



# School Report First-Time Eligible Students

## Ontario Secondary School Literacy Test, October 2004

**School: Vincent Massey SS (949612)**

**Board: Greater Essex County DSB (66028)**

I am pleased to provide you with this ready-to-use report, which shows student achievement in the school for the October 2004 test and for the previous three years.

We believe that every student deserves a good outcome from public education. Working with Ontario educators, EQAO has designed assessments that provide a gauge of student learning at a few critical transition points and a vehicle for assuring people that, at these points, all Ontario students are being assessed by the same yardstick. Large-scale assessment results are one piece of the picture that shows how students are doing in our schools. EQAO's literacy test results should be used together with other school data and the regular assessments conducted by a student's teacher, all of which are important methods of supporting students in their schooling.

I hope that this new report, to be used in conjunction with other school data, will help parents, educators and all who have an interest in strong public education to work together to ensure that every student achieves high levels of success.

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

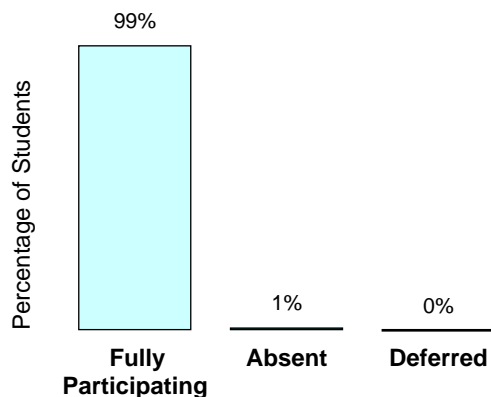
**This report provides you with school and board data and includes:**

- participation and achievement results for October 2004 and for all four administrations of the test
- tips for using this report
- contextual information
- achievement results by
  - gender
  - ESL/ELD
  - special needs
  - students' level of study for English
- student questionnaire data
- an explanation of terms

Using Data to Promote Student Success

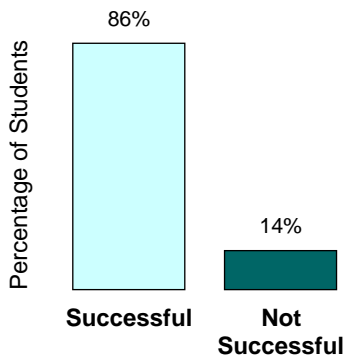
### FIRST-TIME ELIGIBLE STUDENTS

#### Participation



All Eligible Students  
(# = 328)

#### Achievement for Fully Participating Students



Fully Participating Students  
(# = 324)

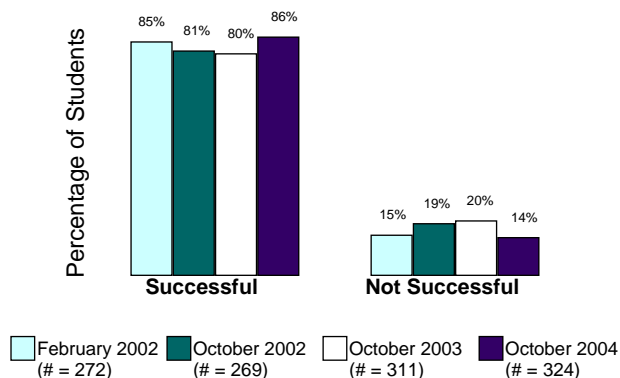
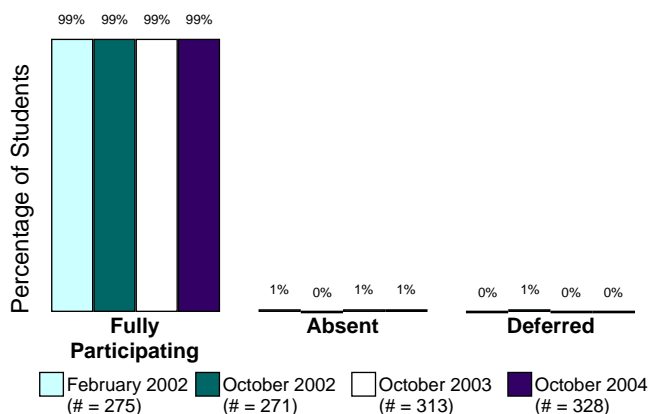
## Comparison of OSSLT Data Over Time

Participation Rates for First-Time Eligible Students<sup>1</sup>

Achievement Results for First-Time Eligible, Fully Participating Students<sup>2</sup>

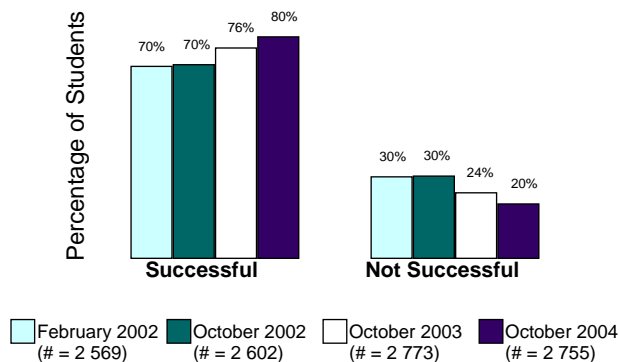
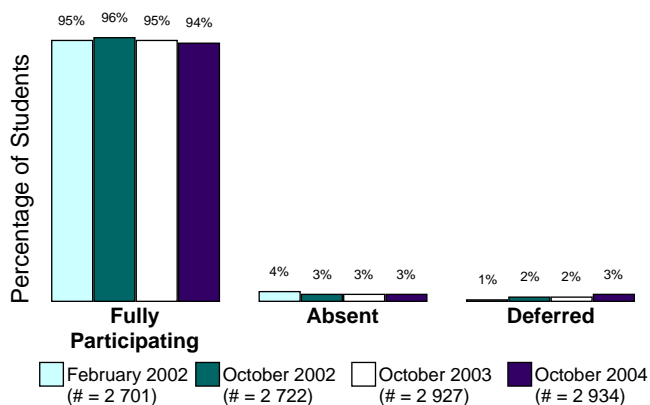
### School Participation

### School Achievement



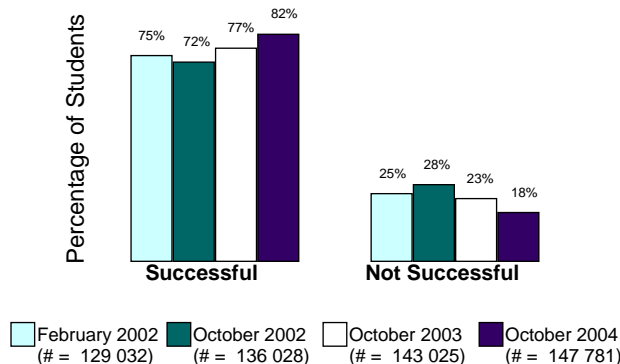
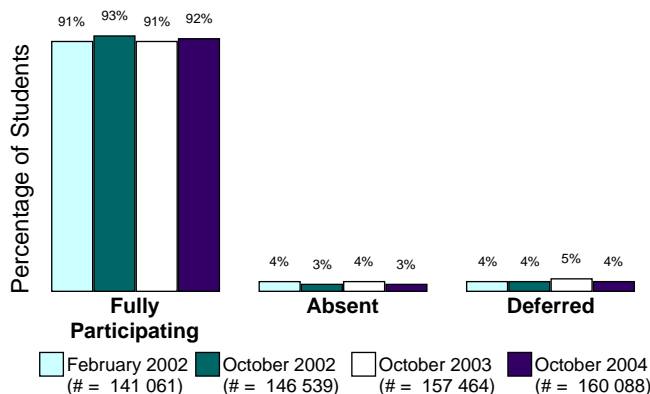
### Board Participation

### Board Achievement



### Provincial Participation

### Provincial Achievement



1. Numbers in parentheses reflect all eligible students.  
 2. Numbers in parentheses reflect fully participating students.

## 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 the school year. Consider these results along with other information about students' performance.



Remember to exercise caution when interpreting results for small boards or groups. Results may vary considerably, 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 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. We do not report results for boards or groups where fewer than 15 students took part in the test, because it would be too easy to identify individual students.

## WHAT IS IN THIS REPORT?

The report shows how well students in the school have met the minimum standard for literacy to the end of *Grade 9* as set out in *The Ontario Curriculum*.

### Included are

- ◆ the results for the school compared to the board's and the province's results;
- ◆ a comparison of results over the past four years and
- ◆ information about the characteristics of the students who took part.

### 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 and
- ◆ an explanation of all terms used in this report.

## HOW TO USE THIS REPORT

- ◆ Examine the contextual information so you understand the similarities and differences among this school, the board and the province. Consider the challenges any differences might present.
- ◆ Ask yourself if the school's results are consistent with what you would expect.
- ◆ Speak to the principal or school council about their strategies to improve 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.egao.com](http://www.egao.com).

## OSSLT Results for First-Time Eligible Students, October 2004

### Contextual Information

The information below provides a context for interpreting the school's results in relation to the results for the board and the province. These contextual factors are derived from the **Student Information Form** and from the **Student Questionnaire**. Some data may be missing, because they were not reported by schools or by students.

#### Demographic Information\*

	School	Board	Province
<b>Enrolment</b>			
Number of first-time eligible students	328	2 934	160 088
<b>Gender</b>			
Female	47%	46%	48%
Male	52%	53%	51%
Gender not specified	1%	1%	1%
<b>Student Status</b>			
English as a second language (ESL) or English literacy development (ELD) learners	0%	5%	4%
Identified as students with special needs (excluding gifted)	6%	13%	12%
Identified as students with special needs receiving accommodations (excluding gifted)	5%	13%	11%
<b>Level of Study for English Course**</b>			
Academic	90%	58%	63%
Applied	10%	28%	26%
Locally developed	0%	8%	3%
English as a second language (ESL) or English literacy development (ELD)	0%	4%	4%
<b>Language</b>			
First language learned at home was other than English	44%	19%	22%
Speak only or mostly English at home	56%	80%	76%
Speak another language (or languages) as often as English at home	26%	12%	15%
Speak only or mostly another language (or other languages) at home	16%	7%	8%

#### Participation in the Assessment

	School	Board	Province
<b>Number of first-time eligible students</b>	328	2 934	160 088
Of all first-time eligible students, those who participated fully in the assessment	99%	94%	92%
Fully participating students with special needs (excluding gifted) who received one or more accommodations	6%	13%	11%
Fully participating ESL/ELD learners who received one or more special provisions	0%	2%	3%
<b>Students who were exempted</b>	0	80	2 102

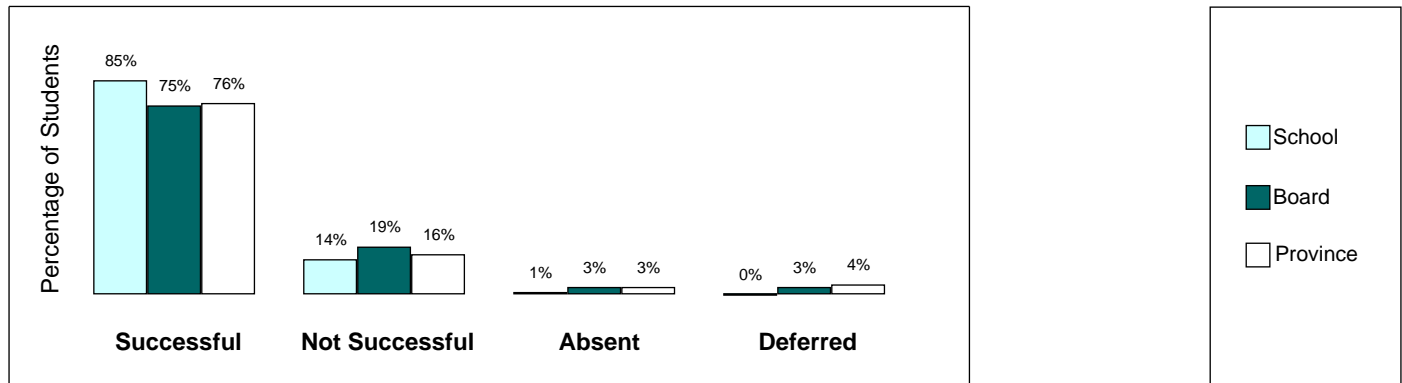
\*Demographic data pertaining to gender, student status and level of study for English are provided by schools on the **Student Information Form**. Demographic data pertaining to language are gathered from the **Student Questionnaire** completed by students and are based on numbers of students responding to the questionnaire.

\*\*Data pertaining to level of study for English course may not account for all students; some data may be missing because they were not reported by schools.

## OSSLT Results for First-Time Eligible Students, October 2004

	First-Time Eligible Students*						
	All			Fully Participating			
	School	Board	Province	School	Board	Province	
	# = 328	# = 2 934	# = 160 088	# = 324	# = 2 755	# = 147 781	
Successful	279	85%	75%	76%	86%	80%	82%
Not Successful	45	14%	19%	16%	14%	20%	18%
<b>Fully Participating</b>	<b>324</b>	<b>99%</b>	<b>94%</b>	<b>92%</b>			
Absent	4	1%	3%	3%			
Deferred	0	0%	3%	4%			

### Results for All First-Time Eligible Students



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



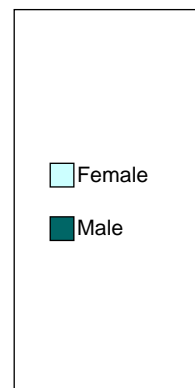
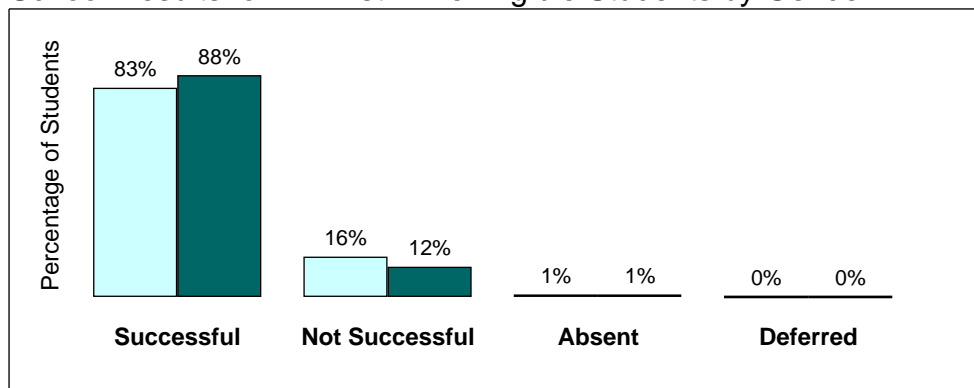
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.

## OSSLT Results for First-Time Eligible Students, October 2004

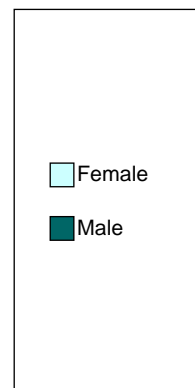
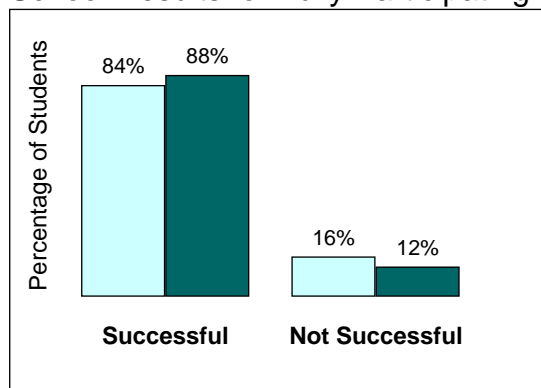
### School Results by Gender\*†

School Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female		Male		Female	Male
	# = 155		# = 171		# = 153	# = 170
Successful	128	83%	150	88%	84%	88%
Not Successful	25	16%	20	12%	16%	12%
<b>Fully Participating</b>	<b>153</b>	<b>99%</b>	<b>170</b>	<b>99%</b>		
Absent	2	1%	1	1%		
Deferred	0	0%	0	0%		

### 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.

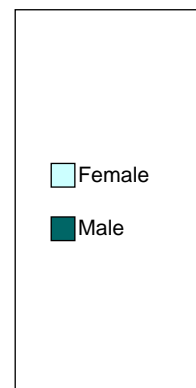
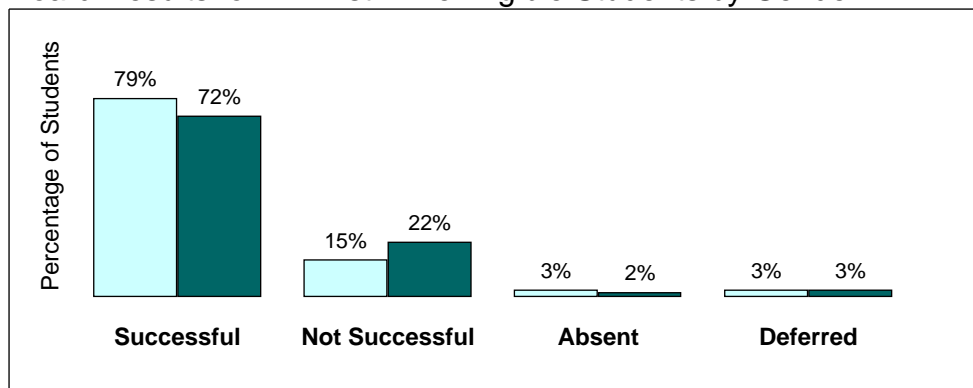
†Based on data provided by schools on the SIF. Results by gender include only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, October 2004

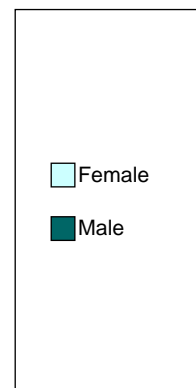
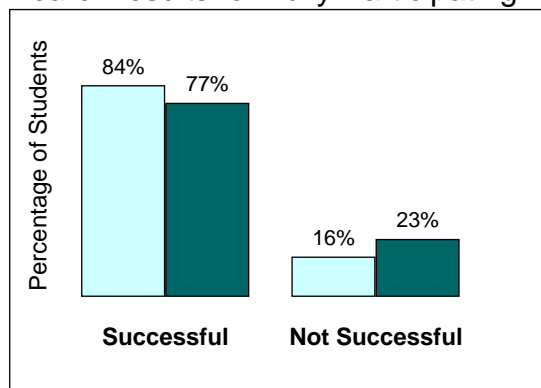
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female		Male		Female	Male
	# = 1 347		# = 1 568		# = 1 267	# = 1 481
Successful	1 061	79%	1 136	72%	84%	77%
Not Successful	206	15%	345	22%	16%	23%
<b>Fully Participating</b>	<b>1 267</b>	<b>94%</b>	<b>1 481</b>	<b>94%</b>		
Absent	42	3%	39	2%		
Deferred	38	3%	48	3%		

### 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.

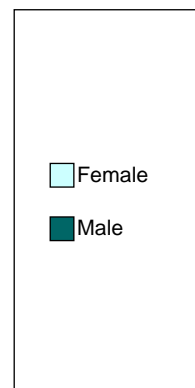
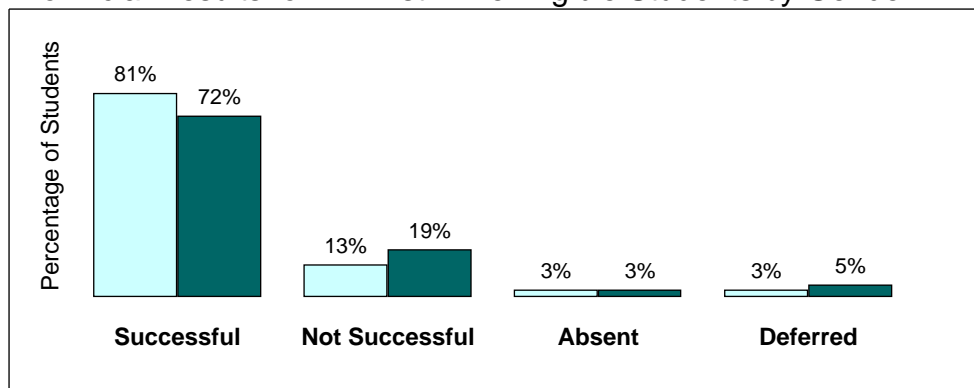
†Based on data provided by schools on the SIF. Results by gender include only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, October 2004

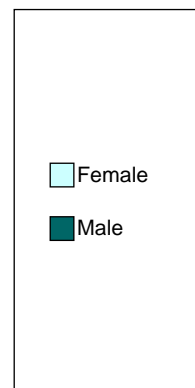
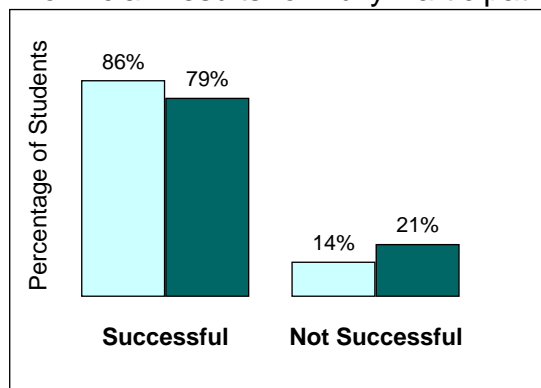
### Provincial Results by Gender\*†

	Provincial Results by Gender First-Time Eligible Students			
	All		Fully Participating	
	Female	Male	Female	Male
	# = 77 110	# = 81 469	# = 72 296	# = 74 659
Successful	62 268	81%	58 972	72%
Not Successful	10 028	13%	15 687	19%
<b>Fully Participating</b>	<b>72 296</b>	<b>94%</b>	<b>74 659</b>	<b>92%</b>
Absent	2 209	3%	2 688	3%
Deferred	2 605	3%	4 122	5%

### 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.

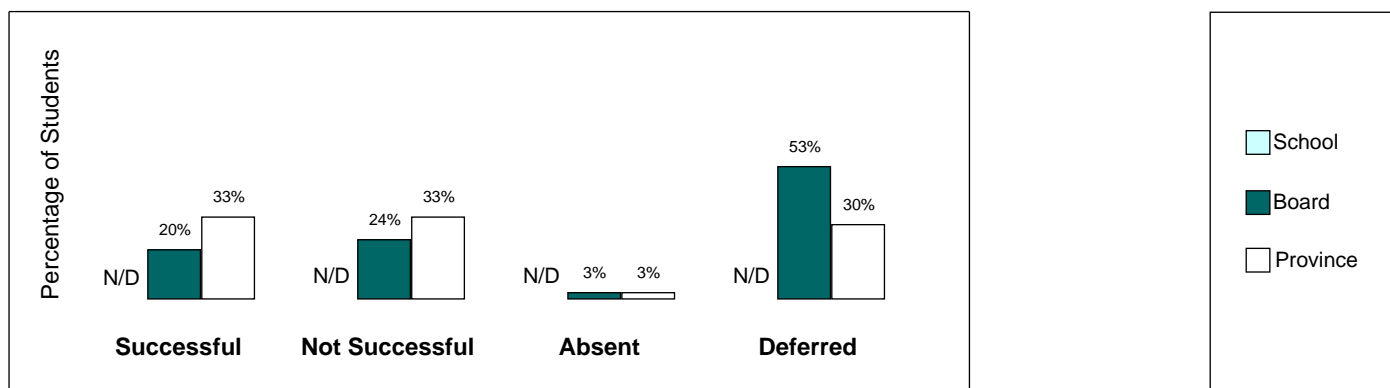
†Based on data provided by schools on the SIF. Results by gender include only students for whom gender data were available.

## OSSLT Results for First-Time Eligible Students, October 2004

Results for English as a Second Language/English Literacy Development Learners\*†

Results for ESL/ELD Learners First-Time Eligible Students							
	All			Fully Participating			
	School	Board	Province	School	Board	Province	
	# = 0	# = 136	# = 7 054	# = N/D	# = 60	# = 4 691	
Successful	N/D	N/D	20%	33%	N/D	45%	50%
Not Successful	N/D	N/D	24%	33%	N/D	55%	50%
<b>Fully Participating</b>	N/D	N/D	44%	67%			
Absent	N/D	N/D	3%	3%			
Deferred	N/D	N/D	53%	30%			

### Results for All First-Time Eligible ESL/ELD Learners



### Results for Fully Participating First-Time Eligible ESL/ELD Learners



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

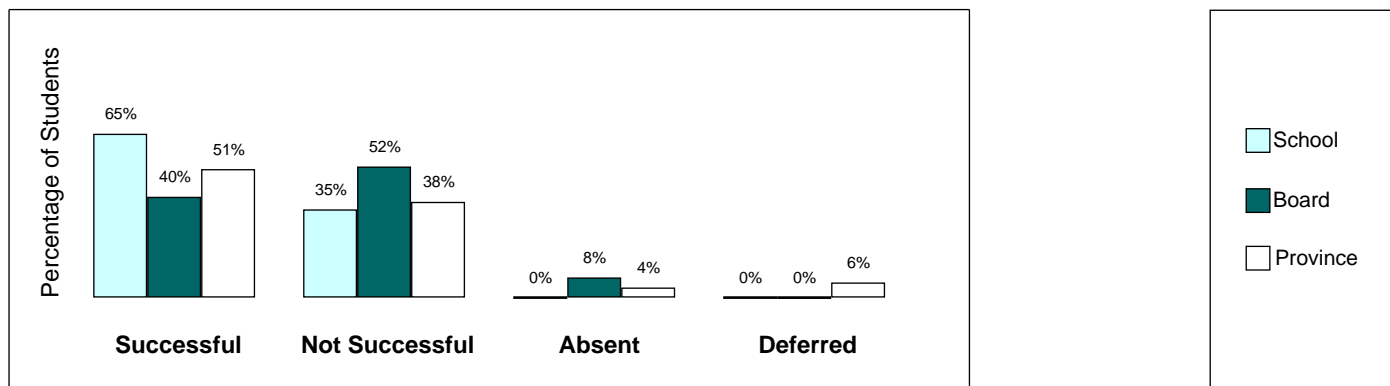
†Based on information provided by schools on the SIF regarding ESL or ELD Status.

## OSSLT Results for First-Time Eligible Students, October 2004

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

Results for Students with Special Needs (excluding gifted) First-Time Eligible Students							
	All			Fully Participating			
	School # = 20	Board # = 388	Province # = 19 775	School # = 20	Board # = 358	Province # = 17 709	
Successful	13	65%	40%	51%	65%	44%	57%
Not Successful	7	35%	52%	38%	35%	56%	43%
<b>Fully Participating</b>	<b>20</b>	<b>100%</b>	<b>92%</b>	<b>90%</b>			
Absent	0	0%	8%	4%			
Deferred	0	0%	0%	6%			

Results for All First-Time Eligible Students with Special Needs (excluding gifted)



Results for Fully Participating First-Time Eligible Students with Special Needs (excluding gifted)



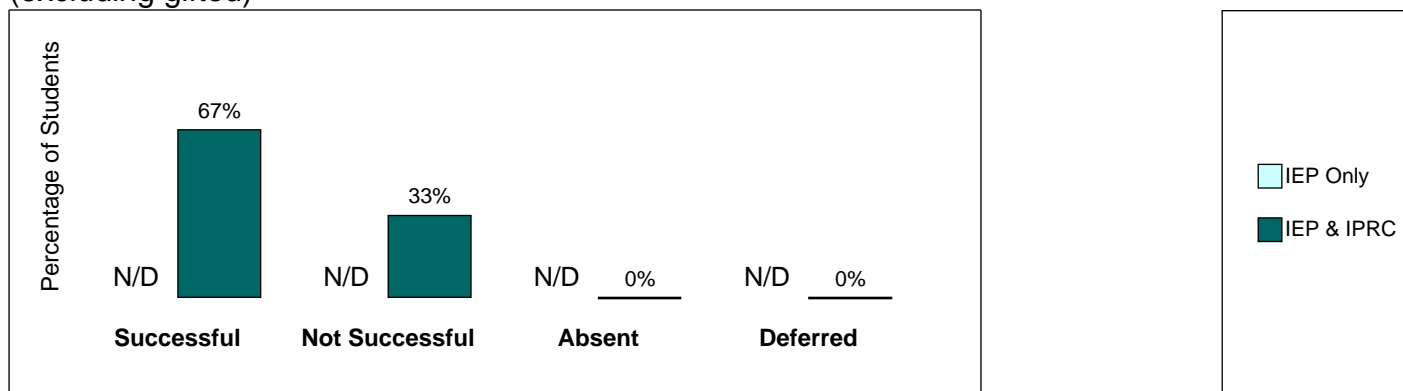
\*Percentages in tables and bar graphs may not add up to 100, due to rounding.  
 †Based on data provided by schools on the SIF.

## OSSLT Results for First-Time Eligible Students, October 2004

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

School Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only		IEP & IPRC		IEP Only	IEP & IPRC
	# = 0		# = 18		# = N/D	# = 18
Successful	N/D	N/D	12	67%	N/D	67%
Not Successful	N/D	N/D	6	33%	N/D	33%
<b>Fully Participating</b>	N/D	N/D	18	100%		
Absent	N/D	N/D	0	0%		
Deferred	N/D	N/D	0	0%		

School Results for All First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



School Results for Fully Participating First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



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

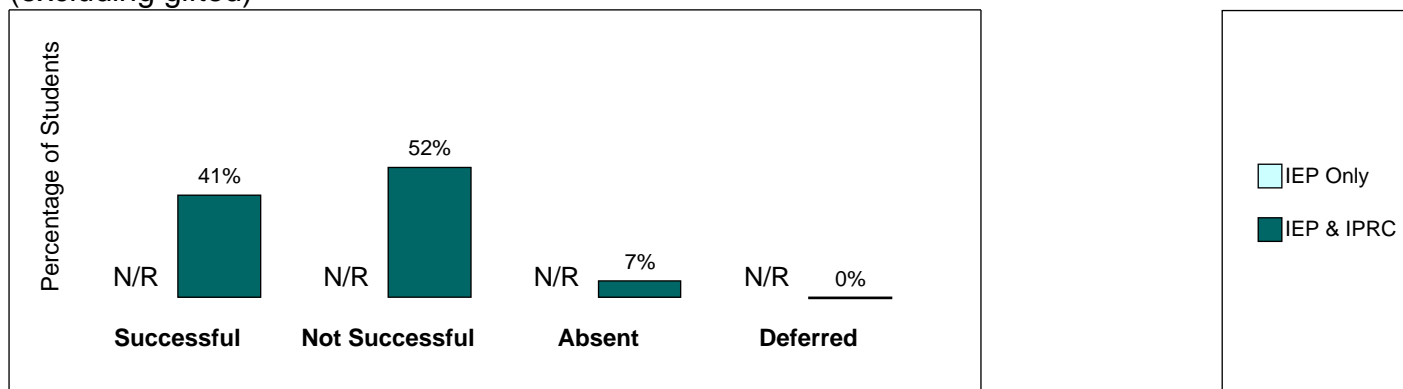
†Based on data provided by schools on the SIF.

## OSSLT Results for First-Time Eligible Students, October 2004

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

Board Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only		IEP & IPRC		IEP Only	IEP & IPRC
	# = N/R		# = 370		# = N/R	# = 343
Successful	N/R	N/R	150	41%	N/R	44%
Not Successful	N/R	N/R	193	52%	N/R	56%
<b>Fully Participating</b>	N/R	N/R	343	93%		
Absent	N/R	N/R	27	7%		
Deferred	N/R	N/R	0	0%		

Board Results for All First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



Board Results for Fully Participating First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



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

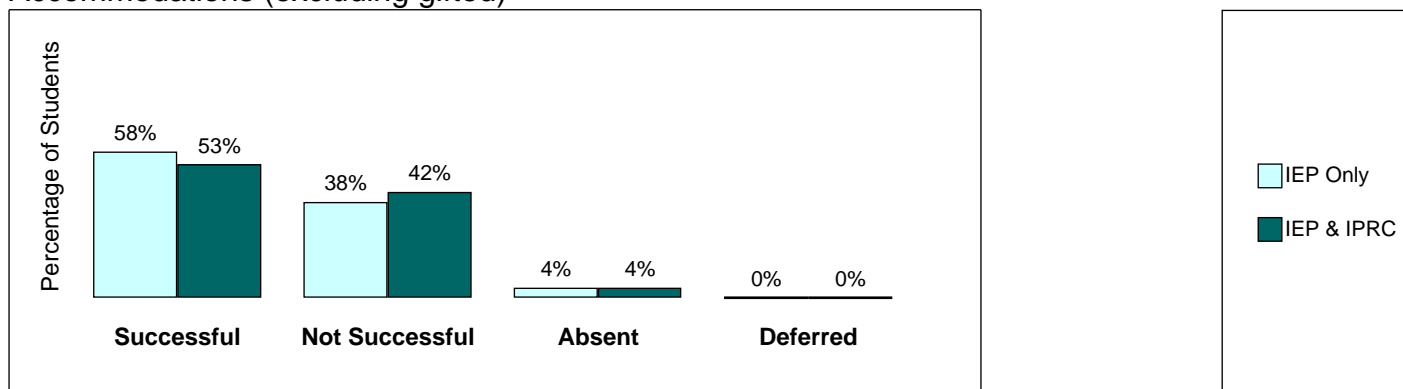
†Based on data provided by schools on the SIF.

## OSSLT Results for First-Time Eligible Students, October 2004

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

	Provincial Results for Students with Special Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students					
	All				Fully Participating	
	IEP Only		IEP & IPRC		IEP Only	IEP & IPRC
	# = 4 010		# = 13 377		# = 3 849	# = 12 812
Successful	2 337	58%	7 156	53%	61%	56%
Not Successful	1 512	38%	5 656	42%	39%	44%
<b>Fully Participating</b>	<b>3 849</b>	<b>96%</b>	<b>12 812</b>	<b>96%</b>		
Absent	161	4%	565	4%		
Deferred	0	0%	0	0%		

Provincial Results for All First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



Provincial Results for Fully Participating First-Time Eligible Students with Special Needs Receiving Accommodations (excluding gifted)



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

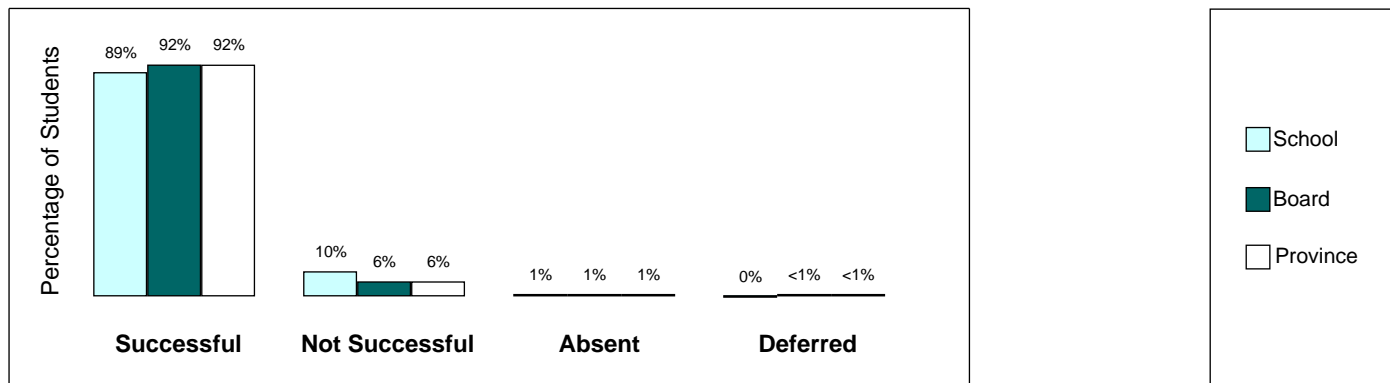
†Based on data provided by schools on the SIF.

## OSSLT Results for First-Time Eligible Students, October 2004

### Results for Students Taking Academic Level English\*†

	Results for Students Taking Academic Level English First-Time Eligible Students						
	All			Fully Participating			
	School	Board	Province	School	Board	Province	
	# = 294	# = 1 707	# = 100 642	# = 291	# = 1 687	# = 99 058	
Successful	263	89%	92%	92%	90%	93%	94%
Not Successful	28	10%	6%	6%	10%	7%	6%
<b>Fully Participating</b>	<b>291</b>	<b>99%</b>	<b>99%</b>	<b>98%</b>			
Absent	3	1%	1%	1%			
Deferred	0	0%	<1%	<1%			

### Results for All First-Time Eligible Students Taking Academic Level English



### Results for Fully Participating First-Time Eligible Students Taking Academic Level English



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

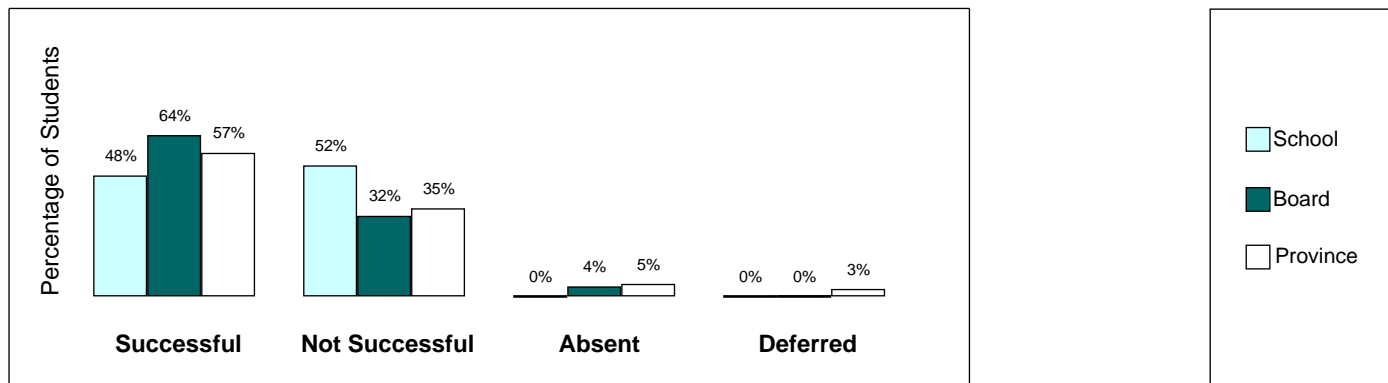
†Based on information provided by schools on the SIF regarding level of study for English.

## OSSLT Results for First-Time Eligible Students, October 2004

### Results for Students Taking Applied Level English\*†

	Results for Students Taking Applied Level English First-Time Eligible Students						
	All			Fully Participating			
	School	Board	Province	School	Board	Province	
	# = 33	# = 816	# = 40 841	# = 33	# = 783	# = 37 381	
Successful	16	48%	64%	57%	48%	67%	62%
Not Successful	17	52%	32%	35%	52%	33%	38%
<b>Fully Participating</b>	33	100%	96%	92%			
Absent	0	0%	4%	5%			
Deferred	0	0%	0%	3%			

### Results for All First-Time Eligible Students Taking Applied Level English



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



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

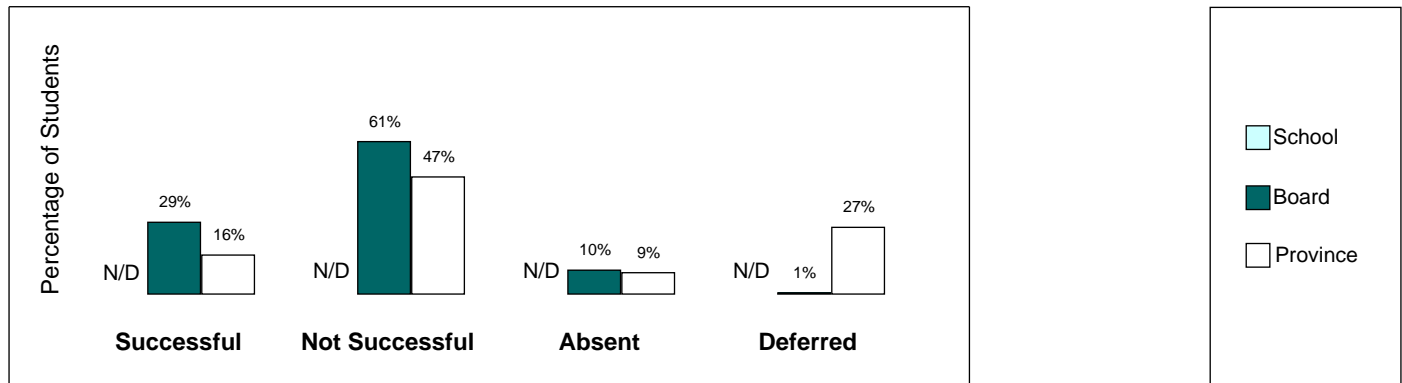
†Based on information provided by schools on the SIF regarding level of study for English.

## OSSLT Results for First-Time Eligible Students, October 2004

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

	Results for Students Taking Locally Developed English Course First-Time Eligible Students						
	All			Fully Participating			
	School	Board	Province	School	Board	Province	
	# = 0	# = 237	# = 4 937	# = N/D	# = 212	# = 3 138	
Successful	N/D	N/D	29%	16%	N/D	32%	26%
Not Successful	N/D	N/D	61%	47%	N/D	68%	74%
<b>Fully Participating</b>	N/D	N/D	89%	64%			
Absent	N/D	N/D	10%	9%			
Deferred	N/D	N/D	1%	27%			

### 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.

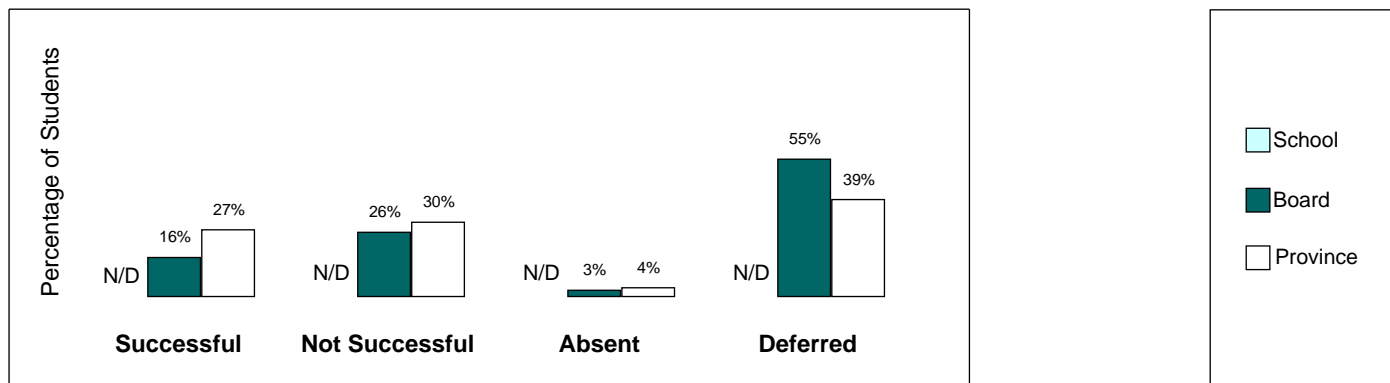
†Based on information provided by schools on the SIF regarding level of study for English.

## OSSLT Results for First-Time Eligible Students, October 2004

Results for Students Taking English as a Second Language (ESL)/English Literacy Development (ELD) Course\*†

	Results for Students Taking ESL/ELD Course First-Time Eligible Students						
	All			Fully Participating			
	School	Board	Province	School	Board	Province	
	# = 0	# = 131	# = 6 628	# = N/D	# = 55	# = 3 766	
Successful	N/D	N/D	16%	27%	N/D	38%	48%
Not Successful	N/D	N/D	26%	30%	N/D	62%	52%
<b>Fully Participating</b>	N/D	N/D	42%	57%			
Absent	N/D	N/D	3%	4%			
Deferred	N/D	N/D	55%	39%			

### 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.

†Based on information provided by schools on the SIF regarding level of study for English.

# OSSLT Results for First-Time Eligible Students, October 2004

## Results from the Student Questionnaire for All First-Time Eligible Students\*

Percentage of first-time eligible students indicating that	School			Board			Province		
	All (#= 323)	Females (#= 152)	Males (#= 170)	All (#= 2 753)	Females (#= 1 265)	Males (#= 1 481)	All (#= 146 832)	Females (#= 71 922)	Males (#= 74 086)
<b>they have a computer in their home.</b>	98%	100%	97%	95%	94%	95%	96%	96%	96%
<b>they use the computer almost every day for homework.</b>	38%	41%	36%	25%	28%	22%	30%	31%	28%
<b>they read the following kinds of material outside school most weeks:</b>									
non-fiction books, e.g., biographies	29%	32%	27%	25%	26%	24%	26%	27%	25%
comics	31%	30%	32%	30%	28%	33%	30%	26%	33%
Web sites, e-mail, chat messages	79%	80%	78%	74%	79%	70%	76%	80%	72%
letters	21%	30%	14%	25%	36%	16%	26%	36%	17%
magazines	67%	74%	62%	71%	81%	62%	73%	83%	64%
manuals, instructions	24%	16%	32%	20%	13%	27%	20%	13%	27%
newspapers	52%	49%	55%	48%	46%	49%	43%	41%	46%
novels, fiction, short stories	62%	71%	55%	53%	65%	43%	56%	68%	46%
song lyrics, poems	38%	51%	26%	49%	65%	35%	49%	62%	37%
religious or spiritual writings	22%	28%	17%	15%	18%	12%	13%	15%	12%
<b>they read in English outside school for three hours or more a week (not including homework).</b>	36%	40%	32%	33%	38%	29%	35%	39%	30%
<b>they have the following English-language materials at home:</b>									
dictionaries, encyclopedias (print or electronic)	92%	93%	91%	86%	89%	83%	87%	90%	85%
books	93%	93%	93%	86%	91%	83%	89%	92%	86%
newspapers	81%	82%	80%	80%	81%	79%	80%	82%	78%
magazines	78%	81%	76%	82%	87%	78%	83%	87%	79%
<b>they do the following types of writing outside school most weeks:</b>									
e-mail messages, chat-room conversations	86%	88%	85%	86%	89%	83%	89%	91%	86%
letters, journals, diaries	32%	51%	15%	32%	54%	14%	34%	55%	13%
notes, directions, instructions	39%	42%	37%	34%	40%	29%	33%	39%	28%
song lyrics, poems	25%	35%	17%	34%	45%	24%	33%	41%	24%
stories, fiction	21%	26%	16%	19%	22%	16%	18%	22%	15%
work-related writing	37%	39%	36%	31%	31%	31%	37%	37%	37%
<b>they write in English outside school for three hours or more a week (not including homework).</b>	27%	32%	22%	29%	33%	25%	29%	33%	24%

\*Gender data based on information provided by schools on the SIF. Results by gender include only students for whom gender data were available.

## Explanation of Terms

COHORT DEFINITIONS	
First-Time Eligible Students	First-time eligible students typically entered Grade 9 during the 2003–2004 school year. They were required to write the literacy test for the first time in October 2004. All first-time eligible students were working toward an Ontario Secondary School Diploma (OSSD).
Previously Eligible Students	Previously eligible students are those who were retaking the test. This category includes all students who were not successful when they wrote the test previously, who were previously absent or who deferred taking the test. All previously eligible students were working toward an OSSD.
METHODS OF REPORTING	
All Eligible Students	This method of reporting is based on <b>all</b> students who were working toward an OSSD.
Fully Participating Students	This method of reporting is based on those students who took part in the test and were assigned a result (successful or not successful). Students who were absent on one or both days and those who deferred taking the test are not included.
CATEGORIES OF REPORTING	
Successful	These students' scores meet or exceed the requirements.
Not Successful	These students' scores do not meet the requirements.
Absent	These students provided no work in their student booklets on <b>one or both</b> days of the test.
Deferred	Schools may postpone a student's participation in the test, as outlined in EQAO's <i>Guide for Accommodations, Deferrals and Exemptions</i> . Students are classified as deferred only if the school formally noted the deferral and there is no work in any of the student's test booklets. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
OSSLC	Students may satisfy the literacy requirement by taking the Ontario Secondary School Literacy Course (OSSLC). To enroll in the OSSLC, students must meet the criteria established by the Ministry of Education. Information about the course is available on the Ministry of Education Web site ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). Note that if a student attempted any portion of the test, he or she is not placed in the OSSLC category.
Exempted	Students are exempted from the OSSLT only if they are not working toward an OSSD. A student is classified as exempted only if the school formally noted the exemption and there is no work in any of the student's test booklets. If a student completed any portion of the OSSLT, he or she is not placed in the exempted category.
GROUPS	
ESL/ELD Learners	These are students the school identified as English as a second language/English literacy development learners.
Students with Special Needs (excluding gifted)	These are students the school identified as having an Individual Education Plan (IEP) and were receiving special education programs and services. Gifted students are not included in this group.
Students with Special Needs (excluding gifted), Receiving Accommodations	These are students who had an IEP and received accommodations for the test. Gifted students are not included in this group.
PROTECTION OF PERSONAL INFORMATION	
N/R	EQAO protects the privacy of individual students by holding back data for very small schools and boards. Where it might be possible to identify individual students, data are not reported.
N/D	No data are available when there were no students in a given year or group.