

Achievement Results: Primary Division

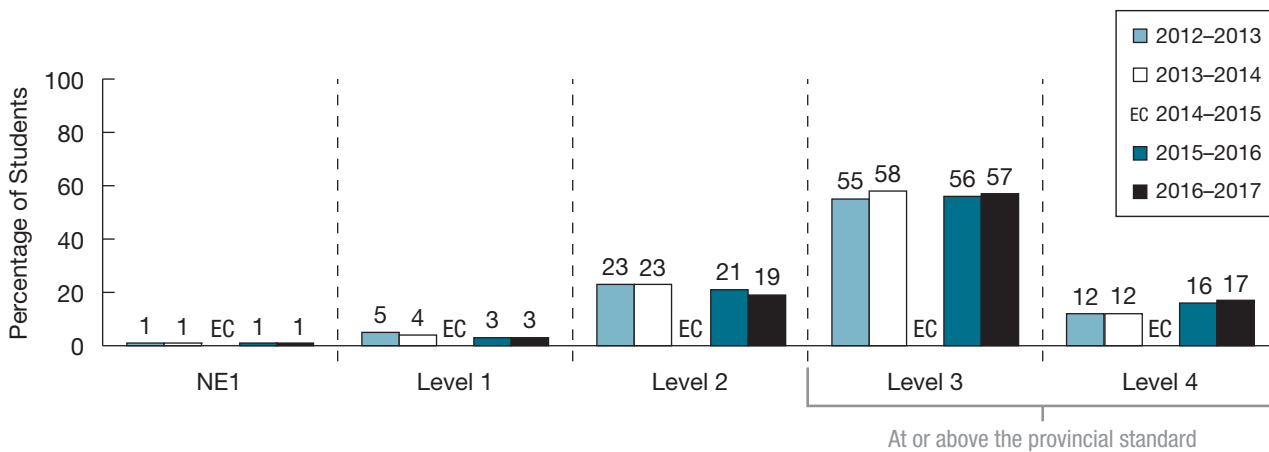
Achievement Results: Primary Division

RESULTS FOR ALL STUDENTS

Reading: Results for All Grade 3 Students Over Time*

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

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



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

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4. Note: The Explanation of Terms used in the tables is available on page 42.

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

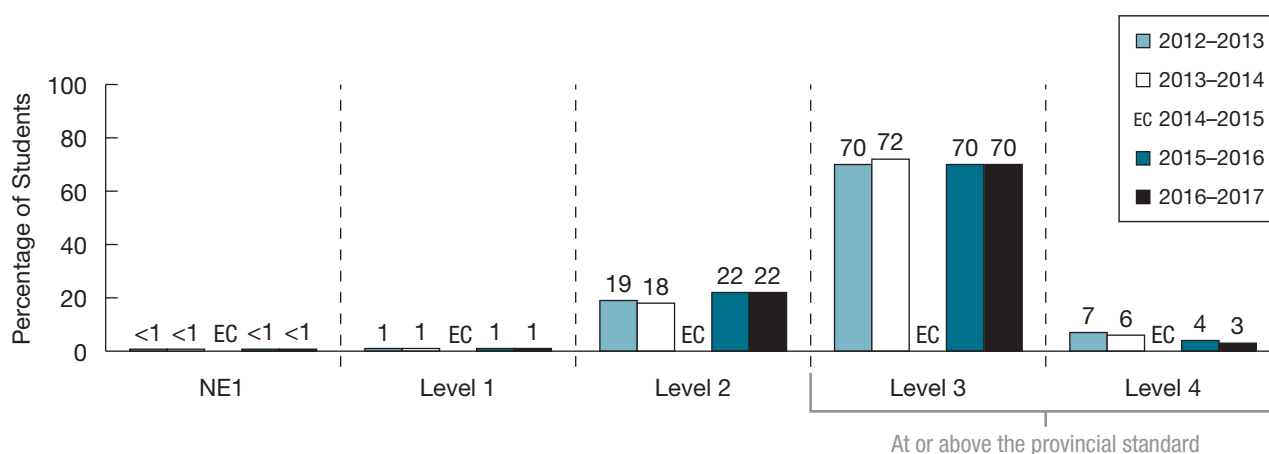
Observations

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

Writing: Results for All Grade 3 Students Over Time*

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

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



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

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4. EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

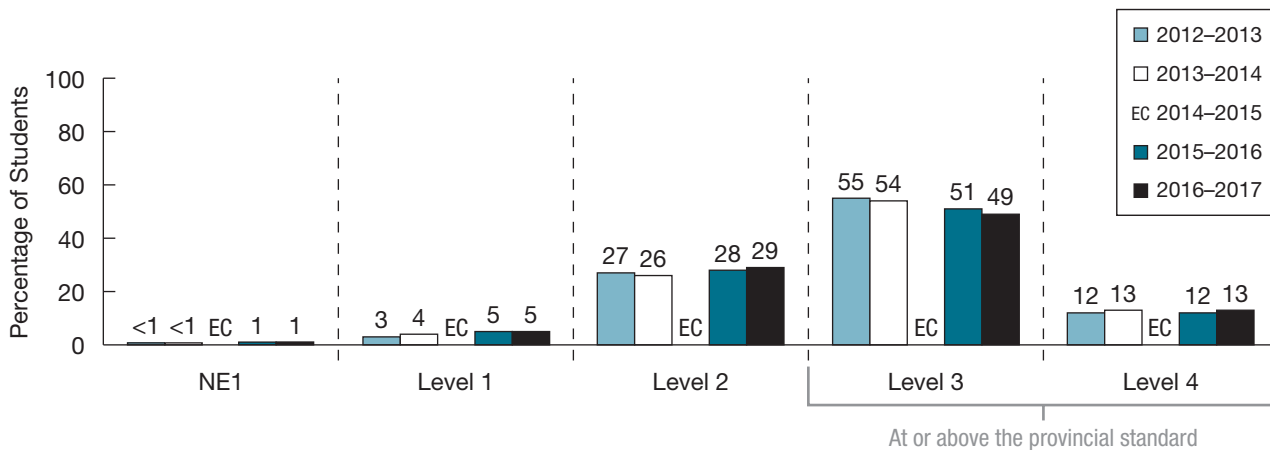
Observations

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

Mathematics: Results for All Grade 3 Students Over Time*

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

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



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

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

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

Observations

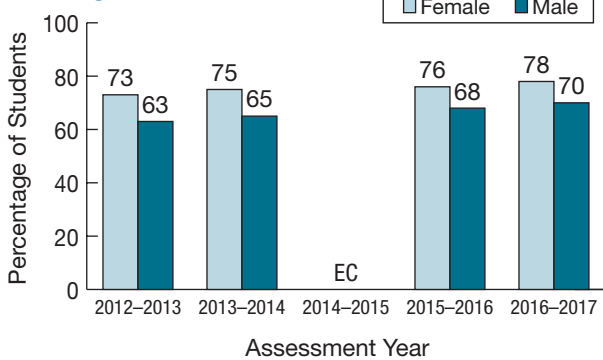
- Over the past five years,
 - the percentage of students performing at or above the provincial standard in mathematics has declined by five percentage points.
 - the percentage of students who achieved a Level 4 has remained stable (12% to 13%), while the percentage of students who achieved a Level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

RESULTS BY GENDER

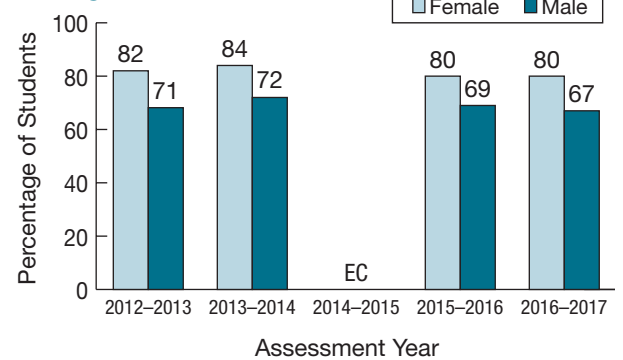
Percentage of All Grade 3 Students at or Above the Provincial Standard Over Time*†

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

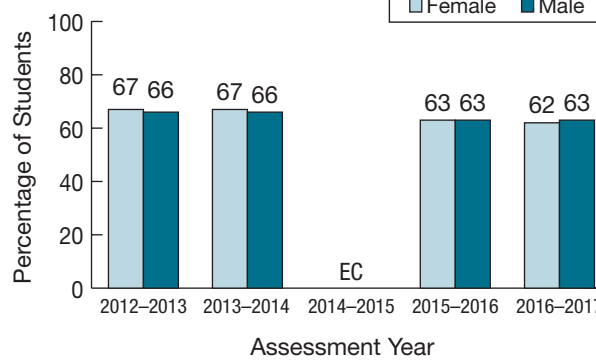
Reading



Writing



Mathematics



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

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

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

Observations

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

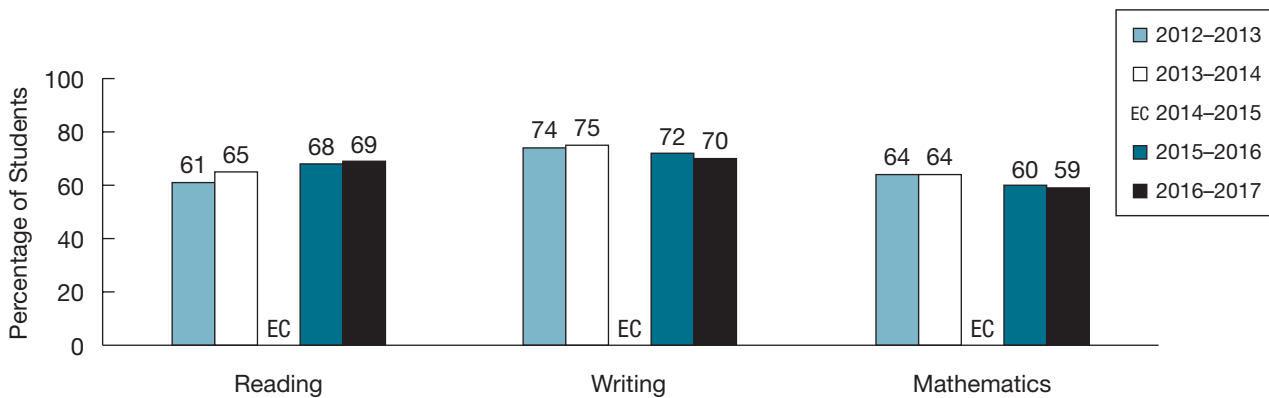
performing at or above the provincial standard has decreased by two percentage points, and the percentage of male students has decreased by four percentage points. In mathematics, the percentage of female students performing at or above the provincial standard has decreased by five percentage points,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

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

RESULTS BY STUDENT STATUS

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

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



* See the Explanation of Terms.

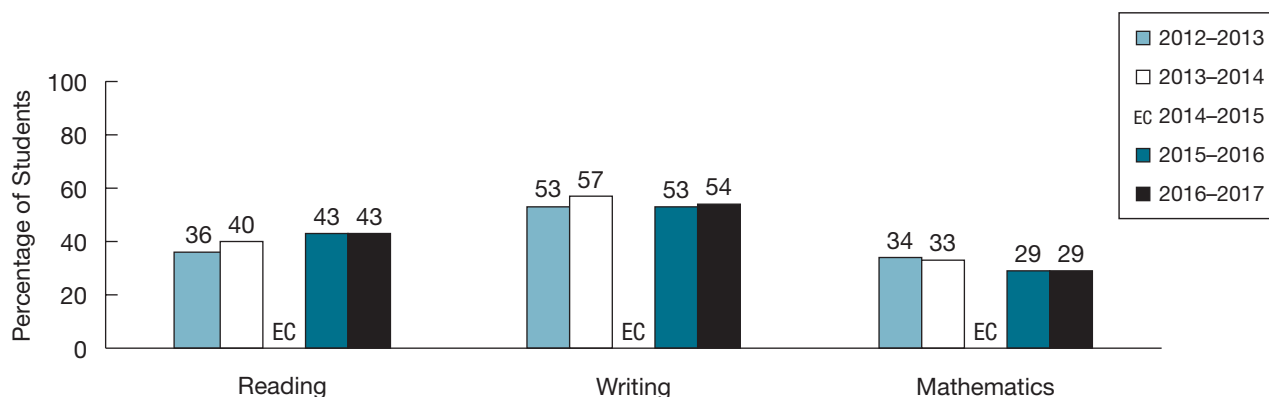
EC: Due to exceptional circumstances, provincial data for 2014–2015 are unavailable for the reporting of provincial results.

Observations

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

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

	2012–2013		2013–2014		2014–2015		2015–2016		2016–2017	
	Total #	%	Total #	%	Total #	%	Total #	%	Total #	%
READING	21 192	36%	21 671	40%	EC	EC	21 412	43%	23 610	43%
WRITING	21 192	53%	21 671	57%	EC	EC	21 430	53%	23 630	54%
MATHEMATICS	21 449	34%	21 965	33%	EC	EC	21 824	29%	24 076	29%



* See the Explanation of Terms.

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

Observations

- Over the past five years, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has increased by seven percentage points in reading and one percentage point in writing; in mathematics, it has decreased by five percentage points, from 34% to 29%.
- Since 2015–2016, the percentage of Grade 3 students with special education needs performing at or above the provincial standard has remained stable in reading (at 43%), has increased by one percentage point in writing (to 54%) and has remained stable in mathematics (at 29%).