

School Report



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2013–2014

School: St Timothy Sep S (856673)
Board: Dufferin-Peel Catholic DSB (67083)

On behalf of EQAO, I am pleased to provide you with the results of the 2013–2014 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6).

This report includes the 2014 results as well as results for previous years, so you can track progress over time. You'll also find demographic and attitudinal information, which provides context for interpreting 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 results alongside board and classroom assessment data have proven effective for monitoring progress and allowing school communities to make evidence-based decisions in their planning.

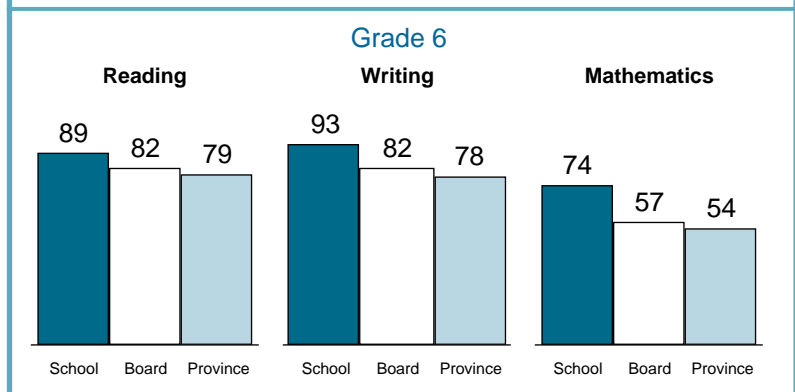
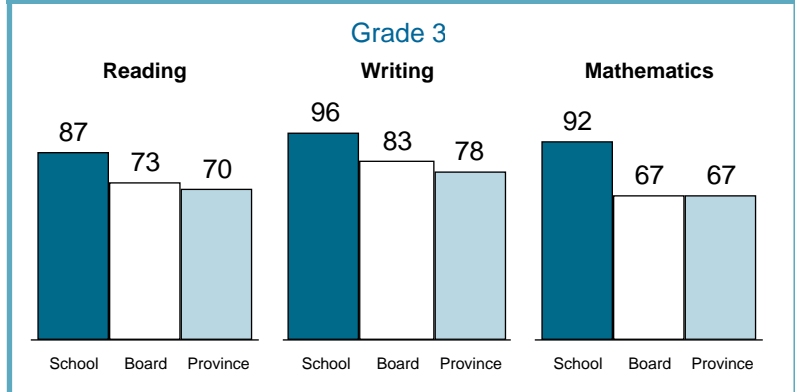
At EQAO, we strongly believe that reliable evidence empowers and guides the judgment and actions of professional educators and school communities. We are pleased to continue our partnership with you as we all work toward helping students reach their full potential. I hope you will find this report to 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

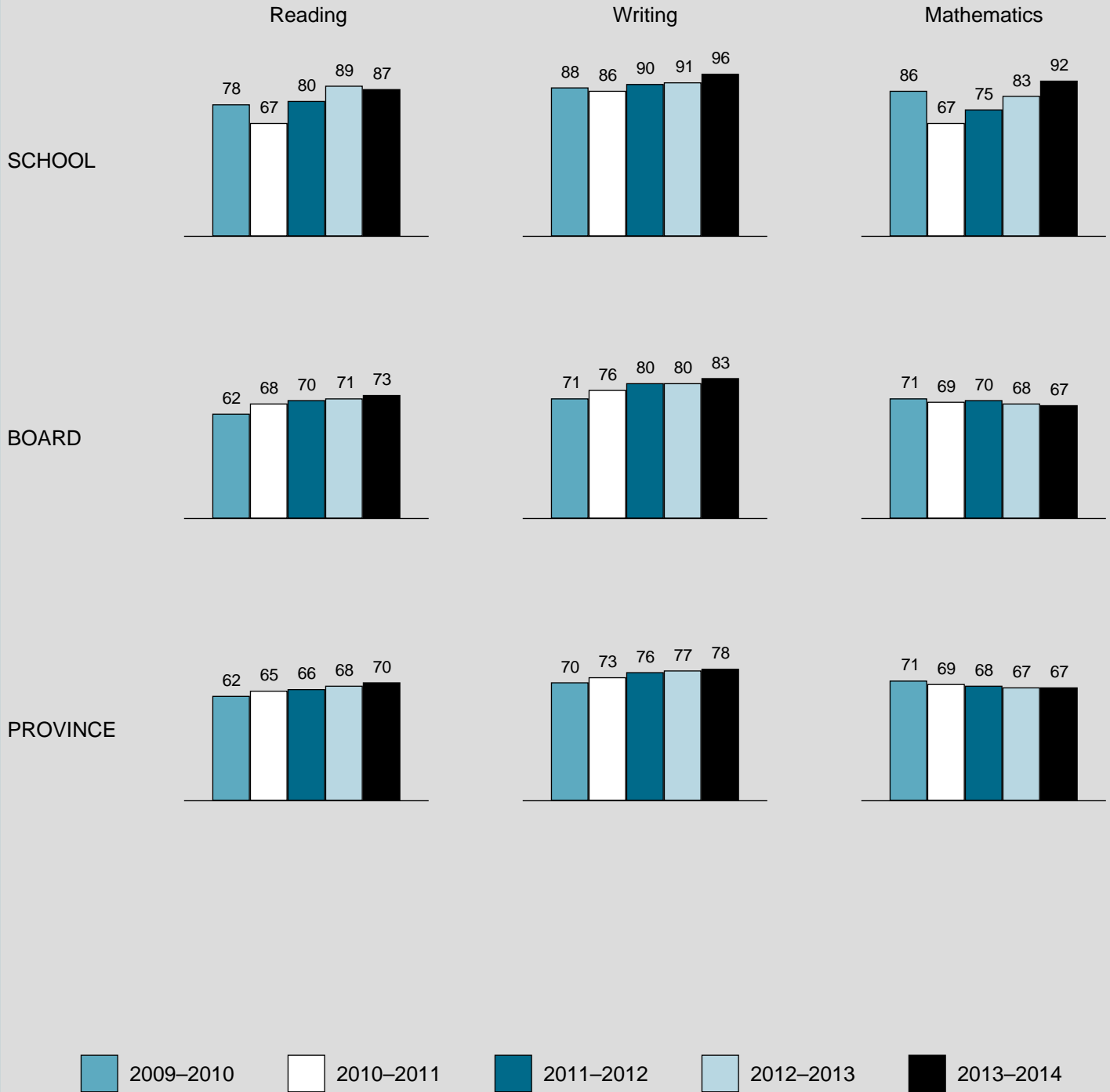
WHERE TO FIND . . .	PAGE	
	Grade 3	Grade 6
Percentages of all students at or above the provincial standard:		
• 2013–2014	1	1
• Over time	2	3
Tips for using this report	4	4
Contextual information: 2013–2014	5	9
Results for groups of students: 2013–2014		
• All students	6	10
• Participating students	7	11
• Students by gender.....	8	12
Contextual information: Over time	13	17
Results for all students: Over time	14–16	18–20
Results for all students: Over time by gender	21	22
Student questionnaire results	23–31	32–40
Explanation of terms	41	41

PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2013–2014



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

Percentage of Students: Grade 3

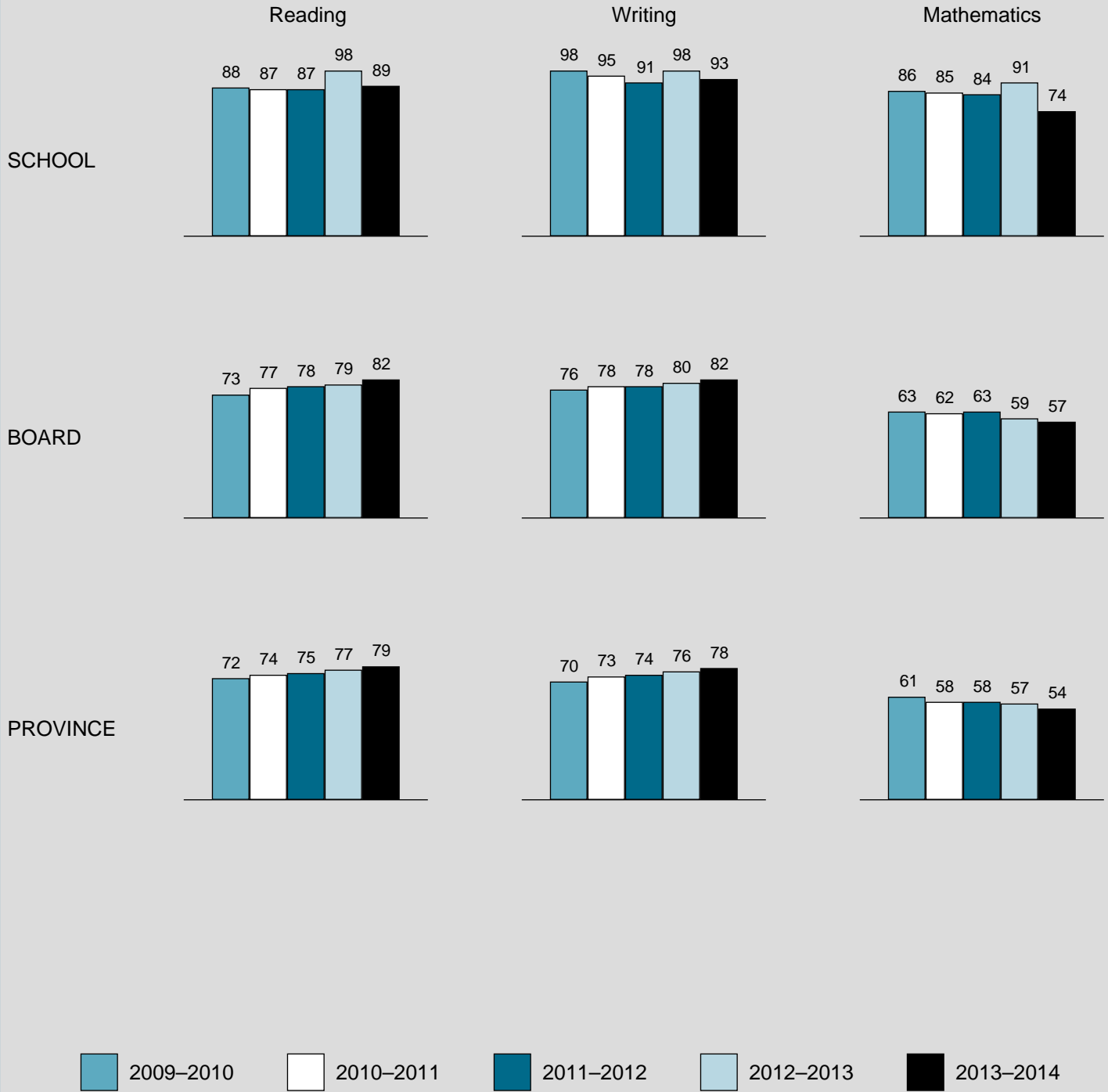


Total Number of Grade 3 Students

	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
School	49	51	40	47	52
Board	5 242	4 966	4 877	5 105	5 051
Province	127 789	124 117	126 455	127 645	127 505

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>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>
School	56	55	45	56	46
Board	5 923	5 672	5 481	5 544	5 259
Province	134 294	132 308	129 477	131 589	127 286

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. Beginning in 2012-2013, results are not reported publicly for schools where fewer than 10 students participated because it might be possible to identify individual students. Prior to 2012-2013, results were not reported publicly for schools where fewer than 15 students participated.

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, 2013–2014

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	52		5 051		127 505	
Number of classes with Grade 3 students	3		345		9 631	
Number of schools with Grade 3 classes	Not applicable		123		3 340	
	Number	Percent	Number	Percent	Number	Percent
Gender						
Female	20	38%	2 488	49%	61 865	49%
Male	32	62%	2 563	51%	65 640	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	12	23%	1 362	27%	16 406	13%
Students with special education needs (excluding gifted)**	9	17%	590	12%	21 965	17%
Place of Birth						
Born in Canada	46	88%	4 439	88%	114 546	90%
Born outside Canada	6	12%	605	12%	12 693	10%
In Canada less than one year	0	0%	14	<1%	703	1%
In Canada one year or more but less than three years	3	6%	131	3%	2 713	2%
In Canada three years or more	3	6%	374	7%	8 350	7%
Language						
First language learned at home was other than English	12	23%	1 118	22%	27 998	22%
Year Student Entered Current School						
Year of the assessment	6	12%	606	12%	18 107	14%
Year prior to the assessment	3	6%	446	9%	16 504	13%
2 years prior to the assessment	10	19%	849	17%	17 899	14%
3 or more years prior to the assessment	33	63%	3 145	62%	74 916	59%
Data not available	0	0%	5	<1%	79	<1%
Year Student Entered Current Board						
Year of the assessment	3	6%	283	6%	7 365	6%
Year prior to the assessment	5	10%	286	6%	8 324	7%
2 years prior to the assessment	5	10%	544	11%	10 606	8%
3 or more years prior to the assessment	39	75%	3 927	78%	99 074	78%
Data not available	0	0%	11	<1%	2 136	2%

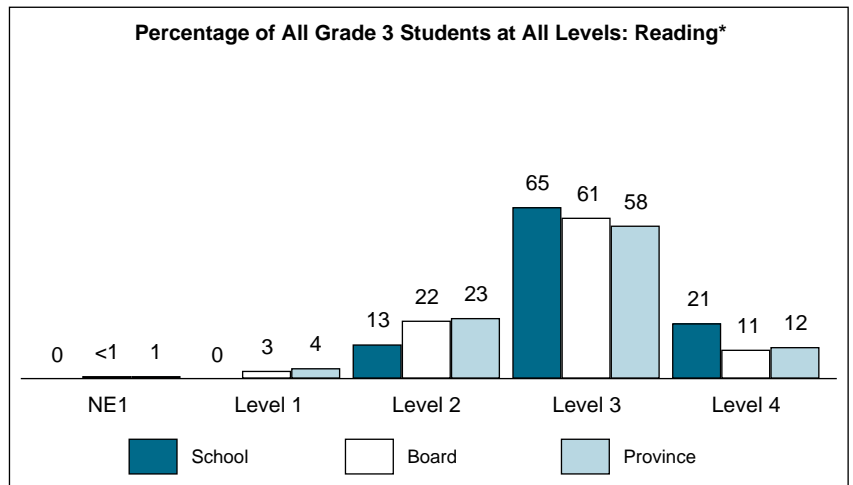
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

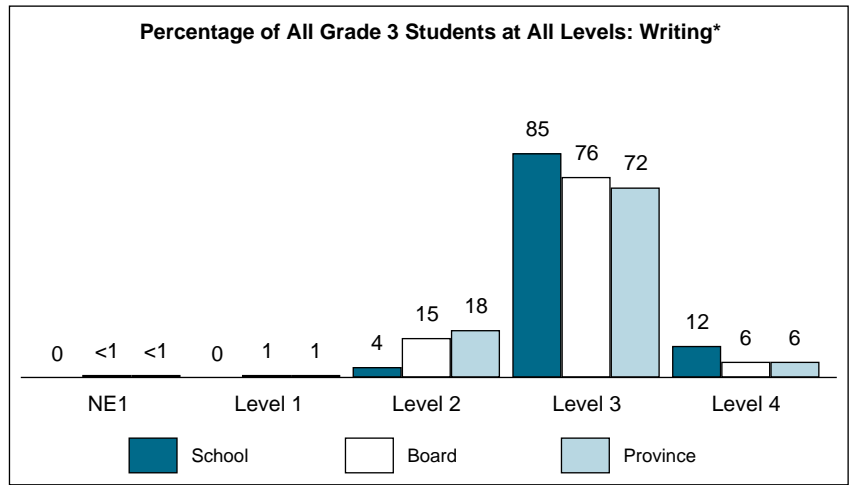
Results in Reading, Writing and Mathematics, 2013–2014

Grade 3: All Students^{††}

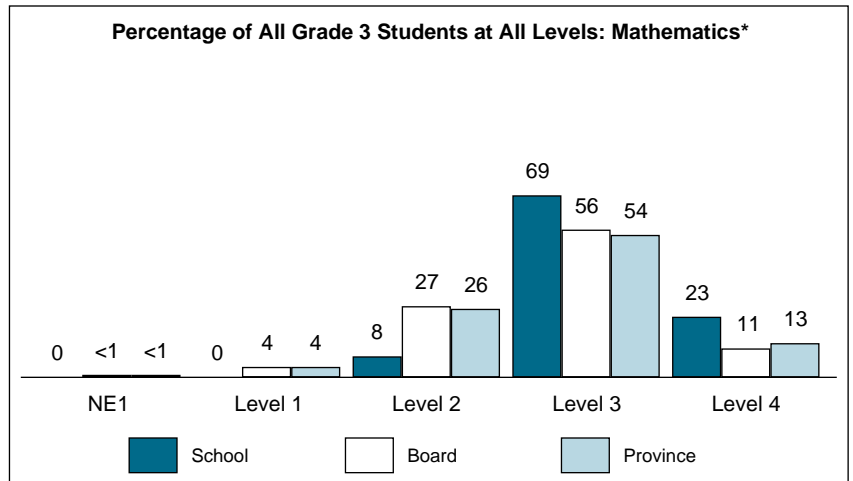
Grade 3: Reading*				
Number of Students	School 52		Board 5 051	Province 122 018
	#	%	%	%
Level 4	11	21%	11%	12%
Level 3	34	65%	61%	58%
Level 2	7	13%	22%	23%
Level 1	0	0%	3%	4%
NE1**	0	0%	<1%	1%
Participating Students	52	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		87%	73%	70%



Grade 3: Writing*				
Number of Students	School 52		Board 5 051	Province 122 018
	#	%	%	%
Level 4	6	12%	6%	6%
Level 3	44	85%	76%	72%
Level 2	2	4%	15%	18%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	52	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		96%	83%	78%



Grade 3: Mathematics*				
Number of Students	School 52		Board 5 051	Province 127 504
	#	%	%	%
Level 4	12	23%	11%	13%
Level 3	36	69%	56%	54%
Level 2	4	8%	27%	26%
Level 1	0	0%	4%	4%
NE1**	0	0%	<1%	<1%
Participating Students	52	100%	98%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †		92%	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.

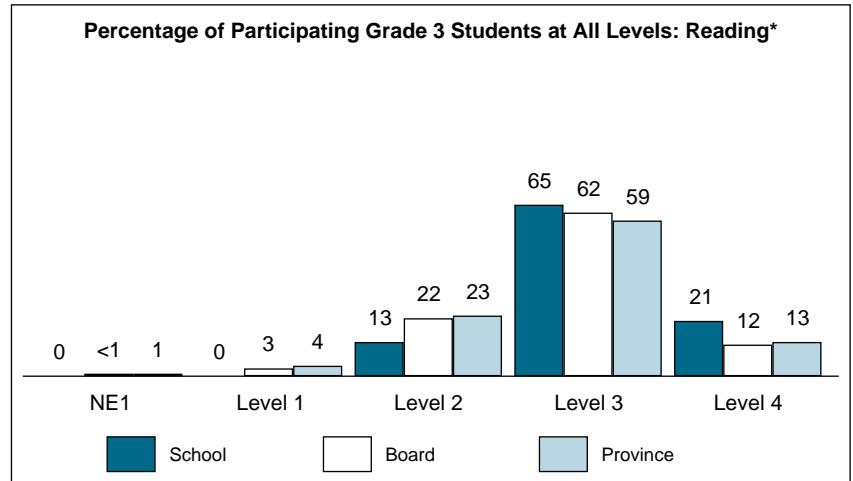
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

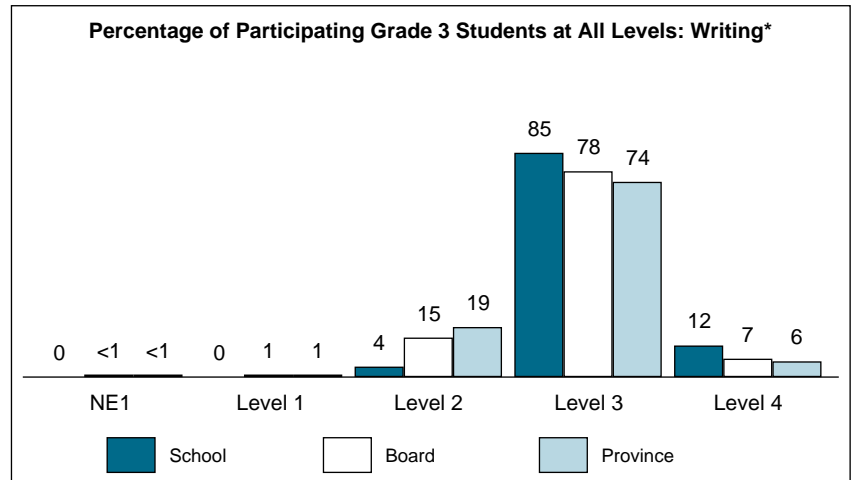
Results in Reading, Writing and Mathematics, 2013–2014

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

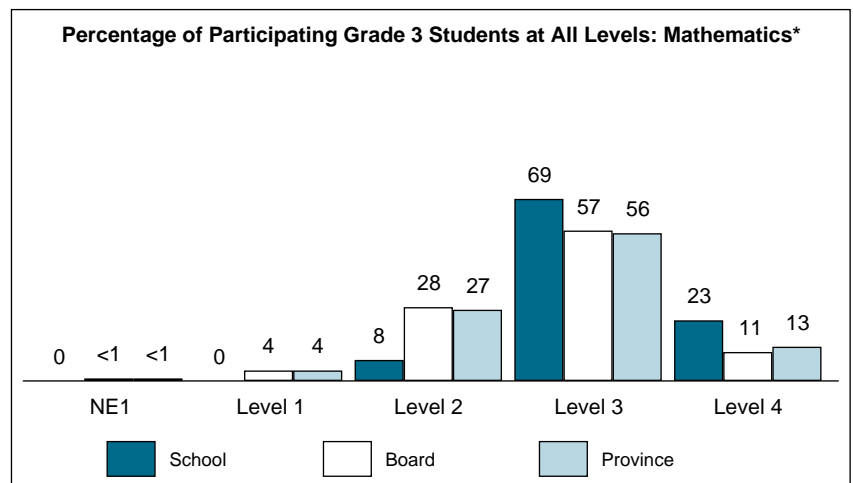
Grade 3: Reading*				
Number of Students	School 52		Board 4 963	Province 118 386
	#	%	%	%
Level 4	11	21%	12%	13%
Level 3	34	65%	62%	59%
Level 2	7	13%	22%	23%
Level 1	0	0%	3%	4%
NE1**	0	0%	<1%	1%
At or Above Provincial Standard (Levels 3 and 4) †	87%		74%	72%



Grade 3: Writing*				
Number of Students	School 52		Board 4 964	Province 118 585
	#	%	%	%
Level 4	6	12%	7%	6%
Level 3	44	85%	78%	74%
Level 2	2	4%	15%	19%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	96%		84%	80%



Grade 3: Mathematics*				
Number of Students	School 52		Board 4 961	Province 124 012
	#	%	%	%
Level 4	12	23%	11%	13%
Level 3	36	69%	57%	56%
Level 2	4	8%	28%	27%
Level 1	0	0%	4%	4%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4) †	92%		68%	69%



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

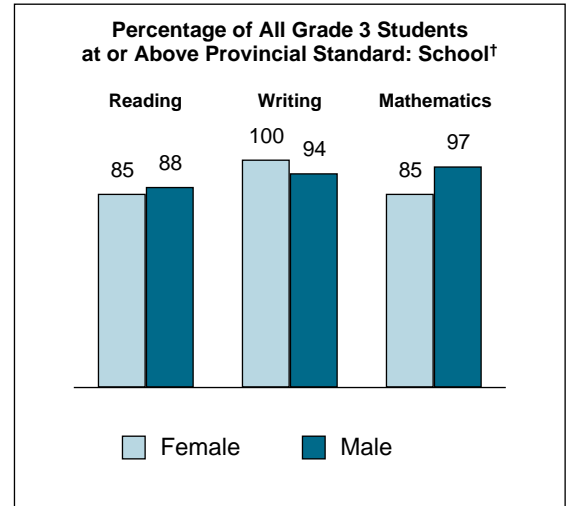
** See the Explanation of Terms.

† 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.

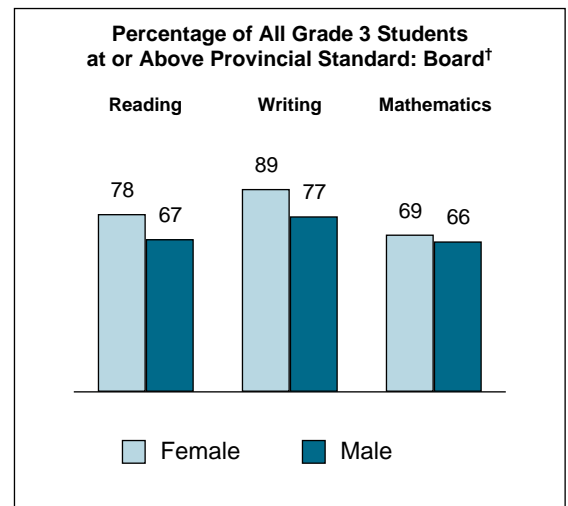
Results in Reading, Writing and Mathematics, 2013–2014

Grade 3: Gender††

Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female 20	Male 32	Female 20	Male 32	Female 20	Male 32
Level 4	25%	19%	15%	9%	20%	25%
Level 3	60%	69%	85%	84%	65%	72%
Level 2	15%	12%	0%	6%	15%	3%
Level 1	0%	0%	0%	0%	0%	0%
NE1**	0%	0%	0%	0%	0%	0%
Participating Students	100%	100%	100%	100%	100%	100%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	0%
At or Above Provincial Standard (Levels 3 and 4)†	85%	88%	100%	94%	85%	97%



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 2 488	Male 2 563	Female 2 488	Male 2 563	Female 2 488	Male 2 563
Level 4	15%	8%	9%	4%	10%	12%
Level 3	64%	59%	79%	74%	58%	54%
Level 2	18%	26%	10%	19%	27%	27%
Level 1	2%	5%	<1%	1%	3%	5%
NE1**	<1%	1%	<1%	<1%	<1%	<1%
Participating Students	99%	98%	99%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	78%	67%	89%	77%	69%	66%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 58 763	Male 63 255	Female 58 763	Male 63 255	Female 61 864	Male 65 640
Level 4	15%	9%	9%	4%	12%	13%
Level 3	60%	56%	75%	69%	55%	53%
Level 2	19%	25%	13%	23%	27%	26%
Level 1	3%	5%	1%	1%	4%	4%
NE1**	1%	1%	<1%	<1%	<1%	1%
Participating Students	98%	96%	98%	96%	98%	97%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	1%	3%
At or Above Provincial Standard (Levels 3 and 4)†	75%	65%	84%	72%	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, 2013–2014

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	46		5 259		127 286	
Number of classes with Grade 6 students	3		365		8 224	
Number of schools with Grade 6 classes	Not applicable		123		3 171	
Number Percent Number Percent Number Percent						
Gender						
Female	21	46%	2 514	48%	62 052	49%
Male	25	54%	2 745	52%	65 233	51%
Gender not specified	0	0%	0	0%	1	<1%
Student Status						
English language learners**	4	9%	739	14%	12 481	10%
Students with special education needs (excluding gifted)**	12	26%	787	15%	26 445	21%
Place of Birth						
Born in Canada	43	93%	4 385	83%	111 250	87%
Born outside Canada	3	7%	866	16%	15 828	12%
In Canada less than one year	0	0%	23	<1%	619	<1%
In Canada one year or more but less than three years	0	0%	127	2%	2 438	2%
In Canada three years or more	2	4%	642	12%	11 909	9%
Language						
First language learned at home was other than English	9	20%	1 437	27%	28 753	23%
Year Student Entered Current School						
Year of the assessment	4	9%	593	11%	29 499	23%
Year prior to the assessment	2	4%	680	13%	14 884	12%
2 years prior to the assessment	3	7%	331	6%	10 819	8%
3 or more years prior to the assessment	37	80%	3 648	69%	72 006	57%
Data not available	0	0%	7	<1%	78	<1%
Year Student Entered Current Board						
Year of the assessment	0	0%	312	6%	6 383	5%
Year prior to the assessment	1	2%	229	4%	7 287	6%
2 years prior to the assessment	1	2%	226	4%	5 868	5%
3 or more years prior to the assessment	44	96%	4 480	85%	104 427	82%
Data not available	0	0%	12	<1%	3 321	3%

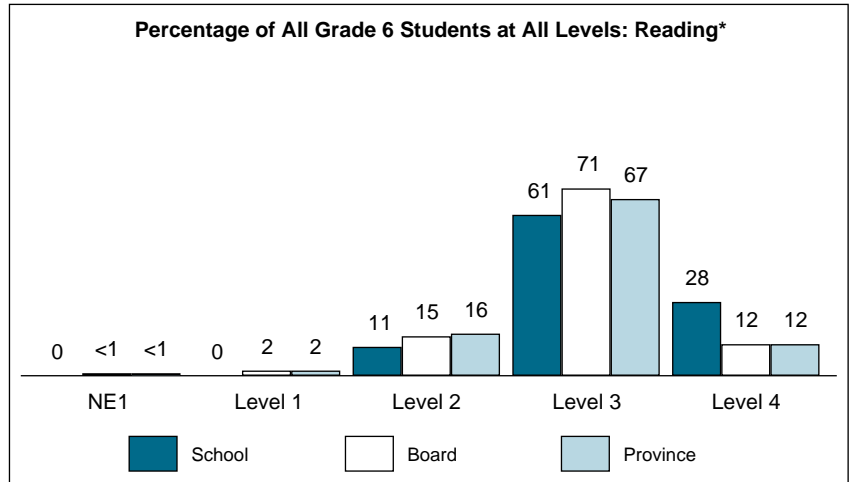
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

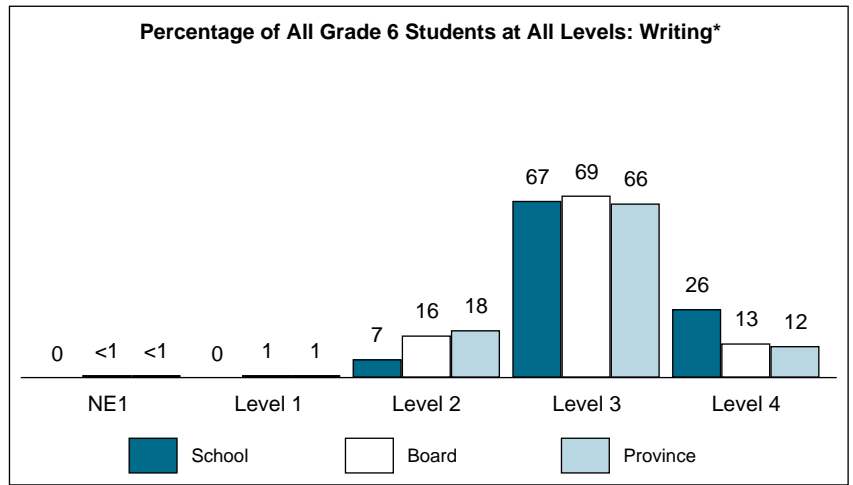
Results in Reading, Writing and Mathematics, 2013–2014

Grade 6: All Students

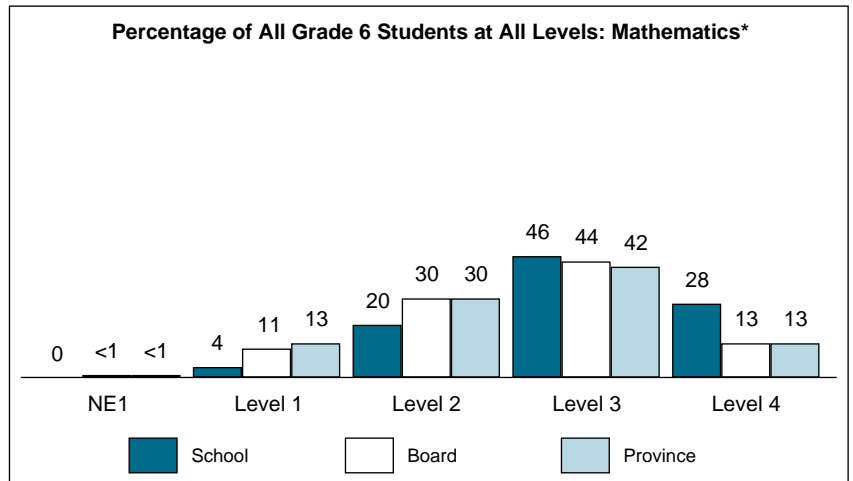
Grade 6: Reading*				
Number of Students	School 46		Board 5 259	Province 127 261
	#	%	%	%
Level 4	13	28%	12%	12%
Level 3	28	61%	71%	67%
Level 2	5	11%	15%	16%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
Participating Students	46	100%	99%	98%
No Data	0	0%	<1%	<1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	89%		82%	79%



Grade 6: Writing*				
Number of Students	School 46		Board 5 259	Province 127 207
	#	%	%	%
Level 4	12	26%	13%	12%
Level 3	31	67%	69%	66%
Level 2	3	7%	16%	18%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
Participating Students	46	100%	99%	98%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	93%		82%	78%



Grade 6: Mathematics*				
Number of Students	School 46		Board 5 259	Province 127 286
	#	%	%	%
Level 4	13	28%	13%	13%
Level 3	21	46%	44%	42%
Level 2	9	20%	30%	30%
Level 1	2	4%	11%	13%
NE1**	0	0%	<1%	<1%
Participating Students	45	98%	99%	98%
No Data	0	0%	<1%	1%
Exempt	1	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4) †	74%		57%	54%



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

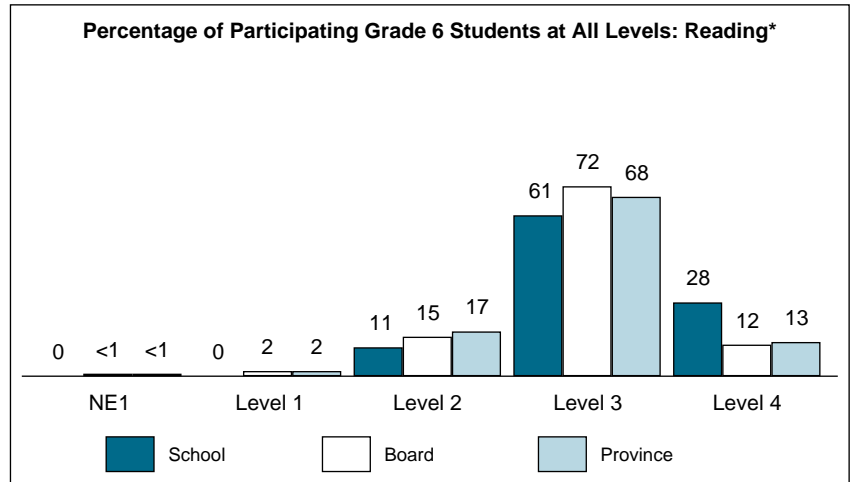
** See the Explanation of Terms.

† 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.

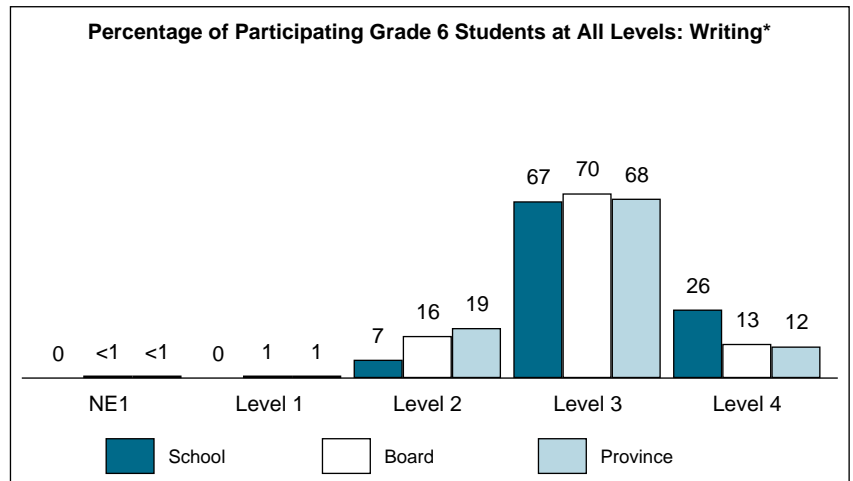
Results in Reading, Writing and Mathematics, 2013–2014

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

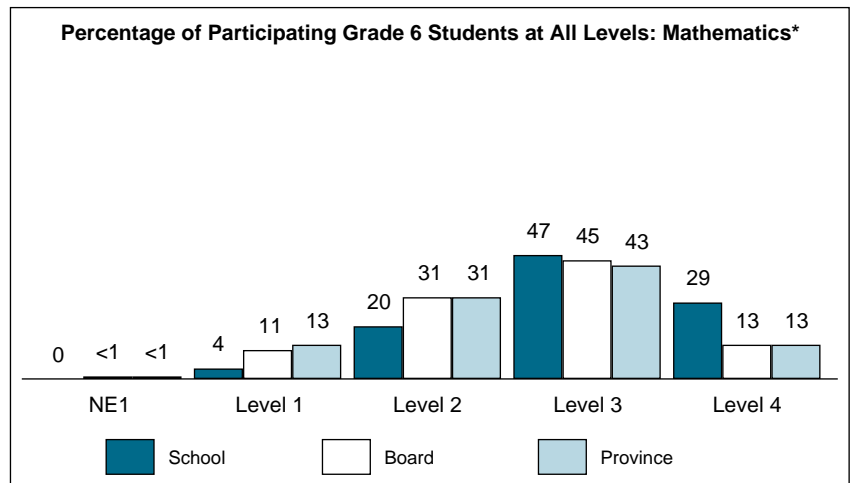
Grade 6: Reading*				
Number of Students	School 46		Board 5 204	Province 124 340
	#	%	%	%
Level 4	13	28%	12%	13%
Level 3	28	61%	72%	68%
Level 2	5	11%	15%	17%
Level 1	0	0%	2%	2%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		89%	83%	81%



Grade 6: Writing*				
Number of Students	School 46		Board 5 202	Province 124 338
	#	%	%	%
Level 4	12	26%	13%	12%
Level 3	31	67%	70%	68%
Level 2	3	7%	16%	19%
Level 1	0	0%	1%	1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		93%	83%	80%



Grade 6: Mathematics*				
Number of Students	School 45		Board 5 190	Province 124 168
	#	%	%	%
Level 4	13	29%	13%	13%
Level 3	21	47%	45%	43%
Level 2	9	20%	31%	31%
Level 1	2	4%	11%	13%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		76%	58%	56%



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

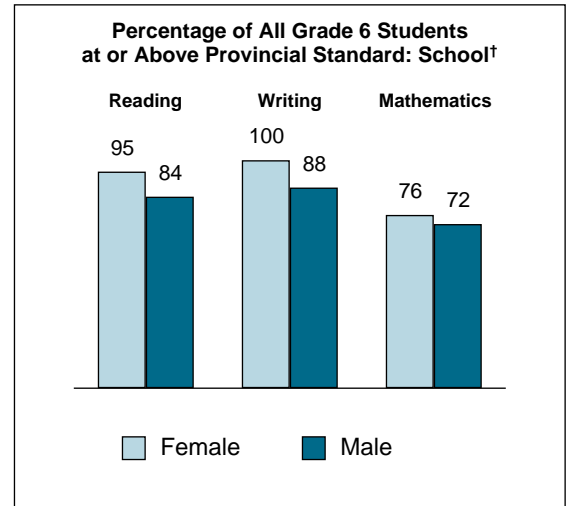
** See the Explanation of Terms.

† 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.

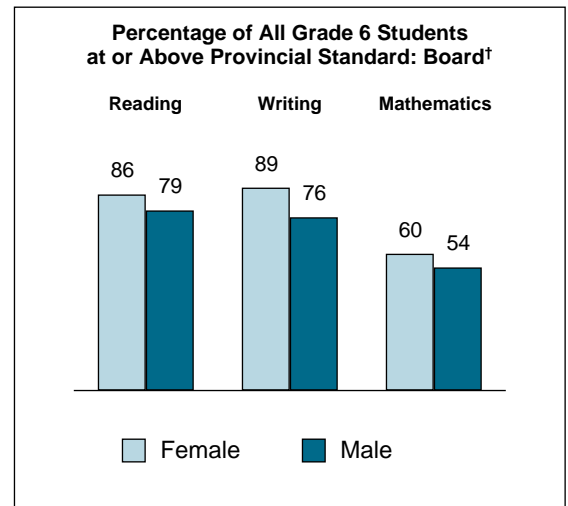
Results in Reading, Writing and Mathematics, 2013–2014

Grade 6: Gender††

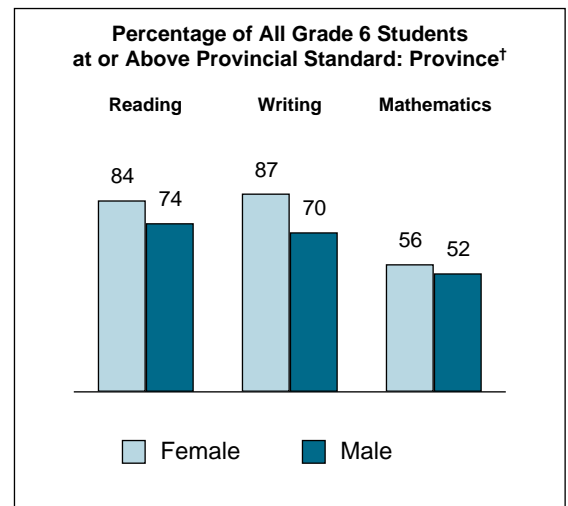
Grade 6: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 21	Male 25	Female 21	Male 25	Female 21	Male 25
Level 4	38%	20%	33%	20%	33%	24%
Level 3	57%	64%	67%	68%	43%	48%
Level 2	5%	16%	0%	12%	24%	16%
Level 1	0%	0%	0%	0%	0%	8%
NE1**	0%	0%	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%	100%	96%
No Data	0%	0%	0%	0%	0%	0%
Exempt	0%	0%	0%	0%	0%	4%
At or Above Provincial Standard (Levels 3 and 4)†	95%	84%	100%	88%	76%	72%



Grade 6: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 2 514	Male 2 745	Female 2 514	Male 2 745	Female 2 514	Male 2 745
Level 4	15%	9%	18%	7%	12%	13%
Level 3	71%	70%	71%	68%	48%	41%
Level 2	12%	18%	10%	22%	29%	32%
Level 1	1%	2%	<1%	1%	10%	12%
NE1**	<1%	<1%	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%	99%	98%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	<1%	1%	<1%	1%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	86%	79%	89%	76%	60%	54%



Grade 6: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 62 042	Male 65 218	Female 62 012	Male 65 194	Female 62 052	Male 65 233
Level 4	16%	8%	18%	7%	12%	13%
Level 3	67%	66%	69%	63%	44%	39%
Level 2	13%	20%	11%	25%	30%	30%
Level 1	2%	3%	<1%	1%	11%	14%
NE1**	<1%	<1%	<1%	<1%	<1%	1%
<i>Participating Students</i>	98%	97%	98%	97%	98%	97%
No Data	<1%	<1%	<1%	1%	1%	1%
Exempt	1%	2%	1%	2%	1%	2%
At or Above Provincial Standard (Levels 3 and 4)†	84%	74%	87%	70%	56%	52%



* 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, 2013–2014

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	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Enrolment					
Number of students	49	51	40	47	52
Participation in the Assessment					
Reading [†]	100%	96%	95%	94%	100%
Writing [†]	100%	96%	95%	94%	100%
Mathematics [†]	100%	96%	95%	94%	100%
Gender					
Female	61%	47%	48%	53%	38%
Male	39%	53%	52%	47%	62%
Student Status					
English language learners**	22%	22%	12%	11%	23%
Students with special education needs (excluding gifted)**	12%	24%	15%	17%	17%
Place of Birth					
Born in Canada	82%	92%	95%	89%	88%
Born outside Canada	18%	8%	5%	11%	12%
In Canada less than one year	0%	2%	0%	0%	0%
In Canada one year or more but less than three years	8%	4%	5%	4%	6%
In Canada three years or more	8%	2%	0%	4%	6%
Language					
First language learned at home was other than English	24%	24%	12%	11%	23%
Year Student Entered Current School					
Year of the assessment	4%	10%	18%	13%	12%
Year prior to the assessment	6%	12%	15%	15%	6%
2 years prior to the assessment	18%	6%	12%	15%	19%
3 or more years prior to the assessment	71%	73%	55%	57%	63%
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.

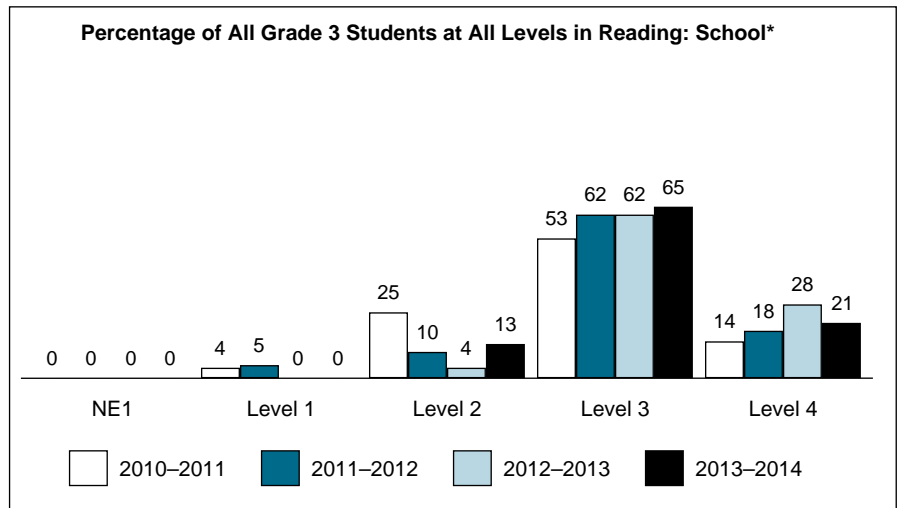
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

** See the Explanation of Terms.

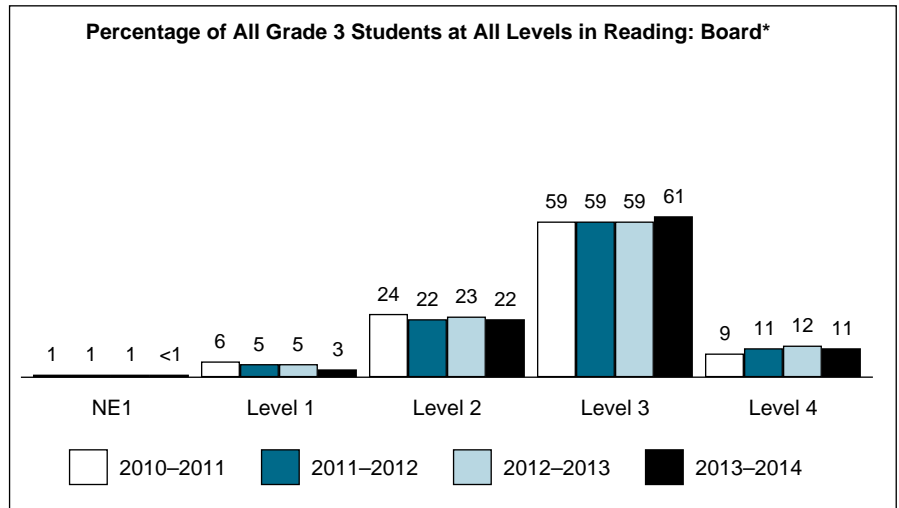
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Reading

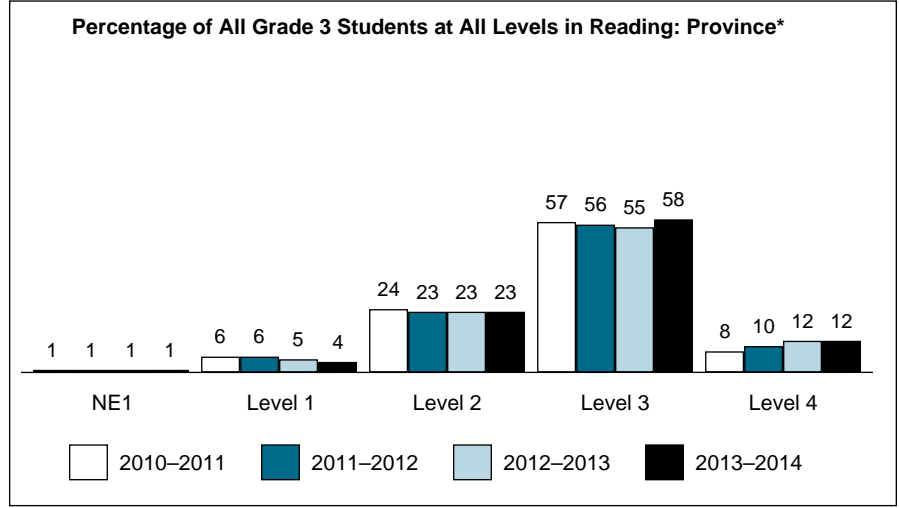
Grade 3 Reading: School*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	51	40	47	52
Level 4	14%	18%	28%	21%
Level 3	53%	62%	62%	65%
Level 2	25%	10%	4%	13%
Level 1	4%	5%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	96%	95%	94%	100%
No Data	2%	0%	0%	0%
Exempt	2%	5%	6%	0%
At or Above Provincial Standard†	67%	80%	89%	87%



Grade 3 Reading: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	4 965	4 877	5 105	5 051
Level 4	9%	11%	12%	11%
Level 3	59%	59%	59%	61%
Level 2	24%	22%	23%	22%
Level 1	6%	5%	5%	3%
NE1**	1%	1%	1%	<1%
<i>Participating Students</i>	98%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	1%
At or Above Provincial Standard†	68%	70%	71%	73%



Grade 3 Reading: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	119 914	121 727	122 450	122 018
Level 4	8%	10%	12%	12%
Level 3	57%	56%	55%	58%
Level 2	24%	23%	23%	23%
Level 1	6%	6%	5%	4%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	<1%	1%	1%
Exempt	3%	3%	3%	2%
At or Above Provincial Standard†	65%	66%	68%	70%



♦ 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.

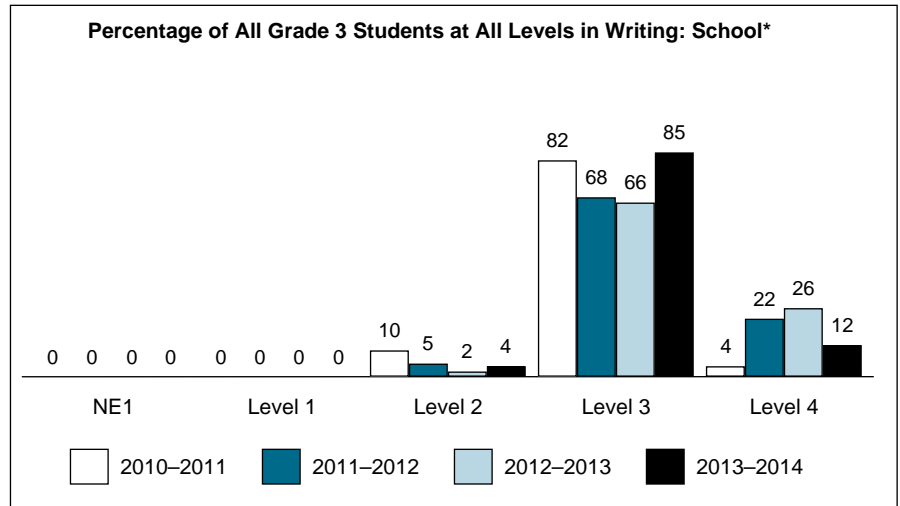
** See the Explanation of Terms.

† 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.

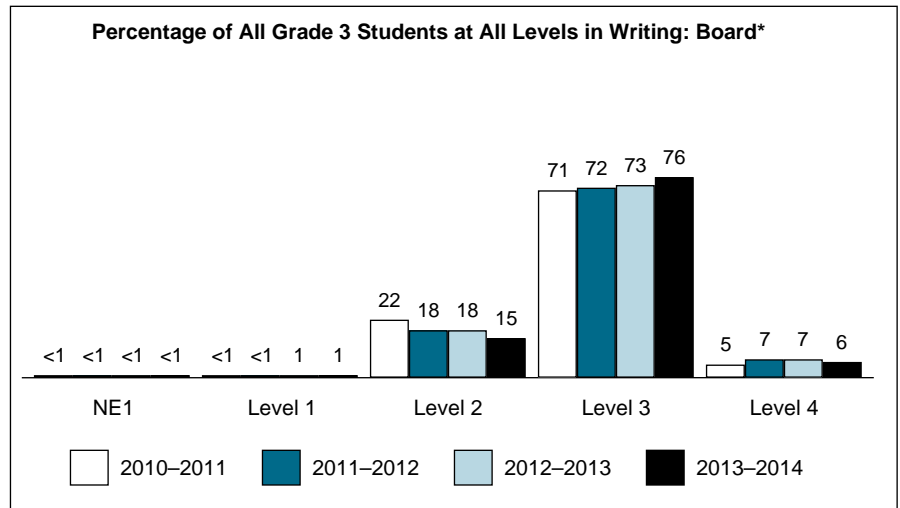
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Writing

Grade 3 Writing: School*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	51	40	47	52
Level 4	4%	22%	26%	12%
Level 3	82%	68%	66%	85%
Level 2	10%	5%	2%	4%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	96%	95%	94%	100%
No Data	2%	0%	0%	0%
Exempt	2%	5%	6%	0%
At or Above Provincial Standard†	86%	90%	91%	96%



Grade 3 Writing: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	4 966	4 877	5 105	5 051
Level 4	5%	7%	7%	6%
Level 3	71%	72%	73%	76%
Level 2	22%	18%	18%	15%
Level 1	<1%	<1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	99%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	1%
At or Above Provincial Standard†	76%	80%	80%	83%



Grade 3 Writing: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	119 873	121 727	122 447	122 018
Level 4	5%	6%	7%	6%
Level 3	68%	69%	70%	72%
Level 2	24%	21%	19%	18%
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	2%	2%	2%	2%
At or Above Provincial Standard†	73%	76%	77%	78%



♦ 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.

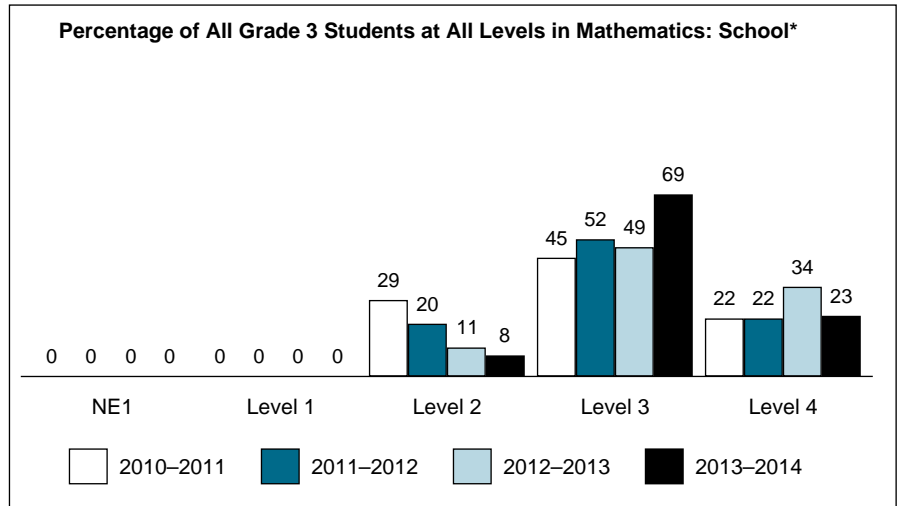
** See the Explanation of Terms.

† 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.

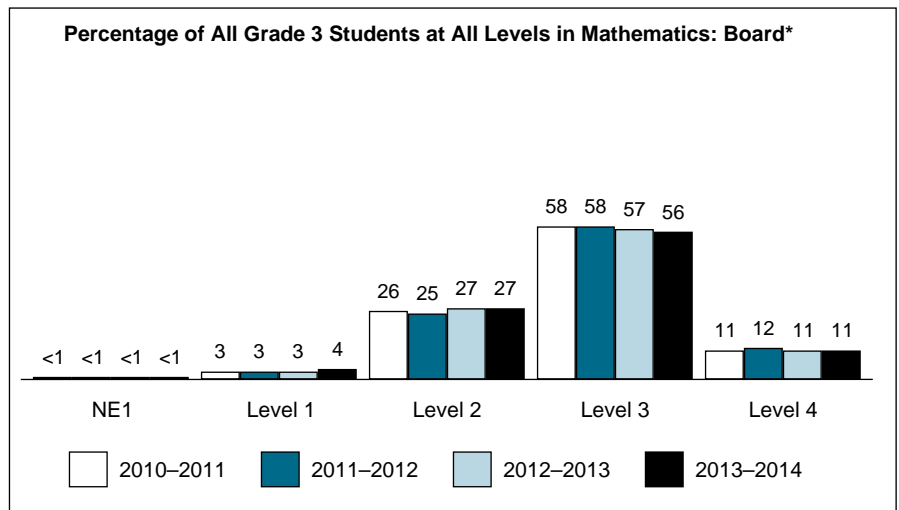
Results over Time, 2010–2011 to 2013–2014*

Grade 3: Mathematics

Grade 3 Mathematics: School*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	51	40	47	52
Level 4	22%	22%	34%	23%
Level 3	45%	52%	49%	69%
Level 2	29%	20%	11%	8%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	96%	95%	94%	100%
No Data	2%	0%	0%	0%
Exempt	2%	5%	6%	0%
At or Above Provincial Standard†	67%	75%	83%	92%



Grade 3 Mathematics: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	4 965	4 877	5 105	5 051
Level 4	11%	12%	11%	11%
Level 3	58%	58%	57%	56%
Level 2	26%	25%	27%	27%
Level 1	3%	3%	3%	4%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	2%	1%	1%
At or Above Provincial Standard†	69%	70%	68%	67%



Grade 3 Mathematics: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	124 104	126 439	127 633	127 504
Level 4	12%	12%	12%	13%
Level 3	57%	56%	55%	54%
Level 2	25%	25%	27%	26%
Level 1	3%	3%	3%	4%
NE1**	<1%	1%	<1%	<1%
<i>Participating Students</i>	97%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	69%	68%	67%	67%



♦ 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.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

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	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Enrolment					
Number of students	56	55	45	56	46
Participation in the Assessment					
Reading	100%	100%	98%	100%	100%
Writing	100%	100%	98%	100%	100%
Mathematics	100%	100%	98%	100%	98%
Gender					
Female	46%	31%	53%	54%	46%
Male	54%	69%	47%	46%	54%
Student Status					
English language learners**	9%	7%	4%	14%	9%
Students with special education needs (excluding gifted)**	7%	18%	20%	11%	26%
Place of Birth					
Born in Canada	88%	89%	91%	77%	93%
Born outside Canada	12%	11%	9%	23%	7%
In Canada less than one year	0%	2%	0%	0%	0%
In Canada one year or more but less than three years	2%	4%	4%	7%	0%
In Canada three years or more	9%	5%	2%	14%	4%
Language					
First language learned at home was other than English	16%	22%	18%	25%	20%
Year Student Entered Current School					
Year of the assessment	5%	13%	9%	12%	9%
Year prior to the assessment	9%	5%	4%	11%	4%
2 years prior to the assessment	4%	0%	2%	11%	7%
3 or more years prior to the assessment	82%	82%	84%	66%	80%
Data not available	0%	0%	0%	0%	0%

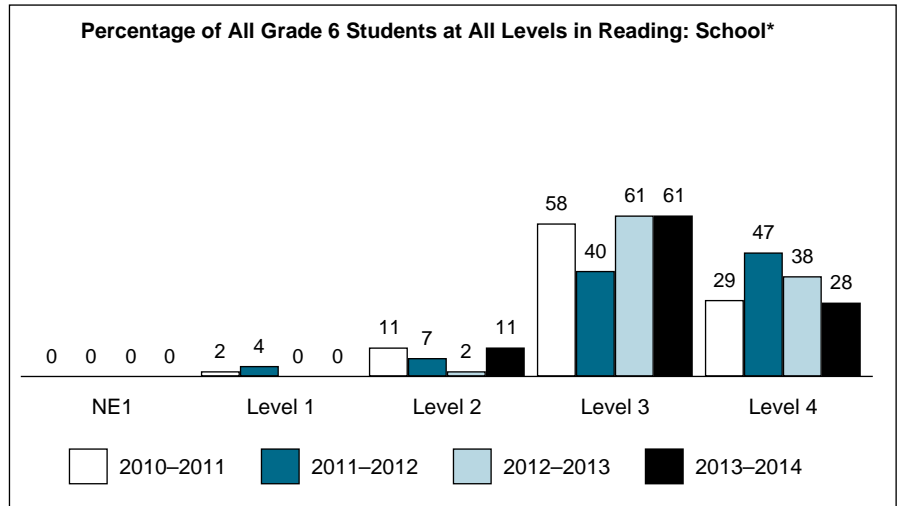
* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

** See the Explanation of Terms.

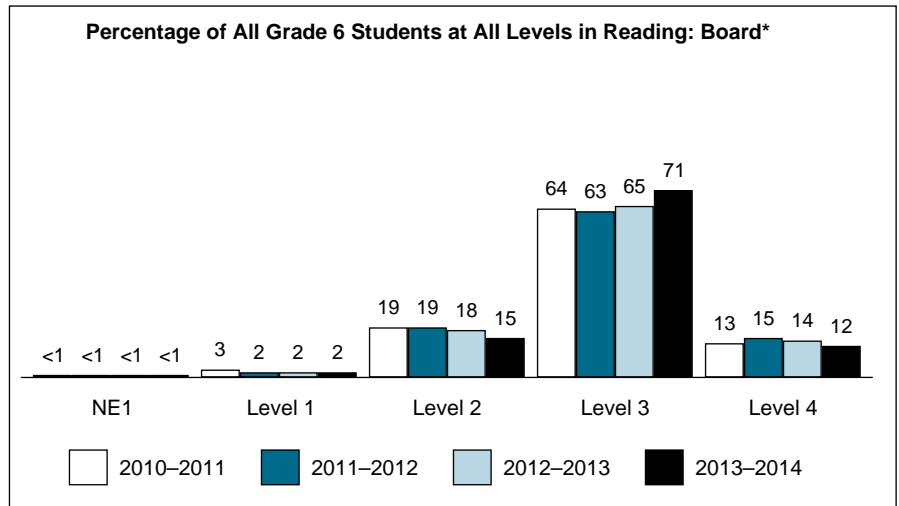
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Reading

Grade 6 Reading: School*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	55	45	56	46
Level 4	29%	47%	38%	28%
Level 3	58%	40%	61%	61%
Level 2	11%	7%	2%	11%
Level 1	2%	4%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	98%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	2%	0%	0%
At or Above Provincial Standard†	87%	87%	98%	89%



Grade 6 Reading: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	5 672	5 481	5 544	5 259
Level 4	13%	15%	14%	12%
Level 3	64%	63%	65%	71%
Level 2	19%	19%	18%	15%
Level 1	3%	2%	2%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	99%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	77%	78%	79%	82%



Grade 6 Reading: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	132 283	129 420	131 514	127 261
Level 4	11%	13%	13%	12%
Level 3	63%	62%	64%	67%
Level 2	19%	19%	18%	16%
Level 1	4%	3%	2%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	98%	98%
No Data	1%	1%	<1%	<1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	74%	75%	77%	79%



♦ 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.

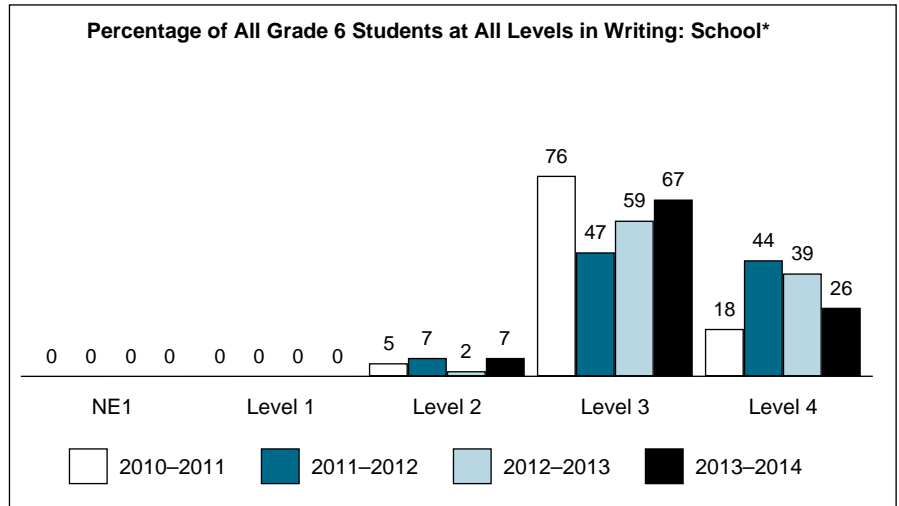
** See the Explanation of Terms.

† 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.

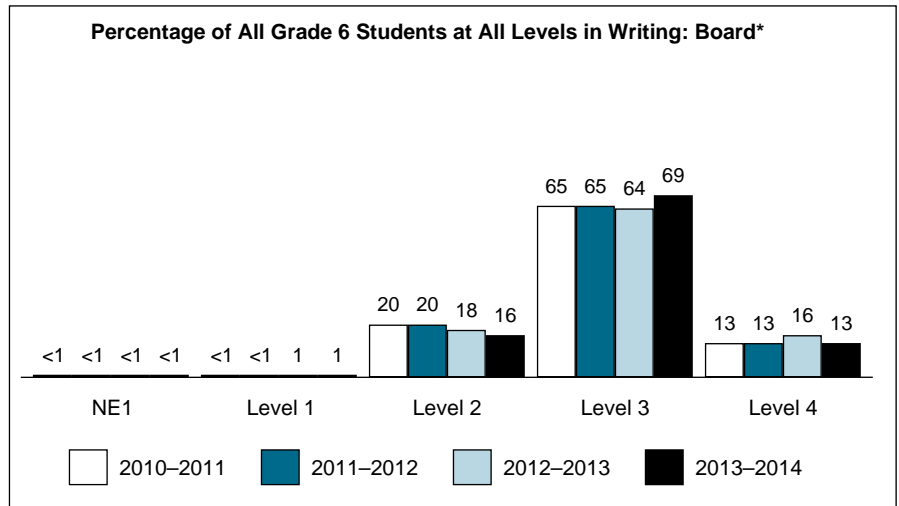
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Writing

Grade 6 Writing: School*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	55	45	56	46
Level 4	18%	44%	39%	26%
Level 3	76%	47%	59%	67%
Level 2	5%	7%	2%	7%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	98%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	2%	0%	0%
At or Above Provincial Standard†	95%	91%	98%	93%



Grade 6 Writing: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	5 672	5 481	5 544	5 259
Level 4	13%	13%	16%	13%
Level 3	65%	65%	64%	69%
Level 2	20%	20%	18%	16%
Level 1	<1%	<1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	78%	78%	80%	82%



Grade 6 Writing: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	132 266	129 420	131 504	127 207
Level 4	10%	12%	13%	12%
Level 3	63%	63%	64%	66%
Level 2	24%	23%	20%	18%
Level 1	<1%	<1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	97%	97%	98%	98%
No Data	1%	1%	<1%	1%
Exempt	2%	2%	2%	2%
At or Above Provincial Standard†	73%	74%	76%	78%



♦ 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.

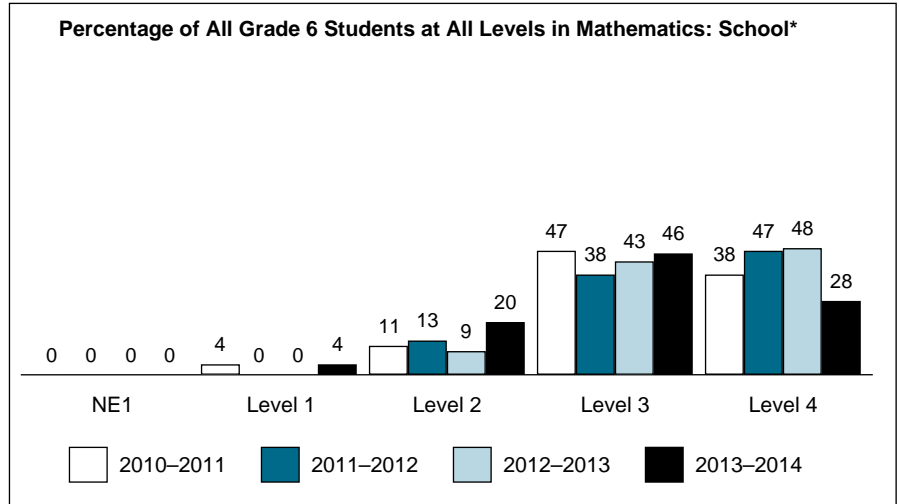
** See the Explanation of Terms.

† 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.

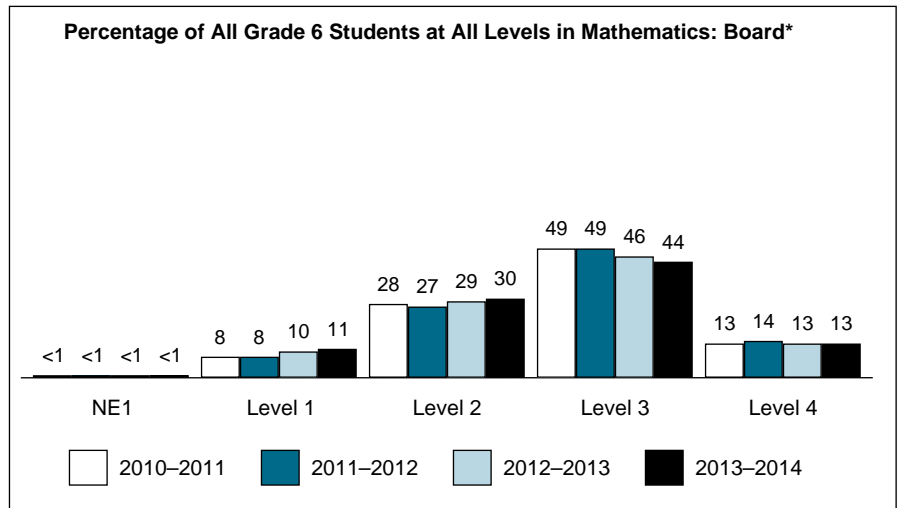
Results over Time, 2010–2011 to 2013–2014*

Grade 6: Mathematics

Grade 6 Mathematics: School*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	55	45	56	46
Level 4	38%	47%	48%	28%
Level 3	47%	38%	43%	46%
Level 2	11%	13%	9%	20%
Level 1	4%	0%	0%	4%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	98%	100%	98%
No Data	0%	0%	0%	0%
Exempt	0%	2%	0%	2%
At or Above Provincial Standard†	85%	84%	91%	74%



Grade 6 Mathematics: Board*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	5 672	5 479	5 544	5 259
Level 4	13%	14%	13%	13%
Level 3	49%	49%	46%	44%
Level 2	28%	27%	29%	30%
Level 1	8%	8%	10%	11%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	98%	99%	99%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	62%	63%	59%	57%



Grade 6 Mathematics: Province*				
Year	'10-'11	'11-'12	'12-'13	'13-'14
<i>Number of Students</i>	132 223	129 368	131 543	127 286
Level 4	12%	13%	13%	13%
Level 3	46%	45%	43%	42%
Level 2	29%	29%	30%	30%
Level 1	9%	10%	11%	13%
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†	58%	58%	57%	54%



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

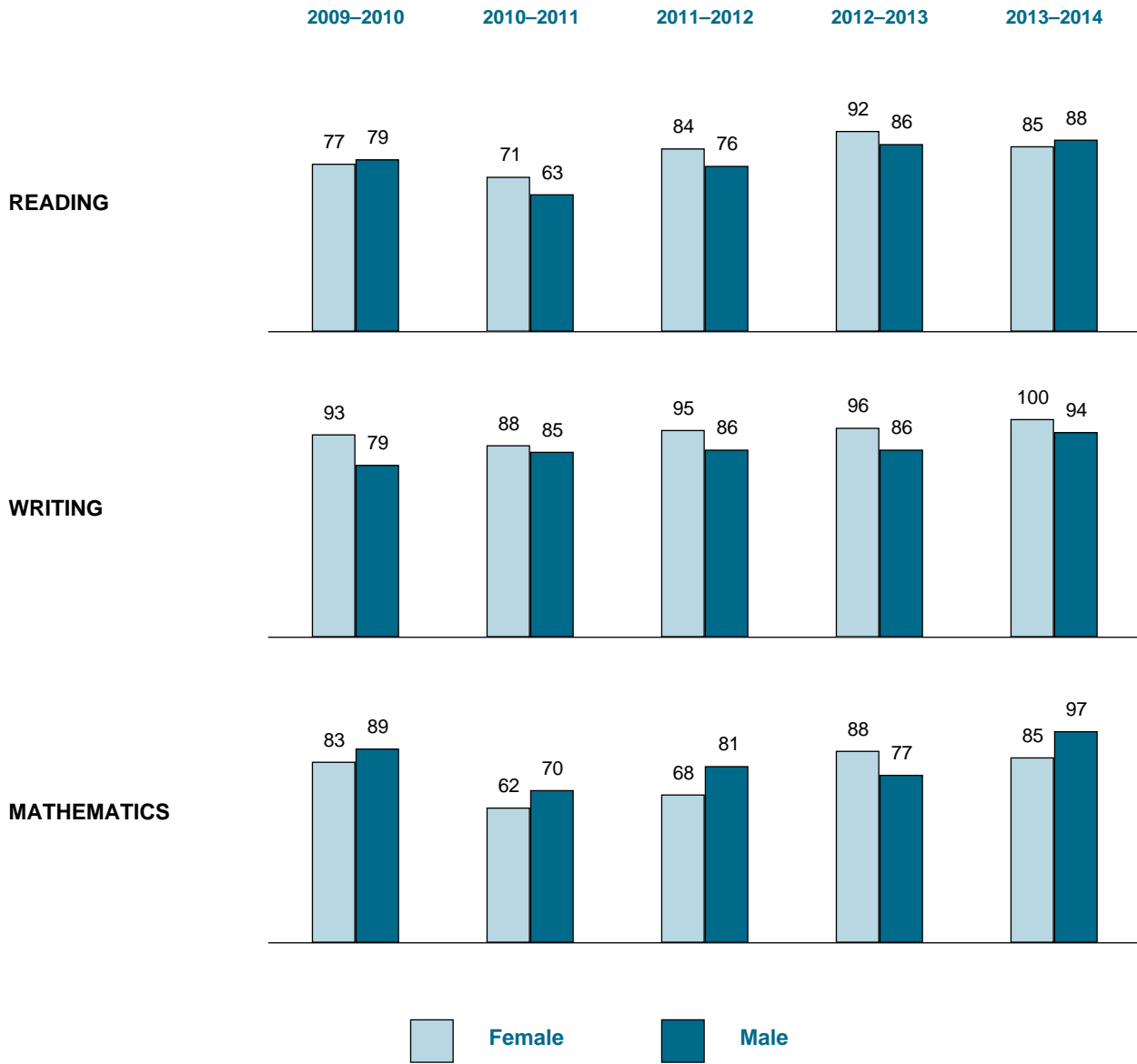
* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

** 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



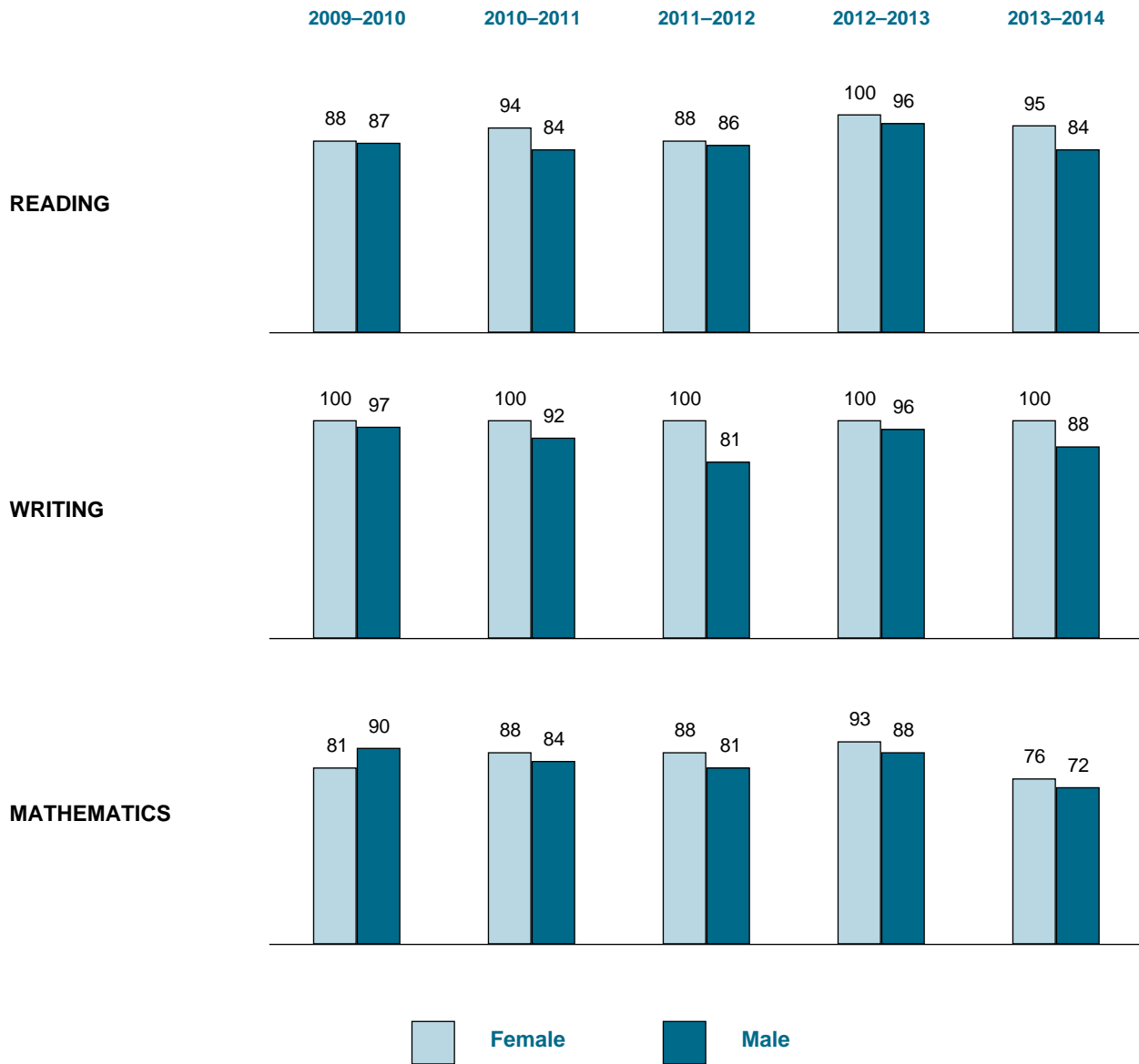
Total Number of Grade 3 Students*

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	30	19	24	27	19	21	25	22	20	32

* 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*

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	26	30	17	38	24	21	30	26	21	25

* Includes only students for whom gender data were available.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 52)			
		<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Most of the time	
STUDENT ENGAGEMENT		Percentage of Students*	
About reading:		Number of students who answered "most of the time"	
I like to read.		19	
I am a good reader.		23	
I am able to understand difficult reading passages.		13	
I do my best when I do reading activities in class.		33	
STUDENT ENGAGEMENT		Percentage of Students*	
About writing:		Number of students who answered "most of the time"	
I like to write.		22	
I am a good writer.		17	
I am able to communicate my ideas in writing.		20	
I do my best when I do writing activities in class.		32	
COGNITIVE STRATEGIES USED IN LANGUAGE			
Before I start to read, I try to predict what the text will be about.		12	
I make sure I understand what I am reading.		35	
I slow down my reading if it is difficult.		29	
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).		16	
When I am finished reading, I think about what I have read.		18	
I organize my ideas before I start to write.		16	
I edit my writing to make it better.		19	
I check my writing for spelling and grammar.		16	

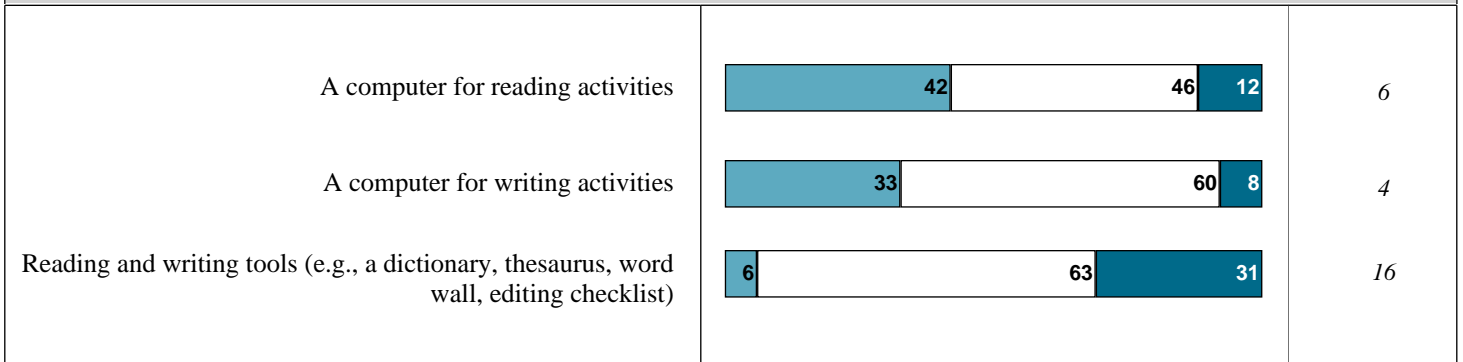
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

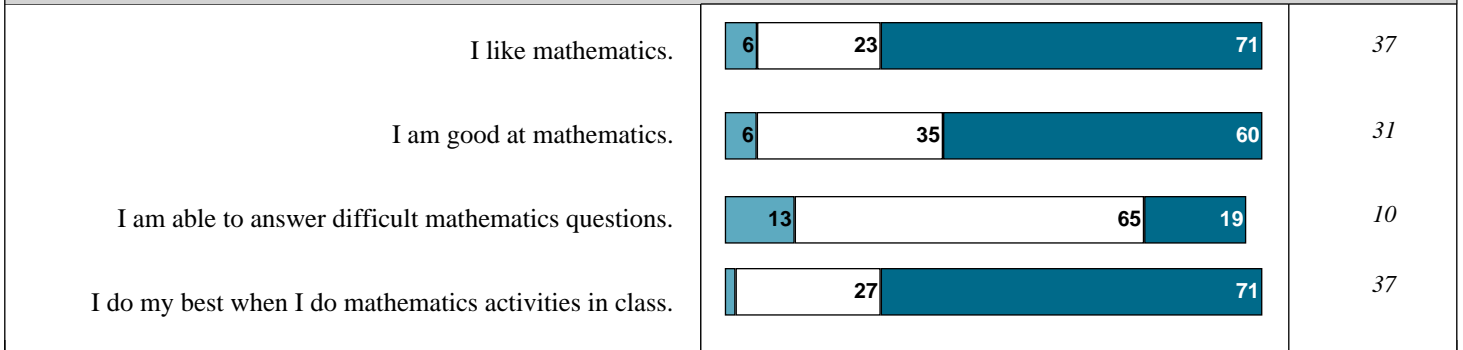
STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 52)



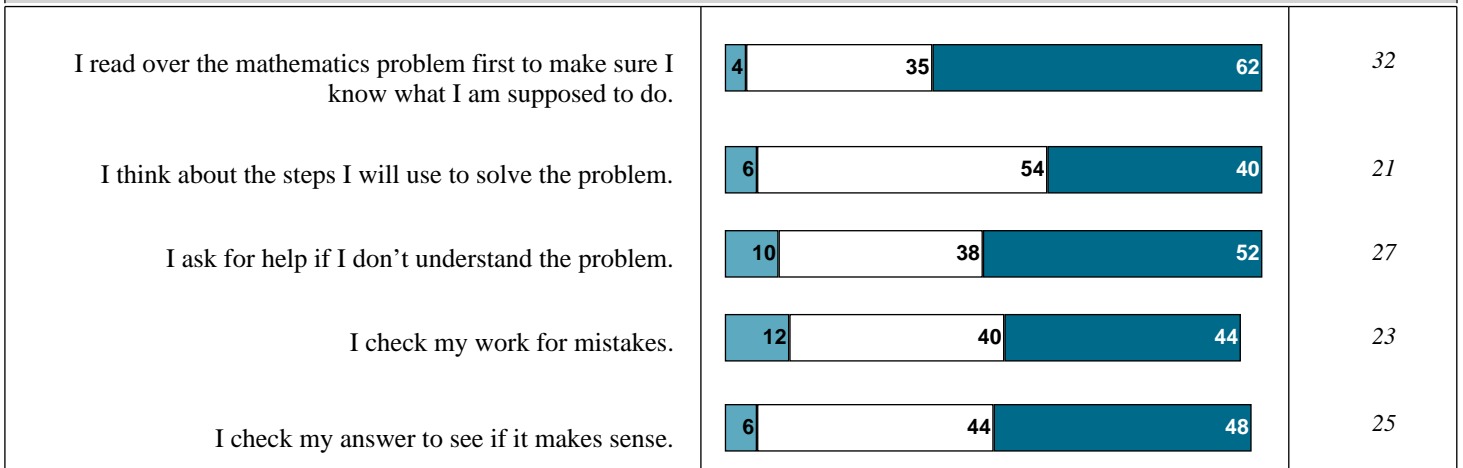
INSTRUCTIONAL TOOLS USED IN READING AND WRITING
 How often do you use the following when you read and write at school? Percentage of Students* Number of students who answered "most of the time"



STUDENT ENGAGEMENT
 About mathematics:



COGNITIVE STRATEGIES USED IN MATHEMATICS
 When I am working on a mathematics problem,



* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 52)			
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input checked="" type="checkbox"/> Most of the time
INSTRUCTIONAL TOOLS USED IN MATHEMATICS How often do you use the following during mathematics activities at school?		Percentage of Students*	Number of students who answered "most of the time"
Manipulatives (e.g., base ten blocks, tiles)			11
A calculator			15
A computer to learn mathematics			5











* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 52)					
	Never	1 or 2 times a month	1 to 3 times a week	Every day or almost every day	
OUT-OF-SCHOOL ACTIVITIES					
How often do you do the following when you are not at school?	Percentage of Students*			Number of students who answered "every day or almost every day"	
I participate in art, music or drama activities.	58	8	17	15	8
I participate in after-school clubs.	81	10	4	4	2
I participate in sports or other physical activities.	27	12	21	37	19
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.	6	29	19	44	23
We talk about the reading and writing work I do in school.	12	17	33	37	19
We talk about the mathematics work I do in school.	12	17	29	40	21
We read together.	25	37	15	23	12
We look at my school agenda.	10	6	25	60	31
We use a computer together.	50	25	10	13	7

* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 52)			
SCHOOLS ATTENDED		Percentage of Students*	Number of students
How many schools did you attend before this one?			
Only this school		54	28
1 other school		31	16
2 other schools		8	4
3 other schools		6	3
4 other schools or more		0	0
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Only English/ Mostly English </div> <div style="text-align: center;">  Another language (or other languages) as often as English </div> <div style="text-align: center;">  Mostly another language (or other languages)/ Only another language (or other languages) </div> </div>			
LANGUAGES SPOKEN		Percentage of Students*	Number of students who answered "only English" or "mostly English"
Languages student speaks at home		79 10 12	41
Languages in which people speak to student at home		71 8 21	37

* 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, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 52)	Female* (# = 20)	Male* (# = 32)	All Students (# = 4 931)	Female* (# = 2 442)	Male* (# = 2 489)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered "most of the time" [†]									
I like to read.	37%	55%	25%	42%	46%	37%	47%	54%	41%
I am a good reader.	44%	50%	41%	61%	63%	59%	64%	66%	62%
I am able to understand difficult reading passages.	25%	20%	28%	27%	25%	28%	29%	27%	30%
I do my best when I do reading activities in class.	63%	80%	53%	71%	75%	68%	73%	77%	69%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered "most of the time" [†]									
I like to write.	42%	55%	34%	50%	56%	45%	51%	59%	43%
I am a good writer.	33%	40%	28%	47%	54%	40%	49%	56%	43%
I am able to communicate my ideas in writing.	38%	40%	38%	41%	41%	40%	42%	44%	41%
I do my best when I do writing activities in class.	62%	80%	50%	71%	75%	67%	71%	76%	66%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered "most of the time" [†]									
Before I start to read, I try to predict what the text will be about.	23%	35%	16%	21%	20%	22%	20%	20%	20%
I make sure I understand what I am reading.	67%	70%	66%	63%	65%	61%	65%	68%	62%
I slow down my reading if it is difficult.	56%	60%	53%	50%	54%	47%	51%	55%	47%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	31%	40%	25%	35%	37%	34%	36%	39%	33%
When I am finished reading, I think about what I have read.	35%	45%	28%	37%	39%	35%	38%	40%	36%
I organize my ideas before I start to write.	31%	45%	22%	40%	44%	36%	40%	43%	37%
I edit my writing to make it better.	37%	45%	31%	42%	46%	38%	44%	48%	40%
I check my writing for spelling and grammar.	31%	40%	25%	46%	49%	42%	45%	49%	41%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
Percentage of students who answered "most of the time" [†]									
A computer for reading activities	12%	5%	16%	14%	12%	16%	14%	13%	16%
A computer for writing activities	8%	5%	9%	15%	14%	17%	19%	18%	20%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	31%	20%	38%	40%	44%	37%	39%	44%	34%

* 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, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 52)	Female* (# = 20)	Male* (# = 32)	All Students (# = 4 931)	Female* (# = 2 442)	Male* (# = 2 489)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
STUDENT ENGAGEMENT									
About mathematics:	Percentage of students who answered "most of the time" [†]								
I like mathematics.	71%	80%	66%	59%	54%	64%	57%	53%	62%
I am good at mathematics.	60%	55%	62%	55%	49%	62%	55%	48%	61%
I am able to answer difficult mathematics questions.	19%	25%	16%	36%	29%	42%	37%	30%	44%
I do my best when I do mathematics activities in class.	71%	75%	69%	78%	78%	78%	78%	79%	77%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
When I am working on a mathematics problem,	Percentage of students who answered "most of the time" [†]								
I read over the mathematics problem first to make sure I know what I am supposed to do.	62%	75%	53%	67%	70%	64%	68%	73%	64%
I think about the steps I will use to solve the problem.	40%	60%	28%	42%	43%	41%	44%	45%	43%
I ask for help if I don't understand the problem.	52%	55%	50%	50%	57%	44%	53%	58%	48%
I check my work for mistakes.	44%	45%	44%	51%	53%	50%	51%	54%	49%
I check my answers to see if it makes sense.	48%	55%	44%	61%	64%	58%	60%	63%	57%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
	Percentage of students who answered "most of the time" [†]								
Manipulatives (e.g., base ten blocks, tiles)	21%	25%	19%	37%	41%	34%	31%	34%	27%
A calculator	29%	35%	25%	16%	16%	16%	15%	15%	15%
A computer to learn mathematics	10%	10%	9%	20%	20%	20%	20%	20%	20%

* 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, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 52)	Female* (# = 20)	Male* (# = 32)	All Students (# = 4 931)	Female* (# = 2 442)	Male* (# = 2 489)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
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 participate in art, music or drama activities.	15%	20%	12%	22%	25%	18%	23%	28%	19%
I participate in after-school clubs.	4%	5%	3%	12%	11%	12%	13%	13%	12%
I participate in sports or other physical activities.	37%	35%	38%	40%	33%	47%	43%	37%	48%
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.	44%	55%	38%	50%	55%	45%	48%	53%	44%
We talk about the reading and writing work I do in school.	37%	55%	25%	31%	34%	28%	29%	32%	27%
We talk about the mathematics work I do in school.	40%	40%	41%	40%	42%	37%	36%	39%	34%
We read together.	23%	15%	28%	29%	31%	27%	31%	33%	28%
We look at my school agenda.	60%	65%	56%	64%	64%	64%	56%	57%	55%
We use a computer together.	13%	10%	16%	15%	15%	15%	15%	15%	15%

* 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, 2013–2014

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 52)	Female* (# = 20)	Male* (# = 32)	All Students (# = 4 931)	Female* (# = 2 442)	Male* (# = 2 489)	All Students (# = 123 163)	Female* (# = 60 219)	Male* (# = 62 944)
SCHOOLS ATTENDED									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	85%	85%	84%	80%	81%	80%	78%	78%	77%
2 other schools/3 other schools	13%	15%	12%	15%	15%	14%	16%	15%	16%
4 other schools or more	0%	0%	0%	3%	3%	3%	4%	4%	4%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students†								
Only English/Mostly English	79%	65%	88%	67%	65%	69%	71%	70%	72%
Another language (or other languages) as often as English	10%	15%	6%	20%	22%	18%	17%	18%	16%
Mostly another language (or other languages)/ Only another language (or other languages)	12%	20%	6%	11%	11%	11%	10%	11%	10%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students†								
Only English/Mostly English	71%	65%	75%	57%	55%	59%	66%	65%	67%
Another language (or other languages) as often as English	8%	5%	9%	21%	21%	20%	14%	15%	14%
Mostly another language (or other languages)/ Only another language (or other languages)	21%	30%	16%	20%	22%	19%	17%	17%	16%

* Only includes students for whom gender data were available.

† 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 46)			
	<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.		72	28
I am a good reader.		39	61
I am able to understand difficult reading passages.		4	65
I do my best when I do reading activities in class.		20	78
STUDENT ENGAGEMENT About writing:			
I like to write.		4	48
I am a good writer.		4	52
I am able to communicate my ideas in writing.		4	52
I do my best when I do writing activities in class.		4	13
COGNITIVE STRATEGIES USED IN LANGUAGE			
Before I start to read, I try to predict what the text will be about.		15	67
I make sure I understand what I am reading.		28	72
I slow down my reading if it is difficult.		7	33
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).		7	52
When I am finished reading, I think about what I have read.		13	48
I organize my ideas before I start to write.		9	52
I edit my writing to make it better.		7	61
I check my writing for spelling and grammar.		37	61

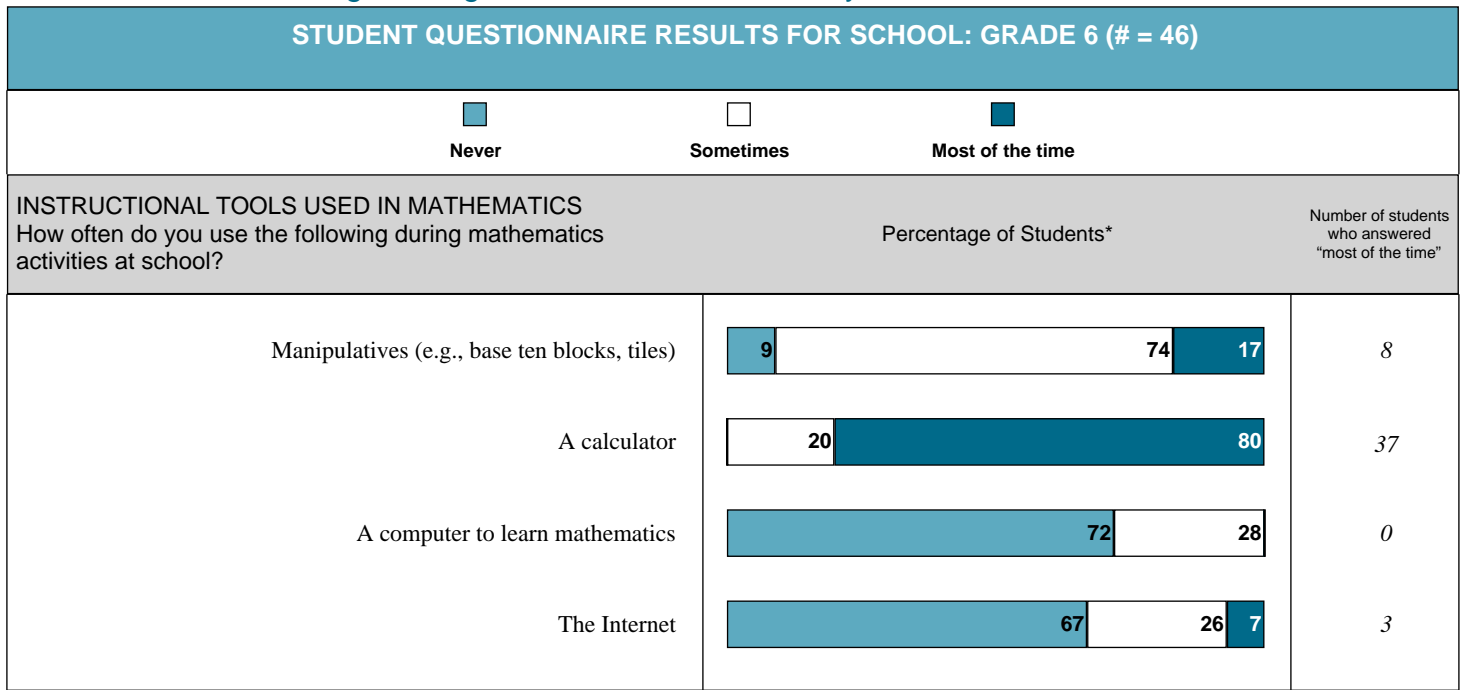
* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 46)			
	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Most of the time
INSTRUCTIONAL TOOLS USED IN READING AND WRITING How often do you use the following when you read and write at school?		Percentage of Students*	Number of students who answered "most of the time"
A computer for reading activities			4
A computer for writing activities			11
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)			23
The Internet to find information			13
STUDENT ENGAGEMENT About mathematics:			
I like mathematics.			28
I am good at mathematics.			26
I am able to answer difficult mathematics questions.			16
I do my best when I do mathematics activities in class.			42
COGNITIVE STRATEGIES USED IN MATHEMATICS When I am working on a mathematics problem,			
I read over the mathematics problem first to make sure I know what I am supposed to do.			39
I think about the steps I will use to solve the problem.			25
I ask for help if I don't understand the problem.			32
I check my work for mistakes.			24
I check my answer to see if it makes sense.			29

* 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, 2013–2014



* 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, 2013–2014

STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 46)



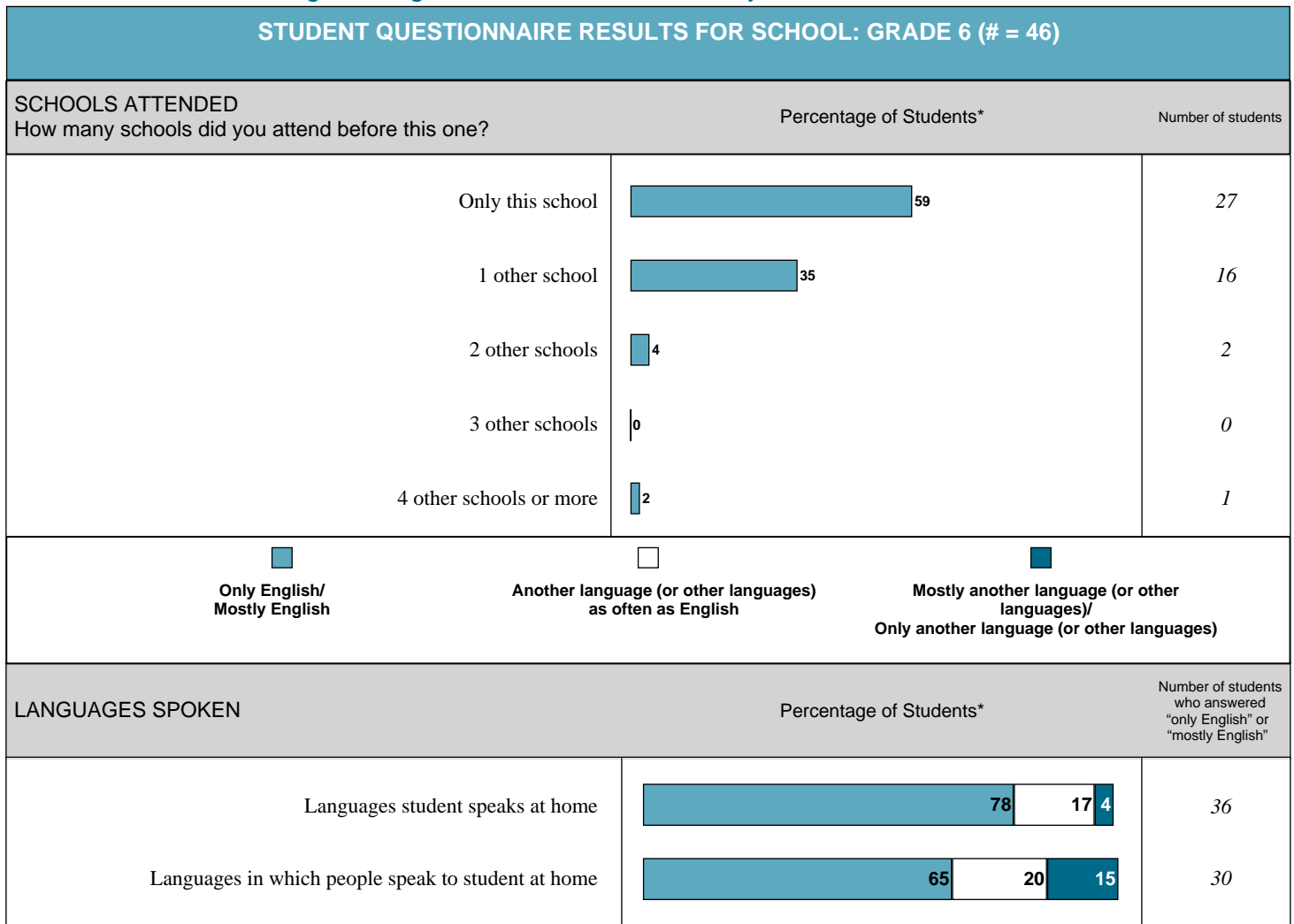
OUT-OF-SCHOOL ACTIVITIES How often do you do the following when you are not at school?	Percentage of Students*	Number of students who answered "every day or almost every day"
I participate in art, music or drama activities.		6
I participate in after-school clubs.		7
I participate in sports or other physical activities.		20

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.		30
We talk about the reading and writing work I do in school.		12
We talk about the mathematics work I do in school.		20
We read together.		3
We look at my school agenda.		29
We use a computer together.		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, 2013–2014



* 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, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 46)	Female* (# = 21)	Male* (# = 25)	All Students (# = 5 178)	Female* (# = 2 489)	Male* (# = 2 689)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT									
About reading: Percentage of students who answered "most of the time" [†]									
I like to read.	28%	43%	16%	42%	50%	34%	47%	56%	39%
I am a good reader.	61%	48%	72%	64%	66%	62%	67%	70%	64%
I am able to understand difficult reading passages.	30%	29%	32%	36%	33%	38%	41%	40%	42%
I do my best when I do reading activities in class.	78%	95%	64%	67%	71%	63%	69%	74%	65%
STUDENT ENGAGEMENT									
About writing: Percentage of students who answered "most of the time" [†]									
I like to write.	48%	33%	60%	39%	47%	32%	42%	53%	30%
I am a good writer.	43%	29%	56%	38%	42%	34%	42%	49%	36%
I am able to communicate my ideas in writing.	43%	48%	40%	45%	47%	44%	48%	53%	44%
I do my best when I do writing activities in class.	83%	100%	68%	66%	70%	62%	68%	74%	63%
COGNITIVE STRATEGIES USED IN LANGUAGE									
Percentage of students who answered "most of the time" [†]									
Before I start to read, I try to predict what the text will be about.	17%	19%	16%	18%	17%	18%	16%	16%	16%
I make sure I understand what I am reading.	72%	86%	60%	71%	75%	68%	71%	75%	67%
I slow down my reading if it is difficult.	61%	67%	56%	58%	64%	52%	57%	63%	51%
When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).	41%	57%	28%	40%	42%	37%	41%	45%	37%
When I am finished reading, I think about what I have read.	39%	48%	32%	39%	43%	36%	40%	44%	37%
I organize my ideas before I start to write.	39%	52%	28%	37%	40%	33%	34%	39%	30%
I edit my writing to make it better.	33%	43%	24%	48%	55%	41%	50%	56%	43%
I check my writing for spelling and grammar.	61%	76%	48%	50%	55%	45%	51%	56%	46%
INSTRUCTIONAL TOOLS USED IN READING AND WRITING									
Percentage of students who answered "most of the time" [†]									
A computer for reading activities	9%	0%	16%	8%	7%	10%	9%	7%	10%
A computer for writing activities	24%	14%	32%	25%	23%	26%	27%	25%	29%
Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)	50%	57%	44%	34%	39%	29%	33%	38%	28%
The internet to find information	28%	19%	36%	55%	56%	54%	51%	51%	50%

* 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, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 46)	Female* (# = 21)	Male* (# = 25)	All Students (# = 5 178)	Female* (# = 2 489)	Male* (# = 2 689)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
STUDENT ENGAGEMENT About mathematics: Percentage of students who answered “most of the time”†									
I like mathematics.	61%	52%	68%	48%	39%	56%	48%	41%	55%
I am good at mathematics.	57%	48%	64%	50%	42%	58%	52%	45%	59%
I am able to answer difficult mathematics questions.	35%	33%	36%	35%	26%	42%	38%	30%	46%
I do my best when I do mathematics activities in class.	91%	100%	84%	75%	74%	76%	75%	75%	75%
COGNITIVE STRATEGIES USED IN MATHEMATICS When I am working on a mathematics problem, Percentage of students who answered “most of the time”†									
I read over the mathematics problem first to make sure I know what I am supposed to do.	85%	100%	72%	80%	84%	77%	80%	84%	76%
I think about the steps I will use to solve the problem.	54%	62%	48%	48%	49%	48%	49%	50%	48%
I ask for help if I don’t understand the problem.	70%	81%	60%	58%	61%	54%	60%	64%	56%
I check my work for mistakes.	52%	57%	48%	46%	45%	46%	47%	48%	46%
I check my answers to see if it makes sense.	63%	71%	56%	64%	65%	63%	65%	67%	63%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS Percentage of students who answered “most of the time”†									
Manipulatives (e.g., base ten blocks, tiles)	17%	29%	8%	22%	25%	20%	17%	20%	15%
A calculator	80%	81%	80%	54%	60%	49%	48%	53%	44%
A computer to learn mathematics	0%	0%	0%	11%	10%	11%	9%	9%	10%
The Internet	7%	0%	12%	17%	16%	19%	14%	13%	15%

* 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, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 46)	Female* (# = 21)	Male* (# = 25)	All Students (# = 5 178)	Female* (# = 2 489)	Male* (# = 2 689)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
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 participate in art, music or drama activities.	13%	14%	12%	14%	18%	11%	16%	21%	12%
I participate in after-school clubs.	15%	19%	12%	10%	10%	10%	10%	11%	9%
I participate in sports or other physical activities.	43%	43%	44%	40%	32%	47%	43%	37%	48%
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.	65%	52%	76%	44%	47%	41%	43%	46%	39%
We talk about the reading and writing work I do in school.	26%	19%	32%	19%	19%	20%	21%	22%	19%
We talk about the mathematics work I do in school.	43%	43%	44%	33%	34%	33%	32%	34%	30%
We read together.	7%	5%	8%	7%	6%	8%	7%	7%	8%
We look at my school agenda.	63%	62%	64%	41%	38%	44%	32%	31%	33%
We use a computer together.	9%	5%	12%	8%	7%	9%	9%	8%	9%

* 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, 2013–2014

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 46)	Female* (# = 21)	Male* (# = 25)	All Students (# = 5 178)	Female* (# = 2 489)	Male* (# = 2 689)	All Students (# = 123 190)	Female* (# = 60 506)	Male* (# = 62 683)
SCHOOLS ATTENDED									
How many schools did you attend before this one?	Percentage of students†								
Only this school/1 other school	93%	86%	100%	74%	74%	75%	69%	70%	69%
2 other schools/3 other schools	4%	10%	0%	20%	20%	20%	22%	22%	22%
4 other schools or more	2%	5%	0%	4%	4%	3%	6%	6%	6%
LANGUAGES STUDENTS SPEAK AT HOME									
	Percentage of students†								
Only English/Mostly English	78%	86%	72%	69%	68%	70%	74%	74%	75%
Another language (or other languages) as often as English	17%	5%	28%	20%	21%	19%	16%	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	4%	10%	0%	9%	9%	9%	8%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME									
	Percentage of students†								
Only English/Mostly English	65%	71%	60%	59%	58%	60%	69%	69%	70%
Another language (or other languages) as often as English	20%	14%	24%	20%	20%	20%	14%	15%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	15%	14%	16%	19%	19%	19%	14%	14%	14%

* Only includes students for whom gender data were available.

† 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, 2013–2014

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 *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

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 exceptionality is giftedness are not included.

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.