



School Report

First-Time Eligible Students



Ontario Secondary School Literacy Test, 2014–2015

School: Bishop Marrocco/Thomas Merton Catholic SS (691798)

Board: Toronto Catholic District School Board (67059)

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.

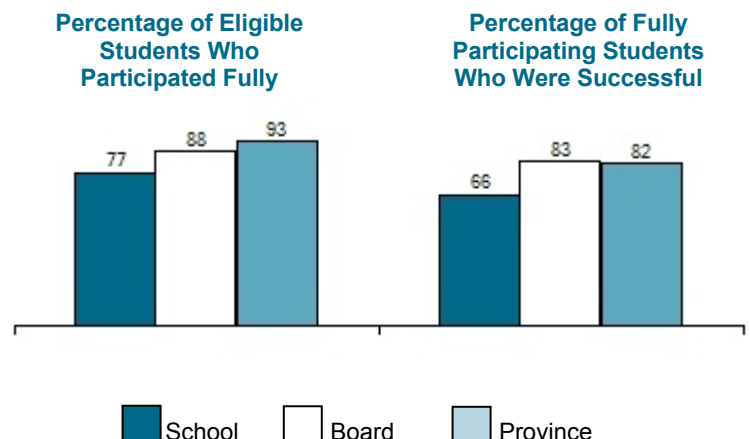
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to 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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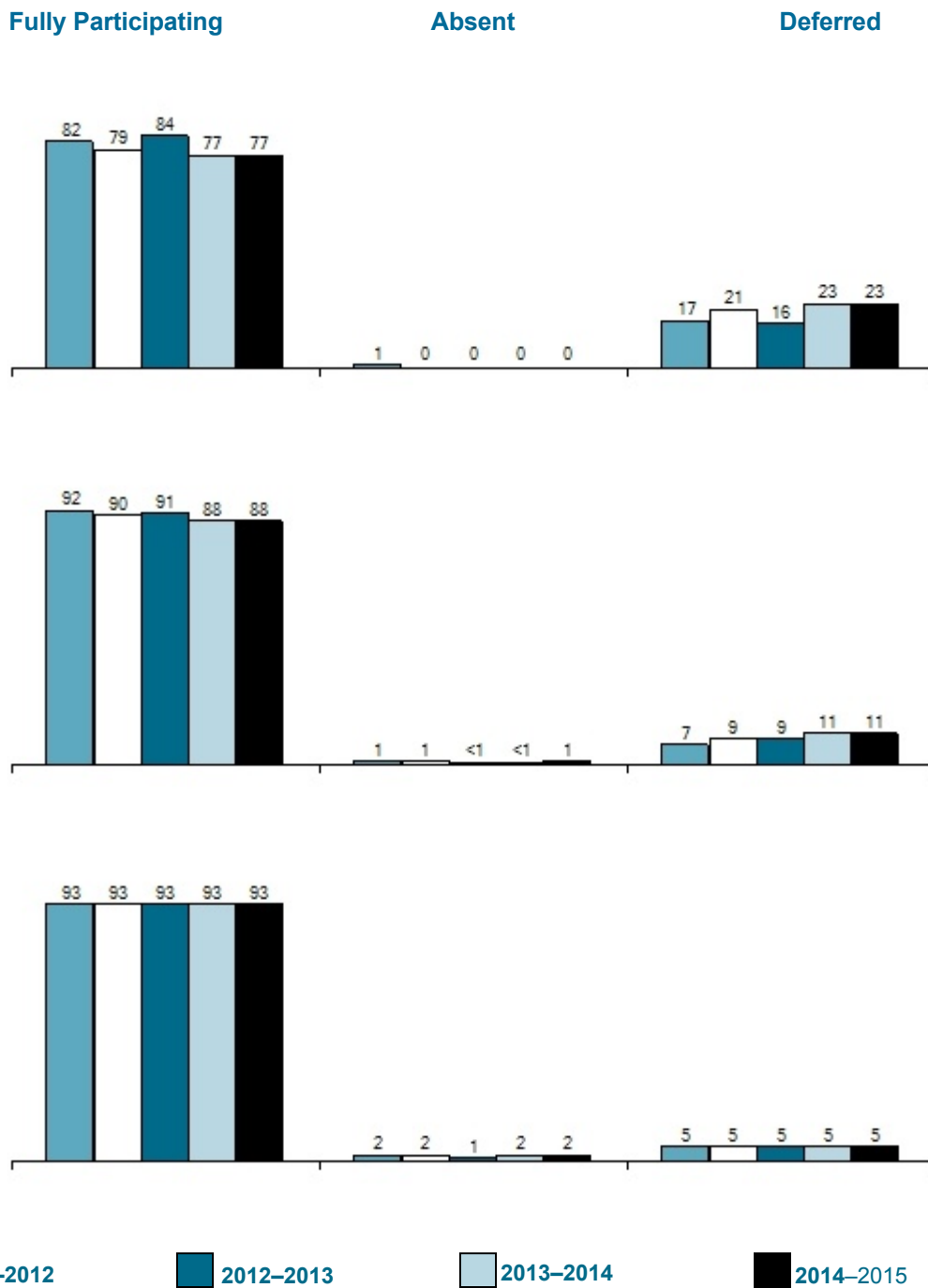
FIRST-TIME ELIGIBLE STUDENTS, 2014–2015: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



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	240	203	213	248	231
Board	7 414	7 050	7 268	7 102	7 158
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

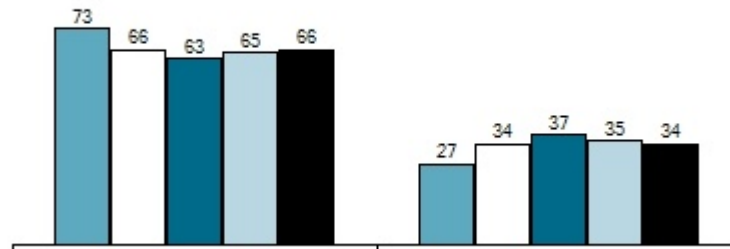
ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*

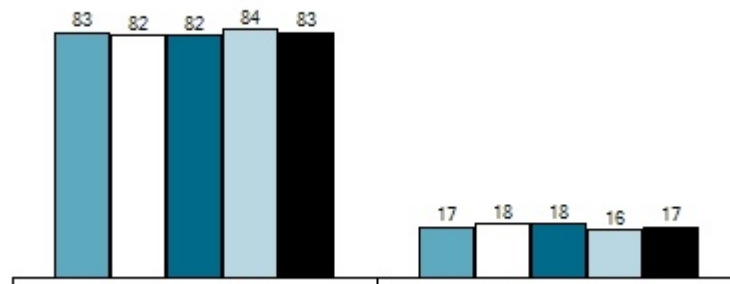
Successful

Not Successful

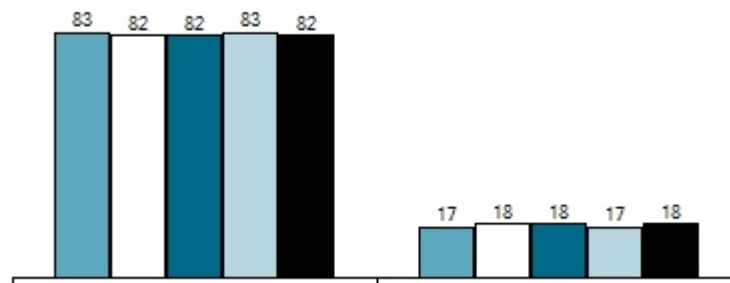
SCHOOL



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	198	161	179	192	179
Board	6 819	6 369	6 608	6 284	6 324
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	231		7 158		137 620	
Number of schools with first-time eligible students	n/a		38		786	
Number of students who were exempted	0		34		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	179	77%	6 324	88%	127 867	93%
Of all first-time eligible students, those who were absent	0	0%	46	1%	2 603	2%
Of all first-time eligible students, those who were deferred	52	23%	788	11%	7 150	5%
Gender[†] Based on number of first-time eligible students						
Female	89	39%	3 632	51%	67 023	49%
Male	142	61%	3 526	49%	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*	26	11%	985	14%	8 042	6%
English language learners receiving special provisions**	4	2%	571	9%	4 615	4%
Students with special education needs (excluding gifted)*	79	34%	1 182	17%	25 772	19%
Students with special education needs receiving accommodations (excluding gifted)**	62	35%	896	14%	20 522	16%
Course Type in English[†] Based on number of first-time eligible students						
Academic	93	40%	4 946	69%	99 813	73%
Applied	106	46%	1 608	22%	29 316	21%
Locally developed	13	6%	142	2%	3 791	3%
ESL/ELD	18	8%	384	5%	3 513	3%
Other	1	<1%	78	1%	1 187	1%
Language^{††} Based on Student Questionnaire data						
	Number of Respondents:		6 176		121 594	
First language learned at home was other than English	52	30%	2 034	33%	27 255	22%
Speak only or mostly English at home	104	60%	3 767	61%	90 499	74%
Speak another language (or other languages) as often as English at home	49	28%	1 754	28%	22 357	18%
Speak only or mostly another language (or other languages) at home	21	12%	625	10%	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.

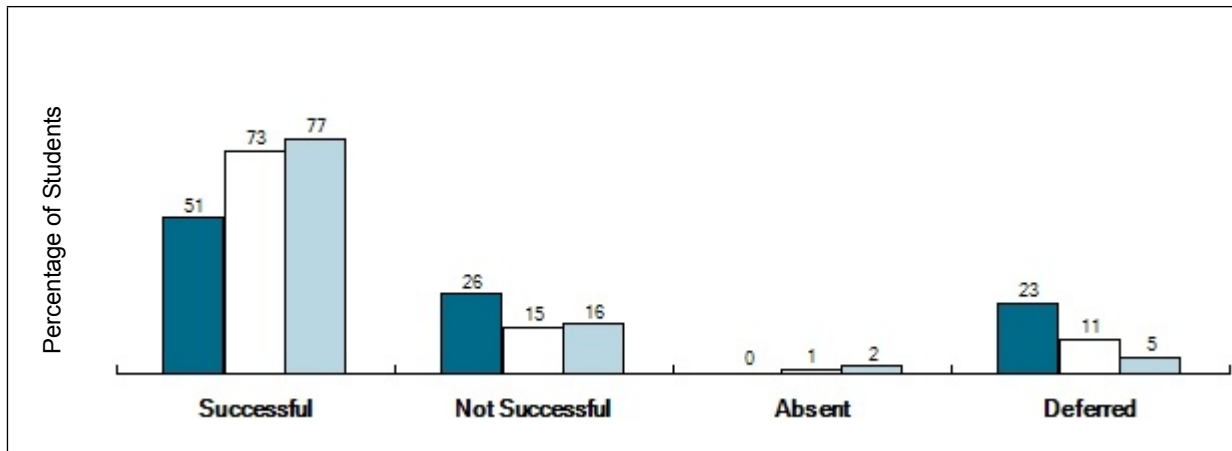
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

Ontario Secondary School Literacy Test, 2014–2015

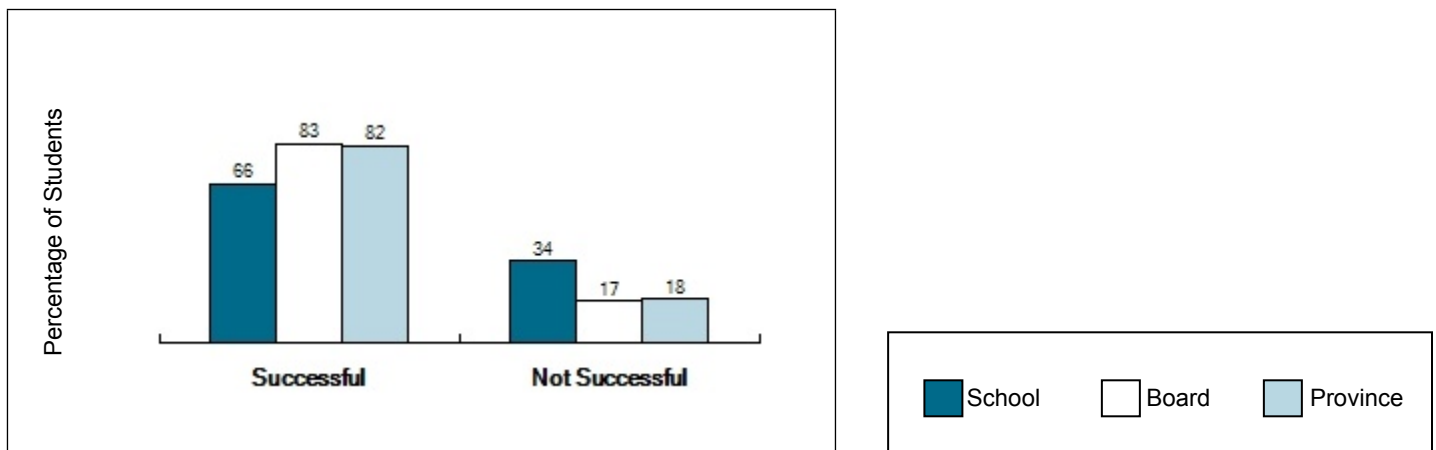
Results for All Students*

Results for All Students First-Time Eligible Students						
	All			Fully Participating		
	School # = 231	Board # = 7 158	Province # = 137 620	School # = 179	Board # = 6 324	Province # = 127 867
Successful	118	51%	73%	77%	66%	82%
Not Successful	61	26%	15%	16%	34%	18%
Fully Participating	179	77%	88%	93%		
Absent	0	0%	1%	2%		
Deferred	52	23%	11%	5%		

Results for All First-Time Eligible Students



Results for Fully Participating First-Time Eligible Students



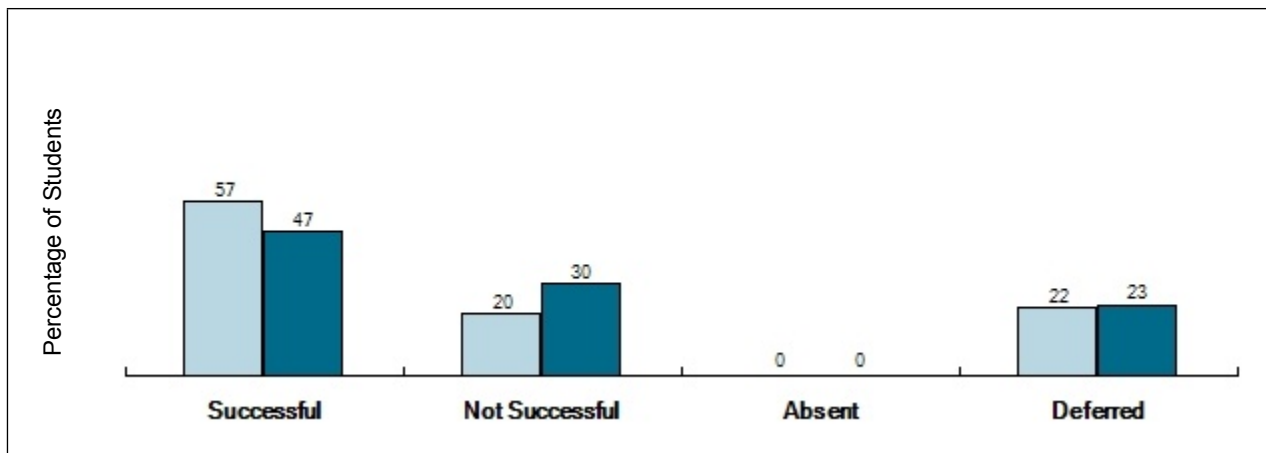
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Ontario Secondary School Literacy Test, 2014–2015

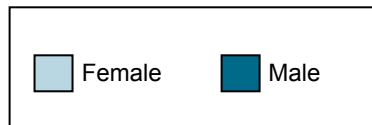
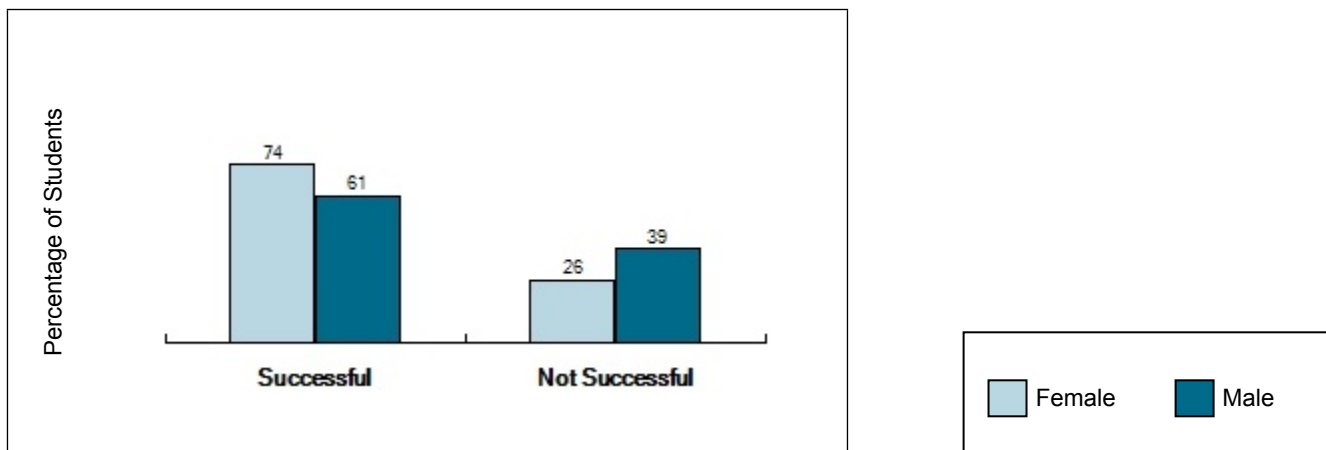
School Results by Gender*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 89		Male # = 142		Female # = 69	Male # = 110
Successful	51	57%	67	47%	74%	61%
Not Successful	18	20%	43	30%	26%	39%
Fully Participating	69	78%	110	77%		
Absent	0	0%	0	0%		
Deferred	20	22%	32	23%		

School Results for All First-Time Eligible Students by Gender



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



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

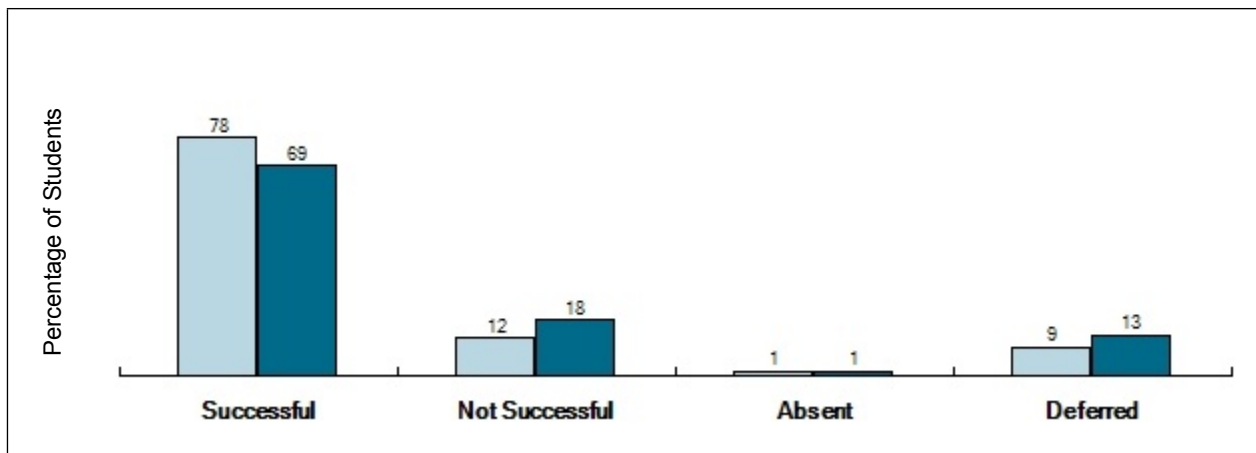
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2014–2015

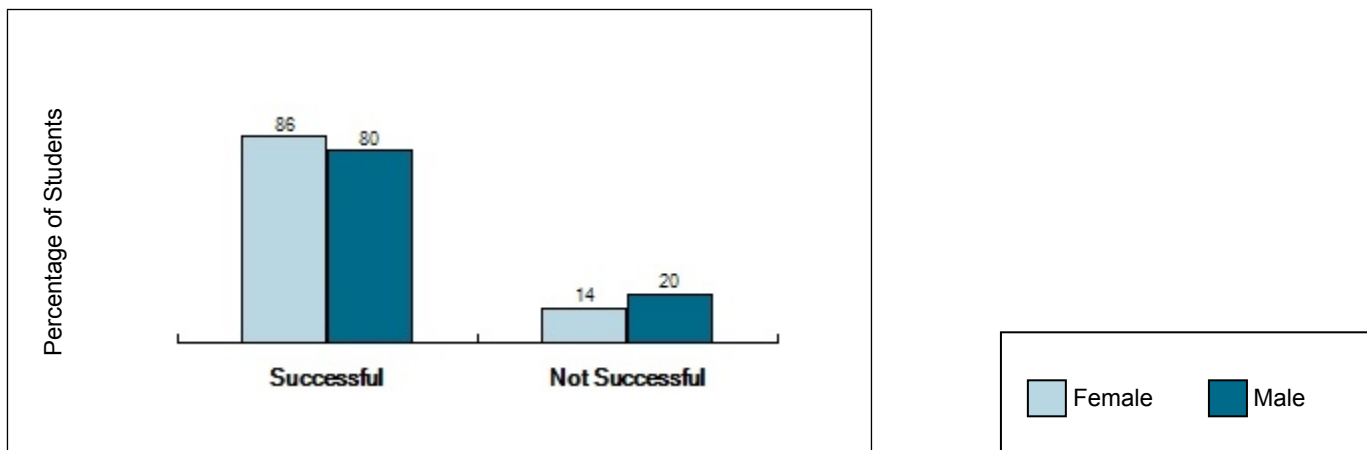
Board Results by Gender*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 3 632		Male # = 3 526		Female # = 3 267	Male # = 3 057
Successful	2 821	78%	2 439	69%	86%	80%
Not Successful	446	12%	618	18%	14%	20%
Fully Participating	3 267	90%	3 057	87%		
Absent	23	1%	23	1%		
Deferred	342	9%	446	13%		

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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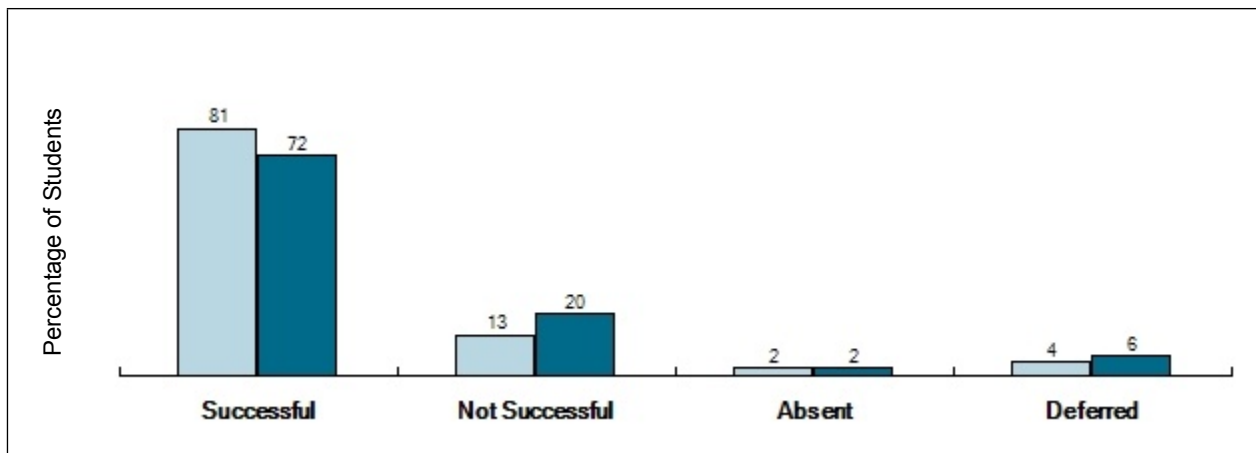
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Ontario Secondary School Literacy Test, 2014–2015

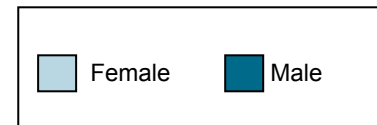
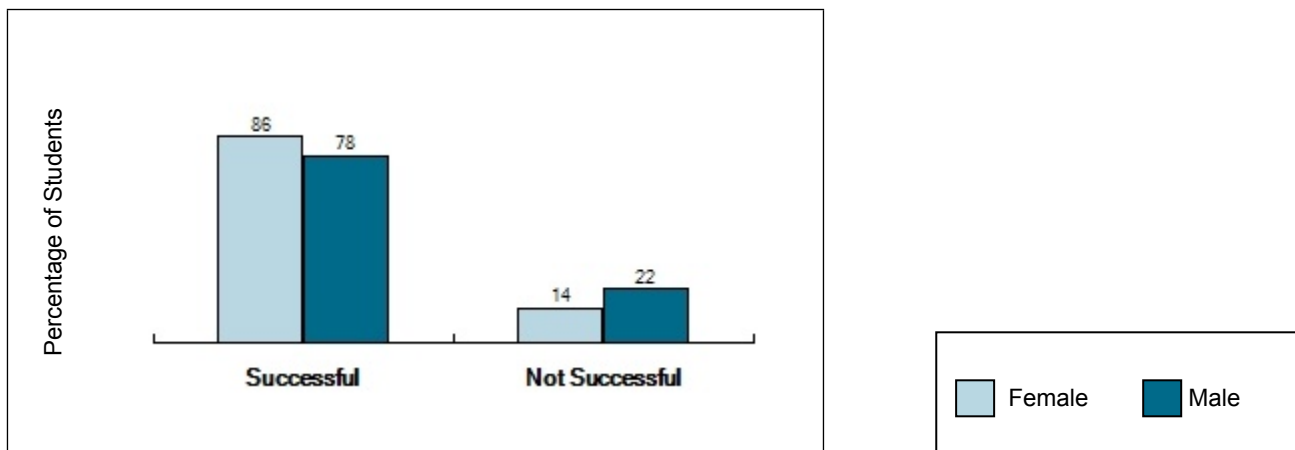
Provincial Results by Gender*†

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



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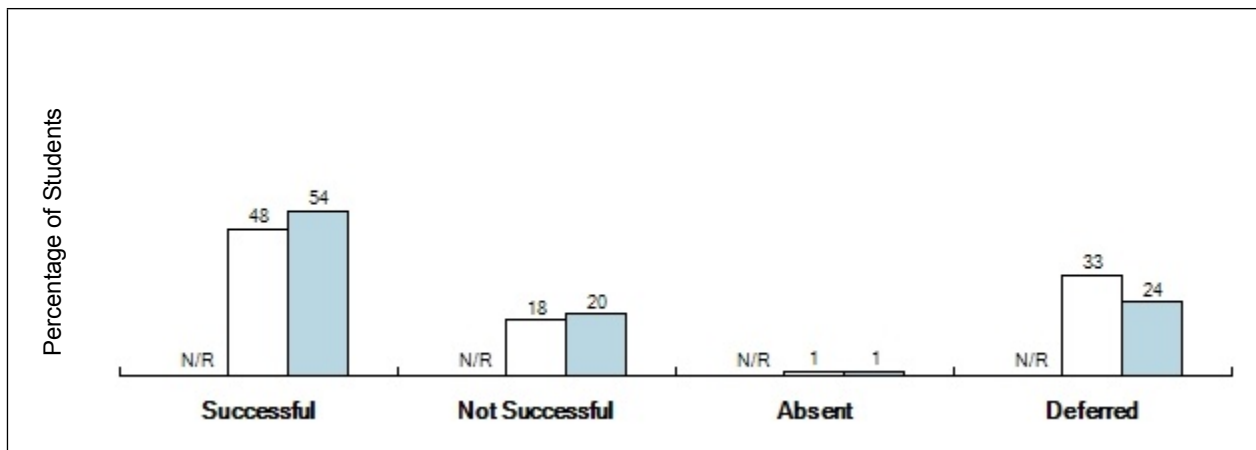
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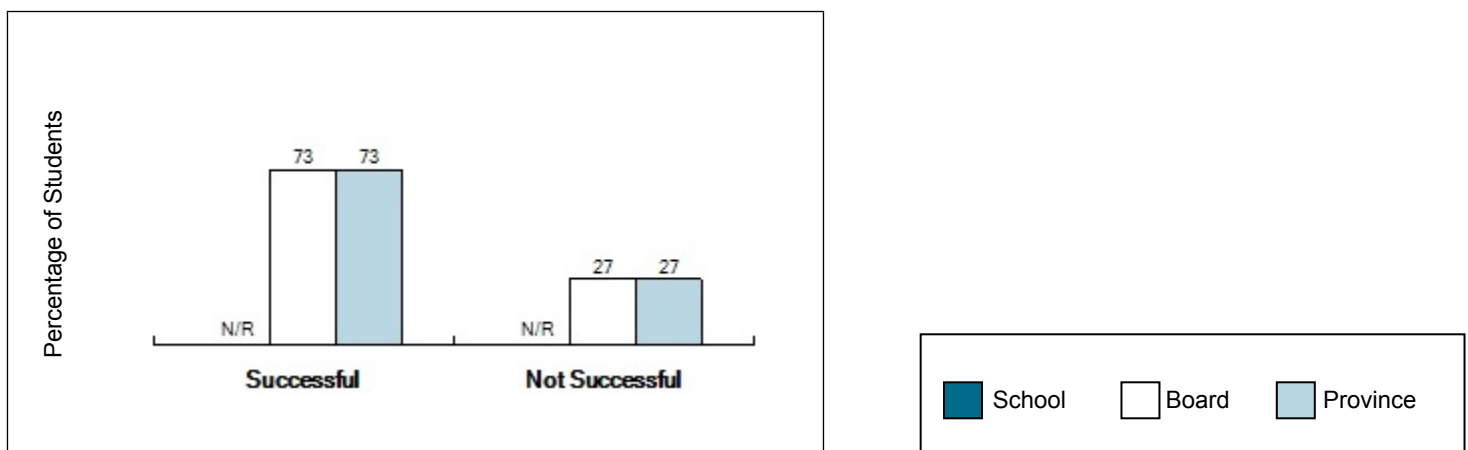
Results for English Language Learners*

Results for English Language Learners First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 985	Province # = 8 042	School # = N/R	Board # = 648	Province # = 6 005
Successful	N/R	N/R	48%	54%	N/R	73%
Not Successful	N/R	N/R	18%	20%	N/R	27%
Fully Participating	N/R	N/R	66%	75%		
Absent	N/R	N/R	1%	1%		
Deferred	N/R	N/R	33%	24%		

Results for All First-Time Eligible English Language Learners



Results for Fully Participating First-Time Eligible English Language Learners



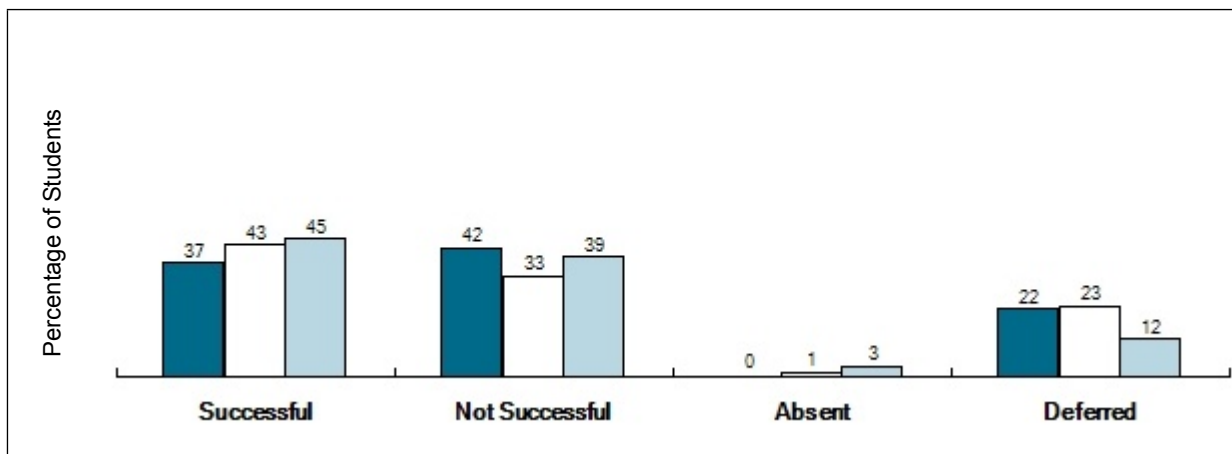
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Ontario Secondary School Literacy Test, 2014–2015

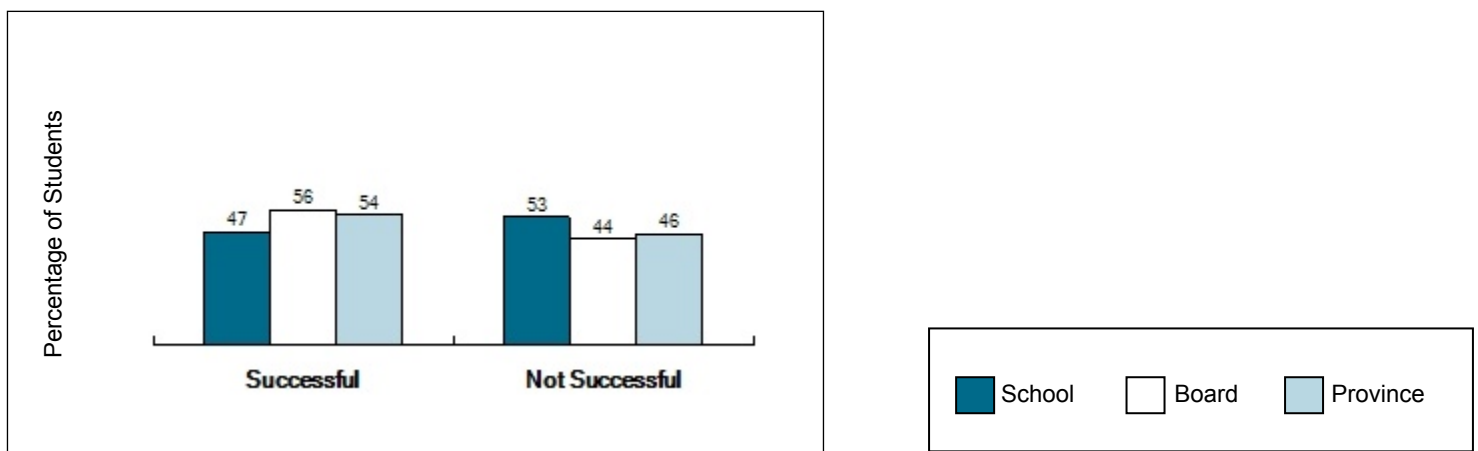
Results for Students with Special Education Needs (excluding gifted)*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students							
	All			Fully Participating			
	School # = 79	Board # = 1 182	Province # = 25 772	School # = 62	Board # = 901	Province # = 21 869	
Successful	29	37%	43%	45%	47%	56%	54%
Not Successful	33	42%	33%	39%	53%	44%	46%
Fully Participating	62	78%	76%	85%			
Absent	0	0%	1%	3%			
Deferred	17	22%	23%	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)



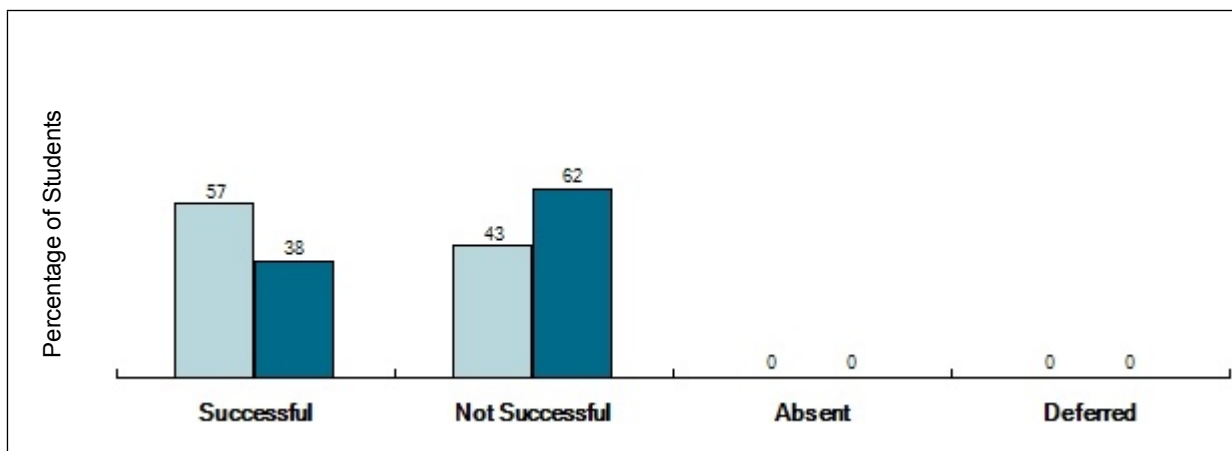
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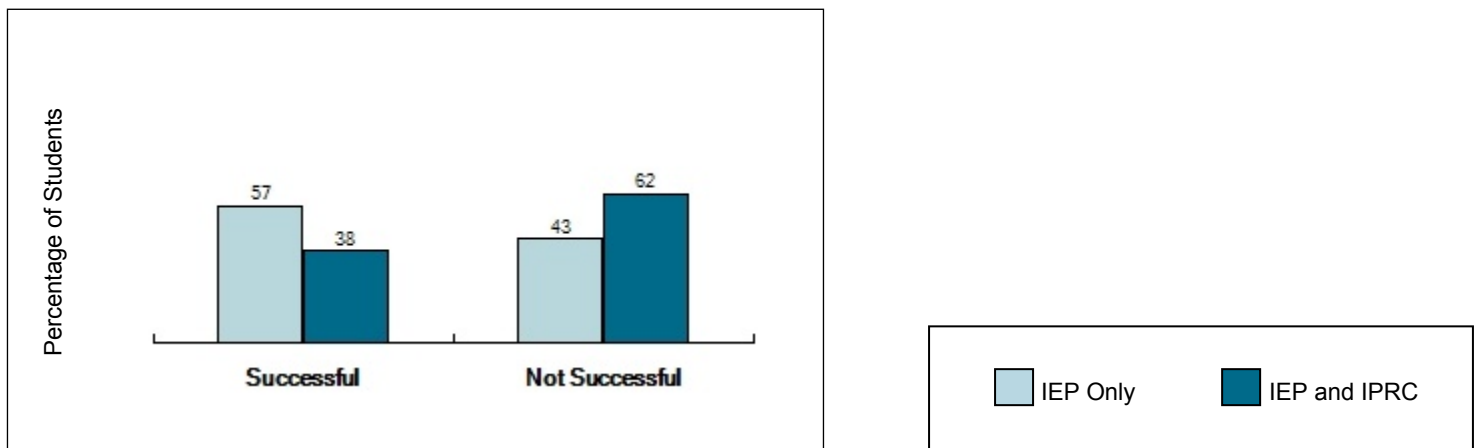
School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 28		IEP and IPRC # = 34		IEP Only # = 28	IEP and IPRC # = 34
Successful	16	57%	13	38%	57%	38%
Not Successful	12	43%	21	62%	43%	62%
Fully Participating	28	100%	34	100%		
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)



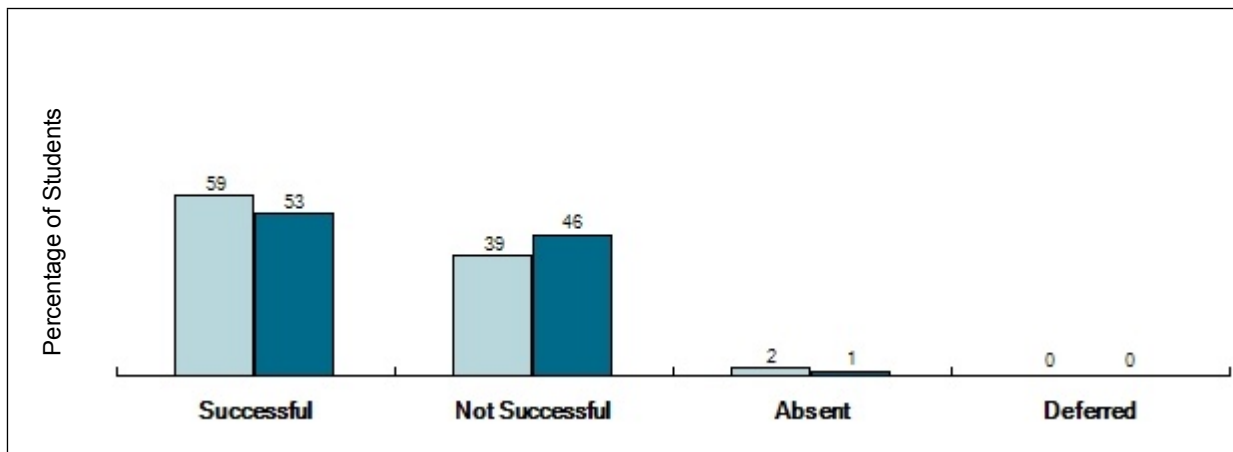
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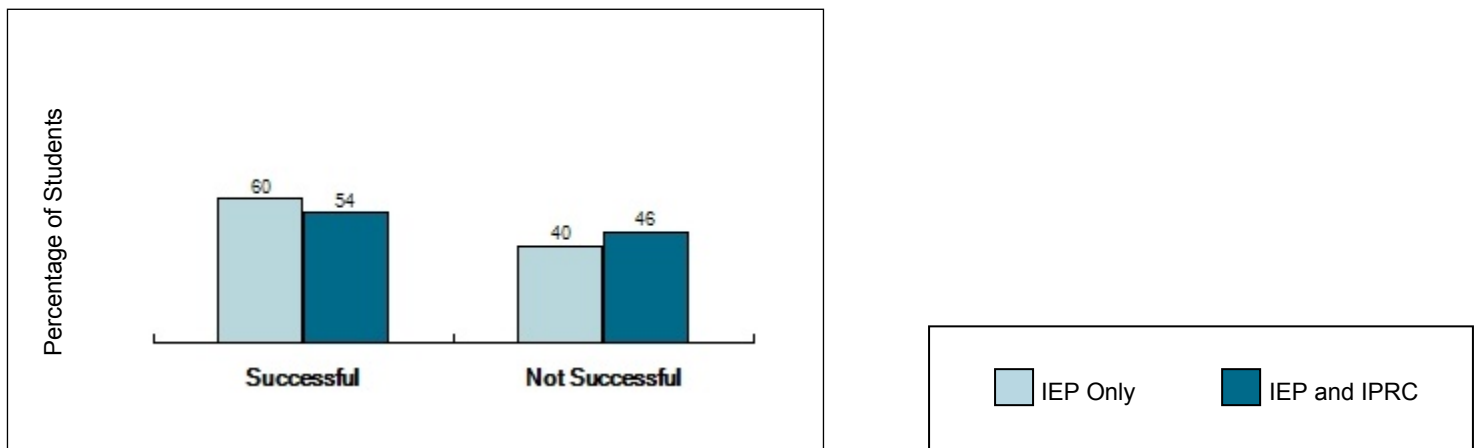
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 395		IEP and IPRC # = 514		IEP Only # = 389	IEP and IPRC # = 507
Successful	234	59%	272	53%	60%	54%
Not Successful	155	39%	235	46%	40%	46%
Fully Participating	389	98%	507	99%		
Absent	6	2%	7	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)



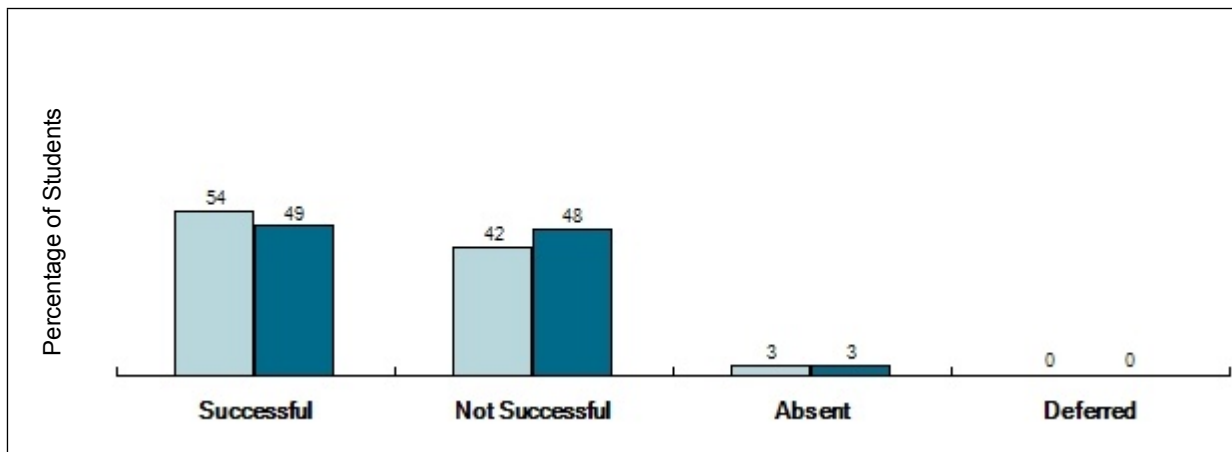
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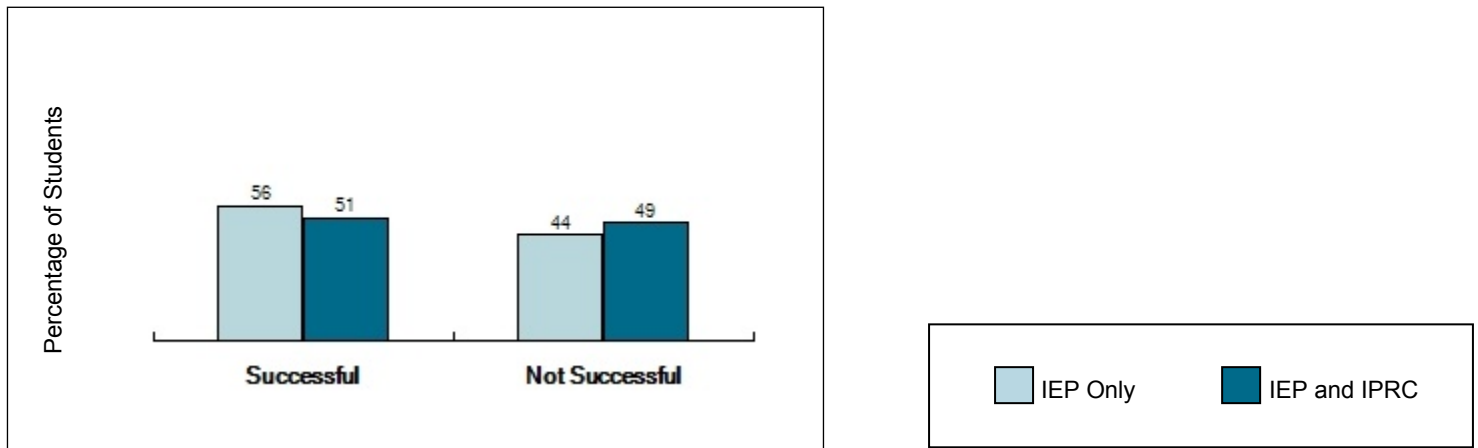
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

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)



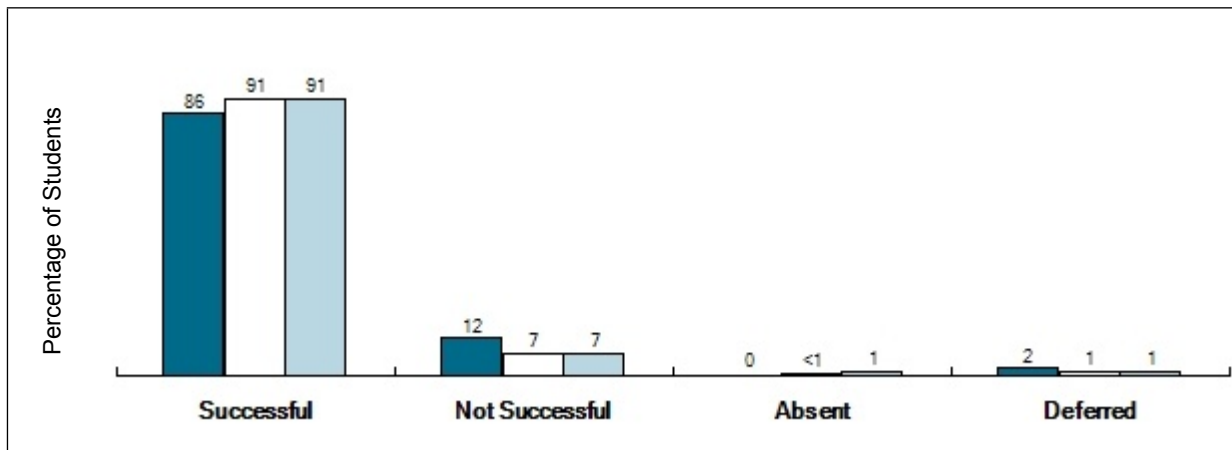
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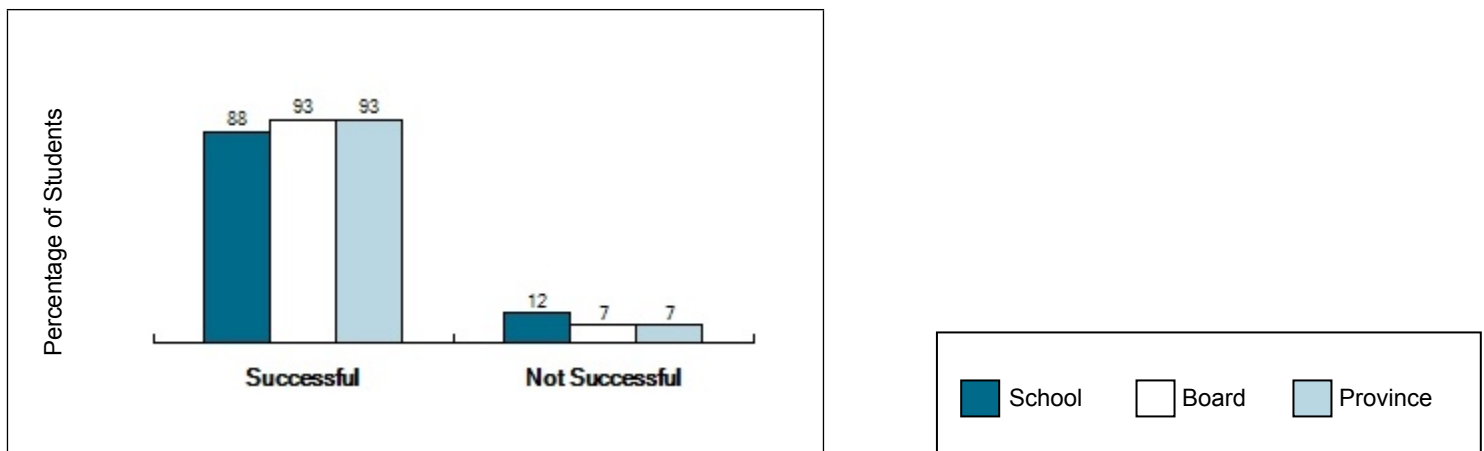
Results for Students Taking Academic English Course*

	Results for Students Taking Academic English Course First-Time Eligible Students					
	All			Fully Participating		
	School # = 93	Board # = 4 946	Province # = 99 813	School # = 91	Board # = 4 863	Province # = 97 615
Successful	80	86%	91%	91%	88%	93%
Not Successful	11	12%	7%	7%	12%	7%
Fully Participating	91	98%	98%	98%		
Absent	0	0%	<1%	1%		
Deferred	2	2%	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



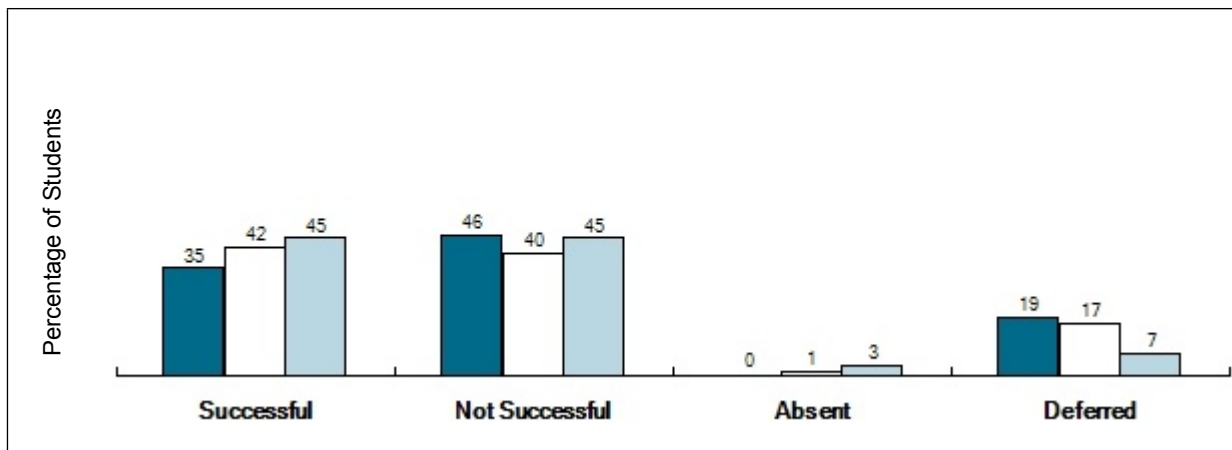
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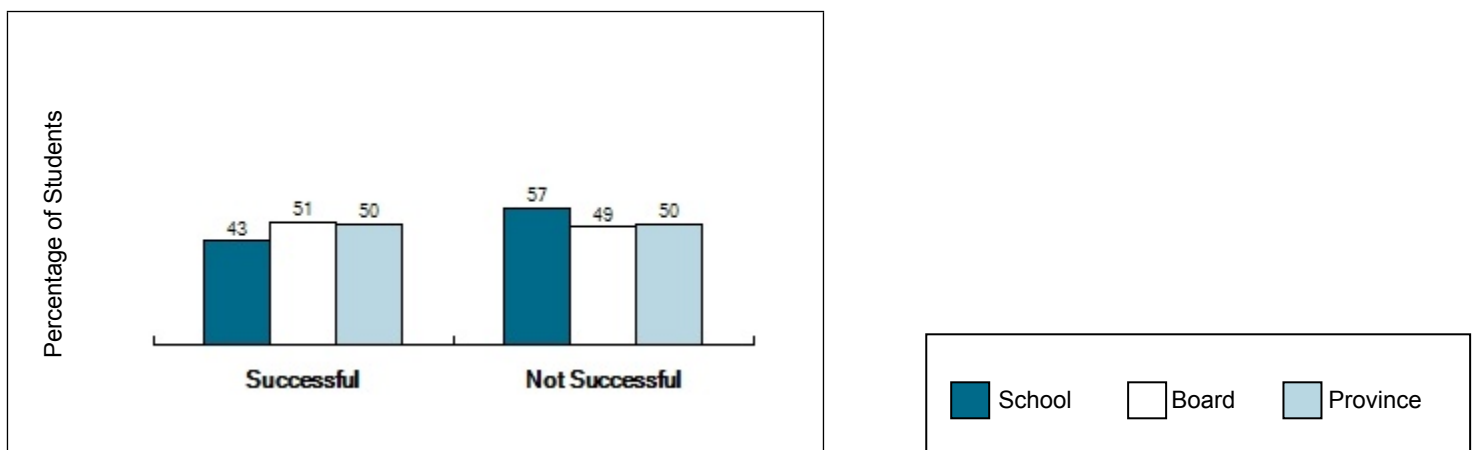
Results for Students Taking Applied English Course*

Results for Students Taking Applied English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = 106	Board # = 1 608	Province # = 29 316	School # = 86	Board # = 1 311	Province # = 26 213
Successful	37	35%	42%	45%	43%	51%
Not Successful	49	46%	40%	45%	57%	49%
Fully Participating	86	81%	82%	89%		
Absent	0	0%	1%	3%		
Deferred	20	19%	17%	7%		

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



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



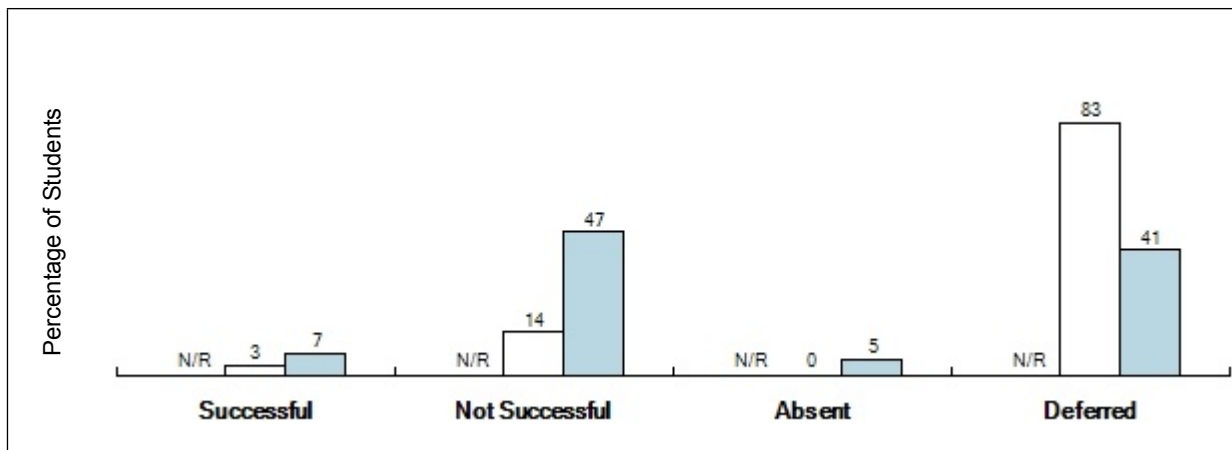
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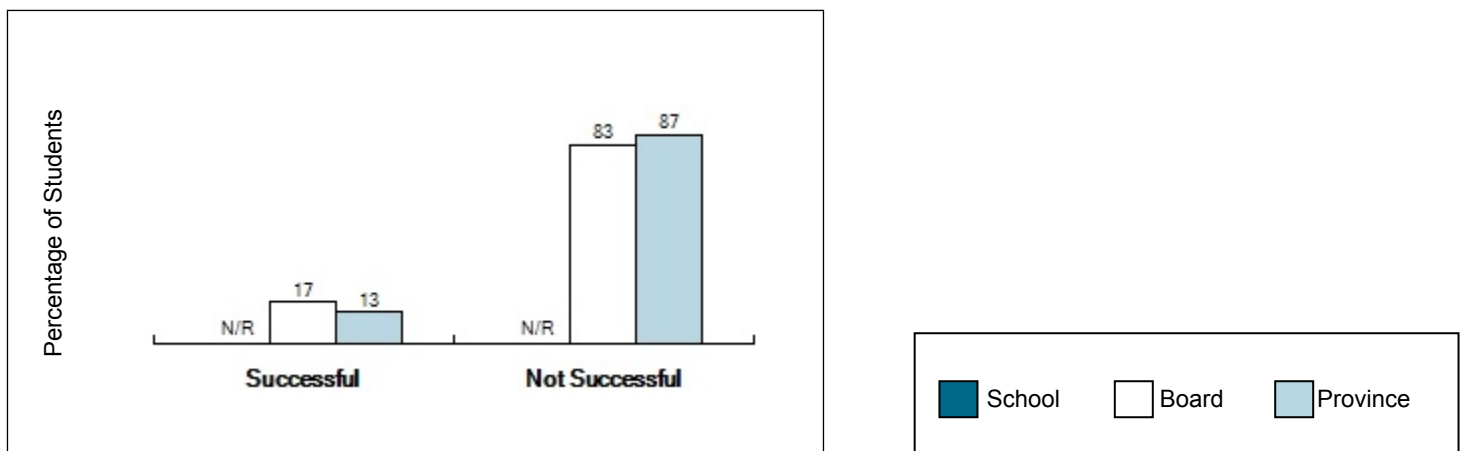
Results for Students Taking Locally Developed English Course*

Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All			Fully Participating		
	School # = N/R	Board # = 142	Province # = 3 791	School # = N/R	Board # = 24	Province # = 2 064
Successful	N/R	N/R	3%	7%	N/R	17%
Not Successful	N/R	N/R	14%	47%	N/R	83%
Fully Participating	N/R	N/R	17%	54%		
Absent	N/R	N/R	0%	5%		
Deferred	N/R	N/R	83%	41%		

Results for All First-Time Eligible Students Taking Locally Developed English Course



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



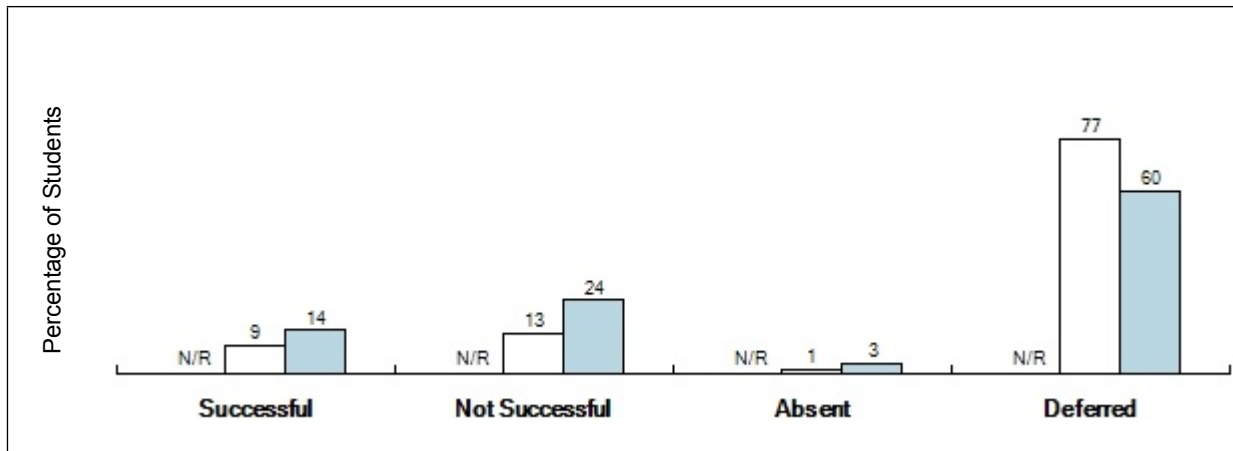
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2014–2015

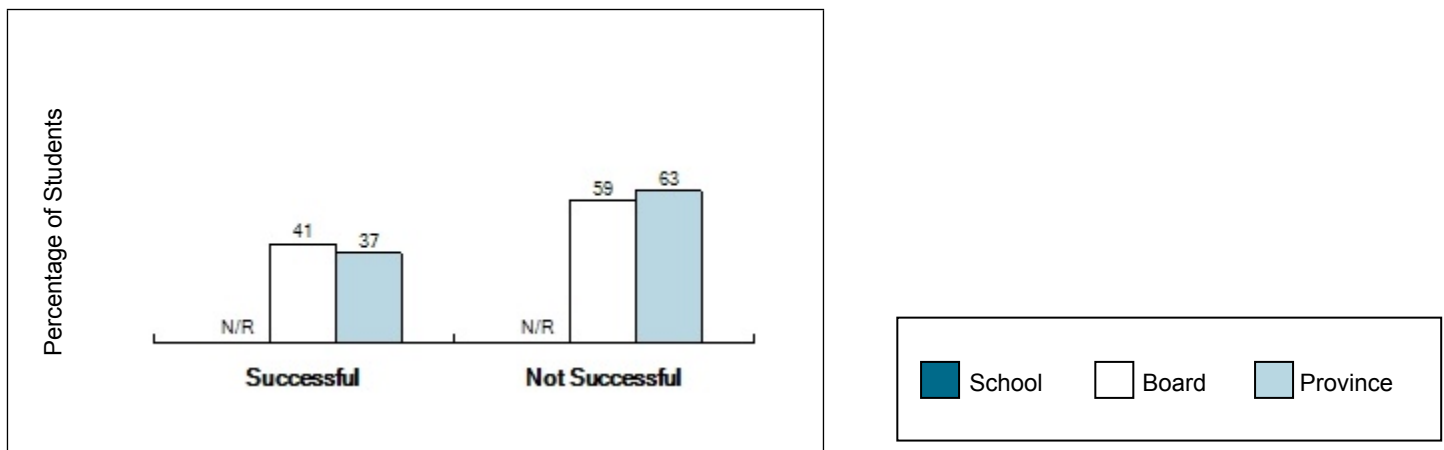
Results for Students Taking ESL/ELD Course*

	Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All			Fully Participating			
	School # = N/R	Board # = 384	Province # = 3 513	School # = N/R	Board # = 85	Province # = 1 314	
Successful	N/R	N/R	9%	14%	N/R	41%	37%
Not Successful	N/R	N/R	13%	24%	N/R	59%	63%
Fully Participating	N/R	N/R	22%	37%			
Absent	N/R	N/R	1%	3%			
Deferred	N/R	N/R	77%	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	240	203	213	248	231
Number of students who were exempted	0	2	7	4	0
Participation in the Test					
Of all first-time eligible students, those who participated fully in the assessment	82%	79%	84%	77%	77%
Of all first-time eligible students, those who were absent	1%	0%	0%	0%	0%
Of all first-time eligible students, those who were deferred	17%	21%	16%	23%	23%
Gender[†] Based on number of first-time eligible students					
Female	36%	44%	38%	35%	39%
Male	64%	56%	62%	65%	61%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of first-time eligible students					
English language learners*	12%	9%	15%	16%	11%
English language learners receiving special provisions**	0%	4%	11%	9%	2%
Students with special education needs (excluding gifted)*	30%	37%	30%	31%	34%
Students with special education needs receiving accommodations (excluding gifted)**	28%	32%	28%	32%	35%
Course Type in English[†] Based on number of first-time eligible students					
Academic	47%	48%	47%	38%	40%
Applied	40%	40%	46%	47%	46%
Locally developed	4%	7%	3%	5%	6%
ESL/ELD	8%	2%	4%	8%	8%
Other	2%	2%	0%	2%	<1%
Language^{††} Based on Student Questionnaire data					
Number of Respondents:	196	159	175	187	174
First language learned at home was other than English	42%	33%	37%	33%	30%
Speak only or mostly English at home	41%	48%	44%	45%	60%
Speak another language (or other languages) as often as English at home	43%	35%	35%	42%	28%
Speak only or mostly another language (or other languages) at home	15%	16%	19%	12%	12%

† 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.

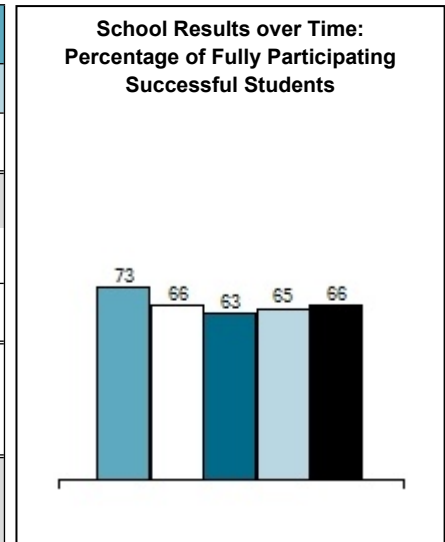
** Percentages are based on fully participating students.

†† 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.

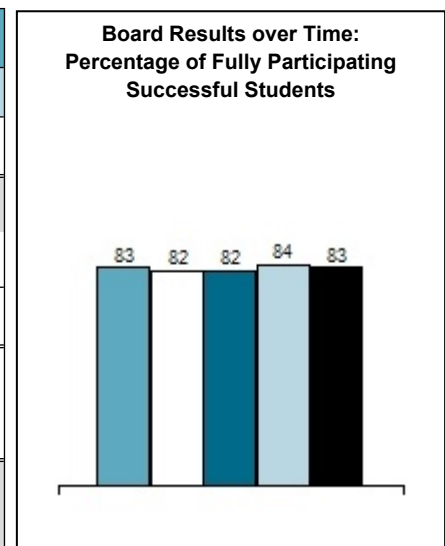
Ontario Secondary School Literacy Test, 2014–2015

Results over Time, 2010–2011 to 2014–2015

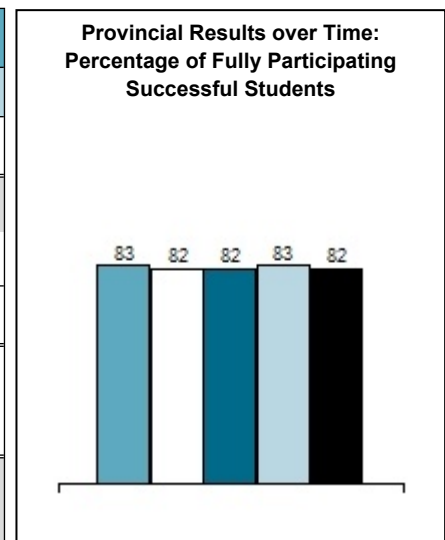
School Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	240		203		213		248		231	
Successful (all)	144	60%	106	52%	112	53%	125	50%	118	51%
Not Successful	54	22%	55	27%	67	31%	67	27%	61	26%
Fully Participating	198	82%	161	79%	179	84%	192	77%	179	77%
Absent	2	1%	0	0%	0	0%	0	0%	0	0%
Deferred	40	17%	42	21%	34	16%	56	23%	52	23%
Fully Participating Successful	144	73%	106	66%	112	63%	125	65%	118	66%



Board Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	7 414		7 050		7 268		7 102		7 158	
Successful (all)	5 671	76%	5 226	74%	5 416	75%	5 282	74%	5 260	73%
Not Successful	1 148	15%	1 143	16%	1 192	16%	1 002	14%	1 064	15%
Fully Participating	6 819	92%	6 369	90%	6 608	91%	6 284	88%	6 324	88%
Absent	51	1%	48	1%	8	<1%	32	<1%	46	1%
Deferred	544	7%	633	9%	652	9%	786	11%	788	11%
Fully Participating Successful	5 671	83%	5 226	82%	5 416	82%	5 282	84%	5 260	83%



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%



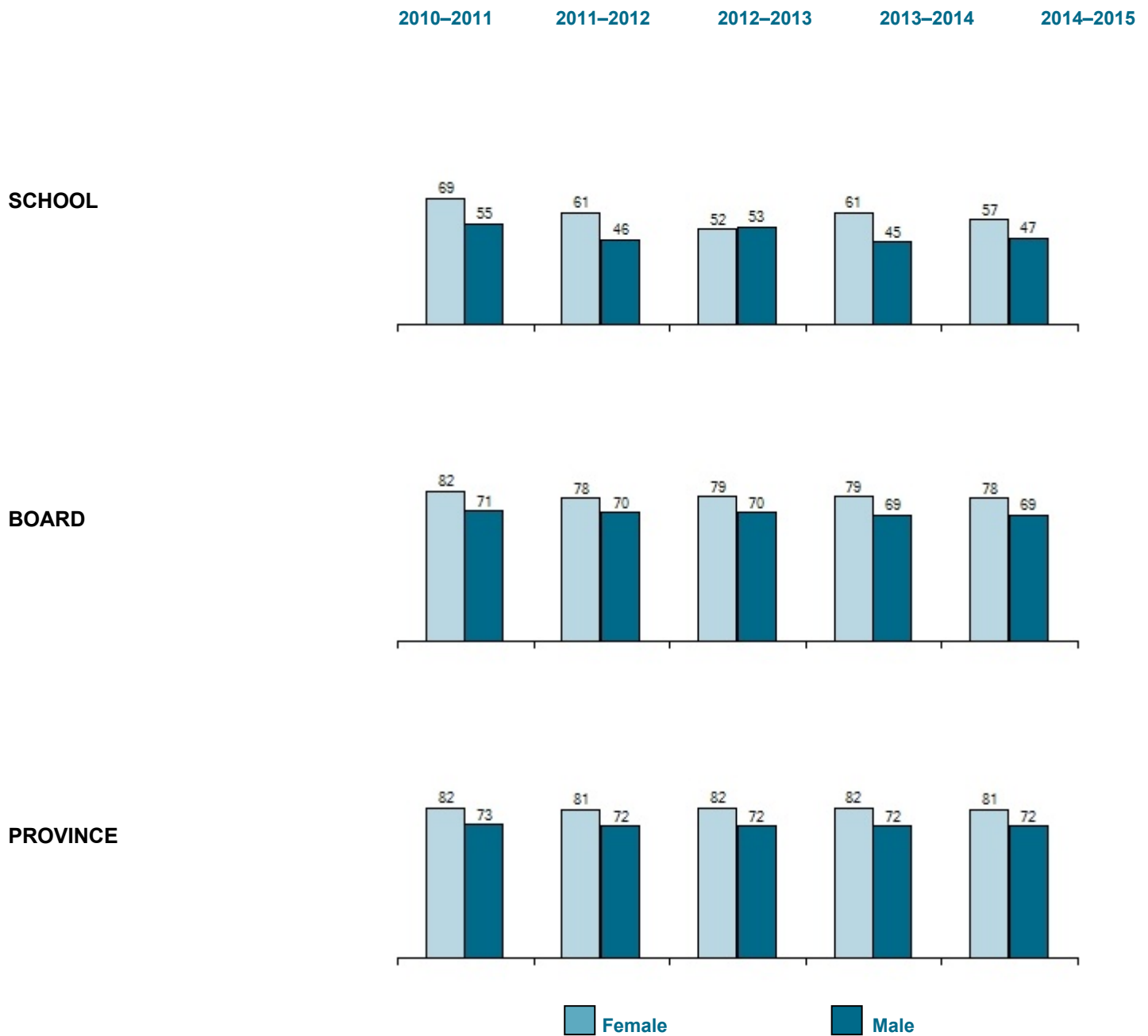
* Percentages in tables may not add up to 100, due to rounding.

■ '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 LITERARY TEST



Number of First-Time Eligible Students†

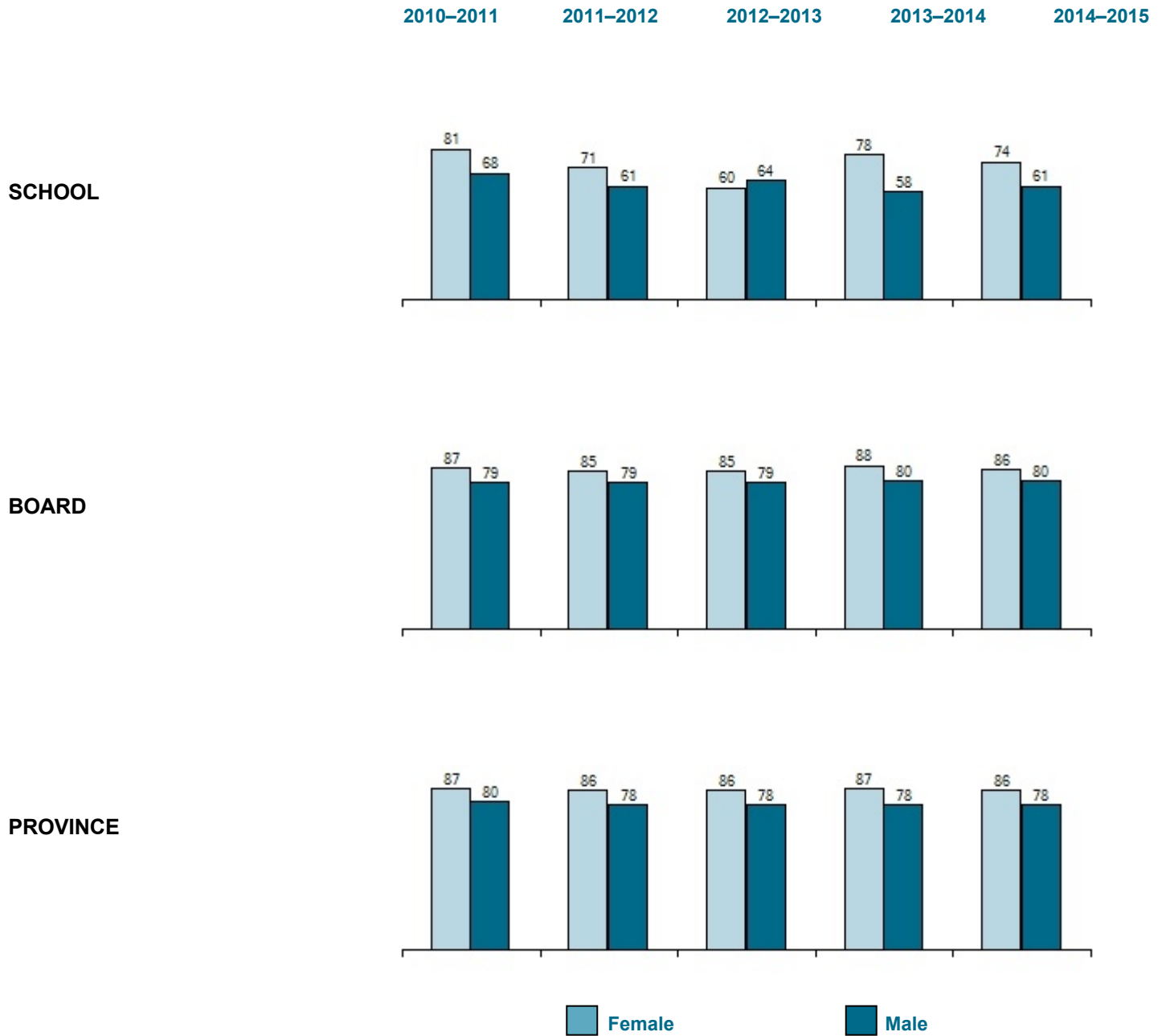
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	87	153	89	114	82	131	87	161	89	142
Board	3 754	3 660	3 547	3 503	3 772	3 496	3 628	3 474	3 632	3 526
Province	74 954	78 681	71 934	75 370	70 092	73 260	69 290	72 521	67 023	70 597

† 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 LITERARY TEST

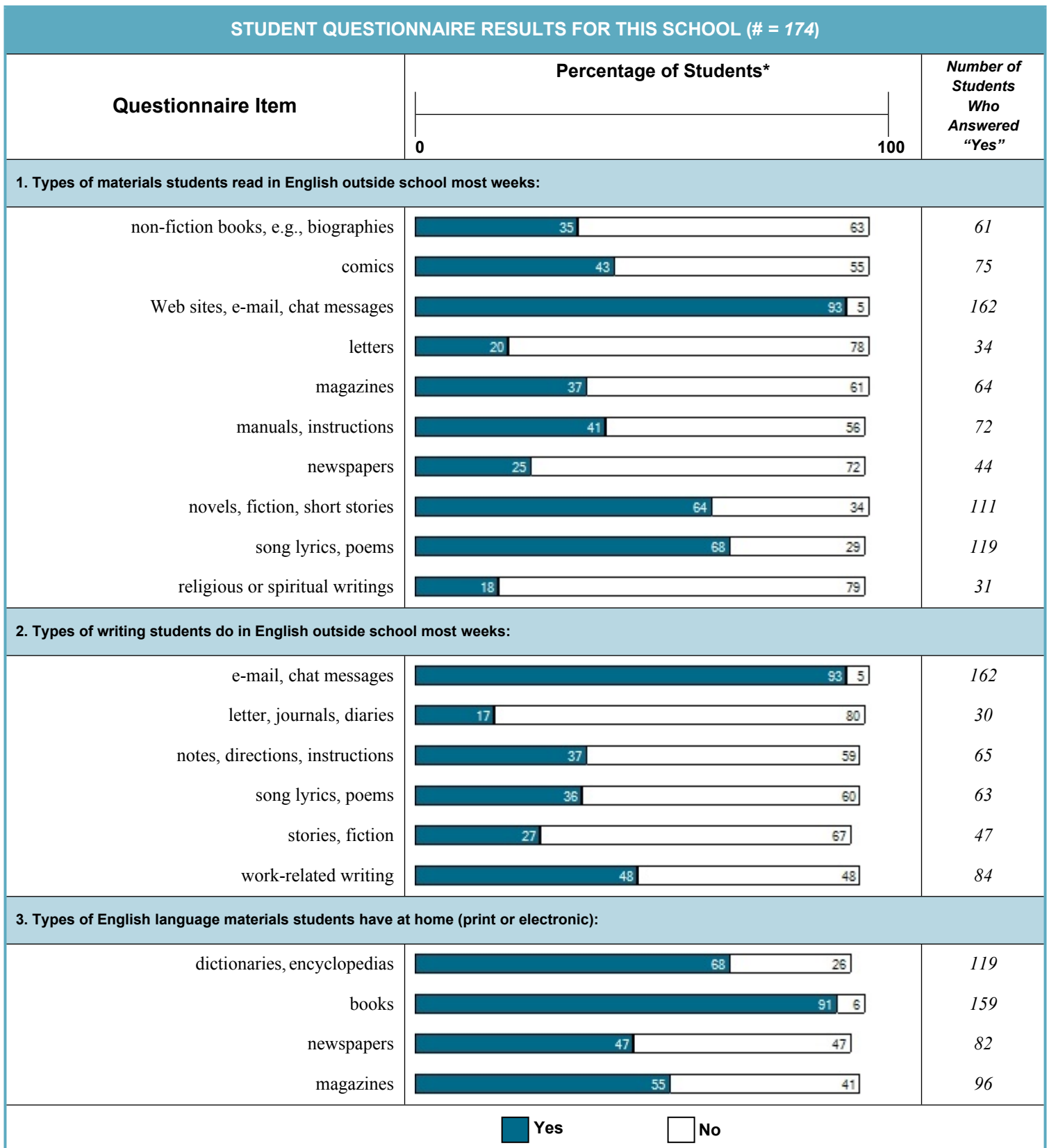


Number of Fully Participating First-Time Eligible Students†

	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	74	124	76	85	72	107	68	124	69	110
Board	3 536	3 283	3 254	3 115	3 505	3 103	3 283	3 001	3 267	3 057
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 (# = 174)

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	48		84
more than one hour but less than three hours	30		53
more than three hours but less than five hours	10		18
five hours or more	10		18
5. Number of hours a week students write in English outside school, not including homework:			
one hour or less	51		89
more than one hour but less than three hours	25		43
more than three hours but less than five hours	10		18
five hours or more	13		22
6. How often students use a computer at home for homework:			
don't have a computer at home	9		15
never or hardly ever use a computer for homework	16		28
use a computer once or twice a month for homework	35		61
use a computer once or twice a week for homework	28		48
use a computer almost every day for homework	13		22
7. First language students learned at home was English:			
yes	70		121
no	30		52
8. Language(s) students speak at home:			
only or mostly English	60		104
another language (or other languages) as often as English	28		49
only or mostly another language (or other languages)	12		21

* 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 (# = 174)	Female* (# = 66)	Male* (# = 108)	All (# = 6 176)	Female* (# = 3 208)	Male* (# = 2 968)	All (# = 121 594)	Female* (# = 60 328)	Male* (# = 61 266)
Percentage of students indicating that they									
have a computer at home.	91%	91%	92%	97%	98%	97%	97%	97%	96%
use the computer almost every day for homework.	13%	11%	14%	31%	32%	30%	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	35%	36%	34%	38%	37%	39%	36%	34%	39%
comics	43%	30%	51%	35%	27%	45%	29%	22%	37%
Web sites, e-mail, chat messages	93%	91%	94%	94%	95%	93%	94%	95%	92%
letters	20%	14%	23%	27%	28%	26%	23%	24%	22%
magazines	37%	61%	22%	45%	57%	32%	44%	53%	35%
manuals, instructions	41%	38%	44%	44%	36%	51%	40%	31%	49%
newspapers	25%	32%	21%	36%	35%	38%	32%	31%	34%
novels, fiction, short stories	64%	73%	58%	72%	82%	61%	70%	81%	59%
song lyrics, poems	68%	85%	58%	74%	84%	64%	65%	77%	52%
religious or spiritual writings	18%	21%	16%	31%	33%	30%	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.	21%	30%	15%	35%	40%	30%	38%	43%	32%
Percentage of students indicating that they have the following English language materials at home (print or electronic):									
dictionaries, encyclopedias	68%	65%	70%	86%	87%	85%	80%	82%	78%
books	91%	94%	90%	94%	96%	92%	94%	96%	93%
newspapers	47%	42%	50%	67%	67%	66%	76%	77%	75%
magazines	55%	71%	45%	68%	74%	62%	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	93%	98%	90%	95%	96%	94%	95%	96%	94%
letters, journals, diaries	17%	26%	12%	28%	38%	16%	24%	37%	12%
notes, directions, instructions	37%	36%	38%	55%	58%	52%	49%	53%	46%
song lyrics, poems	36%	44%	31%	38%	44%	33%	32%	39%	24%
stories, fiction	27%	30%	25%	32%	38%	27%	29%	35%	23%
work-related writing	48%	55%	44%	63%	65%	61%	56%	57%	56%
Percentage of students indicating that they write in English outside school, not including homework, for									
more than three hours a week.	23%	27%	20%	26%	30%	22%	25%	28%	22%
Percentage of students indicating that the first language they learned at home was									
other than English.	30%	30%	30%	33%	33%	33%	22%	22%	22%
Percentage of students indicating that they speak the following language(s) at home:**									
only or mostly English	60%	62%	58%	61%	61%	61%	74%	74%	75%
another language (or other languages) as often as English	28%	30%	27%	28%	29%	27%	18%	19%	18%
only or mostly another language (or other languages)	12%	8%	15%	10%	10%	11%	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.