

## Interpreting the AGI data from the table below

Under the **Question** heading, is the exact wording of the questions that students responded to on the AGI survey. The statements that have the (disagree with) in brackets means that the desired response is that students disagree with the following statement.

The **Difference %** of percentages demonstrates the gap in percentage points between the identified gender or racial groups in the following heading titled **Higher Desired Result**.

The highlighted gender or racial groupings under the **Higher Desired Result** heading indicates who is more likely to give a favourable response to the corresponding statements.

The last column with the **Page** heading indicates on which page the following results were taken from in the survey for its corresponding grade levels.

### Example # 1

*First row-In relation to the statement, “I like being at school.”, Female students are 19 percent more likely to give the desired response than Male students. (p. 5 AGI Data survey)*

### Example # 2

*Second row- In relation to the statement “I worry that kids in my class will not like me.”, Male students are 17 percent more likely to disagree with this statement than Female students. (p. 7 AGI Data survey)*

### AGI Data - Grades 3, 4,& 5

Question	Difference %	Higher Desired Result	Page
“I like being at school.”	19	<b>Female</b> Male	5
(disagree with)“I worry that kids in my class will not like me.”	17	Female <b>Male</b>	7
(disagree with)“I worry that kids in my class will not like me.”	17	<b>White</b> Mi’kmaq	7
(disagree with) “Sometimes I get into trouble at school.”	24	<b>Female</b> Male	8
(disagree with) “Sometimes I get into trouble at school.”	20	<b>White</b> Black	8
(disagree with) “Sometimes I get into trouble at school.”	27	<b>White</b> Mi’kmaq	8
(disagree with) “Sometimes my teacher says I don’t pay attention.”	16	<b>Female</b> Male	9
(disagree with) “Sometimes my teacher says I don’t pay attention.”	19	<b>White</b> Black	9
(disagree with) “Sometimes my teacher says I don’t pay attention.”	15	<b>White</b> Mi’kmaq	9
“I try very hard with all of my lessons.”	17	<b>White</b> Black	10
“I try very hard with all of my lessons.”	12	<b>White</b> Mi’kmaq	10
“I try very hard with all of my lessons.”	15	TCRSB Black <b>NS Schools</b>	10
(disagree with) “I give up if the school work gets	9	<b>White</b>	11

really hard”.		Black	
(disagree with) “I give up if the school work gets really hard”.	12	<b>White</b> Mi’kmaq	11
(disagree with) “I give up if the school work gets really hard”.	19	<b>White</b> Multiracial	11
(disagree with) “I don’t ask my teacher for help, even when I need it.”	13	<b>Female</b> Male	12
(disagree with) “I don’t ask my teacher for help, even when I need it.”	17	White <b>Multiracial</b>	12
(disagree with) “I don’t ask my teacher for help, even when I need it.”	10	<b>TCRSB Black</b> NS Schools	12
“I have done my best work in school all year long.”	13	<b>Female</b> Male	13
“I have done my best work in school all year long.”	13	<b>White</b> Mi’kmaq	13
“I have done my best work in school all year long.”	15	<b>White</b> Multiracial	13

Please note:

- The items in the chart are noted as standing out to the group at a first glance
- Distributions on pages 16-20 are disturbing as they show the disparity between classes in relation to enjoyment, support and press