



School Board Report



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

Board: Peel District School Board (66125)

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Assessments of Reading, Writing and Mathematics for the primary (Grades 1–3) and junior (Grades 4–6) divisions. This report includes the 2016–2017 school and board results, as well as results from previous years, so you can track progress over time. You will also find demographic and attitudinal information, which provides context for interpreting achievement results.

By developing assessments that gauge student achievement against the learning expectations outlined in *The Ontario Curriculum*, EQAO ensures that every student in Ontario’s school system is assessed using the same yardstick at key stages in his or her schooling. In doing so, EQAO is able to provide reliable and objective data at the individual student, school and board levels that support educators in their professional practice.

Of course, the information that EQAO provides is not limited to student achievement results and also includes contextual, attitudinal and behavioural data. This wide range of data enables school and board communities to gain richer insights into students’ learning. By using EQAO data in conjunction with classroom and school-board information, educators across the province have been able to make evidence-based decisions in their planning and to monitor the progress of their initiatives. Because of this, EQAO data have served as a catalyst for improving student achievement since the inception of the agency, in 1996.

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

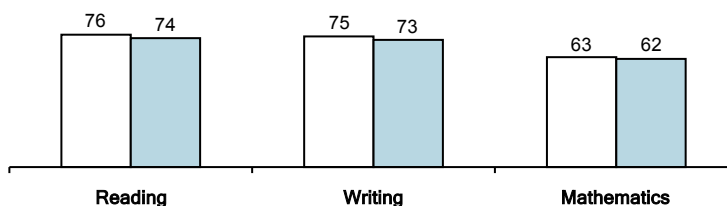
Sincerely,

Norah Marsh
Chief Executive Officer
Education Quality and Accountability Office

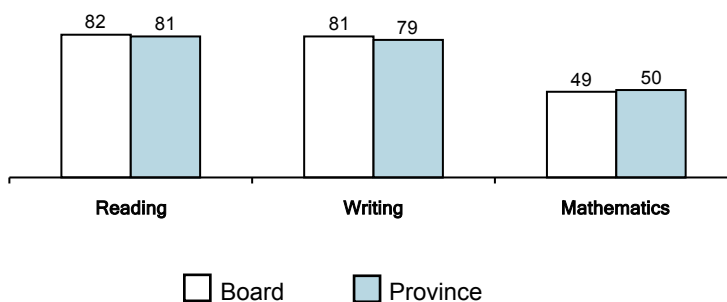
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2016–2017

Grade 3



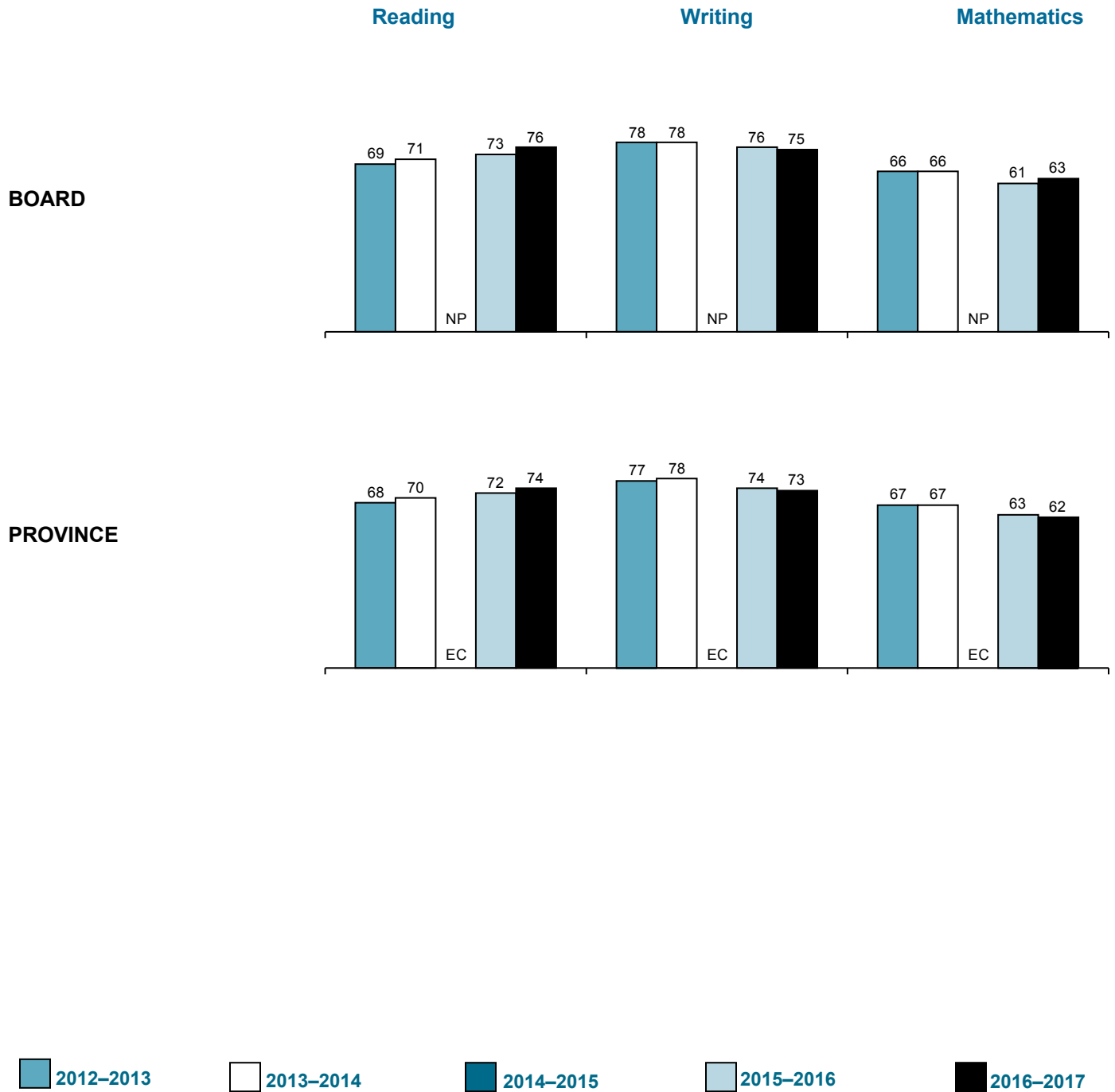
Grade 6



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

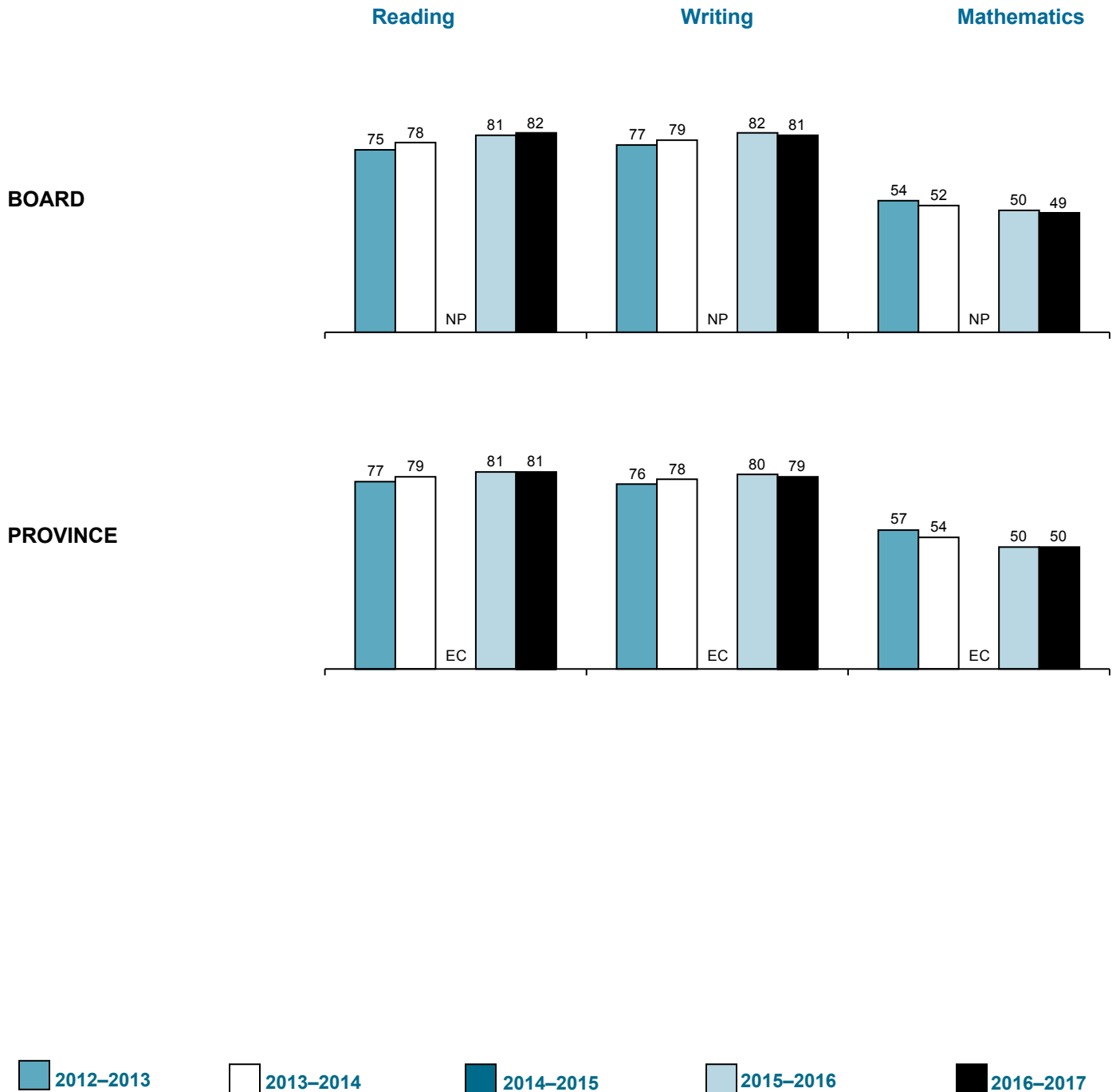


	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Board	11 262	11 438	NP	11 637	11 771
Province	127 645	127 505	EC	125 484	132 992

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

	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>
Board	11 182	10 831	NP	11 438	11 790
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	11 771		132 992	
Number of classes with Grade 3 students	750		10 098	
Number of schools with Grade 3 classes	169		3 317	
	Number	Percent	Number	Percent
Gender				
Female	5 631	48%	64 691	49%
Male	6 140	52%	68 301	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	6 569	56%	17 849	13%
Students with special education needs (excluding gifted)**	1 251	11%	24 077	18%
Place of Birth				
Born in Canada	9 311	79%	118 988	89%
Born outside Canada	2 445	21%	13 723	10%
In Canada less than one year	325	3%	982	1%
In Canada one year or more but less than three years	540	5%	3 323	2%
In Canada three years or more	1 574	13%	8 591	6%
Language				
First language learned at home was other than English	6 305	54%	28 979	22%
Year Student Entered Current School				
Year of the assessment	2 141	18%	17 064	13%
Year prior to the assessment	1 792	15%	14 673	11%
2 years prior to the assessment	2 731	23%	19 187	14%
3 or more years prior to the assessment	5 096	43%	81 933	62%
Data not available	11	<1%	135	<1%
Year Student Entered Current Board				
Year of the assessment	795	7%	8 285	6%
Year prior to the assessment	736	6%	7 747	6%
2 years prior to the assessment	1 106	9%	9 898	7%
3 or more years prior to the assessment	9 090	77%	106 764	80%
Data not available	44	<1%	298	<1%

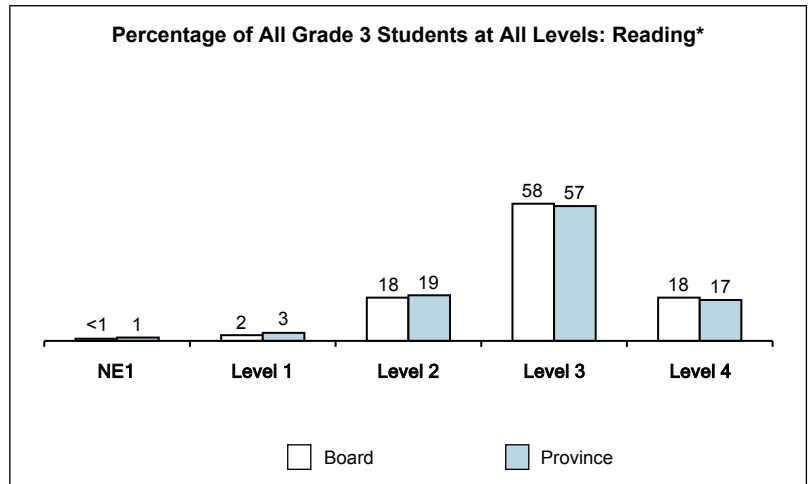
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

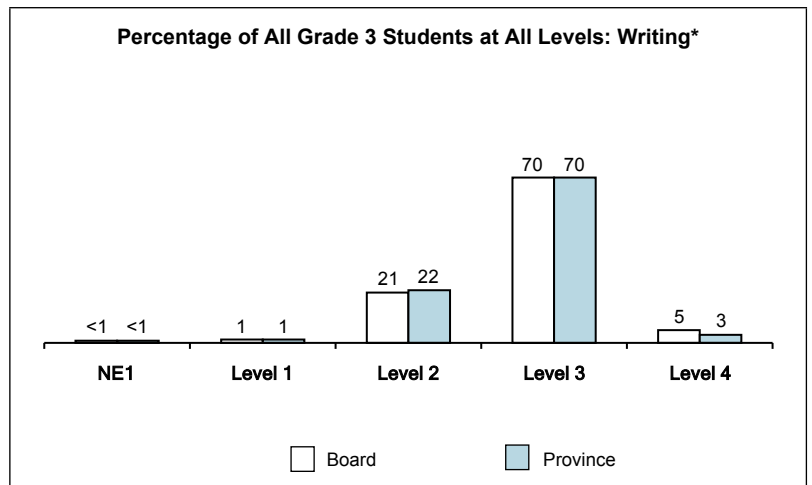
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: All Students^{††}

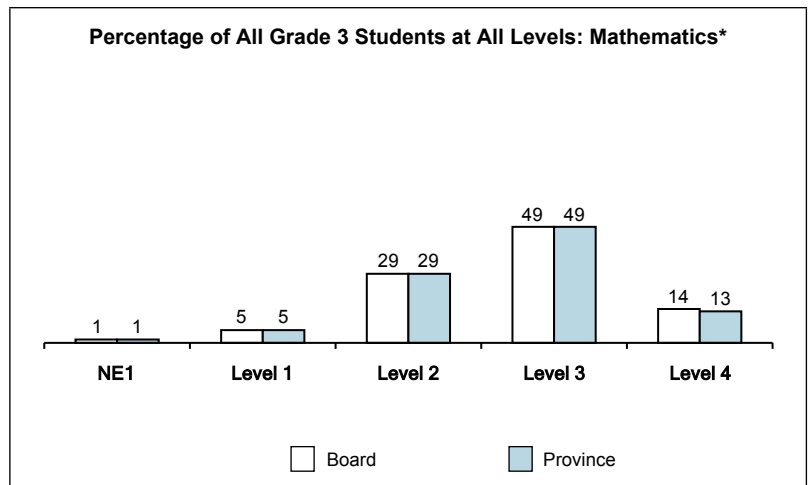
Grade 3: Reading*			
Number of Students	Board 11 770		Province 126 016
	#	%	%
Level 4	2 177	18%	17%
Level 3	6 801	58%	57%
Level 2	2 146	18%	19%
Level 1	281	2%	3%
NE1**	51	<1%	1%
Participating Students	11 456	97%	97%
No Data	61	1%	1%
Exempt	253	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†		76%	74%



Grade 3: Writing*			
Number of Students	Board 11 771		Province 126 036
	#	%	%
Level 4	547	5%	3%
Level 3	8 269	70%	70%
Level 2	2 478	21%	22%
Level 1	112	1%	1%
NE1**	49	<1%	<1%
Participating Students	11 455	97%	97%
No Data	67	1%	1%
Exempt	249	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		75%	73%



Grade 3: Mathematics*			
Number of Students	Board 11 771		Province 132 983
	#	%	%
Level 4	1 624	14%	13%
Level 3	5 735	49%	49%
Level 2	3 388	29%	29%
Level 1	636	5%	5%
NE1**	73	1%	1%
Participating Students	11 456	97%	97%
No Data	64	1%	1%
Exempt	251	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		63%	62%

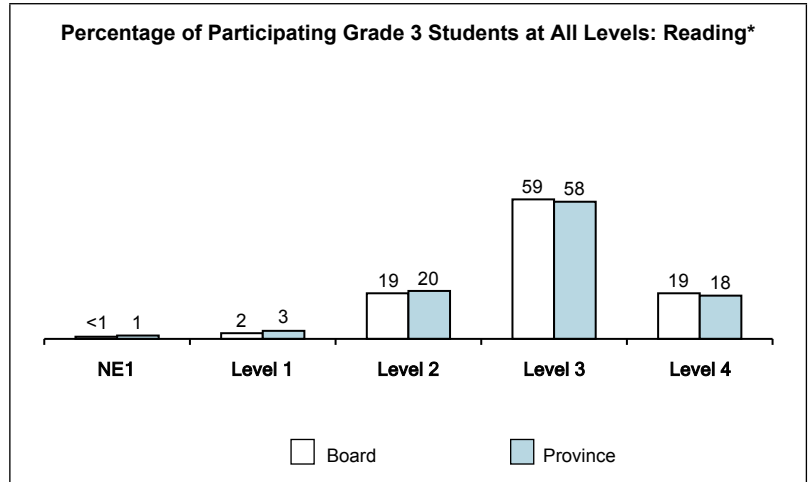


* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.
 ** See the Explanation of Terms.
 † These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages 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.

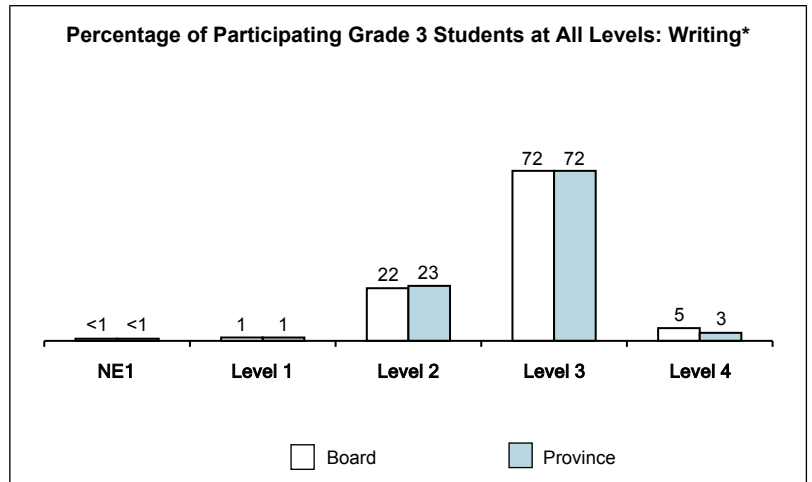
Assessments of Reading, Writing and Mathematics, 2016–2017

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

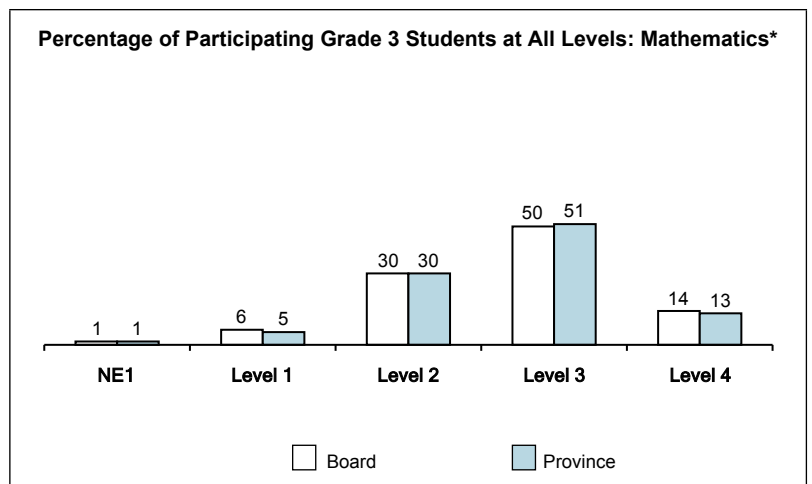
Grade 3: Reading*			
Number of Students	Board 11 456		Province 122 003
	#	%	%
Level 4	2 177	19%	18%
Level 3	6 801	59%	58%
Level 2	2 146	19%	20%
Level 1	281	2%	3%
NE1**	51	<1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		78%	76%



Grade 3: Writing*			
Number of Students	Board 11 455		Province 122 199
	#	%	%
Level 4	547	5%	3%
Level 3	8 269	72%	72%
Level 2	2 478	22%	23%
Level 1	112	1%	1%
NE1**	49	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		77%	76%



Grade 3: Mathematics*			
Number of Students	Board 11 456		Province 129 191
	#	%	%
Level 4	1 624	14%	13%
Level 3	5 735	50%	51%
Level 2	3 388	30%	30%
Level 1	636	6%	5%
NE1**	73	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		64%	64%



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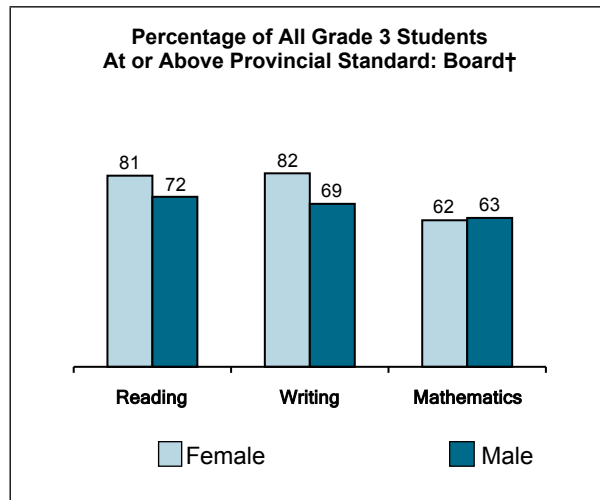
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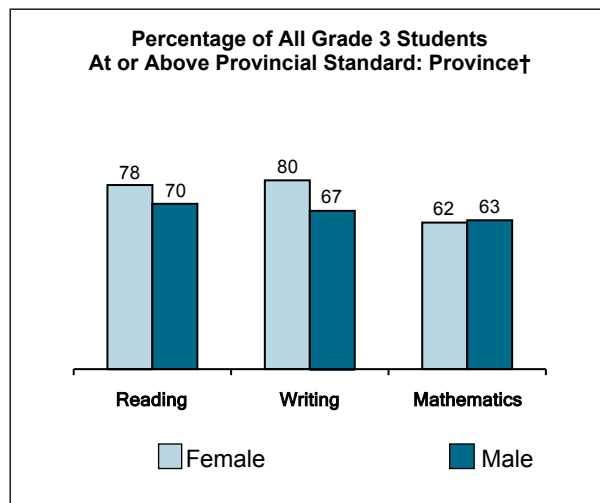
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: Gender††

Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 5 631	Male 6 139	Female 5 631	Male 6 140	Female 5 631	Male 6 140
Level 4	23%	14%	6%	3%	13%	14%
Level 3	58%	58%	75%	66%	49%	48%
Level 2	15%	21%	15%	26%	30%	28%
Level 1	2%	3%	1%	1%	5%	5%
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	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	81%	72%	82%	69%	62%	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%



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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 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	11 790		130 775	
Number of classes with Grade 6 students	599		8 394	
Number of schools with Grade 6 classes	99		3 145	
	Number	Percent	Number	Percent
Gender				
Female	5 631	48%	63 445	49%
Male	6 159	52%	67 330	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	4 799	41%	14 238	11%
Students with special education needs (excluding gifted)**	1 959	17%	28 345	22%
Place of Birth				
Born in Canada	8 984	76%	114 230	87%
Born outside Canada	2 784	24%	16 324	12%
In Canada less than one year	244	2%	786	1%
In Canada one year or more but less than three years	438	4%	3 045	2%
In Canada three years or more	2 099	18%	11 764	9%
Language				
First language learned at home was other than English	6 433	55%	29 758	23%
Year Student Entered Current School				
Year of the assessment	9 272	79%	27 713	21%
Year prior to the assessment	524	4%	12 625	10%
2 years prior to the assessment	422	4%	11 572	9%
3 or more years prior to the assessment	1 564	13%	78 785	60%
Data not available	8	<1%	80	<1%
Year Student Entered Current Board				
Year of the assessment	716	6%	7 190	5%
Year prior to the assessment	605	5%	6 480	5%
2 years prior to the assessment	543	5%	5 705	4%
3 or more years prior to the assessment	9 882	84%	109 729	84%
Data not available	44	<1%	1 671	1%

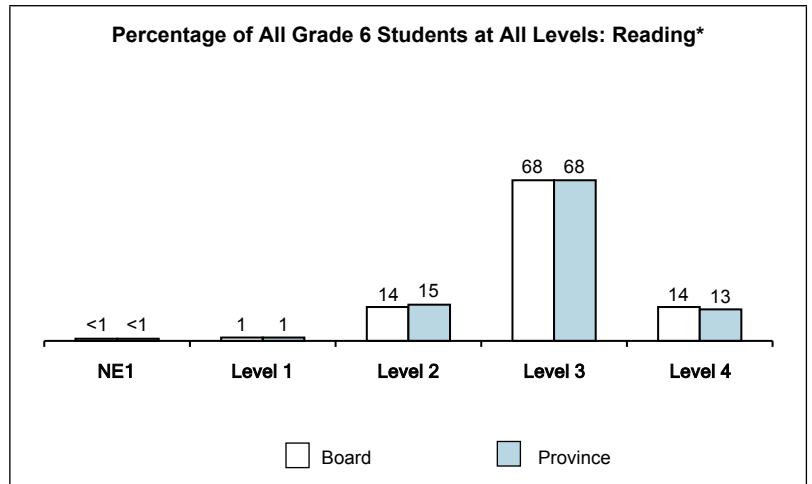
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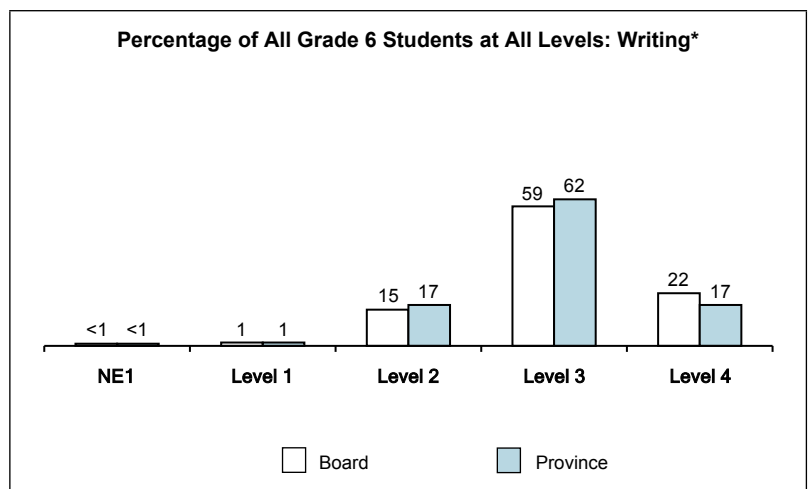
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: All Students

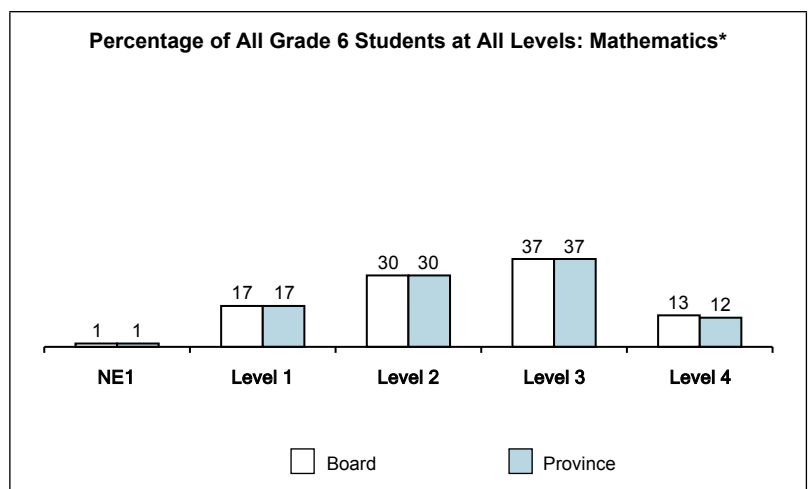
Grade 6: Reading*			
Number of Students	Board 11 786		Province 130 767
	#	%	%
Level 4	1 647	14%	13%
Level 3	8 064	68%	68%
Level 2	1 616	14%	15%
Level 1	131	1%	1%
NE1**	23	<1%	<1%
Participating Students	11 481	97%	97%
No Data	62	1%	1%
Exempt	243	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		82%	81%



Grade 6: Writing*			
Number of Students	Board 11 786		Province 130 773
	#	%	%
Level 4	2 611	22%	17%
Level 3	6 971	59%	62%
Level 2	1 712	15%	17%
Level 1	141	1%	1%
NE1**	39	<1%	<1%
Participating Students	11 474	97%	97%
No Data	69	1%	1%
Exempt	243	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		81%	79%



Grade 6: Mathematics*			
Number of Students	Board 11 782		Province 130 652
	#	%	%
Level 4	1 501	13%	12%
Level 3	4 305	37%	37%
Level 2	3 590	30%	30%
Level 1	2 010	17%	17%
NE1**	70	1%	1%
Participating Students	11 476	97%	97%
No Data	72	1%	1%
Exempt	234	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		49%	50%



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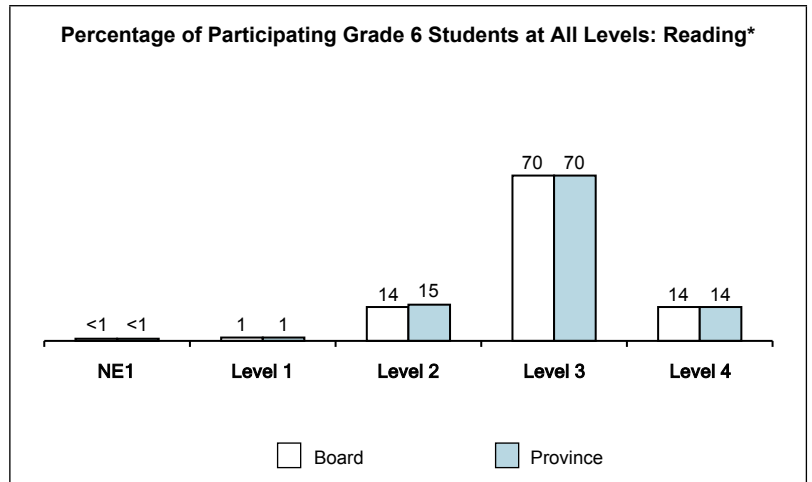
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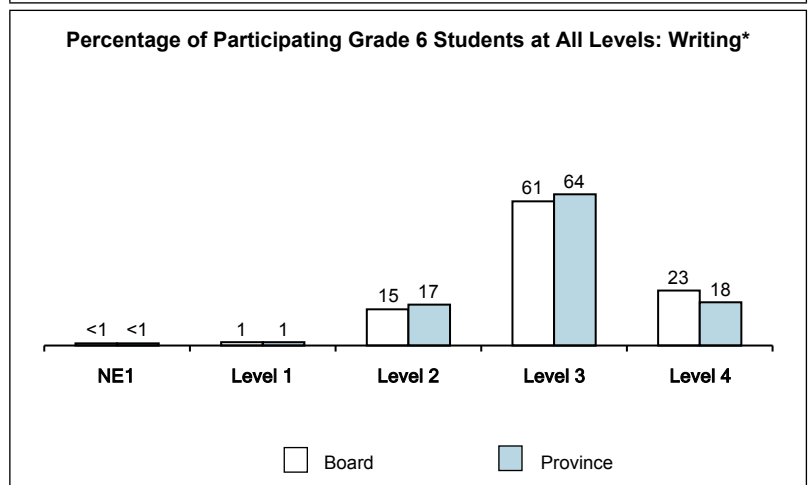
Assessments of Reading, Writing and Mathematics, 2016–2017

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

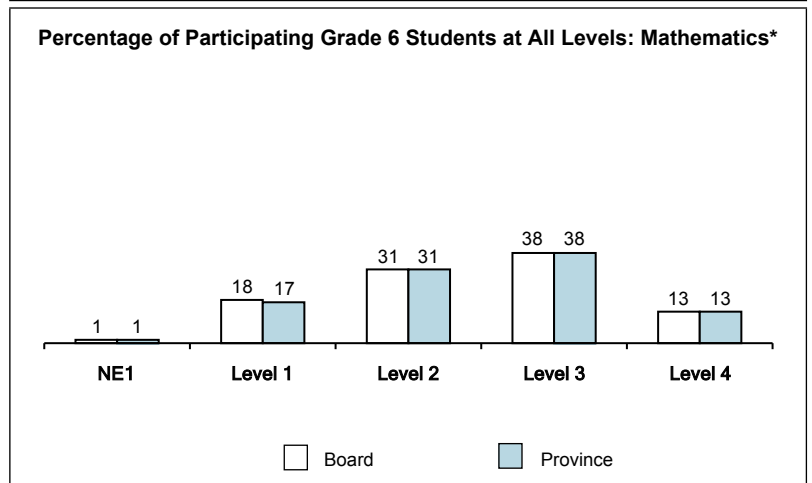
Grade 6: Reading*			
Number of Students	Board 11 481		Province 127 220
	#	%	%
Level 4	1 647	14%	14%
Level 3	8 064	70%	70%
Level 2	1 616	14%	15%
Level 1	131	1%	1%
NE1**	23	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		85%	83%



Grade 6: Writing*			
Number of Students	Board 11 474		Province 127 258
	#	%	%
Level 4	2 611	23%	18%
Level 3	6 971	61%	64%
Level 2	1 712	15%	17%
Level 1	141	1%	1%
NE1**	39	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		84%	81%



Grade 6: Mathematics*			
Number of Students	Board 11 476		Province 127 059
	#	%	%
Level 4	1 501	13%	13%
Level 3	4 305	38%	38%
Level 2	3 590	31%	31%
Level 1	2 010	18%	17%
NE1**	70	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		51%	51%



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

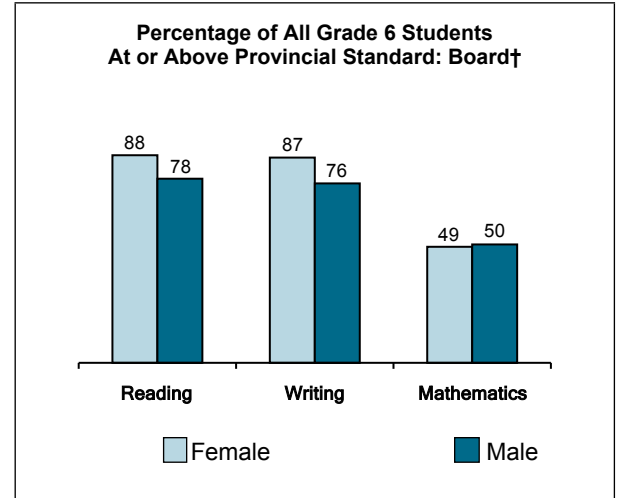
** See the Explanation of Terms.

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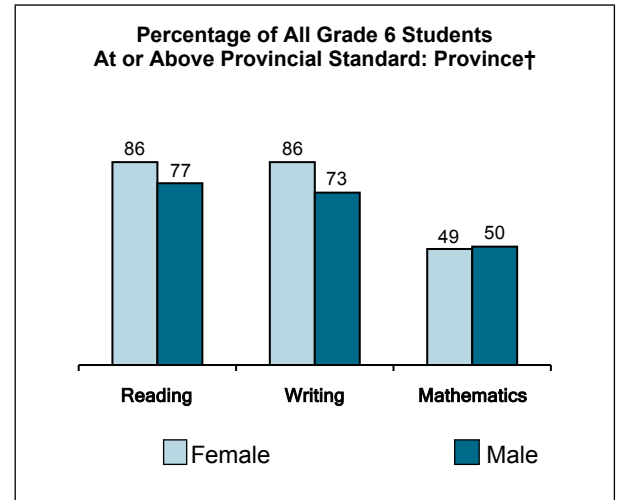
Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: Gender††

Grade 6: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 5 628	Male 6 158	Female 5 628	Male 6 158	Female 5 627	Male 6 155
Level 4	18%	10%	30%	15%	12%	13%
Level 3	69%	68%	57%	61%	36%	37%
Level 2	9%	18%	10%	19%	33%	28%
Level 1	1%	1%	1%	1%	16%	18%
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	2%	2%	2%	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†	88%	78%	87%	76%	49%	50%



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	11 262	11 438	NP	11 637	11 771
Participation in the Assessment					
Reading†	98%	98%	NP	97%	97%
Writing†	98%	98%	NP	97%	97%
Mathematics†	98%	98%	NP	97%	97%
Gender					
Female	48%	48%	NP	49%	48%
Male	52%	52%	NP	51%	52%
Student Status					
English language learners**	56%	58%	NP	55%	56%
Students with special education needs (excluding gifted)**	9%	10%	NP	10%	11%
Place of Birth					
Born in Canada	81%	81%	NP	81%	79%
Born outside Canada	19%	19%	NP	19%	21%
In Canada less than one year	2%	2%	NP	3%	3%
In Canada one year or more but less than three years	4%	4%	NP	3%	5%
In Canada three years or more	13%	13%	NP	13%	13%
Language					
First language learned at home was other than English	54%	53%	NP	52%	54%
Year Student Entered Current School					
Year of the assessment	6%	6%	NP	7%	18%
Year prior to the assessment	5%	6%	NP	5%	15%
2 years prior to the assessment	12%	11%	NP	11%	23%
3 or more years prior to the assessment	76%	77%	NP	77%	43%
Data not available	<1%	<1%	NP	<1%	<1%
Year Student Entered Current Board					
Year of the assessment	6%	6%	NP	7%	7%
Year prior to the assessment	5%	6%	NP	5%	6%
2 years prior to the assessment	12%	11%	NP	11%	9%
3 or more years prior to the assessment	76%	77%	NP	77%	77%
Data not available	<1%	<1%	NP	<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.

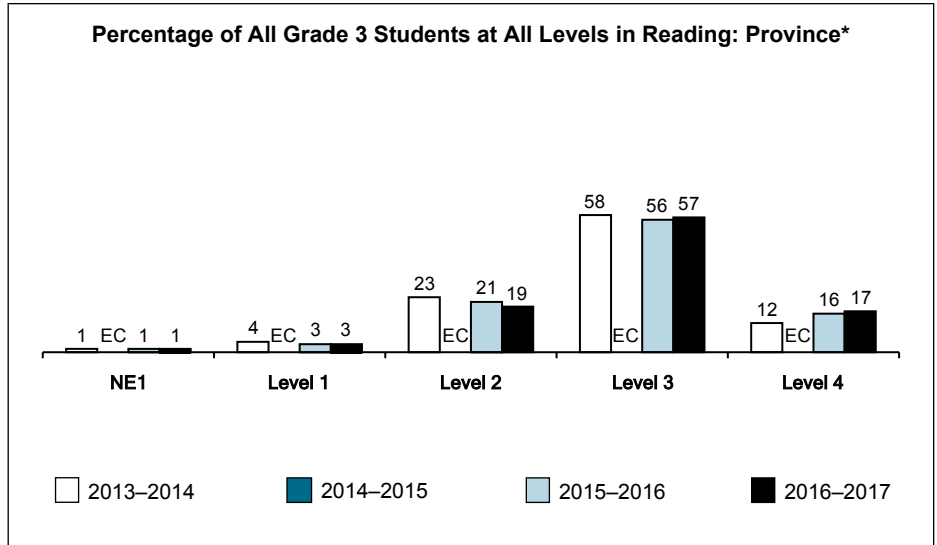
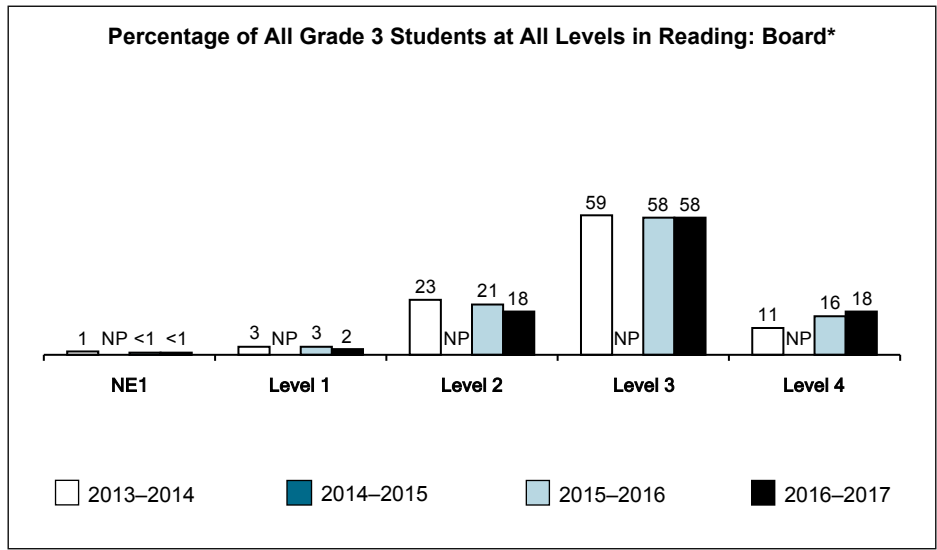
Assessments of Reading, Writing and Mathematics, 2016–2017

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>	11 431	NP	11 635	11 770
Level 4	11%	NP	16%	18%
Level 3	59%	NP	58%	58%
Level 2	23%	NP	21%	18%
Level 1	3%	NP	3%	2%
NE1**	1%	NP	<1%	<1%
<i>Participating Students</i>	98%	NP	97%	97%
No Data	<1%	NP	1%	1%
Exempt	2%	NP	2%	2%
At or Above Provincial Standard†	71%	NP	73%	76%

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



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

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** 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.

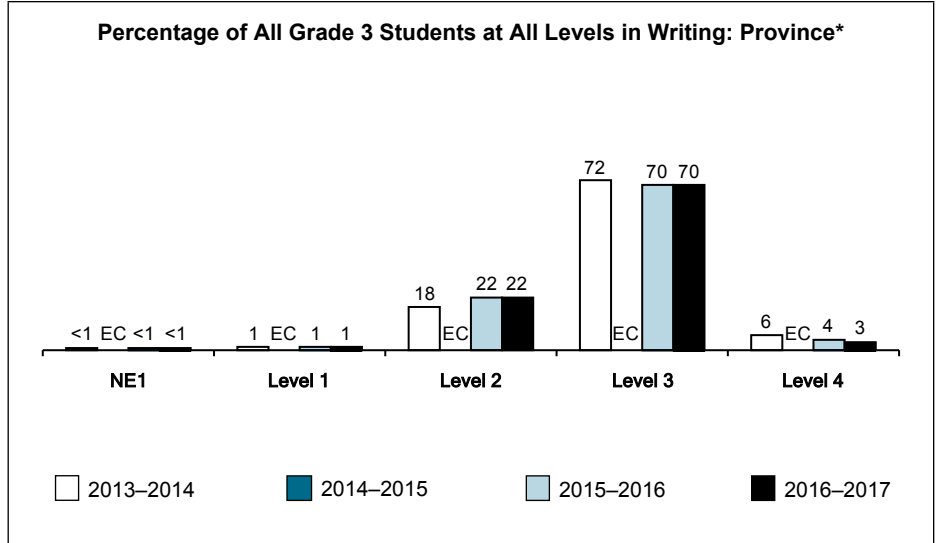
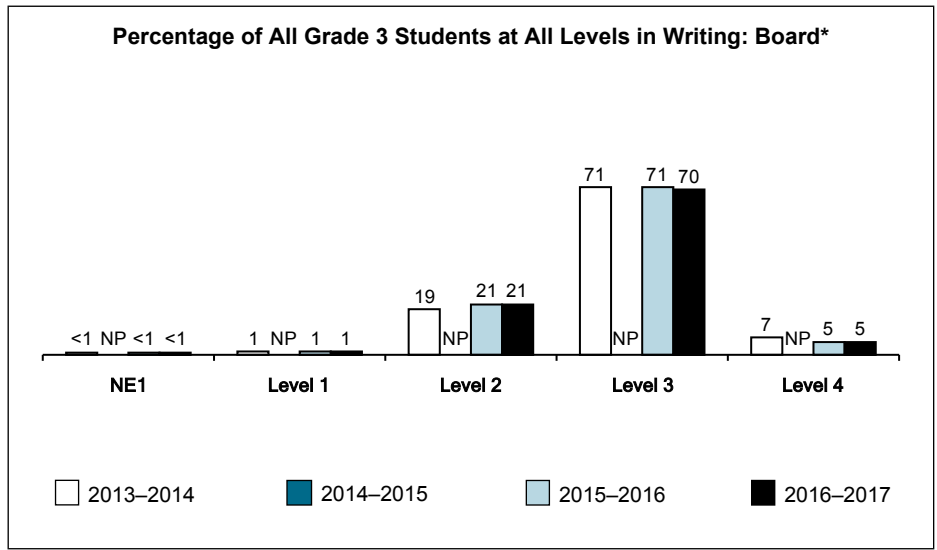
Assessments of Reading, Writing and Mathematics, 2016–2017

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>	11 431	NP	11 635	11 771
Level 4	7%	NP	5%	5%
Level 3	71%	NP	71%	70%
Level 2	19%	NP	21%	21%
Level 1	1%	NP	1%	1%
NE1**	<1%	NP	<1%	<1%
<i>Participating Students</i>	98%	NP	97%	97%
No Data	<1%	NP	1%	1%
Exempt	2%	NP	2%	2%
At or Above Provincial Standard†	78%	NP	76%	75%

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%



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** See the Explanation of Terms.

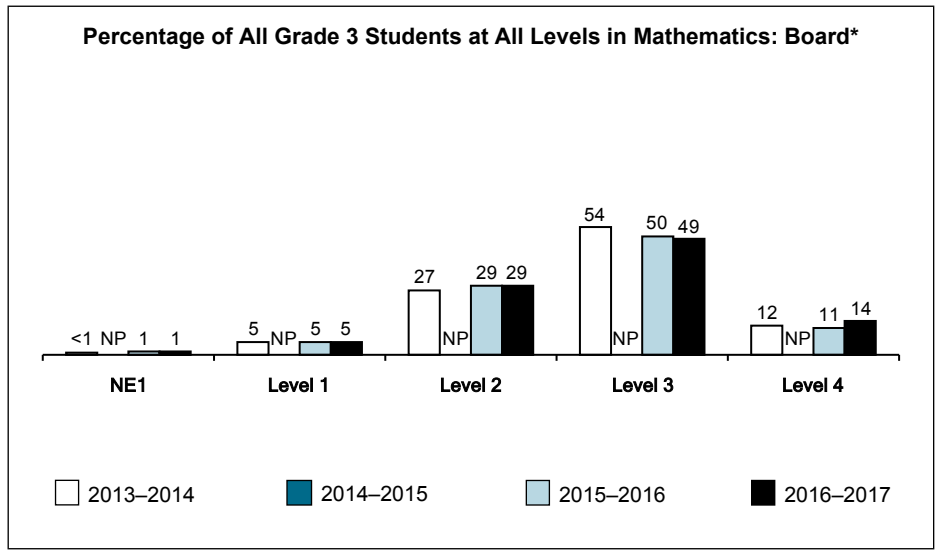
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

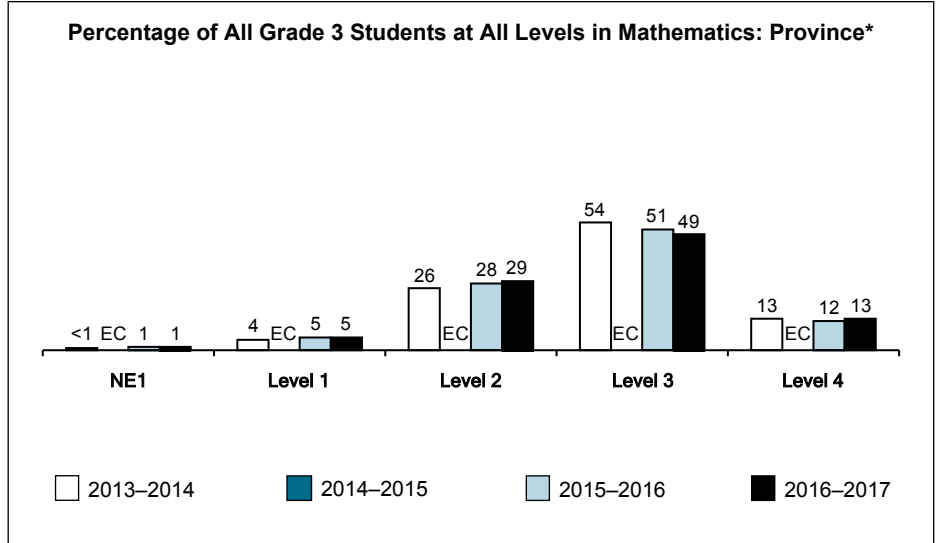
Results over Time, 2013–2014 to 2016–2017*

Grade 3: Mathematics

Grade 3 Mathematics: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	11 436	NP	11 637	11 771
Level 4	12%	NP	11%	14%
Level 3	54%	NP	50%	49%
Level 2	27%	NP	29%	29%
Level 1	5%	NP	5%	5%
NE1**	<1%	NP	1%	1%
<i>Participating Students</i>	98%	NP	97%	97%
No Data	<1%	NP	1%	1%
Exempt	2%	NP	2%	2%
At or Above Provincial Standard†	66%	NP	61%	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%



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Assessments of Reading, Writing and Mathematics, 2016–2017

Contextual Information over Time: Grade 6*

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

Grade 6	2012–2013	2013–2014	2014–2015	2015–2016	2016–2017
Enrolment					
Number of students	11 182	10 831	NP	11 438	11 790
Participation in the Assessment					
Reading	98%	98%	NP	98%	97%
Writing	98%	98%	NP	98%	97%
Mathematics	98%	98%	NP	98%	97%
Gender					
Female	48%	48%	NP	48%	48%
Male	52%	52%	NP	52%	52%
Student Status					
English language learners**	44%	43%	NP	40%	41%
Students with special education needs (excluding gifted)**	13%	16%	NP	18%	17%
Place of Birth					
Born in Canada	77%	77%	NP	77%	76%
Born outside Canada	23%	23%	NP	23%	24%
In Canada less than one year	2%	2%	NP	2%	2%
In Canada one year or more but less than three years	4%	3%	NP	3%	4%
In Canada three years or more	18%	18%	NP	18%	18%
Language					
First language learned at home was other than English	52%	51%	NP	54%	55%
Year Student Entered Current School					
Year of the assessment	5%	5%	NP	6%	79%
Year prior to the assessment	5%	5%	NP	5%	4%
2 years prior to the assessment	4%	4%	NP	4%	4%
3 or more years prior to the assessment	85%	85%	NP	85%	13%
Data not available	<1%	<1%	NP	<1%	<1%
Year Student Entered Current Board					
Year of the assessment	5%	5%	NP	6%	6%
Year prior to the assessment	5%	5%	NP	5%	5%
2 years prior to the assessment	4%	4%	NP	4%	5%
3 or more years prior to the assessment	85%	85%	NP	85%	84%
Data not available	<1%	<1%	NP	<1%	6%

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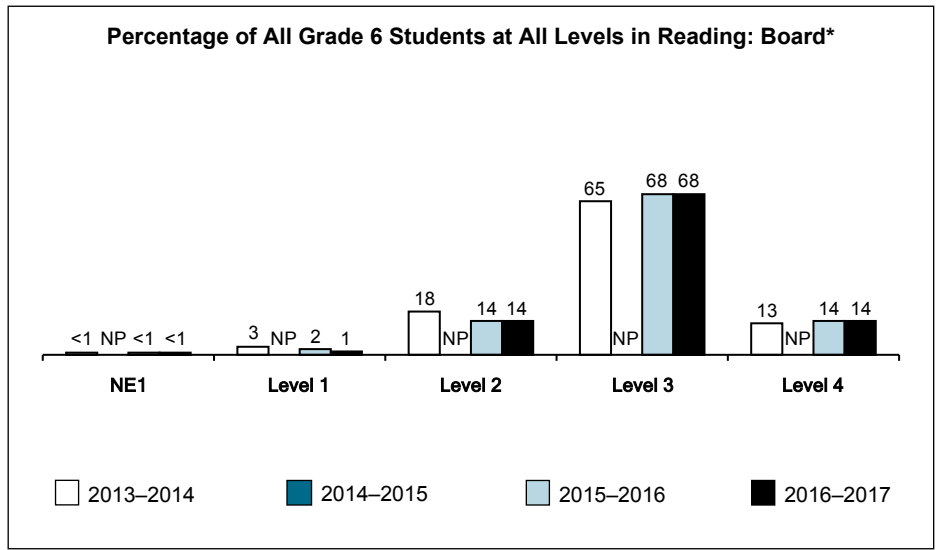
** See the Explanation of Terms.

Assessments of Reading, Writing and Mathematics, 2016–2017

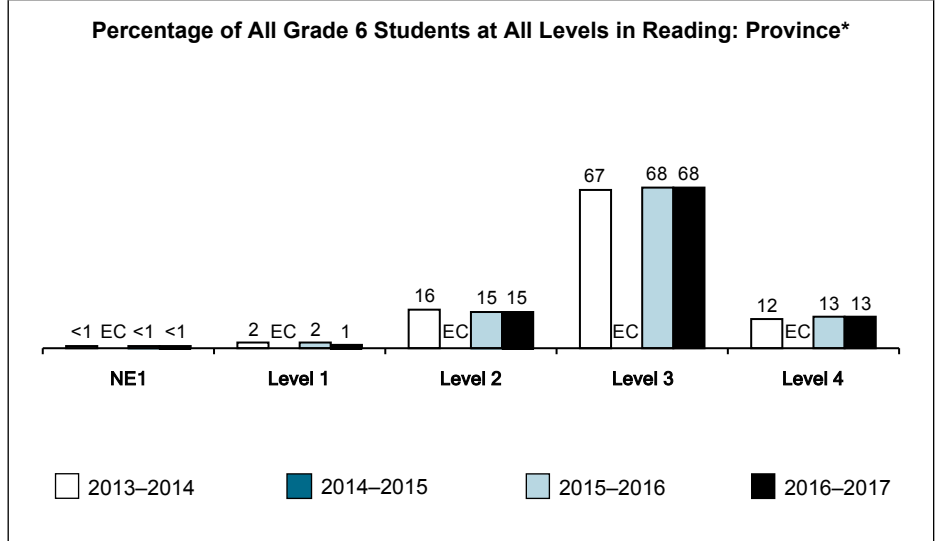
Results over Time, 2013–2014 to 2016–2017*

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	10 825	NP	11 431	11 786
Level 4	13%	NP	14%	14%
Level 3	65%	NP	68%	68%
Level 2	18%	NP	14%	14%
Level 1	3%	NP	2%	1%
NE1**	<1%	NP	<1%	<1%
<i>Participating Students</i>	98%	NP	98%	97%
No Data	<1%	NP	1%	1%
Exempt	1%	NP	2%	2%
At or Above Provincial Standard†	78%	NP	81%	82%



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



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** See the Explanation of Terms.

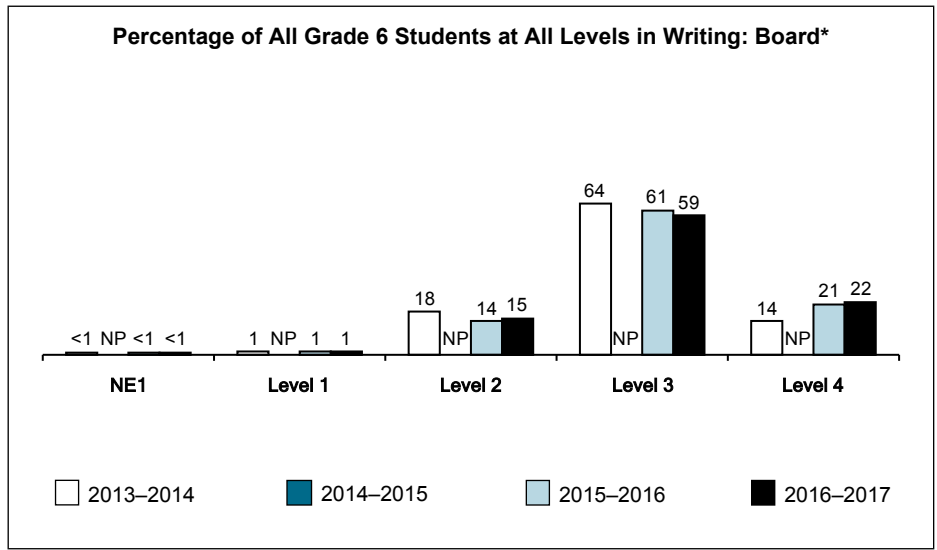
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

Assessments of Reading, Writing and Mathematics, 2016–2017

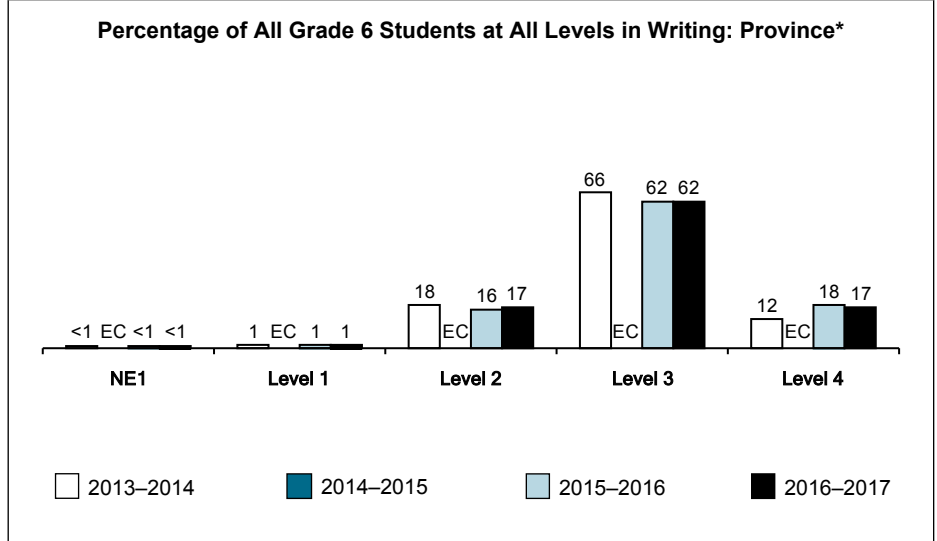
Results over Time, 2013–2014 to 2016–2017*

Grade 6: Writing

Grade 6 Writing: Board*				
Year	'13-'14	'14-'15	'15-'16	'16-'17
<i>Number of Students</i>	10 825	NP	11 431	11 786
Level 4	14%	NP	21%	22%
Level 3	64%	NP	61%	59%
Level 2	18%	NP	14%	15%
Level 1	1%	NP	1%	1%
NE1**	<1%	NP	<1%	<1%
<i>Participating Students</i>	98%	NP	98%	97%
No Data	<1%	NP	1%	1%
Exempt	1%	NP	2%	2%
At or Above Provincial Standard†	79%	NP	82%	81%



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



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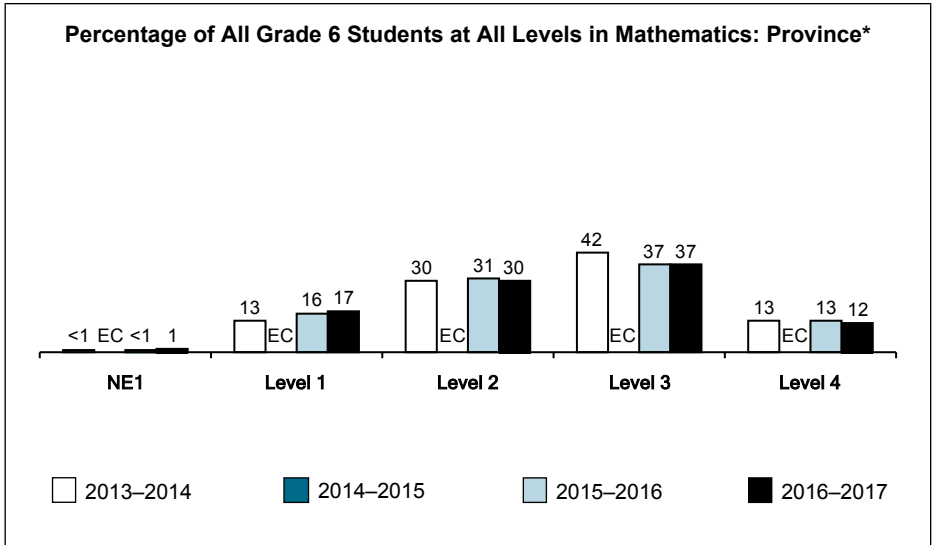
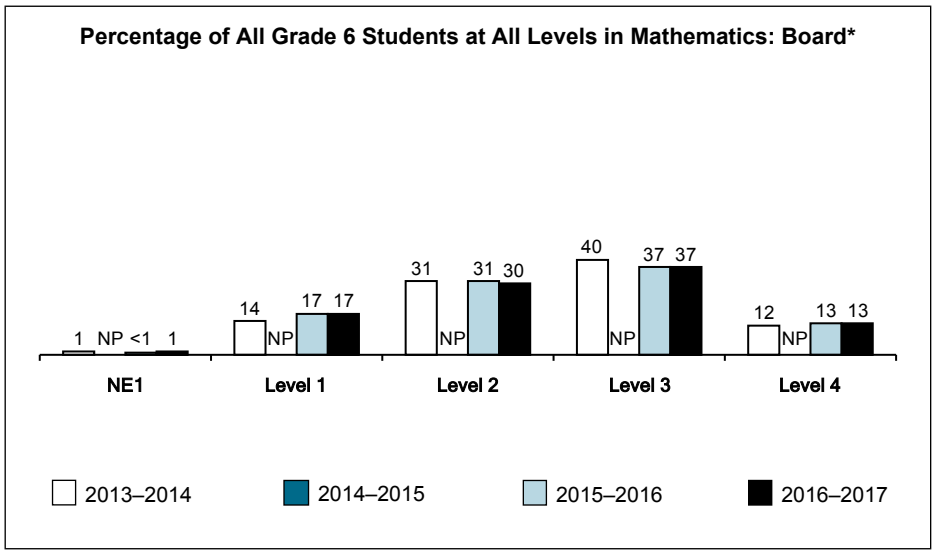
Assessments of Reading, Writing and Mathematics, 2016–2017

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>	10 825	NP	11 438	11 782
Level 4	12%	NP	13%	13%
Level 3	40%	NP	37%	37%
Level 2	31%	NP	31%	30%
Level 1	14%	NP	17%	17%
NE1**	1%	NP	<1%	1%
<i>Participating Students</i>	98%	NP	98%	97%
No Data	<1%	NP	1%	1%
Exempt	1%	NP	2%	2%
At or Above Provincial Standard†	52%	NP	50%	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.

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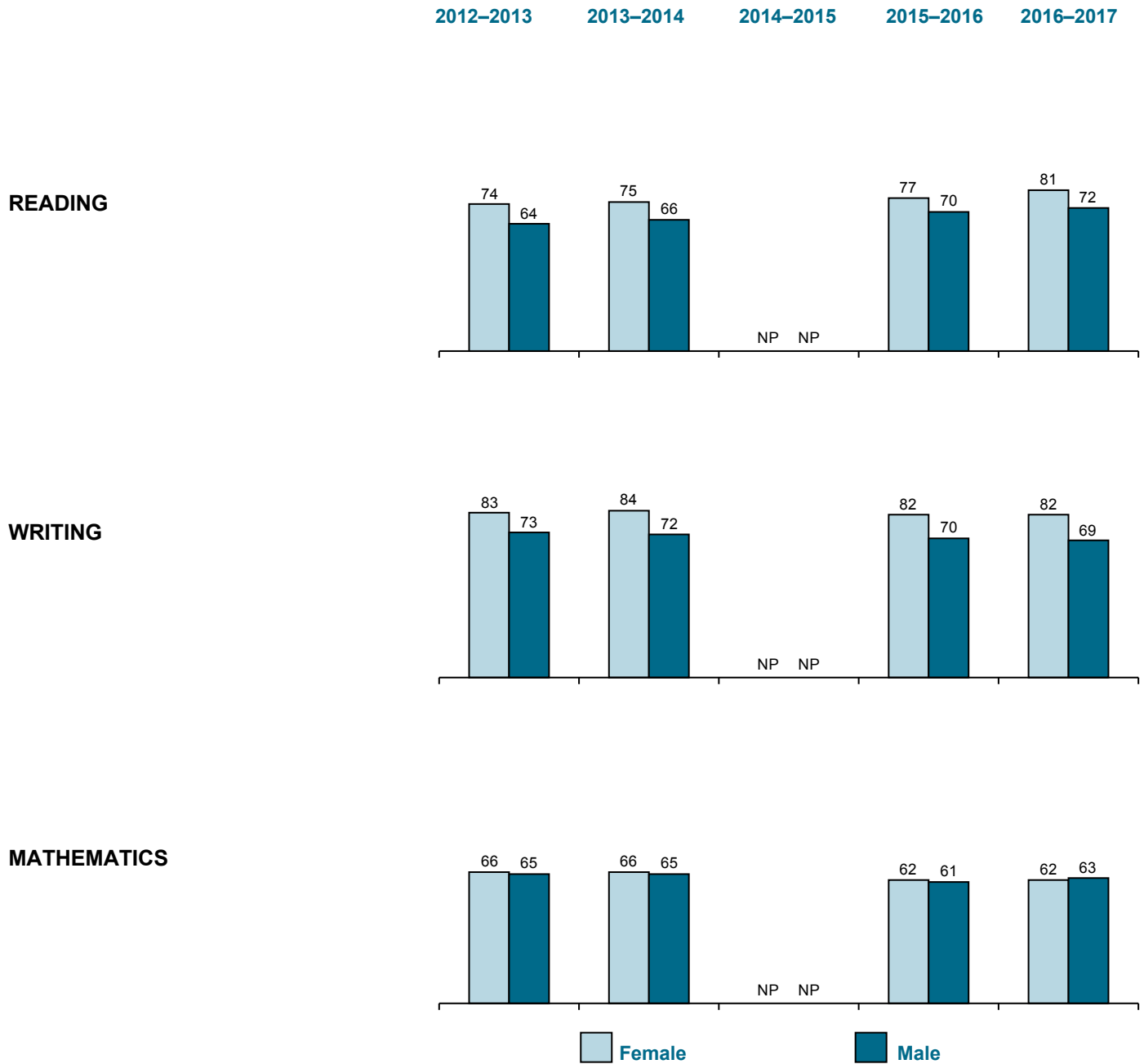
** See the Explanation of Terms.

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

Assessments of Reading, Writing and Mathematics, 2016–2017

RESULTS 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*

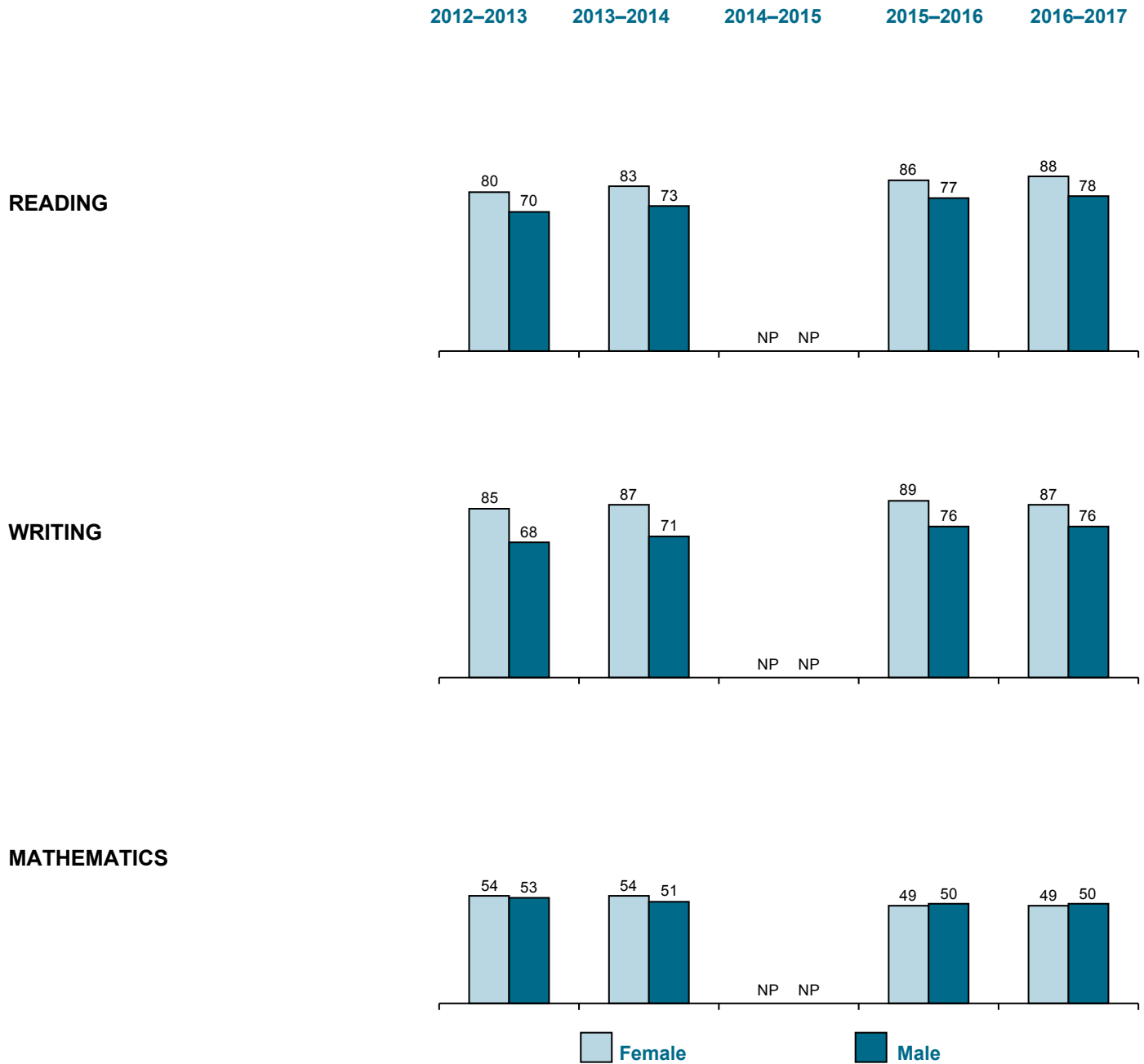
	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 362	5 900	5 501	5 937	NP	NP	5 686	5 951	5 631	6 140

* 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	5 406	5 776	5 218	5 613	NP	NP	5 452	5 986	5 631	6 159

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 11 316)

Never

Sometimes

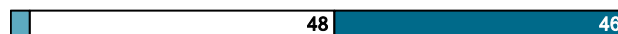
Most of the time

STUDENT ENGAGEMENT
About reading:

Percentage of Students*

Number of students who answered "most of the time"

I like to read.



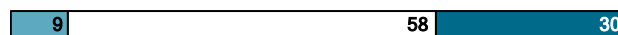
5 249

I am a good reader.



6 920

I am able to understand difficult reading passages.



3 381

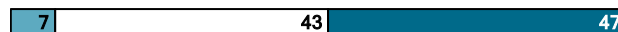
I do my best when I do reading activities in class.



8 046

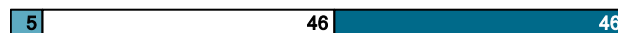
STUDENT ENGAGEMENT
About writing:

I like to write.



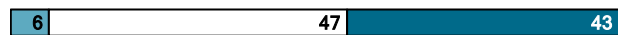
5 311

I am a good writer.



5 173

I am able to communicate my ideas in writing.



4 884

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



7 502

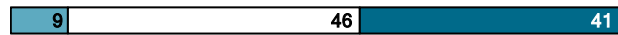
COGNITIVE STRATEGIES USED IN LANGUAGE

I make sure I understand what I am reading.



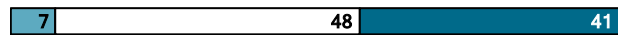
7 224

I organize my ideas before I start to write.



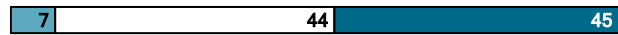
4 596

I edit my writing to make it better.



4 585

I check my writing for spelling and grammar.



5 101

* 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.



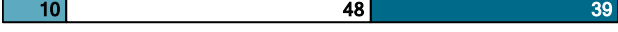

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 11 316)



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.		7 133
I am good at mathematics.		6 371
I am able to answer difficult mathematics questions.		4 367
I do my best when I do mathematics activities in class.		8 638

COGNITIVE STRATEGIES USED IN MATHEMATICS
When I am working on a mathematics problem,


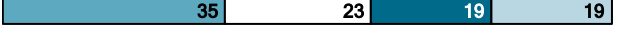

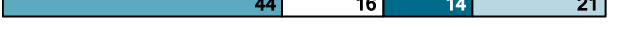

I read over the problem first to make sure I know what I am supposed to do.		7 708
I think about the steps I will use to solve the problem.		5 763

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		4 214
Comics		2 122
Books, newspapers, magazines or Web sites for information		2 568
E-mail, text or instant messages		2 320
Any other type of reading material		3 638

* 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 (# = 11 316)

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	19	34	23	20	2 210
Journal entries	38	25	18	14	1 591
E-mail, text or instant messages	45	17	14	19	2 193
Letters	32	34	16	13	1 425

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.	35	16	20	24	2 728
I participate in after-school clubs.	59	9	13	13	1 501
I participate in sports or other physical activities.	17	13	27	39	4 369

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	14	18	56	6 334
We talk about the reading and writing work I do in school.	13	18	26	38	4 320
We talk about the mathematics work I do in school.	12	17	24	42	4 775
We read together.	22	24	23	25	2 814
We look at my school agenda.	14	13	14	51	5 814
We use a computer together.	33	23	20	19	2 126

* 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 (# = 11 316)			
		<input type="checkbox"/> 0 programs <input type="checkbox"/> 1 program <input checked="" type="checkbox"/> 2 or 3 programs <input type="checkbox"/> 4 programs or more	
SCREEN TIME (TELEVISION) On a school day, how many TV programs do you normally watch?		Percentage of Students*	<i>Number of students who answered "4 programs or more"</i>
	Before school		955
	After school		4 459
SCHOOLS ATTENDED How many schools did you attend before this one?		Percentage of Students*	<i>Number of students</i>
	Only this school		3 597
	1 other school		3 956
	2 other schools		1 848
	3 other schools		833
	4 other schools or more		728
		<input checked="" type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input checked="" type="checkbox"/> Mostly another language (or other languages)/ Only another language (or other languages)	
LANGUAGES SPOKEN		Percentage of Students*	<i>Number of students who answered "only English" or "mostly English"</i>
	Languages student speaks at home		5 329
	Languages in which people speak to student at home		4 219

* 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 (# = 11 316)	Female* (# = 5 454)	Male* (# = 5 862)	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.	46%	52%	41%	46%	51%	40%
I am a good reader.	61%	63%	60%	63%	65%	62%
I am able to understand difficult reading passages.	30%	27%	32%	30%	28%	32%
I do my best when I do reading activities in class.	71%	76%	66%	73%	77%	68%
STUDENT ENGAGEMENT						
About writing:						
Percentage of students who answered “most of the time”†						
I like to write.	47%	53%	41%	47%	54%	40%
I am a good writer.	46%	52%	40%	49%	55%	42%
I am able to communicate my ideas in writing.	43%	44%	42%	43%	45%	42%
I do my best when I do writing activities in class.	66%	72%	61%	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.	64%	67%	61%	65%	67%	62%
I organize my ideas before I start to write.	41%	45%	36%	40%	44%	36%
I edit my writing to make it better.	41%	44%	37%	40%	45%	36%
I check my writing for spelling and grammar.	45%	48%	42%	44%	48%	40%
STUDENT ENGAGEMENT						
About mathematics:						
Percentage of students who answered “most of the time”†						
I like mathematics.	63%	57%	69%	58%	53%	63%
I am good at mathematics.	56%	49%	63%	56%	49%	62%
I am able to answer difficult mathematics questions.	39%	30%	46%	38%	31%	46%
I do my best when I do mathematics activities in class.	76%	78%	75%	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.	68%	73%	64%	67%	72%	63%
I think about the steps I will use to solve the problem.	51%	51%	50%	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 (# = 11 316)	Female* (# = 5 454)	Male* (# = 5 862)	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	37%	42%	33%	38%	42%	33%
Comics	19%	14%	24%	19%	15%	23%
Books, newspapers, magazines or Web sites for information	23%	24%	22%	20%	21%	19%
E-mails, text or instant messages	21%	22%	19%	23%	25%	20%
Any other type of reading material	32%	36%	29%	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	20%	22%	17%	17%	20%	14%
Journal entries	14%	18%	10%	13%	17%	9%
E-mails, text or instant messages	19%	21%	18%	21%	24%	19%
Letters	13%	15%	10%	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.	24%	30%	19%	23%	29%	17%
I participate in after-school clubs.	13%	13%	13%	13%	14%	13%
I participate in sports or other physical activities.	39%	31%	46%	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%	51%	54%	58%	49%
We talk about the reading and writing work I do in school.	38%	42%	34%	33%	36%	29%
We talk about the mathematics work I do in school.	42%	45%	40%	36%	39%	34%
We read together.	25%	27%	23%	27%	29%	25%
We look at my school agenda.	51%	51%	52%	46%	47%	45%
We use a computer together.	19%	19%	19%	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 (# = 11 316)	Female* (# = 5 454)	Male* (# = 5 862)	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	8%	6%	11%	10%	8%	13%
After school	39%	36%	42%	41%	38%	43%
SCHOOLS ATTENDED						
How many schools did you attend before this one?		Percentage of students‡				
Only this school/1 other school	67%	67%	67%	77%	78%	77%
2 other schools/3 other schools	24%	24%	24%	16%	16%	16%
4 other schools or more	6%	7%	6%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME						
		Percentage of students‡				
Only English/Mostly English	47%	46%	49%	71%	70%	72%
Another language (or other languages) as often as English	29%	31%	27%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	21%	21%	22%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME						
		Percentage of students‡				
Only English/Mostly English	37%	36%	38%	65%	64%	66%
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%	35%	34%	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 (# = 11 350)

Never

Sometimes

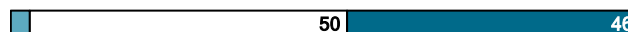
Most of the time

STUDENT ENGAGEMENT
About reading:

Percentage of Students*

Number of students who answered "most of the time"

I like to read.



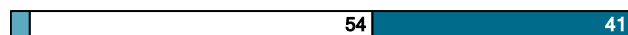
5 228

I am a good reader.



7 555

I am able to understand difficult reading passages.



4 651

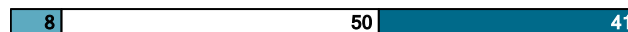
I do my best when I do reading activities in class.



8 255

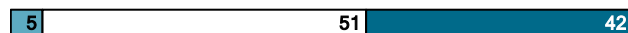
STUDENT ENGAGEMENT
About writing:

I like to write.



4 663

I am a good writer.



4 794

I am able to communicate my ideas in writing.



5 741

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



7 793

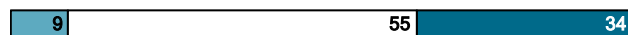
COGNITIVE STRATEGIES USED IN LANGUAGE

I make sure I understand what I am reading.



8 317

I organize my ideas before I start to write.



3 881

I edit my writing to make it better.



5 589

I check my writing for spelling and grammar.



6 013

* 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 (# = 11 350)

Never

Sometimes



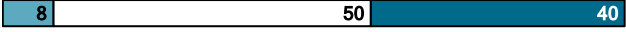

Most of the time

STUDENT ENGAGEMENT

About mathematics:



Percentage of Students*

Number of students who answered "most of the time"

I like mathematics.		6 371
I am good at mathematics.		6 231
I am able to answer difficult mathematics questions.		4 539
I do my best when I do mathematics activities in class.		8 811

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.		9 260
I think about the steps I will use to solve the problem.		6 523

Never

1 or 2 times a month

1 to 3 times a week


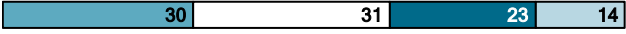



Every day or almost every day

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		3 171
Comics		1 595
Books, newspapers, magazines or Web sites for information		3 318
E-mail, text or instant messages		6 605
Any other type of reading material		3 476

* 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 (# = 11 350)			
		<input type="checkbox"/> Never <input type="checkbox"/> 1 or 2 times a month <input checked="" type="checkbox"/> 1 to 3 times a week <input type="checkbox"/> 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?			<i>Number of students who answered "every day or almost every day"</i>
Percentage of Students*			
Stories			862
Journal entries			956
E-mail, text or instant messages			6 126
Letters			551
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.			1 953
I participate in after-school clubs.			1 413
I participate in sports or other physical activities.			4 519
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.			6 616
We talk about the reading and writing work I do in school.			4 335
We talk about the mathematics work I do in school.			5 561
We read together.			912
We look at my school agenda.			2 953
We use a computer together.			1 764


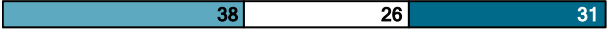
* Percentages may not add up to 100, due to rounding or to missing responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, 2016–2017

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 11 350)

SCHOOLS ATTENDED		Percentage of Students*		Number of students
How many schools did you attend before this one?				
Only this school		8		913
1 other school		33		3 696
2 other schools		30		3 355
3 other schools		15		1 658
4 other schools or more		11		1 269

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		50	32	5 684
Languages in which people speak to student at home		38	26	4 295

* 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 (# = 11 350)	Female* (# = 5 453)	Male* (# = 5 897)	All (# = 126 022)	Female* (# = 61 577)	Male* (# = 64 445)
STUDENT ENGAGEMENT						
About reading:	Percentage of students who answered “most of the time”†					
I like to read.	46%	54%	39%	45%	53%	37%
I am a good reader.	67%	69%	64%	68%	71%	64%
I am able to understand difficult reading passages.	41%	39%	43%	42%	41%	43%
I do my best when I do reading activities in class.	73%	78%	68%	73%	78%	68%
STUDENT ENGAGEMENT						
About writing:	Percentage of students who answered “most of the time”†					
I like to write.	41%	51%	32%	40%	51%	28%
I am a good writer.	42%	49%	36%	42%	50%	34%
I am able to communicate my ideas in writing.	51%	54%	48%	48%	53%	44%
I do my best when I do writing activities in class.	69%	74%	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.	73%	76%	70%	72%	75%	68%
I organize my ideas before I start to write.	34%	38%	30%	31%	36%	27%
I edit my writing to make it better.	49%	56%	43%	47%	54%	40%
I check my writing for spelling and grammar.	53%	58%	49%	50%	56%	45%
STUDENT ENGAGEMENT						
About mathematics:	Percentage of students who answered “most of the time”†					
I like mathematics.	56%	46%	65%	51%	43%	58%
I am good at mathematics.	55%	45%	64%	53%	46%	61%
I am able to answer difficult mathematics questions.	40%	31%	49%	40%	31%	48%
I do my best when I do mathematics activities in class.	78%	77%	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.	82%	84%	79%	80%	84%	76%
I think about the steps I will use to solve the problem.	57%	59%	56%	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 (# = 11 350)	Female* (# = 5 453)	Male* (# = 5 897)	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	28%	35%	22%	29%	35%	23%
Comics	14%	10%	18%	12%	10%	15%
Books, newspapers, magazines or Web sites for information	29%	31%	28%	24%	25%	24%
E-mail, text or instant messages	58%	66%	51%	56%	64%	49%
Any other type of reading material	31%	34%	27%	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	8%	9%	6%	7%	8%	5%
Journal entries	8%	12%	5%	7%	10%	4%
E-mail, text or instant messages	54%	62%	46%	53%	61%	45%
Letters	5%	5%	5%	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.	17%	22%	13%	15%	20%	11%
I participate in after-school clubs.	12%	12%	12%	10%	10%	9%
I participate in sports or other physical activities.	40%	30%	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%	61%	56%	56%	59%	53%
We talk about the reading and writing work I do in school.	38%	41%	36%	31%	33%	28%
We talk about the mathematics work I do in school.	49%	51%	48%	39%	41%	37%
We read together.	8%	8%	8%	7%	7%	7%
We look at my school agenda.	26%	26%	26%	26%	25%	26%
We use a computer together.	16%	15%	16%	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 (# = 11 350)	Female* (# = 5 453)	Male* (# = 5 897)	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	41%	40%	41%	69%	69%	68%
2 other schools/3 other schools	44%	45%	43%	22%	22%	22%
4 other schools or more	11%	11%	12%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME						
	Percentage of students‡					
Only English/Mostly English	50%	51%	49%	72%	72%	73%
Another language (or other languages) as often as English	32%	33%	30%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	14%	13%	16%	8%	8%	9%
LANGUAGES SPOKEN TO STUDENTS AT HOME						
	Percentage of students‡					
Only English/Mostly English	38%	38%	37%	66%	66%	66%
Another language (or other languages) as often as English	26%	27%	25%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	31%	30%	32%	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.