

PEEL DISTRICT SCHOOL BOARD

Assessment and Accountability

Curriculum, Instruction and Special Education Support Services



Peel Reading Attitudes Survey Report

Peel District School Board



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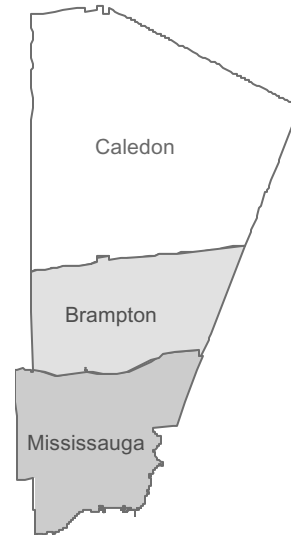
Peel Reading Attitudes Survey Report

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The Peel Reading Attitudes Survey was developed to provide information about students' reading habits and attitudes. In the survey, the following aspects of reading were examined: enjoyment, ability, practices, frequency of reading activities, family involvement, post-reading activities, and reading choices.

This information will contribute to continuing efforts by the Peel District School Board to support student success. By gaining a more comprehensive understanding of students' reading attitudes, habits, and choices, schools will focus their instructional strategies and resources in order to meet the literacy needs of their students.

The Peel Reading Attitudes Survey was completed by Junior (grades 4-6), Intermediate (grades 7-8) and Secondary students (grades 9-10) in February - April of 2004. In total, 59,387 students completed the survey.



Overview of Data Analysis

A principle component factor analysis was conducted to determine the underlying structure of the survey items. Analyses revealed three significant dimensions to the survey: (1) *reading enjoyment*, (2) *reading ability*, and (3) *reading engagement*. Cronbach's Alpha was conducted to test the internal consistency of each dimension. Coefficients ranged from 0.62 to 0.76, indicating the reliability of the items within each dimension. This will allow us to track and monitor changes of the three dimensions over time.

The remaining data have been organized into the following themes: reading activities, family involvement, post-reading activities, and reading choices.

Note: Percentages in tables may not add up exactly to 100, due to rounding.

A. Demographic Information

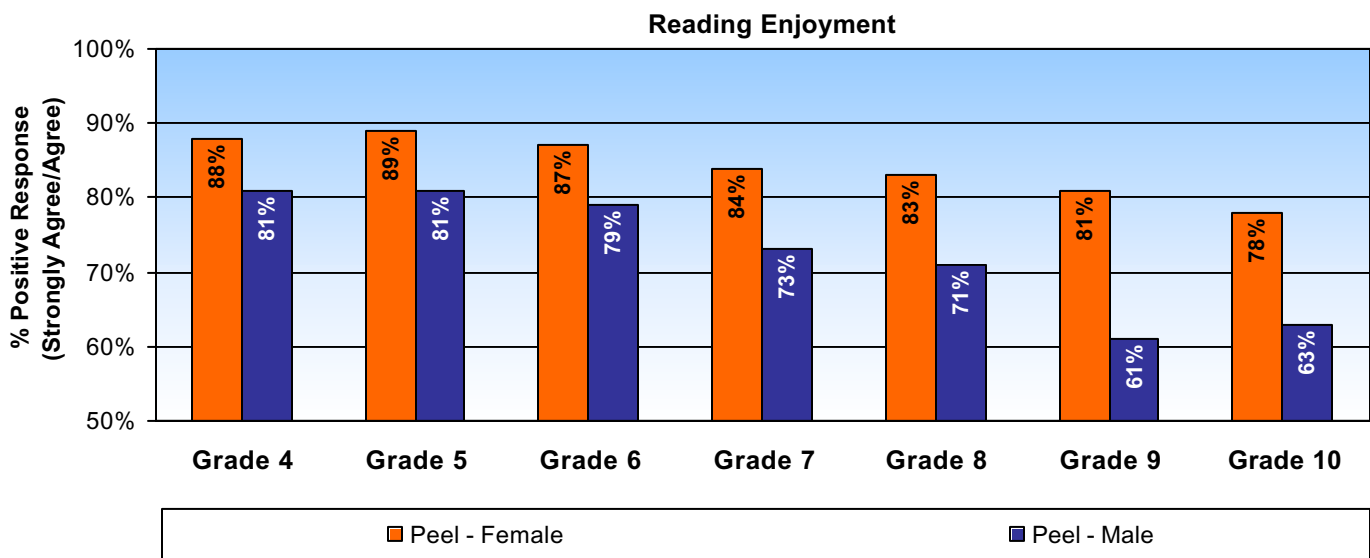
	PEEL AVERAGE (N=59,387)
% of students with an Individual Education Plan (IEP)	20%
% of students who attend Enhanced Learning Classes	15%
% of students who receive support from an ESL/ELD teacher	10%
% of students who receive support from a classroom teacher because English is not their first language	17%

B. Overview of Reading Dimensions

The following tables and graphs present reading enjoyment, ability, and engagement for students in the Peel District School Board. Each table presents the *combined* average of students' responses across all grades for the Peel board. Each graph presents the percentage of males and females within each grade level who responded "strongly agree" and "agree" to the group of statements in the corresponding table. The higher the number, the more positive the attitude, perception of ability, or engagement.

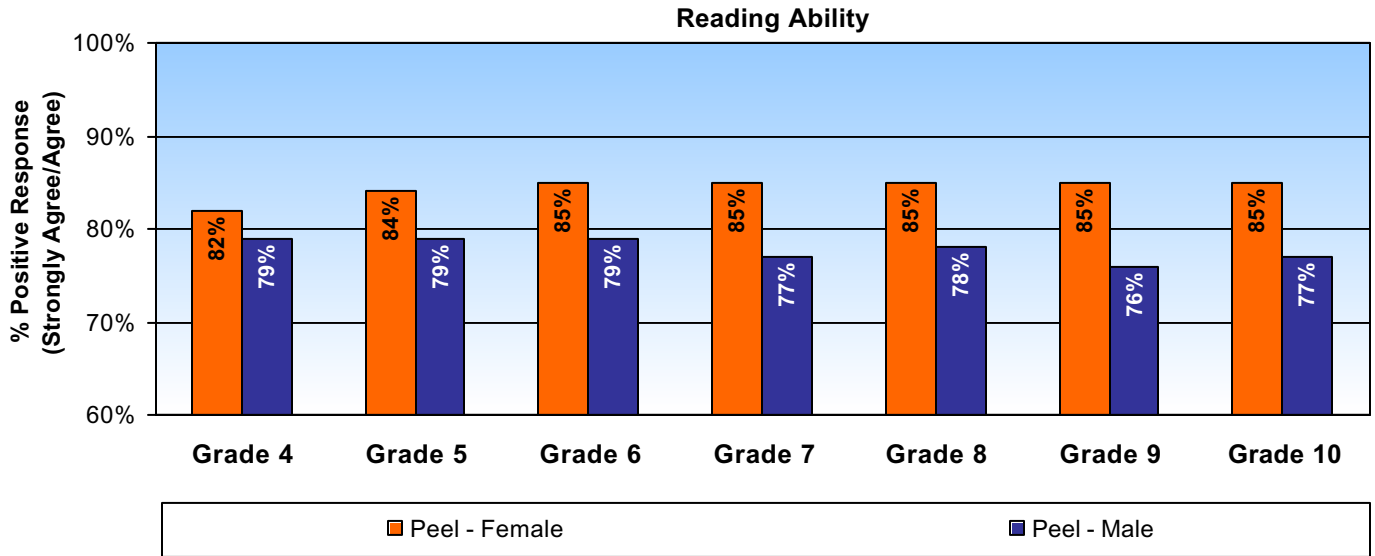
(1) Reading Enjoyment

	PEEL AVERAGE (N=59,387)			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I like to read.	31%	50%	13%	5%
I do not only read when I have to.	27%	38%	22%	12%
Reading is important.	63%	31%	4%	3%
Reading is not boring.	41%	35%	14%	10%



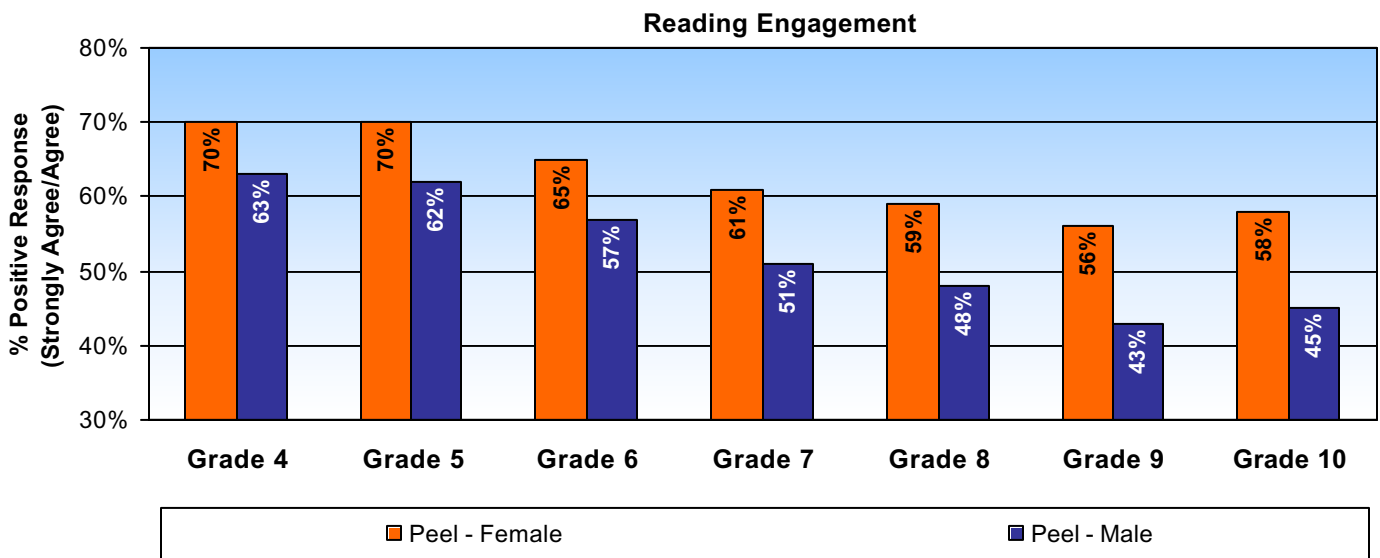
(2) Reading Ability

	PEEL AVERAGE (N=59,387)			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Other people think I'm a good reader.	18%	55%	21%	6%
I don't think I need help with reading.	53%	31%	12%	5%
I think I'm a good reader.	31%	55%	11%	3%



(3) Reading Engagement

	PEEL AVERAGE (N=59,387)			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I enjoy listening to someone read out loud.	21%	46%	24%	9%
I like to talk about what I've read.	15%	46%	30%	10%
I like to read materials that reflect who I am (for example, my family, religion, culture).	18%	38%	32%	12%
I like hearing suggestions about how to improve my reading.	20%	43%	24%	13%
I ask my friends to suggest things to read.	10%	35%	38%	18%



C. Overview of Reading Activities, Family Involvement, Post-Reading Activities, Reading Choices, and Reading Preferences

(1) Reading Activities

	PEEL AVERAGE (N=59,387)				
	Always	Often	Sometimes	Rarely	Never
I read in my free time.	15%	26%	31%	18%	11%
When I need to, I ask for help with reading.	11%	14%	25%	29%	22%
I read books or other materials in a language other than English.	6%	10%	19%	23%	42%

(2) Family Involvement in Reading

	PEEL AVERAGE (N=59,387)				
	Always	Often	Sometimes	Rarely	Never
At home, my family likes to read.	20%	33%	32%	11%	4%
A parent or guardian reads to me.	3%	6%	17%	28%	46%
I read out loud to others (for example, brother, friend, parent).	9%	17%	27%	24%	23%

(3) Post-Reading Activities

	PEEL AVERAGE (N=59,387)				
	Always	Often	Sometimes	Rarely	Never
After reading, I like to read more books by the same author.	20%	29%	28%	14%	9%
After reading, I like to share my ideas and thoughts by writing them down.	5%	8%	19%	27%	41%
After reading, I like to share my ideas and thoughts by talking to a friend.	12%	21%	26%	21%	20%
After reading, I like to share my ideas and thoughts by taking part in on-line chats.	7%	9%	13%	17%	54%
After reading, I like to share my ideas and thoughts by taking part in literature circles.	6%	10%	17%	21%	48%
After reading, I like to share my ideas and thoughts by taking part in class discussions.	10%	18%	28%	22%	22%

(4) Reading Choices

	PEEL AVERAGE (N=59,387)			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I like to choose what I read.	67%	30%	2%	1%
I like my teachers to choose what I read.	4%	14%	40%	42%

(5) Reading Preferences

	PEEL AVERAGE (N=59,387)
I like to read (in any language):	
Chapter Books	73%
Mystery	58%
Science Fiction/Fantasy	36%
Romance	18%
Adventure	64%
Other Fiction	37%
Magazines	68%
Newspapers	31%
Information Books	24%
Poems	31%
Dictionaries/Encyclopedias	13%
Joke Books	57%
Comics	57%
Craft Books/Cookbooks	25%
Graphic Novels	17%
Games Books	46%
Instruction Manuals	16%