

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

School: Monsignor Clancy Cath E S (782831)

Board: Niagara Catholic DSB (67156)

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,



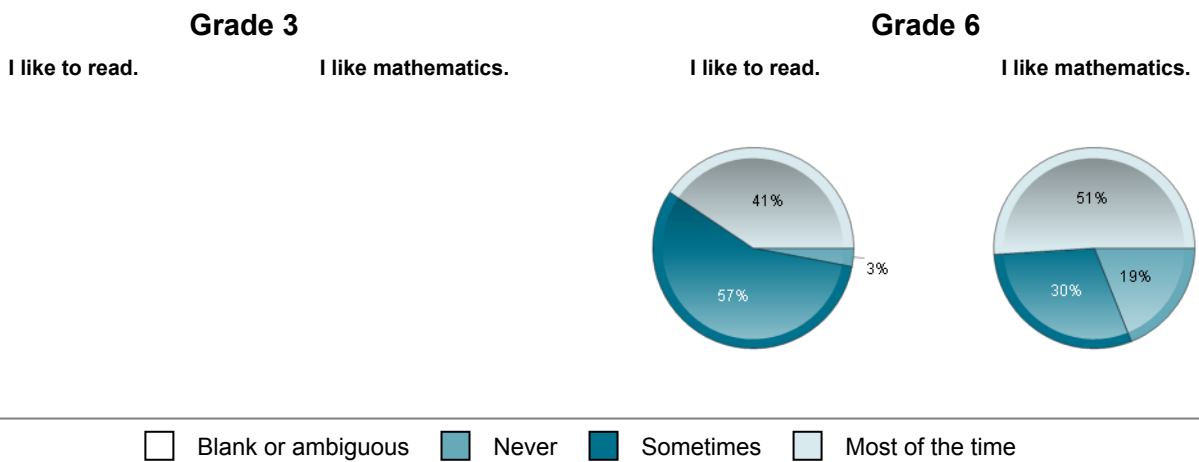
Bruce Rodrigues
Chief Executive Officer
Education Quality and Accountability Office



Contextual Data

	Grade 3	Grade 6
Number of students	0	75
English language learners	0%	0%
Students with special education needs (excluding gifted)	0%	27%
First language learned at home was other than English	0%	1%
Students' Time in Canada		
Born in Canada	0%	96%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	0%	0%
In Canada three years or more	0%	4%

Attitudes and Behaviour Data

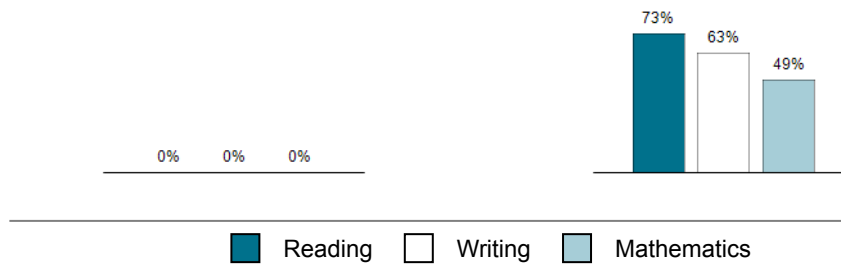


Achievement Data

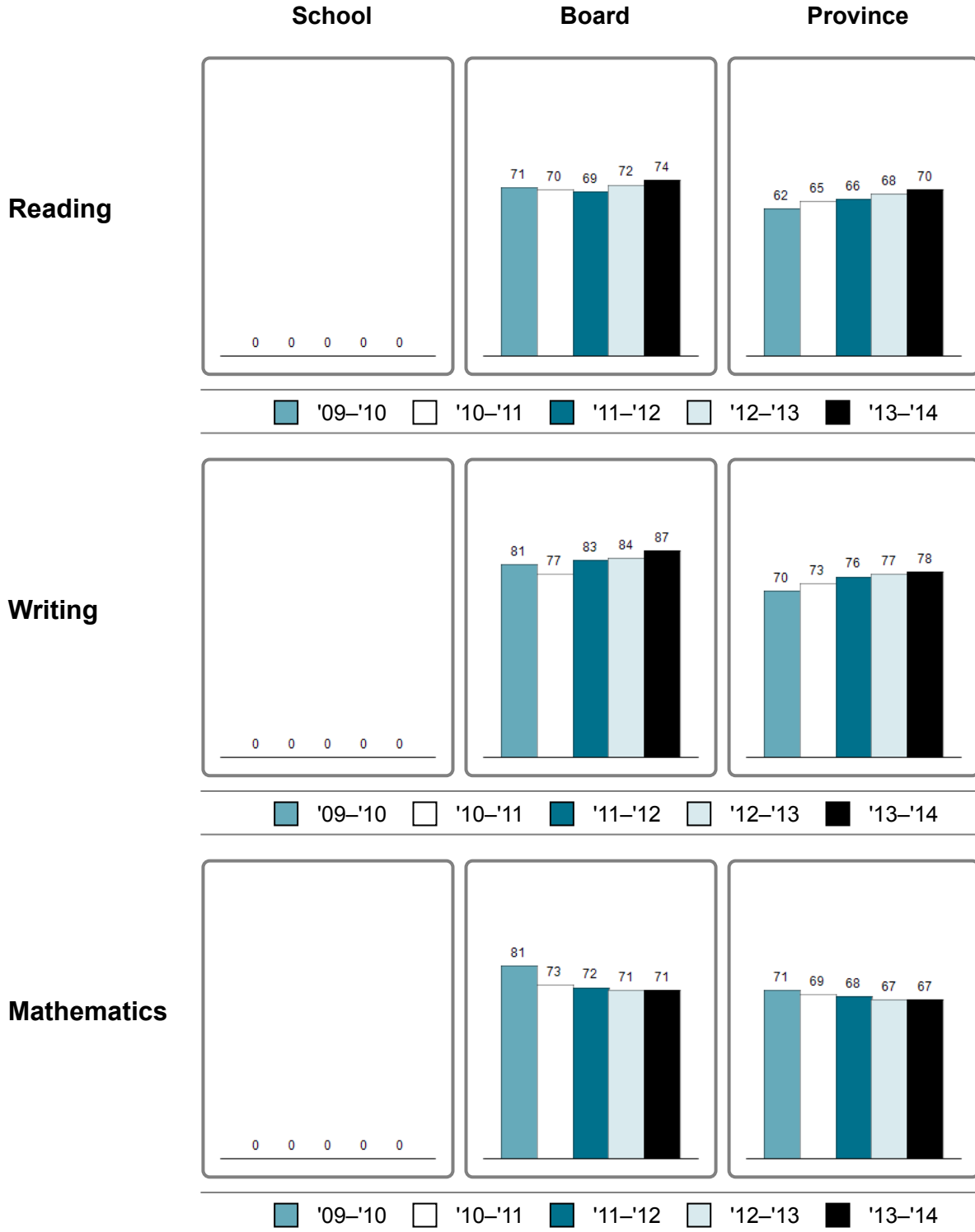
Students at or Above the Provincial Standard (Levels 3 and 4)

Grade 3

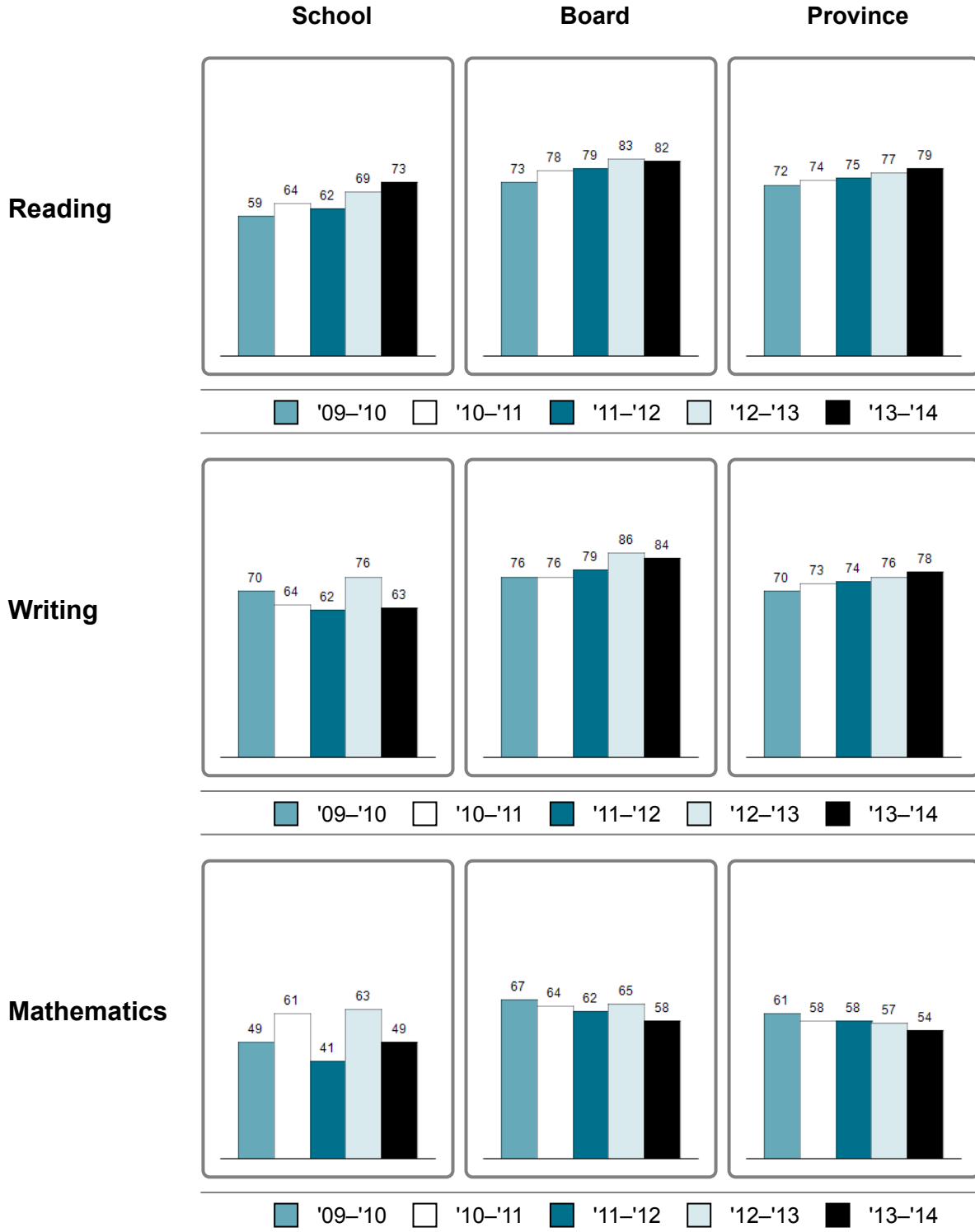
Grade 6



Percentage of Students



Percentage of Students



	Grade 3	Grade 6
Number of students	0	75
Participation in the Assessment		
Reading	0%	92%
Writing	0%	92%
Mathematics	0%	92%
Gender		
Female	0%	45%
Male	0%	55%
Student Status		
English language learners	0%	0%
Students with special education needs (excluding gifted)	0%	27%
Students enrolled in French Immersion	0%	0%
Participating English language learners who received a special provision		
Reading	0%	0%
Writing	0%	0%
Mathematics	0%	0%
Participating students who received one or more accommodations		
Reading	0%	20%
Writing	0%	20%
Mathematics	0%	20%
Place of Birth		
Born in Canada	0%	96%
Born outside Canada	0%	4%
In Canada less than one year	0%	0%
In Canada one year or more but less than three years	0%	0%
In Canada three years or more	0%	4%
Language		
First language learned at home was other than English	0%	1%
Year student entered current school		
Year of the assessment	0%	8%
Year prior to the assessment	0%	7%
2 years prior to the assessment	0%	85%
3 or more years prior to the assessment	0%	0%
Year Student Entered Current Board		
Year of the assessment	0%	1%
Year prior to the assessment	0%	4%
2 years prior to the assessment	0%	5%
3 or more years prior to the assessment	0%	31%

Reading	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	0		1 527		122 018	
Level 4	0	0	184	12	14 803	12
Level 3	0	0	940	62	70 182	58
Level 2	0	0	340	22	27 486	23
Level 1	0	0	35	2	4 690	4
NE1	0	0	7	<1	1 225	1
<i>Participating Students</i>	0	0	1 506	99	118 386	97
No Data	0	0	2	<1	692	1
Exempt	0	0	19	1	2 940	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	0		74		70	

Writing	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	0		1 527		122 018	
Level 4	0	0	100	7	7 343	6
Level 3	0	0	1 227	80	87 610	72
Level 2	0	0	176	12	22 381	18
Level 1	0	0	2	<1	941	1
NE1	0	0	1	<1	310	<1
<i>Participating Students</i>	0	0	1 506	99	118 585	97
No Data	0	0	2	<1	727	1
Exempt	0	0	19	1	2 706	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	0		87		78	

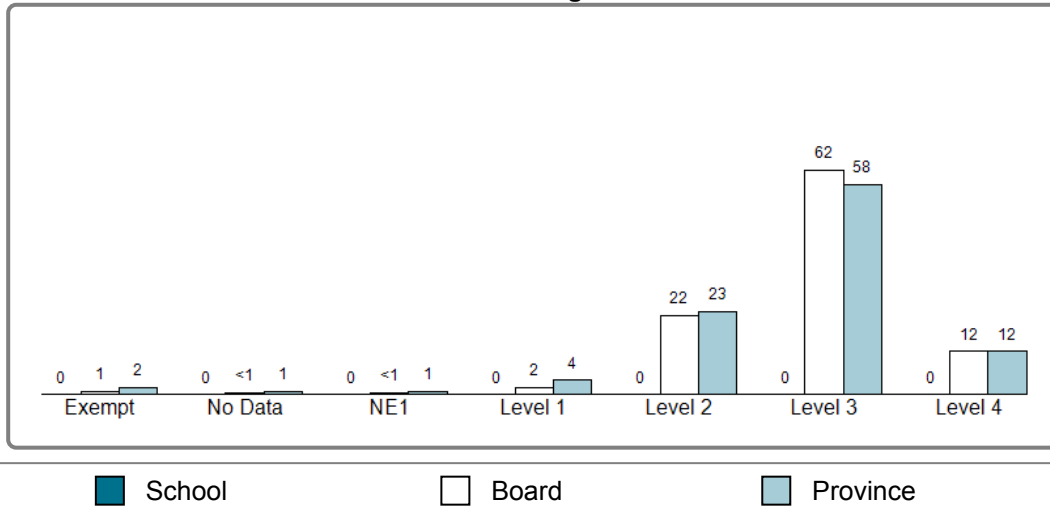
Mathematics	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	0		1 527		127 504	
Level 4	0	0	172	11	16 004	13
Level 3	0	0	914	60	69 190	54
Level 2	0	0	384	25	33 606	26
Level 1	0	0	31	2	4 665	4
NE1	0	0	3	<1	547	<1
<i>Participating Students</i>	0	0	1 504	98	124 012	97
No Data	0	0	3	<1	771	1
Exempt	0	0	20	1	2 721	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	0		71		67	

Reading	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	75		1 505		127 261	
Level 4	6	8	152	10	15 567	12
Level 3	49	65	1 085	72	84 633	67
Level 2	12	16	222	15	20 857	16
Level 1	2	3	21	1	3 023	2
NE1	0	0	1	<1	260	<1
<i>Participating Students</i>	69	92	1 481	98	124 340	98
No Data	0	0	6	<1	612	<1
Exempt	6	8	18	1	2 309	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	73		82		79	

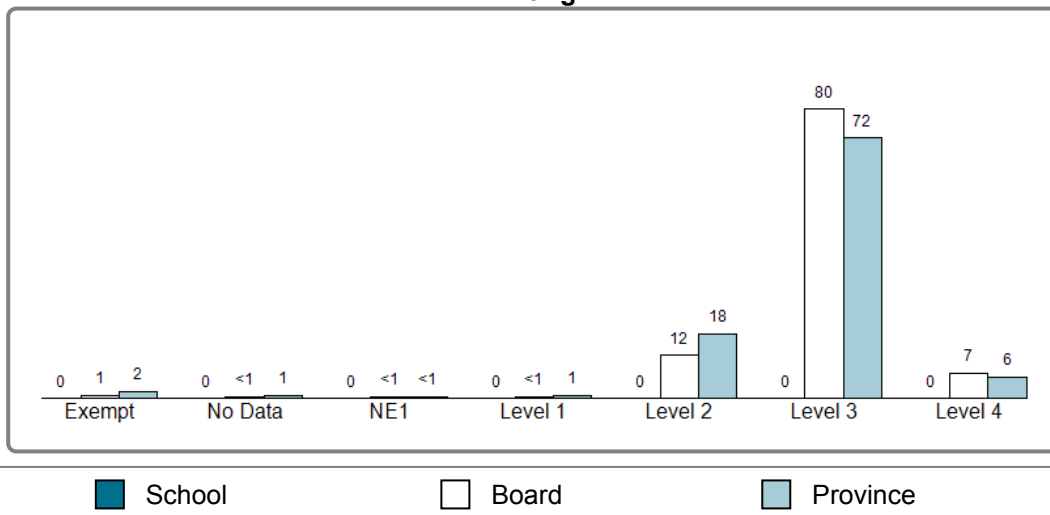
Writing	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	75		1 505		127 207	
Level 4	3	4	146	10	15 383	12
Level 3	44	59	1 118	74	84 042	66
Level 2	22	29	214	14	23 449	18
Level 1	0	0	2	<1	1 106	1
NE1	0	0	1	<1	358	<1
<i>Participating Students</i>	69	92	1 481	98	124 338	98
No Data	0	0	6	<1	640	1
Exempt	6	8	18	1	2 229	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	63		84		78	

Mathematics	School		Board		Province	
	#	%	#	%	#	%
<i>Number of Students</i>	75		1 505		127 286	
Level 4	8	11	176	12	15 990	13
Level 3	29	39	700	47	52 974	42
Level 2	27	36	459	30	38 577	30
Level 1	4	5	143	10	16 062	13
NE1	1	1	3	<1	565	<1
<i>Participating Students</i>	69	92	1 481	98	124 168	98
No Data	0	0	6	<1	702	1
Exempt	6	8	18	1	2 416	2
<i>At or Above Provincial Standard (Levels 3 and 4)</i>	49		58		54	

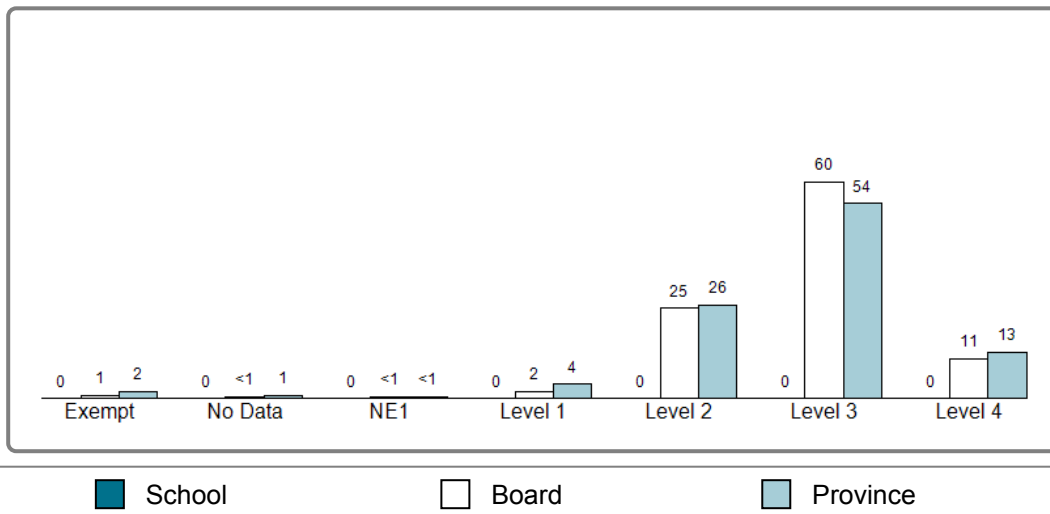
**Percentage of Students
Reading**



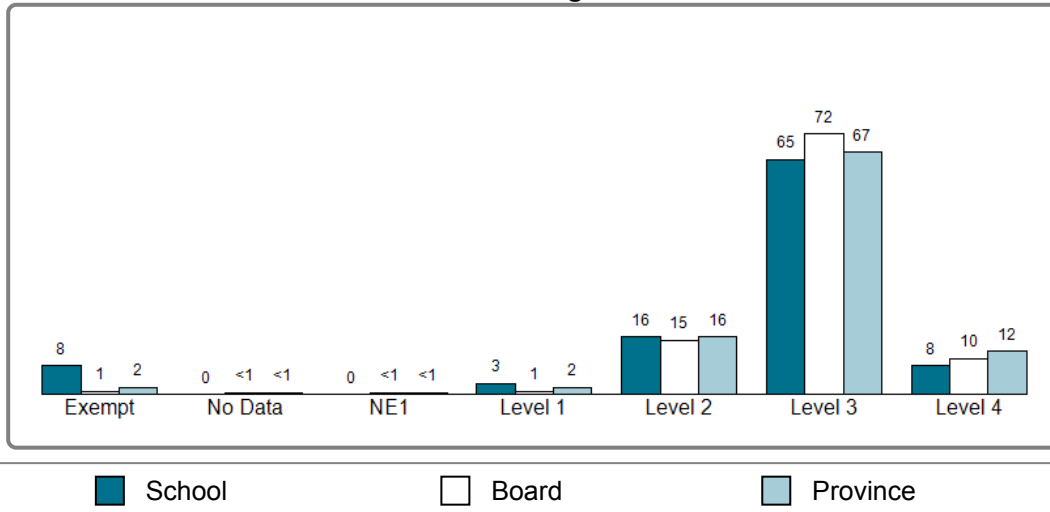
Writing



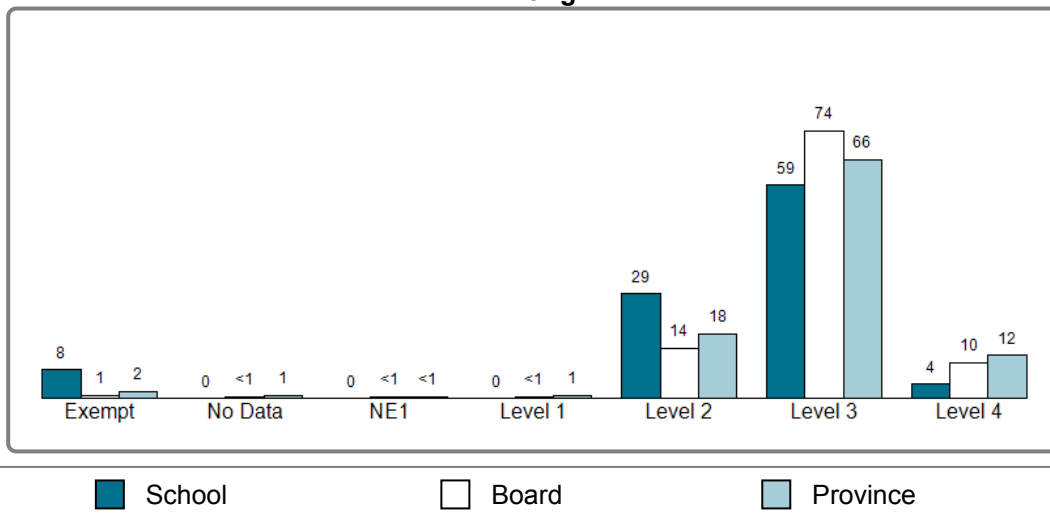
Mathematics



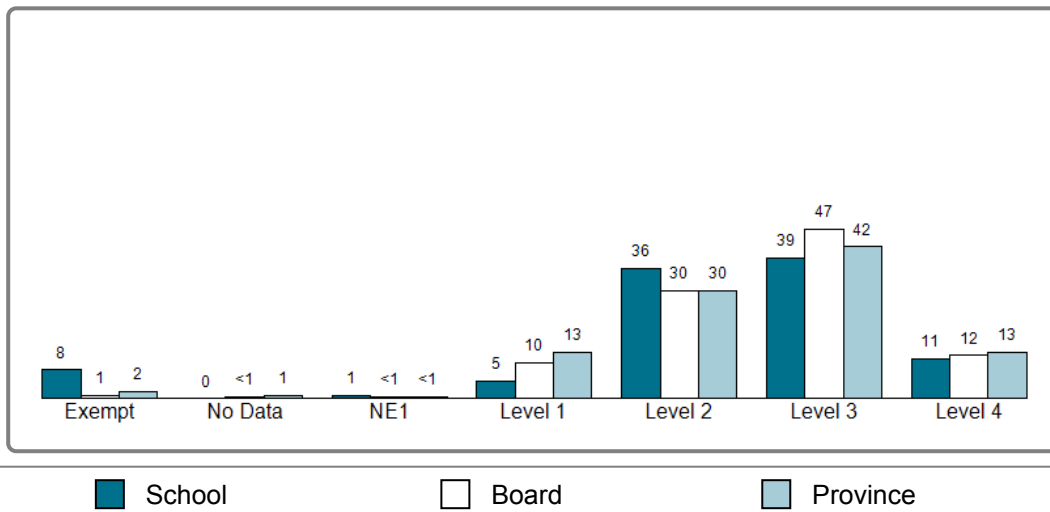
**Percentage of Students
Reading**



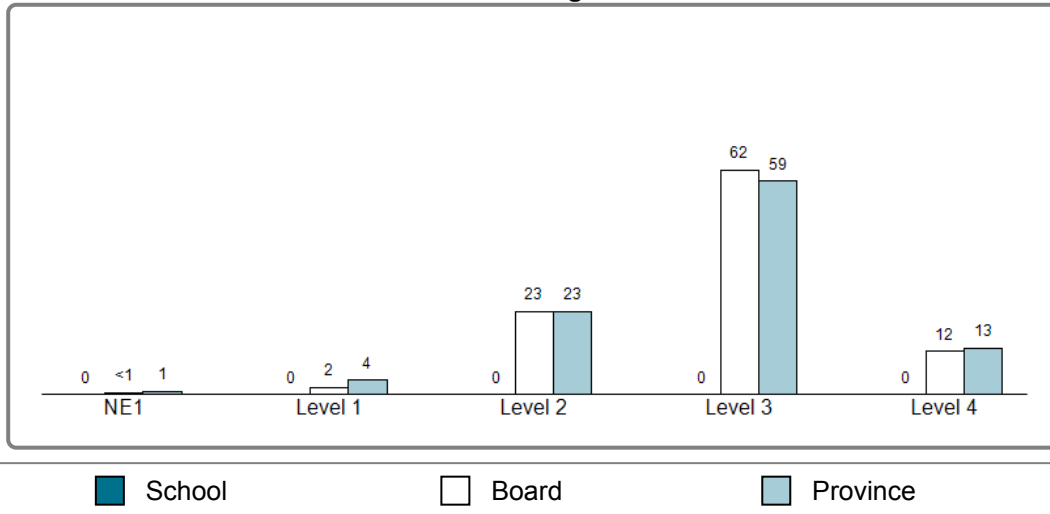
Writing



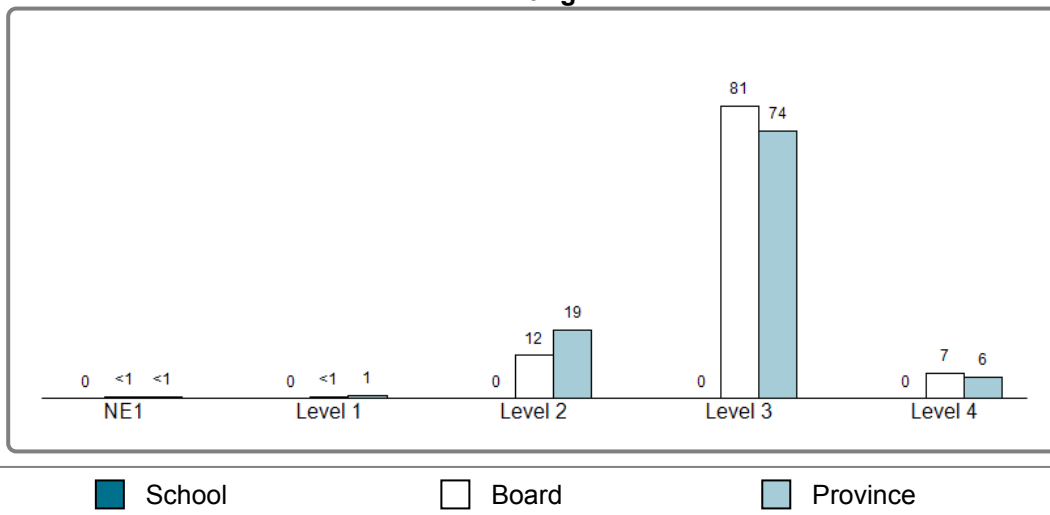
Mathematics



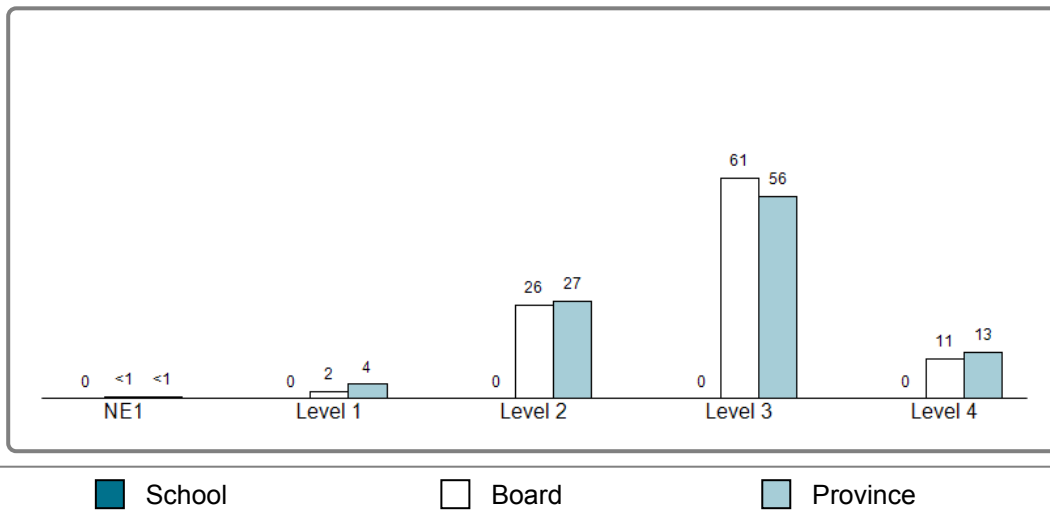
**Percentage of Students
Reading**



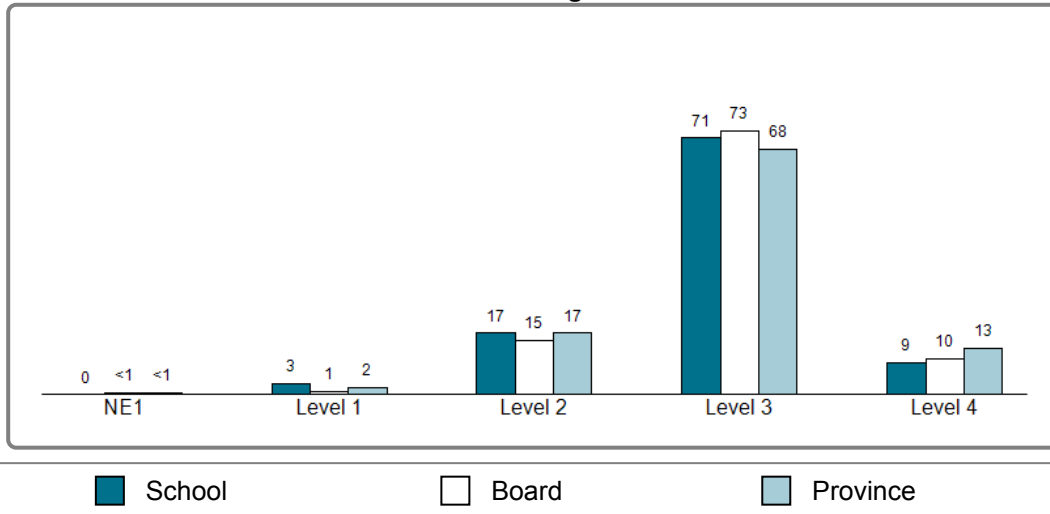
Writing



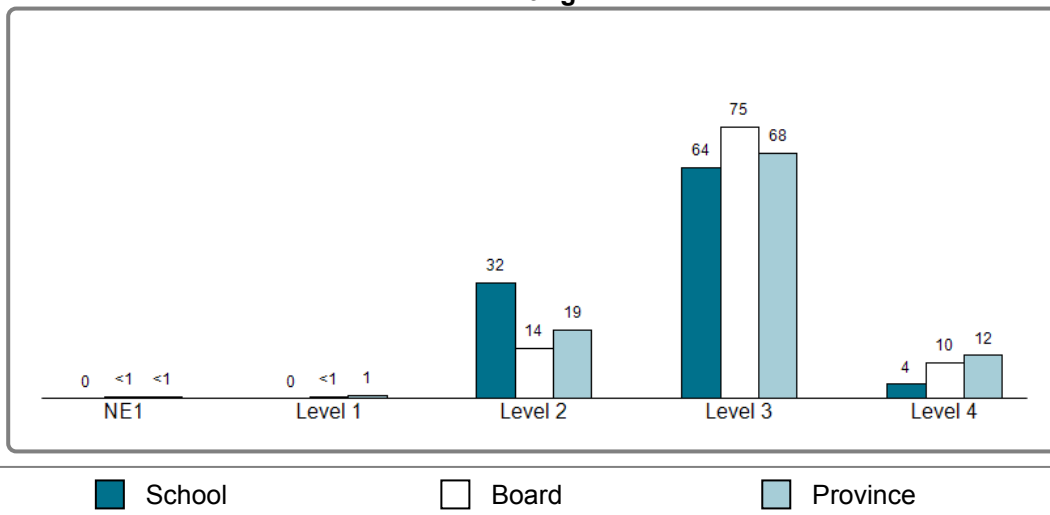
Mathematics



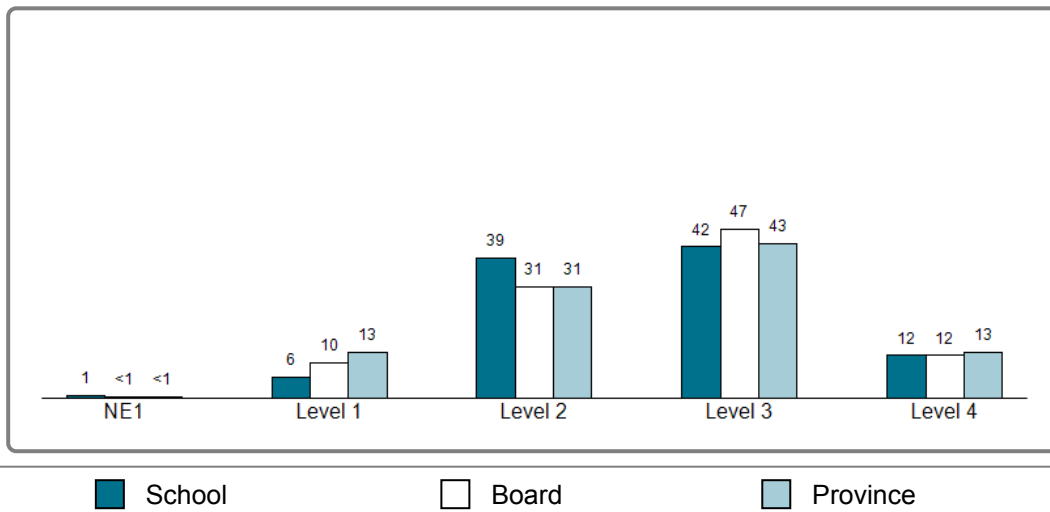
**Percentage of Students
Reading**



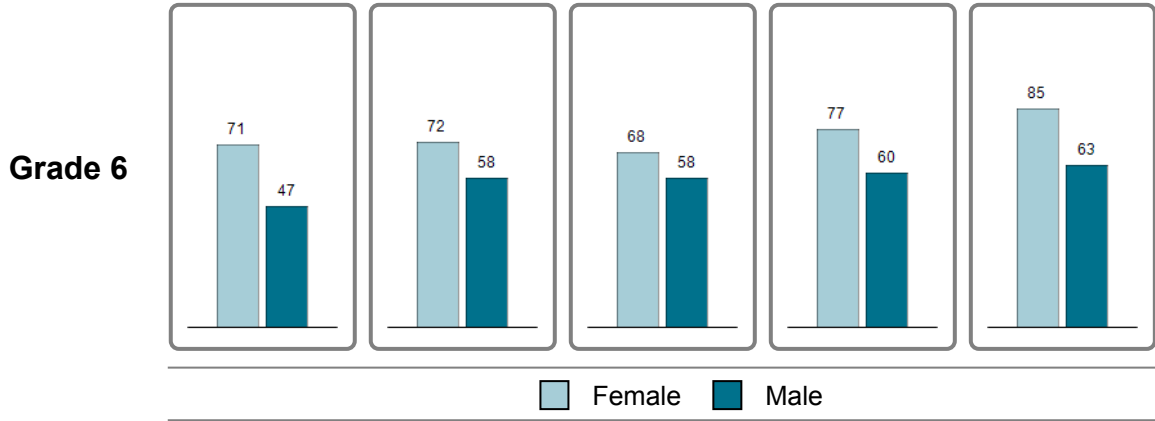
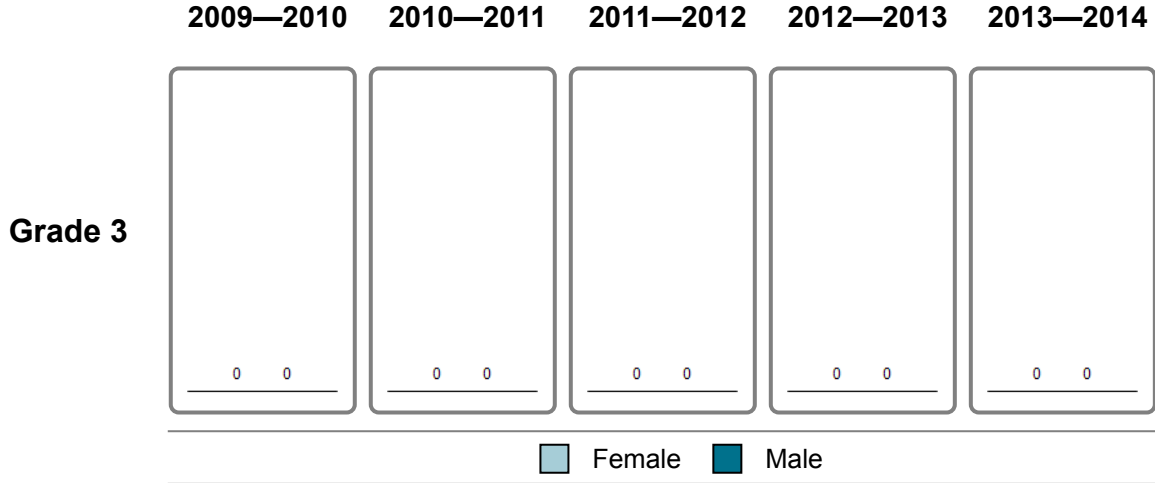
Writing



Mathematics



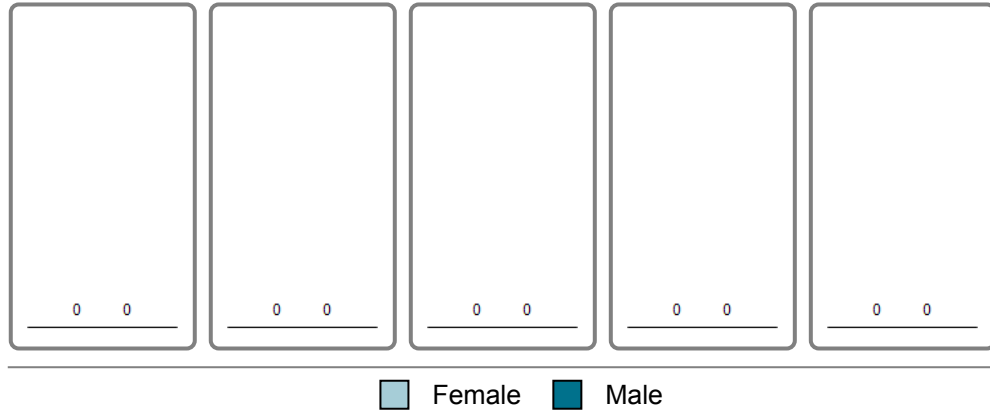
Percentage of Students



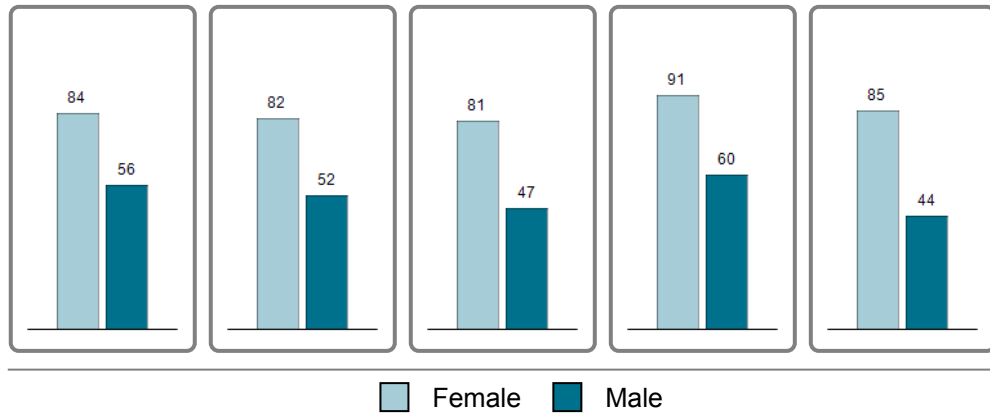
Percentage of Students

2009—2010 2010—2011 2011—2012 2012—2013 2013—2014

Grade 3



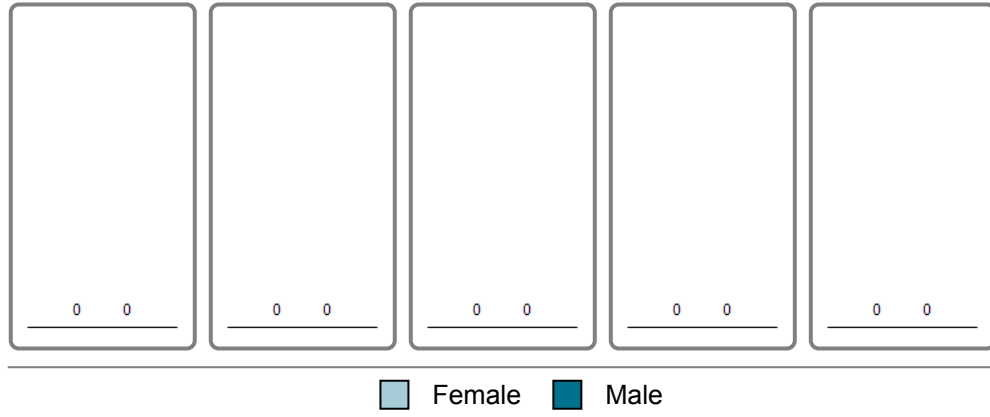
Grade 6



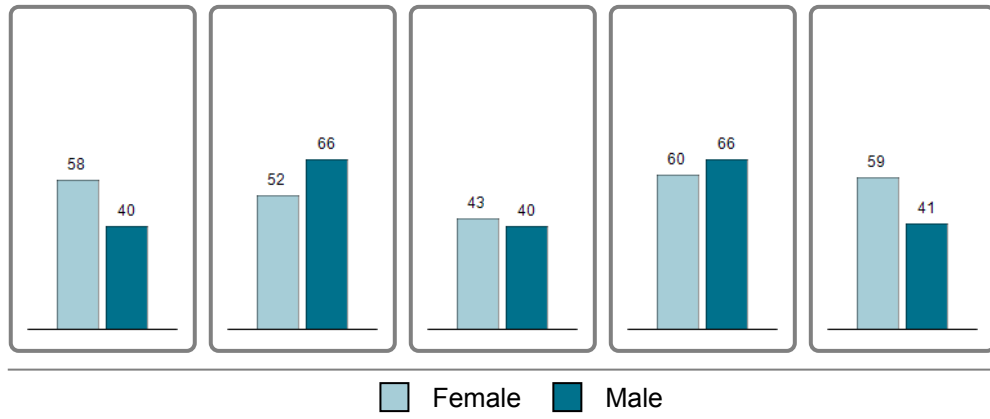
Percentage of Students

2009—2010 2010—2011 2011—2012 2012—2013 2013—2014

Grade 3

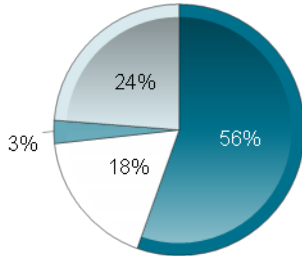


Grade 6



Reading

The reading results for the 72 students in the cohort are as follows:

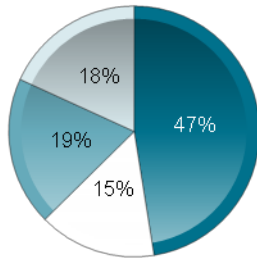


- **56%** (40) met the provincial standard in Grade 3 and Grade 6;
- **18%** (13) did not meet the standard in Grade 3 but met it in Grade 6;
- **3%** (2) met the standard in Grade 3 but did not meet it in Grade 6 and
- **24%** (17) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard
 Rose to Standard
 Dropped from Standard
 Never Met Standard

Writing

The writing results for the 72 students in the cohort are as follows:

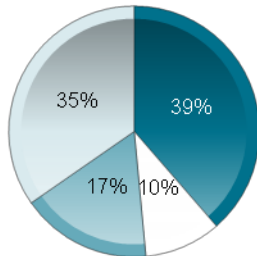


- **47%** (34) met the provincial standard in Grade 3 and Grade 6;
- **15%** (11) did not meet the standard in Grade 3 but met it in Grade 6;
- **19%** (14) met the standard in Grade 3 but did not meet it in Grade 6 and
- **18%** (13) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard
 Rose to Standard
 Dropped from Standard
 Never Met Standard

Mathematics

The mathematics results for the 72 students in the cohort are as follows:



- **39%** (28) met the provincial standard in Grade 3 and Grade 6;
- **10%** (7) did not meet the standard in Grade 3 but met it in Grade 6;
- **17%** (12) met the standard in Grade 3 but did not meet it in Grade 6 and
- **35%** (25) did not meet the standard in Grade 3 and did not in Grade 6.

Maintained Standard
 Rose to Standard
 Dropped from Standard
 Never Met Standard

	School	Board	Province
Number of students	0	1 527	127 505
Participation in the Assessment			
Reading	0%	99%	97%
Writing	0%	99%	97%
Mathematics	0%	98%	97%
Gender			
Female	0%	48%	49%
Male	0%	52%	51%
Student Status			
English language learners	0%	2%	13%
Students with special education needs (excluding gifted)	0%	17%	17%
Students enrolled in French Immersion	0%	0%	14%
Participating English language learners who received a special provision			
Reading	0%	1%	2%
Writing	0%	1%	3%
Mathematics	0%	1%	2%
Participating students who received one or more accommodations			
Reading	0%	17%	17%
Writing	0%	17%	17%
Mathematics	0%	17%	16%
Place of Birth			
Born in Canada	0%	95%	90%
Born outside Canada	0%	5%	10%
In Canada less than one year	0%	1%	1%
In Canada one year or more but less than three years	0%	1%	2%
In Canada three years or more	0%	3%	7%
Language			
First language learned at home was other than English	0%	8%	22%
Year student entered current school			
Year of the assessment	0%	9%	14%
Year prior to the assessment	0%	7%	13%
2 years prior to the assessment	0%	11%	14%
3 or more years prior to the assessment	0%	73%	59%
Year Student Entered Current Board			
Year of the assessment	0%	5%	6%
Year prior to the assessment	0%	4%	7%
2 years prior to the assessment	0%	8%	8%
3 or more years prior to the assessment	0%	80%	78%

	School	Board	Province
Number of students	75	1 505	127 286
Participation in the Assessment			
Reading	92%	98%	98%
Writing	92%	98%	98%
Mathematics	92%	98%	98%
Gender			
Female	45%	48%	49%
Male	55%	52%	51%
Student Status			
English language learners	0%	2%	10%
Students with special education needs (excluding gifted)	27%	23%	21%
Students enrolled in French Immersion	0%	0%	11%
Participating English language learners who received a special provision			
Reading	0%	1%	1%
Writing	0%	1%	1%
Mathematics	0%	1%	1%
Participating students who received one or more accommodations			
Reading	20%	21%	18%
Writing	20%	21%	18%
Mathematics	20%	21%	17%
Place of Birth			
Born in Canada	96%	93%	87%
Born outside Canada	4%	7%	12%
In Canada less than one year	0%	1%	<1%
In Canada one year or more but less than three years	0%	1%	2%
In Canada three years or more	4%	5%	9%
Language			
First language learned at home was other than English	1%	6%	23%
Year student entered current school			
Year of the assessment	8%	8%	23%
Year prior to the assessment	7%	7%	12%
2 years prior to the assessment	85%	12%	8%
3 or more years prior to the assessment	0%	74%	57%
Year Student Entered Current Board			
Year of the assessment	1%	3%	5%
Year prior to the assessment	4%	4%	6%
2 years prior to the assessment	5%	5%	5%
3 or more years prior to the assessment	31%	75%	82%

	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14
Number of students	0	0	0	0	0
Participation in the Assessment					
Reading	0%	0%	0%	0%	0%
Writing	0%	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%	0%
Gender					
Female	0%	0%	0%	0%	0%
Male	0%	0%	0%	0%	0%
Student Status					
English language learners	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)	0%	0%	0%	0%	0%
Students enrolled in French Immersion	0%	0%	0%	0%	0%
Participating English language learners who received a special provision					
Reading	0%	0%	0%	0%	0%
Writing	0%	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%	0%
Participating students who received one or more accommodations					
Reading	0%	0%	0%	0%	0%
Writing	0%	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%	0%
Place of Birth					
Born in Canada	0%	0%	0%	0%	0%
Born outside Canada	0%	0%	0%	0%	0%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	0%	0%	0%	0%	0%
In Canada three years or more	0%	0%	0%	0%	0%
Language					
First language learned at home was other than English	0%	0%	0%	0%	0%
Year student entered current school					
Year of the assessment	0%	0%	0%	0%	0%
Year prior to the assessment	0%	0%	0%	0%	0%
2 years prior to the assessment	0%	0%	0%	0%	0%
3 or more years prior to the assessment	0%	0%	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	0%	0%	0%	0%	0%
Year prior to the assessment	0%	0%	0%	0%	0%
2 years prior to the assessment	0%	0%	0%	0%	0%
3 or more years prior to the assessment	0%	0%	0%	0%	0%

	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14
Number of students	110	102	80	70	75
Participation in the Assessment					
Reading	99%	96%	98%	100%	92%
Writing	99%	96%	98%	100%	92%
Mathematics	99%	96%	98%	100%	92%
Gender					
Female	50%	39%	46%	50%	45%
Male	50%	61%	54%	50%	55%
Student Status					
English language learners	0%	0%	0%	0%	0%
Students with special education needs (excluding gifted)	17%	17%	20%	13%	27%
Students enrolled in French Immersion	0%	0%	0%	0%	0%
Participating English language learners who received a special provision					
Reading	0%	0%	0%	0%	0%
Writing	0%	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%	0%
Participating students who received one or more accommodations					
Reading	17%	12%	9%	13%	20%
Writing	17%	12%	9%	13%	20%
Mathematics	17%	12%	9%	13%	20%
Place of Birth					
Born in Canada	93%	98%	98%	94%	96%
Born outside Canada	7%	2%	2%	6%	4%
In Canada less than one year	0%	0%	0%	0%	0%
In Canada one year or more but less than three years	2%	0%	0%	0%	0%
In Canada three years or more	5%	2%	2%	6%	4%
Language					
First language learned at home was other than English	3%	2%	2%	4%	1%
Year student entered current school					
Year of the assessment	13%	4%	4%	1%	8%
Year prior to the assessment	3%	8%	4%	1%	7%
2 years prior to the assessment	85%	88%	92%	97%	85%
3 or more years prior to the assessment	0%	0%	0%	0%	0%
Year Student Entered Current Board					
Year of the assessment	9%	0%	1%	1%	1%
Year prior to the assessment	3%	5%	4%	1%	4%
2 years prior to the assessment	2%	4%	5%	1%	5%
3 or more years prior to the assessment	1%	4%	5%	4%	31%

STUDENT ENGAGEMENT

About reading:



Blank or ambiguous



Never



Sometimes



Most of the time

Percentage of Students

I like to read.

I am a good reader.

I am able to understand difficult reading
passages.

I do my best when I do reading activities in
class.

STUDENT ENGAGEMENT

About writing:



Blank or ambiguous



Never



Sometimes



Most of the time

Percentage of Students

I like to write.

I am a good writer.

I am able to communicate my ideas in
writing.

I do my best when I do writing activities in
class.

COGNITIVE STRATEGIES USED IN LANGUAGE



Blank or ambiguous



Never



Sometimes



Most of the time

Percentage of Students

Before I start to read, I try to predict what the text will be about.

I make sure I understand what I am reading.

I slow down my reading if it is difficult.

When I come to a word I do not understand, I look for clues (e.g., punctuation, word parts, other words in the sentence).

When I am finished reading, I think about what I have read.

I organize my ideas before I start to write.

I edit my writing to make it better.

I check my writing for spelling and grammar.

INSTRUCTIONAL TOOLS USED IN READING AND WRITING

How often do you use the following when you read and write at school?



Blank or ambiguous



Never



Sometimes



Most of the time

Percentage of Students

A computer for reading activities

A computer for writing activities

Reading and writing tools (e.g., a dictionary, thesaurus, word wall, editing checklist)

STUDENT ENGAGEMENT

About mathematics:



Blank or ambiguous



Never



Sometimes



Most of the time

Percentage of Students

I like mathematics.

I am good at mathematics.

I am able to answer difficult mathematics
questions.

I do my best when I do mathematics
activities in class.

COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,



Blank or ambiguous



Never



Sometimes



Most of the time

Percentage of Students

I read over the mathematics problem first
to make sure I know what I am supposed
to do.

I think about the steps I will use to solve
the problem.

I ask for help if I don't understand the
problem.

I check my work for mistakes.

I check my answer to see if it makes sense.

INSTRUCTIONAL TOOLS USED IN MATHEMATICS

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



Blank or ambiguous



Never



Sometimes



Most of the time

Percentage of Students

Manipulatives (e.g., base ten blocks, tiles)

A calculator

A computer to learn mathematics

OUT—OF—SCHOOL ACTIVITIES

How often do you do the following when you are not at school?



Blank or ambiguous



Never



1 or 2 times a month



1 to 3 times a week



Every day or almost
every day

Percentage of Students

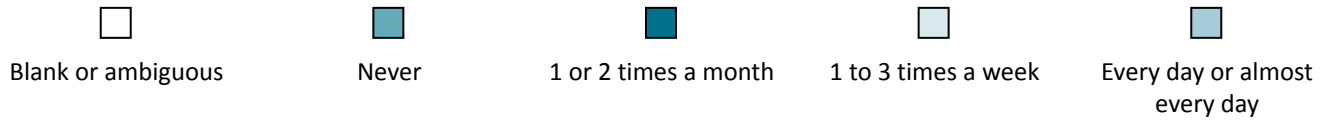
I participate in art, music or drama
activities.

I participate in after—school clubs.

I participate in sports or other physical
activities.

PARENTAL ENGAGEMENT

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



Percentage of Students

We talk about the activities I do in school.

We talk about the reading and writing work I do in school.

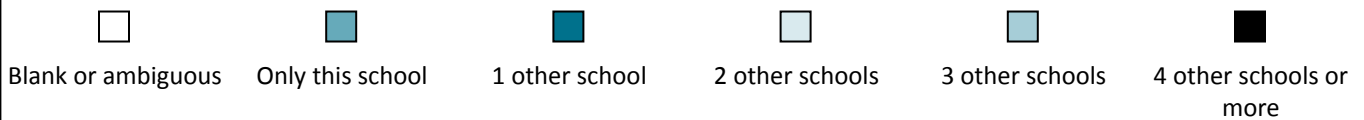
We talk about the mathematics work I do in school.

We read together.

We look at my school agenda.

We use a computer together.

SCHOOLS ATTENDED



Percentage of Students

How many schools did you attend before this one?

LANGUAGES SPOKEN



Blank or ambiguous



Only or mostly English



Another language (or other
languages) as often as English



Mostly or only another
language (or other languages)

Percentage of Students

Languages student speaks at home

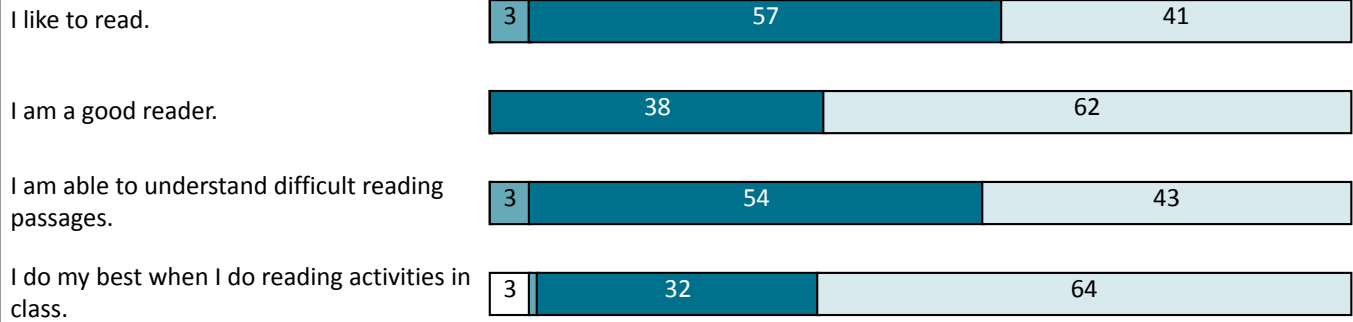
Languages in which people speak to
student at home

STUDENT ENGAGEMENT

About reading:



Percentage of Students

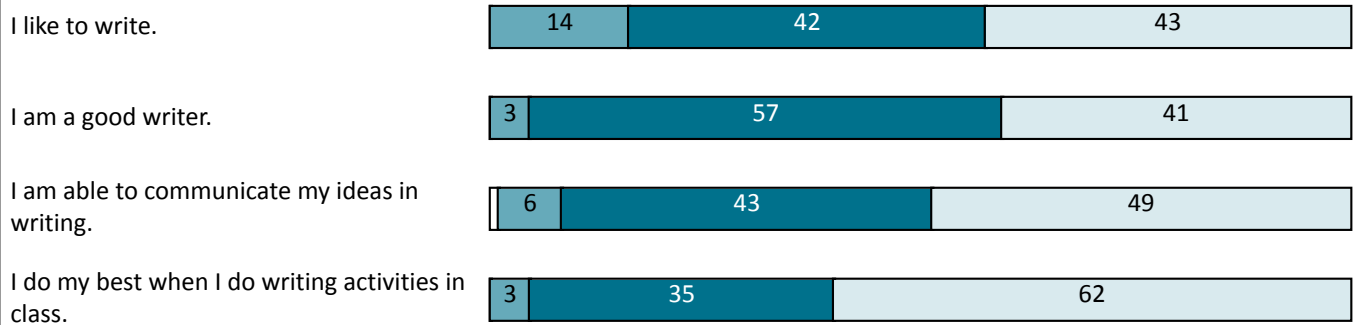


STUDENT ENGAGEMENT

About writing:



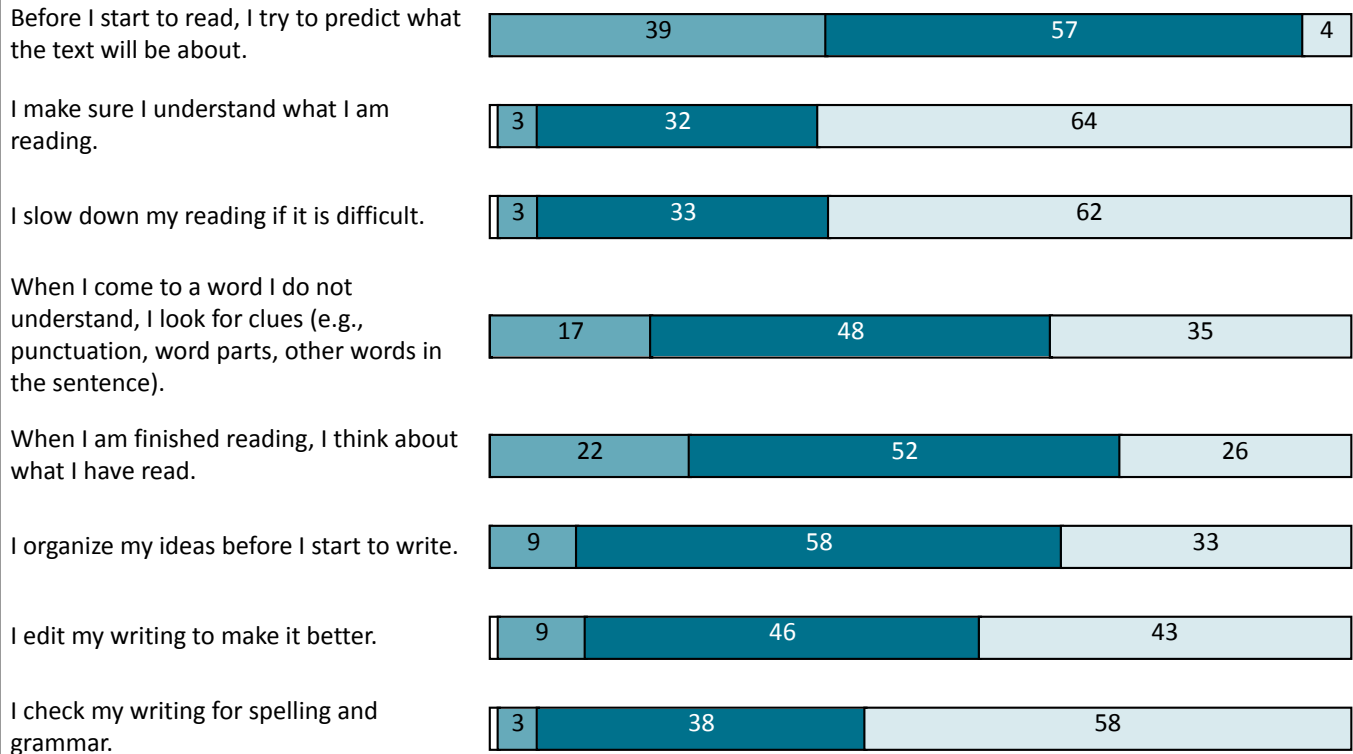
Percentage of Students



COGNITIVE STRATEGIES USED IN LANGUAGE

Blank or ambiguous
 Never
 Sometimes
 Most of the time

Percentage of Students

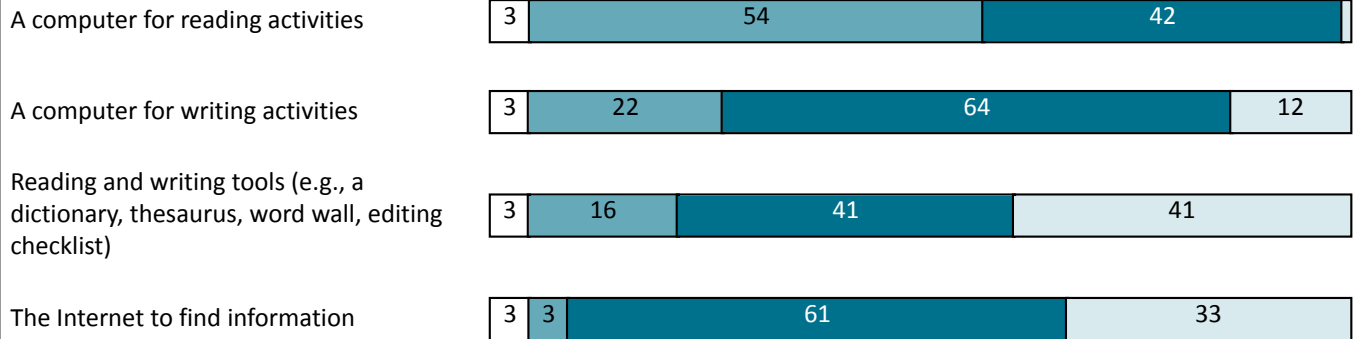


INSTRUCTIONAL TOOLS USED IN READING AND WRITING

How often do you use the following when you read and write at school?



Percentage of Students

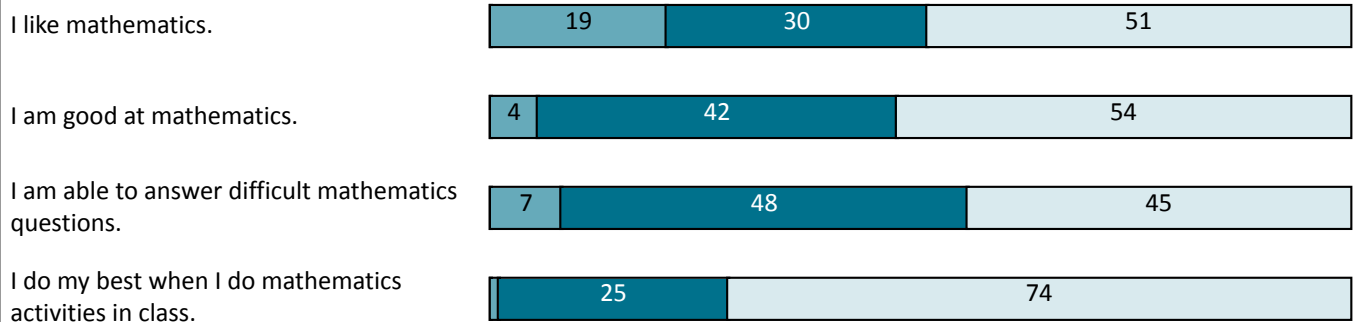


STUDENT ENGAGEMENT

About mathematics:



Percentage of Students

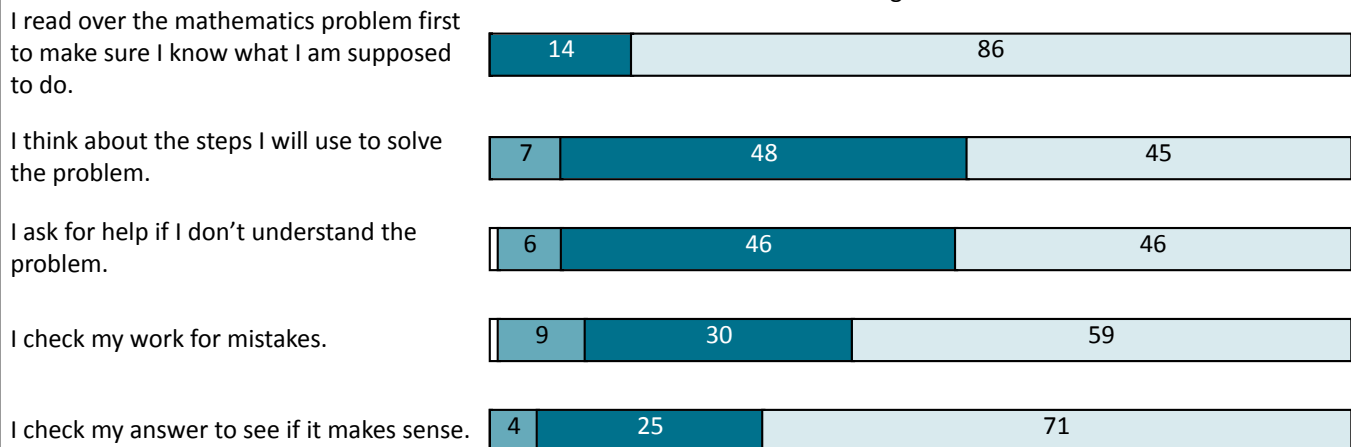


COGNITIVE STRATEGIES USED IN MATHEMATICS

When I am working on a mathematics problem,



Percentage of Students

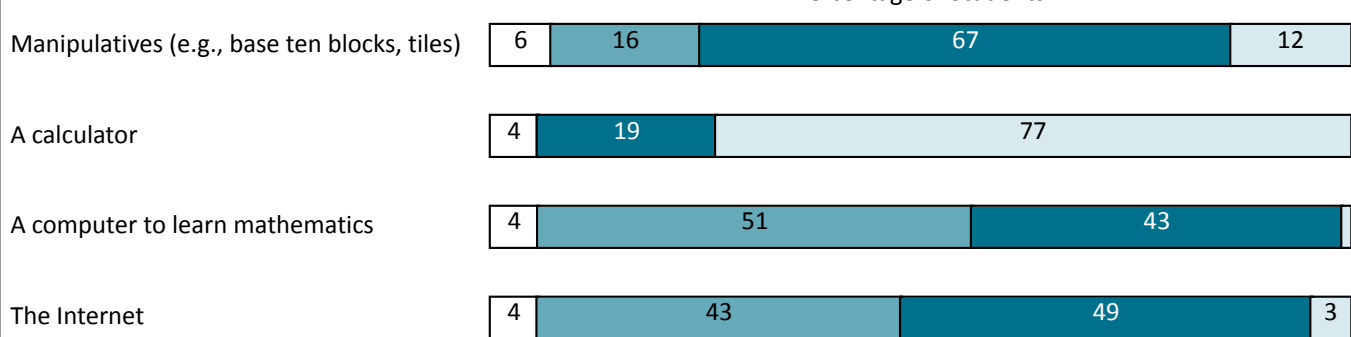


INSTRUCTIONAL TOOLS USED IN MATHEMATICS

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

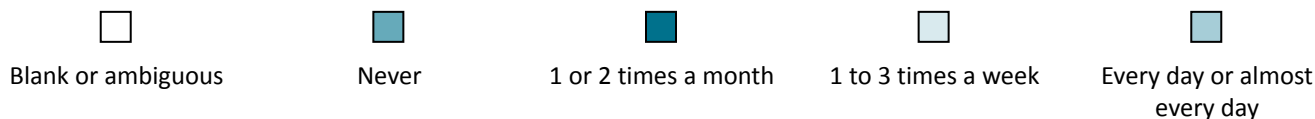


Percentage of Students

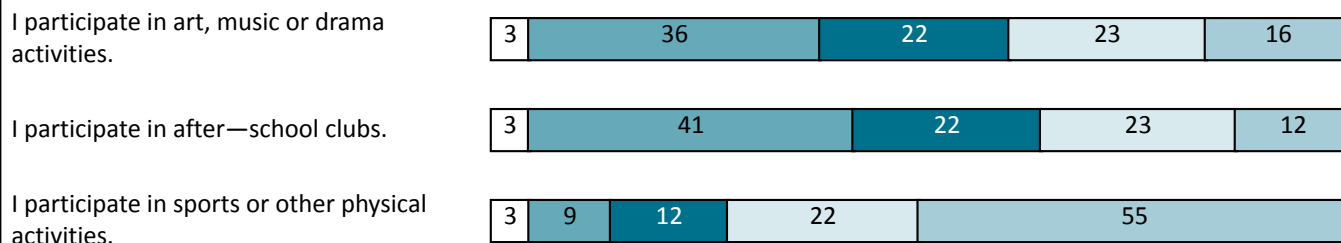


OUT—OF—SCHOOL ACTIVITIES

How often do you do the following when you are not at school?

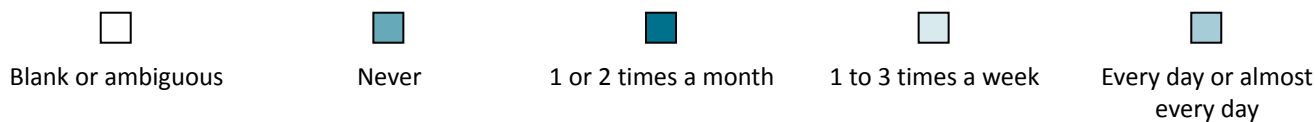


Percentage of Students

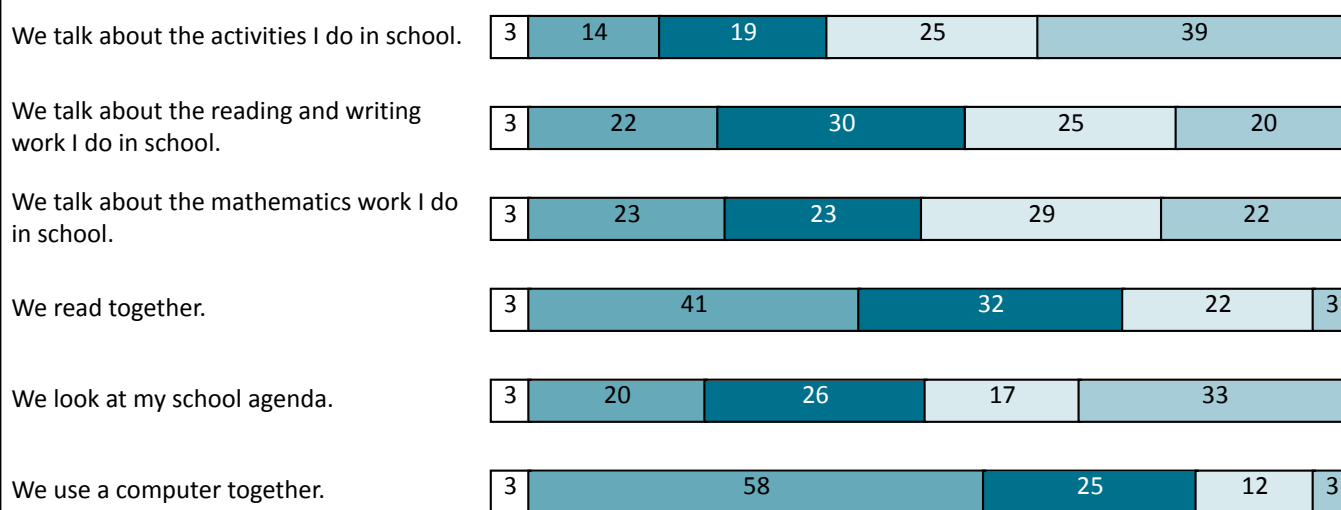


PARENTAL ENGAGEMENT

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

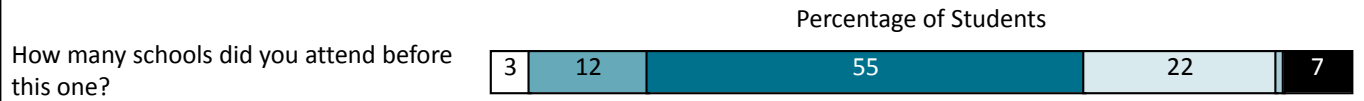


Percentage of Students



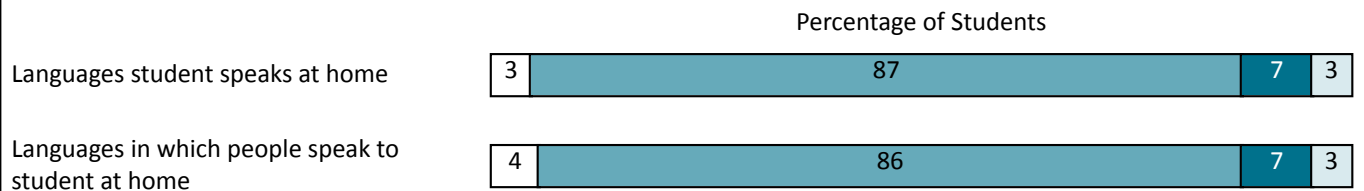
SCHOOLS ATTENDED

Blank or ambiguous
 Only this school
 1 other school
 2 other schools
 3 other schools
 4 other schools or more



LANGUAGES SPOKEN

Blank or ambiguous
 Only or mostly English
 Another language (or other languages) as often as English
 Mostly or only another language (or other languages)



Assessments of Reading, Writing and Mathematics
Primary Division (Grades 1—3) and Junior Division (Grades 4—6), 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 <i>English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</i> (2007).
English Language Learners Receiving a Special Provision	English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
Students with Special Education Needs (excluding gifted)	Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.
Students Receiving One or More Accommodations	Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's <i>Guide for Accommodations, Special Provisions and Exemptions</i> .
N/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.