



# School Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, 2014–2015

**School: Father Henry Carr Catholic SS (707589)**

**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.

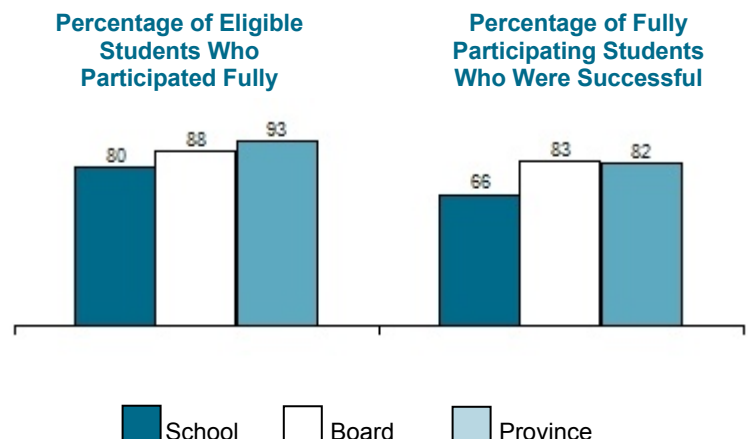
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to 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

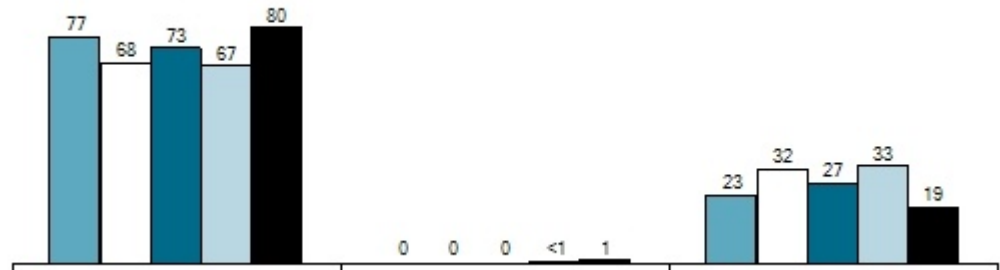
### PERCENTAGE OF STUDENTS\*

Fully Participating

Absent

Deferred

SCHOOL



BOARD



PROVINCE



2010–2011

2011–2012

2012–2013

2013–2014

2014–2015

### 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	177	198	221	230	227
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

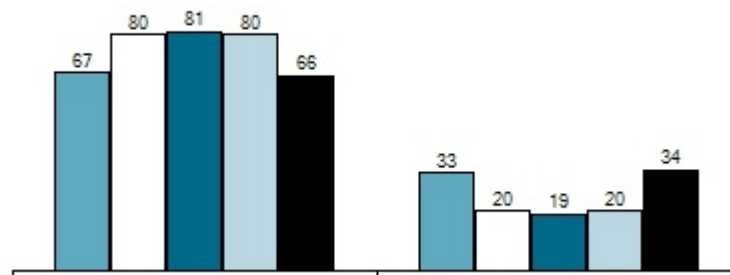
## ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

### PERCENTAGE OF STUDENTS\*

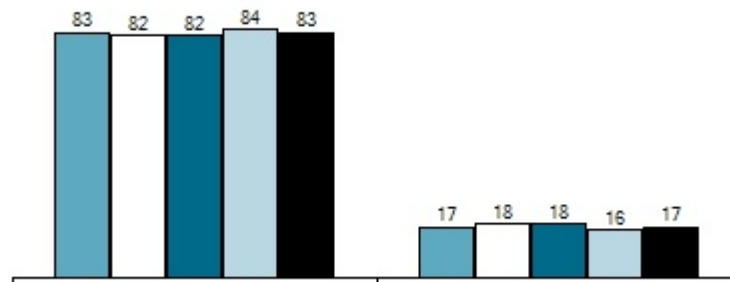
#### Successful

#### Not Successful

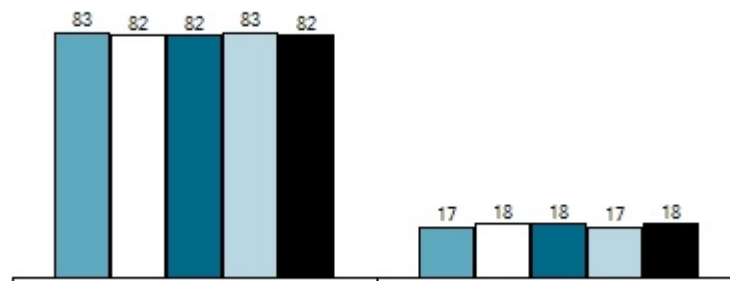
#### SCHOOL



#### 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	137	135	162	153	181
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](http://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	
<b>Enrolment</b>						
Number of first-time eligible students	227		7 158		137 620	
Number of schools with first-time eligible students	n/a		38		786	
Number of students who were exempted	2		34		1 531	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Test</b>						
Of all first-time eligible students, those who participated fully in the assessment	181	80%	6 324	88%	127 867	93%
Of all first-time eligible students, those who were absent	2	1%	46	1%	2 603	2%
Of all first-time eligible students, those who were deferred	44	19%	788	11%	7 150	5%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>						
Female	125	55%	3 632	51%	67 023	49%
Male	102	45%	3 526	49%	70 597	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>						
English language learners*	39	17%	985	14%	8 042	6%
English language learners receiving special provisions**	13	7%	571	9%	4 615	4%
Students with special education needs (excluding gifted)*	24	11%	1 182	17%	25 772	19%
Students with special education needs receiving accommodations (excluding gifted)**	18	10%	896	14%	20 522	16%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>						
Academic	133	59%	4 946	69%	99 813	73%
Applied	65	29%	1 608	22%	29 316	21%
Locally developed	10	4%	142	2%	3 791	3%
ESL/ELD	18	8%	384	5%	3 513	3%
Other	1	<1%	78	1%	1 187	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>						
	Number of Respondents:		6 176		121 594	
First language learned at home was other than English	66	38%	2 034	33%	27 255	22%
Speak only or mostly English at home	97	55%	3 767	61%	90 499	74%
Speak another language (or other languages) as often as English at home	64	36%	1 754	28%	22 357	18%
Speak only or mostly another language (or other languages) at home	14	8%	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.

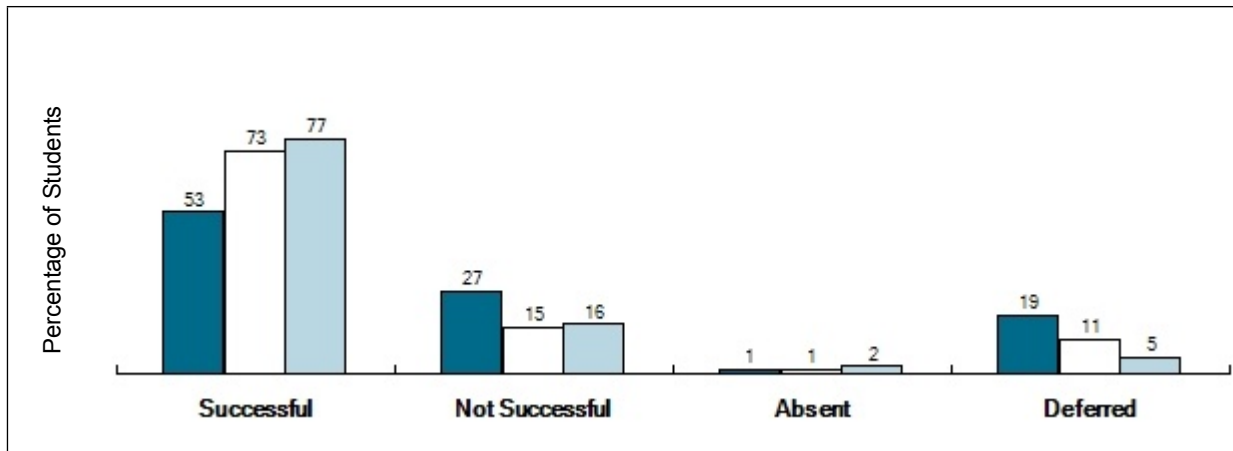
†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## Ontario Secondary School Literacy Test, 2014–2015

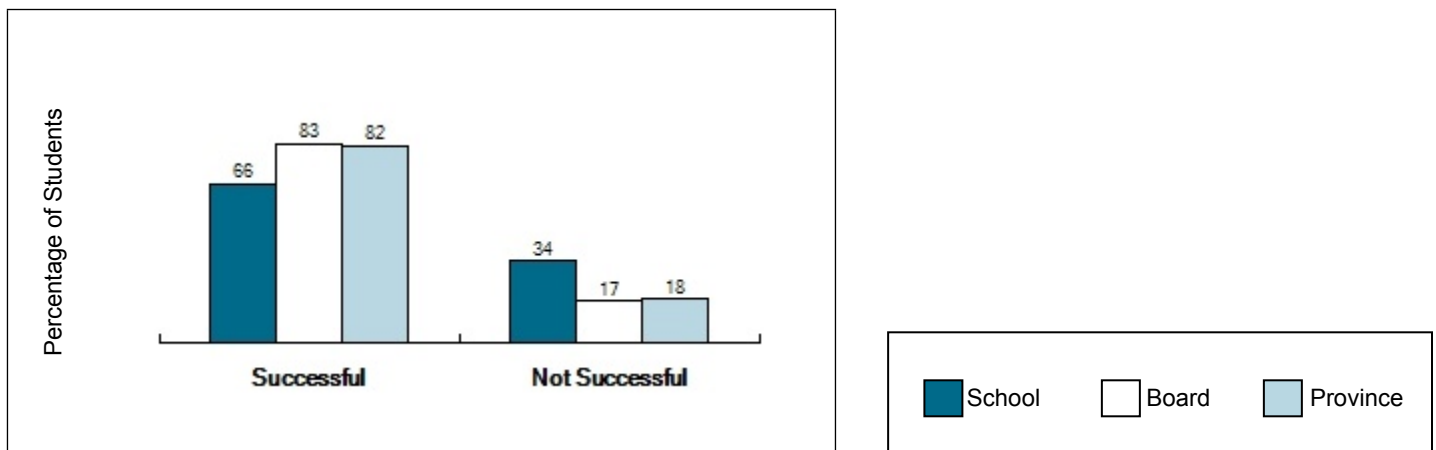
### Results for All Students\*

Results for All Students First-Time Eligible Students						
	All			Fully Participating		
	School # = 227	Board # = 7 158	Province # = 137 620	School # = 181	Board # = 6 324	Province # = 127 867
Successful	120	53%	73%	77%	66%	82%
Not Successful	61	27%	15%	16%	34%	18%
<b>Fully Participating</b>	<b>181</b>	<b>80%</b>	<b>88%</b>	<b>93%</b>		
Absent	2	1%	1%	2%		
Deferred	44	19%	11%	5%		

### Results for All First-Time Eligible Students



### Results for Fully Participating First-Time Eligible Students



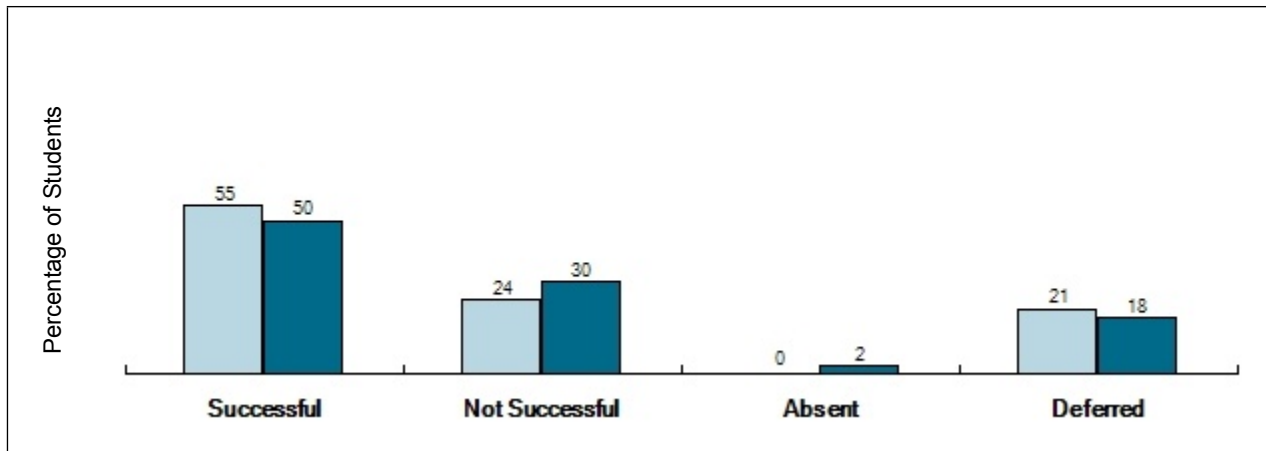
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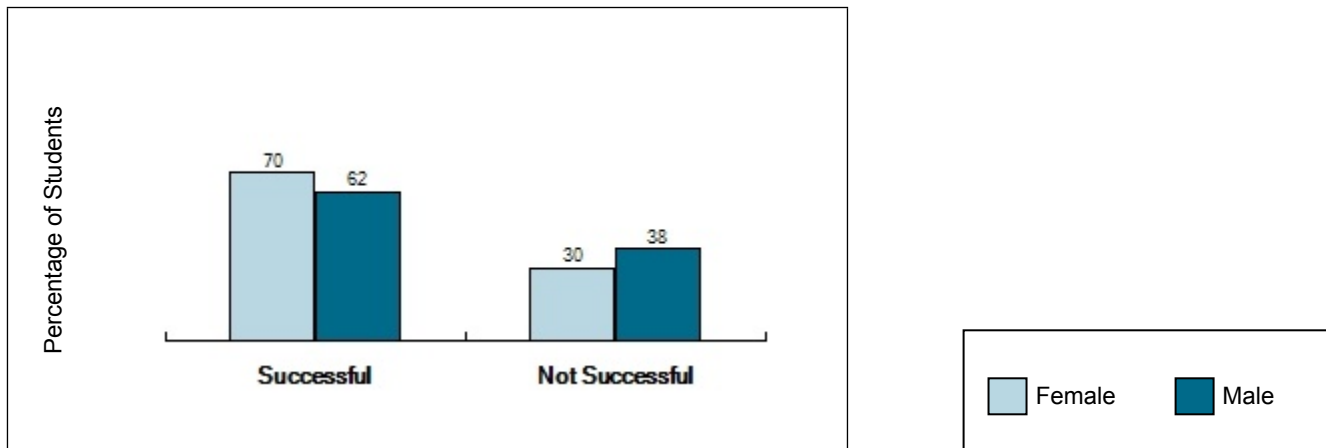
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 125		Male # = 102		Female # = 99	Male # = 82
Successful	69	55%	51	50%	70%	62%
Not Successful	30	24%	31	30%	30%	38%
<b>Fully Participating</b>	<b>99</b>	<b>79%</b>	<b>82</b>	<b>80%</b>		
Absent	0	0%	2	2%		
Deferred	26	21%	18	18%		

### School Results for All First-Time Eligible Students by Gender



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



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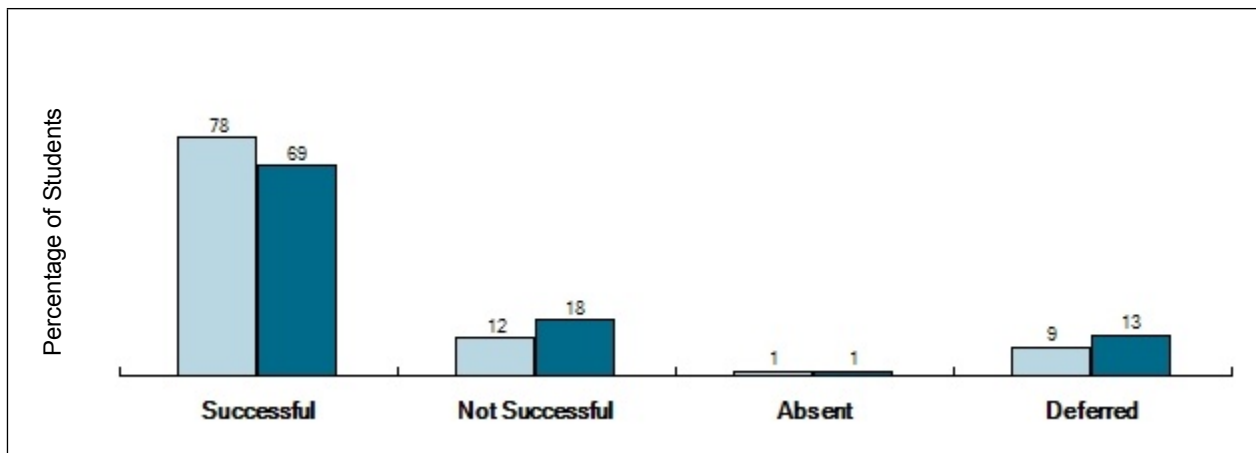
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2014–2015

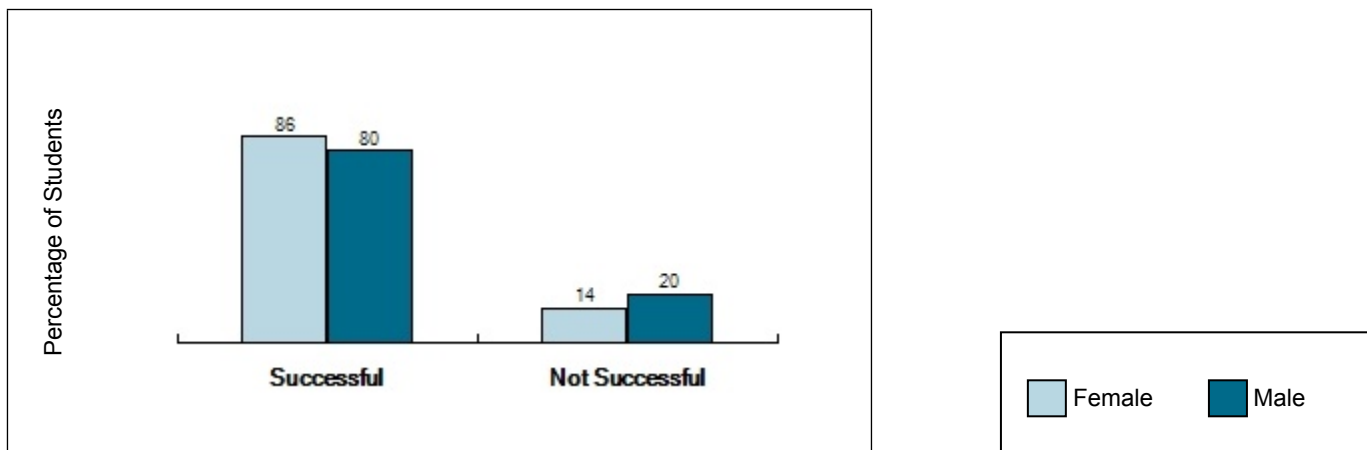
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 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%
<b>Fully Participating</b>	<b>3 267</b>	<b>90%</b>	<b>3 057</b>	<b>87%</b>		
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



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

† Includes only students for whom gender data were available.

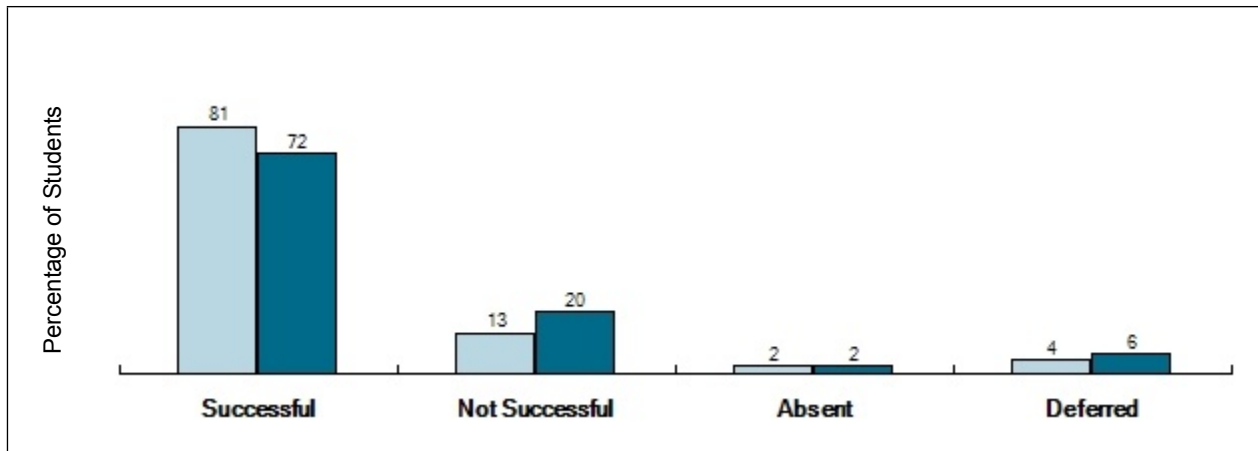


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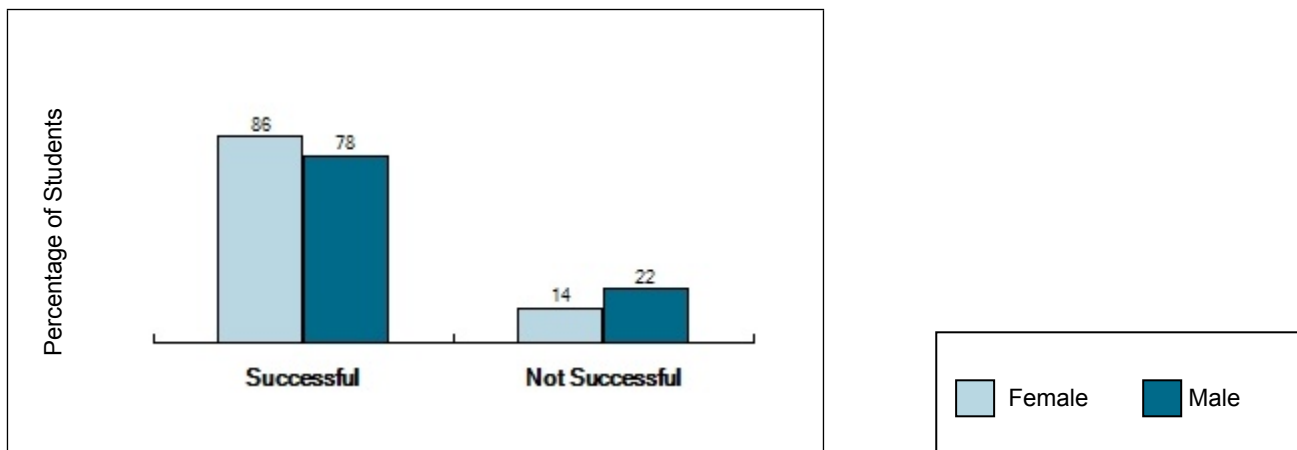
## Provincial Results by Gender\*†

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 67 023		Male # = 70 597		Female # = 62 936	Male # = 64 931
Successful	54 432	81%	50 877	72%	86%	78%
Not Successful	8 504	13%	14 054	20%	14%	22%
<b>Fully Participating</b>	<b>62 936</b>	<b>94%</b>	<b>64 931</b>	<b>92%</b>		
Absent	1 312	2%	1 291	2%		
Deferred	2 775	4%	4 375	6%		

## Provincial Results for All First-Time Eligible Students by Gender



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



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

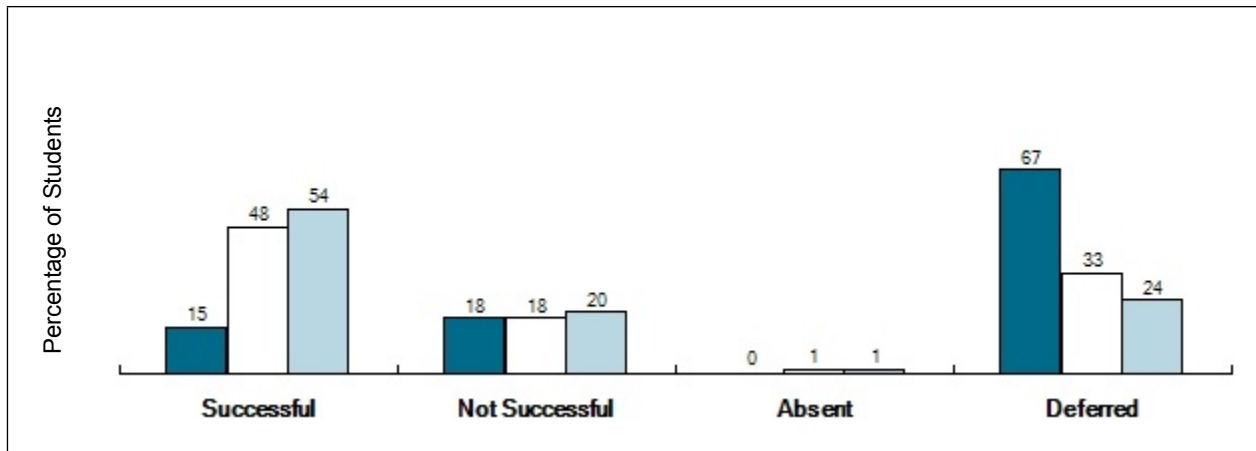
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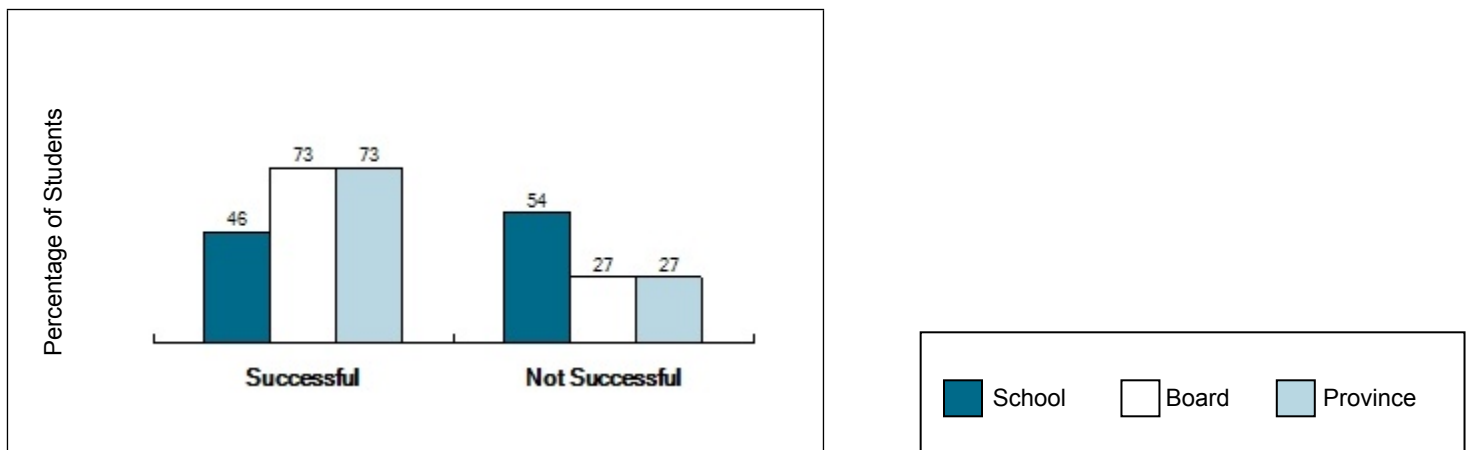
### Results for English Language Learners\*

Results for English Language Learners First-Time Eligible Students						
	All			Fully Participating		
	School # = 39	Board # = 985	Province # = 8 042	School # = 13	Board # = 648	Province # = 6 005
Successful	6	15%	48%	54%	46%	73%
Not Successful	7	18%	18%	20%	54%	27%
<b>Fully Participating</b>	<b>13</b>	<b>33%</b>	<b>66%</b>	<b>75%</b>		
Absent	0	0%	1%	1%		
Deferred	26	67%	33%	24%		

### Results for All First-Time Eligible English Language Learners



### Results for Fully Participating First-Time Eligible English Language Learners



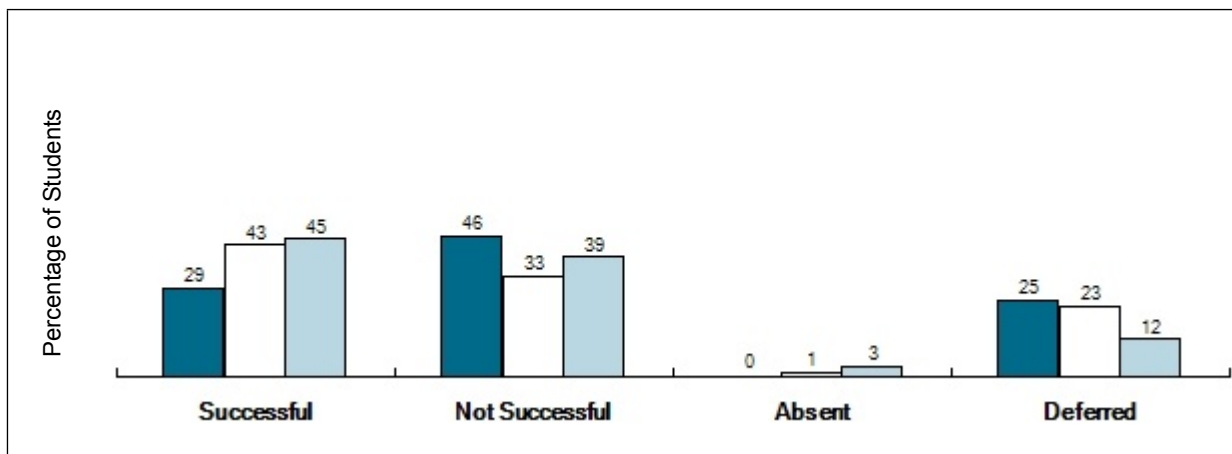
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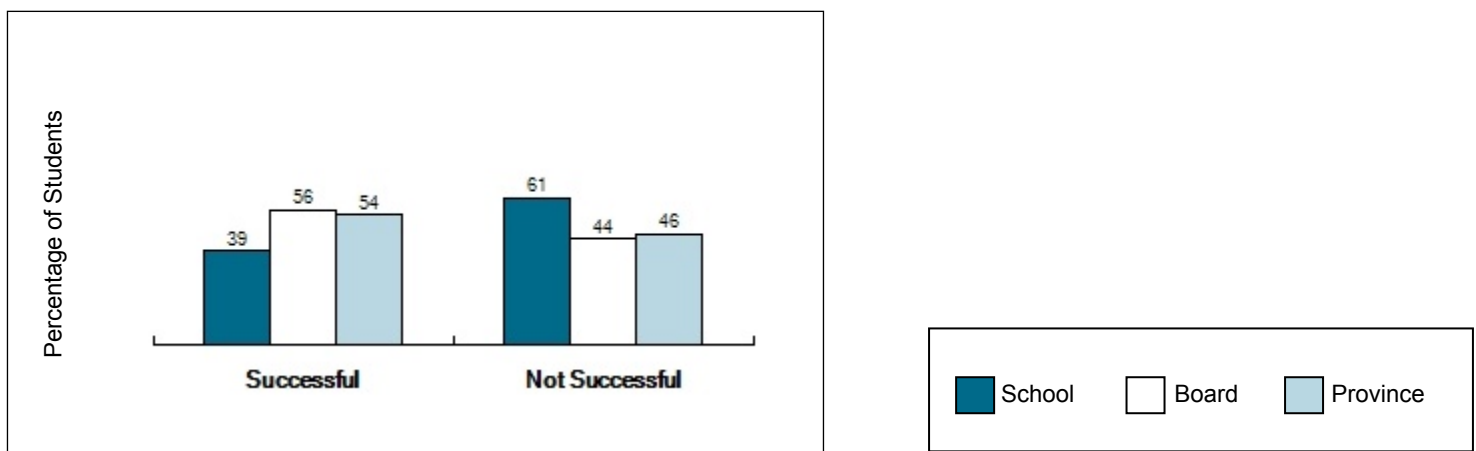
### Results for Students with Special Education Needs (excluding gifted)\*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students							
	All			Fully Participating			
	School # = 24	Board # = 1 182	Province # = 25 772	School # = 18	Board # = 901	Province # = 21 869	
Successful	7	29%	43%	45%	39%	56%	54%
Not Successful	11	46%	33%	39%	61%	44%	46%
<b>Fully Participating</b>	<b>18</b>	<b>75%</b>	<b>76%</b>	<b>85%</b>			
Absent	0	0%	1%	3%			
Deferred	6	25%	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)



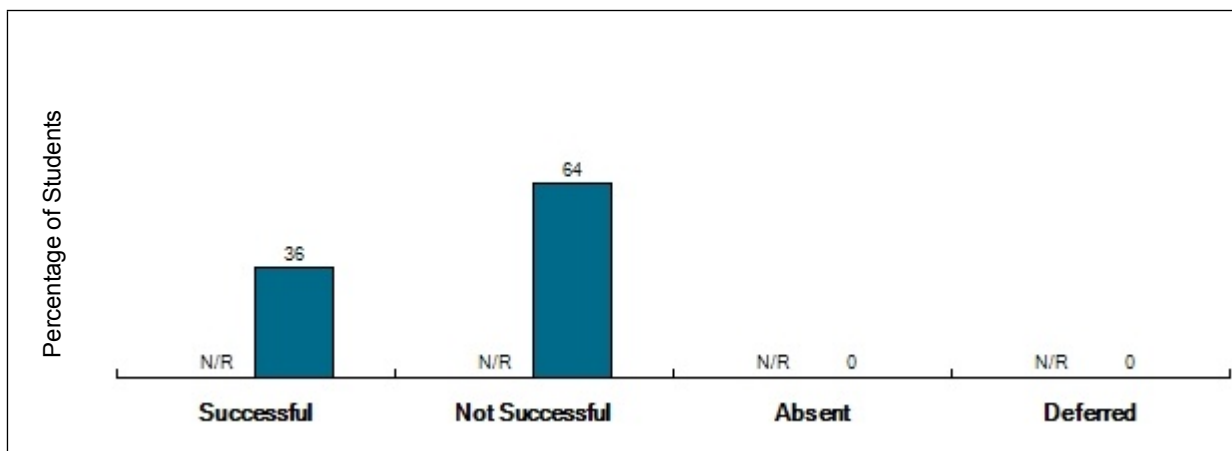
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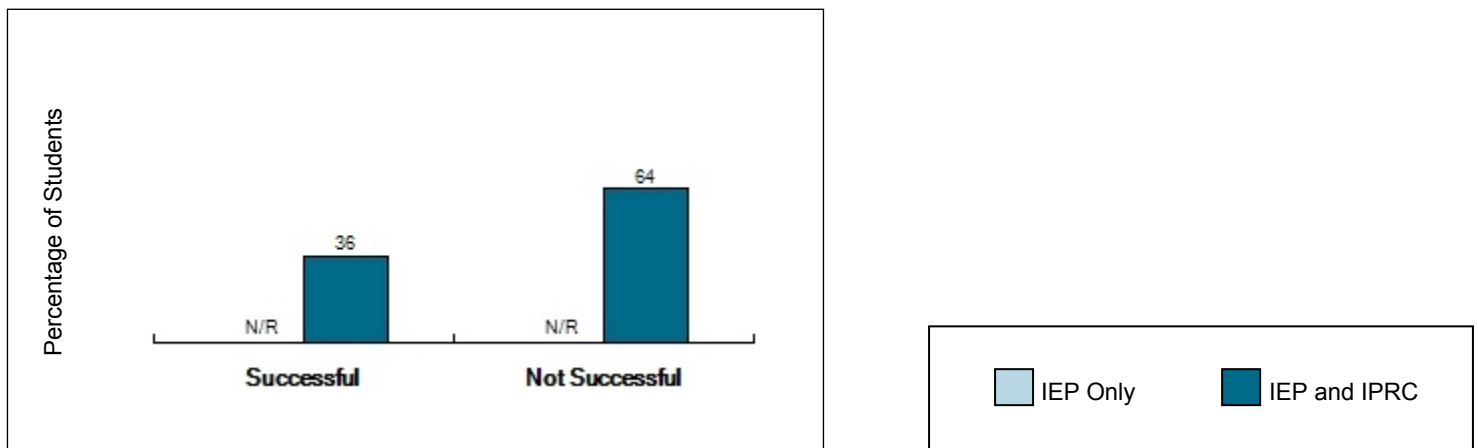
### School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

School Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = N/R		IEP and IPRC # = 11		IEP Only # = N/R	IEP and IPRC # = 11
Successful	N/R	N/R	4	36%	N/R	36%
Not Successful	N/R	N/R	7	64%	N/R	64%
<b>Fully Participating</b>	N/R	N/R	<b>11</b>	<b>100%</b>		
Absent	N/R	N/R	0	0%		
Deferred	N/R	N/R	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)



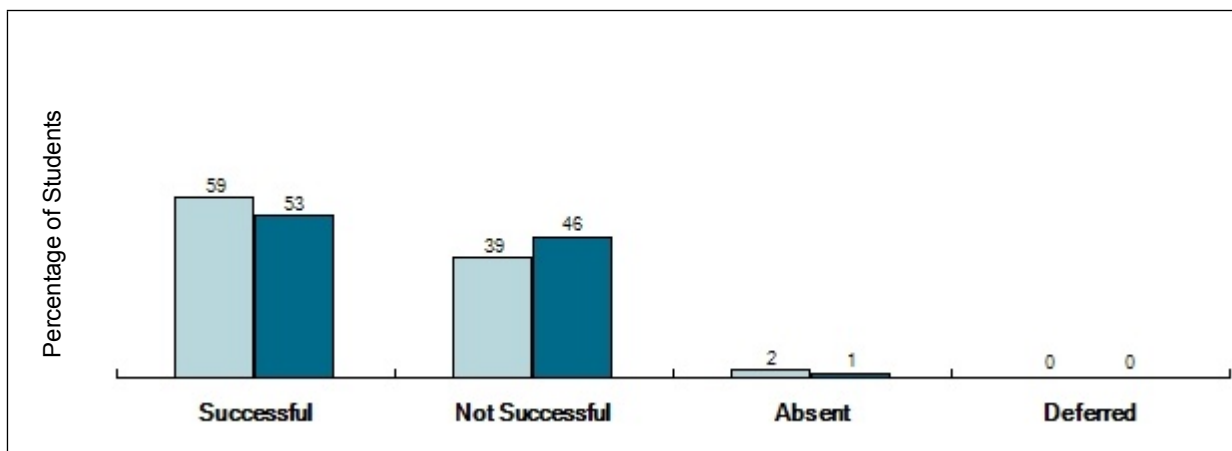
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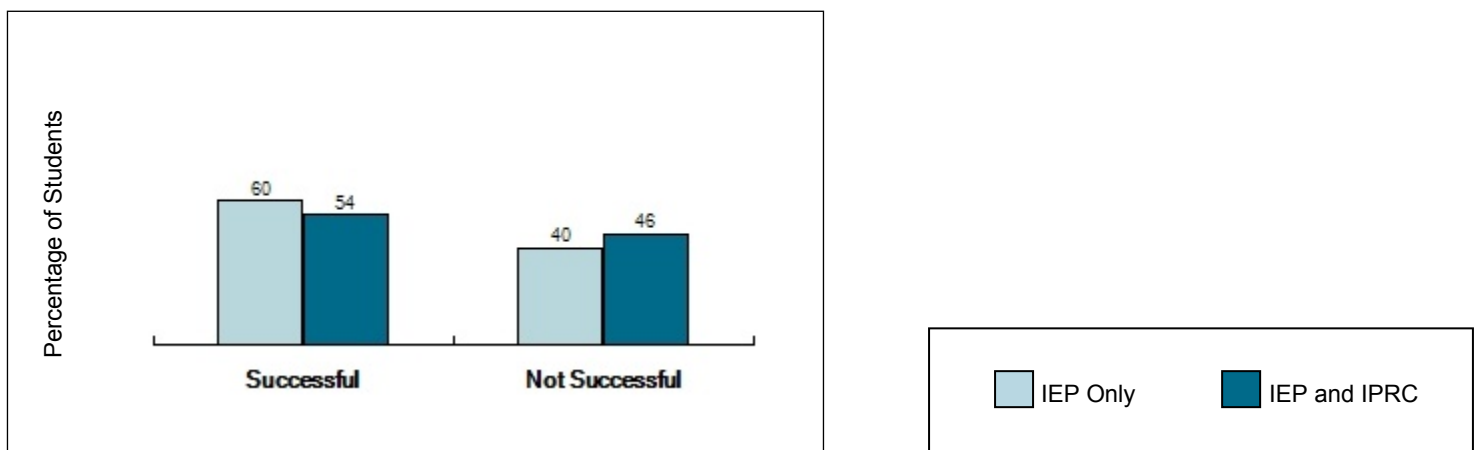
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

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%
<b>Fully Participating</b>	<b>389</b>	<b>98%</b>	<b>507</b>	<b>99%</b>		
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)



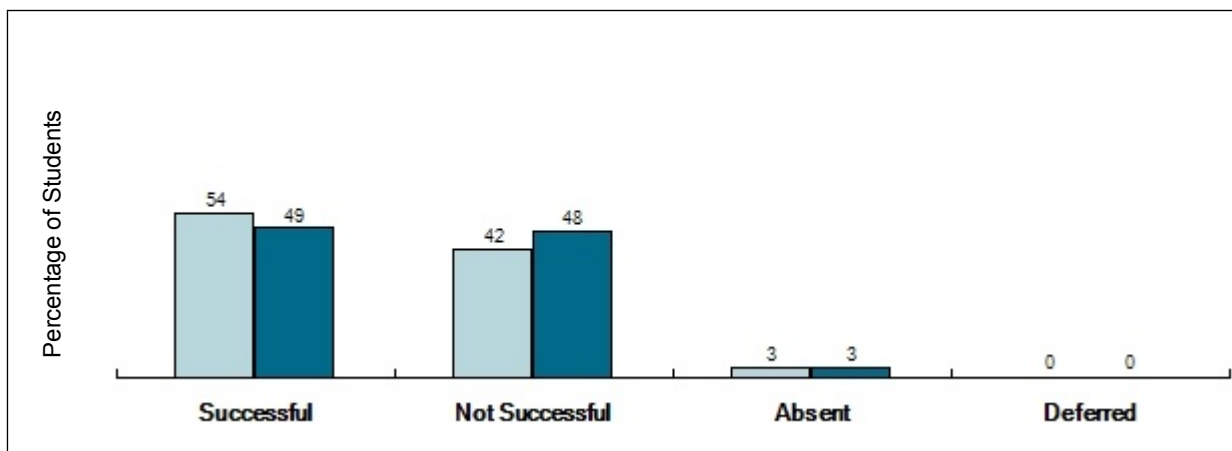
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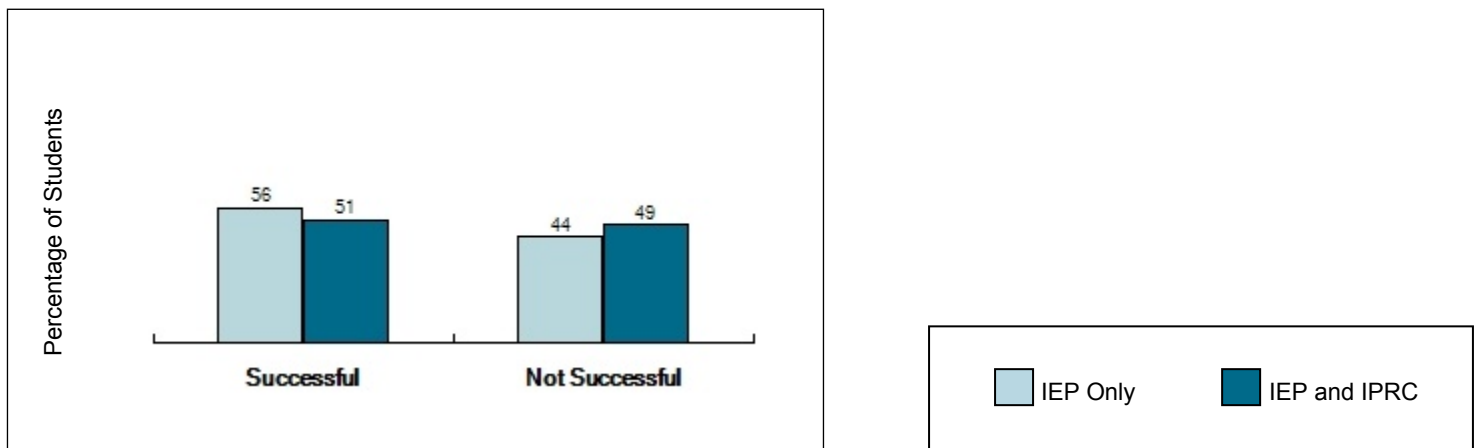
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

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%
<b>Fully Participating</b>	<b>8 770</b>	<b>97%</b>	<b>11 752</b>	<b>97%</b>		
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)



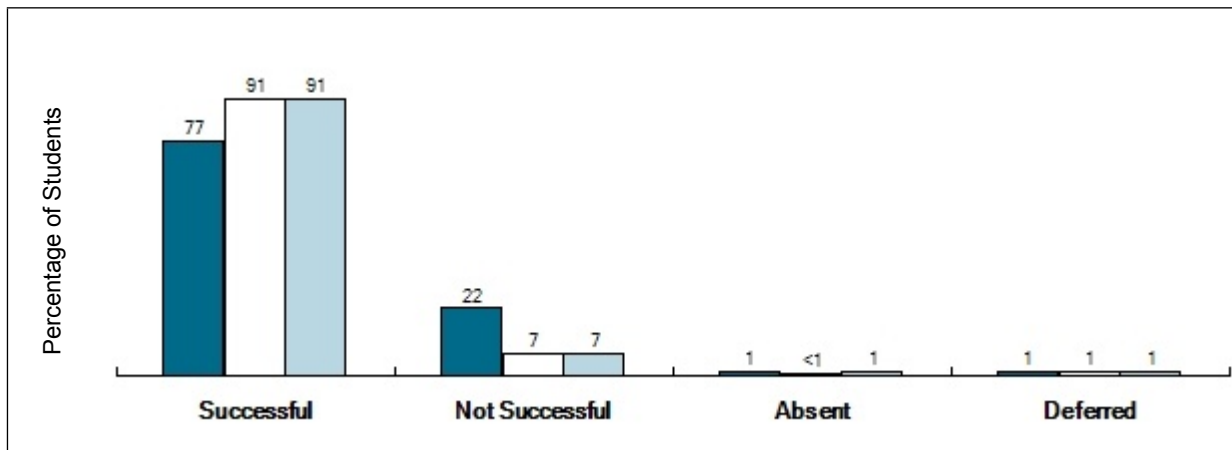
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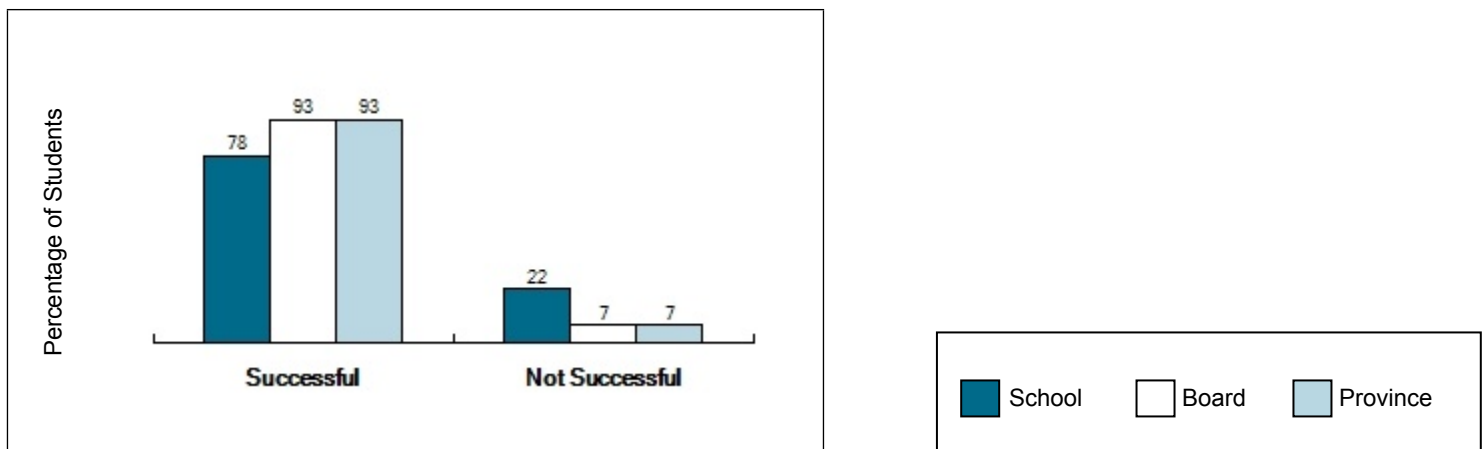
### Results for Students Taking Academic English Course\*

	Results for Students Taking Academic English Course First-Time Eligible Students					
	All			Fully Participating		
	School # = 133	Board # = 4 946	Province # = 99 813	School # = 131	Board # = 4 863	Province # = 97 615
Successful	102	77%	91%	91%	78%	93%
Not Successful	29	22%	7%	7%	22%	7%
<b>Fully Participating</b>	<b>131</b>	<b>98%</b>	<b>98%</b>	<b>98%</b>		
Absent	1	1%	<1%	1%		
Deferred	1	1%	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



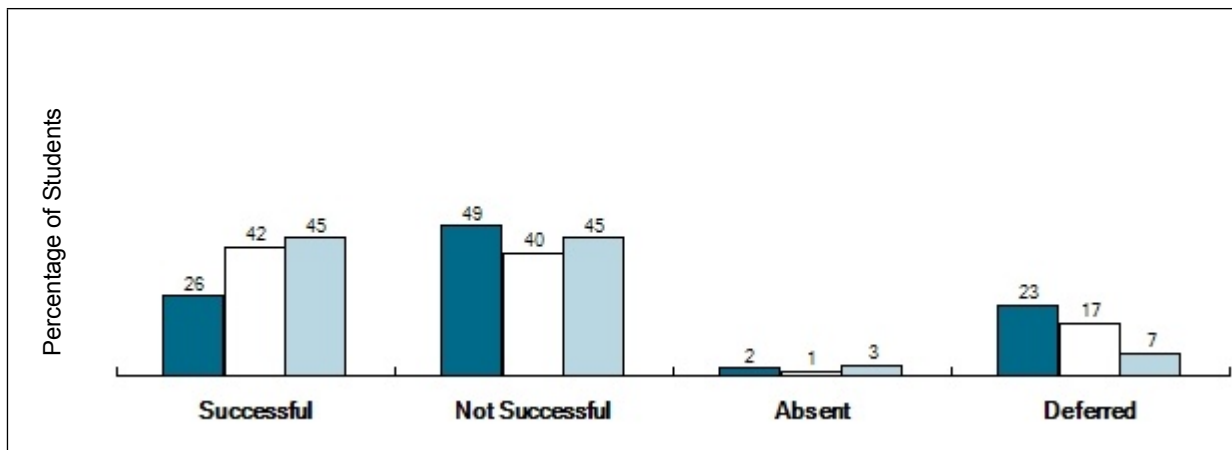
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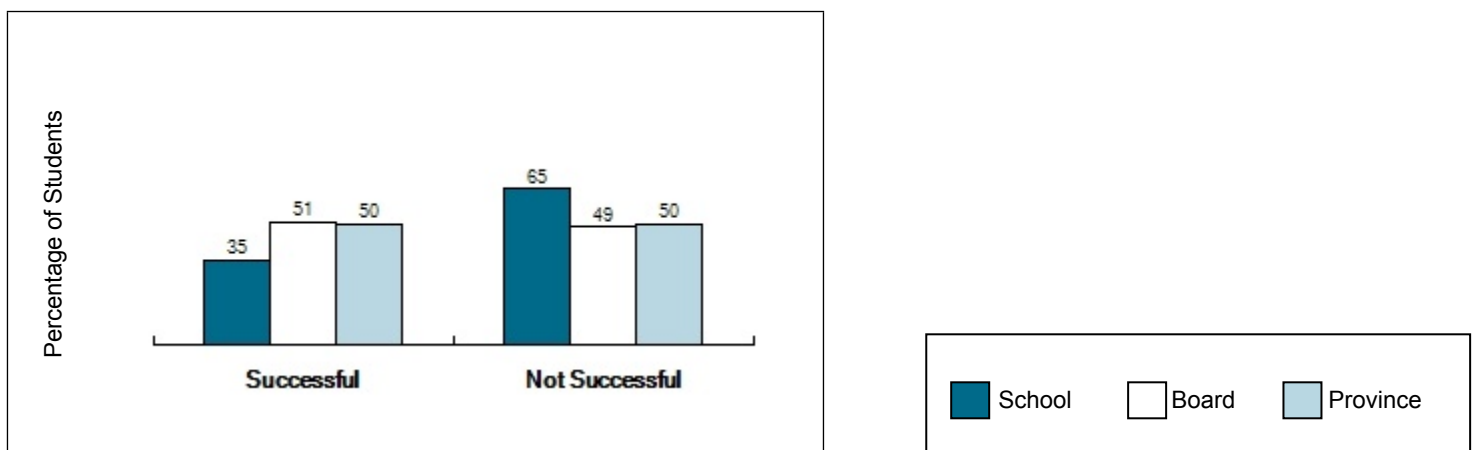
### Results for Students Taking Applied English Course\*

	Results for Students Taking Applied English Course First-Time Eligible Students						
	All			Fully Participating			
	School # = 65	Board # = 1 608	Province # = 29 316	School # = 49	Board # = 1 311	Province # = 26 213	
Successful	17	26%	42%	45%	35%	51%	50%
Not Successful	32	49%	40%	45%	65%	49%	50%
<b>Fully Participating</b>	<b>49</b>	<b>75%</b>	<b>82%</b>	<b>89%</b>			
Absent	1	2%	1%	3%			
Deferred	15	23%	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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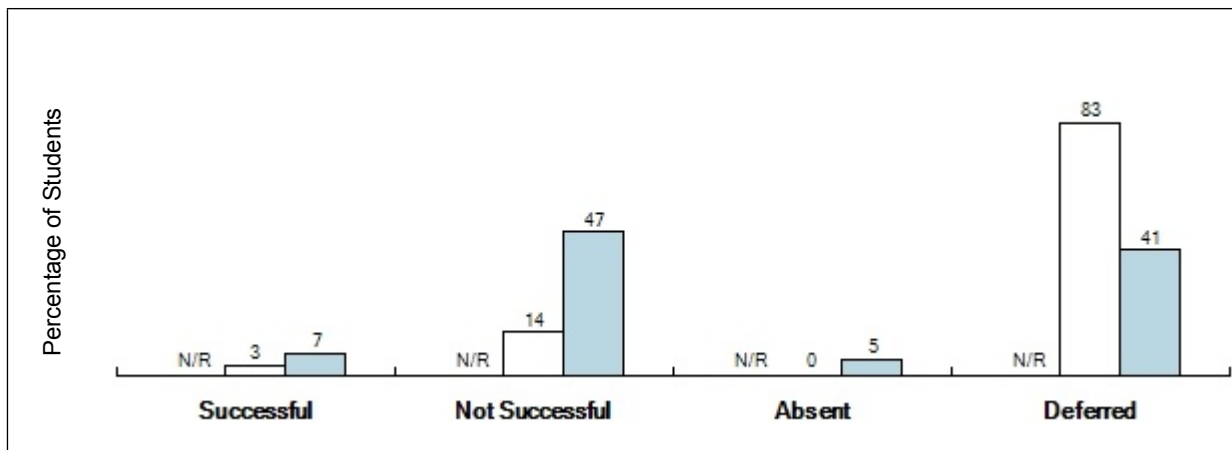


## Ontario Secondary School Literacy Test, 2014–2015

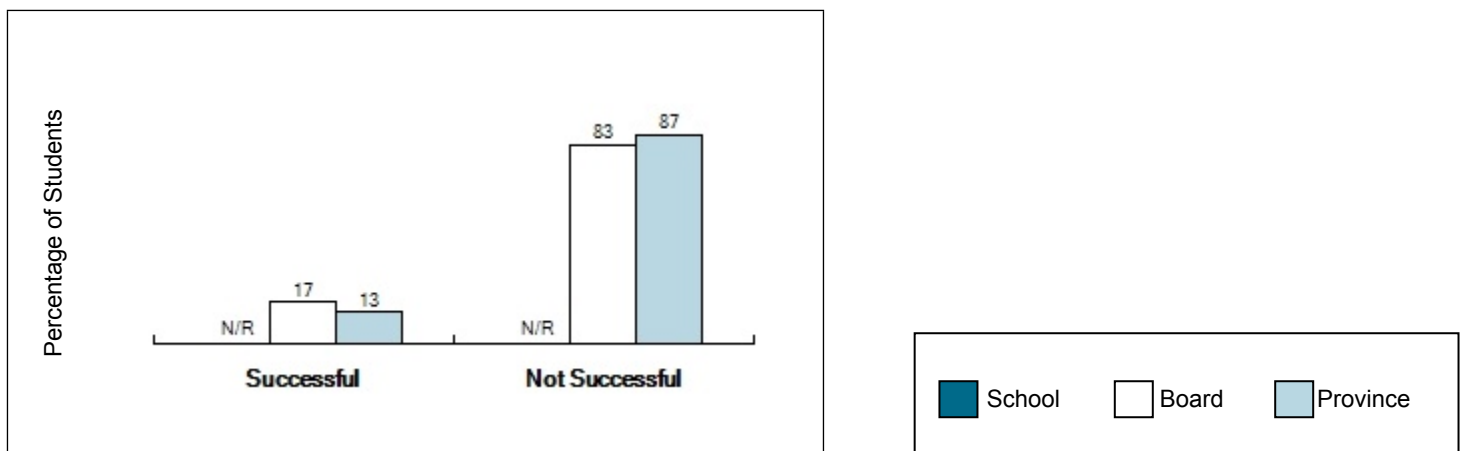
### Results for Students Taking Locally Developed English Course\*

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	13%
Not Successful	N/R	N/R	14%	47%	N/R	87%
<b>Fully Participating</b>	<b>N/R</b>	<b>N/R</b>	<b>17%</b>	<b>54%</b>		
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



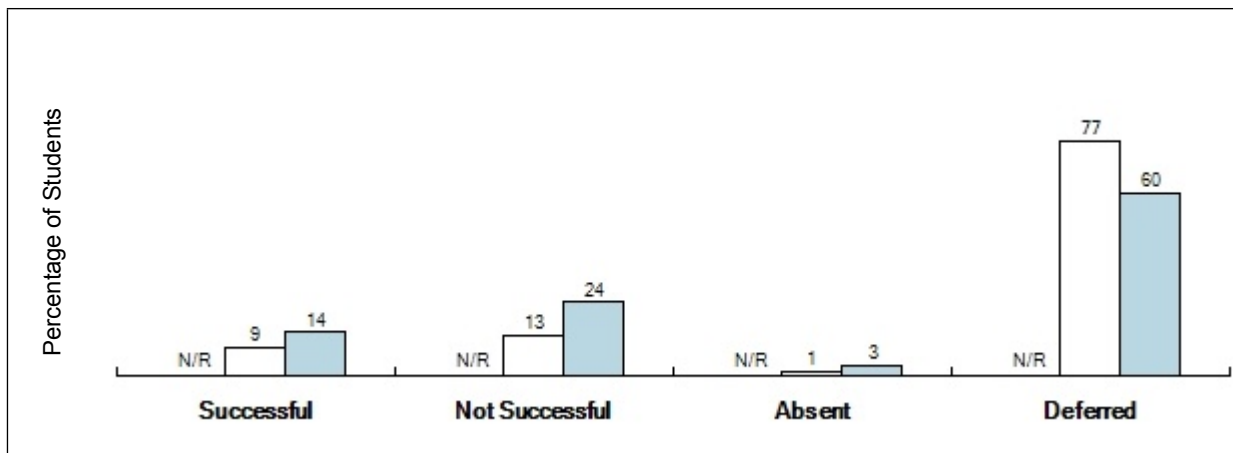
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2014–2015

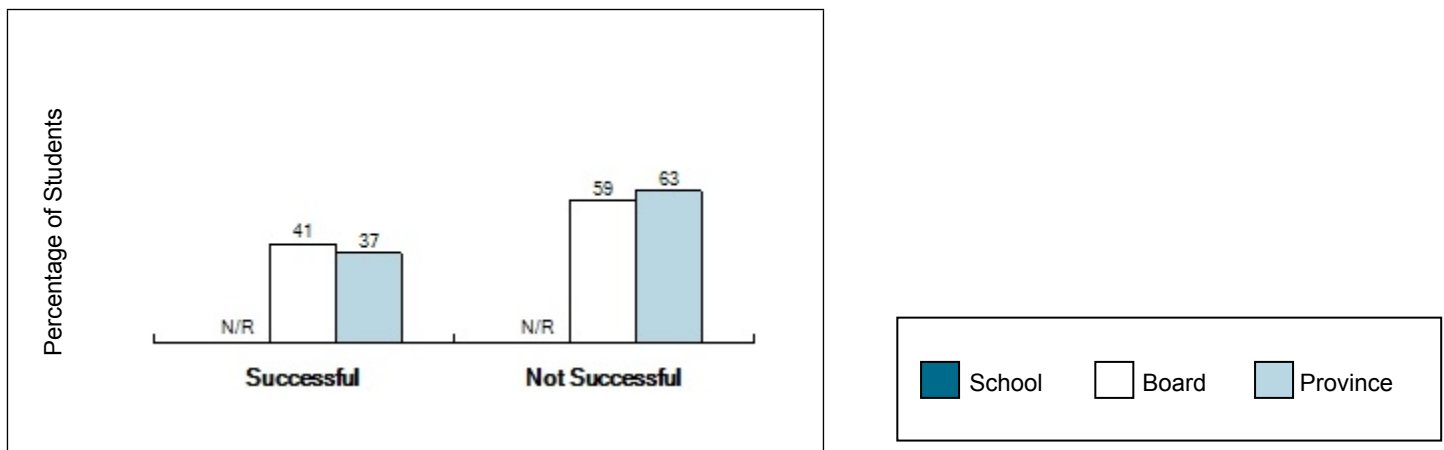
### Results for Students Taking ESL/ELD Course\*

	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%
<b>Fully Participating</b>	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
<b>Enrolment</b>					
Number of first-time eligible students	177	198	221	230	227
Number of students who were exempted	0	0	0	0	2
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	77%	68%	73%	67%	80%
Of all first-time eligible students, those who were absent	0%	0%	0%	<1%	1%
Of all first-time eligible students, those who were deferred	23%	32%	27%	33%	19%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	47%	50%	50%	52%	55%
Male	53%	50%	50%	48%	45%
Gender not specified	0%	0%	0%	0%	0%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>					
English language learners*	31%	34%	27%	32%	17%
English language learners receiving special provisions**	9%	13%	2%	12%	7%
Students with special education needs (excluding gifted)*	11%	16%	10%	12%	11%
Students with special education needs receiving accommodations (excluding gifted)**	12%	16%	11%	12%	10%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	49%	49%	44%	53%	59%
Applied	33%	27%	35%	28%	29%
Locally developed	3%	6%	3%	3%	4%
ESL/ELD	15%	17%	17%	15%	8%
Other	1%	1%	<1%	1%	<1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	136	129	159	145	176
First language learned at home was other than English	38%	46%	42%	37%	38%
Speak only or mostly English at home	48%	52%	50%	48%	55%
Speak another language (or other languages) as often as English at home	42%	37%	42%	41%	36%
Speak only or mostly another language (or other languages) at home	10%	9%	7%	9%	8%

† 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.

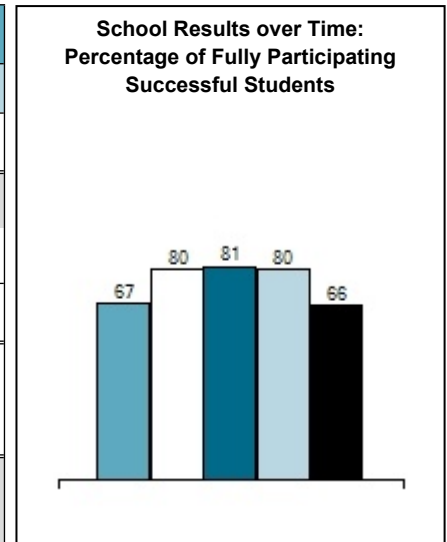
\*\* Percentages are based on fully participating students.

†† 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.

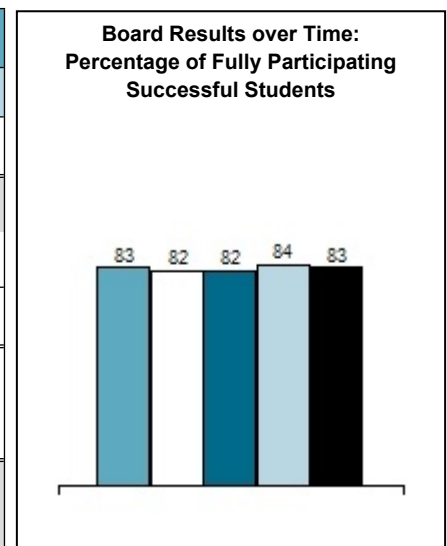
## Ontario Secondary School Literacy Test, 2014–2015

### Results over Time, 2010–2011 to 2014–2015

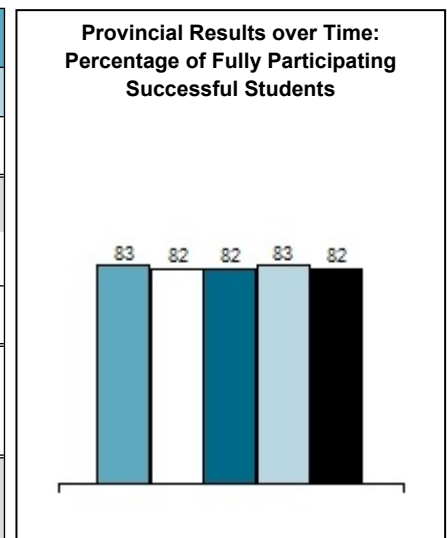
School Results over Time*										
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
<i>All Students</i>	177		198		221		230		227	
<b>Successful (all)</b>	92	52%	108	55%	132	60%	123	53%	120	53%
Not Successful	45	25%	27	14%	30	14%	30	13%	61	27%
<b>Fully Participating</b>	137	77%	135	68%	162	73%	153	67%	181	80%
Absent	0	0%	0	0%	0	0%	1	<1%	2	1%
Deferred	40	23%	63	32%	59	27%	76	33%	44	19%
<b>Fully Participating Successful</b>	92	67%	108	80%	132	81%	123	80%	120	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	
<b>Successful (all)</b>	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%
<b>Fully Participating</b>	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%
<b>Fully Participating Successful</b>	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	
<b>Successful (all)</b>	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%
<b>Fully Participating</b>	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%
<b>Fully Participating Successful</b>	118 961	83%	112 717	82%	110 162	82%	108 914	83%	105 309	82%



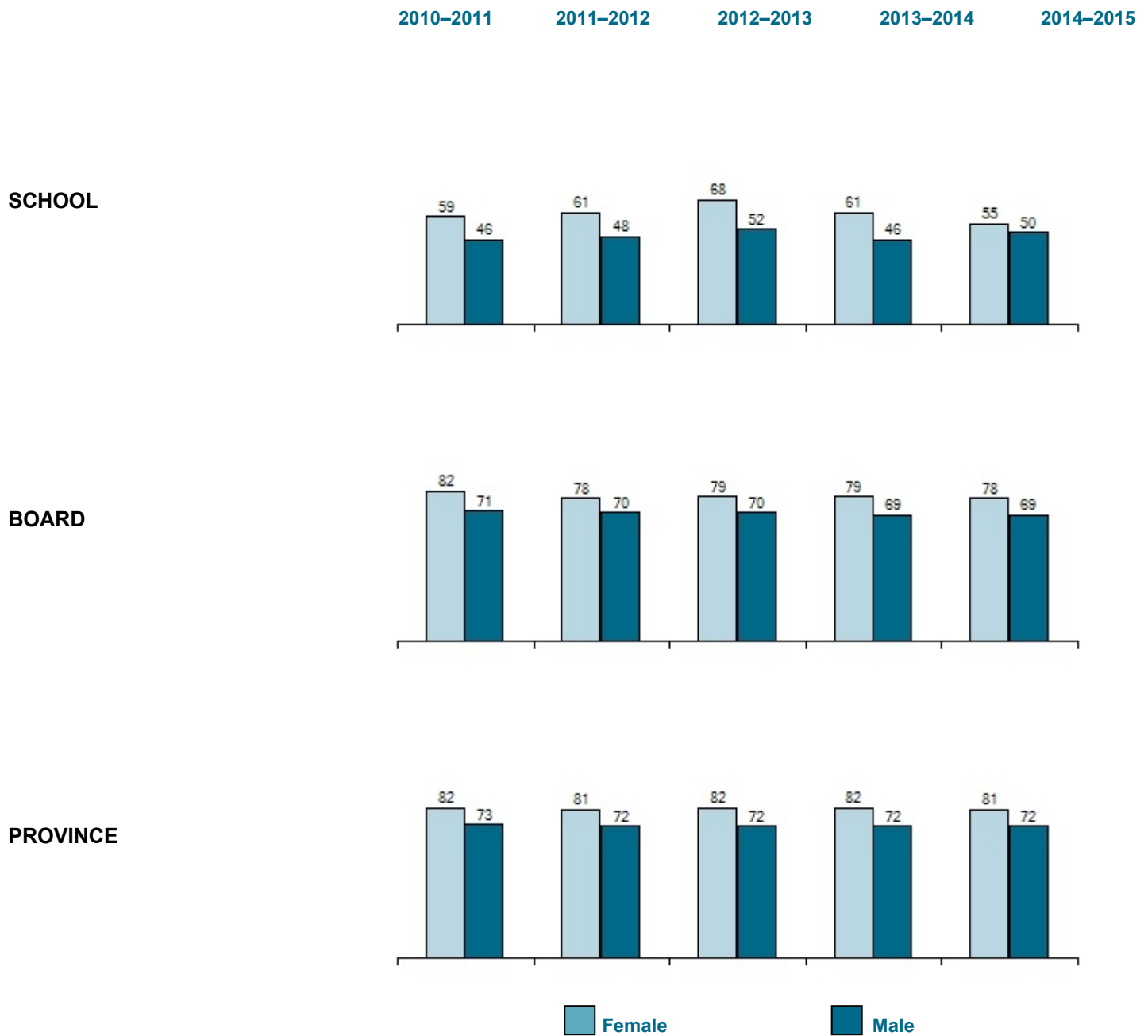
\* Percentages in tables may not add up to 100, due to rounding.

■ '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†

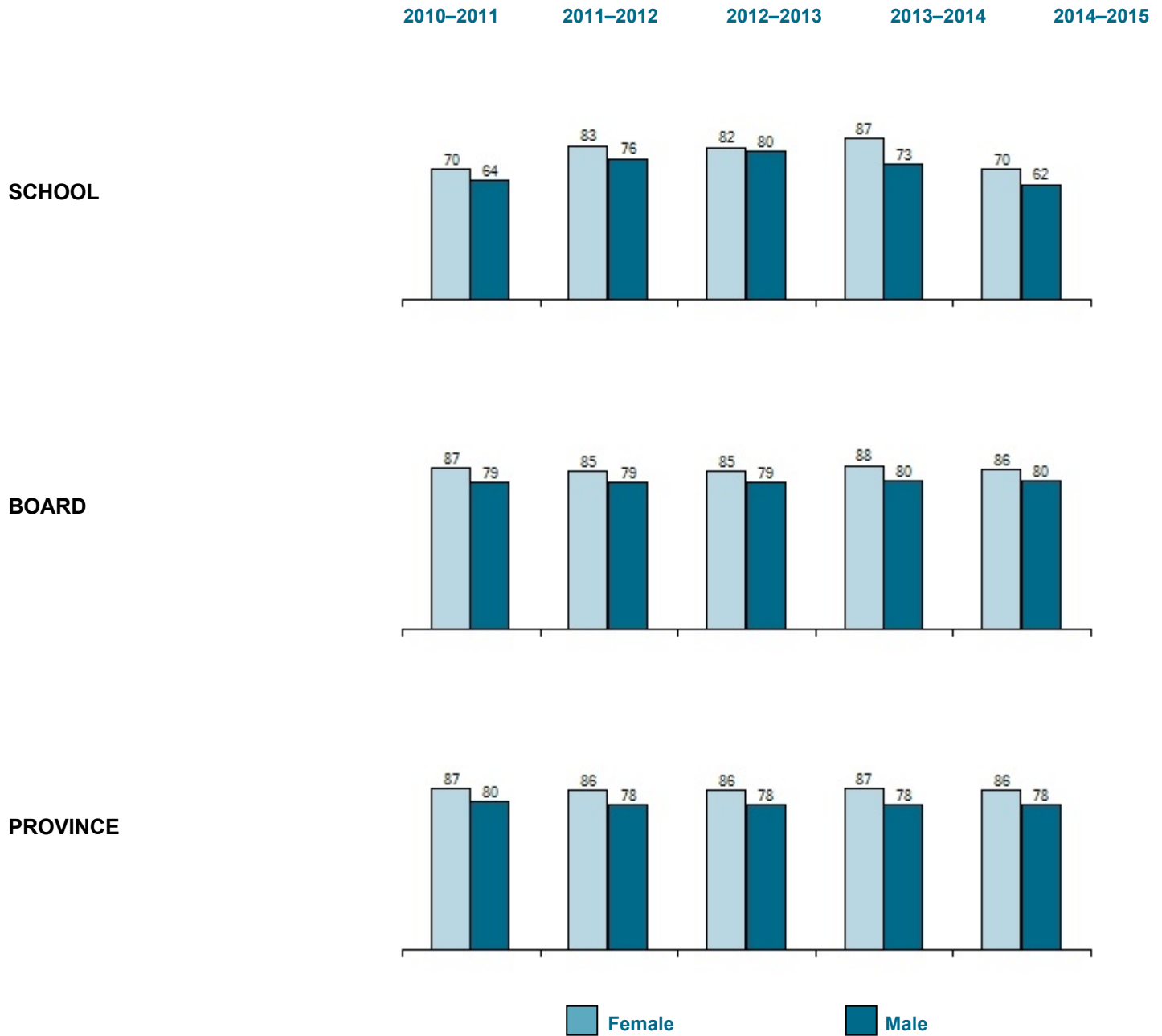
	2010–2011		2011–2012		2012–2013		2013–2014		2014–2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	83	94	99	99	111	110	119	111	125	102
Board	3 754	3 660	3 547	3 503	3 772	3 496	3 628	3 474	3 632	3 526
Province	74 954	78 681	71 934	75 370	70 092	73 260	69 290	72 521	67 023	70 597

† 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

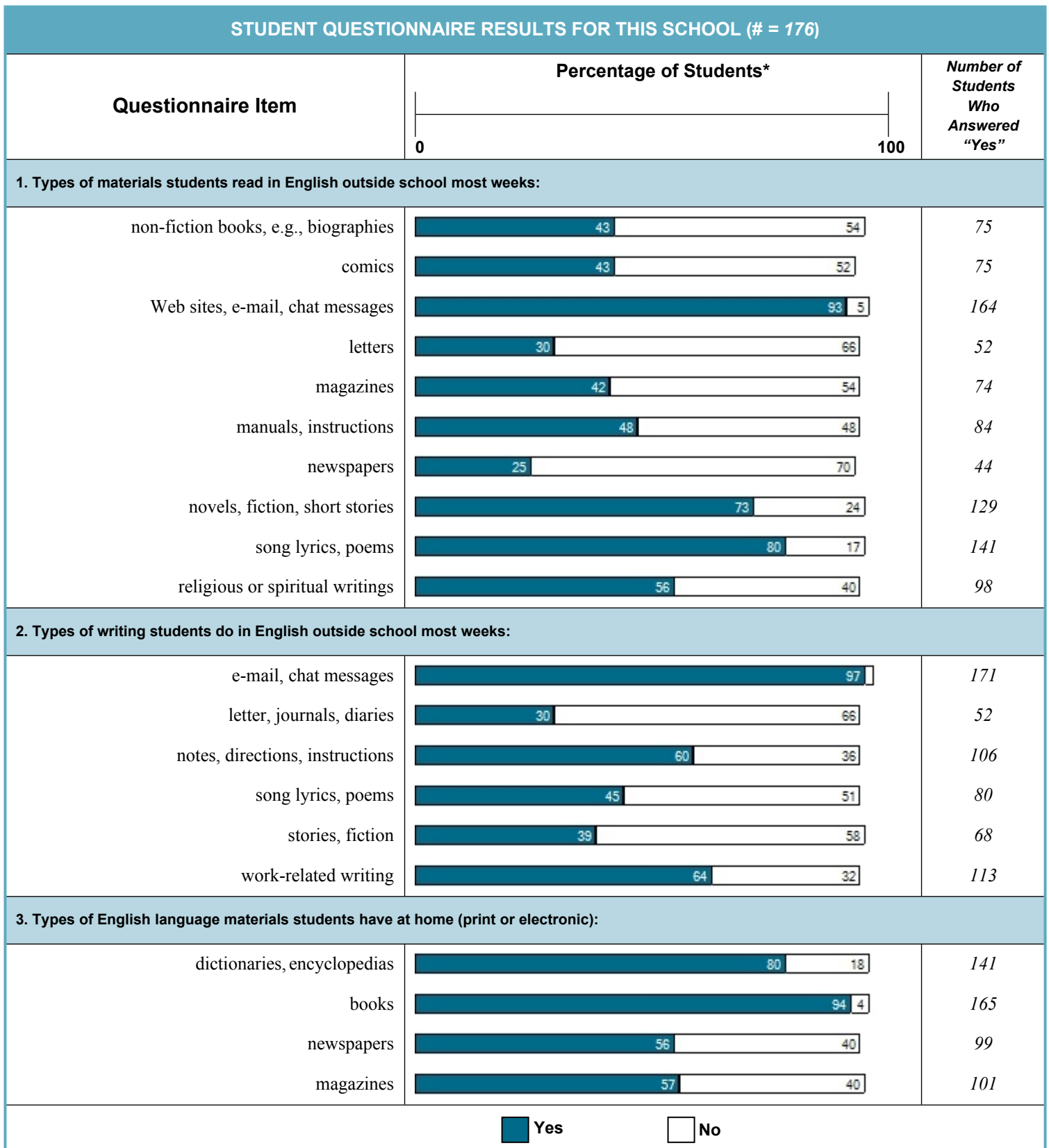


### Number of Fully Participating First-Time Eligible Students†

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	70	67	72	63	91	71	83	70	99	82
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.





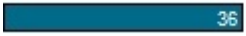













# Ontario Secondary School Literacy Test, 2014–2015



\* 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 (# = 176)

Questionnaire Item	Percentage of Students*		Number of Students
	0	100	
<b>4. Number of hours a week students read materials written in English outside school, not including homework:</b>			
one hour or less		31	55
more than one hour but less than three hours		34	60
more than three hours but less than five hours		15	26
five hours or more		19	34
<b>5. Number of hours a week students write in English outside school, not including homework:</b>			
one hour or less		36	63
more than one hour but less than three hours		31	54
more than three hours but less than five hours		15	27
five hours or more		18	31
<b>6. How often students use a computer at home for homework:</b>			
don't have a computer at home			5
never or hardly ever use a computer for homework		11	19
use a computer once or twice a month for homework		22	38
use a computer once or twice a week for homework		40	71
use a computer almost every day for homework		24	42
<b>7. First language students learned at home was English:</b>			
yes		61	108
no		38	66
<b>8. Language(s) students speak at home:</b>			
only or mostly English		55	97
another language (or other languages) as often as English		36	64
only or mostly another language (or other languages)		8	14

\* 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 (# = 176)	Female* (# = 96)	Male* (# = 80)	All (# = 6 176)	Female* (# = 3 208)	Male* (# = 2 968)	All (# = 121 594)	Female* (# = 60 328)	Male* (# = 61 266)
<b>Percentage of students indicating that they</b>									
have a computer at home.	97%	97%	96%	97%	98%	97%	97%	97%	96%
use the computer almost every day for homework.	24%	28%	19%	31%	32%	30%	30%	32%	29%
<b>Percentage of students indicating that they read the following types of materials in English outside school most weeks:</b>									
non-fiction books, e.g., biographies	43%	42%	44%	38%	37%	39%	36%	34%	39%
comics	43%	31%	56%	35%	27%	45%	29%	22%	37%
Web sites, e-mail, chat messages	93%	93%	94%	94%	95%	93%	94%	95%	92%
letters	30%	25%	35%	27%	28%	26%	23%	24%	22%
magazines	42%	51%	31%	45%	57%	32%	44%	53%	35%
manuals, instructions	48%	43%	54%	44%	36%	51%	40%	31%	49%
newspapers	25%	21%	30%	36%	35%	38%	32%	31%	34%
novels, fiction, short stories	73%	75%	71%	72%	82%	61%	70%	81%	59%
song lyrics, poems	80%	89%	70%	74%	84%	64%	65%	77%	52%
religious or spiritual writings	56%	54%	58%	31%	33%	30%	23%	24%	21%
<b>Percentage of students indicating that they read materials written in English outside school, not including homework, for</b>									
more than three hours a week.	34%	44%	22%	35%	40%	30%	38%	43%	32%
<b>Percentage of students indicating that they have the following English language materials at home (print or electronic):</b>									
dictionaries, encyclopedias	80%	80%	80%	86%	87%	85%	80%	82%	78%
books	94%	95%	92%	94%	96%	92%	94%	96%	93%
newspapers	56%	56%	56%	67%	67%	66%	76%	77%	75%
magazines	57%	62%	51%	68%	74%	62%	73%	76%	69%
<b>Percentage of students indicating that they do the following types of writing in English outside school most weeks:</b>									
e-mail, chat messages	97%	97%	98%	95%	96%	94%	95%	96%	94%
letters, journals, diaries	30%	34%	24%	28%	38%	16%	24%	37%	12%
notes, directions, instructions	60%	60%	60%	55%	58%	52%	49%	53%	46%
song lyrics, poems	45%	54%	35%	38%	44%	33%	32%	39%	24%
stories, fiction	39%	36%	41%	32%	38%	27%	29%	35%	23%
work-related writing	64%	66%	62%	63%	65%	61%	56%	57%	56%
<b>Percentage of students indicating that they write in English outside school, not including homework, for</b>									
more than three hours a week.	33%	39%	26%	26%	30%	22%	25%	28%	22%
<b>Percentage of students indicating that the first language they learned at home was</b>									
other than English.	38%	42%	32%	33%	33%	33%	22%	22%	22%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>									
only or mostly English	55%	47%	65%	61%	61%	61%	74%	74%	75%
another language (or other languages) as often as English	36%	43%	29%	28%	29%	27%	18%	19%	18%
only or mostly another language (or other languages)	8%	9%	6%	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	
<b>First-Time Eligible Students</b>	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.
<b>Previously Eligible Students</b>	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.
<b>All Eligible Students</b>	This method of reporting provides percentages based on <b>all</b> 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).
<b>Fully Participating Students</b>	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.
<b>Successful</b>	Students who fully participated in the OSSLT and received a score that met the expected standard.
<b>Not Successful</b>	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
<b>Absent</b>	Students who did not submit work for <b>one or both</b> sessions due to absence or for other reasons.
<b>Deferred</b>	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.
<b>OSSLC</b>	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 ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
<b>Exempted</b>	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.
<b>English Language Learners</b>	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).
<b>English Language Learners Receiving Special Provisions</b>	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> .
<b>Students with Special Education Needs (excluding gifted)</b>	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.
<b>Students with Special Education Needs Receiving Accommodations (excluding gifted)</b>	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> .
<b>N/R</b>	"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.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the group or year specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact the school principal.