



Ontario Secondary School Literacy Test (OSSLT)
October 2002
School Results
First-Time Eligible Students

Board: Toronto Catholic District School Board (067059)

School: Cardinal Carter Academy for the Arts (694550)

	<u>Number</u>	Percent ¹	
		<u>Method 1</u>	<u>Method 2</u>
Successfully Completed the OSSLT			
Passed Both Reading and Writing	135	89%	91%
Wrote the OSSLT But Were Not Successful			
Passed Reading Only	-	-	-
Passed Writing Only	-	-	-
Did Not Pass Reading or Writing	-	-	-
 Number Fully Participating in the OSSLT	 149	 99%	 <u>100%</u>
 Absent One or Both Days	 0	 0%	
 Deferred	 2	 1%	
 Total First-Time Eligible Students (those working toward an Ontario Secondary School Diploma)	 <u>151</u>	 <u>100%</u>	
 Exempt	 0		

¹Percentages may not sum to 100 due to rounding.

Explanation of Terms and Categories

First-Time Eligible students entered Grade 9 during the 2001-2002 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 2002. To meet the requirements of an Ontario Secondary School Diploma students must successfully complete both the reading component and the writing component. Schools are responsible for indicating which component(s) the student still requires in order to complete the OSSLT successfully.

Previously Eligible students entered Grade 9 during the 2000-2001 school year. These students (and any others who were placed in this cohort) were required to write the OSSLT for the first time in February 2002. Students who were not successful in February 2002 or were absent or deferred became eligible again to write the OSSLT in October 2002. To meet the requirements of an Ontario Secondary School Diploma students must successfully complete both the reading component and the writing component. Schools are responsible for indicating which component(s) the student still requires to successfully complete the OSSLT.

These groups are reported separately to allow schools to compare cohorts from year to year. Tracking cohorts in this way also enables schools to assess the effectiveness of literacy programs and other strategies for remediation.

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 either the reading component or the writing component, or both. Unsuccessful students are reported in one of the three following subcategories:

- Passed Reading Only
- Passed Writing Only
- Did Not Pass Reading or Writing

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 that day, or if the student is reported as present on the Student Tracking Sheet (STS).

Absent One or Both Days: Students who were absent on either day are included in this category. Note that a student is not considered absent from a day's testing if there was work completed in at least one of the two booklets administered on that day, or if the student is reported as present on the STS.

Deferred: Students 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. If the SIF indicates that a student is

Total First-Time Eligible Students: All students in the cohort who are working toward an Ontario Secondary School Diploma (OSSD) are referred to as eligible students. This category includes all participating students as well as those categorized as deferred or absent; it does not include exempt students.

Exempt: Students can be exempted from the OSSLT if they are not working toward an OSSD. A student is categorized as exempt only if the SIF indicates that the student is exempt and there is no work in any of the test booklets. Note that if a student completed any portion of the OSSLT, he or she is not categorized as exempt.

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 those who were 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)

	Provincial Results (#=146 539)	Board Results (#=6 575)	School Results (#= 151)
Successfully Completed the OSSLT	67%	60%	89%
Passed Reading Only	4%	4%	-
Passed Writing Only	12%	17%	-
Did Not Pass Reading or Writing	10%	14%	-
Absent One or Both Days	3%	2%	0%
Deferred	4%	3%	1%

School Results for First-Time Eligible Students (Method 2)

	Provincial Results (#=136 028)	Board Results (#=6 247)	School Results (#= 149)
Successfully Completed the OSSLT	72%	63%	91%
Passed Reading Only	4%	4%	-
Passed Writing Only	13%	18%	-
Did Not Pass Reading or Writing	11%	15%	-

Results for First-Time Eligible Students - Gender (Method 1)

	Provincial Results		Board Results		School Results	
	Females (#=70 675)	Males (#=73 999)	Females (#=3 390)	Males (#=3 091)	Females (#= 105)	Males (#= 46)
Successfully Completed the OSSLT	71%	63%	64%	56%	88%	93%
Passed Reading Only	3%	5%	3%	4%	-	-
Passed Writing Only	12%	12%	18%	16%	-	-
Did Not Pass Reading or Writing	8%	12%	11%	18%	-	-
Absent One or Both Days	2%	3%	2%	1%	0%	0%
Deferred	4%	5%	2%	5%	2%	0%

Results for First-Time Eligible Students - Gender² (Method 2)

	Provincial Results		Board Results		School Results	
	Females (#=66 527)	Males (#=68 153)	Females (#=3 257)	Males (#=2 906)	Females (#= 103)	Males (#= 46)
Successfully Completed the OSSLT	75%	68%	67%	60%	89%	93%
Passed Reading Only	3%	5%	3%	5%	-	-
Passed Writing Only	13%	13%	19%	17%	-	-
Did Not Pass Reading or Writing	8%	13%	12%	19%	-	-

²Results for gender are based upon students for whom gender data were available.

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

	Provincial Results		Board Results		School Results	
	In ESL/ELD (#=5 317)	All Other Students (#=141 222)	In ESL/ELD (#= 274)	All Other Students (#=6 301)	In ESL/ELD (#=n/a)	All Other Students (#= 151)
Successfully Completed the OSSLT	15%	68%	15%	62%	-	89%
Passed Reading Only	1%	4%	-	4%	-	-
Passed Writing Only	12%	12%	-	17%	-	-
Did Not Pass Reading or Writing	16%	10%	24%	14%	-	-
Absent One or Both Days	1%	3%	3%	2%	-	0%
Deferred	54%	3%	42%	2%	-	1%

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

	Provincial Results		Board Results		School Results	
	In ESL/ELD (#=2 391)	All Other Students (#=133 637)	In ESL/ELD (#= 151)	All Other Students (#=6 096)	In ESL/ELD (#=n/a)	All Other Students (#= 149)
Successfully Completed the OSSLT	34%	72%	28%	64%	-	91%
Passed Reading Only	3%	4%	-	4%	-	-
Passed Writing Only	28%	13%	-	17%	-	-
Did Not Pass Reading or Writing	36%	11%	44%	14%	-	-

Results for First-Time Eligible Students - Students with Special Needs³ (including gifted) (Method 1)

	Provincial Results		Board Results		School Results	
	Special Needs (#=19 722)	All Other Students (#=126 817)	Special Needs (#= 977)	All Other Students (#=5 598)	Special Needs (#= 27)	All Other Students (#= 124)
Successfully Completed the OSSLT	38%	71%	33%	65%	89%	90%
Passed Reading Only	4%	4%	3%	4%	-	-
Passed Writing Only	20%	11%	24%	16%	-	-
Did Not Pass Reading or Writing	25%	8%	31%	11%	-	-
Absent One or Both Days	3%	3%	2%	2%	0%	0%
Deferred	9%	4%	8%	3%	0%	2%

Results for First-Time Eligible Students - Students with Special Needs³ (including gifted) (Method 2)

	Provincial Results		Board Results		School Results	
	Special Needs (#=17 220)	All Other Students (#=118 808)	Special Needs (#= 887)	All Other Students (#=5 360)	Special Needs (#= 27)	All Other Students (#= 122)
Successfully Completed the OSSLT	43%	76%	36%	68%	89%	91%
Passed Reading Only	5%	4%	4%	4%	-	-
Passed Writing Only	23%	12%	27%	16%	-	-
Did Not Pass Reading or Writing	29%	8%	34%	12%	-	-

³“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 who are receiving special education programs and services (Ministry of Education Policy/Program Memorandum No. 127).

Results for First-Time Eligible Students - Students with Special Needs³ (excluding Gifted) (Method 1)

	Provincial Results		Board Results		School Results	
	Special Needs (#=18 075)	All Other Students (#=128 464)	Special Needs (#= 930)	All Other Students (#=5 645)	Special Needs (#= 9)	All Other Students (#= 142)
Successfully Completed the OSSLT	32%	71%	29%	65%	67%	91%
Passed Reading Only	5%	4%	3%	4%	-	-
Passed Writing Only	22%	11%	26%	15%	-	-
Did Not Pass Reading or Writing	27%	8%	32%	11%	-	-
Absent One or Both Days	4%	3%	2%	2%	0%	0%
Deferred	10%	4%	8%	3%	0%	1%

Results for First-Time Eligible Students - Students with Special Needs³ (excluding Gifted) (Method 2)

	Provincial Results		Board Results		School Results	
	Special Needs (#=15 591)	All Other Students (#=120 437)	Special Needs (#= 840)	All Other Students (#=5 407)	Special Needs (#= 9)	All Other Students (#= 140)
Successfully Completed the OSSLT	37%	76%	32%	68%	67%	92%
Passed Reading Only	5%	4%	4%	4%	-	-
Passed Writing Only	26%	12%	28%	16%	-	-
Did Not Pass Reading or Writing	31%	8%	35%	12%	-	-

³ 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 Receiving Accommodations⁴ (excluding gifted) (Method 1)

	Provincial Results			Board Results			School Results		
	Receiving Accomm., IEP Only (#=2 825)	Receiving Accomm., IEP and IPRC (#=11 458)	All Other Students (#=131 537)	Receiving Accomm., IEP Only (#= 112)	Receiving Accomm., IEP and IPRC (#= 725)	All Other Students (#=5 716)	Receiving Accomm., IEP Only (#=n/a)	Receiving Accomm., IEP and IPRC (#= 8)	All Other Students (#= 142)
Successfully Completed the OSSLT	37%	35%	70%	34%	31%	64%	-	-	91%
Passed Reading Only	6%	5%	4%	5%	4%	4%	-	-	-
Passed Writing Only	25%	25%	11%	27%	28%	15%	-	-	-
Did Not Pass Reading or Writing	28%	30%	8%	30%	35%	11%	-	-	-
Absent One or Both Days	4%	4%	3%	1%	2%	2%	-	0%	0%
Deferred	<1%	<1%	5%	3%	1%	4%	-	0%	1%

Results for First-Time Eligible Students - Students Receiving Accommodations⁴ (excluding gifted) (Method 2)

	Provincial Results			Board Results			School Results		
	Receiving Accomm., IEP Only (#=2 713)	Receiving Accomm., IEP and IPRC (#=10 983)	All Other Students (#=121 651)	Receiving Accomm., IEP Only (#= 108)	Receiving Accomm., IEP and IPRC (#= 707)	All Other Students (#=5 410)	Receiving Accomm., IEP Only (#=n/a)	Receiving Accomm., IEP and IPRC (#= 8)	All Other Students (#= 140)
Successfully Completed the OSSLT	39%	37%	76%	35%	32%	68%	-	-	92%
Passed Reading Only	6%	5%	4%	6%	4%	4%	-	-	-
Passed Writing Only	26%	26%	12%	28%	29%	16%	-	-	-
Did Not Pass Reading or Writing	29%	32%	9%	31%	36%	12%	-	-	-

⁴“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*.

Results for First-Time Eligible Students - Program of Study⁵ (Method 1)

	Provincial Results			Board Results			School Results		
	Academic Program	Applied Program	Locally Developed Program	Academic Program	Applied Program	Locally Developed Program	Academic Program	Applied Program	Locally Developed Program
	(#=101 270)	(#=34 202)	(#=6 333)	(#=4 711)	(#=1 488)	(#= 175)	(#= 145)	(#= 6)	(#=n/a)
Successfully Completed the OSSLT	83%	33%	10%	75%	22%	12%	90%	-	-
Passed Reading Only	3%	6%	3%	4%	4%	-	-	-	-
Passed Writing Only	8%	24%	16%	14%	26%	-	-	-	-
Did Not Pass Reading or Writing	3%	25%	40%	6%	37%	42%	-	-	-
Absent One or Both Days	1%	5%	9%	1%	4%	3%	0%	0%	-
Deferred	1%	7%	23%	1%	7%	24%	1%	0%	-

Results for First-Time Eligible Students - Program of Study⁵ (Method 2)

	Provincial Results			Board Results			School Results		
	Academic Program	Applied Program	Locally Developed Program	Academic Program	Applied Program	Locally Developed Program	Academic Program	Applied Program	Locally Developed Program
	(#=98 668)	(#=30 233)	(#=4 302)	(#=4 640)	(#=1 335)	(#= 127)	(#= 143)	(#= 6)	(#=n/a)
Successfully Completed the OSSLT	85%	38%	14%	76%	24%	17%	91%	-	-
Passed Reading Only	3%	7%	4%	4%	5%	-	-	-	-
Passed Writing Only	8%	27%	23%	14%	29%	-	-	-	-
Did Not Pass Reading or Writing	3%	28%	58%	6%	42%	58%	-	-	-

⁵Results for program are based upon students for whom program data were available. “Academic Program” refers to students enrolled in the academic level in mathematics **and/or** English; “Applied Program” refers to students enrolled in the applied level in **both** mathematics and English; “Locally Developed Program” refers to students enrolled in courses in mathematics **and/or** English developed for them at their school.

Gender Breakdown of Non-Exempted First-Time Eligible Students

	Province		Board		School	
	Number	%	Number	%	Number	%
Female	70 675	48%	3 390	52%	105	70%
Male	73 999	50%	3 091	47%	46	30%
Unspecified	1 865	1%	94	1%	0	0%

Contextual Information from the Student Questionnaire⁶ for First-Time Eligible Students

Response Rates

Province			Board			School		
Eligible Students	Completed Questionnaires	Response Rate	Eligible Students	Completed Questionnaires	Response Rate	Eligible Students	Completed Questionnaires	Response Rate
146 539	143 948	98%	6 575	6 040	92%	151	148	98%

Student Computer Use, Language and Background

Percentage of first-time eligible students indicating that	Province		Board		School	
	Females (#=69 981)	Males (#=72 000)	Females (#=3 132)	Males (#=2 821)	Females (#= 102)	Males (#= 46)
they have a computer in their home.	92%	90%	90%	89%	94%	96%
English is the first language that they learned in the home.	77%	76%	56%	59%	84%	76%
English is the language spoken most frequently in the home.	76%	75%	55%	56%	77%	78%
they were born outside Canada.	19%	20%	35%	35%	15%	17%

⁶Note: Percentages in the following tables are based on the total number of students who completed a questionnaire.

Reading and Writing Outside School

Percentage of first-time eligible students indicating that	Province		Board		School	
	Females (#=69 981)	Males (#=72 000)	Females (#=3 132)	Males (#=2 821)	Females (#= 102)	Males (#= 46)
they read in English outside school for three or more hours in a week (not counting homework).	40%	33%	34%	27%	54%	52%
they read the following kinds of material outside school most weeks:						
• biographies or other non-fiction books	20%	18%	19%	17%	32%	30%
• comics	28%	35%	29%	35%	31%	35%
• Internet material	80%	74%	80%	76%	76%	70%
• letters	44%	17%	44%	19%	45%	22%
• magazines	81%	64%	82%	61%	85%	65%
• manuals, instructions	10%	25%	12%	25%	11%	24%
• newspapers	44%	50%	47%	57%	58%	63%
• novels, fiction, short stories	64%	42%	62%	36%	77%	59%
• poetry, song lyrics	47%	22%	56%	28%	53%	33%
• religious or spiritual readings	14%	11%	13%	10%	12%	13%
they write in English outside school for three or more hours a week (not counting homework).	34%	25%	31%	24%	48%	26%
they do the following types of writing outside school most weeks:						
• e-mail messages, chat-room conversations	88%	82%	88%	86%	84%	80%
• letters, journals, diaries	58%	11%	61%	14%	73%	13%
• notes, directions, instructions	46%	28%	43%	29%	46%	37%
• song lyrics, poems	32%	19%	38%	24%	46%	24%
• stories, fiction	15%	11%	14%	11%	18%	15%