

# Ontario Secondary School Literacy Test (OSSLT)



## Peel District School Board Results 2009-2010



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## Peel District School Board Results 2009-2010

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**Ontario Secondary School Literacy Test (OSSLT)  
Peel District School Board (PDSB)  
2009-2010**

**Summary of Results**

Results are reported for both **first-time eligible** and **previously eligible students**. There are two reporting methods used to present the results:

- 1) **Fully Participating Students** – is based on students who were assigned an achievement result on the OSSLT. Students who were not working toward an Ontario Secondary School Diploma (OSSD), who were absent, and those who were deferred were excluded.
- 2) **All Students** – is based on all students in the cohort who were working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).

**Fully Participating – First-Time Eligible Students  
One-Year and Five-Year Trends**

- 83% of fully participating first-time eligible students in the PDSB who wrote the OSSLT were successful. This was one percent lower than the provincial average of 84%.
- 2% less students in the PDSB successfully passed this year (83%) compared to five years ago (85%).

**Fully Participating – Previously Eligible Students**  
*includes only those students who retook the test following a previous attempt*

- 49% of fully participating previously eligible students in the PDSB who rewrote the OSSLT in April 2009 were successful. This was two percent lower than the provincial average of 51%.
- 17% of previously eligible students in the PDSB are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). This is 3% lower than the percentage of previously eligible students who are completing the OSSLC across the province (20%).

## A. Introduction

This report contains an overview of the 2009-2010 Education Quality and Accountability Office (EQAO) provincial assessment results in grade 10 literacy, the *Ontario Secondary School Literacy Test (OSSLT)*. The full Provincial Report can be downloaded from EQAO's website (<http://www.eqao.com>).

### *EQAO and OSSLT*

EQAO, an independent arm's-length agency of the provincial government, conducts a wide range of province-wide assessments. The OSSLT has been in place since 2002. It occurs annually and involves all eligible grade 10 students. The assessment provides both individual and system data on student achievement. Students receive an individual report indicating whether or not they have successfully passed the OSSLT. The results are reported as a single literacy outcome that includes both reading and writing components. School and school board reports are produced locally for parents/guardians and their communities, in addition to reports from EQAO (available on EQAO's website).

The purpose of the OSSLT is to ensure that students possess the reading and writing skills that are required by the end of Grade 9 as outlined in *The Ontario Curriculum* across all subject areas. Students are eligible to write the OSSLT for the first time in their second year of secondary school. Successful completion of the OSSLT is one of the 32 requirements for the Ontario Secondary School Diploma (OSSD).

### *Students in the PDSB and the 2009-2010 OSSLT*

All students in Ontario who were registered in Grade 9 during the 2008-2009 school year were eligible to write the OSSLT for the first time on April 8, 2010 ("first-time eligible students"). In April 2010, 10 293 students in the PDSB were eligible to write the test for the first time. Of the 10 293 first-time eligible students, 144 students were absent (1%) and 292 students were deferred (3%). A total of 9 857 (96%) first-time eligible PDSB students fully participated in the OSSLT.

"Previously eligible students" are those students who retook the test following a previous attempt. This category includes students who were not successful when they wrote the test on their first attempt, who were previously absent, or who deferred taking the test. Of the 4 226 students who were previously eligible, 2 223 students fully participated in the OSSLT, 644 students were absent (15%), 657 students were deferred (16%), and 702 previously eligible students (17%) are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).

The OSSLC is an option for students to acquire the literacy graduation requirement. Students must have been eligible to write the OSSLT at least twice, and have not been successful at least once in order to take this course.

## B. Contextual Information

Demographic data about students in the PDSB and the province provide valuable contextual information to help with the interpretation of OSSLT results.

<b>Table 1: Contextual Information</b>	<b>PDSB</b>		<b>Province</b>	
	<b>First-Time Eligible Students</b> (N = 10 293)	<b>Previously Eligible Students</b> (N = 4 226)	<b>First-Time Eligible Students</b> (N = 153 490)	<b>Previously Eligible Students</b> (N = 51 669)
<b>Gender</b>				
Female	48%	38%	49%	41%
Male	52%	62%	51%	59%
<b>Student Status</b>				
English language learners	4%	13%	4%	14%
Students with special education needs (excluding gifted)	12%	27%	16%	34%
Students with special needs receiving accommodations (excluding gifted)	11%	22%	14%	30%
<b>Level of Study for English</b>				
Academic	77%	N/A	68%	N/A
Applied	17%	N/A	24%	N/A
Locally developed course	3%	N/A	4%	N/A
English as a Second Language (ESL) or English Literacy Development (ELD) course	3%	N/A	2%	N/A
<b>Language* Number of Respondents</b>	<b>9 767</b>	<b>2 192</b>	<b>140 855</b>	<b>28 080</b>
First language learned at home was other than English	43%	53%	22%	33%
Speak only or mostly English at home	57%	45%	75%	63%
Speak another language (or other languages) as often as English at home	32%	35%	17%	21%
Speak only or mostly another language (or other languages) at home	10%	19%	7%	15%

\*Based on Student Questionnaire Data

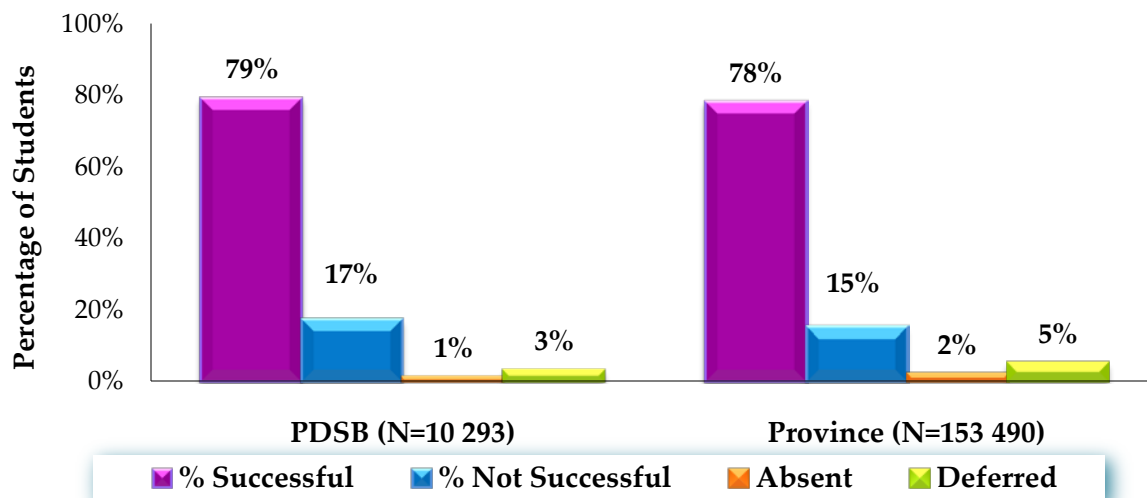


## C. Overall Achievement for the PDSB

### All First-Time Eligible Students

- 79% of the 10 293 first-time eligible students in the PDSB successfully passed the OSSLT, compared to 78% for the province.
- 3% of the 10 293 first-time eligible students in the PDSB were deferred for the OSSLT, compared to 5% for the province.

Figure 1: All First-Time Eligible Students



### Previously Eligible Students

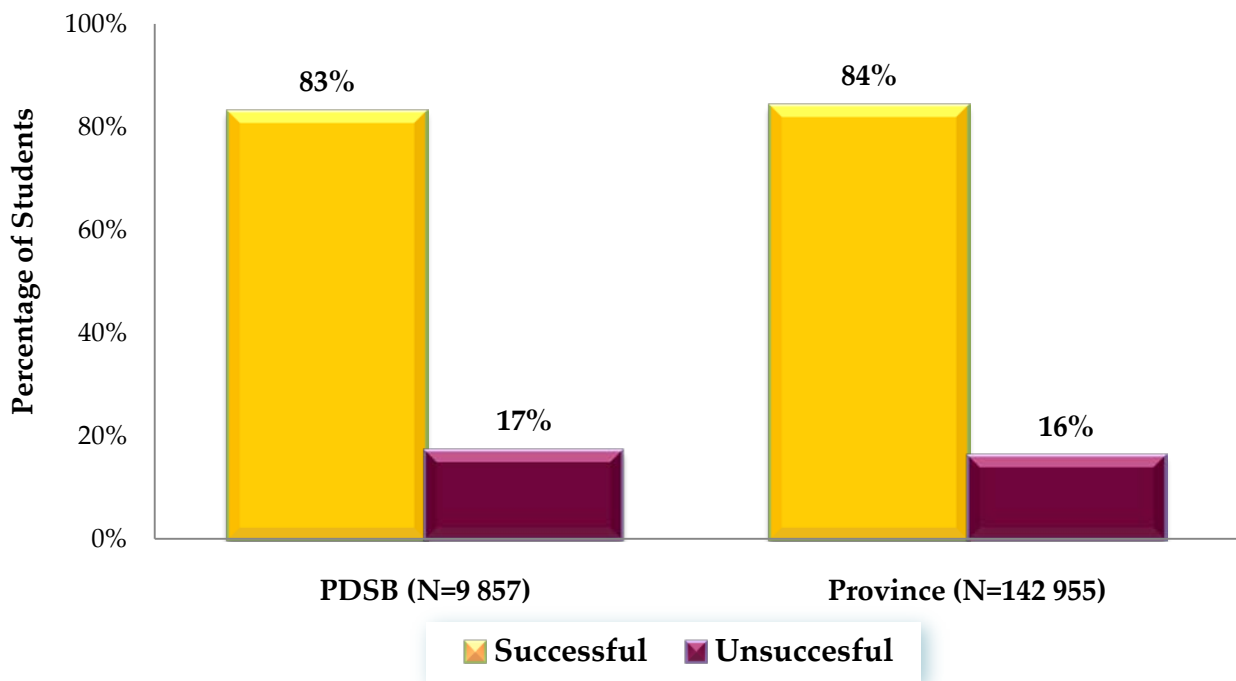
Table 2: Previously Eligible Students

	PDSB	Province
All previously eligible students	4 226	51 669
Number of previously eligible students who wrote the OSSLT in 2010	2 223	28 694
Percentage of fully participating previously eligible students who successfully passed in April 2010	49%	51%
Percentage of previously eligible students completing the literacy requirement through the OSSLC	17%	20%

## Fully Participating – First Time Eligible Students

- Of the 9 857 first-time eligible students in the PDSB who wrote the OSSLT, 83% were successful and 17% were not successful.
- The percentage of students in the PDSB who successfully passed the OSSLT was one percent lower than the provincial average [83% (N = 8 152) vs. 84% (N = 120 218)].

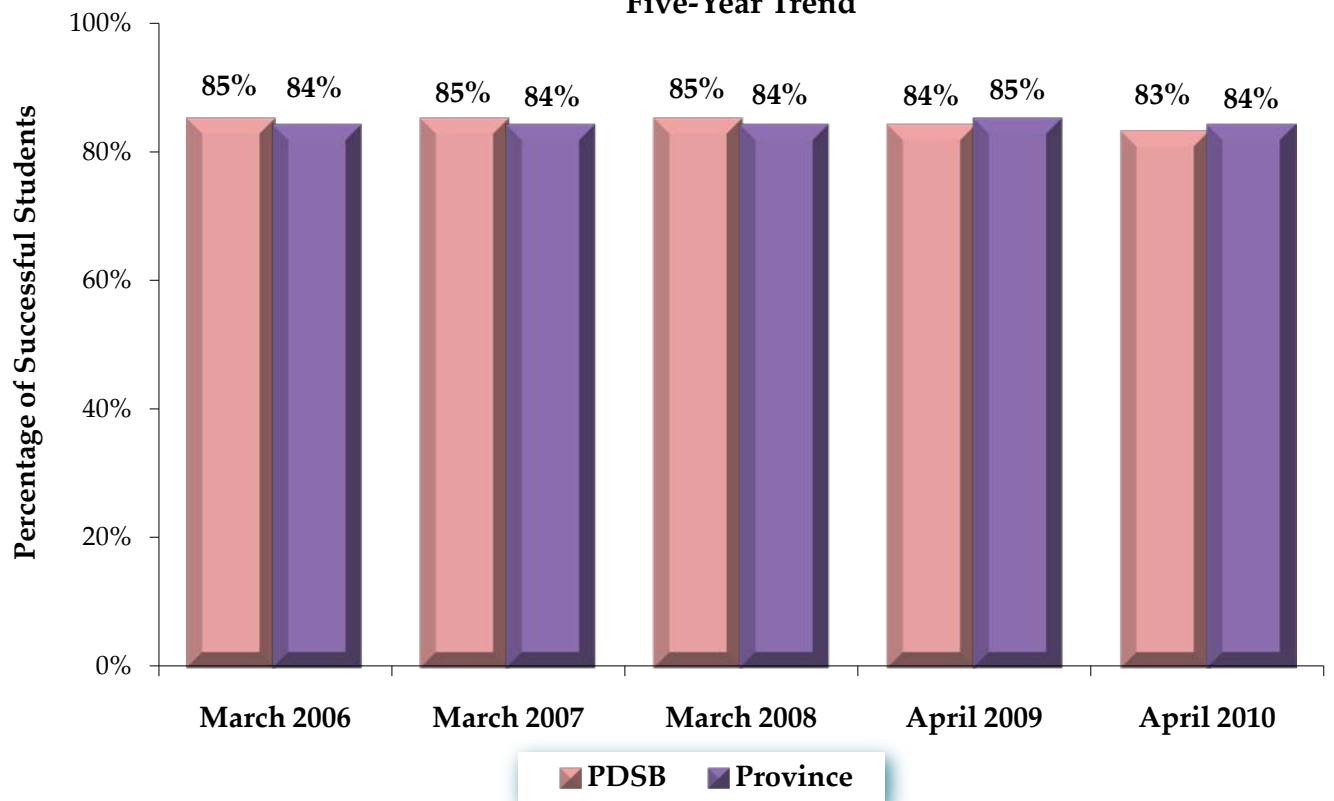
**Figure 2: Fully Participating – First-Time Eligible Students**



## D. Fully Participating First-Time Eligible Students – Five-Year Trend

- 83% of fully participating first-time eligible students in the PDSB successfully passed the OSSLT in April 2010. This is one percent lower when compared to April 2009.
- 84% of fully participating first-time eligible students in the province successfully passed the OSSLT in April 2010. This is one percent lower when compared to April 2009.
- 2% less students in the PDSB successfully passed in April 2010 (83%) compared to March 2006 (85%).
- The same percentage of students in the province successfully passed the OSSLT in April 2010 (84%) compared to March 2006 (84%).

**Figure 3: Fully Participating – First-Time Eligible Students  
Five-Year Trend**

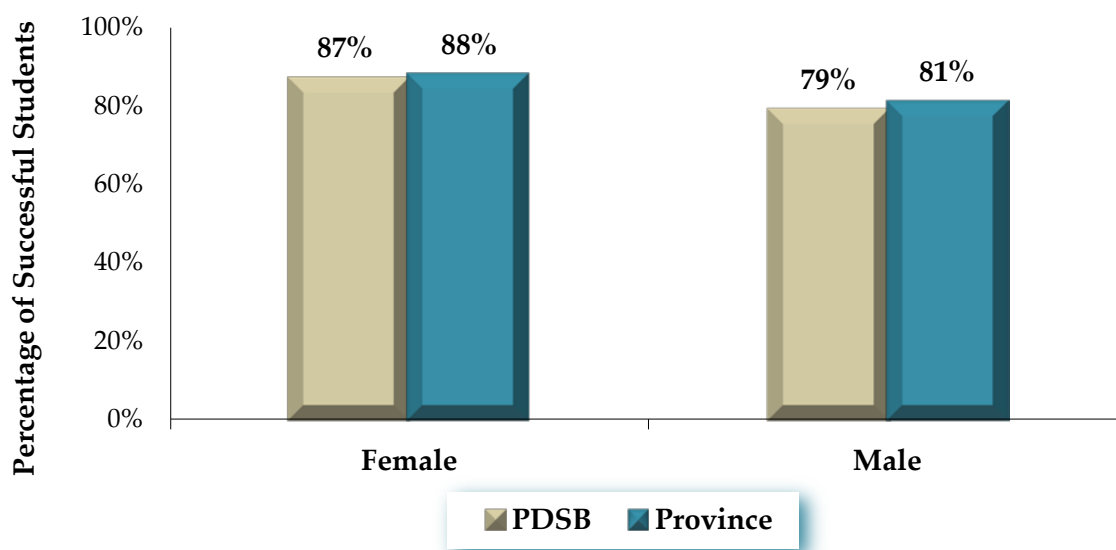


## E. First-Time Eligible Students by Gender

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

- ◆ Of the 4 742 fully participating female students in the PDSB, 87% ( $N = 4 111$ ) successfully passed the OSSLT. Of the 5 115 fully participating male students in the PDSB, 79% ( $N = 4 041$ ) successfully passed.
- ◆ Of the 70 055 fully participating female students in the province, 88% ( $N = 61 445$ ) successfully passed the OSSLT. Of the 72 896 fully participating male students in the province, 81% ( $N = 58 771$ ) successfully passed.
- ◆ 8% more female students in the PDSB successfully passed the OSSLT compared to male students, and 7% more female students in the province successfully passed the OSSLT compared to male students.

Figure 4: Fully Participating – First-Time Eligible Students by Gender



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

Table 3: All First-Time Eligible Students by Gender

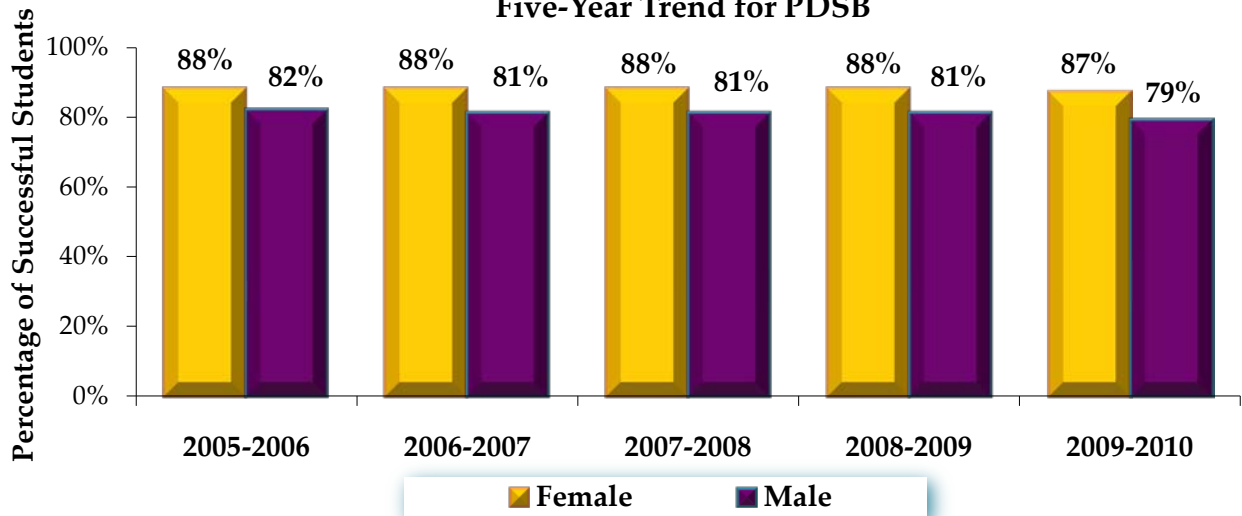
	# All Students*		% Absent		% Deferred	
	Female	Male	Female	Male	Female	Male
<b>PDSB</b>	4 916	5 377	1%	1%	2%	3%
<b>Province</b>	74 545	78 940	2%	2%	4%	5%

Note: \*The number of All First-Time Eligible students is based on all students in the cohort who were working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).

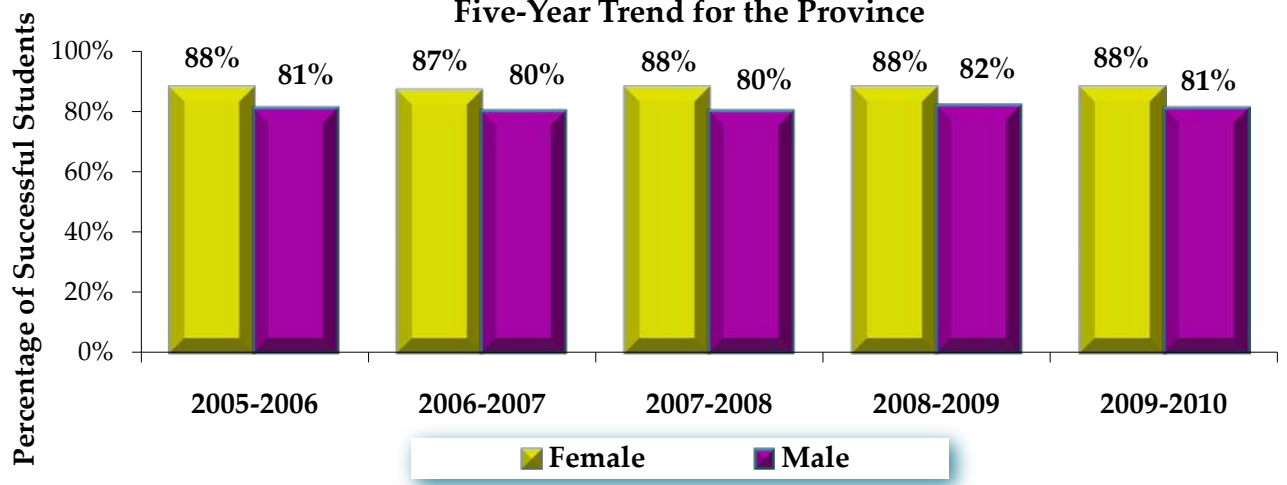
## Fully Participating First-Time Eligible Students by Gender – Five-Year Trend

- When compared to last year's results (2008-2009), the percentage of female students in the PDSB who successfully passed the OSSLT decreased by one percent.
- When compared to last year's results (2008-2009), the percentage of male students in the PDSB who successfully passed the OSSLT decreased by two percent.
- When compared to OSSLT results from 2005-2006, the success rate of female students in the PDSB decreased by 1%, and the success rate of female students in the province remained the same in 2009-2010.
- When compared to OSSLT results from 2005-2006, the success rate of male students in the PDSB decreased by 3%, and the success rate of male students in the province remained the same in 2009-2010.

**Figure 5: Fully Participating – First-Time Eligible Students by Gender  
Five-Year Trend for PDSB**



**Figure 6: Fully Participating – First-Time Eligible Students by Gender  
Five-Year Trend for the Province**

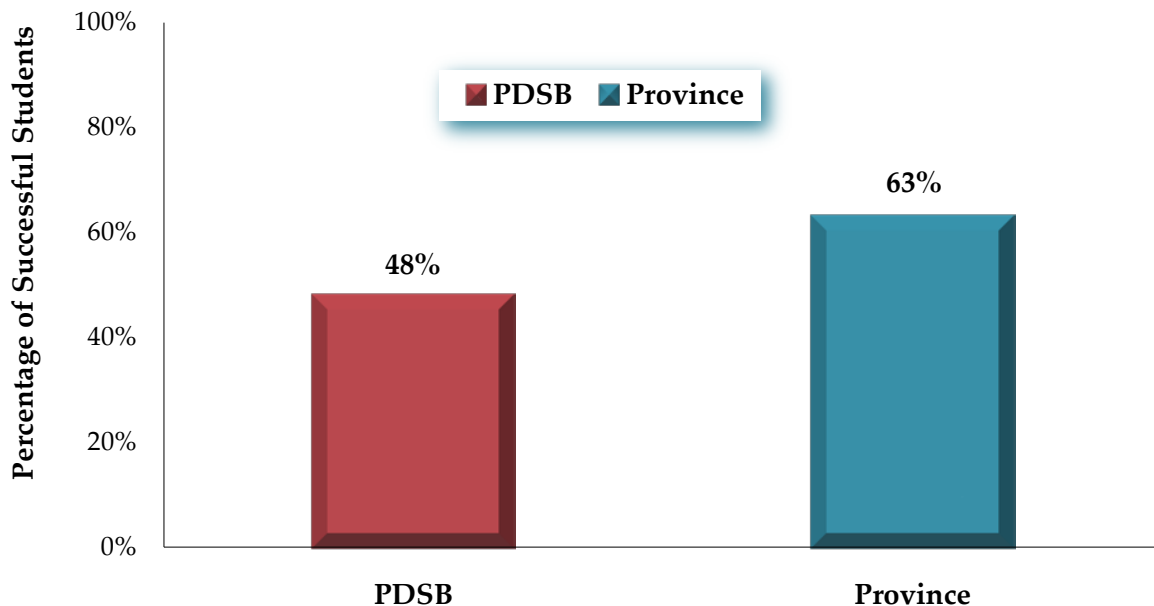


## F. First-Time Eligible English Language Learners

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

- ◆ Of the 260 fully participating English language learners in the PDSB, 48% (N = 124) successfully passed the OSSLT.
- ◆ Of the 4 479 fully participating English language learners in the province, 63% successfully passed the OSSLT.

Figure 7: Fully Participating – First-Time Eligible English Language Learners



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

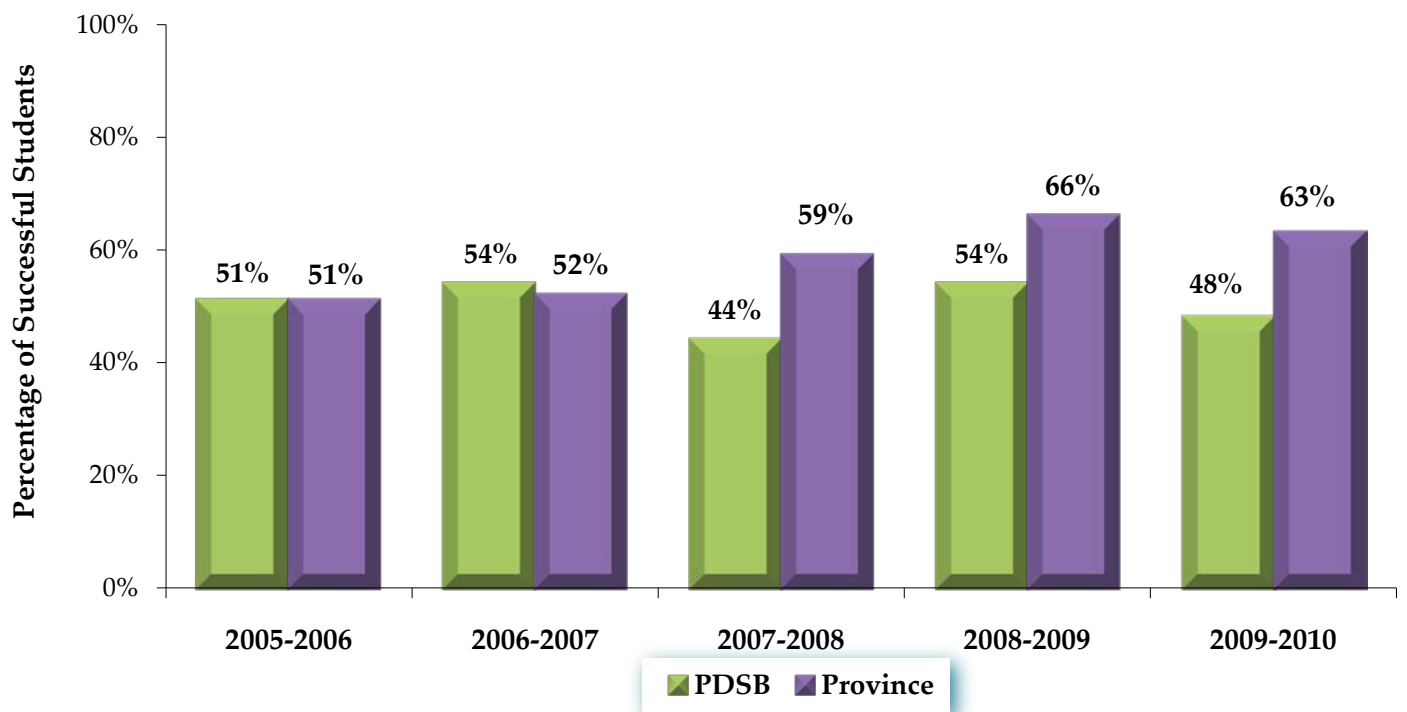
Table 4: All First-Time Eligible English Language Learners

	# All Students	% Absent	% Deferred
<b>PDSB</b>	406	2%	34%
<b>Province</b>	6 627	1%	31%

## Fully Participating First-Time Eligible English Language Learners – Five-Year Trend

- When compared to last year's results (2008-2009), the percentage of English language learners in the PDSB who successfully passed the OSSLT decreased by 6%, and the percentage of English language learners in the province who successfully passed decreased by 3%.
- When compared to OSSLT results from 2005-2006, the success rate for English language learners in the PDSB decreased by 3% in 2009-2010.
- When compared to OSSLT results from 2005-2006, the success rate for English language learners in the province increased by 12% in 2009-2010.

**Figure 8: Fully Participating – First-Time Eligible English Language Learners  
Five-Year Trend**

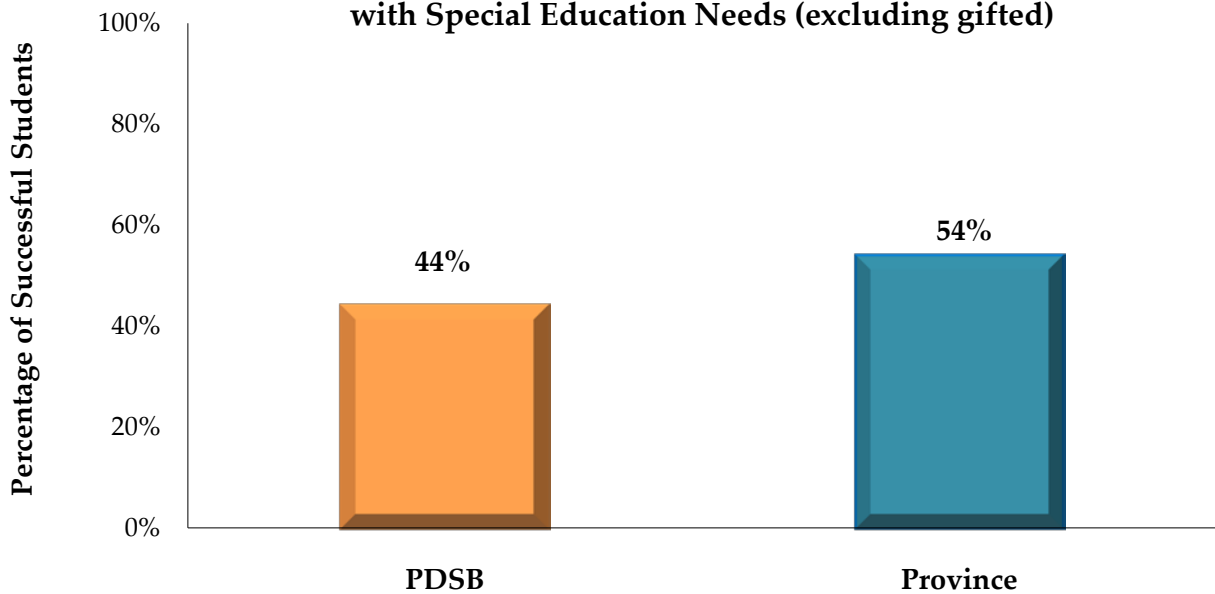


## G. First-Time Eligible Students with Special Education Needs (excluding gifted)

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

- Of the 1 099 fully participating students with special education needs (excluding gifted) in the PDSB, 44% (N = 489) successfully passed the OSSLT.
- Of the 21 514 fully participating students with special education needs (excluding gifted) in the province, 54% successfully passed the OSSLT.

**Figure 9: Fully Participating – First-Time Eligible Students with Special Education Needs (excluding gifted)**



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

**Table 5: All First-Time Eligible Students with Special Education Needs (excluding gifted)**

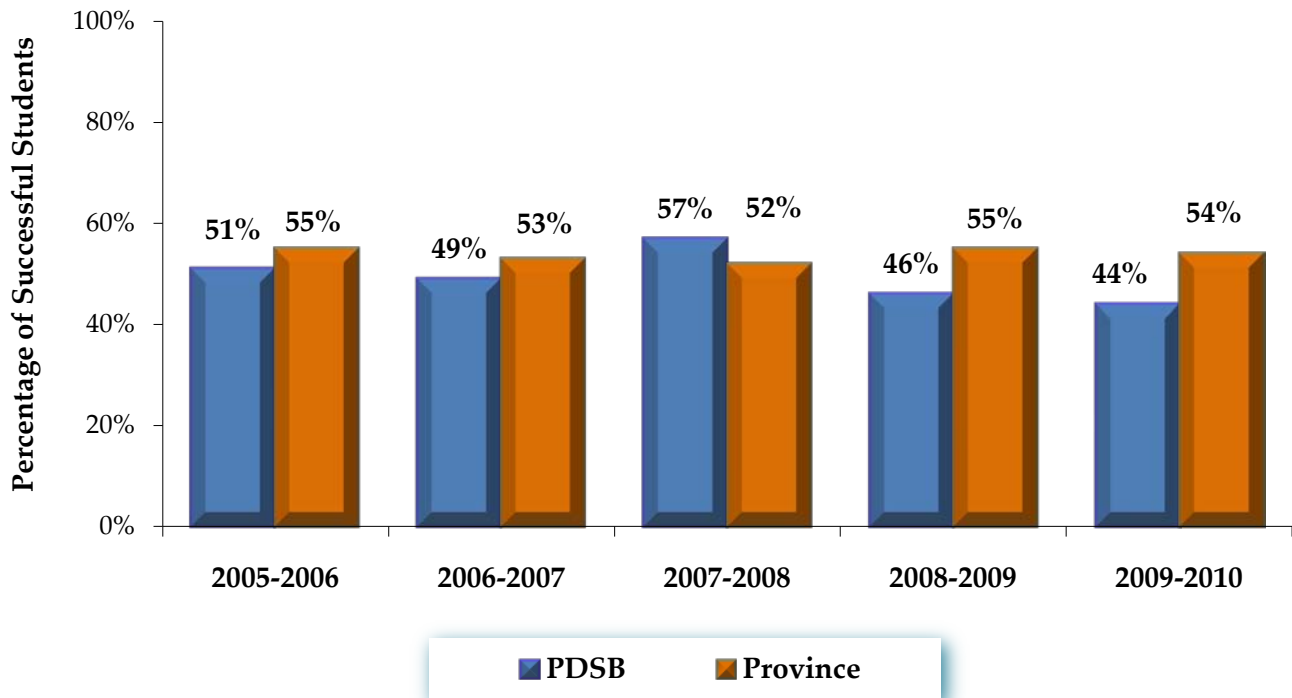
	# All Students	% Absent	% Deferred
<b>PDSB</b>	1 219	3%	7%
<b>Province</b>	25 185	3%	11%



## Fully Participating First-Time Eligible Students with Special Education Needs (excluding gifted) – Five-Year Trend

- When compared to last year's results (2008-2009), the percentage of students with special education needs (excluding gifted) in the PDSB who successfully passed the OSSLT decreased by 2%, and the percentage of students with special education needs (excluding gifted) in the province who successfully passed decreased by 1%.
- When compared to OSSLT results from 2005-2006, the success rate for students with special education needs (excluding gifted) in the PDSB decreased by 7% in 2009-2010.
- When compared to OSSLT results from 2005-2006, the success rate for students with special education needs (excluding gifted) in the province decreased by 1% in 2009-2010.

**Figure 10: Fully Participating – First-Time Eligible Students with  
Special Education Needs (excluding gifted)  
Five-Year Trend**

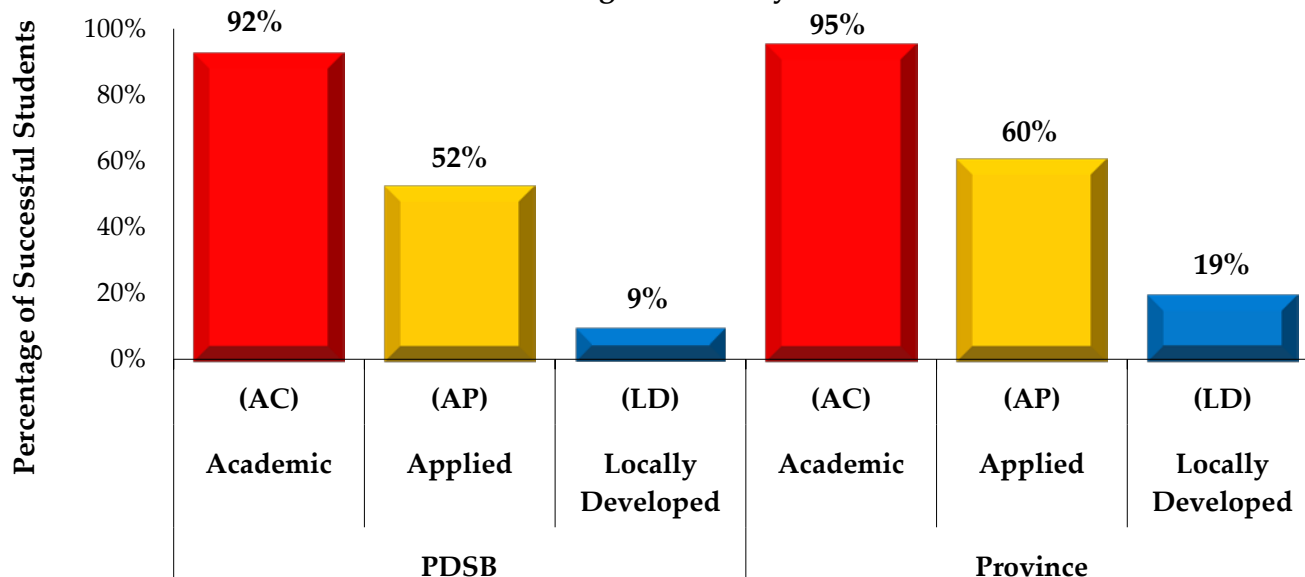


## H. First-Time Eligible Students by Program of Study

### Results for Fully-Participating First-Time Eligible Students By Program of Study

- Of the 7 812 fully participating students in the PDSB enrolled in Academic English courses (AC), 92% ( $N = 7\ 215$ ) were successful. In comparison, of the 102 854 fully participating students in the province enrolled in Academic English courses, 95% were successful.
- Of the 1 638 fully participating students in the PDSB enrolled in Applied English courses (AP), 52% ( $N = 856$ ) were successful. In comparison, of the 33 945 fully participating students in the province enrolled in Applied English courses, 60% were successful.
- Of the 258 fully participating students in the PDSB enrolled in Locally Developed English courses (LD), 9% ( $N = 22$ ) were successful. In comparison, of the 3 411 fully participating students in the province enrolled in Locally Developed English courses, 19% were successful.

Figure 11: Fully Participating – First-Time Eligible Students by Program of Study



### Results for All First-Time Eligible Students By Program of Study

Table 6: All First-Time Eligible Students by Program of Study

	# All Students			% Absent			% Deferred		
	AC	AP	LD	AC	AP	LD	AC	AP	LD
<b>PDSB</b>	7 901	1 740	357	1%	3%	6%	<1%	3%	22%
<b>Province</b>	104 882	37 406	5 671	1%	4%	6%	1%	5%	34%

## Fully Participating First-Time Eligible Students by Program of Study Five-Year Trends

- When compared to last year's OSSLT results (2008-2009), the percentage of students in the PDSB enrolled in Academic English courses (AC) who successfully passed decreased by two percent. The percentage of students in the province enrolled in AC courses who successfully passed the OSSLT decreased by one percent.
- When compared to last year's OSSLT results (2008-2009), the percentage of students in the PDSB enrolled in Applied English courses (AP) who successfully passed decreased by three percent. The percentage of students in the province enrolled in AP courses who successfully passed the OSSLT decreased by two percent.
- When compared to last year's OSSLT results (2008-2009), the percentage of students in the PDSB enrolled in Locally Developed English courses (LD) who successfully passed decreased by two percent. The percentage of students in the province enrolled in LD courses who successfully passed the OSSLT decreased by two percent.
- Students in the PDSB enrolled in AC, AP, and LD courses decreased by 3%, 8%, and 2% in their success rates in the OSSLT over the last five years, respectively.
- Students in the province enrolled in AC, AP, and LD courses decreased by 1%, 5%, and 5%, in their success rates in the OSSLT over the last five years, respectively.

**Table 7: Fully Participating – First-Time Eligible Students by Program of Study  
Five-Year Trends**

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	Previous Year Comparison	Five-Year Comparison
PDSB	<b>AC</b>	95%	94%	94%	94%	92%	-2%	-3%
	<b>AP</b>	60%	59%	58%	55%	52%	-3%	-8%
	<b>LD</b>	11%	17%	15%	11%	9%	-2%	-2%
Province	<b>AC</b>	96%	95%	95%	96%	95%	-1%	-1%
	<b>AP</b>	65%	62%	62%	62%	60%	-2%	-5%
	<b>LD</b>	24%	21%	20%	21%	19%	-2%	-5%

## I. Questionnaire Results for First-Time Eligible Students in the PDSB by Gender: Reading and Writing Practices Outside of School

The OSSLT student questionnaire results yielded some interesting differences in literacy-related practices for females and males.

### Reading Practices

- 12% more females (47%) than males (35%) reported that they read materials written in English for more than three hours a week outside school (not including homework)
- 4% more males (42%) than females (38%) reported that they read non-fiction books in English outside school most weeks

### Writing Practices

- 7% more females (36%) than males (29%) reported that they write in English for more than three hours a week outside school (not including homework)
- 12% more females (42%) than males (30%) reported that they write stories (including fiction) in English outside school most weeks

**Table 8: OSSLT Student Questionnaire Results – First-time Eligible Students  
by Gender**

<b>Percentage of students in the PDSB indicating that:</b>	<b>Females (N = 4 710)</b>	<b>Males (N = 5 057 )</b>
<b>they have a computer in their home.</b>	99%	98%
<b>they use the computer almost every day for homework.</b>	47%	43%
<b>they have the following English language materials at home:</b>		
dictionaries, encyclopedias (print or electronic)	95%	91%
books	97%	93%
newspapers	90%	87%
magazines	83%	74%
<b>they read materials written in English outside school for more than three hours a week (not including homework).</b>	47%	35%
<b>they read the following kinds of material in English outside school most weeks:</b>		
non-fiction books, e.g., biographies	38%	42%
comics	35%	48%
web sites, e-mail, chat messages	95%	91%
letters	43%	36%
magazines	77%	55%
manuals, instructions	41%	56%
newspapers	57%	57%
novels, fiction, short stories	86%	64%
song lyrics, poems	82%	61%
religious or spiritual writings	36%	34%
<b>they write in English outside school for more than three hours a week (not including homework).</b>	36%	29%
<b>they do the following types of writing in English outside school most weeks:</b>		
e-mail, chat messages	97%	93%
letters, journals, diaries	44%	18%
notes, directions, instructions	55%	49%
song lyrics, poems	51%	37%
stories, fiction	42%	30%
work-related writing	60%	57%

This report is available on the Peel District School Board's website.

<http://www.peelschools.org>

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