



School Report

First-Time Eligible Students



Ontario Secondary School Literacy Test, 2014–2015

School: Loyalist C & VI (924130)

Board: Limestone DSB (66206)

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

This report includes the 2015 results as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information, which provides context for interpreting the achievement results.

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

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

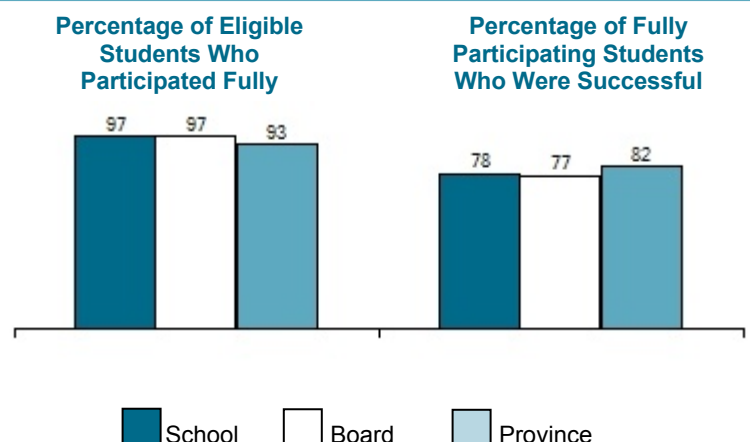
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to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

Sincerely,

Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office

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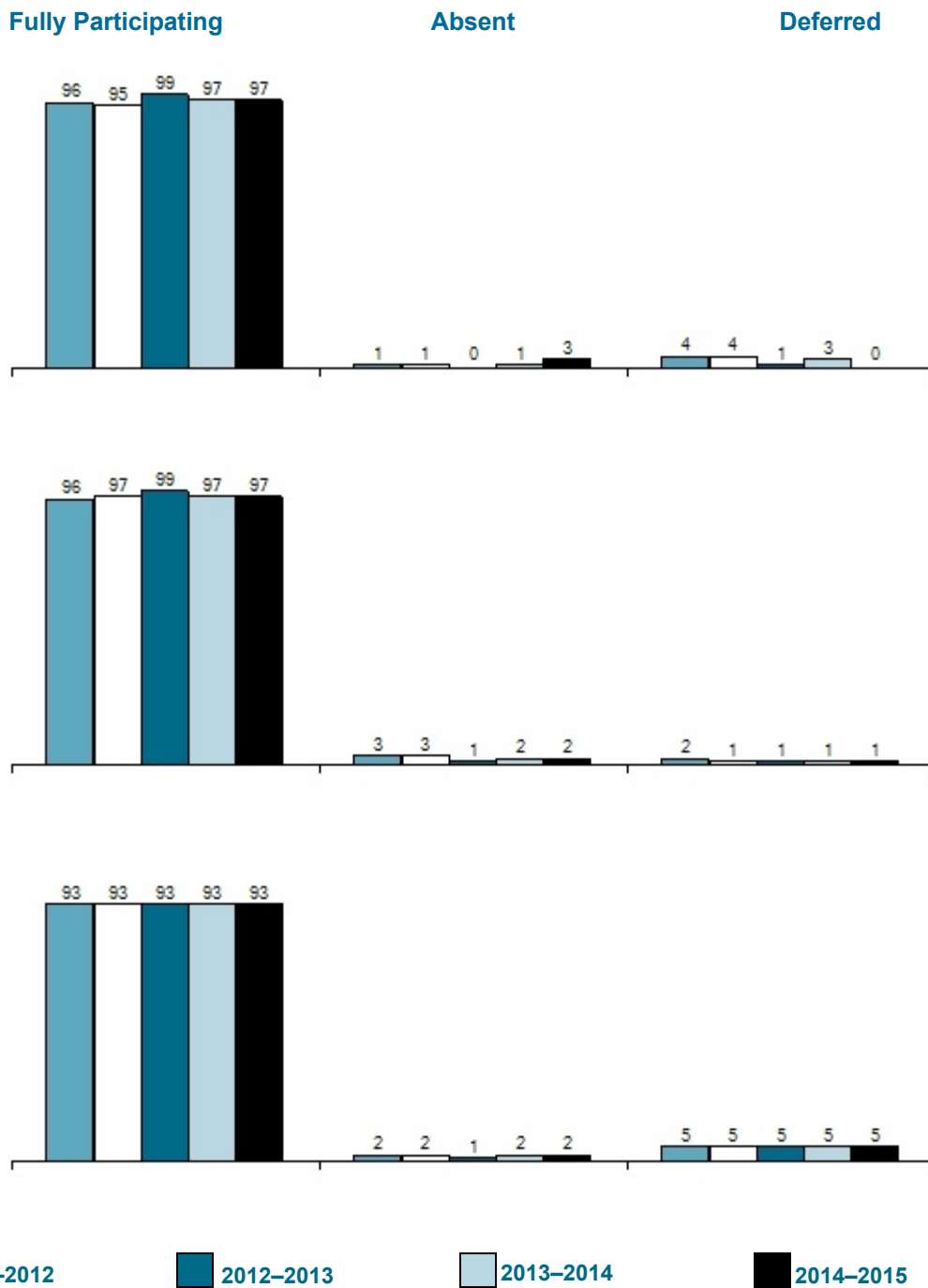
FIRST-TIME ELIGIBLE STUDENTS, 2014–2015: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



Ontario Secondary School Literacy Test, 2014–2015

PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*



Number of First-Time Eligible Students

	<u>2010–2011</u>	<u>2011–2012</u>	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>
School	139	124	127	145	127
Board	1 642	1 612	1 419	1 487	1 332
Province	153 635	147 306	143 358	141 815	137 620

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

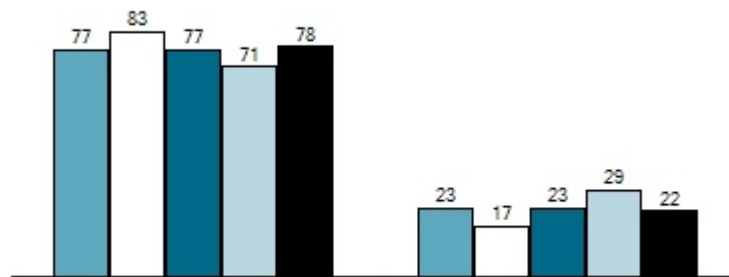
Ontario Secondary School Literacy Test, 2014–2015

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

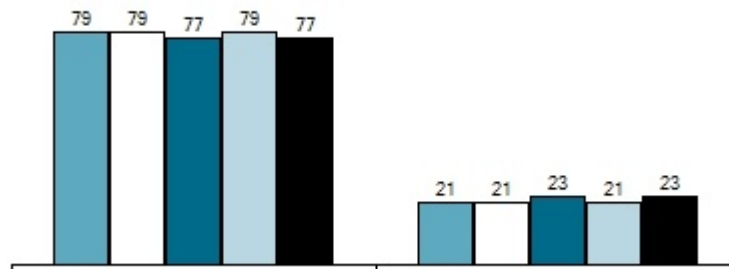
PERCENTAGE OF STUDENTS*

Successful Not Successful

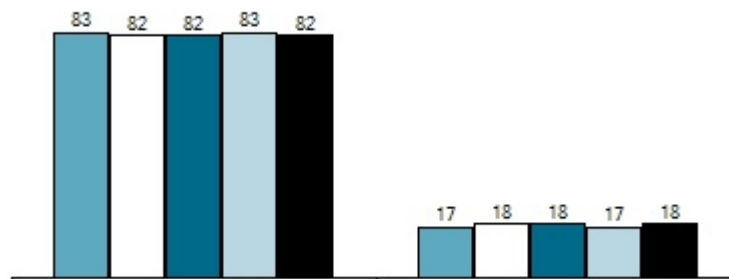
SCHOOL



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	133	118	126	140	123
Board	1 571	1 556	1 402	1 447	1 296
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.

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 first-time eligible students	127		1 332		137 620	
Number of schools with first-time eligible students	n/a		12		786	
Number of students who were exempted	4		29		1 531	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all first-time eligible students, those who participated fully in the assessment	123	97%	1 296	97%	127 867	93%
Of all first-time eligible students, those who were absent	4	3%	25	2%	2 603	2%
Of all first-time eligible students, those who were deferred	0	0%	11	1%	7 150	5%
Gender[†] Based on number of first-time eligible students						
Female	66	52%	644	48%	67 023	49%
Male	61	48%	688	52%	70 597	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status[†] Based on number of first-time eligible students						
English language learners*	2	2%	4	<1%	8 042	6%
English language learners receiving special provisions**	2	2%	4	<1%	4 615	4%
Students with special education needs (excluding gifted)*	53	42%	447	34%	25 772	19%
Students with special education needs receiving accommodations (excluding gifted)**	51	41%	421	32%	20 522	16%
Course Type in English[†] Based on number of first-time eligible students						
Academic	85	67%	881	66%	99 813	73%
Applied	35	28%	390	29%	29 316	21%
Locally developed	5	4%	55	4%	3 791	3%
ESL/ELD	2	2%	2	<1%	3 513	3%
Other	0	0%	4	<1%	1 187	1%
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:		1 250		121 594	
First language learned at home was other than English	10	9%	52	4%	27 255	22%
Speak only or mostly English at home	105	90%	1 170	94%	90 499	74%
Speak another language (or other languages) as often as English at home	8	7%	51	4%	22 357	18%
Speak only or mostly another language (or other languages) at home	4	3%	17	1%	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.

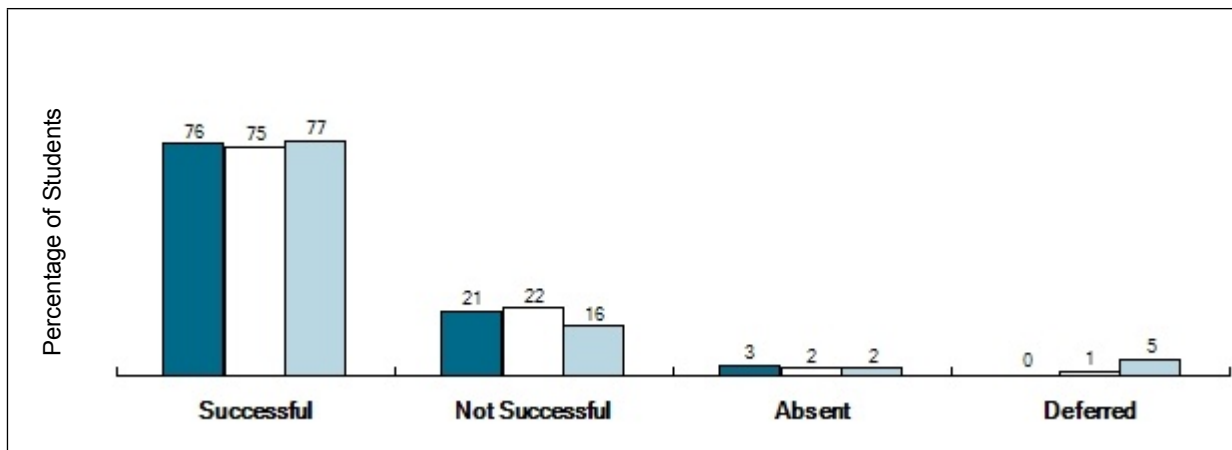
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

Ontario Secondary School Literacy Test, 2014–2015

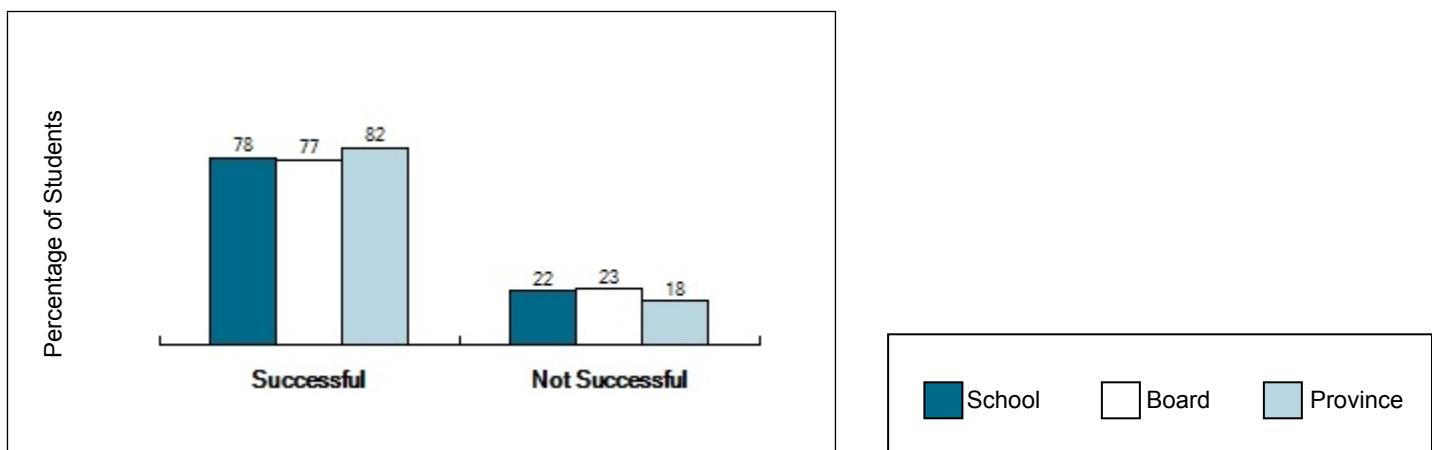
Results for All Students*

Results for All Students First-Time Eligible Students							
	All			Fully Participating			
	School # = 127	Board # = 1 332	Province # = 137 620	School # = 123	Board # = 1 296	Province # = 127 867	
Successful	96	76%	75%	78%	77%	82%	
Not Successful	27	21%	22%	22%	23%	18%	
Fully Participating	123	97%	97%	93%			
Absent	4	3%	2%				
Deferred	0	0%	1%				

Results for All First-Time Eligible Students



Results for Fully Participating First-Time Eligible Students



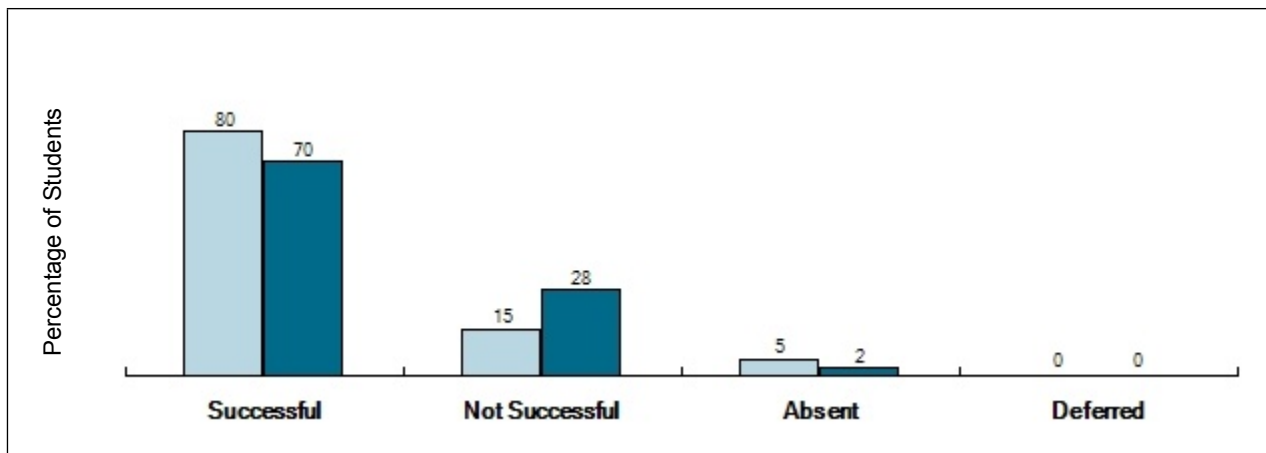
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Ontario Secondary School Literacy Test, 2014–2015

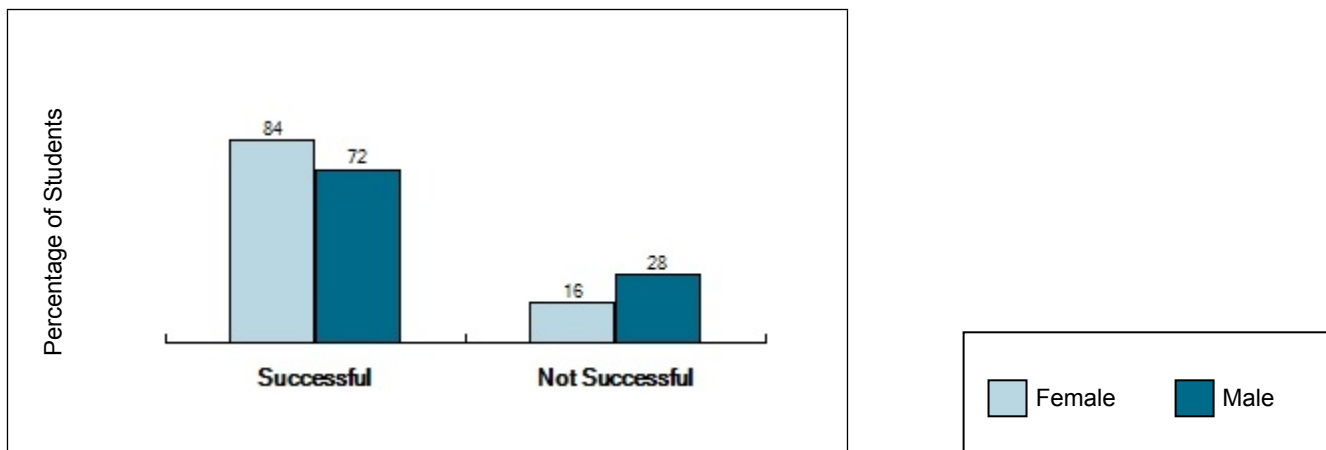
School Results by Gender*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 66		Male # = 61		Female # = 63	Male # = 60
Successful	53	80%	43	70%	84%	72%
Not Successful	10	15%	17	28%	16%	28%
Fully Participating	63	95%	60	98%		
Absent	3	5%	1	2%		
Deferred	0	0%	0	0%		

School Results for All First-Time Eligible Students by Gender



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



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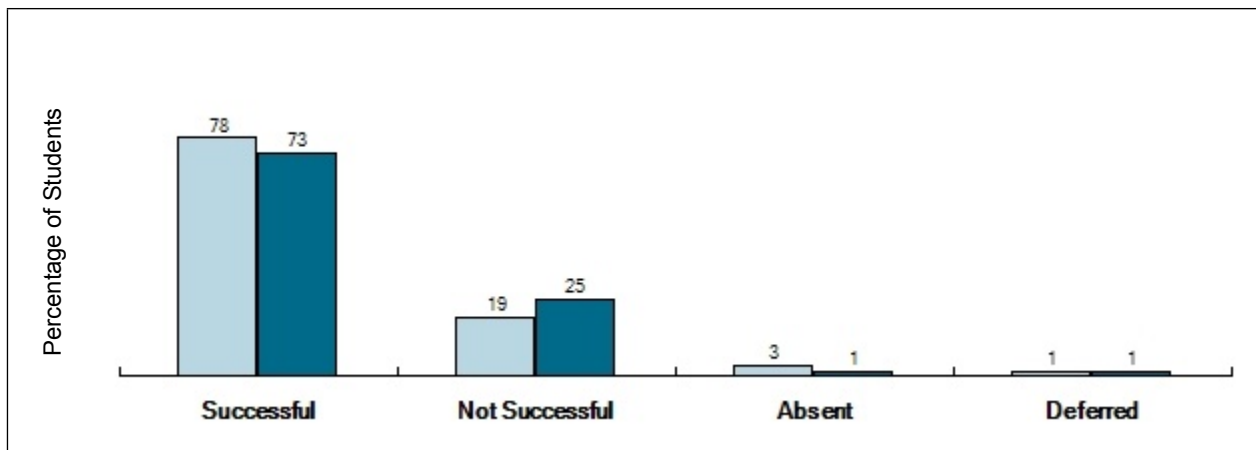
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2014–2015

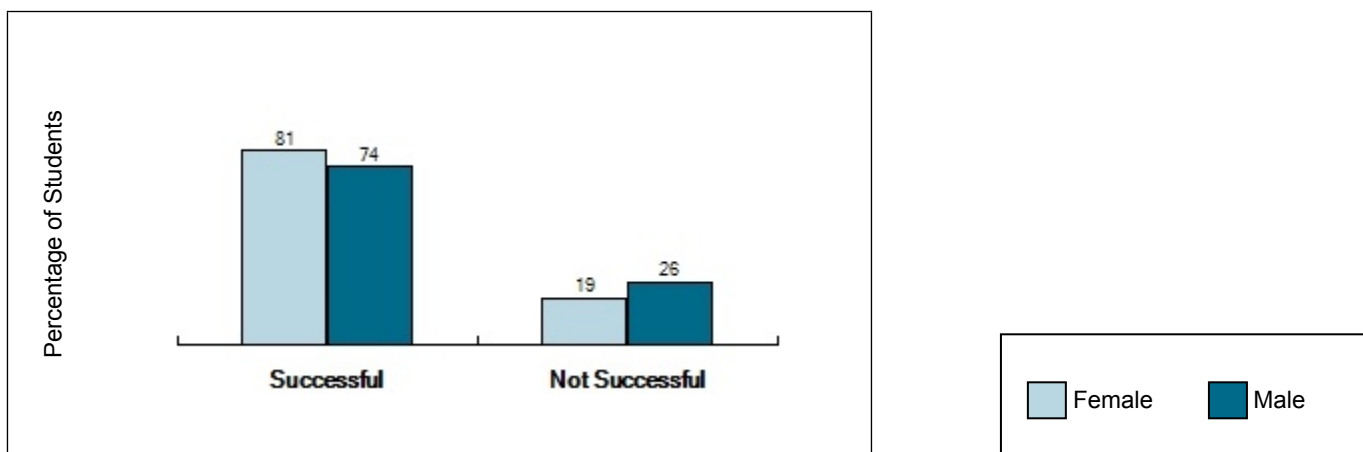
Board Results by Gender*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 644		Male # = 688		Female # = 621	Male # = 675
Successful	501	78%	500	73%	81%	74%
Not Successful	120	19%	175	25%	19%	26%
Fully Participating	621	96%	675	98%		
Absent	19	3%	6	1%		
Deferred	4	1%	7	1%		

Board Results for All First-Time Eligible Students by Gender



Board Results for Fully Participating First-Time Eligible Students by Gender



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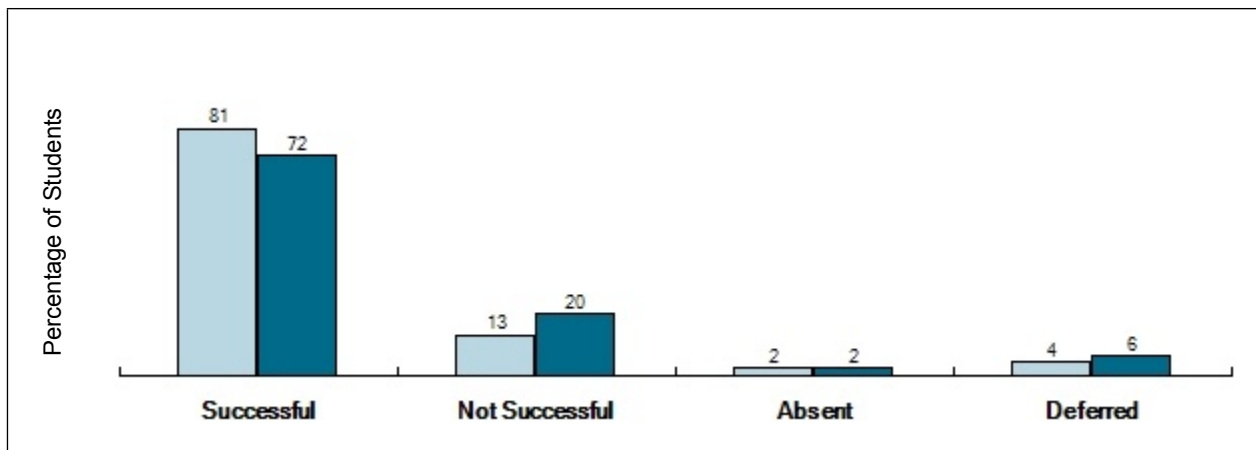
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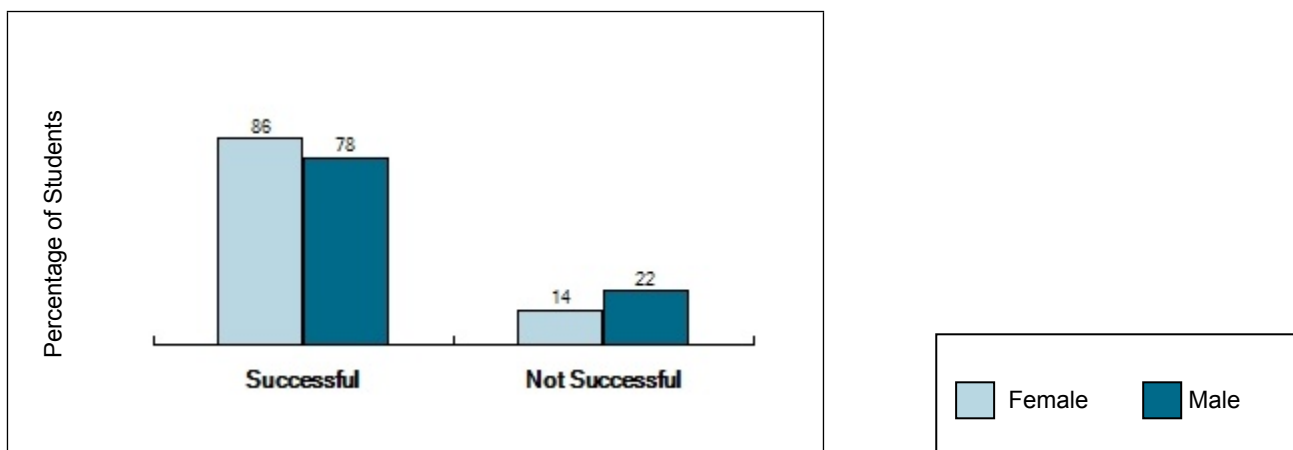
Provincial Results by Gender*†

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%
Fully Participating	62 936	94%	64 931	92%		
Absent	1 312	2%	1 291	2%		
Deferred	2 775	4%	4 375	6%		

Provincial Results for All First-Time Eligible Students by Gender



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



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

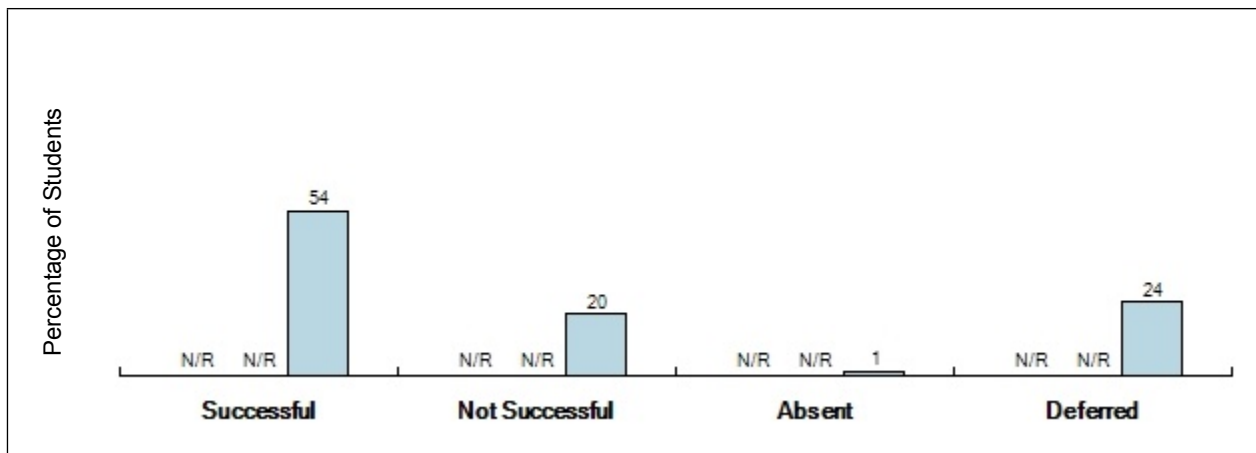
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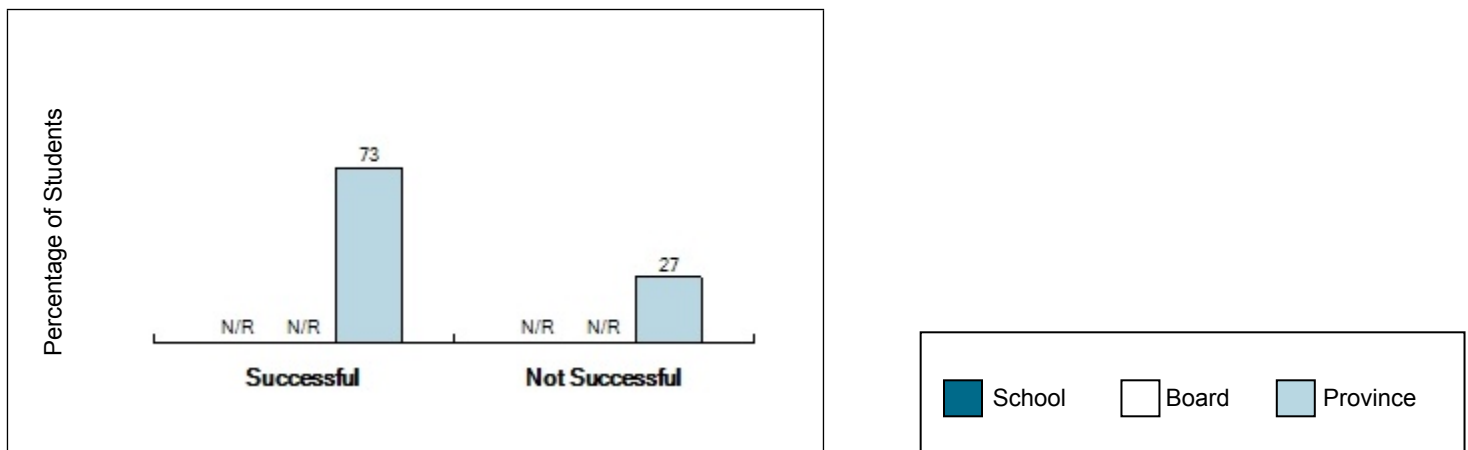
Results for English Language Learners*

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

Results for All First-Time Eligible English Language Learners



Results for Fully Participating First-Time Eligible English Language Learners



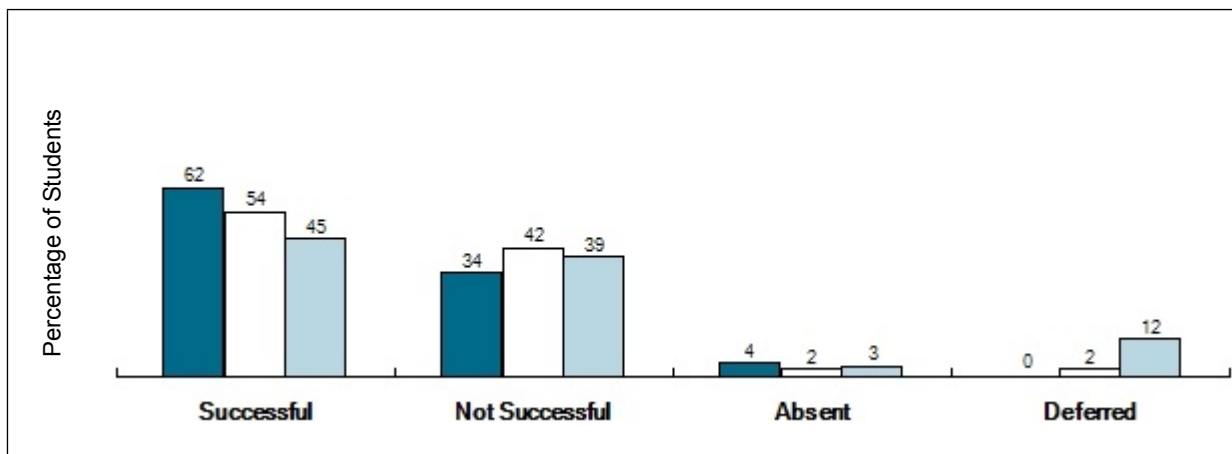
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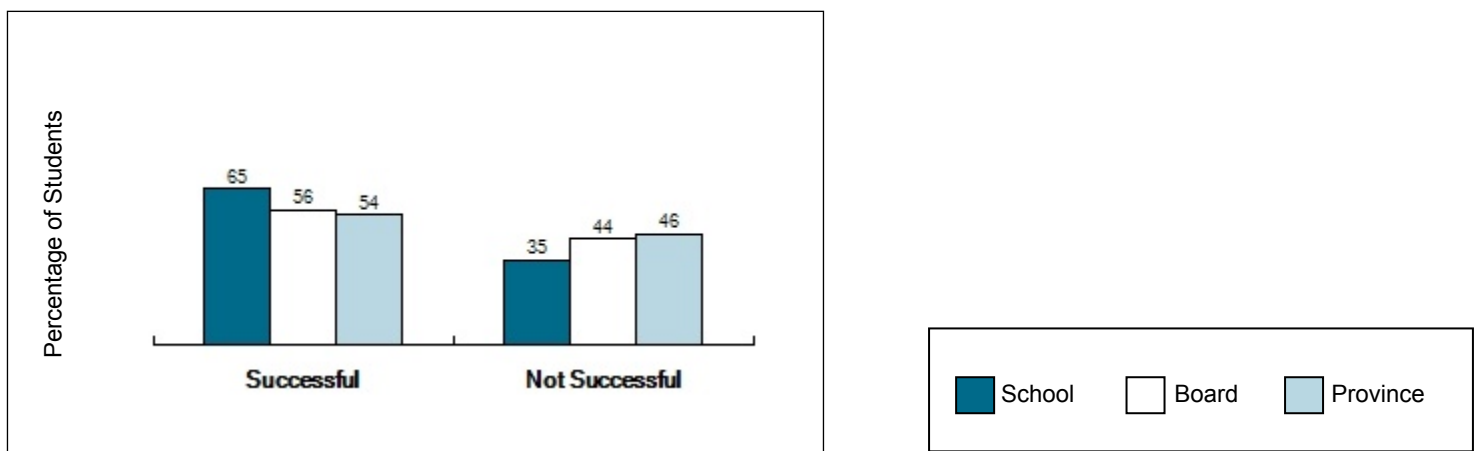
Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students						
	All			Fully Participating		
	School # = 53	Board # = 447	Province # = 25 772	School # = 51	Board # = 432	Province # = 21 869
Successful	33	62%	54%	45%	65%	56%
Not Successful	18	34%	42%	39%	35%	44%
Fully Participating	51	96%	97%	85%		
Absent	2	4%	2%	3%		
Deferred	0	0%	2%	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)



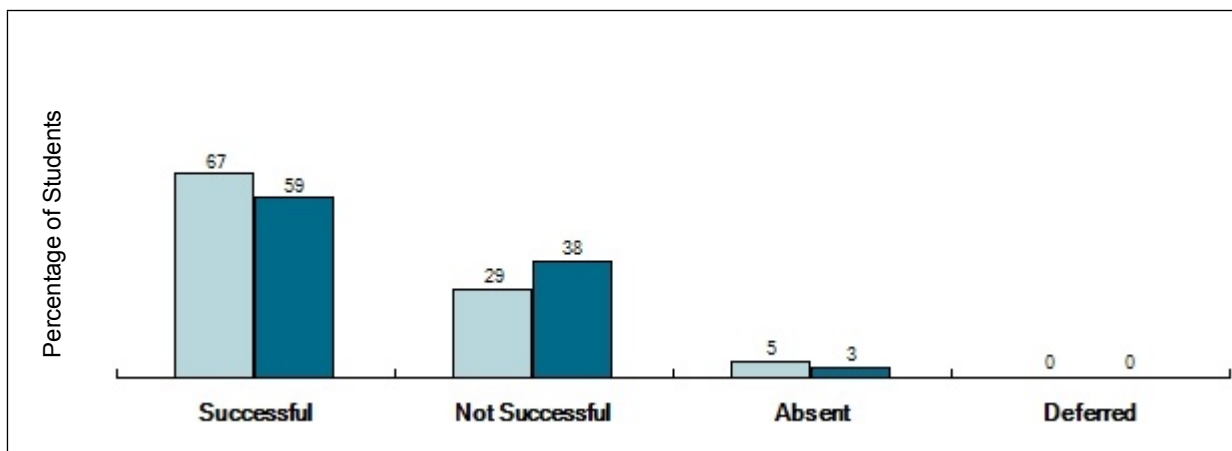
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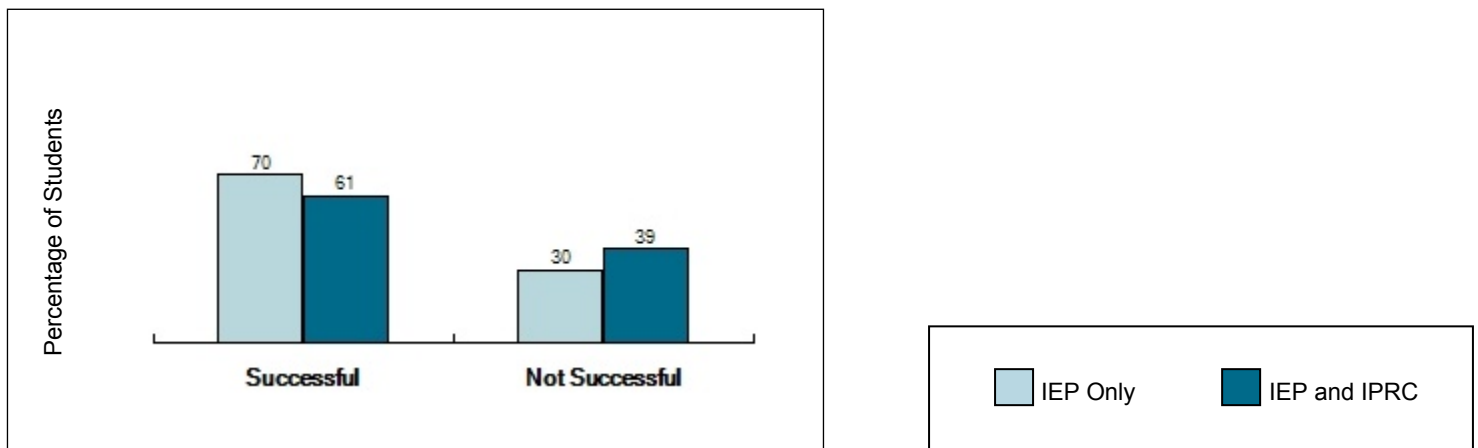
School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 21		IEP and IPRC # = 32		IEP Only # = 20	IEP and IPRC # = 31
Successful	14	67%	19	59%	70%	61%
Not Successful	6	29%	12	38%	30%	39%
Fully Participating	20	95%	31	97%		
Absent	1	5%	1	3%		
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)



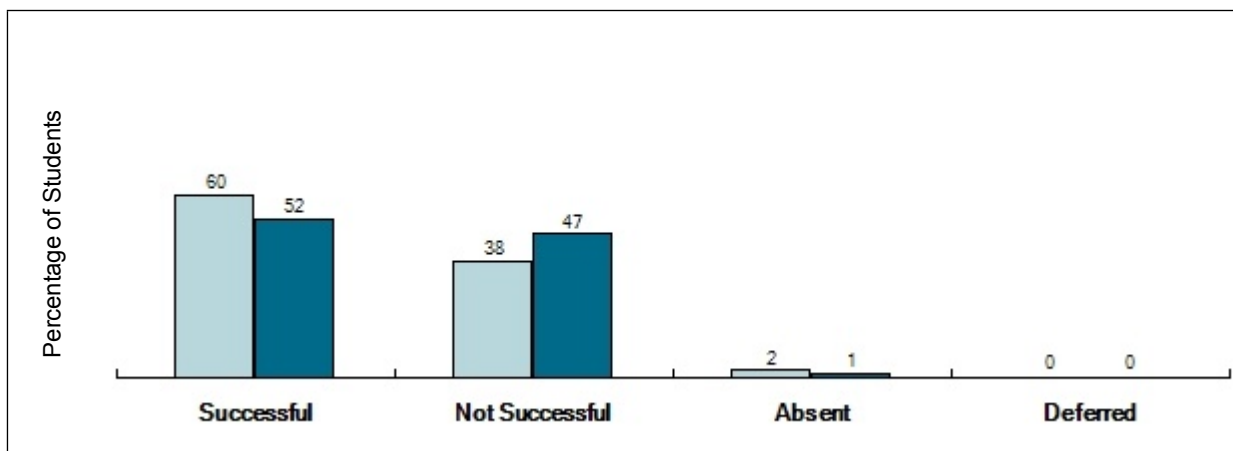
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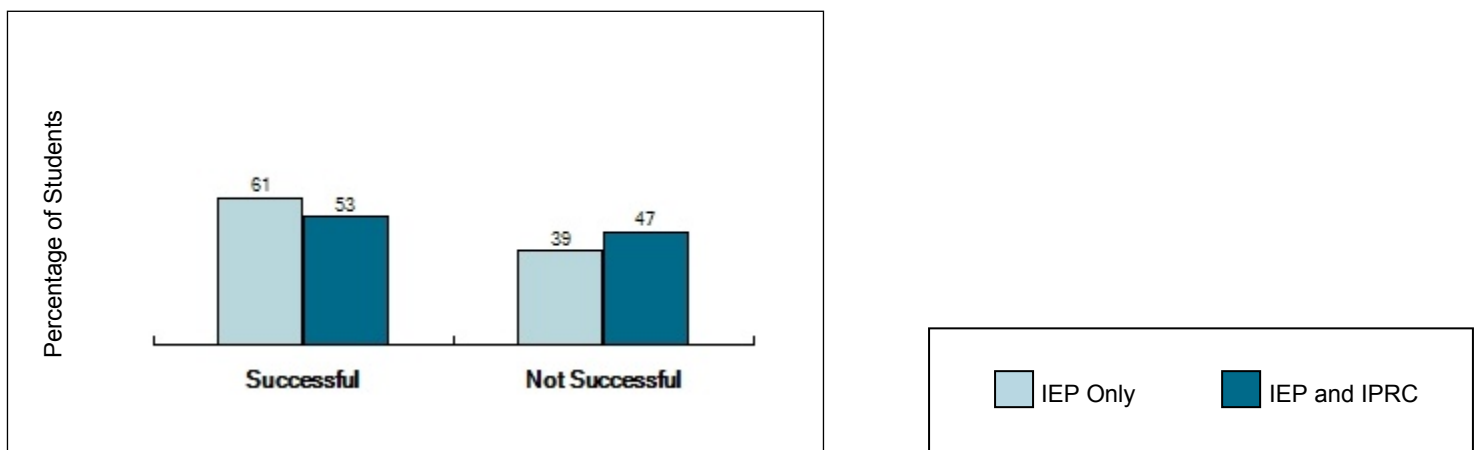
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 188		IEP and IPRC # = 240		IEP Only # = 184	IEP and IPRC # = 237
Successful	112	60%	125	52%	61%	53%
Not Successful	72	38%	112	47%	39%	47%
Fully Participating	184	98%	237	99%		
Absent	4	2%	3	1%		
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)



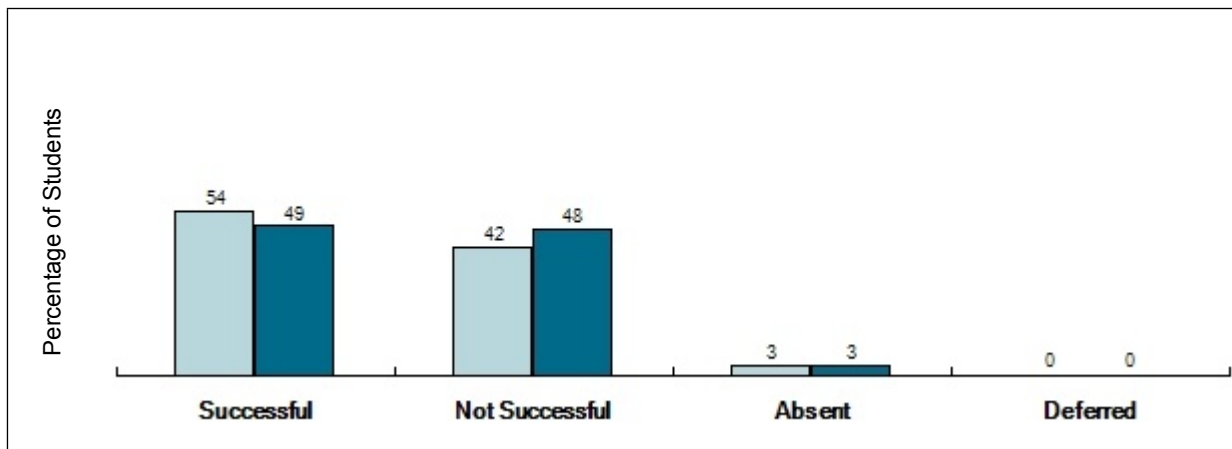
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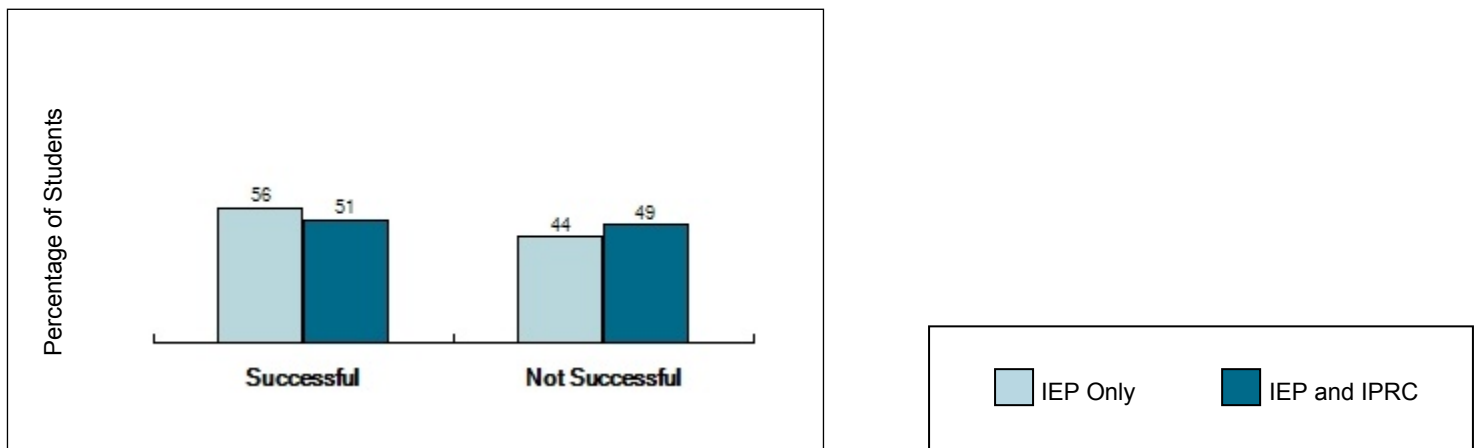
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

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%
Fully Participating	8 770	97%	11 752	97%		
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)



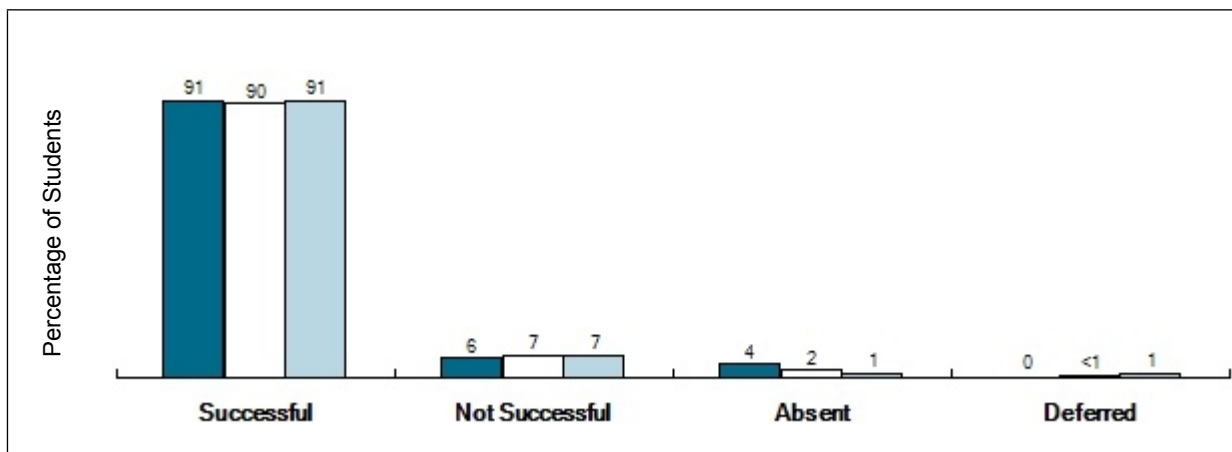
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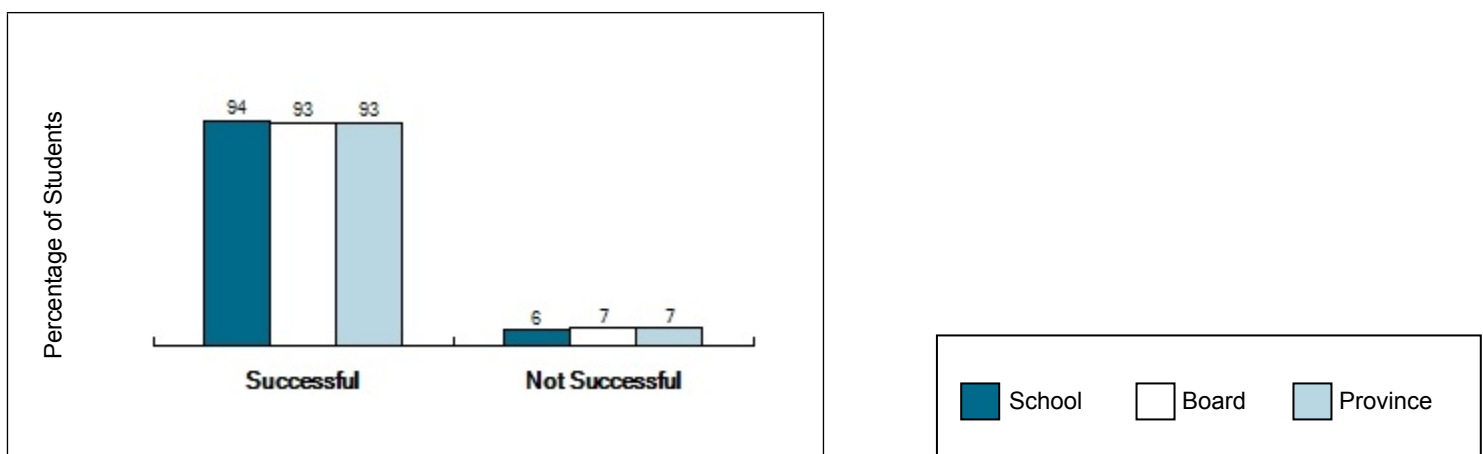
Results for Students Taking Academic English Course*

	Results for Students Taking Academic English Course First-Time Eligible Students					
	All			Fully Participating		
	School # = 85	Board # = 881	Province # = 99 813	School # = 82	Board # = 856	Province # = 97 615
Successful	77	91%	90%	91%	94%	93%
Not Successful	5	6%	7%	6%	7%	7%
Fully Participating	82	96%	97%	98%		
Absent	3	4%	2%	1%		
Deferred	0	0%	<1%	1%		

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



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



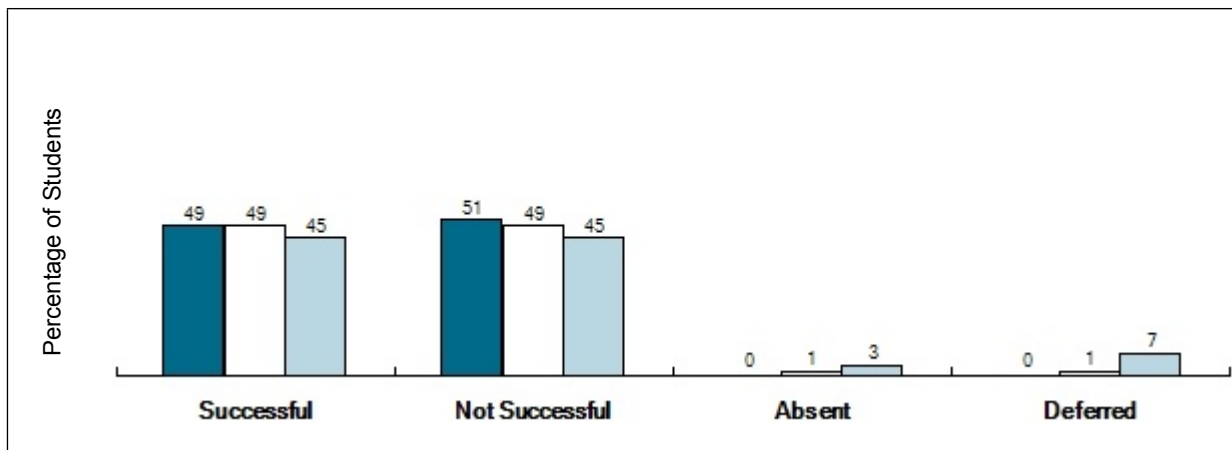
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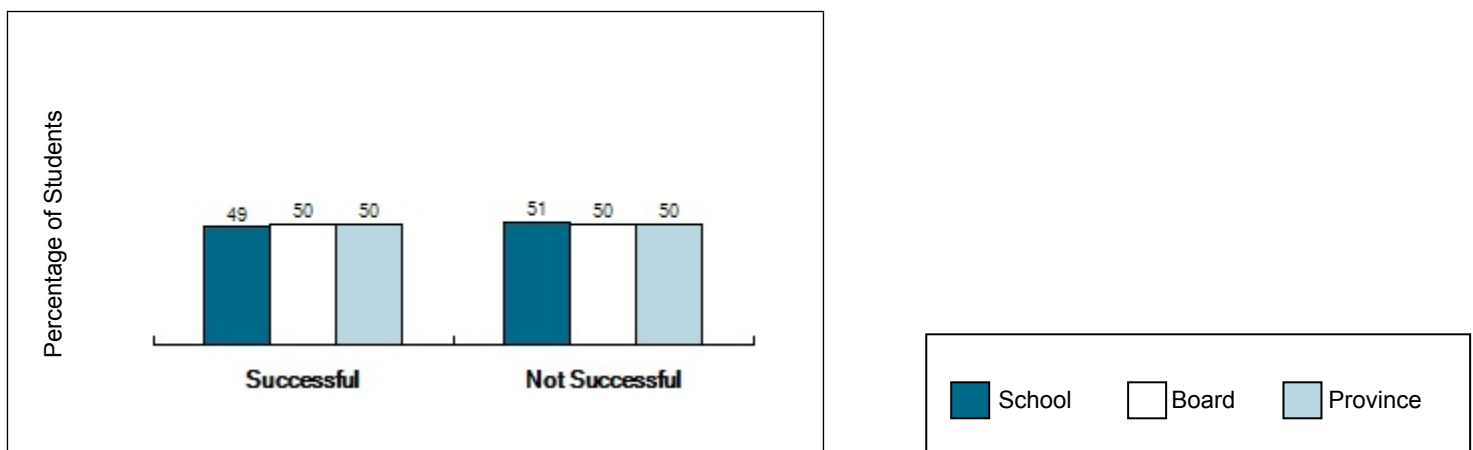
Results for Students Taking Applied English Course*

	Results for Students Taking Applied English Course First-Time Eligible Students					
	All			Fully Participating		
	School # = 35	Board # = 390	Province # = 29 316	School # = 35	Board # = 385	Province # = 26 213
Successful	17	49%	49%	45%	49%	50%
Not Successful	18	51%	49%	45%	51%	50%
Fully Participating	35	100%	99%	89%		
Absent	0	0%	1%	3%		
Deferred	0	0%	1%	7%		

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



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



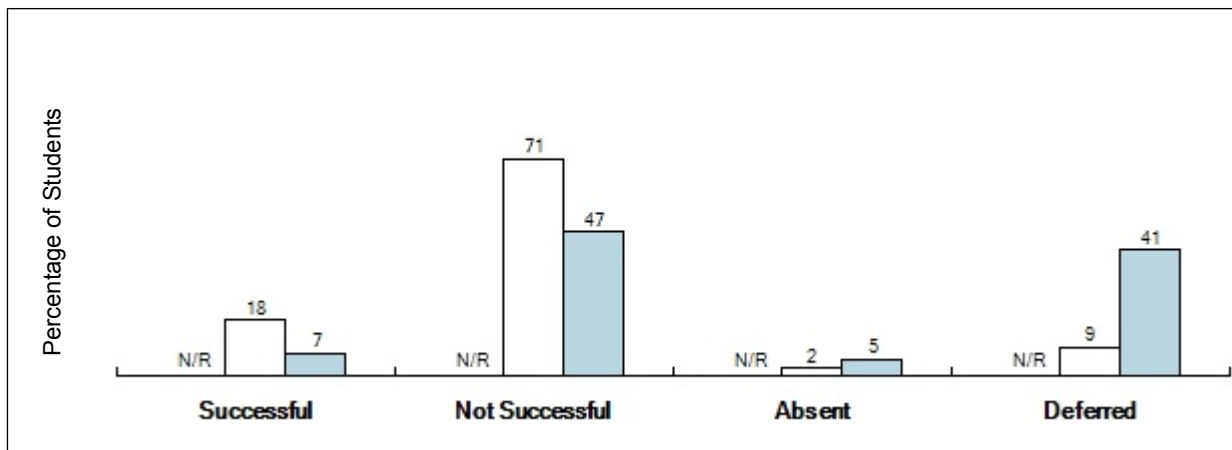
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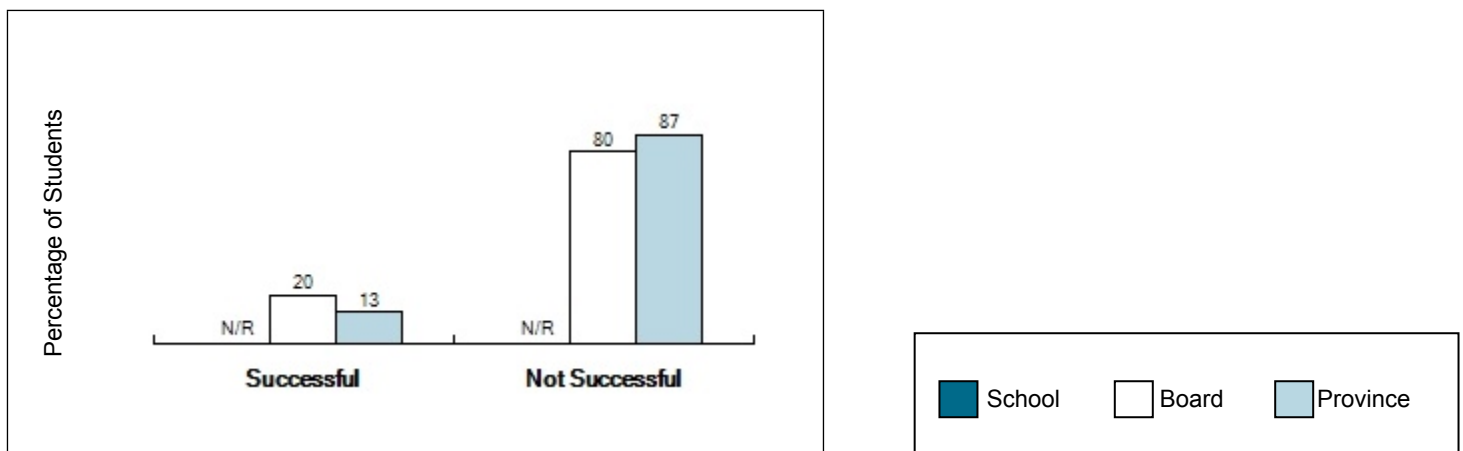
Results for Students Taking Locally Developed English Course*

	Results for Students Taking Locally Developed English Course First-Time Eligible Students					
	All			Fully Participating		
	School # = N/R	Board # = 55	Province # = 3 791	School # = N/R	Board # = 49	Province # = 2 064
Successful	N/R	N/R	18%	7%	N/R	13%
Not Successful	N/R	N/R	71%	47%	N/R	87%
Fully Participating	N/R	N/R	89%	54%		
Absent	N/R	N/R	2%	5%		
Deferred	N/R	N/R	9%	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



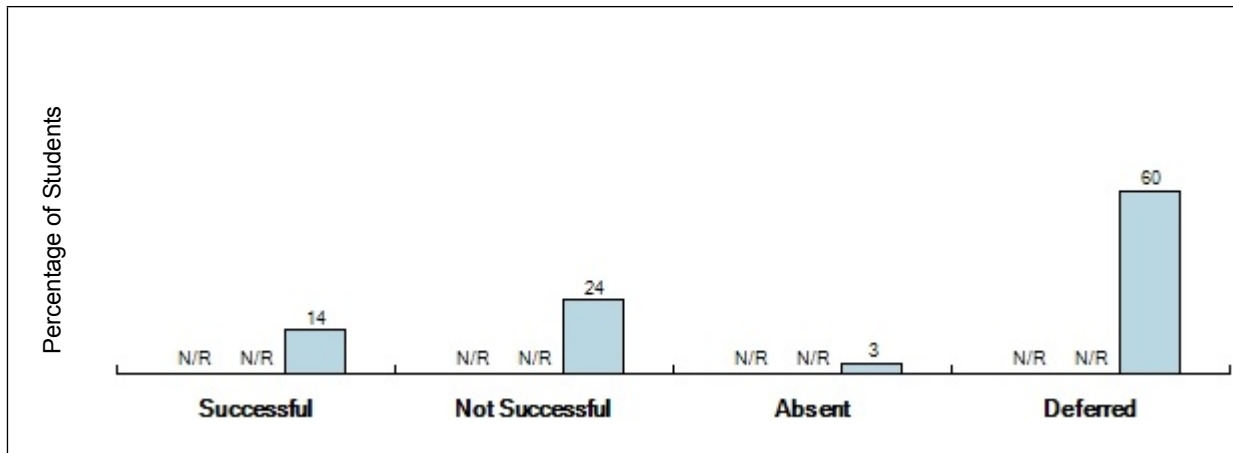
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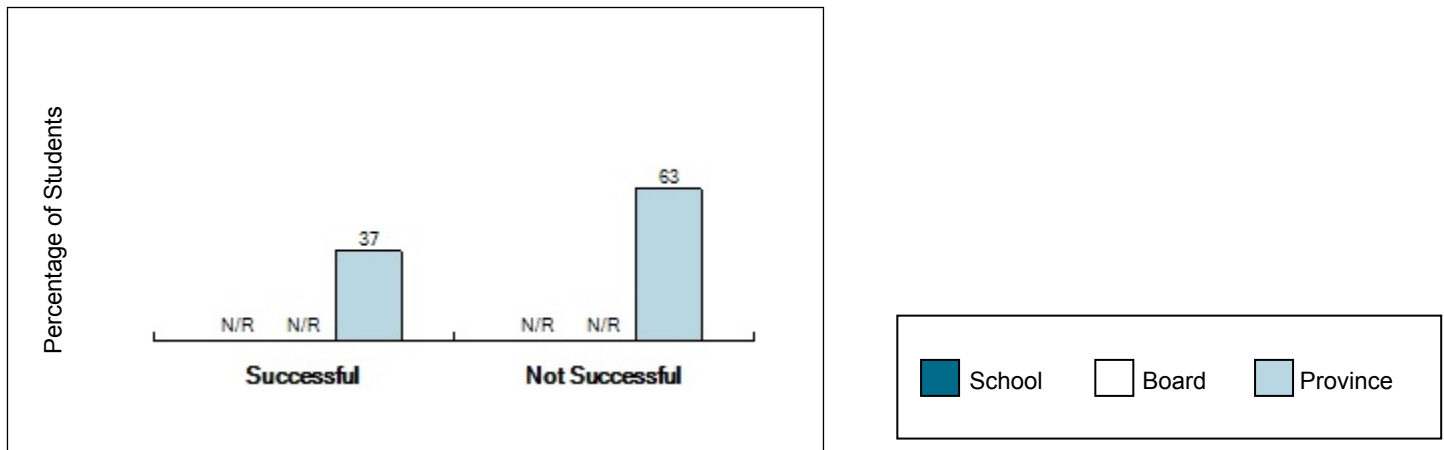
Results for Students Taking ESL/ELD Course*

Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = N/R	Province # = 3 513	School # = N/R	Board # = N/R	Province # = 1 314
Successful	N/R	N/R	N/R	N/R	N/R	37%
Not Successful	N/R	N/R	N/R	N/R	N/R	63%
Fully Participating	N/R	N/R	N/R	N/R	N/R	37%
Absent	N/R	N/R	N/R	N/R	N/R	3%
Deferred	N/R	N/R	N/R	N/R	N/R	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
Enrolment					
Number of first-time eligible students	139	124	127	145	127
Number of students who were exempted	5	3	5	3	4
Participation in the Test					
Of all first-time eligible students, those who participated fully in the assessment	96%	95%	99%	97%	97%
Of all first-time eligible students, those who were absent	1%	1%	0%	1%	3%
Of all first-time eligible students, those who were deferred	4%	4%	1%	3%	0%
Gender[†] Based on number of first-time eligible students					
Female	49%	52%	54%	50%	52%
Male	51%	48%	46%	50%	48%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of first-time eligible students					
English language learners*	6%	8%	9%	6%	2%
English language learners receiving special provisions**	4%	5%	7%	3%	2%
Students with special education needs (excluding gifted)*	45%	43%	48%	50%	42%
Students with special education needs receiving accommodations (excluding gifted)**	44%	41%	46%	50%	41%
Course Type in English[†] Based on number of first-time eligible students					
Academic	60%	59%	65%	63%	67%
Applied	22%	27%	26%	24%	28%
Locally developed	12%	6%	5%	7%	4%
ESL/ELD	4%	6%	3%	3%	2%
Other	3%	2%	1%	3%	0%
Language^{††} Based on Student Questionnaire data					
Number of Respondents:	129	114	119	135	117
First language learned at home was other than English	9%	12%	12%	9%	9%
Speak only or mostly English at home	87%	85%	87%	90%	90%
Speak another language (or other languages) as often as English at home	11%	10%	6%	7%	7%
Speak only or mostly another language (or other languages) at home	2%	5%	7%	3%	3%

† 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.

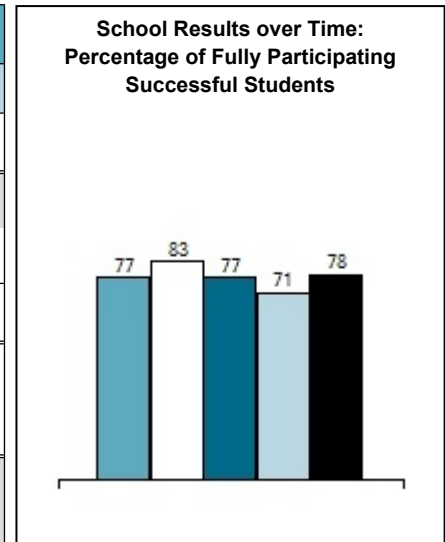
** Percentages are based on fully participating students.

†† 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.

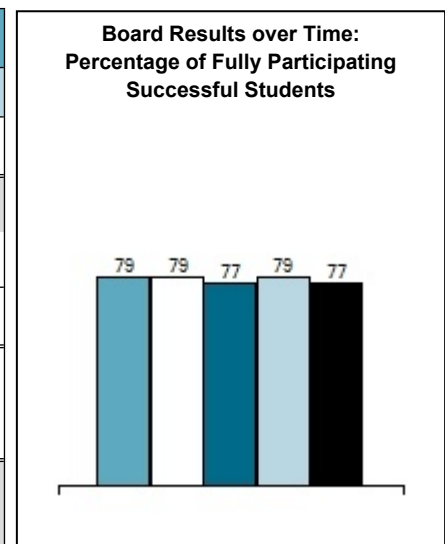
Ontario Secondary School Literacy Test, 2014–2015

Results over Time, 2010–2011 to 2014–2015

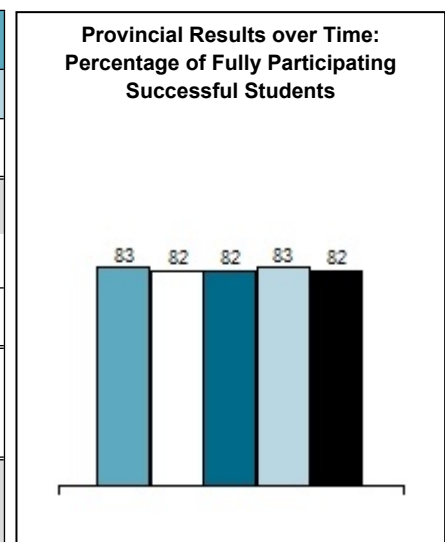
School Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	139		124		127		145		127	
Successful (all)	103	74%	98	79%	97	76%	100	69%	96	76%
Not Successful	30	22%	20	16%	29	23%	40	28%	27	21%
Fully Participating	133	96%	118	95%	126	99%	140	97%	123	97%
Absent	1	1%	1	1%	0	0%	1	1%	4	3%
Deferred	5	4%	5	4%	1	1%	4	3%	0	0%
Fully Participating Successful	103	77%	98	83%	97	77%	100	71%	96	78%



Board Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	1 642		1 612		1 419		1 487		1 332	
Successful (all)	1 245	76%	1 228	76%	1 083	76%	1 141	77%	1 001	75%
Not Successful	326	20%	328	20%	319	22%	306	21%	295	22%
Fully Participating	1 571	96%	1 556	97%	1 402	99%	1 447	97%	1 296	97%
Absent	43	3%	41	3%	9	1%	28	2%	25	2%
Deferred	28	2%	15	1%	8	1%	12	1%	11	1%
Fully Participating Successful	1 245	79%	1 228	79%	1 083	77%	1 141	79%	1 001	77%



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	
Successful (all)	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%
Fully Participating	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%
Fully Participating Successful	118 961	83%	112 717	82%	110 162	82%	108 914	83%	105 309	82%



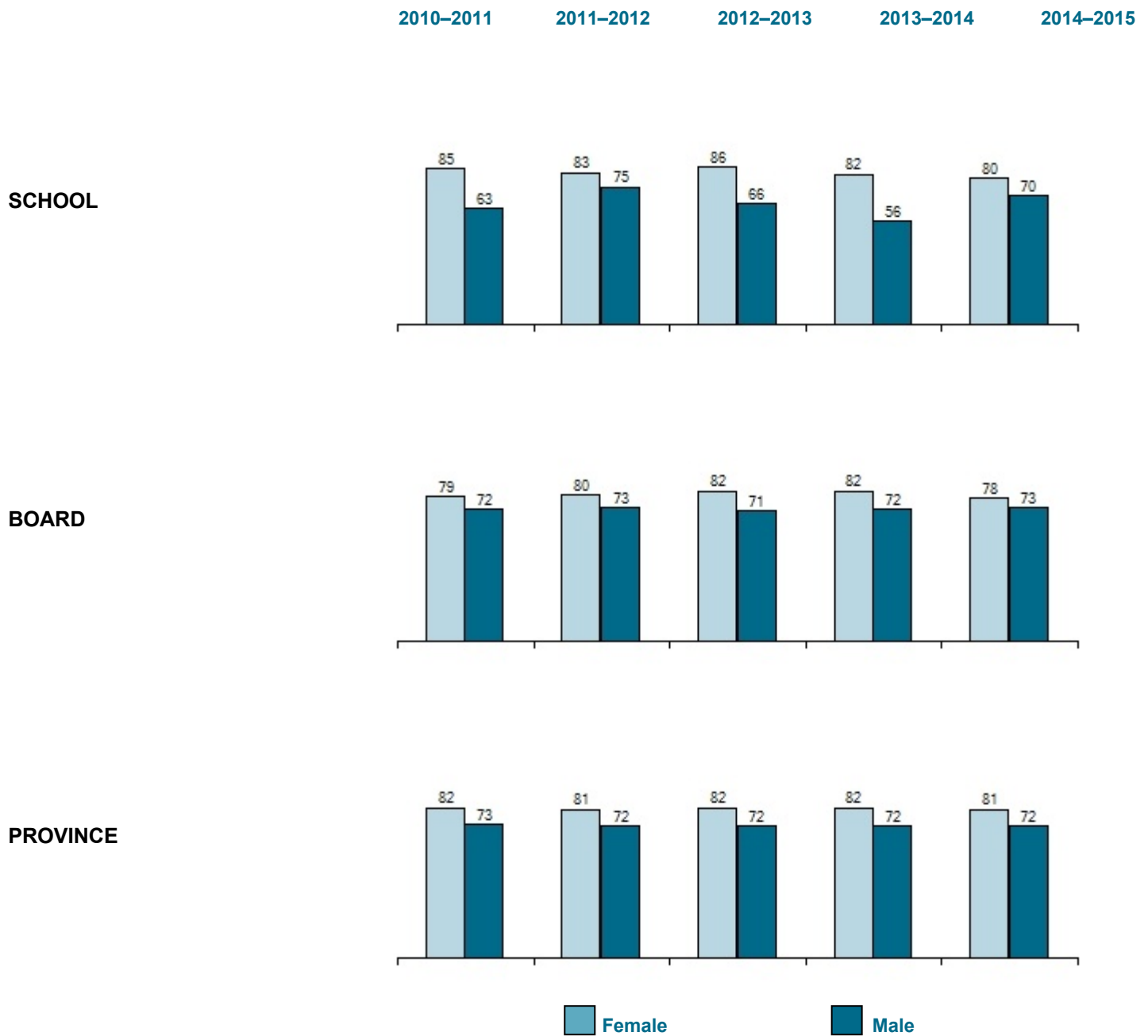
* Percentages in tables may not add up to 100, due to rounding.

■ '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†

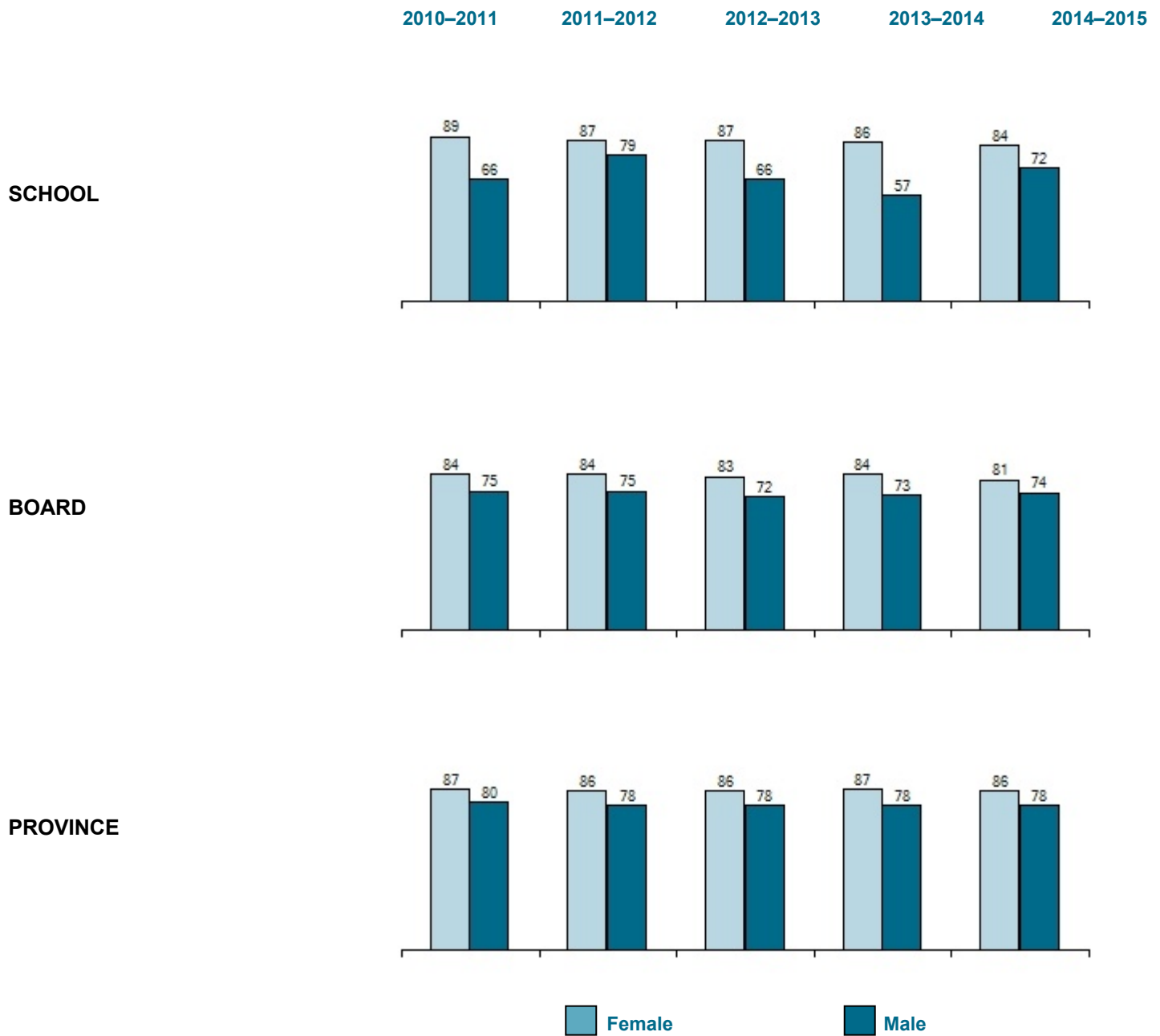
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	68	71	65	59	69	58	73	72	66	61
Board	784	858	744	868	701	718	733	754	644	688
Province	74 954	78 681	71 934	75 370	70 092	73 260	69 290	72 521	67 023	70 597

† 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

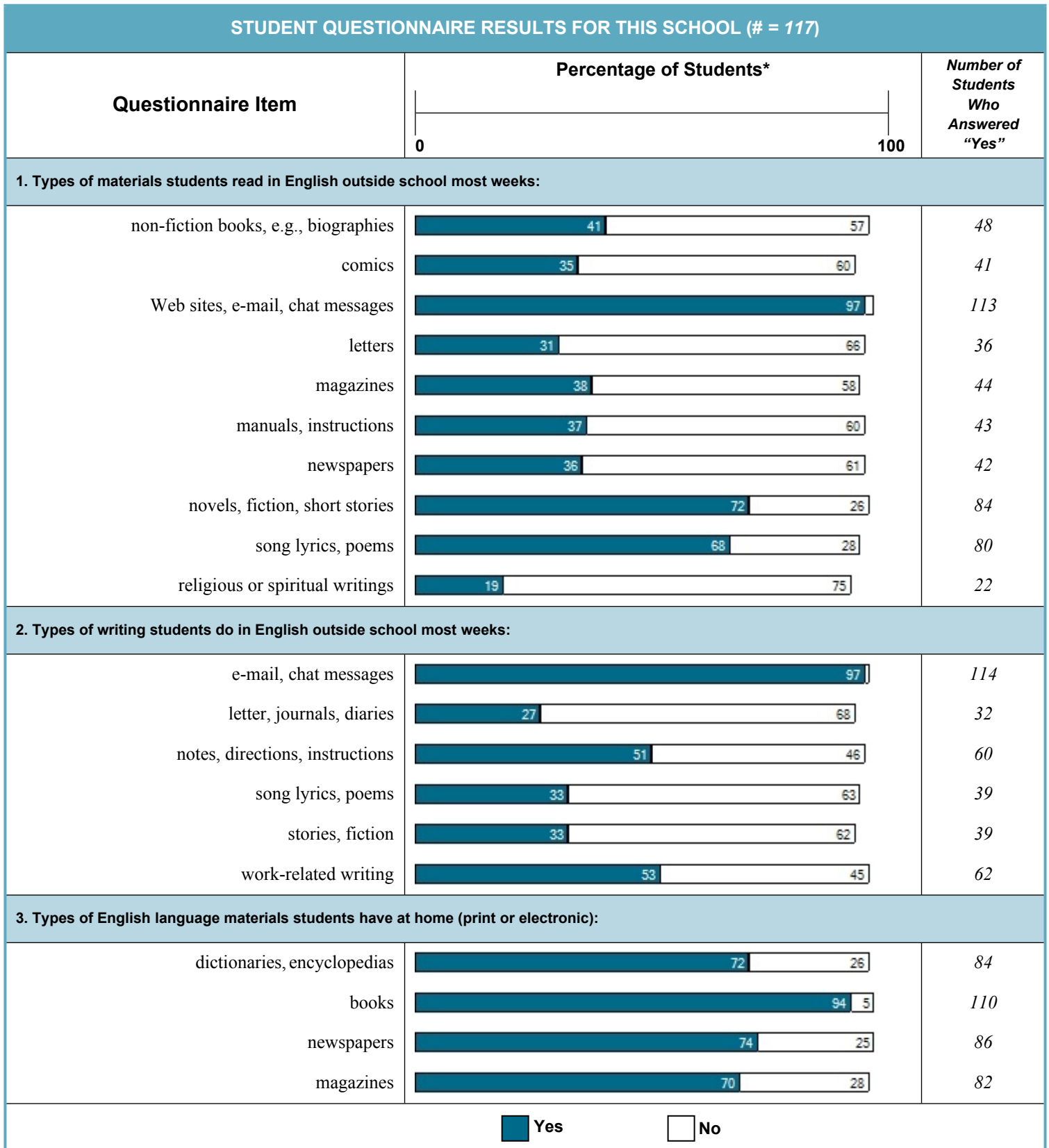


Number of Fully Participating First-Time Eligible Students†

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	65	68	62	56	68	58	70	70	63	60
Board	746	825	713	843	693	709	712	735	621	675
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 (# = 117)

Questionnaire Item	Percentage of Students*		Number of Students
	0	100	
4. Number of hours a week students read materials written in English outside school, not including homework:			
one hour or less	26		31
more than one hour but less than three hours	26		30
more than three hours but less than five hours	20		23
five hours or more	28		33
5. Number of hours a week students write in English outside school, not including homework:			
one hour or less	36		42
more than one hour but less than three hours	26		31
more than three hours but less than five hours	17		20
five hours or more	18		21
6. How often students use a computer at home for homework:			
don't have a computer at home	5		6
never or hardly ever use a computer for homework	22		26
use a computer once or twice a month for homework	15		18
use a computer once or twice a week for homework	43		50
use a computer almost every day for homework	15		17
7. First language students learned at home was English:			
yes	91		107
no	9		10
8. Language(s) students speak at home:			
only or mostly English	90		105
another language (or other languages) as often as English	7		8
only or mostly another language (or other languages)			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 (# = 117)	Female* (# = 62)	Male* (# = 55)	All (# = 1 250)	Female* (# = 602)	Male* (# = 648)	All (# = 121 594)	Female* (# = 60 328)	Male* (# = 61 266)
Percentage of students indicating that they									
have a computer at home.	95%	94%	96%	92%	92%	91%	97%	97%	96%
use the computer almost every day for homework.	15%	16%	13%	15%	16%	14%	30%	32%	29%
Percentage of students indicating that they read the following types of materials in English outside school most weeks:									
non-fiction books, e.g., biographies	41%	44%	38%	34%	32%	37%	36%	34%	39%
comics	35%	27%	44%	27%	22%	33%	29%	22%	37%
Web sites, e-mail, chat messages	97%	97%	96%	92%	94%	91%	94%	95%	92%
letters	31%	37%	24%	25%	27%	23%	23%	24%	22%
magazines	38%	45%	29%	42%	48%	37%	44%	53%	35%
manuals, instructions	37%	31%	44%	40%	27%	53%	40%	31%	49%
newspapers	36%	26%	47%	30%	27%	33%	32%	31%	34%
novels, fiction, short stories	72%	79%	64%	66%	79%	54%	70%	81%	59%
song lyrics, poems	68%	74%	62%	61%	75%	48%	65%	77%	52%
religious or spiritual writings	19%	21%	16%	12%	11%	12%	23%	24%	21%
Percentage of students indicating that they read materials written in English outside school, not including homework, for									
more than three hours a week.	48%	58%	36%	38%	46%	32%	38%	43%	32%
Percentage of students indicating that they have the following English language materials at home (print or electronic):									
dictionaries, encyclopedias	72%	76%	67%	74%	78%	72%	80%	82%	78%
books	94%	92%	96%	94%	96%	92%	94%	96%	93%
newspapers	74%	73%	75%	81%	83%	80%	76%	77%	75%
magazines	70%	71%	69%	75%	75%	75%	73%	76%	69%
Percentage of students indicating that they do the following types of writing in English outside school most weeks:									
e-mail, chat messages	97%	97%	98%	95%	96%	93%	95%	96%	94%
letters, journals, diaries	27%	40%	13%	24%	39%	10%	24%	37%	12%
notes, directions, instructions	51%	50%	53%	48%	50%	45%	49%	53%	46%
song lyrics, poems	33%	35%	31%	32%	42%	22%	32%	39%	24%
stories, fiction	33%	44%	22%	28%	36%	20%	29%	35%	23%
work-related writing	53%	58%	47%	48%	48%	49%	56%	57%	56%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	35%	37%	33%	24%	26%	21%	25%	28%	22%
Percentage of students indicating that the first language they learned at home was									
other than English.	9%	11%	5%	4%	5%	4%	22%	22%	22%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	90%	89%	91%	94%	94%	93%	74%	74%	75%
another language (or other languages) as often as English	7%	6%	7%	4%	4%	4%	18%	19%	18%
only or mostly another language (or other languages)	3%	5%	2%	1%	2%	1%	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	
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.