



School Report



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2012–2013

School: Our Lady of the Assumption Sep School (748773)
Board: Toronto Catholic District School Board (67059)

On behalf of EQAO, I am pleased to provide you with the results of the 2012–2013 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6).

This report provides the 2013 school and board results as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information about schools, which provides context for a deeper analysis of the achievement results.

By assessing all students in our education system at key stages in their schooling, EQAO is able to provide reliable and objective data at the individual student, school and board levels. EQAO data continue to inform board improvement planning strategies and provide important evidence of learning at the local school level. This evidence helps educators and parents engage in meaningful conversations about student achievement. The data also allow school communities to identify strengths and opportunities for improvement so they can continue to make evidence-based decisions in their planning.

We continue to advocate the use of EQAO data in combination with classroom-generated results and other information sources to develop strategies and action plans that will make a measurable difference in learning outcomes.

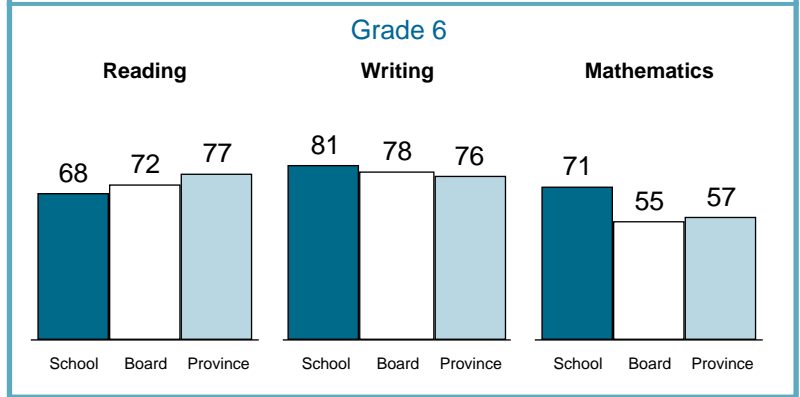
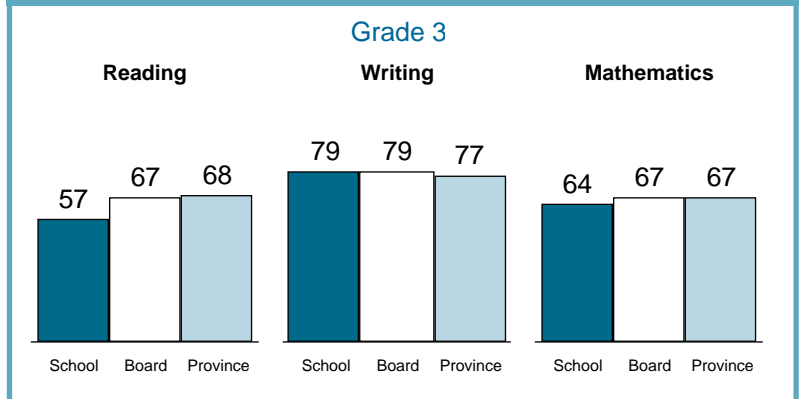
At EQAO, we are pleased to continue our partnership with you as you help students reach their full potential. I trust you will continue to find our reports to be a rich source of information as you turn knowledge into action for the benefit of your students and community.

Sincerely,

Bruce Rodrigues
 Chief Executive Officer
 Education Quality and Accountability Office

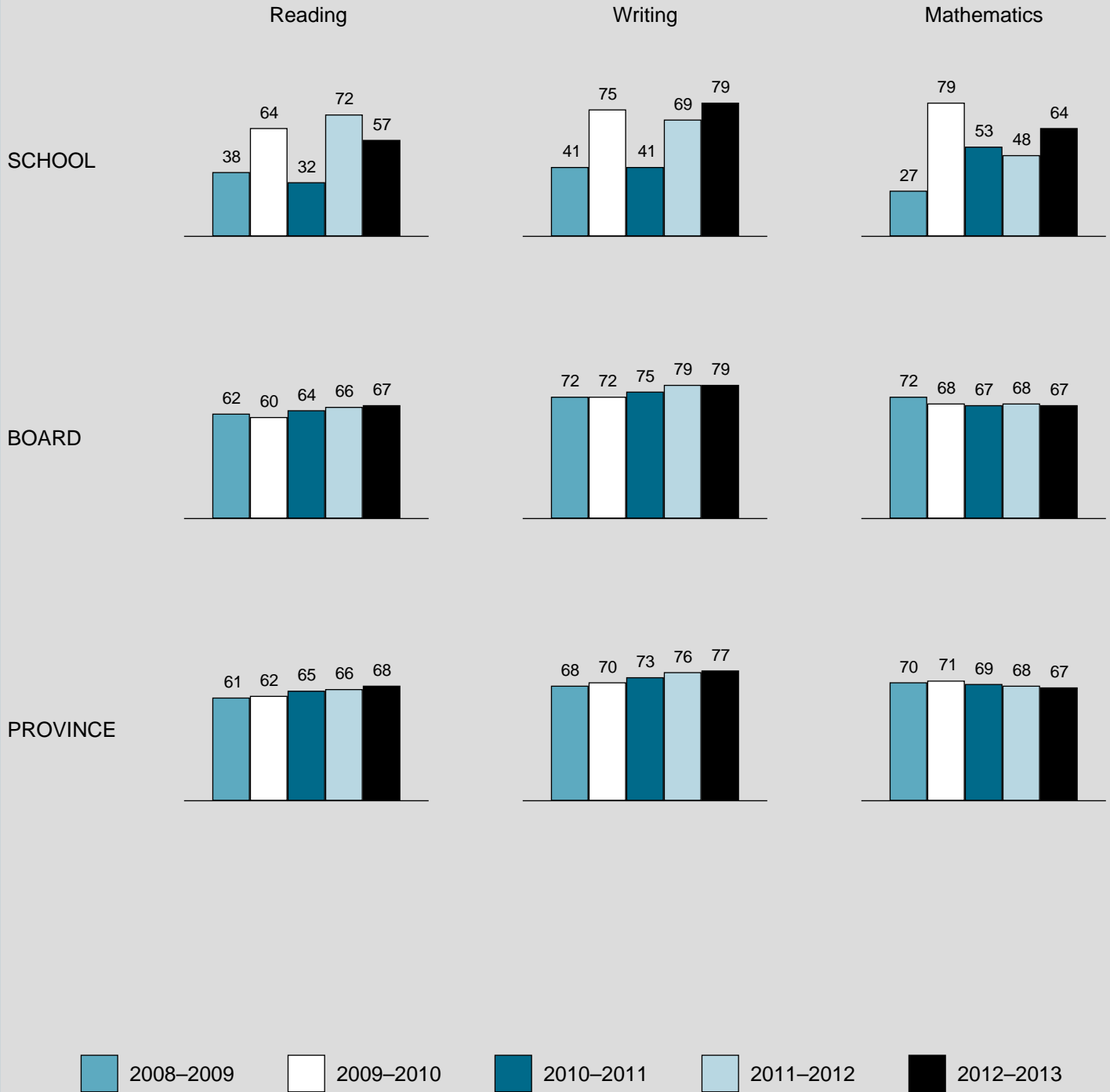
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PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2012–2013



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

Percentage of Students: Grade 3

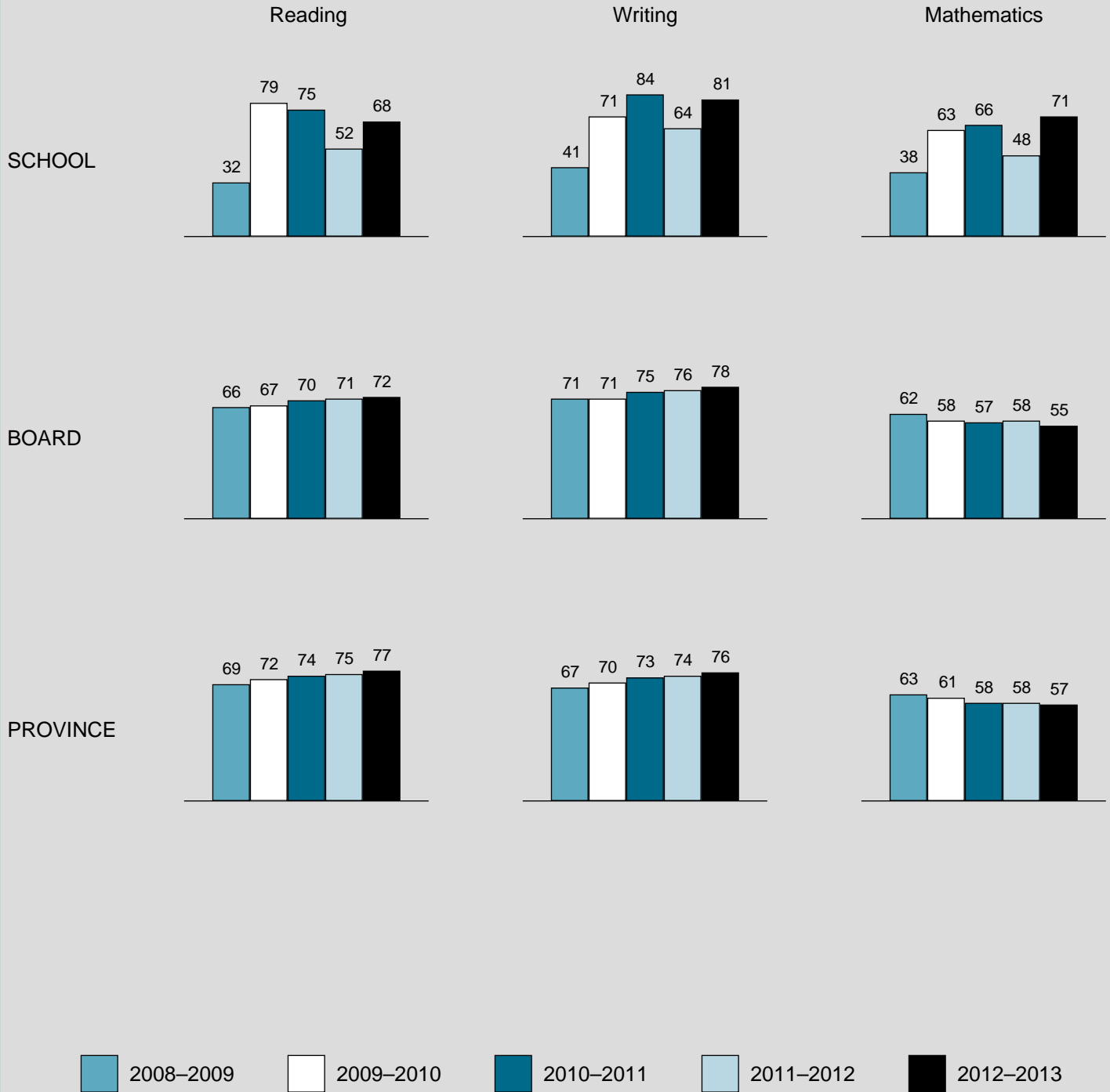


Total Number of Grade 3 Students

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
School	37	28	34	29	42
Board	5 960	6 293	5 857	6 063	5 903
Province	125 481	127 789	124 117	126 455	127 645

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

Percentage of Students: Grade 6



Total Number of Grade 6 Students

	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
School	34	38	32	50	31
Board	6 756	6 507	6 654	6 384	6 523
Province	136 076	134 294	132 308	129 477	131 589

TIPS

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



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



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



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



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 10 students fully participated in 2012-2013, or fewer than 15 students fully participated prior to 2012-2013 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
- ◆ an explanation of all terms used in this report.

HOW TO USE THIS REPORT

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

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

Learn more about us at www.eqao.com.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

Contextual Information: Grade 3*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	42		5 903		127 645	
Number of classes with Grade 3 students	2		459		9 556	
Number of schools with Grade 3 classes	Not applicable		168		3 340	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	19	45%	2 845	48%	61 888	48%
Male	23	55%	3 058	52%	65 757	52%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	8	19%	584	10%	16 093	13%
Students with special education needs (excluding gifted)**	9	21%	1 042	18%	21 452	17%
Place of Birth						
Born in Canada	33	79%	4 874	83%	114 431	90%
Born outside Canada	9	21%	1 022	17%	13 081	10%
In Canada less than one year	0	0%	35	1%	786	1%
In Canada one year or more but less than three years	8	19%	281	5%	2 941	2%
In Canada three years or more	1	2%	705	12%	8 601	7%
Language						
First language learned at home was other than English	25	60%	1 813	31%	28 595	22%
Year Student Entered Current School						
Year of the assessment	6	14%	590	10%	17 108	13%
Year prior to the assessment	6	14%	549	9%	13 749	11%
2 years prior to the assessment	5	12%	730	12%	18 818	15%
3 or more years prior to the assessment	25	60%	4 031	68%	77 892	61%
Data not available	0	0%	3	<1%	78	<1%
Year Student Entered Current Board						
Year of the assessment	5	12%	321	5%	8 038	6%
Year prior to the assessment	5	12%	348	6%	7 422	6%
2 years prior to the assessment	3	7%	516	9%	11 069	9%
3 or more years prior to the assessment	29	69%	4 703	80%	98 569	77%
Data not available	0	0%	15	<1%	2 547	2%

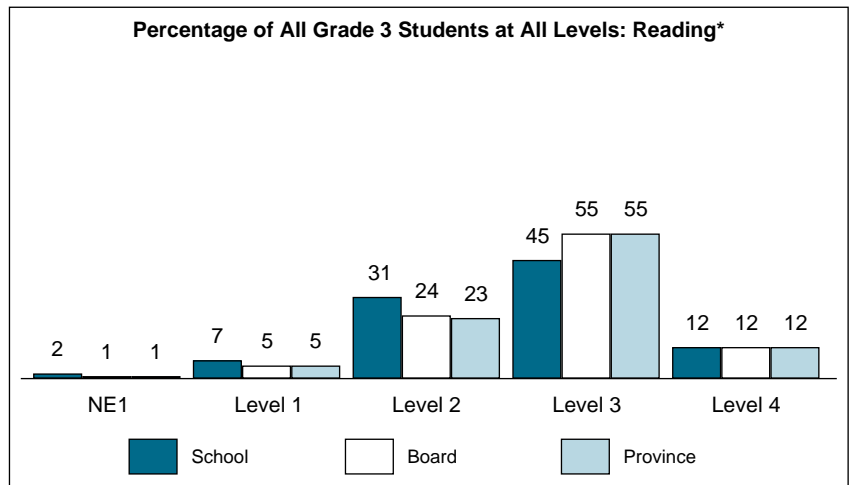
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

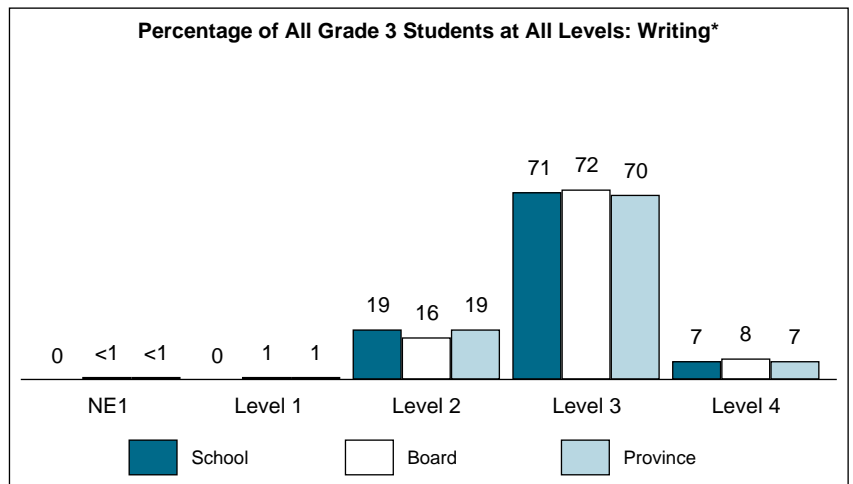
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: All Students^{††}

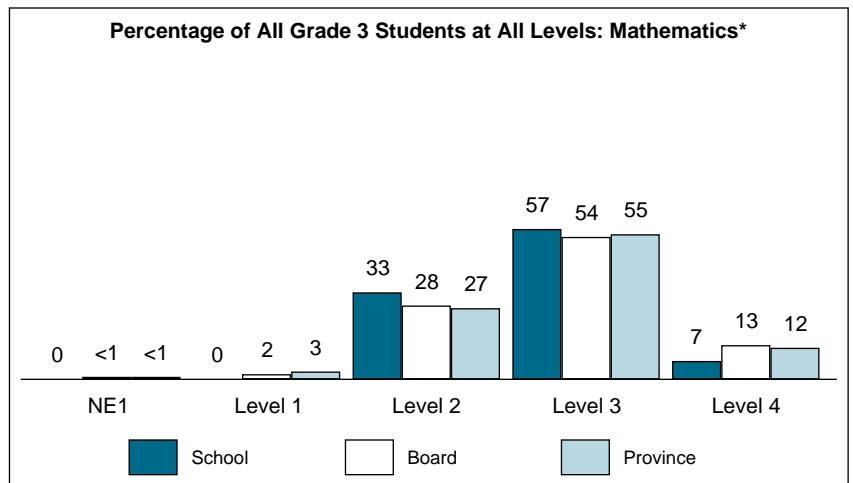
Grade 3: Reading*				
Number of Students	School 42		Board 5 692	Province 122 450
	#	%	%	%
Level 4	5	12%	12%	12%
Level 3	19	45%	55%	55%
Level 2	13	31%	24%	23%
Level 1	3	7%	5%	5%
NE1**	1	2%	1%	1%
Participating Students	41	98%	96%	97%
No Data	0	0%	<1%	1%
Exempt	1	2%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) †		57%	67%	68%



Grade 3: Writing*				
Number of Students	School 42		Board 5 693	Province 122 447
	#	%	%	%
Level 4	3	7%	8%	7%
Level 3	30	71%	72%	70%
Level 2	8	19%	16%	19%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	41	98%	97%	97%
No Data	0	0%	1%	1%
Exempt	1	2%	3%	2%
At or Above Provincial Standard (Levels 3 and 4) †		79%	79%	77%



Grade 3: Mathematics*				
Number of Students	School 42		Board 5 903	Province 127 633
	#	%	%	%
Level 4	3	7%	13%	12%
Level 3	24	57%	54%	55%
Level 2	14	33%	28%	27%
Level 1	0	0%	2%	3%
NE1**	0	0%	<1%	<1%
Participating Students	41	98%	97%	97%
No Data	0	0%	1%	1%
Exempt	1	2%	3%	2%
At or Above Provincial Standard (Levels 3 and 4) †		64%	67%	67%



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

** See the Explanation of Terms.

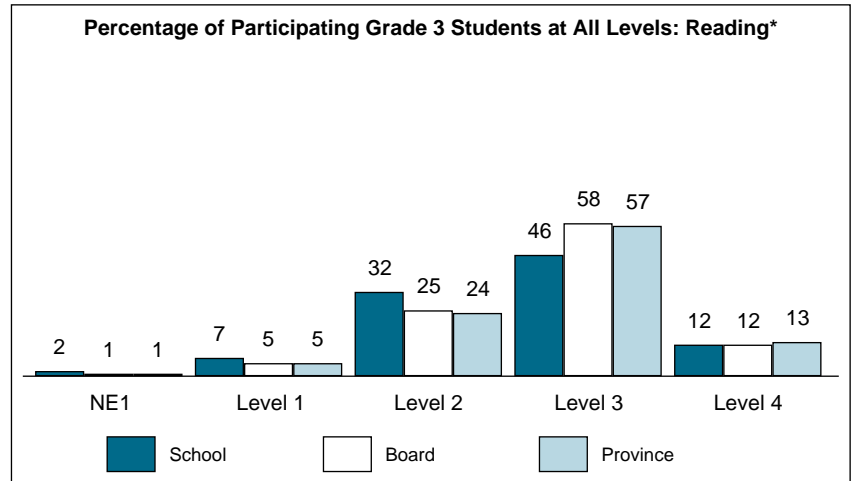
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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

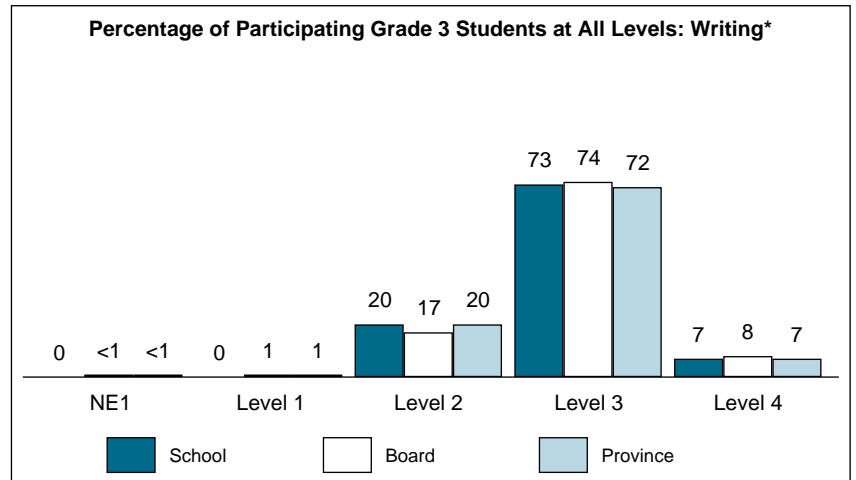
Results in Reading, Writing and Mathematics, 2012–2013

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

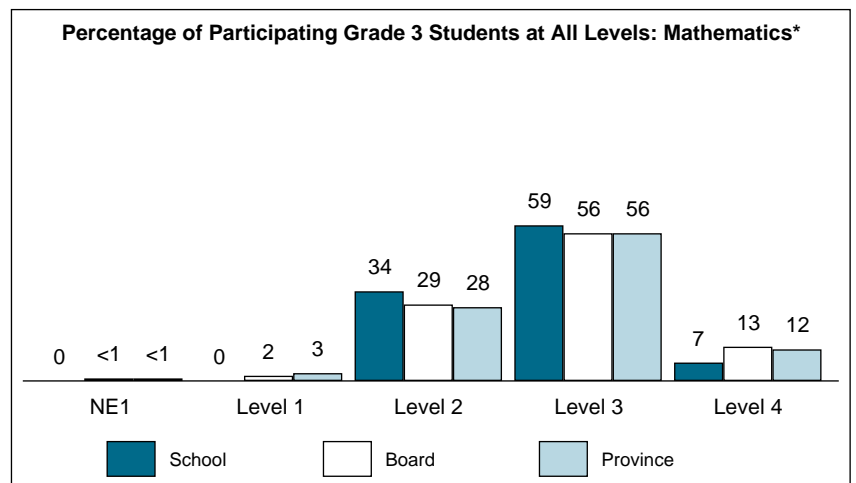
Grade 3: Reading*				
Number of Students	School 41		Board 5 488	Province 118 539
	#	%	%	%
Level 4	5	12%	12%	13%
Level 3	19	46%	58%	57%
Level 2	13	32%	25%	24%
Level 1	3	7%	5%	5%
NE1**	1	2%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		59%	70%	70%



Grade 3: Writing*				
Number of Students	School 41		Board 5 502	Province 118 844
	#	%	%	%
Level 4	3	7%	8%	7%
Level 3	30	73%	74%	72%
Level 2	8	20%	17%	20%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		80%	82%	79%



Grade 3: Mathematics*				
Number of Students	School 41		Board 5 713	Province 123 907
	#	%	%	%
Level 4	3	7%	13%	12%
Level 3	24	59%	56%	56%
Level 2	14	34%	29%	28%
Level 1	0	0%	2%	3%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		66%	69%	69%



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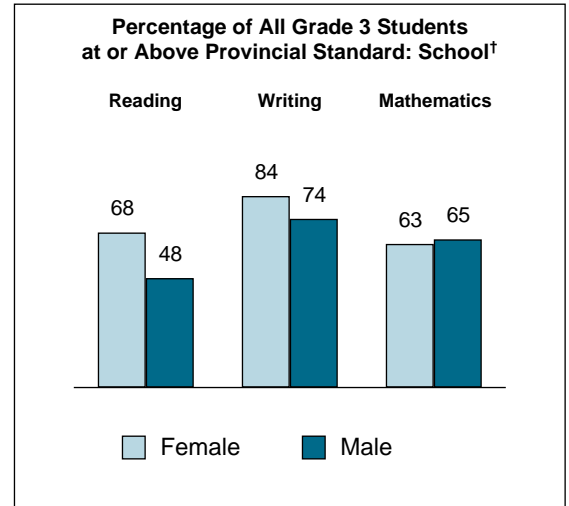
** See the Explanation of Terms.

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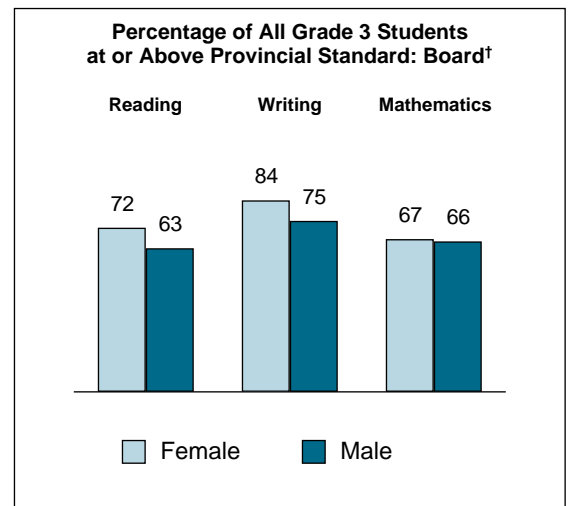
Results in Reading, Writing and Mathematics, 2012–2013

Grade 3: Gender††

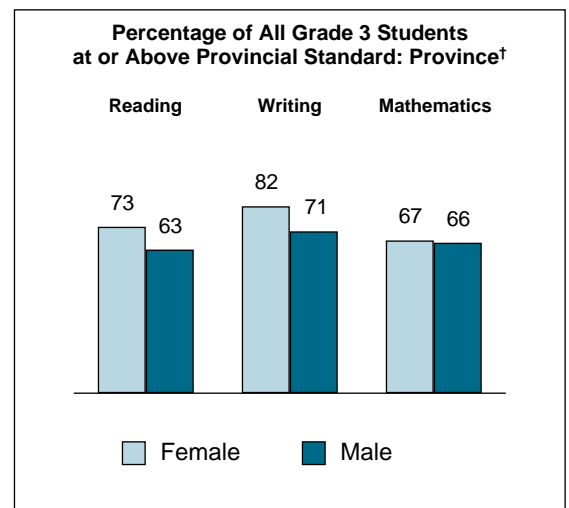
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 19	Male 23	Female 19	Male 23	Female 19	Male 23
Level 4	16%	9%	16%	0%	11%	4%
Level 3	53%	39%	68%	74%	53%	61%
Level 2	32%	30%	16%	22%	37%	30%
Level 1	0%	13%	0%	0%	0%	0%
NE1**	0%	4%	0%	0%	0%	0%
Participating Students	100%	96%	100%	96%	100%	96%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	4%	0%	4%	0%	4%
At or Above Provincial Standard (Levels 3 and 4)†	68%	48%	84%	74%	63%	65%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 735	Male 2 957	Female 2 735	Male 2 958	Female 2 845	Male 3 058
Level 4	15%	9%	11%	5%	12%	13%
Level 3	57%	54%	73%	71%	55%	53%
Level 2	21%	27%	13%	20%	28%	28%
Level 1	4%	5%	<1%	1%	2%	2%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	97%	96%	97%	96%	97%	96%
No Data	1%	<1%	1%	<1%	1%	<1%
Exempt	2%	4%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	72%	63%	84%	75%	67%	66%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 58 950	Male 63 500	Female 58 949	Male 63 498	Female 61 884	Male 65 749
Level 4	16%	9%	9%	4%	12%	12%
Level 3	57%	54%	73%	67%	55%	54%
Level 2	20%	26%	15%	24%	27%	26%
Level 1	4%	6%	1%	1%	3%	3%
NE1**	1%	1%	<1%	<1%	<1%	<1%
Participating Students	98%	96%	98%	96%	98%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	73%	63%	82%	71%	67%	66%



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

** See the Explanation of Terms.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

Contextual Information: Grade 6*

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

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	31		6 523		131 589	
Number of classes with Grade 6 students	2		429		8 369	
Number of schools with Grade 6 classes	Not applicable		168		3 170	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	13	42%	3 190	49%	64 062	49%
Male	18	58%	3 332	51%	67 518	51%
Gender not specified	0	0%	1	<1%	9	<1%
Student Status						
English language learners**	13	42%	747	11%	12 398	9%
Students with special education needs (excluding gifted)**	5	16%	1 347	21%	26 858	20%
Place of Birth						
Born in Canada	17	55%	5 076	78%	115 276	88%
Born outside Canada	14	45%	1 440	22%	16 211	12%
In Canada less than one year	1	3%	57	1%	680	1%
In Canada one year or more but less than three years	7	23%	345	5%	2 672	2%
In Canada three years or more	6	19%	1 037	16%	12 083	9%
Language						
First language learned at home was other than English	22	71%	2 312	35%	28 985	22%
Year Student Entered Current School						
Year of the assessment	4	13%	606	9%	29 049	22%
Year prior to the assessment	6	19%	549	8%	12 770	10%
2 years prior to the assessment	4	13%	506	8%	12 004	9%
3 or more years prior to the assessment	17	55%	4 853	74%	77 673	59%
Data not available	0	0%	9	<1%	93	<1%
Year Student Entered Current Board						
Year of the assessment	3	10%	335	5%	7 016	5%
Year prior to the assessment	5	16%	292	4%	6 612	5%
2 years prior to the assessment	4	13%	320	5%	6 188	5%
3 or more years prior to the assessment	19	61%	5 554	85%	107 666	82%
Data not available	0	0%	22	<1%	4 107	3%

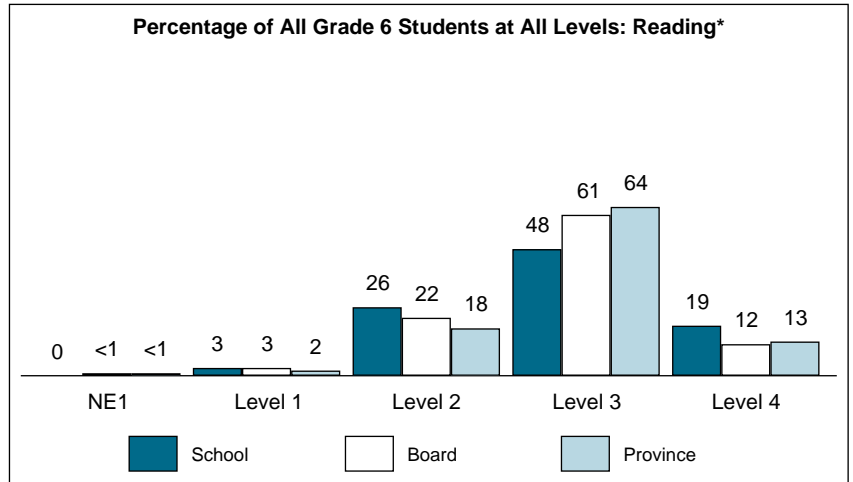
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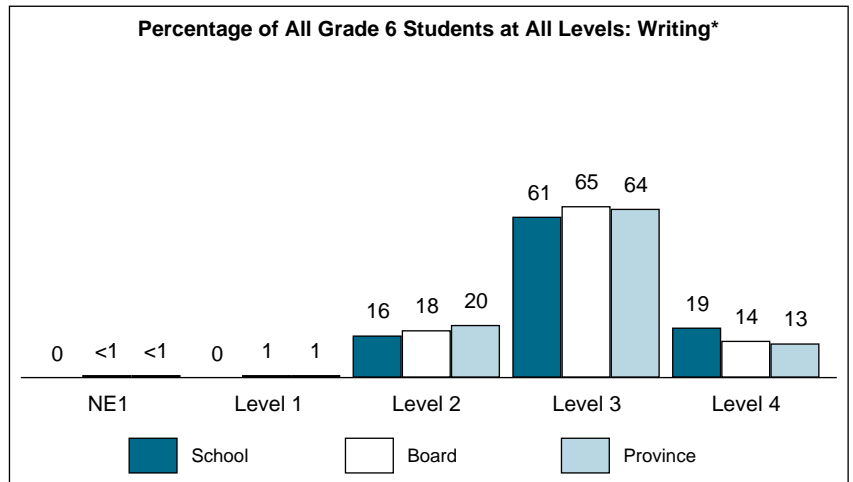
Results in Reading, Writing and Mathematics, 2012–2013

Grade 6: All Students

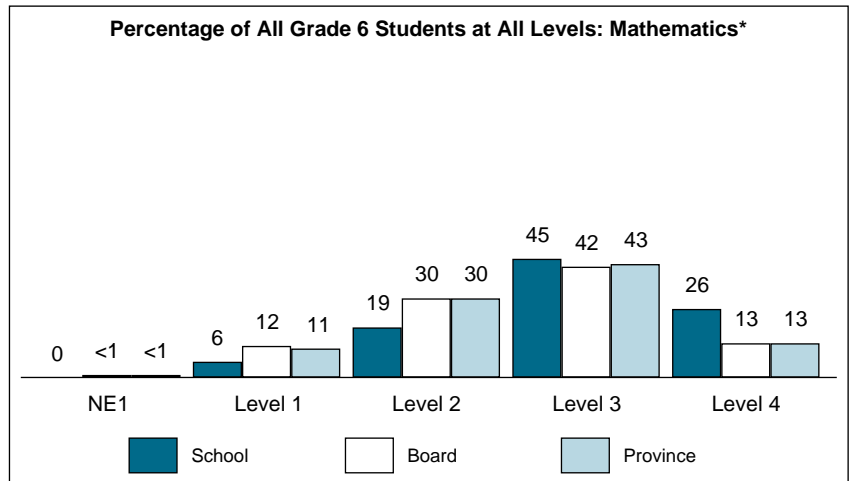
Grade 6: Reading*				
Number of Students	School 31		Board 6 519	Province 131 514
	#	%	%	%
Level 4	6	19%	12%	13%
Level 3	15	48%	61%	64%
Level 2	8	26%	22%	18%
Level 1	1	3%	3%	2%
NE1**	0	0%	<1%	<1%
Participating Students	30	97%	97%	98%
No Data	0	0%	<1%	<1%
Exempt	1	3%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †	68%		72%	77%



Grade 6: Writing*				
Number of Students	School 31		Board 6 519	Province 131 504
	#	%	%	%
Level 4	6	19%	14%	13%
Level 3	19	61%	65%	64%
Level 2	5	16%	18%	20%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	30	97%	97%	98%
No Data	0	0%	<1%	<1%
Exempt	1	3%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †	81%		78%	76%



Grade 6: Mathematics*				
Number of Students	School 31		Board 6 521	Province 131 543
	#	%	%	%
Level 4	8	26%	13%	13%
Level 3	14	45%	42%	43%
Level 2	6	19%	30%	30%
Level 1	2	6%	12%	11%
NE1**	0	0%	<1%	<1%
Participating Students	30	97%	97%	97%
No Data	0	0%	1%	1%
Exempt	1	3%	2%	2%
At or Above Provincial Standard (Levels 3 and 4) †	71%		55%	57%



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

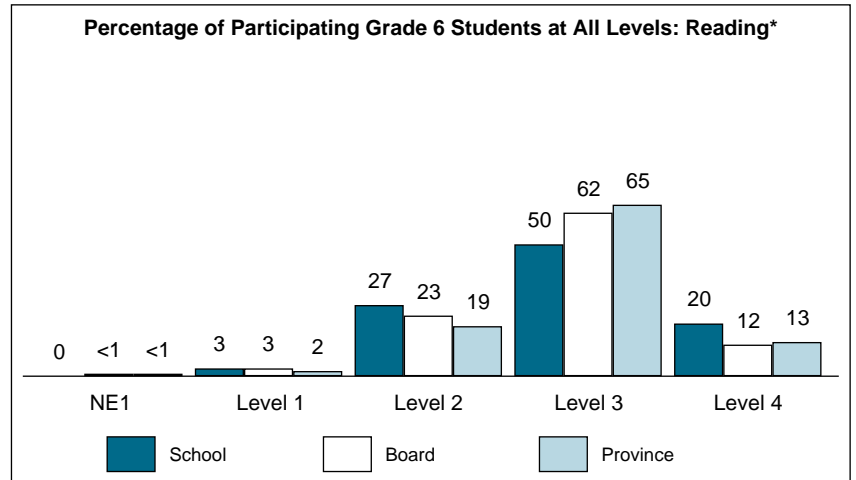
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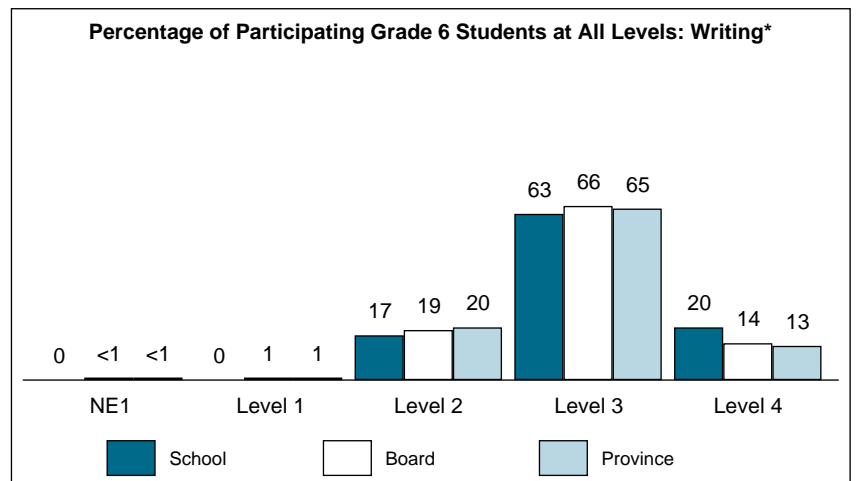
Results in Reading, Writing and Mathematics, 2012–2013

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

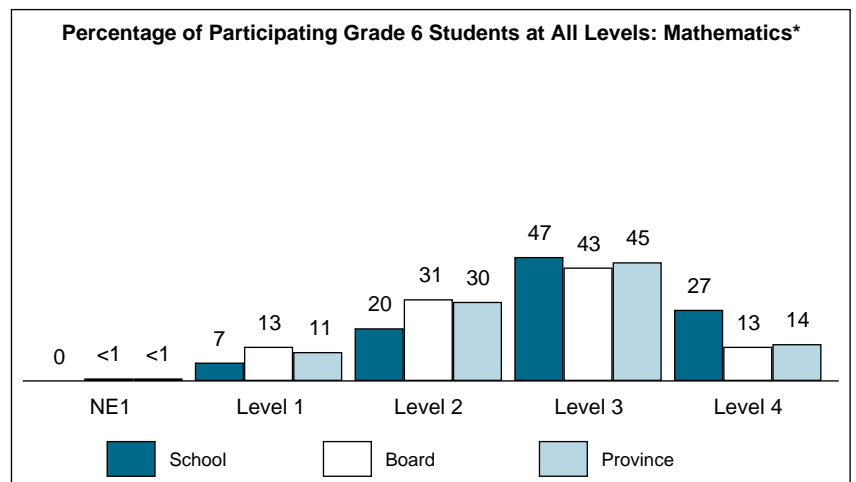
Grade 6: Reading*				
Number of Students	School 30		Board 6 350	Province 128 393
	#	%	%	%
Level 4	6	20%	12%	13%
Level 3	15	50%	62%	65%
Level 2	8	27%	23%	19%
Level 1	1	3%	3%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	70%		74%	79%



Grade 6: Writing*				
Number of Students	School 30		Board 6 348	Province 128 452
	#	%	%	%
Level 4	6	20%	14%	13%
Level 3	19	63%	66%	65%
Level 2	5	17%	19%	20%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	83%		80%	78%



Grade 6: Mathematics*				
Number of Students	School 30		Board 6 347	Province 128 227
	#	%	%	%
Level 4	8	27%	13%	14%
Level 3	14	47%	43%	45%
Level 2	6	20%	31%	30%
Level 1	2	7%	13%	11%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	73%		56%	58%



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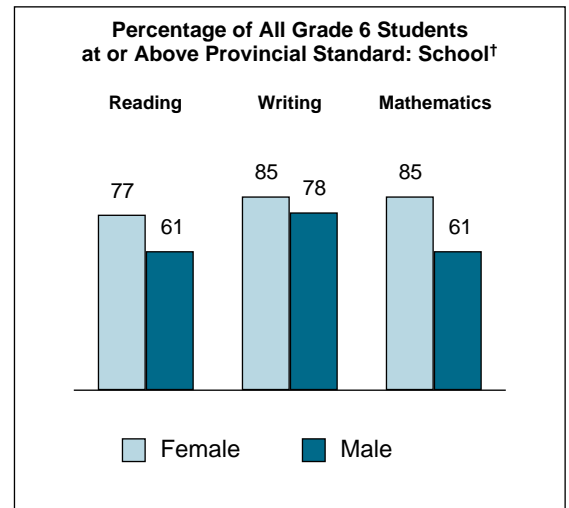
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

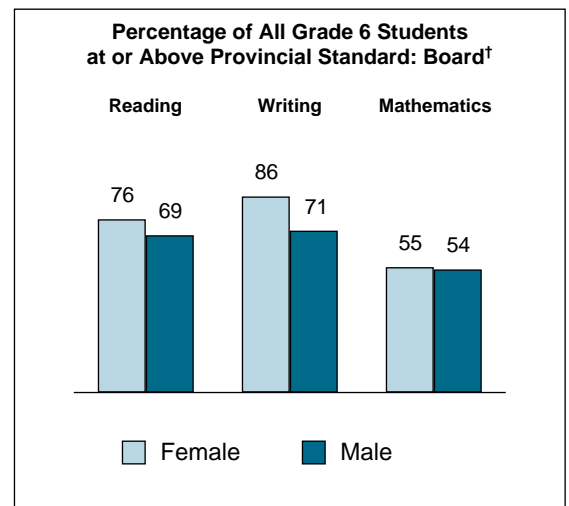
Results in Reading, Writing and Mathematics, 2012–2013

Grade 6: Gender††

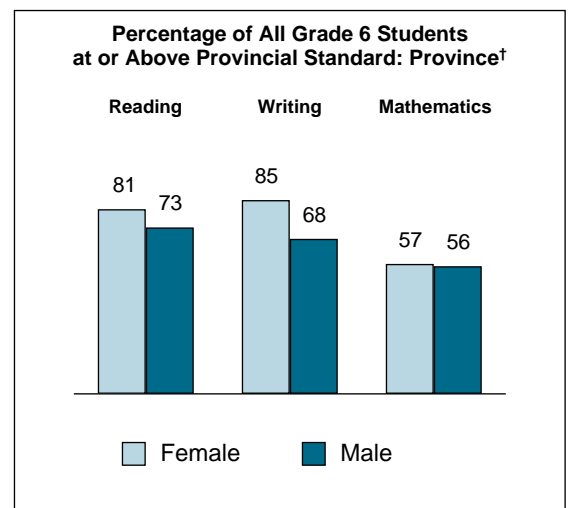
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 13	Male 18	Female 13	Male 18	Female 13	Male 18
Level 4	38%	6%	38%	6%	38%	17%
Level 3	38%	56%	46%	72%	46%	44%
Level 2	23%	28%	15%	17%	15%	22%
Level 1	0%	6%	0%	0%	0%	11%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	94%	100%	94%	100%	94%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	6%	0%	6%	0%	6%
At or Above Provincial Standard (Levels 3 and 4)†	77%	61%	85%	78%	85%	61%



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 3 189	Male 3 329	Female 3 189	Male 3 329	Female 3 188	Male 3 332
Level 4	14%	9%	19%	8%	13%	13%
Level 3	62%	59%	67%	63%	42%	42%
Level 2	19%	24%	11%	25%	31%	29%
Level 1	2%	4%	<1%	1%	11%	13%
NE1**	<1%	<1%	<1%	<1%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	<1%	1%	<1%	1%	1%
Exempt	2%	2%	2%	2%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†	76%	69%	86%	71%	55%	54%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 64 026	Male 67 479	Female 64 022	Male 67 473	Female 64 035	Male 67 499
Level 4	17%	10%	19%	7%	13%	13%
Level 3	64%	63%	66%	61%	44%	43%
Level 2	16%	21%	13%	27%	30%	29%
Level 1	2%	3%	<1%	1%	10%	11%
NE1**	<1%	<1%	<1%	1%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	97%
No Data	<1%	1%	<1%	1%	<1%	1%
Exempt	1%	2%	1%	2%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	81%	73%	85%	68%	57%	56%



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

** See the Explanation of Terms.

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

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

Contextual Information over Time: Grade 3*

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

Grade 3	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Enrolment					
Number of students	37	28	34	29	42
Participation in the Assessment					
Reading [†]	81%	100%	97%	100%	98%
Writing [†]	81%	100%	97%	100%	98%
Mathematics [†]	81%	100%	97%	100%	98%
Gender					
Female	46%	39%	47%	48%	45%
Male	54%	61%	53%	52%	55%
Student Status					
English language learners**	24%	18%	53%	41%	19%
Students with special education needs (excluding gifted)**	11%	11%	9%	17%	21%
Place of Birth					
Born in Canada	76%	79%	50%	59%	79%
Born outside Canada	24%	21%	50%	41%	21%
In Canada less than one year	8%	4%	6%	0%	0%
In Canada one year or more but less than three years	11%	11%	29%	28%	19%
In Canada three years or more	5%	7%	15%	14%	2%
Language					
First language learned at home was other than English	65%	64%	76%	83%	60%
Year Student Entered Current School					
Year of the assessment	22%	21%	29%	21%	14%
Year prior to the assessment	19%	7%	21%	7%	14%
2 years prior to the assessment	19%	11%	12%	28%	12%
3 or more years prior to the assessment	41%	61%	38%	45%	60%
Data not available	0%	0%	0%	0%	0%

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

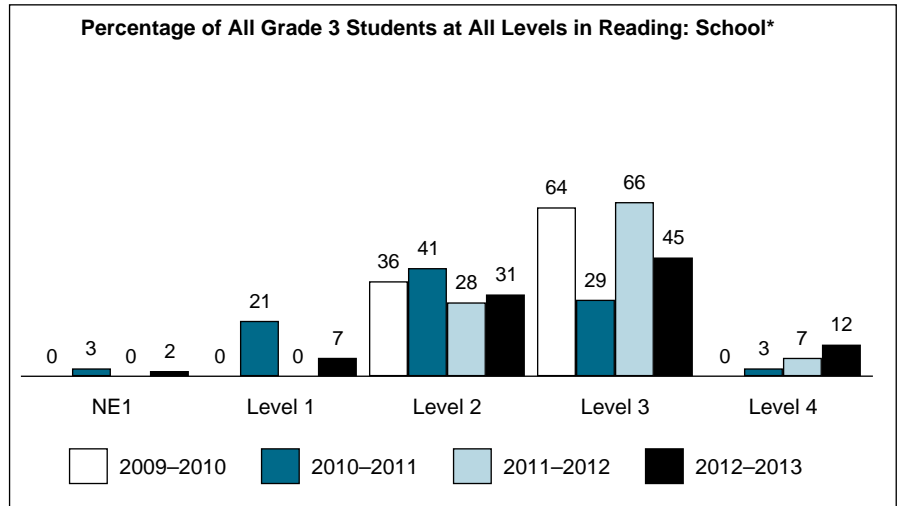
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

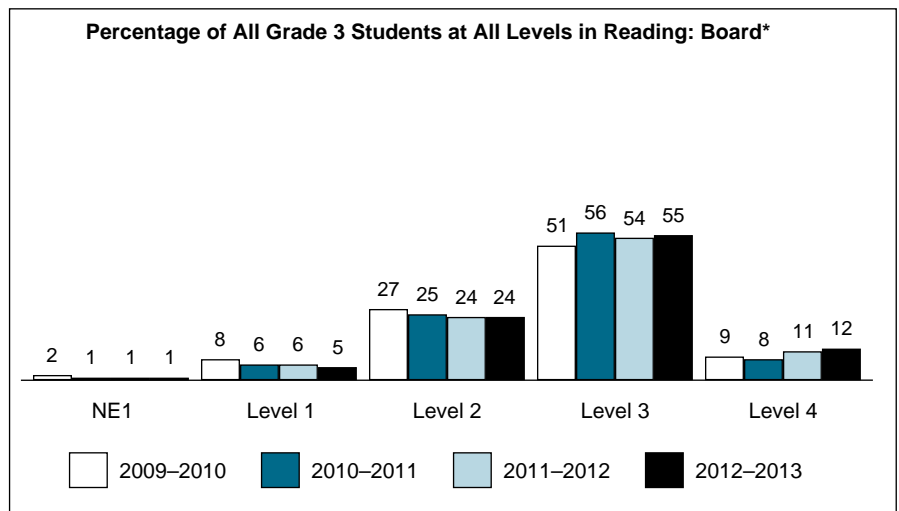
Results over Time, 2009–2010 to 2012–2013*

Grade 3: Reading

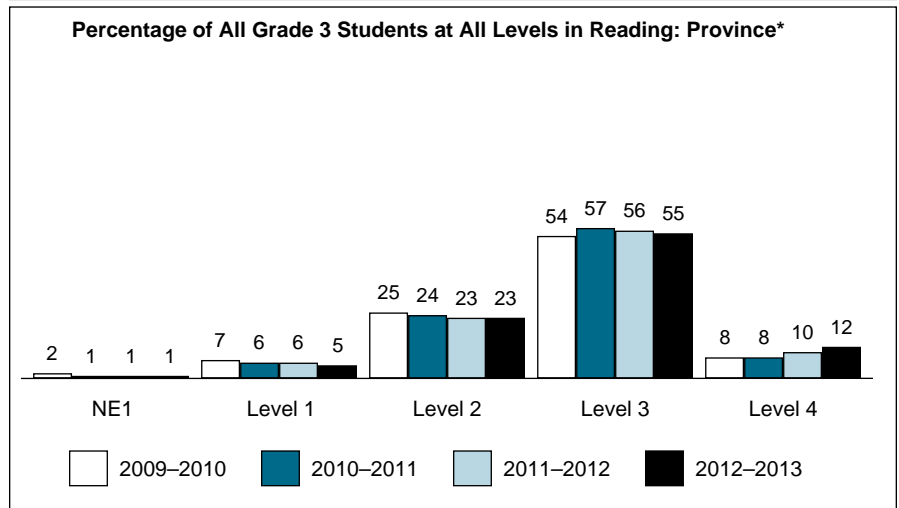
Grade 3 Reading: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	28	34	29	42
Level 4	0%	3%	7%	12%
Level 3	64%	29%	66%	45%
Level 2	36%	41%	28%	31%
Level 1	0%	21%	0%	7%
NE1**	0%	3%	0%	2%
<i>Participating Students</i>	100%	97%	100%	98%
No Data	0%	3%	0%	0%
Exempt	0%	0%	0%	2%
At or Above Provincial Standard†	64%	32%	72%	57%



Grade 3 Reading: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	6 100	5 693	5 863	5 692
Level 4	9%	8%	11%	12%
Level 3	51%	56%	54%	55%
Level 2	27%	25%	24%	24%
Level 1	8%	6%	6%	5%
NE1**	2%	1%	1%	1%
<i>Participating Students</i>	96%	96%	97%	96%
No Data	1%	1%	1%	<1%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	60%	64%	66%	67%



Grade 3 Reading: Province*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	123 813	119 914	121 727	122 450
Level 4	8%	8%	10%	12%
Level 3	54%	57%	56%	55%
Level 2	25%	24%	23%	23%
Level 1	7%	6%	6%	5%
NE1**	2%	1%	1%	1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	<1%	1%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	62%	65%	66%	68%



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

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

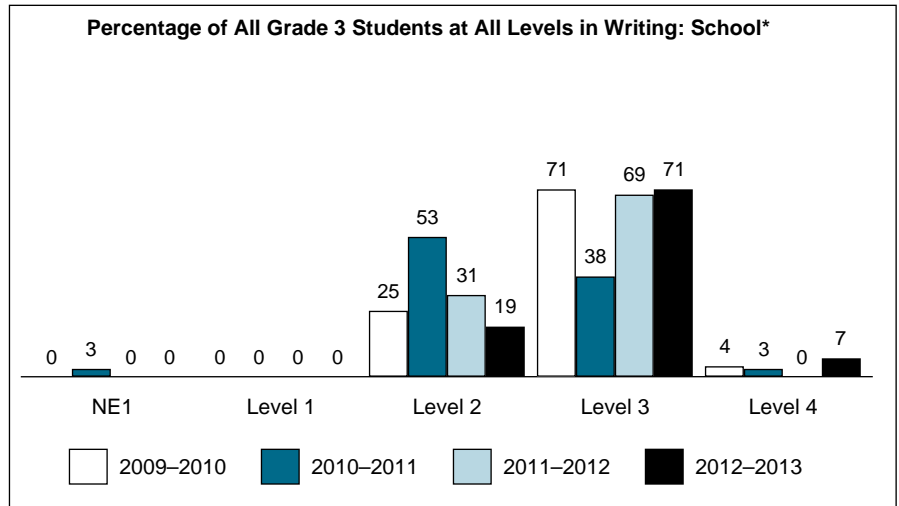
** See the Explanation of Terms.

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

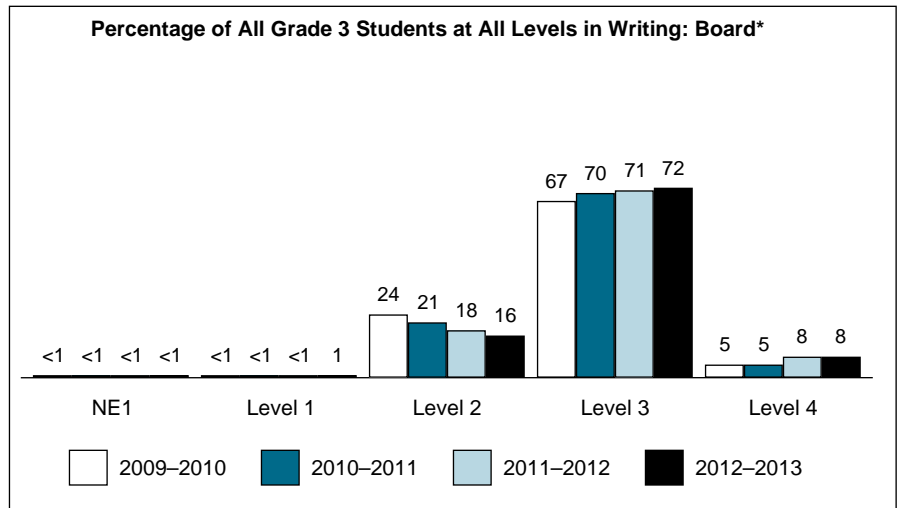
Results over Time, 2009–2010 to 2012–2013*

Grade 3: Writing

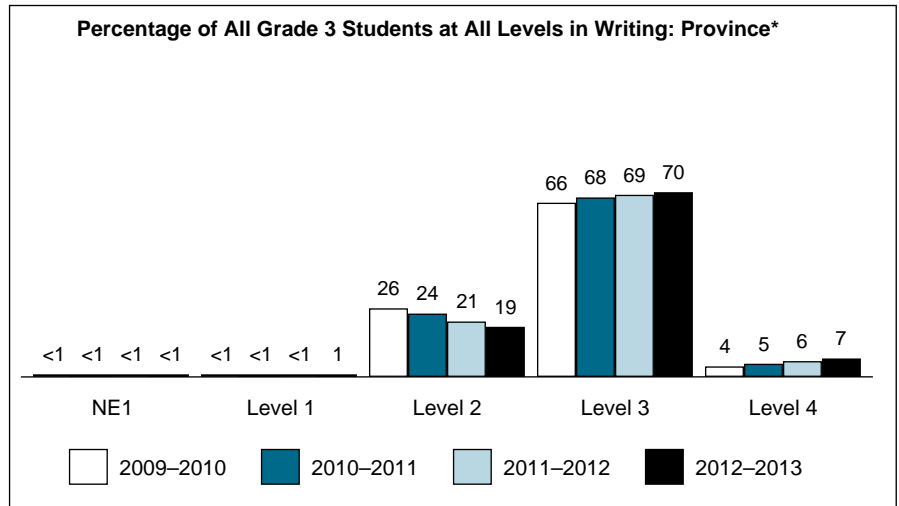
Grade 3 Writing: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	28	34	29	42
Level 4	4%	3%	0%	7%
Level 3	71%	38%	69%	71%
Level 2	25%	53%	31%	19%
Level 1	0%	0%	0%	0%
NE1**	0%	3%	0%	0%
<i>Participating Students</i>	100%	97%	100%	98%
No Data	0%	3%	0%	0%
Exempt	0%	0%	0%	2%
At or Above Provincial Standard†	75%	41%	69%	79%



Grade 3 Writing: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	6 100	5 693	5 863	5 693
Level 4	5%	5%	8%	8%
Level 3	67%	70%	71%	72%
Level 2	24%	21%	18%	16%
Level 1	<1%	<1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	72%	75%	79%	79%



Grade 3 Writing: Province*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	123 800	119 873	121 727	122 447
Level 4	4%	5%	6%	7%
Level 3	66%	68%	69%	70%
Level 2	26%	24%	21%	19%
Level 1	<1%	<1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	70%	73%	76%	77%



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

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

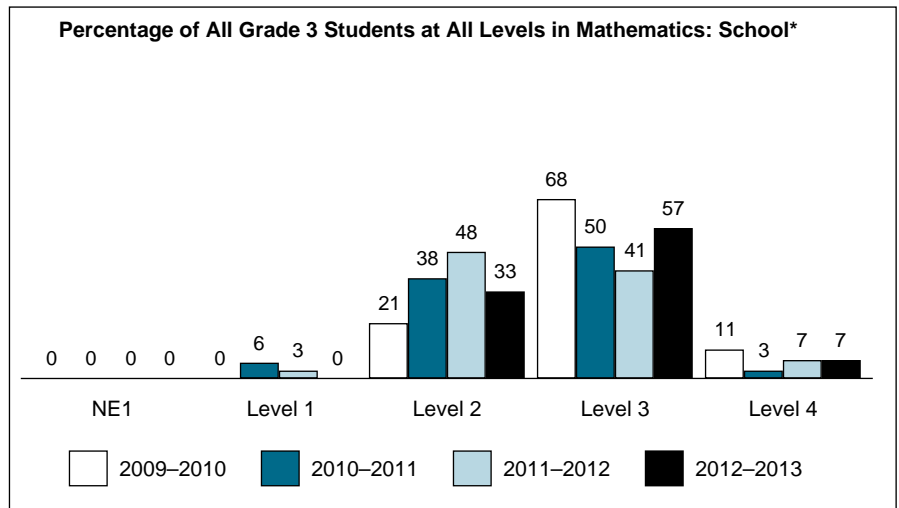
** See the Explanation of Terms.

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

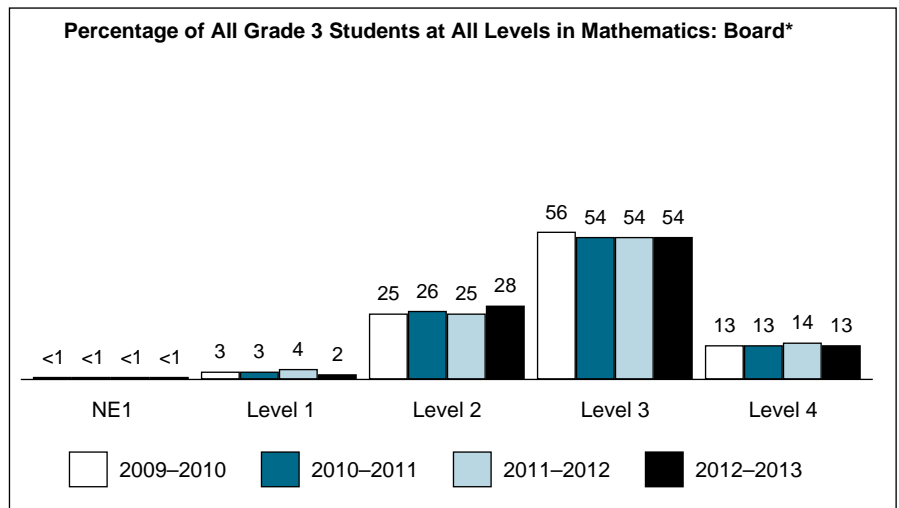
Results over Time, 2009–2010 to 2012–2013*

Grade 3: Mathematics

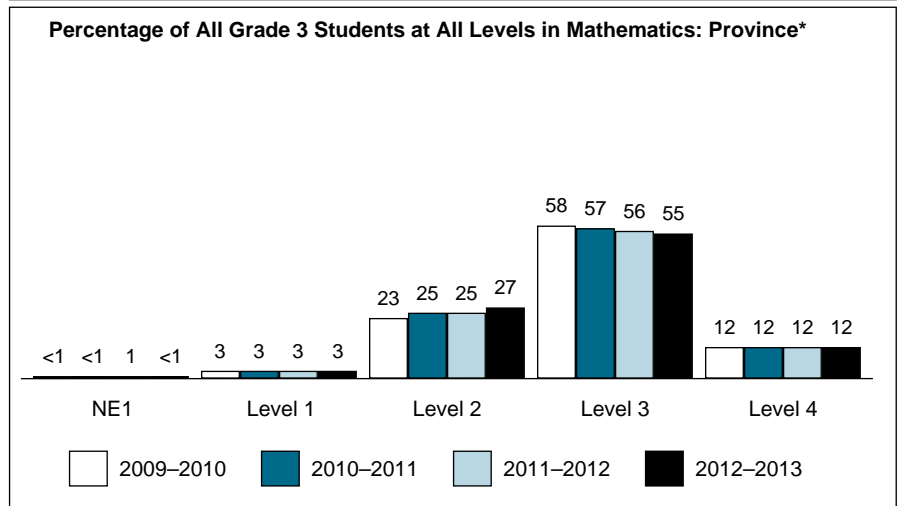
Grade 3 Mathematics: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	28	34	29	42
Level 4	11%	3%	7%	7%
Level 3	68%	50%	41%	57%
Level 2	21%	38%	48%	33%
Level 1	0%	6%	3%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	97%	100%	98%
No Data	0%	3%	0%	0%
Exempt	0%	0%	0%	2%
At or Above Provincial Standard†	79%	53%	48%	64%



Grade 3 Mathematics: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	6 292	5 857	6 059	5 903
Level 4	13%	13%	14%	13%
Level 3	56%	54%	54%	54%
Level 2	25%	26%	25%	28%
Level 1	3%	3%	4%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	96%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	3%	3%
At or Above Provincial Standard†	68%	67%	68%	67%



Grade 3 Mathematics: Province*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	127 726	124 104	126 439	127 633
Level 4	12%	12%	12%	12%
Level 3	58%	57%	56%	55%
Level 2	23%	25%	25%	27%
Level 1	3%	3%	3%	3%
NE1**	<1%	<1%	1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	71%	69%	68%	67%



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

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** See the Explanation of Terms.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

Contextual Information over Time: Grade 6*

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

Grade 6	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013
Enrolment					
Number of students	34	38	32	50	31
Participation in the Assessment					
Reading	85%	100%	100%	98%	97%
Writing	85%	100%	100%	98%	97%
Mathematics	85%	100%	100%	98%	97%
Gender					
Female	59%	45%	44%	42%	42%
Male	41%	55%	56%	58%	58%
Student Status					
English language learners**	53%	16%	44%	50%	42%
Students with special education needs (excluding gifted)**	15%	16%	6%	14%	16%
Place of Birth					
Born in Canada	41%	74%	56%	42%	55%
Born outside Canada	59%	26%	44%	58%	45%
In Canada less than one year	12%	3%	6%	4%	3%
In Canada one year or more but less than three years	24%	3%	19%	30%	23%
In Canada three years or more	21%	21%	19%	24%	19%
Language					
First language learned at home was other than English	76%	71%	78%	76%	71%
Year Student Entered Current School					
Year of the assessment	41%	16%	25%	18%	13%
Year prior to the assessment	15%	3%	9%	24%	19%
2 years prior to the assessment	12%	13%	12%	10%	13%
3 or more years prior to the assessment	32%	68%	53%	48%	55%
Data not available	0%	0%	0%	0%	0%

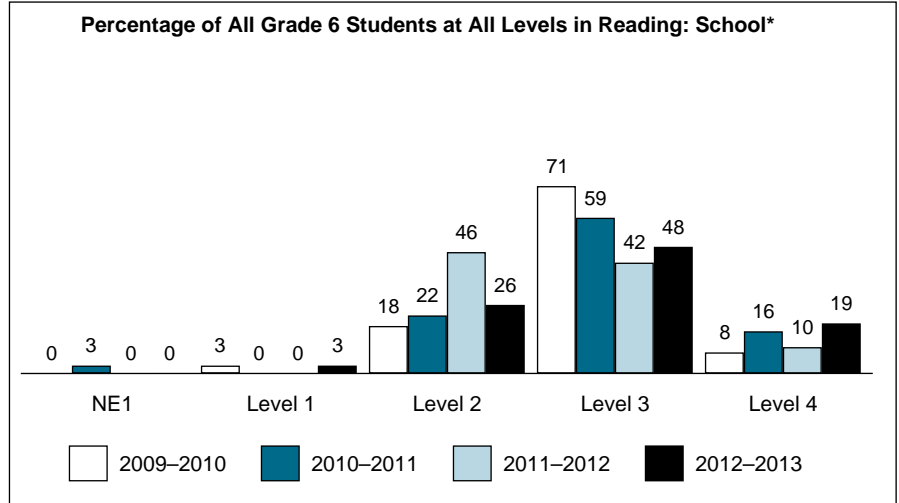
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

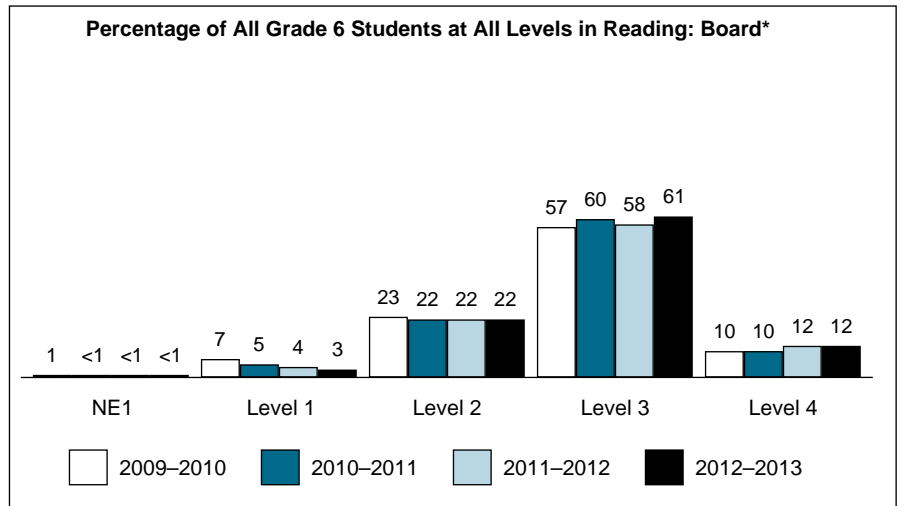
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Reading

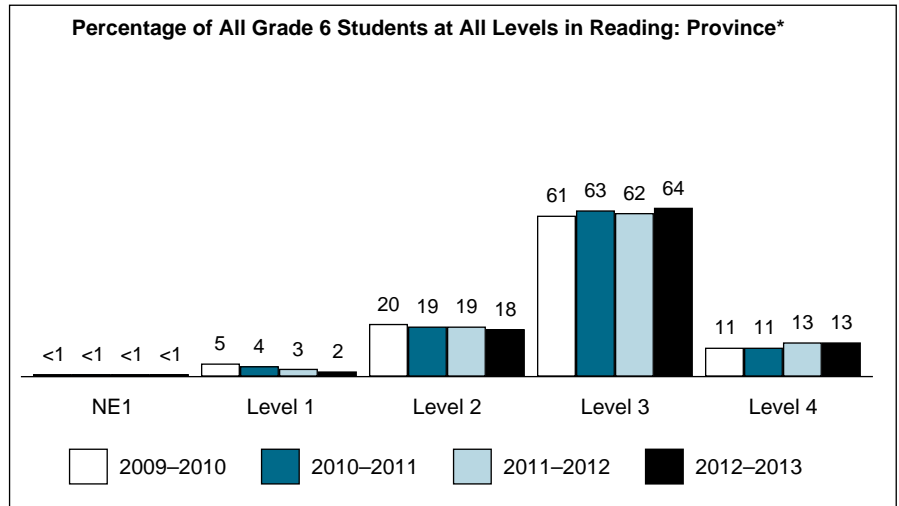
Grade 6 Reading: School*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	38	32	50	31
Level 4	8%	16%	10%	19%
Level 3	71%	59%	42%	48%
Level 2	18%	22%	46%	26%
Level 1	3%	0%	0%	3%
NE1**	0%	3%	0%	0%
<i>Participating Students</i>	100%	100%	98%	97%
No Data	0%	0%	0%	0%
Exempt	0%	0%	2%	3%
At or Above Provincial Standard†	79%	75%	52%	68%



Grade 6 Reading: Board*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	6 507	6 652	6 384	6 519
Level 4	10%	10%	12%	12%
Level 3	57%	60%	58%	61%
Level 2	23%	22%	22%	22%
Level 1	7%	5%	4%	3%
NE1**	1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	98%	97%	97%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	3%	2%
At or Above Provincial Standard†	67%	70%	71%	72%



Grade 6 Reading: Province*				
Year	'09–'10	'10–'11	'11–'12	'12–'13
<i>Number of Students</i>	134 201	132 283	129 420	131 514
Level 4	11%	11%	13%	13%
Level 3	61%	63%	62%	64%
Level 2	20%	19%	19%	18%
Level 1	5%	4%	3%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	72%	74%	75%	77%



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

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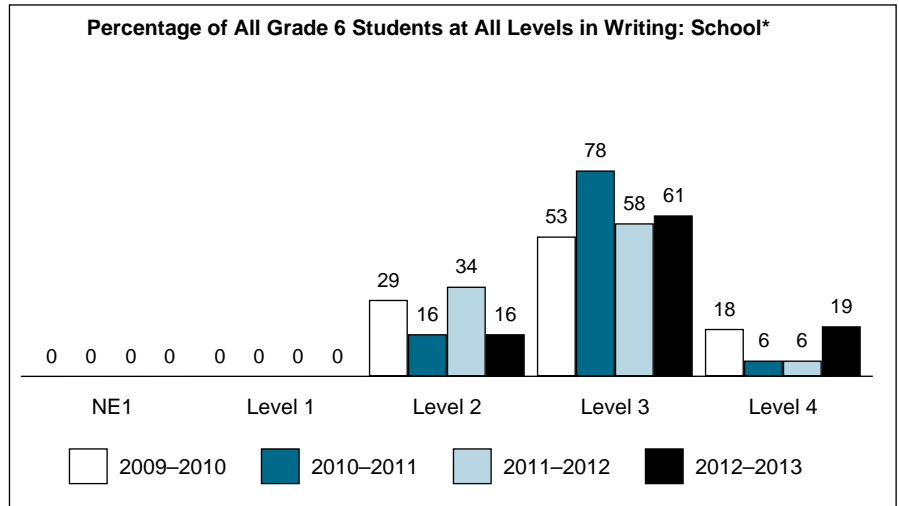
** See the Explanation of Terms.

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

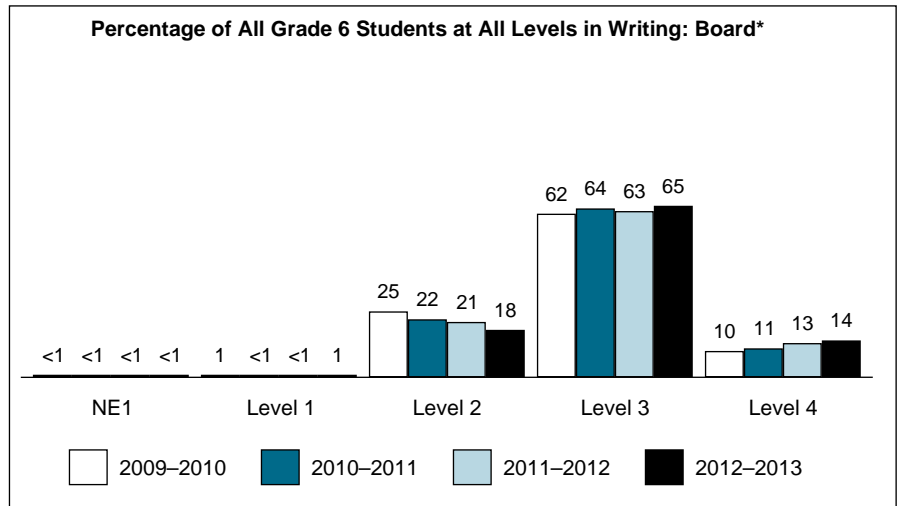
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Writing

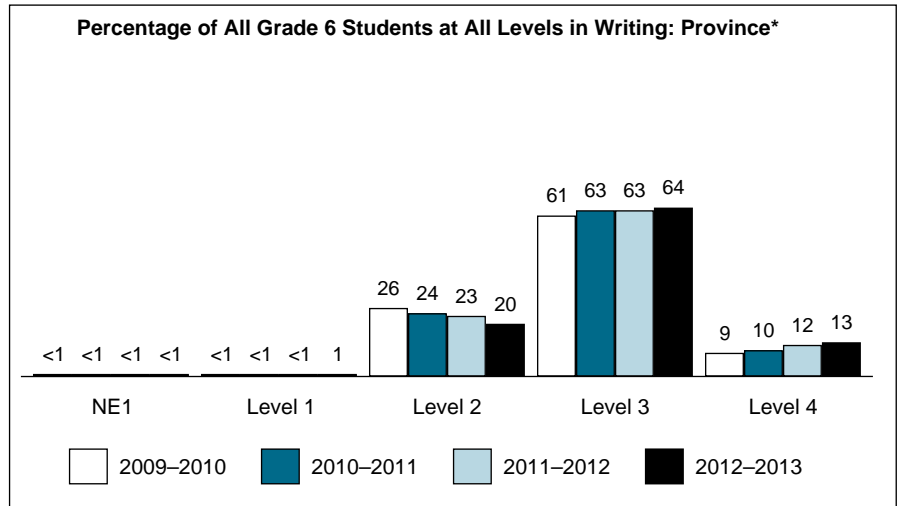
Grade 6 Writing: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	38	32	50	31
Level 4	18%	6%	6%	19%
Level 3	53%	78%	58%	61%
Level 2	29%	16%	34%	16%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	98%	97%
No Data	0%	0%	0%	0%
Exempt	0%	0%	2%	3%
At or Above Provincial Standard†	71%	84%	64%	81%



Grade 6 Writing: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	6 507	6 652	6 384	6 519
Level 4	10%	11%	13%	14%
Level 3	62%	64%	63%	65%
Level 2	25%	22%	21%	18%
Level 1	1%	<1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	98%	97%	97%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	71%	75%	76%	78%



Grade 6 Writing: Province*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	134 288	132 266	129 420	131 504
Level 4	9%	10%	12%	13%
Level 3	61%	63%	63%	64%
Level 2	26%	24%	23%	20%
Level 1	<1%	<1%	<1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	98%
No Data	1%	1%	1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	70%	73%	74%	76%



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

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

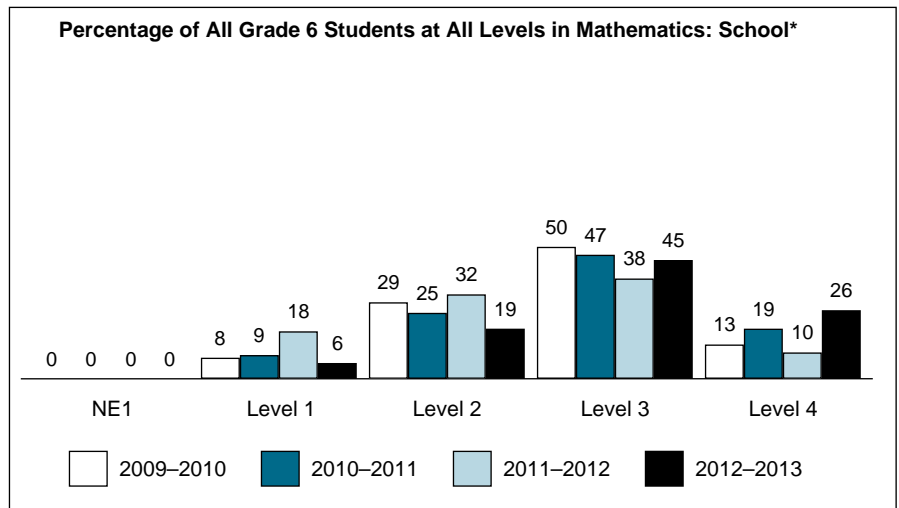
** See the Explanation of Terms.

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

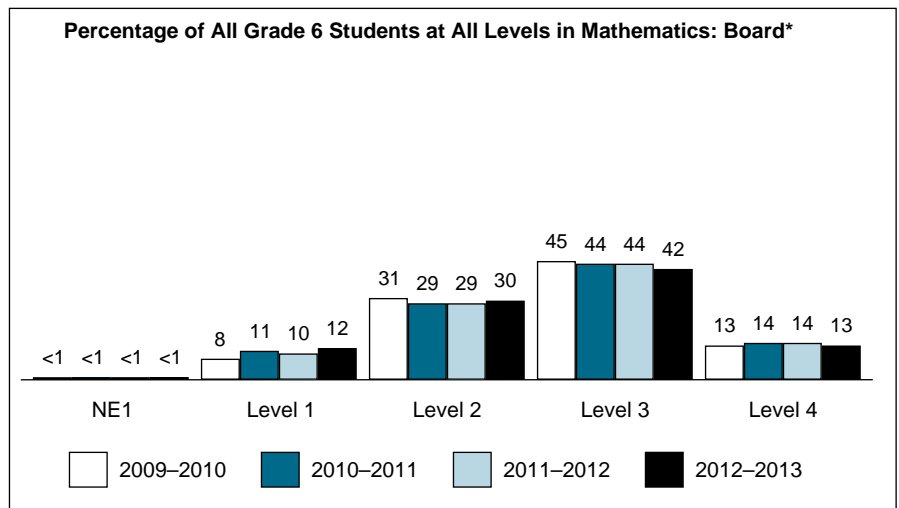
Results over Time, 2009–2010 to 2012–2013*

Grade 6: Mathematics

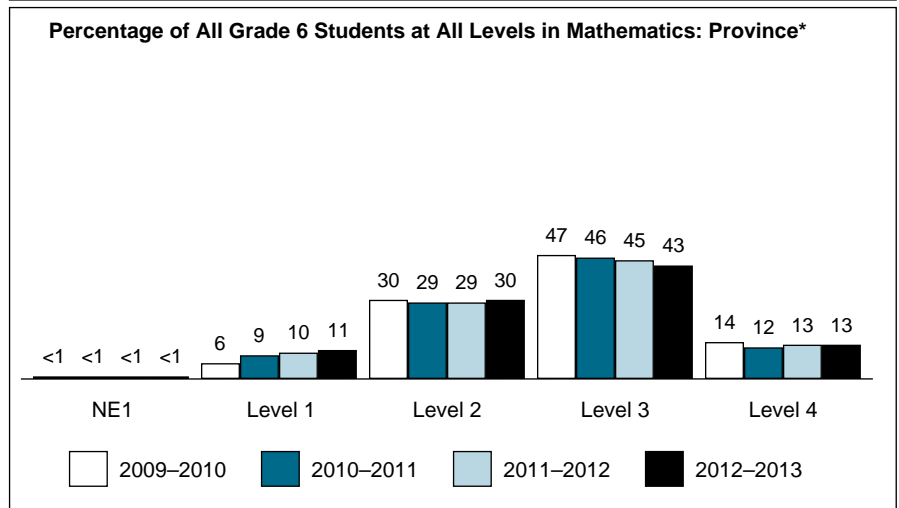
Grade 6 Mathematics: School*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	38	32	50	31
Level 4	13%	19%	10%	26%
Level 3	50%	47%	38%	45%
Level 2	29%	25%	32%	19%
Level 1	8%	9%	18%	6%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	98%	97%
No Data	0%	0%	0%	0%
Exempt	0%	0%	2%	3%
At or Above Provincial Standard†	63%	66%	48%	71%



Grade 6 Mathematics: Board*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	6 502	6 648	6 371	6 521
Level 4	13%	14%	14%	13%
Level 3	45%	44%	44%	42%
Level 2	31%	29%	29%	30%
Level 1	8%	11%	10%	12%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	98%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	3%	2%
At or Above Provincial Standard†	58%	57%	58%	55%



Grade 6 Mathematics: Province*				
Year	'09-'10	'10-'11	'11-'12	'12-'13
<i>Number of Students</i>	134 241	132 223	129 368	131 543
Level 4	14%	12%	13%	13%
Level 3	47%	46%	45%	43%
Level 2	30%	29%	29%	30%
Level 1	6%	9%	10%	11%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	61%	58%	58%	57%



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

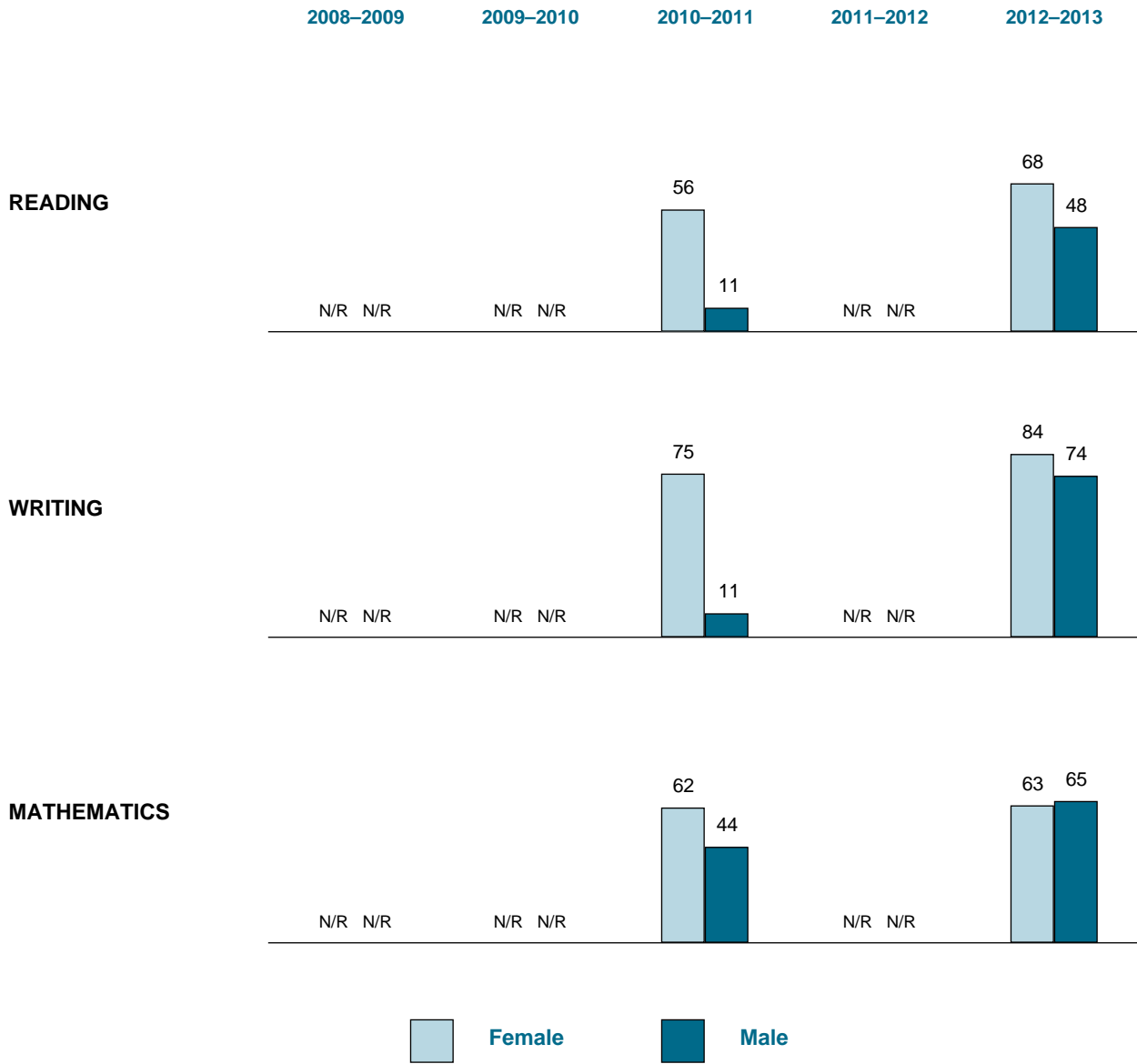
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** See the Explanation of Terms.

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

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Female Male

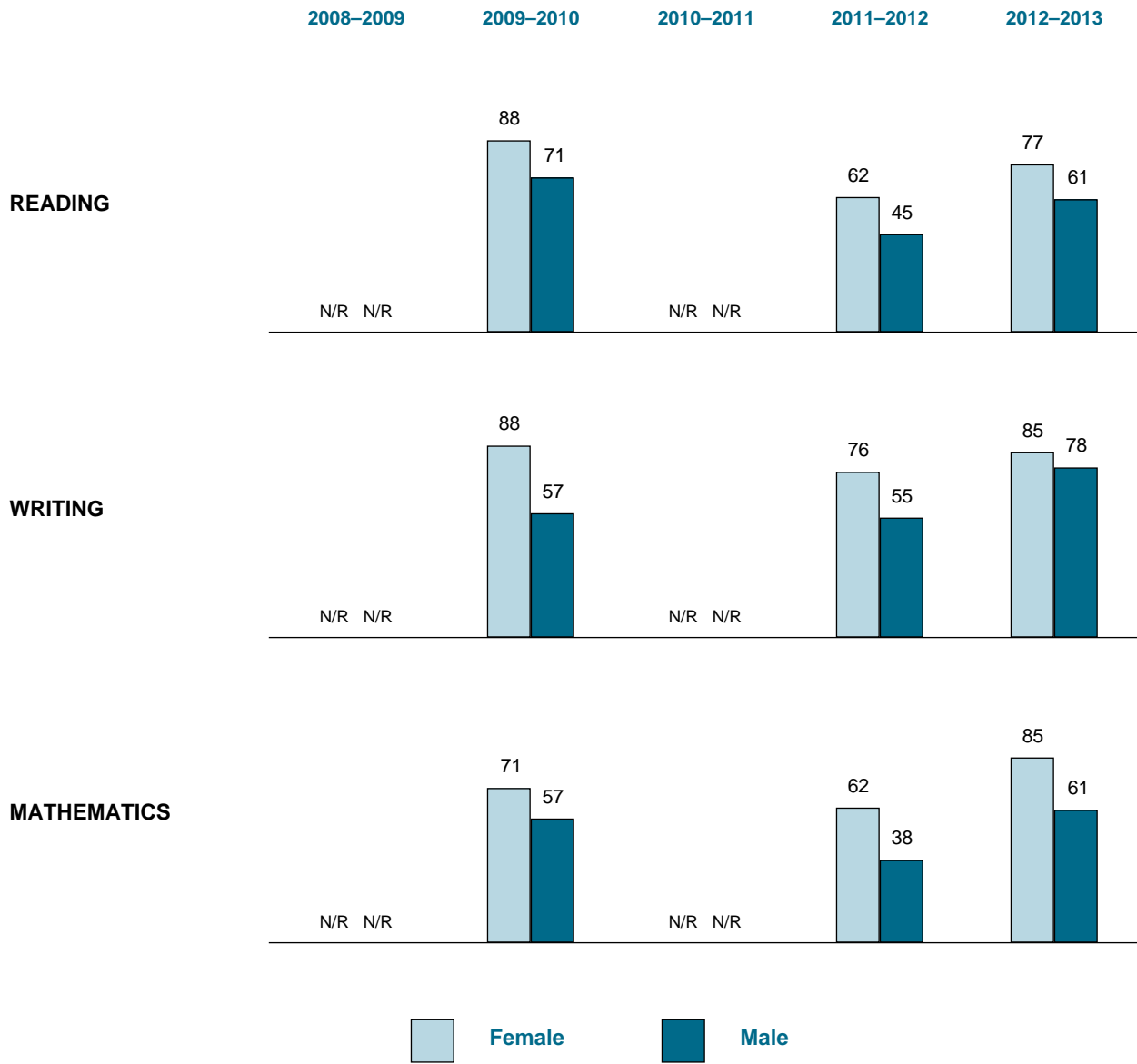
Total Number of Grade 3 Students*

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	17	20	11	17	16	18	14	15	19	23

* Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER*

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



Total Number of Grade 6 Students*

	<u>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>		<u>2012-2013</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	20	14	17	21	14	18	21	29	13	18

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 39)				
	<input type="checkbox"/> Never Never	<input type="checkbox"/> Sometimes Sometimes	<input checked="" type="checkbox"/> Most of the time Most of the time	
STUDENT ENGAGEMENT About reading:			Number of students who answered "most of the time"	
	Percentage of Students*			
I like to read.	10	56	28	11
I am a good reader .	5	28	64	25
I can understand difficult reading passages.	26	44	28	11
I do my best on reading activities in class.	36	56		22
STUDENT ENGAGEMENT About writing:				
I like to write.	10	38	46	18
I am a good writer.	8	33	54	21
I can communicate my ideas in writing.	10	49	36	14
I do my best when I do writing activities in class.	5	38	49	19
COGNITIVE STRATEGIES USED IN LANGUAGE				
I make sure I understand what I am reading.	10	31	51	20
I organize my ideas before I start to write.	15	31	46	18
I edit my writing to make it better.	18	28	38	15
I check my writing for spelling and grammar.	13	41	31	12

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 39)					
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Most of the time		
STUDENT ENGAGEMENT		Percentage of Students*	Number of students who answered "most of the time"		
About mathematics:					
I like mathematics.	10	33	51	20	
I am good at mathematics.	5	44	49	19	
I can answer difficult mathematics questions.	28	54	15	6	
I do my best on mathematics activities in class.	5	31	59	23	
COGNITIVE STRATEGIES USED IN MATHEMATICS					
I read over a mathematics problem first to make sure I know what I am supposed to do.	8	28	59	23	
I think about the steps I will use to solve a mathematics problem.	18	51	23	9	
	<input type="checkbox"/> Never	<input type="checkbox"/> 1 or 2 times a month	<input type="checkbox"/> 1 to 3 times a week	<input type="checkbox"/> Every day or almost every day	
READING OUTSIDE SCHOOL		Percentage of Students*	Number of students who answered "every day or almost every day"		
How often do you read the following when you are not at school?					
Stories or novels	10	21	33	33	13
Comics	31	28	8	28	11
Books, newspapers, magazines or websites for information	23	23	15	31	12
E-mails, text or instant messages	46	10	10	28	11
Any other type of reading material	21	13	18	41	16

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 39)						
		■	□	■	□	
		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	28	28	21	21	8
	Journal entries	38	26	15	18	7
	E-mail, text or instant messages	41	8	21	23	9
	Letters	41	23	15	15	6
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?						
	I take part in art, music or drama activities.	31	13	26	21	8
	I take part in after-school clubs.	67	5	8	13	5
	I take part in sports or other physical activities.	31	10	31	26	10
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.	23	13	18	41	16
	We talk about the reading and writing work I do in school.	26	21	10	38	15
	We talk about the mathematics I do in school.	23	18	18	33	13
	We read together.	31	15	23	21	8
	We look at my school agenda.	15	13	13	56	22
	We use a computer together.	36	15	15	26	10

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 39)			
		<input type="checkbox"/> 0 programs <input type="checkbox"/> 1 program <input checked="" type="checkbox"/> 2 or 3 programs <input type="checkbox"/> 4 programs or more	
SCREEN TIME		Percentage of Students*	
On a school day, how many TV programs do you normally watch?		Number of students who answered "4 programs or more"	
	Before School		3
	After School		20
SCHOOLS ATTENDED		Percentage of Students*	
How many schools did you attend before this one?		Number of students	
	Only this school		16
	1 other school		9
	2 other schools		7
	3 other schools		3
	4 other schools or more		3
		<input checked="" type="checkbox"/> Only English/ Mostly English <input type="checkbox"/> Another language (or other languages) as often as English <input checked="" type="checkbox"/> 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"	
	Languages student speaks at home		24
	Languages in which people speak to student at home		20

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 39)	Female* (# = 18)	Male* (# = 21)	All Students (# = 5 679)	Female* (# = 2 756)	Male* (# = 2 923)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered “most of the time”†									
I like to read.	28%	39%	19%	45%	52%	40%	49%	56%	42%
I am a good reader.	64%	61%	67%	62%	65%	59%	64%	66%	62%
I can understand difficult reading passages.	28%	28%	29%	27%	24%	29%	28%	27%	30%
I do my best on reading activities in class.	56%	61%	52%	69%	73%	65%	73%	78%	69%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered “most of the time”†									
I like to write.	46%	39%	52%	47%	53%	42%	48%	55%	40%
I am a good writer.	54%	56%	52%	45%	51%	39%	49%	55%	42%
I can communicate my ideas in writing.	36%	56%	19%	38%	40%	36%	41%	42%	39%
I do my best on writing activities in class.	49%	50%	48%	65%	70%	60%	69%	73%	64%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
I make sure I understand what I am reading.	51%	61%	43%	63%	66%	60%	65%	68%	62%
I organize my ideas before I start to write.	46%	56%	38%	43%	48%	39%	41%	45%	38%
I edit my writing to make it better.	38%	44%	33%	40%	45%	36%	43%	47%	38%
I check my writing for spelling and grammar.	31%	33%	29%	44%	48%	40%	45%	49%	41%
STUDENT ENGAGEMENT									
About mathematics: Percentage of students who answered “most of the time”†									
I like mathematics.	51%	56%	48%	55%	50%	60%	56%	51%	60%
I am good at mathematics.	49%	39%	57%	50%	44%	55%	54%	47%	60%
I can answer difficult mathematics questions.	15%	17%	14%	31%	26%	36%	35%	28%	42%
I do my best on mathematics activities in class.	59%	56%	62%	70%	71%	70%	75%	76%	74%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
I read over a mathematics problem first to make sure I know what I am supposed to do.	59%	67%	52%	61%	65%	56%	65%	69%	61%
I think about the steps I will use to solve a mathematics problem.	23%	17%	29%	44%	44%	44%	47%	48%	47%

* Only includes students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 39)	Female* (# = 18)	Male* (# = 21)	All Students (# = 5 679)	Female* (# = 2 756)	Male* (# = 2 923)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
READING OUTSIDE SCHOOL									
How often do you read the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories or novels	33%	28%	38%	37%	42%	33%	40%	46%	35%
Comics	28%	6%	48%	22%	16%	27%	19%	13%	26%
Books, newspapers, magazines or websites for information	31%	44%	19%	27%	30%	24%	25%	27%	23%
E-mails, text or instant messages	28%	33%	24%	22%	24%	20%	23%	25%	22%
Any other type of reading material	41%	50%	33%	34%	38%	31%	34%	38%	31%
WRITING OUTSIDE SCHOOL									
How often do you write the following (using paper or a computer) when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories	21%	28%	14%	17%	18%	15%	16%	18%	13%
Journal entries	18%	28%	10%	16%	20%	11%	14%	18%	9%
E-mails, text or instant messages	23%	22%	24%	21%	23%	20%	22%	24%	21%
Letters	15%	11%	19%	14%	15%	12%	12%	14%	10%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered “every day or almost every day”†									
We talk about the activities I do in school.	41%	50%	33%	53%	58%	48%	53%	58%	48%
We talk about the reading and writing work I do in school.	38%	39%	38%	34%	37%	31%	32%	36%	29%
We talk about the mathematics I do in school.	33%	28%	38%	39%	42%	37%	36%	38%	34%
We read together.	21%	28%	14%	27%	30%	24%	28%	30%	25%
We look at my school agenda.	56%	61%	52%	50%	51%	49%	53%	54%	52%
We use a computer together.	26%	22%	29%	20%	21%	19%	17%	17%	18%
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
I take part in art, music or drama activities.	21%	28%	14%	18%	22%	13%	18%	23%	13%
I take part in after-school clubs.	13%	6%	19%	13%	13%	13%	11%	11%	10%
I take part in sports or other physical activities.	26%	22%	29%	36%	31%	40%	38%	33%	43%

* Only includes students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 39)	Female* (# = 18)	Male* (# = 21)	All Students (# = 5 679)	Female* (# = 2 756)	Male* (# = 2 923)	All Students (# = 123 251)	Female* (# = 60 268)	Male* (# = 62 983)
SCREEN TIME (TELEVISION) On a school day, how many TV programs do you normally watch?									
	Percentage of students who answered "4 programs or more" [†]								
Before school	8%	6%	10%	9%	6%	12%	9%	6%	13%
After school	51%	50%	52%	51%	47%	54%	46%	42%	50%
SCHOOLS ATTENDED How many schools did you attend before this one?									
	Percentage of students [‡]								
Only this school/1 other school	64%	72%	57%	81%	83%	80%	78%	78%	77%
2 other schools/3 other schools	26%	22%	29%	13%	12%	14%	15%	15%	16%
4 other schools or more	8%	0%	14%	3%	3%	3%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students [‡]								
Only English/Mostly English	62%	56%	67%	60%	58%	61%	71%	71%	72%
Another language (or other languages) as often as English	26%	28%	24%	22%	24%	21%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	10%	11%	10%	16%	16%	16%	11%	11%	11%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students [‡]								
Only English/Mostly English	51%	44%	57%	48%	47%	50%	66%	66%	67%
Another language (or other languages) as often as English	18%	28%	10%	22%	23%	21%	14%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	26%	22%	29%	27%	27%	27%	17%	17%	17%

* Only includes students for whom gender data were available.
 † Other response options were "0 programs," "1 program" and "2 or 3 programs."
 ‡ Percentages may not add to 100, due to lack of or ambiguous responses.

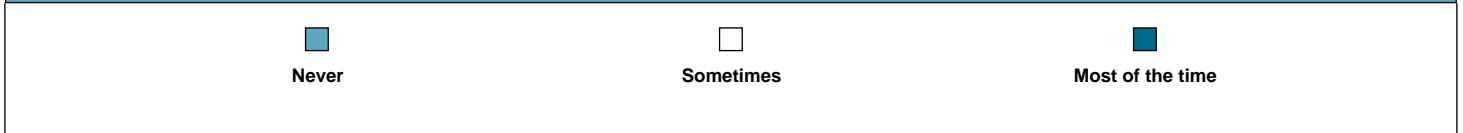
Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 30)				
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time		
STUDENT ENGAGEMENT About reading:		Percentage of Students*	Number of students who answered "most of the time"	
I like to read.	67	33	10	
I am a good reader .	60	40	12	
I can understand difficult reading passages.	10	70	20	6
I do my best on reading activities in class.	37	60	18	
STUDENT ENGAGEMENT About writing:				
I like to write.	7	47	47	14
I am a good writer.	67	30	9	
I can communicate my ideas in writing.	70	30	9	
I do my best when I do writing activities in class.	7	30	63	19
COGNITIVE STRATEGIES USED IN LANGUAGE				
I make sure I understand what I am reading.	40	60	18	
I organize my ideas before I start to write.	60	37	11	
I edit my writing to make it better.	7	60	30	9
I check my writing for spelling and grammar.	50	47	14	

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

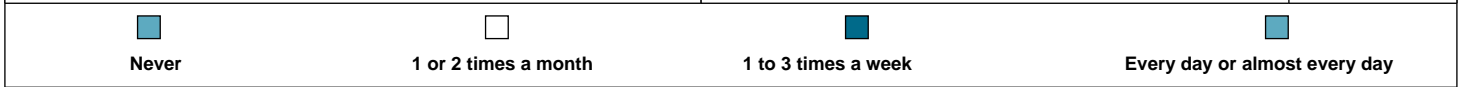
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 30)



STUDENT ENGAGEMENT About mathematics:	Percentage of Students*	Number of students who answered "most of the time"
I like mathematics.		14
I am good at mathematics.		10
I can answer difficult mathematics questions.		8
I do my best on mathematics activities in class.		21

COGNITIVE STRATEGIES USED IN MATHEMATICS





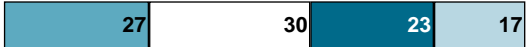

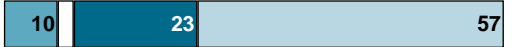







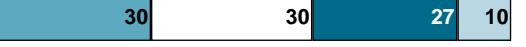


I read over a mathematics problem first to make sure I know what I am supposed to do.		16
I think about the steps I will use to solve a mathematics problem.		16



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		6
Comics		5
Books, newspapers, magazines or websites for information		7
E-mails, text or instant messages		17
Any other type of reading material		8

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 30)						
						
		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		27	30	23	17	5
Journal entries		40	30	20	7	2
E-mail, text or instant messages		10	23	57		17
Letters		43	30	7	13	4
OUT-OF-SCHOOL ACTIVITIES						
How often do you do the following when you are not at school?						
I take part in art, music or drama activities.		43	30	13	7	2
I take part in after-school clubs.		47	20	23	7	1
I take part in sports or other physical activities.		20	27	20	30	9
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.		13	33	47		14
We talk about the reading and writing work I do in school.		10	13	47	27	8
We talk about the mathematics I do in school.		13	13	37	33	10
We read together.		30	30	27	10	3
We look at my school agenda.		53	17	23		7
We use a computer together.		30	30	23	13	4

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 30)							
		<input type="checkbox"/> None <input type="checkbox"/> About half an hour/About 1 hour <input checked="" type="checkbox"/> About 2 hours <input type="checkbox"/> About 3 hours/ More than 3 hours					
SCREEN TIME		Percentage of Students*		Number of students who answered "about 3 hours" or "more than 3 hours"			
On a school day, how many hours do you usually spend on the following?							
Before School	Watching TV	17	67	10	3		
	Playing video games		73	20	0		
	Using the Internet		57	30	10	3	
After School	Watching TV		37	17	40	12	
	Playing video games		30	43	10	10	3
	Using the Internet	7	30	33	27	8	
SCHOOLS ATTENDED		Percentage of Students*		Number of students			
How many schools did you attend before this one?							
	Only this school	27			8		
	1 other school	33			10		
	2 other schools	27			8		
	3 other schools	3			1		
	4 other schools or more	0			0		
		<input type="checkbox"/> Only English/Mostly English <input type="checkbox"/> Another language(or other languages) as often as English <input checked="" type="checkbox"/> 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"			
Languages student speaks at home							
	Languages student speaks at home	47	17	30	14		
Languages in which people speak to student at home							
	Languages in which people speak to student at home	37	20	37	11		

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 30)	Female* (# = 13)	Male* (# = 17)	All Students (# = 6 306)	Female* (# = 3 103)	Male* (# = 3 202)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered “most of the time”†									
I like to read.	33%	38%	29%	42%	50%	34%	48%	56%	40%
I am a good reader.	40%	54%	29%	60%	62%	58%	66%	70%	63%
I can understand difficult reading passages.	20%	23%	18%	35%	33%	37%	38%	36%	40%
I do my best on reading activities in class.	60%	54%	65%	67%	70%	64%	70%	75%	65%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered “most of the time”†									
I like to write.	47%	31%	59%	39%	49%	30%	39%	51%	28%
I am a good writer.	30%	38%	24%	39%	44%	34%	42%	50%	35%
I can communicate my ideas in writing.	30%	31%	29%	43%	45%	40%	44%	48%	40%
I do my best on writing activities in class.	63%	62%	65%	64%	68%	59%	67%	73%	61%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered “most of the time”†									
I make sure I understand what I am reading.	60%	38%	76%	70%	72%	67%	72%	75%	68%
I organize my ideas before I start to write.	37%	46%	29%	35%	39%	32%	34%	38%	29%
I edit my writing to make it better.	30%	38%	24%	46%	53%	40%	46%	53%	40%
I check my writing for spelling and grammar.	47%	62%	35%	50%	54%	47%	48%	53%	44%
STUDENT ENGAGEMENT									
About mathematics: Percentage of students who answered “most of the time”†									
I like mathematics.	47%	38%	53%	47%	39%	55%	47%	39%	55%
I am good at mathematics.	33%	23%	41%	48%	41%	55%	52%	44%	58%
I can answer difficult mathematics questions.	27%	23%	29%	32%	25%	39%	36%	28%	44%
I do my best on mathematics activities in class.	70%	69%	71%	70%	70%	71%	74%	74%	74%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
I read over a mathematics problem first to make sure I know what I am supposed to do.	53%	54%	53%	70%	73%	67%	73%	77%	69%
I think about the steps I will use to solve a mathematics problem.	53%	54%	53%	46%	45%	46%	49%	50%	49%

* Only includes students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 30)	Female* (# = 13)	Male* (# = 17)	All Students (# = 6 306)	Female* (# = 3 103)	Male* (# = 3 202)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
READING OUTSIDE SCHOOL									
How often do you read the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories or novels	20%	15%	24%	25%	32%	18%	33%	39%	26%
Comics	17%	15%	18%	14%	10%	19%	11%	8%	15%
Books, newspapers, magazines or websites for information	23%	23%	24%	32%	36%	29%	30%	32%	28%
E-mails, text or instant messages	57%	85%	35%	55%	66%	45%	55%	64%	47%
Any other type of reading material	27%	23%	29%	27%	29%	25%	28%	30%	25%
WRITING OUTSIDE SCHOOL									
How often do you write the following (using paper or a computer) when you are not at school? Percentage of students who answered “every day or almost every day”†									
Stories	17%	23%	12%	7%	9%	6%	7%	9%	5%
Journal entries	7%	0%	12%	8%	11%	5%	7%	11%	3%
E-mails, text or instant messages	57%	77%	41%	52%	62%	42%	52%	62%	43%
Letters	13%	0%	24%	4%	4%	4%	3%	4%	3%
PARENTAL ENGAGEMENT									
How often do you and a parent, a guardian or another adult who lives with you do the following? Percentage of students who answered “every day or almost every day”†									
We talk about the activities I do in school.	47%	46%	47%	50%	54%	47%	53%	56%	50%
We talk about the reading and writing work I do in school.	27%	23%	29%	26%	27%	25%	28%	30%	26%
We talk about the mathematics I do in school.	33%	38%	29%	34%	35%	34%	36%	37%	34%
We read together.	10%	8%	12%	7%	7%	7%	7%	7%	7%
We look at my school agenda.	23%	23%	24%	25%	22%	28%	32%	31%	34%
We use a computer together.	13%	8%	18%	13%	13%	13%	10%	10%	11%
OUT-OF-SCHOOL ACTIVITIES									
How often do you do the following when you are not at school? Percentage of students who answered “every day or almost every day”†									
I take part in art, music or drama activities.	7%	15%	0%	13%	19%	8%	13%	17%	8%
I take part in after-school clubs.	3%	0%	6%	10%	11%	9%	9%	10%	8%
I take part in sports or other physical activities.	30%	8%	47%	36%	31%	42%	41%	35%	46%

* Only includes students for whom gender data were available.

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

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)		School			Board			Province		
		All Students (# = 30)	Female* (# = 13)	Male* (# = 17)	All Students (# = 6 306)	Female* (# = 3 103)	Male* (# = 3 202)	All Students (# = 127 419)	Female* (# = 62 541)	Male* (# = 64 869)
SCREEN TIME (TELEVISION) On a school day, how many hours do you usually spend on the following?		Percentage of students who answered “about 3 hours” or “more than 3 hours” †								
Before School	Watching TV	10%	15%	6%	3%	2%	3%	2%	1%	2%
	Playing video games	0%	0%	0%	2%	1%	4%	2%	1%	3%
	Using the Internet	10%	15%	6%	4%	4%	3%	3%	2%	3%
After School	Watching TV	40%	31%	47%	25%	26%	25%	17%	17%	17%
	Playing video games	10%	8%	12%	16%	6%	26%	13%	5%	22%
	Using the Internet	27%	46%	12%	30%	32%	28%	23%	23%	22%
SCHOOLS ATTENDED How many schools did you attend before this one?		Percentage of students‡								
	Only this school/1 other school	60%	69%	53%	77%	79%	76%	69%	69%	69%
	2 other schools/3 other schools	30%	31%	29%	17%	15%	18%	22%	22%	22%
	4 other schools or more	0%	0%	0%	4%	4%	4%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME		Percentage of students‡								
	Only English/Mostly English	47%	38%	53%	64%	63%	65%	76%	76%	76%
	Another language (or other languages) as often as English	17%	31%	6%	23%	24%	22%	14%	15%	14%
	Mostly another language (or other languages)/ Only another language (or other languages)	30%	31%	29%	12%	12%	11%	8%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME		Percentage of students‡								
	Only English/Mostly English	37%	31%	41%	52%	50%	54%	70%	70%	70%
	Another language (or other languages) as often as English	20%	31%	12%	23%	24%	22%	13%	14%	13%
	Mostly another language (or other languages)/ Only another language (or other languages)	37%	38%	35%	23%	24%	22%	14%	14%	14%

* Only includes students for whom gender data were available.

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

‡ Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2012–2013

EXPLANATION OF TERMS

All Students	Results are reported for all students in the grade.
Participating Students	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
Provincial Standard	The Ministry of Education has set Level 3 as the provincial standard.
Level 4	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
Level 3	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
Level 2	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
Level 1	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
NE1	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
No Data	Students who did not have a result due to absence or other reasons.
Exempt	Students who were formally exempted from participation in one or more components of the assessment.
English Language Learners	Students who have been identified by the school in accordance with <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007)</i> .
English Language Learners Receiving a Special Provision	English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
N/R	"Not reported" indicates that the number of students participating (fewer than 10 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.
N/D	No data available is used to indicate that there were no students in the grade or subject for the group or year specified.
W	Results are being withheld by EQAO. For further information, please contact the school principal.