On behalf of EQAO, I am pleased to share the results of the 2018–2019 Ontario Secondary School Literacy Test (OSSLT). You will also find data from previous years along with demographic and attitudinal information as context for interpreting the achievement results.

EQAO’s independent data are grounded in our assessment of every student in relation to Ontario Curriculum learning expectations and are provided at the school, board, provincial and individual student levels to inform educators’ professional practice. We believe that, through evidence-informed decisions based on achievement, attitudinal, contextual and behavioural data, it is possible to foster equitable and inclusive learning models benefiting each student.

Analyzing EQAO data over the years provides a larger context that acknowledges special circumstances affecting student achievement. For example, school boards have been investigating the impact student attendance and loss of instructional time has on student achievement; when looking at the most recent data, you may wish to identify any potential relationship between lost time and student achievement.

In 2018, EQAO made changes to its accommodation policies, including eliminating the requirement for an IEP to access accommodations students normally receive during regular classroom instruction. An important reason for this change was to reduce the workload related to EQAO assessments for teachers, administrators, and parents and guardians while maintaining the integrity and comparability of our data. After considering all of our assessment administration, we noted that 13 000 fewer IEPs were indicated in our Student Data Collection in 2018 than in 2017. The agency hopes to continue implementing meaningful changes in the years to come to address the concerns of the education community.

As always, we look forward to continuing our work with you in support of student learning, and we thank you for your dedication to the meaningful education of each child and youth of this province.

Kind regards,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office
## Ontario Secondary School Literacy Test, 2018–2019

### Participation Rates for All First-Time Eligible Students Over Time

#### Percentage of Students*

<table>
<thead>
<tr>
<th></th>
<th>Fully Participating</th>
<th>Absent</th>
<th>Deferred</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014–2015</td>
<td>97</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>2015–2016</td>
<td>98</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2016–2017</td>
<td>97</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2017–2018</td>
<td>95</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2018–2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BOARD</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014–2015</td>
<td>97</td>
<td>96</td>
<td>97</td>
</tr>
<tr>
<td>2015–2016</td>
<td>96</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2016–2017</td>
<td>97</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2017–2018</td>
<td>97</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2018–2019</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>PROVINCE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014–2015</td>
<td>93</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>2015–2016</td>
<td>93</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>2016–2017</td>
<td>93</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2017–2018</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2018–2019</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

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

### Number of First-Time Eligible Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>327</td>
<td>288</td>
<td>273</td>
<td>285</td>
<td>267</td>
</tr>
<tr>
<td>Board</td>
<td>7 677</td>
<td>7 713</td>
<td>7 620</td>
<td>7 269</td>
<td>7 303</td>
</tr>
<tr>
<td>Province</td>
<td>137 620</td>
<td>135 111</td>
<td>136 492</td>
<td>132 639</td>
<td>134 168</td>
</tr>
</tbody>
</table>

Results as of May 30, 2019
Ontario Secondary School Literacy Test, 2018–2019

Achievement Results for Fully Participating First-Time Eligible Students Over Time

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>318</td>
<td>281</td>
<td>267</td>
<td>276</td>
<td>253</td>
</tr>
<tr>
<td>School</td>
<td>7 427</td>
<td>7 439</td>
<td>7 388</td>
<td>7 050</td>
<td>7 035</td>
</tr>
<tr>
<td>Board</td>
<td>127 867</td>
<td>124 977</td>
<td>127 142</td>
<td>122 721</td>
<td>124 251</td>
</tr>
</tbody>
</table>

* Percentages in graphs may not add up to 100, due to rounding.
Ontario Secondary School Literacy Test, 2018–2019

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. Results are not reported publicly for schools where fewer than 10 students participated because it might be possible to identify individual students.

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 board results or 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, 2018–2019

Contextual Information
This information provides a context for interpreting the school’s results.

<table>
<thead>
<tr>
<th>Enrolment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Board</td>
<td>Province</td>
</tr>
<tr>
<td>Number of first-time eligible students</td>
<td>267</td>
<td>7 303</td>
<td>134 168</td>
</tr>
<tr>
<td>Number of schools with first-time eligible students</td>
<td>n/a</td>
<td>27</td>
<td>762</td>
</tr>
<tr>
<td>Number of students who were exempted</td>
<td>3</td>
<td>93</td>
<td>1 480</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation in the Test</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Of all first-time eligible students, those who participated fully in the assessment</td>
<td>253</td>
<td>95%</td>
<td>7 035</td>
</tr>
<tr>
<td>Of all first-time eligible students, those who were absent</td>
<td>5</td>
<td>2%</td>
<td>66</td>
</tr>
<tr>
<td>Of all first-time eligible students, those who were deferred</td>
<td>9</td>
<td>3%</td>
<td>202</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender† Based on number of first-time eligible students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>132</td>
<td>49%</td>
<td>3 632</td>
</tr>
<tr>
<td>Male</td>
<td>135</td>
<td>51%</td>
<td>3 671</td>
</tr>
<tr>
<td>Gender not specified</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Status† Based on number of first-time eligible students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English language learners*</td>
<td>46</td>
<td>17%</td>
<td>588</td>
</tr>
<tr>
<td>English language learners receiving special provisions**§</td>
<td>0</td>
<td>0%</td>
<td>191</td>
</tr>
<tr>
<td>Students with special education needs (excluding gifted)*</td>
<td>20</td>
<td>7%</td>
<td>993</td>
</tr>
<tr>
<td>Students with special education needs receiving accommodations (excluding gifted)**</td>
<td>0</td>
<td>0%</td>
<td>765</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Type in English† Based on number of first-time eligible students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>184</td>
<td>69%</td>
<td>5 687</td>
</tr>
<tr>
<td>Applied</td>
<td>59</td>
<td>22%</td>
<td>1 272</td>
</tr>
<tr>
<td>Locally developed</td>
<td>2</td>
<td>1%</td>
<td>134</td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>21</td>
<td>8%</td>
<td>139</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>&lt;1%</td>
<td>71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language†† Based on Student Questionnaire data</th>
<th>Number of Respondents:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First language learned at home was other than English</td>
<td>243</td>
<td>6 631</td>
<td>118 073</td>
<td></td>
</tr>
<tr>
<td>Speak only or mostly English at home</td>
<td>130</td>
<td>53%</td>
<td>2 004</td>
<td>30%</td>
</tr>
<tr>
<td>Speak another language (or languages) as often as English at home</td>
<td>94</td>
<td>39%</td>
<td>3 957</td>
<td>60%</td>
</tr>
<tr>
<td>Speak only or mostly another language (or other languages) at home</td>
<td>106</td>
<td>44%</td>
<td>2 040</td>
<td>31%</td>
</tr>
</tbody>
</table>

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.
* See Explanation of Terms.
** Counts and percentages are based on fully participating students.
§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.
†† Contextual data pertaining to “language” are gathered from the Student Questionnaire completed by students.
## Ontario Secondary School Literacy Test, 2018–2019
### Contextual Information (continued)

<table>
<thead>
<tr>
<th>Year Student Entered Current School†</th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of the assessment</td>
<td>33</td>
<td>12%</td>
<td>539</td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>234</td>
<td>88%</td>
<td>6 761</td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Data not available</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Student Entered Current Board†</th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of the assessment</td>
<td>30</td>
<td>11%</td>
<td>388</td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>123</td>
<td>46%</td>
<td>2 478</td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>4</td>
<td>1%</td>
<td>126</td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>110</td>
<td>41%</td>
<td>4 311</td>
</tr>
<tr>
<td>Data not available</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.
Ontario Secondary School Literacy Test, 2018–2019

Results for All Students*

<table>
<thead>
<tr>
<th></th>
<th>All School # = 267</th>
<th>Board # = 7303</th>
<th>Province # = 134168</th>
<th>Fully Participating School # = 253</th>
<th>Board # = 7035</th>
<th>Province # = 124251</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>205</td>
<td>77%</td>
<td>80%</td>
<td>74%</td>
<td>81%</td>
<td>83%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>48</td>
<td>18%</td>
<td>16%</td>
<td>18%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Fully Participating</strong></td>
<td><strong>253</strong></td>
<td><strong>95%</strong></td>
<td><strong>96%</strong></td>
<td><strong>93%</strong></td>
<td><strong>19%</strong></td>
<td><strong>17%</strong></td>
</tr>
<tr>
<td>Absent</td>
<td>5</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deferred</td>
<td>9</td>
<td>3%</td>
<td>3%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results for All First-Time Eligible Students*

![Percentage of Students Bar Graph]

Results for Fully Participating First-Time Eligible Students*

![Percentage of Students Bar Graph]

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
Ontario Secondary School Literacy Test, 2018–2019

School Results by Gender*†

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Fully Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td># = 132</td>
<td># = 135</td>
</tr>
<tr>
<td>Successful</td>
<td>109</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>83%</td>
<td>71%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>19</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>21%</td>
</tr>
<tr>
<td>Fully Participating</td>
<td>128</td>
<td>125</td>
</tr>
<tr>
<td>Absent</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Deferred</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

* 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, 2018–2019

Board Results by Gender*†

<table>
<thead>
<tr>
<th></th>
<th>Female # = 3 632</th>
<th>Male # = 3 671</th>
<th>Female # = 3 534</th>
<th>Male # = 3 501</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>3 139</td>
<td>2 730</td>
<td>89%</td>
<td>78%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>395</td>
<td>771</td>
<td>11%</td>
<td>21%</td>
</tr>
<tr>
<td><strong>Fully Participating</strong></td>
<td>3 534</td>
<td>3 501</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>Absent</td>
<td>26</td>
<td>40</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Deferred</td>
<td>72</td>
<td>130</td>
<td>2%</td>
<td>4%</td>
</tr>
</tbody>
</table>

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.
Ontario Secondary School Literacy Test, 2018–2019

Provincial Results by Gender*†

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

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Fully Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female # = 65 696</td>
<td>Male # = 68 471</td>
</tr>
<tr>
<td>Successfull</td>
<td>53 324</td>
<td>81%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>8 399</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Fully Participating</strong></td>
<td>61 723</td>
<td>94%</td>
</tr>
<tr>
<td>Absent</td>
<td>1 090</td>
<td>2%</td>
</tr>
<tr>
<td>Deferred</td>
<td>2 883</td>
<td>4%</td>
</tr>
</tbody>
</table>

Provincial Results for All First-Time Eligible Students by Gender*†

![Bar Chart - All First-Time Eligible Students by Gender]

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

![Bar Chart - 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, 2018–2019

Results for English Language Learners*

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Fully Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Board</td>
</tr>
<tr>
<td></td>
<td># = 46</td>
<td># = 588</td>
</tr>
<tr>
<td>Successful</td>
<td>22</td>
<td>48%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>14</td>
<td>30%</td>
</tr>
<tr>
<td>Fully Participating</td>
<td>36</td>
<td>78%</td>
</tr>
<tr>
<td>Absent</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Deferred</td>
<td>6</td>
<td>13%</td>
</tr>
</tbody>
</table>

Results for All First-Time Eligible English Language Learners*

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

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
Ontario Secondary School Literacy Test, 2018–2019

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

<table>
<thead>
<tr>
<th>Results for Students with Special Education Needs (excluding gifted)</th>
<th>First-Time Eligible Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>School # = 20</td>
</tr>
<tr>
<td>Successful</td>
<td>6</td>
</tr>
<tr>
<td>Not Successful</td>
<td>12</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>Results for Fully Participating First-Time Eligible Students with Special Education Needs (excluding gifted)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>30</td>
</tr>
<tr>
<td>Not Successful</td>
<td>33</td>
</tr>
<tr>
<td>Absent</td>
<td>0</td>
</tr>
<tr>
<td>Deferred</td>
<td>2</td>
</tr>
</tbody>
</table>

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

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
Ontario Secondary School Literacy Test, 2018–2019

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

<table>
<thead>
<tr>
<th></th>
<th>IEP Only # = N/D</th>
<th>IEP and IPRC # = N/D</th>
<th>IEP Only # = N/D</th>
<th>IEP and IPRC # = N/D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Not Successful</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Fully Participating</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Absent</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
<tr>
<td>Deferred</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
<td>N/D</td>
</tr>
</tbody>
</table>

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

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
### Ontario Secondary School Literacy Test, 2018–2019

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

<table>
<thead>
<tr>
<th></th>
<th>Fully Participating</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IEP Only # = 257</td>
<td>IEP and IPRC # = 519</td>
<td>IEP Only # = 250</td>
</tr>
<tr>
<td>Successful</td>
<td>131 (51%)</td>
<td>215 (41%)</td>
<td>52%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>119 (46%)</td>
<td>300 (58%)</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Fully Participating</strong></td>
<td>250 (97%)</td>
<td>515 (99%)</td>
<td></td>
</tr>
<tr>
<td>Absent</td>
<td>7 (3%)</td>
<td>4 (1%)</td>
<td></td>
</tr>
<tr>
<td>Deferred</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

- **Successful**: 52 (IEP Only) vs. 48 (IEP and IPRC)
- **Not Successful**: 42 (IEP Only) vs. 58 (IEP and IPRC)

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

- **Successful**: 131 (IEP Only) vs. 215 (IEP and IPRC)
- **Not Successful**: 119 (IEP Only) vs. 300 (IEP and IPRC)

Results as of May 30, 2019
Ontario Secondary School Literacy Test, 2018–2019

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

<table>
<thead>
<tr>
<th></th>
<th>IEP Only</th>
<th>IEP and IPRC</th>
<th>Fully Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All</strong></td>
<td># = 8 114</td>
<td># = 9 368</td>
<td></td>
</tr>
<tr>
<td>Successful</td>
<td>4 011</td>
<td>4 046</td>
<td>4 011</td>
</tr>
<tr>
<td>Not Successful</td>
<td>3 807</td>
<td>5 012</td>
<td>3 807</td>
</tr>
<tr>
<td><strong>Fully Participating</strong></td>
<td>7 818</td>
<td>9 058</td>
<td>7 818</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>IEP Only</th>
<th>IEP and IPRC</th>
<th>Fully Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>49%</td>
<td>43%</td>
<td>51%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>47%</td>
<td>54%</td>
<td>49%</td>
</tr>
</tbody>
</table>

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

![Bar graph showing percentages of students](image)

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

![Bar graph showing percentages of students](image)

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
Ontario Secondary School Literacy Test, 2018–2019

Results for Students Taking Academic English Course*

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Fully Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School # = 184</td>
<td>Board # = 5 687</td>
</tr>
<tr>
<td></td>
<td>School # = 182</td>
<td>Board # = 5 620</td>
</tr>
<tr>
<td>Successful</td>
<td>171</td>
<td>93%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>11</td>
<td>6%</td>
</tr>
<tr>
<td>Fully Participating</td>
<td>182</td>
<td>99%</td>
</tr>
<tr>
<td>Absent</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Deferred</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Results for All First-Time Eligible Students Taking Academic English Course*

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

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
## Ontario Secondary School Literacy Test, 2018–2019

### Results for Students Taking Applied English Course*

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Fully Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School # = 59</td>
<td>Board # = 1 272</td>
</tr>
<tr>
<td>Successful</td>
<td>30</td>
<td>51%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>26</td>
<td>44%</td>
</tr>
<tr>
<td>Fully Participating</td>
<td>56</td>
<td>95%</td>
</tr>
<tr>
<td>Absent</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Deferred</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

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

![Bar Graph: Percentage of Students](image1)

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

![Bar Graph: Percentage of Students](image2)

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

---

Results as of May 30, 2019
Ontario Secondary School Literacy Test, 2018–2019

Results for Students Taking Locally Developed English Course*

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

<table>
<thead>
<tr>
<th></th>
<th>School # = N/R</th>
<th>Board # = 134</th>
<th>Province # = 3,888</th>
<th>School # = N/R</th>
<th>Board # = 89</th>
<th>Province # = 1,880</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>N/R</td>
<td>N/R</td>
<td>3%</td>
<td>N/R</td>
<td>N/R</td>
<td>4%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>N/R</td>
<td>N/R</td>
<td>63%</td>
<td>N/R</td>
<td>N/R</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Fully Participating**

<table>
<thead>
<tr>
<th></th>
<th>School # = N/R</th>
<th>Board # = 134</th>
<th>Province # = 3,888</th>
<th>School # = N/R</th>
<th>Board # = 89</th>
<th>Province # = 1,880</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>N/R</td>
<td>N/R</td>
<td>66%</td>
<td>N/R</td>
<td>N/R</td>
<td>74%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>N/R</td>
<td>N/R</td>
<td>6%</td>
<td>N/R</td>
<td>N/R</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Absent**

<table>
<thead>
<tr>
<th></th>
<th>School # = N/R</th>
<th>Board # = 134</th>
<th>Province # = 3,888</th>
<th>School # = N/R</th>
<th>Board # = 89</th>
<th>Province # = 1,880</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>N/R</td>
<td>N/R</td>
<td>3%</td>
<td>N/R</td>
<td>N/R</td>
<td>4%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>N/R</td>
<td>N/R</td>
<td>31%</td>
<td>N/R</td>
<td>N/R</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Deferred**

<table>
<thead>
<tr>
<th></th>
<th>School # = N/R</th>
<th>Board # = 134</th>
<th>Province # = 3,888</th>
<th>School # = N/R</th>
<th>Board # = 89</th>
<th>Province # = 1,880</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>N/R</td>
<td>N/R</td>
<td>90%</td>
<td>N/R</td>
<td>N/R</td>
<td>93%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>N/R</td>
<td>N/R</td>
<td>90%</td>
<td>N/R</td>
<td>N/R</td>
<td>93%</td>
</tr>
</tbody>
</table>

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
Ontario Secondary School Literacy Test, 2018–2019

Results for Students Taking ESL/ELD Course*

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># = 21</td>
<td># = 139</td>
<td># = 2,562</td>
</tr>
<tr>
<td>Successful</td>
<td>3</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Not Successful</td>
<td>9</td>
<td>43%</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># = 12</td>
<td># = 68</td>
<td># = 745</td>
</tr>
<tr>
<td>Fully Participating</td>
<td>12</td>
<td>57%</td>
<td>49%</td>
</tr>
<tr>
<td>Absent</td>
<td>1</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Deferred</td>
<td>8</td>
<td>38%</td>
<td>47%</td>
</tr>
</tbody>
</table>

* Percentages in tables and bar graphs may not add up to 100, due to rounding.
### Ontario Secondary School Literacy Test, 2018–2019

#### Contextual Information over Time

This information provides a context for interpreting the school’s results of the current and previous administrations.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrolment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of first-time eligible students</td>
<td>327</td>
<td>288</td>
<td>273</td>
<td>285</td>
<td>267</td>
</tr>
<tr>
<td>Number of students who were exempted</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Participation in the Test</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of all first-time eligible students, those who participated fully in the assessment</td>
<td>97%</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>Of all first-time eligible students, those who were absent</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Of all first-time eligible students, those who were deferred</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Gender† Based on number of first-time eligible students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>48%</td>
<td>45%</td>
<td>48%</td>
<td>48%</td>
<td>49%</td>
</tr>
<tr>
<td>Male</td>
<td>52%</td>
<td>55%</td>
<td>52%</td>
<td>52%</td>
<td>51%</td>
</tr>
<tr>
<td>Gender not specified</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Student Status† Based on number of first-time eligible students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English language learners*</td>
<td>9%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>English language learners receiving special provisions**§</td>
<td>7%</td>
<td>10%</td>
<td>12%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td>Students with special education needs (excluding gifted)*</td>
<td>11%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Students with special education needs receiving accommodations (excluding gifted)**</td>
<td>10%</td>
<td>8%</td>
<td>10%</td>
<td>9%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Course Type in English† Based on number of first-time eligible students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>74%</td>
<td>72%</td>
<td>74%</td>
<td>76%</td>
<td>69%</td>
</tr>
<tr>
<td>Applied</td>
<td>14%</td>
<td>19%</td>
<td>19%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>Locally developed</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>ESL/ELD</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Language†† Based on Student Questionnaire data</strong></td>
<td>Number of Respondents: 283 234 253 256 243</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First language learned at home was other than English</td>
<td>46%</td>
<td>49%</td>
<td>50%</td>
<td>46%</td>
<td>53%</td>
</tr>
<tr>
<td>Speak only or mostly English at home</td>
<td>50%</td>
<td>50%</td>
<td>44%</td>
<td>46%</td>
<td>39%</td>
</tr>
<tr>
<td>Speak another language (or languages) as often as English at home</td>
<td>35%</td>
<td>33%</td>
<td>43%</td>
<td>39%</td>
<td>44%</td>
</tr>
<tr>
<td>Speak only or mostly another language (or other languages) at home</td>
<td>14%</td>
<td>14%</td>
<td>13%</td>
<td>14%</td>
<td>17%</td>
</tr>
</tbody>
</table>

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

* See Explanation of Terms.

** Percentages are based on fully participating students. In 2016–2017, percentages were based on students who participated in the March administration, which offered all permitted special provisions and accommodations. These data were collected through EQAO’s Student Data Collection system.

§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.

†† Contextual data pertaining to “language” are gathered from the Student Questionnaire completed by students.

Results as of May 30, 2019
## Ontario Secondary School Literacy Test, 2018–2019

### Contextual Information over Time (continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of the assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>86%</td>
<td>88%</td>
<td>89%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Data not available</td>
<td>&lt;1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

These items were added in 2015–2016.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of the assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year prior to the assessment</td>
<td>12%</td>
<td>9%</td>
<td>6%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>2 years prior to the assessment</td>
<td>36%</td>
<td>40%</td>
<td>42%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>3 or more years prior to the assessment</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Data not available</td>
<td>48%</td>
<td>49%</td>
<td>50%</td>
<td>41%</td>
<td></td>
</tr>
</tbody>
</table>

These items were added in 2015–2016.

† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.
## Ontario Secondary School Literacy Test, 2018–2019

### Results over Time, 2014–2015 to 2018–2019

#### School Results over Time*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>327</td>
<td>288</td>
<td>273</td>
<td>285</td>
<td>267</td>
</tr>
<tr>
<td><strong>Successful</strong></td>
<td>265</td>
<td>237</td>
<td>208</td>
<td>223</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>81%</td>
<td>82%</td>
<td>76%</td>
<td>78%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Not Successful</strong></td>
<td>53</td>
<td>44</td>
<td>59</td>
<td>53</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>15%</td>
<td>22%</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Fully Participating</strong></td>
<td>318</td>
<td>281</td>
<td>267</td>
<td>276</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>97%</td>
<td>98%</td>
<td>98%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Absent</strong></td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Deferred</strong></td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Fully Participating Successful</strong></td>
<td>265</td>
<td>237</td>
<td>208</td>
<td>223</td>
<td>205</td>
</tr>
<tr>
<td></td>
<td>83%</td>
<td>84%</td>
<td>78%</td>
<td>81%</td>
<td>81%</td>
</tr>
</tbody>
</table>

#### Board Results over Time*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>7,677</td>
<td>7,713</td>
<td>7,620</td>
<td>7,269</td>
<td>7,303</td>
</tr>
<tr>
<td><strong>Successful</strong></td>
<td>6,335</td>
<td>6,152</td>
<td>6,042</td>
<td>5,790</td>
<td>5,869</td>
</tr>
<tr>
<td></td>
<td>83%</td>
<td>80%</td>
<td>79%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Not Successful</strong></td>
<td>1,092</td>
<td>1,287</td>
<td>1,346</td>
<td>1,269</td>
<td>1,166</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>17%</td>
<td>18%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Fully Participating</strong></td>
<td>7,427</td>
<td>7,439</td>
<td>7,388</td>
<td>7,050</td>
<td>7,035</td>
</tr>
<tr>
<td></td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Absent</strong></td>
<td>60</td>
<td>83</td>
<td>52</td>
<td>61</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Deferred</strong></td>
<td>190</td>
<td>191</td>
<td>180</td>
<td>158</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Fully Participating Successful</strong></td>
<td>6,335</td>
<td>6,152</td>
<td>6,042</td>
<td>5,790</td>
<td>5,869</td>
</tr>
<tr>
<td></td>
<td>85%</td>
<td>83%</td>
<td>82%</td>
<td>82%</td>
<td>83%</td>
</tr>
</tbody>
</table>

#### Provincial Results over Time*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>137,620</td>
<td>135,111</td>
<td>136,492</td>
<td>132,639</td>
<td>134,168</td>
</tr>
<tr>
<td><strong>Successful</strong></td>
<td>105,309</td>
<td>101,232</td>
<td>102,530</td>
<td>96,764</td>
<td>99,949</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>75%</td>
<td>75%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td><strong>Not Successful</strong></td>
<td>22,558</td>
<td>23,745</td>
<td>24,612</td>
<td>25,957</td>
<td>24,302</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Fully Participating</strong></td>
<td>127,867</td>
<td>124,977</td>
<td>127,142</td>
<td>122,721</td>
<td>124,251</td>
</tr>
<tr>
<td></td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Absent</strong></td>
<td>2,603</td>
<td>2,599</td>
<td>2,297</td>
<td>2,350</td>
<td>2,320</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Deferred</strong></td>
<td>7,150</td>
<td>7,535</td>
<td>7,053</td>
<td>7,568</td>
<td>7,597</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Fully Participating Successful</strong></td>
<td>105,309</td>
<td>101,232</td>
<td>102,530</td>
<td>96,764</td>
<td>99,949</td>
</tr>
<tr>
<td></td>
<td>82%</td>
<td>81%</td>
<td>81%</td>
<td>79%</td>
<td>80%</td>
</tr>
</tbody>
</table>

* Percentages in tables may not add up to 100, due to rounding.
# Ontario Secondary School Literacy Test, 2018–2019

### Achievement Results Over Time by Gender†

**Percentage of All First-Time Eligible Students Who Were Successful:**

**Ontario Secondary School Literacy Test**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>85</td>
<td>79</td>
<td>62</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Male</td>
<td>77</td>
<td>85</td>
<td>71</td>
<td>73</td>
<td>71</td>
</tr>
<tr>
<td>Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>87</td>
<td>62</td>
<td>83</td>
<td>65</td>
<td>86</td>
</tr>
<tr>
<td>Male</td>
<td>78</td>
<td>77</td>
<td>75</td>
<td>75</td>
<td>74</td>
</tr>
<tr>
<td>Province</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>81</td>
<td>79</td>
<td>81</td>
<td>79</td>
<td>81</td>
</tr>
<tr>
<td>Male</td>
<td>72</td>
<td>71</td>
<td>70</td>
<td>67</td>
<td>69</td>
</tr>
</tbody>
</table>

† Includes only students for whom gender data were available.

### Number of First-Time Eligible Students†

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>156</td>
<td>130</td>
<td>130</td>
<td>138</td>
<td>132</td>
</tr>
<tr>
<td>Male</td>
<td>171</td>
<td>158</td>
<td>143</td>
<td>147</td>
<td>135</td>
</tr>
<tr>
<td>Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3 883</td>
<td>3 848</td>
<td>3 799</td>
<td>3 602</td>
<td>3 632</td>
</tr>
<tr>
<td>Male</td>
<td>3 794</td>
<td>3 865</td>
<td>3 821</td>
<td>3 667</td>
<td>3 671</td>
</tr>
<tr>
<td>Province</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>67 023</td>
<td>65 907</td>
<td>66 832</td>
<td>64 849</td>
<td>65 696</td>
</tr>
<tr>
<td>Male</td>
<td>70 597</td>
<td>69 204</td>
<td>69 659</td>
<td>67 777</td>
<td>68 471</td>
</tr>
</tbody>
</table>

† Includes only students for whom gender data were available.

Results as of May 30, 2019
Ontario Secondary School Literacy Test, 2018–2019

ACHIEVEMENT RESULTS OVER TIME BY GENDER†

PERCENTAGE OF FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL:
ONTARIO SECONDARY SCHOOL LITERACY TEST

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>69</td>
<td>60</td>
<td>64</td>
<td>58</td>
<td>95</td>
</tr>
<tr>
<td>Male</td>
<td>78</td>
<td>72</td>
<td>74</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>BOARD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>69</td>
<td>65</td>
<td>65</td>
<td>87</td>
<td>99</td>
</tr>
<tr>
<td>Male</td>
<td>81</td>
<td>76</td>
<td>77</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>PROVINCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>65</td>
<td>64</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>Male</td>
<td>78</td>
<td>77</td>
<td>73</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

† Includes only students for whom gender data were available.

Number of Fully Participating First-Time Eligible Students†

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>149</td>
<td>128</td>
<td>126</td>
<td>131</td>
<td>128</td>
</tr>
<tr>
<td>Male</td>
<td>169</td>
<td>153</td>
<td>141</td>
<td>145</td>
<td>125</td>
</tr>
<tr>
<td>Board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3 775</td>
<td>3 727</td>
<td>3 700</td>
<td>3 511</td>
<td>3 534</td>
</tr>
<tr>
<td>Male</td>
<td>3 652</td>
<td>3 712</td>
<td>3 688</td>
<td>3 539</td>
<td>3 501</td>
</tr>
<tr>
<td>Province</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62 936</td>
<td>61 694</td>
<td>61 991</td>
<td>61 994</td>
<td>61 723</td>
</tr>
<tr>
<td>Male</td>
<td>64 931</td>
<td>63 283</td>
<td>64 150</td>
<td>61 716</td>
<td>62 527</td>
</tr>
</tbody>
</table>

† Includes only students for whom gender data were available.

Results as of May 30, 2019
## Student Questionnaire Results for This School (# = 243)

### Types of Materials Students Read in English

1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Percentage of Students</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>non-fiction books, e.g., biographies</td>
<td>65%</td>
<td>33</td>
</tr>
<tr>
<td>comics</td>
<td>74%</td>
<td>18</td>
</tr>
<tr>
<td>Web sites, e-mail or chat messages, blogs</td>
<td>20%</td>
<td>113</td>
</tr>
<tr>
<td>letters</td>
<td>91%</td>
<td>3</td>
</tr>
<tr>
<td>manuals, instructions</td>
<td>86%</td>
<td>7</td>
</tr>
<tr>
<td>newspapers</td>
<td>91%</td>
<td>1</td>
</tr>
<tr>
<td>novels, fiction, short stories</td>
<td>49%</td>
<td>56</td>
</tr>
<tr>
<td>song lyrics, poems</td>
<td>40%</td>
<td>68</td>
</tr>
<tr>
<td>religious or spiritual writings</td>
<td>75%</td>
<td>15</td>
</tr>
</tbody>
</table>

*Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.*

### Types of Materials Students Write in English

2. Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.

<table>
<thead>
<tr>
<th>Material Type</th>
<th>Percentage of Students</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>on social media (Twitter, Facebook, blogs) or texting</td>
<td>15%</td>
<td>144</td>
</tr>
<tr>
<td>letters, journals, diaries</td>
<td>81%</td>
<td>9</td>
</tr>
<tr>
<td>notes, directions, instructions</td>
<td>64%</td>
<td>21</td>
</tr>
<tr>
<td>song lyrics, poems</td>
<td>64%</td>
<td>34</td>
</tr>
<tr>
<td>stories, fiction</td>
<td>72%</td>
<td>17</td>
</tr>
<tr>
<td>work-related writing</td>
<td>46%</td>
<td>53</td>
</tr>
</tbody>
</table>

*Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.*
### Ontario Secondary School Literacy Test, 2018–2019

**STUDENT QUESTIONNAIRE RESULTS FOR THIS SCHOOL (# = 243)**

#### HOME COMPUTER USE

3. Indicate how often you use a computer at home for homework (choose one only).

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't have a computer at home.</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>I never or hardly ever use the computer for homework.</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>I use the computer once or twice a month for homework.</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>I use the computer once or twice a week for homework.</td>
<td>39</td>
<td>95</td>
</tr>
<tr>
<td>I use the computer almost every day for homework.</td>
<td>36</td>
<td>88</td>
</tr>
</tbody>
</table>

#### LANGUAGE BACKGROUND

4. Is English the first language you learned at home?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>47</td>
<td>113</td>
</tr>
<tr>
<td>No</td>
<td>53</td>
<td>130</td>
</tr>
</tbody>
</table>

5. What languages do you speak at home (choose one only)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage of Students*</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>only or mostly English</td>
<td>39</td>
<td>94</td>
</tr>
<tr>
<td>another language (or languages) as often as English</td>
<td>44</td>
<td>106</td>
</tr>
<tr>
<td>only or mostly another language (or other languages)</td>
<td>17</td>
<td>42</td>
</tr>
</tbody>
</table>

#### TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME

6. Indicate what English-language materials you have at home (print or electronic).

<table>
<thead>
<tr>
<th>Material</th>
<th>Percentage of Students*</th>
<th>Number of students who answered &quot;Yes&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>dictionaries, encyclopedias</td>
<td>74 (25)</td>
<td>180</td>
</tr>
<tr>
<td>books</td>
<td>94 (6)</td>
<td>228</td>
</tr>
<tr>
<td>newspapers</td>
<td>67 (33)</td>
<td>163</td>
</tr>
<tr>
<td>magazines</td>
<td>51 (48)</td>
<td>125</td>
</tr>
</tbody>
</table>

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.
## Ontario Secondary School Literacy Test, 2018–2019

### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>Female</td>
<td>Male*</td>
</tr>
<tr>
<td></td>
<td>(# = 243)</td>
<td>(# = 125)</td>
<td>(# = 118)</td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HOME COMPUTER USE

Percentage of students indicating that they

- have a computer at home.
  - All: 97%
  - Female*: 98%
  - Male*: 95%
  - Province: 96%
  - Female*: 97%
  - Male*: 95%

- use the computer almost every day for homework.
  - All: 36%
  - Female*: 41%
  - Male*: 31%
  - Province: 36%
  - Female*: 38%
  - Male*: 34%

### TYPES OF MATERIALS STUDENTS READ IN ENGLISH

Indicate how much time you spend reading in English outside school most weeks (print or electronic).

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†</th>
</tr>
</thead>
<tbody>
<tr>
<td>non-fiction books, e.g., biographies</td>
<td>14% 12% 15% 11% 12% 9% 11% 12% 10%</td>
</tr>
<tr>
<td>comics</td>
<td>7% 7% 8% 8% 6% 9% 6% 5% 6%</td>
</tr>
<tr>
<td>Web sites, e-mail or chat messages, blogs</td>
<td>47% 54% 39% 50% 55% 45% 51% 55% 46%</td>
</tr>
<tr>
<td>letters</td>
<td>1% 2% 1% 1% 1% 1% 1% 1% 1%</td>
</tr>
<tr>
<td>magazines</td>
<td>2% 2% 3% 2% 2% 1% 1% 1% 1%</td>
</tr>
<tr>
<td>manuals, instructions</td>
<td>3% 1% 5% 2% 1% 4% 2% 1% 3%</td>
</tr>
<tr>
<td>newspapers</td>
<td>&lt;1% 1% 0% 2% 2% 2% 2% 1% 2%</td>
</tr>
<tr>
<td>novels, fiction, short stories</td>
<td>23% 33% 13% 24% 32% 15% 23% 31% 15%</td>
</tr>
<tr>
<td>song lyrics, poems</td>
<td>28% 34% 22% 28% 34% 23% 24% 28% 20%</td>
</tr>
<tr>
<td>religious or spiritual writings</td>
<td>6% 4% 8% 6% 6% 6% 5% 5% 5%</td>
</tr>
</tbody>
</table>

### TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME

Indicate what English-language materials you have at home (print or electronic).

<table>
<thead>
<tr>
<th>Material</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>dictionaries, encyclopedias</td>
<td>74% 75% 73% 81% 83% 79% 77% 79% 75%</td>
</tr>
<tr>
<td>books</td>
<td>94% 97% 91% 95% 97% 94% 96% 97% 94%</td>
</tr>
<tr>
<td>newspapers</td>
<td>67% 69% 65% 71% 71% 70% 69% 70% 68%</td>
</tr>
<tr>
<td>magazines</td>
<td>51% 54% 48% 60% 61% 59% 64% 65% 63%</td>
</tr>
</tbody>
</table>

### TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH

Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†</th>
</tr>
</thead>
<tbody>
<tr>
<td>on social media (Twitter, Facebook, blogs) or texting</td>
<td>59% 66% 53% 55% 61% 50% 52% 58% 47%</td>
</tr>
<tr>
<td>letters, journals, diaries</td>
<td>4% 6% 1% 5% 7% 2% 4% 7% 2%</td>
</tr>
<tr>
<td>notes, directions, instructions</td>
<td>9% 9% 8% 9% 10% 8% 6% 7% 5%</td>
</tr>
<tr>
<td>song lyrics, poems</td>
<td>14% 18% 10% 14% 16% 13% 11% 12% 10%</td>
</tr>
<tr>
<td>stories, fiction</td>
<td>7% 10% 3% 9% 12% 6% 8% 11% 5%</td>
</tr>
<tr>
<td>work-related writing</td>
<td>22% 22% 22% 28% 32% 24% 23% 28% 19%</td>
</tr>
</tbody>
</table>

* Includes only students for whom gender data were available.
† Other response options were “one hour or less” and “more than one hour but less than three hours.”

Results as of May 30, 2019
**Ontario Secondary School Literacy Test, 2018–2019**

<table>
<thead>
<tr>
<th>STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)</th>
<th>School</th>
<th>Board</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>Female*</td>
<td>Male*</td>
</tr>
<tr>
<td><strong># = 243</strong></td>
<td><strong># = 6 631</strong></td>
<td><strong># = 118 073</strong></td>
<td></td>
</tr>
<tr>
<td><strong># = 125</strong></td>
<td><strong># = 3 369</strong></td>
<td><strong># = 59 182</strong></td>
<td></td>
</tr>
<tr>
<td><strong># = 118</strong></td>
<td><strong># = 3 262</strong></td>
<td><strong># = 58 890</strong></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE BACKGROUND**

Percentage of students indicating that the first language they learned at home was other than English:

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Female*</th>
<th>Male*</th>
<th>All</th>
<th>Female*</th>
<th>Male*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53%</td>
<td>55%</td>
<td>52%</td>
<td>30%</td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>23%</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of students indicating that they speak the following language(s) at home:**

<table>
<thead>
<tr>
<th></th>
<th>Only or mostly English</th>
<th>Another language (or languages) as often as English</th>
<th>Only or mostly another language (or other languages)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female*</td>
<td>Male*</td>
<td>Female*</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>School</td>
<td>All</td>
</tr>
<tr>
<td></td>
<td># = 6 631</td>
<td># = 118 073</td>
<td># = 6 631</td>
</tr>
<tr>
<td></td>
<td># = 3 369</td>
<td># = 59 182</td>
<td># = 3 369</td>
</tr>
</tbody>
</table>

* Includes only students for whom gender data were available.

** Percentages may not add up to 100, due to rounding or to missing responses.
### EXPLANATION OF TERMS

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Time Eligible Students</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Previously Eligible Students</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>All Eligible Students</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Fully Participating Students</strong></td>
<td>Successful Students who fully participated in the OSSLT and received a score that met the expected standard.</td>
</tr>
<tr>
<td><strong>Not Successful</strong></td>
<td>Students who fully participated in the OSSLT and received a score that did not meet the expected standard.</td>
</tr>
<tr>
<td><strong>Absent</strong></td>
<td>Students who did not submit work for one or both sessions due to absence or for other reasons.</td>
</tr>
<tr>
<td><strong>Deferred</strong></td>
<td>Students’ participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO’s How to Administer the OSSLT. 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.</td>
</tr>
<tr>
<td><strong>Exempted</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>English Language Learners</strong></td>
<td>Students who have been identified by the school in accordance with English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007).</td>
</tr>
<tr>
<td><strong>English Language Learners Receiving Special Provisions</strong></td>
<td>These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO’s How to Administer the OSSLT.</td>
</tr>
<tr>
<td><strong>Students with Special Education Needs (excluding gifted)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Students with Special Education Needs Receiving Accommodations (excluding gifted)</strong></td>
<td>These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations are available in the Ministry of Education’s Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016) and EQAO’s How to Administer the OSSLT.</td>
</tr>
<tr>
<td><strong>N/R</strong></td>
<td>“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.</td>
</tr>
<tr>
<td><strong>N/D</strong></td>
<td>“No data available” is used to indicate that there were no students in the group or year specified.</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>Results are being withheld by EQAO. For further information, please contact the school principal.</td>
</tr>
</tbody>
</table>