



School Board Report



Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2016–2017

Board: Dufferin-Peel Catholic DSB (67083)

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.

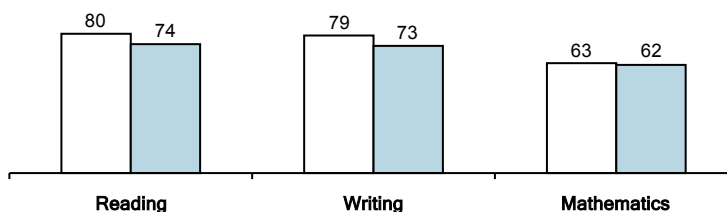
Sincerely,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

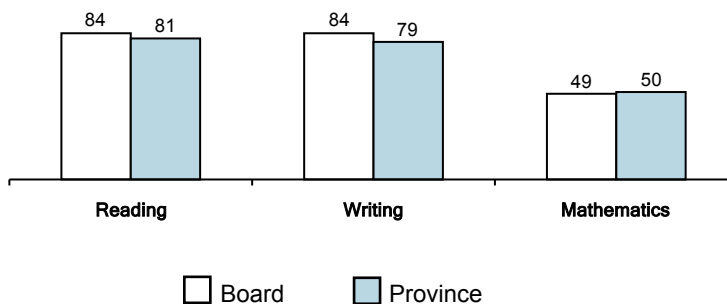
WHERE TO FIND...	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2016–2017	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2016–2017	5	9
Results for groups of students: 2016–2017		
• All students	6	10
• Participating students	7	11
• Students by gender	8	12
Contextual information: Over time	13	17
Results for all students: Over time	14	18
Results for all students: Over time by gender	21	22
Student questionnaire results	23	30
Explanation of terms	37	37

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

Grade 3



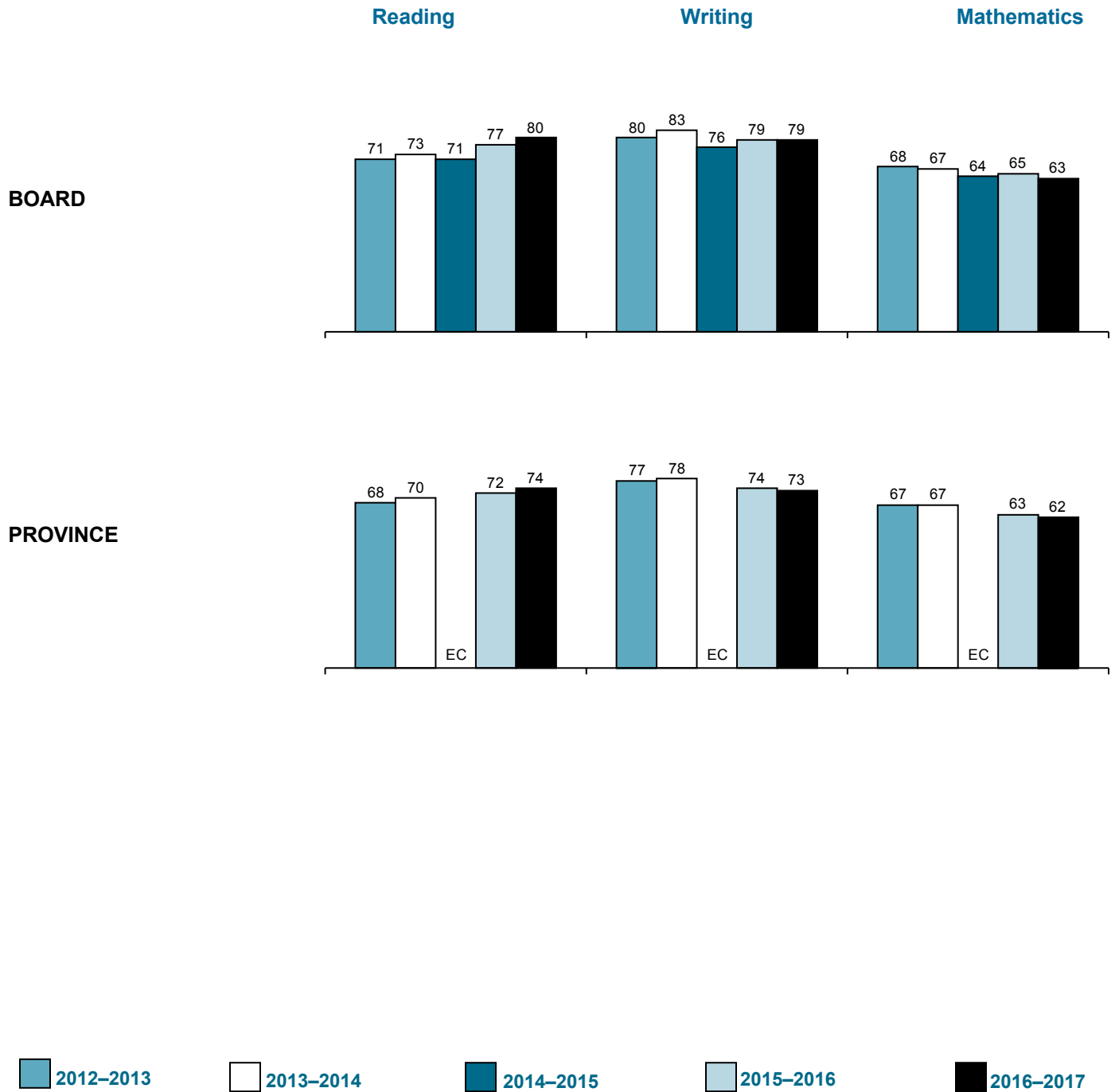
Grade 6



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



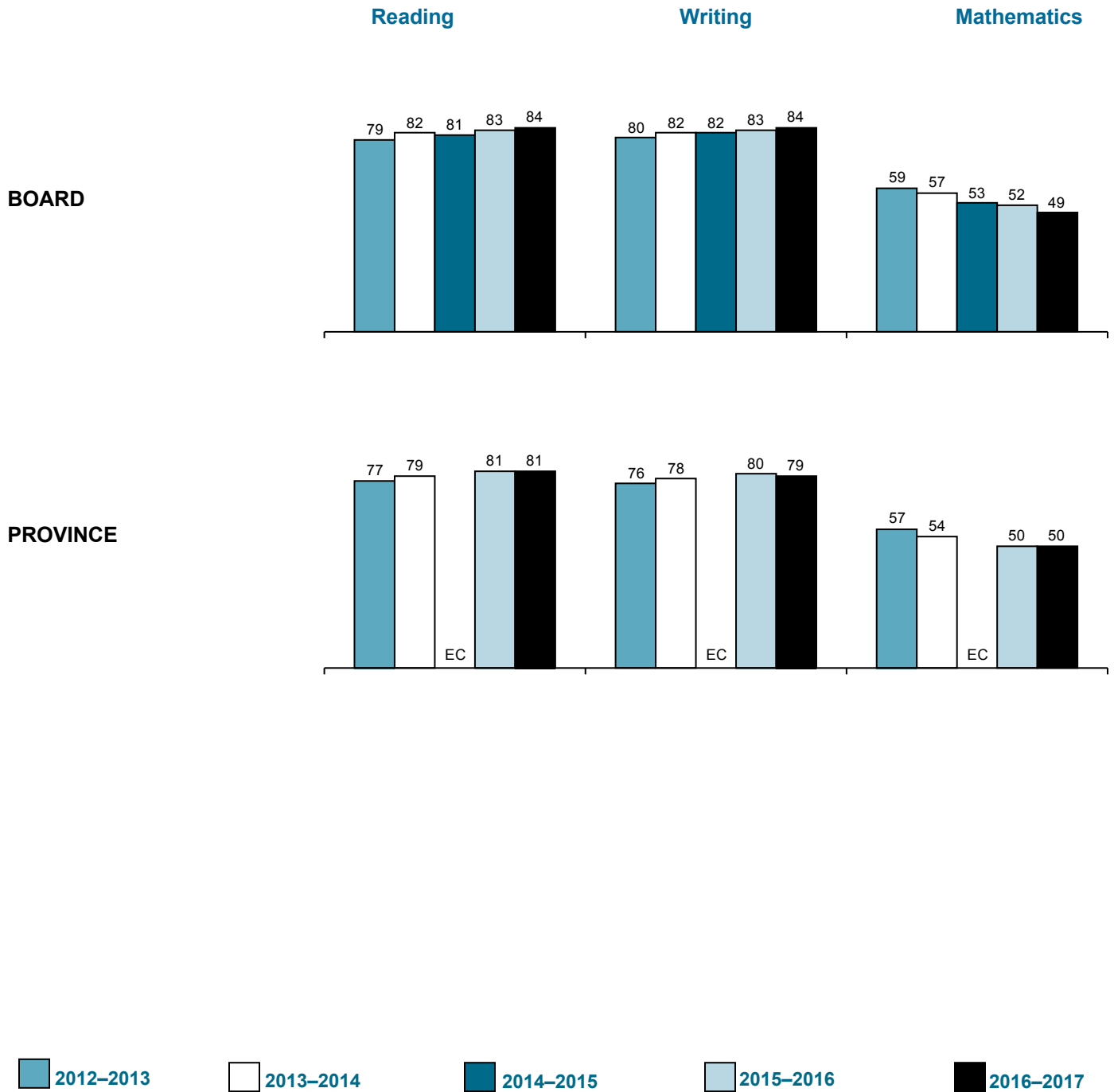
Total Number of Grade 3 Students

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Board	5 105	5 051	4 928	5 026	5 114
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	5 544	5 259	5 108	5 307	5 220
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	5 114		132 992	
Number of classes with Grade 3 students	366		10 098	
Number of schools with Grade 3 classes	124		3 317	
	Number	Percent	Number	Percent
Gender				
Female	2 470	48%	64 691	49%
Male	2 644	52%	68 301	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	1 332	26%	17 849	13%
Students with special education needs (excluding gifted)**	654	13%	24 077	18%
Place of Birth				
Born in Canada	4 482	88%	118 988	89%
Born outside Canada	624	12%	13 723	10%
In Canada less than one year	24	<1%	982	1%
In Canada one year or more but less than three years	131	3%	3 323	2%
In Canada three years or more	418	8%	8 591	6%
Language				
First language learned at home was other than English	949	19%	28 979	22%
Year Student Entered Current School				
Year of the assessment	569	11%	17 064	13%
Year prior to the assessment	483	9%	14 673	11%
2 years prior to the assessment	800	16%	19 187	14%
3 or more years prior to the assessment	3 252	64%	81 933	62%
Data not available	10	<1%	135	<1%
Year Student Entered Current Board				
Year of the assessment	291	6%	8 285	6%
Year prior to the assessment	306	6%	7 747	6%
2 years prior to the assessment	456	9%	9 898	7%
3 or more years prior to the assessment	4 048	79%	106 764	80%
Data not available	13	<1%	298	<1%

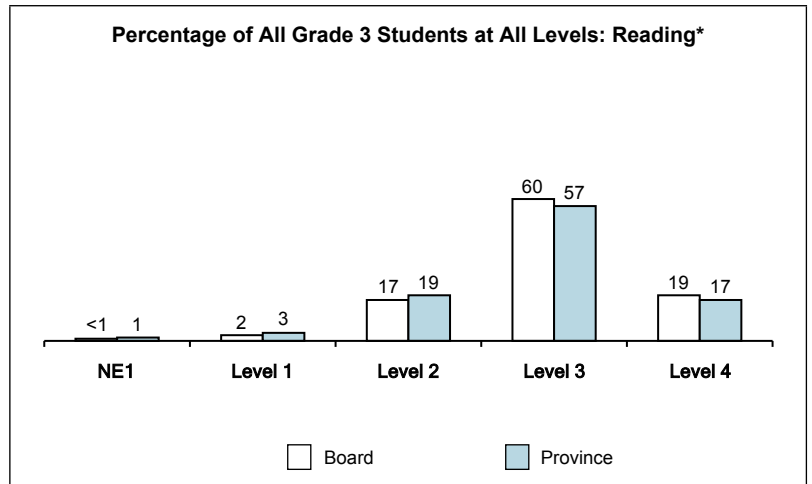
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

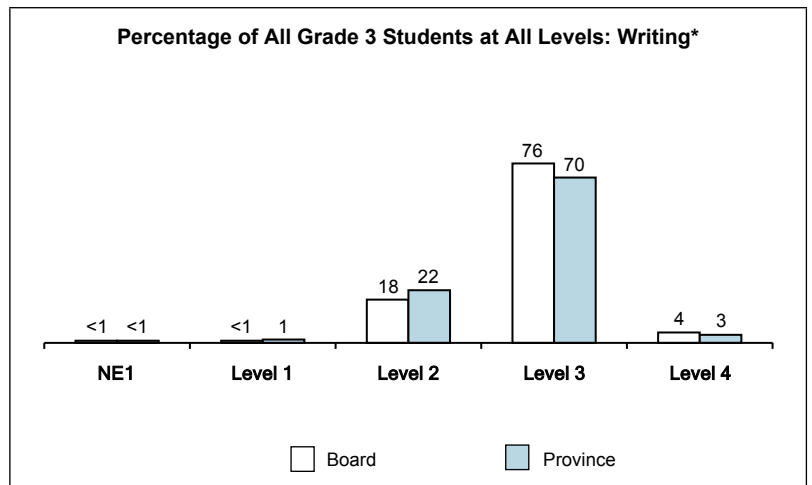
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: All Students^{††}

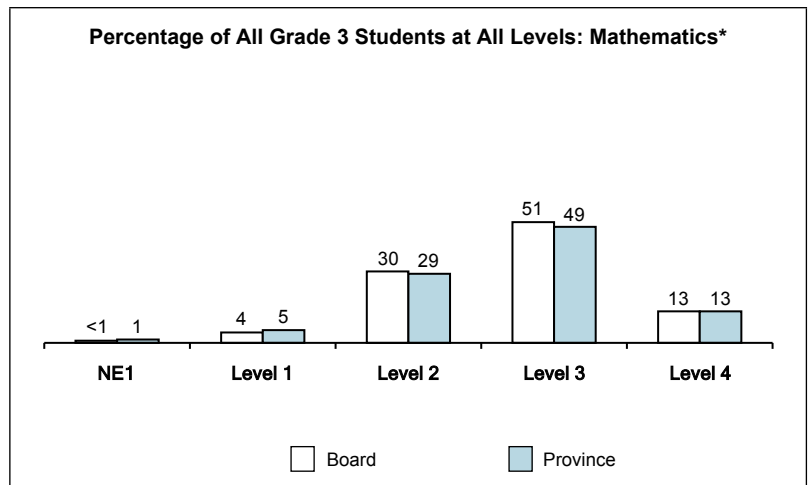
Grade 3: Reading*			
Number of Students	Board 5 114		Province 126 016
	#	%	%
Level 4	991	19%	17%
Level 3	3 086	60%	57%
Level 2	850	17%	19%
Level 1	88	2%	3%
NE1**	15	<1%	1%
Participating Students	5 030	98%	97%
No Data	15	<1%	1%
Exempt	69	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†		80%	74%



Grade 3: Writing*			
Number of Students	Board 5 114		Province 126 036
	#	%	%
Level 4	189	4%	3%
Level 3	3 864	76%	70%
Level 2	946	18%	22%
Level 1	23	<1%	1%
NE1**	6	<1%	<1%
Participating Students	5 028	98%	97%
No Data	17	<1%	1%
Exempt	69	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		79%	73%



Grade 3: Mathematics*			
Number of Students	Board 5 113		Province 132 983
	#	%	%
Level 4	647	13%	13%
Level 3	2 592	51%	49%
Level 2	1 543	30%	29%
Level 1	222	4%	5%
NE1**	15	<1%	1%
Participating Students	5 019	98%	97%
No Data	20	<1%	1%
Exempt	74	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		63%	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.

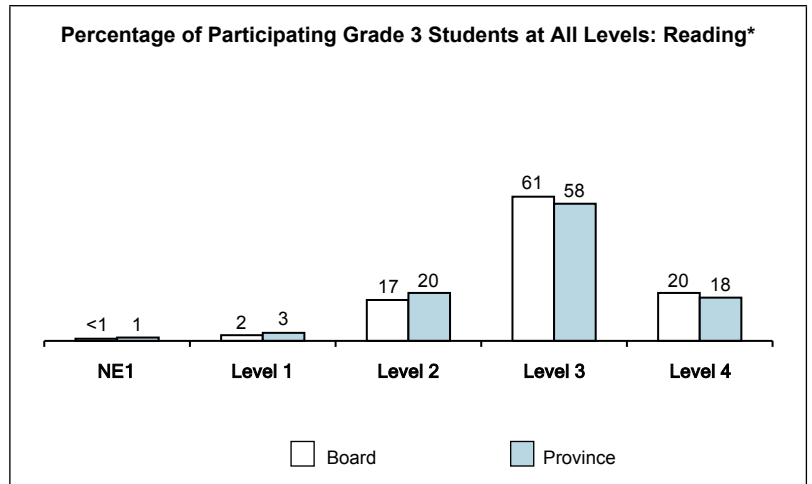
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

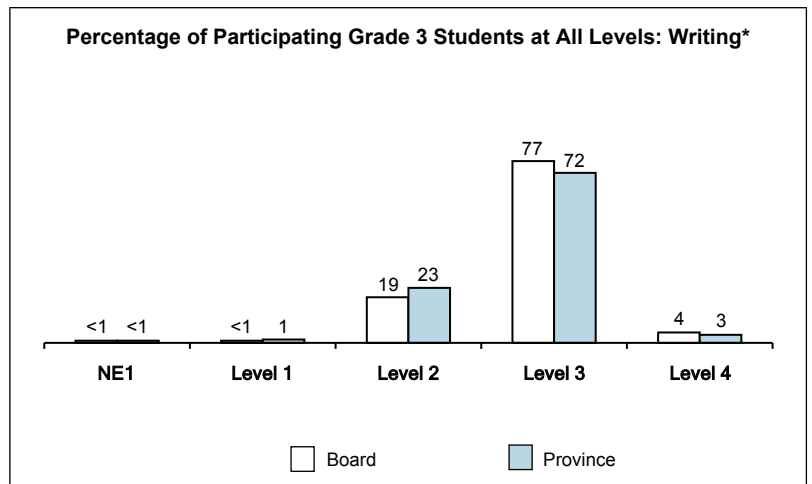
Assessments of Reading, Writing and Mathematics, 2016–2017

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

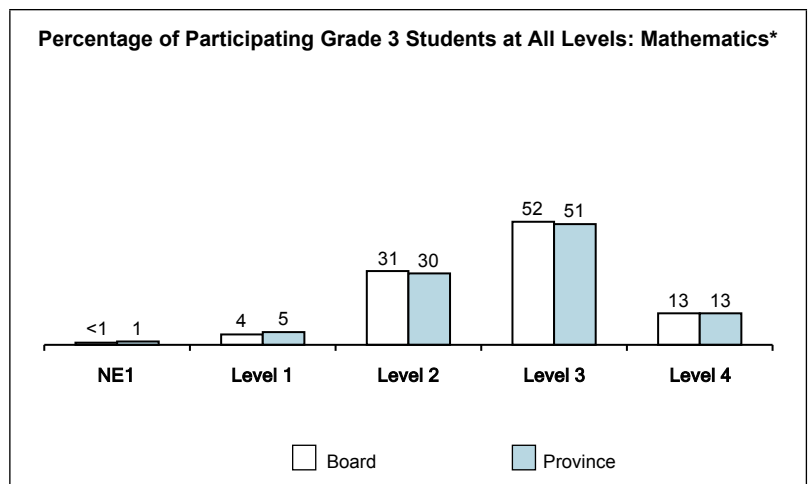
Grade 3: Reading*			
Number of Students	Board 5 030		Province 122 003
	#	%	%
Level 4	991	20%	18%
Level 3	3 086	61%	58%
Level 2	850	17%	20%
Level 1	88	2%	3%
NE1**	15	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		81%	76%



Grade 3: Writing*			
Number of Students	Board 5 028		Province 122 199
	#	%	%
Level 4	189	4%	3%
Level 3	3 864	77%	72%
Level 2	946	19%	23%
Level 1	23	<1%	1%
NE1**	6	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		81%	76%



Grade 3: Mathematics*			
Number of Students	Board 5 019		Province 129 191
	#	%	%
Level 4	647	13%	13%
Level 3	2 592	52%	51%
Level 2	1 543	31%	30%
Level 1	222	4%	5%
NE1**	15	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		65%	64%



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

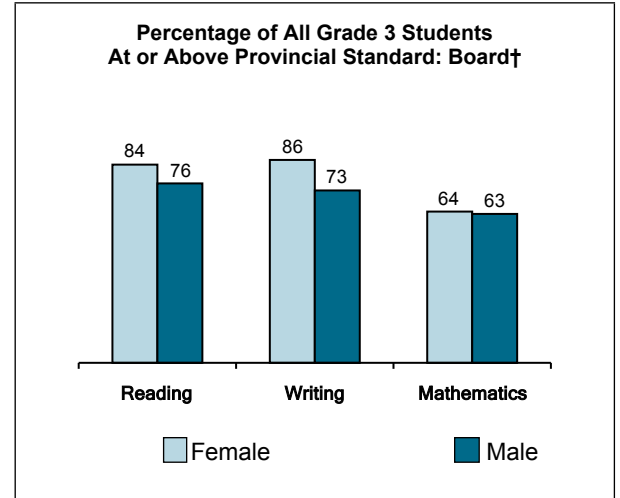
** See the Explanation of Terms.

† 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.

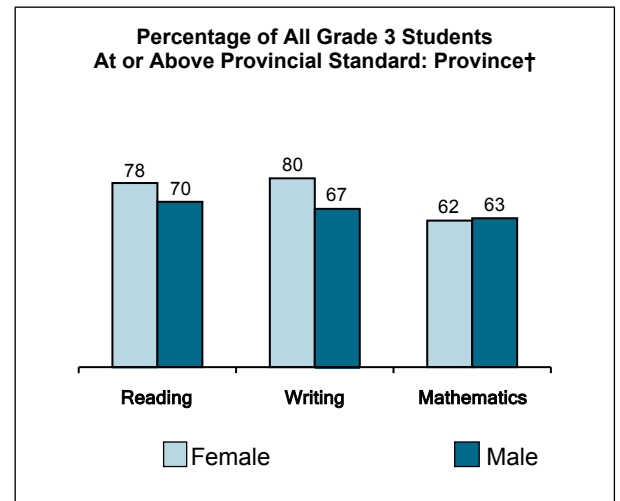
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: Gender††

Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 2 470	Male 2 644	Female 2 470	Male 2 644	Female 2 470	Male 2 643
Level 4	24%	15%	5%	2%	13%	13%
Level 3	60%	61%	81%	71%	51%	50%
Level 2	13%	20%	13%	24%	30%	30%
Level 1	1%	2%	<1%	1%	4%	4%
NEI**	<1%	<1%	<1%	<1%	<1%	<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)†	84%	76%	86%	73%	64%	63%



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%



* Because percentages in tables 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: Grade 6*

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

Demographic Information	Board		Province	
Enrolment				
Number of Grade 6 students	5 220		130 775	
Number of classes with Grade 6 students	384		8 394	
Number of schools with Grade 6 classes	124		3 145	
	Number	Percent	Number	Percent
Gender				
Female	2 563	49%	63 445	49%
Male	2 657	51%	67 330	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	841	16%	14 238	11%
Students with special education needs (excluding gifted)**	854	16%	28 345	22%
Place of Birth				
Born in Canada	4 418	85%	114 230	87%
Born outside Canada	799	15%	16 324	12%
In Canada less than one year	22	<1%	786	1%
In Canada one year or more but less than three years	126	2%	3 045	2%
In Canada three years or more	581	11%	11 764	9%
Language				
First language learned at home was other than English	1 193	23%	29 758	23%
Year Student Entered Current School				
Year of the assessment	494	9%	27 713	21%
Year prior to the assessment	699	13%	12 625	10%
2 years prior to the assessment	350	7%	11 572	9%
3 or more years prior to the assessment	3 673	70%	78 785	60%
Data not available	4	<1%	80	<1%
Year Student Entered Current Board				
Year of the assessment	245	5%	7 190	5%
Year prior to the assessment	255	5%	6 480	5%
2 years prior to the assessment	208	4%	5 705	4%
3 or more years prior to the assessment	4 506	86%	109 729	84%
Data not available	6	<1%	1 671	1%

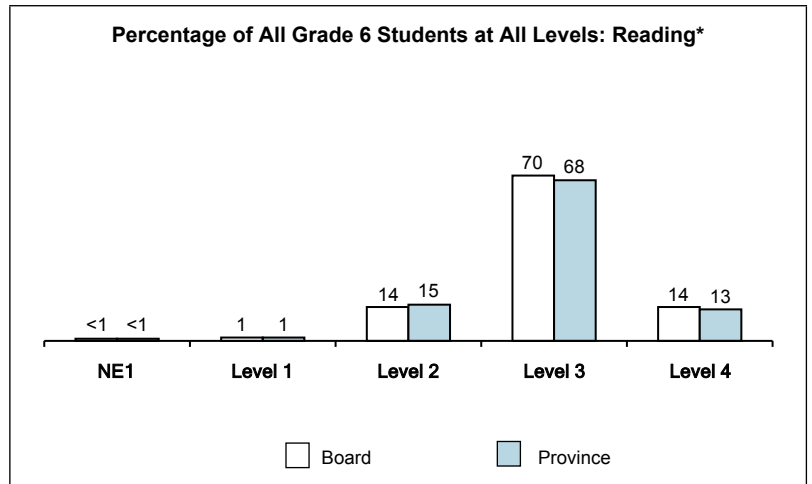
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

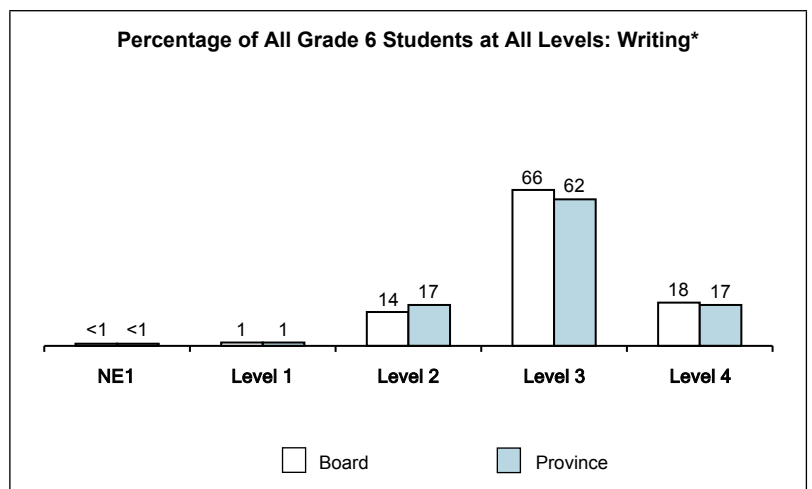
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: All Students

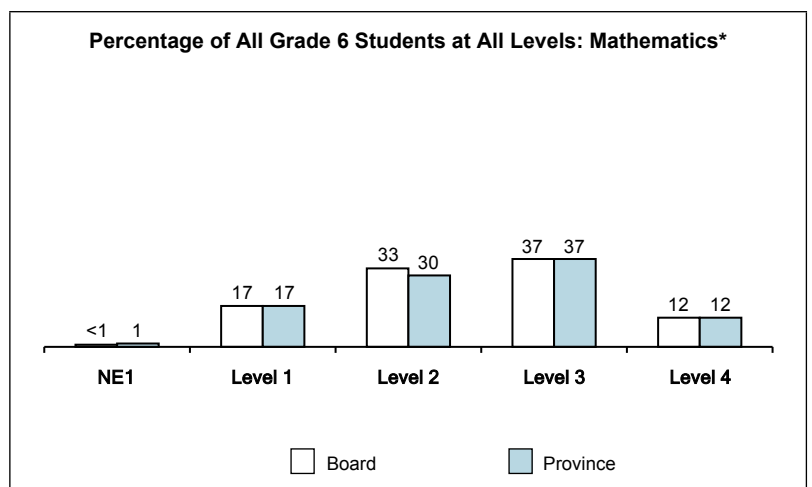
Grade 6: Reading*			
Number of Students	Board 5 220		Province 130 767
	#	%	%
Level 4	727	14%	13%
Level 3	3 665	70%	68%
Level 2	731	14%	15%
Level 1	33	1%	1%
NE1**	1	<1%	<1%
Participating Students	5 157	99%	97%
No Data	14	<1%	1%
Exempt	49	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		84%	81%



Grade 6: Writing*			
Number of Students	Board 5 220		Province 130 773
	#	%	%
Level 4	959	18%	17%
Level 3	3 427	66%	62%
Level 2	735	14%	17%
Level 1	36	1%	1%
NE1**	2	<1%	<1%
Participating Students	5 159	99%	97%
No Data	13	<1%	1%
Exempt	48	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		84%	79%



Grade 6: Mathematics*			
Number of Students	Board 5 220		Province 130 652
	#	%	%
Level 4	622	12%	12%
Level 3	1 915	37%	37%
Level 2	1 727	33%	30%
Level 1	864	17%	17%
NE1**	21	<1%	1%
Participating Students	5 149	99%	97%
No Data	16	<1%	1%
Exempt	55	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†		49%	50%



* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.

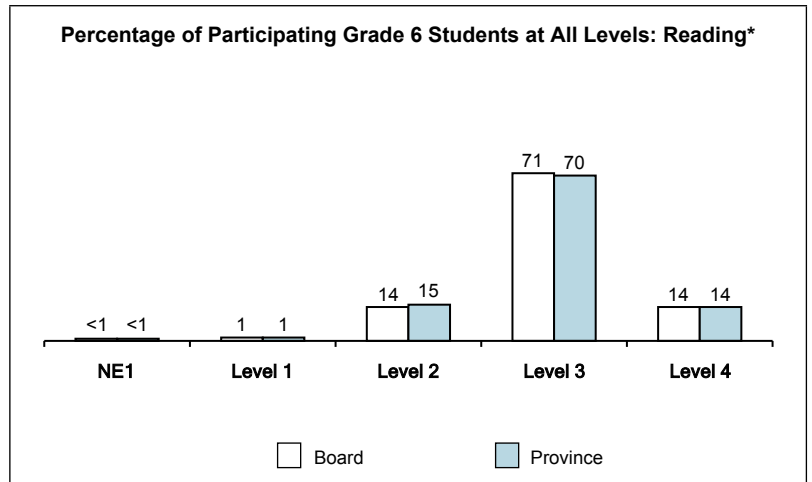
** See the Explanation of Terms.

† 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.

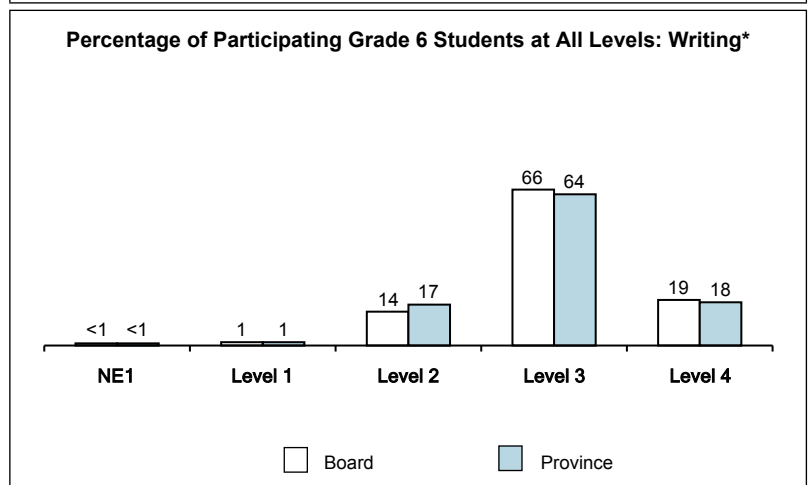
Assessments of Reading, Writing and Mathematics, 2016–2017

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

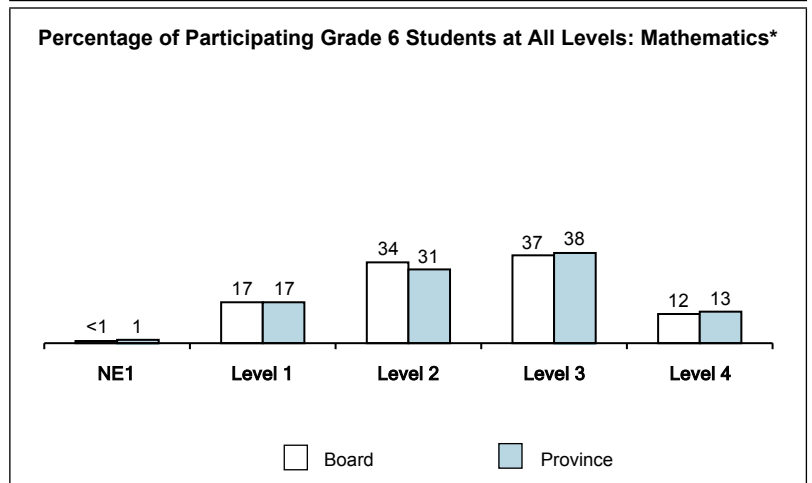
Grade 6: Reading*			
Number of Students	Board 5 157		Province 127 220
	#	%	%
Level 4	727	14%	14%
Level 3	3 665	71%	70%
Level 2	731	14%	15%
Level 1	33	1%	1%
NE1**	1	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		85%	83%



Grade 6: Writing*			
Number of Students	Board 5 159		Province 127 258
	#	%	%
Level 4	959	19%	18%
Level 3	3 427	66%	64%
Level 2	735	14%	17%
Level 1	36	1%	1%
NE1**	2	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		85%	81%



Grade 6: Mathematics*			
Number of Students	Board 5 149		Province 127 059
	#	%	%
Level 4	622	12%	13%
Level 3	1 915	37%	38%
Level 2	1 727	34%	31%
Level 1	864	17%	17%
NE1**	21	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		49%	51%



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

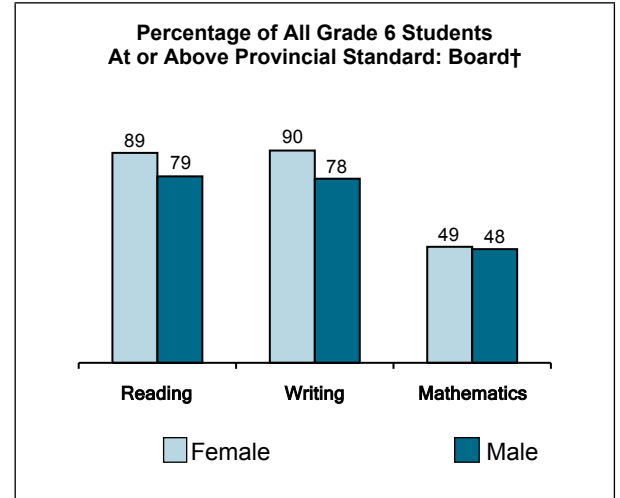
** See the Explanation of Terms.

† 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.

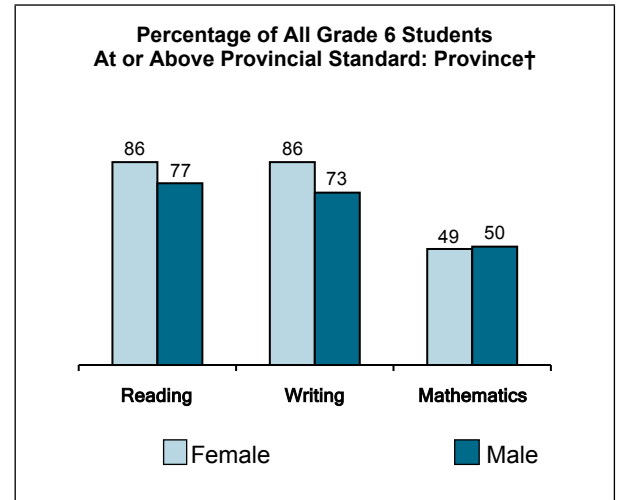
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: Gender††

Grade 6: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 2 563	Male 2 657	Female 2 563	Male 2 657	Female 2 563	Male 2 657
Level 4	19%	9%	25%	12%	12%	12%
Level 3	70%	70%	65%	66%	38%	36%
Level 2	10%	18%	8%	20%	34%	32%
Level 1	<1%	1%	1%	1%	15%	18%
NEI**	0%	<1%	<1%	<1%	<1%	1%
<i>Participating Students</i>	99%	98%	99%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	<1%	1%	<1%	1%	<1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	89%	79%	90%	78%	49%	48%



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	5 105	5 051	4 928	5 026	5 114
Participation in the Assessment					
Reading†	99%	98%	98%	98%	98%
Writing†	99%	98%	98%	98%	98%
Mathematics†	98%	98%	98%	98%	98%
Gender					
Female	49%	49%	48%	49%	48%
Male	51%	51%	52%	51%	52%
Student Status					
English language learners**	27%	27%	27%	27%	26%
Students with special education needs (excluding gifted)**	12%	12%	11%	13%	13%
Place of Birth					
Born in Canada	87%	88%	88%	88%	88%
Born outside Canada	13%	12%	12%	12%	12%
In Canada less than one year	<1%	<1%	<1%	1%	<1%
In Canada one year or more but less than three years	3%	3%	3%	2%	3%
In Canada three years or more	8%	7%	8%	8%	8%
Language					
First language learned at home was other than English	24%	22%	21%	20%	19%
Year Student Entered Current School					
Year of the assessment	6%	6%	6%	6%	11%
Year prior to the assessment	6%	6%	6%	5%	9%
2 years prior to the assessment	11%	11%	12%	11%	16%
3 or more years prior to the assessment	77%	78%	76%	78%	64%
Data not available	<1%	<1%	<1%	<1%	<1%
Year Student Entered Current Board					
Year of the assessment	6%	6%	6%	6%	6%
Year prior to the assessment	6%	6%	6%	5%	6%
2 years prior to the assessment	11%	11%	12%	11%	9%
3 or more years prior to the assessment	77%	78%	76%	78%	79%
Data not available	<1%	<1%	<1%	<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.

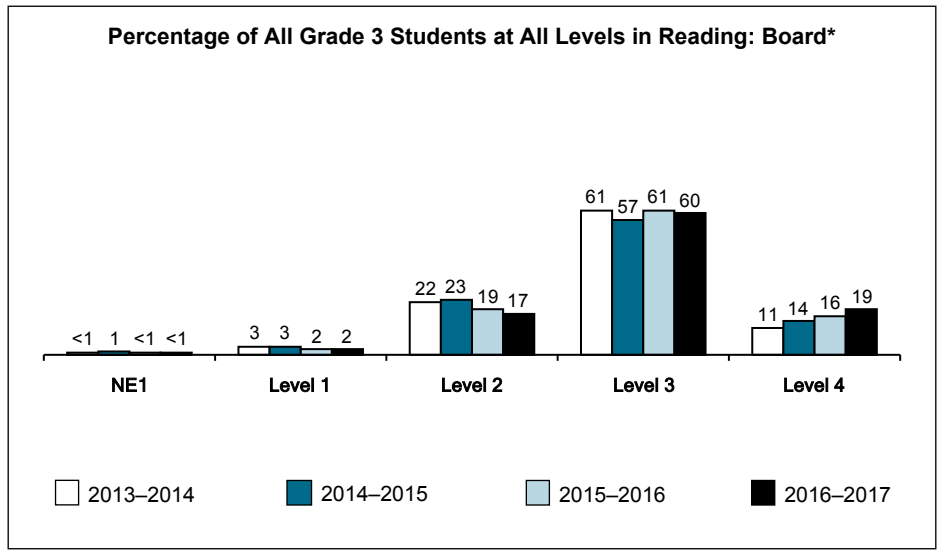
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2016–2017

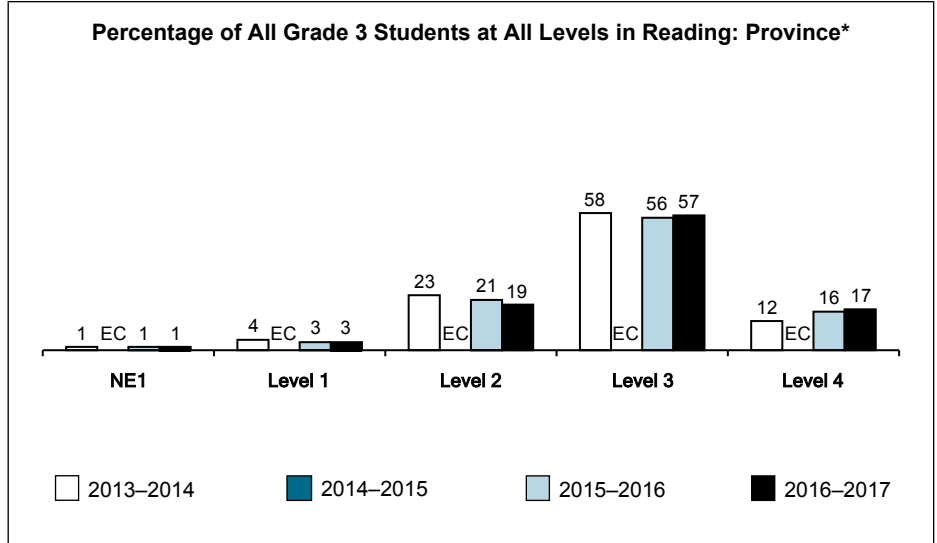
Results over Time, 2013–2014 to 2016–2017*

Grade 3: Reading

Grade 3 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	5 051	4 927	5 026	5 114
Level 4	11%	14%	16%	19%
Level 3	61%	57%	61%	60%
Level 2	22%	23%	19%	17%
Level 1	3%	3%	2%	2%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	73%	71%	77%	80%



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.

* 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.

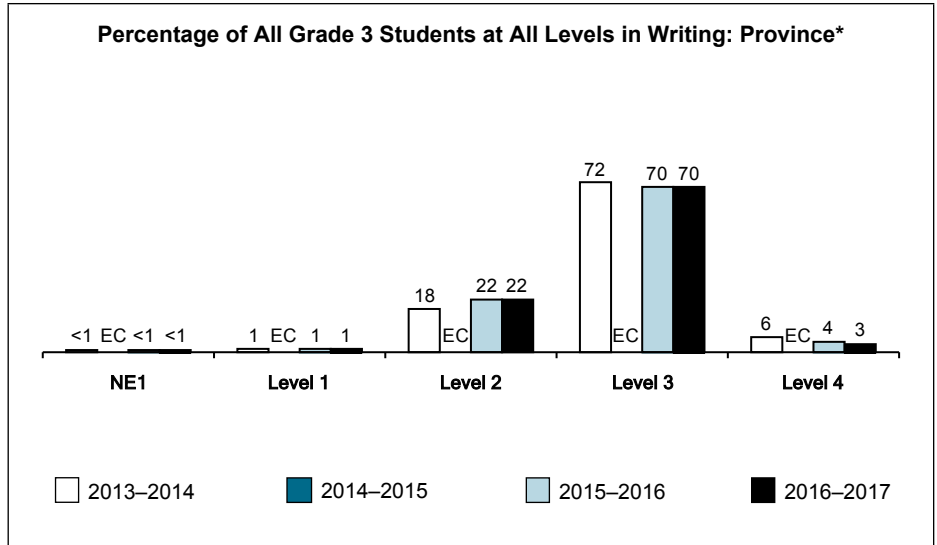
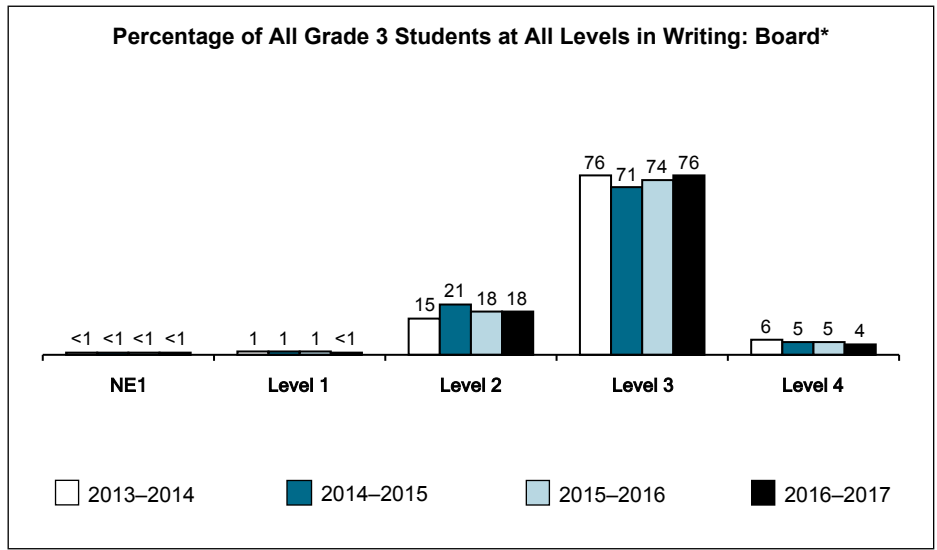
Assessments of Reading, Writing and Mathematics, 2016–2017

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>	5 051	4 927	5 026	5 114
Level 4	6%	5%	5%	4%
Level 3	76%	71%	74%	76%
Level 2	15%	21%	18%	18%
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%	1%	1%	1%
At or Above Provincial Standard†	83%	76%	79%	79%

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.
 * 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.

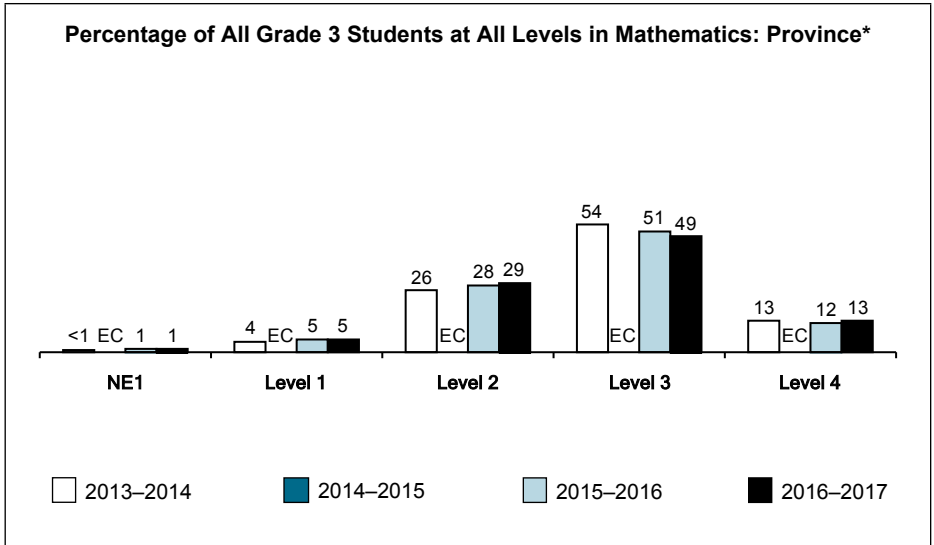
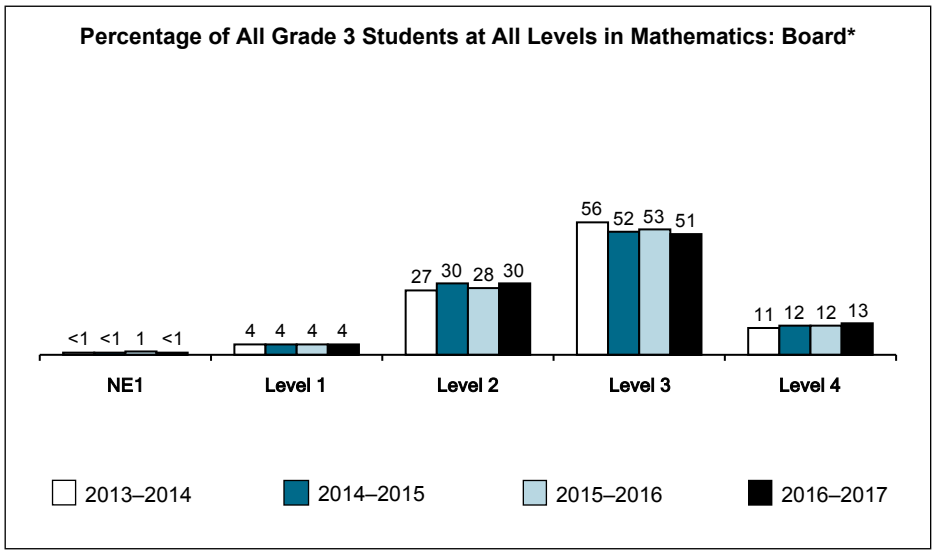
Assessments of Reading, Writing and Mathematics, 2016–2017

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>	5 051	4 928	5 026	5 113
Level 4	11%	12%	12%	13%
Level 3	56%	52%	53%	51%
Level 2	27%	30%	28%	30%
Level 1	4%	4%	4%	4%
NE1**	<1%	<1%	1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	67%	64%	65%	63%

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.

* 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.

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	5 544	5 259	5 108	5 307	5 220
Participation in the Assessment					
Reading	99%	99%	98%	99%	99%
Writing	99%	99%	98%	99%	99%
Mathematics	99%	99%	98%	99%	99%
Gender					
Female	48%	48%	49%	48%	49%
Male	52%	52%	51%	52%	51%
Student Status					
English language learners**	13%	14%	16%	17%	16%
Students with special education needs (excluding gifted)**	16%	15%	17%	16%	16%
Place of Birth					
Born in Canada	84%	83%	83%	84%	85%
Born outside Canada	16%	16%	16%	16%	15%
In Canada less than one year	<1%	<1%	<1%	<1%	<1%
In Canada one year or more but less than three years	3%	2%	2%	2%	2%
In Canada three years or more	11%	12%	13%	12%	11%
Language					
First language learned at home was other than English	24%	27%	25%	24%	23%
Year Student Entered Current School					
Year of the assessment	5%	6%	5%	5%	9%
Year prior to the assessment	4%	4%	5%	4%	13%
2 years prior to the assessment	5%	4%	4%	5%	7%
3 or more years prior to the assessment	86%	85%	85%	86%	70%
Data not available	<1%	<1%	<1%	<1%	<1%
Year Student Entered Current Board					
Year of the assessment	5%	6%	5%	5%	5%
Year prior to the assessment	4%	4%	5%	4%	5%
2 years prior to the assessment	5%	4%	4%	5%	4%
3 or more years prior to the assessment	86%	85%	85%	86%	86%
Data not available	<1%	<1%	<1%	<1%	5%

* 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.

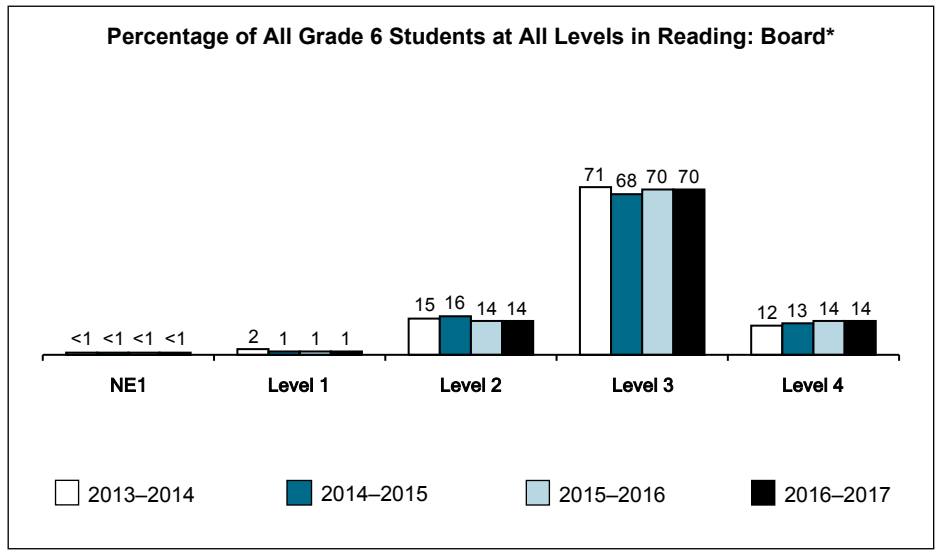
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2016–2017

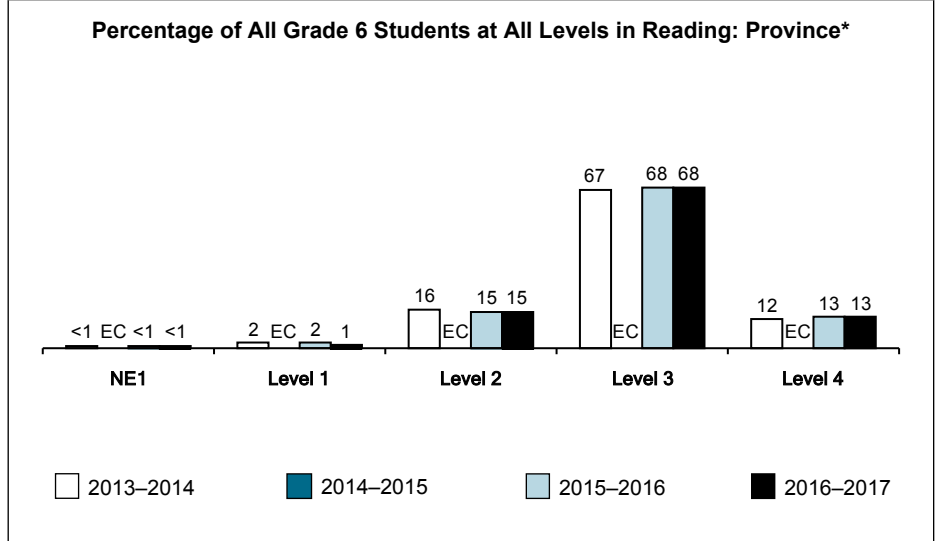
Results over Time, 2013–2014 to 2016–2017*

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	5 259	5 108	5 305	5 220
Level 4	12%	13%	14%	14%
Level 3	71%	68%	70%	70%
Level 2	15%	16%	14%	14%
Level 1	2%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	98%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	82%	81%	83%	84%



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.
 * 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.

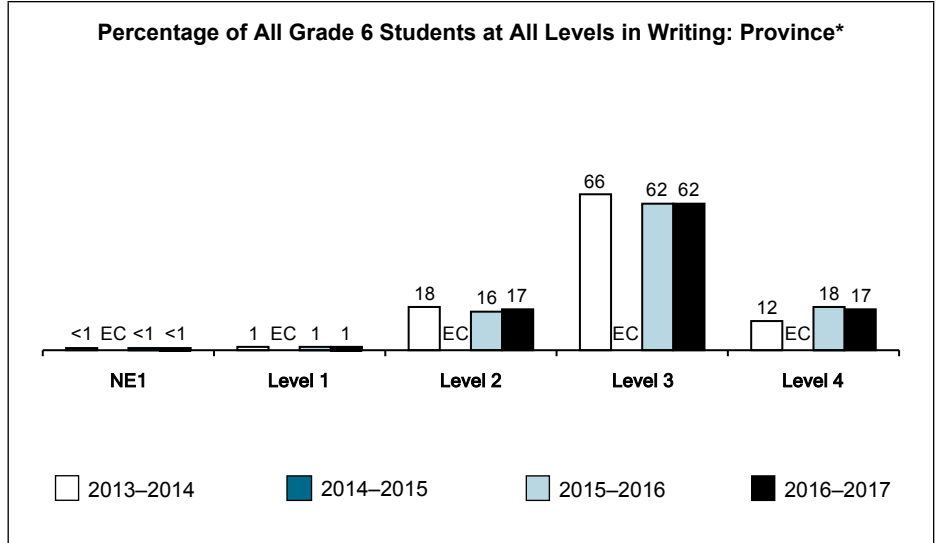
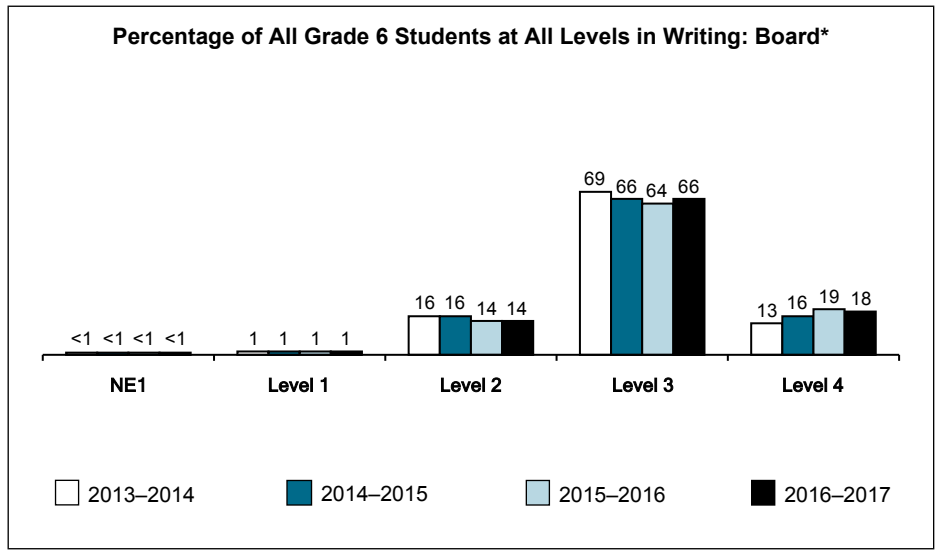
Assessments of Reading, Writing and Mathematics, 2016–2017

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>	5 259	5 108	5 305	5 220
Level 4	13%	16%	19%	18%
Level 3	69%	66%	64%	66%
Level 2	16%	16%	14%	14%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	98%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	82%	82%	83%	84%

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%



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

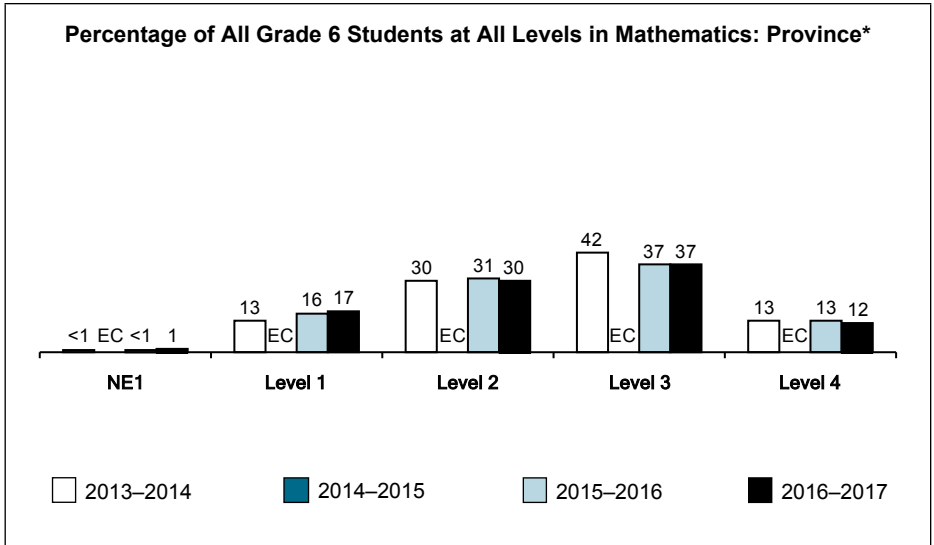
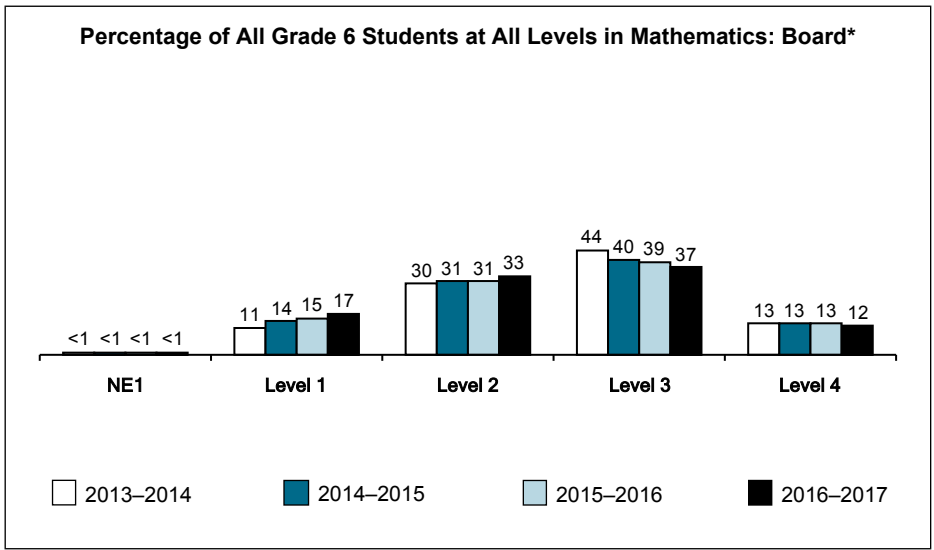
Assessments of Reading, Writing and Mathematics, 2016–2017

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>	5 259	5 107	5 307	5 220
Level 4	13%	13%	13%	12%
Level 3	44%	40%	39%	37%
Level 2	30%	31%	31%	33%
Level 1	11%	14%	15%	17%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	98%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	57%	53%	52%	49%

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%

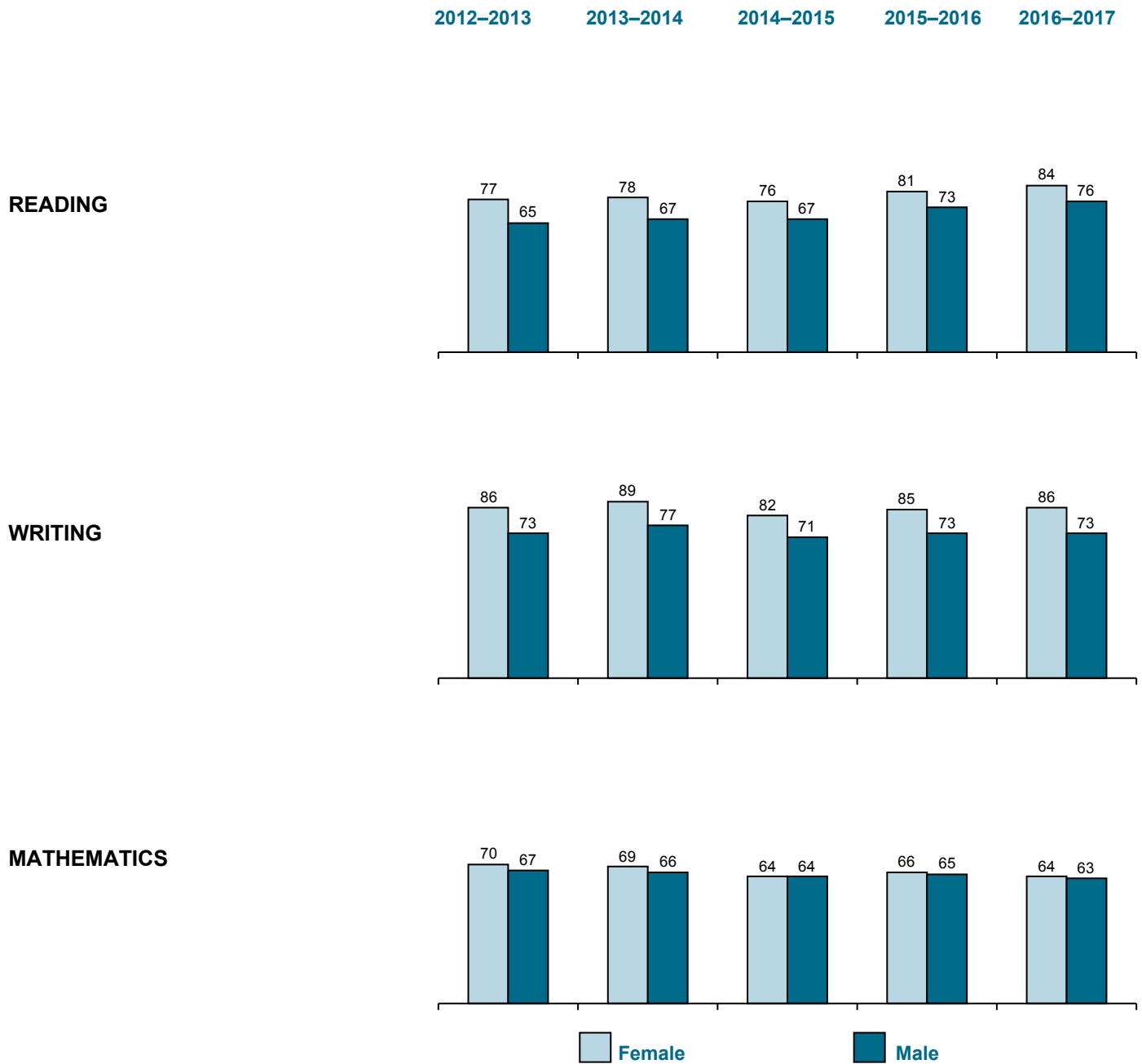


◆ Refer to the EQAO Web site (www.eqao.com) for data from previous years.
 * Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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*

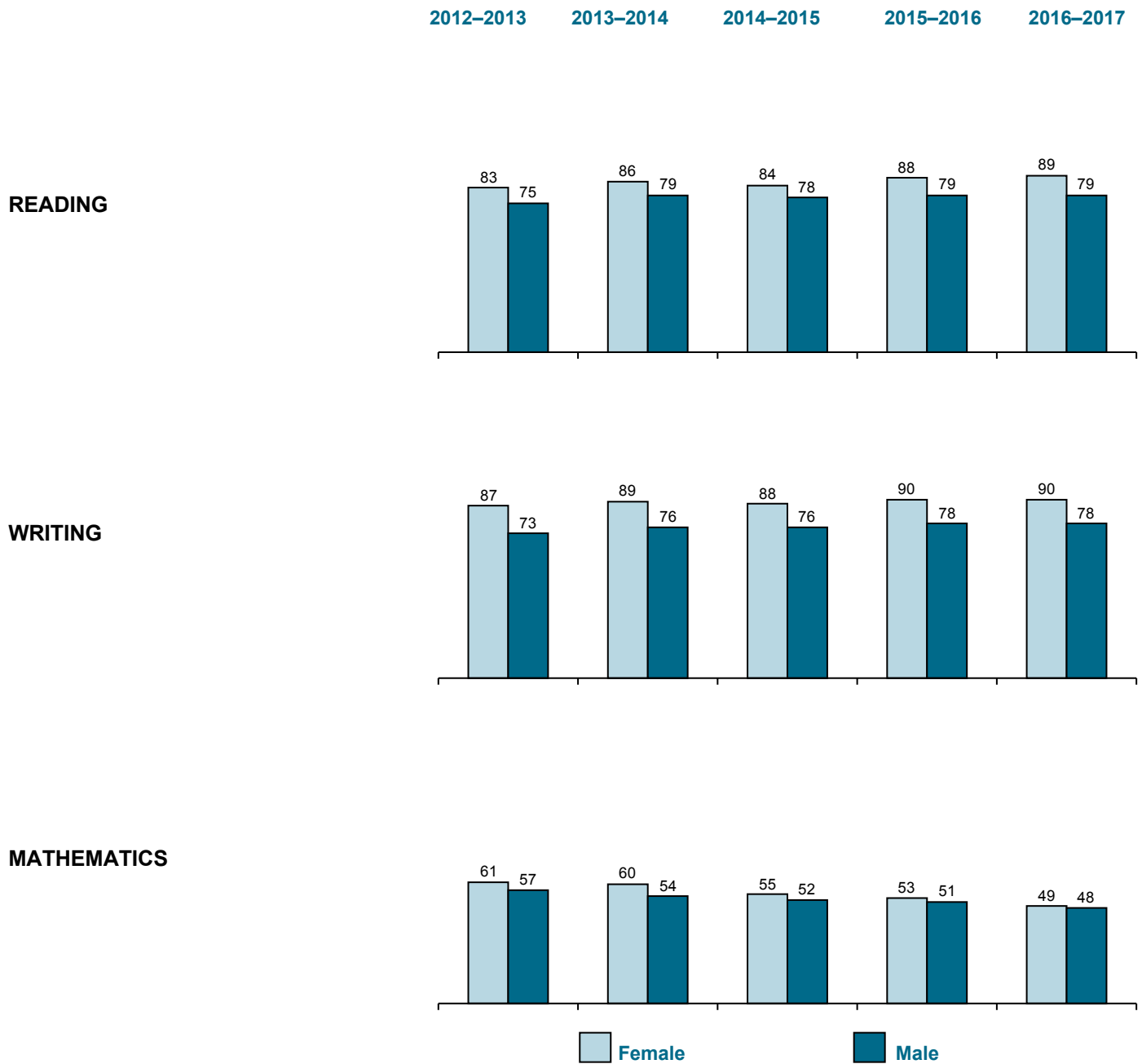
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	2 486	2 619	2 488	2 563	2 354	2 574	2 440	2 586	2 470	2 644

* 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	2 682	2 862	2 514	2 745	2 493	2 615	2 560	2 747	2 563	2 657

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 4 994)

Never

Sometimes

Most of the time

STUDENT ENGAGEMENT
About reading:

Percentage of Students*

Number of students who answered "most of the time"

I like to read.	54	41	2 060
I am a good reader.	34	61	3 067
I am able to understand difficult reading passages.	10	58	1 413
I do my best when I do reading activities in class.	25	70	3 517

STUDENT ENGAGEMENT
About writing:

I like to write.	7	45	46	2 296
I am a good writer.	5	46	46	2 315
I am able to communicate my ideas in writing.	6	48	43	2 153
I do my best when I do writing activities in class.	29	66		3 290

COGNITIVE STRATEGIES USED IN LANGUAGE

I make sure I understand what I am reading.	31	63		3 128
I organize my ideas before I start to write.	10	46	40	1 978
I edit my writing to make it better.	8	49	38	1 920
I check my writing for spelling and grammar.	7	47	41	2 043

* 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 (# = 4 994)

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.	<input type="checkbox"/> 8 <input type="checkbox"/> 29 <input checked="" type="checkbox"/> 60	3 016
I am good at mathematics.	<input type="checkbox"/> 5 <input type="checkbox"/> 37 <input checked="" type="checkbox"/> 56	2 786
I am able to answer difficult mathematics questions.	<input type="checkbox"/> 10 <input type="checkbox"/> 49 <input checked="" type="checkbox"/> 37	1 846
I do my best when I do mathematics activities in class.	<input type="checkbox"/> 19 <input checked="" type="checkbox"/> 76	3 778

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.	<input type="checkbox"/> 29 <input checked="" type="checkbox"/> 65	3 245
I think about the steps I will use to solve the problem.	<input type="checkbox"/> 6 <input type="checkbox"/> 43 <input checked="" type="checkbox"/> 47	2 346

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	<input type="checkbox"/> 12 <input type="checkbox"/> 25 <input checked="" type="checkbox"/> 28 <input type="checkbox"/> 32	1 622
Comics	<input type="checkbox"/> 35 <input type="checkbox"/> 23 <input checked="" type="checkbox"/> 18 <input type="checkbox"/> 21	1 048
Books, newspapers, magazines or Web sites for information	<input type="checkbox"/> 27 <input type="checkbox"/> 28 <input checked="" type="checkbox"/> 22 <input type="checkbox"/> 19	966
E-mail, text or instant messages	<input type="checkbox"/> 42 <input type="checkbox"/> 15 <input checked="" type="checkbox"/> 15 <input type="checkbox"/> 24	1 217
Any other type of reading material	<input type="checkbox"/> 22 <input type="checkbox"/> 22 <input checked="" type="checkbox"/> 23 <input type="checkbox"/> 29	1 464

* 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 (# = 4 994)

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	25	35	20	17	834
Journal entries	39	26	18	13	657
E-mail, text or instant messages	42	15	15	23	1 172
Letters	35	34	15	11	541

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.	38	17	19	22	1 123
I participate in after-school clubs.	62	8	12	13	649
I participate in sports or other physical activities.	19	12	28	37	1 830

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	18	56	2 808
We talk about the reading and writing work I do in school.	15	20	25	36	1 776
We talk about the mathematics work I do in school.	14	17	24	40	2 003
We read together.	23	25	23	24	1 181
We look at my school agenda.	12	12	13	56	2 820
We use a computer together.	36	24	17	17	846

* 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 (# = 4 994)

 0 programs

 1 program

 2 or 3 programs

 4 programs or more

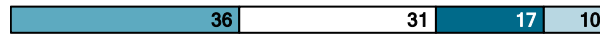
SCREEN TIME (TELEVISION)

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



514

After school



2 331

SCHOOLS ATTENDED

How many schools did you attend before this one?

Percentage of Students*

Number of students

Only this school



2 403

1 other school



1 571

2 other schools



485

3 other schools




226


4 other schools or more



162

 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



3 338

Languages in which people speak to student at home



2 802

* 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 (# = 4 994)	Female* (# = 2 422)	Male* (# = 2 572)	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.	41%	47%	35%	46%	51%	40%
I am a good reader.	61%	64%	59%	63%	65%	62%
I am able to understand difficult reading passages.	28%	27%	30%	30%	28%	32%
I do my best when I do reading activities in class.	70%	76%	65%	73%	77%	68%
STUDENT ENGAGEMENT						
About writing:	Percentage of students who answered “most of the time”†					
I like to write.	46%	52%	41%	47%	54%	40%
I am a good writer.	46%	52%	41%	49%	55%	42%
I am able to communicate my ideas in writing.	43%	45%	41%	43%	45%	42%
I do my best when I do writing activities in class.	66%	70%	62%	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.	63%	66%	60%	65%	67%	62%
I organize my ideas before I start to write.	40%	44%	35%	40%	44%	36%
I edit my writing to make it better.	38%	42%	35%	40%	45%	36%
I check my writing for spelling and grammar.	41%	44%	38%	44%	48%	40%
STUDENT ENGAGEMENT						
About mathematics:	Percentage of students who answered “most of the time”†					
I like mathematics.	60%	54%	67%	58%	53%	63%
I am good at mathematics.	56%	49%	62%	56%	49%	62%
I am able to answer difficult mathematics questions.	37%	29%	45%	38%	31%	46%
I do my best when I do mathematics activities in class.	76%	77%	74%	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.	65%	70%	61%	67%	72%	63%
I think about the steps I will use to solve the problem.	47%	49%	45%	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 (# = 4 994)	Female* (# = 2 422)	Male* (# = 2 572)	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	32%	38%	28%	38%	42%	33%
Comics	21%	16%	25%	19%	15%	23%
Books, newspapers, magazines or Web sites for information	19%	21%	18%	20%	21%	19%
E-mails, text or instant messages	24%	28%	21%	23%	25%	20%
Any other type of reading material	29%	34%	25%	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	17%	19%	15%	17%	20%	14%
Journal entries	13%	18%	8%	13%	17%	9%
E-mails, text or instant messages	23%	27%	20%	21%	24%	19%
Letters	11%	12%	9%	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.	22%	28%	17%	23%	29%	17%
I participate in after-school clubs.	13%	13%	13%	13%	14%	13%
I participate in sports or other physical activities.	37%	30%	43%	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.	56%	61%	52%	54%	58%	49%
We talk about the reading and writing work I do in school.	36%	39%	32%	33%	36%	29%
We talk about the mathematics work I do in school.	40%	42%	38%	36%	39%	34%
We read together.	24%	26%	22%	27%	29%	25%
We look at my school agenda.	56%	56%	57%	46%	47%	45%
We use a computer together.	17%	16%	18%	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 (# = 4 994)	Female* (# = 2 422)	Male* (# = 2 572)	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	10%	7%	13%	10%	8%	13%
After school	47%	45%	49%	41%	38%	43%
SCHOOLS ATTENDED						
How many schools did you attend before this one?		Percentage of students‡				
Only this school/1 other school	80%	81%	79%	77%	78%	77%
2 other schools/3 other schools	14%	13%	15%	16%	16%	16%
4 other schools or more	3%	3%	3%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME						
		Percentage of students‡				
Only English/Mostly English	67%	66%	68%	71%	70%	72%
Another language (or other languages) as often as English	19%	19%	19%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	11%	12%	11%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME						
		Percentage of students‡				
Only English/Mostly English	56%	54%	58%	65%	64%	66%
Another language (or other languages) as often as English	19%	21%	17%	13%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	20%	20%	20%	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 (# = 5 120)

Never

Sometimes

Most of the time

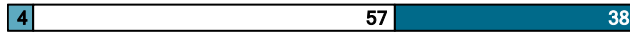
STUDENT ENGAGEMENT

About reading:

Percentage of Students*

Number of students who answered "most of the time"

I like to read.



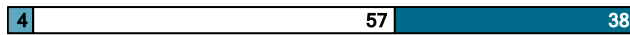
1 955

I am a good reader.



3 331

I am able to understand difficult reading passages.



1 925

I do my best when I do reading activities in class.



3 668

STUDENT ENGAGEMENT

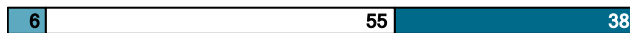
About writing:

I like to write.



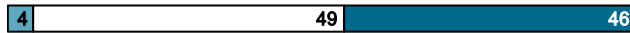
1 880

I am a good writer.



1 937

I am able to communicate my ideas in writing.



2 347

I do my best when I do writing activities in class.



3 454

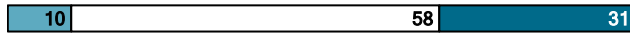
COGNITIVE STRATEGIES USED IN LANGUAGE

I make sure I understand what I am reading.



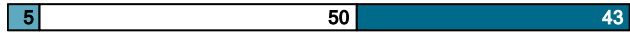
3 566

I organize my ideas before I start to write.



1 574

I edit my writing to make it better.



2 215

I check my writing for spelling and grammar.



2 465

* 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 (# = 5 120)

Never

Sometimes



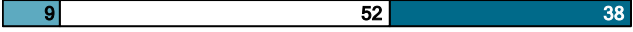

Most of the time

STUDENT ENGAGEMENT

About mathematics:



Percentage of Students*

Number of students who answered "most of the time"

I like mathematics.		2 646
I am good at mathematics.		2 645
I am able to answer difficult mathematics questions.		1 924
I do my best when I do mathematics activities in class.		3 942

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.		3 971
I think about the steps I will use to solve the problem.		2 578

Never

1 or 2 times a month

1 to 3 times a week


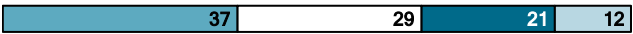



Every day or almost every day

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		1 177
Comics		619
Books, newspapers, magazines or Web sites for information		1 098
E-mail, text or instant messages		3 028
Any other type of reading material		1 207

* 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 (# = 5 120)

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	34	41	16	6	329
Journal entries	49	28	13	6	305
E-mail, text or instant messages	13	10	18	56	2 850
Letters	48	36	9		158

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.	44	15	22	15	751
I participate in after-school clubs.	57	14	17	9	441
I participate in sports or other physical activities.	14	11	32	39	2 022

PARENTAL ENGAGEMENT






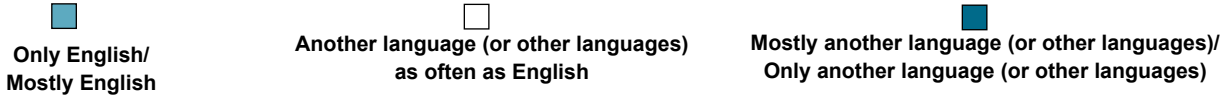


How often do you and a parent, a guardian or another adult who lives with you do the following?

We talk about the activities I do in school.	4	12	24	58	2 992
We talk about the reading and writing work I do in school.	12	21	33	32	1 615
We talk about the mathematics work I do in school.	8	17	31	41	2 118
We read together.	47	29	13	7	341
We look at my school agenda.	26	18	17	36	1 819
We use a computer together.	38	30	20	9	476

* 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 (# = 5 120)

SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		41	2 112
1 other school		33	1 714
2 other schools		13	687
3 other schools		6	286
4 other schools or more		4	194
			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		69 19 9	3 531
Languages in which people speak to student at home		58 20 19	2 961

* 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 (# = 5 120)	Female* (# = 2 528)	Male* (# = 2 592)	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.	38%	47%	29%	45%	53%	37%
I am a good reader.	65%	69%	61%	68%	71%	64%
I am able to understand difficult reading passages.	38%	36%	39%	42%	41%	43%
I do my best when I do reading activities in class.	72%	76%	68%	73%	78%	68%
STUDENT ENGAGEMENT						
About writing:	Percentage of students who answered “most of the time”†					
I like to write.	37%	46%	27%	40%	51%	28%
I am a good writer.	38%	44%	32%	42%	50%	34%
I am able to communicate my ideas in writing.	46%	51%	41%	48%	53%	44%
I do my best when I do writing activities in class.	67%	72%	63%	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.	70%	73%	67%	72%	75%	68%
I organize my ideas before I start to write.	31%	34%	27%	31%	36%	27%
I edit my writing to make it better.	43%	50%	37%	47%	54%	40%
I check my writing for spelling and grammar.	48%	54%	43%	50%	56%	45%
STUDENT ENGAGEMENT						
About mathematics:	Percentage of students who answered “most of the time”†					
I like mathematics.	52%	44%	59%	51%	43%	58%
I am good at mathematics.	52%	44%	59%	53%	46%	61%
I am able to answer difficult mathematics questions.	38%	30%	45%	40%	31%	48%
I do my best when I do mathematics activities in class.	77%	76%	78%	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.	78%	82%	73%	80%	84%	76%
I think about the steps I will use to solve the problem.	50%	50%	51%	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 (# = 5 120)	Female* (# = 2 528)	Male* (# = 2 592)	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	23%	29%	17%	29%	35%	23%
Comics	12%	9%	15%	12%	10%	15%
Books, newspapers, magazines or Web sites for information	21%	23%	20%	24%	25%	24%
E-mail, text or instant messages	59%	67%	52%	56%	64%	49%
Any other type of reading material	24%	27%	21%	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	6%	8%	5%	7%	8%	5%
Journal entries	6%	9%	3%	7%	10%	4%
E-mail, text or instant messages	56%	64%	48%	53%	61%	45%
Letters	3%	3%	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%	19%	10%	15%	20%	11%
I participate in after-school clubs.	9%	8%	9%	10%	10%	9%
I participate in sports or other physical activities.	39%	31%	48%	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.	32%	33%	30%	31%	33%	28%
We talk about the mathematics work I do in school.	41%	43%	39%	39%	41%	37%
We read together.	7%	7%	7%	7%	7%	7%
We look at my school agenda.	36%	34%	37%	26%	25%	26%
We use a computer together.	9%	9%	10%	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 (# = 5 120)	Female* (# = 2 528)	Male* (# = 2 592)	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	75%	73%	76%	69%	69%	68%
2 other schools/3 other schools	19%	20%	18%	22%	22%	22%
4 other schools or more	4%	4%	4%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME						
	Percentage of students†					
Only English/Mostly English	69%	68%	70%	72%	72%	73%
Another language (or other languages) as often as English	19%	21%	18%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	9%	9%	9%	8%	8%	9%
LANGUAGES SPOKEN TO STUDENTS AT HOME						
	Percentage of students†					
Only English/Mostly English	58%	56%	60%	66%	66%	66%
Another language (or other languages) as often as English	20%	21%	19%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	19%	20%	18%	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.