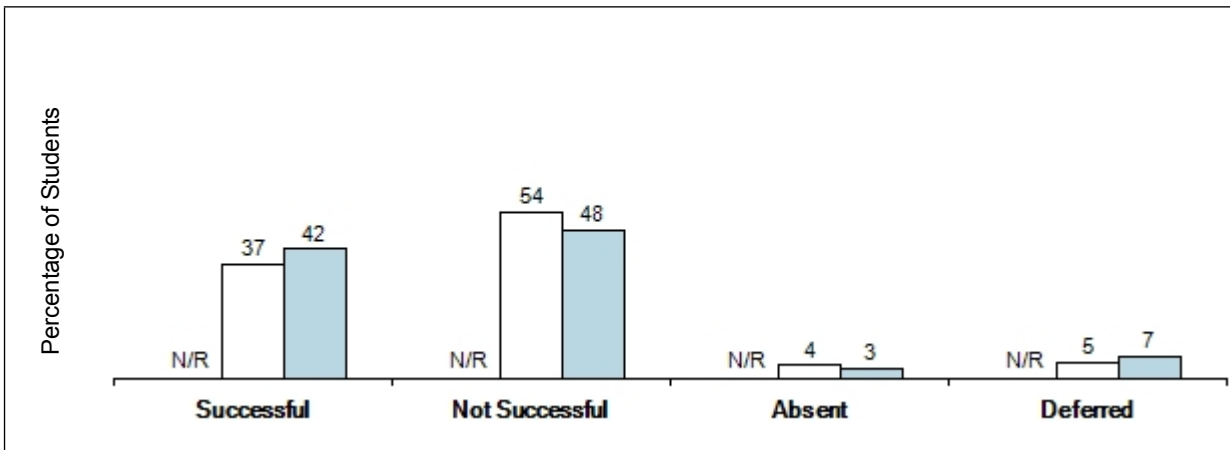


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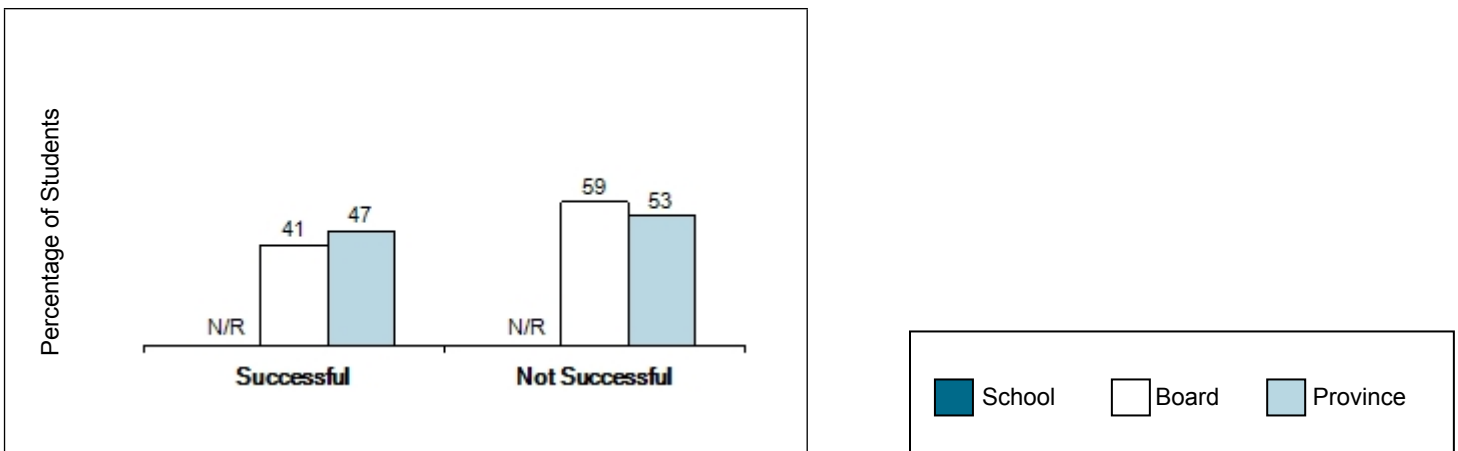
### Results for Students Taking Applied English Course\*

Results for Students Taking Applied English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 534	Province # = 27 678	School # = N/R	Board # = 482	Province # = 24 772
Successful	N/R	N/R	37%	42%	N/R	41%
Not Successful	N/R	N/R	54%	48%	N/R	59%
<b>Fully Participating</b>	N/R	N/R	<b>90%</b>	<b>90%</b>		
Absent	N/R	N/R	4%	3%		
Deferred	N/R	N/R	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\*



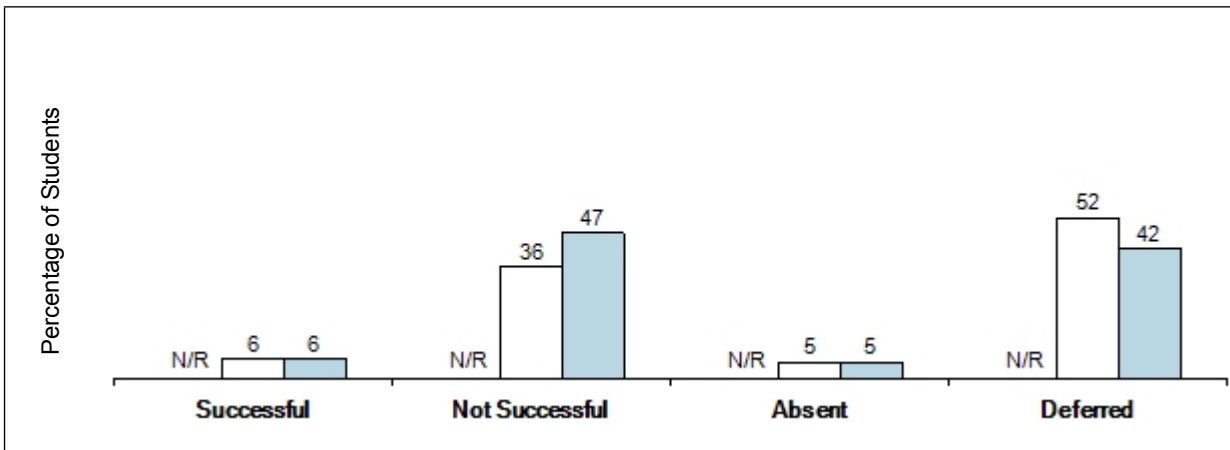
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2015–2016

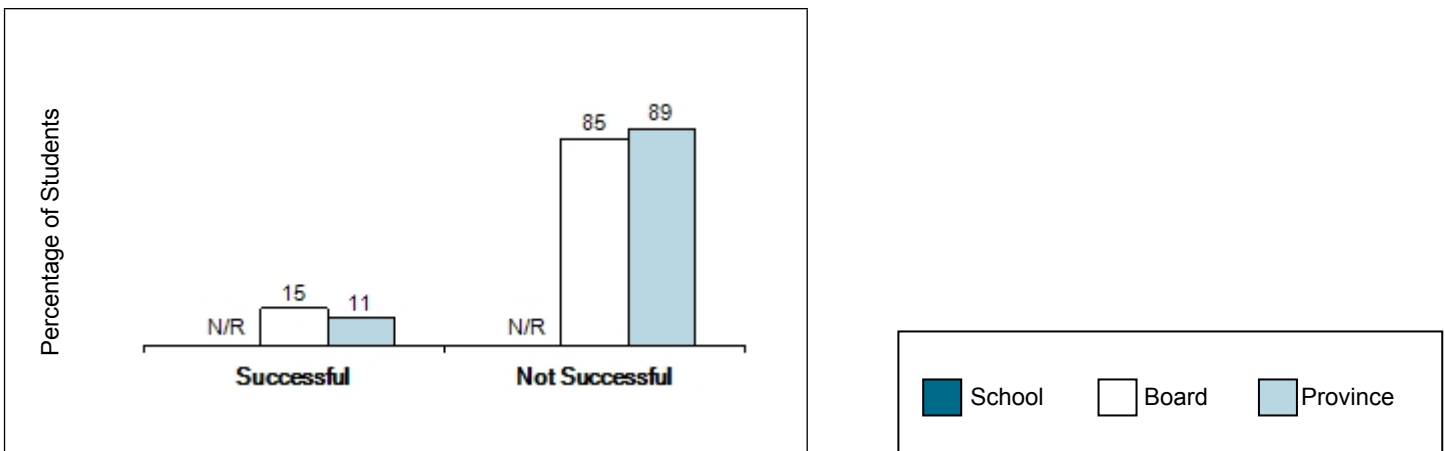
### Results for Students Taking Locally Developed English Course\*

	Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All				Fully Participating		
	School # = N/R	Board # = 77	Province # = 4 372	School # = N/R	Board # = 33	Province # = 2 307	
Successful	N/R	N/R	6%	6%	N/R	15%	11%
Not Successful	N/R	N/R	36%	47%	N/R	85%	89%
<b>Fully Participating</b>	N/R	N/R	43%	53%			
Absent	N/R	N/R	5%	5%			
Deferred	N/R	N/R	52%	42%			

### 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\*



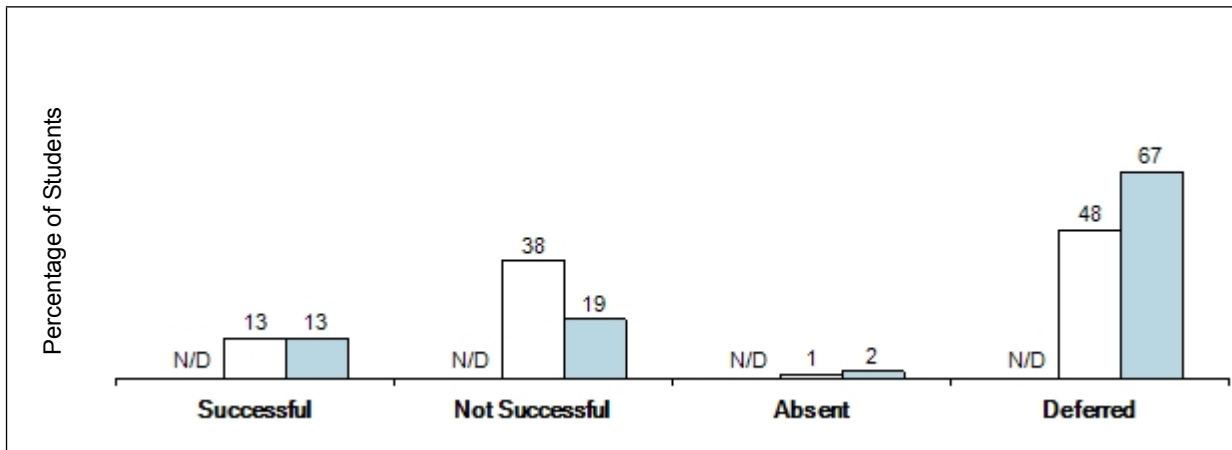
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2015–2016

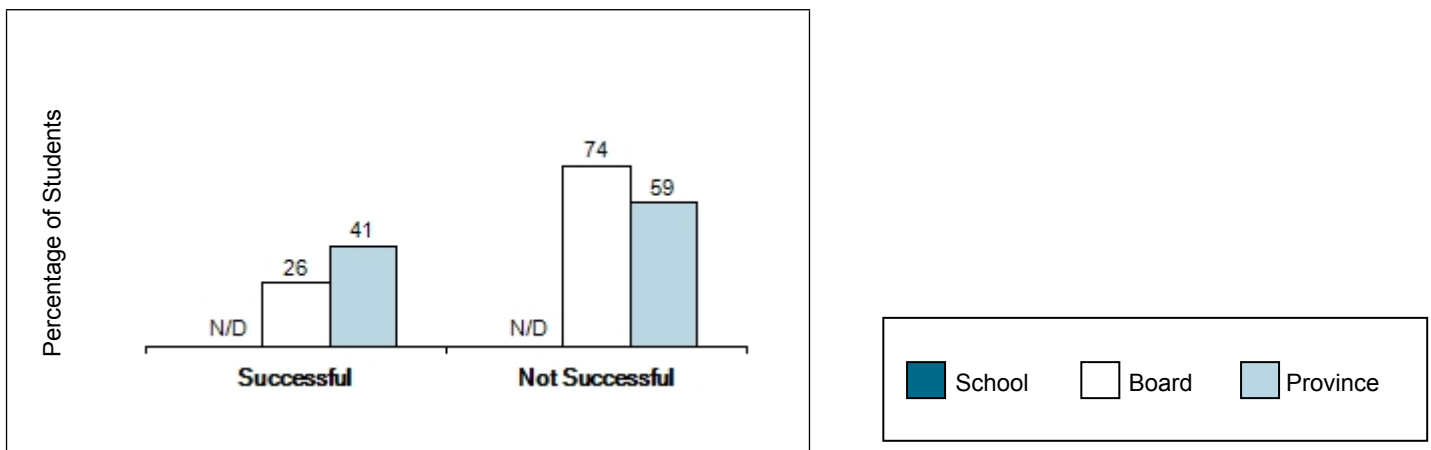
### Results for Students Taking ESL/ELD Course\*

Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All				Fully Participating	
	School # = N/D	Board # = 152	Province # = 3 131	School # = N/D	Board # = 77	Province # = 991
Successful	N/D	N/D	13%	13%	N/D	41%
Not Successful	N/D	N/D	38%	19%	N/D	59%
<b>Fully Participating</b>	N/D	N/D	51%	32%		
Absent	N/D	N/D	1%	2%		
Deferred	N/D	N/D	48%	67%		

### 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, 2015–2016

### Contextual Information over Time

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

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
<b>Enrolment</b>					
Number of first-time eligible students	198	221	225	224	224
Number of students who were exempted	0	0	0	0	0
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	97%	99%	96%	98%	93%
Of all first-time eligible students, those who were absent	3%	<1%	<1%	0%	0%
Of all first-time eligible students, those who were deferred	0%	<1%	3%	2%	7%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	47%	50%	51%	45%	47%
Male	53%	50%	49%	55%	53%
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*	6%	3%	4%	8%	8%
English language learners receiving special provisions**	6%	2%	0%	0%	4%
Students with special education needs (excluding gifted)*	19%	14%	18%	21%	23%
Students with special education needs receiving accommodations (excluding gifted)**	16%	13%	18%	22%	20%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	87%	85%	86%	87%	94%
Applied	12%	13%	12%	13%	5%
Locally developed	0%	2%	1%	0%	<1%
ESL/ELD	0%	0%	0%	0%	0%
Other	2%	1%	1%	0%	<1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	193	214	212	205	179
First language learned at home was other than English	18%	19%	14%	23%	25%
Speak only or mostly English at home	79%	79%	82%	76%	72%
Speak another language (or other languages) as often as English at home	15%	16%	14%	17%	20%
Speak only or mostly another language (or other languages) at home	5%	6%	4%	5%	6%

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

\* See Explanation of Terms.

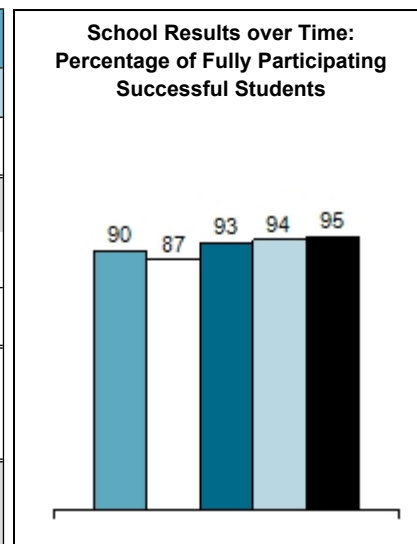
\*\* Percentages are based on fully participating students.

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

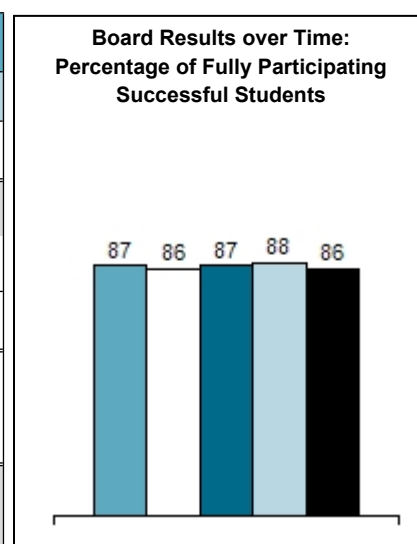
# Ontario Secondary School Literacy Test, 2015–2016

## Results over Time, 2011–2012 to 2015–2016

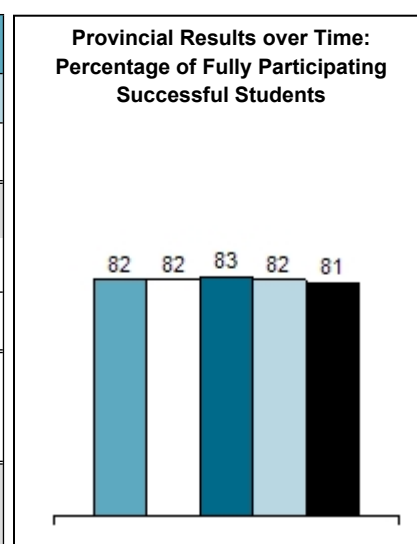
School Results over Time*										
	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
<i>All Students</i>	198		221		225		224		224	
<b>Successful (all)</b>	174	88%	191	86%	201	89%	206	92%	199	89%
Not Successful	19	10%	28	13%	16	7%	13	6%	10	4%
<b>Fully Participating</b>	193	97%	219	99%	217	96%	219	98%	209	93%
Absent	5	3%	1	<1%	1	<1%	0	0%	0	0%
Deferred	0	0%	1	<1%	7	3%	5	2%	15	7%
<b>Fully Participating Successful</b>	174	90%	191	87%	201	93%	206	94%	199	95%



Board Results over Time*										
	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
<i>All Students</i>	5 348		5 254		5 279		5 009		5 101	
<b>Successful (all)</b>	4 237	79%	4 225	80%	4 285	81%	4 118	82%	4 082	80%
Not Successful	641	12%	671	13%	616	12%	585	12%	671	13%
<b>Fully Participating</b>	4 878	91%	4 896	93%	4 901	93%	4 703	94%	4 753	93%
Absent	145	3%	72	1%	96	2%	83	2%	107	2%
Deferred	325	6%	286	5%	282	5%	223	4%	241	5%
<b>Fully Participating Successful</b>	4 237	87%	4 225	86%	4 285	87%	4 118	88%	4 082	86%



Provincial Results over Time*										
	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
<i>All Students</i>	147 306		143 358		141 815		137 620		135 111	
<b>Successful (all)</b>	112 717	77%	110 162	77%	108 914	77%	105 309	77%	101 232	75%
Not Successful	24 285	16%	23 871	17%	22 798	16%	22 558	16%	23 745	18%
<b>Fully Participating</b>	137 002	93%	134 033	93%	131 712	93%	127 867	93%	124 977	92%
Absent	2 966	2%	2 059	1%	2 521	2%	2 603	2%	2 599	2%
Deferred	7 338	5%	7 266	5%	7 582	5%	7 150	5%	7 535	6%
<b>Fully Participating Successful</b>	112 717	82%	110 162	82%	108 914	83%	105 309	82%	101 232	81%



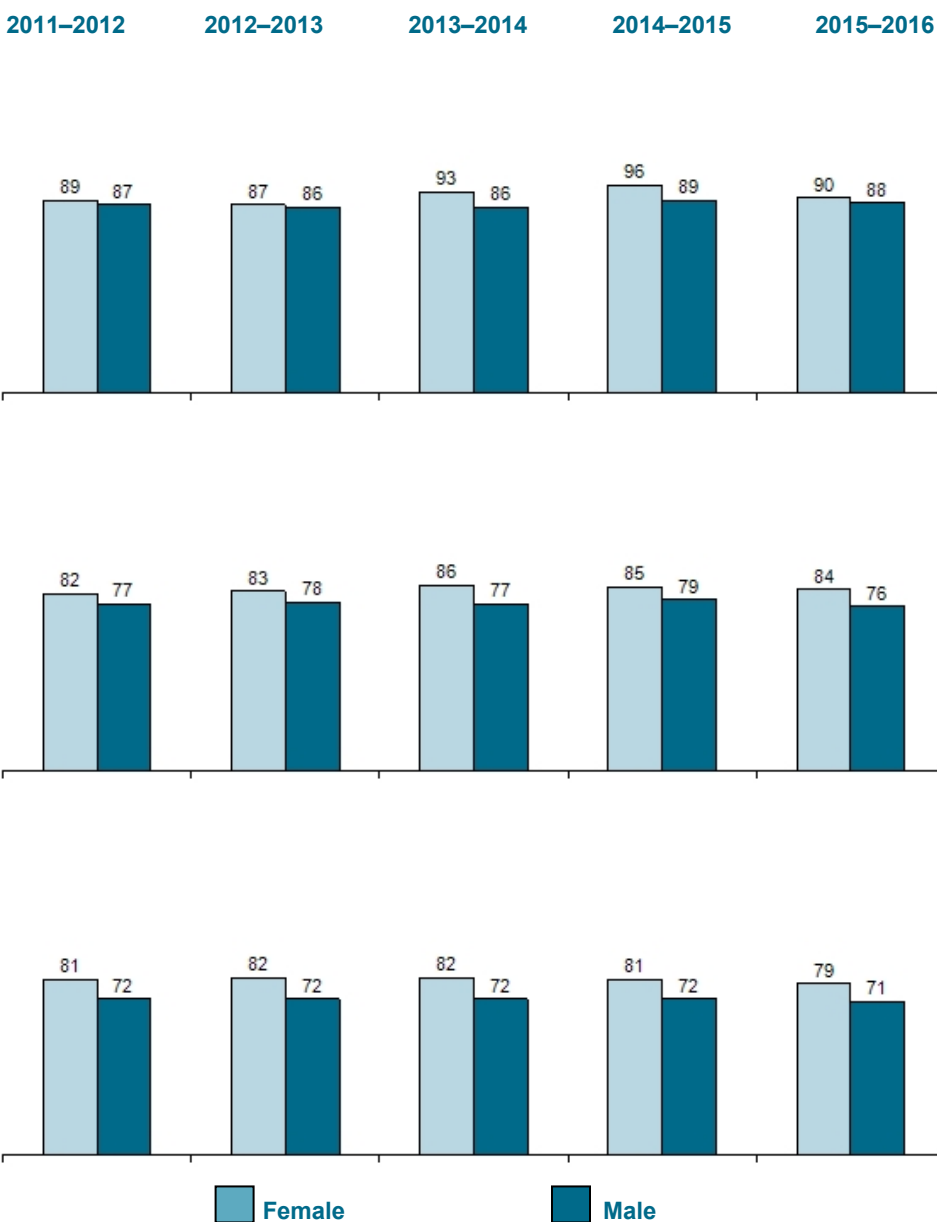
\* Percentages in tables may not add up to 100, due to rounding.

■ '12 □ '13 ■ '14 □ '15 ■ '16

# Ontario Secondary School Literacy Test, 2015–2016

## 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†

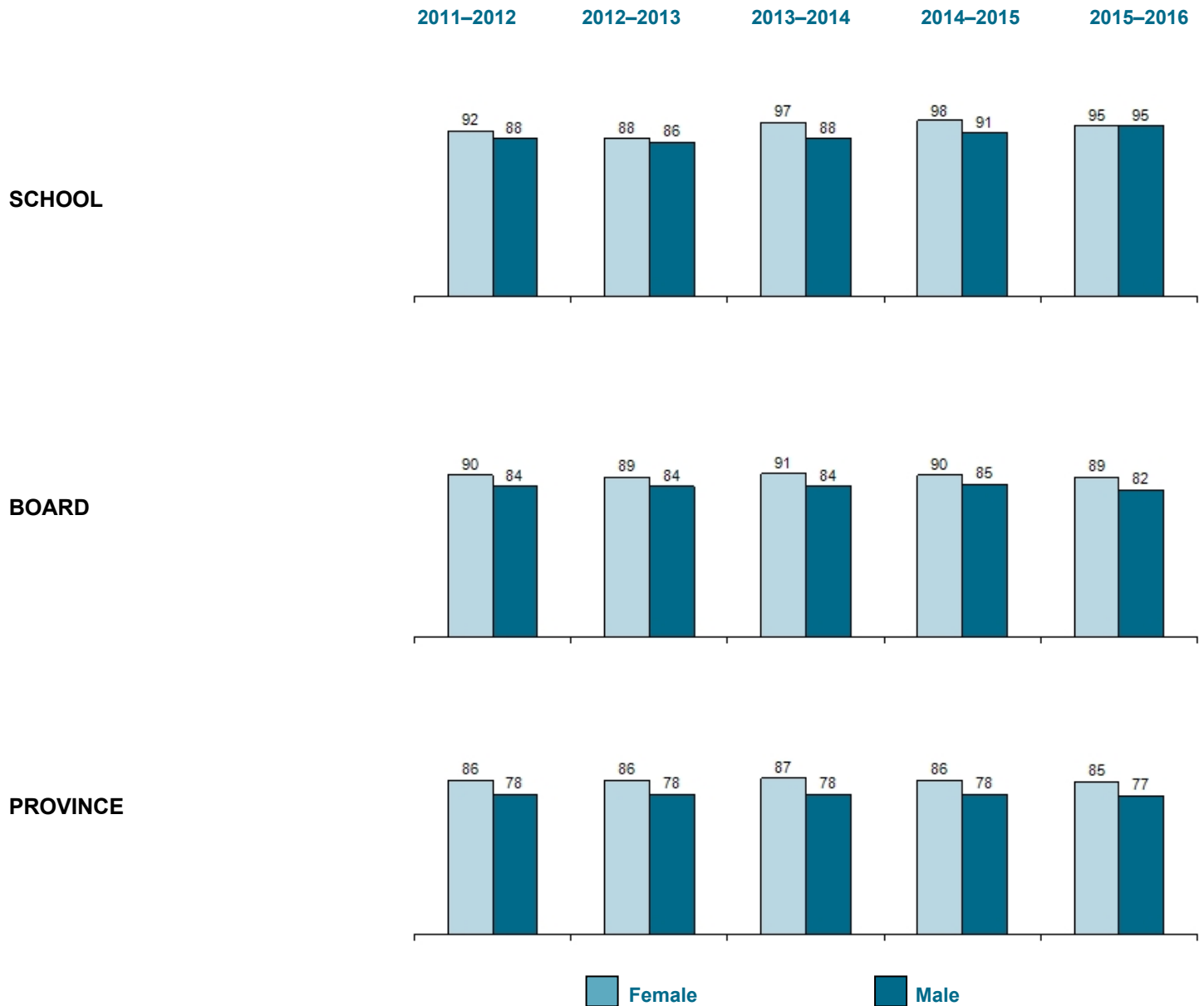
	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	94	104	110	111	114	111	100	124	106	118
Board	2 601	2 747	2 637	2 617	2 556	2 723	2 472	2 537	2 538	2 563
Province	71 934	75 370	70 092	73 260	69 290	72 521	67 023	70 597	65 907	69 204

† Includes only students for whom gender data were available.

# Ontario Secondary School Literacy Test, 2015–2016

## 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†

	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	91	102	109	110	109	108	98	121	100	109
Board	2 380	2 498	2 469	2 427	2 398	2 503	2 334	2 369	2 371	2 382
Province	67 631	69 369	66 262	67 765	65 018	66 692	62 936	64 931	61 694	63 283

† Includes only students for whom gender data were available.

# Ontario Secondary School Literacy Test, 2015–2016

## STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 179)

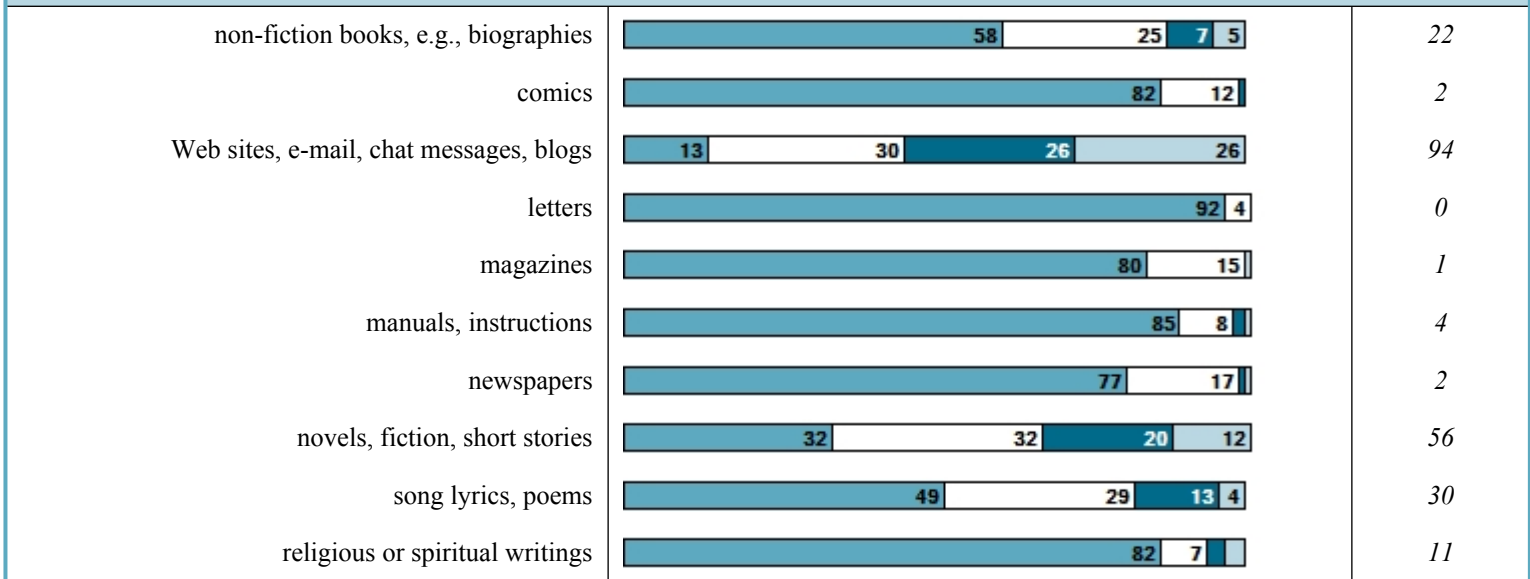


### TYPES OF MATERIALS STUDENTS READ IN ENGLISH

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

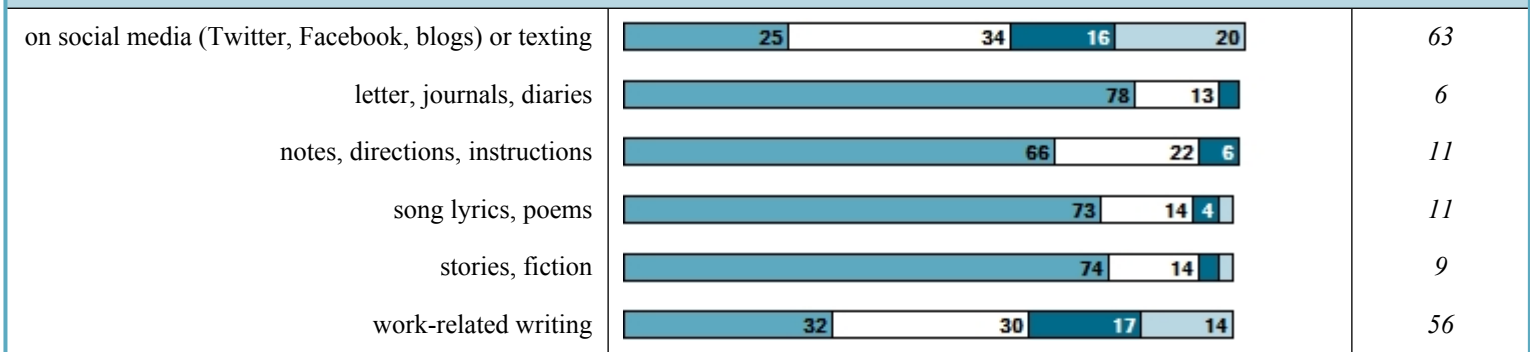
Percentage of Students\*

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



### TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH

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



\* Percentages may not add up to 100, due to rounding or to ambiguous or blank responses. Where there is no number in a bar, the percentage of responses is smaller than four.



# Ontario Secondary School Literacy Test, 2015–2016

## STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 179)

HOME COMPUTER USE		Percentage of Students*	Number of students
<b>3. Indicate how often you use a computer at home for homework (choose one only).</b>			
I don't have a computer at home		1	2
I never or hardly ever use the computer for homework		2	4
I use the computer once or twice a month for homework		3	5
I use the computer once or twice a week for homework		40	71
I use the computer almost every day for homework		51	92
<b>LANGUAGE BACKGROUND</b>			
<b>4. Is English the first language you learned at home?</b>			
yes		74	133
no		25	44
<b>5. What languages do you speak at home (choose one only)?</b>			
only or mostly English		72	128
another language (or other languages) as often as English		20	36
only or mostly another language (or other languages)		6	10
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No		
<b>TYPES OF ENGLISH LANGUAGE-MATERIALS STUDENTS HAVE AT HOME</b>		Percentage of Students*	Number of students who answered "Yes"
<b>6. Indicate what English-language materials you have at home (print or electronic).</b>			
dictionaries, encyclopedias		85 11	152
books		96 4	171
newspapers		77 18	138
magazines		77 20	137

\* Percentages may not add up to 100, due to rounding or to ambiguous or blank responses. Where there is no number in a bar, the percentage of responses is smaller than four.

# Ontario Secondary School Literacy Test, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 179)	Female* (# = 87)	Male* (# = 92)	All (# = 4 522)	Female* (# = 2 287)	Male* (# = 2 235)	All (# = 119 243)	Female* (# = 59 376)	Male* (# = 59 867)
<b>HOME COMPUTER USE</b>									
Percentage of students indicating that they									
have a computer at home.	96%	97%	96%	97%	97%	97%	96%	96%	95%
use the computer almost every day for homework.	51%	56%	47%	44%	46%	42%	33%	34%	32%
<b>TYPES OF MATERIALS STUDENTS READ IN ENGLISH</b>									
Indicate how much time you spend reading in English outside school most weeks (print or electronic).									
Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”									
non-fiction books, e.g., biographies	12%	10%	14%	14%	14%	14%	13%	14%	12%
comics	1%	0%	2%	5%	5%	5%	5%	4%	6%
Web sites, e-mail, chat messages, blogs	53%	55%	50%	57%	61%	52%	57%	64%	51%
letters	0%	0%	0%	1%	1%	1%	1%	1%	1%
magazines	1%	0%	1%	2%	1%	2%	2%	2%	2%
manuals, instructions	2%	0%	4%	2%	1%	3%	2%	1%	3%
newspapers	1%	1%	1%	3%	2%	4%	3%	2%	3%
novels, fiction, short stories	31%	41%	22%	30%	40%	21%	27%	37%	18%
song lyrics, poems	17%	22%	12%	19%	23%	14%	22%	27%	17%
religious or spiritual writings	6%	9%	3%	5%	5%	5%	5%	5%	5%
<b>TYPES OF ENGLISH LANGUAGE-MATERIALS STUDENTS HAVE AT HOME</b>									
Indicate what English-language materials you have at home (print or electronic).									
Percentage of students									
dictionaries, encyclopedias	85%	90%	80%	89%	90%	88%	84%	85%	83%
books	96%	97%	95%	96%	97%	96%	95%	97%	94%
newspapers	77%	83%	72%	76%	76%	75%	78%	78%	77%
magazines	77%	79%	74%	74%	76%	71%	71%	73%	68%
<b>TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH</b>									
Indicate how much time you spend outside school most weeks writing									
Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”									
on social media (Twitter, Facebook, blogs) or texting	35%	49%	22%	45%	53%	37%	49%	57%	41%
letters, journals, diaries	3%	7%	0%	5%	8%	2%	4%	7%	2%
notes, directions, instructions	6%	5%	8%	6%	7%	5%	6%	7%	5%
song lyrics, poems	6%	7%	5%	8%	9%	7%	10%	11%	8%
stories, fiction	5%	8%	2%	9%	13%	6%	8%	12%	5%
work-related writing	31%	34%	28%	35%	41%	30%	27%	32%	22%

\* Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2015–2016

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All (# = 179)	Female* (# = 87)	Male* (# = 92)	All (# = 4 522)	Female* (# = 2 287)	Male* (# = 2 235)	All (# = 119 243)	Female* (# = 59 376)	Male* (# = 59 867)
<b>LANGUAGE BACKGROUND</b>									
Percentage of students indicating that the first language they learned at home was									
other than English.	<b>25%</b>	29%	21%	<b>31%</b>	30%	31%	<b>24%</b>	24%	23%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	<b>72%</b>	70%	73%	<b>65%</b>	65%	66%	<b>72%</b>	71%	72%
another language (or other languages) as often as English	<b>20%</b>	21%	20%	<b>23%</b>	24%	23%	<b>20%</b>	21%	19%
only or mostly another language (or other languages)	<b>6%</b>	6%	5%	<b>10%</b>	9%	10%	<b>7%</b>	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, 2015–2016

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