



School Board Report



Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 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 Assessments of Reading, Writing and Mathematics for the primary (Grades 1–3) and junior (Grades 4–6) divisions. 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.

Of course, the information that EQAO provides is not limited to student achievement results and also includes contextual, attitudinal and behavioural 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.

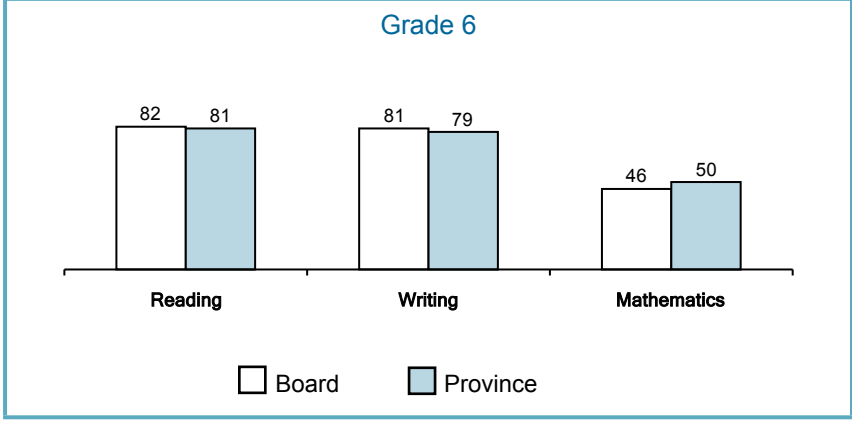
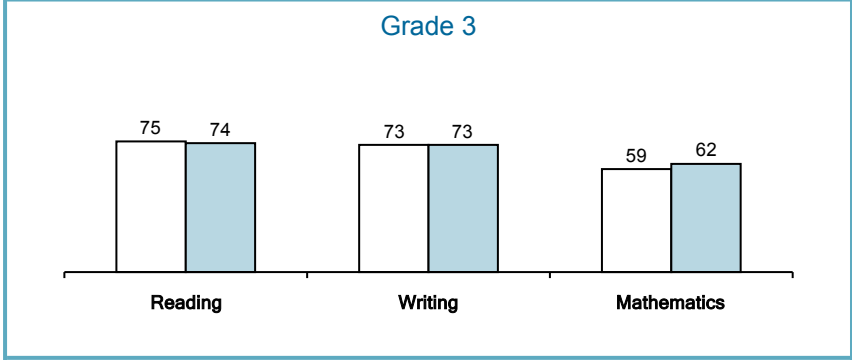
We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students meet, at the minimum, the provincial standard.

Sincerely,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

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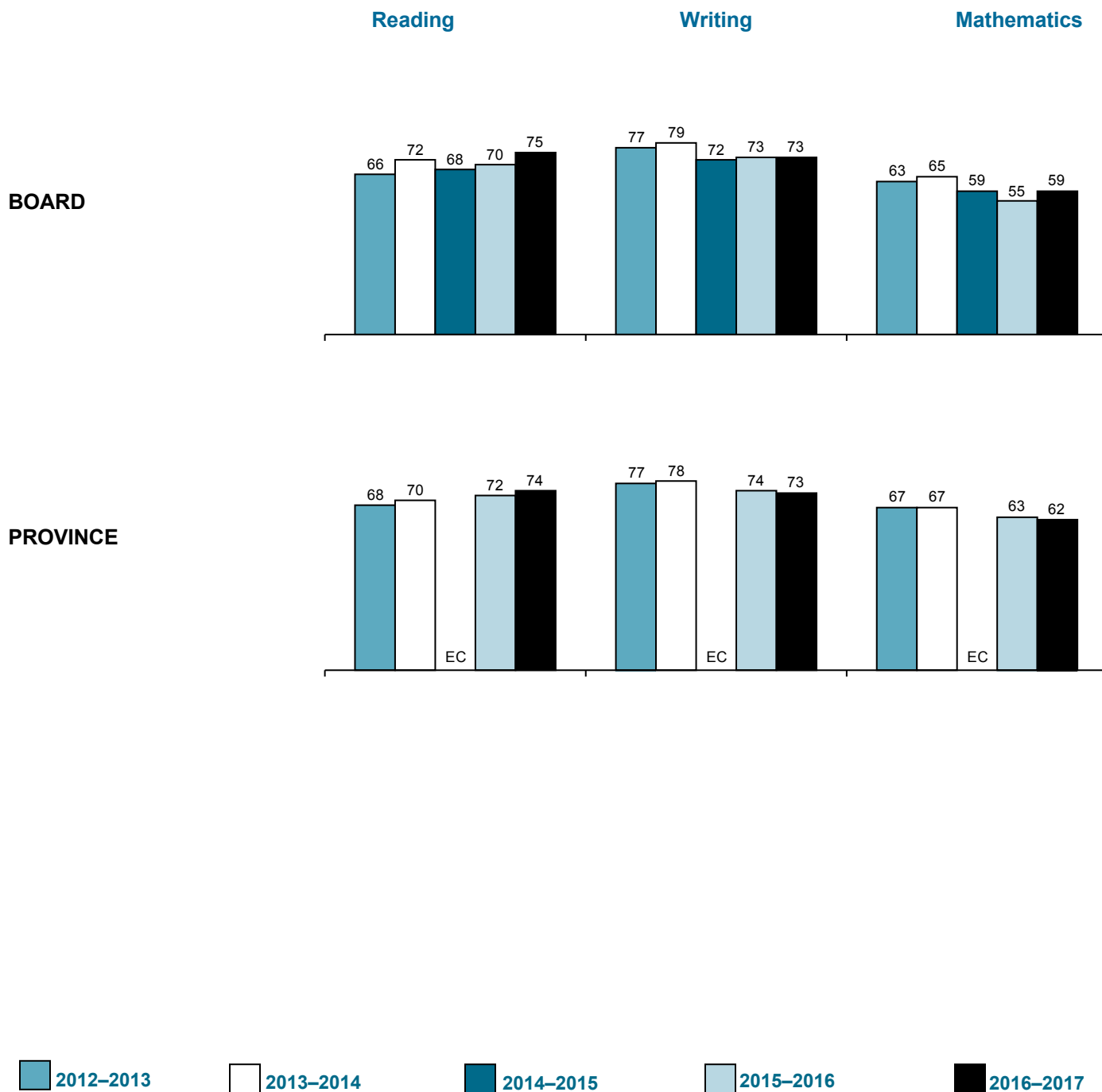
PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2016–2017



Assessments of Reading, Writing and Mathematics, 2016–2017

RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

PERCENTAGE OF STUDENTS: Grade 3



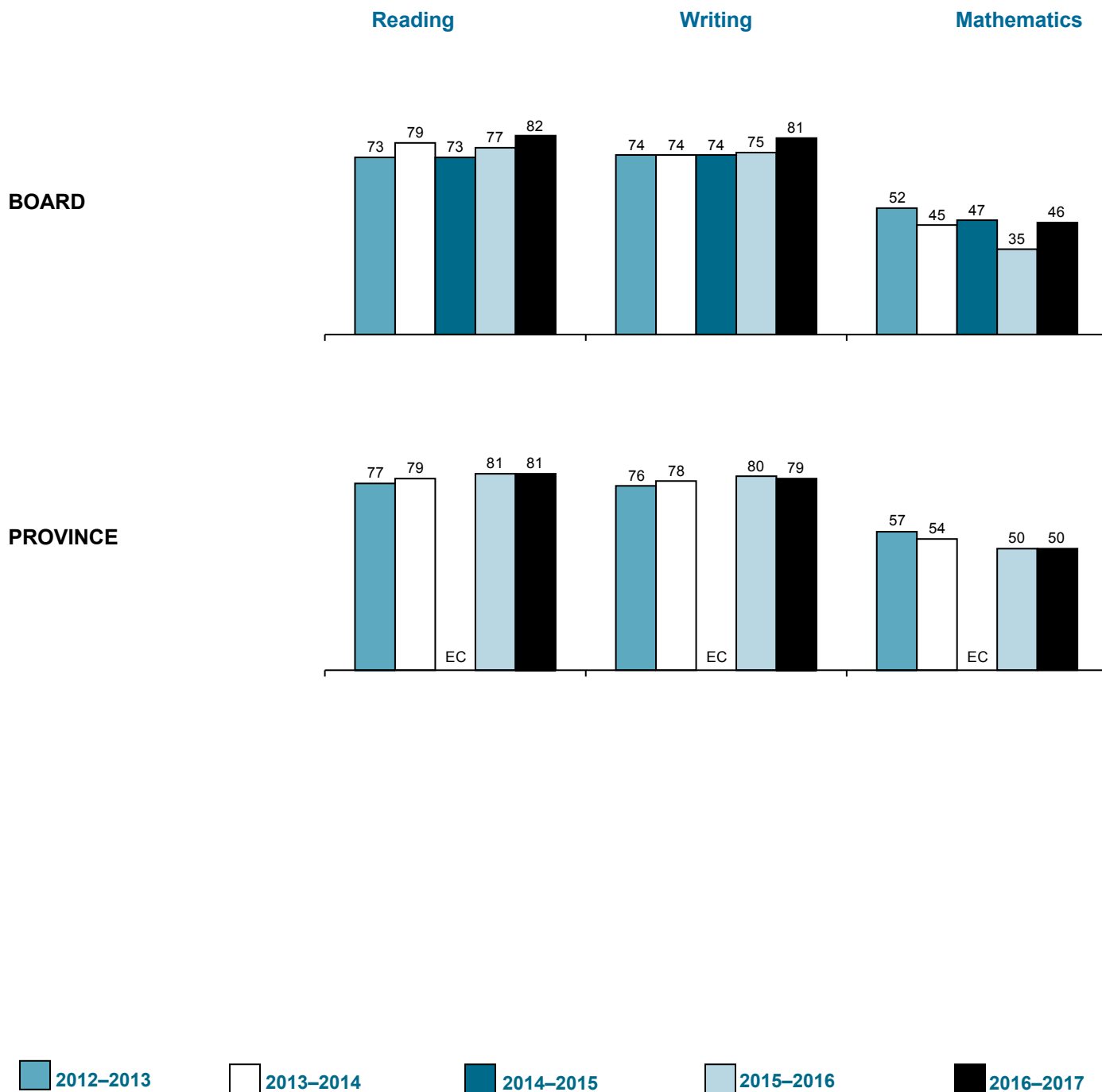
Total Number of Grade 3 Students

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Board	919	959	1 020	994	1 063
Province	127 645	127 505	EC	125 484	132 992

Assessments of Reading, Writing and Mathematics, 2016–2017

RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

PERCENTAGE OF STUDENTS: Grade 6



Total Number of Grade 6 Students

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Board	1 025	933	989	1 001	1 022
Province	131 589	127 286	EC	123 685	130 775

Assessments of Reading, Writing and Mathematics, 2016–2017

TIPS

Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.



Every assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in reading, writing and mathematics.



Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 20 students, a difference of 10% represents only two students.



Trends may be difficult to identify or to interpret. This is especially true in small schools or boards, or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for schools or boards where fewer than 10 students participated because it might be possible to identify individual students.

ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations to the end of the Primary Division and the end of the Junior Division. Students complete a set of test booklets that allow them to show what they have learned in reading, writing and mathematics. The assessments are based on *The Ontario Curriculum*.

This report includes

- ◆ results for this year;
- ◆ a comparison of results of the current and previous administrations to aid in monitoring improvement;
- ◆ information about the characteristics of the students who participated;
- ◆ summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics;
- ◆ detailed tables and graphs showing results for all levels of achievement, results for gender and participation information;
- ◆ 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 school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for reading, writing and mathematics.
 - Are these results consistent with what you would expect?
 - How do the school results compare to the board and the province; the board results compare to the province?
 - How do these results compare over time?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to school or board staff about the goals for school improvement related to reading, writing and mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 3 and Grade 6 students across Ontario take part in these assessments of reading, writing and mathematics. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, 2016–2017

Contextual Information: Grade 3*

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

Demographic Information	Board		Province	
Enrolment				
Number of Grade 3 students	1 063		132 992	
Number of classes with Grade 3 students	77		10 098	
Number of schools with Grade 3 classes	30		3 317	
	Number	Percent	Number	Percent
Gender				
Female	532	50%	64 691	49%
Male	531	50%	68 301	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	6	1%	17 849	13%
Students with special education needs (excluding gifted)**	249	23%	24 077	18%
Place of Birth				
Born in Canada	1 034	97%	118 988	89%
Born outside Canada	29	3%	13 723	10%
In Canada less than one year	7	1%	982	1%
In Canada one year or more but less than three years	1	<1%	3 323	2%
In Canada three years or more	21	2%	8 591	6%
Language				
First language learned at home was other than English	45	4%	28 979	22%
Year Student Entered Current School				
Year of the assessment	130	12%	17 064	13%
Year prior to the assessment	89	8%	14 673	11%
2 years prior to the assessment	97	9%	19 187	14%
3 or more years prior to the assessment	747	70%	81 933	62%
Data not available	0	0%	135	<1%
Year Student Entered Current Board				
Year of the assessment	79	7%	8 285	6%
Year prior to the assessment	60	6%	7 747	6%
2 years prior to the assessment	62	6%	9 898	7%
3 or more years prior to the assessment	861	81%	106 764	80%
Data not available	1	<1%	298	<1%

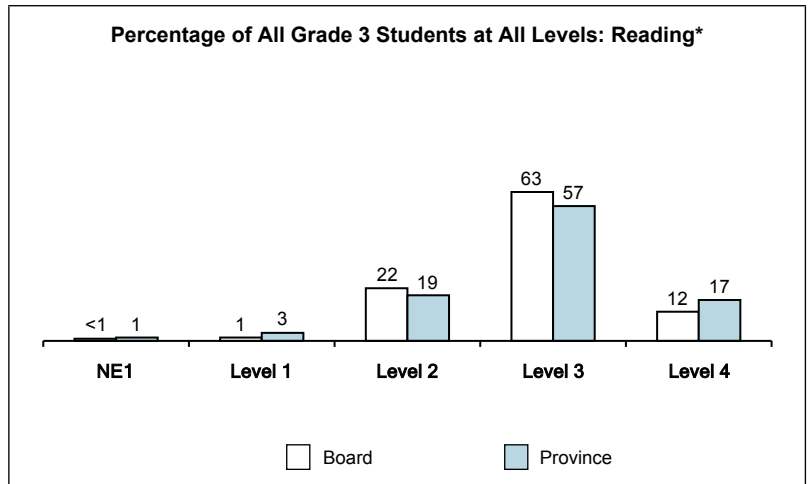
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

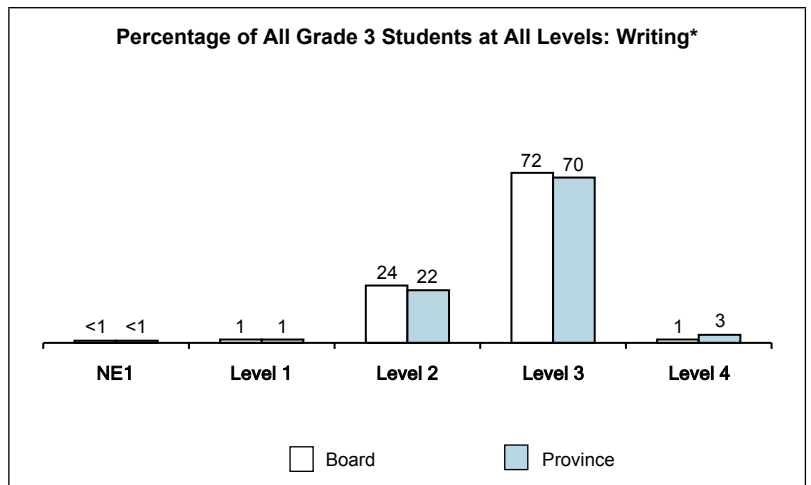
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: All Students^{††}

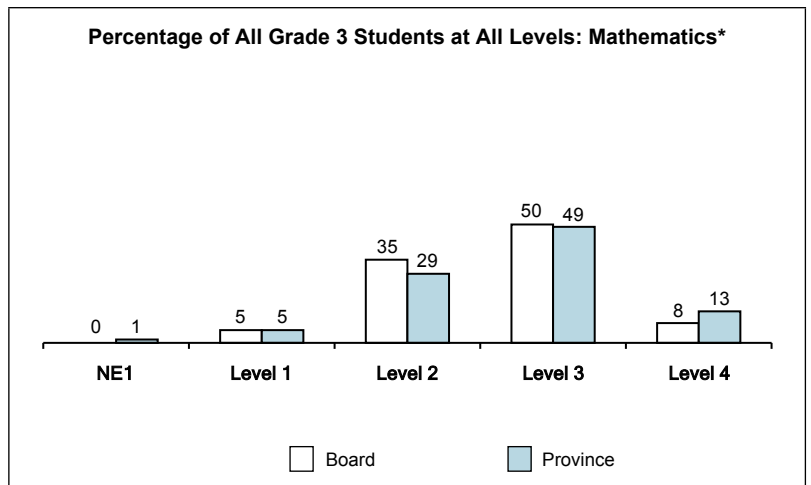
Grade 3: Reading*			
Number of Students	Board 1 044		Province 126 016
	#	%	%
Level 4	124	12%	17%
Level 3	654	63%	57%
Level 2	230	22%	19%
Level 1	13	1%	3%
NE1**	2	<1%	1%
Participating Students	1 023	98%	97%
No Data	5	<1%	1%
Exempt	16	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†		75%	74%



Grade 3: Writing*			
Number of Students	Board 1 044		Province 126 036
	#	%	%
Level 4	9	1%	3%
Level 3	754	72%	70%
Level 2	253	24%	22%
Level 1	6	1%	1%
NE1**	1	<1%	<1%
Participating Students	1 023	98%	97%
No Data	5	<1%	1%
Exempt	16	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		73%	73%



Grade 3: Mathematics*			
Number of Students	Board 1 063		Province 132 983
	#	%	%
Level 4	87	8%	13%
Level 3	535	50%	49%
Level 2	370	35%	29%
Level 1	48	5%	5%
NE1**	0	0%	1%
Participating Students	1 040	98%	97%
No Data	6	1%	1%
Exempt	17	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		59%	62%

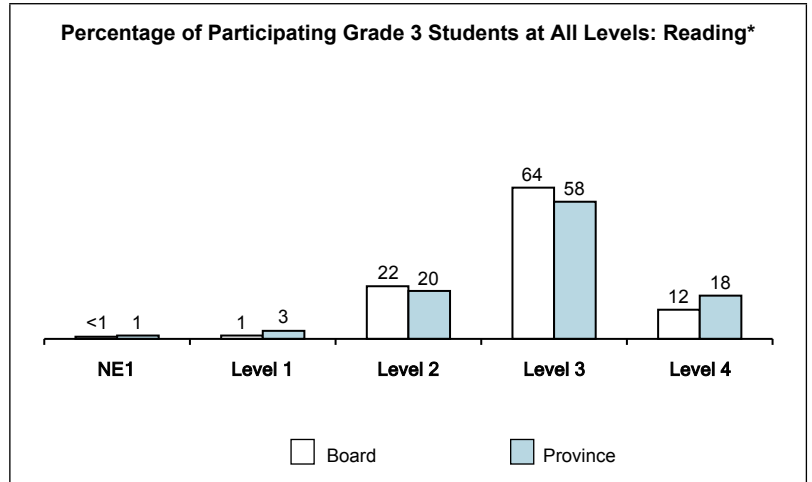


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.
 †† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

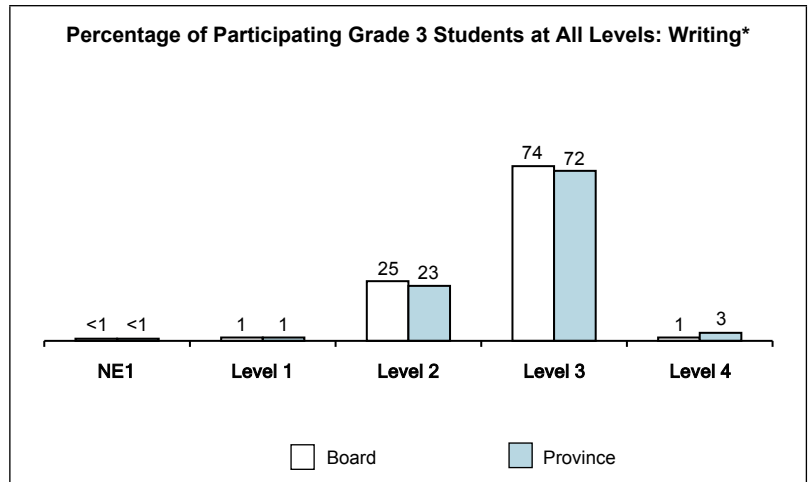
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: Participating Students (excludes “no data” and “exempt” categories)

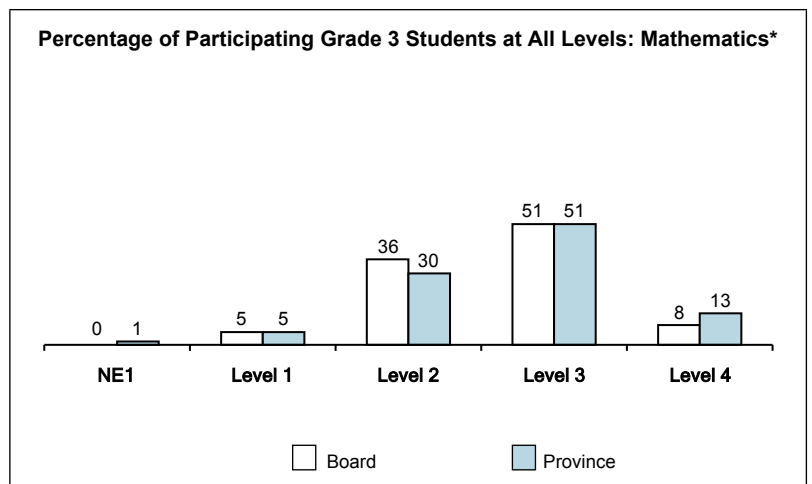
Grade 3: Reading*			
Number of Students	Board 1 023		Province 122 003
	#	%	%
Level 4	124	12%	18%
Level 3	654	64%	58%
Level 2	230	22%	20%
Level 1	13	1%	3%
NE1**	2	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		76%	76%



Grade 3: Writing*			
Number of Students	Board 1 023		Province 122 199
	#	%	%
Level 4	9	1%	3%
Level 3	754	74%	72%
Level 2	253	25%	23%
Level 1	6	1%	1%
NE1**	1	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		75%	76%



Grade 3: Mathematics*			
Number of Students	Board 1 040		Province 129 191
	#	%	%
Level 4	87	8%	13%
Level 3	535	51%	51%
Level 2	370	36%	30%
Level 1	48	5%	5%
NE1**	0	0%	1%
At or Above Provincial Standard (Levels 3 and 4)†		60%	64%



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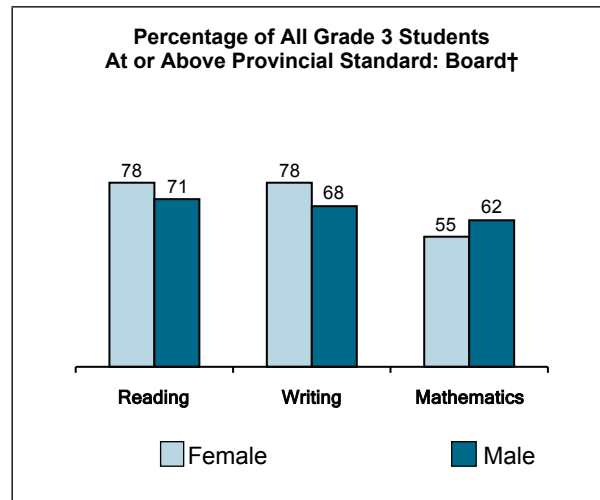
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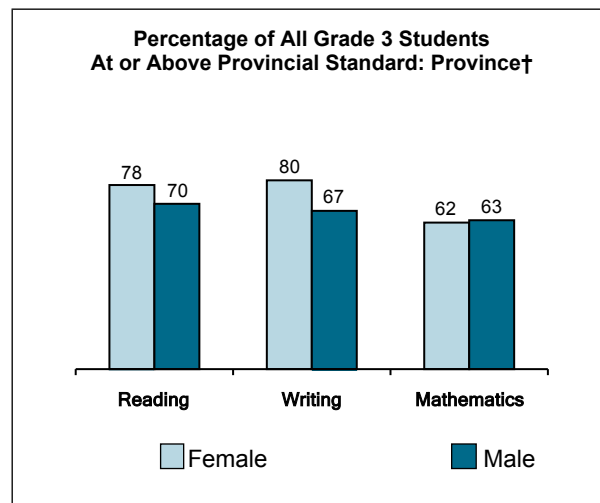
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: Gender††

Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 523	Male 521	Female 523	Male 521	Female 532	Male 531
Level 4	15%	9%	1%	1%	7%	9%
Level 3	63%	62%	77%	67%	48%	53%
Level 2	19%	25%	20%	28%	38%	32%
Level 1	1%	1%	<1%	1%	5%	4%
NEI**	0%	<1%	0%	<1%	0%	0%
<i>Participating Students</i>	99%	97%	99%	97%	99%	97%
No Data	0%	1%	0%	1%	0%	1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	78%	71%	78%	68%	55%	62%



Grade 3: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 60 812	Male 65 204	Female 60 817	Male 65 219	Female 64 685	Male 68 298
Level 4	22%	13%	5%	2%	12%	13%
Level 3	57%	57%	75%	65%	49%	49%
Level 2	17%	22%	17%	27%	31%	28%
Level 1	2%	3%	1%	1%	5%	5%
NEI**	<1%	1%	<1%	1%	<1%	1%
<i>Participating Students</i>	98%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	78%	70%	80%	67%	62%	63%



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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Results include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2016–2017

Contextual Information: Grade 6*

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

Demographic Information	Board		Province	
Enrolment				
Number of Grade 6 students	1 022		130 775	
Number of classes with Grade 6 students	58		8 394	
Number of schools with Grade 6 classes	30		3 145	
	Number	Percent	Number	Percent
Gender				
Female	501	49%	63 445	49%
Male	521	51%	67 330	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	1	<1%	14 238	11%
Students with special education needs (excluding gifted)**	277	27%	28 345	22%
Place of Birth				
Born in Canada	993	97%	114 230	87%
Born outside Canada	28	3%	16 324	12%
In Canada less than one year	4	<1%	786	1%
In Canada one year or more but less than three years	3	<1%	3 045	2%
In Canada three years or more	21	2%	11 764	9%
Language				
First language learned at home was other than English	26	3%	29 758	23%
Year Student Entered Current School				
Year of the assessment	96	9%	27 713	21%
Year prior to the assessment	69	7%	12 625	10%
2 years prior to the assessment	71	7%	11 572	9%
3 or more years prior to the assessment	786	77%	78 785	60%
Data not available	0	0%	80	<1%
Year Student Entered Current Board				
Year of the assessment	58	6%	7 190	5%
Year prior to the assessment	46	5%	6 480	5%
2 years prior to the assessment	50	5%	5 705	4%
3 or more years prior to the assessment	829	81%	109 729	84%
Data not available	39	4%	1 671	1%

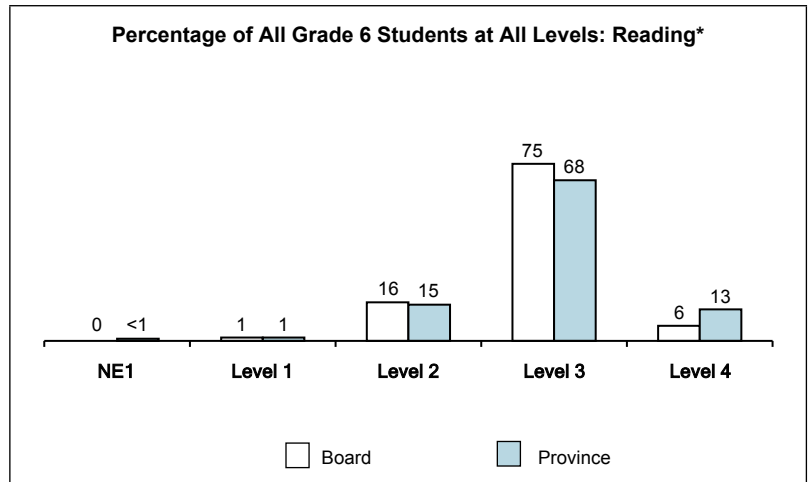
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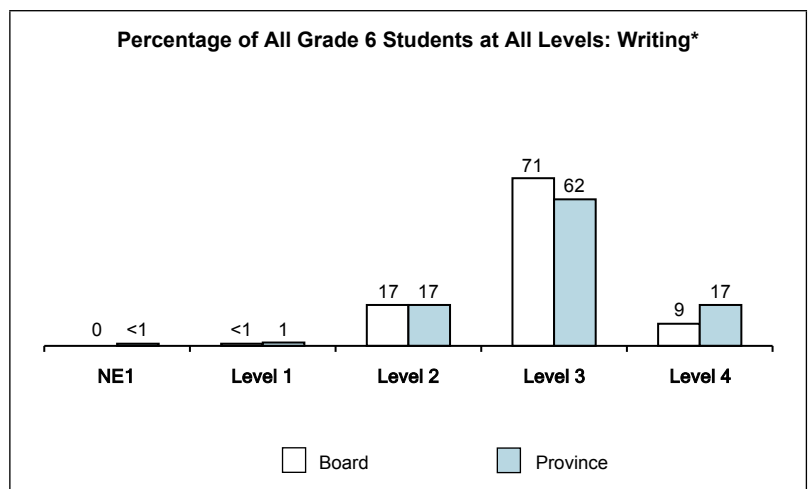
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: All Students

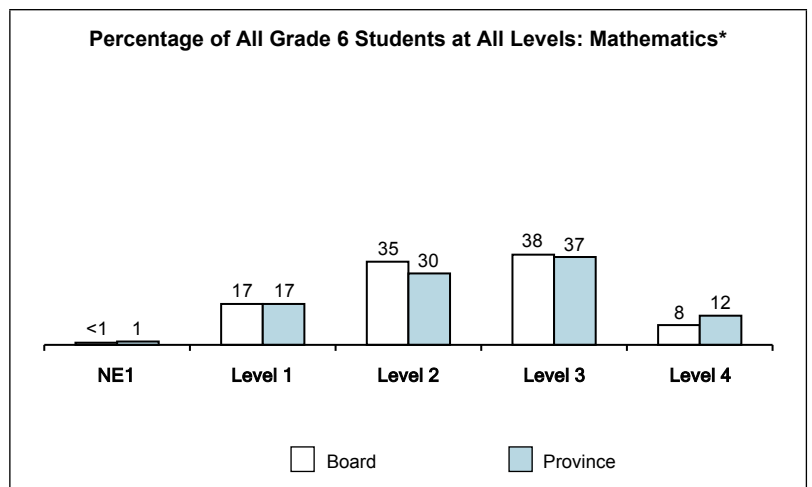
Grade 6: Reading*			
Number of Students	Board 1 022		Province 130 767
	#	%	%
Level 4	66	6%	13%
Level 3	768	75%	68%
Level 2	164	16%	15%
Level 1	6	1%	1%
NE1**	0	0%	<1%
Participating Students	1 004	98%	97%
No Data	4	<1%	1%
Exempt	14	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		82%	81%



Grade 6: Writing*			
Number of Students	Board 1 022		Province 130 773
	#	%	%
Level 4	97	9%	17%
Level 3	729	71%	62%
Level 2	175	17%	17%
Level 1	3	<1%	1%
NE1**	0	0%	<1%
Participating Students	1 004	98%	97%
No Data	4	<1%	1%
Exempt	14	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		81%	79%



Grade 6: Mathematics*			
Number of Students	Board 1 022		Province 130 652
	#	%	%
Level 4	83	8%	12%
Level 3	385	38%	37%
Level 2	362	35%	30%
Level 1	173	17%	17%
NE1**	1	<1%	1%
Participating Students	1 004	98%	97%
No Data	4	<1%	1%
Exempt	14	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		46%	50%



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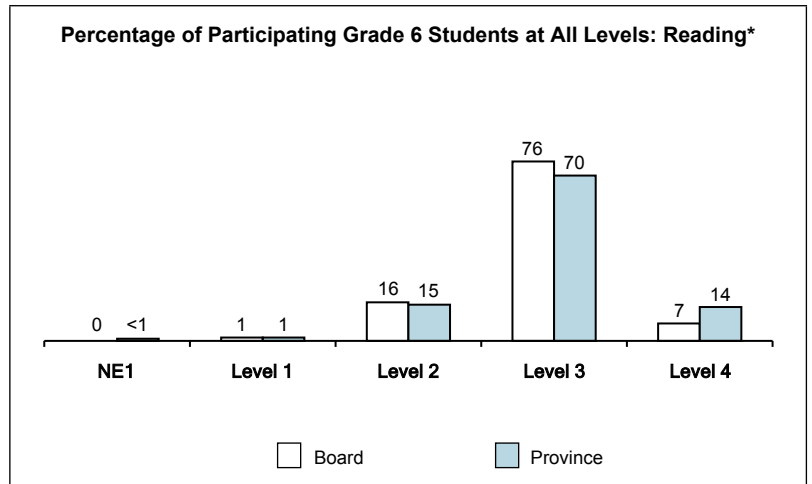
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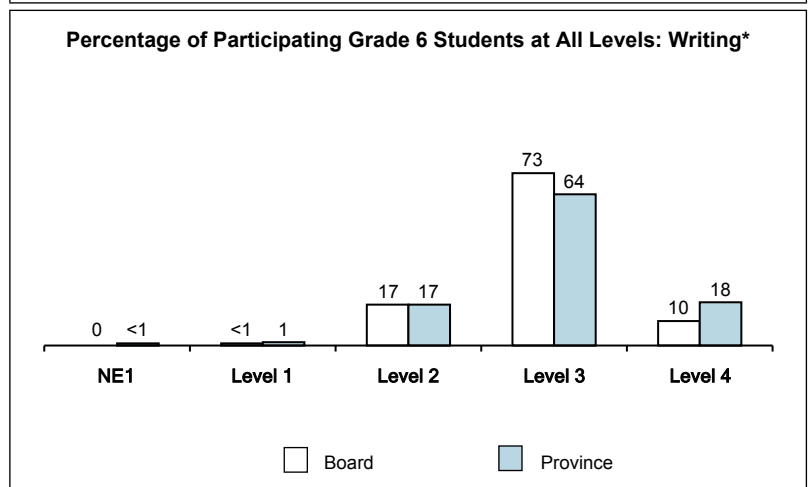
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: Participating Students (excludes “no data” and “exempt” categories)

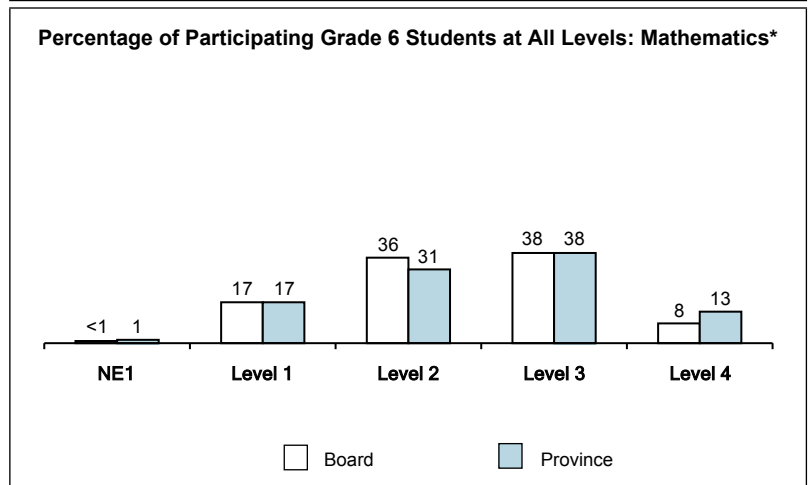
Grade 6: Reading*			
Number of Students	Board 1 004		Province 127 220
	#	%	%
Level 4	66	7%	14%
Level 3	768	76%	70%
Level 2	164	16%	15%
Level 1	6	1%	1%
NE1**	0	0%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	83%		83%



Grade 6: Writing*			
Number of Students	Board 1 004		Province 127 258
	#	%	%
Level 4	97	10%	18%
Level 3	729	73%	64%
Level 2	175	17%	17%
Level 1	3	<1%	1%
NE1**	0	0%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	82%		81%



Grade 6: Mathematics*			
Number of Students	Board 1 004		Province 127 059
	#	%	%
Level 4	83	8%	13%
Level 3	385	38%	38%
Level 2	362	36%	31%
Level 1	173	17%	17%
NE1**	1	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	47%		51%



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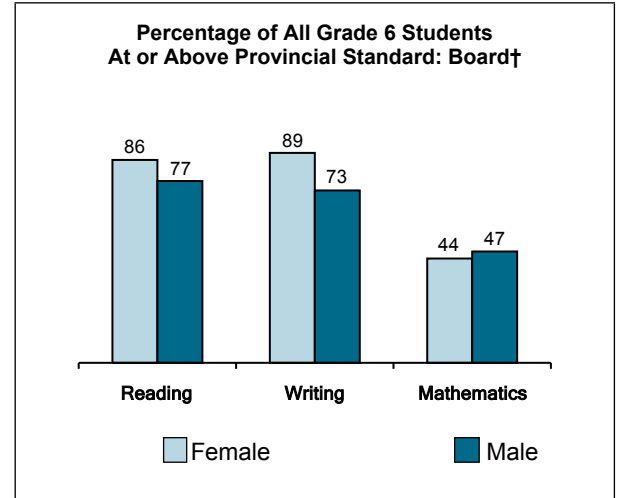
** See the Explanation of Terms.

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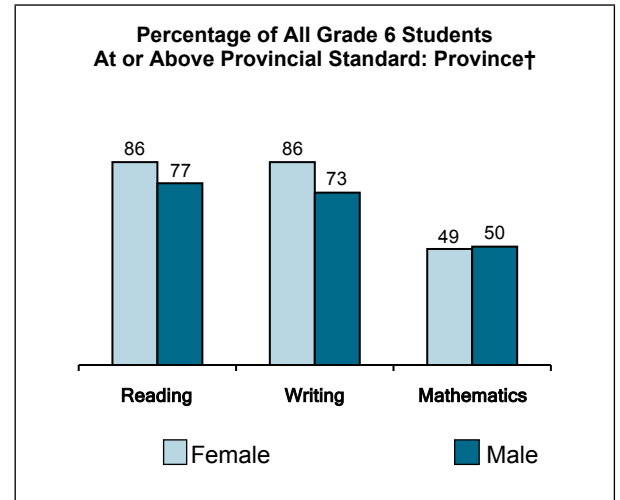
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: Gender††

Grade 6: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 501	Male 521	Female 501	Male 521	Female 501	Male 521
Level 4	9%	4%	15%	4%	8%	8%
Level 3	77%	73%	74%	69%	36%	39%
Level 2	13%	19%	10%	24%	40%	31%
Level 1	0%	1%	0%	1%	14%	20%
NEI**	0%	0%	0%	0%	0%	<1%
<i>Participating Students</i>	99%	98%	99%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	86%	77%	89%	73%	44%	47%



Grade 6: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 63 443	Male 67 324	Female 63 445	Male 67 328	Female 63 378	Male 67 274
Level 4	18%	9%	24%	11%	12%	13%
Level 3	68%	67%	62%	62%	37%	37%
Level 2	11%	18%	11%	23%	32%	29%
Level 1	1%	1%	1%	1%	16%	17%
NEI**	<1%	<1%	<1%	<1%	<1%	1%
<i>Participating Students</i>	98%	97%	98%	97%	98%	97%
No Data	1%	1%	1%	1%	1%	1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	86%	77%	86%	73%	49%	50%



* Because percentages in tables and graphs are rounded, percentages may not add up to 100.

** See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Results include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2016–2017

Contextual Information over Time: Grade 3*

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

Grade 3	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Enrolment					
Number of students	919	959	1 020	994	1 063
Participation in the Assessment					
Reading†	98%	98%	98%	98%	98%
Writing†	98%	98%	98%	98%	98%
Mathematics†	97%	98%	97%	98%	98%
Gender					
Female	47%	48%	48%	53%	50%
Male	53%	52%	52%	47%	50%
Student Status					
English language learners**	<1%	<1%	<1%	<1%	1%
Students with special education needs (excluding gifted)**	27%	23%	26%	23%	23%
Place of Birth					
Born in Canada	98%	98%	98%	98%	97%
Born outside Canada	2%	2%	2%	2%	3%
In Canada less than one year	<1%	0%	<1%	<1%	1%
In Canada one year or more but less than three years	<1%	<1%	<1%	0%	<1%
In Canada three years or more	1%	1%	1%	1%	2%
Language					
First language learned at home was other than English	2%	1%	3%	2%	4%
Year Student Entered Current School					
Year of the assessment	7%	6%	6%	6%	12%
Year prior to the assessment	6%	6%	7%	6%	8%
2 years prior to the assessment	4%	5%	6%	5%	9%
3 or more years prior to the assessment	73%	78%	78%	81%	70%
Data not available	10%	4%	3%	1%	0%
Year Student Entered Current Board					
Year of the assessment	7%	6%	6%	6%	7%
Year prior to the assessment	6%	6%	7%	6%	6%
2 years prior to the assessment	4%	5%	6%	5%	6%
3 or more years prior to the assessment	73%	78%	78%	81%	81%
Data not available	10%	4%	3%	1%	<1%

* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

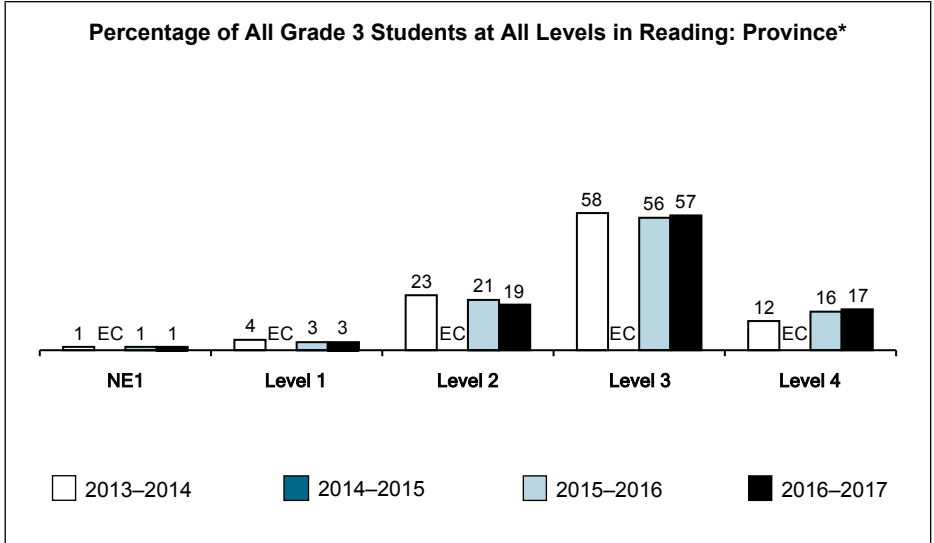
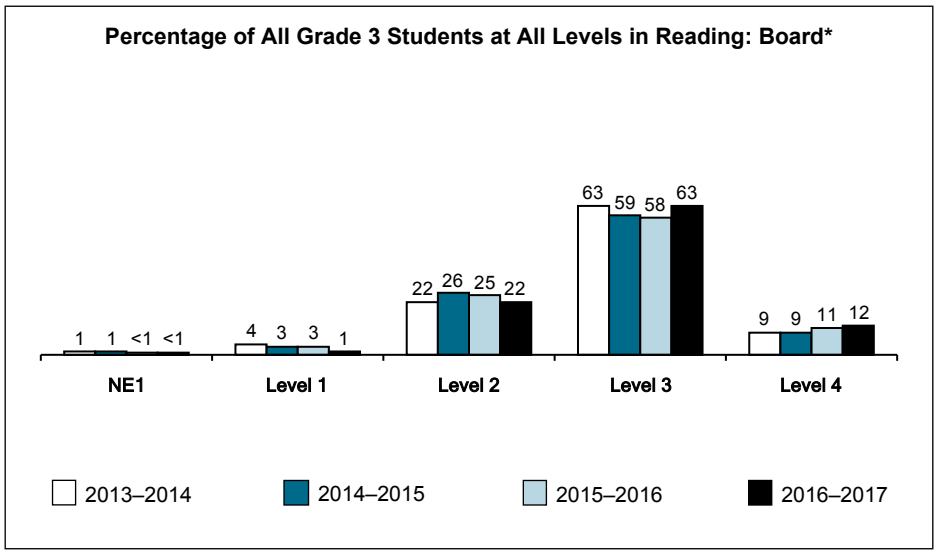
Assessments of Reading, Writing and Mathematics, 2016–2017

Results over Time, 2013–2014 to 2016–2017*

Grade 3: Reading

Grade 3 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	959	1 019	994	1 044
Level 4	9%	9%	11%	12%
Level 3	63%	59%	58%	63%
Level 2	22%	26%	25%	22%
Level 1	4%	3%	3%	1%
NE1**	1%	1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	1%	1%	1%	<1%
Exempt	1%	2%	2%	2%
At or Above Provincial Standard†	72%	68%	70%	75%

Grade 3 Reading: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	122 018	EC	118 838	126 016
Level 4	12%	EC	16%	17%
Level 3	58%	EC	56%	57%
Level 2	23%	EC	21%	19%
Level 1	4%	EC	3%	3%
NE1**	1%	EC	1%	1%
<i>Participating Students</i>	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	3%	3%
At or Above Provincial Standard†	70%	EC	72%	74%



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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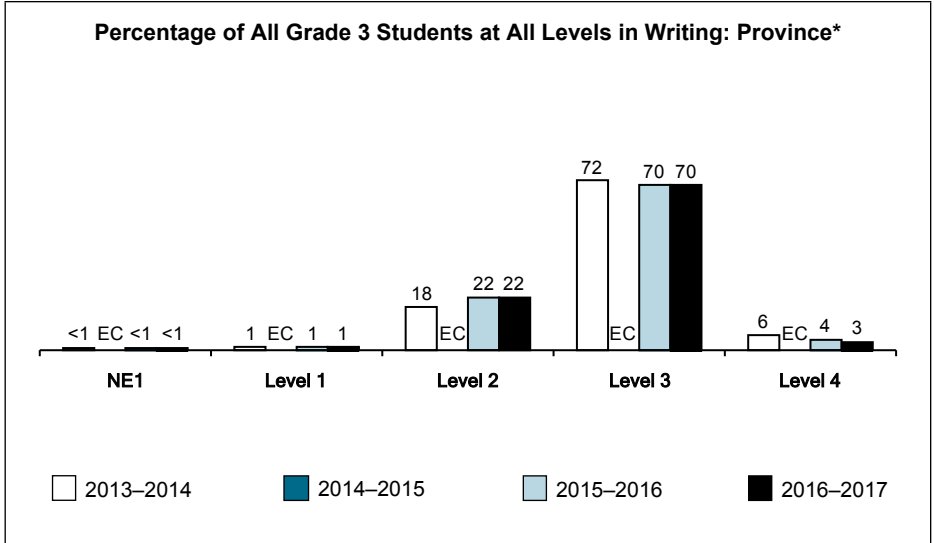
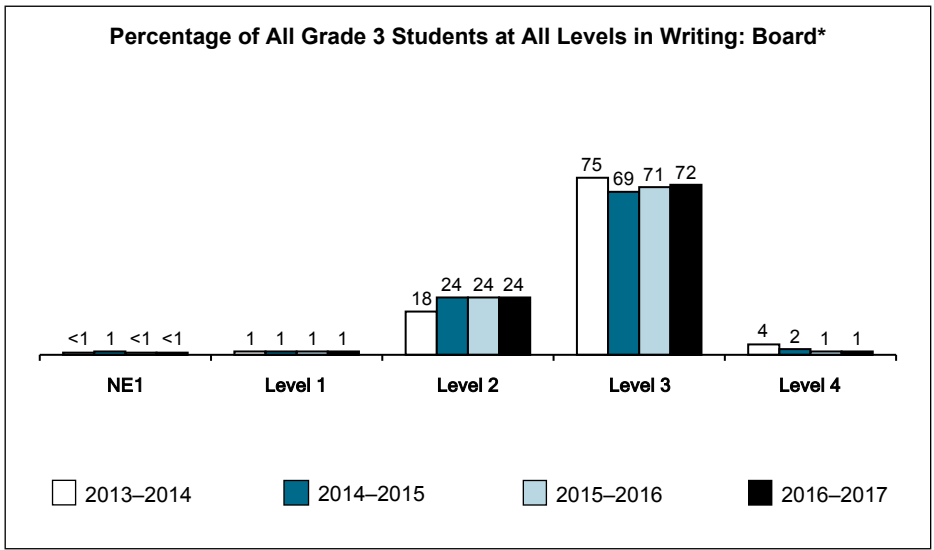
Assessments of Reading, Writing and Mathematics, 2016–2017

Results over Time, 2013–2014 to 2016–2017*

Grade 3: Writing

Grade 3 Writing: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	959	1 019	994	1 044
Level 4	4%	2%	1%	1%
Level 3	75%	69%	71%	72%
Level 2	18%	24%	24%	24%
Level 1	1%	1%	1%	1%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	1%	1%	1%	<1%
Exempt	1%	2%	2%	2%
At or Above Provincial Standard†	79%	72%	73%	73%

Grade 3 Writing: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	122 018	EC	118 860	126 036
Level 4	6%	EC	4%	3%
Level 3	72%	EC	70%	70%
Level 2	18%	EC	22%	22%
Level 1	1%	EC	1%	1%
NE1**	<1%	EC	<1%	<1%
<i>Participating Students</i>	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	78%	EC	74%	73%



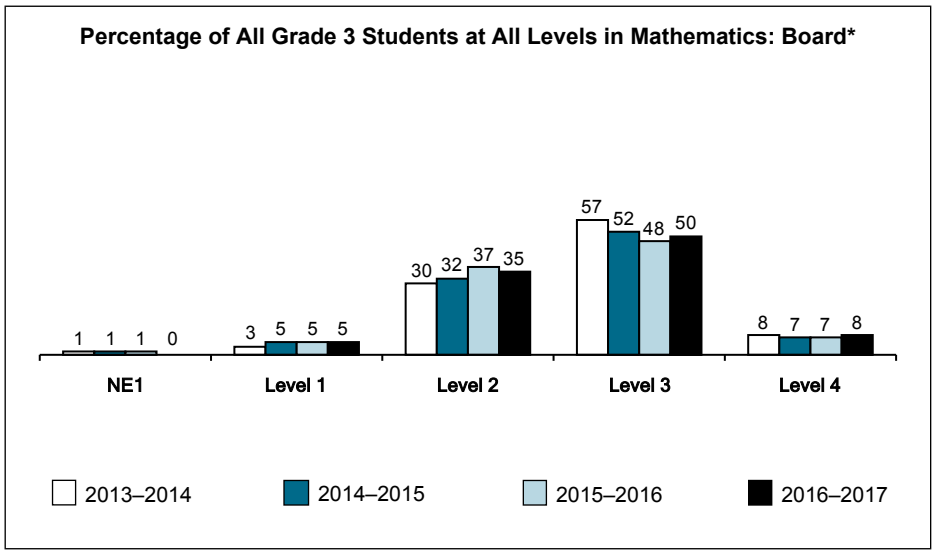
♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
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Assessments of Reading, Writing and Mathematics, 2016–2017

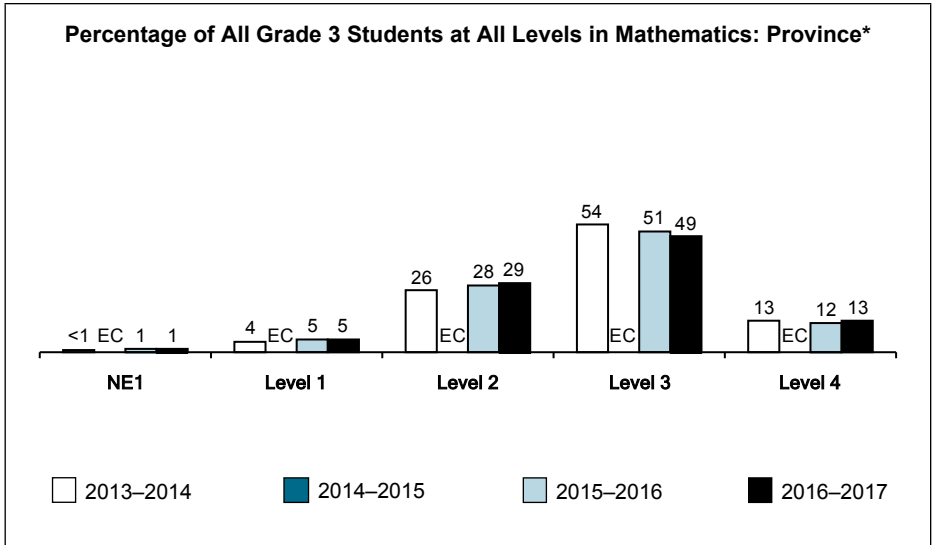
Results over Time, 2013–2014 to 2016–2017*

Grade 3: Mathematics

Grade 3 Mathematics: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	959	1 020	994	1 063
Level 4	8%	7%	7%	8%
Level 3	57%	52%	48%	50%
Level 2	30%	32%	37%	35%
Level 1	3%	5%	5%	5%
NE1**	1%	1%	1%	0%
<i>Participating Students</i>	98%	97%	98%	98%
No Data	1%	1%	1%	1%
Exempt	1%	2%	2%	2%
At or Above Provincial Standard†	65%	59%	55%	59%



Grade 3 Mathematics: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 504	EC	125 471	132 983
Level 4	13%	EC	12%	13%
Level 3	54%	EC	51%	49%
Level 2	26%	EC	28%	29%
Level 1	4%	EC	5%	5%
NE1**	<1%	EC	1%	1%
<i>Participating Students</i>	97%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	67%	EC	63%	62%



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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Assessments of Reading, Writing and Mathematics, 2016–2017

Contextual Information over Time: Grade 6*

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

Grade 6	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Enrolment					
Number of students	1 025	933	989	1 001	1 022
Participation in the Assessment					
Reading	98%	98%	97%	98%	98%
Writing	98%	98%	97%	98%	98%
Mathematics	98%	98%	97%	98%	98%
Gender					
Female	49%	50%	48%	48%	49%
Male	51%	50%	52%	52%	51%
Student Status					
English language learners**	<1%	0%	0%	<1%	<1%
Students with special education needs (excluding gifted)**	30%	31%	32%	31%	27%
Place of Birth					
Born in Canada	98%	98%	97%	98%	97%
Born outside Canada	2%	2%	3%	2%	3%
In Canada less than one year	0%	0%	<1%	<1%	<1%
In Canada one year or more but less than three years	<1%	<1%	<1%	<1%	<1%
In Canada three years or more	1%	2%	2%	2%	2%
Language					
First language learned at home was other than English	2%	2%	2%	3%	3%
Year Student Entered Current School					
Year of the assessment	5%	6%	7%	5%	9%
Year prior to the assessment	6%	4%	6%	5%	7%
2 years prior to the assessment	4%	5%	6%	6%	7%
3 or more years prior to the assessment	68%	71%	72%	74%	77%
Data not available	16%	14%	9%	9%	0%
Year Student Entered Current Board					
Year of the assessment	5%	6%	7%	5%	6%
Year prior to the assessment	6%	4%	6%	5%	5%
2 years prior to the assessment	4%	5%	6%	6%	5%
3 or more years prior to the assessment	68%	71%	72%	74%	81%
Data not available	16%	14%	9%	9%	6%

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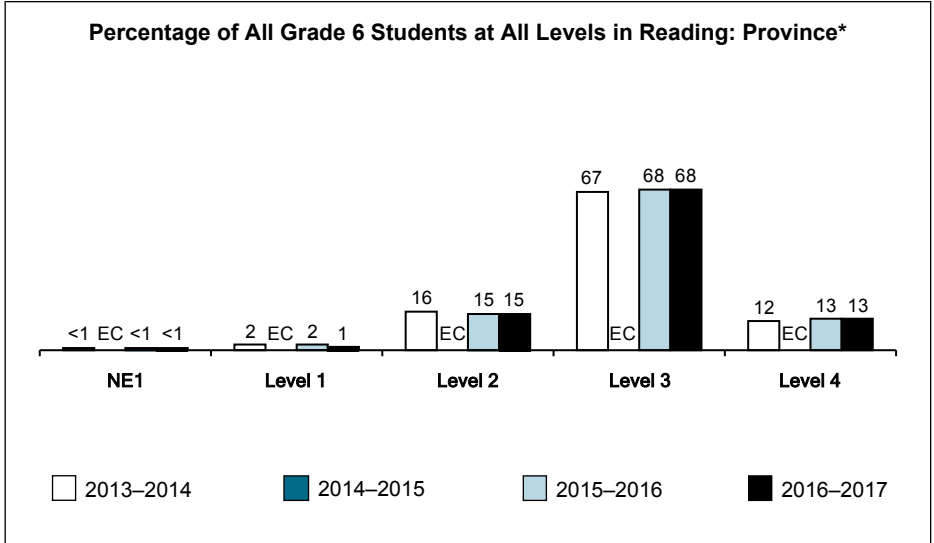
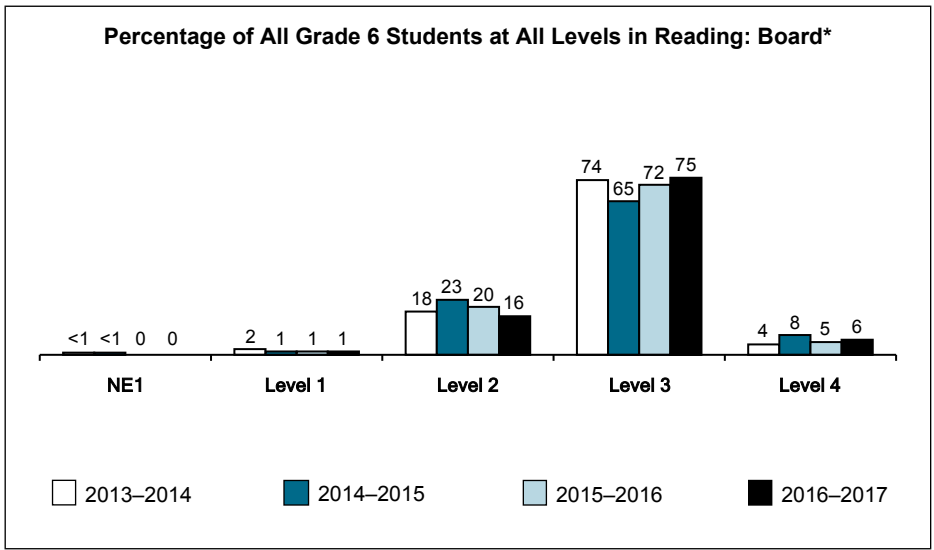
Assessments of Reading, Writing and Mathematics, 2016–2017

Results over Time, 2013–2014 to 2016–2017*

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	933	989	1 001	1 022
Level 4	4%	8%	5%	6%
Level 3	74%	65%	72%	75%
Level 2	18%	23%	20%	16%
Level 1	2%	1%	1%	1%
NE1**	<1%	<1%	0%	0%
<i>Participating Students</i>	98%	97%	98%	98%
No Data	1%	1%	1%	<1%
Exempt	1%	2%	1%	1%
At or Above Provincial Standard†	79%	73%	77%	82%

Grade 6 Reading: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 261	EC	123 592	130 767
Level 4	12%	EC	13%	13%
Level 3	67%	EC	68%	68%
Level 2	16%	EC	15%	15%
Level 1	2%	EC	2%	1%
NE1**	<1%	EC	<1%	<1%
<i>Participating Students</i>	98%	EC	97%	97%
No Data	<1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	79%	EC	81%	81%



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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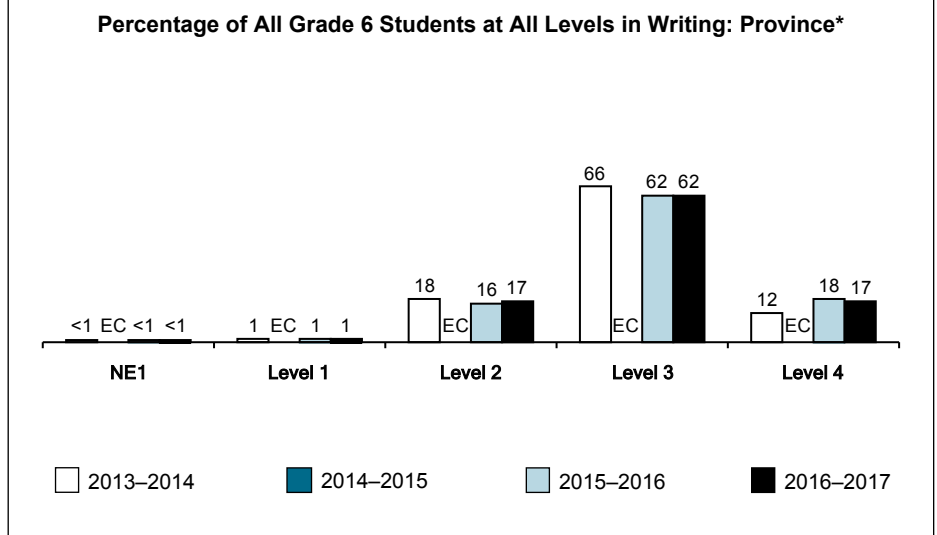
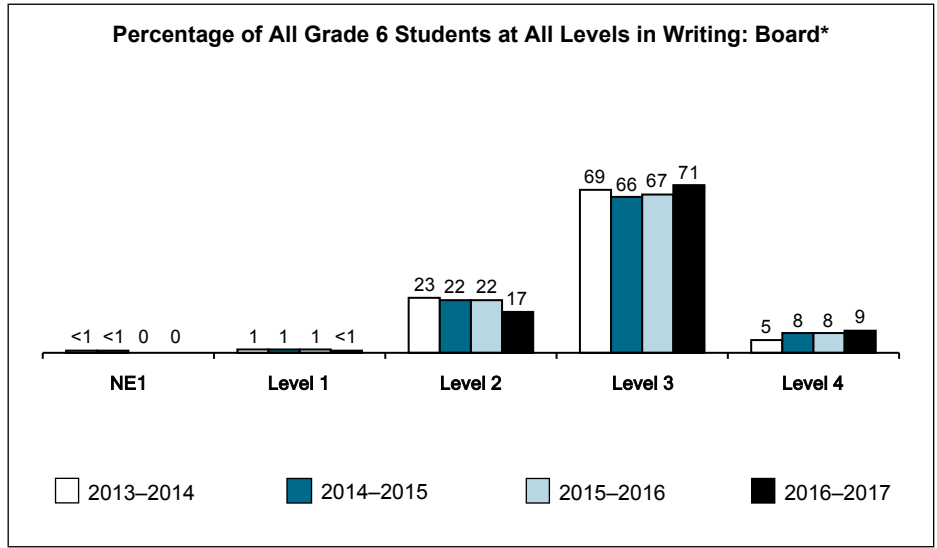
Assessments of Reading, Writing and Mathematics, 2016–2017

Results over Time, 2013–2014 to 2016–2017*

Grade 6: Writing

Grade 6 Writing: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	933	989	1 001	1 022
Level 4	5%	8%	8%	9%
Level 3	69%	66%	67%	71%
Level 2	23%	22%	22%	17%
Level 1	1%	1%	1%	<1%
NE1**	<1%	<1%	0%	0%
<i>Participating Students</i>	98%	97%	98%	98%
No Data	1%	1%	1%	<1%
Exempt	1%	2%	1%	1%
At or Above Provincial Standard†	74%	74%	75%	81%

Grade 6 Writing: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 207	EC	123 617	130 773
Level 4	12%	EC	18%	17%
Level 3	66%	EC	62%	62%
Level 2	18%	EC	16%	17%
Level 1	1%	EC	1%	1%
NE1**	<1%	EC	<1%	<1%
<i>Participating Students</i>	98%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	78%	EC	80%	79%



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** See the Explanation of Terms.

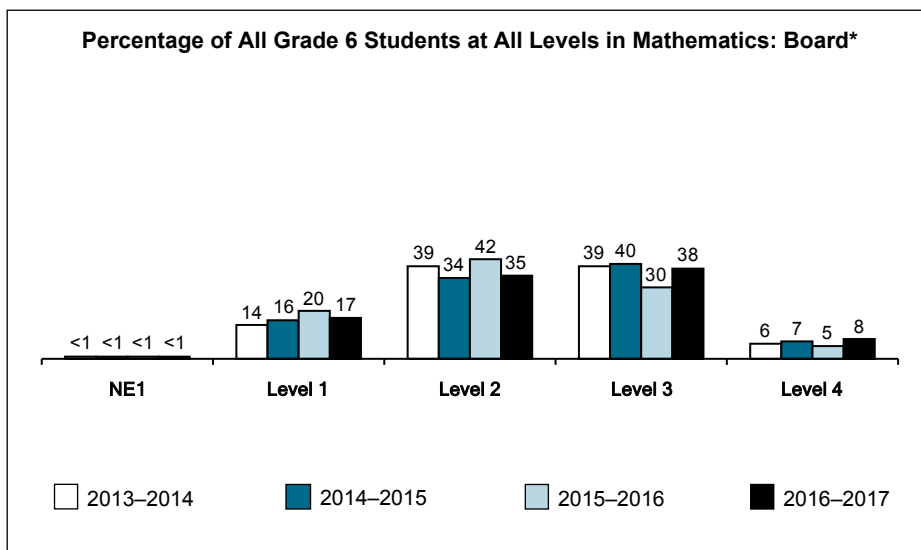
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

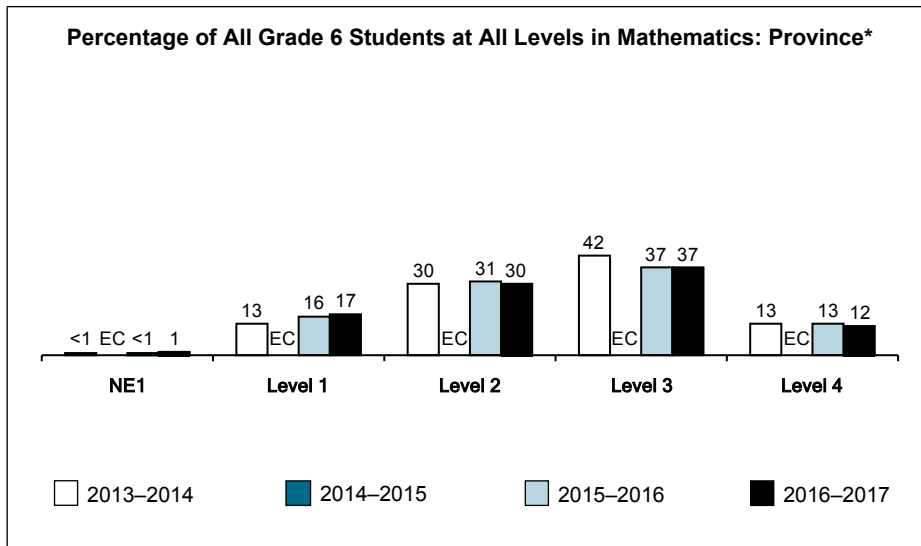
Results over Time, 2013–2014 to 2016–2017*

Grade 6: Mathematics

Grade 6 Mathematics: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	933	989	1 001	1 022
Level 4	6%	7%	5%	8%
Level 3	39%	40%	30%	38%
Level 2	39%	34%	42%	35%
Level 1	14%	16%	20%	17%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	97%	98%	98%
No Data	1%	1%	1%	<1%
Exempt	1%	2%	1%	1%
At or Above Provincial Standard†	45%	47%	35%	46%



Grade 6 Mathematics: Province*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	127 286	EC	123 666	130 652
Level 4	13%	EC	13%	12%
Level 3	42%	EC	37%	37%
Level 2	30%	EC	31%	30%
Level 1	13%	EC	16%	17%
NE1**	<1%	EC	<1%	1%
<i>Participating Students</i>	98%	EC	97%	97%
No Data	1%	EC	1%	1%
Exempt	2%	EC	2%	2%
At or Above Provincial Standard†	54%	EC	50%	50%



♦ Refer to the EQAO Web site (www.eqao.com) for data from previous years.

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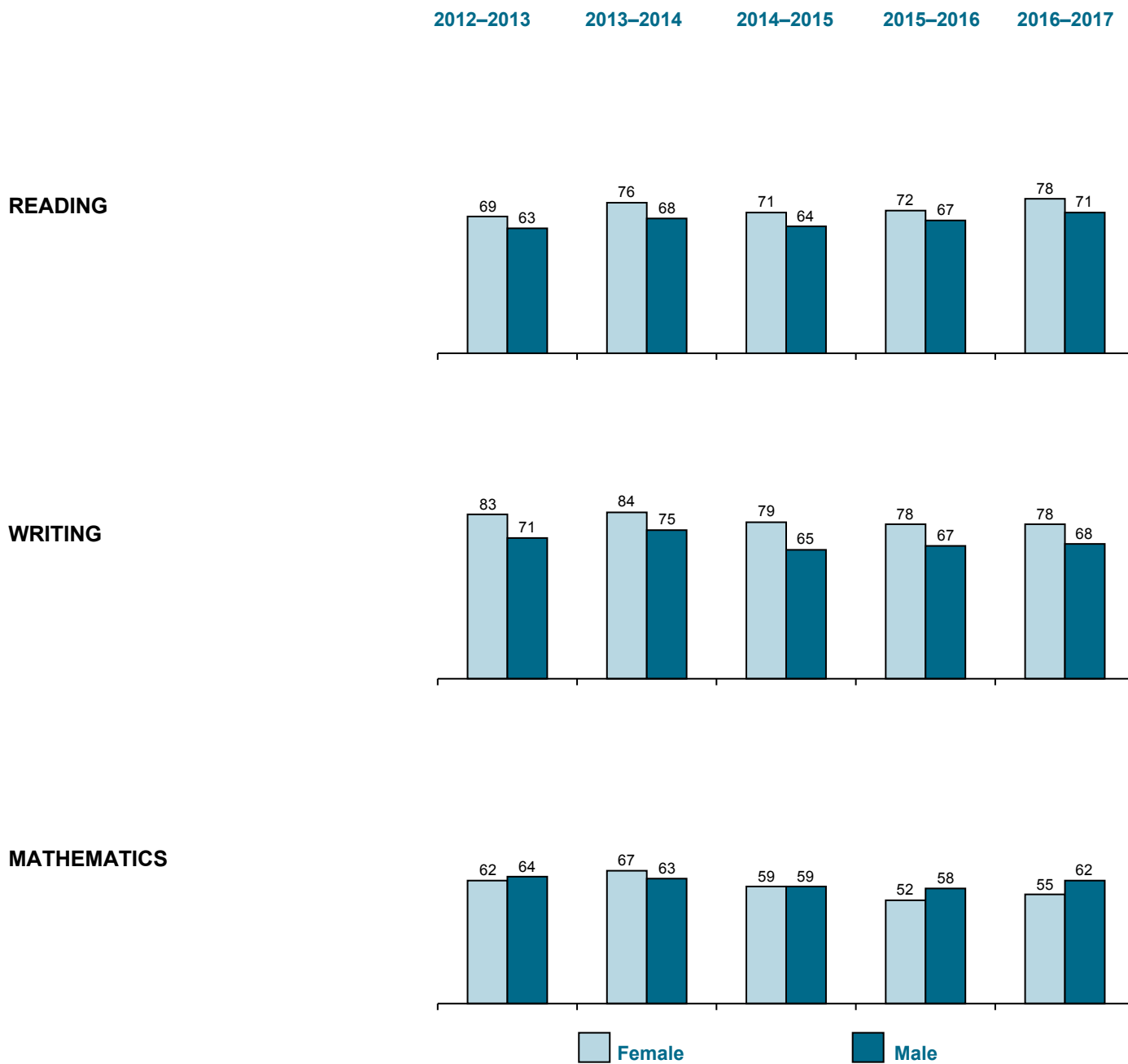
** See the Explanation of Terms.

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Assessments of Reading, Writing and Mathematics, 2016–2017

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 3



Total Number of Grade 3 Students*

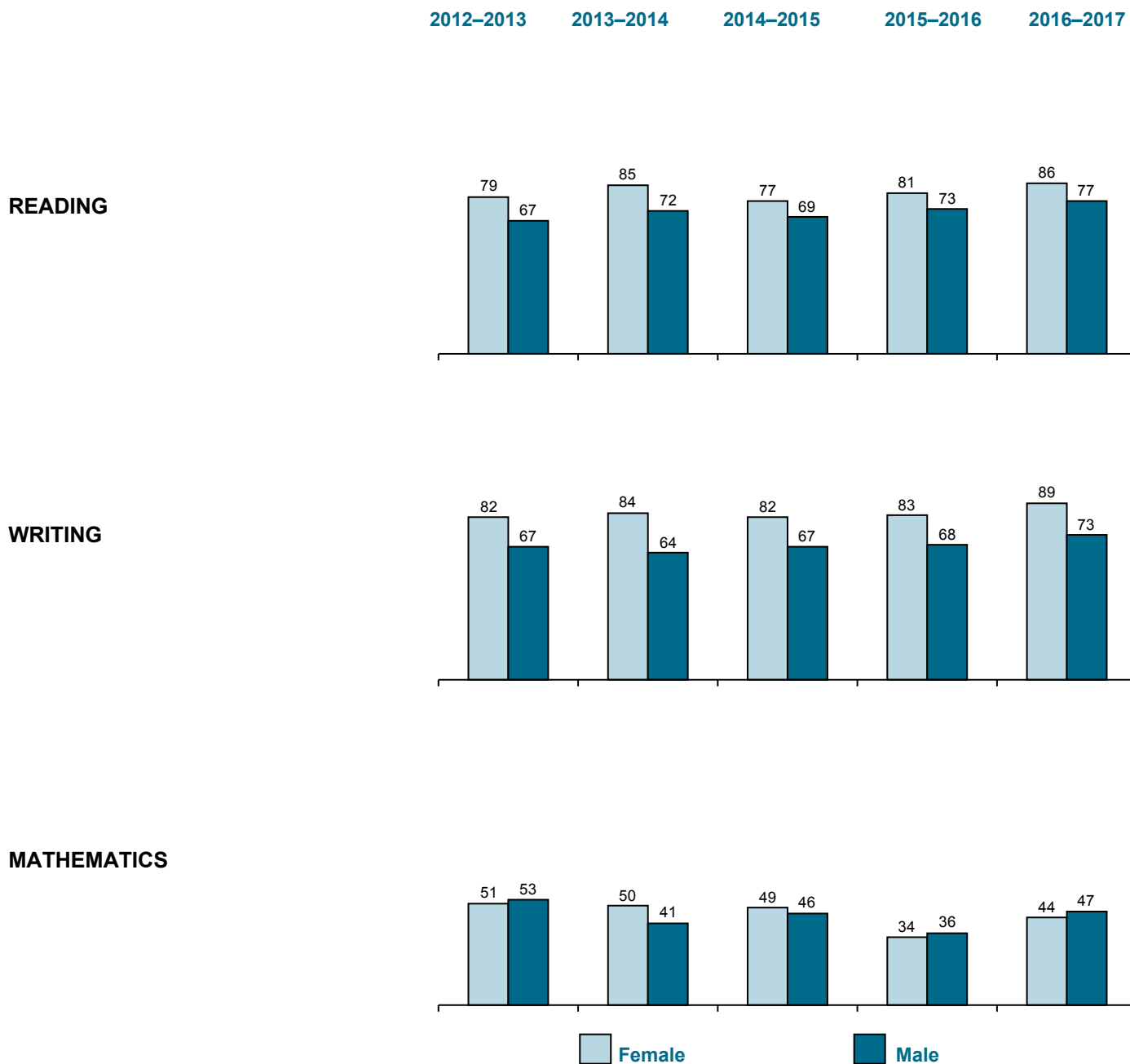
	<u>2012–2013</u>		<u>2013–2014</u>		<u>2014–2015</u>		<u>2015–2016</u>		<u>2016–2017</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	432	487	463	496	491	529	524	470	532	531

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2016–2017

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 6



Total Number of Grade 6 Students*

	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	504	521	464	469	471	518	481	520	501	521

* Includes only students for whom gender data were available.



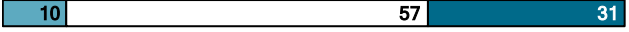



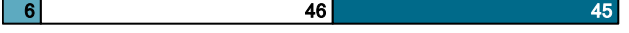


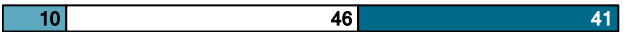
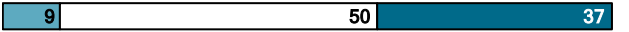
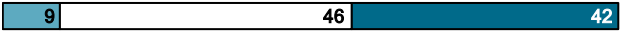
Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 1 031)

Never

Sometimes

Most of the time

STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
About reading:				
I like to read.		49	47	480
I am a good reader.		30	66	676
I am able to understand difficult reading passages.		10	57	319
I do my best when I do reading activities in class.		19	77	792
STUDENT ENGAGEMENT				
About writing:				
I like to write.		7	42	499
I am a good writer.		5	43	517
I am able to communicate my ideas in writing.		6	46	469
I do my best when I do writing activities in class.		25	71	728
COGNITIVE STRATEGIES USED IN LANGUAGE				
I make sure I understand what I am reading.		4	29	667
I organize my ideas before I start to write.		10	46	425
I edit my writing to make it better.		9	50	383
I check my writing for spelling and grammar.		9	46	429

* 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.



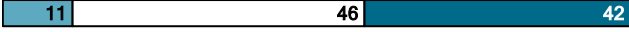

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 1 031)

Never



Sometimes

Most of the time

STUDENT ENGAGEMENT About mathematics:	Percentage of Students*	Number of students who answered "most of the time"
I like mathematics.		557
I am good at mathematics.		563
I am able to answer difficult mathematics questions.		428
I do my best when I do mathematics activities in class.		822

COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,

I read over the problem first to make sure I know what I am supposed to do.		682
I think about the steps I will use to solve the problem.		521

Never


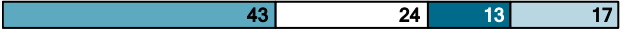
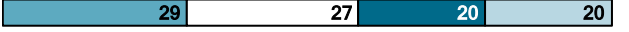
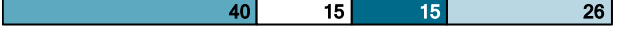

1 or 2 times a month

1 to 3 times a week

Every day or almost every day

READING OUTSIDE SCHOOL

How often do you read the following when you are not at school?

	Percentage of Students*	Number of students who answered "every day or almost every day"
Stories or novels		425
Comics		176
Books, newspapers, magazines or Web sites for information		208
E-mail, text or instant messages		270
Any other type of reading material		348

* 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.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 1 031)

Never

1 or 2 times a month

1 to 3 times a week

Every day or almost every day

WRITING OUTSIDE SCHOOL

How often do you write the following (using paper or a computer) when you are not at school?

Percentage of Students*

Number of students who answered "every day or almost every day"

Stories	27	35	19	16	166
Journal entries	44	24	14	15	151
E-mail, text or instant messages	42	15	16	25	254
Letters	35	38	11	12	125

OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

I participate in art, music or drama activities.	33	18	19	26	273
I participate in after-school clubs.	66	9	11	10	106
I participate in sports or other physical activities.	12	10	29	46	471

PARENTAL ENGAGEMENT

How often do you and a parent, a guardian or another adult who lives with you do the following?

We talk about the activities I do in school.	8	15	21	54	557
We talk about the reading and writing work I do in school.	17	22	28	30	312
We talk about the mathematics work I do in school.	14	20	26	35	366
We read together.	18	25	20	32	331
We look at my school agenda.	15	13	15	53	545
We use a computer together.	46	23	12	15	155

* 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.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 1 031)

 0 programs

 1 program

 2 or 3 programs

 4 programs or more

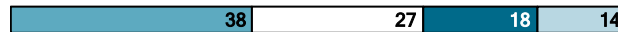
SCREEN TIME (TELEVISION)

On a school day, how many TV programs do you normally watch?

Percentage of Students*

Number of students who answered "4 programs or more"

Before school



148

After school



463

SCHOOLS ATTENDED

How many schools did you attend before this one?

Percentage of Students*

Number of students

Only this school



603

1 other school



282

2 other schools



70

3 other schools




33


4 other schools or more



26

 Only English/
Mostly English

 Another language (or other languages)
as often as English

 Mostly another language (or other languages)/
Only another language (or other languages)

LANGUAGES SPOKEN

Percentage of Students*

Number of students who answered "only English" or "mostly English"

Languages student speaks at home



907

Languages in which people speak to student at home



894

* 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.

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 1 031)	Female* (# = 521)	Male* (# = 510)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
STUDENT ENGAGEMENT						
About reading:						
Percentage of students who answered “most of the time”†						
I like to read.	47%	51%	42%	46%	51%	40%
I am a good reader.	66%	67%	65%	63%	65%	62%
I am able to understand difficult reading passages.	31%	29%	33%	30%	28%	32%
I do my best when I do reading activities in class.	77%	78%	76%	73%	77%	68%
STUDENT ENGAGEMENT						
About writing:						
Percentage of students who answered “most of the time”†						
I like to write.	48%	56%	41%	47%	54%	40%
I am a good writer.	50%	58%	42%	49%	55%	42%
I am able to communicate my ideas in writing.	45%	48%	43%	43%	45%	42%
I do my best when I do writing activities in class.	71%	73%	68%	68%	73%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE						
Percentage of students who answered “most of the time”†						
I make sure I understand what I am reading.	65%	66%	63%	65%	67%	62%
I organize my ideas before I start to write.	41%	45%	37%	40%	44%	36%
I edit my writing to make it better.	37%	41%	34%	40%	45%	36%
I check my writing for spelling and grammar.	42%	45%	39%	44%	48%	40%
STUDENT ENGAGEMENT						
About mathematics:						
Percentage of students who answered “most of the time”†						
I like mathematics.	54%	45%	63%	58%	53%	63%
I am good at mathematics.	55%	48%	61%	56%	49%	62%
I am able to answer difficult mathematics questions.	42%	33%	50%	38%	31%	46%
I do my best when I do mathematics activities in class.	80%	79%	81%	77%	78%	75%
COGNITIVE STRATEGIES USED IN MATHEMATICS						
When I am working on a mathematics problem,						
Percentage of students who answered “most of the time”†						
I read over the problem first to make sure I know what I am supposed to do.	66%	69%	63%	67%	72%	63%
I think about the steps I will use to solve the problem.	51%	52%	49%	49%	51%	47%

* Includes only students for whom gender data were available.

† Other response options were “never” and “sometimes”.

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 1 031)	Female* (# = 521)	Male* (# = 510)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
READING OUTSIDE SCHOOL						
How often do you read the following when you are not at school?	Percentage of students who answered “every day or almost every day”†					
Stories or novels	41%	43%	40%	38%	42%	33%
Comics	17%	14%	20%	19%	15%	23%
Books, newspapers, magazines or Web sites for information	20%	20%	20%	20%	21%	19%
E-mails, text or instant messages	26%	31%	21%	23%	25%	20%
Any other type of reading material	34%	37%	31%	31%	35%	28%
WRITING OUTSIDE SCHOOL						
How often do you write the following (using paper or a computer) when you are not at school?	Percentage of students who answered “every day or almost every day”†					
Stories	16%	19%	13%	17%	20%	14%
Journal entries	15%	21%	8%	13%	17%	9%
E-mails, text or instant messages	25%	29%	20%	21%	24%	19%
Letters	12%	13%	11%	11%	13%	10%
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?	Percentage of students who answered “every day or almost every day”†					
I participate in art, music or drama activities.	26%	34%	19%	23%	29%	17%
I participate in after-school clubs.	10%	12%	9%	13%	14%	13%
I participate in sports or other physical activities.	46%	37%	54%	39%	33%	44%
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?	Percentage of students who answered “every day or almost every day”†					
We talk about the activities I do in school.	54%	59%	49%	54%	58%	49%
We talk about the reading and writing work I do in school.	30%	35%	26%	33%	36%	29%
We talk about the mathematics work I do in school.	35%	39%	32%	36%	39%	34%
We read together.	32%	35%	29%	27%	29%	25%
We look at my school agenda.	53%	52%	54%	46%	47%	45%
We use a computer together.	15%	14%	16%	15%	15%	16%

* Includes only students for whom gender data were available.

† Other response options were “never”, “1 or 2 times a month” and “1 to 3 times a week.”

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 1 031)	Female* (# = 521)	Male* (# = 510)	All (# = 127 977)	Female* (# = 62 721)	Male* (# = 65 256)
SCREEN TIME (TELEVISION)						
On a school day, how many TV programs do you normally watch?		Percentage of students who answered "4 programs or more"†				
Before school	14%	12%	17%	10%	8%	13%
After school	45%	42%	47%	41%	38%	43%
SCHOOLS ATTENDED						
How many schools did you attend before this one?		Percentage of students‡				
Only this school/1 other school	86%	85%	87%	77%	78%	77%
2 other schools/3 other schools	10%	10%	10%	16%	16%	16%
4 other schools or more	3%	3%	2%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME						
		Percentage of students‡				
Only English/Mostly English	88%	87%	89%	71%	70%	72%
Another language (or other languages) as often as English	7%	8%	6%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	3%	4%	3%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME						
		Percentage of students‡				
Only English/Mostly English	87%	87%	86%	65%	64%	66%
Another language (or other languages) as often as English	6%	5%	7%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	5%	5%	5%	17%	17%	17%

* Includes only students for whom gender data were available.

† Other response options were "0 programs", "1 program" and "2 or 3 programs".

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

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 991)

Never

Sometimes

Most of the time

STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
About reading:				
I like to read.	5	48	46	457
I am a good reader.	1	29	67	668
I am able to understand difficult reading passages.	4	55	40	395
I do my best when I do reading activities in class.	1	25	72	715
STUDENT ENGAGEMENT				
About writing:				
I like to write.	10	50	39	389
I am a good writer.	7	50	42	415
I am able to communicate my ideas in writing.	6	48	45	450
I do my best when I do writing activities in class.	1	28	68	678
COGNITIVE STRATEGIES USED IN LANGUAGE				
I make sure I understand what I am reading.	1	30	67	663
I organize my ideas before I start to write.	11	58	29	286
I edit my writing to make it better.	6	52	40	392
I check my writing for spelling and grammar.	5	49	45	441

* 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.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 991)

Never

Sometimes

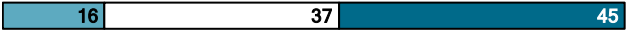

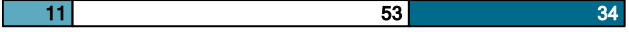

Most of the time

STUDENT ENGAGEMENT

About mathematics:



Percentage of Students*

Number of students who answered "most of the time"

I like mathematics.		448
I am good at mathematics.		493
I am able to answer difficult mathematics questions.		341
I do my best when I do mathematics activities in class.		750

COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,

I read over the problem first to make sure I know what I am supposed to do.		754
I think about the steps I will use to solve the problem.		453

Never

1 or 2 times a month

1 to 3 times a week


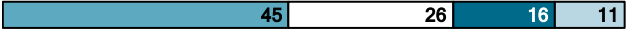



Every day or almost every day

READING OUTSIDE SCHOOL

How often do you read the following when you are not at school?

Percentage of Students*

Number of students who answered "every day or almost every day"

Stories or novels		310
Comics		107
Books, newspapers, magazines or Web sites for information		230
E-mail, text or instant messages		588
Any other type of reading material		275

* 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.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 991)

Never

1 or 2 times a month

1 to 3 times a week

Every day or almost every day

WRITING OUTSIDE SCHOOL

How often do you write the following (using paper or a computer) when you are not at school?

Percentage of Students*

Number of students who answered "every day or almost every day"

Stories	38	41	14	4	36
Journal entries	54	26	12	6	59
E-mail, text or instant messages	11	10	20	56	558
Letters	47	39	8		25

OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

I participate in art, music or drama activities.	45	17	19	15	152
I participate in after-school clubs.	61	12	16	7	69
I participate in sports or other physical activities.	9	6	35	47	468

PARENTAL ENGAGEMENT

How often do you and a parent, a guardian or another adult who lives with you do the following?

We talk about the activities I do in school.	4	10	25	58	574
We talk about the reading and writing work I do in school.	14	25	34	25	243
We talk about the mathematics work I do in school.	10	19	33	35	345
We read together.	47	28	14	8	77
We look at my school agenda.	23	17	21	36	358
We use a computer together.	43	30	16	8	78

* 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.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 991)

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		49	483
1 other school		31	310
2 other schools		10	103
3 other schools		4	30
4 other schools or more		4	32
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		90 5	892
Languages in which people speak to student at home		87 6	859

* 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.

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 991)	Female* (# = 486)	Male* (# = 505)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
STUDENT ENGAGEMENT						
About reading:						
Percentage of students who answered “most of the time”†						
I like to read.	46%	54%	38%	45%	53%	37%
I am a good reader.	67%	73%	62%	68%	71%	64%
I am able to understand difficult reading passages.	40%	39%	41%	42%	41%	43%
I do my best when I do reading activities in class.	72%	81%	64%	73%	78%	68%
STUDENT ENGAGEMENT						
About writing:						
Percentage of students who answered “most of the time”†						
I like to write.	39%	54%	25%	40%	51%	28%
I am a good writer.	42%	49%	35%	42%	50%	34%
I am able to communicate my ideas in writing.	45%	50%	41%	48%	53%	44%
I do my best when I do writing activities in class.	68%	77%	60%	69%	75%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE						
Percentage of students who answered “most of the time”†						
I make sure I understand what I am reading.	67%	71%	63%	72%	75%	68%
I organize my ideas before I start to write.	29%	33%	25%	31%	36%	27%
I edit my writing to make it better.	40%	45%	34%	47%	54%	40%
I check my writing for spelling and grammar.	45%	47%	42%	50%	56%	45%
STUDENT ENGAGEMENT						
About mathematics:						
Percentage of students who answered “most of the time”†						
I like mathematics.	45%	40%	51%	51%	43%	58%
I am good at mathematics.	50%	43%	57%	53%	46%	61%
I am able to answer difficult mathematics questions.	34%	28%	41%	40%	31%	48%
I do my best when I do mathematics activities in class.	76%	77%	75%	77%	77%	77%
COGNITIVE STRATEGIES USED IN MATHEMATICS						
When I am working on a mathematics problem,						
Percentage of students who answered “most of the time”†						
I read over the problem first to make sure I know what I am supposed to do.	76%	82%	70%	80%	84%	76%
I think about the steps I will use to solve the problem.	46%	47%	45%	52%	54%	51%

* Includes only students for whom gender data were available.

† Other response options were “never” and “sometimes”.

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 991)	Female* (# = 486)	Male* (# = 505)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
READING OUTSIDE SCHOOL						
How often do you read the following when you are not at school?	Percentage of students who answered “every day or almost every day”†					
Stories or novels	31%	36%	27%	29%	35%	23%
Comics	11%	8%	14%	12%	10%	15%
Books, newspapers, magazines or Web sites for information	23%	20%	26%	24%	25%	24%
E-mail, text or instant messages	59%	67%	52%	56%	64%	49%
Any other type of reading material	28%	31%	25%	27%	29%	24%
WRITING OUTSIDE SCHOOL						
How often do you write the following (using paper or a computer) when you are not at school?	Percentage of students who answered “every day or almost every day”†					
Stories	4%	4%	3%	7%	8%	5%
Journal entries	6%	9%	3%	7%	10%	4%
E-mail, text or instant messages	56%	63%	50%	53%	61%	45%
Letters	3%	2%	3%	3%	4%	3%
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?	Percentage of students who answered “every day or almost every day”†					
I participate in art, music or drama activities.	15%	20%	10%	15%	20%	11%
I participate in after-school clubs.	7%	9%	5%	10%	10%	9%
I participate in sports or other physical activities.	47%	41%	54%	42%	35%	48%
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?	Percentage of students who answered “every day or almost every day”†					
We talk about the activities I do in school.	58%	60%	56%	56%	59%	53%
We talk about the reading and writing work I do in school.	25%	30%	20%	31%	33%	28%
We talk about the mathematics work I do in school.	35%	37%	32%	39%	41%	37%
We read together.	8%	7%	8%	7%	7%	7%
We look at my school agenda.	36%	38%	34%	26%	25%	26%
We use a computer together.	8%	8%	8%	10%	10%	11%

* Includes only students for whom gender data were available.

† Other response options were “never”, “1 or 2 times a month” and “1 to 3 times a week.”

Assessments of Reading, Writing and Mathematics, 2016–2017

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All (# = 991)	Female* (# = 486)	Male* (# = 505)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
SCHOOLS ATTENDED						
How many schools did you attend before this one?	Percentage of students‡					
Only this school/1 other school	80%	79%	81%	69%	69%	68%
2 other schools/3 other schools	13%	14%	13%	22%	22%	22%
4 other schools or more	3%	4%	3%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME						
	Percentage of students‡					
Only English/Mostly English	90%	90%	90%	72%	72%	73%
Another language (or other languages) as often as English	5%	5%	6%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	2%	1%	2%	8%	8%	9%
LANGUAGES SPOKEN TO STUDENTS AT HOME						
	Percentage of students‡					
Only English/Mostly English	87%	86%	88%	66%	66%	66%
Another language (or other languages) as often as English	6%	6%	6%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	3%	3%	3%	15%	15%	16%

* Includes only students for whom gender data were available.

† Other response options were “none”, “about half an hour”, “about 1 hour” and “about 2 hours”.

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

Assessments of Reading, Writing and Mathematics, 2016–2017

EXPLANATION OF TERMS	
All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes “no data” and “exempt” categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	“Not enough evidence for Level 1” is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not have a result due to absence or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
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 (2007)</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole exceptionality is giftedness are not included.
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 grade or subject for the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact personnel at the board.
EC	Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.
NP	“Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate.