



School Board Report

Previously Eligible Students



Ontario Secondary School Literacy Test, 2017–2018

Board: Avon Maitland DSB (66010)

On behalf of EQAO, I am pleased to present the results of the 2017–2018 Ontario Secondary School Literacy Test (OSSLT). This report includes results from 2017–2018 as well as demographic and attitudinal information, which provides context for interpreting achievement results.

By assessing each student in relation to the learning expectations outlined in *The Ontario Curriculum*, EQAO is able to offer objective data at the individual, school, board and provincial levels to support the professional practice of the education community. Using EQAO’s independent data, in addition to classroom and board information, helps the education community consider the focus for collaborative inquiries and to make evidence-informed decisions when developing and monitoring plans that foster equitable and inclusive learning environments. Achievement, contextual, attitudinal and behavioural data all offer valuable insights into student learning and support educators as they continue to meet the needs of every student.

We look forward to continuing our work with you in support of the children and youth of Ontario, so that all students are positioned for success in their futures, regardless of background or circumstances.

Kind regards,

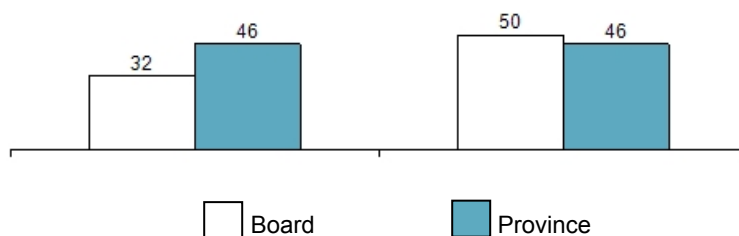
Norah Marsh
 Chief Executive Officer
 Education Quality and Accountability Office

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PREVIOUSLY ELIGIBLE STUDENTS, 2017–2018: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible Students Who Participated Fully

Percentage of Fully Participating Students Who Were Successful



Ontario Secondary School Literacy Test, 2017–2018

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 as differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



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 at 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 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?
 - 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.

Ontario Secondary School Literacy Test, 2017–2018

Contextual Information

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

	Board		Province	
Enrolment				
Number of previously eligible students	475		57 133	
Number of schools with previously eligible students	10		817	
Number of students who were exempted	19		1 592	
	Number	Percent	Number	Percent
Participation in the Test				
Of all previously eligible students, those who participated fully in the assessment	153	32%	26 021	46%
Of all previously eligible students, those who were absent	8	2%	4 867	9%
Of all previously eligible students, those who were deferred	48	10%	6 735	12%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	266	56%	19 510	34%
Gender[†] Based on number of previously eligible students				
Female	190	40%	22 431	39%
Male	285	60%	34 683	61%
Gender not specified	0	0%	19	<1%
Student Status[†] Based on number of previously eligible students				
English language learners*	1	<1%	10 545	18%
English language learners receiving special provisions**§	0	0%	2 773	11%
Students with special education needs (excluding gifted)*	182	38%	21 976	38%
Students with special education needs receiving accommodations (excluding gifted)**	33	22%	6 669	26%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents:		147	23 913
First language learned at home was other than English	13	9%	8 597	36%
Speak only or mostly English at home	132	90%	13 848	58%
Speak another language (or other languages) as often as English at home	10	7%	5 609	23%
Speak only or mostly another language (or other languages) at home	2	1%	4 063	17%

† 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, 2017–2018

Contextual Information (continued)

	Board		Province	
Year Student Entered Current School†				
Year of the assessment	79	17%	13 147	23%
Year prior to the assessment	37	8%	8 334	15%
2 years prior to the assessment	159	33%	24 848	43%
3 or more years prior to the assessment	200	42%	10 111	18%
Data not available	0	0%	693	1%
Year Student Entered Current Board†				
Year of the assessment	25	5%	8 076	14%
Year prior to the assessment	16	3%	5 889	10%
2 years prior to the assessment	45	9%	6 661	12%
3 or more years prior to the assessment	316	67%	33 740	59%
Data not available	73	15%	2 767	5%

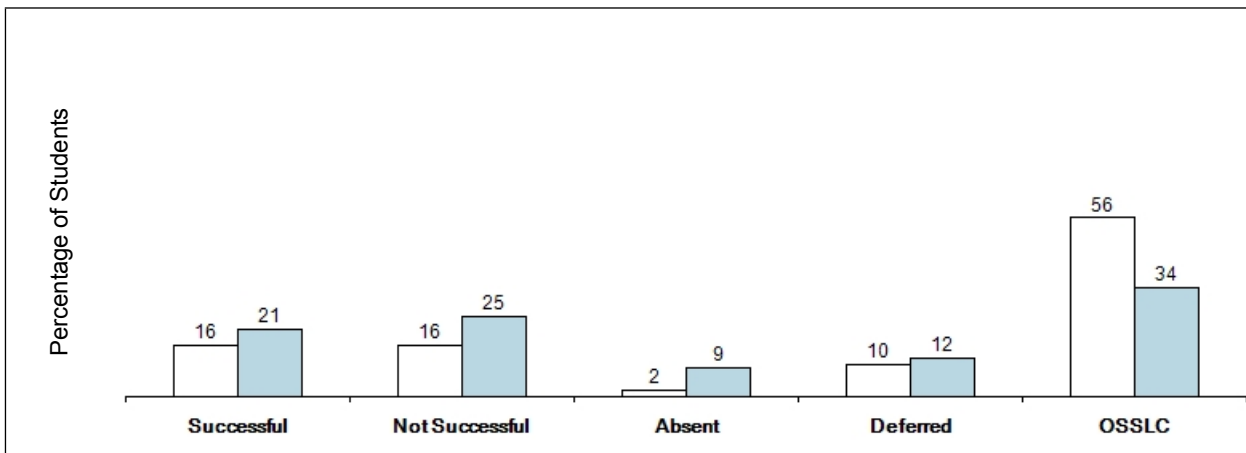
† Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

Ontario Secondary School Literacy Test, 2017–2018

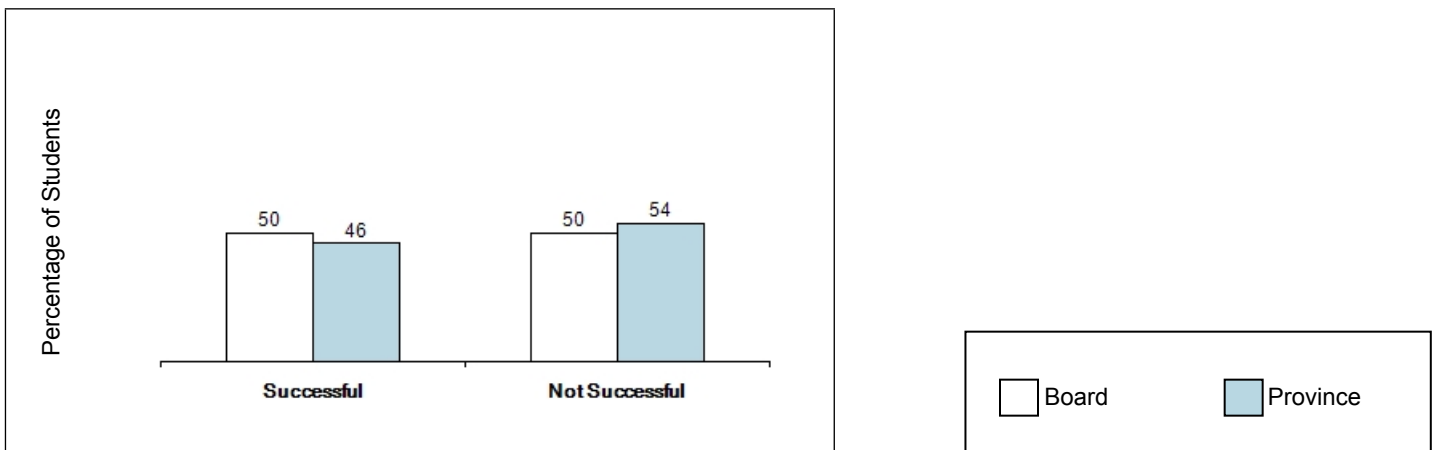
Results for All Students*

Results for All Students Previously Eligible Students					
	All		Fully Participating		
	Board # = 475	Province # = 57 133	Board # = 153	Province # = 26 021	
Successful	76	16%	21%	50%	46%
Not Successful	77	16%	25%	50%	54%
Fully Participating	153	32%	46%		
Absent	8	2%	9%		
Deferred	48	10%	12%		
OSSLC	266	56%	34%		

Results for All Previously Eligible Students*



Results for Fully Participating Previously Eligible Students*



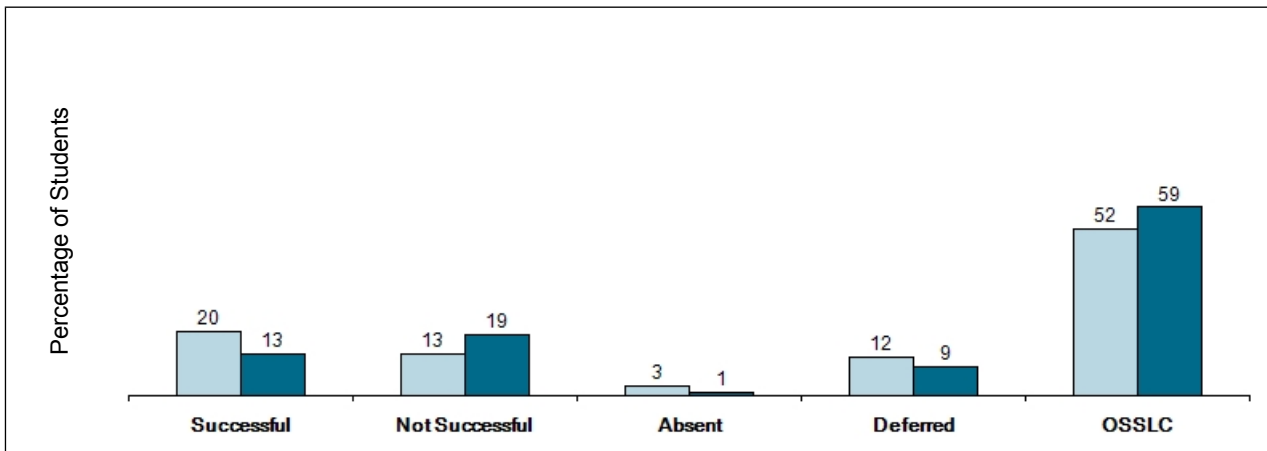
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2017–2018

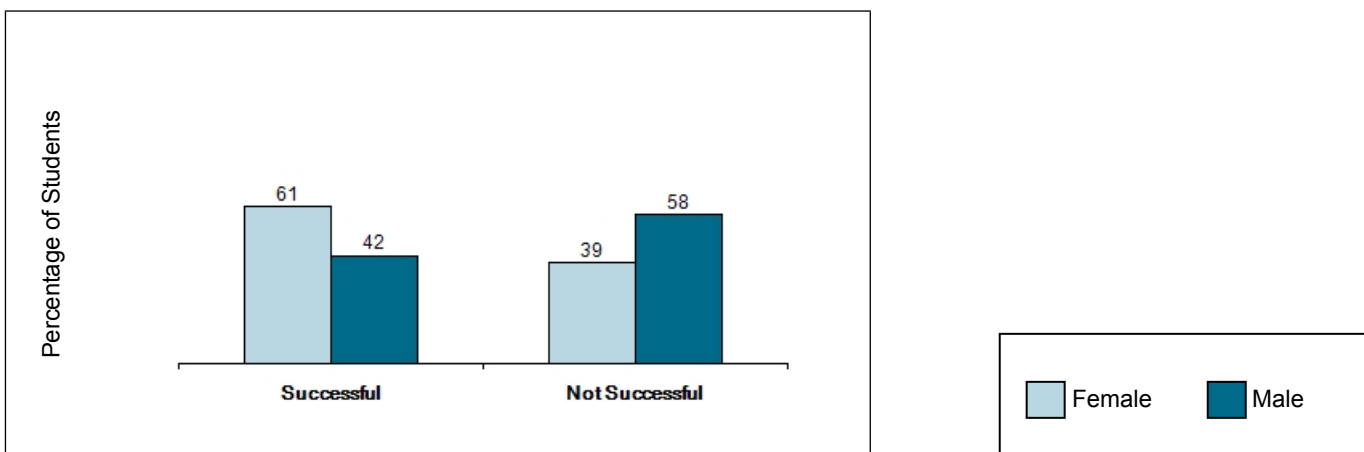
Board Results by Gender*†

	Board Results by Gender Previously Eligible Students					
	All				Fully Participating	
	Female # = 190		Male # = 285		Female # = 62	Male # = 91
Successful	38	20%	38	13%	61%	42%
Not Successful	24	13%	53	19%	39%	58%
Fully Participating	62	33%	91	32%		
Absent	6	3%	2	1%		
Deferred	23	12%	25	9%		
OSSLC	99	52%	167	59%		

Board Results for All Previously Eligible Students by Gender*†



Board Results for Fully Participating Previously Eligible Students by Gender*†



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

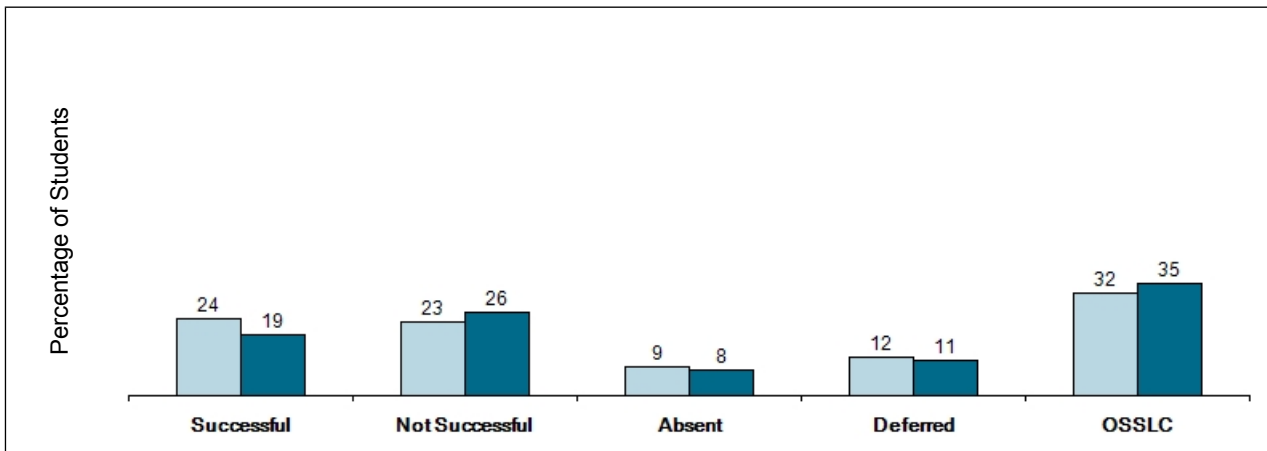
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2017–2018

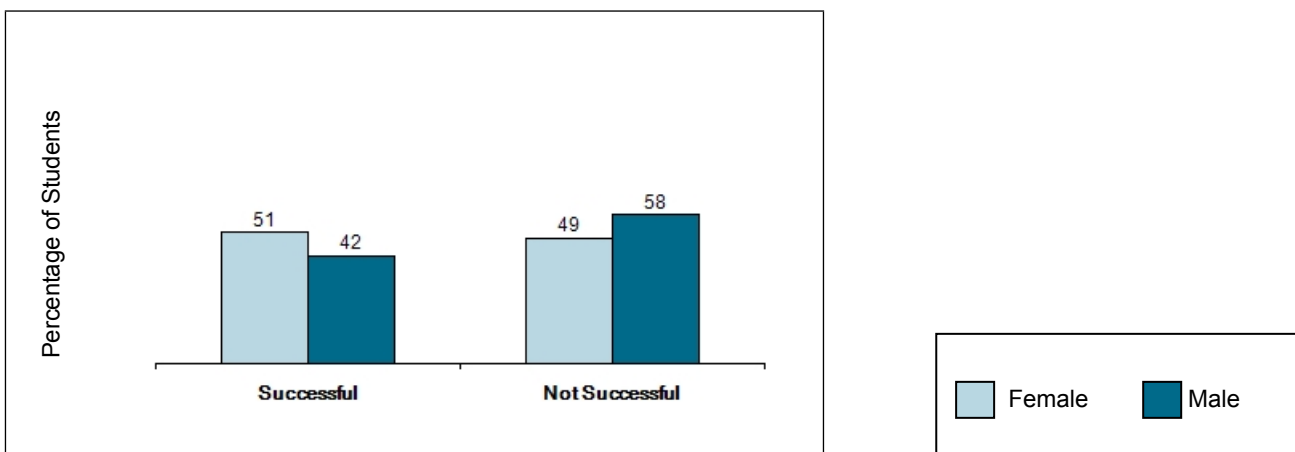
Provincial Results by Gender*†

	Provincial Results by Gender Previously Eligible Students					
	All			Fully Participating		
	Female # = 22 431		Male # = 34 683	Female # = 10 446		Male # = 15 575
Successful	5 361	24%	6 492	51%	19%	42%
Not Successful	5 085	23%	9 083	49%	26%	58%
Fully Participating	10 446	47%	15 575		45%	
Absent	2 005	9%	2 862		8%	
Deferred	2 786	12%	3 949		11%	
OSSLC	7 194	32%	12 297		35%	

Provincial Results for All Previously Eligible Students by Gender*†



Provincial Results for Fully Participating Previously Eligible Students by Gender*†



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

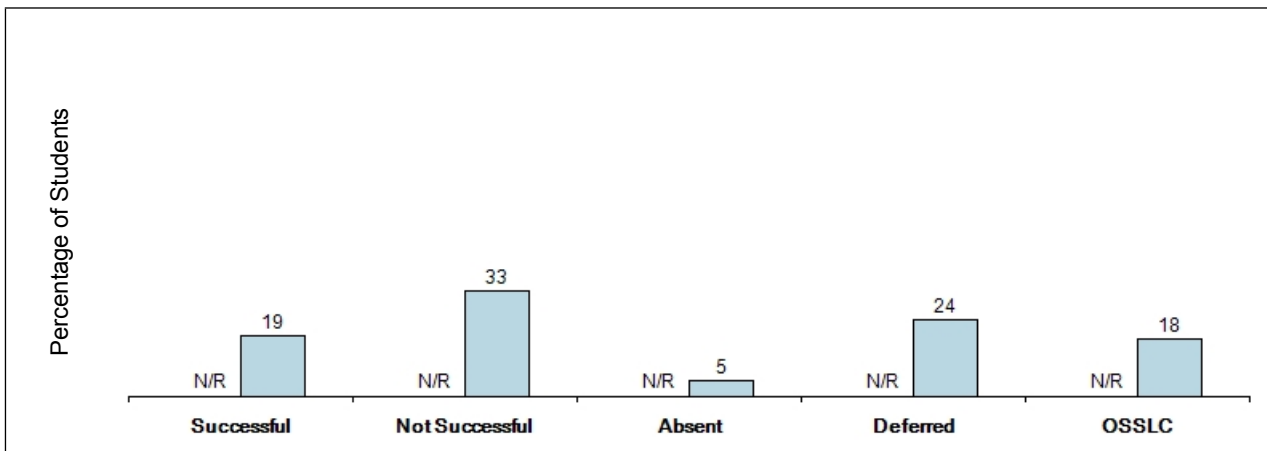
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Ontario Secondary School Literacy Test, 2017–2018

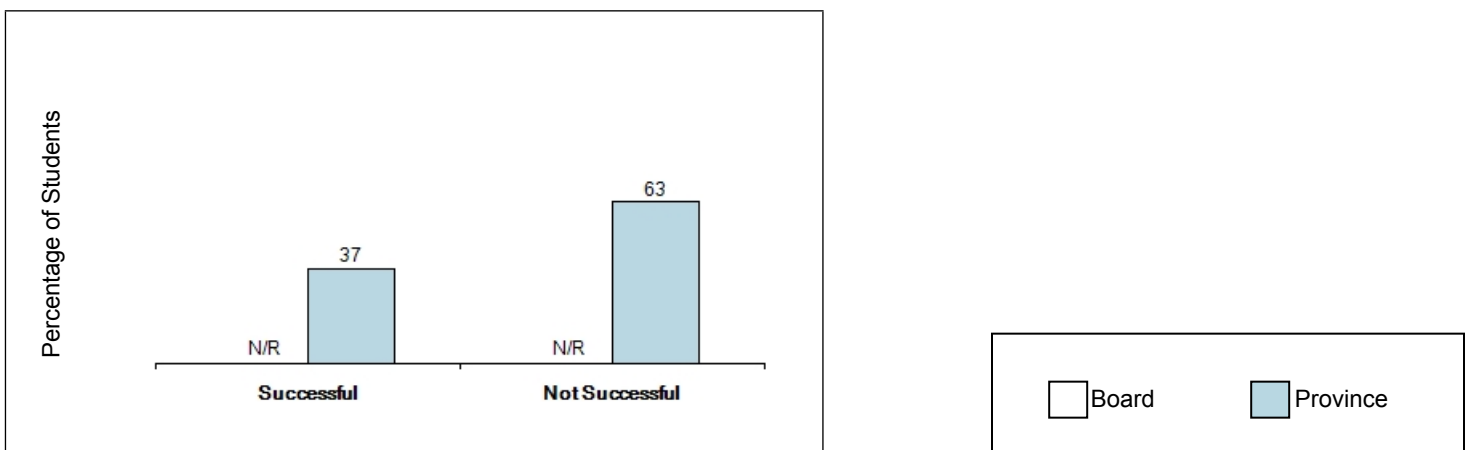
Results for English Language Learners*

	Results for English Language Learners Previously Eligible Students			
	All		Fully Participating	
	Board # = N/R	Province # = 10 545	Board # = N/R	Province # = 5 547
Successful	N/R	N/R	N/R	37%
Not Successful	N/R	N/R	N/R	63%
Fully Participating	N/R	N/R	N/R	53%
Absent	N/R	N/R	N/R	5%
Deferred	N/R	N/R	N/R	24%
OSSLC	N/R	N/R	N/R	18%

Results for All Previously Eligible English Language Learners*



Results for Fully Participating Previously Eligible English Language Learners*



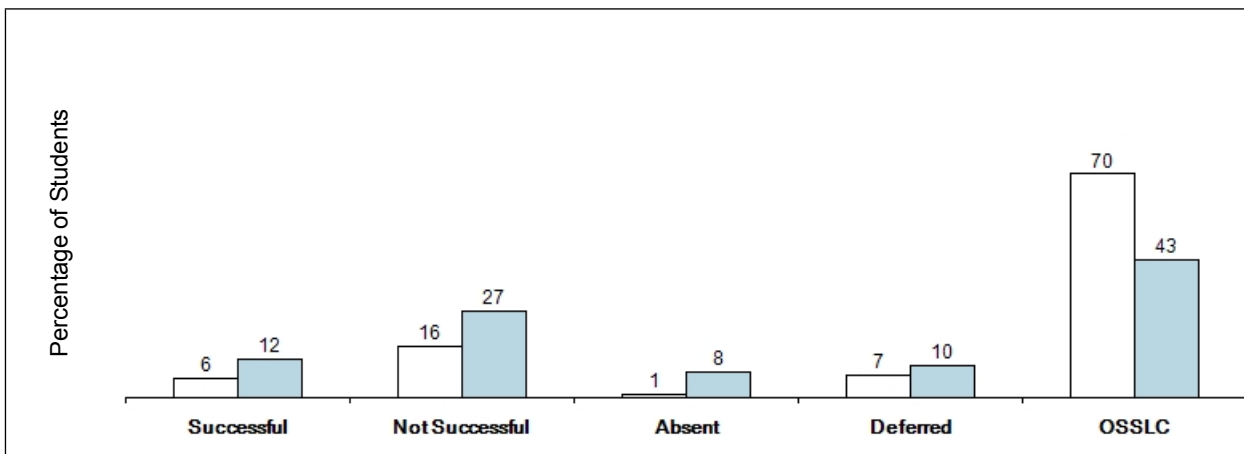
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Ontario Secondary School Literacy Test, 2017–2018

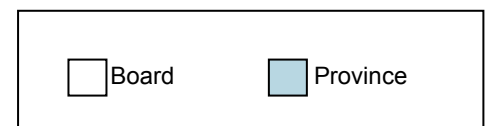
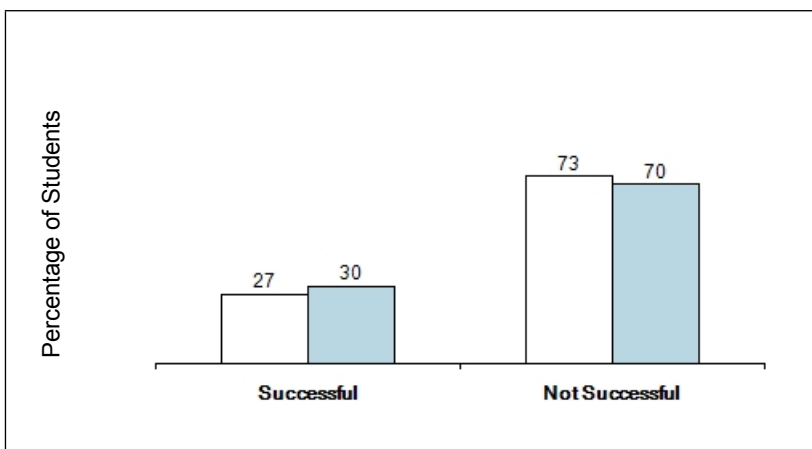
Results for Students with Special Education Needs (excluding gifted)*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students			
	All		Fully Participating	
	Board # = 182	Province # = 21 976	Board # = 41	Province # = 8 536
Successful	11	6%	12%	27%
Not Successful	30	16%	27%	73%
Fully Participating	41	23%	39%	
Absent	1	1%	8%	
Deferred	13	7%	10%	
OSSLC	127	70%	43%	

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



Results for Fully Participating Previously Eligible Students with Special Education Needs (excluding gifted)*



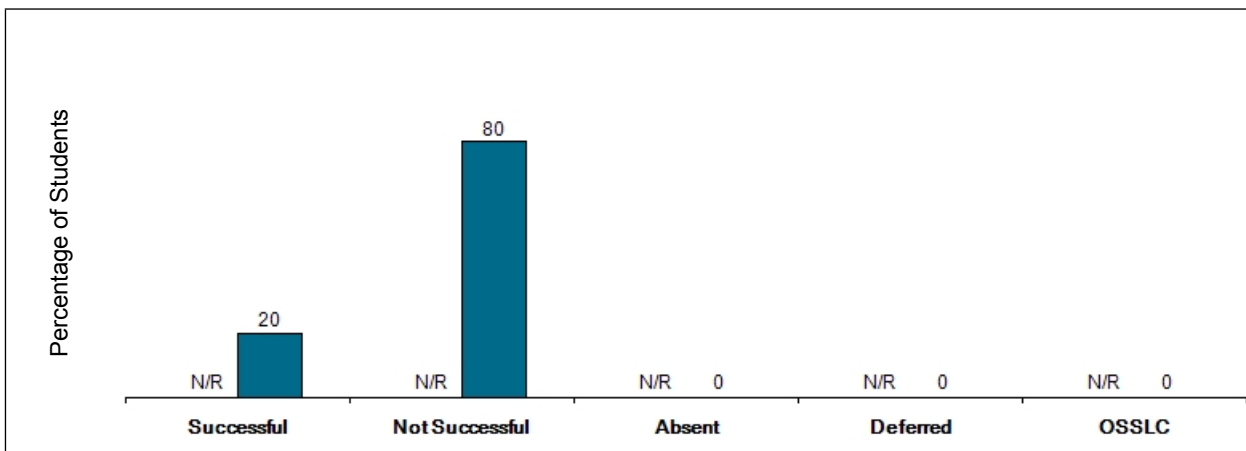
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Ontario Secondary School Literacy Test, 2017–2018

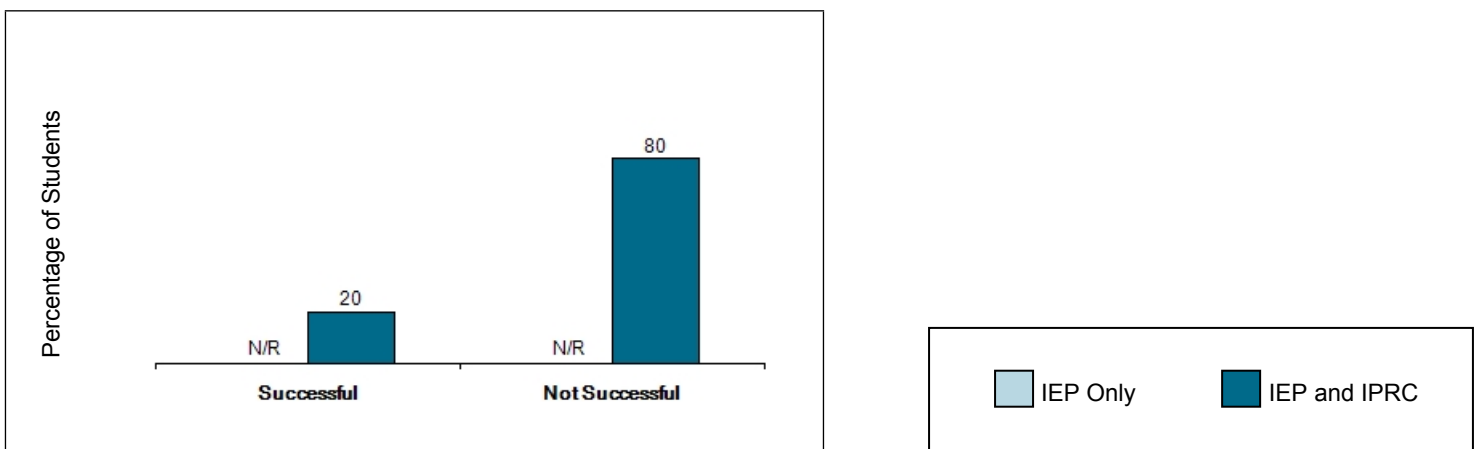
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = N/R		IEP and IPRC # = 25		IEP Only # = N/R	IEP and IPRC # = 25
Successful	N/R	N/R	5	20%	N/R	20%
Not Successful	N/R	N/R	20	80%	N/R	80%
Fully Participating	N/R	N/R	25	100%		
Absent	N/R	N/R	0	0%		
Deferred	N/R	N/R	0	0%		
OSSLC	N/R	N/R	0	0%		

Board Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



Board Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



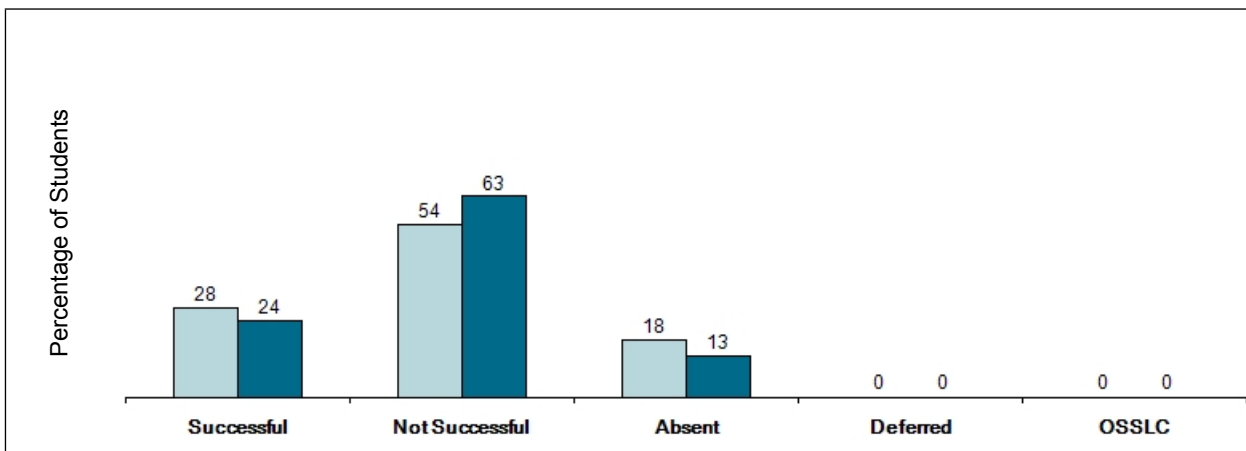
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Ontario Secondary School Literacy Test, 2017–2018

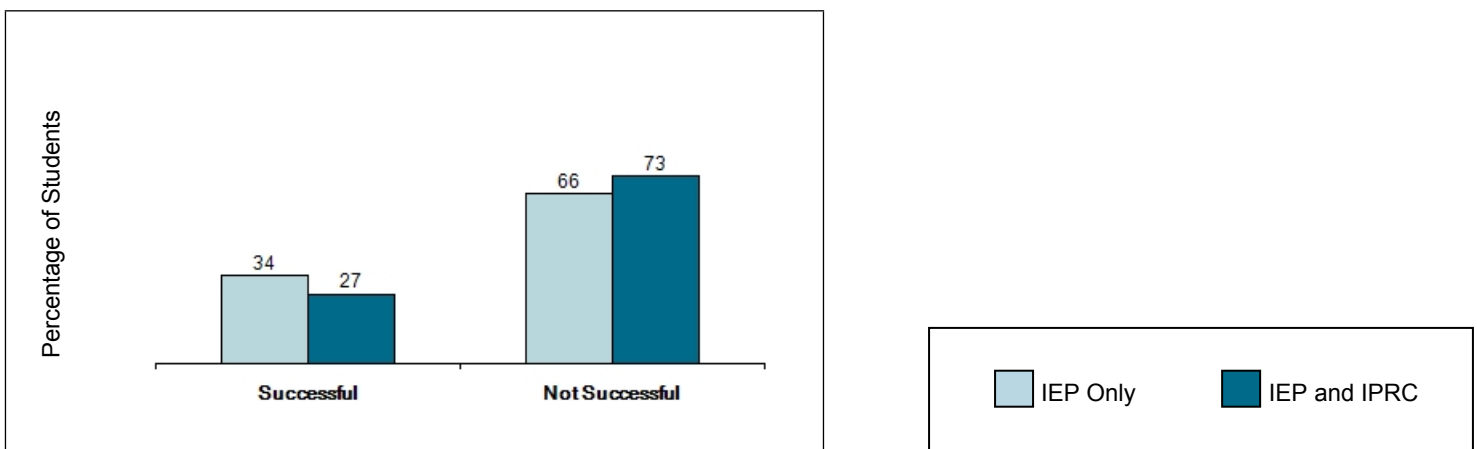
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 3 393		IEP and IPRC # = 4 471		IEP Only # = 2 769	IEP and IPRC # = 3 900
Successful	945	28%	1 069	24%	34%	27%
Not Successful	1 824	54%	2 831	63%	66%	73%
Fully Participating	2 769	82%	3 900	87%		
Absent	624	18%	571	13%		
Deferred	0	0%	0	0%		
OSSLC	0	0%	0	0%		

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



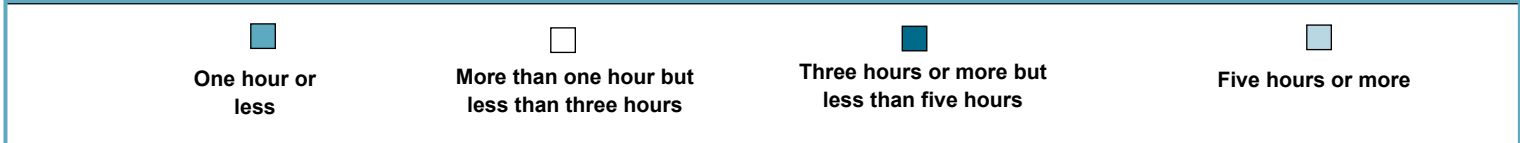
Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)*



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

Ontario Secondary School Literacy Test, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 147)



TYPES OF MATERIALS STUDENTS READ IN ENGLISH		Percentage of Students*				Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"
1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).		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	
non-fiction books, e.g., biographies		74	17	5		12
comics			90	6		5
Web sites, e-mail, chat messages, blogs		24	24	22	29	76
letters			93	5		0
magazines			90	6		2
manuals, instructions			86	10		3
newspapers			88	7		3
novels, fiction, short stories		65	20	10	4	20
song lyrics, poems		53	24	12	9	30
religious or spiritual writings			83	10		5

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.

on social media (Twitter, Facebook, blogs) or texting		24	27	18	30	70
letters, journals, diaries			87	8		5
notes, directions, instructions			81	16		3
song lyrics, poems		75	10	10	4	20
stories, fiction			86	9		6
work-related writing		65	22	9		16

* 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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 147)

HOME COMPUTER USE		Percentage of Students*	Number of students
3. Indicate how often you use a computer at home for homework (choose one only).			
I don't have a computer at home		12	18
I never or hardly ever use the computer for homework		27	39
I use the computer once or twice a month for homework		12	17
I use the computer once or twice a week for homework		29	42
I use the computer almost every day for homework		20	30
LANGUAGE BACKGROUND			
4. Is English the first language you learned at home?			
yes		91	134
no		9	13
5. What languages do you speak at home (choose one only)?			
only or mostly English		90	132
another language (or other languages) as often as English		7	10
only or mostly another language (or other languages)		1	2
<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Yes	No		
TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME		Percentage of Students*	Number of students who answered "Yes"
6. Indicate what English-language materials you have at home (print or electronic).			
dictionaries, encyclopedias		56 43	83
books		90 10	132
newspapers		74 25	109
magazines		68 31	100

* 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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 147)	Female* (# = 59)	Male* (# = 88)	All (# = 23 913)	Female* (# = 9 776)	Male* (# = 14 137)
HOME COMPUTER USE						
Percentage of students indicating that they						
have a computer at home.	87%	95%	82%	89%	91%	88%
use the computer almost every day for homework.	20%	32%	12%	28%	32%	24%
TYPES OF MATERIALS STUDENTS READ IN ENGLISH						
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	8%	12%	6%	14%	16%	12%
comics	3%	3%	3%	6%	6%	7%
Web sites, e-mail, chat messages, blogs	52%	56%	49%	51%	57%	46%
letters	0%	0%	0%	3%	3%	3%
magazines	1%	2%	1%	2%	3%	2%
manuals, instructions	2%	2%	2%	4%	3%	5%
newspapers	2%	2%	2%	2%	2%	3%
novels, fiction, short stories	14%	27%	5%	19%	27%	13%
song lyrics, poems	20%	27%	16%	29%	33%	26%
religious or spiritual writings	3%	2%	5%	6%	7%	6%
TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME						
Indicate what English-language materials you have at home (print or electronic).			Percentage of students			
dictionaries, encyclopedias	56%	66%	50%	71%	73%	70%
books	90%	98%	84%	90%	93%	88%
newspapers	74%	75%	74%	63%	62%	64%
magazines	68%	68%	68%	59%	59%	58%
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.			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	48%	56%	42%	49%	55%	45%
letters, journals, diaries	3%	8%	0%	5%	8%	3%
notes, directions, instructions	2%	2%	2%	8%	9%	7%
song lyrics, poems	14%	14%	14%	17%	18%	16%
stories, fiction	4%	10%	0%	8%	12%	6%
work-related writing	11%	15%	8%	17%	21%	14%

* 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, 2017–2018

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 147)	Female* (# = 59)	Male* (# = 88)	All (# = 23 913)	Female* (# = 9 776)	Male* (# = 14 137)
LANGUAGE BACKGROUND						
Percentage of students indicating that the first language they learned at home was						
other than English.	9%	10%	8%	36%	39%	34%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	90%	86%	92%	58%	54%	61%
another language (or other languages) as often as English	7%	12%	3%	23%	26%	22%
only or mostly another language (or other languages)	1%	0%	2%	17%	19%	16%

* Includes only students for whom gender data were available.

** Percentages may not add up to 100, due to rounding or to missing responses.

Ontario Secondary School Literacy Test, 2017–2018

EXPLANATION OF TERMS	
First-Time Eligible Students	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.
Previously Eligible Students	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.
All Eligible Students	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).
Fully Participating Students	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.
Successful	Students who fully participated in the OSSLT and received a score that met the expected standard.
Not Successful	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
Absent	Students who did not submit work for one or both sessions due to absence or for other reasons.
Deferred	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.
OSSLC	Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site (www.edu.gov.on.ca). All students identified as planning to fulfill the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) are reported as previously eligible students. If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC.
Exempted	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.
English Language Learners	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 (2007)</i> .
English Language Learners Receiving Special Provisions	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 with Special Education Needs (excluding gifted)	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.
Students with Special Education Needs Receiving Accommodations (excluding gifted)	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 (2016)</i> and EQAO's <i>How to Administer the OSSLT</i> .
N/R	"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.
N/D	"No data available" is used to indicate that there were no students in the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact personnel at the board.