



School Board Report



Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

Board: Peel District School Board (66125)

EQAO is pleased to provide you with the results of the 2011–2012 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6). This report contains student results for the current year and previous years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO’s provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data are used as a catalyst for improvement at the individual student level through to the school, school-board and ministry levels. They provide a clearer picture of student progress and a solid foundation upon which parents, policymakers, school and school-board staff can base their strategies to support students in their learning.

EQAO data help school teams identify areas of student strength, target areas requiring support and plan for improvement. They also provide additional evidence that helps teachers and parents engage in meaningful conversations about individual students’ achievement. At the school-board level, EQAO data are used by directors of education as a key source of student-achievement information to create annual school-board reports and by trustees to establish multi-year school-board plans. Since 2009, school boards have also been required by legislation to consult with school councils on policies and guidelines related to student achievement, and EQAO data support these conversations as well.

Of course, it should be remembered that EQAO data are just one part of the picture. Provincial test results are a valuable indicator of student achievement and should always be examined together with other achievement information—such as report card grades and classroom assessment results—in order to get a complete picture of student skills, abilities and knowledge.

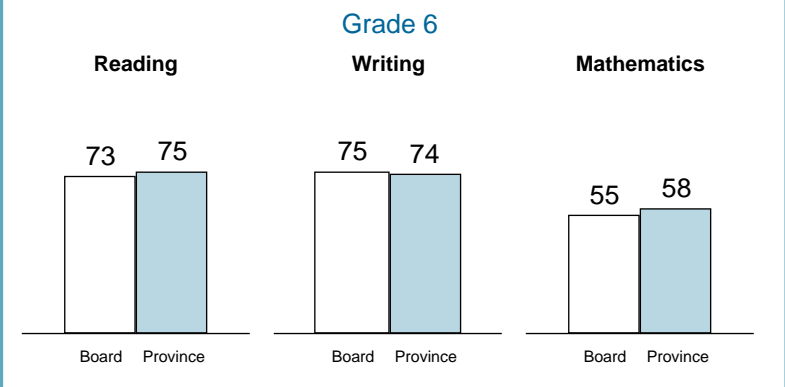
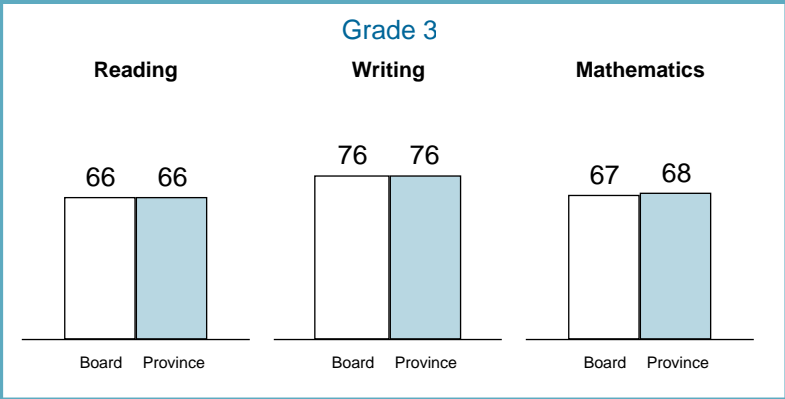
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach their highest potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

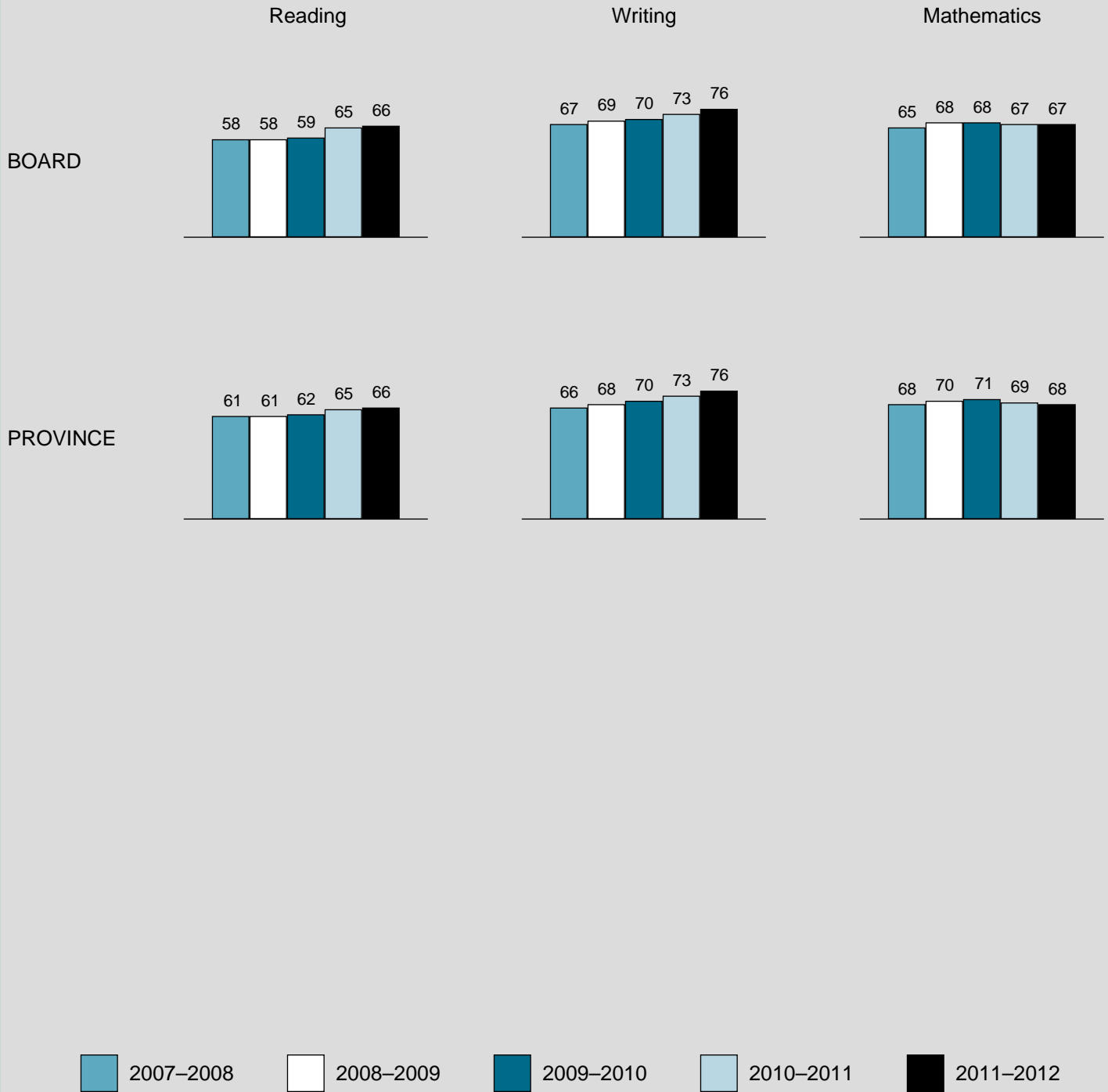
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



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

Percentage of Students: Grade 3

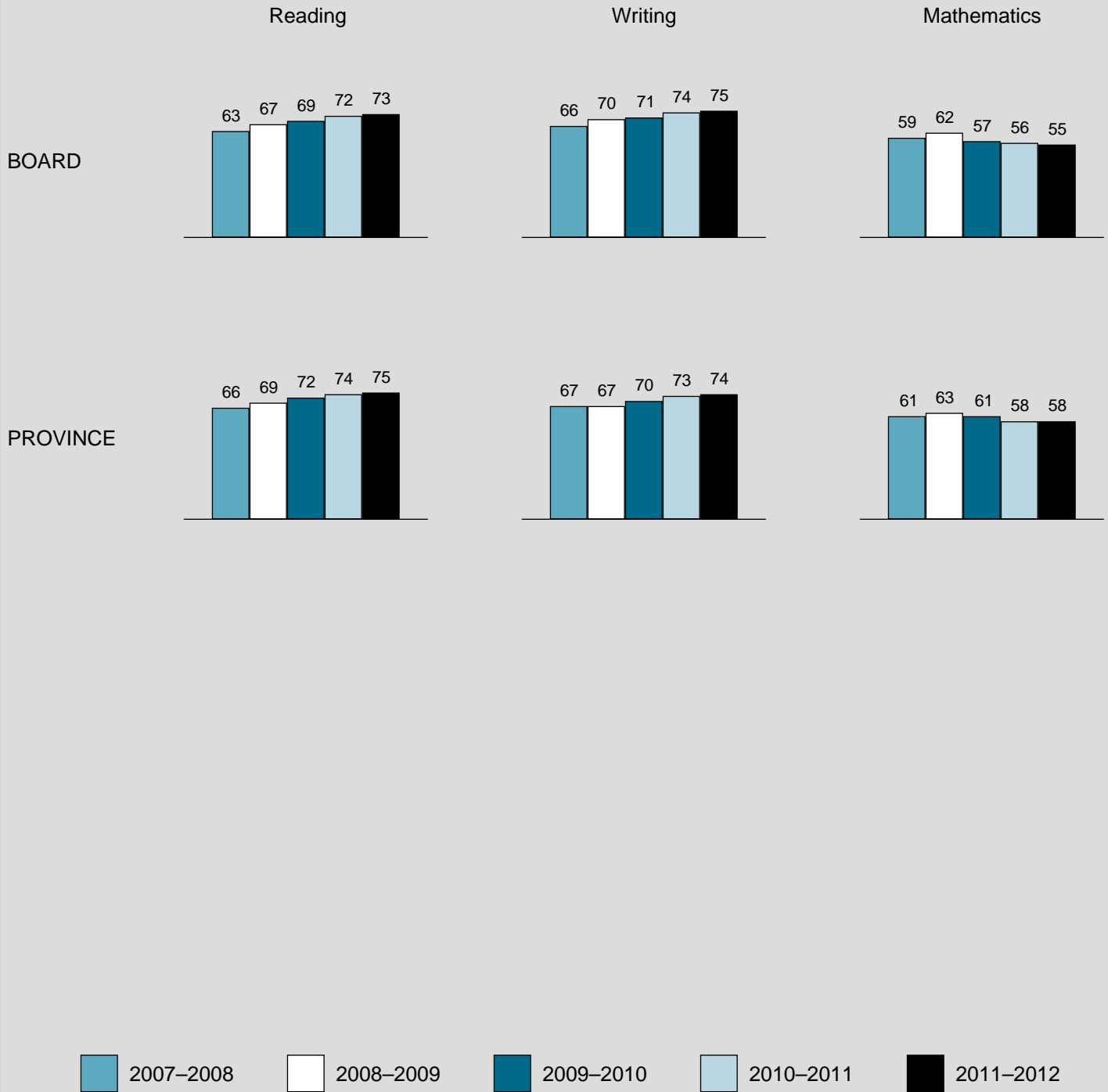


Total Number of Grade 3 Students

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Board	10 719	10 563	10 853	10 645	11 022
Province	128 660	125 481	127 789	124 117	126 455

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					
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Board	10 973	11 014	10 993	11 031	11 003
Province	140 420	136 076	134 294	132 308	129 477

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 where fewer than 15 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
- ◆ 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, Primary and Junior Divisions, 2011–2012

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	11 022		126 455	
Number of classes with Grade 3 students	691		9 514	
Number of schools with Grade 3 classes	154		3 358	
	Number	Percent	Number	Percent
Gender				
Female	5 317	48%	61 604	49%
Male	5 705	52%	64 851	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	3 950	36%	13 104	10%
Students with special education needs (excluding gifted)**	857	8%	20 690	16%
Place of Birth				
Born in Canada	8 906	81%	113 424	90%
Born outside Canada	2 100	19%	12 874	10%
In Canada less than one year	226	2%	720	1%
In Canada one year or more but less than three years	375	3%	2 887	2%
In Canada three years or more	1 494	14%	8 380	7%
Language				
First language learned at home was other than English	5 642	51%	27 604	22%
Year Student Entered Current School				
Year of the assessment	1 768	16%	16 074	13%
Year prior to the assessment	1 484	13%	14 092	11%
2 years prior to the assessment	2 577	23%	18 548	15%
3 or more years prior to the assessment	5 179	47%	77 646	61%
Data not available	14	<1%	95	<1%
Year Student Entered Current Board				
Year of the assessment	716	6%	7 953	6%
Year prior to the assessment	629	6%	7 315	6%
2 years prior to the assessment	1 297	12%	10 998	9%
3 or more years prior to the assessment	8 334	76%	97 447	77%
Data not available	46	<1%	2 742	2%

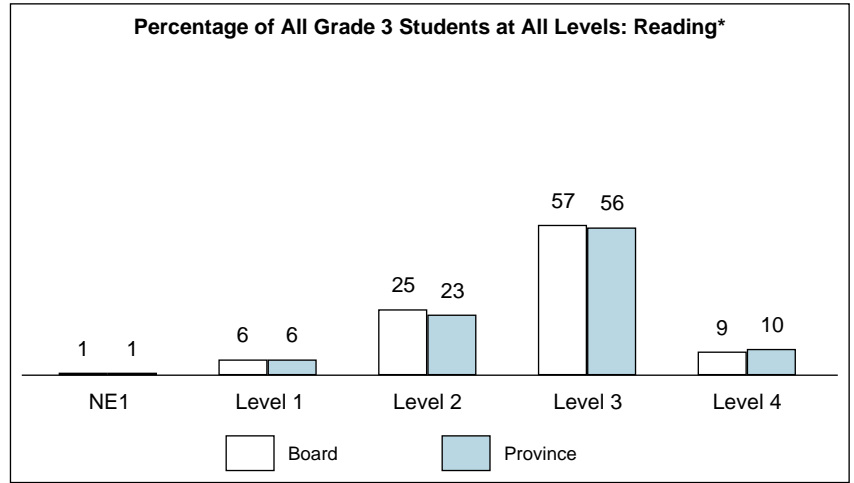
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

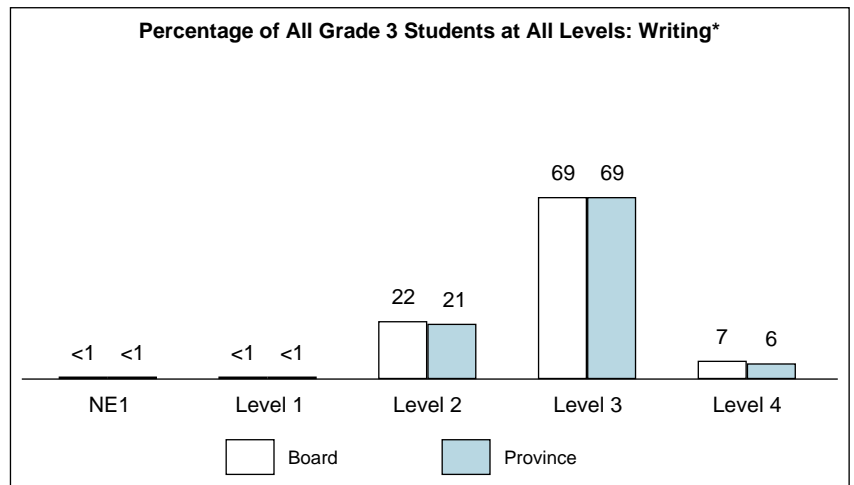
Results in Reading, Writing and Mathematics, 2011–2012

Grade 3: All Students^{††}

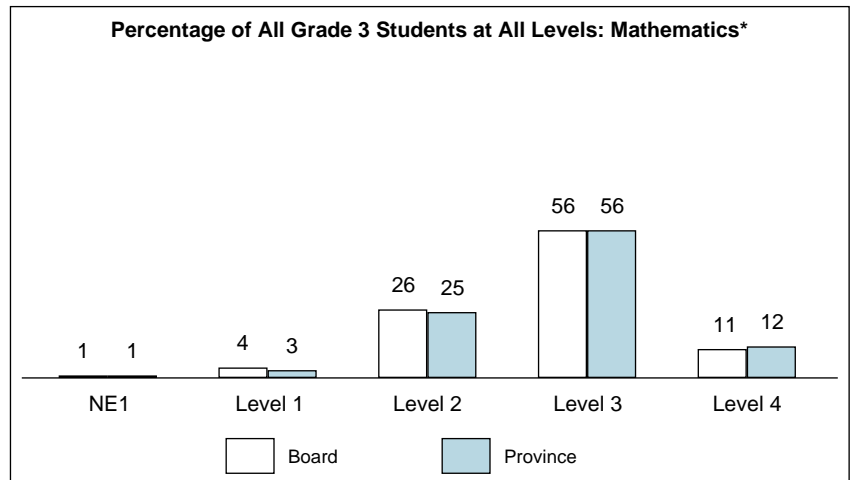
Grade 3: Reading*				
Number of Students	Board 11 022		Province 121 727	
	#	%	#	%
Level 4	961	9%		10%
Level 3	6 300	57%		56%
Level 2	2 710	25%		23%
Level 1	694	6%		6%
NE1**	87	1%		1%
Participating Students	10 752	98%		97%
No Data	35	<1%		<1%
Exempt	235	2%		3%
At or Above Provincial Standard (Levels 3 and 4) [†]		66%	66%	



Grade 3: Writing*				
Number of Students	Board 11 022		Province 121 727	
	#	%	#	%
Level 4	748	7%		6%
Level 3	7 622	69%		69%
Level 2	2 381	22%		21%
Level 1	4	<1%		<1%
NE1**	10	<1%		<1%
Participating Students	10 765	98%		97%
No Data	38	<1%		1%
Exempt	219	2%		2%
At or Above Provincial Standard (Levels 3 and 4) [†]		76%	76%	



Grade 3: Mathematics*				
Number of Students	Board 11 022		Province 126 439	
	#	%	#	%
Level 4	1 256	11%		12%
Level 3	6 131	56%		56%
Level 2	2 885	26%		25%
Level 1	418	4%		3%
NE1**	56	1%		1%
Participating Students	10 746	97%		97%
No Data	43	<1%		1%
Exempt	233	2%		2%
At or Above Provincial Standard (Levels 3 and 4) [†]		67%	68%	



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

** See the Explanation of Terms.

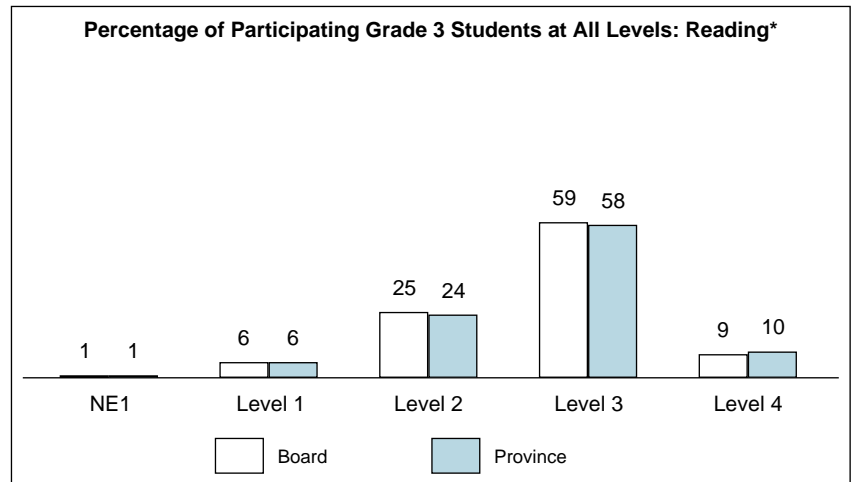
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

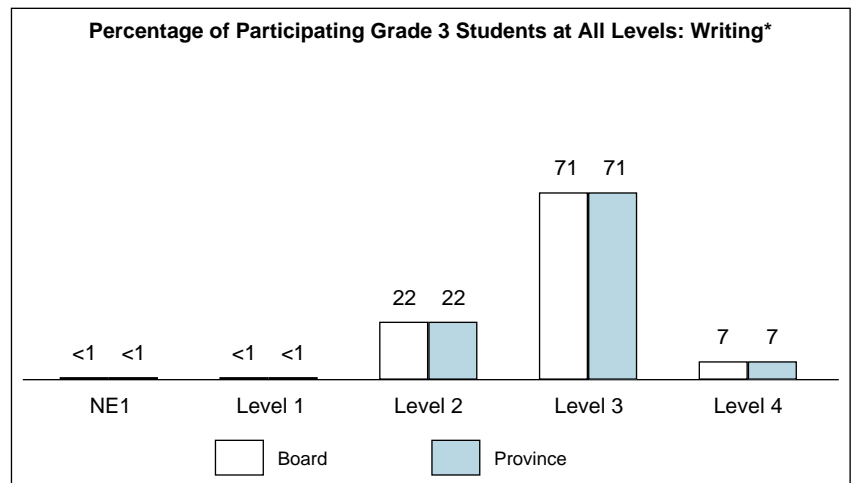
Results in Reading, Writing and Mathematics, 2011–2012

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

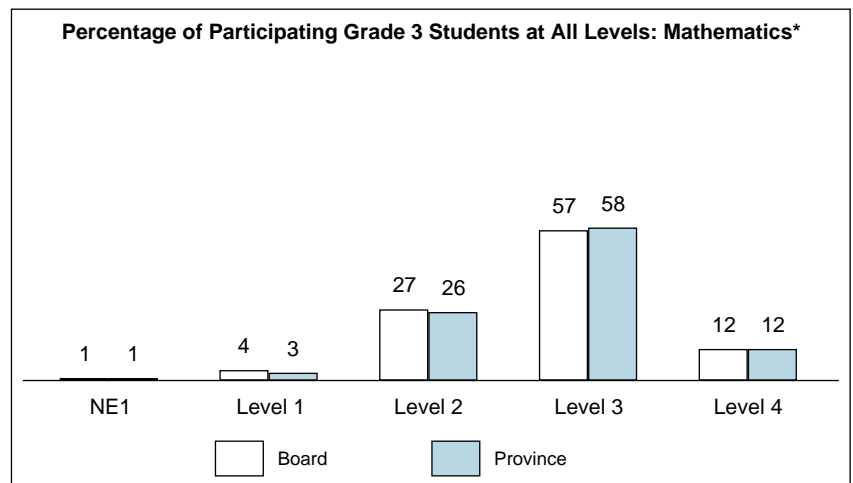
Grade 3: Reading*			
Number of Students	Board 10 752		Province 117 844
	#	%	%
Level 4	961	9%	10%
Level 3	6 300	59%	58%
Level 2	2 710	25%	24%
Level 1	694	6%	6%
NE1**	87	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		68%	68%



Grade 3: Writing*			
Number of Students	Board 10 765		Province 118 189
	#	%	%
Level 4	748	7%	7%
Level 3	7 622	71%	71%
Level 2	2 381	22%	22%
Level 1	4	<1%	<1%
NE1**	10	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		78%	78%



Grade 3: Mathematics*			
Number of Students	Board 10 746		Province 122 783
	#	%	%
Level 4	1 256	12%	12%
Level 3	6 131	57%	58%
Level 2	2 885	27%	26%
Level 1	418	4%	3%
NE1**	56	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		69%	70%



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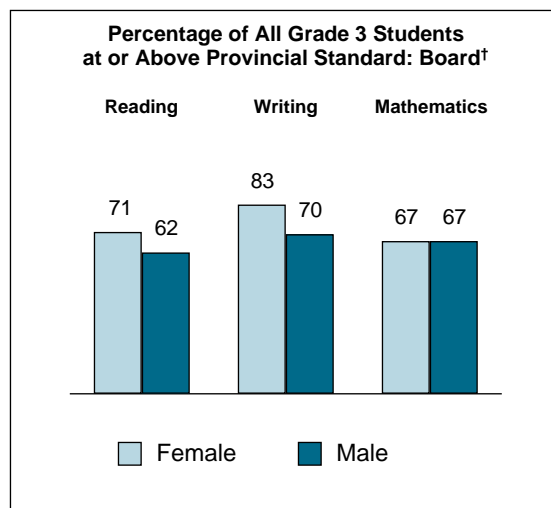
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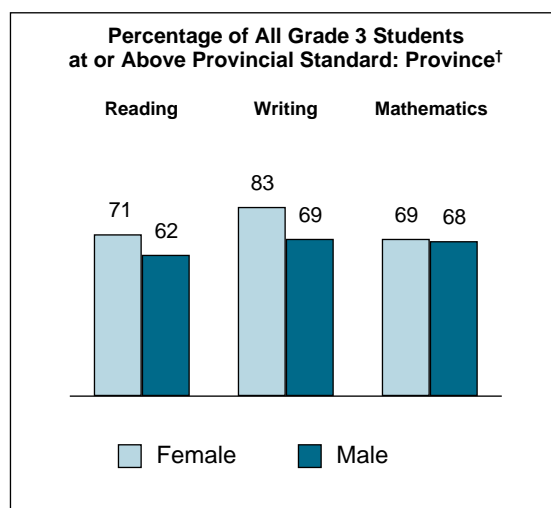
Results in Reading, Writing and Mathematics, 2011–2012

Grade 3: Gender††

Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 5 317	Male 5 705	Female 5 317	Male 5 705	Female 5 317	Male 5 705
Level 4	11%	7%	9%	4%	11%	12%
Level 3	60%	55%	73%	65%	57%	55%
Level 2	22%	27%	16%	27%	27%	26%
Level 1	6%	7%	0%	<1%	4%	4%
NE1**	<1%	1%	<1%	<1%	<1%	1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	2%	3%	1%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	71%	62%	83%	70%	67%	67%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 58 978	Male 62 749	Female 58 978	Male 62 749	Female 61 592	Male 64 847
Level 4	13%	7%	9%	4%	12%	12%
Level 3	58%	54%	73%	66%	57%	55%
Level 2	21%	26%	15%	27%	25%	25%
Level 1	5%	7%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	1%
Participating Students	98%	96%	98%	96%	98%	96%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	4%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	71%	62%	83%	69%	69%	68%



* Because percentages in tables are rounded, percentages may not add 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, Primary and Junior Divisions, 2011–2012

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	11 003		129 477	
Number of classes with Grade 6 students	542		8 274	
Number of schools with Grade 6 classes	90		3 186	
	Number	Percent	Number	Percent
Gender				
Female	5 243	48%	62 858	49%
Male	5 758	52%	66 609	51%
Gender not specified	2	<1%	10	<1%
Student Status				
English language learners**	1 804	16%	9 121	7%
Students with special education needs (excluding gifted)**	1 240	11%	25 379	20%
Place of Birth				
Born in Canada	8 227	75%	111 682	86%
Born outside Canada	2 757	25%	17 631	14%
In Canada less than one year	174	2%	668	1%
In Canada one year or more but less than three years	386	4%	3 052	2%
In Canada three years or more	2 189	20%	13 027	10%
Language				
First language learned at home was other than English	5 626	51%	29 494	23%
Year Student Entered Current School				
Year of the assessment	8 622	78%	28 924	22%
Year prior to the assessment	425	4%	12 886	10%
2 years prior to the assessment	245	2%	11 893	9%
3 or more years prior to the assessment	1 695	15%	75 661	58%
Data not available	16	<1%	113	<1%
Year Student Entered Current Board				
Year of the assessment	645	6%	7 440	6%
Year prior to the assessment	568	5%	6 843	5%
2 years prior to the assessment	573	5%	6 546	5%
3 or more years prior to the assessment	9 174	83%	103 970	80%
Data not available	43	<1%	4 678	4%

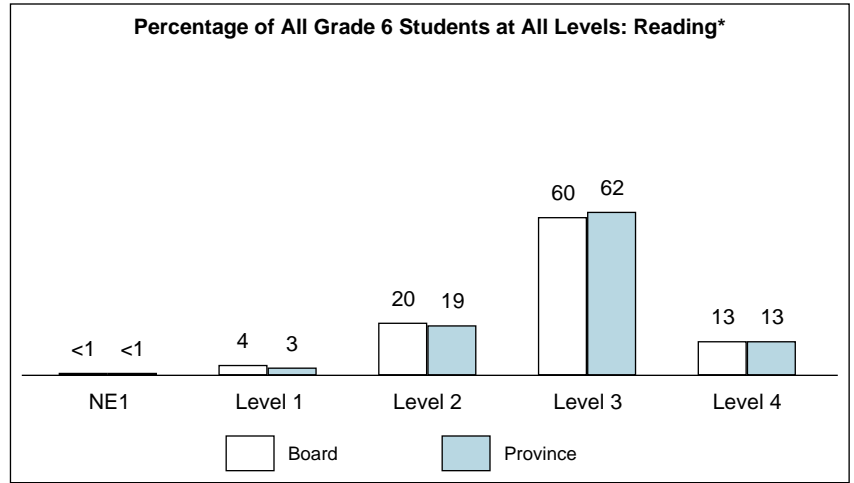
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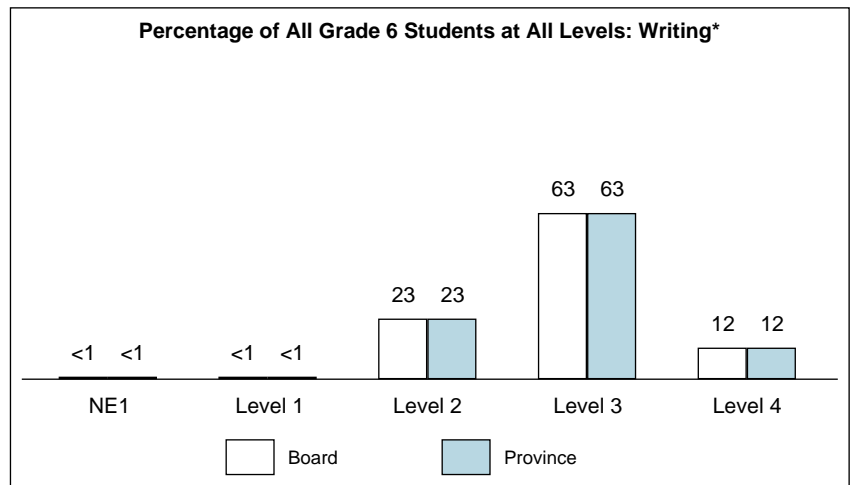
Results in Reading, Writing and Mathematics, 2011–2012

Grade 6: All Students

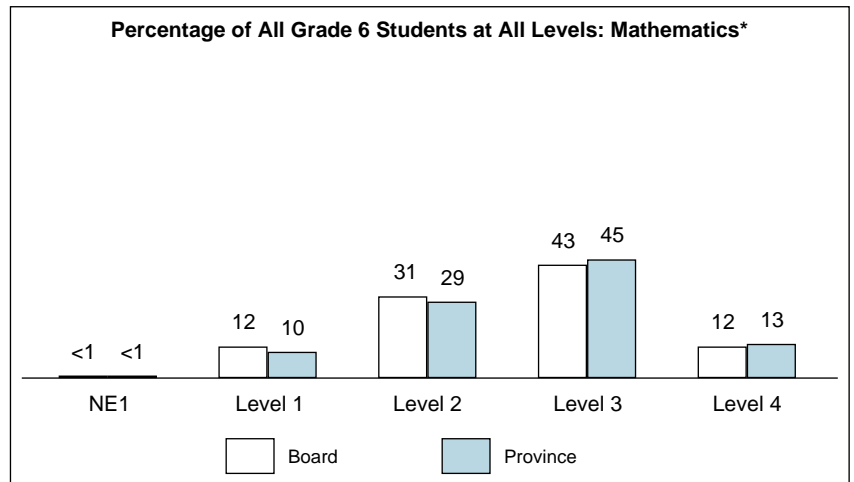
Grade 6: Reading*			
Number of Students	Board 11 003		Province 129 420
	#	%	%
Level 4	1 421	13%	13%
Level 3	6 632	60%	62%
Level 2	2 232	20%	19%
Level 1	453	4%	3%
NE1**	34	<1%	<1%
Participating Students	10 772	98%	97%
No Data	46	<1%	1%
Exempt	185	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		73%	75%



Grade 6: Writing*			
Number of Students	Board 11 003		Province 129 420
	#	%	%
Level 4	1 323	12%	12%
Level 3	6 888	63%	63%
Level 2	2 496	23%	23%
Level 1	54	<1%	<1%
NE1**	16	<1%	<1%
Participating Students	10 777	98%	97%
No Data	49	<1%	1%
Exempt	177	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		75%	74%



Grade 6: Mathematics*			
Number of Students	Board 10 999		Province 129 368
	#	%	%
Level 4	1 353	12%	13%
Level 3	4 733	43%	45%
Level 2	3 387	31%	29%
Level 1	1 275	12%	10%
NE1**	22	<1%	<1%
Participating Students	10 770	98%	97%
No Data	49	<1%	1%
Exempt	180	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		55%	58%



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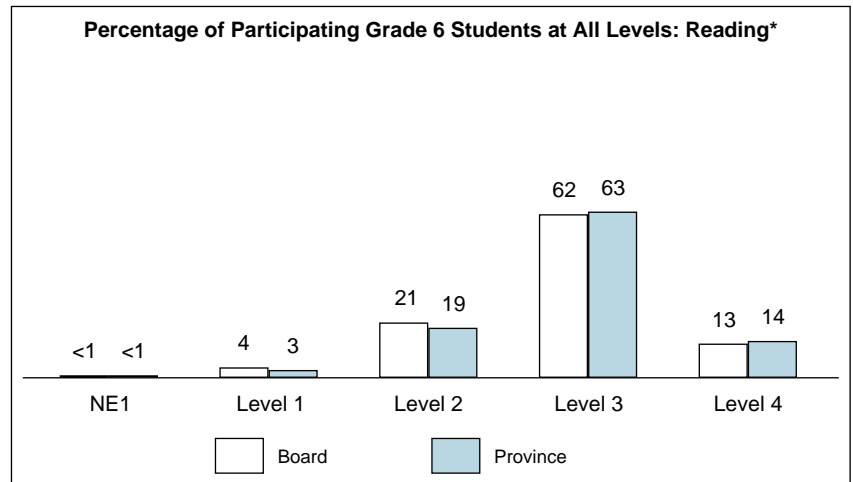
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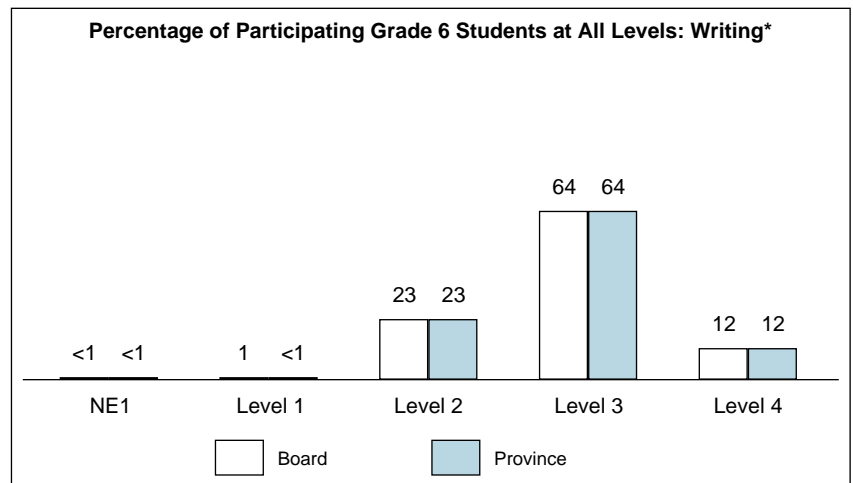
Results in Reading, Writing and Mathematics, 2011–2012

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

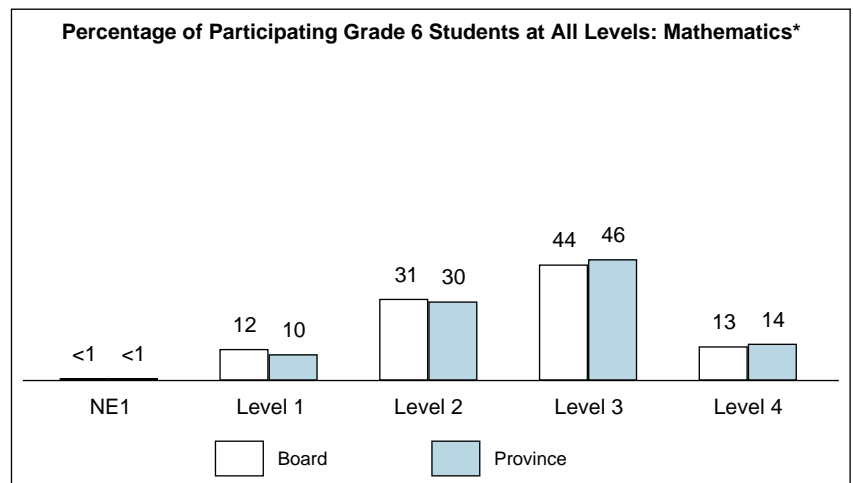
Grade 6: Reading*			
Number of Students	Board 10 772		Province 126 004
	#	%	%
Level 4	1 421	13%	14%
Level 3	6 632	62%	63%
Level 2	2 232	21%	19%
Level 1	453	4%	3%
NE1**	34	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		75%	77%



Grade 6: Writing*			
Number of Students	Board 10 777		Province 126 094
	#	%	%
Level 4	1 323	12%	12%
Level 3	6 888	64%	64%
Level 2	2 496	23%	23%
Level 1	54	1%	<1%
NE1**	16	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		76%	76%



Grade 6: Mathematics*			
Number of Students	Board 10 770		Province 125 681
	#	%	%
Level 4	1 353	13%	14%
Level 3	4 733	44%	46%
Level 2	3 387	31%	30%
Level 1	1 275	12%	10%
NE1**	22	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		57%	60%



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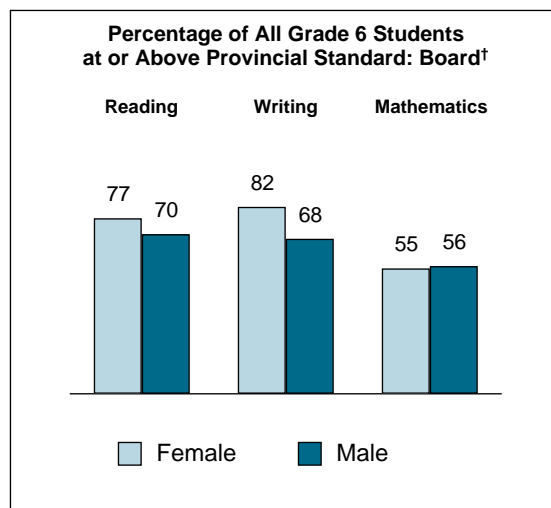
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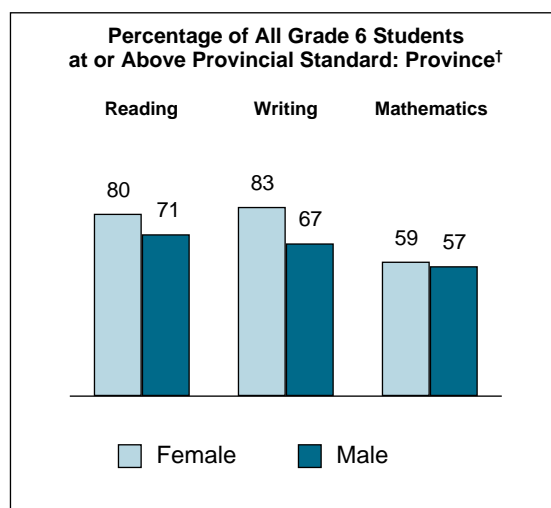
Results in Reading, Writing and Mathematics, 2011–2012

Grade 6: Gender††

Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 5 243	Male 5 758	Female 5 243	Male 5 758	Female 5 240	Male 5 757
Level 4	15%	11%	16%	8%	11%	13%
Level 3	62%	59%	66%	60%	44%	42%
Level 2	18%	22%	17%	28%	33%	29%
Level 1	3%	5%	<1%	1%	11%	12%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	98%	97%	99%	97%	99%	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)†	77%	70%	82%	68%	55%	56%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 62 827	Male 66 583	Female 62 827	Male 66 583	Female 62 798	Male 66 560
Level 4	17%	10%	16%	7%	14%	13%
Level 3	63%	61%	66%	59%	46%	43%
Level 2	16%	21%	15%	30%	30%	29%
Level 1	2%	4%	<1%	<1%	9%	11%
NE1**	<1%	<1%	<1%	<1%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	96%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	3%	1%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	80%	71%	83%	67%	59%	57%



* Because percentages in tables are rounded, percentages may not add 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, Primary and Junior Divisions, 2011–2012

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	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Enrolment					
Number of students	10 719	10 563	10 853	10 645	11 022
Participation in the Assessment					
Reading [†]	97%	97%	97%	98%	98%
Writing [†]	97%	97%	98%	98%	98%
Mathematics [†]	97%	97%	98%	98%	97%
Gender					
Female	48%	47%	48%	48%	48%
Male	52%	53%	52%	52%	52%
Student Status					
English language learners**	27%	31%	32%	34%	36%
Students with special education needs (excluding gifted)**	6%	7%	7%	7%	8%
Place of Birth					
Born in Canada	79%	79%	81%	81%	81%
Born outside Canada	21%	21%	19%	19%	19%
In Canada less than one year	2%	2%	2%	2%	2%
In Canada one year or more but less than three years	5%	4%	3%	3%	3%
In Canada three years or more	14%	14%	14%	14%	14%
Language					
First language learned at home was other than English	51%	52%	53%	51%	51%
Year Student Entered Current Board					
Year of the assessment	17%	7%	6%	7%	6%
Year prior to the assessment	15%	7%	6%	6%	6%
2 years prior to the assessment	21%	11%	12%	11%	12%
3 or more years prior to the assessment	46%	75%	75%	76%	76%
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.

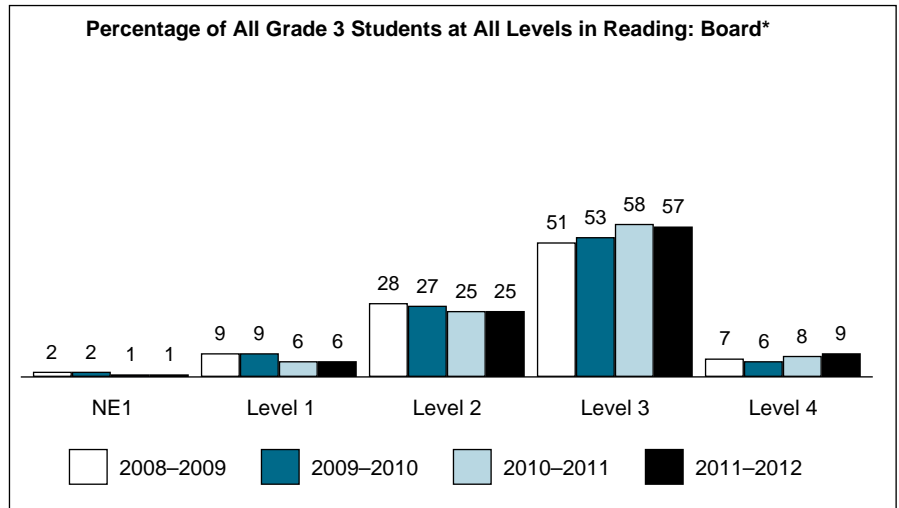
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

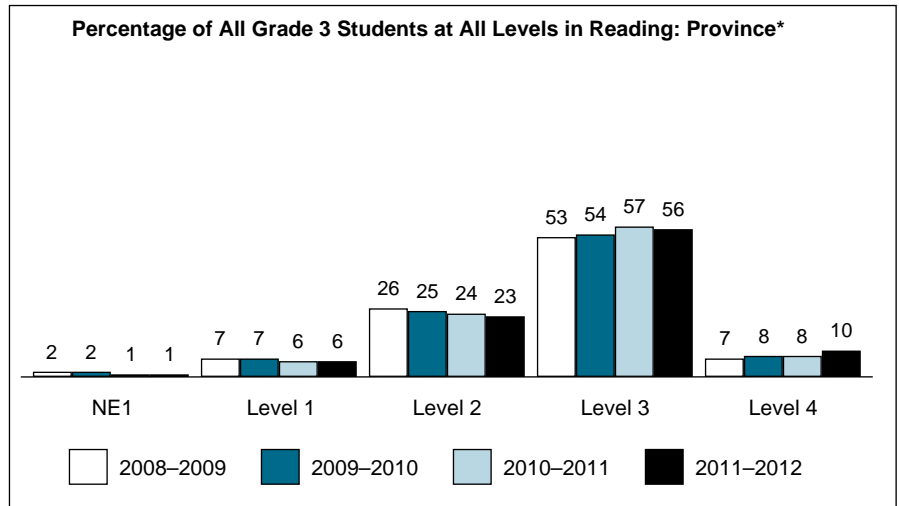
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Reading

Grade 3 Reading: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	10 563	10 848	10 643	11 022
Level 4	7%	6%	8%	9%
Level 3	51%	53%	58%	57%
Level 2	28%	27%	25%	25%
Level 1	9%	9%	6%	6%
NE1**	2%	2%	1%	1%
<i>Participating Students</i>	97%	97%	98%	98%
No Data	1%	<1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	58%	59%	65%	66%



Grade 3 Reading: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	121 787	123 813	119 914	121 727
Level 4	7%	8%	8%	10%
Level 3	53%	54%	57%	56%
Level 2	26%	25%	24%	23%
Level 1	7%	7%	6%	6%
NE1**	2%	2%	1%	1%
<i>Participating Students</i>	95%	96%	97%	97%
No Data	1%	1%	1%	<1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	61%	62%	65%	66%



◆ 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 to 100.

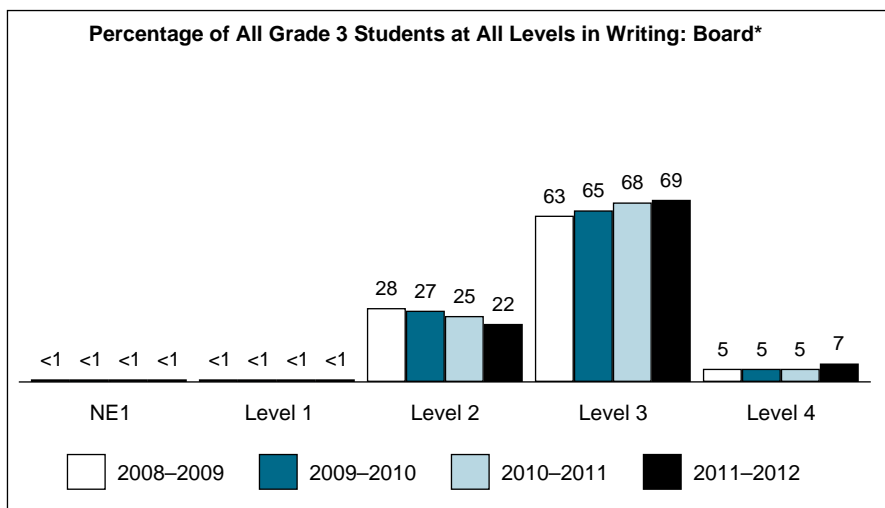
** See the Explanation of Terms.

† 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.

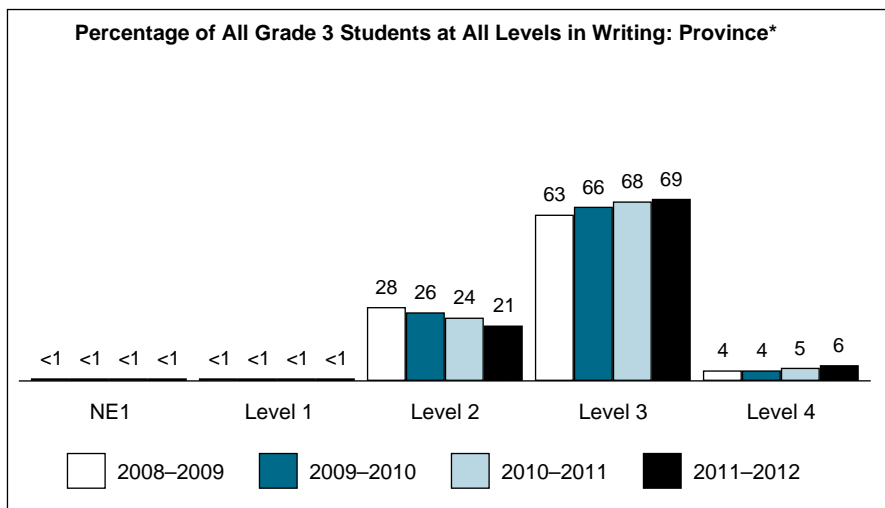
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Writing

Grade 3 Writing: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	10 563	10 849	10 643	11 022
Level 4	5%	5%	5%	7%
Level 3	63%	65%	68%	69%
Level 2	28%	27%	25%	22%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	98%	98%	98%
No Data	1%	<1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	69%	70%	73%	76%



Grade 3 Writing: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	121 788	123 800	119 873	121 727
Level 4	4%	4%	5%	6%
Level 3	63%	66%	68%	69%
Level 2	28%	26%	24%	21%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	68%	70%	73%	76%



♦ 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 to 100.

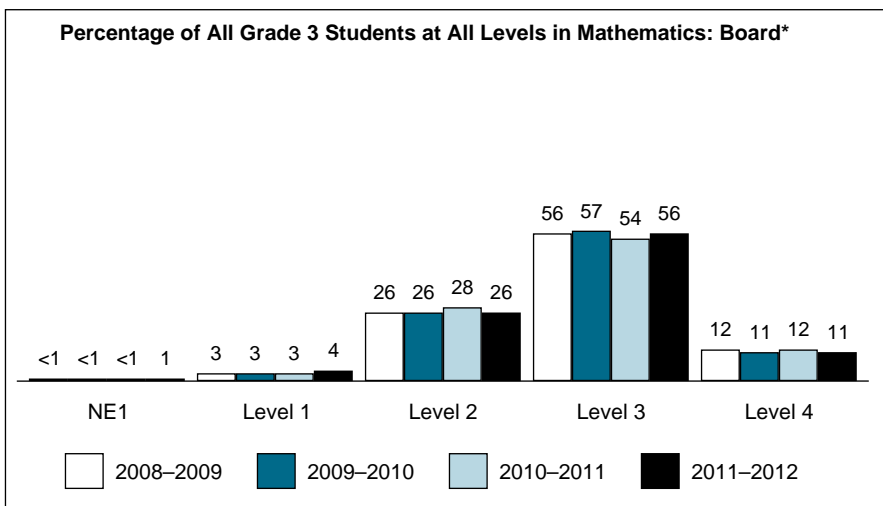
** See the Explanation of Terms.

† 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.

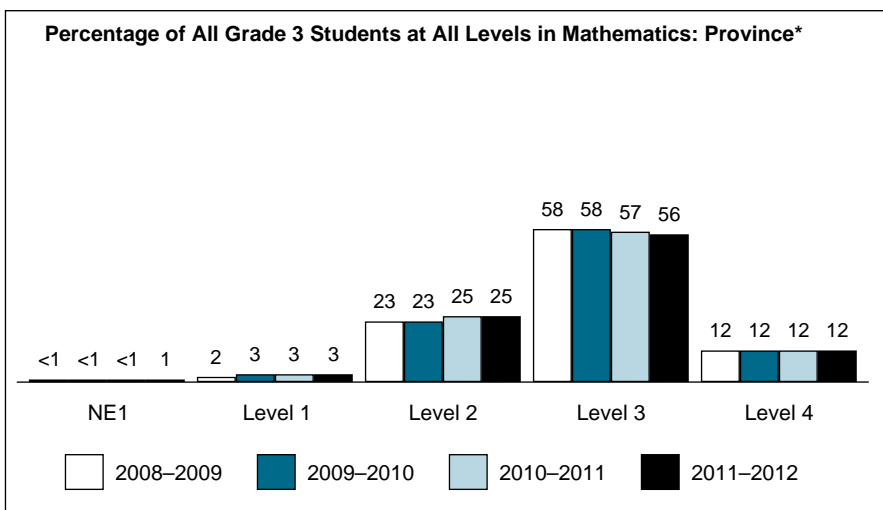
Results over Time, 2008–2009 to 2011–2012*

Grade 3: Mathematics

Grade 3 Mathematics: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	10 562	10 852	10 641	11 022
Level 4	12%	11%	12%	11%
Level 3	56%	57%	54%	56%
Level 2	26%	26%	28%	26%
Level 1	3%	3%	3%	4%
NE1**	<1%	<1%	<1%	1%
<i>Participating Students</i>	97%	98%	98%	97%
No Data	1%	<1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	68%	68%	67%	67%



Grade 3 Mathematics: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	125 464	127 726	124 104	126 439
Level 4	12%	12%	12%	12%
Level 3	58%	58%	57%	56%
Level 2	23%	23%	25%	25%
Level 1	2%	3%	3%	3%
NE1**	<1%	<1%	<1%	1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	70%	71%	69%	68%



♦ 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 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, Primary and Junior Divisions, 2011–2012

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	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
Enrolment					
Number of students	10 973	11 014	10 993	11 031	11 003
Participation in the Assessment					
Reading	97%	98%	98%	98%	98%
Writing	97%	98%	98%	98%	98%
Mathematics	98%	97%	98%	98%	98%
Gender					
Female	48%	48%	48%	48%	48%
Male	52%	52%	52%	52%	52%
Student Status					
English language learners**	12%	14%	15%	15%	16%
Students with special education needs (excluding gifted)**	11%	10%	10%	11%	11%
Place of Birth					
Born in Canada	76%	75%	75%	75%	75%
Born outside Canada	24%	25%	25%	25%	25%
In Canada less than one year	2%	2%	2%	2%	2%
In Canada one year or more but less than three years	4%	4%	3%	3%	4%
In Canada three years or more	17%	19%	20%	20%	20%
Language					
First language learned at home was other than English	47%	48%	49%	51%	51%
Year Student Entered Current Board					
Year of the assessment	76%	6%	6%	6%	6%
Year prior to the assessment	3%	6%	6%	5%	5%
2 years prior to the assessment	4%	6%	6%	5%	5%
3 or more years prior to the assessment	17%	81%	82%	84%	83%
Data not available	<1%	<1%	1%	<1%	<1%

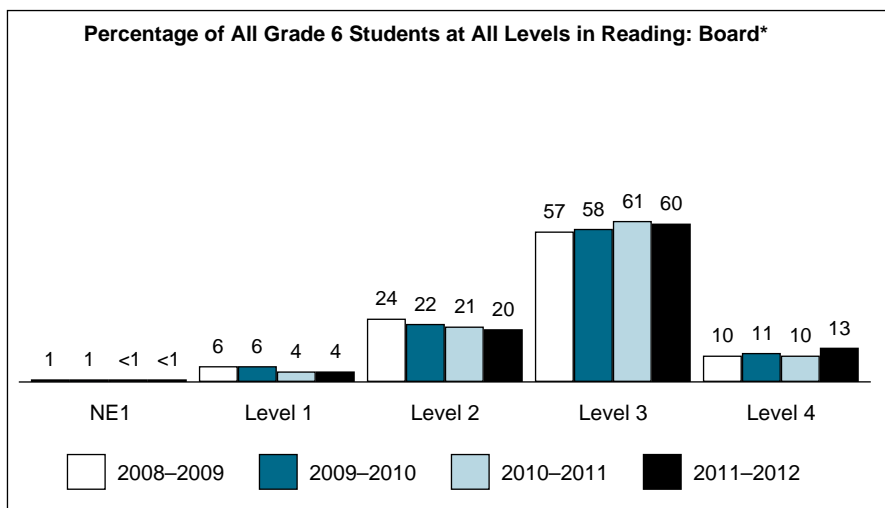
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

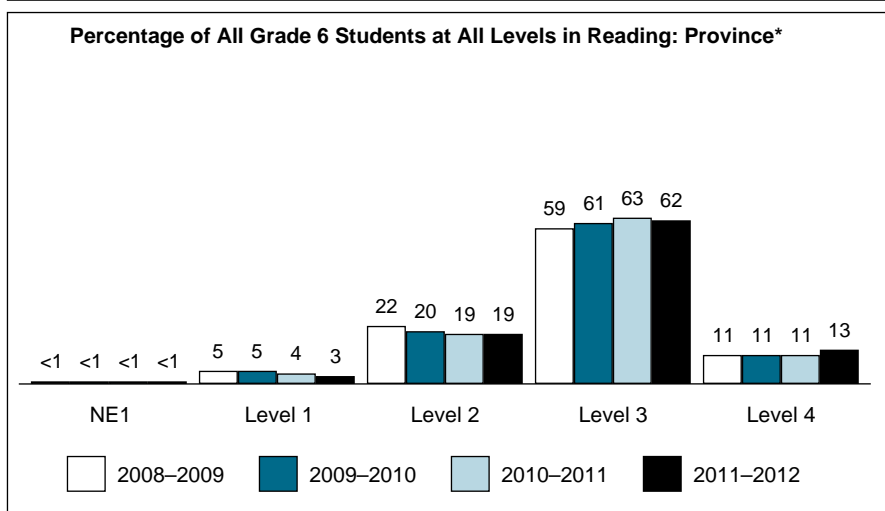
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	11 006	10 982	11 027	11 003
Level 4	10%	11%	10%	13%
Level 3	57%	58%	61%	60%
Level 2	24%	22%	21%	20%
Level 1	6%	6%	4%	4%
NE1**	1%	1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	1%	<1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	67%	69%	72%	73%



Grade 6 Reading: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	136 069	134 201	132 283	129 420
Level 4	11%	11%	11%	13%
Level 3	59%	61%	63%	62%
Level 2	22%	20%	19%	19%
Level 1	5%	5%	4%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	69%	72%	74%	75%



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

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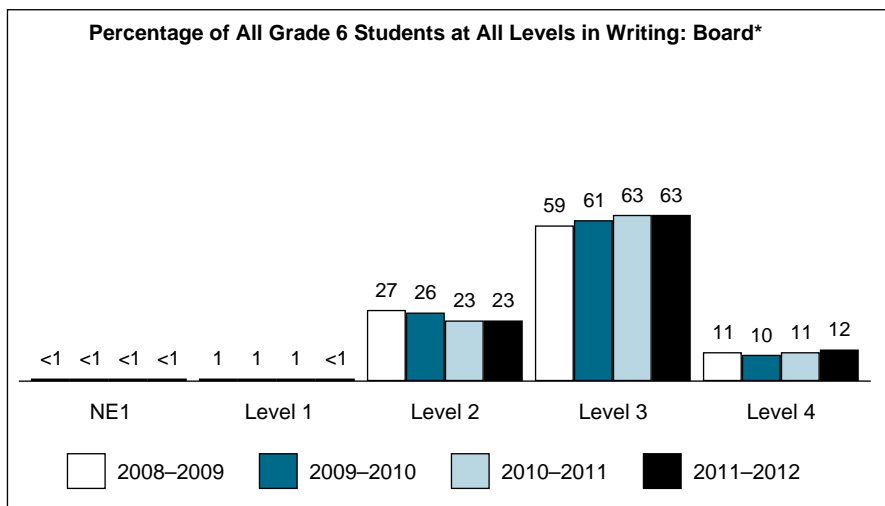
** See the Explanation of Terms.

† 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.

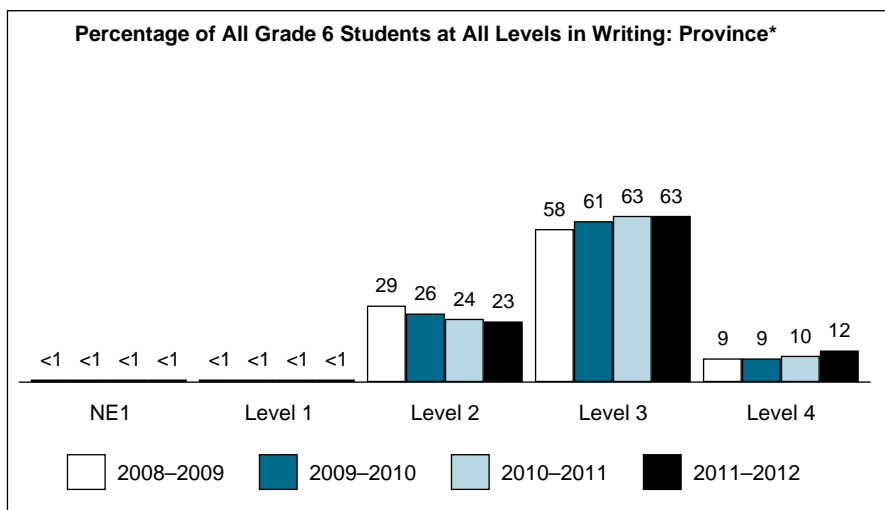
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Writing

Grade 6 Writing: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	11 006	10 981	11 027	11 003
Level 4	11%	10%	11%	12%
Level 3	59%	61%	63%	63%
Level 2	27%	26%	23%	23%
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	2%	2%	2%	2%
At or Above Provincial Standard†	70%	71%	74%	75%



Grade 6 Writing: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	136 075	134 288	132 266	129 420
Level 4	9%	9%	10%	12%
Level 3	58%	61%	63%	63%
Level 2	29%	26%	24%	23%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	67%	70%	73%	74%



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

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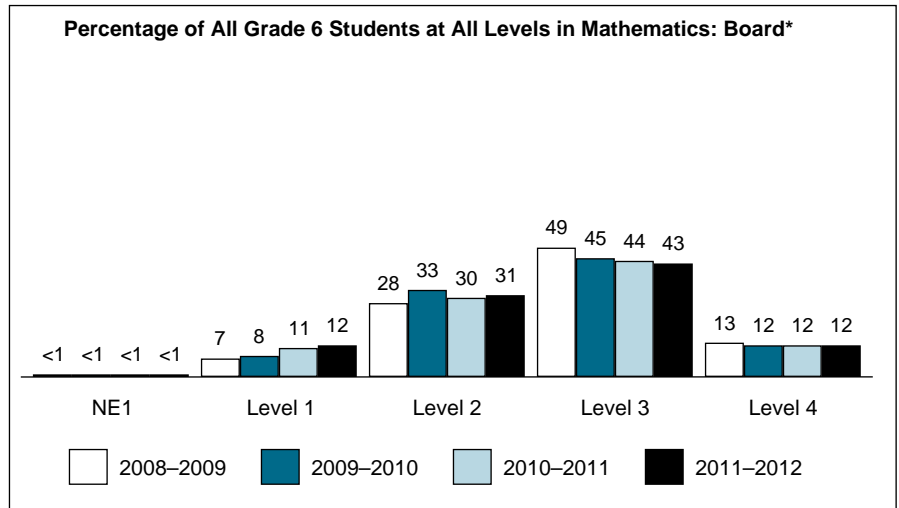
** See the Explanation of Terms.

† 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.

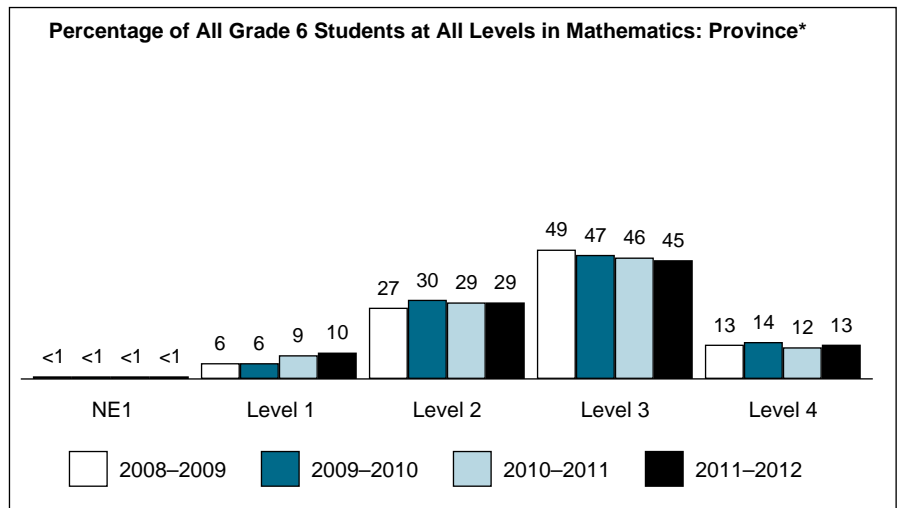
Results over Time, 2008–2009 to 2011–2012*

Grade 6: Mathematics

Grade 6 Mathematics: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	11 012	10 980	11 029	10 999
Level 4	13%	12%	12%	12%
Level 3	49%	45%	44%	43%
Level 2	28%	33%	30%	31%
Level 1	7%	8%	11%	12%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	98%	98%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	62%	57%	56%	55%



Grade 6 Mathematics: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	136 075	134 241	132 223	129 368
Level 4	13%	14%	12%	13%
Level 3	49%	47%	46%	45%
Level 2	27%	30%	29%	29%
Level 1	6%	6%	9%	10%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	63%	61%	58%	58%



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

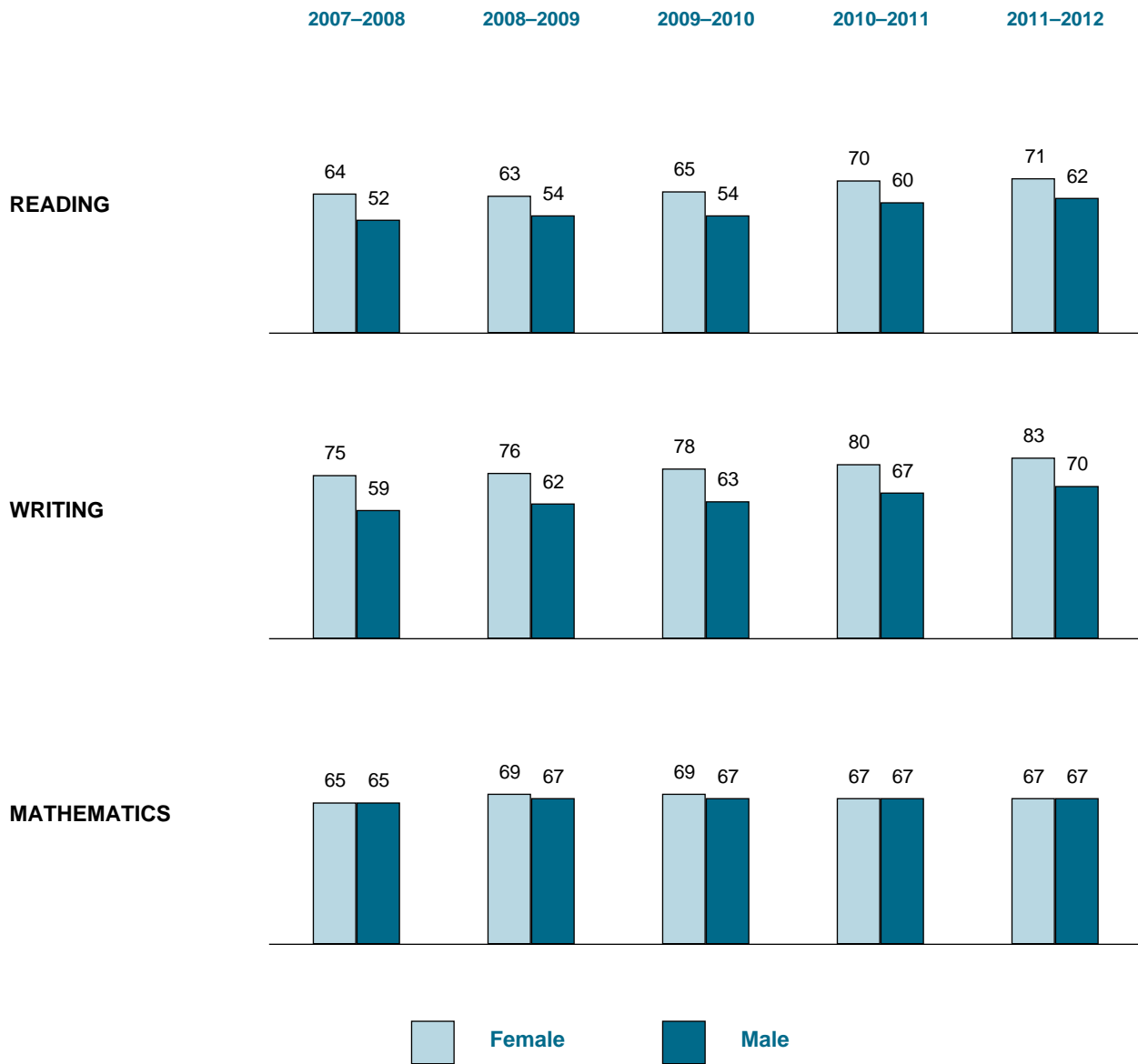
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** 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 FOR ALL STUDENTS OVER TIME BY GENDER†

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

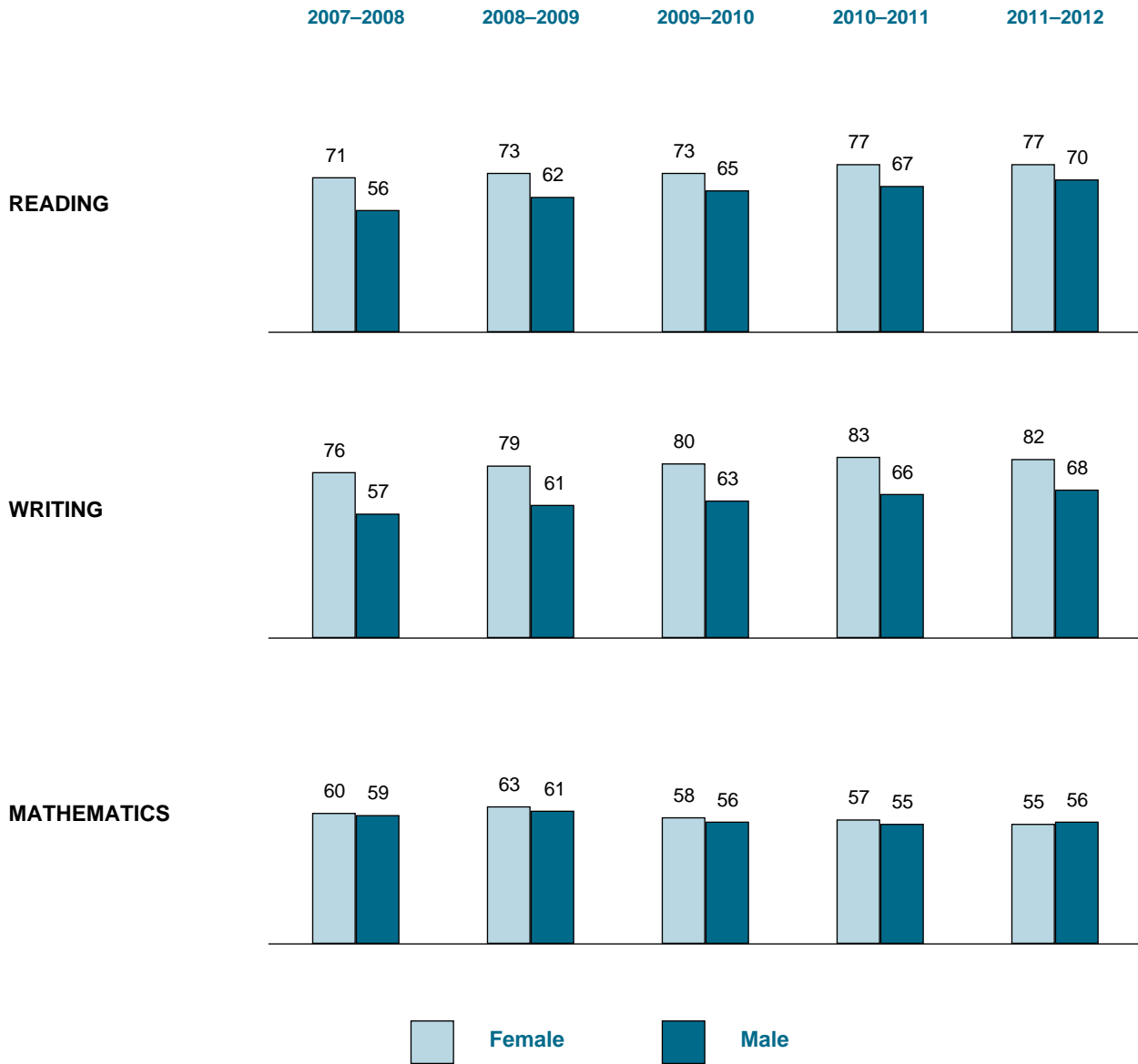


	Total Number of Grade 3 Students†									
	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 174	5 545	4 972	5 591	5 222	5 631	5 154	5 491	5 317	5 705

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



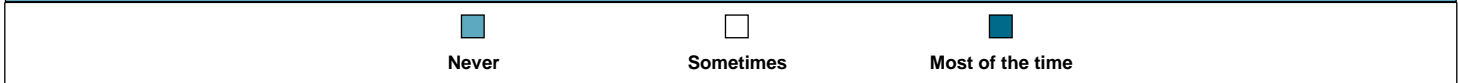
Total Number of Grade 6 Students†										
	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 307	5 666	5 271	5 743	5 322	5 670	5 308	5 723	5 243	5 758

† Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 701)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
How do you feel about mathematics?				
I like mathematics.	4	39	55	5 904
I am good at mathematics.		49	47	5 073
I am able to answer difficult mathematics questions.	11	62	26	2 741
I try to do my best when I do mathematics activities in class.	12		86	9 254

COGNITIVE STRATEGIES

How often do you do the following when you are working on a mathematics problem?

I read over the whole problem first to make sure I know what I am supposed to do.		27	71	7 563
I ask for help if I do not understand the problem.	5	53	41	4 409
I think about the steps I will use to solve the problem.	5	43	50	5 330
I check my work for mistakes.	5	45	49	5 222
I check my answer to see if it makes sense.		34	61	6 478

INSTRUCTIONAL TOOLS

How often do you use the following during mathematics activities at school?

Manipulatives	12	65	22	2 327
A calculator	39	48	12	1 289
A computer to learn mathematics	32	46	20	2 107

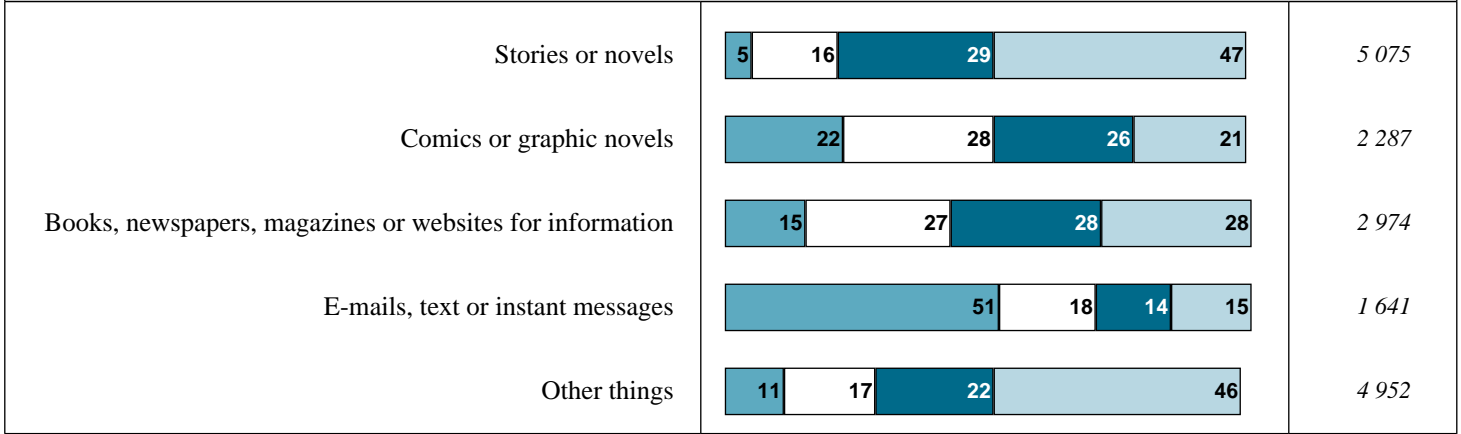
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

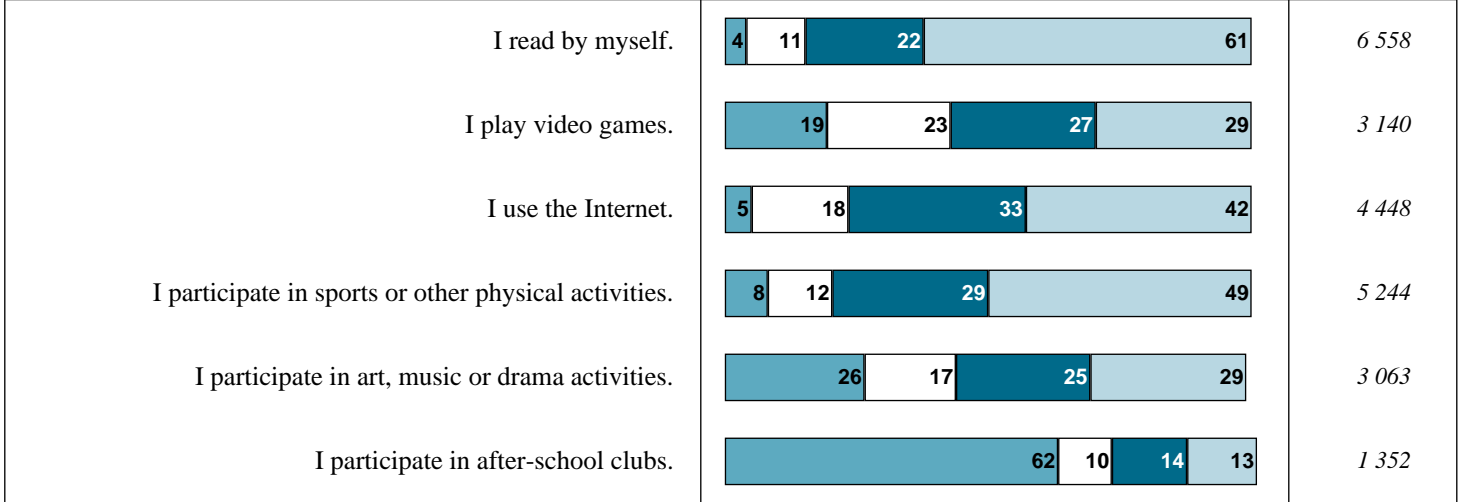
STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 701)
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



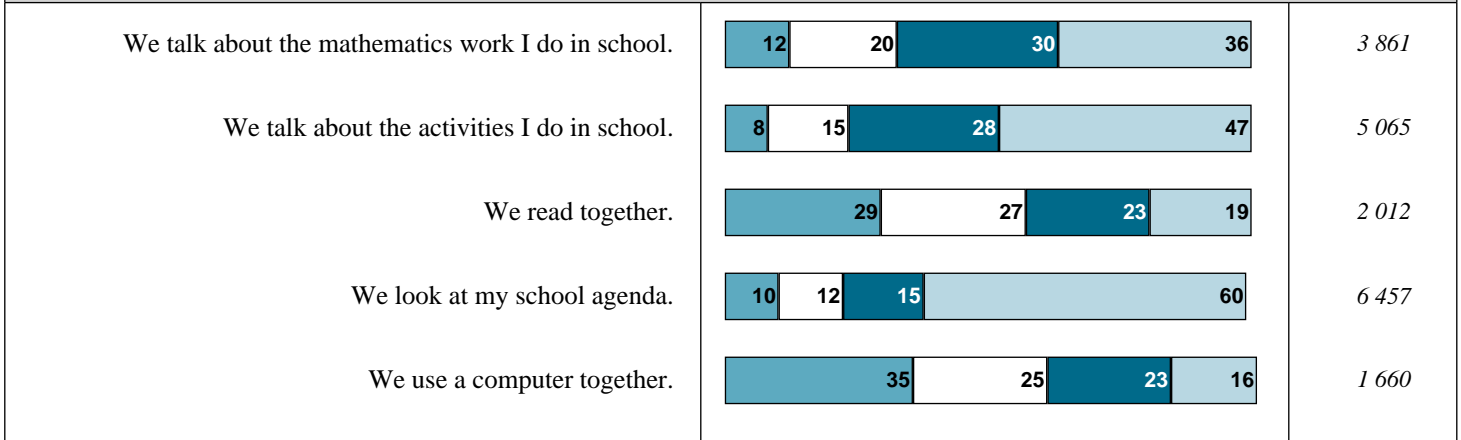
READING OUTSIDE SCHOOL
 How often do you read the following when you are not at school? Percentage of Students* Number of students who answered "every day or almost every day"



OUT-OF-SCHOOL ACTIVITIES
 How often do you do the following when you are not at school?



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

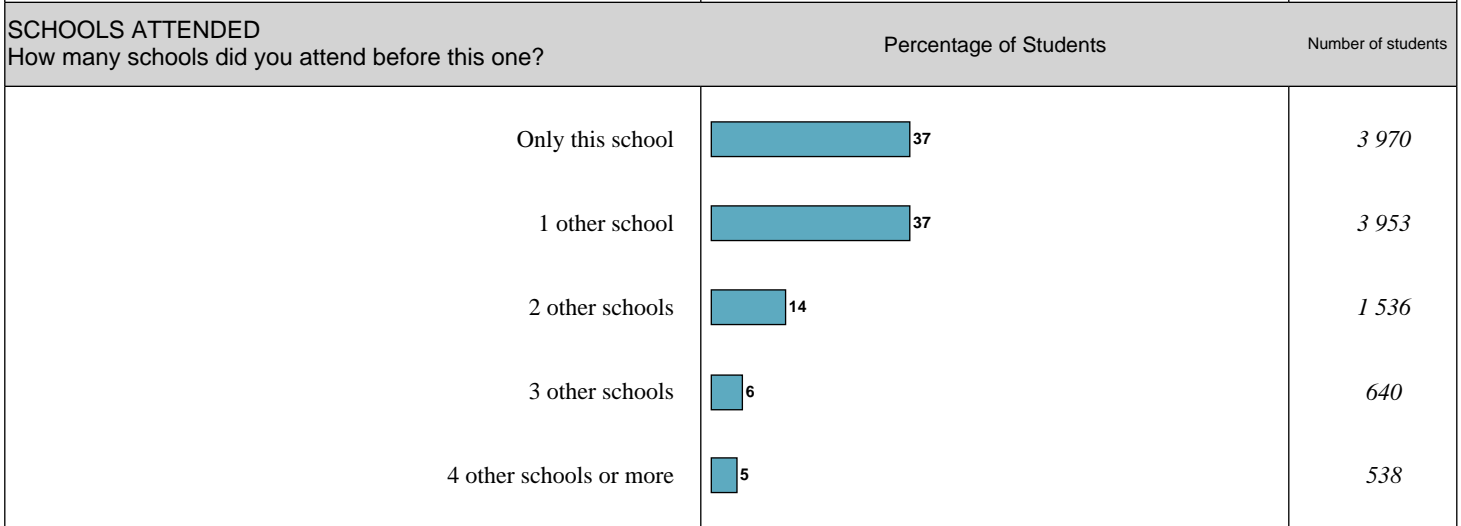
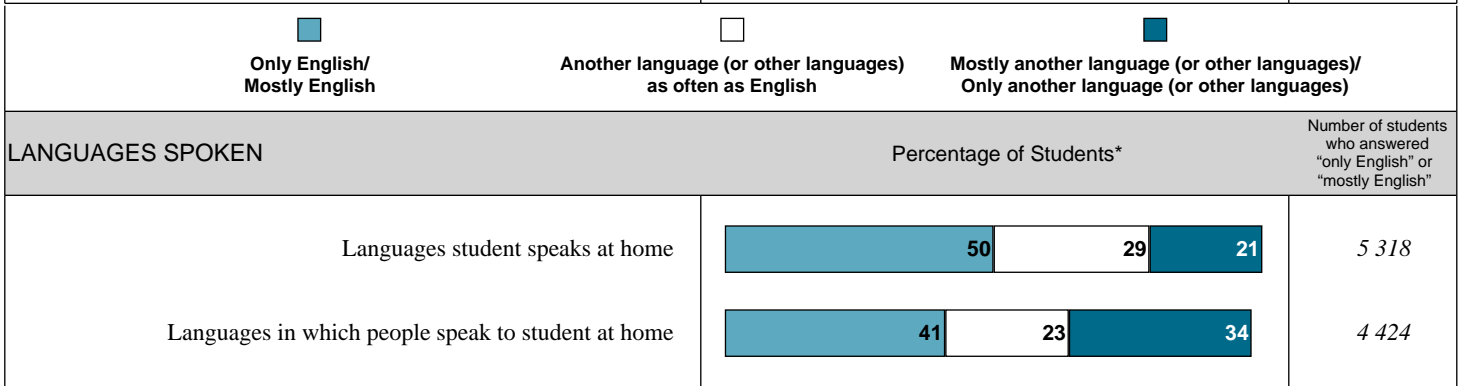
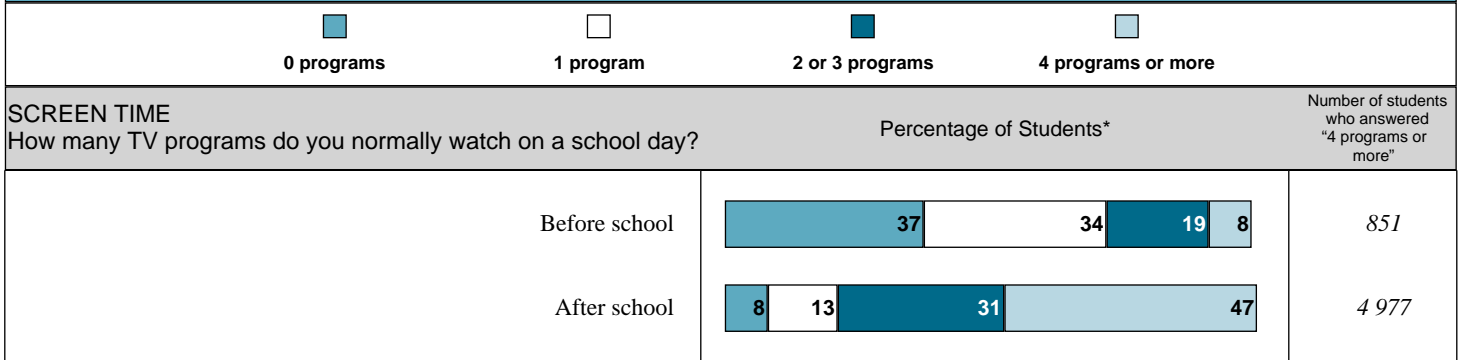


* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 701)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	Board			Province			
	All Students (# = 10 701)	Female* (# = 5 196)	Male* (# = 5 505)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)	
STUDENT ENGAGEMENT IN MATHEMATICS							Percentage of students who answered “most of the time”†
I like mathematics.	55%	51%	59%	51%	50%	52%	
I am good at mathematics.	47%	42%	52%	50%	47%	52%	
I am able to answer difficult mathematics questions.	26%	22%	29%	27%	24%	30%	
I try to do my best when I do mathematics activities in class.	86%	89%	84%	87%	90%	85%	
COGNITIVE STRATEGIES USED IN MATHEMATICS							Percentage of students who answered “most of the time”†
I read over the whole problem first to make sure I know what I am supposed to do.	71%	75%	66%	71%	76%	66%	
I ask for help if I do not understand the problem.	41%	46%	36%	46%	50%	41%	
I think about the steps I will use to solve the problem.	50%	50%	50%	49%	50%	49%	
I check my work for mistakes.	49%	53%	45%	50%	54%	45%	
I check my answer to see if it makes sense.	61%	65%	57%	60%	64%	56%	
INSTRUCTIONAL TOOLS USED IN MATHEMATICS							Percentage of students who answered “most of the time”†
Manipulatives	22%	25%	19%	24%	27%	22%	
A calculator	12%	12%	12%	12%	12%	13%	
A computer to learn mathematics	20%	20%	19%	18%	18%	18%	
READING OUTSIDE SCHOOL							Percentage of students who answered “every day or almost every day”‡
Stories or novels	47%	53%	42%	46%	52%	40%	
Comics or graphic novels	21%	15%	27%	21%	15%	28%	
Books, newspapers, magazines or websites for information	28%	31%	25%	25%	28%	23%	
E-mails, text or instant messages	15%	15%	16%	18%	19%	17%	
Other things	46%	48%	44%	44%	46%	42%	

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	Board			Province		
	All Students (# = 10 701)	Female* (# = 5 196)	Male* (# = 5 505)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)
OUT-OF-SCHOOL ACTIVITIES						
Percentage of students who answered “every day or almost every day”†						
I read by myself.	61%	67%	56%	56%	62%	49%
I play video games.	29%	12%	46%	36%	17%	53%
I use the Internet.	42%	38%	45%	40%	37%	43%
I participate in sports or other physical activities.	49%	42%	56%	50%	45%	55%
I participate in art, music or drama activities.	29%	36%	22%	28%	35%	21%
I participate in after-school clubs.	13%	12%	13%	13%	13%	12%
PARENTAL ENGAGEMENT						
Percentage of students who answered “every day or almost every day”†						
We talk about the mathematics work I do in school.	36%	40%	33%	27%	30%	25%
We talk about the activities I do in school.	47%	53%	42%	46%	51%	41%
We read together.	19%	20%	17%	21%	22%	19%
We look at my school agenda.	60%	62%	59%	54%	56%	53%
We use a computer together.	16%	16%	15%	13%	13%	13%
SCREEN TIME (WATCHING TV)						
Percentage of students who answered “4 programs or more”‡						
Before school	8%	5%	11%	10%	6%	13%
After school	47%	41%	52%	50%	45%	54%

* Only includes 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.”

‡ Other response options were “0 programs,” “1 program” and “2 or 3 programs.”

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	Board			Province			
	All Students (# = 10 701)	Female* (# = 5 196)	Male* (# = 5 505)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)	
LANGUAGES STUDENTS SPEAK AT HOME†							Percentage of students
Only English/Mostly English	50%	49%	50%	73%	72%	73%	
Another language (or other languages) as often as English	29%	30%	28%	16%	17%	15%	
Mostly another language (or other languages)/ Only another language (or other languages)	21%	20%	22%	11%	11%	11%	
LANGUAGES SPOKEN TO STUDENTS AT HOME†							Percentage of students
Only English/Mostly English	41%	41%	42%	69%	68%	69%	
Another language (or other languages) as often as English	23%	24%	22%	13%	14%	13%	
Mostly another language (or other languages)/ Only another language (or other languages)	34%	34%	34%	17%	17%	16%	
SCHOOLS ATTENDED†							Percentage of students
Only this school/1 other school	74%	75%	73%	80%	81%	80%	
2 other schools/3 other schools	20%	20%	21%	15%	15%	16%	
4 other schools or more	5%	5%	5%	4%	4%	4%	

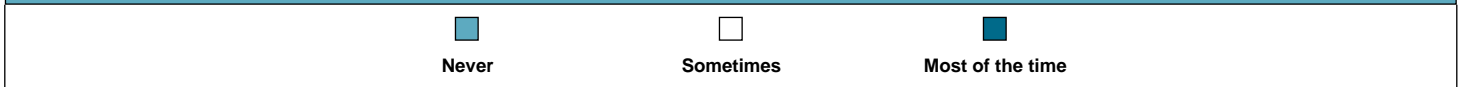
* Only includes students for whom gender data were available.

† Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

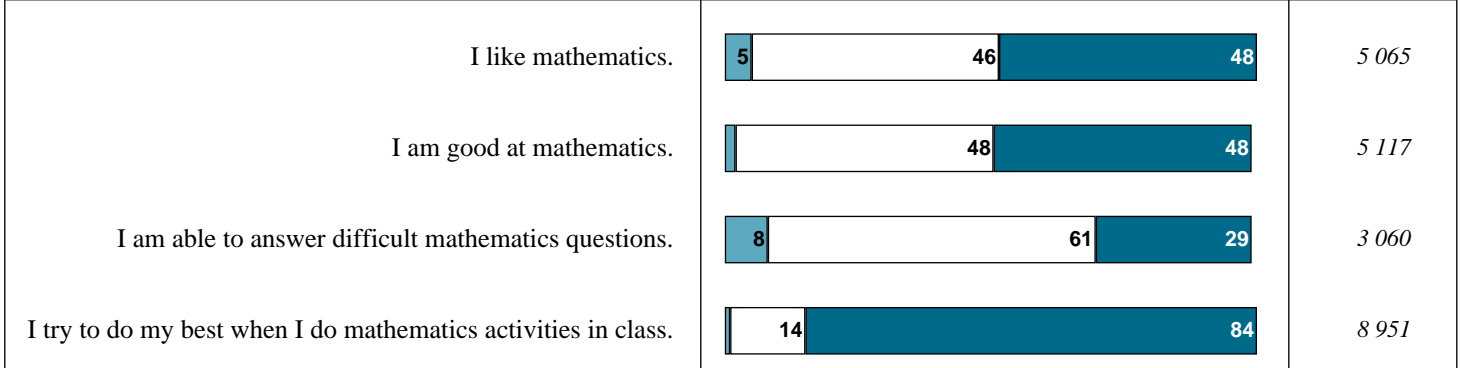
STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 623)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



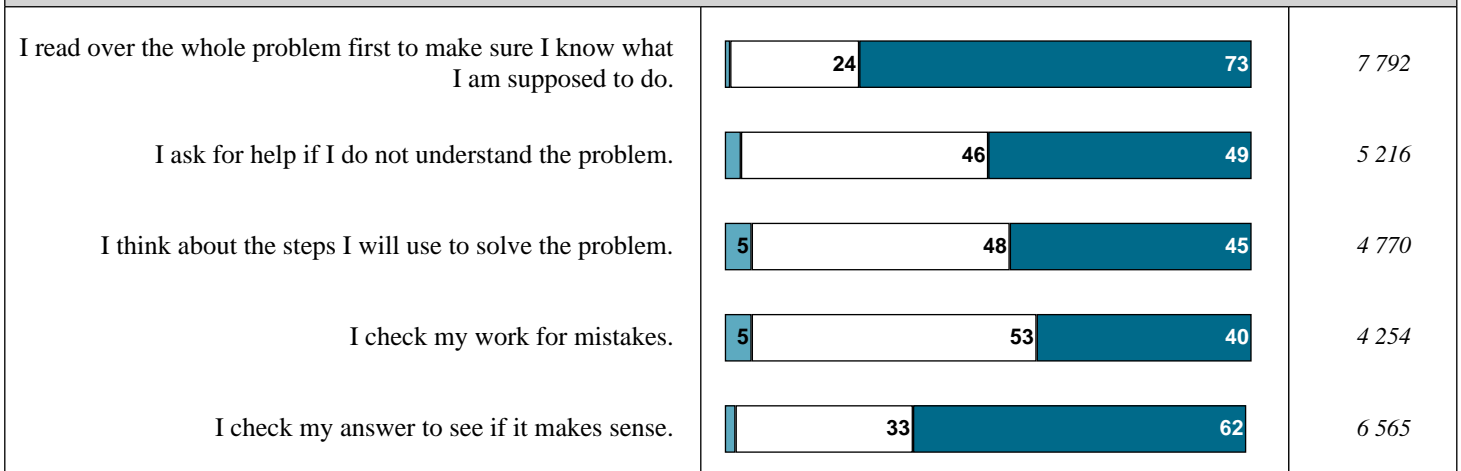
STUDENT ENGAGEMENT

How do you feel about mathematics? Percentage of Students* Number of students who answered "most of the time"



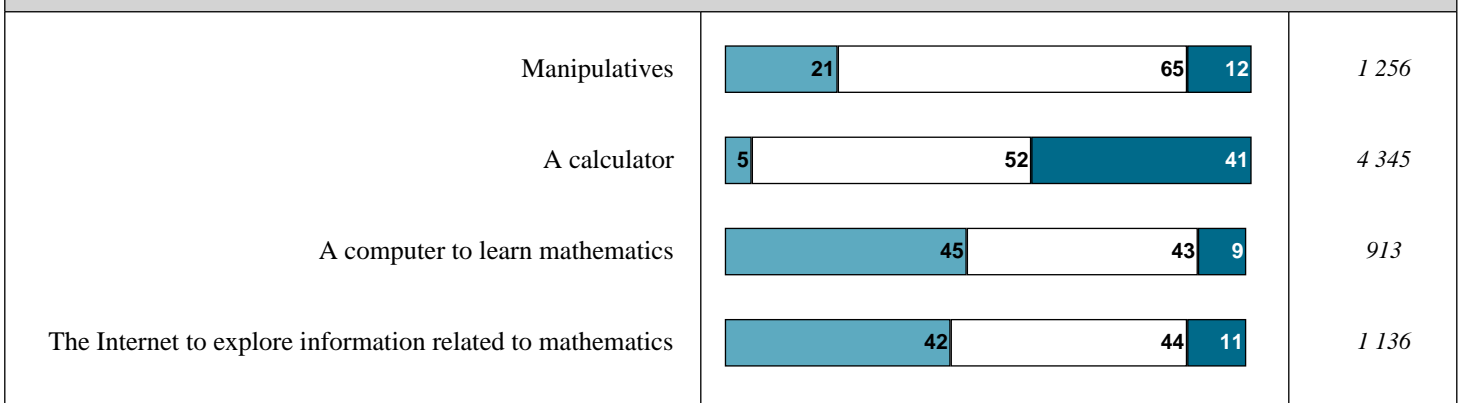
COGNITIVE STRATEGIES

How often do you do the following when you are working on a mathematics problem?



INSTRUCTIONAL TOOLS

How often do you use the following during mathematics activities at school?



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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 623)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.

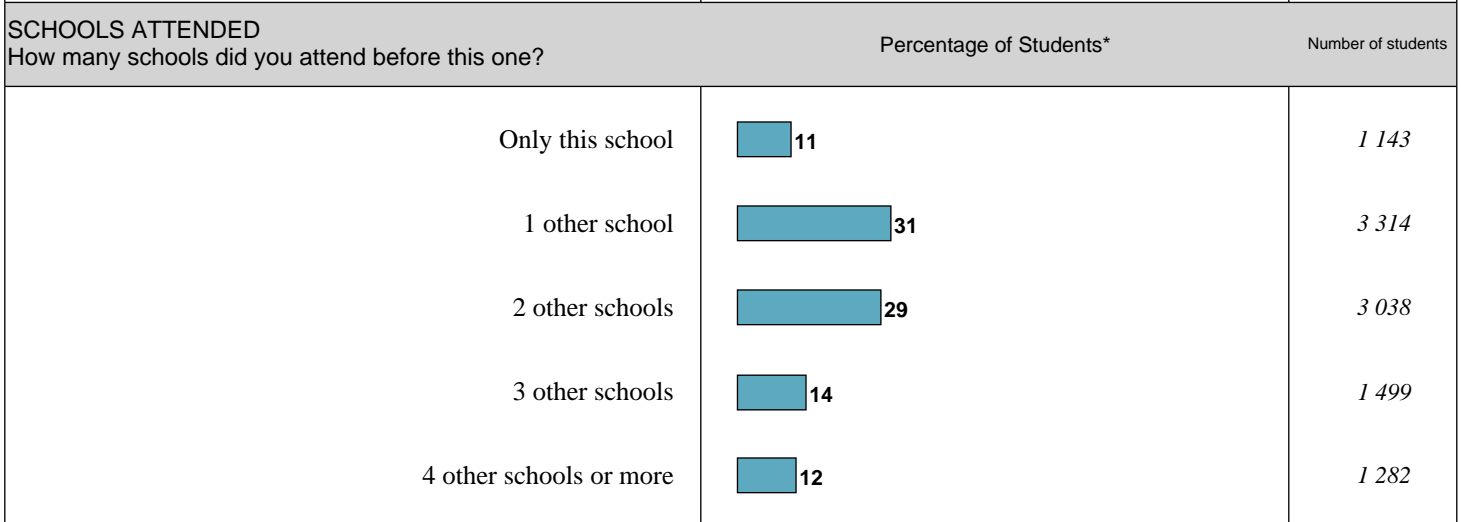
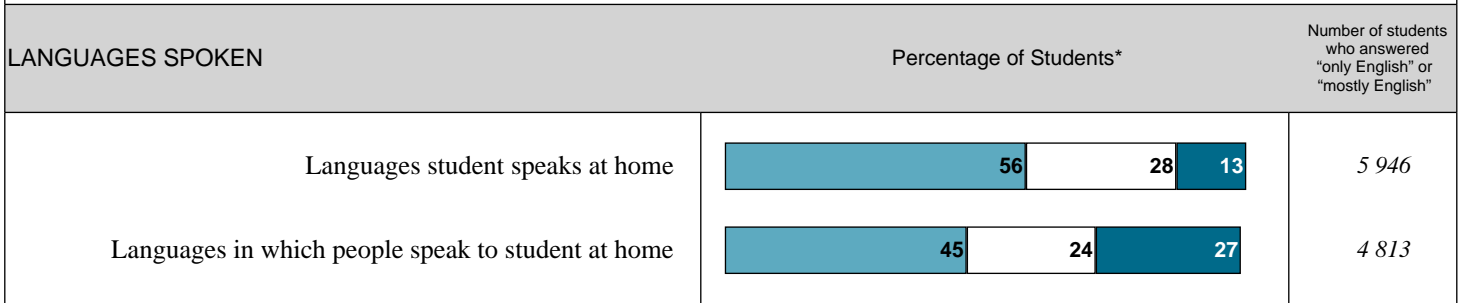
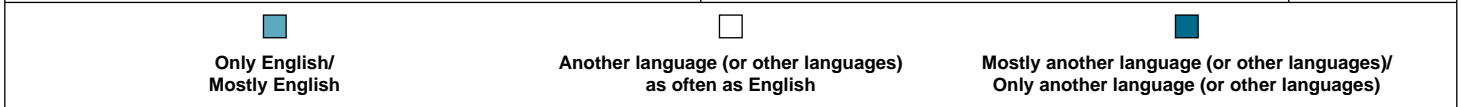
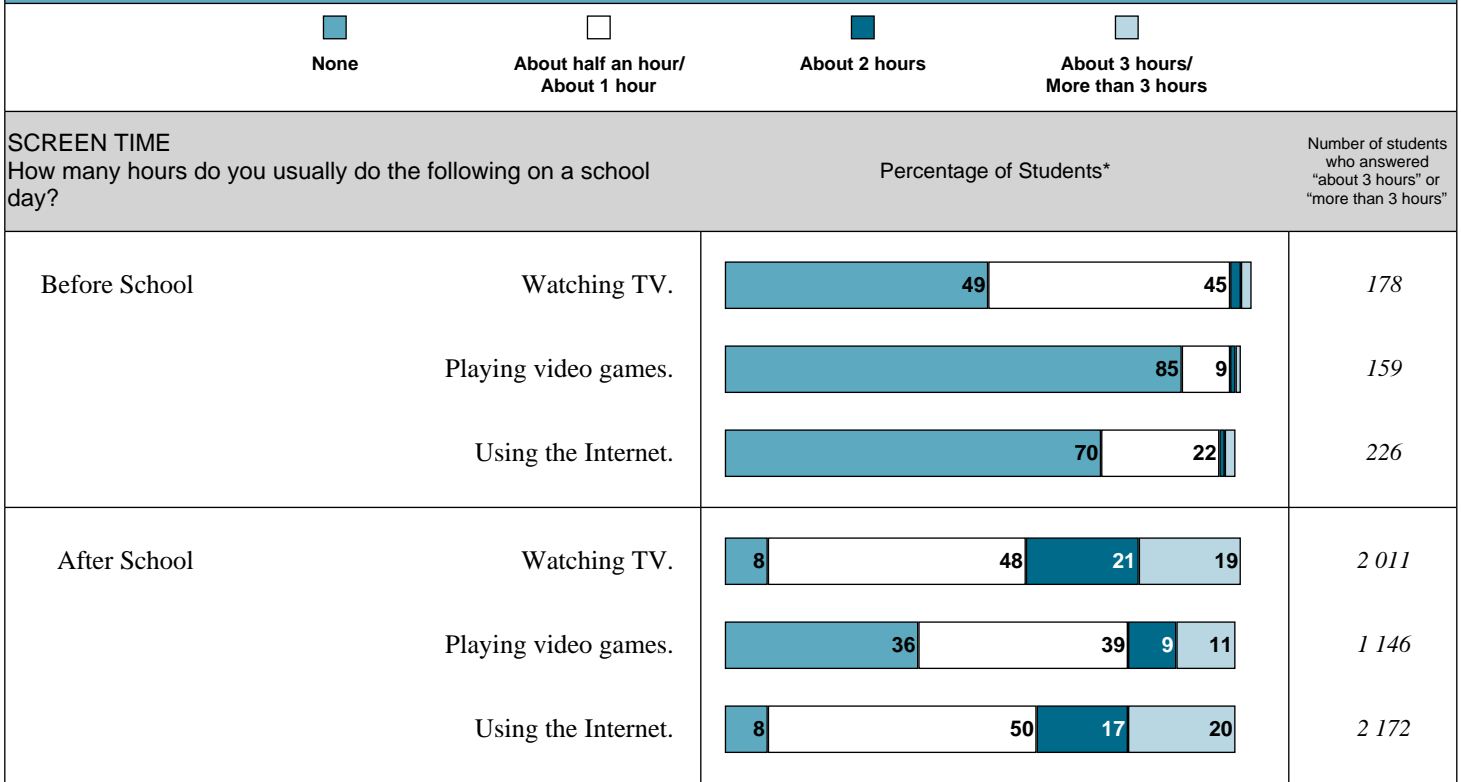
		■	□	■	□			
		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day			
READING OUTSIDE SCHOOL						Number of students who answered "every day or almost every day"		
How often do you read the following when you are not at school?						Percentage of Students*		
	Stories or novels	5	22	33	39	4 171		
	Comics or graphic novels	17	35	27	18	1 964		
	Books, newspapers, magazines or websites for information	8	24	34	31	3 335		
	E-mails, text or instant messages	14	15	21	47	5 024		
	Other things	10	19	28	40	4 200		
OUT-OF-SCHOOL ACTIVITIES								
How often do you do the following when you are not at school?								
	I read by myself.	4	16	29	48	5 098		
	I play video games.	14	25	31	25	2 701		
	I use the Internet.	7	25	63		6 718		
	I participate in sports or other physical activities.	5	11	32	48	5 140		
	I participate in art, music or drama activities.	25	21	28	21	2 181		
	I participate in after-school clubs.	41	21	23	10	1 095		
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 mathematics work I do in school.	12	27	32	25	2 686		
	We talk about the activities I do in school.	7	17	32	40	4 273		
	We read together.	52		25	13	5	538	
	We look at my school agenda.	23	20	19	33	3 453		
	We use a computer together.	42		28	18	8	829	

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 623)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	Board			Province			
	All Students (# = 10 623)	Female* (# = 5 100)	Male* (# = 5 521)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)	
STUDENT ENGAGEMENT IN MATHEMATICS							Percentage of students who answered “most of the time”†
I like mathematics.	48%	40%	54%	44%	40%	48%	
I am good at mathematics.	48%	43%	53%	49%	46%	52%	
I am able to answer difficult mathematics questions.	29%	23%	34%	29%	25%	33%	
I try to do my best when I do mathematics activities in class.	84%	88%	81%	86%	89%	82%	
COGNITIVE STRATEGIES USED IN MATHEMATICS							Percentage of students who answered “most of the time”†
I read over the whole problem first to make sure I know what I am supposed to do.	73%	79%	68%	74%	80%	68%	
I ask for help if I do not understand the problem.	49%	54%	45%	51%	56%	46%	
I think about the steps I will use to solve the problem.	45%	45%	45%	42%	43%	41%	
I check my work for mistakes.	40%	43%	38%	39%	42%	36%	
I check my answer to see if it makes sense.	62%	63%	60%	60%	64%	57%	
INSTRUCTIONAL TOOLS USED IN MATHEMATICS							Percentage of students who answered “most of the time”†
Manipulatives	12%	13%	11%	11%	11%	10%	
A calculator	41%	46%	36%	42%	46%	37%	
A computer to learn mathematics	9%	8%	9%	7%	7%	7%	
The Internet to explore information related to mathematics	11%	10%	11%	6%	6%	7%	
READING OUTSIDE SCHOOL							Percentage of students who answered “every day or almost every day”‡
Stories or novels	39%	47%	32%	39%	47%	32%	
Comics or graphic novels	18%	14%	23%	14%	10%	18%	
Books, newspapers, magazines or websites for information	31%	35%	28%	27%	30%	24%	
E-mails, text or instant messages	47%	56%	40%	49%	57%	41%	
Other things	40%	41%	39%	36%	36%	35%	

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)		Board			Province		
		All Students (# = 10 623)	Female* (# = 5 100)	Male* (# = 5 521)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.							
OUT-OF-SCHOOL ACTIVITIES		Percentage of students who answered “every day or almost every day”†					
	I read by myself.	48%	55%	41%	46%	53%	38%
	I play video games.	25%	11%	38%	28%	12%	44%
	I use the Internet.	63%	66%	61%	57%	58%	56%
	I participate in sports or other physical activities.	48%	37%	59%	50%	43%	57%
	I participate in art, music or drama activities.	21%	27%	15%	18%	24%	13%
	I participate in after-school clubs.	10%	11%	10%	9%	10%	8%
PARENTAL ENGAGEMENT		Percentage of students who answered “every day or almost every day”†					
	We talk about the mathematics work I do in school.	25%	25%	25%	18%	19%	17%
	We talk about the activities I do in school.	40%	42%	38%	39%	42%	36%
	We read together.	5%	5%	5%	5%	5%	4%
	We look at my school agenda.	33%	31%	34%	29%	28%	30%
	We use a computer together.	8%	8%	8%	5%	5%	5%
SCREEN TIME		Percentage of students who answered “about 3 hours” or “more than 3 hours”‡					
Before School	Watching TV	2%	1%	2%	2%	1%	2%
	Playing video games	1%	1%	2%	2%	<1%	3%
	Using the Internet	2%	2%	2%	2%	2%	2%
After School	Watching TV	19%	20%	18%	18%	18%	19%
	Playing video games	11%	5%	17%	12%	4%	20%
	Using the Internet	20%	23%	18%	18%	19%	18%

* Only includes 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.”

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	Board			Province			
	All Students (# = 10 623)	Female* (# = 5 100)	Male* (# = 5 521)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)	
LANGUAGES STUDENTS SPEAK AT HOME†							Percentage of students
Only English/Mostly English	56%	57%	55%	75%	75%	75%	
Another language (or other languages) as often as English	28%	29%	28%	16%	16%	15%	
Mostly another language (or other languages)/ Only another language (or other languages)	13%	12%	15%	8%	7%	8%	
LANGUAGES SPOKEN TO STUDENTS AT HOME†							Percentage of students
Only English/Mostly English	45%	46%	45%	69%	69%	69%	
Another language (or other languages) as often as English	24%	25%	23%	14%	14%	13%	
Mostly another language (or other languages)/ Only another language (or other languages)	27%	26%	28%	14%	14%	15%	
SCHOOLS ATTENDED†							Percentage of students
Only this school/1 other school	42%	41%	43%	68%	69%	68%	
2 other schools/3 other schools	43%	44%	42%	22%	23%	22%	
4 other schools or more	12%	12%	12%	7%	6%	7%	

* Only includes students for whom gender data were available.

† Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

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> .
English Language Learners Receiving a Special Provision	English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</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 identified exceptionality is giftedness are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) 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.