

Ontario Student Achievement

English-Language Students



EQAO's Provincial Elementary School Report

Results of the 2016–2017 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

On behalf of the Board of Directors of the Education Quality and Accountability Office (EQAO), I am pleased to present EQAO's *Provincial Elementary School Report: Results of the 2016–2017 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6)*. While scores from EQAO's elementary-school assessments do not count toward student grades, the data collected from these assessments provide valuable information that policy-makers and educators can use to understand and improve student academic success.

Ontario conducts province-wide assessments of students' literacy and math skills at key stages of their schooling to contribute to public accountability and continuous improvement in the publicly funded education system. Ontarians spend more than \$20 billion each year on public education, and they want to ensure that their system is effectively supporting student learning. EQAO data also represent important information that teachers and educators can use to identify where additional programs and supports may be needed to improve student academic achievement. In short, EQAO data can help track and improve performance over time at the individual, school, board and provincial levels.

The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are the two elementary-level assessments in Ontario's province-wide program. They measure achievement in literacy and math across the curriculum, to help us understand some of the factors that impact learning in these core areas of a child's development.

Each year, EQAO provincial reports shed light on issues in education that require deeper examination to help improve student achievement. This year's EQAO data clearly show that achievement in math is still an area of concern, and it is important to note a downward trend in writing. That said, reading remains strong.

In 2016, in part as a result of EQAO and classroom data, the Ministry of Education launched its Renewed Math Strategy, aimed at improving academic performance in math among students from kindergarten to Grade 12. For this reason, there will be particular attention paid to the math results contained in this report. EQAO data and classroom information can help gauge the effectiveness of the Renewed Math Strategy, but one year is not enough time to draw conclusions about the strategy's impacts provincially.

EQAO will continue to shed light on the strengths of, and areas requiring improvement in, Ontario's publicly funded education system. I encourage parents, teachers, administrators, researchers and policy-makers to consult EQAO data in order to help improve achievement in Ontario and position students for success in their futures.



Dave Cooke
Chair, Board of Directors

A handwritten signature in cursive script that reads "Dave Cooke". The signature is written in dark ink on a white background.

Dave Cooke
Chair, Board of Directors

MESSAGE FROM THE CEO

I am pleased to present the provincial-level results of the 2016–2017 primary- and junior-division Assessments of Reading, Writing and Mathematics. EQAO is committed to providing valuable and reliable data that speak to student achievement and that promote accountability and transparency in education.

Our goal is for all members of Ontario’s education community to gain further insight into student learning in elementary schools. This year’s EQAO data show that more than two-thirds of students met the provincial standard in elementary-school reading and writing, while fewer than two-thirds did so in math.

The percentage of Grades 3 and 6 students who met the provincial reading standard (Levels 3 and 4) has increased over the last five years. Of the Grade 3 students enrolled in 2016–2017, 74% met the provincial reading standard on the primary-division assessment, representing a six-percentage-point increase since 2012–2013. Of the Grade 6 students enrolled in 2016–2017, 81% met the provincial reading standard on the junior-division assessment, representing a four-percentage-point increase since 2012–2013. This is the second year in a row that 81% of Grade 6 students have met the provincial reading standard.

The percentage of students in Grades 3 and 6 who met the provincial writing standard has decreased one percentage point since last year. Of the Grade 3 students enrolled in 2016–2017, 73% met the provincial writing standard on the primary-division assessment. While the one-percentage-point decrease since last year can be considered normal fluctuation, it is worth examining the four-percentage-point decrease since 2012–2013 more closely. Of the Grade 6 students enrolled in 2016–2017, 79% met the provincial writing standard on the junior-division assessment, representing a three-percentage-point increase since 2012–2013 but a one-percentage-point decrease since last year.

The percentage of Grade 3 students who met the provincial standard in mathematics has decreased over the last five years, and for the second year in a row only 50% of Grade 6 students met the provincial standard. Of the Grade 3 students enrolled in 2016–2017, 62% met the provincial mathematics standard on the primary-division assessment, representing a five-percentage-point decrease since 2012–2013 and a one-percentage-point decrease since last year. Of the Grade 6 students enrolled in 2016–2017, 50% met the provincial mathematics standard on the junior-division assessment, representing a seven-percentage-point decrease since 2012–2013.

Results from EQAO’s Student Questionnaire suggest that a large number of Grades 3 and 6 students (77%) are motivated to do their best when they do mathematics activities in class, yet only 56% of Grade 3 students and 53% of Grade 6 students believe they are good at mathematics. It is encouraging that motivation remains high, as this can help facilitate future academic success.

Year after year, EQAO data that follow the trajectory of student performance from elementary to high school clearly show the value of early intervention: students who achieve the provincial standard in early years are more likely to carry that success forward in future years.

EQAO data serve as a catalyst for change in Ontario’s education system by helping to identify where tools and support are needed to help every child. We are committed to continuing to collaborate with educators across the province to ensure that every student can succeed, regardless of background or circumstance.



Norah Marsh
Chief Executive Officer



Norah Marsh
Chief Executive Officer

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Results at a Glance

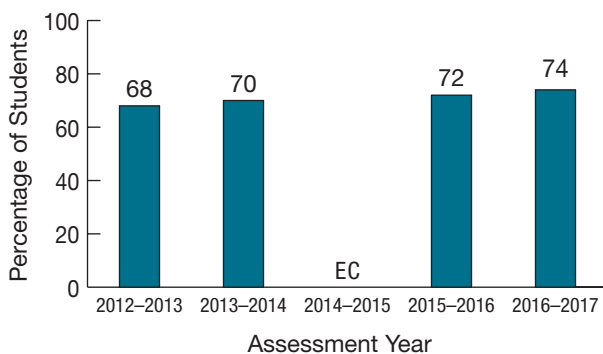
Results at a Glance

PRIMARY DIVISION

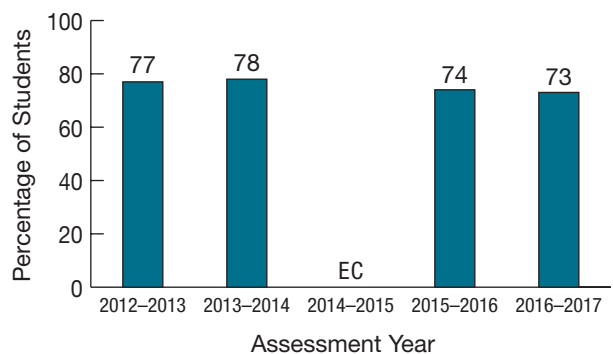
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--------------------|-------------|-------------|-----------|-------------|-------------|
| | # = 127 645 | # = 127 505 | EC | # = 125 484 | # = 132 992 |
| READING | 68% | 70% | EC | 72% | 74% |
| WRITING | 77% | 78% | EC | 74% | 73% |
| MATHEMATICS | 67% | 67% | EC | 63% | 62% |

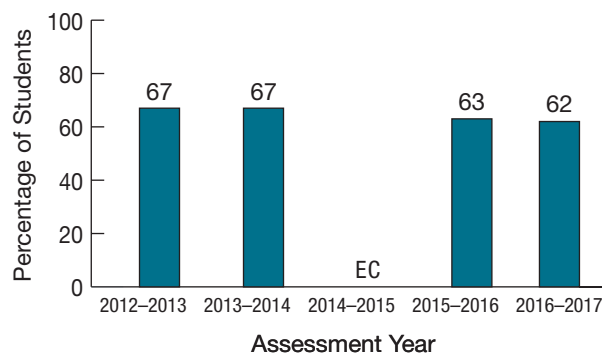
Reading



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

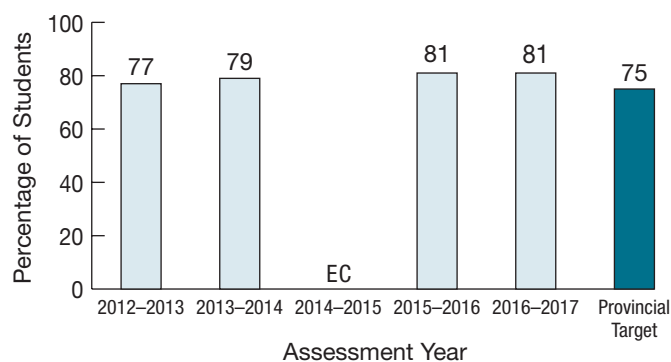
- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has increased steadily, from 68% to 74%, a six-percentage-point gain.
 - the percentage of students performing at or above the provincial standard in writing has decreased by four percentage points, from 77% to 73%.
 - the percentage of students performing at or above the provincial standard in mathematics has decreased by five percentage points, from 67% to 62%.

JUNIOR DIVISION

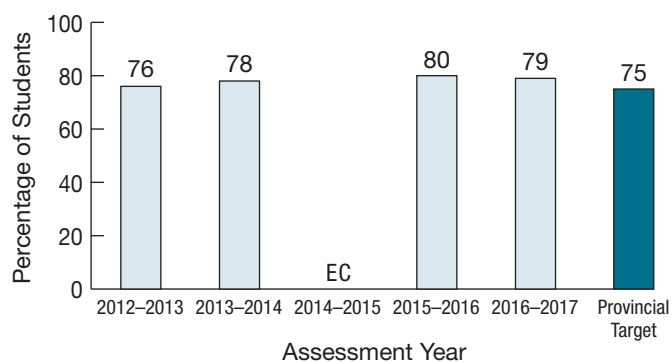
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--------------------|-------------|-------------|-----------|-------------|-------------|
| | # = 131 589 | # = 127 286 | EC | # = 123 685 | # = 130 775 |
| READING | 77% | 79% | EC | 81% | 81% |
| WRITING | 76% | 78% | EC | 80% | 79% |
| MATHEMATICS | 57% | 54% | EC | 50% | 50% |

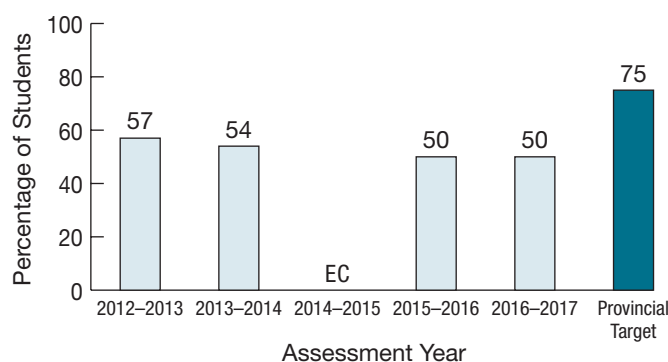
Reading



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 from 77% to 81%, a four-percentage-point gain.
 - the percentage of students performing at or above the provincial standard in writing has increased, from 76% to 79%, a three-percentage-point gain. However, the percentage dropped one percentage point from 2016 to 2017 (80% to 79%).
 - the percentage of students performing at or above the provincial standard in mathematics has decreased from 57% to 50%, a seven-percentage-point drop.

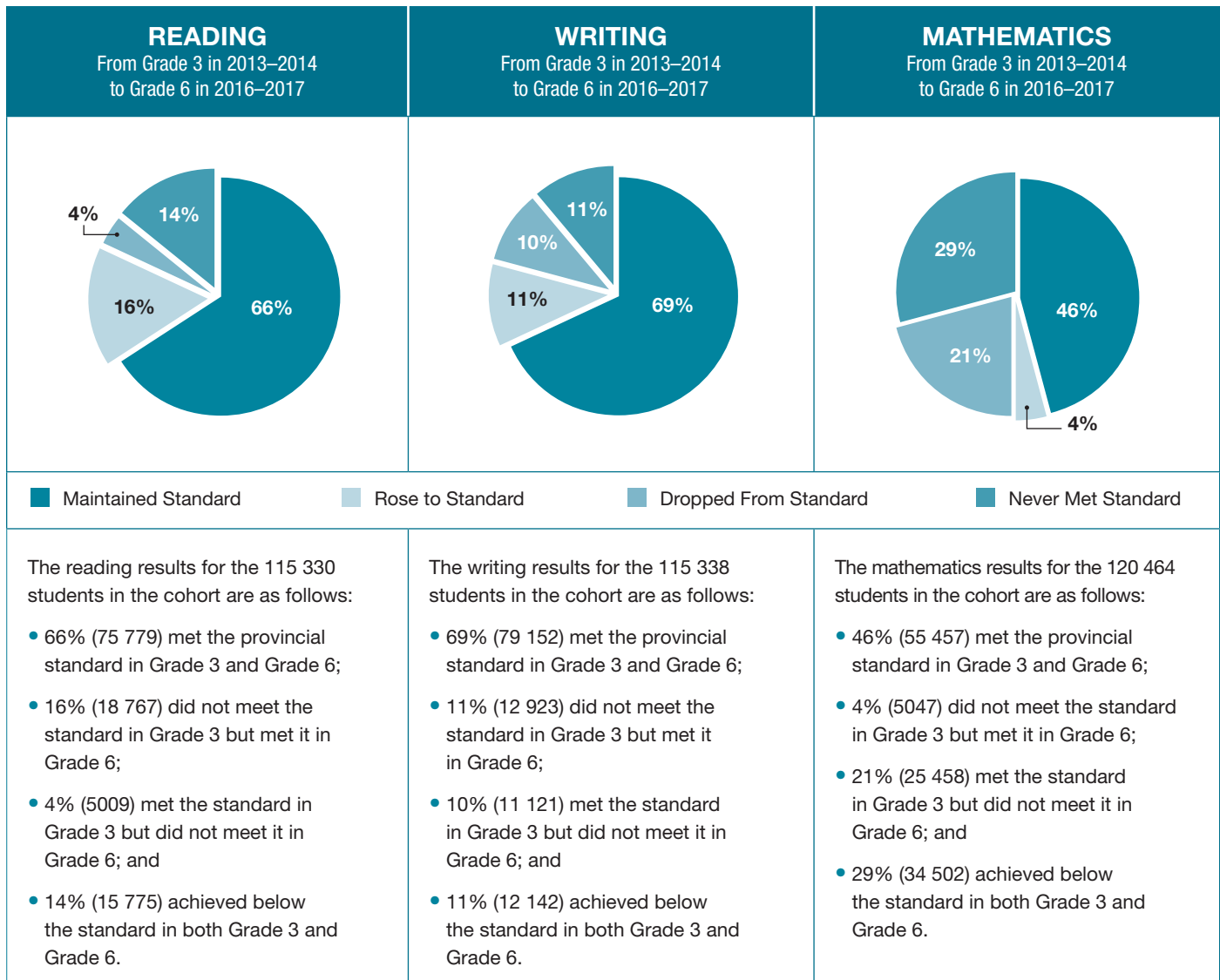
TRACKING STUDENT PROGRESS FROM GRADE 3 IN 2013–2014 TO GRADE 6 IN 2016–2017

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 2013–2014. 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 130 775 Grade 6 students in 2016–2017.



Note: Student results in the analyses throughout this document have been linked using the students' names and their Ontario Education Numbers (OENs). When students could not be linked through the OEN, they were excluded from the analysis. 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

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|----------------|----------------|-----------|----------------|----------------|
| All Grade 3 students | # = 127 645 | # = 127 505 | EC | # = 125 484 | # = 132 992 |
| GENDER* | | | | | |
| Female | 48% | 49% | EC | 49% | 49% |
| Male | 52% | 51% | EC | 51% | 51% |
| STUDENT STATUS* | | | | | |
| English language learners | 13% | 13% | EC | 13% | 13% |
| Students with special education needs (excluding gifted) | 17% | 17% | EC | 17% | 18% |
| LANGUAGE SPOKEN AT HOME BY THE STUDENT**† | | | | | |
| First language learned at home was other than English | 22% | 22% | EC | 22% | 22% |
| Speak only or mostly English | 71% | 71% | EC | 72% | 71% |
| Speak another language (or other languages) as often as English | 16% | 17% | EC | 16% | 16% |
| Speak only or mostly another language (or other languages) | 11% | 10% | EC | 10% | 11% |
| PLACE OF BIRTH* | | | | | |
| Born outside Canada | 10% | 10% | EC | 9% | 10% |
| In Canada less than one year | 1% | 1% | EC | 1% | 1% |
| In Canada one year or more but less than three years | 2% | 2% | EC | 2% | 2% |
| In Canada three years or more | 7% | 7% | EC | 6% | 6% |
| PARTICIPATION IN THE ASSESSMENT | | | | | |
| Students participating in reading‡ | 97% | 97% | EC | 97% | 97% |
| Students participating in writing‡ | 97% | 97% | EC | 97% | 97% |
| Students participating in mathematics‡ | 97% | 97% | EC | 97% | 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. Not all data may be available.

† 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 missing information.

‡ 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.
 - the percentage of students participating in the assessment has remained stable.

Demographic Information and Participation Rates Over Time, Junior Division

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|----------------|----------------|-----------|----------------|----------------|
| All Grade 6 students | # = 131 589 | # = 127 286 | EC | # = 123 685 | # = 130 775 |
| GENDER* | | | | | |
| Female | 49% | 49% | EC | 48% | 49% |
| Male | 51% | 51% | EC | 52% | 51% |
| STUDENT STATUS* | | | | | |
| English language learners [†] | 9% | 10% | EC | 10% | 11% |
| Students with special education needs (excluding gifted) [†] | 20% | 21% | EC | 21% | 22% |
| LANGUAGE SPOKEN AT HOME BY THE STUDENT** | | | | | |
| First language learned at home was other than English | 22% | 23% | EC | 22% | 23% |
| Speak only or mostly English | 76% | 74% | EC | 74% | 72% |
| Speak another language (or other languages) as often as English | 14% | 16% | EC | 15% | 16% |
| Speak only or mostly another language (or other languages) | 8% | 8% | EC | 8% | 8% |
| PLACE OF BIRTH* | | | | | |
| Born outside Canada | 12% | 12% | EC | 12% | 12% |
| In Canada less than one year | 1% | <1% | EC | 1% | 1% |
| In Canada one year or more but less than three years | 2% | 2% | EC | 2% | 2% |
| In Canada three years or more | 9% | 9% | EC | 9% | 9% |
| PARTICIPATION IN THE ASSESSMENT | | | | | |
| Students participating in reading | 98% | 98% | EC | 97% | 97% |
| Students participating in writing | 98% | 98% | EC | 97% | 97% |
| Students participating in mathematics | 97% | 98% | EC | 97% | 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. Not all data may be available.

† 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 missing information.

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. However, during the same period,
 - the percentage of students identified as English language learners has increased by two percentage points.
 - the percentage of students with special education needs has increased by two percentage points.
- the percentage of students who reported speaking only or mostly English at home has decreased by four percentage points.
- 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 20, 2017), see the EQAO Web site, www.eqao.com, under “School, Board and Provincial Results.”

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

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 3 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 60 268 | # = 60 219 | EC | # = 59 170 | # = 62 721 | # = 62 983 | # = 62 944 | EC | # = 61 384 | # = 65 256 |
| Percentage of students who answered “most of the time” to the following statements:† | | | | | | | | | | |
| I like to read. | 56% | 54% | EC | 53% | 51% | 42% | 41% | EC | 42% | 40% |
| I am a good reader. | 66% | 66% | EC | 66% | 65% | 62% | 62% | EC | 63% | 62% |
| I am able to understand difficult reading passages. | 27% | 27% | EC | 27% | 28% | 30% | 30% | EC | 31% | 32% |
| I do my best when I do reading activities in class. | 78% | 77% | EC | 77% | 77% | 69% | 69% | EC | 69% | 68% |
| I like to write. | 55% | 59% | EC | 60% | 54% | 40% | 43% | EC | 45% | 40% |
| I am a good writer. | 55% | 56% | EC | 57% | 55% | 42% | 43% | EC | 44% | 42% |
| I am able to communicate my ideas in writing. | 42% | 44% | EC | 46% | 45% | 39% | 41% | EC | 43% | 42% |
| I do my best when I do writing activities in class. | 73% | 76% | EC | 76% | 73% | 64% | 66% | EC | 67% | 63% |

* 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 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,” between 11 and 14 percentage points. The percentage of female students who indicated that they liked to read has decreased.
 - 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.”
 - larger percentages 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 increased between 2012–2013 and 2015–2016 but decreased in 2016–2017.
 - the percentage of female students who indicated that they could communicate their ideas in writing “most of the time” has slightly increased, but it remains smaller than the percentage of female students who indicated that they were good writers “most of the time.”
 - larger percentages of female than male students have indicated that they did their best in reading and in writing.

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

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 6 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 62 541 | # = 60 506 | EC | # = 58 364 | # = 61 577 | # = 64 869 | # = 62 683 | EC | # = 61 087 | # = 64 445 |
| Percentage of students who answered “most of the time” to the following statements:† | | | | | | | | | | |
| I like to read. | 56% | 56% | EC | 54% | 53% | 40% | 39% | EC | 38% | 37% |
| I am a good reader. | 70% | 70% | EC | 71% | 71% | 63% | 64% | EC | 64% | 64% |
| I am able to understand difficult reading passages. | 36% | 40% | EC | 40% | 41% | 40% | 42% | EC | 42% | 43% |
| I do my best when I do reading activities in class. | 75% | 74% | EC | 76% | 78% | 65% | 65% | EC | 66% | 68% |
| I like to write. | 51% | 53% | EC | 55% | 51% | 28% | 30% | EC | 31% | 28% |
| I am a good writer. | 50% | 49% | EC | 51% | 50% | 35% | 36% | EC | 35% | 34% |
| I am able to communicate my ideas in writing. | 48% | 53% | EC | 54% | 53% | 40% | 44% | EC | 45% | 44% |
| I do my best when I do writing activities in class. | 73% | 74% | 74% | 76% | 75% | 61% | 63% | EC | 64% | 63% |

* 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 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,” between 16 and 17 percentage points. 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, between 23 and 24 percentage points.
 - larger percentages of female than male students 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 have slightly increased.

Student Questionnaire Results: Learning Strategies Used in Reading and Writing*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 3 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 60 268 | # = 60 219 | EC | # = 59 170 | # = 62 721 | # = 62 983 | # = 62 944 | EC | # = 61 384 | # = 65 256 |
| Percentage of students who answered “most of the time” to the following statements:† | | | | | | | | | | |
| I make sure I understand what I am reading. | 68% | 68% | EC | 68% | 67% | 62% | 62% | EC | 62% | 62% |
| I organize my ideas before I start to write. | 45% | 43% | EC | 44% | 44% | 38% | 37% | EC | 38% | 36% |
| I edit my writing to make it better. | 47% | 48% | EC | 47% | 45% | 38% | 40% | EC | 40% | 36% |
| I check my writing for spelling and grammar. | 49% | 49% | EC | 49% | 48% | 41% | 41% | EC | 42% | 40% |
| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
| Grade 6 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 62 541 | # = 60 506 | EC | # = 58 364 | # = 61 577 | # = 64 869 | # = 62 683 | EC | # = 61 087 | # = 64 445 |
| Percentage of students who answered “most of the time” to the following statements:† | | | | | | | | | | |
| I make sure I understand what I am reading. | 75% | 75% | EC | 76% | 75% | 68% | 67% | EC | 68% | 68% |
| I organize my ideas before I start to write. | 38% | 39% | EC | 39% | 36% | 29% | 30% | EC | 30% | 27% |
| I edit my writing to make it better. | 53% | 56% | EC | 58% | 54% | 40% | 43% | EC | 45% | 40% |
| I check my writing for spelling and grammar. | 53% | 56% | EC | 59% | 56% | 44% | 46% | EC | 48% | 45% |

* 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 female than male students have indicated that they used each of the learning strategies in the table above “most of the time” while reading and while writing.
 - the percentage gaps between female and male students’ responses have been larger in Grade 6, except for “I organize my ideas before I start to write” in 2016–2017.
 - 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 organizing ideas before starting to write.
 - for most of the statements listed in the table, the percentages have been similar to those in 2012–2013.

Student Questionnaire Results: Attitudes Toward Mathematics*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 3 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 60 268 | # = 60 219 | EC | # = 59 170 | # = 62 721 | # = 62 983 | # = 62 944 | EC | # = 61 384 | # = 65 256 |
| Percentage of students who answered “most of the time” to the following statements:† | | | | | | | | | | |
| I like mathematics. | 51% | 53% | EC | 54% | 53% | 60% | 62% | EC | 63% | 63% |
| I am good at mathematics. | 47% | 48% | EC | 49% | 49% | 60% | 61% | EC | 63% | 62% |
| I am able to answer difficult mathematics questions. | 28% | 30% | EC | 31% | 31% | 42% | 44% | EC | 46% | 46% |
| I do my best when I do mathematics activities in class. | 76% | 79% | EC | 80% | 78% | 74% | 77% | EC | 78% | 75% |

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 6 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 62 541 | # = 60 506 | EC | # = 58 364 | # = 61 577 | # = 64 869 | # = 62 683 | EC | # = 61 087 | # = 64 445 |
| Percentage of students who answered “most of the time” to the following statements:† | | | | | | | | | | |
| I like mathematics. | 39% | 41% | EC | 42% | 43% | 55% | 55% | EC | 57% | 58% |
| I am good at mathematics. | 44% | 45% | EC | 45% | 46% | 58% | 59% | EC | 59% | 61% |
| I am able to answer difficult mathematics questions. | 28% | 30% | EC | 30% | 31% | 44% | 46% | EC | 46% | 48% |
| I do my best when I do mathematics activities in class. | 74% | 75% | EC | 77% | 77% | 74% | 75% | EC | 77% | 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.
 - 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” have been much smaller than the percentages of students who indicated that they were good at mathematics “most of the time.”
 - for all statements, for both genders and for both grades, the percentages have slightly increased.

Student Questionnaire Results: Learning Strategies Used in Mathematics*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 3 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 60 268 | # = 60 219 | EC | # = 59 170 | # = 62 721 | # = 62 983 | # = 62 944 | EC | # = 61 384 | # = 65 256 |
| 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. | 69% | 73% | EC | 73% | 72% | 61% | 64% | EC | 65% | 63% |
| I think about the steps I will use to solve a mathematics problem. | 48% | 45% | EC | 46% | 51% | 47% | 43% | EC | 44% | 47% |

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 6 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 62 541 | # = 60 506 | EC | # = 58 364 | # = 61 577 | # = 64 869 | # = 62 683 | EC | # = 61 087 | # = 64 445 |
| 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. | 77% | 84% | EC | 86% | 84% | 69% | 76% | EC | 77% | 76% |
| I think about the steps I will use to solve a mathematics problem. | 50% | 50% | EC | 52% | 54% | 49% | 48% | EC | 49% | 51% |

* 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 female than male students have indicated that they used the learning strategies in the table above “most of the time” when working on a mathematics problem.
 - larger percentages of Grade 6 than Grade 3 students have indicated using the strategies listed in the table “most of the time.”

Student Questionnaire Results: Out of School Activities*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 3 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 60 268 | # = 60 219 | EC | # = 59 170 | # = 62 721 | # = 62 983 | # = 62 944 | EC | # = 61 384 | # = 65 256 |
| 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 | 33% | 37% | EC | 36% | 33% | 43% | 48% | EC | 48% | 44% |
| 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 | 49% | 53% | EC | 54% | 53% | 29% | 36% | EC | 37% | 34% |
| Participate in after-school clubs | 26% | 28% | EC | 29% | 29% | 22% | 24% | EC | 25% | 24% |

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 6 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 62 541 | # = 60 506 | EC | # = 58 364 | # = 61 577 | # = 64 869 | # = 62 683 | EC | # = 61 087 | # = 64 445 |
| 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 | 35% | 37% | EC | 37% | 35% | 46% | 48% | EC | 49% | 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 | 46% | 50% | EC | 49% | 49% | 26% | 32% | EC | 30% | 29% |
| Participate in after-school clubs | 31% | 34% | EC | 32% | 32% | 24% | 27% | EC | 26% | 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 “every day or almost every day.”

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, in 2016–2017, the percentage of all students who indicated doing so dropped to a level similar to that in 2012–2013.
 - the percentage of female students who indicated participating in after-school clubs and arts activities at least once a week has continued to be larger than the percentage of male students who indicated that they do so. The percentage of all students who indicated participating in arts activities has increased since 2012–2013, especially in Grade 3.
 - the largest difference between the genders has been for participation in arts activities.

Student Questionnaire Results: Parental Involvement*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 3 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 60 268 | # = 60 219 | EC | # = 59 170 | # = 62 721 | # = 62 983 | # = 62 944 | EC | # = 61 384 | # = 65 256 |
| 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 | 58% | 53% | EC | 55% | 58% | 48% | 44% | EC | 46% | 49% |
| Talk about the reading and writing work they do in school | 36% | 32% | EC | 34% | 36% | 29% | 27% | EC | 28% | 29% |
| Talk about the mathematics work they do in school | 38% | 39% | EC | 39% | 39% | 34% | 34% | EC | 35% | 34% |
| Read together | 30% | 33% | EC | 33% | 29% | 25% | 28% | EC | 29% | 25% |
| Look at their school agenda | 54% | 57% | EC | 54% | 47% | 52% | 55% | EC | 52% | 45% |
| Use a computer together | 17% | 15% | EC | 15% | 15% | 18% | 15% | EC | 15% | 16% |

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|---------------|------------|-----------|------------|------------|-------------|------------|-----------|------------|------------|
| Grade 6 students who completed the questionnaire | Female | | | | | Male | | | | |
| | # = 62 541 | # = 60 506 | EC | # = 58 364 | # = 61 577 | # = 64 869 | # = 62 683 | EC | # = 61 087 | # = 64 445 |
| 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 | 56% | 46% | EC | 49% | 59% | 50% | 39% | EC | 42% | 53% |
| Talk about the reading and writing work they do in school | 30% | 22% | EC | 24% | 33% | 26% | 19% | EC | 20% | 28% |
| Talk about the mathematics work they do in school | 37% | 34% | EC | 35% | 41% | 34% | 30% | EC | 31% | 37% |
| Read together | 7% | 7% | EC | 7% | 7% | 7% | 8% | EC | 8% | 7% |
| Look at their school agenda | 31% | 31% | EC | 29% | 25% | 34% | 33% | EC | 29% | 26% |
| Use a computer together | 10% | 8% | EC | 9% | 10% | 11% | 9% | EC | 10% | 11% |

* 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.”

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,
 - larger percentages of female than male students have indicated doing the above activities listed in the tables with a parent except for using a computer and looking at their school agenda (Grade 6).
 - the percentages of students indicating doing most of the activities listed in the table have remained relatively stable, except for looking at their school agenda, for which the percentages have decreased.
 - 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, looking at their school agenda (Grade 3), and talking about mathematics work they do in school (Grade 6).

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

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|-----------|-----------|-----------|-----------|-----------|
| Teachers who completed the questionnaire | # = 7183 | # = 6943 | EC | # = 6292 | # = 6862 |
| 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> | 60% | 63% | EC | 56% | 60% |
| The links between EQAO results and instructional and/or assessment strategies | 55% | 57% | EC | 48% | 53% |
| 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% | 83% | EC | 80% | 82% |
| Suggestions for what to do at home to support learning | 90% | 91% | EC | 89% | 90% |
| Suggestions for resources to use at home to support learning | 88% | 88% | EC | 86% | 86% |
| Information about their child's progress | 94% | 95% | EC | 93% | 94% |
| 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 | 76% | 78% | EC | 66% | 75% |
| To identify areas of strength and areas for improvement in elementary programs | 79% | 80% | EC | 69% | 77% |
| To inform planning of elementary programs | 66% | 68% | EC | 57% | 65% |
| 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 | 79% | 83% | EC | 77% | 78% |
| To inform classroom instruction | 87% | 88% | EC | 84% | 85% |

* 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,
 - very large percentages of Grade 3 teachers indicated that they had shared the information listed in the table above with parents at least two or three times a year.
 - more than half of the teachers have 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.
 - the percentages have remained relatively stable.
 - the percentages of teachers who have indicated that they had used EQAO resources for the various purposes indicated in the table have been similar to those in 2012–2013; they decreased in 2015–2016 but have increased since. The largest percentage remains for informing classroom instruction.

Teacher Questionnaire Results—Grade 3 (continued)

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-----------|-----------|-----------|-----------|-----------|
| Teachers who completed the questionnaire | # = 7183 | # = 6943 | EC | # = 6292 | # = 6862 |
| 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) | 73% | 67% | EC | 70% | 71% |
| Library or resource-centre language materials (e.g., print and audiovisual) | 78% | 73% | EC | 73% | 73% |
| Presentation technology (e.g., interactive white board, LCD projector) | 72% | 77% | EC | 85% | 84% |
| Language instruction materials that they or other teachers at their school developed | 75% | 72% | EC | 71% | 71% |
| Language instruction materials that their board or other boards developed | 58% | 54% | EC | 52% | 51% |
| Language instruction materials that the Ministry of Education developed | 59% | 56% | EC | 54% | 54% |
| Commercial language instruction materials | 67% | 65% | EC | 65% | 66% |
| 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) | 56% | 56% | EC | 62% | 62% |
| Tools to help with writing (e.g., dictionary, checklist, graphic organizer) | 89% | 88% | EC | 87% | 87% |
| Internet (e.g., to access information) | 58% | 61% | EC | 67% | 68% |

^{*} 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 five years,
 - among all listed in the table, the three 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.
 - the only increase has been in the percentage of teachers who indicated that they frequently or sometimes used presentation technology. The other percentages have remained relatively stable or slightly decreased.
- the percentages of Grade 3 teachers who indicated that they had frequently or sometimes asked their students to use language-related computer software or the Internet during language-related activities have increased from more than half in 2012–2013 to nearly or more than two-thirds in 2016–2017.
- nearly all indicated having asked students to use tools such as dictionaries to help with their writing with the same frequency.

Teacher Questionnaire Results—Grade 3 (continued)

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|--|-----------|-----------|-----------|-----------|
| Teachers who completed the questionnaire | | # = 6943 | EC | # = 6292 | # = 6862 |
| 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) | <i>The question focused on language.</i> | 60% | EC | 66% | 67% |
| Library or resource-centre language materials (e.g., print and audiovisual) | | 40% | EC | 40% | 42% |
| Presentation technology (e.g., interactive white board, LCD projector) | | 72% | EC | 80% | 80% |
| Mathematics instruction materials that they or other teachers at their school developed | | 71% | EC | 73% | 74% |
| Mathematics instruction materials that their board or other boards developed | | 56% | EC | 56% | 58% |
| Mathematics instruction materials that the Ministry of Education developed | | 60% | EC | 59% | 61% |
| Commercial mathematics instruction materials | | 70% | EC | 69% | 71% |
| 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 | <i>The question focused on language.</i> | 36% | EC | 34% | 36% |
| Concrete manipulatives (e.g., cubes, tiles) | | 95% | EC | 94% | 94% |
| Computer software (e.g., interactive mathematics games) | | 64% | EC | 69% | 71% |
| The Internet (e.g., to access sources of mathematical information or mathematics games) | | 38% | EC | 40% | 41% |

^{*} 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 last four years,
 - among all listed in the table, the three types of resources that Grade 3 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.
 - the percentages of Grade 3 teachers who reported using computer software and presentation technology have undergone a large increase.
- Since 2013–2014, a large majority of Grade 3 teachers have indicated that they had “frequently” or “sometimes” asked their students to use manipulatives.
- In 2016–2017, more than two-thirds reported having asked students to use computer software during mathematics-related activities and fewer than half, the Internet.

Teacher Questionnaire Results—Grade 6

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|-----------|-----------|-----------|-----------|-----------|
| Teachers who completed the questionnaire | # = 6116 | # = 5797 | EC | # = 5224 | # = 5693 |
| 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> | 55% | 57% | EC | 50% | 55% |
| The links between EQAO results and instructional and/or assessment strategies | 50% | 53% | EC | 44% | 50% |
| 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% | 76% | EC | 72% | 75% |
| Suggestions for what to do at home to support learning | 85% | 85% | EC | 82% | 84% |
| Suggestions for resources to use at home to support learning | 81% | 81% | EC | 79% | 81% |
| Information about their child's progress | 92% | 93% | EC | 92% | 94% |
| 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 | 75% | 77% | EC | 66% | 75% |
| To identify areas of strength and areas for improvement in elementary programs | 77% | 79% | EC | 68% | 77% |
| To inform planning of elementary programs | 65% | 65% | EC | 55% | 63% |
| 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 | 75% | 75% | EC | 74% | 75% |
| To inform classroom instruction | 83% | 82% | EC | 80% | 81% |

* 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 to very large percentages of Grade 6 teachers have indicated that they had shared the information listed in the table above with parents at least two or three times a year.
 - approximately half of teachers have 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.
- around three-quarters of teachers have indicated that they had used EQAO data or resources to identify how well students are meeting curriculum expectations, to identify areas of strength and weaknesses, and as a model for designing assessments; around two-thirds indicated using them to inform planning programs; the largest percentage was to inform classroom instruction, with more than 80% of teachers indicating using resources to do so.
- the percentages have remained relatively stable.

Teacher Questionnaire Results—Grade 6 (continued)

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|-----------|-----------|-----------|-----------|-----------|
| Teachers who responded to the questionnaire* | # = 6116 | # = 5387 | EC | # = 4767 | # = 5223 |
| 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) | 88% | 87% | EC | 91% | 91% |
| Library or resource-centre language materials (e.g., print and audiovisual) | 74% | 71% | EC | 72% | 70% |
| Presentation technology (e.g., interactive white board, LCD projector) | 84% | 86% | EC | 92% | 92% |
| Language instruction materials that they or other teachers at their school developed | 76% | 73% | EC | 74% | 75% |
| Language instruction materials that their board or other boards developed | 57% | 54% | EC | 53% | 53% |
| Language instruction materials that the Ministry of Education developed | 58% | 56% | EC | 52% | 53% |
| Commercial language instruction materials | 64% | 63% | EC | 61% | 62% |
| 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) | 84% | 85% | EC | 89% | 91% |
| Tools to help with writing (e.g., dictionary, checklist, graphic organizer) | 92% | 93% | EC | 92% | 92% |
| Internet (e.g., to access information) | 87% | 89% | EC | 92% | 93% |

* 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 five years,
 - among all listed in the table, the types of resources that Grade 6 teachers have most frequently reported using for language instruction were computer software, presentation technology and materials they or other teachers in their school had developed.
 - the percentages of teachers who have indicated that they frequently or sometimes used presentation technology and computer software have increased. The other percentages have remained relatively stable or have decreased.
- In 2016–2017, 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)

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|--|-----------|-----------|-----------|-----------|
| Teachers who responded to the questionnaire* | | # = 5231 | EC | # = 4676 | # = 5199 |
| 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) | <i>The question focused on language.</i> | 62% | EC | 67% | 68% |
| Library or resource-centre language materials (e.g., print and audiovisual) | | 35% | EC | 36% | 39% |
| Presentation technology (e.g., interactive white board, LCD projector) | | 80% | EC | 86% | 85% |
| Mathematics instruction materials that they or other teachers at their school developed | | 73% | EC | 76% | 77% |
| Mathematics instruction materials that their board or other boards developed | | 58% | EC | 58% | 60% |
| Mathematics instruction materials that the Ministry of Education developed | | 61% | EC | 60% | 61% |
| Commercial mathematics instruction materials | | 71% | EC | 70% | 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 | <i>The question focused on language.</i> | 87% | EC | 86% | 85% |
| Concrete manipulatives (e.g., cubes, tiles) | | 91% | EC | 90% | 91% |
| Computer software (e.g., interactive mathematics games) | | 61% | EC | 67% | 68% |
| The Internet (e.g., to access sources of mathematical information or mathematics games) | | 49% | EC | 55% | 57% |

* Only teachers who teach mathematics 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

- Since 2013–2014, among all listed in the table, the three types of resources that Grade 6 teachers have 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. In 2016–2017, the percentages who indicated using computer software were similar to those who indicated using commercial mathematics instruction materials.
- Over the past four years, nearly all Grade 6 teachers have indicated that they had “frequently” or “sometimes” asked their students to use calculators and manipulatives during mathematics-related activities. In 2015–2016 and 2016–2017, two-thirds of teachers indicated that they had “frequently” or “sometimes” asked their students to use computer software, and more than half, the Internet.

Principal Questionnaire Results Over Time

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-----------|-----------|-----------|-----------|-----------|
| Elementary school principals who completed the questionnaire | # = 3234 | # = 3137 | EC | # = 2338 | # = 2121 |
| 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 | 84% | 87% | EC | 85% | 86% |
| To identify areas of strength and areas for improvement in elementary programs | 93% | 96% | EC | 93% | 96% |
| To guide school improvement initiatives | 92% | 96% | EC | 93% | 95% |
| To identify what resources are needed and to support their acquisition | 63% | 64% | EC | 60% | 61% |
| To support change in teaching practices | 80% | 84% | EC | 81% | 83% |
| To communicate with parents and guardians about student achievement | 75% | 78% | EC | 71% | 73% |
| 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) | 33% | 46% | EC | 50% | 54% |
| Extended science- and technology-related activities (e.g., science fair) | 28% | 37% | EC | 49% | 50% |
| Extended reading activities (e.g., book club, school-wide reading period) | 52% | 67% | EC | 66% | 61% |
| Extended writing activities (e.g., writing contest) | 32% | 39% | EC | 39% | 35% |
| Extended speaking activities (e.g., school radio, debate club, play, poetry recital) | 40% | 50% | EC | 54% | 48% |
| Other extended learning activities (e.g., chess club, concert, trivia challenge, guest speaker) | 60% | 80% | EC | 81% | 77% |

* 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. For the past five years, the smallest percentages have been for using the data to identify needed resources and to communicate with parents; the percentages for these two purposes are the only ones that have not increased since 2012–2013.
- Since 2012–2013, the percentage of principals who have reported that their school offered extended reading activities has been the largest (among the percentages for math, science and language activities) even though the percentage has decreased over the past four years.

Principal Questionnaire Results Over Time (continued)

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-----------|-----------|-----------|-----------|-----------|
| Elementary school principals who completed the questionnaire | # = 3234 | # = 3137 | EC | # = 2338 | # = 2121 |
| 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% | 19% | EC | 18% | 24% |
| Helping parents and guardians understand the link between EQAO results and the school improvement plan | 21% | 24% | EC | 19% | 27% |
| Being responsive to the needs of individual parents and guardians (e.g., flexible meeting times) | 71% | 73% | EC | 73% | 70% |
| Keeping parents and guardians informed about school activities | 82% | 84% | EC | 85% | 81% |
| 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 | 25% | 26% | EC | 18% | 24% |
| Participate in school activities for parents, guardians and families | 61% | 68% | EC | 72% | 67% |
| Show support for teachers’ efforts | 78% | 84% | EC | 83% | 79% |
| Volunteer in classroom activities | 70% | 71% | EC | 73% | 66% |
| Work collaboratively with teachers to ensure that students met learning goals | 65% | 64% | EC | 67% | 61% |

* 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

- In 2016–2017, around one-quarter of principals indicated their school was successful in helping parents understand the link between EQAO assessments and *The Ontario Curriculum* and the school improvement plan. The percentages of principals indicating this have increased over the past five years.
- 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, and around three-quarters of principals have indicated their school was successful or very successful in being responsive to the needs of individual parents and guardians. These percentages have remained relatively stable.
- Over the past five years, the percentages of principals who have reported that parents and guardians
 - volunteered in classroom activities and worked collaboratively with teachers have decreased.
 - participated in school activities for parents, guardians and families have increased; for the two other activities, percentages were similar to those in 2012–2013.

Achievement Results: Primary Division

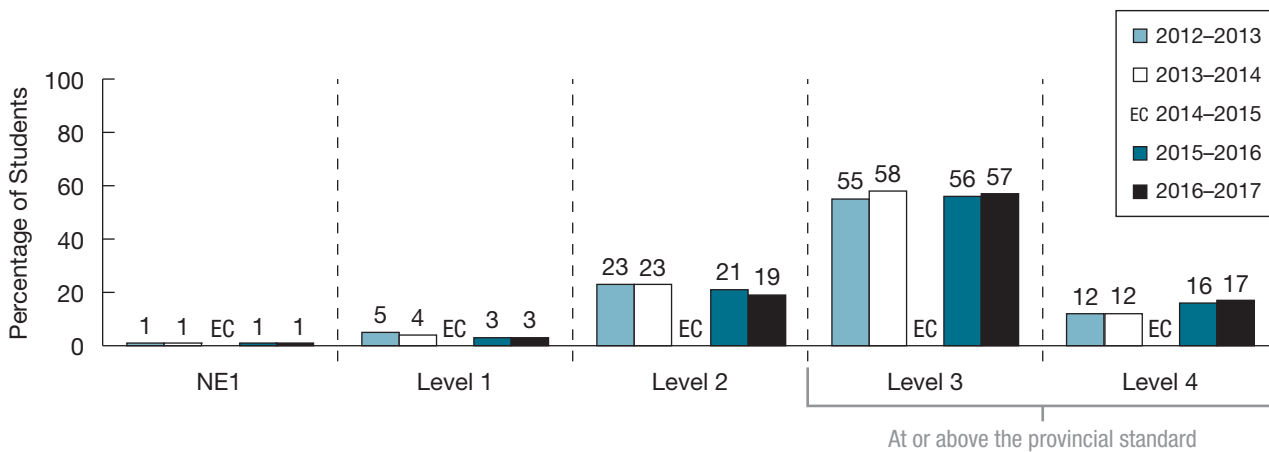
Achievement Results: Primary Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 3 Students Over Time*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-------------|-------------|-----------|-------------|-------------|
| | # = 122 450 | # = 122 018 | EC | # = 118 838 | # = 126 016 |
| Level 4 | 12% | 12% | EC | 16% | 17% |
| Level 3 | 55% | 58% | EC | 56% | 57% |
| Level 2 | 23% | 23% | EC | 21% | 19% |
| Level 1 | 5% | 4% | EC | 3% | 3% |
| NEI | 1% | 1% | EC | 1% | 1% |
| No Data | 1% | 1% | EC | 1% | 1% |
| Exempt | 3% | 2% | EC | 3% | 3% |
| At or Above the Provincial Standard† | 68% | 70% | EC | 72% | 74% |

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: The Explanation of Terms used in the tables is available on page 42.

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

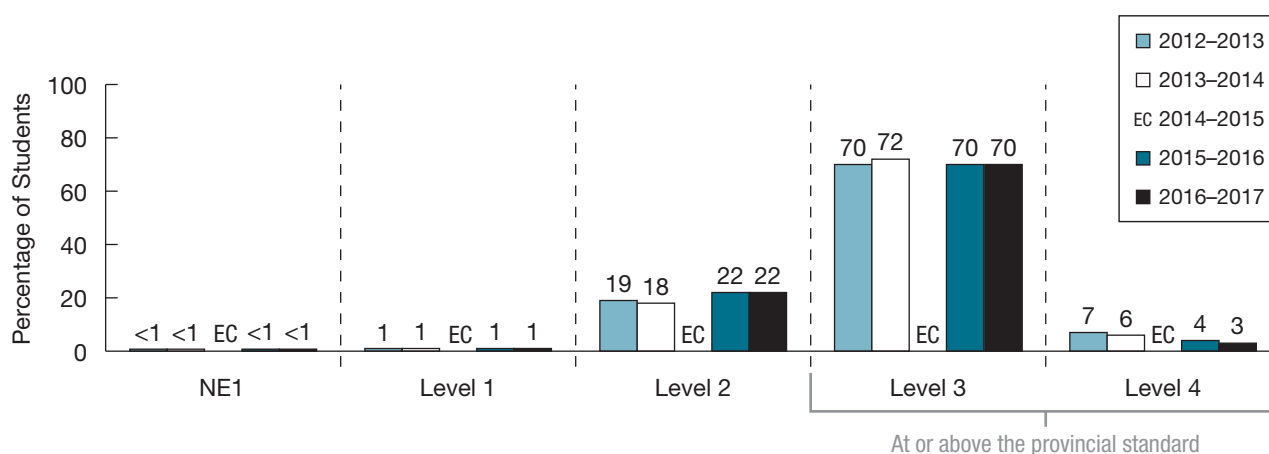
Observations

- Over the past five years,
 - the percentage of students performing at or above the provincial standard in reading has steadily increased, from 68% to 74%, a six-percentage-point gain.
 - the percentage of students who achieved a Level 4 has increased (by five percentage points) and the percentage of students who achieved a Level 2 has decreased by four percentage points.
- Since 2015–2016, the percentage of students performing at or above the provincial standard in reading has increased by two percentage points (to 74%).

Writing: Results for All Grade 3 Students Over Time*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-------------|-------------|-----------|-------------|-------------|
| | # = 122 447 | # = 122 018 | EC | # = 118 860 | # = 126 036 |
| Level 4 | 7% | 6% | EC | 4% | 3% |
| Level 3 | 70% | 72% | EC | 70% | 70% |
| Level 2 | 19% | 18% | EC | 22% | 22% |
| Level 1 | 1% | 1% | EC | 1% | 1% |
| NEI | <1% | <1% | EC | <1% | <1% |
| No Data | 1% | 1% | EC | 1% | 1% |
| Exempt | 2% | 2% | EC | 2% | 2% |
| At or Above the Provincial Standard† | 77% | 78% | EC | 74% | 73% |

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.

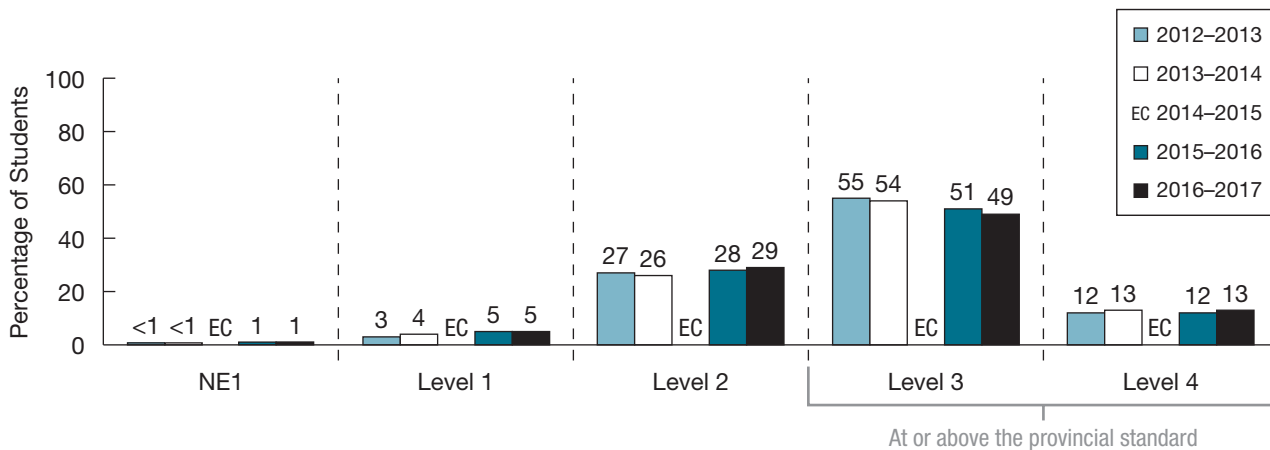
Observations

- Over the past five years,
 - the percentage of students performing at or above the provincial standard in writing has decreased from 77% to 73%, a four-percentage-point drop.
 - the percentage of students who achieved a Level 4 has decreased by four percentage points, while the percentage who achieved a Level 2 has increased by three percentage points.
- Since 2015–2016, the percentage of students performing at or above the provincial standard in writing has decreased by one percentage point (to 73%).

Mathematics: Results for All Grade 3 Students Over Time*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--------------------------------------|-------------|-------------|-----------|-------------|-------------|
| | # = 127 633 | # = 127 504 | EC | # = 125 471 | # = 132 983 |
| Level 4 | 12% | 13% | EC | 12% | 13% |
| Level 3 | 55% | 54% | EC | 51% | 49% |
| Level 2 | 27% | 26% | EC | 28% | 29% |
| Level 1 | 3% | 4% | EC | 5% | 5% |
| NEI | <1% | <1% | EC | 1% | 1% |
| No Data | 1% | 1% | EC | 1% | 1% |
| Exempt | 2% | 2% | EC | 2% | 2% |
| At or Above the Provincial Standard† | 67% | 67% | EC | 63% | 62% |

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

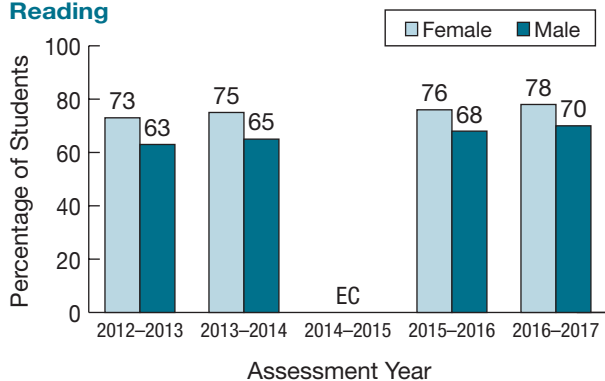
- Over the past five years,
 - the percentage of students performing at or above the provincial standard in mathematics has declined by five percentage points.
 - the percentage of students who achieved a Level 4 has remained stable (12% to 13%), while the percentage of students who achieved a Level 3 has decreased by six percentage points.
- Since 2015–2016, the percentage of students performing at or above the standard in mathematics has decreased by one percentage point (to 62%).

RESULTS BY GENDER

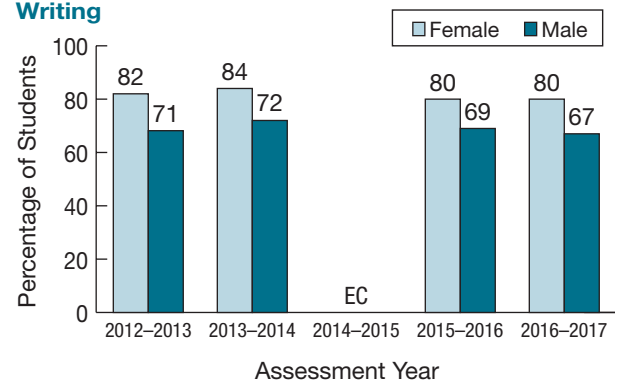
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*†

| | 2012–2013 | | 2013–2014 | | 2014–2015 | | 2015–2016 | | 2016–2017 | | | | | | | | | | | |
|--------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|----|---------|----|--------|-----|--------|-----|--------|-----|--------|-----|
| | Female | | Male | | Female | | Male | | Female | | Male | | | | | | | | | |
| | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % | | | | | | | | |
| READING | 58 950 | 73% | 63 500 | 63% | 58 763 | 75% | 63 255 | 65% | EC | EC | EC | EC | 57 356 | 76% | 61 482 | 68% | 60 812 | 78% | 65 204 | 70% |
| WRITING | 58 949 | 82% | 63 498 | 71% | 58 763 | 84% | 63 255 | 72% | EC | EC | EC | EC | 57 363 | 80% | 61 497 | 69% | 60 817 | 80% | 65 219 | 67% |
| MATHEMATICS | 61 884 | 67% | 65 749 | 66% | 61 864 | 67% | 65 640 | 66% | EC | EC | EC | EC | 61 090 | 63% | 64 381 | 63% | 64 685 | 62% | 68 298 | 63% |

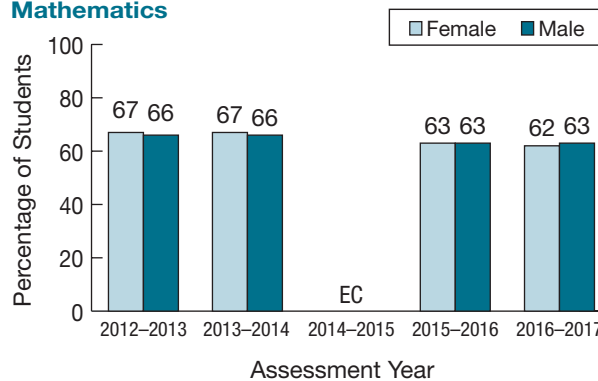
Reading



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 and 10 percentage points; in writing, the gap has varied between 11 and 13 percentage points; in mathematics, the percentage of female students performing at or above the standard has been virtually the same as that of males.
 - the percentage of female students performing at or above the provincial standard in reading has increased by five percentage points, and the percentage of male students, by seven percentage points. In writing, the percentage of female students

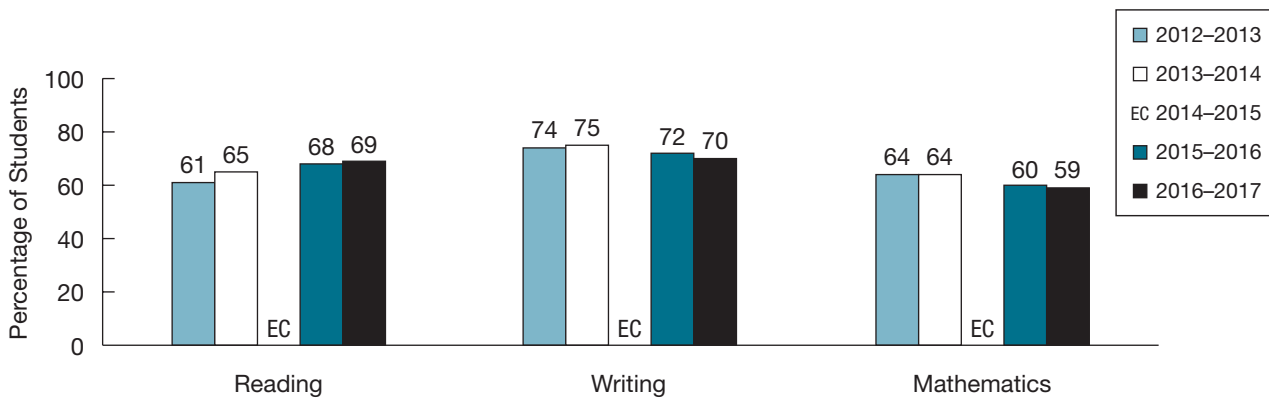
performing at or above the provincial standard has decreased by two percentage points, and the percentage of male students has decreased by four percentage points. In mathematics, the percentage of female students performing at or above the provincial standard has decreased by five percentage points, and the percentage of male students, by three percentage points.

- In 2016–2017, a larger percentage of female than male Grade 3 students performed at or above the provincial standard in each of reading (78% versus 70%) and writing (80% versus 67%), while the percentage for both genders in mathematics was virtually the same (females, 62%; and males, 63%).

RESULTS BY STUDENT STATUS

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

| | 2012–2013 | | 2013–2014 | | 2014–2015 | | 2015–2016 | | 2016–2017 | |
|--------------------|-----------|-----|-----------|-----|-----------|----|-----------|-----|-----------|-----|
| | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % |
| READING | 15 986 | 61% | 16 262 | 65% | EC | EC | 15 784 | 68% | 17 475 | 69% |
| WRITING | 15 986 | 74% | 16 262 | 75% | EC | EC | 15 784 | 72% | 17 475 | 70% |
| MATHEMATICS | 16 092 | 64% | 16 406 | 64% | EC | EC | 16 010 | 60% | 17 849 | 59% |



* See the Explanation of Terms.

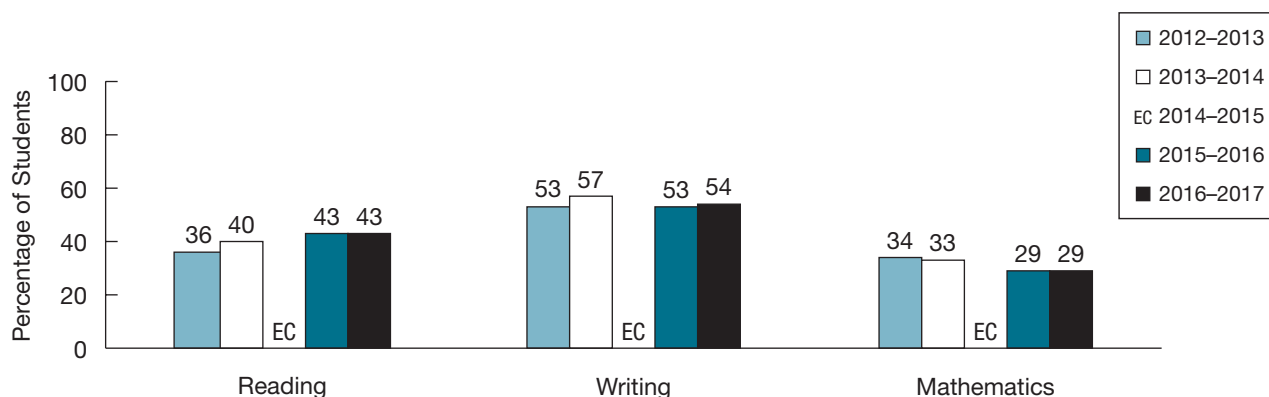
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by eight percentage points in reading and decreased by four percentage points in writing, while it has decreased by five percentage points in mathematics. This pattern is similar to that for the overall Grade 3 student population.
- Since 2015–2016, the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by one percentage point in reading (to 69%) and has decreased by two percentage points in writing (to 70%) and one percentage point in mathematics (to 59%).

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

| | 2012–2013 | | 2013–2014 | | 2014–2015 | | 2015–2016 | | 2016–2017 | |
|--------------------|-----------|-----|-----------|-----|-----------|----|-----------|-----|-----------|-----|
| | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % |
| READING | 21 192 | 36% | 21 671 | 40% | EC | EC | 21 412 | 43% | 23 610 | 43% |
| WRITING | 21 192 | 53% | 21 671 | 57% | EC | EC | 21 430 | 53% | 23 630 | 54% |
| MATHEMATICS | 21 449 | 34% | 21 965 | 33% | EC | EC | 21 824 | 29% | 24 076 | 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 seven percentage points in reading and one percentage point in writing; in mathematics, it has decreased by five percentage points, from 34% to 29%.
- Since 2015–2016, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has remained stable in reading (at 43%), has increased by one percentage point in writing (to 54%) and has remained stable in mathematics (at 29%).

Achievement Results: Junior Division

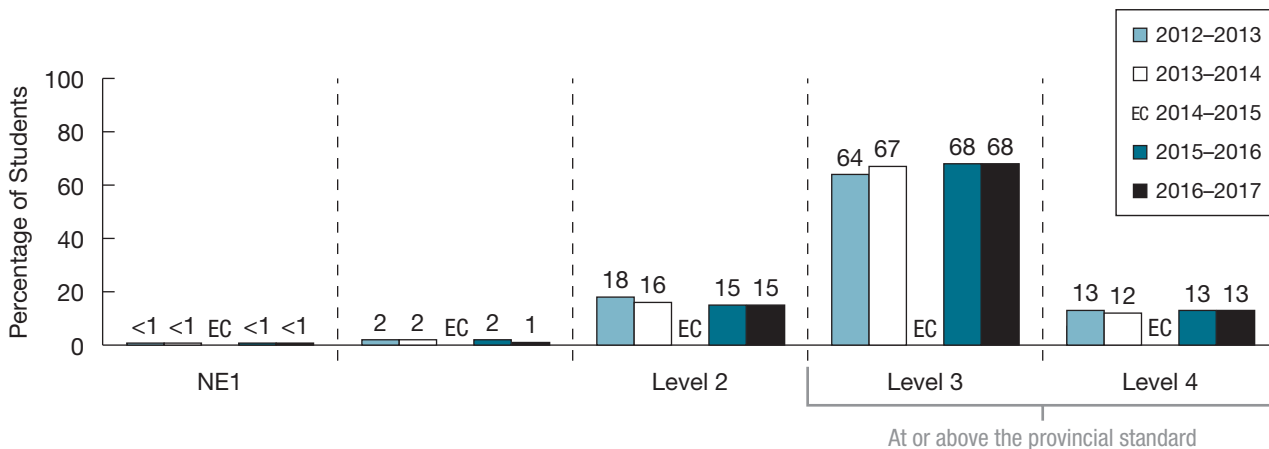
Achievement Results: Junior Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 6 Students Over Time*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-------------|-------------|-----------|-------------|-------------|
| | # = 131 514 | # = 127 261 | EC | # = 123 592 | # = 130 767 |
| Level 4 | 13% | 12% | EC | 13% | 13% |
| Level 3 | 64% | 67% | EC | 68% | 68% |
| Level 2 | 18% | 16% | EC | 15% | 15% |
| Level 1 | 2% | 2% | EC | 2% | 1% |
| NEI | <1% | <1% | EC | <1% | <1% |
| No Data | <1% | <1% | EC | 1% | 1% |
| Exempt | 2% | 2% | EC | 2% | 2% |
| At or Above the Provincial Standard† | 77% | 79% | EC | 81% | 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: The Explanation of Terms used in the tables is available on page 42.

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

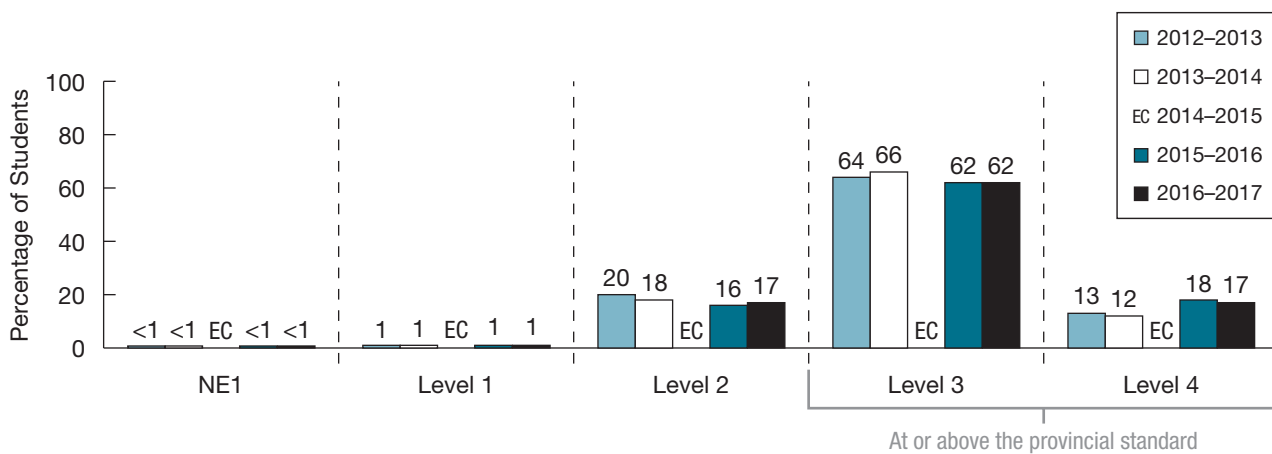
Observations

- Over the past five years,
 - the percentage of Grade 6 students performing at or above the provincial standard in reading has increased from 77% to 81%, a four-percentage-point gain.
 - the percentage of students who achieved a Level 4 has remained stable, the percentage of students who achieved a Level 3 has increased by four percentage points, and the percentage of students who achieved a Level 2 has decreased by three percentage points.
- The percentage of Grade 6 students performing at or above the provincial standard in reading has remained stable (81%) since 2015–2016.

Writing: Results for All Grade 6 Students Over Time*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-------------|-------------|-----------|-------------|-------------|
| | # = 131 504 | # = 127 207 | EC | # = 123 617 | # = 130 773 |
| Level 4 | 13% | 12% | EC | 18% | 17% |
| Level 3 | 64% | 66% | EC | 62% | 62% |
| Level 2 | 20% | 18% | EC | 16% | 17% |
| Level 1 | 1% | 1% | EC | 1% | 1% |
| NEI | <1% | <1% | EC | <1% | <1% |
| No Data | <1% | 1% | EC | 1% | 1% |
| Exempt | 2% | 2% | EC | 2% | 2% |
| At or Above the Provincial Standard† | 76% | 78% | EC | 80% | 79% |

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.

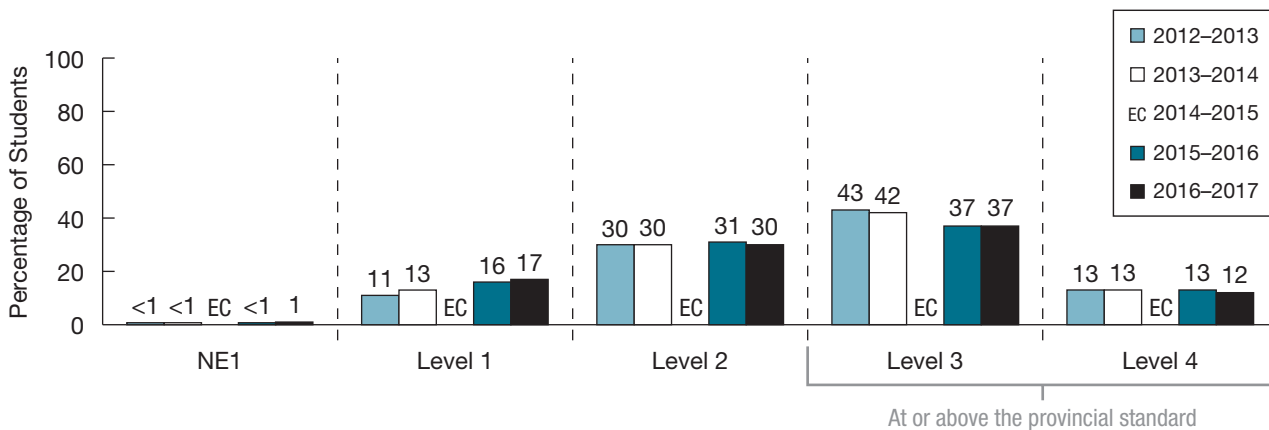
Observations

- Over the past five years,
 - the percentage of students at or above the provincial standard in writing has increased from 76% to 79%, a three-percentage-point gain.
 - the percentage of students who achieved a Level 2 has decreased (by three percentage points), while the percentage who achieved a Level 4 has increased by four percentage points.
- Since 2015–2016, the percentage of Grade 6 students performing at or above the provincial standard in writing has decreased by one percentage point.

Mathematics: Results for All Grade 6 Students Over Time*

| | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--------------------------------------|-------------|-------------|-----------|-------------|-------------|
| | # = 131 543 | # = 127 286 | EC | # = 123 666 | # = 130 652 |
| Level 4 | 13% | 13% | EC | 13% | 12% |
| Level 3 | 43% | 42% | EC | 37% | 37% |
| Level 2 | 30% | 30% | EC | 31% | 30% |
| Level 1 | 11% | 13% | EC | 16% | 17% |
| NEI | <1% | <1% | EC | <1% | 1% |
| No Data | 1% | 1% | EC | 1% | 1% |
| Exempt | 2% | 2% | EC | 2% | 2% |
| At or Above the Provincial Standard† | 57% | 54% | EC | 50% | 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

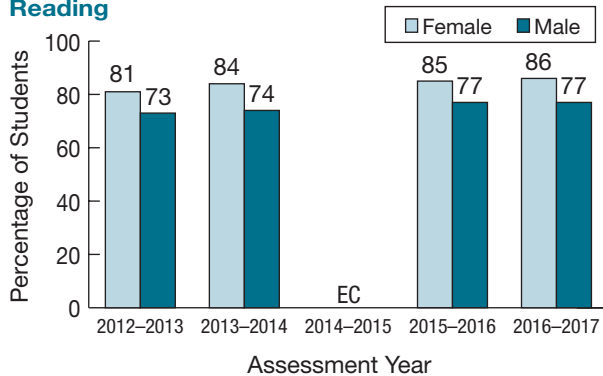
- Compared to five years ago, the percentage of Grade 6 students at or above the provincial standard in mathematics has decreased by seven percentage points, from 57% to 50%. Since 2015–2016, it has remained stable.
- Over the past five years, the percentage of students who achieved a Level 3 has decreased by six percentage points and the percentage of students who achieved a Level 1 has increased by six percentage points. The percentages at Levels 2 and 4 have remained stable.

RESULTS BY GENDER

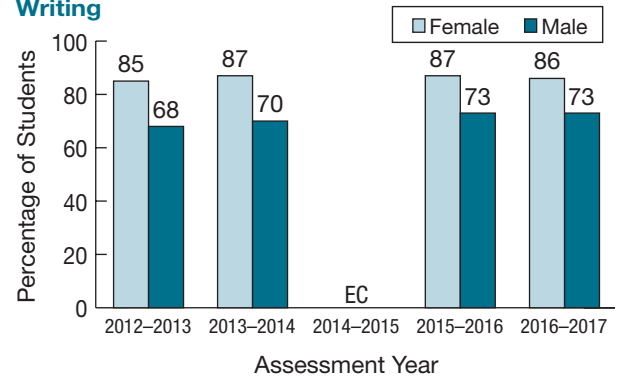
Percentage of All Grade 6 Students at or Above the Provincial Standard Over Time*

| | 2012–2013 | | | | 2013–2014 | | | | 2014–2015 | | | | 2015–2016 | | | | 2016–2017 | | | |
|--------------------|-----------|-----|---------|-----|-----------|-----|---------|-----|-----------|----|---------|----|-----------|-----|---------|-----|-----------|-----|---------|-----|
| | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Male | |
| | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % |
| READING | 64 026 | 81% | 67 479 | 73% | 62 042 | 84% | 65 218 | 74% | EC | EC | EC | EC | 59 914 | 85% | 63 678 | 77% | 63 443 | 86% | 67 324 | 77% |
| WRITING | 64 022 | 85% | 67 473 | 68% | 62 012 | 87% | 65 194 | 70% | EC | EC | EC | EC | 59 927 | 87% | 63 690 | 73% | 63 445 | 86% | 67 328 | 73% |
| MATHEMATICS | 64 035 | 57% | 67 499 | 56% | 62 052 | 56% | 65 233 | 52% | EC | EC | EC | EC | 59 944 | 50% | 63 722 | 50% | 63 378 | 49% | 67 274 | 50% |

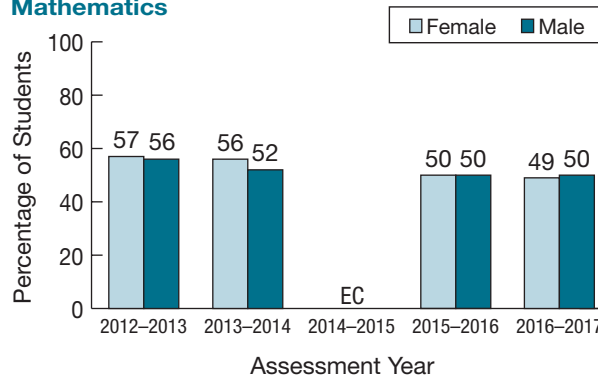
Reading



Writing



Mathematics



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

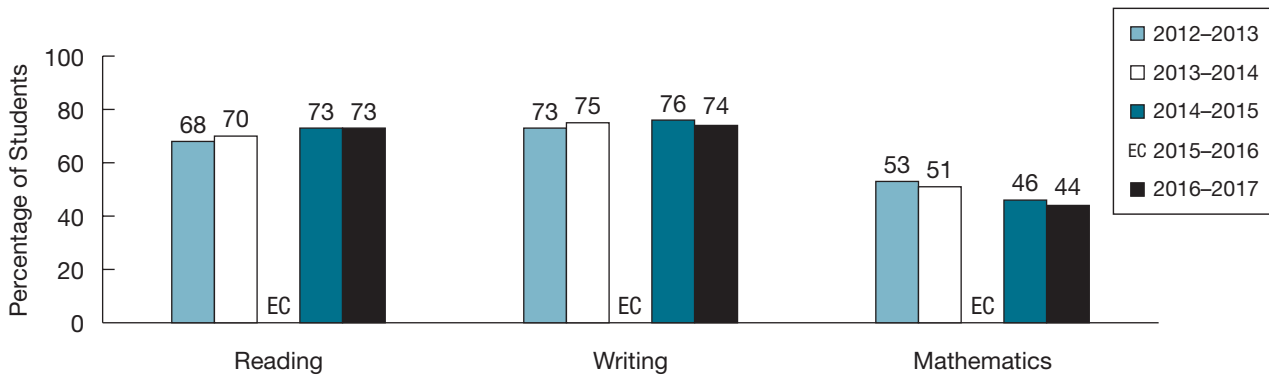
Observations

- Over the past five years,
 - the percentages of female students performing at or above the provincial standard have increased by five percentage points in reading and one percentage point in writing.
 - the percentages of male students performing at or above the provincial standard have increased by four and five percentage points, respectively, in reading and writing.
 - the percentages of female and male students performing at or above the provincial standard in mathematics have decreased by eight and six percentage points, respectively.
- the gender gap in favour of female students has remained relatively consistent in reading and writing. In reading, the gap has been consistent, between Grade 3 and Grade 6 (eight to 10 percentage points). In writing, the gap has been larger in Grade 6 (13 to 17 percentage points) than in Grade 3 (11 to 13 percentage points).
- In 2016–2017, larger percentages of female than male Grade 6 students performed at or above the provincial standard in each of reading (86% versus 77%) and writing (86% versus 73%). There was a slight gender difference in performance in mathematics (females, 49%; and males, 50%).

RESULTS BY STUDENT STATUS

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

| | 2012–2013 | | 2013–2014 | | 2014–2015 | | 2015–2016 | | 2016–2017 | |
|--------------------|-----------|-----|-----------|-----|-----------|----|-----------|-----|-----------|-----|
| | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % |
| READING | 12 369 | 68% | 12 479 | 70% | EC | EC | 12 549 | 73% | 14 238 | 73% |
| WRITING | 12 369 | 73% | 12 475 | 75% | EC | EC | 12 568 | 76% | 14 238 | 74% |
| MATHEMATICS | 12 394 | 53% | 12 481 | 51% | EC | EC | 12 568 | 46% | 14 238 | 44% |



* See the Explanation of Terms.

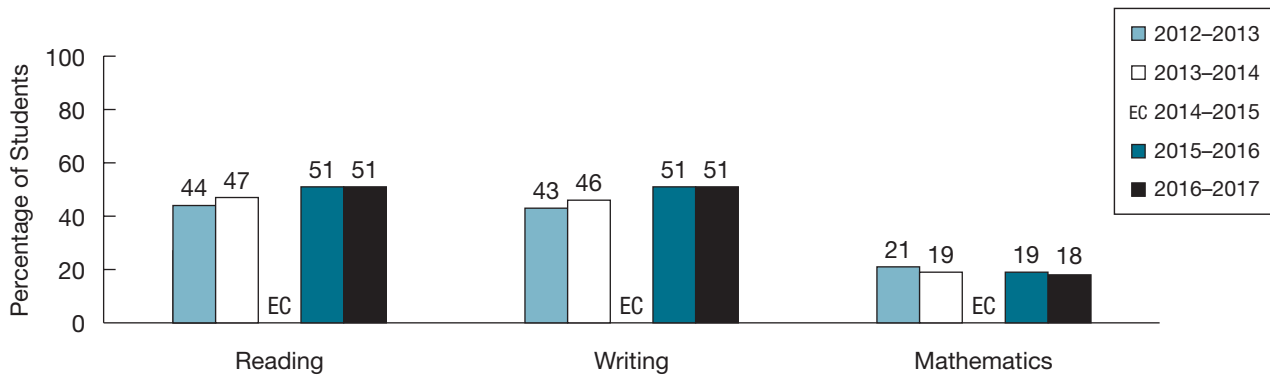
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

- Over the past five years, the percentage of Grade 6 English language learners performing at or above the provincial standard has increased in reading (by five percentage points), has remained relatively stable in writing and has decreased in mathematics (by nine percentage points).
- Since 2015–2016,
 - the percentage of Grade 6 English language learners performing at or above the provincial standard has remained stable in reading (73%) and has decreased by two percentage points in writing (to 74%).
 - the percentage of Grade 6 English language learners performing at or above the provincial standard in mathematics has decreased by two percentage points (to 44%).

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

| | 2012–2013 | | 2013–2014 | | 2014–2015 | | 2015–2016 | | 2016–2017 | |
|--------------------|-----------|-----|-----------|-----|-----------|----|-----------|-----|-----------|-----|
| | Total # | % | Total # | % | Total # | % | Total # | % | Total # | % |
| READING | 26 847 | 44% | 26 432 | 47% | EC | EC | 26 457 | 51% | 28 338 | 51% |
| WRITING | 26 845 | 43% | 26 428 | 46% | EC | EC | 26 467 | 51% | 28 344 | 51% |
| MATHEMATICS | 26 849 | 21% | 26 445 | 19% | EC | EC | 26 497 | 19% | 28 323 | 18% |



* 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 in reading and in writing (by seven percentage points and eight percentage points, respectively). In mathematics, this percentage has decreased by three percentage points. Since 2013–2014, fewer than 20% of Grade 6 students with special education needs have reached the provincial standard.
 - 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.
- In 2016–2017, the percentages of Grade 6 students with special education needs performing at or above the provincial standard remained stable in reading and writing (51%). This percentage has decreased by one percentage point in mathematics (18%) since 2015–2016.

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 steadily increased, from 68% to 74%, a six-percentage-point gain.
 - the percentage of students performing at or above the provincial standard in writing has decreased from 77% to 73%, a four-percentage-point drop.
 - the percentage of students performing at or above the provincial standard in mathematics has decreased, from 67% to 62%, a five-percentage-point drop.
- 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 13 percentage points; in mathematics, the percentage of female students performing at or above the standard has been virtually the same as that of males.
- In 2016–2017, a larger percentage of female than male Grade 3 students performed at or above the provincial standard in each of reading (78% versus 70%) and writing (80% versus 67%), while the percentage for both genders in mathematics was virtually the same (females, 62%; and males, 63%).
- Over the past five years,
 - the percentage of Grade 3 English language learners performing at or above the provincial standard has increased by eight percentage points in reading and decreased by four percentage points in writing, while it has decreased by five percentage points in mathematics. This pattern is similar to that for the overall Grade 3 student population.
 - the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by seven percentage points in reading and one percentage point in writing; in mathematics, it has decreased by five percentage points, from 34% to 29%.
 - a larger percentage of female than male students have indicated that they liked to read, they were good readers, they liked to write and that they were good writers “most of the time.” 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.”
 - larger percentages of male than female students in Grade 3 have responded “most of the time” to each of “I like mathematics,” “I am good at mathematics” and “I can answer difficult mathematics questions.” The percentages of students who answered “most of the time” to “I can answer difficult mathematics questions” have been much smaller than the percentages of students who indicated that they were good at mathematics “most of the time.”

Summary of Findings

ASSESSMENT OF READING, WRITING AND MATHEMATICS

Junior Division

- Over the past five years,
 - the percentage of Grade 6 students performing at or above the provincial standard in reading has increased from 77% to 81%, a four-percentage-point gain. It has remained stable (at 81%) since 2015–2016.
 - the percentage of students at or above the provincial standard in writing has increased from 76% to 79%, a three-percentage-point gain.
- Compared to five years ago, the percentage of Grade 6 students at or above the provincial standard in mathematics has decreased by seven percentage points, from 57% to 50%. Since 2015–2016, it has remained stable.
- Over the past five years, the gender gap in favour of female students has remained relatively consistent and continues to be particularly pronounced in reading and writing. In reading, the gap was consistent between Grade 3 and Grade 6 (eight to 10 percentage points). In writing, the gap was larger in Grade 6 (13 to 17 percentage points) than in Grade 3 (11 to 13 percentage points).
- In 2016–2017, larger percentages of female than male Grade 6 students performed at or above the provincial standard in each of reading (86% versus 77%) and writing (86% versus 73%). There was a slight difference in performance for both genders in mathematics (females, 49%; and males, 50%).
- Over the past five years,
 - the percentage of Grade 6 English language learners performing at or above the provincial standard has increased in reading (by five percentage points), has remained relatively stable in writing and has decreased in mathematics (by nine percentage points).
 - the percentages of Grade 6 students with special education needs performing at or above the provincial standard have increased in reading and in writing (by seven percentage points and eight percentage points, respectively). In mathematics, this percentage has decreased by three percentage points. Since 2013–2014, fewer than 20% of Grade 6 students with special education needs have reached the provincial standard.
 - 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,” between 16 and 17 percentage points. 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 much larger percentage 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, between 23 and 24 percentage points. The percentages of students indicating that they did their best in reading and writing have slightly increased.
 - larger percentages of male than female students in Grade 6 have responded “most of the time” to each of “I like mathematics,” “I am good at mathematics” and “I can answer difficult mathematics questions.” The percentages of students who answered “most of the time” to “I can answer difficult mathematics questions” have been much smaller than the percentages of students who indicated that they were good at mathematics “most of the time.”

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 statistical analyses of student response data to identify student response patterns that suggest the possibility of collusion between two or more students.

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 Catholic DSB | 67059 |
| Huron-Superior Catholic DSB | 29025 | Toronto DSB | 66052 |
| Kawartha Pine Ridge DSB | 66079 | Trillium Lakelands DSB | 66087 |
| Keewatin-Patricia DSB | 28045 | Upper Canada DSB | 66192 |
| Kenora Catholic DSB | 29050 | Upper Grand DSB | 66117 |
| Lakehead DSB | 28061 | Waterloo Catholic DSB | 67148 |
| Lambton Kent DSB | 66036 | Waterloo Region DSB | 66176 |
| Limestone DSB | 66206 | Wellington Catholic DSB | 67130 |
| London District Catholic School Board | 67032 | Windsor-Essex Catholic DSB | 67024 |
| Near North DSB | 28037 | York Catholic DSB | 67075 |
| Niagara Catholic DSB | 67156 | York Region DSB | 66095 |

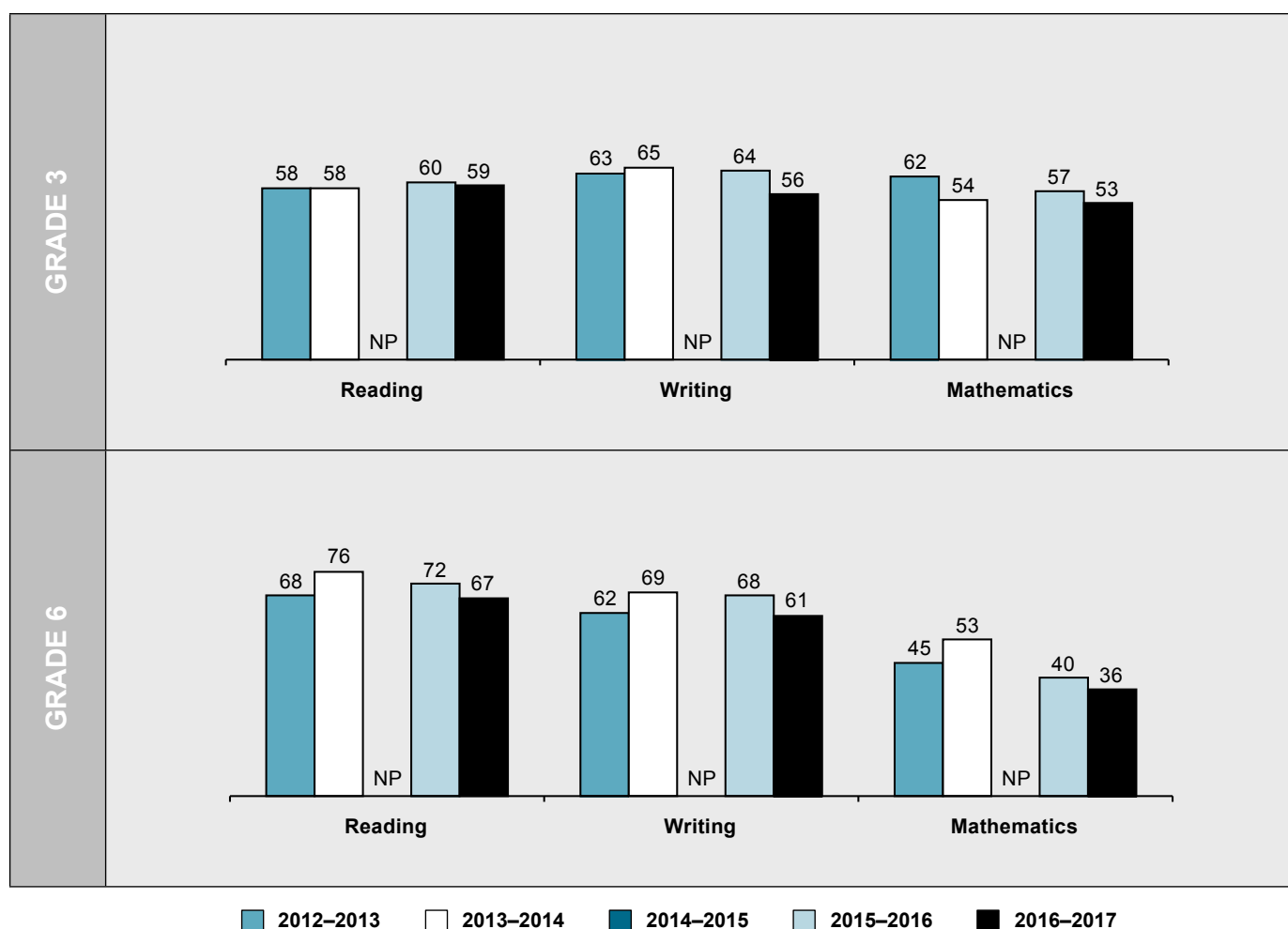
Board Name: Algoma DSB (28010)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | <1% |
| Students with special education needs (excluding gifted) | 16% | 29% |
| First language learned at home other than English | 1% | 2% |
| Number of schools | 29 | 27 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 519 | 546 | NP | 549 | 542 |
| Grade 3 mathematics | 608 | 638 | NP | 662 | 645 |
| Grade 6 | 641 | 612 | NP | 611 | 633 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

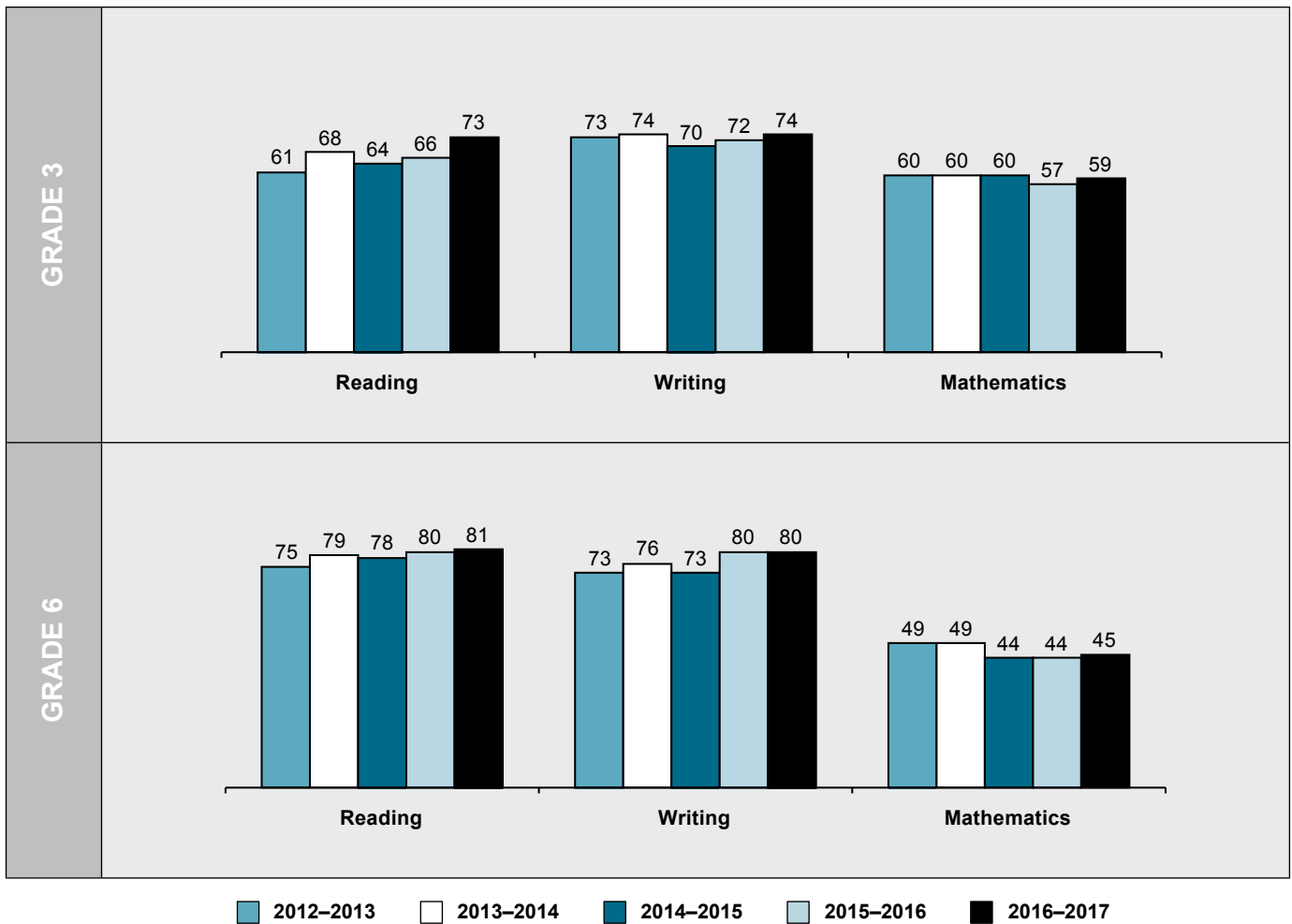
Board Name: Algonquin and Lakeshore Catholic DSB (67202)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | <1% |
| Students with special education needs (excluding gifted) | 24% | 26% |
| First language learned at home other than English | 3% | 4% |
| Number of schools | 34 | 34 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 766 | 741 | 795 | 848 | 831 |
| Grade 3 mathematics | 766 | 741 | 795 | 848 | 831 |
| Grade 6 | 755 | 786 | 723 | 761 | 744 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

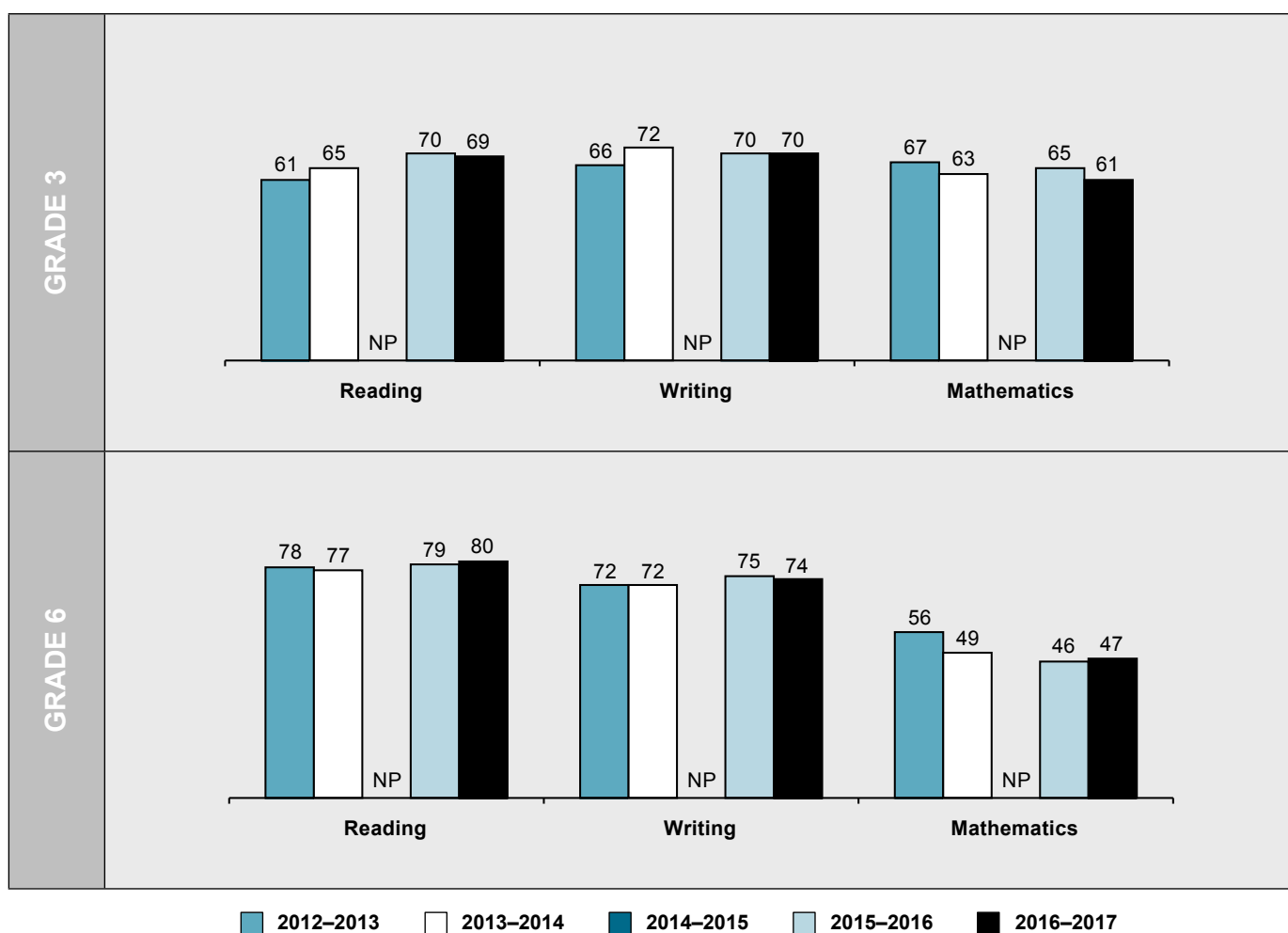
Board Name: Avon Maitland DSB (66010)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 4% | 2% |
| Students with special education needs (excluding gifted) | 16% | 20% |
| First language learned at home other than English | 5% | 4% |
| Number of schools | 30 | 30 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 013 | 1 006 | NP | 1 023 | 1 031 |
| Grade 3 mathematics | 1 013 | 1 006 | NP | 1 023 | 1 031 |
| Grade 6 | 1 065 | 1 058 | NP | 1 018 | 1 027 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

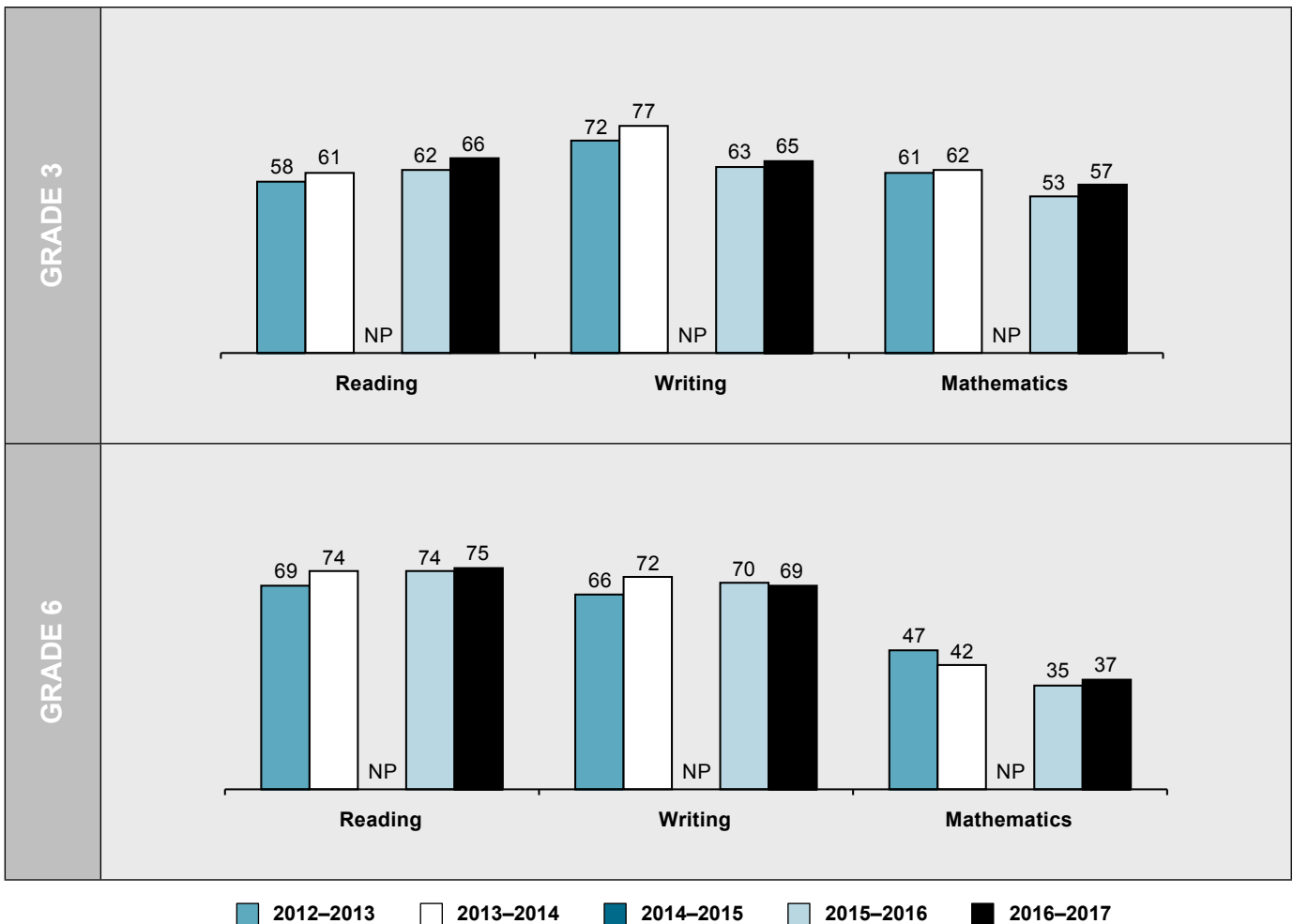
Board Name: Bluewater DSB (66001)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 3% | 3% |
| Students with special education needs (excluding gifted) | 23% | 28% |
| First language learned at home other than English | 4% | 3% |
| Number of schools | 37 | 36 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 116 | 1 128 | NP | 1 144 | 1 215 |
| Grade 3 mathematics | 1 116 | 1 130 | NP | 1 144 | 1 215 |
| Grade 6 | 1 243 | 1 097 | NP | 1 143 | 1 152 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

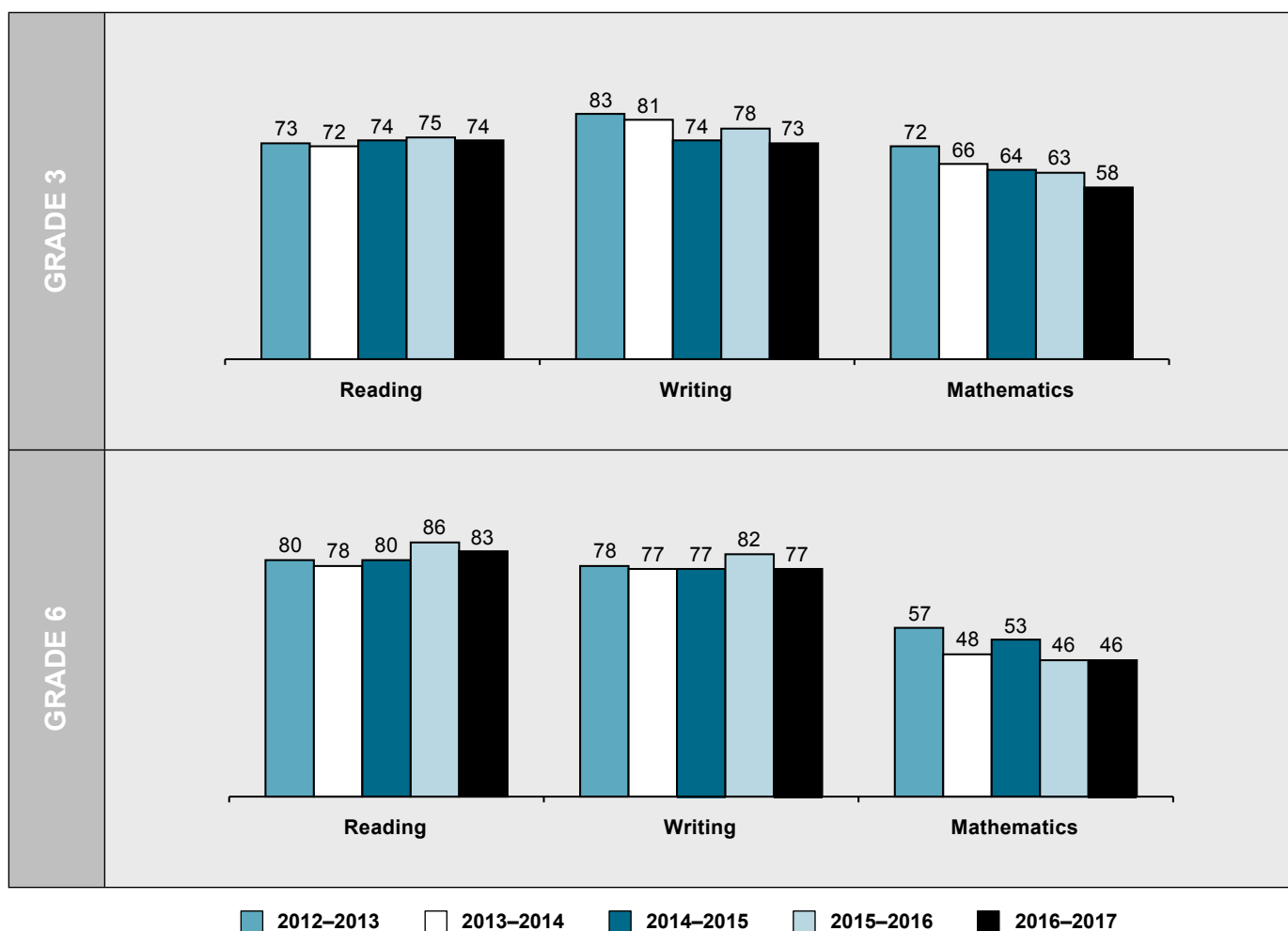
Board Name: Brant Haldimand Norfolk Catholic DSB (67164)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 2% | 2% |
| Students with special education needs (excluding gifted) | 13% | 20% |
| First language learned at home other than English | 1% | 2% |
| Number of schools | 29 | 29 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 664 | 617 | 646 | 632 | 662 |
| Grade 3 mathematics | 664 | 617 | 646 | 632 | 662 |
| Grade 6 | 678 | 675 | 641 | 665 | 654 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

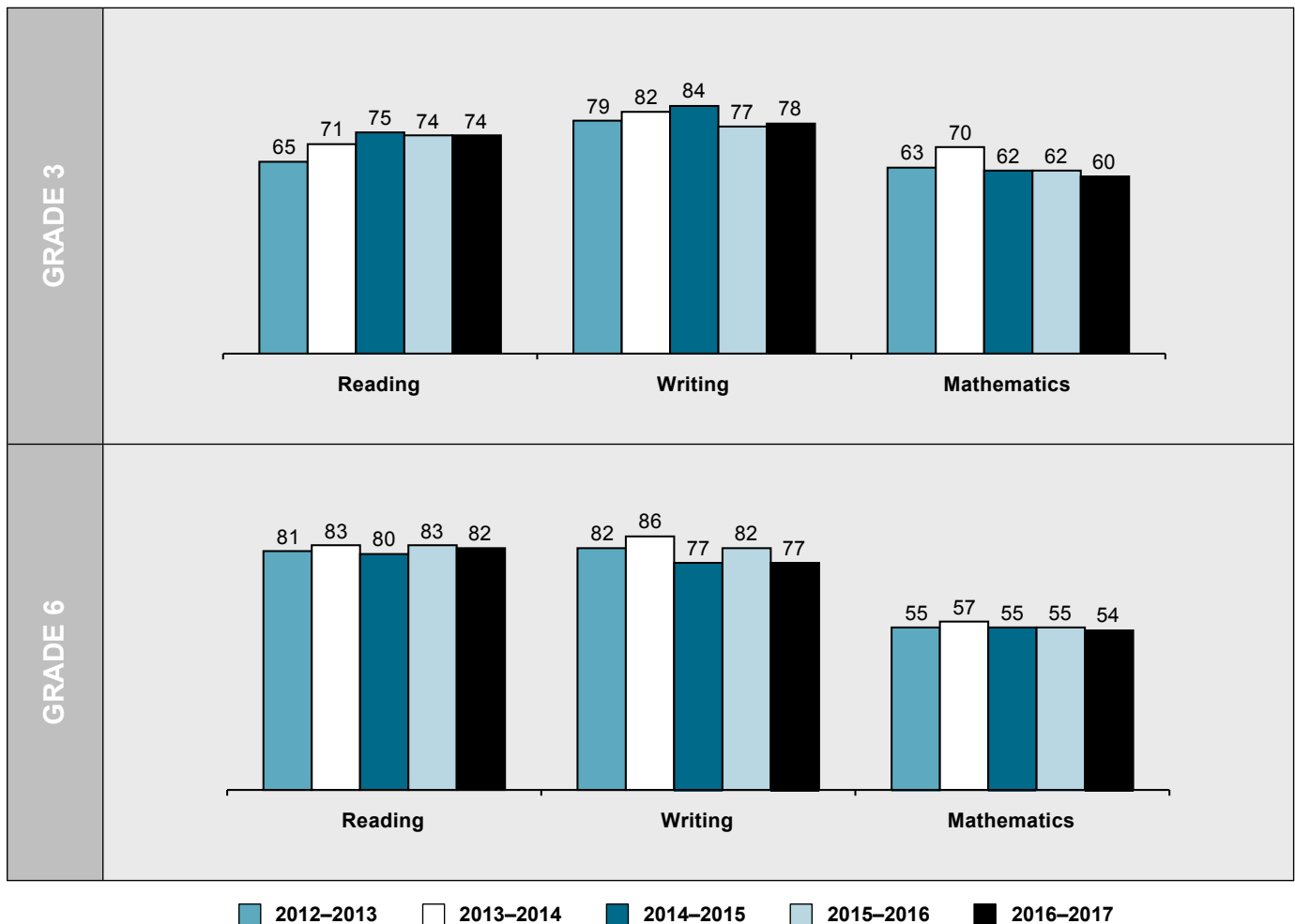
Board Name: Bruce-Grey Catholic DSB (67008)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 2% |
| Students with special education needs (excluding gifted) | 33% | 33% |
| First language learned at home other than English | 1% | 2% |
| Number of schools | 10 | 10 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 223 | 263 | 225 | 274 | 276 |
| Grade 3 mathematics | 225 | 263 | 225 | 274 | 276 |
| Grade 6 | 253 | 227 | 253 | 239 | 286 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

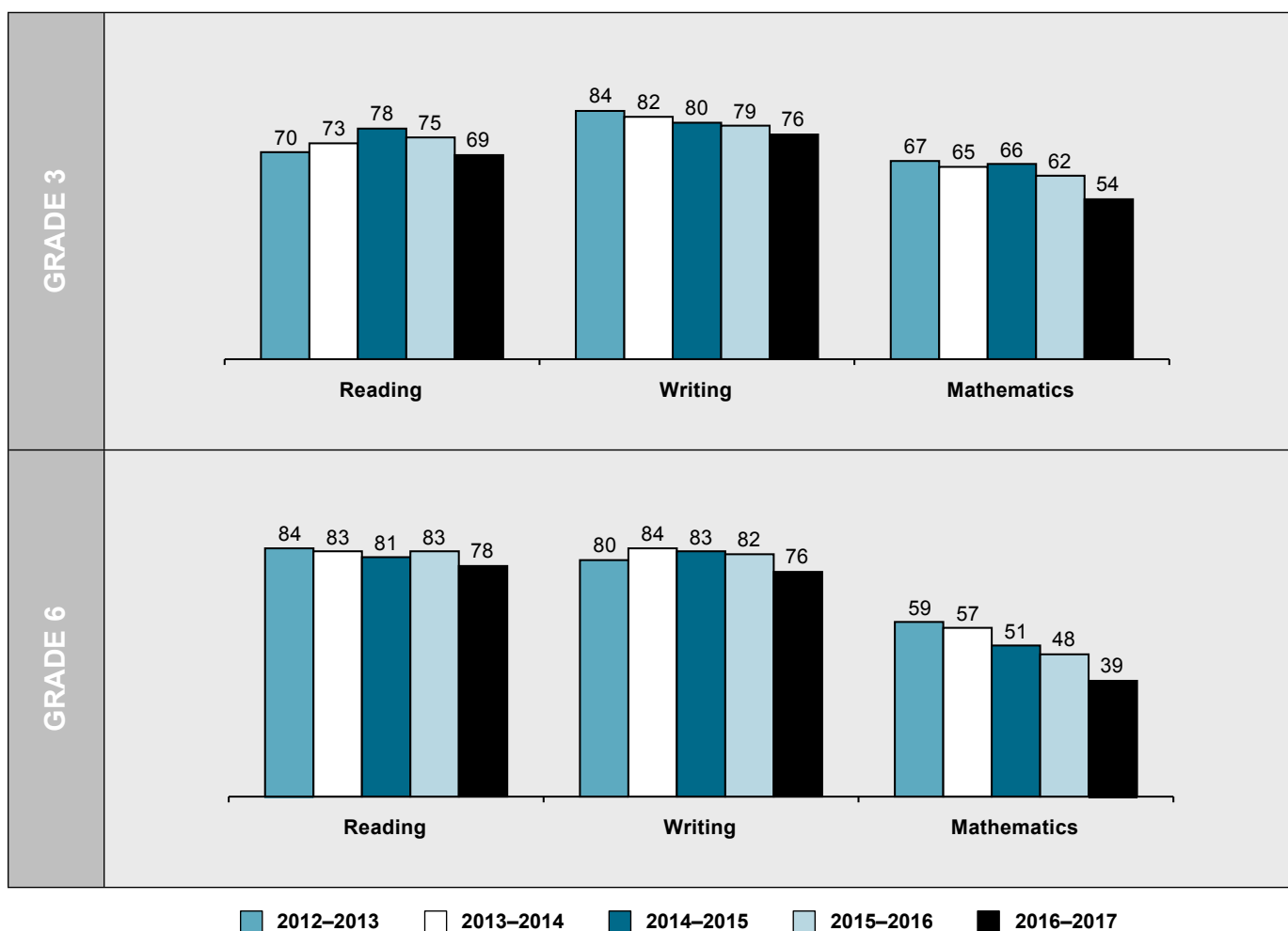
Board Name: Catholic DSB of Eastern Ontario (67172)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | <1% |
| Students with special education needs (excluding gifted) | 37% | 39% |
| First language learned at home other than English | 4% | 4% |
| Number of schools | 29 | 29 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 803 | 812 | 806 | 851 | 849 |
| Grade 3 mathematics | 803 | 812 | 806 | 851 | 849 |
| Grade 6 | 982 | 861 | 880 | 836 | 853 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

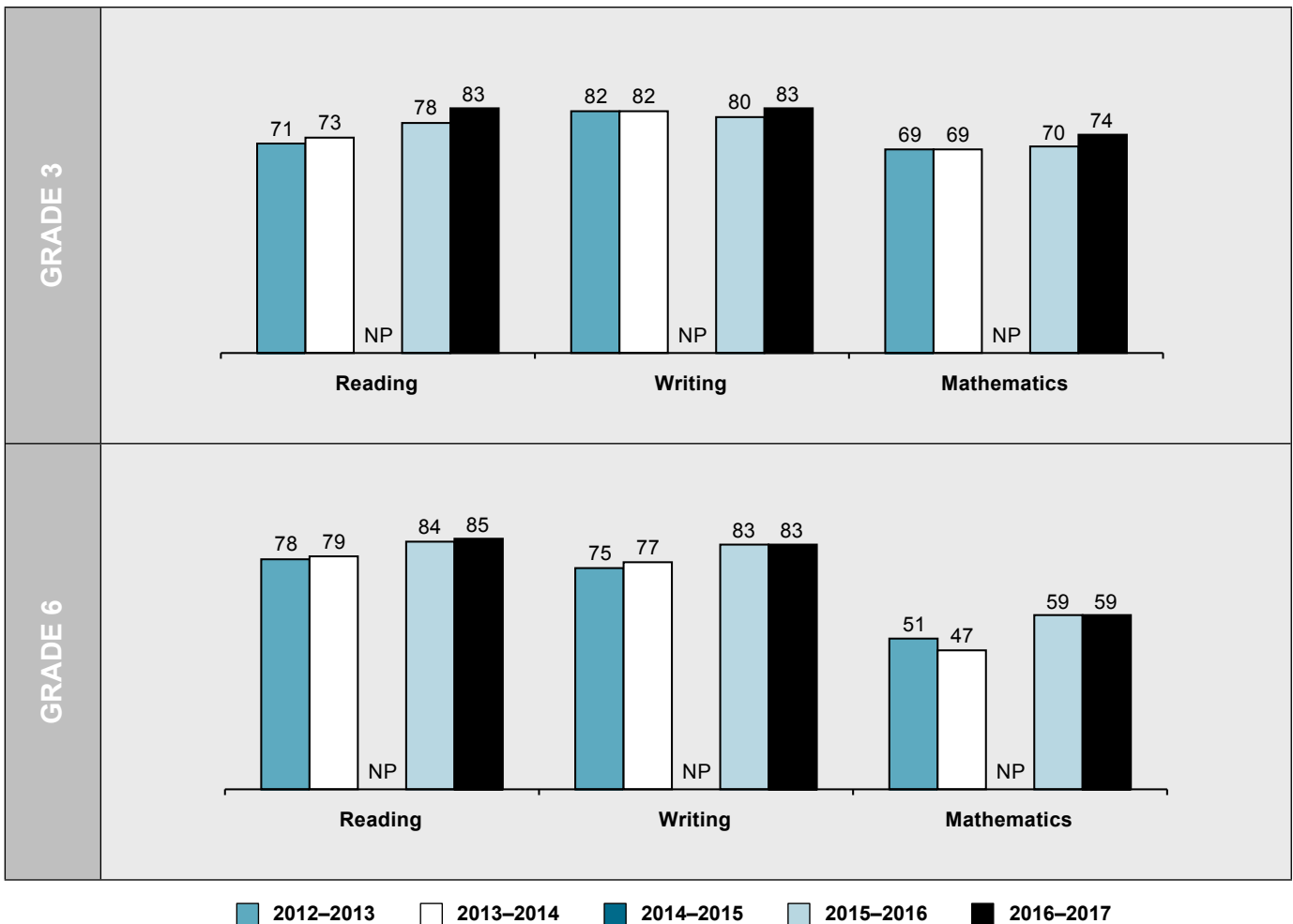
Board Name: DSB of Niagara (66150)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 4% | 4% |
| Students with special education needs (excluding gifted) | 27% | 28% |
| First language learned at home other than English | 5% | 6% |
| Number of schools | 77 | 79 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 2 380 | 2 301 | NP | 2 447 | 2 488 |
| Grade 3 mathematics | 2 380 | 2 301 | NP | 2 447 | 2 488 |
| Grade 6 | 2 638 | 2 445 | NP | 2 513 | 2 469 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

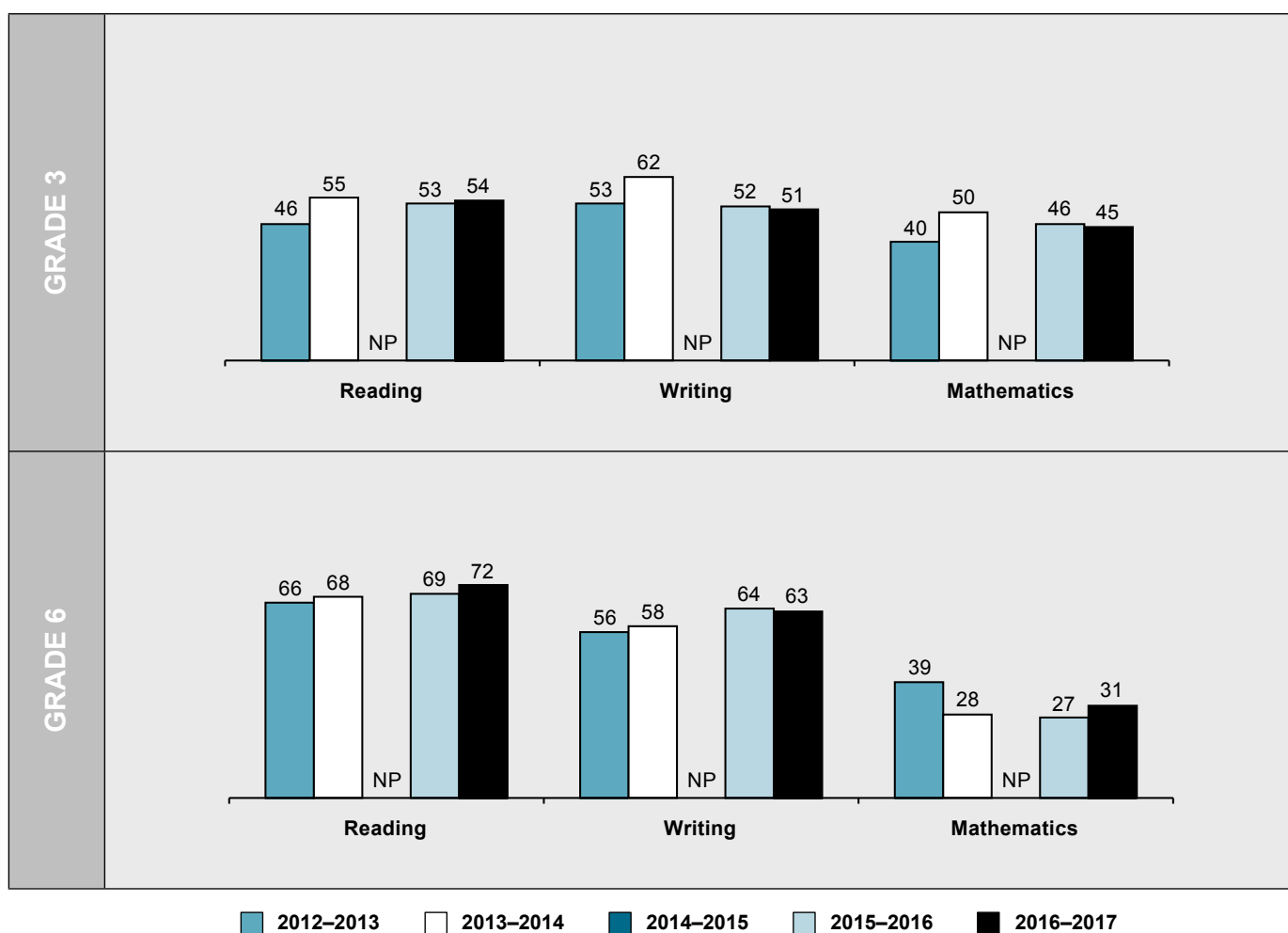
Board Name: DSB Ontario North East (28002)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | <1% |
| Students with special education needs (excluding gifted) | 23% | 25% |
| First language learned at home other than English | 6% | 7% |
| Number of schools | 19 | 18 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 418 | 404 | NP | 380 | 415 |
| Grade 3 mathematics | 418 | 404 | NP | 380 | 415 |
| Grade 6 | 405 | 389 | NP | 429 | 387 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

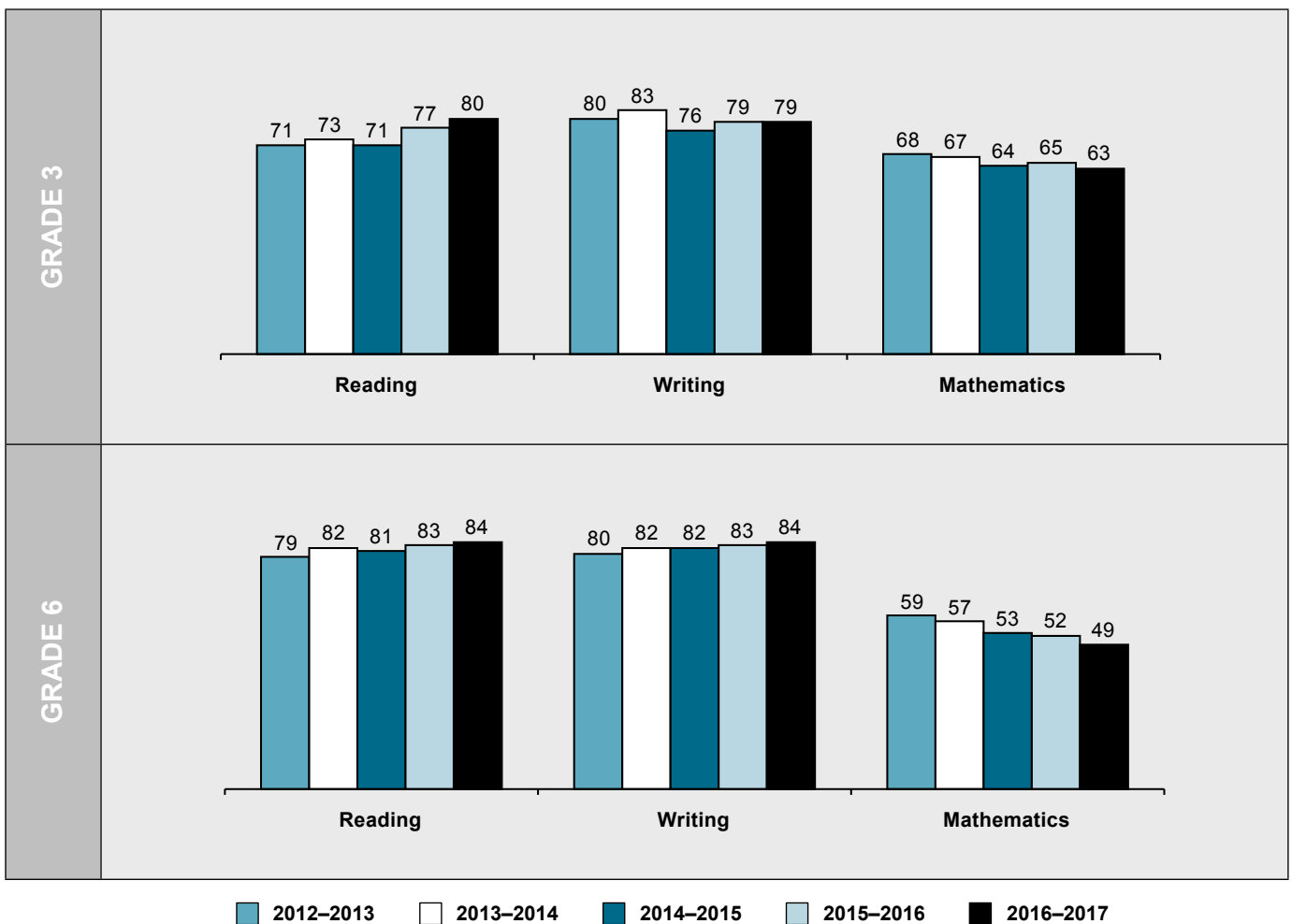
Board Name: Dufferin-Peel Catholic DSB (67083)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 26% | 16% |
| Students with special education needs (excluding gifted) | 13% | 16% |
| First language learned at home other than English | 19% | 23% |
| Number of schools | 124 | 124 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 5 105 | 5 051 | 4 927 | 5 026 | 5 114 |
| Grade 3 mathematics | 5 105 | 5 051 | 4 928 | 5 026 | 5 114 |
| Grade 6 | 5 544 | 5 259 | 5 108 | 5 307 | 5 221 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

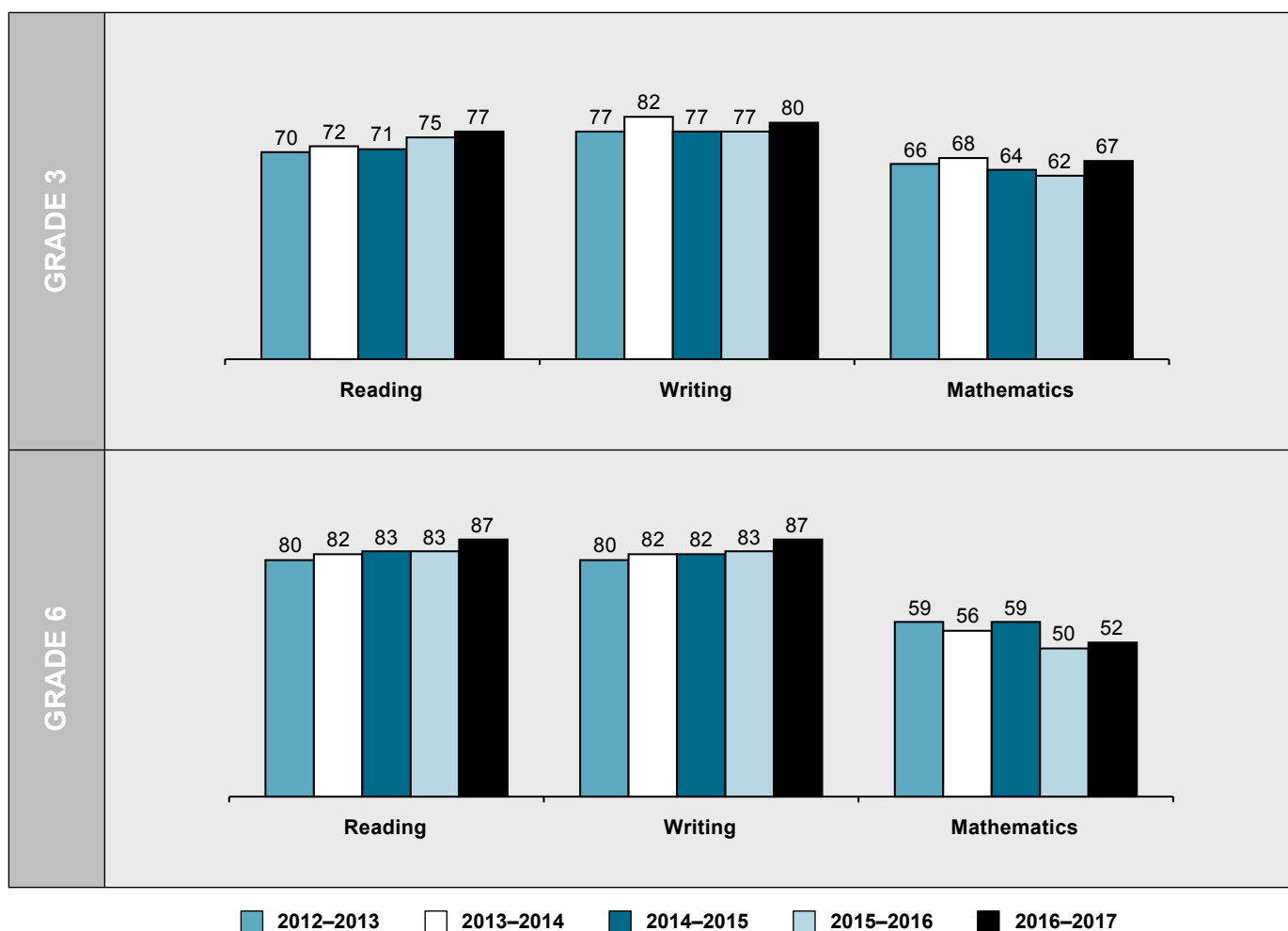
Board Name: Durham Catholic DSB (67105)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | 2% |
| Students with special education needs (excluding gifted) | 16% | 19% |
| First language learned at home other than English | 4% | 5% |
| Number of schools | 38 | 38 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 245 | 1 253 | 1 121 | 1 207 | 1 187 |
| Grade 3 mathematics | 1 424 | 1 448 | 1 413 | 1 505 | 1 485 |
| Grade 6 | 1 565 | 1 502 | 1 482 | 1 485 | 1 531 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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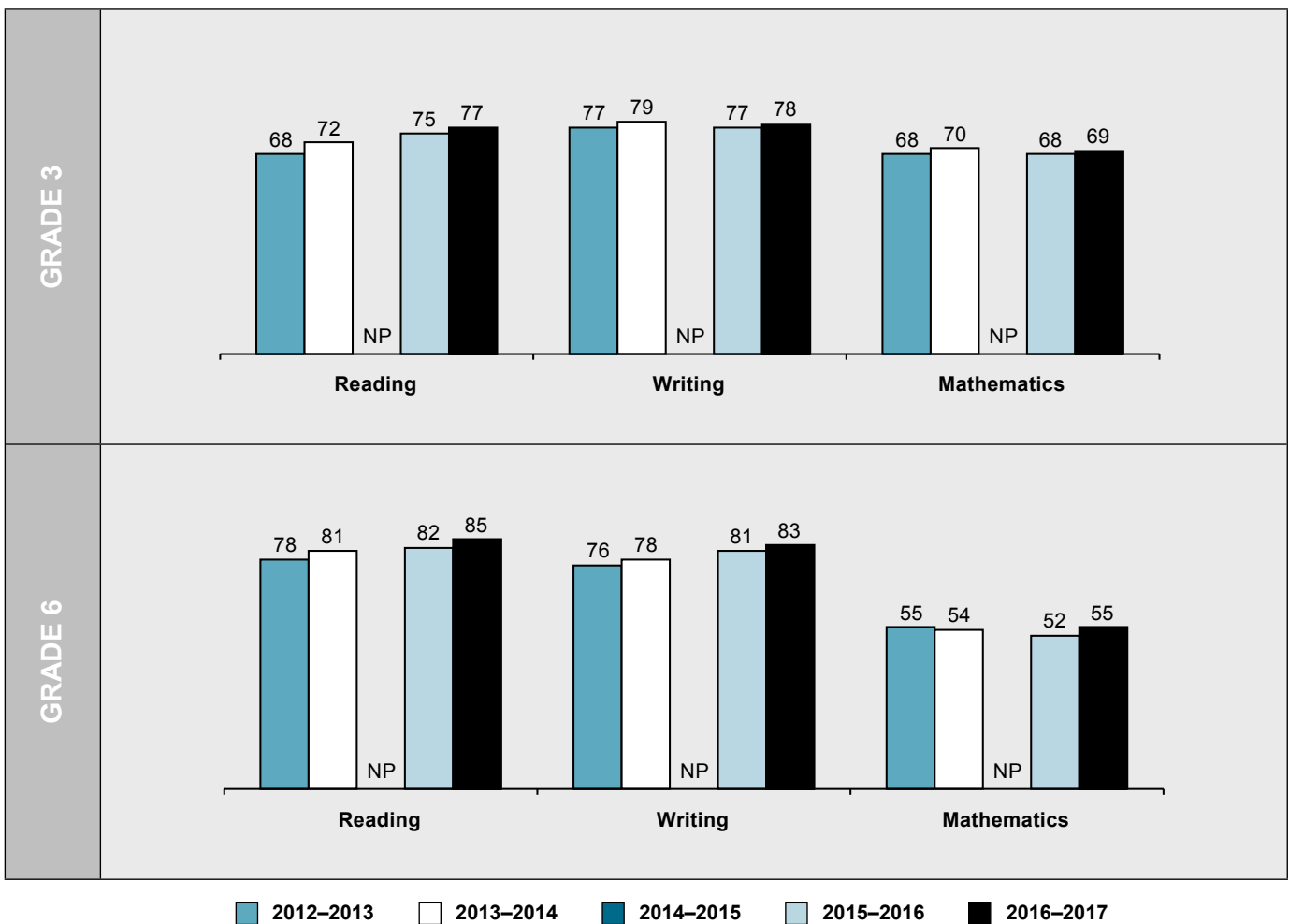
Board Name: Durham DSB (66060)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 3% | 2% |
| Students with special education needs (excluding gifted) | 17% | 20% |
| First language learned at home other than English | 11% | 11% |
| Number of schools | 108 | 107 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 3 932 | 3 932 | NP | 3 971 | 3 955 |
| Grade 3 mathematics | 4 641 | 4 743 | NP | 4 856 | 4 887 |
| Grade 6 | 4 929 | 4 698 | NP | 4 883 | 5 023 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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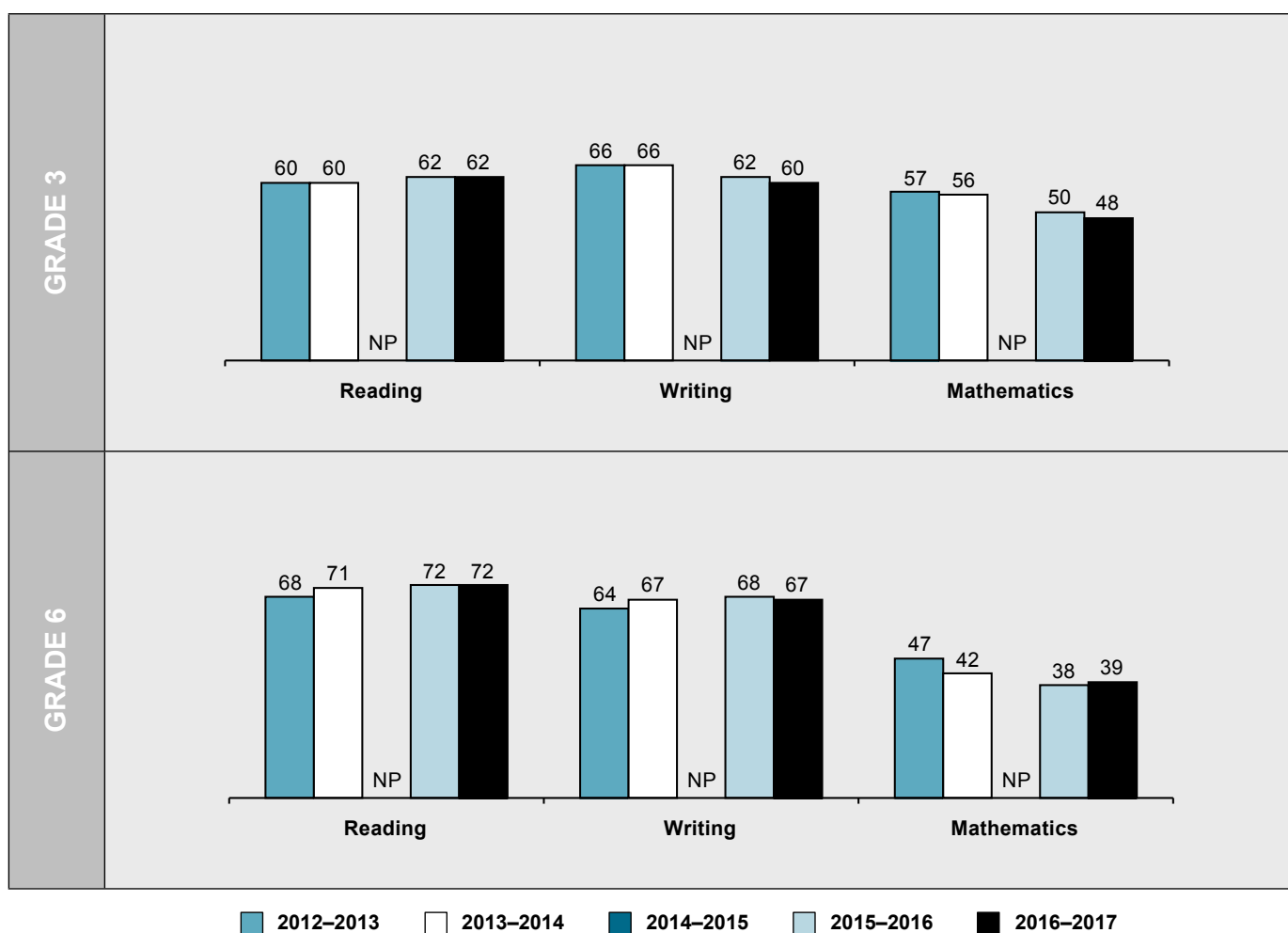
Board Name: Grand Erie DSB (66168)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 4% | 3% |
| Students with special education needs (excluding gifted) | 23% | 26% |
| First language learned at home other than English | 6% | 7% |
| Number of schools | 60 | 60 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 681 | 1 744 | NP | 1 766 | 1 851 |
| Grade 3 mathematics | 1 685 | 1 744 | NP | 1 766 | 1 851 |
| Grade 6 | 1 910 | 1 739 | NP | 1 749 | 1 768 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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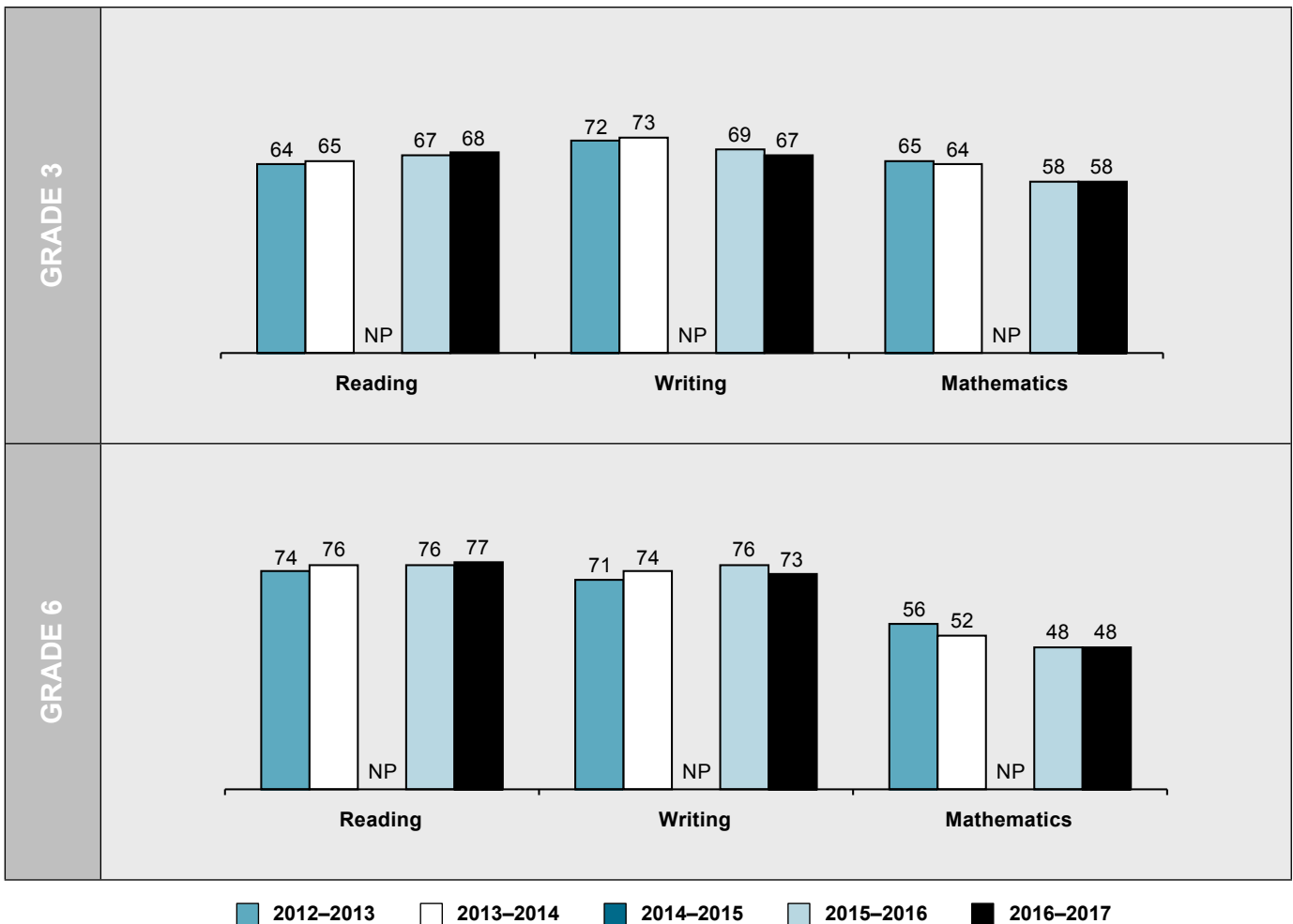
Board Name: Greater Essex County DSB (66028)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 5% | 4% |
| Students with special education needs (excluding gifted) | 15% | 18% |
| First language learned at home other than English | 20% | 22% |
| Number of schools | 55 | 56 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 2 329 | 2 438 | NP | 2 445 | 2 453 |
| Grade 3 mathematics | 2 331 | 2 440 | NP | 2 445 | 2 453 |
| Grade 6 | 2 476 | 2 384 | NP | 2 366 | 2 519 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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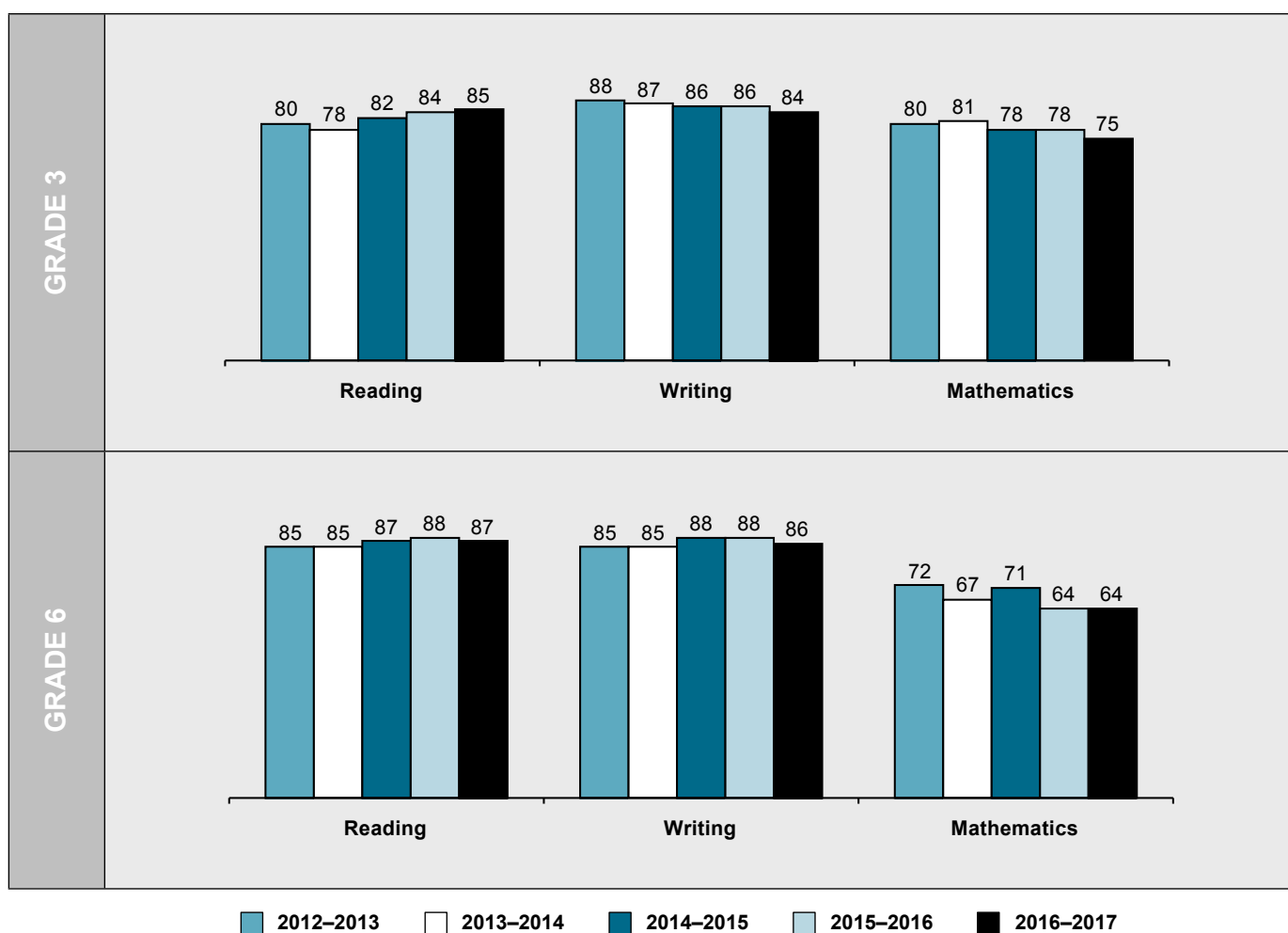
Board Name: Halton Catholic DSB (67113)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 4% | 4% |
| Students with special education needs (excluding gifted) | 9% | 14% |
| First language learned at home other than English | 6% | 9% |
| Number of schools | 46 | 46 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 2 082 | 2 077 | 2 113 | 2 204 | 2 320 |
| Grade 3 mathematics | 2 082 | 2 079 | 2 113 | 2 204 | 2 320 |
| Grade 6 | 2 193 | 2 115 | 2 219 | 2 204 | 2 190 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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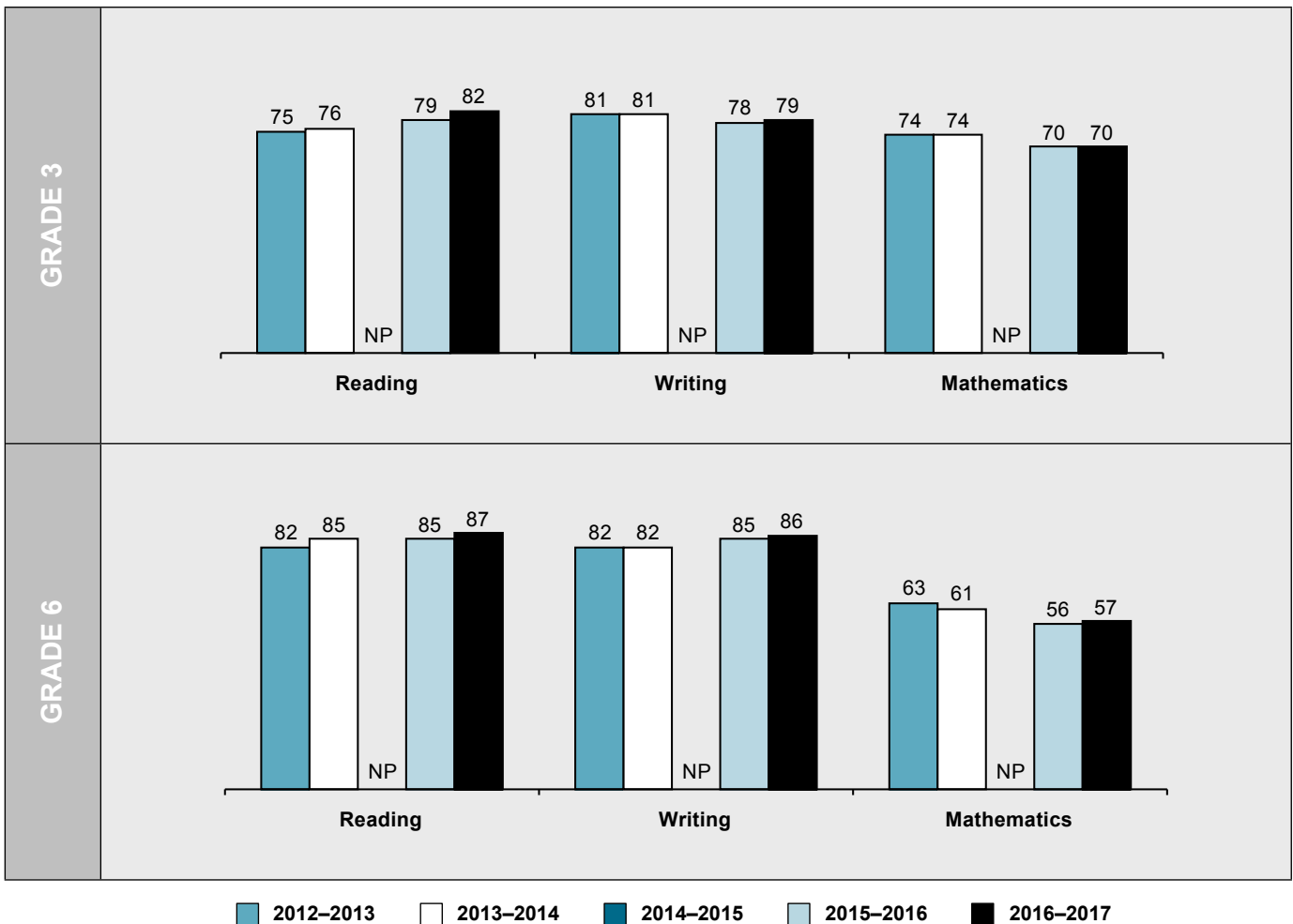
Board Name: Halton DSB (66133)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 21% | 22% |
| Students with special education needs (excluding gifted) | 14% | 18% |
| First language learned at home other than English | 20% | 22% |
| Number of schools | 81 | 69 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 4 446 | 4 459 | NP | 4 791 | 4 663 |
| Grade 3 mathematics | 4 446 | 4 459 | NP | 4 791 | 4 663 |
| Grade 6 | 4 060 | 4 304 | NP | 4 724 | 4 722 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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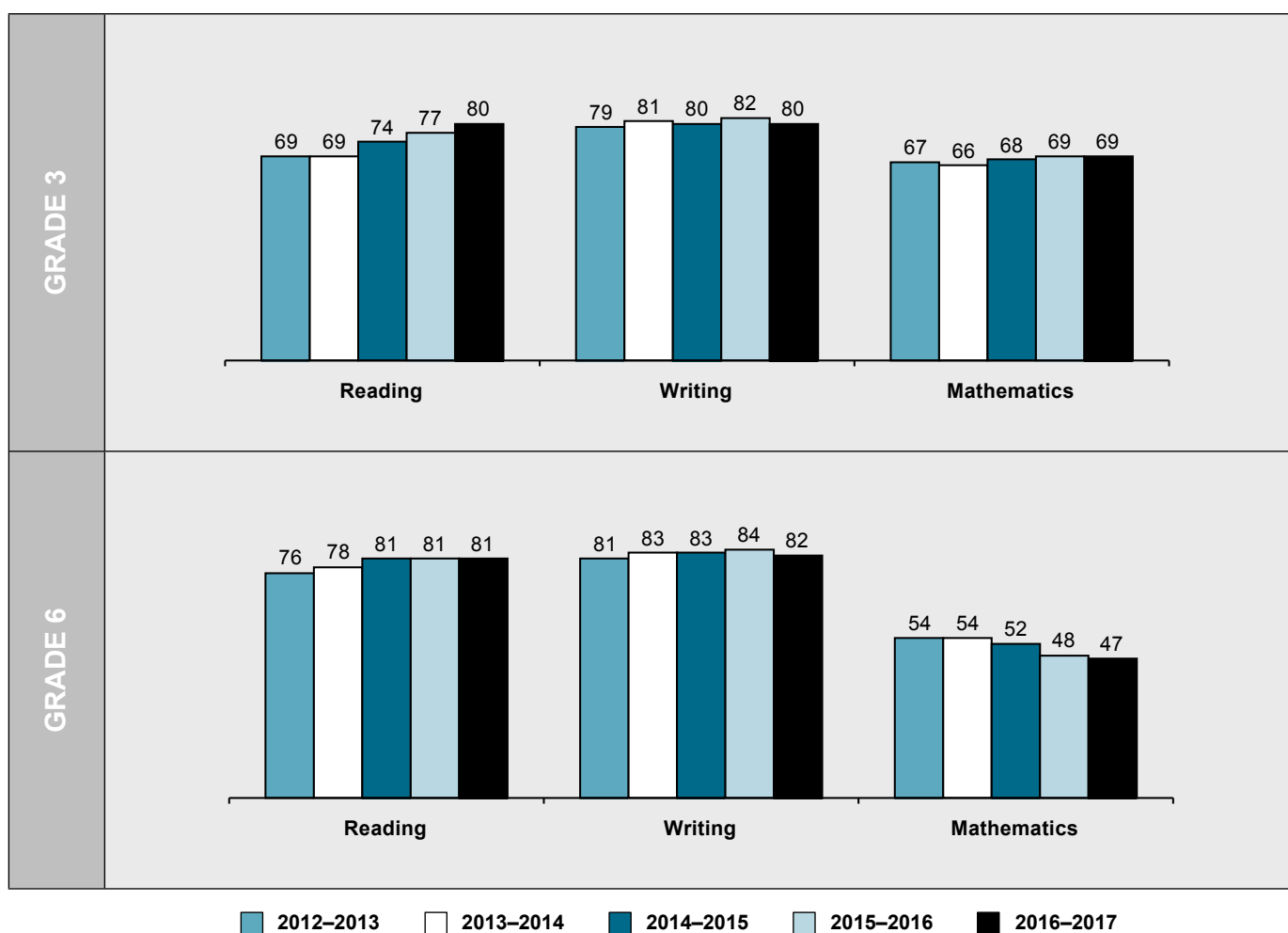
Board Name: Hamilton-Wentworth Catholic DSB (67121)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 5% | 4% |
| Students with special education needs (excluding gifted) | 13% | 18% |
| First language learned at home other than English | 13% | 13% |
| Number of schools | 49 | 49 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 845 | 1 896 | 1 800 | 1 866 | 1 945 |
| Grade 3 mathematics | 1 847 | 1 896 | 1 800 | 1 866 | 1 945 |
| Grade 6 | 2 015 | 1 864 | 1 893 | 1 878 | 1 917 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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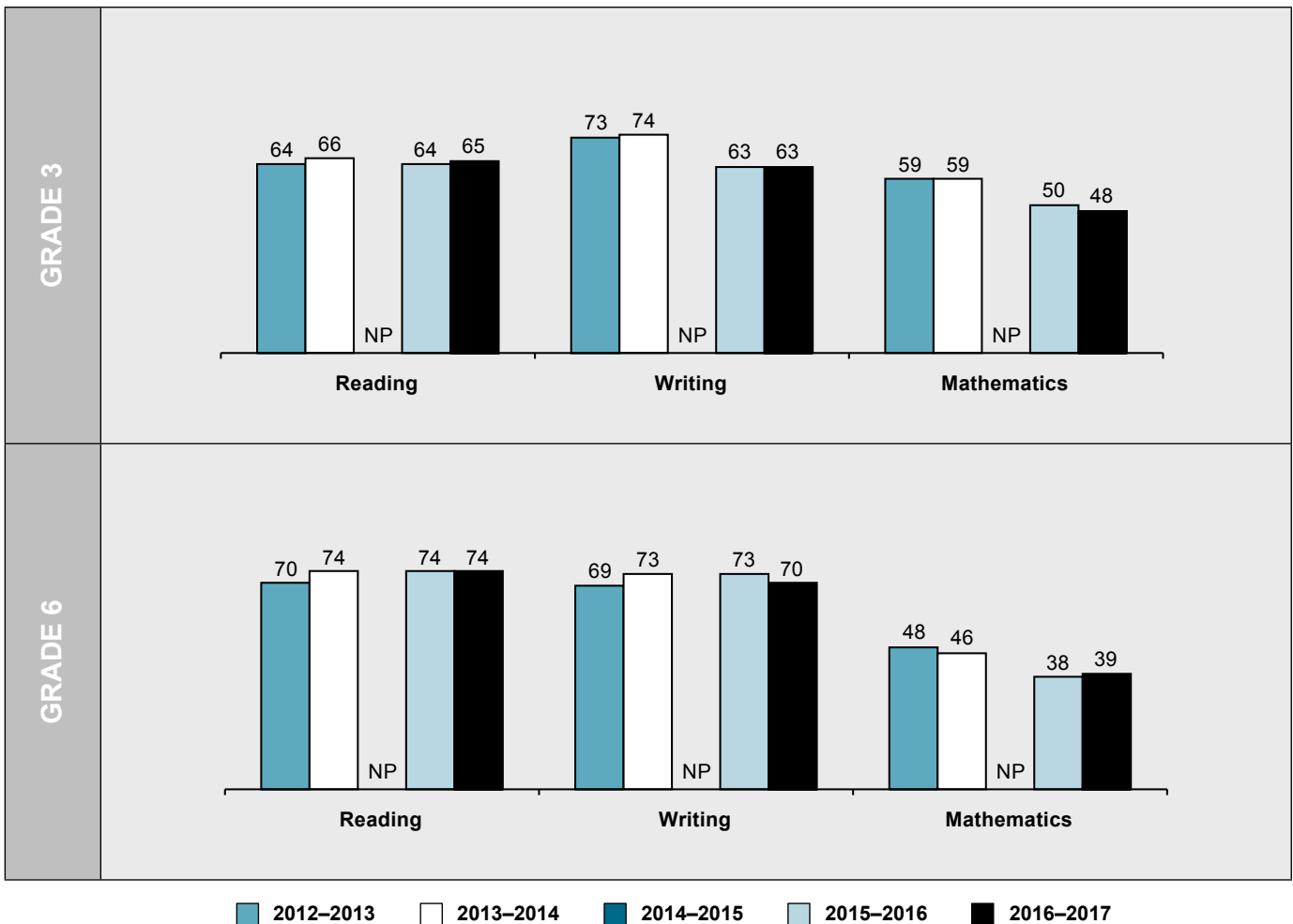
Board Name: Hamilton-Wentworth DSB (66141)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 24% | 25% |
| Students with special education needs (excluding gifted) | 20% | 23% |
| First language learned at home other than English | 26% | 27% |
| Number of schools | 82 | 70 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 3 372 | 3 358 | NP | 3 531 | 3 598 |
| Grade 3 mathematics | 3 373 | 3 358 | NP | 3 531 | 3 598 |
| Grade 6 | 3 533 | 3 331 | NP | 3 458 | 3 444 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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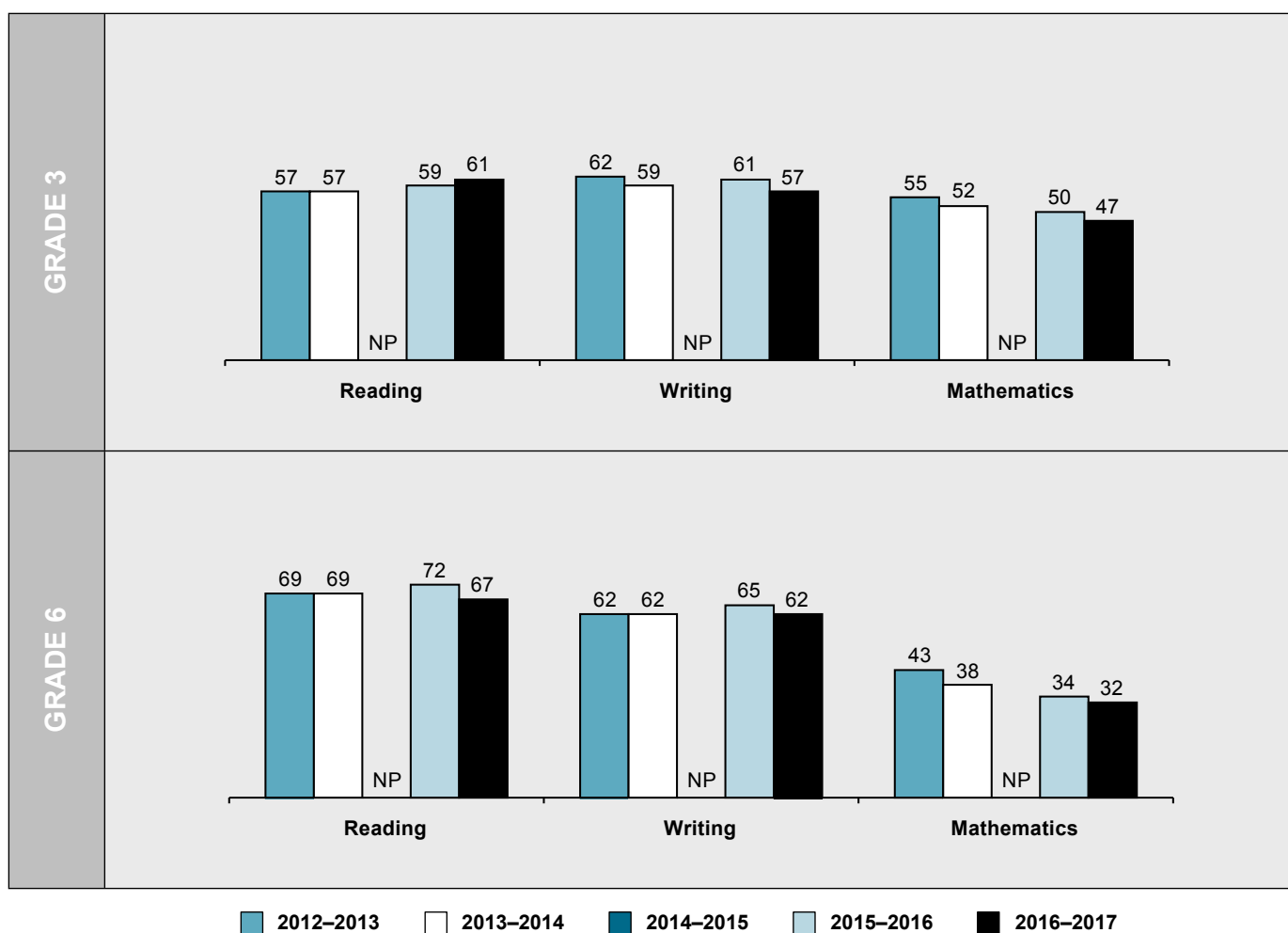
Board Name: Hastings and Prince Edward DSB (66222)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | 1% |
| Students with special education needs (excluding gifted) | 25% | 29% |
| First language learned at home other than English | 2% | 2% |
| Number of schools | 36 | 35 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 011 | 998 | NP | 1 028 | 1 077 |
| Grade 3 mathematics | 1 011 | 998 | NP | 1 028 | 1 077 |
| Grade 6 | 1 070 | 1 035 | NP | 1 032 | 1 003 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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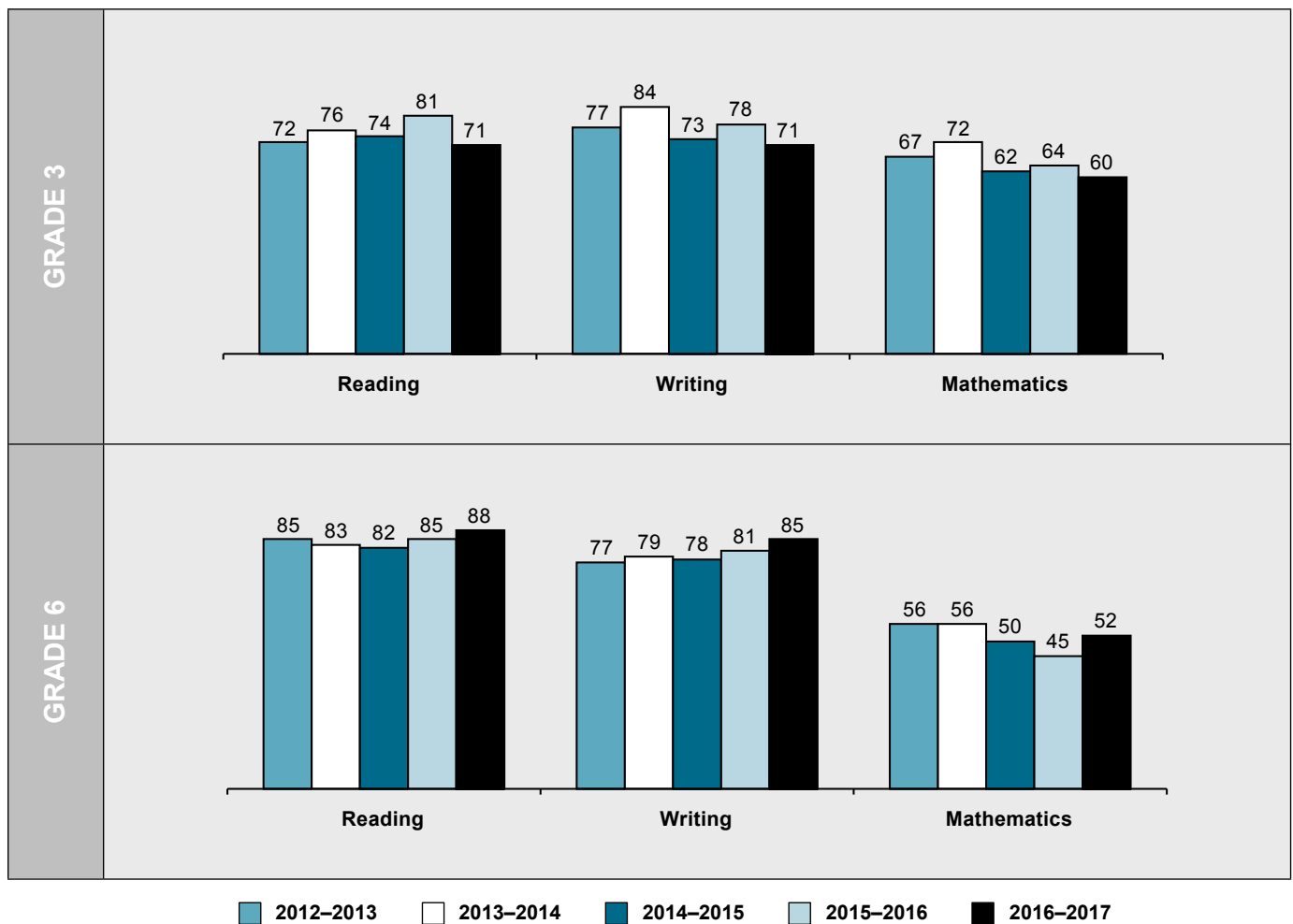
Board Name: Huron-Perth Catholic DSB (67016)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | 1% |
| Students with special education needs (excluding gifted) | 21% | 20% |
| First language learned at home other than English | 2% | 4% |
| Number of schools | 15 | 15 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 321 | 308 | 294 | 322 | 329 |
| Grade 3 mathematics | 321 | 308 | 293 | 322 | 329 |
| Grade 6 | 318 | 294 | 303 | 314 | 305 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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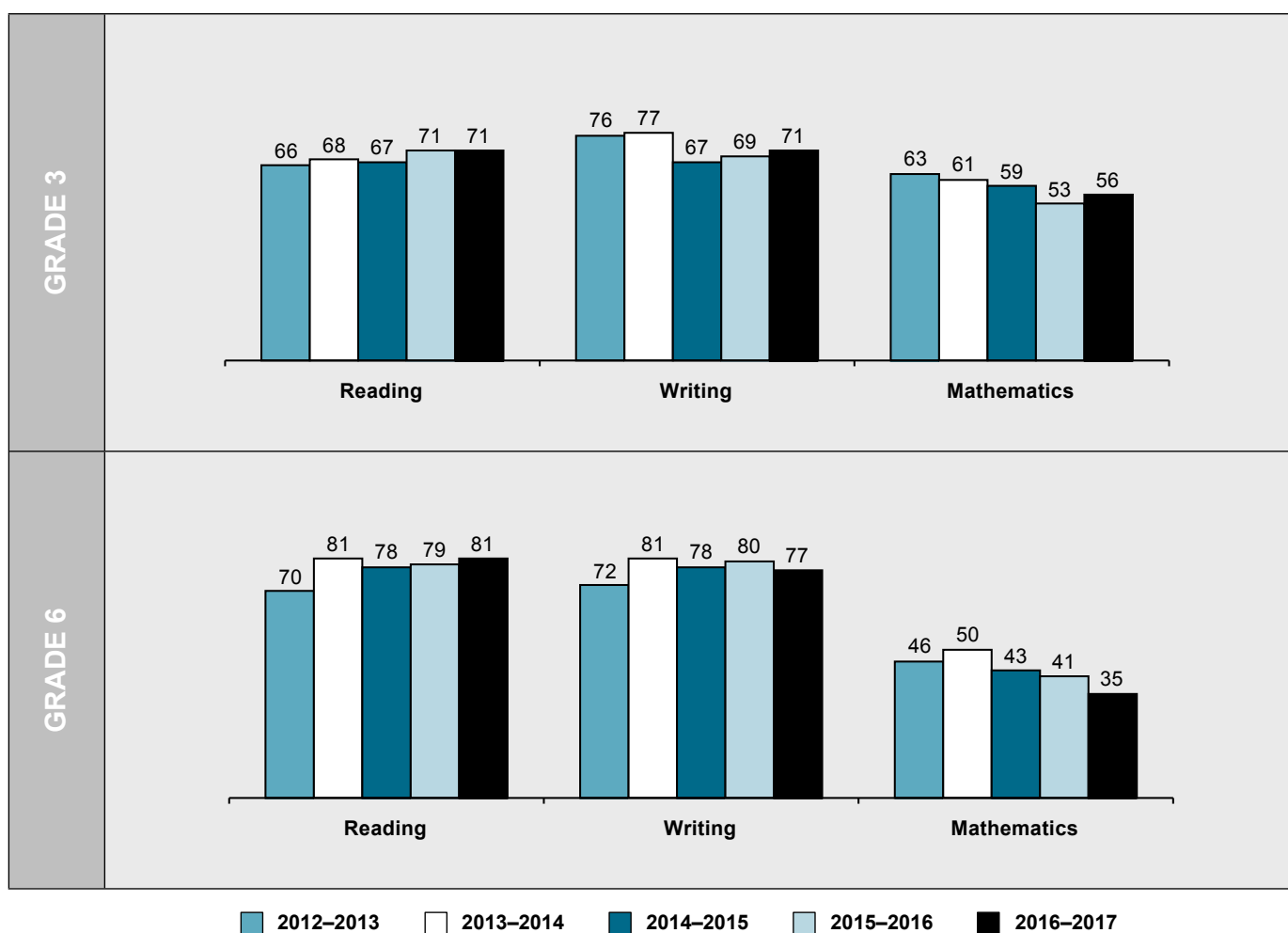
Board Name: Huron-Superior Catholic DSB (29025)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 0% |
| Students with special education needs (excluding gifted) | 26% | 33% |
| First language learned at home other than English | 1% | 1% |
| Number of schools | 19 | 19 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 363 | 357 | 326 | 334 | 353 |
| Grade 3 mathematics | 363 | 357 | 326 | 334 | 353 |
| Grade 6 | 401 | 351 | 369 | 360 | 350 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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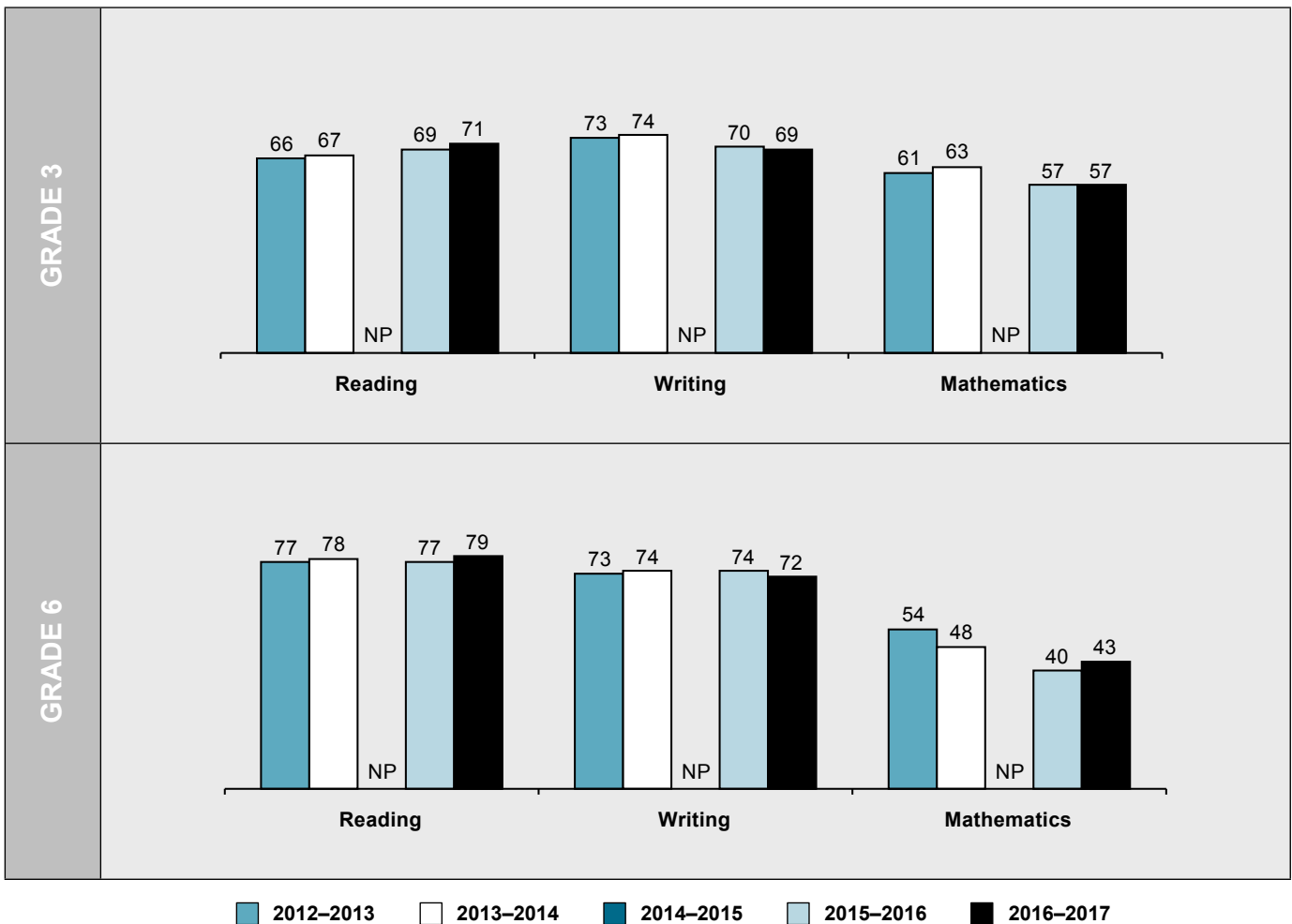
Board Name: Kawartha Pine Ridge DSB (66079)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | <1% |
| Students with special education needs (excluding gifted) | 24% | 28% |
| First language learned at home other than English | 2% | 2% |
| Number of schools | 65 | 65 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 2 209 | 2 100 | NP | 2 188 | 2 318 |
| Grade 3 mathematics | 2 211 | 2 100 | NP | 2 188 | 2 318 |
| Grade 6 | 2 293 | 2 254 | NP | 2 213 | 2 187 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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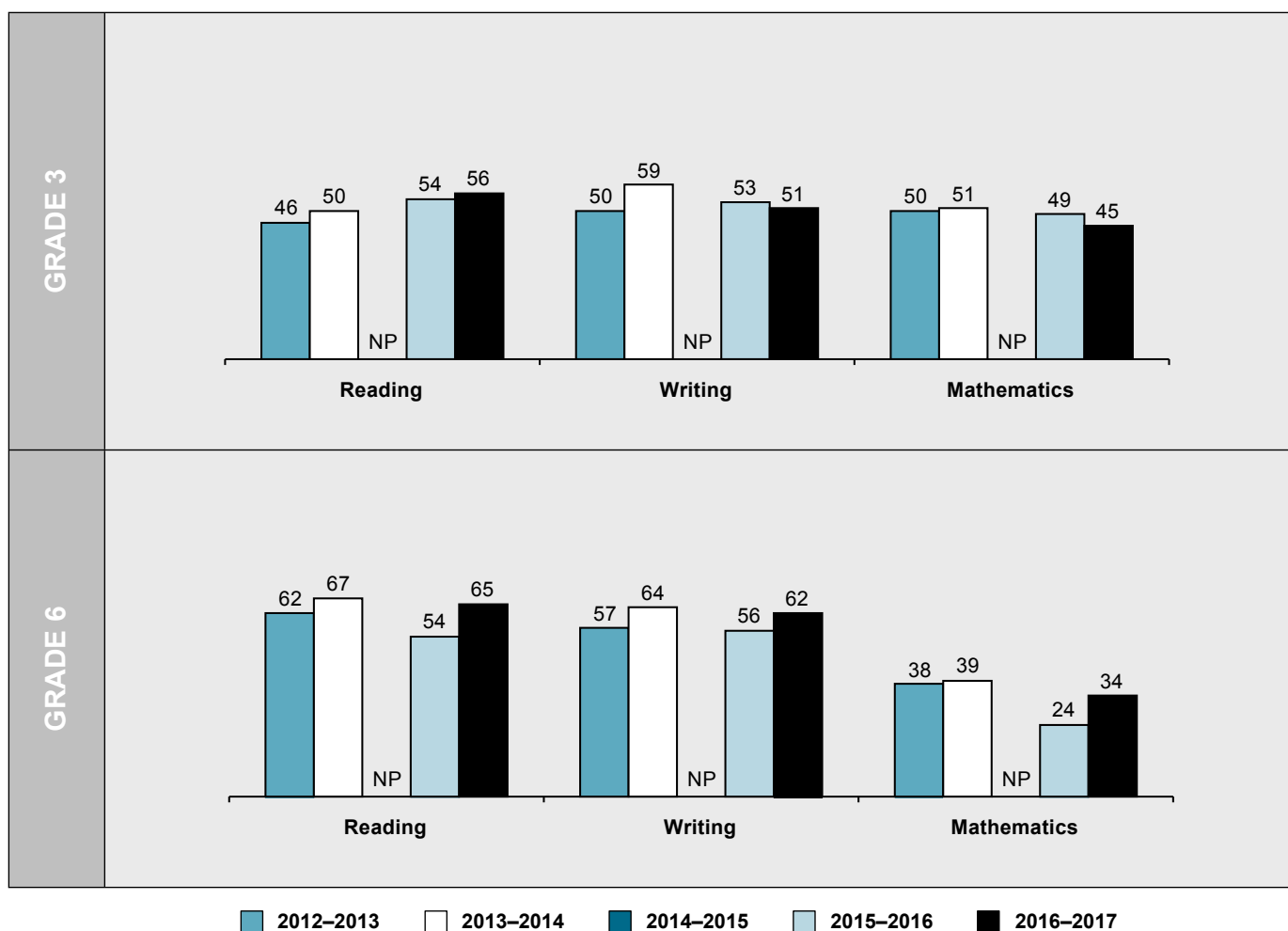
Board Name: Keewatin-Patricia DSB (28045)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | 0% |
| Students with special education needs (excluding gifted) | 18% | 22% |
| First language learned at home other than English | 3% | 1% |
| Number of schools | 16 | 14 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 274 | 269 | NP | 285 | 278 |
| Grade 3 mathematics | 274 | 269 | NP | 285 | 278 |
| Grade 6 | 286 | 289 | NP | 284 | 292 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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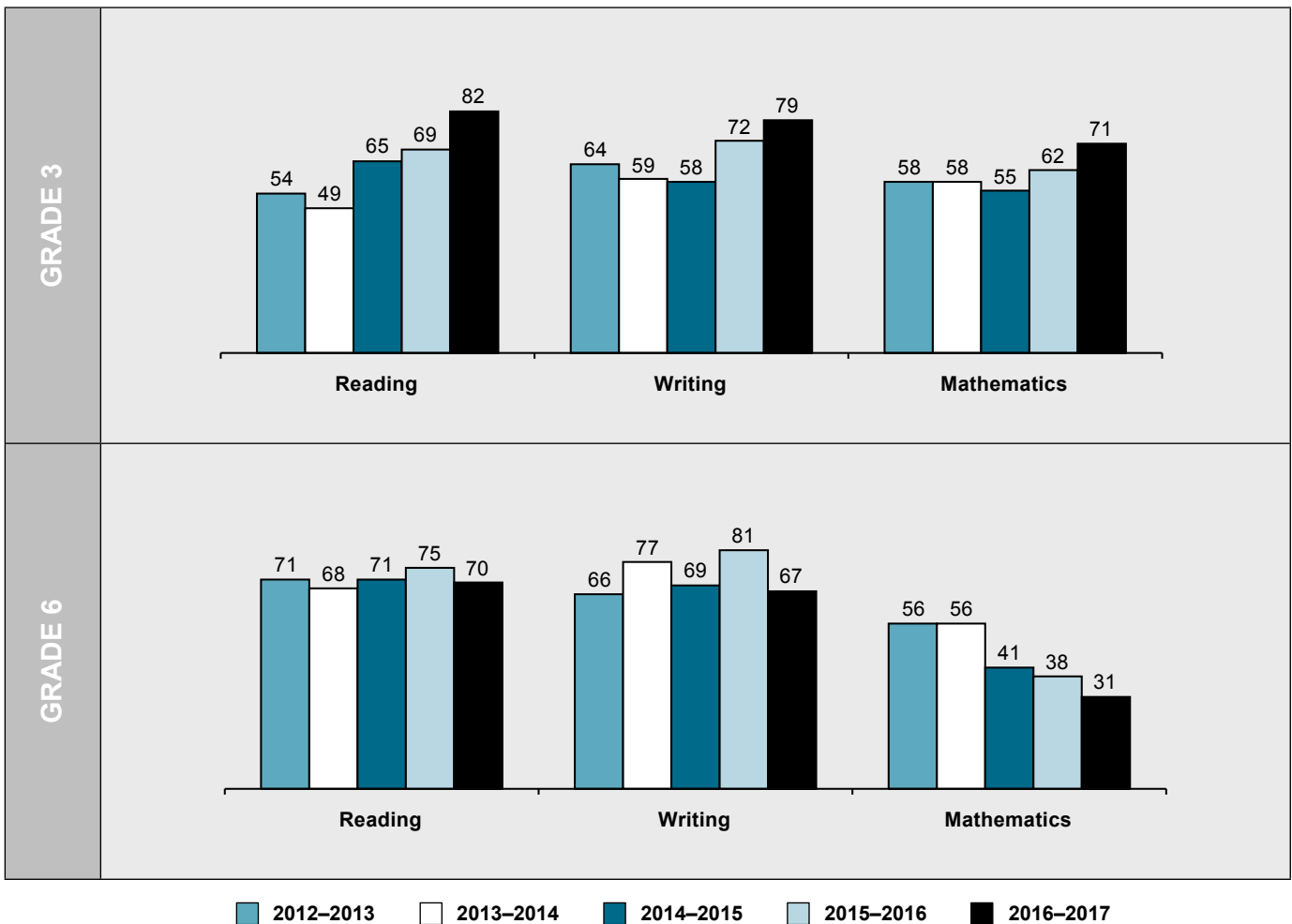
Board Name: Kenora Catholic DSB (29050)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 1% |
| Students with special education needs (excluding gifted) | 29% | 30% |
| First language learned at home other than English | 2% | 1% |
| Number of schools | 4 | 4 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 125 | 118 | 136 | 120 | 130 |
| Grade 3 mathematics | 125 | 118 | 136 | 120 | 130 |
| Grade 6 | 133 | 102 | 101 | 122 | 121 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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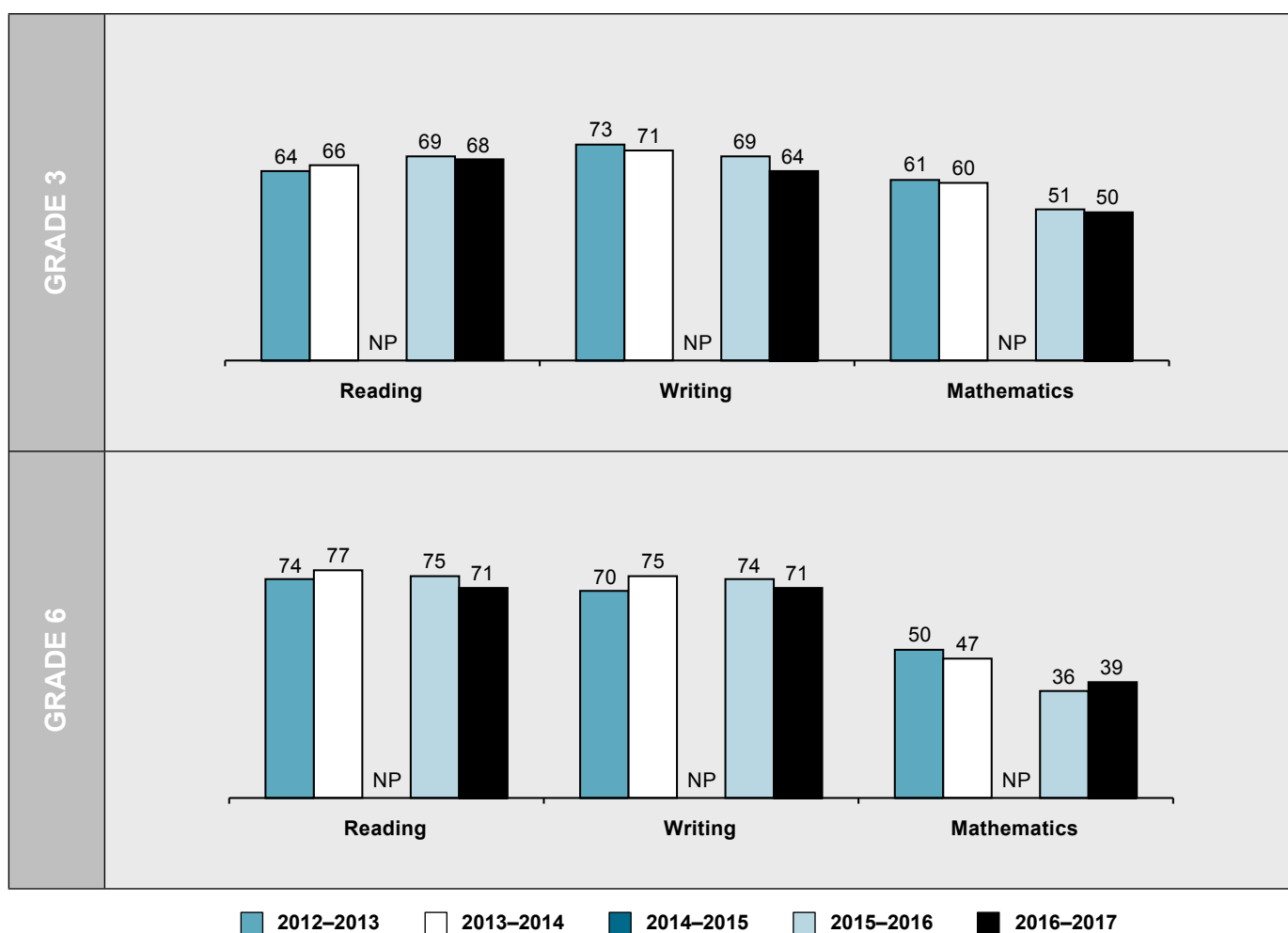
Board Name: Lakehead DSB (28061)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | <1% |
| Students with special education needs (excluding gifted) | 35% | 29% |
| First language learned at home other than English | 3% | 2% |
| Number of schools | 23 | 24 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 587 | 643 | NP | 578 | 613 |
| Grade 3 mathematics | 587 | 643 | NP | 578 | 613 |
| Grade 6 | 623 | 575 | NP | 571 | 620 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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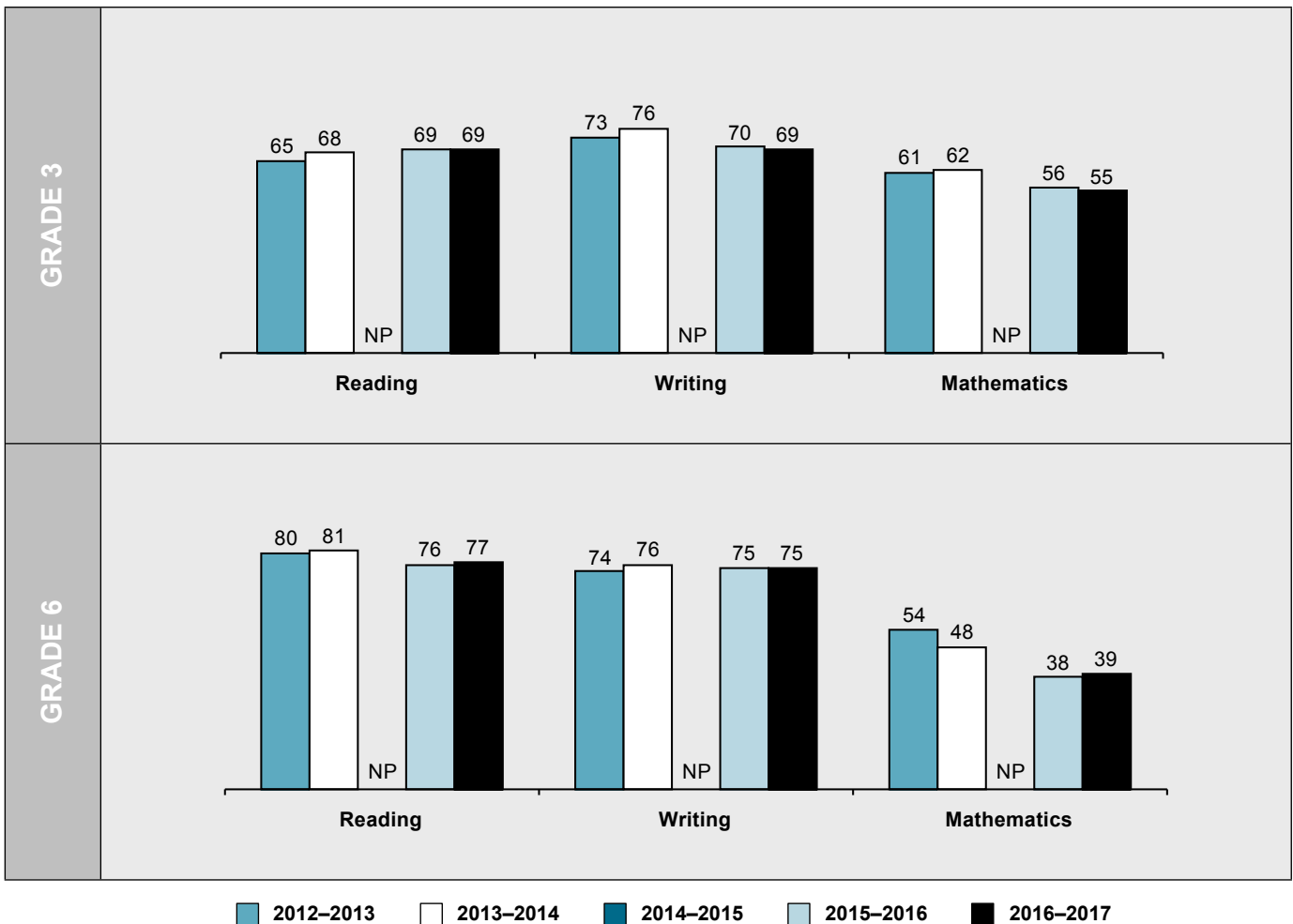
Board Name: Lambton Kent District School Board (66036)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 2% | 2% |
| Students with special education needs (excluding gifted) | 25% | 29% |
| First language learned at home other than English | 2% | 2% |
| Number of schools | 52 | 51 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 552 | 1 439 | NP | 1 485 | 1 477 |
| Grade 3 mathematics | 1 552 | 1 439 | NP | 1 485 | 1 477 |
| Grade 6 | 1 582 | 1 452 | NP | 1 542 | 1 444 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

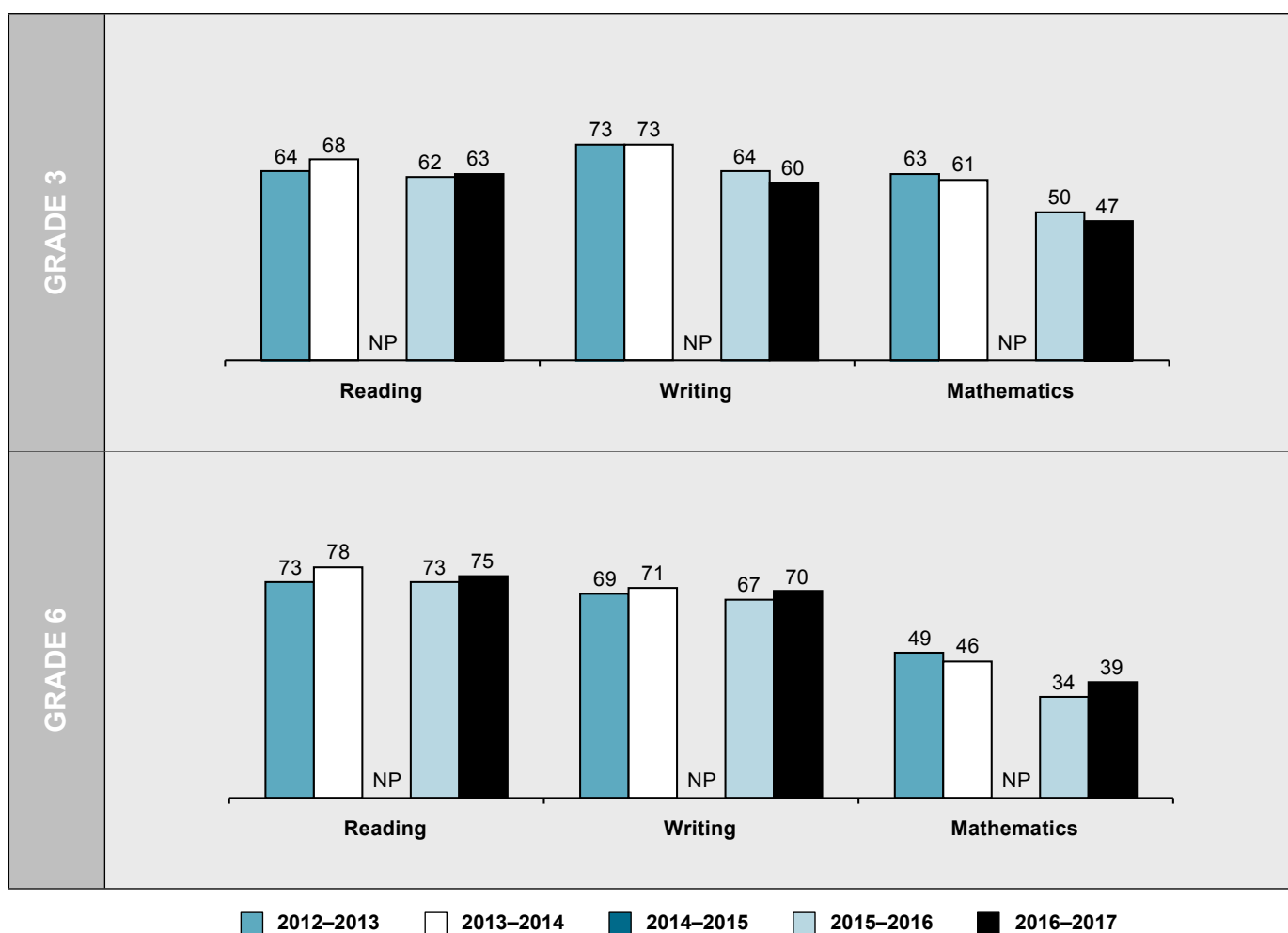
Board Name: Limestone DSB (66206)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | 1% |
| Students with special education needs (excluding gifted) | 27% | 31% |
| First language learned at home other than English | 3% | 4% |
| Number of schools | 46 | 44 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 269 | 1 332 | NP | 1 310 | 1 324 |
| Grade 3 mathematics | 1 269 | 1 334 | NP | 1 308 | 1 324 |
| Grade 6 | 1 340 | 1 343 | NP | 1 273 | 1 303 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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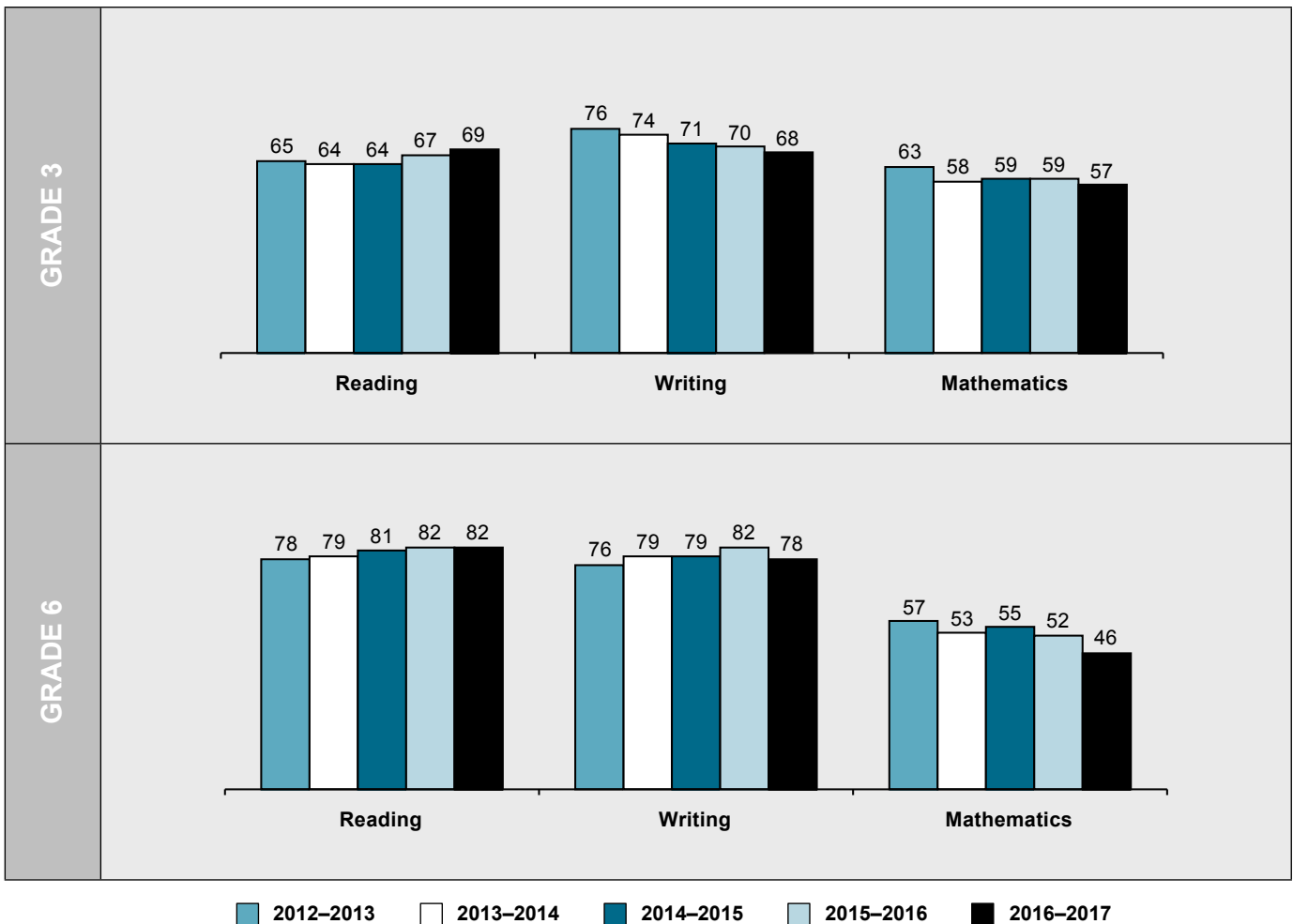
Board Name: London District Catholic School Board (67032)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 5% | 4% |
| Students with special education needs (excluding gifted) | 13% | 16% |
| First language learned at home other than English | 6% | 8% |
| Number of schools | 43 | 44 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 180 | 1 179 | 1 228 | 1 251 | 1 290 |
| Grade 3 mathematics | 1 178 | 1 179 | 1 228 | 1 251 | 1 290 |
| Grade 6 | 1 319 | 1 227 | 1 268 | 1 208 | 1 280 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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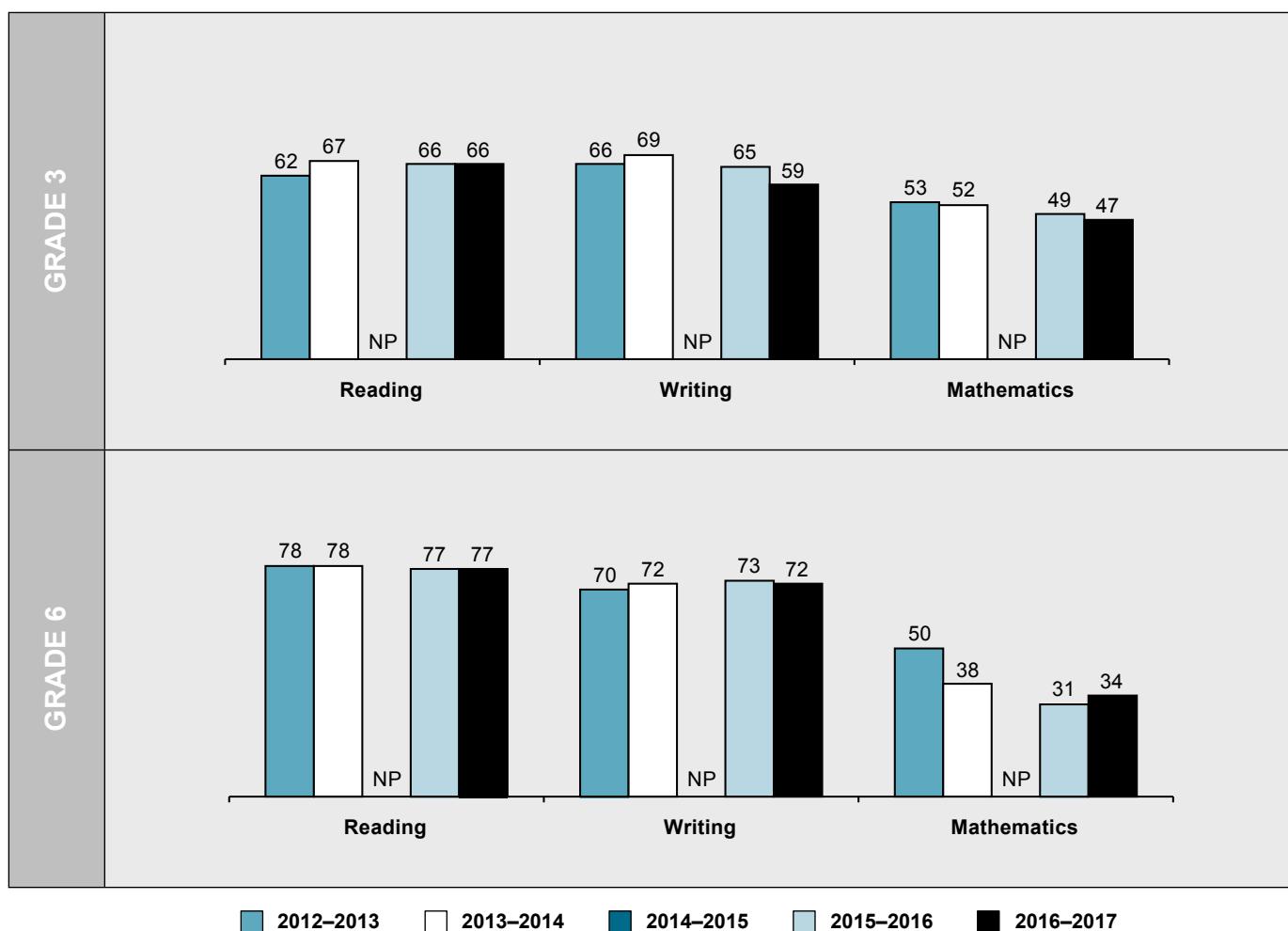
Board Name: Near North DSB (28037)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | <1% |
| Students with special education needs (excluding gifted) | 33% | 35% |
| First language learned at home other than English | 1% | 2% |
| Number of schools | 27 | 28 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 665 | 620 | NP | 639 | 687 |
| Grade 3 mathematics | 665 | 620 | NP | 639 | 687 |
| Grade 6 | 692 | 663 | NP | 666 | 646 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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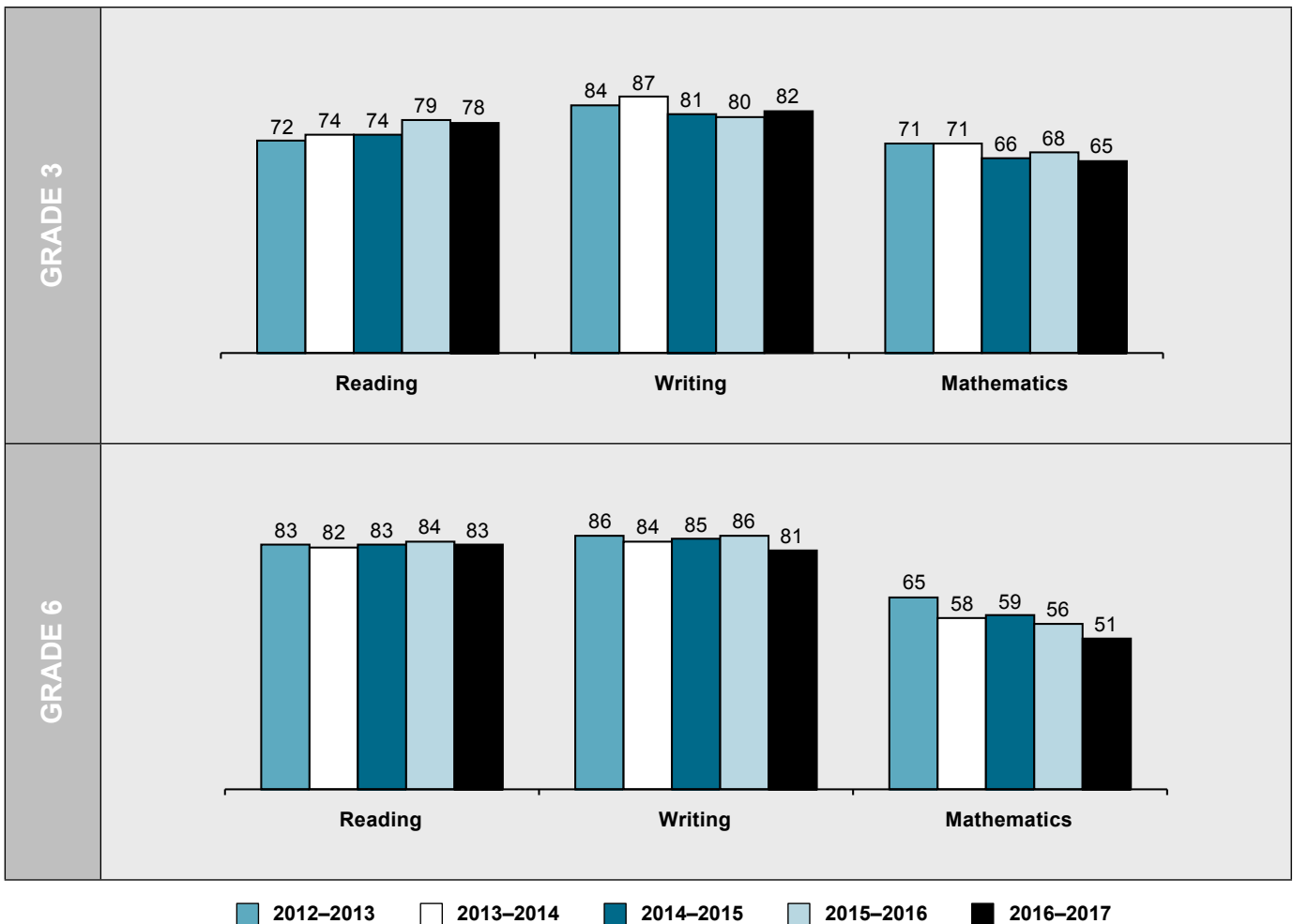
Board Name: Niagara Catholic DSB (67156)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | 1% |
| Students with special education needs (excluding gifted) | 21% | 23% |
| First language learned at home other than English | 8% | 9% |
| Number of schools | 48 | 48 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 528 | 1 527 | 1 542 | 1 439 | 1 458 |
| Grade 3 mathematics | 1 530 | 1 527 | 1 542 | 1 513 | 1 530 |
| Grade 6 | 1 602 | 1 505 | 1 550 | 1 529 | 1 521 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

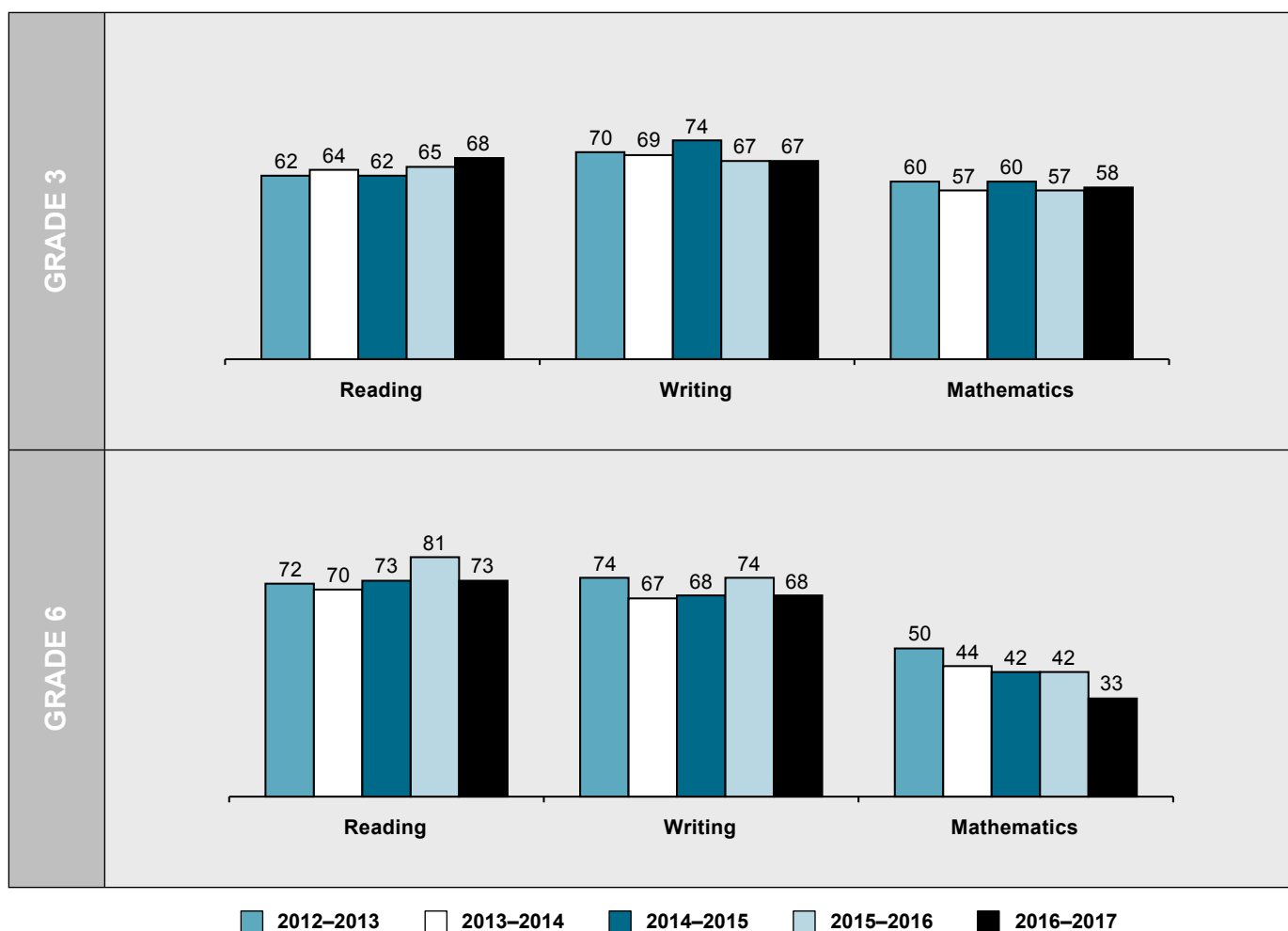
Board Name: Nipissing-Parry Sound Catholic DSB (29017)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 1% |
| Students with special education needs (excluding gifted) | 38% | 43% |
| First language learned at home other than English | 2% | 1% |
| Number of schools | 11 | 11 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 206 | 216 | 176 | 204 | 207 |
| Grade 3 mathematics | 206 | 216 | 176 | 204 | 207 |
| Grade 6 | 202 | 211 | 228 | 200 | 201 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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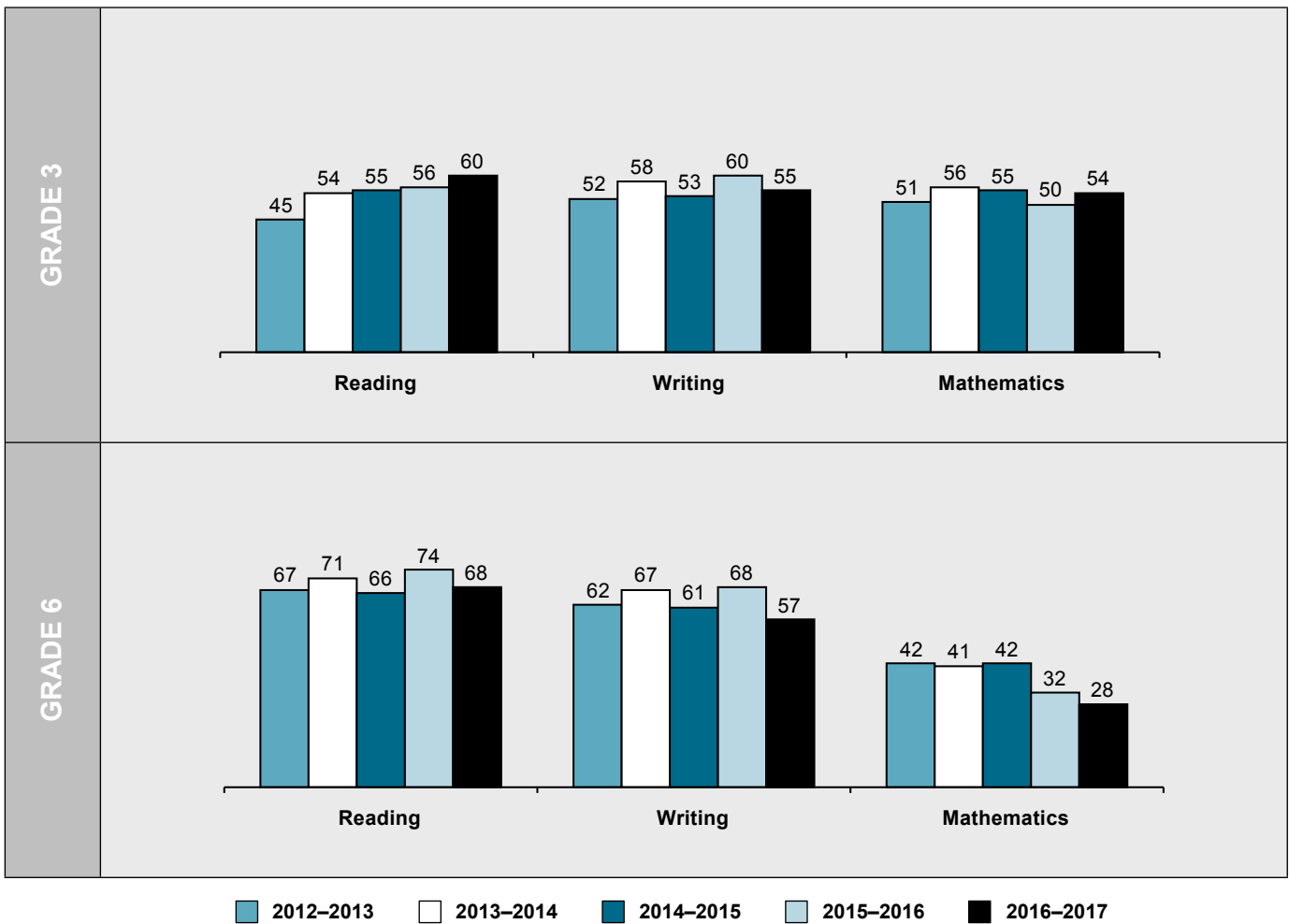
Board Name: Northeastern Catholic DSB (29009)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | 2% |
| Students with special education needs (excluding gifted) | 34% | 36% |
| First language learned at home other than English | 7% | 10% |
| Number of schools | 11 | 11 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 155 | 170 | 175 | 202 | 192 |
| Grade 3 mathematics | 155 | 170 | 175 | 202 | 192 |
| Grade 6 | 215 | 177 | 179 | 157 | 168 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

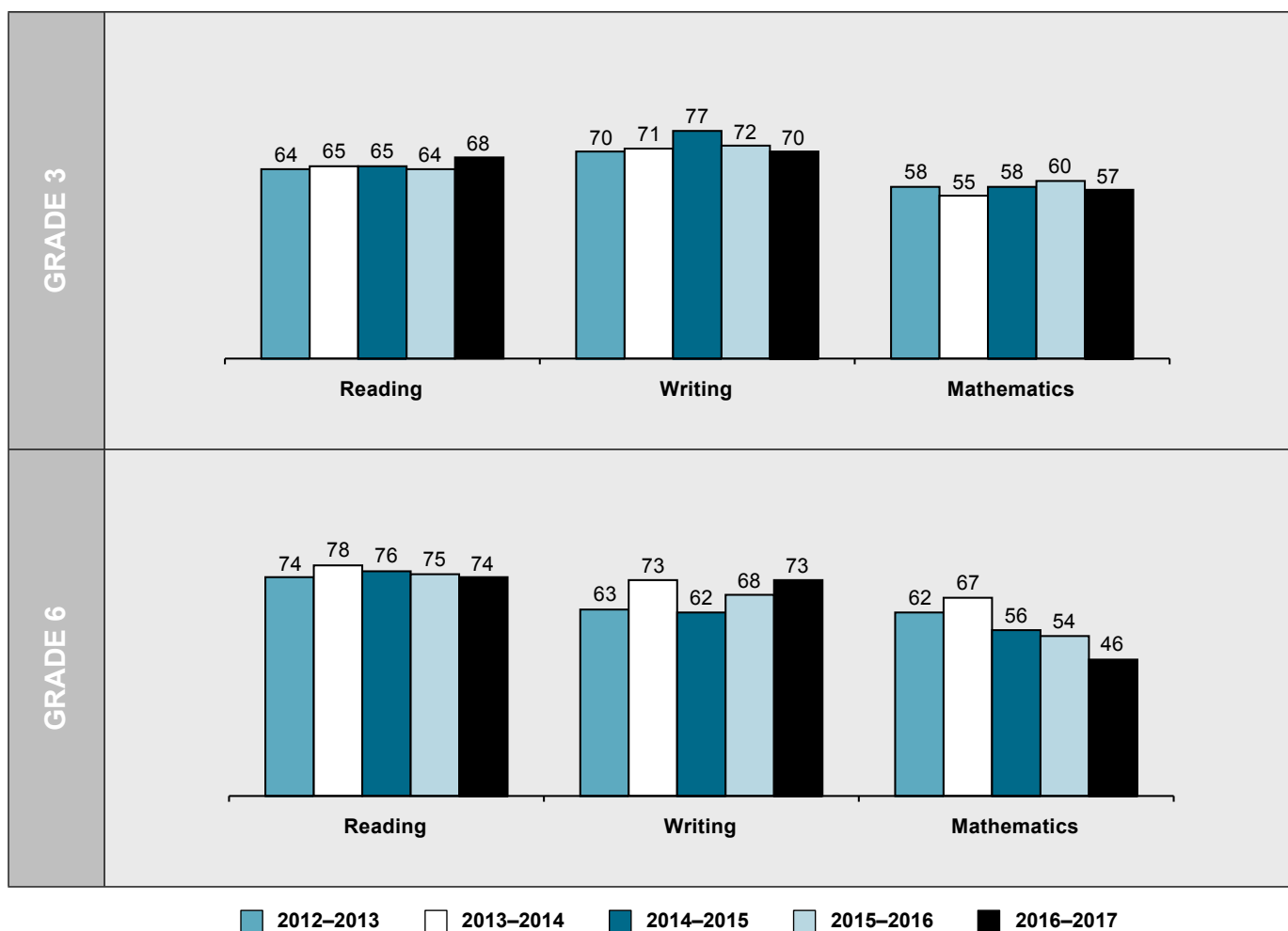
Board Name: Northwest Catholic DSB (29041)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 0% |
| Students with special education needs (excluding gifted) | 27% | 29% |
| First language learned at home other than English | 1% | 1% |
| Number of schools | 5 | 4 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 128 | 144 | 136 | 131 | 130 |
| Grade 3 mathematics | 128 | 144 | 136 | 131 | 130 |
| Grade 6 | 125 | 123 | 103 | 106 | 136 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

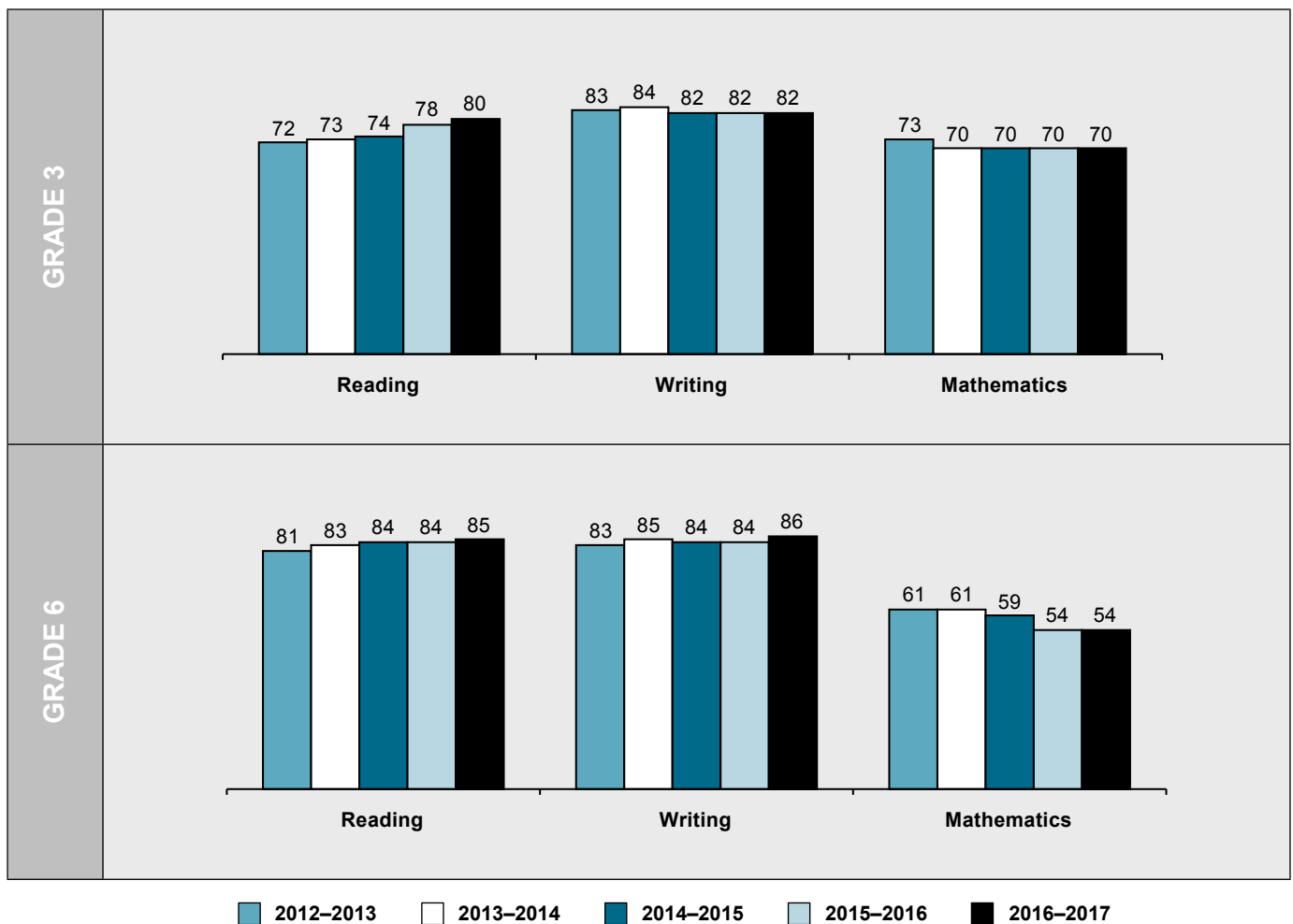
Board Name: Ottawa Catholic District School Board (67180)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 6% | 6% |
| Students with special education needs (excluding gifted) | 16% | 24% |
| First language learned at home other than English | 14% | 12% |
| Number of schools | 67 | 67 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 2 369 | 2 428 | 2 491 | 2 628 | 2 776 |
| Grade 3 mathematics | 2 369 | 2 428 | 2 491 | 2 628 | 2 776 |
| Grade 6 | 2 545 | 2 514 | 2 609 | 2 670 | 2 680 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

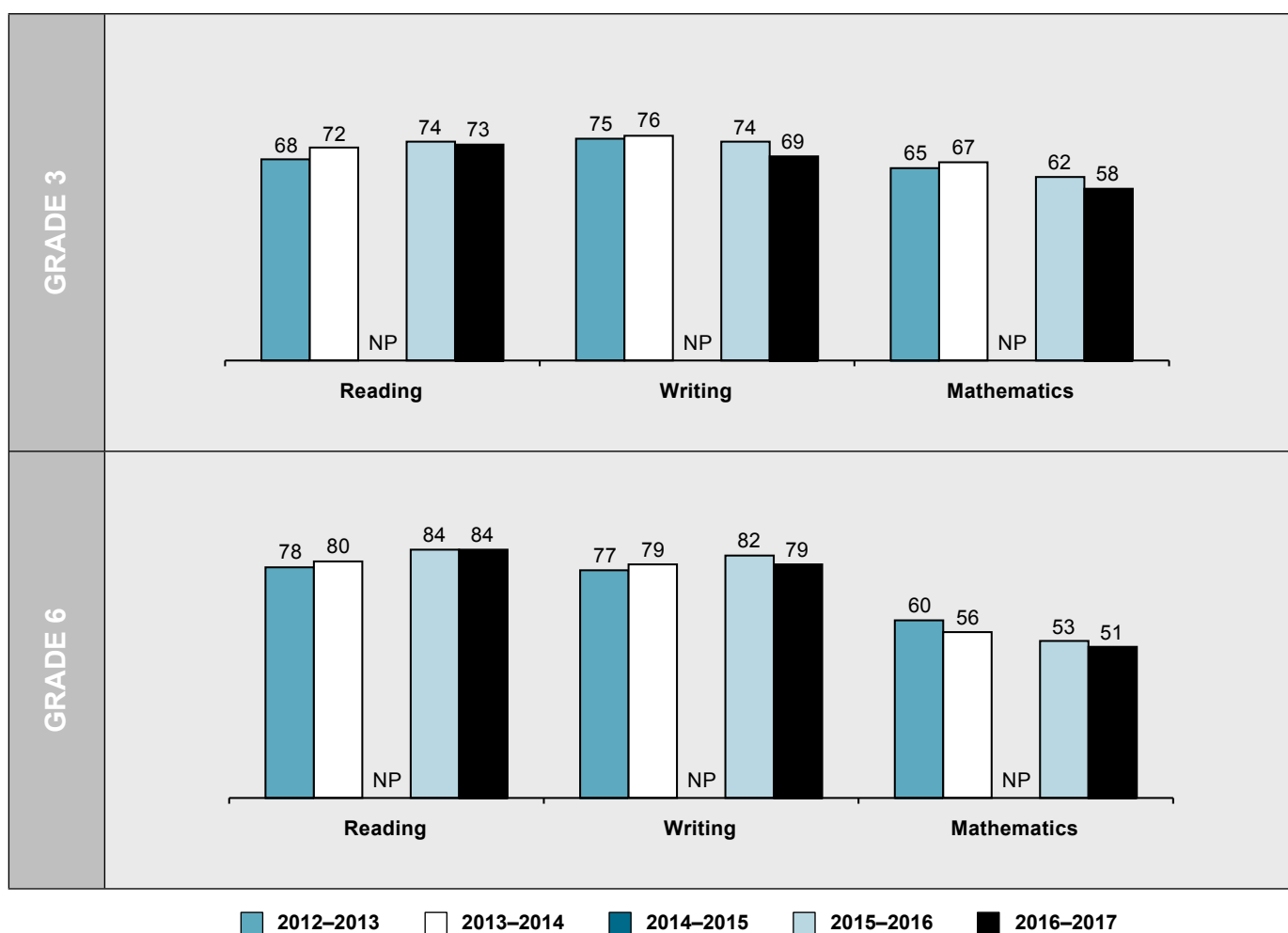
Board Name: Ottawa-Carleton DSB (66184)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 18% | 22% |
| Students with special education needs (excluding gifted) | 19% | 23% |
| First language learned at home other than English | 24% | 27% |
| Number of schools | 103 | 94 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 5 107 | 4 791 | NP | 4 779 | 4 910 |
| Grade 3 mathematics | 5 107 | 4 791 | NP | 4 780 | 4 910 |
| Grade 6 | 4 903 | 4 914 | NP | 5 001 | 4 808 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

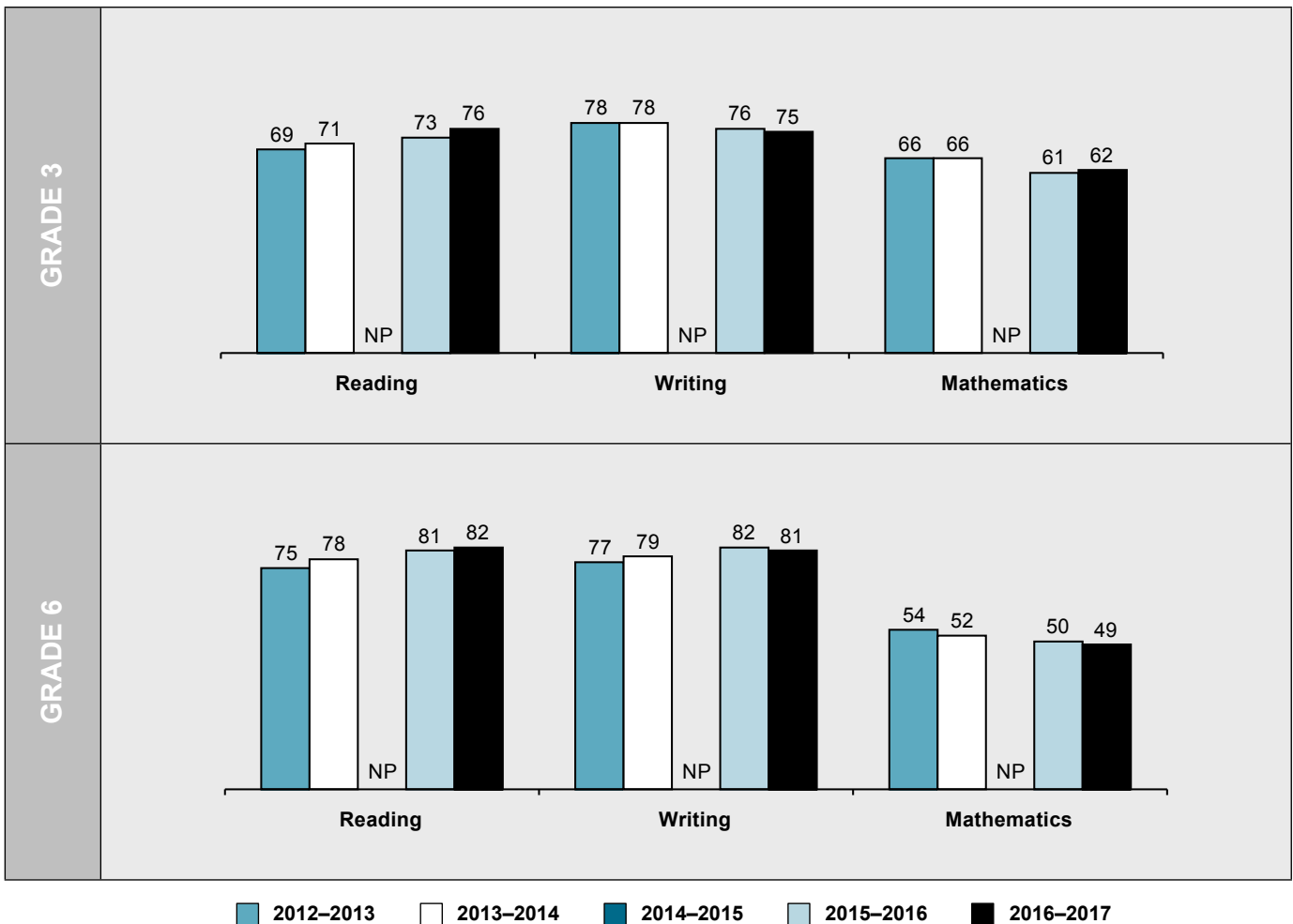
Board Name: Peel District School Board (66125)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 56% | 41% |
| Students with special education needs (excluding gifted) | 11% | 17% |
| First language learned at home other than English | 54% | 55% |
| Number of schools | 169 | 99 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 11 260 | 11 431 | NP | 11 635 | 11 777 |
| Grade 3 mathematics | 11 262 | 11 436 | NP | 11 637 | 11 777 |
| Grade 6 | 11 182 | 10 831 | NP | 11 438 | 11 799 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

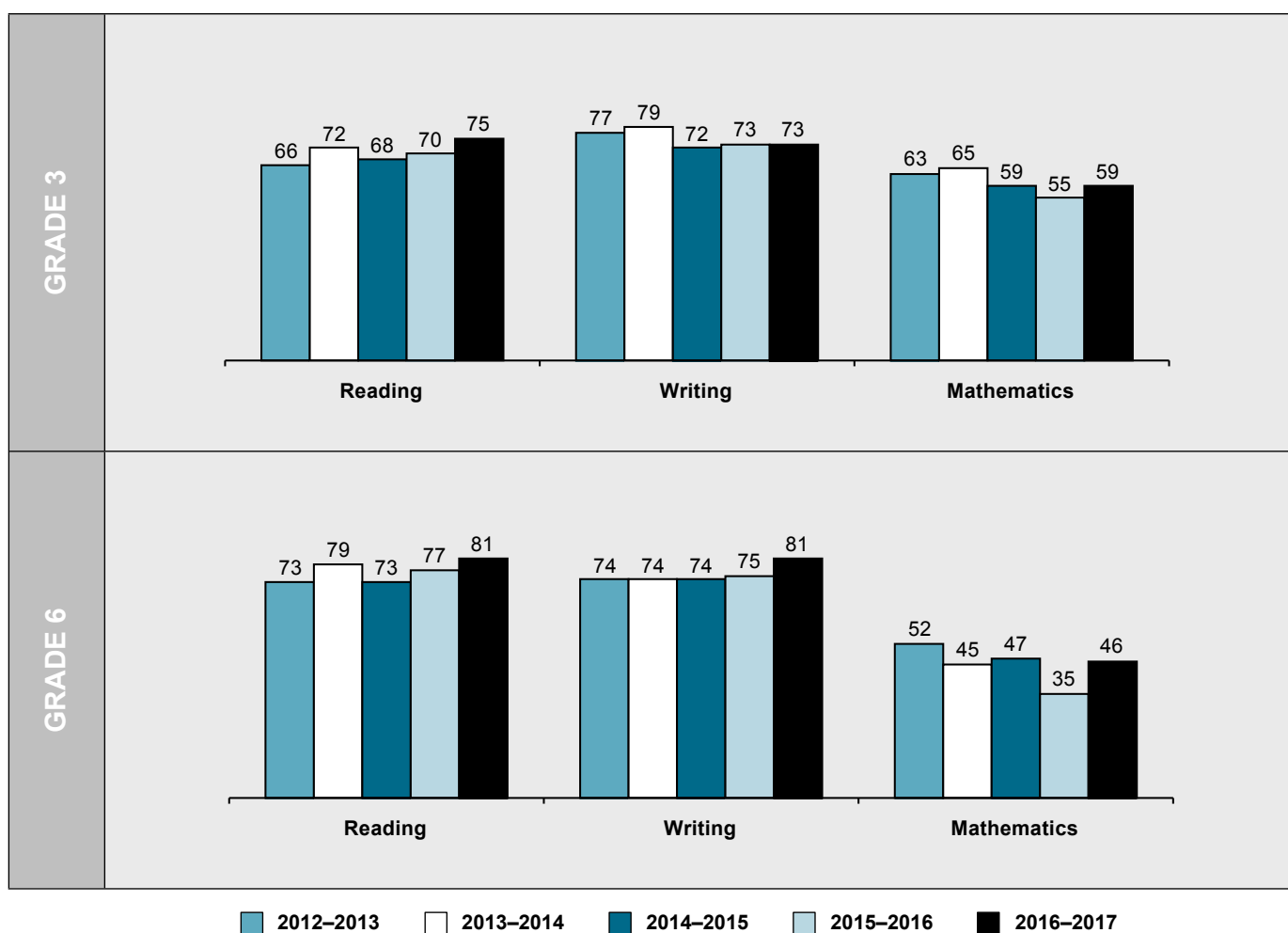
Board Name: Peterborough Victoria Northumberland and Clarington CDSB (67067)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | <1% |
| Students with special education needs (excluding gifted) | 23% | 27% |
| First language learned at home other than English | 4% | 3% |
| Number of schools | 30 | 30 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 919 | 959 | 1 019 | 994 | 1 044 |
| Grade 3 mathematics | 919 | 959 | 1 020 | 994 | 1 044 |
| Grade 6 | 1 025 | 933 | 989 | 1 001 | 1 023 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

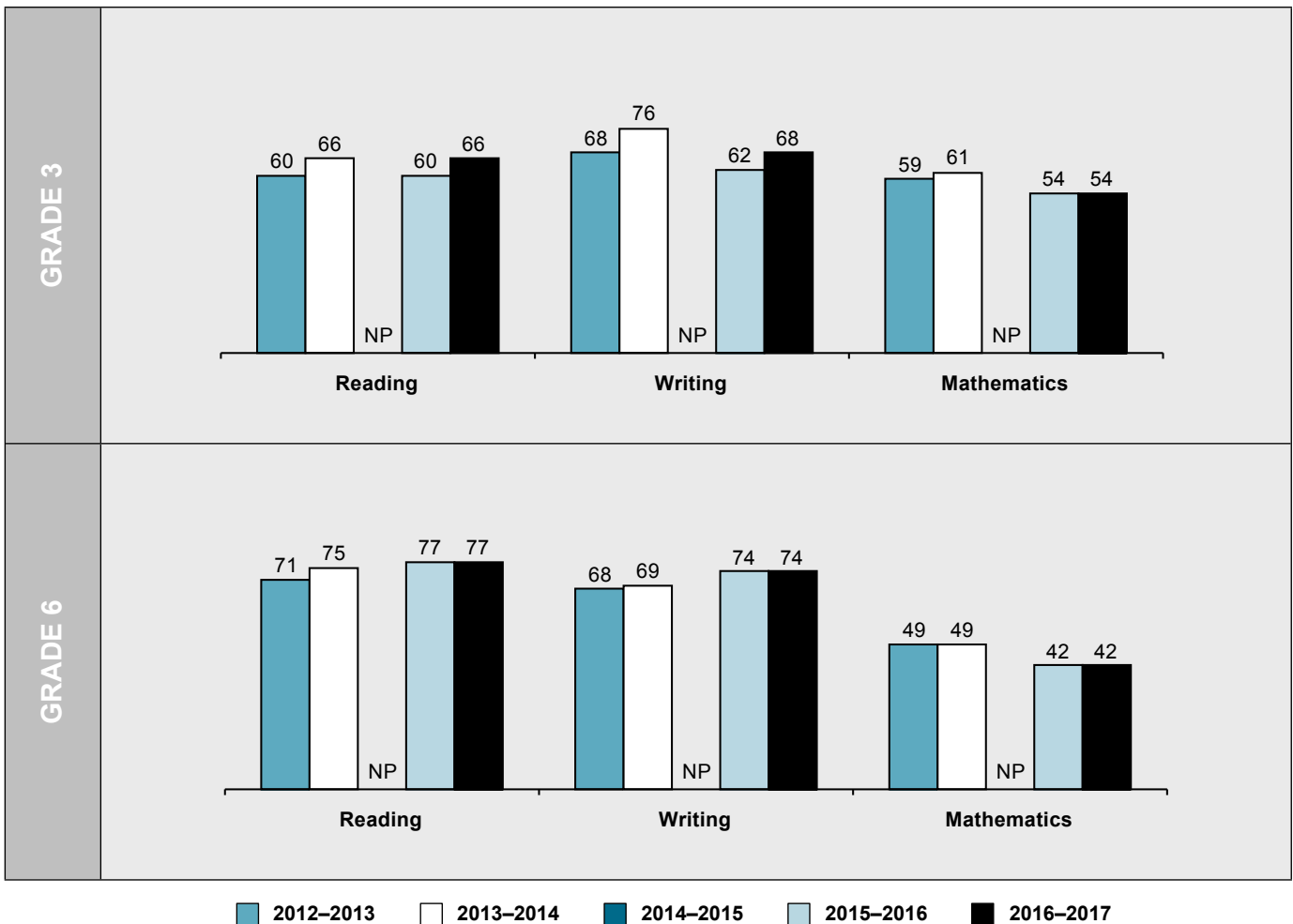
Board Name: Rainbow District School Board (28029)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | <1% |
| Students with special education needs (excluding gifted) | 27% | 29% |
| First language learned at home other than English | 1% | 1% |
| Number of schools | 32 | 32 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 810 | 816 | NP | 851 | 904 |
| Grade 3 mathematics | 810 | 816 | NP | 851 | 904 |
| Grade 6 | 953 | 830 | NP | 845 | 876 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

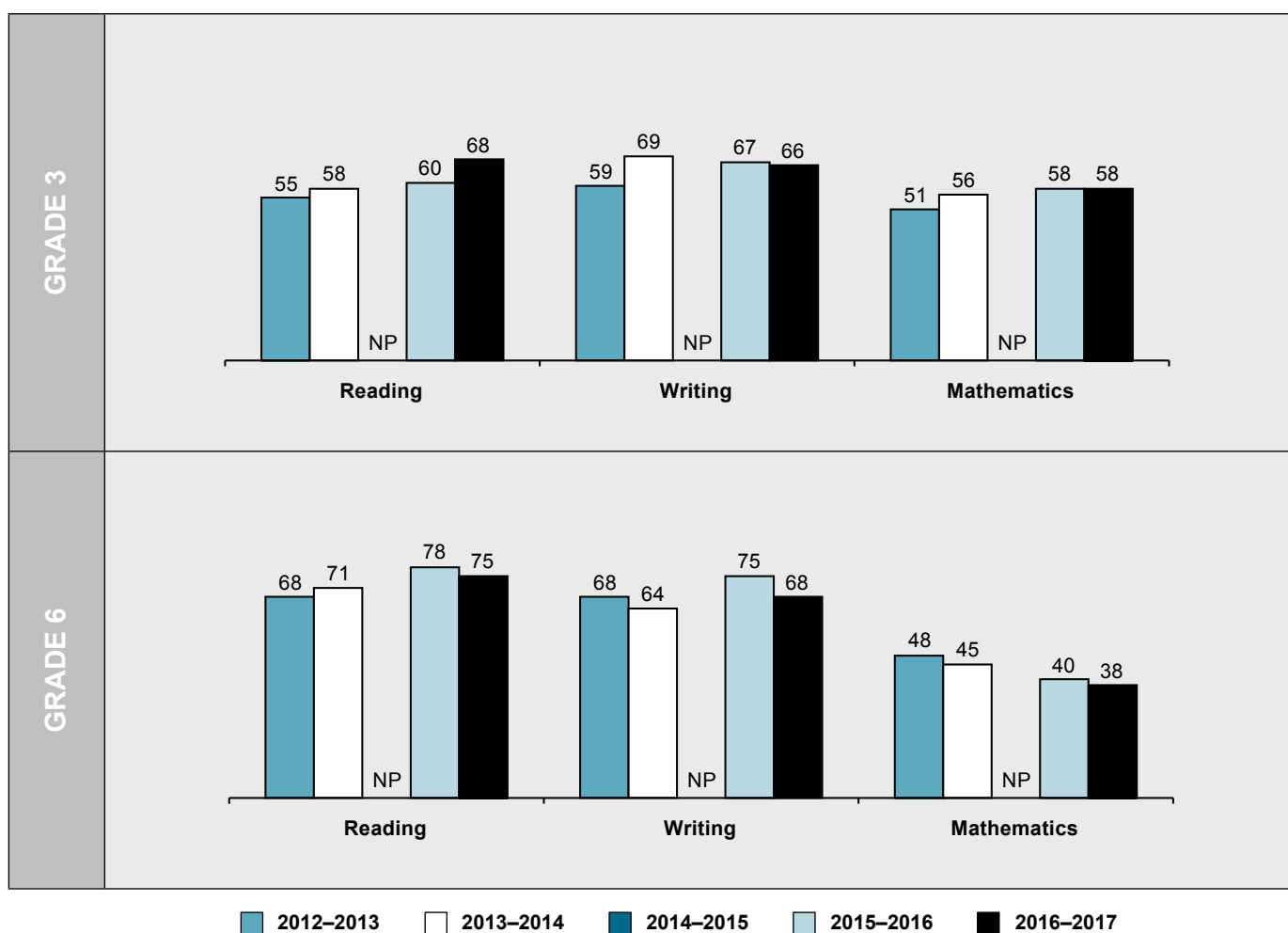
Board Name: Rainy River DSB (28053)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 0% |
| Students with special education needs (excluding gifted) | 24% | 31% |
| First language learned at home other than English | 2% | 1% |
| Number of schools | 10 | 10 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 179 | 177 | NP | 183 | 172 |
| Grade 3 mathematics | 179 | 177 | NP | 183 | 172 |
| Grade 6 | 190 | 182 | NP | 189 | 179 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

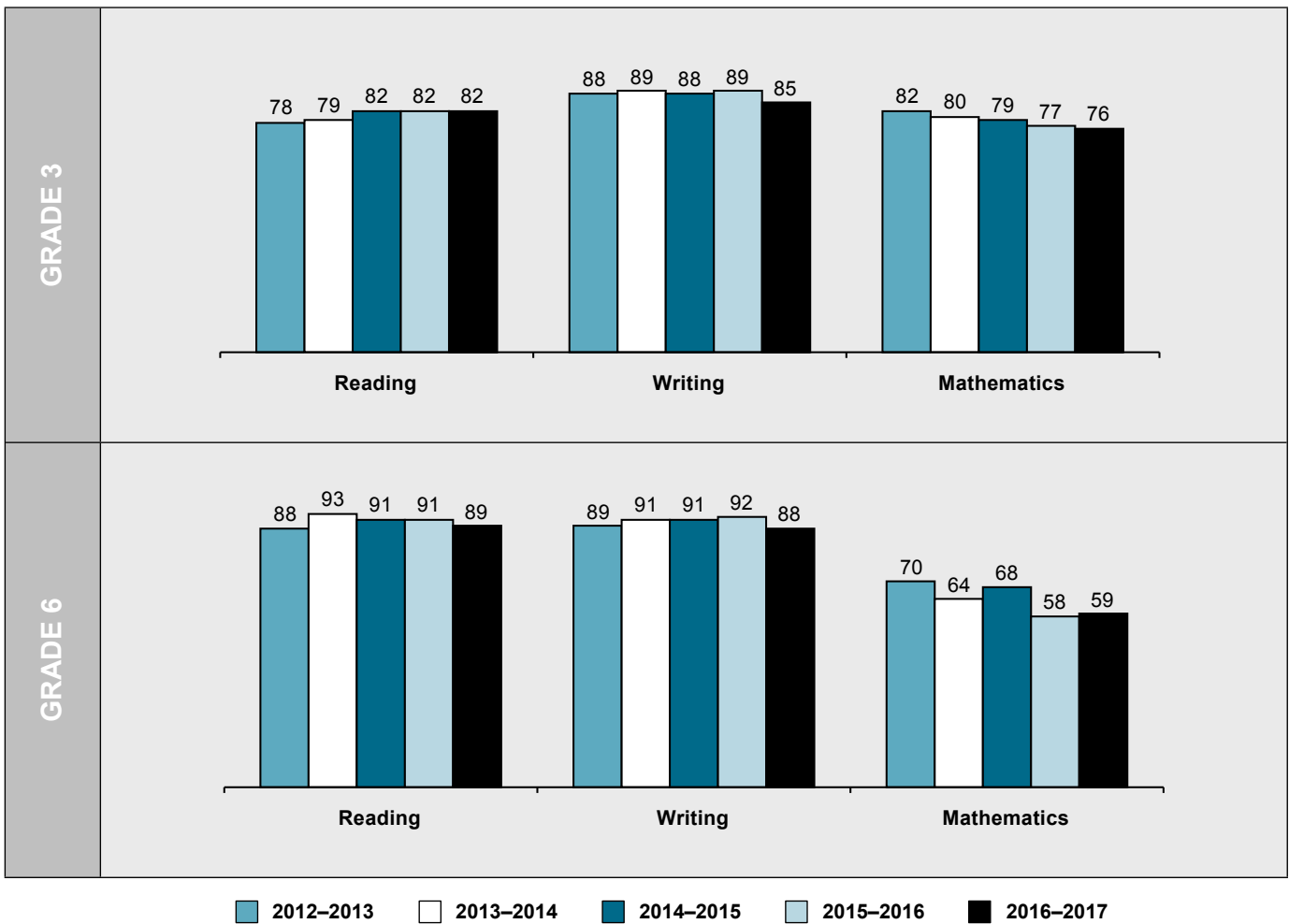
Board Name: Renfrew County Catholic DSB (67199)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 0% |
| Students with special education needs (excluding gifted) | 27% | 31% |
| First language learned at home other than English | 2% | 1% |
| Number of schools | 18 | 18 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 345 | 341 | 320 | 379 | 374 |
| Grade 3 mathematics | 345 | 341 | 320 | 379 | 365 |
| Grade 6 | 387 | 349 | 344 | 332 | 328 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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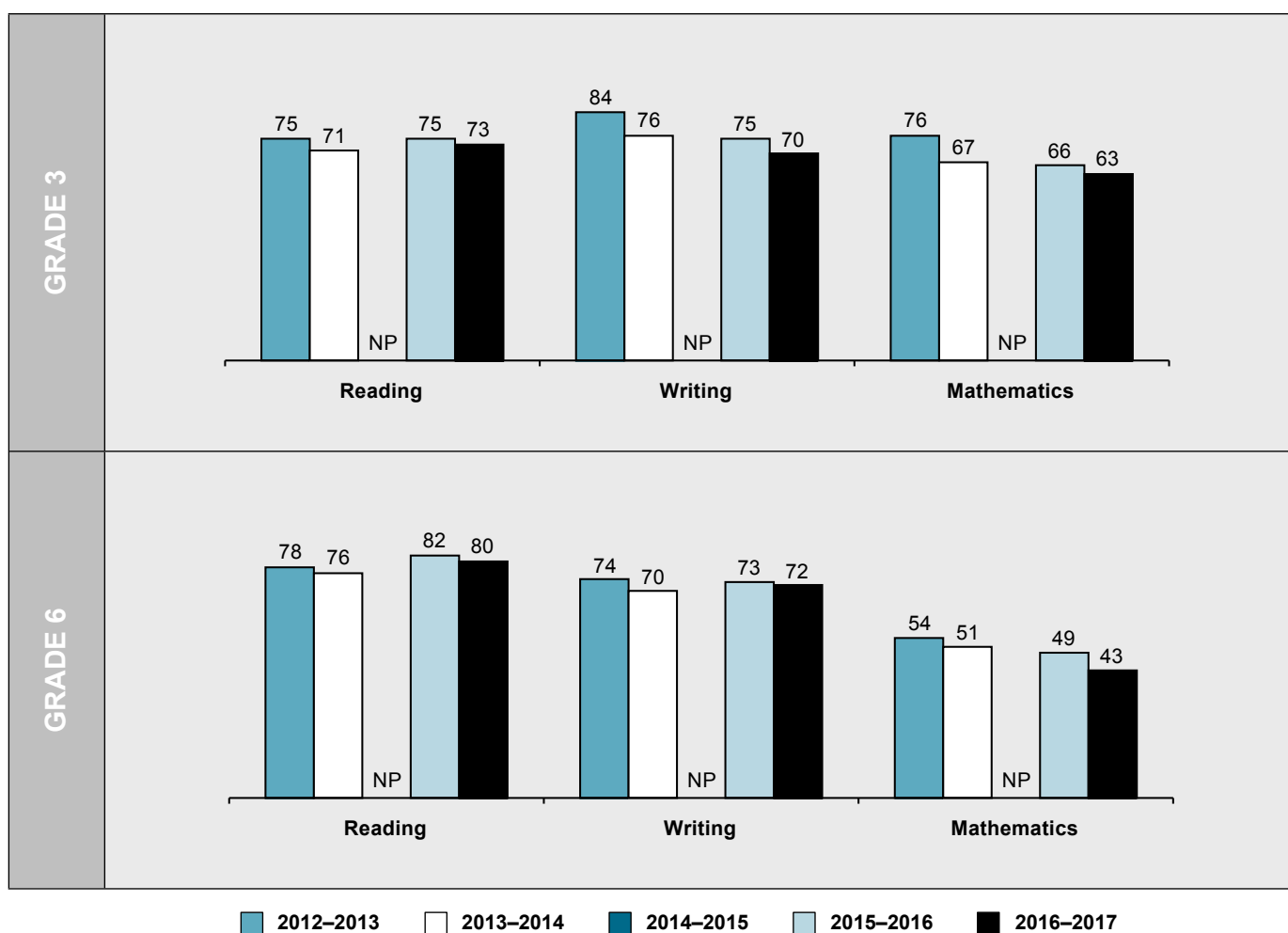
Board Name: Renfrew County DSB (66214)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | 1% |
| Students with special education needs (excluding gifted) | 30% | 27% |
| First language learned at home other than English | 2% | 2% |
| Number of schools | 20 | 20 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 579 | 529 | NP | 614 | 588 |
| Grade 3 mathematics | 579 | 529 | NP | 614 | 588 |
| Grade 6 | 606 | 596 | NP | 597 | 537 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

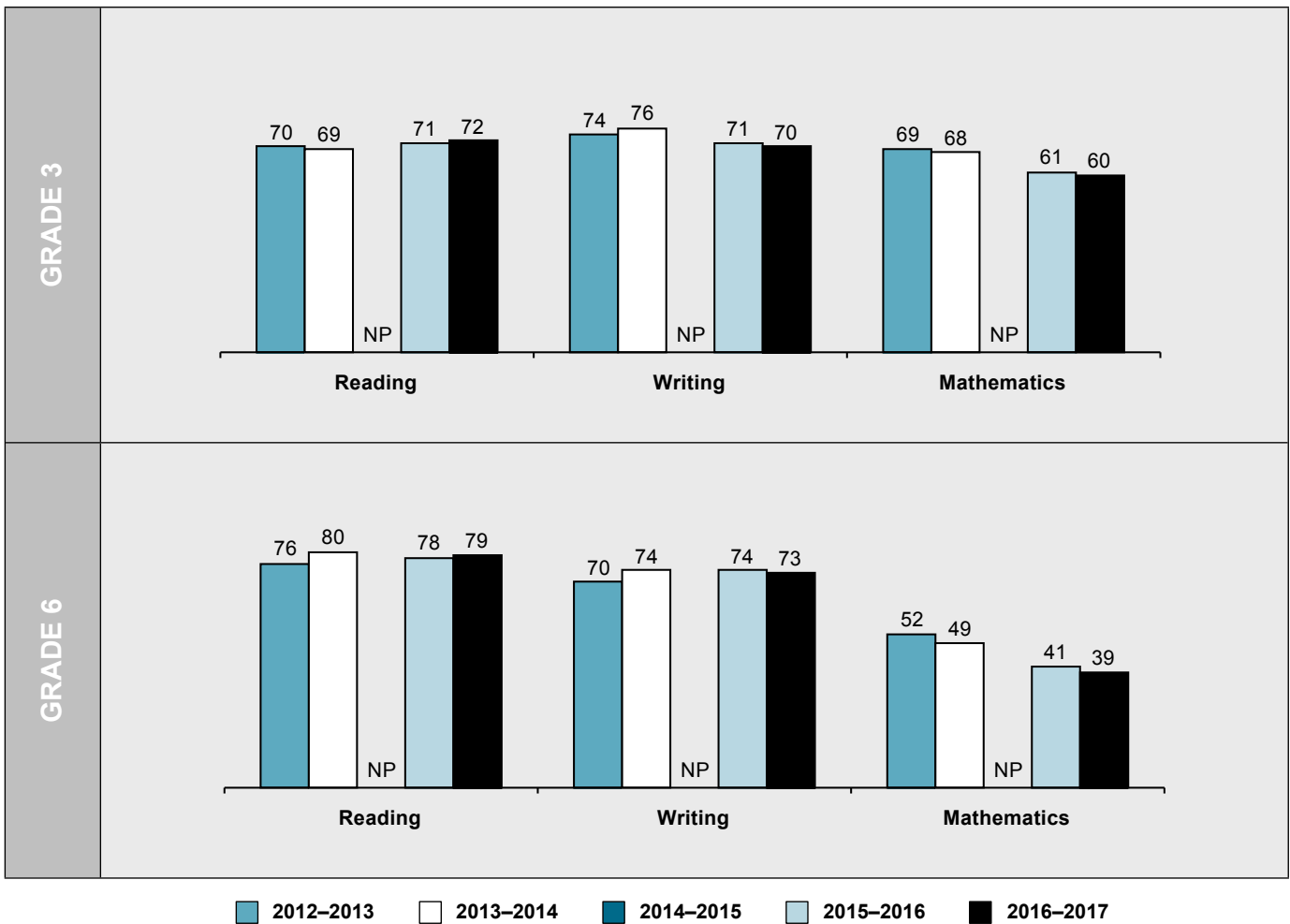
Board Name: Simcoe County DSB (66109)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | <1% |
| Students with special education needs (excluding gifted) | 25% | 27% |
| First language learned at home other than English | 4% | 4% |
| Number of schools | 85 | 85 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 3 454 | 3 424 | NP | 3 246 | 3 305 |
| Grade 3 mathematics | 3 454 | 3 424 | NP | 3 635 | 3 636 |
| Grade 6 | 3 691 | 3 521 | NP | 3 610 | 3 682 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

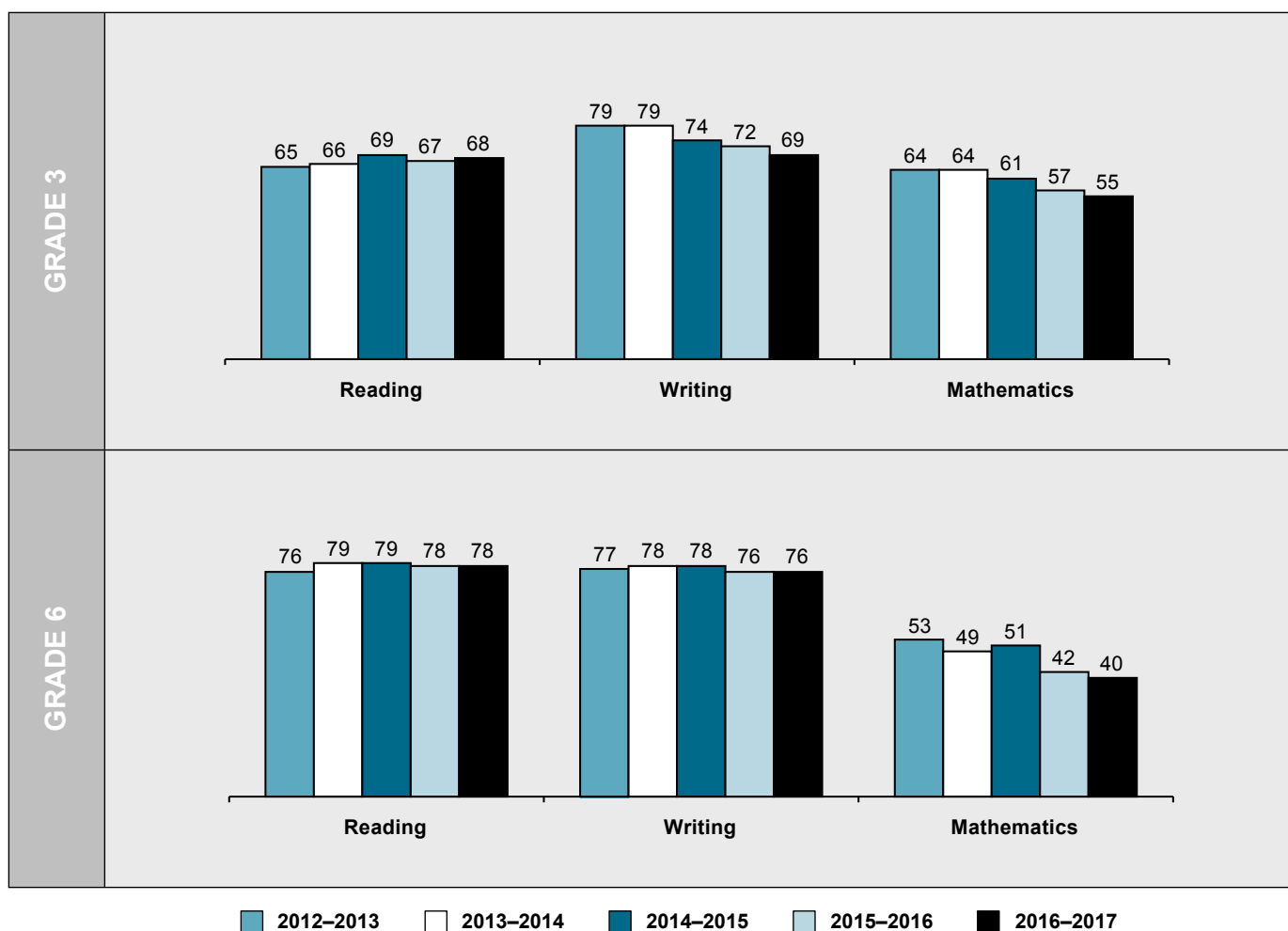
Board Name: Simcoe Muskoka Catholic DSB (67091)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | 1% |
| Students with special education needs (excluding gifted) | 17% | 21% |
| First language learned at home other than English | 4% | 4% |
| Number of schools | 41 | 42 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 320 | 1 327 | 1 394 | 1 385 | 1 487 |
| Grade 3 mathematics | 1 320 | 1 327 | 1 394 | 1 385 | 1 487 |
| Grade 6 | 1 349 | 1 360 | 1 376 | 1 377 | 1 437 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

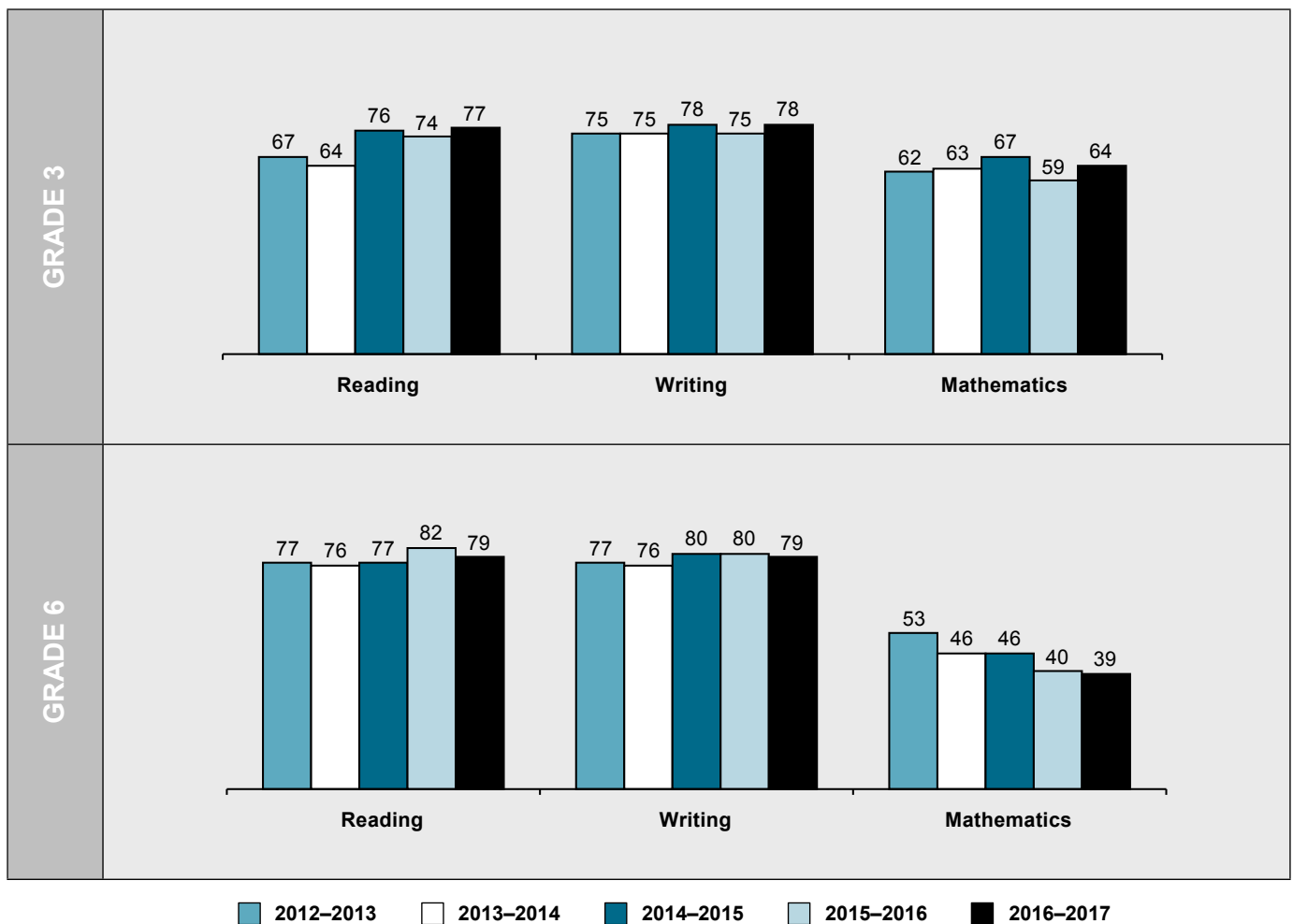
Board Name: St. Clair Catholic District School Board (67040)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 0% |
| Students with special education needs (excluding gifted) | 28% | 34% |
| First language learned at home other than English | <1% | <1% |
| Number of schools | 26 | 26 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 623 | 630 | 627 | 565 | 671 |
| Grade 3 mathematics | 623 | 630 | 627 | 565 | 671 |
| Grade 6 | 645 | 633 | 648 | 623 | 634 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

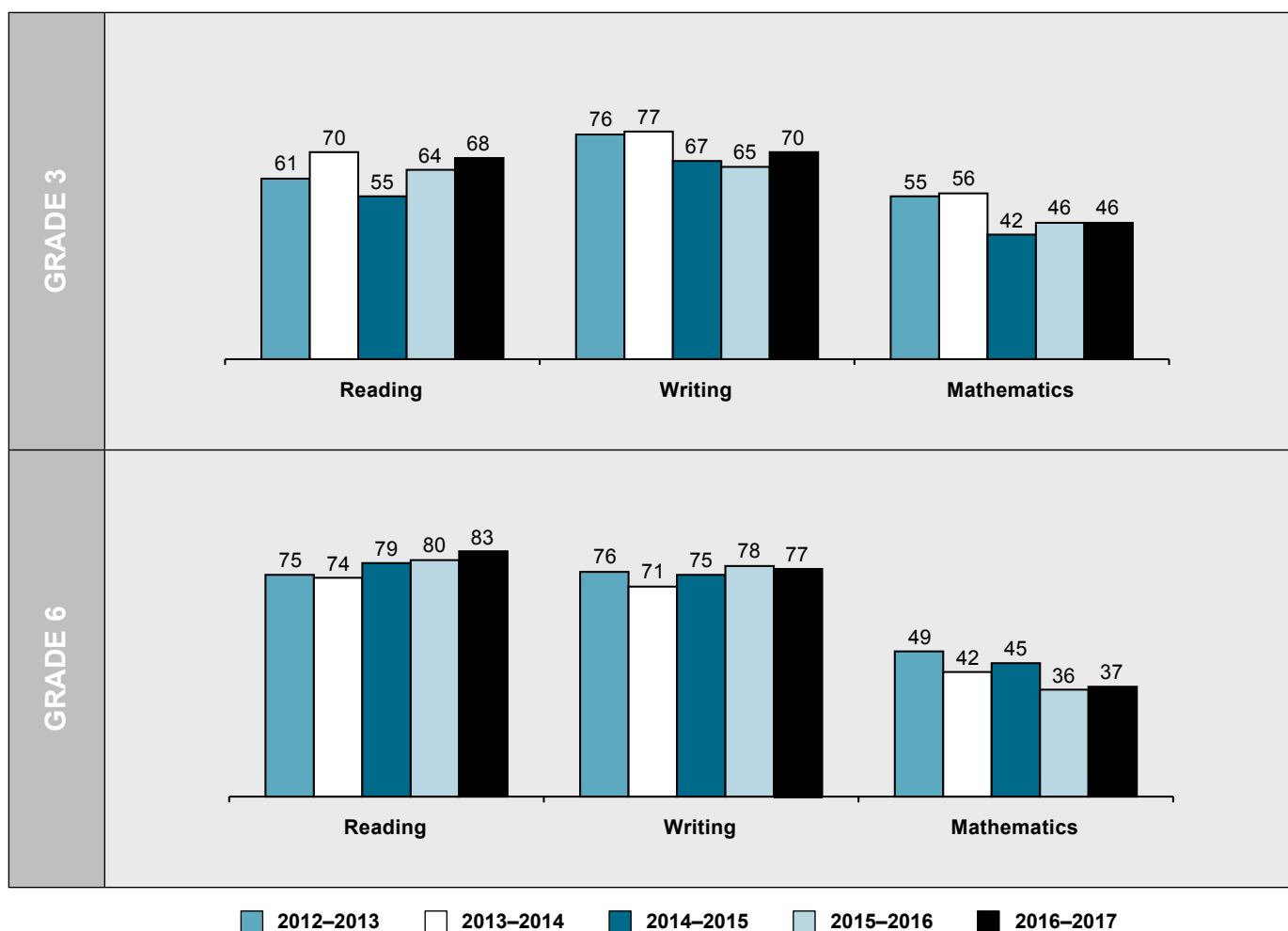
Board Name: Sudbury Catholic DSB (29033)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | 0% |
| Students with special education needs (excluding gifted) | 28% | 29% |
| First language learned at home other than English | 3% | 2% |
| Number of schools | 12 | 13 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 381 | 386 | 393 | 418 | 388 |
| Grade 3 mathematics | 381 | 386 | 393 | 418 | 388 |
| Grade 6 | 415 | 438 | 382 | 369 | 368 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

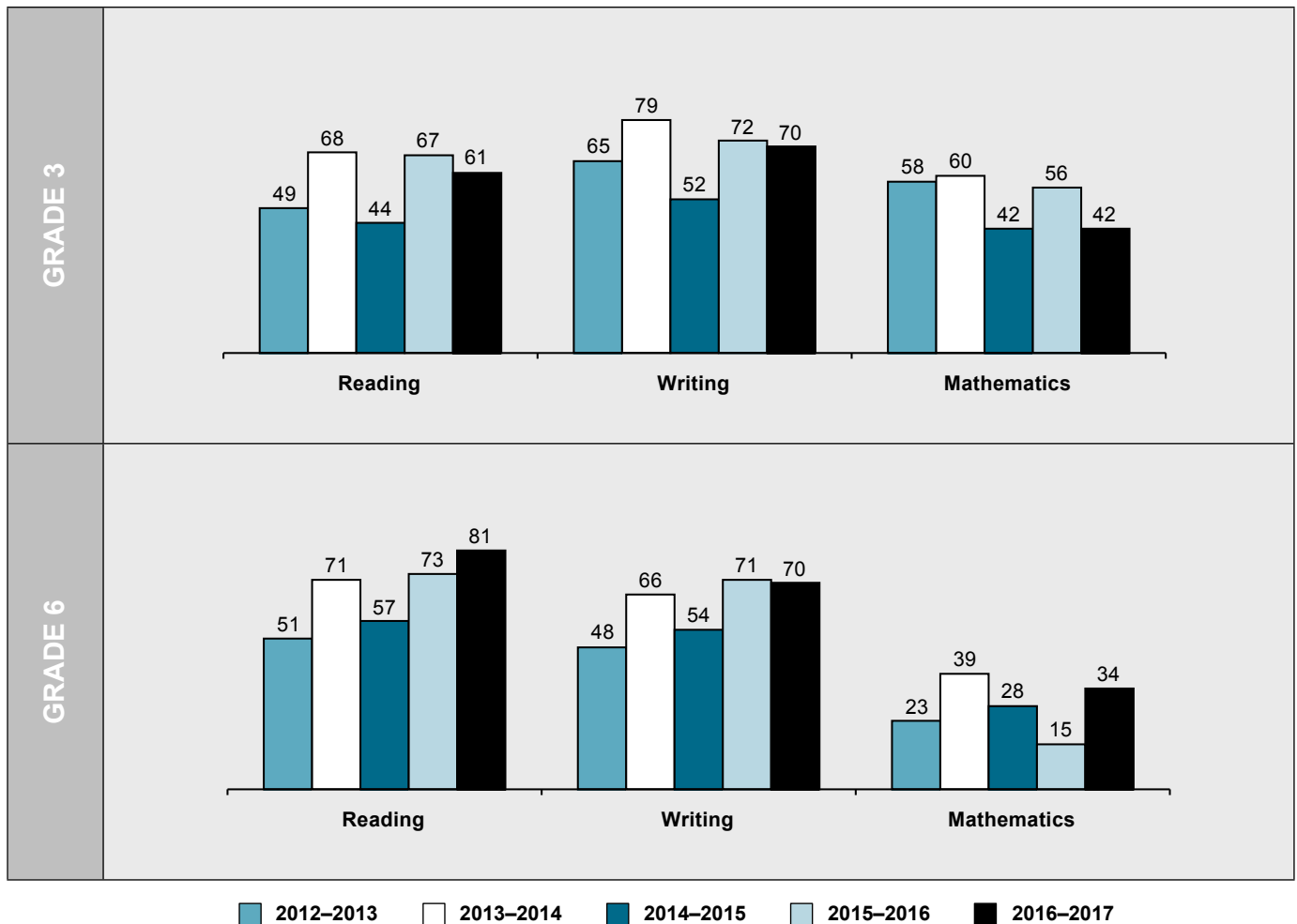
Board Name: Superior North Catholic DSB (29076)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 0% | 0% |
| Students with special education needs (excluding gifted) | 30% | 30% |
| First language learned at home other than English | 0% | 0% |
| Number of schools | 9 | 9 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 77 | 78 | 62 | 78 | 79 |
| Grade 3 mathematics | 77 | 78 | 62 | 78 | 79 |
| Grade 6 | 82 | 77 | 83 | 84 | 77 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

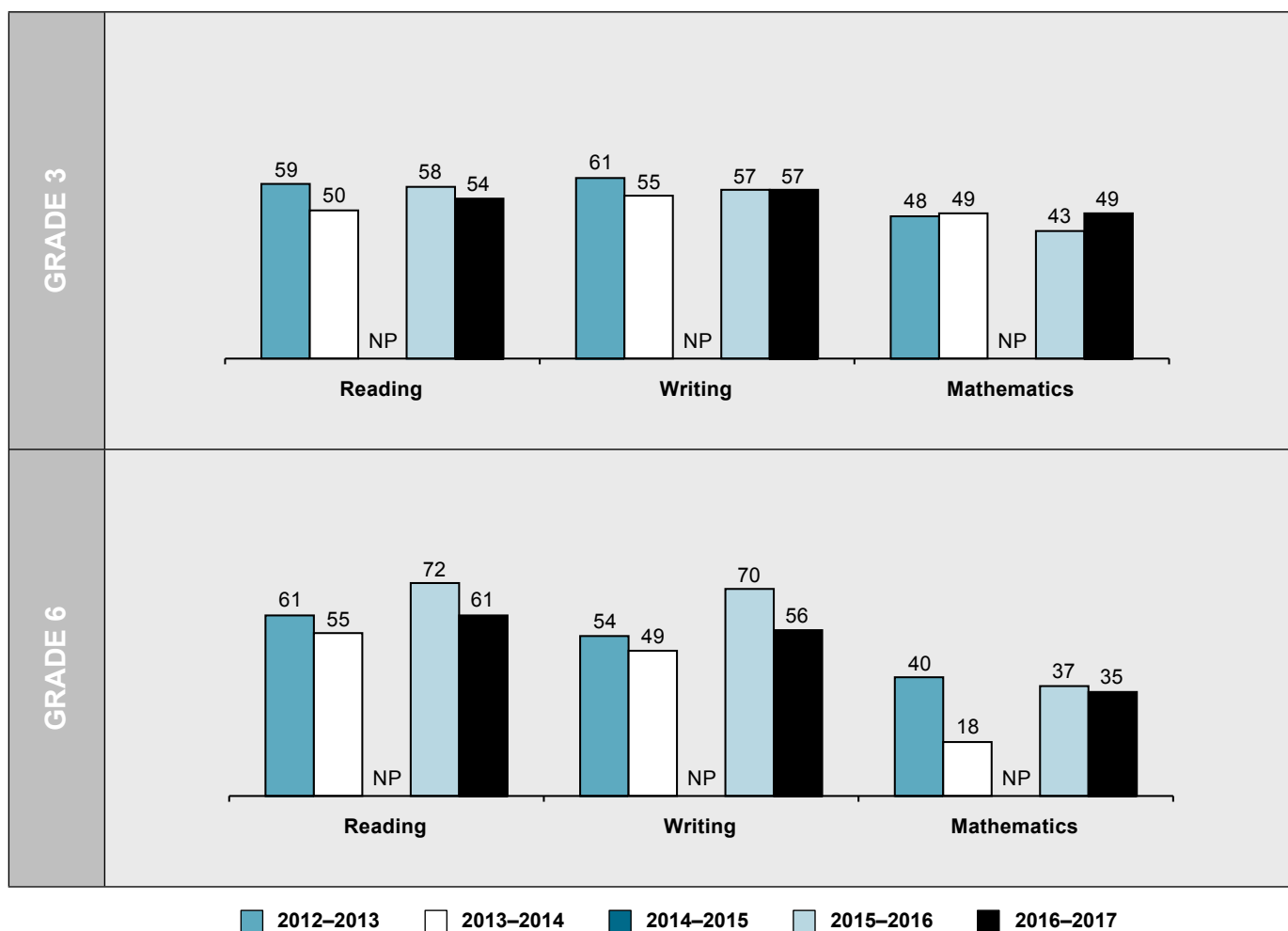
Board Name: Superior-Greenstone DSB (28070)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | 2% |
| Students with special education needs (excluding gifted) | 23% | 39% |
| First language learned at home other than English | 1% | 0% |
| Number of schools | 10 | 10 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 66 | 80 | NP | 76 | 84 |
| Grade 3 mathematics | 66 | 80 | NP | 76 | 84 |
| Grade 6 | 80 | 80 | NP | 67 | 66 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

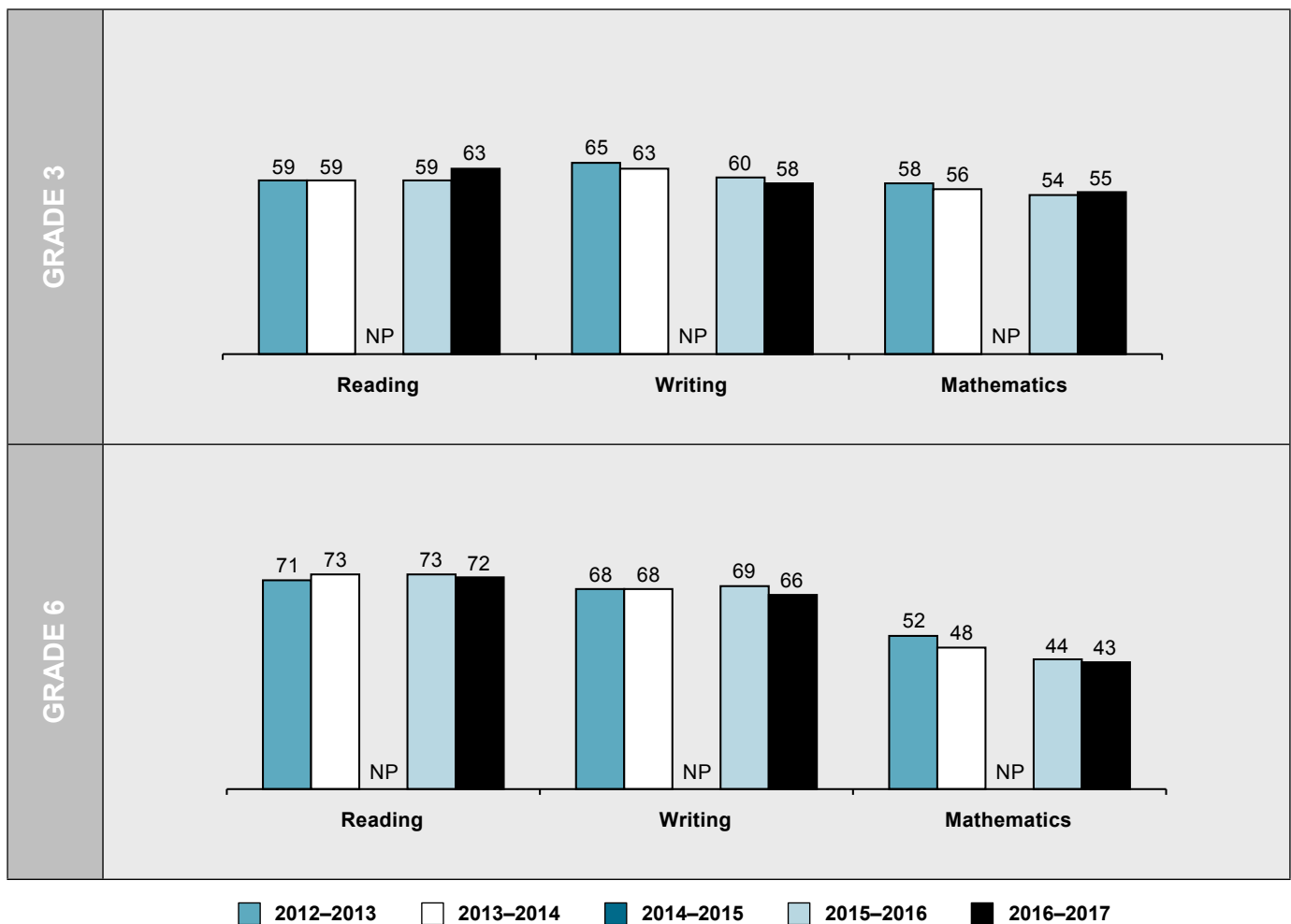
Board Name: Thames Valley District School Board (66044)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 11% | 9% |
| Students with special education needs (excluding gifted) | 12% | 19% |
| First language learned at home other than English | 13% | 13% |
| Number of schools | 127 | 128 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 4 456 | 4 354 | NP | 4 887 | 4 868 |
| Grade 3 mathematics | 4 995 | 4 920 | NP | 5 437 | 5 440 |
| Grade 6 | 5 167 | 5 045 | NP | 5 121 | 5 149 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

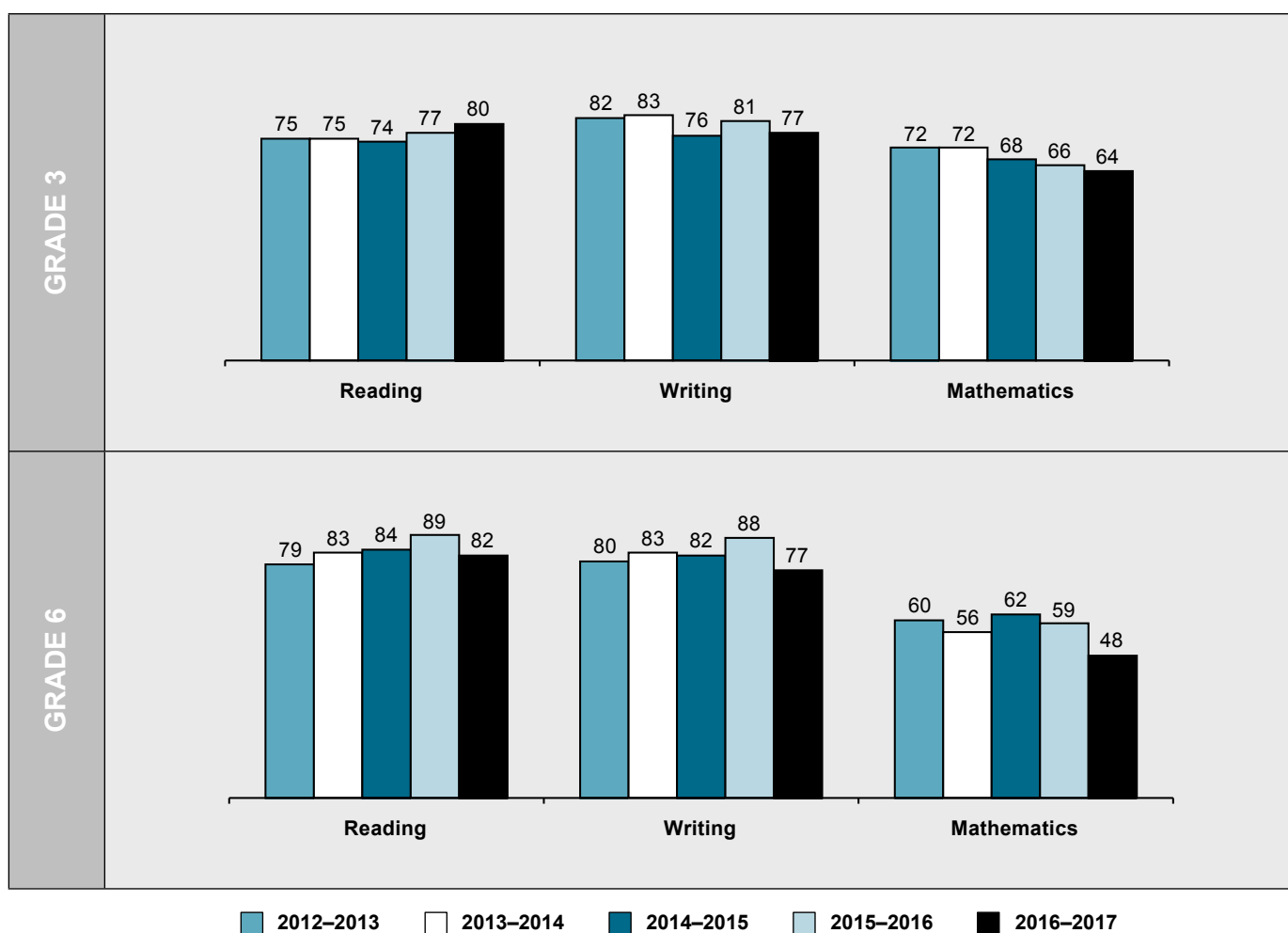
Board Name: Thunder Bay Catholic DSB (29068)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 1% | 3% |
| Students with special education needs (excluding gifted) | 30% | 28% |
| First language learned at home other than English | 2% | 2% |
| Number of schools | 15 | 15 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 526 | 549 | 516 | 544 | 570 |
| Grade 3 mathematics | 526 | 549 | 517 | 544 | 570 |
| Grade 6 | 597 | 586 | 565 | 524 | 556 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

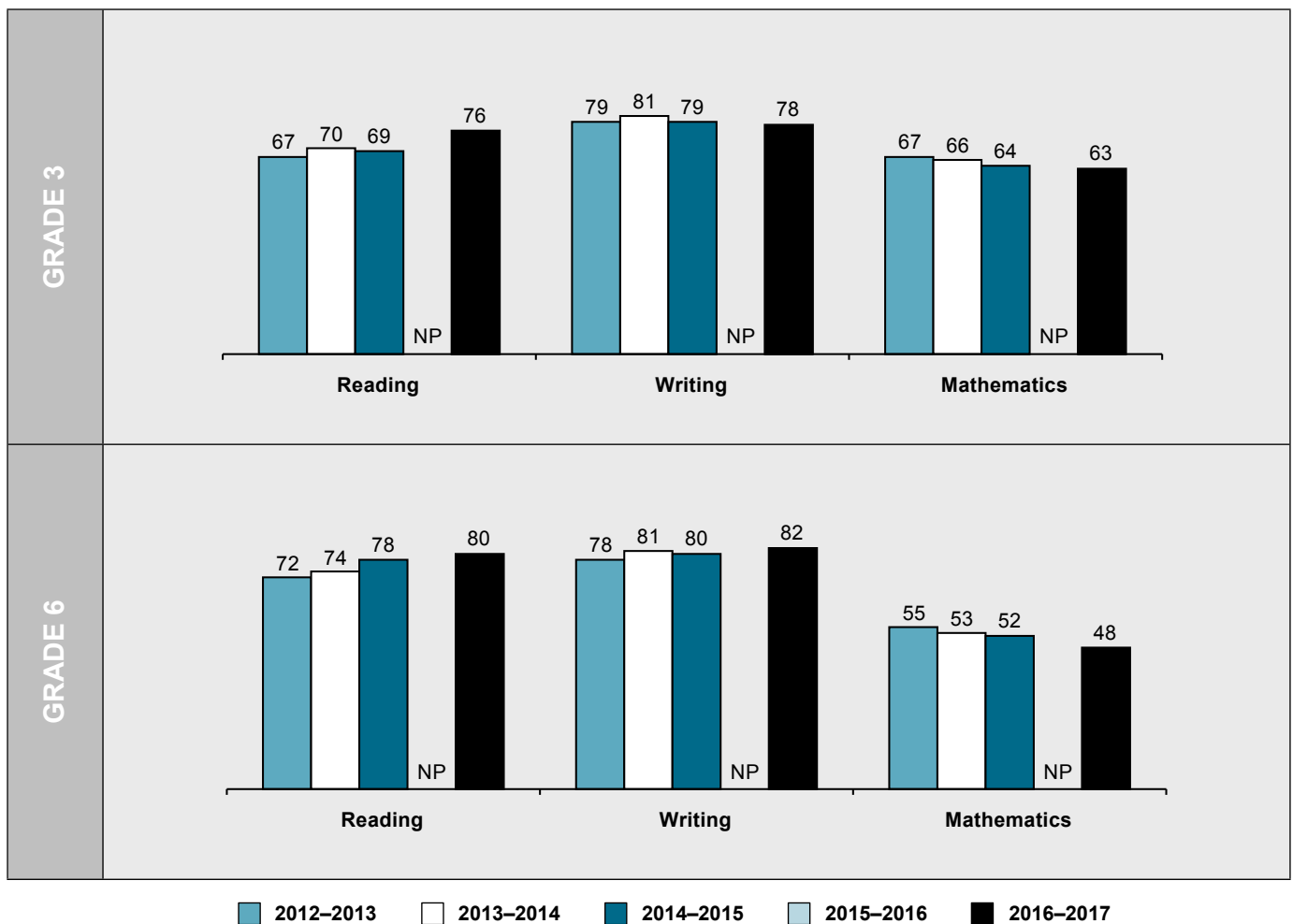
Board Name: Toronto Catholic District School Board (67059)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 10% | 11% |
| Students with special education needs (excluding gifted) | 17% | 20% |
| First language learned at home other than English | 23% | 27% |
| Number of schools | 167 | 167 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 5 693 | 5 848 | 5 803 | NP | 5 885 |
| Grade 3 mathematics | 5 903 | 6 051 | 6 010 | NP | 6 153 |
| Grade 6 | 6 523 | 5 988 | 6 235 | NP | 6 322 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

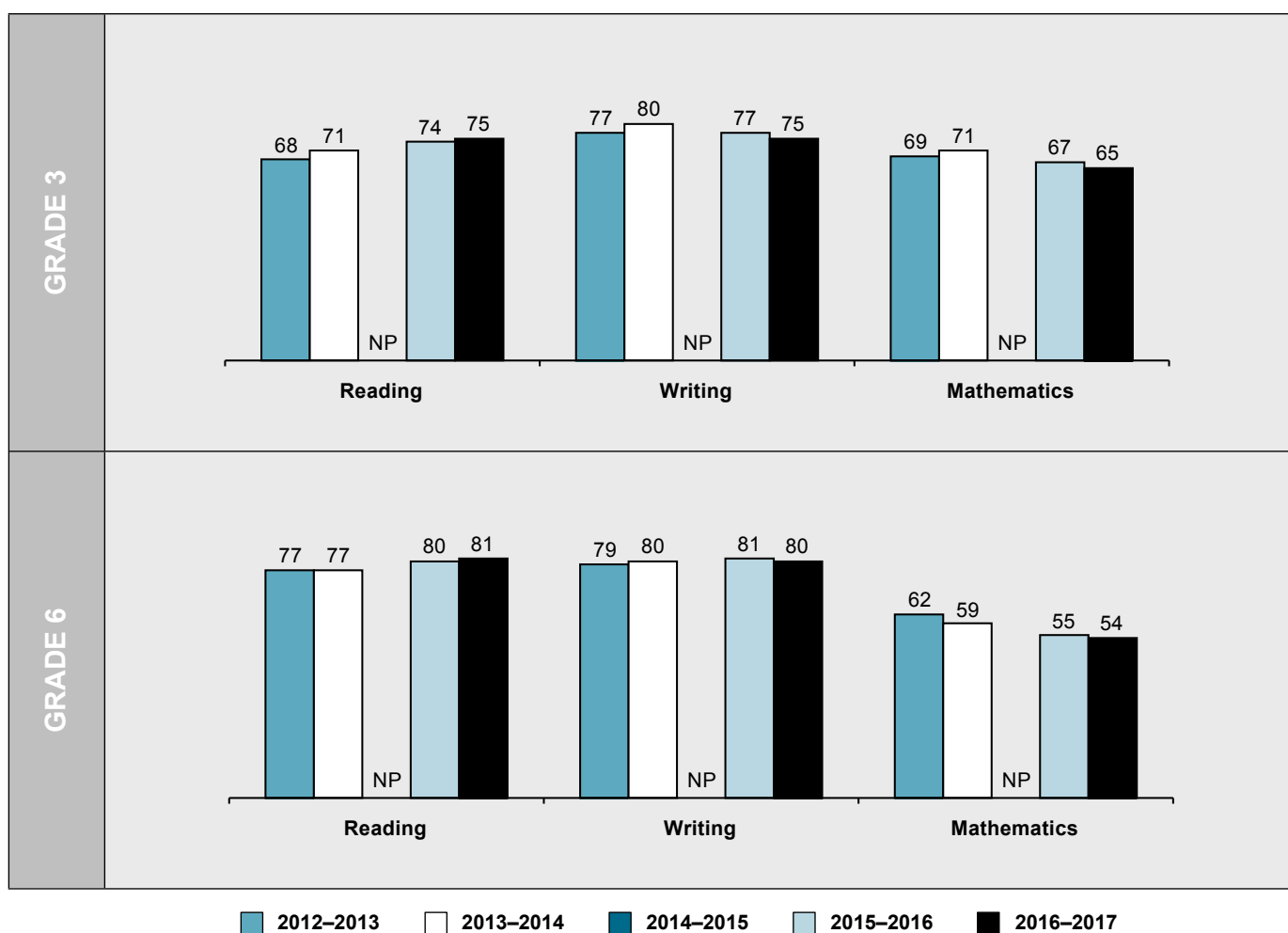
Board Name: Toronto DSB (66052)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 7% | 5% |
| Students with special education needs (excluding gifted) | 19% | 22% |
| First language learned at home other than English | 39% | 41% |
| Number of schools | 396 | 336 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 15 505 | 15 389 | NP | 15 706 | 15 541 |
| Grade 3 mathematics | 17 188 | 17 214 | NP | 17 676 | 17 702 |
| Grade 6 | 16 452 | 16 224 | NP | 16 202 | 16 324 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

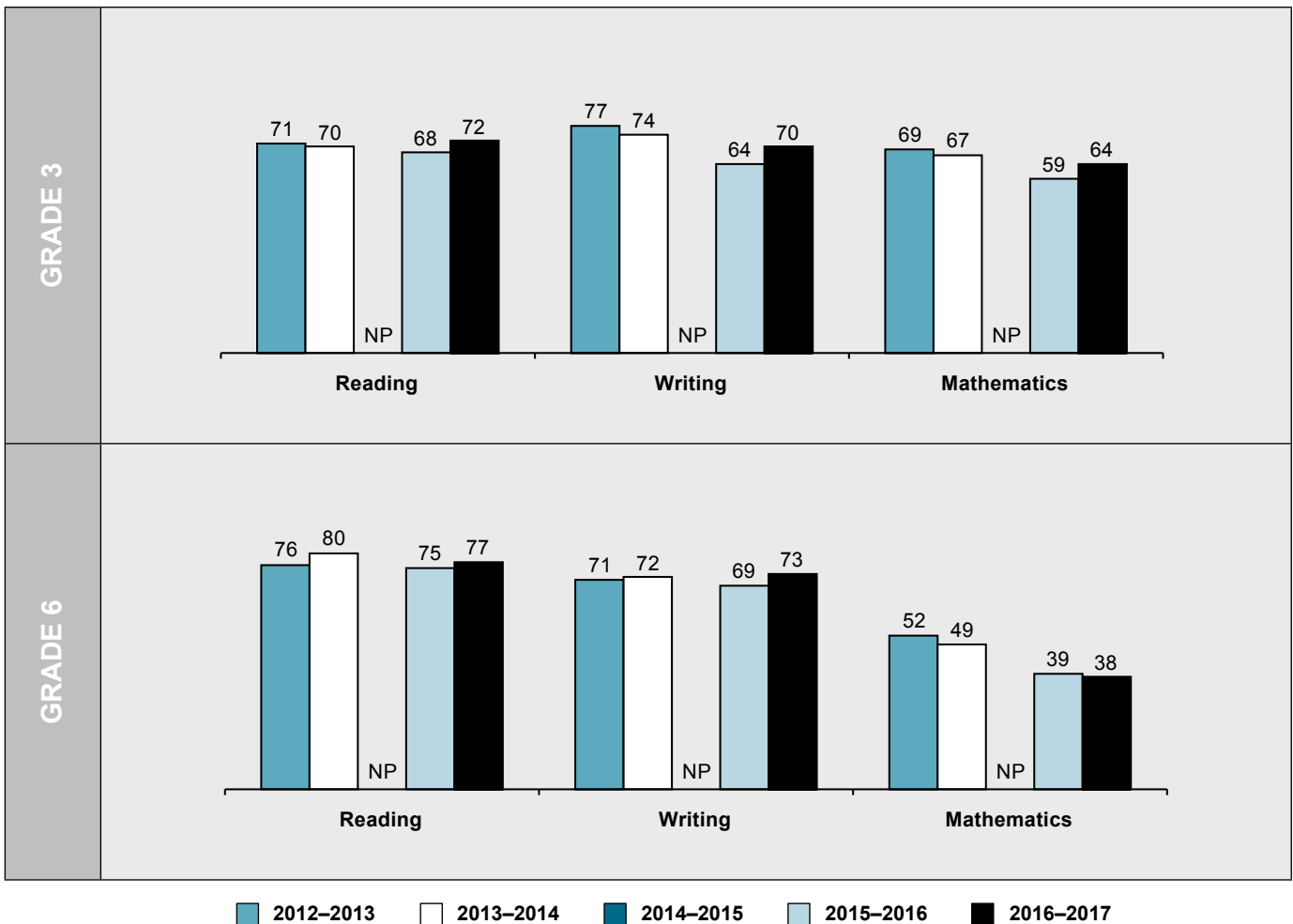
Board Name: Trillium Lakelands DSB (66087)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | <1% | <1% |
| Students with special education needs (excluding gifted) | 31% | 38% |
| First language learned at home other than English | 1% | 1% |
| Number of schools | 35 | 35 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 899 | 900 | NP | 955 | 969 |
| Grade 3 mathematics | 1 025 | 1 074 | NP | 1 116 | 1 145 |
| Grade 6 | 1 149 | 1 030 | NP | 1 061 | 1 126 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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, some or all of the board's students did not participate.

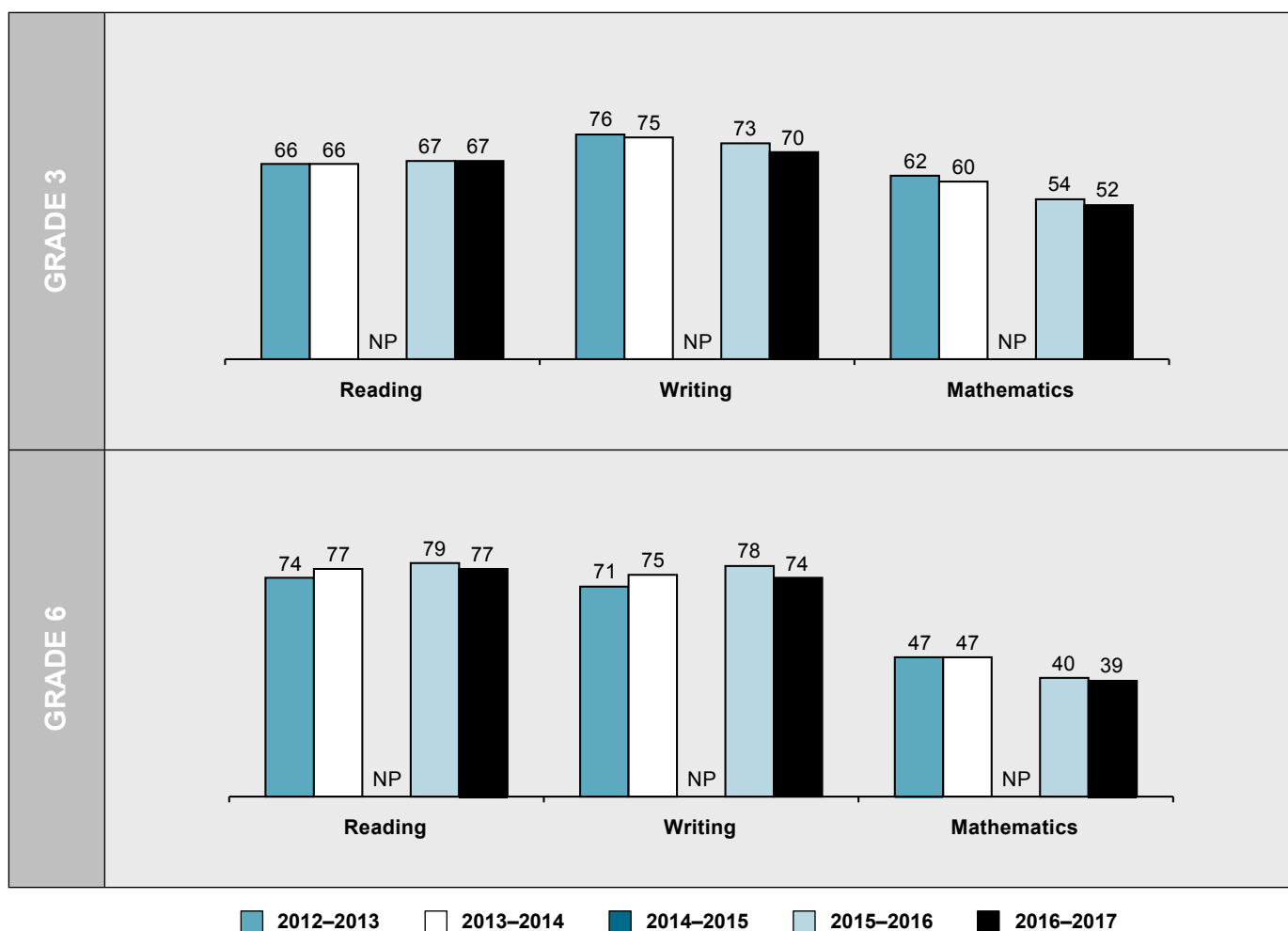
Board Name: Upper Canada DSB (66192)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 3% | 3% |
| Students with special education needs (excluding gifted) | 33% | 32% |
| First language learned at home other than English | 3% | 3% |
| Number of schools | 63 | 63 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 783 | 1 732 | NP | 1 853 | 1 806 |
| Grade 3 mathematics | 1 783 | 1 730 | NP | 1 855 | 1 806 |
| Grade 6 | 1 812 | 1 726 | NP | 1 808 | 1 773 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

**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, some or all of the board's students did not participate.

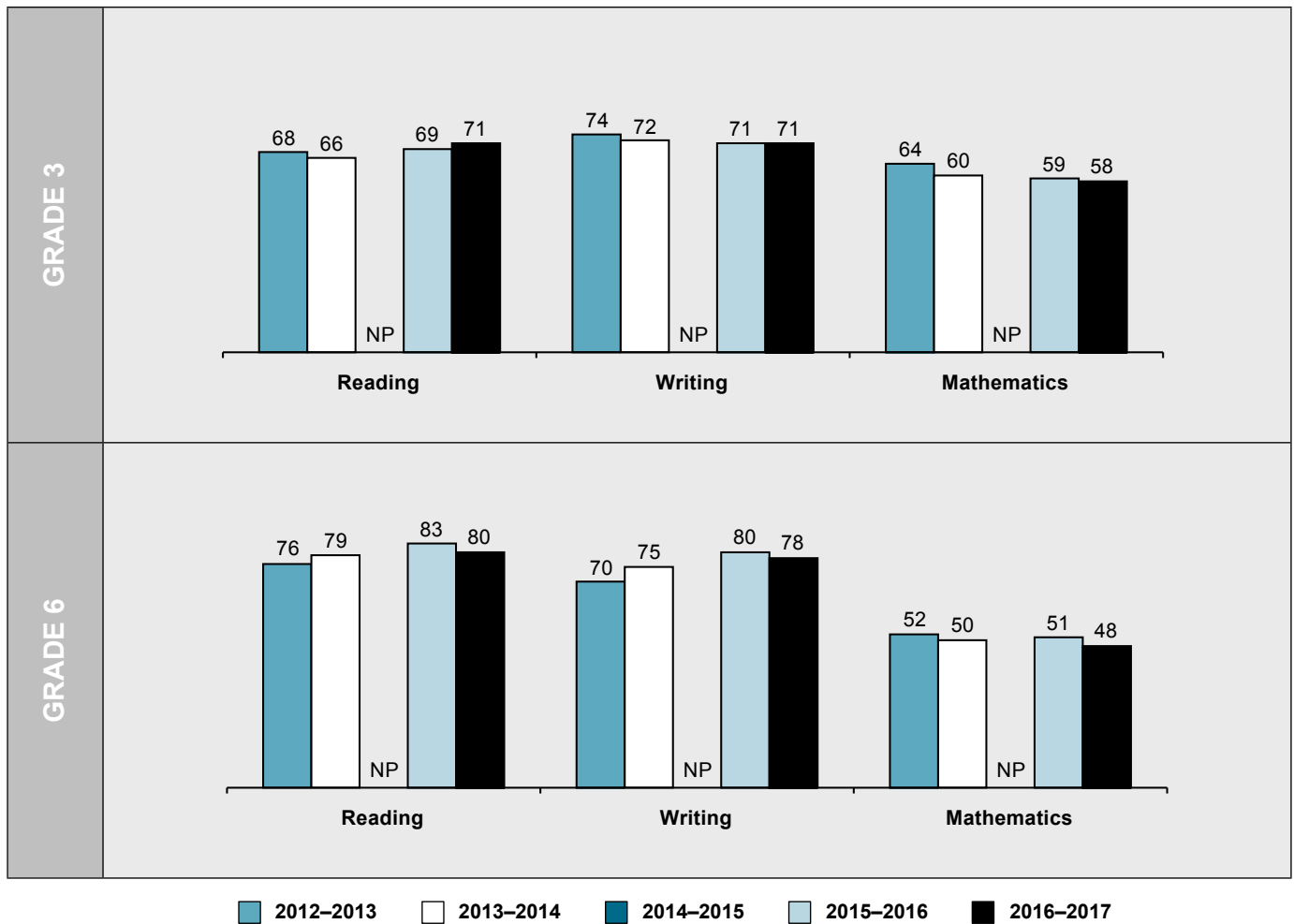
Board Name: Upper Grand DSB (66117)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 4% | 2% |
| Students with special education needs (excluding gifted) | 24% | 27% |
| First language learned at home other than English | 10% | 11% |
| Number of schools | 65 | 62 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 2 149 | 2 141 | NP | 2 240 | 2 405 |
| Grade 3 mathematics | 2 149 | 2 141 | NP | 2 240 | 2 405 |
| Grade 6 | 2 181 | 2 146 | NP | 2 199 | 2 226 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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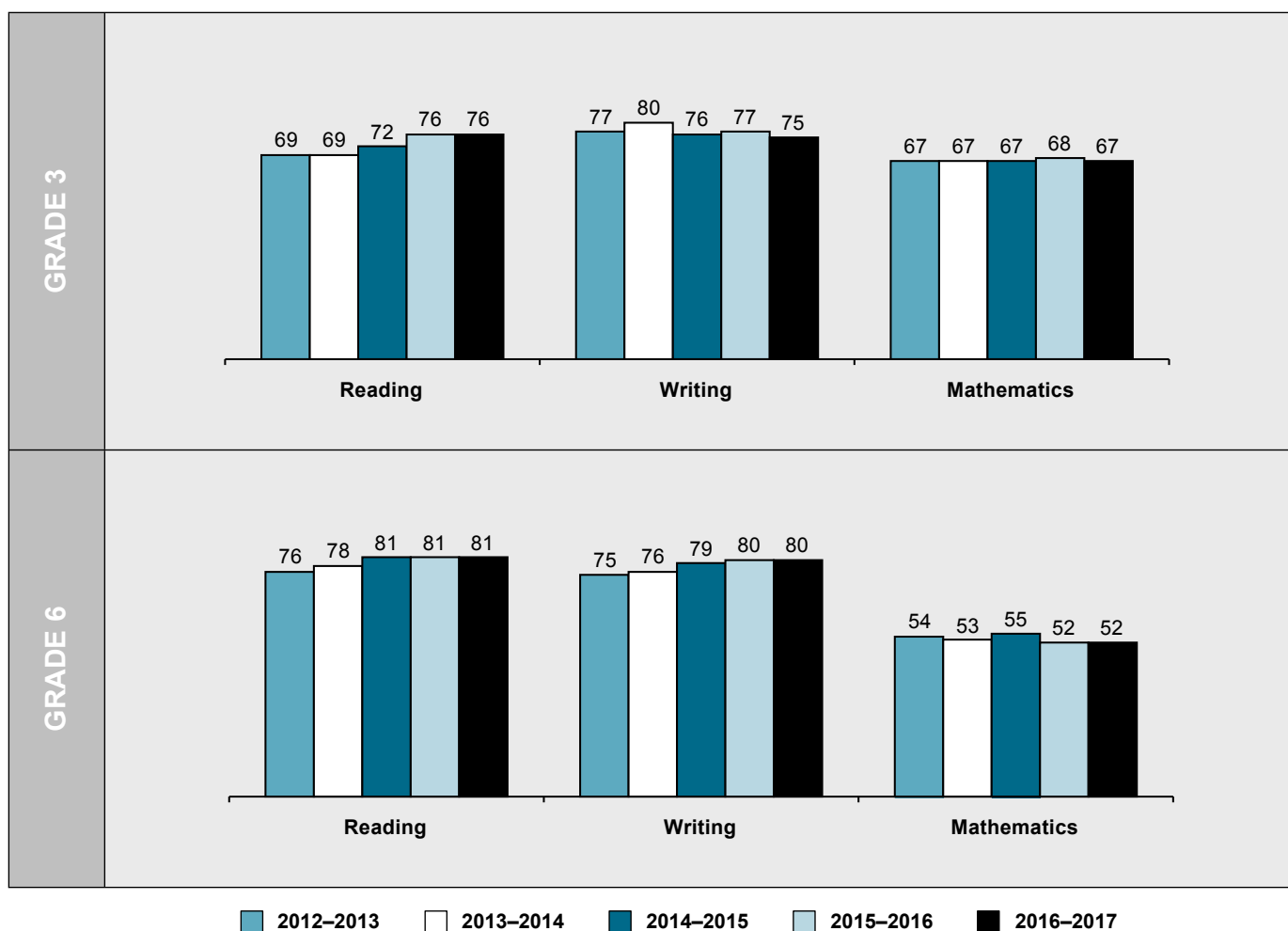
Board Name: Waterloo Catholic DSB (67148)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 4% | 4% |
| Students with special education needs (excluding gifted) | 20% | 23% |
| First language learned at home other than English | 11% | 15% |
| Number of schools | 45 | 45 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 511 | 1 451 | 1 519 | 1 462 | 1 532 |
| Grade 3 mathematics | 1 511 | 1 453 | 1 518 | 1 462 | 1 532 |
| Grade 6 | 1 529 | 1 520 | 1 489 | 1 526 | 1 572 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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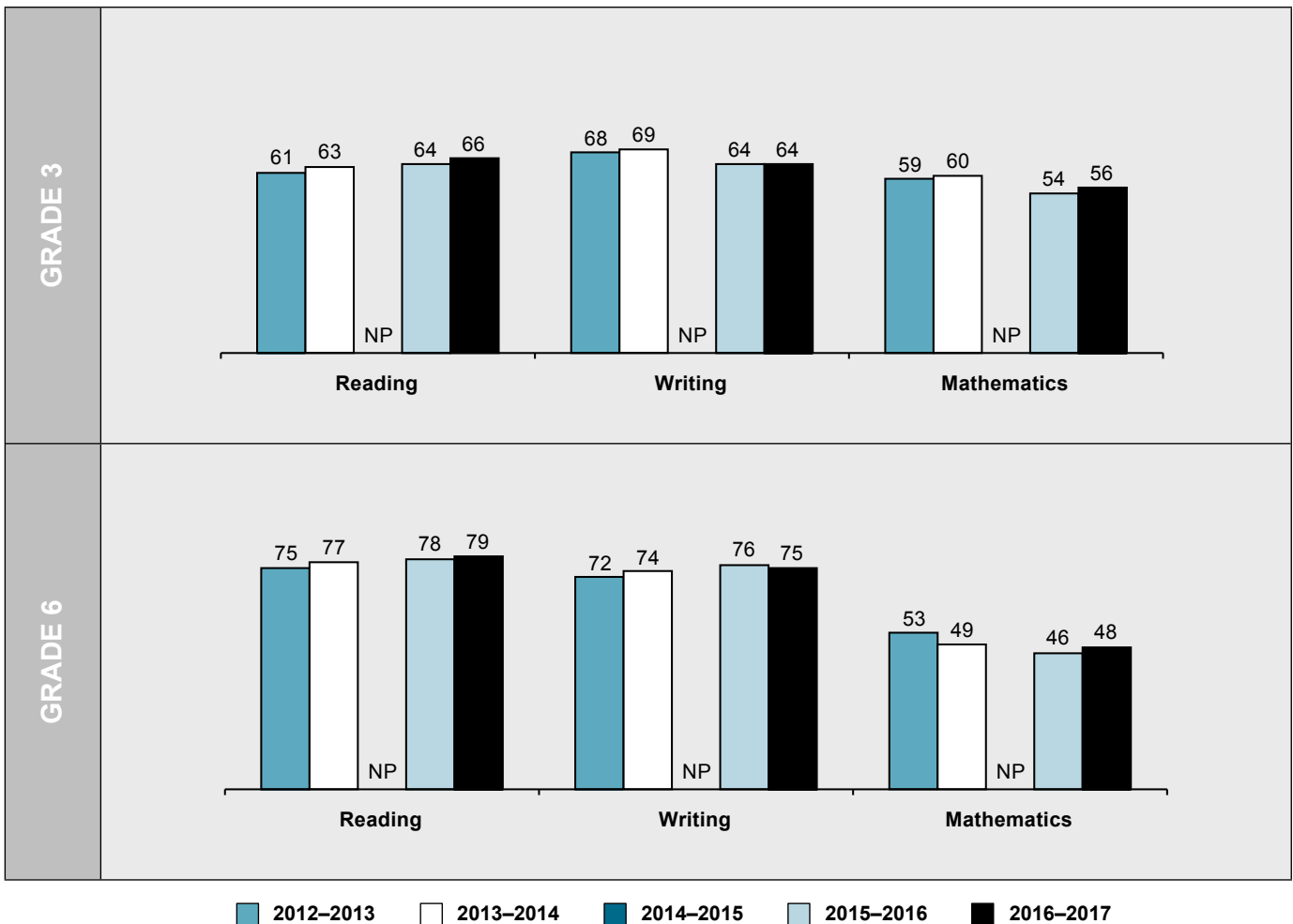
Board Name: Waterloo Region DSB (66176)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 15% | 7% |
| Students with special education needs (excluding gifted) | 19% | 22% |
| First language learned at home other than English | 23% | 25% |
| Number of schools | 88 | 88 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 4 201 | 4 278 | NP | 4 489 | 4 373 |
| Grade 3 mathematics | 4 203 | 4 278 | NP | 4 489 | 4 373 |
| Grade 6 | 4 225 | 3 988 | NP | 4 269 | 4 360 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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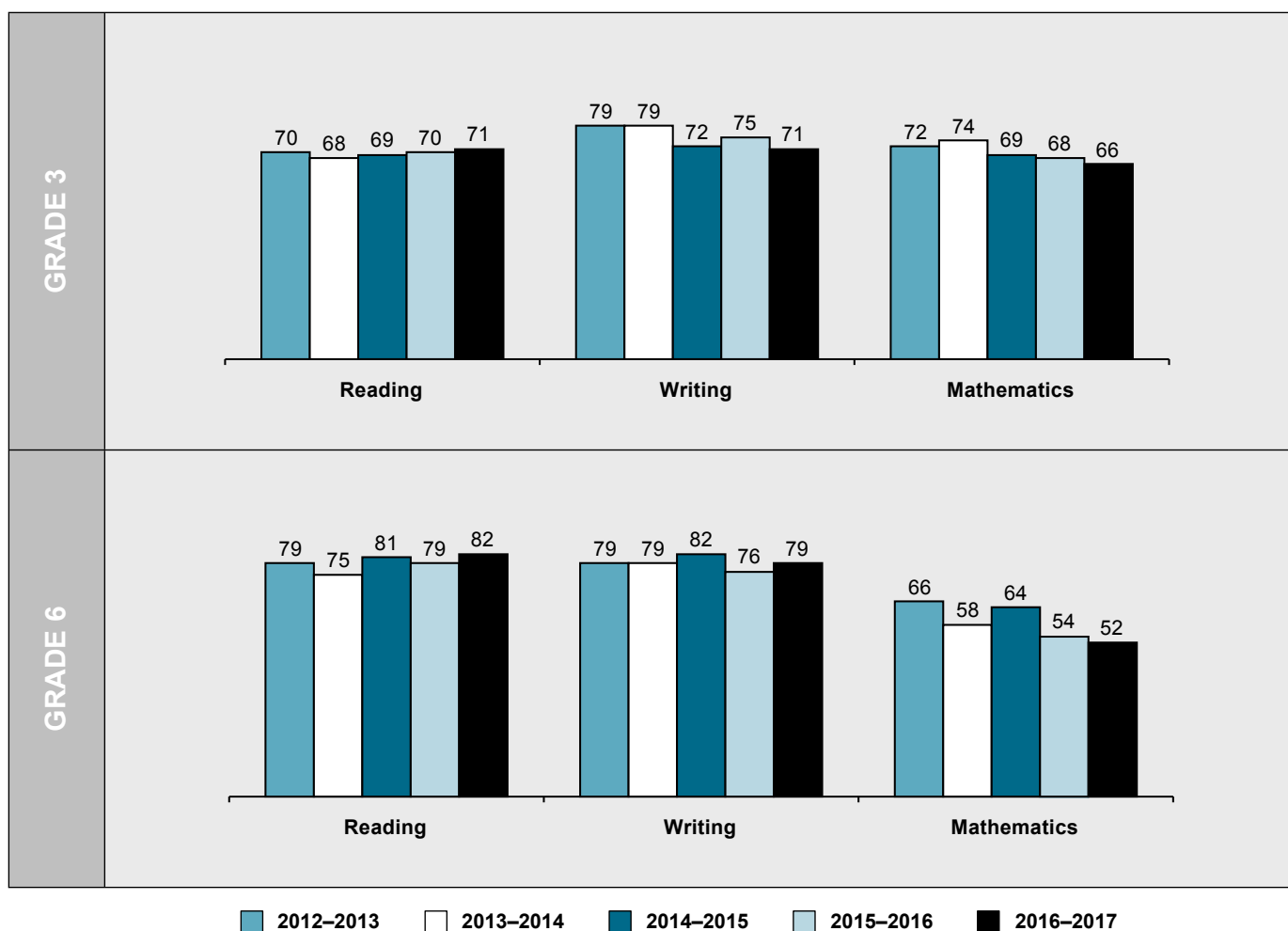
Board Name: Wellington Catholic DSB (67130)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 8% | 6% |
| Students with special education needs (excluding gifted) | 17% | 20% |
| First language learned at home other than English | 9% | 8% |
| Number of schools | 18 | 18 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 572 | 551 | 538 | 539 | 571 |
| Grade 3 mathematics | 570 | 551 | 538 | 539 | 571 |
| Grade 6 | 595 | 589 | 577 | 604 | 601 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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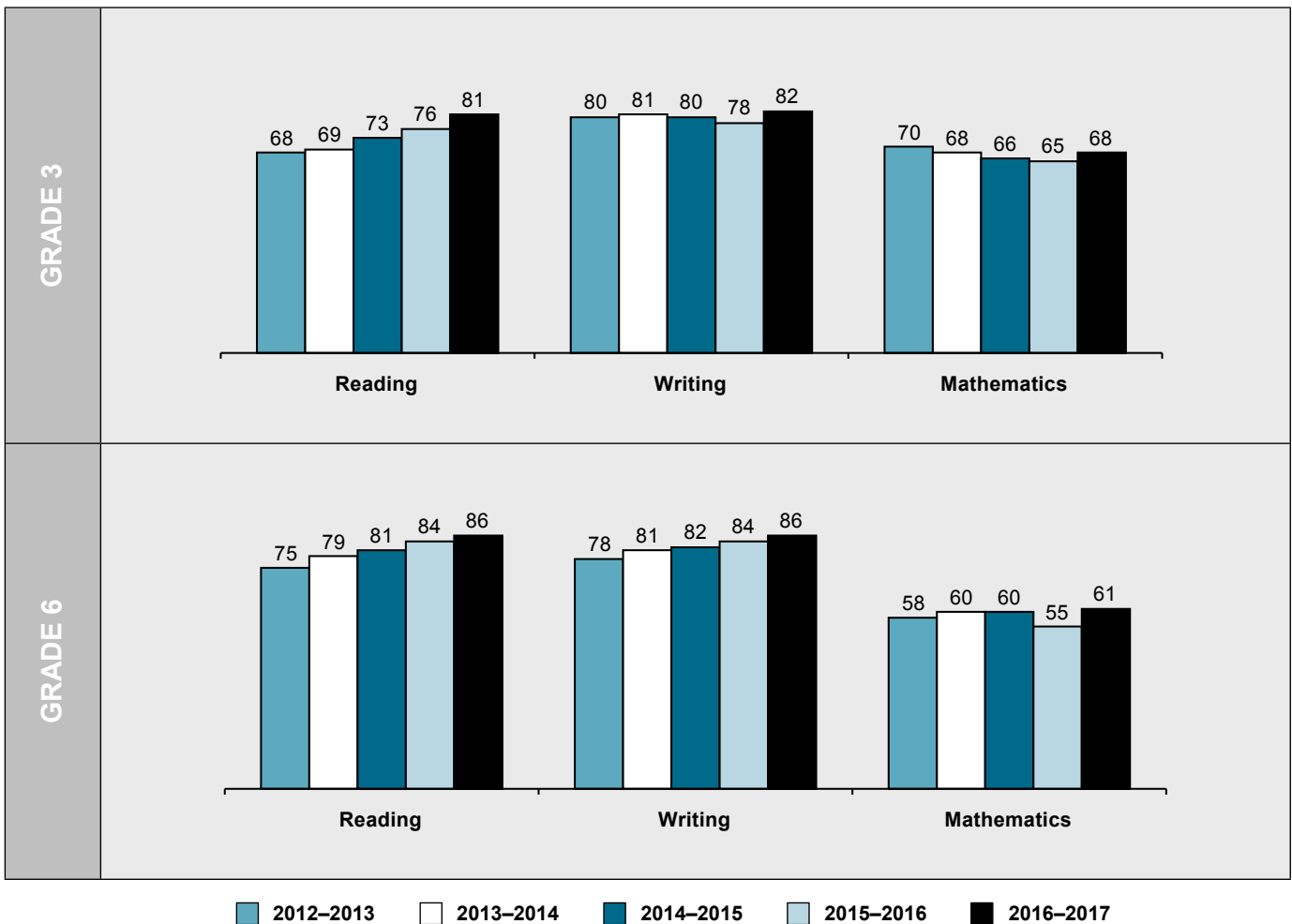
Board Name: Windsor-Essex Catholic DSB (67024)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 5% | 5% |
| Students with special education needs (excluding gifted) | 15% | 16% |
| First language learned at home other than English | 11% | 11% |
| Number of schools | 33 | 32 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 1 394 | 1 385 | 1 355 | 1 257 | 1 259 |
| Grade 3 mathematics | 1 396 | 1 385 | 1 355 | 1 257 | 1 259 |
| Grade 6 | 1 600 | 1 524 | 1 475 | 1 396 | 1 435 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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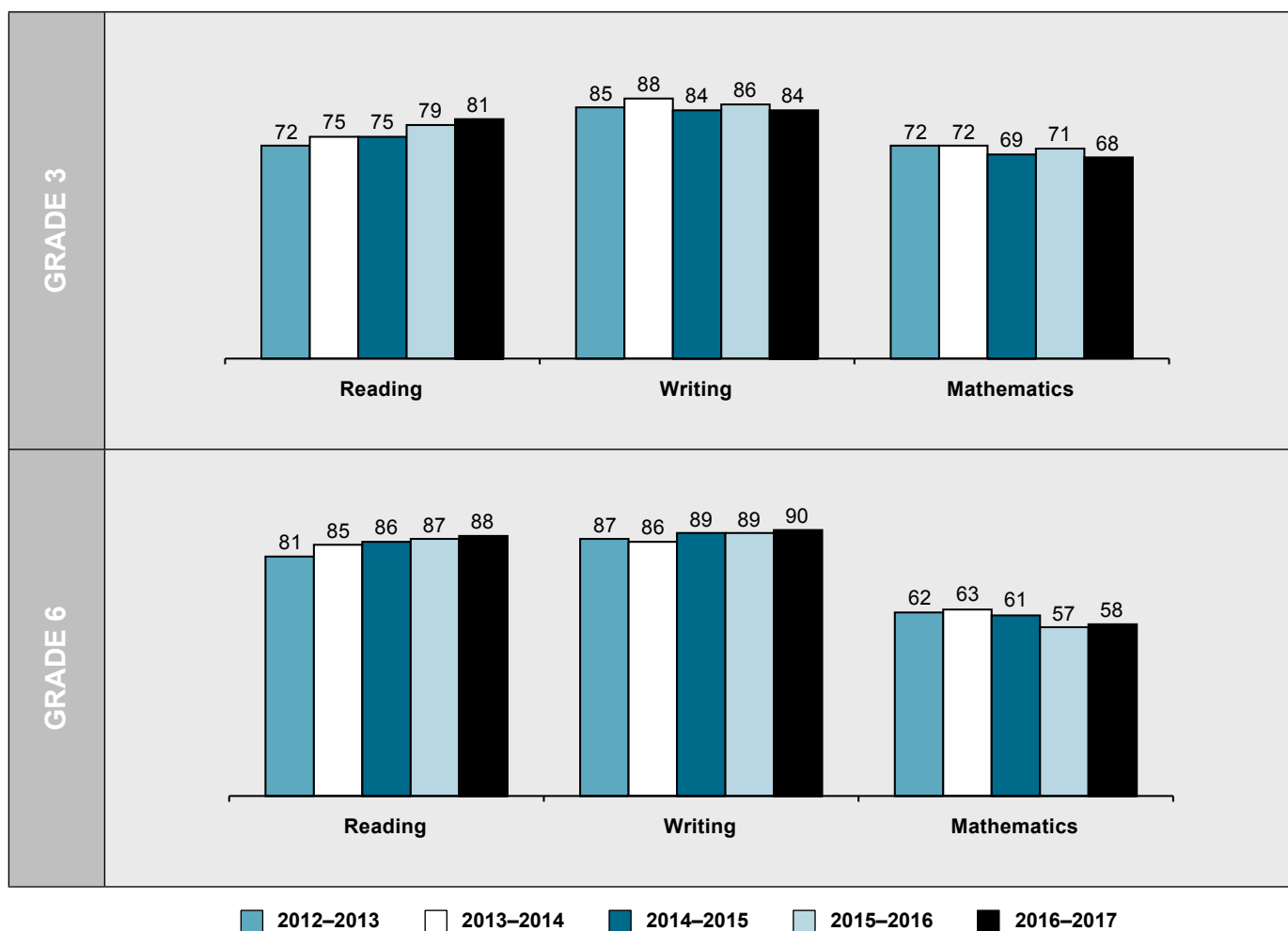
Board Name: York Catholic DSB (67075)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 2% | 1% |
| Students with special education needs (excluding gifted) | 16% | 18% |
| First language learned at home other than English | 19% | 18% |
| Number of schools | 90 | 90 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 3 662 | 3 571 | 3 442 | 3 449 | 3 324 |
| Grade 3 mathematics | 3 868 | 3 803 | 3 778 | 3 859 | 3 767 |
| Grade 6 | 4 005 | 3 918 | 3 791 | 4 002 | 3 862 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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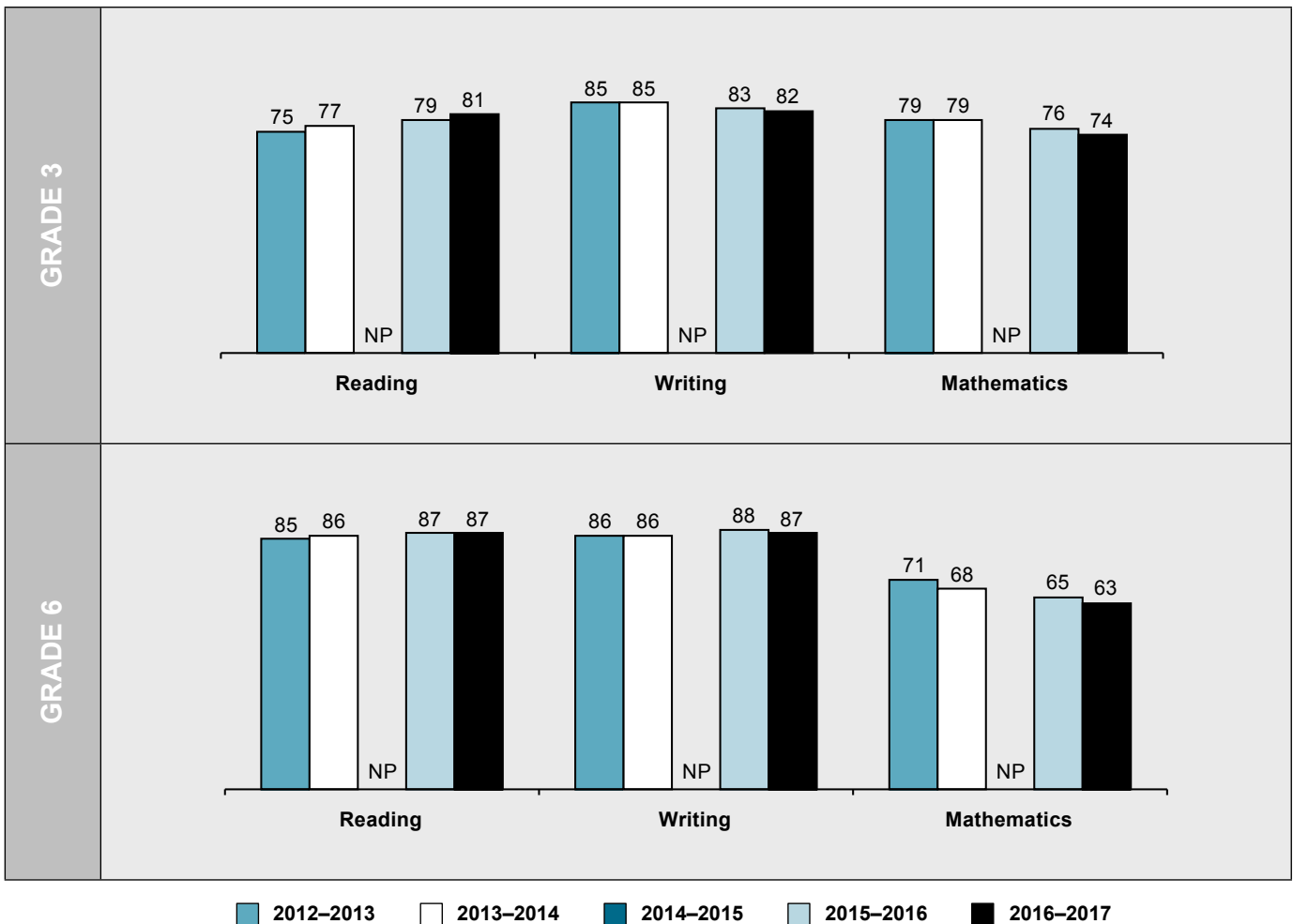
Board Name: York Region DSB (66095)

| DEMOGRAPHIC INFORMATION | Grade 3 | Grade 6 |
|--|---------|---------|
| English language learners | 31% | 23% |
| Students with special education needs (excluding gifted) | 11% | 16% |
| First language learned at home other than English | 50% | 48% |
| Number of schools | 174 | 173 |

| Number of Students | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|
| Grade 3 reading and writing* | 6 996 | 6 881 | NP | 7 127 | 7 007 |
| Grade 3 mathematics | 8 421 | 8 277 | NP | 8 886 | 8 606 |
| Grade 6 | 8 538 | 8 701 | NP | 8 825 | 8 738 |

* Some French Immersion students do not write the reading and writing components of the primary assessment.

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



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