



# School Board Report

## Previously Eligible Students



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

#### Board: Waterloo Catholic DSB (67148)

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 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,

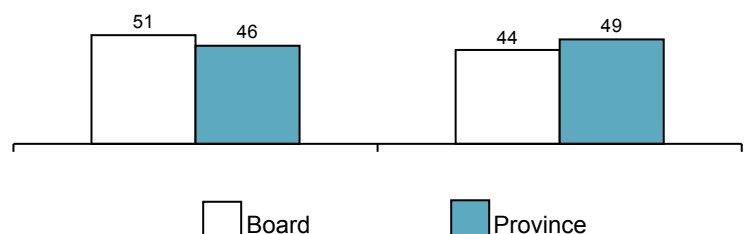
Norah Marsh  
Chief Executive Officer  
Education Quality and Accountability Office

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#### PREVIOUSLY 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

### 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?
  - How do these results compare over time?
  - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- Speak to the board chair about the goals for improving student performance.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments.

Learn more about us at [www.eqao.com](http://www.eqao.com).

# Ontario Secondary School Literacy Test, 2016–2017

## Contextual Information

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

	Board		Province	
<b>Enrolment</b>				
Number of previously eligible students	593		58 895	
Number of schools with previously eligible students	5		827	
Number of students who were exempted	3		1 562	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Participation in the Test</b>				
Of all previously eligible students, those who participated fully in the assessment	304	51%	27 360	46%
Of all previously eligible students, those who were absent	48	8%	4 901	8%
Of all previously eligible students, those who were deferred	89	15%	6 810	12%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) <sup>§</sup>	152	26%	19 824	34%
<b>Gender<sup>†</sup> Based on number of previously eligible students</b>				
Female	238	40%	23 582	40%
Male	355	60%	35 313	60%
Gender not specified	0	0%	0	0%
<b>Student Status<sup>†</sup> Based on number of previously eligible students</b>				
English language learners*	78	13%	11 276	19%
English language learners receiving special provisions**	22	7%	5 379	20%
Students with special education needs (excluding gifted)*	296	50%	22 624	38%
Students with special education needs receiving accommodations (excluding gifted)**	145	48%	8 113	30%
<b>Language<sup>††</sup> Based on Student Questionnaire data</b>				
	Number of Respondents:		284	25 019
First language learned at home was other than English	57	20%	9 138	37%
Speak only or mostly English at home	200	70%	14 484	58%
Speak another language (or other languages) as often as English at home	56	20%	5 683	23%
Speak only or mostly another language (or other languages) at home	23	8%	4 368	17%

† 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.

§ All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

## Ontario Secondary School Literacy Test, 2016–2017

## Contextual Information (continued)

	Board		Province	
<b>Year Student Entered Current School†</b>				
Year of the assessment	92	16%	14 163	24%
Year prior to the assessment	63	11%	9 448	16%
2 years prior to the assessment	306	52%	24 216	41%
3 or more years prior to the assessment	131	22%	10 174	17%
Data not available	1	<1%	894	2%
<b>Year Student Entered Current Board†</b>				
Year of the assessment	81	14%	8 477	14%
Year prior to the assessment	58	10%	6 465	11%
2 years prior to the assessment	79	13%	5 917	10%
3 or more years prior to the assessment	365	62%	34 855	59%
Data not available	10	2%	3 181	5%

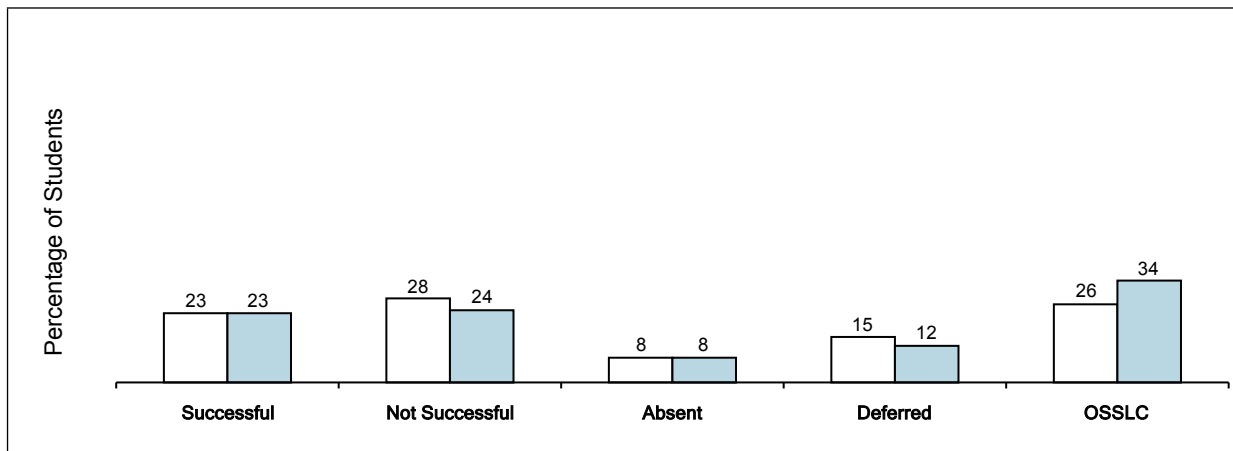
† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

## Ontario Secondary School Literacy Test, 2016–2017

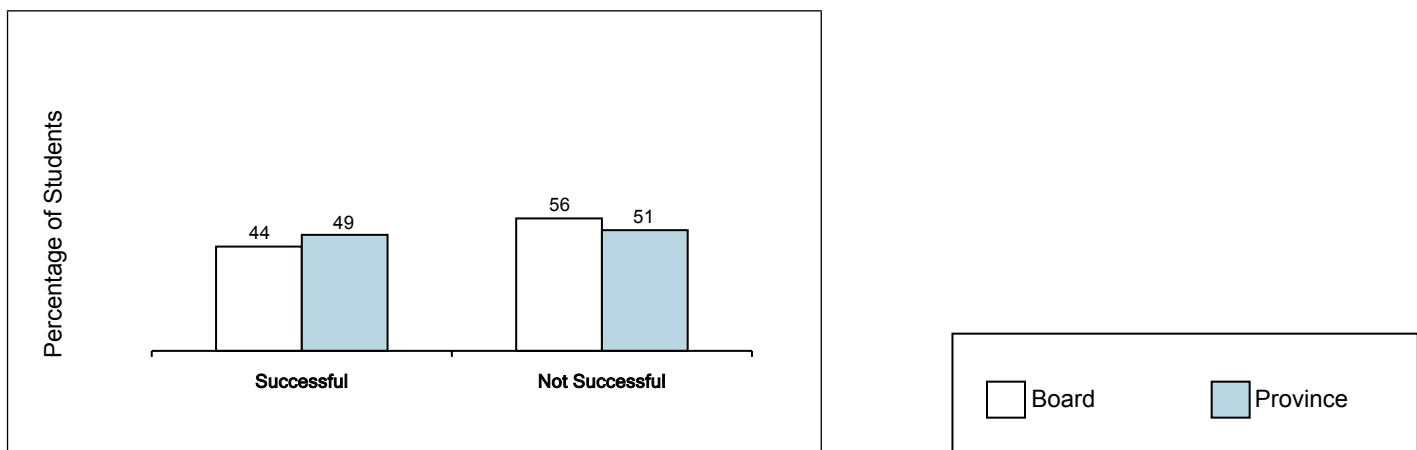
### Results for All Students\*

	Results for All Students Previously Eligible Students			
	All		Fully Participating	
	Board # = 593	Province # = 58 895	Board # = 304	Province # = 27 360
Successful	135	23%	44%	49%
Not Successful	169	28%	56%	51%
<b>Fully Participating</b>	<b>304</b>	<b>51%</b>	<b>46%</b>	
Absent	48	8%		
Deferred	89	15%		
OSSLC	152	26%		

### Results for All Previously Eligible Students\*



### Results for Fully Participating Previously Eligible Students\*



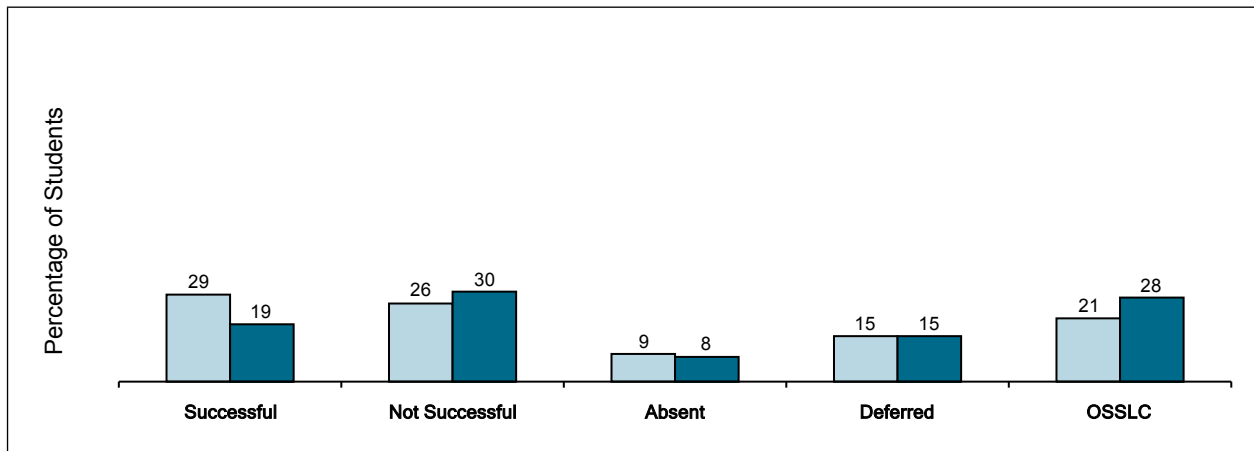
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2016–2017

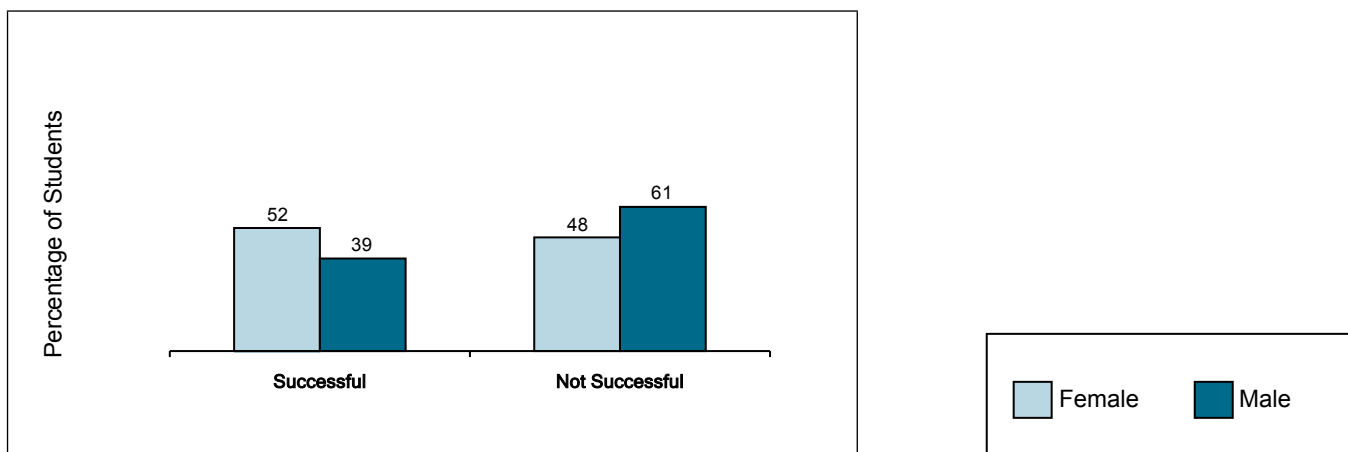
### Board Results by Gender\*†

Board Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 238		Male # = 355		Female # = 131	Male # = 173
Successful	68	29%	67	19%	52%	39%
Not Successful	63	26%	106	30%	48%	61%
<b>Fully Participating</b>	<b>131</b>	<b>55%</b>	<b>173</b>	<b>49%</b>		
Absent	21	9%	27	8%		
Deferred	35	15%	54	15%		
OSSLC	51	21%	101	28%		

### 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.

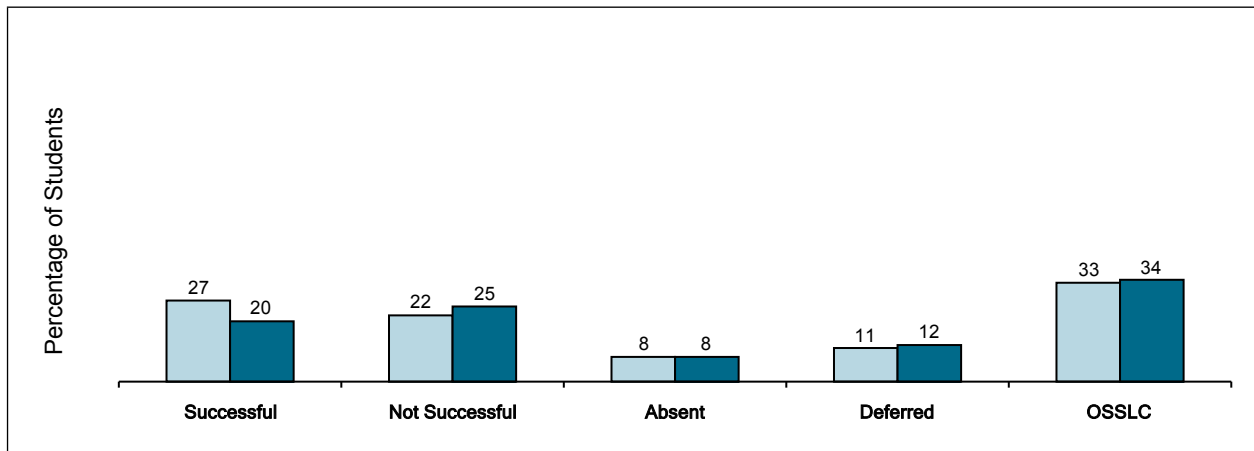
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2016–2017

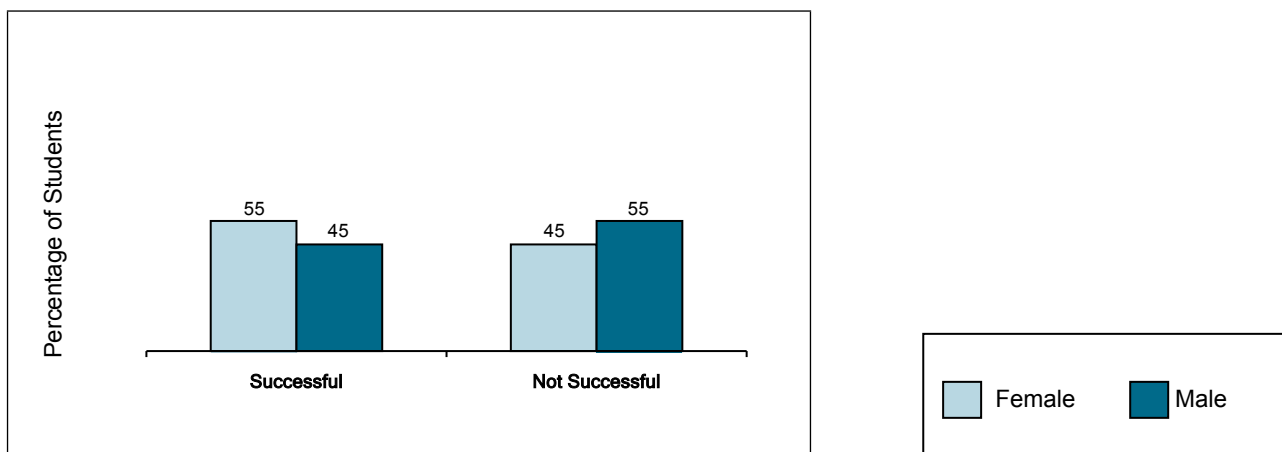
### Provincial Results by Gender\*†

Provincial Results by Gender Previously Eligible Students						
	All				Fully Participating	
	Female # = 23 582		Male # = 35 313		Female # = 11 349	Male # = 16 011
Successful	6 255	27%	7 178	20%	55%	45%
Not Successful	5 094	22%	8 833	25%	45%	55%
<b>Fully Participating</b>	<b>11 349</b>	<b>48%</b>	<b>16 011</b>	<b>45%</b>		
Absent	1 914	8%	2 987	8%		
Deferred	2 631	11%	4 179	12%		
OSSLC	7 688	33%	12 136	34%		

### 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.

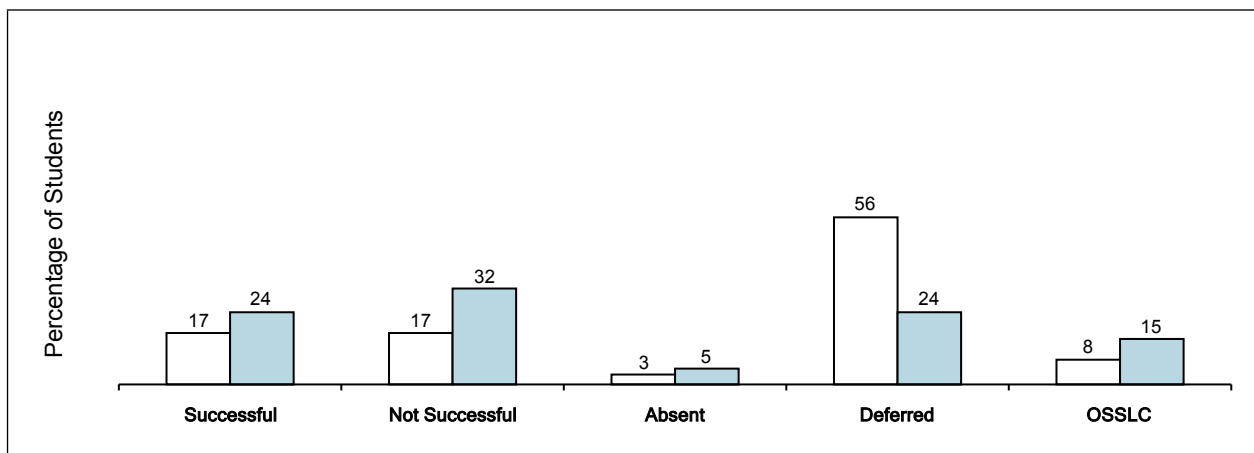
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2016–2017

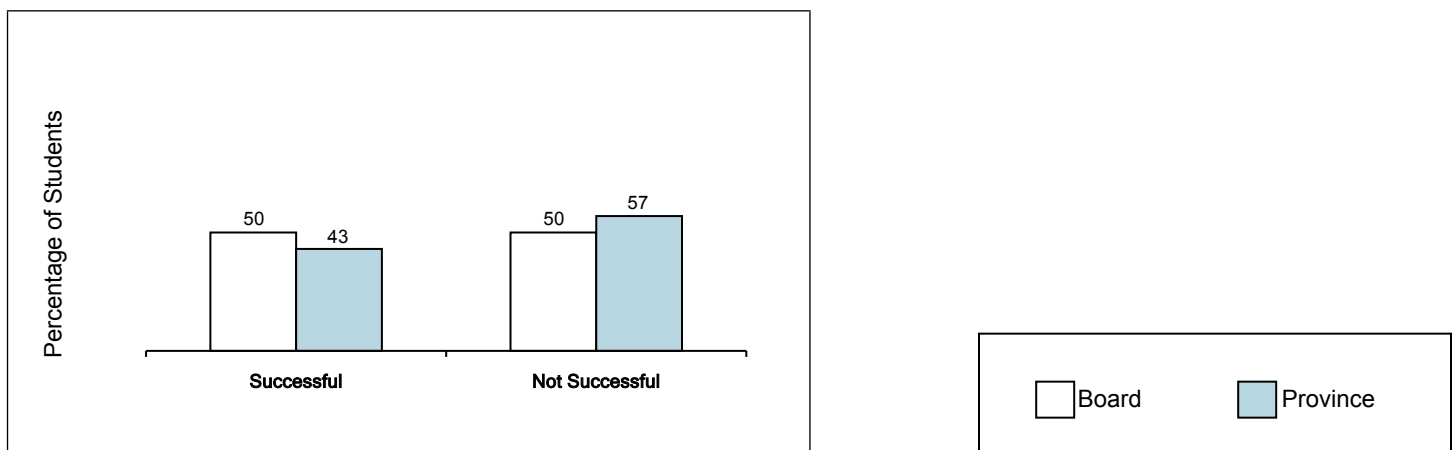
### Results for English Language Learners\*

	Results for English Language Learners Previously Eligible Students			
	All		Fully Participating	
	Board # = 78	Province # = 11 276	Board # = 26	Province # = 6 308
Successful	13	17%	24%	43%
Not Successful	13	17%	50%	57%
<b>Fully Participating</b>	<b>26</b>	<b>33%</b>	<b>56%</b>	
Absent	2	3%	5%	
Deferred	44	56%	24%	
OSSLC	6	8%	15%	

### Results for All Previously Eligible English Language Learners\*



### Results for Fully Participating Previously Eligible English Language Learners\*



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

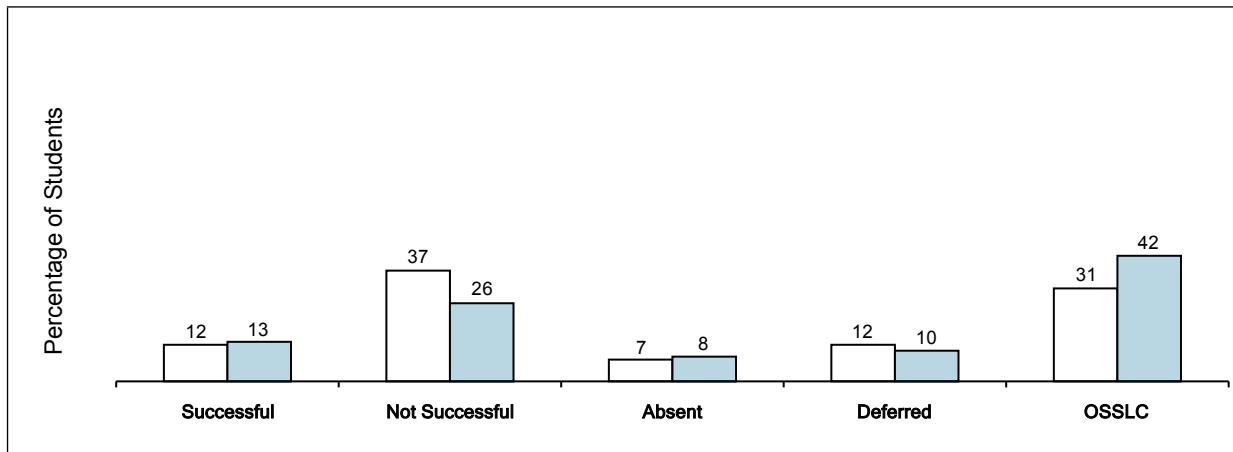


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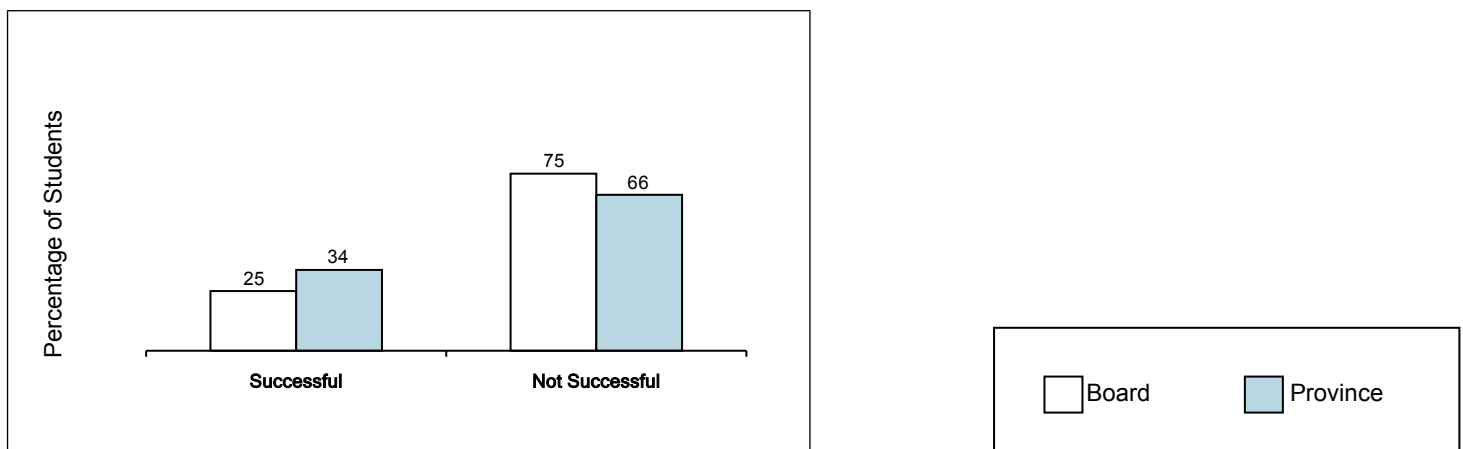
### Results for Students with Special Education Needs (excluding gifted)\*

	Results for Students with Special Education Needs (excluding gifted) Previously Eligible Students				
	All		Fully Participating		
	Board # = 296	Province # = 22 624	Board # = 147	Province # = 8 846	
Successful	37	12%	13%	25%	34%
Not Successful	110	37%	26%	75%	66%
<b>Fully Participating</b>	<b>147</b>	<b>50%</b>	<b>39%</b>		
Absent	22	7%	8%		
Deferred	35	12%	10%		
OSSLC	92	31%	42%		

### 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)\*



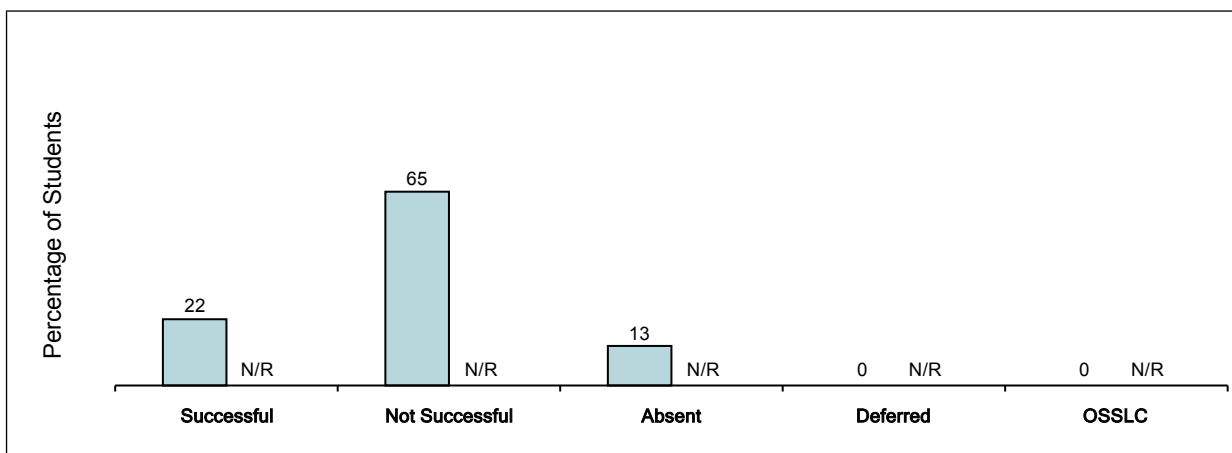
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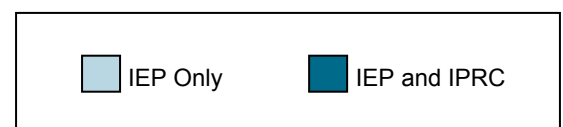
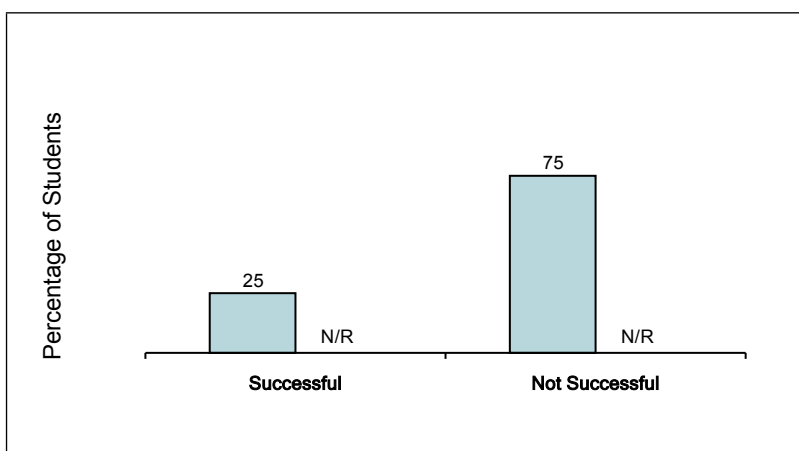
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*†

Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 165		IEP and IPRC # = N/R		IEP Only # = 143	IEP and IPRC # = N/R
Successful	36	22%	N/R	N/R	25%	N/R
Not Successful	107	65%	N/R	N/R	75%	N/R
<b>Fully Participating</b>	<b>143</b>	<b>87%</b>	<b>N/R</b>	<b>N/R</b>		
Absent	22	13%	N/R	N/R		
Deferred	0	0%	N/R	N/R		
OSSLC	0	0%	N/R	N/R		

### 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)\*



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

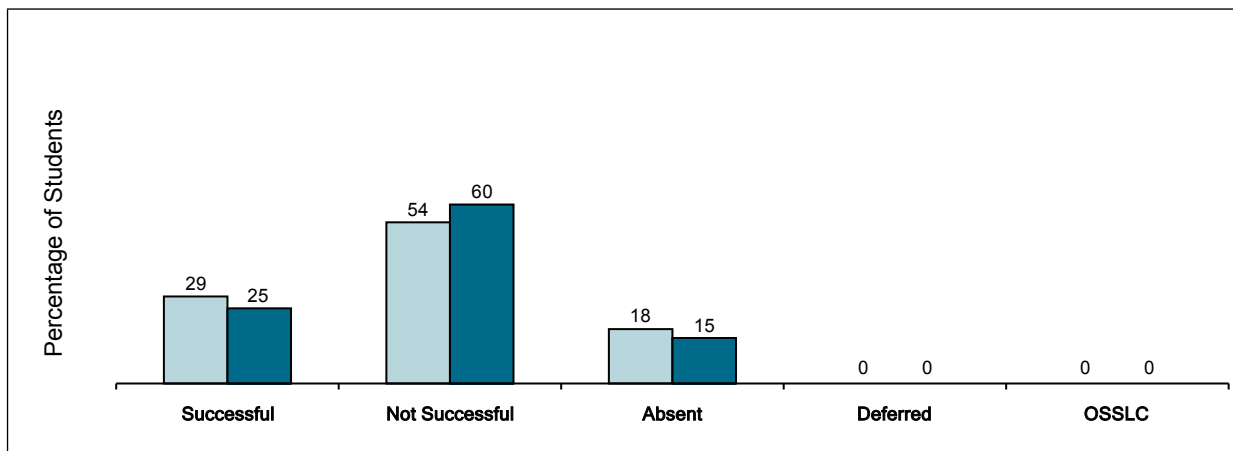
† Percentages are based on students who participated fully in the March administration.

## Ontario Secondary School Literacy Test, 2016–2017

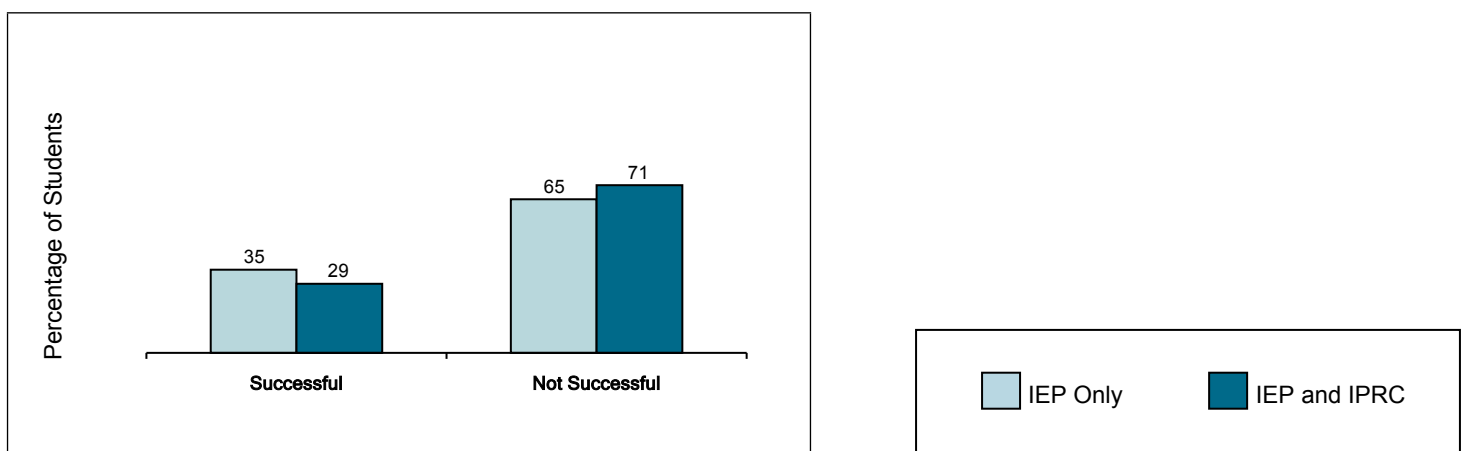
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*†

Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) Previously Eligible Students						
	All				Fully Participating	
	IEP Only # = 4 420		IEP and IPRC # = 5 298		IEP Only # = 3 635	IEP and IPRC # = 4 478
Successful	1 268	29%	1 309	25%	35%	29%
Not Successful	2 367	54%	3 169	60%	65%	71%
<b>Fully Participating</b>	<b>3 635</b>	<b>82%</b>	<b>4 478</b>	<b>85%</b>		
Absent	785	18%	820	15%		
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)\*

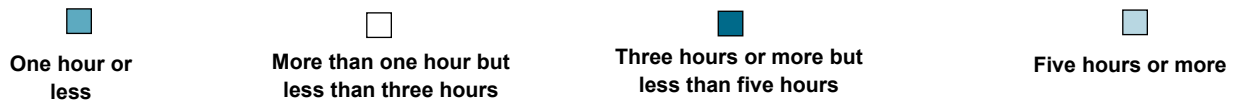


\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

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

# Ontario Secondary School Literacy Test, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 284)



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		66	21	7	4	30
comics		85	8			9
Web sites, e-mail, chat messages, blogs		18	32	26	22	135
letters		84	8			9
magazines		81	11			7
manuals, instructions		73	17	4		15
newspapers		79	14			6
novels, fiction, short stories		49	35	7	4	31
song lyrics, poems		42	24	19	11	84
religious or spiritual writings		79	10			10

TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH		Percentage of Students*				Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"
2. Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.		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	
on social media (Twitter, Facebook, blogs) or texting		17	27	27	25	147
letter, journals, diaries		78	14			7
notes, directions, instructions		66	21	6		22
song lyrics, poems		60	17	12	6	52
stories, fiction		73	14	6		18
work-related writing		54	30	7	4	30

\* 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 (# = 284)

### 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	<input type="checkbox"/> 5	15
I never or hardly ever use the computer for homework	<input type="checkbox"/> 14	41
I use the computer once or twice a month for homework	<input type="checkbox"/> 16	45
I use the computer once or twice a week for homework	<input type="checkbox"/> 35	99
I use the computer almost every day for homework	<input type="checkbox"/> 27	78

### LANGUAGE BACKGROUND

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

yes	<input type="checkbox"/> 78	222
no	<input type="checkbox"/> 20	57

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

only or mostly English	<input type="checkbox"/> 70	200
another language (or other languages) as often as English	<input type="checkbox"/> 20	56
only or mostly another language (or other languages)	<input type="checkbox"/> 8	23



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	<input type="checkbox"/> 65 <input type="checkbox"/> 28	186
books	<input type="checkbox"/> 89 <input type="checkbox"/> 6	254
newspapers	<input type="checkbox"/> 65 <input type="checkbox"/> 29	184
magazines	<input type="checkbox"/> 57 <input type="checkbox"/> 36	163

\* 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 (# = 284)	Female* (# = 125)	Male* (# = 159)	All (# = 25 019)	Female* (# = 10 508)	Male* (# = 14 511)
<b>HOME COMPUTER USE</b>						
Percentage of students indicating that they						
have a computer at home.	93%	93%	92%	90%	91%	89%
use the computer almost every day for homework.	27%	33%	23%	28%	31%	25%
<b>TYPES OF MATERIALS STUDENTS READ IN ENGLISH</b>						
Indicate how much time you spend reading in English outside school most weeks (print or electronic).			Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†			
non-fiction books, e.g., biographies	11%	10%	11%	14%	15%	12%
comics	3%	2%	4%	6%	5%	7%
Web sites, e-mail, chat messages, blogs	48%	57%	40%	50%	57%	46%
letters	3%	3%	3%	3%	3%	3%
magazines	2%	1%	4%	3%	3%	3%
manuals, instructions	5%	2%	8%	4%	3%	5%
newspapers	2%	2%	2%	3%	3%	4%
novels, fiction, short stories	11%	12%	10%	20%	28%	14%
song lyrics, poems	30%	34%	26%	28%	32%	25%
religious or spiritual writings	4%	6%	2%	6%	7%	6%
<b>TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME</b>						
Indicate what English-language materials you have at home (print or electronic).			Percentage of students			
dictionaries, encyclopedias	65%	69%	63%	73%	75%	71%
books	89%	93%	87%	90%	92%	88%
newspapers	65%	66%	64%	66%	66%	66%
magazines	57%	61%	55%	61%	62%	60%
<b>TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH</b>						
Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.			Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†			
on social media (Twitter, Facebook, blogs) or texting	52%	62%	44%	47%	54%	43%
letters, journals, diaries	2%	3%	2%	5%	9%	3%
notes, directions, instructions	8%	7%	8%	8%	9%	7%
song lyrics, poems	18%	18%	19%	17%	18%	16%
stories, fiction	6%	5%	8%	9%	12%	7%
work-related writing	11%	10%	11%	18%	21%	15%

\* 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 (# = 284)	Female* (# = 125)	Male* (# = 159)	All (# = 25 019)	Female* (# = 10 508)	Male* (# = 14 511)
<b>LANGUAGE BACKGROUND</b>						
Percentage of students indicating that the first language they learned at home was						
other than English.	<b>20%</b>	19%	21%	<b>37%</b>	39%	35%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	<b>70%</b>	76%	66%	<b>58%</b>	55%	60%
another language (or other languages) as often as English	<b>20%</b>	15%	23%	<b>23%</b>	24%	22%
only or mostly another language (or other languages)	<b>8%</b>	8%	8%	<b>17%</b>	19%	16%

\* Includes only students for whom gender data were available.

\*\* Percentages may not add up to 100, due to rounding or to ambiguous or blank responses.

## Ontario Secondary School Literacy Test, 2016–2017

EXPLANATION OF TERMS	
<b>First-Time Eligible Students</b>	First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.
<b>Previously Eligible Students</b>	Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.
<b>All Eligible Students</b>	This method of reporting provides percentages based on <b>all</b> students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).
<b>Fully Participating Students</b>	This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.
<b>Successful</b>	Students who fully participated in the OSSLT and received a score that met the expected standard.
<b>Not Successful</b>	Students who fully participated in the OSSLT and received a score that did not meet the expected standard.
<b>Absent</b>	Students who did not submit work for <b>one or both</b> sessions due to absence or for other reasons.
<b>Deferred</b>	Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>How to Administer the OSSLT</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.
<b>OSSLC</b>	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 ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). 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.
<b>Exempted</b>	Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.
<b>English Language Learners</b>	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> .
<b>English Language Learners Receiving Special Provisions</b>	These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>How to Administer the OSSLT</i> . Students reported in this category are those who participated in the March administration, which offered all permitted special provisions. These data was collected through EQAO's Student Data Collection system.
<b>Students with Special Education Needs (excluding gifted)</b>	Students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students identified solely as gifted are not included.
<b>Students with Special Education Needs Receiving Accommodations (excluding gifted)</b>	These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations are available in the Ministry of Education's <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016)</i> 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 was collected through EQAO's Student Data Collection system.
<b>N/R</b>	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the group or year specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact personnel at the board.