



School Board Report



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2010–2011

Board: Peel District School Board (66125)

On behalf of EQAO, I am pleased to provide you with this report on the results of the 2010–2011 Assessments of Reading, Writing and Mathematics for the primary and junior divisions. Enclosed you will find student results for both the 2010–2011 school year and previous years, so that you can gauge progress over time. You will also find demographic and attitudinal information about the student population assessed, which will support deeper analysis and provide an important context for these results.

Since the creation of this agency, EQAO data have been a catalyst for improving student learning and achievement at all levels of the education system. From Ontario’s classrooms and staff rooms to its school boards and Ministry, educators and education professionals from across the province have become increasingly sophisticated at using EQAO data as an integral part of their continuous improvement efforts.

Within schools, EQAO data are used regularly to guide school improvement initiatives by helping to identify areas of strength and areas needing improvement and by helping to support changes in instructional practices that may be required. The provincial test results can also help schools engage in meaningful discussions about student achievement with their parent community. We all know that parents can and do exert a powerful influence on their children’s work habits, behaviour, attitudes toward school and, ultimately, learning and achievement. EQAO is pleased to help strengthen the partnership between home and school by offering a series of resources for parents and educators, available on the agency’s Web site, to help school communities engage in the kind of meaningful, data-based dialogue that supports student success.

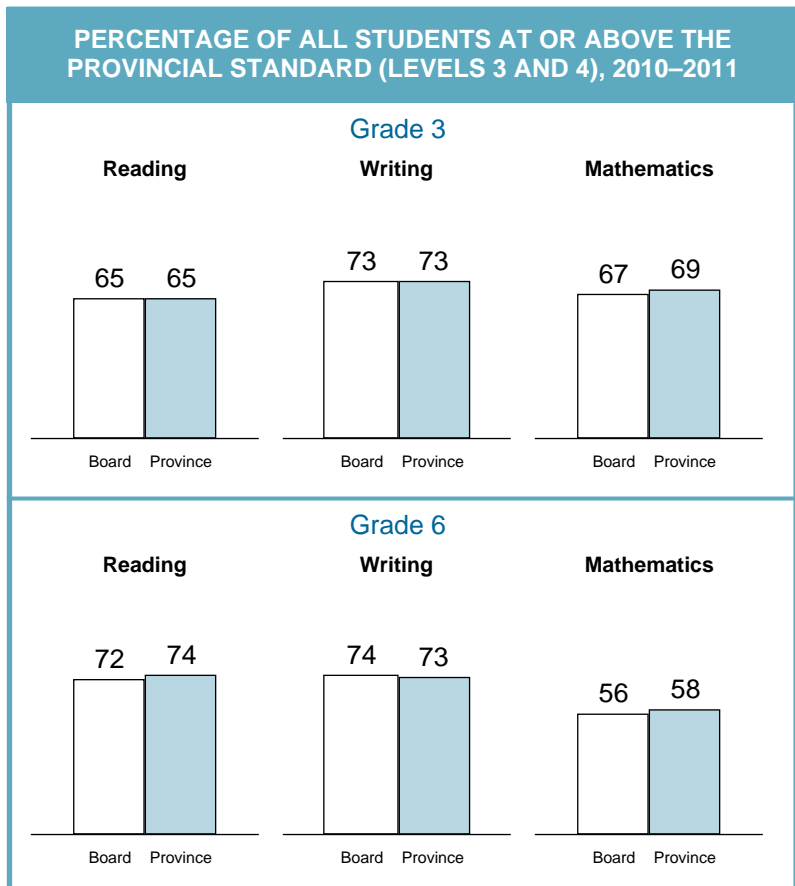
Of course, EQAO data are only one of the sources of information that should be used to assess student achievement. Provincial testing results should always be considered alongside other school and school board-based information.

At EQAO, we are proud to deliver powerful information that supports Ontario’s parents, educators and administrators in their efforts to improve student achievement. I trust that this report will provide you with a valuable set of tools to further support the drive toward excellence in your school community. I am confident that the information in the report will contribute to our shared commitment and purposeful actions toward helping each student reach his or her highest potential.

Sincerely,

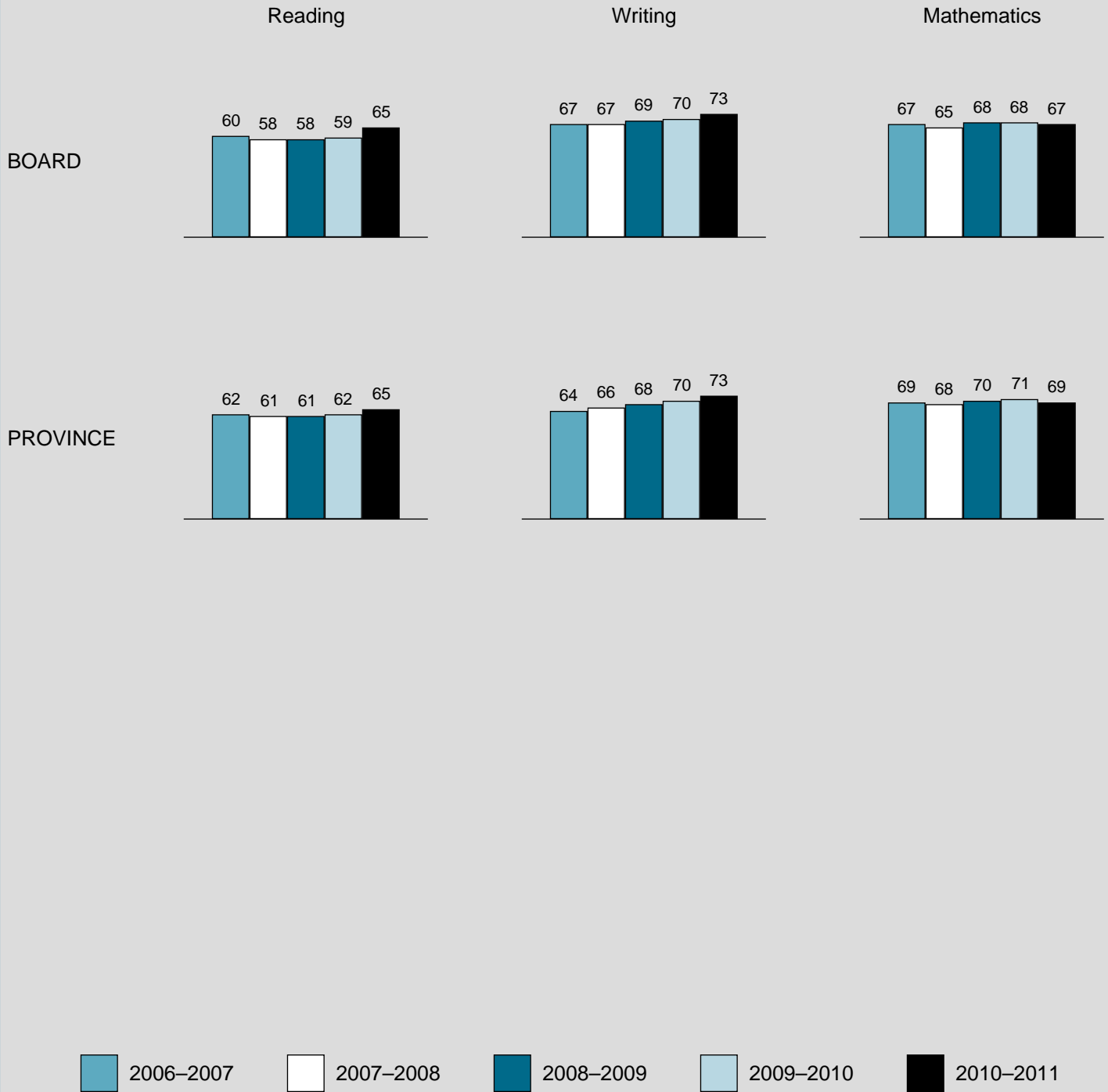
Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

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

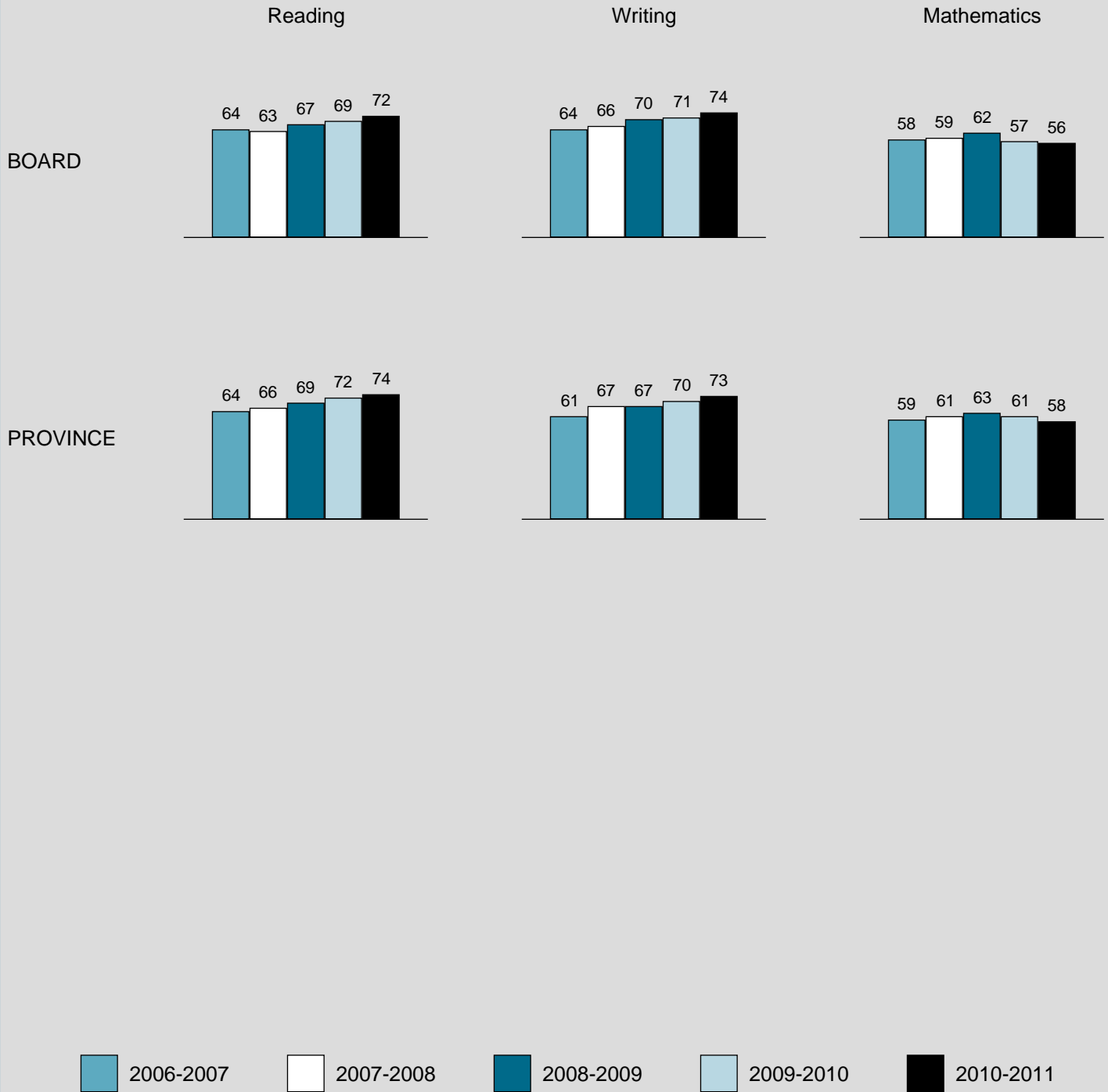
Percentage of Students: Grade 3



Total Number of Grade 3 Students					
	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Board	10 592	10 719	10 563	10 853	10 645
Province	131 012	128 660	125 481	127 789	124 117

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>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Board	10 954	10 973	11 014	10 993	11 031
Province	145 901	140 420	136 076	134 294	132 308

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, 2010–2011

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	10 645		124 117	
Number of classes with Grade 3 students	675		9 324	
Number of schools with Grade 3 classes	152		3 363	
	Number	Percent	Number	Percent
Gender				
Female	5 154	48%	60 584	49%
Male	5 491	52%	63 533	51%
Gender not specified	0	0%	0	0%
Student Status				
English language learners**	3 567	34%	12 367	10%
Students with special education needs (excluding gifted)**	775	7%	19 409	16%
Place of Birth				
Born in Canada	8 572	81%	111 482	90%
Born outside Canada	2 062	19%	12 469	10%
In Canada less than one year	234	2%	761	1%
In Canada one year or more but less than three years	369	3%	2 612	2%
In Canada three years or more	1 448	14%	8 288	7%
Language				
First language learned at home was other than English	5 450	51%	27 117	22%
Year Student Entered Current School				
Year of the assessment	1 814	17%	16 738	13%
Year prior to the assessment	1 381	13%	13 578	11%
2 years prior to the assessment	2 397	23%	17 016	14%
3 or more years prior to the assessment	5 050	47%	76 409	62%
Data not available	3	<1%	376	<1%
Year Student Entered Current Board				
Year of the assessment	714	7%	7 882	6%
Year prior to the assessment	615	6%	7 107	6%
2 years prior to the assessment	1 184	11%	10 488	8%
3 or more years prior to the assessment	8 089	76%	95 132	77%
Data not available	43	<1%	3 508	3%

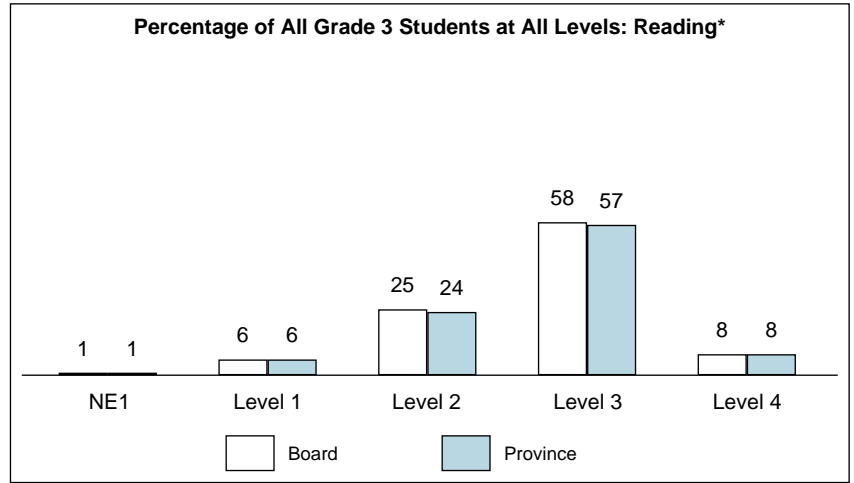
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

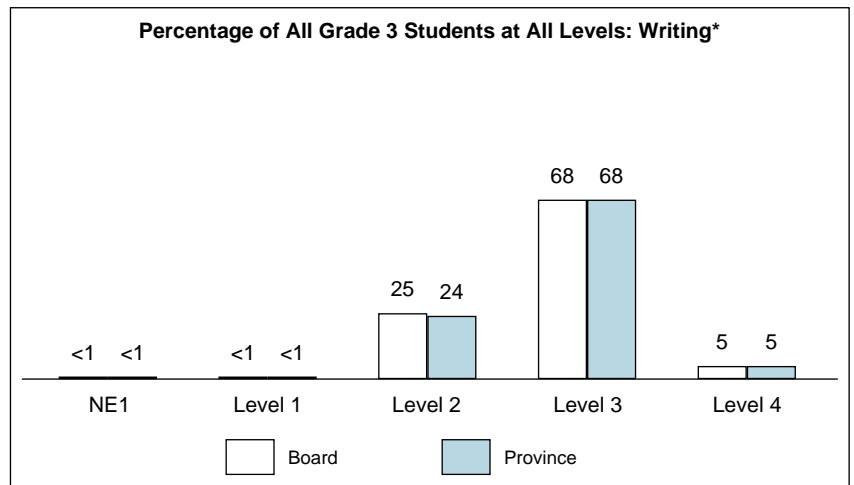
Results in Reading, Writing and Mathematics, 2010–2011

Grade 3: All Students^{††}

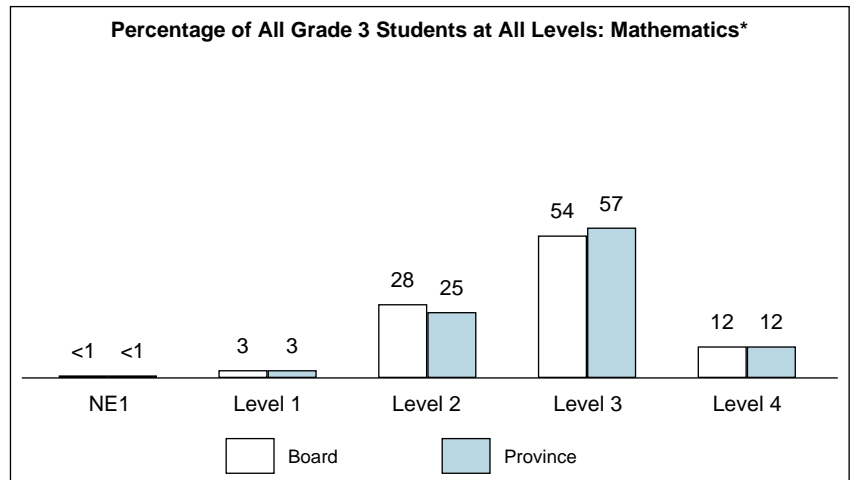
Grade 3: Reading*			
Number of Students	Board 10 643		Province 119 914
	#	%	%
Level 4	805	8%	8%
Level 3	6 127	58%	57%
Level 2	2 650	25%	24%
Level 1	678	6%	6%
NE1**	151	1%	1%
Participating Students	10 411	98%	97%
No Data	33	<1%	1%
Exempt	199	2%	3%
At or Above Provincial Standard (Levels 3 and 4) [†]		65%	65%



Grade 3: Writing*			
Number of Students	Board 10 643		Province 119 873
	#	%	%
Level 4	539	5%	5%
Level 3	7 231	68%	68%
Level 2	2 635	25%	24%
Level 1	7	<1%	<1%
NE1**	13	<1%	<1%
Participating Students	10 425	98%	97%
No Data	35	<1%	1%
Exempt	183	2%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		73%	73%



Grade 3: Mathematics*			
Number of Students	Board 10 641		Province 124 104
	#	%	%
Level 4	1 325	12%	12%
Level 3	5 782	54%	57%
Level 2	2 939	28%	25%
Level 1	342	3%	3%
NE1**	35	<1%	<1%
Participating Students	10 423	98%	97%
No Data	35	<1%	1%
Exempt	183	2%	2%
At or Above Provincial Standard (Levels 3 and 4) [†]		67%	69%



* 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.

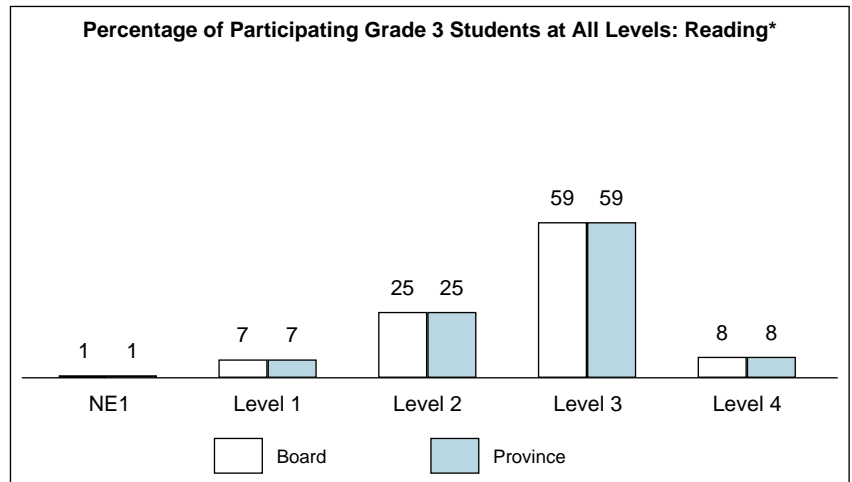
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

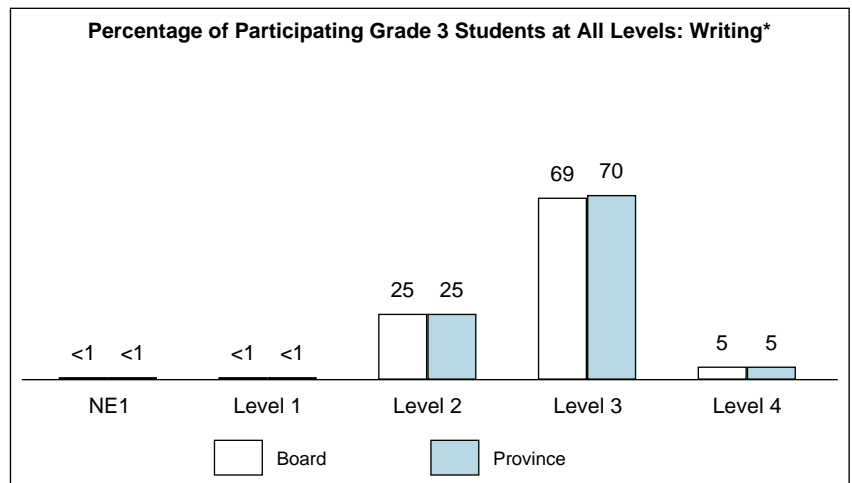
Results in Reading, Writing and Mathematics, 2010–2011

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

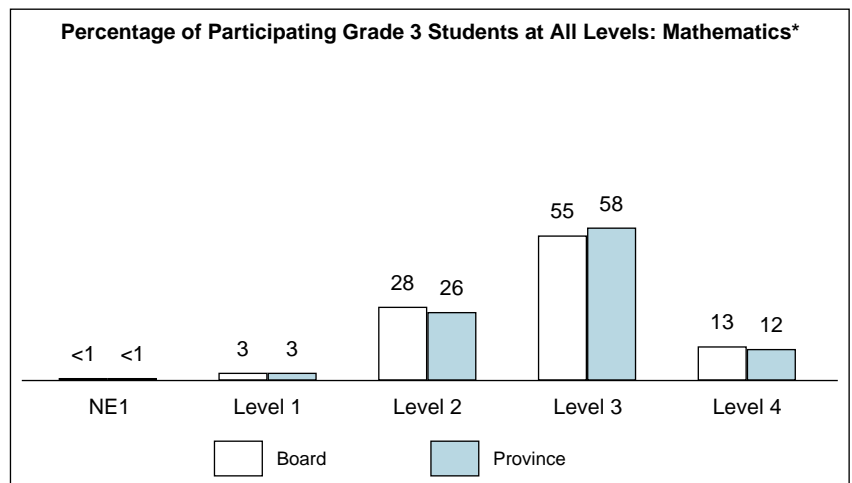
Grade 3: Reading*			
Number of Students	Board 10 411		Province 115 908
	#	%	%
Level 4	805	8%	8%
Level 3	6 127	59%	59%
Level 2	2 650	25%	25%
Level 1	678	7%	7%
NE1**	151	1%	1%
At or Above Provincial Standard (Levels 3 and 4) †		67%	67%



Grade 3: Writing*			
Number of Students	Board 10 425		Province 116 286
	#	%	%
Level 4	539	5%	5%
Level 3	7 231	69%	70%
Level 2	2 635	25%	25%
Level 1	7	<1%	<1%
NE1**	13	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		75%	75%



Grade 3: Mathematics*			
Number of Students	Board 10 423		Province 120 441
	#	%	%
Level 4	1 325	13%	12%
Level 3	5 782	55%	58%
Level 2	2 939	28%	26%
Level 1	342	3%	3%
NE1**	35	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		68%	71%



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

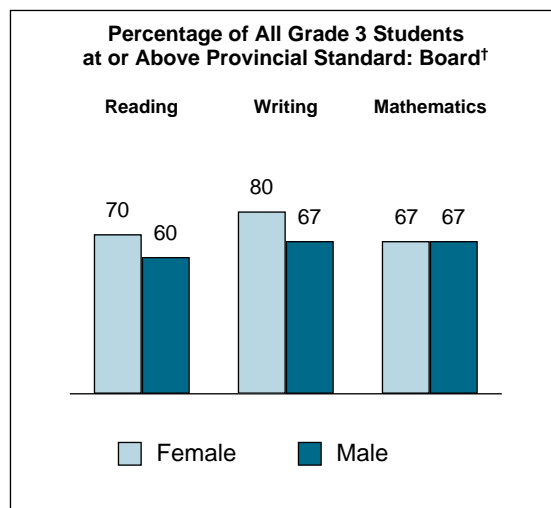
** See the Explanation of Terms.

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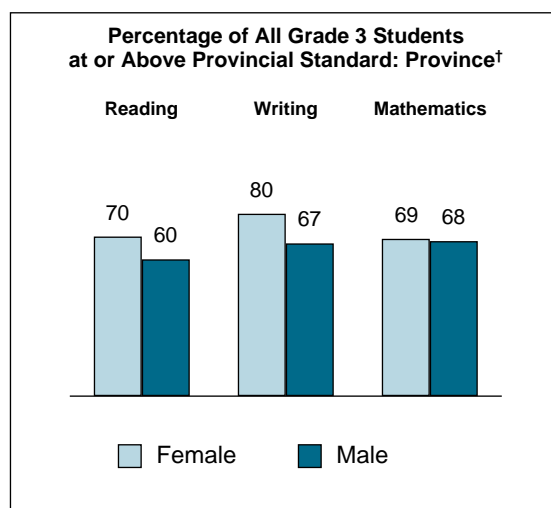
Results in Reading, Writing and Mathematics, 2010–2011

Grade 3: Gender††

Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 5 152	Male 5 491	Female 5 152	Male 5 491	Female 5 153	Male 5 488
Level 4	10%	5%	7%	3%	13%	12%
Level 3	60%	55%	73%	64%	54%	55%
Level 2	22%	28%	19%	30%	29%	27%
Level 1	5%	8%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	99%	97%	99%	97%	99%	97%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	3%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	70%	60%	80%	67%	67%	67%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 58 169	Male 61 745	Female 58 150	Male 61 723	Female 60 578	Male 63 526
Level 4	10%	6%	6%	3%	12%	12%
Level 3	60%	54%	73%	64%	57%	56%
Level 2	21%	27%	18%	30%	25%	25%
Level 1	5%	7%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	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)†	70%	60%	80%	67%	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, 2010–2011

Contextual Information: Grade 6*

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

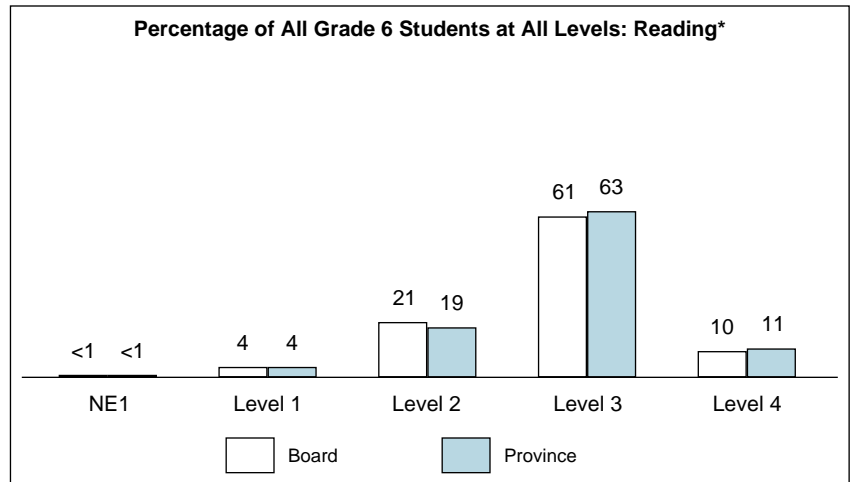
Demographic Information	Board		Province	
Enrolment				
Number of Grade 6 students	11 031		132 308	
Number of classes with Grade 6 students	539		8 299	
Number of schools with Grade 6 classes	88		3 189	
	Number	Percent	Number	Percent
Gender				
Female	5 308	48%	64 201	49%
Male	5 723	52%	68 070	51%
Gender not specified	0	0%	37	<1%
Student Status				
English language learners**	1 656	15%	8 163	6%
Students with special education needs (excluding gifted)**	1 231	11%	25 063	19%
Place of Birth				
Born in Canada	8 220	75%	114 872	87%
Born outside Canada	2 786	25%	17 244	13%
In Canada less than one year	219	2%	765	1%
In Canada one year or more but less than three years	348	3%	2 707	2%
In Canada three years or more	2 217	20%	12 897	10%
Language				
First language learned at home was other than English	5 605	51%	28 342	21%
Year Student Entered Current School				
Year of the assessment	8 684	79%	29 646	22%
Year prior to the assessment	386	3%	12 823	10%
2 years prior to the assessment	330	3%	11 858	9%
3 or more years prior to the assessment	1 626	15%	77 507	59%
Data not available	5	<1%	474	<1%
Year Student Entered Current Board				
Year of the assessment	614	6%	7 554	6%
Year prior to the assessment	599	5%	6 950	5%
2 years prior to the assessment	560	5%	6 508	5%
3 or more years prior to the assessment	9 227	84%	105 637	80%
Data not available	31	<1%	5 659	4%

* 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.

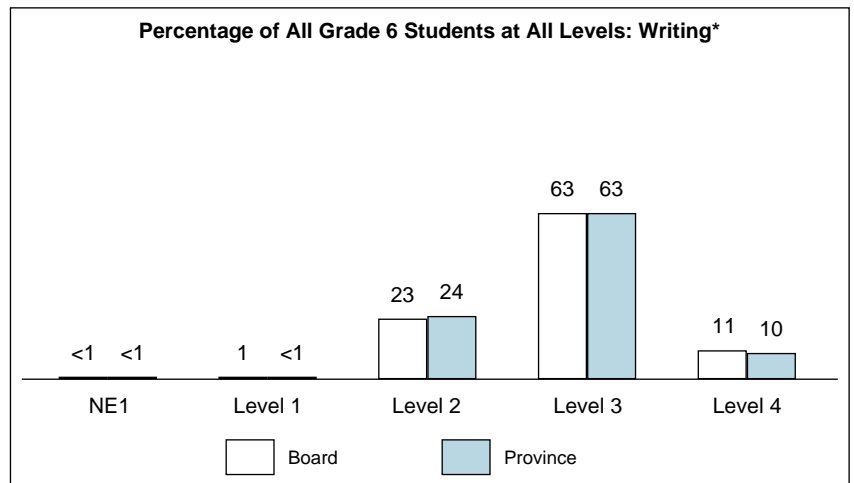
** See the Explanation of Terms.

Results in Reading, Writing and Mathematics, 2010–2011 Grade 6: All Students

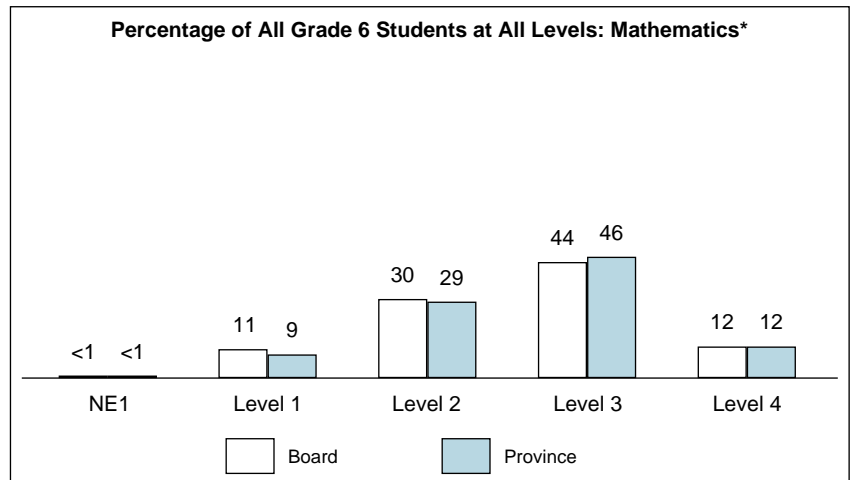
Grade 6: Reading*				
Number of Students	Board 11 027		Province 132 283	
	#	%	#	%
Level 4	1 153	10%		11%
Level 3	6 774	61%		63%
Level 2	2 318	21%		19%
Level 1	462	4%		4%
NE1**	48	<1%		<1%
Participating Students	10 755	98%		97%
No Data	59	1%		1%
Exempt	213	2%		2%
At or Above Provincial Standard (Levels 3 and 4) †		72%		74%



Grade 6: Writing*				
Number of Students	Board 11 027		Province 132 266	
	#	%	#	%
Level 4	1 202	11%		10%
Level 3	6 988	63%		63%
Level 2	2 496	23%		24%
Level 1	57	1%		<1%
NE1**	16	<1%		<1%
Participating Students	10 759	98%		97%
No Data	64	1%		1%
Exempt	204	2%		2%
At or Above Provincial Standard (Levels 3 and 4) †		74%		73%



Grade 6: Mathematics*				
Number of Students	Board 11 029		Province 132 223	
	#	%	#	%
Level 4	1 318	12%		12%
Level 3	4 875	44%		46%
Level 2	3 359	30%		29%
Level 1	1 169	11%		9%
NE1**	43	<1%		<1%
Participating Students	10 764	98%		97%
No Data	62	1%		1%
Exempt	203	2%		2%
At or Above Provincial Standard (Levels 3 and 4) †		56%		58%



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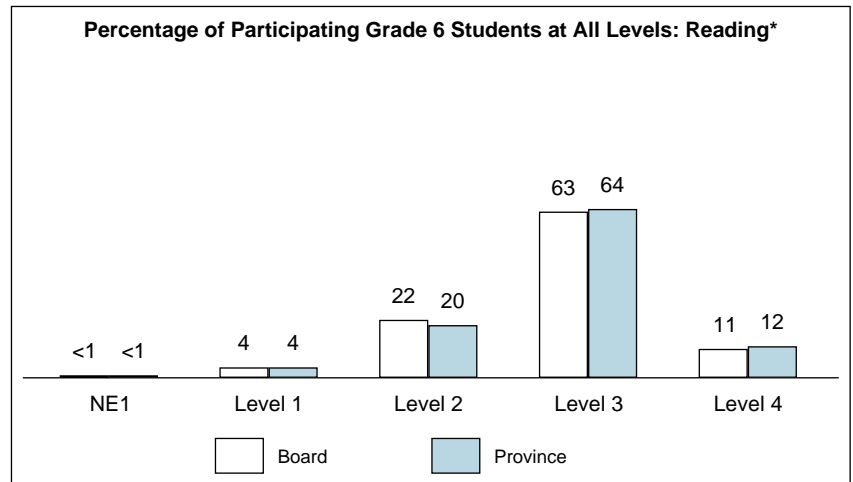
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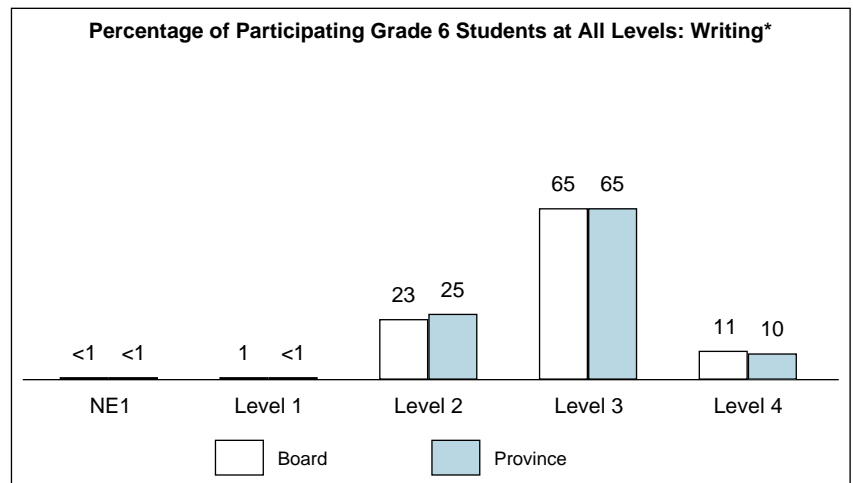
Results in Reading, Writing and Mathematics, 2010–2011

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

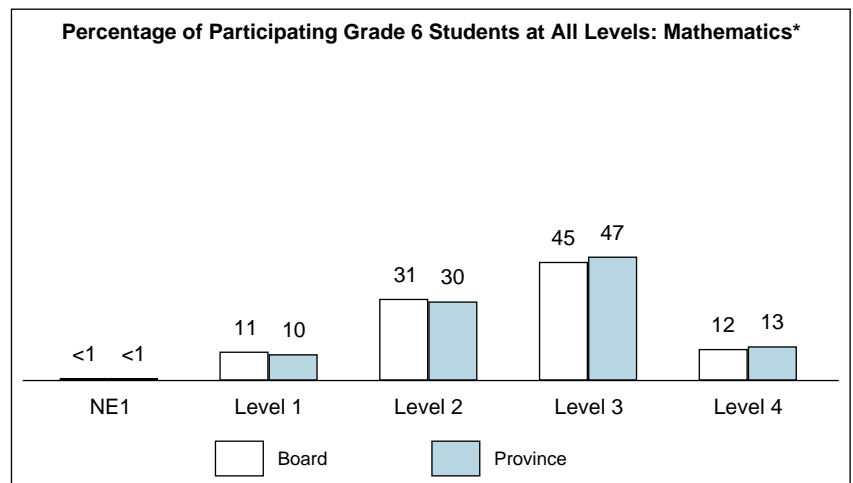
Grade 6: Reading*			
Number of Students	Board 10 755		Province 128 685
	#	%	%
Level 4	1 153	11%	12%
Level 3	6 774	63%	64%
Level 2	2 318	22%	20%
Level 1	462	4%	4%
NE1**	48	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		74%	76%



Grade 6: Writing*			
Number of Students	Board 10 759		Province 128 811
	#	%	%
Level 4	1 202	11%	10%
Level 3	6 988	65%	65%
Level 2	2 496	23%	25%
Level 1	57	1%	<1%
NE1**	16	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		76%	75%



Grade 6: Mathematics*			
Number of Students	Board 10 764		Province 128 474
	#	%	%
Level 4	1 318	12%	13%
Level 3	4 875	45%	47%
Level 2	3 359	31%	30%
Level 1	1 169	11%	10%
NE1**	43	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		58%	60%



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

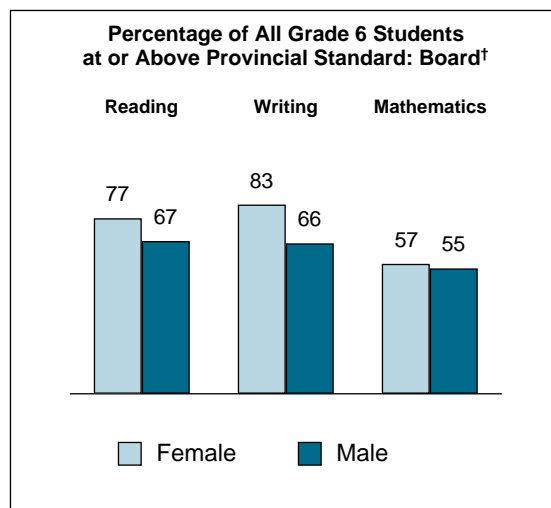
** See the Explanation of Terms.

† 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.

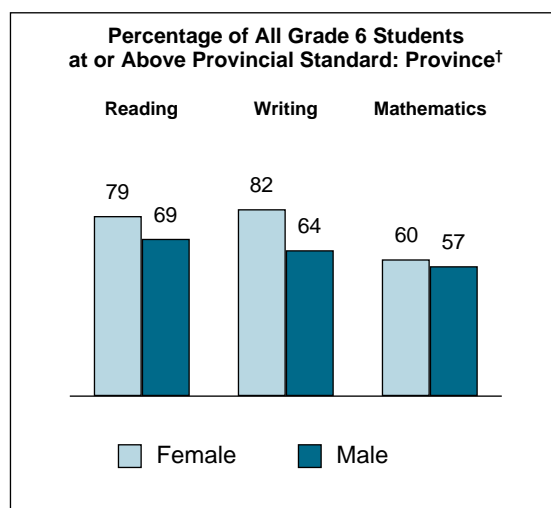
Results in Reading, Writing and Mathematics, 2010–2011

Grade 6: Gender††

Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 5 307	Male 5 720	Female 5 307	Male 5 720	Female 5 306	Male 5 723
Level 4	14%	7%	15%	7%	11%	13%
Level 3	63%	60%	68%	59%	46%	43%
Level 2	18%	24%	15%	30%	31%	30%
Level 1	3%	5%	<1%	1%	10%	11%
NE1**	<1%	1%	<1%	<1%	<1%	1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	1%	1%	1%	1%	1%	1%
Exempt	1%	3%	1%	3%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	77%	67%	83%	66%	57%	55%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 64 192	Male 68 054	Female 64 183	Male 68 046	Female 64 153	Male 68 033
Level 4	15%	8%	14%	6%	13%	12%
Level 3	64%	61%	68%	59%	47%	44%
Level 2	16%	23%	16%	32%	29%	30%
Level 1	3%	5%	<1%	1%	9%	10%
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)†	79%	69%	82%	64%	60%	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, 2010–2011

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	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Enrolment					
Number of students	10 592	10 719	10 563	10 853	10 645
Participation in the Assessment					
Reading [†]	97%	97%	97%	97%	98%
Writing [†]	97%	97%	97%	98%	98%
Mathematics [†]	97%	97%	97%	98%	98%
Gender					
Female	48%	48%	47%	48%	48%
Male	52%	52%	53%	52%	52%
Student Status					
English language learners**	30%	27%	31%	32%	34%
Students with special education needs (excluding gifted)**	6%	6%	7%	7%	7%
Place of Birth					
Born in Canada	79%	79%	79%	81%	81%
Born outside Canada	21%	21%	21%	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%	5%	4%	3%	3%
In Canada three years or more	13%	14%	14%	14%	14%
Language					
First language learned at home was other than English	9%	51%	52%	53%	51%
Year Student Entered Current Board					
Year of the assessment	2%	17%	7%	6%	7%
Year prior to the assessment	1%	15%	7%	6%	6%
2 years prior to the assessment	2%	21%	11%	12%	11%
3 or more years prior to the assessment	9%	46%	75%	75%	76%
Data not available	87%	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.

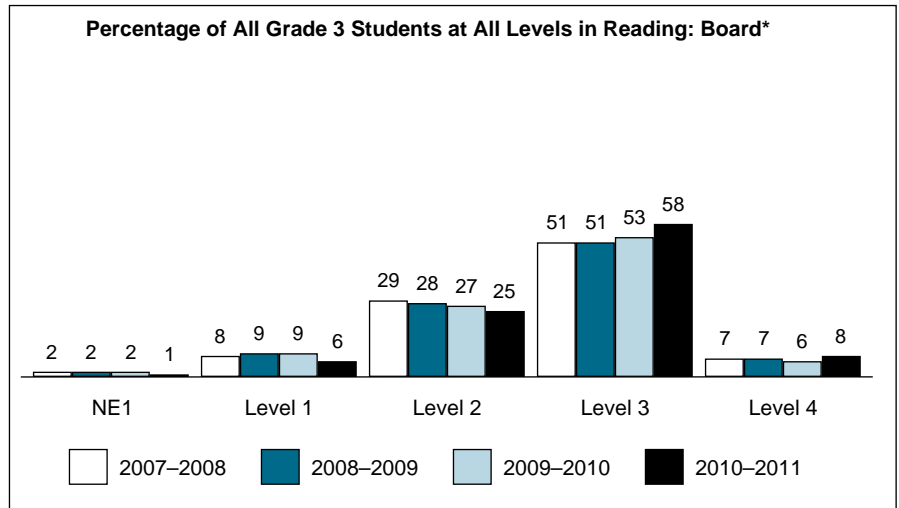
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

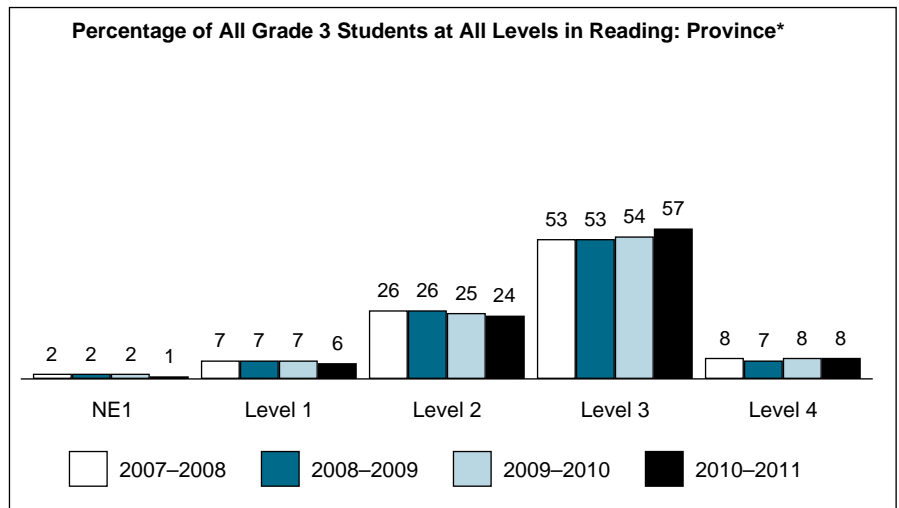
Results over Time, 2007–2008 to 2010–2011♦

Grade 3: Reading

Grade 3 Reading: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	10 719	10 563	10 848	10 643
Level 4	7%	7%	6%	8%
Level 3	51%	51%	53%	58%
Level 2	29%	28%	27%	25%
Level 1	8%	9%	9%	6%
NE1**	2%	2%	2%	1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	58%	58%	59%	65%



Grade 3 Reading: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	125 088	121 787	123 813	119 914
Level 4	8%	7%	8%	8%
Level 3	53%	53%	54%	57%
Level 2	26%	26%	25%	24%
Level 1	7%	7%	7%	6%
NE1**	2%	2%	2%	1%
<i>Participating Students</i>	95%	95%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	4%	3%	3%
At or Above Provincial Standard†	61%	61%	62%	65%



♦ 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.

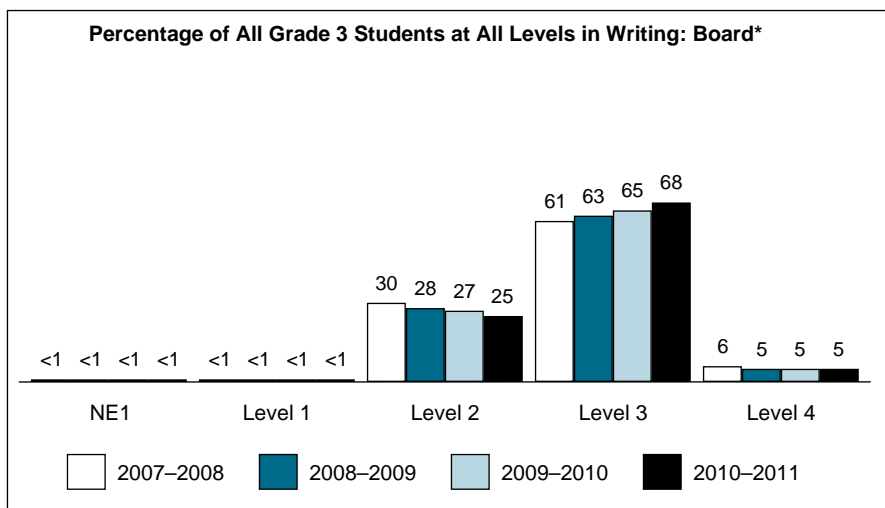
** See the Explanation of Terms.

† 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.

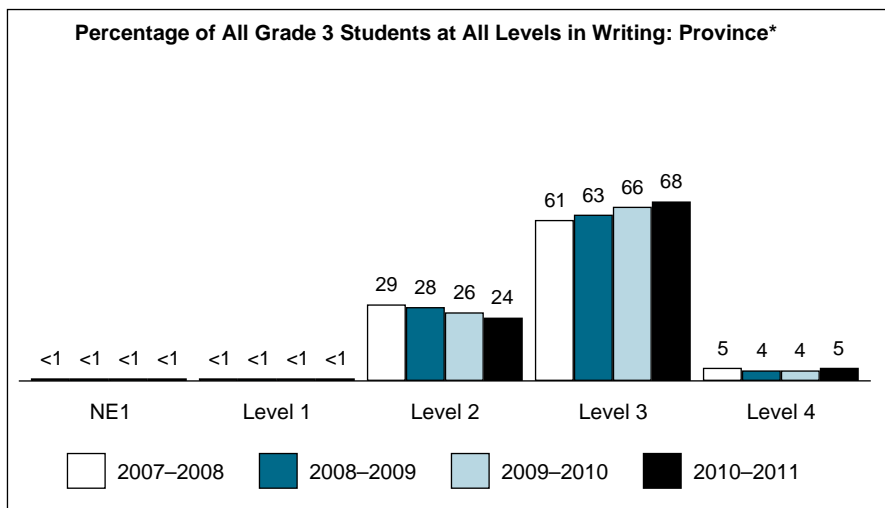
Results over Time, 2007–2008 to 2010–2011♦

Grade 3: Writing

Grade 3 Writing: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	10 719	10 563	10 849	10 643
Level 4	6%	5%	5%	5%
Level 3	61%	63%	65%	68%
Level 2	30%	28%	27%	25%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<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†	67%	69%	70%	73%



Grade 3 Writing: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	125 088	121 788	123 800	119 873
Level 4	5%	4%	4%	5%
Level 3	61%	63%	66%	68%
Level 2	29%	28%	26%	24%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	66%	68%	70%	73%



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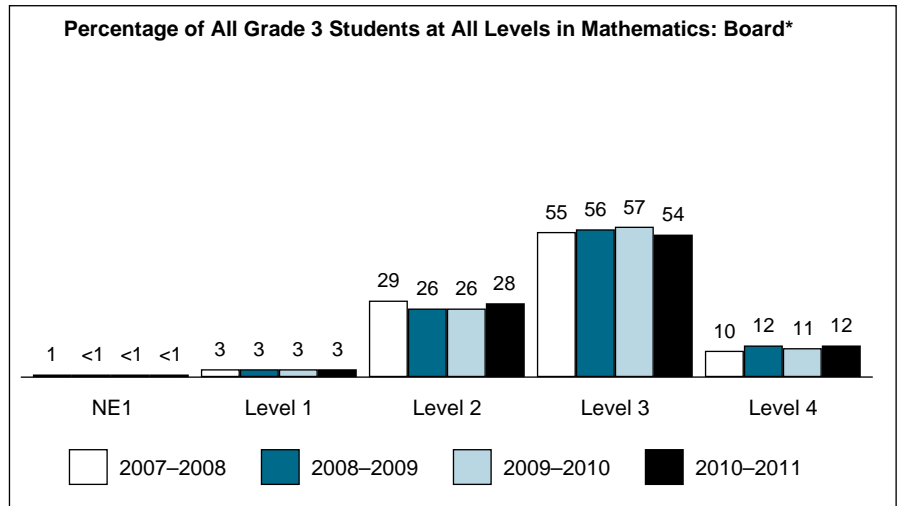
** See the Explanation of Terms.

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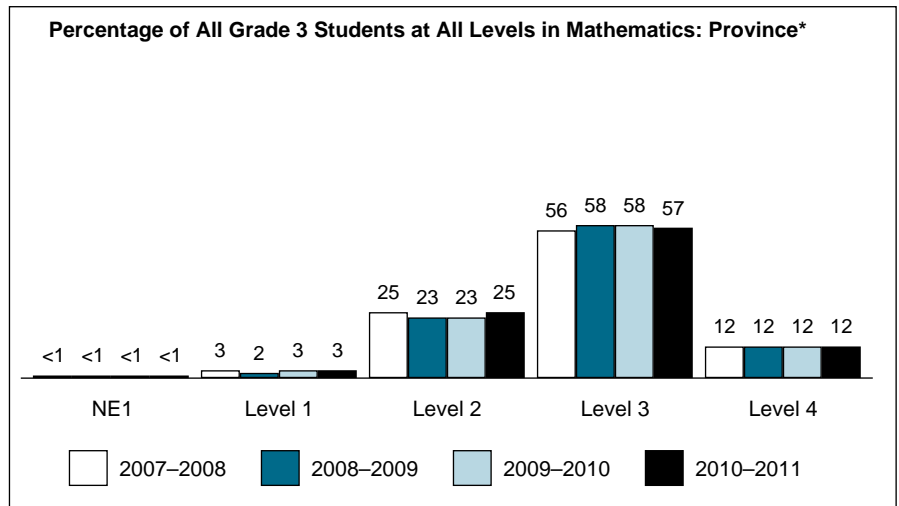
Results over Time, 2007–2008 to 2010–2011♦

Grade 3: Mathematics

Grade 3 Mathematics: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	10 719	10 562	10 852	10 641
Level 4	10%	12%	11%	12%
Level 3	55%	56%	57%	54%
Level 2	29%	26%	26%	28%
Level 1	3%	3%	3%	3%
NE1**	1%	<1%	<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†	65%	68%	68%	67%



Grade 3 Mathematics: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	128 659	125 464	127 726	124 104
Level 4	12%	12%	12%	12%
Level 3	56%	58%	58%	57%
Level 2	25%	23%	23%	25%
Level 1	3%	2%	3%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	68%	70%	71%	69%



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

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Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

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	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011
Enrolment					
Number of students	10 954	10 973	11 014	10 993	11 031
Participation in the Assessment					
Reading	97%	97%	98%	98%	98%
Writing	97%	97%	98%	98%	98%
Mathematics	97%	98%	97%	98%	98%
Gender					
Female	49%	48%	48%	48%	48%
Male	51%	52%	52%	52%	52%
Student Status					
English language learners**	15%	12%	14%	15%	15%
Students with special education needs (excluding gifted)**	11%	11%	10%	10%	11%
Place of Birth					
Born in Canada	77%	76%	75%	75%	75%
Born outside Canada	23%	24%	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	5%	4%	4%	3%	3%
In Canada three years or more	16%	17%	19%	20%	20%
Language					
First language learned at home was other than English	6%	47%	48%	49%	51%
Year Student Entered Current Board					
Year of the assessment	2%	76%	6%	6%	6%
Year prior to the assessment	1%	3%	6%	6%	5%
2 years prior to the assessment	<1%	4%	6%	6%	5%
3 or more years prior to the assessment	4%	17%	81%	82%	84%
Data not available	94%	<1%	<1%	1%	<1%

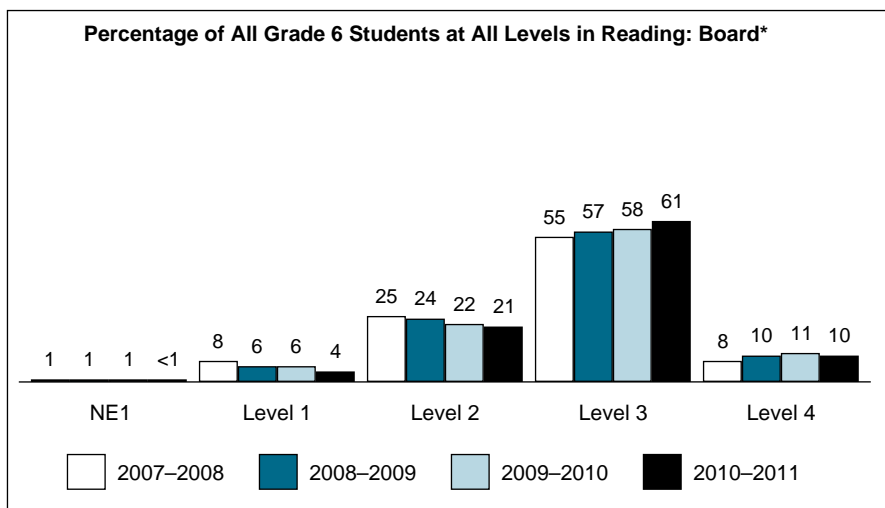
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

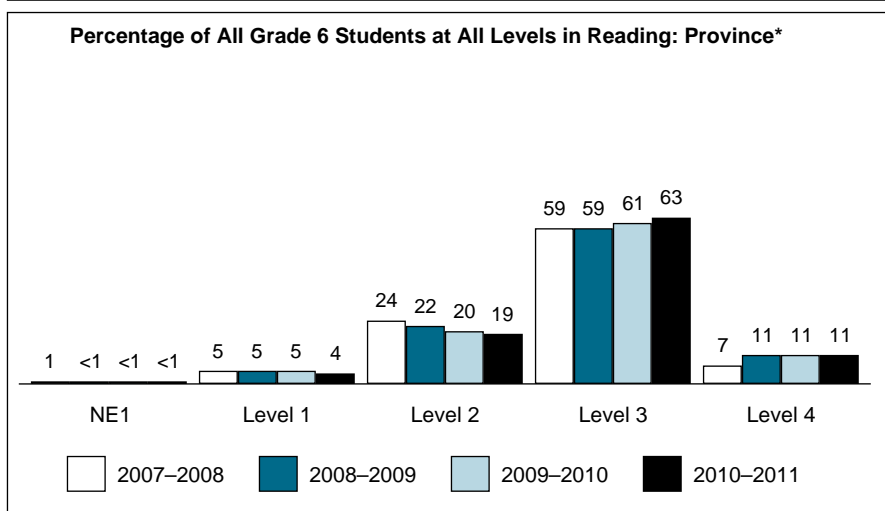
Results over Time, 2007–2008 to 2010–2011♦

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	10 973	11 006	10 982	11 027
Level 4	8%	10%	11%	10%
Level 3	55%	57%	58%	61%
Level 2	25%	24%	22%	21%
Level 1	8%	6%	6%	4%
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†	63%	67%	69%	72%



Grade 6 Reading: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	140 420	136 069	134 201	132 283
Level 4	7%	11%	11%	11%
Level 3	59%	59%	61%	63%
Level 2	24%	22%	20%	19%
Level 1	5%	5%	5%	4%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	66%	69%	72%	74%



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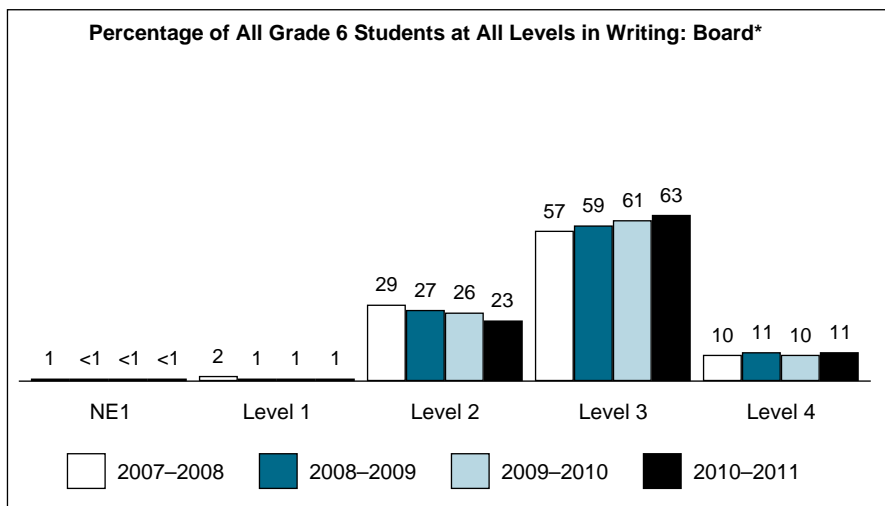
** See the Explanation of Terms.

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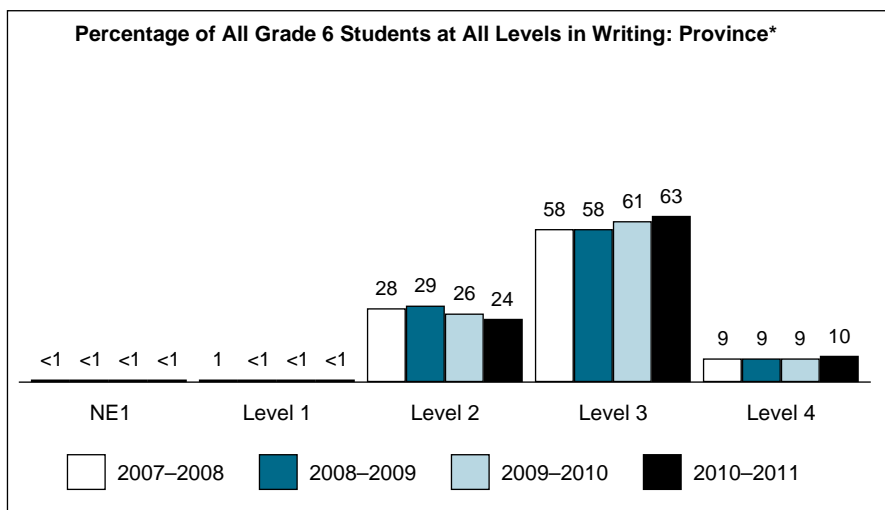
Results over Time, 2007–2008 to 2010–2011 ♦

Grade 6: Writing

Grade 6 Writing: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	10 973	11 006	10 981	11 027
Level 4	10%	11%	10%	11%
Level 3	57%	59%	61%	63%
Level 2	29%	27%	26%	23%
Level 1	2%	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†	66%	70%	71%	74%



Grade 6 Writing: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	140 420	136 075	134 288	132 266
Level 4	9%	9%	9%	10%
Level 3	58%	58%	61%	63%
Level 2	28%	29%	26%	24%
Level 1	1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	67%	67%	70%	73%



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

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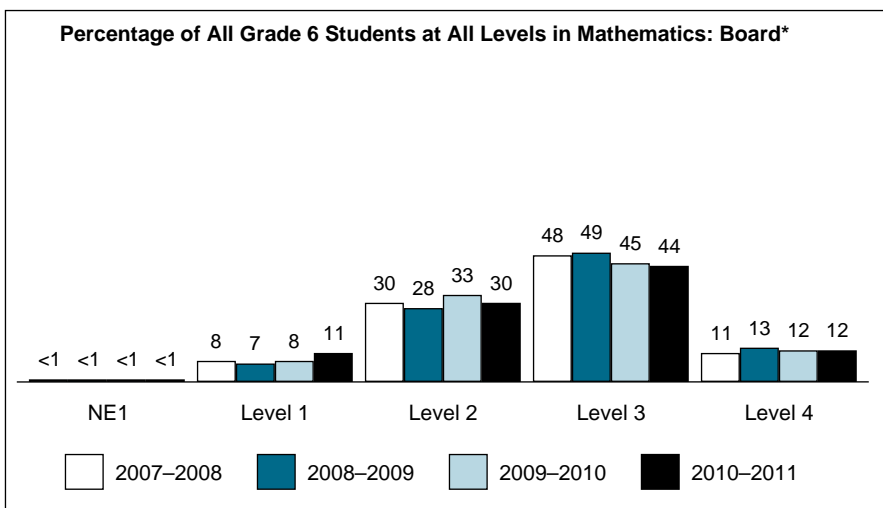
** See the Explanation of Terms.

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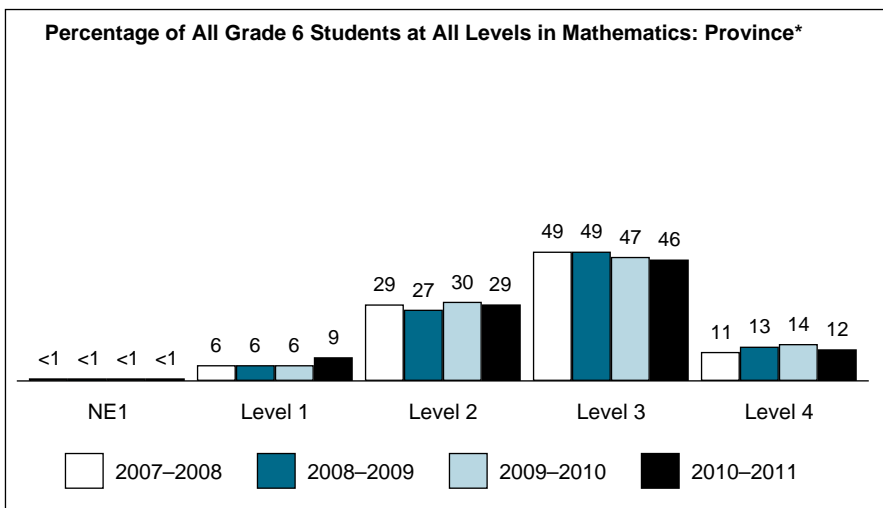
Results over Time, 2007–2008 to 2010–2011♦

Grade 6: Mathematics

Grade 6 Mathematics: Board*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	10 973	11 012	10 980	11 029
Level 4	11%	13%	12%	12%
Level 3	48%	49%	45%	44%
Level 2	30%	28%	33%	30%
Level 1	8%	7%	8%	11%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	97%	98%	98%
No Data	<1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	59%	62%	57%	56%



Grade 6 Mathematics: Province*				
Year	'07-'08	'08-'09	'09-'10	'10-'11
<i>Number of Students</i>	140 358	136 075	134 241	132 223
Level 4	11%	13%	14%	12%
Level 3	49%	49%	47%	46%
Level 2	29%	27%	30%	29%
Level 1	6%	6%	6%	9%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	61%	63%	61%	58%



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

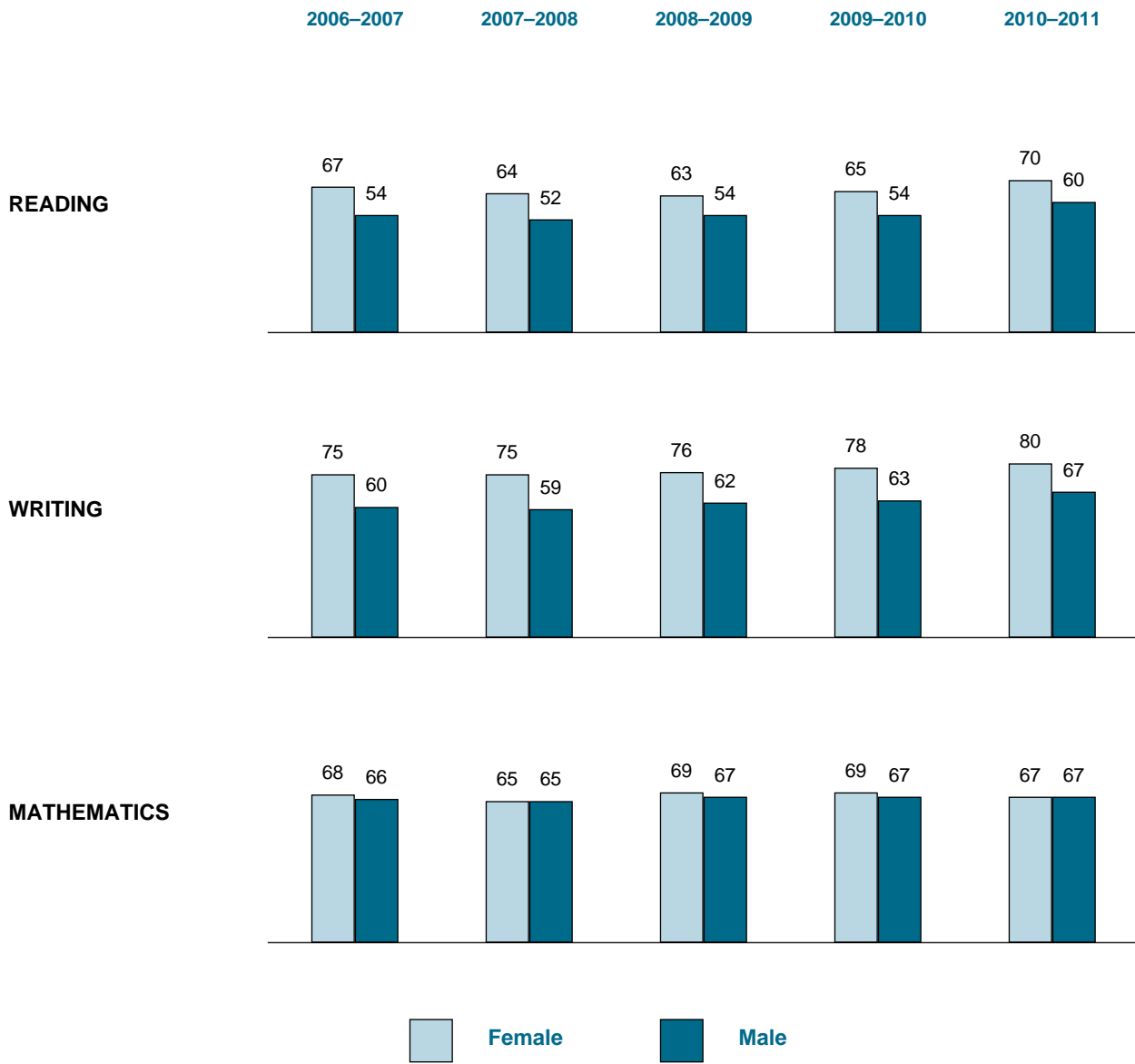
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

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RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



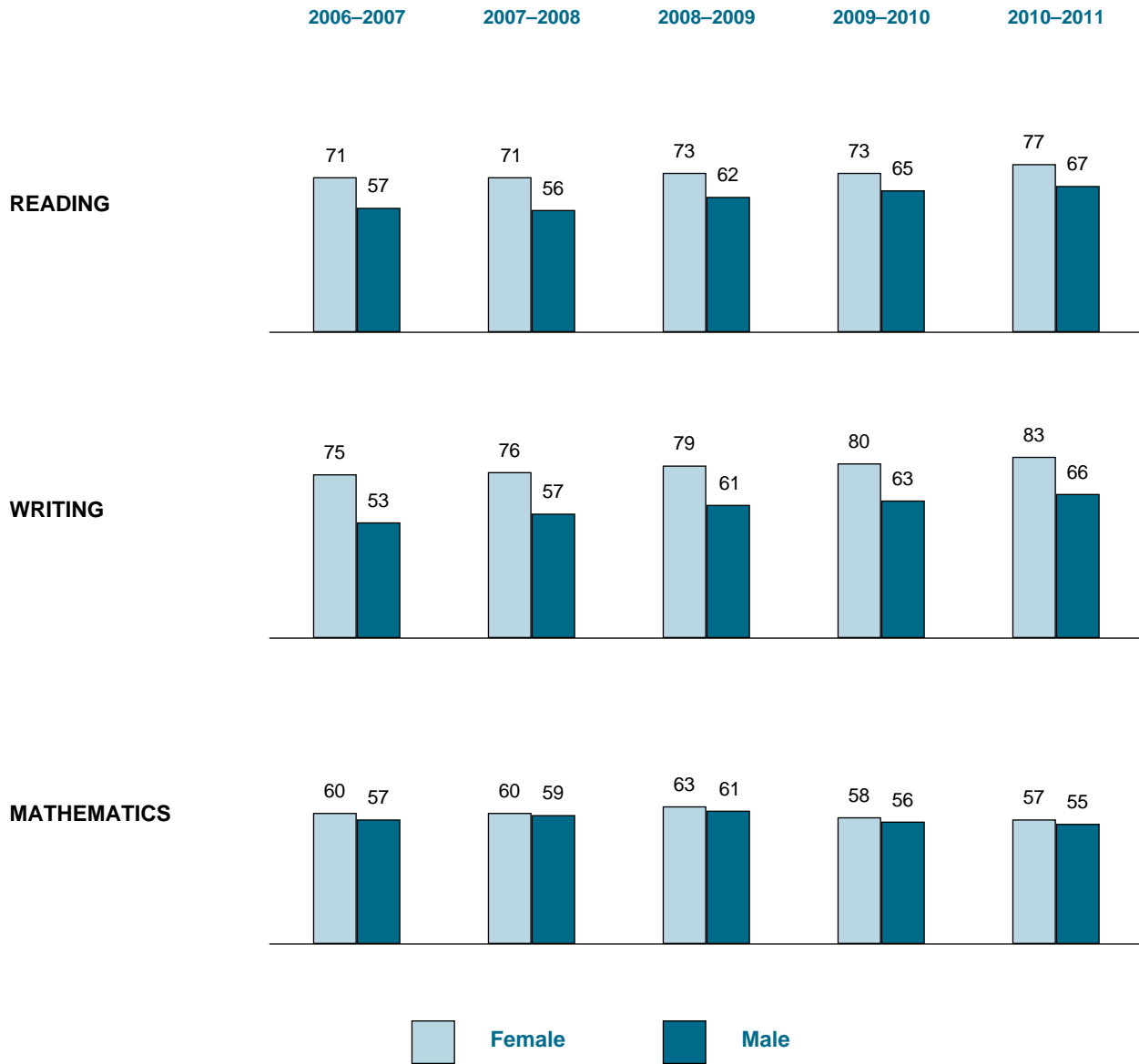
Total Number of Grade 3 Students†

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 134	5 458	5 174	5 545	4 972	5 591	5 222	5 631	5 154	5 491

† 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



Female Male

Total Number of Grade 6 Students†

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 338	5 616	5 307	5 666	5 271	5 743	5 322	5 670	5 308	5 723

† Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

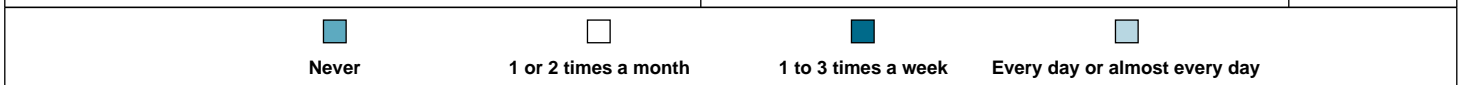
STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 370)
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
How do you feel about reading?				
I like to read.	44	54		5565
I am a good reader.	35	62		6452
I am able to understand difficult reading passages.	8	61	29	3018
I try to do my best when I do reading activities in class.	16	81		8399

COGNITIVE STRATEGIES
 How often do you do the following when you read?

Before I start to read, I try to predict what the text will be about.	18	58	22	2316
I make sure that I understand what I am reading.	25	71		7377
I slow down my reading if it is difficult.	7	37	53	5512
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	12	45	41	4235
When I am finished reading, I think about what I have read.	12	43	43	4417



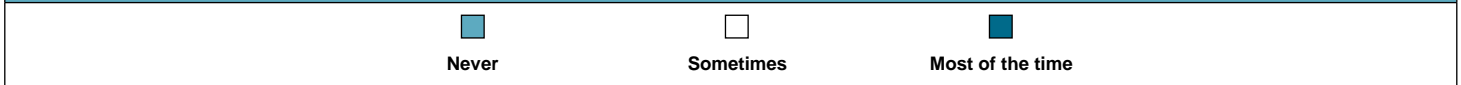
READING OUTSIDE SCHOOL
 How often do you read the following when you are not at school?

		Percentage of Students*				Number of students who answered "every day or almost every day"
Stories or novels	5	16	29	48	4959	
Comics or graphic novels	19	27	27	25	2613	
Books, newspapers, magazines or websites for information	14	26	28	29	2984	
E-mails, text or instant messages	46	18	15	18	1890	
Other things	11	17	22	48	4937	

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 370)
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
How do you feel about writing?		Never	Most of the time	
I like to write.	5	44	49	5119
I am a good writer.	1	50	45	4654
I am able to communicate my ideas in writing.	5	51	43	4426
I try to do my best when I do writing activities in class.	19		79	8155

COGNITIVE STRATEGIES
 How often do you do the following when you write?

I organize my ideas before I start to write.	8	49	42	4336
I edit my writing to make it better.	5	46	48	4947
I check my writing for spelling and grammar.	6	44	48	4928



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

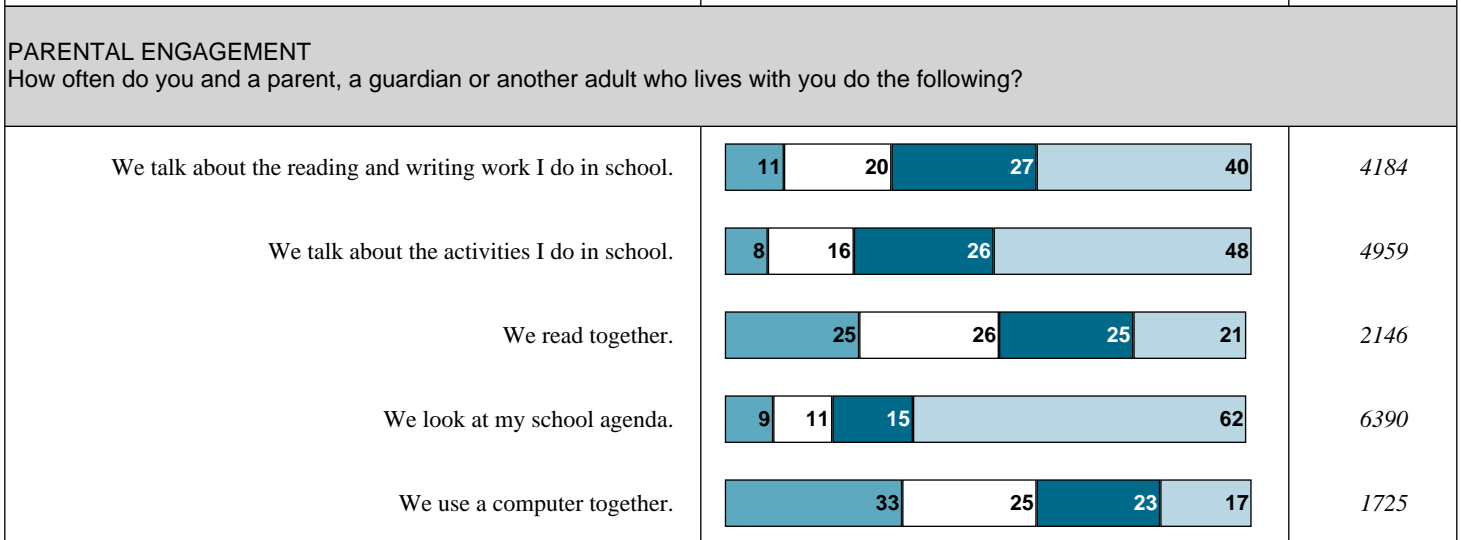
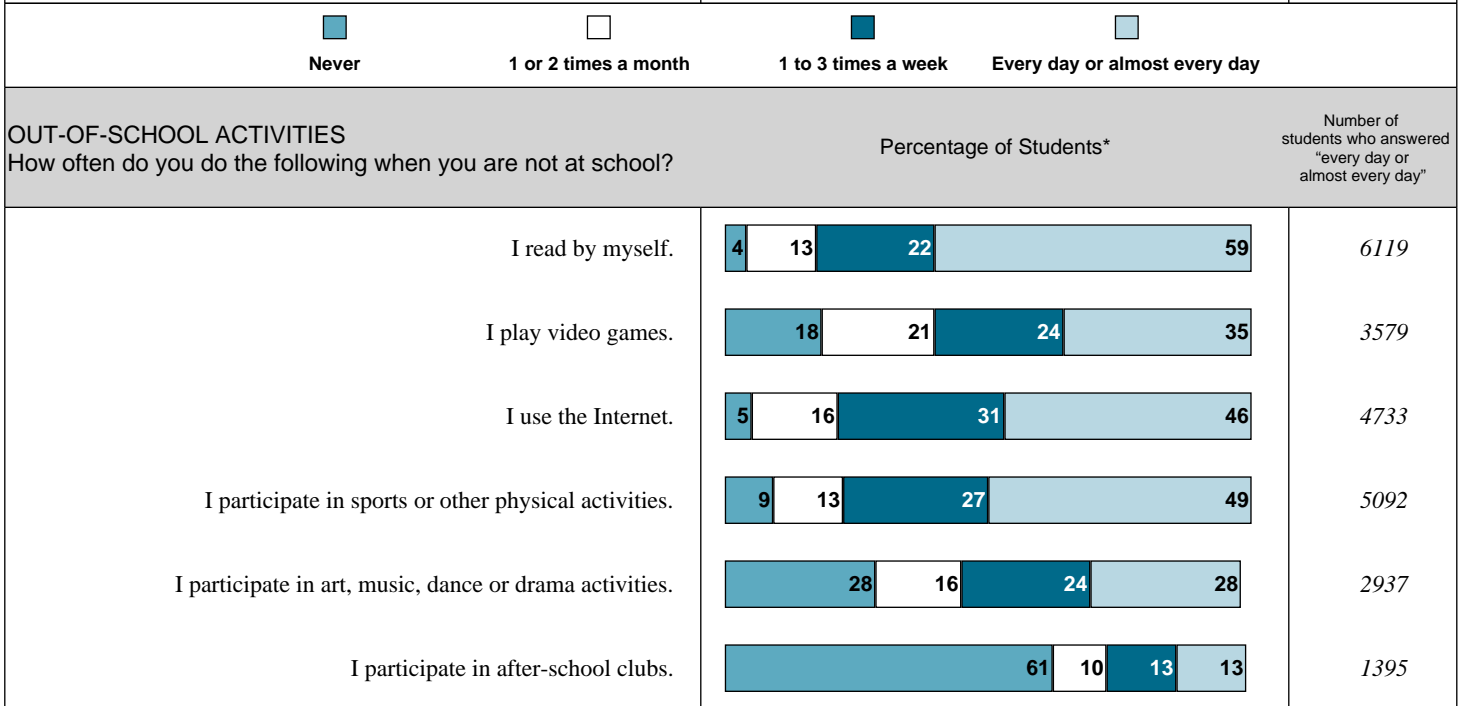
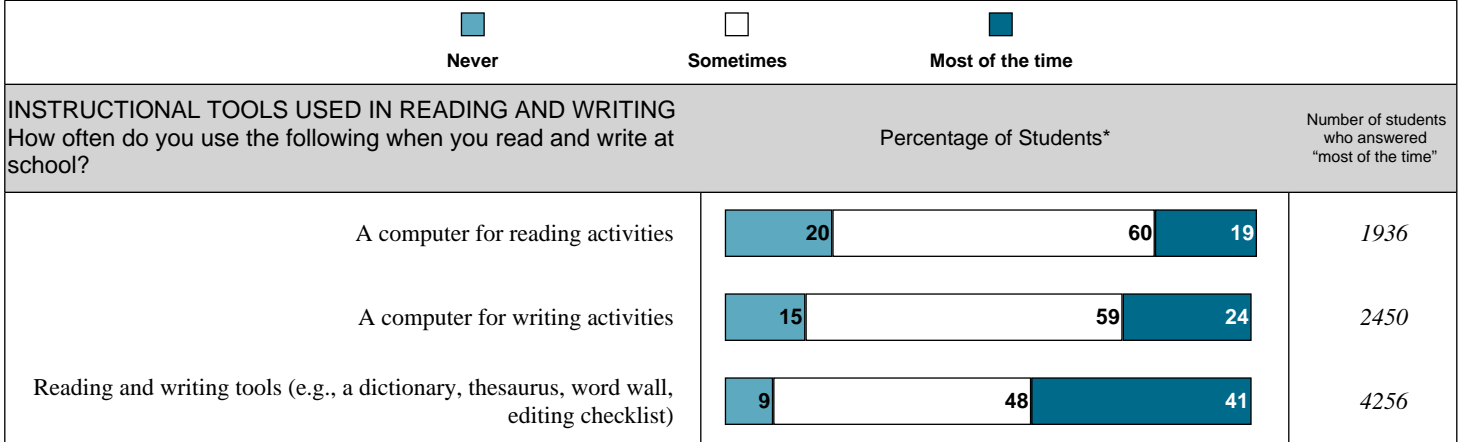
WRITING OUTSIDE SCHOOL		Percentage of Students*				Number of students who answered "every day or almost every day"
How often do you write the following (using paper or a computer) when you are not at school?		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
Stories	18	36	25	19	1962	
Journal entries	33	27	23	16	1627	
E-mail, text or instant messages	47	18	15	17	1779	
Letters	27	40	18	12	1246	
Other things	14	21	24	37	3843	

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 370)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.






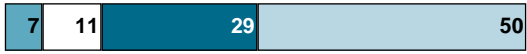








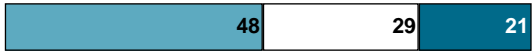



* Percentages may not add to 100, due to a lack of or ambiguous responses. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 370)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.

							
		0 programs	1 program	2 or 3 programs	4 programs or more		
SCREEN TIME (TELEVISION)						Percentage of Students*	Number of students who answered "4 programs or more"
How many TV programs do you normally watch on a school day?							
	Before school					1002	
	After school					5224	
SCHOOLS ATTENDED						Percentage of Students*	Number of students
How many schools did you attend before this one?							
	Only this school					3709	
	1 other school					3568	
	2 other schools					1660	
	3 other schools					709	
	4 other schools or more					564	
							
		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							
	Languages student speaks at home					5010	
	Languages in which people speak to student at home					4310	

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	Board			Province		
	All Students (# = 10 370)	Female* (# = 5 062)	Male* (# = 5 308)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
STUDENT ENGAGEMENT IN READING						
Percentage of students who answered “most of the time”†						
I like to read.	54%	61%	47%	50%	57%	42%
I am a good reader.	62%	63%	61%	66%	68%	64%
I am able to understand difficult reading passages.	29%	26%	32%	31%	29%	33%
I try to do my best when I do reading activities in class.	81%	85%	77%	83%	86%	79%
COGNITIVE STRATEGIES USED IN READING						
Percentage of students who answered “most of the time”†						
Before I start to read, I try to predict what the text will be about.	22%	23%	22%	21%	21%	21%
I make sure that I understand what I am reading.	71%	74%	68%	71%	75%	68%
I slow down my reading if it is difficult.	53%	59%	48%	53%	57%	48%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	41%	44%	38%	40%	44%	36%
When I am finished reading, I think about what I have read.	43%	46%	40%	42%	45%	39%
READING OUTSIDE SCHOOL						
Percentage of students who answered “every day or almost every day”‡						
Stories or novels	48%	54%	42%	44%	51%	38%
Comics or graphic novels	25%	18%	32%	23%	17%	29%
Books, newspapers, magazines or websites for information	29%	32%	25%	26%	30%	23%
E-mails, text or instant messages	18%	18%	19%	19%	19%	18%
Other things	48%	50%	45%	45%	47%	42%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	Board			Province			
	All Students (# = 10 370)	Female* (# = 5 062)	Male* (# = 5 308)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)	
STUDENT ENGAGEMENT IN WRITING							Percentage of students who answered “most of the time”†
I like to write.	49%	57%	42%	48%	56%	40%	
I am a good writer.	45%	51%	39%	49%	56%	42%	
I am able to communicate my ideas in writing.	43%	43%	42%	44%	45%	42%	
I try to do my best when I do writing activities in class.	79%	83%	75%	81%	85%	77%	
COGNITIVE STRATEGIES USED IN WRITING							Percentage of students who answered “most of the time”†
I organize my ideas before I start to write.	42%	46%	38%	43%	47%	39%	
I edit my writing to make it better.	48%	53%	42%	48%	54%	43%	
I check my writing for spelling and grammar.	48%	52%	43%	48%	53%	43%	
WRITING OUTSIDE SCHOOL							Percentage of students who answered “every day or almost every day”‡
Stories	19%	22%	16%	16%	20%	13%	
Journal entries	16%	21%	11%	14%	20%	9%	
E-mail, text or instant messages	17%	16%	18%	18%	18%	17%	
Letters	12%	15%	10%	11%	13%	9%	
Other things	37%	41%	34%	34%	38%	30%	
INSTRUCTIONAL TOOLS USED IN READING AND WRITING							Percentage of students who answered “most of the time”†
A computer for reading activities	19%	18%	19%	15%	14%	16%	
A computer for writing activities	24%	24%	24%	21%	20%	21%	
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	41%	47%	36%	41%	46%	36%	
OUT-OF-SCHOOL ACTIVITIES							Percentage of students who answered “every day or almost every day”‡
I read by myself.	59%	66%	52%	53%	60%	46%	
I play video games.	35%	16%	52%	40%	20%	58%	
I use the Internet.	46%	41%	50%	44%	41%	48%	
I participate in sports or other physical activities.	49%	42%	56%	49%	44%	54%	
I participate in art, music, dance or drama activities.	28%	37%	20%	28%	37%	19%	
I participate in after-school clubs.	13%	12%	15%	12%	13%	12%	

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 370)	Female* (# = 5 062)	Male* (# = 5 308)	All Students (# = 119 869)	Female* (# = 58 912)	Male* (# = 60 957)
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.						
SCREEN TIME (WATCHING TV)						
Percentage of students who answered “4 programs or more” [†]						
Before school	10%	6%	13%	11%	8%	15%
After school	50%	45%	56%	54%	49%	58%
PARENTAL ENGAGEMENT						
Percentage of students who answered “every day or almost every day” [‡]						
We talk about the reading and writing work I do in school.	40%	45%	36%	33%	37%	29%
We talk about the activities I do in school.	48%	53%	43%	44%	49%	39%
We read together.	21%	23%	19%	21%	24%	19%
We look at my school agenda.	62%	62%	61%	54%	55%	52%
We use a computer together.	17%	16%	17%	14%	14%	14%
SCHOOLS ATTENDED						
Percentage of students [§]						
Only this school/1 other school	70%	71%	69%	78%	79%	78%
2 other schools/3 other schools	23%	22%	24%	16%	16%	16%
4 other schools or more	5%	5%	5%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME						
Percentage of students [§]						
Only English/Mostly English	48%	47%	50%	71%	70%	73%
Another language (or other languages) as often as English	29%	31%	28%	17%	18%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	21%	22%	21%	11%	11%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME						
Percentage of students [§]						
Only English/Mostly English	42%	40%	43%	69%	67%	70%
Another language (or other languages) as often as English	25%	26%	24%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	32%	33%	31%	16%	17%	15%

* Only includes students for whom gender data were available.

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

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

§ Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

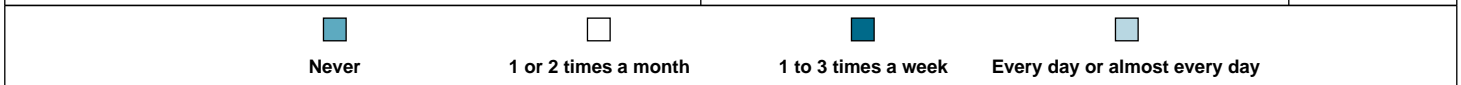
STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 703)
 Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
How do you feel about reading?				
I like to read.	46	50		5378
I am a good reader.	32	64		6892
I am able to understand difficult reading passages.	56	38		4080
I try to do my best when I do reading activities in class.	17	80		8509

COGNITIVE STRATEGIES
 How often do you do the following when you read?

Before I start to read, I try to predict what the text will be about.	27	55	16	1670
I make sure that I understand what I am reading.	23	74		7878
I slow down my reading if it is difficult.	5	35	57	6107
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	11	41	45	4810
When I am finished reading, I think about what I have read.	10	44	41	4438



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

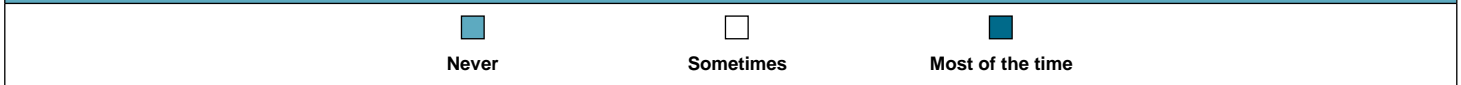
READING OUTSIDE SCHOOL		Percentage of Students*				Number of students who answered "every day or almost every day"
Stories or novels	5	24	33	36	3835	
Comics or graphic novels	16	34	29	17	1815	
Books, newspapers, magazines or websites for information	7	25	35	29	3127	
E-mails, text or instant messages	13	15	22	48	5097	
Other things	9	21	28	38	4026	

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 703)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



STUDENT ENGAGEMENT		Percentage of Students*		Number of students who answered "most of the time"
How do you feel about writing?				
I like to write.	7	51	40	4311
I am a good writer.	4	53	40	4284
I am able to communicate my ideas in writing.		49	45	4816
I try to do my best when I do writing activities in class.	20		76	8176

COGNITIVE STRATEGIES

How often do you do the following when you write?

I organize my ideas before I start to write.	7	55	35	3761
I edit my writing to make it better.		42	52	5530
I check my writing for spelling and grammar.	4	42	51	5486



WRITING OUTSIDE SCHOOL

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

WRITING OUTSIDE SCHOOL		Percentage of Students*				Number of students who answered "every day or almost every day"
How often do you write the following (using paper or a computer) when you are not at school?						
Stories	25	44	19	7	722	
Journal entries	38	30	18	8	885	
E-mail, text or instant messages	13	16	22	44	4695	
Letters	39	38	13	4	436	
Other things	13	26	27	28	2988	

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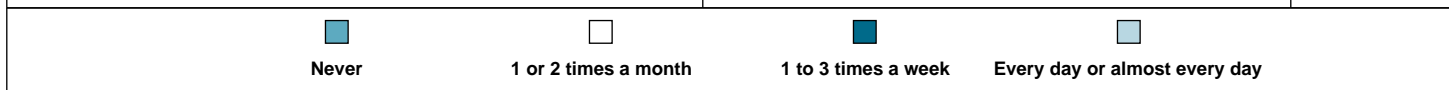
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 703)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?	Percentage of Students*	Number of students who answered "most of the time"
A computer for reading activities		895
A computer for writing activities		2580
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)		4602
The Internet to find information		5734



OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
I read by myself.		4988
I play video games.		3136
I use the Internet.		6887
I participate in sports or other physical activities.		5121
I participate in art, music, dance or drama activities.		2311
I participate in after-school clubs.		1099

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

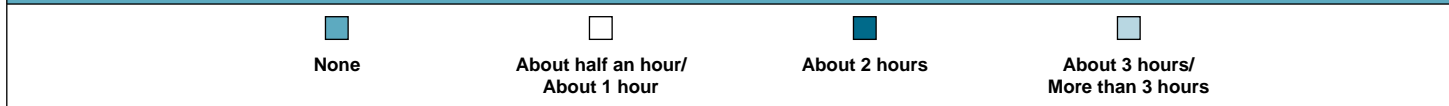
We talk about the reading and writing work I do in school.		2868
We talk about the activities I do in school.		4231
We read together.		484
We look at my school agenda.		3717
We use a computer together.		866

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

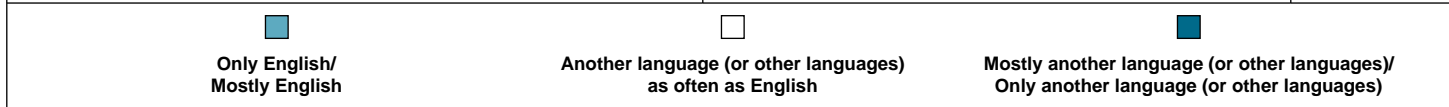
STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 703)

Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.



SCREEN TIME		Percentage of Students*		Number of students who answered "about 3 hours" or "more than 3 hours"		
How many hours do you usually spend doing the following on a school day?						
Before School	Watching TV.	45	47	242		
	Playing video games.	83	10	186		
	Using the Internet.	70	21	247		
After School	Watching TV.	6	46	22	22	2315
	Playing video games.	32	41	10	12	1237
	Using the Internet.	7	50	17	22	2305

SCHOOLS ATTENDED		Percentage of Students*		Number of students
How many schools did you attend before this one?				
Only this school	10			1098
1 other school	31			3362
2 other schools	28			2997
3 other schools	15			1580
4 other schools or more	13			1368



LANGUAGES SPOKEN		Percentage of Students*		Number of students who answered "only English" or "mostly English"
Languages student speaks at home	57	28	12	6082
Languages in which people speak to student at home	47	27	23	5076

* Percentages may not add to 100, due to a lack of or ambiguous responses. 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, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.	Board			Province		
	All Students (# = 10 703)	Female* (# = 5 197)	Male* (# = 5 506)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
STUDENT ENGAGEMENT IN READING						
Percentage of students who answered “most of the time”†						
I like to read.	50%	59%	42%	50%	59%	41%
I am a good reader.	64%	68%	61%	66%	70%	63%
I am able to understand difficult reading passages.	38%	36%	40%	40%	39%	41%
I try to do my best when I do reading activities in class.	80%	84%	75%	81%	85%	76%
COGNITIVE STRATEGIES USED IN READING						
Percentage of students who answered “most of the time”†						
Before I start to read, I try to predict what the text will be about.	16%	15%	16%	14%	13%	15%
I make sure that I understand what I am reading.	74%	77%	70%	71%	75%	67%
I slow down my reading if it is difficult.	57%	62%	52%	56%	62%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	45%	49%	41%	44%	48%	39%
When I am finished reading, I think about what I have read.	41%	44%	39%	42%	45%	39%
READING OUTSIDE SCHOOL						
Percentage of students who answered “every day or almost every day”‡						
Stories or novels	36%	43%	29%	35%	43%	27%
Comics or graphic novels	17%	12%	21%	14%	10%	18%
Books, newspapers, magazines or websites for information	29%	32%	27%	26%	28%	24%
E-mails, text or instant messages	48%	55%	41%	48%	55%	41%
Other things	38%	38%	37%	34%	35%	34%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)	Board			Province		
	All Students (# = 10 703)	Female* (# = 5 197)	Male* (# = 5 506)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
STUDENT ENGAGEMENT IN WRITING Percentage of students who answered "most of the time"[†]						
I like to write.	40%	50%	31%	39%	50%	28%
I am a good writer.	40%	47%	34%	41%	48%	34%
I am able to communicate my ideas in writing.	45%	47%	43%	44%	48%	41%
I try to do my best when I do writing activities in class.	76%	81%	72%	78%	84%	73%
COGNITIVE STRATEGIES USED IN WRITING Percentage of students who answered "most of the time"[†]						
I organize my ideas before I start to write.	35%	38%	32%	34%	38%	31%
I edit my writing to make it better.	52%	59%	45%	51%	59%	44%
I check my writing for spelling and grammar.	51%	56%	47%	51%	57%	46%
WRITING OUTSIDE SCHOOL Percentage of students who answered "every day or almost every day"[‡]						
Stories	7%	8%	5%	6%	8%	4%
Journal entries	8%	13%	4%	8%	12%	3%
E-mail, text or instant messages	44%	51%	37%	45%	52%	38%
Letters	4%	5%	3%	3%	4%	3%
Other things	28%	30%	26%	24%	26%	22%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING Percentage of students who answered "most of the time"[†]						
A computer for reading activities	8%	7%	10%	8%	6%	9%
A computer for writing activities	24%	23%	25%	24%	22%	25%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	43%	48%	38%	38%	43%	33%
The Internet to find information	54%	54%	53%	48%	48%	48%
OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered "every day or almost every day"[‡]						
I read by myself.	47%	53%	40%	43%	51%	35%
I play video games.	29%	13%	45%	30%	13%	47%
I use the Internet.	64%	66%	62%	60%	61%	59%
I participate in sports or other physical activities.	48%	39%	57%	49%	43%	56%
I participate in art, music, dance or drama activities.	22%	29%	15%	19%	27%	12%
I participate in after-school clubs.	10%	11%	10%	8%	9%	8%

* Only includes students for whom gender data were available.

† Other response options were "sometimes" and "never."

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)		Board			Province		
		All Students (# = 10 703)	Female* (# = 5 197)	Male* (# = 5 506)	All Students (# = 127 973)	Female* (# = 62 590)	Male* (# = 65 359)
Note: In 2010–2011 the focus of some questions was on reading and writing; in 2011–2012 the focus will be on mathematics.							
SCREEN TIME		Percentage of students who answered “about 3 hours” or “more than 3 hours”†					
Before School	Watching TV	2%	2%	3%	2%	1%	3%
	Playing video games	2%	<1%	3%	2%	<1%	3%
	Using the Internet	2%	2%	3%	2%	2%	3%
After School	Watching TV	22%	22%	21%	20%	19%	21%
	Playing video games	12%	4%	19%	13%	4%	22%
	Using the Internet	22%	23%	20%	20%	20%	20%
PARENTAL ENGAGEMENT		Percentage of students who answered “every day or almost every day”‡					
	We talk about the reading and writing work I do in school.	27%	28%	25%	21%	23%	19%
	We talk about the activities I do in school.	40%	43%	36%	38%	42%	35%
	We read together.	5%	4%	5%	4%	4%	4%
	We look at my school agenda.	35%	33%	36%	29%	28%	30%
	We use a computer together.	8%	8%	8%	6%	6%	6%
SCHOOLS ATTENDED		Percentage of students§					
	Only this school/1 other school	42%	42%	42%	69%	69%	68%
	2 other schools/3 other schools	43%	43%	42%	23%	23%	22%
	4 other schools or more	13%	13%	13%	7%	7%	7%
LANGUAGES STUDENTS SPEAK AT HOME		Percentage of students§					
	Only English/Mostly English	57%	58%	56%	75%	76%	75%
	Another language (or other languages) as often as English	28%	29%	28%	15%	16%	15%
	Mostly another language (or other languages)/ Only another language (or other languages)	12%	11%	14%	7%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME		Percentage of students§					
	Only English/Mostly English	47%	49%	46%	71%	71%	71%
	Another language (or other languages) as often as English	27%	27%	26%	14%	15%	14%
	Mostly another language (or other languages)/ Only another language (or other languages)	23%	22%	24%	13%	13%	13%

* Only includes students for whom gender data were available.
 † Other response options were “about 2 hours,” “about 1 hour,” “about half an hour” and “none.”
 ‡ Other response options were “1 to 3 times a week,” “1 or 2 times a month” and “never.”
 § Percentages may not add to 100, due to a lack of or ambiguous responses.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2010–2011

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 complete any part of the assessment due to absence or for medical 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</i> (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
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.