

# Board Standing Committee Meeting - Public Session

**Tuesday, October 17, 2017**

**Board Room - Education Centre Aurora - 7:00 PM**

**Loralea Carruthers**  
Chair  
(East Gwillimbury & Whitchurch-Stouffville)

**Corrie McBain**  
Vice-Chair  
(Richmond Hill)

**Peter Adams-Luchowski**  
(Aurora & King)

**Linda Aversa**  
(Vaughan)

**Carol Chan**  
(Richmond Hill)

**Cynthia Cordova**  
(Georgina)

**Anna DeBartolo**  
(Vaughan)

**Susan Geller**  
(Markham & Vaughan)

**Mingze Hong**  
(Student Trustee)

**Juanita Nathan**  
(Markham)

**Billy Pang**  
(Markham)

**Stephanie Rico**  
(Student Trustee)

**Allan Tam**  
(Markham)

**Martin Van Beek**  
(Newmarket)

## Pages

1. Approval of Agenda
2. Declaration of Conflict of Interest
3. Special Announcements
4. Public Forum
5. NEW BUSINESS
  - (a) Report of the 2016-2017 Provincial Assessments and Ontario Secondary School Literacy Test
    - Scott Yake, Associate Director of Education, Program
    - Heather Sears, Superintendent of Education, Curriculum and Instructional Services
    - Lynne Hollingshead, Manager, Assessment Services
    - Rich MacPherson, Curriculum Coordinator
    - Nadia Bearcroft, Curriculum Coordinator
    - Imtiaz Damji, Curriculum Coordinator

5 - 127
  - (b) Leadership Strategy 2017-2021
    - Scott Yake, Associate Director of Education, Program
    - Drew McNaughton, Superintendent of Education, Indigenous Programs, Leadership Development and Corporate Policy
    - Karen Bett, Strategic Development Coordinator
    - Sandy Haliburton, Principal, Leadership Development
    - Steve Gardner, Principal, Leadership Development

129 - 141

- |     |   |           |
|-----|---|-----------|
| (c) | Equity and Inclusivity Advisory Committee (EIAC)<br>Annual Report September 2016-June 2017 <ul style="list-style-type: none"><li>• Leslie Johnstone, Associate Director of Education, Learning and Working Environments</li><li>• Cecil Roach, Coordinating Superintendent of Education, Equity and Community Services</li><li>• Paul Woods, Principal, Inclusive School and Community Services</li></ul> | 143 - 149 |
| (d) | Parent, Family and Community Engagement Advisory Committee (PEAC) Annual Report September 2016-June 2017 <ul style="list-style-type: none"><li>• Karen Friedman, Associate Director of Education, Schools</li><li>• Cecil Roach, Coordinating Superintendent of Education, Equity and Community Services</li><li>• Paul Woods, Principal, Inclusive School and Community Services</li></ul>               | 151 - 159 |
| (e) | Special Education Advisory Committee (SEAC) Annual Report September 2016-June 2017 <ul style="list-style-type: none"><li>• Scott Yake, Associate Director of Education, Program</li><li>• Kate Diakiw, Superintendent of Education, Student Services</li></ul>  | 161 - 181 |
| (f) | Secondary Student Awards 2016-2017 <ul style="list-style-type: none"><li>• Leslie Johnstone, Associate Director of Education, Learning and Working Environments</li><li>• Wanda Muirhead-Toporek, Chief Financial Officer</li></ul>   | 183 - 191 |
| (g) | Cash Disbursements, August 2017 <ul style="list-style-type: none"><li>• Wanda Muirhead-Toporek, Chief Financial Officer</li></ul>   | 193 - 195 |

6. Adjournment

# Welcome to the York Region District School Board

## All about Board Meetings

**Board Meetings** are usually held on the first Tuesday of each month at the Education Centre, 60 Wellington Street West, Aurora. The meeting schedule is available on the Board website.

Board Meetings are open to the public and begin at 7:30 p.m. Agenda packages and minutes from previous meetings are available on the Board's website. A limited number of hard copy agenda packages are available at each meeting.

If you wish to receive a Board agenda or Board minutes on a regular basis, please contact Corporate Secretariat and Trustee Services, Director's Office, extension 2262.

## How can I address the Board?

Community members wishing to address the Board of Trustees should submit a written application to Chair's Committee. Chair's Committee will decide whether the matter should be heard at a Board Standing or other Committee meeting or referred to staff for follow-up. For additional information please refer to Section 4:01 of the Board's Operational By-Law or contact Lisa Reinhardt, Manager, Corporate Secretariat and Trustee Services, extension 2217.

## When are Public Forums held?

In addition to the formal delegation process, the York Region District School Board hosts an informal Public Forum from 7:00 to 7:15 p.m. during the Board Standing Committee meeting. At this time, members of the community may speak to any appropriate public issue not already slated for consideration on the agenda.

Although it is not necessary to register prior to the meeting, you may call Corporate Secretariat and Trustee Services, extension 2327 to reserve a spot.

## Other Board Committee meetings

Members of the public are welcome to attend and observe any of the following public Advisory and Board Committee meetings. Complete agenda packages are posted on the Board's public website prior to the meeting.

If you are planning to attend any Board, Advisory or Board Committee meeting, please contact Corporate Secretariat and Trustee Services, extension 2327, 2262, or 2217 to make arrangements.

**Audit Committee** meetings are scheduled as required; usually three times annually, beginning at 4:30 p.m. at the Education Centre – Aurora. For further information, please contact Finance Services, extension 2565.

**Board Standing Committee** meetings are usually held the third Tuesday of the month beginning at 7:00 p.m. at the Education Centre – Aurora. For further information, please contact Corporate Secretariat and Trustee Services, extension 2327.

**Budget Committee** meetings are scheduled as required, usually between April and June, beginning at 7:00 p.m. at the Education Centre – Aurora. For further information please contact Business Services, extension 2273.

**Chair's Committee** meetings are usually held on the Tuesday prior to the Board Meeting at the Education Centre – Aurora. For further information, please contact Corporate Secretariat and Trustee Services, extension 2262.

The **Equity and Inclusivity Advisory Committee** meets at least four times annually, usually on the second Thursday of the month, beginning at 7:00 p.m. at the Education Centre – Aurora. For further information, please contact Equity and Community Services, 905-884-2046, extension 272.

The **Joint Board Consortium** meets three times annually, usually on the first Wednesday of the month, beginning at 4:30 p.m., and is comprised of representatives from both the public and Catholic school boards in York Region. For further information, please contact Corporate Secretariat and Trustee Services, extension 2266.

The **Parent, Family and Community Engagement Advisory Committee** meets at least four times annually, usually on the second Tuesday of the month beginning at 7:00 p.m. at the Education Centre – Aurora. For further information please contact Equity and Community Services, 905-884-2046, extension 272.

The **Policy and By-Law Committee** usually meets on the first Tuesday of the month, beginning at 4:30 p.m. at the Education Centre – Aurora. For further information, please contact Corporate Secretariat and Trustee Services, extension 2217.

**Property Management Committee** meetings are usually held the third Tuesday of the month, beginning at 4:30 p.m. at the Education Centre – Aurora. For further information, please contact Planning and Property Development Services, extension 2424.

The **Special Education Advisory Committee** usually meets on the first Thursday of the month at 7:00 p.m. at the Education Centre – Aurora. For further information please contact Educational and Community Services, extension 2027.

## What about School Councils?

Each public school in York Region has a school council. For additional information on school councils, please contact the school principal. If you require further information, contact Principal, Inclusive School and Community Services Paul Woods, 905-884-2046, extension 238 or Coordinating Superintendent of Education, Equity and Community Services Cecil Roach, 905-884-2046, extension 260.

## Do I have access to Board policies?

Yes, all Board policies are available for the public to access at any York Region school or on the Board's website.

Questions about any Board policy or procedure should be raised with your principal. You may also contact Corporate Secretariat and Trustee Services, or email [policy.committee@yrdsb.ca](mailto:policy.committee@yrdsb.ca) if you would like a copy of a particular policy or have any questions.





## **YORK REGION DISTRICT SCHOOL BOARD**

### **REPORT OF THE 2016-2017 PROVINCIAL ASSESSMENTS AND ONTARIO SECONDARY SCHOOL LITERACY TEST**

#### **Background:**

The provincial assessments and the Ontario Secondary School Literacy Test (OSSLT) are conducted annually under the direction of the Education Quality and Accountability Office (EQAO). The assessment and test are designed to measure how well students have met the expectations of the Grade 9 academic and applied mathematics programs and the literacy requirements for secondary school.

#### **Rationale:**

The purpose of this report is to inform trustees about the Board results of the provincial assessments and the OSSLT.

#### **Estimated Cost:**

Nil.

#### **Timeline:**

Immediate.

#### **Communications Implementation Plan:**

##### **Primary and Junior Division Assessments:**

1. Board and school reports were made available to the public through the Board website on September 20, 2017.
2. Schools are communicating their individual school reports to their communities during the period of September 20 – October 20, 2017.

##### **Ontario Secondary School Literacy Test (OSSLT):**

1. Board and school reports were made available to the public through the Board website on September 20, 2017.
2. Schools are communicating their individual school reports to their communities during the period of September 20 – October 20, 2017.

##### **Grade 9 Mathematics Assessment**

1. Board and school reports were made available to the public through the Board website on September 20, 2017.
2. Schools are communicating their individual school reports to their communities during the period of September 20 – October 20, 2017.

**Appended Data:**

1. Highlights of Board Results
2. School Board Report: Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1-3) and Junior Division (Grades 4-6), 2016-2017
3. School Board Report: Grade 9 Assessment of Mathematics, 2016-2017
4. School Board Report: Ontario Secondary School Literacy Test, March 2017, First-Time Eligible Students
5. School Board Report: Ontario Secondary School Literacy Test, March 2017, Previously Eligible Students

Respectfully submitted,

Heather Sears  
Superintendent of Curriculum and Instructional Services

October 17, 2017

***For further information, please contact Kathi Wallace, Interim Director of Education or H. Sears, Superintendent of Curriculum and Instructional Services***

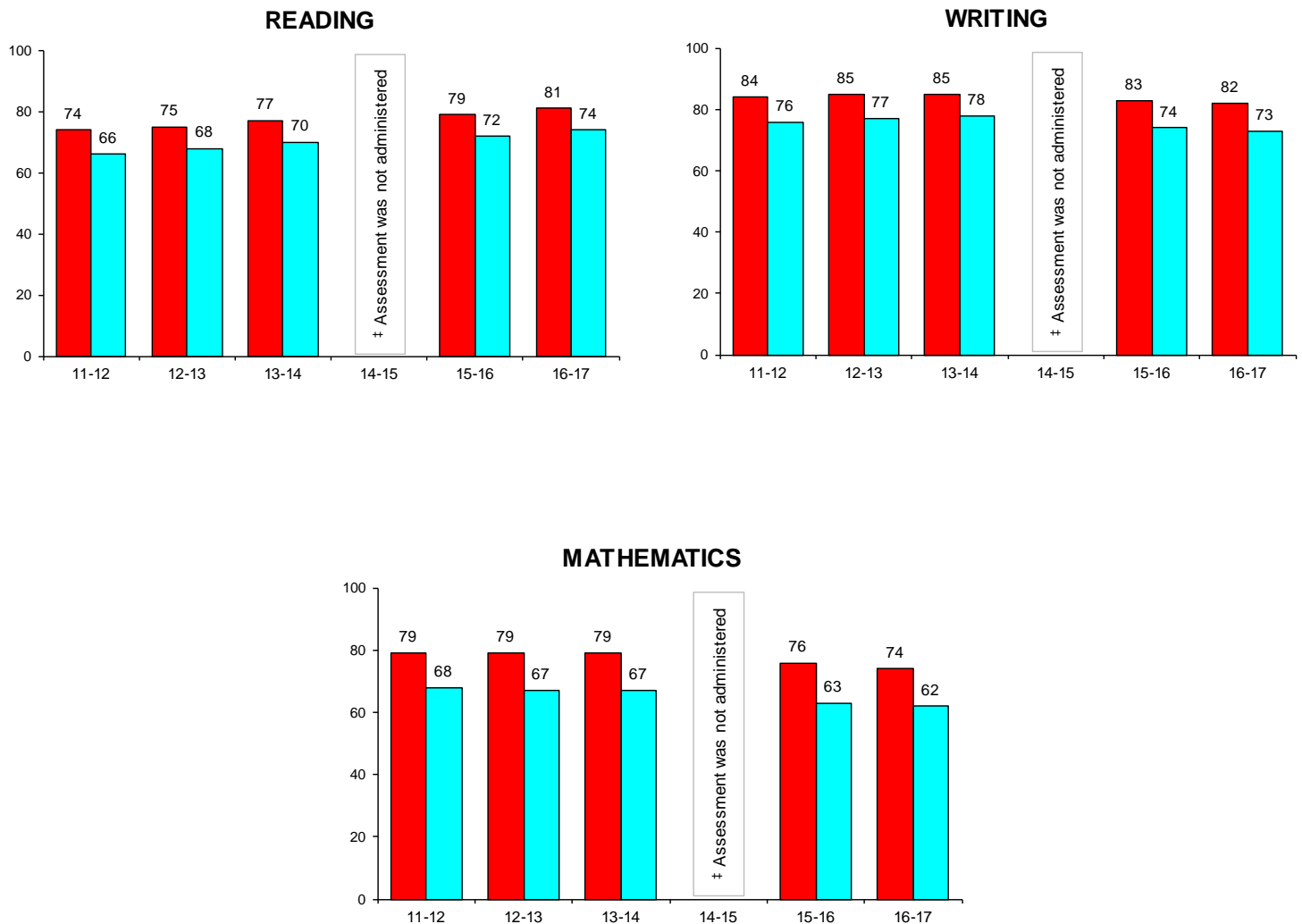
# HIGHLIGHTS OF BOARD RESULTS

## PRIMARY DIVISION ASSESSMENT OF READING, WRITING AND MATHEMATICS, (Grades 1-3)

- 8604 Grade 3 students were eligible to write between May 23 and June 5, 2017.
- The primary division assessment is based on *The Ontario Curriculum, Grades 1-8*.

### Percentage of All Grade 3 Students at or Above the Provincial Standard (Levels 3 & 4)

■ York Region DSB
 ■ Ontario



† Due to exceptional circumstances, students in York Region DSB and across the province did not participate in the Primary and Junior Division EQAO Assessments during in 2014-2015 school year.

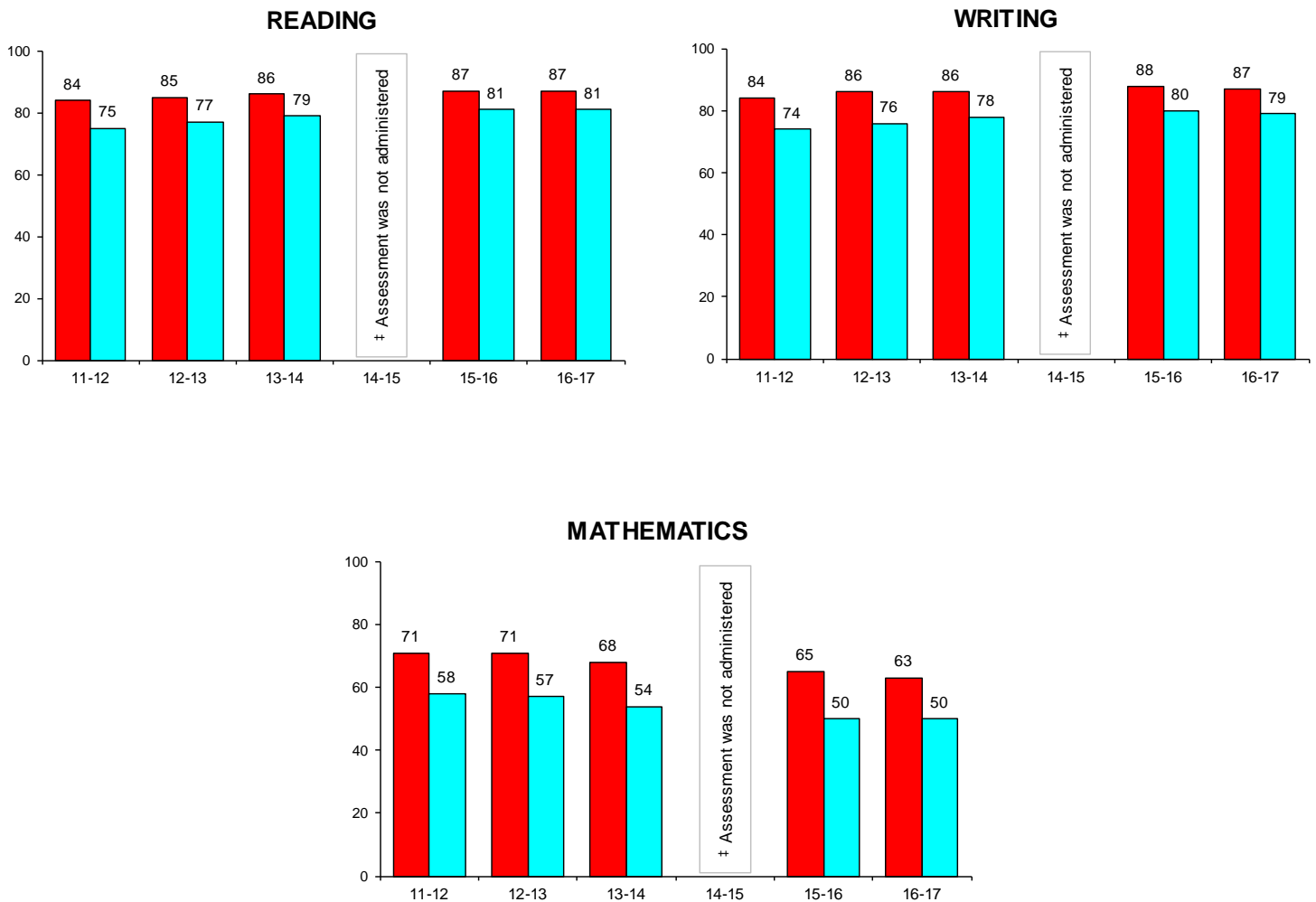
# HIGHLIGHTS OF BOARD RESULTS

## JUNIOR DIVISION ASSESSMENT OF READING, WRITING AND MATHEMATICS, (Grades 4-6)

- 8738 Grade 6 students were eligible to write between May 23 and June 5, 2017.
- The junior division assessment is based on *The Ontario Curriculum, Grades 1-8*.

### Percentage of All Grade 6 Students at or Above the Provincial Standard (Levels 3 & 4)

■ York Region DSB ■ Ontario



† Due to exceptional circumstances, students in York Region DSB and across the province did not participate in the Primary and Junior Division EQAO Assessments during in 2014-2015 school year.

# HIGHLIGHTS OF BOARD RESULTS

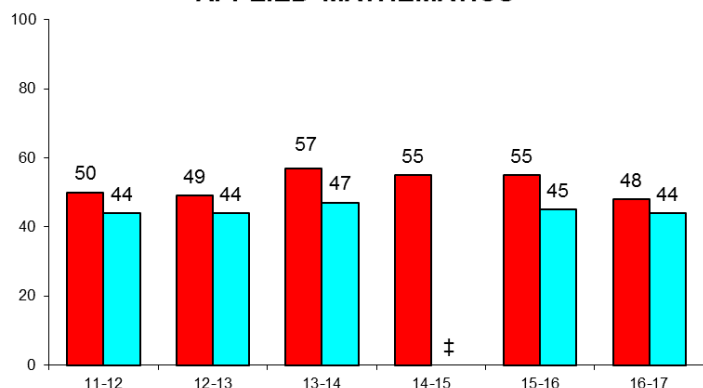
## GRADE 9 ASSESSMENT OF MATHEMATICS

- 7531 students in academic programs and 1582 students in applied programs were eligible to write between January 16 and January 27 and June 5 and June 16, 2017.
- The Grade 9 assessment is based on *The Ontario Curriculum, Grades 9 and 10: Mathematics*.

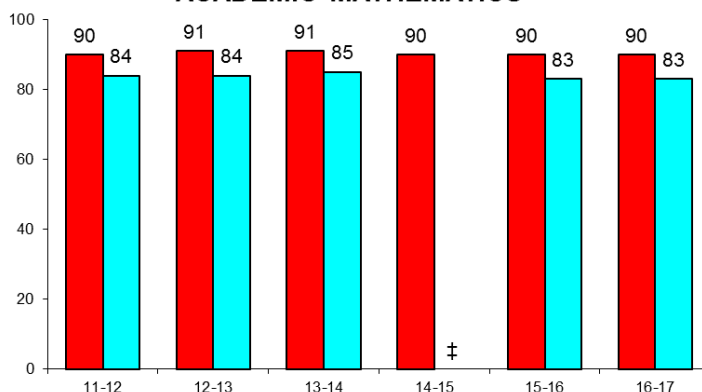
Percentage of All Grade 9 Students at or Above the Provincial Standard (Levels 3 & 4)

■ York Region DSB ■ Ontario

### APPLIED MATHEMATICS



### ACADEMIC MATHEMATICS



‡: Because not all schools in Ontario participated in the 2014-2015 assessments, the EQAO did not publish provincial results for this year.

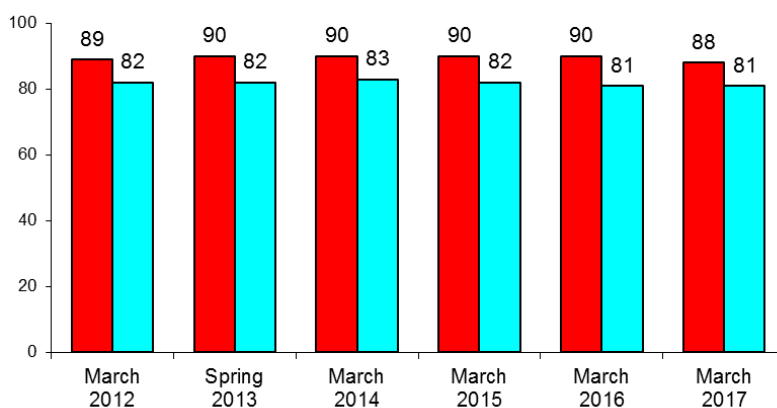
## ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

- 8553 students wrote the test on March 30, 2017.
- The test assesses the reading and writing skills as they apply to all subjects as outlined in *The Ontario Curriculum* up to the end of grade 9.
- Students must pass the OSSLT as one of the 32 requirements for an Ontario Secondary School Diploma.

Percentage of Participating Students (First-Time Eligible) Who Successfully Completed the OSSLT

■ York Region DSB ■ Ontario

### OSSLT





# School Board Report



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

### Board: York Region DSB (66095)

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

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

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

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

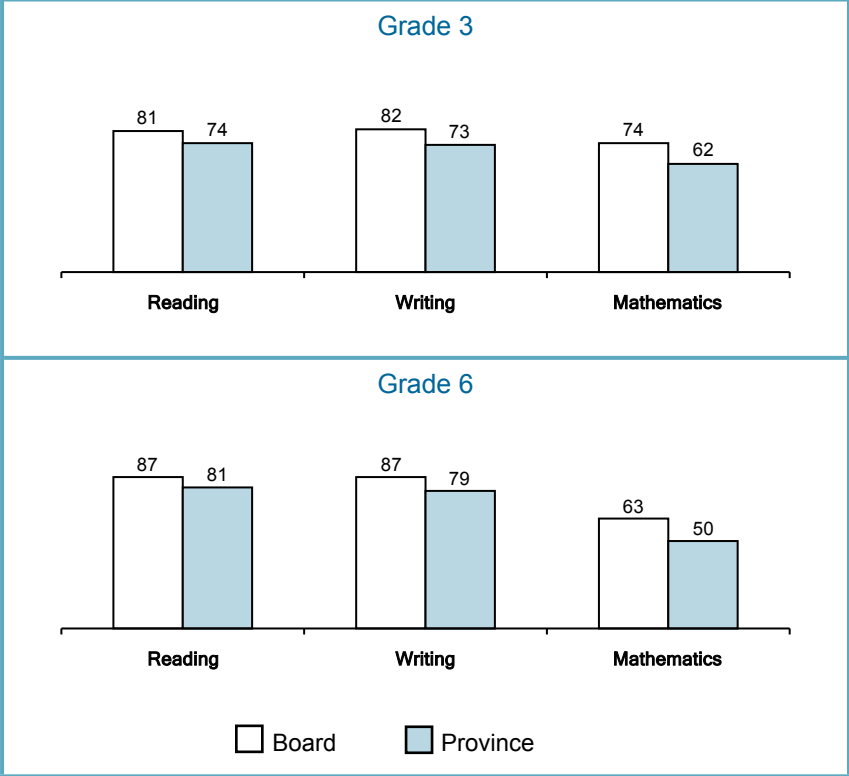
Sincerely,

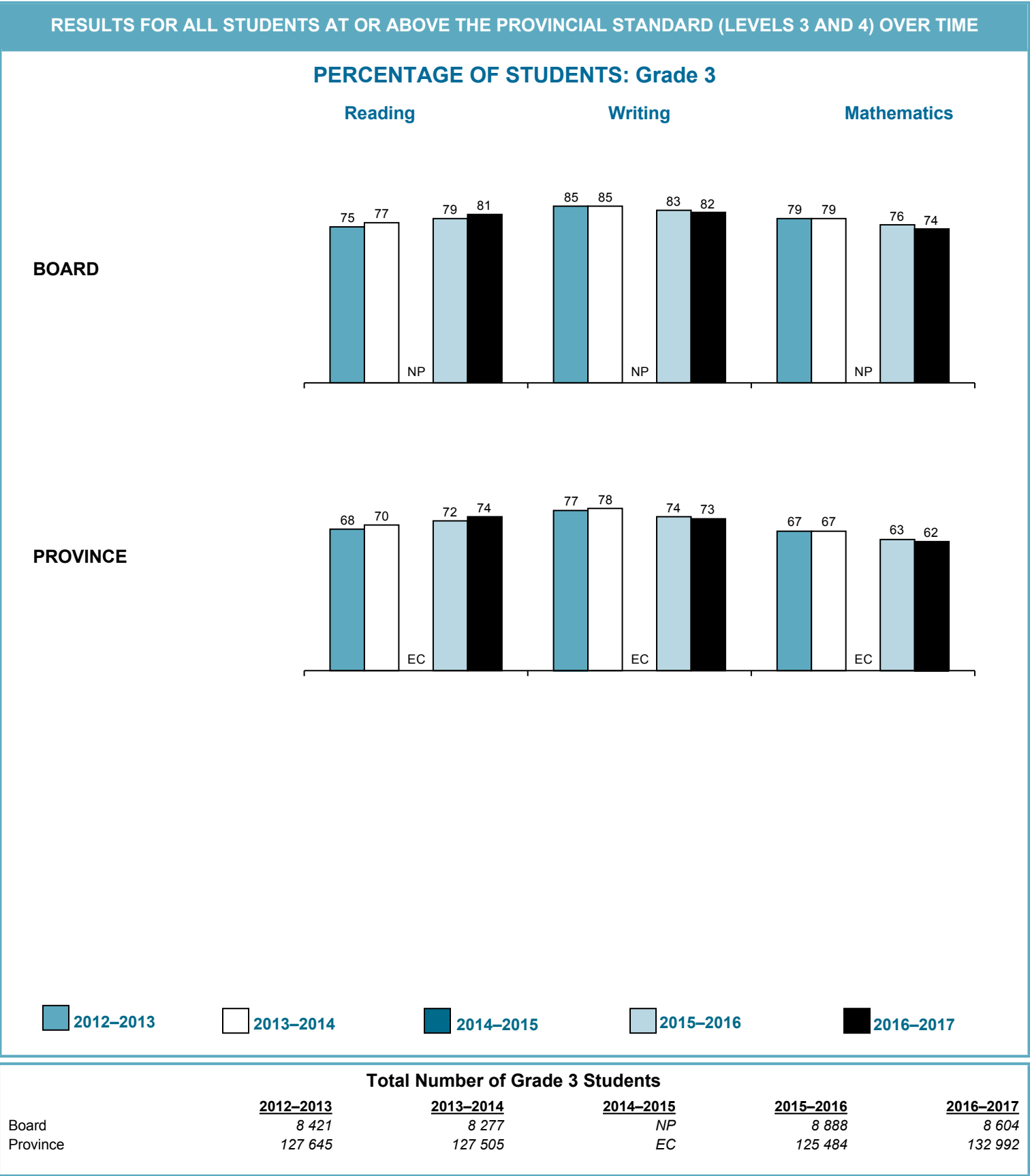
Norah Marsh  
Chief Executive Officer  
Education Quality and Accountability Office

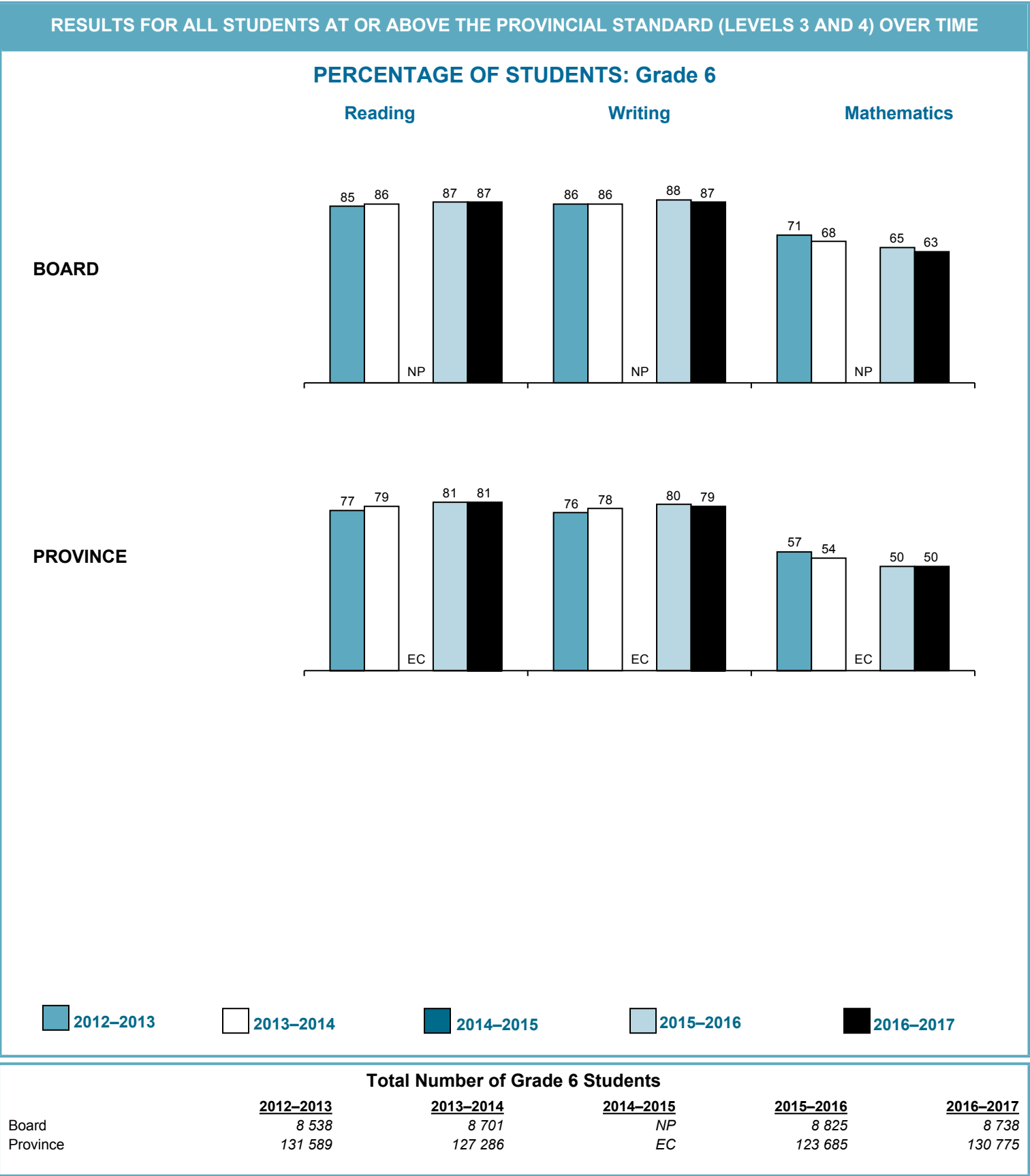
#### WHERE TO FIND...

|   | PAGE    |         |
|---|---------|---------|
|   | Grade 3 | Grade 6 |
| <b>Percentages of all students at or above the provincial standard:</b> |         |         |
| • 2016–2017 .....   | 1       | 1       |
| • Over time .....   | 2       | 3       |
| <b>Tips for using this report .....</b>                                 | 4       | 4       |
| <b>Contextual information: 2016–2017 .....</b>                          | 5       | 9       |
| <b>Results for groups of students: 2016–2017</b>                        |         |         |
| • All students .....  | 6       | 10      |
| • Participating students .....  | 7       | 11      |
| • Students by gender .....  | 8       | 12      |
| <b>Contextual information: Over time .....</b>                          | 13      | 17      |
| <b>Results for all students: Over time .....</b>                        | 14      | 18      |
| <b>Results for all students: Over time by gender .....</b>              | 21      | 22      |
| <b>Student questionnaire results .....</b>                              | 23      | 30      |
| <b>Explanation of terms .....</b>                                       | 37      | 37      |

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









## Assessments of Reading, Writing and Mathematics, 2016–2017

## TIPS

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



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



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



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



EQAO values students' privacy. Results are not reported publicly for schools or boards where fewer than 10 students participated because it might be possible to identify individual students.

## ABOUT THIS SCHOOL OR BOARD REPORT

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

**This report includes**

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

## HOW TO USE THIS REPORT

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

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

Learn more about us at [www.eqao.com](http://www.eqao.com).

## Assessments of Reading, Writing and Mathematics, 2016–2017

## Contextual Information: Grade 3\*

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

| Demographic Information                                    |       | Board  |         | Province |         |
|--|-------|--------|---------|----------|---------|
| Enrolment  |       |        |         |          |         |
| Number of Grade 3 students                                 | 8 604 |        | 132 992 |          |         |
| Number of classes with Grade 3 students                    | 725   |        | 10 098  |          |         |
| Number of schools with Grade 3 classes                     | 174   |        | 3 317   |          |         |
|  |       | Number | Percent | Number   | Percent |
| Gender   |       |        |         |          |         |
| Female   | 4 079 | 47%    | 64 691  | 49%      |         |
| Male   | 4 525 | 53%    | 68 301  | 51%      |         |
| Gender not specified                                       | 0     | 0%     | 0       | 0%       |         |
| Student Status   |       |        |         |          |         |
| English language learners**                                | 2 666 | 31%    | 17 849  | 13%      |         |
| Students with special education needs (excluding gifted)** | 909   | 11%    | 24 077  | 18%      |         |
| Place of Birth   |       |        |         |          |         |
| Born in Canada   | 7 525 | 87%    | 118 988 | 89%      |         |
| Born outside Canada  | 1 075 | 12%    | 13 723  | 10%      |         |
| In Canada less than one year                               | 29    | <1%    | 982     | 1%       |         |
| In Canada one year or more but less than three years       | 212   | 2%     | 3 323   | 2%       |         |
| In Canada three years or more                              | 706   | 8%     | 8 591   | 6%       |         |
| Language   |       |        |         |          |         |
| First language learned at home was other than English      | 4 287 | 50%    | 28 979  | 22%      |         |
| Year Student Entered Current School                        |       |        |         |          |         |
| Year of the assessment                                     | 1 229 | 14%    | 17 064  | 13%      |         |
| Year prior to the assessment                               | 1 226 | 14%    | 14 673  | 11%      |         |
| 2 years prior to the assessment                            | 1 948 | 23%    | 19 187  | 14%      |         |
| 3 or more years prior to the assessment                    | 4 191 | 49%    | 81 933  | 62%      |         |
| Data not available   | 10    | <1%    | 135     | <1%      |         |
| Year Student Entered Current Board                         |       |        |         |          |         |
| Year of the assessment                                     | 553   | 6%     | 8 285   | 6%       |         |
| Year prior to the assessment                               | 555   | 6%     | 7 747   | 6%       |         |
| 2 years prior to the assessment                            | 1 173 | 14%    | 9 898   | 7%       |         |
| 3 or more years prior to the assessment                    | 6 309 | 73%    | 106 764 | 80%      |         |
| Data not available   | 14    | <1%    | 298     | <1%      |         |

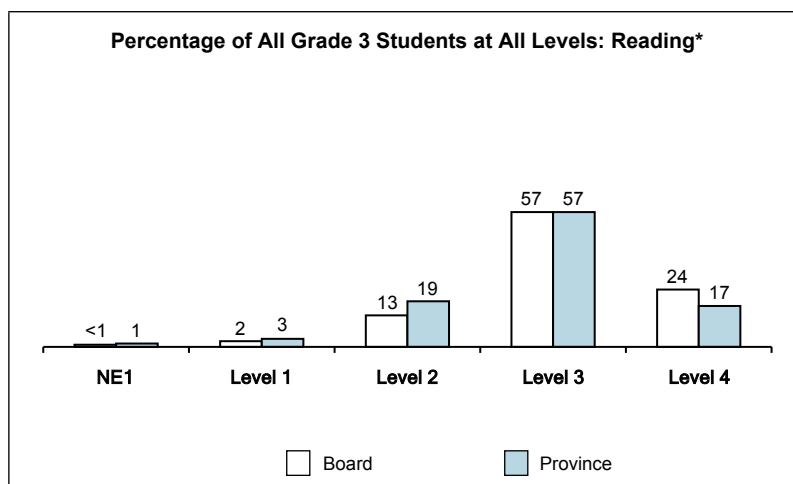
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

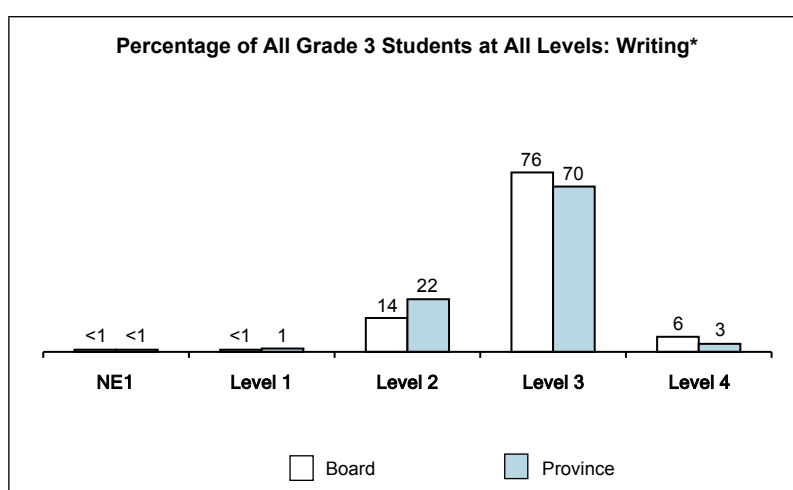
## Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: All Students<sup>††</sup>

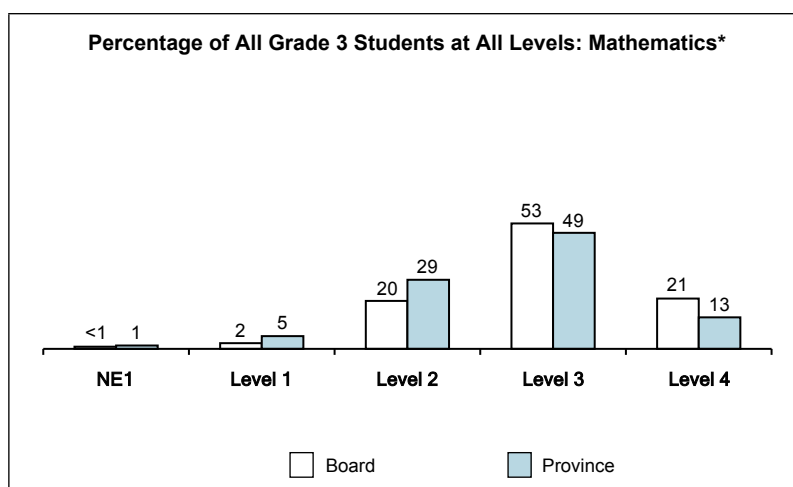
| Grade 3: Reading*   |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students  | Board<br>7 002 |     | Province<br>126 016 |
|   | #              | %   | %                   |
| Level 4   | 1 695          | 24% | 17%                 |
| Level 3   | 3 986          | 57% | 57%                 |
| Level 2   | 933            | 13% | 19%                 |
| Level 1   | 111            | 2%  | 3%                  |
| NE1**   | 22             | <1% | 1%                  |
| Participating Students  | 6 747          | 96% | 97%                 |
| No Data   | 44             | 1%  | 1%                  |
| Exempt  | 211            | 3%  | 3%                  |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> |                | 81% | 74%                 |



| Grade 3: Writing*   |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students  | Board<br>7 002 |     | Province<br>126 036 |
|   | #              | %   | %                   |
| Level 4   | 436            | 6%  | 3%                  |
| Level 3   | 5 287          | 76% | 70%                 |
| Level 2   | 979            | 14% | 22%                 |
| Level 1   | 35             | <1% | 1%                  |
| NE1**   | 12             | <1% | <1%                 |
| Participating Students  | 6 749          | 96% | 97%                 |
| No Data   | 52             | 1%  | 1%                  |
| Exempt  | 201            | 3%  | 2%                  |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> |                | 82% | 73%                 |



| Grade 3: Mathematics*   |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students  | Board<br>8 604 |     | Province<br>132 983 |
|   | #              | %   | %                   |
| Level 4   | 1 829          | 21% | 13%                 |
| Level 3   | 4 566          | 53% | 49%                 |
| Level 2   | 1 747          | 20% | 29%                 |
| Level 1   | 195            | 2%  | 5%                  |
| NE1**   | 26             | <1% | 1%                  |
| Participating Students  | 8 363          | 97% | 97%                 |
| No Data   | 57             | 1%  | 1%                  |
| Exempt  | 184            | 2%  | 2%                  |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> |                | 74% | 62%                 |



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add up to 100.  
 \*\* See the Explanation of Terms.

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

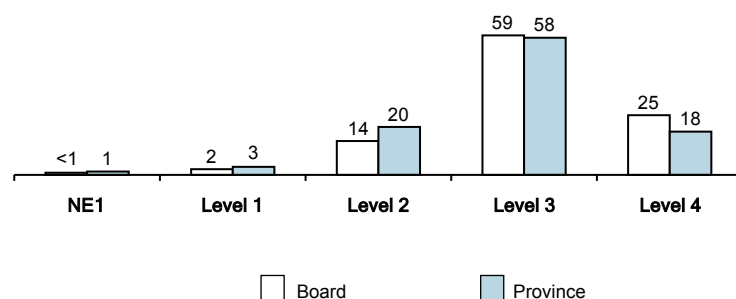
†† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

## Assessments of Reading, Writing and Mathematics, 2016–2017

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

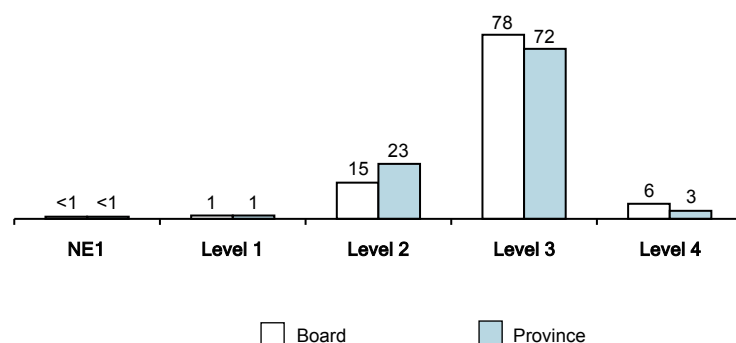
| Grade 3: Reading*                                 |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>6 747 |     | Province<br>122 003 |
|   | #              | %   | %                   |
| Level 4   | 1 695          | 25% | 18%                 |
| Level 3   | 3 986          | 59% | 58%                 |
| Level 2   | 933            | 14% | 20%                 |
| Level 1   | 111            | 2%  | 3%                  |
| NE1**   | 22             | <1% | 1%                  |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 84% | 76%                 |

Percentage of Participating Grade 3 Students at All Levels: Reading\*



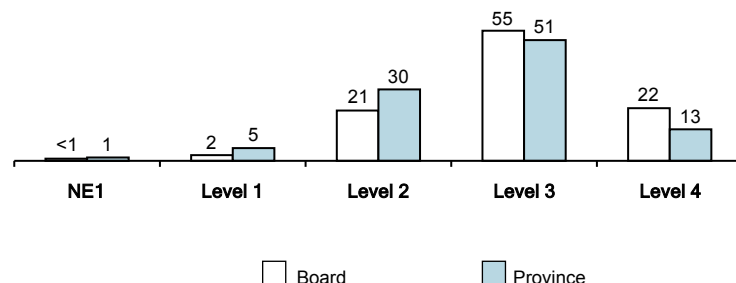
| Grade 3: Writing*                                 |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>6 749 |     | Province<br>122 199 |
|   | #              | %   | %                   |
| Level 4   | 436            | 6%  | 3%                  |
| Level 3   | 5 287          | 78% | 72%                 |
| Level 2   | 979            | 15% | 23%                 |
| Level 1   | 35             | 1%  | 1%                  |
| NE1**   | 12             | <1% | <1%                 |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 85% | 76%                 |

Percentage of Participating Grade 3 Students at All Levels: Writing\*



| Grade 3: Mathematics*                             |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>8 363 |     | Province<br>129 191 |
|   | #              | %   | %                   |
| Level 4   | 1 829          | 22% | 13%                 |
| Level 3   | 4 566          | 55% | 51%                 |
| Level 2   | 1 747          | 21% | 30%                 |
| Level 1   | 195            | 2%  | 5%                  |
| NE1**   | 26             | <1% | 1%                  |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 76% | 64%                 |

Percentage of Participating Grade 3 Students at All Levels: Mathematics\*



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

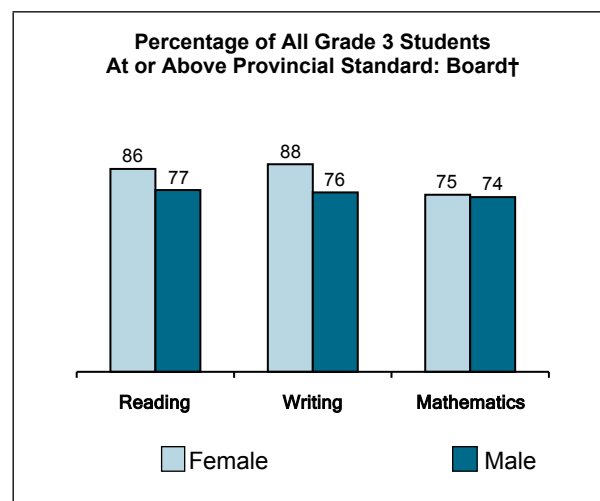
\*\* See the Explanation of Terms.

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

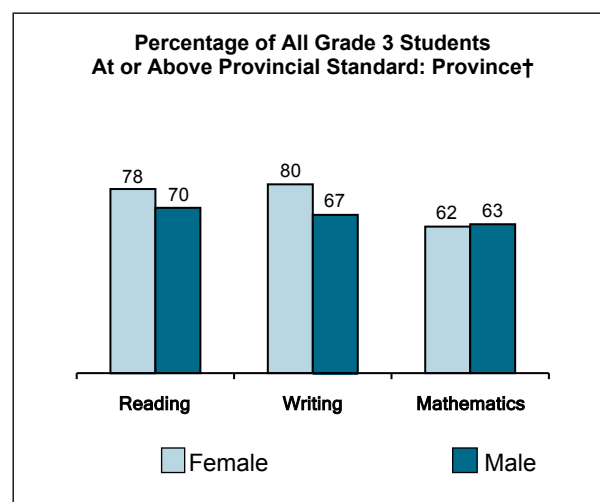
## Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 3: Gender<sup>††</sup>

| Grade 3: Board*   |                 |               |                 |               |                 |               |
|---|-----------------|---------------|-----------------|---------------|-----------------|---------------|
|   | Reading         |               | Writing         |               | Mathematics     |               |
| <i>Number of Students</i>   | Female<br>3 209 | Male<br>3 793 | Female<br>3 209 | Male<br>3 793 | Female<br>4 079 | Male<br>4 525 |
| Level 4   | 30%             | 19%           | 9%              | 4%            | 21%             | 22%           |
| Level 3   | 55%             | 58%           | 79%             | 73%           | 54%             | 52%           |
| Level 2   | 10%             | 16%           | 9%              | 18%           | 21%             | 19%           |
| Level 1   | 1%              | 2%            | <1%             | 1%            | 2%              | 2%            |
| NE1**   | <1%             | <1%           | <1%             | <1%           | <1%             | <1%           |
| <i>Participating Students</i>                                       | 97%             | 95%           | 98%             | 95%           | 98%             | 96%           |
| No Data   | <1%             | 1%            | 1%              | 1%            | <1%             | 1%            |
| Exempt  | 2%              | 4%            | 2%              | 4%            | 1%              | 3%            |
| <b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b> | <b>86%</b>      | <b>77%</b>    | <b>88%</b>      | <b>76%</b>    | <b>75%</b>      | <b>74%</b>    |



| Grade 3: Province*  |                  |                |                  |                |                  |                |
|---|------------------|----------------|------------------|----------------|------------------|----------------|
|   | Reading          |                | Writing          |                | Mathematics      |                |
| <i>Number of Students</i>   | Female<br>60 812 | Male<br>65 204 | Female<br>60 817 | Male<br>65 219 | Female<br>64 685 | Male<br>68 298 |
| Level 4   | 22%              | 13%            | 5%               | 2%             | 12%              | 13%            |
| Level 3   | 57%              | 57%            | 75%              | 65%            | 49%              | 49%            |
| Level 2   | 17%              | 22%            | 17%              | 27%            | 31%              | 28%            |
| Level 1   | 2%               | 3%             | 1%               | 1%             | 5%               | 5%             |
| NE1**   | <1%              | 1%             | <1%              | 1%             | <1%              | 1%             |
| <i>Participating Students</i>                                       | 98%              | 96%            | 98%              | 96%            | 98%              | 96%            |
| No Data   | 1%               | 1%             | 1%               | 1%             | 1%               | 1%             |
| Exempt  | 2%               | 3%             | 2%               | 3%             | 2%               | 3%             |
| <b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b> | <b>78%</b>       | <b>70%</b>     | <b>80%</b>       | <b>67%</b>     | <b>62%</b>       | <b>63%</b>     |



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

\*\* See the Explanation of Terms.

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

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## Contextual Information: Grade 6\*

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

| Demographic Information                                    |        | Board   |         | Province |  |
|--|--------|---------|---------|----------|--|
| Enrolment  |        |         |         |          |  |
| Number of Grade 6 students                                 | 8 738  |         | 130 775 |          |  |
| Number of classes with Grade 6 students                    | 657    |         | 8 394   |          |  |
| Number of schools with Grade 6 classes                     | 173    |         | 3 145   |          |  |
|  | Number | Percent | Number  | Percent  |  |
| Gender   |        |         |         |          |  |
| Female   | 4 203  | 48%     | 63 445  | 49%      |  |
| Male   | 4 535  | 52%     | 67 330  | 51%      |  |
| Gender not specified                                       | 0      | 0%      | 0       | 0%       |  |
| Student Status   |        |         |         |          |  |
| English language learners**                                | 2 023  | 23%     | 14 238  | 11%      |  |
| Students with special education needs (excluding gifted)** | 1 395  | 16%     | 28 345  | 22%      |  |
| Place of Birth   |        |         |         |          |  |
| Born in Canada   | 7 409  | 85%     | 114 230 | 87%      |  |
| Born outside Canada  | 1 326  | 15%     | 16 324  | 12%      |  |
| In Canada less than one year                               | 26     | <1%     | 786     | 1%       |  |
| In Canada one year or more but less than three years       | 157    | 2%      | 3 045   | 2%       |  |
| In Canada three years or more                              | 1 046  | 12%     | 11 764  | 9%       |  |
| Language   |        |         |         |          |  |
| First language learned at home was other than English      | 4 181  | 48%     | 29 758  | 23%      |  |
| Year Student Entered Current School                        |        |         |         |          |  |
| Year of the assessment                                     | 895    | 10%     | 27 713  | 21%      |  |
| Year prior to the assessment                               | 901    | 10%     | 12 625  | 10%      |  |
| 2 years prior to the assessment                            | 1 125  | 13%     | 11 572  | 9%       |  |
| 3 or more years prior to the assessment                    | 5 814  | 67%     | 78 785  | 60%      |  |
| Data not available   | 3      | <1%     | 80      | <1%      |  |
| Year Student Entered Current Board                         |        |         |         |          |  |
| Year of the assessment                                     | 484    | 6%      | 7 190   | 5%       |  |
| Year prior to the assessment                               | 453    | 5%      | 6 480   | 5%       |  |
| 2 years prior to the assessment                            | 502    | 6%      | 5 705   | 4%       |  |
| 3 or more years prior to the assessment                    | 7 294  | 83%     | 109 729 | 84%      |  |
| Data not available   | 5      | <1%     | 1 671   | 1%       |  |

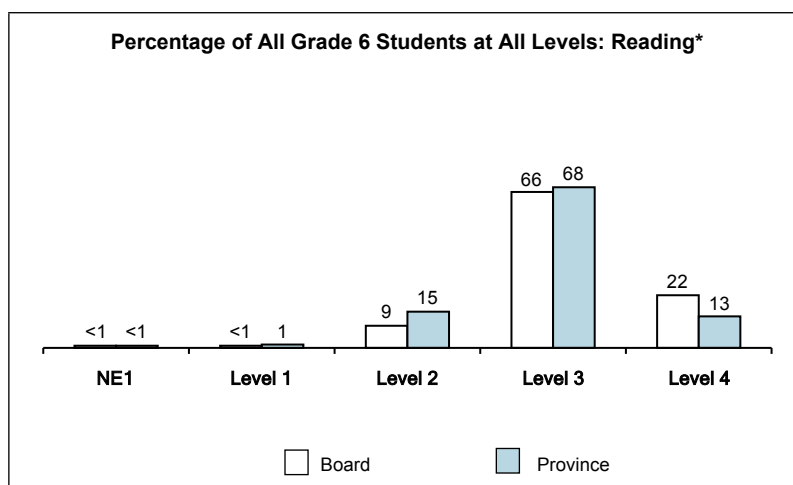
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

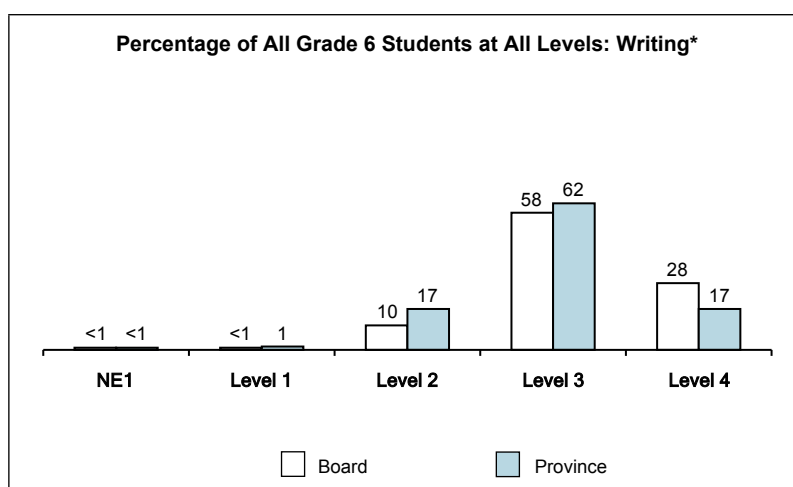
## Assessments of Reading, Writing and Mathematics, 2016–2017

## Grade 6: All Students

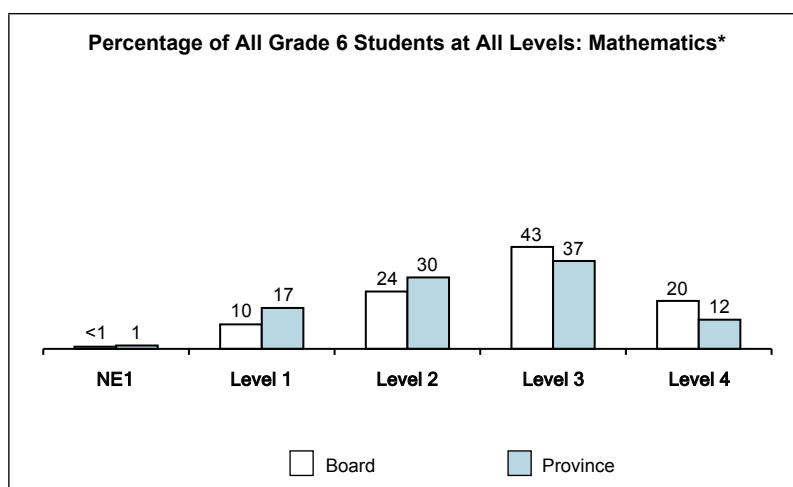
| Grade 6: Reading*                                 |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>8 738 |     | Province<br>130 767 |
|   | #              | %   | %                   |
| Level 4   | 1 898          | 22% | 13%                 |
| Level 3   | 5 745          | 66% | 68%                 |
| Level 2   | 799            | 9%  | 15%                 |
| Level 1   | 42             | <1% | 1%                  |
| NE1**   | 8              | <1% | <1%                 |
| Participating Students                            | 8 492          | 97% | 97%                 |
| No Data   | 62             | 1%  | 1%                  |
| Exempt  | 184            | 2%  | 2%                  |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 87% | 81%                 |



| Grade 6: Writing*                                 |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>8 738 |     | Province<br>130 773 |
|   | #              | %   | %                   |
| Level 4   | 2 479          | 28% | 17%                 |
| Level 3   | 5 096          | 58% | 62%                 |
| Level 2   | 871            | 10% | 17%                 |
| Level 1   | 42             | <1% | 1%                  |
| NE1**   | 13             | <1% | <1%                 |
| Participating Students                            | 8 501          | 97% | 97%                 |
| No Data   | 61             | 1%  | 1%                  |
| Exempt  | 176            | 2%  | 2%                  |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 87% | 79%                 |



| Grade 6: Mathematics*                             |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>8 738 |     | Province<br>130 652 |
|   | #              | %   | %                   |
| Level 4   | 1 741          | 20% | 12%                 |
| Level 3   | 3 778          | 43% | 37%                 |
| Level 2   | 2 139          | 24% | 30%                 |
| Level 1   | 834            | 10% | 17%                 |
| NE1**   | 22             | <1% | 1%                  |
| Participating Students                            | 8 514          | 97% | 97%                 |
| No Data   | 61             | 1%  | 1%                  |
| Exempt  | 163            | 2%  | 2%                  |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 63% | 50%                 |



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

\*\* See the Explanation of Terms.

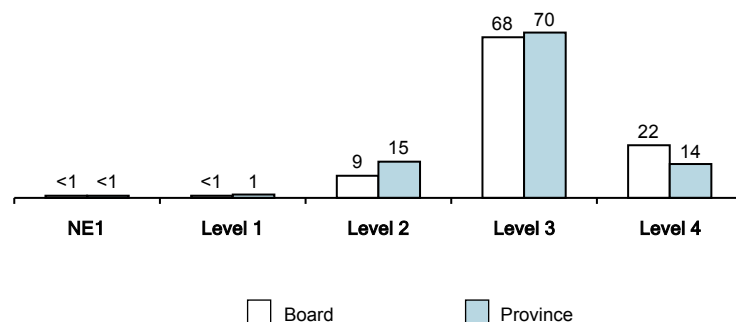
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Assessments of Reading, Writing and Mathematics, 2016–2017

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

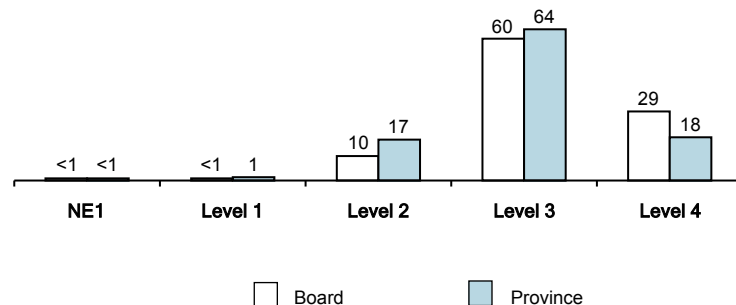
| Grade 6: Reading*                                 |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>8 492 |     | Province<br>127 220 |
|   | #              | %   | %                   |
| Level 4   | 1 898          | 22% | 14%                 |
| Level 3   | 5 745          | 68% | 70%                 |
| Level 2   | 799            | 9%  | 15%                 |
| Level 1   | 42             | <1% | 1%                  |
| NE1**   | 8              | <1% | <1%                 |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 90% | 83%                 |

Percentage of Participating Grade 6 Students at All Levels: Reading\*



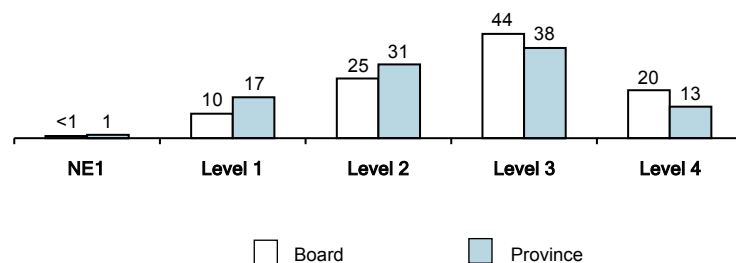
| Grade 6: Writing*                                 |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>8 501 |     | Province<br>127 258 |
|   | #              | %   | %                   |
| Level 4   | 2 479          | 29% | 18%                 |
| Level 3   | 5 096          | 60% | 64%                 |
| Level 2   | 871            | 10% | 17%                 |
| Level 1   | 42             | <1% | 1%                  |
| NE1**   | 13             | <1% | <1%                 |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 89% | 81%                 |

Percentage of Participating Grade 6 Students at All Levels: Writing\*



| Grade 6: Mathematics*                             |                |     |                     |
|---|----------------|-----|---------------------|
| Number of Students                                | Board<br>8 514 |     | Province<br>127 059 |
|   | #              | %   | %                   |
| Level 4   | 1 741          | 20% | 13%                 |
| Level 3   | 3 778          | 44% | 38%                 |
| Level 2   | 2 139          | 25% | 31%                 |
| Level 1   | 834            | 10% | 17%                 |
| NE1**   | 22             | <1% | 1%                  |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 65% | 51%                 |

Percentage of Participating Grade 6 Students at All Levels: Mathematics\*



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

\*\* See the Explanation of Terms.

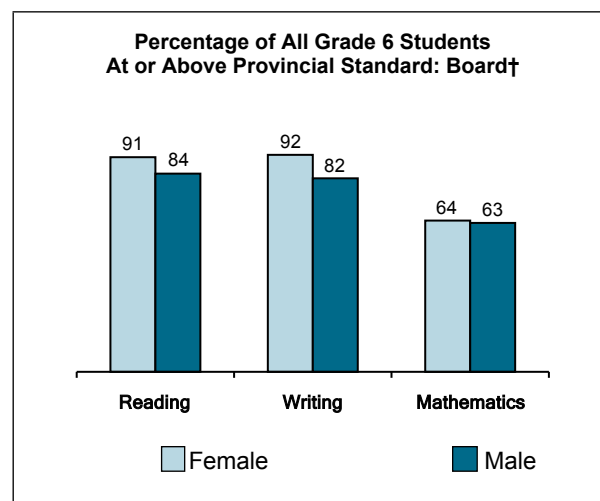
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



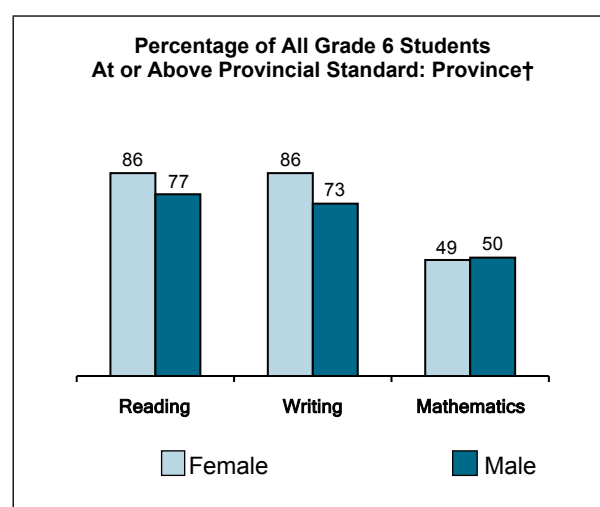
## Assessments of Reading, Writing and Mathematics, 2016–2017

Grade 6: Gender<sup>††</sup>

| Grade 6: Board*   |                 |               |                 |               |                 |               |
|---|-----------------|---------------|-----------------|---------------|-----------------|---------------|
|   | Reading         |               | Writing         |               | Mathematics     |               |
| <i>Number of Students</i>   | Female<br>4 203 | Male<br>4 535 | Female<br>4 203 | Male<br>4 535 | Female<br>4 203 | Male<br>4 535 |
| Level 4   | 28%             | 16%           | 37%             | 20%           | 20%             | 20%           |
| Level 3   | 64%             | 67%           | 55%             | 62%           | 44%             | 43%           |
| Level 2   | 6%              | 12%           | 5%              | 14%           | 26%             | 23%           |
| Level 1   | <1%             | 1%            | <1%             | 1%            | 9%              | 10%           |
| NEI**   | <1%             | <1%           | <1%             | <1%           | <1%             | <1%           |
| <i>Participating Students</i>                                       | 98%             | 97%           | 98%             | 97%           | 98%             | 97%           |
| No Data   | 1%              | 1%            | 1%              | 1%            | 1%              | 1%            |
| Exempt  | 2%              | 3%            | 1%              | 3%            | 1%              | 2%            |
| <b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b> | <b>91%</b>      | <b>84%</b>    | <b>92%</b>      | <b>82%</b>    | <b>64%</b>      | <b>63%</b>    |



| Grade 6: Province*  |                  |                |                  |                |                  |                |
|---|------------------|----------------|------------------|----------------|------------------|----------------|
|   | Reading          |                | Writing          |                | Mathematics      |                |
| <i>Number of Students</i>   | Female<br>63 443 | Male<br>67 324 | Female<br>63 445 | Male<br>67 328 | Female<br>63 378 | Male<br>67 274 |
| Level 4   | 18%              | 9%             | 24%              | 11%            | 12%              | 13%            |
| Level 3   | 68%              | 67%            | 62%              | 62%            | 37%              | 37%            |
| Level 2   | 11%              | 18%            | 11%              | 23%            | 32%              | 29%            |
| Level 1   | 1%               | 1%             | 1%               | 1%             | 16%              | 17%            |
| NEI**   | <1%              | <1%            | <1%              | <1%            | <1%              | 1%             |
| <i>Participating Students</i>                                       | 98%              | 97%            | 98%              | 97%            | 98%              | 97%            |
| No Data   | 1%               | 1%             | 1%               | 1%             | 1%               | 1%             |
| Exempt  | 1%               | 2%             | 1%               | 2%             | 1%               | 2%             |
| <b>At or Above Provincial Standard (Levels 3 and 4)<sup>†</sup></b> | <b>86%</b>       | <b>77%</b>     | <b>86%</b>       | <b>73%</b>     | <b>49%</b>       | <b>50%</b>     |



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

\*\* See the Explanation of Terms.

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

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## Contextual Information over Time: Grade 3\*

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

| Grade 3  | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|-----------|-----------|-----------|-----------|-----------|
| <b>Enrolment</b>   |           |           |           |           |           |
| Number of students   | 8 421     | 8 277     | NP        | 8 888     | 8 604     |
| <b>Participation in the Assessment</b>                     |           |           |           |           |           |
| Reading†   | 96%       | 96%       | NP        | 96%       | 96%       |
| Writing†   | 96%       | 97%       | NP        | 96%       | 96%       |
| Mathematics†   | 97%       | 97%       | NP        | 97%       | 97%       |
| <b>Gender</b>  |           |           |           |           |           |
| Female   | 48%       | 48%       | NP        | 48%       | 47%       |
| Male   | 52%       | 52%       | NP        | 52%       | 53%       |
| <b>Student Status</b>                                      |           |           |           |           |           |
| English language learners**                                | 26%       | 26%       | NP        | 28%       | 31%       |
| Students with special education needs (excluding gifted)** | 10%       | 11%       | NP        | 11%       | 11%       |
| <b>Place of Birth</b>                                      |           |           |           |           |           |
| Born in Canada   | 87%       | 87%       | NP        | 88%       | 87%       |
| Born outside Canada  | 13%       | 12%       | NP        | 12%       | 12%       |
| In Canada less than one year                               | <1%       | <1%       | NP        | <1%       | <1%       |
| In Canada one year or more but less than three years       | 2%        | 2%        | NP        | 2%        | 2%        |
| In Canada three years or more                              | 9%        | 8%        | NP        | 8%        | 8%        |
| <b>Language</b>  |           |           |           |           |           |
| First language learned at home was other than English      | 46%       | 47%       | NP        | 48%       | 50%       |
| <b>Year Student Entered Current School</b>                 |           |           |           |           |           |
| Year of the assessment                                     | 7%        | 7%        | NP        | 7%        | 14%       |
| Year prior to the assessment                               | 8%        | 6%        | NP        | 6%        | 14%       |
| 2 years prior to the assessment                            | 17%       | 16%       | NP        | 16%       | 23%       |
| 3 or more years prior to the assessment                    | 69%       | 70%       | NP        | 71%       | 49%       |
| Data not available   | <1%       | <1%       | NP        | <1%       | <1%       |
| <b>Year Student Entered Current Board</b>                  |           |           |           |           |           |
| Year of the assessment                                     | 7%        | 7%        | NP        | 7%        | 6%        |
| Year prior to the assessment                               | 8%        | 6%        | NP        | 6%        | 6%        |
| 2 years prior to the assessment                            | 17%       | 16%       | NP        | 16%       | 14%       |
| 3 or more years prior to the assessment                    | 69%       | 70%       | NP        | 71%       | 73%       |
| Data not available   | <1%       | <1%       | NP        | <1%       | <1%       |

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

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

\*\* See the Explanation of Terms.

## Assessments of Reading, Writing and Mathematics, 2016–2017

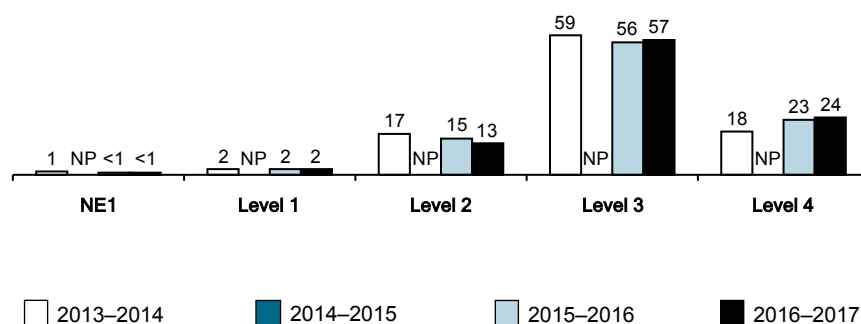
## Results over Time, 2013–2014 to 2016–2017\*

## Grade 3: Reading

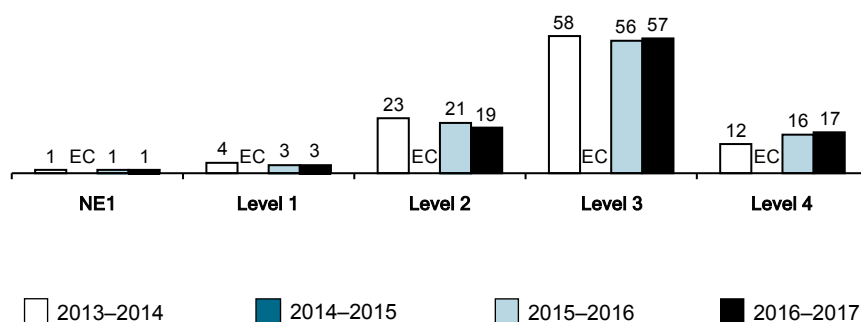
| Grade 3 Reading: Board*          |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 6 881   | NP      | 7 127   | 7 002   |
| Level 4                          | 18%     | NP      | 23%     | 24%     |
| Level 3                          | 59%     | NP      | 56%     | 57%     |
| Level 2                          | 17%     | NP      | 15%     | 13%     |
| Level 1                          | 2%      | NP      | 2%      | 2%      |
| NE1**                            | 1%      | NP      | <1%     | <1%     |
| <i>Participating Students</i>    | 96%     | NP      | 96%     | 96%     |
| No Data                          | <1%     | NP      | 1%      | 1%      |
| Exempt                           | 3%      | NP      | 3%      | 3%      |
| At or Above Provincial Standard† | 77%     | NP      | 79%     | 81%     |

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

Percentage of All Grade 3 Students at All Levels in Reading: Board\*



Percentage of All Grade 3 Students at All Levels in Reading: Province\*



♦ Refer to the EQAO Web site ([www.eqao.com](http://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 up to 100.

\*\* See the Explanation of Terms.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

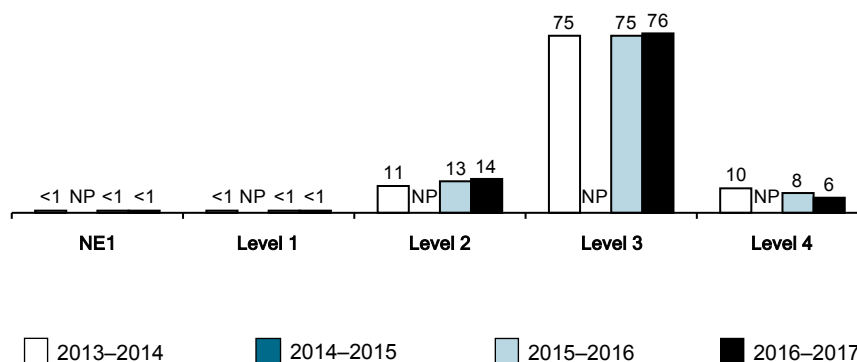
## Results over Time, 2013–2014 to 2016–2017\*

## Grade 3: Writing

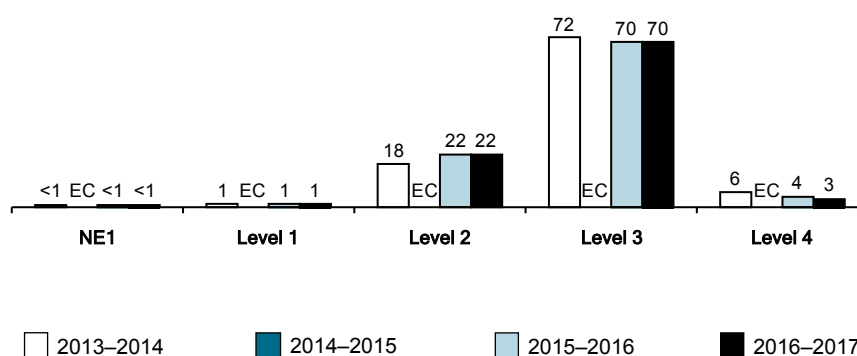
| Grade 3 Writing: Board*          |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 6 881   | NP      | 7 127   | 7 002   |
| Level 4                          | 10%     | NP      | 8%      | 6%      |
| Level 3                          | 75%     | NP      | 75%     | 76%     |
| Level 2                          | 11%     | NP      | 13%     | 14%     |
| Level 1                          | <1%     | NP      | <1%     | <1%     |
| NE1**                            | <1%     | NP      | <1%     | <1%     |
| <i>Participating Students</i>    | 97%     | NP      | 96%     | 96%     |
| No Data                          | <1%     | NP      | 1%      | 1%      |
| Exempt                           | 3%      | NP      | 3%      | 3%      |
| At or Above Provincial Standard† | 85%     | NP      | 83%     | 82%     |

| Grade 3 Writing: Province*       |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 122 018 | EC      | 118 860 | 126 036 |
| Level 4                          | 6%      | EC      | 4%      | 3%      |
| Level 3                          | 72%     | EC      | 70%     | 70%     |
| Level 2                          | 18%     | EC      | 22%     | 22%     |
| Level 1                          | 1%      | EC      | 1%      | 1%      |
| NE1**                            | <1%     | EC      | <1%     | <1%     |
| <i>Participating Students</i>    | 97%     | EC      | 97%     | 97%     |
| No Data                          | 1%      | EC      | 1%      | 1%      |
| Exempt                           | 2%      | EC      | 2%      | 2%      |
| At or Above Provincial Standard† | 78%     | EC      | 74%     | 73%     |

Percentage of All Grade 3 Students at All Levels in Writing: Board\*



Percentage of All Grade 3 Students at All Levels in Writing: Province\*



♦ Refer to the EQAO Web site ([www.eqao.com](http://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 up to 100.

\*\* See the Explanation of Terms.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

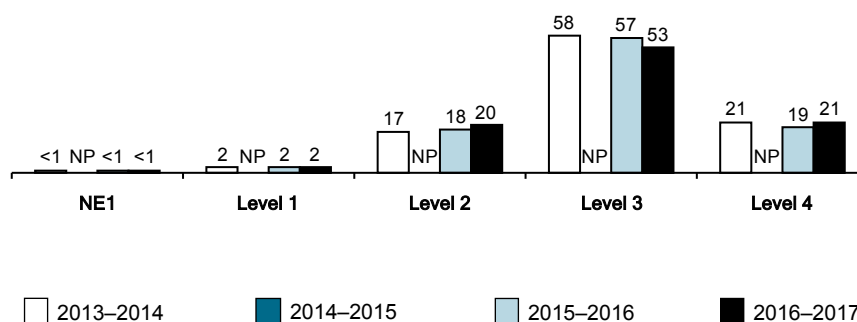
## Results over Time, 2013–2014 to 2016–2017\*

## Grade 3: Mathematics

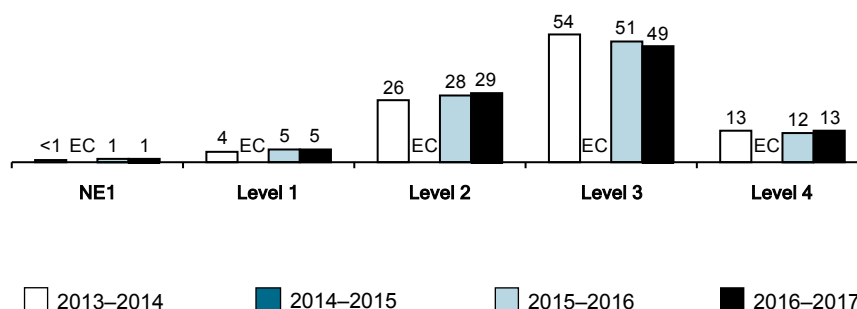
| Grade 3 Mathematics: Board*      |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 8 277   | NP      | 8 886   | 8 604   |
| Level 4                          | 21%     | NP      | 19%     | 21%     |
| Level 3                          | 58%     | NP      | 57%     | 53%     |
| Level 2                          | 17%     | NP      | 18%     | 20%     |
| Level 1                          | 2%      | NP      | 2%      | 2%      |
| NE1**                            | <1%     | NP      | <1%     | <1%     |
| <i>Participating Students</i>    | 97%     | NP      | 97%     | 97%     |
| No Data                          | <1%     | NP      | 1%      | 1%      |
| Exempt                           | 2%      | NP      | 2%      | 2%      |
| At or Above Provincial Standard† | 79%     | NP      | 76%     | 74%     |

| Grade 3 Mathematics: Province*   |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 127 504 | EC      | 125 471 | 132 983 |
| Level 4                          | 13%     | EC      | 12%     | 13%     |
| Level 3                          | 54%     | EC      | 51%     | 49%     |
| Level 2                          | 26%     | EC      | 28%     | 29%     |
| Level 1                          | 4%      | EC      | 5%      | 5%      |
| NE1**                            | <1%     | EC      | 1%      | 1%      |
| <i>Participating Students</i>    | 97%     | EC      | 97%     | 97%     |
| No Data                          | 1%      | EC      | 1%      | 1%      |
| Exempt                           | 2%      | EC      | 2%      | 2%      |
| At or Above Provincial Standard† | 67%     | EC      | 63%     | 62%     |

Percentage of All Grade 3 Students at All Levels in Mathematics: Board\*



Percentage of All Grade 3 Students at All Levels in Mathematics: Province\*



♦ Refer to the EQAO Web site ([www.eqao.com](http://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 up to 100.

\*\* See the Explanation of Terms.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## Contextual Information over Time: Grade 6\*

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

| Grade 6  | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|-----------|-----------|-----------|-----------|-----------|
| <b>Enrolment</b>   |           |           |           |           |           |
| Number of students   | 8 538     | 8 701     | NP        | 8 825     | 8 738     |
| <b>Participation in the Assessment</b>                     |           |           |           |           |           |
| Reading  | 98%       | 98%       | NP        | 98%       | 97%       |
| Writing  | 98%       | 98%       | NP        | 98%       | 97%       |
| Mathematics  | 98%       | 98%       | NP        | 98%       | 97%       |
| <b>Gender</b>  |           |           |           |           |           |
| Female   | 48%       | 48%       | NP        | 48%       | 48%       |
| Male   | 52%       | 52%       | NP        | 52%       | 52%       |
| <b>Student Status</b>                                      |           |           |           |           |           |
| English language learners**                                | 21%       | 22%       | NP        | 24%       | 23%       |
| Students with special education needs (excluding gifted)** | 15%       | 15%       | NP        | 15%       | 16%       |
| <b>Place of Birth</b>                                      |           |           |           |           |           |
| Born in Canada   | 84%       | 84%       | NP        | 84%       | 85%       |
| Born outside Canada  | 16%       | 16%       | NP        | 16%       | 15%       |
| In Canada less than one year                               | <1%       | <1%       | NP        | <1%       | <1%       |
| In Canada one year or more but less than three years       | 2%        | 2%        | NP        | 2%        | 2%        |
| In Canada three years or more                              | 13%       | 12%       | NP        | 13%       | 12%       |
| <b>Language</b>  |           |           |           |           |           |
| First language learned at home was other than English      | 42%       | 44%       | NP        | 48%       | 48%       |
| <b>Year Student Entered Current School</b>                 |           |           |           |           |           |
| Year of the assessment                                     | 7%        | 6%        | NP        | 5%        | 10%       |
| Year prior to the assessment                               | 6%        | 6%        | NP        | 5%        | 10%       |
| 2 years prior to the assessment                            | 6%        | 6%        | NP        | 5%        | 13%       |
| 3 or more years prior to the assessment                    | 81%       | 82%       | NP        | 84%       | 67%       |
| Data not available   | <1%       | <1%       | NP        | <1%       | <1%       |
| <b>Year Student Entered Current Board</b>                  |           |           |           |           |           |
| Year of the assessment                                     | 7%        | 6%        | NP        | 5%        | 6%        |
| Year prior to the assessment                               | 6%        | 6%        | NP        | 5%        | 5%        |
| 2 years prior to the assessment                            | 6%        | 6%        | NP        | 5%        | 6%        |
| 3 or more years prior to the assessment                    | 81%       | 82%       | NP        | 84%       | 83%       |
| Data not available   | <1%       | <1%       | NP        | <1%       | 6%        |

\* 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.

## Assessments of Reading, Writing and Mathematics, 2016–2017

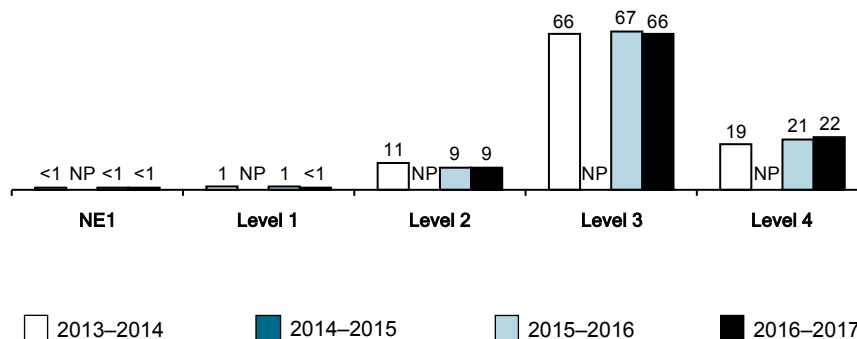
## Results over Time, 2013–2014 to 2016–2017\*

## Grade 6: Reading

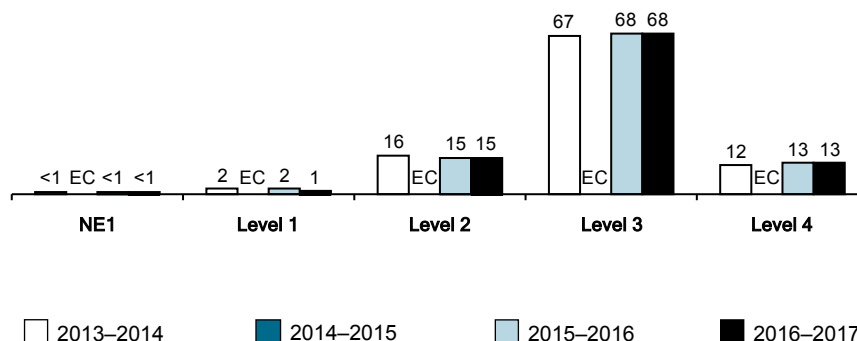
| Grade 6 Reading: Board*          |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 8 698   | NP      | 8 825   | 8 738   |
| Level 4                          | 19%     | NP      | 21%     | 22%     |
| Level 3                          | 66%     | NP      | 67%     | 66%     |
| Level 2                          | 11%     | NP      | 9%      | 9%      |
| Level 1                          | 1%      | NP      | 1%      | <1%     |
| NE1**                            | <1%     | NP      | <1%     | <1%     |
| <i>Participating Students</i>    | 98%     | NP      | 98%     | 97%     |
| No Data                          | <1%     | NP      | <1%     | 1%      |
| Exempt                           | 2%      | NP      | 2%      | 2%      |
| At or Above Provincial Standard† | 86%     | NP      | 87%     | 87%     |

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

Percentage of All Grade 6 Students at All Levels in Reading: Board\*



Percentage of All Grade 6 Students at All Levels in Reading: Province\*



♦ Refer to the EQAO Web site ([www.eqao.com](http://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 up to 100.

\*\* See the Explanation of Terms.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

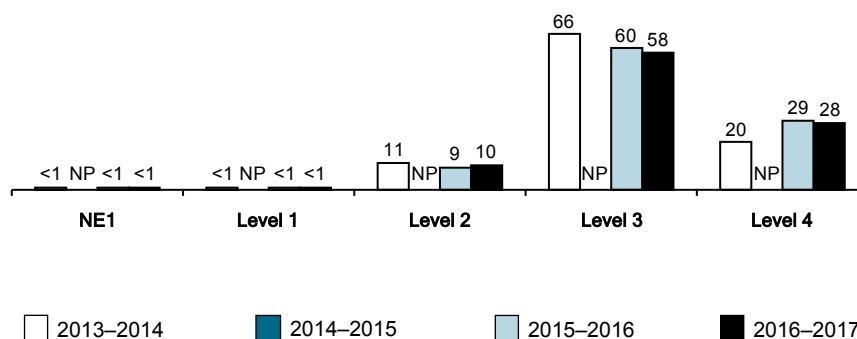
## Results over Time, 2013–2014 to 2016–2017\*

## Grade 6: Writing

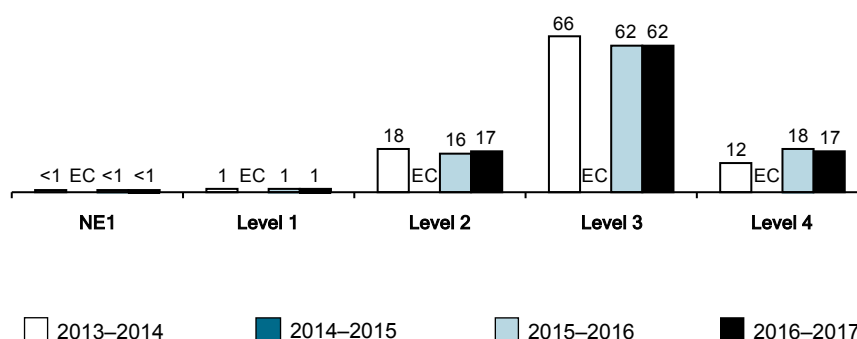
| Grade 6 Writing: Board*          |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 8 698   | NP      | 8 825   | 8 738   |
| Level 4                          | 20%     | NP      | 29%     | 28%     |
| Level 3                          | 66%     | NP      | 60%     | 58%     |
| Level 2                          | 11%     | NP      | 9%      | 10%     |
| Level 1                          | <1%     | NP      | <1%     | <1%     |
| NE1**                            | <1%     | NP      | <1%     | <1%     |
| <i>Participating Students</i>    | 98%     | NP      | 98%     | 97%     |
| No Data                          | <1%     | NP      | <1%     | 1%      |
| Exempt                           | 2%      | NP      | 2%      | 2%      |
| At or Above Provincial Standard† | 86%     | NP      | 88%     | 87%     |

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

Percentage of All Grade 6 Students at All Levels in Writing: Board\*



Percentage of All Grade 6 Students at All Levels in Writing: Province\*



♦ Refer to the EQAO Web site ([www.eqao.com](http://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 up to 100.

\*\* See the Explanation of Terms.

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



## Assessments of Reading, Writing and Mathematics, 2016–2017

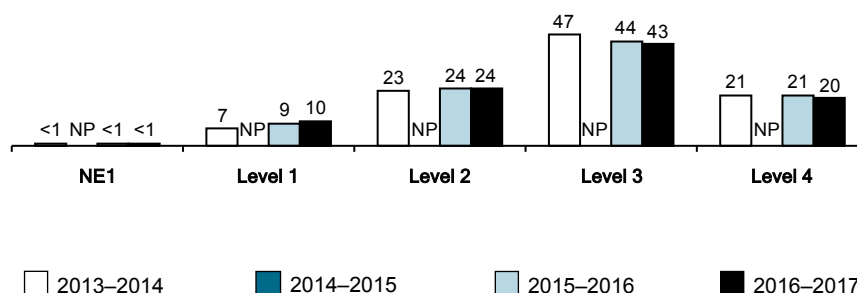
## Results over Time, 2013–2014 to 2016–2017\*

## Grade 6: Mathematics

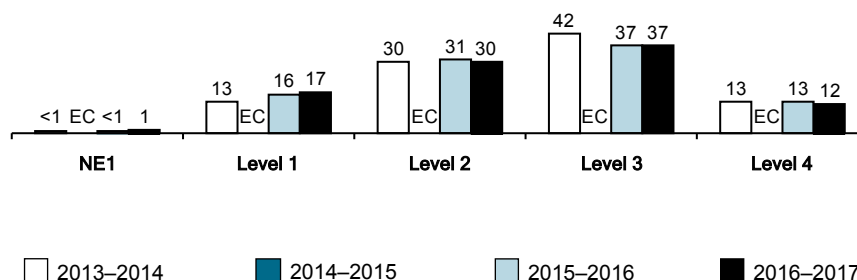
| Grade 6 Mathematics: Board*      |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 8 697   | NP      | 8 823   | 8 738   |
| Level 4                          | 21%     | NP      | 21%     | 20%     |
| Level 3                          | 47%     | NP      | 44%     | 43%     |
| Level 2                          | 23%     | NP      | 24%     | 24%     |
| Level 1                          | 7%      | NP      | 9%      | 10%     |
| NE1**                            | <1%     | NP      | <1%     | <1%     |
| <i>Participating Students</i>    | 98%     | NP      | 98%     | 97%     |
| No Data                          | <1%     | NP      | <1%     | 1%      |
| Exempt                           | 2%      | NP      | 1%      | 2%      |
| At or Above Provincial Standard† | 68%     | NP      | 65%     | 63%     |

| Grade 6 Mathematics: Province*   |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|
| Year                             | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>        | 127 286 | EC      | 123 666 | 130 652 |
| Level 4                          | 13%     | EC      | 13%     | 12%     |
| Level 3                          | 42%     | EC      | 37%     | 37%     |
| Level 2                          | 30%     | EC      | 31%     | 30%     |
| Level 1                          | 13%     | EC      | 16%     | 17%     |
| NE1**                            | <1%     | EC      | <1%     | 1%      |
| <i>Participating Students</i>    | 98%     | EC      | 97%     | 97%     |
| No Data                          | 1%      | EC      | 1%      | 1%      |
| Exempt                           | 2%      | EC      | 2%      | 2%      |
| At or Above Provincial Standard† | 54%     | EC      | 50%     | 50%     |

Percentage of All Grade 6 Students at All Levels in Mathematics: Board\*



Percentage of All Grade 6 Students at All Levels in Mathematics: Province\*



♦ Refer to the EQAO Web site ([www.eqao.com](http://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 up to 100.

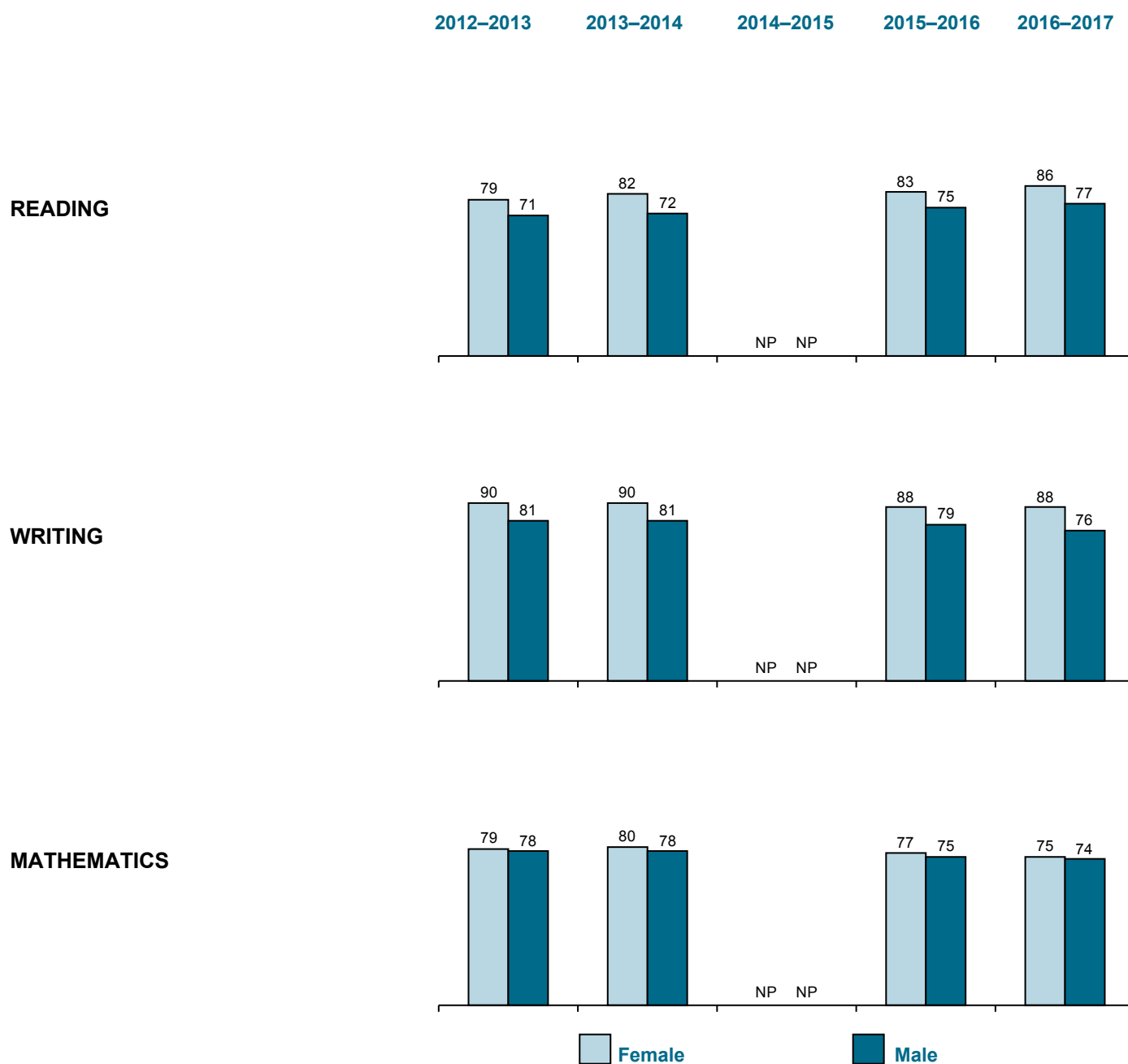
\*\* See the Explanation of Terms.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## RESULTS FOR ALL STUDENTS OVER TIME BY GENDER\*

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



## Total Number of Grade 3 Students\*

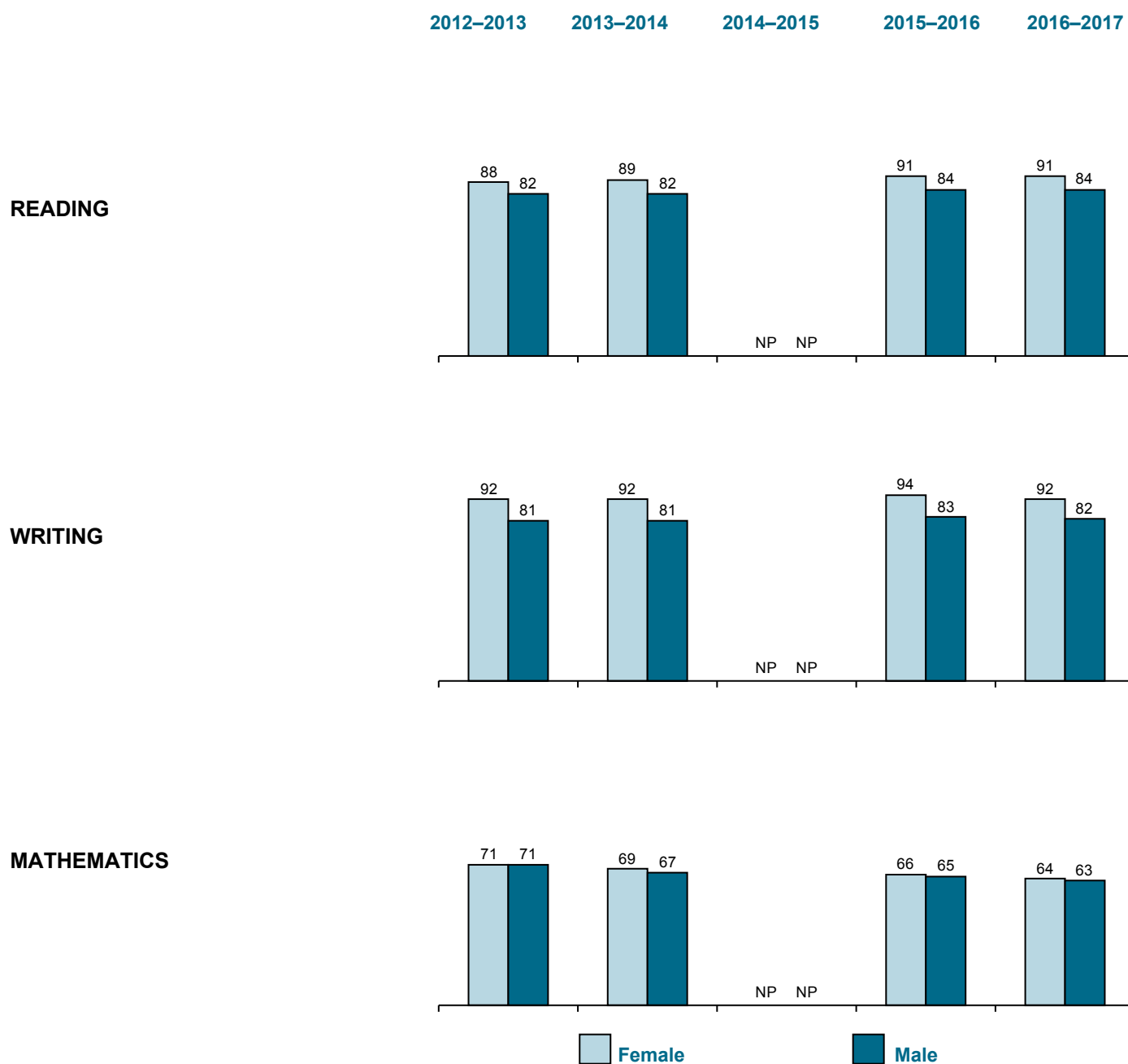
|       | <u>2012–2013</u> |       | <u>2013–2014</u> |       | <u>2014–2015</u> |      | <u>2015–2016</u> |       | <u>2016–2017</u> |       |
|-------|------------------|-------|------------------|-------|------------------|------|------------------|-------|------------------|-------|
|       | Female           | Male  | Female           | Male  | Female           | Male | Female           | Male  | Female           | Male  |
| Board | 4 022            | 4 399 | 3 972            | 4 305 | NP               | NP   | 4 297            | 4 591 | 4 079            | 4 525 |

\* Includes only students for whom gender data were available.

## Assessments of Reading, Writing and Mathematics, 2016–2017

## RESULTS FOR ALL STUDENTS OVER TIME BY GENDER\*

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



## Total Number of Grade 6 Students\*

|       | <u>2012–2013</u> |       | <u>2013–2014</u> |       | <u>2014–2015</u> |      | <u>2015–2016</u> |       | <u>2016–2017</u> |       |
|-------|------------------|-------|------------------|-------|------------------|------|------------------|-------|------------------|-------|
|       | Female           | Male  | Female           | Male  | Female           | Male | Female           | Male  | Female           | Male  |
| Board | 4 102            | 4 436 | 4 200            | 4 501 | NP               | NP   | 4 259            | 4 566 | 4 203            | 4 535 |

\* Includes only students for whom gender data were available.

## Assessments of Reading, Writing and Mathematics, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 8 300)


  
Never


  
Sometimes


  
Most of the time

| STUDENT ENGAGEMENT                                  |   | Percentage of Students* |  | Number of students who answered “most of the time” |
|---|---|-------------------------|--|--|
| About reading:                                      |   |                         |  |  |
| I like to read.                                     | <div><div></div><div>47</div><div>49</div></div>  |                         |  | 4 083  |
| I am a good reader.                                 | <div><div></div><div>37</div><div>60</div></div>  |                         |  | 4 950  |
| I am able to understand difficult reading passages. | <div><div>7</div><div>60</div><div>30</div></div> |                         |  | 2 505  |
| I do my best when I do reading activities in class. | <div><div></div><div>25</div><div>71</div></div>  |                         |  | 5 854  |
| STUDENT ENGAGEMENT                                  |   |                         |  |  |
| About writing:                                      |   |                         |  |  |
| I like to write.                                    | <div><div>8</div><div>46</div><div>44</div></div> |                         |  | 3 687  |
| I am a good writer.                                 | <div><div>5</div><div>49</div><div>44</div></div> |                         |  | 3 653  |
| I am able to communicate my ideas in writing.       | <div><div>6</div><div>51</div><div>41</div></div> |                         |  | 3 401  |
| I do my best when I do writing activities in class. | <div><div></div><div>30</div><div>65</div></div>  |                         |  | 5 396  |
| COGNITIVE STRATEGIES USED IN LANGUAGE               |   |                         |  |  |
| I make sure I understand what I am reading.         | <div><div></div><div>32</div><div>64</div></div>  |                         |  | 5 296  |
| I organize my ideas before I start to write.        | <div><div>8</div><div>47</div><div>42</div></div> |                         |  | 3 450  |
| I edit my writing to make it better.                | <div><div>7</div><div>49</div><div>41</div></div> |                         |  | 3 373  |
| I check my writing for spelling and grammar.        | <div><div>6</div><div>49</div><div>42</div></div> |                         |  | 3 490  |

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 8 300)

☐ Never

☐ Sometimes

☐ Most of the time
STUDENT ENGAGEMENT  
About mathematics:

## Percentage of Students\*

Number of  
students who  
answered  
"most of  
the time"

I like mathematics.



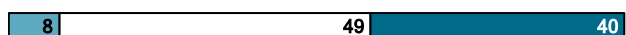
4 944

I am good at mathematics.



4 604

I am able to answer difficult mathematics questions.



3 303

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



6 391

## COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,

I read over the problem first to make sure I know what I am supposed to do.



5 810

I think about the steps I will use to solve the problem.



4 093

☐ Never

☐ 1 or 2 times a month

☐ 1 to 3 times a week

☐ Every day or almost every day
READING OUTSIDE SCHOOL  
How often do you read the following  
when you are not at school?

## Percentage of Students\*

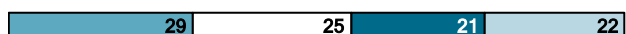
Number of  
students who  
answered  
"every day or  
almost every day"

Stories or novels



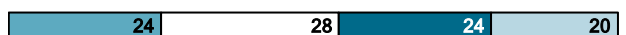
3 313

Comics



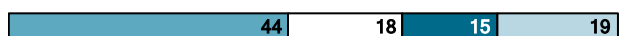
1 794

Books, newspapers, magazines or Web sites for information



1 657

E-mail, text or instant messages



1 605

Any other type of reading material




2 604

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 8 300)


  
Never


  
1 or 2 times a month


  
1 to 3 times a week


  
Every day or almost every day

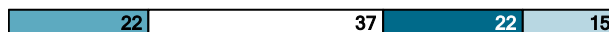
## WRITING OUTSIDE SCHOOL

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

## Percentage of Students\*

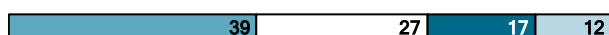
Number of students who answered "every day or almost every day"

Stories



1 255

Journal entries



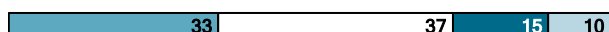
973

E-mail, text or instant messages



1 544

Letters



829

## OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

I participate in art, music or drama activities.



1 992

I participate in after-school clubs.



1 370

I participate in sports or other physical activities.



3 253

## PARENTAL ENGAGEMENT

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

We talk about the activities I do in school.



4 097

We talk about the reading and writing work I do in school.



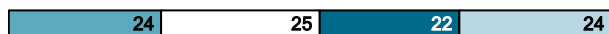
2 485

We talk about the mathematics work I do in school.



2 937

We read together.



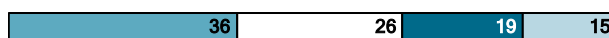
1 997

We look at my school agenda.



3 722

We use a computer together.



1 218

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 3 (# = 8 300)

| <div> <div>0 programs</div> <div>1 program</div> <div>2 or 3 programs</div> <div>4 programs or more</div> </div>  |  |                         |  |
|---|--|-------------------------|--|
| SCREEN TIME (TELEVISION)<br>On a school day, how many TV programs do you normally watch?  |  | Percentage of Students* | Number of students who answered "4 programs or more"               |
| Before school   |  |                         | 488  |
| After school  |  |                         | 2 726  |
| SCHOOLS ATTENDED<br>How many schools did you attend before this one?  |  | Percentage of Students* | Number of students   |
| Only this school  |  |                         | 2 889  |
| 1 other school  |  |                         | 2 663  |
| 2 other schools   |  |                         | 1 390  |
| 3 other schools   |  |                         | 603  |
| 4 other schools or more   |  |                         | 456  |
| <div> <div>Only English/<br/>Mostly English</div> <div>Another language (or other languages)<br/>as often as English</div> <div>Mostly another language (or other languages)/<br/>Only another language (or other languages)</div> </div> |  |                         |  |
| LANGUAGES SPOKEN  |  | Percentage of Students* | Number of students who answered "only English" or "mostly English" |
| Languages student speaks at home  |  |                         | 4 460  |
| Languages in which people speak to student at home  |  |                         | 3 593  |

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

| GRADE 3: STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE (all<br>students, female, male) | Board              |                        |                      | Province             |                         |                       |
|--|--------------------|------------------------|----------------------|----------------------|-------------------------|-----------------------|
|  | All<br>(# = 8 300) | Female*<br>(# = 3 975) | Male*<br>(# = 4 325) | All<br>(# = 127 977) | Female*<br>(# = 62 721) | Male*<br>(# = 65 256) |
| <b>STUDENT ENGAGEMENT</b>  |                    |                        |                      |                      |                         |                       |
| <b>About reading:</b>  |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I like to read.  | 49%                | 54%                    | 44%                  | 46%                  | 51%                     | 40%                   |
| I am a good reader.  | 60%                | 61%                    | 58%                  | 63%                  | 65%                     | 62%                   |
| I am able to understand difficult reading passages.  | 30%                | 28%                    | 32%                  | 30%                  | 28%                     | 32%                   |
| I do my best when I do reading activities in class.  | 71%                | 76%                    | 66%                  | 73%                  | 77%                     | 68%                   |
| <b>STUDENT ENGAGEMENT</b>  |                    |                        |                      |                      |                         |                       |
| <b>About writing:</b>  |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I like to write.   | 44%                | 53%                    | 37%                  | 47%                  | 54%                     | 40%                   |
| I am a good writer.  | 44%                | 51%                    | 38%                  | 49%                  | 55%                     | 42%                   |
| I am able to communicate my ideas in writing.  | 41%                | 42%                    | 40%                  | 43%                  | 45%                     | 42%                   |
| I do my best when I do writing activities in class.  | 65%                | 70%                    | 60%                  | 68%                  | 73%                     | 63%                   |
| <b>COGNITIVE STRATEGIES USED IN LANGUAGE</b>   |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I make sure I understand what I am reading.  | 64%                | 66%                    | 62%                  | 65%                  | 67%                     | 62%                   |
| I organize my ideas before I start to write.   | 42%                | 46%                    | 38%                  | 40%                  | 44%                     | 36%                   |
| I edit my writing to make it better.   | 41%                | 44%                    | 37%                  | 40%                  | 45%                     | 36%                   |
| I check my writing for spelling and grammar.   | 42%                | 46%                    | 38%                  | 44%                  | 48%                     | 40%                   |
| <b>STUDENT ENGAGEMENT</b>  |                    |                        |                      |                      |                         |                       |
| <b>About mathematics:</b>  |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I like mathematics.  | 60%                | 53%                    | 66%                  | 58%                  | 53%                     | 63%                   |
| I am good at mathematics.  | 55%                | 47%                    | 63%                  | 56%                  | 49%                     | 62%                   |
| I am able to answer difficult mathematics questions.   | 40%                | 31%                    | 48%                  | 38%                  | 31%                     | 46%                   |
| I do my best when I do mathematics activities in class.  | 77%                | 77%                    | 77%                  | 77%                  | 78%                     | 75%                   |
| <b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>  |                    |                        |                      |                      |                         |                       |
| <b>When I am working on a mathematics problem,</b>   |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I read over the problem first to make sure I know what I am supposed to do.                      | 70%                | 74%                    | 66%                  | 67%                  | 72%                     | 63%                   |
| I think about the steps I will use to solve the problem.   | 49%                | 51%                    | 48%                  | 49%                  | 51%                     | 47%                   |

\* Includes only students for whom gender data were available.

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



## Assessments of Reading, Writing and Mathematics, 2016–2017

| GRADE 3: STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE (all<br>students, female, male)      | Board  |                        |                      | Province             |                         |                       |
|---|--|------------------------|----------------------|----------------------|-------------------------|-----------------------|
|   | All<br>(# = 8 300)   | Female*<br>(# = 3 975) | Male*<br>(# = 4 325) | All<br>(# = 127 977) | Female*<br>(# = 62 721) | Male*<br>(# = 65 256) |
| <b>READING OUTSIDE SCHOOL</b>   |  |                        |                      |                      |                         |                       |
| How often do you read the following when<br>you are not at school?                                    | Percentage of students who answered “every day or almost every day”† |                        |                      |                      |                         |                       |
| Stories or novels   | 40%  | 44%                    | 36%                  | 38%                  | 42%                     | 33%                   |
| Comics  | 22%  | 17%                    | 26%                  | 19%                  | 15%                     | 23%                   |
| Books, newspapers, magazines or Web sites for<br>information  | 20%  | 20%                    | 20%                  | 20%                  | 21%                     | 19%                   |
| E-mails, text or instant messages   | 19%  | 21%                    | 18%                  | 23%                  | 25%                     | 20%                   |
| Any other type of reading material  | 31%  | 33%                    | 30%                  | 31%                  | 35%                     | 28%                   |
| <b>WRITING OUTSIDE SCHOOL</b>   |  |                        |                      |                      |                         |                       |
| How often do you write the following (using<br>paper or a computer) when you are not at<br>school?    | Percentage of students who answered “every day or almost every day”† |                        |                      |                      |                         |                       |
| Stories   | 15%  | 17%                    | 14%                  | 17%                  | 20%                     | 14%                   |
| Journal entries   | 12%  | 16%                    | 8%                   | 13%                  | 17%                     | 9%                    |
| E-mails, text or instant messages   | 19%  | 20%                    | 17%                  | 21%                  | 24%                     | 19%                   |
| Letters   | 10%  | 11%                    | 9%                   | 11%                  | 13%                     | 10%                   |
| <b>OUT-OF-SCHOOL ACTIVITIES</b>   |  |                        |                      |                      |                         |                       |
| How often do you do the following when you<br>are not at school?                                      | Percentage of students who answered “every day or almost every day”† |                        |                      |                      |                         |                       |
| I participate in art, music or drama activities.  | 24%  | 30%                    | 19%                  | 23%                  | 29%                     | 17%                   |
| I participate in after-school clubs.  | 17%  | 17%                    | 16%                  | 13%                  | 14%                     | 13%                   |
| I participate in sports or other physical activities.   | 39%  | 33%                    | 45%                  | 39%                  | 33%                     | 44%                   |
| <b>PARENTAL ENGAGEMENT</b>  |  |                        |                      |                      |                         |                       |
| How often do you and a parent, a guardian or<br>another adult who lives with you do the<br>following? | Percentage of students who answered “every day or almost every day”† |                        |                      |                      |                         |                       |
| We talk about the activities I do in school.  | 49%  | 54%                    | 45%                  | 54%                  | 58%                     | 49%                   |
| We talk about the reading and writing work I do in<br>school.   | 30%  | 33%                    | 27%                  | 33%                  | 36%                     | 29%                   |
| We talk about the mathematics work I do in school.  | 35%  | 38%                    | 33%                  | 36%                  | 39%                     | 34%                   |
| We read together.   | 24%  | 26%                    | 23%                  | 27%                  | 29%                     | 25%                   |
| We look at my school agenda.  | 45%  | 44%                    | 46%                  | 46%                  | 47%                     | 45%                   |
| We use a computer together.   | 15%  | 14%                    | 15%                  | 15%                  | 15%                     | 16%                   |

\* Includes only students for whom gender data were available.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

| GRADE 3: STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE (all<br>students, female, male)  | Board              |                        |                      | Province             |                         |                       |
|---|--------------------|------------------------|----------------------|----------------------|-------------------------|-----------------------|
|   | All<br>(# = 8 300) | Female*<br>(# = 3 975) | Male*<br>(# = 4 325) | All<br>(# = 127 977) | Female*<br>(# = 62 721) | Male*<br>(# = 65 256) |
| <b>SCREEN TIME (TELEVISION)</b>   |                    |                        |                      |                      |                         |                       |
| On a school day, how many TV programs do you normally watch? <span style="float: right;">Percentage of students who answered “4 programs or more”†</span> |                    |                        |                      |                      |                         |                       |
| Before school   | 6%                 | 3%                     | 8%                   | 10%                  | 8%                      | 13%                   |
| After school  | 33%                | 29%                    | 36%                  | 41%                  | 38%                     | 43%                   |
| <b>SCHOOLS ATTENDED</b>   |                    |                        |                      |                      |                         |                       |
| How many schools did you attend before this one? <span style="float: right;">Percentage of students‡</span>   |                    |                        |                      |                      |                         |                       |
| Only this school/1 other school   | 67%                | 66%                    | 67%                  | 77%                  | 78%                     | 77%                   |
| 2 other schools/3 other schools   | 24%                | 25%                    | 23%                  | 16%                  | 16%                     | 16%                   |
| 4 other schools or more   | 5%                 | 5%                     | 6%                   | 4%                   | 4%                      | 4%                    |
| <b>LANGUAGES STUDENTS SPEAK AT HOME</b>   |                    |                        |                      |                      |                         |                       |
| Percentage of students‡   |                    |                        |                      |                      |                         |                       |
| Only English/Mostly English   | 54%                | 52%                    | 55%                  | 71%                  | 70%                     | 72%                   |
| Another language (or other languages) as often as English   | 24%                | 25%                    | 24%                  | 16%                  | 17%                     | 15%                   |
| Mostly another language (or other languages)/<br>Only another language (or other languages)   | 19%                | 19%                    | 19%                  | 11%                  | 11%                     | 11%                   |
| <b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>   |                    |                        |                      |                      |                         |                       |
| Percentage of students‡   |                    |                        |                      |                      |                         |                       |
| Only English/Mostly English   | 43%                | 42%                    | 44%                  | 65%                  | 64%                     | 66%                   |
| Another language (or other languages) as often as English   | 20%                | 20%                    | 19%                  | 13%                  | 14%                     | 13%                   |
| Mostly another language (or other languages)/<br>Only another language (or other languages)   | 32%                | 32%                    | 31%                  | 17%                  | 17%                     | 17%                   |

\* Includes only students for whom gender data were available.

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

‡ Percentages may not add up to 100, due to rounding or to missing responses.

## Assessments of Reading, Writing and Mathematics, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 8 423)


  
Never


  
Sometimes


  
Most of the time

| STUDENT ENGAGEMENT<br>About reading:                |  | Percentage of Students* |       | Number of<br>students who<br>answered<br>“most of<br>the time” |
|---|--|-------------------------|-------|--|
|   |  |                         |       |  |
| I like to read.                                     | <div><div></div><div>45</div><div>52</div></div>   |                         | 4 352 |  |
| I am a good reader.                                 | <div><div></div><div>33</div><div>65</div></div>   |                         | 5 473 |  |
| I am able to understand difficult reading passages. | <div><div></div><div>53</div><div>44</div></div>   |                         | 3 690 |  |
| I do my best when I do reading activities in class. | <div><div></div><div>26</div><div>71</div></div>   |                         | 5 957 |  |
| STUDENT ENGAGEMENT<br>About writing:                |  |                         |       |  |
| I like to write.                                    | <div><div>9</div><div>52</div><div>39</div></div>  |                         | 3 250 |  |
| I am a good writer.                                 | <div><div>6</div><div>53</div><div>40</div></div>  |                         | 3 382 |  |
| I am able to communicate my ideas in writing.       | <div><div></div><div>45</div><div>51</div></div>   |                         | 4 309 |  |
| I do my best when I do writing activities in class. | <div><div></div><div>29</div><div>68</div></div>   |                         | 5 708 |  |
| COGNITIVE STRATEGIES USED IN LANGUAGE               |  |                         |       |  |
| I make sure I understand what I am reading.         | <div><div></div><div>25</div><div>73</div></div>   |                         | 6 154 |  |
| I organize my ideas before I start to write.        | <div><div>10</div><div>56</div><div>33</div></div> |                         | 2 776 |  |
| I edit my writing to make it better.                | <div><div></div><div>43</div><div>53</div></div>   |                         | 4 429 |  |
| I check my writing for spelling and grammar.        | <div><div>4</div><div>41</div><div>54</div></div>  |                         | 4 523 |  |

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 8 423)

☐ Never

☐ Sometimes

☐ Most of the time

## STUDENT ENGAGEMENT

About mathematics:

## Percentage of Students\*

*Number of students who answered "most of the time"*

I like mathematics.



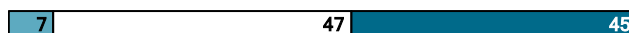
4 673

I am good at mathematics.



4 847

I am able to answer difficult mathematics questions.



3 765

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



6 476

## COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,

I read over the problem first to make sure I know what I am supposed to do.



6 907

I think about the steps I will use to solve the problem.



4 701

☐ Never

☐ 1 or 2 times a month

☐ 1 to 3 times a week

☐ Every day or almost every day

## READING OUTSIDE SCHOOL

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

## Percentage of Students\*

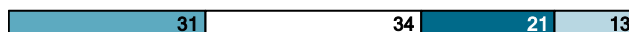
*Number of students who answered "every day or almost every day"*

Stories or novels



3 114

Comics



1 071

Books, newspapers, magazines or Web sites for information



2 176

E-mail, text or instant messages



4 563

Any other type of reading material



2 153

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 8 423)


  
Never


  
1 or 2 times a month


  
1 to 3 times a week


  
Every day or almost every day

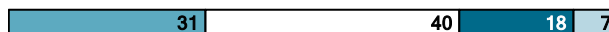
## WRITING OUTSIDE SCHOOL

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

Percentage of Students\*

Number of students who answered "every day or almost every day"

Stories



568

Journal entries



528

E-mail, text or instant messages



4 396

Letters

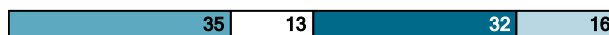


237

## OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

I participate in art, music or drama activities.



1 347

I participate in after-school clubs.



1 145

I participate in sports or other physical activities.



3 485

## PARENTAL ENGAGEMENT

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

We talk about the activities I do in school.



4 444

We talk about the reading and writing work I do in school.



2 415

We talk about the mathematics work I do in school.



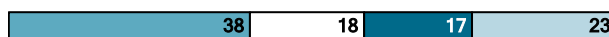
3 270

We read together.



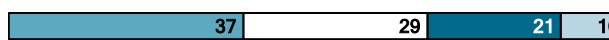
493

We look at my school agenda.



1 943

We use a computer together.






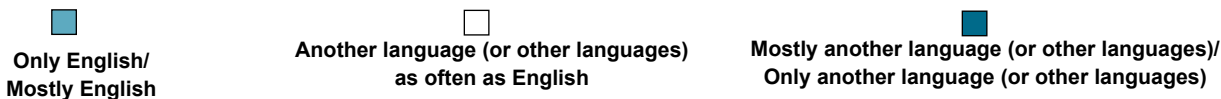




836

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR BOARD: GRADE 6 (# = 8 423)

| SCHOOLS ATTENDED   |  | Percentage of Students* | Number of students   |
|--|--|-------------------------|--|
| How many schools did you attend before this one?                                   |  |                         |  |
| Only this school   |     | 31                      | 2 638  |
| 1 other school   |     | 36                      | 3 012  |
| 2 other schools  |     | 18                      | 1 499  |
| 3 other schools  |     | 7                       | 616  |
| 4 other schools or more  |     | 5                       | 399  |
|  |  |                         |  |
| LANGUAGES SPOKEN   |  | Percentage of Students* | Number of students who answered "only English" or "mostly English" |
| Languages student speaks at home   |  | 58 25 14                | 4 868  |
| Languages in which people speak to student at home                                 |  | 46 21 29                | 3 884  |

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

| GRADE 6: STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE (all<br>students, female, male) | Board              |                        |                      | Province             |                         |                       |
|--|--------------------|------------------------|----------------------|----------------------|-------------------------|-----------------------|
|  | All<br>(# = 8 423) | Female*<br>(# = 4 077) | Male*<br>(# = 4 346) | All<br>(# = 126 022) | Female*<br>(# = 61 577) | Male*<br>(# = 64 445) |
| <b>STUDENT ENGAGEMENT</b>  |                    |                        |                      |                      |                         |                       |
| <b>About reading:</b>  |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I like to read.  | 52%                | 59%                    | 44%                  | 45%                  | 53%                     | 37%                   |
| I am a good reader.  | 65%                | 70%                    | 61%                  | 68%                  | 71%                     | 64%                   |
| I am able to understand difficult reading passages.  | 44%                | 43%                    | 44%                  | 42%                  | 41%                     | 43%                   |
| I do my best when I do reading activities in class.  | 71%                | 78%                    | 64%                  | 73%                  | 78%                     | 68%                   |
| <b>STUDENT ENGAGEMENT</b>  |                    |                        |                      |                      |                         |                       |
| <b>About writing:</b>  |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I like to write.   | 39%                | 51%                    | 27%                  | 40%                  | 51%                     | 28%                   |
| I am a good writer.  | 40%                | 47%                    | 33%                  | 42%                  | 50%                     | 34%                   |
| I am able to communicate my ideas in writing.  | 51%                | 57%                    | 46%                  | 48%                  | 53%                     | 44%                   |
| I do my best when I do writing activities in class.  | 68%                | 75%                    | 61%                  | 69%                  | 75%                     | 63%                   |
| <b>COGNITIVE STRATEGIES USED IN<br/>LANGUAGE</b>   |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I make sure I understand what I am reading.  | 73%                | 77%                    | 69%                  | 72%                  | 75%                     | 68%                   |
| I organize my ideas before I start to write.   | 33%                | 37%                    | 29%                  | 31%                  | 36%                     | 27%                   |
| I edit my writing to make it better.   | 53%                | 60%                    | 46%                  | 47%                  | 54%                     | 40%                   |
| I check my writing for spelling and grammar.   | 54%                | 60%                    | 48%                  | 50%                  | 56%                     | 45%                   |
| <b>STUDENT ENGAGEMENT</b>  |                    |                        |                      |                      |                         |                       |
| <b>About mathematics:</b>  |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I like mathematics.  | 55%                | 47%                    | 64%                  | 51%                  | 43%                     | 58%                   |
| I am good at mathematics.  | 58%                | 50%                    | 65%                  | 53%                  | 46%                     | 61%                   |
| I am able to answer difficult mathematics questions.   | 45%                | 36%                    | 53%                  | 40%                  | 31%                     | 48%                   |
| I do my best when I do mathematics activities in class.  | 77%                | 77%                    | 77%                  | 77%                  | 77%                     | 77%                   |
| <b>COGNITIVE STRATEGIES USED IN<br/>MATHEMATICS</b>  |                    |                        |                      |                      |                         |                       |
| <b>When I am working on a mathematics<br/>problem,</b>   |                    |                        |                      |                      |                         |                       |
| Percentage of students who answered “most of the time”†  |                    |                        |                      |                      |                         |                       |
| I read over the problem first to make sure I know what I am supposed to do.                      | 82%                | 86%                    | 78%                  | 80%                  | 84%                     | 76%                   |
| I think about the steps I will use to solve the problem.   | 56%                | 58%                    | 54%                  | 52%                  | 54%                     | 51%                   |

\* Includes only students for whom gender data were available.

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

## Assessments of Reading, Writing and Mathematics, 2016–2017

| GRADE 6: STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE (all<br>students, female, male)      | Board  |                        |                      | Province             |                         |                       |
|---|--|------------------------|----------------------|----------------------|-------------------------|-----------------------|
|   | All<br>(# = 8 423)   | Female*<br>(# = 4 077) | Male*<br>(# = 4 346) | All<br>(# = 126 022) | Female*<br>(# = 61 577) | Male*<br>(# = 64 445) |
| <b>READING OUTSIDE SCHOOL</b>   |  |                        |                      |                      |                         |                       |
| How often do you read the following when<br>you are not at school?                                    | Percentage of students who answered “every day or almost every day”† |                        |                      |                      |                         |                       |
| Stories or novels   | 37%  | 43%                    | 31%                  | 29%                  | 35%                     | 23%                   |
| Comics  | 13%  | 9%                     | 16%                  | 12%                  | 10%                     | 15%                   |
| Books, newspapers, magazines or Web sites for<br>information  | 26%  | 26%                    | 26%                  | 24%                  | 25%                     | 24%                   |
| E-mail, text or instant messages  | 54%  | 62%                    | 47%                  | 56%                  | 64%                     | 49%                   |
| Any other type of reading material  | 26%  | 28%                    | 23%                  | 27%                  | 29%                     | 24%                   |
| <b>WRITING OUTSIDE SCHOOL</b>   |  |                        |                      |                      |                         |                       |
| How often do you write the following (using<br>paper or a computer) when you are not at<br>school?    | Percentage of students who answered “every day or almost every day”† |                        |                      |                      |                         |                       |
| Stories   | 7%   | 8%                     | 5%                   | 7%                   | 8%                      | 5%                    |
| Journal entries   | 6%   | 9%                     | 4%                   | 7%                   | 10%                     | 4%                    |
| E-mail, text or instant messages  | 52%  | 60%                    | 45%                  | 53%                  | 61%                     | 45%                   |
| Letters   | 3%   | 3%                     | 3%                   | 3%                   | 4%                      | 3%                    |
| <b>OUT-OF-SCHOOL ACTIVITIES</b>   |  |                        |                      |                      |                         |                       |
| How often do you do the following when you<br>are not at school?                                      | Percentage of students who answered “every day or almost every day”† |                        |                      |                      |                         |                       |
| I participate in art, music or drama activities.  | 16%  | 20%                    | 12%                  | 15%                  | 20%                     | 11%                   |
| I participate in after-school clubs.  | 14%  | 14%                    | 13%                  | 10%                  | 10%                     | 9%                    |
| I participate in sports or other physical activities.   | 41%  | 34%                    | 48%                  | 42%                  | 35%                     | 48%                   |
| <b>PARENTAL ENGAGEMENT</b>  |  |                        |                      |                      |                         |                       |
| How often do you and a parent, a guardian or<br>another adult who lives with you do the<br>following? | Percentage of students who answered “every day or almost every day”† |                        |                      |                      |                         |                       |
| We talk about the activities I do in school.  | 53%  | 56%                    | 50%                  | 56%                  | 59%                     | 53%                   |
| We talk about the reading and writing work I do in<br>school.   | 29%  | 30%                    | 27%                  | 31%                  | 33%                     | 28%                   |
| We talk about the mathematics work I do in school.  | 39%  | 39%                    | 38%                  | 39%                  | 41%                     | 37%                   |
| We read together.   | 6%   | 5%                     | 6%                   | 7%                   | 7%                      | 7%                    |
| We look at my school agenda.  | 23%  | 21%                    | 25%                  | 26%                  | 25%                     | 26%                   |
| We use a computer together.   | 10%  | 9%                     | 10%                  | 10%                  | 10%                     | 11%                   |

\* Includes only students for whom gender data were available.

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



## Assessments of Reading, Writing and Mathematics, 2016–2017

| GRADE 6: STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE (all<br>students, female, male) | Board                   |                        |                      | Province             |                         |                       |
|--|-------------------------|------------------------|----------------------|----------------------|-------------------------|-----------------------|
|  | All<br>(# = 8 423)      | Female*<br>(# = 4 077) | Male*<br>(# = 4 346) | All<br>(# = 126 022) | Female*<br>(# = 61 577) | Male*<br>(# = 64 445) |
| <b>SCHOOLS ATTENDED</b>  |                         |                        |                      |                      |                         |                       |
| How many schools did you attend before this one?   | Percentage of students‡ |                        |                      |                      |                         |                       |
| Only this school/1 other school  | 67%                     | 68%                    | 66%                  | 69%                  | 69%                     | 68%                   |
| 2 other schools/3 other schools  | 25%                     | 24%                    | 26%                  | 22%                  | 22%                     | 22%                   |
| 4 other schools or more  | 5%                      | 5%                     | 4%                   | 6%                   | 6%                      | 6%                    |
| <b>LANGUAGES STUDENTS SPEAK AT HOME</b>  |                         |                        |                      |                      |                         |                       |
|  | Percentage of students‡ |                        |                      |                      |                         |                       |
| Only English/Mostly English  | 58%                     | 57%                    | 59%                  | 72%                  | 72%                     | 73%                   |
| Another language (or other languages) as often as English  | 25%                     | 27%                    | 24%                  | 16%                  | 17%                     | 15%                   |
| Mostly another language (or other languages)/<br>Only another language (or other languages)      | 14%                     | 13%                    | 14%                  | 8%                   | 8%                      | 9%                    |
| <b>LANGUAGES SPOKEN TO STUDENTS AT HOME</b>  |                         |                        |                      |                      |                         |                       |
|  | Percentage of students‡ |                        |                      |                      |                         |                       |
| Only English/Mostly English  | 46%                     | 45%                    | 47%                  | 66%                  | 66%                     | 66%                   |
| Another language (or other languages) as often as English  | 21%                     | 23%                    | 20%                  | 14%                  | 15%                     | 14%                   |
| Mostly another language (or other languages)/<br>Only another language (or other languages)      | 29%                     | 29%                    | 28%                  | 15%                  | 15%                     | 16%                   |

\* Includes only students for whom gender data were available.

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

‡ Percentages may not add up to 100, due to rounding or to missing responses.

## Assessments of Reading, Writing and Mathematics, 2016–2017

| EXPLANATION OF TERMS  |  |
|---|--|
| <b>All Students</b>   | Results are reported for all students in the grade.  |
| <b>Participating Students</b>                                   | Results are reported only for those students who took part in the assessment (excludes “no data” and “exempt” categories).   |
| <b>Provincial Standard</b>                                      | The Ministry of Education has set Level 3 as the provincial standard.  |
| <b>Level 4</b>  | The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.   |
| <b>Level 3</b>  | The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.   |
| <b>Level 2</b>  | The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.  |
| <b>Level 1</b>  | The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.  |
| <b>NE1</b>  | "Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.   |
| <b>No Data</b>  | Students who did not have a result due to absence or other reasons.  |
| <b>Exempt</b>   | Students who were formally exempted from participation in one or more components of the assessment.  |
| <b>English Language Learners</b>                                | 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).   |
| <b>Students with Special Education Needs (excluding gifted)</b> | Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole exceptionality is giftedness are not included.   |
| <b>N/R</b>  | “Not reported” indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore, results are not reported. |
| <b>N/D</b>  | “No data available” is used to indicate that there were no students in the grade or subject for the group or year specified.   |
| <b>W</b>  | Results are being withheld by EQAO. For further information, please contact personnel at the board.  |
| <b>EC</b>   | Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.  |
| <b>NP</b>   | “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate.  |

# School Board Report



## Grade 9 Assessment of Mathematics, 2016–2017

### Board: York Region DSB (66095)

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Grade 9 Assessment of Mathematics. This report includes the 2016–2017 school and board results, as well as results from previous years, so you can track progress over time. You will also find demographic and attitudinal information, which provides context for interpreting achievement results.

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

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

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

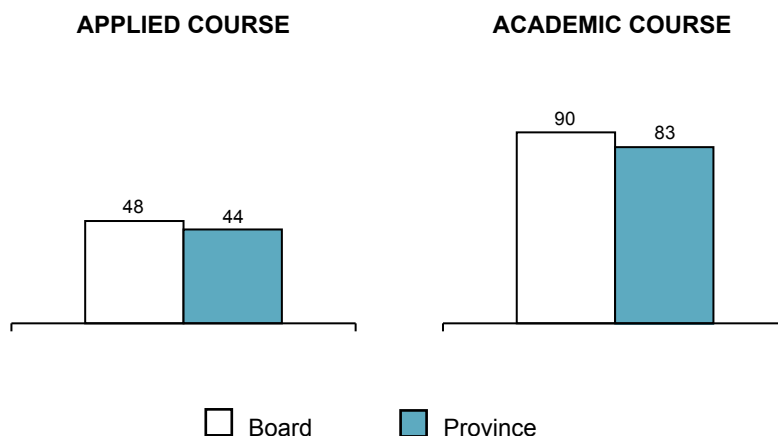
Sincerely,

Norah Marsh  
Chief Executive Officer  
Education Quality and Accountability Office

#### WHERE TO FIND ...

|   | PAGE           |                 |
|---|----------------|-----------------|
|   | <u>Applied</u> | <u>Academic</u> |
| Percentages of all students at or above the provincial standard |                |                 |
| • 2016–2017 .....   | 1              | 1               |
| • Over time .....   | 2              | 2               |
| Tips for using this report .....                                | 3              | 3               |
| Contextual information: 2016–2017 .....                         | 4              | 8               |
| Results for groups of students: 2016–2017                       |                |                 |
| • All students .....  | 6              | 10              |
| • Participating students .....                                  | 6              | 10              |
| • Students by gender .....                                      | 7              | 11              |
| Contextual information: Over time .....                         | 12             | 15              |
| Results for all students: Over time .....                       | 14             | 17              |
| Results for all students: Over time by gender .....             | 18             | 19              |
| Student questionnaire results .....                             | 20             | 29              |
| Explanation of terms .....                                      | 38             | 38              |

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

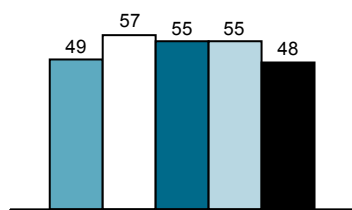


## Grade 9 Assessment of Mathematics, 2016–2017

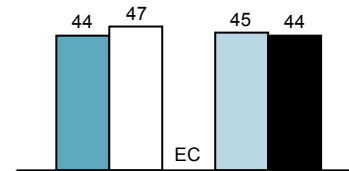
## PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

## APPLIED MATHEMATICS

## Board



## Province



2012–2013

2013–2014

2014–2015

2015–2016

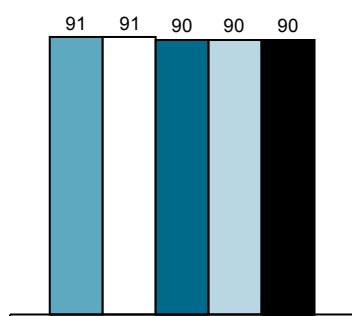
2016–2017

## Total Number of Students

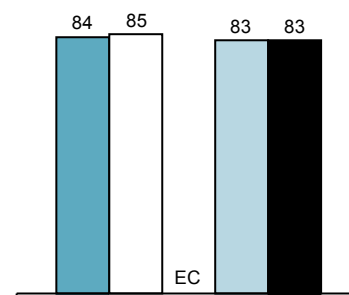
|          | <u>2012–2013</u> | <u>2013–2014</u> | <u>2014–2015</u> | <u>2015–2016</u> | <u>2016–2017</u> |
|----------|------------------|------------------|------------------|------------------|------------------|
| Board    | 1 770            | 1 701            | 1 624            | 1 637            | 1 582            |
| Province | 39 881           | 38 181           | EC               | 36 005           | 34 797           |

## ACADEMIC MATHEMATICS

## Board



## Province



2012–2013

2013–2014

2014–2015

2015–2016

2016–2017

## Total Number of Students

|          | <u>2012–2013</u> | <u>2013–2014</u> | <u>2014–2015</u> | <u>2015–2016</u> | <u>2016–2017</u> |
|----------|------------------|------------------|------------------|------------------|------------------|
| Board    | 6 910            | 7 232            | 7 367            | 7 358            | 7 531            |
| Province | 97 158           | 95 914           | EC               | 97 347           | 96 449           |

## Grade 9 Assessment of Mathematics, 2016–2017

## TIPS

The applied and academic mathematics courses are different and should be considered separately.

Note: Students in locally developed courses do not participate in these assessments.



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.



This assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in 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 30 students, a difference of 10% represents only three students.



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



EQAO values students' privacy. Results are not reported publicly for schools or boards where fewer than 10 students participated because it might be possible to identify individual students.

## ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations for either the applied or academic mathematics program to the end of Grade 9. Students complete two booklets that allow them to show what they know in mathematics. The assessment is based on *The Ontario Curriculum: Mathematics, Grades 9 and 10*.

**This report includes**

- results for this year;
- a comparison of results of the current and previous administrations to aid in monitoring improvement; and
- information about the characteristics of the students who participated.

**Specifically, you will find**

- summary graphs showing the percentage of students achieving the provincial standard in either applied or academic mathematics;
- detailed tables and graphs showing results for all levels of achievement, participation information and results for gender;
- student questionnaire results; and
- an explanation of all terms used in this report.

## HOW TO USE THIS REPORT

- Examine the contextual information to understand the similarities and differences between this school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- Examine the results for applied and academic mathematics.
  - Are these results consistent with what you would expect?
  - How do the school results compare to the board and 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 the school or board staff about the goals for school improvement related to 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 9 students in applied and academic mathematics take part in this assessment across Ontario. 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](http://www.eqao.com).

## Grade 9 Assessment of Mathematics, 2016–2017

## Contextual Information, Applied Course

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

| Board   |        | Province |        |         |
|---|--------|----------|--------|---------|
| Enrolment   |        |          |        |         |
| Number of students in applied mathematics course                        | 1 582  | 34 797   |        |         |
| Number of classes with students in applied mathematics course           | 128    | 2 422    |        |         |
| Number of schools with applied mathematics classes                      | 33     | 701      |        |         |
|   | Number | Percent  | Number | Percent |
| Participation in the Assessment   |        |          |        |         |
| Students who participated in the assessment                             | 1 546  | 98%      | 33 405 | 96%     |
| Participating students who received one or more accommodations*         | 779    | 50%      | 11 932 | 36%     |
| Participating students who received one or more special provisions*     | 145    | 9%       | 2 738  | 8%      |
| Students who did not complete any part of the assessment (no data)*     | 36     | 2%       | 1 392  | 4%      |
| Gender† Based on number of students enrolled                            |        |          |        |         |
| Female  | 673    | 43%      | 15 212 | 44%     |
| Male  | 909    | 57%      | 19 585 | 56%     |
| Gender not specified  | 0      | 0%       | 0      | 0%      |
| Student Status† Based on number of students enrolled                    |        |          |        |         |
| English language learners*  | 230    | 15%      | 3 802  | 11%     |
| Students with special education needs (excluding gifted)*               | 842    | 53%      | 14 384 | 41%     |
| Semester/Full Year Based on number of students enrolled                 |        |          |        |         |
| First-semester course   | 812    | 51%      | 15 803 | 45%     |
| Second-semester course  | 769    | 49%      | 16 811 | 48%     |
| Full-year course  | 1      | <1%      | 2 183  | 6%      |
| Language and School Background††<br>Based on Student Questionnaire data |        |          |        |         |
| Number of Respondents:  |        | 1 396    | 30 066 |         |
| Speak only or mostly a language other than English at home              | 136    | 10%      | 1 997  | 7%      |
| Speak another language as often as English at home                      | 265    | 19%      | 3 913  | 13%     |
| Attended three or more elementary schools from kindergarten to Grade 8  | 500    | 36%      | 11 666 | 39%     |

\* See the Explanation of Terms.

† Contextual data pertaining to “gender” and “student status” 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.

†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

## Grade 9 Assessment of Mathematics, 2016–2017

## Contextual Information, Applied Course (continued)

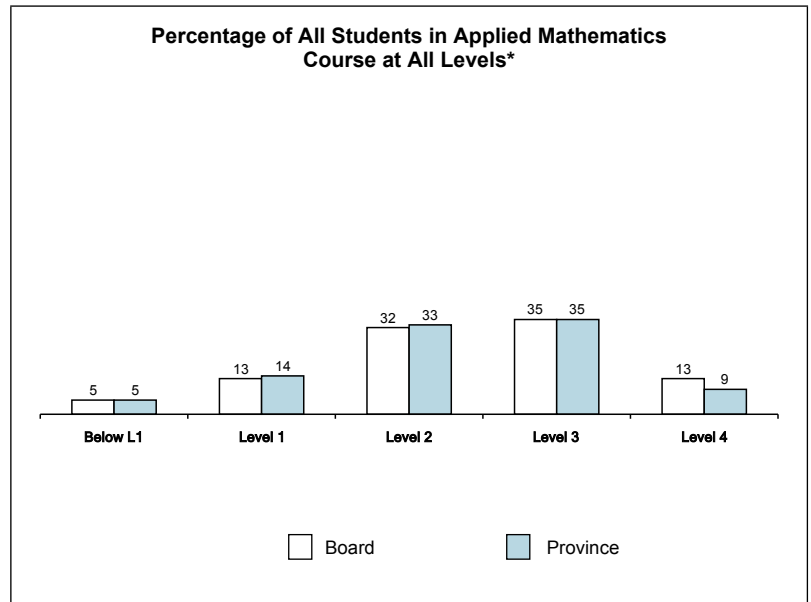
|  | Board  |         | Province |         |
|--|--------|---------|----------|---------|
|  | Number | Percent | Number   | Percent |
| <b>Year Student Entered Current School<sup>†</sup></b> |        |         |          |         |
| Year of the assessment                                 | 1 385  | 88%     | 29 843   | 86%     |
| Year prior to the assessment                           | 163    | 10%     | 2 886    | 8%      |
| 2 years prior to the assessment                        | 15     | 1%      | 622      | 2%      |
| 3 or more years prior to the assessment                | 16     | 1%      | 1 265    | 4%      |
| Data not available                                     | 3      | <1%     | 181      | 1%      |
| <b>Year Student Entered Current Board<sup>†</sup></b>  |        |         |          |         |
| Year of the assessment                                 | 222    | 14%     | 5 494    | 16%     |
| Year prior to the assessment                           | 99     | 6%      | 2 330    | 7%      |
| 2 years prior to the assessment                        | 73     | 5%      | 1 507    | 4%      |
| 3 or more years prior to the assessment                | 1 185  | 75%     | 23 793   | 68%     |
| Data not available                                     | 3      | <1%     | 1 673    | 5%      |

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

## Grade 9 Assessment of Mathematics, 2016–2017

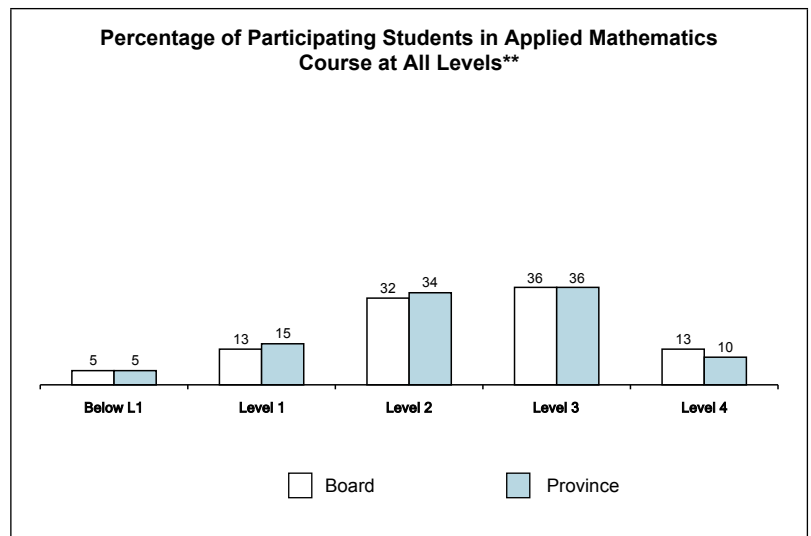
## Results for All Students, Applied Course

| All Students*                                     |                |     |                    |
|---|----------------|-----|--------------------|
| Number of Students                                | Board<br>1 582 |     | Province<br>34 797 |
|   | #              | %   | %                  |
| Level 4   | 200            | 13% | 9%                 |
| Level 3   | 560            | 35% | 35%                |
| Level 2   | 502            | 32% | 33%                |
| Level 1   | 207            | 13% | 14%                |
| Below Level 1                                     | 77             | 5%  | 5%                 |
| Participating Students                            | 1 546          | 98% | 96%                |
| No Data   | 36             | 2%  | 4%                 |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 48% | 44%                |



## Results for Participating Students (excludes "no data" category)

| Participating Students**                          |                |     |                    |
|---|----------------|-----|--------------------|
| Number of Students                                | Board<br>1 546 |     | Province<br>33 405 |
|   | #              | %   | %                  |
| Level 4   | 200            | 13% | 10%                |
| Level 3   | 560            | 36% | 36%                |
| Level 2   | 502            | 32% | 34%                |
| Level 1   | 207            | 13% | 15%                |
| Below Level 1                                     | 77             | 5%  | 5%                 |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 49% | 46%                |



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

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

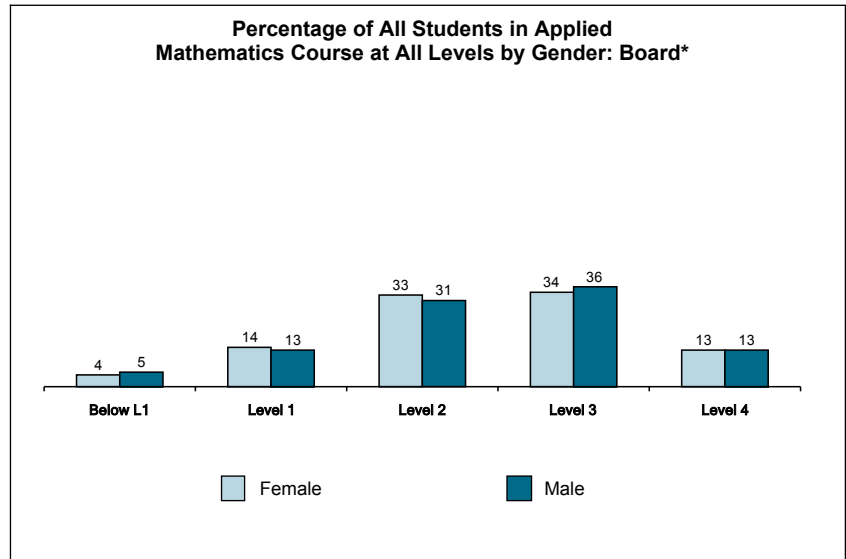
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



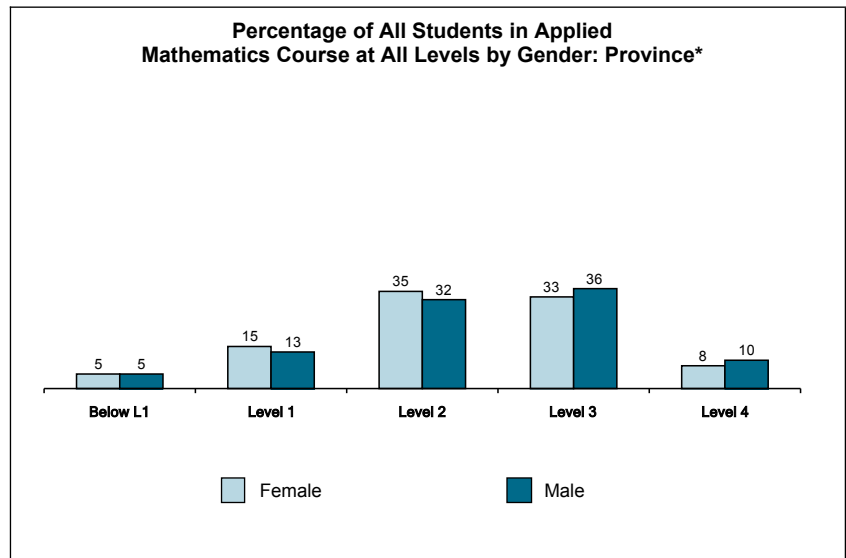
## Grade 9 Assessment of Mathematics, 2016–2017

Results by Gender<sup>††</sup>, Applied Course

| All Students: Board by Gender*                                |               |     |             |     |
|---|---------------|-----|-------------|-----|
| Number of Students  | Female<br>673 |     | Male<br>909 |     |
|   | #             | %   | #           | %   |
| Level 4   | 85            | 13% | 115         | 13% |
| Level 3   | 232           | 34% | 328         | 36% |
| Level 2   | 221           | 33% | 281         | 31% |
| Level 1   | 91            | 14% | 116         | 13% |
| Below Level 1   | 28            | 4%  | 49          | 5%  |
| Participating Students  | 657           | 98% | 889         | 98% |
| No Data   | 16            | 2%  | 20          | 2%  |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> | 47%           |     | 49%         |     |



| All Students: Province by Gender*                             |                  |     |                |     |
|---|------------------|-----|----------------|-----|
| Number of Students  | Female<br>15 212 |     | Male<br>19 585 |     |
|   | #                | %   | #              | %   |
| Level 4   | 1 251            | 8%  | 1 934          | 10% |
| Level 3   | 5 023            | 33% | 7 113          | 36% |
| Level 2   | 5 299            | 35% | 6 204          | 32% |
| Level 1   | 2 308            | 15% | 2 589          | 13% |
| Below Level 1   | 720              | 5%  | 964            | 5%  |
| Participating Students  | 14 601           | 96% | 18 804         | 96% |
| No Data   | 611              | 4%  | 781            | 4%  |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> | 41%              |     | 46%            |     |



\* 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.

†† Includes only students for whom gender data were available.

## Grade 9 Assessment of Mathematics, 2016–2017

## Contextual Information, Academic Course

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

| Board   |        |         | Province |         |
|---|--------|---------|----------|---------|
| Enrolment   |        |         |          |         |
| Number of students in academic mathematics course                                   | 7 531  |         | 96 449   |         |
| Number of classes with students in academic mathematics course                      | 318    |         | 4 197    |         |
| Number of schools with academic mathematics classes                                 | 33     |         | 682      |         |
|   | Number | Percent | Number   | Percent |
| Participation in the Assessment   |        |         |          |         |
| Students who participated in the assessment   | 7 492  | 99%     | 95 447   | 99%     |
| Participating students who received one or more accommodations*                     | 584    | 8%      | 6 408    | 7%      |
| Participating students who received one or more special provisions*                 | 454    | 6%      | 4 478    | 5%      |
| Students who did not complete any part of the assessment (no data)*                 | 39     | 1%      | 1 002    | 1%      |
| Gender <sup>†</sup> Based on number of students enrolled                            |        |         |          |         |
| Female  | 3 736  | 50%     | 49 388   | 51%     |
| Male  | 3 795  | 50%     | 47 061   | 49%     |
| Gender not specified  | 0      | 0%      | 0        | 0%      |
| Student Status <sup>†</sup> Based on number of students enrolled                    |        |         |          |         |
| English language learners*  | 818    | 11%     | 6 642    | 7%      |
| Students with special education needs (excluding gifted)*                           | 583    | 8%      | 7 561    | 8%      |
| Semester/Full Year Based on number of students enrolled                             |        |         |          |         |
| First-semester course   | 3 791  | 50%     | 43 562   | 45%     |
| Second-semester course  | 3 739  | 50%     | 43 082   | 45%     |
| Full-year course  | 1      | <1%     | 9 805    | 10%     |
| Language and School Background <sup>††</sup><br>Based on Student Questionnaire data |        |         |          |         |
| Number of Respondents:  |        | 7 092   | 89 743   |         |
| Speak only or mostly a language other than English at home                          | 977    | 14%     | 7 826    | 9%      |
| Speak another language as often as English at home                                  | 1 676  | 24%     | 14 871   | 17%     |
| Attended three or more elementary schools from kindergarten to Grade 8              | 2 296  | 32%     | 31 014   | 35%     |

\* See the Explanation of Terms.

† Contextual data pertaining to “gender” and “student status” 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.

†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

## Grade 9 Assessment of Mathematics, 2016–2017

## Contextual Information, Academic Course (continued)

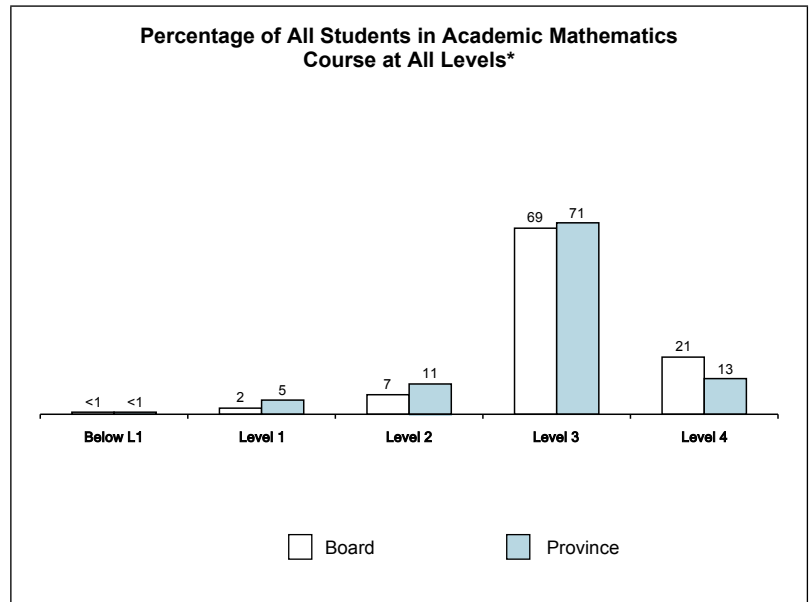
|   | Board  |         | Province |         |
|---|--------|---------|----------|---------|
|   | Number | Percent | Number   | Percent |
| <b>Year Student Entered Current School†</b> |        |         |          |         |
| Year of the assessment                      | 7 341  | 97%     | 92 083   | 95%     |
| Year prior to the assessment                | 184    | 2%      | 1 410    | 1%      |
| 2 years prior to the assessment             | 3      | <1%     | 625      | 1%      |
| 3 or more years prior to the assessment     | 2      | <1%     | 2 150    | 2%      |
| Data not available                          | 1      | <1%     | 181      | <1%     |
| <b>Year Student Entered Current Board†</b>  |        |         |          |         |
| Year of the assessment                      | 1 133  | 15%     | 15 036   | 16%     |
| Year prior to the assessment                | 279    | 4%      | 3 693    | 4%      |
| 2 years prior to the assessment             | 326    | 4%      | 3 616    | 4%      |
| 3 or more years prior to the assessment     | 5 791  | 77%     | 69 457   | 72%     |
| Data not available                          | 2      | <1%     | 4 647    | 5%      |

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

## Grade 9 Assessment of Mathematics, 2016–2017

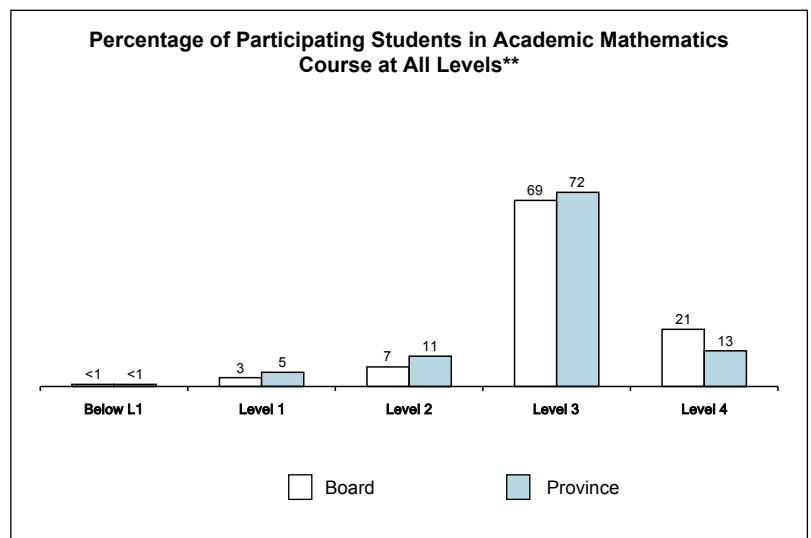
## Results for All Students, Academic Course

| All Students*                                     |                |     |                    |
|---|----------------|-----|--------------------|
| Number of Students                                | Board<br>7 531 |     | Province<br>96 449 |
|   | #              | %   | %                  |
| Level 4   | 1 556          | 21% | 13%                |
| Level 3   | 5 203          | 69% | 71%                |
| Level 2   | 529            | 7%  | 11%                |
| Level 1   | 188            | 2%  | 5%                 |
| Below Level 1                                     | 16             | <1% | <1%                |
| Participating Students                            | 7 492          | 99% | 99%                |
| No Data   | 39             | 1%  | 1%                 |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 90% | 83%                |



## Results for Participating Students (excludes "no data" category)

| Participating Students**                          |                |     |                    |
|---|----------------|-----|--------------------|
| Number of Students                                | Board<br>7 492 |     | Province<br>95 447 |
|   | #              | %   | %                  |
| Level 4   | 1 556          | 21% | 13%                |
| Level 3   | 5 203          | 69% | 72%                |
| Level 2   | 529            | 7%  | 11%                |
| Level 1   | 188            | 3%  | 5%                 |
| Below Level 1                                     | 16             | <1% | <1%                |
| At or Above Provincial Standard (Levels 3 and 4)† |                | 90% | 84%                |



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

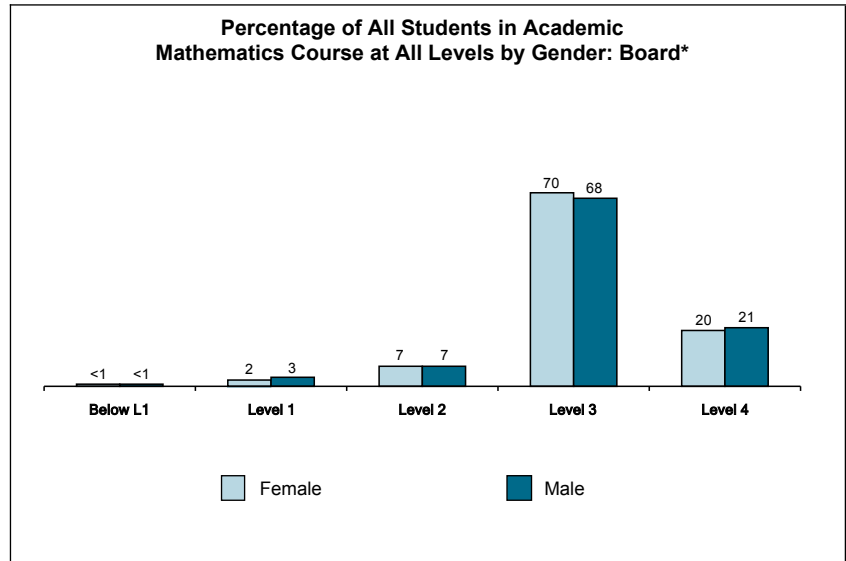
\*\* Because percentages in tables and graphs are rounded, percentages may not add up to 100.

† 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.

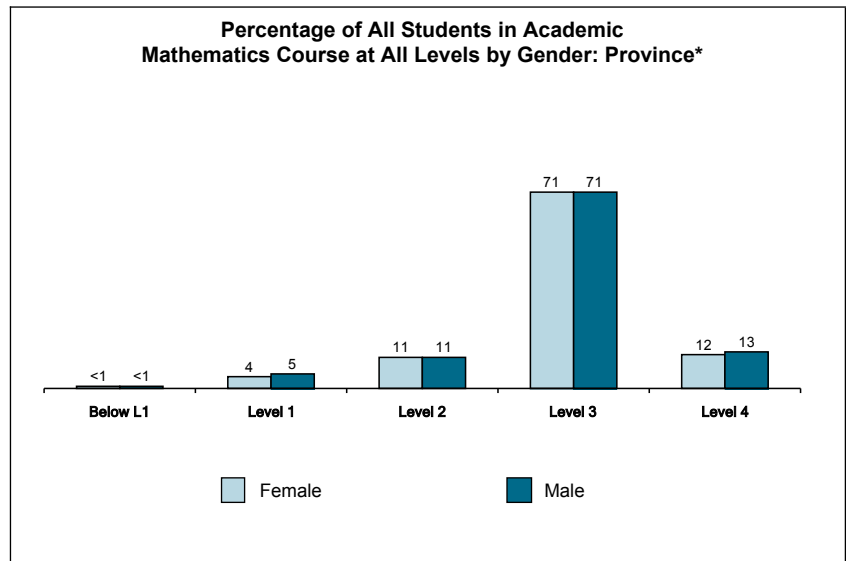
## Grade 9 Assessment of Mathematics, 2016–2017

Results by Gender<sup>††</sup>, Academic Course

| All Students: Board by Gender*                                |                 |      |               |     |
|---|-----------------|------|---------------|-----|
| Number of Students  | Female<br>3 736 |      | Male<br>3 795 |     |
|   | #               | %    | #             | %   |
| Level 4   | 746             | 20%  | 810           | 21% |
| Level 3   | 2 615           | 70%  | 2 588         | 68% |
| Level 2   | 258             | 7%   | 271           | 7%  |
| Level 1   | 93              | 2%   | 95            | 3%  |
| Below Level 1   | 6               | <1%  | 10            | <1% |
| Participating Students  | 3 718           | 100% | 3 774         | 99% |
| No Data   | 18              | <1%  | 21            | 1%  |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> |                 | 90%  | 90%           |     |



| All Students: Province by Gender*                             |                  |     |                |     |
|---|------------------|-----|----------------|-----|
| Number of Students  | Female<br>49 388 |     | Male<br>47 061 |     |
|   | #                | %   | #              | %   |
| Level 4   | 6 033            | 12% | 6 061          | 13% |
| Level 3   | 35 075           | 71% | 33 181         | 71% |
| Level 2   | 5 416            | 11% | 5 017          | 11% |
| Level 1   | 2 178            | 4%  | 2 175          | 5%  |
| Below Level 1   | 131              | <1% | 180            | <1% |
| Participating Students  | 48 833           | 99% | 46 614         | 99% |
| No Data   | 555              | 1%  | 447            | 1%  |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> |                  | 83% | 83%            |     |



\* 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.

†† Includes only students for whom gender data were available.

## Grade 9 Assessment of Mathematics, 2016–2017

## Contextual Information over Time: Applied Course

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

|  | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|-----------|-----------|-----------|-----------|-----------|
| <b>Enrolment</b>   |           |           |           |           |           |
| Number of students in applied mathematics course                                       | 1 770     | 1 701     | 1 624     | 1 637     | 1 582     |
| Number of classes with students in applied mathematics course                          | 132       | 137       | 127       | 130       | 128       |
| Number of schools with applied mathematics classes                                     | 32        | 33        | 33        | 34        | 33        |
| <b>Participation in the Assessment</b>   |           |           |           |           |           |
| Students who participated in the assessment  | 98%       | 98%       | 98%       | 98%       | 98%       |
| Participating students who received one or more accommodations*                        | 45%       | 47%       | 48%       | 51%       | 50%       |
| Participating students who received one or more special provisions*                    | 8%        | 10%       | 9%        | 10%       | 9%        |
| Students who did not complete any part of the assessment (no data)*                    | 2%        | 2%        | 2%        | 2%        | 2%        |
| <b>Gender<sup>†</sup> Based on number of students enrolled</b>                         |           |           |           |           |           |
| Female   | 42%       | 41%       | 43%       | 43%       | 43%       |
| Male   | 58%       | 59%       | 57%       | 57%       | 57%       |
| Gender not specified   | 0%        | 0%        | 0%        | 0%        | 0%        |
| <b>Student Status<sup>†</sup> Based on number of students enrolled</b>                 |           |           |           |           |           |
| English language learners*   | 12%       | 15%       | 13%       | 15%       | 15%       |
| Students with special education needs (excluding gifted)*                              | 49%       | 48%       | 48%       | 50%       | 53%       |
| <b>Semester/Full Year Based on number of students enrolled</b>                         |           |           |           |           |           |
| First-semester course  | 48%       | 49%       | 50%       | 45%       | 51%       |
| Second-semester course   | 48%       | 46%       | 46%       | 51%       | 49%       |
| Full-year course   | 4%        | 5%        | 4%        | 4%        | <1%       |
| <b>Language and School Background<sup>††</sup> Based on Student Questionnaire data</b> |           |           |           |           |           |
| Number of Respondents:   | 1 561     | 1 510     | 1 454     | 1 438     | 1 396     |
| Speak only or mostly a language other than English at home                             | 10%       | 10%       | 10%       | 8%        | 10%       |
| Speak another language as often as English at home                                     | 18%       | 18%       | 18%       | 19%       | 19%       |
| Attended three or more elementary schools from kindergarten to Grade 8                 | 39%       | 37%       | 35%       | 33%       | 36%       |

\* See the Explanation of Terms.

† Contextual data pertaining to “gender” and “student status” 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.

†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

## Grade 9 Assessment of Mathematics, 2016–2017

## Contextual Information over Time: Applied Course (continued)

| 2012–2013  |  |  |  |                                      | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|--|--|--|--|--------------------------------------|-----------|-----------|-----------|-----------|
| Year Student Entered Current School <sup>†</sup> |  |  |  |                                      |           |           |           |           |
| Year of the assessment                           |  |  |  | These items were added in 2015–2016. |           | 91%       |           | 88%       |
| Year prior to the assessment                     |  |  |  |                                      |           | 8%        |           | 10%       |
| 2 years prior to the assessment                  |  |  |  |                                      |           | 1%        |           | 1%        |
| 3 or more years prior to the assessment          |  |  |  |                                      |           | <1%       |           | 1%        |
| Data not available                               |  |  |  |                                      |           | <1%       |           | <1%       |
| Year Student Entered Current Board <sup>†</sup>  |  |  |  |                                      |           |           |           |           |
| Year of the assessment                           |  |  |  | These items were added in 2015–2016. |           | 15%       |           | 14%       |
| Year prior to the assessment                     |  |  |  |                                      |           | 4%        |           | 6%        |
| 2 years prior to the assessment                  |  |  |  |                                      |           | 6%        |           | 5%        |
| 3 or more years prior to the assessment          |  |  |  |                                      |           | 74%       |           | 75%       |
| Data not available                               |  |  |  |                                      |           | <1%       |           | <1%       |

<sup>†</sup> Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

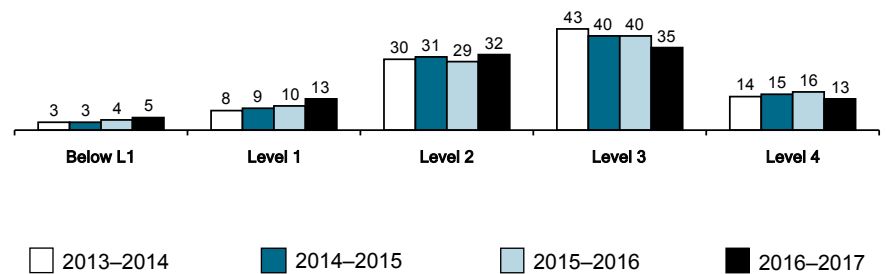
## Grade 9 Assessment of Mathematics, 2016–2017

## Results for All Students over Time: Applied Course

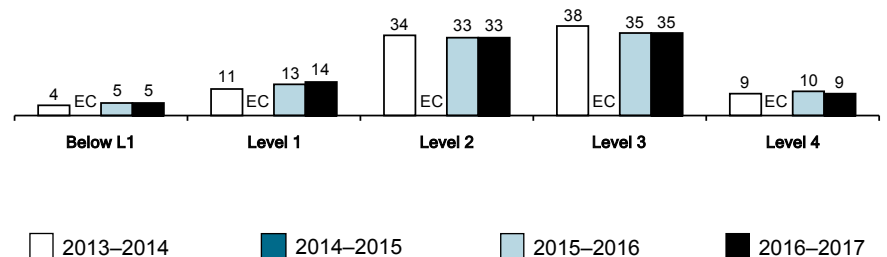
| Board*  |         |         |         |         |
|---|---------|---------|---------|---------|
| Year  | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>                         | 1 701   | 1 624   | 1 637   | 1 582   |
| Level 4   | 14%     | 15%     | 16%     | 13%     |
| Level 3   | 43%     | 40%     | 40%     | 35%     |
| Level 2   | 30%     | 31%     | 29%     | 32%     |
| Level 1   | 8%      | 9%      | 10%     | 13%     |
| Below Level 1                                     | 3%      | 3%      | 4%      | 5%      |
| <i>Participating Students</i>                     | 98%     | 98%     | 98%     | 98%     |
| No Data   | 2%      | 2%      | 2%      | 2%      |
| At or Above Provincial Standard (Levels 3 and 4)† | 57%     | 55%     | 55%     | 48%     |

| Province*   |         |         |         |         |
|---|---------|---------|---------|---------|
| Year  | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>                         | 38 181  | EC      | 36 005  | 34 797  |
| Level 4   | 9%      | EC      | 10%     | 9%      |
| Level 3   | 38%     | EC      | 35%     | 35%     |
| Level 2   | 34%     | EC      | 33%     | 33%     |
| Level 1   | 11%     | EC      | 13%     | 14%     |
| Below Level 1                                     | 4%      | EC      | 5%      | 5%      |
| <i>Participating Students</i>                     | 96%     | EC      | 96%     | 96%     |
| No Data   | 4%      | EC      | 4%      | 4%      |
| At or Above Provincial Standard (Levels 3 and 4)† | 47%     | EC      | 45%     | 44%     |

Percentage of All Students in Applied Mathematics Course at All Levels: Board\*



Percentage of All Students in Applied Mathematics Course at All Levels: Province\*



\* 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.



## Grade 9 Assessment of Mathematics, 2016–2017

## Contextual Information over Time: Academic Course

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

|   | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-----------|-----------|-----------|-----------|-----------|
| <b>Enrolment</b>  |           |           |           |           |           |
| Number of students in academic mathematics course                               | 6 910     | 7 232     | 7 367     | 7 358     | 7 531     |
| Number of classes with students in academic mathematics course                  | 273       | 280       | 304       | 306       | 318       |
| Number of schools with academic mathematics classes                             | 32        | 32        | 35        | 32        | 33        |
| <b>Participation in the Assessment</b>  |           |           |           |           |           |
| Students who participated in the assessment                                     | 100%      | 100%      | 100%      | 100%      | 99%       |
| Participating students who received one or more accommodations*                 | 7%        | 7%        | 8%        | 9%        | 8%        |
| Participating students who received one or more special provisions*             | 7%        | 9%        | 7%        | 7%        | 6%        |
| Students who did not complete any part of the assessment (no data)*             | <1%       | <1%       | <1%       | <1%       | 1%        |
| <b>Gender† Based on number of students enrolled</b>                             |           |           |           |           |           |
| Female  | 49%       | 50%       | 50%       | 50%       | 50%       |
| Male  | 51%       | 50%       | 50%       | 50%       | 50%       |
| Gender not specified  | 0%        | 0%        | 0%        | 0%        | 0%        |
| <b>Student Status† Based on number of students enrolled</b>                     |           |           |           |           |           |
| English language learners*  | 10%       | 12%       | 11%       | 11%       | 11%       |
| Students with special education needs (excluding gifted)*                       | 7%        | 6%        | 7%        | 8%        | 8%        |
| <b>Semester/Full Year Based on number of students enrolled</b>                  |           |           |           |           |           |
| First-semester course   | 46%       | 46%       | 47%       | 47%       | 50%       |
| Second-semester course  | 50%       | 49%       | 49%       | 49%       | 50%       |
| Full-year course  | 3%        | 4%        | 4%        | 4%        | <1%       |
| <b>Language and School Background††<br/>Based on Student Questionnaire data</b> |           |           |           |           |           |
| Number of Respondents:  | 6 449     | 6 659     | 6 972     | 7 014     | 7 092     |
| Speak only or mostly a language other than English at home                      | 15%       | 15%       | 14%       | 13%       | 14%       |
| Speak another language as often as English at home                              | 24%       | 23%       | 25%       | 25%       | 24%       |
| Attended three or more elementary schools from kindergarten to Grade 8          | 38%       | 37%       | 36%       | 34%       | 32%       |

\* See the Explanation of Terms.

† Contextual data pertaining to “gender” and “student status” 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.

†† Contextual data pertaining to “school background” and “language” are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by the students.

## Grade 9 Assessment of Mathematics, 2016–2017

## Contextual Information over Time: Academic Course (continued)

| 2012–2013                               |  |  |  |                                      | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|--|--|--|--------------------------------------|-----------|-----------|-----------|-----------|
| Year Student Entered Current School†    |  |  |  |                                      |           |           |           |           |
| Year of the assessment                  |  |  |  | These items were added in 2015–2016. |           | 98%       |           | 97%       |
| Year prior to the assessment            |  |  |  |                                      |           | 2%        |           | 2%        |
| 2 years prior to the assessment         |  |  |  |                                      |           | <1%       |           | <1%       |
| 3 or more years prior to the assessment |  |  |  |                                      |           | <1%       |           | <1%       |
| Data not available                      |  |  |  |                                      |           | <1%       |           | <1%       |
| Year Student Entered Current Board†     |  |  |  |                                      |           |           |           |           |
| Year of the assessment                  |  |  |  | These items were added in 2015–2016. |           | 15%       |           | 15%       |
| Year prior to the assessment            |  |  |  |                                      |           | 4%        |           | 4%        |
| 2 years prior to the assessment         |  |  |  |                                      |           | 4%        |           | 4%        |
| 3 or more years prior to the assessment |  |  |  |                                      |           | 77%       |           | 77%       |
| Data not available                      |  |  |  |                                      |           | <1%       |           | <1%       |

<sup>†</sup> Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

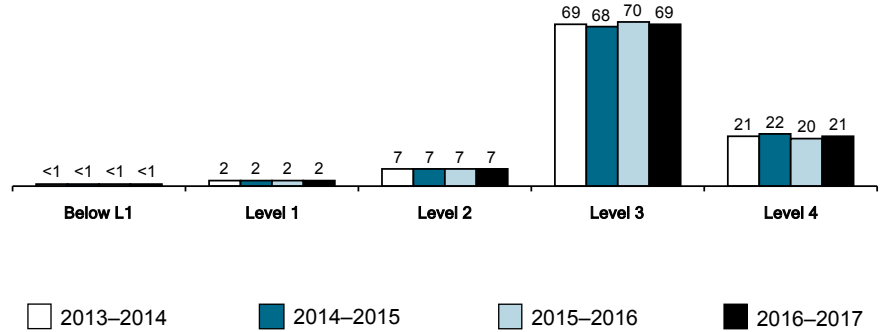
## Grade 9 Assessment of Mathematics, 2016–2017

## Results for All Students over Time: Academic Course

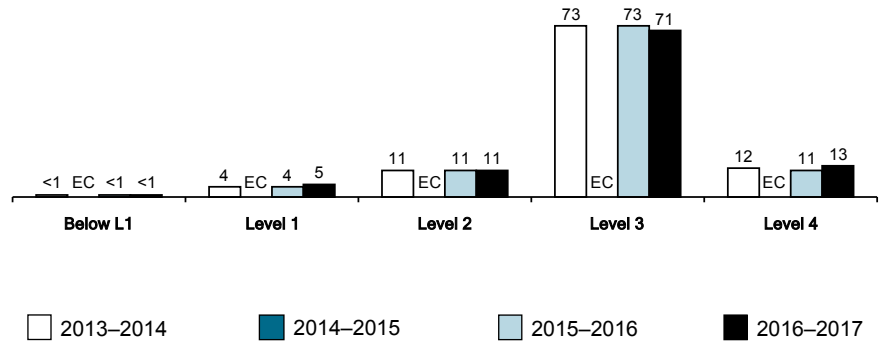
| Board*  |         |         |         |         |
|---|---------|---------|---------|---------|
| Year  | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>                         | 7 232   | 7 367   | 7 358   | 7 531   |
| Level 4   | 21%     | 22%     | 20%     | 21%     |
| Level 3   | 69%     | 68%     | 70%     | 69%     |
| Level 2   | 7%      | 7%      | 7%      | 7%      |
| Level 1   | 2%      | 2%      | 2%      | 2%      |
| Below Level 1                                     | <1%     | <1%     | <1%     | <1%     |
| <i>Participating Students</i>                     | 100%    | 100%    | 100%    | 99%     |
| No Data   | <1%     | <1%     | <1%     | 1%      |
| At or Above Provincial Standard (Levels 3 and 4)† | 91%     | 90%     | 90%     | 90%     |

| Province*   |         |         |         |         |
|---|---------|---------|---------|---------|
| Year  | '13-'14 | '14-'15 | '15-'16 | '16-'17 |
| <i>Number of Students</i>                         | 95 914  | EC      | 97 347  | 96 449  |
| Level 4   | 12%     | EC      | 11%     | 13%     |
| Level 3   | 73%     | EC      | 73%     | 71%     |
| Level 2   | 11%     | EC      | 11%     | 11%     |
| Level 1   | 4%      | EC      | 4%      | 5%      |
| Below Level 1                                     | <1%     | EC      | <1%     | <1%     |
| <i>Participating Students</i>                     | 99%     | EC      | 99%     | 99%     |
| No Data   | 1%      | EC      | 1%      | 1%      |
| At or Above Provincial Standard (Levels 3 and 4)† | 85%     | EC      | 83%     | 83%     |

Percentage of All Students in Academic Mathematics Course at All Levels: Board\*



Percentage of All Students in Academic Mathematics Course at All Levels: Province\*



\* 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.

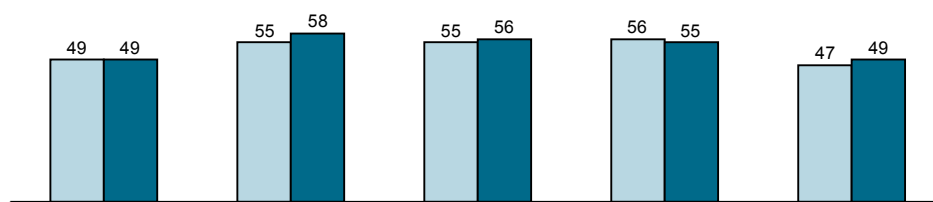
## Grade 9 Assessment of Mathematics, 2016–2017

## RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

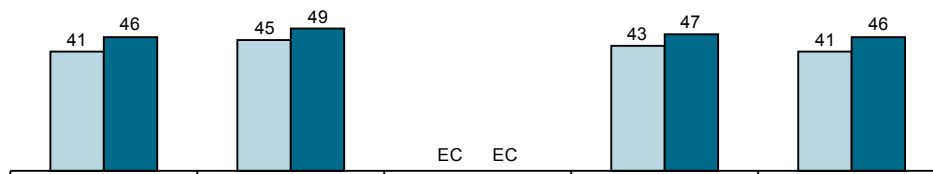
Percentage of Students At or Above the Provincial Standard (Levels 3 and 4):  
APPLIED COURSE

2012–2013      2013–2014      2014–2015      2015–2016      2016–2017

## BOARD



## PROVINCE



Female

Male

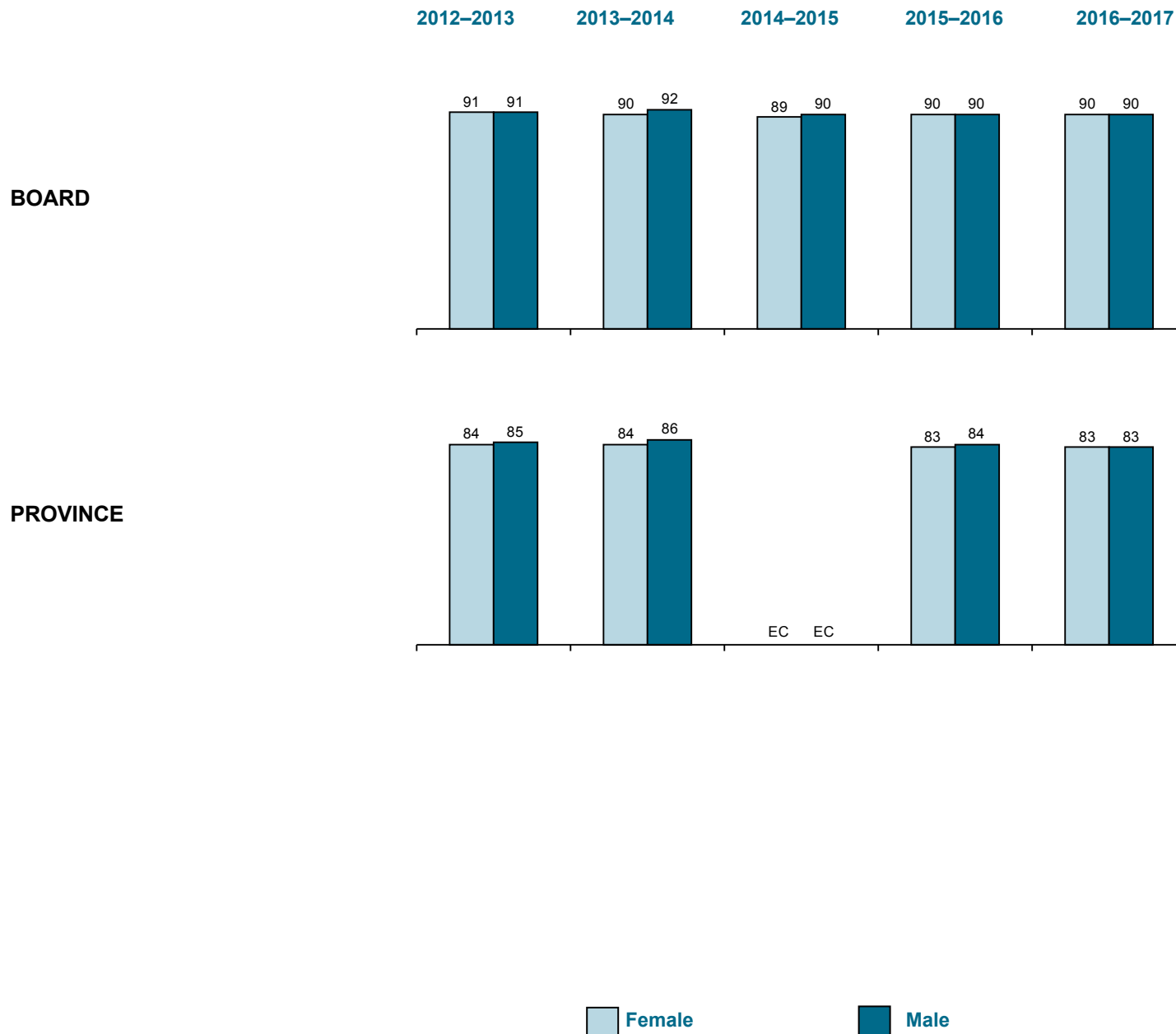
## Total Number of Students in Applied Mathematics Course†

|          | 2012–2013 |        | 2013–2014 |        | 2014–2015 |      | 2015–2016 |        | 2016–2017 |        |
|----------|-----------|--------|-----------|--------|-----------|------|-----------|--------|-----------|--------|
|          | Female    | Male   | Female    | Male   | Female    | Male | Female    | Male   | Female    | Male   |
| Board    | 745       | 1 025  | 699       | 1 002  | 706       | 918  | 708       | 929    | 673       | 909    |
| Province | 17 695    | 22 181 | 16 662    | 21 519 | EC        | EC   | 15 748    | 20 257 | 15 212    | 19 585 |

† Includes only students for whom gender data were available.

## Grade 9 Assessment of Mathematics, 2016–2017

## RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

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

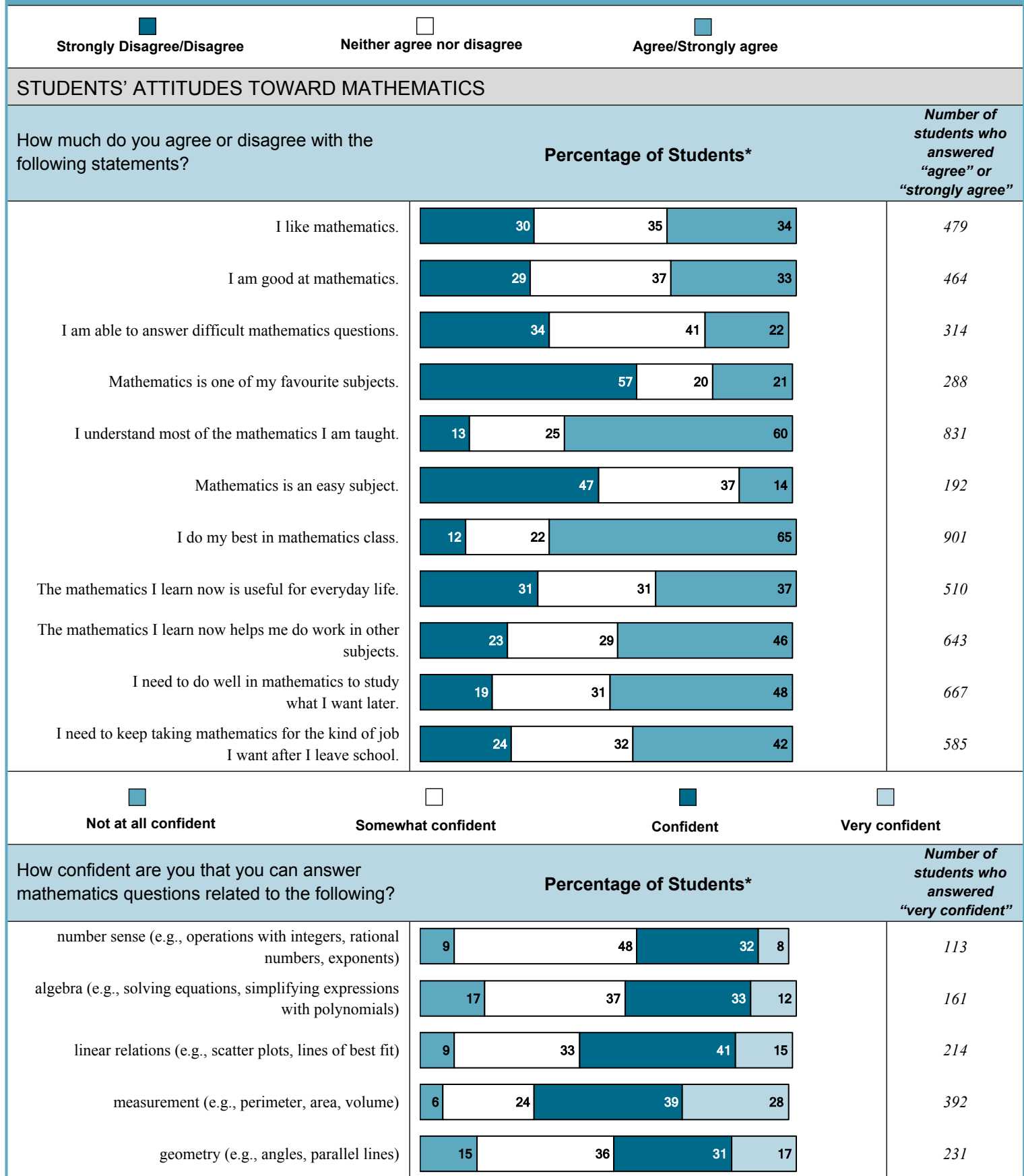
## Total Number of Students in Academic Mathematics Course†

|          | <u>2012–2013</u> |        | <u>2013–2014</u> |        | <u>2014–2015</u> |       | <u>2015–2016</u> |        | <u>2016–2017</u> |        |
|----------|------------------|--------|------------------|--------|------------------|-------|------------------|--------|------------------|--------|
|          | Female           | Male   | Female           | Male   | Female           | Male  | Female           | Male   | Female           | Male   |
| Board    | 3 402            | 3 508  | 3 626            | 3 606  | 3 654            | 3 713 | 3 651            | 3 707  | 3 736            | 3 795  |
| Province | 49 986           | 47 171 | 49 157           | 46 757 | EC               | EC    | 49 817           | 47 530 | 49 388           | 47 061 |

† Includes only students for whom gender data were available.

## Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 396)



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

## Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 396)

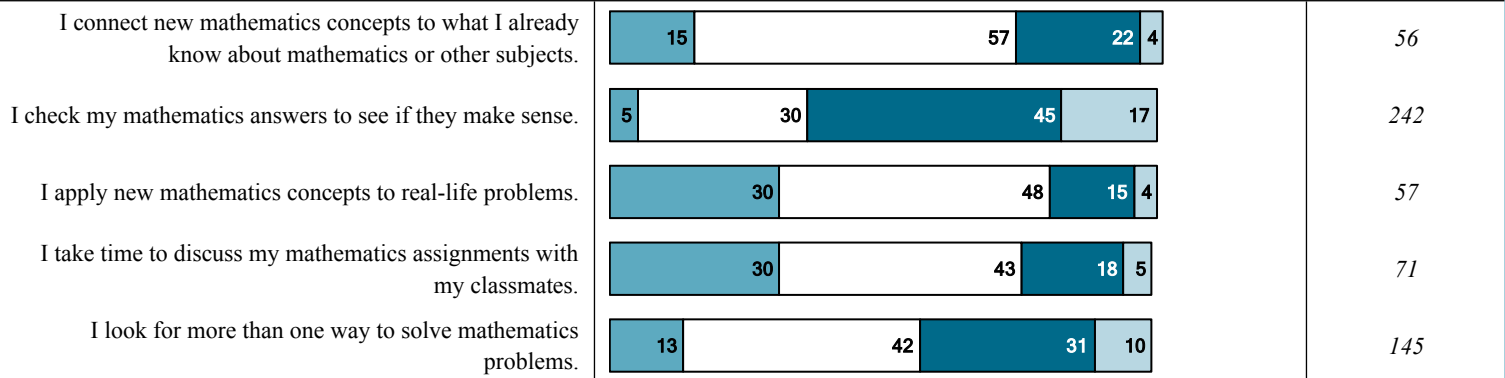
☐ Never or almost never
 ☐ Sometimes
 ☐ Often
 ☐ Very Often

## DOING MATHEMATICS

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

Percentage of Students\*

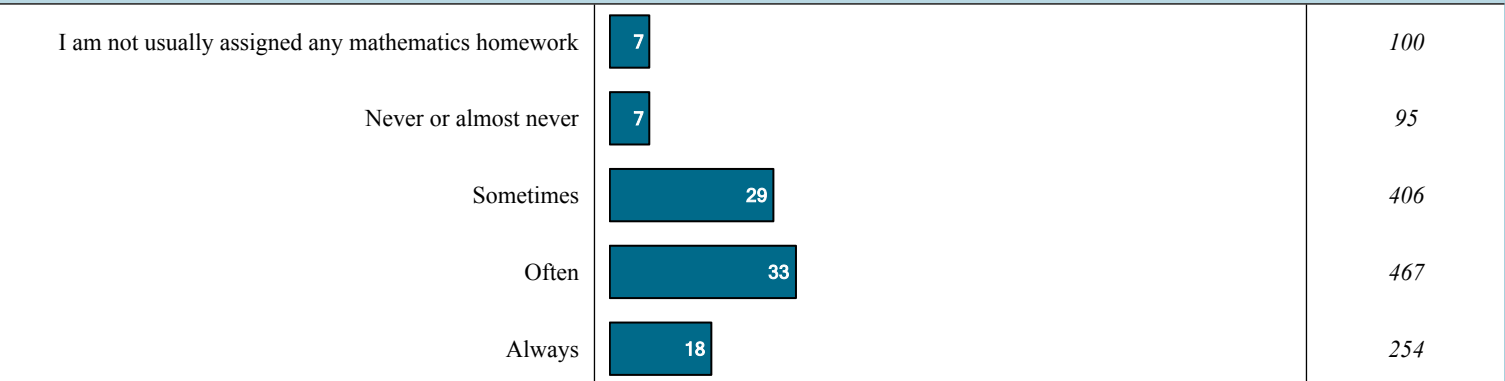
Number of students who answered "very often"



How often do you complete your mathematics homework?

Percentage of Students\*

Number of students




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

## Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 396)


  
Never


  
1 or 2 times a month

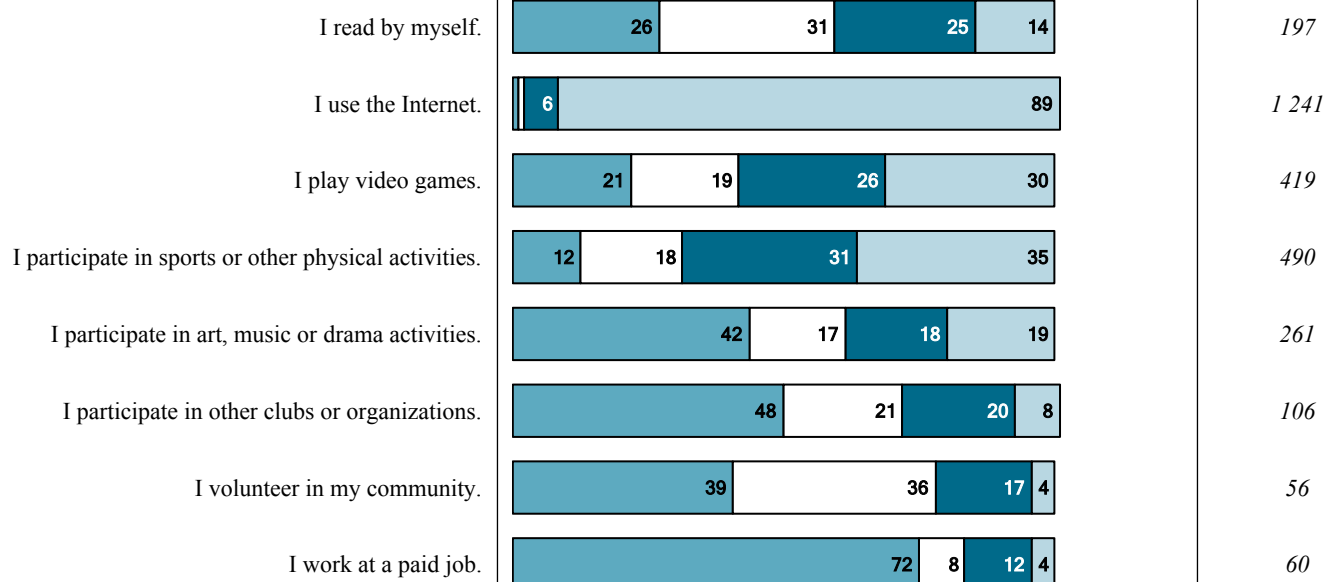

  
1 to 3 times a week


  
Every day or almost every day

## OUT-OF-SCHOOL ACTIVITIES

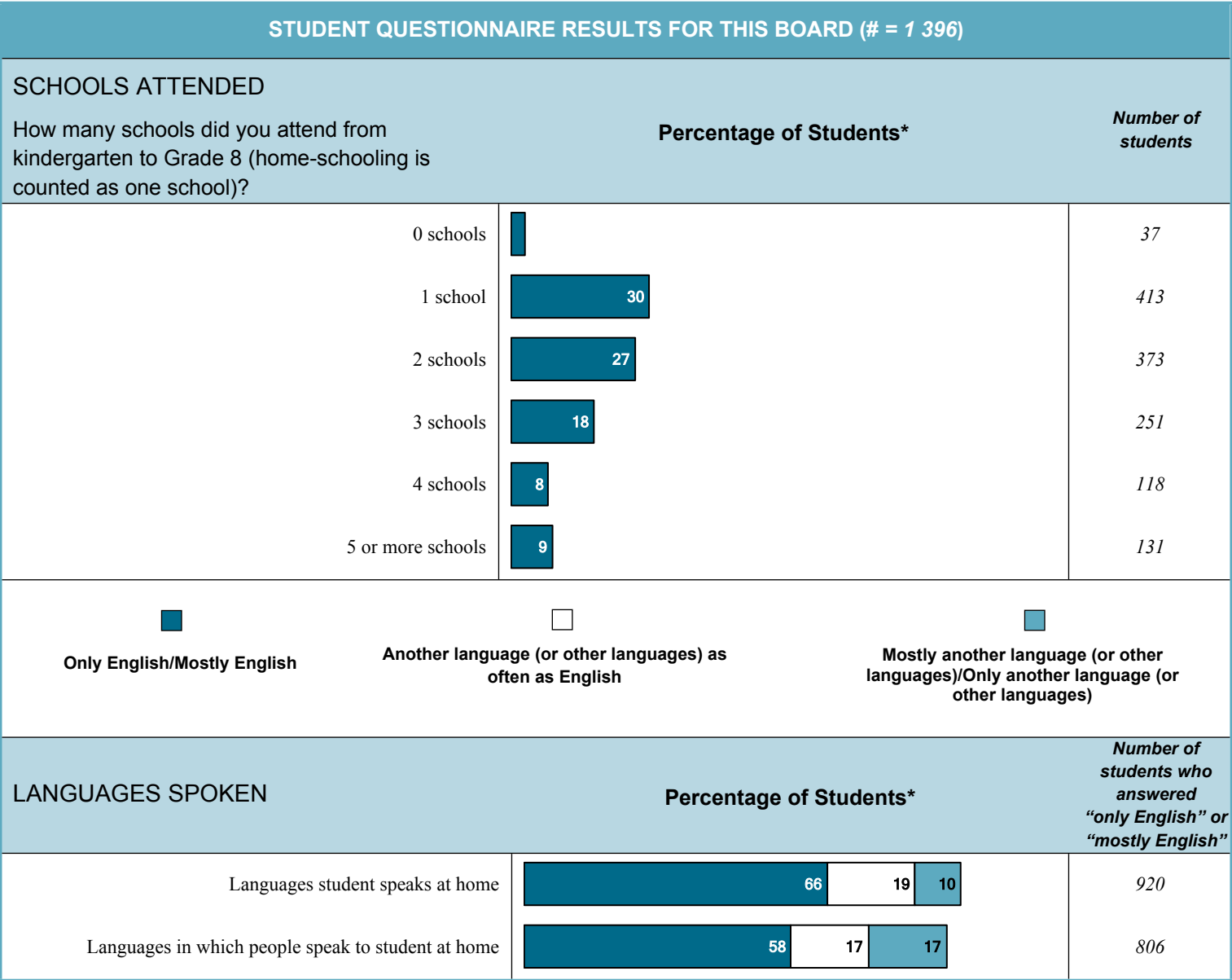
How often do you do the following when you are not at school?

Percentage of Students\*

*Number of  
students who  
answered  
“every day or  
almost  
every day”*


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













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

## Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 396)

## USE OF THE ASSESSMENT IN CLASS MARKS

| Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?                      |  | Percentage of Students* | Number of students |
|---|--|-------------------------|--------------------|
| Yes   |     | 51                      | 712                |
| No  |     | 1                       | 14                 |
| Don't know  |     | 42                      | 593                |
| Total number of students  |  |                         | 712                |
| Were you told how much the assessment will count as part of your class mark (e.g., 5%)? †   |  | Percentage of Students* | Number of students |
| Yes   |    | 96                      | 683                |
| No  |     | 4                       | 28                 |
| Total number of students  |  |                         | 712                |
| Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously?† |  | Percentage of Students* | Number of students |
| Yes   |  | 71                      | 504                |
| No  |   | 10                      | 74                 |
| Undecided   |   | 19                      | 134                |

\* Percentages may not add up to 100, due to rounding or to missing responses.

† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

## Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

| STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE<br>(all students, female, male)   | Board                       |                      |                    | Province                     |                         |                       |
|---|-----------------------------|----------------------|--------------------|------------------------------|-------------------------|-----------------------|
|   | All Students<br>(# = 1 396) | Female*<br>(# = 607) | Male*<br>(# = 789) | All Students<br>(# = 30 066) | Female*<br>(# = 13 280) | Male*<br>(# = 16 786) |
| <b>STUDENTS' ATTITUDES TOWARD MATHEMATICS</b>   |                             |                      |                    |                              |                         |                       |
| Percentage of students indicating they "agree" or "strongly agree" with the following statements:†  |                             |                      |                    |                              |                         |                       |
| I like mathematics.   | <b>34%</b>                  | 27%                  | 40%                | <b>36%</b>                   | 31%                     | 40%                   |
| I am good at mathematics.   | <b>33%</b>                  | 27%                  | 38%                | <b>35%</b>                   | 27%                     | 41%                   |
| I am able to answer difficult mathematics questions.  | <b>22%</b>                  | 14%                  | 29%                | <b>24%</b>                   | 16%                     | 31%                   |
| Mathematics is one of my favorite subjects.   | <b>21%</b>                  | 14%                  | 25%                | <b>21%</b>                   | 18%                     | 24%                   |
| I understand most of the mathematics I am taught.   | <b>60%</b>                  | 55%                  | 63%                | <b>61%</b>                   | 56%                     | 64%                   |
| Mathematics is an easy subject.   | <b>14%</b>                  | 10%                  | 17%                | <b>18%</b>                   | 13%                     | 22%                   |
| I do my best in mathematics class.  | <b>65%</b>                  | 69%                  | 61%                | <b>69%</b>                   | 72%                     | 66%                   |
| The mathematics I learn now is useful for everyday life.  | <b>37%</b>                  | 33%                  | 39%                | <b>34%</b>                   | 31%                     | 37%                   |
| The mathematics I learn now helps me do work in other subjects.   | <b>46%</b>                  | 42%                  | 49%                | <b>47%</b>                   | 45%                     | 48%                   |
| I need to do well in mathematics to study what I want later.  | <b>48%</b>                  | 47%                  | 49%                | <b>50%</b>                   | 47%                     | 53%                   |
| I need to keep taking mathematics for the kind of job I want after I leave school.  | <b>42%</b>                  | 38%                  | 45%                | <b>43%</b>                   | 41%                     | 45%                   |
| Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:‡ |                             |                      |                    |                              |                         |                       |
| number sense (e.g., operations with integers, rational numbers, exponents)  | <b>40%</b>                  | 31%                  | 48%                | <b>41%</b>                   | 33%                     | 47%                   |
| algebra (e.g., solving equations, simplifying expressions with polynomials)   | <b>44%</b>                  | 43%                  | 45%                | <b>43%</b>                   | 40%                     | 45%                   |
| linear relations (e.g., scatter plots, lines of best fit)   | <b>56%</b>                  | 52%                  | 59%                | <b>56%</b>                   | 51%                     | 60%                   |
| measurement (e.g., perimeter, area, volume)   | <b>67%</b>                  | 63%                  | 70%                | <b>68%</b>                   | 64%                     | 70%                   |
| geometry (e.g., angles, parallel lines)   | <b>47%</b>                  | 41%                  | 52%                | <b>47%</b>                   | 41%                     | 52%                   |

\* Includes only students for whom gender data were available.

† Other response options were "strongly disagree", "disagree" and "neither agree nor disagree".

‡ Other response options were "not at all confident" and "somewhat confident".

## Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

| STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE<br>(all students, female, male)  | Board                       |                      |                    | Province                     |                         |                       |
|--|-----------------------------|----------------------|--------------------|------------------------------|-------------------------|-----------------------|
|  | All Students<br>(# = 1 396) | Female*<br>(# = 607) | Male*<br>(# = 789) | All Students<br>(# = 30 066) | Female*<br>(# = 13 280) | Male*<br>(# = 16 786) |
| <b>DOING MATHEMATICS</b>   |                             |                      |                    |                              |                         |                       |
| Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem:† |                             |                      |                    |                              |                         |                       |
| I connect new mathematics concepts to what I already know about mathematics or other subjects.                                       | <b>4%</b>                   | 4%                   | 4%                 | <b>4%</b>                    | 4%                      | 4%                    |
| I check my mathematics answers to see if they make sense.  | <b>17%</b>                  | 17%                  | 17%                | <b>16%</b>                   | 17%                     | 14%                   |
| I apply new mathematics concepts to real-life problems.  | <b>4%</b>                   | 3%                   | 5%                 | <b>4%</b>                    | 3%                      | 4%                    |
| I take time to discuss my mathematics assignments with my classmates.  | <b>5%</b>                   | 5%                   | 5%                 | <b>5%</b>                    | 5%                      | 4%                    |
| I look for more than one way to solve mathematics problems.  | <b>10%</b>                  | 10%                  | 11%                | <b>10%</b>                   | 9%                      | 11%                   |
| Percentage of students indicating they complete their mathematics homework at the following frequencies:‡                            |                             |                      |                    |                              |                         |                       |
| I am not usually assigned any mathematics homework   | <b>7%</b>                   | 7%                   | 8%                 | <b>12%</b>                   | 11%                     | 13%                   |
| Never or almost never  | <b>7%</b>                   | 4%                   | 9%                 | <b>7%</b>                    | 5%                      | 8%                    |
| Sometimes  | <b>29%</b>                  | 25%                  | 32%                | <b>27%</b>                   | 25%                     | 29%                   |
| Often  | <b>33%</b>                  | 37%                  | 31%                | <b>29%</b>                   | 30%                     | 29%                   |
| Always   | <b>18%</b>                  | 21%                  | 16%                | <b>17%</b>                   | 20%                     | 14%                   |

\* Includes only students for whom gender data were available.

† Other response options were “never or almost never”, “sometimes” and “often”.

‡ Percentages may not add up to 100, due to rounding or to missing responses.

## Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

| STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE<br>(all students, female, male)  | Board                       |                      |                    | Province                     |                         |                       |
|--|-----------------------------|----------------------|--------------------|------------------------------|-------------------------|-----------------------|
|  | All Students<br>(# = 1 396) | Female*<br>(# = 607) | Male*<br>(# = 789) | All Students<br>(# = 30 066) | Female*<br>(# = 13 280) | Male*<br>(# = 16 786) |
| <b>OUT-OF-SCHOOL ACTIVITIES</b>  |                             |                      |                    |                              |                         |                       |
| Percentage of students indicating they do the following “every day or almost every day” when they are not at school:†                          |                             |                      |                    |                              |                         |                       |
| I read by myself.  | <b>14%</b>                  | 19%                  | 11%                | <b>15%</b>                   | 22%                     | 11%                   |
| I use the Internet.  | <b>89%</b>                  | 91%                  | 87%                | <b>85%</b>                   | 88%                     | 84%                   |
| I play video games.  | <b>30%</b>                  | 11%                  | 44%                | <b>30%</b>                   | 12%                     | 45%                   |
| I participate in sports or other physical activities.  | <b>35%</b>                  | 26%                  | 42%                | <b>36%</b>                   | 25%                     | 44%                   |
| I participate in art, music or drama activities.   | <b>19%</b>                  | 27%                  | 13%                | <b>18%</b>                   | 25%                     | 13%                   |
| I participate in other clubs or organizations.   | <b>8%</b>                   | 6%                   | 9%                 | <b>9%</b>                    | 8%                      | 10%                   |
| I volunteer in my community.   | <b>4%</b>                   | 4%                   | 4%                 | <b>5%</b>                    | 5%                      | 5%                    |
| I work at a paid job.  | <b>4%</b>                   | 4%                   | 5%                 | <b>7%</b>                    | 6%                      | 8%                    |
| <b>SCHOOLS ATTENDED</b>  |                             |                      |                    |                              |                         |                       |
| Percentage of students indicating the number of schools they attended from kindergarten to Grade 8 (home-schooling is counted as one school):‡ |                             |                      |                    |                              |                         |                       |
| 0 schools  | <b>3%</b>                   | 2%                   | 3%                 | <b>2%</b>                    | 2%                      | 2%                    |
| 1 school   | <b>30%</b>                  | 31%                  | 28%                | <b>25%</b>                   | 24%                     | 26%                   |
| 2 schools  | <b>27%</b>                  | 25%                  | 28%                | <b>28%</b>                   | 28%                     | 29%                   |
| 3 schools  | <b>18%</b>                  | 19%                  | 17%                | <b>18%</b>                   | 19%                     | 18%                   |
| 4 schools  | <b>8%</b>                   | 9%                   | 8%                 | <b>10%</b>                   | 11%                     | 9%                    |
| 5 or more schools  | <b>9%</b>                   | 9%                   | 9%                 | <b>11%</b>                   | 12%                     | 10%                   |
| <b>LANGUAGES SPOKEN</b>  |                             |                      |                    |                              |                         |                       |
| Percentage of students indicating that they speak the following languages at home:‡  |                             |                      |                    |                              |                         |                       |
| Only English/Mostly English  | <b>66%</b>                  | 66%                  | 66%                | <b>75%</b>                   | 74%                     | 76%                   |
| Another language (or other languages) as often as English  | <b>19%</b>                  | 21%                  | 17%                | <b>13%</b>                   | 15%                     | 12%                   |
| Mostly another language (or other languages)/<br>Only another language (or other languages)  | <b>10%</b>                  | 9%                   | 11%                | <b>7%</b>                    | 7%                      | 7%                    |
| Percentage of students indicating the languages people speak to them at home:‡   |                             |                      |                    |                              |                         |                       |
| Only English/Mostly English  | <b>58%</b>                  | 58%                  | 57%                | <b>70%</b>                   | 69%                     | 71%                   |
| Another language (or other languages) as often as English  | <b>17%</b>                  | 17%                  | 16%                | <b>11%</b>                   | 12%                     | 11%                   |
| Mostly another language (or other languages)/<br>Only another language (or other languages)  | <b>17%</b>                  | 16%                  | 18%                | <b>11%</b>                   | 11%                     | 10%                   |

\* Includes only students for whom gender data were available.

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

‡ Percentages may not add up to 100, due to rounding or to missing responses.

## Grade 9 Assessment of Mathematics, 2016–2017, Applied Course

| STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE<br>(all students, female, male)  | Board                       |                      |                    | Province                     |                         |                       |
|--|-----------------------------|----------------------|--------------------|------------------------------|-------------------------|-----------------------|
|  | All Students<br>(# = 1 396) | Female*<br>(# = 607) | Male*<br>(# = 789) | All Students<br>(# = 30 066) | Female*<br>(# = 13 280) | Male*<br>(# = 16 786) |
| USE OF THE ASSESSMENT IN CLASS MARKS   |                             |                      |                    |                              |                         |                       |
| Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†                      |                             |                      |                    |                              |                         |                       |
| Yes  | <b>51%</b>                  | 56%                  | 47%                | <b>43%</b>                   | 47%                     | 40%                   |
| No   | <b>1%</b>                   | 1%                   | 1%                 | <b>1%</b>                    | 1%                      | 2%                    |
| Don't know   | <b>42%</b>                  | 38%                  | 46%                | <b>50%</b>                   | 47%                     | 52%                   |
| Percentage of students indicating they were told how much the assessment will count as part of their class mark:‡  |                             |                      |                    |                              |                         |                       |
|  | All Students<br>(# = 712)   | Female*<br>(# = 339) | Male*<br>(# = 373) | All Students<br>(# = 12 990) | Female*<br>(# = 6 226)  | Male*<br>(# = 6 764)  |
| Yes  | <b>96%</b>                  | 95%                  | 97%                | <b>88%</b>                   | 89%                     | 88%                   |
| No   | <b>4%</b>                   | 4%                   | 3%                 | <b>11%</b>                   | 11%                     | 12%                   |
| Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:‡ |                             |                      |                    |                              |                         |                       |
|  | All Students<br>(# = 712)   | Female*<br>(# = 339) | Male*<br>(# = 373) | All Students<br>(# = 12 990) | Female*<br>(# = 6 226)  | Male*<br>(# = 6 764)  |
| Yes  | <b>71%</b>                  | 71%                  | 71%                | <b>77%</b>                   | 79%                     | 76%                   |
| No   | <b>10%</b>                  | 7%                   | 14%                | <b>8%</b>                    | 6%                      | 10%                   |
| Undecided  | <b>19%</b>                  | 22%                  | 16%                | <b>14%</b>                   | 15%                     | 13%                   |

\* Includes only students for whom gender data were available.


† Percentages may not add up to 100, due to rounding or to missing responses.

‡ Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 7 092)

 Strongly Disagree/Disagree

 Neither agree nor disagree

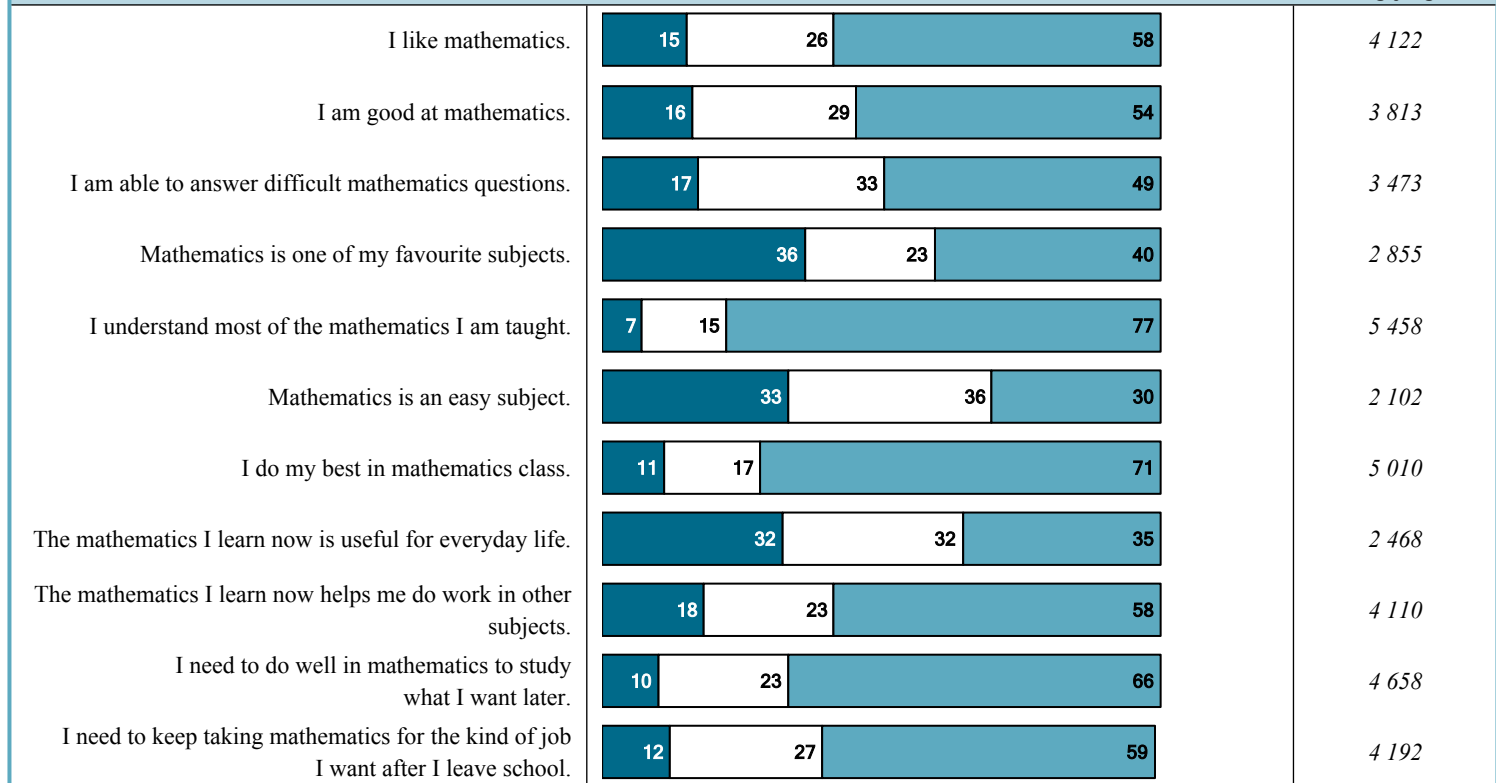
 Agree/Strongly agree


## STUDENTS' ATTITUDES TOWARD MATHEMATICS

How much do you agree or disagree with the following statements?

Percentage of Students\*

Number of students who answered "agree" or "strongly agree"


 Not at all confident

 Somewhat confident

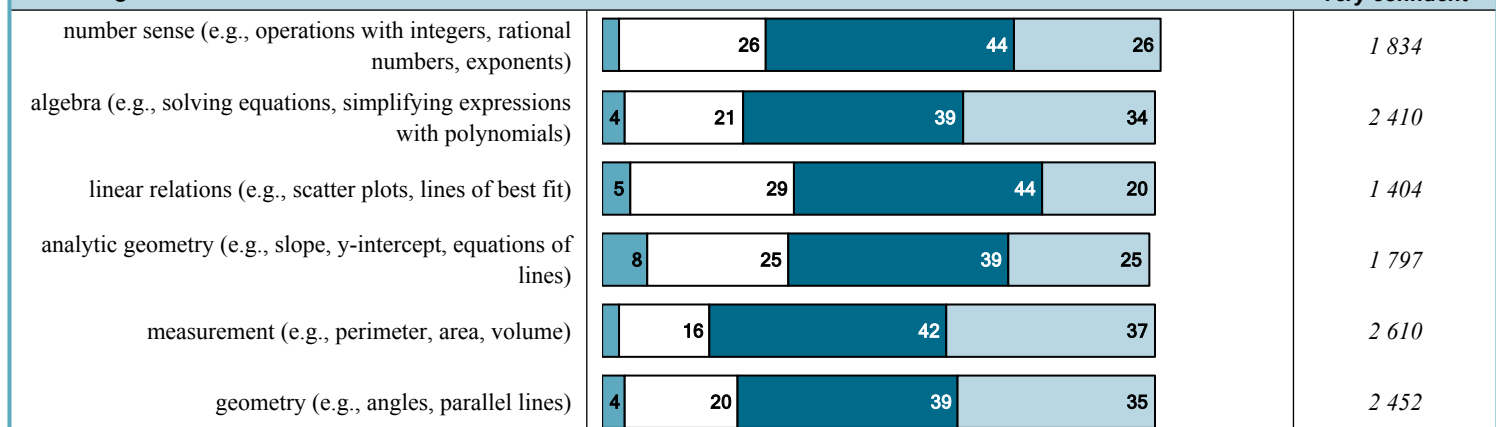
 Confident

 Very confident

How confident are you that you can answer mathematics questions related to the following?

Percentage of Students\*

Number of students who answered "very confident"



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

## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 7 092)

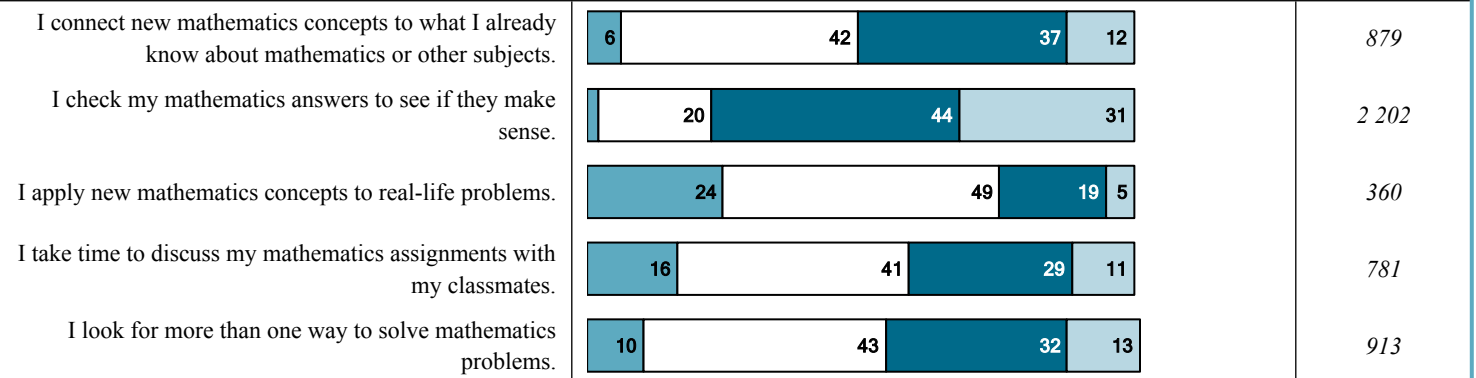
☐ Never or almost never
 ☐ Sometimes
 ☐ Often
 ☐ Very Often

## DOING MATHEMATICS

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

Percentage of Students\*

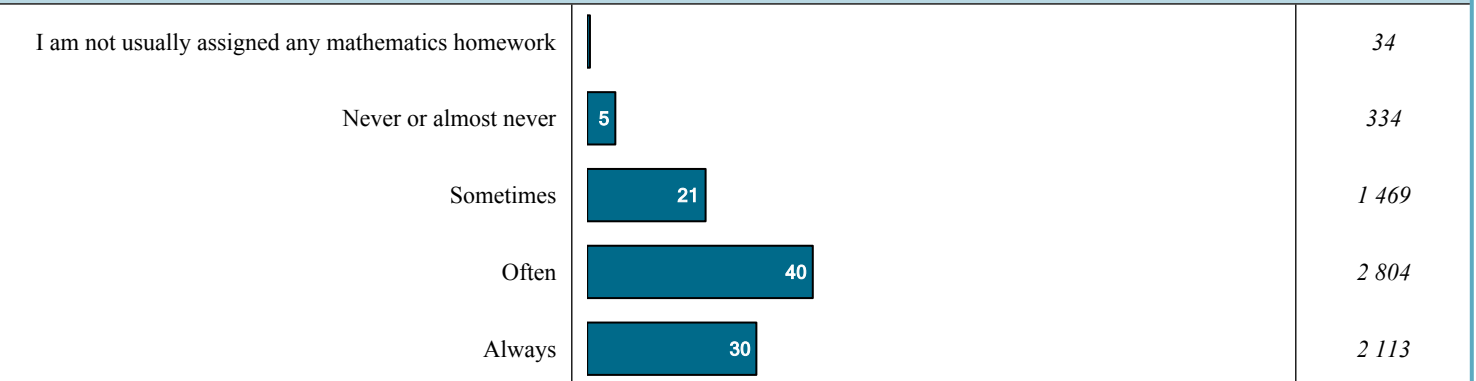
Number of students who answered "very often"



How often do you complete your mathematics homework?

Percentage of Students\*

Number of students




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



## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 7 092)

  
Never

  
1 or 2 times a month

  
1 to 3 times a week

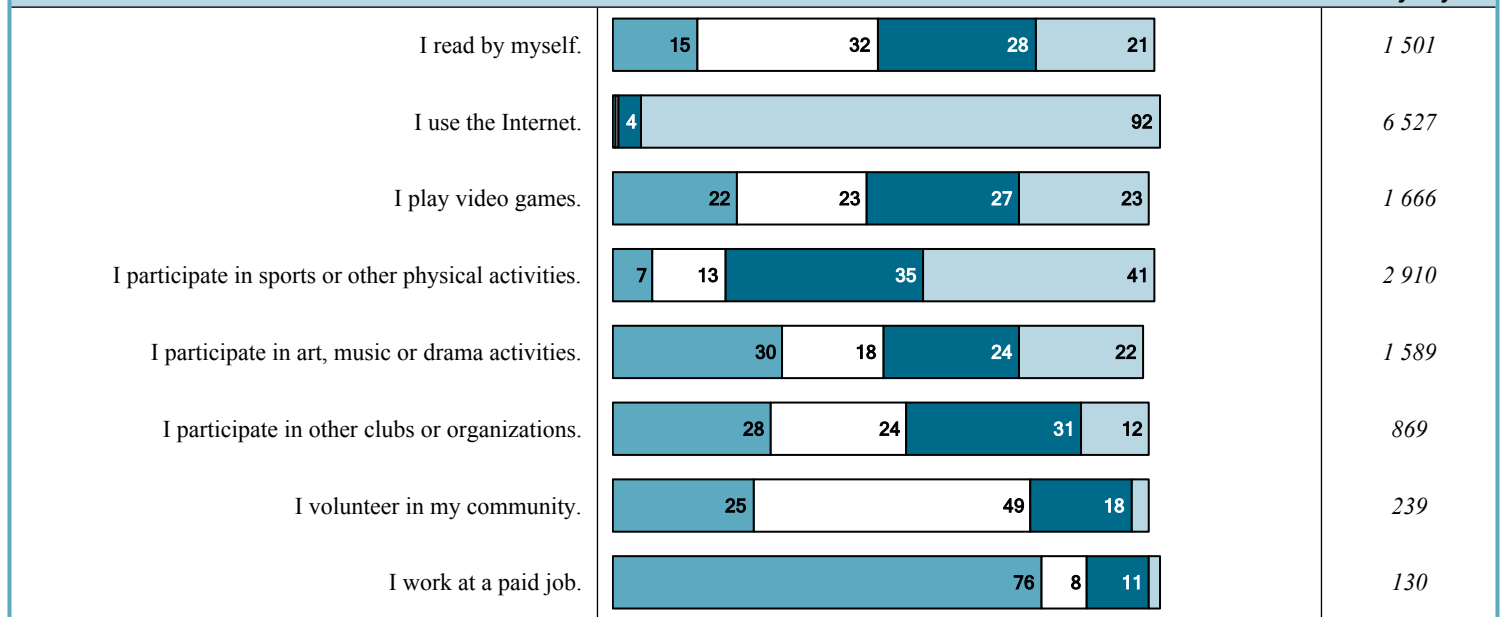
  
Every day or almost every day

## OUT-OF-SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

Percentage of Students\*

Number of students who answered "every day or almost every day"



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

## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

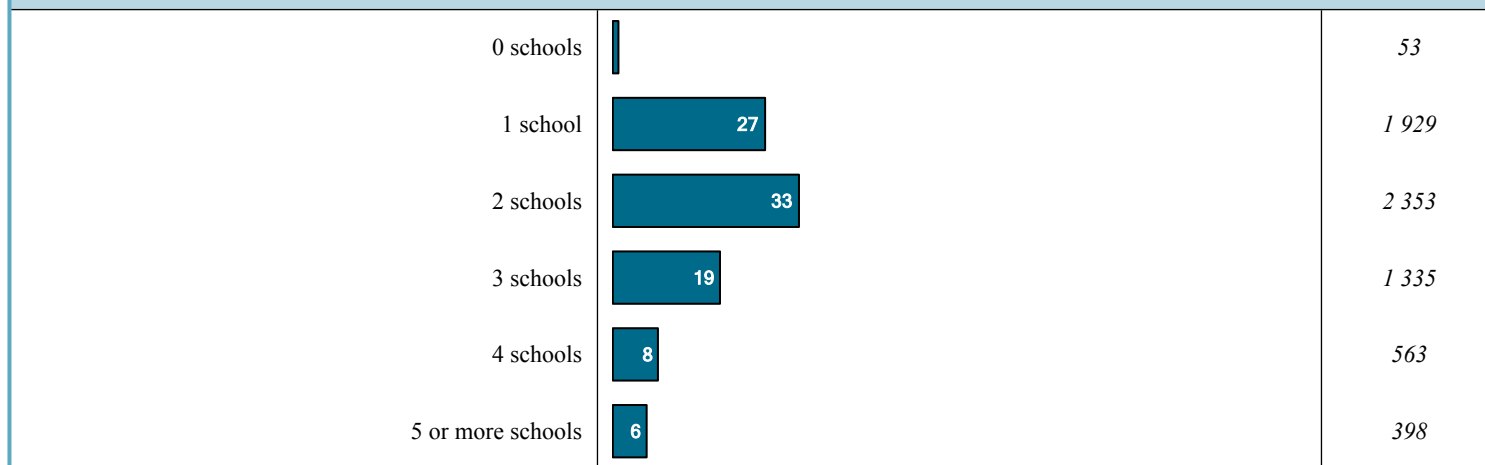
## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 7 092)


## SCHOOLS ATTENDED


How many schools did you attend from kindergarten to Grade 8 (home-schooling is counted as one school)?

Percentage of Students\*

Number of students


 Only English/Mostly English

 Another language (or other languages) as often as English

 Mostly another language (or other languages)/Only another language (or other languages)

## LANGUAGES SPOKEN

Percentage of Students\*

Number of students who answered "only English" or "mostly English"



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

## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 7 092)

## USE OF THE ASSESSMENT IN CLASS MARKS

Will your teacher count some or all parts of the Grade 9 Assessment of Mathematics as part of your class mark?

Percentage of Students\*

Number of students

Yes

74

5 272

No

1

49

Don't know

18

1 252

Total number of students

5 272

Were you told how much the assessment will count as part of your class mark (e.g., 5%)?†

Percentage of Students\*

Number of students

Yes

99

5 196

No

1

70

Total number of students

5 272

Does counting the Grade 9 Assessment of Mathematics as part of your class mark motivate you to take the assessment more seriously?†

Percentage of Students\*

Number of students

Yes

76

3 996

No

11

585

Undecided

13

678

\* Percentages may not add up to 100, due to rounding or to missing responses.

† Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

| STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE<br>(all students, female, male)   | Board                       |                        |                      | Province                     |                         |                       |
|---|-----------------------------|------------------------|----------------------|------------------------------|-------------------------|-----------------------|
|   | All Students<br>(# = 7 092) | Female*<br>(# = 3 514) | Male*<br>(# = 3 578) | All Students<br>(# = 89 743) | Female*<br>(# = 46 134) | Male*<br>(# = 43 609) |
| <b>STUDENTS' ATTITUDES TOWARD MATHEMATICS</b>   |                             |                        |                      |                              |                         |                       |
| Percentage of students indicating they "agree" or "strongly agree" with the following statements:†  |                             |                        |                      |                              |                         |                       |
| I like mathematics.   | <b>58%</b>                  | 52%                    | 64%                  | <b>58%</b>                   | 53%                     | 63%                   |
| I am good at mathematics.   | <b>54%</b>                  | 48%                    | 59%                  | <b>56%</b>                   | 50%                     | 61%                   |
| I am able to answer difficult mathematics questions.  | <b>49%</b>                  | 41%                    | 57%                  | <b>48%</b>                   | 40%                     | 57%                   |
| Mathematics is one of my favorite subjects.   | <b>40%</b>                  | 33%                    | 47%                  | <b>41%</b>                   | 36%                     | 47%                   |
| I understand most of the mathematics I am taught.   | <b>77%</b>                  | 75%                    | 79%                  | <b>75%</b>                   | 72%                     | 77%                   |
| Mathematics is an easy subject.   | <b>30%</b>                  | 25%                    | 34%                  | <b>29%</b>                   | 25%                     | 34%                   |
| I do my best in mathematics class.  | <b>71%</b>                  | 74%                    | 67%                  | <b>73%</b>                   | 76%                     | 69%                   |
| The mathematics I learn now is useful for everyday life.  | <b>35%</b>                  | 30%                    | 39%                  | <b>33%</b>                   | 29%                     | 36%                   |
| The mathematics I learn now helps me do work in other subjects.   | <b>58%</b>                  | 57%                    | 59%                  | <b>57%</b>                   | 56%                     | 59%                   |
| I need to do well in mathematics to study what I want later.  | <b>66%</b>                  | 62%                    | 70%                  | <b>64%</b>                   | 62%                     | 67%                   |
| I need to keep taking mathematics for the kind of job I want after I leave school.  | <b>59%</b>                  | 56%                    | 63%                  | <b>58%</b>                   | 56%                     | 61%                   |
| Percentage of students indicating they feel "confident" or "very confident" that they can answer mathematics questions related to the following:‡ |                             |                        |                      |                              |                         |                       |
| number sense (e.g., operations with integers, rational numbers, exponents)  | <b>70%</b>                  | 63%                    | 76%                  | <b>68%</b>                   | 61%                     | 74%                   |
| algebra (e.g., solving equations, simplifying expressions with polynomials)   | <b>73%</b>                  | 71%                    | 75%                  | <b>70%</b>                   | 69%                     | 72%                   |
| linear relations (e.g., scatter plots, lines of best fit)   | <b>64%</b>                  | 59%                    | 69%                  | <b>60%</b>                   | 55%                     | 66%                   |
| analytic geometry (e.g., slope, y-intercept, equations of lines)  | <b>65%</b>                  | 62%                    | 67%                  | <b>62%</b>                   | 59%                     | 66%                   |
| measurement (e.g., perimeter, area, volume)   | <b>79%</b>                  | 74%                    | 83%                  | <b>78%</b>                   | 74%                     | 82%                   |
| geometry (e.g., angles, parallel lines)   | <b>74%</b>                  | 70%                    | 77%                  | <b>72%</b>                   | 68%                     | 76%                   |

\* Includes only students for whom gender data were available.

† Other response options were "strongly disagree", "disagree" and "neither agree nor disagree".

‡ Other response options were "not at all confident" and "somewhat confident".

## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

| STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE<br>(all students, female, male)  | Board                       |                        |                      | Province                     |                         |                       |
|--|-----------------------------|------------------------|----------------------|------------------------------|-------------------------|-----------------------|
|  | All Students<br>(# = 7 092) | Female*<br>(# = 3 514) | Male*<br>(# = 3 578) | All Students<br>(# = 89 743) | Female*<br>(# = 46 134) | Male*<br>(# = 43 609) |
| <b>DOING MATHEMATICS</b>   |                             |                        |                      |                              |                         |                       |
| Percentage of students indicating they do the following “very often” when studying mathematics or working on a mathematics problem:† |                             |                        |                      |                              |                         |                       |
| I connect new mathematics concepts to what I already know about mathematics or other subjects.                                       | <b>12%</b>                  | 12%                    | 13%                  | <b>11%</b>                   | 11%                     | 11%                   |
| I check my mathematics answers to see if they make sense.  | <b>31%</b>                  | 33%                    | 29%                  | <b>30%</b>                   | 33%                     | 26%                   |
| I apply new mathematics concepts to real-life problems.  | <b>5%</b>                   | 4%                     | 7%                   | <b>5%</b>                    | 4%                      | 6%                    |
| I take time to discuss my mathematics assignments with my classmates.  | <b>11%</b>                  | 13%                    | 9%                   | <b>11%</b>                   | 12%                     | 10%                   |
| I look for more than one way to solve mathematics problems.  | <b>13%</b>                  | 11%                    | 15%                  | <b>12%</b>                   | 11%                     | 14%                   |
| Percentage of students indicating they complete their mathematics homework at the following frequencies:‡                            |                             |                        |                      |                              |                         |                       |
| I am not usually assigned any mathematics homework   | <b>&lt;1%</b>               | 1%                     | <1%                  | <b>1%</b>                    | 1%                      | 2%                    |
| Never or almost never  | <b>5%</b>                   | 3%                     | 7%                   | <b>5%</b>                    | 3%                      | 7%                    |
| Sometimes  | <b>21%</b>                  | 16%                    | 25%                  | <b>21%</b>                   | 17%                     | 26%                   |
| Often  | <b>40%</b>                  | 38%                    | 41%                  | <b>36%</b>                   | 36%                     | 37%                   |
| Always   | <b>30%</b>                  | 37%                    | 22%                  | <b>30%</b>                   | 36%                     | 23%                   |

\* Includes only students for whom gender data were available.

† Other response options were “never or almost never”, “sometimes” and “often”.

‡ Percentages may not add up to 100, due to rounding or to missing responses.

## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

| STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE<br>(all students, female, male)  | Board                       |                        |                      | Province                     |                         |                       |
|--|-----------------------------|------------------------|----------------------|------------------------------|-------------------------|-----------------------|
|  | All Students<br>(# = 7 092) | Female*<br>(# = 3 514) | Male*<br>(# = 3 578) | All Students<br>(# = 89 743) | Female*<br>(# = 46 134) | Male*<br>(# = 43 609) |
| <b>OUT-OF-SCHOOL ACTIVITIES</b>  |                             |                        |                      |                              |                         |                       |
| Percentage of students indicating they do the following “every day or almost every day” when they are not at school:†                          |                             |                        |                      |                              |                         |                       |
| I read by myself.  | <b>21%</b>                  | 27%                    | 15%                  | <b>21%</b>                   | 27%                     | 14%                   |
| I use the Internet.  | <b>92%</b>                  | 93%                    | 91%                  | <b>90%</b>                   | 91%                     | 89%                   |
| I play video games.  | <b>23%</b>                  | 8%                     | 39%                  | <b>24%</b>                   | 7%                      | 42%                   |
| I participate in sports or other physical activities.  | <b>41%</b>                  | 34%                    | 48%                  | <b>42%</b>                   | 34%                     | 49%                   |
| I participate in art, music or drama activities.   | <b>22%</b>                  | 28%                    | 17%                  | <b>20%</b>                   | 26%                     | 14%                   |
| I participate in other clubs or organizations.   | <b>12%</b>                  | 11%                    | 14%                  | <b>13%</b>                   | 11%                     | 14%                   |
| I volunteer in my community.   | <b>3%</b>                   | 3%                     | 4%                   | <b>4%</b>                    | 4%                      | 4%                    |
| I work at a paid job.  | <b>2%</b>                   | 2%                     | 2%                   | <b>4%</b>                    | 4%                      | 4%                    |
| <b>SCHOOLS ATTENDED</b>  |                             |                        |                      |                              |                         |                       |
| Percentage of students indicating the number of schools they attended from kindergarten to Grade 8 (home-schooling is counted as one school):‡ |                             |                        |                      |                              |                         |                       |
| 0 schools  | <b>1%</b>                   | 1%                     | 1%                   | <b>1%</b>                    | <1%                     | 1%                    |
| 1 school   | <b>27%</b>                  | 27%                    | 28%                  | <b>26%</b>                   | 26%                     | 26%                   |
| 2 schools  | <b>33%</b>                  | 34%                    | 33%                  | <b>32%</b>                   | 32%                     | 32%                   |
| 3 schools  | <b>19%</b>                  | 19%                    | 19%                  | <b>19%</b>                   | 19%                     | 19%                   |
| 4 schools  | <b>8%</b>                   | 8%                     | 8%                   | <b>9%</b>                    | 9%                      | 9%                    |
| 5 or more schools  | <b>6%</b>                   | 6%                     | 6%                   | <b>7%</b>                    | 7%                      | 7%                    |
| <b>LANGUAGES SPOKEN</b>  |                             |                        |                      |                              |                         |                       |
| Percentage of students indicating that they speak the following languages at home:‡  |                             |                        |                      |                              |                         |                       |
| Only English/Mostly English  | <b>56%</b>                  | 56%                    | 56%                  | <b>68%</b>                   | 69%                     | 68%                   |
| Another language (or other languages) as often as English  | <b>24%</b>                  | 25%                    | 22%                  | <b>17%</b>                   | 17%                     | 16%                   |
| Mostly another language (or other languages)/<br>Only another language (or other languages)  | <b>14%</b>                  | 12%                    | 15%                  | <b>9%</b>                    | 8%                      | 10%                   |
| Percentage of students indicating the languages people speak to them at home:‡   |                             |                        |                      |                              |                         |                       |
| Only English/Mostly English  | <b>45%</b>                  | 45%                    | 45%                  | <b>61%</b>                   | 61%                     | 60%                   |
| Another language (or other languages) as often as English  | <b>20%</b>                  | 21%                    | 19%                  | <b>15%</b>                   | 15%                     | 14%                   |
| Mostly another language (or other languages)/<br>Only another language (or other languages)  | <b>26%</b>                  | 25%                    | 28%                  | <b>16%</b>                   | 16%                     | 17%                   |

\* Includes only students for whom gender data were available.

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

‡ Percentages may not add up to 100, due to rounding or to missing responses.

## Grade 9 Assessment of Mathematics, 2016–2017, Academic Course

| STUDENT QUESTIONNAIRE<br>RESULTS FOR BOARD AND PROVINCE<br>(all students, female, male)  | Board                       |                        |                      | Province                     |                         |                       |
|--|-----------------------------|------------------------|----------------------|------------------------------|-------------------------|-----------------------|
|  | All Students<br>(# = 7 092) | Female*<br>(# = 3 514) | Male*<br>(# = 3 578) | All Students<br>(# = 89 743) | Female*<br>(# = 46 134) | Male*<br>(# = 43 609) |
| USE OF THE ASSESSMENT IN CLASS MARKS   |                             |                        |                      |                              |                         |                       |
| Percentage of students indicating their teacher will count some or all parts of the Grade 9 Assessment of Mathematics as part of their class mark:†                      |                             |                        |                      |                              |                         |                       |
| Yes  | <b>74%</b>                  | 77%                    | 71%                  | <b>68%</b>                   | 71%                     | 65%                   |
| No   | <b>1%</b>                   | 1%                     | 1%                   | <b>1%</b>                    | 1%                      | 1%                    |
| Don't know   | <b>18%</b>                  | 14%                    | 21%                  | <b>24%</b>                   | 21%                     | 27%                   |
| Percentage of students indicating they were told how much the assessment will count as part of their class mark:‡  |                             |                        |                      |                              |                         |                       |
|  | All Students<br>(# = 5 272) | Female*<br>(# = 2 717) | Male*<br>(# = 2 555) | All Students<br>(# = 61 236) | Female*<br>(# = 32 782) | Male*<br>(# = 28 454) |
| Yes  | <b>99%</b>                  | 99%                    | 98%                  | <b>94%</b>                   | 94%                     | 94%                   |
| No   | <b>1%</b>                   | 1%                     | 1%                   | <b>5%</b>                    | 5%                      | 6%                    |
| Percentage of students indicating that counting the Grade 9 Assessment of Mathematics as part of their class mark motivates them to take the assessment more seriously:‡ |                             |                        |                      |                              |                         |                       |
|  | All Students<br>(# = 5 272) | Female*<br>(# = 2 717) | Male*<br>(# = 2 555) | All Students<br>(# = 61 236) | Female*<br>(# = 32 782) | Male*<br>(# = 28 454) |
| Yes  | <b>76%</b>                  | 77%                    | 75%                  | <b>79%</b>                   | 81%                     | 77%                   |
| No   | <b>11%</b>                  | 8%                     | 14%                  | <b>9%</b>                    | 7%                      | 12%                   |
| Undecided  | <b>13%</b>                  | 15%                    | 11%                  | <b>11%</b>                   | 12%                     | 11%                   |

\* Includes only students for whom gender data were available.

† Percentages may not add up to 100, due to rounding or to missing responses.

‡ Numbers and percentages are based on the number of students who indicated that their teacher will count some or all parts of the assessment as part of their class mark.

## Grade 9 Assessment of Mathematics, 2016–2017

## EXPLANATION OF TERMS

|   |  |
|---|--|
| <b>All Students</b>   | Results are reported for all students in the course.   |
| <b>Participating Students</b>                                   | Results are reported only for those students who took part in the assessment (excludes the “no data” category).  |
| <b>Provincial Standard</b>                                      | The Ministry of Education, in <i>The Ontario Curriculum, Grades 9 and 10: Mathematics</i> , has set Level 3 as the provincial standard.  |
| <b>Level 4 (80–100%)</b>  | The student has demonstrated a very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.   |
| <b>Level 3 (70–79%)</b>   | The student has demonstrated a high level of achievement. Achievement is <i>at</i> the provincial standard.  |
| <b>Level 2 (60–69%)</b>   | The student has demonstrated some of the required knowledge and skills. Achievement is <i>below, but approaching</i> , the provincial standard.  |
| <b>Level 1 (50–59%)</b>   | The student has demonstrated a passable level of achievement. Achievement is <i>below</i> the provincial standard.   |
| <b>Below Level 1/<br/>Below L1</b>                              | The student has not demonstrated sufficient achievement of curriculum expectations (below 50%).  |
| <b>No Data</b>  | Students who did not have a result due to absence or other reasons.  |
| <b>English Language Learners</b>                                | 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).   |
| <b>Students Receiving One or More Special Provisions</b>        | Students identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO’s <i>Guide for Accommodations and Special Provisions</i> .   |
| <b>Students with Special Education Needs (excluding gifted)</b> | Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.  |
| <b>Students Receiving One or More Accommodations</b>            | Students identified by the school as receiving accommodations. Detailed information about special accommodations is available in EQAO’s <i>Guide for Accommodations and Special Provisions</i> .   |
| <b>N/R</b>  | “Not reported” indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore, results are not reported. |
| <b>N/D</b>  | “No data available” is used to indicate that there were no students in the course for the years specified.   |
| <b>W</b>  | Results are being withheld by EQAO. For further information, please contact personnel at the board.  |
| <b>EC</b>   | Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.  |
| <b>NP</b>   | Non-participating indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate.  |





# School Board Report

## First-Time Eligible Students



### Ontario Secondary School Literacy Test, 2016–2017

#### Board: York Region DSB (66095)

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Ontario Secondary School Literacy Test (OSSLT). This report includes the 2016–2017 results, as well as results from previous years, so you can track progress over time. You will also find demographic and attitudinal information, which provides context for interpreting achievement results.

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

OSSLT results are a powerful tool that helps educators, parents and students identify achievements, challenges and strategies for improvement. In an increasingly knowledge-based economy, literacy is a critical foundation for success in school and life outside school. For this reason, the OSSLT is a particularly valuable indicator of whether Ontario students have acquired the fundamental reading and writing skills across all subjects up to the end of Grade 9.

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

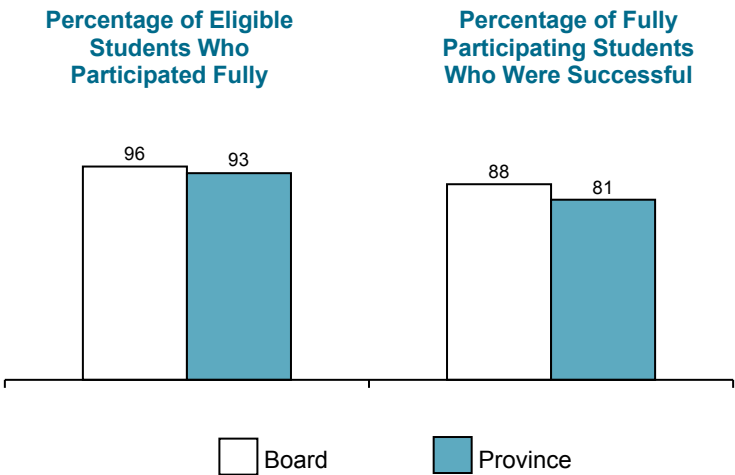
We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students reach their full potential.

Sincerely,

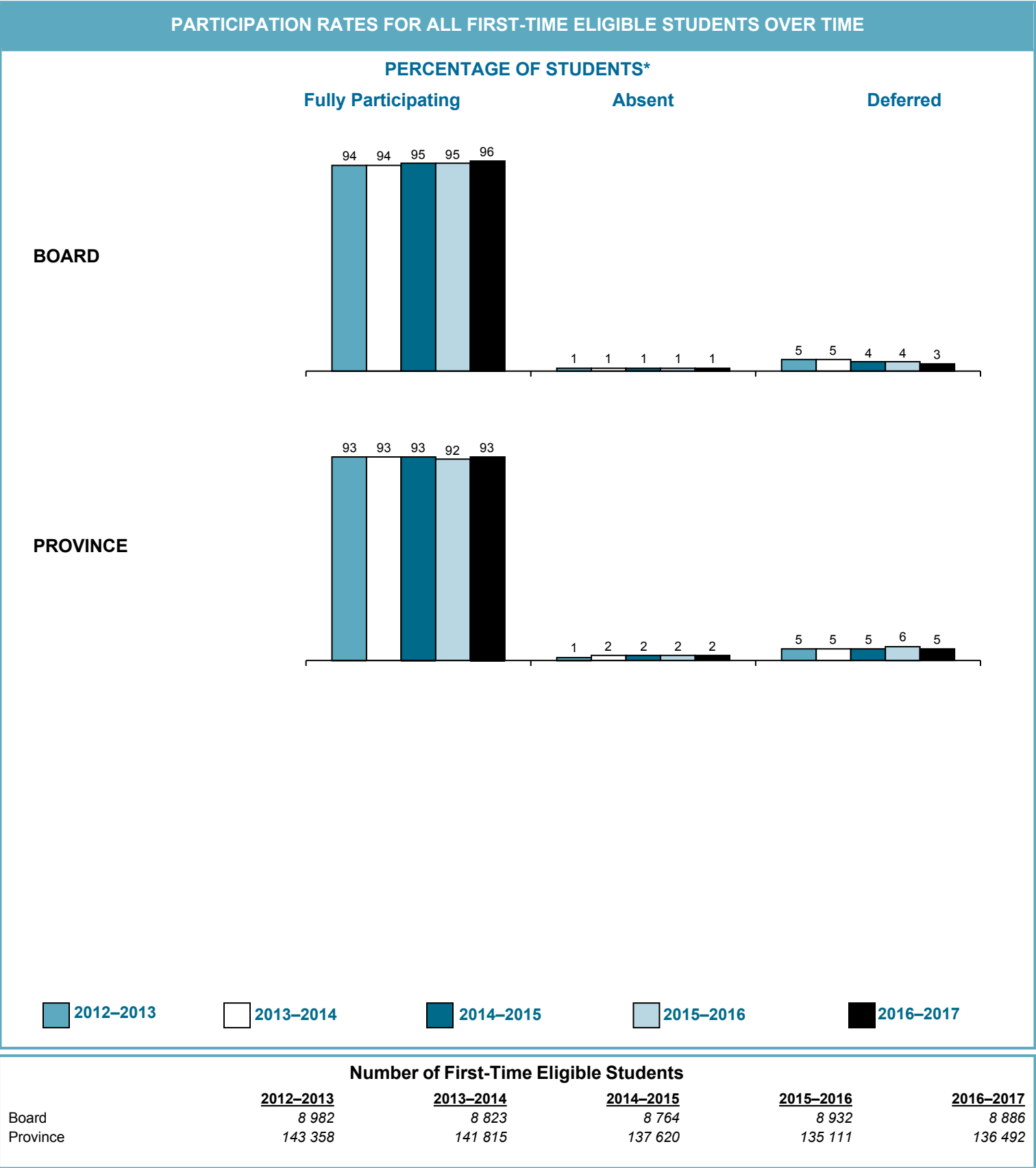
Richard Jones, Ph.D.  
Interim Chief Executive Officer  
Education Quality and Accountability Office

| WHERE TO FIND ...   | PAGE |
|---|------|
| Summary of results.....   | 1    |
| Participation rates: Over time.....                                 | 2    |
| Achievement results: Over time.....                                 | 3    |
| Tips for using this report.....                                     | 4    |
| Contextual information.....   | 5    |
| Detailed achievement results:                                       |      |
| All students.....   | 7    |
| Students by gender.....   | 8    |
| English language learners.....                                      | 10   |
| Students with special education needs.....                          | 11   |
| Students with special education needs receiving accommodations..... | 12   |
| Students taking academic English course.....                        | 14   |
| Students taking applied English course.....                         | 15   |
| Students taking locally developed English course.....               | 16   |
| Students taking ESL/ELD course.....                                 | 17   |
| Contextual information: Over time.....                              | 18   |
| Percentage of successful students: Over time.....                   | 20   |
| Percentage of successful students by gender: Over time.....         | 21   |
| Student questionnaire results.....                                  | 23   |
| Explanation of terms.....   | 27   |

#### FIRST-TIME ELIGIBLE STUDENTS, 2016–2017: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

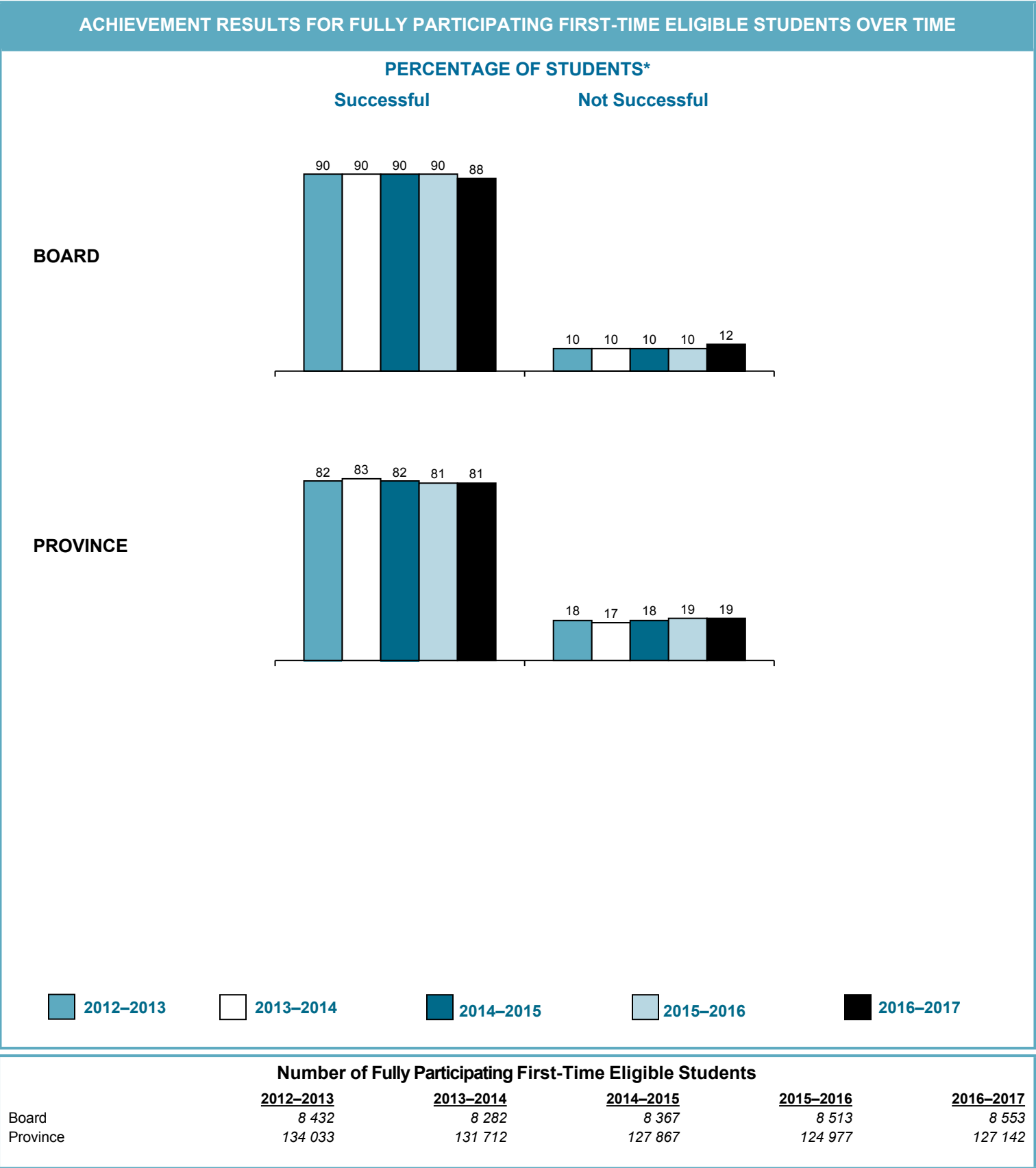


Ontario Secondary School Literacy Test, 2016–2017



\* Percentages in graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017



\* Percentages in graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2016–2017

### TIPS

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



This test captures the performance of students at one point in time each year. Consider the results along with other information about students' performance.



Exercise caution when interpreting results for small boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a board of 100 students, a difference of 10% represents only ten students.



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



EQAO values students' privacy. Results are not reported publicly for boards where fewer than 10 students participated because it might be possible to identify individual students.

### WHAT IS IN THIS REPORT?

This report shows how well students in this board have met the minimum standard for literacy to the end of Grade 9 as set out in *The Ontario Curriculum*.

#### This report includes

- ◆ results for this board compared to the province;
- ◆ a comparison of results of the current and previous administrations of the test to aid in monitoring improvement; and
- ◆ information about the characteristics of the students who participated.

#### Specifically, you will find

- ◆ summary graphs showing participation and success rates;
- ◆ detailed tables and graphs showing results for various groups of students, e.g., by gender, English language learners;
- ◆ student questionnaire results; and
- ◆ an explanation of all terms used in this report.

### HOW TO USE THIS REPORT

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

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments.

Learn more about us at [www.eqao.com](http://www.eqao.com).

# Ontario Secondary School Literacy Test, 2016–2017

## Contextual Information

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

| Board   |        |         | Province |         |
|---|--------|---------|----------|---------|
| Enrolment   |        |         |          |         |
| Number of first-time eligible students  | 8 886  |         | 136 492  |         |
| Number of schools with first-time eligible students                                 | 35     |         | 785      |         |
| Number of students who were exempted  | 91     |         | 1 252    |         |
|   | Number | Percent | Number   | Percent |
| Participation in the Test   |        |         |          |         |
| Of all first-time eligible students, those who participated fully in the assessment | 8 553  | 96%     | 127 142  | 93%     |
| Of all first-time eligible students, those who were absent                          | 61     | 1%      | 2 297    | 2%      |
| Of all first-time eligible students, those who were deferred                        | 272    | 3%      | 7 053    | 5%      |
| Gender <sup>†</sup> Based on number of first-time eligible students                 |        |         |          |         |
| Female  | 4 315  | 49%     | 66 832   | 49%     |
| Male  | 4 571  | 51%     | 69 659   | 51%     |
| Gender not specified  | 0      | 0%      | 1        | <1%     |
| Student Status <sup>†</sup> Based on number of first-time eligible students         |        |         |          |         |
| English language learners*  | 867    | 10%     | 9 580    | 7%      |
| English language learners receiving special provisions**                            | 525    | 6%      | 5 713    | 4%      |
| Students with special education needs (excluding gifted)*                           | 1 518  | 17%     | 26 311   | 19%     |
| Students with special education needs receiving accommodations (excluding gifted)** | 1 377  | 16%     | 20 462   | 16%     |
| Course Type in English <sup>†</sup> Based on number of first-time eligible students |        |         |          |         |
| Academic  | 7 648  | 86%     | 100 950  | 74%     |
| Applied   | 925    | 10%     | 27 006   | 20%     |
| Locally developed   | 107    | 1%      | 3 958    | 3%      |
| ESL/ELD   | 172    | 2%      | 3 048    | 2%      |
| Other   | 34     | <1%     | 1 527    | 1%      |
| Language <sup>††</sup> Based on Student Questionnaire data                          |        |         |          |         |
| Number of Respondents:  |        | 8 308   | 119 666  |         |
| First language learned at home was other than English                               | 3 140  | 38%     | 27 108   | 23%     |
| Speak only or mostly English at home  | 4 778  | 58%     | 86 143   | 72%     |
| Speak another language (or other languages) as often as English at home             | 2 447  | 29%     | 23 415   | 20%     |
| Speak only or mostly another language (or other languages) at home                  | 968    | 12%     | 8 298    | 7%      |

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

\* See Explanation of Terms.

\*\* Counts and percentages are based on students who participated in the March administration, which offered all permitted special provisions and accommodations. These data were collected through EQAO's Student Data Collection system.

†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## Ontario Secondary School Literacy Test, 2016–2017

## Contextual Information (continued)

|  |  | Board |     | Province |     |
|--|--|-------|-----|----------|-----|
| Year Student Entered Current School <sup>†</sup> |  |       |     |          |     |
| Year of the assessment                           |  | 706   | 8%  | 13 215   | 10% |
| Year prior to the assessment                     |  | 8 175 | 92% | 120 080  | 88% |
| 2 years prior to the assessment                  |  | 4     | <1% | 573      | <1% |
| 3 or more years prior to the assessment          |  | 0     | 0%  | 2 325    | 2%  |
| Data not available                               |  | 1     | <1% | 299      | <1% |
| Year Student Entered Current Board <sup>†</sup>  |  |       |     |          |     |
| Year of the assessment                           |  | 456   | 5%  | 7 242    | 5%  |
| Year prior to the assessment                     |  | 1 271 | 14% | 19 225   | 14% |
| 2 years prior to the assessment                  |  | 288   | 3%  | 4 327    | 3%  |
| 3 or more years prior to the assessment          |  | 6 864 | 77% | 98 358   | 72% |
| Data not available                               |  | 7     | <1% | 7 340    | 5%  |

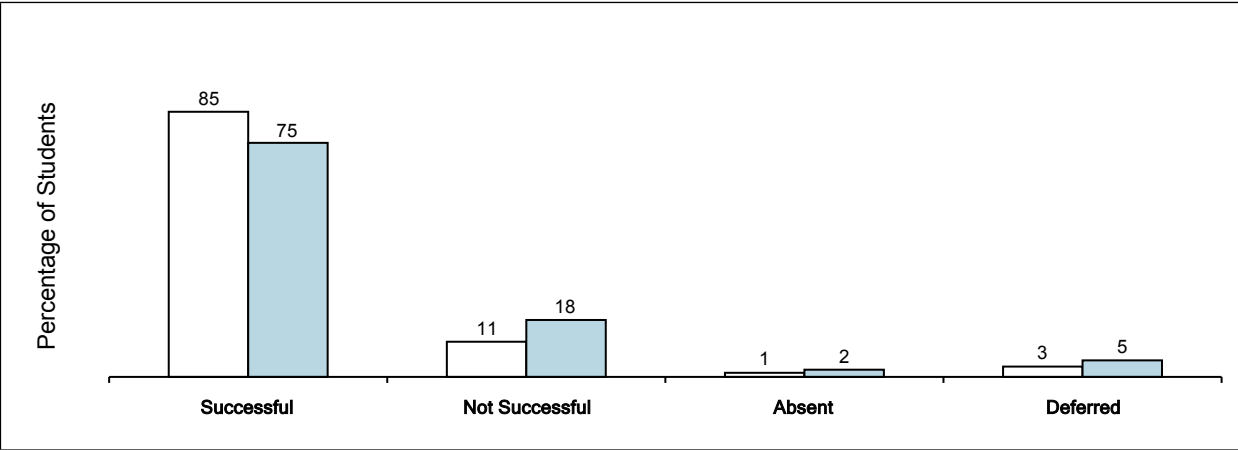
<sup>†</sup> Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

Ontario Secondary School Literacy Test, 2016–2017

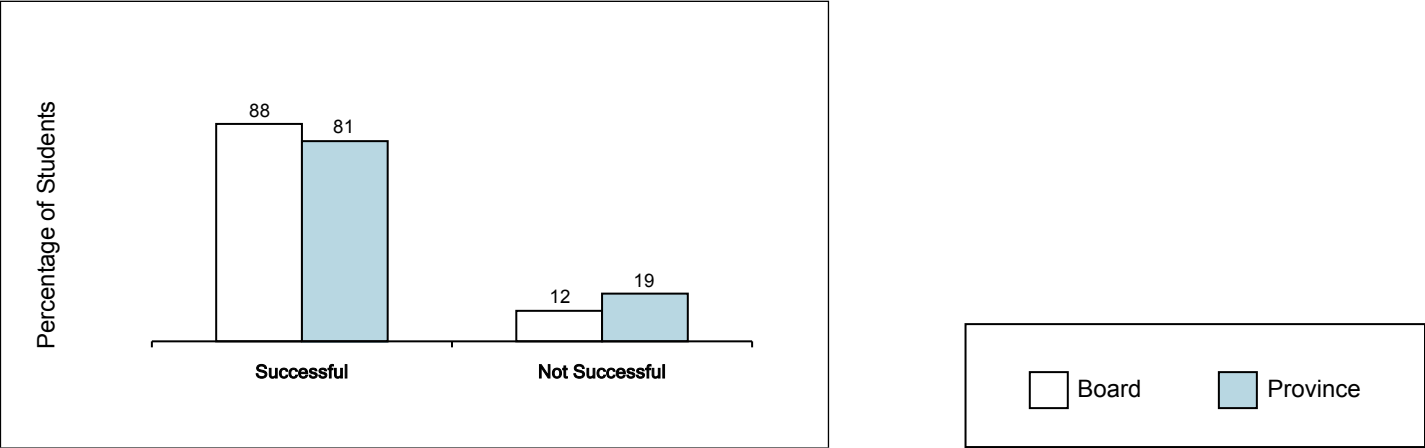
Results for All Students\*

| Results for All Students<br>First-Time Eligible Students |                    |                         |                     |                         |     |
|--|--------------------|-------------------------|---------------------|-------------------------|-----|
|  | All                |                         | Fully Participating |                         |     |
|  | Board<br># = 8 886 | Province<br># = 136 492 | Board<br># = 8 553  | Province<br># = 127 142 |     |
| Successful   | 7 558              | 85%                     |                     | 88%                     | 81% |
| Not Successful   | 995                | 11%                     |                     | 12%                     | 19% |
| Fully Participating                                      | 8 553              | 96%                     |                     |                         | 93% |
| Absent   | 61                 | 1%                      |                     |                         |     |
| Deferred   | 272                | 3%                      |                     |                         |     |

Results for All First-Time Eligible Students\*



Results for Fully Participating First-Time Eligible Students\*



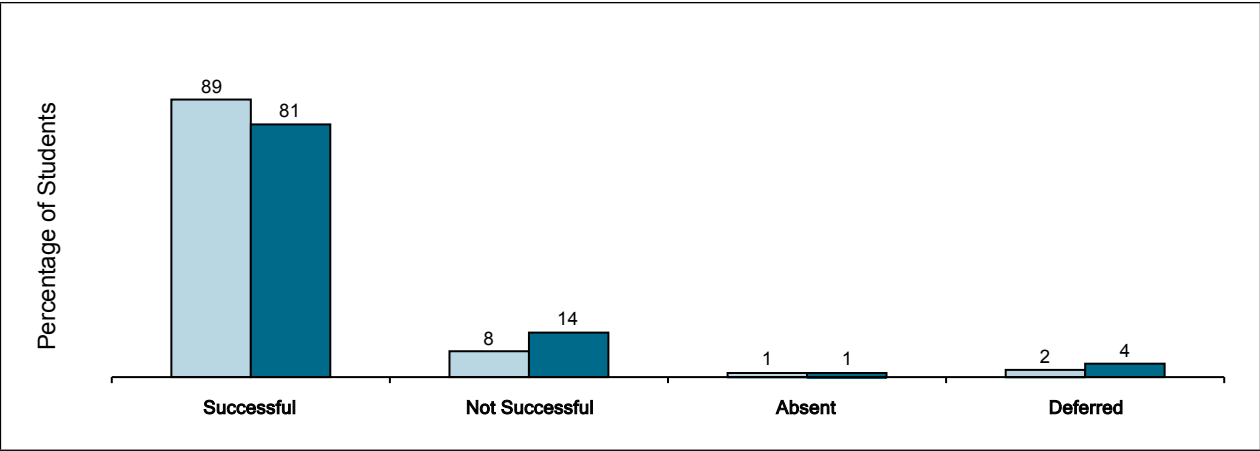
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

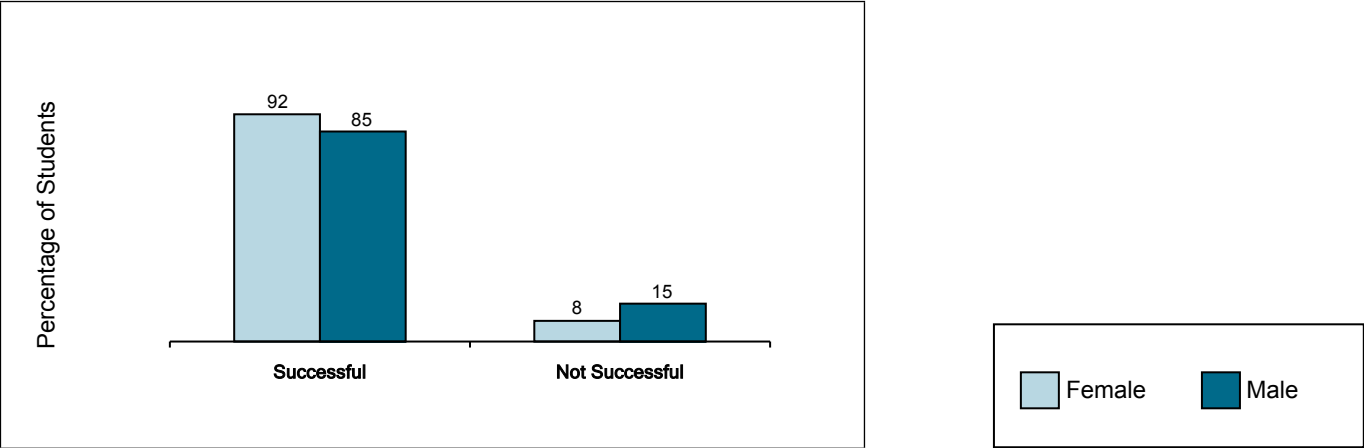
Board Results by Gender\*†

| Board Results by Gender<br>First-Time Eligible Students |                     |            |                   |            |                     |
|---|---------------------|------------|-------------------|------------|---------------------|
|   | All                 |            |                   |            | Fully Participating |
|   | Female<br># = 4 315 |            | Male<br># = 4 571 |            |                     |
| Successful  | 3 854               | 89%        | 3 704             | 81%        | 92%                 |
| Not Successful  | 333                 | 8%         | 662               | 14%        | 8%                  |
| <b>Fully Participating</b>                              | <b>4 187</b>        | <b>97%</b> | <b>4 366</b>      | <b>96%</b> |                     |
| Absent  | 29                  | 1%         | 32                | 1%         |                     |
| Deferred  | 99                  | 2%         | 173               | 4%         |                     |

Board Results for All First-Time Eligible Students by Gender\*†



Board Results for Fully Participating First-Time Eligible Students by Gender\*†



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.  
† Includes only students for whom gender data were available.

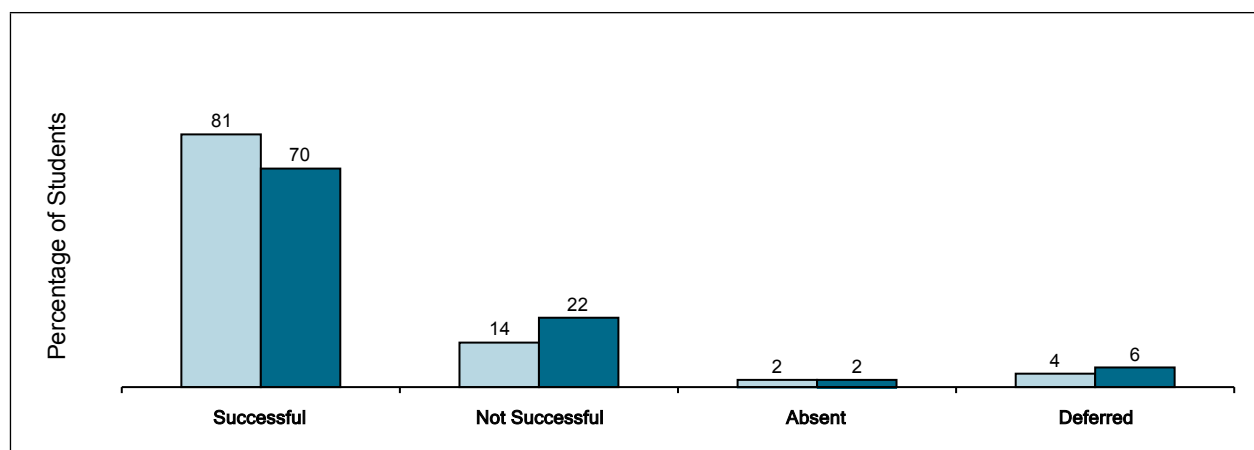


## Ontario Secondary School Literacy Test, 2016–2017

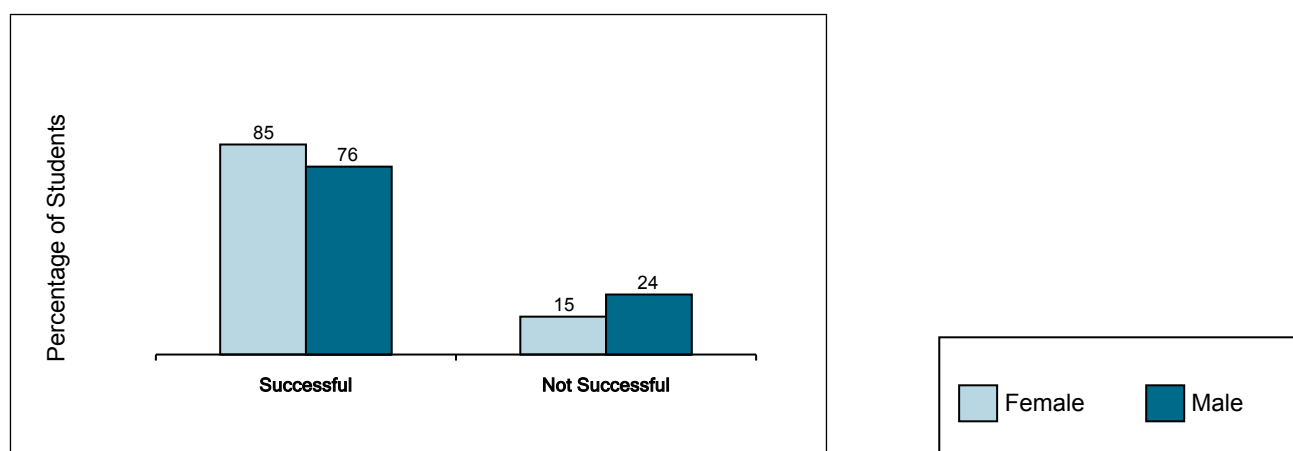
### Provincial Results by Gender\*†

| Provincial Results by Gender<br>First-Time Eligible Students |                      |            |                    |            |                      |                    |
|--|----------------------|------------|--------------------|------------|----------------------|--------------------|
|  | All                  |            |                    |            | Fully Participating  |                    |
|  | Female<br># = 66 832 |            | Male<br># = 69 659 |            | Female<br># = 62 991 | Male<br># = 64 150 |
| Successful   | 53 811               | 81%        | 48 718             | 70%        | 85%                  | 76%                |
| Not Successful   | 9 180                | 14%        | 15 432             | 22%        | 15%                  | 24%                |
| <b>Fully Participating</b>                                   | <b>62 991</b>        | <b>94%</b> | <b>64 150</b>      | <b>92%</b> |                      |                    |
| Absent   | 1 109                | 2%         | 1 188              | 2%         |                      |                    |
| Deferred   | 2 732                | 4%         | 4 321              | 6%         |                      |                    |

### Provincial Results for All First-Time Eligible Students by Gender\*†



### Provincial Results for Fully Participating First-Time Eligible Students by Gender\*†



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

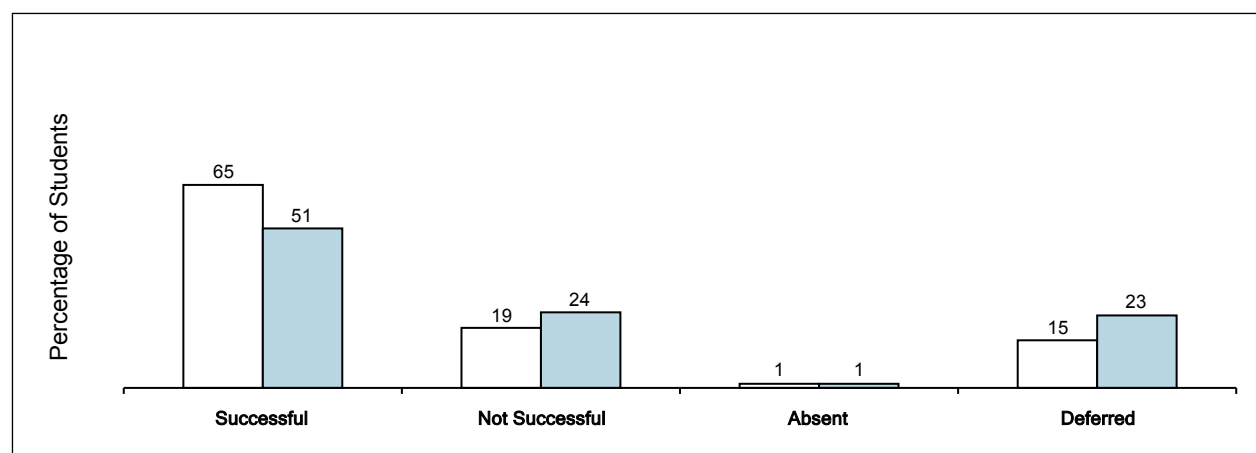
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2016–2017

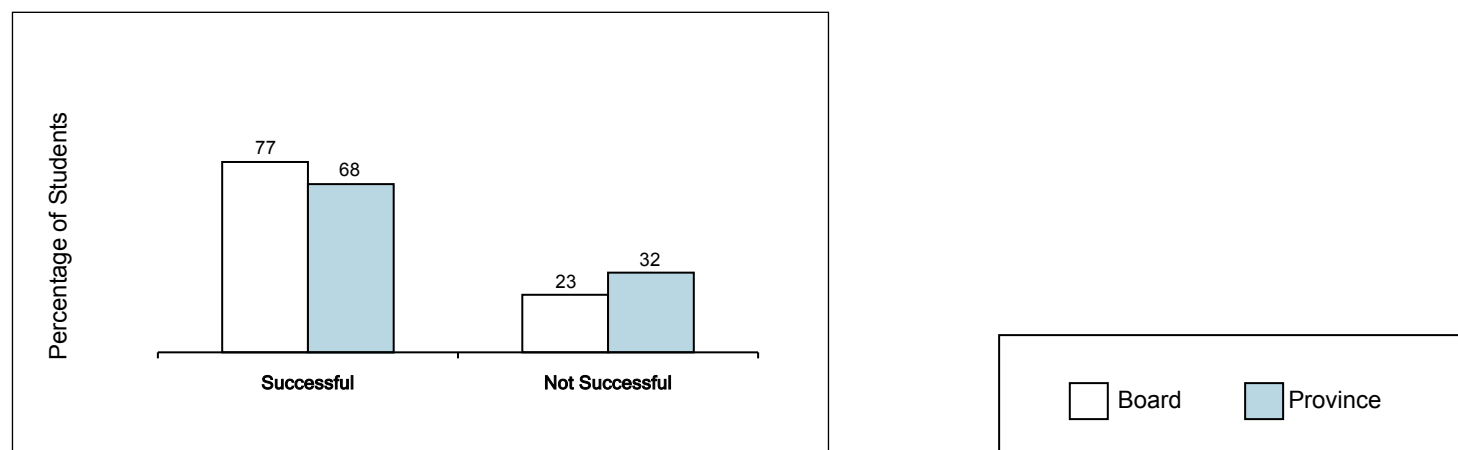
### Results for English Language Learners\*

| Results for English Language Learners<br>First-Time Eligible Students |                  |                       |                     |                       |
|---|------------------|-----------------------|---------------------|-----------------------|
|   | All              |                       | Fully Participating |                       |
|   | Board<br># = 867 | Province<br># = 9 580 | Board<br># = 736    | Province<br># = 7 222 |
| Successful  | 567              | 65%                   | 77%                 | 68%                   |
| Not Successful  | 169              | 19%                   | 23%                 | 32%                   |
| <b>Fully Participating</b>  | <b>736</b>       | <b>85%</b>            | <b>75%</b>          |                       |
| Absent  | 5                | 1%                    |                     |                       |
| Deferred  | 126              | 15%                   |                     |                       |

### Results for All First-Time Eligible English Language Learners\*



### Results for Fully Participating First-Time Eligible English Language Learners\*



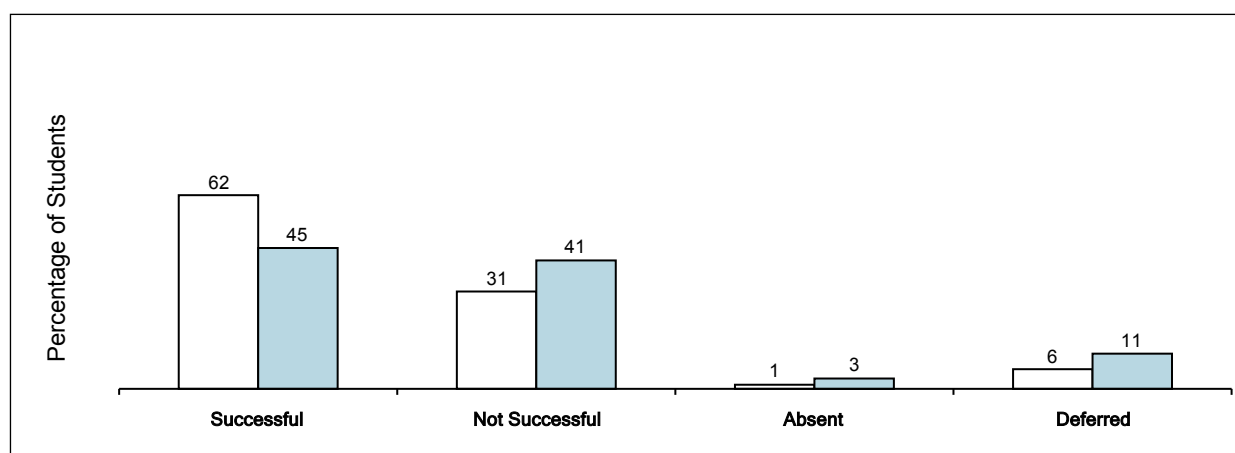
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2016–2017

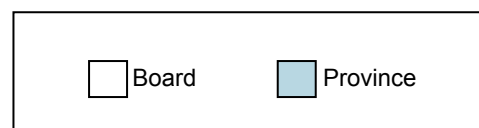
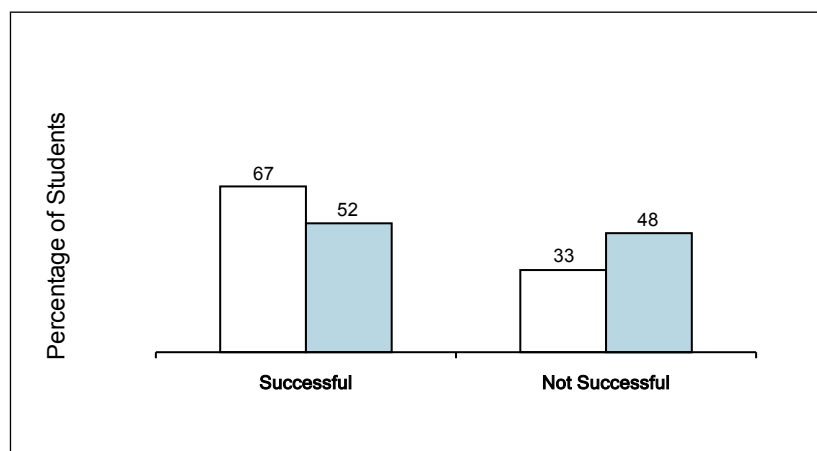
### Results for Students with Special Education Needs (excluding gifted)\*

| Results for Students with Special Education Needs<br>(excluding gifted)<br>First-Time Eligible Students |                    |                        |                     |                        |
|---|--------------------|------------------------|---------------------|------------------------|
|   | All                |                        | Fully Participating |                        |
|   | Board<br># = 1 518 | Province<br># = 26 311 | Board<br># = 1 400  | Province<br># = 22 566 |
| Successful  | 934                | 62%                    | 67%                 | 52%                    |
| Not Successful  | 466                | 31%                    | 33%                 | 48%                    |
| <b>Fully Participating</b>  | <b>1 400</b>       | <b>92%</b>             |                     |                        |
| Absent  | 22                 | 1%                     |                     |                        |
| Deferred  | 96                 | 6%                     |                     |                        |

### Results for All First-Time Eligible Students with Special Education Needs (excluding gifted)\*



### Results for Fully Participating First-Time Eligible Students with Special Education Needs (excluding gifted)\*



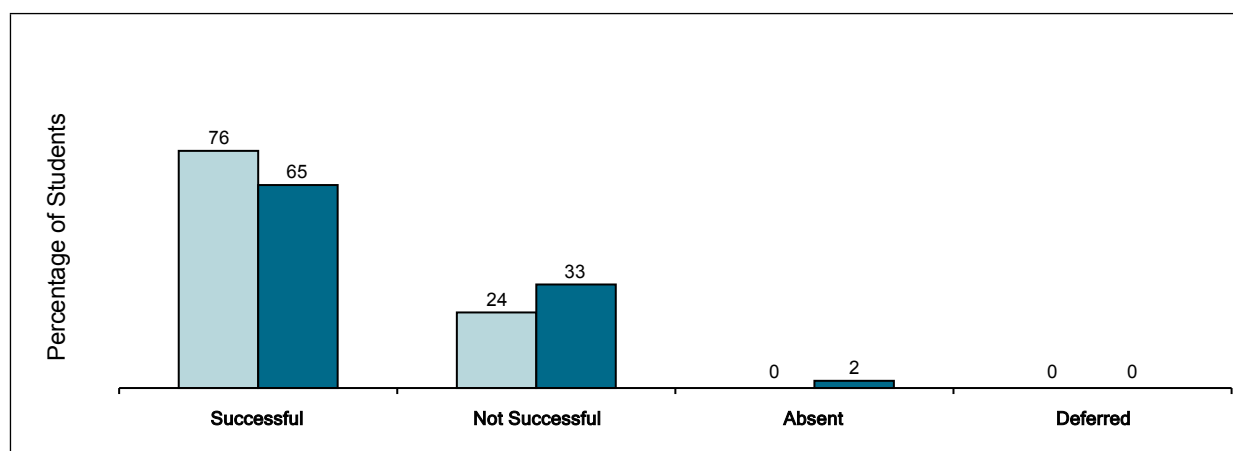
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2016–2017

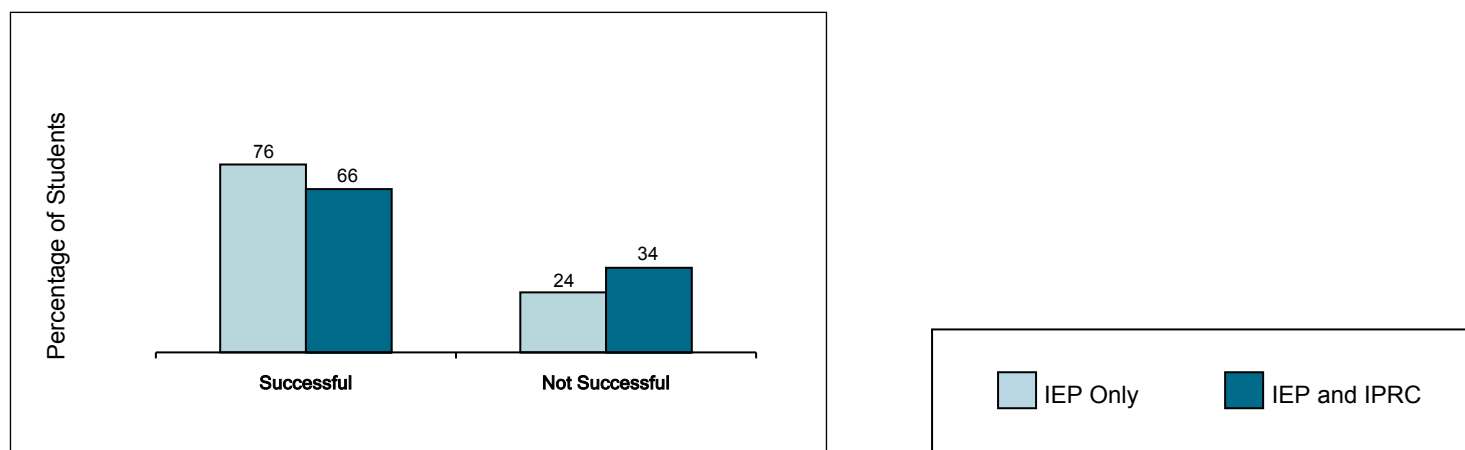
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*†

| Board Results for Students with Special Education Needs<br>Receiving Accommodations (excluding gifted)<br>First-Time Eligible Students |                    |             |                           |            |                     |                           |
|--|--------------------|-------------|---------------------------|------------|---------------------|---------------------------|
|  | All                |             |                           |            | Fully Participating |                           |
|  | IEP Only<br># = 33 |             | IEP and IPRC<br># = 1 365 |            | IEP Only<br># = 33  | IEP and IPRC<br># = 1 344 |
| Successful   | 25                 | 76%         | 889                       | 65%        | 76%                 | 66%                       |
| Not Successful   | 8                  | 24%         | 455                       | 33%        | 24%                 | 34%                       |
| <b>Fully Participating</b>   | <b>33</b>          | <b>100%</b> | <b>1 344</b>              | <b>98%</b> |                     |                           |
| Absent   | 0                  | 0%          | 21                        | 2%         |                     |                           |
| Deferred   | 0                  | 0%          | 0                         | 0%         |                     |                           |

### Board Results for All First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



### Board Results for Fully Participating First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

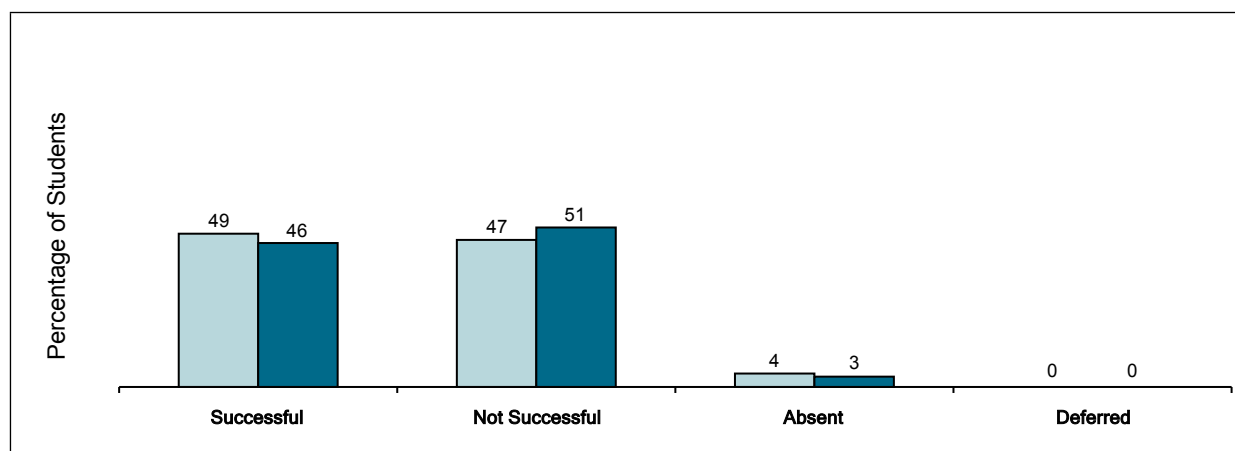
† Percentages are based on students who participated fully in the March administration.

## Ontario Secondary School Literacy Test, 2016–2017

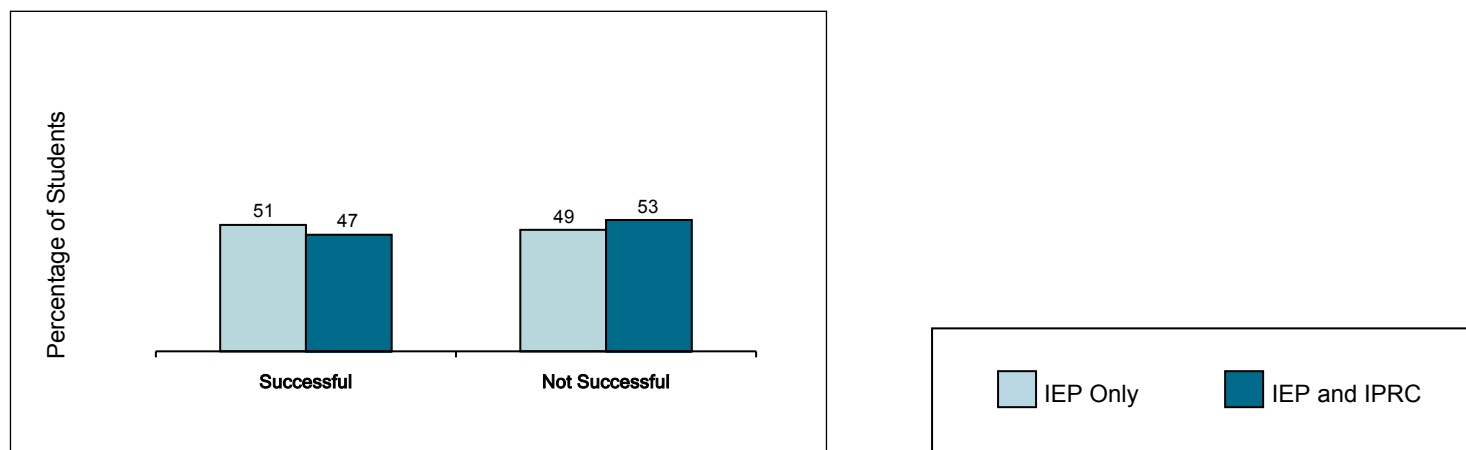
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*†

|                     | Provincial Results for Students with Special Education Needs<br>Receiving Accommodations (excluding gifted)<br>First-Time Eligible Students |     |                            |     |                       |                            |
|---------------------|---|-----|----------------------------|-----|-----------------------|----------------------------|
|                     | All   |     |                            |     | Fully Participating   |                            |
|                     | IEP Only<br># = 10 012  |     | IEP and IPRC<br># = 11 181 |     | IEP Only<br># = 9 613 | IEP and IPRC<br># = 10 849 |
| Successful          | 4 930   | 49% | 5 132                      | 46% | 51%                   | 47%                        |
| Not Successful      | 4 683   | 47% | 5 717                      | 51% | 49%                   | 53%                        |
| Fully Participating | 9 613   | 96% | 10 849                     | 97% |                       |                            |
| Absent              | 399   | 4%  | 332                        | 3%  |                       |                            |
| Deferred            | 0   | 0%  | 0                          | 0%  |                       |                            |

### Provincial Results for All First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



### Provincial Results for Fully Participating First-Time Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

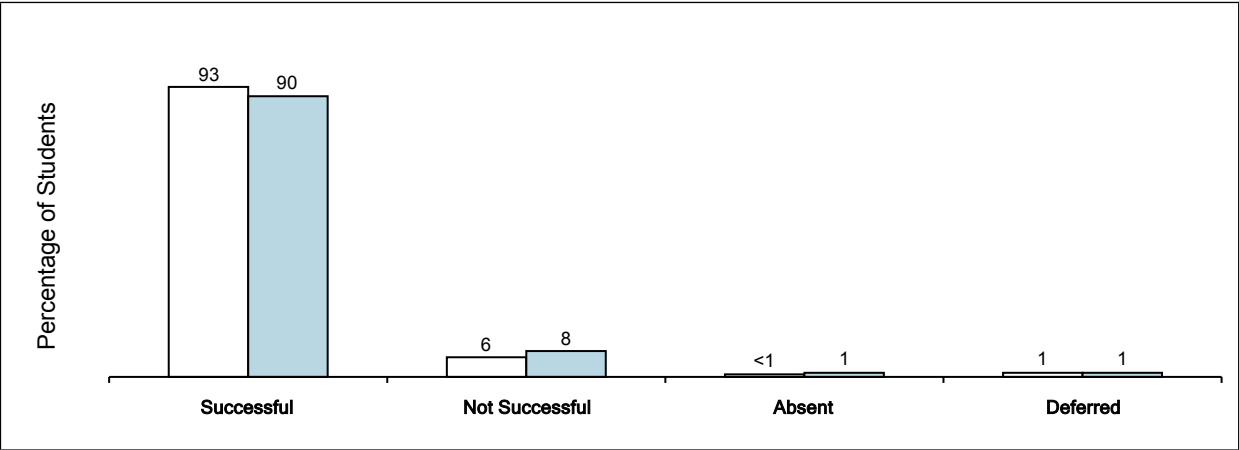
† Percentages are based on students who participated fully in the March administration.

Ontario Secondary School Literacy Test, 2016–2017

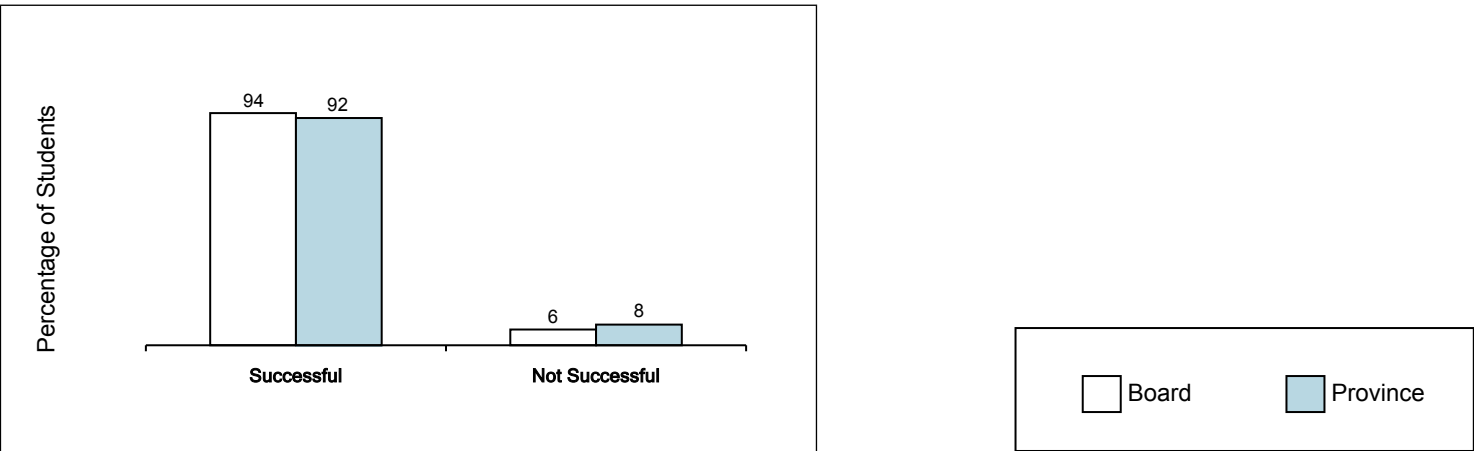
Results for Students Taking Academic English Course\*

| Results for Students Taking Academic English Course<br>First-Time Eligible Students |                    |                         |                     |                        |
|---|--------------------|-------------------------|---------------------|------------------------|
|   | All                |                         | Fully Participating |                        |
|   | Board<br># = 7 648 | Province<br># = 100 950 | Board<br># = 7 557  | Province<br># = 99 051 |
| Successful  | 7 096              | 93%                     | 94%                 | 92%                    |
| Not Successful  | 461                | 6%                      | 6%                  | 8%                     |
| Fully Participating   | 7 557              | 99%                     |                     |                        |
| Absent  | 35                 | <1%                     |                     |                        |
| Deferred  | 56                 | 1%                      |                     |                        |

Results for All First-Time Eligible Students Taking Academic English Course\*



Results for Fully Participating First-Time Eligible Students Taking Academic English Course\*



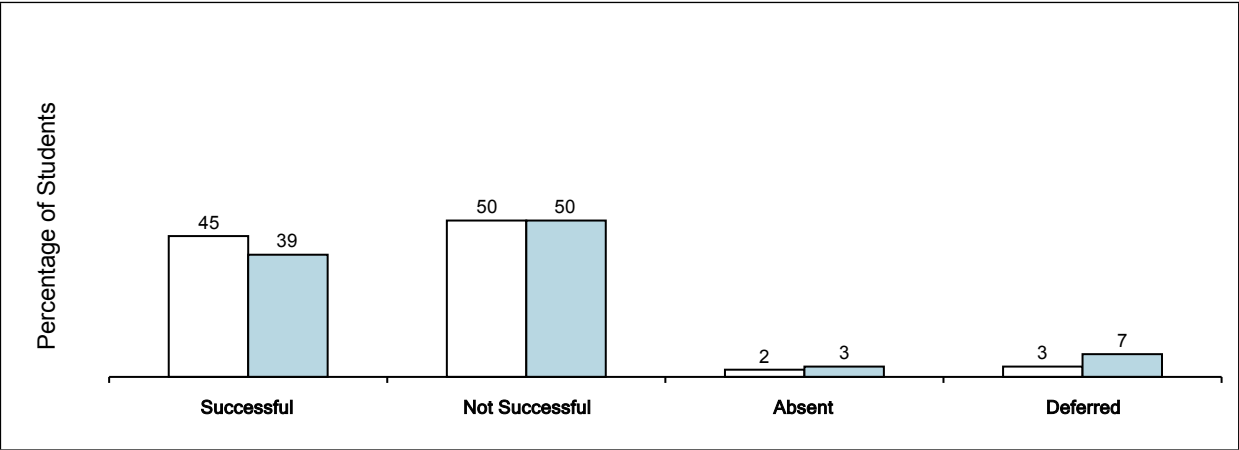
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

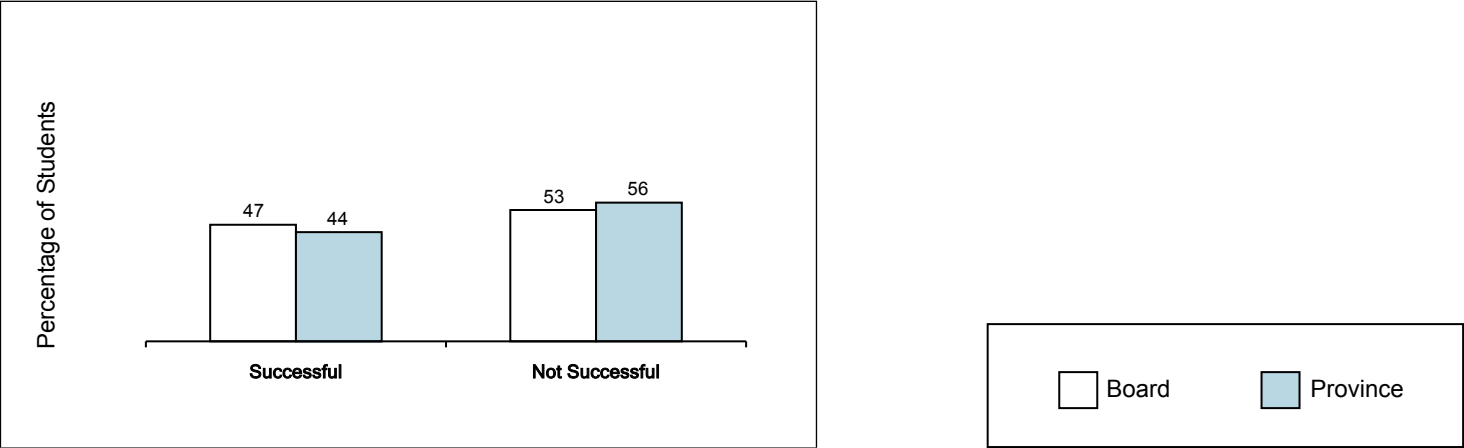
Results for Students Taking Applied English Course\*

|                            | Results for Students Taking Applied English Course<br>First-Time Eligible Students |                        |                     |                        |
|----------------------------|--|------------------------|---------------------|------------------------|
|                            | All  |                        | Fully Participating |                        |
|                            | Board<br># = 925   | Province<br># = 27 006 | Board<br># = 873    | Province<br># = 24 233 |
| Successful                 | 414  | 45%                    | 39%                 | 47%                    |
| Not Successful             | 459  | 50%                    | 50%                 | 53%                    |
| <b>Fully Participating</b> | <b>873</b>   | <b>94%</b>             | <b>90%</b>          |                        |
| Absent                     | 22   | 2%                     | 3%                  |                        |
| Deferred                   | 30   | 3%                     | 7%                  |                        |

Results for All First-Time Eligible Students Taking Applied English Course\*



Results for Fully Participating First-Time Eligible Students Taking Applied English Course\*



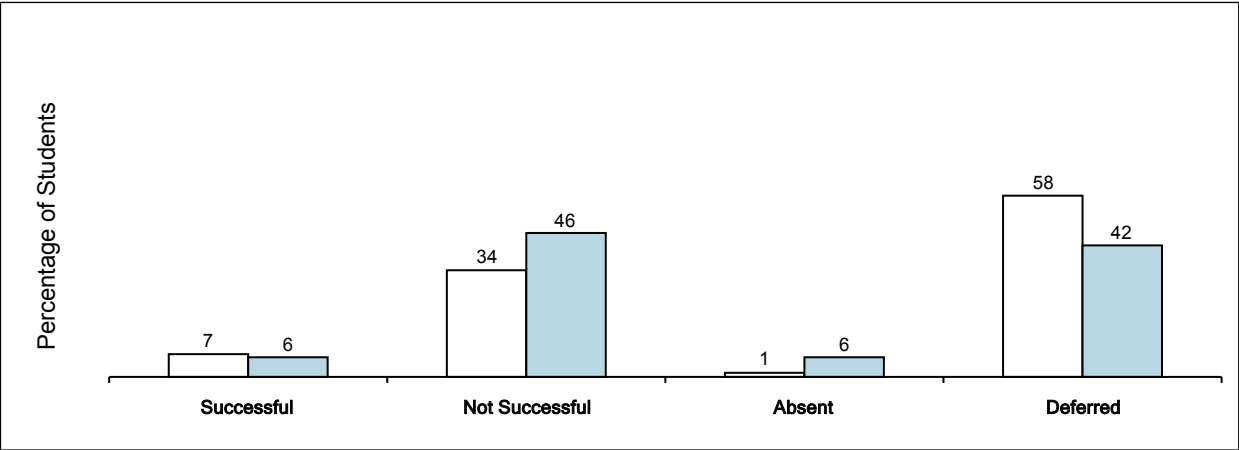
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

Ontario Secondary School Literacy Test, 2016–2017

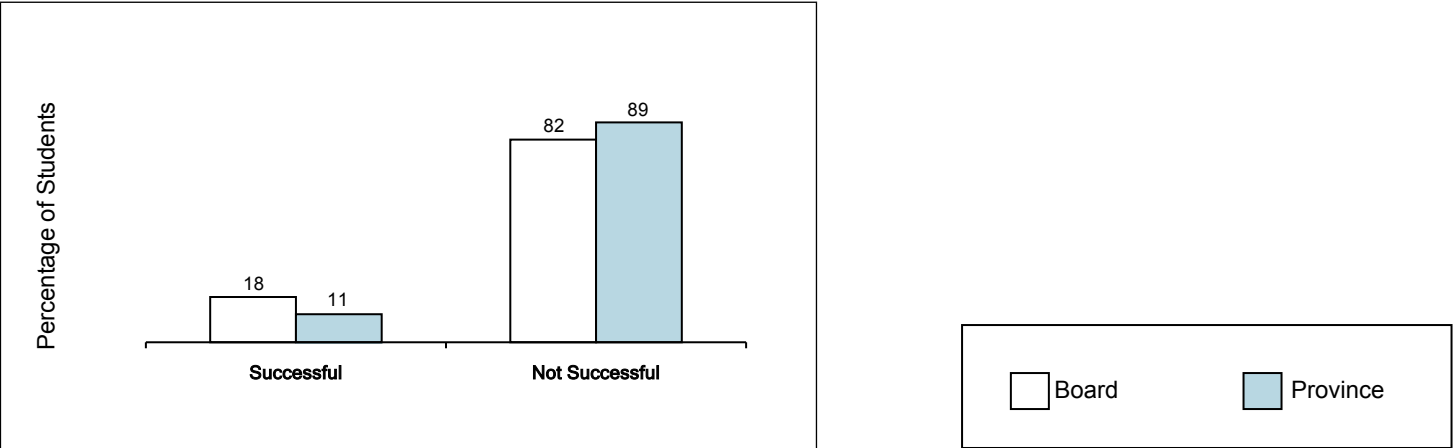
Results for Students Taking Locally Developed English Course\*

| Results for Students Taking Locally Developed English Course<br>First-Time Eligible Students |                  |                       |                     |                       |
|--|------------------|-----------------------|---------------------|-----------------------|
|  | All              |                       | Fully Participating |                       |
|  | Board<br># = 107 | Province<br># = 3 958 | Board<br># = 44     | Province<br># = 2 060 |
| Successful   | 8                | 7%                    | 18%                 | 11%                   |
| Not Successful   | 36               | 34%                   | 82%                 | 89%                   |
| Fully Participating  | 44               | 41%                   | 52%                 |                       |
| Absent   | 1                | 1%                    |                     |                       |
| Deferred   | 62               | 58%                   |                     |                       |

Results for All First-Time Eligible Students Taking Locally Developed English Course\*



Results for Fully Participating First-Time Eligible Students Taking Locally Developed English Course\*



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

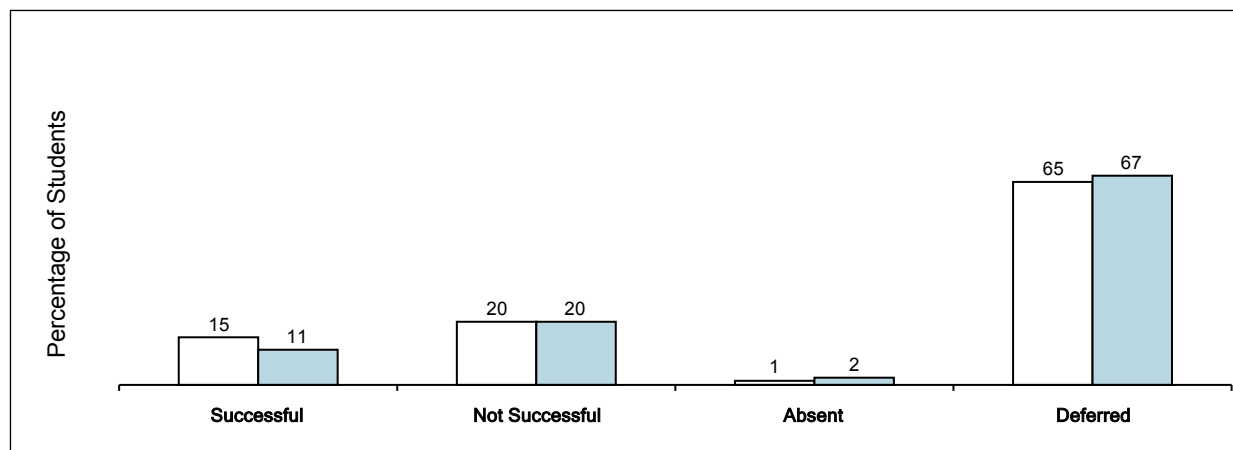


## Ontario Secondary School Literacy Test, 2016–2017

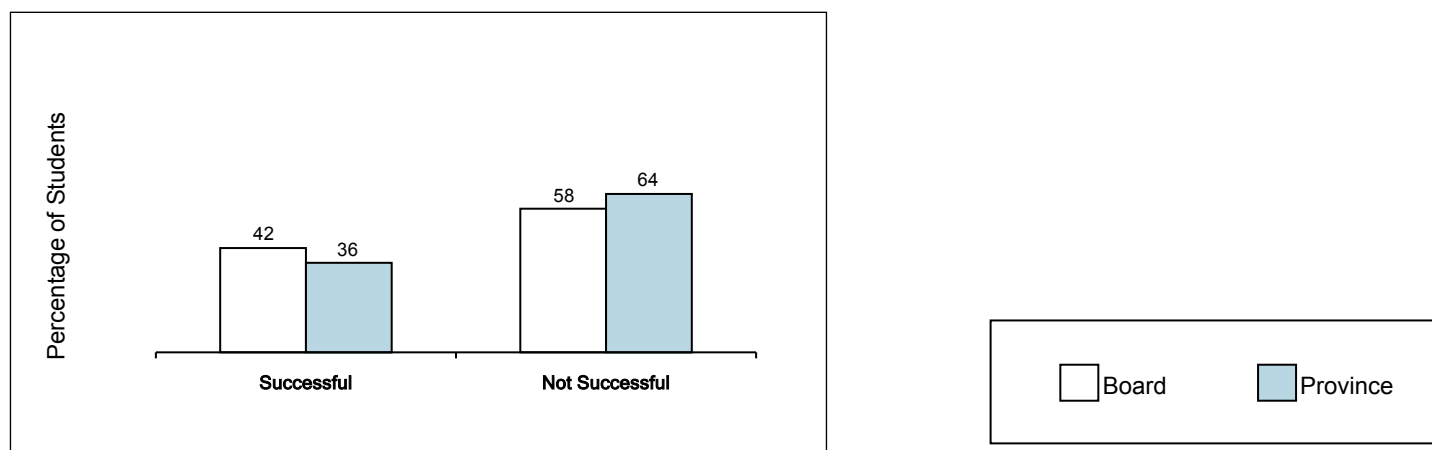
### Results for Students Taking ESL/ELD Course\*

|                            | Results for Students Taking<br>ESL/ELD Course<br>First-Time Eligible Students |                       |                     |                     |
|----------------------------|---|-----------------------|---------------------|---------------------|
|                            | All   |                       | Fully Participating |                     |
|                            | Board<br># = 172  | Province<br># = 3 048 | Board<br># = 59     | Province<br># = 955 |
| Successful                 | 25  | 15%                   | 42%                 | 36%                 |
| Not Successful             | 34  | 20%                   | 58%                 | 64%                 |
| <b>Fully Participating</b> | <b>59</b>   | <b>34%</b>            | <b>31%</b>          |                     |
| Absent                     | 2   | 1%                    |                     |                     |
| Deferred                   | 111   | 65%                   |                     |                     |

### Results for All First-Time Eligible Students Taking ESL/ELD Course\*



### Results for Fully Participating First-Time Eligible Students Taking ESL/ELD Course\*



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

# Ontario Secondary School Literacy Test, 2016–2017

## Contextual Information over Time

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

|   | 2012–2013 | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|-----------|-----------|-----------|-----------|-----------|
| <b>Enrolment</b>  |           |           |           |           |           |
| Number of first-time eligible students  | 8 982     | 8 823     | 8 764     | 8 932     | 8 886     |
| Number of schools with first-time eligible students                                       | 36        | 35        | 36        | 36        | 35        |
| Number of students who were exempted  | 79        | 115       | 105       | 109       | 91        |
| <b>Participation in the Test</b>  |           |           |           |           |           |
| Of all first-time eligible students, those who participated fully in the assessment       | 94%       | 94%       | 95%       | 95%       | 96%       |
| Of all first-time eligible students, those who were absent                                | 1%        | 1%        | 1%        | 1%        | 1%        |
| Of all first-time eligible students, those who were deferred                              | 5%        | 5%        | 4%        | 4%        | 3%        |
| <b>Gender<sup>†</sup> Based on number of first-time eligible students</b>                 |           |           |           |           |           |
| Female  | 48%       | 48%       | 48%       | 49%       | 49%       |
| Male  | 52%       | 52%       | 52%       | 51%       | 51%       |
| Gender not specified  | 0%        | 0%        | 0%        | 0%        | 0%        |
| <b>Student Status<sup>†</sup> Based on number of first-time eligible students</b>         |           |           |           |           |           |
| English language learners*  | 10%       | 11%       | 11%       | 11%       | 10%       |
| English language learners receiving special provisions**                                  | 5%        | 6%        | 6%        | 7%        | 6%        |
| Students with special education needs (excluding gifted)*                                 | 16%       | 16%       | 16%       | 16%       | 17%       |
| Students with special education needs receiving accommodations (excluding gifted)**       | 15%       | 15%       | 15%       | 15%       | 16%       |
| <b>Course Type in English<sup>†</sup> Based on number of first-time eligible students</b> |           |           |           |           |           |
| Academic  | 83%       | 81%       | 84%       | 85%       | 86%       |
| Applied   | 11%       | 12%       | 11%       | 10%       | 10%       |
| Locally developed   | 1%        | 1%        | 1%        | 2%        | 1%        |
| ESL/ELD   | 4%        | 4%        | 3%        | 2%        | 2%        |
| Other   | 1%        | 1%        | <1%       | <1%       | <1%       |
| <b>Language<sup>††</sup> Based on Student Questionnaire data</b>                          |           |           |           |           |           |
| Number of Respondents:  | 8 316     | 8 216     | 8 036     | 8 259     | 8 308     |
| First language learned at home was other than English                                     | 40%       | 40%       | 37%       | 38%       | 38%       |
| Speak only or mostly English at home  | 58%       | 58%       | 60%       | 57%       | 58%       |
| Speak another language (or other languages) as often as English at home                   | 29%       | 29%       | 28%       | 30%       | 29%       |
| Speak only or mostly another language (or other languages) at home                        | 12%       | 13%       | 11%       | 12%       | 12%       |

<sup>†</sup> Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

\* See Explanation of Terms.

\*\* Percentages are based on fully participating students. In 2016–2017, percentages are based on students who participated in the March administration, which offered all permitted special provisions and accommodations. These data were collected through EQAO's Student Data Collection system.

<sup>††</sup> Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

## Ontario Secondary School Literacy Test, 2016–2017

### Contextual Information over Time (continued)

|   | 2012–2013                            | 2013–2014 | 2014–2015 | 2015–2016 | 2016–2017 |
|---|--------------------------------------|-----------|-----------|-----------|-----------|
| Year Student Entered Current School†    |                                      |           |           |           |           |
| Year of the assessment                  | These items were added in 2015–2016. |           |           | 8%        | 8%        |
| Year prior to the assessment            |                                      |           |           | 92%       | 92%       |
| 2 years prior to the assessment         |                                      |           |           | <1%       | <1%       |
| 3 or more years prior to the assessment |                                      |           |           | 0%        | 0%        |
| Data not available                      |                                      |           |           | <1%       | <1%       |
| Year Student Entered Current Board†     |                                      |           |           |           |           |
| Year of the assessment                  | These items were added in 2015–2016. |           |           | 5%        | 5%        |
| Year prior to the assessment            |                                      |           |           | 13%       | 14%       |
| 2 years prior to the assessment         |                                      |           |           | 4%        | 3%        |
| 3 or more years prior to the assessment |                                      |           |           | 77%       | 77%       |
| Data not available                      |                                      |           |           | <1%       | <1%       |

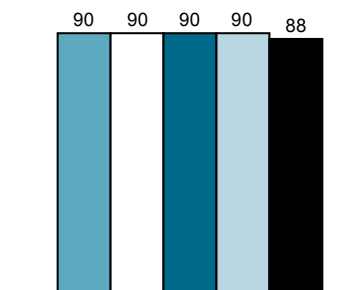
<sup>†</sup> Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

# Ontario Secondary School Literacy Test, 2016–2017

## Results over Time, 2012–2013 to 2016–2017

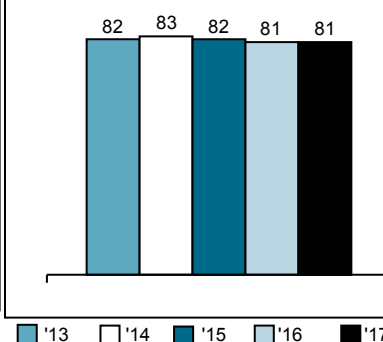
| Board Results over Time*       |           |     |           |     |           |     |           |     |           |     |
|--------------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
|                                | 2012–2013 |     | 2013–2014 |     | 2014–2015 |     | 2015–2016 |     | 2016–2017 |     |
| <i>All Students</i>            | 8 982     |     | 8 823     |     | 8 764     |     | 8 932     |     | 8 886     |     |
| Successful (all)               | 7 560     | 84% | 7 454     | 84% | 7 492     | 85% | 7 624     | 85% | 7 558     | 85% |
| Not Successful                 | 872       | 10% | 828       | 9%  | 875       | 10% | 889       | 10% | 995       | 11% |
| Fully Participating            | 8 432     | 94% | 8 282     | 94% | 8 367     | 95% | 8 513     | 95% | 8 553     | 96% |
| Absent                         | 64        | 1%  | 66        | 1%  | 75        | 1%  | 74        | 1%  | 61        | 1%  |
| Deferred                       | 486       | 5%  | 475       | 5%  | 322       | 4%  | 345       | 4%  | 272       | 3%  |
| Fully Participating Successful | 7 560     | 90% | 7 454     | 90% | 7 492     | 90% | 7 624     | 90% | 7 558     | 88% |

**Board Results over Time:**  
Percentage of Fully Participating  
Successful Students



| Provincial Results over Time*  |           |     |           |     |           |     |           |     |           |     |
|--------------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
|                                | 2012–2013 |     | 2013–2014 |     | 2014–2015 |     | 2015–2016 |     | 2016–2017 |     |
| <i>All Students</i>            | 143 358   |     | 141 815   |     | 137 620   |     | 135 111   |     | 136 492   |     |
| Successful (all)               | 110 162   | 77% | 108 914   | 77% | 105 309   | 77% | 101 232   | 75% | 102 530   | 75% |
| Not Successful                 | 23 871    | 17% | 22 798    | 16% | 22 558    | 16% | 23 745    | 18% | 24 612    | 18% |
| Fully Participating            | 134 033   | 93% | 131 712   | 93% | 127 867   | 93% | 124 977   | 92% | 127 142   | 93% |
| Absent                         | 2 059     | 1%  | 2 521     | 2%  | 2 603     | 2%  | 2 599     | 2%  | 2 297     | 2%  |
| Deferred                       | 7 266     | 5%  | 7 582     | 5%  | 7 150     | 5%  | 7 535     | 6%  | 7 053     | 5%  |
| Fully Participating Successful | 110 162   | 82% | 108 914   | 83% | 105 309   | 82% | 101 232   | 81% | 102 530   | 81% |

**Provincial Results over Time:**  
Percentage of Fully Participating  
Successful Students



\* Percentages in tables may not add up to 100, due to rounding.

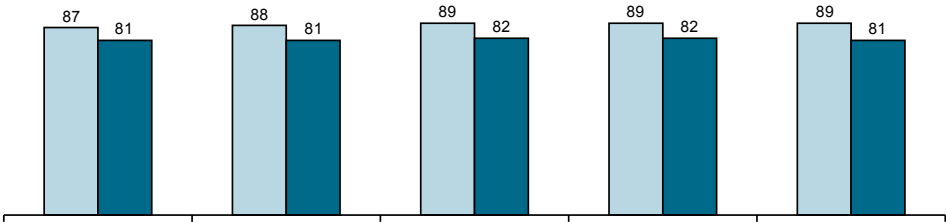
Ontario Secondary School Literacy Test, 2016–2017

ACHIEVEMENT RESULTS OVER TIME BY GENDER†

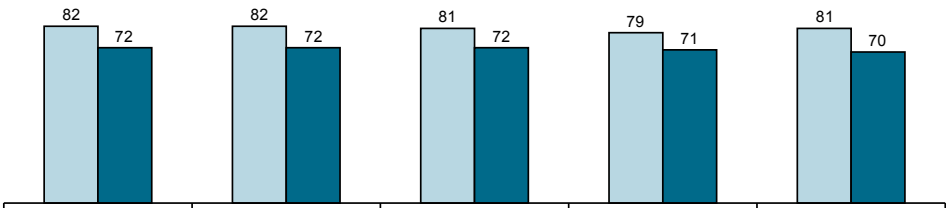
PERCENTAGE OF ALL FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL:  
ONTARIO SECONDARY SCHOOL LITERACY TEST

2012–2013      2013–2014      2014–2015      2015–2016      2016–2017

BOARD



PROVINCE



Female Male

Number of First-Time Eligible Students†

|          | 2012–2013 |        | 2013–2014 |        | 2014–2015 |        | 2015–2016 |        | 2016–2017 |        |
|----------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
|          | Female    | Male   | Female    | Male   | Female    | Male   | Female    | Male   | Female    | Male   |
| Board    | 4 332     | 4 650  | 4 242     | 4 581  | 4 231     | 4 533  | 4 336     | 4 596  | 4 315     | 4 571  |
| Province | 70 092    | 73 260 | 69 290    | 72 521 | 67 023    | 70 597 | 65 907    | 69 204 | 66 832    | 69 659 |

† Includes only students for whom gender data were available.

# Ontario Secondary School Literacy Test, 2016–2017

## ACHIEVEMENT RESULTS OVER TIME BY GENDER†

### PERCENTAGE OF FULLY PARTICIPATING FIRST-TIME ELIGIBLE STUDENTS WHO WERE SUCCESSFUL: ONTARIO SECONDARY SCHOOL LITERACY TEST



Female

Male

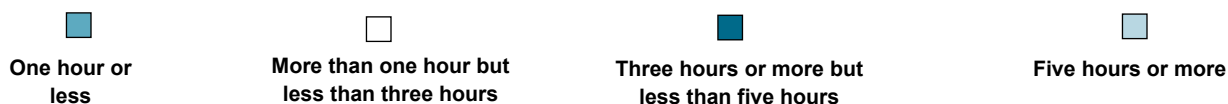
### Number of Fully Participating First-Time Eligible Students†

|          | 2012–2013 |        | 2013–2014 |        | 2014–2015 |        | 2015–2016 |        | 2016–2017 |        |
|----------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
|          | Female    | Male   | Female    | Male   | Female    | Male   | Female    | Male   | Female    | Male   |
| Board    | 4 112     | 4 320  | 4 025     | 4 257  | 4 090     | 4 277  | 4 169     | 4 344  | 4 187     | 4 366  |
| Province | 66 262    | 67 765 | 65 018    | 66 692 | 62 936    | 64 931 | 61 694    | 63 283 | 62 991    | 64 150 |

† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 8 308)

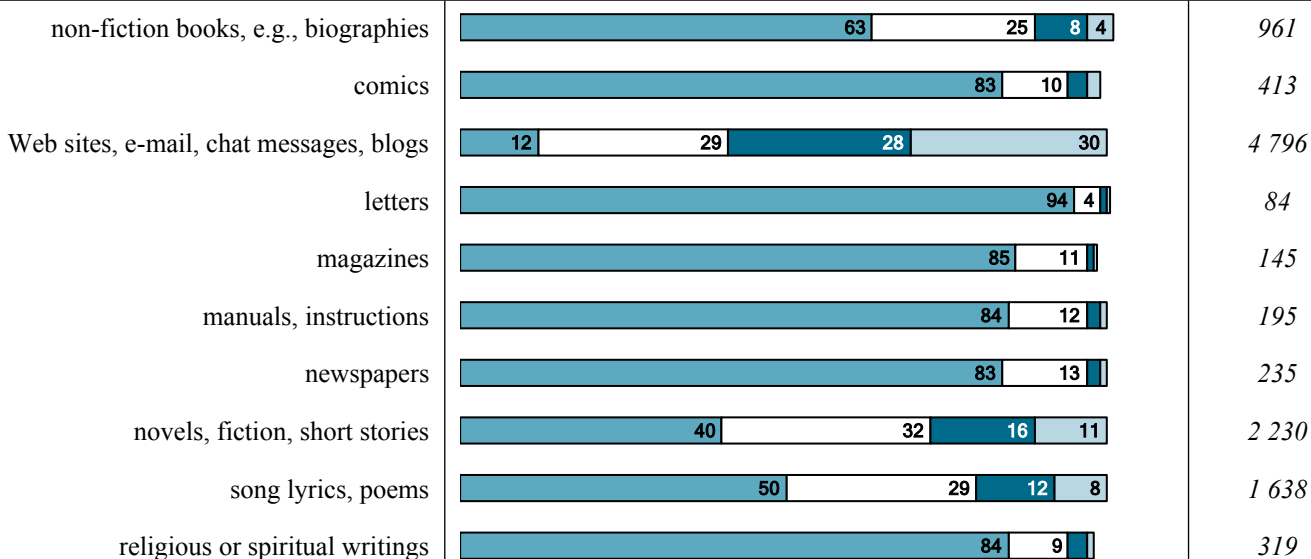


## TYPES OF MATERIALS STUDENTS READ IN ENGLISH

1. Indicate how much time you spend reading in English outside school most weeks (print or electronic).

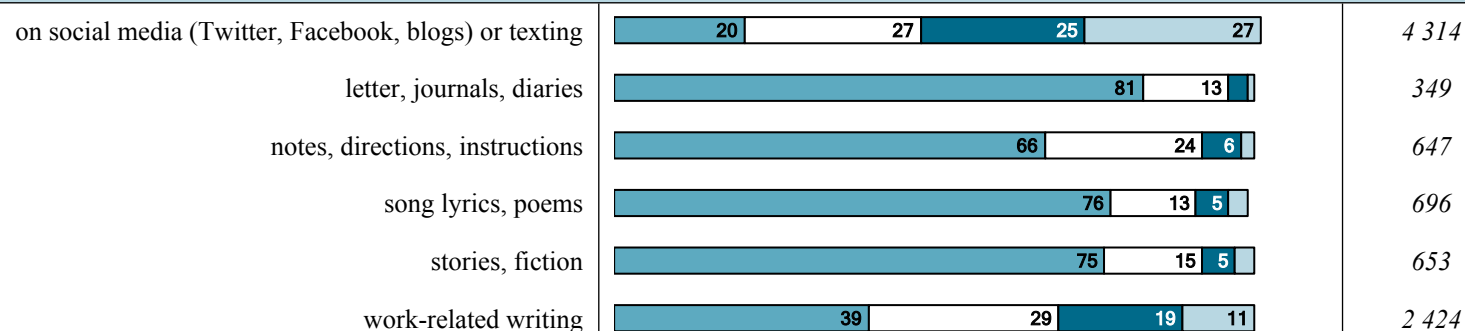
Percentage of Students\*

Number of students who answered "Three hours or more but less than five hours" or "Five hours or more"



## TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH

2. Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.



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






## Ontario Secondary School Literacy Test, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 8 308)

## HOME COMPUTER USE


3. Indicate how often you use a computer at home for homework (choose one only).

*Number of students*




|   |  |       |
|---|--|-------|
| I don't have a computer at home                       |   | 107   |
| I never or hardly ever use the computer for homework  |   | 184   |
| I use the computer once or twice a month for homework |   | 553   |
| I use the computer once or twice a week for homework  |   | 2 613 |
| I use the computer almost every day for homework      |  | 4 776 |

## LANGUAGE BACKGROUND

4. Is English the first language you learned at home?

|     |  |       |
|-----|--|-------|
| yes |  | 5 093 |
| no  |   | 3 140 |

5. What languages do you speak at home (choose one only)?

|   |  |       |
|---|--|-------|
| only or mostly English                                    |  | 4 778 |
| another language (or other languages) as often as English |   | 2 447 |
| only or mostly another language (or other languages)      |   | 968   |



Yes







No

## TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME

6. Indicate what English-language materials you have at home (print or electronic).

Percentage of Students\*

*Number of students who answered "Yes"*

|                             |  |       |
|-----------------------------|--|-------|
| dictionaries, encyclopedias |  | 7 127 |
| books                       |  | 8 030 |
| newspapers                  |  | 6 378 |
| magazines                   |  | 5 738 |

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



## Ontario Secondary School Literacy Test, 2016–2017

| STUDENT QUESTIONNAIRE RESULTS<br>FOR BOARD AND PROVINCE<br>(all students, female, male)   | Board              |                        |                      | Province             |                         |                       |
|---|--------------------|------------------------|----------------------|----------------------|-------------------------|-----------------------|
|   | All<br>(# = 8 308) | Female*<br>(# = 4 115) | Male*<br>(# = 4 193) | All<br>(# = 119 666) | Female*<br>(# = 59 706) | Male*<br>(# = 59 959) |
| <b>HOME COMPUTER USE</b><br>Percentage of students indicating that they   |                    |                        |                      |                      |                         |                       |
| have a computer at home.  | <b>98%</b>         | 98%                    | 97%                  | <b>95%</b>           | 96%                     | 95%                   |
| use the computer almost every day for homework.   | <b>57%</b>         | 60%                    | 55%                  | <b>35%</b>           | 36%                     | 33%                   |
| <b>TYPES OF MATERIALS STUDENTS READ IN ENGLISH</b><br>Indicate how much time you spend reading in English outside school most weeks (print or electronic). <div>Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†</div>                         |                    |                        |                      |                      |                         |                       |
| non-fiction books, e.g., biographies  | <b>12%</b>         | 11%                    | 12%                  | <b>12%</b>           | 13%                     | 11%                   |
| comics  | <b>5%</b>          | 4%                     | 6%                   | <b>5%</b>            | 4%                      | 6%                    |
| Web sites, e-mail, chat messages, blogs   | <b>58%</b>         | 63%                    | 53%                  | <b>55%</b>           | 62%                     | 49%                   |
| letters   | <b>1%</b>          | 1%                     | 1%                   | <b>1%</b>            | 1%                      | 1%                    |
| magazines   | <b>2%</b>          | 2%                     | 2%                   | <b>2%</b>            | 2%                      | 2%                    |
| manuals, instructions   | <b>2%</b>          | 2%                     | 3%                   | <b>2%</b>            | 1%                      | 3%                    |
| newspapers  | <b>3%</b>          | 2%                     | 3%                   | <b>2%</b>            | 2%                      | 3%                    |
| novels, fiction, short stories  | <b>27%</b>         | 36%                    | 18%                  | <b>26%</b>           | 35%                     | 16%                   |
| song lyrics, poems  | <b>20%</b>         | 24%                    | 15%                  | <b>22%</b>           | 27%                     | 17%                   |
| religious or spiritual writings   | <b>4%</b>          | 4%                     | 4%                   | <b>4%</b>            | 4%                      | 4%                    |
| <b>TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME</b><br>Indicate what English-language materials you have at home (print or electronic). <div>Percentage of students</div>  |                    |                        |                      |                      |                         |                       |
| dictionaries, encyclopedias   | <b>86%</b>         | 88%                    | 84%                  | <b>81%</b>           | 83%                     | 79%                   |
| books   | <b>97%</b>         | 98%                    | 96%                  | <b>95%</b>           | 96%                     | 94%                   |
| newspapers  | <b>77%</b>         | 78%                    | 76%                  | <b>75%</b>           | 76%                     | 75%                   |
| magazines   | <b>69%</b>         | 71%                    | 67%                  | <b>68%</b>           | 70%                     | 67%                   |
| <b>TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH</b><br>Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework. <div>Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†</div> |                    |                        |                      |                      |                         |                       |
| on social media (Twitter, Facebook, blogs) or texting   | <b>52%</b>         | 58%                    | 46%                  | <b>53%</b>           | 59%                     | 46%                   |
| letters, journals, diaries  | <b>4%</b>          | 7%                     | 2%                   | <b>4%</b>            | 7%                      | 2%                    |
| notes, directions, instructions   | <b>8%</b>          | 9%                     | 7%                   | <b>6%</b>            | 7%                      | 5%                    |
| song lyrics, poems  | <b>8%</b>          | 9%                     | 7%                   | <b>11%</b>           | 12%                     | 9%                    |
| stories, fiction  | <b>8%</b>          | 11%                    | 5%                   | <b>9%</b>            | 12%                     | 5%                    |
| work-related writing  | <b>29%</b>         | 33%                    | 25%                  | <b>22%</b>           | 25%                     | 19%                   |

\* Includes only students for whom gender data were available.

† Other response options were “one hour or less” and “more than one hour but less than three hours”.

## Ontario Secondary School Literacy Test, 2016–2017

| STUDENT QUESTIONNAIRE RESULTS<br>FOR BOARD AND PROVINCE<br>(all students, female, male)                          | Board              |                        |                      | Province             |                         |                       |
|--|--------------------|------------------------|----------------------|----------------------|-------------------------|-----------------------|
|  | All<br>(# = 8 308) | Female*<br>(# = 4 115) | Male*<br>(# = 4 193) | All<br>(# = 119 666) | Female*<br>(# = 59 706) | Male*<br>(# = 59 959) |
| <b>LANGUAGE BACKGROUND</b><br>Percentage of students indicating that the first language they learned at home was |                    |                        |                      |                      |                         |                       |
| other than English.  | <b>38%</b>         | 38%                    | 38%                  | <b>23%</b>           | 23%                     | 23%                   |
| <b>Percentage of students indicating that they speak the following language(s) at home:**</b>                    |                    |                        |                      |                      |                         |                       |
| only or mostly English   | <b>58%</b>         | 58%                    | 57%                  | <b>72%</b>           | 72%                     | 72%                   |
| another language (or other languages) as often as English  | <b>29%</b>         | 30%                    | 28%                  | <b>20%</b>           | 21%                     | 19%                   |
| only or mostly another language (or other languages)   | <b>12%</b>         | 10%                    | 13%                  | <b>7%</b>            | 6%                      | 8%                    |

\* Includes only students for whom gender data were available.

\*\* Percentages may not add up to 100, due to rounding or to ambiguous or blank responses.

## Ontario Secondary School Literacy Test, 2016–2017

| EXPLANATION OF TERMS   |  |
|--|--|
| <b>First-Time Eligible Students</b>  | First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.  |
| <b>Previously Eligible Students</b>  | Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.   |
| <b>All Eligible Students</b>   | This method of reporting provides percentages based on <b>all</b> students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).  |
| <b>Fully Participating Students</b>  | This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.   |
| <b>Successful</b>  | Students who fully participated in the OSSLT and received a score that met the expected standard.  |
| <b>Not Successful</b>  | Students who fully participated in the OSSLT and received a score that did not meet the expected standard.   |
| <b>Absent</b>  | Students who did not submit work for <b>one or both</b> sessions due to absence or for other reasons.  |
| <b>Deferred</b>  | Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>How to Administer the OSSLT</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.  |
| <b>Exempted</b>  | Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.  |
| <b>English Language Learners</b>   | 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).   |
| <b>English Language Learners Receiving Special Provisions</b>                            | These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>How to Administer the OSSLT</i> . Students reported in this category are those who participated in the March administration, which offered all permitted special provisions. These data were collected through EQAO's Student Data Collection system.  |
| <b>Students with Special Education Needs (excluding gifted)</b>                          | 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 identified solely as gifted are not included.  |
| <b>Students with Special Education Needs Receiving Accommodations (excluding gifted)</b> | These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations are available in the Ministry of Education's <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements</i> (2016) and EQAO's <i>How to Administer the OSSLT</i> . Students reported in this category are those who participated in the March administration, which offered all permitted accommodations. These data were collected through EQAO's Student Data Collection system. |
| <b>N/R</b>   | "Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.  |
| <b>N/D</b>   | "No data available" is used to indicate that there were no students in the group or year specified.  |
| <b>W</b>   | Results are being withheld by EQAO. For further information, please contact personnel at the board.  |



# School Board Report

Previously Eligible Students



## Ontario Secondary School Literacy Test, 2016–2017

### Board: York Region DSB (66095)

On behalf of EQAO, I am pleased to provide you with the results of the 2016–2017 Ontario Secondary School Literacy Test (OSSLT). This report includes the 2016–2017 results, as well as demographic and attitudinal information, which provides context for interpreting achievement results.

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

OSSLT results are a powerful tool that helps educators, parents and students identify achievements, challenges and strategies for improvement. In an increasingly knowledge-based economy, literacy is a critical foundation for success in school and life outside school. For this reason, the OSSLT is a particularly valuable indicator of whether Ontario students have acquired the fundamental reading and writing skills across all subjects up to the end of Grade 9.

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

We hope you will find this report useful. It has been designed to assist you in your conversations about improving student learning. We look forward to continuing our partnership with you as we all work toward helping students reach their full potential.

Sincerely,

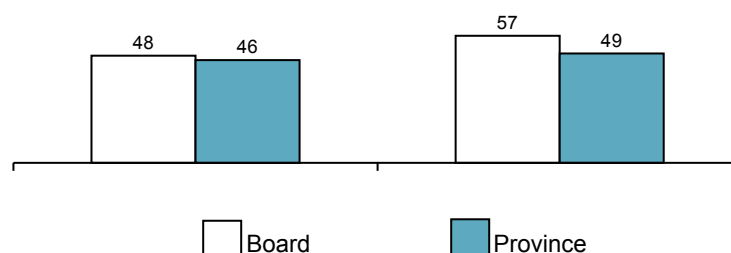
Richard Jones, Ph.D.  
Interim Chief Executive Officer  
Education Quality and Accountability Office

| WHERE TO FIND ...   | PAGE |
|---|------|
| Summary of results.....   | 1    |
| Tips for using this report.....                                     | 2    |
| Contextual information.....   | 3    |
| Detailed achievement results:                                       |      |
| All students.....   | 5    |
| Students by gender.....   | 6    |
| English language learners.....                                      | 8    |
| Students with special education needs.....                          | 9    |
| Students with special education needs receiving accommodations..... | 10   |
| Student questionnaire results.....                                  | 12   |
| Explanation of terms.....   | 16   |

### PREVIOUSLY ELIGIBLE STUDENTS, 2016–2017: PARTICIPATION RATE AND ACHIEVEMENT RESULTS

Percentage of Eligible  
Students Who  
Participated Fully

Percentage of Fully  
Participating Students  
Who Were Successful



## Ontario Secondary School Literacy Test, 2016–2017

### TIPS

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



This test captures the performance of students at one point in time each year. Consider the results along with other information about students' performance.



Exercise caution when interpreting results for small boards as differences may look exaggerated. For example, in a group of 30 students, a difference of 10% represents only three students.



EQAO values students' privacy. Results are not reported publicly for boards where fewer than 10 students participated because it might be possible to identify individual students.

### WHAT IS IN THIS REPORT?

This report shows how well students at this board have met the minimum standard for literacy to the end of Grade 9 as set out in *The Ontario Curriculum*.

#### This report includes

- results for this board compared to the province and
- information about the characteristics of the students who participated.

#### Specifically, you will find

- summary graphs showing participation and success rates;
- detailed tables and graphs showing results for various groups of students, e.g., by gender, English language learners;
- student questionnaire results; and
- an explanation of all terms used in this report.

### HOW TO USE THIS REPORT

- Examine the contextual information to understand the similarities and differences between the board and the province. Consider the challenges that any differences might present.
- Examine the board results.
  - Are these results consistent with what you would expect?
  - How do these results compare to the provincial results?
  - How do these results compare over time?
  - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- Speak to the board chair about the goals for improving student performance.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments.

Learn more about us at [www.eqao.com](http://www.eqao.com).

# Ontario Secondary School Literacy Test, 2016–2017

## Contextual Information

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

| Board  |        |         | Province |         |
|--|--------|---------|----------|---------|
| Enrolment  |        |         |          |         |
| Number of previously eligible students   | 2 405  |         | 58 895   |         |
| Number of schools with previously eligible students  | 37     |         | 827      |         |
| Number of students who were exempted   | 141    |         | 1 562    |         |
|  | Number | Percent | Number   | Percent |
| Participation in the Test  |        |         |          |         |
| Of all previously eligible students, those who participated fully in the assessment  | 1 157  | 48%     | 27 360   | 46%     |
| Of all previously eligible students, those who were absent   | 106    | 4%      | 4 901    | 8%      |
| Of all previously eligible students, those who were deferred   | 195    | 8%      | 6 810    | 12%     |
| Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) <sup>§</sup> | 947    | 39%     | 19 824   | 34%     |
| Gender <sup>†</sup> Based on number of previously eligible students  |        |         |          |         |
| Female   | 908    | 38%     | 23 582   | 40%     |
| Male   | 1 497  | 62%     | 35 313   | 60%     |
| Gender not specified   | 0      | 0%      | 0        | 0%      |
| Student Status <sup>†</sup> Based on number of previously eligible students  |        |         |          |         |
| English language learners*   | 761    | 32%     | 11 276   | 19%     |
| English language learners receiving special provisions**   | 394    | 34%     | 5 379    | 20%     |
| Students with special education needs (excluding gifted)*  | 826    | 34%     | 22 624   | 38%     |
| Students with special education needs receiving accommodations (excluding gifted)**  | 303    | 26%     | 8 113    | 30%     |
| Language <sup>††</sup> Based on Student Questionnaire data   |        |         |          |         |
| Number of Respondents:   |        | 1 096   | 25 019   |         |
| First language learned at home was other than English  | 586    | 53%     | 9 138    | 37%     |
| Speak only or mostly English at home   | 446    | 41%     | 14 484   | 58%     |
| Speak another language (or other languages) as often as English at home  | 266    | 24%     | 5 683    | 23%     |
| Speak only or mostly another language (or other languages) at home   | 367    | 33%     | 4 368    | 17%     |

† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

\* See Explanation of Terms.

\*\* Counts and percentages are based on students who participated in the March administration, which offered all permitted special provisions and accommodations. These data were collected through EQAO's Student Data Collection system.

†† Contextual data pertaining to "language" are gathered from the Student Questionnaire completed by students. Some data may be missing because they were not provided by students.

§ All students identified as planning to fulfill the literacy requirement through the OSSLC are reported as previously eligible students.

## Ontario Secondary School Literacy Test, 2016–2017

## Contextual Information (continued)

| Board                                   |       |     | Province |     |
|---|-------|-----|----------|-----|
| Year Student Entered Current School†    |       |     |          |     |
| Year of the assessment                  | 634   | 26% | 14 163   | 24% |
| Year prior to the assessment            | 442   | 18% | 9 448    | 16% |
| 2 years prior to the assessment         | 965   | 40% | 24 216   | 41% |
| 3 or more years prior to the assessment | 334   | 14% | 10 174   | 17% |
| Data not available                      | 30    | 1%  | 894      | 2%  |
| Year Student Entered Current Board†     |       |     |          |     |
| Year of the assessment                  | 533   | 22% | 8 477    | 14% |
| Year prior to the assessment            | 337   | 14% | 6 465    | 11% |
| 2 years prior to the assessment         | 255   | 11% | 5 917    | 10% |
| 3 or more years prior to the assessment | 1 245 | 52% | 34 855   | 59% |
| Data not available                      | 35    | 1%  | 3 181    | 5%  |

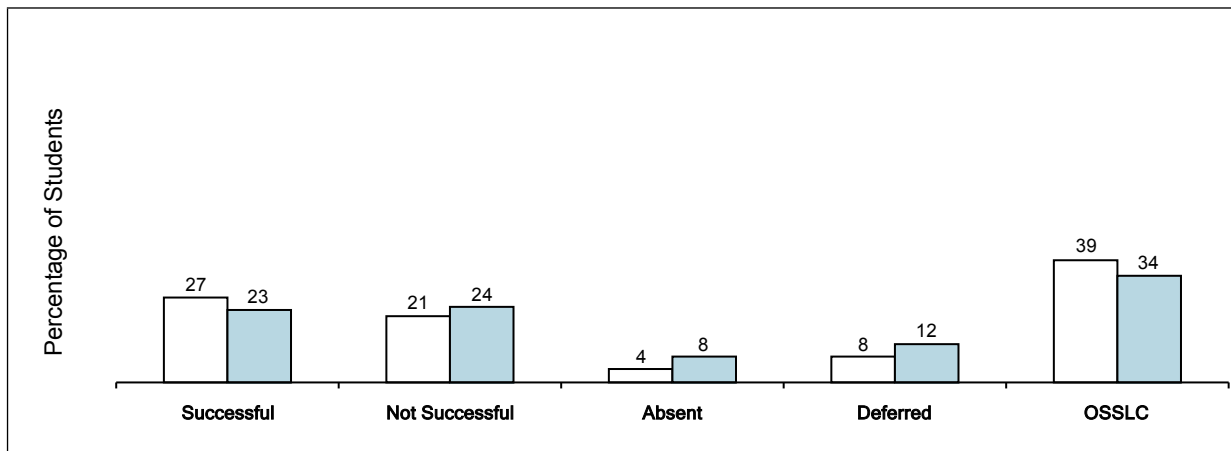
† Contextual data are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by schools or boards.

## Ontario Secondary School Literacy Test, 2016–2017

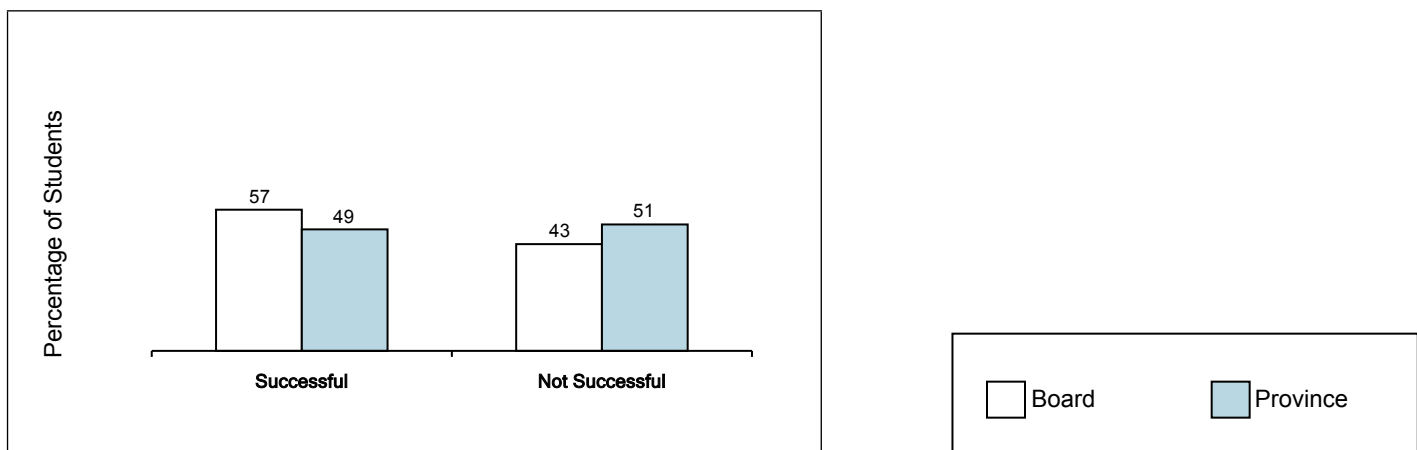
### Results for All Students\*

|                            | Results for All Students<br>Previously Eligible Students |                        |                     |                        |
|----------------------------|--|------------------------|---------------------|------------------------|
|                            | All  |                        | Fully Participating |                        |
|                            | Board<br># = 2 405                                       | Province<br># = 58 895 | Board<br># = 1 157  | Province<br># = 27 360 |
| Successful                 | 661  | 27%                    | 57%                 | 49%                    |
| Not Successful             | 496  | 21%                    | 43%                 | 51%                    |
| <b>Fully Participating</b> | <b>1 157</b>   | <b>48%</b>             |                     |                        |
| Absent                     | 106  | 4%                     |                     |                        |
| Deferred                   | 195  | 8%                     |                     |                        |
| OSSLC                      | 947  | 39%                    |                     |                        |

### Results for All Previously Eligible Students\*



### Results for Fully Participating Previously Eligible Students\*



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

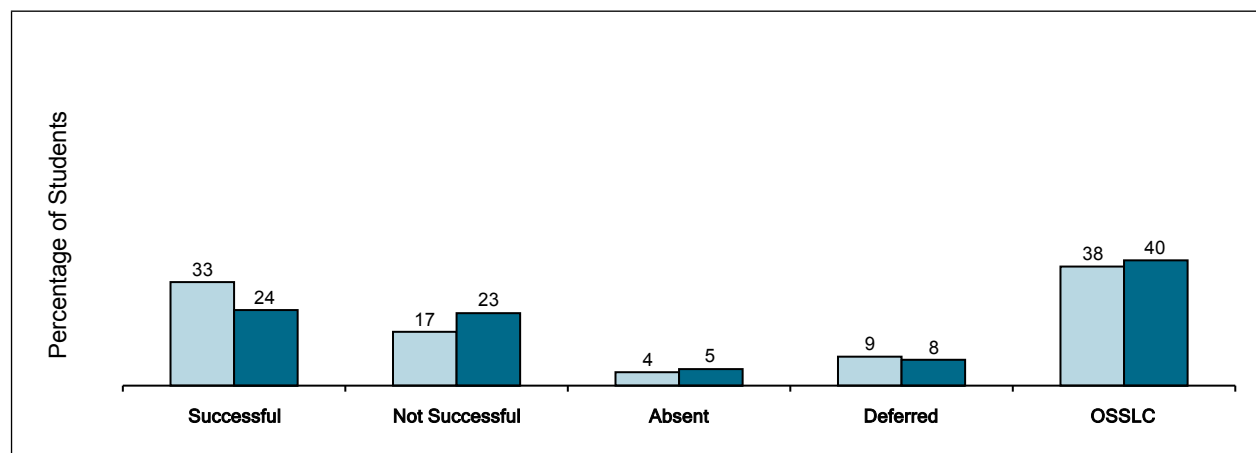


## Ontario Secondary School Literacy Test, 2016–2017

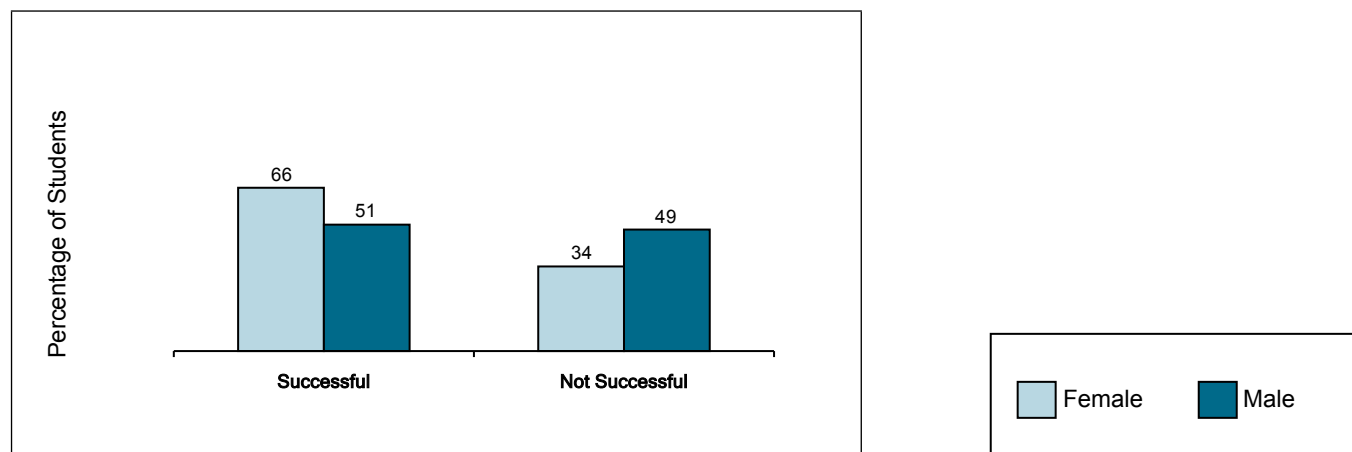
### Board Results by Gender\*†

|                     | Board Results by Gender<br>Previously Eligible Students |     |                   |     |                     |                 |
|---------------------|---|-----|-------------------|-----|---------------------|-----------------|
|                     | All   |     |                   |     | Fully Participating |                 |
|                     | Female<br># = 908                                       |     | Male<br># = 1 497 |     | Female<br># = 450   | Male<br># = 707 |
| Successful          | 297   | 33% | 364               | 24% | 66%                 | 51%             |
| Not Successful      | 153   | 17% | 343               | 23% | 34%                 | 49%             |
| Fully Participating | 450   | 50% | 707               | 47% |                     |                 |
| Absent              | 32  | 4%  | 74                | 5%  |                     |                 |
| Deferred            | 81  | 9%  | 114               | 8%  |                     |                 |
| OSSLC               | 345   | 38% | 602               | 40% |                     |                 |

### Board Results for All Previously Eligible Students by Gender\*†



### Board Results for Fully Participating Previously Eligible Students by Gender\*†



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

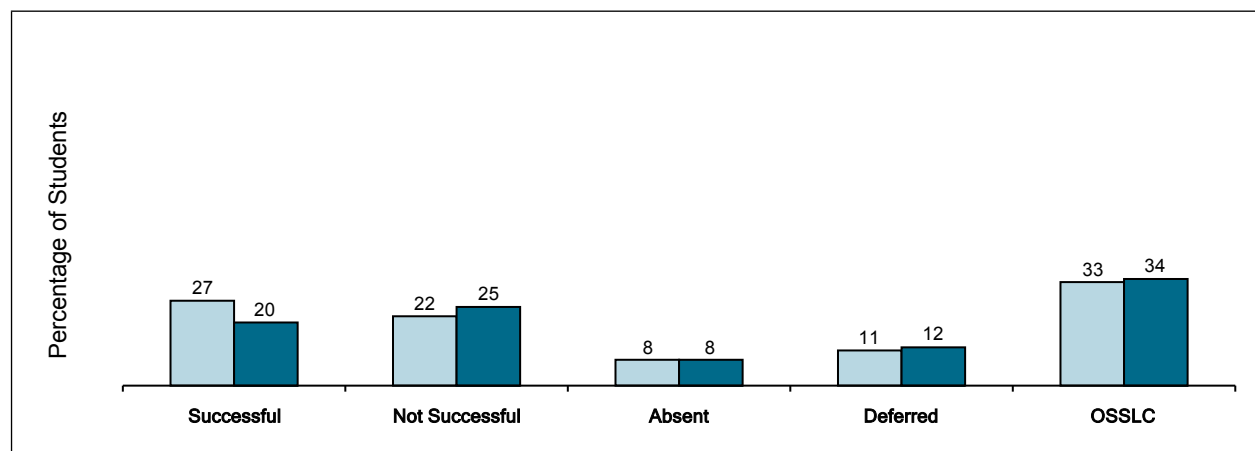
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2016–2017

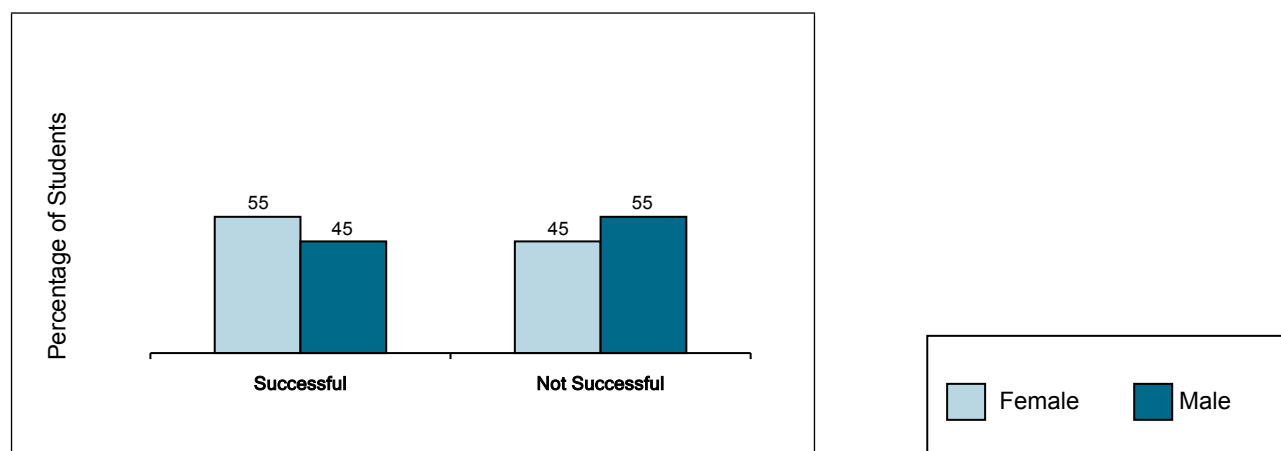
### Provincial Results by Gender\*†

| Provincial Results by Gender<br>Previously Eligible Students |                      |            |                    |            |                      |
|--|----------------------|------------|--------------------|------------|----------------------|
|  | All                  |            |                    |            | Fully Participating  |
|  | Female<br># = 23 582 |            | Male<br># = 35 313 |            | Female<br># = 11 349 |
| Successful   | 6 255                | 27%        | 7 178              | 20%        | 55%                  |
| Not Successful   | 5 094                | 22%        | 8 833              | 25%        | 45%                  |
| <b>Fully Participating</b>                                   | <b>11 349</b>        | <b>48%</b> | <b>16 011</b>      | <b>45%</b> |                      |
| Absent   | 1 914                | 8%         | 2 987              | 8%         |                      |
| Deferred   | 2 631                | 11%        | 4 179              | 12%        |                      |
| OSSLC  | 7 688                | 33%        | 12 136             | 34%        |                      |

### Provincial Results for All Previously Eligible Students by Gender\*†



### Provincial Results for Fully Participating Previously Eligible Students by Gender\*†



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

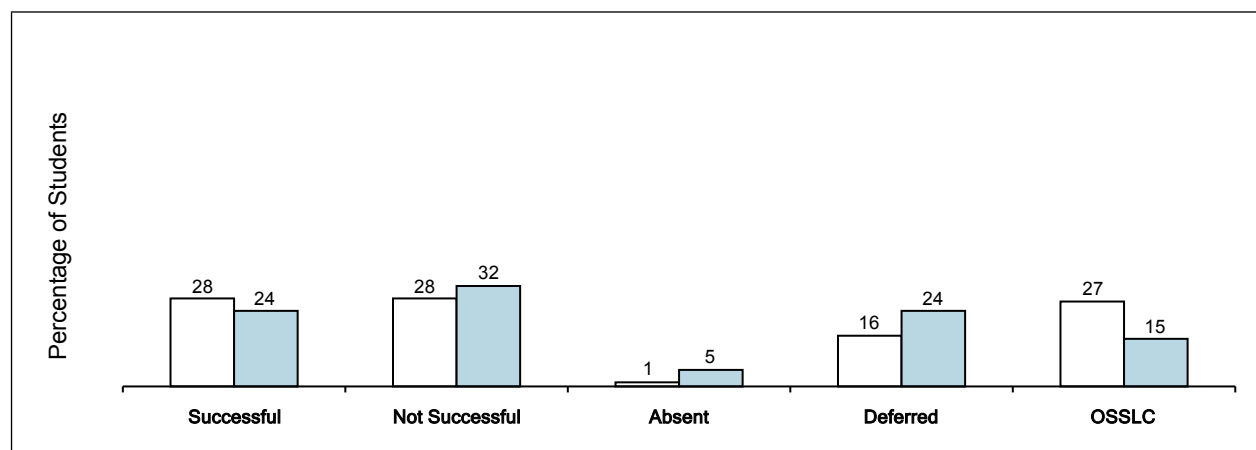
† Includes only students for whom gender data were available.

## Ontario Secondary School Literacy Test, 2016–2017

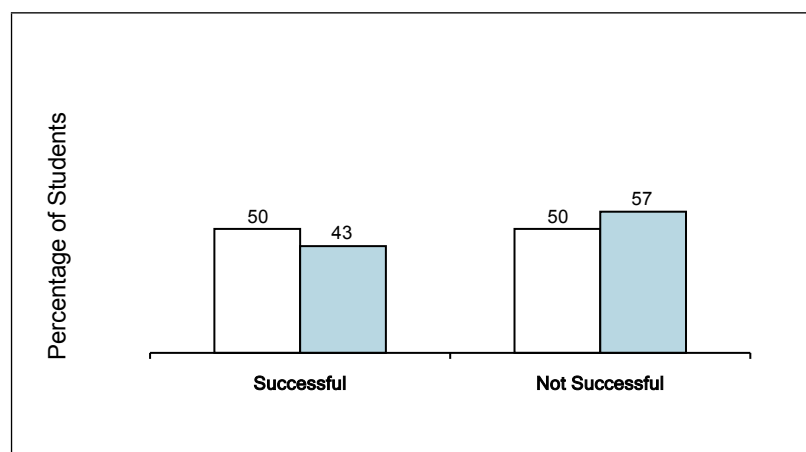
### Results for English Language Learners\*

|                            | Results for English Language Learners<br>Previously Eligible Students |                        |                     |                       |
|----------------------------|---|------------------------|---------------------|-----------------------|
|                            | All   |                        | Fully Participating |                       |
|                            | Board<br># = 761  | Province<br># = 11 276 | Board<br># = 426    | Province<br># = 6 308 |
| Successful                 | 215   | 28%                    | 50%                 | 43%                   |
| Not Successful             | 211   | 28%                    | 50%                 | 57%                   |
| <b>Fully Participating</b> | <b>426</b>  | <b>56%</b>             | <b>56%</b>          |                       |
| Absent                     | 9   | 1%                     |                     |                       |
| Deferred                   | 122   | 16%                    |                     |                       |
| OSSLC                      | 204   | 27%                    |                     |                       |

### Results for All Previously Eligible English Language Learners\*



### Results for Fully Participating Previously Eligible English Language Learners\*



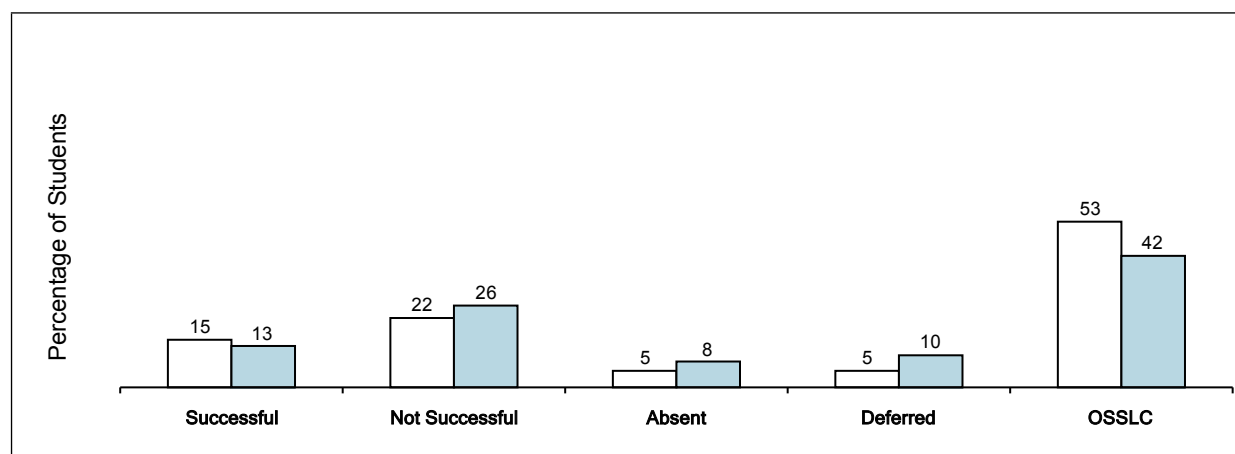
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2016–2017

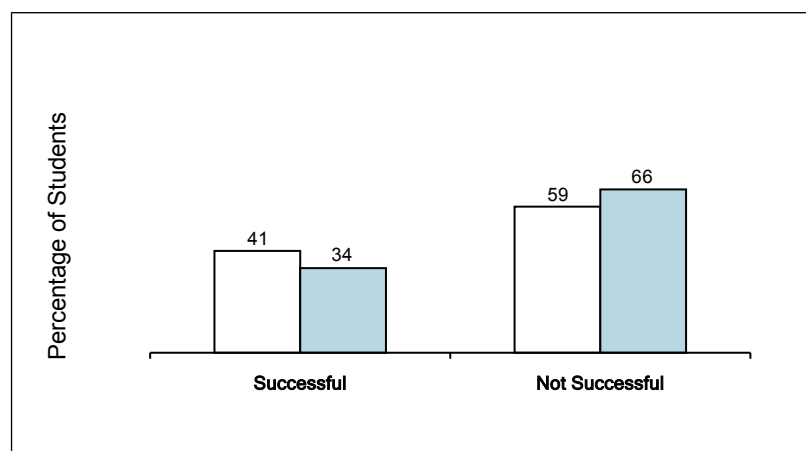
### Results for Students with Special Education Needs (excluding gifted)\*

|                            | Results for Students with Special Education Needs<br>(excluding gifted)<br>Previously Eligible Students |                        |                     |                       |
|----------------------------|---|------------------------|---------------------|-----------------------|
|                            | All   |                        | Fully Participating |                       |
|                            | Board<br># = 826  | Province<br># = 22 624 | Board<br># = 307    | Province<br># = 8 846 |
| Successful                 | 126   | 15%                    | 41%                 | 34%                   |
| Not Successful             | 181   | 22%                    | 59%                 | 66%                   |
| <b>Fully Participating</b> | <b>307</b>  | <b>37%</b>             | <b>39%</b>          |                       |
| Absent                     | 42  | 5%                     |                     |                       |
| Deferred                   | 40  | 5%                     |                     |                       |
| OSSLC                      | 437   | 53%                    |                     |                       |

### Results for All Previously Eligible Students with Special Education Needs (excluding gifted)\*



### Results for Fully Participating Previously Eligible Students with Special Education Needs (excluding gifted)\*



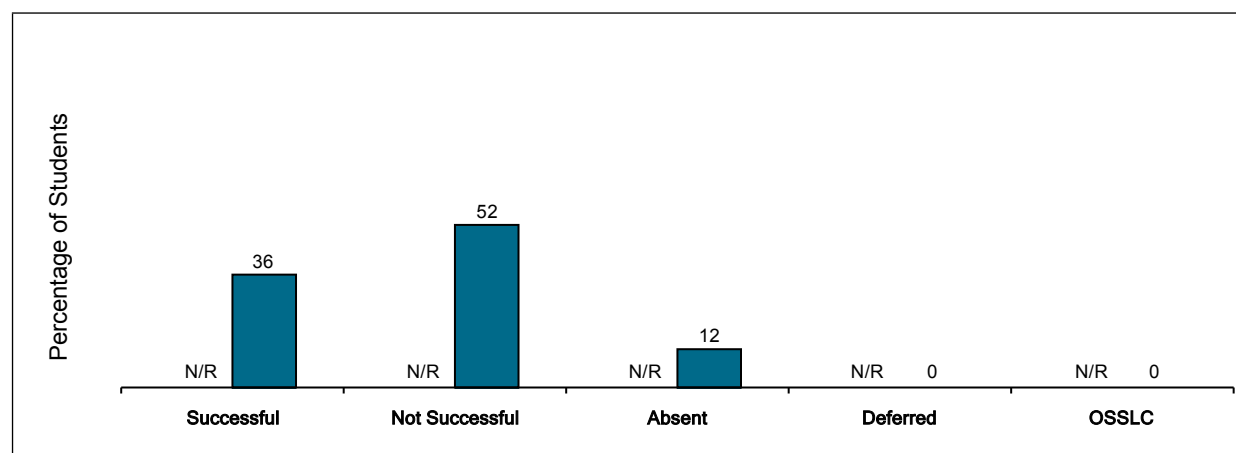
\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

## Ontario Secondary School Literacy Test, 2016–2017

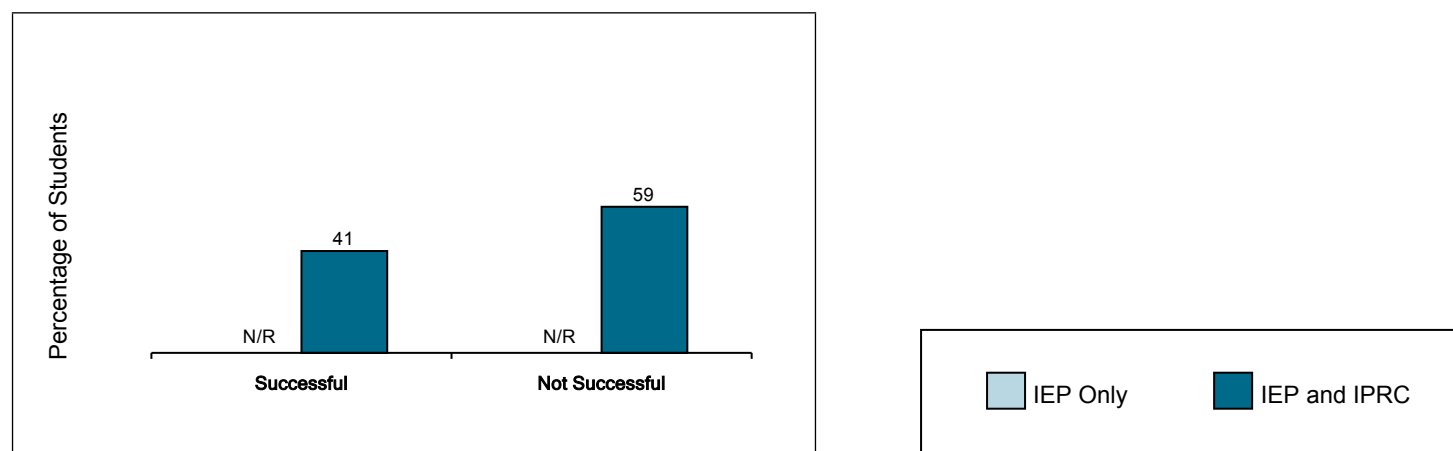
### Board Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*†

|                            | Board Results for Students with Special Education Needs<br>Receiving Accommodations (excluding gifted)<br>Previously Eligible Students |     |                         |     |                     |
|----------------------------|--|-----|-------------------------|-----|---------------------|
|                            | All  |     |                         |     | Fully Participating |
|                            | IEP Only<br># = N/R  |     | IEP and IPRC<br># = 335 |     | IEP Only<br># = N/R |
| Successful                 | N/R  | N/R | 120                     | 36% | N/R                 |
| Not Successful             | N/R  | N/R | 175                     | 52% | N/R                 |
| <b>Fully Participating</b> | N/R  | N/R | 295                     | 88% |                     |
| Absent                     | N/R  | N/R | 40                      | 12% |                     |
| Deferred                   | N/R  | N/R | 0                       | 0%  |                     |
| OSSLC                      | N/R  | N/R | 0                       | 0%  |                     |

### Board Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



### Board Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

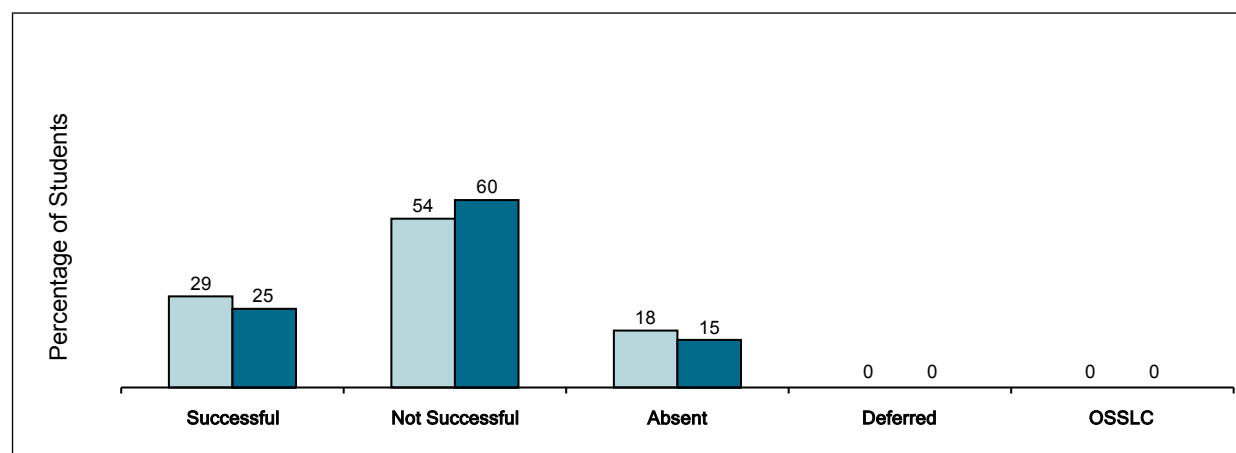
† Percentages are based on students who participated fully in the March administration.

## Ontario Secondary School Literacy Test, 2016–2017

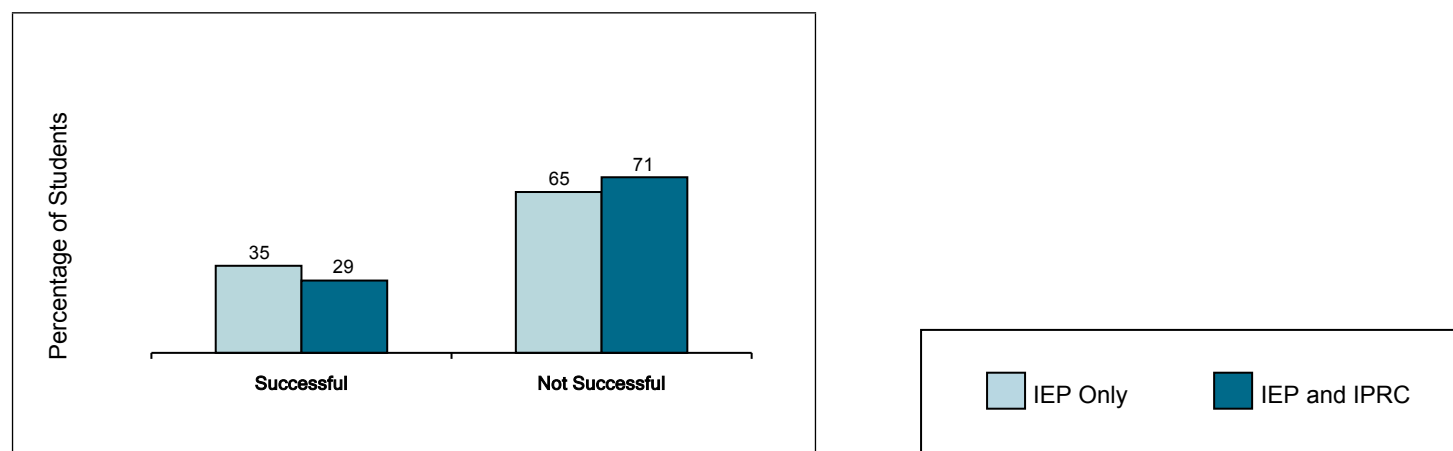
### Provincial Results for Students with Special Education Needs Receiving Accommodations (excluding gifted)\*†

|                            | Provincial Results for Students with Special Education Needs<br>Receiving Accommodations (excluding gifted)<br>Previously Eligible Students |            |                           |            |                           |
|----------------------------|---|------------|---------------------------|------------|---------------------------|
|                            | All   |            |                           |            | Fully Participating       |
|                            | IEP Only<br># = 4 420   |            | IEP and IPRC<br># = 5 298 |            | IEP Only<br># = 3 635     |
|                            |   |            |                           |            | IEP and IPRC<br># = 4 478 |
| Successful                 | 1 268   | 29%        | 1 309                     | 25%        | 35%                       |
| Not Successful             | 2 367   | 54%        | 3 169                     | 60%        | 65%                       |
| <b>Fully Participating</b> | <b>3 635</b>  | <b>82%</b> | <b>4 478</b>              | <b>85%</b> |                           |
| Absent                     | 785   | 18%        | 820                       | 15%        |                           |
| Deferred                   | 0   | 0%         | 0                         | 0%         |                           |
| OSSLC                      | 0   | 0%         | 0                         | 0%         |                           |

### Provincial Results for All Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*



### Provincial Results for Fully Participating Previously Eligible Students with Special Education Needs Receiving Accommodations (excluding gifted)\*

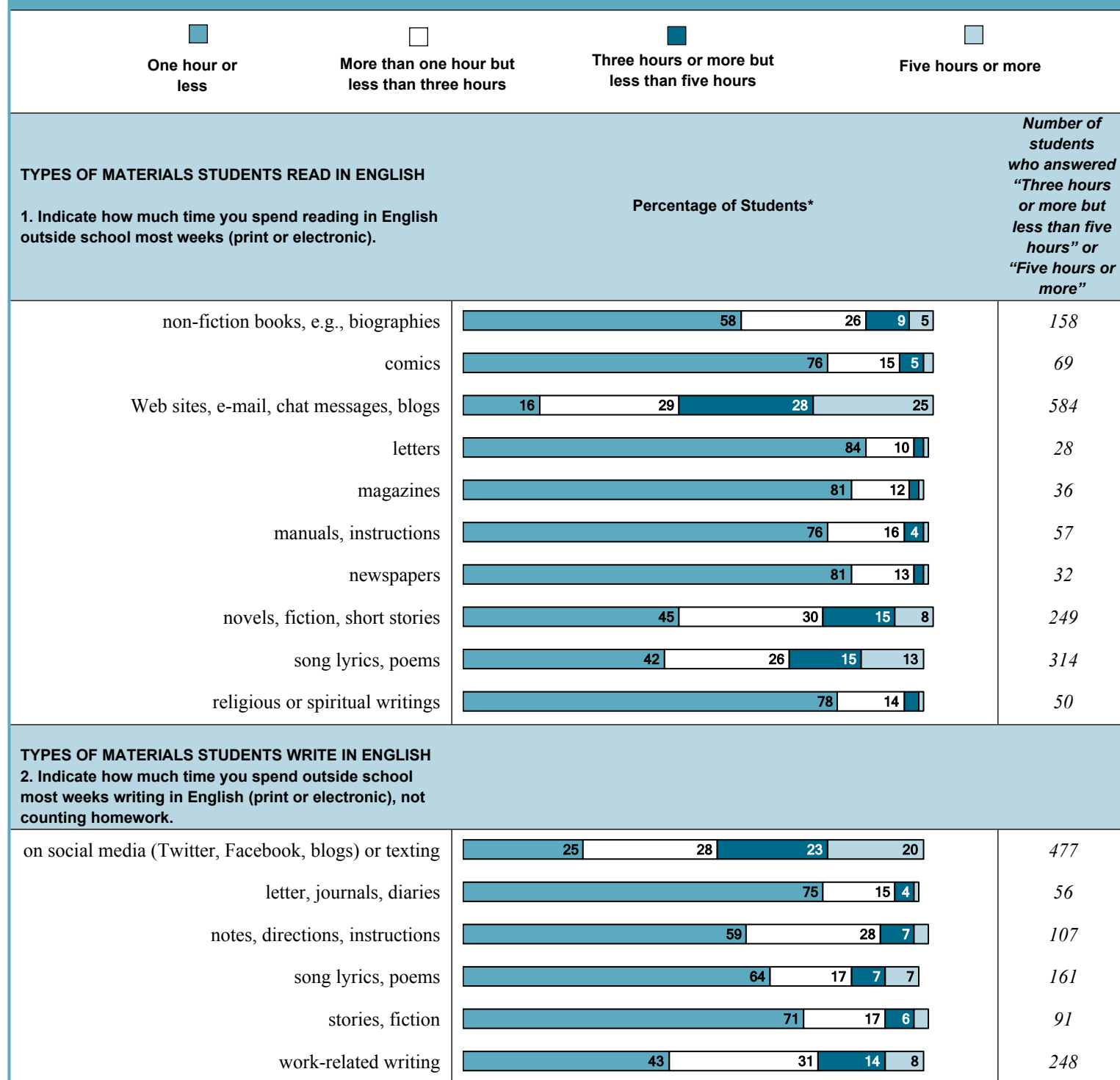


\* Percentages in tables and bar graphs may not add up to 100, due to rounding.

† Percentages are based on students who participated fully in the March administration.

## Ontario Secondary School Literacy Test, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 096)



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

## Ontario Secondary School Literacy Test, 2016–2017

## STUDENT QUESTIONNAIRE RESULTS FOR THIS BOARD (# = 1 096)

## HOME COMPUTER USE

3. Indicate how often you use a computer at home for homework (choose one only).

*Number of students*

|   |  |     |
|---|--|-----|
| I don't have a computer at home                       |  | 36  |
| I never or hardly ever use the computer for homework  |  | 90  |
| I use the computer once or twice a month for homework |  | 116 |
| I use the computer once or twice a week for homework  |  | 338 |
| I use the computer almost every day for homework      |  | 506 |

## LANGUAGE BACKGROUND

4. Is English the first language you learned at home?

|     |  |     |
|-----|--|-----|
| yes |  | 499 |
| no  |  | 586 |

5. What languages do you speak at home (choose one only)?

|   |  |     |
|---|--|-----|
| only or mostly English                                    |  | 446 |
| another language (or other languages) as often as English |  | 266 |
| only or mostly another language (or other languages)      |  | 367 |



Yes



No

## TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME

6. Indicate what English-language materials you have at home (print or electronic).

Percentage of Students\*

*Number of students who answered "Yes"*

|                             |  |       |
|-----------------------------|--|-------|
| dictionaries, encyclopedias |  | 858   |
| books                       |  | 1 004 |
| newspapers                  |  | 703   |
| magazines                   |  | 648   |

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



## Ontario Secondary School Literacy Test, 2016–2017

| STUDENT QUESTIONNAIRE RESULTS<br>FOR BOARD AND PROVINCE<br>(all students, female, male)   | Board              |                      |                    | Province            |                         |                       |
|---|--------------------|----------------------|--------------------|---------------------|-------------------------|-----------------------|
|   | All<br>(# = 1 096) | Female*<br>(# = 437) | Male*<br>(# = 659) | All<br>(# = 25 019) | Female*<br>(# = 10 508) | Male*<br>(# = 14 511) |
| <b>HOME COMPUTER USE</b><br>Percentage of students indicating that they   |                    |                      |                    |                     |                         |                       |
| have a computer at home.  | 96%                | 98%                  | 95%                | 90%                 | 91%                     | 89%                   |
| use the computer almost every day for homework.   | 46%                | 53%                  | 42%                | 28%                 | 31%                     | 25%                   |
| <b>TYPES OF MATERIALS STUDENTS READ IN ENGLISH</b><br>Indicate how much time you spend reading in English outside school most weeks (print or electronic).<br>Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”†                         |                    |                      |                    |                     |                         |                       |
| non-fiction books, e.g., biographies  | 14%                | 15%                  | 14%                | 14%                 | 15%                     | 12%                   |
| comics  | 6%                 | 6%                   | 7%                 | 6%                  | 5%                      | 7%                    |
| Web sites, e-mail, chat messages, blogs   | 53%                | 59%                  | 50%                | 50%                 | 57%                     | 46%                   |
| letters   | 3%                 | 2%                   | 3%                 | 3%                  | 3%                      | 3%                    |
| magazines   | 3%                 | 4%                   | 3%                 | 3%                  | 3%                      | 3%                    |
| manuals, instructions   | 5%                 | 3%                   | 7%                 | 4%                  | 3%                      | 5%                    |
| newspapers  | 3%                 | 3%                   | 3%                 | 3%                  | 3%                      | 4%                    |
| novels, fiction, short stories  | 23%                | 33%                  | 16%                | 20%                 | 28%                     | 14%                   |
| song lyrics, poems  | 29%                | 34%                  | 25%                | 28%                 | 32%                     | 25%                   |
| religious or spiritual writings   | 5%                 | 6%                   | 4%                 | 6%                  | 7%                      | 6%                    |
| <b>TYPES OF ENGLISH-LANGUAGE MATERIALS STUDENTS HAVE AT HOME</b><br>Indicate what English-language materials you have at home (print or electronic).<br>Percentage of students  |                    |                      |                    |                     |                         |                       |
| dictionaries, encyclopedias   | 78%                | 84%                  | 74%                | 73%                 | 75%                     | 71%                   |
| books   | 92%                | 95%                  | 89%                | 90%                 | 92%                     | 88%                   |
| newspapers  | 64%                | 66%                  | 63%                | 66%                 | 66%                     | 66%                   |
| magazines   | 59%                | 63%                  | 57%                | 61%                 | 62%                     | 60%                   |
| <b>TYPES OF MATERIALS STUDENTS WRITE IN ENGLISH</b><br>Indicate how much time you spend outside school most weeks writing in English (print or electronic), not counting homework.<br>Percentage of students who answered “Three hours or more but less than five hours” or “Five hours or more”† |                    |                      |                    |                     |                         |                       |
| on social media (Twitter, Facebook, blogs) or texting   | 44%                | 51%                  | 39%                | 47%                 | 54%                     | 43%                   |
| letters, journals, diaries  | 5%                 | 7%                   | 4%                 | 5%                  | 9%                      | 3%                    |
| notes, directions, instructions   | 10%                | 11%                  | 9%                 | 8%                  | 9%                      | 7%                    |
| song lyrics, poems  | 15%                | 16%                  | 14%                | 17%                 | 18%                     | 16%                   |
| stories, fiction  | 8%                 | 11%                  | 6%                 | 9%                  | 12%                     | 7%                    |
| work-related writing  | 23%                | 27%                  | 20%                | 18%                 | 21%                     | 15%                   |

\* Includes only students for whom gender data were available.

† Other response options were “one hour or less” and “more than one hour but less than three hours”.

## Ontario Secondary School Literacy Test, 2016–2017

| STUDENT QUESTIONNAIRE RESULTS<br>FOR BOARD AND PROVINCE<br>(all students, female, male)                          | Board              |                      |                    | Province            |                         |                       |
|--|--------------------|----------------------|--------------------|---------------------|-------------------------|-----------------------|
|  | All<br>(# = 1 096) | Female*<br>(# = 437) | Male*<br>(# = 659) | All<br>(# = 25 019) | Female*<br>(# = 10 508) | Male*<br>(# = 14 511) |
| <b>LANGUAGE BACKGROUND</b><br>Percentage of students indicating that the first language they learned at home was |                    |                      |                    |                     |                         |                       |
| other than English.  | <b>53%</b>         | 57%                  | 51%                | <b>37%</b>          | 39%                     | 35%                   |
| <b>Percentage of students indicating that they speak the following language(s) at home:**</b>                    |                    |                      |                    |                     |                         |                       |
| only or mostly English   | <b>41%</b>         | 37%                  | 43%                | <b>58%</b>          | 55%                     | 60%                   |
| another language (or other languages) as often as English  | <b>24%</b>         | 26%                  | 23%                | <b>23%</b>          | 24%                     | 22%                   |
| only or mostly another language (or other languages)   | <b>33%</b>         | 37%                  | 31%                | <b>17%</b>          | 19%                     | 16%                   |

\* Includes only students for whom gender data were available.

\*\* Percentages may not add up to 100, due to rounding or to ambiguous or blank responses.

## Ontario Secondary School Literacy Test, 2016–2017

| EXPLANATION OF TERMS   |   |
|--|---|
| <b>First-Time Eligible Students</b>  | First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in the spring of their second year of secondary school; this also applies to students who entered Grade 10 from out of province.   |
| <b>Previously Eligible Students</b>  | Previously eligible includes all students who were absent or deferred, or were unsuccessful during one or more previous administrations; were previously exempted but are now working toward an OSSD; entered Grade 11 or 12 from out of province or enrolled in an adult education program and began Grade 9 in or after the 2000–2001 school year.  |
| <b>All Eligible Students</b>   | This method of reporting provides percentages based on <b>all</b> students in the cohort who are working toward an OSSD. The only students excluded are those who are not working toward an OSSD (exempt students).   |
| <b>Fully Participating Students</b>  | This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded.  |
| <b>Successful</b>  | Students who fully participated in the OSSLT and received a score that met the expected standard.   |
| <b>Not Successful</b>  | Students who fully participated in the OSSLT and received a score that did not meet the expected standard.  |
| <b>Absent</b>  | Students who did not submit work for <b>one or both</b> sessions due to absence or for other reasons.   |
| <b>Deferred</b>  | Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's <i>How to Administer the OSSLT</i> . A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.   |
| <b>OSSLC</b>   | Students are placed in this category of reporting if the school indicated that the students would be fulfilling the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC). For details about the OSSLC, see the Ministry of Education Web site ( <a href="http://www.edu.gov.on.ca">www.edu.gov.on.ca</a> ). All students identified as planning to fulfill the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC) are reported as previously eligible students. If a student completed any portion of the OSSLT, he or she is not categorized as OSSLC. |
| <b>Exempted</b>  | Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.   |
| <b>English Language Learners</b>   | 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).  |
| <b>English Language Learners Receiving Special Provisions</b>                            | These are English language learners identified by the school as receiving special provisions. Detailed information about special provisions is available in EQAO's <i>How to Administer the OSSLT</i> . Students reported in this category are those who participated in the March administration, which offered all permitted special provisions. These data was collected through EQAO's Student Data Collection system.  |
| <b>Students with Special Education Needs (excluding gifted)</b>                          | 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 identified solely as gifted are not included.   |
| <b>Students with Special Education Needs Receiving Accommodations (excluding gifted)</b> | These are students with special education needs identified by the school as receiving accommodations. Students identified solely as gifted are not included. Detailed information about accommodations are available in the Ministry of Education's <i>Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements</i> (2016) and EQAO's <i>How to Administer the OSSLT</i> . Students reported in this category are those who participated in the March administration, which offered all permitted accommodations. These data was collected through EQAO's Student Data Collection system.         |
| <b>N/R</b>   | "Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire (fewer than six in a group) is so small that identification of individual student results might be possible; therefore results are not reported.   |
| <b>N/D</b>   | "No data available" is used to indicate that there were no students in the group or year specified.   |
| <b>W</b>   | Results are being withheld by EQAO. For further information, please contact personnel at the board.   |



# **YORK REGION DISTRICT SCHOOL BOARD**

## **LEADERSHIP STRATEGY 2017-2021**

---

### **Background:**

This report outlines the key components of the York Region District School Board (YRDSB) Leadership Strategy (Appendix 1). The Leadership Strategy was formally launched at the Leader's Retreat on August 30, 2017.

The development of the Leadership Strategy included consultation with the following stakeholder groups:

- All Union Partners
- Aspiring leaders from the #iLEADyrdsb program
- Corporate Management and Professional Staff Council
- Ontario Principal's Council - York Region
- Community Advisory Committees
- Senior Staff
- Trustees

### **Rationale:**

This report outlines the Leadership Strategy which is being shared with trustees and members of the public for information.

The Leadership Strategy includes three key drivers:

- Champion excellence through equity
- Promote a culture of collaborative professionalism
- Inspire current and future leaders

Each of the drivers is expanded using the following format:

- Belief statement
- Focus for leaders
- Actions for leaders
- System actions

We are cognizant of the importance of ethical leadership and we are committed to developing a system-wide deep understanding and application of the traits and actions of ethical leaders.

The Board is deeply invested in developing leaders across the system who advance student achievement and well-being. This is reflected in the Leadership Learning Supports that are offered to aspiring and current leaders (Appendix 2). The Leadership Learning Supports are revised on a yearly basis and going forward will address actions from the Leadership Plan.

System actions will be monitored in a variety of ways. A system leadership survey will be developed to assess progress. This information will be leveraged in addition to other system survey data to gather input from all stakeholders (students, parents, staff) and measure progress. The Leadership Development Team will work with the other teams responsible for system actions to monitor implementation, as well as with the team responsible for the [Equity Action Plan](#).

### **Relationship to Board Priorities:**

York Region District School Board recognizes leadership as a foundational practice essential to inspiring staff learning to improve student achievement and well-being. Leadership is crucial to supporting innovation as it sparks creativity in problem solving, new approaches to learning together, and continuous improvement. Leadership must strengthen our commitment to equity through relentless work toward the eradication of systemic barriers to academic success and well-being for all learners to ensure the condition of fair, inclusive, and respectful treatment of all people.

A first step in enacting this vision is to ensure that schools and workplaces have an unwavering commitment to equity, achievement and well-being.

### **Equity**

Leaders who champion excellence through equity have acquired a high level of critical consciousness in order to identify and engage in work to dismantle systemic barriers that impact achievement and well-being for marginalized individuals so that all are able to reach their full potential. They understand that equity is a foundational practice that is critical to interrupting the status quo and is necessary to improve outcomes particularly for those historically and currently marginalized by the education system.

The leader's role is to advocate for change by identifying, naming and correcting inequitable structures on behalf of those less well served by our schools. Championing excellence means seeing the assets in all our students, their families, and their communities. It also means ensuring that school environments are responsive to and reflective of the diversity of student needs. It includes allocating and aligning resources with these priorities, designing equitable programs, addressing issues of power, privilege, biases and barriers and building strong relationships with diverse stakeholders including but not limited to parents and communities.

### **Achievement**

The York Region District School Board aspires to both excellence and equity of outcomes. Consistent with the provincial goals of [Achieving Excellence](#), we want children and students of all ages to achieve high levels of success and acquire the skills and knowledge to be confident problem-solvers who are engaged in authentic, relevant and deep learning that enables them to create, connect, communicate and share their learning with others. Central to the improvement of student achievement and well-being is the need for leaders to create cultures that cultivate collective efficacy to support learning and high expectations so that each of our students can feel valued and reach their full potential.

## **Well-Being**

The York Region District School Board recognizes the need for a balanced focus on well-being and achievement as interconnected elements and ensures that this focus is shared by all stakeholders. Leaders build trusting relationships as foundational to creating the conditions that support well-being for all. Leaders understand that well-being is fundamental to success and that collaboration with staff, students, families and communities is necessary to foster wellbeing in all staff and members of our school communities. They support the creation of equitable and inclusive learning and working spaces where students and staff members thrive, caring relationships flourish, positive mental health is promoted and resiliency is strengthened.

The YRDSB Leadership Strategy complements the [Ontario Leadership Framework](#) (OLF) including the Personal Leadership Resources (PLRs) and the Board's Leadership Framework for Managers. Together, they focus on the changing role of all leaders throughout the district in promoting and mobilizing professional practices aligned with the Mission, Vision and Values (MVV), planning processes ([Multi-Year Plan](#)) and further implementing the areas of focus of the [Board Improvement Plan for Student Achievement and Well-Being](#) (BIPSA).

## **Estimated Cost:**

Not applicable.

## **Time Line:**

Immediate.

## **Communication Implementation Plan:**

Coordinating Council of Superintendents  
Board Standing Committee

October 11, 2017  
October 17, 2017

## **Appended Data:**

Appendix 1: York Region District School Board Leadership Strategy  
Appendix 2: Leadership Development Learning Supports

Respectfully submitted,

D. McNaughton, Superintendent of Education, Indigenous Programs, Leadership Development and Corporate Policy.

October 17, 2017

***For further information, please contact Superintendent of Education, Indigenous Programs, Leadership Development and Corporate Policy, Drew McNaughton or the Director of Education***





# Leadership Strategy 2017-2021



**> LEADERS**  
will Champion Excellence Through Equity

**CHARACTER  
COMPETENCIES  
COMMITMENT**



**> LEADERS**  
will Promote a Culture of Collaborative Professionalism



**> LEADERS**  
will Inspire Current and Future Leaders



**Champion excellence  
through equity**



**Promote a culture of  
collaborative professionalism**



**Inspire current and  
future leaders**

**York Region District School Board** recognizes leadership as a foundational practice essential to inspiring staff learning to improve student achievement and well-being. Leadership is crucial to supporting innovation as it sparks creativity in problem solving, new approaches to learning together, and continuous improvement. Leadership must strengthen our commitment to equity through relentless work toward the eradication of systemic barriers to academic success and well-being for all learners to ensure the condition of fair, inclusive and respectful treatment of all people.

York Region District School Board's vision ***“to be a leader in public education by empowering all students to become engaged and caring citizens of the world”*** will require leaders who exemplify the character, competencies and commitment of ethical leadership as they:

**Champion** excellence through equity

**Promote** a culture of collaborative professionalism

**Inspire** current and future leaders

The YRDSB Leadership Strategy complements the Ontario Leadership Framework (OLF) including the Personal Leadership Resources (PLRs) and the YRDSB Leadership Framework for Managers. Together, they focus on the changing role of all leaders throughout the district in promoting and mobilizing professional practices aligned with the board's Mission, Vision and Values (MVV), planning processes (Multi-Year Plan and Director's Annual Plan) and further implementing the areas of focus of the Board Improvement Plan for Student Achievement and Well-Being (BIPSA).



# LEADERS WILL CHAMPION EXCELLENCE THROUGH EQUITY



We believe that **IF** all staff are committed to developing an understanding of anti-oppression and critically analyzing existing structures and their own actions as leaders, **THEN** implementation of promising, equitable practices will promote access to opportunity and resources so that all staff and students are supported and inspired to succeed in a culture of high expectations for learning.

## FOCUS FOR LEADERS

- Commit to learning about anti-oppression and understand how privilege, power and oppression result in inequitable outcomes for marginalized students, staff and communities
- Create opportunities for staff learning about Indigenous ways of knowing, anti-oppression, social justice and culturally responsive and relevant pedagogy
- Engage self and others to critically analyze and challenge structures that perpetuate the marginalization of students, staff and community of non-dominant identities (e.g. Indigenous, racialized, students with special needs, English language learners, and children and youth in care)
- Apply the principles of anti-oppression to inform decisions, revise structures and implement new actions for continuous improvement

## ACTIONS FOR LEADERS

- Engage in ongoing learning to understand how identity and positionality (e.g. race, class, gender) inform perspective and shape individual beliefs and actions as well as structures
- Commit to understanding and collaboratively implementing the Truth and Reconciliation Commission of Canada Calls to Action 62 and 63 which are focused on teaching and learning through Indigenous ways of knowing
- Develop own and others' capacity to listen to marginalized voices with the intention to understand
- Support staff in ongoing dialogue about anti-oppression and social justice within the context of school and workplace
- Engage families and community in dialogue to ensure responsive, equitable and inclusive environments
- Implement concrete actions to address and interrupt systemic barriers to equity and inclusion for students, staff and community
- Support learning design and the use of resources that are intentional, responsive, and authentic for learners and are based on an understanding of learners' social identities and how these shape their experience in schools, workplaces and society

# LEADERS WILL PROMOTE A CULTURE OF COLLABORATIVE PROFESSIONALISM



We believe that **IF** all staff are working collaboratively to build respectful, equitable, trusting professional relationships that focus on growth, **THEN** our organization will advance a culture of collaborative professionalism and ensure an inclusive learning environment for all.

## FOCUS FOR LEADERS

- Nurture trusting professional relationships and positive environments through transparency and collaborative communication
- Create a culture of engagement, equity and inclusivity aligned with the OLF including the PLRs and the CODE document Equity and Inclusive Education: Going Deeper
- Activate participation in ongoing professional learning by valuing diverse perspectives, worldviews and experiences, sincere dialogue and community engagement
- Critically engage in the use of research-informed practice to improve learning in schools and workplaces
- Be responsive to the strengths of all individuals and consider positionality factors when supporting professional growth

## ACTIONS FOR LEADERS

- Co-create and communicate a vision for improvement plans that is passionate, responsive, inclusive and focused on student achievement and well-being
- Develop collective responsibility for continuous improvement focused on co-learning through a cycle of inquiry, collective action and reflective practice
- Identify and eliminate systemic barriers experienced by staff, including those of marginalized identities, toward participation in professional learning and continuous improvement
- Find a variety of ways to engage staff in ongoing dialogue about professional learning and collaboration within the context of school and workplace
- Foster an environment which allows for the opportunity to ask questions, engage in dialogue and discourse, and co-construct shared understandings
- Demonstrate intellectual humility and approach discomfort and challenges as opportunities for new learning
- Model proficiency as a critical thinker and encourage this in others
- Recognize and respond to the multiple entry points and understandings of equity, content and pedagogy/professional learning

# LEADERS WILL INSPIRE CURRENT AND FUTURE LEADERS



We believe that **IF** leaders model ethical leadership practices and support the growth of aspiring leaders in culturally responsive ways, **THEN** future leaders will develop the character, competencies and commitment to implement the Mission and Vision and explicitly practice the Values of YRDSB to sustain and further develop the organization.

## FOCUS FOR LEADERS

- Develop and nurture relationships based on relational trust founded on integrity and action
- Promote and model a culture of openness and receptivity to diverse opinions and perspectives among staff, students, parents, families and community
- Be intentional in inspiring future leaders
- Develop others' leadership capacity to address the system's changing needs
- Commit to developing the character, competencies and commitment of ethical leadership in self and others
- Facilitate current and future leaders' capacity to examine their own social identities and how those identities shape underlying biases, assumptions and actions

## ACTIONS FOR LEADERS

- Exemplify and build shared practices that embed the YRDSB Mission, Vision and Values in daily work
- Develop skills in coaching, mentoring and facilitation that are responsive to diverse social identities
- Support and nurture the leadership growth in new and aspiring leaders seeking learning opportunities
- Ensure that entry and transition planning are supportive for both incoming and outgoing leaders
- Seek input, be open to feedback, actively reflect and take action for continuous improvement and growth
- Model risk taking and openness to learning from mistakes or failure as an approach to leading and learning
- Provide transparent structures that ensure all staff members know about and are able to participate in a variety of leadership and professional learning opportunities
- Participate in regular and timely growth-oriented appraisal processes
- Be responsive to the various contexts and leverage leadership and management skills to support students, staff and community
- Develop capacity to understand the interconnections of system initiatives

# SYSTEM ACTIONS

**System level actions will support leaders and the implementation of York Region District School Board's Leadership Strategy.**



**Champion  
excellence  
through  
equity**

- Engage in a policy review through an anti-oppressive lens, identify systemic barriers, and make recommendations to improve or create policies
- Co-create and support structures that facilitate dialogue and partnership with parents and communities to ensure equitable policies, procedures and practices which are reflective of multiple perspectives and lived experiences
- Commit resources to develop an understanding of anti-oppression and its application to better serve students of marginalized identities
- Address system structures which continue to marginalize students, staff and community of non-dominant identities
- Monitor and assess actions taken to remove discrimination and systemic barriers in all instruction and support services to students
- Gather evidence about promising and proven equitable practices that demonstrate a positive impact on staff and student achievement and well-being



**Promote a  
culture of  
collaborative  
professionalism**

- Build a shared understanding of collaborative professionalism through consultation, collaboration and communication with unions, associations and other stakeholders
- Engage with various stakeholder groups in a review of existing structures to identify and remove those that are barriers to collaborative professionalism
- Commit to transforming professional culture which naturally optimizes learning, working and leading
- Support managers, system and school leaders in understanding the current culture within their schools and workplaces and in building professional cultures that are responsive, inclusive and focused on learning
- Support interdependent professional learning through collaborative partnerships



**Inspire  
current  
and future  
leaders**

- Stay current in global trends and research to anticipate system leadership requirements in building and sustaining an equitable and inclusive educational organization
- Address the district's leadership needs through strategic capacity building which integrates equity and inclusivity as foundational components
- Provide transparent and equitable opportunities for leadership learning with intentional opportunities and resources for current and future leaders of marginalized identities, including racialized leaders
- Ensure transparent and equitable processes for recruiting, selecting, placing and transferring leaders
- Develop shared understanding of the character, competencies and commitment of ethical leadership and provide opportunities and tools for self-reflection and feedback
- Commit to supporting and monitoring growth-oriented performance appraisals for all leaders
- Support the focused work of leaders by making explicit the purpose and the interconnections of multiple system initiatives and by streamlining their processes

All current and new leadership learning opportunities will integrate the focus areas and learning from the YRDSB Strategic Leadership Plan.

| Aspiring Leaders  | New Leaders  | Experienced Leaders   |
|---|--|---|
| Leadership development for individuals who aspire to formal or informal leadership roles.   | Leadership learning for newly appointed leaders (Vice-Principals, Principals, Managers) in their first two years in the role.  | Leadership Learning for Vice-Principals, Principals and Managers in the role for more than 4 years.   |
| <p><b>#iLEADyrdsb</b></p> <ul style="list-style-type: none"><li>Leadership learning series available to all staff interested in developing their awareness and understanding of what it means to be a leader, as well as the practices and behaviours that support a leader’s mindset.</li></ul> <p><b>Mentoring Program for Informal Leaders</b></p> <ul style="list-style-type: none"><li>Leadership learning opportunity for identified roles in the system that provide mentoring support for individuals that are newly appointed (Designated ECE, Education Assistant, Elementary and Secondary Office Administrative Assistants (EOAA, SOAA).</li></ul> <p><b>Exploring the Role of the School Administrator</b></p> <ul style="list-style-type: none"><li>Leadership learning opportunity that allows current teachers to understand the role, responsibilities of the the school administrator, and to develop awareness of the selection requirements, as well as the selection process.</li></ul> <p><b>VP Selection Process Workshops</b></p> <ul style="list-style-type: none"><li>Focussed information/learning sessions designed to support teachers’ understanding of the key components of the Vice Principal selection process.</li></ul> | <p><b>Coaching/Mentoring of Newly Appointed Principals/Vice-principals</b></p> <ul style="list-style-type: none"><li>Formal mentoring/coaching support provided to new appointees in the first two years in their role.</li></ul> <p><b>Transitioning to a New School Administrator Role</b></p> <ul style="list-style-type: none"><li>Formalized conversations that occur at the time of appointment or transfer to support the transition of School Administrators from one school to another.</li></ul> <p><b>Vice-Principal Induction</b></p> <ul style="list-style-type: none"><li>Required on-boarding learning/network sessions provided in their first year in the role, that supports the leadership learning of teachers transitioning to the role of Vice Principal.</li></ul> <p><b>Principal Induction Program</b></p> <ul style="list-style-type: none"><li>Required on-boarding learning/network sessions provided in their first two years in the role, that supports the leadership learning of Vice- Principals transitioning to the role of Principal.</li></ul> <p><b>VP Networks in Each Area</b></p> <ul style="list-style-type: none"><li>Regular networking opportunity that supports role specific leadership learning needs identified by the network.</li></ul> | <p><b>Cognitive Coaching</b></p> <ul style="list-style-type: none"><li>Leadership learning series that develops the awareness and understanding of a coaching mindset, as well as the behaviours, practices and tools to support themselves, and others in a coaching capacity.</li></ul> <p><b>Facilitation Skills Leadership Learning</b></p> <ul style="list-style-type: none"><li>Mediating Conflict,Facilitating through Conflict,Facilitating Meetings/conversations that work, Negotiating through Difficult situations.</li></ul> <p><b>Adaptive Schools Training</b></p> <ul style="list-style-type: none"><li>Leadership learning to develop the collective identity and capacity of organization members as collaborators and inquirers and leaders.</li></ul> <p><b>Role of the Principal in Supporting a Newly Appointed VP</b></p> <ul style="list-style-type: none"><li>Information/dialogue sessions to explore the role of the Principal in supporting the learning and development of the new Vice Principal.</li></ul> <p><b>Corporate Management and Professional Staff (CMPS) Network</b></p> <ul style="list-style-type: none"><li>Regular networking opportunity that supports individual, cross department, and system learning in support of core business functions and system priorities/directions.</li></ul> |

|  |  |  |
|--|--|--|
| <p><b><i>Aspiring Administrative Assistant Program</i></b></p> <ul style="list-style-type: none"><li>Leadership learning opportunity for support staff interested in aspiring to Administrative Assistant positions and learning more about the roles, responsibilities and expectations of administrative support positions in schools and administrative centres/offices.</li></ul> <p><b><i>VP Prep Academy</i></b></p> <ul style="list-style-type: none"><li>Leadership learning opportunity that supports teachers placed in the VP hiring pool that explores the role of the school administrator, establishes a network of colleagues that are on the same school leadership path, deepens their understanding of the Ontario Leadership Framework, and develops a learning plan to support their individual leadership growth and development.</li></ul> <p><b><i>Support Staff Networks</i></b></p> <ul style="list-style-type: none"><li>Regular networking opportunity that supports role specific leadership learning needs identified by the network.</li></ul> | <p><b><i>New Program - Coaching/Mentoring of newly appointed Managers</i></b></p> <ul style="list-style-type: none"><li>Formal mentoring/coaching support provided in the first two years in their role.</li></ul>   | <p><b><i>Leading Change Effectively in Government - in partnership with Schulich School of Business - CMPS staff</i></b></p> <ul style="list-style-type: none"><li>Leadership learning series that supports current and future leaders in cross-department leadership learning that focuses on leading change effectively in education.</li></ul> <p><b><i>Department Improvement Planning - CMPS staff</i></b></p> <ul style="list-style-type: none"><li>Formalized leadership learning that supports and develops the leadership capacity of departments in the development of department improvement plans.</li></ul> <p><b><i>System-Level Leadership Learning Program</i></b></p> <ul style="list-style-type: none"><li>Leadership learning series that supports current principals and managers with the opportunity to explore the role, responsibilities, and challenges of being a system leader - Supervisory Officer.</li></ul> |
|  | <p><b><i>YRDSB/OPC Speakers Series</i></b></p> <p>Topic specific leadership learning opportunities offered to all school administrators and co-developed in partnership with YRDSB and OPC-YRDSB.</p> <p><b><i>Leading and Learning at Area Meetings</i></b></p> <p>Monthly leadership learning opportunities for school administrators co-developed by Superintendents, school administrators, curriculum and leadership development staff.</p> |  |



|   |  |
|---|--|
|   |  |
| <p><b><i>Leadership Development individual workshop offerings - leadership learning sessions available to all staff</i></b></p> <p>Emotional Intelligence - Setting Priorities and Time Management - Utilizing vision to engage and motivate your team - Generational differences - Team building - Creating a welcoming environment - Understanding Change - Change game - Positive workplaces and well being - Understanding self and those you work with: True Colors - Transition management - Leadership/Management mix - Coaching: An introduction - 7 habits of Highly Effective People - Managing in a Unionized environment - Media relations - Budget management- Leadership/Management Mix - Coaching: An Introduction - Having Difficult Conversations - Board Policies and Procedures - Developing the Leader in You</p> <p><b><i>LD Web page - Support Resources</i></b></p> <p>Access and procurement of leadership learning resources that would support site based leadership study group networks</p> <p><b><i>Quest</i></b></p> <p>An international educational conference where participants consider current educational issues and learn together to improve student achievement and well-being</p> |  |



**YORK REGION DISTRICT SCHOOL BOARD  
EQUITY AND INCLUSIVITY ADVISORY COMMITTEE  
ANNUAL REPORT SEPTEMBER 2016 - JUNE 2017**

---

**Background:**

The Equity and Inclusivity Advisory Committee (EIAC) is an advisory committee which supports the York Region District School Board in its commitment to providing equitable and inclusive learning and working environments in all schools and workplaces of the Board. On an annual basis EIAC will provide an annual report for information to the Board of Trustees.

**Rationale:**

As outlined in the Equity and Inclusivity Advisory Committee Operational By-Law, the annual report is being submitted to trustees for information. This report outlines how the advisory function of the Equity and Inclusivity Advisory Committee supports the York Region District School Board.

**Estimated costs:**

N/A

**Timeline:**

September to June activities, challenges and accomplishments of the Equity and Inclusivity Advisory Committee.

**Communications Implementation Plan:**

|   |                    |
|---|--------------------|
| Equity and Inclusivity Advisory Committee | September 14, 2017 |
| Coordinating Council of Superintendents   | September 27, 2017 |
| Board Standing Committee Meeting          | October 17, 2017   |

**Appended Data:**

Appendix A - Equity and Inclusivity Advisory Committee 2016-2017 Annual Report  
Appendix B - 2016-2017 EIAC Membership List

Respectfully Submitted,

October 17, 2017

***For further information, please contact Associate Director of Education, Schools  
L. Johnstone, Coordinating Superintendent of Education, Equity and Community  
Services C. Roach or the Director of Education.***

**EQUITY AND INCLUSIVITY ADVISORY COMMITTEE (EIAC)  
ANNUAL REPORT SEPTEMBER 2016 - JUNE 2017**

**EIAC's Mandate**

The Equity and Inclusivity Advisory Committee (EIAC) is an advisory committee which supports the York Region District School Board in its commitment to providing equitable and inclusive learning and working environments in all schools and workplaces of the Board. EIAC will also provide advice regarding the development and implementation of the Board's Equity and Inclusivity Strategy, policies and procedures and will help ensure that the Board addresses all dimensions of diversity. The dimensions of diversity include, but are not limited to ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation and socio-economic status.

| Date               | EIAC Motions | Action Items  | Board Response  |
|--------------------|--------------|---|---|
| September 15, 2016 |              | <ul style="list-style-type: none"> <li>M. Cassidy, Mental Health Lead, presented information on YRDSB Mental Health and Addition Strategy.</li> <li>Information regarding York Region Interfaith Advisory Network will be shared at the next EIAC meeting.</li> <li>Committee members were invited to provide feedback on the Board's Mental Health and Addition Strategy.</li> </ul> | <ul style="list-style-type: none"> <li>The presentation was received for information.</li> <li>Information was presented at the October 13, 2016 meeting.</li> <li>Feedback was presented at the October 13, 2016 meeting.</li> </ul>       |
| October 13, 2016   |              | <ul style="list-style-type: none"> <li>M. Bowe, Children's Aid Society and R. Veerappan, York Region Police shared information on Interfaith Advisory Network.</li> <li>Committee members requested a list of community service providers who participate on the community resiliency table.</li> </ul>   | <ul style="list-style-type: none"> <li>P. Woods, Principal, Inclusive School and Community Services shared information at the October 27, 2016 Joint PEAC/EIAC meeting regarding participants on the community resiliency table.</li> </ul> |

| Date   | EIAC Motions  | Action Items   | Board Response   |
|--|---|--|--|
| October 27, 2016<br><b>(Joint PEAC/EIAC meeting)</b> |   | <ul style="list-style-type: none"> <li>• J. Parappally, Director of Education presented information on the YRDSB Board Improvement Plan for Student Achievement and Well-Being (BIPSA)</li> <li>• Information about the three focus areas will be shared at future meetings.</li> </ul>  | <ul style="list-style-type: none"> <li>• The presentation was received for information.</li> </ul>   |
| February 9, 2017                                     | <p><b>That the Equity and Inclusivity Advisory Committee strongly condemn the language used by Trustee Nancy Elgie and stand with the Black community and the York Region District School Board community in eradicating its use.</b></p> <p><b>That the Equity and Inclusivity Advisory Committee recommends that trustees work with affected parties and communities to heal, repair and restore public confidence in the</b></p> | <ul style="list-style-type: none"> <li>• N. Aoudeh, Curriculum Coordinator, W. Swaine, Elementary Principal, Student Services, and L. Cohen, Principal, Thornhill Woods Public School, presented information on Regional and School Based Data: 'Students in the Gap'.</li> <li>• Committee Chair noted further discussion on the collection and use of demographic data will occur.</li> <li>• Committee members will revisit an EIAC supported recommendation regarding demographic data about students.</li> <li>• Further discussion will be scheduled at a future EIAC meeting in regards to feedback and input on Board issues.</li> </ul> | <ul style="list-style-type: none"> <li>• The presentation was received for information.</li> <li>• L. Carruthers, Chair of the Board, referenced the motion raised by EIAC at the February 9, 2017 meeting and noted that the Board has responded by asking EIAC to provide recommendations to the Board of Trustees with regard to specific actions to be taken.</li> </ul> |

| Date          | EIAC Motions   | Action Items  | Board Response   |
|---------------|--|---|--|
|               | <b>Board (for example, steps to address systemic anti-Black racism, town halls on anti-Black racism and other outreach initiatives that partner with the Black community).</b> |   |  |
| March 9, 2017 |  | <ul style="list-style-type: none"> <li>• C. Turner, Manager, Research Services, presented information on York Region District School Board Student, Staff and Parent School Climate Surveys.</li> <li>• Committee members made suggestions regarding administration of the YRDSB Student, Staff and Parent School Climate Surveys.</li> </ul> | <ul style="list-style-type: none"> <li>• The presentation was received for information.</li> <li>• Feedback was taken into consideration.</li> </ul> |
| May 9, 2017   |  | <ul style="list-style-type: none"> <li>• L. Johnstone, Acting Director of Education, and L. Carruthers, Board Chair, and K. Friedman, Associate Director of Education, Schools, provided an overview of the Minister's Directions to the York Region District School Board.</li> </ul>  | <ul style="list-style-type: none"> <li>• The presentation was received for information.</li> </ul>   |

| Date         | EIAC Motions   | Action Items   | Board Response   |
|--------------|--|--|--|
| June 8, 2017 | <p><b>That K. Carbis, L. Singh and M. Bowe be appointed to represent the Equity and Inclusivity Advisory Committee in a focus group that will provide input into the development of a policy and practice that supports the development of inclusive and respectful relationships between the Board and advisory committees to facilitate meaningful input into Board matters in accordance with Direction 13 from the Minister of Education to the York Region District School Board.</b></p> | <ul style="list-style-type: none"> <li>• L. Carruthers Board Chair, noted that the election of an EIAC Chair will be postponed until the next regularly scheduled EIAC meeting.</li> <li>• Committee members were asked to provide feedback on all of the directions, with specific focus on Direction 13 which is directly related to the work of the advisory committees.</li> <li>• A policy and practice is to be created which supports the relationships between the Board and advisory committees to facilitate meaningful input into Board matters.</li> <li>• A focus group, composed of members from all three advisory committees, is being established to support the review of existing documents and recommend changes that reinforce the importance of engagement.</li> <li>• Committee members were reminded to review and provide feedback on policies on which the Board is currently seeking feedback, specifically;             <ul style="list-style-type: none"> <li>○ the new Human Rights policy and procedure,</li> <li>○ the Director of Education Selection policy and procedure, and</li> <li>○ the Director of Education Performance Review policy and procedure</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• The Direction 13 Focus Group met on August 15, 2017. Input was incorporated into Policy #237.0, Parent, Family and Community Engagement and its related procedures. These documents were reviewed by Trustees at the September 12, 2017 Policy and By-Law Committee meeting, September 26, 2017 Chair's Committee meeting and approved at the October 3, 2017 Board meeting. The final policy and procedure was submitted to the Minister.</li> </ul> |

### **Presentations made to the EIAC**

| <b>Month</b>   | <b>Topic</b>  | <b>Presenter</b>                         |
|--|---|--|
| September 15, 2016                                   | York Region District School Board Mental Health and Addiction Strategy              | M. Cassidy                               |
| October 13, 2016                                     | Interfaith Advisory Network   | M. Bowe, R. Veerappan                    |
| October 27, 2016<br><b>(Joint PEAC/EIAC Meeting)</b> | Board Improvement Plan for Student Achievement and Well-Being (BIPSA)               | J. Parappally                            |
| February 9, 2017                                     | Regional and School Based Data: 'Students in the Gap'                               | N. Aoudeh, W. Swaine, L.                 |
| March 9, 2017  | York Region District School Board Student, Staff and Parent School Climate Surveys. | C. Turner                                |
| May 9, 2017  | Walk-Through of the Minister's Directions to the York Region District School Board  | K. Friedman, L. Johnstone, L. Carruthers |
| June 8, 2017   | Minister's Direction 13 to the York Region District School Board                    | L. Johnstone                             |

### **2017-2018 Scheduled Meeting Dates**

September 14, 2017

October 16, 2017 (Special EIAC Meeting)

December 14, 2017 (Joint EIAC/PEAC meeting)

February 8, 2018

March 8, 2018

May 8, 2018 (Joint EIAC/PEAC meeting)



**YORK REGION DISTRICT SCHOOL BOARD  
EQUITY AND INCLUSIVITY ADVISORY  
COMMITTEE ANNUAL REPORT SEPTEMBER  
2016 – JUNE 2017**

---

**List of Community Members and Representatives**

Karen Addison, Character Community (from March 2016)  
 Michael Bowe, York Region Children's Aid Society  
 Kristine Carbis, Community Member (North)  
 Janice Chu, United Way of York Region  
 Josie DeMartino, Special Education Advisory Committee (SEAC)  
 George Diplas, Community Member (East)  
 Karly Hachon, Community Member (West)  
 Jason Hastings, The Regional Municipality of York  
 Atia Haq, Community Member (Central)  
 AJ Luo, Community Member (East)  
 Anne Mason, Parent, Family and Community Engagement Advisory Committee (PEAC)  
 Waseem Malik, Community Member (West)  
 Jessica Peacock, 360°Kids  
 Lena Singh, Community Member (North)  
 Janice Tsoi, Centre for Immigrant and Community Services  
 Ricky Veerappan, York Regional Police  
 Naheed Yaqubian, Committee Chair and Community Member (Central)

**Staff Representation**

Leslie Johnstone, Associate Director of Education, Schools  
 Cecil Roach, Coordinating Superintendent of Education, Equity and Community Services  
 Paul Woods, Principal, Inclusive School and Community Services  
 Rose Li, Secondary Principal, Richmond Green Secondary School  
 Dane Lawrence-Prince, Elementary Principal, Boxwood Public School  
 Andrew McConnell, Secondary FNMI Curriculum Advisor  
 Vittoria Leone, Elementary Teacher, Louis-Honore Frechette Public School  
 Joanne Richardson, Administrative Assistant, Board and Trustee Services

**Trustee Representation**

Peter Adams-Luchowski, Trustee  
 Lorelea Carruthers, Chair of the Board  
 Nancy Elgie, Vice-Chair of the Board  
 Allan Tam

**Student Representatives**

Pauline Kashtelyan, President of the York Region Presidents' Council  
 Mustafa Ismail, Student Trustee  
 Claire Zhou, Student Trustee



**YORK REGION DISTRICT SCHOOL BOARD  
PARENT, FAMILY AND COMMUNITY ENGAGEMENT ADVISORY COMMITTEE  
ANNUAL REPORT SEPTEMBER 2016 - JUNE 2017**

---

**Background:**

The Parent, Family and Community Engagement Advisory Committee (PEAC) is an advisory committee which supports the York Region District School Board in its commitment to support, encourage and enhance parent engagement at the Board level in order to improve student achievement and well-being. On an annual basis EIAC will provide an annual report for information to the Board of Trustees.

**Rationale:**

As outlined in the Parent, Family and Community Engagement Advisory Committee Operational By-Law, the annual report is being submitted to trustees for information. This report outlines how the advisory function of the Parent, Family and Community Advisory Committee supports the York Region District School Board.

**Estimated costs:**

N/A

**Timeline:**

September to June activities, challenges and accomplishments of the Parent, Family and Community Advisory Committee.

**Communications Implementation Plan:**

|   |                  |
|---|------------------|
| Parent, Family and Community Advisory Committee | October 10, 2017 |
| Coordinating Council of Superintendents         | October 11, 2017 |
| Board Standing Committee Meeting                | October 17, 2017 |

**Appended Data:**

Appendix A – Parent, Family and Community Engagement Advisory Committee 2016-2017 Annual Report

Appendix B - 2016-2017 PEAC Membership List

Respectfully Submitted,

October 17, 2017

***For further information, please contact Associate Director of Education, Schools  
K. Friedman, Coordinating Superintendent of Education, Equity and Community Services  
C. Roach or the Director of Education.***

**PARENT, FAMILY AND COMMUNITY ENGAGEMENT ADVISORY COMMITTEE  
(PEAC) ANNUAL REPORT 2016-2017**

**PEAC's Mandate**

The purpose of the Parent, Family and Community Engagement Advisory Committee (PEAC) is to support, encourage and enhance parent engagement at the Board level in order to improve student achievement and well-being. The PEAC strives to achieve its purpose by providing information and advice on parent engagement to the Board; communicating with and supporting school councils of schools of the Board; and undertaking activities to help parents of pupils of the Board support their children's learning at home and at school.

| Date             | Motions | Action Items and Promising Practices and Challenges  | Response   |
|------------------|---------|--|--|
| November 8, 2016 |         | <ul style="list-style-type: none"> <li>Members were asked to notify Administrative Assistant A. Ballard if they are interested in participating on the PEAC Sub-Committee.</li> <li>Parent Member A. Mason volunteered to represent the Parent, Family and Community Engagement Advisory Committee (PEAC) on the Equity and Inclusivity Advisory Committee (EIAC).</li> <li>Members were reminded to review working document policies posted on the Board's public website and to provide feedback for submission to the Policy and By-Law Committee.</li> </ul> <p><b><u>Promising Practices and Challenges</u></b></p> <p>No promising practices and challenges were provided.</p> | <ul style="list-style-type: none"> <li>Parent Members D. Lovey, N. Pleten and Y. Casale indicated their interest to participate on the Sub-Committee.</li> <li>A motion appointing A. Mason to EIAC approved at the February 15, 2017 PEAC meeting.</li> </ul> |
| January 17, 2017 |         | <ul style="list-style-type: none"> <li>This meeting was rescheduled due to inclement weather.</li> </ul>   | <ul style="list-style-type: none"> <li>Re-scheduled to February 15, 2017.</li> </ul>   |

| Date              | Motions  | Action Items and Promising Practices and Challenges   | Response  |
|-------------------|--|---|---|
| February 15, 2017 | <p><b>That the Parent, Family and Community Engagement Advisory Committee (PEAC) representative Anne Mason be appointed to the position of PEAC representative on the Equity and Inclusivity Advisory Committee effective March 8, 2017.</b></p> <p><b>That the Parent, Family and Community Engagement Advisory Committee approve the following recommendations.</b></p> <p><b>1) That members of the Parent, Family and Community Engagement Advisory Committee submit information for the Ministry of Education Review directly to PEAC Chair L. Banerjee by noon on Friday, February 17, 2017.</b></p> | <ul style="list-style-type: none"> <li>• Committee members were asked to submit input regarding advisory committee input into the Ministry review to the PEAC Chair to share with the reviewers.</li> <li>• Ministry review feedback was shared electronically by email to the other members.</li> <li>• Information regarding networks will be deferred to the April 12, 2017 PEAC meeting.</li> <li>• Volunteers were requested to support parent volunteers and provide guidance and workshop support at the March 29, 2017 Parent Symposium.</li> <li>• Members were reminded to review working document policies posted on the Board's public website and to provide feedback for submission to the Policy and By-Law Committee.</li> </ul> <p><b><u>Promising Practices and Challenges</u></b></p> <p>Promising Practices and Challenges were shared regarding;</p> <ul style="list-style-type: none"> <li>• barriers to volunteering associated with vulnerable sector screening requirements,</li> <li>• community classes and the importance of engaging and communicating with parents, and</li> <li>• a list of successful Parents Reaching Out Grants (Pro-Grant) presentations and presenters be developed.</li> </ul> | <ul style="list-style-type: none"> <li>• Information was collected, collated and presented to the Ministry reviewers by PEAC Chair L. Banerjee, Committee member C. Coore and Community Member at Large A. Siddiqi.</li> <li>• Network information was presented at the February 15, 2017 PEAC meeting.</li> <li>• Seven PEAC members volunteered to support the Parent Symposium.</li> </ul> |

| Date   | Motions  | Action Items and Promising Practices and Challenges   | Response   |
|--|--|---|--|
|  | 2) That the Parent Member C. Coore and Community Member at Large A. Siddiqi assist in the consolidation of material to be presented by PEAC Chair L. Banerjee to the Ministry reviewers. |   |  |
| April 12, 2017   |  | <ul style="list-style-type: none"> <li>This meeting was rescheduled in order to accommodate an urgent Special Board meeting to consider the Minister's 22 Directions to the York Region District School Board.</li> </ul>   | <ul style="list-style-type: none"> <li>Re-scheduled to June 15, 2017.</li> </ul>                 |
| May 9, 2017 (Joint PEAC and Equity and Inclusivity Advisory Committee meeting. |  | <ul style="list-style-type: none"> <li>Members of the PEAC and EIAC were reminded to review working document policies posted on the Board's public website and to provide feedback for submission to the Policy and By-Law Committee.</li> <li>Members who have presentation suggestions for future joint PEAC/EIAC meetings are encouraged to submit ideas to Elementary Principal of Inclusive Schools and Community Services P. Woods.</li> <li>L. Johnstone, Acting Director of Education, and L. Carruthers, Board Chair, and K. Friedman, Associate Director of Education, Schools, provided an overview of the Minister's Directions, including Direction 13 to the York Region District School Board.</li> <li>Members were engaged in workgroups for feedback that was collected by senior staff.</li> </ul> | <ul style="list-style-type: none"> <li>The presentation was received for information.</li> </ul> |

| Date          | Motions   | Action Items and Promising Practices and Challenges   | Response   |
|---------------|---|---|--|
|               |   | <p><b><u>Promising Practices and Challenges</u></b></p> <p>Challenges were raised regarding the establishment of parent-led committees to collaborate, plan and work on future priorities, timelines, accomplishments and strategies.</p>   |  |
| June 15, 2017 | <p><b>That Annie Siddiqi, Diane Loveys and Jacquie Getfield be appointed to represent the Parent, Family and Community Advisory Committee in a focus group that will provide input into the development of a policy and practice that supports the development of inclusive and respectful relationships between the Board and advisory committees to facilitate meaningful input into Board matters in accordance with Direction 13 from the Minister of Education to the York Region District School Board.</b></p> | <ul style="list-style-type: none"> <li>• Elementary Principal, Inclusive Schools and Community Services P. Woods requested all PEAC members receive a copy of the Advisory Committee Input to Direction 13 presentation.</li> <li>• PEAC members were asked to rate the PEAC goals in order of importance and volunteer to participate in a specific goal and area sub-committee.</li> <li>• The PEAC revised goals will be compiled with sub-committee volunteers and distributed to Committee members.</li> <li>• As per the PEAC Operational By-Law, PEAC Chair L. Banerjee and Parent Members T. Subramaniam and N. Pleten agreed to participate on the membership selection committee.</li> <li>• Members were reminded to review working document policies posted on the Board's public website and to provide feedback for submission to the Policy and By-Law Committee.</li> </ul> <p><b><u>Promising Practices and Challenges</u></b></p> <p>No promising practices and challenges were provided.</p> | <ul style="list-style-type: none"> <li>• A copy of the presentation was emailed to all committee members.</li> </ul> |

| Date | Motions   | Action Items and Promising Practices and Challenges | Response |
|------|---|---|----------|
|      | That the Parent, Family and Community Engagement Advisory Committee include an additional draft goal related to governance into the Parent, Family and Community Engagement Advisory Committee 2016-2017 goals. |   |          |

**Presentations made to the Parent, Family and Community Advisory Committee (PEAC)**

| Month   | Topic  | Presenter (s)  |
|---|--|--|
| November 8, 2016                                | Parent, Family and Community Engagement Advisory Committee (PEAC) Orientation                          | Elementary Principal, Inclusive School and Community Services P. Wood and returning PEAC alumni Parent Members L. Lalani, M. Ennis and L. Gilbert. |
| February 15, 2017                               | GIVE – Get Involved Volunteers in Education  | Community Resource Facilitators O. Majaski and Y. Mawani   |
| May 9, 2017<br><b>(Joint PEAC/EIAC meeting)</b> | Walk-Through of the Minister's Directions to the York Region District School Board                     | Associate Director of Education, Learning and Working Environments L. Johnstone and Associate Director of Education, Schools K. Friedman           |
| June 15, 2017                                   | Minister's Direction 13 to the York Region District School Board                                       | Elementary Principal, Inclusive School and Community Services P. Woods   |
| June 15, 2017                                   | Review of Parent, Family and Community Engagement (PEAC) Committee Goals, School Council Annual Report | Elementary Principal, Inclusive School and Community Services P. Woods   |
| June 15, 2017                                   | Application Procedure and Terms of Office  | Elementary Principal, Inclusive School and Community Services P. Woods   |



**PEAC Representatives on Board Committees:**

A. Mason – Equity and Inclusivity Advisory Committee

**2016-2017 Committee Meeting Dates**

November 8, 2016

January 17, 2017 (**Rescheduled to February 15, 2017**)

February 15, 2017

April 12, 2017 (**Rescheduled to June 15, 2017**)

May 9, 2017 (**Joint PEAC/EIAC meeting**)

June 15, 2017

October 9, 2017

**YORK REGION DISTRICT SCHOOL BOARD  
PARENT, FAMILY AND COMMUNITY ENGAGEMENT ADVISORY COMMITTEE  
ANNUAL REPORT SEPTEMBER 2016 – June 2017**

---

**Members of the Parent, Family and Community Engagement Advisory Committee  
Communications Sub-Committee for September 2016 – September 2017**

Lopa Banerjee, Parent member, Central Secondary (Chair November 2016-2018)  
 Jamie Bunbury, Elementary Vice-Principal, Aldergrove Public School/Red Maple Public School (November 2016 – present)  
 Yevgenia Casale, Parent member, Central Elementary (November 2016 – October 2017)  
 Leslie Johnstone, Associate Director of Education, Schools (November 2015 – January 2017)  
 Karen Friedman, Association Director of Education, Schools (January 2017 – present)  
 Juanita Nathan, Trustee (Member at Large 2015- November 2016)  
 Billy Pang, Trustee (Vice-Chair 2015-present)  
 Mirella Sanwalka, Secondary Principal, Huron Heights Secondary School (November 2016 – present)  
 Annie Siddiqi, Community Member at Large (September 2016 – present)  
 Allan Tam (Alternate Trustee January 2017 – present)  
 Paul Woods, Elementary Principal of Inclusive School and Community Services (September 2015 – present)

**Parent Members**

Lopa Banerjee (Chair), Central Secondary (November 2016 – October 2018)  
 Jody Bullen, North Elementary (November 2016 – October 2017)  
 Yevgenia Casale, Central Elementary (November 2016 – October 2017)  
 Claudia Coore, East Secondary (March 2016 – October 2017)  
 Jacqui Getfield, West Elementary (November 2016 – October 2017)  
 Diane Loveys, East Secondary (November 2016 – October 2017)  
 Anne Mason, Central Elementary (November 2016 – October 2017)  
 Michelle Miller, North Elementary (November 2016 – October 2018)  
 Nectaria Palermo, West Secondary (November 2016 – October 2018)  
 Nicole Pleten, West Elementary (November 2016 – October 2018)  
 Thanuja Subramaniam, East Elementary (November 2016 – October 2018)

### **Community Members**

Annie Siddiqi, Community Member at Large (February 2015 – present)

Lena Singh, Equity and Inclusivity Advisory Committee (EIAC) Representative  
(June 2016 – present)

Carolyn Viney, Special Education Advisory Committee (SEAC) Representative  
(April 2016 – present)

### **Staff Representatives**

Jamie Bunbury, Elementary Vice-Principal, Aldergrove Public School/Red Maple Public School (November 2016 – present)

Leslie Johnstone, Associate Director of Education (December 2015 – December 2016)

Karen Friedman, Association Director of Education, Schools (January 2017 – present)

Mirella Sanwalka, Secondary Principal, Huron Heights Secondary School  
(November 2016 – present)

Paul Woods, Elementary Principal, Inclusive School and Community Services  
(December 2015 – present)

Audrey Ballard, Administrative Assistant, Board and Trustee Services  
(January 2016 – June 2017)

### **Trustee Members**

Juanita Nathan (Member at Large 2015- November 2016)

Billy Pang, (Vice-Chair 2015-present)

Allan Tam (Alternate Member January 2017 to present)



**YORK REGION DISTRICT SCHOOL BOARD  
SPECIAL EDUCATION ADVISORY COMMITTEE ANNUAL REPORT  
SEPTEMBER 2016 - JUNE 2017**

---

**Background:**

In 1997, the Communications Sub-Committee of the Special Education Advisory Committee (SEAC) recommended that an annual summary report of SEAC's activities, challenges and accomplishments be prepared. SEAC approved this recommendation and so this, the twentieth annual report of SEAC, is outlined below as information to the Board.

**Rationale:**

To inform the trustees of the York Region District School Board and to exemplify the advisory function of the Special Education Advisory Committee of the Board, this annual report is being presented.

**Relationship to Board Priorities:**

That the report supports student achievement and well-being through a culture of caring and learning, deliver effective, innovative and sustainable educational programs to each student and align human and financial resources with Board priorities.

**Estimated costs:**

N/A

**Timeline:**

September - June activities, challenges and accomplishments of the Special Education Advisory Committee.

**Communications Implementation Plan:**

|   |                   |
|---|-------------------|
| Special Education Advisory Committee    | September 7, 2017 |
| Coordinating Council of Superintendents | October 11, 2017  |
| Board Standing Committee Meeting        | October 17, 2017  |
| Board Meeting                           | November 7, 2017  |

**Appended Data:**

Appendix A – Special Education Advisory Committee 2016-2017 Annual Report  
Appendix B - Members on Sub-Committees and 2016-2017 Member List

Respectfully Submitted,

October 17, 2017

***For further information, please contact Associate Director, Program Scott Yake, Superintendent of Education, Student Services Kate Diakiw or the Director of Education.***

## SPECIAL EDUCATION ADVISORY COMMITTEE 2016-2017 ANNUAL REPORT

### SEAC's Mandate

In York Region the Special Education Advisory Committee (SEAC) plays a vital role in ensuring that exceptional pupils receive appropriate educational services and may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.

| Date              | SEAC Motions   | Action Items  | Board Response  |
|-------------------|--|---|---|
| September 8, 2016 | <b>That the 2015-2016 Special Education Advisory Committee Annual Report be approved and forwarded to the York Region District School Board for information.</b> | <ul style="list-style-type: none"> <li>SEAC representative F. MacDonald presented the Moment of Reflection entitled "The Animal School: Fable" by George Reavis. A copy will be provided to Committee members for information. S. Caldwell will deliver the Moment of Reflection at the October 6, 2016 SEAC meeting.</li> <li>Associate Director of Education, Leadership and Learning K. Friedman provided a brief preview of the Board Improvement Plan for Student Achievement and Well-Being (BIPSA) and noted, on the Committee's request, an in-depth presentation will be provided at the October 6, 2016 SEAC meeting. At that time she will highlight more specific insight into the BIPSA. She mentioned the Director addressed the BIPSA in August and it is in the process of being made accessible to everyone.</li> <li>Principal of Student Services K. Diakiw noted the Special Education Plan has been submitted to the Ministry of Education. The Plan check list</li> </ul> | <ul style="list-style-type: none"> <li>A copy was emailed with the October 6, 2016 agenda on September 29, 2016</li> <li>Director J. Parappally, Associate Director K. Friedman and Superintendent H. Sears presented an overview of the BIPSA at the Oct. 6 SEAC Meeting</li> <li>The <a href="#">BIPSA</a> is available on the Board website</li> <li>The <a href="#">Special Education Plan</a> is available on the Board website</li> </ul> |

|                 |  |   |   |
|-----------------|--|---|---|
|                 |  | <p>accompanied it and the latest version is available on the Board website.</p> <ul style="list-style-type: none"> <li>• Superintendent Sears will provide the SEAC with a more fulsome Math Strategy presentation at a future meeting.</li> <li>• There were no policies and procedures for Committee members to provide input and comment at this time.</li> <li>• SEAC Vice-Chair L. Ziraldo explained the upcoming student voice agenda presentations are being developed and celebrating students with exceptionalities will be highlighted at future meetings. If any organization has insight into recognizing specific students with exceptionalities to contact her.</li> <li>• The Board financial audit statement will be provided to the Committee after Board approval.</li> </ul> | <ul style="list-style-type: none"> <li>• Superintendent H. Sears presented information on the Math Strategy at the January 12, 2017 SEAC Meeting</li> <li>• Members were emailed a link to the Board's Annual Financial Statements, August 31, 2016 on December 23, 2016</li> </ul> |
| October 6, 2016 |  | <ul style="list-style-type: none"> <li>• SEAC representative S. Caldwell presented the Moment of Reflection entitled "In honour of the fact that October is Augmentative and Alternative Communication Awareness Month" by Kate Adhern. A copy will be provided to Committee members for information. L. Ziraldo will deliver the Moment of Reflection at the November 3, 2016 SEAC meeting.</li> <li>• SEAC Vice-Chair L. Ziraldo stated the 2015 student suspension and expulsion results will be addressed by Coordinating Superintendent, Equity and Community Services C. Roach and Superintendent of School Operations</li> </ul>   | <ul style="list-style-type: none"> <li>• A copy was emailed with the November 3, 2016 agenda on October 27, 2016</li> <li>• Student suspension and expulsion results were shared by Coordinating Superintendent, Equity and Community Services C. Roach at</li> </ul>               |



|  |  |   |   |
|--|--|---|---|
|  |  | <p>A. Hoyle will provide information on the Board's resiliency project</p> <ul style="list-style-type: none"> <li>• Director of Education J. Parappally mentioned Associate Director of Education, Learning and Leadership K. Friedman and Superintendent, Student Services S. Logue will provide additional BIPSA information to a future meeting.</li> <li>• The SEAC Communications Sub-Committee requested to have future presentations on the individual strategies within the BIPSA. SEAC members will have the opportunity to ask questions and provide input on the three strategies.</li> <li>• Sir William Mulock Secondary School Secondary Principal C. Spiteri-Johnson will have students presenting at the November 3, 2016 meeting as the Student Voice component of the meeting</li> <li>• Superintendent Logue mentioned if any of the SEAC organizations have concerns or questions regarding the EQAO pilot project to contact her or SEAC Vice-Chair L. Ziraldo.</li> <li>• SEAC Vice-Chair L. Ziraldo asked the Committee to forward any questions or input regarding the BIPSA to her in order to forward to staff.</li> <li>• SEAC Vice-Chair L. Ziraldo noted the importance of reviewing the policies and procedures and reminded members where to locate working document policies that are currently out for comment.</li> </ul> | <p>the January 12, 2017 SEAC Meeting</p> <ul style="list-style-type: none"> <li>• Presentation of the Math Strategy was made by Superintendent H. Sears at the January 12, 2017 SEAC Meeting</li> <li>• The BIPSA Mental Health was presented at the February 2, 2017 SEAC meeting</li> <li>• A video of a student was shared at the November 3, 2016 meeting, introduced by a teacher from Sir William Mulock Secondary School</li> <li>• No questions or concerns came forward from SEAC members regarding the EQAO pilot</li> <li>• No questions or concerns came forward from SEAC members regarding the BIPSA</li> <li>• No comments came forward from SEAC members regarding any policies currently under review</li> </ul> |
|--|--|---|---|

|                  |  |  |   |
|------------------|--|--|---|
|                  |  | <ul style="list-style-type: none"> <li>• Members were reminded to provide registration material to Administrative Assistant A. Ballard for the November 2016 Quest Conference.</li> <li>• Committee members who would like to submit material for the December Special Edition Newsletter should forward it to Principal, Student Services W. Swaine as soon as possible.</li> </ul>   | <ul style="list-style-type: none"> <li>• SEAC members C. Viney and alternate member N. Colatosti attended the 2016 Quest Conference</li> <li>• No submissions came forward from SEAC members regarding the Special Edition</li> </ul>   |
| November 3, 2016 |  | <ul style="list-style-type: none"> <li>• SEAC representative L. Ziraldo presented the Moment of Reflection entitled “Learning Differently” by Bella Della Penna and Daniel Vlassov. A copy will be provided to Committee members for information. M. Taylor will deliver the Moment of Reflection at the December 1, 2016 SEAC meeting.</li> <li>• SEAC Vice-Chair L. Ziraldo mentioned the update of suspension and expulsion information will be presented to the SEAC in the near future.</li> <li>• The Board Improvement Plan for Student Achievement (BIPSA) Math Strategy is scheduled at the January 12, 2017 SEAC meeting and the BIPSA Modern Learning Strategy will be presented at a later date.</li> <li>• Coordinating Superintendent Muirhead-Toporek mentioned that the Financial Statements for the fiscal year ended August 31, 2016 are not finalized; however, following Board approval in December, the information will be posted on the public website and available to SEAC members.</li> <li>• The 2015-2016 EQAO results will be shared at the December 1, 2016 SEAC meeting.</li> </ul> | <ul style="list-style-type: none"> <li>• A copy was emailed with the December 1, 2016 agenda on November 24, 2016</li> <li>• Student suspension and expulsion results were shared by Coordinating Superintendent, Equity and Community Services C. Roach at the January 12, 2017 SEAC Meeting</li> <li>• Presentation of the Math Strategy was made by Superintendent H. Sears at the January 12, 2017 SEAC Meeting</li> <li>• Members were emailed a link to the Board’s Annual Financial Statements, August 31, 2016 on December 23, 2016 and the <a href="#">financial statements</a> are posted on the Board website</li> </ul> |

|  |  |   |   |
|--|--|---|---|
|  |  | <ul style="list-style-type: none"> <li>• SEAC members were asked to provide input and comments on the policies and procedures:</li> <li>• <i>Staff Members Who Are Candidates for, or Elected to, Public Office</i></li> <li>• <i>Appointment of Community Members to Board Committees,</i></li> <li>• <i>Environmental Responsibility and Reusable Beverage Containers, and</i></li> <li>• <i>Kilometre Allowance, Staff, Trustees and Non-Trustee Committee Members.</i></li> <li>• L. Ziraldo noted staff have been requested to inquire into the <i>Appointment of Community Members to Board Committees</i> and whether or not it will have an impact on the SEAC. As well, <i>Provision of Health Support Services in School Settings</i> will be presented to the Board and then to the SEAC.</li> <li>• Members were asked to confirm their attendance at the Annual Holiday Dinner December 1, 2016.</li> <li>• Issues related to student transitions is a discussion item for the Communications Sub-Committee.</li> <li>• SEAC Vice-Chair L. Ziraldo stated the next SEAC meeting is January 12, 2017 and the election of the SEAC Chair and Vice-Chair will occur at this meeting.</li> </ul> | <ul style="list-style-type: none"> <li>• No input came forward from SEAC members regarding any policies currently under review</li> <li>• The topic of Transitions has become an ongoing agenda item for the Communications Sub-Committee</li> <li>• Trustee L. Aversa was elected SEAC Chair for the 2017 year. Learning Disabilities Association – York Region representative L. Ziraldo was elected SEAC Vice-Chair for the 2017 year</li> </ul> |
|--|--|---|---|

|                  |  |  |   |
|------------------|--|--|---|
| December 1, 2016 |  | <ul style="list-style-type: none"> <li>• On behalf of SEAC representative M. Taylor, SEAC Chair L. Aversa presented the Moment of Reflection entitled “Advice from a Tree” by Ilan Shamir. A copy will be provided to Committee members for information. Robert MacAlpine will deliver the Moment of Reflection at the January 12, 2017 SEAC meeting.</li> <li>• SEAC Chair L. Aversa reminded members to review Board policies and procedures currently out for comment. She mentioned there are policies and procedures which members may wish to review prior to the deadline. These include;</li> <li>• <i>Staff Members Who Are Candidates for, or Elected to, Public Office,</i></li> <li>• <i>Appointment of Community Members to Board Committees,</i></li> <li>• <i>Environmental Responsibility and Reusable Beverage Containers,</i></li> <li>• <i>Kilometre Allowance, Staff, Trustees and Non-Trustee Committee Members,</i></li> <li>• <i>Student/School Fees,</i></li> <li>• <i>Community Involvement Hours,</i></li> <li>• <i>Field Trips, One Day Trips, Short-Term Overnight Field Trips and Extended Field Trips, and</i></li> <li>• <i>Respectful Workplace and Learning Environment.</i></li> </ul> | <ul style="list-style-type: none"> <li>• A copy was emailed with the January 12, 2017 agenda on December 23, 2016</li> <li>• No input came forward from SEAC members regarding any policies currently under review</li> </ul> |
|------------------|--|--|---|

|                         |   |   |   |
|-------------------------|---|---|---|
| <p>January 12, 2017</p> | <ul style="list-style-type: none"> <li>• Trustee Linda Aversa was elected Chair of SEAC for 2017.</li> <li>• Lynn Ziraldo was elected Vice-Chair of SEAC for 2017.</li> </ul> | <ul style="list-style-type: none"> <li>• SEAC representative R. MacAlpine presented the Moment of Reflection entitled “Unity” by Author Unknown. A copy will be provided to Committee members for information. M. Graham will deliver the Moment of Reflection at the February 2, 2017 SEAC meeting.</li> <li>• A link to the video regarding a 10-year-old special needs Syrian student will be sent to members.</li> <li>• There were no successful practices and challenges presented.</li> <li>• SEAC members were asked to provide input and comments on the following policies and procedures: <ul style="list-style-type: none"> <li>• <i>Student/School Fees, and</i></li> <li>• <i>Community Involvement Hours.</i></li> </ul> </li> <li>• Associate Director of Education, Program S. Yake is to receive a SEAC orientation package.</li> <li>• A replacement is being sought for Community Living Newmarket/Aurora District representative J. DeMartino who resigned from the Committee in January 2017.</li> <li>• Members are to forward comments or input regarding parent engagement to the SEAC representative C. Viney who is the Parent, Family and Community Engagement Advisory Committee representative.</li> <li>• The Equity and Inclusivity Advisory Committee (EIAC) is seeking a SEAC representative. Members are to notify SEAC Vice-Chair L. Ziraldo if they are interested.</li> </ul> | <ul style="list-style-type: none"> <li>• A copy was emailed with the February 2, 2017 agenda on January 27, 2016</li> <li>• The video link was emailed to SEAC members January 26, 2017</li> <li>• No input came forward from SEAC members regarding the policies</li> <li>• An orientation package was provided to S. Yake on January 13, 2017</li> <li>• Community Living Newmarket/Aurora District representative J. Macmillan was approved by the Board effective February 7, 2017</li> </ul> |
|-------------------------|---|---|---|

|                  |  |  |  |
|------------------|--|--|--|
|                  |  | <ul style="list-style-type: none"> <li>• A link to the video entitled <i>By Any Measure</i> will be forwarded to SEAC members.</li> <li>• The nomination deadline for the Jim Albery Award is February 24, 2017.</li> <li>• Material for inclusion in the January/February 2017 Special Edition Newsletter is due to Principal, Student Services W. Swaine by January 27, 2017.</li> </ul>   | <ul style="list-style-type: none"> <li>• A link was emailed to members on January 18, 2017</li> <li>• Information submitted was included in the January/February edition and distributed to members at the February 2017 SEAC meeting</li> </ul> |
| February 2, 2017 |  | <ul style="list-style-type: none"> <li>• SEAC Vice-Chair L. Ziraldo requested any website information on the Board Improvement Plan for Student Achievement and Well-Being (BIPSA) Mental Health Strategy and the New Ministry Anxiety Module be shared with SEAC members.</li> <li>• Information regarding James Robinson Public School, the winner Leadership Award from the Ontario Association of Children's Rehabilitation Services, will be forwarded to Committee members.</li> <li>• Successful practices were shared regarding the book, <i>The Children Cannot Wait</i> and the nomination process and school partnerships regarding the Leadership Award to James Robinson Public School. Challenges were raised regarding transportation services for students receiving care from different support services, parent engagement and community challenges for families with students in community classes.</li> <li>• There were no policies and procedures for Committee members to provide input or comment at this time.</li> </ul> | <ul style="list-style-type: none"> <li>• Information was emailed to SEAC members February 23, 2017</li> <li>• Specific concerns were addressed by Superintendent K. Diakiw with individual families and SEAC members</li> </ul>                  |

|               |  |   |   |
|---------------|--|---|---|
|               |  | <ul style="list-style-type: none"> <li>• The EIAC is seeking a SEAC representative. Members are to notify SEAC Vice-Chair L. Ziraldo if they are interested.</li> <li>• Members were requested to use the SEAC Presentation Request Form to provide future presentation items.</li> </ul>   | <ul style="list-style-type: none"> <li>• No interest in participating in EIAC was expressed</li> <li>• Requests for future presentations were discussed at the sub-committee meeting in March</li> </ul>  |
| March 2, 2017 |  | <ul style="list-style-type: none"> <li>• Secondary Principal C. Spiteri-Johnson presented the Moment of Reflection regarding the role of educators in supporting students. A copy will be provided to Committee members for information. M. Graham will deliver the Moment of Reflection at April 6, 2017 meeting.</li> <li>• Members are to contact the SEAC Chair to have information provided on the outcomes received from the 2017 Student, Staff and Parent School Climate Surveys.</li> <li>• Manager, Research Services C. Turner to share timelines for data collection and consolidation.</li> <li>• Committee members are to send additional budget input to Principal, Student Services W. Swaine by March 8, 2017.</li> <li>• A successful practice was shared regarding the attendance at Board Advisory Committee meetings by Superintendents of Education and Student Services staff.</li> <li>• There were no policies and procedures for Committee members to provide input or comment at this time.</li> </ul> | <ul style="list-style-type: none"> <li>• A copy was emailed with the February 2, 2017 agenda on February 24, 2017</li> <li>• Superintendent Diakiw shared dates of the various surveys at the April 6, 2017 SEAC meeting. Administrative Assistant A. Ballard shared links via email on April 7, 2017 to survey information on Board website</li> <li>• No additional budget information was submitted. SEAC Vice-Chair L. Ziraldo presented SEAC information to the Budget Advisory</li> </ul> |

|               |  |   |   |
|---------------|--|---|---|
|               |  | <ul style="list-style-type: none"> <li>• Further details on the nominations for the Jim Albery Award will be shared with the Committee.</li> <li>• The EIAC is seeking a SEAC representative. Member are to notify SEAC Vice-Chair L. Ziraldo if they are interested.</li> </ul>  | <p>Committee on April 23, 2017</p> <ul style="list-style-type: none"> <li>• Buttonville Public School Complex Needs Team is the winner of the 2016-2017 Jim Albery Award</li> </ul>   |
| April 6, 2017 |  | <ul style="list-style-type: none"> <li>• SEAC representative M. Graham presented the Moment of Reflection regarding positivity. A copy will be provided to Committee members for information. C. Viney will deliver the Moment of Reflection at May 4, 2017 meeting.</li> <li>• Superintendent of Education, Student Services K. Diakiw stated online information regarding the parent survey would be forwarded to SEAC members in order to encourage parents to complete the survey.</li> <li>• Principal, Student Services J. Sepkowski asked members to contact her regarding any questions or input for the 2017 Special Education Plan.</li> <li>• Successful stories were shared regarding students with special needs.</li> <li>• SEAC Chair L. Aversa noted the Committee will be kept informed about the Georgina By-Election date.</li> <li>• SEAC members were asked to provide input and comments on the following policies and procedures: <ul style="list-style-type: none"> <li>• <i>Field Trips, One Day Trips, Short-Term Overnight Field Trips and Extended Field Trips, and</i></li> <li>• <i>Respectful Workplace and Learning Environment.</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• A copy was emailed with the May 4, 2017 agenda on March 30, 2017</li> <li>• Administrative Assistant A. Ballard shared links via email on April 7, 2017 to <a href="#">survey information</a> on Board website</li> <li>• Individual requests for information were addressed by J. Sepkowski</li> <li>• Election dates and information was shared through the Board Report at the May 4, 2017 SEAC meeting</li> <li>• No input came forward from SEAC members regarding policies out for review</li> </ul> |



|             |  |   |  |
|-------------|--|---|--|
|             |  | <ul style="list-style-type: none"> <li>• Information will be forwarded to SEAC members regarding online material and processes related to Board policies and procedures <i>Professional Misconduct and Progressive Discipline</i> and <i>Supporting Community Concerns</i> to provide organizations up-to-date messaging for their membership.</li> <li>• SEAC Vice-Chair L. Ziraldo asked members to forward suggestions for the May 4, 2017 Student Voice Presentation to Principals, Student Services W. Swaine and/or J. Sepkowski.</li> <li>• The winner of the Jim Albery Award, Buttonville Public School Complex Needs Team, will be recognized at the May 10, 2017 Awards Evening.</li> <li>• The annual Stop, Start and Continue form will be emailed to the Committee and members are to complete and return the forms to SEAC Vice-Chair L. Ziraldo or Administrative Assistant A. Ballard by the May 4, 2017 deadline.</li> <li>• Committee members interested in providing material for the May/June 2017 Special Edition Newsletter should forward to Principal, Student Services W. Swaine by mid-May.</li> </ul> | <ul style="list-style-type: none"> <li>• Administrative Assistant A. Ballard emailed the <a href="#">policies and procedure information</a> on April 7, 2017</li> <li>• Student voice presentation in May was the result of a suggestion from SEAC Vice-Chair L. Ziraldo</li> <li>• Buttonville Public School Complex Needs Team was recognized at the May 10, 2017 Awards Night</li> <li>• A. Ballard emailed the Stop, Start and Continue form to members on April 7, 2017</li> <li>• No input was received for the Special Edition</li> </ul> |
| May 4, 2017 |  | <ul style="list-style-type: none"> <li>• SEAC member C. Viney presented the Moment of Reflection, via audio conference, about children's learning styles. A copy will be provided to Committee members for information. S. Facchini will deliver the Moment of Reflection at June 1, 2017 meeting.</li> </ul>   | <ul style="list-style-type: none"> <li>• A copy was provided to SEAC members at the June 1, 2017 meeting</li> </ul>  |

|  |  |  |   |
|--|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Principal, Student Services J. Sepkowski noted the 2017 Special Education Plan will be approved at the June 1, 2017 SEAC meeting.</li> <li>• An overview of the 22 directions from the Ministry of Education will be presented at the June 1, 2017 SEAC meeting.</li> <li>• SEAC members will have the opportunity for feedback and engagement on Ministry Direction 13 at the June 1, 2017 SEAC meeting.</li> <li>• SEAC Vice-Chair L. Ziraldo asked the Board to provide any specific questions prior to the June 1, 2017 meeting so members can communicate with their organizations and provide input to the Board.</li> <li>• Additional information on the School Mental Health Assist will be available to principal associations in June 2017 to enable principles to have easy access to information for mental health and well-being supports in the schools.</li> <li>• SEAC members were asked to provide input and comments on the <i>Homework</i> policy and procedures.</li> <li>• Successful practices were shared regarding Board staff engaged and helpful in solving an issue and contributing to a positive experience for a family and a student's Best Buddy Prom "promposal" story.</li> <li>• Members were asked to return the Stop, Start and Continue forms directly to SEAC Vice-Chair L. Ziraldo or Administrative Assistant A. Ballard.</li> </ul> | <ul style="list-style-type: none"> <li>• The Special Education Plan was approved at the June 1, 2017 meeting and the motion to approve was attached to the checklist for submission to the Ministry</li> <li>• Associate Director S. Yake presented the Minister's Directions at the June 1, 2017 SEAC meeting</li> <li>• Information in preparation for the June 1, 2017 meeting regarding the Minister's Directions was email to members May 23, 2017</li> <li>• Input was reviewed and discussed at the SEAC sub-committee meeting on June 1, 2017</li> <li>• Information was compiled and discussed at the sub-committee meeting on June 1, 2017</li> </ul> |
|--|--|--|---|

|              |  |  |   |
|--------------|--|--|---|
|              |  | <ul style="list-style-type: none"> <li>SEAC members asked to be kept informed on the reasons for Accessibility for Ontarians with Disabilities Act (AODA) Committee and the Well-Being Community Advisory Committee</li> </ul>   | <ul style="list-style-type: none"> <li>Email from Associate Director S. Yake was sent to SEAC Vice-Chair L. Ziraldo and included in the Communications folder of the June 1, 2017 meeting</li> </ul>  |
| June 1, 2017 | <p><b>That the Special Education Advisory Committee approve the following recommendations.</b></p> <p><b>1) That the 2016-2017 Special Education Plan be approved, as amended.</b></p> <p><b>2) That the York Region District School Board 2016-2017 Special Education Plan be submitted, as amended, to the Ministry of Education for approval.</b></p> <ul style="list-style-type: none"> <li>Motion passed at the June 20, 2017 Board Meeting.</li> </ul> | <ul style="list-style-type: none"> <li>SEAC representative S. Facchini presented the Moment of Reflection entitled Excellence. A copy will be provided to Committee members for information. L. Ziraldo will deliver the Moment of Reflection at the September 7, 2017 meeting.</li> <li>Associate Director Yake requested the SEAC provide two representatives to participate on a focus group to help provide input into the development of a policy and practice that supports the development of inclusive and respectful relationships between the Board and advisory committees and to facilitate meaningful input into Board matters in accordance with Ministry Direction 13.</li> <li>The 2016-2017 Special Education Plan will be submitted, as amended, to the Ministry of Education for approval.</li> <li>Special Education Consultant K. Mahoney asked for Committee input into promoting future participation in the Community Partners Fair to enable families with children with special needs easier access to participation.</li> </ul> | <ul style="list-style-type: none"> <li>SEAC Vice-Chair L. Ziraldo recommended Sub-Committee Members M. Graham, F. MacDonald and L. Ziraldo participate in the focus group. S. Yake to inquire about the participation of three SEAC members</li> <li>The <a href="#">revised plan</a> is available on the <a href="#">Board website</a></li> <li>The Special Education Plan was approved at the June 20, 2017 Board Meeting and the checklist was sent to the Ministry on July 5, 2017</li> </ul> |

|  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Challenges were raised regarding the early student transition to school programs and the need for additional curriculum for students in Community Classrooms. Successful practices were shared regarding SEAC supports for the early student transition program, Asian Heritage Month celebrations and feedback related to the Student Climate Survey.</li> <li>• SEAC members were asked to provide input and comments on the <i>Homework</i> policy and procedure.</li> <li>• SEAC Vice-Chair L. Ziraldo recommended that because <i>Policy and Procedure #662.0, Provision of Health Services in School Settings</i> is complex in regards to the medical impact on staff and students it will be sent to SEAC Members to review and provide input.</li> <li>• SEAC Vice-Chair L. Ziraldo will share a draft of the Director Recruitment and Appraisal Policy with SEAC Members for review and input.</li> <li>• Committee members interested in attending the two available spots for the November 15-17, 2017 Quest Conference are to notify L. Ziraldo or A. Ballard.</li> <li>• SEAC Members were asked to review <i>An Education and Accessibility and Standards</i> guide from the Ministry's Education Standards Development Committee.</li> <li>• The Stop, Start and Continue feedback will be incorporated into the Action Plan for 2018. Input should be directed to L. Ziraldo.</li> </ul> | <ul style="list-style-type: none"> <li>• Members were asked to provide input to Superintendent of Education, Student Services K. Diakiw</li> <li>• Administrative Assistant A. Ballard emailed the draft policy to SEAC members on June 7, 2017. <ul style="list-style-type: none"> <li>• <a href="#">Director of Education Selection</a></li> <li>• <a href="#">Director of Education Performance Review</a></li> </ul> </li> <li>• Administrative Assistant A. Ballard emailed the link to the <a href="#">survey input</a> to SEAC members on June 8, 2017 and feedback was returned to SEAC Vice-Chair L. Ziraldo to forward to</li> </ul> |
|--|--|--|--|

|  |  |  |                                     |
|--|--|--|-------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>• Members were encouraged to complete the self-reflection questionnaire in the SEAC orientation package.</li> </ul> | C. Viney (representative from AODA) |
|--|--|--|-------------------------------------|

**Presentations made to the SEAC**

- September 10, 2016 – Special Equipment Amount (SEA) High Incidence Assistive Technology Software Demonstration presented by Shelley Hewitt, Special Education Coordinator, Student Services and Learnstyle Representatives: Nicole Bell Levy, Lead Trainer, York Region District School Board (YRDSB), Rich Maertens, Lead Trainer, Waterloo Catholic District School Board/Thames Valley District School Board/Upper Grand District School Board (UGDSB), Randy Shand, SEA Consultant UGDSB/YRDSB Google Professional Development Presenter (Google Certified Trainer), Bryan Nesbitt, Director of Field Operations.
- September 10, 2016 – Introduction of Coordinators and Consultants by Susan Logue, Superintendent, Student Services, Kate Diakiw and Wendy Swaine, Principals, Student Services.
- October 6, 2016 – Board Improvement Plan for Student Achievement and Well-Being (BIPSA) presentation by Director of Education J. Philip Parappally, Associate Director of Education, Leadership and Learning Karen Friedman and Superintendent, Curriculum and Instructional Services Heather Sears.
- November 3, 2016 – Resiliency Project Update presented by Superintendent of Schools, Operations Allan Hoyle, Manager, Research Chandra Turner, Mental Health Lead Michelle Cassidy and Secondary Teacher Consultant Hatty Moon.
- November 3, 2016 – 2016-2017 Education Funding Update presentation with Senior Manager, Finance Services Tim Ellis and Coordinating Superintendent, Business and Chief Financial Officer (CFO) Wanda Muirhead-Toporek.
- December 1, 2016 – Annual Holiday Student Musical Presentation with a student from the Autism program at Langstaff Secondary School and acapella students from Sir William Mulock Secondary School.
- January 12, 2017 – Board Improvement Plan for Student Achievement and Well-Being (BIPSA) – Math Strategy presented by Superintendent of Education, Curriculum and Instructional Services Heather Sears, Curriculum Coordinator, Mathematics Imtiaz Damji and Curriculum Consultant, Mathematics Hilary Greavette.
- January 12, 2017 – Review of Student Discipline 2015-2016 presented by Coordinating Superintendent of Education, Equity and Community Services Cecil Roach.
- February 2, 2017 – Board Improvement Plan for Student Achievement and Well-Being (BIPSA) – Mental Health Strategy presented by Mental Health Lead Michelle Cassidy.
- February 2, 2017 – New Ministry Anxiety Module presented by Mental Health Lead Michelle Cassidy.
- March 2, 2017 – York Region District School Board – Student, Staff, Parent Surveys Regarding School Climate presented by Manager, Research Chandra Turner and Associate Manager, Research Steven Wray.
- March 2, 2017 – SEAC Budget Input Discussion presented by Superintendent of Education, Student Services Kate Diakiw and Principals, Student Services Jodi Sepkowski and Wendy Swaine.
- April 6, 2017 – Pathways and Student Success presented by Superintendent of Education, Curriculum and Instructional Services Heather Sears, Principal, Curriculum and Instructional Services/Student Services Lead Sheila Hetherington, Community Based Education and Pathways Coordinator Lori Rice, Personalized Alternative Education/Dual Credit/York Region Skills Challenge/School College Work Initiative Consultant Janet Davis, Guidance/Pathways Consultant Janie Bordonali, Specialist High Skills Major/Technology Consultant Chris Tucker and Ontario Youth Apprenticeship Program/Community Bases Education Consultant Kim Vrenson.

- May 4, 2017 – Board Improvement Plan for Student Achievement and Well-Being (BIPSA) – Modern Learning Strategy presented by Superintendent of Education, Curriculum and Instructional Services Heather Sears Principal of Learning Design and Development Debbie Donsky and Coordinator of Modern Learning and Digital Literacy Royan Lee.
- June 1, 2017 – Minister’s Directions to the York Region District School Board presented by Associate Direction of Education, Program Scott Yake.

### **Special Education Plan**

Updates presented at the meetings include:

- The 2016-2017 Special Education Plan and check list were submitted to the Ministry of Education. The current Special Education Plan is available on the Board website.
- Updated language, job description information and updated titles for the Coordinator, Psychological Services: Complex Needs position.

### **SEAC Member Representation on Board Committees**

Accessibility for Ontarians with Disabilities Act (AODA)  
Caring and Safe Environments  
Equity and Inclusivity Advisory Committee (EIAC)

Carolyn Viney  
Lynn Ziraldo  
Anchel Krishna (EIAC Committee disbanded December 17, 2016),  
Josie DeMartino as of March 2016 until October 27, 2017)  
Lynn Ziraldo  
Lynn Ziraldo  
Flora MacDonald  
Carolyn Viney (started April 5, 2016)

Learning Disability Steering Committee  
Well-Being Steering Committee  
Student Success Steering Committee  
Parent, Family and Community Engagement Advisory  
Committee  
SEAC Communications Sub-Committee

Lynn Ziraldo, Susan Logue (until Dec. 2016), Heather Sears, Kate  
Diakiw, Wendy Swaine, Linda Aversa, Flora MacDonald, Aneta  
Fishman (until June 2017), Marilyn Graham, Carmen Spiteri-  
Johnson, Leslie Johnstone (until Dec. 2016), K. Friedman (until Dec.  
2016), Scott Yake (commencing Jan. 2017), Jodi Sepkowski (March  
2, 2017)

### **Awards Presented by the SEAC**

The 2016/2017 Jim Albery Award was presented to Buttonville Public School Complex Needs Team.

## **Annual Meeting Dates**

September 8, 2016  
October 6, 2016  
November 3, 2016  
December 1, 2016  
January 12, 2017  
February 2, 2017  
March 2, 2017  
April 6, 2017  
May 4, 2017  
June 1, 2017

## **List of Association Representatives**

|                         |  |
|-------------------------|--|
| Dr. Robert MacAlpine    | Association for Bright Children - York Region North                          |
| Flora MacDonald         | Association for Bright Children - York Region South                          |
| Micole Rubinoff         | Autism Society Ontario - York Region Chapter (resigning June 3, 2017)        |
| Mardi Taylor            | Canadian National Institute for the Blind (CNIB) (resigned February 6, 2017) |
| Iain Donnell            | Community Living Georgina (resigned June 29, 2017)                           |
| Josie DeMartino         | Community Living Newmarket/Aurora District (resigned December 1, 2016)       |
| Sadia Shaukat           | Community Living York South (changed to alternate member September 6, 2016)  |
| Rahila Chughtai         | Community Living York South (started September 6, 2016)                      |
| Anchel Krishna          | Children's Treatment Network   |
| Jasmine Macmillan       | Community Living Newmarket/Aurora District (February 7, 2017)                |
| Kevin Stewart           | Down Syndrome Association of York Region (resigned December 1, 2016)         |
| Tracey Armstrong-Smythe | Down Syndrome Association of York Region (started December 13, 2016)         |
| Melanie Tsironikos      | Early Intervention Services of York Region                                   |
| Sherry Caldwell         | Easter Seals Ontario   |
| Sally Facchini          | Learning Disabilities Association – York Region North                        |
| Lynn Ziraldo            | Learning Disabilities Association - York Region                              |
| Carolyn Viney           | VOICE for Hearing Impaired Children  |
| Marilyn Graham          | York Support Services Network  |

## **Staff Representation**

|                  |  |
|------------------|--|
| Scott Yake       | Associate Director of Education, Program (commencing Jan. 12, 2017)        |
| Karen Friedman   | Associate Director of Education, Leadership and Learning (until Dec. 2016) |
| Leslie Johnstone | Associate Director of Education, Schools (until Dec. 2016)                 |



|                        |   |
|------------------------|---|
| Heather Sears          | Superintendent, Curriculum and Instructional Services   |
| Susan Logue            | Superintendent, Student Services (until Dec. 2016)  |
| Kate Diakiw            | Superintendent, Student Services (commencing Dec. 14, 2016) Principal, Student Services (until Dec. 2016) |
| Wendy Swaine           | Principal, Student Services   |
| Jodi Sepkowski         | Principal, Student Services (started March 2, 2017)   |
| Carmen Spiteri-Johnson | Secondary Principal, Sir William Mulock Secondary School  |
| Aneta Fishman          | Elementary Principal, Anne Frank Public School (until June 30, 2017)                                      |
| Rose Li (Alternate)    | Secondary Principal, Richmond Green Secondary School  |
| Kate Kurek (Alternate) | Elementary Principal, Baythorn Public School  |
| Audrey Ballard         | Administrative Assistant, Corporate Secretariat and Trustee Services                                      |

### **Trustee Representation**

- L. Aversa (Elected as Chair of SEAC January 14 2016 and January 12, 2017)
- C. Chan (SEAC member as of December 15, 2015)
- B. Pang (SEAC member as of December 15, 2015)
- A. Tam (SEAC member as of December 15, 2015)



## YORK REGION DISTRICT SCHOOL BOARD

### SECONDARY STUDENT AWARDS 2016-2017

---

#### **Background**

Secondary Student Awards recognize and celebrate student achievement regardless of career path or learning goals. The following student awards have been established to recognize students' accomplishments during their secondary school years:

**The S.L.G. Chapman Scholarship** is awarded to the student with the highest overall average in the three Grade 12 Mathematics subjects in the Board.

**The Director's Achievement Award** is presented to Grade 12 students who have made significant accomplishments in each secondary school as determined by the principal and staff members.

**The Student Trustee Award for Character** is awarded to one student in every secondary school who has exemplified the character values of the York Region District School Board and who is a role model to his or her peers.

#### **Rationale**

To inform the Board and members of the public of the recipients of the S.L.G. Chapman Scholarship Award, the Director's Achievement Award and the Student Trustee Award for Character for the 2016-2017 school year.

#### **Timeline**

Immediate.

#### **Estimated Costs**

Not applicable.

#### **Communications Implementation Plan**

|   |                  |
|---|------------------|
| Coordinating Council of Superintendents | October 4, 2017  |
| Board Standing Committee                | October 17, 2017 |
| Board Meeting                           | November 7, 2017 |

#### **Appended Data**

Appendix A – The S.L.G. Chapman Scholarship in Mathematics Report 2016-2017  
Appendix B – Director's Achievement Award Recipient Report 2016-2017  
Appendix C – Student Trustee Awards for Character Recipient Report 2016-2017  
Appendix D – Monetary Student Awards 2016-2017

Respectfully submitted,

October 17, 2017

***For further information, please contact Superintendent of Schools, Human Resource Services – Operations C. La Touche, Associate Director, Learning and Working Environments L. Johnstone or the Director of Education K. Wallace.***



**YORK REGION DISTRICT SCHOOL BOARD**

**2016-2017 S.L.G. CHAPMAN SCHOLARSHIP IN MATHEMATICS**

---

The 2016-2017 recipient of this Award is Mathew Bub, a graduate of Dr. J.M. Denison Secondary School. Mathew obtained an average of 100 per cent in each of three Grade 12 Mathematics subjects and an overall average of 100 per cent in the top six credits that he completed, including the three mathematics subjects. Mathew is currently registered at the University of Toronto for Physical and Math Sciences.



**YORK REGION DISTRICT SCHOOL BOARD**  
**THE DIRECTORS ACHIEVEMENT AWARD**  
**2016-17**

The following chart lists the grade 12 students that have made significant accomplishments in each secondary school as determined by the principal and staff members and are receiving the Directors Achievement Award:

|                        |  |
|------------------------|--|
| Alexander Mackenzie HS | Joyce Kwack<br>Jenna Bullard                             |
| Aurora HS              | Cedar Davidson<br>Ethan Tasef                            |
| Bayview SS             | Edward Cui<br>Jian Roushani<br>Stephanie Xie             |
| Bill Crothers SS       | Disha Nayak<br>Amrit Tamber<br>Megan Merrick-Eker        |
| Bur Oak SS             | Vishva Shah<br>Maanasa Rajaguru<br>Anjalee Srinivasan    |
| Dr. Denison SS         | Mathew Bub<br>Nillan Nimal                               |
| Dr. Williams SS        | Andrew Casey<br>Jonathan Jeyan Than                      |
| Emily Carr SS          | Anandita Heer<br>Nicholas Vasiliou<br>Jason Ma           |
| Huron Heights SS       | Brooke Reid  |
| Keswick HS             | Rachel Gionet<br>Stephanie Kerfoot<br>Sarah Strawbridge  |
| King City SS           | Diego Lopes<br>Simone Manning                            |
| Langstaff SS           | Julia Cserveny<br>Alyssa Raposo                          |
| Maple HS               | Aysha Anwar<br>Peola Ellis<br>Emily Nandan               |
| Markham DHS            | Alexxandra Barranger<br>Jessica Duncan<br>Brandon Clarke |
| Markville SS           | Aman Mathur<br>Jayant Shrivastava<br>Jennifer Li         |

|                    |  |
|--------------------|--|
| Middlefield CI     | Ashwini Yogarajah<br>Dalraj Gill<br>Payatharny Raguthevan                          |
| Milliken Mills HS  | Niveda Balanathan<br>Andrew Dang<br>Maduvan Kasi                                   |
| Newmarket HS       | Armaan Fallahi<br>Ryan Mitchell Lithgow<br>Mitchell Vendrov                        |
| PE Trudeau HS      | Abilash Sathyakumar<br>Christie Ma<br>Sabrina Cao<br>Antonia Racz                  |
| Richmond Green SS  | Chantelle Cheung<br>Aaron Choo<br>Theshantha De Silva                              |
| Richmond Hill HS   | Nasim Kabolian<br>Faranak Kabolian<br>Yasal Rajapaksa<br>George Yun                |
| Sir Wm. Mulock SS  | Nicola Tidbury<br>Chenyu (Fannie) Zhao   |
| Stephen Lewis SS   | Etai Beletsky<br>Smit Parikh<br>Nofar Waisenberg                                   |
| Stouffville DSS    | Cristina Stef<br>Gabrielle Da Silva  |
| Sutton DHS         | Ryan Dol   |
| Thornhill SS       | Ryan Ho<br>Sanjna Ullal<br>Judy Zhong  |
| Thornlea SS        | Aditya Saigal<br>Vishal Chopra<br>Mengxin Yu<br>Kefan Chen                         |
| Tommy Douglas SS   | Anthony Ngoy<br>Mehrunnisa Shiraz  |
| Unionville HS      | Lulu Lavonna Yi Luen Mark<br>Edward Huang<br>Weixi (Bill) Zhuo<br>Yue (Henry) Weng |
| Vaughan SS         | Vanessa Fiore<br>Michelle Li   |
| Westmount CI       | Maurice Nayman<br>Ariel Oleynikov<br>Li-elle Rapaport                              |
| Woodbridge College | Sadia Fazelyar<br>Anthony Kayser<br>William Nguyen                                 |



**YORK REGION DISTRICT SCHOOL BOARD**  
**THE STUDENT TRUSTEE AWARD FOR CHARACTER**  
**2016-17**

---

The following students have exemplified the character values of the York Region District School Board and have been role models to their peers:

| <u>School</u>          | <u>Name</u>         |
|------------------------|---------------------|
| Alexander Mackenzie HS | Kayla Wolanski      |
| Aurora HS              | Nadine Abd Elmalak  |
| Bill Crothers SS       | Andrew Yin          |
| Bur Oak SS             | Disha Nayak         |
| Dr. J.M. Denison SS    | Chinmayi Yathiraju  |
| Dr. G.W. Williams SS   | Nicole Kordez       |
| Emily Carr SS          | Gianpaolo Pittis    |
| Huron Heights SS       | Alexander Velitchko |
| Keswick HS             | Emma Card           |
| King City SS           | Samuel Taylor       |
| Maple HS               | Atia Rehman         |
| Markham DHS            | Sarin Chemilian     |
| Markville SS           | Ayaan Virani        |
| Middlefield CI         | Muntaha Malik       |
| Milliken Mills HS      | Kitty Zeng          |
| Newmarket HS           | Caroline Selfe      |

|                       |                                       |
|-----------------------|---------------------------------------|
| Pierre E. Trudeau HS  | Sherry Sun                            |
| Richmond Green SS     | Maliha Krawalli                       |
| Richmond Hill HS      | Adam Linton                           |
| Sir William Mulock SS | Amir Mortazavi                        |
| Stephen Lewis SS      | Pranshu Doshi                         |
| Stouffville DSS       | Cristina Stef                         |
| Thornhill SS          | Ali Alidoosti                         |
| Thornlea SS           | Aditya Saigal                         |
| Tommy Douglas SS      | Andy Liang                            |
| Unionville HS         | Tokuhoh (Eric) Shiono<br>Edward Huang |
| Vaughan SS            | Angelika Toubis                       |
| Westmount CI          | Li-elle Rapaport                      |
| Woodbridge College    | Amanda Benecquista                    |
| Adult Day School      | Shazia Tahira                         |

**APPENDIX D**

**Monetary Student Awards  
2016-17**

| <b>NAME OF AWARD</b>   | <b>COST PER AWARD</b>                 | <b>NUMBER OF STUDENTS</b>  | <b>TOTAL COST</b>   |
|--|---------------------------------------|--|---------------------|
| <b>Director's Achievement Award</b>  | <b>\$150.00</b>                       | <b>86 Students</b>   | <b>\$12,900.00</b>  |
| <b>S.L.G. Chapman Scholarship in Mathematics</b>   | <b>\$1000.00</b>                      | <b>1 Student</b>   | <b>\$1,000.00</b>   |
| <b>Student Trustee Character Awards</b>  | <b>\$100.00</b>                       | <b>31 Students</b>   | <b>\$3,100.00</b>   |
| <b>Ontario Scholars</b>  | <b>0</b>                              | <b>5,742 Students</b>  | <b>0.00</b>         |
| <b>Elementary Student with Highest Achievement at Graduation</b>                         | <b>\$25.00<br/>Chapters Gift Card</b> | <b>1 Student<br/>per Elementary School<br/>x 163 schools</b>   | <b>\$4,100.00</b>   |
| <b>Secondary Students (Male and Female) with Highest Achievement at Each Grade Level</b> | <b>\$40.00<br/>Chapters Gift Card</b> | <b>2 Students/Grade<br/>at each<br/>Secondary School<br/>= \$320.00/school<br/>x 32 schools +<br/>Adult Day School +<br/>RH Learning<br/>Community</b> | <b>\$10,800.00</b>  |
| <b>TOTAL AWARD COST</b>  |                                       |  | <b>\$ 31,900.00</b> |

**\*\* as per Procedure #103.2, Monetary Student Awards**



**YORK REGION DISTRICT SCHOOL BOARD  
REPORT OF CASH DISBURSEMENTS – AUGUST 2017**

---

**Background:**

To report the Cash Disbursements for the month of August 2017 for the York Region District School Board.

**Rationale:**

Section 170 (3) of the Education Act R.S.O. 1990, c. E. 2 states that “every board shall give the necessary orders on the treasurer for payment of all money expended for school purposes and of such other expenses for promoting the interests of the schools under the jurisdiction of the board”.

**Relationship to Board Priorities:**

To report on the stewardship of Board resources.

**Estimated Cost:**

Not applicable.

**Timeline:**

Immediate.

**Recommendations:**

That the York Region District School Board approve the following recommendations.

- 1) That Cash Disbursements for August 2017 for all expenditures, except item #71, in the sum of \$12,701,622.21 be approved.
- 2) That Cash Disbursements for August 2017 for item #71, in the sum of \$20,843,672.37 be approved.

**Communications Implementation Plan:**

Coordinating Council of Superintendents  
Board Standing Committee  
Board Meeting

October 11, 2017  
October 17, 2017  
November 7, 2017

**Appended Data:**

Appendix 1 – Report of Cash Disbursements – August 2017.

Respectfully submitted,

Chief Financial Officer W. Muirhead-Toporek

October 17, 2017

***For further information, please contact the Chief Financial Officer or the Director of Education.***

# The Cash Disbursement Report for the month of August 2017

| <u>COMPANY</u>                                    | <u>LOCATION</u>                           | <u>DESCRIPTION</u>   | <u>AMOUNT</u> | <u>TOTAL</u> |
|---|---|--|---------------|--------------|
| 1 Ace-Comm Inc                                    | Information Technology Services           | Kenwood portable radios with accessories (150)   | 38,052.75     |              |
| 2 Advantage Sport Inc                             | Greensborough Public School               | Replacement flooring in music room   | 16,972.60     |              |
| 3 Ashland Paving Limited                          | Michaelle Jean Public School              | Replacement of north east and east sidewalk  | 50,087.25     |              |
| 4 Atmo Contracting Inc                            | Westminster Public School                 | Repair/replace deteriorated brick  | 36,979.25     |              |
| 5 Aurora Cabinetry and Floor Centre               | Yorkworks Employment Services             | Ministry of Training Colleges & Universities (MCTU) funded program to cover Canada Ontario<br>Job Grant (COJG) training costs for employer | 26,378.00     |              |
| 6 Bell Canada                                     | Information Technology Services           | Business Internet Dedicated - Education Centre Aurora  | 16,385.00     |              |
| 7 Bell Canada                                     | Information Technology Services           | DDoS (Distributed Denial of Service) security service fees (Aurora and Newmarket)  | 17,544.88     |              |
| 8 CBC / Radio-Canada                              | Learning Resource Centre                  | Subscription renewal - September 1, 2017 to August 31, 2018  | 54,296.50     |              |
| 9 Citrix Systems Inc                              | Information Technology Services           | Citrix Annual License renewal and maintenance - March 21, 2017 - March 21, 2018  | 95,604.23     |              |
| 10 Community & Home Assistance to Seniors (CHATS) | Yorkworks Employment Services             | Ministry of Training Colleges & Universities (MCTU) funded program to cover Canada Ontario<br>Job Grant (COJG) training costs for employer | 18,830.00     |              |
| 11 Compugen Inc                                   | Information Technology Services           | Aruba access points (300)  | 371,043.41    |              |
| 12 Compugen Inc                                   | Information Technology Services           | Servers (2) including 5 year warranty  | 49,913.86     |              |
| 13 Compugen Inc                                   | Information Technology Services           | Aruba access points (278) and Aruba AirWave License Bundle   | 331,716.02    |              |
| 14 Current Technologies Ltd                       | Alexander Mackenzie High School           | Fire alarm upgrade   | 61,020.00     |              |
| 15 D B P Systems Inc                              | Thornlea SS/Unionville HS                 | WIFI refresh   | 35,595.00     |              |
| 16 Daikin Applied Canada Inc                      | Maple High School                         | Chiller repairs  | 30,792.50     |              |
| 17 Dell Canada Inc                                | Markham District High School              | Computers (24)   | 19,775.63     |              |
| 18 Douglas Hunter Developments Ltd                | Plant Services                            | Re-location of portables (10)  | 54,988.03     |              |
| 19 E T F O Employee Life and Health Trust         | Finance Services                          | ETFO Health Trust payment - August 2017  | 2,240,643.00  |              |
| 20 Family Services York Region                    | Student Services                          | COMPASS worker for 2017 2018 (.5 FTE)  | 37,500.00     |              |
| 21 Filion Wakely Thorup Angeletti LLP             | Human Resource Services                   | Legal/professional services for the period ending May 30, 2017   | 32,785.66     |              |
| 22 G A Sibley Company Limited                     | Red Maple Public School                   | Replace 40 batteries for emergency lighting inverter   | 16,043.74     |              |
| 23 Giant Steps                                    | Student Services                          | Educational Services - August 2017   | 50,000.00     |              |
| 24 Hazelton Manor                                 | Vaughan Secondary School                  | Graduation package - recoverable   | 16,855.08     |              |
| 25 Hewlett-Packard Enterprise Canada Co           | Information Technology Services           | Hardware maintenance contract - October 1, 2016 to September 30, 2017 for Data Centre<br>servers, storage, etc                             | 95,669.57     |              |
| 26 Hicks Morley Hamilton Stewart Storie LLP       | Human Resource Services                   | Legal/professional services for the period ending July 31, 2017  | 76,750.39     |              |
| 27 Hill Supplies                                  | Maintenance Centre                        | Electrical supplies  | 19,444.92     |              |
| 28 Imagine Financial Limited (Ingle Int'l)        | International Education Services          | Liability insurance coverage for international students - recoverable  | 77,377.50     |              |
| 29 International Student                          | International Education Services          | Refund - tuition and home stay fees  | 27,040.00     |              |
| 30 Jo Van Distributors Inc                        | Maintenance Centre                        | Door hardware supplies   | 57,792.53     |              |
| 31 Konica Minolta Business                        | Printing Services                         | Copier charges - September 2017  | 15,678.75     |              |
| 32 M L Fire & Burglary Alarms Ltd                 | Elementary Schools (East, Central & West) | Sprinkler inspections  | 34,578.00     |              |
| 33 Markville Carpet Centre                        | Various Elementary Schools (4)            | Replacement flooring   | 62,266.39     |              |
| 34 Meteor Telecommunications Inc                  | Information Technology Services           | Replacement telephone system at EC-Aurora, CLL & 1260 Gorham with a VOIP system  | 143,217.33    |              |
| 35 Morneau Shepell Limited                        | Human Resource Services                   | Employee Assistance Program (EAP) - August 2017  | 22,374.00     |              |
| 36 Motion Specialties                             | David Suzuki Public School                | Acheeva Graduate   | 16,009.02     |              |
| 37 MSB Mechanical Limited                         | Huron Heights Secondary School            | Provide ventilation/cooling for new air cooled walk-in freezer   | 16,645.52     |              |
| 38 MSB Mechanical Limited                         | Various Elementary Schools                | Annual boiler preventative maintenance   | 144,773.34    |              |
| 39 New Perspectives On Learning                   | Curriculum and Instructional Services     | Workshop "Learning to Lead" August 23-25, 2017 (32)  | 30,420.00     |              |
| 40 New Perspectives On Learning                   | Curriculum and Instructional Services     | Workshop "Conferring with Young Mathematicans at Work..." August 21-22, 2017 (50)  | 30,359.16     |              |
| 41 Ontario Teachers Insurance Plan                | Finance Services                          | O S T F Employee Life and Health Trust payment - August 2017   | 1,099,964.00  |              |
| 42 Ontario Teachers Insurance Plan                | Finance Services                          | O S T F Education Workers Health Trust payment - August 2017   | 56,248.00     |              |
| 43 OverDrive Inc                                  | Learning Resource Centre                  | School Digital Library Annual Fee  | 28,151.18     |              |
| 44 Patient News Publishing Ltd                    | Yorkworks Employment Services             | Ministry of Training Colleges & Universities (MCTU) funded program to cover Canada Ontario<br>Job Grant (COJG) training costs for employer | 22,600.00     |              |
| 45 Receiver General for Canada                    | Learning Resource Centre                  | Campus subscription renewal - September 1, 2017 to August 31, 2018   | 29,574.36     |              |
| 46 Rogers Business Solutions                      | Information Technology Services           | Wide area network services   | 102,954.75    |              |
| 47 Rutherford Contracting Ltd                     | Dr Roberta Bondar Public School           | Accessibility renovations  | 55,331.16     |              |
| 48 Saccoccio Weppler Architects Inc               | Plant Services                            | Re-location of portables - site plan and permits (9)   | 66,603.33     |              |
| 49 Sandgate Construction Inc                      | Plant Services                            | Re-location of portable complex  | 104,655.40    |              |

|  |                                       |  |              |               |
|--|---------------------------------------|--|--------------|---------------|
| 50 Schoolhouse Products Inc                  | Vaughan Secondary School              | Furniture  | 33,953.11    |               |
| 51 Seaforth Building Group                   | King City Public School               | Renovations  | 26,600.75    |               |
| 52 Seaforth Building Group                   | Teston Village Public School          | Renovations  | 42,237.03    |               |
| 53 Securtek                                  | Plant Services                        | Monitoring services for all locations - September 1, 2016 to August 31, 2017               | 21,206.94    |               |
| 54 Securtek                                  | Plant Services                        | ULC monitoring - August 2015 to June 2017  | 73,730.24    |               |
| 55 Semple Gooder Roofing Corp                | Various (30)                          | Roofing repairs  | 114,588.25   |               |
| 56 Skillsoft Corporation                     | Leadership Development                | IT & Desktop Videos - Business Courseware Collection                                       | 19,643.87    |               |
| 57 Softchoice Corporation                    | Information Technology Services       | AIRWATCH subscription - June 17, 2017 to June 18, 2018                                     | 90,580.80    |               |
| 58 Speakers' Spotlight Inc                   | Leadership Development                | Workshop speaker reservation - 5 presentations - April and May 2018                        | 17,450.00    |               |
| 59 Stiitt Feld Handy Group                   | Leadership Development                | Workshop fees (2)  | 19,210.00    |               |
| 60 The Treasurer, City of Toronto            | Administrative Services               | Annual fee agreement 2015-2025 re busloop at Thornlea Secondary School                     | 22,374.00    |               |
| 61 TNT Services Plus Inc                     | Various                               | Grasscutting   | 53,865.13    |               |
| 62 Toronto and Region Conservation Authority | Curriculum and Instructional Services | Final payment Outdoor Education Summer Institute   | 26,672.00    |               |
| 63 Trotec Laser Canada Inc                   | Richmond Green Secondary School       | Laser engraver   | 30,878.38    |               |
| 64 Turnpenney Milne                          | Human Resource Services               | Legal/professional services for the period ending July 31, 2017                            | 29,295.25    |               |
| 65 uMunch                                    | Yorkworks Employment Services         | Ministry of Training Colleges & Universities (MCTU) funded program to cover Canada Ontario | 43,917.00    |               |
|  |                                       | Job Grant (COJG) training costs for employer   |              |               |
| 66 Workplace Safety & Insurance Board        | Human Resource Services               | Workplace Safety & Insurance Board payments  | 97,554.62    |               |
| 67 Workplace Safety & Insurance Board        | Human Resource Services               | Physician Fees/Administration Charges  | 151,605.55   |               |
| 68 Xerox Canada Limited                      | Printing Services                     | Copier charges - June 20 to August 2, 2017   | 26,366.93    |               |
| 69 York Catholic District School Board       | Plant Services                        | Sutton Multi-Use Facility Maintenance Billing - August 2017                                | 37,945.86    |               |
| 70 Total Disbursements under 15,000          |                                       |  | 5,565,665.51 | 12,701,622.21 |

71 Disbursements by type

Total disbursements by type

Grand Total

Debentures  
Transportation  
Payroll deductions  
Utilities - telephone  
    heating - gas/oil  
    water  
    waste  
    hydro  
Fuel  
Net payroll

| Prior Years Expenditure for August 2016 |              |
|---|--------------|
| -                                       | -            |
| 4,881,640.29                            | 3,623,822.57 |
| 10,516,867.68                           | 7,241,414.24 |
| 61,437.51                               | 105,434.01   |
| 186,648.06                              | 173,342.54   |
| 194,543.04                              | 150,588.35   |
| 53,389.55                               | 95,143.14    |
| 1,299,733.37                            | 1,429,599.43 |
| 10,336.27                               | 26,469.96    |
| 12,002,833.87                           | 7,997,858.13 |

20,843,672.37

**33,545,294.58**