

# FACTS *Grade 3 & 6 Achievement Outcomes*

ISSUE 7, May 2014

## 2011-12 Student & Parent Census: STUDENT SUCCESS INDICATORS - ELEMENTARY PANEL

### Background

This fact sheet summarizes the academic achievement patterns of the Toronto District School Board's (TDSB) Grade 3 and 6 students using various demographic and student family background characteristics from the TDSB's Parent Census and School Information Systems (SIS) in 2007-08 and 2011-12. For the students in Grades 3 and 6 who completed the Education Quality and Accountability Office (EQAO) assessments for Reading, Writing, and Mathematics Primary Division (Grades 1 to 3) and Junior Division (Grades 4 to 6), results are reported as percentages of students achieving at or above the provincial standard (Levels 3 and 4)\*.

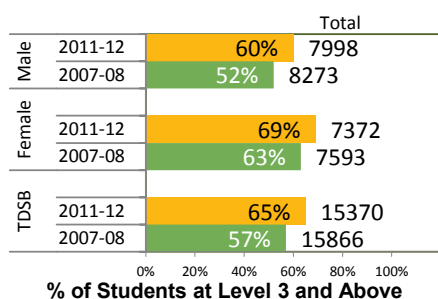


### What is it?

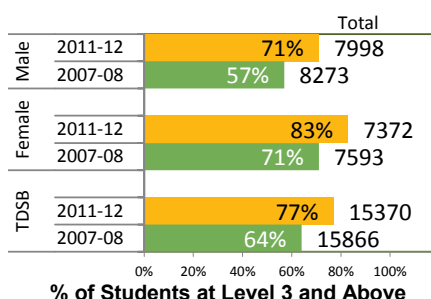
- **Student Demographic Characteristics and Student Achievement:** This section presents trends on students' academic achievement compared to their demographic characteristics such as gender, ethno-racial background, region of birth, and language. Results are reported only for groups with 100 or more students.

**A. Gender:** Students' gender is derived from the TDSB's School Information Systems. EQAO results by gender are as published by EQAO in 2007-08 and 2011-12.

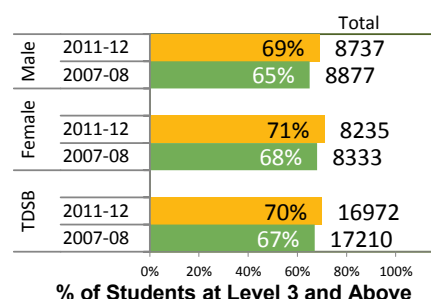
**Gender - Gr. 3 Reading Figure 1**



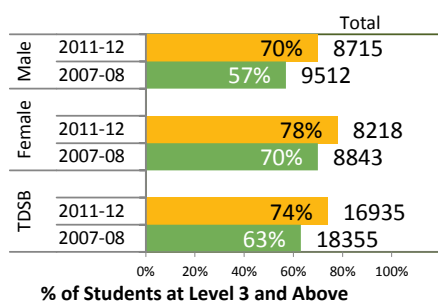
**Gender - Gr. 3 Writing Figure 2**



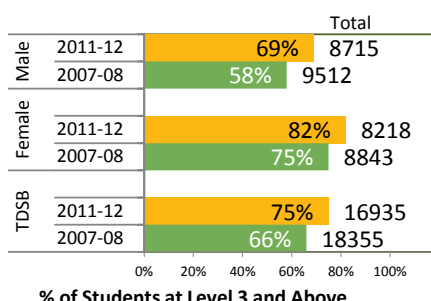
**Gender - Gr. 3 Mathematics Figure 3**



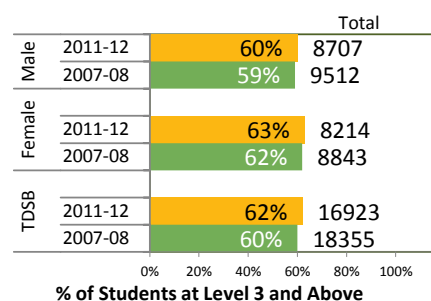
**Gender - Gr. 6 Reading Figure 4**



**Gender - Gr. 6 Writing Figure 5**



**Gender - Gr. 6 Mathematics Figure 6**



**\*Notes for Interpretation:** Results in this report represent the whole population for the student characteristics such as gender, region, and language. The family background factors (i.e., parents' place of birth, parental presence at home, parent educational background, and family socio-economic status) and student race represents only those who responded to the related questions. Overall, the TDSB's 2012 Parent Census return rate was 67% for Grade 3 and 62% for Grade 6. In general, the matching rate for the analyses for student race and family background factors was approximately 66% for the Grade 3 EQAO results, and approximately 60% for the Grade 6 EQAO results depending on the related item (counts and percentages representing each figure were provided throughout the report). Therefore, results should be interpreted with caution since achievement and demographic characteristics of non-respondents may affect the overall results. The initial analysis shows that students whose parents completed the TDSB's 2012 Parent Census are more likely to be from backgrounds that, to some extent, are more related with higher student achievement.



# 2011-12 EQAO: Grade 3 & 6 Achievement Outcomes

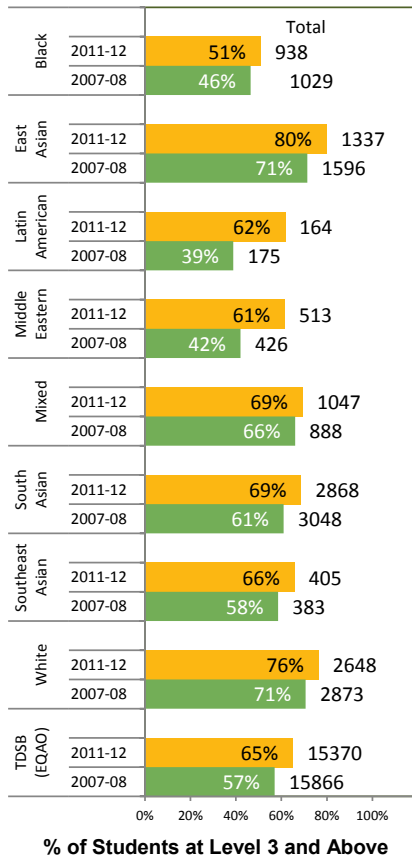
**THE TREND:** In 2011-12, the proportion of Grade 3 female students achieving at or above the provincial standard (Levels 3 and 4) was higher than that of male students in Reading (9%), Writing (12%), and Mathematics (2%). Over the past five years (2007-08 to 2011-12), the gender gap has declined 2% in Reading (11% to 9%), 2% in Writing (14% to 12%), and 1% in Mathematics (3% to 2%) (see Figures 1-3).

Patterns in the gender gap trend were similar for Grade 6 students. In 2011-12, the proportion of Grade 6 female students achieving at or above the provincial standard (Levels 3 and 4) was higher than that of male students in Reading (8%), Writing (13%), and Mathematics (3%). Over the last five years (2007-08 and 2011-12), the gender gap decreased 5% in Reading (13% to 8%), 4% in Writing (17% to 13%), and remained the same in Mathematics (3%) (see Figures 4-6).

**B. Students' Ethno-racial Background:** Students' ethno-racial background information is from parents of Grade 3 and 6 students who completed the TDSB's 2008 and 2012 Parent Census.

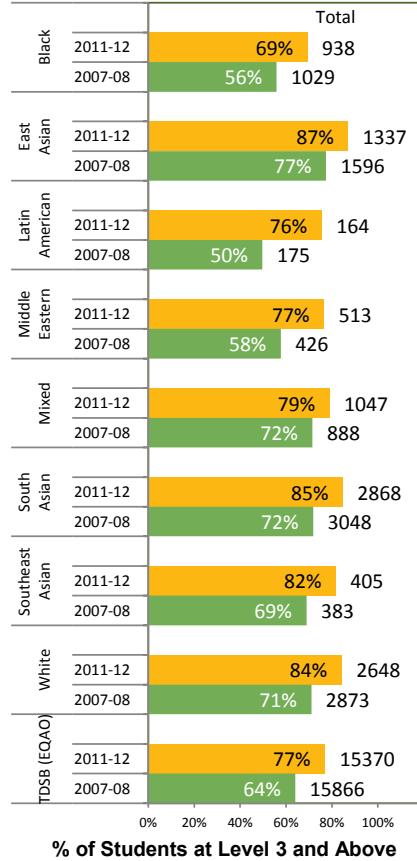
Racial Background -  
Gr. 3 Reading

Figure 7



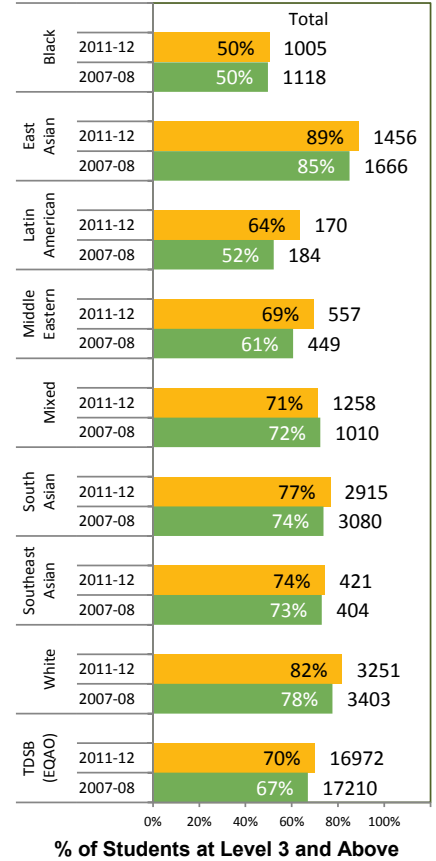
Racial Background -  
Gr. 3 Writing

Figure 8



Racial Background -  
Gr. 3 Mathematics

Figure 9

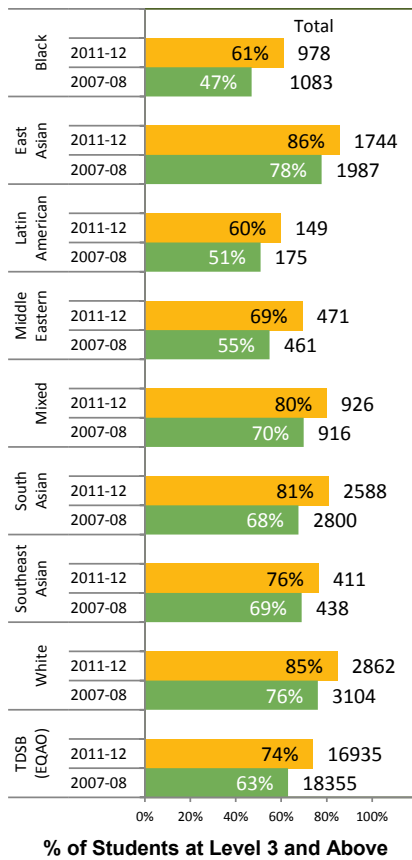


**Notes:** Figures 7-9 represent 65% (9,958 in Reading and Writing and 11,073 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 66% (10,431 in Reading and Writing and 11,327 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

# 2011-12 EQAO: Grade 3 & 6 Achievement Outcomes

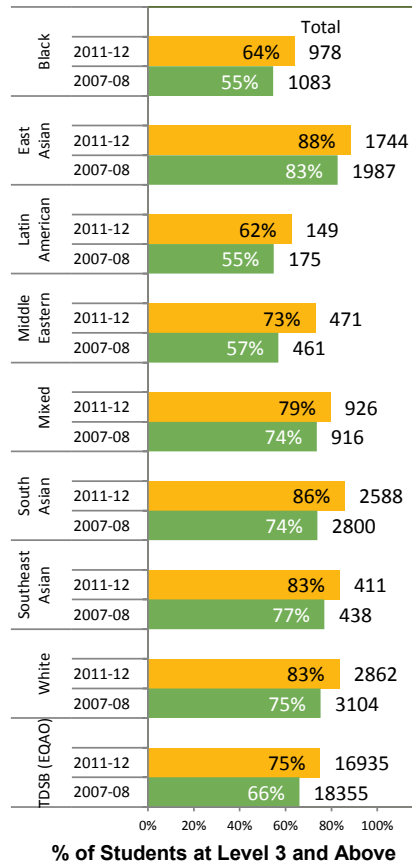
Racial Background -  
Gr. 6 Reading

Figure 10



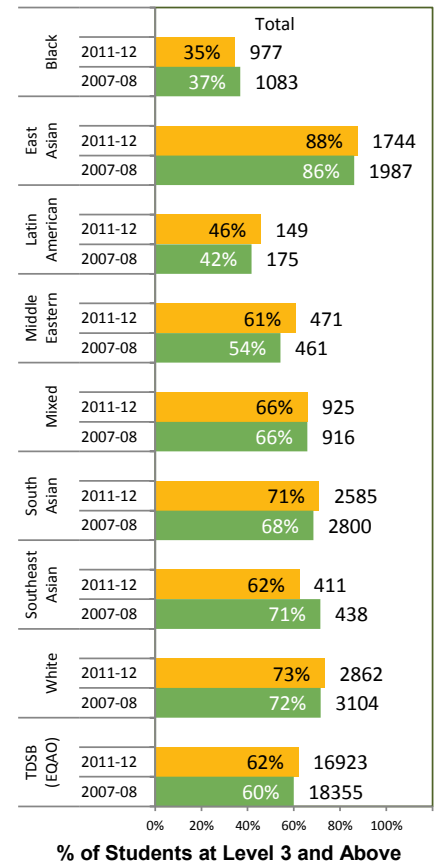
Racial Background -  
Gr. 6 Writing

Figure 11



Racial Background -  
Gr. 6 Mathematics

Figure 12



**Notes:** Figures 10-12 represent 60% (10,159 in Reading and Writing and 10,154 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 60% (10,983 in Reading, Writing, and Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

**THE TREND:** In all three subject areas, for both Grade 3 and 6, considerable achievement gaps were observed across students' ethno-racial groups. Similar to the TDSB's 2008 Parent Census, Black, Latin American, and Middle Eastern students continue to experience higher challenges in academic achievement compared to other groups or the TDSB in general. For example, in Grade 3 Reading 51% of the Black students, 62% of the Latin American students, and 61% of the Middle Eastern students achieved at or above the provincial standard while East Asian (80%), White (76%), South Asian (69%), Mixed (69%), and Southeast Asian (66%) students showed relatively higher achievement rates compared to the TDSB's average (65%) and other ethno-racial groups. In some instances, the achievement gap across ethno-racial groups is as much as 50% on the EQAO Assessments (percentage at or above Level 3) (see Figures 7-12).

Comparing results to the 2007-08 cohort, the student achievement pattern across ethno-racial groups is somewhat similar; however, the proportion of students achieving at or above the provincial standard improved for most ethno-racial groups. Although the proportion of students at the provincial standard (Levels 3 and 4) remain below that of the TDSB, in general with a few exceptions some of the targeted groups\* (e.g., Latin American, Middle Eastern, and Black) showed similar or higher improvement rates compared to the TDSB and some of the other higher achieving groups. We know from previous TDSB studies, that after taking into account student demographics, schooling characteristics (e.g., Special Education Needs, English Language Learners, learning skills, etc.), and family background as protective factors, the predicted achievement gap on students' ethno-racial background significantly reduces. For educators and policy makers, this suggests that the variability of ethno-racial gaps in achievement can be improved through early intervention, sound personalized instructional practices, and effective parental engagement.

\* For further information on the most recent TDSB collective student achievement and well-being targets and the Years of Action plan please visit: <http://www.tdsb.on.ca/AboutUs/DirectorofEducation/YearsofAction.aspx>

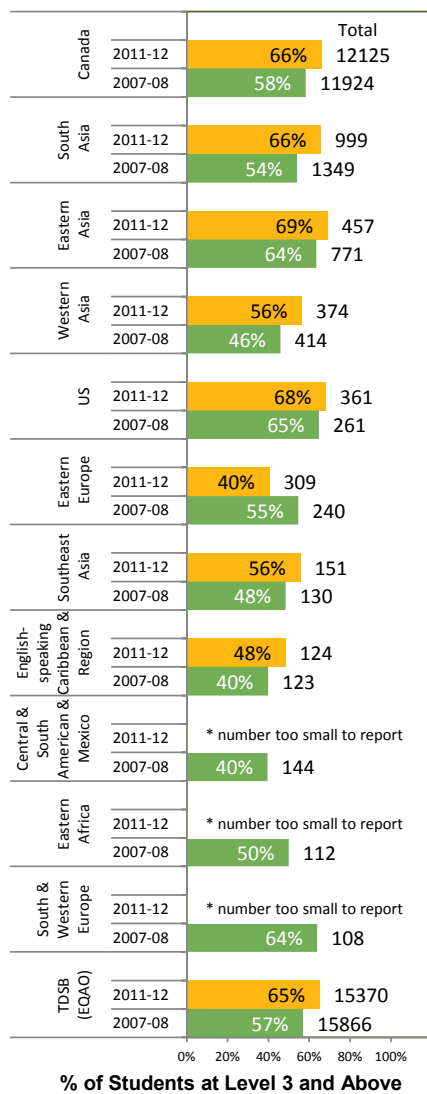
\* For further information on the Opportunity Gap Action Plan for the targeted groups please visit: <http://schoolweb.tdsb.on.ca/Portals/strategyplanning/docs/2.%20Opportunity%20Gap%20Action%20Plan.pdf>

## Why is this information important?

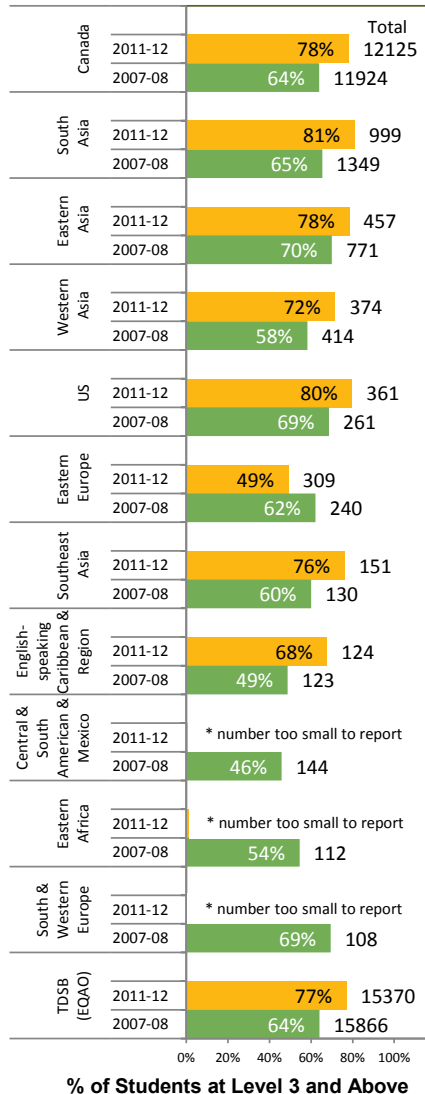
Previous analysis, as well as this Fact Sheet, have found that there are clear differences among groups of students using demographic variables. The analysis of student demographic characteristics and family background in relation to their achievement is essential for policy decision making, educational improvement planning, and contextual stories of TDSB students. This analysis also provides evidence to evaluate the effectiveness of different types of educational programs and interventions within the TDSB.

### C. Students' Region of Birth: Students' region of birth information is from the TDSB's School Information Systems .

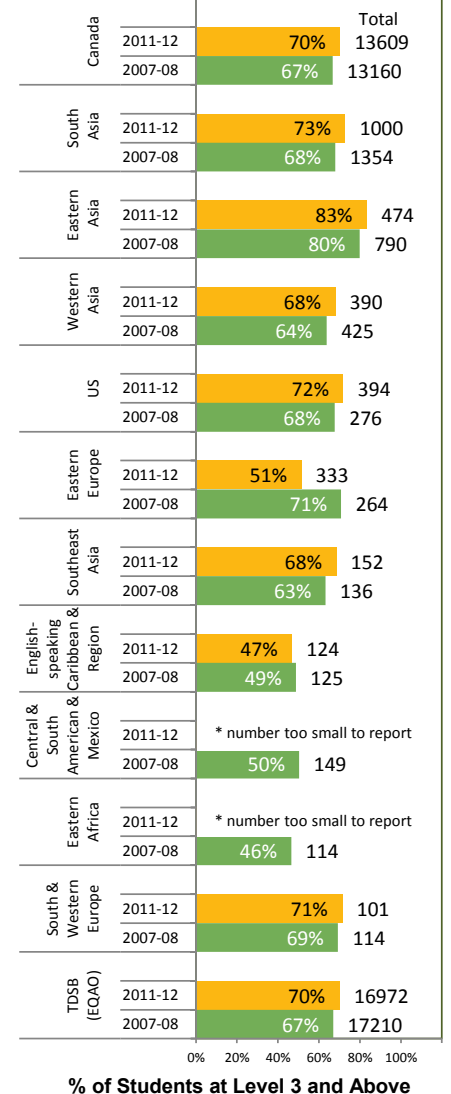
**Region of Birth - Gr. 3 Reading** **Figure 13**



**Region of Birth - Gr. 3 Writing** **Figure 14**



**Region of Birth - Gr. 3 Mathematics** **Figure 15**



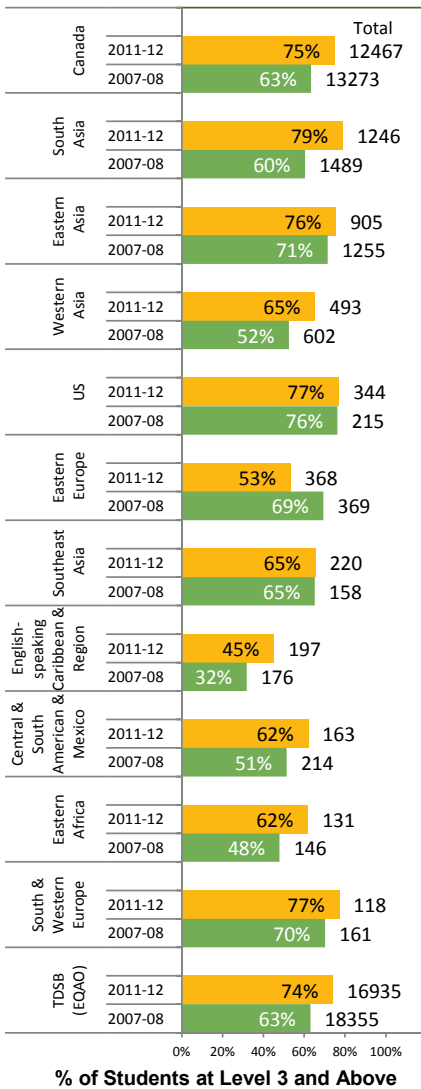
**Notes:** Figures 13-15 represent 100% (15,416 in reading and Writing and 17,018 in Mathematics) of the students from both EQAO and SIS for all subjects in 2011-12 and 100% (15,800 in Reading and Writing and 17,143 in Mathematics) of the students from both EQAO and SIS for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

\*Numbers too small to report. Results are reported only for groups with 100 or more students.

# 2011-12 EQAO: Grade 3 & 6 Achievement Outcomes

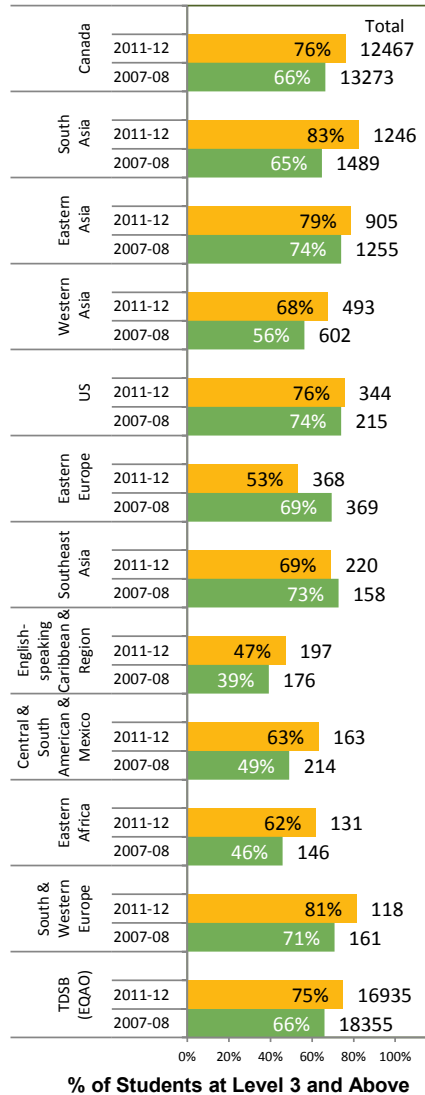
Region of Birth -  
Gr. 6 Reading

Figure 16



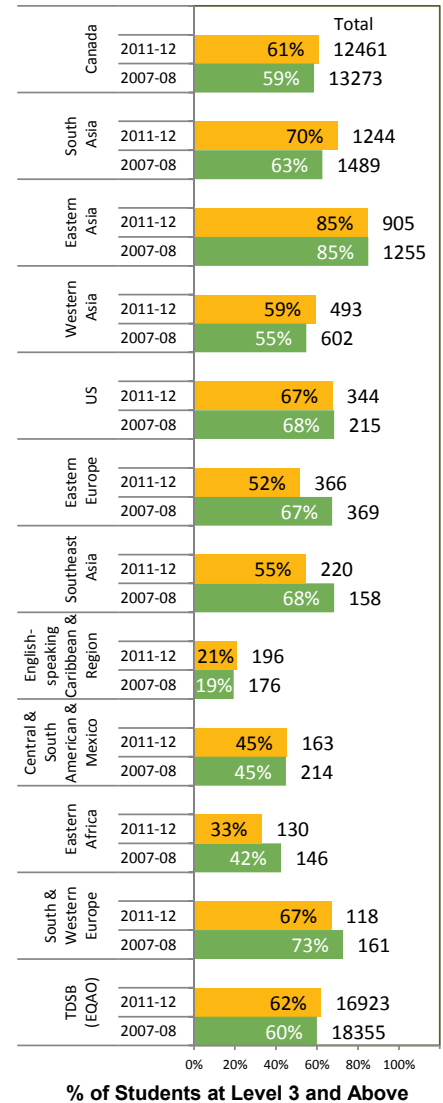
Region of Birth -  
Gr. 6 Writing

Figure 17



Region of Birth -  
Gr. 6 Mathematics

Figure 18



**Notes:** Figures 16-18 represent 100% (16,928 in Reading and Writing and 16,916 in Mathematics) of the students from both EQAO and SIS for all subjects in 2011-12 and 100% (18,323 in Reading, Writing, and Mathematics) of the students from both EQAO and SIS for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

**THE TREND:** In general, a higher proportion of students born in Eastern Asia, US, Canada, South & Western Europe, and South Asia tend to achieve at or above the provincial standard compared to others and the TDSB in general. Students born in Eastern Europe, English-speaking Caribbean and Region, Eastern Africa, Central & South America and Mexico, Western Asia, and Southeast Asia are comparatively less likely to achieve similar grades than students born in other regions. For example, in the 2011-12 school year 45% of students born in the English-speaking Caribbean and Region, 53% of the students born in Eastern Europe, 62% of students born in Central & South America & Mexico, 62% of students born in Eastern Africa, 65% of students born in Western Asia, and 65% students born in Southeast Asia were at or above the provincial standard in Grade 6 Reading; compared to 79% of students born in South Asia, 77% of students born in South & Western Europe, 77% of students born in the US, 76% of students born in Eastern Asia, and 75% of students born in Canada (see Figures 13-18).

Compared to 2007-08, students' region of birth results are somewhat similar with proportionate differences. However, most regions have increased in the percentage of students at the provincial standard compared to 2007-08.

# 2011-12 EQAO: Grade 3 & 6 Achievement Outcomes

## D. Students' Language: Students' language information is from the TDSB's School Information Systems .

Table 1: 2007-08 and 2011-12 EQAO Grade 3/6 Reading, Writing, and Mathematics Results by Language

Language:	Total Count (SIS)																							
	Reading				Writing				Mathematics				Reading				Writing				Mathematics			
	2011-12 (14871)		2007-08 (15487)		2011-12 (14871)		2007-08 (15487)		2011-12 (16421)		2007-08 (16814)		2011-12 (16546)		2007-08 (18243)		2011-12 (16546)		2007-08 (18243)		2011-12 (16534)		2007-08 (18243)	
Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	Levels 3 & 4	Total	
Arabic	56%	276	45%	251	68%	276	54%	251	63%	293	58%	265	65%	298	56%	250	65%	298	58%	250	55%	297	46%	250
Bengali	69%	467	58%	431	82%	467	68%	431	73%	474	67%	434	84%	449	71%	363	85%	449	76%	363	71%	449	68%	363
Chinese	77%	1356	67%	1724	85%	1356	73%	1724	88%	1447	81%	1781	83%	1816	75%	2205	84%	1816	79%	2205	85%	1816	83%	2205
Dari	50%	150	*	99	68%	150	*	99	56%	154	*	99	58%	125	25%	106	64%	125	36%	106	45%	125	35%	106
English	64%	6475	59%	7004	76%	6475	62%	7004	67%	7497	65%	7942	73%	7463	63%	8343	73%	7463	64%	8343	57%	7460	55%	8343
French	*	67	*	34	*	67	*	34	71%	117	*	87	74%	103	68%	109	77%	103	68%	109	65%	103	59%	109
Greek	73%	132	*	94	81%	132	*	94	70%	159	68%	104	77%	146	71%	125	75%	146	74%	125	64%	146	62%	125
Gujarati	70%	416	52%	459	87%	416	64%	459	78%	420	73%	461	78%	414	57%	392	82%	414	64%	392	69%	412	66%	392
Hindi	71%	178	68%	185	85%	178	72%	185	80%	183	75%	190	84%	134	77%	163	89%	134	73%	163	75%	134	74%	163
Hungarian	17%	114	*	29	21%	114	*	29	18%	117	*	30	17%	120	*	27	16%	120	*	27	14%	118	*	27
Korean	70%	150	65%	159	79%	150	74%	159	82%	180	80%	170	77%	250	65%	320	82%	250	70%	320	86%	250	81%	320
Persian (Farsi)	58%	283	43%	244	75%	283	56%	244	65%	313	62%	260	71%	312	53%	367	73%	312	58%	367	60%	312	51%	367
Punjabi	68%	268	59%	333	83%	268	68%	333	74%	272	71%	334	77%	305	60%	343	83%	305	65%	343	62%	305	61%	343
Russian	71%	211	58%	179	82%	211	65%	179	83%	255	77%	224	84%	247	72%	268	84%	247	75%	268	76%	247	74%	268
Serbian	78%	103	73%	110	88%	103	81%	110	80%	123	85%	126	87%	107	76%	139	86%	107	78%	139	76%	107	73%	139
Somali	54%	331	38%	378	68%	331	47%	378	53%	346	43%	385	58%	425	44%	499	63%	425	48%	499	35%	424	31%	499
Spanish	55%	299	35%	309	69%	299	43%	309	58%	328	44%	332	57%	290	47%	350	58%	290	48%	350	38%	290	40%	350
Tagalog (Pilipino)	58%	171	47%	158	77%	171	65%	158	65%	175	67%	169	69%	232	66%	207	77%	232	76%	207	56%	232	65%	207
Tamil	67%	962	58%	946	85%	962	72%	946	78%	971	76%	953	78%	954	64%	1185	85%	954	72%	1185	74%	953	70%	1185
Urdu	63%	876	53%	885	80%	876	63%	885	68%	882	63%	888	74%	734	63%	750	79%	734	68%	750	59%	733	55%	750
Vietnamese	61%	275	54%	274	78%	275	62%	274	72%	282	65%	280	75%	259	63%	360	80%	259	69%	360	66%	259	69%	360
<b>TDSB (EQAO)</b>	<b>65%</b>	<b>15370</b>	<b>57%</b>	<b>15866</b>	<b>77%</b>	<b>15370</b>	<b>64%</b>	<b>15866</b>	<b>70%</b>	<b>16972</b>	<b>67%</b>	<b>17210</b>	<b>74%</b>	<b>16935</b>	<b>63%</b>	<b>18355</b>	<b>75%</b>	<b>16935</b>	<b>66%</b>	<b>18355</b>	<b>62%</b>	<b>16923</b>	<b>60%</b>	<b>18355</b>

**Notes:** Table 1 represents close to 100% (see the total counts for each subject and grade at the top of the table) of the students from both EQAO and SIS for all subjects in 2011-12 and 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

\*Numbers too small to report. Results are reported only for groups with 100 or more students.

**THE TREND:** Students' academic achievement based on the EQAO assessments in Grade 3 and Grade 6 varies across language groups. For example, in Grade 3 Reading: Serbian (78%), Chinese (77%), Greek (73%), Russian (71%), Hindi (71%), Gujarati (70%), Korean (70%), Bengali (69%), Punjabi (68%), and Tamil (67%), are among the language groups that have a higher proportion of students achieving at or above the provincial standard in Reading compared to other language groups and the TDSB in general (65%). The language groups with a lower percentage of students achieving at Levels 3 and 4, relative to the TDSB in Grade 3 Reading, are Hungarian (17%), Dari (50%), Somali (54%), Spanish (55%), Arabic (56%), Tagalog (Pilipino) (58%), Persian (Farsi) (58%), Vietnamese (61%), Urdu (63%), and English (64%) (see Table 1).

The student achievement pattern shows somewhat similar pattern across grades and subject areas with some proportionate differences. Compared to the 2007-08 results, most language groups have improved their achievement in all three subject areas. In 2011-12, Hungarian had the lowest achievement rate amongst student language groups. Although the proportion of students at the provincial standard (Levels 3 and 4) remained below that of the TDSB, in general with a few exceptions, some of the targeted groups\* (e.g., Somali, Spanish) showed higher improvement rates compared to the TDSB. For example, in Grade 3 Reading the percentage of students achieving at the provincial standard improved 16% (38% to 54%) for Somali speaking students and 20% (35% to 55%) for Spanish speaking students.

\* For further information on the most recent TDSB collective student achievement and well-being targets and the Years of Action plan please visit: <http://www.tdsb.on.ca/AboutUs/DirectorofEducation/YearsofAction.aspx>

\* For further information on the Opportunity Gap Action Plan for the targeted groups please visit: <http://schoolweb.tdsb.on.ca/Portals/strategyplanning/docs/2.%20Opportunity%20Gap%20Action%20Plan.pdf>

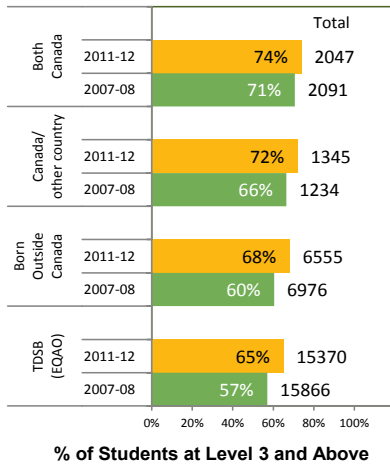
# 2011-12 EQAO: Grade 3 & 6 Achievement Outcomes

## What is it?

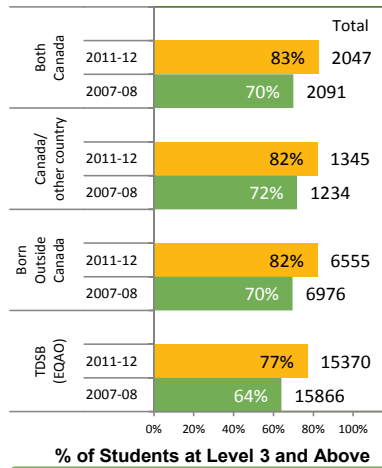
- Family Background and Student Achievement:** This section presents trends on students' academic achievement compared to their family background characteristics such as parents' place of birth, parental presence at home, parental education, and family income. Results are reported only for groups with 100 or more students.

**A. Parents' Place of Birth:** Students' family background information is from parents of Grade 3 and 6 students who completed the TDSB's 2008 and 2012 Parent Census.

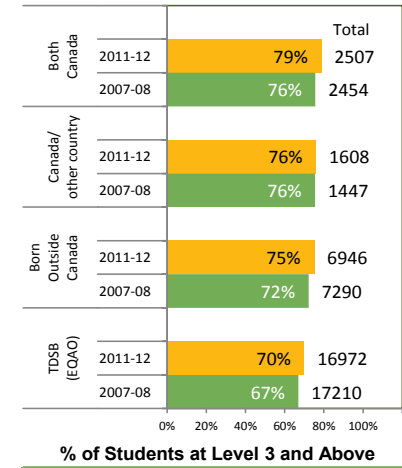
**Parent Place of Birth - Gr. 3 Reading** **Figure 19**



**Parent Place of Birth - Gr. 3 Writing** **Figure 20**

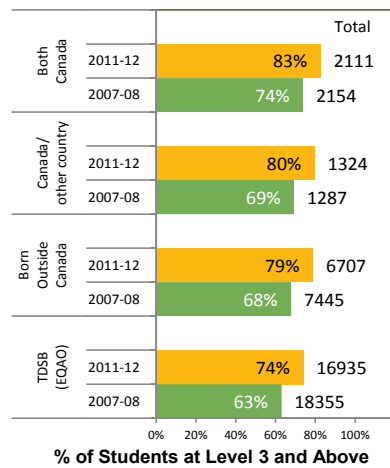


**Parent Place of Birth - Gr. 3 Mathematics** **Figure 21**

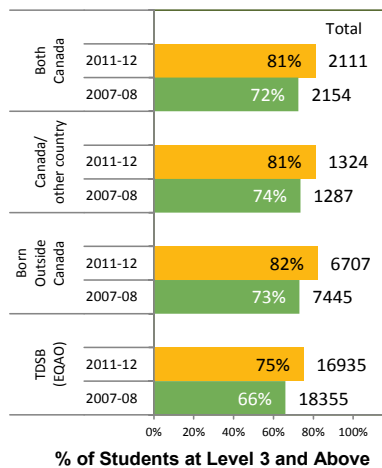


**Notes:** Figures 19-21 represents 65% (9,947 in Reading and Writing and 11,061 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 65% (10,301 in Reading and Writing and 11,191 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

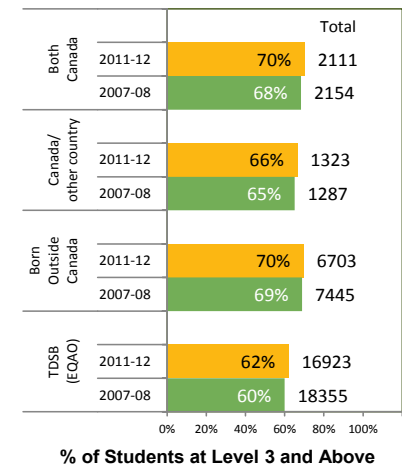
**Parent Place of Birth - Gr. 6 Reading** **Figure 22**



**Parent Place of Birth - Gr. 6 Writing** **Figure 23**



**Parent Place of Birth - Gr. 6 Mathematics** **Figure 24**



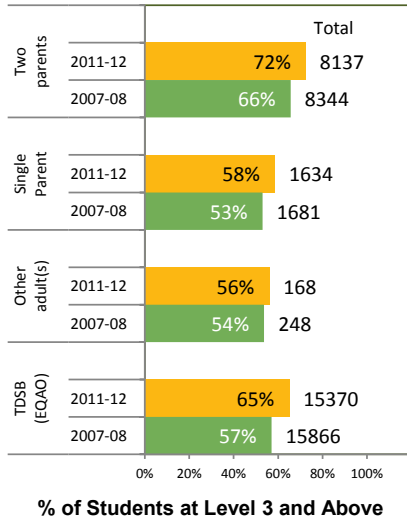
**Notes:** Figures 22-24 represent 60% (10,142 in Reading and Writing and 10,137 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 59% (10,886 in Reading, Writing, and Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

**THE TREND:** In 2011-12, students with parents born outside Canada are slightly less likely to achieve at or above the provincial standard when compared with students whose parents are both born in Canada in Grade 3 Reading (68% versus 74%) and Mathematics (75% versus 79%). However, they are more likely to achieve at similar levels in Grade 3 Writing (82% versus 83%). In Grade 6, there is no difference in Mathematics (70%) and only a 1% difference in Writing (82% versus 81%) between students of immigrant parents and those born in Canada. These trends are similar with the TDSB's 2008 Parent Census. All groups increased or stayed the same in the percentage of students achieving at or above the provincial standard when compared to 2007-08 (see Figures 19-24).

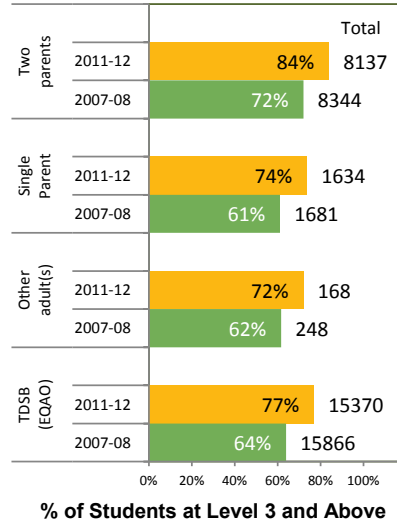
# 2011-12 EQAO: Grade 3 & 6 Achievement Outcomes

**B. Parental Presence at Home:** Students' family background information is from parents of Grade 3 and 6 students who completed the TDSB's 2008 and 2012 Parent Census.

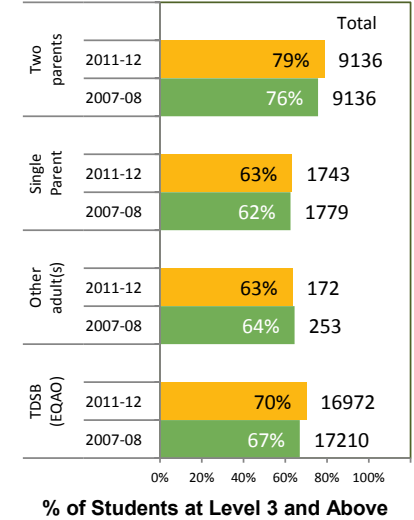
**Parental Presence at Home - Gr. 3 Reading** **Figure 25**



**Parental Presence at Home - Gr. 3 Writing** **Figure 26**

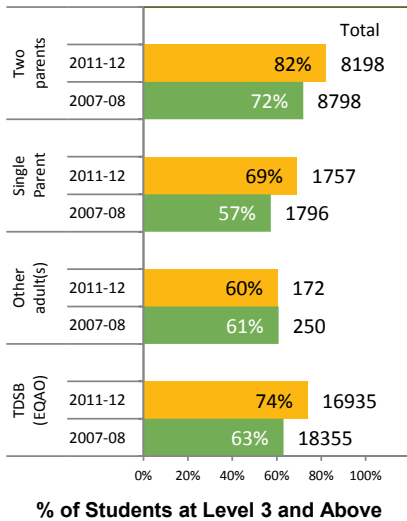


**Parental Presence at Home - Gr. 3 Mathematics** **Figure 27**

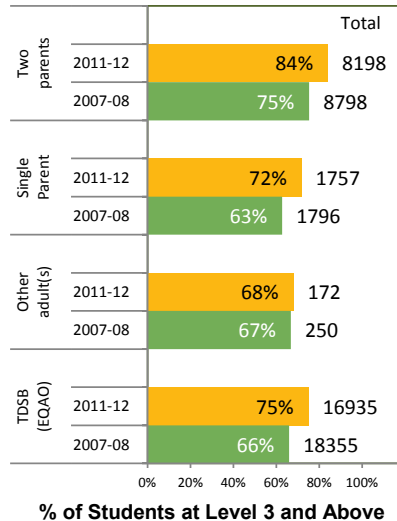


**Notes:** Figures 25-27 represents 65% (9,939 in Reading and Writing and 11,051 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 65% (10,273 in Reading and Writing and 11,168 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

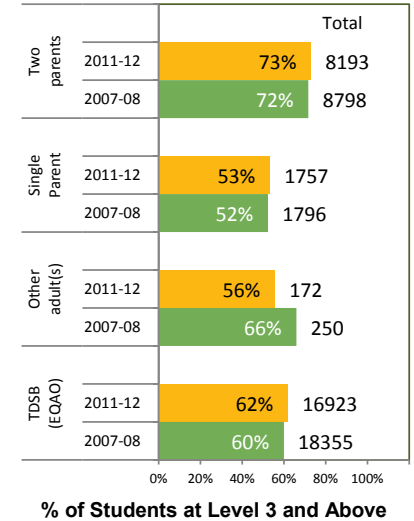
**Parental Presence at Home - Gr. 6 Reading** **Figure 28**



**Parental Presence at Home - Gr. 6 Writing** **Figure 29**



**Parental Presence at Home - Gr. 6 Mathematics** **Figure 30**



**Notes:** Figures 28-30 represent 60% (10,127 in Reading and Writing and 10,122 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 59% (10,844 in Reading, Writing, and Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

**THE TREND:** Similar with the TDSB's 2008 Parent Census, students with both parents present at home are more likely to achieve at or above the provincial standard when compared to students who are living with one parent or other adult(s). For example, in Grade 3 Reading 72% of students living with two parents achieved at or above the provincial standard compared to 58% of students who were living with one parent at home. This is consistent across grades and subjects (see Figures 25-30).

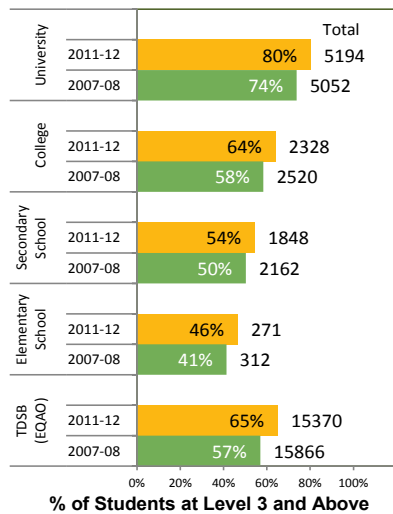


# 2011-12 EQAO: Grade 3 & 6 Achievement Outcomes

C. **Parents' Educational Background:** Students' family background information is from parents of Grade 3 and 6 students who completed the TDSB's 2008 and 2012 Parent Census.

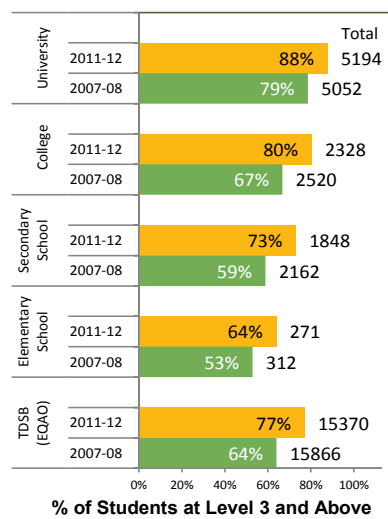
Parental Education -  
Gr. 3 Reading

Figure 31



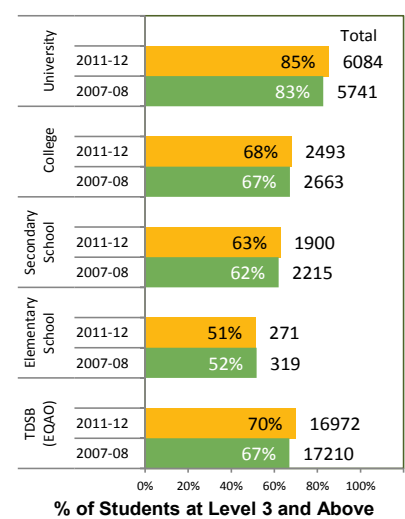
Parental Education -  
Gr. 3 Writing

Figure 32



Parental Education -  
Gr. 3 Mathematics

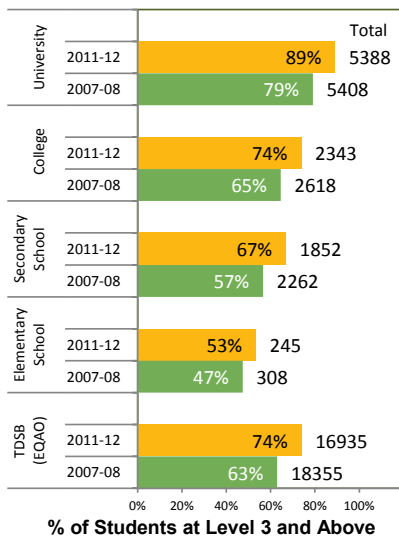
Figure 33



**Notes:** Figures 31-33 represents 63% (9,732 in Reading and Writing) and 64% (10,838 in Mathematics) of the students from both EQAO and Parent Census in 2011-12 and 64% (10,168 in Reading and Writing and 11,062 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

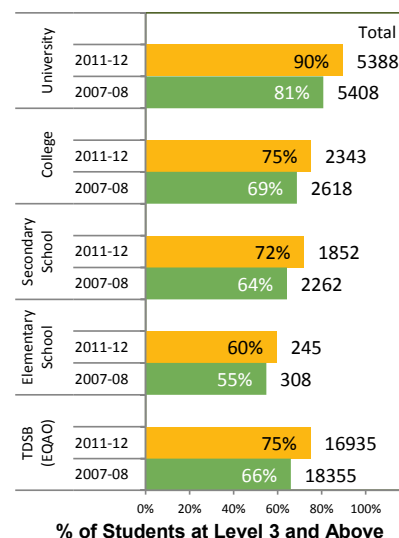
Parental Education -  
Gr. 6 Reading

Figure 34



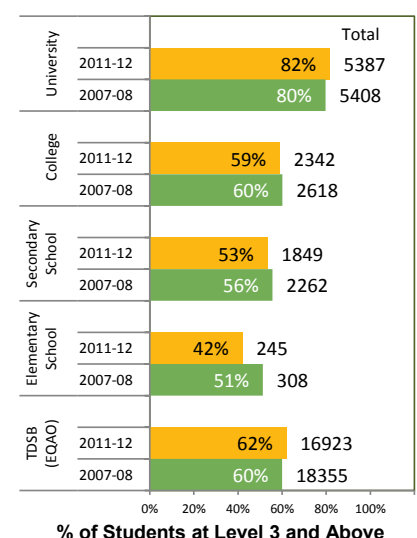
Parental Education -  
Gr. 6 Writing

Figure 35



Parental Education -  
Gr. 6 Mathematics

Figure 36



**Notes:** Figures 34-36 represent 59% (9,914 in Reading and Writing and 9,909 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 58% (10,721 in Reading, Writing, and Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

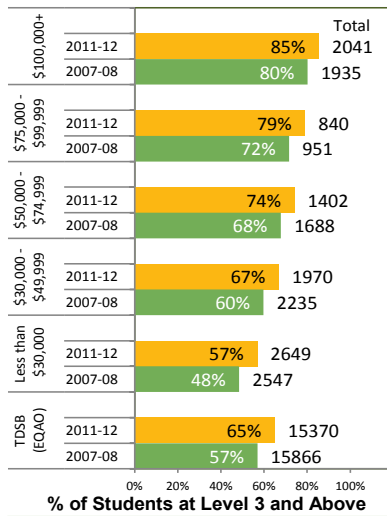
**THE TREND:** Findings from both the TDSB's 2008 and 2012 Parent Census suggest that students with university educated parents are more likely to achieve at or above provincial the standard in all subjects for the Grade 3 and 6 EQAO assessments compared to those students whose parents did not attend university. Furthermore, students with university educated parents are more likely to achieve at or above the provincial standard than students with college educated parents. This gap further increases when comparing students with university educated parents with those students of secondary or elementary school level educated parents (up to 40%). In general, the achievement gap based on parents' educational level (university versus elementary) increased in most of the subject areas and grades when compared with the TDSB's 2008 Parent Census results (see Figures 31-36).

# 2011-12 EQAO: Grade 3 & 6 Achievement Outcomes

**D. Family Socio-economic Status (SES):** Students' family background information is from parents of Grade 3 and 6 students who completed the TDSB's 2008 and 2012 Parent Census.

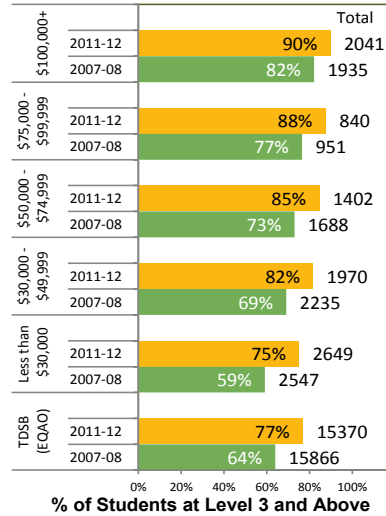
**Family SE Status - Gr. 3 Reading**

**Figure 37**



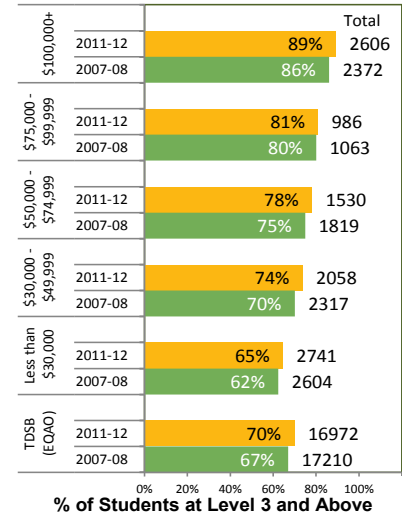
**Family SE Status - Gr. 3 Writing**

**Figure 38**



**Family SE Status - Gr. 3 Mathematics**

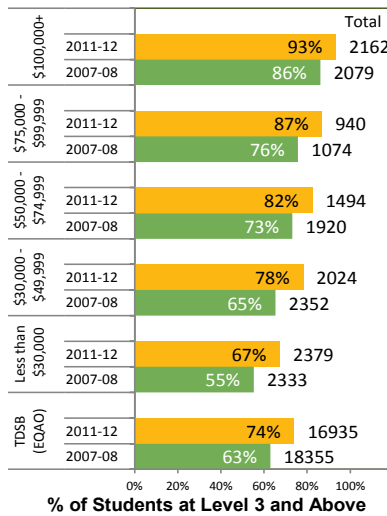
**Figure 39**



**Notes:** Figures 37-39 represents 58% (8,902 in Reading and Writing and 9,921 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 59% (9,356 in Reading and Writing and 10,175 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

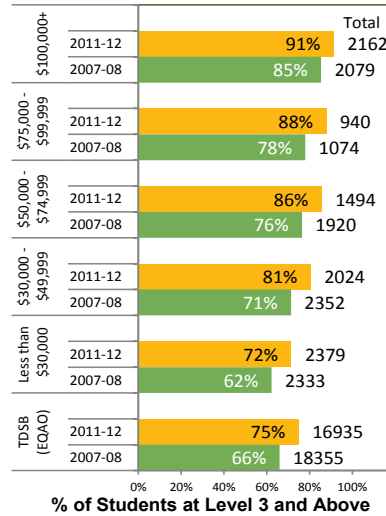
**Family SE Status - Gr. 6 Reading**

**Figure 40**



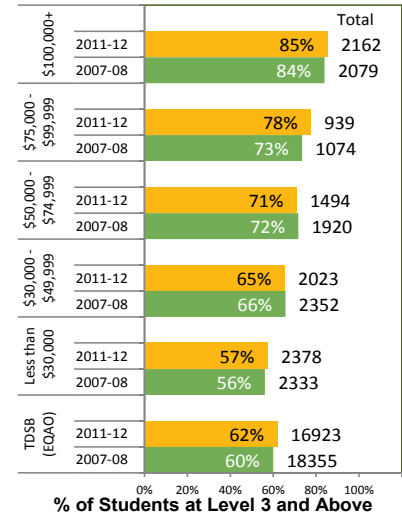
**Family SE Status - Gr. 6 Writing**

**Figure 41**



**Family SE Status - Gr. 6 Mathematics**

**Figure 42**



**Notes:** Figures 40-42 represent 53% (8,999 in Reading and Writing and 8,996 in Mathematics) of the students from both EQAO and Parent Census for all subjects in 2011-12 and 53% (9,758 in Reading, Writing, and Mathematics) of the students from both EQAO and Parent Census for all subjects in 2007-08. EQAO results for the TDSB are as published by EQAO in 2007-08 and 2011-12.

**THE TREND:** Students' family SES, as measured by family income, is strongly associated with student achievement in the Grade 3 and 6 EQAO assessments. Students within the highest family income category (\$100,000+) have the highest achievement in all grades and subjects. For example, in the 2011-12 school year 85% of Grade 3 students within the highest family income category (\$100,000+) achieved at or above the provincial standard in Reading compared to 57% of the students with the lowest family income category (less than \$30,000). Although across most income groups the percentage of students at or above the provincial standard increased, in general students with the lowest family income category showed a similar or higher rate of improvement in all subject areas compared to those students in the highest family income category. These trends are similar with the TDSB's 2008 Parent Census (see Figures 37-42).