



# School Report



## Assessments of Reading, Writing and Mathematics

### Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: St Augustine S (775550)**  
**Board: Niagara Catholic DSB (67156)**

EQAO is pleased to provide you with the results of the 2011–2012 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6). This report contains student results for the current year and previous years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO’s provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data are used as a catalyst for improvement at the individual student level through to the school, school-board and ministry levels. They provide a clearer picture of student progress and a solid foundation upon which parents, policymakers, school and school-board staff can base their strategies to support students in their learning.

EQAO data help school teams identify areas of student strength, target areas requiring support and plan for improvement. They also provide additional evidence that helps teachers and parents engage in meaningful conversations about individual students’ achievement. At the school-board level, EQAO data are used by directors of education as a key source of student-achievement information to create annual school-board reports and by trustees to establish multi-year school-board plans. Since 2009, school boards have also been required by legislation to consult with school councils on policies and guidelines related to student achievement, and EQAO data support these conversations as well.

Of course, it should be remembered that EQAO data are just one part of the picture. Provincial test results are a valuable indicator of student achievement and should always be examined together with other achievement information—such as report card grades and classroom assessment results—in order to get a complete picture of student skills, abilities and knowledge.

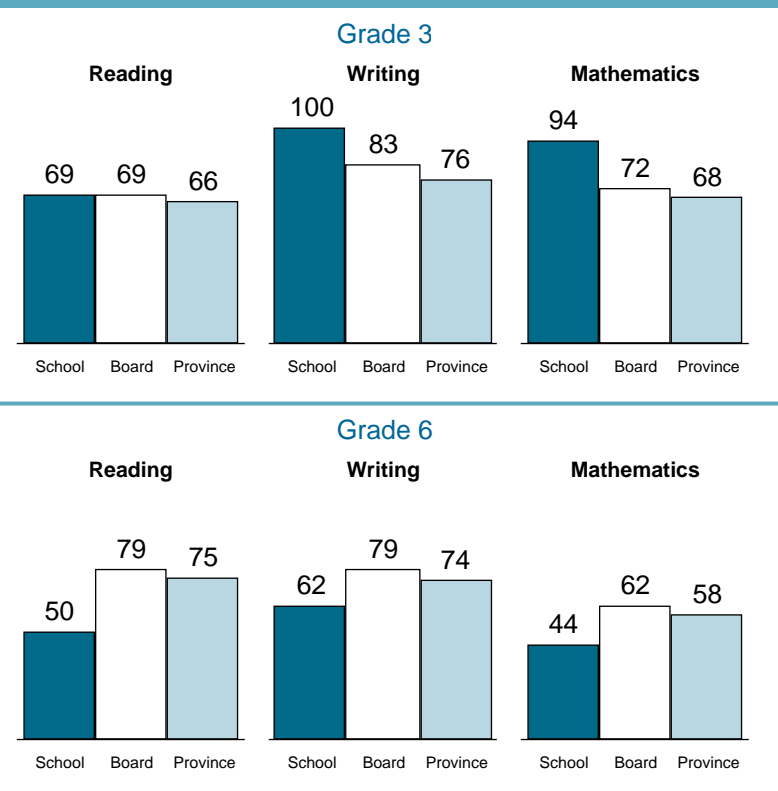
At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach their highest potential.

Sincerely,

Marguerite Jackson  
 Chief Executive Officer  
 Education Quality and Accountability Office

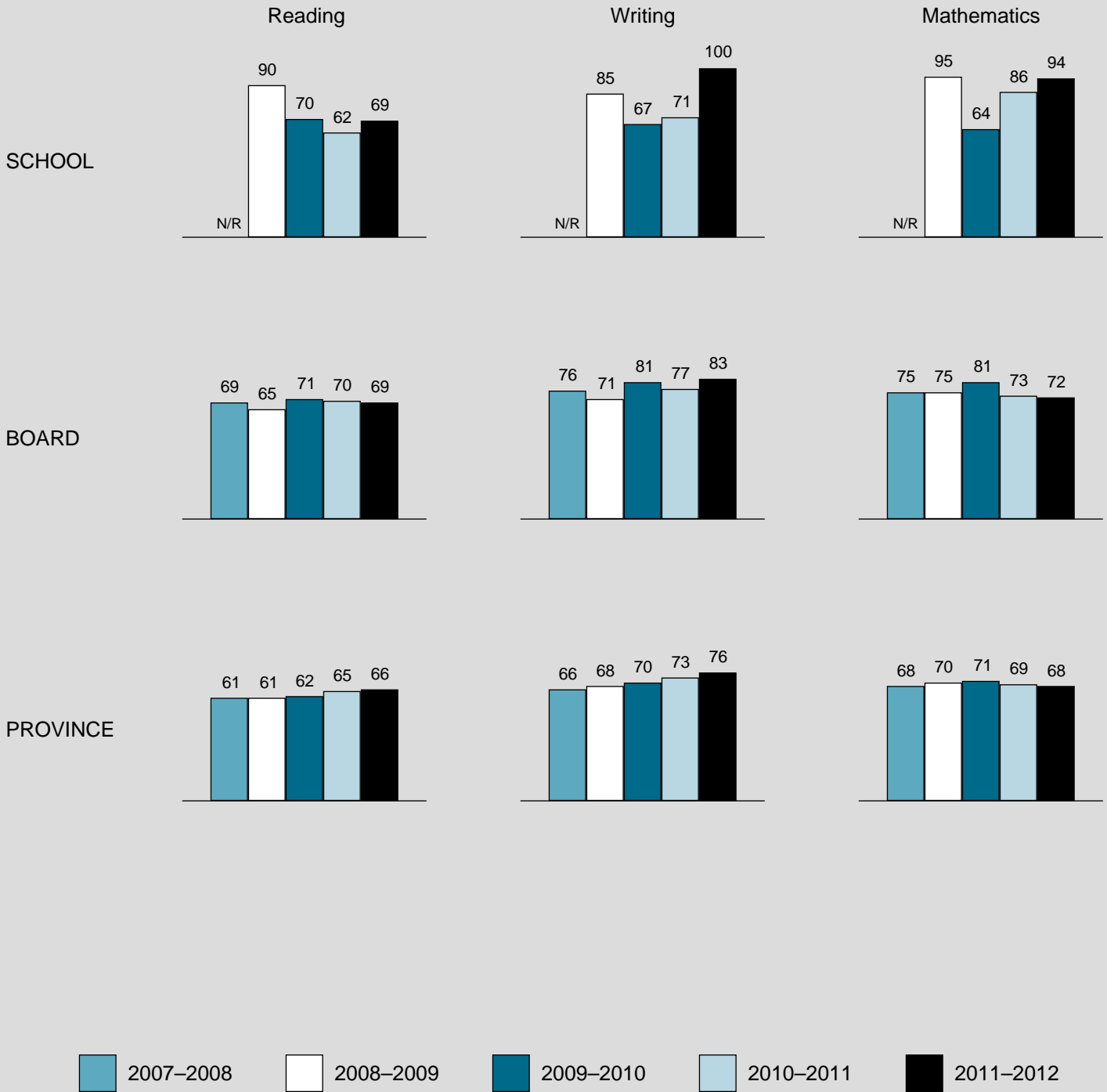
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### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



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

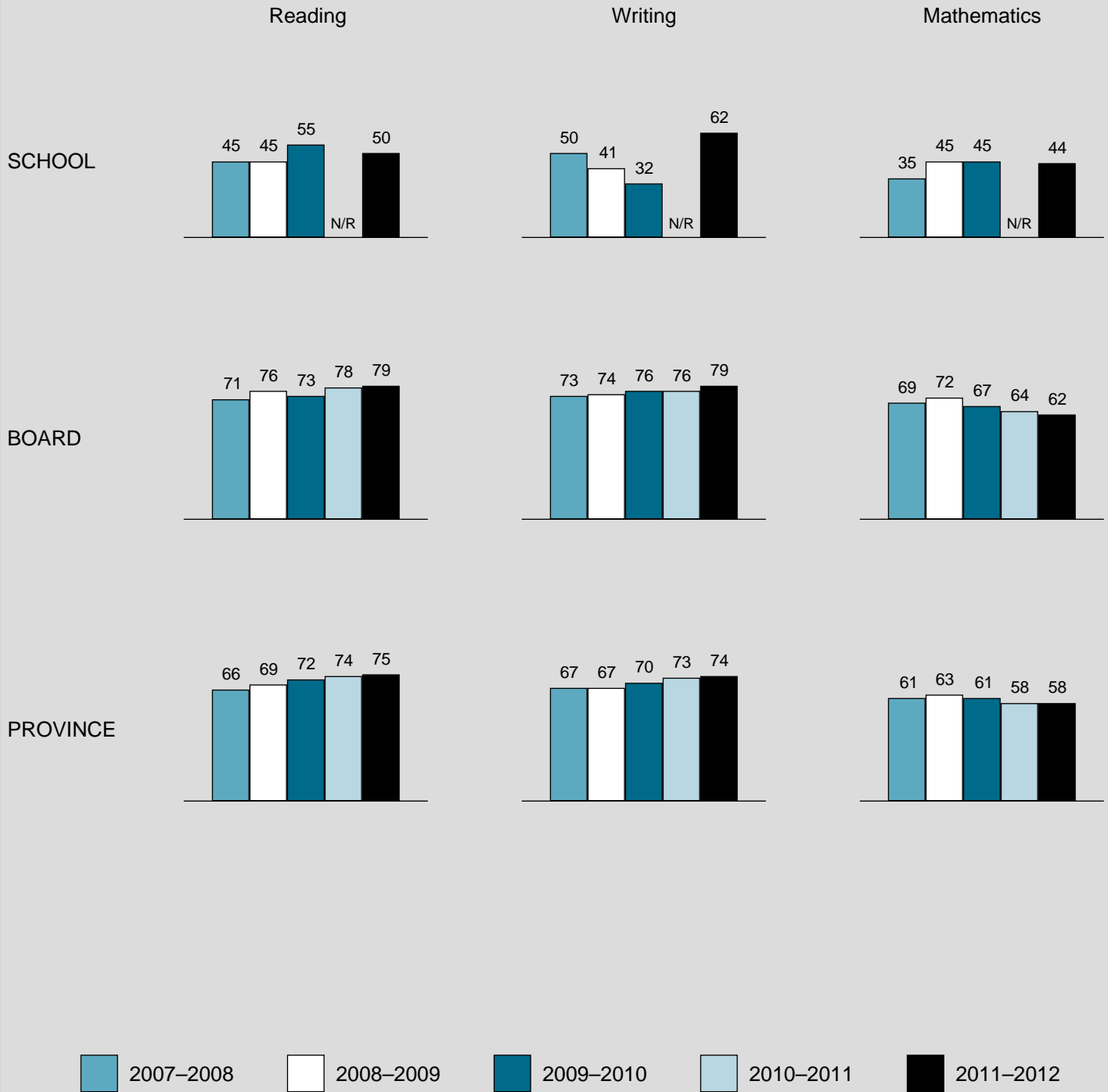
Percentage of Students: Grade 3



Total Number of Grade 3 Students					
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	13	20	33	21	16
Board	1 600	1 507	1 595	1 506	1 562
Province	128 660	125 481	127 789	124 117	126 455

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>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	20	22	22	12	16
Board	1 728	1 593	1 729	1 645	1 566
Province	140 420	136 076	134 294	132 308	129 477

## 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 15 students participated, 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](http://www.eqao.com).

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

**Contextual Information: Grade 3\***

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

Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 3 students	16		1 562		126 455	
Number of classes with Grade 3 students	1		100		9 514	
Number of schools with Grade 3 classes	Not applicable		49		3 358	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	10	62%	801	51%	61 604	49%
Male	6	38%	761	49%	64 851	51%
Gender not specified	0	0%	0	0%	0	0%
<b>Student Status</b>						
English language learners**	0	0%	30	2%	13 104	10%
Students with special education needs (excluding gifted)**	4	25%	302	19%	20 690	16%
<b>Place of Birth</b>						
Born in Canada	16	100%	1 471	94%	113 424	90%
Born outside Canada	0	0%	90	6%	12 874	10%
In Canada less than one year	0	0%	9	1%	720	1%
In Canada one year or more but less than three years	0	0%	14	1%	2 887	2%
In Canada three years or more	0	0%	67	4%	8 380	7%
<b>Language</b>						
First language learned at home was other than English	0	0%	111	7%	27 604	22%
<b>Year Student Entered Current School</b>						
Year of the assessment	3	19%	153	10%	16 074	13%
Year prior to the assessment	1	6%	135	9%	14 092	11%
2 years prior to the assessment	2	12%	135	9%	18 548	15%
3 or more years prior to the assessment	10	62%	1 139	73%	77 646	61%
Data not available	0	0%	0	0%	95	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	1	6%	84	5%	7 953	6%
Year prior to the assessment	0	0%	77	5%	7 315	6%
2 years prior to the assessment	1	6%	98	6%	10 998	9%
3 or more years prior to the assessment	12	75%	1 161	74%	97 447	77%
Data not available	2	12%	142	9%	2 742	2%

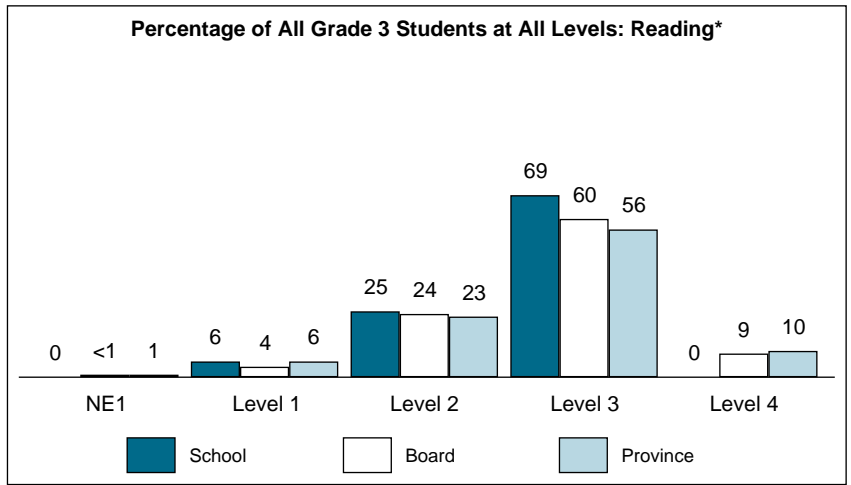
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

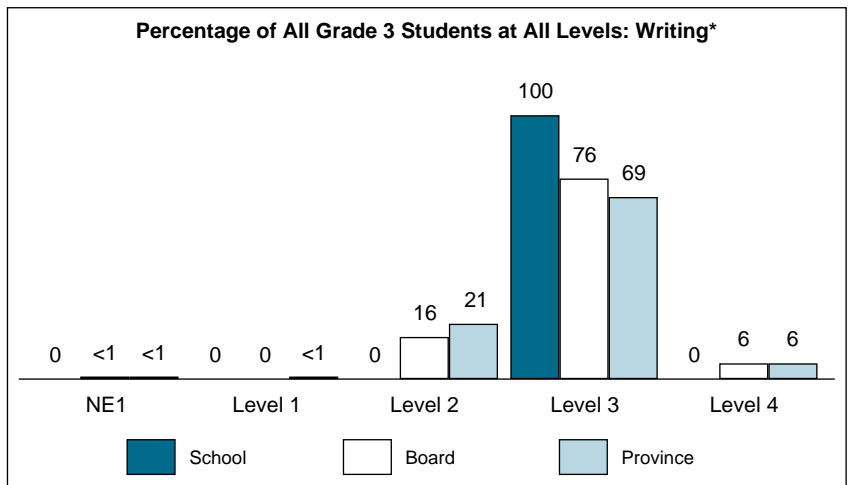
## Results in Reading, Writing and Mathematics, 2011–2012

### Grade 3: All Students<sup>††</sup>

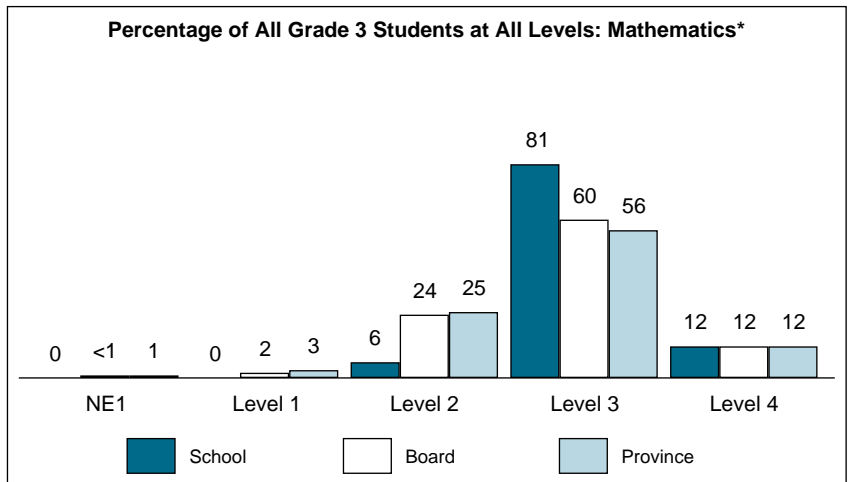
Grade 3: Reading*						
Number of Students	School 16		Board 1 562		Province 121 727	
	#	%	%	%		
Level 4	0	0%	9%	10%		
Level 3	11	69%	60%	56%		
Level 2	4	25%	24%	23%		
Level 1	1	6%	4%	6%		
NE1**	0	0%	<1%	1%		
Participating Students	16	100%	98%	97%		
No Data	0	0%	<1%	<1%		
Exempt	0	0%	2%	3%		
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>69%</b>	<b>69%</b>	<b>66%</b>		



Grade 3: Writing*						
Number of Students	School 16		Board 1 562		Province 121 727	
	#	%	%	%		
Level 4	0	0%	6%	6%		
Level 3	16	100%	76%	69%		
Level 2	0	0%	16%	21%		
Level 1	0	0%	0%	<1%		
NE1**	0	0%	<1%	<1%		
Participating Students	16	100%	98%	97%		
No Data	0	0%	<1%	1%		
Exempt	0	0%	2%	2%		
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>100%</b>	<b>83%</b>	<b>76%</b>		



Grade 3: Mathematics*						
Number of Students	School 16		Board 1 562		Province 126 439	
	#	%	%	%		
Level 4	2	12%	12%	12%		
Level 3	13	81%	60%	56%		
Level 2	1	6%	24%	25%		
Level 1	0	0%	2%	3%		
NE1**	0	0%	<1%	1%		
Participating Students	16	100%	98%	97%		
No Data	0	0%	<1%	1%		
Exempt	0	0%	2%	2%		
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>94%</b>	<b>72%</b>	<b>68%</b>		



\* 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.

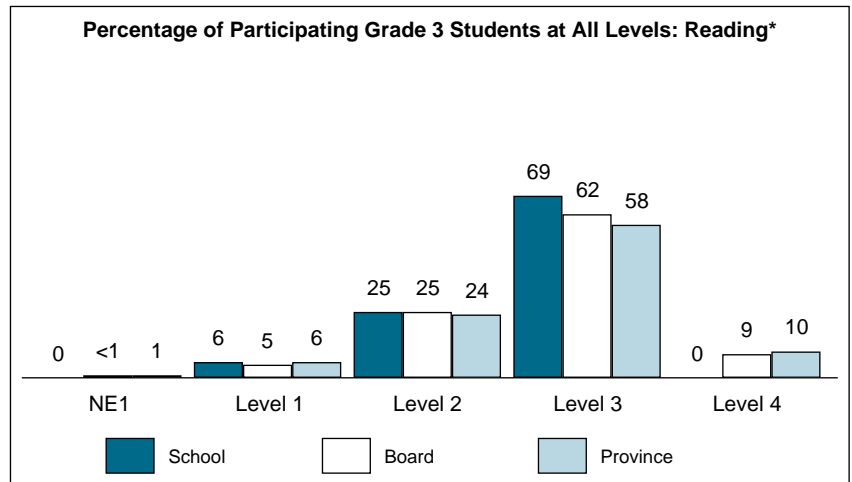
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† 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.

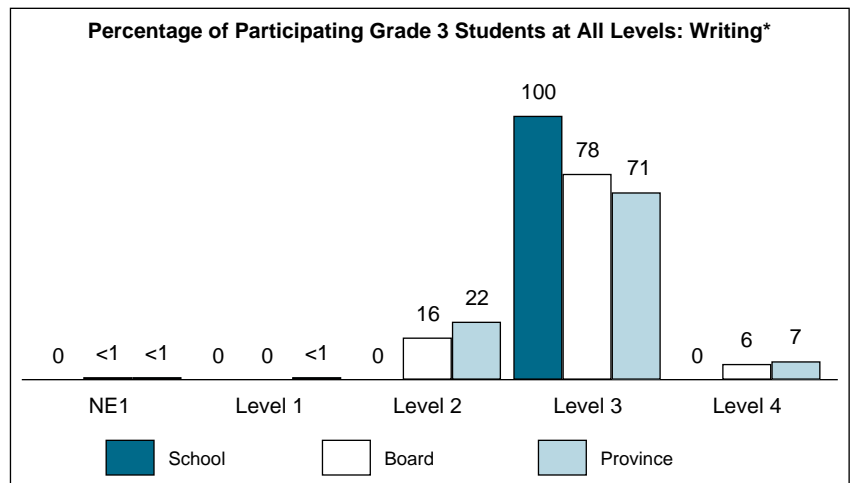
Results in Reading, Writing and Mathematics, 2011–2012

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

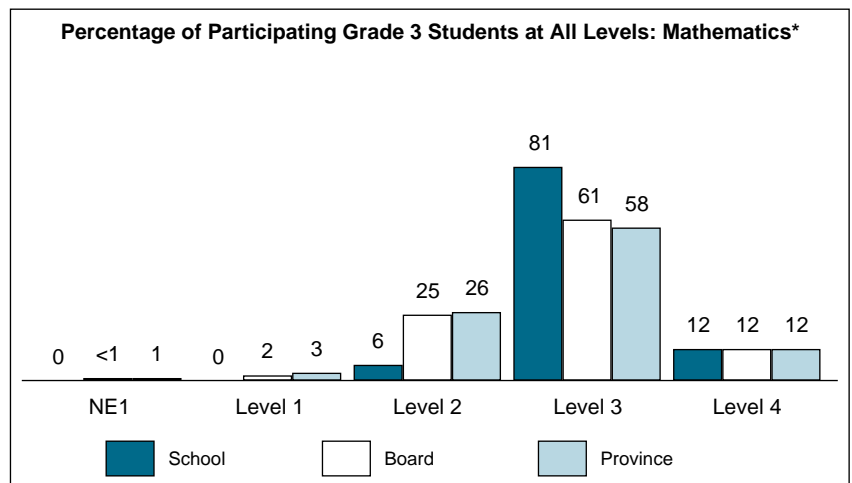
Grade 3: Reading*				
Number of Students	School 16		Board 1 533	Province 117 844
	#	%	%	%
Level 4	0	0%	9%	10%
Level 3	11	69%	62%	58%
Level 2	4	25%	25%	24%
Level 1	1	6%	5%	6%
NE1**	0	0%	<1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>69%</b>	<b>71%</b>	<b>68%</b>



Grade 3: Writing*				
Number of Students	School 16		Board 1 533	Province 118 189
	#	%	%	%
Level 4	0	0%	6%	7%
Level 3	16	100%	78%	71%
Level 2	0	0%	16%	22%
Level 1	0	0%	0%	<1%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>100%</b>	<b>84%</b>	<b>78%</b>



Grade 3: Mathematics*				
Number of Students	School 16		Board 1 532	Province 122 783
	#	%	%	%
Level 4	2	12%	12%	12%
Level 3	13	81%	61%	58%
Level 2	1	6%	25%	26%
Level 1	0	0%	2%	3%
NE1**	0	0%	<1%	1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		<b>94%</b>	<b>73%</b>	<b>70%</b>



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

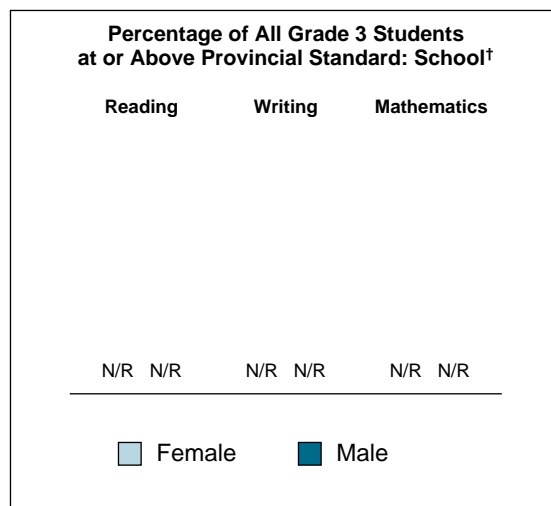
\*\* See the Explanation of Terms.

† 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.

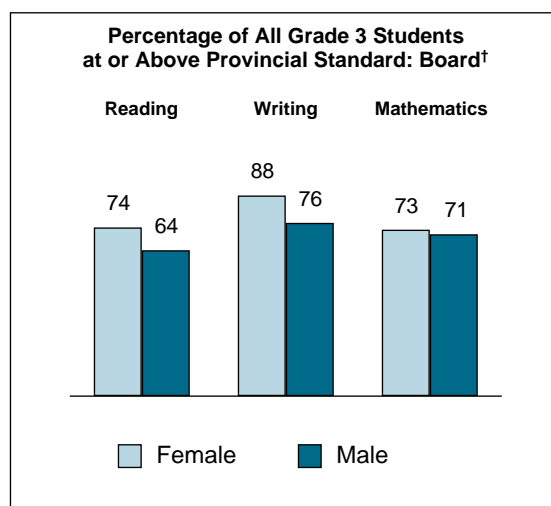
## Results in Reading, Writing and Mathematics, 2011–2012

### Grade 3: Gender††

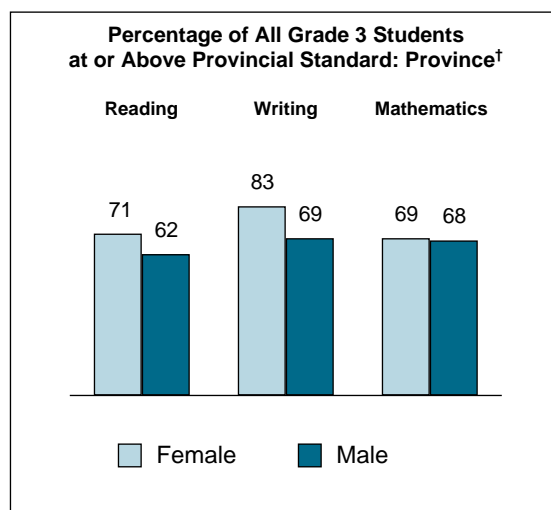
Grade 3: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R	N/R	N/R
Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4)†	N/R	N/R	N/R	N/R	N/R	N/R



Grade 3: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 801	Male 761	Female 801	Male 761	Female 801	Male 761
Level 4	10%	7%	8%	4%	12%	13%
Level 3	64%	57%	80%	72%	61%	58%
Level 2	21%	27%	10%	21%	24%	24%
Level 1	3%	6%	0%	0%	1%	2%
NE1**	<1%	<1%	0%	<1%	0%	<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)†	74%	64%	88%	76%	73%	71%



Grade 3: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 58 978	Male 62 749	Female 58 978	Male 62 749	Female 61 592	Male 64 847
Level 4	13%	7%	9%	4%	12%	12%
Level 3	58%	54%	73%	66%	57%	55%
Level 2	21%	26%	15%	27%	25%	25%
Level 1	5%	7%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	1%
Participating Students	98%	96%	98%	96%	98%	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)†	71%	62%	83%	69%	69%	68%



\* 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, 2011–2012

**Contextual Information: Grade 6\***

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

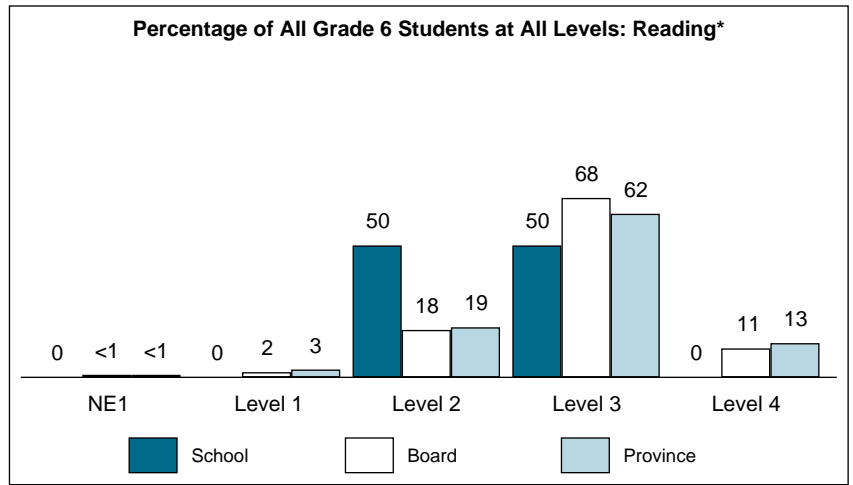
Demographic Information	School		Board		Province	
<b>Enrolment</b>						
Number of Grade 6 students	16		1 566		129 477	
Number of classes with Grade 6 students	1		77		8 274	
Number of schools with Grade 6 classes	Not applicable		49		3 186	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Gender</b>						
Female	11	69%	764	49%	62 858	49%
Male	5	31%	802	51%	66 609	51%
Gender not specified	0	0%	0	0%	10	<1%
<b>Student Status</b>						
English language learners**	0	0%	16	1%	9 121	7%
Students with special education needs (excluding gifted)**	3	19%	327	21%	25 379	20%
<b>Place of Birth</b>						
Born in Canada	14	88%	1 445	92%	111 682	86%
Born outside Canada	2	12%	118	8%	17 631	14%
In Canada less than one year	1	6%	13	1%	668	1%
In Canada one year or more but less than three years	0	0%	16	1%	3 052	2%
In Canada three years or more	1	6%	89	6%	13 027	10%
<b>Language</b>						
First language learned at home was other than English	2	12%	113	7%	29 494	23%
<b>Year Student Entered Current School</b>						
Year of the assessment	3	19%	169	11%	28 924	22%
Year prior to the assessment	1	6%	130	8%	12 886	10%
2 years prior to the assessment	0	0%	188	12%	11 893	9%
3 or more years prior to the assessment	12	75%	1 078	69%	75 661	58%
Data not available	0	0%	1	<1%	113	<1%
<b>Year Student Entered Current Board</b>						
Year of the assessment	2	12%	74	5%	7 440	6%
Year prior to the assessment	1	6%	72	5%	6 843	5%
2 years prior to the assessment	0	0%	42	3%	6 546	5%
3 or more years prior to the assessment	9	56%	974	62%	103 970	80%
Data not available	4	25%	404	26%	4 678	4%

\* 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.

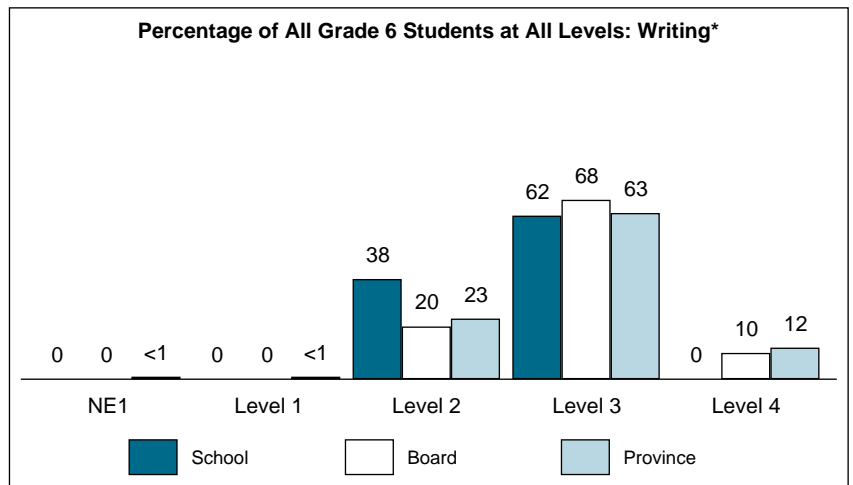
\*\* See the Explanation of Terms.

## Results in Reading, Writing and Mathematics, 2011–2012 Grade 6: All Students

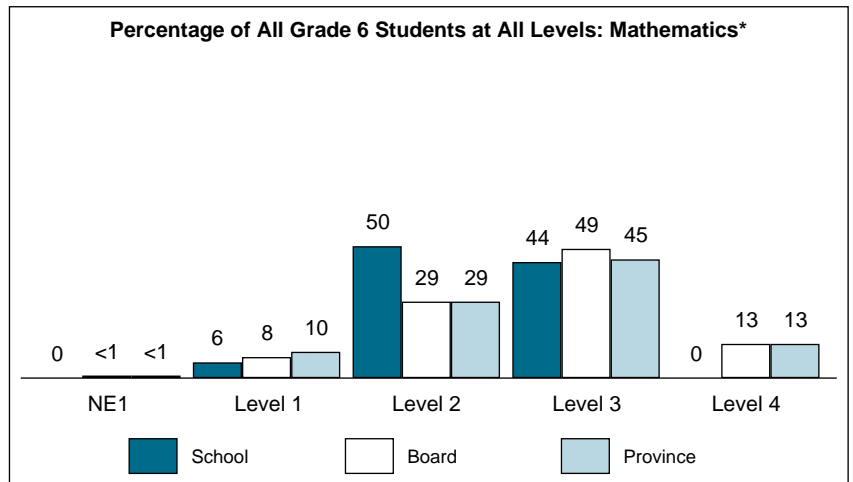
Grade 6: Reading*				
Number of Students	School 16		Board 1 566	Province 129 420
	#	%	%	%
Level 4	0	0%	11%	13%
Level 3	8	50%	68%	62%
Level 2	8	50%	18%	19%
Level 1	0	0%	2%	3%
NE1**	0	0%	<1%	<1%
Participating Students	16	100%	99%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>50%</b>		<b>79%</b>	<b>75%</b>



Grade 6: Writing*				
Number of Students	School 16		Board 1 566	Province 129 420
	#	%	%	%
Level 4	0	0%	10%	12%
Level 3	10	62%	68%	63%
Level 2	6	38%	20%	23%
Level 1	0	0%	0%	<1%
NE1**	0	0%	0%	<1%
Participating Students	16	100%	99%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>62%</b>		<b>79%</b>	<b>74%</b>



Grade 6: Mathematics*				
Number of Students	School 16		Board 1 566	Province 129 368
	#	%	%	%
Level 4	0	0%	13%	13%
Level 3	7	44%	49%	45%
Level 2	8	50%	29%	29%
Level 1	1	6%	8%	10%
NE1**	0	0%	<1%	<1%
Participating Students	16	100%	99%	97%
No Data	0	0%	<1%	1%
Exempt	0	0%	1%	2%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>	<b>44%</b>		<b>62%</b>	<b>58%</b>



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

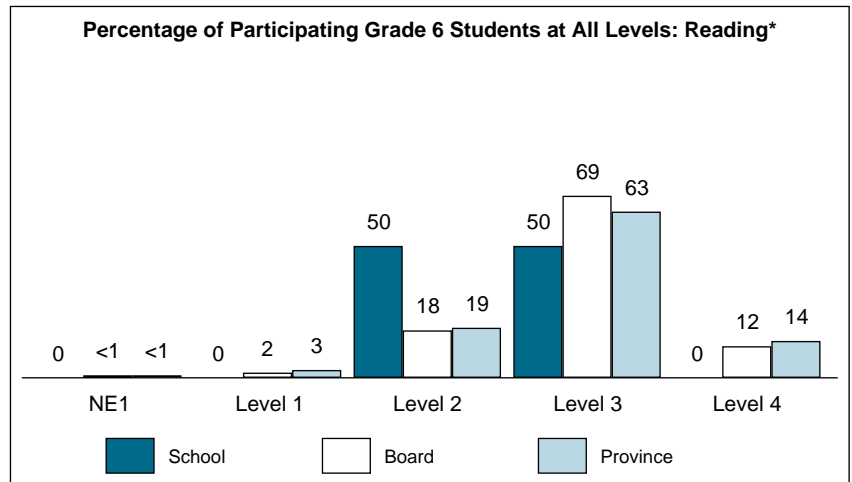
\*\* See the Explanation of Terms.

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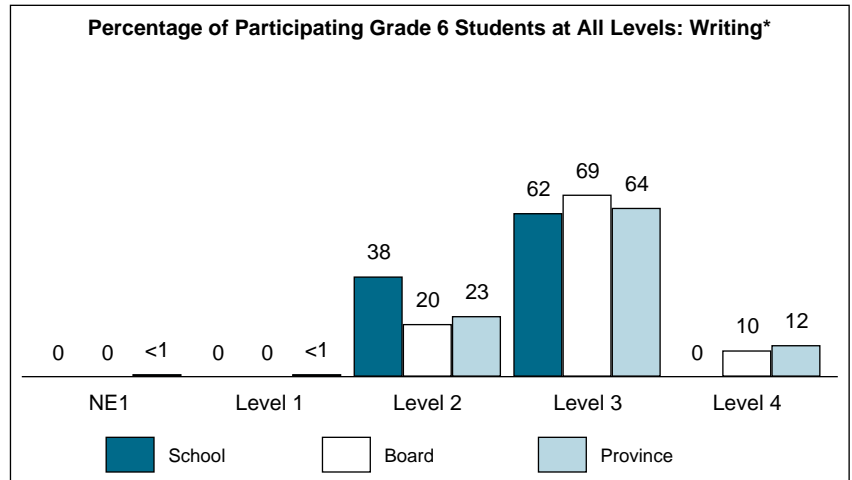
Results in Reading, Writing and Mathematics, 2011–2012

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

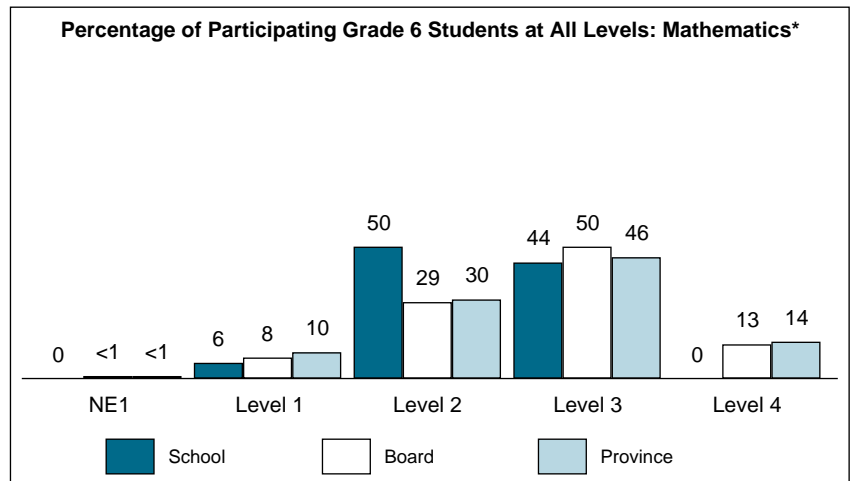
Grade 6: Reading*				
Number of Students	School 16		Board 1 545	Province 126 004
	#	%	%	%
Level 4	0	0%	12%	14%
Level 3	8	50%	69%	63%
Level 2	8	50%	18%	19%
Level 1	0	0%	2%	3%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		50%	80%	77%



Grade 6: Writing*				
Number of Students	School 16		Board 1 545	Province 126 094
	#	%	%	%
Level 4	0	0%	10%	12%
Level 3	10	62%	69%	64%
Level 2	6	38%	20%	23%
Level 1	0	0%	0%	<1%
NE1**	0	0%	0%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		62%	80%	76%



Grade 6: Mathematics*				
Number of Students	School 16		Board 1 544	Province 125 681
	#	%	%	%
Level 4	0	0%	13%	14%
Level 3	7	44%	50%	46%
Level 2	8	50%	29%	30%
Level 1	1	6%	8%	10%
NE1**	0	0%	<1%	<1%
<b>At or Above Provincial Standard (Levels 3 and 4) †</b>		44%	63%	60%



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

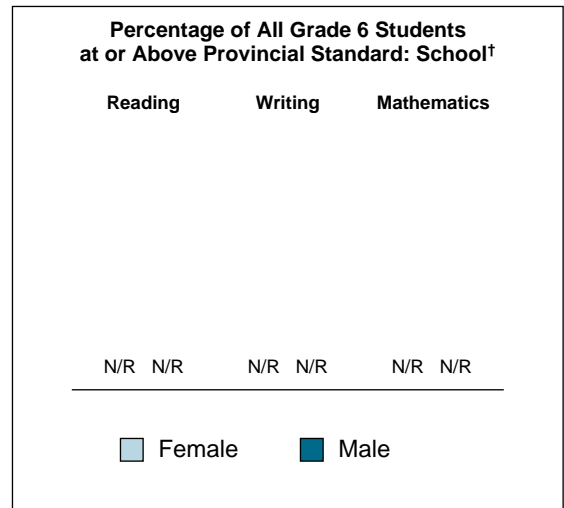
\*\* See the Explanation of Terms.

† 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.

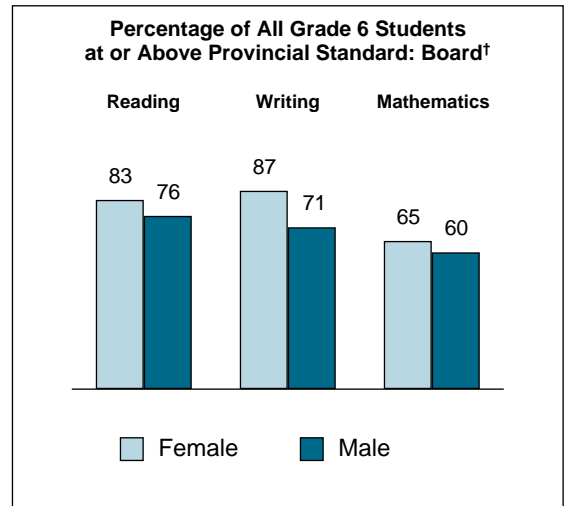
Results in Reading, Writing and Mathematics, 2011–2012

Grade 6: Gender††

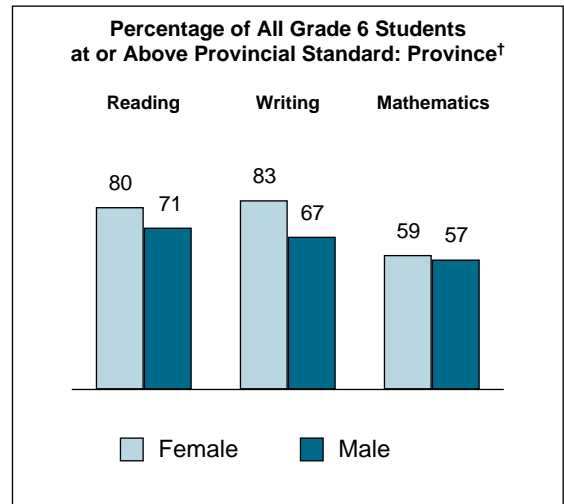
Grade 6: School*						
Number of Students	Reading		Writing		Mathematics	
	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
Participating Students	N/R	N/R	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R	N/R	N/R
Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4)†	N/R	N/R	N/R	N/R	N/R	N/R



Grade 6: Board*						
Number of Students	Reading		Writing		Mathematics	
	Female 764	Male 802	Female 764	Male 802	Female 764	Male 802
Level 4	14%	9%	14%	7%	14%	12%
Level 3	69%	67%	73%	64%	51%	48%
Level 2	15%	21%	11%	28%	27%	30%
Level 1	1%	2%	0%	0%	7%	8%
NE1**	0%	<1%	0%	0%	<1%	<1%
Participating Students	99%	99%	99%	99%	99%	99%
No Data	<1%	<1%	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†	83%	76%	87%	71%	65%	60%



Grade 6: Province*						
Number of Students	Reading		Writing		Mathematics	
	Female 62 827	Male 66 583	Female 62 827	Male 66 583	Female 62 798	Male 66 560
Level 4	17%	10%	16%	7%	14%	13%
Level 3	63%	61%	66%	59%	46%	43%
Level 2	16%	21%	15%	30%	30%	29%
Level 1	2%	4%	<1%	<1%	9%	11%
NE1**	<1%	<1%	<1%	<1%	<1%	<1%
Participating Students	98%	97%	98%	97%	98%	96%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	3%	1%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4)†	80%	71%	83%	67%	59%	57%



\* 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, 2011–2012

**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	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
<b>Enrolment</b>					
Number of students	13	20	33	21	16
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	100%	100%	100%	90%	100%
Writing <sup>†</sup>	100%	100%	100%	95%	100%
Mathematics <sup>†</sup>	100%	100%	100%	95%	100%
<b>Gender</b>					
Female	38%	55%	33%	57%	62%
Male	62%	45%	67%	43%	38%
<b>Student Status</b>					
English language learners**	8%	0%	0%	10%	0%
Students with special education needs (excluding gifted)**	15%	10%	18%	19%	25%
<b>Place of Birth</b>					
Born in Canada	85%	95%	94%	90%	100%
Born outside Canada	15%	5%	6%	10%	0%
In Canada less than one year	0%	0%	0%	5%	0%
In Canada one year or more but less than three years	8%	5%	0%	5%	0%
In Canada three years or more	8%	0%	6%	0%	0%
<b>Language</b>					
First language learned at home was other than English	8%	5%	6%	5%	0%
<b>Year Student Entered Current School</b>					
Year of the assessment	8%	5%	12%	29%	19%
Year prior to the assessment	23%	10%	9%	10%	6%
2 years prior to the assessment	15%	10%	18%	5%	12%
3 or more years prior to the assessment	54%	75%	61%	57%	62%
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.

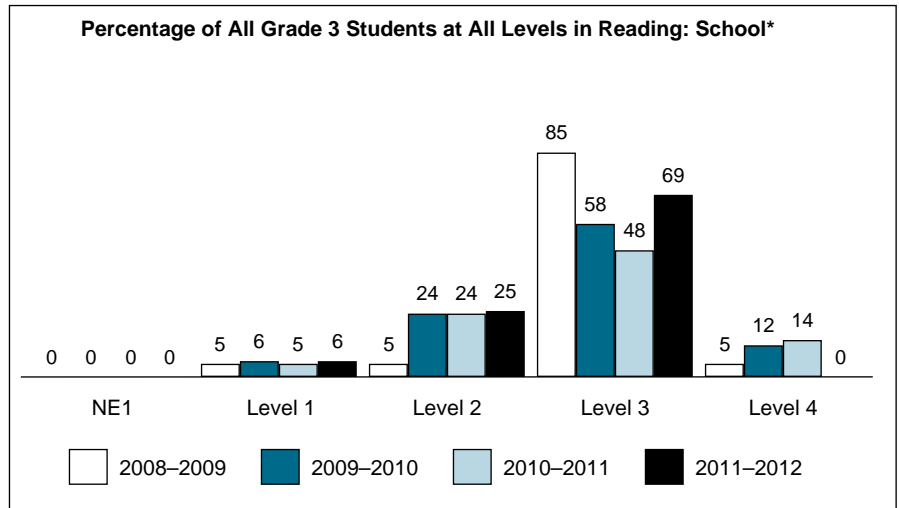
† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

\*\* See the Explanation of Terms.

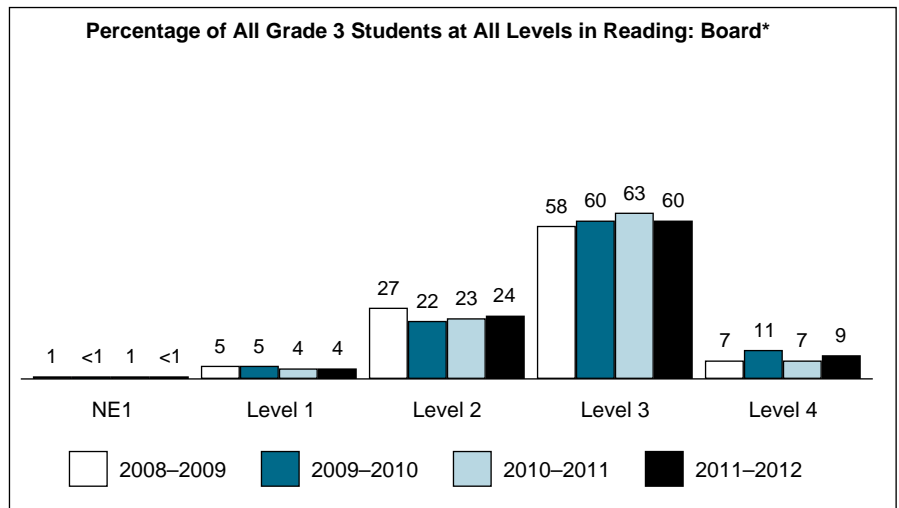
Results over Time, 2008–2009 to 2011–2012\*

Grade 3: Reading

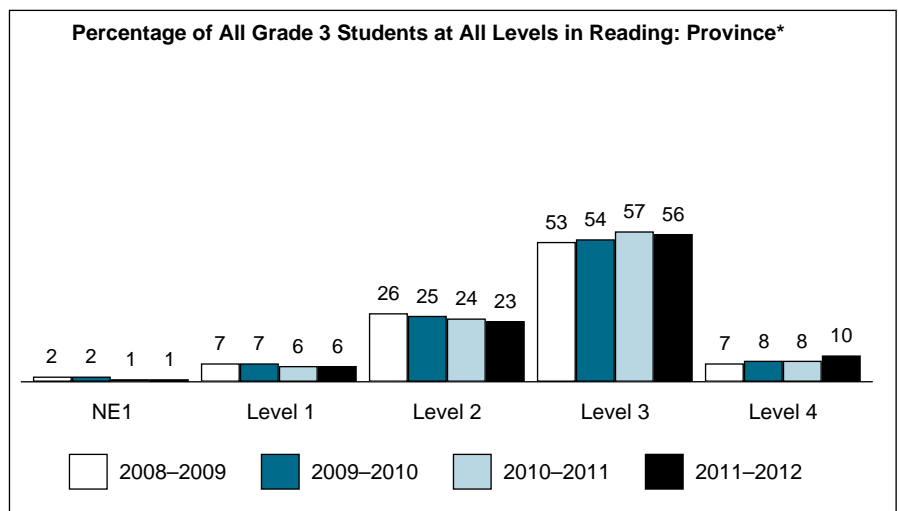
Grade 3 Reading: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	20	33	21	16
Level 4	5%	12%	14%	0%
Level 3	85%	58%	48%	69%
Level 2	5%	24%	24%	25%
Level 1	5%	6%	5%	6%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	90%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	10%	0%
At or Above Provincial Standard†	90%	70%	62%	69%



Grade 3 Reading: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	1 507	1 595	1 506	1 562
Level 4	7%	11%	7%	9%
Level 3	58%	60%	63%	60%
Level 2	27%	22%	23%	24%
Level 1	5%	5%	4%	4%
NE1**	1%	<1%	1%	<1%
Participating Students	98%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	2%
At or Above Provincial Standard†	65%	71%	70%	69%



Grade 3 Reading: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	121 787	123 813	119 914	121 727
Level 4	7%	8%	8%	10%
Level 3	53%	54%	57%	56%
Level 2	26%	25%	24%	23%
Level 1	7%	7%	6%	6%
NE1**	2%	2%	1%	1%
Participating Students	95%	96%	97%	97%
No Data	1%	1%	1%	<1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	61%	62%	65%	66%



♦ Refer to the EQAO Web site ([www.eqao.com](http://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.

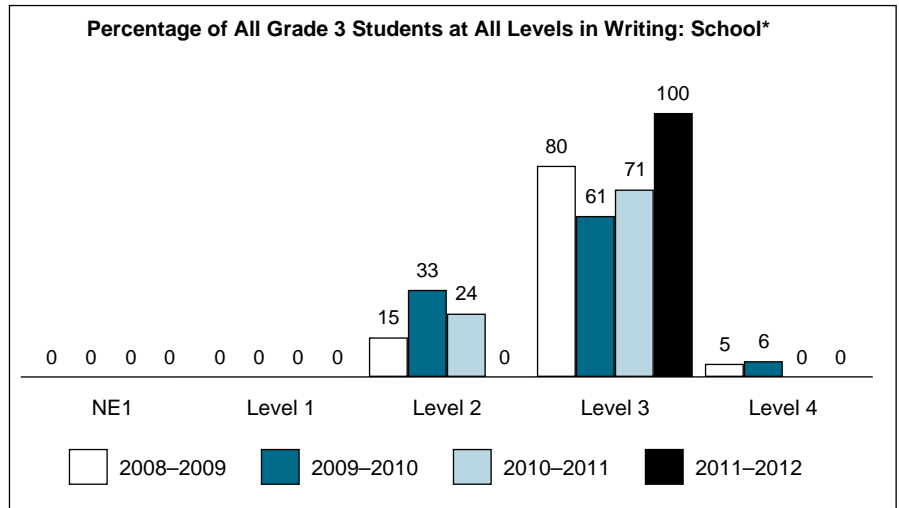
\*\* See the Explanation of Terms.

† 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.

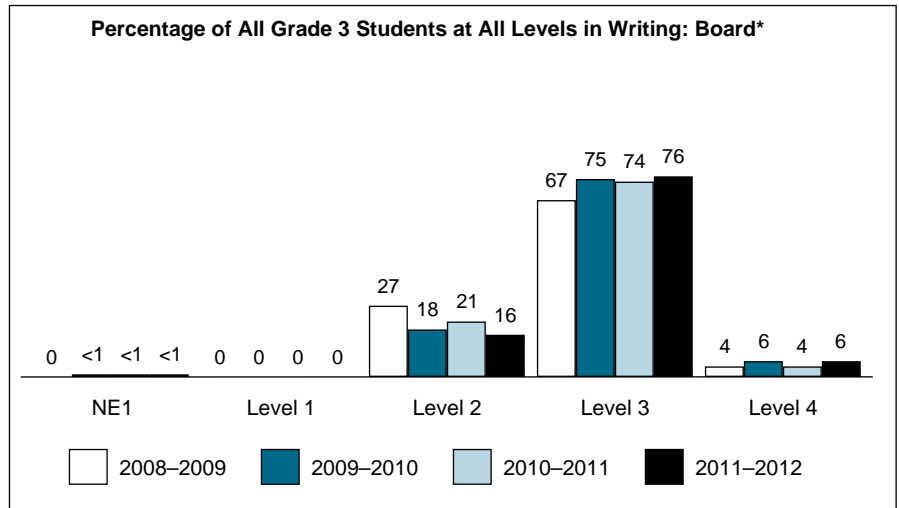
Results over Time, 2008–2009 to 2011–2012\*

Grade 3: Writing

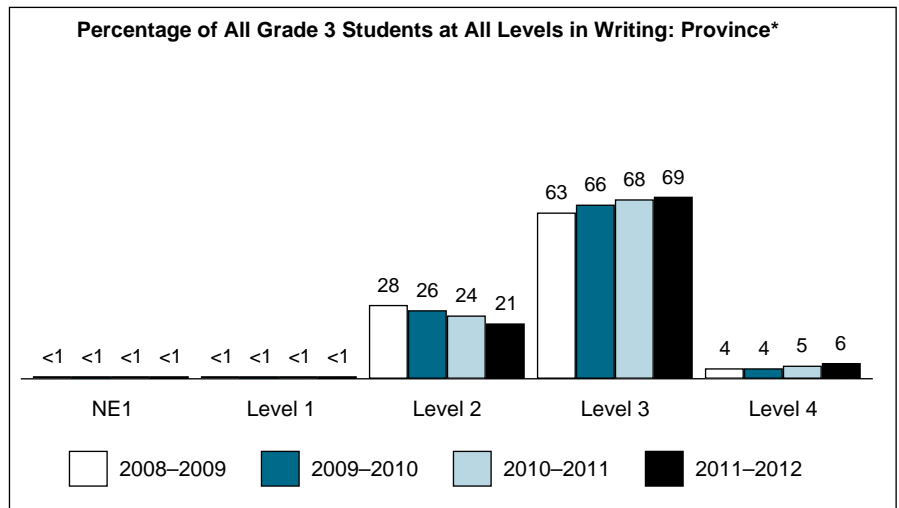
Grade 3 Writing: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	20	33	21	16
Level 4	5%	6%	0%	0%
Level 3	80%	61%	71%	100%
Level 2	15%	33%	24%	0%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
Participating Students	100%	100%	95%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	5%	0%
At or Above Provincial Standard†	85%	67%	71%	100%



Grade 3 Writing: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	1 507	1 595	1 506	1 562
Level 4	4%	6%	4%	6%
Level 3	67%	75%	74%	76%
Level 2	27%	18%	21%	16%
Level 1	0%	0%	0%	0%
NE1**	0%	<1%	<1%	<1%
Participating Students	98%	99%	98%	98%
No Data	<1%	<1%	<1%	<1%
Exempt	1%	1%	1%	2%
At or Above Provincial Standard†	71%	81%	77%	83%



Grade 3 Writing: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	121 788	123 800	119 873	121 727
Level 4	4%	4%	5%	6%
Level 3	63%	66%	68%	69%
Level 2	28%	26%	24%	21%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	68%	70%	73%	76%



♦ Refer to the EQAO Web site ([www.eqao.com](http://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.

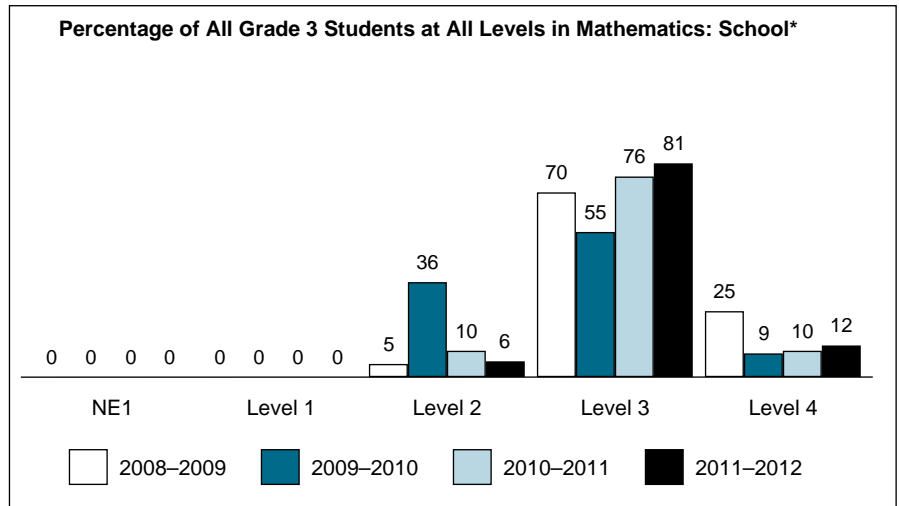
\*\* See the Explanation of Terms.

† 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.

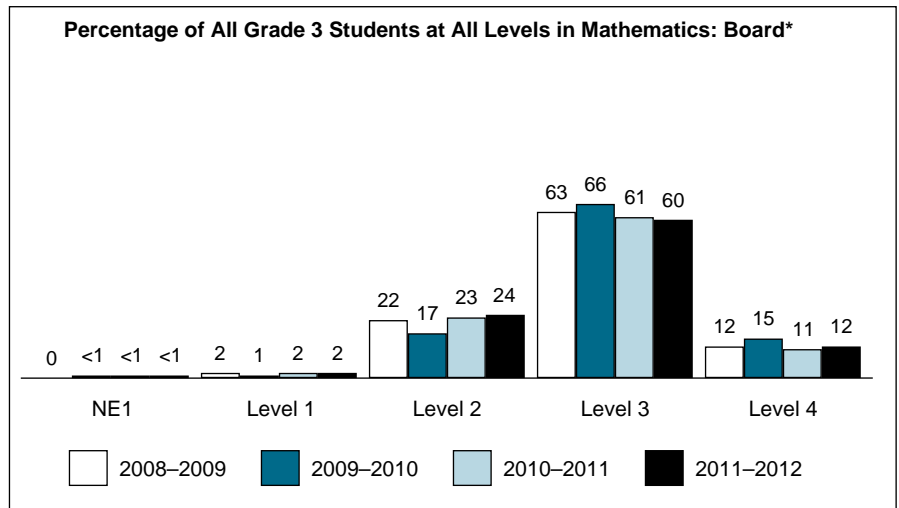
Results over Time, 2008–2009 to 2011–2012\*

Grade 3: Mathematics

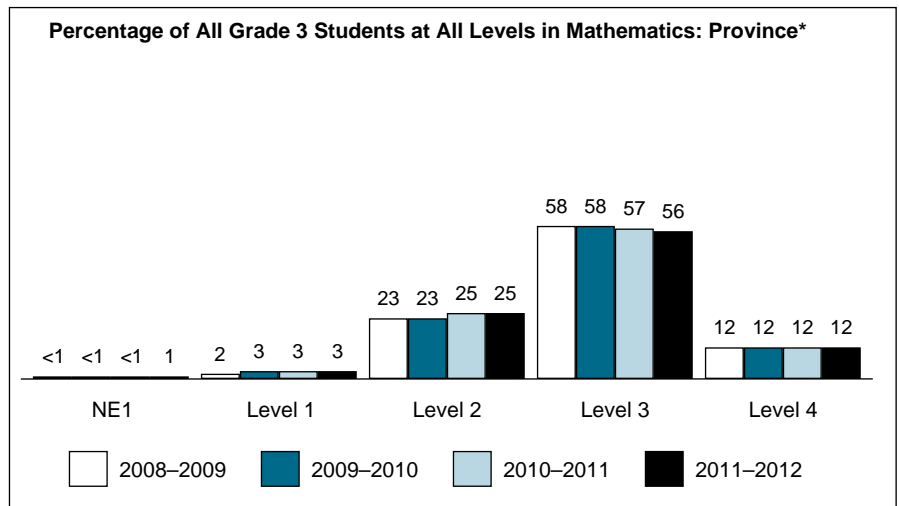
Grade 3 Mathematics: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	20	33	21	16
Level 4	25%	9%	10%	12%
Level 3	70%	55%	76%	81%
Level 2	5%	36%	10%	6%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	95%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	5%	0%
<b>At or Above Provincial Standard†</b>	95%	64%	86%	94%



Grade 3 Mathematics: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	1 507	1 595	1 506	1 562
Level 4	12%	15%	11%	12%
Level 3	63%	66%	61%	60%
Level 2	22%	17%	23%	24%
Level 1	2%	1%	2%	2%
NE1**	0%	<1%	<1%	<1%
<i>Participating Students</i>	98%	99%	98%	98%
No Data	<1%	<1%	1%	<1%
Exempt	1%	1%	1%	2%
<b>At or Above Provincial Standard†</b>	75%	81%	73%	72%



Grade 3 Mathematics: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	125 464	127 726	124 104	126 439
Level 4	12%	12%	12%	12%
Level 3	58%	58%	57%	56%
Level 2	23%	23%	25%	25%
Level 1	2%	3%	3%	3%
NE1**	<1%	<1%	<1%	1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
<b>At or Above Provincial Standard†</b>	70%	71%	69%	68%



♦ Refer to the EQAO Web site ([www.eqao.com](http://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, 2011–2012

**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	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
<b>Enrolment</b>					
Number of students	20	22	22	12	16
<b>Participation in the Assessment</b>					
Reading	100%	100%	95%	100%	100%
Writing	100%	100%	95%	100%	100%
Mathematics	100%	100%	95%	100%	100%
<b>Gender</b>					
Female	60%	59%	41%	42%	69%
Male	40%	41%	59%	58%	31%
<b>Student Status</b>					
English language learners**	0%	5%	0%	0%	0%
Students with special education needs (excluding gifted)**	5%	32%	23%	0%	19%
<b>Place of Birth</b>					
Born in Canada	100%	82%	100%	75%	88%
Born outside Canada	0%	18%	0%	25%	12%
In Canada less than one year	0%	5%	0%	0%	6%
In Canada one year or more but less than three years	0%	5%	0%	0%	0%
In Canada three years or more	0%	9%	0%	25%	6%
<b>Language</b>					
First language learned at home was other than English	0%	18%	0%	8%	12%
<b>Year Student Entered Current School</b>					
Year of the assessment	10%	18%	5%	17%	19%
Year prior to the assessment	20%	18%	5%	8%	6%
2 years prior to the assessment	10%	5%	5%	0%	0%
3 or more years prior to the assessment	60%	59%	86%	75%	75%
Data not available	0%	0%	0%	0%	0%

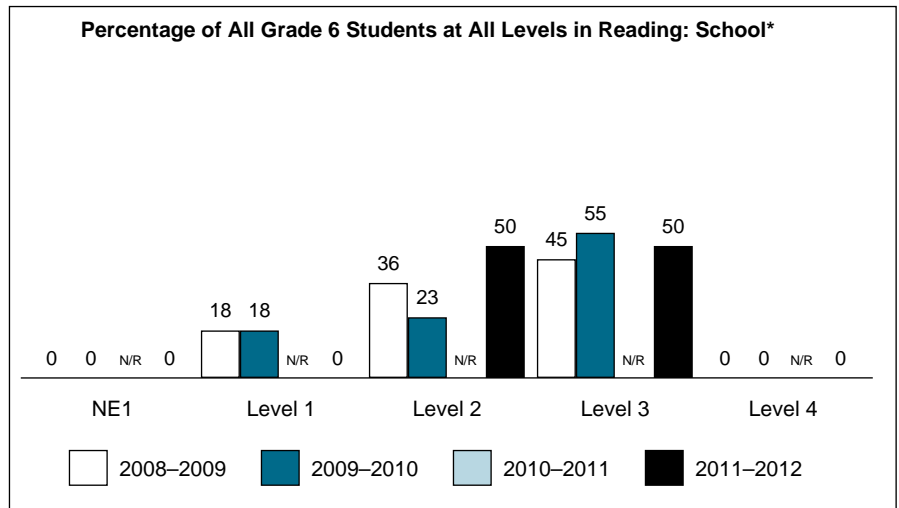
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

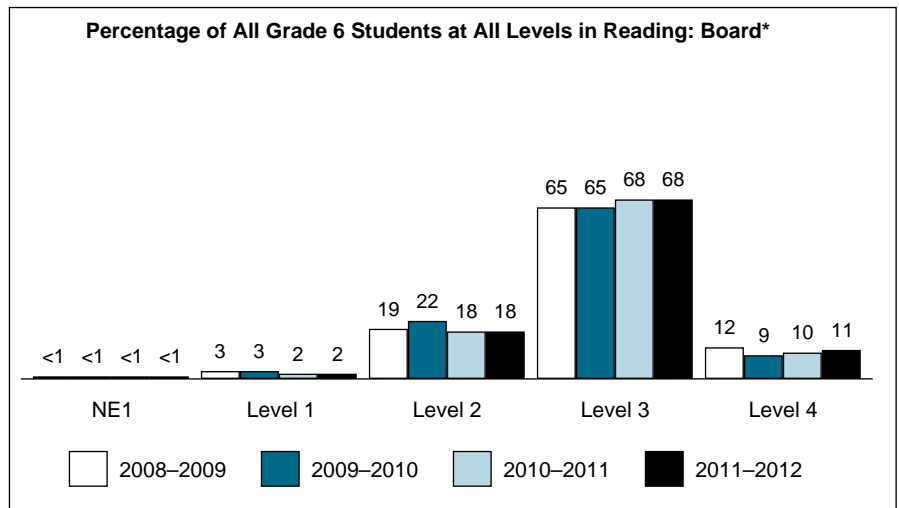
Results over Time, 2008–2009 to 2011–2012\*

Grade 6: Reading

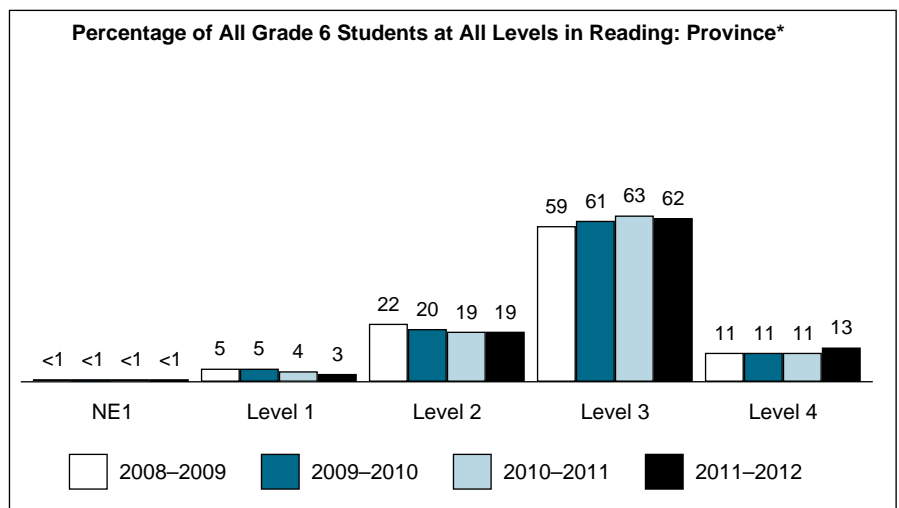
Grade 6 Reading: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	22	22	N/R	16
Level 4	0%	0%	N/R	0%
Level 3	45%	55%	N/R	50%
Level 2	36%	23%	N/R	50%
Level 1	18%	18%	N/R	0%
NE1**	0%	0%	N/R	0%
<i>Participating Students</i>	100%	95%	N/R	100%
No Data	0%	0%	N/R	0%
Exempt	0%	5%	N/R	0%
<b>At or Above Provincial Standard†</b>	45%	55%	N/R	50%



Grade 6 Reading: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	1 593	1 729	1 644	1 566
Level 4	12%	9%	10%	11%
Level 3	65%	65%	68%	68%
Level 2	19%	22%	18%	18%
Level 1	3%	3%	2%	2%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	76%	73%	78%	79%



Grade 6 Reading: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	136 069	134 201	132 283	129 420
Level 4	11%	11%	11%	13%
Level 3	59%	61%	63%	62%
Level 2	22%	20%	19%	19%
Level 1	5%	5%	4%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
<b>At or Above Provincial Standard†</b>	69%	72%	74%	75%



♦ Refer to the EQAO Web site ([www.eqao.com](http://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.

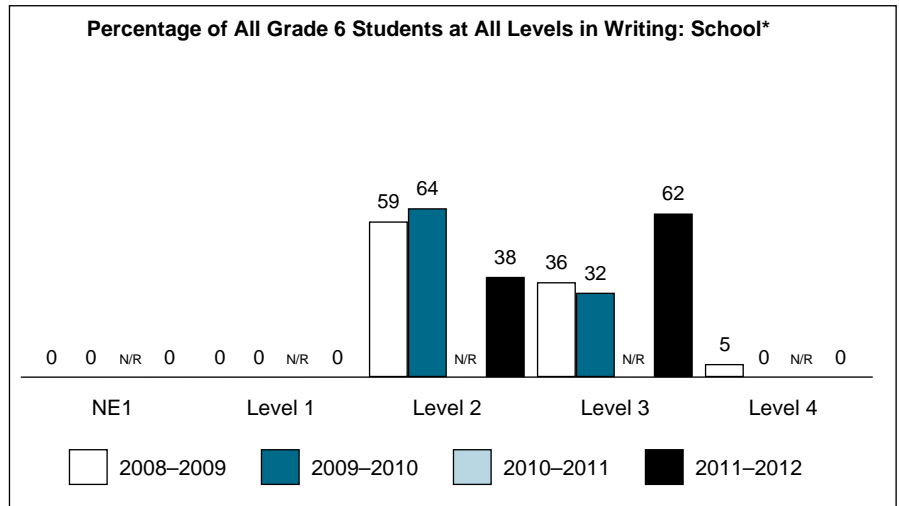
\*\* See the Explanation of Terms.

† 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.

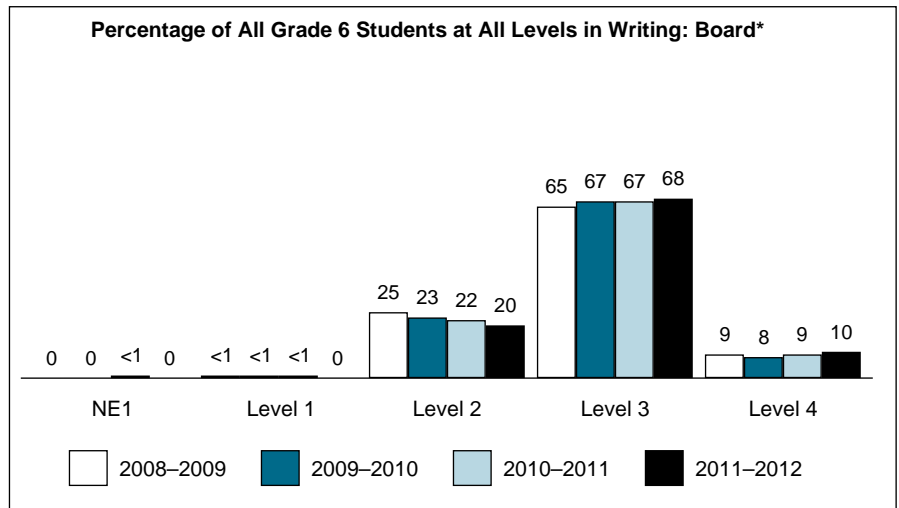
Results over Time, 2008–2009 to 2011–2012\*

Grade 6: Writing

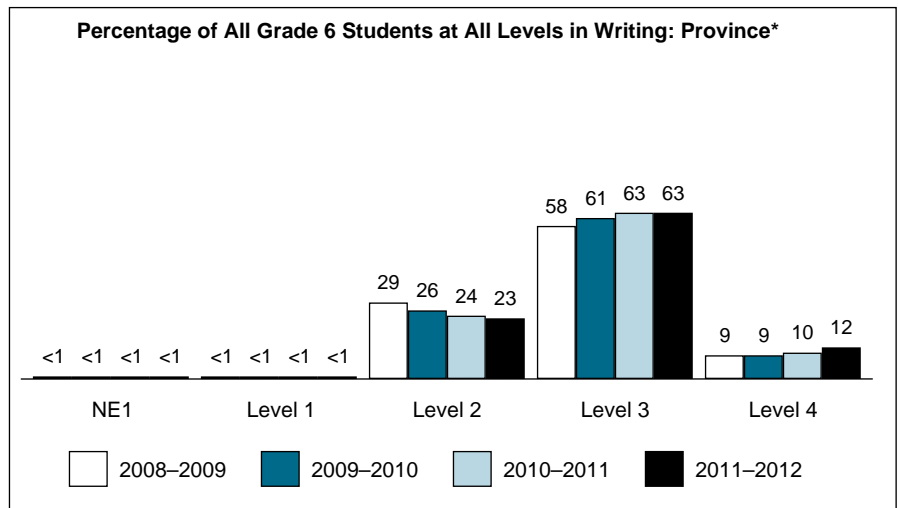
Grade 6 Writing: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	22	22	N/R	16
Level 4	5%	0%	N/R	0%
Level 3	36%	32%	N/R	62%
Level 2	59%	64%	N/R	38%
Level 1	0%	0%	N/R	0%
NE1**	0%	0%	N/R	0%
<i>Participating Students</i>	100%	95%	N/R	100%
No Data	0%	0%	N/R	0%
Exempt	0%	5%	N/R	0%
<b>At or Above Provincial Standard†</b>	41%	32%	N/R	62%



Grade 6 Writing: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	1 593	1 729	1 644	1 566
Level 4	9%	8%	9%	10%
Level 3	65%	67%	67%	68%
Level 2	25%	23%	22%	20%
Level 1	<1%	<1%	<1%	0%
NE1**	0%	0%	<1%	0%
<i>Participating Students</i>	99%	99%	99%	99%
No Data	1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
<b>At or Above Provincial Standard†</b>	74%	76%	76%	79%



Grade 6 Writing: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	136 075	134 288	132 266	129 420
Level 4	9%	9%	10%	12%
Level 3	58%	61%	63%	63%
Level 2	29%	26%	24%	23%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
<b>At or Above Provincial Standard†</b>	67%	70%	73%	74%



◆ Refer to the EQAO Web site ([www.eqao.com](http://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.

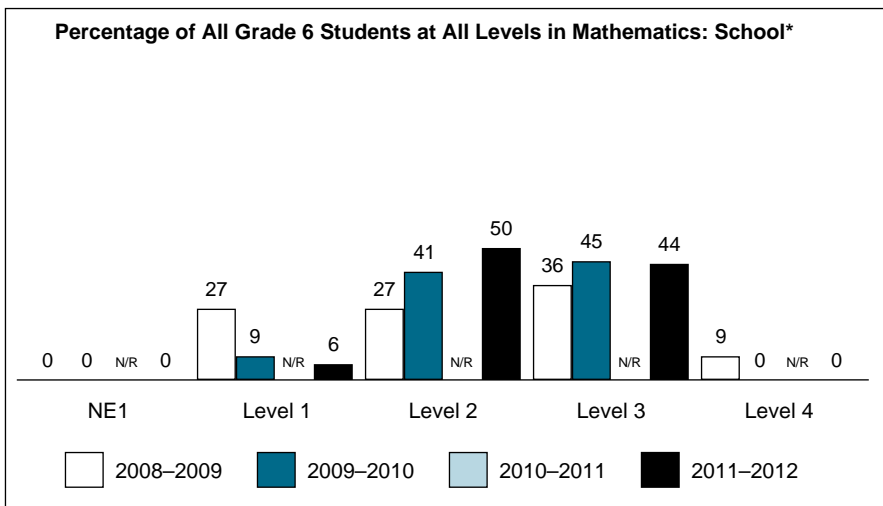
\*\* See the Explanation of Terms.

† 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.

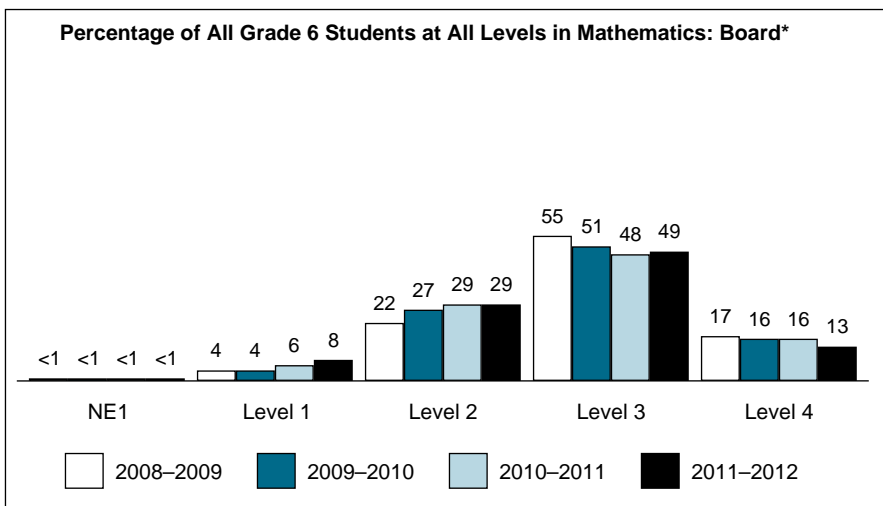
Results over Time, 2008–2009 to 2011–2012\*

Grade 6: Mathematics

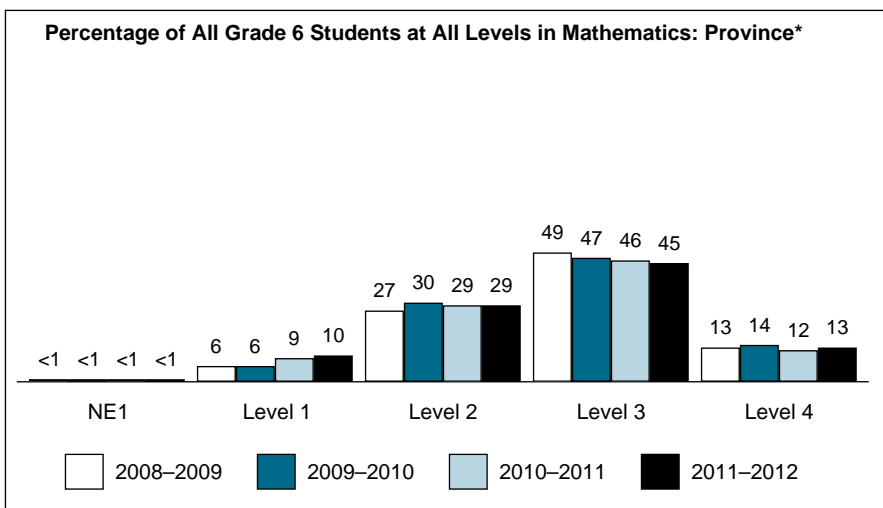
Grade 6 Mathematics: School*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	22	22	N/R	16
Level 4	9%	0%	N/R	0%
Level 3	36%	45%	N/R	44%
Level 2	27%	41%	N/R	50%
Level 1	27%	9%	N/R	6%
NE1**	0%	0%	N/R	0%
Participating Students	100%	95%	N/R	100%
No Data	0%	0%	N/R	0%
Exempt	0%	5%	N/R	0%
At or Above Provincial Standard†	45%	45%	N/R	44%



Grade 6 Mathematics: Board*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	1 593	1 729	1 643	1 566
Level 4	17%	16%	16%	13%
Level 3	55%	51%	48%	49%
Level 2	22%	27%	29%	29%
Level 1	4%	4%	6%	8%
NE1**	<1%	<1%	<1%	<1%
Participating Students	98%	99%	99%	99%
No Data	1%	<1%	<1%	<1%
Exempt	1%	1%	1%	1%
At or Above Provincial Standard†	72%	67%	64%	62%



Grade 6 Mathematics: Province*				
Year	'08-'09	'09-'10	'10-'11	'11-'12
Number of Students	136 075	134 241	132 223	129 368
Level 4	13%	14%	12%	13%
Level 3	49%	47%	46%	45%
Level 2	27%	30%	29%	29%
Level 1	6%	6%	9%	10%
NE1**	<1%	<1%	<1%	<1%
Participating Students	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	63%	61%	58%	58%



\* Refer to the EQAO Web site ([www.eqao.com](http://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**

**2007–2008      2008–2009      2009–2010      2010–2011      2011–2012**

**READING**

N/R N/R      N/R N/R      N/R N/R      N/R N/R      N/R N/R

---

**WRITING**

N/R N/R      N/R N/R      N/R N/R      N/R N/R      N/R N/R

---

**MATHEMATICS**

N/R N/R      N/R N/R      N/R N/R      N/R N/R      N/R N/R

---

 **Female**       **Male**

**Total Number of Grade 3 Students†**

	<u>2007–2008</u>		<u>2008–2009</u>		<u>2009–2010</u>		<u>2010–2011</u>		<u>2011–2012</u>	
	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>

School	5	8	11	9	11	22	12	9	10	6
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† 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**

2007–2008      2008–2009      2009–2010      2010–2011      2011–2012

**READING**

N/R N/R      N/R N/R      N/R N/R      N/R N/R      N/R N/R

**WRITING**

N/R N/R      N/R N/R      N/R N/R      N/R N/R      N/R N/R

**MATHEMATICS**

N/R N/R      N/R N/R      N/R N/R      N/R N/R      N/R N/R



Female



Male

**Total Number of Grade 6 Students†**

	<u>2007–2008</u>		<u>2008–2009</u>		<u>2009–2010</u>		<u>2010–2011</u>		<u>2011–2012</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

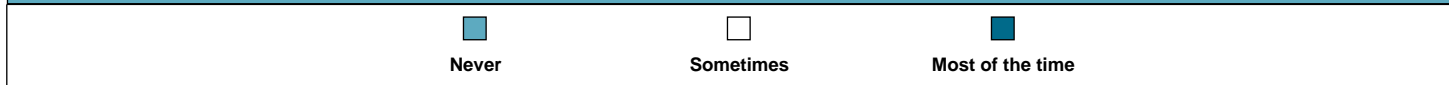
School	12	8	13	9	9	13	5	7	11	5
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† Includes only students for whom gender data were available.

### Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

#### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 16)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



STUDENT ENGAGEMENT	Percentage of Students*			Number of students who answered "most of the time"
How do you feel about mathematics?				
I like mathematics.	19	31	50	8
I am good at mathematics.		62	38	6
I am able to answer difficult mathematics questions.	12	56	31	5
I try to do my best when I do mathematics activities in class.	6	12	81	13

#### COGNITIVE STRATEGIES

How often do you do the following when you are working on a mathematics problem?

I read over the whole problem first to make sure I know what I am supposed to do.	6	31	62	10
I ask for help if I do not understand the problem.		44	56	9
I think about the steps I will use to solve the problem.	12	38	50	8
I check my work for mistakes.	19	50	31	5
I check my answer to see if it makes sense.	19	44	38	6

#### INSTRUCTIONAL TOOLS

How often do you use the following during mathematics activities at school?

Manipulatives		56	44	7
A calculator	25	56	19	3
A computer to learn mathematics		94	6	1

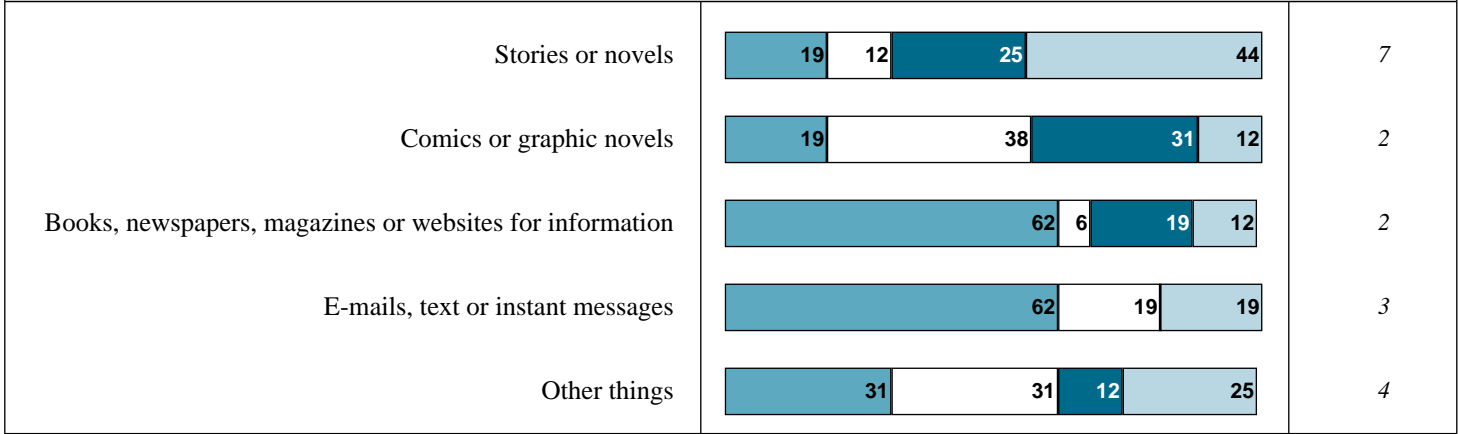
\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

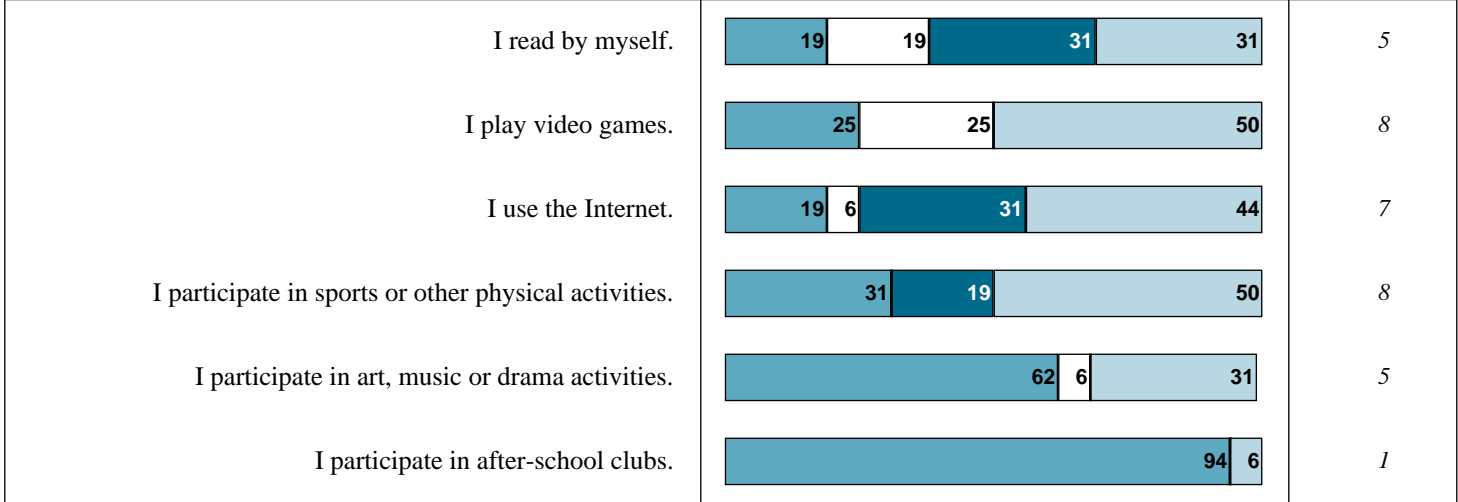
**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 16)**  
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



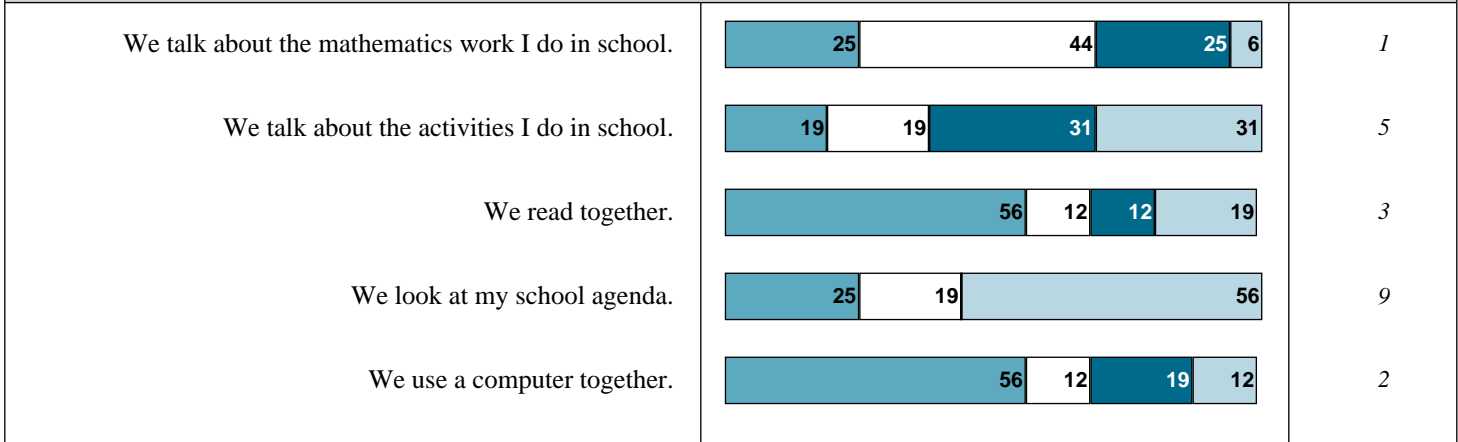
**READING OUTSIDE SCHOOL**  
 How often do you read the following when you are not at school? Percentage of Students\* Number of students who answered "every day or almost every day"



**OUT-OF-SCHOOL ACTIVITIES**  
 How often do you do the following when you are not at school?



**PARENTAL ENGAGEMENT**  
 How often do you and a parent, a guardian or another adult who lives with you do the following?

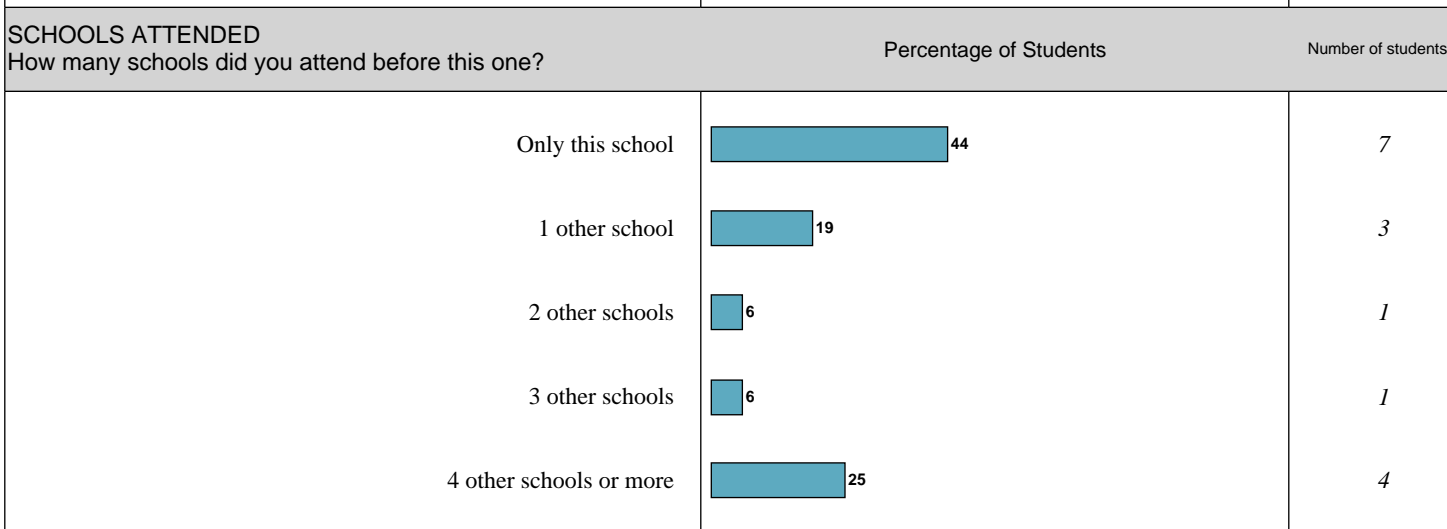
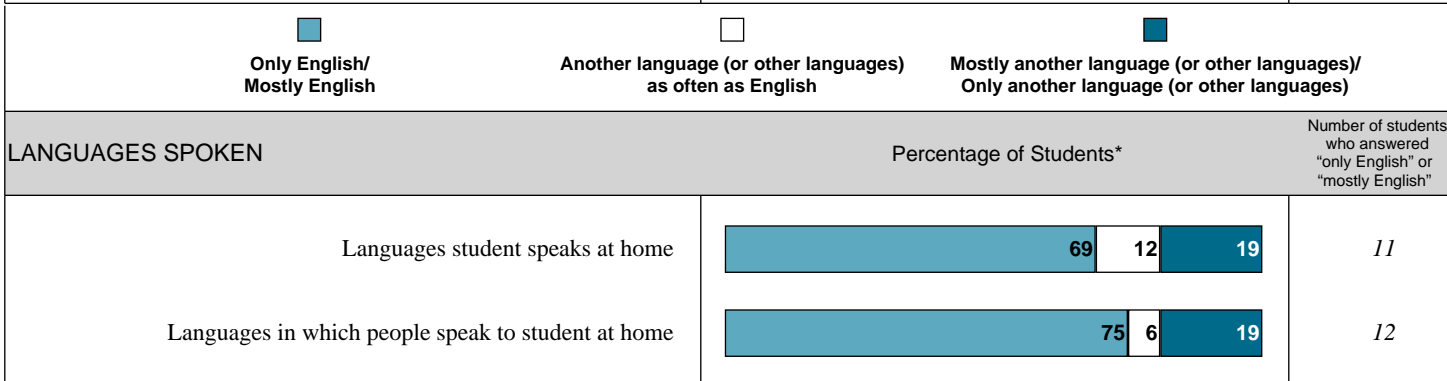
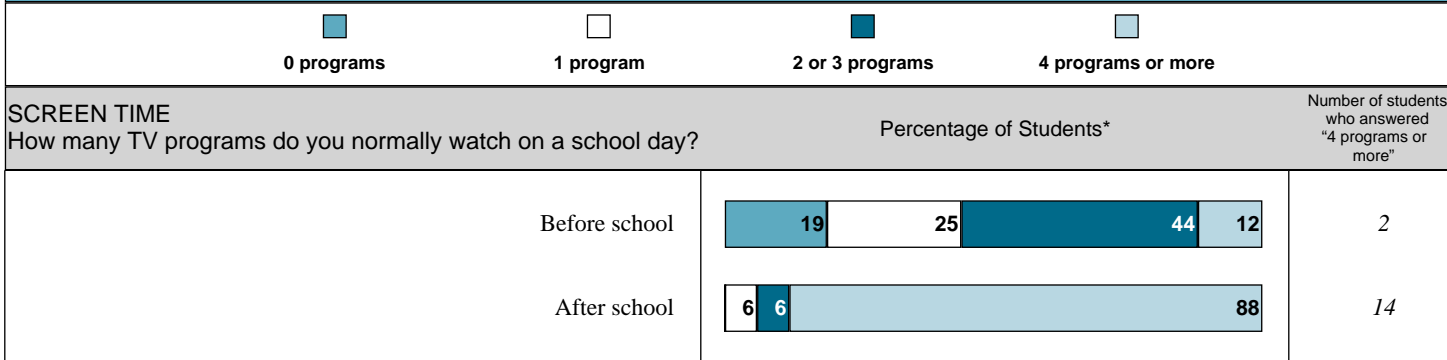


\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.



Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 16)**  
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



\* 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, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)  Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 16)	Female* (# = 10)	Male* (# = 6)	All Students (# = 1 527)	Female* (# = 789)	Male* (# = 738)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)
<b>STUDENT ENGAGEMENT IN MATHEMATICS</b> Percentage of students who answered “most of the time”†									
I like mathematics.	50%	70%	17%	49%	48%	51%	51%	50%	52%
I am good at mathematics.	38%	40%	33%	50%	48%	52%	50%	47%	52%
I am able to answer difficult mathematics questions.	31%	30%	33%	25%	22%	29%	27%	24%	30%
I try to do my best when I do mathematics activities in class.	81%	80%	83%	87%	89%	84%	87%	90%	85%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b> Percentage of students who answered “most of the time”†									
I read over the whole problem first to make sure I know what I am supposed to do.	62%	70%	50%	69%	73%	66%	71%	76%	66%
I ask for help if I do not understand the problem.	56%	40%	83%	43%	47%	39%	46%	50%	41%
I think about the steps I will use to solve the problem.	50%	60%	33%	49%	49%	48%	49%	50%	49%
I check my work for mistakes.	31%	20%	50%	51%	54%	47%	50%	54%	45%
I check my answer to see if it makes sense.	38%	40%	33%	61%	66%	56%	60%	64%	56%
<b>INSTRUCTIONAL TOOLS USED IN MATHEMATICS</b> Percentage of students who answered “most of the time”†									
Manipulatives	44%	50%	33%	28%	28%	27%	24%	27%	22%
A calculator	19%	20%	17%	17%	17%	17%	12%	12%	13%
A computer to learn mathematics	6%	10%	0%	18%	20%	17%	18%	18%	18%
<b>READING OUTSIDE SCHOOL</b> Percentage of students who answered “every day or almost every day”‡									
Stories or novels	44%	60%	17%	42%	49%	35%	46%	52%	40%
Comics or graphic novels	12%	20%	0%	19%	13%	24%	21%	15%	28%
Books, newspapers, magazines or websites for information	12%	20%	0%	25%	29%	21%	25%	28%	23%
E-mails, text or instant messages	19%	30%	0%	21%	22%	20%	18%	19%	17%
Other things	25%	30%	17%	45%	47%	43%	44%	46%	42%

\* Only includes students for whom gender data were available.

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

‡ 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, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)  Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 16)	Female* (# = 10)	Male* (# = 6)	All Students (# = 1 527)	Female* (# = 789)	Male* (# = 738)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)
<b>OUT-OF-SCHOOL ACTIVITIES</b> Percentage of students who answered “every day or almost every day”†									
I read by myself.	31%	40%	17%	49%	58%	40%	56%	62%	49%
I play video games.	50%	20%	100%	39%	19%	60%	36%	17%	53%
I use the Internet.	44%	60%	17%	41%	42%	40%	40%	37%	43%
I participate in sports or other physical activities.	50%	50%	50%	51%	49%	54%	50%	45%	55%
I participate in art, music or drama activities.	31%	50%	0%	27%	36%	17%	28%	35%	21%
I participate in after-school clubs.	6%	0%	17%	10%	11%	9%	13%	13%	12%
<b>PARENTAL ENGAGEMENT</b> Percentage of students who answered “every day or almost every day”†									
We talk about the mathematics work I do in school.	6%	10%	0%	24%	29%	20%	27%	30%	25%
We talk about the activities I do in school.	31%	40%	17%	45%	50%	40%	46%	51%	41%
We read together.	19%	30%	0%	20%	23%	17%	21%	22%	19%
We look at my school agenda.	56%	70%	33%	60%	62%	59%	54%	56%	53%
We use a computer together.	12%	20%	0%	11%	11%	12%	13%	13%	13%
<b>SCREEN TIME (WATCHING TV)</b> Percentage of students who answered “4 programs or more”‡									
Before school	12%	20%	0%	10%	7%	14%	10%	6%	13%
After school	88%	90%	83%	59%	53%	65%	50%	45%	54%

\* 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.”

‡ Other response options were “0 programs,” “1 program” and “2 or 3 programs.”

### Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)  Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 16)	Female* (# = 10)	Male* (# = 6)	All Students (# = 1 527)	Female* (# = 789)	Male* (# = 738)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)
<b>LANGUAGES STUDENTS SPEAK AT HOME†</b>									
Percentage of students									
Only English/Mostly English	<b>69%</b>	50%	100%	<b>83%</b>	83%	83%	<b>73%</b>	72%	73%
Another language (or other languages) as often as English	<b>12%</b>	20%	0%	<b>10%</b>	11%	10%	<b>16%</b>	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>19%</b>	30%	0%	<b>6%</b>	6%	6%	<b>11%</b>	11%	11%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME†</b>									
Percentage of students									
Only English/Mostly English	<b>75%</b>	60%	100%	<b>81%</b>	81%	81%	<b>69%</b>	68%	69%
Another language (or other languages) as often as English	<b>6%</b>	10%	0%	<b>9%</b>	9%	8%	<b>13%</b>	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>19%</b>	30%	0%	<b>9%</b>	9%	9%	<b>17%</b>	17%	16%
<b>SCHOOLS ATTENDED†</b>									
Percentage of students									
Only this school/1 other school	<b>62%</b>	70%	50%	<b>86%</b>	85%	87%	<b>80%</b>	81%	80%
2 other schools/3 other schools	<b>12%</b>	0%	33%	<b>10%</b>	11%	10%	<b>15%</b>	15%	16%
4 other schools or more	<b>25%</b>	30%	17%	<b>3%</b>	3%	3%	<b>4%</b>	4%	4%

\* 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, 2011–2012

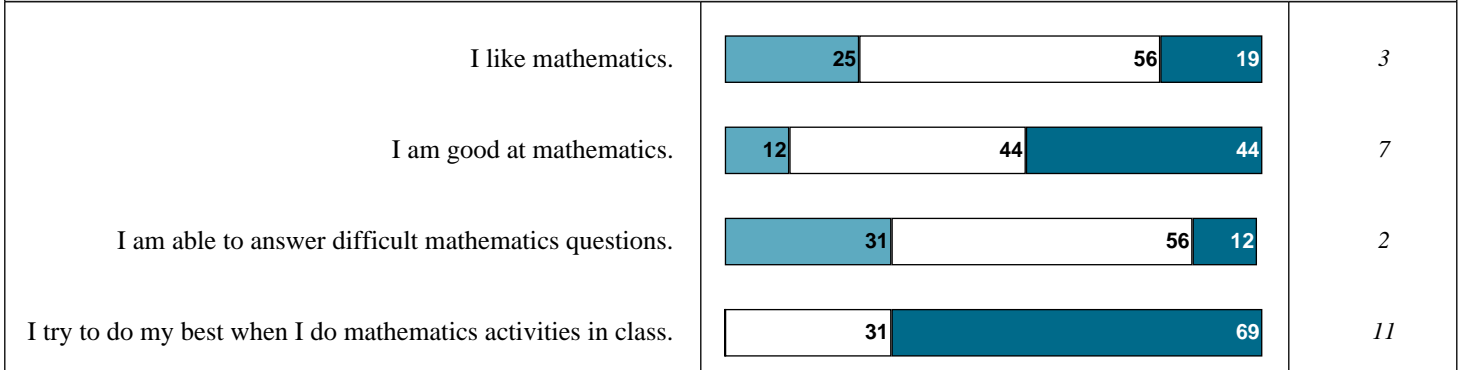
#### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 16)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



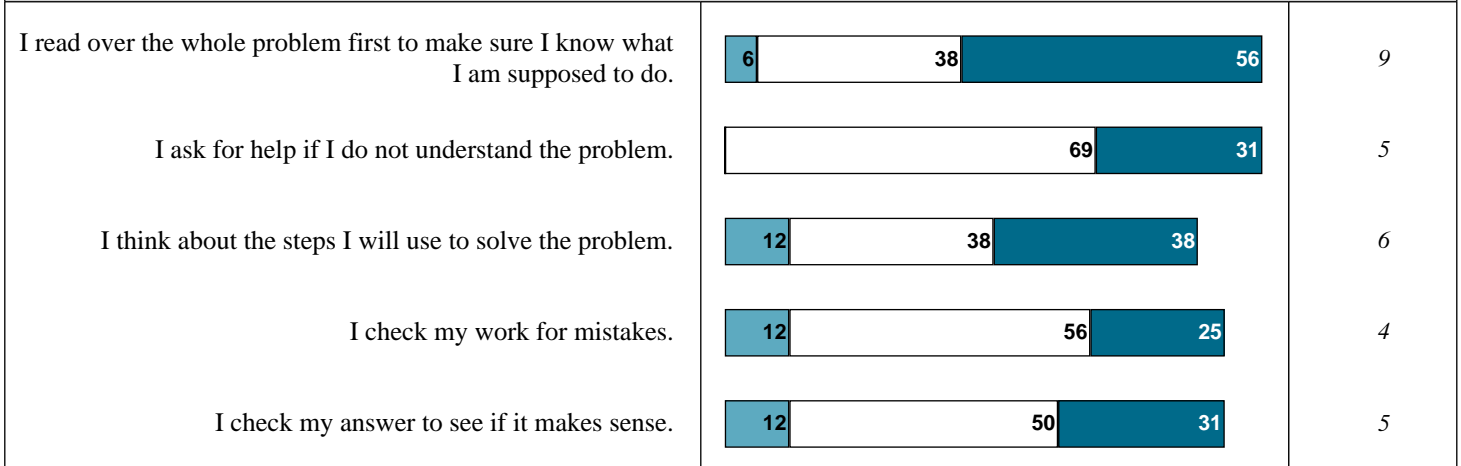
#### STUDENT ENGAGEMENT

How do you feel about mathematics? Percentage of Students\* Number of students who answered "most of the time"



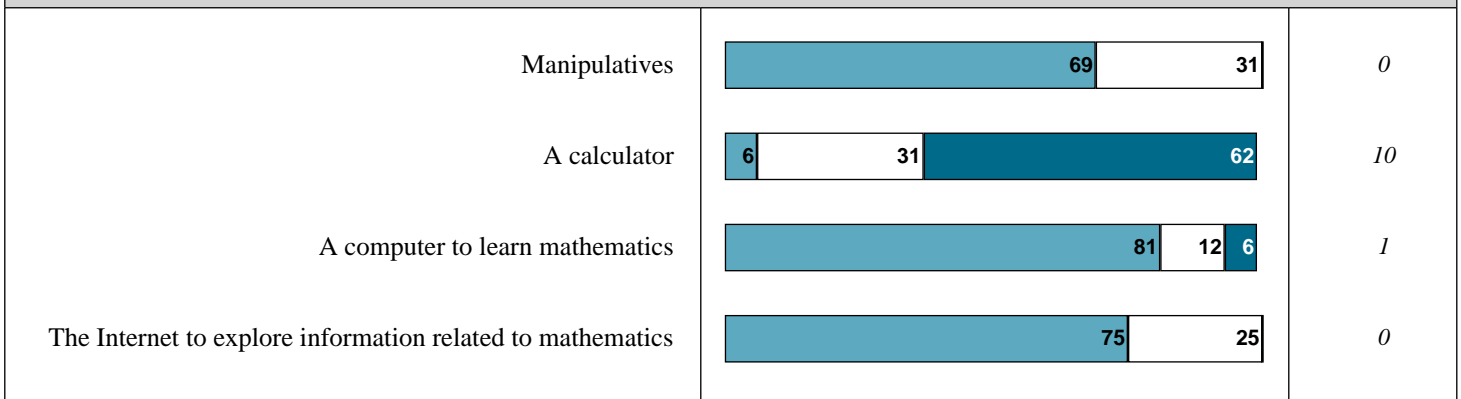
#### COGNITIVE STRATEGIES

How often do you do the following when you are working on a mathematics problem?



#### INSTRUCTIONAL TOOLS

How often do you use the following during mathematics activities at school?



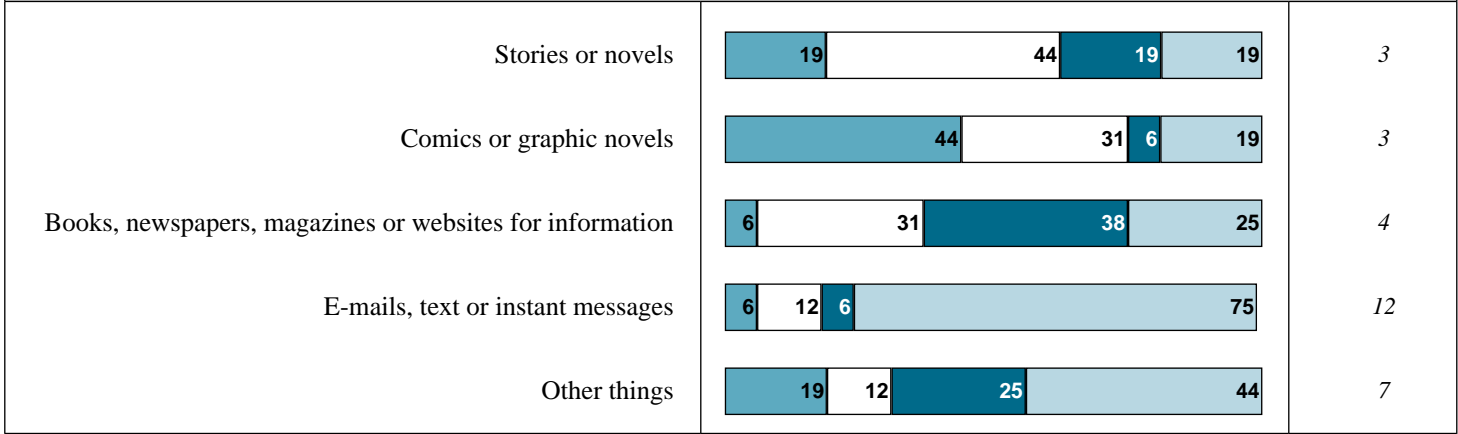
\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

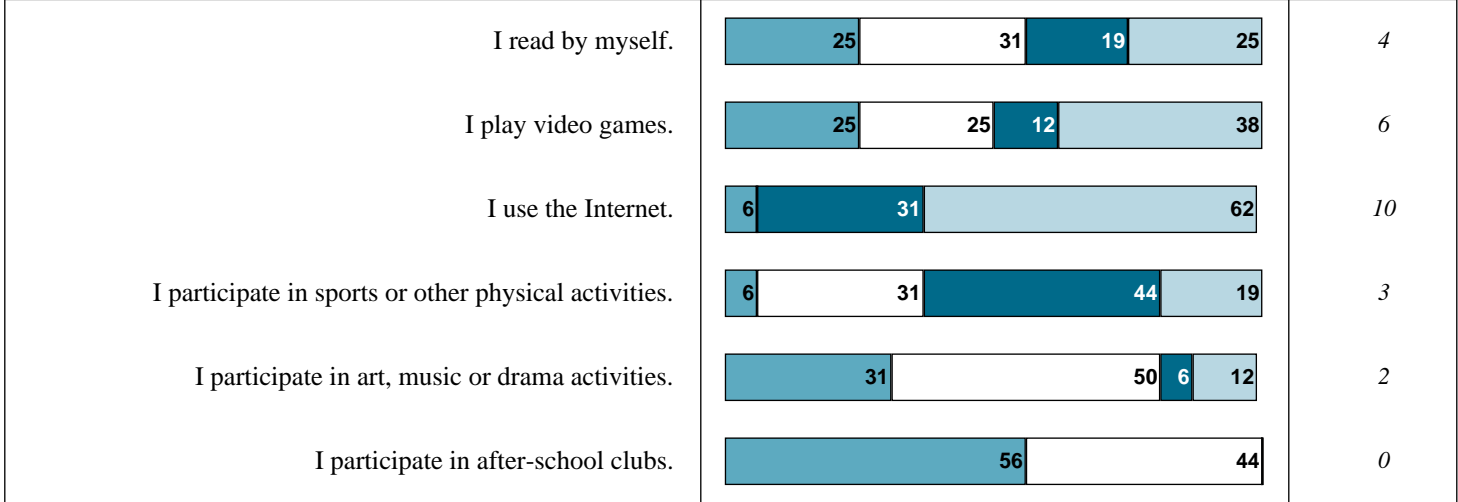
**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 16)**  
 Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



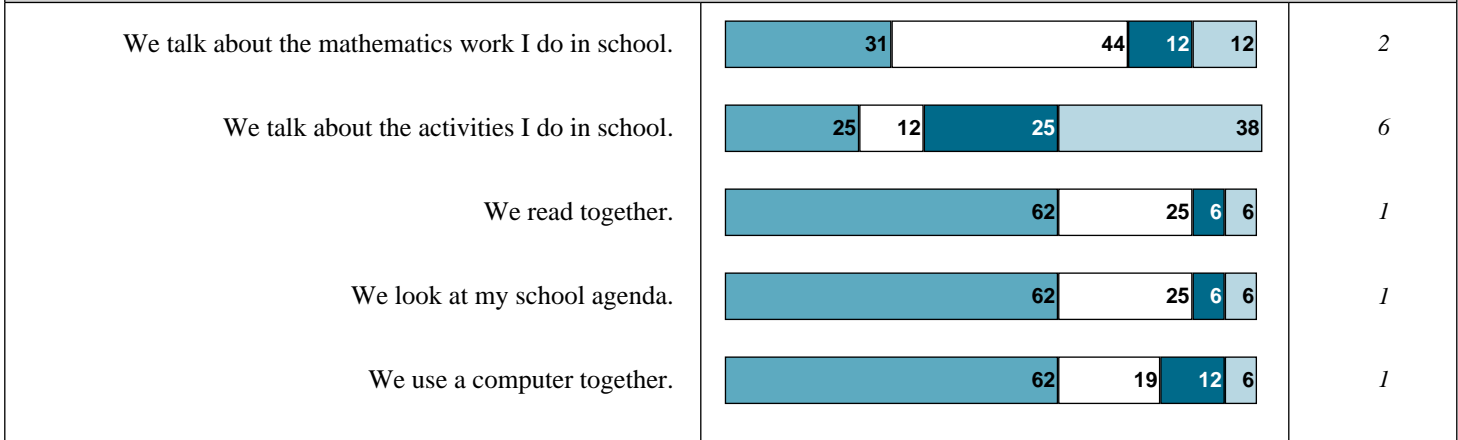
**READING OUTSIDE SCHOOL**  
 How often do you read the following when you are not at school? Percentage of Students\* Number of students who answered "every day or almost every day"



**OUT-OF-SCHOOL ACTIVITIES**  
 How often do you do the following when you are not at school?



**PARENTAL ENGAGEMENT**  
 How often do you and a parent, a guardian or another adult who lives with you do the following?

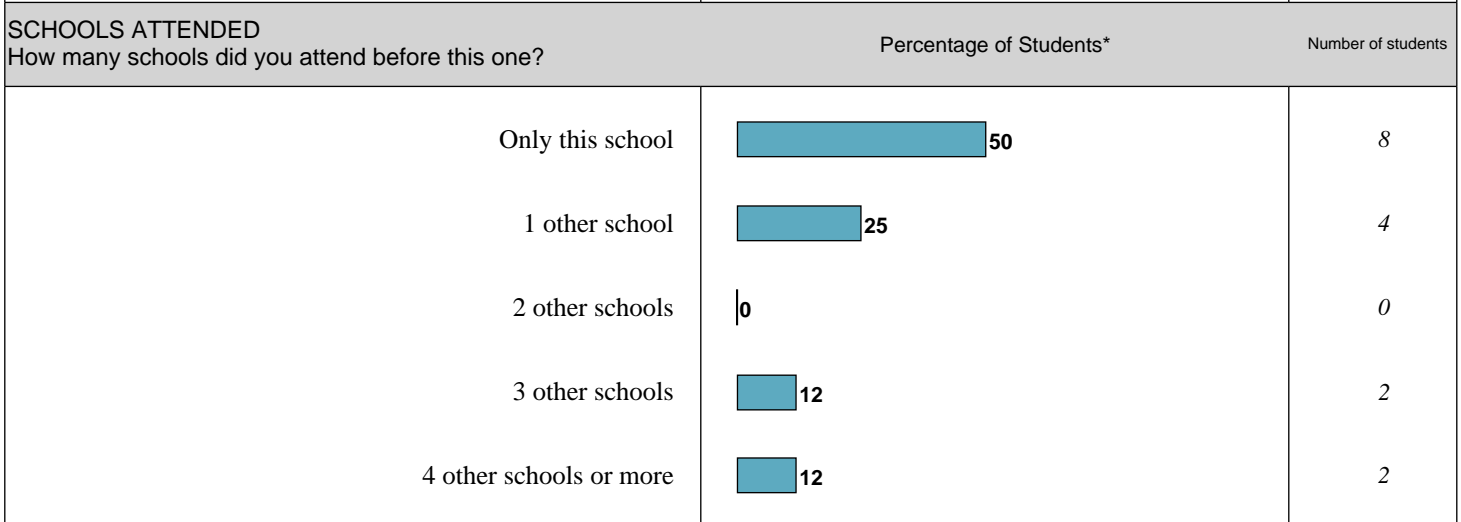
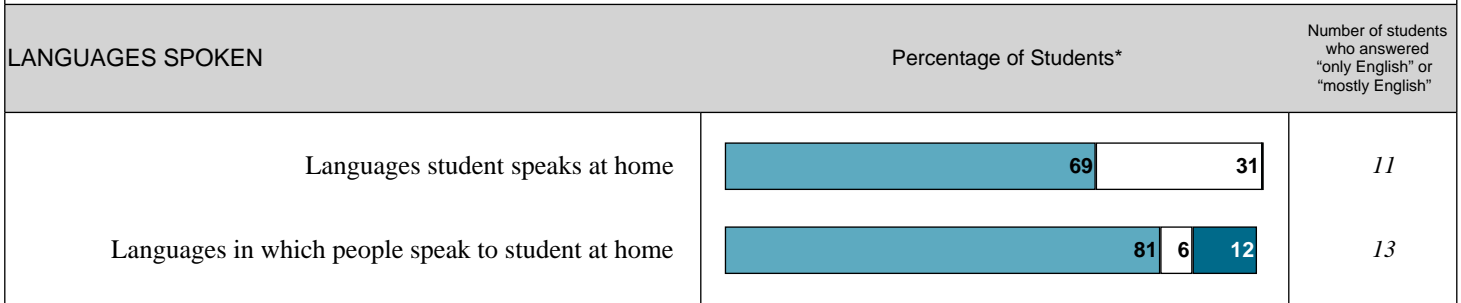
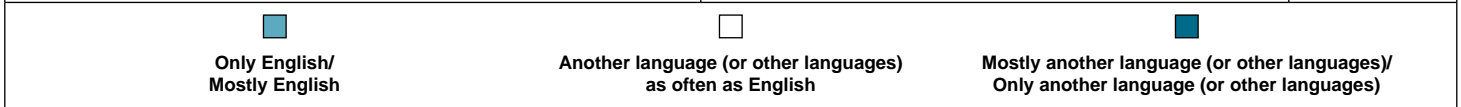
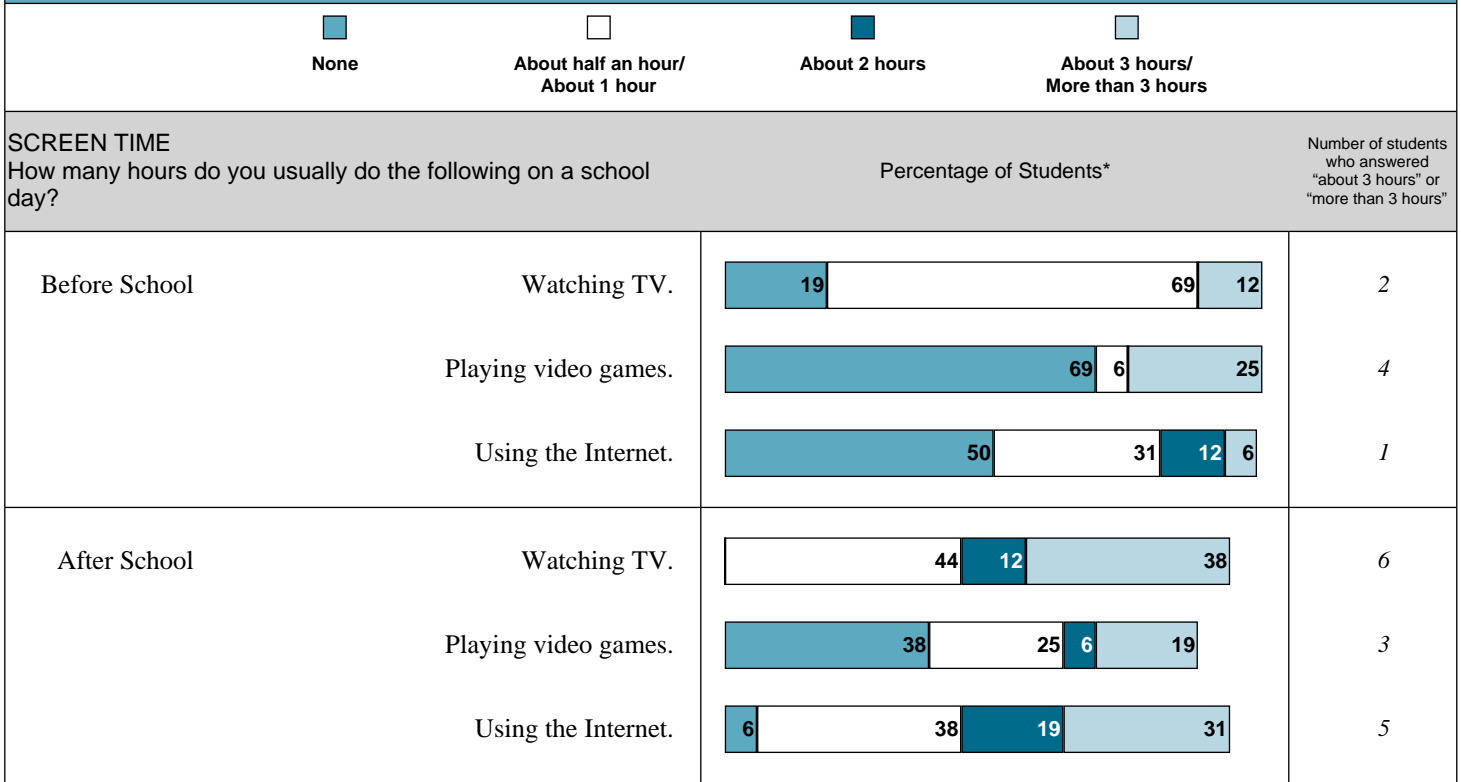


\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

### Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

#### STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 16)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



\* 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, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)  Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 16)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 1 534)	Female* (# = 752)	Male* (# = 782)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)
<b>STUDENT ENGAGEMENT IN MATHEMATICS</b>									
Percentage of students who answered “most of the time”†									
I like mathematics.	19%	N/R	N/R	42%	39%	46%	44%	40%	48%
I am good at mathematics.	44%	N/R	N/R	53%	52%	54%	49%	46%	52%
I am able to answer difficult mathematics questions.	12%	N/R	N/R	29%	28%	30%	29%	25%	33%
I try to do my best when I do mathematics activities in class.	69%	N/R	N/R	89%	93%	86%	86%	89%	82%
<b>COGNITIVE STRATEGIES USED IN MATHEMATICS</b>									
Percentage of students who answered “most of the time”†									
I read over the whole problem first to make sure I know what I am supposed to do.	56%	N/R	N/R	77%	84%	70%	74%	80%	68%
I ask for help if I do not understand the problem.	31%	N/R	N/R	50%	55%	46%	51%	56%	46%
I think about the steps I will use to solve the problem.	38%	N/R	N/R	42%	41%	42%	42%	43%	41%
I check my work for mistakes.	25%	N/R	N/R	42%	47%	37%	39%	42%	36%
I check my answer to see if it makes sense.	31%	N/R	N/R	63%	68%	59%	60%	64%	57%
<b>INSTRUCTIONAL TOOLS USED IN MATHEMATICS</b>									
Percentage of students who answered “most of the time”†									
Manipulatives	0%	N/R	N/R	10%	11%	9%	11%	11%	10%
A calculator	62%	N/R	N/R	53%	59%	48%	42%	46%	37%
A computer to learn mathematics	6%	N/R	N/R	5%	5%	5%	7%	7%	7%
The Internet to explore information related to mathematics	0%	N/R	N/R	6%	5%	7%	6%	6%	7%
<b>READING OUTSIDE SCHOOL</b>									
Percentage of students who answered “every day or almost every day”‡									
Stories or novels	19%	N/R	N/R	36%	45%	27%	39%	47%	32%
Comics or graphic novels	19%	N/R	N/R	11%	8%	15%	14%	10%	18%
Books, newspapers, magazines or websites for information	25%	N/R	N/R	25%	29%	22%	27%	30%	24%
E-mails, text or instant messages	75%	N/R	N/R	54%	62%	47%	49%	57%	41%
Other things	44%	N/R	N/R	33%	34%	32%	36%	36%	35%

\* Only includes students for whom gender data were available.

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

‡ 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, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province			
	All Students (# = 16)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 1 534)	Female* (# = 752)	Male* (# = 782)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)	
<b>OUT-OF-SCHOOL ACTIVITIES</b> Percentage of students who answered “every day or almost every day”†										
I read by myself.	25%	N/R	N/R	41%	50%	33%	46%	53%	38%	
I play video games.	38%	N/R	N/R	30%	12%	47%	28%	12%	44%	
I use the Internet.	62%	N/R	N/R	57%	60%	55%	57%	58%	56%	
I participate in sports or other physical activities.	19%	N/R	N/R	55%	48%	62%	50%	43%	57%	
I participate in art, music or drama activities.	12%	N/R	N/R	16%	20%	12%	18%	24%	13%	
I participate in after-school clubs.	0%	N/R	N/R	7%	9%	6%	9%	10%	8%	
<b>PARENTAL ENGAGEMENT</b> Percentage of students who answered “every day or almost every day”†										
We talk about the mathematics work I do in school.	12%	N/R	N/R	15%	15%	15%	18%	19%	17%	
We talk about the activities I do in school.	38%	N/R	N/R	42%	45%	38%	39%	42%	36%	
We read together.	6%	N/R	N/R	4%	4%	4%	5%	5%	4%	
We look at my school agenda.	6%	N/R	N/R	38%	38%	37%	29%	28%	30%	
We use a computer together.	6%	N/R	N/R	4%	4%	4%	5%	5%	5%	
<b>SCREEN TIME</b> Percentage of students who answered “about 3 hours” or “more than 3 hours”‡										
Before School	Watching TV	12%	N/R	N/R	2%	1%	3%	2%	1%	2%
	Playing video games	25%	N/R	N/R	2%	1%	3%	2%	<1%	3%
	Using the Internet	6%	N/R	N/R	2%	1%	2%	2%	2%	2%
After School	Watching TV	38%	N/R	N/R	17%	17%	17%	18%	18%	19%
	Playing video games	19%	N/R	N/R	12%	3%	21%	12%	4%	20%
	Using the Internet	31%	N/R	N/R	17%	17%	18%	18%	19%	18%

\* 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.”

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

### Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)  Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 16)	Female* (# = N/R)	Male* (# = N/R)	All Students (# = 1 534)	Female* (# = 752)	Male* (# = 782)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)
<b>LANGUAGES STUDENTS SPEAK AT HOME†</b>									
	Percentage of students								
Only English/Mostly English	<b>69%</b>	N/R	N/R	<b>87%</b>	85%	88%	<b>75%</b>	75%	75%
Another language (or other languages) as often as English	<b>31%</b>	N/R	N/R	<b>9%</b>	10%	8%	<b>16%</b>	16%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>0%</b>	N/R	N/R	<b>3%</b>	3%	2%	<b>8%</b>	7%	8%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME†</b>									
	Percentage of students								
Only English/Mostly English	<b>81%</b>	N/R	N/R	<b>83%</b>	82%	85%	<b>69%</b>	69%	69%
Another language (or other languages) as often as English	<b>6%</b>	N/R	N/R	<b>9%</b>	9%	8%	<b>14%</b>	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>12%</b>	N/R	N/R	<b>6%</b>	7%	5%	<b>14%</b>	14%	15%
<b>SCHOOLS ATTENDED†</b>									
	Percentage of students								
Only this school/1 other school	<b>75%</b>	N/R	N/R	<b>79%</b>	79%	79%	<b>68%</b>	69%	68%
2 other schools/3 other schools	<b>12%</b>	N/R	N/R	<b>14%</b>	14%	15%	<b>22%</b>	23%	22%
4 other schools or more	<b>12%</b>	N/R	N/R	<b>5%</b>	5%	4%	<b>7%</b>	6%	7%

\* 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, 2011–2012

## EXPLANATION OF TERMS

<b>All Students</b>	Results are reported for all students in the grade.
<b>Participating Students</b>	Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).
<b>Provincial Standard</b>	The Ministry of Education has set Level 3 as the provincial standard.
<b>Level 4</b>	The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.
<b>Level 3</b>	The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.
<b>Level 2</b>	The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.
<b>Level 1</b>	The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.
<b>NE1</b>	"Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.
<b>No Data</b>	Students who did not have a result due to absence or other reasons.
<b>Exempt</b>	Students who were formally exempted from participation in one or more components of the assessment.
<b>English Language Learners</b>	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> .
<b>English Language Learners Receiving a Special Provision</b>	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> .
<b>Students with Special Education Needs (excluding gifted)</b>	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.
<b>Students Receiving One or More Accommodations</b>	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> .
<b>N/R</b>	"Not reported" indicates that the number of students participating (fewer than 15 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.
<b>N/D</b>	"No data available" is used to indicate that there were no students in the grade or subject for the group or year specified.
<b>W</b>	Results are being withheld by EQAO. For further information, please contact the school principal.