

School Board Report

First-Time Eligible Students



Ontario Secondary School Literacy Test, 2018–2019

Board: Greater Essex County DSB (66028)

On behalf of EQAO, I am pleased to share the results of the 2018–2019 Ontario Secondary School Literacy Test (OSSLT). You will also find data from previous years along with demographic and attitudinal information as context for interpreting the achievement results.

EQAO's independent data are grounded in our assessment of every student in relation to *Ontario Curriculum* learning expectations and are provided at the school, board, provincial and individual student levels to inform educators' professional practice. We believe that, through evidence-informed decisions based on achievement, attitudinal, contextual and behavioural data, it is possible to foster equitable and inclusive learning models benefiting each student.

Analyzing EQAO data over the years provides a larger context that acknowledges special circumstances affecting student achievement. For example, school boards have been investigating the impact student attendance and loss of instructional time has on student achievement; when looking at the most recent data, you may wish to identify any potential relationship between lost time and student achievement.

In 2018, EQAO made changes to its accommodation policies, including eliminating the requirement for an IEP to access accommodations students normally receive during regular classroom instruction. An important reason for this change was to reduce the workload related to EQAO assessments for teachers, administrators, and parents and guardians while maintaining the integrity and comparability of our data. After considering all of our assessment administration, we noted that 13 000 fewer IEPs were indicated in our Student Data Collection in 2018 than in 2017. The agency hopes to continue implementing meaningful changes in the years to come to address the concerns of the education community.

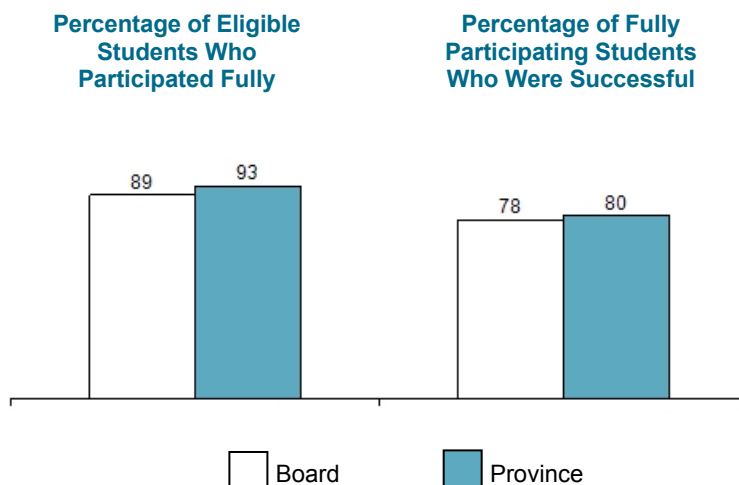
As always, we look forward to continuing our work with you in support of student learning, and we thank you for your dedication to the meaningful education of each child and youth of this province.

Kind regards,

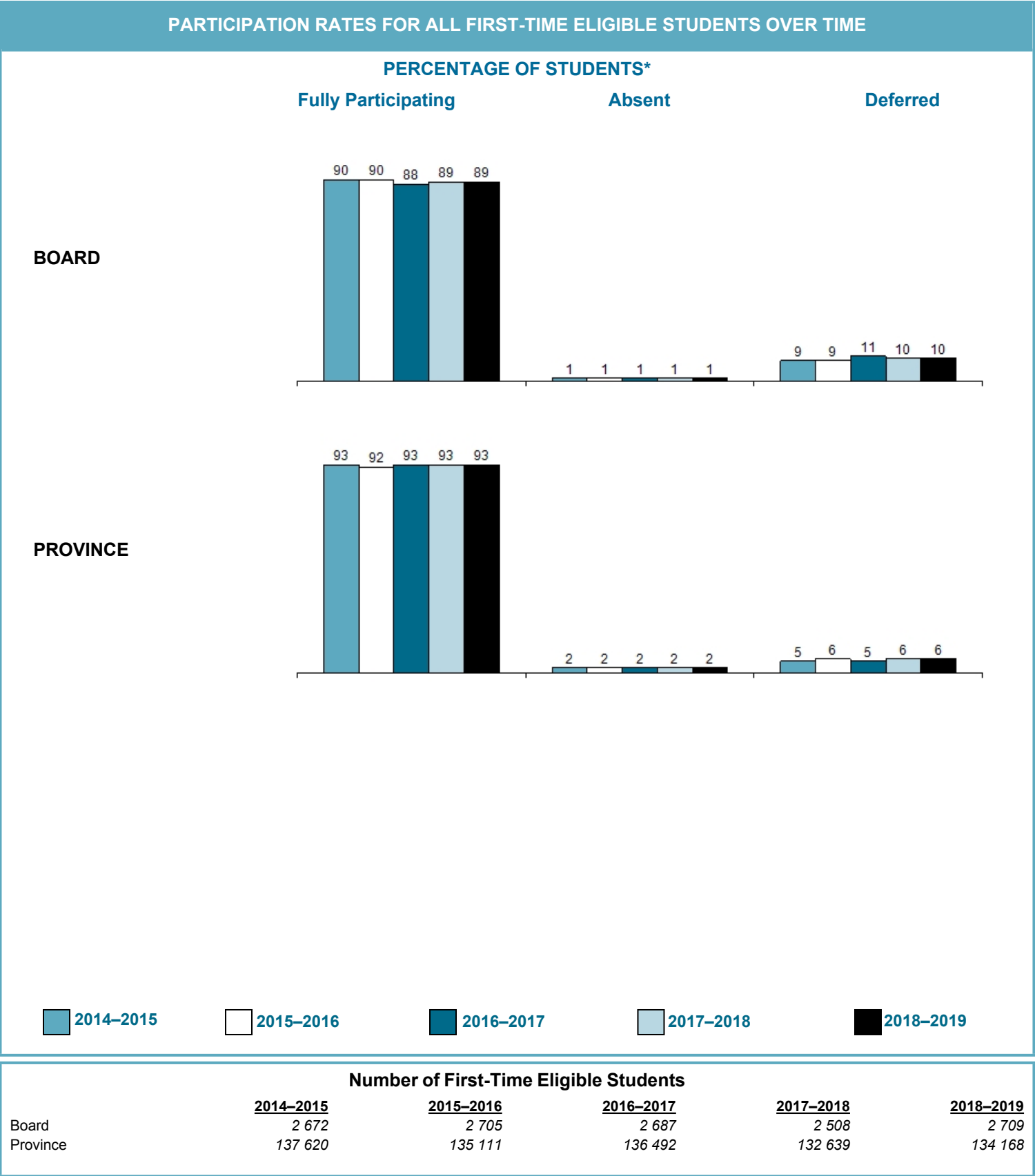
Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

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FIRST-TIME ELIGIBLE STUDENTS, 2018–2019: PARTICIPATION RATE AND ACHIEVEMENT RESULTS



Ontario Secondary School Literacy Test, 2018–2019



Ontario Secondary School Literacy Test, 2018–2019

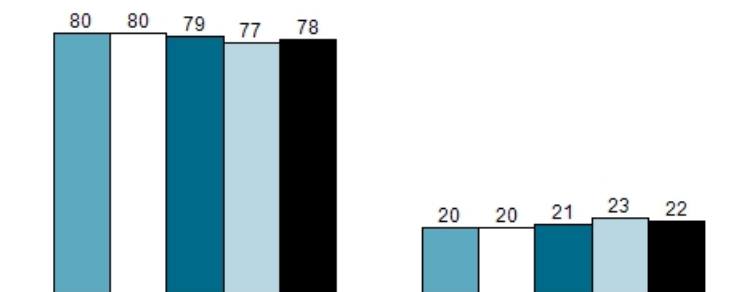
ACHIEVEMENT RESULTS FOR FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS OVER TIME

PERCENTAGE OF STUDENTS*

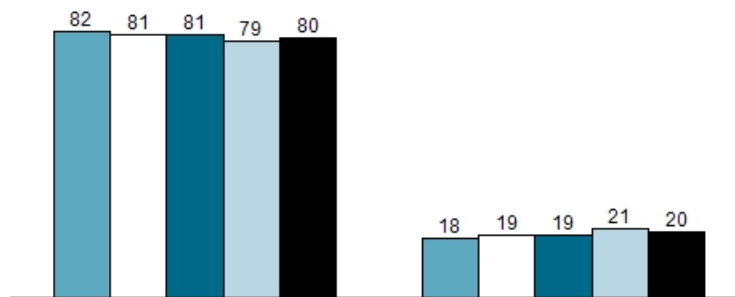
Successful

Not Successful

BOARD



PROVINCE



2014–2015

2015–2016

2016–2017

2017–2018

2018–2019

Number of Fully Participating First-Time Eligible Students

	<u>2014–2015</u>	<u>2015–2016</u>	<u>2016–2017</u>	<u>2017–2018</u>	<u>2018–2019</u>
Board	2 408	2 426	2 373	2 224	2 409
Province	127 867	124 977	127 142	122 721	124 251

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

Ontario Secondary School Literacy Test, 2018–2019

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, 2018–2019

Contextual Information

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

Board			Province	
Enrolment				
Number of first-time eligible students	2 709		134 168	
Number of schools with first-time eligible students	14		762	
Number of students who were exempted	0		1 480	
	Number	Percent	Number	Percent
Participation in the Test				
Of all first-time eligible students, those who participated fully in the assessment	2 409	89%	124 251	93%
Of all first-time eligible students, those who were absent	36	1%	2 320	2%
Of all first-time eligible students, those who were deferred	264	10%	7 597	6%
Gender [†] Based on number of first-time eligible students				
Female	1 304	48%	65 696	49%
Male	1 405	52%	68 471	51%
Gender not specified	0	0%	1	<1%
Student Status [†] Based on number of first-time eligible students				
English language learners*	113	4%	8 880	7%
English language learners receiving special provisions**§	26	1%	3 128	3%
Students with special education needs (excluding gifted)*	465	17%	26 504	20%
Students with special education needs receiving accommodations (excluding gifted)**	238	10%	16 876	14%
Course Type in English [†] Based on number of first-time eligible students				
Academic	1 705	63%	99 381	74%
Applied	759	28%	25 648	19%
Locally developed	136	5%	3 888	3%
ESL/ELD	104	4%	2 562	2%
Other	5	<1%	2 684	2%
Language ^{††} Based on Student Questionnaire data				
Number of Respondents:		2 221	118 073	
First language learned at home was other than English	454	20%	26 744	23%
Speak only or mostly English at home	1 672	75%	84 114	71%
Speak another language (or languages) as often as English at home	381	17%	24 195	20%
Speak only or mostly another language (or other languages) at home	131	6%	8 132	7%

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

* See Explanation of Terms.

** Counts and percentages are based on fully participating students.

§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.

†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students.

Ontario Secondary School Literacy Test, 2018–2019

Contextual Information (continued)

	Board		Province	
Year Student Entered Current School [†]				
Year of the assessment	253	9%	12 949	10%
Year prior to the assessment	2 430	90%	118 787	89%
2 years prior to the assessment	18	1%	144	<1%
3 or more years prior to the assessment	7	<1%	2 264	2%
Data not available	1	<1%	24	<1%
Year Student Entered Current Board [†]				
Year of the assessment	132	5%	6 779	5%
Year prior to the assessment	482	18%	19 891	15%
2 years prior to the assessment	83	3%	4 744	4%
3 or more years prior to the assessment	2 012	74%	102 379	76%
Data not available	0	0%	375	<1%

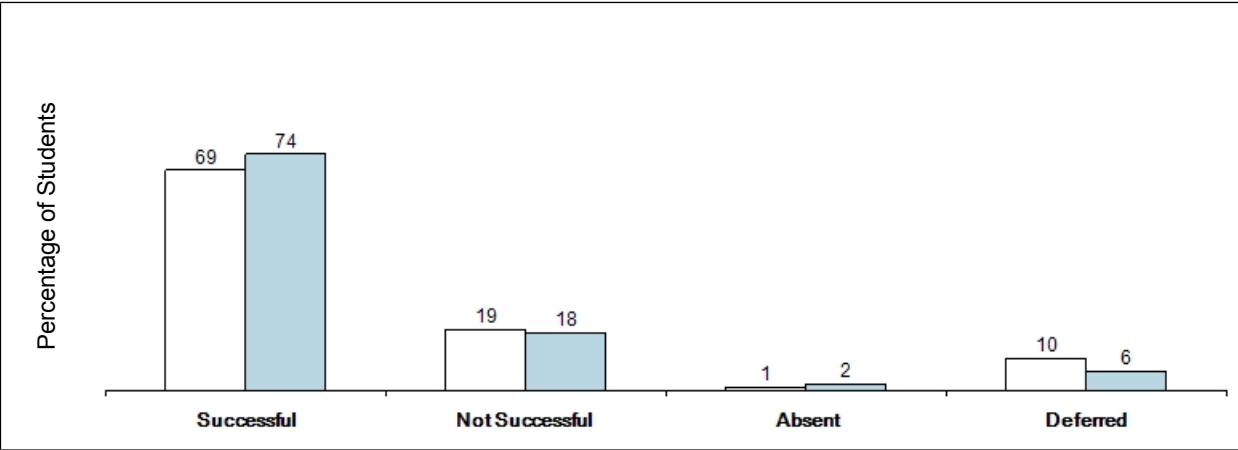
[†] Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

Ontario Secondary School Literacy Test, 2018–2019

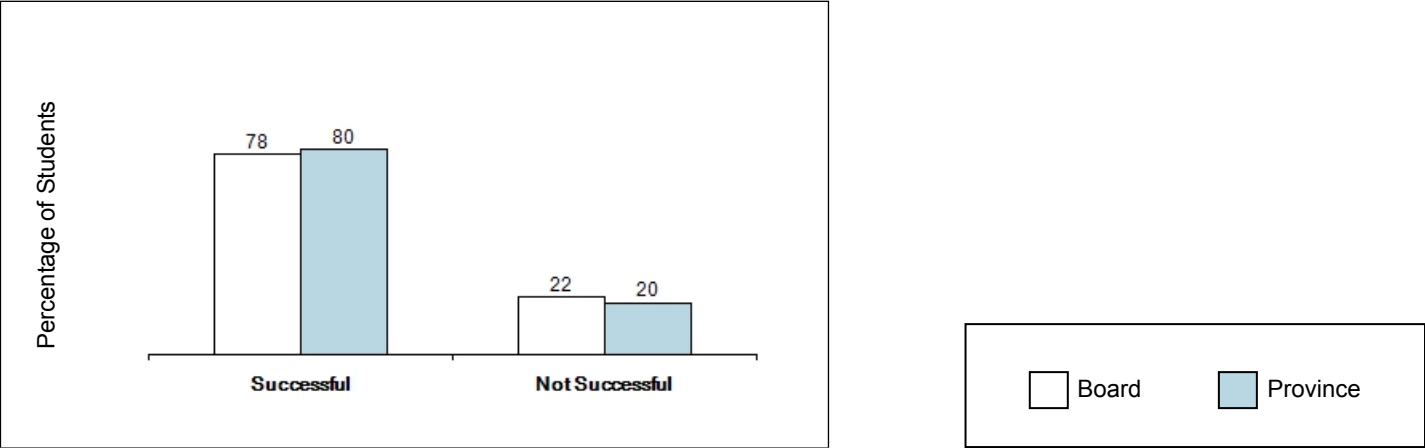
Results for All Students*

Results for All Students First-Time Eligible Students					
	All		Fully Participating		
	Board # = 2 709	Province # = 134 168	Board # = 2 409	Province # = 124 251	
Successful	1 881	69%		78%	80%
Not Successful	528	19%		22%	20%
Fully Participating	2 409	89%			
Absent	36	1%			
Deferred	264	10%			

Results for All First-Time Eligible Students*



Results for Fully Participating First-Time Eligible Students*



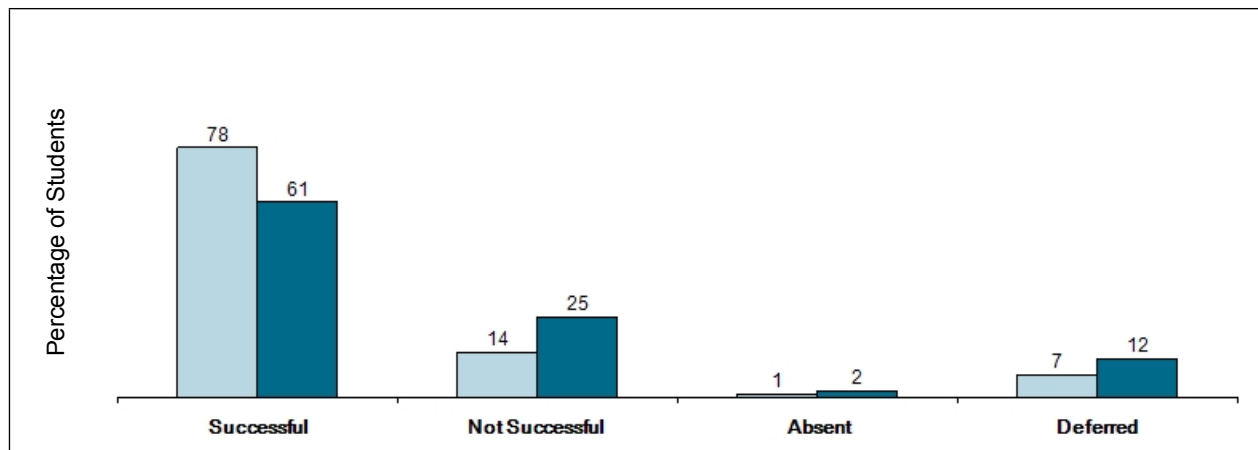
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Ontario Secondary School Literacy Test, 2018–2019

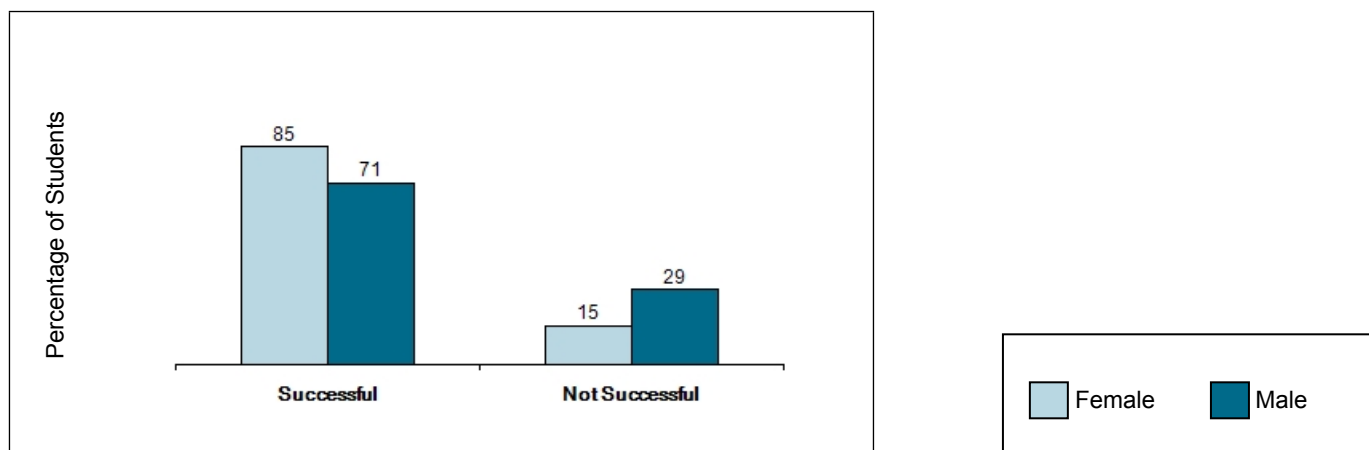
Board Results by Gender*

Board Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 1 304		Male # = 1 405		Female # = 1 200	Male # = 1 209
Successful	1 018	78%	863	61%	85%	71%
Not Successful	182	14%	346	25%	15%	29%
Fully Participating	1 200	92%	1 209	86%		
Absent	10	1%	26	2%		
Deferred	94	7%	170	12%		

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.

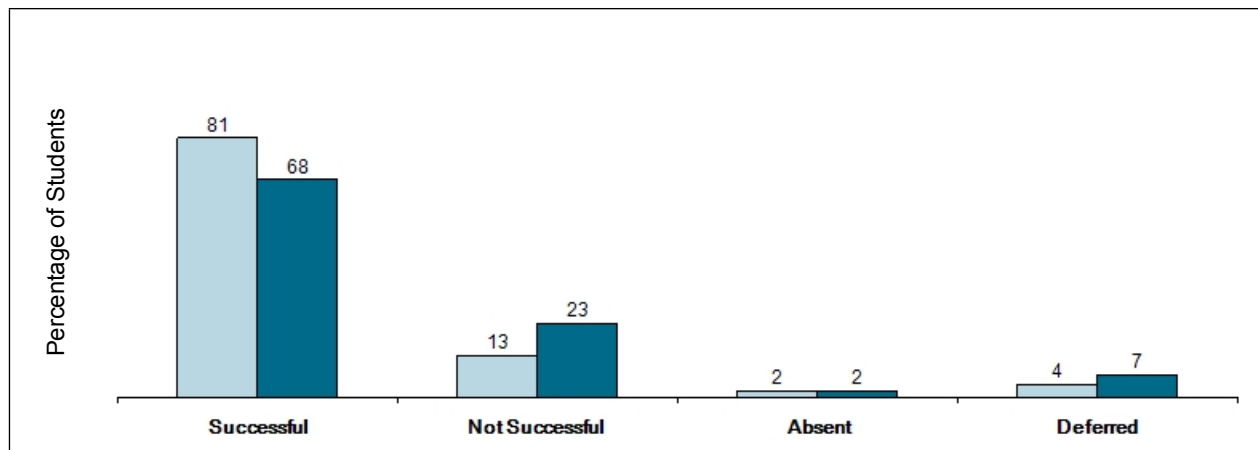
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2018–2019

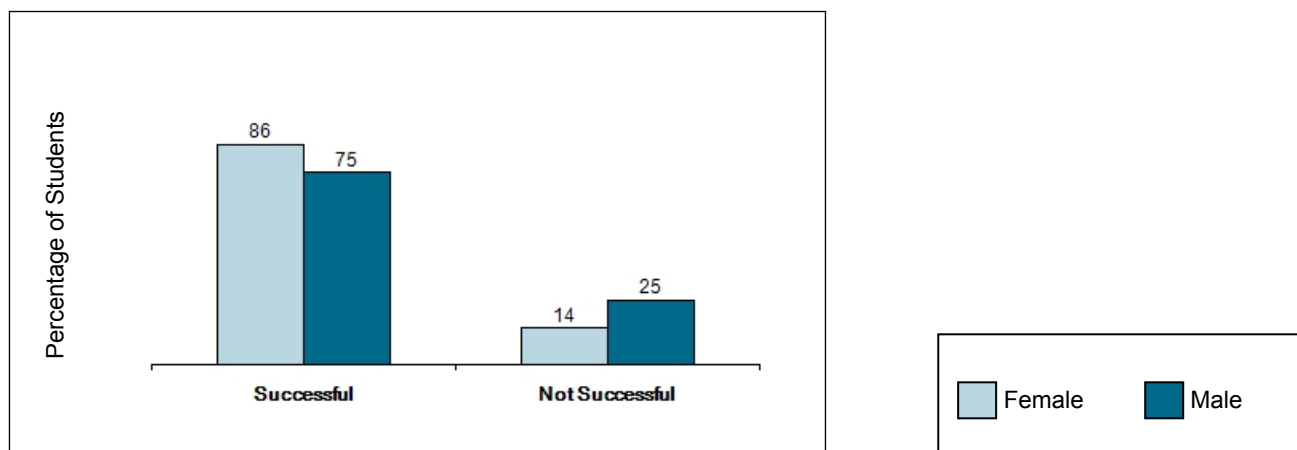
Provincial Results by Gender*

Provincial Results by Gender First-Time Eligible Students						
	All				Fully Participating	
	Female # = 65 696		Male # = 68 471		Female # = 61 723	Male # = 62 527
Successful	53 324	81%	46 625	68%	86%	75%
Not Successful	8 399	13%	15 902	23%	14%	25%
Fully Participating	61 723	94%	62 527	91%		
Absent	1 090	2%	1 230	2%		
Deferred	2 883	4%	4 714	7%		

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.

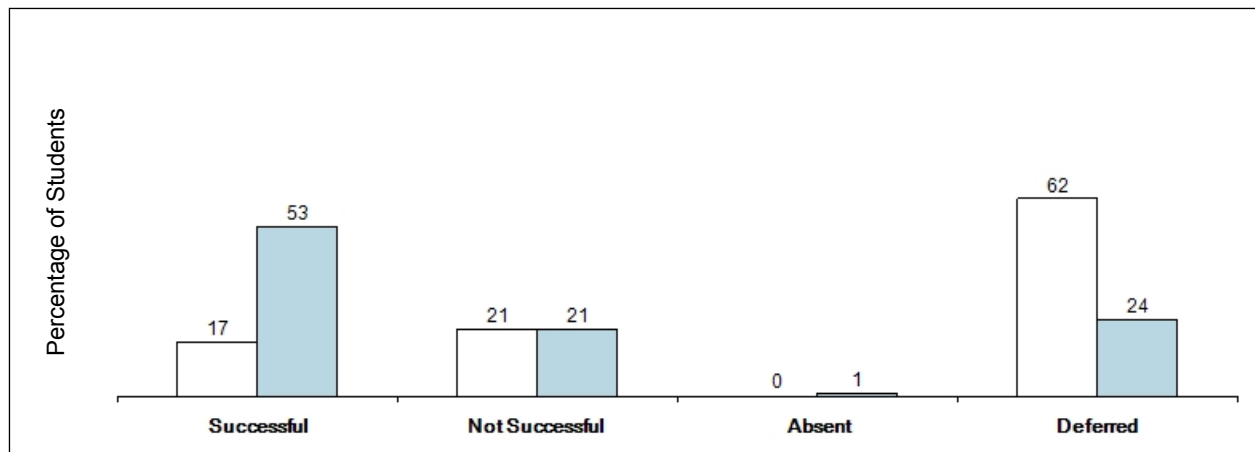
† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2018–2019

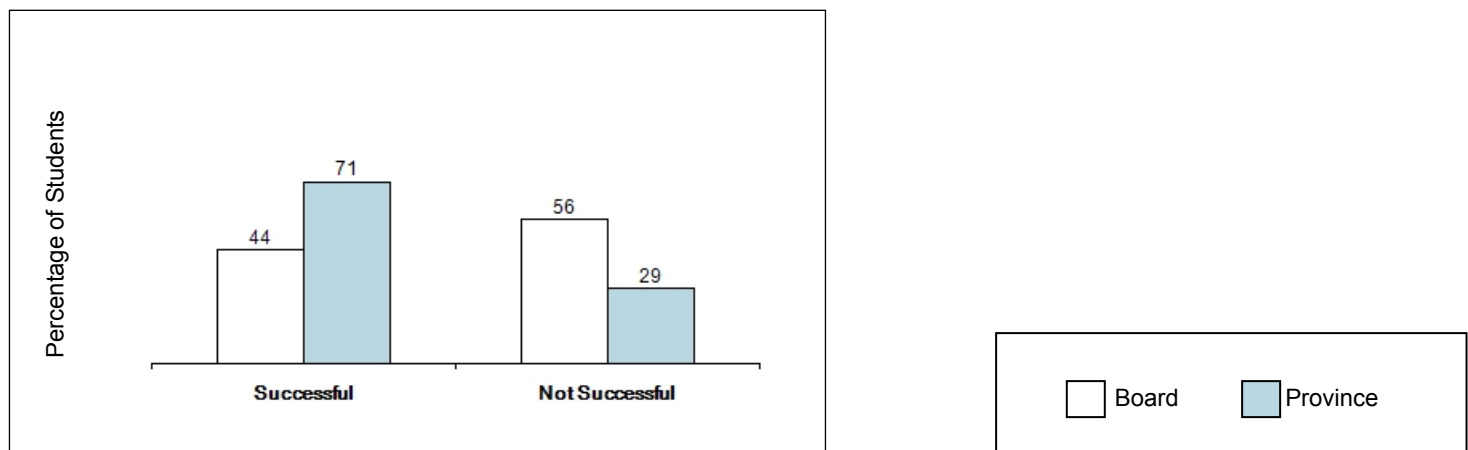
Results for English Language Learners*

Results for English Language Learners First-Time Eligible Students				
	All		Fully Participating	
	Board # = 113	Province # = 8 880	Board # = 43	Province # = 6 642
Successful	19	17%	44%	71%
Not Successful	24	21%	56%	29%
Fully Participating	43	38%	75%	
Absent	0	0%		
Deferred	70	62%		

Results for All First-Time Eligible English Language Learners*



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



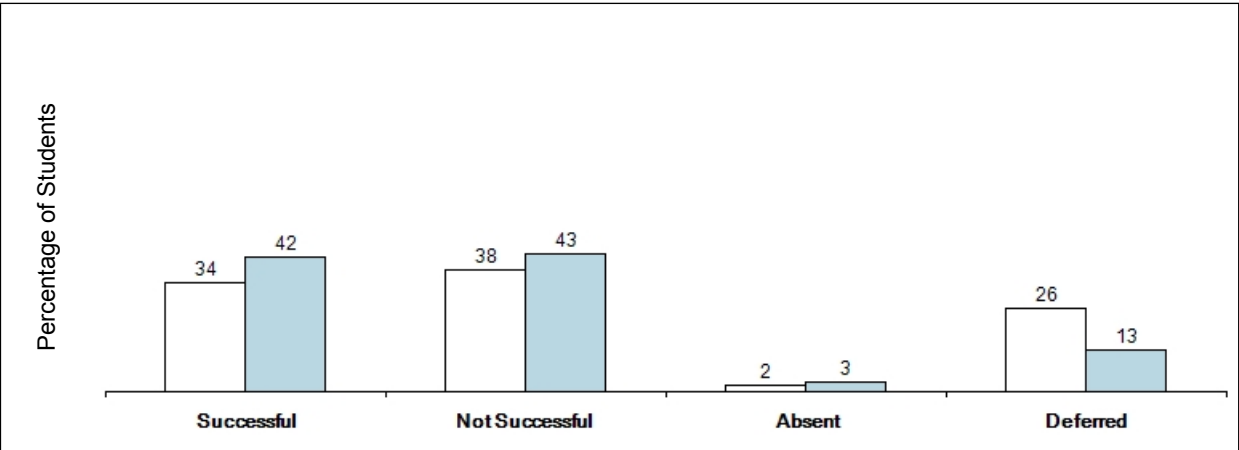
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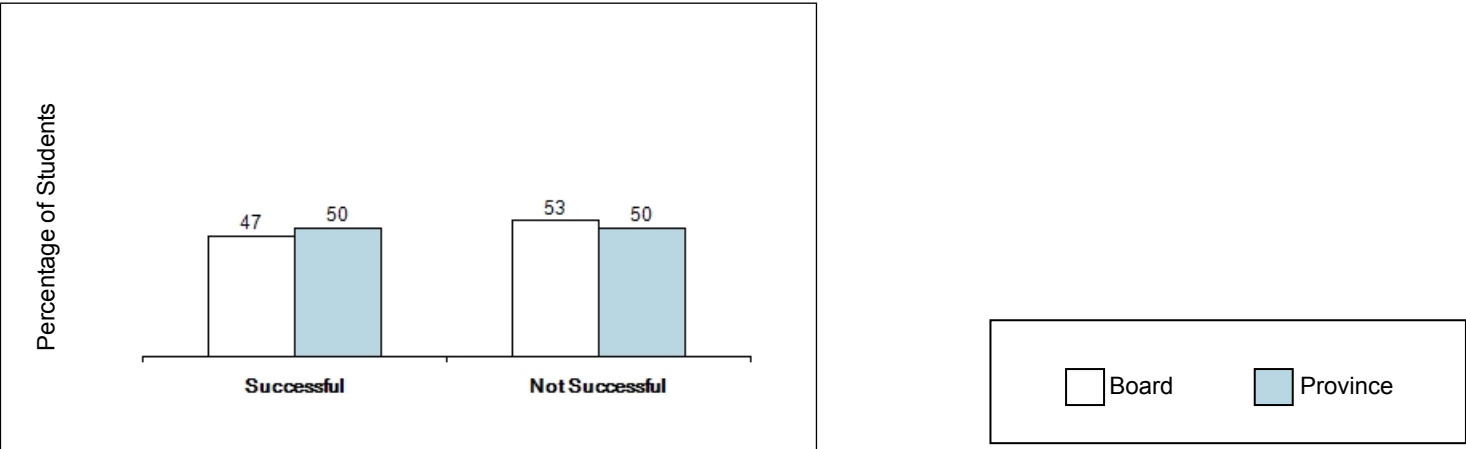
Results for Students with Special Education Needs (excluding gifted)*

	Results for Students with Special Education Needs (excluding gifted) First-Time Eligible Students			
	All		Fully Participating	
	Board # = 465	Province # = 26 504	Board # = 333	Province # = 22 322
Successful	158	34%	42%	50%
Not Successful	175	38%	53%	50%
Fully Participating	333	72%	84%	
Absent	11	2%		
Deferred	121	26%		

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)*



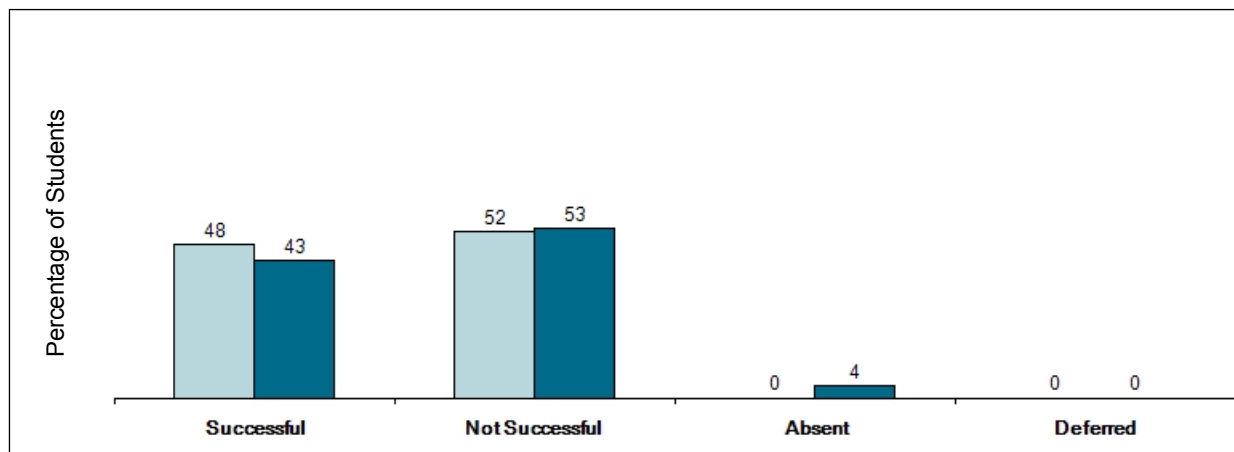
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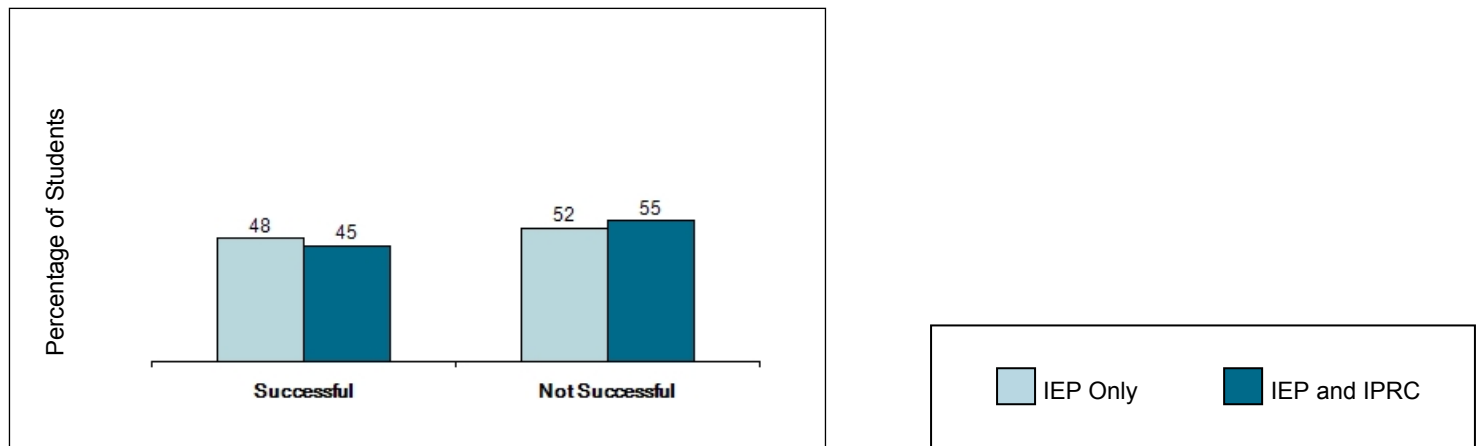
Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

	Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students					
	All				Fully Participating	
	IEP Only # = 52		IEP and IPRC # = 193		IEP Only # = 52	IEP and IPRC # = 186
Successful	25	48%	83	43%	48%	45%
Not Successful	27	52%	103	53%	52%	55%
Fully Participating	52	100%	186	96%		
Absent	0	0%	7	4%		
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)*



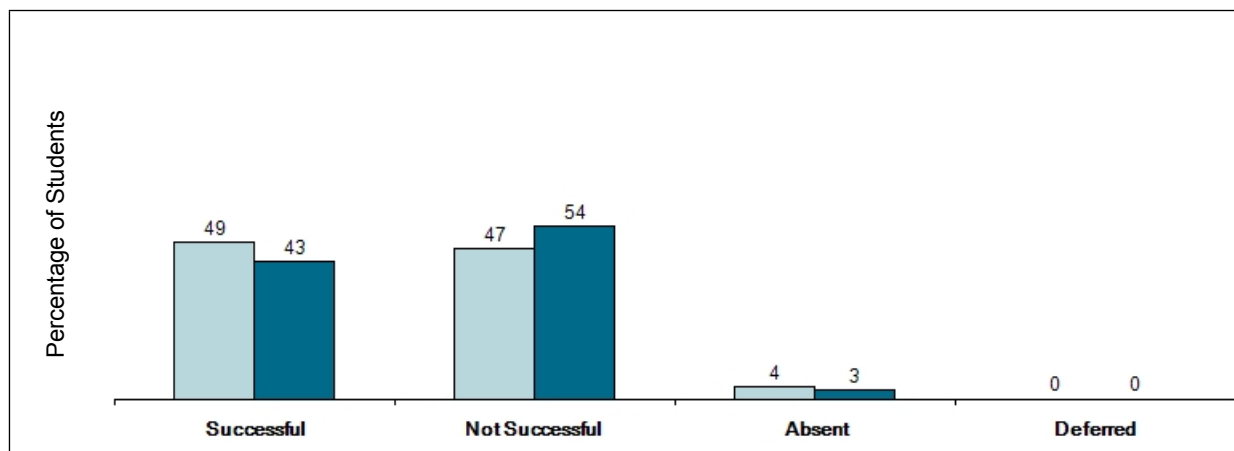
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Ontario Secondary School Literacy Test, 2018–2019

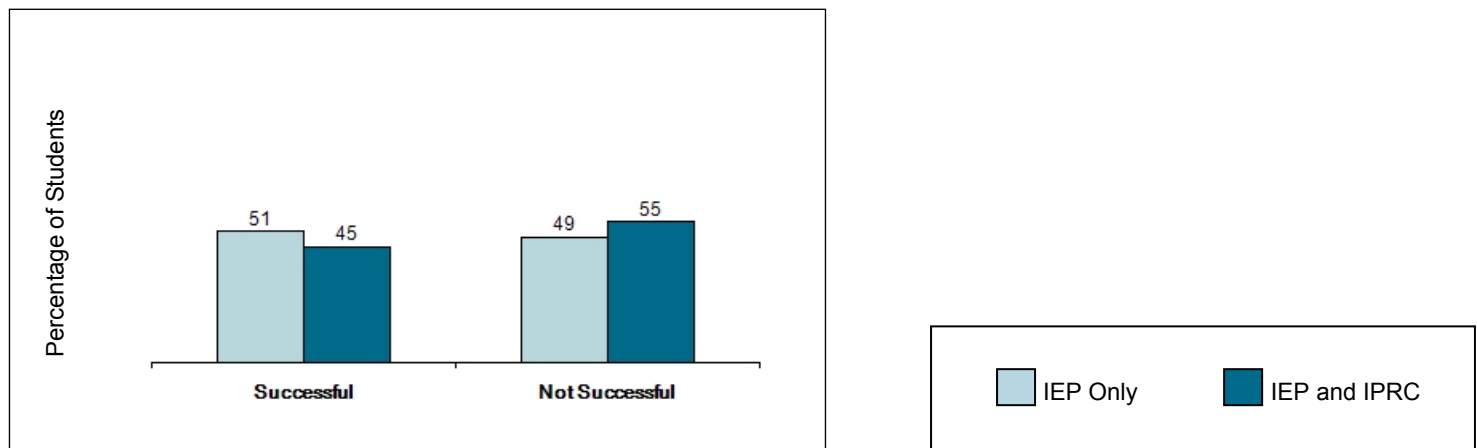
Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)*

	Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted) First-Time Eligible Students					
	All				Fully Participating	
	IEP Only # = 8 114		IEP and IPRC # = 9 368		IEP Only # = 7 818	IEP and IPRC # = 9 058
Successful	4 011	49%	4 046	43%	51%	45%
Not Successful	3 807	47%	5 012	54%	49%	55%
Fully Participating	7 818	96%	9 058	97%		
Absent	296	4%	310	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)*



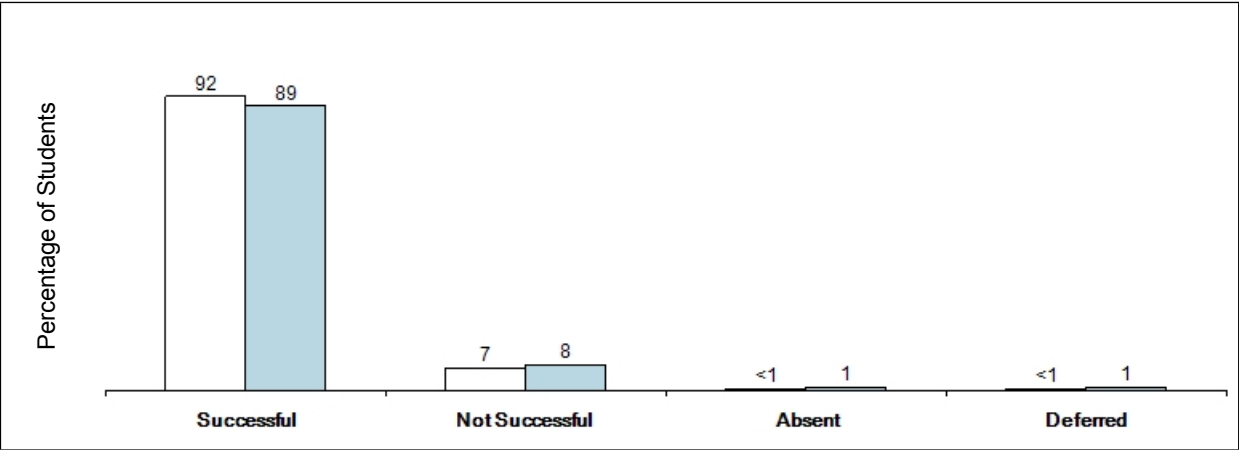
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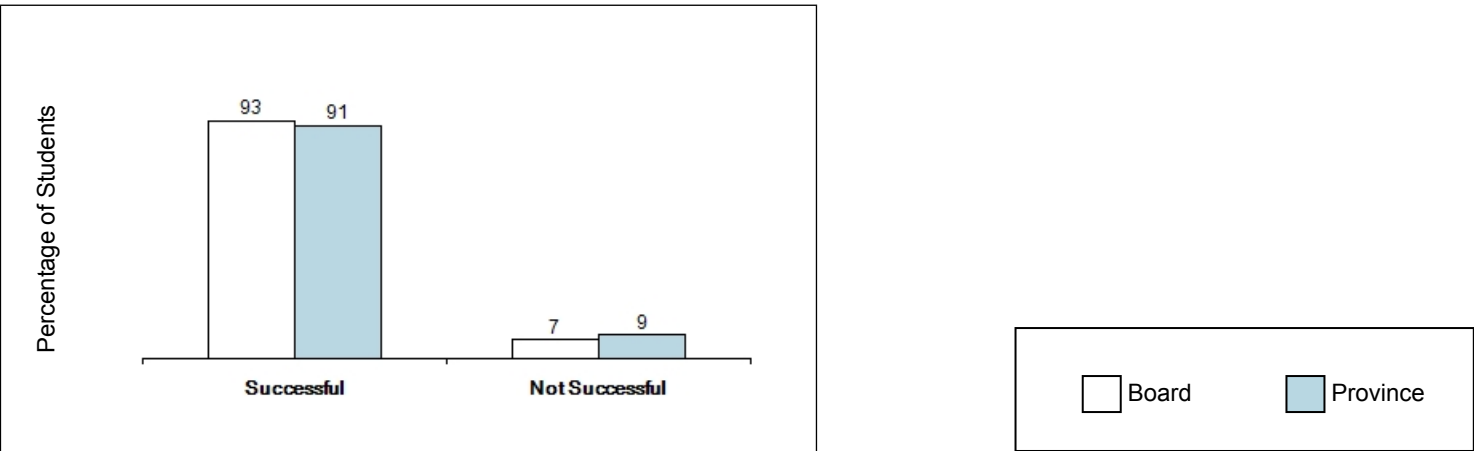
Results for Students Taking Academic English Course*

	Results for Students Taking Academic English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 1 705	Province # = 99 381	Board # = 1 692	Province # = 97 228
Successful	1 575	92%	93%	91%
Not Successful	117	7%	7%	9%
Fully Participating	1 692	99%	98%	
Absent	6	<1%		
Deferred	7	<1%		

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



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



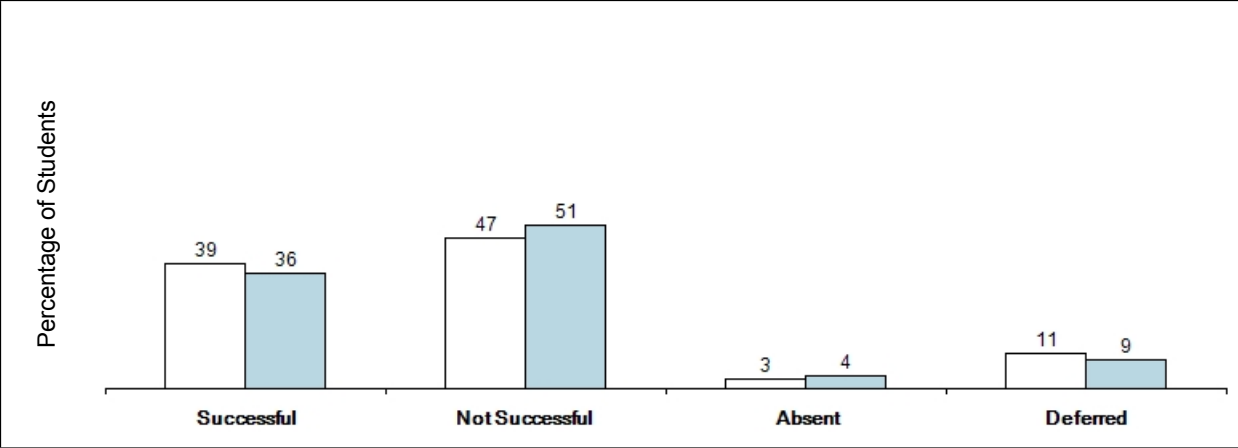
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Ontario Secondary School Literacy Test, 2018–2019

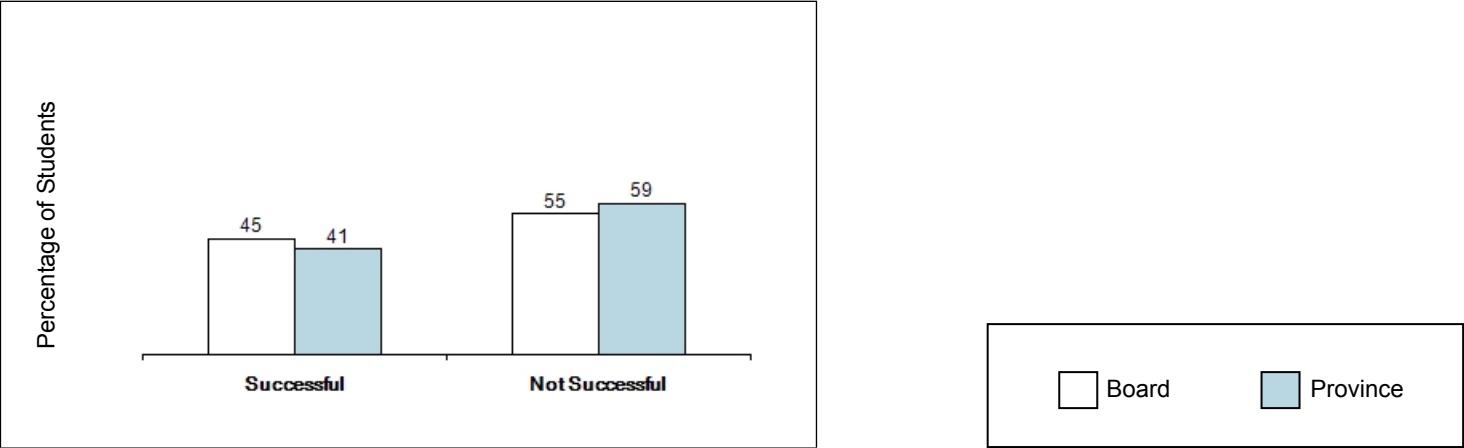
Results for Students Taking Applied English Course*

	Results for Students Taking Applied English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 759	Province # = 25 648	Board # = 647	Province # = 22 437
Successful	293	39%	45%	41%
Not Successful	354	47%	55%	59%
Fully Participating	647	85%		
Absent	26	3%		
Deferred	86	11%		

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



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



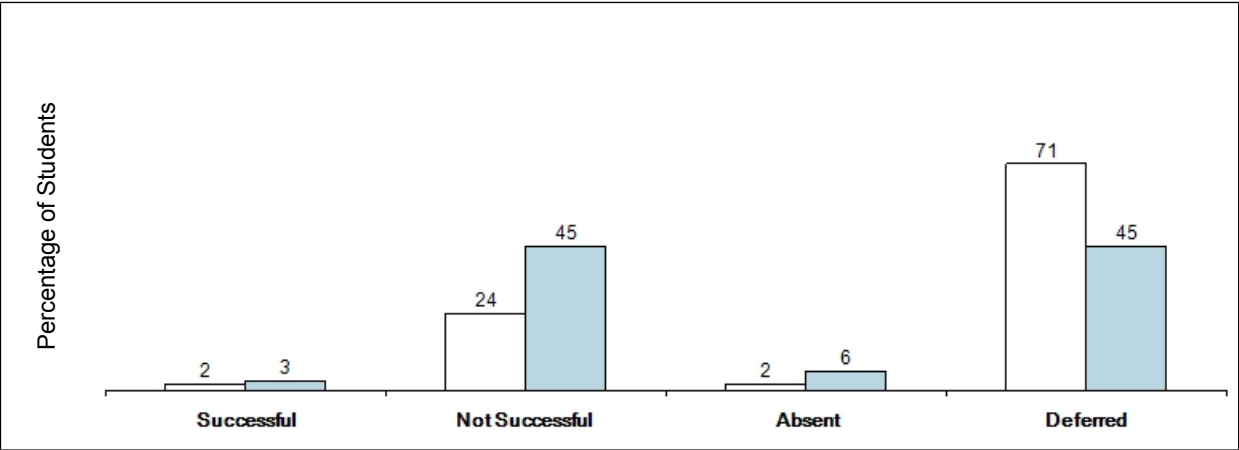
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Ontario Secondary School Literacy Test, 2018–2019

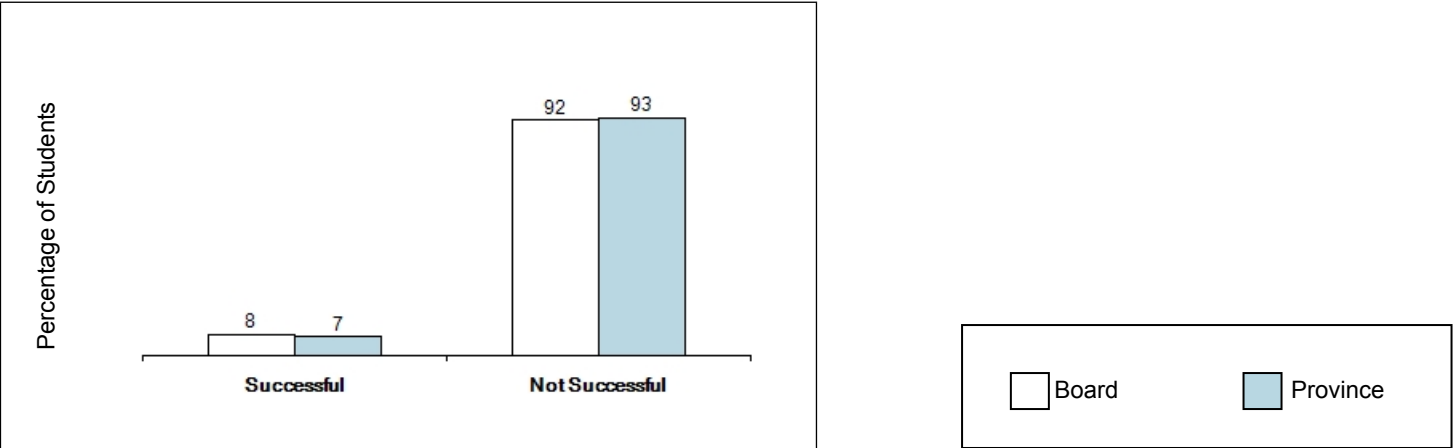
Results for Students Taking Locally Developed English Course*

	Results for Students Taking Locally Developed English Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 136	Province # = 3 888	Board # = 36	Province # = 1 880
Successful	3	2%	3%	8%
Not Successful	33	24%	45%	92%
Fully Participating	36	26%	48%	7%
Absent	3	2%	6%	93%
Deferred	97	71%	45%	

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*



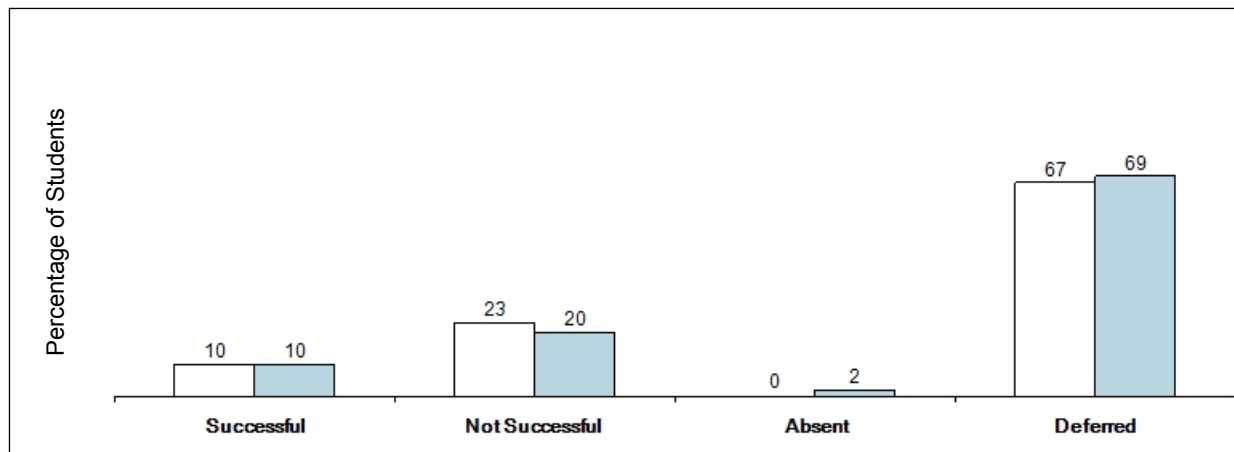
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Ontario Secondary School Literacy Test, 2018–2019

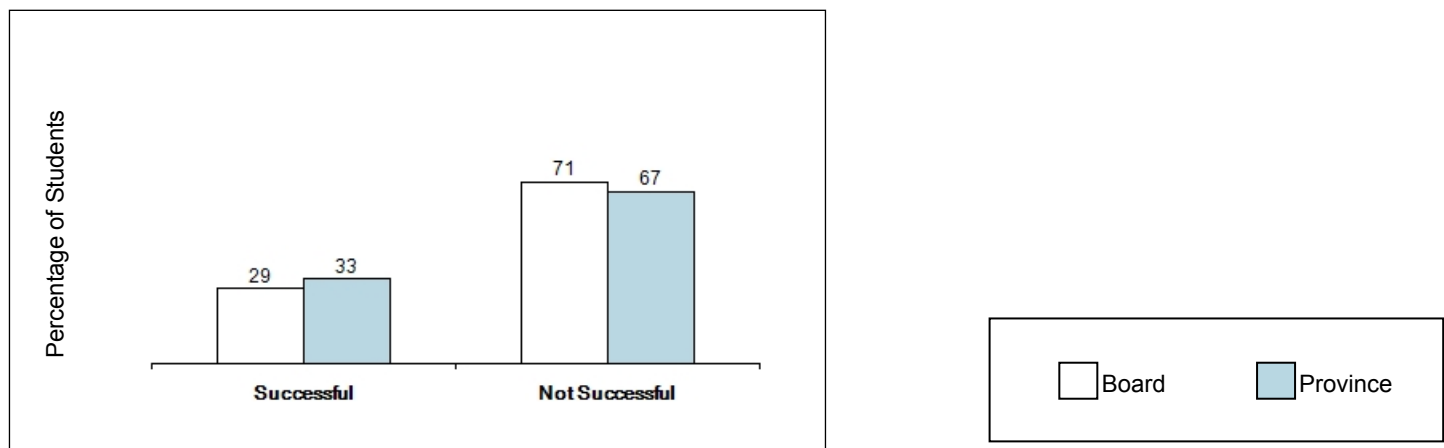
Results for Students Taking ESL/ELD Course*

	Results for Students Taking ESL/ELD Course First-Time Eligible Students			
	All		Fully Participating	
	Board # = 104	Province # = 2 562	Board # = 34	Province # = 745
Successful	10	10%	29%	33%
Not Successful	24	23%	71%	67%
Fully Participating	34	33%	29%	
Absent	0	0%		
Deferred	70	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, 2018–2019

Contextual Information over Time

This information provides a context for interpreting the board's results of the current and previous administrations.

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Enrolment					
Number of first-time eligible students	2 672	2 705	2 687	2 508	2 709
Number of schools with first-time eligible students	16	16	15	14	14
Number of students who were exempted	1	14	2	3	0
Participation in the Test					
Of all first-time eligible students, those who participated fully in the assessment	90%	90%	88%	89%	89%
Of all first-time eligible students, those who were absent	1%	1%	1%	1%	1%
Of all first-time eligible students, those who were deferred	9%	9%	11%	10%	10%
Gender[†] Based on number of first-time eligible students					
Female	49%	47%	49%	48%	48%
Male	51%	53%	51%	52%	52%
Gender not specified	0%	0%	0%	0%	0%
Student Status[†] Based on number of first-time eligible students					
English language learners*	3%	3%	3%	4%	4%
English language learners receiving special provisions**§	2%	1%	2%	<1%	1%
Students with special education needs (excluding gifted)*	16%	16%	15%	17%	17%
Students with special education needs receiving accommodations (excluding gifted)**	13%	13%	12%	10%	10%
Course Type in English[†] Based on number of first-time eligible students					
Academic	64%	66%	66%	65%	63%
Applied	28%	26%	26%	27%	28%
Locally developed	6%	6%	6%	5%	5%
ESL/ELD	2%	2%	3%	3%	4%
Other	<1%	<1%	0%	0%	<1%
Language^{††} Based on Student Questionnaire data					
Number of Respondents:	2 332	2 348	2 319	2 092	2 221
First language learned at home was other than English	20%	21%	20%	20%	20%
Speak only or mostly English at home	78%	75%	75%	74%	75%
Speak another language (or languages) as often as English at home	16%	20%	18%	18%	17%
Speak only or mostly another language (or other languages) at home	5%	4%	6%	6%	6%

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

* See Explanation of Terms.

** Percentages are based on fully participating students. In 2016–2017, percentages were 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.

§ Beginning in 2017–2018, the special provisions category includes extended periodic supervised breaks only.

^{††} Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students.

Ontario Secondary School Literacy Test, 2018–2019

Contextual Information over Time (continued)

	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Year Student Entered Current School [†]					
Year of the assessment	These items were added in 2015–2016.	9%	11%	10%	9%
Year prior to the assessment		90%	88%	90%	90%
2 years prior to the assessment		<1%	<1%	<1%	1%
3 or more years prior to the assessment		<1%	0%	<1%	<1%
Data not available		<1%	<1%	<1%	<1%
Year Student Entered Current Board [†]					
Year of the assessment	These items were added in 2015–2016.	5%	6%	5%	5%
Year prior to the assessment		18%	20%	17%	18%
2 years prior to the assessment		2%	2%	2%	3%
3 or more years prior to the assessment		75%	71%	76%	74%
Data not available		1%	1%	<1%	0%

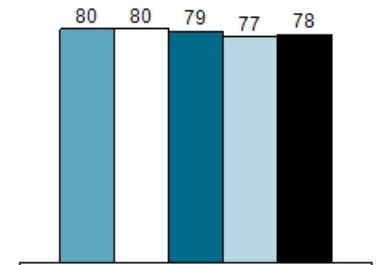
[†] Contextual data are based on information provided by schools and/or boards through the Student Data Collection process.

Ontario Secondary School Literacy Test, 2018–2019

Results over Time, 2014–2015 to 2018–2019

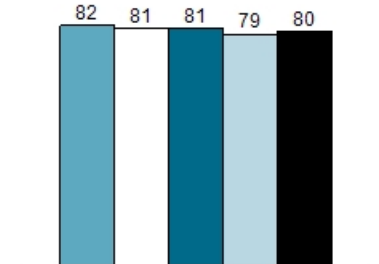
Board Results over Time*										
	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
<i>All Students</i>	2 672		2 705		2 687		2 508		2 709	
Successful	1 931	72%	1 939	72%	1 875	70%	1 720	69%	1 881	69%
Not Successful	477	18%	487	18%	498	19%	504	20%	528	19%
Fully Participating	2 408	90%	2 426	90%	2 373	88%	2 224	89%	2 409	89%
Absent	33	1%	27	1%	28	1%	22	1%	36	1%
Deferred	231	9%	252	9%	286	11%	262	10%	264	10%
Fully Participating Successful	1 931	80%	1 939	80%	1 875	79%	1 720	77%	1 881	78%

**Board Results over Time:
Percentage of Fully Participating
Successful Students**



Provincial Results over Time*										
	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
<i>All Students</i>	137 620		135 111		136 492		132 639		134 168	
Successful	105 309	77%	101 232	75%	102 530	75%	96 764	73%	99 949	74%
Not Successful	22 558	16%	23 745	18%	24 612	18%	25 957	20%	24 302	18%
Fully Participating	127 867	93%	124 977	92%	127 142	93%	122 721	93%	124 251	93%
Absent	2 603	2%	2 599	2%	2 297	2%	2 350	2%	2 320	2%
Deferred	7 150	5%	7 535	6%	7 053	5%	7 568	6%	7 597	6%
Fully Participating Successful	105 309	82%	101 232	81%	102 530	81%	96 764	79%	99 949	80%

**Provincial Results over Time:
Percentage of Fully Participating
Successful Students**



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

■ '15 ■ '16 ■ '17 ■ '18 ■ '19

Ontario Secondary School Literacy Test, 2018–2019

ACHIEVEMENT RESULTS OVER TIME BY GENDER†

PERCENTAGE OF ALL FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL:
ONTARIO SECONDARY SCHOOL LITERACY TEST

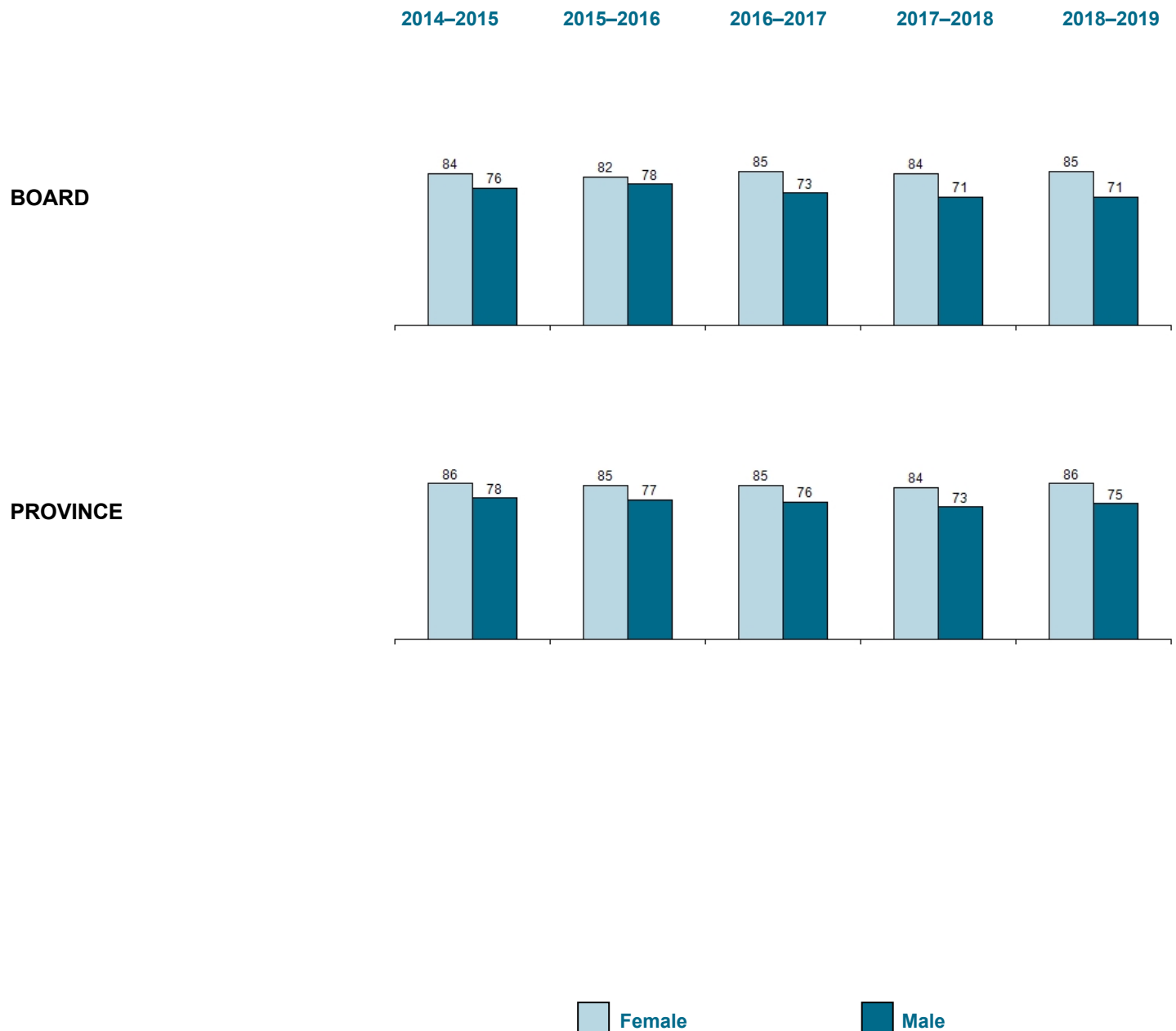
Number of First-Time Eligible Students†

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	1 322	1 350	1 263	1 442	1 329	1 358	1 206	1 302	1 304	1 405
Province	67 023	70 597	65 907	69 204	66 832	69 659	64 849	67 777	65 696	68 471

† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2018–2019

ACHIEVEMENT RESULTS OVER TIME BY GENDER†

PERCENTAGE OF FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL:
ONTARIO SECONDARY SCHOOL LITERACY TEST

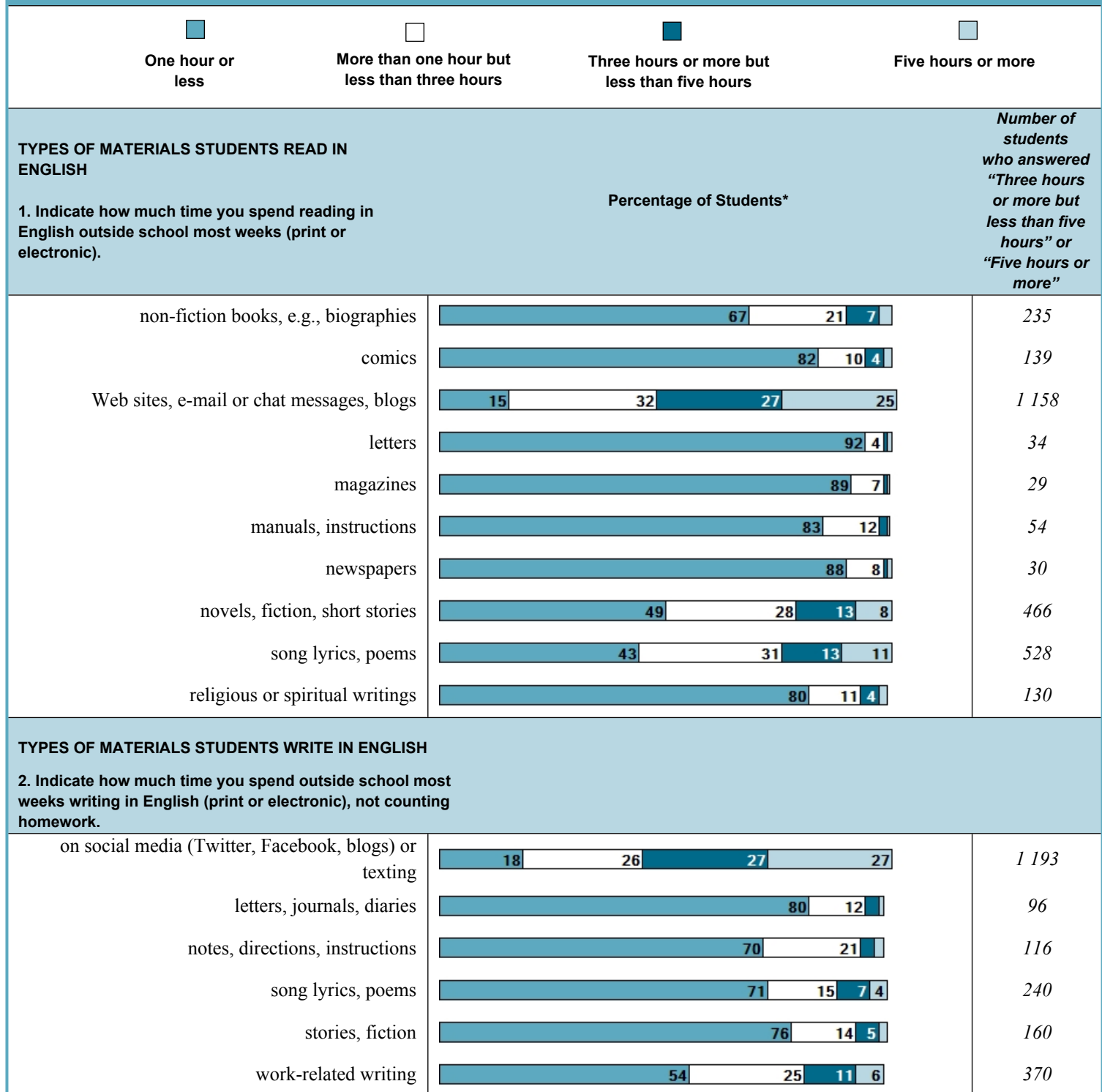
Number of Fully Participating First-Time Eligible Students†

	2014–2015		2015–2016		2016–2017		2017–2018		2018–2019	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	1 211	1 197	1 172	1 254	1 200	1 173	1 076	1 148	1 200	1 209
Province	62 936	64 931	61 694	63 283	62 991	64 150	60 716	61 994	61 723	62 527

† Includes only students for whom gender data were available.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 2 221)



* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 2 221)

HOME COMPUTER USE		
3. Indicate how often you use a computer at home for homework (choose one only).	Percentage of Students*	Number of students
I don't have a computer at home.	6	135
I never or hardly ever use the computer for homework.	14	320
I use the computer once or twice a month for homework.	25	559
I use the computer once or twice a week for homework.	32	717
I use the computer almost every day for homework.	21	469
LANGUAGE BACKGROUND		
4. Is English the first language you learned at home?		
yes	79	1 752
no	20	454
5. What languages do you speak at home (choose one only)?		
only or mostly English	75	1 672
another language (or languages) as often as English	17	381
only or mostly another language (or other languages)	6	131
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME	Percentage of Students*	Number of students who answered "Yes"
6. Indicate what English-language materials you have at home (print or electronic).		
dictionaries, encyclopedias	71 27	1 572
books	94 4	2 092
newspapers	69 29	1 523
magazines	62 36	1 369

* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Ontario Secondary School Literacy Test, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 2 221)	Female* (# = 1 127)	Male* (# = 1 094)	All (# = 118 073)	Female* (# = 59 182)	Male* (# = 58 890)
HOME COMPUTER USE Percentage of students indicating that they						
have a computer at home.	93%	93%	93%	95%	96%	94%
use the computer almost every day for homework.	21%	23%	20%	38%	41%	36%
TYPES OF MATERIALS STUDENTS READ IN ENGLISH Indicate how much time you spend reading in English outside school most weeks (print or electronic). <div>Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†</div>						
non-fiction books, e.g., biographies	11%	11%	10%	11%	12%	10%
comics	6%	6%	7%	6%	5%	6%
Web sites, e-mail or chat messages, blogs	52%	57%	47%	51%	55%	46%
letters	2%	1%	2%	1%	1%	1%
magazines	1%	1%	2%	1%	1%	1%
manuals, instructions	2%	1%	3%	2%	1%	3%
newspapers	1%	1%	2%	2%	1%	2%
novels, fiction, short stories	21%	29%	13%	23%	31%	15%
song lyrics, poems	24%	28%	19%	24%	28%	20%
religious or spiritual writings	6%	6%	6%	5%	5%	5%
TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME Indicate what English-language materials you have at home (print or electronic). <div>Percentage of students</div>						
dictionaries, encyclopedias	71%	73%	69%	77%	79%	75%
books	94%	95%	93%	96%	97%	94%
newspapers	69%	69%	69%	69%	70%	68%
magazines	62%	61%	62%	64%	65%	63%
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. <div>Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†</div>						
on social media (Twitter, Facebook, blogs) or texting	54%	60%	47%	52%	58%	47%
letters, journals, diaries	4%	7%	2%	4%	7%	2%
notes, directions, instructions	5%	6%	4%	6%	7%	5%
song lyrics, poems	11%	12%	9%	11%	12%	10%
stories, fiction	7%	10%	4%	8%	11%	5%
work-related writing	17%	19%	14%	23%	28%	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, 2018–2019

STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 2 221)	Female* (# = 1 127)	Male* (# = 1 094)	All (# = 118 073)	Female* (# = 59 182)	Male* (# = 58 890)
LANGUAGE BACKGROUND						
Percentage of students indicating that the first language they learned at home was						
other than English.	20%	21%	20%	23%	23%	22%
Percentage of students indicating that they speak the following language(s) at home:**						
only or mostly English	75%	75%	76%	71%	71%	72%
another language (or languages) as often as English	17%	18%	16%	20%	21%	19%
only or mostly another language (or other languages)	6%	5%	7%	7%	6%	7%

* Includes only students for whom gender data were available.

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

Ontario Secondary School Literacy Test, 2018–2019

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 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> .
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.