

Ontario Student Achievement

English-Language Students



**EQAO's Provincial Elementary School Report:
Results of the 2015–2016 Assessments of Reading,
Writing and Mathematics, Primary Division
(Grades 1–3) and Junior Division (Grades 4–6)**

Education Quality and
Accountability Office



Working together to improve student learning

The Education Quality and Accountability Office (EQAO) is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values giving all students the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

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MESSAGE FROM THE CHAIR OF THE BOARD OF DIRECTORS

As the chair of the Education Quality and Accountability Office's Board of Directors, I am pleased to present EQAO's *Provincial Elementary School Report: Results of the 2015–2016 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)*. The information presented in this year's report provides important insight into the progress—and lack of progress—we are seeing in key areas of student achievement. These results serve as valuable evidence from which to plan local and system-wide programs for increasing student success.

Ontario's provincial assessments have two main purposes. The first is public accountability for system outcomes. The Government of Ontario, which is to say Ontario taxpayers, spends over \$20 billion each year on publicly funded education. EQAO's provincial assessments provide an independent, objective and publicly available measurement of student achievement of key expectations in reading, writing and math. Each question on EQAO's provincial tests is directly linked to what students are expected to have learned according to *The Ontario Curriculum*—a feature that makes these province-wide assessments different from many other large-scale assessments in North America and around the world. It's also why there's no need to study for provincial assessments. EQAO tests are based on the curriculum taught by teachers in the classroom every day.

The second purpose of the provincial assessments is to provide the school system with comparable, reliable information about student achievement that can be used to improve the programs and support it delivers to students. It's precisely because all students in given grades participate that the results are useful for informing and improving programs in schools, as well as in school boards and at the provincial level.

Regrettably, provincial-level results of the English-language school system for EQAO's primary and junior division assessments were not available in 2015. Due to teacher federation labour disruptions, a significant proportion of schools did not participate in the provincial assessments that school year. In 2016, elementary schools in the Toronto Catholic District School Board did not participate in the assessments, due to ongoing labour issues.

The state of math education in Ontario has been front and centre of late, thanks in large part to the yearly provincial assessment results. EQAO results have provided evidence about student achievement that have contributed to such recent system-wide actions as the Ministry of Education's renewed math strategy, additional funding for teacher training, reviews of math pedagogy and curriculum as well as a renewed focus on the math qualifications of new teacher candidates. At the school level, the use of annual EQAO results to assess the effectiveness of a school's own programs has become a regular evidence-based practice across the province for local improvement planning. As these collective efforts take hold, EQAO's provincial assessments will continue to be an important indicator of the outcomes and effectiveness of these programs.



Dave Cooke
Chair, Board of Directors

A handwritten signature in dark ink that reads "Dave Cooke". The signature is written in a cursive, flowing style.

Dave Cooke
Chair, Board of Directors

MESSAGE FROM THE CEO

I am pleased to present the results of the 2015–2016 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6).

The results of this year's assessments show that elementary school reading results continue to rise while, regrettably, math results continue to fall. Indeed, half of all Grade 6 students did not meet the provincial math standard in 2016.

More specifically, the percentage of students in Grades 3 and 6 who met the provincial reading standard has increased steadily over the past five years. This year, 72% of Grade 3 students and 81% of Grade 6 students met the provincial reading standard, an increase of six percentage points in both grades as compared to results from the assessments five years ago in 2012. As for writing, there has been a drop in achievement for students in Grade 3, yet a steady increase for those in Grade 6. For the first time ever, 80% of Grade 6 students met the provincial writing standard.

The percentage of students in Grades 3 and 6 who met the provincial mathematics standard has decreased over the past five years. This year, 63% of Grade 3 students met the provincial mathematics standard compared to the 68% who did on the 2012 assessment, while 50% of Grade 6 students met the math standard compared to the 58% who did on the 2012 assessment.

As always, it's important to have insight into the trajectory of students as they progress through the school system. To that end, it's worthwhile noting that an increasing proportion of students who did not meet the provincial reading or writing standards in Grade 3 are improving to meet it in Grade 6. This year, 54% of students who had not met the reading standard and 52% who had not met the writing standard in Grade 3 improved to meet these standards in Grade 6.

That story does not hold true in math. Not only are fewer students who did not meet the standard in Grade 3 improving to meet it in Grade 6, but an increasing proportion of students who successfully met the standard in Grade 3 no longer meet the standard three years later. It is crucial information about student achievement such as this that has contributed to the Ministry of Education's establishment of a renewed math strategy for Ontario's publicly funded school system—a strategy that will be launched in the 2016–2017 school year.

EQAO results show that the years of effort and attention that have been given to improving language instruction programs in Ontario's schools have had a significant impact on student success. This kind of system-wide mobilization demonstrates what's needed to improve student achievement in mathematics. We're hopeful that the renewed math strategy launched by the Ministry of Education this school year will start turning these math trends around. At EQAO, we will continue our important role of measuring and monitoring outcomes and providing information that contributes to the continuous improvement of Ontario's publicly funded school system.



Bruce Rodrigues,
Chief Executive Officer



Bruce Rodrigues
Chief Executive Officer

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Results at a Glance

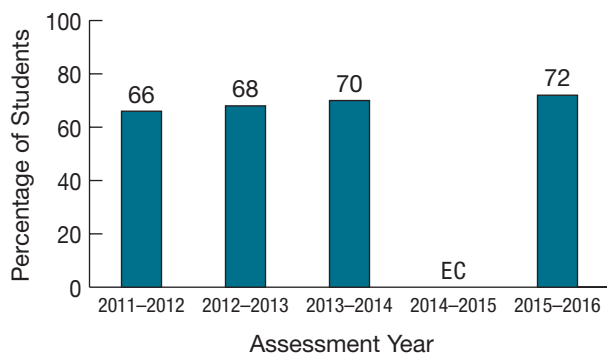
Results at a Glance

PRIMARY DIVISION

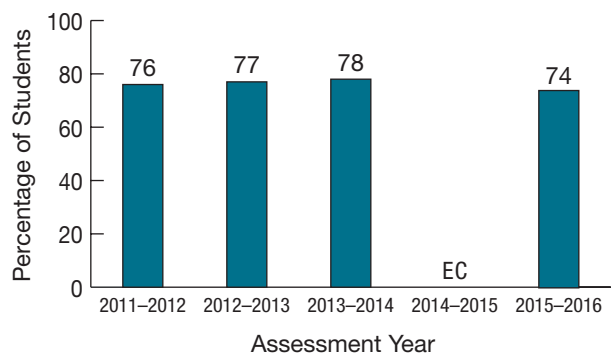
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
	# = 126 455	# = 127 645	# = 127 505	EC	# = 125 484
READING	66%	68%	70%	EC	72%
WRITING	76%	77%	78%	EC	74%
MATHEMATICS	68%	67%	67%	EC	63%

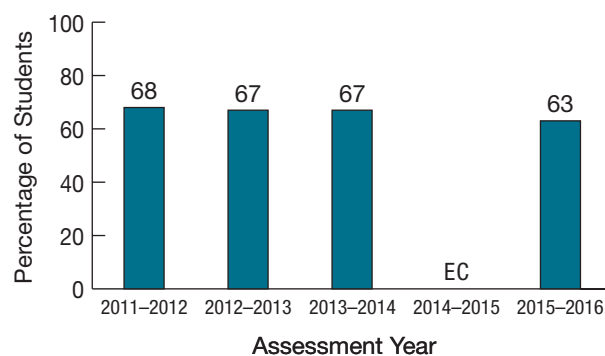
Reading



Writing



Mathematics



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

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

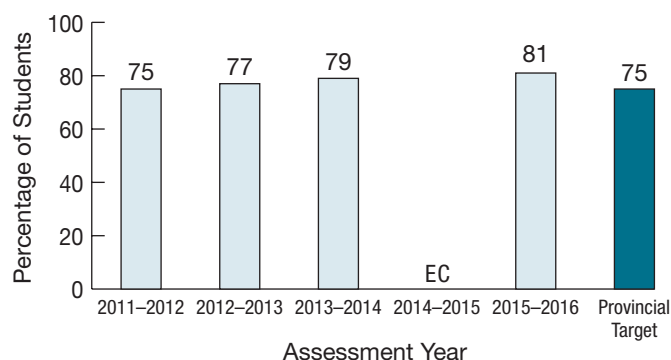
- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has increased steadily, from 66% to 72%, a six-percentage-point increase.
 - the percentage of students performing at or above the provincial standard in writing has decreased by two percentage points, from 76% to 74%.
 - the percentage of students performing at or above the provincial standard in mathematics has decreased by five percentage points, from 68% to 63%.

JUNIOR DIVISION

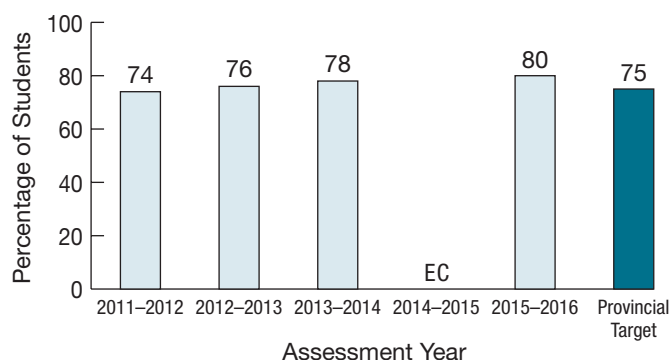
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
	# = 129 477	# = 131 589	# = 127 286	EC	# = 123 685
READING	75%	77%	79%	EC	81%
WRITING	74%	76%	78%	EC	80%
MATHEMATICS	58%	57%	54%	EC	50%

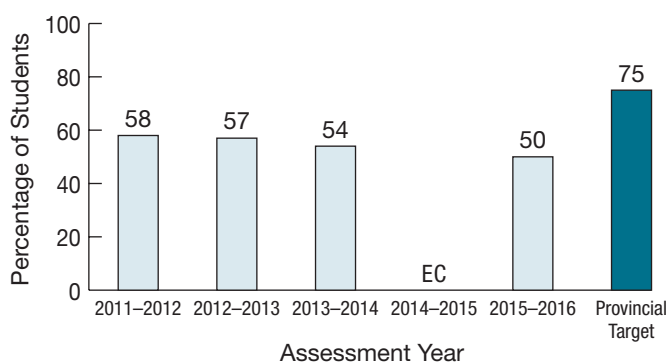
Reading



Writing



Mathematics



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

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has increased steadily, from 75% to 81%, a six-percentage-point increase.
 - the percentage of students performing at or above the provincial standard in writing has increased steadily, from 74% to 80%, a six-percentage-point increase.
 - the percentage of students performing at or above the provincial standard in mathematics has decreased steadily, from 58% to 50%, an eight-percentage-point decrease.

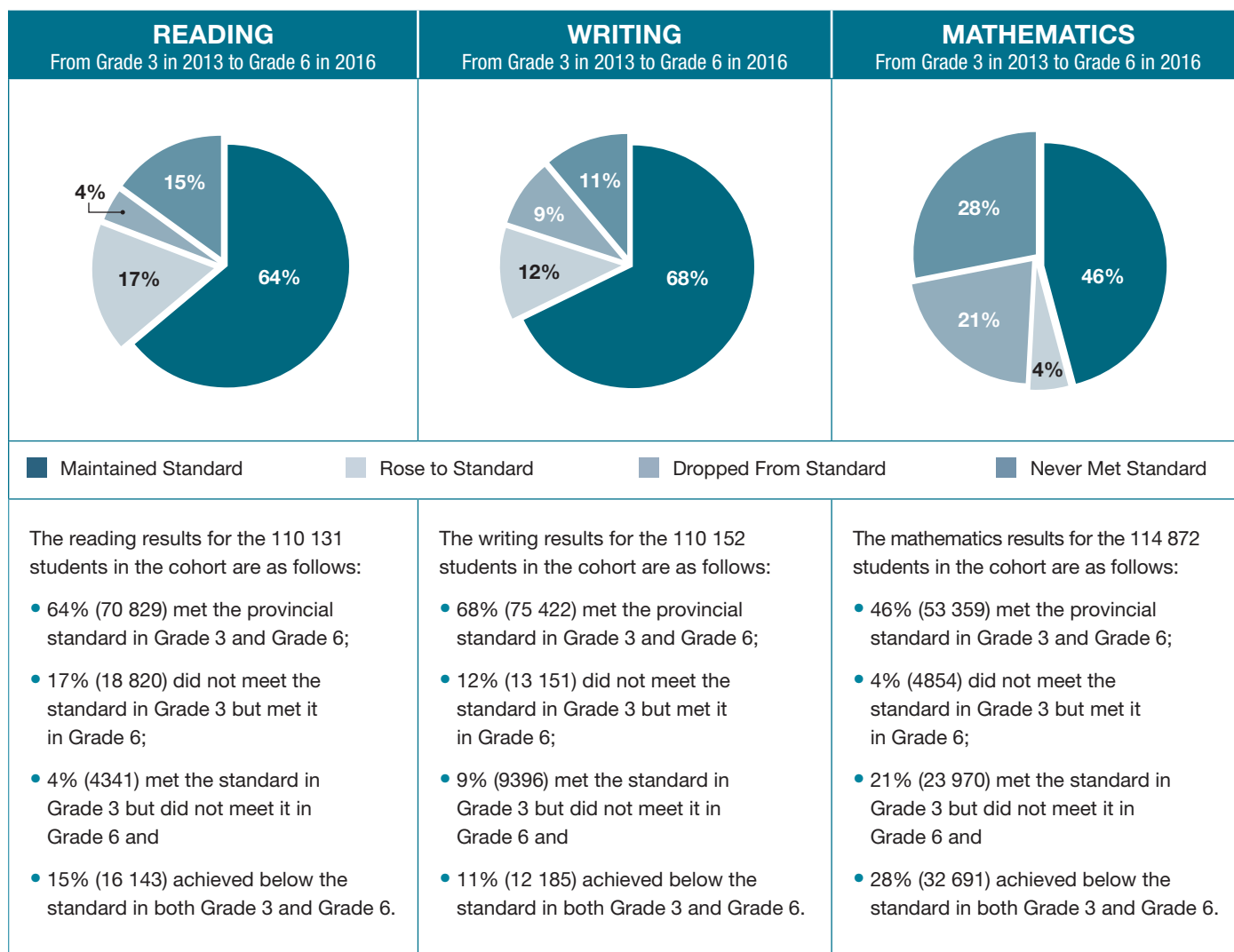
TRACKING STUDENT PROGRESS FROM GRADE 3 IN 2013 TO GRADE 6 IN 2016

Early Identification of Students Who Are Not Meeting the Standard in Grade 3 Is Key for Their Success in Grade 6

The pie charts below show the performance of the Grade 6 students who were in Grade 3 for the primary-division provincial assessment in 2013. The number of students whose results were available for each component of the two assessments (including those who participated, were exempted or did not provide enough work to be scored) is indicated below each pie chart.

English-Language Students

There were 123 685 Grade 6 students in 2016.



Note: Student results in the analyses throughout this document have been linked using the students' names and their Ontario Education Numbers (OENs). Not all results could be linked. Reasons include the student's recent arrival in Ontario (e.g., he or she was not in the school system for the previous assessment), misspelled names or inaccurate OENs. Numbers have been rounded off to the nearest whole percentage throughout this document.

Contextual Information

Contextual Information

DEMOGRAPHIC INFORMATION AND PARTICIPATION RATES

Demographic information, participation rates and questionnaire results provide a context for interpreting the province-wide results over time.

Demographic Information and Participation Rates Over Time, Primary Division

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
All Grade 3 students	# = 126 455	# = 127 645	# = 127 505	EC	# = 125 484
GENDER*					
Female	49%	48%	49%	EC	49%
Male	51%	52%	51%	EC	51%
STUDENT STATUS*					
English language learners [†]	10%	13%	13%	EC	13%
Students with special education needs (excluding gifted) [†]	16%	17%	17%	EC	17%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	22%	22%	22%	EC	22%
Speak only or mostly English	73%	71%	71%	EC	72%
Speak another language (or other languages) as often as English	16%	16%	17%	EC	16%
Speak only or mostly another language (or other languages)	11%	11%	10%	EC	10%
PLACE OF BIRTH*					
Born outside Canada	10%	10%	10%	EC	9%
In Canada less than one year	1%	1%	1%	EC	1%
In Canada one year or more but less than three years	2%	2%	2%	EC	2%
In Canada three years or more	7%	7%	7%	EC	6%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading [‡]	97%	97%	97%	EC	97%
Students participating in writing [‡]	97%	97%	97%	EC	97%
Students participating in mathematics [‡]	97%	97%	97%	EC	97%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire. Percentages may not add up to 100, due to a lack of or ambiguous responses.

‡ Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the demographic information for Grade 3 students has remained relatively stable overall. However, during the same period, the percentage of students who were English language learners has increased by three percentage points.
- Over the past five years, the percentage of students participating in the assessment has remained stable.

Demographic Information and Participation Rates Over Time, Junior Division

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
All Grade 6 students	# = 129 477	# = 131 589	# = 127 286	EC	# = 123 685
GENDER*					
Female	49%	49%	49%	EC	48%
Male	51%	51%	51%	EC	52%
STUDENT STATUS*					
English language learners†	7%	9%	10%	EC	10%
Students with special education needs (excluding gifted)†	20%	20%	21%	EC	21%
LANGUAGE SPOKEN AT HOME BY THE STUDENT**					
First language learned at home was other than English	23%	22%	23%	EC	22%
Speak only or mostly English	75%	76%	74%	EC	74%
Speak another language (or other languages) as often as English	16%	14%	16%	EC	15%
Speak only or mostly another language (or other languages)	8%	8%	8%	EC	8%
PLACE OF BIRTH*					
Born outside Canada	14%	12%	12%	EC	12%
In Canada less than one year	1%	1%	<1%	EC	1%
In Canada one year or more but less than three years	2%	2%	2%	EC	2%
In Canada three years or more	10%	9%	9%	EC	9%
PARTICIPATION IN THE ASSESSMENT					
Students participating in reading	97%	98%	98%	EC	97%
Students participating in writing	97%	98%	98%	EC	97%
Students participating in mathematics	97%	97%	98%	EC	97%

* Contextual data pertaining to gender, student status, language learned at home and place of birth are provided by schools and/or boards through the Student Data Collection process. Some data may be missing.

† See the Explanation of Terms.

‡ With the exception of first language learned at home, data pertaining to the language spoken at home by the student are gathered from the Student Questionnaire.

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

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the demographic information for Grade 6 students has remained relatively stable overall. However, during the same period, the percentage of students identified as English language learners has increased by three percentage points.
- Over the past five years, the percentage of students participating in the assessment has remained stable.

QUESTIONNAIRE RESULTS OVER TIME

The following tables provide results for items from the questionnaires completed by students, teachers and principals during the 2015–2016 assessments. For the full teacher and principal questionnaire results for the province (available September 21, 2016), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

Student Questionnaire Results: Attitudes Toward Reading and Writing—Grade 3*

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
		# = 60 268	# = 60 219	EC	# = 59 170		# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who answered “most of the time” to the following statements:[‡]										
I like to read.		56%	54%	EC	53%		42%	41%	EC	42%
I am a good reader.		66%	66%	EC	66%		62%	62%	EC	63%
I am able to understand difficult reading passages. [§]		27%	27%	EC	27%		30%	30%	EC	31%
I do my best when I do reading activities in class. [§]		78%	77%	EC	77%		69%	69%	EC	69%
I like to write.		55%	59%	EC	60%		40%	43%	EC	45%
I am a good writer.		55%	56%	EC	57%		42%	43%	EC	44%
I am able to communicate my ideas in writing.		42%	44%	EC	46%		39%	41%	EC	43%
I do my best when I do writing activities in class. [§]		73%	76%	EC	76%		64%	66%	EC	67%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

[§] The wording of this item changed slightly in 2012–2013.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years,
 - a larger percentage of female than male students have indicated that they liked to read and that they were good readers “most of the time.” The difference between the genders continues to be larger for the statement “I like to read.”
 - the percentages of students who indicated that they were able to understand difficult reading passages “most of the time” have been much smaller than the percentages of students who indicated that they were good readers “most of the time.”
 - a larger percentage of female than male students have indicated that they liked to write and that they were good writers “most of the time.” For the statement “I like to write,” the percentages for both genders have increased over the past four years.
 - the percentage of girls who indicated that they could communicate their ideas in writing “most of the time” has been smaller than the percentage of girls who indicated that they were good writers “most of the time.”
 - a larger percentage of girls than boys have indicated that they did their best in reading and in writing. For both genders, the percentages of students indicating that they did their best in writing have increased, while the percentages of students indicating that they did their best in reading remained stable.

Student Questionnaire Results: Attitudes Toward Reading and Writing—Grade 6*

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2014–2015	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
		# = 62 541	# = 60 506	EC	# = 58 364		# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who answered “most of the time” to the following statements: [‡]										
I like to read.		56%	56%	EC	54%		40%	39%	EC	38%
I am a good reader.		70%	70%	EC	71%		63%	64%	EC	64%
I am able to understand difficult reading passages. [§]		36%	40%	EC	40%		40%	42%	EC	42%
I do my best when I do reading activities in class. [§]		75%	74%	EC	76%		65%	65%	EC	66%
I like to write.		51%	53%	EC	55%		28%	30%	EC	31%
I am a good writer.		50%	49%	EC	51%		35%	36%	EC	35%
I am able to communicate my ideas in writing.		48%	53%	EC	54%		40%	44%	EC	45%
I do my best when I do writing activities in class. [§]		73%	74%	74%	76%		61%	63%	EC	64%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

[§] The wording of this item changed slightly in 2012–2013.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years,
 - larger percentages of female than male students have indicated that they liked to read and that they were good readers “most of the time.” The difference between the genders continues to be larger for the statement “I like to read.” For both genders, the percentages have remained relatively stable for the statement “I am a good reader,” but they have decreased slightly for the statement “I like to read.”
 - the percentages of students who indicated that they were able to understand difficult reading passages “most of the time” have been much smaller than the percentages of students who indicated that they were good readers “most of the time.”
 - much larger percentages of female than male students have indicated that they liked to write and that they were good writers “most of the time.” The difference between the genders continues to be larger for liking to write.
 - larger percentages of girls than boys have indicated that they did their best in reading and in writing. For both genders, the percentages of students indicating that they did their best in reading and writing have increased.

Student Questionnaire Results: Learning Strategies Used in Reading*

	2011–2012 [†]	2012–2013 [‡]	2013–2014	2014–2015 [‡]	2015–2016	2011–2012 [†]	2012–2013 [‡]	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
		# = 60 268	# = 60 219	EC	# = 59 170		# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated that they do the following “most of the time” when they read:[§]										
Before I start to read, I try to predict what the text will be about.			20%	EC	20%			20%	EC	20%
I make sure I understand what I am reading.		68%	68%	EC	68%		62%	62%	EC	62%
I slow down my reading if it is difficult.			55%	EC	56%			47%	EC	47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).			39%	EC	39%			33%	EC	34%
When I am finished reading, I think about what I have read.			40%	EC	40%			36%	EC	36%

	2011–2012 [†]	2012–2013 [‡]	2013–2014	2014–2015 [‡]	2015–2016	2011–2012 [†]	2012–2013 [‡]	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
		# = 62 541	# = 60 506	EC	# = 58 364		# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated that they do the following “most of the time” when they read:[§]										
Before I start to read, I try to predict what the text will be about.			16%	EC	16%			16%	EC	17%
I make sure I understand what I am reading.		75%	75%	EC	76%		68%	67%	EC	68%
I slow down my reading if it is difficult.			63%	EC	62%			51%	EC	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%	EC	46%			37%	EC	38%
When I am finished reading, I think about what I have read.			44%	EC	43%			37%	EC	37%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† In 2011–2012, the questionnaire focused on mathematics.

‡ In 2012–2013, some items were not included in the questionnaire.

§ The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years,
 - a larger percentage of female than male students have indicated that they used each of the learning strategies in the table above “most of the time” while reading, except for the strategy related to predicting what the text will be about.
 - the percentage gaps between female and male students’ responses have been larger in Grade 6.
 - the percentages of students who indicated that they used the strategies listed in the table tended to be larger in Grade 6 than in Grade 3, except for the strategy related to predicting what the text will be about.

Student Questionnaire Results: Learning Strategies Used in Writing*

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
		# = 60 268	# = 60 219	EC	# = 59 170		# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated that they do the following “most of the time” when they write:[‡]										
I organize my ideas before I start to write.		45%	43%	EC	44%		38%	37%	EC	38%
I edit my writing to make it better.		47%	48%	EC	47%		38%	40%	EC	40%
I check my writing for spelling and grammar.		49%	49%	EC	49%		41%	41%	EC	42%

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
		# = 62 541	# = 60 506	EC	# = 58 364		# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated that they do the following “most of the time” when they write:[‡]										
I organize my ideas before I start to write.		38%	39%	EC	39%		29%	30%	EC	30%
I edit my writing to make it better.		53%	56%	EC	58%		40%	43%	EC	45%
I check my writing for spelling and grammar.		53%	56%	EC	59%		44%	46%	EC	48%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years,
 - a larger percentage of female than male students have indicated that they used each of the learning strategies in the table above “most of the time” while writing.
 - the percentage gaps between female and male students’ responses were larger in Grade 6.
- the percentage of students who indicated that they used the strategies listed in the table tended to be larger in Grade 6 than in Grade 3, except for the strategy related to organizing ideas before starting to write. The gaps between Grade 3 and Grade 6 are larger among girls.

Student Questionnaire Results: Attitudes Toward Mathematics*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 59 991	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 113	# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who answered “most of the time” to the following statements:†										
I like mathematics.	50%	51%	53%	EC	54%	52%	60%	62%	EC	63%
I am good at mathematics.	47%	47%	48%	EC	49%	52%	60%	61%	EC	63%
I am able to answer difficult mathematics questions.	24%	28%	30%	EC	31%	30%	42%	44%	EC	46%
I do my best when I do mathematics activities in class.	90%	76%	79%	EC	80%	85%	74%	77%	EC	78%

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 61 155	# = 62 541	# = 60 506	EC	# = 58 364	# = 63 845	# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who answered “most of the time” to the following statements:†										
I like mathematics.	40%	39%	41%	EC	42%	48%	55%	55%	EC	57%
I am good at mathematics.	46%	44%	45%	EC	45%	52%	58%	59%	EC	59%
I am able to answer difficult mathematics questions.	25%	28%	30%	EC	30%	33%	44%	46%	EC	46%
I do my best when I do mathematics activities in class.	89%	74%	75%	EC	77%	82%	74%	75%	EC	77%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

† The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, larger percentages of male than female students in Grades 3 and 6 have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics.” The percentages have been larger in Grade 3 than in Grade 6, especially for the first statement.
- Over the past five years, a larger percentage of male than female students have indicated that they were able to answer difficult mathematics questions “most of the time.” The percentages of students who answered “most of the time” to “I can answer

difficult mathematics questions” are much smaller than the percentages of students who indicated that they were good at mathematics “most of the time.”

- Over the past four years, for both grades and both genders, the percentages of students who indicated doing their best during mathematics activities in class “most of the time” have increased but are still much below the percentage of five years ago.

Student Questionnaire Results: Learning Strategies Used in Mathematics*

	2011–2012	2012–2013 [†]	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013 [†]	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 59 991	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 113	# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated they do the following “most of the time” when working on a mathematics problem:[‡]										
I read over a mathematics problem first to make sure I know what I am supposed to do.	76%	69%	73%	EC	73%	66%	61%	64%	EC	65%
I think about the steps I will use to solve a mathematics problem.	50%	48%	45%	EC	46%	41%	47%	43%	EC	44%
I ask for help if I do not understand the problem.	50%		58%	EC	60%	49%		48%	EC	49%
I check my work for mistakes.	54%		54%	EC	55%	45%		49%	EC	50%
I check my answer to see if it makes sense.	64%		63%	EC	64%	56%		57%	EC	58%

	2011–2012	2012–2013 [†]	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013 [†]	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 61 155	# = 62 541	# = 60 506	EC	# = 58 364	# = 63 845	# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated they do the following “most of the time” when working on a mathematics problem:[‡]										
I read over a mathematics problem first to make sure I know what I am supposed to do.	80%	77%	84%	EC	86%	68%	69%	76%	EC	77%
I think about the steps I will use to solve a mathematics problem.	43%	50%	50%	EC	52%	41%	49%	48%	EC	49%
I ask for help if I do not understand the problem.	56%		64%	EC	64%	46%		56%	EC	55%
I check my work for mistakes.	42%		48%	EC	51%	36%		46%	EC	48%
I check my answer to see if it makes sense.	64%		67%	EC	68%	57%		63%	EC	64%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2012–2013, some items were not included in the questionnaire.

[‡] The other response options were “never” and “sometimes.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, a larger percentage of female than male students have indicated that they used the strategy related to reading over a mathematics problem first to make sure they know what they are expected to do “most of the time” when working on a mathematics problem. It is for this strategy that the percentages were largest and that percentages in Grade 6 were larger than in Grade 3.
- This year, larger percentages of Grade 6 than Grade 3 students have indicated using the strategies listed in the table “most of the time,” except in the case of the strategy related to thinking about the steps they will use to solve a mathematics problem.

Student Questionnaire Results: Out of School Activities*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 59 991	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 113	# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:†										
Participate in sports or other physical activities	45%	33%	37%	EC	36%	55%	43%	48%	EC	48%
Percentage of students who indicated that they do the following at least once a week when they are not at school:‡										
Participate in art, music or drama activities	62%	49%	53%	EC	54%	42%	29%	36%	EC	37%
Participate in after-school clubs	30%	26%	28%	EC	29%	25%	22%	24%	EC	25%

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 61 155	# = 62 541	# = 60 506	EC	# = 58 364	# = 63 845	# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated that they do the following “every day or almost every day” when they are not at school:†										
Participate in sports or other physical activities	43%	35%	37%	EC	37%	57%	46%	48%	EC	49%
Percentage of students who indicated that they do the following at least once a week when they are not at school:‡										
Participate in art, music or drama activities	55%	46%	50%	EC	49%	35%	26%	32%	EC	30%
Participate in after-school clubs	32%	31%	34%	EC	32%	24%	24%	27%	EC	26%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

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

‡ The percentages are based on the number of students who answered “1 to 3 times a week” or “everyday or almost everyday.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, a larger percentage of male than female students in both Grades 3 and 6 have indicated participating in sports or other physical activities every day or almost every day. However, the percentage of all students who indicated doing so was similar to that in 2013–2014.
- For the past four years, the percentages of female students who indicated participating in after-school clubs and arts

activities at least once a week have continued to be larger than the percentages of male students who indicated doing so. The percentage of all students who indicated participating in arts activities has declined since 2009–2010.

- The largest difference between the genders was for participation in arts activities.

Student Questionnaire Results: Parental Involvement*

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 students who completed the questionnaire	Female					Male				
	# = 59 991	# = 60 268	# = 60 219	EC	# = 59 170	# = 62 113	# = 62 983	# = 62 944	EC	# = 61 384
Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:[‡]										
Talk about the activities they do in school	51%	58%	53%	EC	55%	41%	48%	44%	EC	46%
Talk about the reading and writing work they do in school		36%	32%	EC	34%		29%	27%	EC	28%
Talk about the mathematics work they do in school	30%	38%	39%	EC	39%	25%	34%	34%	EC	35%
Read together	22%	30%	33%	EC	33%	19%	25%	28%	EC	29%
Look at their school agenda	56%	54%	57%	EC	54%	53%	52%	55%	EC	52%
Use a computer together	13%	17%	15%	EC	15%	13%	18%	15%	EC	15%

	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016	2011–2012 [†]	2012–2013	2013–2014	2014–2015	2015–2016
Grade 6 students who completed the questionnaire	Female					Male				
	# = 61 155	# = 62 541	# = 60 506	EC	# = 58 364	# = 63 845	# = 64 869	# = 62 683	EC	# = 61 087
Percentage of students who indicated that they do the following “every day or almost every day” with a parent, guardian or another adult who lives with them:[‡]										
Talk about the activities they do in school	42%	56%	46%	EC	49%	36%	50%	39%	EC	42%
Talk about the reading and writing work they do in school		30%	22%	EC	24%		26%	19%	EC	20%
Talk about the mathematics work they do in school	19%	37%	34%	EC	35%	17%	34%	30%	EC	31%
Read together	5%	7%	7%	EC	7%	4%	7%	8%	EC	8%
Look at their school agenda	28%	31%	31%	EC	29%	30%	34%	33%	EC	29%
Use a computer together	5%	10%	8%	EC	9%	5%	11%	9%	EC	10%

* Numbers and percentages are based on the total number of students who completed the questionnaire and for whom gender data were available.

[†] In 2011–2012, the questionnaire focused on mathematics.

[‡] The other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, for Grades 3 and 6,
 - a larger percentage of female than male students have indicated doing most of the above activities listed in the tables with a parent.
 - the activities that students most frequently reported engaging in with a parent “every day” or “almost every day” were talking about the activities they do in school and looking at their school agenda.
- the percentages of students who reported talking about the activities they did in school, talking about mathematics, reading together and using a computer together have increased.
- For the past four years, the percentage of students who reported talking about mathematics in both grades has remained similar.

Contextual Information

The following tables provide results from a sample of items from the questionnaires completed by teachers and principals during the 2015 administration of the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions.

Teacher Questionnaire Results—Grade 3

	2011–2012*	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who completed the questionnaire	# = 6921	# = 7183	# = 6943	EC	# = 6292
COMMUNICATION WITH PARENTS AND GUARDIANS					
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:†					
The links between EQAO assessments and <i>The Ontario Curriculum</i>	61%	60%	63%	EC	56%
The links between EQAO results and instructional and/or assessment strategies	56%	55%	57%	EC	48%
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:‡					
Instructional strategies for their child	82%	82%	83%	EC	80%
Suggestions for what to do at home to support learning	91%	90%	91%	EC	89%
Suggestions for resources to use at home to support learning	87%	88%	88%	EC	86%
Information about their child's progress	94%	94%	95%	EC	93%
USE OF EQAO RESOURCES					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:					
To identify how well students are meeting curriculum expectations	81%	76%	78%	EC	66%
To identify areas of strength and areas for improvement in elementary programs	83%	79%	80%	EC	69%
To inform planning of elementary programs	73%	66%	68%	EC	57%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this year, independently or as a group, in the following ways:					
As a model for designing assessments	80%	79%	83%	EC	77%
To inform classroom instruction	88%	87%	88%	EC	84%

* Updated in April 2013.

† The percentages represent teachers who responded “once” or “2–3 times.”

‡ The percentages represent teachers who responded “2–3 times,” “about once a month,” “about once every 2 weeks” or “at least once a week.” The other response options were “once” and “never.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Since 2011–2012, nearly all Grade 3 teachers have indicated that they had shared the information listed in the table above with parents at least two or three times a year. The percentages of teachers who indicated that they had shared the links between EQAO assessments and *The Ontario Curriculum* and the links between EQAO results and instructional and assessment strategies at least once a year have decreased.
- Over the past five years, the percentages of teachers who indicated that they had used EQAO resources for the various purposes indicated in the table have decreased. The largest percentage remains for informing classroom instruction.

Teacher Questionnaire Results—Grade 3 (continued)

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who completed the questionnaire		# = 7183	# = 6943	EC	# = 6292
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>language</i> instruction (reading and writing) this year:*					
Computer software (e.g., for word processing, to do research)	The question focused on mathematics.	73%	67%	EC	70%
Library or resource-centre language materials (e.g., print and audiovisual)		78%	73%	EC	73%
Presentation technology (e.g., interactive white board, LCD projector)		72%	77%	EC	85%
Language instruction materials that they or other teachers at their school developed		75%	72%	EC	71%
Language instruction materials that their board or other boards developed		58%	54%	EC	52%
Language instruction materials that the Ministry of Education developed		59%	56%	EC	54%
Commercial language instruction materials		67%	65%	EC	65%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>language-related</i> activities (reading and writing) this year:*					
Computer software (e.g., for word processing, to do research)	The question focused on mathematics.	56%	56%	EC	62%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)		89%	88%	EC	87%
Internet (e.g., to access information)		58%	61%	EC	67%

* The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years, among all listed in the table, the four types of resources that Grade 3 teachers most frequently reported using for language instruction were computer software, library or resource-centre language materials (e.g., print and audiovisual), presentation technology, and materials that they or other teachers in their school had developed.
- Over the past four years, the only increase has been in the percentage of teachers who indicated that they frequently or sometimes used presentation technology.
- Over the past four years, more than half of Grade 3 teachers indicated that they had frequently or sometimes asked their students to use language-related computer software or the Internet during language-related activities, while nearly all indicated having asked students to use tools such as dictionaries to help with their writing with the same frequency. The percentages related to using computer software and the Internet have increased.

Teacher Questionnaire Results—Grade 3 (continued)

	2011–2012*	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who completed the questionnaire	# = 6921		# = 6943	EC	# = 6292
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>mathematics</i> instruction this year:†					
Computer software (e.g., interactive mathematics games, graphing software)	47%	The question focused on language.	60%	EC	66%
Library or resource-centre language materials (e.g., print and audiovisual)	33%		40%	EC	40%
Presentation technology (e.g., interactive white board, LCD projector)	56%		72%	EC	80%
Mathematics instruction materials that they or other teachers at their school developed	66%		71%	EC	73%
Mathematics instruction materials that their board or other boards developed	51%		56%	EC	56%
Mathematics instruction materials that the Ministry of Education developed	60%		60%	EC	59%
Commercial mathematics instruction materials	72%		70%	EC	69%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>mathematics-related</i> activities this year:†					
Calculators	28%	The question focused on language.	36%	EC	34%
Concrete manipulatives (e.g., cubes, tiles)	94%		95%	EC	94%
Computer software (e.g., interactive mathematics games)	52%		64%	EC	69%
The Internet (e.g., to access sources of mathematical information or mathematics games)	50%		38%	EC	40%

* Updated in April 2013.

† The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- In 2015–2016, among all listed in the table, the three types of resources that Grade 6 teachers most frequently reported using for mathematics instruction were presentation technology, materials that they or other teachers in their school had developed and commercial mathematics instruction materials.
- Over the last five years, the percentages of Grade 3 teachers who reported using computer software and presentation technology have largely increased.
- Since 2011–2012, a large majority of Grade 3 teachers have indicated that they had “frequently” or “sometimes” asked their students to use manipulatives. In 2015–2016, more than two-thirds reported having asked students to use computer software during mathematics-related activities and fewer than half, the Internet, which represents a 10-percentage-point decrease since 2011–2012.

Teacher Questionnaire Results—Grade 6

	2011–2012*	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who completed the questionnaire	# = 5845	# = 6116	# = 5797	EC	# = 5224
COMMUNICATION WITH PARENTS AND GUARDIANS*					
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least once this year:†					
The links between EQAO assessments and <i>The Ontario Curriculum</i>	54%	55%	57%	EC	50%
The links between EQAO results and instructional and/or assessment strategies	50%	50%	53%	EC	44%
Percentage of teachers who shared the following with the majority of parents and guardians of their students at least 2–3 times this year:‡					
Instructional strategies for their child	74%	74%	76%	EC	72%
Suggestions for what to do at home to support learning	84%	85%	85%	EC	82%
Suggestions for resources to use at home to support learning	78%	81%	81%	EC	79%
Information about their child's progress	93%	92%	93%	EC	92%
USE OF EQAO RESOURCES*					
Percentage of teachers who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year, independently or as a group, to do the following:					
To identify how well students are meeting curriculum expectations	77%	75%	77%	EC	66%
To identify areas of strength and areas for improvement in elementary programs	80%	77%	79%	EC	68%
To inform planning of elementary programs	67%	65%	65%	EC	55%
Percentage of teachers who indicated that they used EQAO sample student assessments and scoring guides this year, independently or as a group, in the following ways:					
As a model for designing assessments	74%	75%	75%	EC	74%
To inform classroom instruction	89%	83%	82%	EC	80%

* Updated in April 2013.

† The percentages represent teachers who responded “once” or “2–3 times.”

‡ The percentages represent teachers who responded “2–3 times,” “about once a month,” “about once every 2 weeks” or “at least once a week.” The other response options were “once” and “never.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, large percentages of teachers indicated that they shared the information listed in the table above with parents at least two or three times a year.
- Over the past five years, the percentages of teachers who indicated that they had used EQAO resources for the various purposes indicated in the table have decreased, except for designing assessments. The largest percentage remains for informing classroom instruction.

Teacher Questionnaire Results—Grade 6 (continued)

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who responded to the questionnaire*		# = 6116	# = 5387	EC	# = 4767
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for language instruction (reading and writing) this year:†					
Computer software (e.g., for word processing, to do research)	The question focused on mathematics.	88%	87%	EC	91%
Library or resource-centre language materials (e.g., print and audiovisual)		74%	71%	EC	72%
Presentation technology (e.g., interactive white board, LCD projector)		84%	86%	EC	92%
Language instruction materials that they or other teachers at their school developed		76%	73%	EC	74%
Language instruction materials that their board or other boards developed		57%	54%	EC	53%
Language instruction materials that the Ministry of Education developed		58%	56%	EC	52%
Commercial language instruction materials		64%	63%	EC	61%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during language-related activities (reading and writing) this year:†					
Computer software (e.g., for word processing, to do research)	The question focused on mathematics.	84%	85%	EC	89%
Tools to help with writing (e.g., dictionary, checklist, graphic organizer)		92%	93%	EC	92%
Internet (e.g., to access information)		87%	89%	EC	92%

* Only teachers who teach language responded to this question.

† The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past four years, among all listed in the table, the types of resources that Grade 6 teachers most frequently reported using for language instruction were computer software, presentation technology and materials they or other teachers in their school had developed.
- Over the past four years, the percentages of teachers who indicated that they had frequently or sometimes used the resources listed in the table have decreased, except for computer software and presentation technology, for which the percentages have increased.
- In 2015–2016, nearly all Grade 6 teachers indicated that they frequently or sometimes asked their students to use a computer (software or the Internet) and tools such as dictionaries to help with their writing during language-related activities.

Teacher Questionnaire Results—Grade 6 (continued)

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Teachers who responded to the questionnaire*	# = 5236		# = 5231	EC	# = 4676
USE OF INSTRUCTIONAL RESOURCES IN THE CLASSROOM (CONTINUED)*					
Percentage of teachers who indicated that they “sometimes” or “frequently” used the following resources for <i>mathematics</i> instruction this year:†					
Computer software (e.g., interactive mathematics games)	50%	The question focused on language.	62%	EC	67%
Library or resource-centre language materials (e.g., print and audiovisual)	29%		35%	EC	36%
Presentation technology (e.g., interactive white board, LCD projector)	67%		80%	EC	86%
Mathematics instruction materials that they or other teachers at their school developed	66%		73%	EC	76%
Mathematics instruction materials that their board or other boards developed	53%		58%	EC	58%
Mathematics instruction materials that the Ministry of Education developed	60%		61%	EC	60%
Commercial mathematics instruction materials	69%		71%	EC	70%
Percentage of teachers who indicated that they “sometimes” or “frequently” asked that their students use the following resources during <i>mathematics-related</i> activities this year:‡					
Calculators	82%	The question focused on language.	87%	EC	86%
Concrete manipulatives (e.g., cubes, tiles)	87%		91%	EC	90%
Computer software (e.g., interactive mathematics games)	49%		61%	EC	67%
The Internet (e.g., to access sources of mathematical information or mathematics games)	42%		49%	EC	55%

* Only teachers who teach mathematics responded to this question.

† Twenty-five percent of respondents did not answer the question in 2011–2012, compared with 3% in the previous year. The percentages in the table are based on the number of teachers who completed the questionnaire. When the percentages are based on the number of teachers who answered each question, the percentages are similar to those in previous years.

‡ The other response options were “not available,” “never” and “occasionally.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Since 2011–2012, among all listed in the table, the three types of resources that Grade 6 teachers most frequently reported having used for mathematics instruction have been presentation technology, materials they or other teachers in their school had developed and commercial mathematics instructional materials.
- Over the last five years, the percentage of Grade 6 teachers who reported using computer software and presentation technology has largely increased.
- In 2015–2016, nearly all Grade 6 teachers indicated that they

had “frequently” or “sometimes” asked their students to use calculators and manipulatives during mathematics-related activities. Two-thirds of teachers indicated that they “frequently” or “sometimes” asked their students to use computer software, and more than half, the Internet.

Principal Questionnaire Results Over Time

	2011–2012	2012–2013	2013–2014	2014–2015	2014–2015
Elementary school principals who completed the questionnaire	# = 3448	# = 3234	# = 3137	EC	# = 2338
USE OF EQAO DATA					
Percentage of principals who indicated that they used EQAO data (demographic data, assessment and questionnaire results) this year to do the following:*					
To identify how well students are meeting curriculum expectations	89%	84%	87%	EC	85%
To identify areas of strength and areas for improvement in elementary programs	95%	93%	96%	EC	93%
To guide school improvement initiatives	95%	92%	96%	EC	93%
To identify what resources are needed and to support their acquisition	69%	63%	64%	EC	60%
To support change in teaching practices	86%	80%	84%	EC	81%
To communicate with parents and guardians about student achievement	76%	75%	78%	EC	71%
EXTENDED-LEARNING ACTIVITIES FOR STUDENTS					
Percentage of principals who indicated that their school offered the following “to some extent” or “to a great extent” to students: †					
Extended mathematics activities (e.g., mathematics club, mathematics competition)	41%	33%	46%	EC	50%
Extended science- and technology-related activities (e.g., science fair)	36%	28%	37%	EC	49%
Extended reading activities (e.g., book club, school-wide reading period)	72%	52%	67%	EC	66%
Extended writing activities (e.g., writing contest)	41%	32%	39%	EC	39%
Extended speaking activities (e.g., school radio, debate club, play, poetry recital)	53%	40%	50%	EC	54%
Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker)	81%	60%	80%	EC	81%

* The percentages for this question are based on the number of principals who indicated that they used EQAO data.

† The other response options were “not at all” and “to a small extent.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, a large percentage of principals have indicated that they had used EQAO data for the various purposes listed in the table; more than 90% have indicated that they had used EQAO data to identify areas of strength and areas for improvement in elementary programs and to guide school improvement initiatives. However, for all the purposes listed in table, the percentages have decreased since 2011–2012.
- Since 2011–2012, the percentage of principals who reported that their school offered extended reading activities has remained the largest even though the percentage has decreased over the past five years. The percentage who reported that their school offered extended mathematics and science activities has increased.

Principal Questionnaire Results Over Time (continued)

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Elementary school principals who completed the questionnaire	# = 3448	# = 3234	# = 3137	EC	# = 2338
COMMUNICATION WITH PARENTS AND GUARDIANS					
Percentage of principals who indicated that their school was “successful” or “very successful” in accomplishing the following this year:*					
Helping parents and guardians understand the link between EQAO assessments and <i>The Ontario Curriculum</i>	18%	18%	19%	EC	18%
Helping parents and guardians understand the link between EQAO results and the school improvement plan	26%	21%	24%	EC	19%
Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times)	75%	71%	73%	EC	73%
Keeping parents and guardians informed about school activities	85%	82%	84%	EC	85%
PARENTAL ENGAGEMENT IN SCHOOL ACTIVITIES					
Percentage of principals who indicated that parents and guardians of the students at their school did the following “to some extent” or “to a great extent” this year:†					
Participated in discussions about EQAO results and how they relate to the school improvement plan	28%	25%	26%	EC	18%
Participate in school activities for parents, guardians and families	73%	61%	68%	EC	72%
Show support for teachers’ efforts	87%	78%	84%	EC	83%
Volunteer in classroom activities	73%	70%	71%	EC	73%
Work collaboratively with teachers to ensure that students met learning goals	71%	65%	64%	EC	67%

* The other response options were “we struggled with this” and “somewhat successful.”

† The other response options were “not at all” and “to a small extent.”

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years,
 - more than 80% of principals have indicated that their school was successful or very successful in keeping parents informed about school activities.
 - around three-quarters of principals indicated their school was successful or very successful in being responsive to the needs of individual parents and guardians.
- Over the past four years, the percentages of principals who reported that parents and guardians participated to some extent or to a great extent in the school activities mentioned in the table above have decreased, except for volunteering in classroom activities and participating in school activities for parents that have remained relatively stable.

Achievement Results:

Primary Division

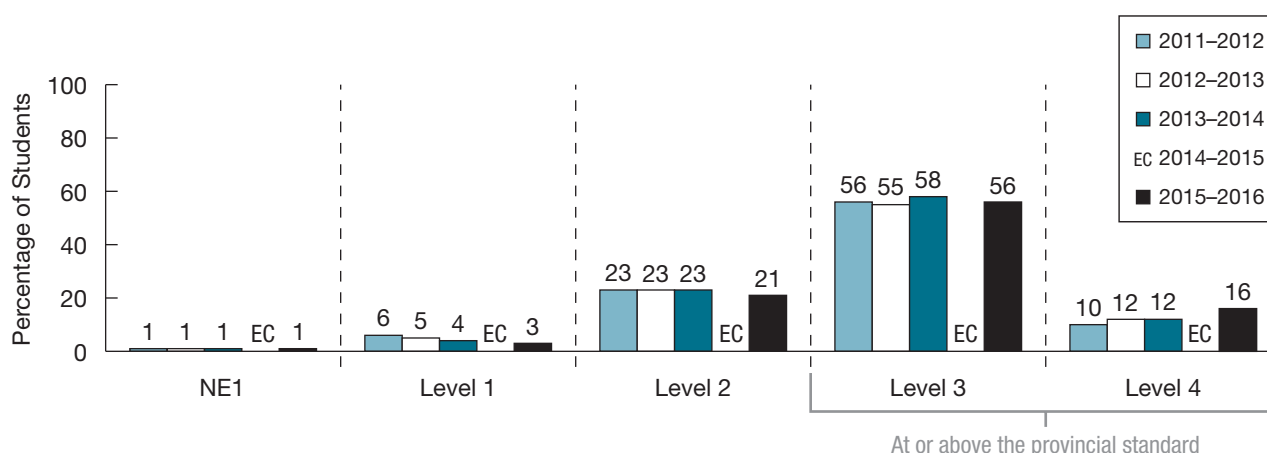
Achievement Results: Primary Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 3 Students Over Time*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
	# = 121 727	# = 122 450	# = 122 018	EC	# = 118 838
Level 4	10%	12%	12%	EC	16%
Level 3	56%	55%	58%	EC	56%
Level 2	23%	23%	23%	EC	21%
Level 1	6%	5%	4%	EC	3%
NEI	1%	1%	1%	EC	1%
No Data	<1%	1%	1%	EC	1%
Exempt	3%	3%	2%	EC	3%
At or Above the Provincial Standard†	66%	68%	70%	EC	72%

Reading: Percentage of All Grade 3 Students at Each Level Over Time



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

† 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.
Note: An explanation of terms used in the tables is available on page 41.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

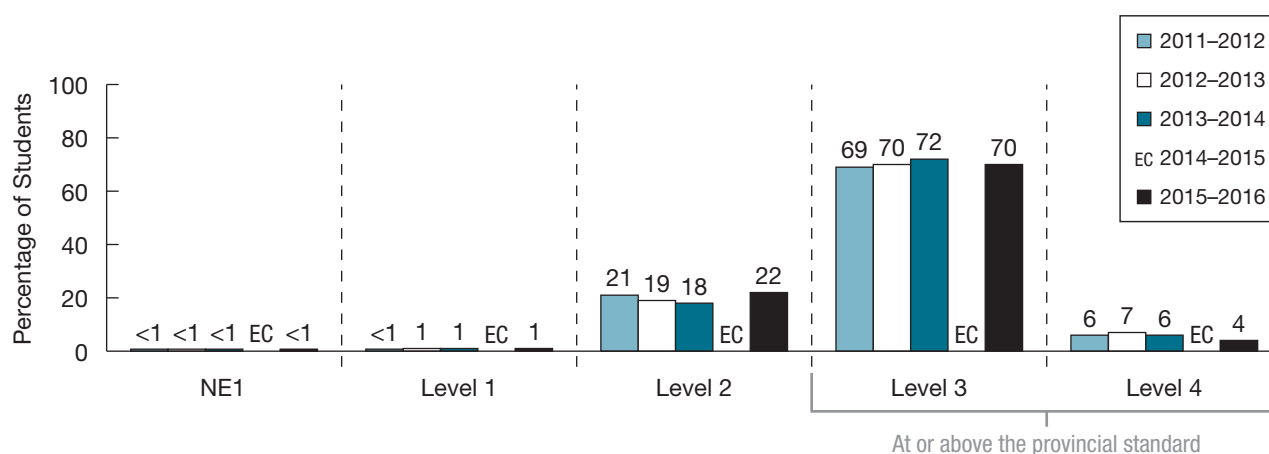
Observations

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has steadily increased from 66% to 72%, a six-percentage-point increase.
- Over the past five years, the percentage of students who achieved a Level 4 has increased (a six-percentage-point increase), and the percentage of students who achieved a Level 2 has decreased slightly, by two percentage points.
- The percentage of students performing at or above the provincial standard in reading has increased by two percentage points (to 72%) since 2013–2014.

Writing: Results for All Grade 3 Students Over Time*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
	# = 121 727	# = 122 447	# = 122 018	EC	# = 118 860
Level 4	6%	7%	6%	EC	4%
Level 3	69%	70%	72%	EC	70%
Level 2	21%	19%	18%	EC	22%
Level 1	<1%	1%	1%	EC	1%
NEI	<1%	<1%	<1%	EC	<1%
No Data	1%	1%	1%	EC	1%
Exempt	2%	2%	2%	EC	2%
At or Above the Provincial Standard†	76%	77%	78%	EC	74%

Writing: Percentage of All Grade 3 Students at Each Level Over Time



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

† 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. EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

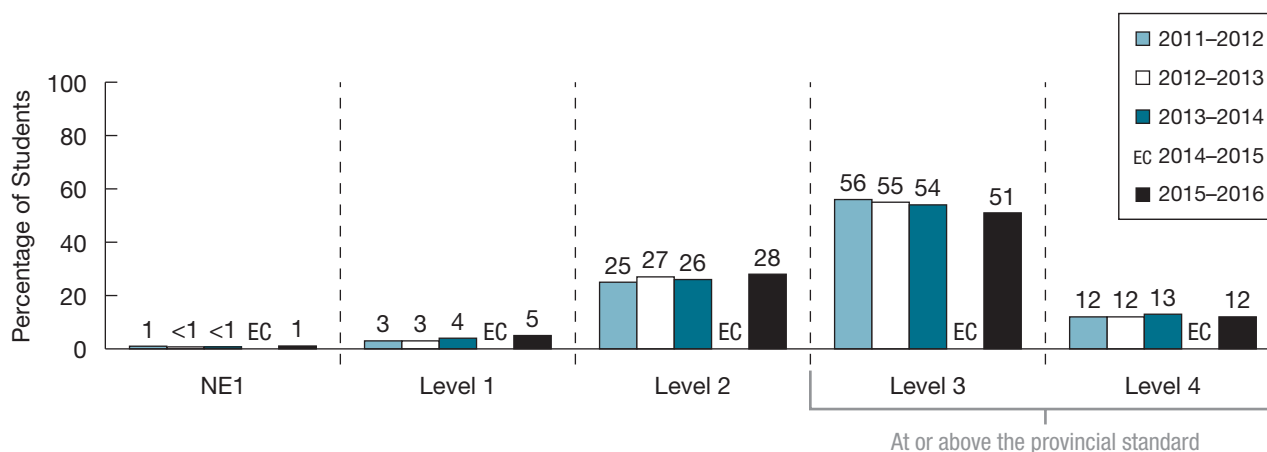
Observations

- Over the past five years, the percentage of students performing at or above the provincial standard in writing has decreased from 76% to 74%, a two-percentage-point decrease.
- Over the past five years, the percentages of students who achieved a Level 2 and Level 3 have increased by one-percentage-point, while the percentage who achieved a Level 4 has decreased by two percentage points.
- The percentage of students performing at or above the provincial standard in writing has decreased by four percentage points (to 74%) since 2013–2014.

Mathematics: Results for All Grade 3 Students Over Time*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
	# = 126 439	# = 127 633	# = 127 504	EC	# = 125 471
Level 4	12%	12%	13%	EC	12%
Level 3	56%	55%	54%	EC	51%
Level 2	25%	27%	26%	EC	28%
Level 1	3%	3%	4%	EC	5%
NEI	1%	<1%	<1%	EC	1%
No Data	1%	1%	1%	EC	1%
Exempt	2%	2%	2%	EC	2%
At or Above the Provincial Standard†	68%	67%	67%	EC	63%

Mathematics: Percentage of All Grade 3 Students at Each Level Over Time



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

† 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.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

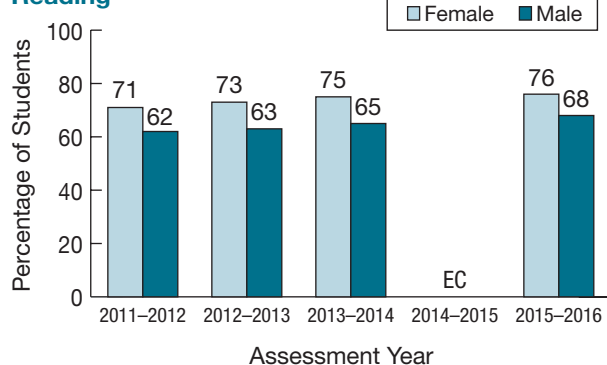
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has declined by five percentage points.
- Over the past five years, the percentage of students who achieved a Level 4 has remained stable at 12%, while the percentage of students who achieved a Level 3 has decreased by five percentage points. The percentage of students who achieved a Level 2 has increased by three percentage points.
- The percentage of students performing at or above the standard in mathematics decreased by four percentage points (to 63%) since 2013–2014.

RESULTS BY GENDER

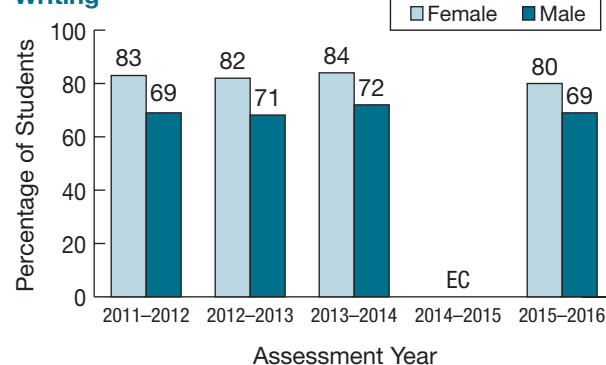
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time**

	2011–2012				2012–2013				2013–2014				2014–2015				2015–2016			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	58 978	71%	62 749	62%	58 950	73%	63 500	63%	58 763	75%	63 255	65%	EC	EC	EC	EC	57 356	76%	61 482	68%
WRITING	58 978	83%	62 749	69%	58 949	82%	63 498	71%	58 763	84%	63 255	72%	EC	EC	EC	EC	57 363	80%	61 497	69%
MATHEMATICS	61 592	69%	64 847	68%	61 884	67%	65 749	66%	61 864	67%	65 640	66%	EC	EC	EC	EC	61 090	63%	64 381	63%

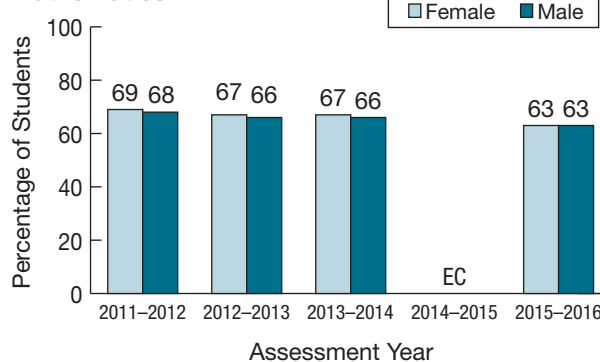
Reading



Writing



Mathematics



* Results by gender include only those students for whom gender data were available.

† Some Grade 3 French Immersion students did not write all components of the assessment; the percentages shown are based on the number of students who were expected to write each component.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

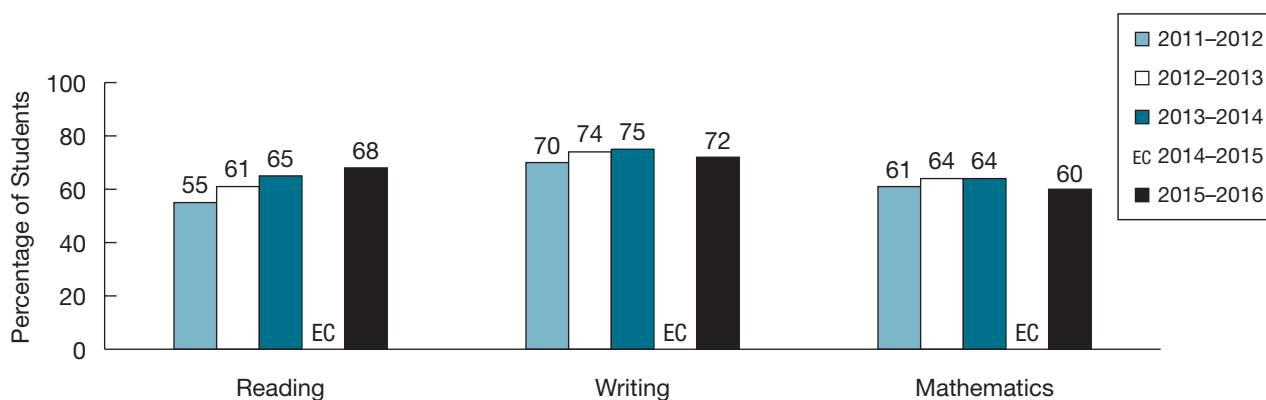
Observations

- Over the past five years, the gender gap in reading and writing has been in favour of female students. Over this period, the gap in reading has varied between eight to 10 percentage points; in writing, the gap has varied between 11 to 14 percentage points; in mathematics, the percentage of female students performing at or above the standard has been the same as or slightly larger than that of males. This year, in reading, the gender gap in reading was the smallest it has been in five years (eight percentage points).
- Over the past five years, the percentage of female students performing at or above the provincial standard
 - has increased by five percentage points in reading, while the percentage for male students has increased by six percentage points;
 - has decreased by three percentage points in writing, while the percentage for male students has remained the same;
 - has decreased by six percentage points in mathematics, while the percentage for male students has decreased by five percentage points.
- In 2015–2016, a larger percentage of female than male Grade 3 students performed at or above the provincial standard in each of reading (76% versus 68%) and writing (80% versus 69%), while the percentage of both genders was the same (63%) in mathematics.

RESULTS BY STUDENT STATUS

Percentage of All Grade 3 English Language Learners at or Above the Provincial Standard Over Time*

	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	12 991	55%	15 986	61%	16 262	65%	EC	EC	15 784	68%
WRITING	12 991	70%	15 986	74%	16 262	75%	EC	EC	15 784	72%
MATHEMATICS	13 101	61%	16 092	64%	16 406	64%	EC	EC	16 010	60%



* See the Explanation of Terms.

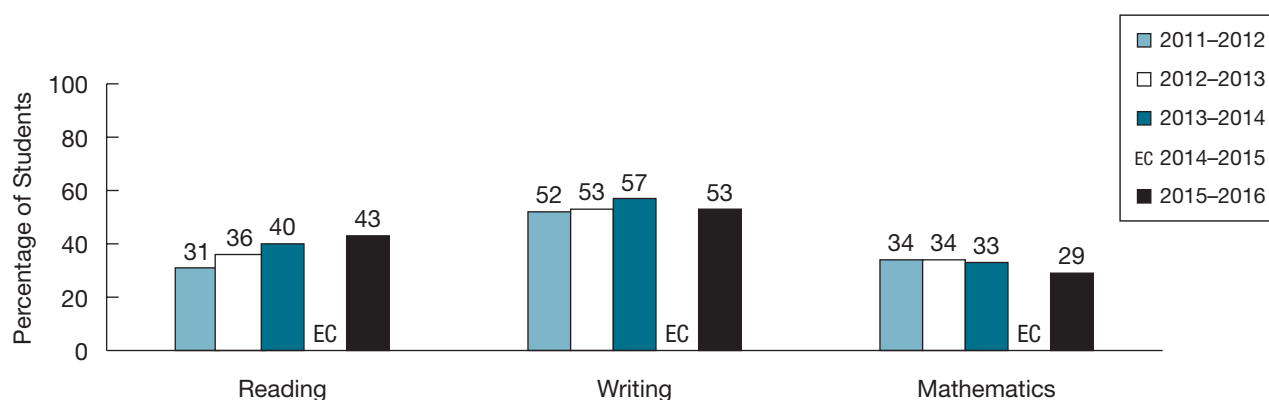
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the percentages of Grade 3 English language learners performing at or above the provincial standard has increased steadily in reading, by 13 percentage points; in writing, it has increased by two percentage points, while it has decreased by one percentage point in mathematics.
- Since 2013–2014, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by three percentage points in reading (to 68%), has decreased by three percentage points in writing (to 72%) and decreased by four percentage points in mathematics (to 60%).

Percentage of All Grade 3 Students with Special Education Needs (Excluding Gifted) at or Above the Provincial Standard Over Time*

	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	20 482	31%	21 192	36%	21 671	40%	EC	EC	21 412	43%
WRITING	20 482	52%	21 192	53%	21 671	57%	EC	EC	21 430	53%
MATHEMATICS	20 685	34%	21 449	34%	21 965	33%	EC	EC	21 824	29%



* See the Explanation of Terms.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by 12 percentage points in reading and by one percentage point in writing.
- In mathematics, compared to five years ago, the percentage of students performing at or above the provincial standard has decreased by five percentage points, from 34% to 29%.
- Since 2013–2014, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by three percentage points in reading (to 43%) and has decreased by four percentage points in writing (to 53%) and in mathematics (to 29%).

Achievement Results:

Junior Division

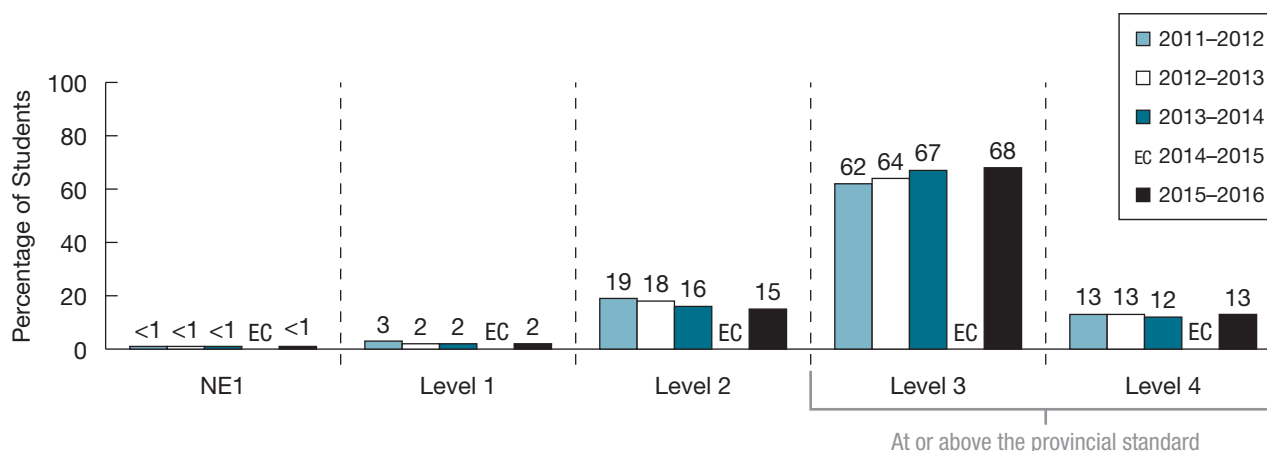
Achievement Results: Junior Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 6 Students Over Time*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
	# = 129 420	# = 131 514	# = 127 261	EC	# = 123 592
Level 4	13%	13%	12%	EC	13%
Level 3	62%	64%	67%	EC	68%
Level 2	19%	18%	16%	EC	15%
Level 1	3%	2%	2%	EC	2%
NEI	<1%	<1%	<1%	EC	<1%
No Data	1%	<1%	<1%	EC	1%
Exempt	2%	2%	2%	EC	2%
At or Above the Provincial Standard†	75%	77%	79%	EC	81%

Reading: Percentage of All Grade 6 Students at Each Level Over Time



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

† 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.

Note: An explanation of terms used in the tables is available on page 41.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

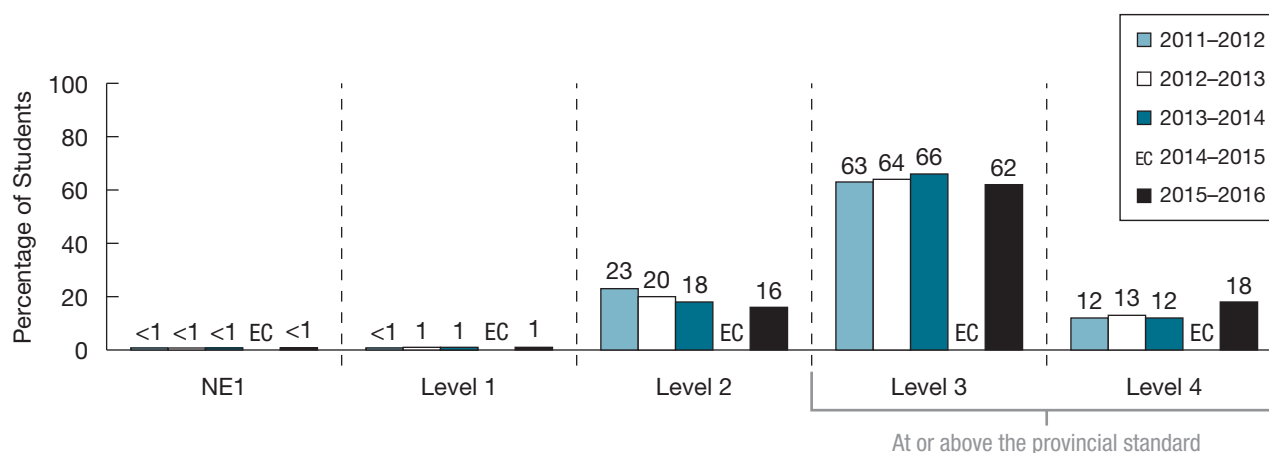
Observations

- Over the past five years, the percentage of Grade 6 students performing at or above the provincial standard in reading has increased steadily from 75% to 81%, a six-percentage-point increase.
- Over the past five years, the percentage of students who achieved a Level 3 has increased by six percentage points, and the percentage of students who achieved a Level 2 has decreased by four percentage points.
- The percentage of Grade 6 students performing at or above the provincial standard in reading has increased by two percentage points since 2013–2014.

Writing: Results for All Grade 6 Students Over Time*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
	# = 129 420	# = 131 504	# = 127 207	EC	# = 123 617
Level 4	12%	13%	12%	EC	18%
Level 3	63%	64%	66%	EC	62%
Level 2	23%	20%	18%	EC	16%
Level 1	<1%	1%	1%	EC	1%
NEI	<1%	<1%	<1%	EC	<1%
No Data	1%	<1%	1%	EC	1%
Exempt	2%	2%	2%	EC	2%
At or Above the Provincial Standard†	74%	76%	78%	EC	80%

Writing: Percentage of All Grade 6 Students at Each Level Over Time



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

† 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.
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

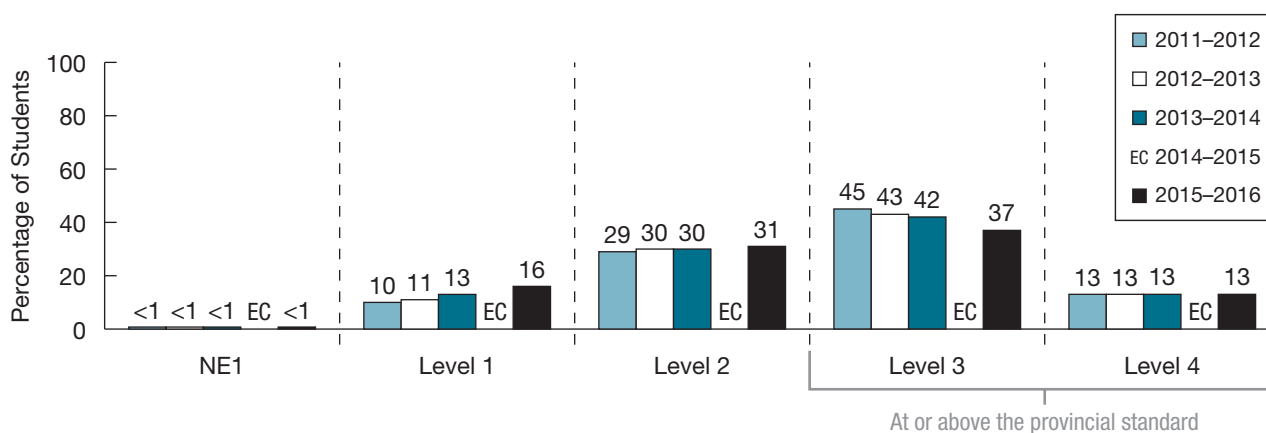
Observations

- Over the past five years, the percentage of students at or above the provincial standard in writing has steadily increased from 74% to 80%, a six-percentage-point increase.
- Over the past five years, the percentage of students who achieved a Level 2 has steadily decreased (a seven-percentage-point decrease), while the percentage of those who achieved a Level 4 has increased by six percentage points.
- The percentage of Grade 6 students performing at or above the provincial standard in writing has increased by two percentage points since 2013–2014.

Mathematics: Results for All Grade 6 Students Over Time*

	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
	# = 129 368	# = 131 543	# = 127 286	EC	# = 123 666
Level 4	13%	13%	13%	EC	13%
Level 3	45%	43%	42%	EC	37%
Level 2	29%	30%	30%	EC	31%
Level 1	10%	11%	13%	EC	16%
NEI	<1%	<1%	<1%	EC	<1%
No Data	1%	1%	1%	EC	1%
Exempt	2%	2%	2%	EC	2%
At or Above the Provincial Standard†	58%	57%	54%	EC	50%

Mathematics: Percentage of All Grade 6 Students at Each Level Over Time



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

† 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.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

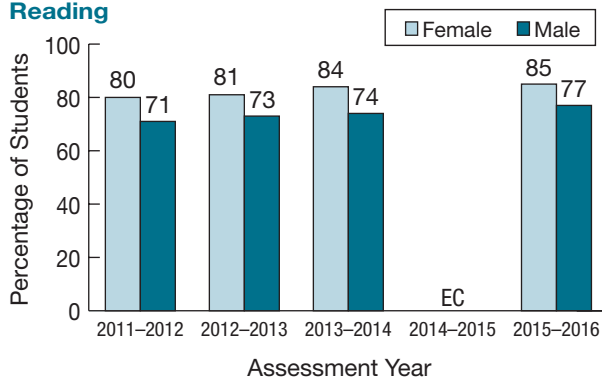
- Compared to five years ago, the percentage of Grade 6 students at or above the provincial standard in mathematics has decreased by eight percentage points, from 58% to 50%. It has decreased by four percentage points since 2013–2014.
- Over the past five years, the percentage of students who achieved a Level 4 has remained stable, while the percentage of students who achieved a Level 3 has decreased by eight percentage points, and the percentages of students who achieved a Level 2 and a Level 1 have increased by two and six percentage points, respectively.

RESULTS BY GENDER

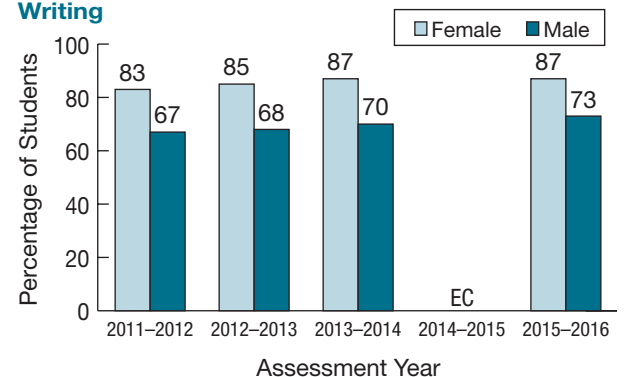
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

	2011–2012				2012–2013				2013–2014				2014–2015				2015–2016			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	62 827	80%	66 583	71%	64 026	81%	67 479	73%	62 042	84%	65 218	74%	EC	EC	EC	EC	59 914	85%	63 678	77%
WRITING	62 827	83%	66 583	67%	64 022	85%	67 473	68%	62 012	87%	65 194	70%	EC	EC	EC	EC	59 927	87%	63 690	73%
MATHEMATICS	62 798	59%	66 560	57%	64 035	57%	67 499	56%	62 052	56%	65 233	52%	EC	EC	EC	EC	59 944	50%	63 722	50%

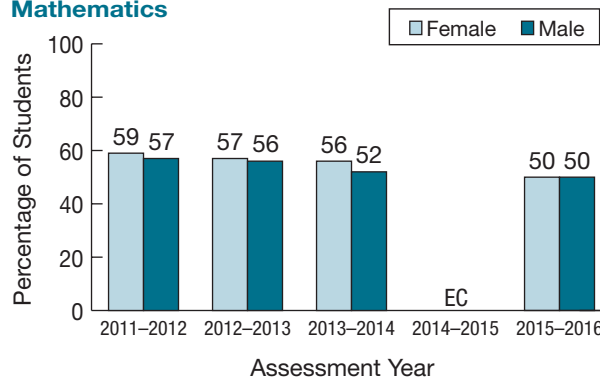
Reading



Writing



Mathematics



EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

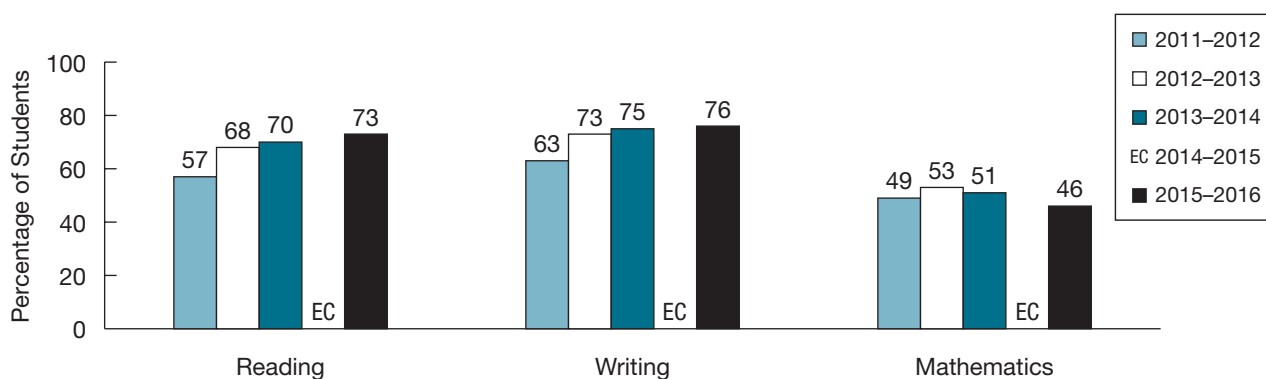
Observations

- Over the past five years,
 - the percentages of female students performing at or above the provincial standard has increased by five percentage points in reading and by four percentage points in writing.
 - the percentages of male students performing at or above the provincial standard has increased by six percentage points in reading and in writing.
 - the percentages of male and female students performing at or above the provincial standard in mathematics has decreased by nine and seven percentage points, respectively.
- the gender gap in favour of female students has remained relatively consistent and continues to be particularly pronounced in reading and writing. In writing, the gap has been consistently larger in Grade 6 (14 to 17 percentage points) than in Grade 3 (11 to 14 percentage points).
- In 2015–2016, larger percentages of female than male Grade 6 students performed at or above the provincial standard in each of reading (85% versus 77%) and writing (87% versus 73%). There were no differences in performance between the genders in mathematics (50%).

RESULTS BY STUDENT STATUS

Percentage of All Grade 6 English Language Learners at or Above the Provincial Standard Over Time*

	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	9119	57%	12 369	68%	12 479	70%	EC	EC	12 549	73%
WRITING	9119	63%	12 369	73%	12 475	75%	EC	EC	12 568	76%
MATHEMATICS	9113	49%	12 394	53%	12 481	51%	EC	EC	12 568	46%



* See the Explanation of Terms.

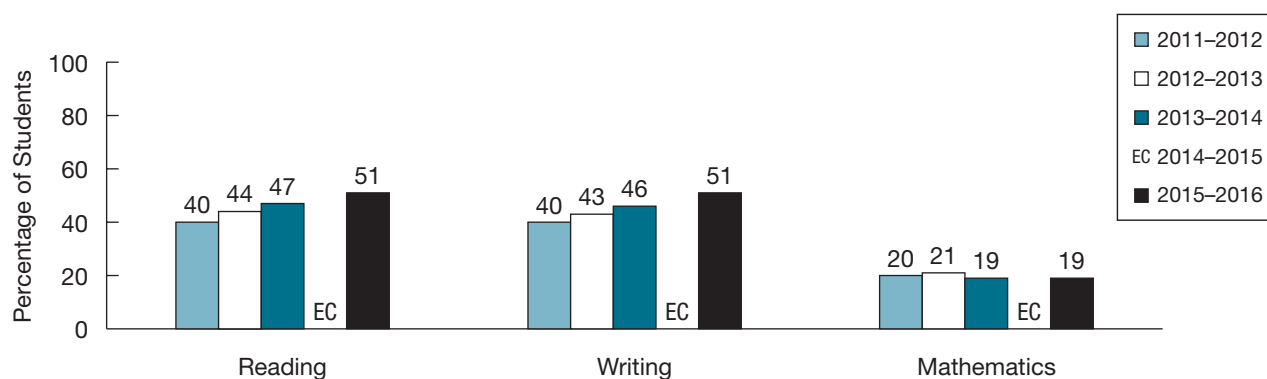
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the percentages of Grade 6 English language learners performing at or above the provincial standard have increased steadily in reading and in writing (a 16-percentage-point increase and a 13-percentage-point increase, respectively).
- Since 2013–2014, the percentages of Grade 6 English language learners performing at or above the provincial standard have increased by three percentage points in reading (to 73%) and one percentage point in writing (to 76%).
- In mathematics, the percentage of Grade 6 English language learners performing at or above the provincial standard has been variable (between 46% to 53%). It has decreased by five percentage points (to 46%) since 2013–2014.
- Over the past five years, the improvements in the performance of Grade 6 English language learners in writing have exceeded those of the Grade 6 population as a whole.

Percentage of All Grade 6 Students with Special Education Needs (Excluding Gifted) at or Above the Provincial Standard Over Time*

	2011–2012		2012–2013		2013–2014		2014–2015		2015–2016	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	25 364	40%	26 847	44%	26 432	47%	EC	EC	26 457	51%
WRITING	25 364	40%	26 845	43%	26 428	46%	EC	EC	26 467	51%
MATHEMATICS	25 362	20%	26 849	21%	26 445	19%	EC	EC	26 497	19%



* See the Explanation of Terms.

EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the percentages of Grade 6 students with special education needs performing at or above the provincial standard have increased steadily in reading and in writing (an 11-percentage-point increase in both subjects). In mathematics, it has decreased by one percentage point.
- Since 2013–2014, the percentages of Grade 6 students with special education needs performing at or above the provincial standard have increased by four percentage points in reading (to 51%), five percentage points in writing (to 51%) and have remained the same in mathematics (at 19%).
- Over the past five years, the improvements in the reading and writing performance of Grade 6 students with special education needs have exceeded those of the Grade 6 population as a whole.

Summary of Findings

ASSESSMENT OF READING, WRITING AND MATHEMATICS

Primary Division

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has increased steadily, from 66% to 72%, a six-percentage-point increase.
- Over the past five years, the percentage of students performing at or above the provincial standard in writing has decreased by two percentage points, from 76% to 74%.
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has decreased by five percentage points, from 68% to 63%.
- Over the past five years, the gender gap in reading and writing has been in favour of female students; in mathematics, the percentage of female students performing at or above the standard has been the same as or slightly larger than that of males.
- Over the past five years, the gender gap in reading and writing has been in favour of female students. Over this period, the gap in reading has varied between eight and 10 percentage points; in writing, the gap has varied between 11 and 14 percentage points; in mathematics, the percentage of female students performing at or above the standard has been the same as or slightly larger than that of males. This year, in reading, the gender gap in Grade 3 was the smallest it has been in five years (eight percentage points).
- In 2015–2016, larger percentages of female than male Grade 3 students performed at or above the provincial standard in each of reading (76% versus 68%) and writing (80% versus 69%), while the percentage for both genders was the same (63%) in mathematics.
- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by 13 percentage points in reading (to 68%) and by two percentage points in writing (to 72%), while it has decreased by one percentage point in mathematics (to 60%).
- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by 12 percentage points in reading (to 43%) and by one percentage point in writing (to 53%).
- In mathematics, compared to five years ago, the percentage of students performing at or above the provincial standard has decreased by five percentage points, from 34% to 29%.
- Over the past five years, larger percentages of male than female students have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics,” while larger percentages of female than male students have responded “most of the time” to the equivalent statements in reading and in writing.

Summary of Findings

ASSESSMENT OF READING, WRITING AND MATHEMATICS

Junior Division

- Over the past five years, the percentage of students performing at or above the provincial standard in reading has increased steadily from 75% to 81%, a six-percentage-point increase.
- Over the past five years, the percentage of students performing at or above the provincial standard in writing has increased steadily, from 67% to 76%, a six-percentage-point increase.
- Over the past five years, the percentage of students performing at or above the provincial standard in mathematics has decreased steadily, from 58% to 50%, an eight-percentage-point decrease.
- Over the past five years, the percentages of female students performing at or above the provincial standard in the three subjects have been larger than those of male students. The gender gap in favour of female students has remained relatively consistent and continues to be particularly pronounced in reading and writing. In writing, the gap has been consistently larger in Grade 6 (14 to 17 percentage points) than in Grade 3 (11 to 14 percentage points).
- In 2015–2016, larger percentages of female than male Grade 6 students performed at or above the provincial standard in each of reading (85% versus 77%) and writing (87% versus 73%). There were no differences in performance between the genders in mathematics (50%).
- Over the past five years, the percentages of Grade 6 English language learners performing at or above the provincial standard have increased steadily in reading and in writing (a 16-percentage-point increase to 73% and a 13-percentage-point increase to 76%, respectively).
- In mathematics, the percentage of Grade 6 English language learners performing at or above the provincial standard has been variable (between 46% and 53%). It decreased by five percentage points (to 46%) since 2013–2014.
- Over the past five years, the percentages of Grade 6 students with special education needs performing at or above the provincial standard has increased steadily in reading and in writing (an 11-percentage-point increase to 51% in both subjects). In mathematics, it has decreased by one percentage point to 19%.
- Over the past five years, on the questionnaire, larger percentages of male than female students have responded “most of the time” to each of “I like mathematics” and “I am good at mathematics,” while a larger percentage of female than male students have responded “most of the time” to the equivalent statements in reading and in writing.

Explanation of Terms

All Students

Results are reported for all students in the grade (Grade 3 or 6).

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, in *The Ontario Curriculum*, has set Level 3 as the provincial standard. Level 3 identifies a considerable level of achievement of provincial expectations. The levels of achievement are aligned with the four-level scale developed by the Ministry of Education and used on the Provincial Report Card.

Level 4

The student has demonstrated the required knowledge and skills thoroughly or to a high degree. Achievement exceeds the provincial standard.

Level 3

The student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard.

Level 2

The student has demonstrated the required knowledge and skills. Achievement approaches the provincial standard.

Level 1

The student has demonstrated 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 provided enough information to score but did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.

NP

Non-participating indicates that due to exceptional circumstances, some or all of the board’s students did not participate.

No Data

This designates students who did not have a result due to absence or other reasons.

Exempt

This designates students who were formally exempted by the school from participating in the assessment or in one or more components of it.

English Language Learners

These are students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

Students with Special Education Needs (Excluding Gifted)

These are students who have been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is giftedness are not included.

Appendices

THE EQAO ASSESSMENT PROCESS

About the Primary- and Junior-Division Assessments

EQAO conducts several province-wide tests, among them the Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions. The primary- and junior-division assessments are conducted annually and involve all Grades 3 and 6 students in publicly funded schools in Ontario. The tests measure how well students have met the provincial expectations for the subjects assessed, as outlined in *The Ontario Curriculum*.

Design and Development

All EQAO tests are developed in keeping with the *Principles for Fair Student Assessment Practices for Education in Canada* (1993), a document created by representatives of national education institutions and associations and widely endorsed by Canada's education community. EQAO consults with internationally recognized experts in large-scale assessment for all aspects of the tests: design, development, bias reviews, field testing, administration, scoring and reporting. Educators from across the province also work with EQAO on all aspects of the tests, including question development and review (i.e., for bias, curriculum connection and content), scoring-material development and scoring.

Parallel English- and French-language versions of the tests are developed. Each version has the same number and types of questions but reflects variations in the curricula for the two languages. The tests contain multiple-choice questions, open-response questions and writing tasks through which students can demonstrate what they know and can do. Grades 3 and 6 students are assessed in three key subject areas:

Reading: using a variety of reading strategies and conventions, understanding concepts, making inferences and connecting ideas

Writing: using writing strategies and language conventions, understanding assigned tasks, organizing ideas and communicating with the reader

Mathematics: demonstrating knowledge and skills across the five strands of mathematics: number sense and numeration; measurement; geometry and spatial sense; patterning and algebra; and data management and probability

Consistency and Fairness

Each year, schools are sent English- or French-language administration and accommodation guides. These guides provide instructions to ensure that consistent administrative and accommodation procedures are followed. The guides describe in detail what is expected of educators involved in the administration of the tests, including

- professional responsibilities for the administration of the tests;
- detailed steps to follow (e.g., preparation of materials for distribution to students, administration and return of materials to EQAO) and
- the accommodations, special provisions and exemptions allowed for students with special education needs and for English language learners.

Quality Assurance

EQAO has established quality-assurance procedures to help ensure that its assessments are administered consistently and fairly across the province and that the data produced are valid and reliable. EQAO follows a number of procedures to ensure that parents, educators and the public have confidence in the validity and reliability of the results reported:

- Quality-assurance monitors: EQAO contracts quality-assurance monitors to visit a random sample of schools in order to observe the administration of the assessments to determine the extent to which EQAO guidelines are being followed.
- Examination of test materials: Following each assessment, EQAO looks for evidence of possible irregularities in administration. This is done through an examination of test materials from a random sample of schools prior to scoring.
- Follow-up on reports of irregularities: EQAO systematically follows up on any reports of irregularities received from principals, teachers, parents and others.
- Database analyses: EQAO conducts two types of statistical analysis of student response data. The first identifies student response patterns that suggest the possibility of collusion between two or more students. The second examines unusual changes in the proportion of Grade 3 and Grade 6 students in a school performing at or above the provincial standard (Level 3) over time and in the overall patterns of school results for open-response items.

Scoring

EQAO scoring procedures are designed to ensure accurate, fair and reliable results for all students. Before scoring takes place, all student booklets are scrambled so that they can be distributed randomly to scorers. All student booklets go through “blind scoring,” with no information on the student work that could identify a student. EQAO’s scoring process includes scorer training, which requires successful completion of a qualifying test, and monitoring for validity and reliability. The validity and reliability of scoring is tracked daily at the scoring site, and retraining occurs if it is required. Students’ responses to open-response mathematics questions, reading questions and writing prompts are scored by qualified Ontario educators.

Given the EQAO scoring process, parents and students can be assured that the results obtained are a reliable indication of the students’ work and that the work has been scored against the same standard, which has been applied consistently for all students across the province and from year to year.

Reporting

For the primary- and junior-division assessments, EQAO uses a four-level scale to report on student achievement. This scale is based on *The Ontario Curriculum*, which sets Level 3 as the provincial standard. Levels 1 and 2 indicate achievement below the provincial standard, while Level 4 indicates achievement above it.

The results of the tests yield individual, school and school-board data on student achievement. EQAO posts board and school results on its Web site for public access. As well, EQAO publishes an annual provincial report for education stakeholders and the general public.

Data from the tests provide valuable information to support improvement planning at the school, school-board and provincial levels.

ABOUT THE EDUCATION QUALITY AND ACCOUNTABILITY OFFICE

EQAO's tests measure student achievement in reading, writing and mathematics in relation to *Ontario Curriculum* expectations. The resulting data provide accountability and a gauge of quality in Ontario's publicly funded education system. By providing this important evidence about learning, EQAO acts as a catalyst for increasing the success of Ontario students.

The objective and reliable results from EQAO's tests complement the information obtained from classroom and other assessments to provide students, parents, teachers and administrators with a clear and comprehensive picture of student achievement and a basis for targeted improvement planning at the individual, school, school board and provincial levels. EQAO helps build capacity for the appropriate use of data by providing resources that educators, parents, policy-makers and others in the education community can use to improve learning and teaching. EQAO distributes an individual report to each student who writes a test, and posts school, school board and provincial results on its Web site (www.eqao.com).

Mandate

EQAO is dedicated to working with the education community and to enhancing the quality and accountability of the education system in Ontario. This is achieved through student assessments that produce objective, reliable and relevant information, and through the timely public release of this information along with recommendations for system improvement.

Values

EQAO values giving all students the opportunity to reach their highest possible level of achievement.

EQAO values its role as a service to educators, parents, students, government and the public in support of teaching and learning in the classroom.

EQAO values credible evidence that informs professional practice and focuses attention on interventions that improve student success.

EQAO values research that informs large-scale assessment and classroom practice.

EQAO values the dedication and expertise of Ontario's educators and their involvement in all aspects of the assessment process and the positive difference their efforts make in student outcomes.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Board Results

Board Name	Mident	Board Name	Mident
Algoma DSB	28010	Nipissing-Parry Sound Catholic DSB	29017
Algonquin and Lakeshore Catholic DSB	67202	Northeastern Catholic DSB	29009
Avon Maitland DSB	66010	Northwest Catholic DSB	29041
Bluewater DSB	66001	Ottawa Catholic DSB	67180
Brant Haldimand Norfolk Catholic DSB	67164	Ottawa-Carleton DSB	66184
Bruce-Grey Catholic DSB	67008	Peel DSB	66125
Catholic DSB of Eastern Ontario	67172	Peterborough Victoria Northumberland and Clarington CDSB	67067
DSB of Niagara	66150	Rainbow DSB	28029
DSB Ontario North East	28002	Rainy River DSB	28053
Dufferin-Peel Catholic DSB	67083	Renfrew County Catholic DSB	67199
Durham Catholic DSB	67105	Renfrew County DSB	66214
Durham DSB	66060	Simcoe County DSB	66109
Grand Erie DSB	66168	Simcoe Muskoka Catholic DSB	67091
Greater Essex County DSB	66028	St. Clair Catholic DSB	67040
Halton Catholic DSB	67113	Sudbury Catholic DSB	29033
Halton DSB	66133	Superior North Catholic DSB	29076
Hamilton-Wentworth Catholic DSB	67121	Superior-Greenstone DSB	28070
Hamilton-Wentworth DSB	66141	Thames Valley DSB	66044
Hastings and Prince Edward DSB	66222	Thunder Bay Catholic DSB	29068
Huron-Perth Catholic DSB	67016	Toronto DSB	66052
Huron-Superior Catholic DSB	29025	Trillium Lakelands DSB	66087
Kawartha Pine Ridge DSB	66079	Upper Canada DSB	66192
Keewatin-Patricia DSB	28045	Upper Grand DSB	66117
Kenora Catholic DSB	29050	Waterloo Catholic DSB	67148
Lakehead DSB	28061	Waterloo Region DSB	66176
Lambton Kent DSB	66036	Wellington Catholic DSB	67130
Limestone DSB	66206	Windsor-Essex Catholic DSB	67024
London District Catholic School Board	67032	York Catholic DSB	67075
Near North DSB	28037	York Region DSB	66095
Niagara Catholic DSB	67156		

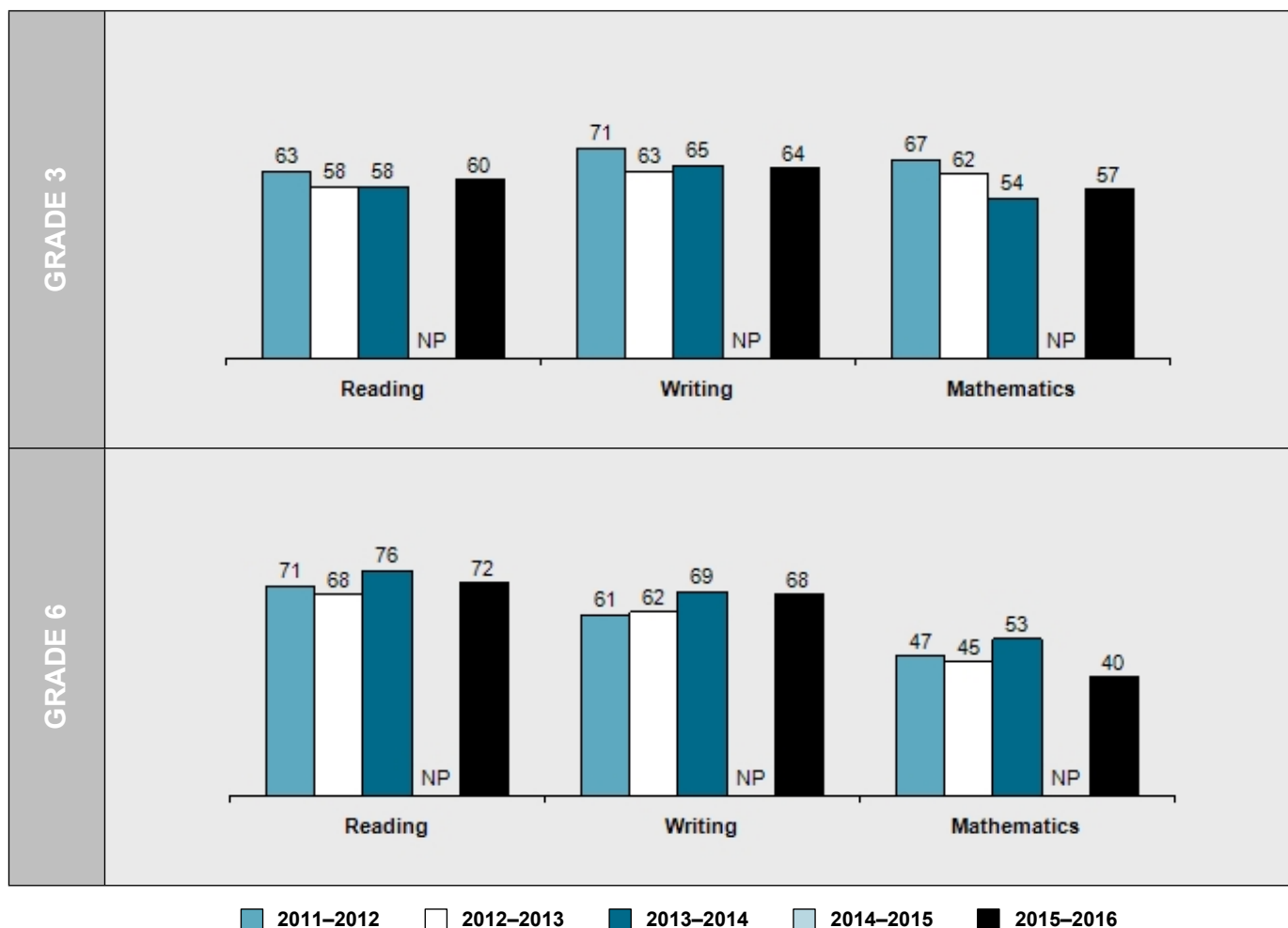
Board Name: Algoma DSB (28010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	17%	24%
First language learned at home other than English	1%	1%
Number of schools	28	28

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	526	519	546	NP	549
Grade 3 mathematics	610	608	638	NP	662
Grade 6	657	641	612	NP	611

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

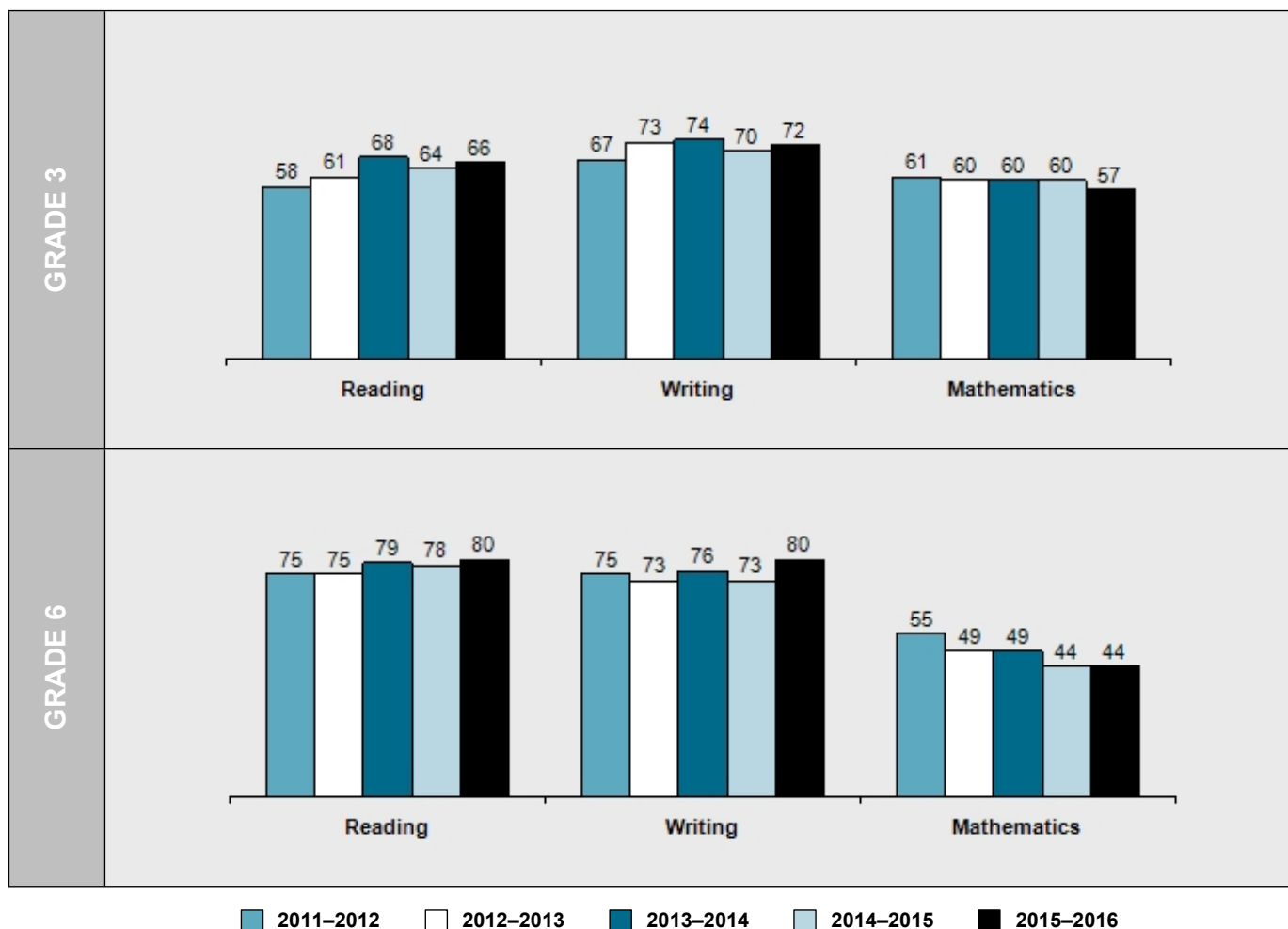
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	23%	28%
First language learned at home other than English	3%	3%
Number of schools	34	34

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	712	766	741	795	848
Grade 3 mathematics	712	766	741	795	848
Grade 6	770	755	786	723	761

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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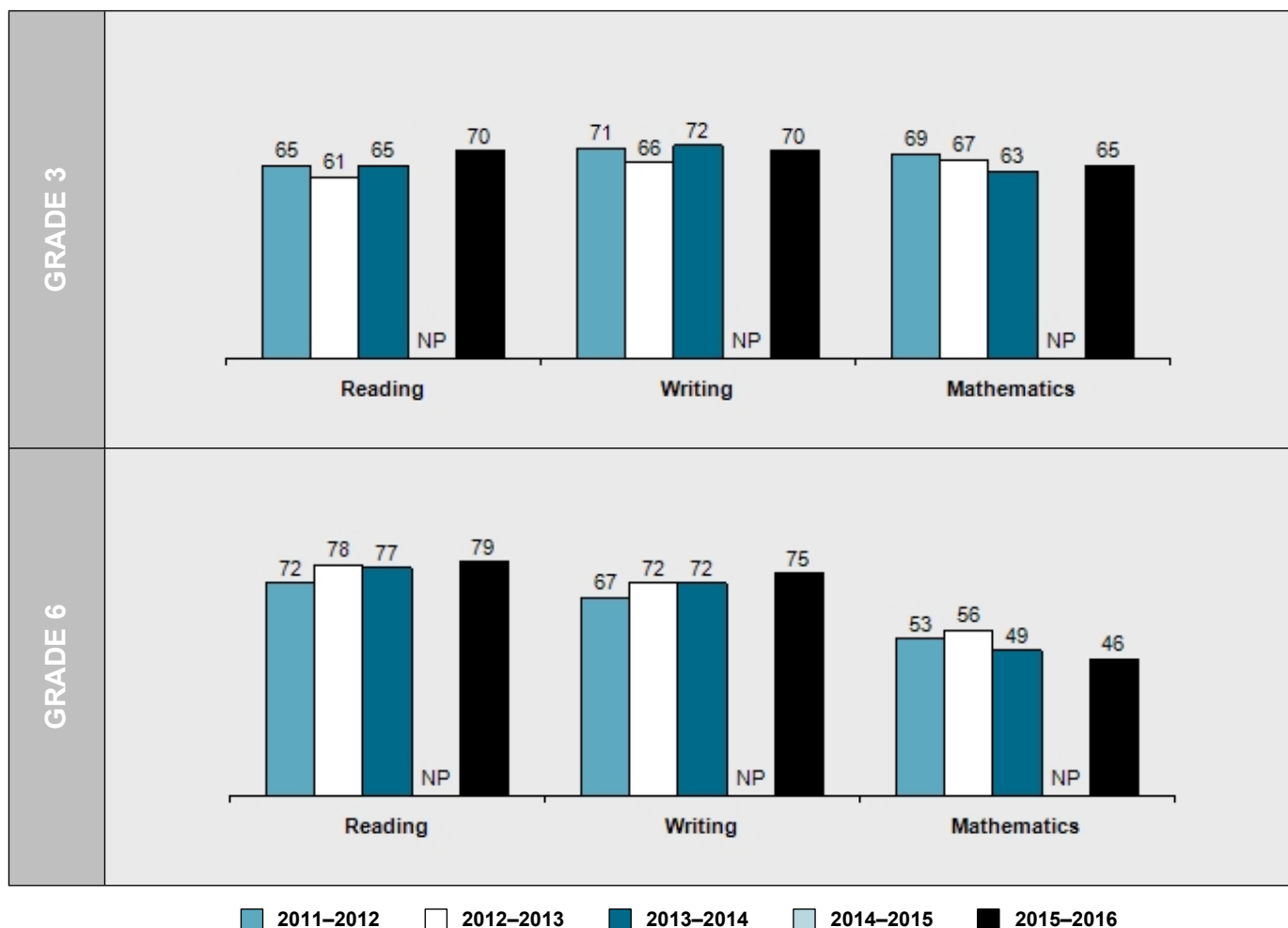
Board Name: Avon Maitland DSB (66010)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	14%	19%
First language learned at home other than English	4%	5%
Number of schools	31	31

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 017	1 013	1 006	NP	1 023
Grade 3 mathematics	1 017	1 013	1 006	NP	1 023
Grade 6	1 044	1 065	1 058	NP	1 018

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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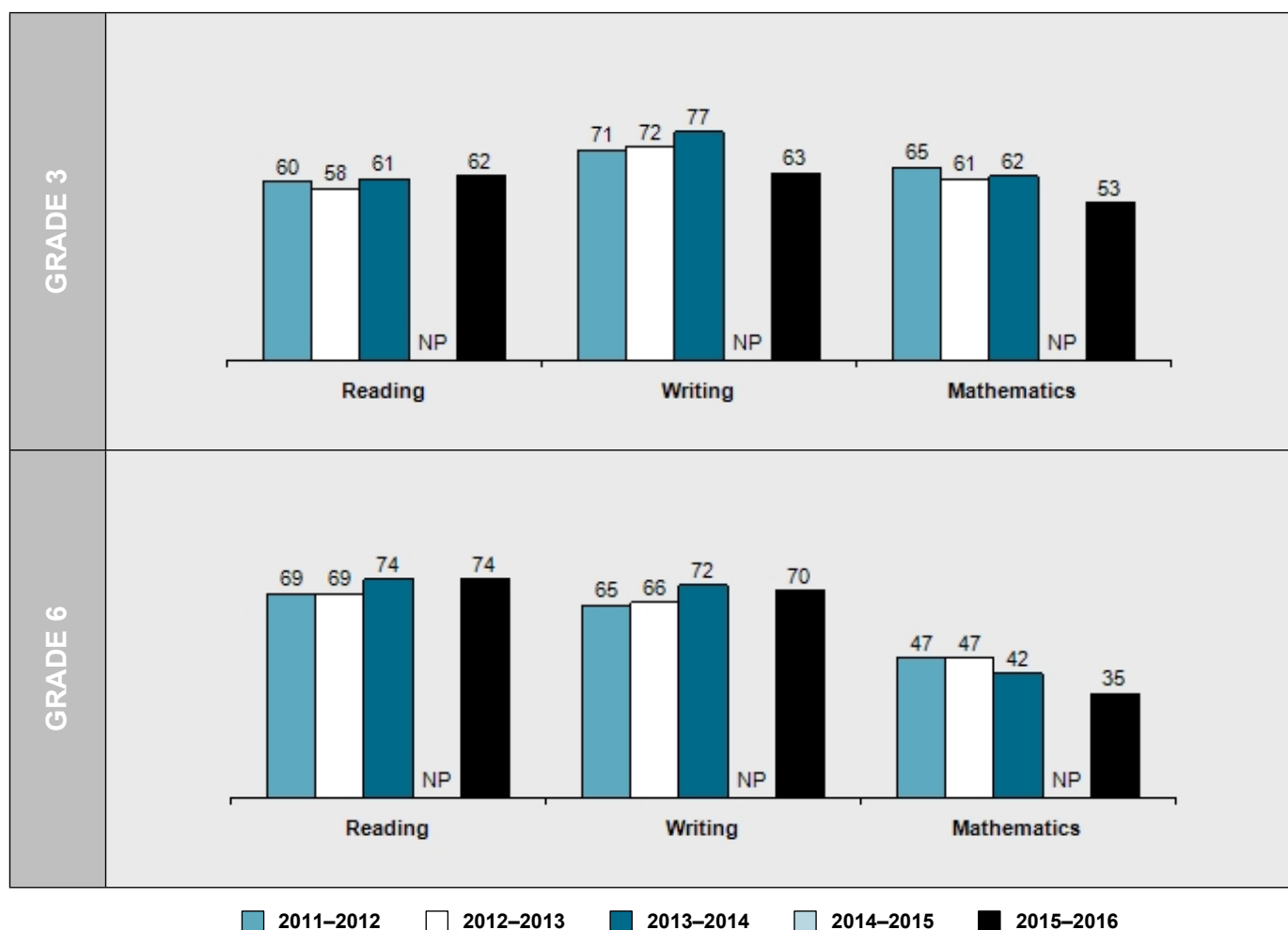
Board Name: Bluewater DSB (66001)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	23%	31%
First language learned at home other than English	3%	3%
Number of schools	39	37

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 073	1 116	1 128	NP	1 144
Grade 3 mathematics	1 073	1 116	1 130	NP	1 144
Grade 6	1 134	1 243	1 097	NP	1 143

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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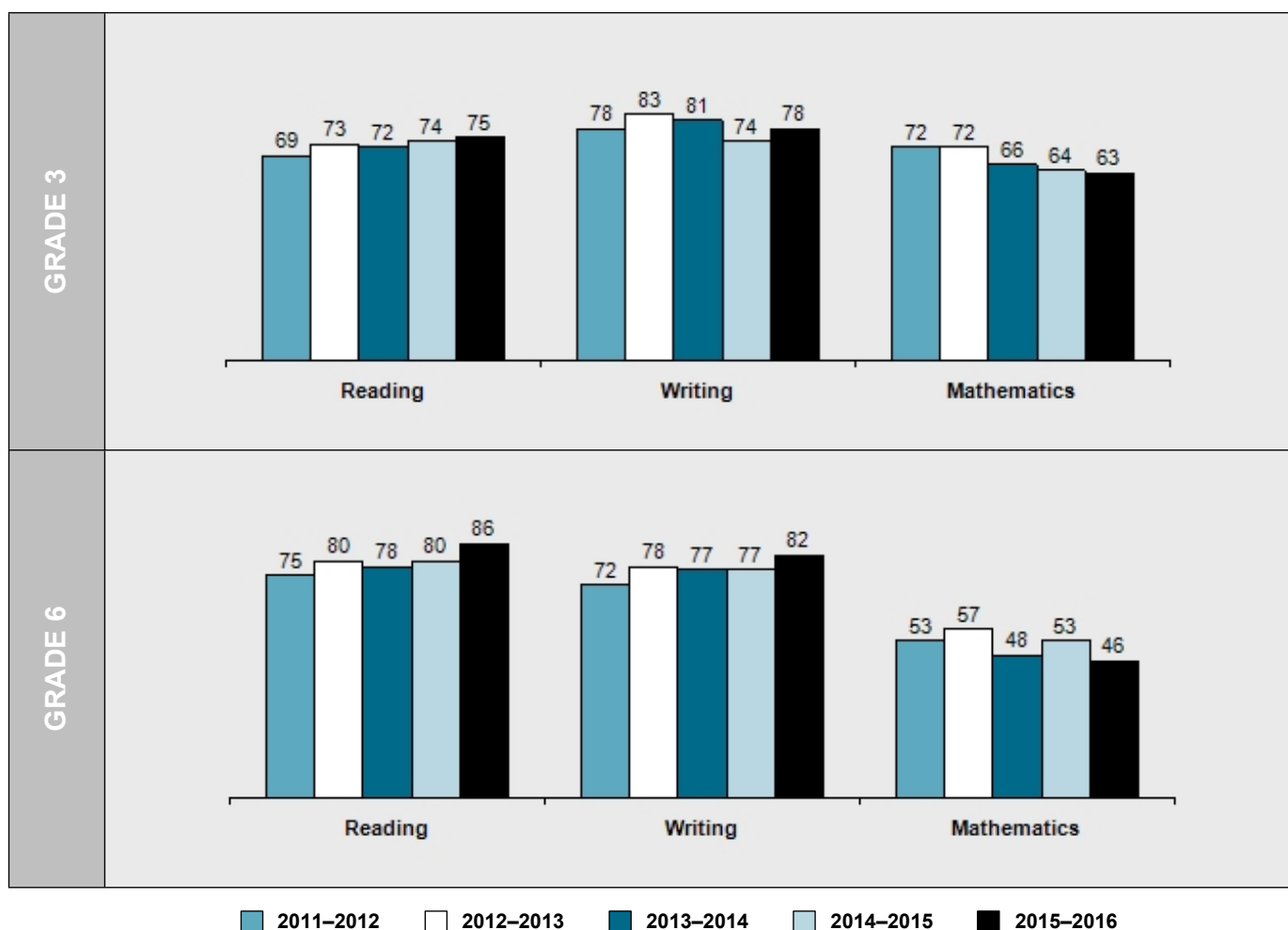
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	13%	14%
First language learned at home other than English	2%	2%
Number of schools	29	29

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	619	664	617	646	632
Grade 3 mathematics	619	664	617	646	632
Grade 6	669	678	675	641	665

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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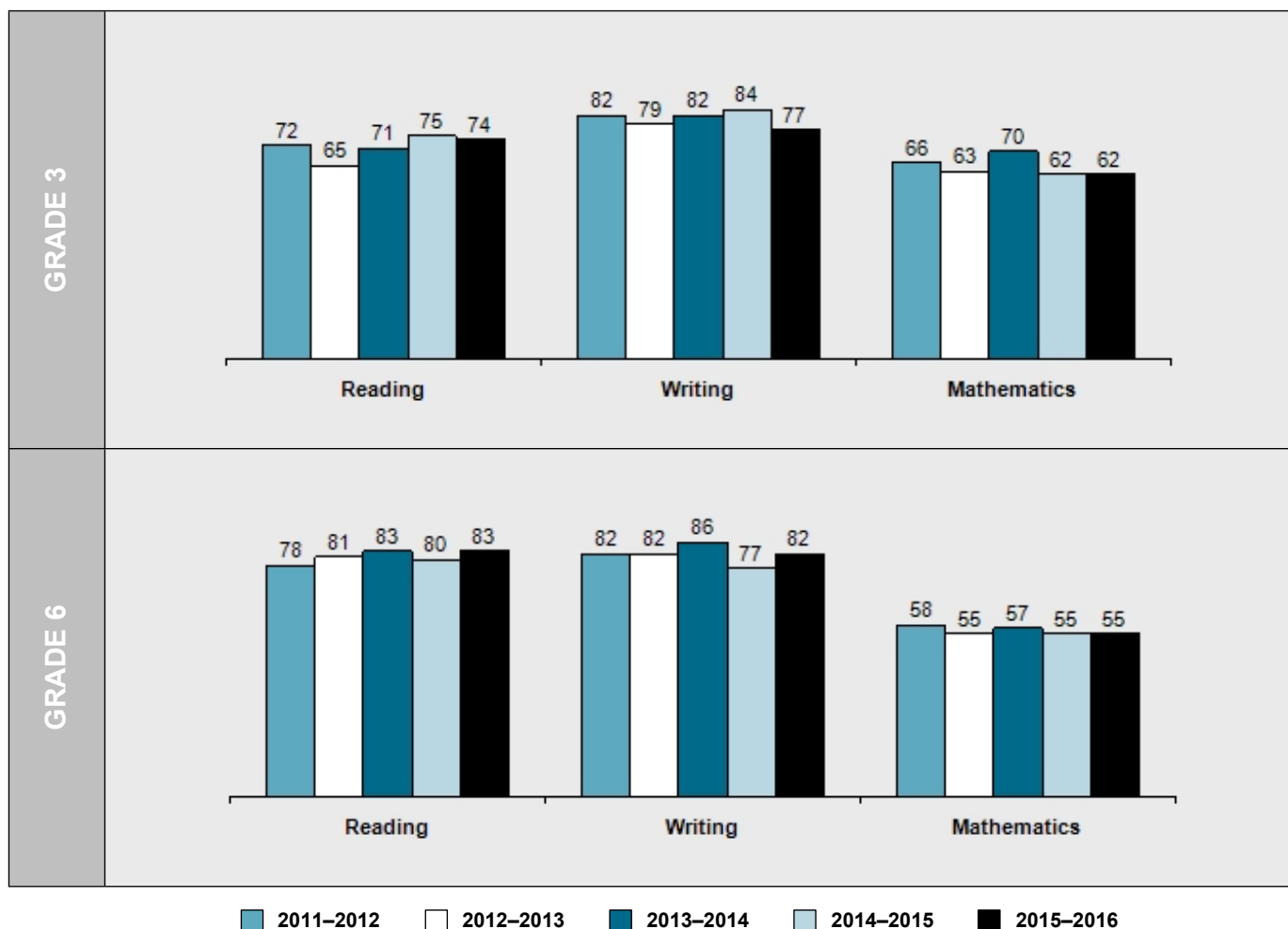
Board Name: Bruce-Grey Catholic DSB (67008)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	<1%
Students with special education needs (excluding gifted)	41%	40%
First language learned at home other than English	2%	2%
Number of schools	10	10

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	247	223	263	225	274
Grade 3 mathematics	247	225	263	225	274
Grade 6	250	253	227	253	239

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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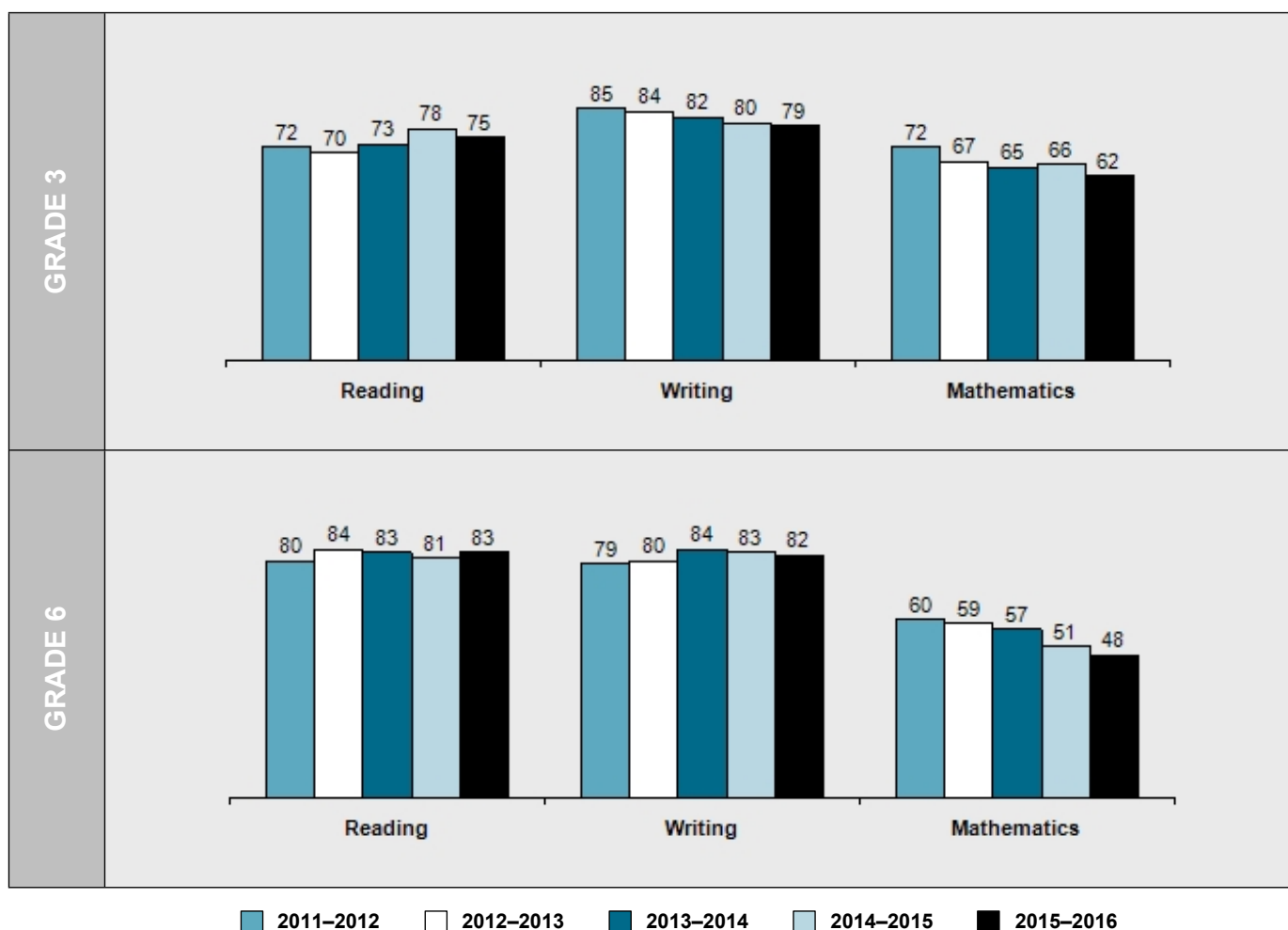
Board Name: Catholic DSB of Eastern Ontario (67172)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	2%
Students with special education needs (excluding gifted)	36%	35%
First language learned at home other than English	5%	3%
Number of schools	29	29

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	879	803	812	806	851
Grade 3 mathematics	879	803	812	806	851
Grade 6	948	982	861	880	836

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

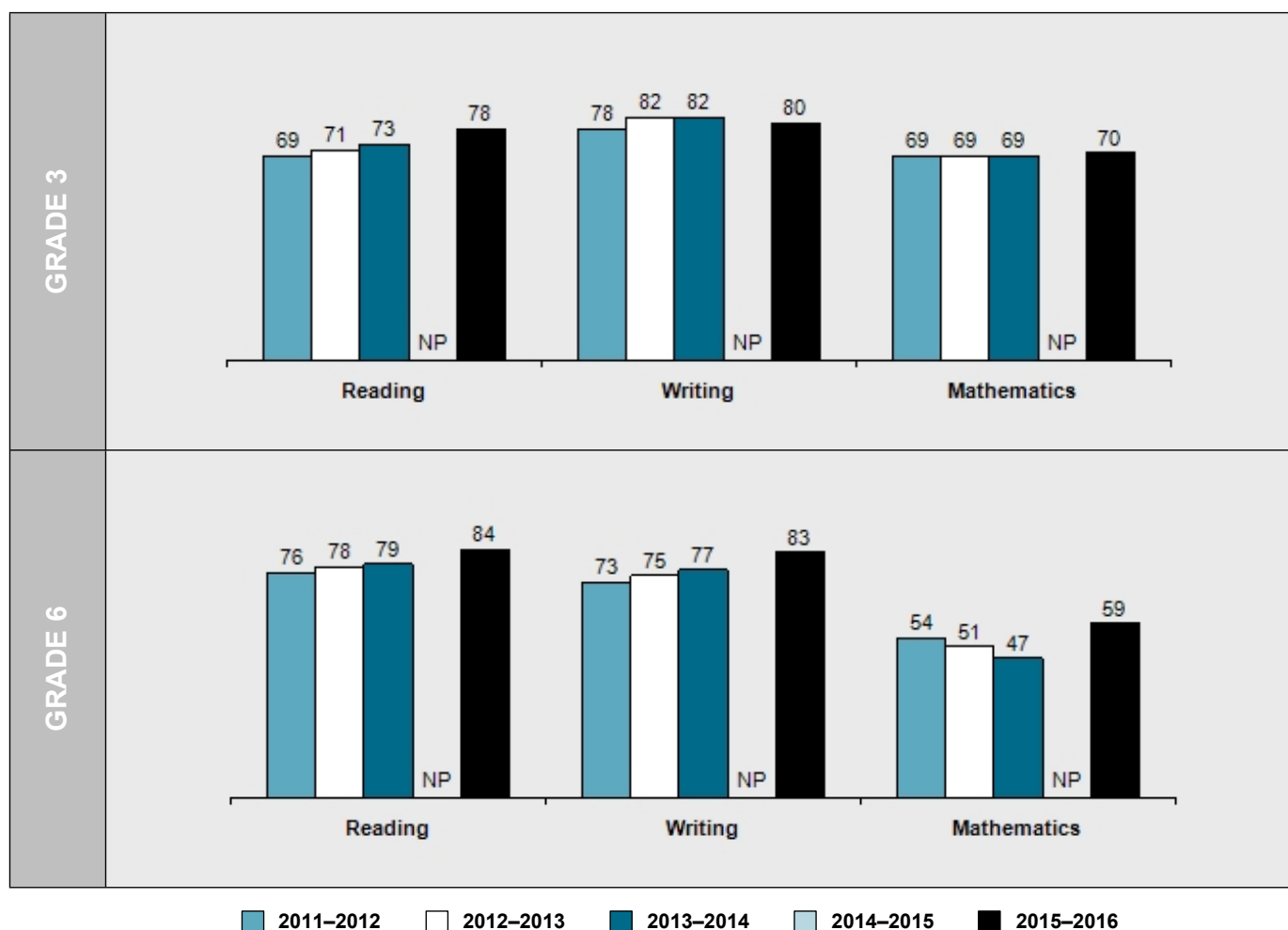
Board Name: DSB of Niagara (66150)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	5%	3%
Students with special education needs (excluding gifted)	27%	27%
First language learned at home other than English	6%	6%
Number of schools	79	80

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	2 365	2 380	2 301	NP	2 447
Grade 3 mathematics	2 365	2 380	2 301	NP	2 447
Grade 6	2 485	2 638	2 445	NP	2 513

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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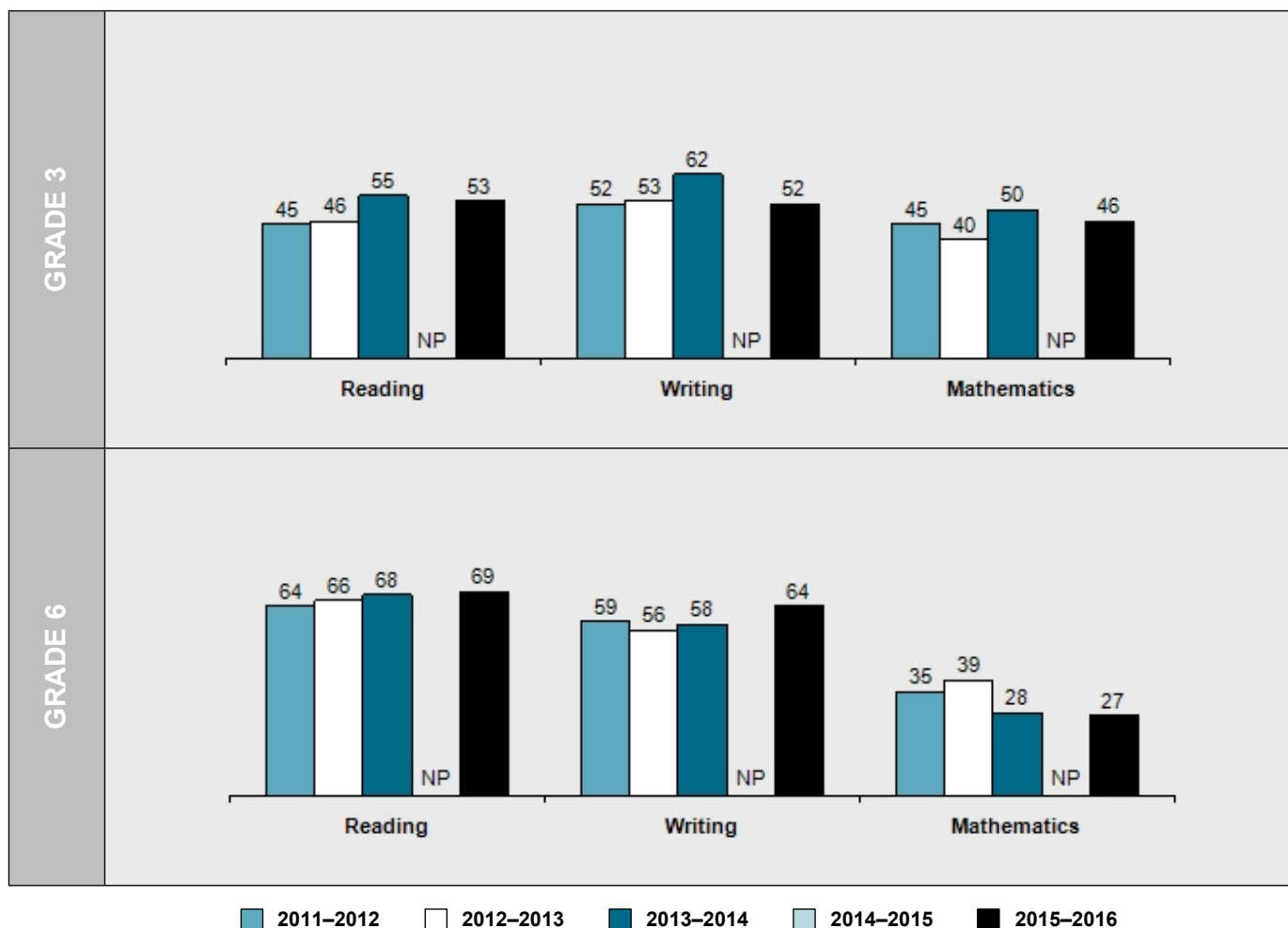
Board Name: DSB Ontario North East (28002)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	22%	26%
First language learned at home other than English	6%	5%
Number of schools	20	20

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	404	418	404	NP	380
Grade 3 mathematics	404	418	404	NP	380
Grade 6	469	405	389	NP	429

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

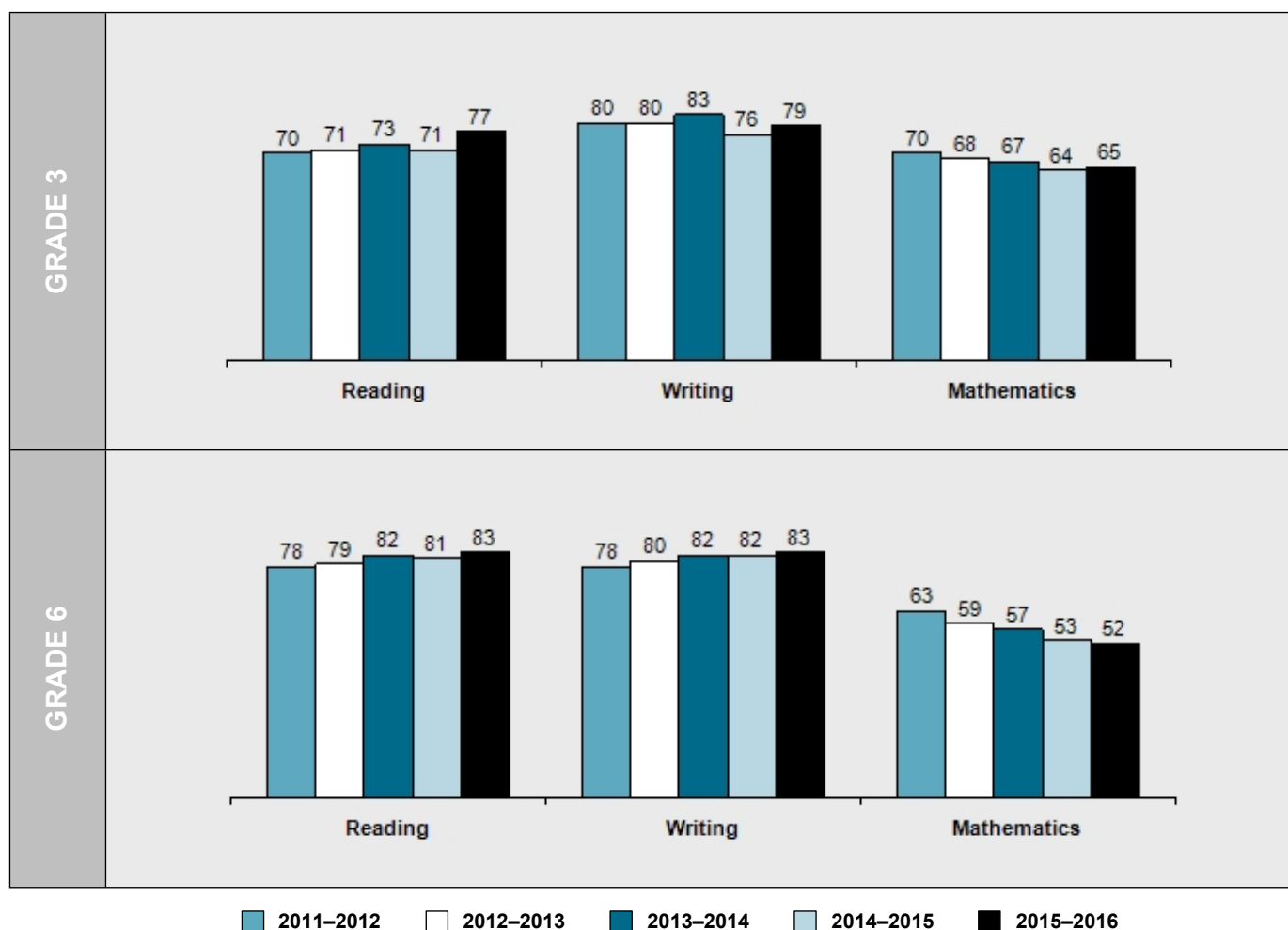
Board Name: Dufferin-Peel Catholic DSB (67083)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	27%	17%
Students with special education needs (excluding gifted)	13%	16%
First language learned at home other than English	20%	24%
Number of schools	123	123

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	4 877	5 105	5 051	4 927	5 026
Grade 3 mathematics	4 877	5 105	5 051	4 928	5 026
Grade 6	5 481	5 544	5 259	5 108	5 307

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

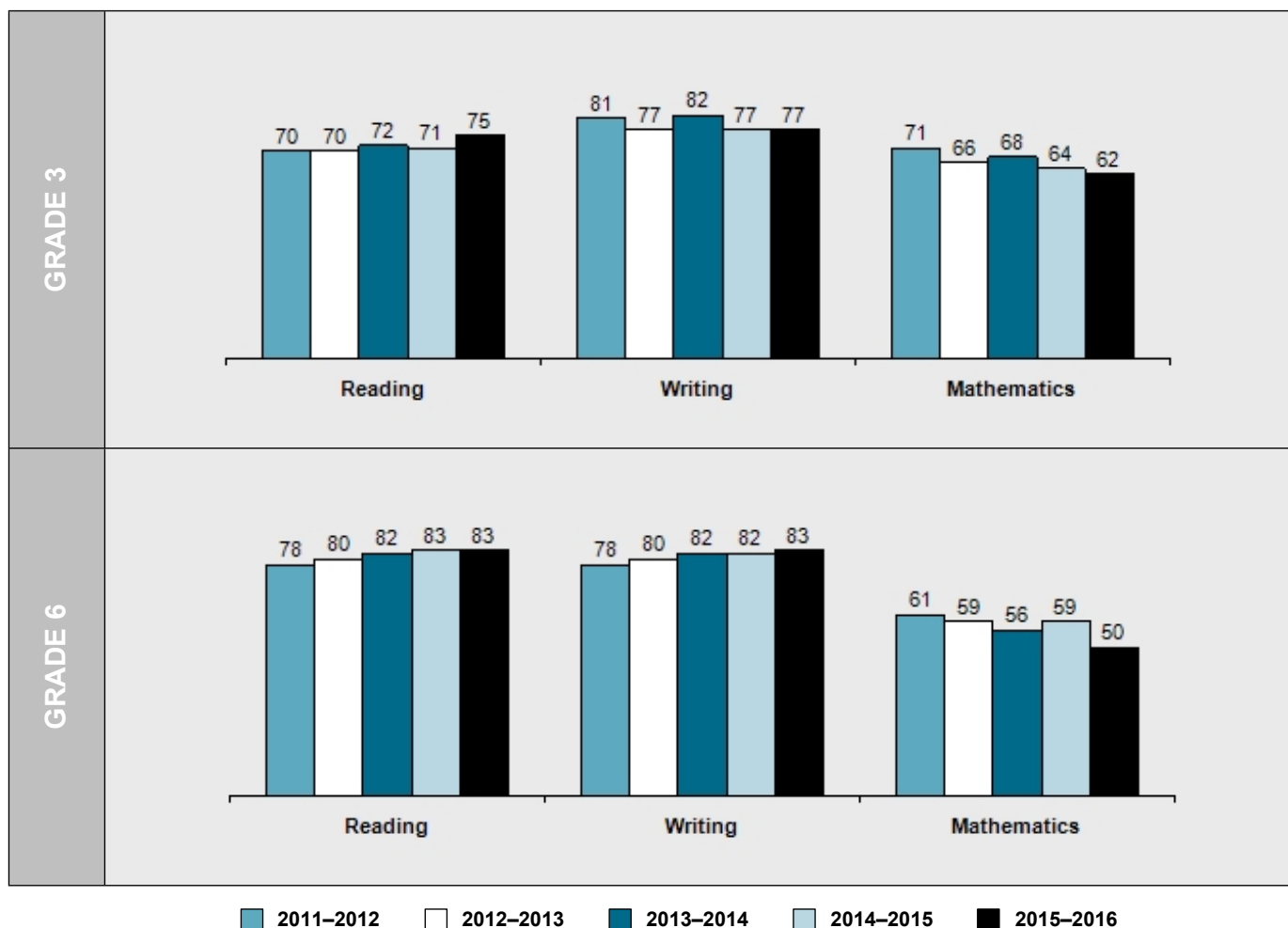
Board Name: Durham Catholic DSB (67105)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	16%	19%
First language learned at home other than English	4%	5%
Number of schools	39	39

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 474	1 245	1 253	1 121	1 207
Grade 3 mathematics	1 475	1 424	1 448	1 413	1 505
Grade 6	1 518	1 565	1 502	1 482	1 485

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

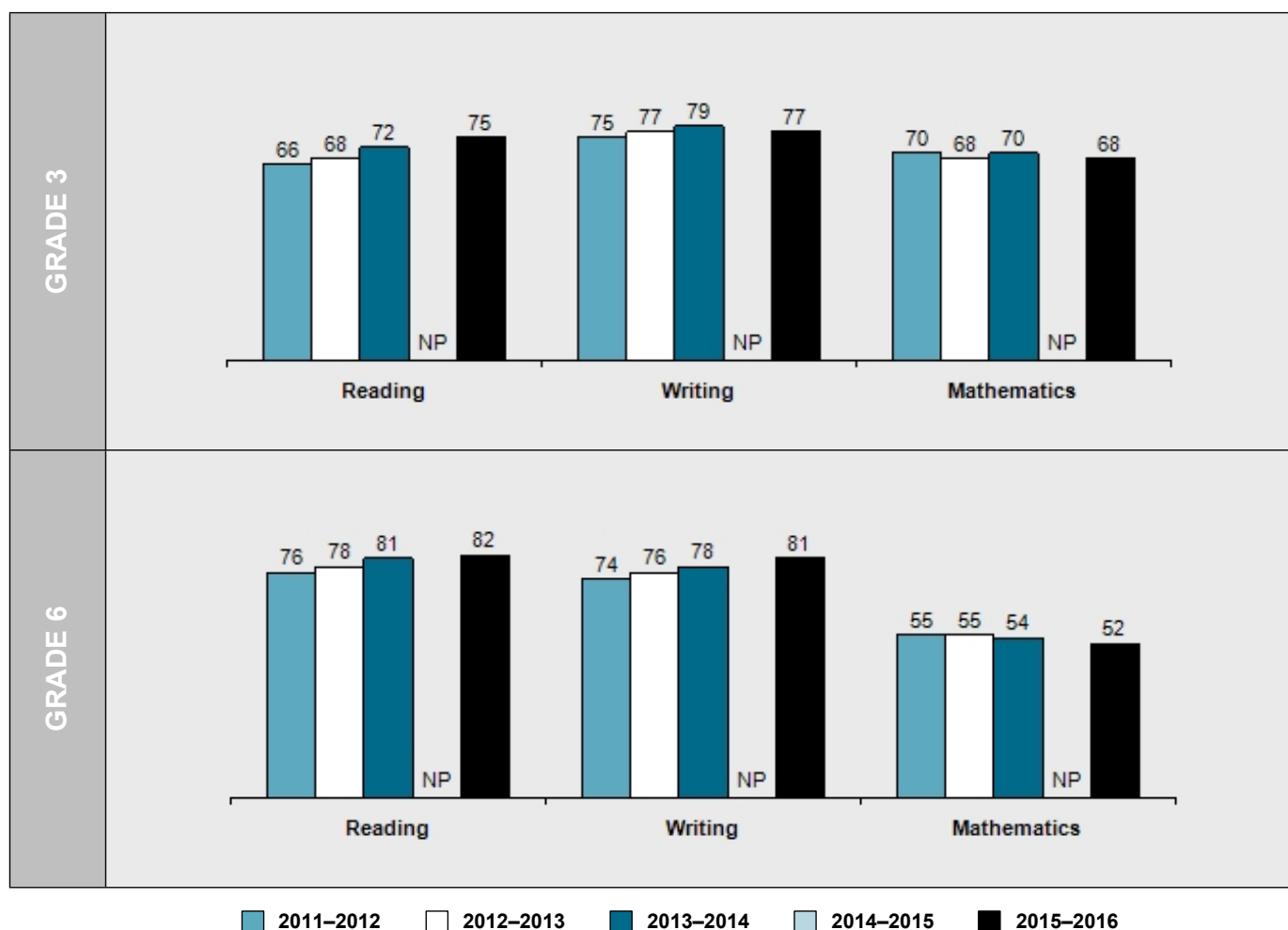
Board Name: Durham DSB (66060)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	16%	20%
First language learned at home other than English	11%	9%
Number of schools	107	107

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	3 959	3 932	3 932	NP	3 971
Grade 3 mathematics	4 677	4 641	4 743	NP	4 856
Grade 6	4 742	4 929	4 698	NP	4 883

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

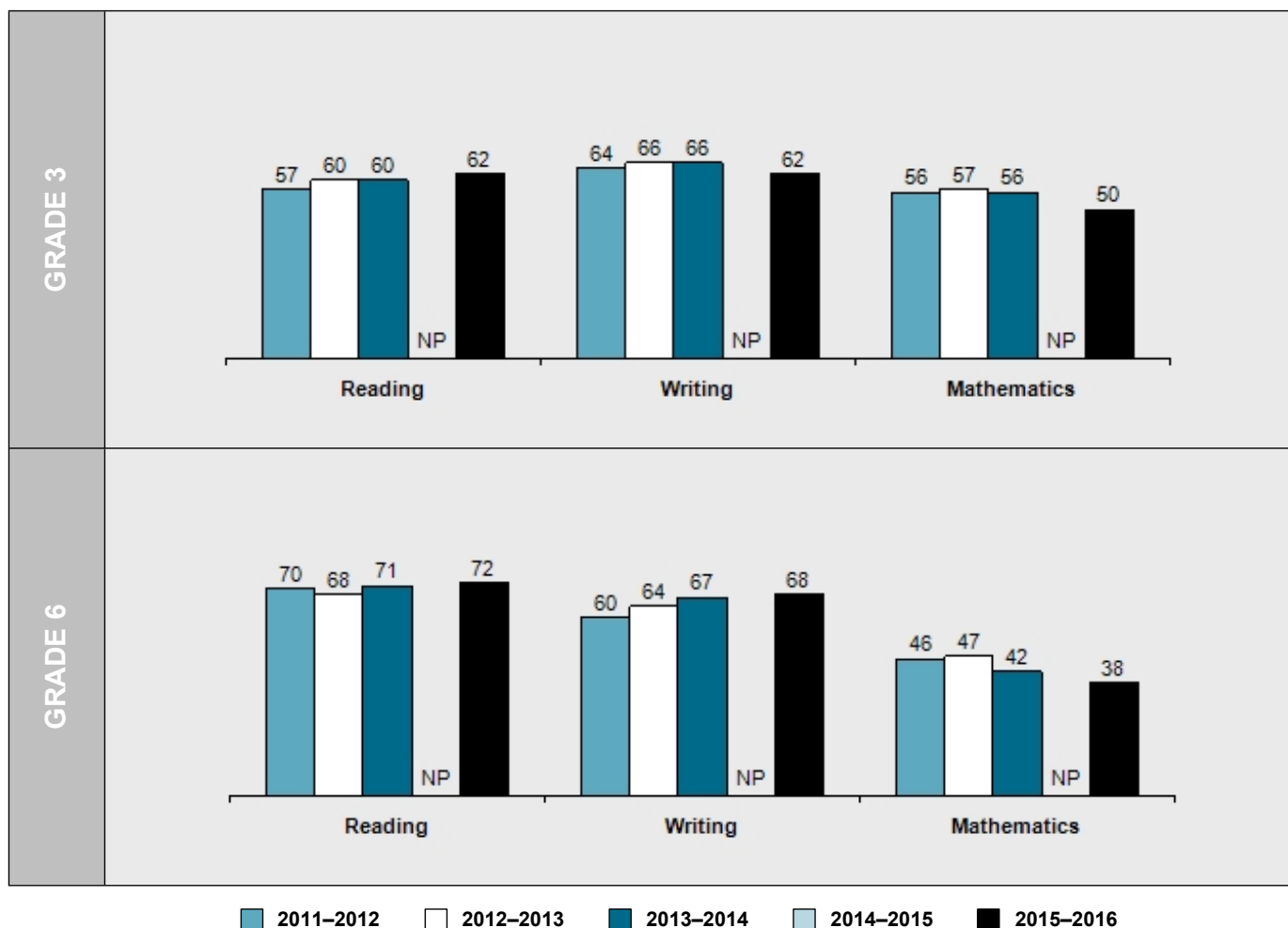
Board Name: Grand Erie DSB (66168)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	2%
Students with special education needs (excluding gifted)	20%	27%
First language learned at home other than English	5%	5%
Number of schools	60	60

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 755	1 681	1 744	NP	1 766
Grade 3 mathematics	1 756	1 685	1 744	NP	1 766
Grade 6	1 823	1 910	1 739	NP	1 749

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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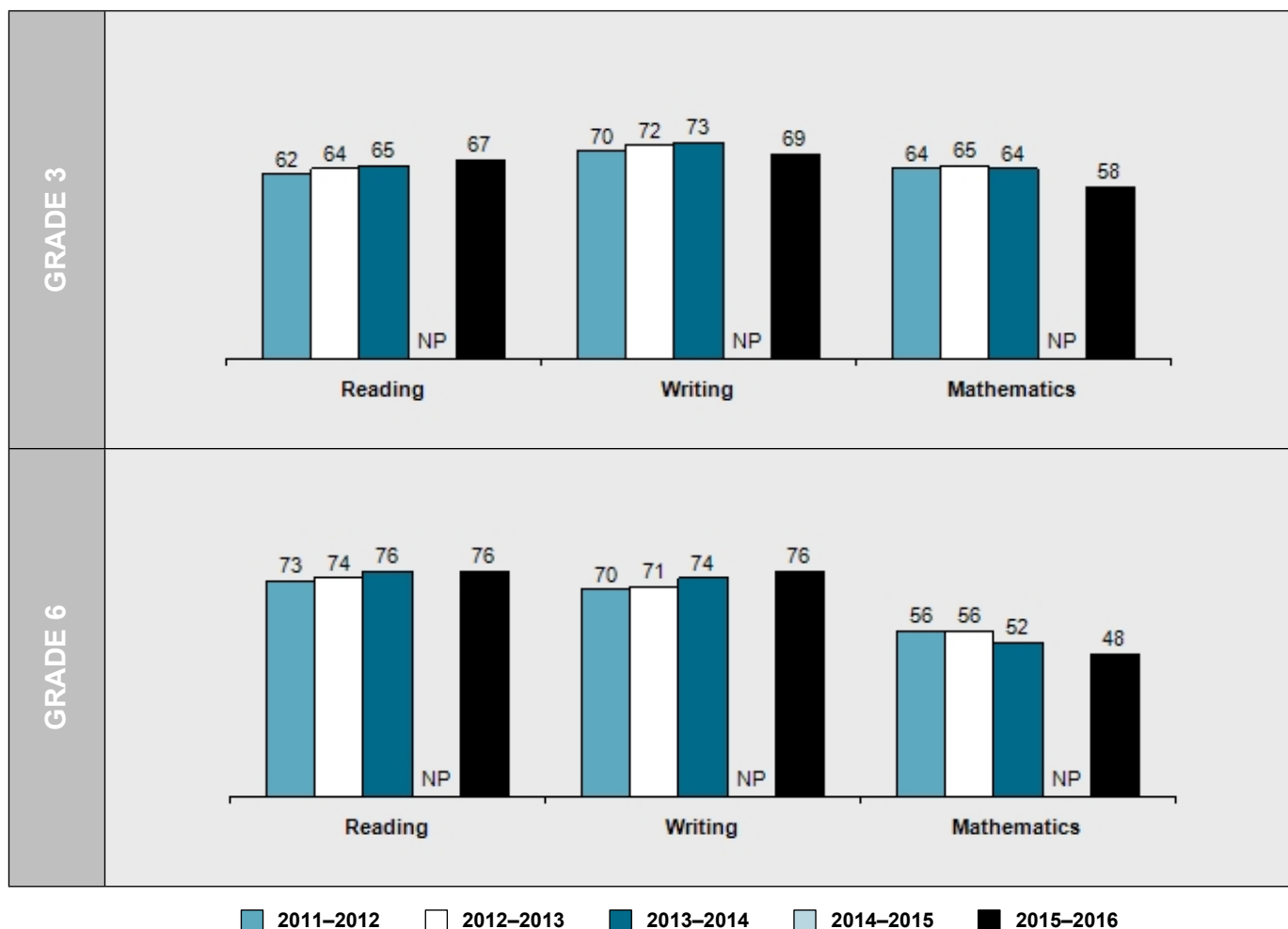
Board Name: Greater Essex County DSB (66028)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	3%
Students with special education needs (excluding gifted)	14%	18%
First language learned at home other than English	21%	20%
Number of schools	56	56

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	2 403	2 329	2 438	NP	2 445
Grade 3 mathematics	2 403	2 331	2 440	NP	2 445
Grade 6	2 494	2 476	2 384	NP	2 366

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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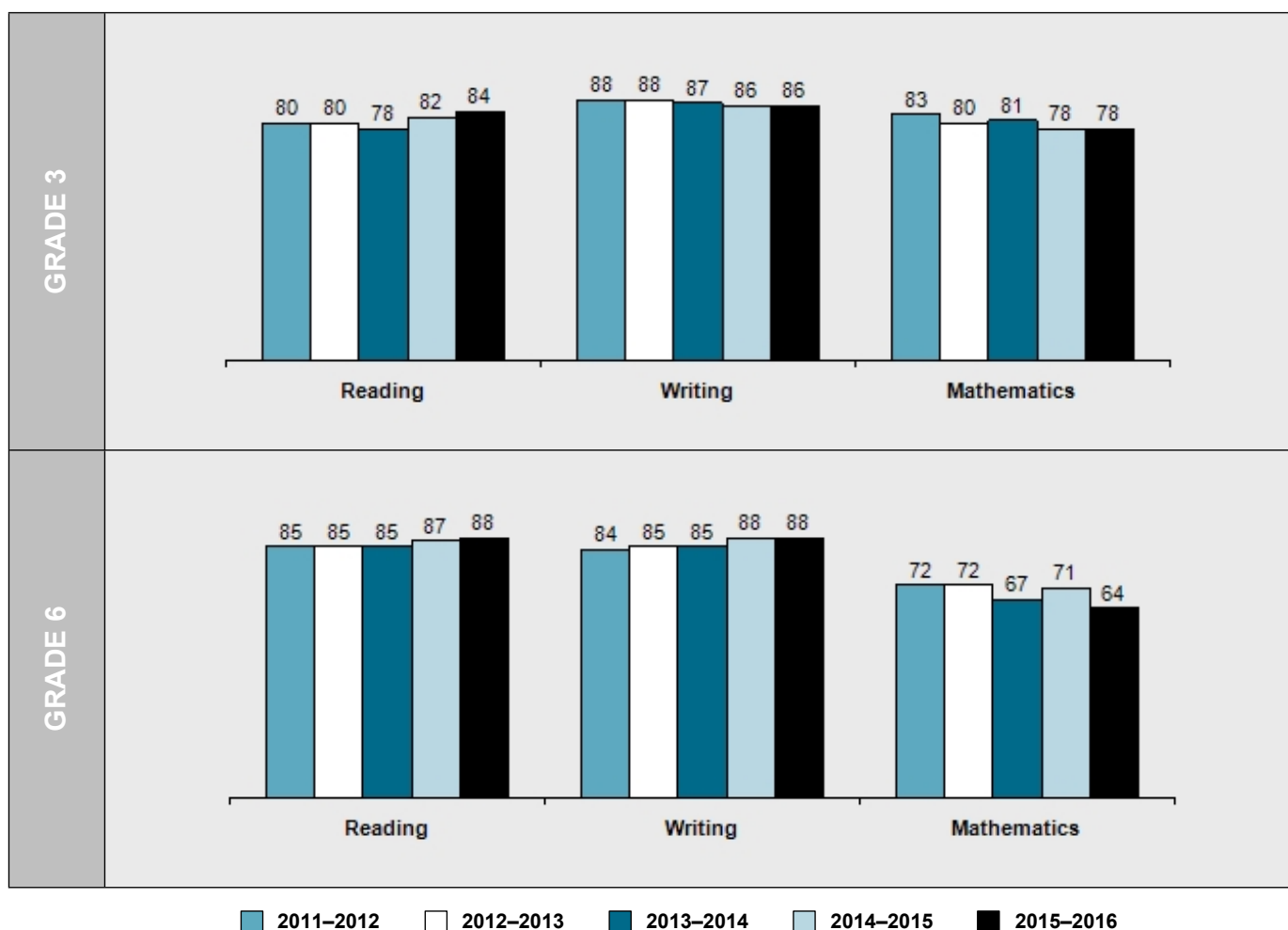
Board Name: Halton Catholic DSB (67113)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	4%
Students with special education needs (excluding gifted)	9%	13%
First language learned at home other than English	8%	9%
Number of schools	45	45

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	2 060	2 082	2 077	2 113	2 204
Grade 3 mathematics	2 060	2 082	2 079	2 113	2 204
Grade 6	1 983	2 193	2 115	2 219	2 204

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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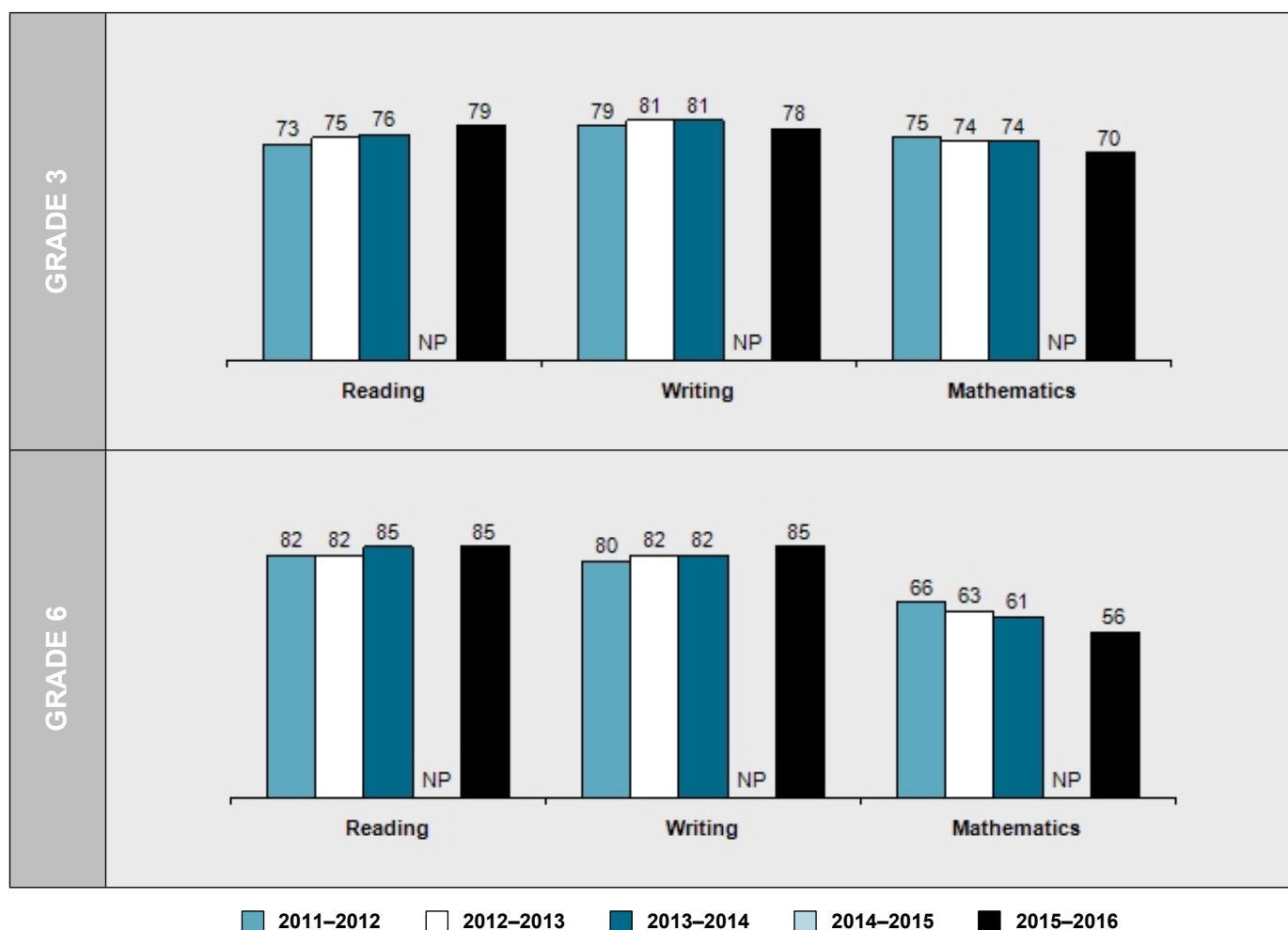
Board Name: Halton DSB (66133)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	20%	17%
Students with special education needs (excluding gifted)	13%	17%
First language learned at home other than English	18%	20%
Number of schools	81	69

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	4 218	4 446	4 459	NP	4 791
Grade 3 mathematics	4 217	4 446	4 459	NP	4 791
Grade 6	3 841	4 060	4 304	NP	4 724

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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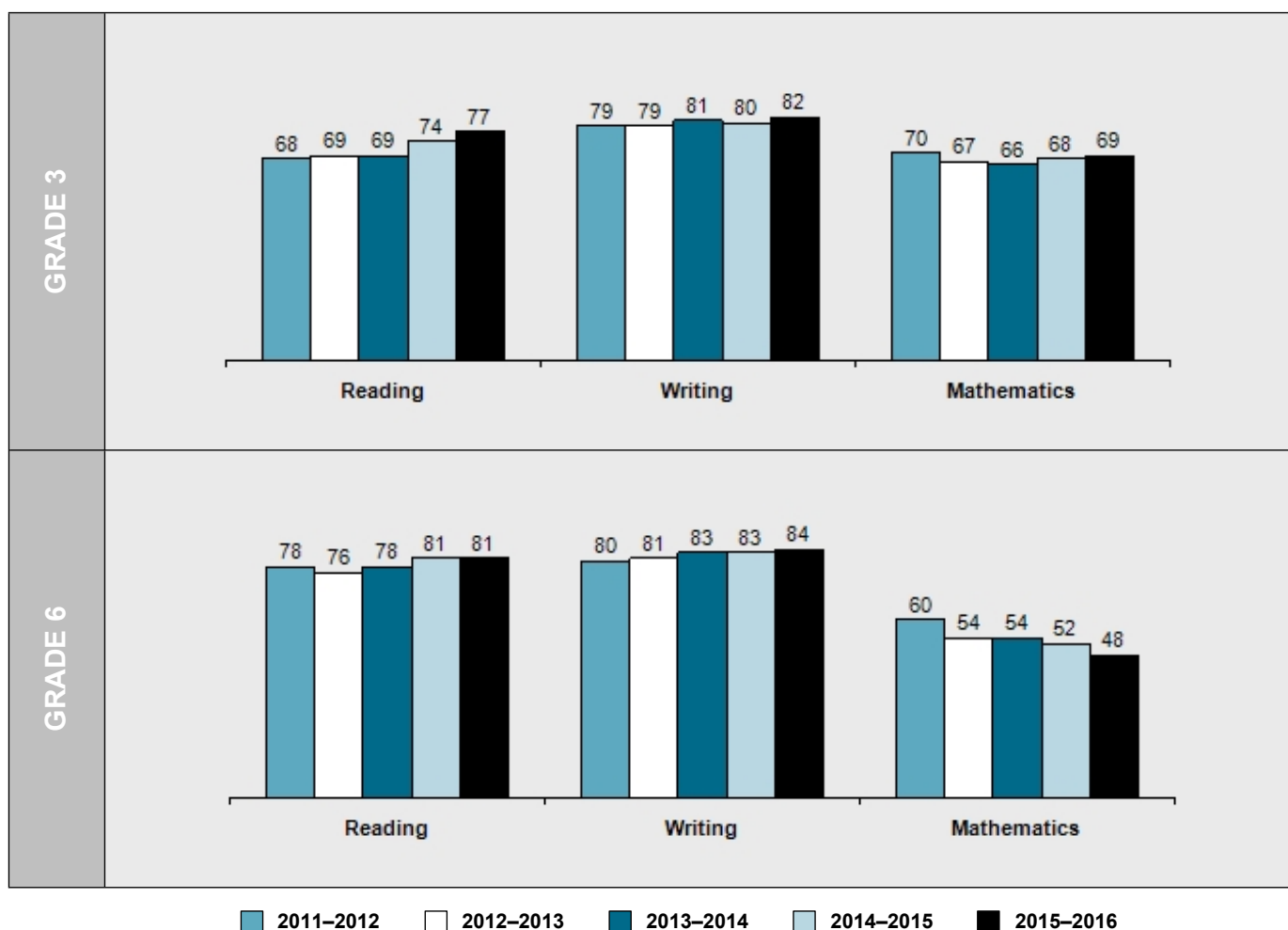
Board Name: Hamilton-Wentworth Catholic DSB (67121)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	5%	5%
Students with special education needs (excluding gifted)	13%	16%
First language learned at home other than English	12%	13%
Number of schools	49	49

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 844	1 845	1 896	1 800	1 866
Grade 3 mathematics	1 844	1 847	1 896	1 800	1 866
Grade 6	1 884	2 015	1 864	1 893	1 878

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

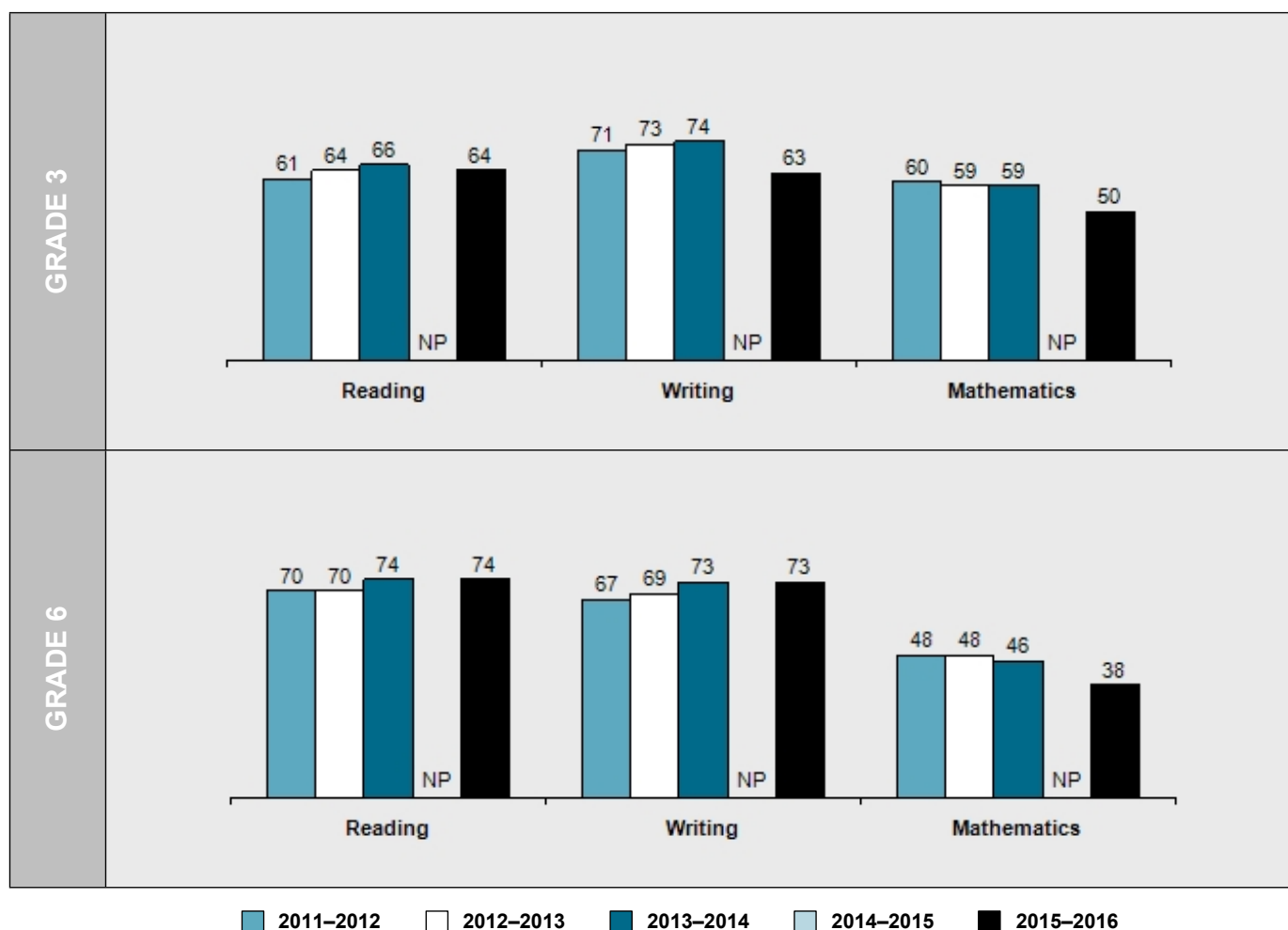
Board Name: Hamilton-Wentworth DSB (66141)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	21%	21%
Students with special education needs (excluding gifted)	18%	24%
First language learned at home other than English	25%	27%
Number of schools	81	69

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	3 475	3 372	3 358	NP	3 531
Grade 3 mathematics	3 475	3 373	3 358	NP	3 531
Grade 6	3 467	3 533	3 331	NP	3 458

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

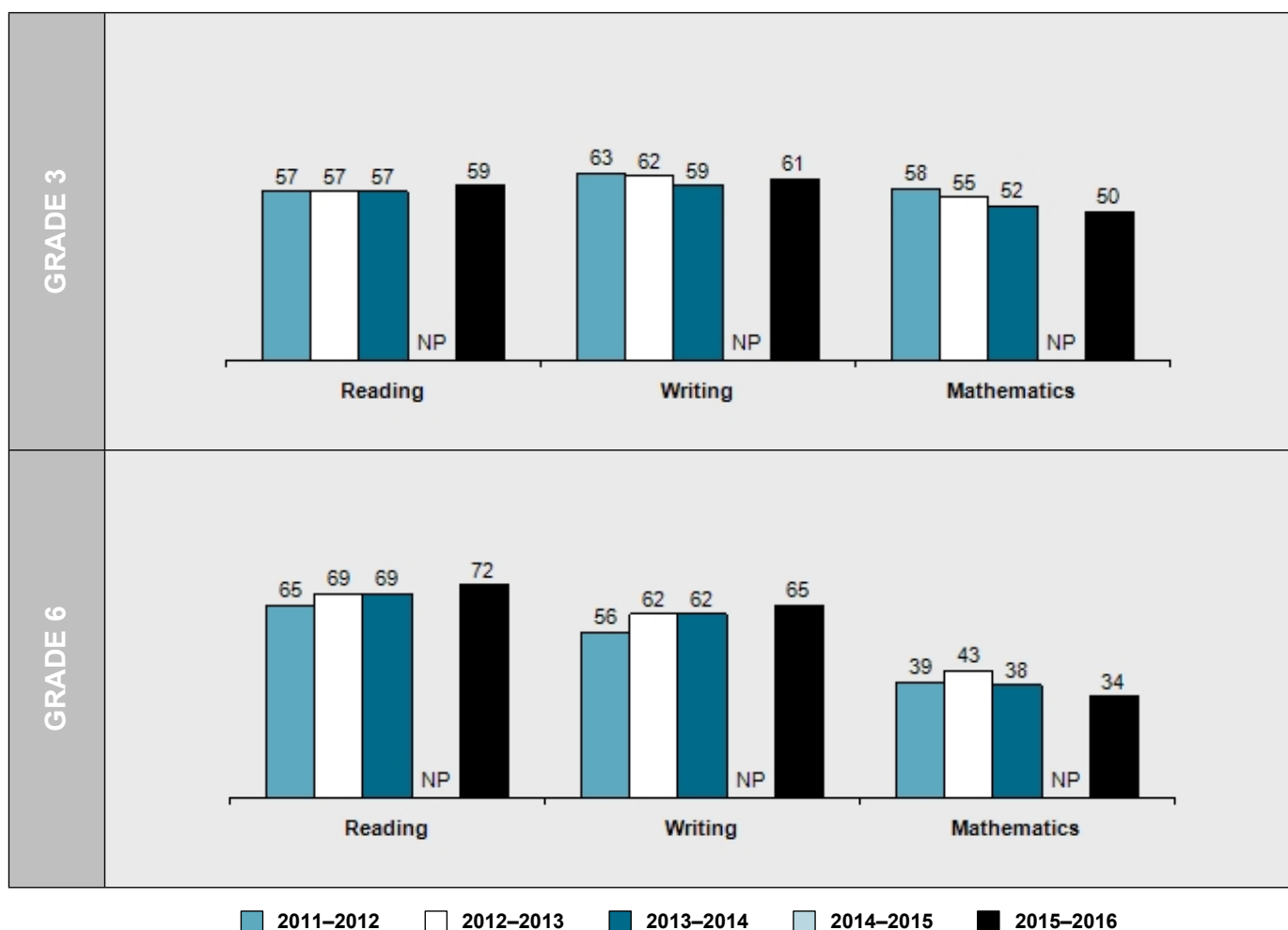
Board Name: Hastings and Prince Edward DSB (66222)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	24%	27%
First language learned at home other than English	2%	2%
Number of schools	37	35

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 004	1 011	998	NP	1 028
Grade 3 mathematics	1 004	1 011	998	NP	1 028
Grade 6	1 049	1 070	1 035	NP	1 032

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

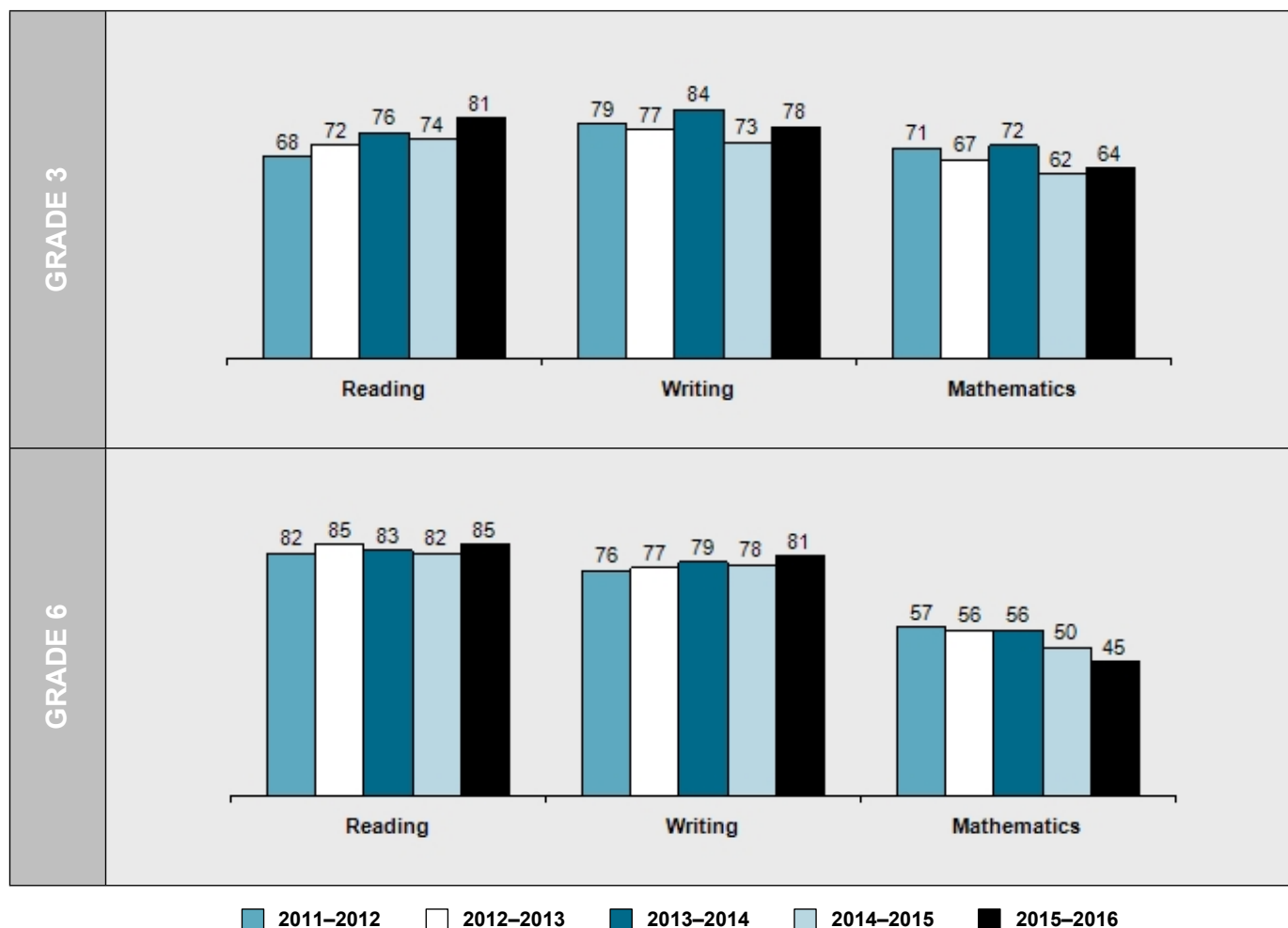
Board Name: Huron-Perth Catholic DSB (67016)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	21%	26%
First language learned at home other than English	2%	3%
Number of schools	15	15

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	301	321	308	294	322
Grade 3 mathematics	301	321	308	293	322
Grade 6	307	318	294	303	314

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

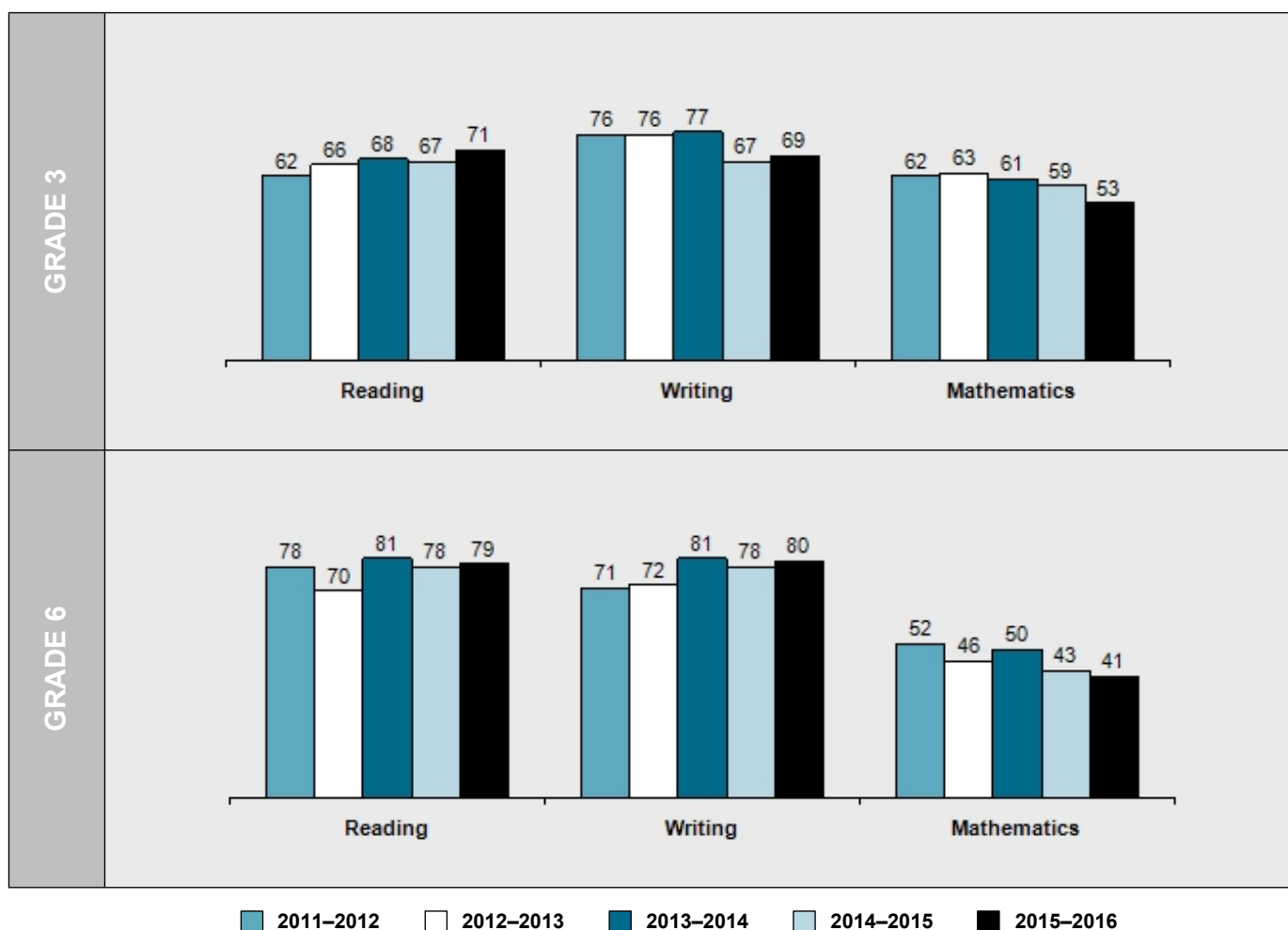
Board Name: Huron-Superior Catholic DSB (29025)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	<1%
Students with special education needs (excluding gifted)	29%	27%
First language learned at home other than English	<1%	1%
Number of schools	20	21

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	384	363	357	326	334
Grade 3 mathematics	384	363	357	326	334
Grade 6	418	401	351	369	360

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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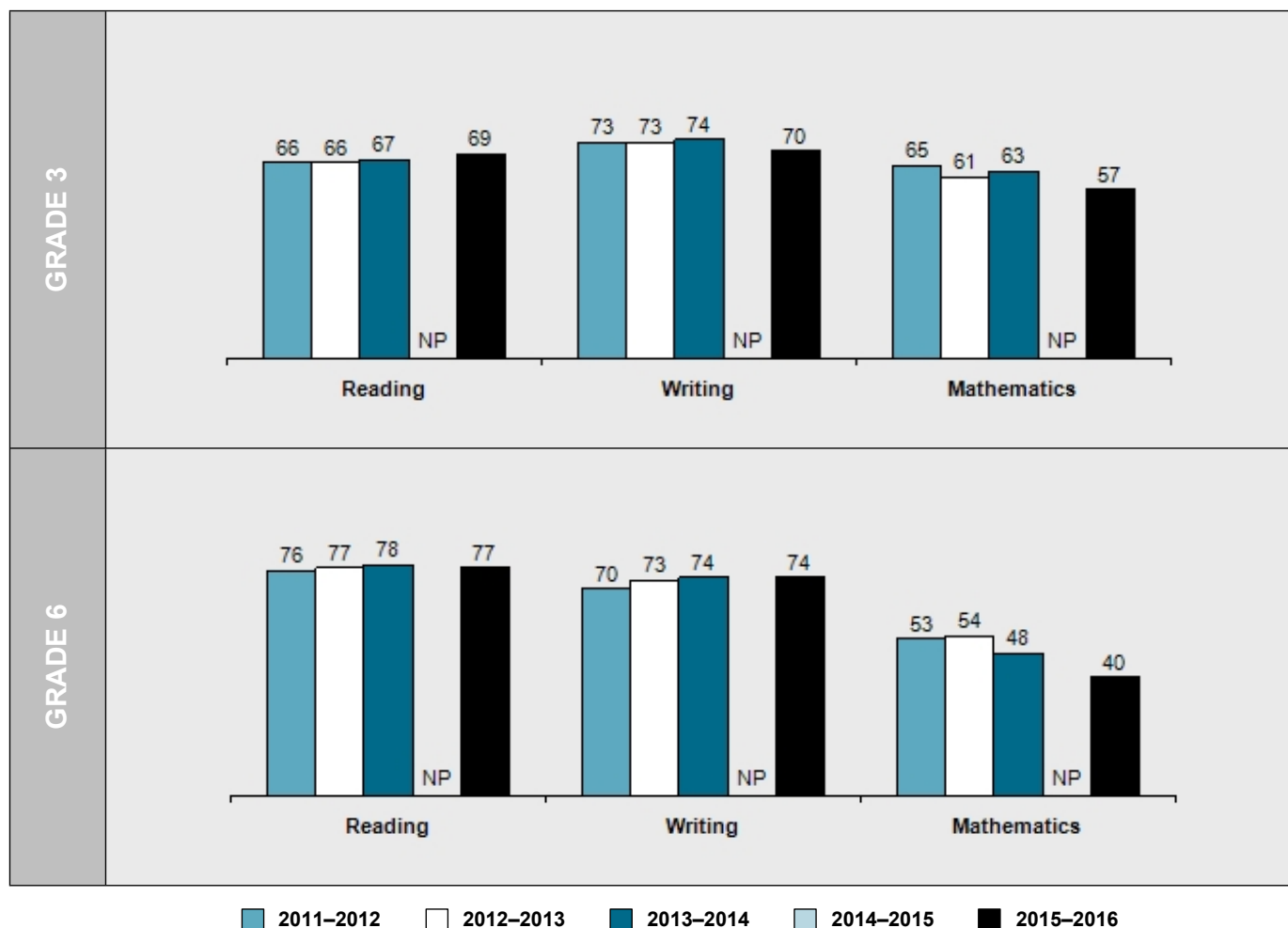
Board Name: Kawartha Pine Ridge DSB (66079)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	23%	29%
First language learned at home other than English	2%	2%
Number of schools	66	66

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	2 060	2 209	2 100	NP	2 188
Grade 3 mathematics	2 060	2 211	2 100	NP	2 188
Grade 6	2 246	2 293	2 254	NP	2 213

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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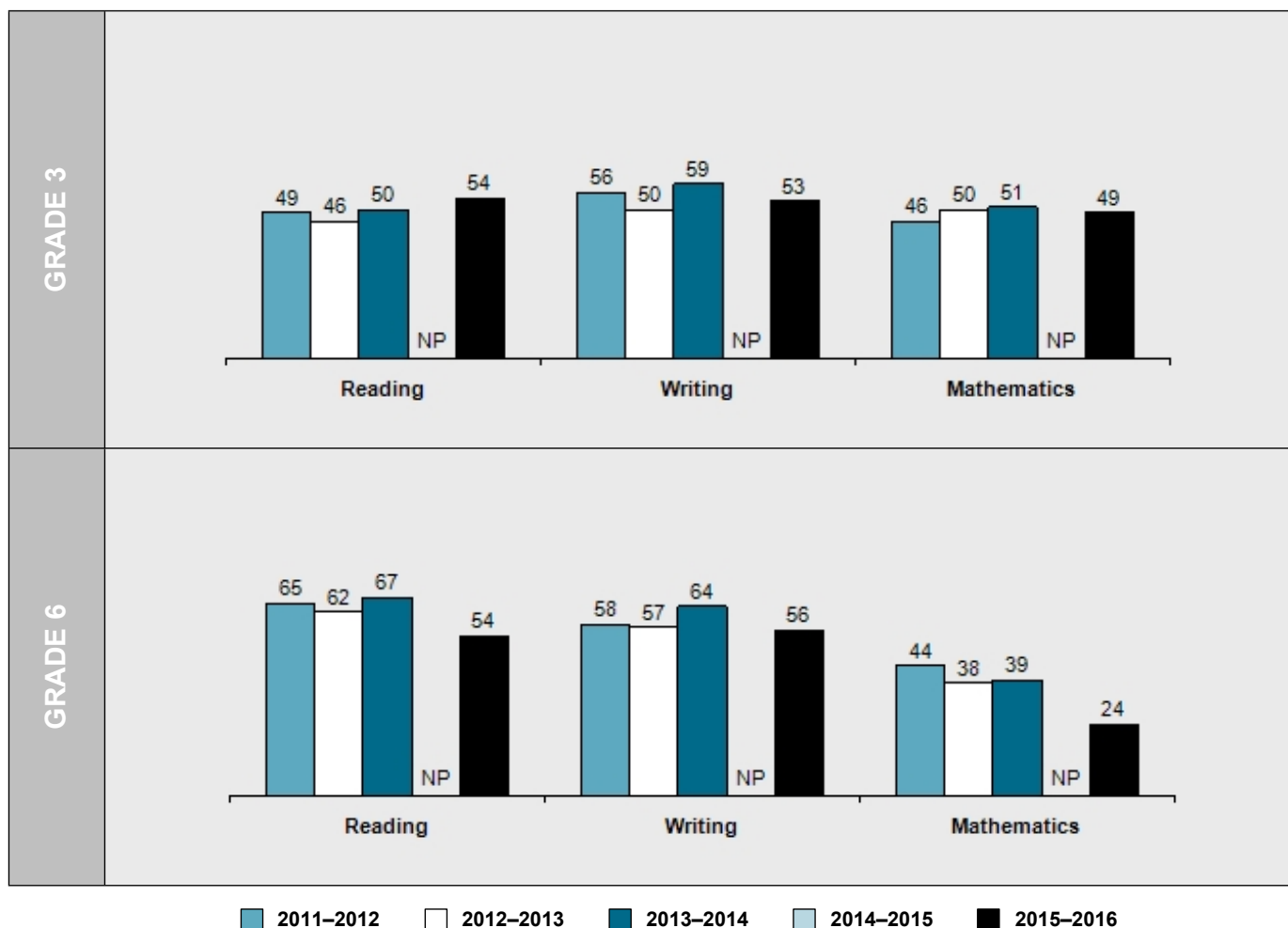
Board Name: Keewatin-Patricia DSB (28045)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	18%	32%
First language learned at home other than English	1%	2%
Number of schools	16	14

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	282	274	269	NP	285
Grade 3 mathematics	282	274	269	NP	285
Grade 6	313	286	289	NP	284

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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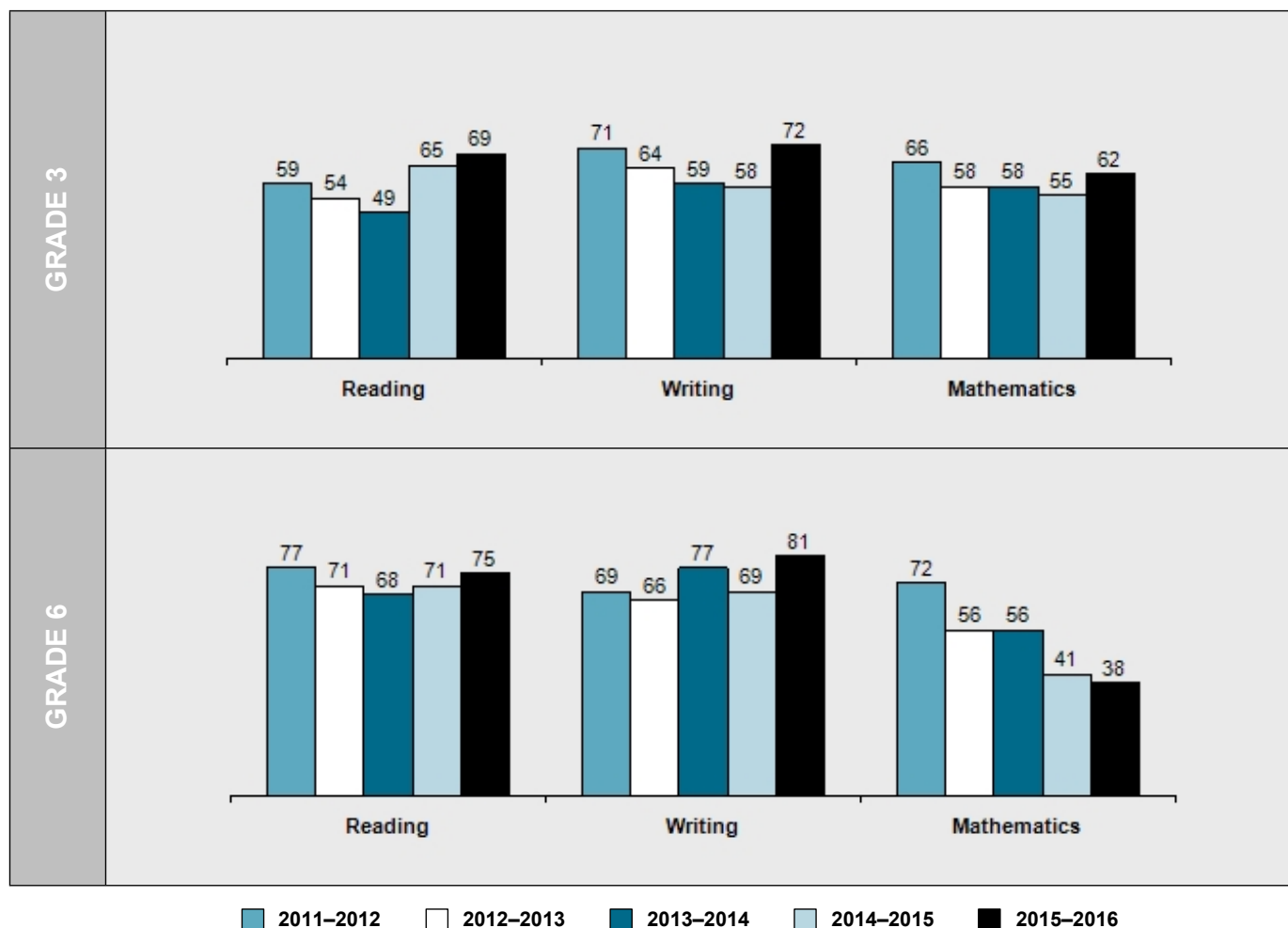
Board Name: Kenora Catholic DSB (29050)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	2%
Students with special education needs (excluding gifted)	21%	19%
First language learned at home other than English	1%	1%
Number of schools	4	4

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	100	125	118	136	120
Grade 3 mathematics	100	125	118	136	120
Grade 6	93	133	102	101	122

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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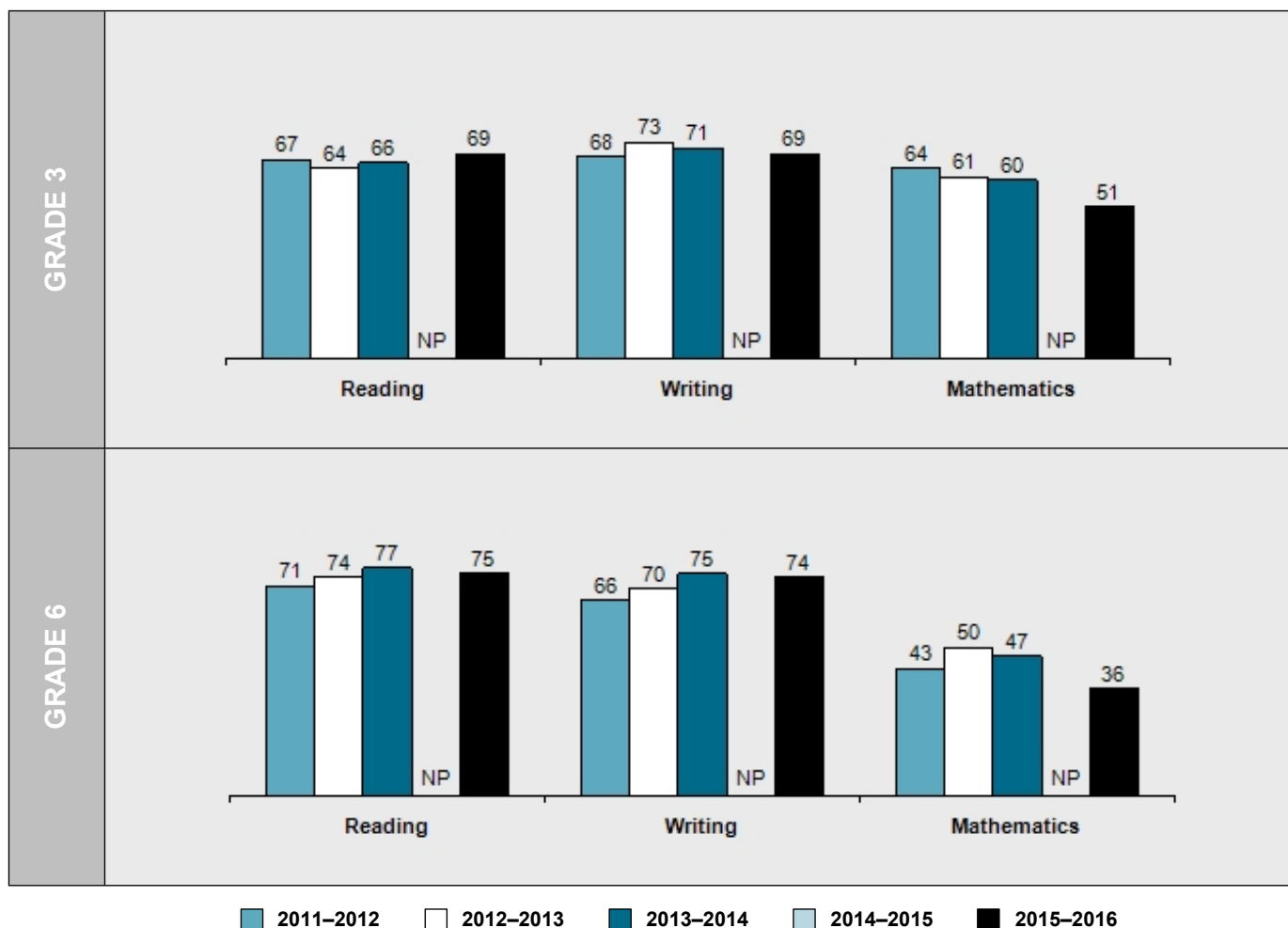
Board Name: Lakehead DSB (28061)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	34%	32%
First language learned at home other than English	3%	1%
Number of schools	23	23

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	619	587	643	NP	578
Grade 3 mathematics	619	587	643	NP	578
Grade 6	616	623	575	NP	571

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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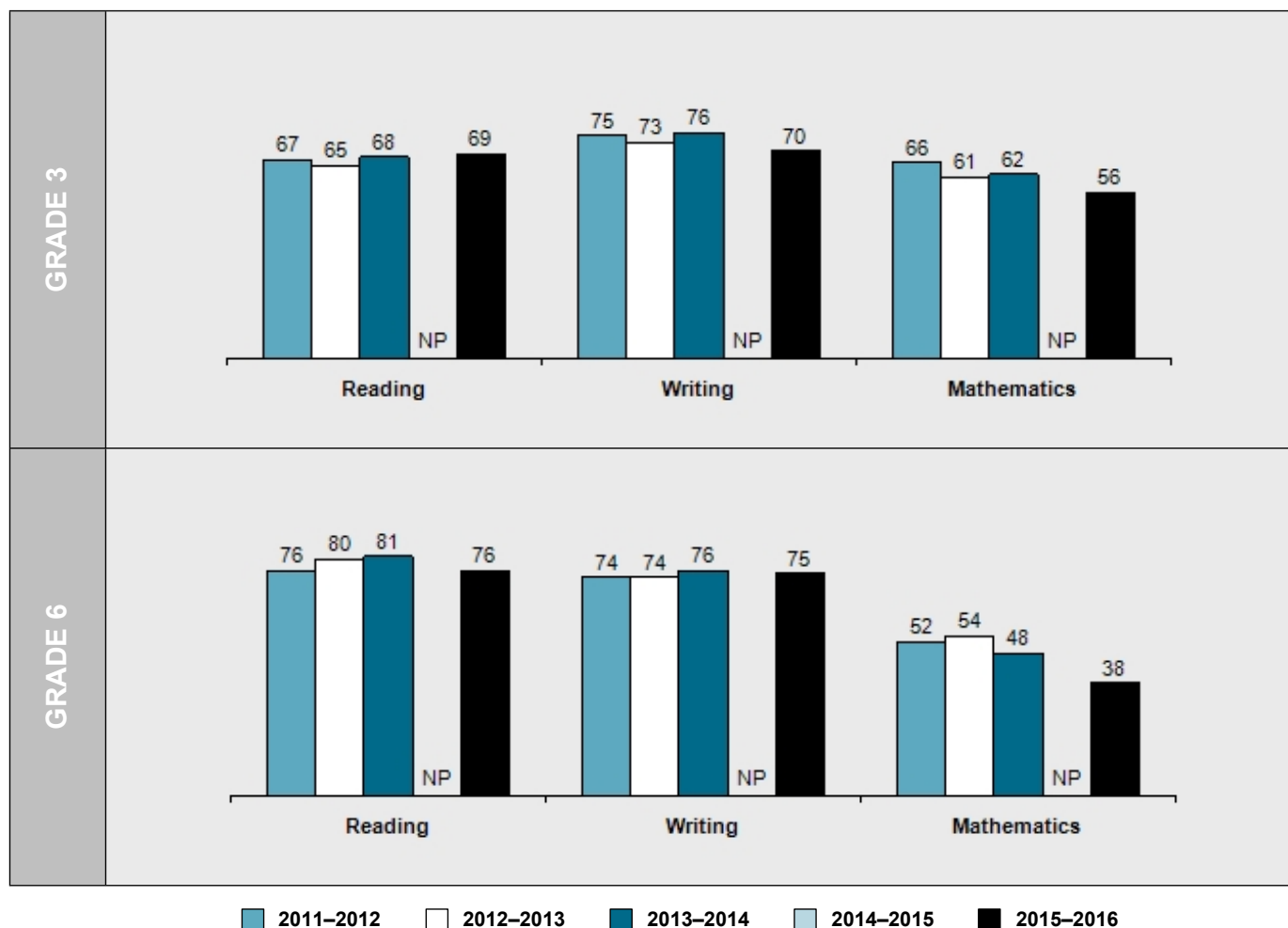
Board Name: Lambton Kent District School Board (66036)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	26%	30%
First language learned at home other than English	2%	2%
Number of schools	51	51

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 445	1 552	1 439	NP	1 485
Grade 3 mathematics	1 445	1 552	1 439	NP	1 485
Grade 6	1 500	1 582	1 452	NP	1 542

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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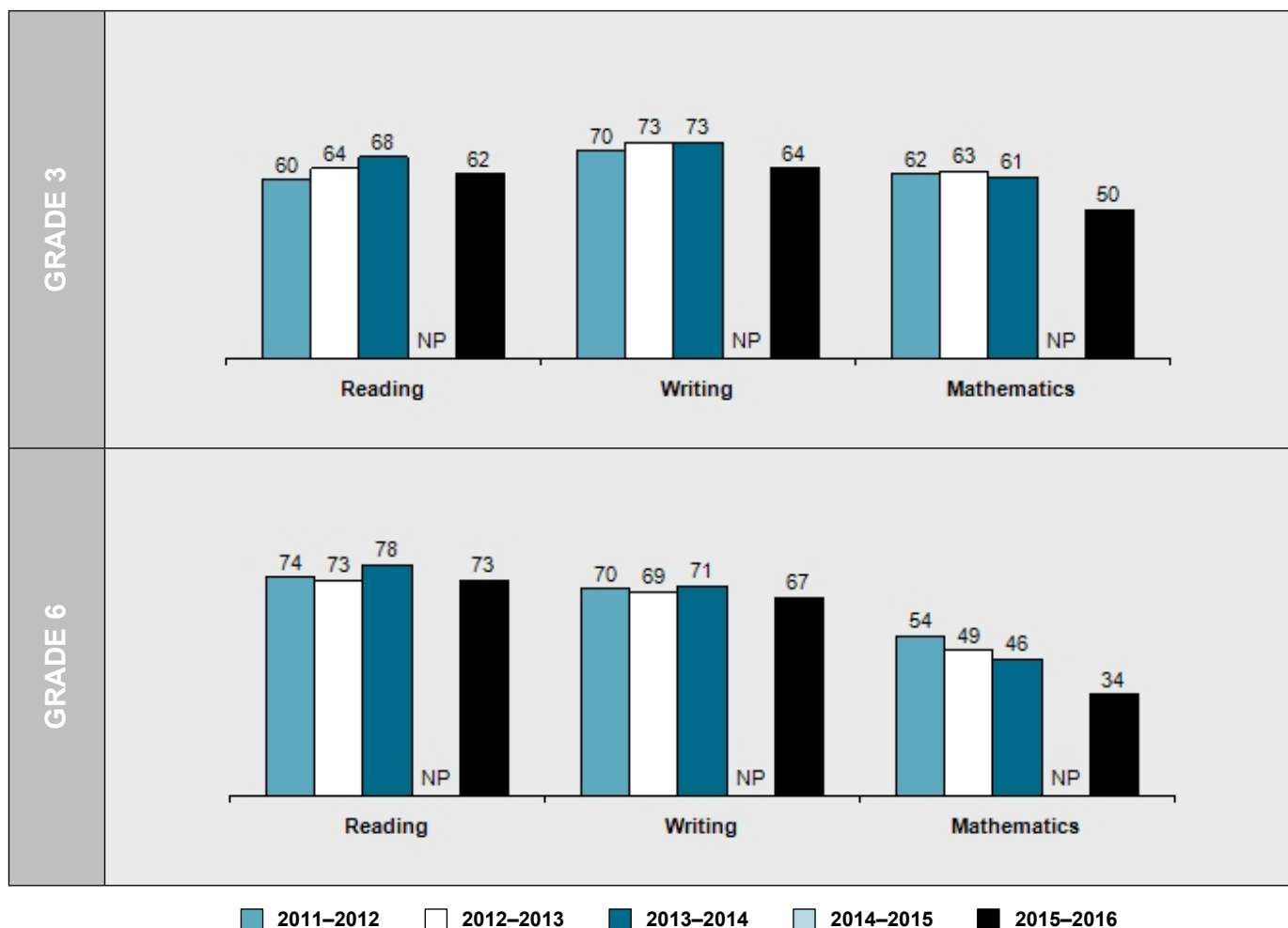
Board Name: Limestone DSB (66206)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	27%	32%
First language learned at home other than English	4%	3%
Number of schools	47	46

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 274	1 269	1 332	NP	1 310
Grade 3 mathematics	1 274	1 269	1 334	NP	1 308
Grade 6	1 340	1 340	1 343	NP	1 273

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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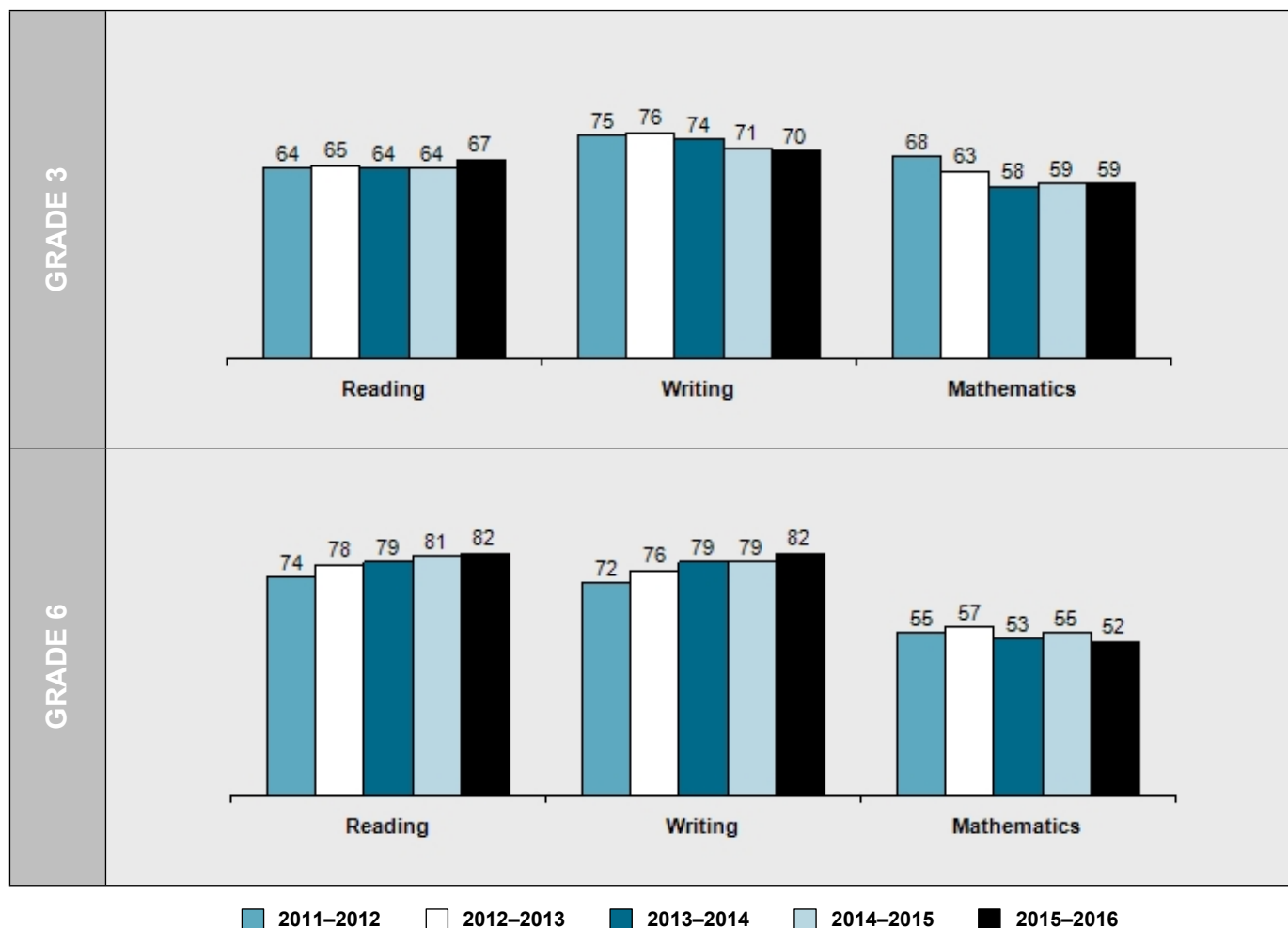
Board Name: London District Catholic School Board (67032)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	2%
Students with special education needs (excluding gifted)	13%	15%
First language learned at home other than English	6%	6%
Number of schools	43	44

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 166	1 180	1 179	1 228	1 251
Grade 3 mathematics	1 264	1 178	1 179	1 228	1 251
Grade 6	1 317	1 319	1 227	1 268	1 208

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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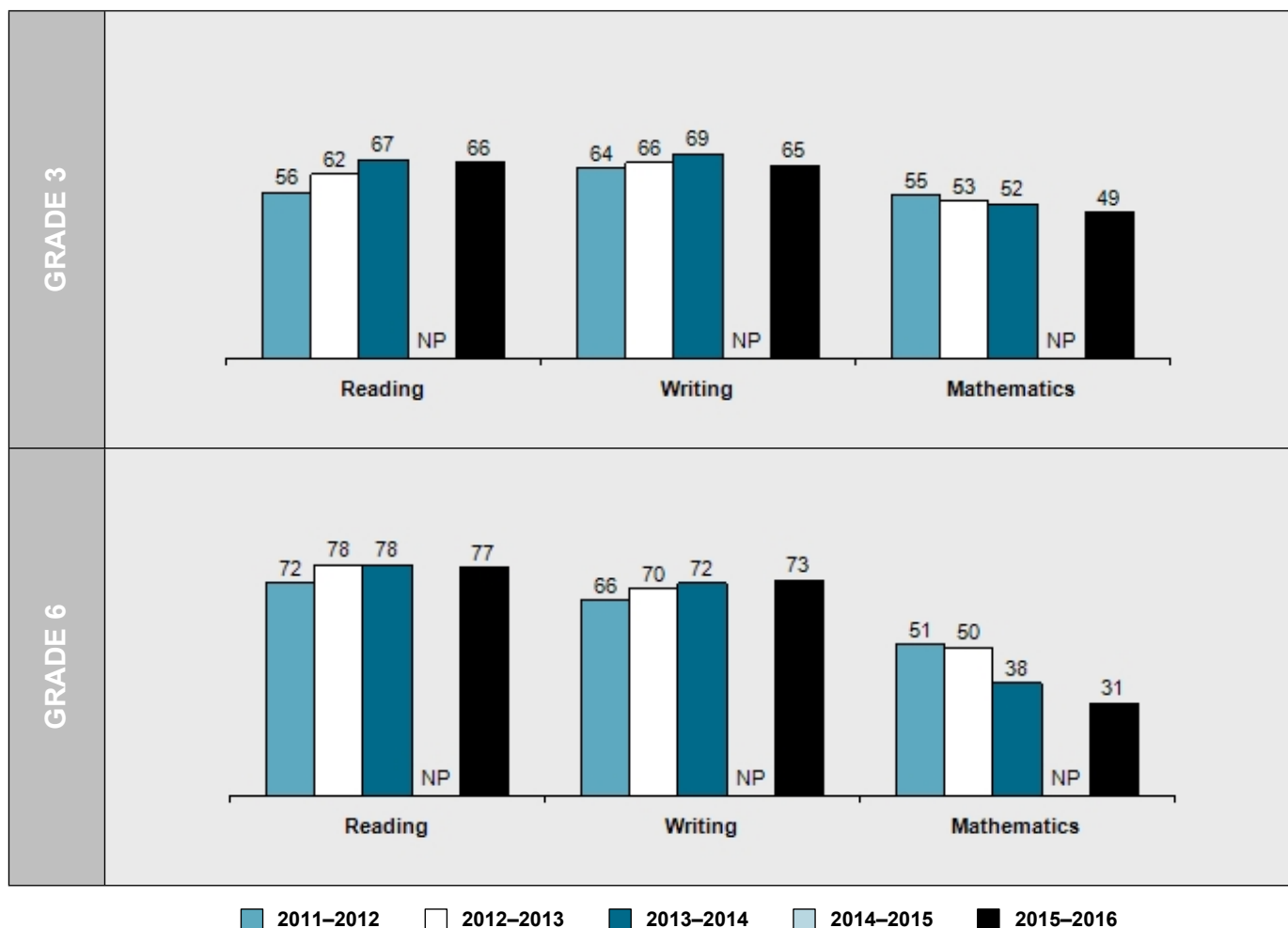
Board Name: Near North DSB (28037)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	33%	35%
First language learned at home other than English	1%	2%
Number of schools	29	31

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	608	665	620	NP	639
Grade 3 mathematics	608	665	620	NP	639
Grade 6	690	692	663	NP	666

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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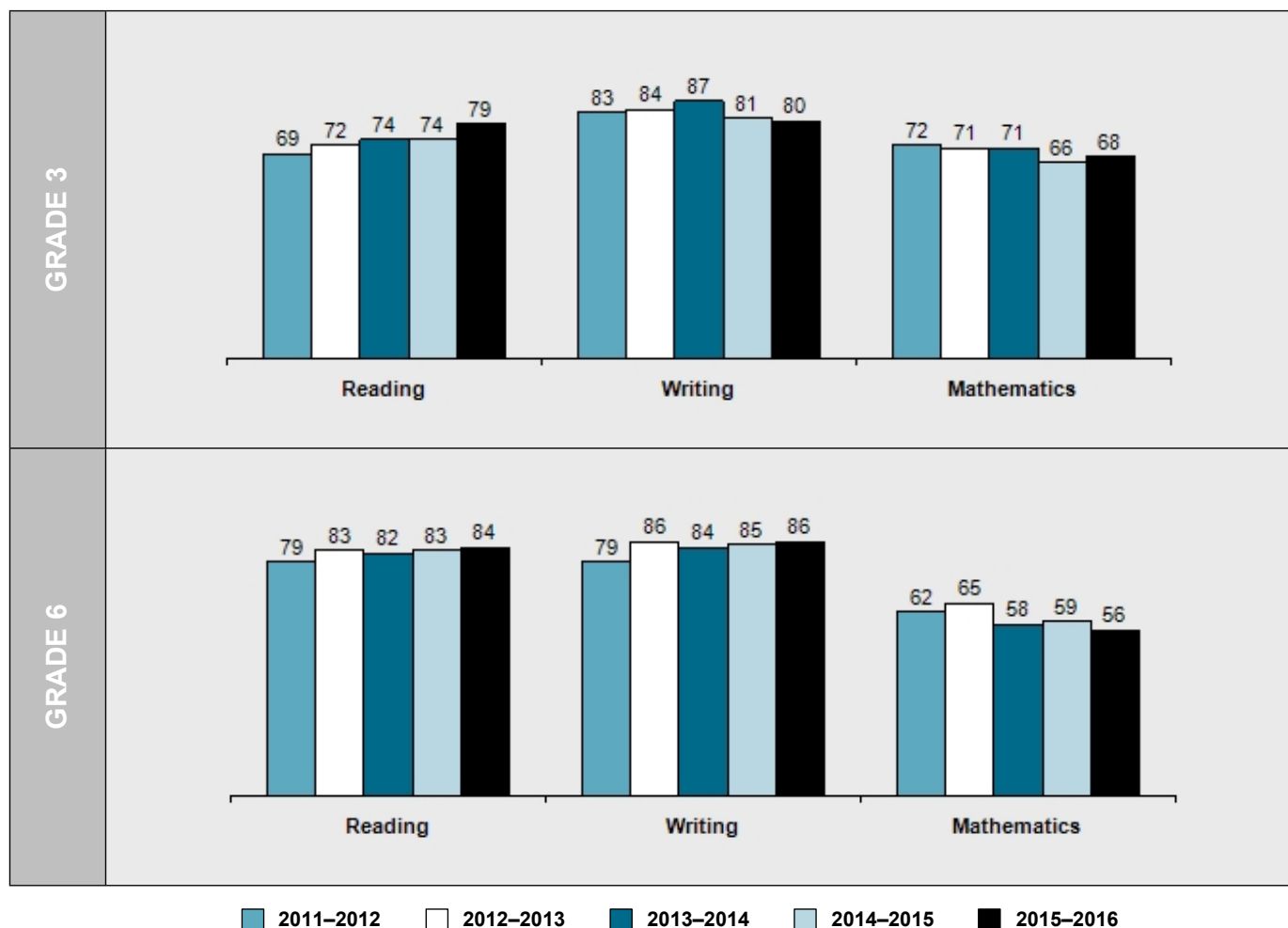
Board Name: Niagara Catholic DSB (67156)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	1%
Students with special education needs (excluding gifted)	21%	22%
First language learned at home other than English	8%	8%
Number of schools	48	48

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 562	1 528	1 527	1 542	1 439
Grade 3 mathematics	1 562	1 530	1 527	1 542	1 513
Grade 6	1 566	1 602	1 505	1 550	1 529

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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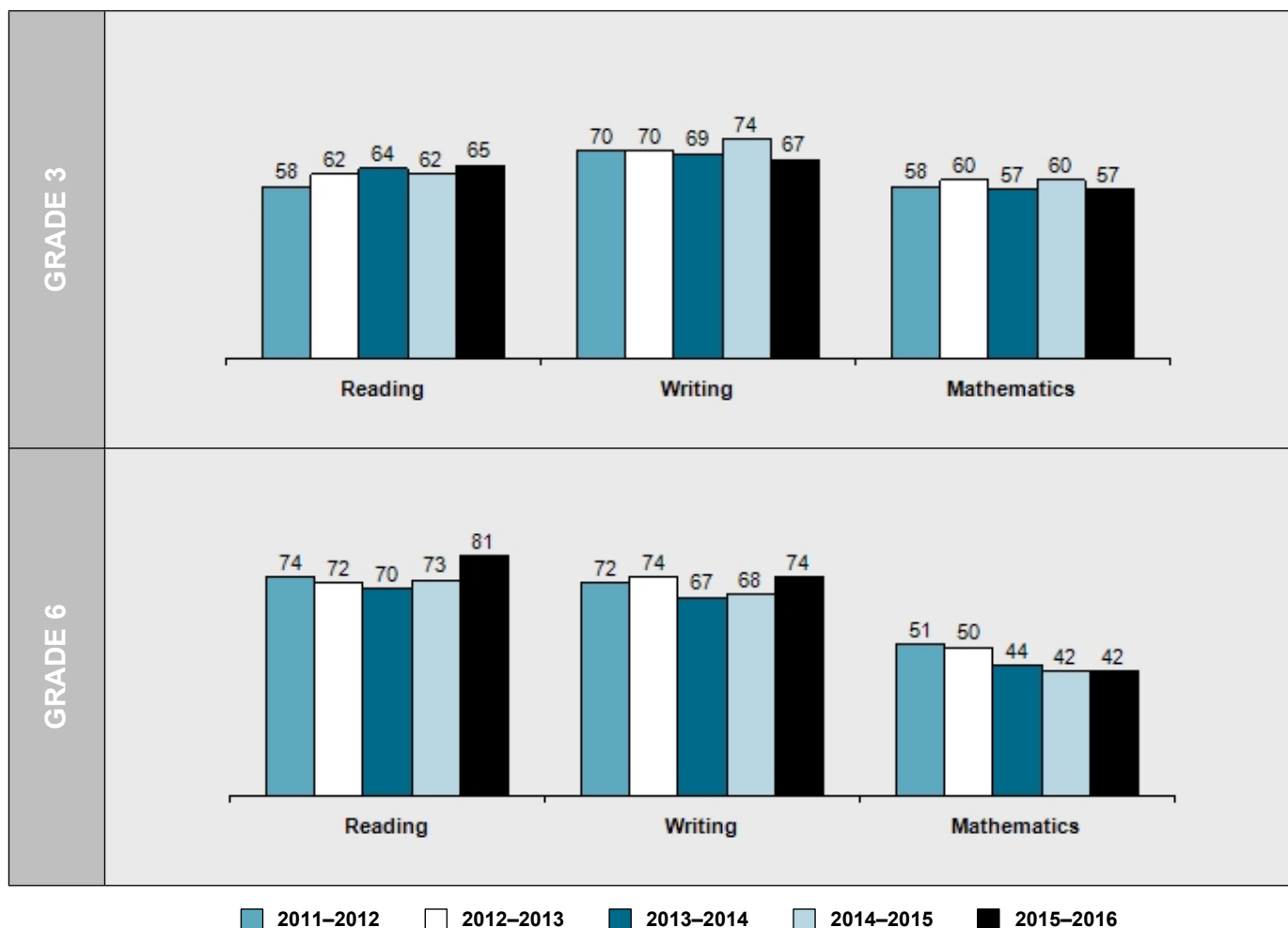
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	42%	38%
First language learned at home other than English	<1%	2%
Number of schools	11	11

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	233	206	216	176	204
Grade 3 mathematics	233	206	216	176	204
Grade 6	243	202	211	228	200

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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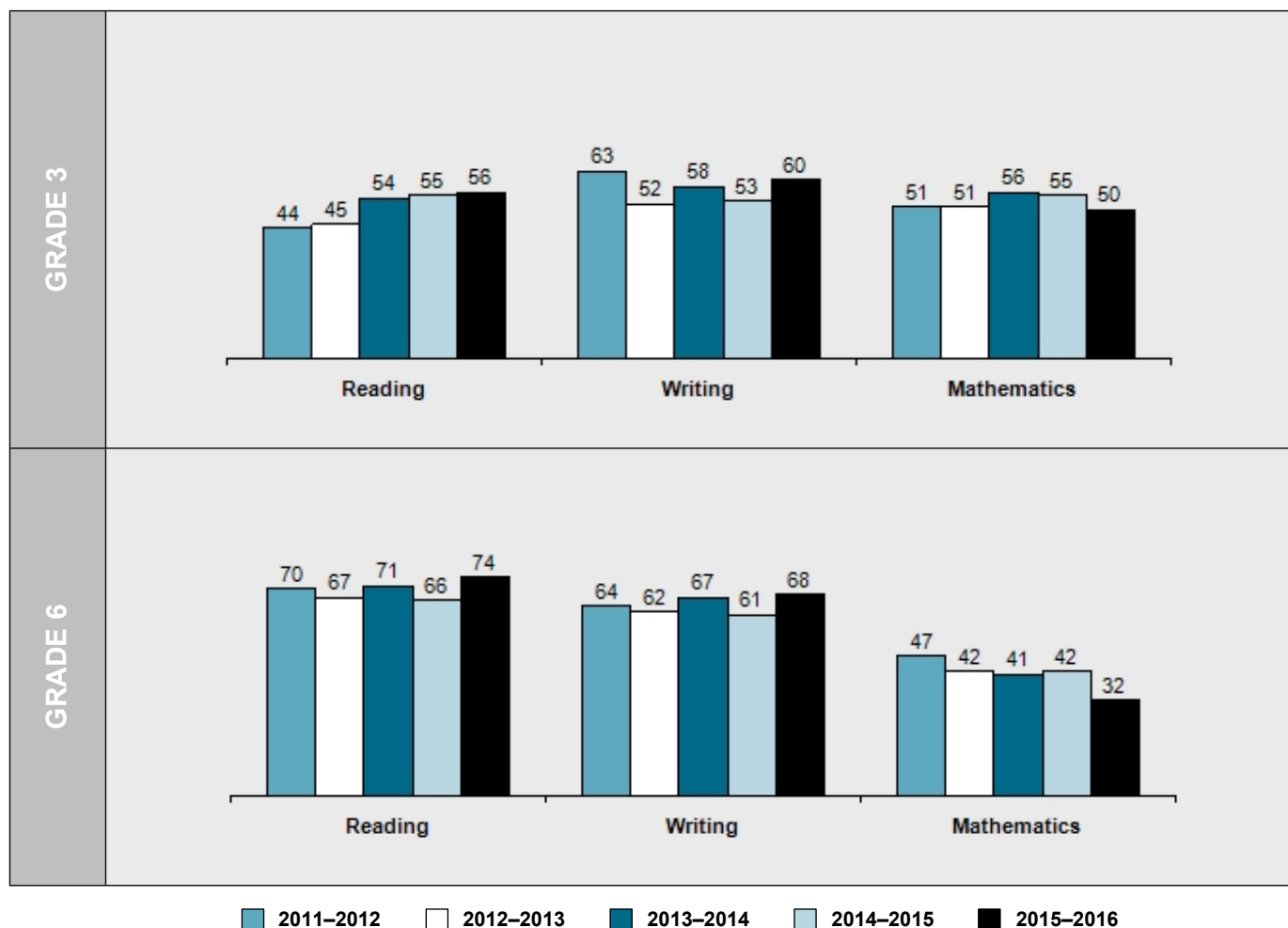
Board Name: Northeastern Catholic DSB (29009)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	1%
Students with special education needs (excluding gifted)	34%	34%
First language learned at home other than English	6%	8%
Number of schools	11	11

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	193	155	170	175	202
Grade 3 mathematics	193	155	170	175	202
Grade 6	208	215	177	179	157

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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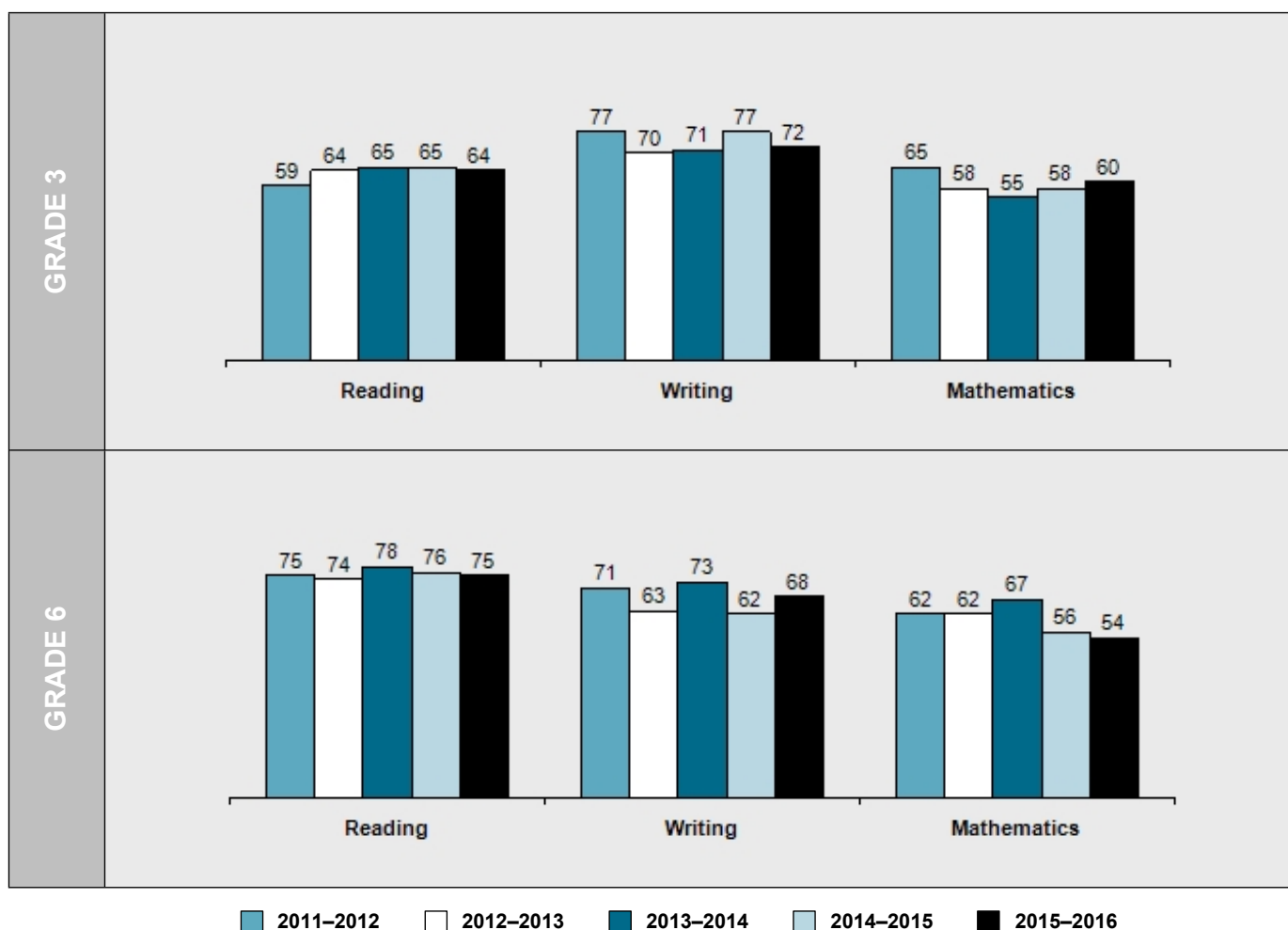
Board Name: Northwest Catholic DSB (29041)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	25%	27%
First language learned at home other than English	2%	0%
Number of schools	5	4

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	115	128	144	136	131
Grade 3 mathematics	115	128	144	136	131
Grade 6	161	125	123	103	106

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

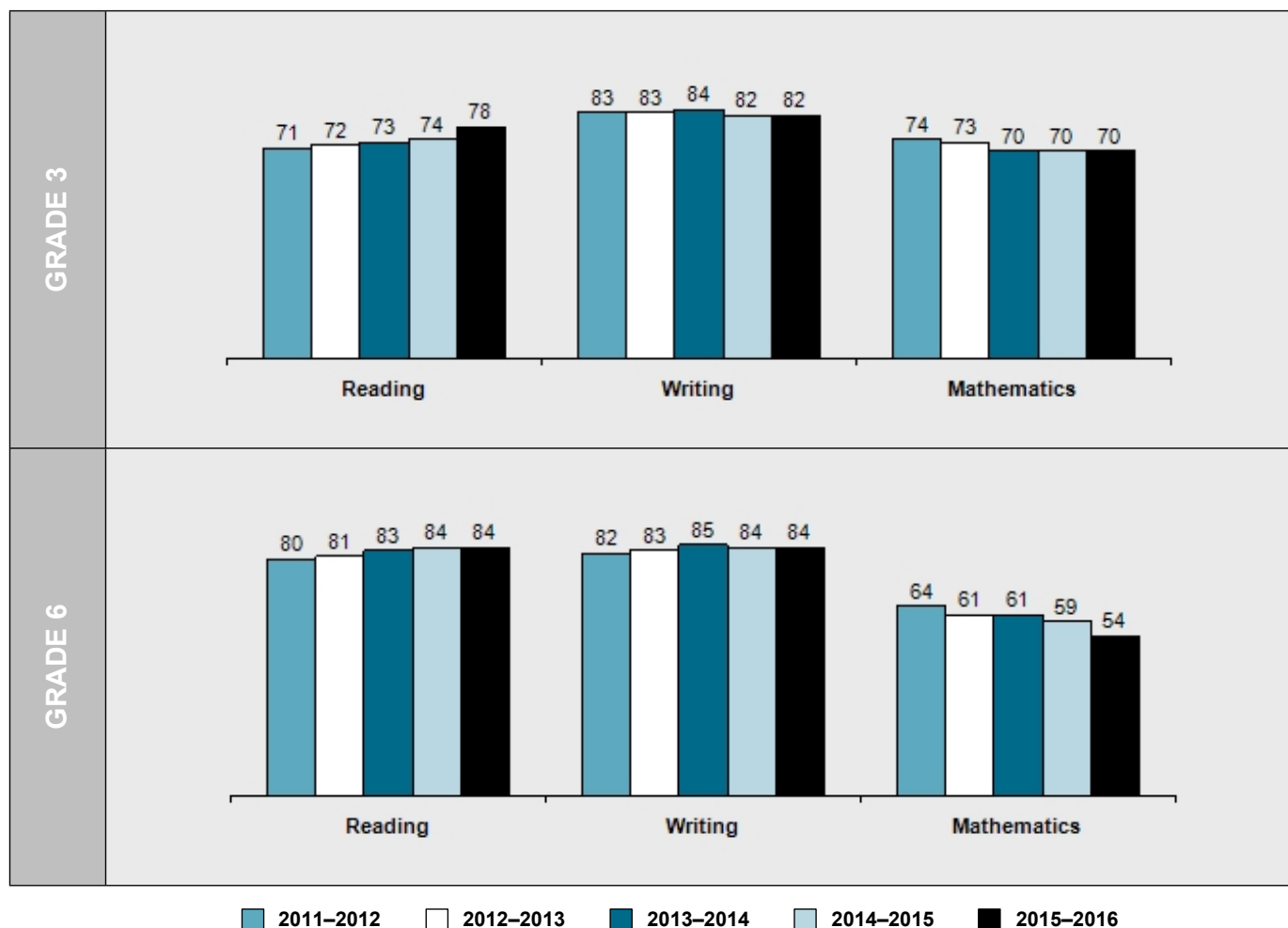
Board Name: Ottawa Catholic District School Board (67180)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	11%	11%
Students with special education needs (excluding gifted)	18%	24%
First language learned at home other than English	14%	12%
Number of schools	66	66

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	2 366	2 369	2 428	2 491	2 628
Grade 3 mathematics	2 366	2 369	2 428	2 491	2 628
Grade 6	2 473	2 545	2 514	2 609	2 670

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

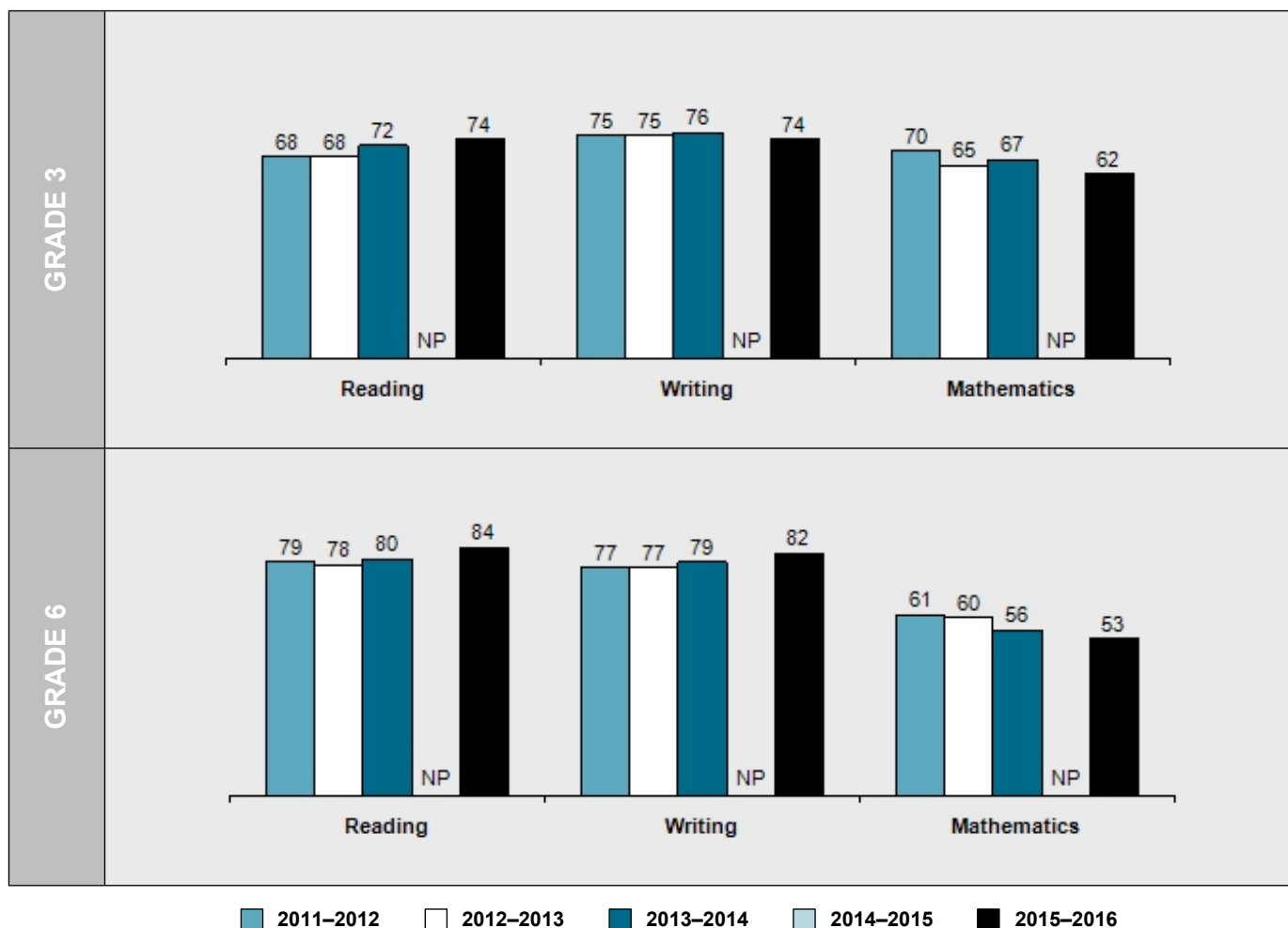
Board Name: Ottawa-Carleton DSB (66184)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	18%	21%
Students with special education needs (excluding gifted)	18%	21%
First language learned at home other than English	25%	27%
Number of schools	100	89

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	5 067	5 107	4 791	NP	4 779
Grade 3 mathematics	5 067	5 107	4 791	NP	4 780
Grade 6	4 827	4 903	4 914	NP	5 001

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

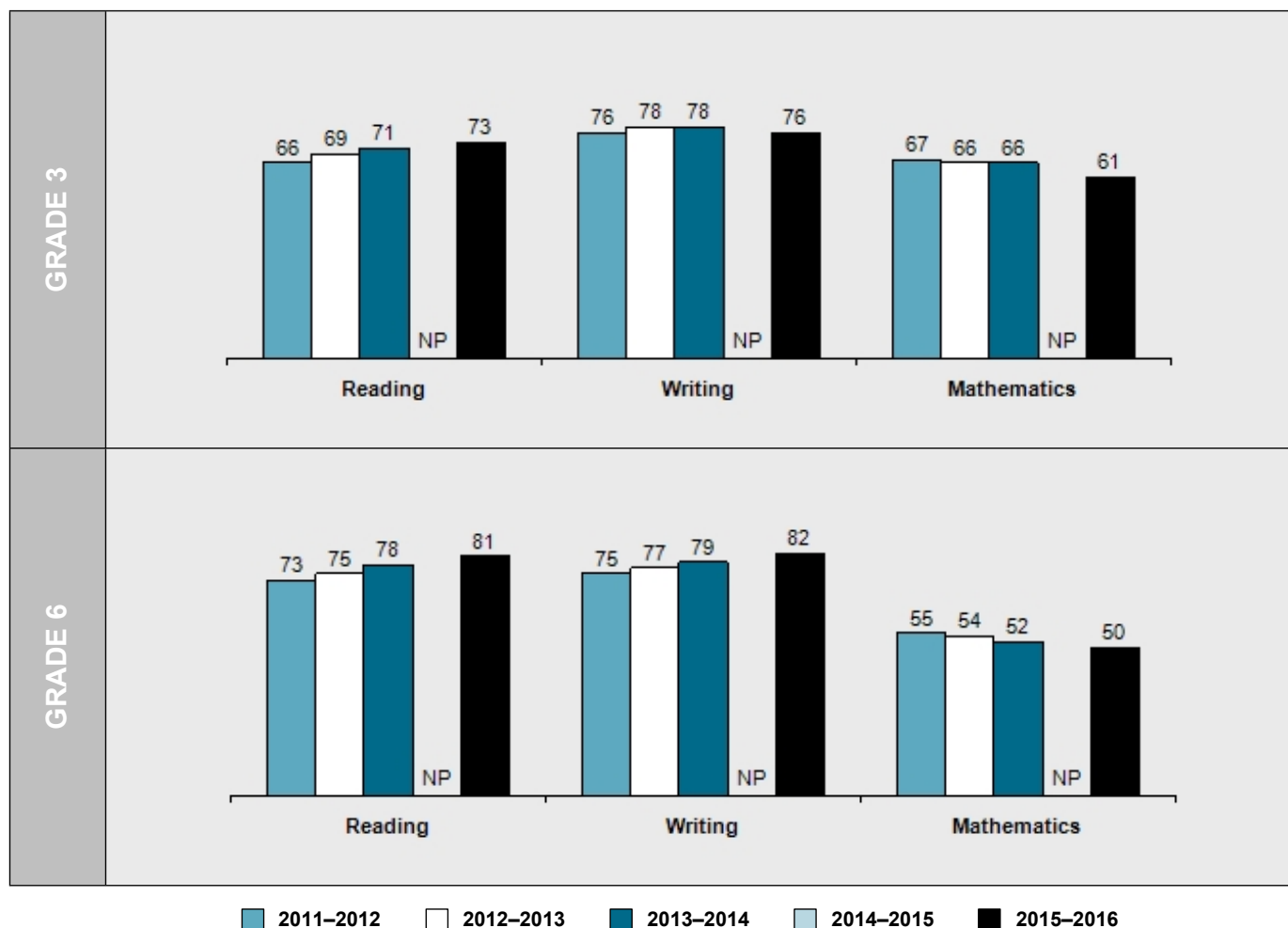
Board Name: Peel District School Board (66125)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	55%	40%
Students with special education needs (excluding gifted)	10%	18%
First language learned at home other than English	52%	54%
Number of schools	166	97

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	11 022	11 260	11 431	NP	11 635
Grade 3 mathematics	11 022	11 262	11 436	NP	11 637
Grade 6	11 003	11 182	10 831	NP	11 438

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

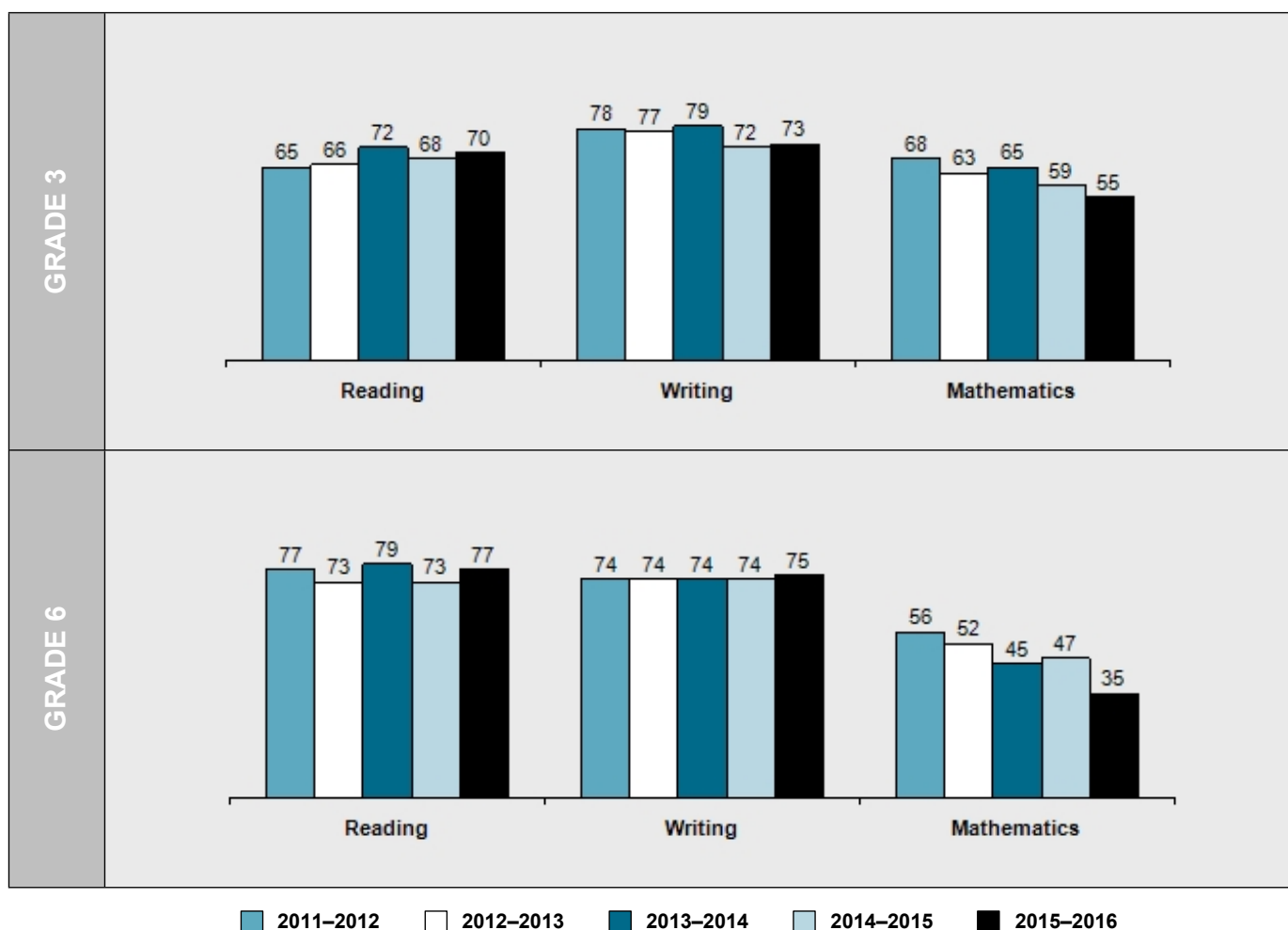
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	23%	31%
First language learned at home other than English	2%	3%
Number of schools	31	31

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	905	919	959	1 019	994
Grade 3 mathematics	905	919	959	1 020	994
Grade 6	923	1 025	933	989	1 001

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

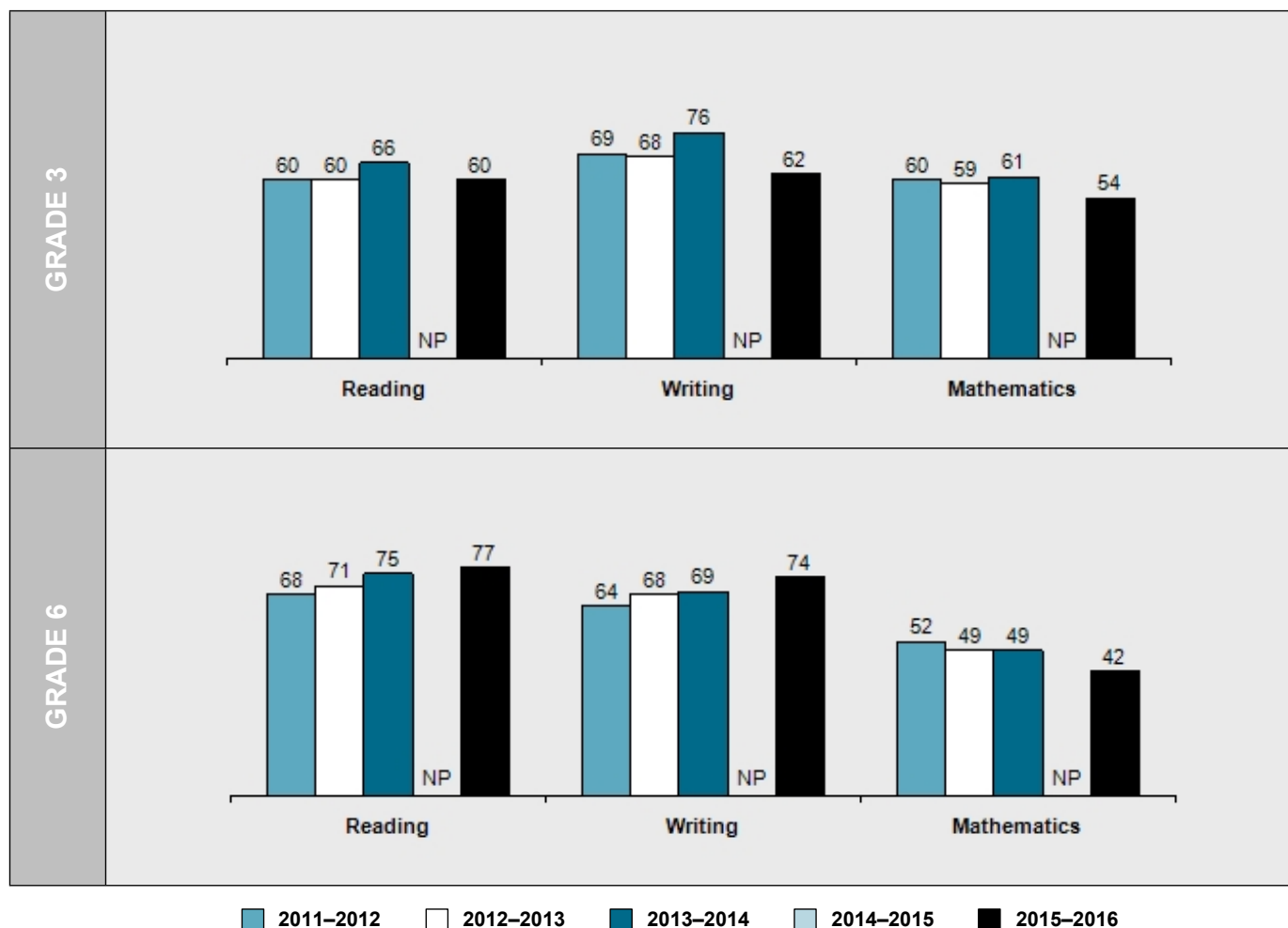
Board Name: Rainbow District School Board (28029)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	26%	25%
First language learned at home other than English	2%	2%
Number of schools	31	32

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	820	810	816	NP	851
Grade 3 mathematics	820	810	816	NP	851
Grade 6	931	953	830	NP	845

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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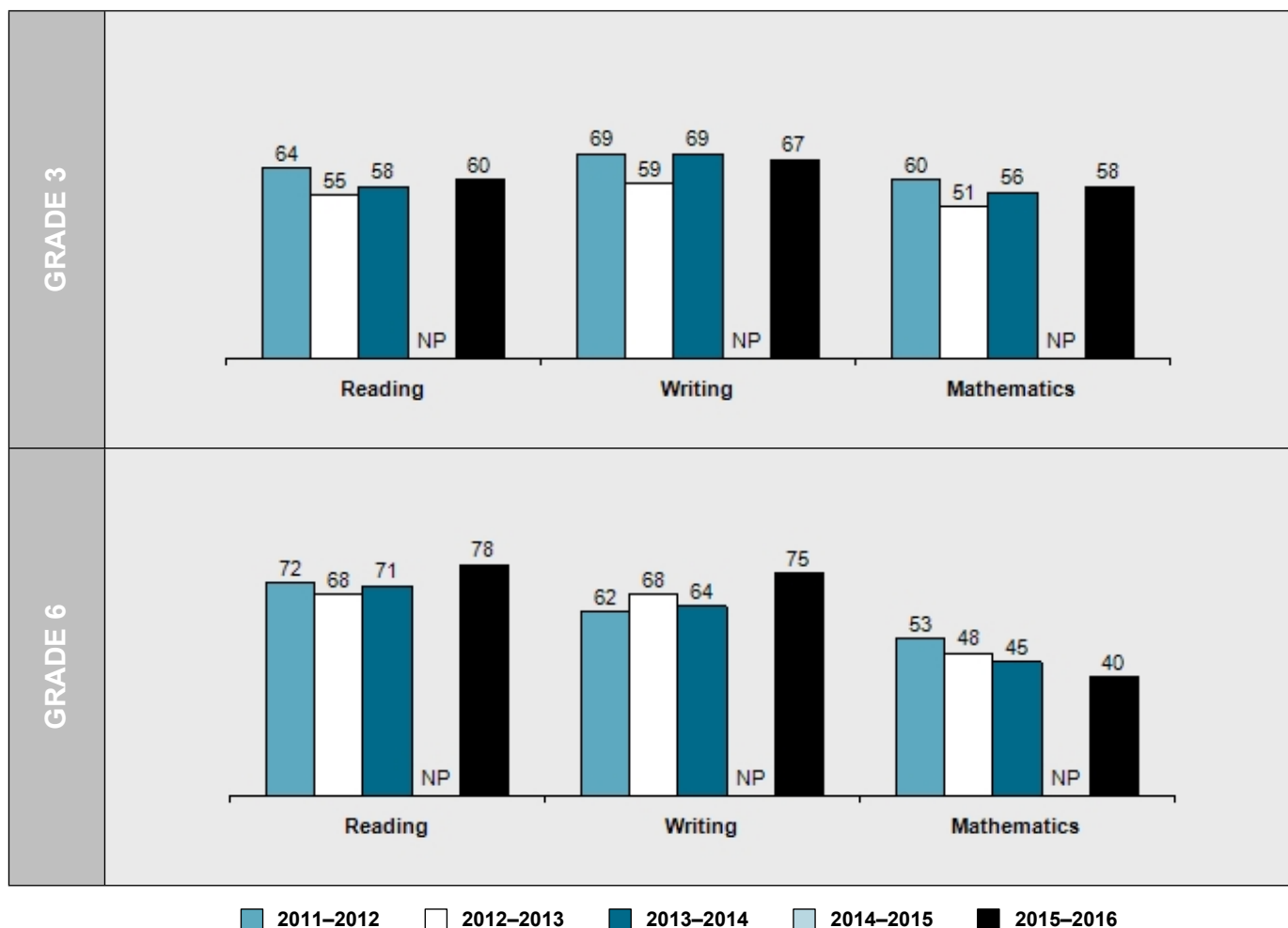
Board Name: Rainy River DSB (28053)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	23%	28%
First language learned at home other than English	1%	1%
Number of schools	10	10

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	163	179	177	NP	183
Grade 3 mathematics	163	179	177	NP	183
Grade 6	182	190	182	NP	189

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

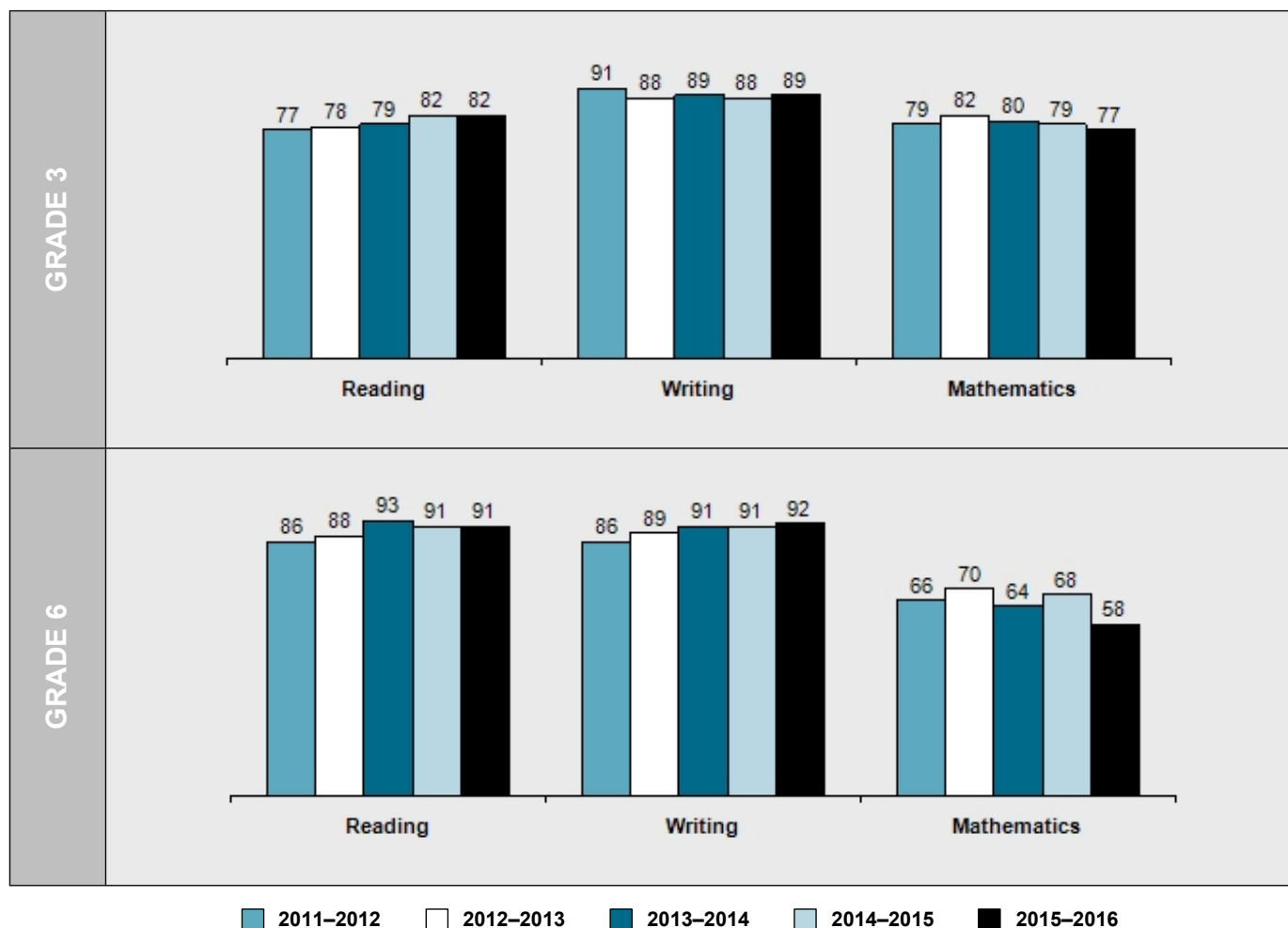
Board Name: Renfrew County Catholic DSB (67199)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	17%	30%
First language learned at home other than English	2%	1%
Number of schools	18	18

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	370	345	341	320	379
Grade 3 mathematics	370	345	341	320	379
Grade 6	361	387	349	344	332

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



NP: "Non-participating" indicates that due to exceptional circumstances, students in some boards did not participate.

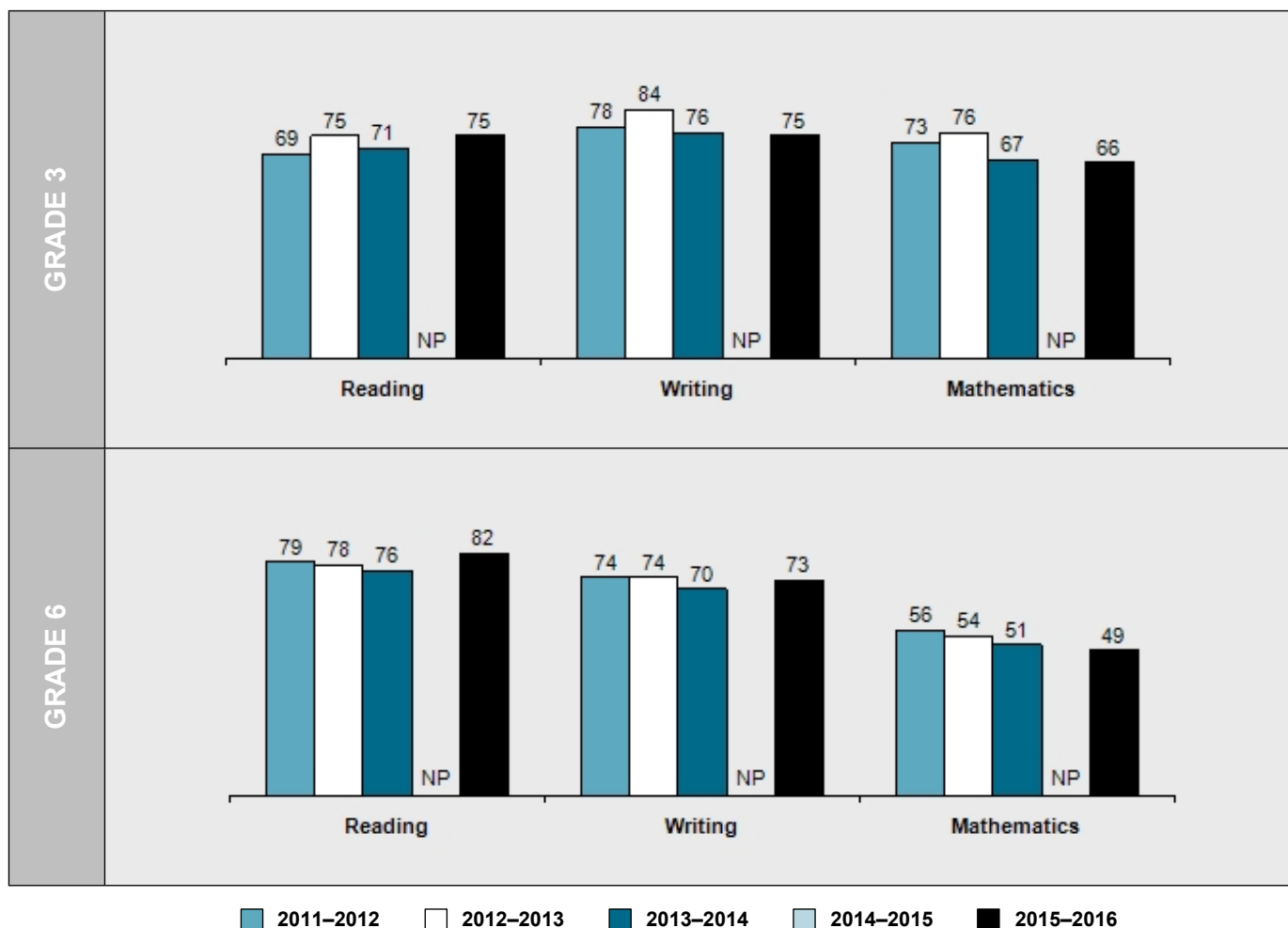
Board Name: Renfrew County DSB (66214)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	28%	24%
First language learned at home other than English	1%	1%
Number of schools	22	22

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	596	579	529	NP	614
Grade 3 mathematics	596	579	529	NP	614
Grade 6	590	606	596	NP	597

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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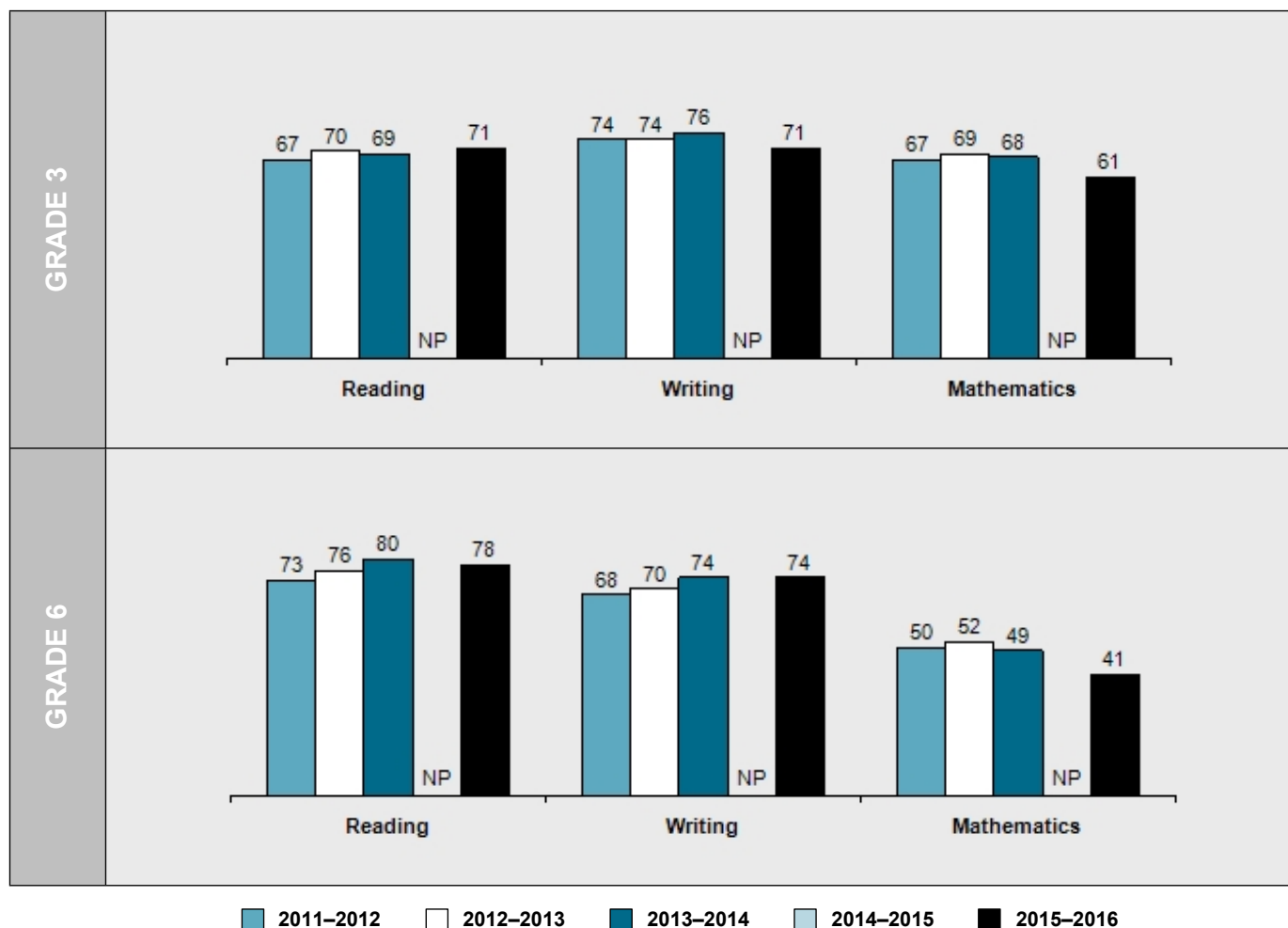
Board Name: Simcoe County DSB (66109)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	<1%
Students with special education needs (excluding gifted)	25%	26%
First language learned at home other than English	3%	3%
Number of schools	85	85

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	3 423	3 454	3 424	NP	3 246
Grade 3 mathematics	3 423	3 454	3 424	NP	3 635
Grade 6	3 471	3 691	3 521	NP	3 610

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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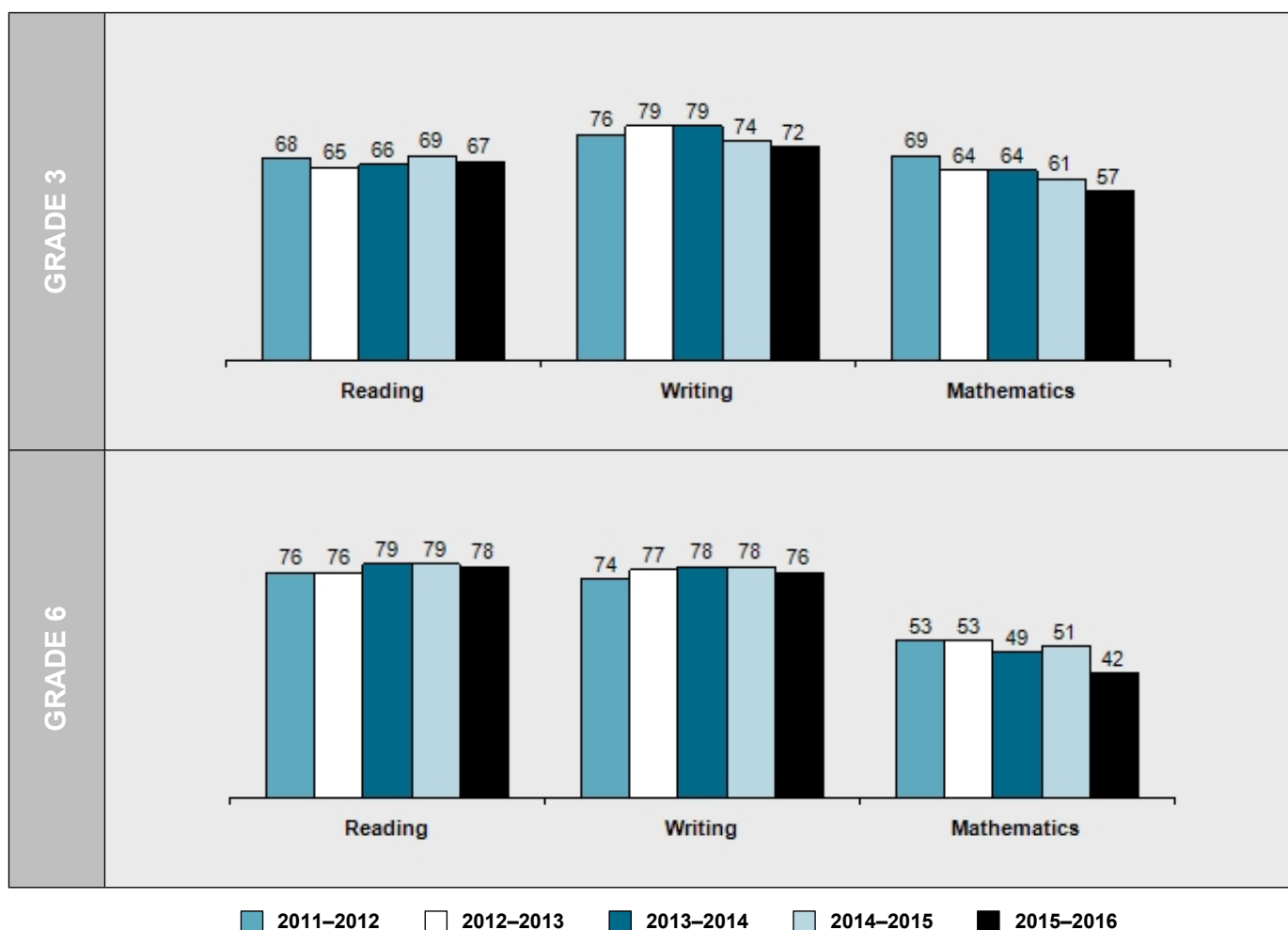
Board Name: Simcoe Muskoka Catholic DSB (67091)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	<1%
Students with special education needs (excluding gifted)	20%	22%
First language learned at home other than English	2%	3%
Number of schools	41	42

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 365	1 320	1 327	1 394	1 385
Grade 3 mathematics	1 365	1 320	1 327	1 394	1 385
Grade 6	1 333	1 349	1 360	1 376	1 377

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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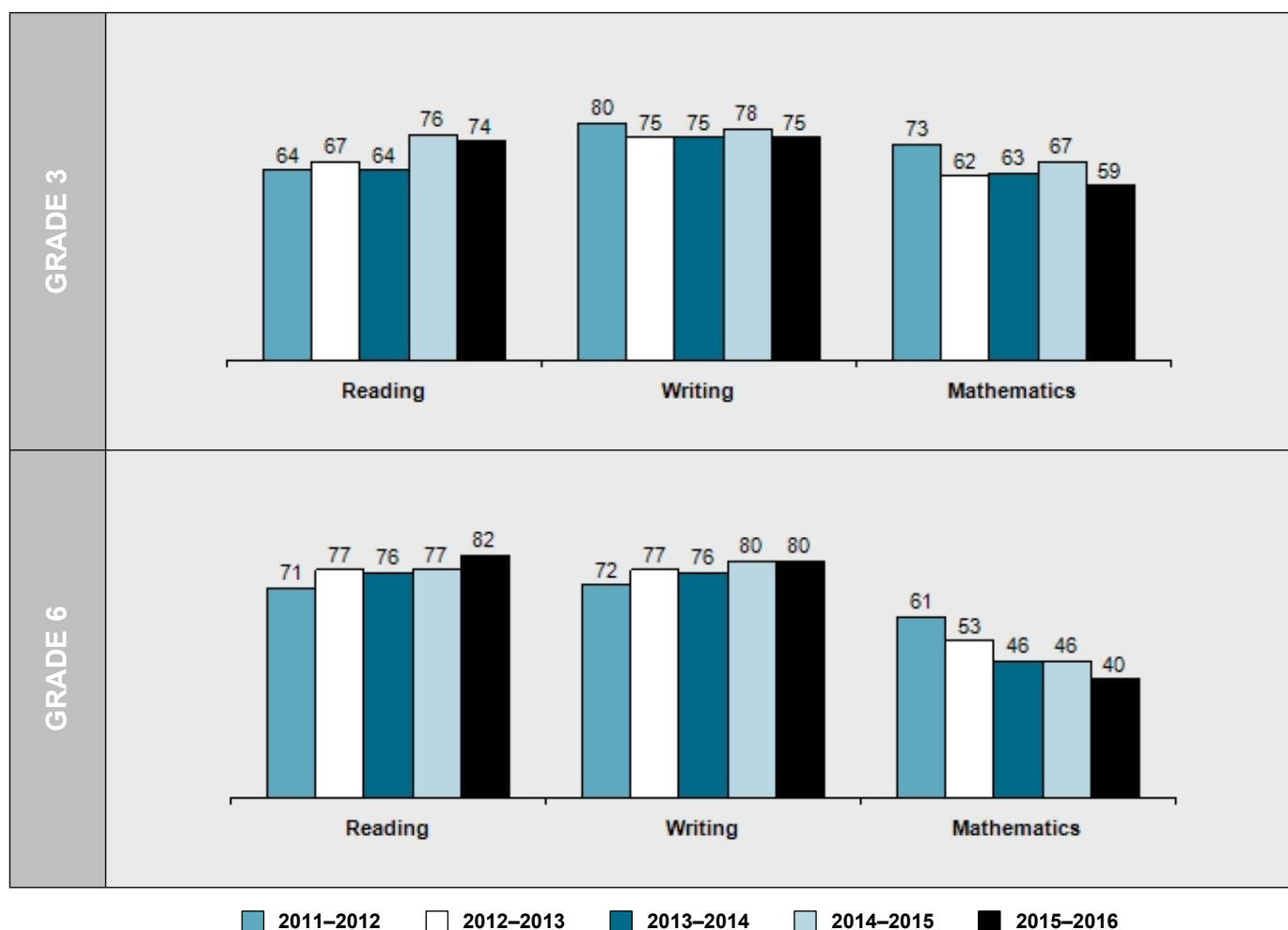
Board Name: St. Clair Catholic District School Board (67040)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	26%	31%
First language learned at home other than English	1%	<1%
Number of schools	26	26

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	648	623	630	627	565
Grade 3 mathematics	648	623	630	627	565
Grade 6	646	645	633	648	623

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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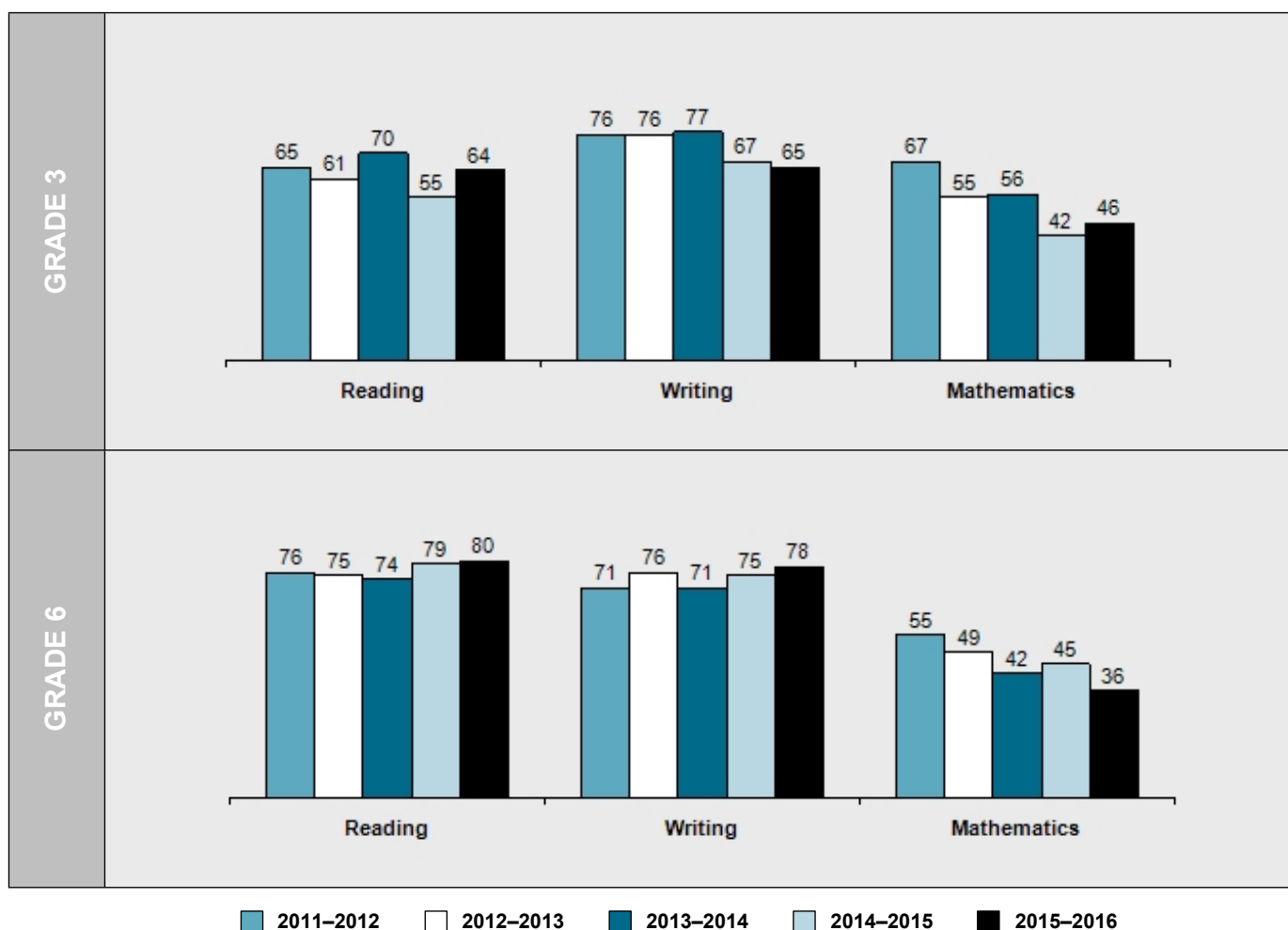
Board Name: Sudbury Catholic DSB (29033)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	1%
Students with special education needs (excluding gifted)	26%	31%
First language learned at home other than English	3%	3%
Number of schools	13	12

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	371	381	386	393	418
Grade 3 mathematics	371	381	386	393	418
Grade 6	440	415	438	382	369

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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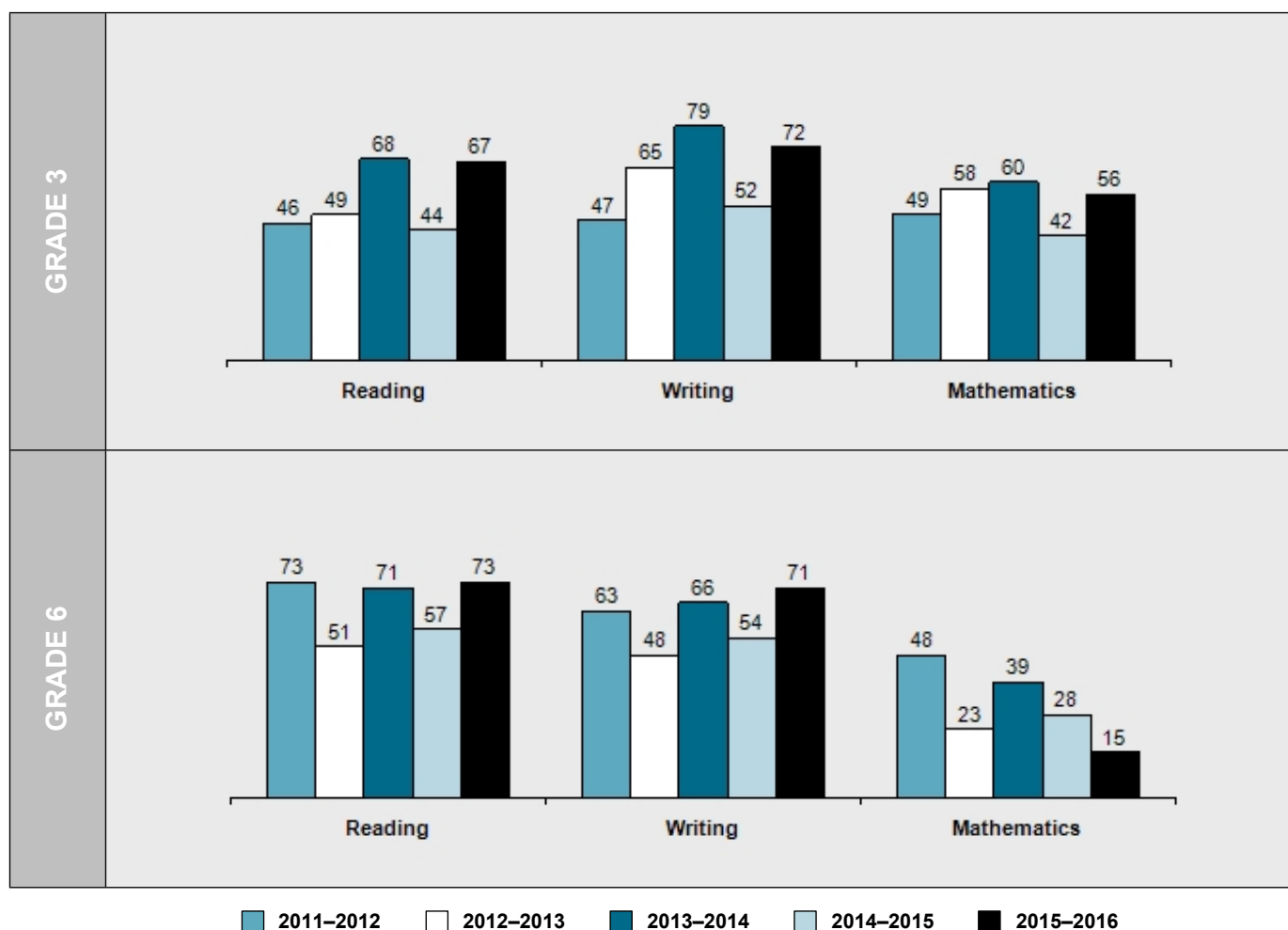
Board Name: Superior North Catholic DSB (29076)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	0%
Students with special education needs (excluding gifted)	24%	37%
First language learned at home other than English	0%	0%
Number of schools	9	9

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	72	77	78	62	78
Grade 3 mathematics	72	77	78	62	78
Grade 6	60	82	77	83	84

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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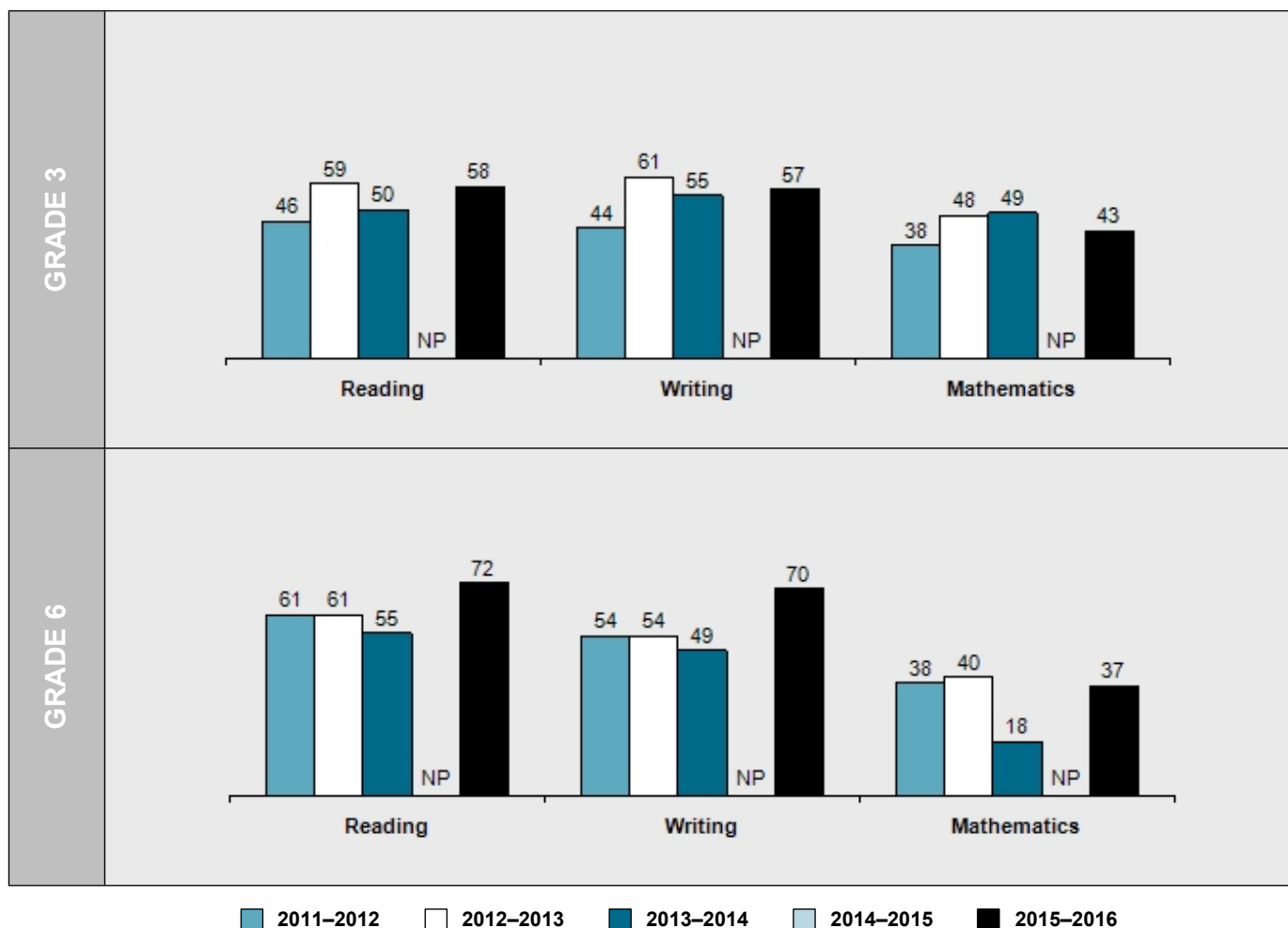
Board Name: Superior-Greenstone DSB (28070)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	0%	1%
Students with special education needs (excluding gifted)	21%	37%
First language learned at home other than English	0%	0%
Number of schools	11	10

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	78	66	80	NP	76
Grade 3 mathematics	78	66	80	NP	76
Grade 6	100	80	80	NP	67

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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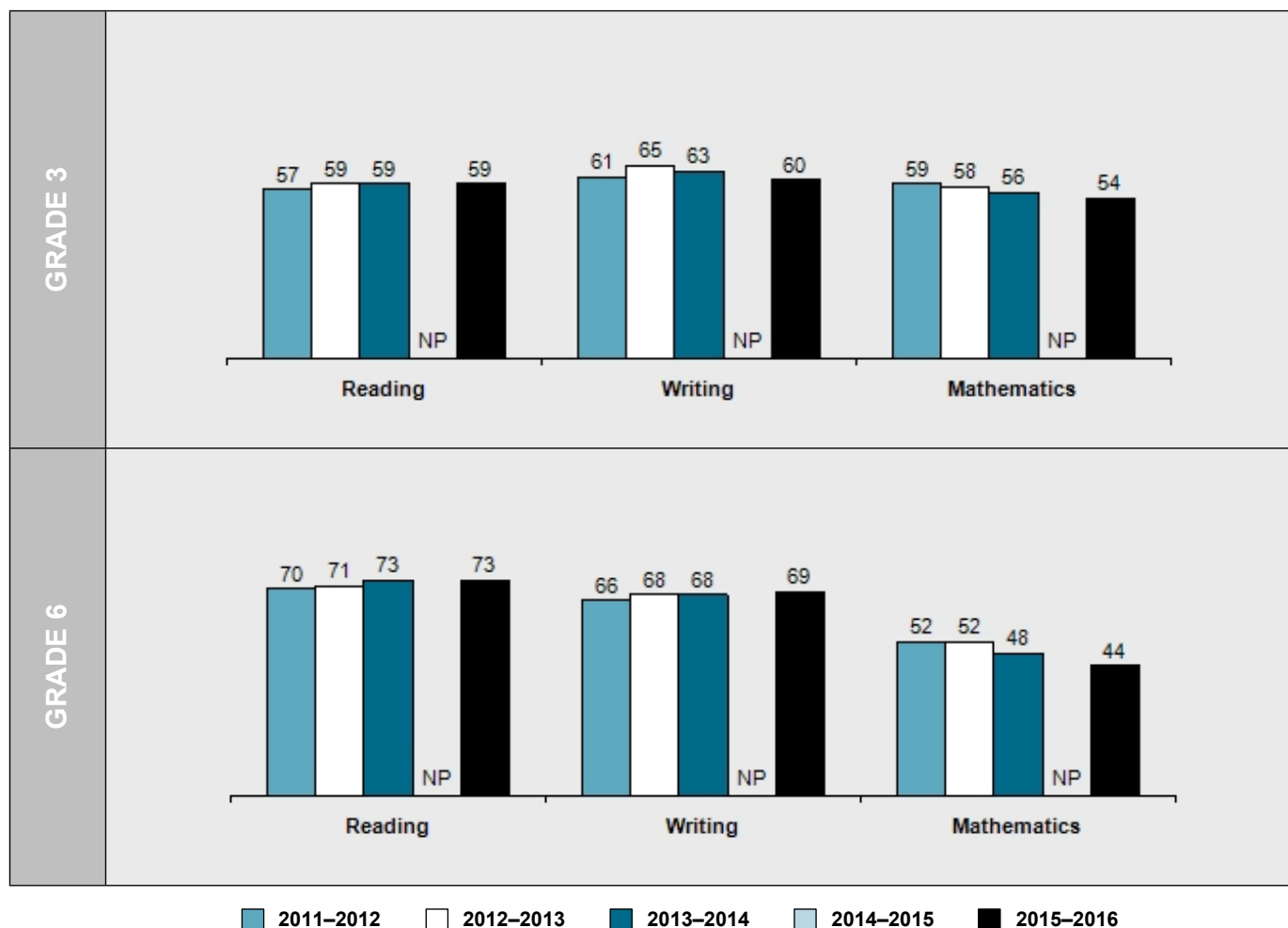
Board Name: Thames Valley District School Board (66044)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	9%	9%
Students with special education needs (excluding gifted)	13%	18%
First language learned at home other than English	11%	12%
Number of schools	128	129

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	4 397	4 456	4 354	NP	4 887
Grade 3 mathematics	4 873	4 995	4 920	NP	5 437
Grade 6	5 014	5 167	5 045	NP	5 121

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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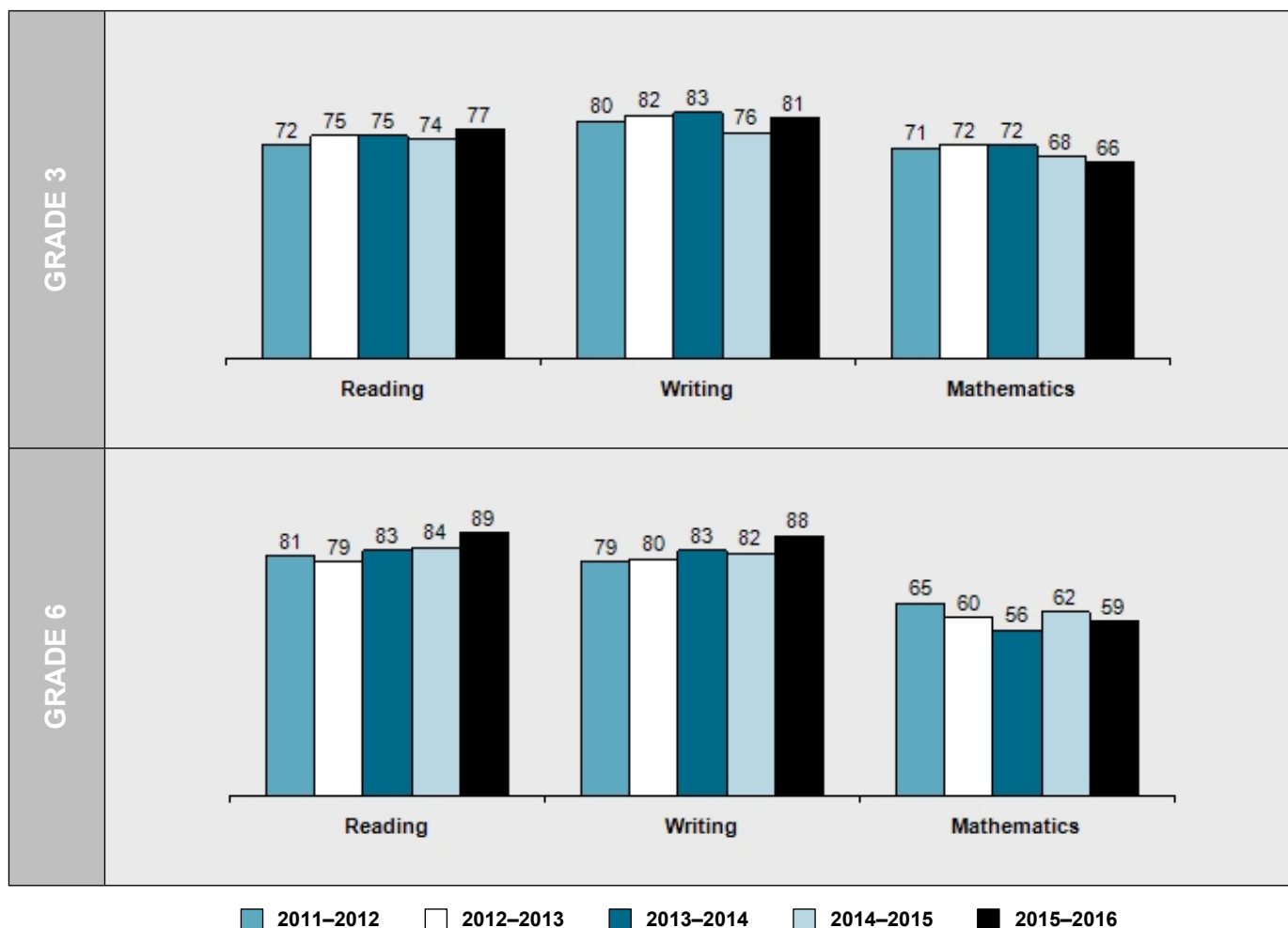
Board Name: Thunder Bay Catholic DSB (29068)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	1%	1%
Students with special education needs (excluding gifted)	33%	20%
First language learned at home other than English	1%	2%
Number of schools	15	15

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	552	526	549	516	544
Grade 3 mathematics	552	526	549	517	544
Grade 6	597	597	586	565	524

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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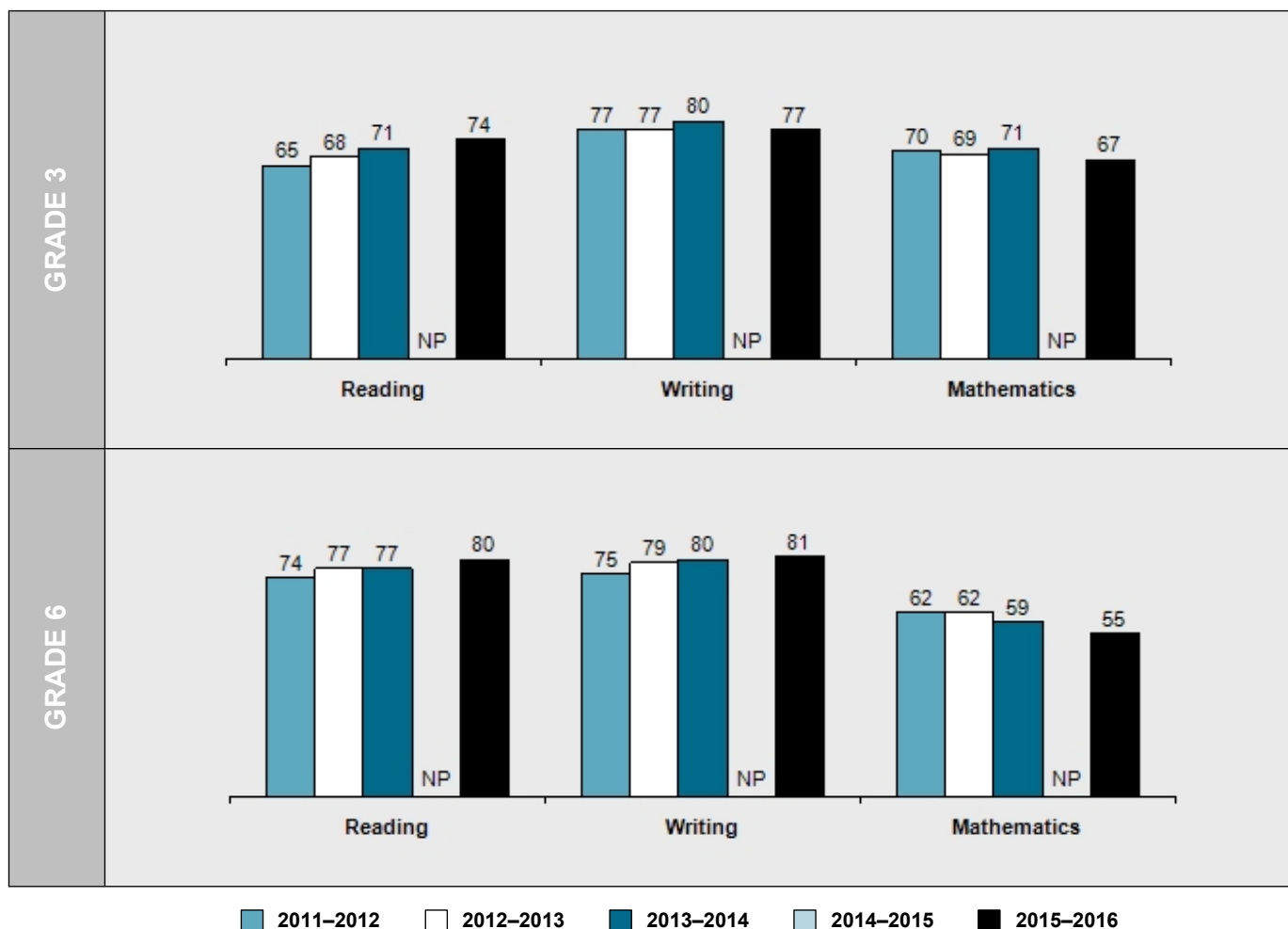
Board Name: Toronto DSB (66052)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	3%
Students with special education needs (excluding gifted)	19%	22%
First language learned at home other than English	40%	44%
Number of schools	396	339

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	15 370	15 505	15 389	NP	15 706
Grade 3 mathematics	16 972	17 188	17 214	NP	17 676
Grade 6	16 935	16 452	16 224	NP	16 202

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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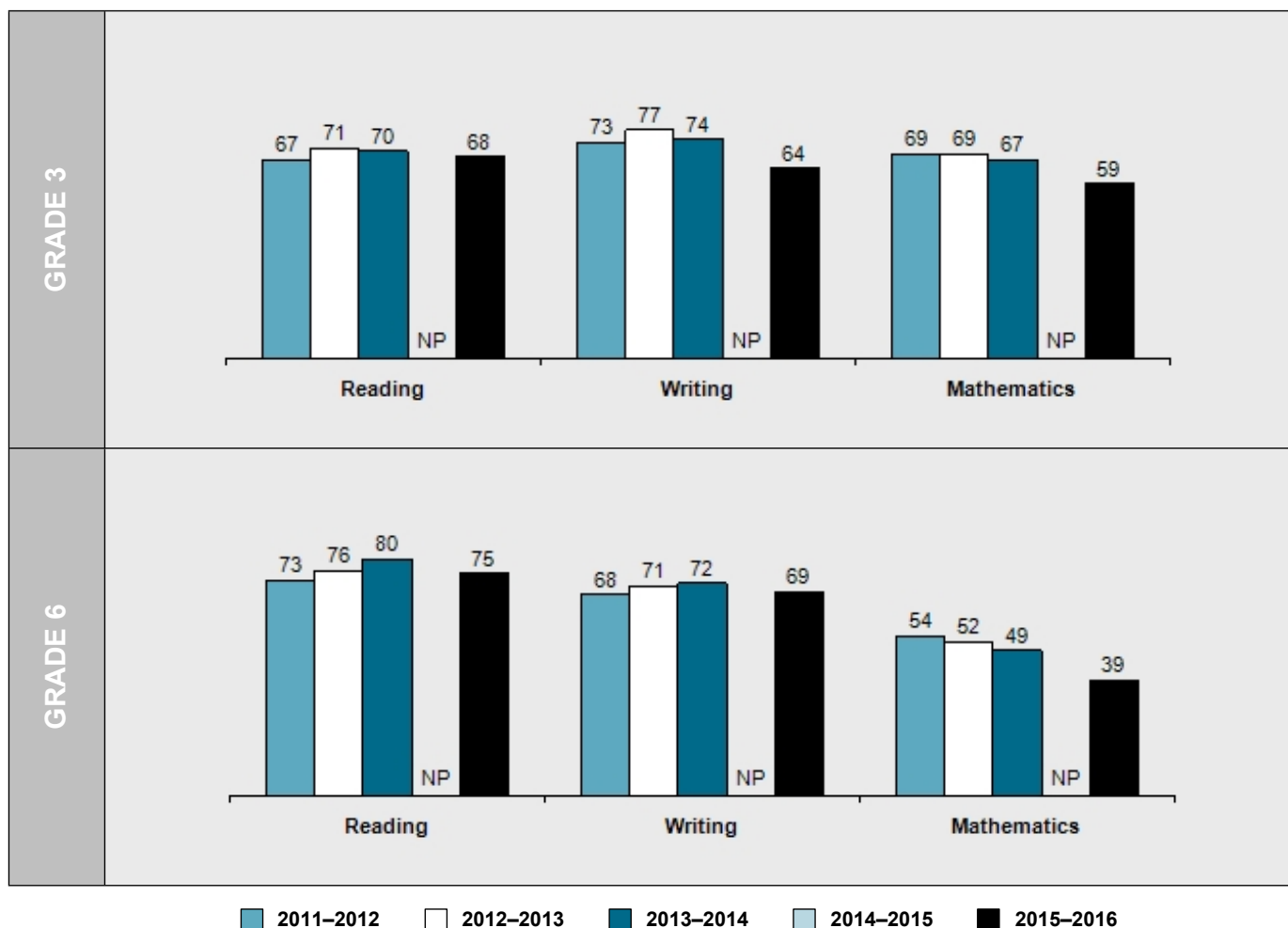
Board Name: Trillium Lakelands DSB (66087)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	<1%	0%
Students with special education needs (excluding gifted)	30%	33%
First language learned at home other than English	1%	<1%
Number of schools	35	35

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	937	899	900	NP	955
Grade 3 mathematics	1 081	1 025	1 074	NP	1 116
Grade 6	1 171	1 149	1 030	NP	1 061

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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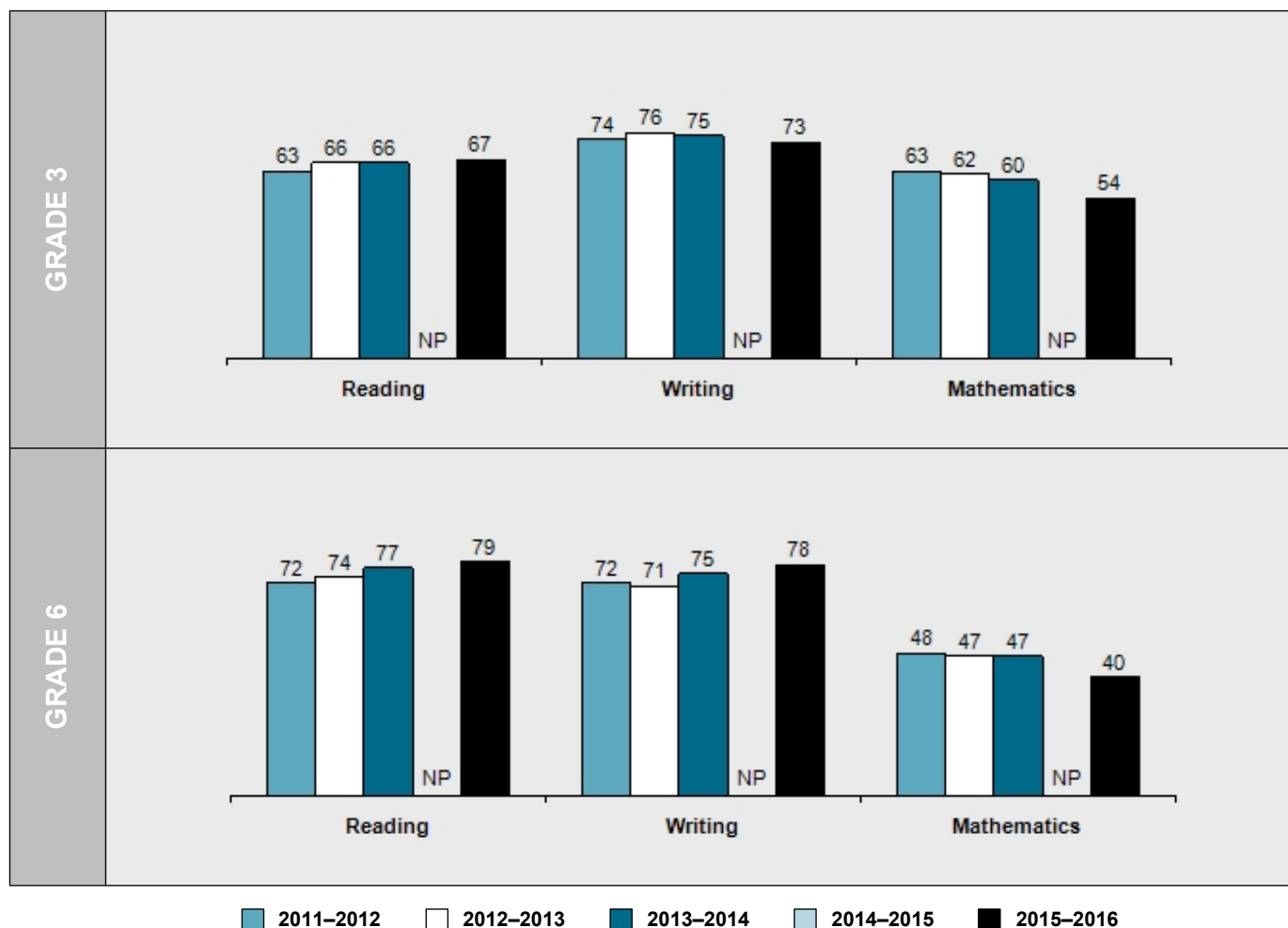
Board Name: Upper Canada DSB (66192)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	3%	1%
Students with special education needs (excluding gifted)	31%	31%
First language learned at home other than English	3%	2%
Number of schools	64	63

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 846	1 783	1 732	NP	1 853
Grade 3 mathematics	1 846	1 783	1 730	NP	1 855
Grade 6	1 885	1 812	1 726	NP	1 808

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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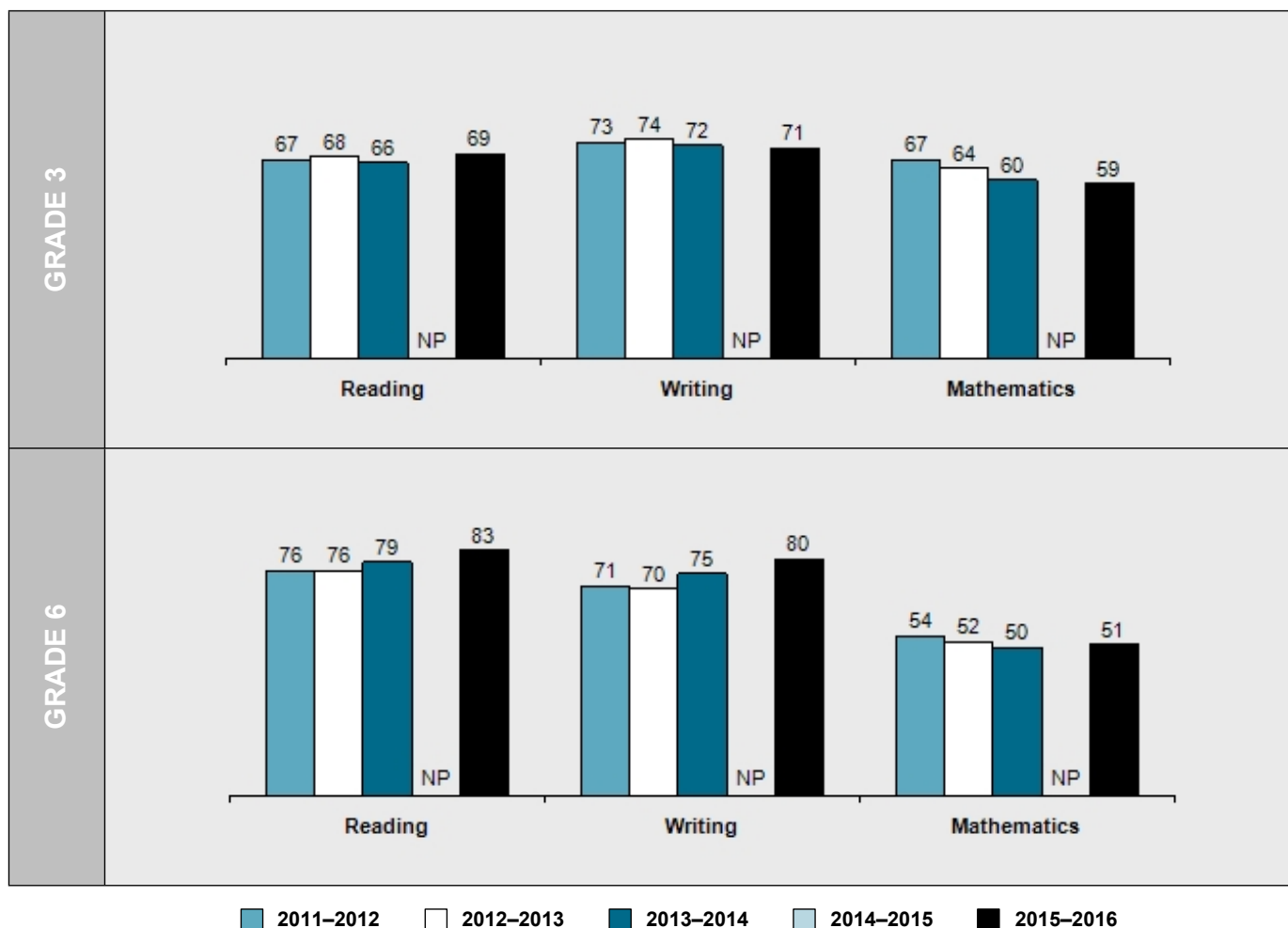
Board Name: Upper Grand DSB (66117)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	2%
Students with special education needs (excluding gifted)	21%	24%
First language learned at home other than English	11%	11%
Number of schools	65	62

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	2 162	2 149	2 141	NP	2 240
Grade 3 mathematics	2 162	2 149	2 141	NP	2 240
Grade 6	2 205	2 181	2 146	NP	2 199

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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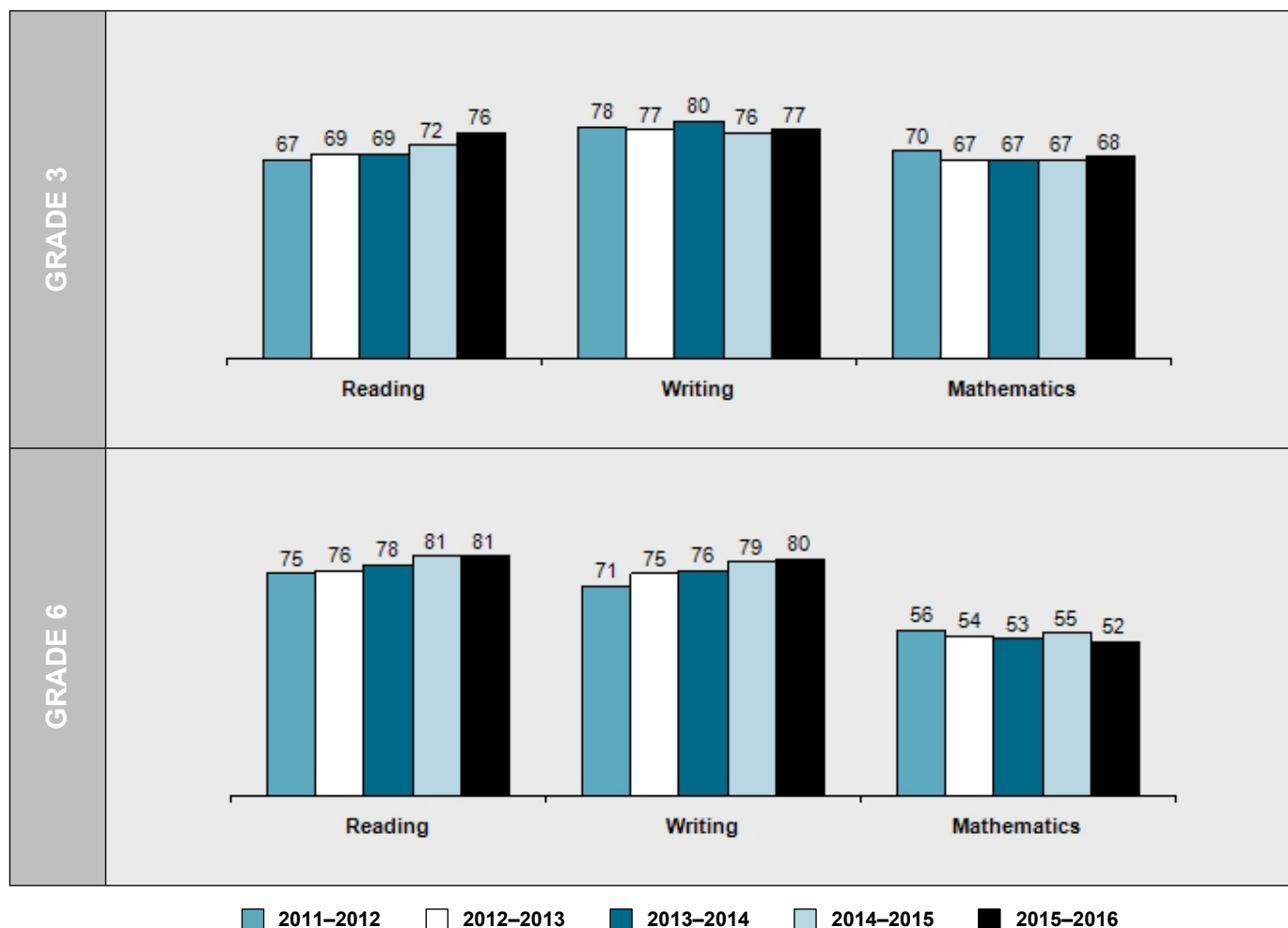
Board Name: Waterloo Catholic DSB (67148)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	3%
Students with special education needs (excluding gifted)	16%	24%
First language learned at home other than English	10%	12%
Number of schools	45	45

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 492	1 511	1 451	1 519	1 462
Grade 3 mathematics	1 492	1 511	1 453	1 518	1 462
Grade 6	1 513	1 529	1 520	1 489	1 526

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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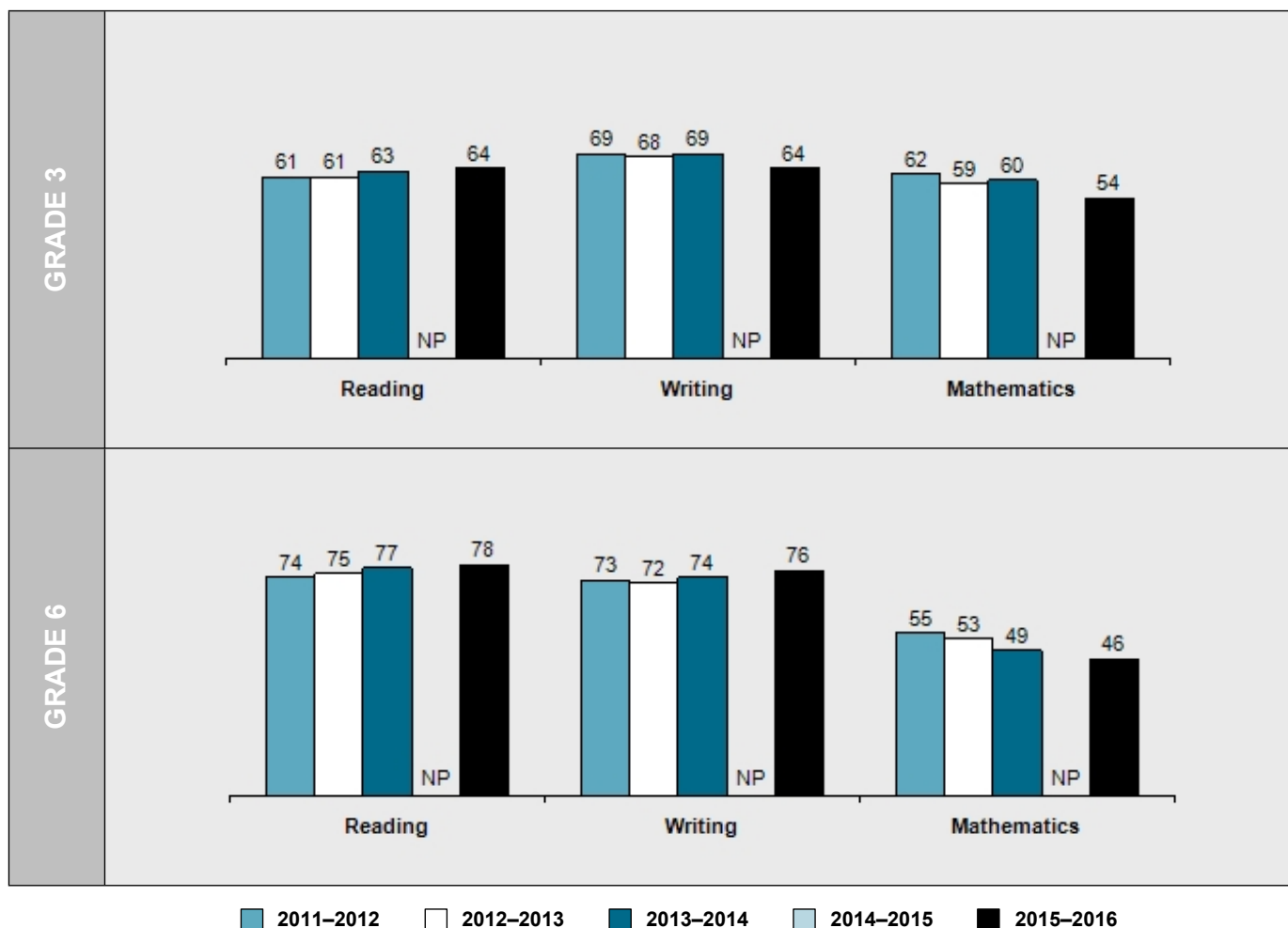
Board Name: Waterloo Region DSB (66176)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	14%	7%
Students with special education needs (excluding gifted)	18%	23%
First language learned at home other than English	22%	23%
Number of schools	87	86

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	4 150	4 201	4 278	NP	4 489
Grade 3 mathematics	4 149	4 203	4 278	NP	4 489
Grade 6	4 032	4 225	3 988	NP	4 269

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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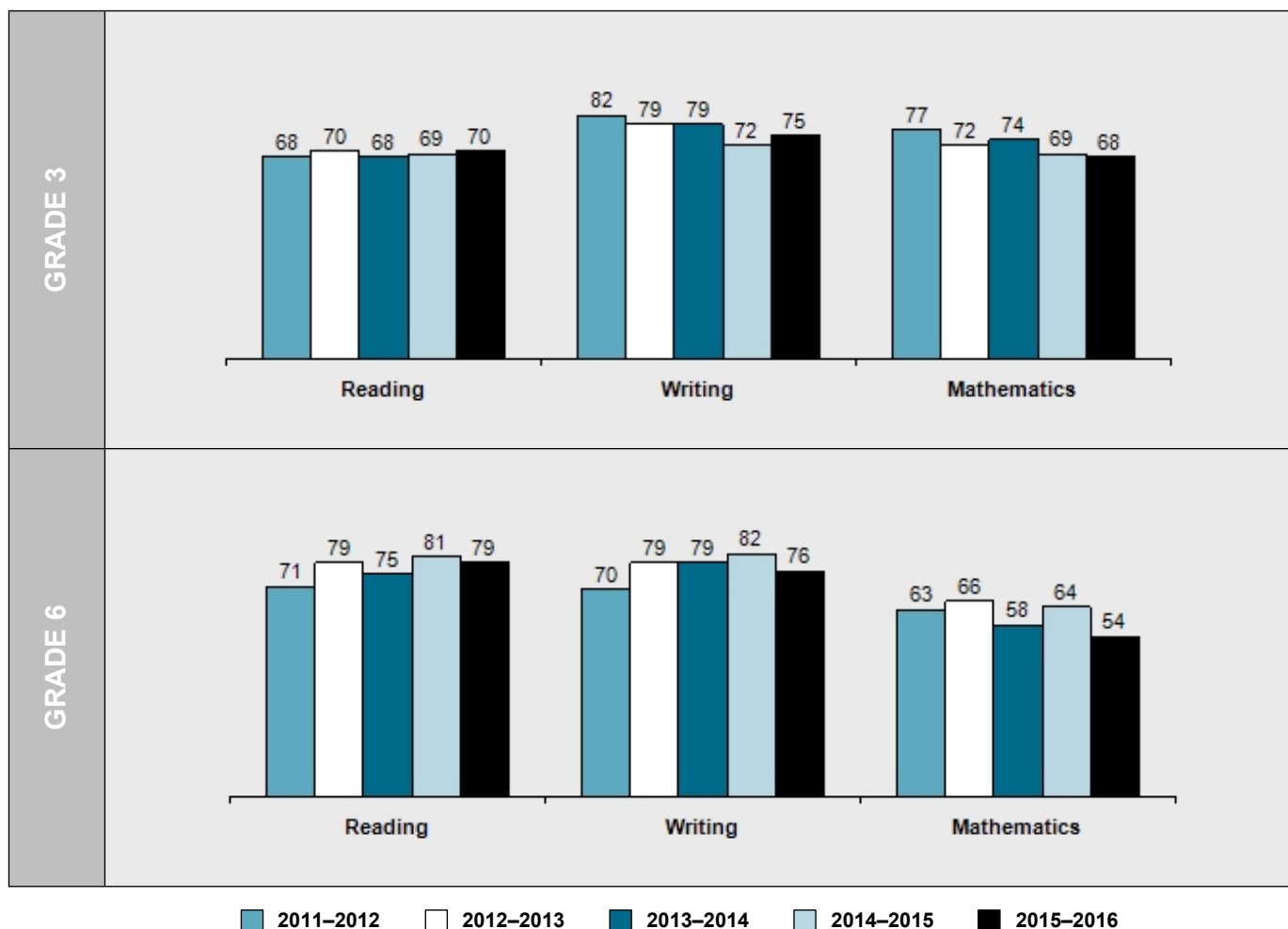
Board Name: Wellington Catholic DSB (67130)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	4%	2%
Students with special education needs (excluding gifted)	17%	17%
First language learned at home other than English	6%	7%
Number of schools	17	17

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	559	572	551	538	539
Grade 3 mathematics	559	570	551	538	539
Grade 6	613	595	589	577	604

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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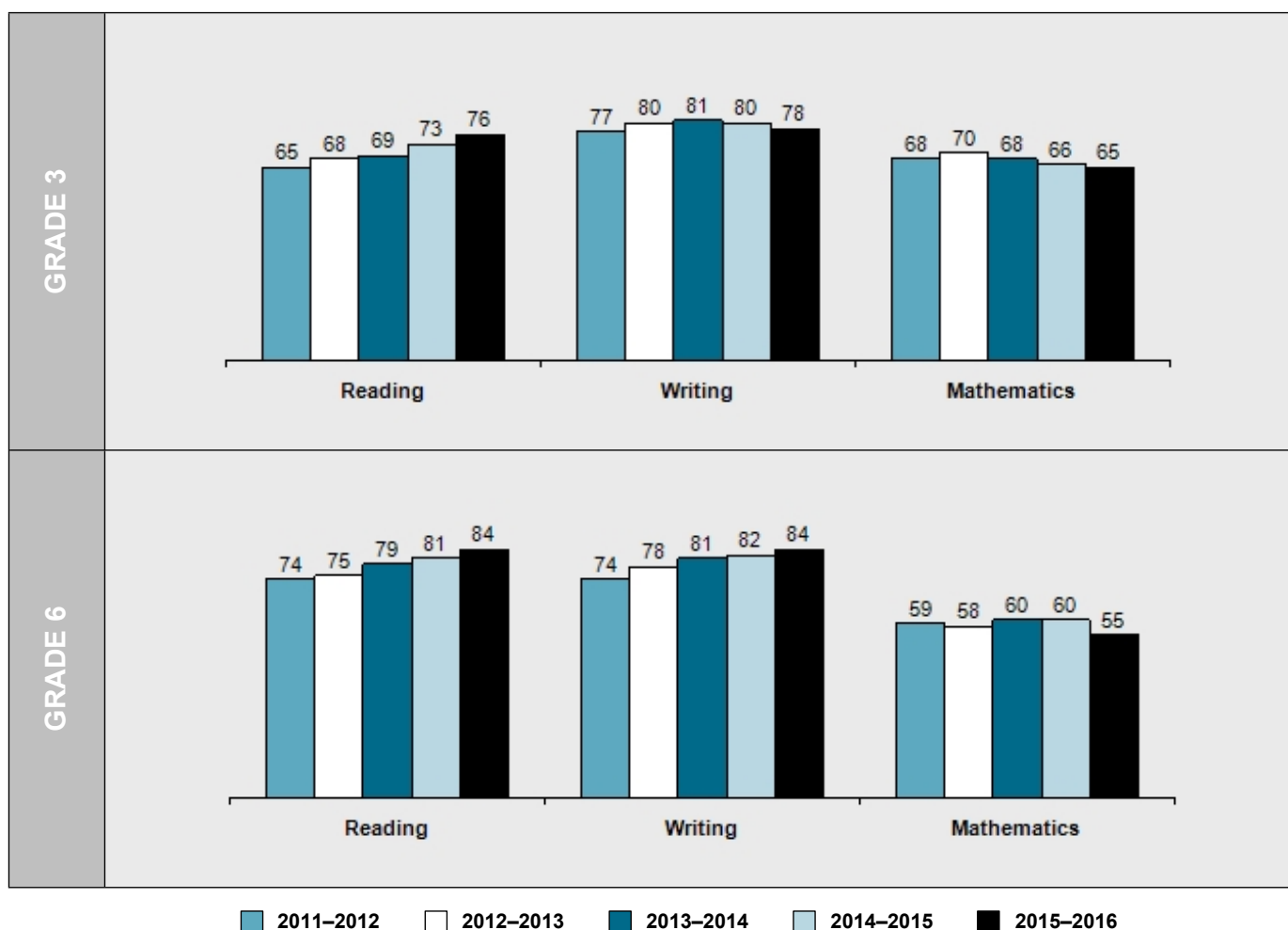
Board Name: Windsor-Essex Catholic DSB (67024)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	5%	5%
Students with special education needs (excluding gifted)	15%	18%
First language learned at home other than English	11%	10%
Number of schools	35	35

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	1 462	1 394	1 385	1 355	1 257
Grade 3 mathematics	1 462	1 396	1 385	1 355	1 257
Grade 6	1 649	1 600	1 524	1 475	1 396

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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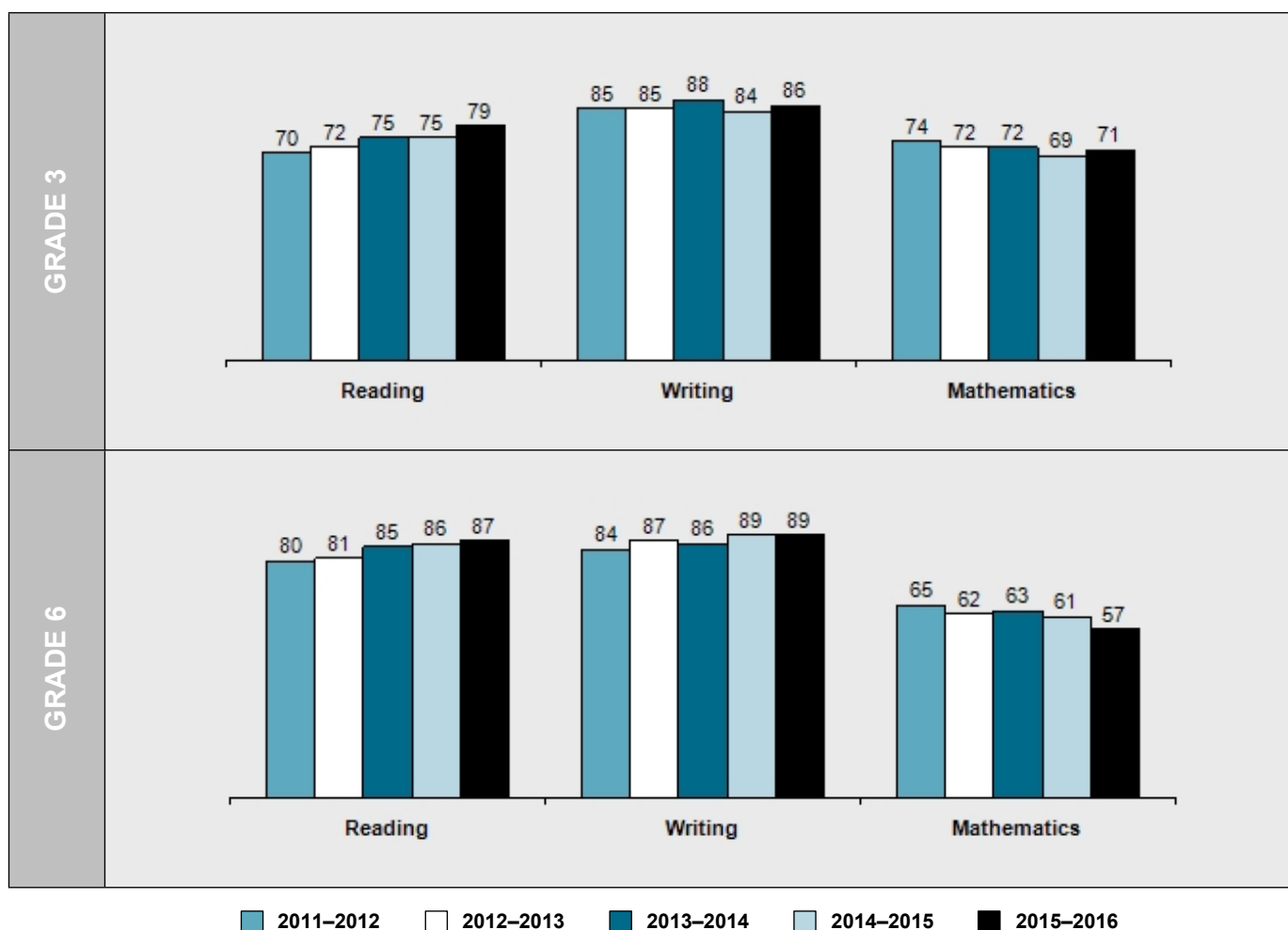
Board Name: York Catholic DSB (67075)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	2%	2%
Students with special education needs (excluding gifted)	14%	17%
First language learned at home other than English	17%	18%
Number of schools	89	89

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	3 684	3 662	3 571	3 442	3 449
Grade 3 mathematics	3 723	3 868	3 803	3 778	3 859
Grade 6	3 872	4 005	3 918	3 791	4 002

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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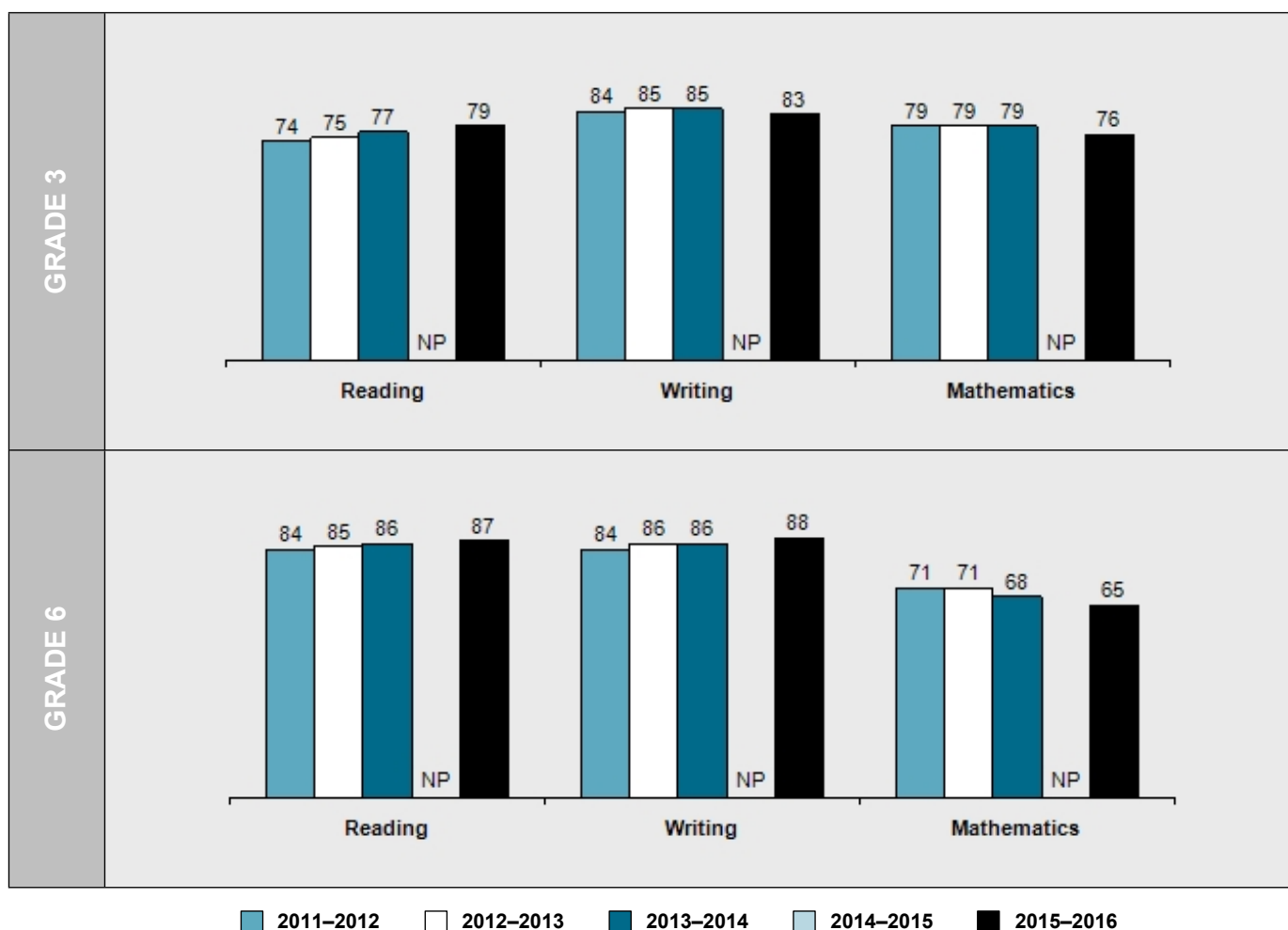
Board Name: York Region DSB (66095)

DEMOGRAPHIC INFORMATION	Grade 3	Grade 6
English language learners	28%	24%
Students with special education needs (excluding gifted)	11%	15%
First language learned at home other than English	48%	48%
Number of schools	175	174

Number of Students	2011–2012	2012–2013	2013–2014	2014–2015	2015–2016
Grade 3 reading and writing*	6 681	6 996	6 881	NP	7 127
Grade 3 mathematics	8 001	8 421	8 277	NP	8 886
Grade 6	8 440	8 538	8 701	NP	8 825

*Some French Immersion students do not write the reading and writing components of the primary assessment. Note that the percentages in the graphs below are based on the number of students who were expected to write each component.

**PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4)
OVER TIME**



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