



# School Board Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, 2016–2017

#### Board: Peel District School Board (66125)

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Ontario Secondary School Literacy Test (OSSLT). This report includes the 2016–2017 results, as well as results from previous years, so you can track progress over time. You will also find demographic and attitudinal information, which provides context for interpreting achievement results.

By developing tests that gauge student achievement against the learning expectations outlined in *The Ontario Curriculum*, EQAO ensures that every student in Ontario’s school system is assessed using the same yardstick at key stages in his or her schooling. In doing so, EQAO is able to provide reliable and objective data at the individual student, school and board levels that support educators in their professional practice.

OSSLT results are a powerful tool that helps educators, parents and students identify achievements, challenges and strategies for improvement. In an increasingly knowledge-based economy, literacy is a critical foundation for success in school and life outside school. For this reason, the OSSLT is a particularly valuable indicator of whether Ontario students have acquired the fundamental reading and writing skills across all subjects up to the end of Grade 9.

Of course, the type of information that EQAO provides is not limited to student achievement results and also includes contextual, attitudinal and behavioral data. This wide range of data enables school and board communities to gain richer insights into their students’ learning. By using EQAO data in conjunction with classroom and school-board information, educators across the province have been able to make evidence-based decisions in their planning and monitor the progress of their initiatives. Because of this, EQAO data have served as a catalyst for improving student achievement since the inception of this agency in 1996.

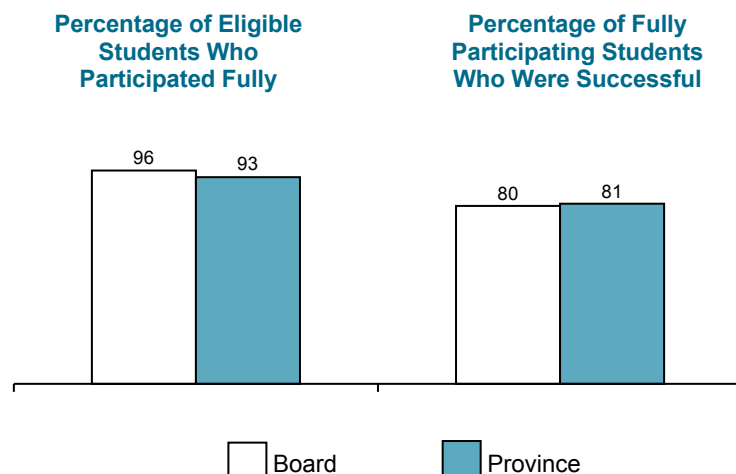
We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students reach their full potential.

Sincerely,

Richard Jones, Ph.D.  
Interim Chief Executive Officer  
Education Quality and Accountability Office

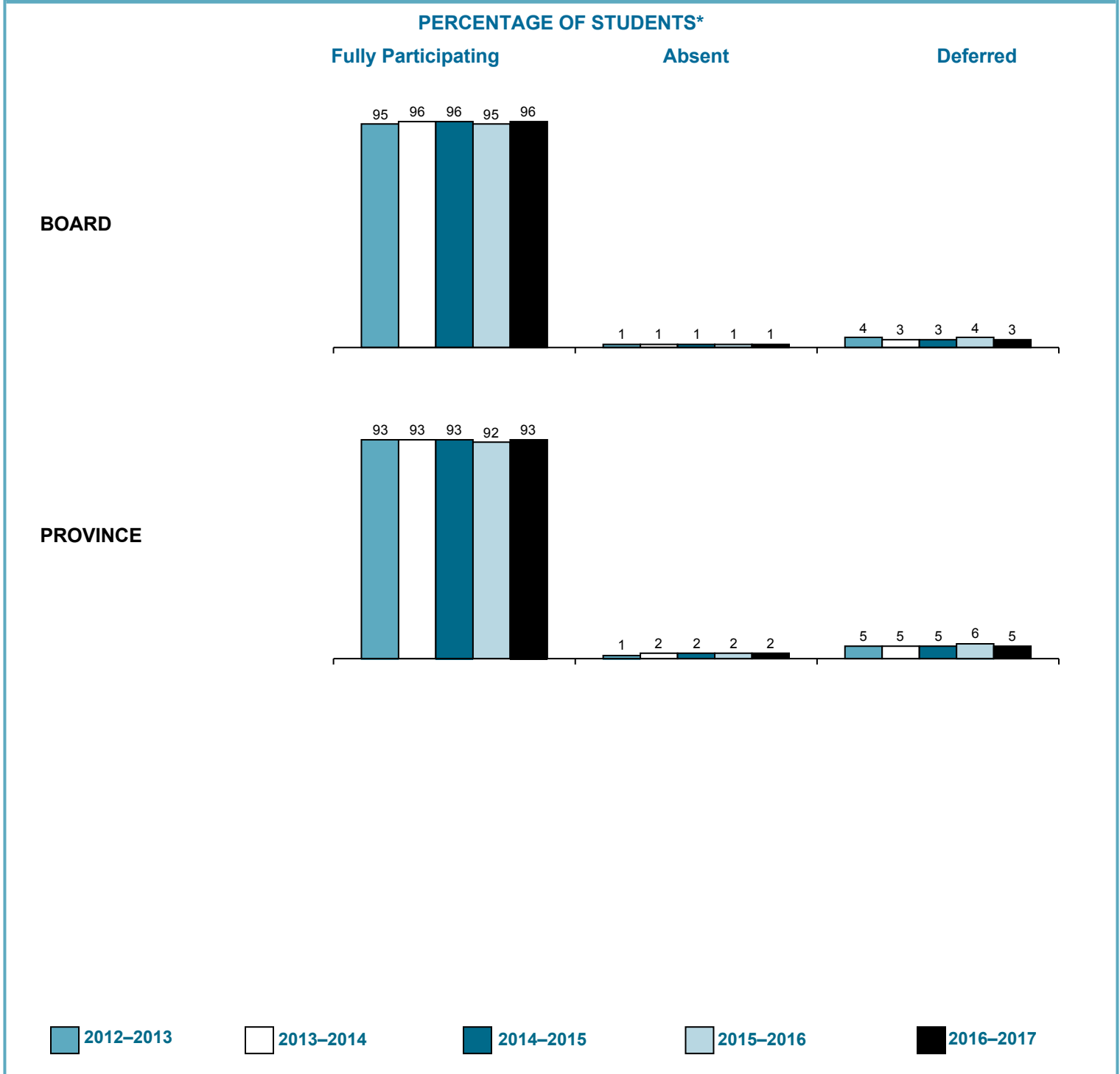
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#### FIRST-TIME ELIGIBLE STUDENTS, 2016–2017: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



# Ontario Secondary School Literacy Test, 2016–2017

## PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME



	<b>Number of First-Time Eligible Students</b>				
	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>	<u>2015–2016</u>	<u>2016–2017</u>
Board	10 195	9 951	9 519	9 458	9 654
Province	143 358	141 815	137 620	135 111	136 492

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

# Ontario Secondary School Literacy Test, 2016–2017

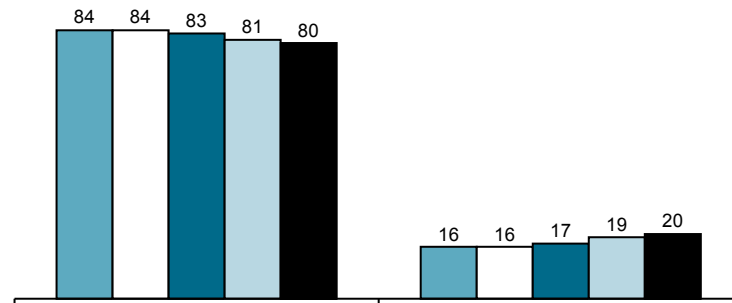
## ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

### PERCENTAGE OF STUDENTS\*

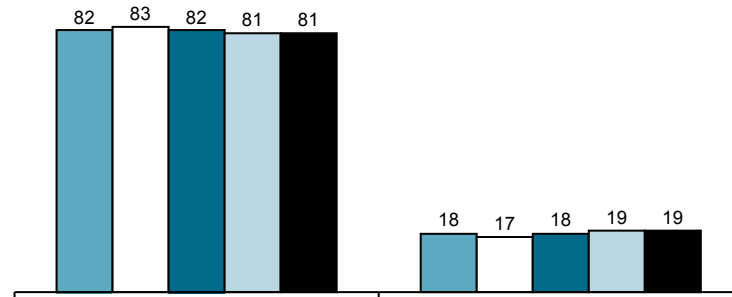
#### Successful

#### Not Successful

**BOARD**



**PROVINCE**



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

	<u>2012–2013</u>	<u>2013–2014</u>	<u>2014–2015</u>	<u>2015–2016</u>	<u>2016–2017</u>
Board	9 639	9 541	9 108	8 979	9 262
Province	134 033	131 712	127 867	124 977	127 142

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

## Ontario Secondary School Literacy Test, 2016–2017

### TIPS

Each board is unique. To appreciate the distinctive character of a board, 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 boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a board of 100 students, a difference of 10% represents only ten students.



Trends may be difficult to identify or to interpret. This is especially true in small boards or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for boards 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 in this board 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 board compared to the province;
- ◆ a comparison of results of the current and previous administrations of the test 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 between the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the board 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 board 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, 2016–2017

## Contextual Information

This information provides a context for interpreting the board's results.

	Board		Province	
<b>Enrolment</b>				
Number of first-time eligible students	9 654		136 492	
Number of schools with first-time eligible students	40		785	
Number of students who were exempted	14		1 252	
	<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	9 262	96%	127 142	93%
Of all first-time eligible students, those who were absent	103	1%	2 297	2%
Of all first-time eligible students, those who were deferred	289	3%	7 053	5%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>				
Female	4 593	48%	66 832	49%
Male	5 061	52%	69 659	51%
Gender not specified	0	0%	1	<1%
<b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>				
English language learners*	1 208	13%	9 580	7%
English language learners receiving special provisions**	1 073	12%	5 713	4%
Students with special education needs (excluding gifted)*	1 196	12%	26 311	19%
Students with special education needs receiving accommodations (excluding gifted)**	1 085	12%	20 462	16%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>				
Academic	7 771	80%	100 950	74%
Applied	1 338	14%	27 006	20%
Locally developed	267	3%	3 958	3%
ESL/ELD	257	3%	3 048	2%
Other	21	<1%	1 527	1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>				
	Number of Respondents:		9 095	
			119 666	
First language learned at home was other than English	4 010	44%	27 108	23%
Speak only or mostly English at home	4 488	49%	86 143	72%
Speak another language (or other languages) as often as English at home	3 530	39%	23 415	20%
Speak only or mostly another language (or other languages) at home	960	11%	8 298	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.

\*\* Counts and percentages are 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.

†† 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, 2016–2017

## Contextual Information (continued)

	Board		Province	
<b>Year Student Entered Current School†</b>				
Year of the assessment	935	10%	13 215	10%
Year prior to the assessment	8 713	90%	120 080	88%
2 years prior to the assessment	2	<1%	573	<1%
3 or more years prior to the assessment	3	<1%	2 325	2%
Data not available	1	<1%	299	<1%
<b>Year Student Entered Current Board†</b>				
Year of the assessment	359	4%	7 242	5%
Year prior to the assessment	605	6%	19 225	14%
2 years prior to the assessment	274	3%	4 327	3%
3 or more years prior to the assessment	8 356	87%	98 358	72%
Data not available	60	1%	7 340	5%

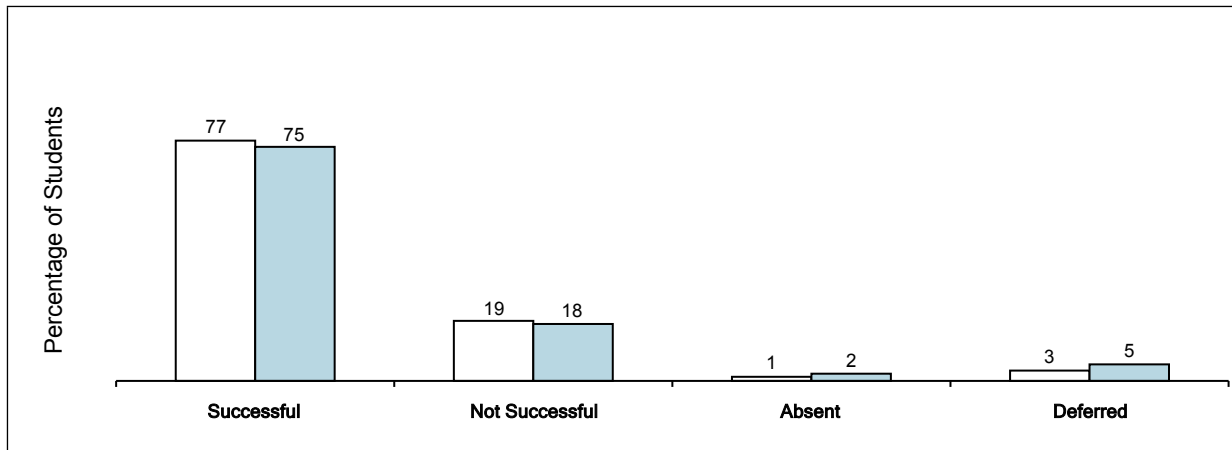
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## Ontario Secondary School Literacy Test, 2016–2017

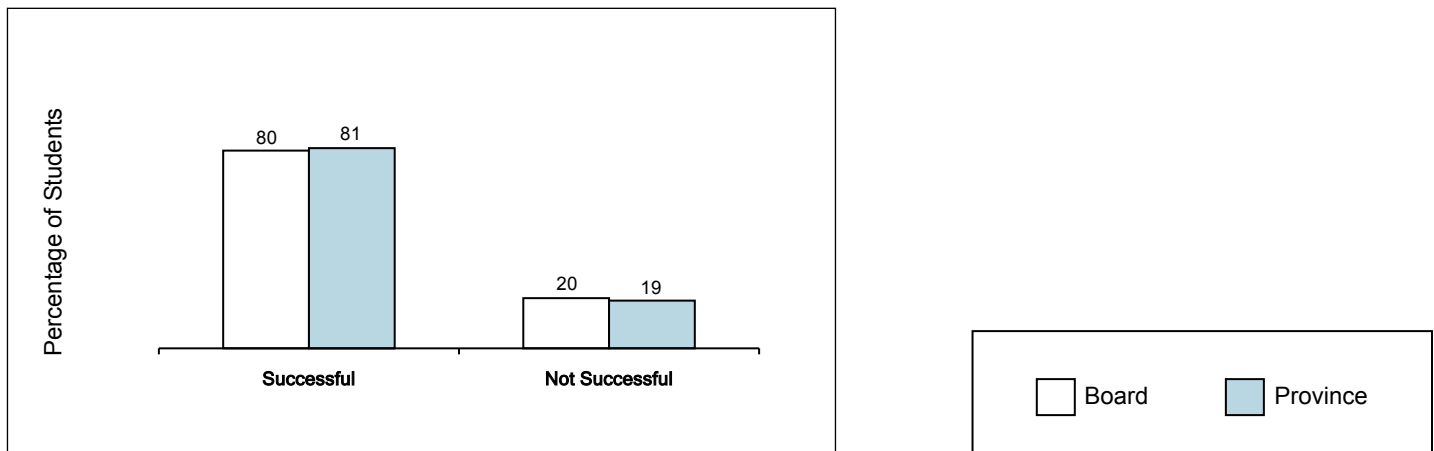
### Results for All Students\*

	Results for All Students First-Time Eligible Students			
	All		Fully Participating	
	Board # = 9 654	Province # = 136 492	Board # = 9 262	Province # = 127 142
Successful	7 413	77%	80%	81%
Not Successful	1 849	19%	20%	19%
<b>Fully Participating</b>	<b>9 262</b>	<b>96%</b>	<b>93%</b>	
Absent	103	1%		2%
Deferred	289	3%		5%

### Results for All First-Time Eligible Students\*



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



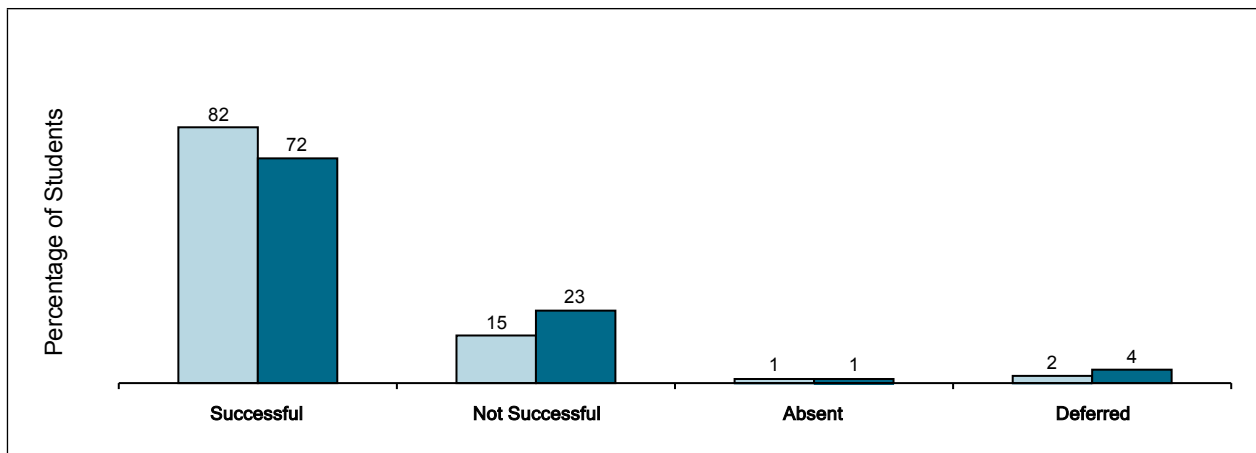
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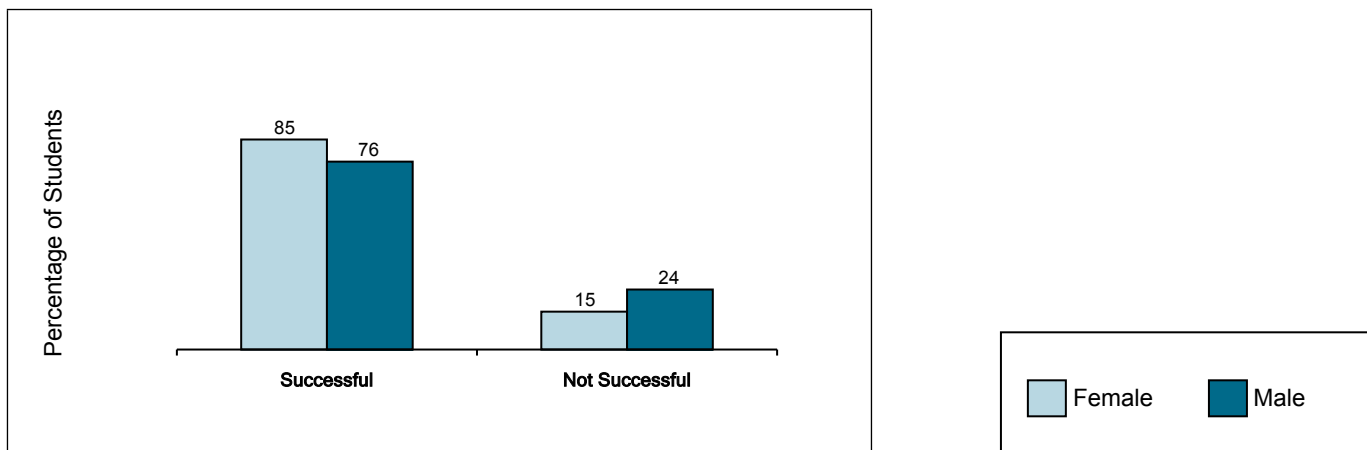
### Board Results by Gender\*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 4 593		Male # = 5 061		Female # = 4 446	Male # = 4 816
Successful	3 762	82%	3 651	72%	85%	76%
Not Successful	684	15%	1 165	23%	15%	24%
<b>Fully Participating</b>	<b>4 446</b>	<b>97%</b>	<b>4 816</b>	<b>95%</b>		
Absent	42	1%	61	1%		
Deferred	105	2%	184	4%		

### 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.

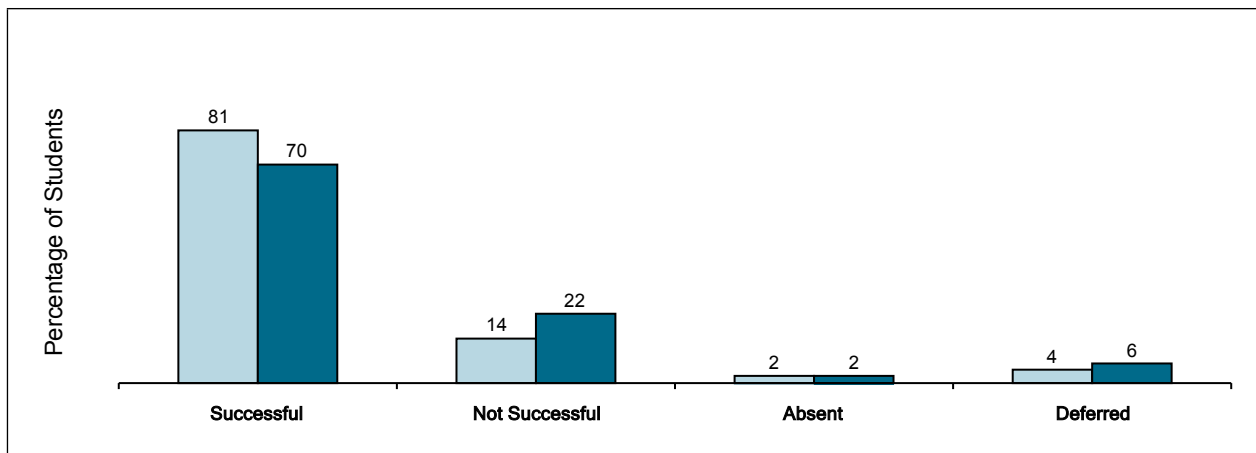


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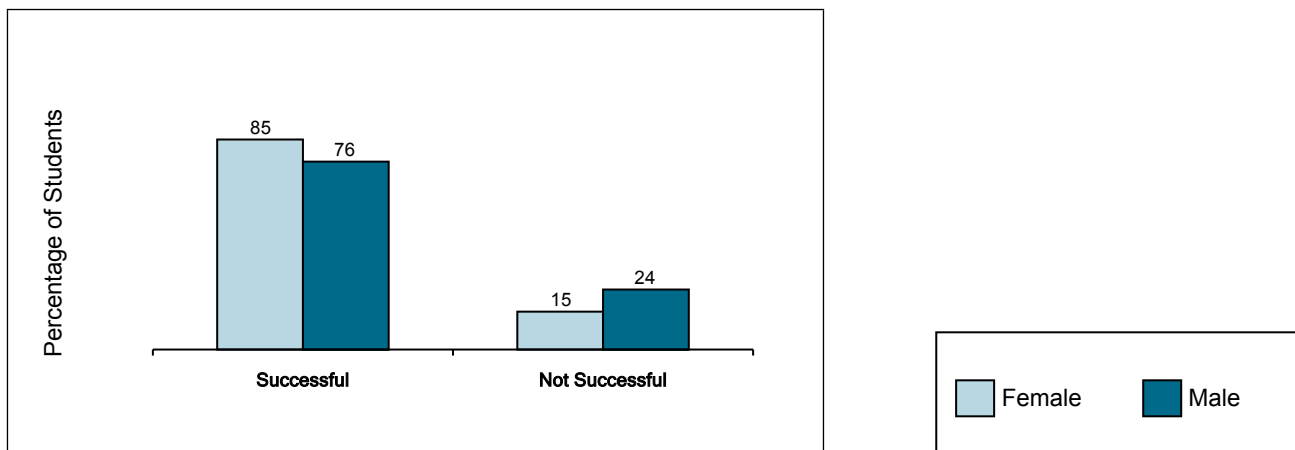
### Provincial Results by Gender\*†

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 66 832		Male # = 69 659		Female # = 62 991	Male # = 64 150
Successful	53 811	81%	48 718	70%	85%	76%
Not Successful	9 180	14%	15 432	22%	15%	24%
<b>Fully Participating</b>	<b>62 991</b>	<b>94%</b>	<b>64 150</b>	<b>92%</b>		
Absent	1 109	2%	1 188	2%		
Deferred	2 732	4%	4 321	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.

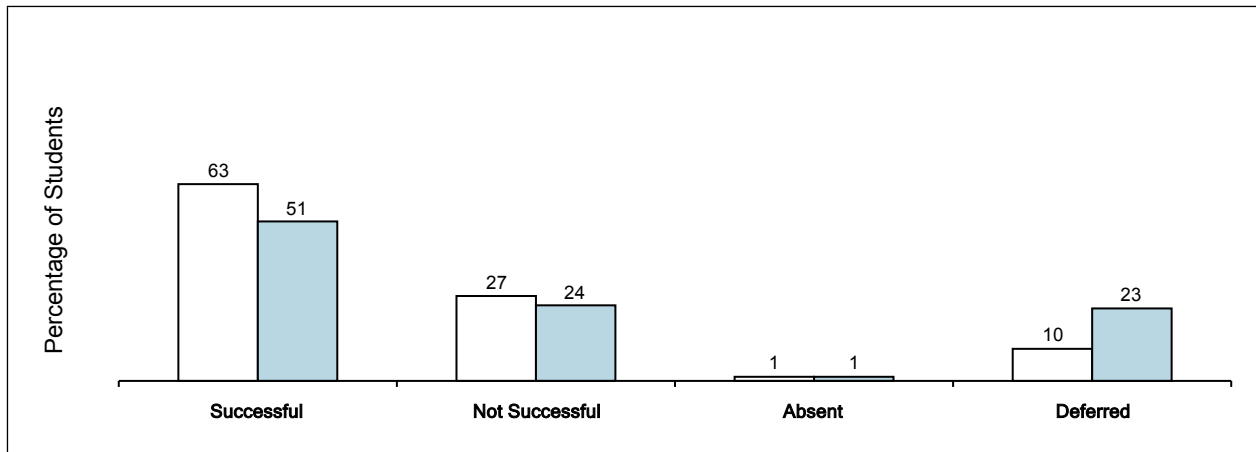
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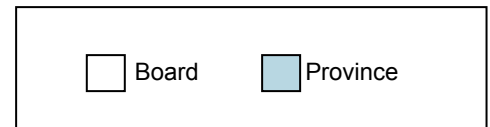
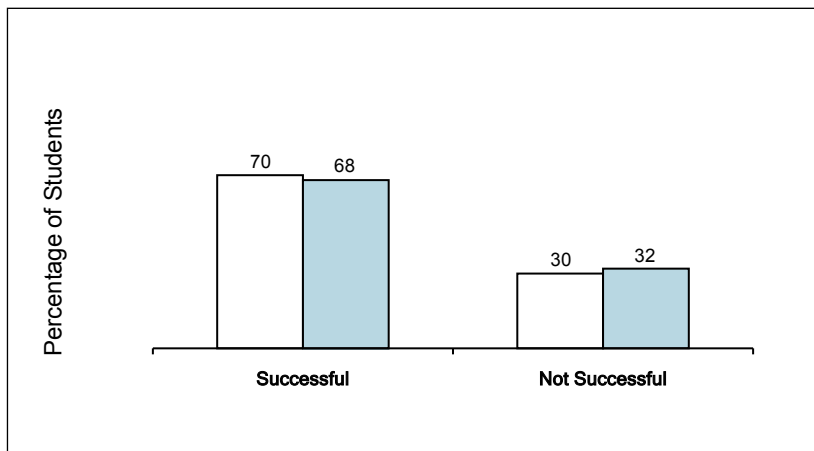
### Results for English Language Learners\*

Results for English Language Learners First-Time Eligible Students					
	All		Fully Participating		
	Board # = 1 208	Province # = 9 580	Board # = 1 081	Province # = 7 222	
Successful	756	63%	51%	70%	68%
Not Successful	325	27%	24%	30%	32%
<b>Fully Participating</b>	<b>1 081</b>	<b>89%</b>	<b>75%</b>		
Absent	12	1%	1%		
Deferred	115	10%	23%		

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



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



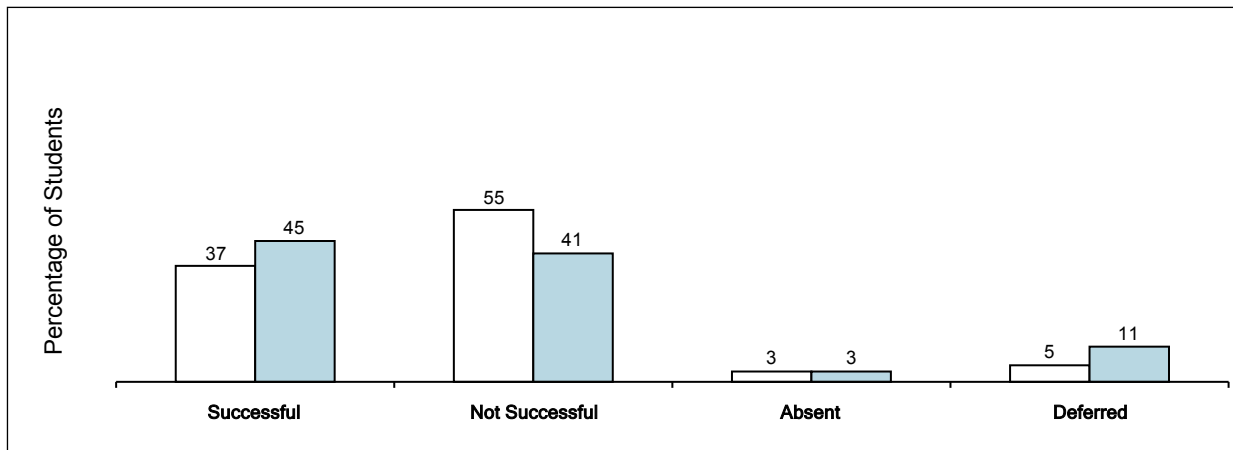
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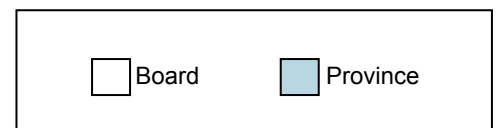
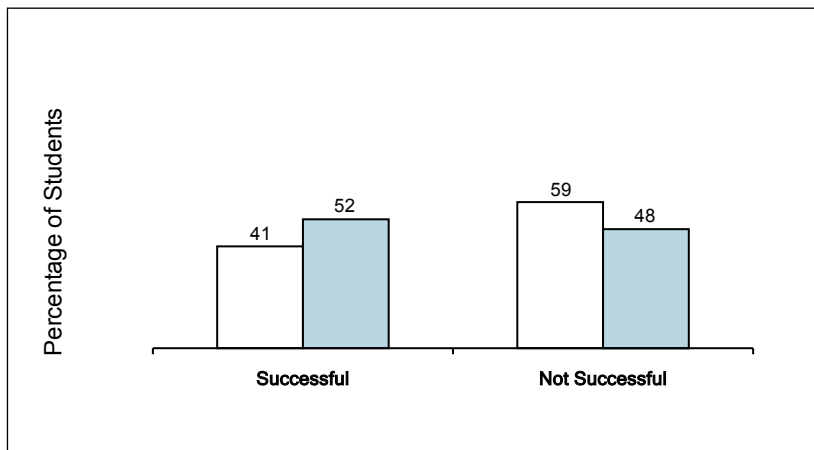
### Results for Students with Special Education Needs (excluding gifted)\*

Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students					
	All		Fully Participating		
	Board # = 1 196	Province # = 26 311	Board # = 1 106	Province # = 22 566	
Successful	448	37%	45%	41%	52%
Not Successful	658	55%	41%	59%	48%
<b>Fully Participating</b>	<b>1 106</b>	<b>92%</b>	<b>86%</b>		
Absent	34	3%	3%		
Deferred	56	5%	11%		

### 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)\*



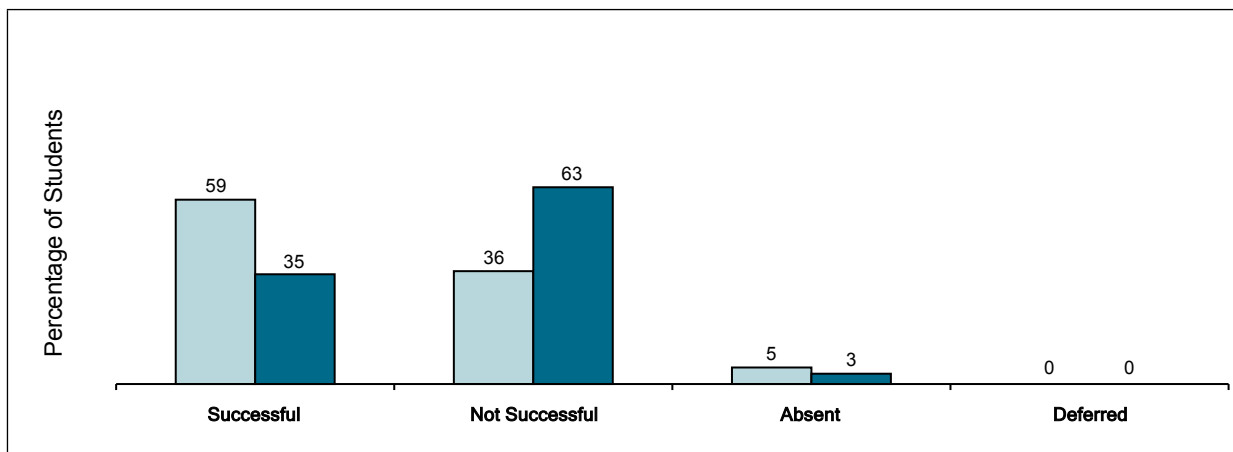
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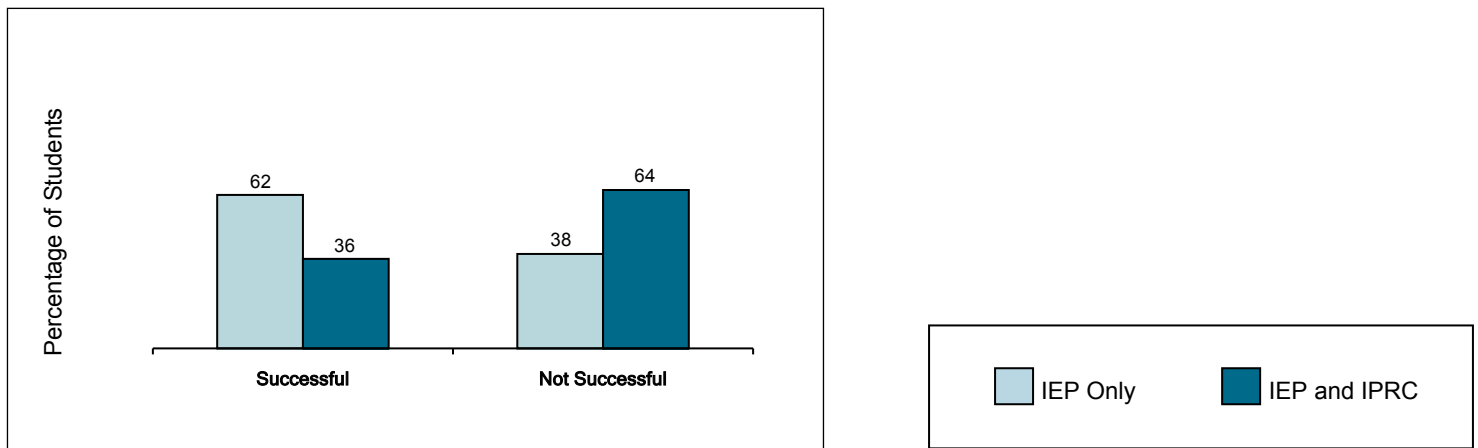
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 189		IEP and IPRC # = 929		IEP Only # = 180	IEP and IPRC # = 905
Successful	112	59%	324	35%	62%	36%
Not Successful	68	36%	581	63%	38%	64%
<b>Fully Participating</b>	<b>180</b>	<b>95%</b>	<b>905</b>	<b>97%</b>		
Absent	9	5%	24	3%		
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)\*



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

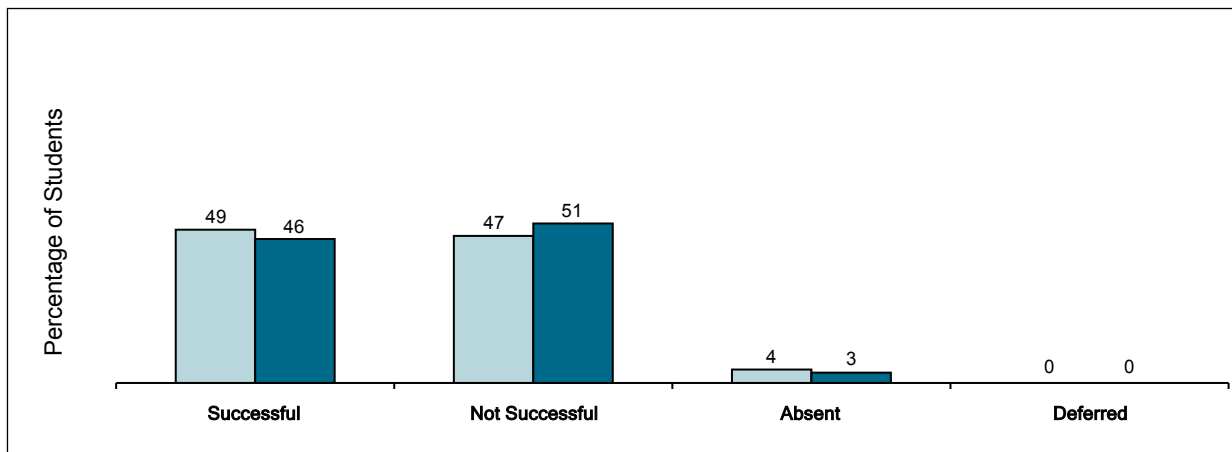
† Percentages are based on students who participated fully in the March administration.

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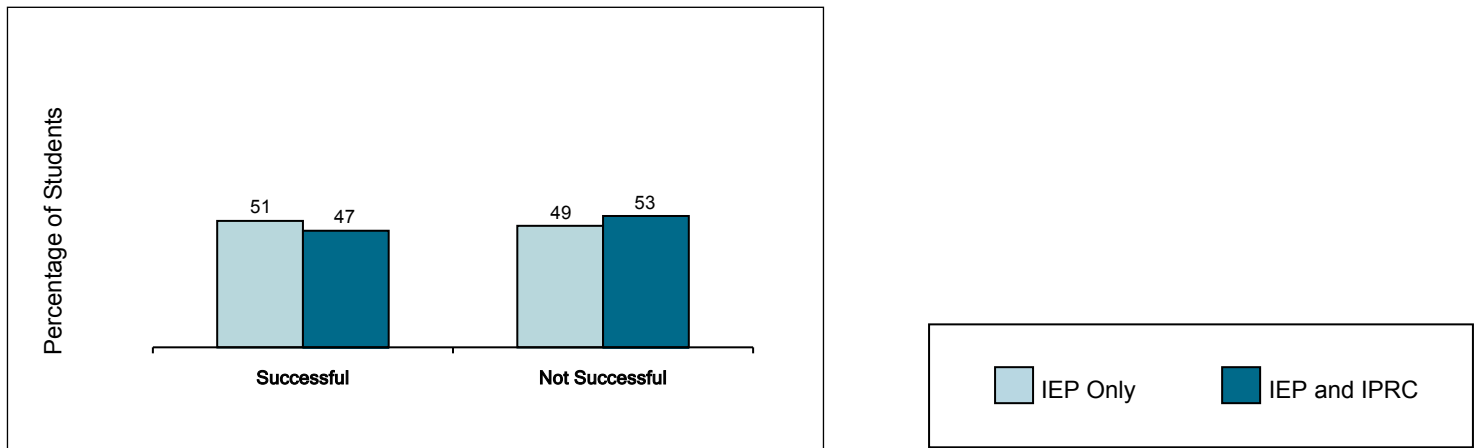
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*†

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 10 012		IEP and IPRC # = 11 181		IEP Only # = 9 613	IEP and IPRC # = 10 849
Successful	4 930	49%	5 132	46%	51%	47%
Not Successful	4 683	47%	5 717	51%	49%	53%
<b>Fully Participating</b>	<b>9 613</b>	<b>96%</b>	<b>10 849</b>	<b>97%</b>		
Absent	399	4%	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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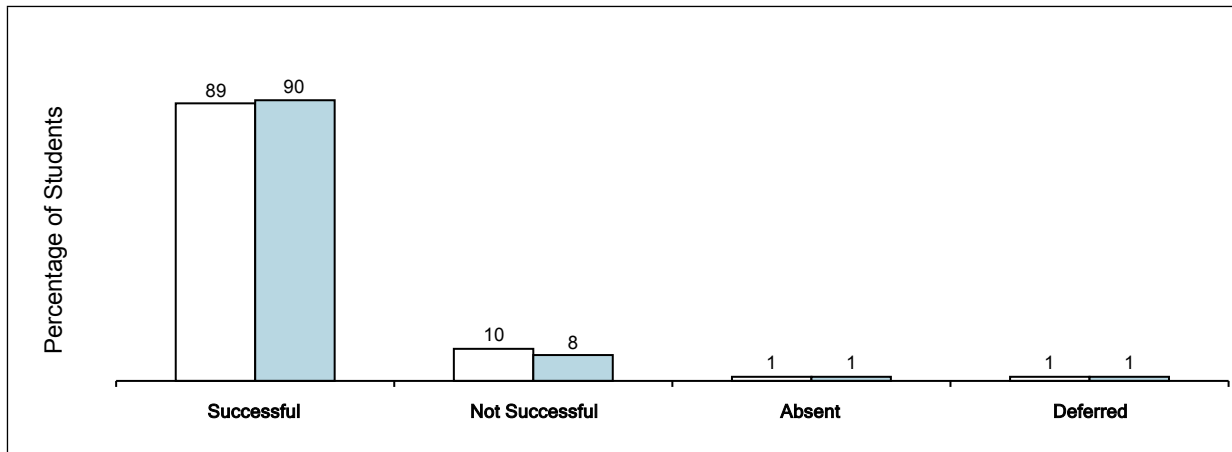
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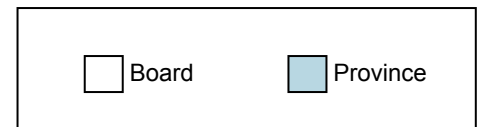
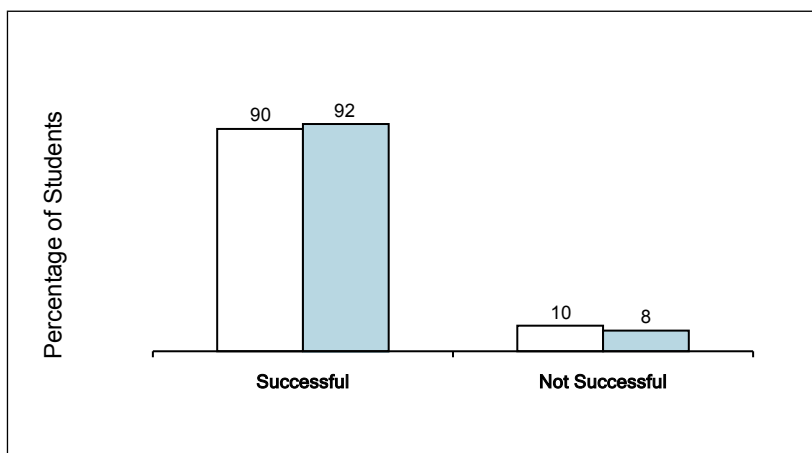
### Results for Students Taking Academic English Course\*

	Results for Students Taking Academic English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 7 771	Province # = 100 950	Board # = 7 683	Province # = 99 051
Successful	6 896	89%	90%	92%
Not Successful	787	10%	10%	8%
<b>Fully Participating</b>	<b>7 683</b>	<b>99%</b>	<b>98%</b>	
Absent	44	1%	1%	
Deferred	44	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\*



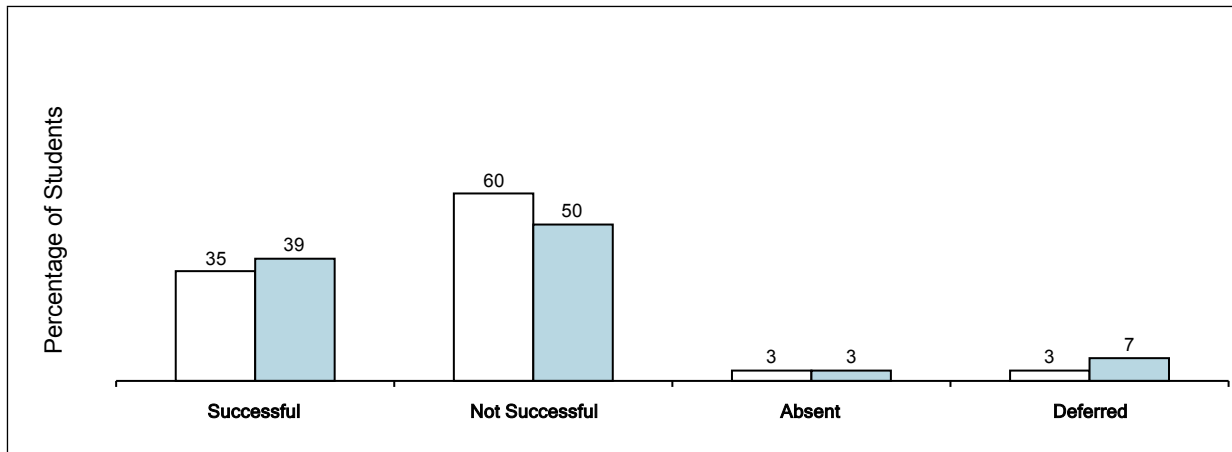
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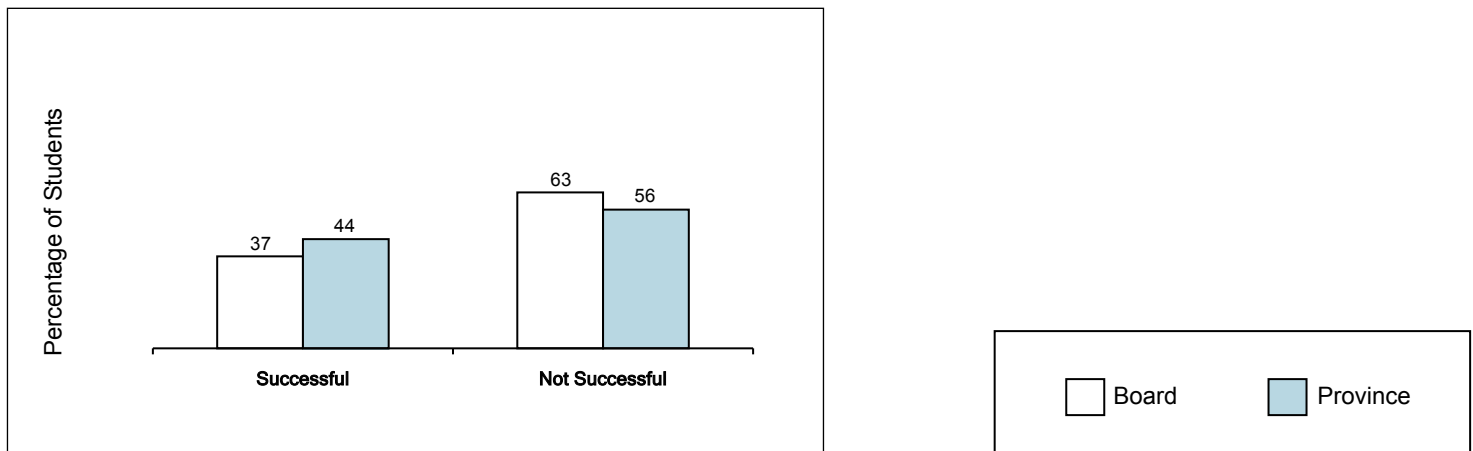
### Results for Students Taking Applied English Course\*

	Results for Students Taking Applied English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 1 338	Province # = 27 006	Board # = 1 261	Province # = 24 233
Successful	463	35%	39%	44%
Not Successful	798	60%	50%	56%
<b>Fully Participating</b>	<b>1 261</b>	<b>94%</b>	<b>90%</b>	
Absent	36	3%	3%	
Deferred	41	3%	7%	

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



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



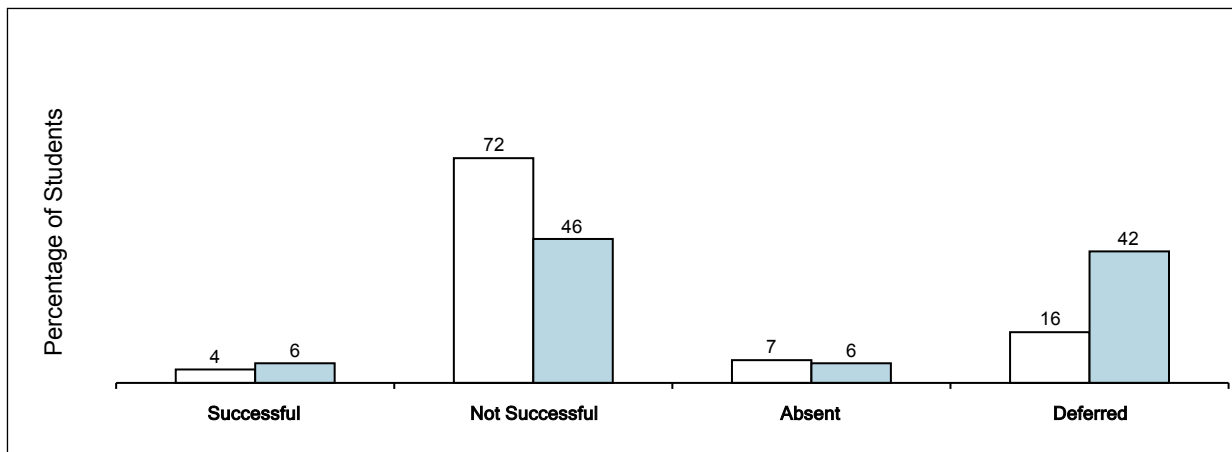
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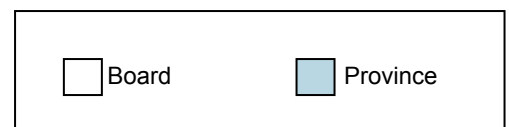
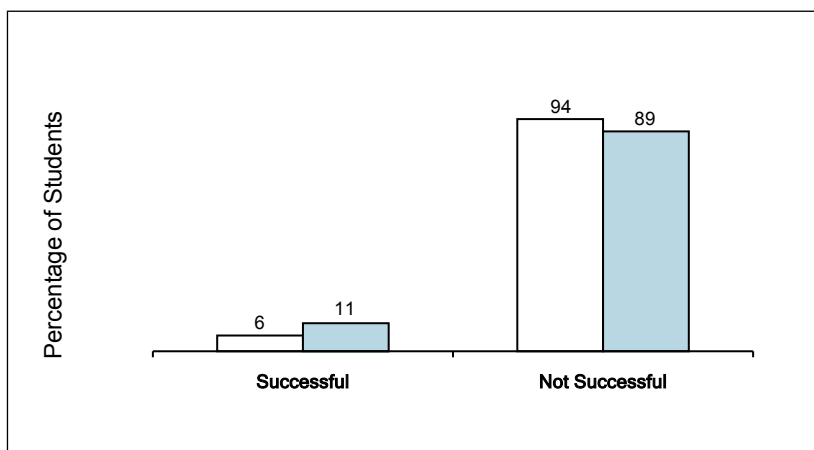
### Results for Students Taking Locally Developed English Course\*

	Results for Students Taking Locally Developed English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 267	Province # = 3 958	Board # = 205	Province # = 2 060
Successful	12	4%	6%	11%
Not Successful	193	72%	94%	89%
<b>Fully Participating</b>	<b>205</b>	<b>77%</b>	<b>52%</b>	
Absent	20	7%	6%	
Deferred	42	16%	42%	

### 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\*



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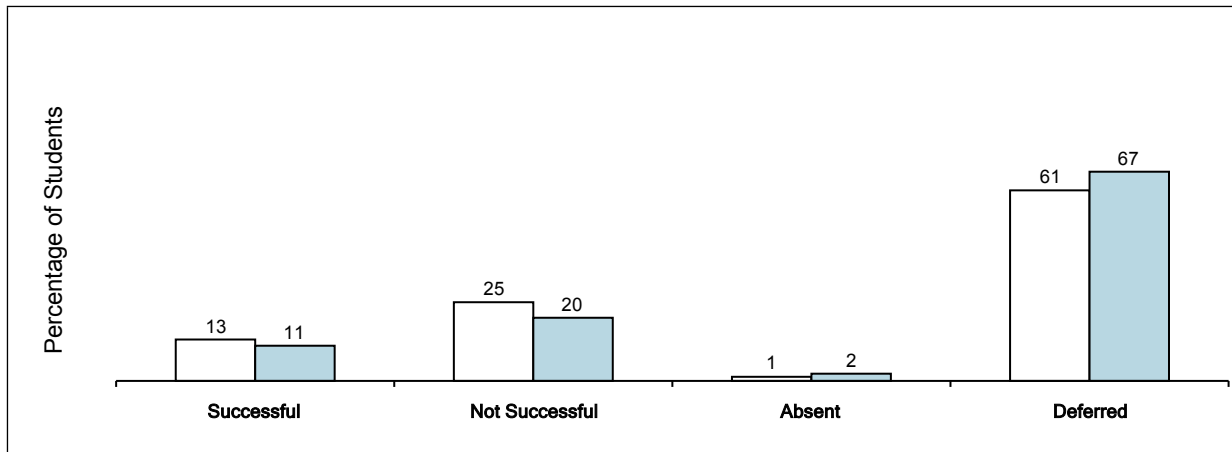


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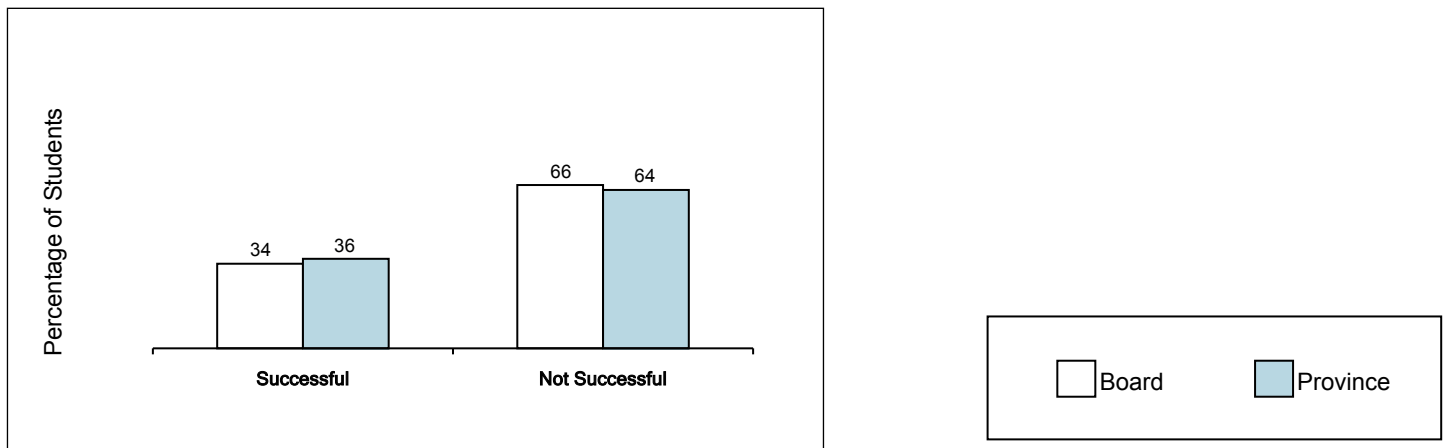
### Results for Students Taking ESL/ELD Course\*

	Results for Students Taking ESL/ELD Course First-Time Eligible Students				
	All		Fully Participating		
	Board # = 257	Province # = 3 048	Board # = 96	Province # = 955	
Successful	33	13%	11%	34%	36%
Not Successful	63	25%	20%	66%	64%
<b>Fully Participating</b>	<b>96</b>	<b>37%</b>	<b>31%</b>		
Absent	3	1%	2%		
Deferred	158	61%	67%		

### 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, 2016–2017

### Contextual Information over Time

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

	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
<b>Enrolment</b>					
Number of first-time eligible students	10 195	9 951	9 519	9 458	9 654
Number of schools with first-time eligible students	40	39	39	41	40
Number of students who were exempted	45	48	92	2	14
<b>Participation in the Test</b>					
Of all first-time eligible students, those who participated fully in the assessment	95%	96%	96%	95%	96%
Of all first-time eligible students, those who were absent	1%	1%	1%	1%	1%
Of all first-time eligible students, those who were deferred	4%	3%	3%	4%	3%
<b>Gender<sup>†</sup> Based on number of first-time eligible students</b>					
Female	47%	47%	47%	47%	48%
Male	53%	53%	53%	53%	52%
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*	11%	13%	13%	12%	13%
English language learners receiving special provisions**	11%	12%	11%	10%	12%
Students with special education needs (excluding gifted)*	12%	12%	12%	13%	12%
Students with special education needs receiving accommodations (excluding gifted)**	11%	11%	11%	12%	12%
<b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b>					
Academic	79%	80%	80%	79%	80%
Applied	15%	15%	15%	15%	14%
Locally developed	3%	3%	3%	3%	3%
ESL/ELD	3%	2%	2%	2%	3%
Other	<1%	<1%	<1%	<1%	<1%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>					
Number of Respondents:	9 530	9 489	8 890	8 782	9 095
First language learned at home was other than English	43%	44%	44%	45%	44%
Speak only or mostly English at home	55%	55%	54%	51%	49%
Speak another language (or other languages) as often as English at home	34%	35%	36%	38%	39%
Speak only or mostly another language (or other languages) at home	9%	10%	10%	10%	11%

† 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. In 2016–2017, percentages are 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.

†† 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, 2016–2017

## Contextual Information over Time (continued)

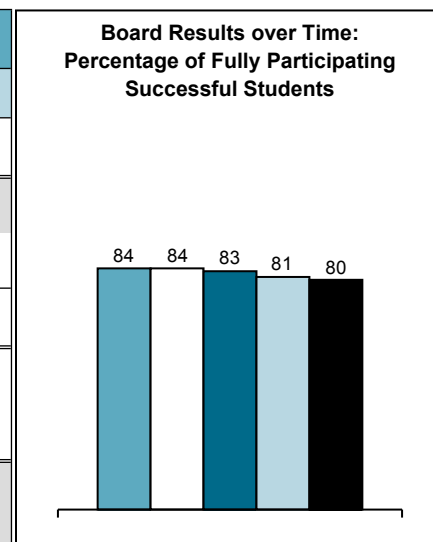
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
<b>Year Student Entered Current School†</b>					
Year of the assessment				9%	10%
Year prior to the assessment				91%	90%
2 years prior to the assessment		These items were added in 2015–2016.		<1%	<1%
3 or more years prior to the assessment				<1%	<1%
Data not available				<1%	<1%
<b>Year Student Entered Current Board†</b>					
Year of the assessment				4%	4%
Year prior to the assessment				6%	6%
2 years prior to the assessment		These items were added in 2015–2016.		3%	3%
3 or more years prior to the assessment				87%	87%
Data not available				<1%	1%

† 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.

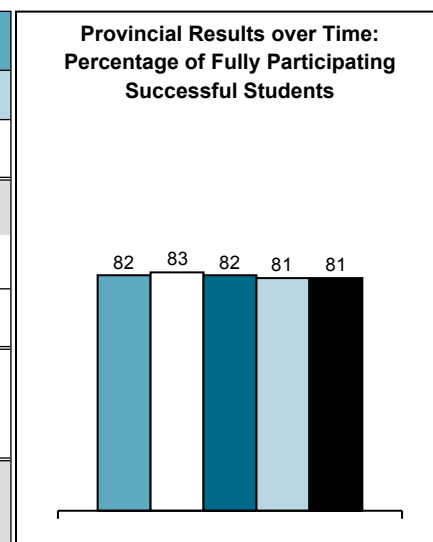
# Ontario Secondary School Literacy Test, 2016–2017

## Results over Time, 2012–2013 to 2016–2017

Board Results over Time*										
	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
<i>All Students</i>	10 195		9 951		9 519		9 458		9 654	
<b>Successful (all)</b>	8 114	80%	8 052	81%	7 589	80%	7 282	77%	7 413	77%
Not Successful	1 525	15%	1 489	15%	1 519	16%	1 697	18%	1 849	19%
<b>Fully Participating</b>	9 639	95%	9 541	96%	9 108	96%	8 979	95%	9 262	96%
Absent	151	1%	116	1%	132	1%	127	1%	103	1%
Deferred	405	4%	294	3%	279	3%	352	4%	289	3%
<b>Fully Participating Successful</b>	8 114	84%	8 052	84%	7 589	83%	7 282	81%	7 413	80%



Provincial Results over Time*										
	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
<i>All Students</i>	143 358		141 815		137 620		135 111		136 492	
<b>Successful (all)</b>	110 162	77%	108 914	77%	105 309	77%	101 232	75%	102 530	75%
Not Successful	23 871	17%	22 798	16%	22 558	16%	23 745	18%	24 612	18%
<b>Fully Participating</b>	134 033	93%	131 712	93%	127 867	93%	124 977	92%	127 142	93%
Absent	2 059	1%	2 521	2%	2 603	2%	2 599	2%	2 297	2%
Deferred	7 266	5%	7 582	5%	7 150	5%	7 535	6%	7 053	5%
<b>Fully Participating Successful</b>	110 162	82%	108 914	83%	105 309	82%	101 232	81%	102 530	81%



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

■ '13   ■ '14   ■ '15   ■ '16   ■ '17

# Ontario Secondary School Literacy Test, 2016–2017

## ACHIEVEMENT RESULTS OVER TIME BY GENDER†

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



### Number of First-Time Eligible Students†

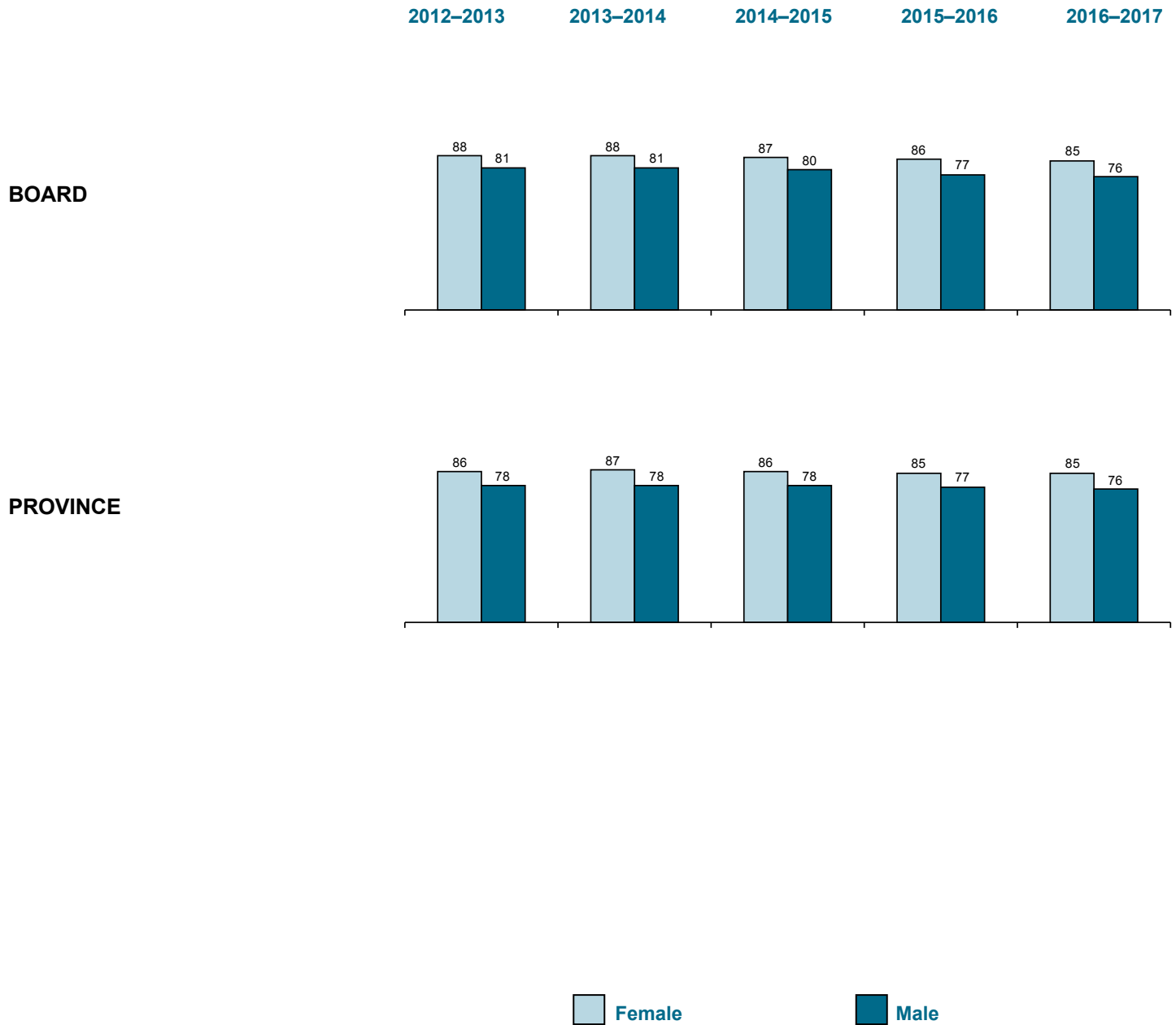
	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	4 811	5 384	4 680	5 271	4 517	5 002	4 412	5 046	4 593	5 061
Province	70 092	73 260	69 290	72 521	67 023	70 597	65 907	69 204	66 832	69 659

† Includes only students for whom gender data were available.

# Ontario Secondary School Literacy Test, 2016–2017

## ACHIEVEMENT RESULTS OVER TIME BY GENDER†

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



Female Male

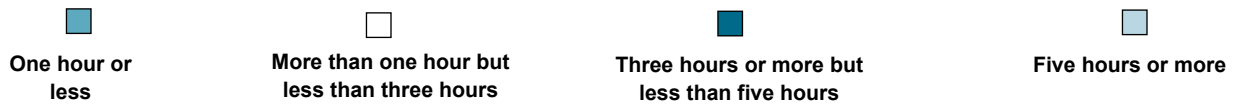
### Number of Fully Participating First-Time Eligible Students†

	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	4 577	5 062	4 527	5 014	4 356	4 752	4 230	4 749	4 446	4 816
Province	66 262	67 765	65 018	66 692	62 936	64 931	61 694	63 283	62 991	64 150

† Includes only students for whom gender data were available.

# Ontario Secondary School Literacy Test, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 9 095)



### TYPES OF MATERIALS STUDENTS READ IN ENGLISH

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

Percentage of Students\*

*Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"*

Material Type	One hour or less	More than one hour but less than three hours	Three hours or more but less than five hours	Five hours or more	Number of students
non-fiction books, e.g., biographies	59	27	9	4	1 163
comics	79	13	4		569
Web sites, e-mail, chat messages, blogs	14	31	28	26	4 883
letters	92	5			95
magazines	87	10			165
manuals, instructions	82	14			222
newspapers	79	16			302
novels, fiction, short stories	37	33	17	11	2 625
song lyrics, poems	47	28	14	9	2 101
religious or spiritual writings	73	17	5		685

### 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.

Material Type	One hour or less	More than one hour but less than three hours	Three hours or more but less than five hours	Five hours or more	Number of students
on social media (Twitter, Facebook, blogs) or texting	21	29	24	25	4 469
letter, journals, diaries	79	14	4		443
notes, directions, instructions	62	26	7		858
song lyrics, poems	73	14	6	4	923
stories, fiction	70	18	6		855
work-related writing	36	30	20	11	2 792

\* 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, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 9 095)

### HOME COMPUTER USE

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

*Number of students*




I don't have a computer at home		199
I never or hardly ever use the computer for homework		364
I use the computer once or twice a month for homework		751
I use the computer once or twice a week for homework		2 708
I use the computer almost every day for homework		5 004

### LANGUAGE BACKGROUND

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

yes		5 009
no		4 010

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

only or mostly English		4 488
another language (or other languages) as often as English		3 530
only or mostly another language (or other languages)		960



Yes



No

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

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

Percentage of Students\*

*Number of students who answered "Yes"*

dictionaries, encyclopedias		8 018
books		8 714
newspapers		7 523
magazines		5 466

\* 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, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 9 095)	Female* (# = 4 385)	Male* (# = 4 710)	All (# = 119 666)	Female* (# = 59 706)	Male* (# = 59 959)
<b>HOME COMPUTER USE</b> Percentage of students indicating that they						
have a computer at home.	97%	98%	96%	95%	96%	95%
use the computer almost every day for homework.	55%	57%	53%	35%	36%	33%
<b>TYPES OF MATERIALS STUDENTS READ IN ENGLISH</b> Indicate how much time you spend reading in English outside school most weeks (print or electronic).						
	Percentage of students who answered "Three hours or more but less than five hours" or "Five hours or more"†					
non-fiction books, e.g., biographies	13%	13%	12%	12%	13%	11%
comics	6%	5%	8%	5%	4%	6%
Web sites, e-mail, chat messages, blogs	54%	59%	49%	55%	62%	49%
letters	1%	1%	1%	1%	1%	1%
magazines	2%	2%	2%	2%	2%	2%
manuals, instructions	2%	2%	3%	2%	1%	3%
newspapers	3%	3%	4%	2%	2%	3%
novels, fiction, short stories	29%	40%	19%	26%	35%	16%
song lyrics, poems	23%	29%	18%	22%	27%	17%
religious or spiritual writings	8%	7%	8%	4%	4%	4%
<b>TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME</b> Indicate what English-language materials you have at home (print or electronic).						
	Percentage of students					
dictionaries, encyclopedias	88%	90%	86%	81%	83%	79%
books	96%	97%	94%	95%	96%	94%
newspapers	83%	84%	82%	75%	76%	75%
magazines	60%	64%	56%	68%	70%	67%
<b>TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH</b> Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.						
	Percentage of students who answered "Three hours or more but less than five hours" or "Five hours or more"†					
on social media (Twitter, Facebook, blogs) or texting	49%	55%	44%	53%	59%	46%
letters, journals, diaries	5%	8%	2%	4%	7%	2%
notes, directions, instructions	9%	11%	8%	6%	7%	5%
song lyrics, poems	10%	12%	9%	11%	12%	9%
stories, fiction	9%	13%	6%	9%	12%	5%
work-related writing	31%	35%	26%	22%	25%	19%

\* 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".

## Ontario Secondary School Literacy Test, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 9 095)	Female* (# = 4 385)	Male* (# = 4 710)	All (# = 119 666)	Female* (# = 59 706)	Male* (# = 59 959)
<b>LANGUAGE BACKGROUND</b>						
<b>Percentage of students indicating that the first language they learned at home was</b>						
other than English.	<b>44%</b>	43%	45%	<b>23%</b>	23%	23%
<b>Percentage of students indicating that they speak the following language(s) at home:**</b>						
only or mostly English	<b>49%</b>	50%	49%	<b>72%</b>	72%	72%
another language (or other languages) as often as English	<b>39%</b>	40%	37%	<b>20%</b>	21%	19%
only or mostly another language (or other languages)	<b>11%</b>	9%	12%	<b>7%</b>	6%	8%

\* 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, 2016–2017

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>How to Administer the OSSLT</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>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>	These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>How to Administer the OSSLT</i> . Students reported in this category are those who participated in the March administration, which offered all permitted special provisions. These data were collected through EQAO's Student Data Collection system.
<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>	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 <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements</i> (2016) and EQAO's <i>How to Administer the OSSLT</i> . Students reported in this category are those who participated in the March administration, which offered all permitted accommodations. These data were collected through EQAO's Student Data Collection system.
<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 personnel at the board.