



**Ontario Secondary School Literacy Test (OSSLT)
February 2002
School Results**

Board:	Toronto Catholic District School Board (067059)		
School:	Cardinal Newman HS (694193)		
		Percent ¹	
	<u>Number</u>	<u>Method 1</u>	<u>Method 2</u>
Successfully Completed the OSSLT (passed both reading and writing)	223	79%	81%
Wrote the OSSLT But Were Not Successful:			
Passed Reading Only	12	4%	4%
Passed Writing Only	18	6%	7%
Did Not Pass Reading or Writing	23	8%	8%
 Total Fully Participating in the OSSLT	 <u>276</u>	 <u>97%</u>	 <u>100%</u>
 Absent One or Both Days	 3	 1%	
 Deferred	 5	 2%	
 Total Eligible Students (those working toward an Ontario Secondary School Diploma)	 <u>284</u>	 <u>100%</u>	
 Exempt	 2		

¹ Percentages may not sum to 100 due to rounding.

Explanation of Terms and Categories

The results table includes all students in the cohort who were eligible to write the OSSLT during the 2001-2002 school year. A count of students who were exempted from participation because they were not working toward an Ontario Secondary School Diploma (OSSD) appears in the table above. Exempted students are not included in the count of eligible students nor reflected in the calculation of any percentages for Method 1 or Method 2 for subsequent tables.

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

Total 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 if his or her Student Information Form (SIF) indicates a deferral, his or her name appears on the Student Tracking Sheet and there is no work in any of his or her 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 both exempt and deferred, the student is categorized as deferred.

Total Eligible Students: All students in the cohort who are working toward an 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 aggregated value.

Program of Study Information

EQAO provides program of study information for schools that provided this data to EQAO before the end of the school year. To support board-level data analysis, EQAO will provide each board with a mini-report on the program of study information within its jurisdiction at a later date.

Method 1 Results

	Provincial Results (#=141 061)	Board Results (#=6 379)	School Results (#= 284)
Successfully Completed the OSSLT	69%	62%	79%
Passed Reading Only	5%	5%	4%
Passed Writing Only	9%	12%	6%
Did Not Pass Reading or Writing	9%	15%	8%
Absent One or Both Days	4%	3%	1%
Deferred	4%	3%	2%

Method 2 Results

	Provincial Results (#=129 032)	Board Results (#=5 983)	School Results (#= 276)
Successfully Completed the OSSLT	75%	66%	81%
Passed Reading Only	5%	5%	4%
Passed Writing Only	9%	12%	7%
Did Not Pass Reading or Writing	10%	16%	8%

Results by Gender² (Method 1)

	Provincial Results		Board Results		School Results	
	Females (#=67 586)	Males (#=71 131)	Females (#=3 243)	Males (#=3 034)	Females (#= 138)	Males (#= 145)
Successfully Completed the OSSLT	75%	64%	68%	57%	81%	76%
Passed Reading Only	3%	6%	4%	6%	-	6%
Passed Writing Only	8%	9%	11%	13%	-	8%
Did Not Pass Reading or Writing	7%	11%	13%	18%	9%	7%
Absent One or Both Days	4%	4%	3%	3%	1%	1%
Deferred	3%	5%	2%	4%	1%	2%

Results by Gender² (Method 2)

	Provincial Results		Board Results		School Results	
	Females (#=62 931)	Males (#=64 744)	Females (#=3 082)	Males (#=2 834)	Females (#= 135)	Males (#= 140)
Successfully Completed the OSSLT	80%	70%	71%	61%	83%	79%
Passed Reading Only	4%	7%	4%	6%	-	6%
Passed Writing Only	9%	10%	12%	13%	-	9%
Did Not Pass Reading or Writing	7%	13%	13%	19%	10%	7%

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

Results by English as a Second Language/English Literacy Development (Method 1)

	Provincial Results		Board Results		School Results	
	In ESL/ELD (#=3 768)	All Other Students (#=137 293)	In ESL/ELD (#= 195)	All Other Students (#=6 184)	In ESL/ELD (#=n/a)	All Other Students (#= 281)
Successfully Completed the OSSLT	17%	70%	10%	64%	-	79%
Passed Reading Only	1%	5%	-	5%	-	4%
Passed Writing Only	12%	9%	-	12%	-	6%
Did Not Pass Reading or Writing	16%	9%	29%	15%	-	8%
Absent One or Both Days	2%	4%	3%	3%	-	1%
Deferred	52%	3%	47%	1%	-	2%

Results by English as a Second Language/English Literacy Development (Method 2)

	Provincial Results		Board Results		School Results	
	In ESL/ELD (#=1 735)	All Other Students (#=127 297)	In ESL/ELD (#= 97)	All Other Students (#=5 886)	In ESL/ELD (#=n/a)	All Other Students (#= 273)
Successfully Completed the OSSLT	37%	76%	21%	67%	-	81%
Passed Reading Only	3%	5%	-	5%	-	4%
Passed Writing Only	26%	9%	-	12%	-	6%
Did Not Pass Reading or Writing	34%	10%	58%	16%	-	8%

Results for Students with Special Needs³ (excluding Gifted) (Method 1)

	Provincial Results		Board Results		School Results	
	Special Needs (#=16 646)	All Other Students (#=124 415)	Special Needs (#= 916)	All Other Students (#=5 463)	Special Needs (#= 56)	All Other Students (#= 228)
Successfully Completed the OSSLT	34%	74%	27%	68%	55%	84%
Passed Reading Only	5%	5%	4%	5%	-	3%
Passed Writing Only	20%	7%	23%	10%	-	6%
Did Not Pass Reading or Writing	26%	7%	37%	12%	20%	5%
Absent One or Both Days	5%	4%	4%	3%	2%	1%
Deferred	10%	4%	5%	3%	5%	1%

Results for Students with Special Needs³ (excluding Gifted) (Method 2)

	Provincial Results		Board Results		School Results	
	Special Needs (#=14 150)	All Other Students (#=114 882)	Special Needs (#= 836)	All Other Students (#=5 147)	Special Needs (#= 52)	All Other Students (#= 224)
Successfully Completed the OSSLT	40%	80%	30%	72%	60%	86%
Passed Reading Only	6%	5%	4%	5%	-	3%
Passed Writing Only	23%	8%	25%	10%	-	6%
Did Not Pass Reading or Writing	31%	7%	41%	12%	21%	5%

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).

Results⁴ for Students by Program of Study⁵ (Method 1)

	Provincial Results			Board Results			School Results		
	Academic Program (#=70 120)	Applied Program (#=24 574)	Locally Developed Program (#=3 806)	Academic Program (#=3 083)	Applied Program (#= 930)	Locally Developed Program (#= 134)	Academic Program (#= 154)	Applied Program (#= 22)	Locally Developed Program (#=n/a)
Successfully Completed the OSSLT	83%	38%	7%	76%	23%	10%	83%	-	-
Passed Reading Only	4%	8%	3%	4%	5%	-	4%	-	-
Passed Writing Only	5%	19%	13%	9%	21%	-	6%	-	-
Did Not Pass Reading or Writing	3%	22%	36%	7%	38%	40%	6%	41%	-
Absent One or Both Days	3%	7%	12%	2%	6%	14%	1%	5%	-
Deferred	2%	5%	29%	2%	7%	21%	1%	14%	-

Results⁴ for Students by Program of Study⁵ (Method 2)

	Provincial Results			Board Results			School Results		
	Academic Program (#=66 577)	Applied Program (#=21 581)	Locally Developed Program (#=2 237)	Academic Program (#=2 971)	Applied Program (#= 812)	Locally Developed Program (#= 87)	Academic Program (#= 152)	Applied Program (#= 18)	Locally Developed Program (#=n/a)
Successfully Completed the OSSLT	87%	44%	12%	79%	26%	16%	84%	-	-
Passed Reading Only	4%	9%	5%	5%	6%	-	4%	-	-
Passed Writing Only	5%	22%	22%	9%	24%	-	6%	-	-
Did Not Pass Reading or Writing	3%	25%	61%	8%	44%	62%	6%	50%	-

⁴ Data in this table reflect students for whom program of study information was provided. As a result, the total number of students reported in this table may not equal the total number of students who wrote the OSSLT.

⁵ “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.

Results for Students Receiving Accommodations⁶ (Method 1)

	Provincial Results			Board Results			School Results		
	Receiving Accomm.; IEP Only (#=2 691)	Receiving Accomm.; IEP and IPRC (#=10 692)	All Other Students (#=127 678)	Receiving Accomm.; IEP Only (#= 95)	Receiving Accomm.; IEP and IPRC (#= 648)	All Other Students (#=5 636)	Receiving Accomm.; IEP Only (#=n/a)	Receiving Accomm.; IEP and IPRC (#= 42)	All Other Students (#= 240)
Successfully Completed the OSSLT	41%	35%	72%	26%	26%	67%	-	55%	83%
Passed Reading Only	6%	6%	5%	-	4%	5%	-	-	3%
Passed Writing Only	24%	22%	7%	-	26%	10%	-	-	6%
Did Not Pass Reading or Writing	23%	31%	7%	38%	40%	12%	-	24%	5%
Absent One or Both Days	5%	5%	4%	6%	4%	3%	-	0%	1%
Deferred	1%	1%	5%	1%	0%	3%	-	0%	2%

Results for Students Receiving Accommodations⁶ (Method 2)

	Provincial Results			Board Results			School Results		
	Receiving Accomm.; IEP Only (#=2 517)	Receiving Accomm.; IEP and IPRC (#=10 027)	All Other Students (#=116 488)	Receiving Accomm.; IEP Only (#= 88)	Receiving Accomm.; IEP and IPRC (#= 623)	All Other Students (#=5 272)	Receiving Accomm.; IEP Only (#=n/a)	Receiving Accomm.; IEP and IPRC (#= 42)	All Other Students (#= 232)
Successfully Completed the OSSLT	43%	37%	79%	28%	27%	72%	-	55%	86%
Passed Reading Only	6%	6%	5%	-	4%	5%	-	-	3%
Passed Writing Only	25%	24%	8%	-	27%	11%	-	-	6%
Did Not Pass Reading or Writing	25%	33%	8%	41%	42%	13%	-	24%	5%

⁶ “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*.

Detailed Reading Results (Method 2)⁷

	Provincial Results		Board Results	
	Mean Score on the Reading Component for Students Who Passed Reading	Mean Score on the Reading Component for Students Who did not Pass Reading	Mean Score on the Reading Component for Students Who Passed Reading	Mean Score on the Reading Component for Students Who did not Pass Reading
	(#=103 391)	(#=24 022)	(#=4 222)	(#=1 597)
Reading Selection Types:				
Information (e.g., explanation, opinion)	69 / 90	42 / 90	68 / 90	41 / 90
Graphic (e.g., graph, schedule, instructions)	39 / 50	25 / 50	38 / 50	23 / 50
Narrative (e.g., story, dialogue)	50 / 60	35 / 60	50 / 60	34 / 60
Reading Skills:				
Understands directly stated ideas and information	50 / 60	34 / 60	49 / 60	33 / 60
Understands indirectly stated ideas and information	71 / 90	45 / 90	70 / 90	43 / 90
Make connections between personal experiences and the ideas and information in the reading selections	37 / 50	23 / 50	37 / 50	22 / 50
Reading Strategies:				
Vocabulary	23 / 30	16 / 30	23 / 30	15 / 30
Syntax	21 / 30	11 / 30	20 / 30	11 / 30
Organization	28 / 36	17 / 36	28 / 36	16 / 36
Graphic features	18 / 24	11 / 24	17 / 24	10 / 24

⁷ Data in this table reflect students who did not use a large print or audiotaped version of the OSSLT. This table summarizes reading scores by selection type, skill and strategy to assist boards in focusing their remedial efforts. The Individual Student Report (ISR) provides results for each reading skill across the reading selection types for individual remedial purposes. Due to small sample sizes in many schools, summarized reading scores cannot be reliably reported by selection type, skill and strategy at the school level.

Detailed Writing Results⁸ - Summary (Method 2)

	Provincial Results (#=129 032)	Board Results (#=5 983)	School Results (#= 276)
Blank/Illegible (0 Points)	13%	19%	9%
Irrelevant Content/Off Task (0 Points)	5%	4%	4%
1 Point	2%	3%	1%
2 Points	27%	27%	30%
3 Points	36%	32%	40%
4 Points	17%	15%	16%

Detailed Writing Results⁸ - Paragraphs Expressing an Opinion (Method 2)

	Provincial Results (#=129 032)	Board Results (#=5 983)	School Results (#= 276)
Blank/Illegible (0 Points)	2%	2%	<1%
Irrelevant Content/Off Task (0 Points)	5%	7%	3%
1 Point	<1%	<1%	<1%
2 Points	18%	17%	13%
3 Points	50%	48%	54%
4 Points	24%	26%	30%

⁸ This table includes data on all students who wrote the Writing Component of the OSSLT. This table describes performance in terms of “points”, as it is described on the ISR. Please note that the *Annotated Student Responses OSSLT, February 2002* describes the same performance levels in terms of “columns”.

Detailed Writing Results⁸ - News Report (Method 2)

	Provincial Results (#=129 032)	Board Results (#=5 983)	School Results (#= 276)
Blank/Illegible (0 Points)	4%	5%	3%
Irrelevant Content/Off Task (0 Points)	3%	4%	2%
1 Point	<1%	1%	<1%
2 Points	13%	14%	13%
3 Points	54%	51%	51%
4 Points	26%	26%	31%

Detailed Writing Results⁸ - Information Paragraph (Method 2)

	Provincial Results (#=129 032)	Board Results (#=5 983)	School Results (#= 276)
Blank/Illegible (0 Points)	5%	6%	3%
Irrelevant Content/Off Task (0 Points)	7%	9%	15%
1 Point	<1%	1%	<1%
2 Points	15%	16%	14%
3 Points	50%	48%	47%
4 Points	23%	21%	21%

⁸ This table includes data on all students who wrote the Writing Component of the OSSLT. This table describes performance in terms of “points”, as it is described on the ISR. Please note that the *Annotated Student Responses OSSLT, February 2002* describes the same performance levels in terms of “columns”.

Gender Breakdown of Eligible (Non-Exempted) Students

	Province		Board		School	
	Number	%	Number	%	Number	%
Female	67 586	48%	3 243	51%	138	49%
Male	71 131	50%	3 034	48%	145	51%
Unspecified	2 291	2%	101	2%	1	<1%

Contextual Information from the Student Questionnaire⁹

Response Rates

Province			Board			School		
Eligible Students	Completed Questionnaires	Response Rate	Eligible Students	Completed Questionnaires	Response Rate	Eligible Students	Completed Questionnaires	Response Rate
141 061	128 682	91%	6 379	5 966	94%	284	276	97%

Student Computer Use, Language and Background

Percentage of students indicating that	Province		Board		School	
	Females (#=62 779)	Males (#=64 557)	Females (#=3 079)	Males (#=2 821)	Females (#= 135)	Males (#= 140)
they have a computer in their home.	92%	91%	90%	90%	96%	99%
English is the first language that they learned in the home.	77%	76%	53%	55%	76%	75%
English is the language spoken most frequently in the home.	77%	76%	54%	55%	79%	71%
they were born outside Canada.	18%	18%	38%	37%	28%	31%

⁹ Percentages in these tables are based on the total number of students who completed a questionnaire.

Reading and Writing Outside School

Percentage of students indicating that	Province		Board		School	
	Females (#=62 779)	Males (#=64 557)	Females (#=3 079)	Males (#=2 821)	Females (#= 135)	Males (#= 140)
they read English outside school for three or more hours a week (not counting homework)	39%	31%	33%	27%	39%	29%
they read the following kinds of material outside school most weeks:						
• biographies or other non-fiction books	21%	18%	21%	17%	16%	14%
• comics	26%	33%	29%	36%	27%	34%
• Internet material	75%	69%	74%	71%	79%	78%
• letters	46%	17%	47%	19%	56%	19%
• magazines	82%	64%	82%	65%	85%	66%
• manuals, instructions	10%	23%	13%	23%	16%	26%
• newspapers	44%	48%	51%	55%	45%	58%
• novels, fiction, short stories	63%	41%	62%	36%	50%	33%
• poetry, song lyrics	45%	20%	56%	26%	51%	33%
• religious or spiritual readings	14%	10%	16%	9%	15%	9%
they write in English outside school for three or more hours a week (not counting homework).	33%	25%	30%	24%	30%	21%
they do the following types of writing outside school most weeks:						
• e-mail messages, chat-room conversations	87%	82%	85%	84%	90%	94%
• letters, journals, diaries	66%	15%	66%	19%	70%	21%
• notes, directions, instructions	45%	30%	43%	31%	43%	29%
• song lyrics, poems	32%	19%	40%	24%	35%	24%
• stories, fiction	15%	11%	14%	12%	14%	10%