



School Board Report

First-Time Eligible Students



Ontario Secondary School Literacy Test, 2016–2017

Board: Lambton Kent District School Board (66036)

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 school and board 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 assessments 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 particularly valuable as an 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 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 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 to monitor the progress of their initiatives. Because of this, EQAO data have served as a catalyst for improving student achievement since the inception of the agency, in 1996.

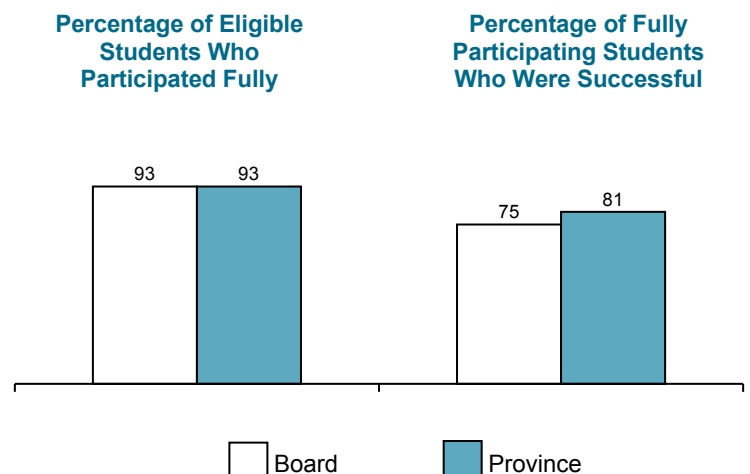
We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students meet, at the minimum, the provincial standard.

Sincerely,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

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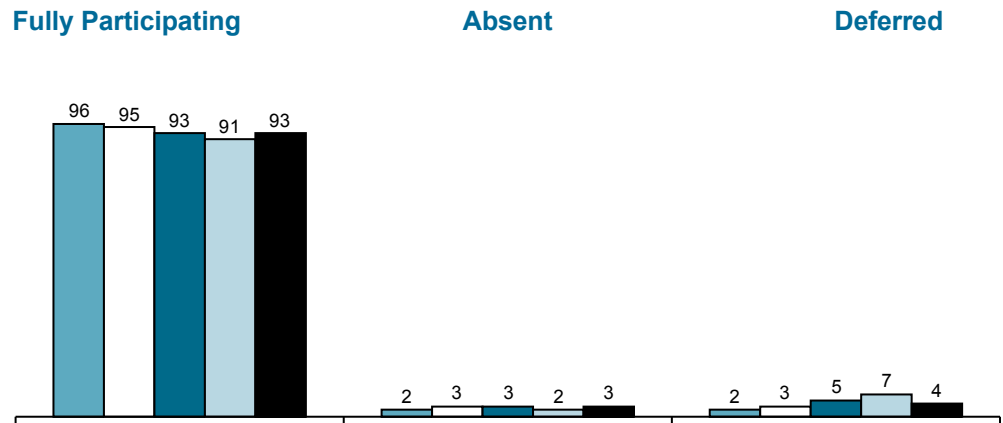
FIRST-TIME ELIGIBLE STUDENTS, 2016–2017: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



Ontario Secondary School Literacy Test, 2016–2017

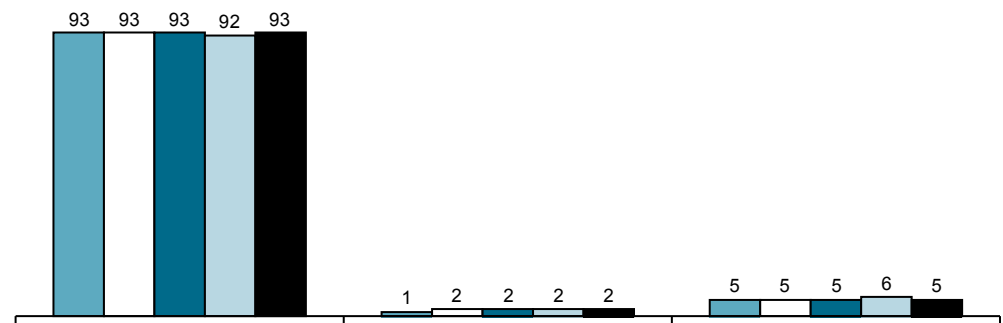
PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*



BOARD

PROVINCE



2012–2013

2013–2014

2014–2015

2015–2016

2016–2017

Number of 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	1 848	1 826	1 680	1 620	1 709
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

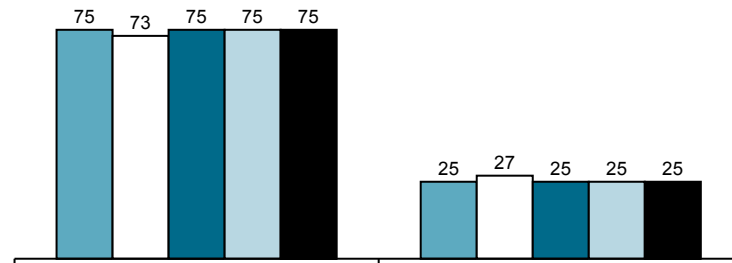
ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*

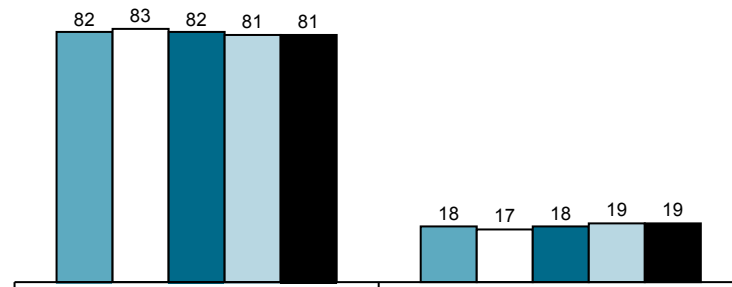
Successful

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	1 768	1 726	1 556	1 473	1 590
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.

Ontario Secondary School Literacy Test, 2016–2017

Contextual Information

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

	Board		Province	
Enrolment				
Number of first-time eligible students	1 709		136 492	
Number of schools with first-time eligible students	12		785	
Number of students who were exempted	40		1 252	
	Number	Percent	Number	Percent
Participation in the Test				
Of all first-time eligible students, those who participated fully in the assessment	1 590	93%	127 142	93%
Of all first-time eligible students, those who were absent	52	3%	2 297	2%
Of all first-time eligible students, those who were deferred	67	4%	7 053	5%
Gender[†] Based on number of first-time eligible students				
Female	833	49%	66 832	49%
Male	876	51%	69 659	51%
Gender not specified	0	0%	1	<1%
Student Status[†] Based on number of first-time eligible students				
English language learners*	22	1%	9 580	7%
English language learners receiving special provisions**	8	1%	5 713	4%
Students with special education needs (excluding gifted)*	470	28%	26 311	19%
Students with special education needs receiving accommodations (excluding gifted)**	300	19%	20 462	16%
Course Type in English[†] Based on number of first-time eligible students				
Academic	1 014	59%	100 950	74%
Applied	558	33%	27 006	20%
Locally developed	114	7%	3 958	3%
ESL/ELD	5	<1%	3 048	2%
Other	18	1%	1 527	1%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents:		1 483	119 666
First language learned at home was other than English	61	4%	27 108	23%
Speak only or mostly English at home	1 363	92%	86 143	72%
Speak another language (or other languages) as often as English at home	82	6%	23 415	20%
Speak only or mostly another language (or other languages) at home	17	1%	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	
Year Student Entered Current School†				
Year of the assessment	392	23%	13 215	10%
Year prior to the assessment	1 315	77%	120 080	88%
2 years prior to the assessment	0	0%	573	<1%
3 or more years prior to the assessment	0	0%	2 325	2%
Data not available	2	<1%	299	<1%
Year Student Entered Current Board†				
Year of the assessment	112	7%	7 242	5%
Year prior to the assessment	271	16%	19 225	14%
2 years prior to the assessment	39	2%	4 327	3%
3 or more years prior to the assessment	1 283	75%	98 358	72%
Data not available	4	<1%	7 340	5%

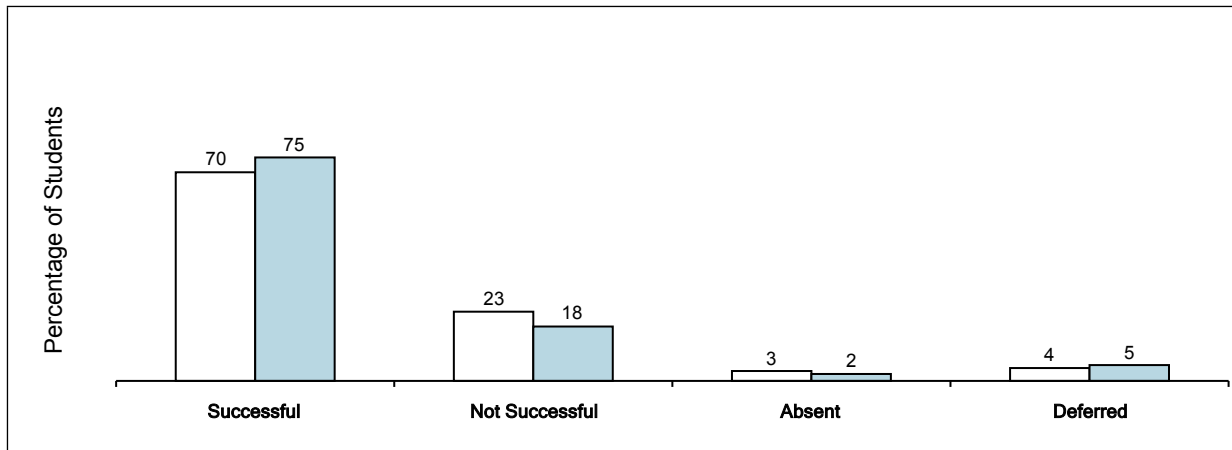
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Ontario Secondary School Literacy Test, 2016–2017

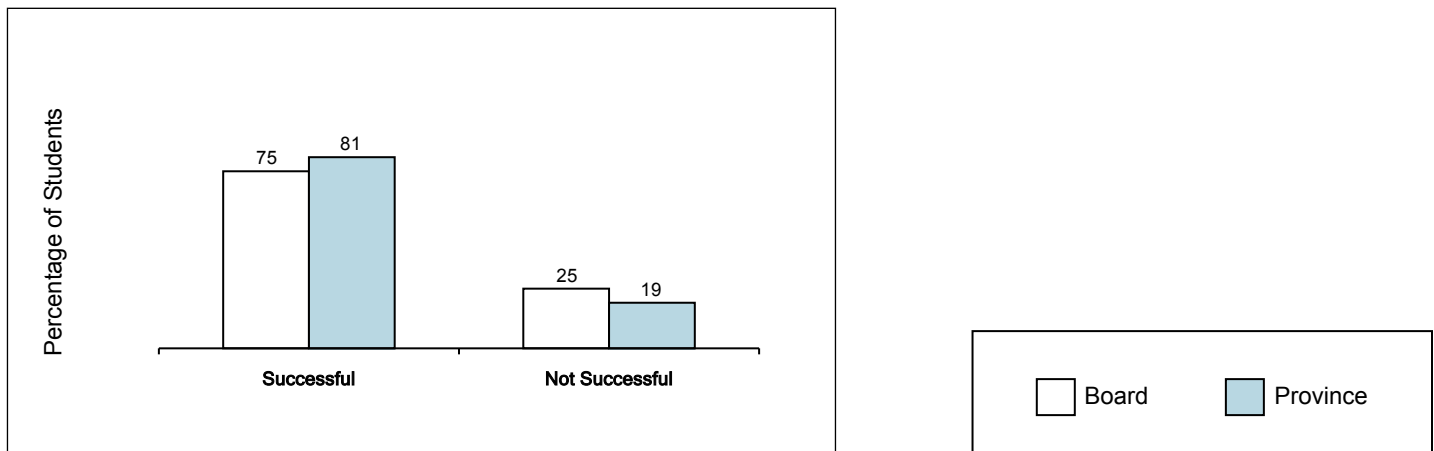
Results for All Students*

	Results for All Students First-Time Eligible Students			
	All		Fully Participating	
	Board # = 1 709	Province # = 136 492	Board # = 1 590	Province # = 127 142
Successful	1 194	70%	75%	81%
Not Successful	396	23%	25%	19%
Fully Participating	1 590	93%	93%	
Absent	52	3%	2%	
Deferred	67	4%	5%	

Results for All First-Time Eligible Students*



Results for Fully Participating First-Time Eligible Students*



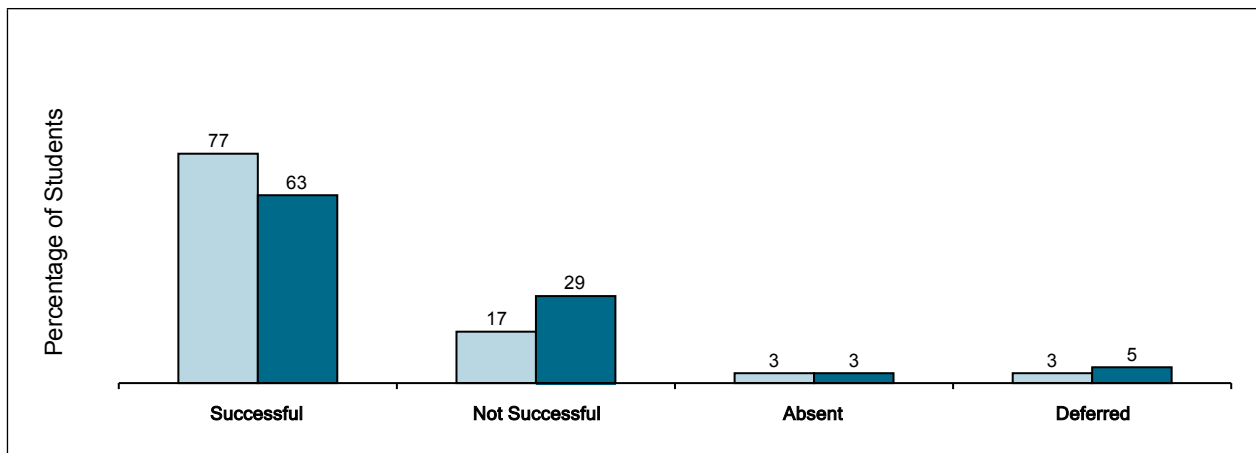
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Ontario Secondary School Literacy Test, 2016–2017

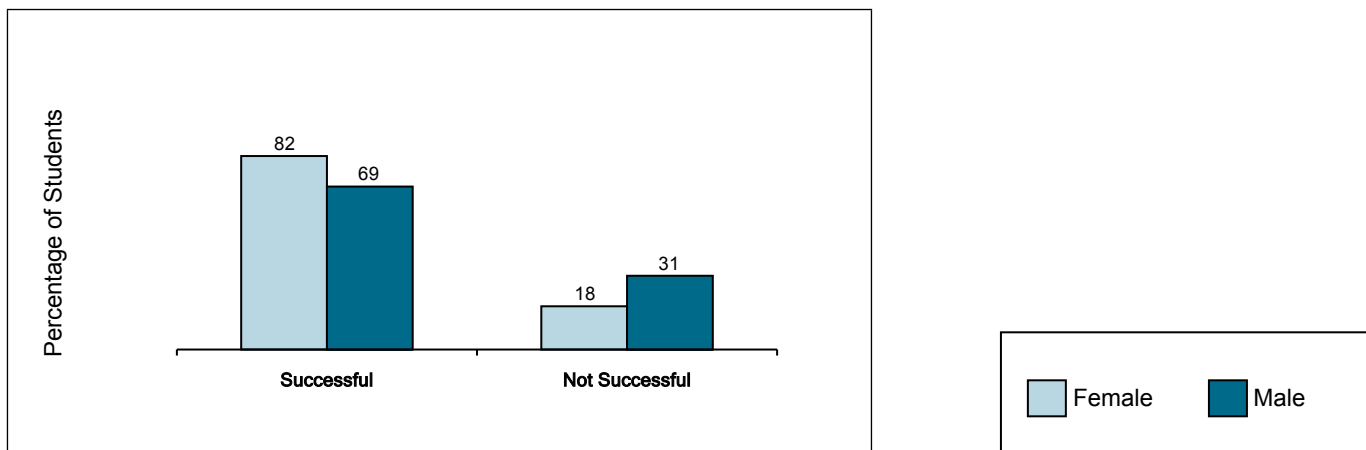
Board Results by Gender*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 833		Male # = 876		Female # = 784	Male # = 806
Successful	640	77%	554	63%	82%	69%
Not Successful	144	17%	252	29%	18%	31%
Fully Participating	784	94%	806	92%		
Absent	26	3%	26	3%		
Deferred	23	3%	44	5%		

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.

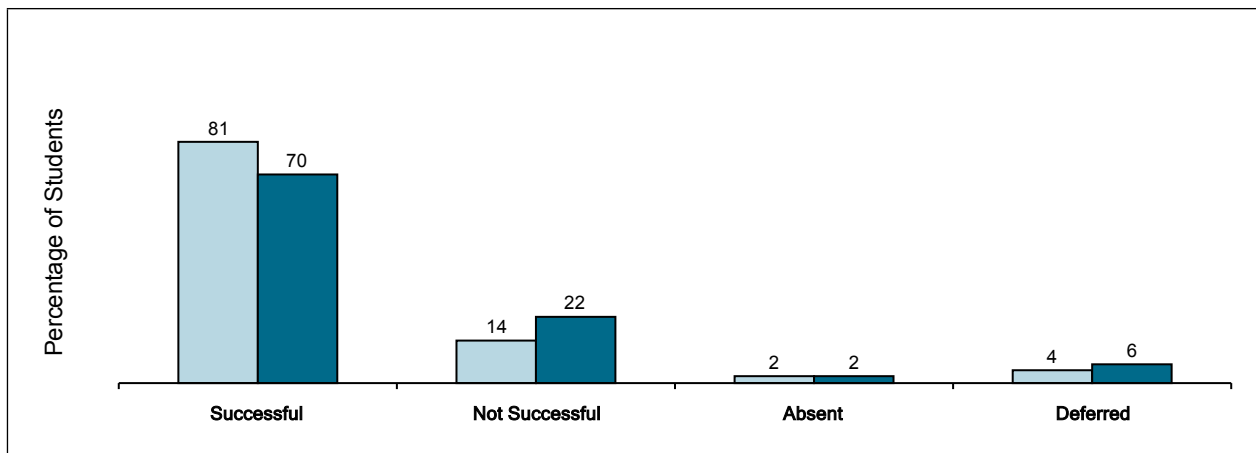
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2016–2017

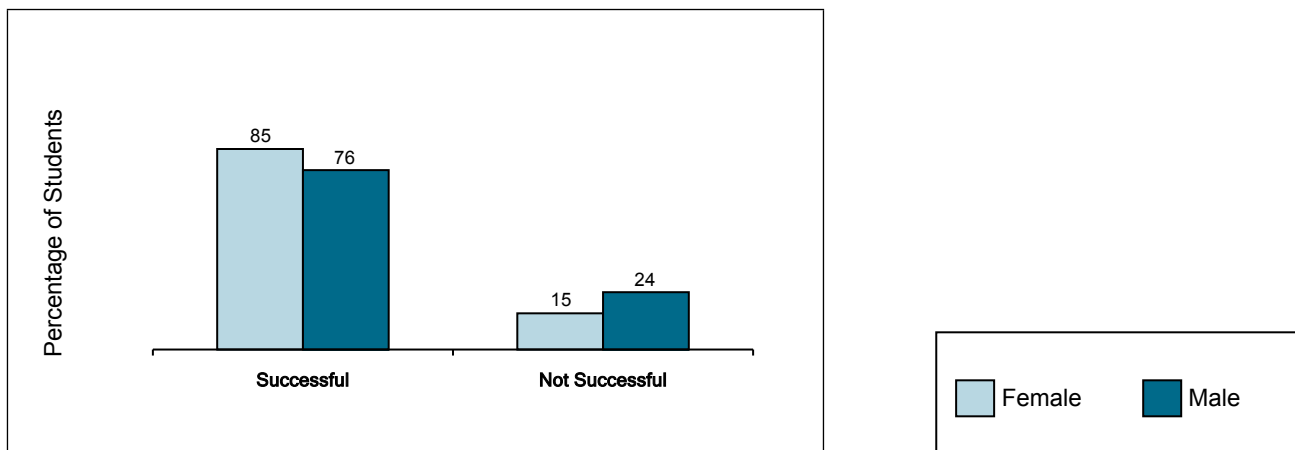
Provincial Results by Gender*†

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%
Fully Participating	62 991	94%	64 150	92%		
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.

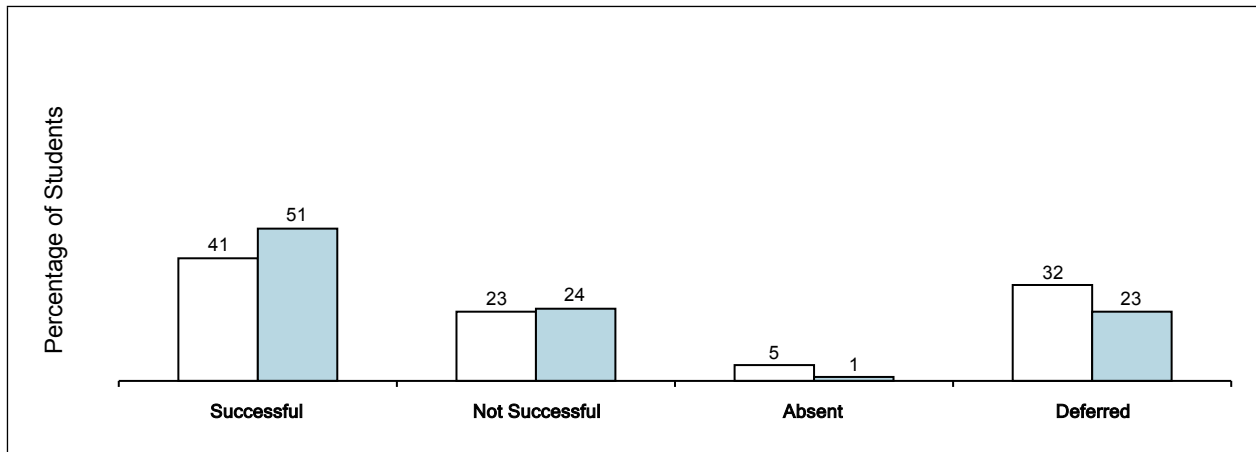
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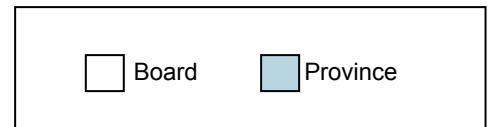
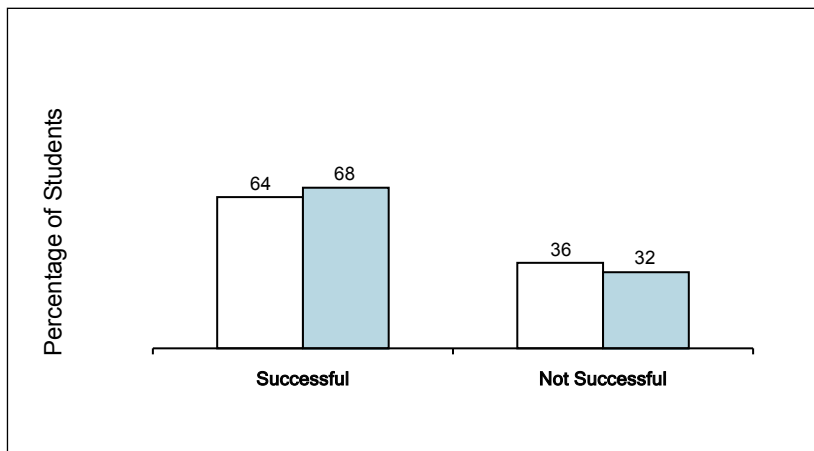
Results for English Language Learners*

Results for English Language Learners First-Time Eligible Students					
	All		Fully Participating		
	Board # = 22	Province # = 9 580	Board # = 14	Province # = 7 222	
Successful	9	41%	51%	64%	68%
Not Successful	5	23%	24%	36%	32%
Fully Participating	14	64%	75%		
Absent	1	5%	1%		
Deferred	7	32%	23%		

Results for All First-Time Eligible English Language Learners*



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



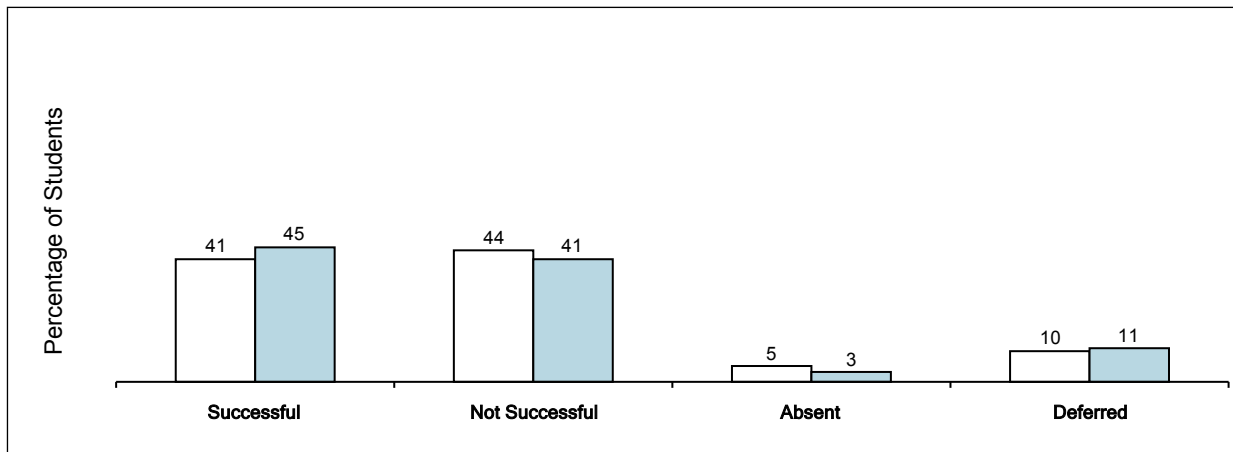
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Ontario Secondary School Literacy Test, 2016–2017

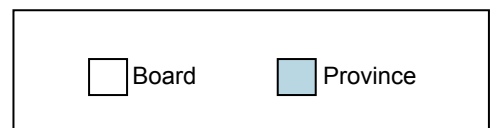
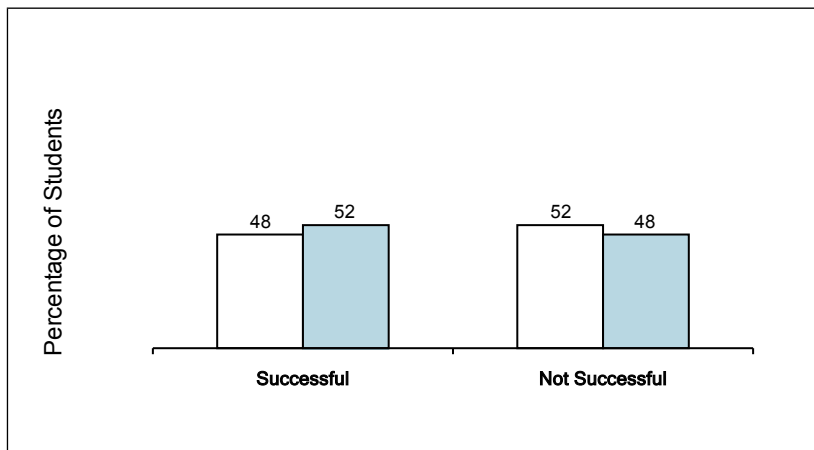
Results for Students with Special Education Needs (excluding gifted)*

	Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students			
	All		Fully Participating	
	Board # = 470	Province # = 26 311	Board # = 402	Province # = 22 566
Successful	193	41%	45%	48%
Not Successful	209	44%	41%	52%
Fully Participating	402	86%	86%	
Absent	23	5%	3%	
Deferred	45	10%	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)*



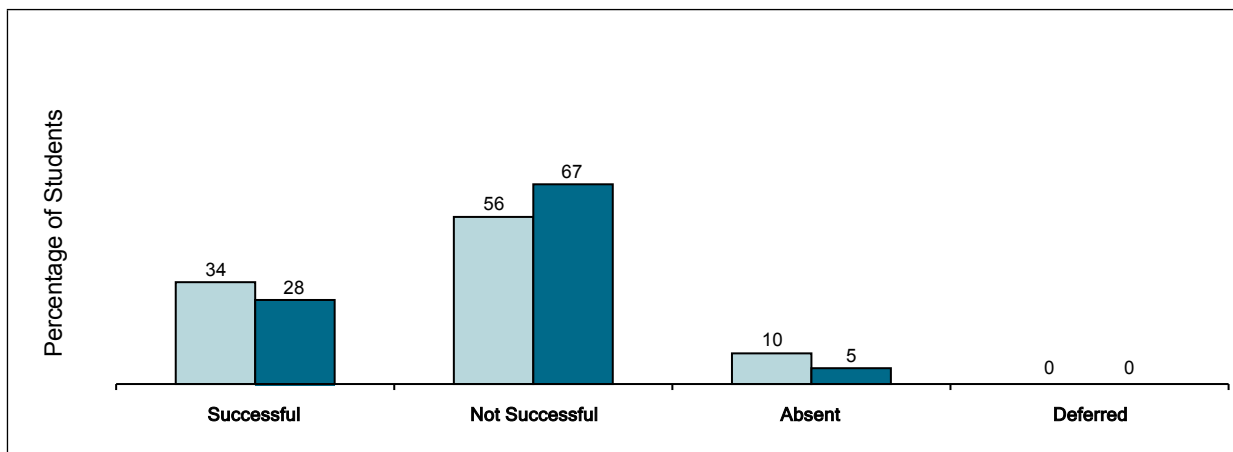
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Ontario Secondary School Literacy Test, 2016–2017

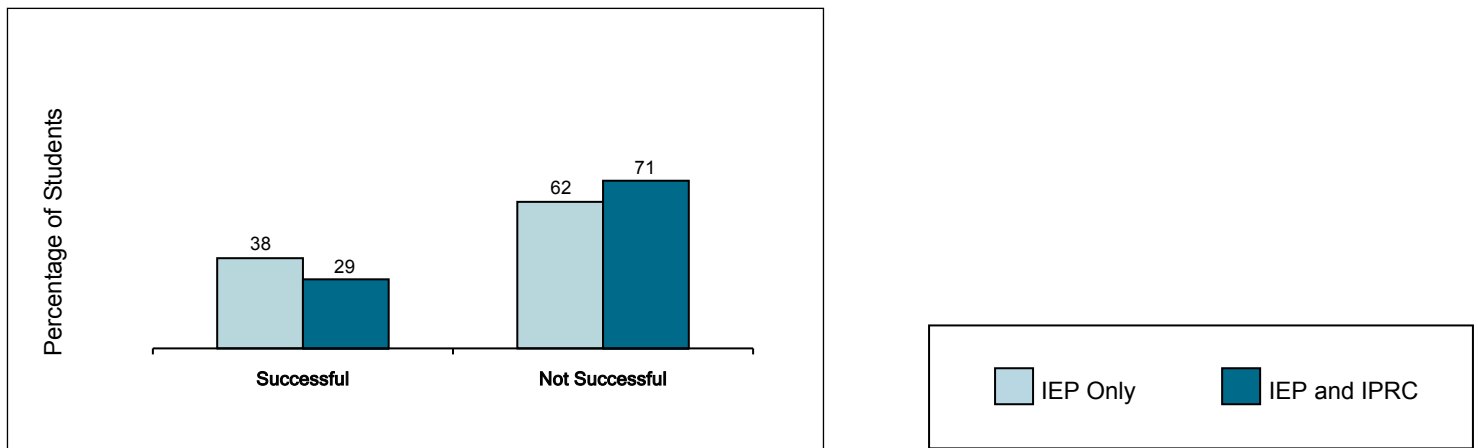
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*†

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 105		IEP and IPRC # = 216		IEP Only # = 95	IEP and IPRC # = 205
Successful	36	34%	60	28%	38%	29%
Not Successful	59	56%	145	67%	62%	71%
Fully Participating	95	90%	205	95%		
Absent	10	10%	11	5%		
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.

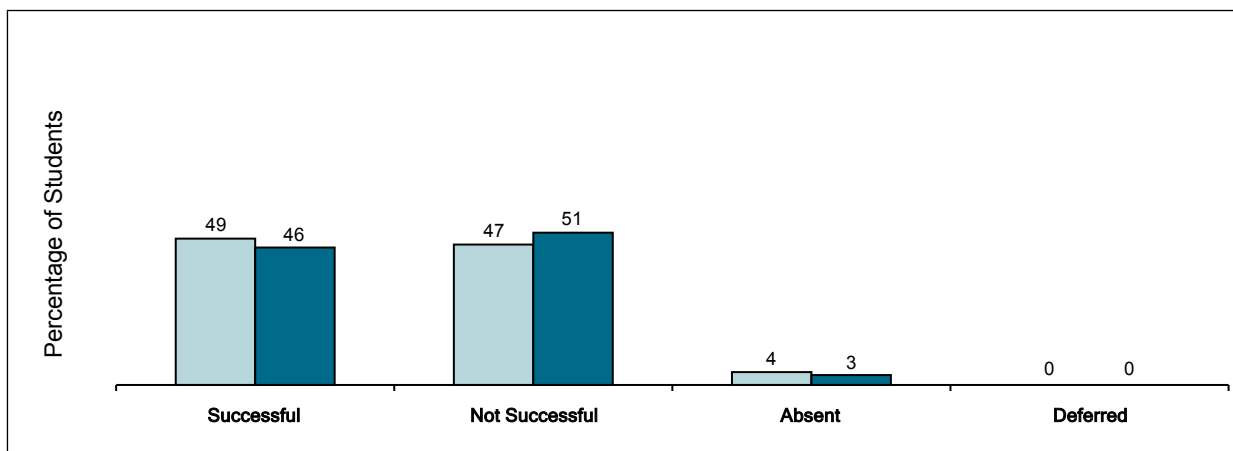
† Percentages are based on students who participated fully in the March administration.

Ontario Secondary School Literacy Test, 2016–2017

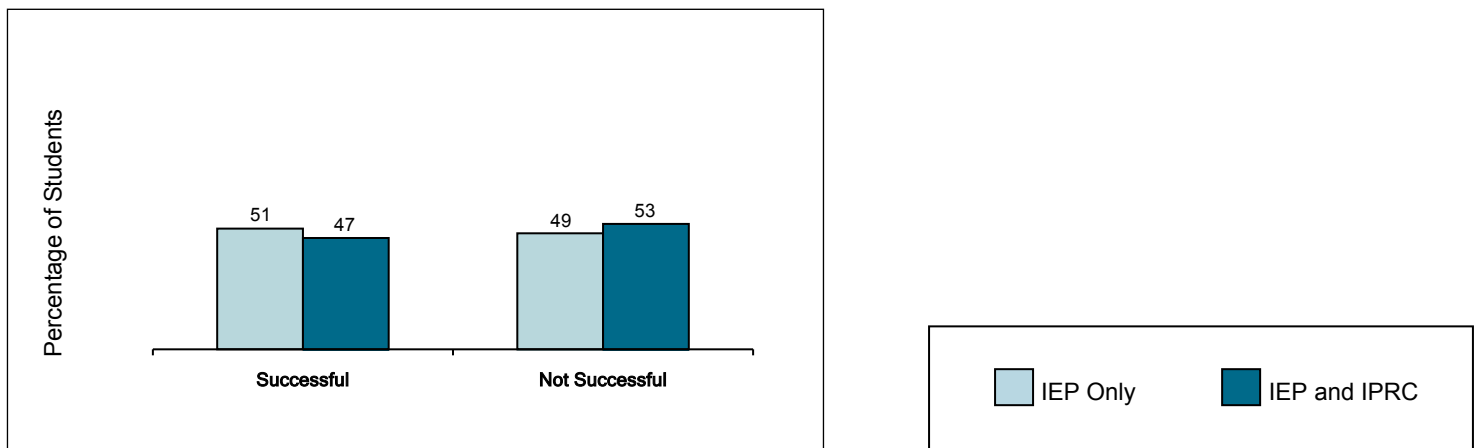
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*†

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%
Fully Participating	9 613	96%	10 849	97%		
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)*



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

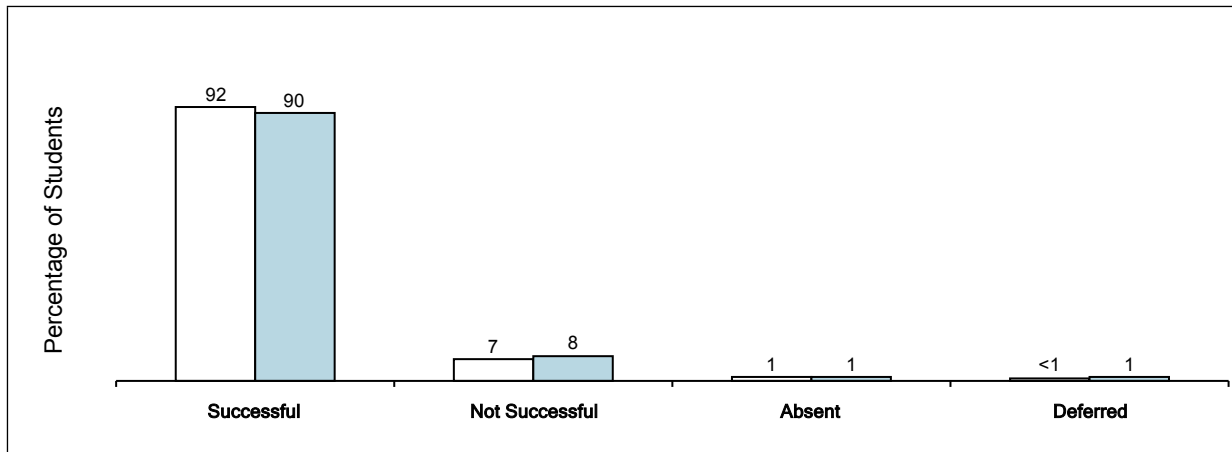
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Ontario Secondary School Literacy Test, 2016–2017

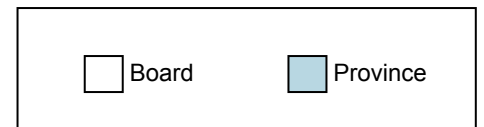
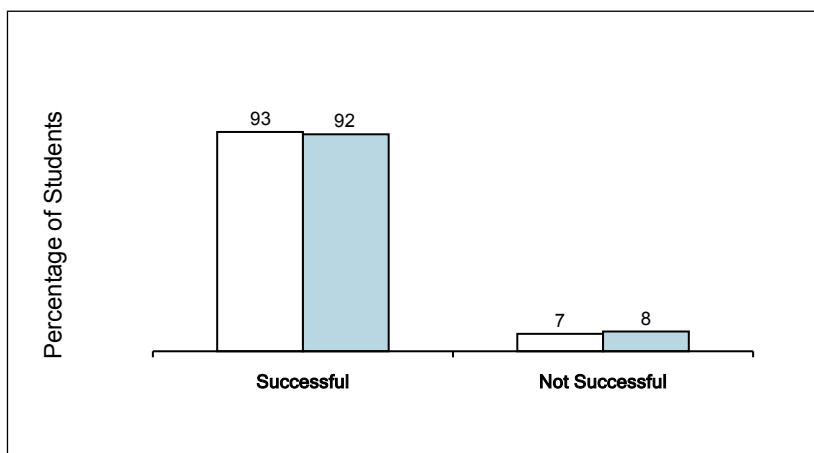
Results for Students Taking Academic English Course*

	Results for Students Taking Academic English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 1 014	Province # = 100 950	Board # = 1 000	Province # = 99 051
Successful	932	92%	90%	92%
Not Successful	68	7%	8%	8%
Fully Participating	1 000	99%	98%	
Absent	10	1%	1%	
Deferred	4	<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*



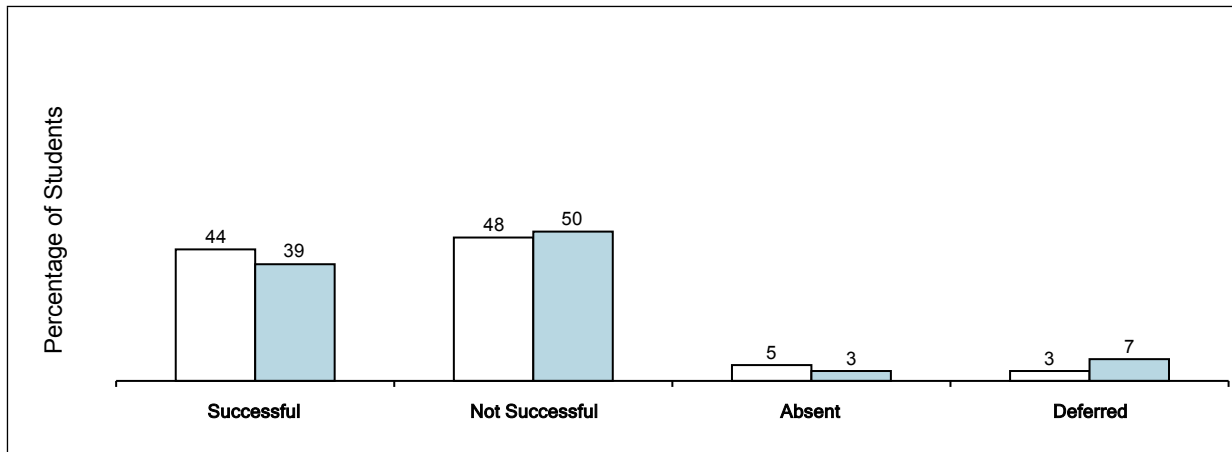
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Ontario Secondary School Literacy Test, 2016–2017

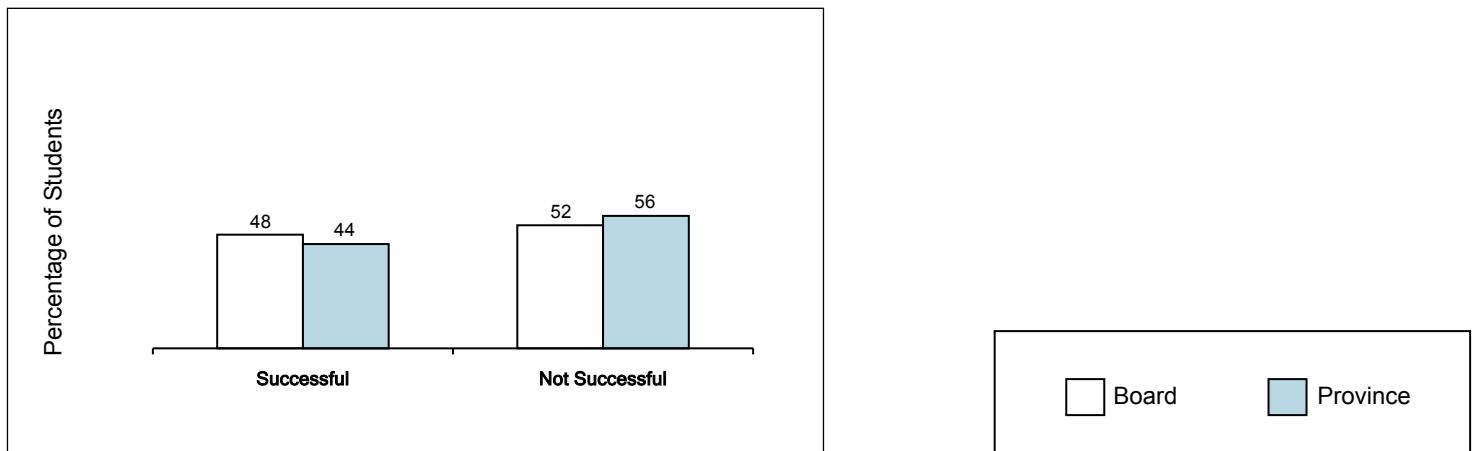
Results for Students Taking Applied English Course*

	Results for Students Taking Applied English Course First-Time Eligible Students				
	All		Fully Participating		
	Board # = 558	Province # = 27 006	Board # = 511	Province # = 24 233	
Successful	244	44%	39%	48%	44%
Not Successful	267	48%	50%	52%	56%
Fully Participating	511	92%	90%		
Absent	29	5%	3%		
Deferred	18	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*



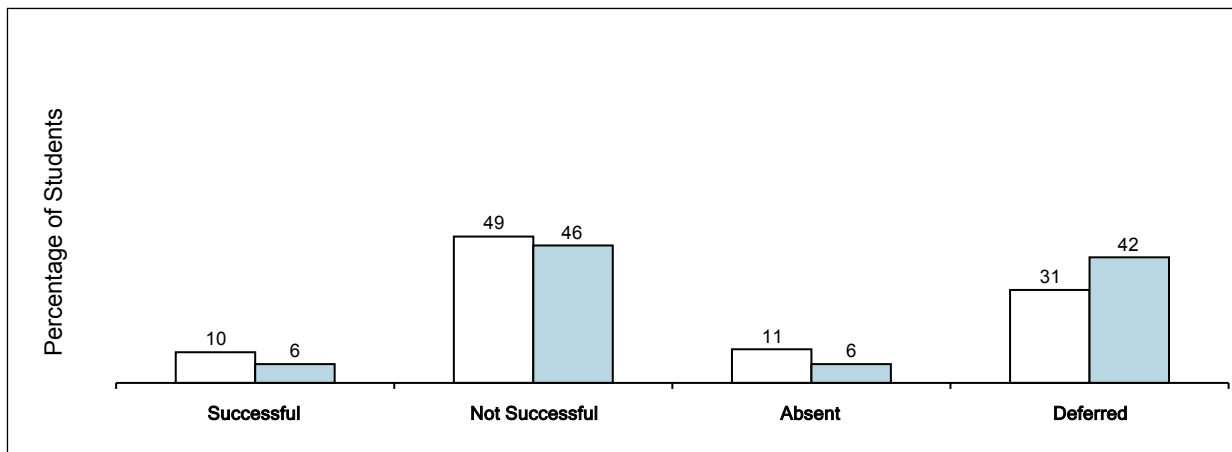
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Ontario Secondary School Literacy Test, 2016–2017

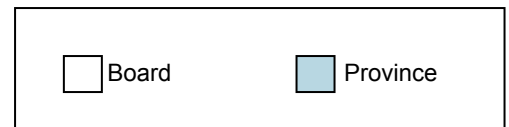
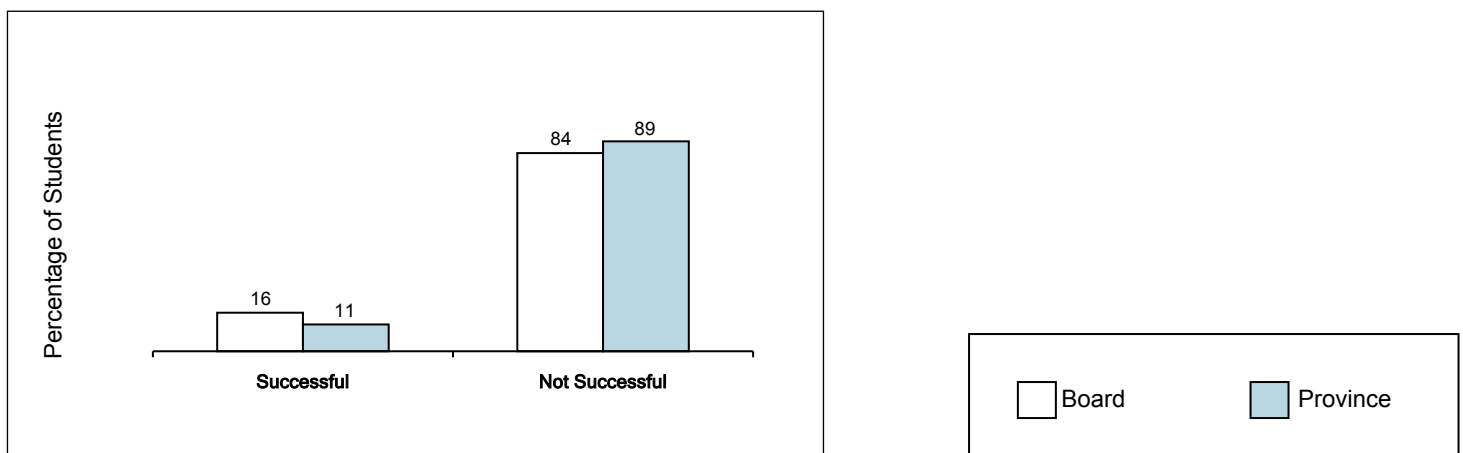
Results for Students Taking Locally Developed English Course*

	Results for Students Taking Locally Developed English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 114	Province # = 3 958	Board # = 67	Province # = 2 060
Successful	11	10%	6%	11%
Not Successful	56	49%	46%	89%
Fully Participating	67	59%	52%	
Absent	12	11%	6%	
Deferred	35	31%	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*



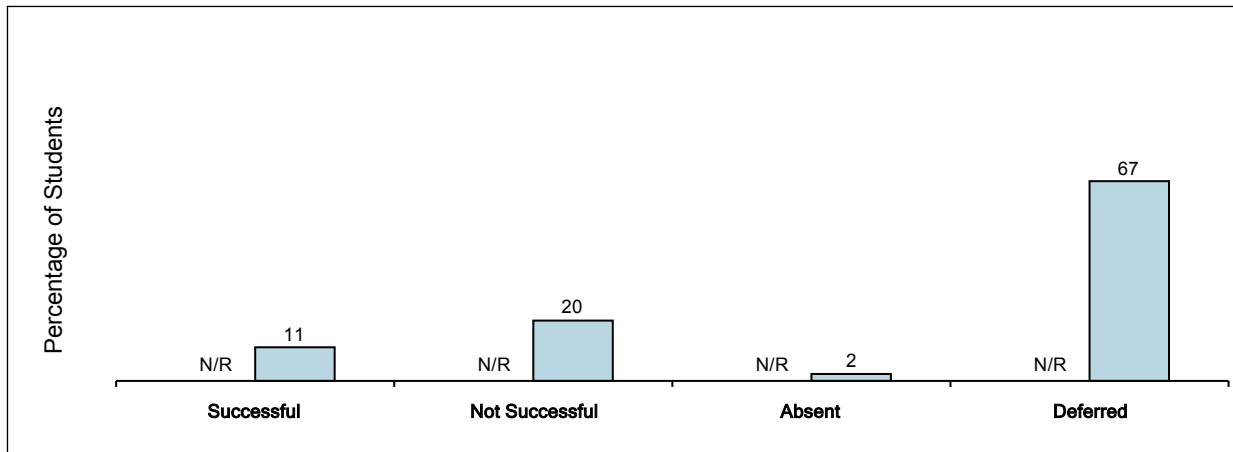
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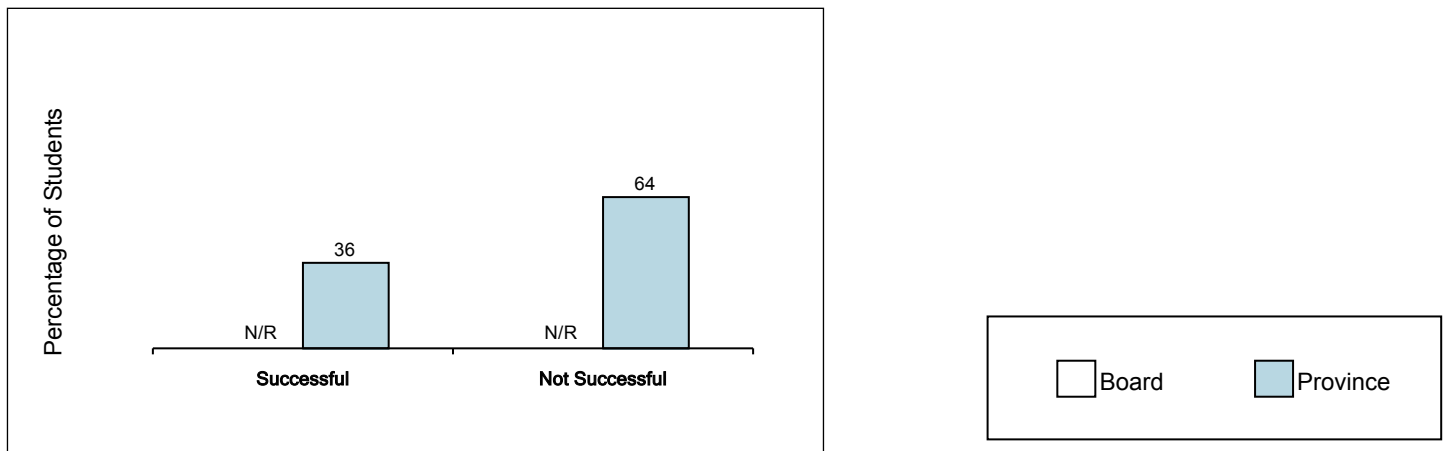
Results for Students Taking ESL/ELD Course*

	Results for Students Taking ESL/ELD Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = N/R	Province # = 3 048	Board # = N/R	Province # = 955
Successful	N/R	N/R	N/R	36%
Not Successful	N/R	N/R	N/R	64%
Fully Participating	N/R	N/R	31%	
Absent	N/R	N/R	2%	
Deferred	N/R	N/R	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
Enrolment					
Number of first-time eligible students	1 848	1 826	1 680	1 620	1 709
Number of schools with first-time eligible students	13	13	13	13	12
Number of students who were exempted	60	26	52	43	40
Participation in the Test					
Of all first-time eligible students, those who participated fully in the assessment	96%	95%	93%	91%	93%
Of all first-time eligible students, those who were absent	2%	3%	3%	2%	3%
Of all first-time eligible students, those who were deferred	2%	3%	5%	7%	4%
Gender[†] Based on number of first-time eligible students					
Female	50%	46%	49%	49%	49%
Male	50%	54%	51%	51%	51%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of first-time eligible students					
English language learners*	1%	2%	3%	2%	1%
English language learners receiving special provisions**	<1%	1%	1%	1%	1%
Students with special education needs (excluding gifted)*	24%	25%	24%	26%	28%
Students with special education needs receiving accommodations (excluding gifted)**	22%	23%	23%	23%	19%
Course Type in English[†] Based on number of first-time eligible students					
Academic	58%	56%	57%	56%	59%
Applied	35%	37%	35%	35%	33%
Locally developed	6%	6%	7%	7%	7%
ESL/ELD	<1%	<1%	0%	<1%	<1%
Other	1%	1%	1%	2%	1%
Language^{††} Based on Student Questionnaire data					
Number of Respondents:	1 722	1 683	1 448	1 377	1 483
First language learned at home was other than English	5%	5%	5%	5%	4%
Speak only or mostly English at home	91%	93%	94%	92%	92%
Speak another language (or other languages) as often as English at home	7%	5%	4%	5%	6%
Speak only or mostly another language (or other languages) at home	1%	1%	2%	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.

* 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)

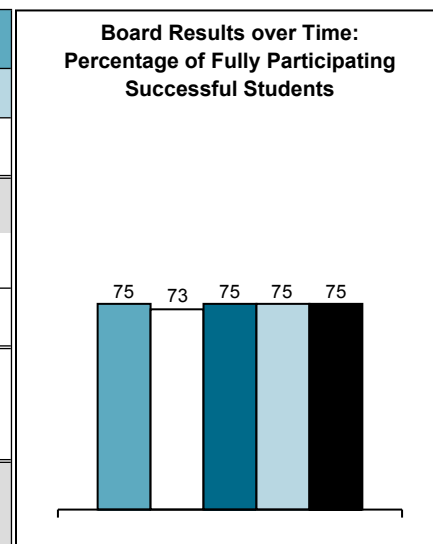
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Year Student Entered Current School†					
Year of the assessment				8%	23%
Year prior to the assessment				92%	77%
2 years prior to the assessment		These items were added in 2015–2016.		<1%	0%
3 or more years prior to the assessment				<1%	0%
Data not available				<1%	<1%
Year Student Entered Current Board†					
Year of the assessment				6%	7%
Year prior to the assessment				17%	16%
2 years prior to the assessment		These items were added in 2015–2016.		2%	2%
3 or more years prior to the assessment				75%	75%
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.

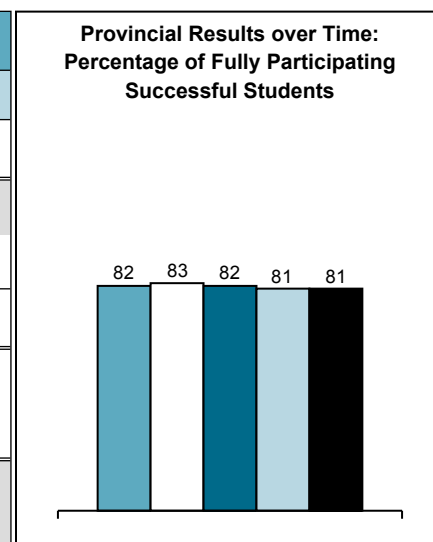
Ontario Secondary School Literacy Test, 2016–2017

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>	1 848		1 826		1 680		1 620		1 709	
Successful (all)	1 330	72%	1 260	69%	1 173	70%	1 103	68%	1 194	70%
Not Successful	438	24%	466	26%	383	23%	370	23%	396	23%
Fully Participating	1 768	96%	1 726	95%	1 556	93%	1 473	91%	1 590	93%
Absent	38	2%	51	3%	45	3%	38	2%	52	3%
Deferred	42	2%	49	3%	79	5%	109	7%	67	4%
Fully Participating Successful	1 330	75%	1 260	73%	1 173	75%	1 103	75%	1 194	75%



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	
Successful (all)	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%
Fully Participating	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%
Fully Participating Successful	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



Female Male

Number of First-Time Eligible Students†

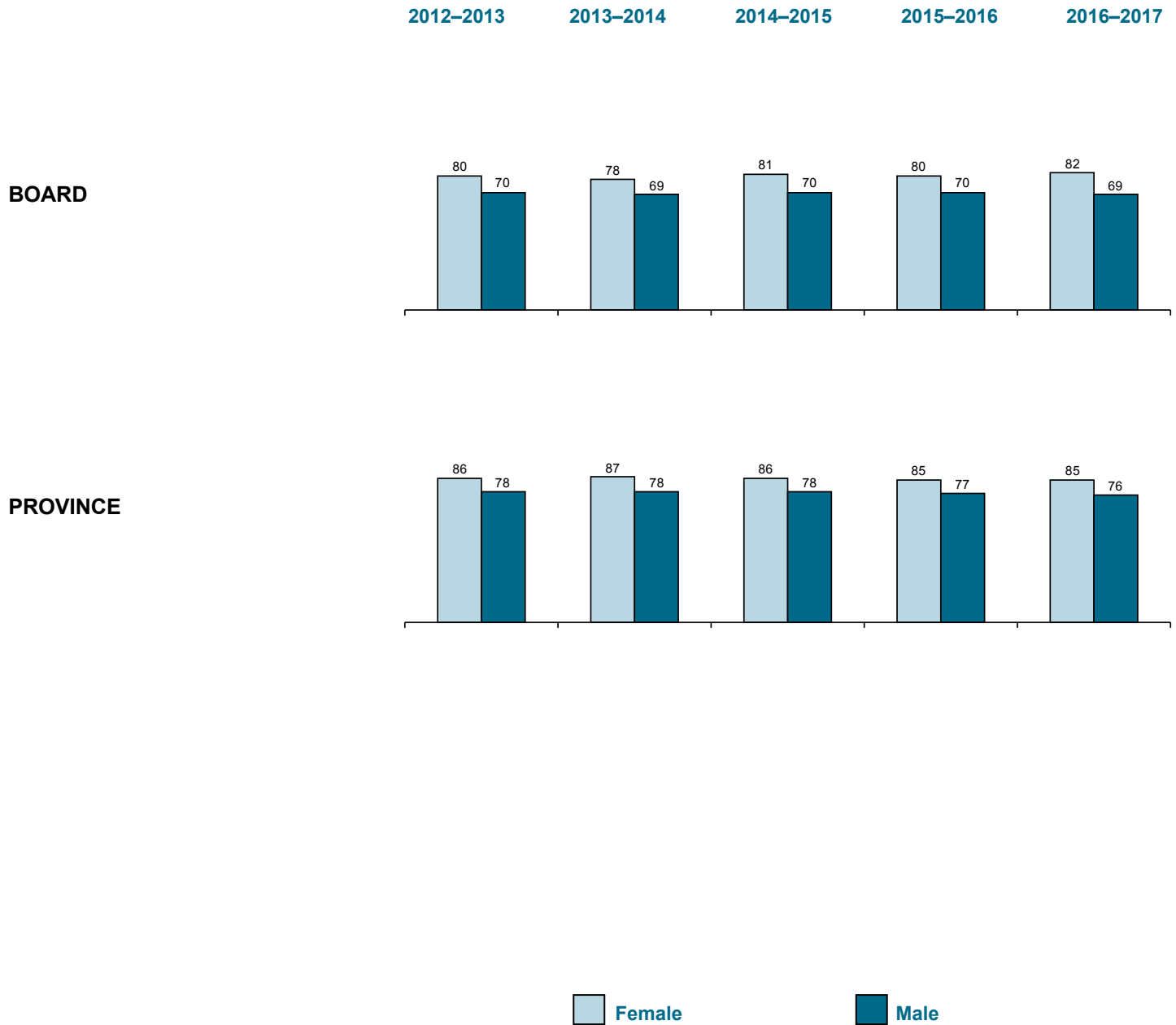
	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	930	918	843	983	818	862	792	828	833	876
Province	70 092	73 260	69 290	72 521	67 023	70 597	65 907	69 204	66 832	69 659

† 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

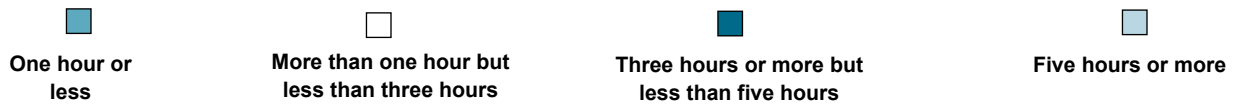
Number of Fully Participating First-Time Eligible Students†

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	888	880	799	927	758	798	739	734	784	806
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 (# = 1 483)



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	68	19	6	5	166
comics	84	9			64
Web sites, e-mail, chat messages, blogs	15	27	27	29	832
letters	91	5			20
magazines	85	11			30
manuals, instructions	82	12			38
newspapers	86	10			21
novels, fiction, short stories	49	26	12	9	324
song lyrics, poems	44	29	14	10	365
religious or spiritual writings	84	8			49

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	19	24	23	32	805
letter, journals, diaries	80	12	4		65
notes, directions, instructions	74	18			66
song lyrics, poems	67	16	7	5	190
stories, fiction	73	14	6		138
work-related writing	58	26	9		178

* 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 (# = 1 483)

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		119
I never or hardly ever use the computer for homework		219
I use the computer once or twice a month for homework		306
I use the computer once or twice a week for homework		516
I use the computer almost every day for homework		305

LANGUAGE BACKGROUND

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

yes		1 413
no		61

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

only or mostly English		1 363
another language (or other languages) as often as English		82
only or mostly another language (or other languages)		17



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		1 008
books		1 371
newspapers		1 137
magazines		993

* 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 (# = 1 483)	Female* (# = 738)	Male* (# = 745)	All (# = 119 666)	Female* (# = 59 706)	Male* (# = 59 959)
HOME COMPUTER USE Percentage of students indicating that they						
have a computer at home.	91%	91%	90%	95%	96%	95%
use the computer almost every day for homework.	21%	21%	20%	35%	36%	33%
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	11%	13%	10%	12%	13%	11%
comics	4%	4%	5%	5%	4%	6%
Web sites, e-mail, chat messages, blogs	56%	65%	47%	55%	62%	49%
letters	1%	2%	1%	1%	1%	1%
magazines	2%	3%	1%	2%	2%	2%
manuals, instructions	3%	1%	4%	2%	1%	3%
newspapers	1%	1%	2%	2%	2%	3%
novels, fiction, short stories	22%	30%	14%	26%	35%	16%
song lyrics, poems	25%	31%	19%	22%	27%	17%
religious or spiritual writings	3%	4%	3%	4%	4%	4%
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	68%	69%	67%	81%	83%	79%
books	92%	95%	90%	95%	96%	94%
newspapers	77%	78%	75%	75%	76%	75%
magazines	67%	69%	65%	68%	70%	67%
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	54%	63%	46%	53%	59%	46%
letters, journals, diaries	4%	7%	2%	4%	7%	2%
notes, directions, instructions	4%	5%	4%	6%	7%	5%
song lyrics, poems	13%	16%	10%	11%	12%	9%
stories, fiction	9%	13%	6%	9%	12%	5%
work-related writing	12%	15%	9%	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 (# = 1 483)	Female* (# = 738)	Male* (# = 745)	All (# = 119 666)	Female* (# = 59 706)	Male* (# = 59 959)
LANGUAGE BACKGROUND						
Percentage of students indicating that the first language they learned at home was						
other than English.	4%	4%	4%	23%	23%	23%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	92%	91%	93%	72%	72%	72%
another language (or other languages) as often as English	6%	7%	4%	20%	21%	19%
only or mostly another language (or other languages)	1%	1%	1%	7%	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	
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.
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</i> (2007).
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 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.
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</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.
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.