



School Board Report



Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2009–2010

Board: Peel District School Board (66125)

I am pleased to provide you with this report on the Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2009–2010. Included are student results for the current year and previous years, which allow school communities to track progress over time. This report also provides demographic and attitudinal information about the student populations that were assessed, in order to help put these results in context.

EQAO’s assessments measure the achievement of all students in Ontario’s publicly funded schools at important stages in their education. One of the assessments’ key strengths is the fact that they assess every student against the learning expectations outlined in *The Ontario Curriculum* and report on achievement in relation to the provincial standard. After an exhaustive review of the provincial testing program in 2009, the Auditor General of Ontario confirmed that EQAO assessments reflect curriculum expectations fairly and accurately, are consistent in difficulty from one year to the next and are administered and marked so as to ensure that their results are valid, consistent and reliable indicators of student achievement. The Auditor General’s conclusions highlight how EQAO test results help teachers and administrators to identify large-scale challenges in literacy and math and focus their attention where it’s needed most.

Since the inception of the provincial testing program in 1996, EQAO data have helped inform teaching practices, and they continue to serve as a catalyst for improving student achievement all across Ontario. This report is intended to help you foster constructive conversations about student achievement and assist you in the planning of improvement strategies.

Of course, it should be remembered that EQAO’s assessment results are just one piece of information about student achievement. That is why they should be considered along with other school-based information. Regular assessments conducted in the classroom remain the fundamental method of assessing and supporting students throughout their education.

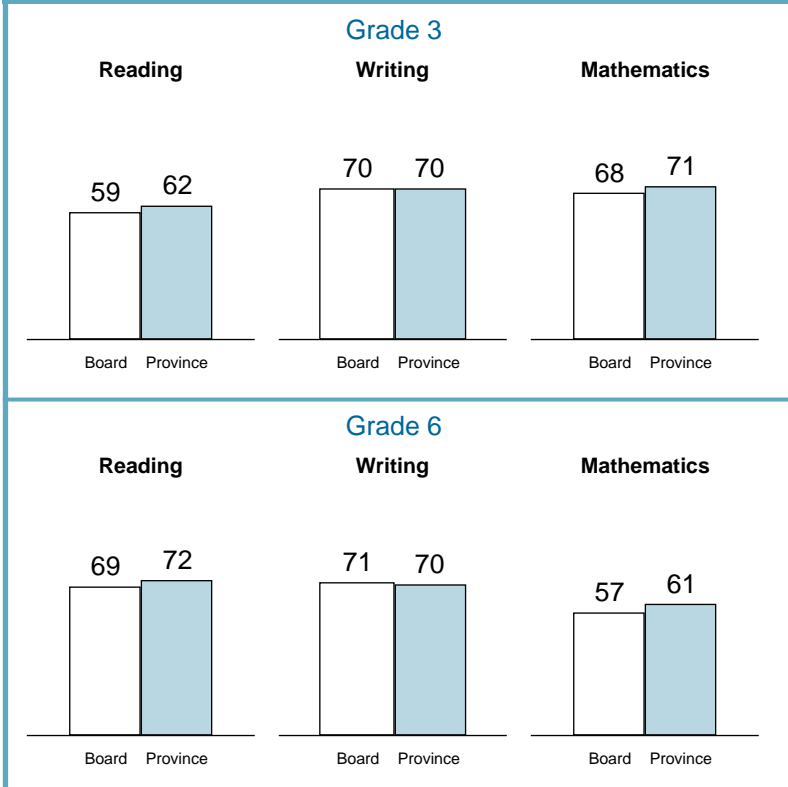
I trust that this report will help parents, educators and all who are committed to a strong public education system to work together so that all students realize their full potential.

Sincerely,

Marguerite Jackson
Chief Executive Officer
Education Quality and Accountability Office

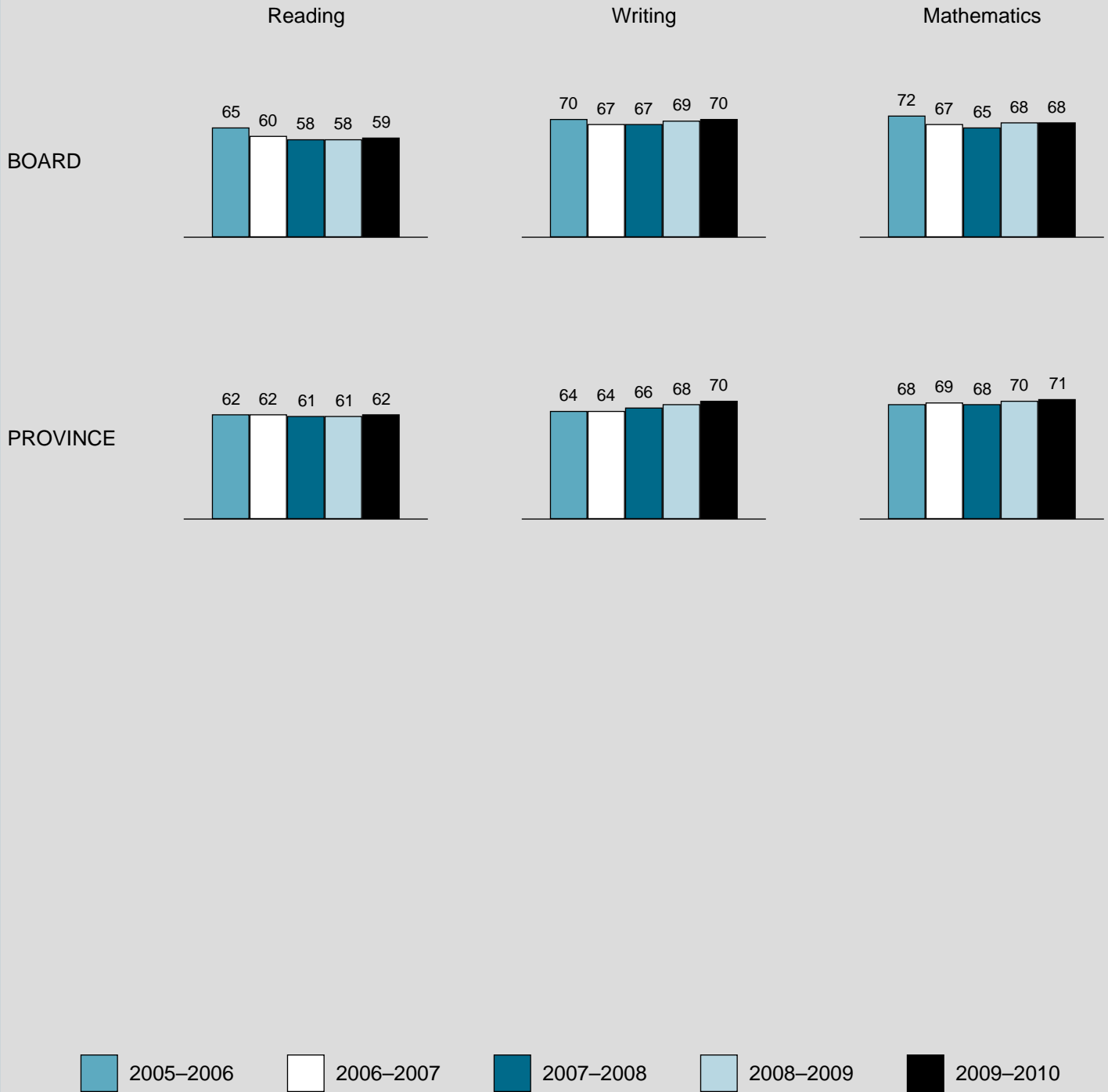
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2009–2010



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

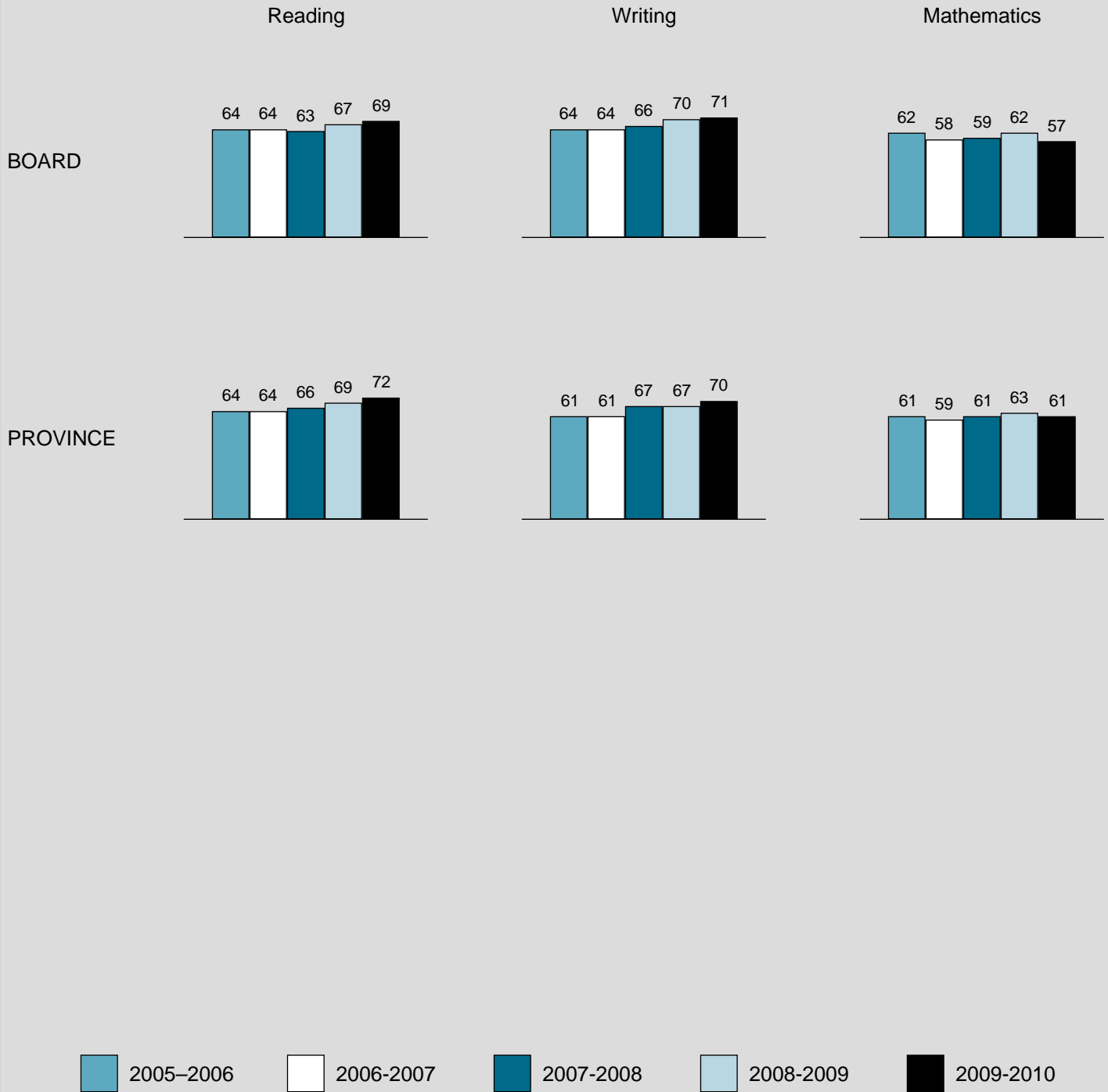
Percentage of Students: Grade 3



Total Number of Grade 3 Students					
	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Board	10 457	10 592	10 719	10 563	10 853
Province	132 782	131 012	128 660	125 481	127 789

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

Percentage of Students: Grade 6



Total Number of Grade 6 Students					
	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Board	10 784	10 954	10 973	11 014	10 993
Province	146 711	145 901	140 420	136 076	134 294

TIPS

Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.



Every assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in reading, writing and mathematics.



Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 20 students, a difference of 10% represents only two students.



Trends may be difficult to identify or to interpret. This is especially true in small schools or boards, or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 15 students participated, because it might be possible to identify individual students.

ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations to the end of the Primary Division and the end of the Junior Division. Students complete a set of test booklets that allow them to show what they have learned in reading, writing and mathematics. The assessments are based on *The Ontario Curriculum*.

This report includes

- ◆ results for this year
- ◆ a comparison of results over the past four years to aid in monitoring improvement
- ◆ information about the characteristics of the students who participated
- ◆ summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics
- ◆ detailed tables and graphs showing results for all levels of achievement, results for gender and participation information
- ◆ student questionnaire results
- ◆ an explanation of all terms used in this report.

HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between the school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for reading, writing and mathematics.
 - Are these results consistent with what you would expect?
 - How do the school results compare to the board and the province; the board results compare to the province?
 - How do these results compare over time?
 - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to school or board staff about the goals for school improvement related to reading, writing and mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 3 and Grade 6 students across Ontario take part in these assessments of reading, writing and mathematics. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

Contextual Information: Grade 3*

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

Demographic Information	Board		Province	
Enrolment				
Number of Grade 3 students	10 853		127 789	
Number of classes with Grade 3 students	679		9 461	
Number of schools with Grade 3 classes	156		3 375	
	Number	Percent	Number	Percent
Gender				
Female	5 222	48%	62 341	49%
Male	5 631	52%	65 446	51%
Gender not specified	0	0%	2	<1%
Student Status				
English language learners**	3 457	32%	11 992	9%
Students with special education needs (excluding gifted)**	785	7%	19 352	15%
Place of Birth				
Born in Canada	8 782	81%	114 929	90%
Born outside Canada	2 060	19%	12 670	10%
In Canada less than one year	217	2%	747	1%
In Canada one year or more but less than three years	373	3%	2 865	2%
In Canada three years or more	1 468	14%	8 271	6%
Language				
First language learned at home was other than English	5 717	53%	27 279	21%
Year Student Entered Current School				
Year of the assessment	1 799	17%	16 829	13%
Year prior to the assessment	1 649	15%	13 604	11%
2 years prior to the assessment	2 285	21%	17 460	14%
3 or more years prior to the assessment	5 104	47%	79 491	62%
Data not available	16	<1%	405	<1%
Year Student Entered Current Board				
Year of the assessment	695	6%	8 323	7%
Year prior to the assessment	624	6%	7 489	6%
2 years prior to the assessment	1 255	12%	11 033	9%
3 or more years prior to the assessment	8 190	75%	97 453	76%
Data not available	89	1%	3 491	3%

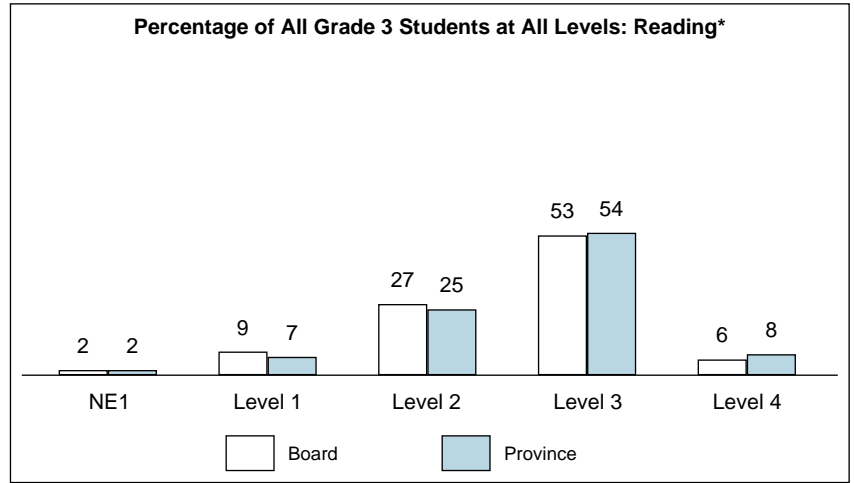
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

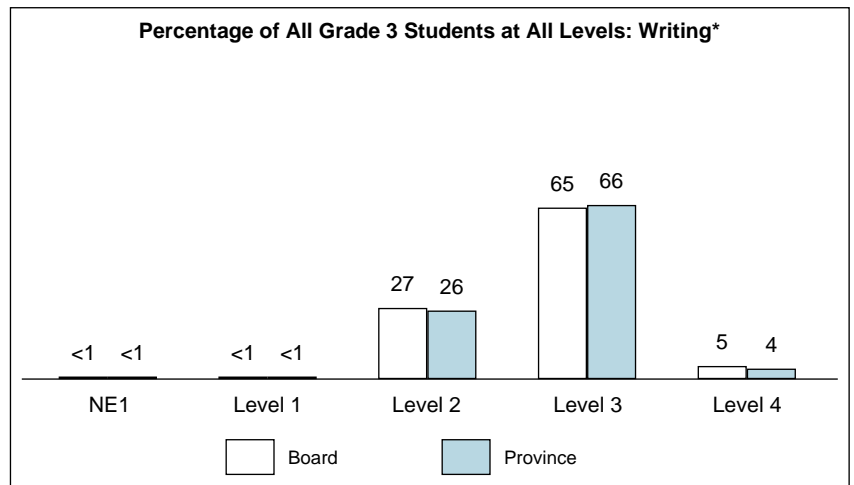
Results in Reading, Writing and Mathematics, 2009–2010

Grade 3: All Students^{††}

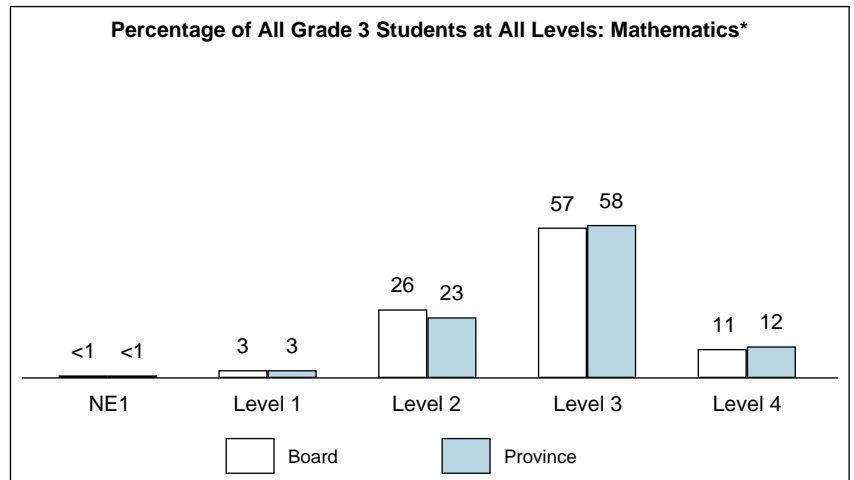
Grade 3: Reading*				
Number of Students	Board 10 848		Province 123 813	
	#	%	#	%
Level 4	701	6%		8%
Level 3	5 733	53%		54%
Level 2	2 965	27%		25%
Level 1	948	9%		7%
NE1**	206	2%		2%
Participating Students	10 553	97%		96%
No Data	50	<1%		1%
Exempt	245	2%		3%
At or Above Provincial Standard (Levels 3 and 4) †		59%		62%



Grade 3: Writing*				
Number of Students	Board 10 849		Province 123 800	
	#	%	#	%
Level 4	496	5%		4%
Level 3	7 091	65%		66%
Level 2	2 978	27%		26%
Level 1	8	<1%		<1%
NE1**	7	<1%		<1%
Participating Students	10 580	98%		97%
No Data	48	<1%		1%
Exempt	221	2%		3%
At or Above Provincial Standard (Levels 3 and 4) †		70%		70%



Grade 3: Mathematics*				
Number of Students	Board 10 852		Province 127 726	
	#	%	#	%
Level 4	1 162	11%		12%
Level 3	6 209	57%		58%
Level 2	2 797	26%		23%
Level 1	372	3%		3%
NE1**	45	<1%		<1%
Participating Students	10 585	98%		97%
No Data	52	<1%		1%
Exempt	215	2%		3%
At or Above Provincial Standard (Levels 3 and 4) †		68%		71%



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

** See the Explanation of Terms.

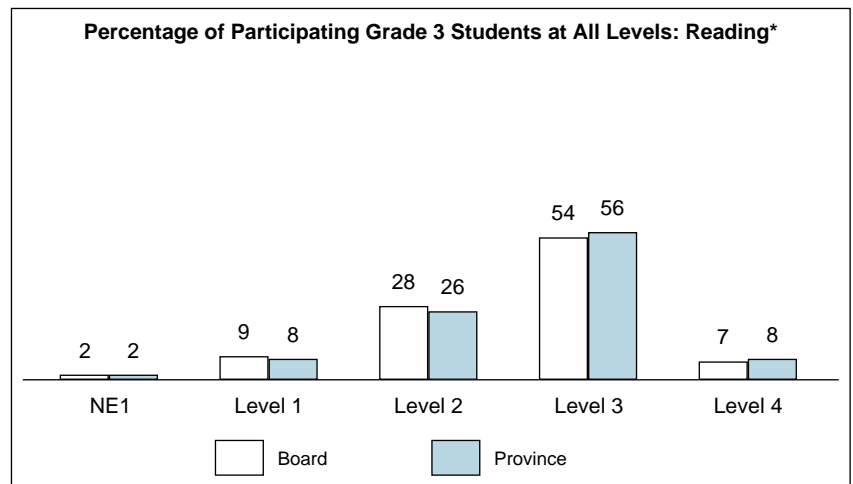
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

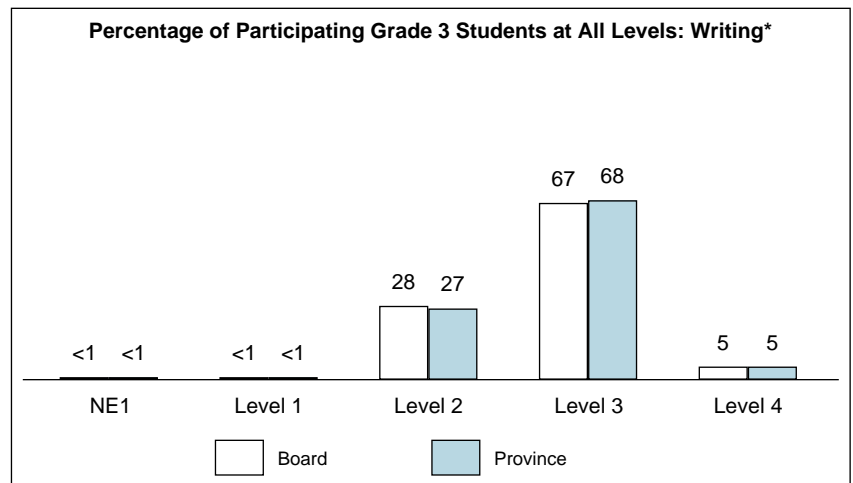
Results in Reading, Writing and Mathematics, 2009–2010

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

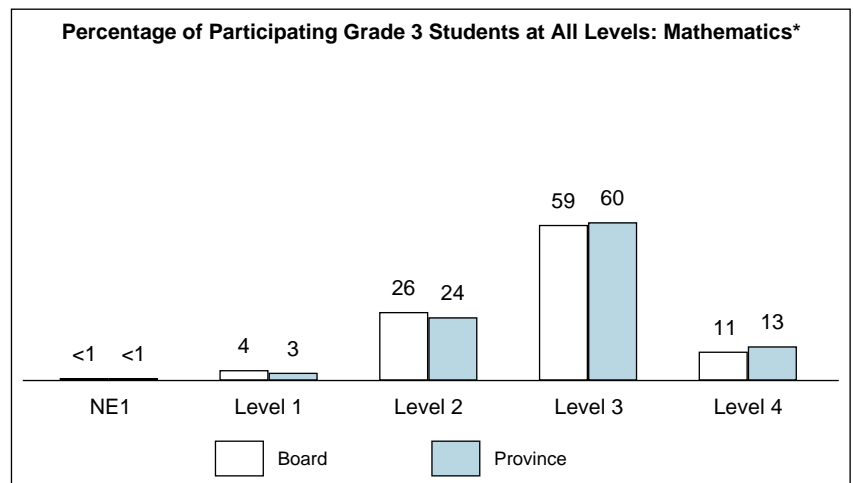
Grade 3: Reading*			
Number of Students	Board 10 553		Province 119 249
	#	%	%
Level 4	701	7%	8%
Level 3	5 733	54%	56%
Level 2	2 965	28%	26%
Level 1	948	9%	8%
NE1**	206	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †		61%	64%



Grade 3: Writing*			
Number of Students	Board 10 580		Province 119 771
	#	%	%
Level 4	496	5%	5%
Level 3	7 091	67%	68%
Level 2	2 978	28%	27%
Level 1	8	<1%	<1%
NE1**	7	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		72%	73%



Grade 3: Mathematics*			
Number of Students	Board 10 585		Province 123 568
	#	%	%
Level 4	1 162	11%	13%
Level 3	6 209	59%	60%
Level 2	2 797	26%	24%
Level 1	372	4%	3%
NE1**	45	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		70%	73%



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

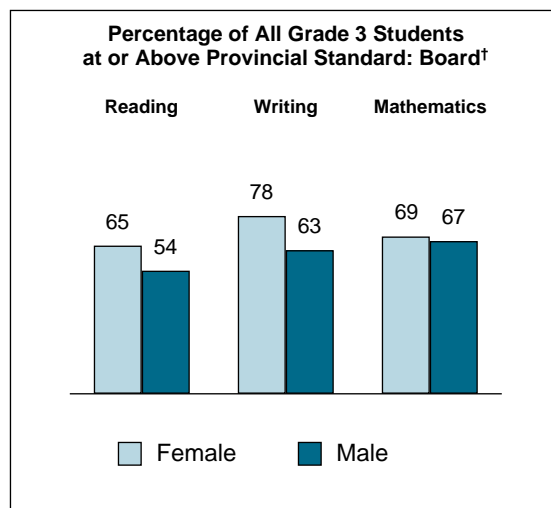
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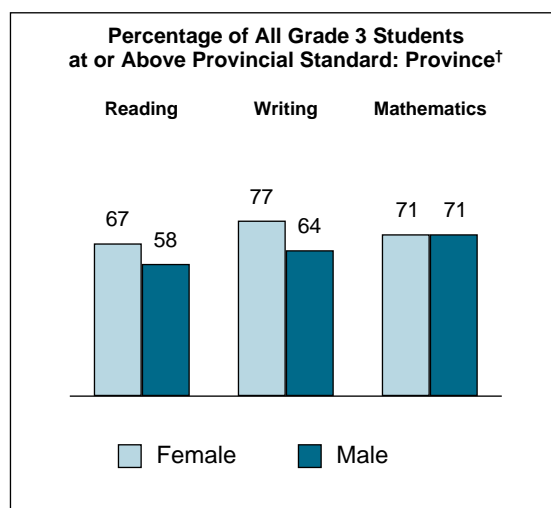
Results in Reading, Writing and Mathematics, 2009–2010

Grade 3: Gender††

Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 5 218	Male 5 630	Female 5 219	Male 5 630	Female 5 222	Male 5 630
Level 4	8%	5%	6%	3%	10%	12%
Level 3	57%	49%	71%	60%	59%	56%
Level 2	25%	29%	20%	34%	26%	26%
Level 1	7%	11%	<1%	<1%	3%	4%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	1%	<1%	<1%	<1%	1%
Exempt	2%	3%	1%	3%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	65%	54%	78%	63%	69%	67%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 60 067	Male 63 745	Female 60 060	Male 63 739	Female 62 307	Male 65 418
Level 4	10%	6%	6%	3%	11%	13%
Level 3	57%	52%	70%	61%	59%	58%
Level 2	23%	27%	21%	32%	24%	22%
Level 1	6%	8%	<1%	<1%	3%	2%
NE1**	1%	2%	<1%	<1%	<1%	<1%
Participating Students	97%	95%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	4%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	67%	58%	77%	64%	71%	71%



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

** See the Explanation of Terms.

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

†† Results include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

Contextual Information: Grade 6*

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

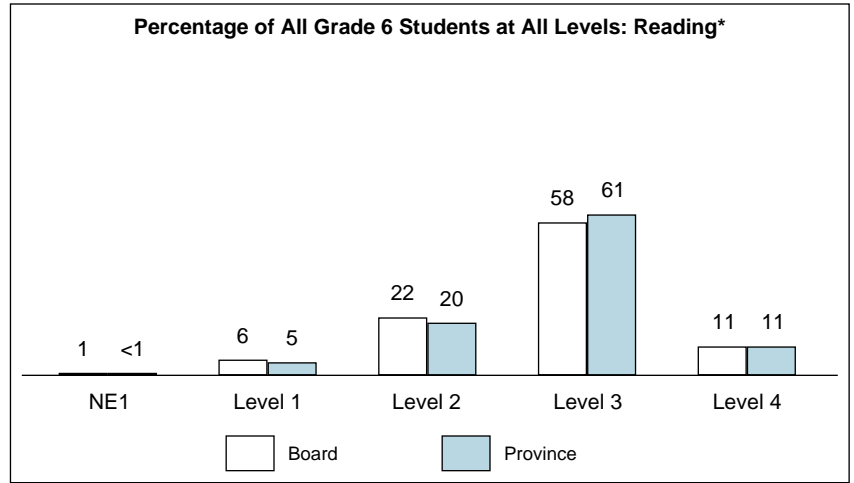
Demographic Information	Board		Province	
Enrolment				
Number of Grade 6 students	10 993		134 294	
Number of classes with Grade 6 students	525		8 258	
Number of schools with Grade 6 classes	89		3 194	
	Number	Percent	Number	Percent
Gender				
Female	5 322	48%	65 369	49%
Male	5 670	52%	68 904	51%
Gender not specified	1	<1%	21	<1%
Student Status				
English language learners**	1 631	15%	7 794	6%
Students with special education needs (excluding gifted)**	1 141	10%	24 831	18%
Place of Birth				
Born in Canada	8 215	75%	116 650	87%
Born outside Canada	2 750	25%	17 457	13%
In Canada less than one year	196	2%	749	1%
In Canada one year or more but less than three years	372	3%	2 904	2%
In Canada three years or more	2 179	20%	12 991	10%
Language				
First language learned at home was other than English	5 436	49%	28 173	21%
Year Student Entered Current School				
Year of the assessment	8 600	78%	30 185	22%
Year prior to the assessment	484	4%	13 136	10%
2 years prior to the assessment	272	2%	12 429	9%
3 or more years prior to the assessment	1 633	15%	78 037	58%
Data not available	4	<1%	507	<1%
Year Student Entered Current Board				
Year of the assessment	618	6%	8 972	7%
Year prior to the assessment	608	6%	7 262	5%
2 years prior to the assessment	638	6%	7 005	5%
3 or more years prior to the assessment	9 036	82%	105 816	79%
Data not available	93	1%	5 239	4%

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

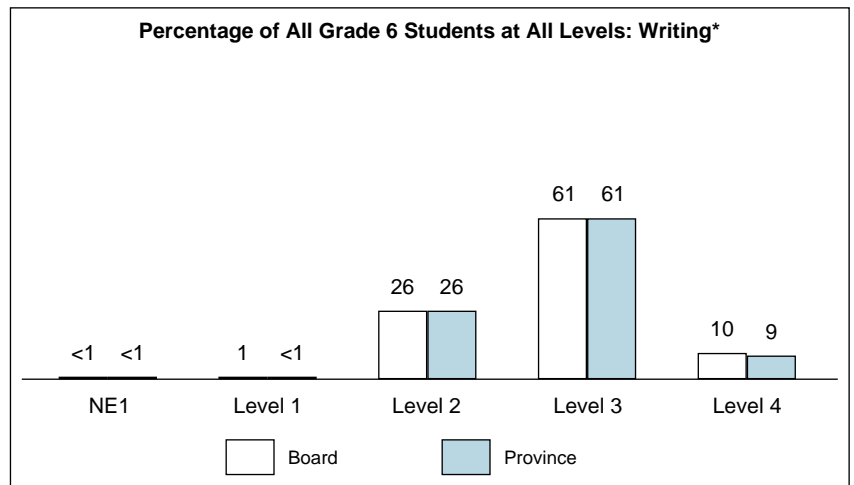
** See the Explanation of Terms.

Results in Reading, Writing and Mathematics, 2009–2010 Grade 6: All Students

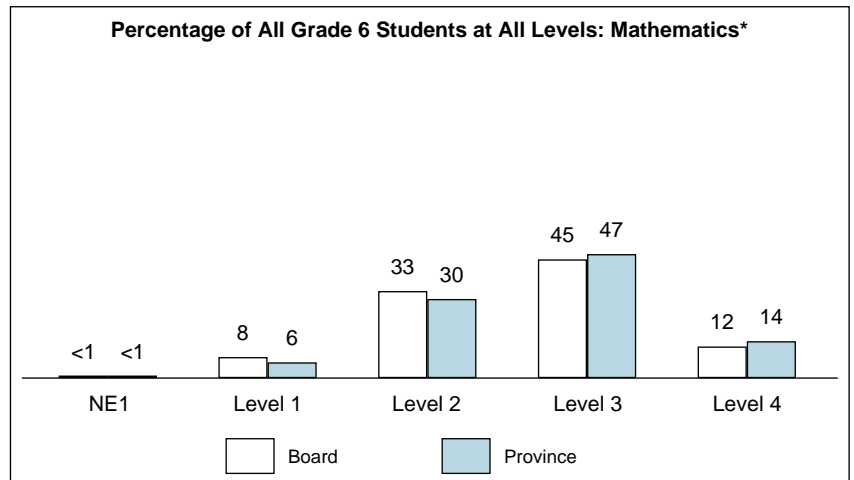
Grade 6: Reading*				
Number of Students	Board 10 982		Province 134 201	
	#	%	#	%
Level 4	1 226	11%		11%
Level 3	6 322	58%		61%
Level 2	2 464	22%		20%
Level 1	668	6%		5%
NE1**	61	1%		<1%
Participating Students	10 741	98%		97%
No Data	54	<1%		1%
Exempt	187	2%		2%
At or Above Provincial Standard (Levels 3 and 4) †	69%		72%	



Grade 6: Writing*				
Number of Students	Board 10 981		Province 134 288	
	#	%	#	%
Level 4	1 084	10%		9%
Level 3	6 710	61%		61%
Level 2	2 837	26%		26%
Level 1	98	1%		<1%
NE1**	13	<1%		<1%
Participating Students	10 742	98%		97%
No Data	55	1%		1%
Exempt	184	2%		2%
At or Above Provincial Standard (Levels 3 and 4) †	71%		70%	



Grade 6: Mathematics*				
Number of Students	Board 10 980		Province 134 241	
	#	%	#	%
Level 4	1 363	12%		14%
Level 3	4 942	45%		47%
Level 2	3 573	33%		30%
Level 1	843	8%		6%
NE1**	25	<1%		<1%
Participating Students	10 746	98%		97%
No Data	59	1%		1%
Exempt	175	2%		3%
At or Above Provincial Standard (Levels 3 and 4) †	57%		61%	



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

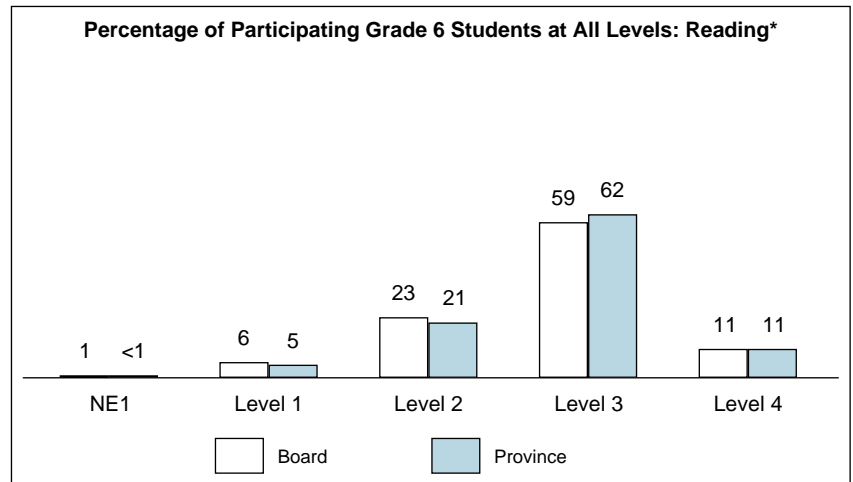
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

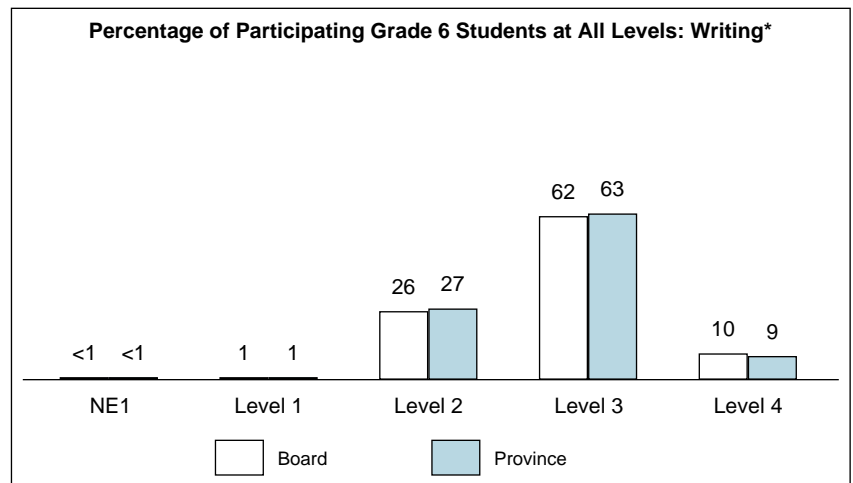
Results in Reading, Writing and Mathematics, 2009–2010

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

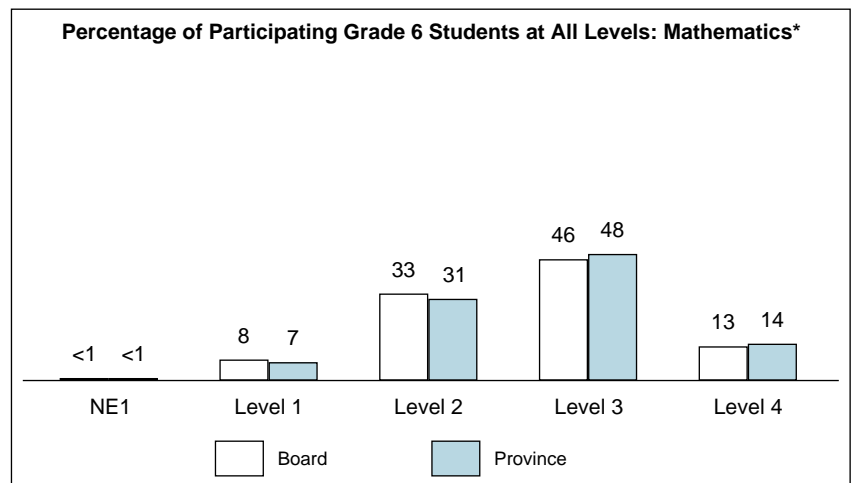
Grade 6: Reading*			
Number of Students	Board 10 741		Province 130 135
	#	%	%
Level 4	1 226	11%	11%
Level 3	6 322	59%	62%
Level 2	2 464	23%	21%
Level 1	668	6%	5%
NE1**	61	1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		70%	74%



Grade 6: Writing*			
Number of Students	Board 10 742		Province 130 304
	#	%	%
Level 4	1 084	10%	9%
Level 3	6 710	62%	63%
Level 2	2 837	26%	27%
Level 1	98	1%	1%
NE1**	13	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		73%	72%



Grade 6: Mathematics*			
Number of Students	Board 10 746		Province 129 882
	#	%	%
Level 4	1 363	13%	14%
Level 3	4 942	46%	48%
Level 2	3 573	33%	31%
Level 1	843	8%	7%
NE1**	25	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †		59%	63%



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

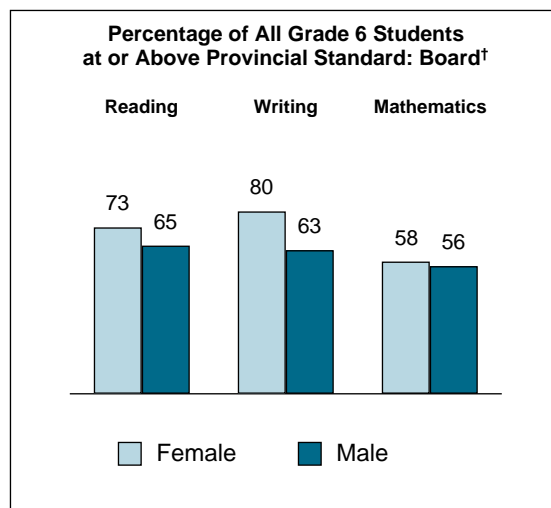
** See the Explanation of Terms.

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

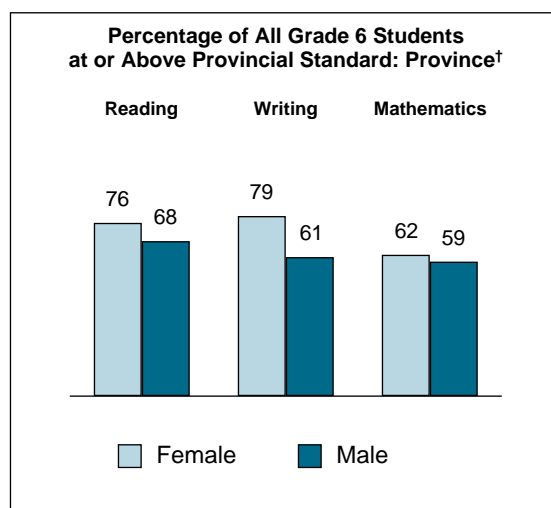
Results in Reading, Writing and Mathematics, 2009–2010

Grade 6: Gender††

Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 5 318	Male 5 663	Female 5 318	Male 5 662	Female 5 313	Male 5 666
Level 4	13%	9%	13%	7%	11%	13%
Level 3	59%	56%	66%	56%	47%	43%
Level 2	20%	24%	18%	33%	33%	32%
Level 1	5%	7%	<1%	1%	7%	8%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	1%	<1%	1%	<1%	1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	73%	65%	80%	63%	58%	56%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 65 329	Male 68 851	Female 65 369	Male 68 898	Female 65 342	Male 68 878
Level 4	13%	9%	13%	5%	14%	14%
Level 3	62%	59%	67%	56%	49%	45%
Level 2	18%	22%	18%	34%	30%	30%
Level 1	4%	6%	<1%	1%	6%	7%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	98%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	76%	68%	79%	61%	62%	59%



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

** See the Explanation of Terms.

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

†† Results include only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

Contextual Information over Time: Grade 3*

This information provides a context for interpreting the board's results over the past five years.

Grade 3	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Enrolment					
Number of students	10 457	10 592	10 719	10 563	10 853
Participation in the Assessment					
Reading [†]	96%	97%	97%	97%	97%
Writing [†]	97%	97%	97%	97%	98%
Mathematics [†]	97%	97%	97%	97%	98%
Gender					
Female	48%	48%	48%	47%	48%
Male	52%	52%	52%	53%	52%
Student Status					
English language learners**	24%	30%	27%	31%	32%
Students with special education needs (excluding gifted)**	5%	6%	6%	7%	7%
Place of Birth					
Born in Canada	73%	79%	79%	79%	81%
Born outside Canada	22%	21%	21%	21%	19%
In Canada less than one year	3%	2%	2%	2%	2%
In Canada one year or more but less than three years	5%	5%	5%	4%	3%
In Canada three years or more	13%	13%	14%	14%	14%
Language					
First language learned at home was other than English	9%	9%	51%	52%	53%
Year Student Entered Current Board					
Year of the assessment	2%	2%	17%	7%	6%
Year prior to the assessment	1%	1%	15%	7%	6%
2 years prior to the assessment	2%	2%	21%	11%	12%
3 or more years prior to the assessment	10%	9%	46%	75%	75%
Data not available	86%	87%	1%	1%	1%

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

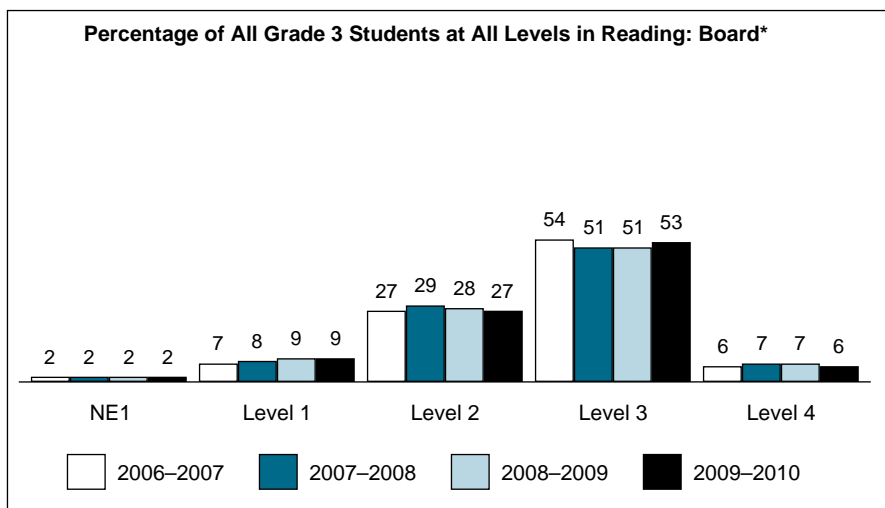
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

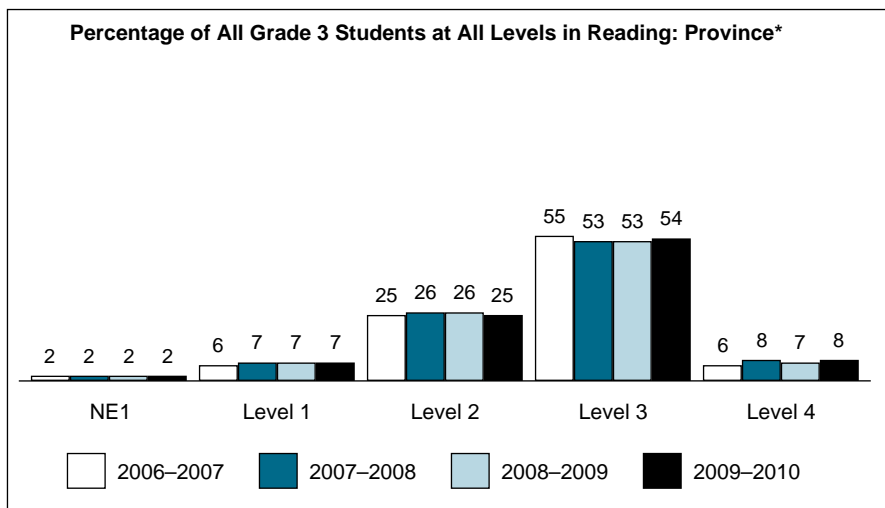
Results over Time, 2006–2007 to 2009–2010*

Grade 3: Reading

Grade 3 Reading: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	10 592	10 719	10 563	10 848
Level 4	6%	7%	7%	6%
Level 3	54%	51%	51%	53%
Level 2	27%	29%	28%	27%
Level 1	7%	8%	9%	9%
NE1**	2%	2%	2%	2%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	<1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	60%	58%	58%	59%



Grade 3 Reading: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	127 618	125 088	121 787	123 813
Level 4	6%	8%	7%	8%
Level 3	55%	53%	53%	54%
Level 2	25%	26%	26%	25%
Level 1	6%	7%	7%	7%
NE1**	2%	2%	2%	2%
<i>Participating Students</i>	95%	95%	95%	96%
No Data	1%	1%	1%	1%
Exempt	4%	4%	4%	3%
At or Above Provincial Standard†	62%	61%	61%	62%



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

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

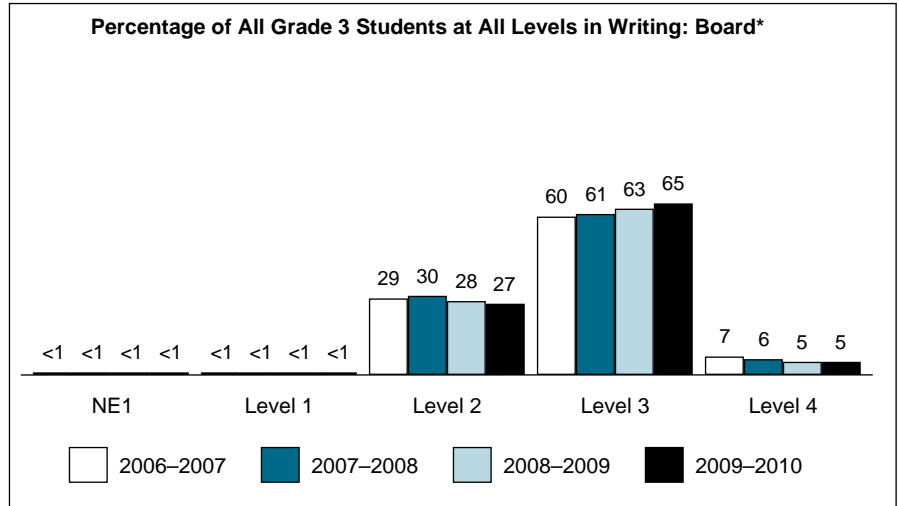
** See the Explanation of Terms.

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

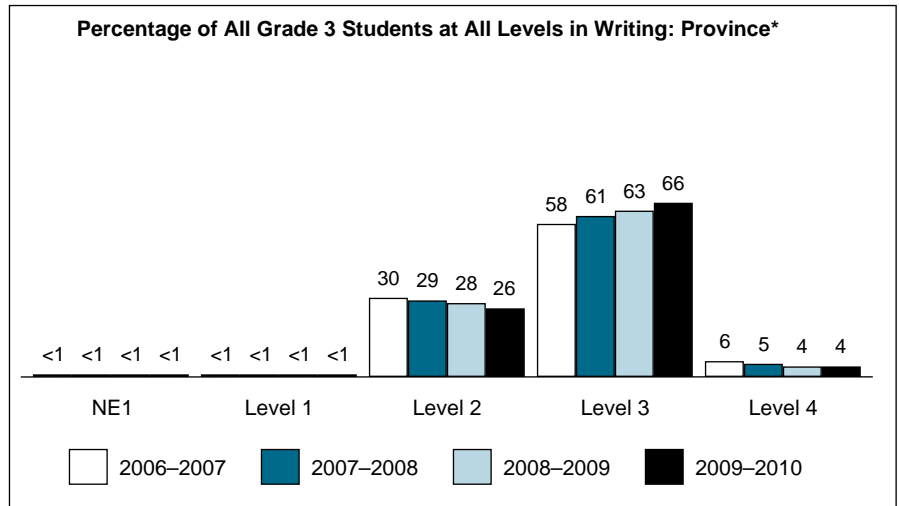
Results over Time, 2006–2007 to 2009–2010*

Grade 3: Writing

Grade 3 Writing: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	10 592	10 719	10 563	10 849
Level 4	7%	6%	5%	5%
Level 3	60%	61%	63%	65%
Level 2	29%	30%	28%	27%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	67%	67%	69%	70%



Grade 3 Writing: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	127 618	125 088	121 788	123 800
Level 4	6%	5%	4%	4%
Level 3	58%	61%	63%	66%
Level 2	30%	29%	28%	26%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	64%	66%	68%	70%



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

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

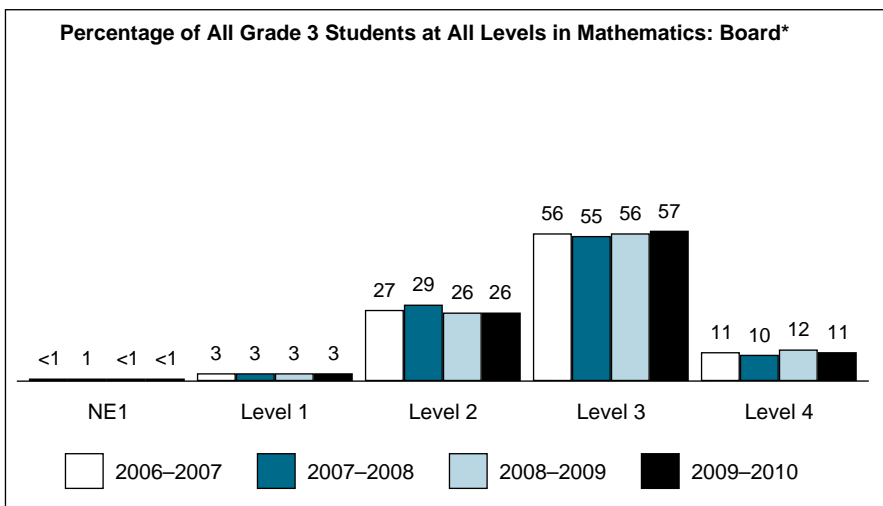
** See the Explanation of Terms.

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

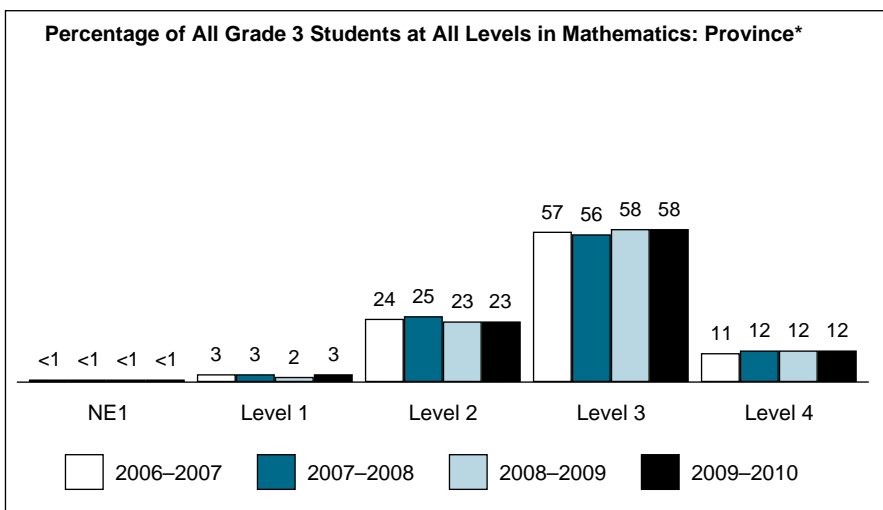
Results over Time, 2006–2007 to 2009–2010*

Grade 3: Mathematics

Grade 3 Mathematics: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	10 592	10 719	10 562	10 852
Level 4	11%	10%	12%	11%
Level 3	56%	55%	56%	57%
Level 2	27%	29%	26%	26%
Level 1	3%	3%	3%	3%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	67%	65%	68%	68%



Grade 3 Mathematics: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	130 996	128 659	125 464	127 726
Level 4	11%	12%	12%	12%
Level 3	57%	56%	58%	58%
Level 2	24%	25%	23%	23%
Level 1	3%	3%	2%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	69%	68%	70%	71%



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

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

** See the Explanation of Terms.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

Contextual Information over Time: Grade 6*

This information provides a context for interpreting the board's results over the past five years.

Grade 6	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Enrolment					
Number of students	10 784	10 954	10 973	11 014	10 993
Participation in the Assessment					
Reading	97%	97%	97%	98%	98%
Writing	97%	97%	97%	98%	98%
Mathematics	97%	97%	98%	97%	98%
Gender					
Female	48%	49%	48%	48%	48%
Male	52%	51%	52%	52%	52%
Student Status					
English language learners**	12%	15%	12%	14%	15%
Students with special education needs (excluding gifted)**	10%	11%	11%	10%	10%
Place of Birth					
Born in Canada	47%	77%	76%	75%	75%
Born outside Canada	24%	23%	24%	25%	25%
In Canada less than one year	2%	2%	2%	2%	2%
In Canada one year or more but less than three years	4%	5%	4%	4%	3%
In Canada three years or more	17%	16%	17%	19%	20%
Language					
First language learned at home was other than English	7%	6%	47%	48%	49%
Year Student Entered Current Board					
Year of the assessment	1%	2%	76%	6%	6%
Year prior to the assessment	1%	1%	3%	6%	6%
2 years prior to the assessment	1%	<1%	4%	6%	6%
3 or more years prior to the assessment	6%	4%	17%	81%	82%
Data not available	91%	94%	<1%	<1%	1%

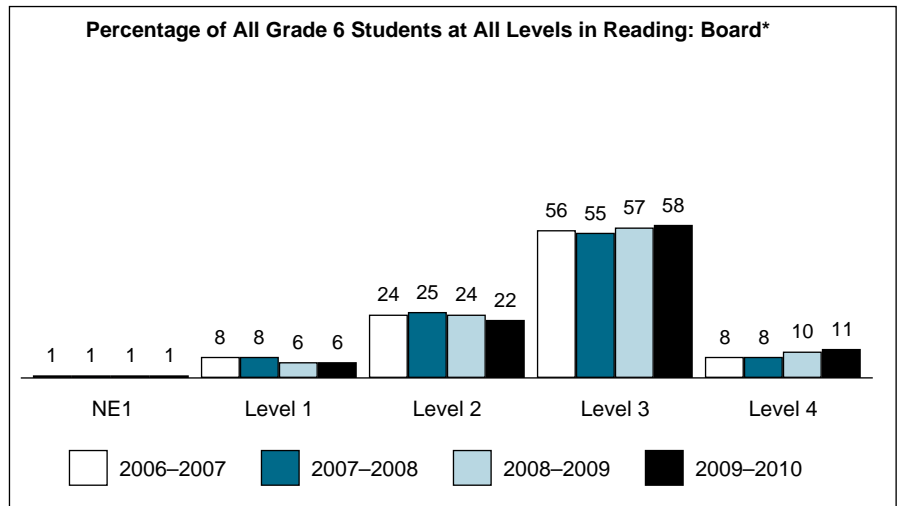
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

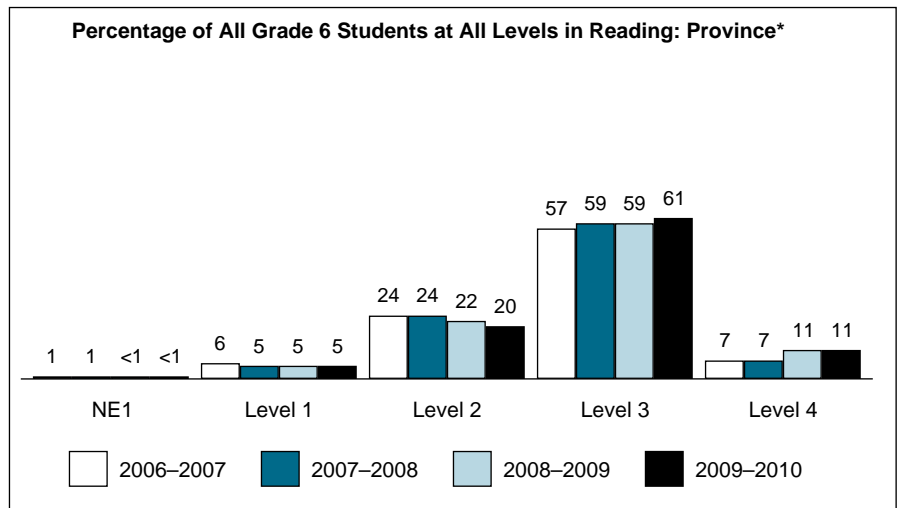
Results over Time, 2006–2007 to 2009–2010*

Grade 6: Reading

Grade 6 Reading: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	10 954	10 973	11 006	10 982
Level 4	8%	8%	10%	11%
Level 3	56%	55%	57%	58%
Level 2	24%	25%	24%	22%
Level 1	8%	8%	6%	6%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	97%	97%	98%	98%
No Data	1%	<1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	64%	63%	67%	69%



Grade 6 Reading: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	145 901	140 420	136 069	134 201
Level 4	7%	7%	11%	11%
Level 3	57%	59%	59%	61%
Level 2	24%	24%	22%	20%
Level 1	6%	5%	5%	5%
NE1**	1%	1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	64%	66%	69%	72%



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

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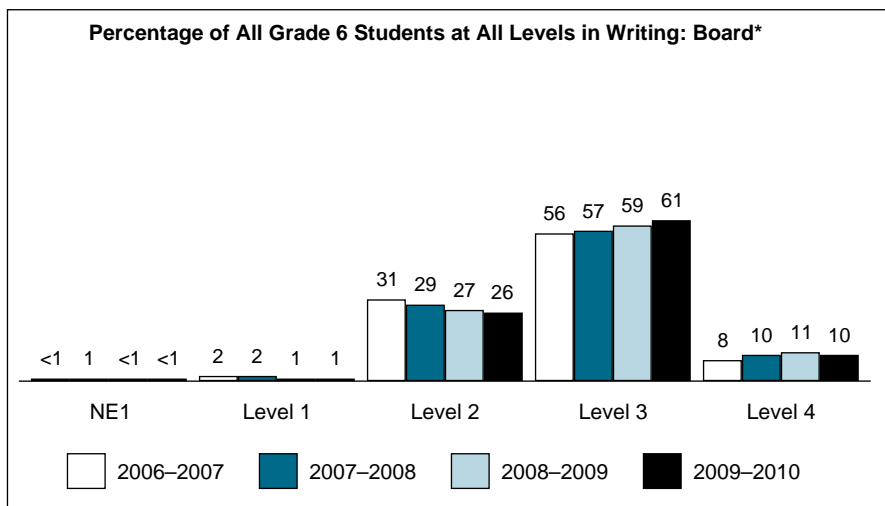
** See the Explanation of Terms.

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

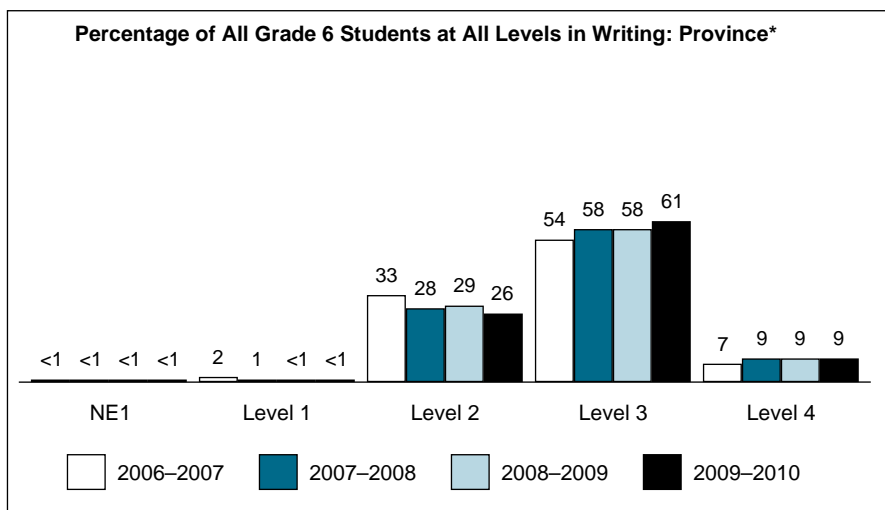
Results over Time, 2006–2007 to 2009–2010*

Grade 6: Writing

Grade 6 Writing: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	10 954	10 973	11 006	10 981
Level 4	8%	10%	11%	10%
Level 3	56%	57%	59%	61%
Level 2	31%	29%	27%	26%
Level 1	2%	2%	1%	1%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	97%	97%	98%	98%
No Data	1%	<1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	64%	66%	70%	71%



Grade 6 Writing: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	145 901	140 420	136 075	134 288
Level 4	7%	9%	9%	9%
Level 3	54%	58%	58%	61%
Level 2	33%	28%	29%	26%
Level 1	2%	1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	61%	67%	67%	70%



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

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

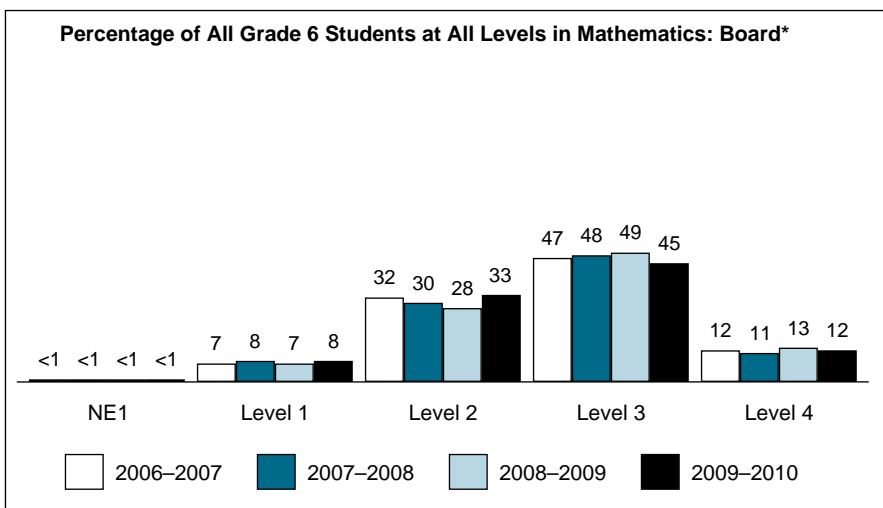
** See the Explanation of Terms.

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

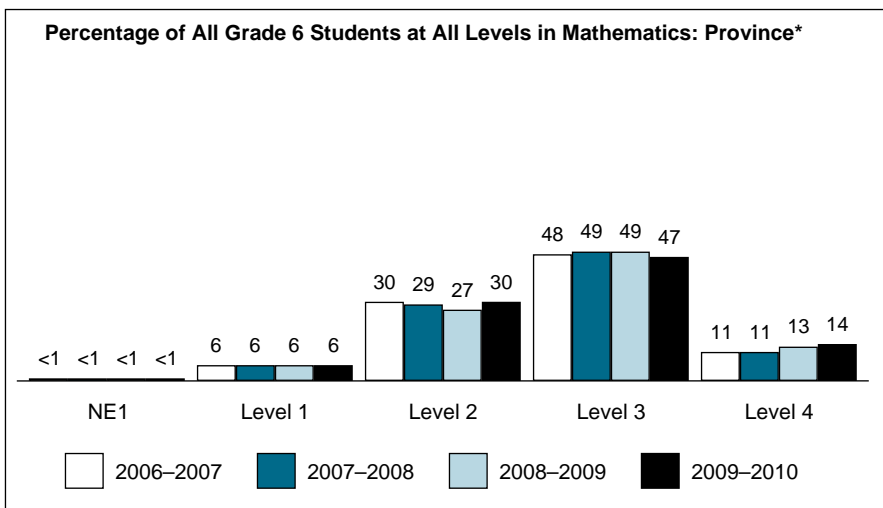
Results over Time, 2006–2007 to 2009–2010*

Grade 6: Mathematics

Grade 6 Mathematics: Board*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	10 954	10 973	11 012	10 980
Level 4	12%	11%	13%	12%
Level 3	47%	48%	49%	45%
Level 2	32%	30%	28%	33%
Level 1	7%	8%	7%	8%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	98%	97%	98%
No Data	1%	<1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	58%	59%	62%	57%



Grade 6 Mathematics: Province*				
Year	'06-'07	'07-'08	'08-'09	'09-'10
<i>Number of Students</i>	145 901	140 358	136 075	134 241
Level 4	11%	11%	13%	14%
Level 3	48%	49%	49%	47%
Level 2	30%	29%	27%	30%
Level 1	6%	6%	6%	6%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	95%	96%	96%	97%
No Data	1%	1%	1%	1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	59%	61%	63%	61%



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

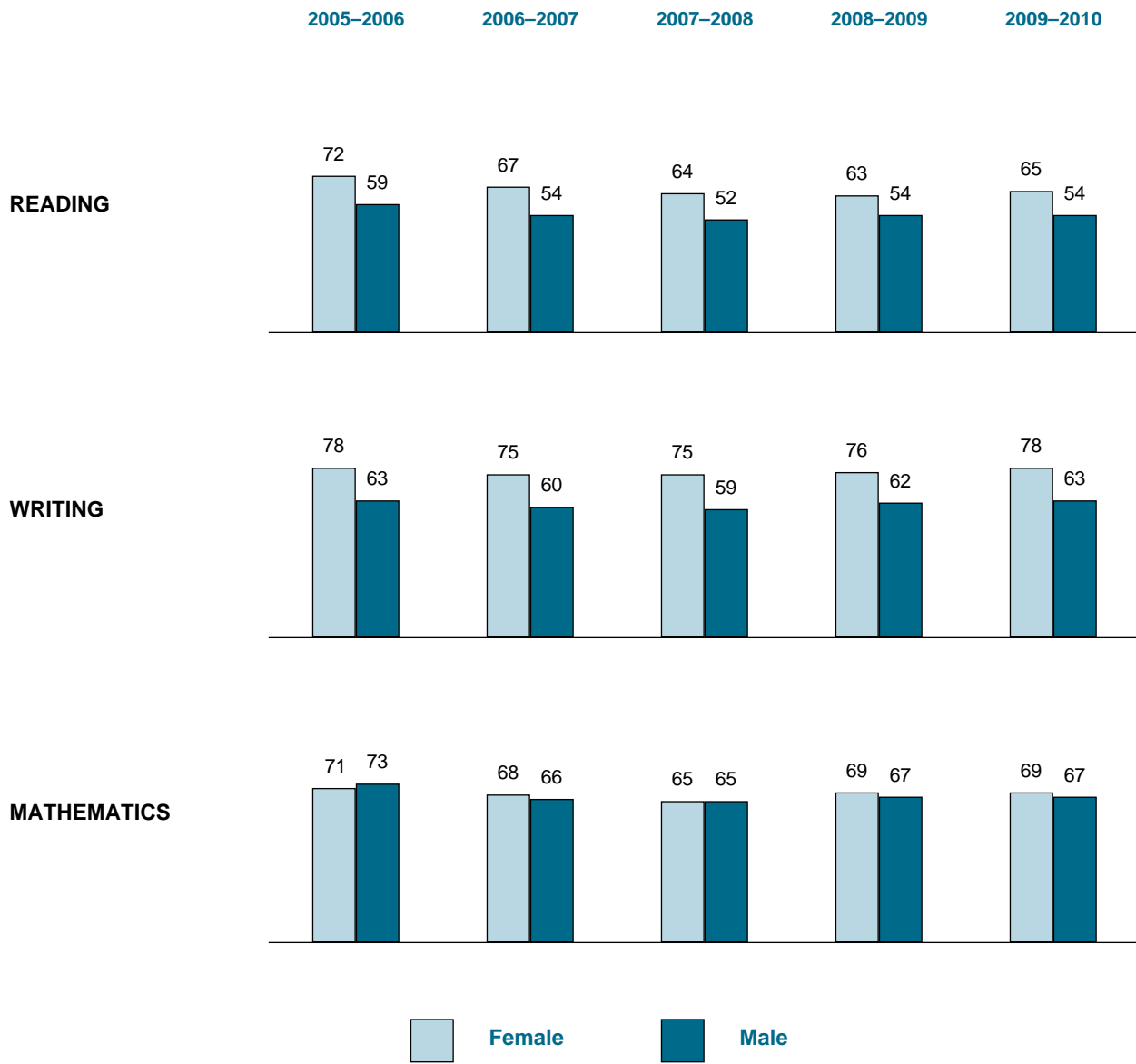
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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

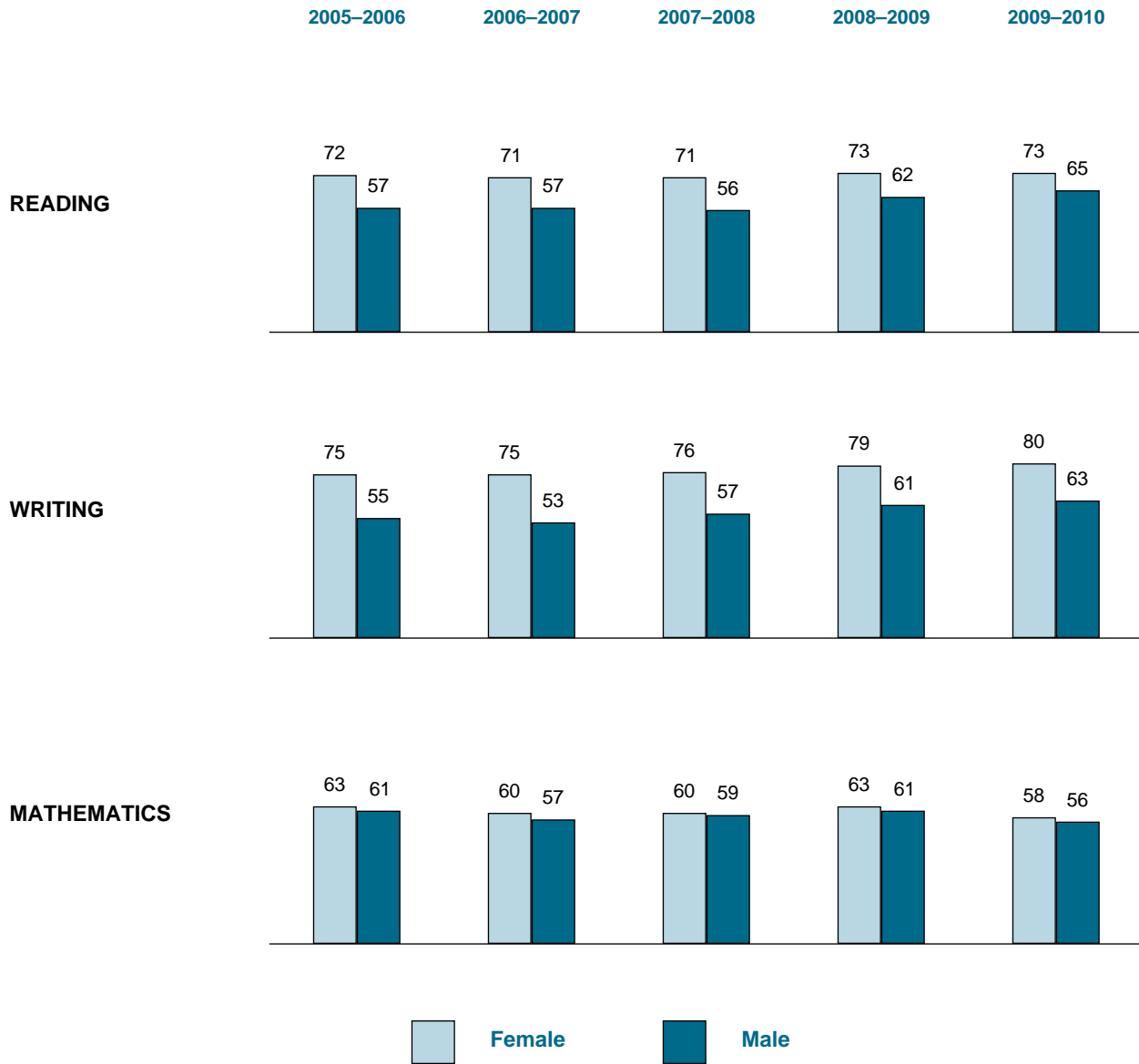


Total Number of Grade 3 Students†										
	<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 002	5 454	5 134	5 458	5 174	5 545	4 972	5 591	5 222	5 631

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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



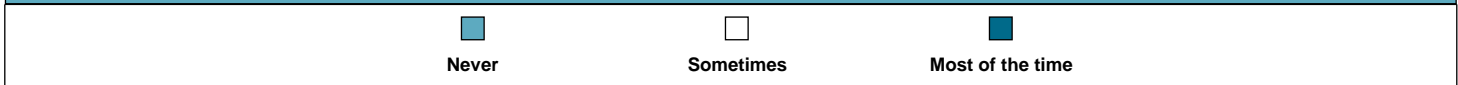
	Total Number of Grade 6 Students†									
	<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Board	5 164	5 619	5 338	5 616	5 307	5 666	5 271	5 743	5 322	5 670

† Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 417)

Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



STUDENT ENGAGEMENT How do you feel about mathematics?	Percentage of Students*	Number of students who answered "most of the time"
I like mathematics.		5623
I am good at mathematics.		4815
I am able to answer difficult mathematics questions.		2517
I try to do my best when I do mathematics activities in class.		8863

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

I read over the whole problem first to make sure I know what I am supposed to do.		7192
I ask for help if I do not understand the problem.		4523
I think about the steps I will use to solve the problem.		5063
I check my work for mistakes.		5257
I check my answer to see if it makes sense.		6297

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





Manipulatives		2468
A calculator		1134
A computer to learn mathematics		1961

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 417)

Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.

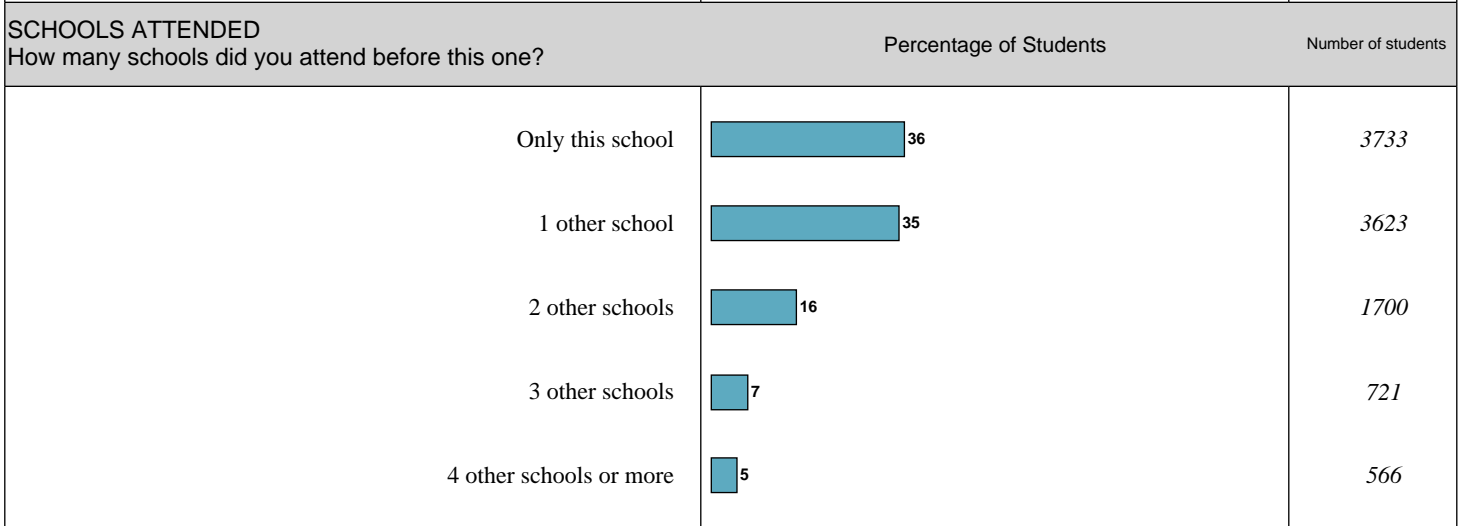
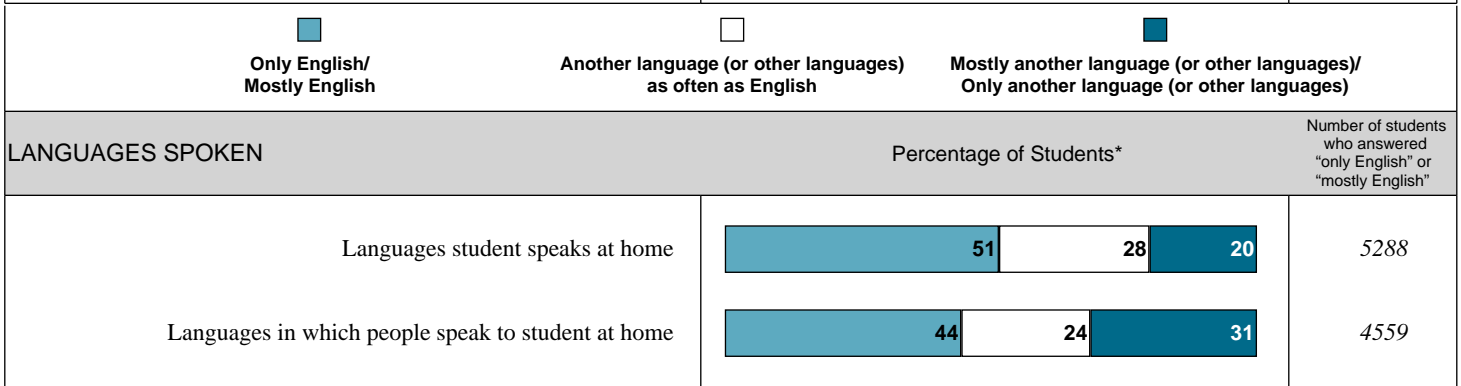
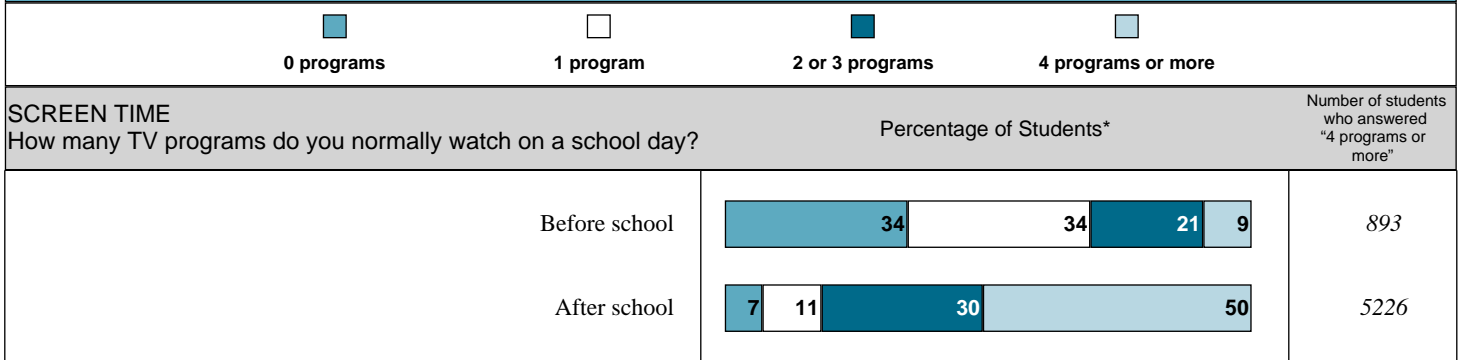
						
		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
READING OUTSIDE SCHOOL						Number of students who answered "every day or almost every day"
How often do you read the following when you are not at school? Percentage of Students*						
	Stories or novels	5	16	27	50	5259
	Comics or graphic novels	22	29	25	22	2336
	Books, newspapers, magazines or websites for information	14	26	28	30	3095
	E-mails, text or instant messages	48	17	15	17	1821
	Other things	11	17	23	46	4814
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?						
	I read by myself.	4	12	21	62	6440
	I play video games.	20	23	24	32	3287
	I use the Internet.	7	17	31	42	4421
	I participate in sports or other physical activities.	9	13	27	49	5071
	I participate in art, music, dance or drama activities.	28	17	24	28	2914
	I participate in after-school clubs.	63	10	13	11	1167
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?						
	We talk about the mathematics work I do in school.	13	21	30	35	3628
	We talk about the activities I do in school.	8	17	26	47	4876
	We read together.	27	27	22	20	2132
	We look at my school agenda.	10	11	15	61	6316
	We use a computer together.	35	25	22	16	1626

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 10 417)

Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	Board			Province		
	All Students (# = 10 417)	Female* (# = 5 048)	Male* (# = 5 369)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
STUDENT ENGAGEMENT IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
I like mathematics.	54%	51%	56%	50%	49%	51%
I am good at mathematics.	46%	42%	50%	49%	47%	51%
I am able to answer difficult mathematics questions.	24%	21%	27%	26%	23%	29%
I try to do my best when I do mathematics activities in class.	85%	88%	82%	87%	90%	85%
COGNITIVE STRATEGIES USED IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
I read over the whole problem first to make sure I know what I am supposed to do.	69%	74%	64%	70%	75%	65%
I ask for help if I do not understand the problem.	43%	50%	38%	46%	51%	42%
I think about the steps I will use to solve the problem.	49%	49%	48%	48%	49%	47%
I check my work for mistakes.	50%	55%	46%	50%	54%	45%
I check my answer to see if it makes sense.	60%	64%	57%	60%	64%	56%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
Manipulatives	24%	26%	22%	24%	26%	23%
A calculator	11%	11%	11%	11%	10%	11%
A computer to learn mathematics	19%	19%	18%	16%	16%	16%
READING OUTSIDE SCHOOL						
Percentage of students who answered “every day or almost every day”‡						
Stories or novels	50%	57%	44%	47%	54%	41%
Comics or graphic novels	22%	16%	28%	21%	15%	27%
Books, newspapers, magazines or websites for information	30%	32%	27%	27%	30%	25%
E-mails, text or instant messages	17%	16%	19%	17%	17%	16%
Other things	46%	49%	44%	45%	47%	43%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	Board			Province		
	All Students (# = 10 417)	Female* (# = 5 048)	Male* (# = 5 369)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
OUT-OF-SCHOOL ACTIVITIES Percentage of students who answered “every day or almost every day” [†]						
I read by myself.	62%	68%	56%	57%	64%	50%
I play video games.	32%	14%	48%	37%	18%	55%
I use the Internet.	42%	39%	46%	42%	39%	44%
I participate in sports or other physical activities.	49%	42%	55%	49%	44%	54%
I participate in art, music, dance or drama activities.	28%	35%	21%	27%	36%	19%
I participate in after-school clubs.	11%	10%	12%	12%	11%	12%
PARENTAL ENGAGEMENT Percentage of students who answered “every day or almost every day” [†]						
We talk about the mathematics work I do in school.	35%	39%	31%	27%	30%	24%
We talk about the activities I do in school.	47%	52%	42%	46%	51%	40%
We read together.	20%	23%	19%	21%	23%	19%
We look at my school agenda.	61%	62%	60%	54%	56%	53%
We use a computer together.	16%	16%	16%	13%	13%	13%
SCREEN TIME (WATCHING TV) Percentage of students who answered “4 programs or more” [‡]						
Before school	9%	5%	12%	10%	6%	14%
After school	50%	45%	55%	53%	49%	57%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	Board			Province		
	All Students (# = 10 417)	Female* (# = 5 048)	Male* (# = 5 369)	All Students (# = 123 025)	Female* (# = 60 511)	Male* (# = 62 514)
LANGUAGES STUDENTS SPEAK AT HOME†						
	Percentage of students					
Only English/Mostly English	51%	50%	52%	73%	72%	74%
Another language (or other languages) as often as English	28%	30%	26%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	20%	19%	21%	10%	10%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME†						
	Percentage of students					
Only English/Mostly English	44%	43%	45%	70%	69%	71%
Another language (or other languages) as often as English	24%	25%	23%	14%	15%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	31%	31%	31%	15%	16%	15%
SCHOOLS ATTENDED†						
	Percentage of students					
Only this school/1 other school	71%	70%	71%	80%	80%	80%
2 other schools/3 other schools	23%	24%	22%	16%	16%	16%
4 other schools or more	5%	5%	6%	4%	4%	4%

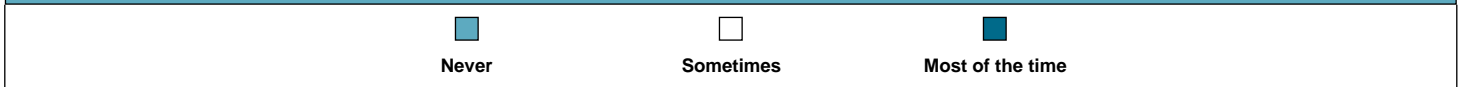
* Only includes students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

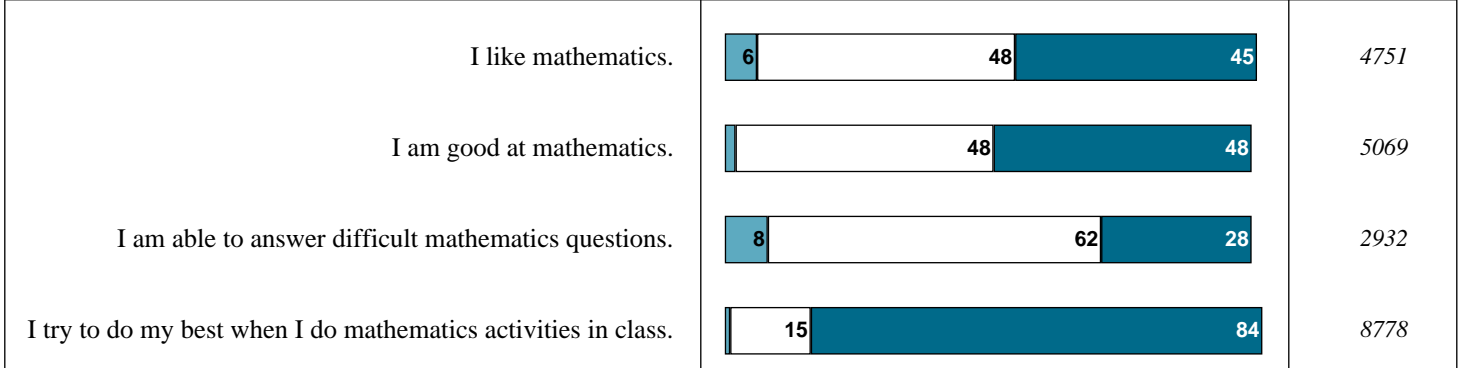
STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 501)

Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



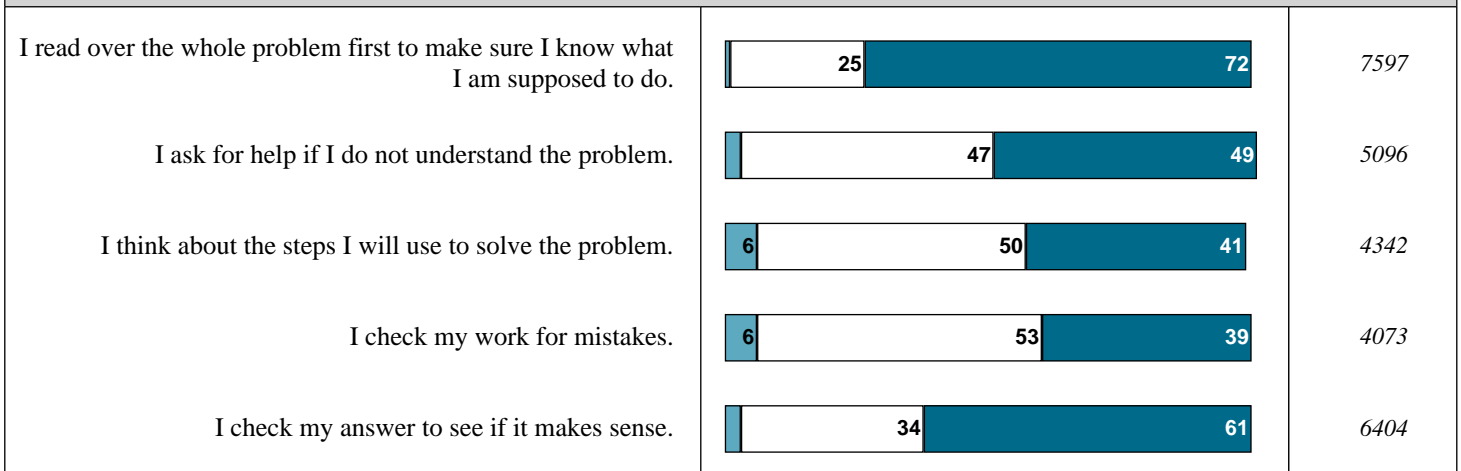
STUDENT ENGAGEMENT

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



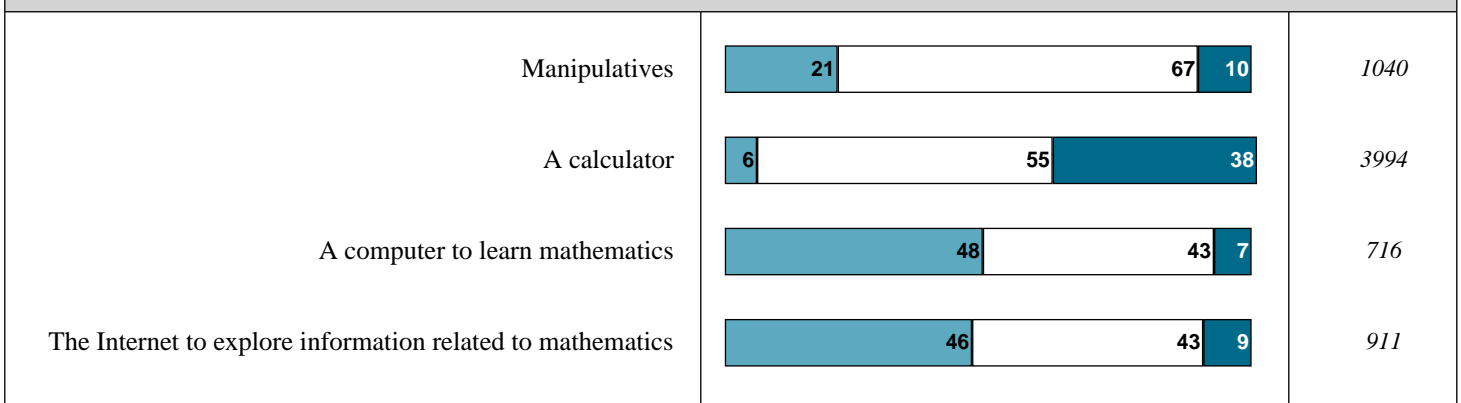
COGNITIVE STRATEGIES

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



INSTRUCTIONAL TOOLS

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







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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 501)

Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.

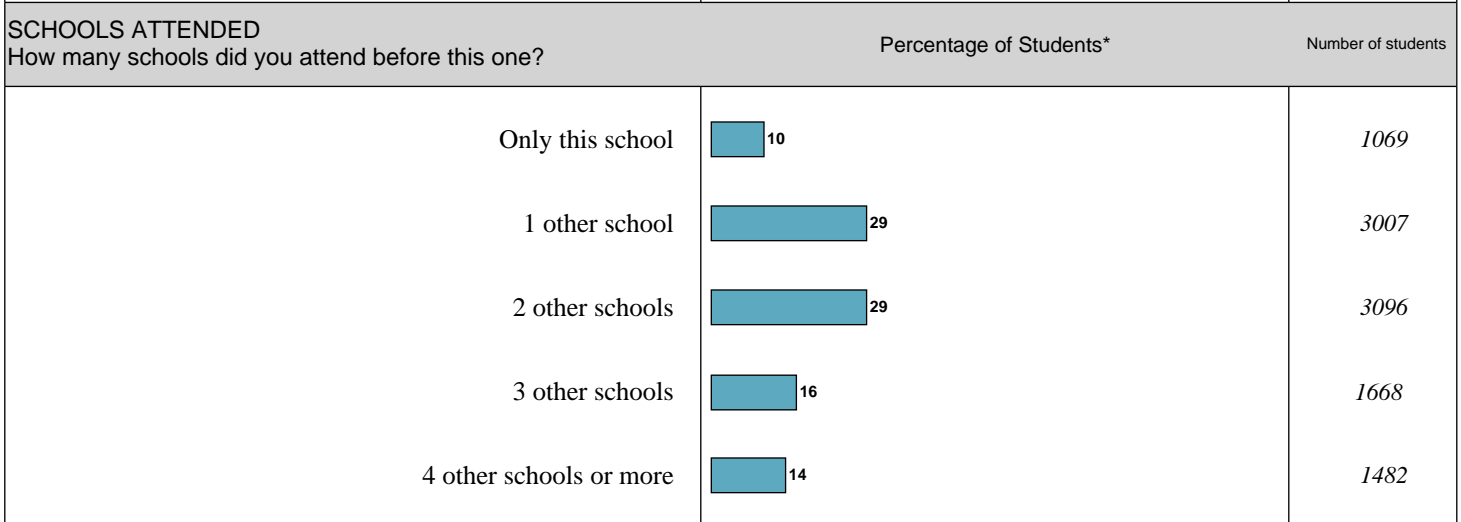
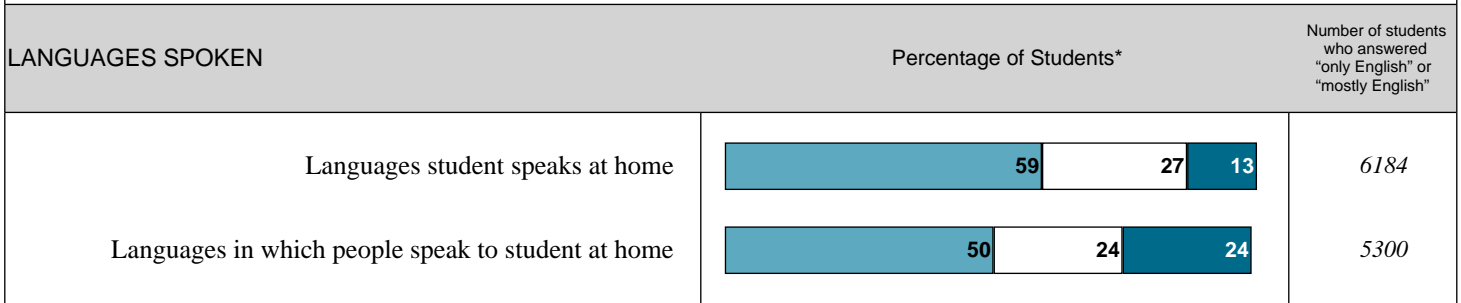
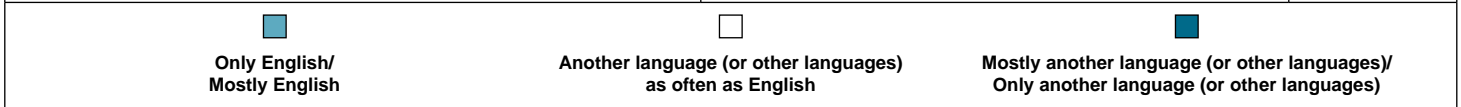
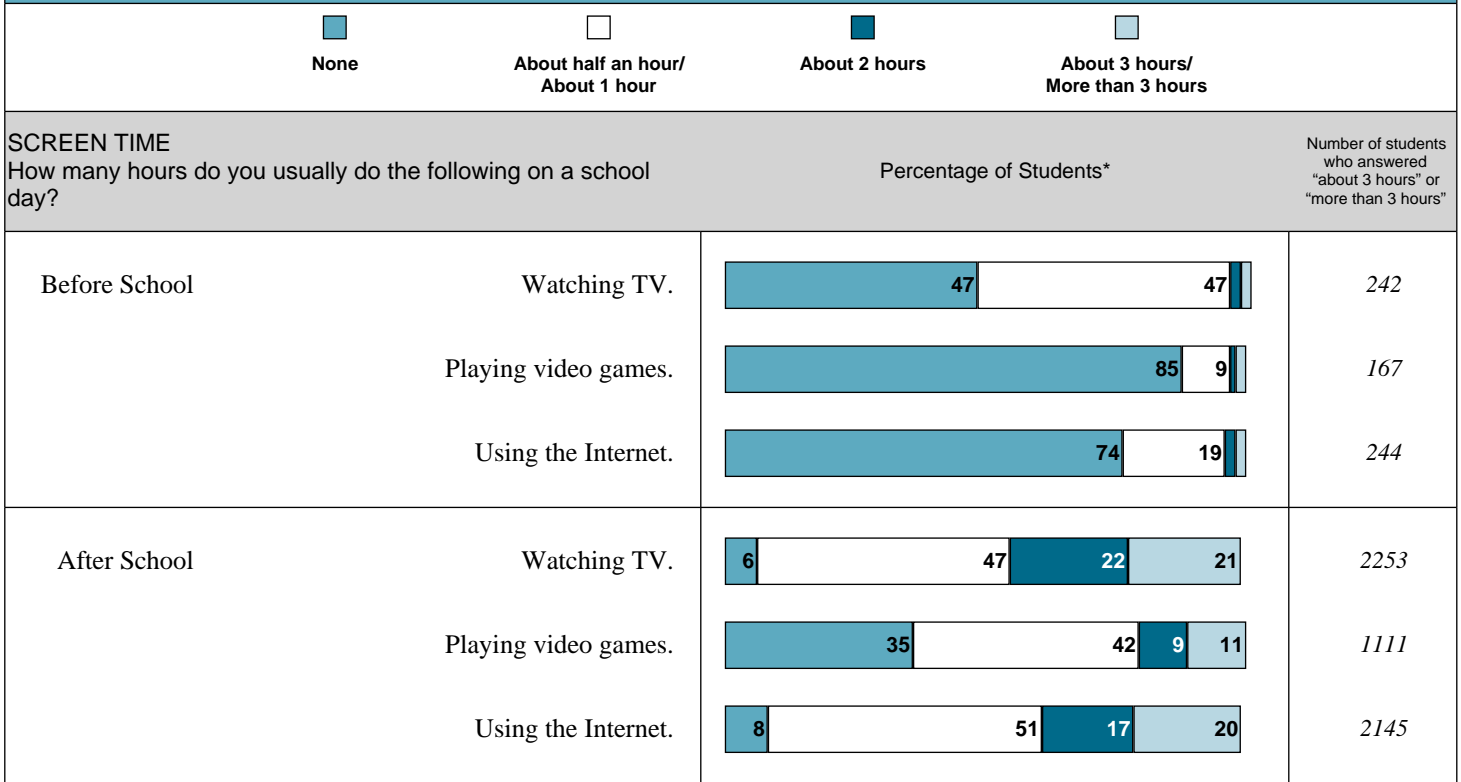
						
		Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
READING OUTSIDE SCHOOL						Number of students who answered "every day or almost every day"
How often do you read the following when you are not at school? Percentage of Students*						
	Stories or novels	5	22	32	40	4182
	Comics or graphic novels	18	35	27	17	1817
	Books, newspapers, magazines or websites for information	7	23	34	33	3447
	E-mails, text or instant messages	14	16	22	45	4751
	Other things	9	21	29	39	4063
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?						
	I read by myself.	4	15	27	51	5347
	I play video games.	13	25	32	27	2826
	I use the Internet.	8	25	62		6523
	I participate in sports or other physical activities.	5	10	32	49	5139
	I participate in art, music, dance or drama activities.	26	20	28	22	2267
	I participate in after-school clubs.	46	21	20	9	964
PARENTAL ENGAGEMENT						
How often do you and a parent, a guardian or another adult who lives with you do the following?						
	We talk about the mathematics work I do in school.	12	29	32	24	2568
	We talk about the activities I do in school.	8	18	32	39	4121
	We read together.	53	25	13	5	486
	We look at my school agenda.	21	20	20	34	3567
	We use a computer together.	44	28	18	7	705

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 10 501)

Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.



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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	Board			Province		
	All Students (# = 10 501)	Female* (# = 5 115)	Male* (# = 5 385)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)
STUDENT ENGAGEMENT IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
I like mathematics.	45%	40%	50%	40%	37%	44%
I am good at mathematics.	48%	44%	52%	48%	45%	51%
I am able to answer difficult mathematics questions.	28%	23%	33%	28%	23%	32%
I try to do my best when I do mathematics activities in class.	84%	87%	81%	84%	88%	81%
COGNITIVE STRATEGIES USED IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
I read over the whole problem first to make sure I know what I am supposed to do.	72%	78%	67%	72%	78%	66%
I ask for help if I do not understand the problem.	49%	54%	43%	52%	57%	47%
I think about the steps I will use to solve the problem.	41%	41%	42%	39%	40%	38%
I check my work for mistakes.	39%	41%	36%	36%	39%	33%
I check my answer to see if it makes sense.	61%	63%	59%	59%	62%	55%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS						
Percentage of students who answered “most of the time”†						
Manipulatives	10%	10%	9%	9%	10%	9%
A calculator	38%	43%	33%	38%	42%	35%
A computer to learn mathematics	7%	7%	7%	6%	5%	6%
The Internet to explore information related to mathematics	9%	9%	8%	5%	5%	5%
READING OUTSIDE SCHOOL						
Percentage of students who answered “every day or almost every day”‡						
Stories or novels	40%	49%	31%	38%	48%	30%
Comics or graphic novels	17%	12%	22%	14%	10%	18%
Books, newspapers, magazines or websites for information	33%	37%	29%	29%	32%	27%
E-mails, text or instant messages	45%	52%	38%	46%	53%	40%
Other things	39%	40%	37%	35%	36%	35%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male)		Board			Province		
		All Students (# = 10 501)	Female* (# = 5 115)	Male* (# = 5 385)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)
Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.							
OUT-OF-SCHOOL ACTIVITIES		Percentage of students who answered “every day or almost every day”†					
I read by myself.	51%	59%	43%	47%	56%	39%	
I play video games.	27%	11%	42%	28%	11%	45%	
I use the Internet.	62%	65%	59%	59%	61%	57%	
I participate in sports or other physical activities.	49%	39%	58%	50%	43%	58%	
I participate in art, music, dance or drama activities.	22%	28%	16%	20%	26%	13%	
I participate in after-school clubs.	9%	10%	9%	8%	9%	7%	
PARENTAL ENGAGEMENT		Percentage of students who answered “every day or almost every day”†					
We talk about the mathematics work I do in school.	24%	26%	23%	16%	17%	15%	
We talk about the activities I do in school.	39%	43%	36%	38%	42%	34%	
We read together.	5%	4%	5%	4%	4%	4%	
We look at my school agenda.	34%	33%	35%	29%	29%	30%	
We use a computer together.	7%	7%	7%	5%	5%	5%	
SCREEN TIME		Percentage of students who answered “about 3 hours” or “more than 3 hours”‡					
Before School	Watching TV	2%	2%	3%	2%	1%	2%
	Playing video games	2%	1%	3%	1%	<1%	3%
	Using the Internet	2%	2%	2%	2%	2%	2%
After School	Watching TV	21%	22%	21%	21%	19%	22%
	Playing video games	11%	4%	17%	12%	3%	20%
	Using the Internet	20%	23%	18%	20%	20%	19%

* Only includes students for whom gender data were available.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR BOARD AND PROVINCE (all students, female, male) Note: In 2009–2010 the focus of some questions was on mathematics; in 2010–2011 the focus will be on reading and writing.	Board			Province			
	All Students (# = 10 501)	Female* (# = 5 115)	Male* (# = 5 385)	All Students (# = 129 209)	Female* (# = 63 475)	Male* (# = 65 718)	
LANGUAGES STUDENTS SPEAK AT HOME†							Percentage of students
Only English/Mostly English	59%	60%	58%	77%	77%	77%	
Another language (or other languages) as often as English	27%	28%	26%	15%	15%	14%	
Mostly another language (or other languages)/ Only another language (or other languages)	13%	11%	14%	7%	7%	8%	
LANGUAGES SPOKEN TO STUDENTS AT HOME†							Percentage of students
Only English/Mostly English	50%	51%	50%	72%	72%	72%	
Another language (or other languages) as often as English	24%	26%	23%	14%	15%	13%	
Mostly another language (or other languages)/ Only another language (or other languages)	24%	22%	25%	13%	13%	13%	
SCHOOLS ATTENDED†							Percentage of students
Only this school/1 other school	39%	38%	39%	68%	68%	68%	
2 other schools/3 other schools	45%	47%	44%	24%	24%	23%	
4 other schools or more	14%	14%	15%	7%	7%	7%	

* Only includes students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2009–2010

EXPLANATION OF TERMS

All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not complete any part of the assessment due to absence or for medical or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007). Prior to 2007, English language learners were called English as a second language (ESL)/English literacy development (ELD) learners.
English Language Learners Receiving a Special Provision	English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students identified as gifted are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.
N/D	"No data available" is used to indicate that there were no students in the grade or subject for the group or year specified.
W	Results for some or all students are being withheld by EQAO. For further information, please contact personnel at the board.