

Ontario Secondary School Literacy Test, October 2003
School Results for
First-Time Eligible Students

Board: Toronto Catholic District School Board (67059)
School: Bishop Allen Academy (689360)

Demographic Overview ¹	Total First-Time Eligible Students: # = 346 (Method 1)		Fully Participating in the OSSLT: # = 342 (Method 2)	
	#	% ²	#	% ²
Gender				
Female	182	53%	181	53%
Male	157	45%	155	45%
Gender Not Specified	7	2%	6	2%
English as a Second Language (ESL)/English Literacy Development (ELD)	0	0%	0	0%
Students with Special Needs (excluding gifted)	45	13%	44	13%
Students with Special Needs Receiving Accommodations³ (excluding gifted)	45	13%	44	13%
Program of Study				
Academic	309	89%	307	90%
Applied	29	8%	28	8%
Locally Developed	0	0%	0	0%

	# ⁴	% ⁴
First Language and Home Language:		
• First language learned at home was other than English	155	45%
• Speak only or mostly English at home	172	50%
• Speak another language (or languages) as often as English at home	95	28%
• Speak only or mostly another (or other languages) at home	73	21%

¹These are selected elements from the Education Quality Indicators Program (EQUIP). All demographic data except language background are provided by schools through the Student Information Form.

Language background is based on student responses to the student questionnaire.

²Percentage may not add up to 100, due to rounding.

³The percentages reported in this line are based on the total number of first-time eligible students (Method 1) and the total number of fully participating students (Method 2).

⁴ Number and percentage based on total number of students who completed a questionnaire.



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Board:	Toronto Catholic District School Board (67059)		
School:	Bishop Allen Academy (689360)		
		Percentage ⁵	
	<u>Number</u>	<u>Method 1</u>	<u>Method 2</u>
Successfully Completed the OSSLT			
Passed both reading and writing	287	83%	84%
Wrote the OSSLT But Were Not Successful			
Passed reading only	9	3%	3%
Passed writing only	35	10%	10%
Did not pass reading or writing	11	3%	3%
Number Fully Participating in the OSSLT	342	99%	100 %
Absent One or Both Days	4	1%	
Deferred	0	0%	
Total First-Time Eligible Students (those working toward an OSSD)	346	100 %	
Exempted	0		

⁵Percentages may not add to 100, due to rounding.

Explanation of Terms and Categories

To meet the requirements of the OSSD, students must successfully complete both the reading component and the writing component of the OSSLT or complete the Ontario Secondary School Literacy Course (OSSLC).

First-Time Eligible students typically entered Grade 9 during the 2002-2003 school year. These students (and any others who were placed in this cohort) were required to write the OSSLT for the first time in October 2003. **Total First-Time Eligible** includes all students in the first-time eligible cohort who are working toward an OSSD. This category includes all participating students as well as those deferred or absent.

Previously Eligible students entered Grade 9 during the 2000-2001 (cohort one) or the 2001-2002 (cohort two) school year. Cohort one students (and any others who were placed in this cohort) were required to write the OSSLT for the first time in February 2002. Cohort two students (and any others who were placed in this cohort) were required to write the OSSLT for the first time in October 2002. Students who were not successful in February 2002 and/or in October 2002, or were absent or deferred became eligible again to write the OSSLT in October 2003. **Total Previously Eligible** includes all students in the previously eligible cohort who are working toward an OSSD. This category includes all participating students as well as those deferred, absent or fulfilling their OSSD requirement through the OSSLC.

Schools are responsible for indicating which component(s) the student still requires in order to complete the OSSLT successfully. Previously eligible students are reported in one of the three following subcategories:

- Required to Pass Reading and Writing
- Required to Pass Reading Only
- Required to Pass Writing Only

First-time eligible and previously eligible students are reported separately to allow schools to compare the performance of first-time eligible students from year to year. These comparisons will assist schools in assessing the effectiveness of their literacy programs.

Successfully Completed the OSSLT	Students participated in the OSSLT and passed both the reading component and the writing component.
Wrote the OSSLT but Were Not Successful	Students participated fully in the OSSLT but did not pass the reading component or the writing component, or were unsuccessful on both components.
Number Fully Participating in the OSSLT	Students are designated as having fully participated if they were present on both days of the administration. A student is considered to be present for a day's testing if there was work completed in at least one of the two booklets administered on a given day.
Absent One or Both Days	Students are considered absent from the test if there was no work completed in the two booklets administered to them on one or both days of the administration.

Deferred

Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*. A student is categorized as deferred only if the Student Information Form (SIF) indicates a deferral and there is no work in any of the student's test booklets. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.

Fulfilling the Requirement through OSSLC

According to Ministry of Education Guidelines, students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the Ontario Secondary School Literacy (OSSLC) course. Note that if a student completed any portion of the OSSLT, he or she is not categorized as fulfilling the requirement through the 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 his or her SIF indicates that the student is exempted and there is no work in any of his or her test booklets. Note that if a student completed any portion of the OSSLT, he or she is not categorized as exempted.

ESL/ELD

English as a Second Language (ESL)/English Literacy Development (ELD) are students identified by the school as ESL/ELD learners.

Students with Special Needs

Students with special needs are students with an Individual Education Plan (IEP), who may or may not have been identified as "exceptional pupils" by an Identification, Placement and Review Committee (IPRC), and are receiving special education programs and services (Ministry of Education Policy/Program Memorandum No. 127).

Students Receiving Accommodations

Students receiving accommodations are students with an IEP who may or may not have been identified as "exceptional pupils" by an IPRC. Detailed information about accommodations is available in the Ministry of Education Policy/Program Memorandum No. 127 and in the *EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

Method 1

This method provides a percentage breakdown of all students in the cohort who are working toward an OSSD. The only students excluded from the percentages in Method 1 are exempted students who are not working toward an OSSD, and were, therefore, exempted.

Method 2

This method provides a percentage breakdown of those students who fully participated in the OSSLT. Students are considered to have fully participated if they were present on both days of the administration.

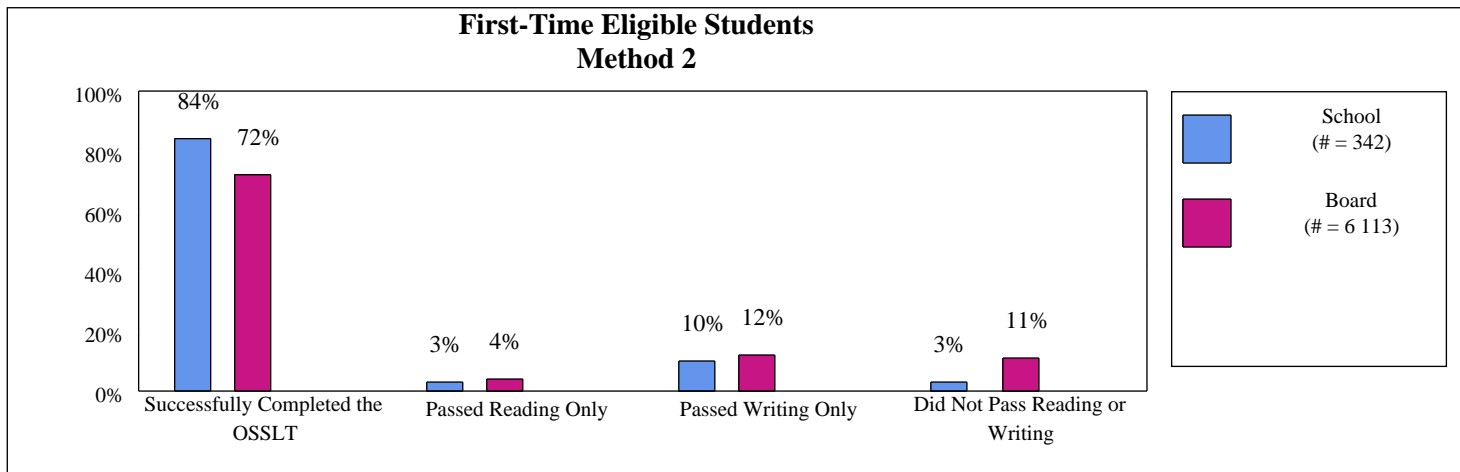
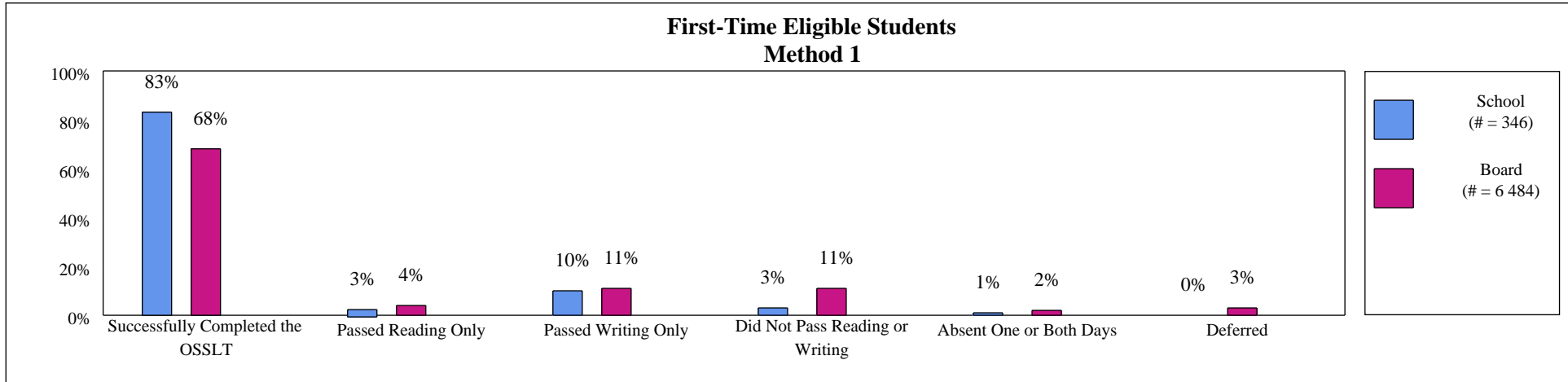
Protection of Personal Information

To protect against the disclosure of personal information associated with individual student results, a series of suppression rules are implemented for the public release of OSSLT results. Statistics have been suppressed where the number of respondents is so low that individual results could be determined from the aggregate value.

Percentages are rounded to the nearest even integer. Percentages of less than 0.5% are shown as <1%.

School Results for First-Time Eligible Students

	Method 1		Method 2	
	School (# = 346)	Board (# = 6 484)	School (# = 342)	Board (# = 6 113)
Successfully Completed the OSSLT	83%	68%	84%	72%
Passed Reading Only	3%	4%	3%	4%
Passed Writing Only	10%	11%	10%	12%
Did Not Pass Reading or Writing	3%	11%	3%	11%
Absent One or Both Days	1%	2%		
Deferred	0%	3%		



Results for First-Time Eligible Students: Gender⁶ (Method 1)

	School		Board	
	Female (# = 182)	Male (# = 157)	Female (# = 3 163)	Male (# = 3 067)
Successfully Completed the OSSLT	86%	81%	72%	64%
Passed Reading Only	2%	4%	3%	5%
Passed Writing Only	9%	10%	12%	11%
Did Not Pass Reading or Writing	2%	4%	9%	13%
Absent One or Both Days	1%	1%	2%	3%
Deferred	0%	0%	2%	4%

Results for First-Time Eligible Students: Gender (Method 2)

	School		Board	
	Female (# = 181)	Male (# = 155)	Female (# = 3 019)	Male (# = 2 854)
Successfully Completed the OSSLT	87%	82%	75%	69%
Passed Reading Only	2%	4%	3%	6%
Passed Writing Only	9%	10%	12%	12%
Did Not Pass Reading or Writing	2%	5%	10%	14%

⁶Results for gender reflect students for whom gender data were available.

Results for First-Time Eligible Students: English as a Second Language (ESL)/English Literacy Development (ELD)⁷ (Method 1)

	School		Board	
	In ESL/ELD (# = 0)	All Other Students (# = 346)	In ESL/ELD (# = 340)	All Other Students (# = 6 144)
Successfully Completed the OSSLT		83%	19%	71%
Passed Reading Only		3%	2%	4%
Passed Writing Only		10%	15%	11%
Did Not Pass Reading or Writing		3%	21%	10%
Absent One or Both Days		1%	7%	2%
Deferred		0%	36%	1%

Results for First-Time Eligible Students: English as a Second Language (ESL)/English Literacy Development (ELD) (Method 2)

	School		Board	
	In ESL/ELD (# = 0)	All Other Students (# = 342)	In ESL/ELD (# = 194)	All Other Students (# = 5 919)
Successfully Completed the OSSLT		84%	34%	74%
Passed Reading Only		3%	3%	4%
Passed Writing Only		10%	27%	11%
Did Not Pass Reading or Writing		3%	37%	10%

⁷ Results for ESL/ELD are based on students identified by the school as ESL/ELD learners.

Results for First-Time Eligible Students: Students with Special Needs⁸ (Method 1)

	School		Board	
	Special Needs (# = 45)	All Other Students (# = 301)	Special Needs (# = 1 000)	All Other Students (# = 5 484)
Successfully Completed the OSSLT	42%	89%	41%	73%
Passed Reading Only	7%	2%	6%	4%
Passed Writing Only	31%	7%	22%	9%
Did Not Pass Reading or Writing	18%	1%	24%	8%
Absent One or Both Days	2%	1%	4%	2%
Deferred	0%	0%	4%	3%

Results for First-Time Eligible Students: Students with Special Needs (excluding gifted) (Method 2)

	School		Board	
	Special Needs (# = 44)	All Other Students (# = 298)	Special Needs (# = 929)	All Other Students (# = 5 184)
Successfully Completed the OSSLT	43%	90%	44%	77%
Passed Reading Only	7%	2%	6%	4%
Passed Writing Only	32%	7%	24%	10%
Did Not Pass Reading or Writing	18%	1%	26%	9%

⁸ Students with special needs are students with an Individual Education Plan (IEP) who may or may not have been identified as "exceptional pupils" by an Identification, Placement and Review Committee (IPRC), and are receiving special education programs and services (Ministry of Education Policy/Program Memorandum No. 127).

Results for First-Time Eligible Students: Students with Special Needs Receiving Accommodations⁹ (excluding gifted) (Method 1)

	School			Board		
	Students with Special Needs Receiving Accommodations		All Other Students	Students with Special Needs Receiving Accommodations		All Other Students
	IEP Only (# = 18)	IEP & IPRC (# = 27)		IEP Only (# = 259)	IEP & IPRC (# = 654)	
Successfully Completed the OSSLT	56%	33%	89%	53%	39%	72%
Passed Reading Only	0%	11%	2%	6%	6%	4%
Passed Writing Only	33%	30%	7%	20%	24%	9%
Did Not Pass Reading or Writing	11%	22%	1%	20%	27%	8%
Absent One or Both Days	0%	4%	1%	1%	3%	2%
Deferred	0%	0%	0%	0%	0%	4%

Results for First-Time Eligible Students: Students with Special Needs Receiving Accommodations (excluding gifted) (Method 2)

	School			Board		
	Students with Special Needs Receiving Accommodations		All Other Students	Students with Special Needs Receiving Accommodations		All Other Students
	IEP Only (# = 18)	IEP & IPRC (# = 26)		IEP Only (# = 256)	IEP & IPRC (# = 632)	
Successfully Completed the OSSLT	56%	35%	90%	54%	40%	77%
Passed Reading Only	0%	12%	2%	6%	6%	4%
Passed Writing Only	33%	31%	7%	20%	25%	10%
Did Not Pass Reading or Writing	11%	23%	1%	20%	28%	9%

⁹ Students with special needs receiving accommodations are students with an IEP who may or may not have been identified as "exceptional pupils" by an IPRC, or students with a temporary condition requiring an accommodation. Detailed information about accommodations is available in the EQAO *Guide for Accommodations, Special Provisions, Deferrals and Exemptions* and in the Ministry of Education Policy/Program Memorandum No. 127.

Results for First-Time Eligible Students: Program of Study¹⁰ (Method 1)

	School			Board		
	Academic Program (# = 309)	Applied Program (# = 29)	Locally Developed Program (# = 0)	Academic Program (# = 4 257)	Applied Program (# = 1 744)	Locally Developed Program (# = 125)
Successfully Completed the OSSLT	89%	28%		85%	37%	22%
Passed Reading Only	2%	7%		3%	6%	3%
Passed Writing Only	6%	41%		7%	22%	11%
Did Not Pass Reading or Writing	2%	21%		3%	26%	35%
Absent One or Both Days	1%	3%		1%	4%	14%
Deferred	0%	0%		<1%	5%	14%

Results for First-Time Eligible Students: Program of Study (Method 2)

	School			Board		
	Academic Program (# = 307)	Applied Program (# = 28)	Locally Developed Program (# = 0)	Academic Program (# = 4 204)	Applied Program (# = 1 598)	Locally Developed Program (# = 90)
Successfully Completed the OSSLT	90%	29%		86%	41%	31%
Passed Reading Only	2%	7%		3%	6%	4%
Passed Writing Only	6%	43%		7%	24%	16%
Did Not Pass Reading or Writing	2%	21%		3%	29%	49%

¹⁰ Results for program are based upon students for whom program data were available. "Academic program" refers to students enrolled in the academic level in English and/or mathematics; "applied program" refers to students enrolled in the applied level in English and/or mathematics and; "locally developed program" refers to students enrolled in courses in English and/or mathematics developed for them at their school.

Contextual Information¹¹ for First-Time Eligible Students

Questionnaire Response Rates

School			Board		
Eligible Students	Completed Questionnaires	Response Rate	Eligible Students	Completed Questionnaires	Response Rate
346	341	99%	6 484	6 025	93%

Student Computer Use

Percentage of first-time eligible students indicating that	School			Board		
	All (# = 341)	Female (# = 181)	Male (# = 160)	All (# = 6 025)	Female (# = 3 225)	Male (# = 2 800)
they have a computer in their home.	98%	98%	98%	96%	96%	96%
they use the computer almost every day for school work.	29%	29%	30%	31%	31%	30%

Reading and Writing Outside School by Students

Percentage indicating that they read in English outside school for more than three hours a week (not including homework).	34%	40%	27%	30%	33%	26%
Percentage indicating that they read the following kinds of material outside school most weeks:						
• non-fiction books, e.g., biographies	20%	20%	19%	23%	25%	21%
• comics	30%	28%	33%	35%	33%	37%
• Web sites, e-mail, chat messages	80%	85%	75%	79%	81%	76%
• letters	27%	39%	12%	31%	41%	20%
• magazines	77%	90%	64%	74%	83%	64%
• manuals, instructions	21%	14%	28%	21%	16%	27%
• newspapers	49%	43%	55%	51%	50%	53%
• novels, fiction, short stories	55%	68%	40%	53%	63%	40%
• poetry, song lyrics	43%	64%	19%	48%	61%	34%
• religious or spiritual writings	7%	7%	6%	14%	16%	11%
Percentage indicating that they write in English outside school for more than three hours a week (not including homework).	27%	29%	24%	24%	26%	22%
Percentage indicating that they do the following types of writing outside school most weeks:						
• e-mail messages, chat-room conversations	94%	94%	94%	90%	91%	88%
• letters, journals, diaries	39%	67%	6%	37%	58%	14%
• notes, directions, instructions	35%	40%	29%	32%	35%	29%
• song lyrics, poems	33%	43%	21%	37%	43%	30%
• stories, fiction	15%	18%	12%	16%	17%	14%
• work-related writing	35%	33%	36%	37%	37%	37%

¹¹ These data are based on student questionnaire responses, which are part of EQUIP.