



School Board Report

First-Time Eligible Students



Ontario Secondary School Literacy Test, 2016–2017

Board: Peterborough Victoria Northumberland and Clarington CDSB (67067)

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,

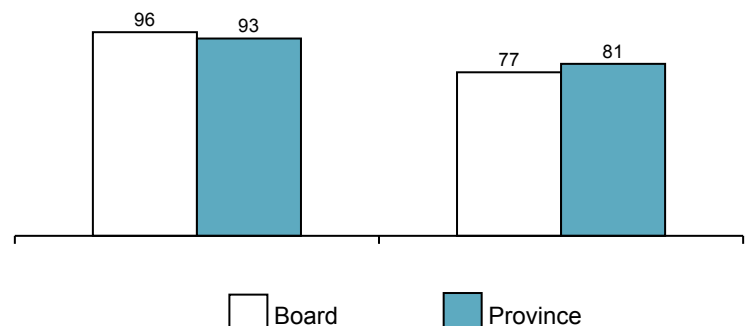
Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

WHERE TO FIND ...	PAGE
Summary of results.....	1
Participation rates: Over time.....	2
Achievement results: Over time.....	3
Tips for using this report.....	4
Contextual information.....	5
Detailed achievement results:	
All students.....	7
Students by gender.....	8
English language learners.....	10
Students with special education needs.....	11
Students with special education needs receiving accommodations.....	12
Students taking academic English course.....	14
Students taking applied English course.....	15
Students taking locally developed English course.....	16
Students taking ESL/ELD course.....	17
Contextual information: Over time.....	18
Percentage of successful students: Over time.....	20
Percentage of successful students by gender: Over time.....	21
Student questionnaire results.....	23
Explanation of terms.....	27

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

Percentage of Eligible Students Who Participated Fully

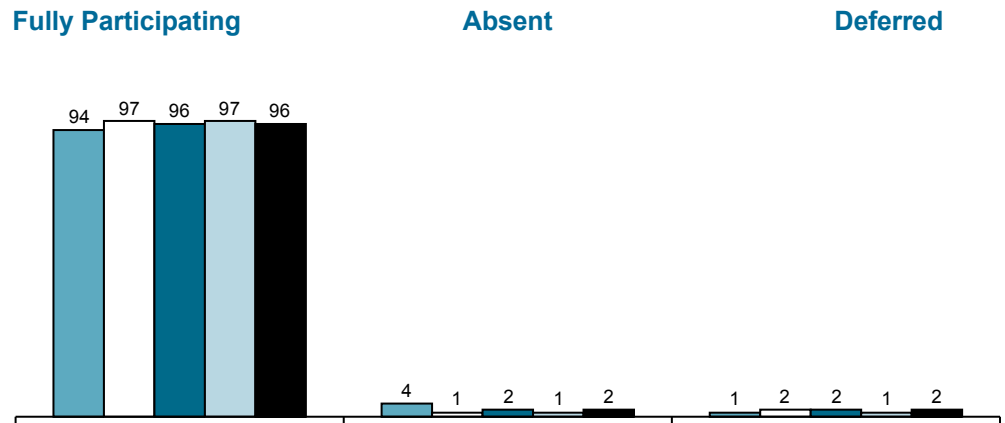
Percentage of Fully Participating Students Who Were Successful



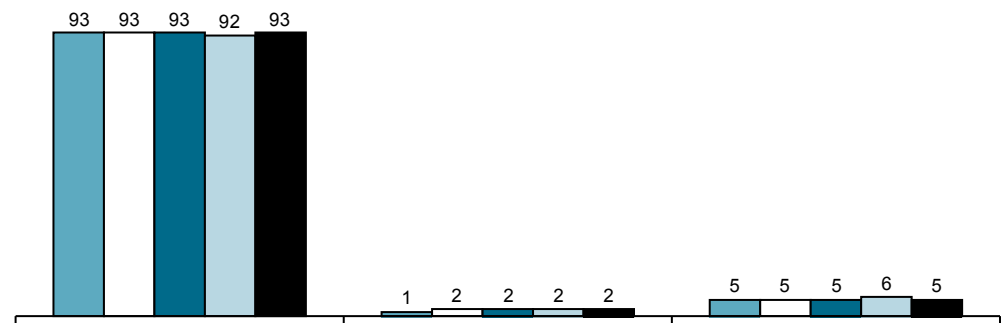
Ontario Secondary School Literacy Test, 2016–2017

PARTICIPATION RATES FOR ALL FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*



BOARD



PROVINCE



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	1 114	1 102	1 067	1 055	1 172
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

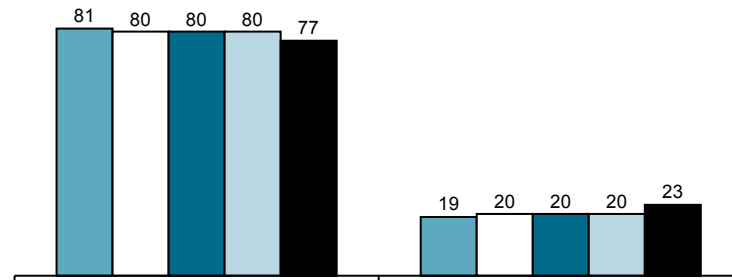
ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*

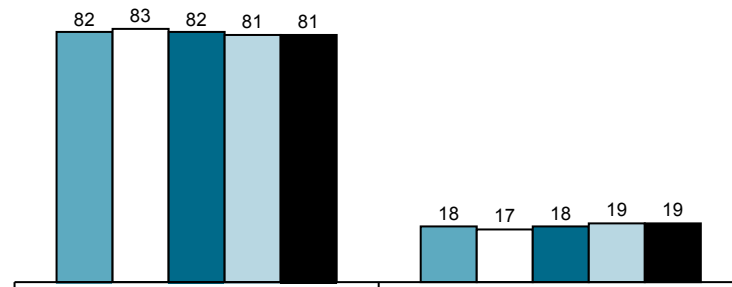
Successful

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	1 051	1 070	1 028	1 028	1 125
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	1 172		136 492	
Number of schools with first-time eligible students	6		785	
Number of students who were exempted	11		1 252	
	Number	Percent	Number	Percent
Participation in the Test				
Of all first-time eligible students, those who participated fully in the assessment	1 125	96%	127 142	93%
Of all first-time eligible students, those who were absent	19	2%	2 297	2%
Of all first-time eligible students, those who were deferred	28	2%	7 053	5%
Gender[†] Based on number of first-time eligible students				
Female	550	47%	66 832	49%
Male	622	53%	69 659	51%
Gender not specified	0	0%	1	<1%
Student Status[†] Based on number of first-time eligible students				
English language learners*	8	1%	9 580	7%
English language learners receiving special provisions**	7	1%	5 713	4%
Students with special education needs (excluding gifted)*	331	28%	26 311	19%
Students with special education needs receiving accommodations (excluding gifted)**	300	27%	20 462	16%
Course Type in English[†] Based on number of first-time eligible students				
Academic	762	65%	100 950	74%
Applied	359	31%	27 006	20%
Locally developed	43	4%	3 958	3%
ESL/ELD	1	<1%	3 048	2%
Other	7	1%	1 527	1%
Language^{††} Based on Student Questionnaire data				
	Number of Respondents:		119 666	
	1 057			
First language learned at home was other than English	52	5%	27 108	23%
Speak only or mostly English at home	958	91%	86 143	72%
Speak another language (or other languages) as often as English at home	66	6%	23 415	20%
Speak only or mostly another language (or other languages) at home	21	2%	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	73	6%	13 215	10%
Year prior to the assessment	1 098	94%	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	1	<1%	299	<1%
Year Student Entered Current Board†				
Year of the assessment	53	5%	7 242	5%
Year prior to the assessment	258	22%	19 225	14%
2 years prior to the assessment	22	2%	4 327	3%
3 or more years prior to the assessment	290	25%	98 358	72%
Data not available	549	47%	7 340	5%

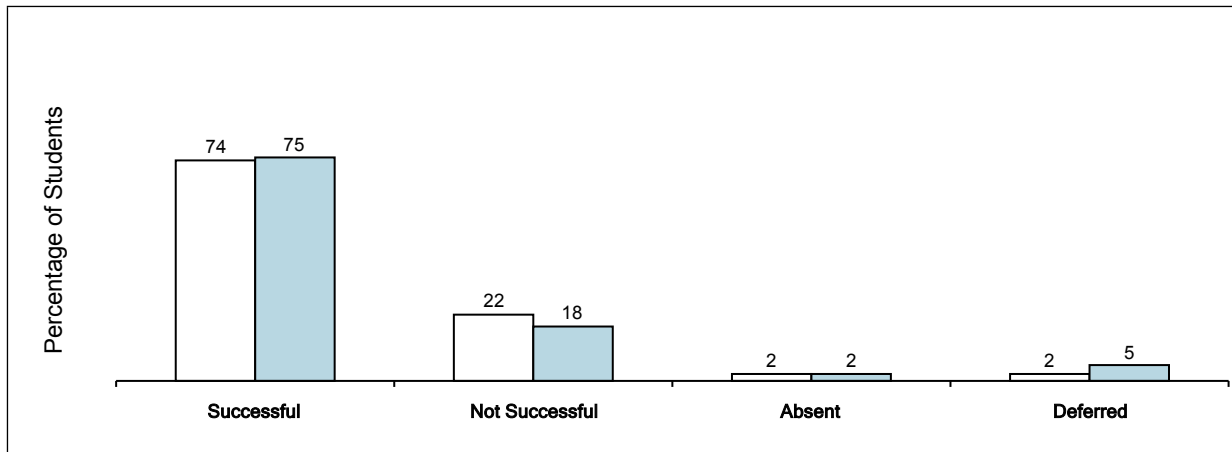
† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

Ontario Secondary School Literacy Test, 2016–2017

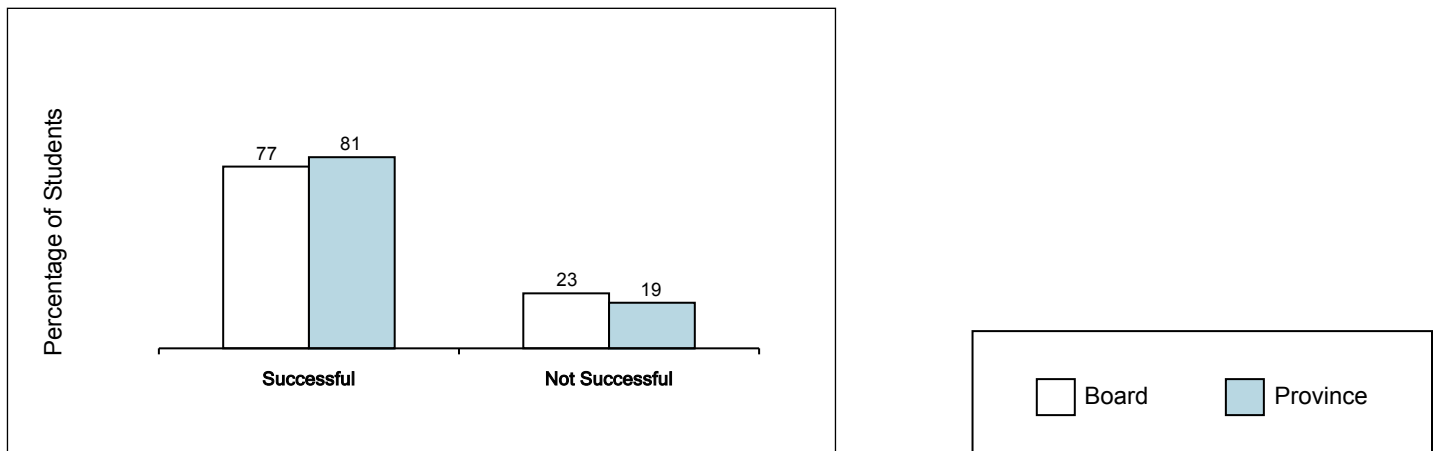
Results for All Students*

	Results for All Students First-Time Eligible Students			
	All		Fully Participating	
	Board # = 1 172	Province # = 136 492	Board # = 1 125	Province # = 127 142
Successful	871	74%	77%	81%
Not Successful	254	22%	23%	19%
Fully Participating	1 125	96%	93%	
Absent	19	2%	2%	
Deferred	28	2%	5%	

Results for All First-Time Eligible Students*



Results for Fully Participating First-Time Eligible Students*



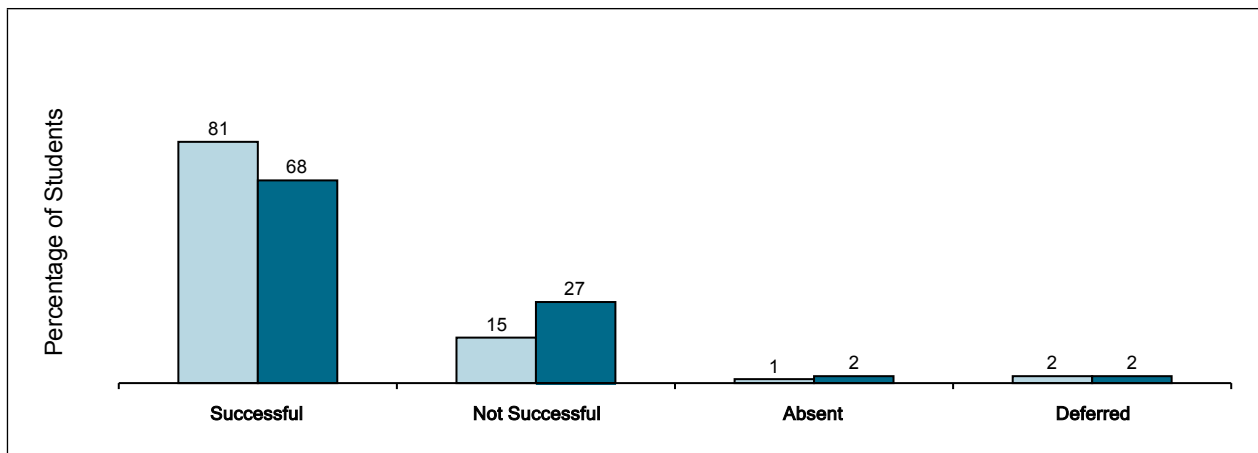
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

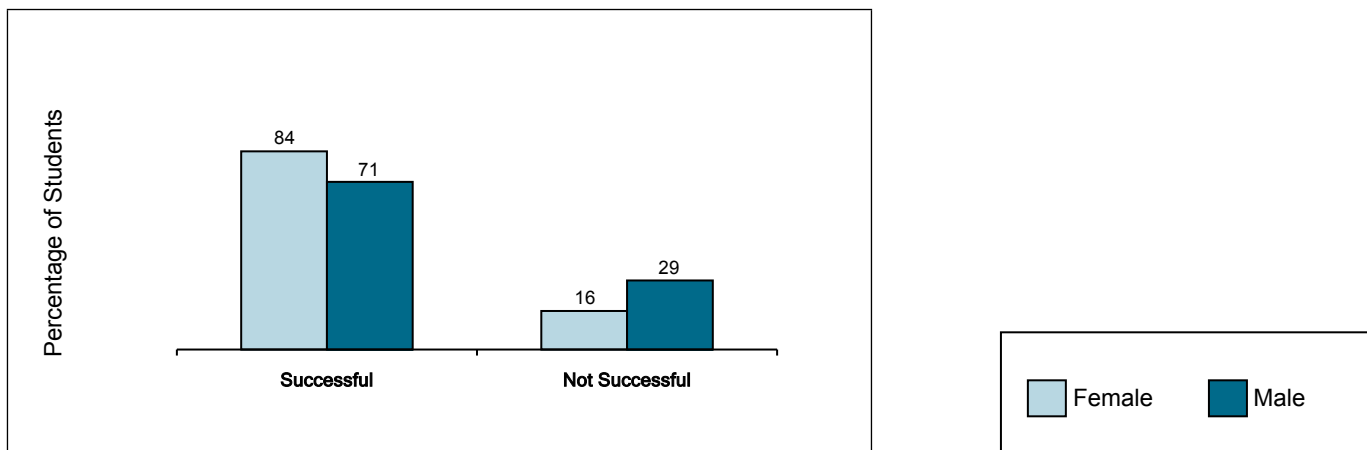
Board Results by Gender*†

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 550		Male # = 622		Female # = 532	Male # = 593
Successful	448	81%	423	68%	84%	71%
Not Successful	84	15%	170	27%	16%	29%
Fully Participating	532	97%	593	95%		
Absent	5	1%	14	2%		
Deferred	13	2%	15	2%		

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.

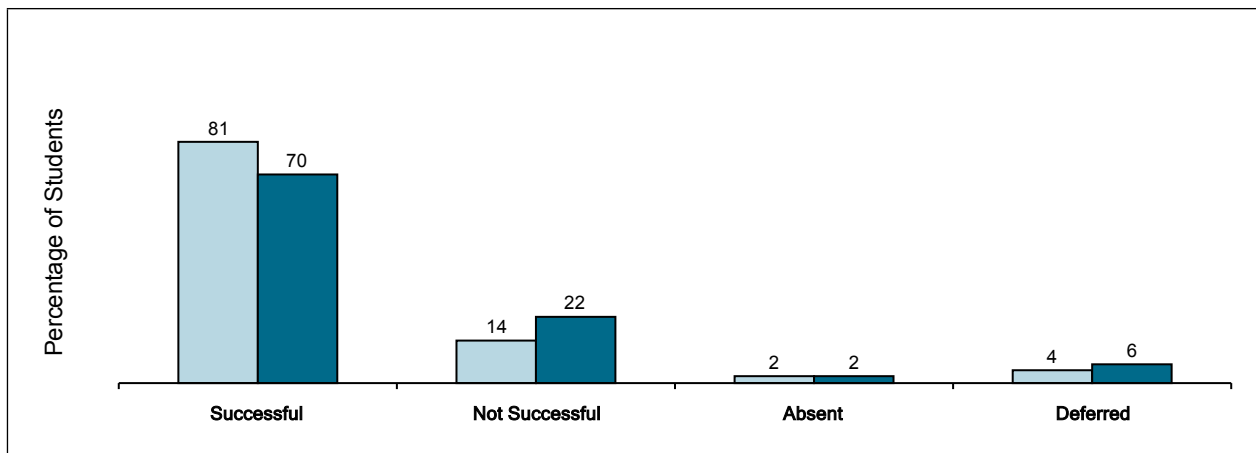
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2016–2017

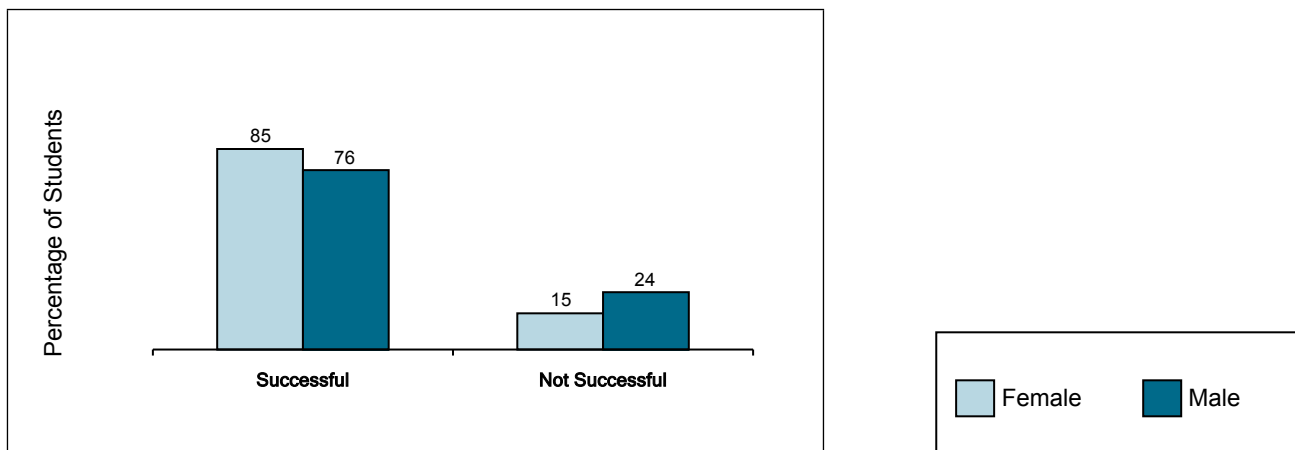
Provincial Results by Gender*†

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.

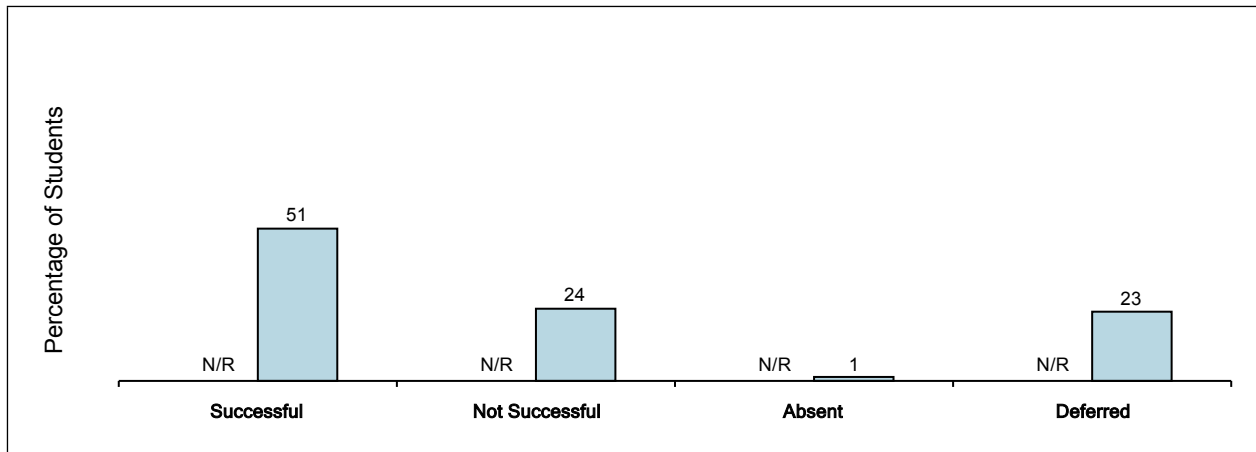
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2016–2017

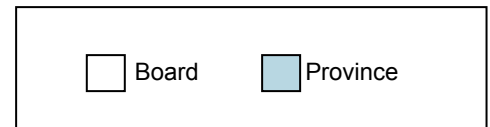
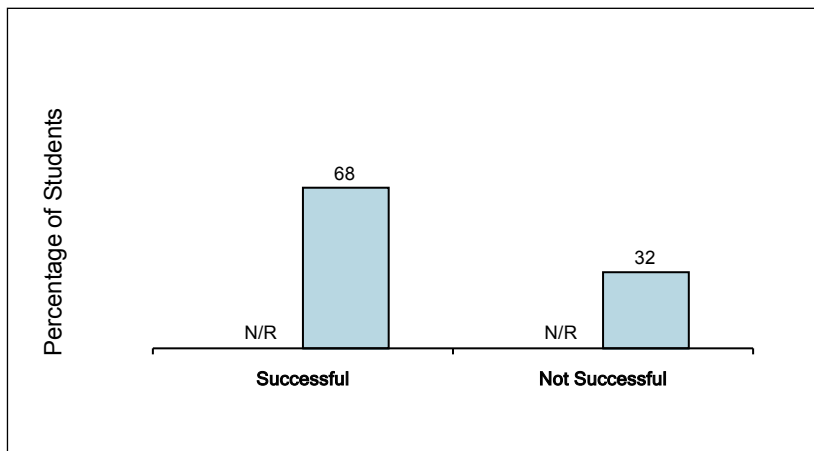
Results for English Language Learners*

Results for English Language Learners First-Time Eligible Students					
	All			Fully Participating	
	Board # = N/R	Province # = 9 580		Board # = N/R	Province # = 7 222
Successful	N/R	N/R	51%	N/R	68%
Not Successful	N/R	N/R	24%	N/R	32%
Fully Participating	N/R	N/R	75%		
Absent	N/R	N/R	1%		
Deferred	N/R	N/R	23%		

Results for All First-Time Eligible English Language Learners*



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



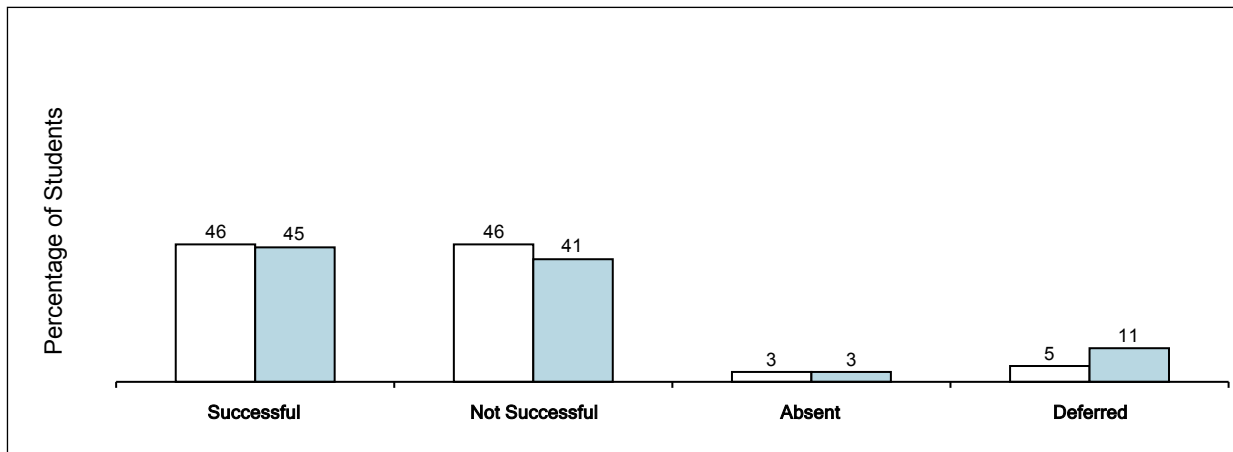
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

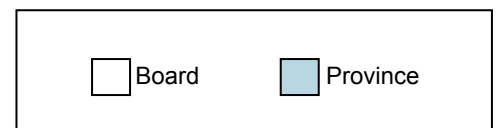
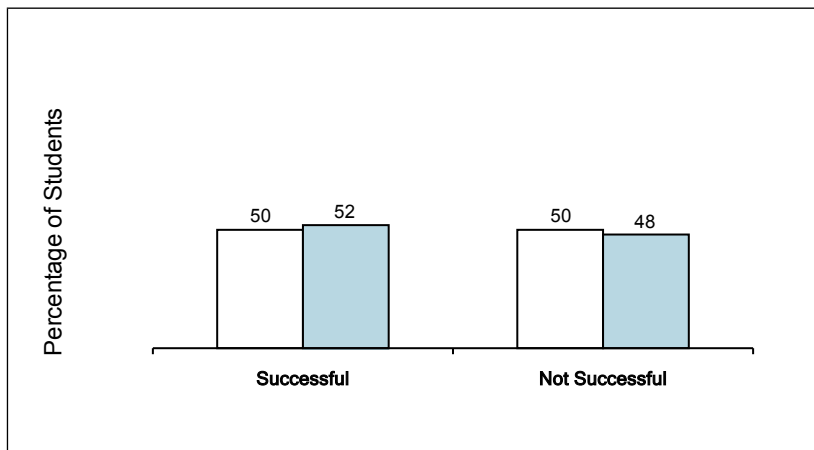
Results for Students with Special Education Needs (excluding gifted)*

	Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students			
	All		Fully Participating	
	Board # = 331	Province # = 26 311	Board # = 303	Province # = 22 566
Successful	151	46%	50%	52%
Not Successful	152	46%	50%	48%
Fully Participating	303	92%		86%
Absent	10	3%		3%
Deferred	18	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)*



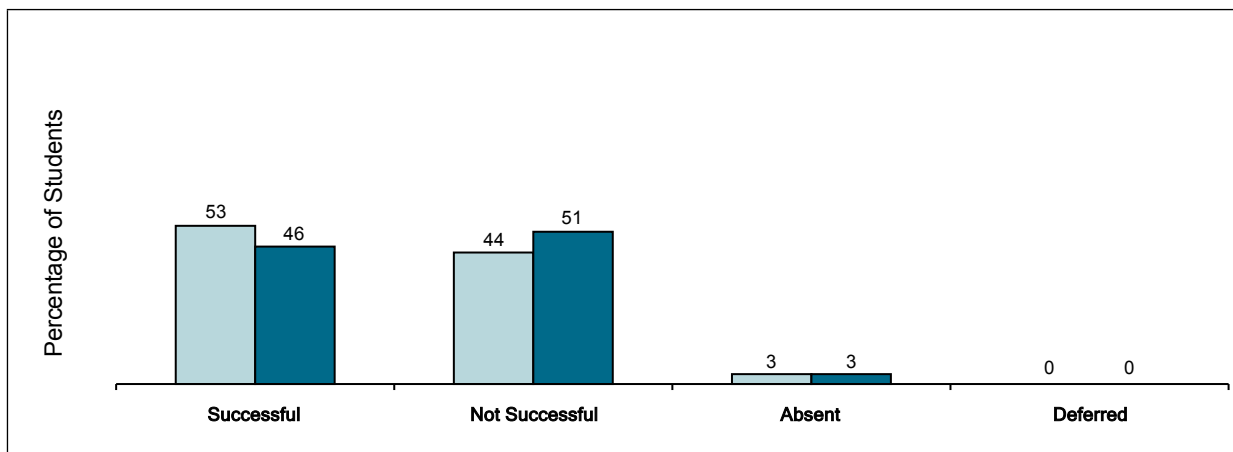
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

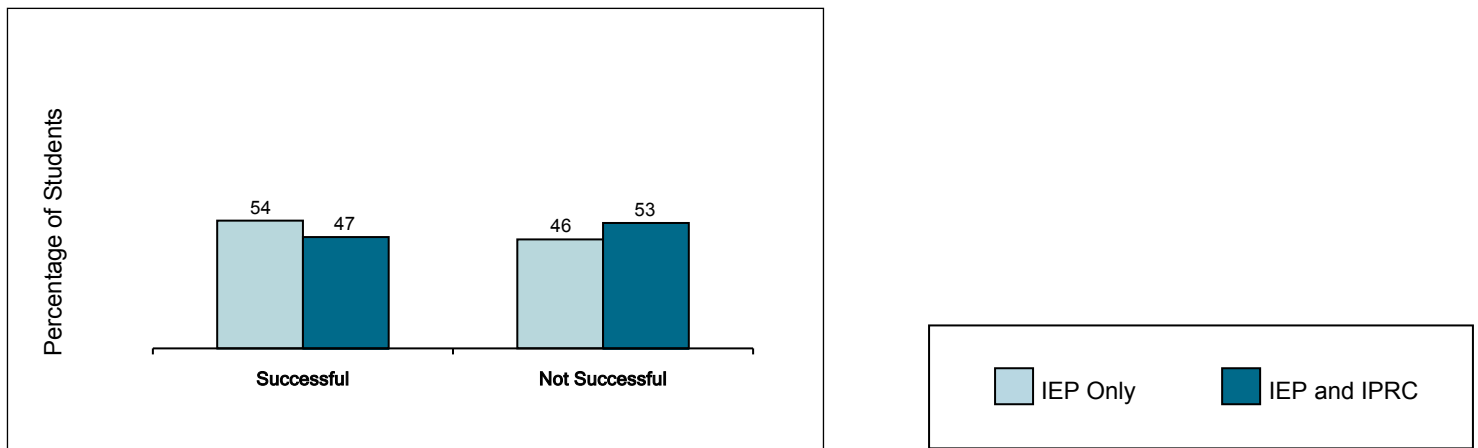
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*†

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students						
	All				Fully Participating	
	IEP Only # = 108		IEP and IPRC # = 201		IEP Only # = 105	IEP and IPRC # = 195
Successful	57	53%	92	46%	54%	47%
Not Successful	48	44%	103	51%	46%	53%
Fully Participating	105	97%	195	97%		
Absent	3	3%	6	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.

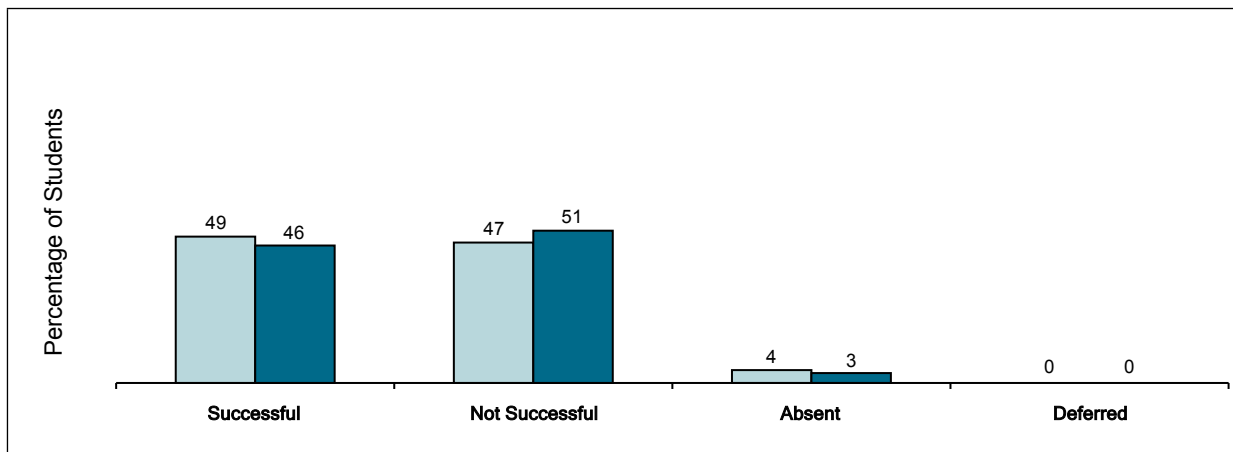
† Percentages are based on students who participated fully in the March administration.

Ontario Secondary School Literacy Test, 2016–2017

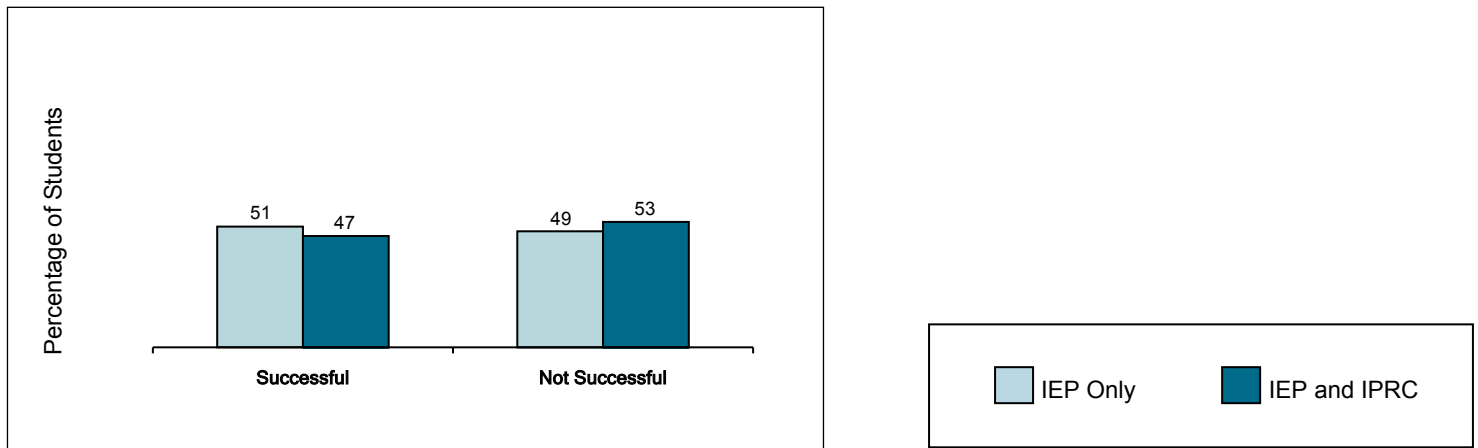
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*†

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.

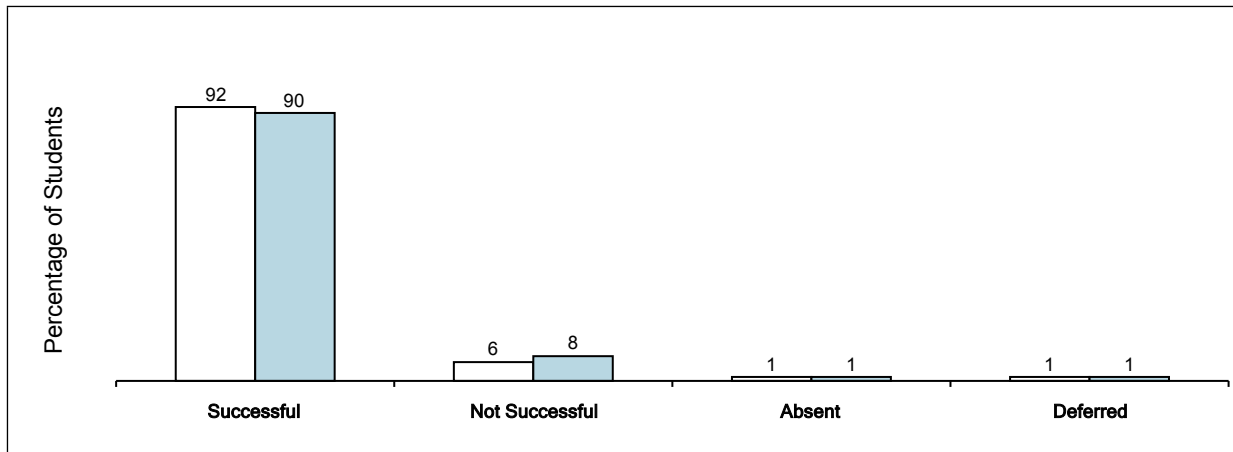
† Percentages are based on students who participated fully in the March administration.

Ontario Secondary School Literacy Test, 2016–2017

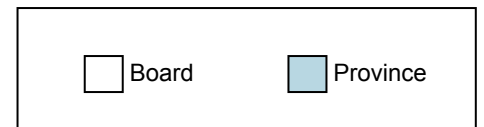
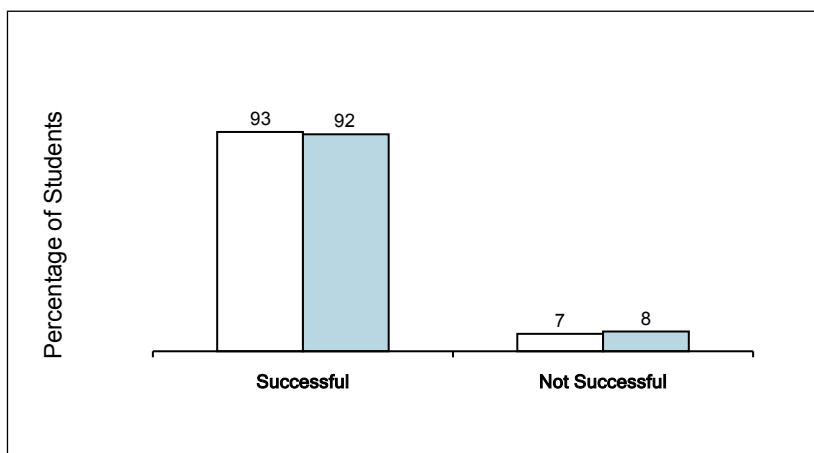
Results for Students Taking Academic English Course*

	Results for Students Taking Academic English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 762	Province # = 100 950	Board # = 749	Province # = 99 051
Successful	700	92%	90%	92%
Not Successful	49	6%	8%	8%
Fully Participating	749	98%	98%	
Absent	8	1%	1%	
Deferred	5	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*



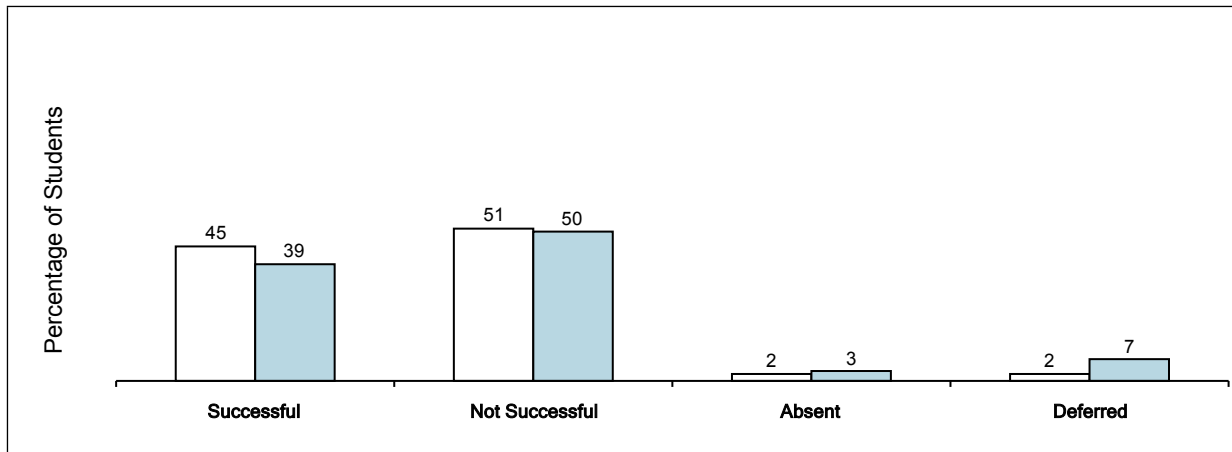
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

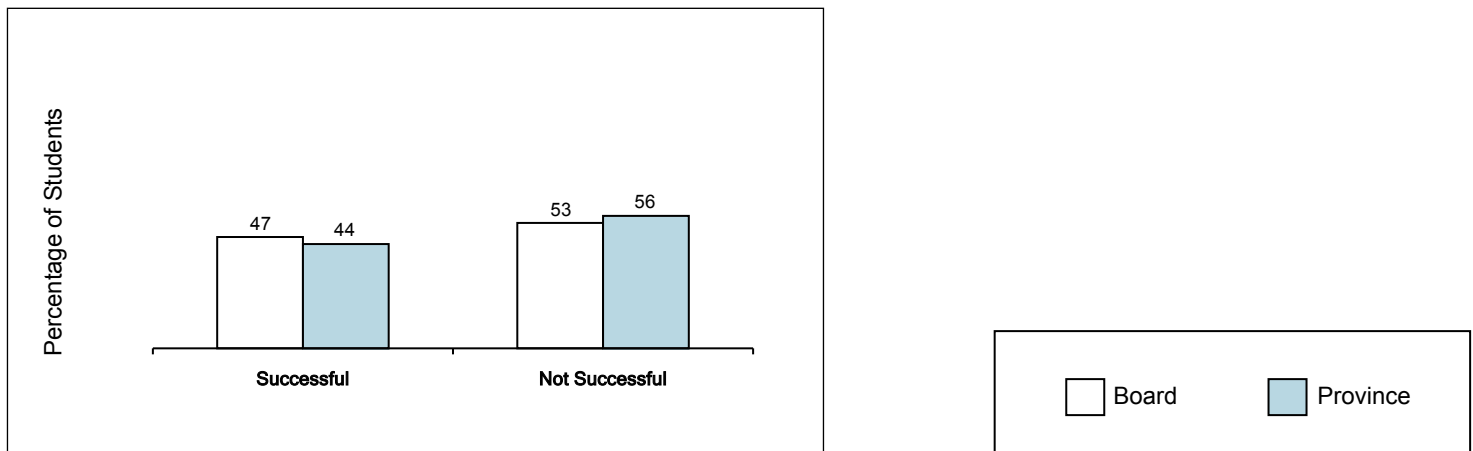
Results for Students Taking Applied English Course*

	Results for Students Taking Applied English Course First-Time Eligible Students				
	All		Fully Participating		
	Board # = 359	Province # = 27 006	Board # = 345	Province # = 24 233	
Successful	163	45%	39%	47%	44%
Not Successful	182	51%	50%	53%	56%
Fully Participating	345	96%	90%		
Absent	8	2%	3%		
Deferred	6	2%	7%		

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



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



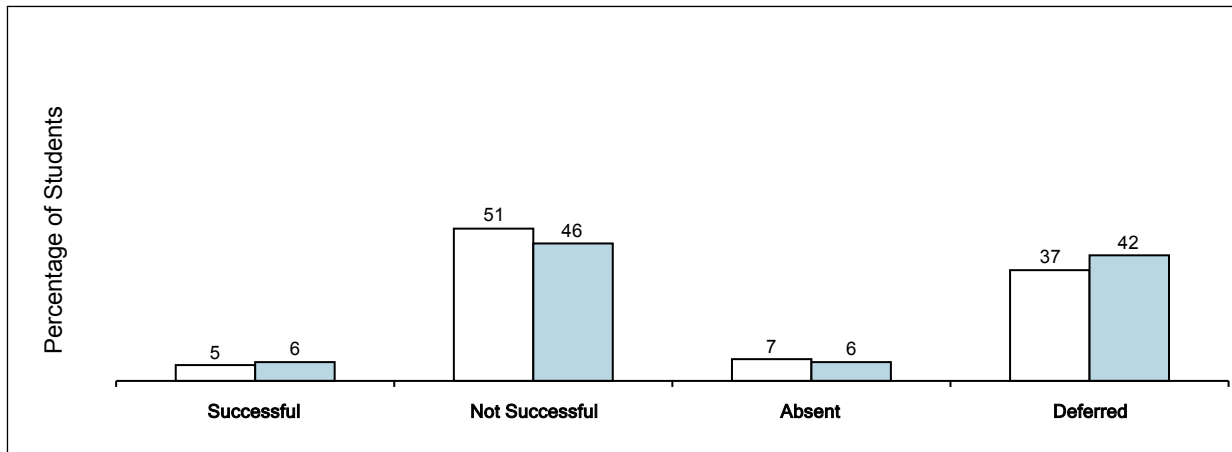
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

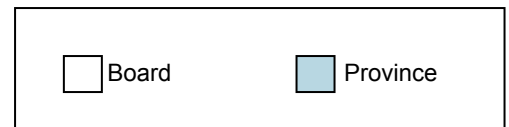
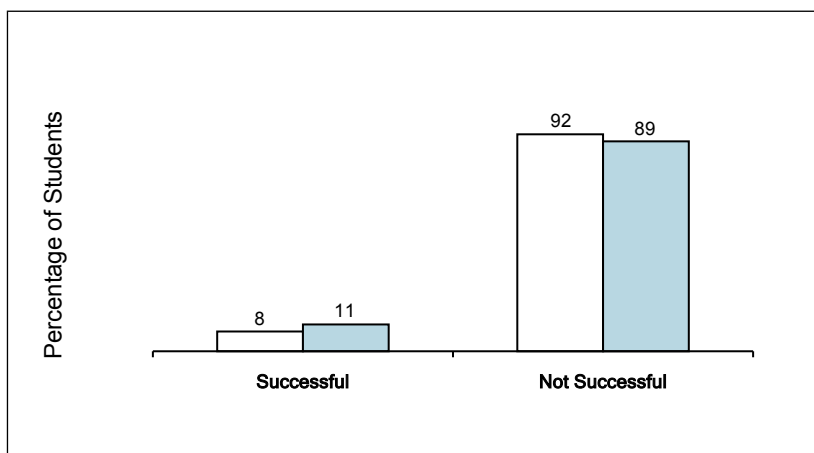
Results for Students Taking Locally Developed English Course*

	Results for Students Taking Locally Developed English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 43	Province # = 3 958	Board # = 24	Province # = 2 060
Successful	2	5%	6%	11%
Not Successful	22	51%	46%	89%
Fully Participating	24	56%	52%	
Absent	3	7%	6%	
Deferred	16	37%	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*



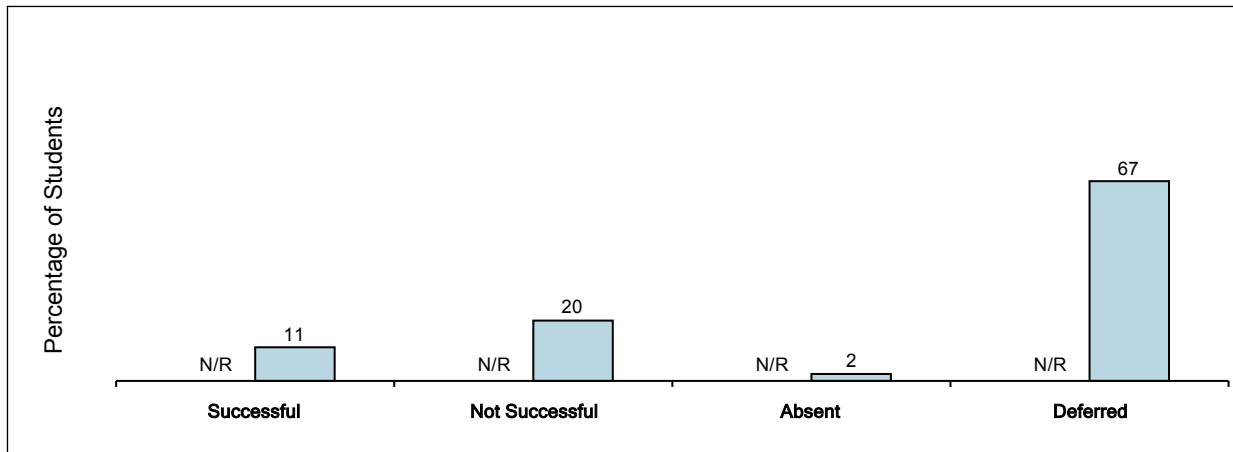
* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

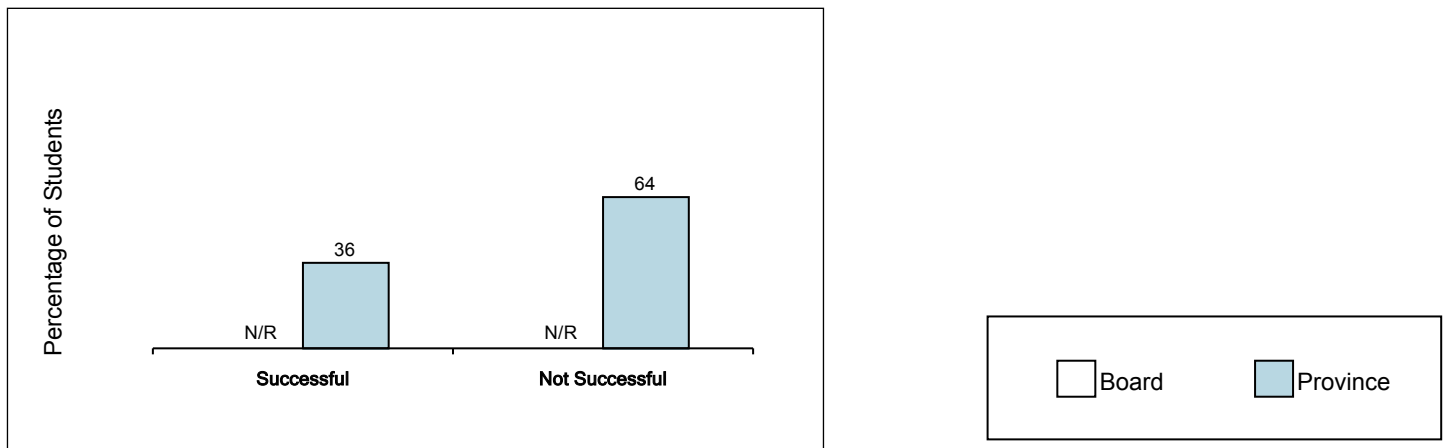
Results for Students Taking ESL/ELD Course*

	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	N/R	31%
Absent	N/R	N/R	N/R	2%
Deferred	N/R	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	1 114	1 102	1 067	1 055	1 172
Number of schools with first-time eligible students	6	6	6	6	6
Number of students who were exempted	18	10	15	26	11
Participation in the Test					
Of all first-time eligible students, those who participated fully in the assessment	94%	97%	96%	97%	96%
Of all first-time eligible students, those who were absent	4%	1%	2%	1%	2%
Of all first-time eligible students, those who were deferred	1%	2%	2%	1%	2%
Gender[†] Based on number of first-time eligible students					
Female	48%	48%	51%	48%	47%
Male	52%	52%	49%	52%	53%
Gender not specified	<1%	0%	0%	0%	0%
Student Status[†] Based on number of first-time eligible students					
English language learners*	1%	0%	1%	<1%	1%
English language learners receiving special provisions**	1%	0%	<1%	<1%	1%
Students with special education needs (excluding gifted)*	22%	27%	26%	26%	28%
Students with special education needs receiving accommodations (excluding gifted)**	20%	25%	24%	25%	27%
Course Type in English[†] Based on number of first-time eligible students					
Academic	66%	65%	69%	66%	65%
Applied	29%	30%	25%	30%	31%
Locally developed	4%	4%	4%	3%	4%
ESL/ELD	0%	0%	<1%	0%	<1%
Other	1%	1%	2%	2%	1%
Language^{††} Based on Student Questionnaire data					
Number of Respondents:	1 021	1 038	951	965	1 057
First language learned at home was other than English	4%	6%	5%	5%	5%
Speak only or mostly English at home	94%	93%	92%	93%	91%
Speak another language (or other languages) as often as English at home	4%	5%	5%	4%	6%
Speak only or mostly another language (or other languages) at home	1%	2%	2%	2%	2%

† 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)

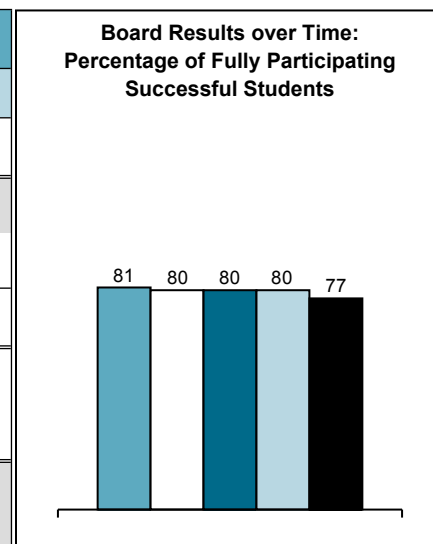
	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Year Student Entered Current School†					
Year of the assessment				7%	6%
Year prior to the assessment				93%	94%
2 years prior to the assessment	These items were added in 2015–2016.			0%	0%
3 or more years prior to the assessment				0%	0%
Data not available				0%	<1%
Year Student Entered Current Board†					
Year of the assessment				5%	5%
Year prior to the assessment				24%	22%
2 years prior to the assessment	These items were added in 2015–2016.			3%	2%
3 or more years prior to the assessment				28%	25%
Data not available				41%	47%

† 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.

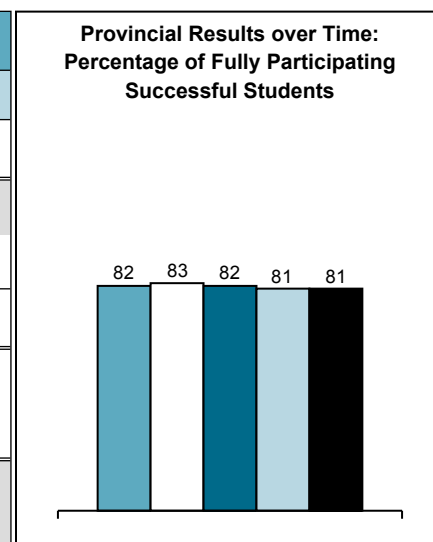
Ontario Secondary School Literacy Test, 2016–2017

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>	1 114		1 102		1 067		1 055		1 172	
Successful (all)	847	76%	855	78%	824	77%	825	78%	871	74%
Not Successful	204	18%	215	20%	204	19%	203	19%	254	22%
Fully Participating	1 051	94%	1 070	97%	1 028	96%	1 028	97%	1 125	96%
Absent	48	4%	13	1%	20	2%	13	1%	19	2%
Deferred	15	1%	19	2%	19	2%	14	1%	28	2%
Fully Participating Successful	847	81%	855	80%	824	80%	825	80%	871	77%



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%



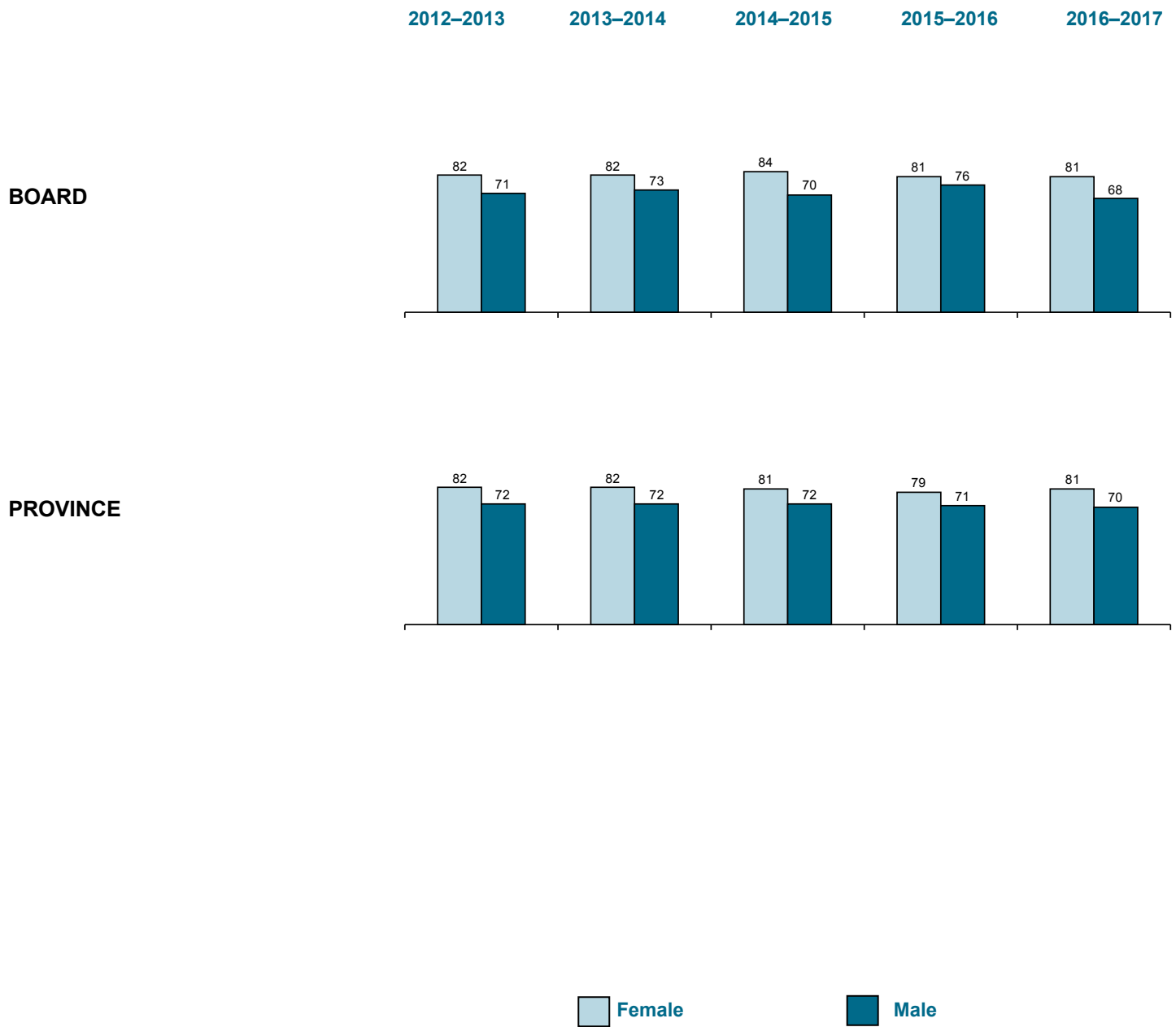
* Percentages in tables may not add up to 100, due to rounding.

■ '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



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	535	578	534	568	546	521	510	545	550	622
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	506	544	520	550	525	503	497	531	532	593
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 (# = 1 057)



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	69	20	7		100
comics	88	6			34
Web sites, e-mail, chat messages, blogs	16	24	28	31	623
letters	93	4			9
magazines	85	12			10
manuals, instructions	84	11			24
newspapers	87	10			9
novels, fiction, short stories	53	26	12	8	204
song lyrics, poems	47	29	13	9	228
religious or spiritual writings	89	5			23

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	17	26	25	30	574
letter, journals, diaries	81	12			31
notes, directions, instructions	72	20	4		51
song lyrics, poems	72	16	6	4	97
stories, fiction	77	12	5		70
work-related writing	52	29	10	5	157

* 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 (# = 1 057)

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	 4	38
I never or hardly ever use the computer for homework	 11	111
I use the computer once or twice a month for homework	 26	279
I use the computer once or twice a week for homework	 41	436
I use the computer almost every day for homework	 17	184

LANGUAGE BACKGROUND

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

yes	 95	999
no	 5	52

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

only or mostly English	 91	958
another language (or other languages) as often as English	 6	66
only or mostly another language (or other languages)	 1	21



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	 73 24	776
books	 95 1	1 005
newspapers	 82 16	867
magazines	 72 25	765

* 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 (# = 1 057)	Female* (# = 512)	Male* (# = 545)	All (# = 119 666)	Female* (# = 59 706)	Male* (# = 59 959)
HOME COMPUTER USE Percentage of students indicating that they						
have a computer at home.	96%	96%	95%	95%	96%	95%
use the computer almost every day for homework.	17%	18%	17%	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	9%	12%	8%	12%	13%	11%
comics	3%	3%	4%	5%	4%	6%
Web sites, e-mail, chat messages, blogs	59%	67%	52%	55%	62%	49%
letters	1%	<1%	1%	1%	1%	1%
magazines	1%	1%	1%	2%	2%	2%
manuals, instructions	2%	1%	3%	2%	1%	3%
newspapers	1%	1%	1%	2%	2%	3%
novels, fiction, short stories	19%	28%	11%	26%	35%	16%
song lyrics, poems	22%	24%	19%	22%	27%	17%
religious or spiritual writings	2%	2%	2%	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	73%	76%	71%	81%	83%	79%
books	95%	97%	93%	95%	96%	94%
newspapers	82%	82%	82%	75%	76%	75%
magazines	72%	73%	72%	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%	64%	45%	53%	59%	46%
letters, journals, diaries	3%	5%	1%	4%	7%	2%
notes, directions, instructions	5%	5%	5%	6%	7%	5%
song lyrics, poems	9%	11%	8%	11%	12%	9%
stories, fiction	7%	10%	3%	9%	12%	5%
work-related writing	15%	18%	12%	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 (# = 1 057)	Female* (# = 512)	Male* (# = 545)	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.	5%	6%	4%	23%	23%	23%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	91%	89%	92%	72%	72%	72%
another language (or other languages) as often as English	6%	8%	5%	20%	21%	19%
only or mostly another language (or other languages)	2%	2%	2%	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.